Health Science and Athletics
Athletic Program Review 2007

EL CAMINO COLLEGE

Why Conduct a Program Review?

Program review is a process that asks members of a department to critically assess their programs, identify necessary adjustments and design a mechanism to institute and evaluate proposed changes. It is not a "necessary evil" but a process that will help faculty clarify and achieve program goals. This is no different than how we tell our students to utilize the results of the various forms of assessment we use in class to see where their strengths and weaknesses are and where they need to take some time to strengthen their weakest areas.

To ensure that program review achieves its goals, it should be designed to ensure that there are appropriate linkages with educational planning including curriculum, budgetary processes, and accreditation. An area's program review should feed into the college's planning and budgeting processes in order to:

> ➢ evaluate how well a program functions in relation to its objectives, the mission of the college, the college's institutional goals and priorities, and the needs of the community.

> ➢ strengthen planning, decision-making, and scheduling.

> ➢ encourage program development and improvement.

> ➢ improve the use of college resources.

> ➢ comply with Title 5, accreditation, and other mandated reviews.

Program Review Process and Timeline

It is expected that the normal timeframe for the review process will be one academic year and will be on a six-year cycle. The process consists of the following steps:

Initial planning – A workshop will be held for representatives of the programs scheduled for review during the preceding spring semester and should include as many of the members of the units as possible. The meeting will cover an orientation to the process, dissemination of basic research data, discussion of the timelines and expectations, and provide answers to any questions representatives have. Each program under review will select two representatives, where feasible, to oversee the review process.

Program Review – During the fall semester, department members will design and conduct, with the assistance of Institutional Research, surveys for additional information needed to complete their report. A draft of the report should be ready in early December for review and comment by the department members to identify areas that need further attention. The report will be submitted to Academic Affairs at the end of March.

Acceptance – In April, the chairs of the review committees will present their reports to a committee comprised of representatives of the Academic Senate and Academic Affairs. This committee will grant either full or conditional approval of the program review. Conditional approval will require the area to make the necessary revisions to the report to gain full approval.

Dissemination – Approved program reviews will be available in the library and posted on the web if possible. Additional reports will be provided to Cabinet and the Board of Trustees.

Notes for Using Program Review Format

Throughout the design of the process, the Program Review Task Force kept the following questions in mind:

- ➢ Where are we now?
- ➢ Where do we want to be?
- ➢ What do we need to do to get there?
- ➢ What evidence do we need to track our progress?

Overview –

Program Description: Provide a brief description of the program including the objectives. Comment on how the activities of your program support the mission and institutional goals of the College.

Status of Previous Recommendations: This represents a history since the last review. Examine previous recommendations and area's responses. What are the relevant institutional issues that impacted the program?

Program Statistics –

This area focuses on basic trends in the areas of *demand, offerings, scheduling, retention and success,* and the impact of these on the program. Normally a three-year cycle is used, but it is recognized that in some disciplines, the cycle may be longer due to fluctuations in the market. Also some areas like Fine Arts and Industry and Technology may want to group types of similar courses like studio art rather than list them individually.

Curriculum –

Course and Content – Examines the current status of the curriculum of a program. Is it in line with current practice in the field? Are there courses that are obsolete? Missing? What is the status of conditions of enrollment?

Articulation – Examines current status of courses with regards to articulation and identifies any problem areas.

Instruction and Assessment – Examines two areas, learning methods and assessment. The focus on learning methods assists in identifying the types of student-centered learning that are occurring on campus. Examples of learning methods include collaborative learning, classroom-based research, student-conducted research, Socratic method, supplemental instruction, and learning communities. Examples of assessment include evaluation of whether the learning objectives, skills, and competencies are being met and how the information gathered in this evaluation is used to improve student learning and the overall quality of the program. This is an appropriate area in which to discuss how learning objectives of the program are reviewed and kept current.

Program Requirements –

This area is a combination of looking at resources such as staffing and facilities and planning.

Instructional support – What other areas impact your program? Student success? What are your needs in this area?

