

# Skyline College

(Athletics)

## Program Review

### Executive Summary



As part of the overall mission of the college, athletics is designed to provide an environment that stresses critical thinking and skill development while encouraging 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; foster broad programs of men's and women's intercollegiate athletics that are consistent with students educational objectives with an emphasis on retention, completion and matriculation; 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.

### Three Strengths of the Program

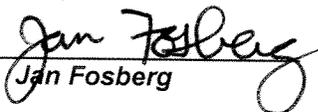
- **Facilities:** The upgrading of our outdoor fields and Building 3 have significantly strengthened the program. The quality and durability of the surfaces allow their full use as teaching stations and provide for maximum time on task instruction. Also, the facilities are a vital recruiting tool in attracting student-athletes to participate in our programs.
- **Community Relations:** Our programs operate with approximately 90% of our student-athletes from San Mateo County or counties that adjoin our district. As such, our athletic program serves as a vital bridge between the local community and our college. Also, the athletic program receives press notice on a daily basis through much of the academic year which also creates awareness in the community about Skyline College. Finally, our coaches, as part of recruiting, visit local high schools, offer camps, provide seminars and engage in other outreach activities which form a bond with the community.
- **Focus on Students and Teaching:** Programmatically, we make student development and teaching the cornerstones of the program. While recognizing that having quality athletes is important and that the goal in sport is to win, we emphasize the teaching / development of skills and critical thinking techniques that are essential to success on the court or field. Our coaches want to be known not only as technicians and recruiters but as excellent teachers of skills and strategies related to the game. Ultimately, we want to make sure that students, not wins, losses or the coach, are the focus of our program.

### Three Suggestions for Improvement

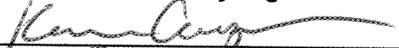
- **Support Services:** It's important that technical services such as counseling, sports medicine, sports information and equipment technician are staffed appropriately so coaches do not assume these responsibilities. As such additional resources are needed in all these areas to fully serve the athletic program.
- **Staffing:** Coaching, due to all the roles a coach must perform, is a full-time assignment. At a minimum, we should have a full-time faculty member coaching each sport that we offer.
- **Title IX:** Our current program complies with Title IX by demonstrating our desire to offer programs such as Women's Basketball to the underrepresented gender as interest and ability allows. However, even with this addition, we do not meet the proportionality standard established by Title IX. Therefore, we need to continue to explore options that will increase the number of female athletic participants on this campus.

Prepared by: Kevin Corsiglia, Jan Fosberg, Dino Nomicos, Justin Piergrossi, Ray Salahuddin, Daniel Link, and James Haddon

  
Chip Chandler

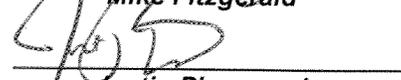
  
Jan Fosberg

#### Full-Time Faculty Signatures

  
Kevin Corsiglia

  
Dino Nomicos

  
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Submitted on: September 1, 2007

**SKYLINE COLLEGE  
ATHLETICS  
PROGRAM REVIEW SELF STUDY**

**PART A: Overview of Program**

***1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.***

As part of the overall mission of the college, athletics is designed to provide an environment that stresses critical thinking and skill development while encouraging 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; foster broad programs of men's and women's intercollegiate athletics that are consistent with students educational objectives with an emphasis on retention, completion and matriculation; 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 athletic program serves a dual role as an instructional and cultural component of the college. At one level, faculty members are coaching teams where the primary focus is on the instruction and development of students. In this vein, the athletic program serves as a recruitment and transfer vehicle for the college. Yet, at another level, our athletic competitions serve a role involving the community with our campus. This happens because most of our students are community members and have strong ties to San Mateo County. Also, athletic competition is often a community event where people from all backgrounds can come to the college and enjoy our facilities and watch students perform.

***2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the college.***

Commission on Athletics Bylaws and athletic transfer regulations require not only full-time enrollment status by all competing athletes but also a cumulative 2.0 grade point average in coursework. Counseling and tutorial support are key components in making sure our students are properly scheduled for essential coursework and are succeeding academically. Without comprehensive support, coaches end up filling this void in trying to advise and tutor students.

All coaches actively recruit from local high schools, as well as adjoining high school districts, bringing full-time students to Skyline College. The athletic program serves roughly 200 students per semester which means that about 10% of the full-time student population is comprised of student-athletes. All academic programs benefit from this active recruitment.

