

**Palomar College – Program Review and Planning
Instructional Programs
YEAR 1
Academic Year 2012-13**

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Athletics & Competitive Sports

Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

03/08/2013

**Please Add Date
(00/00/2012)**

STEP I. ANALYSIS

	Fall 2008	Fall 2009	Fall 2010	<<Prelim>> Fall 2011	← Preliminary Fall 2011 data are as of 1/31/2012 Definitions
Enrollment at Census	495	453	436	392	<i>Self Explanatory</i>
Census Enrollment Load %	49.50%	58.83%	53.17%	49.94%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	3,271	3,690	3,440	3,211	Weekly Student Contact Hours
FTEs	109.03	123.01	114.65	107.04	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	8.00	7.65	7.80	7.60	Total Full-Time Equivalent Faculty
WSCH/FTEF	409	482	441	423	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	3.30	3.70	3.70	3.70	FTEF from Contract Faculty
Hourly FTEF	4.60	3.85	4.00	3.90	FTEF from Hourly Faculty
Overload FTEF	0.10	0.10	0.10	-	FTEF from Contract Faculty Overload
Part-Time FTEF	4.70	3.95	4.10	3.90	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	58.75%	51.63%	52.56%	51.32%	Percent of Total FTEF Taught By Part-Time Faculty
Student Achievement: Non Distance Education Courses					Those NOT taught via Distance Ed (see below) methods of instruction
• Retention Rate	97.36%	98.16%	97.91%	97.39%	Non-W Eligible Grades (see next line) Divided by All Eligible Grades
• Success Rate	88.01%	89.20%	86.74%	90.72%	A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades
Student Achievement: Distance Education Courses					Those taught via Internet, TV or non line-of-sight interactive methods
• Retention Rate	-	-	-	-	Non-W Eligible Grades (see next line) Divided by All Eligible Grades
• Success Rate	-	-	-	-	A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades
Degrees Awarded	-	-	-	N/A*	Degree Counts Are for the Full Academic Year (thus, *N/A for 2011-12)
Certificates Awarded:	-	-	-	N/A*	Certificate Counts Are for the Full Academic Year (*N/A for 2011-12)
- Under 18 Units	-	-	-	N/A*	Certificate Counts Are for the Full Academic Year (*N/A for 2011-12)
- 18 or More Units	-	-	-	N/A*	Certificate Counts Are for the Full Academic Year (*N/A for 2011-12)

I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>)

A view of the intercollegiate athletics program and ACS course offerings limited to the fall semester, as displayed in the statistical data above, fails to provide a true picture of the program. Specifically, this is due to the fact athletics are based on seasonal competition. More importantly, a view of the overall program based strictly on ACS-course statistics is misleading. Compliance with the California Community College Athletic Association (CCCAA) eligibility requirements and in consideration of the four-year transfer objective as based on the qualifying standards of the National Collegiate Athletic Association (NCAA), it is clear that Palomar College student athletes are generating much more WSCH and FTES than is evidenced in the data. The department is proud of the student achievement statistics, where the retention and success rates remain extremely high. Again, these are a clear indication of the passion and commitment our student athletes continue to exhibit for the opportunity to represent the institution in intercollegiate competition.

Enrollment: Following is a breakdown of the full intercollegiate athletic participation numbers for the academic years 2008-09 through 2011-12:

MEN'S SPORTS

Sport	2008-09	2009-10	2010-11	2011-12	Avg.
Baseball (ACS 155)	40	35	32	38	36.25
Basketball (ACS 110)	17	16	18	13	16.00
Cross Country (ACS 160)	9	12	11	17	12.25
Football (ACS 145)	92	98	87	100	94.25
Golf (ACS 115)	12	9	8	10	9.75
Soccer (ACS 125)	21	26	31	30	27.00
Swim/Dive (ACS 135)	14	22	23	22	20.25
Tennis (ACS 120)	8	13	8	14	10.75
Volleyball (ACS 130)	18	16	16	13	15.75
Water Polo (ACS 140)	12	16	19	11	14.50
Wrestling (ACS150)	27	17	24	28	24.00
TOTAL	270	280	277	296	280.75

