



Athletics Program Review

2013-2014

Department Chairs,

It is program review time again! Enclosed you will find your program review document that needs to be completed and turned in to your Dean by October 7, 2013. The purpose of program review is for faculty and staff members to evaluate their program's performance based on an analysis of data and to develop initiatives for improvement. Through the creation of initiatives, some requiring resources and some not, programs will establish goals and long-term program plans.

You will see that the document has been simplified in order to provide a more cohesive but functional document that we hope will be easier for your department to complete. You will also find included appendices with helpful information such as the Process Map, What to Leave In and What to Leave Out Guidelines, and the Academic Senate Rubric for Instructional Program Vitality.

Please note that instruction prompts have been provided in italics throughout sections of the document to provide guidance for interpreting data and providing analysis statements. You may remove these instructions as you complete each section. Please use 11 point, Calibri font for consistency.

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student success, retention) in which it is trying to improve. And programs, which offer degrees and/or certificates, need to set goals for increasing program completion rates (per direction from the Accrediting Commission).

The last page of the document includes a process verification section where you will note the participants and document the meeting dates. Your Division Dean will also need to electronically verify review prior to submitting the document, so be sure to plan accordingly.

Appendices:

- A-Program Review Process Map-Instructional Programs
- B-What to Leave In and What to Leave Out
- C-Academic Senate Rubric for Instructional Program Vitality-Instructional Academic Programs
- D-Academic Senate Rubric for Instructional Program Vitality-Instructional CTE Programs
- E-Appeal Form

Attachments:

- Data packets for your program/department

WHO TO CALL FOR ASSISTANCE

Budget and Inventory Data:

David Keebler, VP-Administrative Services, ext. 6354

Data Analysis and Interpretation:

Michael Callahan, Institutional Researcher, ext. 6344

Instructional Programs:

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468

Debbie Newcomb, Faculty Facilitator, ext. 6368

Sandy Hajas, LRC Supervisor, ext. 6179

Services:

Susan Bricker, Registrar, ext. 6044



Due October 7, 2013



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Sandy Hajas, LRC Supervisor, ext. 6179

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468



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Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Instructions:

- Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning) as a result of those initiatives.
- Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Instructions: Provide any updates/accomplishments pertaining to Student Success or Operating Goals you created last year (see your last year's program review). The goals will not be continued in this same manner, but we want to provide faculty and staff the opportunity to provide any updates/accomplishments that may have taken place since last year.

Section II - Description

A. Description of Program/Department

The department of intercollegiate athletics offers a comprehensive program including 18 varsity sports. On an annual basis over 385 full time student athletes are recruited to attend Ventura College by the coaching staff. On average Ventura College student athlete population generates \$278,208.00 annually in resident tuition, and an additional \$302,400.00 annually in out of state and international tuition. The dean and athletic director monitor the integrity of the program. In addition the support staff is made up of: two full time athletic trainers, two full time equipment managers, one athletic counselor, one eligibility specialist, and one clerical assistant.

Students may obtain an AS in Kinesiology and optimize preparation for advanced degrees in Kinesiology at four-year institutions. Typical employment opportunities in the field are in the areas of coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students. In addition, individual educational plans are required for all student athletes in their first full time semester of competition. All educational plans are geared to meet the more stringent transfer requirements of the NCAA Division 1 Eligibility Center and the NAIA.

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

Instructions:

- What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?
- What is impacting the program now?



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C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

N/A

D. Criteria Used for Admission

None

E. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

F. College Mission

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Student Success • Respect • Integrity • Quality • Collegiality • Access | <ul style="list-style-type: none"> • Innovation • Diversity • Service • Collaboration • Sustainability • Continuous Improvement |
|--|---|

H. Organizational Structure

President: Greg Gillespie

Executive Vice President:

Dean: Tim Harrison

Department Chair: Will Cowen

Faculty/Staff:

Name	Will Cowen
Classification	Director of Intercollegiate Athletics
Year Hired	2009
Years of Work-Related Experience	19
Degrees/Credentials	B.A., M.A.

Name	Ned Mircetic
Classification	Faculty
Year Hired	1990
Years of Work-Related Experience	29
Degrees/Credentials	B.A., M.A.



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Name	Gary Anglin
Classification	Faculty
Year Hired	1981
Years of Work-Related Experience	32
Degrees/Credentials	B.A., M.A.

Name	Larry Baratte
Classification	Faculty
Year Hired	1992
Years of Work-Related Experience	24
Degrees/Credentials	B.A., M.A.

