

## 2019-20 Athletics Annual Program Plan

### 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**

[Program Review Narrative\\_Coast Conference\\_Spring 2019\\_Skyline College.pdf](#)

[Program Review\\_Committee Report\\_Coast Conference\\_Spring 2019\\_Skyline College.pdf](#)

**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 - .41 FTE dedicated to coaching)

Gabe Saucedo, Men's Soccer Coach (Full-Time - .48 FTE dedicated to coaching)

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

Encarnilo Mauricio, Women's Volleyball (Part-Time - .43 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)

Kayla Crittendon; Athletic Trainer (Part-Time - .40 dedicated to athletics - 10 months)

Clerical support was provided by Sandra Hatzistratis

**Associated Links**

[Skyline College Athletics Website](#)

## **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 was approved, funded and is underway. This project is part of the overall replacement of the modular buildings located east of Building 3. An additional soccer team room will be provided for both men and women. This will provide individual team rooms for all eight intercollegiate programs. A schematic is attached for the project. We have requested, through the Classified Hiring Process (PDF attached) two positions. Our second priority is 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. Our first priority was to ask that our current athletic trainer, who works 10 months at .4 of an FTE, be increased to .6 of a FTE and be made a 12 month employee. The request is based on the year around need for services and the concern that the position must be at a higher salary with benefits to attract candidates. CSM and Canada lost part-time trainers this year and could not find a replacement. We attached both classified requests. 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. 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. Finally, we received continuing money to cover essential expenditures (meals, officiating fees, medical screenings, athletic training, gas, supplies, assistant coaches, etc....) related to operations. This infusion of almost 100,000 was critical as these

costs had been ongoing and one-time money was being used to cover those expenditures. Without these funds, sports would have to be dropped. This baseline budget augmentation is our first since 2006. Even with this increase, inflationary impacts, coupled with program need and our hope to expand offerings, make additions to our base budget a necessity. 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 have noted an interest in Beach Volleyball. We rented beach courts this spring and have a class participating. We are recruiting volleyball students who have indicated that they will only attend a school that offers both indoor and beach programs. Based on that, we would want to consider looking at adding Beach Volleyball as an intercollegiate sport starting in either Spring 2021 or 2022. Women's Wrestling has also been mentioned as an area of growth. It's now an emerging sport in the California Community College Athletic Association.

**Evidentiary Documents**

[2020-2021 Classified Hiring Priorities Request and Process DUE DEC 6 2019\\_KAD\\_20191114.pdf](#)

[2020-2021 Classified Hiring Priorities Request and Process DUE DEC 6 2019\\_KAD\\_Athletic Trainer\\_Increase\\_20191120.pdf](#)

Copy of Copy of Copy of Cumulative Grades\_Skyline\_Fall\_2019.xls

[Form\\_R-4\\_Skyline\\_2018-2019\\_Signed.pdf](#)

FW Meal Reimbursements District Wide starting fall 2019-2020.msg

[Portable Room Numbering.pdf](#)

Skyline\_Scholarships\_Transfer\_2018-2019\_20200224.xls

(Note: Please see the Attachments tab to access all non-PDF documents.)

## **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, is looking at some unprecedented internal and external factors which could impact the association in the next year.

First, the impact of the novel COVID 19 virus is going to be felt throughout the academic year. The CCCAA had to cancel the spring sport season resulting in all spring student-athletes being granted an additional year of eligibility. The students, especially those who were going to complete and transfer, now must decide if they want to stay an additional year or transfer to the four year level. Four year schools are adopting the same rules so if students decide to transfer, they may have limited rosters spots. Obviously, this is tough on students. It may also impact our transfer, graduation and scholarship numbers for this year which will impact our program and possibly campus completion rates. At this time, it's not possible to determine if the virus will impact fall and winter sports next year.

Second, the CCCAA is considering whether or not to join the National Junior College Athletic Association (NJCAA). The NJCAA is a national organization that administrates community college athletics in all states other than California and is made up of over 300 schools. While joining this larger organization has some advantages, Skyline College has advocated to maintain the autonomy of the California schools and stay in the CCCAA. The governance structure of the CCCAA maintains institutional control with the college president and moving to the NJCAA would mean a diminished control by the college president. In addition there appears to be the possibility of increased travel and expenses with championship competition occurring outside of California. Given the COVID 19 outbreak, this issue will probably be placed on the back burner.

