

## 2018-19 Athletics Comprehensive Program Review

### I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

#### 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 improvement. Outcomes related to skill development are good but can vary due to injuries, equity in competition and recruiting. Additional resources in support services, staffing and budget are needed to insure greater 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.

We have attached an article from Larry Galizio, President and CEO of the Community College League of California, recognizing the benefits of California community college athletic programs. The benefits described are consistent with our program mission and that of Skyline College.



**Evidentiary Documents**

[Recognizing the Benefits of California Community College Athletic Programs The League.htm](#)

**I.B. Program Student Learning Outcomes**

List the current program student learning outcomes (PSLOs).

**Narrative**

Upon successful completion of this program, a student will meet the following outcomes:

1. Demonstrate at an advanced level knowledge / ability of the strategies / skills of their intercollegiate sport ;and use critical thinking to apply these strategies and skills in a competitive situation in to contend to the best of ones ability against opponents.
2. Embody the traits of good sportsmanship and a sense of team in both competition and practice and exhibit commitment through practice work ethic and support of teammates as instructed by coach.

We have attached our PSLO assessments for the CPR period.

**Evidentiary Documents**

[FourColumn\\_ATHL\\_2013-2019.pdf](#)

[FourColumn\\_ATHL\\_2018-2019.pdf](#)

**I.C. Profile: Program Review Team**

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

**Narrative**

The team was comprised of the following faculty and staff. I have noted if they are full-time or part time below. They provided the data and reviewed the text and conclusions.

Joe Morello, Dean of Kinesiology, Athletics and Dance (Full-Time)

Kevin Corsiglia, Women's Soccer Coach (Full-Time)

Gabe Saucedo, Men's Soccer Coach (Full-Time)

James Haddon, Wrestling Coach (Part-Time)

Justin Piergrossi, Men's Basketball Coach (Full-Time)

Eddy Harris, Men's Basketball Assistant Coach (Part-Time)

Chris Watters; Women's Basketball Coach (Part-Time)

Jan Fosberg; Women's Badminton Coach (Full-Time)

Dino Nomicos, Baseball Coach (Full-Time)

Encarnillo Mauricio, Volleyball Coach (Part-Time)

Anthony Brunicardi; Instructional Aide (Full-Time)

Jose Bonilla; Athletic Trainer (Full - Time)

Kayla Crittendon; Athletic Trainer (Part-Time)

Clerical support was provided by Sandra Hatzistratis

## II.A. Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

### Narrative

Productivity in Athletics specific courses (VARS) has been fairly consistent over the past six years generally serving slightly more than 180 students per year and generating about 60 FTES. A slight reduction was seen in the 2017-2018 year because Women's Volleyball was on hiatus. The load for VARS courses is above 400 with an average of 409 over the past six years. While load is below the campus goal of 525, 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 makes VARS students positive load generators for the campus. In looking at student characteristic data, we did note a few things. First, by gender 34.7% of the students taking Athletics are female, 63.7% are male and 1.6% are unreported. College wide, gender breakdowns are 52.3% female, 44.9% male and 2.8% unreported. We currently are surveying new applicants monthly, through CCC Apply, to try and identify potential areas of expansion for our program if an interest exists on the campus and competition can be provided. African American Students (4.2%), Hispanic Students (26.7%), Multi Race Students (31.5%) and Caucasian Students (22.8%), participate in VARS activities at a greater % than the campus wide average. On the other hand, Asian (4.2%) and Filipino (4.8%) students are underrepresented. Age is the last characteristic that was noted. Students between 17-22 years of age make up, on average, over 90% of our enrollment. This is greater than the institutional average of slightly over 55% and is indicative that VARS activities are really geared toward that transfer oriented student in the 18-22 year old demographic. You also see noted that over 80% of VARS participants indicate degree / transfer as a goal in comparison to 64% of the general student population. We believe requirements related to full-time enrollment, satisfactory progress (unit completion and GPA) and transfer regulations related to athletic participation are the reasons for the focus of students on transfer and degree attainment.

Outcomes in VARS activities, success, retention and withdraw rates, are significantly better than institutional benchmarks by gender, ethnicity and age. Three primary reasons exist for this. One, by and large, students choose to participate in a VARS activity based on interest and ability. This provides them with the agency to more fully engage in the learning opportunities available as opposed to being required to take something or to take something that they are not very good at or do not enjoy. This obviously leads to greater engagement and success. Two, for most students, the opportunity to share the same competitive experience with peers forms a unique bond that allows students to engage more fully with the learning opportunities available. The peer relationship is a primary factor in the strong retention rates demonstrated. And three, the instructors of VARS activities (Head Coaches) work to create an environment where all students can achieve a level of success based on their ability, motivation and willingness to work.

