

2014 Department of Athletics IPR

LASSEN COMMUNITY COLLEGE

A collaborative effort of LCC coaches, staff, and administration

Senate Approved: March 15, 2016

Presented to Consultation Council: March 18, 2016

Accepted by Governing Board: April 12, 2016

2014 Department of Athletics IPR

SECTION 1: ACADEMIC PLANNING

The department of athletics instructs intercollegiate sport classes and also administers intercollegiate sports for Lassen Community College.

Lassen Community College Athletic Department has a rich athletic tradition spanning more than eight decades. Student Athletes compete in 10 sports in multiple conferences. As a result, the athletics department must comply with multiple organization's rules.

I. Program Overview Objectives and SLOs

The mission of the LCC Athletic Program is to create an innovative, challenging and supportive learning environment for our student athletes, where all participants act as role models in athletic sportsmanship and academic achievement. Our student athletes will aspire to:

- Personal and collaborative excellence,
- Full academic and athletic potential,
- Opportunities for physical, social and cultural development and lifelong fitness and wellness, and
- The development of values that foster leadership, self-discipline, teamwork, communication, critical thinking, personal and civic responsibility, integrity, dignity and lifelong learning.

Furthermore, our mission is to become known as a leader among community college athletic programs offering broad based, equitable, Title IX compliant student-centered programming committed to the guidelines and bylaws of the CCCAA Golden Valley Conference, Big 8 Conference and the NIRA.

The following objectives have been identified for the physical education and athletics program:

- Maintain a high level of academic integrity throughout the physical education and athletics division.
- Increase opportunities for student success through individual attention and instruction.
- Provide a wide base of physical education and athletic knowledge, evident through degree and certificate options, for students interested in employment, advancement, or further study in the field of physical education or athletics.
- Maintain current knowledge of trends in physical education and athletics through faculty attendance at relevant clinics and conventions.
- Strive to provide the coaching personnel, competitive schedule, budget and equipment necessary to pursue league championships in every competitive sport offered in the athletic program.

Table 1.1 Sport by Conference

Gender	Sport	Conference
Female	Basketball	Golden Valley
	Rodeo	NIRA
	Soccer	Golden Valley
	Softball	Golden Valley
	Volleyball	Golden Valley
Male	Baseball	Golden Valley
	Basketball	Golden Valley
	Rodeo	NIRA
	Soccer	Golden Valley
	Wrestling	Big 8

The Physical Education program at Lassen College has the following student learning outcomes with the corresponding institutional student learning outcome noted in parentheses:

1. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness (ISLO 4).
2. Develop and apply techniques and strategies for development of personal physical fitness (ISLO 3, 4).
3. Think critically and apply logic to situational game play through intercollegiate athletics (ISLO 2)
4. Cooperate with others in a collaborate environment for accomplishment of personal fitness and/or team goals (ISLO 1, 2, 4).
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society (ISLO 2).
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness (ISLO 3, 4).
7. Demonstrate an understanding of the basic methodologies of science (ISLO 3).

The Athletic department also has the following administrative unit outcomes with the corresponding institutional student learning outcome noted in parentheses:

1. Ensure the game statistics are reported by the deadline set by the CCCAA (ISLO 2).
2. Maintain the athletics web page with accurate and up-to-date information (ISLO 1,2).
3. Ensure all materials are completed and turned in prior to team travel and events (ISLO 2,4).

Student athletes are an important sub-population of the student body. Generally, student athletes are motivated to succeed and have requirements for academic performance that the general student body does not have. For example, athletes are required to be full-time students, taking 12 units per semester of competition, while maintaining a 2.0 or better GPA. Additionally, athletes have requirements for class attendance. In many situations, a college like LCC can attract out of area or even international students because of its athletics teams, which increases diversity. Given these factors, expansion of athletics can be a positive step for an institution struggling to meet enrollment goals.

Evaluation and Changes Since Last Program Review

Since the last program review, completed in 2010, many challenges in the athletics program have precipitated including: staff turnover, restructuring, reduced funding, elimination of good neighbor program with Nevada, new compliance items developed by the CCCCA, changes to interpretation of Title IX compliance, and new credit course repeatability laws. Repeatability has continued to be limited by Title V changes, and curriculum revision occurred with intercollegiate athletics courses in order to comply with new regulations established by CCC Commission on Athletics.

In general, the athletics department has been able to navigate these changes but it has not been without challenge. Luckily, there has been some abatement of the fiscal challenges facing California Community Colleges.

Successes of the department are reflected by many student athletes being recognized as all-conference performers at LCC. In addition LCC athletes have been nominated to the all-Northern California team as well as all-state selections. Coaches have also won coach of the year honors. Teams have reached many competitive milestones:

Men's Basketball: GVC champions 11 times, Elite 8 two times

Men’s Soccer: GVC champions four times

Men’s Baseball: Playoffs 16 times, Northern California Regionals 7 times, California Community, College World Series 2 times: 1994 and 1996

Wrestling: GVC champions 9 times, Big 8 two times, State championship 7 times, National championship four times

Women’s Soccer: GVC 2015 Champions

Planning Agenda:

1. Hold an “all athletics meetings” at least once a term to discuss athletic program issues and coordinate plans for action.
2. Request that the Institutional Effectiveness Office regularly (once a term) provide data that disaggregates athletes’ achievement from the general student population.
3. Provide an annual update to the board on the impact of athletics on LCC.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Tables 1.1 – 1.4 illustrate retention and success data for courses in the athletics program during the last four years.

Overall, retention and success in athletics-related physical education classes is good. Most student athletes are motivated to continue in their athletics courses as it is a significant factor in their decision to attend LCC. Those students who drop out of their athletics courses usually decide to drop out of their academic courses as well. Therefore, high retention rates in athletic courses is a key to retaining student athletes in their academic courses as well.

Table 1.2 Athletics Competition Courses

Course ID	Course Title
AGR - 21B	Men's and Women's Rodeo
PEAC-2A	Men's Varsity Soccer
PEAC-2C	Women's Varsity Soccer
PEAC-5A	Men's Varsity Basketball
PEAC-5C	Women's Varsity Basketball
PEAC-6	Varsity Wrestling
PEAC-7	Varsity Baseball
PEAC-9	Women's Varsity Volleyball
PEAC-10	Women's Varsity Softball

Retention and success rates have fluctuated in a few classes: women’s soccer and men’s basketball.