WOMEN'S SPORTS

Sport	2008-09	2009-10	2010-11	2011-12	Avg.
Basketball (ACS 110)	13	12	13	15	13.25
Cross Country (ACS 160)	13	11	16	13	13.25
Golf (ACS 115)	6	8	2	8	6.00
Soccer (ACS 125)	18	21	28	19	21.50
Softball (ACS 101)	21	12	19	19	17.75
Swim/Dive (ACS 135)	12	22	23	21	19.50
Tennis (ACS 120)	9	7	7	8	7.75
Track & Field (ACS 165)	14	14	32	15	18.75
Volleyball (ACS 130)	15	15	14	14	14.50
Water Polo (ACS 140)	15	18	14	15	15.50
TOTAL	136	140	168	147	147.75

I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>)

COMBINED SPORTS

Sport	2008-09	2009-10	2010-11	2011-12	Avg.
Men's Total	270	280	277	296	280.75
Women's Total	136	140	168	147	147.50
Co-Ed Cheer	34	39	24	15	28.00
TOTAL	440	459	469	458	456.50

- The above participation figures indicate a healthy stabilized maintenance of the program's popularity among students over the past four academic years.
- It should also be noted that the figures provided by institutional research on page one of this report are based on the enrollment and attendance figures of Athletics and Competitive Sports (ACS) course offerings for the fall sports only.
- Additionally, the intercollegiate athletic program assumed administration of the co-ed cheerleading program in the 2008-09 academic year. This growth is not reflected in the institutional research statistics because cheerleading continued operation as a physical education offering (PE 83) through the 2009-10 academic year. Beginning in the fall of 2010, the program's academic course was integrated into the Athletics and Competitive Sports designation as ACS-55. The significance of the athletic department's administration of cheerleading includes: 1) compensation for the adjunct instructor/coach for the ACS-55 course and program management; 2) establishment of full-time student status (minimum enrollment in 12 semester units) as an eligibility requirement for participants; 3) orientation and weekly verification of the eligibility standards; 4) equipment management for purchase, issue, inventory and storage of uniforms, equipment and supplies; and 5) additional service responsibility for the athletic training/sports medicine unit. In this regard, it should be noted that the department has never received a budget augmentation for operation of the program other than adjunct-load salary and a modest (\$3,000) stipend for the coach. All other operational needs have been supported solely by fundraising born by the program itself.
- Another factor in the enrollment figures involves the athletic department's ACS-50 course, Introduction to Collegiate Athletics. Note that ACS-50 is an eight-week course, generating 16 contact hours. The course is a one-hour counseling lecture, designed specifically for intercollegiate athletes. It covers the concepts, processes and policies associated with educational planning and on-campus academic resources, NCAA transfer requirements and a variety of topics aimed at supporting student-athlete success, including matriculation, study skills and eligibility compliance. Since its inception, ACS-50 has been an institutional eligibility requirement for student athletes to have completed prior to their sophomore year. Because of a reduction in the ACS section offerings (including the winter interim session), the semester-unit limitation and the general reduction in section offerings for courses throughout the institution, the requirement has been relaxed, allowing for student athletes to enroll in and complete the course during their final semester of competition.

I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>)

I.B.1 Summarize Course SLO assessment results beginning on the next line.

For all ACS courses based on preparation for intercollegiate competition (i.e., ACS-101; 110; 115; 120; 125; 130; 135; 140; 145; 150; 155; 160; 165)-- An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components:

I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>)

1. Physical training (i.e., strength and conditioning).
2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport.
3. General strategy and tactics of the sport.
4. Specific strategy and tactics of the sport, as associated with various opponents.
5. Understanding and acceptance of the teamwork concept.
6. Competitive motivation in the development of work ethic.
7. An understanding of the playing rules and acceptable conduct associated with the sport.

Date Created: 08/18/2010

Outcome Status: Active

Assessment Method: Student survey

Assessment Method Category: Survey

Criterion: Achieve a 75% positive rating on responses.

Result: Since initiation, all sport programs have met or exceeded the 75% positive rating on all components. (Surveys on file in athletic department).

Result Type: Criterion met

Action Plan Status: 0 - Action Plan not necessary

I.B.2 Summarize Program SLO assessment results beginning on the next line.

