

| | |
|------------------------------------------------|-----------|
| Program | ATHLETICS |
| Does this program have a CTE component? | No |
| Academic Year | 2016/2017 |
| Review Period | 6 Year |
| Service Areas | |

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

Santa Monica College Athletics endorse the concept of a student-athlete with equal emphasis being given to both roles. Corsair athletic teams are comprised of Santa Monica College students. In order to participate in inter-collegiate athletics, student athletes must meet the eligibility requirements of the California Community College Athletic Association (CCCAA).

CCCAA Bylaws mandate a minimum of 12 units (full-time status) during the season of sport, a minimum of 24 units completed with a minimum 2.0 GPA by the beginning of the second season, and the students must pass 6 units in their last full time semester to remain eligible. We stress maximum dedication to competitive opportunities, and maximum attention to classroom demands. We do not believe that in order to excel in one role that the other must suffer. However, the emphasis is put on being a student first.

SMC is a member of the Western States Conference (WSC), California Community College Athletic Association (CCCAA) and the Southern California Football Association (SCFA). These organizations are the governing bodies that oversee athletics at the local and state levels. We adhere and abide by the written constitution and bylaws from these groups, as well as other groups like the NCAA, NAIA, FIFA, and the Federal Government

Santa Monica College Athletic Department currently has seventeen intercollegiate sports team. Please see attachment for student athlete participation for the past six years.

| Men's Athletic Teams | Women's Athletic Teams |
|-----------------------------|-------------------------------|
| Basketball | Basketball |
| Volleyball | Volleyball |
| Football | Softball |
| Soccer | Soccer |
| Water Polo | Water Polo |
| Cross Country | Cross Country |
| Swimming & Diving | Swimming & Diving |
| Track & Field | Tennis |
| | Track & Field |

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their education goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

The mission of the Santa Monica College's Athletics Department is to provide the opportunity for student athletes to achieve personal excellence in both academics and athletics. The Athletics Department's mission is communicated to our student-athletes by articulating expected standards for athletic competition and classroom performance.

The Athletic Department's core values and principles are founded upon sportsmanship, fair play, following the rules, ethical conduct

and academic success. Santa Monica College coaches are viewed as teachers. They work not only toward the developmental and refinement of specific skills, but also teach broad social and ethical values. The athletic administration and coaching staff continues to emphasize its commitment to our student athletes. Every student athlete should be academically competitive with adequate evidence of intellectual, social, and behavioral capacity to matriculate to a four year institution. In implementing this, it is important to ensure that all practices of the athletic department are consistent with the policies and practices of the College. The athletic director and supervisory administrators have the responsibility to insure that practices of the athletic department are consistent with its educational practices. Athletics is an integral part of Santa Monica College's educational program and the opportunity to participate by any student athlete is encouraged by the entire department. All of the student athletes are integrated and embedded into the framework of college life, and are enriched by the experience of college life which includes programming that actively involves them academically, athletically, and socially.

The athletic department will demonstrate responsibility by complying with standards set by the California Community College's Western States Conference (WSC), the National Collegiate Athletic Association (NCAA) and other governing associations. The academic standards set by the WSC clearly define the strict parameters that all student athletes must meet to obtain eligibility to participate in athletics.

Bylaw 1.3.3 In order to be eligible and remain eligible to represent an institution in intercollegiate athletics competition a student athlete has to successfully complete at least 6 units (semester or quarter) during the preceding academic term in which the student is enrolled as a full-time student at the certifying institution with a cumulative 2.0 GPA beginning with and including the units taken during the first semester/quarter of competition. Institutional verification for eligibility for continuing competition will be completed within one week of the posting of grades for the academic term by the institution.

The athletic director annually reviews the status of the athletic program to ensure equability with regard to gender equity.

Each year the athletic department is required to submit an Equity in Athletics Disclosure Act (EADA). In addition to the EADA report, the department must also submit a form R-4 which is a statement of compliance of Title IX gender equity to the California Community College Athletic Association (CCCAA).

The Department has a zero-tolerance policy with regard to sexual harassment, and takes each situation very seriously. With the recent hiring of Lisa Winter, Title IX Coordinator, the Athletic Department has stayed in compliance with all standards set forth.

