



Annual Program Review 2012-2013 STUDENT SERVICES PROGRAMS

Athletics Administration

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Office by the Dean or Manager.

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1.0. Trend Analysis

Please provide For each program, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

SERVICE / FUNCTION	Academic Year	Service Contacts	Other
Academic Eligibility Certification & Compliance	2011-2012	362	Contacts indicate individual student athlete certifications

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008	.50	.10	.50		
2008-2009	.50	.10	.50		
2009-2010	.50	.10	.50		
2010-2011	.50	.10	.50		
2011-2012	.50	.10	.50		

1.1. Describe how these trends have affected student achievement, student learning, or program improvements:

The total number of student athletes on our 16 intercollegiate teams has fluctuated over the past four years, but there is no evidence that this has affected student achievement/learning. However, the increase in the number of student athletes in conjunction with more stringent eligibility standards instituted by the CCCAA as well as transfer eligibility requirements adopted by the NCAA has made the eligibility certification process more complicated.

- 1.2. Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

The service contacts listed only indicate the total number of athletes certified through the eligibility process. These do not include the actual contacts our eligibility specialist makes with coaches and student athletes during the course of an athlete's individual certification from start to finish. Athletic eligibility certification is a very labor intensive process governed by detailed regulations and multiple evaluation steps. More detailed tracking of staff contacts with students/coaches needed to complete individual certifications will enable us to accurately gauge staffing needs.

2.0. Student Learning Outcomes and Program Level Outcomes

Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2010-2011	2	2	2
2011-2012	2	2	2
% Change	0	0	0
Trend	N/A	N/A	N/A

- 2.1. Please comment on the percentages above.

N/A

- 2.2. Using the results from your areas recent assessment reports, please summarize any program or other changes/improvements that have been made as a result of your assessments.

During 2011-2012, 94% of second-year student athletes and 100% of first-year student athletes maintained all of their academic eligibility requirements. Additionally, 99% of second-year athletes completed an SEP (required by the CCCAA prior to second year of competition) while 80% of first-year athletes completed an SEP (not required by the CCCAA during the first year of competition). These positive results directly reflect our targeted student learning outcomes indicating that our academic counseling services and eligibility advising/orientation for athletes are having the desired effect.

- 2.3 What recent activities, **dialogues**, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply

X	Changes/revisions to department processes
X	Increased or improved SLO/PLOs
	Other dialog focused on improvements in student learning
	Documented improvements in student learning
	New degree or certificate development

	Best Practices Workshops Discussions regarding best practices or improved processes
X	Conference Attendance geared towards maintaining or improving student success
	Attendance at Staff Development activity geared towards maintaining or improving student learning
	Department Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

Faculty and staff attended Western State Conference meetings and CCCAA-sponsored conferences and workshops to stay current with eligibility requirements, both for CCCAA and NCAA competition. Clerical staff assignments were adjusted and increased in order to shift staffing to peak eligibility periods prior to the fall and spring seasons.

3.0. Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program.

Strengths

List the current strengths of your program

1. Athletics Eligibility Specialist with thorough knowledge of CCCAA eligibility standards.
2. Athletics Counselor who works proactively with coaches and student athletes on academic planning.
3. Director of Athletics who provides hands-on oversight of coaches.

3.2 Weaknesses

List the current weaknesses of your program

1. Part-time staffing: The athletic eligibility specialist, athletic counselor, and athletic director are part-time assignments that are either a percentage of an existing full-time workload, or release time/extra pay duties for faculty. Our recent reorganization of the athletic director structure to include one athletic director and two assistant athletic directors has helped improve oversight, but we still lack the advantages that come with having full-time staff for athletic administration.

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
With new requirements under the Student Success Act relating to priority registration, we will need to modify the matriculation process for first-year student athletes to ensure they are eligible to participate in priority registration.	Institute an early matriculation program for incoming/prospective student athletes.	EMP 1.2.2, 1.2.3

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