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. 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. An opportunity may exist in the near future to look at adding beach volleyball. Beach is now sponsored in the state of California by our athletic association. Students are choosing colleges that offer both indoor and beach volleyball. For the viability of our indoor program, we will need to explore the possibility of adding Beach. In the interim, we need to try and expand participation in our current offerings to female students.

In terms of the curriculum itself and program offerings, 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 Canada 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, Women's Beach Volleyball and Men's and Women's Swimming at CSM and Women's Tennis and Golf at Canada.

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. In reviewing all the data the Athletics program effectively meets its established program objectives and mission. The Athletics program also fits within the institutional Mission, Vision and Values and established goals and objectives. It is a valued campus and community program that spans the life-time of the campus. Certainly, room for improvement exists as will be documented in this review. But, overall, the Athletics program is effective.

### **Evidentiary Documents**

[EADA\\_Data\(2018\) \(1\).pdf](#)

[EADA\\_InstInfo\(2018\) \(1\).pdf](#)

[Form\\_R-4\\_Skyline\\_2018.pdf](#)

[FourColumn\\_ATHL\\_2013-2019.pdf](#)

[FourColumn\\_ATHL\\_2018-2019.pdf](#)

[Skyline\\_apr.pdf](#)

[Summary Page EADA 2017-2018.doc](#)

[vars\\_apr.pdf](#)

Note: Please see the Attachment tab to access any non PDF files. Thank you!

### II.A.1 Progress on Prior Program Objectives (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

#### Narrative

Over the past six years, we've accomplished some really good things, based on our assessments, that have greatly helped the program. Briefly those items are:

1. We hired a full-time employee to be our Men's Soccer Coach. Our previous coach had served the program admirably for 15 years on a part-time basis but participation rates and competitiveness had suffered over the last several years. Under the full-time coach, participation rates have increased and competitiveness has improved. The team has qualified for the state playoffs the last two seasons and is consistently in the top 25 programs in the state. Student outcomes related to scholarship and transfer have improved as well.
2. We were able to hire a permanent (.48% - 10 month) employee to provide additional athletic training services to our student-athletes. Previously, we only had one athletic trainer that was available to students. Training services are critical for the health and well-being of our students. Having this additional support has been critical to students being better served and missing less time due to injury and illness. The support was also critical as workload related to student health (concussion management, insurance claims, medical screenings, etc...) has grown exponentially over the last decade.
3. We were able to renovate our existing synthetic fields. The original fields were installed between 2003-2005 and were in need of replacement. Soccer and baseball fields were replaced in 2013-2014 and should be sustainable into the middle of the next decade. These surfaces are sustainable and reduce the use of water on campus. They are also able to be used on a continuing basis which helps with the meeting of outcomes related to skill development.
4. We were able to add two additional team rooms. The baseball team moved to a modular building near the baseball field, and we were able to convert their old team room in Building 3 to a women's basketball team room.
5. We were able to increase assistant coach stipends. Assistant coaches provide support necessary to head coach. Duties include but are not limited to; assist with game day preparation and follow-up, plan / supervise

instruction / student-athletes, drive vans to and from contests and events, resolve student-athlete issues, aid in the recruitment and matriculation process, facilitate fundraising efforts, compile and submit statistics, scout opponents and film games / practices.

The items below are things that we continue to work towards in terms of objectives from previous APP's:

Additional team room project has been discussed at CPC for the Skyline campus. It's our understanding that conceptually the project has been approved for a modular building. Before proceeding with this one space, we are waiting to see what will happen with the existing portables. Currently all these structures are at the end of their useful life with some being 20+ years old. With the Center for Kinesiology and Human Performance delayed for lack of funding, construction of an additional modular should be done in conjunction with the replacement of essential classroom and athletic training space that is housed in the current portables. We will continue advocating for this critical space for equity and access in our program.

We have requested, through the Classified Hiring Process (PDF attached) a position to provide academic and operational support to all programs to try and improve equity of outcomes. Currently, sports coached by full-time employees have superior outcomes related to grades, completion, graduation, transfer and scholarship. We believe a dedicated PSC available to all intercollegiate teams, but targeted at those coached by part-time staff, would be especially beneficial in providing a liaison so students can fully benefit from all services available on the campus.

Sustaining program SLO's against budgetary shortfalls and inflationary impacts: Our assessments indicate the intercollegiate programs by and large are achieving SLO's and PSLO's. Competitive balance is an issue as in our conference we often compete against larger schools. Still, while not winning championships, our teams tend to finish in and around the middle of the conference and are competitive. Decorum remains a strength in terms of compliance with conference and state regulations. We are obviously not perfect but our coaches do model and stress in practice and competition proper behavior. Students are required to complete a participation agreement that supplements the Student Code of Conduct and holds student-athletes to a higher expectation of behavior. We provided training for students in 2017-2018 on relationship violence and hope to offer future training on things that may prove beneficial to student-athletes. Finally, we received continuing (budgeted) money to cover essential expenditures (meals, officiating fees, medical screenings, athletic training, gas, supplies, etc....) related to operations. While this did not cover all of our needs it was the first step in a three year process to provide funding to cover operational costs. Without these funds, sports would

have to be dropped. Our operating budget had not been augmented with continuing money since 2006 prior to this year. Inflationary impacts, coupled with program need, make additional continued funding essential to meet the basic needs of the program.