Facilities and Equipment – Comment on facilities the program uses, their adequacy, your immediate needs and long-range needs. What is currency of equipment and technology in the program? How does this impact the program?

Staffing – Examine current staffing. Describe the strengths and weaknesses of staff as appropriate to the program's current status and future development.

Planning - Look both externally and internally to see what changes or trends will impact your program in the next 5 years. What changes in the discipline will impact your program? Where do you want the program to be in five years? What goals and objectives will your program set in relation to the district's mission and goals?

Conclusion –

Not quite an executive summary but asks that recommendations identified throughout the review be prioritized. In addition to the recommendation, major needs are identified and strategies developed to implement recommendations and needs are to be in the conclusions.

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I. Overview

A. Description of Program

El Camino College is proud to offer a wide array of intercollegiate athletic programs. As we most recently celebrated our diamond anniversary we remember how it all started in 1946 with our first football game. For over 60 years now the Athletic program has been excelling at meeting the needs of our district schools and local community. Annually over 400 student-athletes compete and excel in the classroom, on the court or field, as they prepare for transfer to the four-year institution.   Warrior athletics has a strong commitment to our learning outcomes of Scholar-Baller, Skill Achievement, and Sportsmanship as well as teaching of lifetime skills.

The athletic staff consists of advocates for the development of student-athletes, their families and the community. Today's coaching profession is very sophisticated encompassing many different areas. Coaches at the college utilize a solid base of educational knowledge, such as a repertoire of clinical skills, a variety of instruction methods, and sound principals as well as personal experience to enhance the ability of the student-athlete while attending El Camino College.

The Athletic program is an active member of the Commission On Athletics (COA) and the California Community College Athletic Association (CCCAA). Our specific programs represent three Southern California conferences: Mission, South Coast and Foothill. Our recent program success resulted in being ranked 14th in the state in athletic program success by the COA.

The mission of the college as well as the value statements of the COA are completely engrained in all aspects of our intercollegiate athletic programs. Our focus in athletics is tied to the campus values of **PRIDE** and the COA values of: student health and welfare, academic success, ethical conduct, amateurism, equitable competition, recognition of excellence, gender equity and non-discrimination. We currently offer 21 intercollegiate programs, 11 men's and 10 women's. As you can see we offer a wide variety of student focused programs:

- Football
- Soccer (M/W)
- Volleyball (M/W)
- Cross Country (M/W)
- Water Polo (M/W)
- Basketball (M/W)
- Baseball
- Softball
- Track and Field (M/W)
- Tennis (M/W)
- Swimming and Diving(M/W)
- Badminton (W)
- Golf (M)

The athletic program is subject to two other program reviews. The federally mandated Equality in Athletic Disclosure Act (EADA) is a yearly review. The EADA examines participants, expenses, revenues, head coaches, assistant coaches and the equality of all programs. The South Coast Conference program review is conducted by the conference commissioner and

four athletic directors from various colleges. There assessment is conducted on the ten standards as set forth by the California Community College Athletic Association. This review was most recently completed in 2004.

We look to continue our growth through the continual examination of state and local trends in program offering and staffing. One recent growth program would be the partnership with the "Scholar-Baller" organization. This program helps student-athletes recognize the significance of competition in the classroom as well as in the athletic venue. The Athletic program will also be looking at the growing sports of women's golf and lacrosse in the community.

Students will leave our college with the athletic and academic skills needed to succeed on the next level.

Individuals participating in the Program Review process:

- Rory Natividad, Athletic Director
- Dr. Irv Drew, Division Dean
- Carolyn Biedler, Athletic Specialist
- John Britton, Faculty member
- Nathan Fernley, Faculty member
- LeValley Pattison, Faculty member

B. Status of Previous Recommendations

Previous self-study – 1995

The following recommendations were made after the assessment of the program as a whole:
- Counseling
  - The need for a full-time athletic counselor for the support and success of the college students. This was based on the number of student enrolled in the program and the number of programs offered at the institution
- Facilities
  - Maintenance and upkeep – General maintenance needs of the athletic fields and athletic gyms is needed for the overall success of the program.
- Staffing
- Full-time coaches needed for the overall success of the student and program stability.