RETENTION

Table 1.1 Term Retention

Course	2009-2010			2010-2011			2011-2012			2012-2013		
	2009 SU	2009 FA	2010 SP	2010 SU	2010 FA	2011 SP	2011 SU	2011 FA	2012 SP	2012 SU	2012 FA	2013 SP
AGR-21B		100%	93%		100%	93%		93%	100%		96%	100%
PEAC-10			100%			100%			100%			100%
PEAC-2A					100%			100%			89%	
PEAC-2C		62%			100%						100%	
PEAC-5A		100%			73%			100%			100%	
PEAC-5C		100%			100%			100%			100%	
PEAC-6		100%			89%			100%			100%	
PEAC-7			95%			100%			100%			94%
PEAC-9		100%			100%			100%			88%	

Table 1.2 Annual Retention

Course	2009-2010	2010-2011	2011-2012	2012-2013
AGR-21B	97%	97%	96%	98%
PEAC-10	100%	100%	100%	100%
PEAC-2A		100%	100%	89%
PEAC-2C	62%	100%		100%
PEAC-5A	100%	73%	100%	100%
PEAC-5C	100%	100%	100%	100%
PEAC-6	100%	89%	100%	100%
PEAC-7	95%	100%	100%	94%
PEAC-9	100%	100%	100%	88%

SUCCESS

Table 1.3 Term Success

Course	2009-2010			2010-2011			2011-2012			2012-2013		
	2009 SU	2009 FA	2010 SP	2010 SU	2010 FA	2011 SP	2011 SU	2011 FA	2012 SP	2012 SU	2012 FA	2013 SP
AGR-21B		94%	86%		100%	93%		93%	100%		96%	100%
PEAC-10			100%			94%			100%			100%
PEAC-2A					100%			100%			87%	
PEAC-2C		62%			100%						94%	
PEAC-5A		72%			67%			100%			100%	
PEAC-5C		100%			100%			100%			82%	
PEAC-6		86%			78%			100%			86%	
PEAC-7			95%			91%			100%			94%
PEAC-9		100%			100%			100%			88%	

Table 1.4 Annual Success

Course	2009-2010	2010-2011	2011-2012	2012-2013
AGR-21B	90%	97%	96%	97%
PEAC-10	100%	94%	100%	100%
PEAC-2A		100%	100%	87%
PEAC-2C	62%	100%		94%
PEAC-5A	72%	67%	100%	100%
PEAC-5C	100%	100%	100%	82%
PEAC-6	86%	78%	100%	86%
PEAC-7	95%	91%	100%	94%
PEAC-9	100%	100%	100%	88%

Planning Agenda:

Request that the Institutional Effectiveness Office regularly (once a term) provide data that disaggregates athletes' achievements from the general student population.

B. Student Learning Outcome Assessment

SLO assessments are regularly completed for all Lassen College courses including physical education courses. All course outcomes are stored in WEAVE and available for review by all faculty. Results are discussed at convocation meetings and between coaches.

Athletic SLO assessments are favorable, and outcomes are being met – 99 percent of targets measured were met over the last three terms. SLO assessment is on-going, and course SLOs are linked to Physical Education program SLOs. SLO action plans reflect student success and most are not proposing any changes. However, in PEAC-10D the faculty will try to increase the amount of testing dates to better adjust drill pattern. Further in PEAC-2C the coach hopes to implement an end of the semester written survey to further grasp student's understanding.

PEAC Course	SLO	TERM			
		Fall 2013	Spring 2014	Fall 2014	Total
AGR-21B	SLO 1	-	75%	-	75%
PEAC-6	SLO 1	100%	-	100%	100%
PEAC-7	SLO 1	-	100%	-	100%
PEAC-9	SLO 1	100%	-	100%	100%
PEAC-10	SLO 1	-	100%	-	100%
	SLO 1	100%	-	100%	100%
	SLO 2	100%	-	-	100%
	SLO 3	100%	-	-	100%
PEAC-10D	SLO 3	100%	-	-	100%
PEAC-2A	SLO 1	100%	-	100%	100%
PEAC-2C	SLO 1	100%	-	100%	100%
PEAC-2D	SLO 1	-	100%	-	100%
PEAC-5A	SLO 1	100%	100%	-	100%
	SLO 1	100%	-	100%	100%
	SLO 2	100%	-	-	100%
	SLO 3	100%	-	-	100%
PEAC-5B	SLO 3	100%	-	-	100%
	SLO 1	100%	-	-	100%
PEAC-5C	SLO 3	100%	-	-	100%
	SLO 1	-	100%	-	100%
PEAC-6D	SLO 2	-	100%	-	100%
	SLO 1	-	100%	-	100%
PEAC-9D	SLO 1	-	100%	-	100%
Total		100%	98%	100%	99%

Planning Agenda:

None

C. Student Evaluation Summary

Athletes were surveyed to garner student perspective related to academic goals, scheduling compatibility, facility quality and access, and equipment quality. Each sport's respondents had positive and negative reactions. Overall, the main complaints from all teams were:

- restricted access to the weight room
- having to share the gym or field
- need new equipment for most sports

When each team was asked what their favorite part of being an athlete for Lassen Community College was there were positive responses indicating pride for their sport and the college they are playing for. Teams also made a lot of comments about having great coaches. Additional comments from athletes mainly consisted of suggestions of improving transportation, such as a charter bus.

The full analysis and survey is included in an appendix at the end of this document. Planning agenda items, which are supported by the athletes' perspectives, are in the appropriate document section relating to those items.

Planning Agenda:

None; student recommendations integrated into other sections.

III. Curriculum

A. Degrees and/or Certificates

There are no degrees or certificates specific to the athletic program. Student athletes may pursue any degree offered by LCC.

Planning Agenda:

1. Student athlete achievement and completion data (such as transfer rate and graduation rates) should be tracked and readily available for the campus. LCCs IT department should create a flag in the data warehouse to identify student athletes and make this tracking possible.

B. Courses

New off-season athletics courses were developed effective Fall 2014 to better manage enrollments and hours as allowed by CCCAA. As a result, no sport can practice more than 170 hours in fall or spring, although some additional pre-season summer hours are possible for fall sports. These courses were written to replace existing skills courses and PEAC 54 Sports Conditioning. Athletics skills courses were inactivated following approval of the off-season athletics courses.

According to the PE IPR, enrollments in fitness and activity classes that do not have an athletic emphasis are low, especially since repeatability was limited. If new courses are proposed, consideration for potential enrollments must be given. Non-competitive golf courses were recently reactivated through the curriculum process. Creation of a golf-team should be examined by the institution for feasibility and to maximize enrollments in the non-competitive golf class.

Additionally, sand volleyball represents an efficient cost effective addition relative to other new potential sports. Sand volleyball programs have begun to pop up throughout the state. There are three conferences

(four divisions) and 18 teams split between Northern and Southern CA that are competing during the 2015 season with more college programs expected to join in future years. The inaugural season began on March 1, 2015. Feather River College, which is known for its volleyball prowess, started a team for the inaugural season which has 33 students on the roster. Lassen College could expect similar numbers with like effort.

Cross country is another sport with relatively low costs. The college is ideally located for this sport with mountains, hills, and trails appropriate for the sport. These environmental factors could be a draw for new students. The institution should examine the validity of adding a men’s and women’s cross country team.

Planning Agenda:

1. Add a competitive cross country program
 - a. Demonstrate need for program
 - b. Develop financial projections for program success
 - c. Create and approve curriculum for cross country
 - d. Develop course, hire coach, recruit, etc.
2. Add sand volleyball as a competitive program
3. Examine developing a competitive golf program
4. As need and opportunity dictate, add sports to remain in compliance with Title 9, capture FTES generation opportunities, and remain competitive with other colleges in our region.

