

COMPREHENSIVE PROGRAM REVIEW

ATHLETICS/INSTRUCTION/09

As part of
institutional



Review.

planning, Comprehensive Program Review will be completed every three years for each Administrative Services program/area/office. To tie institutional planning to the budget process, Annual Program Reviews for each program will be updated every fall semester. This template will be used for the Comprehensive Program Review process and resulting documents may be attached or incorporated into the Annual Program

MISSION & VISION STATEMENTS

College Mission Statement: *The mission of the Feather River Community College District is to serve a diverse student population with an effective learning environment. The District will accomplish this by offering high quality general education, transfer programs, career and technical degrees and certificates, and extracurricular activities that enhance student development and success. The college will foster interpersonal opportunities and provide unique programs supported by its small size and mountain location. The District will additionally promote regional economic development, broaden international understanding, and encourage life-long learning.*

Athletic Department Mission Statement: *The Feather River College Athletic Program will function as an integral part of Feather River College and the community, and will provide student athletes an environment that develops and promotes social, academic and athletic excellence. Our mission is to focus on the advancement of the individual and help each student athlete to become a lifelong learner. Our coaches and support staff are devoted to the improvement of the academic skills of each student athlete, the refinement of athletic abilities, and teaching self-discipline, sportsmanship and teamwork. Our program strives to instill the values of leadership and citizenship and provides each student athlete with the necessary resources to reach his or her maximum potential.*

Athletic Department Vision Statement: *To become one of the top performing academic and intercollegiate community college athletic programs in the state of California by recruiting quality student-athletes who combine academic and athletic success.*

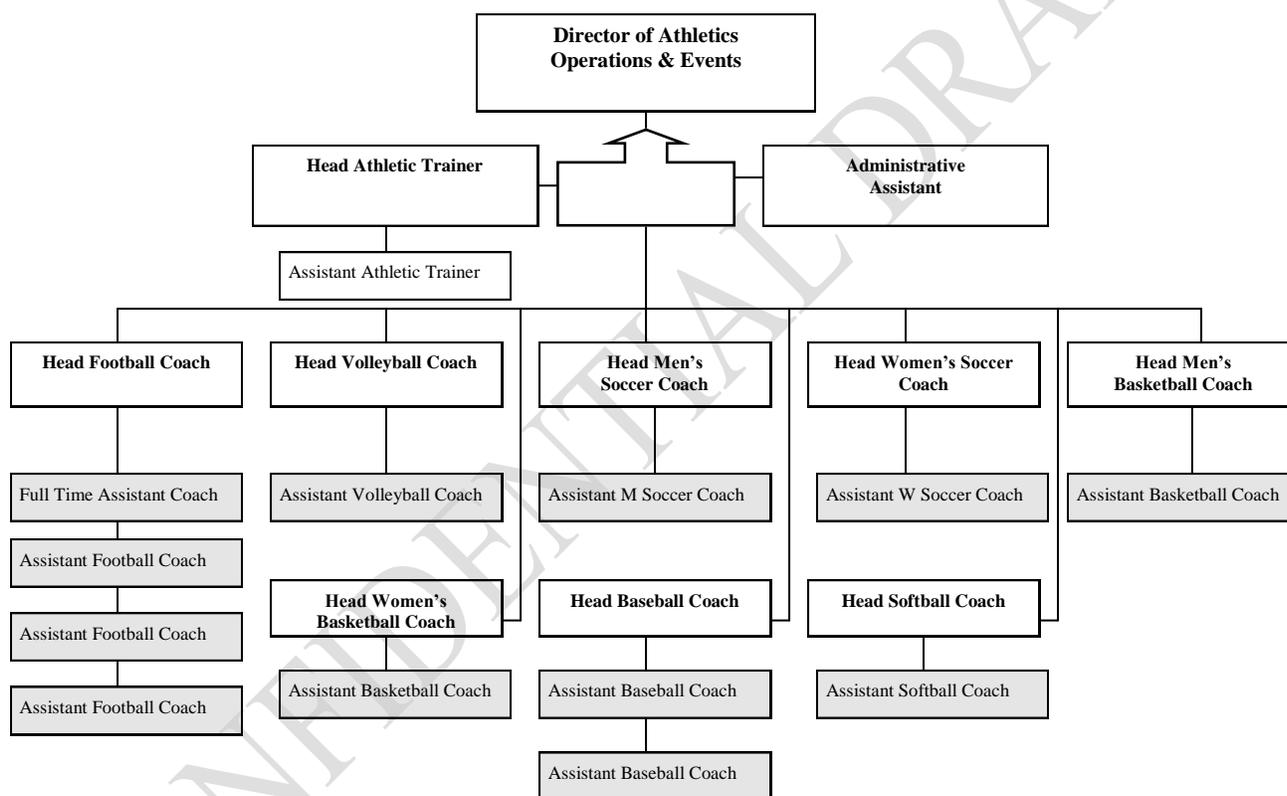
SUMMARY OF RESPONSIBILITIES/SERVICES PROVIDED

In a list format provide a brief description of responsibilities/services provided by the program or service area.

