

Program Review - Academic & Service - Athletics & Kinesiology Latest Version

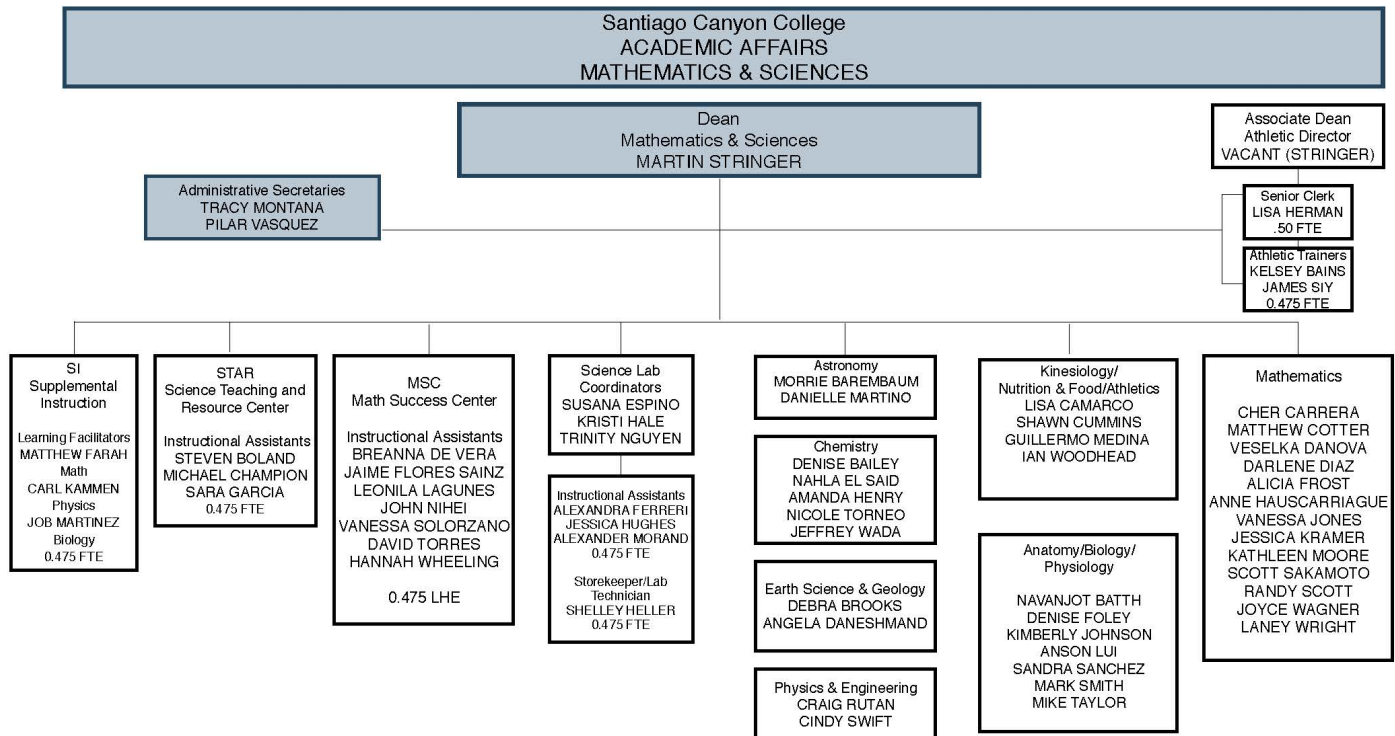
Overview

Program Review - Collaborators : Version by **Camarco, Lisa** on 11/20/2019 16:27

Collaborators
Lisa Camarco

Program Review Overview - Organizational Chart : Version by **Camarco, Lisa** on 11/20/2019 16:27

Please insert the organizational chart for this program or service area.



June 18, 2019

Program Review Overview - Award Programs : Version by **Camarco, Lisa** on 11/20/2019 16:27

- Kinesiology AA-T
- Nutrition and Dietetics AS-T
- Certificates of Achievement in:
 - Kinesiology- Health Promotion
 - Kinesiology- Fitness and Active Lifestyle
 - Kinesiology- Sports Studies

Award Programs

Award Programs

Program Review Overview - Course Offerings: Unique Courses : Version by Camarco, Lisa on 11/20/2019 16:27

From 2014-2018 we averaged 39 unique course offerings.

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
37	41	38	39

Program Review Overview - Course Offerings - Number of Sections Offered : Version by Camarco, Lisa on 11/20/2019 16:27

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
	81	124	121	137

Program Review Overview - Course Offerings - Total Enrollment : Version by Camarco, Lisa on 11/20/2019 16:27

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
	2904	2533	2530	2503

Program Review Overview - Course Offerings - Students per Offered Section : Version by Camarco, Lisa on 11/20/2019 16:27

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
	36	20.4	21	18.3

Program Review Overview - Faculty Workload LHE : Version by Camarco, Lisa on 11/20/2019 16:27

We tend to operate on a higher percentage of part-time faculty as compared to the campus as a whole. Our classes are taught by approximately 15% fewer full-time faculty as compared to the average department on campus. The data displayed above shows that 29.7% of our class offerings are taught by a full-time faculty member as opposed to the 44.65% of the classes campus wide.

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE %	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
90	29.7%	184.5	60.8%	28.9	9.52%	303.4	100%

Program Review Overview - Faculty Workload Faculty Headcount : Version by Camarco, Lisa on 11/20/2019 16:27

The data does not reflect that we recently hired a full-time Kinesiology/Mens Soccer position which brings our current full-time headcount to 4, with the new district adoption of removing blended roles, it has drastically impacted our pool of part time faculty that has worked in our department for many years.