C. Scheduling and Enrollment Patterns

The tables below show athletic course offerings, enrollments, and FTES generation by athletics course. Continuity in coaching staff plays a significant role in student athlete retention. It is not unusual for 20 to 40 percent of an athletics team to turn over due to coaching changes. Wrestling illustrates this point with enrollments dropping from a high of 21 to a low of 7 after just one year (from 2011 to 2012). Luckily, enrollments usually bounce back within two years of a change. These trends show the importance of continuity in coaching staff and what the institution can expect when there is upheaval.

Table 1.5 Terms Courses Offered

Course	2010-2011			2011-2012			2012-2013		
	2010SU	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP
AGR-21B		1	1		1	1		1	1
PEAC-10			1			1			1
PEAC-2A		1			1			1	
PEAC-2C		1						1	
PEAC-5A		1			1			1	
PEAC-5C		1			1			1	
PEAC-6		1			1			1	
PEAC-7			1			1			1
PEAC-9		1			1			1	

Table 1.6 Annual Courses Offered

Course	2009-2010	2010-2011	2011-2012	2012-2013
AGR-21B	2	2	2	2
PEAC-10	1	1	1	1
PEAC-2A		1	1	1
PEAC-2C	1	1		1
PEAC-5A	1	1	1	1
PEAC-5C	1	1	1	1
PEAC-6	1	1	1	1
PEAC-7	1	1	1	1
PEAC-9	1	1	1	1

Table 1.7 Term Enrollments

Course	2009-2010			2010-2011			2011-2012			2012-2013		
	2009 SU	2009 FA	2010 SP	2010 SU	2010 FA	2011 SP	2011 SU	2011 FA	2012 SP	2012 SU	2012 FA	2013 SP
AGR-21B		18	14		16	16		21	14		26	20
PEAC-10			15			16			12			12
PEAC-2A					28			31			45	
PEAC-2C		13			15						16	
PEAC-5A		18			15			15			12	
PEAC-5C		8			13			11			11	
PEAC-6		14			9			21			7	
PEAC-7			20			22			27			33
PEAC-9		9			11			9			8	

Table 1.8 Annual Enrollments

Course	2009-2010	2010-2011	2011-2012	2012-2013
AGR-21B	32	32	35	46
PEAC-10	15	16	12	12
PEAC-2A		28	31	45
PEAC-2C	13	15		16
PEAC-5A	18	15	15	12
PEAC-5C	8	13	11	11
PEAC-6	14	9	21	7
PEAC-7	20	22	27	33
PEAC-9	9	11	9	8

Table 1.9 Term FTES

Course	2009-2010			2010-2011			2011-2012			2012-2013		
	2009 SU	2009 FA	2010 SP	2010 SU	2010 FA	2011 SP	2011 SU	2011 FA	2012 SP	2012 SU	2012 FA	2013 SP
AGR-21B		5.66	4.66		5.33	5.00		5.00	4.33		8.00	6.66
PEAC-10			5.00			5.33			4.00			4.00
PEAC-2A					9.33			10.33			15.00	
PEAC-2C		4.33			5.00						5.33	
PEAC-5A		5.76			4.80			4.86			3.85	
PEAC-5C		2.56			4.16			3.56			3.53	
PEAC-6		4.67			3.00			7.00			2.33	
PEAC-7			6.67			7.33			5.45			11.00
PEAC-9		3.00			3.67			3.00			2.67	

Table 1.10 Annual FTES

Course	2009-2010	2010-2011	2011-2012	2012-2013
AGR-21B	10.33	10.33	9.33	14.66
PEAC-10	5.00	5.33	4.00	4.00
PEAC-2A		9.33	10.33	15.00
PEAC-2C	4.33	5.00		5.33
PEAC-5A	5.76	4.80	4.86	3.85
PEAC-5C	2.56	4.16	3.56	3.53
PEAC-6	4.67	3.00	7.00	2.33
PEAC-7	6.67	7.33	5.45	11.00
PEAC-9	3.00	3.67	3.00	2.67

Planning Agenda:

1. Hire non-tenure track coaches to maintain consistency in team size and competitive abilities. This position could support additional recruiting expectations.

D. Articulation/Integration of Curriculum

Using assist.org, activity courses are generally accepted by universities with a total unit limit (ie. 1.0 units or 2.0 units). In some cases, articulation officer has been able to articulate individual courses as needed for the AA-T in Kinesiology submission.

Planning Agenda:

None

E. Equipment and Services

Equipment

In the wrestling room, heavy wrestling mats continuously have to be moved to accommodate yoga class. As the wrestling mats are moved to accommodate other activities, this is a primary cause of wear and tear

on the mats. As the mats break down, they provide less effective cushion. Further, the movement causes surface cracking which creates space for bacteria and other pathogens to occupy and prohibit sterilization. Last year, the many of the wrestlers contracted Ringworm, a fungal infection. Although mats are cleaned regularly, there is concern that mats may not be able to be disinfected properly to adequately prevent fungal and bacterial disease transmission if the surface of the mats are cracked. Wrestling mats should be regularly reconditioned to maintain their effectiveness. LCCs wrestling mats have not been reconditioned and are nearly 20 years old. Reconditioning current mats will cost approximately \$8,000. The college should also consider purchasing new smaller mats which are more maneuverable and safer (have not been compressed by years of use). New mats will cost approximately \$20,000, but is the recommended improvement.

Athletics, Physical Education, and Adaptive Physical Education share fitness facilities and equipment. The Physical Education IPR has outlined many of the needs in the fitness center. Athletics supports the proposals in the Physical Education IPR as being necessary to student safety and success.

Volleyball has identified a need for new nets and poles. While there is a need to replace the systems in place, another option could be to add a three net system. A three net system would allow LCC to host volleyball tournaments. Soccer identified a need for new balls. LCC should examine moving soccer onto campus to save money, avoiding the need to use the city field and to increase the use of LCC resources.

Hudl, a web based company that teams can pay to upload their films to and use it to store, transfer and even analyze. This not only saves the coaching staff a lot of time but it can also make coaching easier by using it to break down film. Plus, it is helpful with getting our players to four-year coaches. Having film ready on the web it can be accessed anywhere there is inter net service. Having it ready on the computer also makes it easier to put together highlight videos, which can be used to get players recruited along with recruiting future athletes

There are multiple needs in the Athletic Training Room to better support our athletes. For instance:

Game Ready: Game Ready[®] helping more and more athletes and patients to come back faster after an injury or surgery. Game Ready integrates proven cold and compression therapies in a revolutionary treatment system that sets a new standard of care in injury and post-operative recovery. Game Ready simply and simultaneously apply active pneumatic (air) compression and adjustable cold therapies to reduce swelling, minimize pain, and speed and enhance your body's natural healing abilities.

A smaller Whirlpool for the lower extremities will allow more people to use hot/cold modality than just with our one large tub. It is difficult for athletes to use the Whirlpool because there is so many athletes and only one existing tub.

The washers and dryers currently in place are also being used by the custodial staff to regularly wash mop heads. This usage is leaving the washers and dryers used to clean the athletic uniforms un-sanitary. The athletic department would like to have their own washer and dryers separate from the custodial staff. The washing/dryer area is in need of built-in shelving, tables, and racks for the uniforms.

