

# Palomar College – Program Review and Planning

## Instructional Programs

### YEAR 1

### Academic Year 2010-11

**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)

**03/10/2011**

**Please Add Date  
(00/00/2011)**

### **STEP I. ANALYSIS**

	Fall 2007	Fall 2008	Fall 2009	<<Prelim>> Fall 2010	← Preliminary Fall 2010 data are as of 1/30/2011 <b>Definitions</b>
<b>Enrollment at Census</b>	519	495	453	437	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	53.78%	49.50%	58.83%	53.29%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	3,229	3,271	3,690	3,450	Weekly Student Contact Hours
<b>FTEs</b>	107.63	109.03	123.01	114.99	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	7.45	8.00	7.65	7.80	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	433	409	482	442	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	2.80	3.30	3.70	3.70	FTEF from Contract Faculty
<b>Hourly FTEF</b>	4.55	4.60	3.85	4.00	FTEF from Hourly Faculty
<b>Overload FTEF</b>	0.10	0.10	0.10	0.10	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	4.65	4.70	3.95	4.10	Hourly FTEF + Overload FTEF
<b>Part-Time/(Total FTEF) %</b>	62.42%	58.75%	51.63%	52.56%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Student Achievement: Non Distance Education Courses</b>					Those NOT taught via Distance Ed (see below) methods of instruction
• <b>Retention Rate</b>	97.24%	97.36%	98.16%	98.00%	Non-W Eligible Grades (see next line) Divided by All Eligible Grades
• <b>Success Rate</b>	91.52%	88.01%	89.20%	86.53%	A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades
<b>Student Achievement: Distance Education Courses</b>					Those taught via Internet, TV or non line-of-sight interactive methods
• <b>Retention Rate</b>	-	-	-	-	Non-W Eligible Grades (see next line) Divided by All Eligible Grades
• <b>Success Rate</b>	-	-	-	-	A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades
<b>Degrees Awarded</b>	-	-	-	N/A*	Degree Counts Are for the Full Academic Year (thus, *N/A for 2010-11)
<b>Certificates Awarded:</b>	-	-	-	N/A*	Certificate Counts Are for the Full Academic Year (*N/A for 2010-11)
- <b>Under 18 Units</b>	-	-	-	N/A*	Certificate Counts Are for the Full Academic Year (*N/A for 2010-11)
- <b>18 or More Units</b>	-	-	-	N/A*	Certificate Counts Are for the Full Academic Year (*N/A for 2010-11)

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>)

Although a view of fall semesters only does not include more than one-third of the intercollegiate athletic program or Athletics and Competitive Sports (ACS) courses, the numbers are consistent with continuing student interest in intercollegiate athletic competition. Further, in viewing the intercollegiate athletics program strictly from the view of ACS course statistics is again misleading. Compliance with the California Community College Athletic Association (CCCCAA) eligibility requirements and in consideration of the four-year transfer objective as based on the eligibility standards of the National Collegiate Athletic Association (NCAA), Palomar College student athletes are generating much more WSCH and FTES than is evidenced in these numbers. Certainly, the department is proud of the student achievement statistics, where our retention and success rates are high. Again, these are a clear indication of the passion and commitment our student have for participation in intercollegiate athletics.

Enrollment: Following is a breakdown of the full intercollegiate athletic participation numbers for the academic years 2007-08 through 2009-10:

**MEN'S SPORTS PARTICIPATION/ENROLLMENT – 2007-08 – 2009-10**

Sport	2007-08	2008-09	2009-10
Baseball (ACS 155)	34	40	35
Basketball (ACS 110)	16	17	16
Cross Country (ACS 160)	8	9	12
Football (ACS 145)	88	92	98
Golf (ACS 115)	11	12	9
Soccer (ACS 125)	26	21	26
Swim/Dive (ACS 135)	13	14	22
Tennis (ACS 120)	12	8	13
Volleyball (ACS 130)	15	18	16
Water Polo (ACS 140)	17	12	16
Wrestling (ACS 150)	19	27	17
<b>TOTAL</b>	<b>259</b>	<b>270</b>	<b>280</b>

**WOMEN'S SPORTS PARTICIPATION/ENROLLMENT – 2007-08 – 2009-10**

Sport	2007-08	2008-09	2009-10
Basketball (ACS 110)	11	13	12
Cross Country (ACS 160)	10	13	11
Golf (ACS 115)	8	6	8
Soccer (ACS 125)	17	18	21
Softball (ACS 101)	15	21	12
Swim/Dive (ACS 135)	16	12	22
Tennis (ACS 120)	5	9	7
Track & Field (ACS 165)	15	14	14
Volleyball (ACS 130)	12	15	15
Water Polo (ACS 140)	12	15	18
<b>TOTAL</b>	<b>121</b>	<b>136</b>	<b>140</b>

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 – 2007-08 – 2009-10**

Sport	2007-08	2008-09	2009-10
Men's Total	259	270	280
Women's Total	121	136	140
Co-Ed Cheer (PE 83; Now ACS 55)		34	39
<b>TOTAL</b>	<b>380</b>	<b>440</b>	<b>459</b>

- The above statistics clearly display steady growth of the intercollegiate athletics program over the past three academic years. Specifically, the program has increased its' popularity, based on significant participation increases in the men's sports of cross country, swimming and diving and tennis and the women's sports of soccer, swimming and diving, volleyball and water polo. It should also be noted that the program was expanded overall with the addition of women's golf and women's track and field in the 2007-08 academic year.
- 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.
- 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.
- 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 requirement for student athletes to have completed prior to their sophomore year of athletic participation. 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 a Course or Program SLO assessment conducted by your discipline. (For examples, see <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>)

**Discipline (SS-ATHLETICS) - ACS - ACS**  
**145 - INTERCOLLEGIATE FOOTBALL -**  
**Preparation for Intercollegiate Competition -**

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

**SLO**

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:

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: The 2010 survey produced a 99% positive rating on all components of the SLO. (Surveys on file in athletic department).

