#35

COMPLETE

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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Athletics

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Terry Davis, Scott Herrin, Patrick Thiss, Jennifer Tomaschke and rob Wojtkowski

Q3 Dean/Manager:

Terry Davis

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

• The GCCCD reorganized the Athletic, Kinesiology and Health Education departments into an individual Division
• Established Procedure for full-time Facilities Technician, specifically – ordering, inventory, maintenance, and repair of physical education and athletic equipment.
• Identified coaches and timeline for re-starting Women's Basketball and Women's Tennis off of hiatus status.
• Had Academic Advisor meet with coaches and student-athletes to determine best routine for eligibility support and procedures that require less than 20 hours per week.
• Developed and implemented organized recruit nights for local high schools.
• This division has changed employee workspaces to better provide support for student success.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)?If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

No

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

N/A

Q8 3. Does your department or discipline offer any degrees and/or certificates?

No, but it does have Program Learning Outcomes (PLOs)

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

- Student-Athlete survey
- Examine transcripts of student-athlete academic performance and transfer
- Monitor changes in enrollment in intercollegiate classes
- Measure attendance at home events and recruit nights
- Track high school district and community usage of athletic facilities

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.

No

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

No

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

Athletic-specific (Intercollegiate) course success has remained above 77%.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

Maintain current success.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

No equity gaps reported In Athletics' courses.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

- Lack of on-campus full-time coaches (7 of 10 sports have adjunct head coaches) resulting in diminished "high-touch" for those sports' student-athletes, and continuous turn-over of these coaches hurts continuity in recruiting or engagement with academic support.
- Academic Advisor has a part-time schedule and weekly eligibility requirements leave only a few hours to meet with student-athletes and/or perform workshops.
- Athletic Counselor has limited hours and students often need to wait 1-2 weeks for a scheduled appointment.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

- Request additional hours for Athletic Counselor
- Request upgrade in Academic Advisor from 0.50 FTE to 1.0 FTE
- Request Two (2) additional Tenured Faculty Positions to support Women's Intercollegiate Sports

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Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

•   Goal #2 – Athletic Pathways – All of the steps listed will provide a broad-based approach to support the student-athletes. This Athletic pathway has three components: athletic skill instruction from coaches, eligibility guidance with university articulation, and sound academic planning. This process begins with recruitment and ends upon transfer. Student-athletes must align their academic progress with the institutions that they are targeting for transfer. Following a 1-, 2- or 3-year academic plan has consequences in terms of eligibility at NCAA level institutions. It is imperative that incoming student-athletes receive informed guidance in all three components to ensure they are on the correct path.

•   Goal #3 - enhance the quality of academic support services for the student-athletes – All the steps listed above will provide a "high-touch" environment that allows the student-athletes to have greater available on-campus resources to navigate through the difficult process of following an Athletic Pathway. Student-athletes have been referred to as "double at-risk" students. They are required to be full-time students, practice 10- 15 hours per week, attend at least one competition per week, deal with the stress of a college student with the additional stress associated with competition, and are required to meet academic progress timelines or lose out on potential scholarships.

•   One example from the 2019-2020 school year: incoming recruit wanted to transfer to a university after 1 year at Cuyamaca College. This is allowed by the NCAA provided the student-athlete met certain academic criteria in high school, and completed 24 transferable units at Cuyamaca College. Due to the lack of availability of the Athletic Counselor, this student-athlete visited the regular Counseling Office and was told she need 36 units and complete her Associates Degree to be able to transfer. The student-athlete followed that advice, unbeknownst to Athletics. She only stated that she was not going to participate in sports and would need to focus on her academics. Not until January 2020did we find out why she made that decision. She is disappointed that she lost the opportunity due to bad information. The lack of all three of the steps above failed this potential student-athlete – her coach was a first-year adjunct (high turnover), no athletic counselor was available to meet with her, and her tracking may have been better if the Academic Advisor had the hours to track all 150 incoming recruits.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

•   Instruction - Grade Checks – A student-athlete's academic progress is monitored during each semester to identify academic issues as early as possible. Faculty are allowed to provide the student-athlete's grade, as well as comments on any other information they deem necessary to convey..

•   Counseling – The Dean of Athletics, Kinesiology, and Public Health has regular meetings with the Dean of Counseling to determine the best distribution of the limited hours for the Athletic Counselor during each semester.

•   Tutoring – The Athletic Department, through the Academic Advisor, ensures that all student-athletes that have demonstrated a need for assistance and personally introduced to one of the tutoring centers.

•   Admissions – The Athletic Department has an excellent relationship with Admissions and Records. The weekly eligibility checks and priority registration process requires solid communication.

•   Financial Aid – The Athletic Department has a very positive relationship with Financial Aid. Every Recruit Night held at Cuyamaca College utilizes a senior member of the department to present crucial financial information to all of our incoming high school seniors.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?   **No**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance   **Respondent skipped this question**
education (online) versus in-person sections?

Q22 If there are differences in success rates for distance   **Respondent skipped this question**
education (online) versus in-person sections, what will
the discipline or department do to address theses
disparities?

