

2018 Athletics Annual Program Plan

ATHL Athletics

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

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 inconsistent due to injuries, equity in competition and recruiting. Additional resources in support services, staffing and budget are needed to insure equity and consistency in outcomes. Overall, the program reflects well on the campus and student's it is designed to serve. Athletics is truly a meritocracy where any student, regardless of gender, ethnicity or socioeconomic status, can rise as far as their athletic and academic ability can

take them to achieve a goal of transferring, earning a scholarship and / or playing professionally.

Evidentiary Documents

-  [2018-19_IE_Request_Athletics.xlsx](#)
-  [Athletics_2018-2019_Budget_Augmentation.doc](#)
-  [Cal-Pass_Data_2016-2017_UP_Athletics.pdf](#)
-  [Cal_Pass_Data_17-18_Athletics_APP.pdf](#)
-  [Classified Hiring Priorities Request and process DUE JAN. 26 2018_KAD_12_18_17.pdf](#)
-  [Copy of Copy of Copy of Skyline_Scholarships_Transfer_2017-2018.xls](#)
-  [Copy of Cumulative Grades_Skyline_Fall_17.xls](#)
-  [EADA_Final_Submission_Skyline_College_2017.pdf](#)
-  [Skyline_College_R_4_2016-17_Final_Signed_Addendum.pdf](#)
-  [Team Records 2006 - Present.xlsx](#)
-  [Team_Room_Spring_2018.doc](#)
-  [VARS_Annual_Plan_4_Column_Assessment_Report_thru_2017-2018.pdf](#)
-  [VARS_KINE_Annual_Plan_4_Column_PSLO_Report_for_2017-18.pdf](#)
-  [VARS_Program_Data_17-18_APP_PRIE.pdf](#)

Note: For all Excel and Word documents, please see the Attachments tab within this document.

Associated Objectives

-  [292-Academic Tracking Program and Full-Time Student Support](#)
-  [293-Additional Team Room](#)
-  [294-Sustaining Program to Meet SLO's and Inflationary Impacts](#)
-  [295-Title IX](#)

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the 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. Please note that even faculty that are full-time only get a certain percentage of their load dedicated to coaching. Thus, I also indicate the annual FTE dedicated to coaching for full-time employees based on their VARS assignment plus related athletic courses. They provided the data and reviewed the text and conclusions.

Joe Morello, Dean of Kinesiology, Athletics and Dance

Kevin Corsiglia, Women's Soccer Coach (Full-Time - .45 FTE dedicated to coaching)

Gabe Saucedo, Men's Soccer Coach (Full-Time - .45 FTE dedicated to coaching)

James Haddon, Wrestling Coach (Part-Time - .45 FTE dedicated to coaching)

Justin Piergrossi, Men's Basketball Coach (Full-Time - .53 dedicated to coaching)

Chris Watters; Women's Basketball Coach (Part-Time - .53 dedicated to coaching)

Jan Fosberg; Women's Badminton Coach (Full-Time - .25 dedicated to coaching)

Dino Nomicos, Baseball Coach (Full-Time - .68 dedicated to coaching)

Anthony Brunicardi; Instructional Aide (Full-Time - .50 dedicated to athletics)

Jose Bonilla; Athletic Trainer (Full - Time - 1.0 dedicated to athletics)

Clerical support was provided by Sandra Hatzistratis

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

Additional team room project has been discussed at CPC for the Skyline campus. It's my understanding that conceptually the project has been approved but than no funding is available. We will continue advocating for this critical space for equity in our programs. Word document attached has the rationale.

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 program, but targeted at those coached by part-time staff, would be especially beneficial. We have attached grade and scholarship / transfer data to support our case.

We did not take any steps to try and bolster our learning community over this past year. It appears based on campus wide discussions that learning communities are being replaced by guided pathways. Because all student-athletes enroll full-time, they are sure to benefit from the work related to meta majors and guided pathways. We want to focus on those campus wide initiatives to support our student-athletes. At the same time, we still do want to point out the success of our student-athlete population in comparison to the general student population. We have attached data from CalPass comparing the student-athlete cohort against general students at Skyline, student-athletes at other community colleges and students at all community colleges.

Sustaining program SLO's against budgetary shortfalls and inflationary impacts: Our assessments indicate the 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.

Depending on a state wide review of conferencing, we may end up being assigned to a conference (Bay Valley) in which we would be one of the larger schools. Our hope is that will provide an opportunity for greater success.

