

## 2017 Athletics Annual Program Plan

### ATHL Athletics




**I.A.** Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? (**Program Profile: Purpose**)

#### Narrative

Consistent with the overall mission, vision and values of the college, athletics is designed to provide an environment that stresses critical thinking and skill development while encouraging diversity, personal growth, discipline, assertiveness, persistence, honesty, sensitivity and emotional control. The goals and practices of our athletic program are to sponsor intercollegiate competitive sports in accordance with conference rules and the State Athletic Constitution with a "student first" philosophy; foster programs of men's and women's intercollegiate athletics that are consistent with students educational objectives with an emphasis on retention, completion and matriculation; provide quality facilities for teaching and participation that are sustainable, accessible and serve as a community connection; encourage excellence in performance by all participants in intercollegiate athletics, as well as recognize the link that exists between academic scholarship and athletic achievement; not allow the recruitment of out-of-state student-athletes as specified in the State Athletic Constitution; direct recruiting efforts toward student-athletes residing in San Mateo County and support the right of student-athletes to attend their school of choice and participate in all activities within the conditions specified by the State Athletic Constitution; and maintain or increase balanced athletic program offerings for both men and women as student, budget and community interest will allow.

The program's primary objective is to recruit, retain and matriculate students. It does so by providing a learning environment that emphasizes the development of the student. This environment is fostered by head and assistant coaches who serve as teachers, role models, advisors, and advocates. Our analysis indicates that student learning outcomes related to academic achievement are strong but can be improved through consistent year around contact. Such contact is greater when a coach is full-time vs. part-time. Lack of consistent contact impacts the number of students who transfer and earn scholarships from those programs. Outcomes related to decorum are strong but need continued assessment. Outcomes related to skill development are inconsistent due to injuries, equity in competition, diminished resources allocated to continuing operations and recruiting. Additional resources in support services, staffing and budget are needed to insure equity and consistency in outcomes. Overall, the program reflects well on the campus and student's it is designed to serve. Athletics is truly a meritocracy where any student, regardless of gender, ethnicity or socioeconomic status, can rise as far as their athletic and academic ability can take them to achieve a goal of transferring, earning a scholarship and / or playing professionally.

#### Associated Objectives

-  [38-Academic Tracking Program and Full-Time Support for Programs](#)
-  [40-Additional Team Room](#)
-  [42-Sustaining Program to meet SLO's / and Inflationary Impacts](#)

**II.A.** Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

### **Narrative**

Field and team room renovation projects have been completed; One time funding was received for continuing budget needs. Given inflation, contract increases and other factors increasing operational funds is imperative; otherwise, a program will have to be eliminated; We were approved and hired .48 position to provide needed addition athletic training services. The person hired was a Skyline College alumnus, Kayla Crittendon. Hourly funding for additional athletic training services was temporary in the past. We've been blessed to have the additional help to not only provide needed service but also to have staffing available for emergencies. Our full-time trainer was out six weeks due to surgery and having the .48 trainer on staff and able to pick-up that void with no interruption in service was huge; Major equipment purchases related to VARS activities have been approved with instructional equipment funding; Our Learning Community was dealt a blow with our English instructor no longer be able to continue. We are going to try and stop-gap a solution by spreading the student-athletes among several different English sections. Hopefully, this will not impact our strong track record of success; Assistant Coaching Stipends were increased to comply with ACA and to create greater equity among the programs in terms of results related to transfer, academic success and skill development; Finally, we were able to hire a Full-Time Men's Soccer / Kinesiology Instructor position which began in August 2016. Gabriel Saucedo was hired and has been an outstanding addition to the staff.

### **Associated Objectives**

 [38-Academic Tracking Program and Full-Time Support for Programs](#)

**II.B.** Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (**Analysis: Program Environment**)

## Narrative

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California Community College Athletic Association, CCCAA, regulations have changed regarding academics. Legislation passed requiring students to complete a minimum of 6 units during their semesters of full-time enrollment in order to progress toward academic goals more quickly. Historically, students try to complete at least 12 units of transferable degree credit per semester of full-time enrollment in order to meet transfer requirements to participate in athletics at the four-year level. The level of units per semester would vary. New regulations require that students completion rate be more uniform in nature without as much variance. This is based on data that students who complete units in a more uniform fashion tend to have stronger outcomes (transfer GPA and success). Under the new regulations, students can either be prevented from participating or become ineligible during the season if they fail to meet GPA and unit requirements. These changes not only will put more pressure on students but on support services as well. Proper advisement, tutoring resources and class attendance monitoring will all be necessary to make sure students are able to compete and finish a season.

As a tool to assess outcomes, a student-athlete Dashboard has been added to the CalPass website. The tool, for now, allows us to compare student-athlete outcomes with the general student population at Skyline and across California. The goal is to at some point have a public scorecard that students and parents can look at to compare academic success rates among community college programs. The data is valuable. It demonstrates across the board that student-athletes are performing at a higher level than the general student population.