- Intercollegiate Participation
- HES Program Support
- Athletic Training Services
- Adherence to CCCAA Constitution and Bylaws
- Providing a safe academic and athletic environment
- Administrative support for all intercollegiate programs
- Budget development for restricted and non-restricted funds
- Fundraising support
- Program promotion support – HES and athletic department curriculum enhancement
- Community Representation

- Athletic Matriculation support to 4-year institutions
- Intercollegiate Program Development support
- District representation at the state level with regard to intercollegiate athletics and compliance
- Evaluate HES full & part-time instructors and athletic staff
- Serve as liaison between the chief instructional officer for HES and athletic course scheduling and monitoring
- Adhere to Title IX Gender Equity requirements

STAFFING PATTERNS



VARIABLES AFFECTING STUDENT LEARNING

Describe the ways in which the department/program and its services affect student learning at FRC.

Positive variables that affect student learning:

- Recruitment and hiring of experienced coaching staff
- Continued expansion of athletic training services
- Continued professional development of Administrative staff
- Low Student-to-Instructor ratio

Negative variables that affect student learning:

- Insufficient facilities
- Limited equipment and supplies
- Complex competition schedules
- Lack of academic/athletic counselor
- Lack of access to fulltime coaching staff for certain sport-specific athletes

RESEARCH AND DATA TOOLS

List data tools utilized and research conducted—surveys of service users, etc.; include professional standards/benchmarks or information from outside agencies, if appropriate.

Title IX surveys

Title IX Program Review – Good Sports, Inc.

Title IX Self-Program Review

Golden Valley Conference Program Review ~ 2009

HES Program Review

Ed Plan

Strategic Plan

Administrative Program Review

Operational Plan 2009/2010

HES / Athletic Department Goals & Objectives 09/10

Dr. Susan Carroll's Memo: Title IX Action Plan – Jan. 2008

Individual Sport Program Reviews

PROGRAM EFFECTIVENESS

Based on data identified above, conduct a self analysis. Within the analysis be sure to include accomplishments, services in need of improvement, and the adequacy of resources for achieving program/service area goals.

The athletic department serves the District on a multitude of levels directly related to the 1.) recruitment, 2.) retention and 3.) matriculation of student-athletes; student-athletes currently make-up approximately 60% of the on-campus, full-time degree seeking student body. The effectiveness of the department can be measured by these three factors and can demonstrate whether the educational cycle of an FRC student-athlete is completed in a timely and effective manner. Combined with the CCCAA Constitution & Bylaws, GVC regulations, Board policy, the federal guidelines of Title IX are the foundation in which the athletic department functions as a campus entity. Success and failure of our methods are reflected in the many reviews our department submits to annually; Title IX reviews, Administrative Program reviews, and Golden Valley Conference reviews. The recommendations of the reviews are used as guidance tools to help determine how our department can better serve its student-athletes.

Recruitment: The recruitment of student-athletes is generally done by the coaching staff of each department. Support from the Dir. of Marketing and Research and the frc.edu website is

acknowledged and encouraged, however, each coach has a specific type of student-athlete they recruit to enhance their program and recruiting is more focused on athletic ability than general interest. Coaches are encouraged to travel to recruit participants and are expected to carry established enrollment 'numbers' for each program. Budget permitting, they are also encouraged to foster a 'red-shirt' program to help increase FTE and program longevity.

To recruit student-athletes to a unique campus such as ours requires the ability to promote FRC and its services. Coaches need to have an intimate knowledge of the campus climate and how it can best serve each potential recruit. To promote FRC, coaches have to demonstrate not only what FRC can do for that student academically, but athletically as well. Coaches have to justify why the decision for each student to enroll at FRC rather than another community college that may offer more or different services is the right decision for that recruit. Coaches also have to have an understanding of when FRC would not be the right fit for someone as well.

Our department prides itself on its ability to recruit student-athletes locally, nationally and internationally. An instrumental factor of our recruiting is what our intercollegiate program offers: access to facilities, athletic training services, competitive instruction that can lead to an athletic career at a 4-year institution, and academic support. Overall, recruiting visits have to sell 'the bigger picture' than just playing opportunities.