Program Statistics

A. Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** using 1st census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

Course	Year 1 (Term and year)	Year 2 (Term and year)	Year 3 (Term and year)
PE 6	Fall 2005	Fall 2006	Fall 2007
PE 35	Fall 2005	Fall 2006	Fall 2007
PE 110	Fall 2005	Fall 2006	Fall 2007

1. Given the data, can you recognize any trends in course demand in any of the Program's courses? *Overall the program as a whole is stable. The three courses listed above have showed a small amount of growth. Stability in the coaching position and increase success of the programs as a whole could attribute to the raise.*

2. What are you doing to respond to trends? *The addition of qualified and aspiring assistant coaches has helped to the stability of the program. We have worked to upgrade the facilities that the athletic teams compete and practice in. Importance has been placed on program fundraisers to be able to purchase additional and needed equipment or supplies.*

3. Should a recommendation be written addressing the data? __XX__ Yes   _____ No
   (If yes, list.)
   Additional full-time faculty members with assigned coaching duties
   - *Full-Time Kinesiology and Athletic Instructor*
     - *Approximate cost $100,000*
     - *Seasonal coaching duties – 30% release*
     - *Areas needed: Baseball, W. Basketball, M. Basketball, Softball*
   Upgrade, maintenance and renovation of department instruction areas
   - *Murdock Stadium field area*
     - *Approximate cost $150,000 – Critical*
   - *North Athletic field*
     - *Removal of field and replacement with field turf*
     - *Approximate $400,000*
     - *Result*
       - *Increase use for instruction and program development*
       - *Decrease irrigation*
       - *Decrease grounds personnel and facilities requirements*

B. Offerings: Fill Rate*

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

	Year 1 (Term and year)	Year 2 (Term and year)	Year 3 (Term and year)
Day classes	Fall 2005 – 74.9%	Fall 2006 – 65%	Fall 2007 – 73%
Evening classes	100%	80%	100%

1. Given the data, is the program in a growth mode? _____ Yes _X__ No
    The current level of program offerings is consistent with the conference and community needs. No new programs have been added and no programs have been cut.

2. What adjustments are indicated?
    Explain. *Continued examination of the community, conference and state athletic needs and adjustments made in accordance with expanding trends and future athletic events*

3. Should a recommendation be written that addresses the data? ____ Yes   ____ No
    (If yes, list.)

    No recommendation but an understanding that sometimes appropriate class size and appropriate team size due conflict. Example: Tennis maximum team size is approximately ten.
    * Percent of fill of each classes at census.

C. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

Course	During the early morning before 10 am	During the late am/early pm 10am –1:55 pm	During the late afternoon 2 pm -4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Telecourse	Via Online
Athletics	None	None	All	All		Various	None	None

1. What (if anything) is indicated by the student satisfaction with scheduling?

All Athletic courses are offered during the afternoon depending on facility availability. Practice and conference competitions are primarily scheduled during the early afternoon or early evening. Practices on the campus are centered between 12 noon to 6 pm for appropriate staffing and ability of the students to take morning and evening classes.
Courses take into account conference requirements and goals of the CCCAA.

2. Are there time periods of high student demand which are not being addressed? ___ Yes X_ No
   How could such demand be addressed?

3. Should a recommendation be written addressing this area? _____ Yes   __**X**_ No
   (If yes, list.)

D. Retention and Success

1. Retention

Instructions: Review and analyze the data on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

1. Given the data, what trends are observed?
   High level of student success
   High level of student retention
   Students are required to carry full-time load and encouraged to participate over a two year period.

2. Should a recommendation be written addressing the data? __XX_ Yes   _____ No
   Additional full-time faculty member with coaching assignment
   - *$100,000 per faculty member*
     - *Possible additions: Baseball, Basketball, Softball*
     - *Result: increased student success, recruitment and retention*
   Assignment of a full-time counselor to assist the students in their advancement
   - *$80,000*
   Student participation in student service offered programs and learning groups.