We continue to monitor program compliance in regards to Title IX. We do so by completing our institutional self-study (R-4) and the federally mandated EADA reports. We would like to increase offerings for our underrepresented gender (female) as interest, ability and budget allow. Our self-study reports help us gauge interest and ability. This year, we brought back women's volleyball after a one-year hiatus. We did not have Women's Volleyball in 2017 due to the resignation of the coach just prior to the start of the season. We hired a new coach for the 2018 season and the program has stabilized. In the hiring of the coach and bringing back the program, we have found the potential need to add Beach Volleyball as part of the intercollegiate program. The sport is sponsored at the regional and state level with CSM adding the program two years ago. Students want the opportunity to participate in both indoor and beach. Not having a beach program may impact our ability to sustain an indoor program in the future. We will want to look at adding beach if we can develop or access a facility that is suitable for the program and secure institutional funding.

**Evidentiary Documents**

[Copy of 1819 Discretionary 2416.xlsx](#)

[Copy of Cumulative Grades\\_Skyline\\_Fall 18.xls](#)

[Skyline\\_Scholarships\\_Transfer\\_2017-2018\\_20181018.xls](#)

[Team\\_Room\\_Spring\\_2017.doc](#)

Note: Please see the Attachment tab to access any non PDF files. Thank you!

## II.A.2 Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

### Narrative

SLO's and PLSO'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 and seeking ways to attract and retain the best student-athletes possible in our recruiting area

An emphasis on decorum is part of the PSLO for Athletics and 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 PSLO for Athletics and a 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.

All courses have PSLO's, assessment methods and have been assessed. They are included in the 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) it takes "leg work" by the coach to find the best fit.

**Evidentiary Documents**

[FourColumn\\_ATHL\\_2013-2019.pdf](#)

[FourColumn\\_ATHL\\_2018-2019.pdf](#)

[Skyline\\_Scholarships\\_Transfer\\_2017-2018\\_20181018.xls](#)

Note: Please see the Attachment tab to access any non PDF files. Thank you!

### II.A.3.a Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

#### **Narrative**

Program staffing structure is designed as follows with a brief explanation on function: Dean / AD has oversight of all intercollegiate programs and functions. Incumbent provides leadership in all matters of administration related to budget management, compliance / enforcement / eligibility, planning, faculty / staff evaluation, athletics facilities management, curriculum development, federal / state reporting, fundraising, professional development / mandated training, scheduling, promotion / publicity, student health welfare / development, transportation, game operations, external relations, conference / CCCAA representation and other related work as required. Current incumbent spends approximately 50% of their time on this function and is 1.0 FTE position.

Division Assistant provides clerical support to the Dean / AD related to leadership and management responsibilities. Current incumbent spends about 50% of their time on this function and is a 1.0 FTE position.

Instructional Aide provides support for game operations and manages / inventories / orders and maintains all instructional equipment and supplies related to intercollegiate activities. Current incumbent spends about 50% of their time on this function and is a 1.0 FTE position.

Athletic Trainers provide all necessary treatment, assessment, support and management of student health and welfare needs. That includes, but is not limited to, compliance, medical screenings, administration of concussion assessments, game operations, assessment / treatment of injuries, emergency medical assessment, documentation, coordination with insurance, coordination with medical providers and health services providers on / off campus, budget management, manages / inventories / orders and maintains all equipment and supplies related to athletic training services and other related work as required. Current incumbents (1.0 FTE and .48 10 month FTE) spend 100% of their time on this function.

Head Coaches have oversight of their specific intercollegiate program. Incumbent provides leadership in all matters of operation of their team related to recruiting, curriculum development, teaching / instruction, supervision of students in all activities both on and off campus, transportation / driving, student welfare / health, student advising / academic support, transfer / matriculation, budget management, compliance / enforcement / eligibility, planning, staff (assistant coach) hiring and evaluation, athletics facilities management, fundraising, professional development / mandated training, scheduling, promotion / publicity, game operations, external relations and relationships including with four-year coaches, conference / CCCAA representation and other related work as required. Five current head coaches are full-time employees of the college and three are part time. The annual FTE assigned for intercollegiate activities is between .25 - .30.