Travel

Currently, coaches receive a \$400 recruiting allowance. Put another way, coaches have approximately \$25 to recruit each student athlete. The extremely limited recruiting budget reduces the opportunity coaches have to recruit new athletes who are athletically and academically capable. Further, each coach's contract is contingent upon fielding a team. It seems unreasonable to expect high standards be kept by coaches when recruiting when the college provides little in recruitment resources. Recently, state recruiting restrictions were relaxed; an increased recruiting travel budget would provide coaches and the institution with an opportunity to capitalize on those changes. Increasing the recruiting budget to \$1,000 per sport would give coaches the opportunity to recruit at multiple events at different times of year, broadening the recruitment pool for each sport.

Services

Officiating fees increase every year. These increases need to be added to the college budget. The department cannot control these cost increases and officials at home games are a necessity.

Work-study students are needed to officiate the various sports during the nontraditional season. Work-study students are also used to operate the concession stands and receive admission at the various venues.

Planning Agenda:

1. Increase budget for officiating fees by \$400 - \$600 per sport.
2. Purchase new nets, poles, and ref stand for volleyball (\$7,000 onetime expense).
3. Increase travel and recruiting budgets for each sport to \$1000 (\$10,000 total increase annually).
4. Purchase smaller, lighter wrestling mats for wrestling room to reduce wear and tear by improving their maneuverability (\$20,000).
5. Implement equipment upgrade planning agenda items in the Physical Education IPR (2014).

Prioritized Recommendations for Program Staff to Implement

None

Prioritized Recommendations Requiring Institutional Action for Inclusion in Educational Master Plan: Athletics IPR

1. Increase budgets as indicated in the following table.
2. Add a competitive men's and women's cross country team.
3. Add sand volleyball as a competitive sport.
4. Repair equipment in the fitness center.
5. Examine developing a competitive golf program.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3	Increase budget to cover rising officiating fees	2015-16	\$3,600	Maintain home competition schedules

1,3,4	Purchase Game Ready Control Unit with ankle, knee, and shoulder wraps	2015	\$3,600	Better healthcare treatment for athletes.
1,3	Provide annual workstudy students to officiate and run concession stands	2015-16	\$30K Workstudy dollars	Facilitate nontraditional competitions in the most economical manner.
1,3	Add one Whirlpool to the Athletic Training Center Room w/ installation	2015-16	\$5,379	Allow more students to take advantage of the whirlpool therapy.
1,3	Replace existing washer and dryer with a commercial set (two washers and one dryer)	2015-16	\$4,000	Custodial staff is currently using the existing washer/dryer leaving inappropriate residue.
3	Purchase new volleyball nets and posts	2015-16	\$5,000	Replace aging volleyball net and post.
2,3,4	Increase funds for recruitment	2015-16	\$10,000	Increased enrollment, more competitive teams.
2,3,4	Add Cross Country	2015-16	\$48,000	Increased enrollment, co-ed sport.
2,4	Purchase an online video system such as HUDL	2015-16	\$3,000 (5 or more teams)	This is a helpful teaching tool for coaches. Sending more players to four year schools, and recruiting future athletes.
2,3	Repair damaged equipment in the fitness center	2015-16	\$3,000	The damaged cushions are causing sores and lacerations to the users due to the rough, damaged upholstery.

SECTION TWO: HUMAN RESOURCE PLANNING

Program Staffing

LCC has nine part-time head coaches and one full-time head coach. All part-time coaches receive a stipend which encompasses all of their travel for scheduled games and coaching duties. Part-time coaches also teach PEAC courses and receive compensation in accordance with the LCFA contract for adjunct faculty. The full-time coach receives 40% release time for coaching duties. Coaching assistants work in volunteer capacity. Having full time, non-tenure track coaches would lessen the turnover of part time coaches. Lassen College currently has 5 open coaching positions of the ten sports that Lassen College promotes. Some of the open coaching positions currently have been advertised for at least 6 months with none or few applicants. The reason is the lack of pay and the possibility of the position becoming full time.

The VP of Academic Services serves as the athletic director and receives assistance from the Athletic Administrative Assistant III who is also the Eligibility Clerk. There is a 60% part-time assistant athletic director. Work-study students provide assistance for game management and clerical work.

One of the duties of athletic directors is to advocate for the advancement of sports in much the same way that a division chair advocates for the programs they oversee. By combining the duties of the athletic director with the VP of Academic Services, the institution has created a situation where the decision authority is the same individual as the advocate. While this can streamline decision making, the VP of Academic Services may not be able to represent the Athletics program in the same way that a separate individual could.

The athletic trainer position is currently identified as a 60% workload for 10 months; however the workload required of an athletic trainer during those 10 months is a full-time job. The athletic trainer is responsible for preparing the athletes for practices and home games, supports both teams during competitive play, identifies appropriate rehabilitation exercises for athletes and assures compliance, communicates with coaches regarding the athletes condition, tracks all visits with athletes, and much more.

A part-time (.5) position is needed to offer opportunities for students to access the fitness center. As earlier shared, one of the students greatest concern was the lack of access to the fitness center.

Agriculture/Rodeo would like to restructure workload in the department. Currently, labor is distributed between a fulltime instructor, one rodeo coach, some part time faculty, and 1055 hours of student labor. The reliance on student labor has two negative consequences. First, without adequate supervision, students are cutting corners with the outcome being wasted hay and increased mess. Second, there are repairs and maintenance of the facility that are being neglected. The department would like to increase the number of classified staff to two, full-time, with one tending primarily to the needs of livestock and the other tending to the needs of the facility.

Drivers are needed to get the athletes to competitions outside of Susanville. It is unsafe to ask a coach to work eight plus hours and then drive more than three hours to get the team home. There have been reports of drivers falling asleep and waking just in time to prevent an accident. This is a significant safety issue.

Planning Agenda:

1. Increase the Athletic Trainer Position to full-time.

2. Convert assistant coaches from a volunteer position to a paid stipend position, \$1000 annually.
3. Restructure agriculture/rodeo labor.
4. Separate athletic director duties from VP of Academic Services duties.
5. Investigate converting coaches to full-time, non-tenure track faculty.

Professional Development

Program faculty annually complete flex requirements. However, most professional development is done at the expense of the faculty member; attendance at discipline-related conferences or events is cost prohibitive. This is a deterrent to faculty in most disciplines on campus.

Planning Agenda:

1. Develop a professional development budget to be split annually or rotated regularly between faculty in all disciplines not supported by external grant or categorical funding.

Prioritized Recommendations for Implementation by Program Staff

1. Develop a professional development budget to be split annually or rotated regularly between faculty in all disciplines not supported by external grant or categorical funding.