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
3	16	3	19

Program Review Overview - Faculty Workload LHE per Faculty : Version by Camarco, Lisa on 11/20/2019 16:27

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
30	11.53	9.63	15.97

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by Camarco, Lisa on 11/20/2019 16:27

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
3	6.15	0.96	10.11

Program Review Overview - Faculty Workload FTES and Efficiency : Version by **Camarco, Lisa** on **11/20/2019 16:27**

Total FTES	Overall Efficiency (FTES/FTEF)
255.77 (average over last 6 years)	27.3 (average over last 6 years)

Program Review Overview - Service Area Functions : Version by **Camarco, Lisa** on **11/20/2019 16:27**

We operate 8 Intercollegiate Athletics programs including: Men's and Women's Cross Country, Men's and Women's Volleyball, Men's and Women's Soccer, Women's Softball, and Men's Basketball. These programs provide a boost of enrollment to the college, provide a platform for inclusion, opportunity and equity amongst high risk and underserved student populations, and a presence in the community.

Function	Description
Provide Intercollegiate Athletics for Santiago Canyon College	The Department of Kinesiology and Nutrition also houses the intercollegiate athletic programs in which we compete in the Orange Empire Conference under the CCCAA in the CalJC Division.

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Camarco, Lisa** on **11/20/2019 16:27**

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

The departmental focus has been on bringing the Athletics and Kinesiology departments up to equitable working standards such as full-time coaches for all sports and hiring adequate support personnel in order to maintain facilities and programs that we currently offer. Although we are not at the level of meeting basic needs, our full-time faculty does continue to look ahead and consider departmental growth and development when we meet at the beginning of each semester. Through reference to the DPP, we assess progress toward achieving each goal. As we complete specified tasks, new objectives are identified to enable us to further the department's mission and specified goals.

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

Our activity classes and our fitness center are part of an 'innovative learning community', providing a healthy means for students to help manage stress while keeping fit, helping 'to foster student success'. 'Personal growth' is evident in all of our courses including our athletics program which challenges student-athletes in a high pressure environment, developing work ethic, character and building leadership skills in the process. Our facilities and the emphasis upon continued improvement/maintenance are also critical in providing the infrastructure 'to maintain standards of excellence'. Our Kinesiology Associate of Arts Transfer degree as well as our Nutrition degree provides a means of 'transferable education' from our department directly to the CSU's.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals

Annual Plan Goal
undefined

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by **Camarco, Lisa** on **11/20/2019 16:27**

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of **63%**?

Our success rate exceeds the institutional-set standard as depicted in the data below. Our department recruits the most ethnically diverse population of students on our campus and yet we have demonstrated successful completion rates with a typically "at risk" population.

- 2014-2015: 75.7% Success Rate
- 2015-2016: 73% Success Rate
- 2016-2017: 79.6% Success Rate
- 2017-2018: 76.9% Success Rate
- 2018-2019: 76.4 Success Rate

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

N/A

What is the course retention rate (any grade except W) for courses within the program?

Our department has high retention rates which is a direct correlation with the faculty that go above and beyond to help students achieve success.

- 2014-2015: 86.2% Retention rate
- 2015-2016: 85.3 Retention rate
- 2016-2017: 87.7% Retention rate

2017-2018: 85.6% Retention rate

2018-2019: 86.5% Retention rate

What is the course retention rate in basic skills courses (any grade except W) within the program?

N/A

Program Review Data Analysis - 5 : Version by Camarco, Lisa on 11/20/2019 16:27

The number of students seeking an AA-T in Kinesiology is rising. It is one of the top majors in the Cal State system which means that demand will continue to be a priority in preparing our students for transfer.

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018
Kinesiology AA-T	13	9	22	37
Nutrition and Dietetics AS-T				1

Program Review Data Analysis - 6 to 13 : Version by Camarco, Lisa on 11/20/2019 16:27

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?

It appears that our student population drives diversity on our campus. The recruitment of student-athletes to attend our college not only improves enrollment (over 90% of our student-athletes commute to SCC from outside of our district lines) but also improves the diversity and access to college for traditionally underrepresented students. For example, African American students make up approximately 5% of the athletic department compared to the school average of 2% college wide and we are 5% higher on our Latino population numbers coming in at 55% of the athletic department compared to 50% campus wide.

Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

Related Occupations:

Teaching and Instructing, Education Administrator, Fitness/Aerobics Instructor, Recreation Instructor, Coach/Scout, Certified Athletic Trainer, Prosthetist, Occupational Therapist, Physical Therapist, Diet Counselor, Pharmaceutical Sales, Parks and Recreation Director, Agent/Sport Representative, Public Relations/Sports Information Professional, Sports Administration, Product Development, Stadium Operations, Sports Management, Strength and Conditioning Specialist, Corporate Wellness Director, Health Inspector, Exercise Researcher, Ergonomic Researcher/Designer, Physician's Assistant, Physician, Nutritionist, Nurse, Exercise Physiologist, Chiropractor.

Employment Projections:

Out of the 10 fastest growing occupations listed in the employment projections, four of them are occupations related to our program. (Health Specialties Teachers, Nurse Practitioners, Physicians Assistant, Home Health Aides)

Affect on Planning:

Health and Physical Education/Fitness is listed among the top 20 educational programs in California by program completers. As it stands, our program offerings are extremely limited by our small department and courses offered. We will continue to advocate for growth in classes and sections offered in order to meet occupational projections and continue to be competitive with other institutions offering more to the students in their departments.

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

N/A

Please provide comment on student survey results administered by the program, if any.

We provide multiple forms of survey's throughout our department. Survey results are consistently highly positive highlighting the positive experience our students have had both in the classroom as well as being a part of our intercollegiate athletic program.

Please provide comment on program exit exams or other assessments of graduating students, if any.

All students are evaluated equally, we do not separate graduating or exiting students from currently enrolled students.

Please provide the number of students who take and pass external license examinations, if relevant to the program.

Since 2016, our department has issued 292 First Aid/CPR/AED Certification Cards. That is an average of 85 per year.