Decorum remains a strength although we had more ejections this year than past years. We believe this is an anomaly and will be addressed at a program level. We provided training for students this year on relationship violence and hope to offer future training on things that may prove beneficial to student-athlete behavior and well-being. Finally, we once again received one-time money to cover essential expenditures (meals, officiating fees, medical screenings, athletic

training, gas, supplies, etc....) related to operations. We have itemized in a word document what would need to be augmented into our continuing budget to cover these costs. Without these funds, sports would have to be dropped. Our current budget has not been augmented since 2006. Inflationary impacts, coupled with program need, make our base budget not sufficient to cover 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 did not have Women's Volleyball due to the resignation of the coach just prior to the start of the season. It was discovered and reported to the conference that the coach had violated some regulations related to the recruitment of student-athletes. We have hired a new coach who has begun recruiting for the 2018 season. The one year hiatus will lower participation numbers for female student-athletes in the program. But, we believe participation rates will increase in 2018-2019.

Evidentiary Documents

-  [Athletics_2018-2019 Budget Augmentation.doc](#)
-  [Cal Pass Data 17-18 Athletics APP.pdf](#)
-  [Classified Hiring Priorities Request and process DUE JAN. 26 2018 KAD 12 18 17.pdf](#)
-  [Copy of Copy of Copy of Skyline Scholarships Transfer 2017-2018.xls](#)
-  [Copy of Cumulative Grades Skyline Fall 17.xls](#)
-  [EADA Final Submission Skyline College 2017.pdf](#)
-  [Skyline College Self Report Volleyball August 2017.pdf](#)
-  [Skyline College Self Report Volleyball August 2017 Sanction Letter.pdf](#)
-  [Skyline College R 4 2016-17 Final Signed Addendum.pdf](#)
-  [Team Room Spring 2018.doc](#)
-  [VARS Annual Plan 4 Column Assessment Report thru 2017-2018.pdf](#)
-  [VARS KINE Annual Plan 4 Column PSLO Report for 2017-18.pdf](#)

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Associated Objectives

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-  [293-Additional Team Room](#)
-  [294-Sustaining Program to Meet SLO's and Inflationary Impacts](#)
-  [295-Title IX](#)

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

California Community College Athletic Association, CCCAA, regulations have changed regarding academics. Legislation passed requiring students to complete a minimum of 6 units during their semesters of full-time enrollment in order to progress toward academic goals more quickly. Historically, students try to complete at least 12 units of transferable degree credit per semester of full-time enrollment in order to meet transfer requirements to participate in athletics at the four-year level. The level of units per semester would vary. New regulations require that students completion rate be more uniform in nature without as much variance. This is based on data that students who complete units in a more uniform fashion tend to have stronger outcomes (transfer GPA and success). Under the new regulations, students can either be prevented from participating or become ineligible during the season if they fail to meet GPA and unit requirements. These changes not only will put more pressure on students but on support services as well. Proper advisement, tutoring resources and class attendance monitoring will all be necessary to make sure students are able to compete and finish a season. 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 is valuable. It demonstrates across the board that student-athletes are performing at a higher level than the general student population. Although not part of the curriculum as a pre-requisite, students who participate in athletics either as a first year or second year player must meet the following specifications: a completed annual medical screening, including a neurological assessment, and musculoskeletal conditions; an updated Student Education Plan (SEP) on file; enrollment and attendance in 12 or more units during their season of competition of which 9 must be consistent with their SEP; successful completion of 6 or more units in their last semester as a full-time student; and successful completion of 24 or more units with at least a 2.0 grade point average from their semester of initial competition. The screening and SEP mandates have been initiated in the last few years since our previous program review. To provide consistency and efficiency, screenings are conducted at a medical clinic in South