Prioritized Recommendations Requiring Institutional Action for Inclusion in Human Resource Master Plan: 2014 Physical Education IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1, 3,4	Convert assistant coaches from a volunteer position to a paid stipend position	2015-16	\$10,000	More stability in the assistant coaching ranks. A more dedicated assistant coaching staff.
1,3	Restructure agriculture/rodeo labor	2016-17	\$18,000	Improved quality of rodeo/agriculture facilities and reduced waste
1,2,3,4	Investigate separating athletic director duties from VP of Academic Services duties	2015-16	To be determined	A more effective athletics department
2,3	Develop a professional development budget to be split annually or rotated regularly between faculty in all disciplines not supported by external	Immediate inclusion in budget process for 2015-2016 budget	Recommend budgeting a minimum of \$1,000/faculty member	Regular engagement with professional organizations and conferences; current info and contacts to share with students

2014 Department of Athletics IPR 2/29/16

	grant or categorical funding.			
1,3	Create an ISS position to oversee the fitness center, laundry, and equipment check-outs	2015	.5 position	Increased sanitation of uniforms. Increased inventory control, and more availability of fitness center to all students.
1,3,4	Non-coach drivers for games more than 3 hours away.	2015	Uncertain	The safe transportation of our student-athletes and coaches.

SECTION THREE: FACILITIES PLANNING

The Lassen College athletics program and physical education program utilizes the gymnasium, weight room/fitness center, women's locker room, men's locker room, wrestling/yoga room, track, Lassen College softball field (for athletics and summer DS 120), Memorial baseball field (for athletics), and athletic fields below the gym.

The Lassen College gymnasium is a multi-use facility utilized by many physical education classes and athletic teams. The gymnasium is shared by adapted physical education courses, volleyball, men's and women's basketball, baseball (during inclement weather), softball (during inclement weather) and community schools and organizations.

The gymnasium consists of two main backboards and rims and four side backboards and rims. The facility has been thoroughly cleaned within the past two years and repairs have been made to walls (repairing holes), all-state jerseys (new frames and protective netting), updated flooring (new finish and paint) and entry way (new paint).

While the facility is well maintained, there are some aspects of the facility that need updating to improve safety and compliance with league rules. Wood panel walls in the gym do not provide protection from player collision with the wall. Pads should be installed behind the basketball baskets to protect players during competition and practice. Additionally, basketball identified a need to replace the wooden side basket backboards with glass backboards. Currently, if a primary backboard breaks during a game, we are unsure how to continue the game. If the facility had glass backboards for the side baskets, they could relatively easily replace a main broken backboard. In addition, glass side basket backboards could improve the efficiency of practices.

Storage within the gym is an issue. There is a storage room at the west end of the gym where large pieces of equipment like volleyball nets and posts, indoor baseball mounds, basketball shooting machine, chairs and free weights and more are stored. There is already one caged area made of 2x4s and screening to secure chairs, but additional caged areas should be considered to more safely and separately store the larger pieces of equipment for various sports and classes.

The use of the gymnasium is at its breaking point. With the constant use by all the athletic programs as well as classes it is difficult to fit everyone into one facility. It is entirely overbooked. This is an example of the gymnasium usage:

6:00-8:00 am	Athletic conditioning
8:00-9:30 am	Fitness Center use
9:30-11:00 am	Adaptive Physical Education Classes
12:00-2:00 pm	Volleyball
2:00-4:00 pm	Women's Basketball
4:00-6:00pm	Men's Basketball
6:00-8:00 pm	Intramurals/Community use

The weight room/fitness center is in need of updating. Flooring was recently updated from fraying carpet to padded weight room flooring; the flooring now needs to be regularly cleaned to prevent early wear and deterioration. The installation of the new material has not held up and the installer should be notified. As noted earlier, equipment needs updating. Mirrors should also be installed to completely surround the walls in the weight room. The mirrors would help to improve safety as students would be able to see their form. By seeing their form students would be less likely to injure themselves.

The men's and women's locker rooms are serving the needs of students in physical education courses; however, water stains and years of cleaning have left much of the shower area looking worn and dirty even when it's not. Lockers are used on a daily basis. The shower area needs to be remodeled and updated providing for individual showering and dressing areas.

Hiring of an ISS could ensure the fitness center being open longer for athletes to work out, uniform inventory control and game management. At this time athletes cannot work out on their own unless a coach is present, uniforms are in the control of the Assistant Athletic Director as is the game management of all games. The fitness center being open benefits all the students especially those living in the dorms that are looking for something to keep them busy. The ISS could also ensure that the equipment in that area is kept in working order and that the area is kept up to safety standards. The inventory of uniforms is crucial as the only one with a key to the uniform room is the Assistant Athletic Director. The Assistant Athletic Director is also in charge of all of the game management. The Assistant Athletic Director is also currently serving as the softball coach.

The track surface is old and needs to be replaced. It is to a point where the track surface is unsafe due to large cracks and gaps that can no longer be repaired. The entire track needs replacement as the damage is now unsightly and unsafe. Besides the gaps and cracks posing trip and fall hazards, the surface of the track is worn down to the point that there is very little of the rubber surface between a user and the concrete underneath.

There is a need for bleachers at the rodeo arena, soccer fields, and the softball field. Lassen College hosts these events but does not have the proper seating for visitors that come to watch the events. The rodeo buildings and the softball dugouts are old and falling apart. The appearance of these buildings when people arrive to watch that particular venue is not a favorable LCC image. Painting these buildings and dugouts, making the needed repairs, purchasing bleachers would help improve the longevity of these buildings and help improve the image of LCC. Providing opportunities for community participation might also lead to increased donations.

Plans should be laid out to improve field facilities for soccer. The current facilities are inadequate. Riverside Park hosts LCC's home matches. Unfortunately the field bleeds over softball/baseball infields which reduce the quality and consistency of play. While playing at Riverside Park athletes have experienced verbal abuse by the intoxicated people attending, as it is a public park LCC administrators do not have the authority to remove these people. The field is dangerous in that there are holes throughout the field. Both soccer fields do not have seating for the people attending the games. At the practice field, no lighting is available. The lack of lighting can push soccer practices inside the gym which is hard on

that facility. The high school and the college share the facility for games and practices which makes scheduling difficult. If sand volleyball is to proceed, sand courts will need to be provided. Finally, there are inadequate facilities in case of inclement weather. Additional covered spaces are needed for athletics, such as a steel and fabric buildings. Two building would be best, one for rodeo, and another for soccer and other sports. A covered arena for rodeo could also support additional horse riding courses and therapeutic riding opportunities.

The athletic training room needs to be remodeled so that the athletic trainer has a direct line of vision with the athletes using the facilities in the training area. For the purpose of health and safety reasons the training area needs to be re-painted and the area should be sanitized on a daily basis.

Students have complained to instructors on multiple occasions that the Sports Complex facilities are too hot or too cold; this is particularly true of the Fitness Center and wrestling room. There is no ability to cool the facilities, making summer, late spring, and early fall classes nearly unbearable particularly in the afternoon and evening. Airflow is very poor unless doors are propped open, which only serves to make the floor dirtier and should be avoided. Ceiling mounted fans in the Fitness Center should be considered as should air exchange units especially if cooling units are not feasible because of the costs; in reality, cooling units would be ideal.

Lassen College's motor pool includes a contingent of 15 passenger vans and compact cars. There are concerns regarding the safety and reliability of these vehicles. Athletics is a high frequency user of these vehicles. The college should investigate purchasing alternative vehicles for its motor pool.