Although not part of the curriculum as a pre-requisite, students who participate in athletics either as a first year or second year player must meet the following specifications: a completed annual medical screening, including a neurological assessment, and musculoskeletal conditions; an updated Student Education Plan (SEP) on file; enrollment and attendance in 12 or more units during their season of competition of which 9 must be consistent with their SEP; successful completion of 6 or more units in their last semester as a full-time student; and successful completion of 24 or more units with at least a 2.0 grade point average from their semester of initial competition. The screening and SEP mandates have been initiated in the last few years since our previous program review. To provide consistency and efficiency, screenings are conducted at a medical clinic in South San Francisco. Screenings cost approximately \$14,000 a year and are a cost that was assumed into our existing budget with no augmentation resulting in a net reduction of \$14,000 in other areas. SEP's are completed as part of the general matriculation guidelines for students as noted in SSSP. Most student do a one semester SEP in their first semester and then a comprehensive SEP after that. We receive an update on the SEP status of students during the semester. Students who have a SEP expiring or in need of updating are referred to counseling or take part in a group workshop provided by Counseling. A special note of that to Luis Escobar and Kwame Thomas for scheduling and conducting the group sessions.

As per CCCAA rules, the staff each year is given training related to all rules related to California community college athletics. Information is shared during this session regarding NCAA and NAIA rules that impact transfer. Staff then must complete a compliance exam on line to be certified as eligible to work within the athletic program. Also, during the academic year, legislation and rulings from the CCCAA and Coast Conference are shared with coaches. This entire process deals only with the

compliance responsibilities placed on a coach and his / her assistant coaches and support personnel in the athletic program

Senate Bill 1264 which went into effect on January 1, 2013 requires mandatory annual training for child abuse reporting for several groups including all coaches at post-secondary schools. We are now required to do this training Coaches and Athletic Administrators complete general and educator specific training modules through a site managed by the California Department of Social Services.

#### **Associated Objectives**

-  [38-Academic Tracking Program and Full-Time Support for Programs](#)
-  [40-Additional Team Room](#)
-  [39-Bolster Learning Community](#)
-  [42-Sustaining Program to meet SLO's / and Inflationary Impacts](#)

- II.C.** (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (**Analysis: Student Learning Outcomes (SLOs and PSLOs)**)

## Narrative

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SLO's are consistent across the eight VARS activities offered in the curriculum. Assessments have been on-going in VARS activities since Fall 2009. Based on data derived from those assessments, coaches have modified training to improve skill areas based on statistical analysis against peer groups in their conference. Adjustments include allocating time on task, changing drills, utilizing visual and kinesthetic aids and altering pre and post-game routines to insure students maximize performance. This assessment has also resulted in the request and purchase of instructional equipment to facilitate and improve student performance. In addition, coaches have been spending time assessing the data for recruiting trends.

An emphasis on decorum is part of the SLO on each VARS activity. As part of our program mission and goals we stress diversity, emotional control, honesty and sensitivity which form the basis of proper decorum. We assess the decorum of our students through the definition of our state wide athletic association, the California Community College Athletic Association (CCCAA).

Academic achievement is part of the SLO on each VARS activity. Data trends show that students who compete for PT coaches are retained at a lower rate and attempt / complete fewer units. This results in fewer transfers and scholarship opportunities for those students. Still, overall student-athletes outperform general students in GPA, units attempted, units completed and transfer efficiency. We base those claims not only on our internal data but on data from Cal-Pass which now has a student-athlete scorecard. Cal-Pass data is for cohorts who started during the 2010-11 academic year through 2012-13.

All courses have SLO's, assessment methods and have been assessed. They are included in the Kinesiology 4-Column report which is attached. All VARS curriculum was increased from two to three student units to be more closely aligned to Carnegie unit values. This change took effect in Spring 2016.

Generally, students take three VARS academic credits in a single semester. Given the length of season, number of students involved, and competitive environment in that particular sport, students will take additional units during and outside of their season for physical training and skill development. Still, students are able to compete in athletic activities, make academic progress and transfer in a reasonable time frame.

To support that statement, coaches have been developing a master list of students who competed in their program and transferred to a four year school. This is not an exhaustive list. We are missing students. Sometimes, after they finish playing, students either stay or return to school to finish their education and transfer. Our data indicates a disparity between scholarship awards to those coached by full-time coaches vs. part-time coaches. Some of this has to do with the specific type of sport and scholarship opportunities available at the four year level. But, we do believe that a portion of the disparity is due to the fact that full-time coaches have the time, connections and availability to search out such opportunities for students. Recruiting from the two-year to four-year level is often done on a referral basis. Four-year coaches look to colleagues who will send them academically and athletically prepared students suitable for their level

of competition. Because the vast majority of our students transfer and compete athletically at lower levels (Division II, Division III, NAIA) in takes "leg work" by the coach to find the best fit.

