



# Annual Program Review 2010-2011 Student Service Programs

**Division/Service Area:  
Athletic Administration  
(Eligibility & Compliance)**

### Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

\_\_\_\_\_  
Signature of Manager

\_\_\_\_\_  
Signature of Dean

\_\_\_\_\_  
Date Submitted to Program  
Review Committee

Describe the relationship of your program to the college's [Mission Statement](#):

Athletics Administration is responsible for overseeing the college's compliance program for California Community College Athletic Association (CCCAA) regulations governing student athlete academic standards, student athlete eligibility for intercollegiate athletics competition, and team competition in CCCAA sanctioned sports. Athletics Administration also facilitates academic counseling and support services to ensure that student athletes maintain the academic eligibility standards needed to compete at GCC, make progress toward the completion of their Associate's degrees for transfer eligibility purposes, and satisfy all academic standards and subject requirements needed to transfer and compete on the four-year college level. Overall, the Athletics Administration Office is responsible for ensuring that our student athletes have the *"opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals"* as stated in the GCC Mission Statement.

### 1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program: Service/Function	Acad. Year	Service Contacts	STAFFING			
			FTEF	Hourly Classified	Other Classified	FTE
Academic Eligibility & Compliance	2009-2010	358 total student athletes	.5	.5 FTE		.1 FTE
Academic Eligibility & Compliance	2008-2009	408 total student athletes	.5	.5 FTE		.1 FTE
Academic Eligibility & Compliance	2007-2008	334 total student athletes	.5	.5 FTE		.1 FTE

1.1. Describe how these trends affect students and/or your program:

It is difficult to track the true number of total service contacts for each student athlete. Athletes require multiple contacts with the academic counselor, eligibility specialist, athletic director, and coaches to ensure that they have completed the required paperwork, participated in mandatory orientations, and enrolled in the requisite classes to be eligible for their season of competition. Additionally, the eligibility specialist conducts weekly unit checks and the academic counselor provides ongoing academic advising services to ensure they are maintaining their eligibility for competition and eventual transfer.

The number of student athletes has grown over the past three years which has greatly increased our staff workload related to processing CCCAA eligibility paperwork, evaluating academic records, academic counseling, completing student educational plans, monitoring ongoing student athlete enrollment, generating weekly unit reports, etc. Additionally, the NCAA has instituted new academic standards for community college student athletes that affect their transfer eligibility. In turn these standards have placed an added burden on our .50 FTEF athletics counselor to ensure that our student athletes are meeting the new academic standards required for their transfer to NCAA athletics programs.

1.2. Is there any other relevant information that affects the evaluation of your program?

Keeping tabs on our student athletes' eligibility for competition is a labor intensive process that must be conducted year-round to cover athletes in all seasons of sport. This challenge is further complicated by new NCAA academic standards governing the transfer eligibility of community college student athletes. Not only must our .50 FTEF athletics counselor monitor our student athletes' academic standing for CCCAA eligibility purposes, but he must ensure they are making satisfactory progress and completing academic subjects required by the NCAA for student athletes who wish to transfer and compete on the four-year level.

**2.0. Student Service Learning Outcomes**

For each program within the division, provide the following information.

Program: Service/Function	SAOs Written	Assessment Tool Written	Assessment Completed	Assessment Data Analyzed	Data Used For Improvement or Planning	Number of Cycles Completed
Educational Planning	Yes	Yes	Yes	Yes	Yes	3
Athletic Eligibility Compliance	Yes	Yes	Yes	Yes	Yes	3

2.1. How has assessment of student service outcomes led to improvement in your program or plans?

The athletics counselor has instituted more proactive services including a Student Development class for student athletes, Early Alert counseling interventions, and early SEP completion for first-year student athletes. Additionally, the Athletics Department offers a comprehensive student athlete orientation and eligibility workshop for all sports teams during the fall and spring seasons.

- 2.2. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

So far the assessment data indicate that the above-mentioned services are having a positive impact on student athletes' understanding of athletic eligibility requirements, their success in maintaining first and second year eligibility standards, and their completion and maintenance of their SEP's. Currently, the assessment data do not indicate a need for additional institutional support to improve outcomes in these areas.

### 3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

- 3.1. List actions identified in your last program review or any other related plans (EMP, SS SMP, IT Plan etc.)

Athletics Administration has never undergone a program review and does not fall under other institutional plans. Institutional planning issues related to the Intercollegiate Athletics Program and the college's athletics teams are covered under the Health, Physical Education & Athletics Division program review.

However, the Athletics Administration team (Dean of Student Affairs, Men's and Women's Athletic Directors, Eligibility Specialist, Athletics Counselor) has instituted more proactive academic eligibility and support services over the past three years including: 1) Student Development class for student athletes; 2) early alert follow-up and counseling for student athletes; 3) early SEP completion for first-year student athletes; and 4) group orientations for all teams in season during the fall and spring.

- 3.2. What measurable outcomes were achieved due to the actions completed?

1) Increase in the number of first-year athletes completing an SEP during their first season of competition; 2) increase in number of second-year athletes completing an SEP prior to their second year of competition; 3) improvement in the number of first-year athletes who meet the minimum eligibility requirements; and 4) improvement in the number of second-year athletes who meet the minimum eligibility requirements.

- 3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student success or program processes?

The athletics counselor's push for the early completion of student educational plans has led to a greater number of student athletes completing their SEP's during their first year of competition. This in turn has led to an improvement in the number of second-year student athletes who have completed their SEP's prior to their second year of competition.

- 3.4. What modifications/improvements do you plan to make to your program/ based on your assessments?

The completion of our fourth full SLO cycle will enable us to determine if improvements are needed in academic support services such as tutoring, study hall, etc. for student athletes.

#### 4.0. Action Plans

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP/SS SMP Goals and SAOs	How action will improve student success and/or service functions	Resource Needs
Reorganize the Athletic Director structure. Change from separate men's and women's athletic directors to one athletic director and two assistant athletic directors.	EMP Strategic Goal: Student Awareness, Access, Persistence, and Success; EMP Strategic Initiative 1.3.3: Improve "student life" culture on all campuses for credit and noncredit students	Improved oversight of 16 athletics teams; improved team compliance with CCCAA regulations; increased administrative support for coaches; increased logistical support and supervision for home and away games; develop proactive academic support services for student athletes.	No additional resources needed – all costs will be accommodated within the existing athletic director stipend structure under the Guild contract.