



Kinesiology-Athletics 2013-2014

Year Five Focus Area: PROGRAM SELF EVALUATION and SUMMARY¹

Program review should model a miniature accreditation self-evaluation process within a designated area of the campus. In essence, it provides a model and practice that generates and analyzes evidence about specific programs. Eventually this work should guide the larger work of the accreditation self-evaluation as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program.

Program Review: Setting A Standard – The Academic Senate for California Community Colleges

I. Program Description

Participation in varsity sports is available to students who possess the highest level of athletic proficiency. Participation includes competition against other California Community Colleges. Student-athletes must be actively enrolled and attending 12 units during their first semester of competition (9 of which must be academic) including enrollment in the varsity sport class. Student-athletes must maintain a 2.0 grade point average and have passed a cumulative 24 units (18 of which must be academic) to qualify for their second season of the same sport. Student-athletes can only compete in two years of the same sport. A student transferring for academic or athletic participation, who has previously participated in intercollegiate athletics at another California Community College, must complete 12 units in residence prior to the beginning of the semester of competition of which a maximum of 8 units may be earned during the summer session. Participants must pass a physical examination prior to being released to compete. See Athletic Director for more information.

II. Discuss progress toward objectives identified in the Educational and Facilities Master Plan 2011 - 2020.

The goal of updating the Top Codes, families of courses and hour limitations in Athletics by working with faculty, Dean, curriculum committee and attend State PE conferences was accomplished.

Each of the athletic courses was taken through curriculum and top coded as athletics and each was given an new identifier of KINC. Courses were developed to meet the

¹ Reference to Accrediting Commission for Community and Junior Colleges (ACCJC) Standards:

Standard IIA.2 (b) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving these outcomes.

new state regulations of 350 hours of apportionment, with 175 hours in - season and 175 hours out - of - season.

The goal enhancing the athletic facilities by expanding indoor and/or outdoor weight room is still something that is very important to the department. We were able to complete part of the goal with the addition of new equipment. This expansion would help to accommodate a high number of student athletes in their conditioning which should help limit the number of injuries and possible liability to the district.

We also requested the addition of a faculty position that would be responsible for developing and administering the strength and conditioning program for all sports. However, our request was not granted by the Faculty Needs Committee. The department felt with the high cost of injuries and its impact on insurance premiums, having a faculty member to safely conduct strength and conditioning programs would help limit the college's liability and enhance the program. This position would also have been responsible expand the curricular offerings and developing certificate programs.

III. Are there obstacles or barriers that restrict the rate of student completions or are delaying timely completion?

There are many obstacles or barriers that restrict the rate of student completion. In the athletics department, some student/athletes indicated that time management was one of their biggest obstacles. The student/athletes in our department have many demands on their time. They must be enrolled in 12 units to be eligible to participate. They also have schedule demands for practice and competition time. This leaves them with the task of managing their time wisely to be successful in the classroom.

Other student/athletes indicated there were financial and personal issues that keep them from completing. Financial issues may include cost of tuition, books, and fees. Some students need to work and with the time constraints placed on them with athletics; this becomes an obstacle for them. Personal issues included deciding not to participate a second season because of a lack of "playing time" during their first season.

Injuries in athletics can also become an obstacle or barrier for some students. They may get injured in a game or practice and may fall behind in academic work because of missed classes or not be able to complete the season.

Our student/athletes are goal oriented. They set goals for themselves to be successful as athletes. Yet some of our athletes lack in their academic and major goal setting. This is becoming a larger obstacle because of NCAA transfer rules.

Finally, some students enter college with pre-existing academic attitudes, beliefs, and study habits. These traits may not be conducive to their success. Their expectations and those placed upon them may also inhibit their success. Others may be ill prepared academically to succeed.

IV. Identify three to five measurable self-improvement objectives to improve student retention and completion during the next five years.