Productivity in Athletics went down in the 2015-2016 academic year, compared to 2014-2015, with 170 students participating VARS activities. The load for VARS courses was 391. Drops in participation were noted in men's soccer primarily. Please note that 2015-16 was the last year that Men's Soccer was coached by an adjunct. Participation rates rebounded this year. While this load is well below the campus goal of 570, it's important to note that VARS students must be enrolled full-time in order to participate. Therefore, VARS students account for roughly 8% of the full-time students at Skyline College. This full-time status greatly increases unit taking efficiency and coupled with their higher GPA, makes VARS students positive load generators for the campus.


In looking at student characteristic data, we did note a few things. First, by gender 37% of the students taking Athletics are female, 61% are male and 2% are unreported. College wide, gender breakdowns are 52% female, 45% male and 3% unreported. We currently are surveying students monthly, through CCC Apply, to try and identify potential areas of expansion for our women's program if an interest exists on the campus and competition can be provided. African American Students (6.7%), Hispanic Students (19.7.6%), Multi Race Students (26.4%) and Caucasian Students (28.1%), participate in VARS activities at a greater % than the campus wide average. On the other hand, Asian (6.2%) and Filipino (9.6%) students are underrepresented. Age is the last characteristic that was noted. Students between 18-22 years of age make up about 82% of our enrollment. This is greater than the institutional average of 44.6% and is indicative that VARS activities are really geared toward that transfer oriented student in the 18-22 year old demographic.

Curricular offerings provide equity between genders (4 male sports and 4 female sports are offered) but the number of male students as compared to female students participating is not equal. Our six year average shows about 64% of those enrolled in VARS activities are male and 34% are female. These numbers generally correspond to the data that is submitted annually to the federal government (Equity in Athletics Disclosure Report) and CCCAA (R4) as a self assessment about gender equity in our programs. Again, some of the disparity is related to the type of sport and the number of participants required. Still, in order to achieve proportional balance under Title IX, we need to explore opportunities to add women's sports where interest and ability allow. Right now, our self-assessment indicates that our current program meets the interests and abilities of our female students. We need to continue to assess opportunities to add sports for female students. In the interim, we need to try and expand participation in our current offerings to female students.

In terms of the curriculum itself, it is important to note the gender indicators. If a sport has no gender indicator (Men's or Women's), students of either gender who are capable and willing may participate in that activity. Those sports with a gender indicator can only be taken by the student of that gender. Current CCCAA rules require a student to participate in the gender that is assigned on their birth certificate and not as they would identify themselves. Because Skyline is part of a multi-campus district, California Community College Athletic Association (CCCAA) regulations would allow a Skyline student to participate in a VARS activity at CSM or Cañada as long as that student was enrolled in 12 or more units and was also enrolled in the VARS section at that particular campus. Therefore, even though not directly sponsored at this campus, Skyline students could participate in Football, Men's and Women's Cross Country, Women's Water Polo, Men's and Women's Track and Field and Men's and Women's Swimming at CSM and Women's Tennis and Golf at Cañada.

Athletics is probably an area that gets researched more than any other. Data requests from PRIE are made on an as needed basis and supplemented on an internal basis. The following are a listing of reports and analysis compiled over the last year utilizing data: Equity in Athletics Disclosure Report: This federally mandated report is submitted annually as a self-assessment related to the athletic program and Title IX. It looks at student characteristics, staffing, programs, resources and historical data. PRIE provides information on student characteristics. R4: This state mandated report is submitted to the CCCAA each year by October 31st along with a certification of our EADA report as a self-evaluation in making sure our athletic program complies with Title IX. This report deals specifically with the three-prong test as it relates to participation but is not as substantive as the EADA. Failure to submit this report leads to sanctions from the CCCAA including but not limited to forfeiture of contests, probation, loss of status. Grade Analysis Data: Each semester, ITS runs reports sent to athletics on the academic performance of all students enrolled in VARS classes. Students are eliminated who red or gray shirt and reports are given to each coach on team academic performance and progress. This is done so coaches can work with students and refer them as necessary to support if they are struggling or to potential college recruiters if they are thriving. It also provides the coach a sense, on a semester basis, about the capabilities of what their students are doing and, upon reflection, changes they may want to make in future years to improve and / or sustain performance. A copy of the aggregate data from these reports is attached. Transfer Data: Because our program is a transfer program, coaches have been developing a master list of students who competed in their program and transferred to a four year school. This is not an exhaustive list. We are missing students. Sometimes, after they finish playing, students either stay or return to school to finish their education and transfer. A copy of this report is attached. Finally, through CalPass, a data dashboard has been established for community college athletes that is referenced in our response to 4C. Cal-Pass data is attached as well.