Third, the CCCAA is seeking to implement a strategic plan that would expand the functioning capability of the CCCAA office. This would require additional personnel. The hope is this enhanced functioning will increase revenues and pay for itself. The position of Skyline College was not in support of the strategic plan. While the functions that the CCCAA is seeking to expand (Branding, Promotion and Advocacy) have some value for the organization, we believe such functions are not the core tenets of the organization. Article I of the CCCAA Consitution and Bylaws clearly states what those core tenets are. We believe that adoption of the strategic plan would require modification of the constitution and bylaws first. If the strategic plan is adopted, we do not think revenues will be enough to cover the increased cost meaning that institutional dues could increase by almost \$2,000 per year.

California Community College Athletic Association, CCCAA, on academics require 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. 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 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 put more pressure on students but on support services as well. We are unsure what the impact will be on student success with learning being done remotely for a large portion of the spring semester. Proper advisement, tutoring resources and class attendance monitoring are all necessary to make sure students are able to compete and start / finish a season. Due to the efforts of our basketball coaches, we had only one 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. We also track student progress on a semester by semester basis on grades and units completed. Student-athletes continue to show steady improvement in all metrics. This appears to be relative to campus improvements in success rates as well.

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. To provide consistency and efficiency, screenings have been 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. Our contract is ending with our provider this year, and they are no longer able to service our needs. We'll be looking at contracting in a team doctor to oversee the screening process. We are unsure at this point if that will result in increased, reduced or stable costs. 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. Our Division Assistant has access to the scheduling software for Counseling and can set-up individual appointments for SEP's as needed. As we move toward adoption of the CRM, we want to make sure our student-athlete population will be able to continue to have the access required for counseling. 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.

### **Evidentiary Documents**

[Article\\_1.pdf](#)

Copy of Copy of Copy of Cumulative Grades\_Skyline\_Fall\_2019.xls

(Note: Please see the Attachments tab to access all non-PDF documents.)



## **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 2017-18.

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) it takes "leg work" by the coach to find the best fit.

Productivity in Athletics went up in the 2018-2019 academic year, compared to 2017-2018, with 176 students participating VARS activities. The load for VARS courses was 396. 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 32% of the students taking Athletics are female, 67% are male and 1% are unreported. These numbers indicate that the growth in the program last year came from bringing Women's Volleyball back from a one-year hiatus (2017-18). 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. We believe the best possibilities for expansion are in Sand Volleyball and Women's Wrestling. Sand Volleyball could start as early as Spring 2021 as the curriculum is already in place and the students and coach from indoor volleyball are available to play / coach.

African American Students (2.8%), Hispanic Students (26.7%), Multi Race Students (29.5%) and Caucasian Students (23.9%), participate in VARS activities at a greater % than the campus wide average. On the other hand, Asian (6.3%) and Filipino (6.3%) students are underrepresented. Age is the last characteristic that was noted. Students between 18-22 years of age make up about 95% of our enrollment. This is greater than the institutional average of 60.7% and is indicative that VARS activities are really geared toward that transfer oriented student in the 18-22 year old demographic. The campus wide number

may be somewhat artificially inflated with an influx of dual enrollment students in 2018-2019 to the general student population. 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 35% are female. 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.

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.

**Evidentiary Documents**

[Assessment\\_ Course Four Column\\_Athl\\_2019-2020.pdf](#)

[Assessment\\_ Department Four Column\\_PSLO\\_ATHL\\_2019-2020.pdf](#)

Copy of Copy of Copy of Cumulative Grades\_Skyline\_Fall\_2019.xls

[Form\\_R-4\\_Skyline\\_2018-2019\\_Signed.pdf](#)

[Skyline\\_apr.pdf](#)

Skyline\_Scholarships\_Transfer\_2018-2019\_20200224.xls

[vars\\_apr.pdf](#)

(Note: Please see the Attachments tab to access all non-PDF documents.)