Santa Monica's commitment to equal opportunity demands full investigation of possible violations and an opportunity for a full and impartial hearing on any and all matter relating to these laws and policies.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

The Santa Monica College athletic department provides student-athletes the opportunity to develop and express sport skill in a highly competitive environment. Participation with the SMC athletic program provides unique learning opportunities as a result of student-athletes' participation (practice and competition) in a highly competitive athletic experience requiring athletic aptitude and advanced sport skills as a result of training and practice. Participation in athletics at Santa Monica College provides students with unique opportunities that engage them in learning and through this intense engagement, graduation and retention rates are enhanced.

Goals of the Athletics department include:

a. To contribute to the development of our students' potential in all aspects of their life through physical fitness, health, wellness and a positive self-concept. (*Personal Attributes, ILO 1 – Analytic and Communication Skills, ILO 2*)

- *Students participate in conditioning classes and meet with the athletic training staff, and the strength and conditioning coach. Wellness and positive self-concept are topics that are covered during pre-season orientation. Coaches maintain communication with student athletes throughout the year.*

b. To teach our students the value of life long fitness and provide them with the knowledge and skills to live long healthy lives. (*Analytic and Communication Skills, ILO 2 – Authentic Engagement, ILO 5*)

- *Student athletes are highly encouraged to take fitness classes. Coaches stress the importance of healthy eating and healthy lifestyles as a part of their intercollegiate program activities.*

c. Prepare students for transfer and completion of a four-year college/university degree. (*Personal Attributes, ILO 1 – Authentic Engagement, ILO 5*)

- *Students are required to complete a comprehensive ed plan and are required to meet a minimum of 3 times with the athletic counselors to discuss academic progress.*

D. Support our student-athletes and competitive teams through our course offerings (*Personal Attributes, ILO 1 – Analytic and Communication Skills, ILO 2 – Applied Social Knowledge and Values, ILO 3*)

- *Student athletes participate in sports specific intercollegiate classes during their off season and season of competition.*

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

All sports offered at Santa Monica College receive funding based proportional to their roster size, thereby feeding positively both district enrollment numbers and FTES statistics. Santa Monica College's Athletic Department receives funding from Auxiliary Services, the Foundation and district funds. District budget includes the funding of positions and operating costs. The Auxiliary budget is generated through the rental of facilities and vending machine revenue, and the Foundation accounts income is generated through fund-raisers in the forms of golf tournaments, discount specials, donations, restaurants and assorted individual initiatives. Below is a breakdown of allowable expenditures for auxiliary services.

43200 instructional supplies

44100 software

45330 gas/oil

45500 supplies

45502 software licenses

45590 supplies for equipment repair

45600 uniforms/shoes/costumes

51300 doctors/medical services

51900 others (contracts for personal services)

52100 mileage

52200 conference/training/staff dev/lodging/banquets

52201 per diem/meal money/team meals

52202 tournament/event entry fees

52300 post training

52400 meeting reimbursements

53100 memberships/dues

55500 laundry/cleaning
 56200 bus/vehicle rental-field trips
 56300 rents & leases
 58300 miscellaneous fees
 58410 physical exam
 58900 other contract services
 58901 game management
 58902 game/match/meet officials

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

VAR PE: VARSITY INTERCOLLEGIATE SPORTS

Instructional

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

Student & Instructional Services

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

Listed below is the data for the fall and spring semesters of the 2015-2016 for the student athlete population compared to the 2010-2011 fall and spring semesters.

Data supports all intercollegiate athletic teams.