#### Associated Objectives

-  [39-Bolster Learning Community](#)
-  [42-Sustaining Program to meet SLO's / and Inflationary Impacts](#)
-  [37-Title IX](#)

**III.A.** Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

### Narrative

Consistent with the mission, vision and values of Skyline College, the Athletic program fulfills its primary purpose to recruit, retain and matriculate students. It does so by providing a learning environment that emphasizes the development of the student. This environment is fostered by head and assistant coaches who serve as teachers, role models, advisors, and advocates. Our analysis indicates that student learning outcomes related to academic achievement are strong but can be improved through consistent year around contact. Such contact is greater when a coach is full-time vs. part-time. Lack of consistent contact impacts the number of students who transfer and earn scholarships from those programs. Outcomes related to decorum are strong but need continued assessment. Outcomes related to skill development are inconsistent due to injuries, equity in competition and recruiting. Additional resources in support services, staffing and budget are needed to insure equity and consistency in outcomes. Overall, the program reflects well on the campus and student's it is designed to serve. Athletics is truly a meritocracy where any student, regardless of gender, ethnicity or socioeconomic status, can rise as far as their athletic and academic ability can take them to achieve a goal of transferring, earning a scholarship and / or playing professionally.

### Associated Objectives

-  [40-Additional Team Room](#)
-  [39-Bolster Learning Community](#)
-  [42-Sustaining Program to meet SLO's / and Inflationary Impacts](#)



**III.B.** If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. (**Reflection: ISLOs**)

**Narrative**

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Athletics did not participate in ISLO Assessment activities this past year.

**IV.A.** Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

## Narrative

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We have taken or would seek to take the following actions based on the results that we have reviewed and analyzed:

Title IX: We need to provide more opportunities for females to participate in our athletic program where interest and abilities allow. We also need to provide equitable team facilities especially related to team rooms. This was partially addressed in the field renovation project. We are hoping that with the replacement or addition of an additional portable requested in this Unit Plan that we can have fully proportional team facilities.

Academic Tracking Program: We would like to continue the success that we have achieved related to student academic performance. To do that, we need to try and raise the level of our lowest achievers. A systematic academic monitoring program facilitated by the coach would help identify students in need at a point where proper advisement and tutoring resources can be used to aid the student. A big help in student academic performance over the last two years has been the increased stipend for assistant coaches. We've used that to start grade checks which has been helpful in catching problems earlier rather than later.

Bolster Learning Community: The English faculty in the community was no longer able to continue putting the whole community at risk. Currently, we will not have a community in the Fall 2017 semester. As a stop gap, we are holding spots in English and Math sections so student-athletes can enroll so they do not have to miss excessive amounts of class. We are also working with Communications as well. The goal is so student-athletes can complete their "Golden Four" CSU requirements and general elective pattern in two years. It's important to note that student-athletes are on an "eligibility clock" from the moment they enroll and attend full-time. For an institution with a stated goal that 75% of students get in, through and out on time, it would be a pity for students who are on an accelerated clock to not be able to complete core requirement in an expeditious fashion.



Change of Conference: We compiled a study regarding a petition to change conferences from the Coast Conference to the Bay Valley. We are updating that again and looking at the possibility of joining a conference where we'll be among like colleges in terms of size, recruiting pattern and breadth of program. The key data points here are size of institution, programs offered and where students are being recruited from. A change in conference would require minimal institutional support in terms of additional funding for some increased travel.

Personnel: We need to try and provide more time for coaches to be teaching their sport (year around coaching assignment) and hire coaches full-time. With our full-time hire in Men's Soccer, we now have 5 of 8 programs staffed by a full-time faculty member. We are requesting a 1.0 FTE Program Services Coordinator to be assigned to the athletics program. The program services coordinator will have

responsibilities related to compliance (CCCAA, SMCCCD and Title V), game operations (approximately 80+ events per year), facilities (80 + home events plus rentals generating over 45,000 per year), transportation (approximately 160 trips per year from athletics and a variety of campus groups), student support services (financial aid, TRIO, tutoring, etc...) and external relations, including but not limited to publicity, promotion, outreach and fundraising.

**Team Room:**The addition of another modular building on the undeveloped portion east of portables D and E facing the upper synthetic soccer field. This is where the old solar program used to put out the panels that they were working on. We would like to propose placing in that spot a modular building that is 60 feet by either 36 to 40 feet that will serve as a team room and storage area for our men’s and women’s soccer programs. This will allow us to eliminate any inequality (Title IX) in our men’s and women’s programs by proving each sport at Skyline College their own team room. Currently, women’s volleyball and badminton share a team room. It will also put our programs on an equal competitive footing with Canada College as their soccer programs are getting a similar building as part of construction on their campus. (Narrative of proposal is attached)

**Equipment,Supplies, Contracts and Assistant Coaching Stipends:** We need to continue upgrading, replacing or modifying existing equipment and supplies in order to achieve SLO's, increase transfer rates, or to comply with state or federal regulations. We are in need of augmentations to continuing operational budgets (5000's) as well related to contracts (officials, screenings, film exchange), meals and transportation. Starting in 2017-18, \$36,000 will need to come off the top of Instructional Equipment to pay for leasing our current vans. Assistant coaching stipends were reduced to 20,000 in the 16-17 budget load. They need to be returned to \$71,500 as was loaded in 2015-16. The amount is necessary for us to comply with ACA requirements. Supply and operational budgets have not received a permanent augmentation (other than one-time money) since 2007. WE have attached requests for equipment and continuing budget augmentations.

