Ohlone College
Program Review Report

• Program Description and Scope:
  1. Program Review Title: Athletics
  3. Review Type: Instructional Disciplines
  4. Program/Departments: Athletics (69600)
  5. Authority Code: 49-Director, Athletics and Exercise Science
  6. External Regulations: Yes _ No X
  7. Provide a brief narrative that describes the instructional program/discipline.

The Ohlone College Athletic Department was founded in 1967, which included 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 it’s inception. The main campus had not been built in 1967, and all the teams used local parks, recreational centers, middle and high schools schools to hold practices and competitions. The 1973-74 school year marked the opening of the current Fremont campus. Athletic facilities were included in the construction; a gymnasium, football stadium, olympic sized outdoor 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, women's volleyball, men's and women's swimming and men's water polo. Currently, there are a total of 11 sports offered. The Fall sports include Soccer (M/W), Volleyball (W), and Water Polo (M/W). Winter sports include Basketball (M/W) and Spring sports include Baseball (M), Softball (W), and Swimming/diving (M/W).

Athletics as an academic program which serves roughly 200 student athletes annually. This program does not conclude with a degree or certificate, but in lieu of that we help our student athletes understand the importance of life-long physical fitness, the importance of finishing with a degree or certificate in their area of study and the importance of workforce ready soft skills, such as team work, listening skills, punctuality, and time management.

8. Describe how the program specifically serves students, faculty and staff.

The athletic program at Ohlone College serves a very special need...we accept athletes and transition 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 program not only facilitates program completion, but it also allows all students to acquire those job ready soft skills, which can be carried over to the university level or the job market.

9. Describe how the program addresses current needs and applies current
technologies.

As seen in the attachment referring to the local high school athletic numbers, we have a very important connection within our local area to offer continued athletic opportunities for those new students seeking both academic and athletic growth.

The use of technology hasn't changed the pedagogy on or off the playing area, but the advancement in video capturing and skill analysis has greatly improved the coaches ability to breakdown flaws in technique. Also, this feedback is very important for the student athlete to view in order to employ self improvement strategies.

10. Discuss the impact of the program on the college and/or other programs.

The major impacts on the college as it relates to the Athletics program are unique. First, in order to be an active student athlete, students must be recognized as a full time student. With that, this single academic program generates over 100 FTES per semester. Secondly, the student population has a primary focus on obtaining a terminal degree from the college, which means of those 100 full time students, the department on average shows a completion rate above 85%, which is seen throughout the district credit programs. Finally, as seen from data gathered from CalPass (attached), the student athletic population has retention, success, and transfer rates that are above the non-athletic student counterpart, which only continues to assist the college in meeting the mission and vision established by the District Board.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The program addresses the current needs of community involvement through participation opportunities (for athletes and for local youth groups through camps and clinics), offers fitness based activities, offers opportunity for campus involvement as spectator sports (including hosting tournaments) as a source of pride and accomplishment. Additionally the 28th annual golf tournament hosted by the Athletic department not only raises community awareness but serves as a major department fundraiser. The money raised helps to offset costs of travel, meals, lodging and post season play.

Each of the sports at Ohlone have outreach programs designed to attract both youth and adults, through sports camps, coaching clinics, 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.

- **College Mission**
  1. **Mission Statement**
The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. Vision Statement
Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. Core Values, Goals & Objectives:

College Core Values
- We provide life-long learning opportunities for students, college personnel and the community.
- We open access to higher education and actively reach out to under-served populations.
- We promote diversity and inclusiveness.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect and integrity.
- We promote team work and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical and environmental resources.

College Goals/Objectives
1. Through innovative programs and services, improve student learning and achievement.
   1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
   2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
   3. By fall 2014, increase the success in basic skills courses to a rate at or above the statewide average.
   4. By fall 2014, increase the improvement rate in Basic Skills and ESL courses to a rate at or above the statewide average.
   5. By spring 2013, increase to 600 the number of students transferring to UC and CSU.
   6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
   7. By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.
   8. By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment.
   9. By 2011, achieve 100% competition of professional development in online instructional methods and online course management for faculty who teach fully online or hybrid courses.
   11. By 2012, implement systems that enable all students to declare an
academic goal and are provided with an electronic degree audit which informs progress towards that goal.