San Francisco. Screenings cost approximately \$14,000 a year and are a cost that was assumed into our existing budget with no augmentation resulting in a net reduction of \$14,000 in other areas. SEP's are completed as part of the general matriculation guidelines for students as noted in SSSP. Most student do a one semester SEP in their first semester and then a comprehensive SEP after that. We receive an update on the SEP status of students during the semester. Students who have a SEP expiring or in need of updating are referred to counseling or take part in a group workshop provided by Counseling. We are working with counseling to have the group sessions change to individual appointments or to have coaches complete SEP's with students and have counseling review and sign-off. The reason it's critical to have coaches (or the PSC we have requested as part of the classified process) participate in SEP's 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 annual training for child abuse reporting for several groups including all coaches at post-secondary schools. We are now required to do this training Coaches and Athletic Administrators complete educator specific training modules through a site managed by the California Department of Social Services. Finally, the CCCAA will be looking at reconferencing in both Northern and Southern California this year. Several proposals will be sent to the field in early April with the CCCAA Board making a final decision in June. New conferences would go into effect on July 1, 2019. It's our understanding that one proposal would have Skyline College changing conferences. We would move 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 need 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 would be beneficial in terms of the size of the schools competing, competitive equity and recruiting. Still, we'll have to see what proposal makes it forward and need to be prepared to advocate for what is best for our students and staff.

Evidentiary Documents

-  [Cal Pass Data 17-18 Athletics APP.pdf](#)
-  [Classified Hiring Priorities Request and process DUE JAN. 26 2018 KAD 12 18 17.pdf](#)
-  [Copy of Cumulative Grades Skyline Fall 17.xls](#)
-  [R1_R2 Skyline 2017-2018.pdf](#)
-  [TGONLINE22017.pdf](#)

Note: For all Excel and Word documents, please see the Attachments tab within this document.

Associated Objectives

-  [292-Academic Tracking Program and Full-Time Student Support](#)
-  [294-Sustaining Program to Meet SLO's and Inflationary Impacts](#)
-  [295-Title IX](#)

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

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

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

Academic achievement is part of the SLO on each VARS activity. Data trends show that students who compete for PT coaches are retained at a lower rate and attempt / complete fewer units. This results in fewer transfers and scholarship opportunities for those students. Still, overall student-athletes outperform general students in GPA, units attempted, units completed and transfer efficiency. We base those claims not only on our internal data but on data from Cal-Pass which now has a student-athlete scorecard. Cal-Pass data is for cohorts who started during the 2010-11 academic year through 2015-16.

All courses have SLO's, assessment methods and have been assessed. They are included in the Kinesiology 4-Column report which is attached. All VARS curriculum was increased from two to three student units to be more closely aligned to Carnegie unit values. This change took effect in Spring 2016. Generally, students take three VARS academic credits in a single semester. Given the length of season, number of students involved, and competitive environment in that particular sport, students will take additional units during and outside of their season for physical training and skill development. Still, students are able to compete in athletic activities, make academic progress and transfer in a reasonable time frame.

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

Productivity in Athletics went up in the 2016-2017 academic year, compared to 2015-2016, with 185 students participating VARS activities. The load for VARS courses was 404. Increases in participation were noted in men's soccer primarily. Please note that 2016-17 was the first year that Men's Soccer was coached by a full time instructor since 2000. While this load is well 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 coupled with their higher GPA, makes VARS students positive load generators for the campus.

In looking at student characteristic data, we did note a few things. First, by gender 30% of the students taking Athletics are female, 68% are male and 2% are unreported. These numbers indicate that the growth in the program last year came from male participation in Men's Soccer. College wide, gender breakdowns are 53% female, 45% male and 2% unreported. We currently are surveying students monthly, through CCC Apply, to try and identify potential areas of expansion for our women's program if an interest exists on the campus and competition can be provided. African American Students (8.6%), Hispanic Students (22.2%), Multi Race Students (30.8%) and Caucasian Students (22.7%), participate in VARS activities at a greater % than the campus wide average. On the other hand, Asian (4.3%) and Filipino (4.9%) students are underrepresented. Age is the last characteristic that was noted. Students between 18-22 years of age make up about 87% of our enrollment. This is greater than the institutional average of 45.4% and is indicative that VARS activities are really geared toward that transfer oriented student in the 18-22 year old demographic. We certainly should be looking at potentially adding activities which might appeal to our Asian and Filipino students.

Curricular offerings provide equity between genders (4 male sports and 4 female sports are offered) but the number of male students as compared to female students participating is not equal. Our six year average shows about 64% of those enrolled in VARS activities are male and 34% are female. Numbers for next year may be worse as we did not have a Women's Volleyball team this year. These numbers generally correspond to the data that is submitted annually to the federal government (Equity in Athletics Disclosure Report) and CCCAA (R4) as a self assessment about gender equity in our programs. Again, some of the disparity is related to the type of sport and the number of participants required. Still, in order to achieve proportional balance under Title IX, we need to explore opportunities to add women's sports where interest and ability allow. Right now, our self-assessment indicates that our current program meets the interests and abilities of our female students. We need to continue to assess opportunities to add sports for female students. In the interim, we need to try and expand participation in our current offerings to female students. Our staff would be interested in looking at compensation models for coaches where a stipend would be awarded for reaching recruitment targets. We've attached a proposal but are not sure where it should go. Compensation is collectively bargained and would need to apply to all programs at each campus. Is this something that Skyline can carry or is it a matter for AFT?