The Rodeo program has a truck it uses to haul its livestock trailer to events and which gets used for other functions on campus. The truck is now 15 years old and the trailer is 16 years old. Given the age of the vehicles and the high risk associated with breakdowns, the department would like to purchase a new truck and trailer. The current truck could rotate into the general motor pool for campus use or donated to the Automotive program.

To better facilitate the review of films, strategy building, etc. a team room is needed with a Smart Board. This room would be used during competitions as well as practice times.

Planning Agenda:

1. Work with facilities department to develop a schedule of use for weight room and gym that will better fit student athletes' needs. Perhaps a secondary facility could be opened to alleviate conflicts. A .5 ISS position is needed to oversee the weight room and equipment.
2. Pads on walls behind the baseline in the gym (\$900).
3. Improve safety and efficiency of motor pool.
4. Additional mirrors in the weight room.
5. Build additional caged storage areas within the gymnasium storage room.
6. Purchase new rodeo truck and trailer (\$80,000).
7. Create a soccer facilities pitch on campus.
8. Create an indoor riding arena.
9. Replace the track surface.
10. Improve air flow/air exchange and heating/cooling in the Fitness Center and wrestling rooms with ceiling-mounted room fans, exhaust fans, or other appropriate equipment.
11. Explore increasing covered square footage for improving training facilities especially during inclement weather.
12. Creation of a team room in the Sports Complex.

Prioritized Recommendations for Implementation by Program Staff
None

Prioritized Recommendations Requiring Institutional Action for Inclusion in Facilities Master Plan: 2014 Physical Education IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3	Pads on walls behind baseline in the gym	Immediate	\$900	Safer facility
3	Investigate improving motor pool	2015-16	Unknown	Have safer, more reliable, right sized vehicles for athletics use.
3	Build additional caged storage areas within the gymnasium storage room	2015-16	Unknown	Safer storage of large equipment; less chance of equipment being damaged in storage.
3	Paint softball dugouts, rodeo buildings, and rodeo arena railing.	2015	Unknown	To increase the longevity of existing facilities and improve the LCC image.
1,3,4	Athletics facilities improvements (fitness center, team room, and covered spaces)	2015-16	Unknown	Develop a plan for improving facilities such as soccer fields, field lighting, and increased covered practice space.
1,3	Provide seating at the rodeo arena, soccer fields, and softball fields	2015-16	\$10K	Provide more professional environment where the community can enjoy the athletic events.
1,3	Resurface the soccer field for competitive play, including a scoreboard.	2015-16	Unknown	Keeps sports on campus and eliminates need for outside contracts.
1,3,4	Remodel the athletic training center to provide direct vision supervision from the taping room to the whirlpool room. Paint and Sanitize	2015-16	Unknown	The athletic training center should have daily sanitization and the trainer needs to be able to see all athletes using the facility.

SECTION FOUR: TECHNOLOGY PLANNING

Currently, there is little technology being used within the facilities provided for athletics and physical education in general. Classroom space is utilized elsewhere on campus for classes like PE 15, and those classrooms have been updated to include current projection, smart board, and mini document camera technologies. However, athletics teams conduct much of their teaching in the locker rooms.

Technology in the Fitness Center is antiquated and not effective. Currently there is an old TV hung from a ceiling/wall mount that runs cable stations throughout the day. It cannot connect to updated DVD or digital image equipment. Instructors should be able to show students videos of exercises and safe movements or project workout instructions, safety tips, and the like. Additionally, sound can be used with instructor-guided workouts, but instructors must own and carry their own stereos or iPods with speakers loud enough to be heard over the sound of equipment being used.

The Fitness Center facility could be improved to include a teaching space with a flat screen TV that allows HDMI input from DVD players and laptop computers as well as a built-in speaker system that also can be connected to laptop computers or mobile media players. If wall space is available, a smart board could be installed and utilized. A team room could be utilized by all sports.

The leagues that our sports compete in require that accurate and timely game/match statistics are kept. This is usually accomplished by someone entering statistics as the game/match is played. The computers used for this task are old and subject to problems. For example, the basketball coaches laptop computer is about 10 years old and the battery will not hold a charge. If the laptop loses power during a game then stats are lost. There are other technological gaps, and the program hopes that the information technology department can assist in assessing need and developing a plan for an equipment refresh. For example, Microsoft Surfaces could replace the coaches' laptops and provide laptop functionality/performance in a tablet format.

Planning Agenda:

1. Laptop computers for stats.
2. Improve the Fitness Center.
3. Create a team room furnished with new technology.

Prioritized Recommendations for Implementation by Program Staff

None.

Prioritized Recommendations Requiring Institutional Action for Inclusion in Technology Master Plan: 2014 Physical Education IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1,2,3,4	Technology refresh for athletics	Immediate	\$20,000	Fully functional computers, a smartboard available for instruction, coaching, and film review available in the sports complex.
1,2,3,4	Laptops for required	2015	\$8,500	

	stats			
--	-------	--	--	--

SECTION FIVE: OUTSIDE COMPLIANCE ISSUES

The CCCAA governs California Community College athletics. The organization requires that colleges be compliant with the organization’s bylaws, which are regularly amended. The bylaws set requirements for athletic eligibility, recruiting, game management, and rules.

According to the US Department of Education, Title IX of the Education Amendments of 1972 (20 U.S.C. .1681 et seq.) prohibits discrimination on the basis of sex in education programs receiving Federal financial assistance. Athletics are considered an integral part of an institution's education program and are therefore covered by this law. It is the responsibility of the Department of Education (ED), Office for Civil Rights (OCR), to assure that athletic programs are operated in a manner that is free from discrimination on the basis of sex.

The regulation (34 C.F.R. Part 106) implementing Title IX contains specific provisions relating to athletic opportunities. It also permits individual institutions considerable flexibility in achieving compliance with the law.

Compliance with CCCAA and Title IX regulations can have far reaching implications across Lassen Community College. The broad impacts of these regulations indicate that a committee should be formed to help the college stay abreast of changes and to recommend courses of action.

Planning Agenda:

Assure compliance with Title IX

Appendix – Survey Results

Survey Report for Athletics Program Student Review

Analyzed March 31, 2015

In March 2015, Lassen College athletes were surveyed as part of the Athletics Program Review process. Respondents from Men’s and Women’s Soccer, Men’s Baseball, Men’s Rodeo, Men’s Wrestling, Men’s Basketball, and the Women’s Volleyball teams completed the survey. The survey’s purpose was to gather athletes’ inputs regarding the quality of the program they participated in as well as recommendations to improve the program. The following report provides an analysis of the results for each team.

Men’s Soccer:

The Men’s soccer team had 13 respondents. First teammates were asked what their educational goals were. They had the option of selecting one of the following; Transfer to a 4-year Institution, AA/AS, Job Requirement, IGETC, Certificate, Continuing Education, CSU Certification, Personal Development, UNR Certification, or Transfer to Another Community College. Interestingly, most respondents want to transfer to a four-year institution, but most do not want to earn an AA/AS. The table below shows the selections made by team members. Note that respondents were given the option of selecting multiple answers thus the percentages don’t add up to 100.

