

Instructional Program/Discipline Review
Athletics
2007-2008

COVER PAGE

Program/Discipline: Ohlone College Athletics

TOPS Code: Family of PE 0835

Preparer: Donna Runyon, John Peterson, Tom Kunis, Gene Kendall
Type/Print

Preparer: _____
Signature *Date*

Review & Dissemination Team: Dr. Kenn Waters (Athletic Counselor), Sandra Bennett (EOPS/CARE coordinator), Paul Moore (Retired AD)
Type/Print

Review & Dissemination Team: _____
Signature *Date*

Comments:

Division Dean: Chris Warden
Type/Print

Division Dean: _____
Signature *Date*

Comments:

Vice President: Dr. Jim Wright
Type/Print

Vice President: _____
Signature *Date*

Comments:

Received in VP of Instruction Office: _____
Executive Assistant *Date*

PROGRAM REVIEW

FROM

OHLONE ATHLETICS

2007-2008



1. Program Description and Scope

The Ohlone College Athletic Department was founded in 1967. Initially the sports offered were football, baseball, men's basketball, women's field hockey, men's soccer and track and field. There were a total of 6 full time instructors in the department at its inception. The main campus had not been built in 1967, and all the teams used local parks, rec centers, middle schools and high schools to hold practices and competitions. Students were required to take themselves back and forth to practices and competitions and coach's cars typically served as storage facilities for equipment. The 1973-74 school year marked the opening of the current Fremont campus. Athletic facilities were included in the construction; a gymnasium, Olympic sized swimming pool, tennis courts, soccer field, baseball and softball diamonds, a weight room, locker rooms, training room, equipment room and storage space. It was also during this school year that track and field was dropped and added were wrestling, women's basketball and volleyball, swimming and water polo.

The athletic department, since 1973, has seen several changes. Among the sports once offered, but no longer a part of the instructional program on this day, include the following: football, wrestling, track and field, field hockey. Our current list of sport offerings includes: men's and women's basketball, softball, baseball, women's volleyball, men's and women's tennis, men's and women's water polo, men's and women's soccer and men's and women's swimming/diving. We currently have fulltime instructors coaching the men's basketball, baseball, softball and swimming/water polo teams. The remainder of the sports are coached by part time instructors. We also employ a full time athletic trainer. We compete in the Coast Conference and have several teams that are perennially in the top of the state rankings and qualify for the state playoffs.

The athletic program at Ohlone College serves a very special need...we take athletes and turn them into student-athletes. We are an insulated group, coaches and athletes, and this allows us to closely manage and monitor academic progress. The vast majority of our students leave Ohlone prepared to handle the rigors of competitive athletics and academics at the 4 year level.

The athletic program also serves as an avenue to entrance and hopefully scholarship dollars at the 4 year level. Over 85% of our student-athletes matriculate to the university level with the vast majority receiving some sort of athletic or academic stipend.

The program addresses the current needs of community involvement through participation opportunities (for athletes and for local youth groups), offers fitness based activities, offers opportunity for campus involvement as spectator sports as a source of pride and accomplishment. The application of current technologies is limited to the use of computer based video edits for preparation and instructional needs and also for the recruitment needs of our student athletes.

The college has a profound impact on athletics through the support and guidance of its faculty and staff. Faculty and staff have demonstrated a willingness to help foster and stimulate academic progress towards a degree and understand that coaches have an impact on the outcome of the student-athlete's academic future. Additionally, the support the college provides through budget allocations and fundraising endeavors ensure the success of the individual sports.

The programs impact on the college is profound. Along with the success of the athletic program comes increased full time enrollments (FTES), particularly in relation to minority students. The success also impacts the visibility and name recognition of the college through positive media reports and internet blogs.

Each of the sports at Ohlone have outreach programs designed to attract both youth and adults, through sports camps, coaching clinics, adult drop in events and high school tournaments. Additionally, active recruiting through high schools programs in our contiguous district brings positive attention to our programs. The community impacts our program through its willingness to attend sporting events and assist us in our fundraising endeavors.

2. Relationship to Ohlone College Mission and Goals

Ohlone College geographically resides in Northern California's where one would discover quickly that they are amongst one of the most culturally diverse communities in the nation. The students, staff and faculty population that Ohlone College serves and employs is testimony to this diversity. Diversity and ensuing cultural influences abound as you travel through the local area whereby industrial, commercial, and residential communities interact, assimilate, and accommodate a varietal smorgasbord of people interacting and moving about their daily lives. This especially becomes apparent on campus as evidence that Ohlone does indeed serve a community rich in the elements of the aforementioned.

The Ohlone Mission is clear, having its sights set with a focus toward personal enrichment where student learning successes are highly valued, supported, maintained and regularly assessed. Instruction of basic skills, career learning, economic development and advancement to a four year university experience is available for all who want to benefit.