**Associated Links**

[EADA Report Skyline College 2018-2019](#)

### **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 and was peer reviewed and commended by the Coast Conference in Spring 2018. 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**

[Program Review Narrative\\_Coast Conference\\_Spring 2019\\_Skyline College.pdf](#)

[Program Review\\_Committee Report\\_Coast Conference\\_Spring 2019\\_Skyline College.pdf](#)

**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. A great start is the replacement and modification of an additional portable requested in this unit plan so that we can have fully proportional team facilities. This should be completed late this summer or early next fall. We also need to start looking at expanding participation opportunities. We believe the addition of Sand Volleyball and / or Women's Wrestling are the best possibilities in the next year or two. Sand Volleyball seems the most realistic as we have players, a coach and curriculum already in place. We have identified an off campus facility to rent and purchased needed supplies. Competition is provided through the Coast Conference.

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. We've requested a PSC to focus on this area and are hopeful that as the CRM is developed and rolled out that our coaching faculty and a designated PSC would have access to best support our student-athletes.

Integration with Guided Pathways: While learning communities are being phased out, it's important that student-athletes maintain 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.

**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. In current contract negotiations additional release time for coaches is on the table. We don't know if that will be ratified, but it is an important first step. With our full-time hire in Women's Basketball, we now have 6 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 (CCCCAA, 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. Our top priority is we have also requested that our second athletic trainer be increased from a 10 month position to a 12 month position at either 60, 50 or 48%. This is so we achieve parity with our sister colleges in the district and so that students can access our training services year around. Currently, our second trainer only works 10 months per year. Our 12 month trainer takes vacation / comp time in June and July when our 10 month trainer is not here resulting in students not be able to access services on those dates.

**Facilities, Equipment, Supplies, Contracts and Assistant Coaching Stipends:** We need to continue upgrading, replacing or modifying existing equipment, supplies and facilities 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 (2000's, 4000's and 5000's) as well related to contracts (officials, screenings, film exchange), meals, with per diem increased 50% this year, and transportation. We received this year two installments in what is to be considered our base budget moving forward for these items. We received \$79,826 in July 19 and an additional \$20,700 in January 2020. Thank you!!!!!! While grateful for this support, it still leaves us 19,800 short of our total request for 2019-2020 and an additional \$23,200 in 2020-21 meaning our total request remains at about \$44,000. In terms of facilities, we are looking at the following: Replacement of parts of the gym floor due to water damage (scheduled in Summer 2021); Covering of the baseball batting cage (scheduled Summer of 2020 but deferred); Construction of soccer team rooms and training in portables (scheduled to be completed in Summer 2020); Replacement of soccer, baseball and basketball scoreboards (2020-2021 year); Replacement of netting at baseball and soccer fields (Completed Spring 2020); Painting of the outfield baseball fence (Requesting Spring 2020); Replacement of Athletic Field fencing for wear and security (not requested yet); and the doming of the lower field to create a year around temperature controlled venue for outdoor activities (not requested yet).

**Evidentiary Documents**

[2020-2021 Classified Hiring Priorities Request and Process DUE DEC 6 2019\\_KAD\\_20191114.pdf](#)

[2020-2021 Classified Hiring Priorities Request and Process DUE DEC 6 2019\\_KAD\\_Athletic Trainer\\_Increase\\_20191120.pdf](#)

Copy of Copy of Copy of Cumulative Grades\_Skyline\_Fall\_2019.xls

FW Meal Reimbursements District Wide starting fall 2019-2020.msg

[Portable Room Numbering.pdf](#)

Skyline\_Scholarships\_Transfer\_2018-2019\_20200224.xls

(Note: Please see the Attachments tab to access all non-PDF documents.)

#### **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. Need help? Contact the PRIE Office for further instructions.

#### **Narrative**

No narrative response is required in this section.

#### **Evidentiary Documents**

[BudgetDetail\\_Requested\\_ATHL\\_20-21\\_APP.pdf](#)

[ObjectiveByStatusAndPlanningUnit\\_ATHL\\_20-21\\_APP.pdf](#)

#### **Associated Objectives**

[1051-Operating budget increases for inflation, compliance and program changes to meet SLO's](#)

[1052-Program Personnel](#)

[1053-Strengthen Student Data Tracking and Support](#)

#### **Enhanced Budget with Objectives and Task Detail**

[Athletics Enhanced Budget with Objectives and Task Detail](#)