Gender 2015-2016

| Gender | Female | Male | Total |
|------------------------|--------|-------|------------|
| Spring 2016 | 74 | 179 | 253 |
| Spring 2016 Percentage | 29.2% | 70.8% | 100% |
| Fall 2015 | 119 | 224 | 343 |
| Fall 2015 Percentage | 34.7% | 65.3% | 100% |
| Spring 2011 | 102 | 292 | 394 |
| Spring 2011 Percentage | 25.9% | 74.1% | 100% |
| Fall 2010 | 102 | 233 | 335 |
| Fall 2010 Percentage | 30.4% | 69.6% | 100% |

Comments:

Fall 2010 - 102 female athletes **2010-2011 fall and spring semester**

Spring 2011- 102 female athletes

Fall of 2010 - 233 male athletes

Spring of 2011 -292 male athlete

Age 2015- 2016

| Age | Spring 2016 | Fall 2015 | 2010-2011 |
|---------------|-------------|-----------|-----------|
| 19 or younger | 49 | 57 | 57% |
| 20-24 | 42.7 | 41.4 | 36.1% |
| 25-29 | 4.3 | 3.6 | 3% |
| 30-39 | 2 | 1 | |
| 40-49 | 1.0 | | |
| 50+ | 0.8 | | |

Comments:

2010-2011 fall and spring semesters

36.1% - 20-24 years old.

57% -19 or younger.

3% -25-29 years old.

The self-identified race-ethnicity of student athletes for the 2015-2016 year include:

Ethnicity/Race 2015-2016

| | |
|------------------|-------|
| Hispanic | 36.5% |
| White | 17.7% |
| African American | 29.5% |
| Asian/PI | 5.3% |

Ethnicity/Race 2010-2011 fall and spring semesters

Hispanic - 28%

White - 18%

African American - 39%

Asian/PI- 7%

Residence Status 2015-2016

| Residence Status | Fall 2015 | Spring 2016 |
|-------------------------|------------------|--------------------|
| CA Resident | 82.3 | 77.9 |
| Out of State | 14.4 | 12.6 |
| Foreign | 3.3 | 9.5 |

CA resident- 85% Residence Status 2010-2011

Out of state - 10%

Foreign - 5%

Enrollment Status 2015-2016

| Enrollment Status | Fall 2015 | Spring 2016 |
|--------------------------|------------------|--------------------|
| First Time Student | 28.5 | 7.1 |
| Continuing | 51.4 | 77.1 |
| Transfer | 16.8 | 10.3 |
| Returning | 3.3 | 5.5 |

Enrollment Status 2010-2011

First Time Student - 25%

Continuing - 58%

Transfer - 13%

Returning -5%

Educational Goal 2015-2016

| Educational Goal | Fall 2015 | Spring 2016 |
|----------------------------------|------------------|--------------------|
| Plan to Transfer | 89% | 86.6 |
| Plan to earn an Associate Degree | 2% | 2 |
| Educational Development | 0.60% | 2 |
| Career Objective | 0.30% | 1.2 |
| Improve basic skills | 0 | 0.4 |

| | | |
|-------------------|-----|-----|
| Undecided | 5% | 5.5 |
| Four year student | 2.7 | 2.4 |

Educational Goal 2010-2011

Transfer - 84%

Associate Degree - 2.4%

Undecided - 4.4%

Four year student -4.7%

Educational Dev -2.1%

Educational Status 2015-2016

| Educational Status | Fall 2015 | Spring 2016 |
|------------------------------------|-----------|-------------|
| High School Graduate or Equivalent | 98.5 | 97.2 |
| Bachelor's Degree or Higher | 0.6 | 1.6 |
| Not a High School Graduate | 0.6 | 0.8 |
| Associate Degree | 0.3 | 0.4 |

Basics Skills Status 2015-2016

| Basic Skills | Fall 2015 | Spring 2016 |
|----------------------|-----------|-------------|
| Basic Skills Student | 35.4 | 34.4 |
| Not Basic Skills | 64.6 | 65.6 |

Part/Full-Time Status

| Full Time/Part Time | Fall 2015 | Spring 2016 |
|----------------------------|-----------|-------------|
| Full Time | 83.2 | 66.8 |
| Part Time | 17.8 | 33.2 |

For charts, please see attached file.

Instructional

2. Compare your student population with the college demographic. Are your students different from the college population?

Student & Instructional Services and Administrative Services

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

57% of the student athlete population is 19 years of age or younger compared to 30% of the student population. The difference can be attributed to the fact that student athletes can only compete for two years and most student athletes transferring to four-year schools after two to three years.

85% of our student athletes are California residents compared to 82% of the SMC student population. 13.5% of our student athletes are out-of-state students compared to 6.4% of the SMC Student population.