Goals	%	#
Transfer to a 4-year institution	85%	11
AA/AS	31%	4
Continuing Education	8%	1
Personal Development	8%	1

Team members were asked if the scheduling of their athletics program met all of their needs. All respondents answered yes and one commented “Great getting to train everyday with enough time for rest and leisure.”

There was then a list of yes or no questions regarding the facilities asking if they were comfortable to work in (clean, appropriate lighting, temperature), if they provided enough space for their athletic activities, and if they had enough access to the facilities necessary for their sport. If team members answered no, they were asked to give an explanation as to why. The following table is based the percentages of who answered yes or no.

Facilities	% Yes	% No
Needs Met	100%	0%
Resonable Access	31%	69%
Comfortable To Work In	62%	38%
Enough Space Provided	46%	54%

When asked to provide explanation for answering no to any questions about the facility, teammates mainly expressed how hard it made training when they were not allowed in the weight room without their coach. One teammate made a comment saying “I would like to have a better weight room, and set hours for a student athlete so we can work out either at 7 am or 9 pm, we need the gym to be open so we can have an easier time to study while training at a high level.” There were multiple of comments that they wanted a better field to play on with improved lighting.

Team members were asked to answer yes or no questions about the equipment, again asking for an explanation if answered no. They were asked if equipment was current, in good operating condition and if they were provided with an appropriate amount of time to use it. The following table shows respondents responses, yes or no.

Equipment	% Yes	% No
Resonable Access	69%	31%
Enough Time Provided for Use	46%	54%
Up to date	62%	38%
In Good Condition	31%	69%

The members who gave an explanation for answering no mainly commented that their equipment was out of date. One team member commented “New balls, could use more up to date equipment to help us improve.”

Teammates were then asked what the best part of playing for Lassen College was. There were multiple comments that they enjoyed playing under a great coach. When asked how they would recommend improvement everyone seemed to want a better field, have fulltime coaches, and travel busses for out-of-town games. Members also added

again how hard it was for them to train when there are so many access restrictions to the weight room. Lastly, they were asked to provide any additional comments. The main comments were again that team members wanted busses for out-of-town games, updated equipment, and a new field.

Woman’s Soccer:

Nine members of the woman’s soccer team responded to the survey. The table below shows the percentage of selections made by team members. They were given the option of selecting multiple answers which is why the percentages don’t add up to 100 percent. All respondents have the educational goal of transferring to a four-year institution. Like men’s soccer respondents, most do not have the goal of earning an AA or AS degree.

Goals	%	#
Transfer to a 4-year institution	100%	8
AA/AS	13%	1
Continuing Education	13%	1
CSU Certification	13%	1
Personal Development	13%	1

Every respondent felt that the scheduling of their athletics program met their needs.

There was then a list of yes or no questions regarding the facilities asking if they were comfortable to work in (clean, appropriate lighting, temperature), if they provided enough space for their athletic activities and if they had enough access to the facilities necessary for their sport. If team members answered no, they were asked to give an explanation on why. The following table is based the percentages of who answered yes or no.

Facilities	% Yes	% No
Needs Met	44%	56%
Resonable Access	44%	56%
Comfortable To Work In	89%	11%
Enough Space Provided	78%	22%

When asked to provide explanation for answering no to any questions about the facility, teammates mainly expressed how they don’t like that they were not allowed in the weight room whenever they want. One comment was, “We should be allowed into weight room early times because we don’t have any other time.” There were additional comments regarding the quality of field one member said, “Our field is in poor condition. Has holes and dirt spots, unsafe.”

Team members were then asked to answer yes or no questions about the equipment, again asking for an explanation if answered no. They were asked if it was current, in good operating condition and if they were provided with an appropriate amount of time to use it. The following table is based the percentages of who answered yes or no.

Equipment	% Yes	% No
Reasonable Access	78%	22%
Enough Time Provided for Use	22%	79%
Up to date	50%	50%
In Good Condition	56%	44%

Respondents who gave an explanation for answering no mainly commented that their equipment was out of date and again that they did not have time to use the equipment because they weren't able to access the weight room.

Teammates were then asked what the best part of playing for Lassen College was. Respondents commented that they loved the sport families they had made and that the staff and teachers were great. When asked how they would recommend improvement, everyone seemed to want a better field. One comment was, "We should have a field to play home games on campus. We should improve the athletics website. We should have a bus to travel." They again expressed how hard it was for them to train when there are so many access restrictions put on the weight room. Lastly, they were asked to provide any additional comments which included one saying "I give a thumbs up!"

Men's Baseball:

The Men's Baseball team had 31 respondents to the survey. The table below shows the goal selections chosen by team members. They were given the option of selecting multiple answers which is why the percentages don't add up to 100 percent. Again, most respondents have the goal of transferring on to a four-year institution. Baseball had the highest percentage of respondents pursuing a two-year degree.

Goals	%	#
Transfer to a 4-year institution	94%	29
AA/AS	32%	10
Continuing Education	3%	1
Personal Development	3%	1
UNR Certification	3%	1

Team members were asked if the scheduling of their athletics program met all of their needs. Ninety-four percent of respondents answered yes, but then there were two players who commented "Have to share field" and "My practices overlap and I'm usually always late" The member who made this comment is also on the wrestling team. His response also indicated an overlap with some business courses.

The vast majority of respondents felt that facilities were inadequate, as indicated in the table below.

Facilities	% Yes	% No
Needs Met	6%	94%
Reasonable Access	4%	96%
Comfortable to Work In	60%	94%
Enough Space Provided	3%	94%

When asked to provide explanation for answering no to any questions about the facility, teammates mainly expressed that they have to share a field which prevents them from being able to get a decent amount of practice time in outside of their normal practice schedule. There were also a lot of comments about not having an indoor facility to practice in. When the weather is bad their practices get moved to the gym. But even when they move into the gym they don't have enough room to hold an effective practice and there are often other teams in the gym also trying to practice. Also, not having access to the weight room was mentioned a lot by team members.

Team members were then asked to answer yes or no questions about the equipment, again asking for an explanation if answered no. They were asked if it was current, in good operating condition and if they were provided with an appropriate amount of time to use it. The following table is based the percentages of who answered yes or no.

Equipment	% Yes	% No
Resonable Access	23%	77%
Enough Time Provided for Use	13%	87%
Up to date	10%	90%
In Good Condition	14%	86%

There were a lot of comments again about not having access to the weight room. Team members also commented a lot about everything being out of date and broken. The main things mentioned were the teams batting tees, batting domes, helmets, baseballs and bats.

Teammates were then asked what the best part of playing for Lassen College was. There were a lot of comments that members were proud to play for Lassen Community College, they enjoyed being on such a good team and that it made some of them become men. When asked how they would recommend improvement everyone seemed to want a better field and have full time coaches and travel busses for out of town games. Members also added again how hard it was for them to train when they are put on so many access restrictions to the weight room. Lastly they were asked to provide any additional comments. The main comments were that they wanted administration to stand behind the players. One comment was "All athletic facilities need to be improved. Administration needs to stand behind their coaches and support them and improve our facilities."