Ohlone Athletics reflects this mission as each sport resembles a microcosm of its goals. The implementation of academic resources for its student-athletes in particular its cohort educational schemata, tutorial services, and the academic integrity of the Ohlone Coaching Staff's insistence of its student's academic success provide the backbone for its high caliber achievements within the department. The continuous learning model that the Athletics department adheres promotes an organizational structure that has shown it is adaptable, collegial, and supportive of a Learning College. Ohlone College staff and faculty serve to provide its student body with skilled intentions for developing Student Learning Outcomes (SLO's) whereby, upon successful completion of coursework the student will have acquired competency of appropriate knowledge and skills within the realm of physical education and/or athletic disciplines.

Proliferation of faculty and staff to positively effect and infuse a population of students by recognizing each student as an effective team member provides the foundation for learning. Establishing a collaborative working environment with aspirations of team members to work toward a common goal is the frame work from which desirable student learning outcomes can be introduced, developed, manifested and realized. SLO's such as: Recognizing the value and connection between preparation and the execution of work; Demonstrating leadership skills within a team-like environment; Enhancing traits pursuant to "self-discipline", "accountability", "dependability", "reliability", "self-discipline", and "time-management skills" as being core to proper values and of desirable character; Display interpersonal competence for positive interaction within and among a diverse community environment; Meet the challenge to respect the moments we have in victory or defeat with dignity; And finally, achieve an active working knowledge in the spirit of an attitude reflected in a personal lifestyle that displays and recognizes value for good health and wellness.

Sports and college athletics provide an additional incentive for learning objectives/outcomes inherent to the properties of physical activity and the element of competition. Sport education and Athletics specifically, provide a host of community entertainment outlets keeping theme within the Ohlone College higher education model and its mission. Through its various athletic programs, its functions, and their communal venues primarily used for competitive events, the community is privy to participation as spectator or participant. These avenues have a great

outreaching effect to the more competitive physically active lifestyle within the Ohlone College area jurisdiction. Provisions for these services/opportunities through venue expansions and upgrades to meet these growing needs and desires of community based characteristics will be important factors for institutional growth within Ohlone College.

Promoting and maintaining an accessible, clean, safe, and healthy college environment through continuous engagement of the student-athletes and its coaches, athletic staff members, building and grounds personnel, and other related support staff provide a cohesive partnership serves to inspire a motivational force for one to sustain the idea “to be the best one can be”. This idea is the fabric of which the Ohlone College mission is sewn and the intent for which its instructional mission aspires. The physical education department and its athletic departments and its resources provides a vehicle for which this symbiotic relationship of institutional programs and its local community can be seeded and allowed to germinate into a flourishing educational establishment.

The Ohlone community at large has been supportive in its attempts to fulfill the aspirations of the Ohlone College Community as evidenced by its generous giving. The Fremont Campus Smith Center, Hyman Hall, current construction of the new Student Support Services building along with the newly constructed Newark campus just North of the Fremont campus exemplify the intentions to meet the expanding needs of its diverse population of students. The generosity from that of private as well as state and local government provisions, donations and related support have generated excitement for movement within Ohlone College’s visionary plan in meeting the future demands that this community anticipates and requires for the immediate future and beyond.

3. Program Student Learning Outcomes

After a Student-Athlete completes this program, they will be able to:

1. Engage and interact in team membership.
2. Value the connection between preparation for and execution of work.
3. Realize the value of effective leadership skills.
4. Exhibit how accountability, commitment, and sacrifice relate to the pursuit of personal and/or team goals.
5. Promote physical health and wellness.
6. Handle adversity and discouragement as well as success with dignity.
7. Demonstrate an acceptance and appreciation for diversity of a team.

As coaches and administrators we have identified these as the desired results of participation in collegiate athletics. These outcomes are subject to change as this is the first instructional program review for Athletics.

The Student-Athlete learning outcomes will be measured / documented by: Exit interviews with coaching staff at the end of each season of participation, review of educational plans / graduation agreements with academic counselor and year end survey responses. Data to be collected will include, but not be limited to, progress towards degree, retention rates, team success as related to total work output, realization of individual and team related goals, matriculation rates to 4 year institution.

4. Assessment of Student Success in Reaching Program Outcomes

Assessment of success rates of our student athletes, as mentioned above, is to be measured through an exit interview survey administered by the coaches and review of educational plans. Unfortunately, at this time that data as it pertains to the year end exit interview survey is unavailable. We suggest alternate data analysis in terms of reaching program outcomes. This would include, but not be limited to: student athlete retention rates from freshman to sophomore years; percentage of student athletes who have earned their AA degree, percentage of student athletes who are eligible for competition at the 4 year level upon completion of their Ohlone careers; team success at it relates to wins/losses, rankings, post season appearances, honors; percentage of former Ohlone athletes that have graduated with a BA/BS.