36.5% of our student athletes identify as Hispanic, 29.5% identify as African-American/Black, 17.7% identify as White and 5.3% identify as Asian/Pacific Islander 11% identify as other.

18% of our student athletes are First Time Students compared to 12% of the SMC student population. 64.3% are Continuing students compared to 65% of the SMC student population. 13.5% are Transfer students compared to 10.5% of the SMC student population. 4.4% of our student athletes are Returning students compared to 10.5% of the SMC student population.

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

35% of our students place in basic skills classes as compared to 24% of the SMC student population. This number has a definite impact on the graduation time frames and athletic eligibility for our student athletes. The NCAA gives students five years to complete four seasons of inter-collegiate sports. The clock starts once a student athlete enrolls in 12 units and competes in a inter-collegiate sports. Student athletes having to enroll in basic skills courses adds more time to meeting their academic requirements to transfer and impacts the athletes eligibility clock.

4. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

Since the Program Review in 2010, the number of female athletes competing in inter-collegiate athletics has grown to 31% from 28%.

The biggest change in our students' demographics since 2010-2011 has to do with ethnicity. Since 2010 -2011 our Hispanic student athletes was increased from 28 % to 36.5%. This increase may be due to adding men's soccer in 2012 and is also reflective in the overall student population.

The African American student athlete population has decreased from 39% to 29.5%. Currently we do not have an explanation for the decline, however, this number is consistent with the percentage of African American student athlete population from 2010-2015 which is 28.5%.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down,

answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Area/Discipline Information Pertains To

VAR PE: VARSITY INTERCOLLEGIATE SPORTS

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

N/A

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- how outcomes are assessed and how often
- how and when the program or discipline reviews the results and engages program/discipline faculty in the process

N/A

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

N/A

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

N/A

5. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

The athletic department Unit Outcomes are

1. Students' participation on an intercollegiate athletic team will demonstrate advanced sport specific skills, physical development and technical knowledge, as well as have the ability to apply the rules necessary for participation in their selected sport at a collegiate level of competition.
2. As a result of participation in or involvement with an intercollegiate athletic team, the student will gain an appreciation of the importance of balancing athletic and academic goals, the value of academic and athletic achievement, and team and individual success.
3. Students and coaches will understand the regulatory compliance standards which include NCAA, CCCAA, NAIA, and Title IX.

6. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

1. Students are required to attend a pre-season eligibility meeting and acknowledge their understanding of the CCCAA Bylaws prior to approval to participate in any athletic event.

2. To assess the student athletes' appreciation and importance of balancing athletic and academic goals, the value of academic and athletic achievement, and team and individual success, a pre and post self-efficacy survey will be administered.

3. Coaches are required to take and pass an annual CCCAA in-service exam which demonstrates their understanding and compliance to all rules set forth by the CCCAA.

All the outcomes are reviewed annually by the athletic administrators to ensure that the UO's are achieved.

7. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

Athletics uses data collected by the athletic counselors regarding student athlete counseling sessions. The department also looks at trends in enrollment, retention and student athlete participation numbers when scheduling for each semester.

Student interest surveys for students interested in participating in inter-collegiate athletics are used to inform our planning. Data is also collected to track retention, continuing eligibility of student athletes, and transfer rates to four-year universities.

D1. Objectives (Looking Back)

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

1.

This year the department will focus on the development of the student athlete academic success program. The student athlete success program provides academic support services such as tutoring, academic counseling and study hall.

In Progress
Comments: NA

2.

Automation of athletic eligibility process

In Progress
Comments: NA

3.

NA

Eliminated
Comments: NA

4.

Athletic Administration will develop a student athlete success plan that will allow measurement and assessment of direct and indirect goals.

In Progress
Comments: NA

D1. Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

The Santa Monica College athletic program has undergone many changes within the last year. We have implemented an online tracking system for our athletic injuries and physical forms, and all coaches attended a mandatory Title IX training. The Athletic Director conducts monthly coaches corner meetings. Twenty student athletes participated in community outreach with John Adams

Middle School in the Brother to Brother program and Lunch Buddies program (explain) and every team's captains participated in training with the Peace Pros.

