Program Review, Analysis, and Planning

Department Name: Athletic Department

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

   Golden West College's Athletic department offers 18 intercollegiate sports, each sport has a unique profile in regards to its roster size.

   The department's FTES/FTEF are naturally lower due to the fact that women's and men's cross-country courses consist of 6-10 students, while other courses such as baseball, men's soccer, women's soccer average roster size is 35 students, and football averages close to 90 students.

   The Athletic Department's average FTES/FTEF is 16.8 in 2017-18. Additionally, it should be noted that, per contract, assistant coaches receive LHE, which lowers the FTES/FTEF as a department. If assistant coaches are converted from LHE to professional experts, we will be able to show efficiency based on head coach's assignment, as well as reduce 17.8% of costs associated with assistant coaches that are applied to Fringe Benefits.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

   Over the past 4 years the Athletic Department has seen steady enrollment trends. In 2015-16: 332 Student-Athletes, 2016-17: 342 Student-Athletes, 2017-18: 335 Student-Athletes, 2018-19: 347 Student-Athletes. These numbers were pulled from the CCCAA Form 3 report that was submitted yearly to the state for eligibility verification. Our consistent enrollment is due largely in part to the work of faculty and staff to actively recruit student athletes to come to Golden West. Additional factors that impact our recruitment are facilities, student support and college support for student-athletes. For the 2019-20 academic year we have added 2 additional intercollegiate sports (Men's and Women's Basketball), which is forecasted to increase enrollment by approximately 50 additional Student-Athletes.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

   Golden West's Student-Athletes are the most diverse cohort on campus and include a large percentage of the full-time Black or African American and Native Hawaiian/Pacific Islander students on campus. We recruit students from all backgrounds and ethnicities and allow for the field of competition to be a place where any student can feel a spirit of inclusivity because they are part of an athletic team. The academic requirements for participation also greatly motivate these students to succeed academically which reduces the disproportionate impact of this student population in areas of success, retention, and completion.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

   Golden West's student-athletes consistently maintain a greater course retention rate, a greater course success rate which leads to an overall higher GPA than the College's general student population (as evidenced in the CalPass Plus Student-Athlete Scorecard). We take pride in our student's success in the

classroom and will continue to work to improve the athletic graduation rates and academic progress rate. Our focus is to address the refinement and improvement of the Student-Athlete Academic Success Center and other support programs that are critical to the success of student-athletes. Identifying a funding source that would institutionalize these programs will allow for more consistent programming and services offered to one of the largest cohorts of disproportionate student groups.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

Groups that are experiencing disproportionate impact in student success:

Transfer Math and English Completion
- First Generation
- All Black or African Americans
- All Hispanic
- Male Native Hawaiian or Other Pacific Islander

Retention
- First Generation Male
- All Black or African Americans
- White Male

Transfer
- All Black or African Americans
- Male Hispanic

Transfer Math and English Completion
Our department's goal is "student-athlete success." Providing specialized academic support in the Student-Athlete Center coupled with the Student-Athlete Mentoring Program the success in Math and English is expected to continue to improve. Due to the rudimentary level of Math and English completion from high school, it has been determined that many of our student-athletes are unprepared for success in these subjects. Beginning F'19, as no remedial Math will be available at GWC, we must provide support to augment the new college level Math courses. This highlights the need for professional, experienced Math tutors in order for student-athletes to be supported in their academic efforts.
Retention
The academic retention of student-athletes from their first year into their second year is extremely important for the success of each athletic team and the college. Second year student-athletes are not only more prepared for athletic competition at the college level, but they also become excellent role models for the incoming first-year student-athletes. GWC Athletic Department places a great deal of emphasis on the retention of student-athletes by providing academic support, as well as supporting our faculty in their efforts to retain members of their teams.
Transfer
The number one academic expectation of our student-athletes is that they will complete their two years at GWC and then transfer to a four-year institution. We stress the importance of pursuing their education as well as the potential to compete and graduate with a baccalaureate degree. Because of that expectation and understanding that many of our student-athletes are academically unprepared, the Athletic Department prides itself on providing multiple academic supports that assists their educational pursuits.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

Currently an athletic certificate does not exist. During the 2019-20 academic year, there are plans to create an athletic certificate.