<b>Associated Objectives</b>
 <a href="#">39-Bolster Learning Community</a>
 <a href="#">42-Sustaining Program to meet SLO's / and Inflationary Impacts</a>

**IV.B.** Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.






(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**

### Narrative

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No narrative response is required in this section.

### Associated Objectives

-  [38-Academic Tracking Program and Full-Time Support for Programs](#)
-  [40-Additional Team Room](#)
-  [39-Bolster Learning Community](#)
-  [42-Sustaining Program to meet SLO's / and Inflationary Impacts](#)
-  [37-Title IX](#)

# Task Details Report

Planning Year: 2017-2018

**Planning Unit:** Athletics  
**Unit Manager:** Fitzgerald, Michael

**Objective:** 37 - Title IX

## Objective Description:

Title IX: We need to provide more opportunities for females to participate in our athletic program where interest and abilities allow. We currently complete two institutional assessments (R4 and EADA) that serve as a program review related to Title IX and gender equity. While our current programs meet the interests and abilities, based on survey data, of our student population. We still need to be ready to add opportunities as our current program does not meet the proportionality standard for Title IX.

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<b>Start Date:</b> 7/1/2017	<b>Task Type:</b> Department/ Division/Unit	<b>Priority Level:</b> Medium	<b>Task Order:</b> 1
<b>Due Date:</b> 6/30/2018	<b>Completion Date:</b>	<b>Task Status:</b> Ongoing	<b>Budget:</b> \$0

Continue Assessment of EADA and R4 for opportunities to expand offerings for under represented (female) gender.

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
No Data to Display				

## Assignment Details:

Name:	Email:
No Data to Display	



# Task Details Report

**Planning Unit:** Athletics  
**Unit Manager:** Fitzgerald, Michael

**Objective:** 38 - Academic Tracking Program and Full-Time Support for Programs

**Objective Description:**

Academic Tracking Program: We would like to continue the success that we have achieved related to student academic performance. To do that, we need to try and raise the level of our lowest achievers. A systematic academic monitoring program facilitated by the coach would help identify students in need at a point where proper advisement and tutoring resources can be used to aid the student.

Full-Time Support of Programs: We need to try and provide more time for coaches to be teaching their sport (year around coaching assignment)and hire coaches full-time. With our full-time hire in Men's Soccer, we now have 5 of 8 programs staffed by a full-time faculty member. We are requesting a 1.0 FTE Program Services Coordinator to be assigned to the athletics program. The program services coordinator will have responsibilities related to compliance (CCCAA, SMCCCD and Title V), game operations (approximately 80+ events per year), facilities (80 + home events plus rentals generating over 45,000 per year), transportation (approximately 160 trips per year from athletics and a variety of campus groups), student support services (financial aid, TRIO, tutoring, etc...) and external relations, including but not limited to publicity, promotion, outreach and fundraising.

<b>Start Date:</b> 7/1/2017	<b>Task Type:</b>	<b>Priority Level:</b> Medium	<b>Task Order:</b> 1
<b>Due Date:</b> 6/30/2018	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$95,000

A systematic monitoring system with proper support would be a primary area of focus for the requested PSC position. Currently, success and retention efforts vary from sport to sport with programs coached by full-time employees performing better than those coached by part-time employees.

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
2390	Athletics	II. CRITERIA A. Please provide a brief justification for the position request. Please outline key responsibilities of this position. We are requesting a 1.0 FTE Program Services Coordinator to be assigned to the athletics program. The program services coordinator will have responsibilities related to compliance (CCCAA, SMCCCD and Title V), game operations (approximately 80+ events per year), facilities (80 + home events plus rentals generating over 45,000 per year), transportation (approximately 160 trips per year from athletics and a variety of campus groups), student support services (financial aid, TRIO, tutoring, etc...) and external	\$95000.00	\$0.00

# Task Details Report

relations, including but not limited to publicity, promotion, outreach and fundraising.

B. How will the college and department be affected if the position is not approved? At this time, all the responsibilities outlined above are the responsibility of the dean. Given time constraints and other responsibilities placed on the dean and the coaching faculty some responsibilities get little or no attention (publicity / promotion) others get some attention as time allows (facility rentals / scheduling, transportation, game operations / supervision) and others are placed squarely on the backs of coaches (student support, outreach and recruiting) with little or no coordination with campus efforts and initiatives in those areas. The hiring of a PSC will provide the impetus for synergistic collaborations that will maximize services for the 170+ full-time students that are part of the athletic program and the greater campus and county wide community that benefit from the program and our facilities.