Assistant Coaches / Volunteers provide support necessary to head coach. Duties include but are not limited to; assist with game day preparation and follow-up, plan /

supervise instruction / student-athletes, drive vans to and from contests and events, resolve student-athlete issues, aid in the recruitment and matriculation process, facilitate fundraising efforts, compile and submit statistics, scout opponents and film games / practices. Assistants are paid a stipend that ranges from \$1,750 to \$8,000 for the sport season that is generally 16 weeks in length with is an average between \$100 - \$500 per week.

Current staffing stretches to meet program need. We have requested a classified position and faculty position for addition support which are attached with rationale. We also would like to propose a different way of compensating coaches but know the current compensation is in the AFT contract. We attached a draft proposal that has general support from our colleagues but needs to be refined. We are unsure how to get this to move forward.

### **Evidentiary Documents**

[Classified Hiring Priorities Request and process DUE Dec. 7 2018\\_KAD\\_11\\_15\\_18.pdf](#)

[Coaches Compensation Executive Summary Proposal Draft.docx](#)

[FTEF\\_RFP\\_Form\\_2018-2019\\_KAD\\_WBB.pdf](#)

[Skyline Coaches List 2018-2019.xlsx](#)

Note: Please see the Attachment tab to access any non PDF files. Thank you!

### II.A.3.b Personnel FTE

Provide the current FTE of each category of personnel.

- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

#### Narrative

Per Appendix F of the AFT contract, head coaches receive the following FTE for their respective sports:

Soccer (Men and Women) receive .53 in the fall semester only

Basketball (Men and Women) receive .60 split evenly (.3) between the fall and spring semesters

Baseball receives .60 in the spring semester only

Badminton (Women) receives .50 in the spring semester only

Volleyball (Women) receives .50 in the spring semester only

Wrestling receives .53 in the fall semester only

Each sport, with the exception of badminton, has in-season and off season skill and conditioning classes related to their sport. Such classes, in addition to the VARS class offered during the season, cannot exceed more than 350 hours per year. On average (fall and spring semester) coaches have the following FTE assigned to their sport:

Soccer (Men and Women) receive .45 per academic year.

Basketball (Men and Women) receive .53 per academic year

Baseball receives .68 per academic year

Badminton (Women) receives .25 per academic year

Volleyball (Women) receives .42 per academic year

Wrestling receives .45 per academic year

Soccer (Men's and Women's), Basketball (Men), Baseball and Badminton (Women) are coached by full-time employees. Basketball (Women), Volleyball (Women) and Wrestling are coached by part-time employees.

The following stipend amounts are given to each sport for assistant coaches:

Soccer = 8,000 per gender

Basketball = 8,000 per gender

Baseball = 12,750

Badminton (Women) = 4,500

Volleyball (Women) = 8,000

Wrestling = 8,000

Assistant coaches are paid a stipend and may be split among multiple individuals. Assistant coaches are paid for only the competitive season of sport and not during the off-season. Assistant coaches are identified, trained and supervised by the head coach. All assistants are not paid a stipend and some volunteer. All volunteer in the off-season. Assistant coaches must meet all requirements to coach as specified by the

District, Education Code and the California Community College Athletic Association (CCCCAA).

To adequately support the athletic program, the following Management and Classified FTE is provided:

Division Dean for Kinesiology, Athletics and Dance (Management) allocated .5 FTE to athletics. This is a ball park figure and the Dean has expressed the desire and delineated the need for additional support to athletics in the forms of a Program Services Coordinator.

Division Assistant for Kinesiology, Athletics and Dance allocated to .5 FTE for athletics. This is also a ball park figure.

Athletic Trainer allocated 1.0 to athletics. Trainer works 12 months and provides / supervises all medical and health training services for student-athletes both in and out of season.

Athletic Trainer allocated at .4 to athletics. This is a second trainer to supplement services and is a part-time position. This trainer works 18 hours per week for 10 months.

Instructional Aide at .5 to athletics. This is a ball park figure. Aide works in support of all athletic programs.

#### II.A.4 Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

##### **Narrative**

We offer 8 intercollegiate athletic programs (four for men and four for women). Those programs are:

Women's Volleyball (Fall Sport; Competitive Season from August 15 - First week of December)

Women's Soccer (Fall Sport; Competitive Season from August 15 - First week of December)

Men's Soccer (Fall Sport; Competitive Season from August 15 - First week of December)

Wrestling (Fall Sport; Competitive Season from August 15 - Second week of December)

Men's Basketball (Fall and Spring Sport with practice and competition in between semesters. Competitive Season from October 1 - Second week of March)

Women's Basketball (Fall and Spring Sport with practice and competition in between semesters. Competitive Season from October 1 - Second week of March)

Baseball (Spring Sport, Competitive Season from January 15 - Memorial Day)

Women's Badminton (Spring Sport, Competitive Season from January 15 - Second week of May)

All programs compete and practice on campus. Outside of the competitive season windows listed above, teams have out of season conditioning and skill development classes that meet the criteria listed in Bylaw 3 of the CCCAA Constitution and Bylaws. As part of the CCC Apply process students can complete a survey indicating interest in different athletic programs. We compile these results and use them to assess and modify our program based on student need to provide access. We may also direct students to our sister campuses if they sponsor a sport that we do not offer or lack a facility. This is allowed under Bylaw 1 of the CCCAA Constitution and Bylaws related to multi-college district eligibility.