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

Our athletic department boasts a transfer rate of over 90% to four year institutions. Typically the student-athlete is moving on to complete their degree on an athletic scholarship.

Please provide data pertaining to the instruction or delivery of service, if any.

Women's Soccer:

2018

24-0 Record

State Champions

Conference Champions

Haley McDevitt, Angelica Ortega, Ofelia Sosa-Cruz All-American.

Angelica Ortega- Conference MVP.

National, So Cal Regional and Conference Coaching Staff of the Year.

Ian Woodhead- Conference Women's Coach of the Year.

12/13 sophomores (92%) 4 year transfer.

2017

20-2-2

State Finalists

Conference Champions

Cassie Soto- Conference MVP

Ian Woodhead- So Cal Regional and Conference Coach of the Year.

8/9 sophomores (88%) 4 year transfer.

2016
21-1-1
Regional Finalists
Conference Champions
Lauren Sabella- All-American.
Ian Woodhead- So Cal Regional and Conference Coach of the Year.
10/10 sophomores (100%) 4 year transfer.

Men's Basketball:

2018-2019
20-9 Overall Record
Southern California Regional Semi-Finalist
Myles Garvin - OEC Character Champion Award
Paulo Araujo - 1st Team All OEC
Tyler Goodlow - 1st Team All OEC

2017-18 (1st Season of Men's Basketball at SCC)
Started the season 8-0 and ranked #1 in the state
22-9 Overall Record
Southern California Regional Finalist
AJ Garrity - OEC Character Champion Award
Rocket Henderson - 1st Team All OEC
Antoine Jenkins - 1st Team All OEC

Women's Softball

2019
25-18 Overall Record
Rylie Seip - NFCA All-American
Danielle Stallings - NFCA Academic All-American
Regional Champions, Super Regional Finalist
6/7 sophomores (86%) 4 year transfer

2018
33-13 Overall Record
Rylie Seip and Amber Elliott - All-State
Rylie Seip - NFCA All American
Regional Champions, Super Regional Finalist
6/6 sophomores (100%) 4 year transfer

2017
32-12 Overall Record
Emili Olague and Manoa Weijgertse - All State
Manoa Weijgertse - NFCA All-American
Regional Champions
7/7 sophomores (100%) 4 year transfer

2016
41-9 Overall Record
State Champions
Super Regional Champion
Regional Chapman
Emili Olague and Kaitlyn Lanksbury - All State
Emili Olague - NFCA All-American
Lauren Hammond - NFCA Academic All-American
Lisa Camarco - OEC Coach of the Year
Lisa Camarco - OEC Female Sports Coach of the Year
National Fastpitch Coaches Association CalJC National Coaching Staff of the Year
7/9 sophomores (78%) 4 year transfer

Men's and Women's Volleyball

Established in 2017
Timothy Johnson, OEC Coach of the Year 2019

Men's Cross Country

2019
Team finished 4th Place in the Orange Empire Conference
Team qualified for and finished 23rd at the Regional Championships

2018
Diego Madrid - Regional Championships Individual Qualifier

2016
Carlos Rich – Academic "All-State" Scholar-Athlete
Two Individual State Championships Qualifiers (David Adan & David Zavala)
Team was Regional Championships Qualifier

Women's Cross Country

2019

Megan Lindenmuth – "All-Orange Empire Conference" Selection

Two Individual State Championships Qualifiers (Megan Lindenmuth & Michelle Torres-Ruiz)

Team finished 4th Place in the Orange Empire Conference

Team qualified for and finished 22nd at the Regional Championships

2017

Madison Markey – Academic "All-State" Scholar-Athlete

Madison Markey – State Championships Individual Qualifier

2016

Gabrielle De La Rosa – U.S. Community College "All-American"

Gabrielle De La Rosa – 1st Team All-Conference, All-Region, and All-State Selection

Team was Regional Championships Qualifier

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by Camarco, Lisa on 11/20/2019 16:27

Courses	Section Count
38 unique courses offered in 2018-2019	109 sections of classes offered in 2018-2019

Program Review Outcomes Assessment - CSLOs : Version by Camarco, Lisa on 11/20/2019 16:27

Student Learning Outcomes	CSLO Count	CSLOs Measured
KIN101 - First Aid and CPR	scale of 1-5	Exceeds Expectations
Demonstrate understanding of emergency first aid procedures and be able to apply the information effectively.	4.9	
Demonstrate understanding of cardiopulmonary resuscitation techniques.	4.9	
KIN104 - Healthful Living	scale of 1-5	Exceeds Expectations
Demonstrate understanding of the factors that influence human health and wellness.	4.5	
Demonstrate knowledge to be able to modify current health behaviors and attitudes in order to achieve increased long-term potential for quantity and quality of life.	4.5	
KIN109 - Sport in US Society	scale of 1-5	Exceeds Expectations
Critique and explain why sport faces challenges as regards to sportsmanship and deviance.	4.6	
Analyze and contrast the role of sport in US society from varied perspectives including youth/parent; participant/fan; recreational/professional sports; high school/college sports; and by considering issues of race/gender/religion.	4.5	
Describe the role of sport in a broader context than their own experience, through understanding the perspectives of local community groups; local, national and international media groups, and by contrasting sport in the US with sport in other nations.	4.7	
KIN111 - Sports Psychology	scale of 1-5	Exceeds Expectations
Learn, and then apply the scientific concepts of sport psychology to athletic performance.	4.5	
Evaluate the complex nature of sport psychology and the effects it has on performance as an individual and a team.	4.8	
Describe the role of sport psychology in their own experience and the role it plays at a universal level.	4.8	
KIN119 - Personal Fitness Evaluation	Scale of 1-5	Exceeds Expectations
Critically analyze the meaning of the test results and establish an instructor approved conditioning program.	4.9	