C. Which of the following factors did the department give high priority to in reaching the decision to request a full-time faculty position? Please elaborate as to why these factors were considered. (Respond only to factors that are relevant to your request).

\* Recommendations from Administrative Leadership Unit Review: The PSC position has been included in the last three ALUR's submitted by the Kinesiology, Athletics and Dance Division and is supported by the work done in the annual planning process.

\* Recommendations from Program Review (list Program Review date): The last program review submitted for Athletics was in March 2013 and reflected program needs at that time. As needs and circumstances change what was listed four years ago is not what is needed now. The annual plans and ALUR's submitted over the last three years all list the PSC as a priority position.

# Task Details Report

\* Recommendations from accreditation (institutional and programmatic). This request is not based on a recommendation from an accrediting body. Athletics is governed in California community colleges by Title V and the California Community College Athletic Association (CCCAA). The CCCAA recommends that all athletic events have on site supervision by an administrative representative. This representative cannot be a coach, athletic trainer or anyone who has a specific game function. With over 80 home events per year, many during afternoons which conflict with campus meetings, evening and weekends, it's impossible for the Dean to cover them all. The addition of a PSC would allow us to comply with the recommendation of the CCCAA by having two administrative representatives (Dean and the PSC) available to cover all home athletic events.

\* The Mission, Vision, Values and Goals of the District, college, division, or department. Equity is the primary district, college and division goal that drives this request. Students participating in athletics face a bias based on privilege. Participation in athletics is considered a privilege and thus those who participate are considered to share in that privilege. Yet, this is a simplistic view of the students who make up the program. Students participating in athletics share the same demographics, socio-economic status and challenges that all students face. While they have an on campus point of contact, their coach, they need help identifying and utilizing the support services available to them. A PSC is critical in that role. The PSC will provide the necessary coordination to fully serve all students in the program and collaborate with other services on campus to provide full support. It's a mistake to think that the privilege of playing makes student-athletes a privileged class.

Community connection is another important component of the PSC position. By being able to maximize facility scheduling, allowing for additional rental opportunities, by more effectively promoting the



# Task Details Report

program (Sports Information, Social Media, Web Site, etc...), by coordinating and strengthening fundraising efforts and by generally strengthening the brand of Skyline College athletics the PSC will broaden the community connection of the athletics program. Currently 90% plus of our student-athletes come from San Mateo County and surrounding districts. With that as our base, the PSC has the potential to make Skyline College the college of choice for bay area students interested in athletics.

\* Demographics, community needs, job training needs, emerging trends, other colleges offering similar programs, etc. Athletics is a competitive endeavor. We seek to recruit students who have choices among a variety of programs available in the Bay Area. As such, the ability to maximize services available on our campus for student-athletes to access makes our program stronger.

\* Availability and expertise of staff presently in the department. We would need to recruit for the position. My assumption is several part-time staff may apply.

\* Anticipated retirements in the Department. As this is a new position, it would not be based on an anticipated retirement.

\* Recommendations of department's Advisory Board. Athletics does not have an advisory board.

\* Impact on Student Learning Outcomes: Assessment indicates stronger outcomes (higher GPA, greater transfer rates, more scholarship opportunities, etc....) are earned by students in athletics who have a coach that works full-time on campus. The PSC position is designed to lift success rates across all sports by better facilitating and using support services available across the campus. This should improve performance in all areas of the program with the greatest improvement for those programs who are not lead by a full-time employee.

\* Impact on institutional

# Task Details Report

effectiveness/student access and success: As mentioned above, we see improved access and success by having this PSC position.

D. How many students are directly served by the department?

Currently, we have approximately 170 full-time (12+ units) students participating. Given our current offerings, a maximum number served each year could reach between 190-200 students. If the program expands to meet the interests and abilities of students, it's possible the position could serve 200+ students.

E. What other pertinent factors not addressed above should be considered in this request? (i.e. positions required by certification, licensing or other external factors ; impact on instructional support or student service). We believe that all pertinent factors were covered in the request. It's important to note that given the relative size of our program that increased focus on student success, community connection and compliance / supervision mandates require additional staffing. It's especially important that such staffing focus on areas where improved outcomes will directly benefit students and the college.

F. Based on the above information, please summarize the most important reasons why the department feels this position should be approved. The program services coordinator will enhance services related to compliance (CCCAA, SMCCCD and Title V), game operations (approximately 80+ events per year), facilities (80 + home events plus rentals generating over 45,000 per year), transportation (approximately 160 trips per year from athletics and a variety of campus groups), student support services (financial aid, TRIO, tutoring, etc...) and external relations, including but not limited to publicity (Sports Information and Website), promotion (Social Media),

# Task Details Report

outreach (Recruiting, Event Sponsorship) and fundraising. Addition of this position will create greater equity in the athletics program and better serve the college by strengthening the community connection and brand that Skyline College has with our service area.