4. **Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.**
   1. Annually sustain the fiscal health of the district.
   2. By 2015, increase non-apportionment income by $2.5M from baseline level.
   3. By 2011, create organizational structures and procedures to continually improve efficiency and effectiveness of services to students through technology.

7. **Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.**
   1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.
   2. Annually increase retention and success rates of under-served demographic groups.
   3. By 2015, increase the percentage of under-represented groups among faculty and staff to approximate the demographic percentages of the district population.

4. **Briefly describe how the program supports the college mission, vision selected college values.**

The athletics program meets the current college mission and vision statements and core values by providing opportunities for 4 year transfer, development of basic skills and soft skills (academic and athletic) and personal enrichment through team and individual competition in a variety of sports.

Athletics as a rule of thumb embraces the aspects of trust, teamwork, respect for the game and one's teammates, open and constant communication, risk taking and the pursuit of excellence. Each program reaches out to under served populations and provides an opportunity to compete and work towards a degree.

5. **Briefly describe how the program supports selected college goals.**

    **Goal 1:** *Through innovative programs and services, improve student learning and achievement.*

The athletics learning community aids in the development of decision making skills, critical thinking skills, leadership skills, appreciating and understanding the value of team work, lifelong health and fitness. All student athletes must have an student education plan (SEP) on file or they are ineligible to compete.

    **Goal 4:** *Use human, fiscal, technological, and physical resources*
responsibly, effectively, and efficiently to maximize student learning and achievement.

Athletic programs have unique, and at times, challenging learning spaces, whether that is a gymnasium, field, classroom, or swimming pool. Faculty and staff are forced to be creative in the use of technology and physical resources to create effective and efficient learning environments.

Goal 7: Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Athletic program regularly and actively recruit potential student athletes, through school visits, attending high school competitions, visiting prospective student athlete's homes and having students and their families visit campus and meet with various staff members. This population represents a cross section of diversity within our district. Included in the recruitment is an introduction to our campus resources (financial aid, counseling, etc.)

6. Briefly describe how the program supports selected college objectives.

1.1 SLO Assessment is ongoing and varies from sport to sport.

1.2 Athletic department retention rates are above 95% for the past 3 years.

1.3, 1.4, 1.5, 7.2 Athletic department success rates are above 93% for the past 3 years, and many take ESL, basic skills and college level courses.

1.6, 1.10 Over 85% of student athletes who exhaust their eligibility at Ohlone move on to 4 year institutions, including CSU, UC, private and out of state.

1.7, 1.8 High number of student athletes receive associates degrees and/or certificates of achievement and accomplishment.

1.9 Student athletes are required by the state bylaws to be actively enrolled and attending a minimum of 12 units per semester if they are competing, 9 of which must be towards their individual education plan.

4.1, 4.3 Each program supplements their school sponsored budgets with fundraising events (See's Candy sales, hosting tournaments, youth camps, signage program, crab feed, etc.). Additionally, foreign students and out of state students have a portion, if not all, of their tuition payments go to the school directly.

4.6 Objective met through the use of video editing as a part of our learning techniques, team communication, promotion and recruitment of current and potential student-athletes (email, Internet, video clips, individual team web pages, social media web sites).
7.1 See Goal 7

7.3 Working to increase number of full and part time female and under represented head and assistant coaches.

- Program SLOs & Assessment

1. Program SLO -

Value the importance of and develop a regular regimen of physical activity and/or exercise.

a. Indicate program assessment strategies used.
   i. Department Testing

b. Describe the criteria and standards used to appraise student work.

Dialog reinforcing the value of physical health and wellness, including conditioning levels, nutrition, sleep patterns, recovery, injury prevention through weight and/or resistance training and accessing training room for injury rehabilitation.

c. Enter assessment results and analyze student success in achieving this program SLO.