##### **Evidentiary Documents**

[Bylaw\\_3\\_CCCAA\\_CB.pdf](#)

[Jan\\_2019\\_R4\\_Report.csv](#)

Note: Please see the Attachment tab to access any non PDF files. Thank you!

## II.A.5 Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

### Narrative

College and state wide initiatives fit neatly into the ethos of the athletics program. Student-athletes have always been required to enroll full-time, have a SEP by a certain prescribed date and are generally on a "clock" that requires them to transfer in a two to three year period. Transfer regulations for student-athletes generally require that the student either graduate and / or have completed transfer level English, math communications and science with a minimum GPA. Not all of our students are on a transfer track but most are so having these requirements accelerates progress. In many ways, guided pathways and promise programs are trying to replicate the successful requirements placed on student-athletes as a means of achieving improved completion and success.

In addition to the above, the 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 are necessary to make sure students are able to compete and finish a season. Due to the efforts of our basketball coaches, we have not had a basketball student-athlete become ineligible in the middle of the season due to a GPA or unit deficit. We have had other students in different sports become ineligible but that has more to do with either their circumstances or their ability to prioritize school over other interests.

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 indicates that student-athletes are performing at a higher level than the general student population and at a level consistent with the full-time 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 six years since our previous program review. Screenings are conducted at a medical clinic in South San Francisco and / or completed by a personal physician. Screenings are a cost that was assumed into our existing budget. 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. Coaches also advise students on transfer requirements. The reason it's critical to have coaches (or the PSC we have requested as part of the classified process) participate in advising is that student-athletes have special transfer requirements, above and beyond academic / college requirements, that they must complete to transfer and play. Coaches, in consultation with institutions recruiting students, often have necessary insight into what a student should and should not be taking.

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 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 educator specific training modules through a site managed by the California Department of Social Services.

Finally, the CCCAA was looking at re-conferencing in both Northern and Southern California this year. It's our understanding that one proposal would have had Skyline College changing conferences. We would have moved from the Coast Conference (boundaries are from San Francisco to Salinas and east to Livermore) to the Bay Valley Conference (boundaries would be San Bruno to Suisun and east to Pittsburg, California). This change would have needed to be studied based on student welfare (missed class time / competitive parity / opportunity for enhanced competition) faculty welfare (travel time, competitive equity, recruiting, impact on scheduling) and budget (increased / decreased travel costs and expenditures). At first blush, moving to the Bay Valley Conference might be beneficial in terms of the size of the schools competing, competitive equity and recruiting. As of now, no changes in conferencing are being proposed.

### **Evidentiary Documents**

[Cal-Pass\\_Data\\_2016-2017\\_UP\\_Athletics.pdf](#)

[Cal\\_Pass\\_Data\\_17-18\\_Athletics\\_APP.pdf](#)

## II.A.6 Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

### Narrative

In looking at student characteristic data, we did note a few things. First, by gender 34.7% of the students taking Athletics are female, 63.7% are male and 1.6% are unreported. College wide, gender breakdowns are 52.3% female, 44.9% male and 2.8% unreported. We currently are surveying new applicants monthly, through CCC Apply, to try and identify potential areas of expansion for our program if an interest exists on the campus and competition can be provided. African American Students (4.2%), Hispanic Students (26.7%), Multi Race Students (31.5%) and Caucasian Students (22.8%), participate in VARS activities at a greater % than the campus wide average. On the other hand, Asian (4.2%) and Filipino (4.8%) students are underrepresented. Age is the last characteristic that was noted. Students between 17-22 years of age make up, on average, over 90% of our enrollment. This is greater than the institutional average of slightly over 55% and is indicative that VARS activities are really geared toward that transfer oriented student in the 18-22 year old demographic.

Outcomes in VARS activities, success, retention and withdraw rates, are significantly better than institutional benchmarks by gender, ethnicity and age. Three primary reasons exist for this. One, by and large, students choose to participate in a VARS activity based on interest and ability. This provides them with the agency to more fully engage in the learning opportunities available as opposed to being required to take something or to take something that they are not very good at or do not enjoy. This obviously leads to greater engagement and success. Two, for most students, the opportunity to share the same competitive experience with peers forms a unique bond that allows students to engage more fully with the learning opportunities available. The peer relationship is a primary factor in the strong retention rates demonstrated. And three, the instructors of VARS activities (Head Coaches) work to create an environment where all students can achieve a level of success based on their ability, motivation and willingness to work.