   Increased requirements for transfer and eligibility of student athletes by the NCAA has led to greater responsibility by our coaching staff to tailor the learning experience of the students under our supervision.

2. Success Rate

Instructions: Review and analyze the data on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed?
    A high number of our student have successful completion of athletics courses. Within those courses many are retained through their second season in hopes of transfer to a four year institution. Student competing in athletic courses carry approximately 14 units per semester and participate in winter and summer sessions at the college.

2. Should a recommendation be written addressing the data? _XX_ Yes   _____ No
    Institution research tracking of student-athlete progress

    Institution research tracking of the student-athletes on a three year and five year cycle has started and should be implemented by Fall 2008. This information will give needed information on department and individual program success indicators. This will help to guide the faculty into enhancing areas of concern and continuation of successful practices.

III. Curriculum
A. Course and Content

1. Courses Not Offered
Instructions: Indicate the total number of courses in the program and list all courses in the program which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

COURSES CURRENTLY OFFER - 35

* no courses in the catalog not currently offered

1. Given the data, are there courses that should be inactivated? _____ Yes   **XXX** No
    Comment.

2. If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?

    Off-Season Men's and Women's Cross Country hasn't been offered in a number of years. Many of the student athletes have started to participate in a fall sport (Cross Country) and a spring sport

(track). We should keep this course due to the fact that the school still offers a full cross country program.

3. Should a recommendation be written addressing the data?   _____ Yes   __XXX___ No
    (If yes, list.)

2. Course Revisions and Additions

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

1. Are there course outlines that should be revised?   __ _ Yes   _XX____No

2. Are there courses inconsistent with current practice in the field? ___ Yes   _XX__ No
    Explain.

3. Should new courses to be added to the program? ___XX__ Yes   _____ No
    Possible future programs: Women's Golf, Women / Men Lacrosse. The growing popularity of women's golf and lacrosse in the community and the state will likely facilitate the addition of a team if the trends continue. The addition would strength our relationship with the community and the high schools that we serve.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?
      ____ Yes   ___XXX_ No   ____ Uncertain **Comment.**

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? **(If not applicable, skip to Question 7.)**

6. Are these degree and/or certificate requirements inconsistent with current practice? ___ Yes ___ No
    Explain.

7. Is there a need to create or delete a degree and/or certificate? ____ Yes __X__ No
    Explain.

8. Should any recommendations be written that address the above responses? _____ Yes   __XX___ No

(If yes, list.)

B. Articulation

Instructions: Articulation is the process by which courses taken at ECC can be used to satisfy subject matter requirements at another college or university. This is important in the transfer process for students. To help you in this area, you can review articulation agreements at <u>www.assist.org</u>, the California Articulation Number Guide or meet with the Articulation Officer, Lori Suekawa (ext. 3517).

1. Are there any courses in your curriculum which are part of a lower division preparation for the major that are not articulated with our major transfer institutions? NO

2. What problems, if any, are there in articulating these courses? No

3. Should a recommendation be written addressing above responses?   _____ Yes   _XX_ No
    (If yes, list.)

C.   Instruction and Assessment

1. Learning Methods

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success?
    - *Repetition*
    - *Lecture*
    - *Demonstration*
    - *Analysis*
    - *Refinement*
    - *Modeling*

    Our coaching staff is encouraged to be active member in the CCCAA (California Community College Athletic Association). Continual campus training sessions and in services are tailored to the enhancement of our coaches methodology and success indicators. Our coaches use sound recruiting efforts in the community to enhance recruitment and campus image. Coaches do more than instruct skill levels for competition. They are leaders in their field who guide the students through their educational futures, work with four year institutions for transfer and teach life long community skills.

2. Should a recommendation be written addressing above response? _____ Yes   _XX_ No
    (If yes, list.)

2. Assessment

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

   A) Courses – courses offered are evaluated at three times (pre-season, mid-season, post-season). The assessment by the athletic director in conjunction with the Division Dean center around overall program success. Success is a multi-faceted tool focusing on: grade point average, decorum, campus and community issues, recruitment, retention, transfer and skill acquisition.