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

Athletics is probably an area that gets researched more than any other. Data requests from PRIE are made on an as needed basis and supplemented on an internal basis. The following are a listing of reports and analysis compiled over the last year utilizing data: Equity in Athletics Disclosure Report: This federally mandated report is submitted annually as a self-assessment related to the athletic program and Title IX. It looks at student characteristics, staffing, programs, resources and historical data. PRIE provides information on student characteristics. R4: This state mandated report is submitted to the CCCAA each year by October 31st along with a certification of our EADA report as a self-evaluation in making sure our athletic program complies with Title IX. This report

deals specifically with the three-prong test as it relates to participation but is not as substantive as the EADA. Failure to submit this report leads to sanctions from the CCCAA including but not limited to forfeiture of contests, probation, loss of status. Grade Analysis Data: Each semester, ITS runs reports sent to athletics on the academic performance of all students enrolled in VARS classes. Students are eliminated who red or gray shirt and reports are given to each coach on team academic performance and progress. This is done so coaches can work with students and refer them as necessary to support if they are struggling or to potential college recruiters if they are thriving. It also provides the coach a sense, on a semester basis, about the capabilities of what their students are doing and, upon reflection, changes they may want to make in future years to improve and / or sustain performance. A copy of the aggregate data from these reports is attached. Transfer Data: Because our program is a transfer program, coaches have been developing a master list of students who competed in their program and transferred to a four year school. This is not an exhaustive list. We are missing students. Sometimes, after they finish playing, students either stay or return to school to finish their education and transfer. A copy of this report is attached. Finally, through CalPass, a data dashboard has been established for community college athletes that is referenced in our response to 4C. Cal-Pass data is attached as well.

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-  [Cal Pass Data 17-18 Athletics APP.pdf](#)
-  [Copy of Copy of Copy of Skyline Scholarships Transfer 2017-2018.xls](#)
-  [Copy of Cumulative Grades Skyline Fall 17.xls](#)
-  [EADA Final Submission Skyline College 2017.pdf](#)
-  [Skyline College R 4 2016-17 Final Signed Addendum.pdf](#)
-  [SMCCCD Compensation Package Draft Best Case Budget.docx](#)
-  [VARS Annual Plan 4 Column Assessment Report thru 2017-2018.pdf](#)
-  [VARS Program Data 17-18 APP PRIE.pdf](#)

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Associated Objectives

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-  [294-Sustaining Program to Meet SLO's and Inflationary Impacts](#)

III.A. Reflection: Considering Key Findings

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

Narrative

Consistent with the mission, vision and values of Skyline College, the Athletic program fulfills its primary purpose to recruit, retain and matriculate students. It does so by providing a learning environment that emphasizes the development of the student. This environment is fostered by head and assistant coaches who serve as teachers, role models, advisors, and advocates. Our analysis indicates that student learning outcomes related to academic achievement are strong but can be improved through consistent year around contact. Such contact is greater when a coach is full-time vs. part-time. Lack of consistent contact impacts the number of students who transfer and earn scholarships from those programs. Outcomes related to decorum are strong but need continued assessment. Outcomes related to skill development are inconsistent due to injuries, equity in competition and recruiting. Additional resources in support services, staffing and budget are needed to insure equity and consistency in outcomes and insure a student-first philosophy. The program operates within an ethical context as demonstrated by its self-report of recruiting violations in Women's Volleyball. Overall, the program reflects well on the campus and students 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.

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-  [295-Title IX](#)

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

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

Narrative

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

IV.A. Strategy for Program Enhancement: Continuation/Modification

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

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

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. We also need to provide equitable team facilities especially related to team rooms. This was partially addressed in the field renovation project. We are hoping that with the replacement or addition of an additional portable requested in this Unit Plan that we can have fully proportional team facilities.