Student athletes are permitted 2 years of eligibility at the California community college level. Ideally the student would be compete two consecutive years, but in some instances, injury, illness or extenuating circumstances may cause them to sit out a

season or “red shirt”. Some of the student athletes not competing 2 consecutive years may become ineligible because of academic reasons. The retention data provided by the institutional research office indicated a high retention rate in the varsity athletic course (i.e. Varsity Football), but they does not indicate how many student/athletes are retained in their respective sport from their first season of competition to their second season. All of the eligible student athletes are listed on a California Community College Athletic Association (CCCAA) Form 3 Team Eligibility for each respective sport. We are able to track student/athlete retention from season to season by reviewing CCCAA Form 3’s on-line at <http://www.cccaasports.org> or by utilizing the data collected on Institute for Evidence-Based Change (IEBC) site. After looking at the data from these two sites, we find the retention rate of student/athletes, who appear as first season participants, on the 2011-12 Form 3, and those that appear as second season participants, on the 2012-13 Form 3, is much lower than the retention rate of the varsity class offering. In the next five years, we would like to improve this retention rate by 10%. The following are goals the athletic department think will help accomplish this increase.

Goal 1: Retention of student/athletes from year to year may be improved by implementing the “Grades First” or similar program. This computer based program allows counselors, athletic administrators and coaches to monitor a student/athletes progress. The program would allow the tracking of a student/athletes study hall attendance, grade checks, progress report and communication with a counselor or head coach.

Goal 2: Develop study hall or student achievement center for all student athletes. Some of our head coaches require a mandatory study hall for their athletes and some do not. We presently have a “Student Success Center”, however it does not accommodate a large number of students at any given time. It also does not allow for the tracking of attendance. It would be ideal to have a “study hall” with ample space for large groups and that would allow students to “swipe in and out” to track attendance.

Goal 3: Initiate a student/athlete group, made up of one or two members of each sports team, that would meet weekly or biweekly with the Athletic Administration or their designee. These meetings would allow for increased communication between the group and with the athletic administration.

Goal 4: Student athletes are required to have a Student Educational Plan on file with the Athletic Counselor to be eligible to participate. We believe it would also be advantageous to have to them enroll and complete a mandatory course that would cover all the information they would need to be successful. This course could not only educate students about eligibility requirements but also educate them about campus wide support services available to them. The course would also require them to complete learning style evaluation, time management skills and goal planning.

V. Discuss opportunities for change that may exist within the next five years.

Hire a faculty member that would serve as the strength and conditioning coach. Insurance cost to the district has risen steadily over the last years. We believe strength and conditioning expert would better prepare athletes physically for practice and competition and thus reduce injuries.

CCCAA eligibility requirements may change in the coming years. Presently there are no GPA requirements for first time participants. They need only be actively enrolled in 12 units, with 9 of the 12 units being transferrable. Second year participants must have a GPA of 2.00 and must have completed 24 total units before their second season of competition. 18 of the 24 must be transferrable. These requirements may change in the coming years. There has been a proposal to raise the minimum to GPA 2.25. There also has been a proposal for participants in sports that cover two semesters (varsity basketball) to have requirements on their Fall academic records. Basketball athletes would be eligible to compete in the Spring portion of the sport only if they successfully passed 12 units with a 2.0 GPA.

CCCAA recruiting rules may also change in the next years. Presently we are allowed to only recruit athletes who reside in our district boundaries or contiguous district schools boundaries. There are proposals to extend recruiting areas to cover the entire state or to be able to recruit in the district boundaries of the other schools in our conference (WSC).

Add women's sports teams in women's tennis and women's track to meet gender equity requirements. This would include the hiring of a head and assistant coach for each sport. Each year we are required to complete a CCCAA R-4 Form for gender equity. Through completion of this form and information collected by CCCApply survey, we identified the sports of tennis and track as those with adequate numbers of interested female athletes to field teams and sufficient competition within our appropriate area.