For the Introduction to Intercollegiate Athletics course (ACS-50)-- An understanding of the academic requirements associated with continuing eligibility and qualification, the scope of which encompasses the following components:

1. Specific requirements for participation at the two-year and four-year levels.
2. Importance of a Student Ed Plan.
3. Academic program as applied to career goals.
4. Degree completion.
5. Development of study skills.
6. Communication skills.
7. Time management skills

Date Created: 01/20/2011

Outcome Status: Active

Assessment Method: Student survey

Assessment Method Category: Survey

Criterion: Achieve a 75% positive rating on responses.

Result: In all surveys since initiation, criteria met or exceeded.

Result Type: Criterion met

Action Plan Status: 0 - Action Plan not necessary

I. C. Reflect upon the SLO assessment findings in **Box B** above. Discuss overall observations and any areas of concern or noteworthy trends. (For examples of such analysis, see <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>)

I.C.1 Please reflect upon the Course SLO findings in **Box B** (above) beginning on the next line.

Evidence of an experienced, professional and effective coaching staff and student participants eager to learn and excell in an activity of their own choosing.

I.C.2 And, please reflect upon the Program SLO findings in **Box B** beginning on the next line.

Effective instructor working with motivated students seeking to meet eligibility and transfer qualification requirements.

I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at <http://www.labormarketinfo.edd.ca.gov/> Please include job projections and trends that may influence major curriculum revisions.

N/A

STEP II. PLANNING

Reflecting on the 4-year trend data, the SLO assessment results, and the college's [Strategic Plan 2013](#), describe/discuss the discipline planning related to the following: (For sample reflections, see <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>)

II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)

N/A

II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)

Current scheduling for the ACS courses is based on the following factors: 1) Shared facility usage (men's/women's basketball, men's/women's volleyball in gym; men's/women's soccer on soccer field; men's/women's water polo in pool; men's/women's tennis on courts); 2) Shared facility use with Kinesiology classes; 3) Scheduling availability of adjunct coaches; 4) Time of day as related to contest scheduling; 5) Allowance for participating students to complete academic course work without ACS class or scheduled contest conflicts.

It should be noted, with fewer class and section offerings throughout the college curriculum, avoidance of scheduling conflicts and class overlaps have become more difficult than ever for student athletes. Additionally, recently elevated NCAA transfer requirements (two transferrable English courses, two transferrable math courses and the minimum 2.5 GPA), in addition to the standing five-year clock and 40-60-80 satisfactory-progress rule have created even more of a burden for those aspiring to play at the four-year level. In this regard, the program is in urgent need of priority registration for declared athletes as a clearly definable special-needs group.

II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)

It is understood in the current economic climate and based on recent history (addition of full-time baseball and softball coaches in 2010) that Athletics/Kinesiology as co-curricular partners will not be in line soon for priority faculty hiring. However, it is clearly evident the institution gets what it pays for in the quality of its intercollegiate athletic programs when comparing sports with a full-time contract faculty member as the head coach and those with adjunct faculty in the head coaching role.

The current status of individual sport programs in this regard (FTF - Full-Time Contract Faculty; ADJ - Adjunct Faculty):

Baseball - FTF

Basketball/M - ADJ

Basketball/W - ADJ

Cross Country/M - FTF

Cross Country/W - ADJ

Football - FTF

Football Assistants/Coordinators (2) - FTF

Golf/M - ADJ

Golf/W - FTF

Soccer/M - ADJ

Soccer/W - ADJ

Softball - FTF

Swim & Dive/M-W - FTF

Tennis/M-W - FTF

Track & Field/W - ADJ

Volleyball/M - ADJ

Volleyball/W - FTF

Water Polo/M - ADJ

Water Polo/W - ADJ

Wrestling - ADJ

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment results.

NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines in your department. Place requests common to two or more disciplines on the form: **ACADEMIC DEPARTMENT RESOURCE REQUESTS.**

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	Annual required certification of protective football equipment.	1	Goal 1	Annual liability insurance requirement to insure that protective equipment meets industry safety standards and insures the district's best effort to provide a safe environment for students participating in the intercollegiate football program.	\$7,500	Annual	A struggle each year to fund as a component of the recently reduced and limited athletic equipment budget.
a2.	Anticipated need for purchase/replacement of industrial-grade washer and dryer for equipment operation.	2	Goal 1	Current equipment has had a long and extended life based on recent frequent repairs. Efficient operation of these machines critical to the athletics operation.	\$15,000	One time	None
a3.	<p>Aggregate Athletic Training Needs</p> <p>Dynatronics Solaris 709Plus Combination Five-Channel Electrical Stimulator/Ultrasound Unit w/ 5 cm2 Soundhead included (4 ea.)</p> <p>Dynatronics Solaris Plus Mobile Cart with 3 storage drawers for above Solaris 709Plus Units (4 ea.)</p> <p>GRPro 2.1 unit (3 ea.)</p> <p>GRP accessories (detail available)</p> <p>Hydrocollator M4 Heat Unit (1 ea.)</p> <p>Hydocollator Moist Heat Packs (24 ea)</p> <p>Foam Filled Pocket Terry Covers (8 ea.)</p> <p>Adaptive 300 treatment table (1 ea.)</p> <p>Pneumatic Stool without Back (6 ea.)</p> <p>MB-TD Stainless Steel Cart (2 ea.)</p> <p>Tax/Shipping Estimated at 11%</p> <p>TOTAL AMOUNT</p>	2 (equal to item a2 in priority order.	Goal 5; Goal 6	Equipment/modality units and accessories needed in the athletic training/sports medicine area to successfully service and responsibility treat Palomar College student athletes. Enhance and increase safety and welfare standards for the benefit of participating student athletes; better protect the district in the area of liability issues associated with the care and treatment of athletic injuries.	<p>\$15,580</p> <p>\$1,996</p> <p>\$9,980</p> <p>\$7,161</p> <p>\$2,400</p> <p>\$500</p> <p>\$560</p> <p>\$2,550</p> <p>\$510</p> <p>\$780</p> <p>\$4,620</p> <p>\$46,637</p>	One time	None
a4.	John Deer Gator (or equivalent) utility cart (used late model may suffice).	4	Goal 1	Increased need to transport field equipment to north end of campus.	\$8,500 - \$11,000	One time	None

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				Anticipate current unit to require replacement soon.			
a5.	Annual safety inspection and mechanical service for bleachers and basketball goals in the Dome.	5	Goal 1	Provide the district with liability protection in the form of safety for students and spectators using the facility throughout the school year.	\$4,000	Annual	None

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	Six (6)-to-Eight (8) upgraded desktop computers for student athlete study lab (would accept surplus units in good working condition).	1	Goal 6; Objective 2.7	Improve efficiency/capability of athletics study lab for student athletes.	\$10,000 if new; unknown for surplus.	One time	None
b2.	Initiate annual maintenance fund for photographic (game films) and communication (field phones, P.A. systems etc.) equipment. Also to be used for annual coaching-aid computer software expenses.	2	Goal 6	Video filming and communication apparatus is crucial to coaching and teaching in intercollegiate athletics; existing equipment requires periodic maintenance and annual payment of rights usage fees.	\$4,000	Annual	None
b3.	Anticipated need for three (3) or four (4) staff desktop computers as upgrades (would accept surplus units in good working condition).	3	Goal 6	Improve efficiency/capability of adjunct coaches to manage programs.	\$5,000 if new; unknown if surplus.	One time	None
b4.	Document scanner for athletics office	4	Goal 6	Required for efficient electronic movement of athletic tracers/transcripts associated with transfer students.	\$300	One time	None
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.	Charter Transportation for large teams (baseball, softball, soccer, swim/dive, track & field)	1	Goal 1; Objective 2.6	Student and employee welfare as it regards safety and efficiency for mandatory travel to away contests.	\$20,000	Annual	None
c2.	Replcement of per diem funding for student athletes/staff members on athletic road trips.	2	Goal 2	Reasonable expense to nourish student athletes, coaches and support staff on extended travel days/nights.	\$10,000	Annual	None
c3.							
c4							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.							
d2.							
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	Part-time certified athletic trainer (0.45, 10-month position).	1	Goal 4	Enhance athletic training/sports medicine coverage of athletic events throughout the academic year. Reduce expensive overtime hours for current	\$22,000	Annual	None