### III. ESTIMATED POSITION BUDGET

A. What percentage of an FTE are you requesting?   x  100%  
  48%   other  
We are request a 1.0, 12 month position.

B. What is the estimated budget for this position? Please identify the grade and step considered in developing the budget for the position. Add work schedule information. We would estimate the middle step (3) of a grade 27 position which is approximately \$65,000 per year. With benefits for a classified position being almost 50%, we would anticipate an annual cost of \$95,000. Work schedule would be Monday-Friday starting between 8A-9:30AM and finishing between 4:30P – 6P. For evening or weekend, comp time could be earned. Please note that the entire KAD Division which includes athletics operates in a cost effective manner. AS institutional resources have increased over the past 10 years, KAD has maintained staffing levels in most categories. We have not increased full-time faculty staffing at all. Thus, our requests for additional classified staffing reflect the only increases being sought by the division.

### Assignment Details:

Name:	Email:
No Data to Display	



# Task Details Report

**Planning Unit:** Athletics  
**Unit Manager:** Fitzgerald, Michael

**Objective:** 39 - Bolster Learning Community

## Objective Description:

Bolster Learning Community: The English faculty in the community was no longer able to continue putting the whole community at risk. Currently, we will not have a community in the Fall 2017 semester. As a stop gap, we are holding spots in English and Math sections so student-athletes can enroll so they do not have to miss excessive amounts of class. We are also working with Communications as well. The goal is so student-athletes can complete their "Golden Four" CSU requirements and general elective pattern in two years. It's important to note that student-athletes are on an "eligibility clock" from the moment they enroll and attend full-time. For an institution with a stated goal that 75% of students get in, through and out on time, It would be a pity for students who are on an accelerated clock to not be able to complete core requirement in an expeditious fashion.

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<b>Start Date:</b> 4/3/2017	<b>Task Type:</b> Department/ Division/Unit	<b>Priority Level:</b> Medium	<b>Task Order:</b> 1
<b>Due Date:</b> 7/1/2017	<b>Completion Date:</b> 6/30/2018	<b>Task Status:</b> Ongoing	<b>Budget:</b> \$0

We are waiting to see where the discussion on meta majors and pathways takes Skyline College. If Learning Communities are retained, we would seek to work with the English department to identify a faculty member who would like to teach English in the community. We would then link that person with the Math and Speech faculty who have worked in the community previously.

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
No Data to Display				

## Assignment Details:

Name:	Email:
No Data to Display	



# Task Details Report

**Planning Unit:** Athletics  
**Unit Manager:** Fitzgerald, Michael

**Objective:** 40 - Additional Team Room

**Objective Description:**

Team Room: The addition of another modular building on the undeveloped portion east of portables D and E facing the upper synthetic soccer field. This is where the old solar program used to put out the panels that they were working on. We would like to propose placing in that spot a modular building that is 60 feet by either 36 to 40 feet that will serve as a team room and storage area for our men's and women's soccer programs. This will allow us to eliminate any inequality (Title IX) in our men's and women's programs by providing each sport at Skyline College their own team room. Currently, women's volleyball and badminton share a team room. It will also put our programs on an equal competitive footing with Canada College as their soccer programs are getting a similar building as part of construction on their campus. (Narrative of proposal is attached)

<b>Start Date:</b> 4/3/2017	<b>Task Type:</b> Department/ Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b> 7/1/2017	<b>Completion Date:</b> 8/1/2017	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$250,000

We are bringing this project to the attention of CIP and the district this spring. Our hope is that approval and funding would be okayed in the summer by the district office. Based on that approval, planning and design of the site and modular building would take place in the fall with board approval anticipated in late 2017 or early 2018. After a bid is awarded, we would anticipate delivery of the modular in May 2018 with completion slated by 8/1/17.

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
6210	Athletics	Amount based on estimate provided by district facilities. A modular building, delivered and put together, would cost about \$140,000. The additional budget is for site work (Level, asphalt, etc...), running and installing necessary utilities (gas, water, electric, data, etc.....) equipment / furniture for the space, security systems (Cameras / FOB Access) and any other contingencies.	\$250000.00	\$0.00

**Assignment Details:**

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** Athletics  
**Unit Manager:** Fitzgerald, Michael

**Objective:** 42 - Sustaining Program to meet SLO's / and Inflationary Impacts

## Objective Description:

Equipment and Supplies: We need to continue upgrading, replacing or modifying existing equipment and supplies in order to achieve SLO's, increase transfer rates, or to comply with state or federal regulations. In addition, discretionary accounts (travel, meals, contracts for officials and medical screenings, dues, and other services) have not been augmented or adjusted for inflation since 2006. One time dollars are being spent each year to eliminate a deficit.