Men's Rodeo:

The Men's Rodeo team completed two surveys. When asked about educational goals, both members answered Transfer to a 4-year Institution. They were asked next if the scheduling of their athletics program met all of their needs in which they both answered yes. Both respondents felt that facilities and equipment were adequate and responded "yes" to each question. Lastly, respondents were asked what the best part of playing for Lassen College was, how they would recommend improvement and if they provide any additional comments. The only comments they left said "Get the town more involved in the events the school puts on" and "It is great. Coaches are great. Facilities are beyond amazing."

Men's Wrestling:

Eleven members of the Men's Wrestling team responded to the survey. The table below shows respondents educational goals. They were given the option of selecting multiple answers which is why the percentages don't add up to 100 percent.

Goals	%	#
Transfer to a 4-year institution	73%	8
AA/AS	36%	4
Job Requirement	9%	1
Continuing Education	9%	1
Personal Development	18%	2

Team members were asked if the scheduling of their athletics program met all of their needs. All but one team member answered yes. The member who answers no is also on the baseball team and the practices overlap.

There was then a list of yes or no questions regarding the facilities asking if they were comfortable to work in (clean, appropriate lighting, temperature), if they provided enough space for their athletic activities and if they had enough access to the facilities necessary for their sport. If team members answered no they were asked to give an explanation as to why. The following table is based the percentages of who answered yes or no.

Facilities	% Yes	% No
Needs Met	45%	55%
Resonable Access	64%	36%
Comfortable To Work In	45%	55%
Enough Space Provided	90%	10%

Respondents who answered no mainly commented that they have an issue with the weight room not being open to them all of the time. Team members were then asked to answer yes or no questions about the equipment, again asking for an explanation if answered no. They were asked if it was current, in good operating condition and if they were provided with an appropriate amount of time to use it. The following table shows the percentages of who answered yes or no.

Equipment	% Yes	% No
Resonable Access	82%	18%
Enough Time Provided for Use	100%	0%
Up to date	45%	55%
In Good Condition	55%	45%

Team members who answered no and left comments mentioned they need new mats and cleaning supplies. They were then asked what the best part of playing for Lassen College was. It was mostly mentioned that they have Lassen pride and enjoyed their team. When asked how they would recommend improvement one commented “It’s already a great program” another recommended “Keep everything up to date to the best of your ability. Unlimited weight room access, food plan for dorms, scholarships, new lights.”

Men’s Basketball:

Three members of the Men’s Basketball team responded to the survey. The table below shows respondent selections to the question regarding educational goal. They were given the option of selecting multiple answers which is why the percentages don’t add up to 100 percent.

Goals	%	#
Transfer to a 4-year institution	67%	2
AA/AS	33%	1
Certificate	33%	1

Team members were asked if the scheduling of their athletics program met their needs all respondents answered yes. There was then a list of yes or no questions regarding the facilities. The following table shows the percentages of who answered yes or no.

Facilities	% Yes	% No
Needs Met	100%	0%
Resonable Access	64%	36%
Comfortable To Work In	100%	0%
Enough Space Provided	33%	67%

Overall, the team seemed pleased with the facilities. The only thing that was mentioned as an issue was not being able to access the weight room when they wanted. Team members were then asked to answer yes or no questions about the equipment, again asking for an explanation if answered no. They were asked if it was current, in good operating condition and if they were provided with an appropriate amount of time to use it. The following table is based the percentages of who answered yes or no.

Equipment	% Yes	% No
Resonable Access	100%	0%
Enough Time Provided for Use	67%	33%
Up to date	100%	0%
In Good Condition	100%	0%

Team members were satisfied with the equipment but again, commented about the weight room issue. They were then asked what the best part of playing for Lassen College was. One member commented “Playing in our gym where we have locals from around the town come and support the team” When asked how they would recommend improvement one commented “I would say the dorms need a more usable kitchen and or have an evening meal on campus.”

Woman’s Volleyball:

Eleven athletes from the Woman’s Volleyball team responded to the survey. When teammates were asked what their educational goals were, all wished to transfer to a four year institution and the majority wanted to earn an Associate’s degree. The table below shows a percentage of the selections made by team members. They were given an option of selecting multiple answers which is why the percentages don’t add up to 100 percent.

Goals	%	#
Transfer to a 4-year institution	100%	7

AA/AS	57.00%	4
Continuing Education	29%	2
CSU Certification	14%	1
Personal Development	14%	1
UNR Certification	14%	1

Respondents were asked if the scheduling of their athletics program met all of their needs. Forty percent said yes while the other 60 percent said that their practices overlapped with their classes. When asked about facilities the respondents answers are captured in the following table.

Facilities	% Yes	% No
Needs Met	29%	71%
Resonable Access	64%	36%
Comfortable To Work In	33%	67%
Enough Space Provided	83%	17%

Members who left comments on why they answered no mentioned that they need new nets, poles and ref stands. Team members were then asked to answer yes or no questions about the equipment, again asking for an explanation if answered no. The following table is based the percentages of who answered yes or no.

Equipment	% Yes	% No
Resonable Access	14%	86%
Enough Time Provided for Use	86%	14%
Up to date	29%	71%
In Good Condition	43%	57%

Team members mentioned that they needed new nets, poles and ref stands. They were then asked what the best part of playing for Lassen College was. One member commented “Meeting teammates and having good coaches” When asked how they would recommend improvement one commented “Coaches should help with recruitment and not neglect students to other coaches. Have full practices.”

Overall Results:

The following tables are to show the overall results of the 76 completed surveys on the team’s opinions of the facility, equipment and if the scheduling of the athletic programs met the needs of athletes. All responses have equal weighting.

Facilities	% Yes	% No
Needs Met	28%	72%
Resonable Access	34%	66%
Comfortable To Work In	28%	72%
Enough Space Provided	45%	55%

Equipment	% Yes	% No
Resonable Access	51%	49%
Enough Time Provided for Use	40%	60%
Up to date	31%	69%
In Good Condition	40%	60%

Scheduling Needs Met	% Yes	% No
Men's Soccer	100%	0%
Woman's Soccer	100%	0%
Men's Baseball	90%	10%
Men's Rodeo	50%	50%
Men's Wrestling	91%	9%
Men's Basketball	100%	0%
Woman's Volleyball	57%	43%

Overall, the main needs identified by student athletes was not being able to access the weight room at any time, having to share the gym and needing new equipment for most sports. Most suggestions from athletes were to have set times for the gym or to hire coaches fulltime to let teams into to weight room. When each team was asked what their favorite part of being an athlete for Lassen Community College was they all seemed to have a lot of pride for their sport and the school they are playing for. Teams also made multiple comments about having great coaches. The scheduling met the needs of most athletes other than few on the Baseball, Wrestling and Volleyball team. One athlete who is a member of both the baseball and wrestling team had an issue with practices overlapping. There was three members on the Volleyball team who had issues with classes overlapping, one mentioned that they had multiple business classes that overlapped and unfortunately made her miss out on both. Additional comments from teams mainly consisted of suggestions of getting charter busses.