e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				certified trainers. Increase welfare and safety conditions for participating student athletes.			
e2.	Increase hours, enhance employment status of Sports Information Specialist.	2	Goal 4	Crucial position for the efficient operation of the intercollegiate athletic program. Positioned to bring recognition and recruitment interest to participating student athletes. Provides by cultivating regional, state-wide and national media contacts and outlets where appropriate noteriety for the institution through the endeavors of the intercollegiate athletic program. Contest operations include management of statistical data, scores reporting and record keeping. Serves as department historian and key member of the Hall of Fame Committee. Current hourly restrictions and lack of benefits have long been inappropriate for this position.	Unknown	Annual	None
e3.				I			
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.	Part-time, service-provider position to serve as administrative assistant to the Director of Athletics.	3	Goal 4	Increase general operations and event coverage capability of the department to better meet the needs of the intercollegiate athletic program as based on its current scope. Administrative oversight a CCCAA requirement for all home athletic events. Would put Palomar College	\$7,500	Annual	None

f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				athletic operations on par with peer programs in the state.			
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

N/A

STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you'd like to share with the college community.

PARTICIPATION

Throughout the reporting period 2008-12, varsity sport offerings at Palomar College included 21 intercollegiate teams, including baseball, basketball (men's/women's), cross country (men's/women's), football, golf (men's/women's), soccer (men's/women's), softball, swimming and diving (men's/women's), tennis (men's/women's), track and field (women's), volleyball (men's/women's), water polo (men's/women's) and wrestling. In addition, the Athletic Department has overseen a co-ed cheerleading team since the fall of 2008.

Participation in the combined men's and women's sports remained fairly stable throughout the reporting period with averages of 280.75 men, 147.5 women and 28 co-ed cheerleaders for an overall average of 456.5 student participants per year.

It should be noted that all participating students (based on the official California Community College Athletic Association eligibility rosters) are required to meet and maintain full-time enrollment status in order to represent the institution athletically throughout their season of sport (a minimum of 12 semester units, nine of which must be in academic course work). Institutionally, this same eligibility standard applies to the cheerleading squad as well.

The above noted numbers place Palomar College among the top five largest athletic programs among the 107 California Community Colleges.

ACADEMIC PERFORMANCE

Over the reporting period, which spans the fall semester, 2008 through the spring semester 2012, no less than 550 Comet student athletes met the qualification standard to earn All-Pacific Coast Athletic Conference Academic honors. The award recognizes start-to-finish active participation on an intercollegiate team, successful completion of 12 semester units and a 3.0 grade-point average on a 4.0 scale during the season of sport. The impressive number equals 30.1 per cent of the 1,826 student athletes to represent Palomar College in intercollegiate competition during the reporting period.

In addition, 48 student athletes achieved a perfect 4.0 grade point average during their season of sport over the designated period.

In an institutional research project published in July of 2010, the academic progress of 645 Palomar College student athletes was measured against a control group of Palomar College student non-athletes of the same demographic make-up for a four-year period. The study concluded that Palomar College student athletes are:19% more likely to persist to their second term (88% vs. 69%);20% more likely to have earned at least 60 degree-applicable units (46% vs. 26%); 16% more likely to have passed transfer-level English (51% vs. 35%); 5% more likely to have passed transfer-level mathematics (28% vs. 23%); 12% more likely to have earned an AA/AS Degree (19% vs. 7%); 22% more likely to have met “transfer prepared” status based on CSU/UC standards for English and mathematics (58% vs. 36%).

INAUGURAL CHET DEVORE TROPHY PRESENTATION

Palomar College's intercollegiate athletics program was the most competitively successful among the nine-school Pacific Coast Athletic Conference membership for the 2009-10 academic year, having accumulated 174 points to runner-up Southwestern College of Chula Vista's 112.5. The program earned the conference's first-ever to be presented Chet DeVore Trophy as a result. In the ensuing two years, Palomar's combined teams placed second in the overall-sport scoring competition to Southwestern College of Chula Vista and San Diego Mesa College, respectively.

COMPETITIVE HIGHLIGHTS

During the four-year reporting period --fall, 2008 through spring, 2012—Comet athletic teams won 22 conference championships, while 35 teams qualified for California Community College post-conference competition.