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. 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. An opportunity may exist in the near future to look at adding beach volleyball. Beach is now sponsored in the state of California by our athletic association. Students are choosing colleges that offer both indoor and beach volleyball. For the viability of our indoor program, we will need to explore the possibility of adding Beach. In the interim, we need to try and expand participation in our current offerings to female students.

In terms of the curriculum itself and program offerings, 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 Canada 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, Women's Beach Volleyball and Men's and Women's Swimming at CSM and Women's Tennis and Golf at Canada.

In terms of services provided and facilities available, we strive to be equitable to all programs. We have an established replacement schedule for supplies and equipment. Team budget are based on roster size and need without consideration or preference given to any particular sport. Students have access to counseling, training and other support services on an equal footing. Our challenges in maintaining equity are related to facilities and staffing. All facilities are accessible and maintained at the same level. We are just impacted on space and are in need of an additional team room and gym space. These needs have been documented. Staffing wise, it would seem that student-athletes who have a full-time person on campus serving as a coach are served at a higher level than those with a part-time coach. Thus, we have requested an additional full-time position (Women's Basketball) and a PSC to address and perceived lack of equity.

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. 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.

In reviewing all the data, it's important to note that almost everything deals with gender equity. We really need to take a look at data from a lens that incorporates not only gender but ethnicity and socio-economic status as well. We have a general knowledge about how students succeed in the VARS class but not on grades / completion in other classes and transfer / scholarship rates. We would need to work with PRIE on this as we know that outcomes are better for those students who are coached by a full-time employee but have no idea how that impacts specific groups.

### **Evidentiary Documents**

[Classified Hiring Priorities Request and process DUE Dec. 7 2018\\_KAD\\_11\\_15\\_18.pdf](#)

[Copy of Cumulative Grades\\_Skyline\\_Fall 18.xls](#)

[EADA\\_Data\(2018\) \(1\).pdf](#)

[EADA\\_InstInfo\(2018\) \(1\).pdf](#)

[Form\\_R-4\\_Skyline\\_2018.pdf](#)

[Skyline\\_apr.pdf](#)

[Skyline\\_Scholarships\\_Transfer\\_2017-2018\\_20181018.xls](#)

[Summary Page EADA 2017-2018.doc](#)

[vars\\_apr.pdf](#)

Note: Please see the Attachment tab to access any non PDF files. Thank you!

### III.A. Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.  
<http://www.skylinecollege.edu/programreview/cpr.php>
2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.  
<http://www.skylinecollege.edu/programreview/cpr.php>
3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

#### Narrative

Courses are offered in the following pattern:

Fall:

Women's Soccer (VARS 360), Men's Soccer (VARS 150), Wrestling (VARS 200), Women's Volleyball (VARS 340), Men's Basketball (VARS 110) and Women's Basketball (VARS 300)

Spring:

Men's Basketball (VARS 110), Women's Basketball (VARS 300), Baseball (VARS 100) and Women's Badminton (VARS 350)

Courses are offered in the semester that correspond with the competitive season as prescribed in Bylaw 3 of the California Community College Athletic Association (CCCAA) Constitution and Bylaws. Men's and Women's Basketball is offered in both the fall and spring as the competitive season begins in October and ends in March. All courses are offered for three student units (Men's and Women's Basketball are offered for 1.5 units in the fall and spring).

Men's Cross Country (VARS 120) and Women's Cross Country (VARS 310) were deleted. These courses have not been offered since Fall 2002. The Cross Country program was put on hiatus in Spring 2003. We continue to investigate on an annual basis through our CCCAA Gender Equity Study (R4) the viability of bringing back the programs. At this time the data does not indicate sufficient interest to add back either program. That, coupled with the fact that Cross Country is offered at College of San Mateo where Skyline College students can participate, has provided the impetus to request that these courses be deleted from our curriculum. If we feel as though interest

and ability warrant bringing the programs back at some point in the future, we will seek to add the courses back into the curriculum.

Finally, we have also attached a draft of courses, in addition to VARS courses, that would fall under the coaching discipline. These courses are used as out of season or to supplement in-season conditioning and skill building activities. These courses were all reviewed during the CPR for Kinesiology during the 2016-2017 academic year.