Measurements on weight, conditioning and strength levels of individual participants (example attached). Injury and rehabilitation records from training room. After reviewing data coaching staff makes adjustments to fit their team needs and the needs of the individual.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Revisions dependant on the maintenance of the various playing facilities and safety factors involved, individual revisions based on nature of an individuals injury and/or strength and conditioning levels.

e. Future Action (Improvements)

2. Program SLO -

Develop sport specific skill sets in preparation for transfer or entry into professional and/or olympic sports.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Performance Assessment
   iii. Skills Assessment

b. Describe the criteria and standards used to appraise student work.

Based on the experience level of the coach/instructor, standards of mastery and excellence will be outlined during class sessions. Along with those standards are the criteria required to meet a mastery level. Statistical and video analysis will also be used.
c. Enter assessment results and analyze student success in achieving this 
program SLO.

See attached supporting documents

d. Describe revisions in curriculum or teaching strategies implemented to 
   promote student success.

Ongoing revisions

e. Future Action (Improvements)
   Describe changes you will make to promote improved student learning
   Investigate the use of eportfolio to better achieve this SLO

3. Program SLO -

Demonstrate critical thinking skills as they apply to game strategies and 
situations.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Performance Assessment
   iii. Skills Assessment

b. Describe the criteria and standards used to appraise student work.

   video and statistical analysis.

c. Enter assessment results and analyze student success in achieving this 
   program SLO.

   see attached documentation.

d. Describe revisions in curriculum or teaching strategies implemented to 
   promote student success.

   Revisions ongoing dependant on the abilities of the group to think critically 
   in certain game like situations.

e. Future Action (Improvements)

4. Program SLO -

Develop and demonstrate the connection between preparation for and 
execution of work, commitment to personal and team goals, acceptance of 
team diversity, and leadership skills.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Performance Assessment
   iii. Skills Assessment

b. Describe the criteria and standards used to appraise student work.

   Based primarily on the observations of the coaching staff. Student-athlete 
   input primarily limited to diversity and leadership skills.
c. Enter assessment results and analyze student success in achieving this program SLO.
see attached documentation

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
Revisions ongoing to make sure all slo's are met, especially as dynamics of the team membership change.

e. Future Action (Improvements)

• SLO Matrix

Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
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• SLO Matrix Comments

• Course SLO & Assessment

ATHL 227 Intercollegiate Basketball, Men
1. Demonstrate improved technical and physical ability in the sport of men's basketball.
2. Develop an advanced knowledge of team strategy and rules of intercollegiate men's basketball.

Indicate planned course assessment strategies
Describe the criteria and/or performance standards used to appraise student work.

Statistical analysis (game and practice)
Game and practice review via video

Enter assessment results and analyze student success in achieving course SLOs.

This course is a sample for assessments used for all courses within the Athletic department. CSLOs have been aligned with PSLOs and GE Plan A SLOs. When each course is assessed it will provide data and feedback at the program and GE levels. Assessment results are attached in the course assessment in a box.

Refer to exit interview documents (attached)

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Refer to exit interview documents (attached)

Future Action (Improvements)

ATHL 230 Intercollegiate Softball, Women
1. Demonstrate improved technical and physical ability in the sport of women's softball.
2. Develop an advanced knowledge of team strategy and rules of intercollegiate women's softball.

Indicate planned course assessment strategies

Rubrics
Performance Assessment
Skills Assessment

Describe the criteria and/or performance standards used to appraise student work.

Statistical analysis (game and practice)
Game and practice review via video

Enter assessment results and analyze student success in achieving course SLOs.

This course is a sample for assessments used for all courses within the Athletic department. CSLOs have been aligned with PSLOs and GE Plan A SLOs. When each course is assessed it will provide data and feedback at the program and GE levels. Assessment results are attached in the course assessment in a box.

Refer to exit interview documents (attached)

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Refer to exit interview documents (attached)

Future Action (Improvements)
ATHL 120A3 Cross Training for the Athlete

1. Demonstrate proper muscle strengthening techniques
2. Manipulate heart rate and training intensity to develop a training program that is easily adjusted to ones needs.