Q23 What mechanisms are in place to ensure regular   **Respondent skipped this question**
and effective contact within online courses across the
discipline or department?

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your   **Yes**
previous program review goal(s)?

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Create state of arts athletic facilities to support department's needs for innovation and to align with other Pacific Coast Athletic
Conference colleges.

Q26 Which College Strategic Goal does this department   **Student Validation and Engagement**
goal most directly support?

Q27 Please describe how this goal advances the college strategic goal identified above.

Athletic program needs standard operating facilities to support competitive intercollegiate competition. Students will identify the quality
of a program by the demonstrated support from the college. An Instructional example would be trying to teach a Chemistry without safe
and modern lab room.

Q28 Goal Status   **In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Q30 Do you have another goal to update?   **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year:

- Evaluate current athletic facilities to serve community / student interest and expectations.
- Support coaches and staff in the research process.
- Develop a strategic athletic facility plan for the future.

Q32 How will this goal be evaluated?

• The athletic department will accumulate data of conference members whom have new or renovated athletic facilities. Gather data from current and recruited student-athlete population to determine expectation benchmarks.
• Develop report to establish grading parameters (Below Average, Average, Above Average, Superior)
• Survey community partners to establish expectations.

Q33 Do you have another goal to update?   **Yes**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:

Develop Academic Transfer or Graduation program for student athletes – (Athletic Pathways)

Q35 Which College Strategic Goal does this department   **Guided Student Pathways**
goal most directly support?

Q36 Please describe how this goal advances the college strategic goal identified above.

Student athletes accumulate units throughout their tenure at Cuyamaca College that achieve two separate aims. Their academic Guided Pathway coincides with an Athletic Pathway to achieve transfer associated with scholarship and athletic opportunity.

The current 160 student-athletes at Cuyamaca College are on one of the Athletic Pathways below. Each pathways is determined by the academic record (high school and community college) and demonstrated athletic ability. There is no targeted transfer institution, because each student-athlete and coach casts a nationwide net to garner at least one, if not many, university coach's interest. The sooner a student-athlete is able to meet academic transfer requirements, the larger the pool of universities they are able to attend (Athletic Guided Pathways 1 - 4). This national search for interest includes a large amount of universities:

NCAA Division I - 353 universities in 49 states
NCAA Division II - 314 universities in 44 states
NCAA Division III - 443 universities in 35 states
NAIA - 251 universities

The Athletic Guided Pathway 1:
NCAA Scholarship Caliber - Academic Qualifier (1)-
Declared a Qualifier by the NCAA Eligibility Center in High School
Complete Student-Athlete Questionnaire
Complete Required Comprehensive Educational Plan
Complete 12 transferable units per semester toward degree for two semesters (1 year)
Demonstrate Athletic Ability commensurate with NCAA Division I, II, or III level team or NAIA
Compete for 1 season on a Cuyamaca College Intercollegiate Team

The Athletic Guided Pathway 2:
NCAA Scholarship Caliber - Academic Qualifier (2)-
Declared a Qualifier by the NCAA Eligibility Center in High School
Complete Student-Athlete Questionnaire
Complete Required Comprehensive Educational Plan
Complete 48 transferable units toward degree for four semesters (2 years)
Demonstrate Athletic Ability commensurate with NCAA Division I, II, or III level team or NAIA
Compete for 2 season on a Cuyamaca College Intercollegiate Team

The Athletic Guided Pathway 3:
NCAA Scholarship Caliber - Academic Qualifier (3)-
Declared a Qualifier by the NCAA Eligibility Center in High School
Complete Student-Athlete Questionnaire
Complete Required Comprehensive Educational Plan
Complete 60 transferable units per semester toward degree for two semesters (2.5 years)
Demonstrate Athletic Ability commensurate with NCAA Division I, II, or III level team or NAIA
Compete for 2 season on a Cuyamaca College Intercollegiate Team

The Athletic Guided Pathway 4:
NCAA Scholarship Caliber - Non Qualifier-
Complete Student-Athlete Questionnaire
Complete Required Comprehensive Educational Plan
Complete Associates Degree - (2 or 2.5 years)
Demonstrate Athletic Ability commensurate with NCAA Division I, II, or III level team or NAIA
Compete for 2 season on a Cuyamaca College Intercollegiate Team

The Athletic Guided Pathway 5 (No Division I opportunity):

The Athletic Guided Pathway 5 (No Division I opportunity):
NCAA II or III Scholarship Caliber - Non Qualifier-
Complete Student-Athlete Questionnaire
Complete Required Comprehensive Educational Plan
Complete Associates Degree or 12 units per semester- (3 years)
Demonstrate Athletic Ability commensurate with NCAA Division II, or III level team or NAIA
Compete for 2 season on a Cuyamaca College Intercollegiate Team

The Athletic Guided Pathway 6 (NAIA only):
NAIA Scholarship Caliber - Non Qualifier-
Complete Student-Athlete Questionnaire
Complete Required Comprehensive Educational Plan
Complete 12 units per full-time semester (approximating 3 years with redshirt* of grayshirt**)
Demonstrate Athletic Ability commensurate with NAIA level team
Compete for 2 season on a Cuyamaca College Intercollegiate Team