Student Learning Outcomes	CSLO Count	CSLOs Measured
Demonstrate understanding of how the science and knowledge of fitness can be used to make effective decisions regarding lifestyle changes which result in an improved quality of life.	4.9	
KIN242 - Basketball Team Off-Season Men	Scale of 1-5	Exceeds Expectations
Demonstrate critical thinking by choosing appropriate skills and techniques in game-like situations.	4.9	
Demonstrate understanding of the benefits of exercise for fitness and wellness and for life-long health.	4.9	
KIN245 - Volleyball Team- Men	Scale of 1-5	Exceeds Expectations
Critically evaluate performance and all aspects of the volleyball program with a view to improving themselves as individual players and improving the program as a whole.	4.9	
Demonstrate a commitment to the local community through activities that provide a personal and team connection with local groups and in doing so, help raise the profile of the college.	4.9	
KIN248 - Volleyball Team Off-Season - Women	Scale of 1-5	Exceeds Expectations
Demonstrate critical thinking by choosing appropriate skills and techniques in game-like situations.	4.7	
Demonstrate understanding of the benefits of exercise for fitness and wellness and for life-long health.	4.7	
KIN257 - Cross Country Team-Off Season	Scale of 1-5	Exceeds Expectations
Incorporate running and exercise into their daily lifestyle in order to promote lifelong health and fitness.	4.8	
Apply critical thinking skills to exercise theory in the areas of running biomechanics, training periodization, sports nutrition, and injury care and prevention.	4.7	
KIN272 - Soccer Team Off Season-Men	Scale of 1-5	Exceeds Expectations
Demonstrate critical thinking by choosing appropriate skills and techniques in game-like situations.	5	
Demonstrate knowledge of the benefits of exercise for fitness and wellness, and for lifelong health.	5	
KIN273 - Soccer Team Off Season-Women	Scale of 1-5	Exceeds Expectations
Demonstrate critical thinking by choosing appropriate skills and techniques in game-like situations.	5	
Demonstrate knowledge of the benefits of exercise for fitness and wellness, and for lifelong health.	5	
KIN281 - Softball Team-Women	Scale of 1-5	Exceeds Expectations
Learn to think critically through evaluation of their individual performance, their performance as a team, and through analyzing competition from other teams with the ultimate goal of improving as a whole.	5	
Learn to communicate effectively with a diverse population in a clear, articulate manner in a cooperative team learning environment.	5	
KIN284 - Theory of Softball	Scale of 1-5	Exceeds Expectations
Critically analyze game strategies through the use of compiling data on opposing teams using methods such as charting and video.		
Act as a responsible member of the community through treating others with respect, dignity, honesty, and empathy.		
KIN125A - Basic Cardio Kickboxing	Scale of 1-5	Exceeds Expectations
Learn to critically analyze the use of basic combative movements to be incorporated into both a safe and healthy exercise regimen.	4.3	
Demonstrate cooperative learning while demonstrating coordinated movements aimed at basic personal safety.	4.4	
KIN125B - Intermediate Cardio Kickboxing	Scale of 1-5	Exceeds Expectations

Student Learning Outcomes	CSLO Count	CSLOs Measured
Critically analyze the use of intermediate level striking techniques used in various circumstances with a view to improving their cardiovascular fitness and personal safety.		
Demonstrate proper technique through the practice of routines.		
KIN127A - Basic Yoga	Scale of 1-5	Exceeds Expectations
Analyze and assess how yoga can be incorporated in to their lifestyle with a view to long-term physiological and psychological benefits.	4.8	
Demonstrate flexibility, muscular strength, and co-ordinate body movement, maintaining body alignment against gravity.	4.8	
KIN127B - Intermediate Yoga	Scale of 1-5	Exceeds Expectations
Demonstrate understanding of techniques for relaxation through focusing on breathing.		
Demonstrate understanding of intermediate level yoga poses for increased strength, and improved flexibility and balance.		
KIN127C - Advanced Yoga	Scale of 1-5	Exceeds Expectations
Demonstrate improved flexibility, muscular strength, and coordinated body movement, while maintaining body alignment against gravity through participation in varied challenging poses.		
Analyze and assess how yoga practice can be incorporated in to lifestyle with a view to long-term physiological and psychological benefits.		
KIN140A - Basic Circuit Weight Training	Scale of 1-5	Exceeds Expectations
Design an effective personal lifetime fitness program utilizing a variety of resistance and weightbearing exercises and equipment.	4.5	
Identify proper resistance training techniques and the physical adaptations that result from a consistent weights and conditioning fitness program.	4.4	
KIN140B - Intermediate Circuit Weight Training		
Integrate the principles of resistance training into an effective, personalized lifetime fitness program utilizing a variety of exercises and equipment.		
Identify the specific exercise equipment and techniques utilized to develop muscular strength and muscular endurance in the various major muscle groups of the human body.		
KIN140C - Advanced Circuit Weight Training		
Evaluate various resistance training programs and equipment and adapt their use to accommodate the specific, individualized fitness needs of a variety of populations.		
Analyze a resistance exercise routine to ensure that it is a balanced program that addresses all major muscle groups including the major opposing agonist/antagonist muscle groups.		
KIN160A - Basic Basketball	Scale of 1-5	Exceeds Expectations
Demonstrate understanding of the skills required for basketball and knowledge of the positive lifetime health impacts of practicing the sport.	4.7	
Demonstrate understanding of the rules of basketball.	4.6	
KIN160B - Intermediate Basketball		
Demonstrate skill development through a progression of fundamentals.		
Critically analyze game scenarios and utilize appropriate strategies.		
KIN163A - Basic Indoor Soccer	Scale of 1-5	Exceeds Expectations