<table>
<thead>
<tr>
<th>Indicate planned course assessment strategies</th>
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<tr>
<td>Rubrics</td>
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<td>Performance Assessment</td>
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<table>
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<th>Describe the criteria and/or performance standards used to appraise student work.</th>
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<td>Statistical analysis (body weight measurements, body composition tests, strength tests).</td>
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<tr>
<td>Video Analysis (ensuring proper technique is being used by student athlete.</td>
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<table>
<thead>
<tr>
<th>Enter assessment results and analyze student success in achieving course SLOs.</th>
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<tr>
<td>See attached documentation.</td>
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<th>Describe revisions in curriculum or teaching strategies implemented to promote student success.</th>
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<td>Ongoing based on student athlete needs, body type, personal goals and injury prevention or rehabilitation.</td>
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- Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:
   - Improvement in individual and team skill sets and strategies. Graduate with an AA degree, or at a minimum be eligible to transfer and continue playing if so desired. Understand eligibility rules as they pertain to Ohlone and 4 year levels. Demonstrate working knowledge of soft skill sets.

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).
   - Retention rate 92%. Success rate 80%. See attachment.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.
   - Budget per team/individual student has not seen an appreciable increase in cost of living expenses in 5 years. All sports have fixed financial obligations (entry fees, officials, equipment, etc.). These resources need to be met first and foremost. The only way the budget changes is if the individual coaches fundraise directly for their programs. A large portion of the fundraising dollars for the department comes from the annual golf tournament.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.
Staff: We have 11 athletic programs and 3 of them have full time representation. As a result of attrition we have lost 4 full time faculty members since 2004, none of which have been replaced by a full time faculty member. The executive assistant to the department is currently 75% time, and this position needs to be full time to adequately support the continual demands of the department.

Equipment: Our department makes use of the limited equipment at their disposal. There currently is no line item in the team budgets for major equipment needs (uniforms, skill development trainers i.e. pitching machine/shooting gun/etc.). Any of these additional yet necessary equipment purchases must come through individual or department fundraising.

Technology: At our current disposal is the use of video technology and playback. This is done on camcorders and replayed after download, or in a smart classroom in the gym. Currently no technology that allows us to give immediate feedback to students i.e. ipad video capture and playback, Noah systems for basketball, etc.

Facilities: This is our biggest challenge at the moment. We are missing one outdoor venue (soccer) that houses two sports. Baseball and softball facilities are in dire need of repair and upgrades to ensure safety of the participants. The pool has constant maintenance issues that require the it to be shut down. Current design and layout of Building 9 (which houses the gym, athletic training room, locker rooms, lecture class room, two laboratory classrooms and office space) is not conducive to a 21st century teaching/learning environment. The biggest issue is that the gym sits above the lecture and lab classrooms, resulting in a distracting environment. The age of the building also plays a significant role in the constant heating and cooling issues we face year round.

5. Describe any additional notable program achievements (optional).

As previously mentioned and as the data clearly shows, the athletic department success rates for student athletes surpass their non athletic peers on our campus. Multiple yearly postseason award winners, for coaches, students and programs. Additionally, an exceptionally high transfer rate to 4 year schools.

6. Additional Program Table Data

7. Future Action

Current levels of student achievement indicators maintained.

- Program Analysis

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs.

1. Describe program achievements and successes.
Among the program highlights: Numerous teams ranked in the state top 10 for their sport, numerous athletes named to all American/all state/all conference teams, over 85% of all athletes move on to 4 year institutions (most on scholarship), several coaches named state or conference coach of the year.

2. According to the evidence, what are the areas needing improvement?

New soccer field, new softball field, new baseball field, study center for athletes, new bus to transport teams, 2 more vans, 3 full time coaches.