5. Assessment of Program Through Review of the Teaching Learning Process.

Teaching strategies in our department are, and will continue to be, measured several different ways. These include faculty peer evaluations, student evaluations, and assessment of teaching techniques by our dean. Additionally, as coaches we share a common bond and similar issues with the student-athletes we coach. As such, we are sharing our own motivational, strategical, and instructional strategies with each other. E.g. "Here is my issue, how would you deal with it if it was your team?" These learning sessions take place in department meetings, one on one sessions, social occasions and through observations of each other's games/practices. Often times we encourage the critique of our peers and invite them to observe us in our own unique environments.

Unfortunately, our department is sorely in need of facility upgrades. These would include, but are not limited to, the following:

- All weather turf fields for soccer, softball and baseball
- Team rooms for all athletic teams
- Increase of fleet to meet our transportation needs. Currently, when multiple teams travel to away events, our current number of 3 10 passenger vans and 22 passenger bus is not sufficient to carry all teams. This request would include a 24 passenger bus.
- a student athlete success center, to be located in a vacated spot in building 1, where we could hold tutorial and study sessions with our athletes. Center should include space for meeting rooms and small study groups, and be equipped with computers and printers and additional multimedia to enhance the learning process.
- Film room for athletic teams, including up to date video editing equipment that all teams have access to, and space to sit and watch training film with your team. Ideally would be in building 1, near or in conjunction with the student athlete success center. Video editing system would give faculty an additional teaching tool, as well as a way to market our student athletes to 4 year institutions.

6. Assessment of Program Improvement Since Previous Program Review

As this is the first official program review utilizing these new guidelines approved by the faculty senate back in 2004, there are no other previous reviews to assimilate too. With this being the first go around, the department is looking forward to the results of the surveys that will become an annual process implemented by the coaches throughout both academic years as well as season of sport. As mentioned above, those survey's will be constructed over the Fall 2008 semester and implemented over the Spring 2009 term.

By the next program review, there will be another substantial change as it relates to curriculum at the course level. The department will be working through the 6-year course review process, therefore all course Student Learning Outcomes will be updated and will represent what is current both locally and statewide.

7. Describe Review and Dissemination Team Involvement

The Review and Dissemination (R&D) team includes:

Departmental Faculty

- Donna Runyon – Full-time faculty / head softball coach
- John Peterson – Full-time faculty / head men's basketball coach
- Gene Kendall – Full-time faculty / head men's water polo coach and swim coach
- Tom Kunis – Full-time faculty / head baseball coach (since left effective fall 2008)
- Chris Warden – Athletic Director, Interim

Out of department members

- Kenn Waters – Full-time faculty / athletic counselor (Counseling)
- Sandra Bennett - Coordinator of EOPS/CARE program
- Paul Moore – Former full-time faculty and athletic director.

All members of the R&D team have been involved at same level as it relates to the information and coordination of this program review. Primarily, the departmental faculty have been the lead people responsible for the construction of the review. All other members have either directly given feedback or indirectly given suggestions as to what should be addressed in the review.

Instructional Basic Program/Discipline Review Data
2007-08

Athletics															
	Data Source	2004-05				2005-06				2006-07					
		Summer	Fall	Spring	Annual	Summer	Fall	Spring	Annual	Summer	Fall	Spring	Annual		
Enrollment Data:															
Courses Offered	Datatel	NA	7	4	11	NA	7	4	11	NA	9	6	15		
Sections Offered	Datatel	NA	7	4	11	NA	7	4	11	NA	9	7	16		
Enrollments (duplic., credit only)	XWFR	NA	119	79	198	NA	111	73	184	NA	175	112	287		
FTES (credit only)	Data Mart	NA	40	26	66	NA	37	24	61	NA	50	29	79		
Full Time Faculty ¹	Instr. Office														
FTEF - Full Time ²	Datatel	NA	1.3	1.5		NA	1.3	1.5		NA	1.3	1.8			
FTEF - Adjunct	Datatel	NA	1.8	0.4		NA	1.8	0.4		NA	1.8	0.4			
WSCH/FTEF (credit only)	XWFR	NA	436	579		NA	407	535		NA	523	431			
Student Success Data:															
Percent Retention ³	Data Mart	NA	82%	85%		NA	82%	85%		NA	93%	96%			
Percent Success ⁴	Data Mart	NA	75%	80%		NA	74%	81%		NA	91%	96%			
Degrees Awarded	Data Mart					NA					NA				
Certificates of Achievement ⁵	Data Mart					NA					NA				
Certificates of Completion ⁶	Data Mart					NA					NA				

Notes:

1. Full Time Faculty = the number of filled positions whose primary assignment is in this department (includes temporary full time faculty)
2. "FTEF - Full Time" includes overload assignments and fulltime faculty from other departments teaching in this discipline
3. Retention = Percent of students from census who remain through end of term
4. Success = Percent of students from census who remain through end of term and receive grade of A, B, C, or Credit

5. Certificates of Achievement: 18 units or more listed on Chancellor's Office Program Inventory