Student Learning Outcomes	CSLO Count	CSLOs Measured
Demonstrate knowledge and practice of basic skill development activities which aim at positive lifetime health.	4.9	
Demonstrate understanding of the rules of indoor soccer.	4.9	
KIN185A - Basic Swimming	Scale of 1-5	Exceeds Expectations
Perform introductory swimming skills and techniques, such as treading water and floating.	4.9	
Critically analyze the need for increased safety measures necessary for demands of an intermediate level swim class.	4.8	
KIN185B - Intermediate Swimming		
Demonstrate knowledge of how to incorporate swimming into their lifestyle to promote lifelong health.		
Use critical thinking skills to evaluate water safety criteria and apply these safety rules to the swim environment.		
KIN185C - Advanced Swimming		
Use critical thinking skills to refine fundamental swim skills including streamline, stroke count, breath control, and turnover.		
Assess, and incorporate individual swim workouts that include speed, distance, and interval training and with a view to moving closer towards personal targets.		
NUTR115 - Nutrition	Scale of 1-5	Exceeds Expectations
Evaluate the roles of the basic components of nutrition for health promotion and disease prevention.	4.8	
Analyze and identify credible research on nutrition information.	4.9	

Program Review Outcomes Assessment - PSLOs : Version by Camarco, Lisa on 11/20/2019 16:27

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Athletics & Kinesiology		
PSLO		
Athletics*		
PSLO		
Kinesiology - Health Education*		
PSLO		
Kinesiology - Intercollegiate Athletics*		
PSLO		
Kinesiology - Physical Education*		
PSLO		
Kinesiology Administration Office		
PSLO		
Nutrition & Food*		
PSLO		

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Camarco, Lisa on 11/20/2019 16:27

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?

Across all courses in Kinesiology, students are asked to assess the effectiveness of classes in reaching student learning outcomes at the end of a semester on a grading scale of 1-5. Other surveys are conducted by individual instructors to assess the effectiveness of specific course components in more detail. Quizzes and tests in academic courses assess thorough understanding of course content.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

Assessment of Student Learning Outcomes is performed at the end of every fall and spring semester in each course offered. This provides each instructor to assess the outcomes as a whole, plus the freedom to seek other input in improving their instructional methods for students. Athletic teams also perform an annual assessment at the conclusion of each season in order to monitor several aspects of the programs internal operational success.

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

1. Kin 281, SLO: Students will learn to communicate effectively with a diverse population in a clear, articulate manner in a cooperative team learning environment. Students go out into the community to lead events such as a clinic for the Little League Challenger League in which they provide instruction for physically and mentally disabled individuals that range from young children through adults.

2. The student responses reflect that we are largely meeting our student learning outcomes.

Performance in terms of grades and retention in classes is strong. Our focus has moved towards improved teaching pedagogy to attempt to reach a higher percentage of students at a higher level, for a higher percentage of the class time. This has involved incorporating more technology in the classroom, more small group interaction and continuing to remain current in our particular areas.

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

Kin 104 SLO 2 Students will have the knowledge to be able to modify current health behaviors and attitudes in order to achieve increased long-term potential for quantity and quality of life.

Behavior modification theory/techniques are covered in more depth emphasizing identification of counter-productive health behaviors & how more effective behaviors can be substituted.

Kin 111 SLO 2- Students will evaluate the complex nature of sport psychology and the effects it has on performance as an individual and a team.

Plan- Enhance individual application of the concepts through creation of personalized application assignments such as goal setting to spark the individual application interest.

Through student retention, student success rates, and SLO assessment that exceeds expectations we can conclude that the changes we continually make to improve, update, and keep our content current are successful.

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

The pattern that we were able to identify is that across the board our students are seeing a great deal of success. Although our department is small, we set a very high standard of excellence which is demonstrated through high achievement numbers.

Program Review Outcomes Assessment - SAOs : Version by Camarco, Lisa on 11/20/2019 16:27

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
1	0	0

Program Review Outcomes Assessment - SAOs Table : Version by Camarco, Lisa on 11/20/2019 16:27

This does not directly pertain to Athletics in that we are academic in nature even though we are also grouped as a service area. Our outcomes are still measured in a traditional SLO format along with successful seasons, transfer rates, academic achievements, and scholarship opportunities.

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
undefined	undefined	undefined

Program Review Outcomes Assessment - SAOs Prompted Change : Version by Camarco, Lisa on 11/20/2019 16:27

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.

Our athletic programs are extremely successful especially in light of the lack of resources compared to our direct competitors and counterparts. We continually assess our effectiveness in the individual programs and make necessary changes to remain cutting edge.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Camarco, Lisa on 11/20/2019 16:27

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

Activity classes - Designed to increase the fitness level of individual students and provide an outlet for students to lower stress and anxiety. Classes are geared towards individuals of varying backgrounds and abilities.

Academic classes - Offering both hybrid and online courses to meet students demanding schedules. Preparing students with an interest in the field of Kinesiology, Exercise Science, Health and Wellness.

Athletic Teams - Participating on an athletic team gives students the opportunity to demonstrate citizenship, leadership, and responsibility. Student-athletes cultivate involvement in community activities.

Fitness Evaluation - Provides the opportunity for students to have a scientific individualized assessment of their fitness level. It also provides a platform to sustain lifetime fitness.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

All Kinesiology classes are transferrable to a 4 year institution through Plan A and Plan B. Healthful Living, Nutrition, Sport in US Society, and Sports Psychology, all tend to have a high demand with students on the wait list. Adding additional sections in varying formats (online, hybrid) will increase availability and better meet students' needs. Adding more team and individual sport options beyond a 1 semester format will improve students ability to finish their degree on time.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

Our program thrives in this area as we pride ourselves on creating well rounded individuals. Our student-athletes spend time traveling to other colleges, competing in the off season on 4 year university campuses, hosting events out in the community providing leadership experience, public speaking opportunities, and giving back to their communities through charity events.