Retention: Once a student-athlete has completed a season, which may consist of one or two semesters of full-time enrollment, their sense of opportunity at FRC has become acute. If they feel that facilities are inadequate, services do not meet their needs, or program participation is unequal compared to other sports programs, they may consider transferring to another institution or refrain from athletic participation all together. Under the auspices of Title IX, the athletic department can address inadequacies and inequalities to help ensure our student-athletes continue to be treated equally allowing us to be more responsive to the needs of our student-athletes.

The formula for the retention of student-athletes varies somewhat from that of a general student. A positive association with a team that not only the campus is proud of but the community as well is one ingredient that gives a player pride in their choice to play for FRC. Equipment and supplies that enable skill development, per diem for away games, and access to coaching staff and athletic training services, and academic success, degree seeking or not, can affect a student-athletes decision to continue their educational careers at FRC. Title IX compliance requires that the administration focus on maintaining standards throughout the department.

Based on the analyses of several different reviews (Title IX, GVC, Administrative Program Review), the athletic department has a structured position as to what has been accomplished and areas that still need to be addressed.

A brief assessment of our past progress includes items that were highlighted in previous reviews and many have not only been addressed but completed. The following objectives from the submitted Annual Program Review have been completed: Objective 2: Purchase 25-second clock pads ~ *football*, Objective 3: Installation of scoreboard & flag pole at soccer facility ~ *m/w soccer*, Objective 6: Metal storage facility at NE corner of MPB ~ *all sports*, Objective 7: Installation of PA system at softball field ~ *softball*, Objective 10: Relocation of Athletic Training Office ~ *all sports*, Objective 11: Freezer donation ~ *all sports*, Objective 14: Build soccer announcing booth ~ *m/w soccer*, Objective 17: PA system for soccer field ~ *m/w soccer*. There are several other objectives that are on-going and are met on an annual basis: Objective 18: Assessing needs based on Title IX reviews ~ *all sports*, and several facility objectives that are in the works with other departments on campus. Overall, the direction of the department in its definitive goal of Title IX compliance, the department feels it is on the right track. However, there are some critical areas of concern that should continue to be examined.

There are some disparities among the programs and the Title IX committee continues to meet to formulate a plan of action to address them. There is a coaching disparity among the staff: four of the five men's head coaches have full-time faculty appointments and only two of the five women's head coaches have full-time faculty appointments. This situation will keep the department out of Title IX compliance and needs to be addressed immediately. Additionally, the lack of an athletic academic counselor has proven to be a hindrance on establishing eligibility for student-athletes and has impeded their ability to either participate at FRC or other institutions. Facilities are cause for concern as FRC complies with Title IX under test two (program expansion). Locker rooms, and practice and competitive facilities have been marked as a disparity by the individual Title IX consultant and professional options have been suggested by the consultant. The Title IX committee continues to review its progress on addressing the concerns raised by the compilation of reviews over recent years. Because FRC meets the test two standard for Title IX compliance, a new sport must be implemented in the 2010/2011 year as an intercollegiate program in order to maintain its compliance. Several different reviews have overlapping recommendations that will need to be addressed.

Matriculation: The matriculation of a student-athlete who wishes to compete at a 4-year institution is based on two different elements that determine transferability: academic and athletic requirements. Those who decide to transfer but chose not to compete are still afforded the same support. FRC offers many academic support programs and systems that help a student-athlete achieve academic success. There are on-campus tutoring programs, such as TRiO, Early Alert, and mandatory weekly grade checks that ensure athletic eligibility per CCCAA bylaws. Until recently, there were tutorial classes student-athletes were encouraged to enroll in to help maintain grade point averages. Budget restrictions have led to the removal of those courses.

After a student-athlete's time at FRC is complete and they are ready to transfer, the coaching staff is heavily involved in helping a student-athlete identify potential 4-year institutions that would best match the players profile for academic and athletic ability. FRC coaches primarily initiate contact between a 4-year school and their student-athletes; be it through game footage distributed to schools or the submission of individual stats to state and nation wide recruiting forums. Coaches promote their players from within the Golden Valley Conference and use their team's accomplishments as the platform to further promote an individual. However, as the requirements for transferring to a NCAA Division I or II, NAIA, or Division III school differ and change from year to year, eligibility issues arise that a coach may not be aware of. The lack of an athletic academic counselor increases the likelihood that a student-athlete will find themselves facing many obstacles when transferring.

The current situation regarding the HES Division Chair not being a representative from within the HES and/or athletic department does pose a challenge for leadership at times. The athletic department would like to be more integrated with the academic aspect of the HES program and dual representation from the Division Chair appears to be the preferred alternative to resolve this concern.

Based on recommendations by the Title IX committee and individual Title IX program reviews, it is evident that the department is taking an active role in maintaining compliance. However, the fiscal crisis in California complicates the process for the District to immediately address the concerns of the department and the Title IX committee. But the financial predicament that community colleges find themselves in at the state level does not negate their responsibility to operate under federal requirements.