The SMC football program won the 2015 American Conference Bowl game and finished the American Pacific Division with a record of 11-0 to win the regular season championship. This was the team's fifth consecutive conference championship. Women's Track & Field athlete Amanda Yeager placed 7th in the State 400 Intermediate Hurdles. Women's tennis players won the 115th Ojai Tennis Tournament Team Title with Myra Jovic and Izabel Nadracheva. Both Men's and Women's soccer teams qualified and participated in playoffs for the 2015 season. The Men's Volleyball Team competed in the State Championships for the second consecutive season.

Santa Monica College Athletes strive for greatness. During the 2015-2016 school year 121 of our student athletes earned scholar athlete awards and 13 student athletes finished the fall semester with a 4.0 GPA.

During the 2015-2016 the Men's cross country competed in the state championships

Amanda Yeager competed in the Women's 400M hurdles state championship.

Zen Rhen Men's swimming set a WSC Conference record in the 200M Freestyle

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

During the 2009 six year program review the following recommendations were made.

- 1. Implement strategies to ensure that recently identified violations cannot recur:** Currently each coach signs the athletic eligibility Form 3 at the beginning of the season and at the conclusion of the season to ensure that only eligible student athletes have completed.
- 2. Clarify and document the numbers and percentages of student athletes who transfer and or graduate and include evidence of goal achievement for the student athletes:** We track student athlete progress through CalPass and institutional research data.
- 3. Develop a long-range facilities plan that reflects the reality of needing to use and/or sharing non-college facilities.** The athletic administration has partnered with the city of Santa Monica FCSA to plan use and development of non-college athletic facilities.
- 4. Develop a recruitment plan to increase the number of local high school athletes coming to SMC:** Athletic administration developed a recruiting log and plan that all coaches are required to submit monthly recruiting logs.
- 5. Respond to all of the violations mentioned in the self-study, not only the recent self-reported violations but also those noted as being violations of Title IX guidelines, and include responses to address the violations in the next program review.** The following violations occurred over the previous 6 years, participation by an ineligible student athlete: coach suspended for 5 games, contiguous district recruiting violation: coach suspended for 8 games, advertisement of open gym: coach suspended for 2 games, participation of illegal student athlete after coach was informed of student athletes ineligibility: coach removed from coaching position, failure to submit soccer competition stats: coach suspended. Administrative processes have been implemented to prevent future violations.
- 6. Ensure SMC is in compliance with all governing bodies rules/ requirements and include reports from these bodies in future self-studies.** During the past 6 years there has been four Athletic Directors which has prevented the administration from making changes to rules and requirements. The last self-study was conducted in 2009. See attached program review/self0evaluation report 2009.
- 7. Use either full-year or team-specific longitudinal data for evaluation and decision making.** Each year data is gathered from institutional research to assist with evaluations and decision making. This data is used to determine compliance with Title IX participation to determine if there is a need to add additional sports team for the under-represented student population. The data is also used to determine if the goals of the athletic department are being met for matriculation, retention and academic success.
- 8. Develop and prioritize a realistic staffing plan to support athletics.** The staffing plan has been identified and included in future planning.

9. **Ensure all athletics staff complete training in the development, implementation, and assessment of program SLOs (in addition to the course SLOs that coaches must address).** All head coaches are adjunct instructors for the kinesiology department. In conjunction with Kinesiology Department coaches are trained in the development and assessment of program SLOs. These SLOs are kept in Curricunet.
10. **Ensure the balance between athletic and academic achievement is maintained.** The philosophy of the athletic department is that athletes are students first. All coaches work with student athletes to ensure that the students are focusing on their academic success as well as their athletic success. Coaches conduct study hall, grade checks, and communicate with our athletic counselors to ensure all student athletes have a comprehensive educational plan on file.
11. **Ensure that monitoring of student units (required for maintaining eligibility) and following the Student Educational Plan (SEP) are included in the assessment cycle.** Weekly grade checks are provided to Athletic Administration and all coaches to ensure student athlete eligibility.
12. **Develop strategies for measuring and assessing the direct and indirect goals identified by the program as desired outcomes.** Athletic Administration is currently developing a student athlete success plan that will allow measurement and assessment of direct and indirect goals. The goal is to complete this plan by December 2017.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

Prior to a student athlete competing in an inter collegiate sport, the student must be approved by the conference commissioner. This is a requirement of the California Community College Athletics Association (CCCAA).