Finally, the athletic department has formed a learning community with the English and Counseling departments. The courses offered are a counseling course specific to the student-athlete in conjunction with English 846 (fall), English 100 (spring) and English 110 (summer). The retention and success rate for the students who participate in the learning community are significantly higher (95% and 88% respectively) than the general numbers for the college.

***3. If the program utilizes advisory boards and / or professional organizations, describe their roles.***

The athletic department falls under the auspices of the Commission on Athletics (COA). The COA governs all California community college athletics, establishing policies and procedures, sharing a commitment to gender equity and Title IX, sportsmanship, social consciousness, leadership, cooperation and individual achievement. Each sport is represented by a state wide coaches' organization which in turn has input into rule changes and regulations. These associations also encourage professional growth through yearly conventions, clinics, accreditation programs and newsletters. Nationally or internationally, each sport also has a coaches' organization that is either sponsored through an olympic group (USA Badminton, USA Volleyball, etc.), sport board (Baseball Coaches Association, National Soccer Coaches Association) or international governing body (FIFA) that also provides avenues for growth and development.

***4. Explain how this program meets the needs of our diverse community.***

With the addition of Women's Basketball our participation rate by a male to female ratio has improved to 62% and 38% respectively. While this does not meet the proportionality prong of Title IX, it represents a 15% improvement based on the last self-study completed by the department. We will continue to look for opportunities to expand and increase the number of female participants on our rosters.

Soccer, the sport with the most participants around the world, is popular with our hispanic population and is one of the most ethnically diverse programs in the area. Almost a third of the participants in the department are hispanic and the vast majority of those students participate in soccer. Our men's and women's basketball programs attract almost 35 students, the majority of which are African American. The only area in which diversity is not present in our program is related to age. Over 90% of the participants in our program fall into the 18-22 year old demographic. This grouping by age is because of the intensive nature of physical activity required to play most sports and / or the fact that most if not all of our students are recruited directly from high school and are on a transfer track.

***5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.***

Outstanding progress has been made toward the goals identified in the last self-study. Areas identified that needed improvement were related to facilities, staffing and transportation. In terms of facilities, all of our outside venues have been extensively renovated and are excellent teaching and competition areas that require little maintenance.. Also, our indoor facilities are in the process of being remodeled and should be in excellent condition as well. We have hired a full-time baseball coach, men's basketball coach and women's soccer coach since the last self-study. Finally, the condition of district vehicles used to transport teams was cited as an area of concern. The vehicles used at that time were old and generally unreliable. In the interim, new vehicles have been purchased which are in much better condition and safer to operate. Of course, these vehicles will need to be replaced before our next self study in 2012-2013.

**PART B: Curriculum**

***1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students.***

The athletic program has gone through some changes recently. Women's Basketball was added as part of the curriculum starting in the 2006-2007 academic year. With the addition of this program,

Skyline has added three women's sports in this decade (Badminton, Basketball and Soccer) while dropping one (Softball) and suspending others (Men's and Women's Cross Country).

Our current selection of curriculum meets the needs of our students based on expressed interest, the facilities that we have and our budget constraints. We would like to add additional opportunities for female student-athletes to participate and are focusing our efforts on growing our current teams. If we decide to add another women's sport, we would be looking at tennis, golf or cross country as the most likely sports. Emerging sports such as competitive dance or bowling may also be possibilities.

**2. State how the program has remained current in the discipline(s)**

The program remains current through the effort of the coaches. The coach is responsible for teaching skills, developing critical thinking and creating a system of play that allows students to succeed. The coach is also responsible for motivating his or her students in a way that allows for individual achievement in the context of team goals and expectations. If these teaching responsibilities were all that was expected of the coach the job would be pretty straightforward. But, it's a combination of teaching in addition to recruiting, retention, matriculation, development, public relations, operations, professional development, committee work, budget, supervision / staffing, advising and compliance responsibilities that make the position of head coach so critical in the success of an athletic program. Therefore, coaches are attending clinics and seminars related to all the areas designated above in order to remain current in their discipline.

**3. If the student population has changed, state how the program is addressing these changes.**

Because recruitment is a responsibility of the coach, student population changes are dependent on their recruiting as opposed to general trends on the campus. Therefore, our focus tends to be outside of Skyline and looking at what factors contribute to the rise and fall of participation in particular sports.

**4. All courses in the program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.**

All VARSITY courses were reviewed and modified in November 2006 and have Student Learning Objectives included in the curriculum.