Name	Joey Ramirez
Classification	Faculty
Year Hired	2011
Years of Work-Related Experience	15
Degrees/Credentials	B.A., M.A.

Name	Steve Mooshagian
Classification	Faculty
Year Hired	2010
Years of Work-Related Experience	29
Degrees/Credentials	B.A.

Section IIIa – Data and Analysis

A. SLO Data

The data in our SLO studies have confirmed that learning is taking place in the intercollegiate courses and the students are improving as the assessments and semesters move forward.

B. Performance Data

1. Retention – Program and Course

Our retention rate in intercollegiate athletics is 93% for FY13, which is 7% over the college average

Many of the initiatives requested are in line with the success and accomplishments of our student athletes.



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2. Success – Program and Course

The success rate in intercollegiate athletic courses is 93% for FY13, which falls 22% over the college average. This success rate is not a surprise after reading the data in section III D.

Many of the initiatives requested are in line with the success and accomplishments of our student athletes.

3. Program Completion – for “Programs” with Degrees/Certificates Only

Instructions:

Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?

- *In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?*
- *Do the completion rates meet your expectations? Why or why not?*
- *What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.*
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).*
- *Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?*

C. Operating Data

1. Demographics - Program and Course

The demographic numbers for intercollegiate athletics is within 10% of the college average in all areas except African Americans where we are 16% over the college average of 4% in FY13.

No initiatives were derived from this information.

2. Budget

Instructions:

- *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.*
- *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.*



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- *(Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.)*
- *Please check the appropriate box below then provide your summary beginning on the next line.*

- Program members have reviewed the budget data.
 No comments or requests to make about the budget

3. Productivity – Program and Course

The WSCH ratio is difficult to discern for Kinesiology and Intercollegiate athletics over the past three years. There has been a slow conversion from KIN to the ICA discipline and many courses have been replaced with new courses. As expected the Kinesiology is 529 of the past three years, and ICA trend is not established at this time with all of the new courses. All of our student athletes (445) are enrolled in 175 hours of intercollegiate curriculum in the season of sport and between 108 and 175 hours of out of season curriculum. The instructors are all paid of 2/3 for those courses based on the current contract.

We do not have any difficulty filling our courses on an annual basis. With improvements to: facilities, sports information, strength and conditioning and academic support services we will be able to attract and recruit an even higher caliber of student athlete. In addition a gradual increase in full time faculty will also allow for growth in these areas. Initiatives listed in section V will address these needs over the next three to five years.

D. Resources

1. Faculty

Intercollegiate athletics has six full time head coaches for 18 intercollegiate programs (33%), which falls below the campus average in larger divisions. There is a detailed request in section V with a request for two new positions over the next three years.

2. Classified Staff

The classified staff in intercollegiate athletics has remained consistent over the past three years.

There is a request in section V to convert a professional expert position (sports information) to a classified position. This request will avoid the annual hiring of a professional expert via the human resource actions.

There is a request in section V to create a position specific to strength and conditioning available to 445 student athletes annually. This is also a position currently funded as a professional expert, and limited to certain sports that have fundraised to support this



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service. This position will grant our student athletes access to state of the art techniques to reduce risk of injury and enhance player safety.

3. Inventory

The inventory data provided was accurate. There is a detailed request for several additional equipment items in section V of this document.

4. Facilities or other Resource Requests

- The Athletic Event Center, Small Gymnasium, Tennis Center and West Field are among the oldest facilities on campus.
- The Ventura College Sportsplex was renovated five years ago with a ten year plan for replacement of the turf and track re surfacing.
- All athletic facilities now have a master plan for upkeep over the next three to five years in this document.

5. Combined Initiatives

- Several initiatives may require a combination of supply and facility funds.
- Several initiatives require collaboration as stated with student services and the civic center.



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E. Other Program/Department Data (FY13)



VCPirateAthletics

2012-13 Highlights

15th Consecutive Western State Conference Athletic Supremacy Award

Six Conference Championships
Football, Women's Soccer, Men's Basketball, Women's Basketball, Women's Swimming, & Men's Tennis

Four Conference Runner-Up Finishes
Women's Water Polo, Softball, Men's Swimming, Women's Track & Field

Five Top State Finishes
Football ranked No. 5, Women's Soccer State Elite Eight, Men's Swimming 5th Place, Women's Swimming 3rd Place, Men's Tennis State Runner-Up

Six Conference Coaches of the Year
Men's Basketball, Football, Women's Soccer, Women's Swimming, Men's Tennis, Women's Track & Field