To ensure compliance with athletic eligibility a process was implemented that requires coaches to sign off on Form 3 team rosters prior to submission to the Western State Conference Commissioner for approval to compete. This process ensures that only cleared student athletes compete in intercollegiate sports.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

N/A

5. Describe departmental efforts to improve the teaching and learning environment.

The athletic director conducts monthly meetings with coaching staff to keep them abreast of what is going on within the district and the CCCAAA. Individual meeting are also held to discuss individual inter-collegiate programs.

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

N/A

D2. Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

As part of the continuous improvements of the program, one of the next steps will be to continue the development an automated online system that will help increase compliance with the CCCAA eligibility process. Santa Monica College Athletics Department is committed to academic progress and success of all student-athletes and embraces the standards set forth by the CCCAA. We prioritize academic excellence, graduation and preparation for future learning and career opportunities.

D2. Objectives (Moving Forward)

Objective #1

Objective:

This year the department will focus on the development of the student athlete academic success program. The student athlete success program provides academic support services such as tutoring, academic counseling and study hall.

Area/ Discipline/ Function Responsible: VAR PE: VARSITY INTERCOLLEGIATE SPORTS

Assessment Data and Other Observations:

SLO Assessment Data

External Factors:

Timeline and activities to accomplish the objective: December 2017

Describe how objective will be assessed/measured: NA

Comments: NA

Objective #2

Objective:

Automation of athletic eligibility process

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors

Compliance violations, strategy

Timeline and activities to accomplish the objective: NA

Describe how objective will be assessed/measured: NA

Comments: NA

Objective #3

Objective:

Athletic Administration will develop a student athlete success plan that will allow measurement and assessment of direct and indirect goals.

Area/ Discipline/ Function Responsible: VAR PE: VARSITY INTERCOLLEGIATE SPORTS

Assessment Data and Other Observations:

UO Assessment Data

External Factors:

Program Review Recommendation for Institutional Support

Timeline and activities to accomplish the objective: December 2017

Describe how objective will be assessed/measured: NA

Comments: NA

E. Curriculum Review

To comply with accreditation standards, programs are required to update their curriculum outlines of record (CORs) every six years. Be sure to submit your updated outlines to the Academic Senate Joint Curriculum Committee in time for them to be reviewed prior to or at the Curriculum Committee's last scheduled meeting of the year (check the committee's submittal deadlines at ([click here for dates and deadlines](#)). The Program Review annual report will note whether course outlines are up to date.

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- **The process by which department members participate in the review and revision of curriculum.**
- **How program goals and SLOS are integrated into course design and curriculum planning.**
- **The relationship of program courses to other college programs (cross-listing, overlapping content)**
- **The rationale for any changes to pre-requisites, co-requisites and advisories.**
- **How the department ensures course syllabi are aligned with the course outline of record.**

The responsibility for curriculum development and maintenance is the responsibility the full-time faculty. As the need has arisen, some part-time faculty have begun work to create multiple levels of courses in their areas. These courses were created to meet some specific needs that have come up. There continues to be a need for multiple levels of sports and activity classes due to the 'no repeatability" rule.

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Reggie Ellis: Athletic Director

- GAB Meetings and Athletic Awards Ceremony
- Facility and Event Management
- DPAC Facility Planning
- Title IX Deputy
- Male Diversity Network
- Chair of the Athletic Hall of Fame Committee

Jaelyn Johnson: Assistant Athletic Director

- Title IX Deputy
- Santa Monica Field Sports Advisory Meeting
- Facility and Event Management
- Assistant Chair of the Athletic Hall of Fame Committee

Lydia Strong: Head Women's Basketball Coach

- Academic Senate faculty representative

Tim Pierce

- Faculty Association representative

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Reggie Ellis: Participates with Brother to Brother and Lunch Buddies programs at JAMS school.