Finally, in the budget load for 2016-2017, we did not receive our full allocation for assistant coaching stipends. We only had a budget of \$20,000. Previously, our budget had been \$71,000. Assistant coaches provide a wide variety of services. A break down of the budget request is below:

Proposed Budget Augmentations

2017-2018

694000 – Athletics Accounts

In our recently completed program review, Athletics requested budget augmentations totaling 96,500 related to assessments and Student Learning Outcomes. They are allocated in the listed accounts for the following reasons:

10002-2416-4510-694000 = \$8,000: This account has not been augmented in 10 years. Part of the increase is due to increases in the cost of supplies and sales taxes. The balance is to cover new expenditures related to our athletic training room. Previously, students were charged for medical screenings and services with those funds being used to purchase supplies. Concerns about this practice of charging students based on the Education Code and district audit, made the purchase of all training supplies part of our general budget.

10002-2416-4610-694000 = \$5,000: This account has not been augmented in 10 years. Gas prices have fluctuated over that time but our travel distances have increased.

10002-2416-5213-694000 = \$10,000: This account is used to provide meal replacement funds for students. This account has been decimated in recent years to fund increases in supplies, gas and contracts / fees. We are looking to provide meals for students so they can compete effectively and achieve desired outcomes.

10002-2416-5690-694000 = \$22,000: This account is used to pay for fees and contracts. It has not been augmented in 8 years. Primary expense here is noted in item #2. For medical screenings, to insure consistency and availability, we now use a local clinic (US Health Works). The charge is \$70 per screening. We purchase approximately 200 screenings per year. The 14,000 request will offset that expense. The remaining \$8000 is to offset costs from increased officials' contracts, increased contests and video editing services used to post film so four year coaches can evaluate student-athletes for scholarship and transfer.

10002-2416-2494-694000 = \$51,500: This account was augmented \$46,000 in 2014-2015 in the middle of the year to augment the existing assistant coach budget of \$25,500. The total available was supposed to be \$71,500. Additional dollars were required to comply with ACA requirements. Existing budget loaded in at the start of the year is only \$20,000. We need 2494 loaded with a continuing budget of \$71,500.

**Start Date:**  
4/3/2017

**Task Type:**  
Department/Division/  
Unit

**Priority Level:**  
High

**Task Order:**  
1

**Due Date:**  
4/3/2017

**Completion Date:**  
7/1/2017

**Task Status:**  
In Progress

**Budget:**  
\$96,500

# Task Details Report

We've been asking for this yearly since 2013-2014. We will continue asking and submitting through the planning process. Eloisa and Judy have found one time funds each year to cover any potential deficits. The problem is that money usually doesn't come until the spring. By that point, the ability to budget on current year activities is greatly diminished.

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
2494	Kinesiology, Athletics, and Dance	This account was augmented \$46,000 in 2014-2015 in the middle of the year to augment the existing assistant coach budget of \$25,500. The total available was supposed to be \$71,500. Additional dollars were required to comply with ACA requirements. Existing budget loaded in at the start of the year is only \$20,000. We need 2494 loaded with a continuing budget of \$71,500.	\$51500.00	\$0.00
5690	Athletics	This account is used to pay for fees and contracts. It has not been augmented in 8 years. Primary expense here are for medical screenings, to insure consistency and availability, we now use a local clinic (US Health Works). The charge is \$70 per screening. We purchase approximately 200 screenings per year. The 14,000 request will offset that expense. The remaining \$8000 is to offset costs from increased officials' contracts, increased contests and the need to purchase video editing software so game film can be viewed by college coaches.	\$22000.00	\$0.00
5213	Athletics	This account is used to provide meal replacement funds for students. This account has been decimated in recent years to fund increases in supplies, gas and contracts / fees. We are looking to provide meals for students so they can compete effectively and achieve desired outcomes. If staff can claim meals on their travels, it only seems equitable that students representing the college can do the same. Staff can request up to \$60 per day on meals when traveling. The maximum that can be spent and reimbursed by the district is \$20. Does that mean a student should only eat a 1/3rd as much or a 1/3rd as well?	\$10000.00	\$0.00

## Task Details Report

4620	Athletics	This account has not been augmented in 10 years. Gas prices have fluctuated over that time but our travel distances have increased.	\$5000.00	\$0.00
4510	Athletics	This account has not been augmented in 10 years. Part of the increase is due to increases in the cost of supplies and sales taxes adjusted for inflation. The balance is to cover new expenditures related to our athletic training room. Previously, students were charged for medical screenings and services with those funds being used to purchase supplies. Concerns about this practice of charging students based on the Education Code and district audit, made the purchase of all training supplies part of our general budget. We were never augmented to cover that expense.	\$8000.00	\$0.00

### Assignment Details:

Name:	Email:
No Data to Display	

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