The invaluable life lessons they learn from being a student-athlete are lessons such as time-management, empathy, team-work, positive communication strategies, conflict resolution, how to handle success and recover from failures.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

Quadrennial reviews are an on-going process driven by reflection on the needs of students (current trend of greater demand for courses online) and in accordance with the requirements of the curriculum council and the office for institutional effectiveness (Introduction of and revision of Student Learning Outcomes etc)

Creating new programs- As the department grows, full-time faculty will discuss potential programs in our discipline based on research in to the success of other colleges in meeting student needs in the surrounding area and helping students successfully move on to 4 year institutions.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

Job Placement – Student workers in the Fitness Center and for game management

Counseling – All athletes see a counselor to have an IEP on file and to closely coordinate academic progress while coaches liaise with 4 year coaches on transferring the athlete.

Health and Wellness Center – Echug is optionally incorporated in to Health and Nutrition curriculum. All athletes receive a pre-participation health screening examination.

Outreach- Liason with 'Early Welcome' Outreach for the recruitment of incoming student-athletes.

Foundation – Our instructors work with the Foundation in fundraising efforts for their respective programs.

DSPS - Instructors coordinate with DSPS for students both in class as well as for student-athletes to be sure needs are being met while we continue to keep the student eligible to transfer and compete in a timely manner.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

-Expansion of activity class offering

-Expansion of athletic team offerings

-More sections of classes to support the Kinesiology Transfer Degree

-Replacement of sports that have been cancelled/replaced with on campus athletic teams

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Camarco, Lisa** on **11/20/2019 16:27**

Offices are primarily dedicated to the coaching staff. All storerooms and conference rooms are shared between instructors and the service area.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
0	0	7	0	0

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Camarco, Lisa** on **11/20/2019 16:27**

Kinesiology does not have any dedicated space for teaching classrooms thus all are shared with other areas on campus. The athletics facilities as a whole are shared spaces between either on campus teams, activity classes, and/or through community use and rentals.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
All	2	0	1	1

Program Review Resources - Specialized Equipment and Resources : Version by **Camarco, Lisa** on **11/20/2019 16:27**

Although there are times through rental agreements that our resources and supplies are used, we try to maintain a separation between facility use and program equipment so as not to disrupt our programs and classes with missing, deteriorating, or broken equipment.

Equipment/Resource	Description
All specialized sport equipment (balls, tees, etc.) other than large items such as goal posts/bases are used exclusively by the program.	Facilities as a whole are shared, large scale items are shared but typically individualized equipment is not shared.
Equipment for activity classes (boxing gloves, spin bikes, indoor soccer goals, etc.)	Equipment for the functioning of activity classes are typically used exclusively by our program.

Program Review Resources - Funding Sources : Version by **Camarco, Lisa** on **11/20/2019 16:27**

Budgets are set as an ongoing line item for each program to be able to operate, fundraising is utilized amongst nearly every team as a way to be able to expand the experience for the athletes, not as a means to operate or exist. As budgets on the large scale level are altered, athletics has continued to take a reduction in funding.

Funding Source	Description
Bookstore commissions, lottery funds, and general funds	Each sport is given an annual specified budget in order to operate
Fundraising	Each sport has the ability to fundraise for any extra items beyond specified budget.

Program Review Resources : Version by Camarco, Lisa on 11/20/2019 16:27

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

The gymnasium has helped alleviate the need for suitable facilities in the areas of: Athletic Training, Fitness Evaluation, Fitness Center, Strength Lab, storage of uniforms and equipment, and appropriate office space. Lack of dedicated Kinesiology lecture classroom space remains an issue. Facilities and equipment need regular maintenance in order to continually meet appropriate safety criteria. Unsightly damage to the wind screens on field fences, and damage to bleachers are in need of urgent repair. There is an urgent need for shelving in the gymnasium storage areas, improvements to the playing surface of the soccer fields and softball field as well as personnel to maintain the safety, aesthetics, and handle usage of the facilities. This is an area that needs drastic improvement.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Equipment budget for current athletic teams is insufficient to meet program needs. Fundraising for programs has become an expectation. There is no funding in place for regular maintenance and replacement of fitness center equipment. This has been stretched further with the trade from off campus athletic programs to on campus athletic teams.

Transportation funds have been wiped away forcing coaches and students to drive vans to games which creates liability concerns for the college.

The Athletic Training budget is not adequate to safely and properly care for the number of student-athletes that are served. Waterproof casing is needed for the AED located on the pool deck.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

Each individual coach has handled this on a personal level with video taping games, or creating recruiting videos without asking for the school to provide the needed technology as we barely have the resources to cloth and transport our student-athletes. Due to theft and wear on the items a need exists for departmental technology items such as cameras (website maintenance), iPods (music/national anthem at games), iPads (scorekeeping, stat tracking device and treatment updates), and cell phone reception in the building needs improvement for safety issues.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

Kinesiology does not have designated classroom space. Speakers that can be adjustable for different areas of the gym, clearly stipulated in the gym plans, have yet to be installed.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

This is the greatest area of need. We are the only college in the state of California operating at this severe level of deficiency. For comparison, every college in the Orange Empire Conference has a support staff of at least 9 other full-time employees that assist the coaches with their workload including a division secretary, full-time dedicated AD, assistant AD, multiple equipment managers, full-time eligibility clerk, sports information director, grounds crew, etc. Coaching at SCC means performing the job of 9 full time employees compared to anyone that we compete against.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

N/A

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Our Athletic programs are at a critical juncture as funding has continually hindered progress. Now that the gym and pool facility are in place, the college and leadership need to determine where sports fit as a priority for the college. The reinstatement of funding for equipment and transportation needs to pre-empt the expansion of college teams and yet there needs to be recognition that athletics can be utilized as an enrollment building tool. Funds for maintenance of fields and facilities, funds for repairs and replacement of field fence wind screens and bleachers, need to be identified as there is an ongoing need. As we are currently hiring a second full-time athletic trainer we have really already outgrown that position and need an additional part-time to accommodate the second full-time position. The hiring of coaches and funding for new teams will demand hiring of other support personnel such as a full time secretary, a sports information director, an equipment manager, maintenance staff, and a dedicated Athletic Director. The consideration of a track facility as well as planning for a baseball facility needs to be addressed with the facilities master plan and as a plan to expand college enrollment.