Larry Silva: With his track and field coaching staff Coach Silva works with three local high schools that do not have a track facility. They assist the schools with reserving our track and monitoring the team while on our track three days a week. The coaches volunteer their time to supervise the high school practices and provide them with training equipment and technical support.

William Laslett: Attends the American Football Coaches Conference annually; speaks at and attends coaching clinics annually; visits 4-year college football programs to study with different coaches; also maintains currency in his field by reading numerous coaching periodicals; has published several articles on coaching football.

Richard Goldenson: Teaches tennis for the City of Santa Monica, Director of youth tennis camps; has served as the WSC Tournament Director since 2009 and has been the Vice President of the California Community College Tennis Coaches Association since 2009.

Eric Barron: Served on the Athletics Gender Equity committee; volunteers as the Head Coach and President of Track Club LA, a community track club (>100 hours/year); Vice President of Southern California Association of USA Track & Field (>50 hours/year); Alternate Chair of UCLA Student Conduct Committee (20 hours/year); attends the USATF annual meeting and attends coaching clinics.

Instructional

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

Student & Instructional Services

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

In our department, part-time faculty make up the majority of the teachers. We have 1 full-time head coach and 14 part-time head coaches. In addition we have 35 assistant coaches and of this number 21 are non-teaching assistant coaches.

Monthly coaches meetings are held during alternating days and times to accommodate the diverse work schedule of part-time coaches. Though the process of finding adequate times to fit a multitude of schedules is often times daunting, it allows for a very wide array of viewpoints during our meetings.

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The California Community College Athletic Association requires that each team submit game stats within 48 hours after their games. Currently this responsibility is being handled by the coaching staff for each individual team. Most community colleges in the state have a dedicated sports information director that records real-time statistical information and reports this information to the CCCAA at the conclusion of each game. The sports information director also writes stories and game summaries to promote the SMC athletic programs.

There are a few major issues that impact our department's effectiveness. As discussed throughout this report. The lack of full-time faculty and permanent support staff, are tremendous problems. We currently have 13 adjunct faculty head coaches and 15 assistant coaches teaching classes. All teaching members of the coaching staff are a part of the 66 members of the kinesiology staff teaching over 90 courses.

Fourteen of the fifteen coaches are part-time and work other jobs. This limits their on campus time and the ability to attend staff meetings, attend off campus training, and interact with student athletes or participate on campus committees.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The athletic department is in need of the following items

- Cart for the athletic trainers
- Cart for the athletic equipment staff
- New sound equipment for the gymnasium
- Scoreboard for the football field.

With regards to additional capital resources, the major needs for our facilities include resurfacing the track and replacing the stadium score board. The turf on the field was just replaced and looks terrific, but the track is in desperate need of replacement or resurfacing. The track is used for many college events including graduation, 4th of July celebrations, football games, soccer games, and track and field events, Santa Monica High School, Archer and St. Monica's High School are a few high schools that rent our facilities for their athletic events. It is frequently rented out to outside user groups as well. For a small amount of money, our stadium could really shine. We are requesting that the college budget money for this project.

The Pavilion is used for many sporting events, graduation, awards ceremonies by many college groups, and for faculty development days. The paint on the walls is peeling and the ceiling is leaking in many different areas that caused the athletic department to cancel a sporting event this year. Besides new paint, the floor will need replacement within the next 5 years as the floor has never been replaced since the building was erected. The last few times the floor was repainted we were told it couldn't be done man many more times because the wood is becoming too thin and weak.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The athletic department needs a Sports Information Director or sports statistician and training on statistical software. The CCCAA requires that Conference member schools will provide personnel to perform the following tasks in support of hosting a conference contest: collection of statistics during the entire contest, distributing statistics to both the visitor and the home team at half-time, distributing the statistics to both the visitor and the home team at the conclusion of the contest, uploading the complete game statistics

to the CCCAA approved site.

In addition and results with complete and accurate individual statistics must be posted in accordance with sport specific guidelines, but not later than two (2) working days after the completion of the contest or tournament.