### **Evidentiary Documents**

[Bylaw\\_3\\_CCCAA\\_CB.pdf](#)

[course\\_outline\\_pdf\\_VARS\\_100.pdf](#)

[course\\_outline\\_pdf\\_VARS\\_150.pdf](#)

[course\\_outline\\_pdf\\_VARS\\_200.pdf](#)

[course\\_outline\\_pdf\\_VARS\\_300.pdf](#)

[course\\_outline\\_pdf\\_VARS\\_340.pdf](#)

[course\\_outline\\_pdf\\_VARS\\_110.pdf](#)

[course\\_outline\\_pdf\\_VARS\\_350.pdf](#)

[course\\_outline\\_pdf\\_VARS\\_360.pdf](#)

[CourseOutlinePrereqChecklist\\_Athletics\\_CPR\\_18-19.pdf](#)

[Minutes\\_09-05-18\\_Accepted.pdf](#)

[Minutes\\_10-17-18\\_Accepted.pdf](#)

[Minutes\\_10-31-18\\_Accepted.pdf](#)

[Placing Courses into Disciplines Form\\_Coaching.pdf](#)

#### IV.A.1 Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

##### **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. Outcomes related to skill development show continued improvement but can vary by sport due to injuries, equity in competition and recruiting. The program operates in the context of understanding that participation in the program requires responsibility. We strive to make sure that students represent themselves, their team, college and community in a way that reflects the values of Skyline College and the San Mateo County Community College District. We are blessed with great facilities for teaching and competition. We are blessed with committed coaches who place student development and welfare before winning. We are blessed to operate on a campus that seeks to value the co-curricular education of the student not only in the cognitive domain but in the affective and psychomotor domains in which athletics primarily resides. Our findings demonstrate that athletics can truly be 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 or playing professionally. We believe the following are our strengths:

Transfer Program: Athletics serves as a program designed for students to participate and transfer to a four year college or university. In many ways, the program serves as a model for our goal to get students in and through college successfully. Persistence, retention, success, unit completion and grade point average are achieved at a greater rate than non-student-athletes. Because student-athletes are required to be enrolled full-time and have a SEP on file, unit taking patterns are extremely efficient in comparison to non-student-athletes. Over the past six years some notable successes have been that student-athletes have earned over 2.5 million dollars in scholarship money; we've nominated Women's Soccer, Wrestling, Men's Basketball, Women's Basketball and Baseball teams for the CCCAA Scholar Team of the year; and in 2017 Ari Sheehy, a member of our Women's Basketball team, was named a finalist for the CCCAA Female Scholar Athlete award.

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. Athletics provides an opportunity for many students who would not think of attending college (first generation) to follow a dream, enroll in school and make progress toward an educational goal. It truly empowers and transforms students. Skyline reaches out into the local community by offering programs and renting facilities that bring students to our campus. Skyline College has hosted a summer basketball tournament for high school students over the last 40+ years. We sponsor rentals that bring youth and high

school students to the campus for events in men's and women's basketball, men's and women's soccer and volleyball. We estimate thousands of high school students each year find their way to Skyline because of an athletic event. In addition, the athletic program receives notice, either online, through our website, social media or through the traditional press, 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: Programmatically, we make student development and teaching the cornerstones of the program. While recognizing that having quality athletes is important and the goal in sports is to win, we emphasize the teaching / development of skills and critical thinking techniques that are essential to success on and off the court or field. Our coaches strive to not only be technicians and recruiters but seek to be excellent teachers of the game and a role model to students. For students, we seek to emphasize that in playing a sport, they do not play for themselves but for each other. In that way, we seek to build accountability, trust and teamwork. Our focus is to show students how actions not only impact them but others as well. Ultimately, we want to make sure that students, not records or the coach, are the focus of the program.

Our major challenge is:

Challenges would be that our analysis indicates that student learning outcomes related to achievement are strong but can be improved through consistent year around contact and knowledge of the campus and available resources. Such contact is greater when a coach is full-time employee vs. part-time employee. We want to make sure that the employment status of the coach does not negatively impact the experience of the student or the viability of the program. Additional resources in facilities, staffing and budget are needed to insure greater equity and consistency in outcomes, building on our strengths and insuring a student-first philosophy. We are hopeful that the new client management system will strengthen data tracking and allow better integration of support for student-athletes on campus.

#### IV.A.2 Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

#### Narrative

Athletics: The program would meet the needs and abilities of all students and be the program of choice for those students living in San Mateo County and the Bay Area. Teams would perform at a high level each year attracting large numbers of students and competing for conference championships and post-seasons berths while attracting community members to games, meets and matches. The program will achieve high persistence rates with the majority of students transferring within two to three years to the college of their choice by either earning priority admission and / or a scholarship. The program will be noted for their ability to win and lose with good grace and represent the college and community at the highest level. Our program facilities will be recognized for their excellence and functionality and be some of the best in the state of California. Finally, by having full-time staff coach all teams and a dedicated PSC, developing a structure that supports students academically, socially and personally from the moment that they apply until they leave Skyline College.

Our findings inform our aspirations by building on our strengths (transfer program, community connection and focus on students) and knowing that we are in a position to continue to build on those as facilities, budget and staff are available. We fundamentally believe in the potential of our students and what they can achieve. It can be difficult in athletics as ultimately results are a barometer of success. We have external constraints that impact our ability to attract students from any distance. Still, we feel we can be realistically competitive as long as we have the staffing and support necessary to maintain viability in our current program and grow when possible.