   B) Program – the program is evaluated internally and externally by many groups. The athletic director in conjunction with the Division Dean reviews the overall success of the athletic program as a whole. Student success in the classroom and athletic arena is key to this process. Sound instruction in a multitude of areas is review as well as state and campus decorum. The program is also evaluated yearly through the submittal of the EADA report to the federal government as required. This report looks at number of student (male and female), fiscal reporting, spending habits, full-time faculty, part-time faculty. The South Coast Conference and the Mission Conference conduct a formal evaluation as required by the COA every five to seven years. This report has been included and focuses on the areas detailed. This report looks at all areas affecting athletics and athletic support to the student-athlete.

2. How do you use the results of the above evaluation to improve student learning and the quality of the program?

   All of the reports above are used to hone our athletic program into a model for the community, institution and state. The athletic director will look at spending, coaching assignments, student success programs, student support, decorum and other key areas within the program.

3. Should a recommendation be written addressing this area?   _____ Yes   _XX__ No

   To grow our commitment to athletics and our community of student the addition of a full-time counselor, sports information director and additional full-time faculty is a key need. This recommendation was made in the last COA report and the previous program review. Counseling will aid in the student successful completion of key course for transfer. A sport information director can aid in the development of our website, community relations and athletic reporting. Full-time faculty coaches are essential to the environment that the institution creates, the recruitment of student and the success of the program.

   The development of the professional expert model would also be a possible move by the institution. Many institutions have started to develop this coaching model. The coach is paid to coach the team and teach the team class. They are given a full-time salary and benefits. When the individual no longer wants to coach then the contract is terminated. This also allows the hiring of full-time instructors that strictly teach. This adds strength to both aspects and the institution.

IV. Program Requirements
A. Instructional Support

1. Identify key instructional support areas used by the program.

Libraries & Programs:

X	Library	X	Special Resource Center	X	Basic Skills Study Center		Library Orientation
X	Music Library		Puente Program	X	Honors Transfer Program	X	Other (Please list.)
X	Learning Resource Center Media Materials Collection	X	Assessment/Testing Office	X	Counseling		
X	EOP&S/CalWORKS	X	Transfer Center	X	First Year Experience		
	Learning Communities		Project Success	X	Honors Transfer Program		

Computer Labs & Tutoring:

X	LMTC Computer Commons	X	SRC High Technology Center	X	Other Computer Lab: Please list.	X	Writing Center
	CAI MAC Lab	X	Writing Lab			X	LRC Tutorial Program
	CAI Windows Lab	X	Math & Science Lab			X	Math Tutoring
	TOP Lab	X	Keyboarding Center			X	SRC Tutorial Program
	Hawthorne BTC					X	EOP&S Tutoring
	Inglewood Center						

Faculty Support Services:

X	Graphic Arts	X	Copy Center	X	Distance Education		Other (Please list.)
X	Media Services AV Production	X	Tech Services Help Desk	X	Teleconferences		
X	Media Services AV Equipment Distribution	X	Support Staff	X	Webconferences		
X	ECC Vehicles	X	ECC hosted Websites	X	Staff Development		
X	ECC E-mail						

2. Do you have some instructional support needs that are not being met?   __XX__ Yes   ____ No
   Comment.
   Updating and upgrading of media equipment for assessment of student learning outcomes as being developed. Integration of student athletes into more of the strong campus support programs and learning environments.
   - *Approximate cost $50,000*

3. Should a recommendation be written to address your needs? __XX__ Yes   ____ No
   (If yes, list.)
   Further involvement of the athletic programs in tutoring groups and the development of an academic tutoring / counseling center for student-athletes.

- *This section will be funded yearly through our annual golf tournament and the scholar-baller program. Funds gathered will go to the offering of regular tutoring hours and materials needed to enhance the success of our students.*

B. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment? **Explain.**
   Yes, athletic programs use a variety of facilities on campus and a number of important equipment items that are key to the success of the programs. The maintenance and upgrade of fields, courts, lockers, weight rooms and conference rooms are important for student development as well as the colleges' image in the conference and community.