The Athletic Department (coaches and staff) will be working with the new Athletic Counselor to help educate the student-athletes on the certificate and degree options that are available at Golden West. As well as do more to educate students that unit completion does not equate to a degree. We want to work with the college to help students understand the importance of completing their AA as well as matriculation.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

Transferring student-athletes to four-year institutions is a part of the core mission of the athletics program. An average of 75-80% of second year athletic participants transfer to a four-year institution. In the 2019-20 academic year there will be a full-time athletic counselor for the first time in school history, with this addition of dedicated academic support, an increase of student-athletes transferring to four-year institution is expected.

Furthermore, to be eligible to continue participation at the NCAA level the student-athlete must have completed 40% of graduation requirements within 3 years and the student has maximum 5 years to compete 4 years of athletic eligibility. The result of this requirement is a high percentage of student-athletes complete and transfer, but we are committed to increasing this number each year.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)
N/A

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)
Yes.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

All 18 Intercollegiate Athletic Courses and the 2 Intercollegiate Out-of-Season courses have all been review and updated in the Spring of 2019.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

Accomplishments

- The Student-Athlete Academic Success Programs: Funding through the Student Equity Grant, is currently serving over 100 students per week as a study hall, tutoring, and mentoring while providing academic resources to increase success and completion.

- 2 Facilities Updated: Resurface Track and building a dedicated softball facility

- The addition of intercollegiate athletic teams: This will increase enrollment, which will generate additional FTES throughout all areas on campus.

Strong local partnerships: Working with the surrounding community to be the central hub for youth soccer, tennis, swimming, water polo, and volleyball. Along with Long Beach State and Concordia for the Athletic Training program.

Assessment of Previous Initiatives

Continual struggles to upgrade athletic facilities: While some steps have been made to update our various athletic facilities, the reality is we have deteriorating facilities, many of which have not been fully renovated since the school was built first built over 50 years ago .

Lack of a stabilized and realistic budget to operate Athletic programs: There continues to be an overreliance on student driven fundraising and the Summer Swim Lesson program to pay for expenses that are institutionalized at other community colleges. This reliance on other funding sources has the potential implication that the college does not fully support the athletics program.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
Goal 1: Increase number of student-athletes within the Athletic Department (new recruitment and retention)	Enrollment data and roster size	Create an individualized recruitment guidelines that will assist each specific sport in recruitment efforts Assess each athletic program to align with the new funding formula and growth of athletic participation and new sport offerings.	☐ Transfer ☒ Degrees ☒ Certificates ☐ Career advancement ☐ College readiness	☒ Student Success ☒ Equitable Achievement ☒ Learning Environment ☐ Communication ☐ Engagement ☒ Resource Optimization	Improve/upgrade athletic facilities Increase sport offerings (adding teams, and eSports) Hire/Replace full-time coaches (explore additional coaching options from FT Faculty to Director of ABC Sports Program) Hire additional classified staff to promote Athletics (Sports Information Director) Hire Athletic Compliance Specialist
Goal 2: Stabilize Budget		Work with the college to determine appropriate funding allocation for Athletics. Identify a base level of funding that does not rely on fundraising to cover annual operating costs.	☐ Transfer ☐ Degrees ☐ Certificates ☐ Career advancement ☐ College readiness	☒ Student Success ☒ Equitable Achievement ☒ Learning Environment ☐ Communication ☐ Engagement ☒ Resource Optimization	Work with the Executive Team to determine the funding level for Athletics *Athletic Department Budget that will fund core expenses of athletics

					* Equipment Replacement Budget that will repair and replace equipment * Student-Athlete Success Programs
Goal 3: Increase the number of degrees and certificates awarded to student-athletes		In coordination with the athletic counselor, help educate, inform, and promote pathways for student-athletes to achieve certificates.	☒ Transfer ☒ Degrees ☒ Certificates ☒ Career advancement ☐ College readiness	☒ Student Success ☒ Equitable Achievement ☒ Learning Environment ☐ Communication ☒ Engagement ☒ Resource Optimization	Coordination with athletic counselor Institutionalize funding for the student-athlete success program
Goal 4: Continued success in athletic competition: Conference Level, Regional Level and State Level.		Recruit top level coaching, work with administration to identify facility improvement plan/cycle for the athletic facilities and equipment	☒ Transfer ☒ Degrees ☒ Certificates ☐ Career advancement ☐ College readiness	☒ Student Success ☒ Equitable Achievement ☒ Learning Environment ☒ Communication ☒ Engagement ☐ Resource Optimization	Improve/upgrade athletic facilities Hire/Replace full-time coaches (explore additional FT coaching options from FT Faculty to Director of Sport Program) Hire additional classified staff to promote Athletics (Sports Information Director), Hire Athletic Compliance Specialist