Cumulative Department GPA of 2.99

Eight of 17 Teams With Above Cumulative 3.0 GPA
Women's Basketball on WBCA Academic Honor Roll for 10th Straight Year

101 Sophomores Transferred to Four-Year Universities
73% (101/139) of sophomore student athletes from 2012-13 transferred
52 Sophomores Earned Athletic Scholarships at Four-Year Universities

Women's Scholar Athletes
Hanna Burge (WBB), Eda Graham (WBB), Abby Puczkowski (WSwim)
All With Perfect 4.0 GPA

Henry Chung (Men's Swimming)
CCCAA Male Athlete of the Year, 15-time State Champion,
Ventura County Sports Hall of Fame Male Collegiate Athlete of the Year,
VC Male Athlete of the Year, VC Male Scholar Athlete of the Year
transferring to the University of California, Berkeley

Daisy Cardona (Women's Soccer)
NSCAA National Player of the Year, Two-Time All-American,
Ventura County Sports Hall of Fame Female Collegiate Athlete of the Year,
VC Female Athlete of the Year,
transferring to Oklahoma University

Football: First Perfect Season in School History,
Steve Mooshagian VC Head Coach of the Year,
Terry Morris, VC Assistant Coach of the Year

Men's Tennis: The Ojai Team Cup Champions,
Hans Baumstark & Tom Douglas CCCAA State Doubles Champions

www.VCweplayhard.com



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Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- Innovation
- Legislation
- Regulations
- Industry Standards
- New Technology
- Professional Development
- Advisory Committee Recommendations

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

Instructions:

Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resource requests and provide further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:

- 23
- Intercollegiate athletics is one of the most vibrant programs on campus and a fixture in the community. Our student success is dually noted in this document and the FTE and revenue generated for the campus and community is important as well.

Section V - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

R = Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.)

H = High – Approximately 1/3 of the total program/department/division's initiatives by resource category

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:

Initiative: Provide a brief title

Initiative ID: (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

Link to data (Required): From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)

Expected Benefits: What benefits to student learning or completion, etc. do you anticipate?

Goal: What do you believe needs to occur? (i.e. raise student success in ____ course)

Performance Indicator: What do you see as a realistic goal? (i.e. a 5% increase in student success)

Timeline: When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.)



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Funding Source Category: (a drop down menu is provided)

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds

Ranking: (i.e. H) (a drop down menu is provided) **Note:** Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.

Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. Initiative: FT HED/ICA Faculty Member

Initiative ID: ICA1301

Link to Data: Increase ratio of FT: PT faculty in our division

Expected Benefits: Increased attention to SLO requirements

Goal: Increase student success

Performance Indicator: 10% increase in student success

Timeline: 2015-2016

Funding Resource Category: Staffing Funds

Item Description:

Cost:

Ranking: L

B. Initiative: FT KIN/ICA Faculty Member

Initiative ID: ICA1302

Link to Data: Increase FT: PT faculty in our division

Expected Benefits: Increase attention to SLO requirements

Goal: Increase student success

Performance Indicator: 10% increase in student success

Timeline: 2015-2016

Funding Resource Category: Staffing Funds

Item Description:

Cost:

Ranking: L

C. Initiative: Sports Information Specialist (40%)

Initiative ID: ICA1303

Link to Data: Current work on annual professional expert contract

Expected Benefits: Higher quality website and media information



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Goal: Increase visibility and global awareness of our program for recruitment purposes.

Performance Indicator: lateral transfer of general funds within our ORG

Timeline: 2013-2014

Funding Resource Category: No new resources needed

Item Description:

Cost: In current budget

Ranking: R

D. Initiative: Strength and Conditioning Specialist (40%)

Initiative ID: ICA1401

Link to Data: Since the implementation of this position via professional expert, medical hardship waivers have decreased by 50% in football and men's basketball.

Expected Benefits: All 18 intercollegiate programs (400 plus full time student athletes) would have access to this type of expertise/training on a consistent basis.

Goal: Increase recruitment value by reducing injuries while preparing to transfer.

Performance Indicator: 25% reduction of injuries annually

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Item Description:

Cost: \$25,000

Ranking: M

E. Initiative: PT Coaching Instructors

Initiative ID: ICA1402

Link to Data: Positions were eliminated via cost containment measures in FY12

Expected Benefits: Increase recruitment of high caliber student athletes to the college

Goal: Reduction of liability concerns with only one faculty member assigned to the teams

Performance Indicator: Increase student success and productivity by 10% annually

Timeline: 2015-2016

Funding Resource Category: Hourly Instruction Funds

Item Description: PT Faculty assistant coaches in Volleyball/Soccer/Swimming (established FY13)

Cost: \$15,000.00 each

Ranking: M

F. Initiative: Personal Growth & Development for student athletes

Initiative ID: ICA1404 (via student services)

Link to Data: Although we transfer a large number of sophomores, there is a larger than desired attrition rate between first and second season student athletes.