2. Are adequate facilities, equipment and supplies available for the program? ____ Yes XX__ No
   Equipment used by the athletic programs is adequate to the success of the program. On a whole the athletic facilities are adequate. With that many of the athletic facilities are in need of upgrade or serious maintenance. Some of the areas are being addressed in the new campus facilities plan.
   - *Track*
     - *Amount unknown but is schedule through recent bond*
     - *One of the last dirt tracks*
     - *A new track would assist in course offerings as well as student recruitment*
     - *Track field should be turned into a field turf synthetic surface for level of use.*
   - *Athletic grass fields*
     - *Murdock Stadium - $150,000*
     - *North Athletic Field - $400,000*
       - *Removal of existing field*
       - *Replace of field with a synthetic surface for increased use and decreased staff and personnel for maintenance*
     - *Safety and health hazards exist on all fields*
       - *North field has a man hole cover at the side of the field and has numerous area where the irrigation and turf are inadequate*
       - *Track field has poor maintenance, irrigation and draining as well as various safety hazards due to the poor grass coverage*
       - *Murdock stadium has a number of uneven area, outdated irrigation and drainage as well as aging grass and soil capabilities. Press box areas within the stadium are aged beyond repair and need to be replace. West press box has termites and an unsafe roof. East press box has a landing area which has been roped off for safety due to unsafe conditions*
       - *Baseball field has aging spectator area and is currently not compliant for disabled persons*
         - *Item was place in recent bond*
         - *Approximate $200,000*
       - *Inadequate number of faculty offices and meeting rooms*
     - *All practice fields (track field / north field) should be renovated into a field turf to save on water, grounds personnel and remove many if not all safety hazards*
   - *Cleaning and Sanitizing of facilities on a regular basis*
     - *Ongoing expense can be carried out through custodial*

- *Emphasis placed on the health and safety of our students*
- *MSRA is a issue in the state and many public facilities*
- *Locker rooms and other areas should be regularly schedule for thought cleaning*

3. Are the facilities and equipment adequately maintained? __XX__ Yes ____ No
   Needs are addressed in a timely manner to the best of staffing ability and facility limitations. The limitations of staffing and age of our facility had lead to deteriorating areas and lack of ability to maintain.

4. Should a recommendation be written addressing the data?   ___XX__ Yes   _____ No
   Many are listed above in section 2. Assignment of a grounds person to the athletic venues for continuity and program familiarity.
   - *$60,000*

C. Staffing

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent fall semester and answer the following questions:

FTEF (full-time equivalent faculty): # _28.01____

Number of full-time FTEF: #___17___   **Number of adjunct FTEF**: # __38____

FT/PT load ratio: ____51.5 / 48.5_____

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review? *Basically alike with little variation.*

2. What do the program data indicate? Comment on any trends or unusual data.
   A need for additional full-time faculty members or the development of the professional expert model.

3. How does the FT/PT ratio benefit or harm the program? *Harms the individual and overall program success due to staffing levels.*

4. Do you have a faculty mentoring program? __XX__ Yes   _____ No
   Describe. *Not officially but many of our head coaches come from years of coaching experience and serving as an assistant acts as a mentoring system. All of our coaches undergo evaluation and in-service training by the athletic director.*

5. How do faculty maintain currency in their field? Involvement in the California Community College
   Athletic Association, state and national coaches association, conference meetings, state and national meetings. Coaches in services are also held on campus various times throughout the year.

6. Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
Britton, John	30				
Featherstone, John	10				
Engle, Gene	10				
Nelson, Tom	10				X
Landruex, Paul			X		
Pattison, LeValley	10				
Lofgren, Dean	40				
Stanbury, Corey	40				
Granger, Tracy	10				
Storer, Tom	25	X			X
Lipe, Mark					
Serr, Russell					
Feenstra, Julie		X			X
Van Lue, Nick					X
Hicks, Tom					
Zartman, Charlene					X
Loesner, Christy					
Natividad, Rory	100				
Hazell, Tom					

6a. How does this data impact the program?

A needed plan for program stability is needed to retain the history of the program success. The number of non coaching faculty does impact our ability to recruit and retain our student athletes. A number of our coaches coach more than one athletic program.