Additional technology items are needed for the department as stated above. The college needs to fully complete the gymnasium building, including shelving in storage areas.

Human Resources

Program Review Human Resources - Support Staff : Version by Camarco, Lisa on 11/20/2019 16:27

We are currently in the process of hiring a second Full-time Certified Athletic Trainer. Outside of medically treating our athletes and eligibility being run, the Head Coaches do not have any other support positions and must complete all duties outside of their scope of work typically handled by other professionals at other institutions. The lack of support often forces faculty and classified personnel to work well outside of their specified contracts.

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Eligibility Specialist	1	Part-Time	10	General Fund
Certified Athletic Trainer	2	1 Full-Time, 1 Part Time	12	General Fund

Program Review Human Resources : Version by Camarco, Lisa on 11/20/2019 16:27

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

All Kinesiology faculty members remain current in CPR/AED certification.

Lisa Camarco- Completed her doctorate in Education with an emphasis in Sports Management and Leadership in 2016. Lisa attends yearly coaching conferences and is a member of the

National Fastpitch Coaches Association (NFCA) where she sits on the Awards Committee. She is also a member of the California Community College Fastpitch Coaches Association.

Shawn Cummins: California Community College Cross Country & Track Coaches Association (5CTCA), Orange Empire Conference Representative to the Southern California Regional XC/T&F Rules Committee. Holds multiple Level II coaching certifications through the USA Track and Field Association. Holds current certification as an American Heart Association Certified CPR and First Aid Instructor.

Ian Woodhead: Belongs to National Soccer Coaches Association of America and California Community College Soccer Coaches Association. Attends regular workshops for licensing of coaches in Southern California and Nationally. Also participates in voluntary peer evaluations in soccer, other sports and teaching.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

Lisa Camarco (Softball)- Hosts clinics for local youth softball organizations and the Little League Challenger League annual clinic. On campus, is a member of the Curriculum and Instruction Council. Has served on several hiring committees, and is the Kinesiology Co-Chair.

Shawn Cummins: Academic Senate, Exceptions to Academic Regulations (EAR) Committee, Scholarship Committee, FLEX Week presenter, Community Science Night volunteer, California Community College Cross Country & Track Coaches Association (5CTCA), Southern California XC/T&F Rules Committee (Executive Board Member).

Ian Woodhead: Conducts coaching license courses locally and nationally for California South State Soccer Association and the United States Soccer Federation. Assists with TOPSoccer clinics for physically and mentally disadvantaged children. Liason with City of Orange/Campus Security/Facilities regarding field usage. On campus is a member of the Curriculum Council, Carl D. Perkins IV Funding Steering Committee, Early Welcome Committee, and the Commencement Committee.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

No, we are severely deficient in adequate staff for athletics to operate in an appropriate manner.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities? Informal mentoring opportunities are available within the department, including the use of film review during peer assessments. All faculty members are encouraged to attend Flex Week activities. Coaches are encouraged to attend conferences and coaching courses to stay up-to-date on the latest information and techniques. At this time however, there is no budget to reimburse faculty and staff for these developmental opportunities and with the full-time faculty in our department stretched so thin these opportunities don't happen as often as we would like.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

Part time faculty is required to attend the department meetings at the beginning of each semester. They are also encouraged to participate in Community Science Night. There are informal meetings throughout the year that involve part time faculty members.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Although we currently have faculty that meet the programs' needs, with new facilities, new classes, and new athletic teams, our curriculum will continue to grow. With that growth will become a greater need to hire the necessary support staff that is required for a full functioning athletic department.

Internal and External Communication

Program Review Internal & External Communication : Version by Camarco, Lisa on 11/20/2019 16:27

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

Catalogue entries are checked on a yearly basis in order to ensure accurate information on our programs is being distributed.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

Annual plans are updated in our department meeting during Flex Week prior to the start of the fall semester on an annual basis.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

Although the website is extremely valuable to what we do, this is a major area of weakness for our department. Every other school in our conference (as well as nearly all schools in the CCCAA) has a full time dedicated Sports Information Director that manages the athletics website. In the world of athletics, if the website isn't being updated on a daily basis, it is outdated. The website is the first place potential students athletes parents go in order to assess whether their child should attend SCC. This makes it a valuable recruiting and enrollment tool for us if it is properly managed. Currently the head coach of each sport is handling their respective pages which mean some are kept up better than others, but all have lots of room for improvement as we are unable to dedicate a significant portion of our workday to websites based on the rest of our workload.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

The coaches do an excellent job of communicating with their counterparts on campus. We are highly involved given the difficult parameters of juggling our time.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

I don't think we do a great job communicating about the work that we do, especially given the fact that we do not have a dedicated Athletic Director to oversee athletics. The coaches are extremely stretched in the time that they have which means they cannot self advocate on a regular basis and do not have one entity overseeing them that is able to also be that voice. We do however do an excellent job in coordinating all the moving aspects of the athletic department in order to make things run as smoothly as possible given the lack of support staff. This often means people are working outside of their actual job titles but we pitch in and do what it takes.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

The same issue of a lack of support staff is evident in the weaknesses regarding internal and external communication. Over the next three years, it will be imperative that the college take a stance on where athletics falls as a priority to the college.