Expected Benefits: Reduce amount of redshirts due to academic concerns and increase the overall campus completion rates.

Goal: Modify existing curriculum to mirror SBCC model of offering CSU/UC transferable courses in fall and summer semester.

Performance Indicator: 20% larger sophomore classes per sport

Timeline: 2014-2015

Funding Resource Category: Hourly Instruction Funds



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Item Description:

Cost: \$5,000.00

Ranking: H

G. Initiative: Chairs and Goal boxes

Initiative ID: ICA1405 (via civic center)

Link to Data: Due to the high volume of facility rentals, new goal boxes for soccer and folding chairs for the athletic event centers should be purchased.

Expected Benefits: Old supplies are beginning to break

Goal: replace ASAP

Performance Indicator: NA

Timeline: Fall 2013

Funding Resource Category: Supply Funds

Item Description:

Cost:

Ranking: H

H. Initiative: West Field Phase I

Initiative ID: ICA1406

Link to Data: Due to a combination of: Title IX recommendations, over use of Sportsplex, increased demand for facility rentals and age of existing equipment- this project should be a priority.

Expected Benefits: Softball/Baseball PA systems, flag poles and foul poles need to be added or replaced. West field grass needs to be completely replaced and a lawn mower specific to that field needs to be purchased (so seeds do not mix).

Goal: Improve quality and safety of aging facilities.

Performance Indicator: ticket sales, rental requests and injury rates will improve.

Timeline: 2013-2014

Funding Resource Category: Facilities Funds

Item Description:

Cost: \$99,000

Ranking: H

I. Initiative: West Field Phase II

Initiative ID: ICA1407

Link to Data: Due to a combination of: Title IX recommendations, over use of Sportsplex, increased demand for facility rentals and age of existing equipment- this project should be a priority.

Expected Benefits: Wind Screen will be required for new fencing on premier soccer field and need to be replaced on the varsity baseball/softball facilities. A slab and bleachers will need to be installed near Loma Vista. Also concrete and stairs should be added to the main entrance to the varsity softball field. Sand volleyball courts should be installed in vacant area near CDC building.

Goal: Improve quality of aging facilities.

Performance Indicator: ticket sales, rental requests and injury rates will improve.

Timeline: 2014-2015



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Funding Resource Category: Facilities Funds

Item Description:

Cost: \$

Ranking: M

J. Initiative: West Field Phase III

Initiative ID: ICA1408

Link to Data: Due to a combination of: Title IX recommendations, over use of Sportsplex, increased demand for facility rentals and age of existing equipment- this project should be a priority.

Expected Benefits: The West Field can become a premier venue with the addition of lights and a central structure (restrooms and concessions). In addition softball should have a small clubhouse behind home plate and baseball's existing structure should be renovated.

Goal: Improve quality of aging facilities

Performance Indicator: ticket sales, rental requests and injury rates will improve.

Timeline: 2015-2016

Funding Resource Category: Facilities Funds

Item Description:

Cost: \$

Ranking: L

K. Initiative: Tennis Court renovation – Phase II

Initiative ID: ICA1409

Link to Data: Student Success and tennis productivity in KIN/ICA is very high and the facility is the permanent host to the CCCAA championships.

Expected Benefits: The top 6 courts should be resurfaced and new windscreen will be required.

Goal: Improve quality of aging facilities

Performance Indicator: ticket sales, rental requests and injury rates will improve.

Timeline: Spring 2014

Funding Resource Category: Facilities Funds

Item Description:

Cost: \$ 30,000

Ranking: H

L. Initiative: Dedicated Classrooms

Initiative ID: ICA1410

Link to Data: With the completion of the new dance studios and MCW/E buildings our division has a limited amount of dedicated lecture spaces.

Expected Benefits: TR5-TR8 are needed, but should be replaced with existing structures on campus or renovated.

Goal: To have more than C1 to utilize in lecture scenarios and courses.

Performance Indicator: NA

Timeline: 2013-2014

Funding Resource Category: Services(including maintenance contracts)

Item Description:



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Cost: EOPS module like

Ranking: H

M. Initiative: Athletic Event Center/Locker room Upgrades

Initiative ID: ICA1411

Link to Data: The oldest remaining building on campus needs attention for safety and comfort of our students, athletes and community.