**5. If external accreditation or certification is required, please state the certifying agency and the status of the program.**

N/A

**6. Discuss plans for future review and program modification.**

While course titles do not change, the discipline of athletics is one of change. New techniques, strategies and ways of communicating and motivating student-athletes are being introduced every day. As a discipline, we are constantly trying to introduce these innovations into our teaching and the conduct of our program. In a macro sense, we also are reviewing trends at the local, state wide and national level that will impact are ability to recruit, retain and matriculate student-athletes. As such, we are looking at ways to improve / modify our curriculum so that we are attracting students to Skyline.

## **PART C: Faculty and Staff**

### **1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.**

As per COA rules, the staff each year is given training related to all the rules related to California community college athletics. Information is shared during this session regarding NCAA and NAIA rules that impact transfer. Also, during the academic year, legislation and rulings from the COA and Coast Conference are shared with coaches. This entire process deals only with the compliance and a portion of the matriculation responsibilities placed on a coach. Individually, coaches have sought development from sport coaches and national associations related to their sports. This has taken the form of attending seminars and conferences, maintaining certifications with continuing education units and participating in activities at the conference, state wide and national level. While participation in such activities has been diverse among sports it has been limited due to restrictions based on budget and time availability. Our future needs should be no different than our current needs. We'll need to engage in not only staff development opportunities on campus but also make sure to attend training at the local, state wide and national level when practical.

### **2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides)**

Currently, no formalized process exists. The Division Dean hopes to have a handbook for coaching faculty that would be completed in the near future. In the interim, new coaches are oriented informally by the Division Dean. This orientation takes place weekly and covers different topics related to the coaching assignment. In addition, each new coaching hire, is assigned a staff mentor who is a full-time faculty member and is the "go to" person related to operational questions, forms, policies, timelines and other items. Finally, new staff are required to meet with Dino Nomicos regarding the admissions, testing and matriculation process at Skyline College. Dino receives release time during the summer to facilitate this process from counseling. Assistant coaches are trained individually by head coaches. They receive no formalized training at a division wide level. The only mandated training for assistant coaches is viewing the safety video in the library related to driving vans.

### **3. If recruitment of new and / or diverse faculty is needed, suggest recruitment techniques.**

The best way to get a rich and diverse pool of applicants is to offer full-time positions. You can advertise and get the word out all you want but the limitation of part-time pay, given the demands of coaching, are not reasonable in this day and age. If funding prevents the hiring of full-time staff, every effort needs to be made so that part-time staff receive full 60% teaching loads every semester. Also, the college may want to remove recruiting from the job description of the coach and pay a stipend for recruiting duties based on numbers. This time would be non-instructional and not certificated which means part-time staff could be compensated for this activity without going over the 60% minimum. Or, if this proves problematic, you would pay the stipend over the summer.

## **PART D: Facilities, Equipment, Materials and Maintenance**

*1. Discuss the effectiveness of facilities, equipment, equipment maintenance, and the materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

Facilities, equipment and materials are vital to the health of an athletic program. They certainly impact recruiting success. In many instances potential student athletes visit the campus and choose to attend Skyline or another college by the appearance of those facilities. Upgrades in the athletics area and across the campus over the past several years have been a huge help.

With the renovation of the outdoor facilities, our soccer and baseball programs are blessed with excellent teaching and competitive venues for the foreseeable future. The only concerns related to these programs are climatic conditions and deferred maintenance. Skyline outdoor sports operate in cool and damp conditions. As such the availability of an indoor space for baseball and soccer activities would be ideal. When the portable buildings are removed from east of Building 3, this area would be a possible location for a partially enclosed area dedicated to golf, soccer and baseball instruction. With the installation of the synthetic surfaces demands on maintenance time and supplies have been greatly reduced. The trade off in doing this is at some point down the line it will be important to renovate those fields at a higher cost than a natural surface. Therefore, it's important to realize that savings today need to be allocated at some future date so the quality, safety and durability of the synthetic fields is not impacted.

The renovation of Building 3 and the addition of extra gymnasium space in Building 4 will be an essential in creating excellence in our indoor activities (Badminton, Basketball, Volleyball and Wrestling). The additional gym space is especially important given the time constraints on our current gym and the need to offer outreach programs (camps, clinics, seminars, rentals, etc...) that will sustain and grow our program. Without additional gym space, we may not be able to effectively operate all the programs that require gym time. Those activities include Volleyball, Wrestling, Men's Basketball, Women's Basketball and Badminton. Because three of our gym programs serve female athletes, we will need this space to keep participation levels up in an attempt to satisfy Title IX requirements. Without the space, programs may be impacted to where cuts have to be made.