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

Integration with Guided Pathways: While learning communities are being phased out, it's important that student-athletes have priority registration moving forward. This is important for two reasons. Priority registration allows students to build a schedule which will reduce the amount of missed class time for team events. As a stop gap, we are holding spots in English and Math sections so student-athletes can enroll so they do not have to miss excessive amounts of class. We are also working with Communications as well. The goal is so student-athletes can complete their "Golden Four" CSU requirements and general elective pattern in two years. And two, it's important to note that student-athletes are on an "eligibility clock" from the moment they enroll and attend full-time. For an institution with a stated goal that 75% of students get in, through and out on time, It would be a pity for students who are on an accelerated clock to not be able to complete core requirement in an expeditious fashion.

Change of Conference: We compiled a study regarding a petition to change conferences from the Coast Conference to the Bay Valley several years ago. We deferred due to worries about travel and budget. Currently the state athletic association (CCCAA) is looking to alter conferences. One scenario has Skyline College joining the Bay Valley but removing conference members that would have required excessive travel (Mendocino and Yuba). In the Bay Valley Conference, we'll be among like colleges in terms of size, recruiting pattern and breadth of program. The key data points here are size of institution, programs offered and where students are being recruited from. A change in conference would require minimal institutional support in terms of additional funding for some increased travel. The big concern would be travel time as some programs, especially those that compete in the evening (Volleyball and Basketball) would have to travel across the Bay Bridge and the height of commute. This would prioritize those programs for full-time hires as it may not be practical for a part-time person to be available for the amount of required travel time.

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

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

Equipment, Supplies, Contracts and Assistant Coaching Stipends: We need to continue upgrading, replacing or modifying existing equipment and supplies in order to achieve SLO's, increase transfer rates, or to comply with state or federal

regulations. We are in need of augmentations to continuing operational budgets (5000's) as well related to contracts (officials, screenings, film exchange), meals and transportation. Starting in 2018-19, \$49,000 will need to come off the top of Instructional Equipment to pay for leasing our current vans. Assistant coaching stipends were reduced to 20,000 in the 17-18 budget load. They need to be returned to \$71,500 as was loaded in 2015-16. The amount is necessary for us to comply with ACA requirements. Supply and operational budgets have not received a permanent augmentation (other than one-time money) since 2007. We have attached requests for equipment and continuing budget augmentations.

Evidentiary Documents

- | |
|--|
|  2018-19 IE Request Athletics.xlsx |
|  Athletics 2018-2019 Budget Augmentation.doc |
|  Classified Hiring Priorities Request and process DUE JAN. 26 2018 KAD 12 18 17.pdf |
|  Team Records 2006 - Present.xlsx |
|  Team Room Spring 2018.doc |

Note: For all Excel and Word documents, please see the Attachments tab within this document.

Associated Objectives

- | |
|---|
|  292-Academic Tracking Program and Full-Time Student Support |
|  293-Additional Team Room |
|  294-Sustaining Program to Meet SLO's and Inflationary Impacts |
|  295-Title IX |

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

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

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

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

No narrative response is required in this section.

Evidentiary Documents	
	2018-19_IE_Request_Athletics.xlsx
	Athletics_2018-2019_Budget_Augmentation.doc
	Classified_Hiring_Priorities_Request_and_process_DUE_JAN.26_2018_KAD_12_18_17.pdf
	Copy_of_Copy_of_Copy_of_Skyline_Scholarships_Transfer_2017-2018.xls
	Copy_of_Cumulative_Grades_Skyline_Fall_17.xls
	EADA_Final_Submission_Skyline_College_2017.pdf
	Skyline_College_R_4_2016-17_Final_Signed_Addendum.pdf
	SMCCCD_Compensation_Package_Draft.docx
	SMCCCD_Compensation_Package_Draft_Best_Case_Budget.docx
	Team_Room_Spring_2018.doc
	VARS_Annual_Plan_4_Column_Assessment_Report_thru_2017-2018.pdf
	VARS_KINE_Annual_Plan_4_Column_PSLO_Report_for_2017-18.pdf

Note: For all Excel and Word documents, please see the Attachments tab within this document.