GOALS AND OBJECTIVES FOR THE NEXT THREE YEARS

Provide an action plan with goals and objectives for the next three years.

- Intercollegiate Program Expansion
 - *Action Plan:* Through the shared governance process, implement a new intercollegiate sport. Recommended sport is Cross Country. No additional facilities will be needed, minimum financial commitment of \$55,164; hire a coach, purchase necessary supplies, recruit eligible participants, develop schedule and, with CCCAA approval and Board approval, begin program implementation. *Alternative* ~ hiring from within the department may dramatically reduce the costs of implementing this sport.
- Hire fulltime head volleyball and fulltime head softball coaches
 - *Action Plan:* A job description shall be developed that would incorporate for both the head volleyball and head softball coaching positions duties that would benefit the campus and would be classified under the 'Exempt Classified' status. This would satisfy the need for access to a fulltime head coach as noted in the Title IX reviews as a disparity. However, it has been discussed that there is a possibility that there could be problems with the positions not being fulltime faculty positions, like the other fulltime coaching positions currently are. The Title IX committee has been meeting with the Dir. of Human Resources to review all possible courses of action and, through shared governance and budget planning, will follow recommendations to hire these two positions at a fulltime status.
- Hire Academic/Athletic Advisor
 - *Action Plan:* Develop a job description with the Dir. of Human Resources to hire a part-time, permanent Academic/Athletic Advisor to assist with the effectiveness of student-athlete eligibility and department recruiting, retention and matriculation of our student-athletes.
- Support and Promote HES Community Seminars
 - *Action Plan:* Continue to survey the needs of the immediate and surrounding communities and provide educational and training seminars based on Health & Exercise interests. Athletic Department staff will serve as representatives for the HES program and what it can offer not only enrolled students, but the public as well.
- Establish new & collaborative practices to enhance the overlap between athletics and academics
 - *Action Plan:* Create an athletic/academic liaison committee to maintain communication & improve athletic programming i.e. facilities, classes, time constraints.
- Prepare a proposal that would enable the HES/Athletic Department to assume control of the Feather River Fitness Center
 - *Action Plan:* While working with the Office of Instruction, a collaborative plan will be created that will allow FRC to assume operational control of FRFC. This will increase effectiveness of FRC and FRFC instructional facilities and will expand FRC's ability to provide not-for-credit community education, reorganize facility scheduling and ameliorate course offerings.
- Continue with Final Project Proposal (FPP) for Dunn Multi-Purpose building.

- *Action Plan:* FPP is in final stage of approval at the state level. Once funds are released, estimated start date is 2013. NTD Architecture firm is overseeing project development.
- Annual Program Review
 - *Action Plan:* Continue to address objectives of the Athletic Department and its programs through President's Staff, Strategic Planning, Budget Planning, and Title IX committee, and revise objectives and goals annually and as necessary.
- Review, and if necessary, update Athletic Department Mission Statement
 - *Action Plan:* Through a combined and collaborative effort with athletic department staff, revise the mission statement to ensure it support's the Districts own statement and reflect the beliefs and values of the athletic department staff.

RECOMMENDATIONS

Make recommendations for improving program effectiveness.

Improving program effectiveness begins with focusing on meeting the department's goals and objectives in a timely manner. More professional development opportunities should be explored for HES instructors and athletic department staff. A comprehensive assessment of current facilities should also be a priority to complement the current FPP, and consideration should be given to the Feather River Fitness Center and its facility potential to enhance an overall HES/Athletic Department program effectiveness. By hiring highly qualified athletic staff to guide not-for-credit community physical education, there would be a maximum level of course accountability. A collaborative effort for resource development would help guarantee stability within the academic and community environment at FRFC. The athletic department is the most identifiable bridge to community wellness; athletic staff and HES instructors are easily recognizable among the community largely in part to the additional contributions they make. Much of the current staff members are volunteers within the community; they coach youth sports teams, use their teams to read to elementary students, & donate their time to various organizations and events. A preliminary flowchart identifying potential roles is included as a rough outline of the operational vision.

Additionally, on-campus, inter-department training workshops should be conducted annually to better understand how each department affects another and what role it serves the entire campus in order to increase overall work efficiency. Operationally speaking, wasted effort affects program effectiveness.

The majority of the department's goals and objectives can only be met with financial support, so budget development will play a significant role in allowing the department to accomplish its mission. HES' instructors and athletic department staff will continue to be encouraged to participate in the shared governance process of FRC. Representation of the department campus-wide is important and serves a two-fold purpose: to enlighten other campus departments about athletics and its contributions to FRC, and, to enlighten athletic staff that there is more to college life than just playing sports.

APPENDIX