Also, in the renovation of Building 3, individual team rooms were provided for each men's sport. But, individual team rooms were not provided for each women's sport. This disparity will need to be addressed with either the creation of space in Building 4 or the modification of space in Building 3.

In terms of equipment, with the renovation of most of our facilities, new or newer equipment has been purchased. With that being said, it would be a benefit to our program to have a full-time equipment manager on staff. Our current manager works at 48% with his shift in the evenings. His primary responsibilities are laundry and storage / allocation of equipment and supplies.

We could use a full-time equipment manager for several reasons. One, coaches and administration have taken on the responsibility of setting-up and breaking down facilities for games. It's an additional responsibility that clearly falls under the equipment manager's job description. Unfortunately, because of the limited hours available, this responsibility has been transferred to other staff. Two, a check and balance system is essential in issuing equipment in an athletic program. Currently, equipment is issued to the coach who issues equipment to players. Uniforms are turned in by the coach to be laundered and then the coach re-distributes uniforms to his / her players. This situation exists because the equipment manager is on a part-time schedule

and is not able to issue uniforms during the day. What should happen is that the equipment manager should be responsible for issuing and collecting uniforms. If coaches are allowed to issue equipment, it's possible that uniforms could be issued to students who have not been clear to play or even attend Skyline College. It's better to have the equipment manager serve as a check and balance system in the eligibility process by having them collect and issue all uniforms. And three we can more effectively steward our resources. Money can be wasted on repair and ordering supplies and equipment because availability and expertise is not available in the purchase and maintenance of supplies and equipment. A qualified equipment manager can save you a great deal of money by fixing equipment as opposed to replacing it and by soliciting competitive pricing on all items from a plethora of vendors.

**2. List projected needs.**

Projected needs would include gym space and the addition of another women's team room. When the portable buildings are removed from east of Building 3, this area would be an ideal location for a partially enclosed area dedicated to golf, soccer and baseball instruction.

**3. Describe the use of technology in the program and discuss if technology is current and comparable to other colleges, business or industry.**

Computers and e-mail are used extensively by all coaches for information, research, communication and data (statistic) reporting. We now require a written sample for any coaching applicants as their ability to use a computer effectively is a vital aspect of their job.

We now have a web site that is dedicated to our athletic program that received over 40,000 hits during the last academic year (2006-2007). The site includes rosters, statistics, news updates, links and other information about every athletic team. The site is maintained by Kevin Corsiglia.

Video equipment is essential in the recruitment of our student-athletes. Because recruiting budgets are limited and contact restricted by the NCAA and NAIA at the four year level, almost all evaluation for recruiting is done by video. Therefore, it's imperative for all our athletic coaches to have access to video equipment and supplies in order to promote our student-athletes and help them transfer to a four-year school.

**4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

Admiral, a soccer apparel and equipment company, sponsors both men's and women's soccer programs by offering discounted products. This sponsorship allows teams to keep larger numbers of participants on the roster since more equipment may be purchased using our budget. Safeway was a corporate sponsor in the purchase and installation of the baseball scoreboard and the local electrical union sponsored the purchase and installation of the other boards in our venues. Individual coaches have contacts with local businesses for individual sponsorship of teams on an as needed basis.

**PART D: Budget Request**

**1. What resources (staff, facilities, equipment and / or supplies) will be needed in the next six years?**

The most glaring needs in the program are full-time coaching positions, the hiring of additional support staff, and budget for purchase of critical equipment and supplies.

We currently have four sports that are staffed by part-time faculty members and our desire is that at least one, if not two, of those positions can be made full-time in the next six years. Given the

multitude of responsibilities placed on a coach, we feel the hiring of full-time people to staff these positions is critical.

The need for additional support staff in the program is another area of need. At a minimum, we would like to see the equipment manager's position made full-time and would advocate for hourly or release time to fund an assistant trainer, academic advisor and web page coordinator for our program. Right now, an assistant trainer is funded with discretionary dollars that vary from year to year. Our sports medicine program provides roughly 9,000 treatments starting in August – February. This equates to 70 treatments a day not counting responsibilities related to providing service at events. Given this workload, it's difficult for one person to service the students. From a risk management and quality perspective, we would advocate that an assistant trainer be funded at 48% for 7.5 months each year.