Associated Objectives	
	292-Academic Tracking Program and Full-Time Student Support
	293-Additional Team Room
	294-Sustaining Program to Meet SLO's and Inflationary Impacts
	295-Title IX
	Budget and Objectives of Athletics Department

Objectives of Athletics Department

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2416ATHL00	Athletics	Fitzgerald, Michael

Objective Status: New/In Progress

292 Academic Tracking Program and Full-Time Student Support

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

Assessment indicates stronger outcomes (higher GPA, greater transfer rates, more scholarship opportunities, etc.....) are earned by students in athletics who have a coach that works full-time on campus. The PSC position is designed to lift success rates across all sports by better facilitating and using support services available across the campus. This should improve performance in all areas of the program with the greatest improvement for those programs who are not lead by a full-time employee. We also believe that having this dedicated resource will allow us to more fully integrate and utilize the programming offered through student services. Coaches right now seek to problem solve on their own. Having a liaison, like the PSC, collaborating with student services would be a boon to the program. The program services coordinator will enhance services related to compliance (CCCAA, SMCCCD and Title V), game operations (approximately 80+ events per year), facilities (80 + home events plus rentals generating over 45,000 per year), transportation (approximately 160 trips per year from athletics and a variety of campus groups), student support services (financial aid, TRIO, tutoring, etc...) and external relations, including but not limited to publicity (Sports Information and Website), promotion (Social Media), outreach (Recruiting, Event Sponsorship) and fundraising. Addition of this position will create greater equity in the athletics program and better serve the college by strengthening the community connection and brand that Skyline College has with our service area.

Summary

Athletics is requesting the addition of another modular DSA approved facility be placed in the unfinished area east of portables D and E and adjacent to upper synthetic soccer field. The facility will be used as a team room and storage facility for the men's and women's soccer programs. This will allow each team to move out of their current space located in Building 3 and provide an additional team room for our women's program and space for storage.

Rationale

Creation of an additional team room is critical for compliance with Title IX in making sure our female athletes are treated in an equitable manner consistent with our male athletes. Currently, we still have two sports (Women's Badminton and Women's Volleyball) which have female students sharing a team room while men's teams (Baseball, Men's Soccer, Men's Basketball and Wrestling) do not. This forces women's teams to vacate team rooms for a portion of the year because enough space is not available to share. Men can stay in their team room for the regular academic year. This inequality was partially addressed with the creation of an additional team room for women when the baseball modular was completed in Fall 2015. A second modular will eliminate any inequality between programs and provide like spaces for both our men's and women's soccer programs. Canada College, which also sponsors men's and women's soccer, is also having modular spaces installed as team rooms for both their men's and women's soccer programs.

Narrative

Upon moving into Building 3, it was noted that the team rooms available were not equitable. This was noted in the Athletics Program Review completed in 2007 and 2013 and was incorporated into the planning for Building 4. Initially, Building 4 was going to have several spaces utilized by Kinesiology, Athletics and Dance that would have created an opportunity, either in Building 3 or 4, to create an additional team rooms for women. In January 2008, because of limitations related to space, programs and funding, Kinesiology, Athletics and Dance, opted to be removed as a potential occupant in Building 4. In agreeing to leave Building 4, Kinesiology, Athletics and Dance noted several facility needs that would have to be addressed including the addition of team room for women (March 14, 2008).

Initially, discussions were conducted to see if any current space was available in Building 3 that could

be repurposed into a team room. That was not practical. Instead, as part of the RFP that was submitted in 2010 for the Center for Kinesiology and Human Performance, space was identified in Building 3 that could be converted into a team room once the new center was built. This RFP was later abandoned for a larger scope project which would have blended both instructional and enterprise operations in a shared facility. Unfortunately, our governing board did not seek a bond large enough to cover construction of the Center for Kinesiology and Human Performance at Skyline College. Thus, the addition of a modular space is critical; otherwise, this inequality would go unaddressed for at least the next 7-10 years if not into perpetuity.

294 Sustaining Program to Meet SLO's and Inflationary Impacts

Proposed Budget Augmentations
2018-2019
694000 – Athletics Accounts

In our recently completed program review, Athletics requested budget augmentations totaling \$109,000 related to assessments and Student Learning Outcomes. They are allocated in the listed accounts for the following reasons:

295 Title IX

Title IX: We need to provide more opportunities for females to participate in our athletics program where interest and ability allow. We can do this in two possible ways. One, we can attempt to increase participation in our existing offerings. We can do that by creating incentives for coaches to recruit and also by having full-time staff coach teams. The second way is to identify potential sports that can be added. Currently, we complete two assessments (R4 and EADA) that serve as a program review related to gender equity. While our current programs meet the interest and abilities of our current students, we need to be ready to increase opportunities in case it is necessary.