- **Program Improvement Objectives:**
  1. **Objective:**

Assist student athletes through the matriculation process in order to better prepare them for the 4-year university and/or workforce environment.

   a. **Action Plan**

   **Year 1:**

   Continue evaluating the matriculation experience and success through the IEBC system. Create and implement a survey tool that gathers information from identified student athletes about their matriculation process, starting from the recruitment process all the way through the placement process. Information should include when and how they were recruited, their experience during their time at Ohlone, including access to their instructors and coaches, and how the process was related to moving on to the next level.

   b. **Staffing**

   **Year 1:**

   Utilize data gathered from environmental scan and other sources to determine normal and customary as it relates to coaching assignments, administrative support, and academic support services. Create justification and a proposal to hire full time instructors who will be assigned a team as their head coach.

   c. **Equipment (Include items that fit under department budget codes)**

   **Year 1:**

   Equipment is vital for the student teaching/learning experience. As new venues will be built, there will be a need to acquire the most up to date equipment in order to facilitate that teaching/learning opportunities.

   d. **Technology (Include items that fit under IT budget codes)**

   **Year 1:**

   Teaching and learning is happening with greater involvement with technology. HD video cameras are becoming the norm as it relates to instant feedback for the students. This needs to be readily available to all 11
programs within Athletics.

e. **Facilities (Include items that fit under the Facilities budget codes)**
   **Year 1:**

   Current and existing data suggests that our field head coaches (baseball, soccer, and softball) are having a very difficult time recruiting new student athletes due to the conditions of the playing surfaces. Difficulty recruiting speaks directly to the start of the matriculation process. In response to this current situation, placing the need of new facilities is top on the priority list from the viewpoint of the athletics and the Kinesiology division.

f. **Assessment Plan: List Assessment Strategies**
   **Year 1:**

   Utilize past and current data that represents student athletes who have completed the matriculation process as well as those student athletes who have not completed the process. Considering the strategies above, begin tracking and producing results from year to year.

g. **Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**
   1. Through innovative programs and services, improve student learning and achievement.
      Rationale:

      The matriculation process speaks directly towards the achievement piece of this goal, with a PIO focused on this process directly links this to the goal of the college.

   4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
      Rationale:

      The matriculation process has many facets, and when we include this process as a function of athletics, we need to discuss all the above items, such as technology, physical and human resources. All components directly connect to the idea of maximizing student learning and achievement.

   6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
      Rationale:
Student athletes come to Ohlone with a wide variety of experiences and culture understanding. As we progress with this PIO, the department may experience new and innovative ways to address concerns expressed by the student population that directly relates to this goal. Once identified, there can be an effort made to help elevate the matriculation process that would include pieces that address cultural diversity.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Rationale:

The matriculation process for athletics starts from coaches visiting local communities and recruiting those students who can help their individual programs. The areas that coaches visit are and will be tracked and evaluated to determine if they are including indicated areas of the community that are identified as under-served and under-represented.

2. PIO Assessment

a. Enter assessment results with analysis.

We have determined that the following would help our students get through the matriculation process:

New outdoor playing surfaces to ensure the safety of our student athletes (softball, baseball, soccer).

Full time academic advisor for student athletes who has an office in Building 9. This would give our students easier access and is required given the changing nature of NCAA and NAIA transfer requirements.

Full time executive assistant and athletic director to better assist students with eligibility issues.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

None of the above listed items have come to fruition.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

n/a

d. Future Action

Current level of focus maintained. Describe.

Currently working to fulfill the requirements.
Outside Review Results 02/01/2012

1. List each team members name and title.
   None.

2. Discuss key feedback provided by team and how it was incorporated into the report.
   None.

Attached Files

1. Course Assessment in a Box Version II.docx
2. Athl 230.docx
3. Rehab.pdf
4. 2012 measurements.xlsx
5. 2012 Exit Interview.docx
7. 2010_11 IEBC comparisons.pdf
8. 2010_11 IEBC program completers 7 yr.pdf
10. Mens Basketball Course Assessment.docx
11. Course Assessment in a Box, ATHL 120.docx
12. Course Assessment in a Box Version II (2).docx
13. 2010_11 IEBC transfer ready.pdf
15. 2012 Census Public recruitable schools.pdf