Planning Agenda

Program Review Planning Agenda : Version by Camarco, Lisa on 11/20/2019 16:27

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
-----------------------	-----------------	------------------	----------------

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Hire a Full Time Athletic Director	This hiring request is reflected in nearly every DPP within our Division demonstrating the widespread effect the lack of administrative access & support has had upon the Division. The Math & Sciences Division Dean is currently responsible for overseeing the daily operations of the Athletics Program which has put the program out of compliance with CCAA & OEC Bylaws. All other Athletic Programs within the Orange Empire Conference have a dedicated Athletic Director as well as an Assistant Athletic Director. For years, we have required 1 person to attempt to perform the duties of 3 Full-Time Administrators at the other local community colleges with whom we compete.	Funding	\$137,000.00
Hire a Sports Information Director	SCC employed a part-time Sports Information Director (SID) from 1999-2008 before the position was laid off due to budget cuts. Athletics association bylaws mandate timely entering of statistics, results, rosters, & game reports. Athletics websites require immediate, detailed updates on a daily basis to remain current, and this task falls outside the scope of union-approved work for the part-time Eligibility Clerk.	Funding	\$62,566.00
Hire Athletic Field Groundscrew	All athletic field needs such as painting & lining the fields, grading & smoothing the softball infield, and other upkeep and game preparation activities have had to be performed by maintenance and custodial staff or the coaching staff (all with limited expertise in these tasks). With the addition of more team sports competing on campus (basketball and volleyball), additional sports facility preparation and upkeep is now required along with the court set-up and take-down for a large number of additional games. These needs are not being adequately met and are overextending the coaches and maintenance staff. This position would provide support to the athletic teams as well as M & O.	Funding	\$83,852.00
Build a Track	This facility has been in the SCC Facilities Master Plan for the past two document cycles & was one of the projects included in the original Measure E Bond proposal that was approved by local voters. It would provide our athletics programs with a facility capable of hosting Championship events in sports including Soccer, Track & Field, and Lacrosse. It would provide an on-campus training/competition facility for the currently "suspended" intercollegiate sports of Men's and Women's Track & Field that were hosted with much success from 2003-2015. The facility would increase positive community interaction with our campus & benefit local youth sports, charity groups, & fitness seekers.	Facilities Funding	N/A

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Replace Soccer Bleachers	The existing soccer bleachers are old, outdated and unsafe in their current state. Four new bleachers are needed to replace the existing ones with the ability to roll to the perimeter when maintenance and mowing are occurring on the fields.	Funding	\$9,263.05
Repair Soccer Sign	The sign at the entrance to the soccer field is several years old and has started peeling and looking very old. In order to maintain a nice presence to our facilities, the sign needs to be refurbished.	Funding	\$4,662.00
Rebuild Softball Infield	The softball field completed construction in 2009, it has been 10 years since any sort of foundational work has been conducted to make the infield a safe and adequate playing surface for the student athletes. Over the last few years, due to the thin layer of infield, the improper installation of it, and lack of maintenance we have had the black felt base layer coming up through the dirt as well as an extremely hard and uneven playing surface which has been the cause of multiple severe injuries to our athletes (a fractured mouth palette, black eyes, etc.)	Funding	\$55,000.00
Make repairs to softball field	The softball field is now 12 years old and in need of repairs. There has been wind screening torn down and hanging from the fences for 2 years, the backstop netting has broken off of the structural poles, the required padding that secures the poles as well as the backstop is now ripped, faded, and deformed. It is necessary for the safety, function, and presence that these repairs be made.	Funding	\$22,000.00
Purchase Athletic Training Cart	The Athletic Training Staff is in need of a new transportation cart. The cart serves several purposes including but not limited to: transportation of heavy equipment such as water jugs, training tables, and portable oxygen machines, transport of AED's, and movement of injured student-athletes that are unable to walk.	Funding	\$14,587.50
Hire an Equipment Manager	The need for an Equipment Coordinator is critical as the amount of people utilizing the gymnasium has increased, the number of on-campus athletic teams have now expanded, and the SCC maintenance and operations staff and the athletics head coaches have been overextended in their efforts to absorb the associated job duties. There needs to be a dedicated employee to supervise the locker rooms, upkeep and inventory equipment, manage team uniforms, set-up the gymnasium for both our own athletic contests as well as for the rental activities within the facility, and generally maintain a full-time employee presence within the facility to reduce liability and increase safety.	Funding	\$59,458.00

Summary Report

Program Review Summary Report - What is and is not working : Version by **Camarco, Lisa** on **11/20/2019 16:27**

Briefly describe and explain what is working well in your program/service area.

We are a group that is extremely committed on many levels to a multitude of areas and, most notably, to the students we serve. In addition to teaching, coaching, recruiting and other work assignments, huge demands have been placed on our faculty and staff due to the lack of support staff in our department. Even with this difficult workload, our department has continued to have an active presence upon the campus as a whole and values the relationships and collegial atmosphere of SCC.

Briefly describe and explain what is not working well or needs attention in your program/service area.

Our department is critically understaffed to the point that morale is at an all time low. High quality individuals are looking to leave SCC as the system we currently have in place is no longer sustainable.

Program Review Summary Report - Resources : Version by **Camarco, Lisa** on **11/20/2019 16:27**

Facilities	Technology	Equipment	Personnel
Track and Baseball Field: Both were a part of the original EMP but have not been funded.			This is our greatest need: Athletic Director, Athletic Secretary, Groundscrew, Sports Information Director, Equipment Manager. These have been requested year after year with no movement based on continued funding.

Program Review Summary Report - Initiatives and Other Findings : Version by **Camarco, Lisa** on **11/20/2019 16:27**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

Although we are not listed as an on campus partner, our program directly intersects with the support provided to students through the Office of Student Equity and Success. Our student-athletes are mostly low income, minority students that are often first generation that require a lot of extra support. The support, although handled in house (at times shared) is an invaluable part of what we do and our success/transfer rates demonstrate our success. The other area that we have been ahead of the curve on is Guided Pathways. Athletics has been doing set educational plans for each student as required by the CCCAA for the purposes of eligibility and it has worked well to keep our students on track to graduate and transfer.

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

Our athletic department sets a high standard of excellence athletically, academically, and with transfer rates. Our activity classes provide a healthy means of exercising and managing stress for our students. Quality of instruction for all of our classes always ranks among the highest of our priorities. We take great pride in the success of our programs.