#### **V.A. Program Strategy**

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

#### **Narrative**

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. Over the next six years, we specifically would want to investigate the addition of Beach Volleyball and find / develop a facility on or off campus for that program. 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 with the replacement or addition of an additional modular building that we can have fully proportional team facilities.

Strengthen Student Data Tracking and Support: We would like to continue the success that we have achieved related to student academic performance and better understand what is and is not working. To do that, we need to try and strengthen how we track students and to target support to those most in need. A systematic academic and personal monitoring program facilitated by the new client management system would identify students in need at a point where proper advisement and tutoring resources can be used to aid the student. We are hoping the student-athlete cohort can be viewed in the same way as the Promise Scholars cohort so this technology can be used to help our lowest achievers.

Integration with Promise Scholars: While learning communities are being phased out, it's important to note how closely student-athletes and the Promise Scholars program correlate. We are hoping to incorporate and benefit from many of the same services provided to Promise Scholars. Priority registration allows students to build a schedule which will reduce the amount of missed class time for team events. 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 advantageous for students who are on an accelerated clock to be able to complete core requirement in an expeditious fashion and receive targeted support.

Personnel. We want to build on the results that we see when students are coached by a full-time employee and hire another coach who is full-time. With our full-time hire in Men's Soccer in 2016, we now have 5 of 8 programs staffed by a full-time faculty member. We are seeking to hire a Women's Basketball Coach full-time. We are also requesting a 1.0 FTE Program Services Coordinator to be assigned to the athletics

program. The program services coordinator will have responsibilities similar to that of the PSC for Promise Scholars to better support all students athletes and additional duties related to compliance, game operations, facilities, transportation, student support services including working with campus resources to best serve students, and external relations, including but not limited to publicity, promotion, outreach and fundraising.

Operating budget increases for inflation, compliance and program changes: We need to continue the increase in budgeted accounts targeted to mitigate inflationary impacts, achieve SLO's, increase transfer rates, or to comply with state or federal regulations. We are in need of increased continuing operational budgets (2000's 4000's and 5000's's) as documented in the three year budget realignment. Specifically, next year, we would need:

\$2,500 in 2494-696000 for Assistant Coaching Stipends

\$2,500 in 4510-696000 for Supplies

\$3,150 in 4620-696000 for Gas, Oil and Tires

\$5,000 in 5213-696000 for Student Meals

\$ 10,000 in 5690-696000 for Contract (\$5,000 more than originally allocated due to increased costs for officials contracts and filming services)

**V.B. Action Plan and Resources Requests**

Develop one or more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR 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 CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

**Narrative**

Action Plan and Resource Requests are included:

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. Over the next six years, we specifically would want to investigate the addition of Beach Volleyball and find / develop a facility on or off campus for that program. 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 with the replacement or addition of an additional modular building that we can have fully proportional team facilities.

Strengthen Student Data Tracking and Support: We would like to continue the success that we have achieved related to student academic performance and better understand what is and is not working. To do that, we need to try and strengthen how we track students and to target support to those most in need. A systematic academic and personal monitoring program facilitated by the new client management system would identify students in need at a point where proper advisement and tutoring resources can be used to aid the student. We are hoping the student-athlete cohort can be viewed in the same way as the Promise Scholars cohort so this technology can be used to help our lowest achievers.

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Operating budget increases for inflation, compliance and program changes to achieve SLO's: We need to continue the increase in budgeted accounts targeted to mitigate inflationary impacts, achieve SLO's, increase transfer rates, or to comply with state or federal regulations. We are in need of increased continuing operational budgets (2000's 4000's and 5000's's) as documented in the three year budget realignment. Specifically, next year, we would need:

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### **Evidentiary Documents**

[Classified Hiring Priorities Request and process DUE Dec. 7 2018\\_KAD\\_11\\_15\\_18.pdf](#)

[Copy of 1819 Discretionary 2416.xlsx](#)

[FourColumn\\_ATHL\\_2013-2019.pdf](#)

[FTEF\\_RFP\\_Form\\_2018-2019\\_KAD\\_WBB.pdf](#)

[Recognizing the Benefits of California Community College Athletic Programs The League.htm](#)

[Summary Page EADA 2017-2018.doc](#)

[Team\\_Room\\_Spring\\_2017.doc](#)

### **Associated Objectives**

[687-Operating budget increases for inflation, compliance and program changes to meet SLO's](#)

[686-Program Personnel](#)

[685-Strengthen Student Data Tracking and Support](#)

[683-Title IX](#)

Note: Please see the Attachment tab to access any non PDF files. Thank you!

### **Budget Request**

[ATHL-CPR-BudgetRequest-2019-20](#)