An academic advisor, knowledgeable about the rules related to transfer, is an essential support service that is needed. Currently, Dino Nomicos gets time during the summer to help incoming students with the admissions process and advise them on their initial eligibility status related to NCAA and NAIA minimums. Transfer regulations placed on student-athletes are incredibly complex and fluid. At one level, it would be great to have a full-time counselor available who would work primarily with student-athletes. This person could not only offer counseling but help coordinate additional support services (tutoring, DSPS, financial aid, etc...) that will help the student-athlete thrive at Skyline. Given the number of full-time students participating this would make some sense. But, it may even make more sense to give Dino or an assigned coach release time (9 hours a week) each semester to serve as a liaison with counseling so students are being advised based on their needs as students and athletes. Andy Ruiz used to dedicate 9 hours a week to working with student-athletes as a counselor before retiring.

Finally, release time for a coach to maintain our athletics web page is essential. Currently, Kevin Corsiglia does this while receiving no compensation. We realize faculty throughout the college maintain web pages and are not compensated. But, we believe that the person maintaining the athletics web page is providing an important information function that serves the college as a whole. The department site had 40,000 hits last year with people looking for information about our programs and teams. The site is a means for students and the public to assess the quality and commitment of our program. As such, it's imperative that the site be kept up to date and be professional in nature. We would advocate that Kevin or designated staff member receive release time (3 hours a week) each semester to maintain the department web page.

We also would like to advocate for additional budget to purchase necessary equipment and supplies on a regular basis. The budget committee was prepared to augment our budget by \$18,000 starting in 2007-2008 for the replacement of uniforms on a rotational basis. Also, our fleet of five vans will need to be replaced in the next six years.

***2. If appropriate, discuss methods the program could share resources with other programs in the College or District***

All of our facilities are shared with the physical education program on campus, the campus community and many are open to the public for use either for free or by rental agreement. The gym is used for Expanding Your Horizons and Graduation. Our outdoor facilities alone generate roughly \$40,000 a year in rental revenue. We also cycle all supplies and equipment used in athletics into physical education courses when possible. The department vans are used by other departments and clubs on campus. And, video equipment is shared between athletics and physical education so video feedback may be provided to all students.

## Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

**Weekly Student Contact Hours – WSCH**

Report the 3 previous **Fall** semesters with the most recent on the right.

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Year	2004	2005	2006
WSCH	898	489	1041

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**Please comment on program enrollment and expected trends.**

The numbers listed under this heading are misleading. The Fall 2005 results indicate that no hours were reported for men’s soccer and that hours were under reported in all other sports. Part of the problem may have been that the VARS courses were offered as open enrollment classes and that the full amount of hours were not reported on the data sheet. No matter the cause, the hours indicated above do not accurately reflect the WSCH generated by the program.

Enrollment and WSCH numbers will go up based on two factors. One, the VARS courses have been converted to daily census which will allow for the correct accounting of all hours. And two, the addition of women’s basketball will generate additional WSCH for the program.

We anticipate roughly 200 students enrolling in our VARS classes each academic year. Every section of a VARS class has 10 weekly student contact hours assigned to the course. Therefore, we estimate that the correct accounting of these hours will generate 67FTES per academic year.

It is important to note that all students who participate in the athletics program are required to be enrolled at full-time status (12+ units) in order to participate. The numbers above do not reflect the additional hours generated by the necessity of being enrolled full time. We estimate that student-athletes account for about 10% of the full-time students enrolled at Skyline College each semester.

Because student-athletes are recruited to Skyline by their coaches, one could argue that those students would not be attending Skyline at all except for the opportunity to participate in their sport. We are surrounded by other community colleges, and students could easily attend another school if our program had not initiated contact. Another argument is that students generally do not attend college in a vacuum. By that, we would argue that every student recruited to Skyline potentially brings another student with them who is a friend or classmate.

A final trend related to generating WSCH is the status of the coach. A full-time faculty member who coaches is in a much stronger position to recruit student-athletes than a part-time faculty member who coaches. The reason is that coaches are not provided with compensation to recruit outside of the academic year. This results in a part-time person having to spend more time earning money in other capacities as opposed to recruiting and doing other things related to coaching. Hiring more full-time coaches will provide the college with a better vehicle to recruit student-athletes.