6b. Will this data affect the program in the future? *Yes as listed above.*

7. From this information, can you identify present and future staffing needs? _XX_ Yes__ No

Explain. Many of our current faculty that do coach have been successfully running their programs for over 15 years. The future trend of these individuals retiring or leaving coaching is a possibility. The future can be bright for El Camino if we plan by hiring additional coaches to be mentored into our successful programs.

8. What is the department doing to address any future staffing needs?

Submitting for additional hire and increased participation in the CCCAA through leadership roles.

9. Should a recommendation be written addressing the data?   _XX_ Yes   _____ No

Two additional full-time faculty members should be hired. One to replace a recent retirement and one to offset a future retirement.

D. Planning

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful?

Yes, the athletic director conducts periodic staff meeting as a group and with individuals to relay the future trends and future directions. External changes and increased requirements by the CCCAA and NCAA continue to help us develop and maintain quality student programs. The filling of coaching and instruction courses by qualified individuals has helped to offset the recent trends in the department.

2. What data, not currently provided, would be needed in order to improve planning for the development of the program? **Explain.**

3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?

Continued restructuring of the COA and the CCCAA. Also, increase transfer requirements by the NCAA will require further guidance and counseling by support staff and coaches. I also see the possible growth of youth lacrosse and women's golf in the surrounding community and state.

4. What will the implications of these changes or trends be for the program and how will the program need to respond?

The program will work to respond to state trends through the offering of growing establish courses. The possible removal of declining sports with adherence to the Title IV requirement will be a key. The growing of the program through diverse offering and the addition of new faculty member will help to bring a fresh but stable face to our program.

5. Based upon the information above, how would you like the program to evolve within the next five years?
  - *$100,000 approximately per faculty member added*
  - *Areas needed: General Physical Education, Baseball, Basketball, Softball*
  - *Additional full-time faculty, improve facilities to increase attraction from student within our community and abroad, addition of competitive athletic programs in conjunction with conference and state athletic association trends. Continued expansion of our student tutoring component, the scholar-baller program and staff training sessions. The encouragement and support to our staff for development and speaking opportunities.*

6. Should a recommendation be written addressing the data?   _____ Yes   _____ No
  (If yes, list.)

V. Conclusion

1. Prioritized Recommendations
    A. Further development of Student Learning Outcomes
    B. Further development of the student athlete and his/her connections with academics and the community
    C. Full-time coaches
        a. Through the faculty hiring process
        b. Or the development of the professional expert model
    D. Facilities
        a. Murdock stadium –
            i. replacement of sod
            ii. replacement of sprinklers
            iii. leveling and grading of the facility
        b. Softball
            i. Currently under construction
        c. Track
            i. Scheduled for construction
        d. Athletic venues upgrade
            i. South gym
                1. replacement of window to current standards
                2. replacement of floor / paint and repair
                3. development of venue entrance to enhance the outer look and coordinate with new campus parking structure
        e. Field house
            i. Scheduled for construction
        f. Increased maintenance personnel
    E. Sports information director
    F. Increase counseling/tutoring support
    G. Offices and team areas

2. Major Needs
    A. Murdock stadium
        a. Sod, irrigation and laser grading of field
    B. Additional full-time faculty members with coaching assignment
    C. Softball
    D. Track
    E. Field House
    F. Court of Champions – PE Quad area developed into a quite reading and study area highlighting the outstanding student-athletes of the past
    G. South Gym – Alumni wall, venue entrance and facility upgrade

3. Strategies
    1. Community relations

2. Faculty training sessions
3. COA / CCCAA involvement
4. Student Success programs
    a. Scholar-Baller
    b. Counseling
    c. Tutoring
5. Fundraising
6. Faculty Hiring –
    a. Development of the professional expert model would be an important item for the institution to look at. Would protect against a decline in number of coaches. Would add consistency to our programs by allowing more full-time coaches. Would also increase the level of our faculty teachers in the classroom.

Scholar-Baller™
Education   Sport   Entertainment