4. List all current positions assigned to the program.

- Athletic Director
- Assistant Athletic Director
- Administrative Assistant
- Athletic Trainer: 1 full time and 1 part time
- Athletic Equipment Specialists: 2 part time employees
- Academic Counselors: 2 part time employees
- 13 Head Coaches 4 Coaches currently are the head coach for multiple teams
- 35 Assistant Coaches

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Santa Monica College is known for its academic transfer rates to both the UC and State University systems. The goal of the athletic program is to build the same reputation within our athletic department for student athlete academic success. We use the student interest surveys to identify and monitor trends in athletic participation interest.

An increase in the number of students desiring to participate in intercollegiate athletics could impact the number of students who participate in intercollegiate athletics.

We would like to see the department grow by hiring full-time coaches. This enables the department to increase our involvement with student athlete and campus life. With the majority of the coaching staff being part-time this directly impacts professional development as their full-time jobs limit their ability to attend off campus trainings.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

With regards to additional capital resources, the major needs for our facilities include painting and refurbishing the Pavilion and the track. The turf on the field was just replaced two years ago and the lines on the track were redone this year. However, the track surface is hard and needs to be replaced. The cost to resurface the track surface is between \$200,000 and \$300,000. The track is used for many college events including graduation, 4th of July celebrations, football and soccer games, track and field events, as well as by Santa Monica High School and St. Monica's High School. It is frequently rented to outside groups as well.

The Pavilion is used for many sporting events, graduation, awards ceremonies by many college groups, and for faculty development days. The paint on the walls is peeling, the acoustical tiles need replacing and the skylights are filthy and in need of repair. Besides new paint, the floor will need to be stripped and varnished.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be

needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We have several part-time faculty members that teach and serve as assistant coaches. Our assistant coaches take up a large percentage of our course offerings. Adjunct faculty will teach 82% of our courses. Because SMC's coaching stipends are much lower than other colleges, offering these part-time assistant coaches a class to teach has been a way to supplement their coaching stipend. L.A. Pierce College pays its assistant basketball coach \$13,000, compared to our \$4,900. Giving the assistants a class or two, helps to make coaching at our college more enticing and practical. Our coaches need better stipends or the department needs more sections to offer the assistant coaches courses to offset the stipends.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Currently the athletic department consists of 2 part-time counselors. Due to the demand on and the number of student athletes requiring counseling services there is an immediate need for a full-time athletic counselor. In addition our athletic training staff consist of one full-time and one part-time athletic trainer. Based on the size of our athletic program and the requirements of the CCCAA 2 full-time athletic trainers would be beneficial to the athletic program.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

The following actions have been identified as a result of ongoing athletic self-study:

Develop an Academic Improvement Plan for student athletes that become academically ineligible to participate in athletics.

Develop Title IX Sexual Harassment training program for coaches and student athletes to ensure compliance with Title IX legislation.

Explore opportunities to add emerging sports to our intercollegiate programs that expand athletic participation opportunities for the under-represented student population. A request to add Women's Beach Volleyball for the 2018 season will be submitted the President/Superintendent and the CCCAA.

Athletic administrators will collaborate with coaches to develop academic monitoring systems to assist student athletes with academic success.

6. Please use this field to share any information the program feels is not covered under any other questions.

Since the last program review in 2009 there has been a continuous turn over in athletic administration. During the period of 2009-2015 there have been four athletic directors. From 2015 to the present there has been two interim athletic director and two interim assistant athletic director overseeing athletics. The lack of consistent administration impacts the delivery of services to our student athletes and coaching staff and our ability to move the program forward.

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

Each year Athletics completes an annual program review that identifies program goals and objectives for the upcoming year. As mentioned earlier, there has been a continuous turn over in athletic administration. This has resulted in the athletic program not being able to achieve identified goals and objectives, develop a successful program and delivery of services to our student athletes and coaching staff.

Completing this Six Year Program review provided an insight into the athletic program that will allow the current administration with the history and knowledge to develop a successful program and enhance the delivery of services to our student athletes and coaching staff.

Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

| | |
|--------------------------------------------------|--|
| Program Evaluation | |
| Commendations | |
| Recommendations for Program Strengthening | |
| Recommendations for Institutional Support | |
| Attached File Upload | |
| Attached Files | |
| Program Review.09-10.Athletics.doc | |