***FTE and WSCH/FTE (LOAD)***

Report the previous 3 Fall semesters with the most recent on the right

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	2003	2004	2005	2006
FTE	2.4	2.4	2.4	2.7
WSCH/FTE	405	374	204	386

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**Please comment on the comparison of this program to College trends.**

Because of the incorrect accounting for WSCH the load numbers above are deceiving. The teaching load by sport is assigned as follows: Women's Volleyball = .50%, Wrestling = .53%, Men's Soccer = .53%, Women's Soccer = .53%, Men's Basketball = .60%, Women's Basketball .60%, Badminton = .50%, and Baseball = .60% These loads total to 4.4 FTE for the academic year. If we have 200 students enroll in our VARS classes at 10 hours per week, our load for VARS courses would be 455.

***Retention and Success***

Report data on program retention and success rate with the most recent on the right.

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	2003/2004	2004/2005	2005/2006
Retention	97%	95%	95%
Success	95%	93%	94%

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**Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.**

The athletic program stresses critical thinking throughout the curriculum. This emphasis has created a program where students are able to take skills and apply them based on competitive situations. It's the ability of students to take and apply skills in a competitive environment that will define success in the program. We constantly stress to students that skill level in the sport is only one component of success. It's the development of skills and the appropriate application of those skills that will determine efficacy.

In comparison with district wide retention and success rates (84% and 70% respectively), VARS courses enjoy much higher averages across the spectrum of rating categories (gender, ethnicity, age and enrollment status) for two reasons. First, because faculty and students spend a minimum of 10 hours a week on time on task, students are able to develop and retain critical thinking and motor skills at a much greater level. And two, because the contact is daily, faculty interact with students every day. This type of daily interaction can only help improve motivation and communication between faculty and the student which leads to greater opportunities for retention and success.

Outside of just the VARS courses, the athletic department has linked with the English and Counseling departments to form a learning community. The courses offered are a counseling course specific to the student-athlete in conjunction with English 846 (fall) English 100 (spring) and English 110 (summer). The retention and success rate for the students who participate in the learning community are significantly higher (95% and 88% respectively) than the general numbers for the college. The key component in these higher averages is based on the daily contact coaches have with their students. Because coaches meet with students every day, issues related to student performance in these classes can be monitored and resolved on a daily basis. Faculty members teaching these courses are in contact with the coaches and use the coach – athlete relationship to help the student succeed. In many ways, this program can be a model. Coaches are in a unique position if informed and trained properly to resolve academic issues and monitor progress so students are retained and succeed in their course work.

Finally, it's important to realize that participation in VARS curriculum is geared for students who want to stay at Skyline for two years. One of the goals of our program is retention. We not only want to retain students in our varsity classes but as full-time students at Skyline as well. Our current retention rate of student-athletes is approximately 45%. The retention percentage number means of all the students listed as participants on a roster during a first year of competition approximately 45% return and participate a second year. Reasons that students may not return may be athletically, academically or personally related. We would like to try and increase that number by targeting those students who do not succeed based on academic difficulties. A system designed to enroll, monitor and intervene needs to be established to ensure student-success. If we can improve our retention rate of second year students by just 10%, we estimate as many as 20 additional full-time students in our program each semester. The best possibility to do this is through the Early Alert program being instituted in the district. If student-athletes can be tagged in the system, programming can be developed where the coach as well as the student is notified about poor performance.



## Program Review Course Outline & Prerequisite Checklist

Discipline: ATHLETICS

Semester: FALL 2007

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

**Column 1:** What is the course prefix and number?

**Column 2:** What is the course title?

**Column 3:** What date was the course outline last reviewed or updated?

**Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.

**Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.

**Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.

**Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.





**Skyline College Program Review  
Certification of Course Outline & Prerequisite Review**

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**Faculty Signatures**

Chip Chandler  
Chip Chandler

Kevin Corsiglia  
Kevin Corsiglia

Mike Fitzgerald  
Mike Fitzgerald

Jan Fosberg  
Jan Fosberg

Dino Nomicos  
Dino Nomicos

Justin Piergrossi  
Justin Piergrossi

James Haddon  
James Haddon

Trisha Hosley  
Trisha Hosley

Daniel Link  
Daniel Link

Rayanna Salahuddin  
Rayanna Salahuddin

Date Submitted: September 1, 2007

Division Dean: Joseph J. Walz

(Additional faculty signature lines may be added to this form as needed.)