Conference Champions or Co-Champions during the reporting period: Women's Golf (2008, 2009, 2011); Women's Tennis (2009, 2010, 2012); Baseball (2009, 2012); Women's Basketball (2009, 2010); Women's Volleyball (2008, 2009); Women's Water Polo (2008, 2011); Men's Swim/Dive (2010, 2012); Softball (2009, 2011); Men's Golf (2009); Men's Water Polo (2010); Women's Swim/Dive (2011).

Under veteran head coach Mark Eldridge, the women's golf team won the 2011 CCCAA State Championship ... Directed by former head coach Jonas Crawford, the 2009 men's golf team finished as the CCCAA state runner-up ... Coached by long-time aquatics coach Jem McAdams, the 2012 Comet men's swimming and diving team finished as the CCCAA state runner-up in a championship meet featuring 39 teams ... Under the direction of Ronnie Mancao, the 2012 women's tennis team won its first 20 dual matches before falling to eventual state champion Ventura, 5-4, in the CCCAA Southern California Dual-Team Regional Final ... Coached by Joe Early, the 2009 Palomar Football Team posted a 10-3 season record and advanced to the CCCAA Southern California regional final before bowing to eventual state champion Mt. San Antonio College.

FUND RAISING

As directed by the coaches in support of their own programs, Palomar College student athletes have raised over \$600,000 in support of their own programs during the past four fiscal years, an average of over \$150,000 per year. These funds have been used for individual program enhancement and general operation expenses during the reporting period.

The Athletic Department is deeply appreciative of the assistance provided by the Palomar College Foundation to support, manage and regulate this annual and ongoing fundraising effort.

During the 2011-12 fiscal year, Comet athletes and their coaches raised a record total of \$157,282 for support of their programs, of which, \$147,305

was spent to help defray district costs of operation.

ATHLETIC HALL OF FAME

Beginning with formation of a blue-ribbon committee and development of an official charter in the spring of 2011, the Athletic Department, working in conjunction with the Palomar College Foundation, has initiated the institution's first-ever Athletic Hall of Fame.

The inaugural Palomar College Athletic Hall of Fame Banquet was successfully held at the Shadowridge Country Club on August 25, 2012, as the institution officially presented commemorative awards and inducted 15 charter members.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

N/A

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

Considering the comprehensive nature of the Palomar College Intercollegiate Athletics Program, which features 21 varsity sport teams, a co-ed cheerleading program and an approximate average of 460 participating student athletes annually, the district is getting a tremendous "bang for its' buck" when considering the limited operational budget and support staffing appropriated to run it. For the most part, the program's adjunct coaches and non-instructional assistants are among the lowest paid in the state, Comet teams travel on a shoestring and facilities remain outdated and disfunctional.

Because athletes are required to meet full-time-student status to be eligible, the Athletic Program contributes more than \$4 million annually to the district's state apportionment funding. It should also be pointed out that during the fiscal year 2011-12, the program deposited an aggregate fundraising total of \$157,282 into Palomar Foundation athletic trust accounts and spent \$147,305 of it on program enhancements and general operational expenses.

It is well understood that for the past four years, the district has been operating at a revenue deficit under the cloud of an ongoing state and national economic crisis. In this environment, the Athletic Department is truly appreciative of its allowance to maintain near-normal operations. The district has shown it understands the positive educational value and consistent positive public noteriety associated with a vibrant and diverse intercollegiate athletic program. And while it is encouraging for the facility issue to finally be addressed, it is hoped when better economic times return, strong consideration will be given to support the program financially in a manner more suited to its size and scope.

Please identify faculty and staff who participated in the development of the plan for this department:

Flecia Heise, Head Athletic Trainer <i>Name</i>	Israel Lopez, Athletic Equipment Coordinator <i>Name</i>	Amber Slivick, Dept. ADA <i>Name</i>
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<i>Name</i>	<i>Name</i>	<i>Name</i>
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Department Chair/Designee Signature

Date

Division Dean Signature

Date

- Provide a hard copy to the Division Dean no later than **September 14, 2012**
- Provide a hard copy with the Dean's sign-off to Instructional Services by **September 28, 2012**
- Email an electronic copy to jdecker@palomar.edu by **September 28, 2012**