* a redshirt year is taking 12 units of a courses in a competitive season, but not competing
**grayshirt is not attempting 11.5 units or more of courses in any semester, to reduce full-time semester count or delaying the start of the NCAA Division I - 5-year eligibility clock

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Q37 Goal Status · **In Progress-will carry this goal forward into next year**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal: · · · · · · · · · · · · · · · · · · **Respondent skipped this question**

Q39 Do you have another goal to update? · · · · · · · · · · · **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year:

•   Athletic Eligibility Advisor will examine previous transfer percentages.
•   Athletic Eligibility Advisor will use 2019-2020 data as benchmark to establish progress towards degree tracking for student-athlete population.
•   Athletic Eligibility Advisor will deliver team and small group workshops on student-athlete best practices.
•   Athletic Eligibility Advisor will monitor academic performance of all student-athletes within and between semesters.
•   Athletic Eligibility Advisor will develop study hall program and monitor student-athletes.
•   Athletic Eligibility Advisor will refer student-athletes to academic support centers and track attendance.
•   Athletic Eligibility Advisor will develop program to support traditional underperforming populations.

Q41 How will this goal be evaluated?

•   Compare previous transfer percentages.
•   Use 2019-2020 data as benchmark to establish progress towards degree tracking.
•   Compare student-athlete GPA and course success (further examined by gender and ethnicity)

Q42 Do you have another goal to update?　　　　　**Yes**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:

Enhance the quality of academic support services offered to students-athletes.

Q44 Which College Strategic Goal does this department goal most directly support?　　　　　**Student Validation and Engagement**

Q45 Please describe how this goal advances the college strategic goal identified above.

To align Athletes with the academic success process. Student-athletes have academic deadlines and unit thresholds that are higher than regular student population. In addition to the academic responsibilities, student-athletes have athletic practice, travel, and competition responsibilities that occupy time that traditional students would spend addressing academic responsibilities.

Q46 Goal Status　　　　　**In Progress-will carry this goal forward into next year**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal:　　　　　**Respondent skipped this question**

Q48 Do you have another goal to update?　　　　　**Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year:

- Work with part-time Academic Advisor to establish relationships with campus tutoring centers and designate area for study hall.
- Increased hours for Athletic Counselor from 10 to 12 per week.
- Requested that coaches be responsible for academic monitoring of student-athletes

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Q50 How will this goal be evaluated?

Attendance sheets for tutoring centers and study hall. Also, overall GPA for the student-athletes.

Q51 Do you have another goal to update?　　　　　**Yes**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:

Continue to cultivate relationships with the local community, area high schools, and club sports teams.

Q53 Which College Strategic Goal does this department goal most directly support?   **Organizational Health**

Q54 Please describe how this goal advances the college strategic goal identified above.

•   Visitor Perception – community member that visit our campus will determine the overall quality from what they experience on a visit. Having little to no "Fan Support" for our events (seating, scoreboard, shade, etc.) will leave them with the feeling that Athletics have no support from the college.
•   Increase recruitment of community students-athletes though awareness and knowledge of athletic programs and facilities.
•   Missing or deteriorating facilities will cause students to seek out better educational options at one of the other seven community colleges in San Diego county.

Q55 Goal Status   **In Progress-will carry this goal forward into next year**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q57 Do you have another goal to update?   **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year:

•   Engage community high schools, working with high school's Athletic Directors to foster support for recruiting student athletes.
•   Develop an all sports recruit night for community families and student athletes.
•   Providing support for on campus Transfer Fair event to garner community awareness of intercollegiate athletic programs.

Q59 How will this goal be evaluated?

By number of campus visits by:
High School Recruits
High School Sports Teams
High school sporting events held on campus
Club team events and practices held on campus
Community athletic events held by the college on or off campus

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Q60 Do you have another goal to update?   **No**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5:   **Respondent skipped this question**

Q62 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q63 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q64 Goal Status   **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for **Respondent skipped this question**
deletion/completion of the goal:

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated?   **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)?   **No**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:   **Respondent skipped this question**

Q70 Which College Strategic Goal does this department   **Guided Student Pathways**
goal most directly support?

Q71 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal(s) identified above.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q73 Action steps for this year:

Respondent skipped this question

Q74 How will this goal be evaluated?

Respondent skipped this question

Q75 Do you have another new goal?

No

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Respondent skipped this question

Q77 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q80 Action steps for this year:

Respondent skipped this question

Q81 How will this goal be evaluated?

Respondent skipped this question

Q82 Do you have another new goal?

Respondent skipped this question

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:

Respondent skipped this question

Q84 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q85 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q87 Action steps for this year:

Respondent skipped this question

Q88 How will this goal be evaluated?

Respondent skipped this question

Q89 Do you have another new goal?

Respondent skipped this question

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4:

Respondent skipped this question

Q91 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q92 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q94 Action steps for this year:

Respondent skipped this question

Q95 How will this goal be evaluated?

Respondent skipped this question

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)

Yes

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)?   **Yes**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal?   **Yes**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal?   **Yes**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal?   **Yes**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?   **Yes**

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."   **I am ready to submit my program review**