Expected Benefits: Men's locker-room: showers need to be updated, more benches are required and team rooms should be re keyed with passcode locks. Women's locker-room needs: showers updated, two rows of lockers replaced and team room should have a passcode lock on an interior door. In the AEC the staff locker rooms need to be converted to team locker rooms with pass code entry capability. In addition the team rooms should empty in to common room (currently a mess) used for study hall and film/chalk-talks.

Goal: Improve existing facilities

Performance Indicator: NA

Timeline: Spring 2014

Funding Resource Category: Facilities Funds

Item Description:

Cost: \$80,000

Ranking: M

N. Initiative: Heating and Airflow

Initiative ID: ICA1412

Link to Data: All offices/places of work do not have sufficient heating and airflow.

Expected Benefits: Current boilers need to serve two purposes- warm water for showers and control heat in office areas and locker rooms only. Large and small gymnasiums only require air flow on hot days and radiant heaters installed above the courts on cold days.

Goal: Improve quality of work space for employees, students and public.

Performance Indicator: NA

Timeline: 2014-2015

Funding Resource Category: Facilities Funds

Item Description:

Cost:

Ranking: M

O. Initiative: Five year plan for sportsplex turf/track

Initiative ID: ICA1413

Link to Data: When purchased, the surface had a 10 year shelf life and we are currently 50% in to that period of time.

Expected Benefits: There turf needs to be re topped with rubber ASAP and a 5 year plan to replace turf and re surface the track should be built in to the campus cost of ownership.

Goal: Plan ahead for a large expense in five years.

Performance Indicator: NA

Timeline: Spring 2014

Funding Resource Category: Facilities Funds

Item Description:



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Cost:

Ranking: M

P. Initiative: Live CCCAA Statistics - Laptops

Initiative ID: ICA1414

Link to Data: Sports information specialist should provide live statistics at home events.

Expected Benefits: Need two laptop computers, table top printer and stat crew software.

Goal: Increase accuracy of statistics, provide updates to visiting teams/media and report live statistics to www.CCCAAstats.org

Performance Indicator: NA

Timeline: 2013-2014

Funding Resource Category: Technology Funds

Item Description: Live CCCAA Statistics - Laptops

Cost: \$2,000.00

Ranking: H

Section VI – Process Assessment

Instructions: Please answer the following questions:

- A. How have the changes in the program review process this year worked for your area?** Easier to formulate initiatives based on the flow of data.
- B. How would you improve the program review process based on this experience?** Format is fine
- C. Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department: Intercollegiate Athletics

Preparer: Will Cowen



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Dates met (include email discussions): 10/2 and 10/3/13

List of Faculty who participated in the program Review Process: Joey Ramirez, Steve Mooshagian and Ned Mircetic.

Preparer Verification: I verify that this program document was completed in accordance with the program review process.

Dean Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):

Estimating costs were a challenge for many initiatives.



Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. Program vitality-(Academic Senate rubric)

V. Summary of initiatives and requests
Minority reports if any

VI. Process assessment

VII. Verification of review



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.

<p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p>		
Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vcccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.

<p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p>		
Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.



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Appendix-C

Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

Academic programs:

Point Value	Element	Score
Up to 6	Enrollment demand ¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	6
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	2
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	

¹ Enrollment demand is determined by the ability to fill classes.

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "2" would indicate that a program is at 80% or greater of its productivity rate.	
A "1" would indicate that a program is at 70% or greater of its productivity rate.	
A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 4	Course completion rate ³	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	4
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Success rate ⁴	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	1
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

Note rationale on next page.

³ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

⁴ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.



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In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Intercollegiate athletics is one of the most vibrant programs on campus and a fixture in the community. Our student success is dually noted in this document and the FTE and revenue generated for the campus and community is important as well.

Score interpretation, academic programs:

22-26	Program is current and vibrant with no further action recommended
18-21	Recommendation to attempt to strengthen program
Below 18	Recommendation to consider discontinuation of the program



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Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand / Fill rate⁵	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate⁶	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

⁵ Enrollment demand is determined by the ability to fill classes.

⁶ Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "0" would indicate that a program is at less than 70% of its productivity rate.	
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Up to 3	Program Completion	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	Employment Outlook for Students/Job Market Relevance	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years <u>and/or</u> "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	Success rate ⁷	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate ⁸	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

⁷ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

⁸ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



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Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate that less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

- 27-32** Program is current and vibrant with no further action recommended
- 22-26** Recommendation to attempt to strengthen program
- Below 22** Recommendation to consider discontinuation of the program



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APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.



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