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>)

As in the example above for football (ACS 145), all but one of the intercollegiate sport programs thus far recorded have met the criterion (achieve a 75% positive rating on responses), the records of which can be found in the TracDat data recording program. In a majority of cases the coaches/instructors have embraced the process and are actively participating.

In the one sport where a less than positive rating was evident in survey responses and in addition to personal and small group complaints lodged with the director of athletics, appropriate action has been taken to correct the problem. This action was initiated by the director of athletics and carried forward in accordance with notification, backing and direction from the interim vice president of student services and vice president of human resources.

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.

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## 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.)

ACS courses are not associated with a certificated degree program. However, in the understanding of the concept of satisfactory progress toward a four-year degree and NCAA transfer eligibility standards, the intercollegiate athletics has maintained an active counseling program which includes mandatory enrollment in the ACS 50 course, Introduction to Intercollegiate Athletics. 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 requirement for student athletes to have completed prior to their sophomore year of athletic participation. 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.

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

Scheduling for ACS courses has, both traditionally and consistently, been established with the concept that practice sessions be conducted in the afternoon, allowing for participating students to complete classwork in the mornings. The scheduling must also coincide in shared utilization of facilities with physical education activity classes and the scheduling of multiple sport programs in the same facility (i.e., basketball and volleyball in the gym).

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.)

The hiring of full-time faculty to serve in the position of athletic coaches is first and foremost a function of physical education. The department was fortunate in the 2009-10 academic year to have been provided with an opportunity to hire two full-time physical education instructors with stated expertise in the sports of baseball and softball. Currently, the intercollegiate athletic program appears as follows in regard to full-time contract faculty and adjuncts in the head coaching coaching assignments:

Baseball - FT Head Coach

Basketball (M) - Adjunct Head Coach

Basketball (W) - Adjunct Head Coach

Cross Country (M) - FT Head Coach

Cross Country (W) - Adjunct Head Coach

**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.)**

**Football - FT Head Coach**  
**Golf (M) - Adjunct Head Coach**  
**Golf (W) - FT Head Coach**  
**Soccer (M) - Adjunct Head Coach**  
**Soccer (W) - Adjunct Head Coach**  
**Softball - FT Head Coach**  
**Swimming and Diving (M/W) - FT Head Coach**  
**Tennis (M/W) - FT Head Coach**  
**Track and Field (W) - Adjunct Head Coach**  
**Volleyball (M) - Adjunct Head Coach**  
**Volleyball (W) - FT Head Coach**  
**Water Polo (M) - Adjunct Head Coach**  
**Water Polo (W) - FT Head Coach**  
**Wrestling - Adjunct Head Coach**

As it regards Title IX (gender equity) compliance, it should be noted that the program currently stands with five full-time contract instructors as head coaches in men's sports (baseball, cross country, football, swimming and tennis) and five in women's sports (golf, swimming, tennis, volleyball and water polo). It should also be noted, however, that football has two full-time instructors in the offensive and defensive coordinator positions. Likely consideration for the addition of full-time instructors would be a combined women's cross country-track and field coach; women's basketball and/or women's soccer.

### 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 ( <a href="#">Link</a> )	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.	Funding for annual football equipment certification	1	Goal 2	Federal and state safety requirement.	\$7,000.00	Annual	Annual augmentation to available district funds; seeking permanent funding source.
a2.	Additional Airgo AG1 oversized fan for permanent operation in gym	2	Goals 2, 5	Safety of students in both intercollegiate athletic and physical education activities in a facility lacking in adequate ventilation/cooling properties.	\$7,500.00	One time	No current available funding
a3.	4John Deer uUtility cart/vehicle	4	Goals 2, 5	Operational need for a program increasingly spread between the extreme north and south ends of the campus. Maintenance of baseball/softball fields.	\$8,200.00	One time	No current available funds
a4.	Replace outdated and obsolete field communication system for football program.	3	Goals 2, 6	Time to update equipment that has become obsolete and unreliable is past due. Provides equal opportunity for football program to operate effectively in contests.	\$7,500.00	One-time	No current available funds.
a5.							

**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 ( <a href="#">Link</a> )	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.	Desktop computers (upgrade/additional units) for athletic study lab	1	Goals 2, 5, 6	Long overdue upgrade and addition to the surplus computer units now being used in the athletic study lab by students.	\$15,57.28	One-time	No current available funds.
b2.	Upgrade computer work stations for adjunct head coaches.	2	Goals 2, 5, 6	Provide adequate tools for heads of programs to efficiently do their jobs.	\$10,175.10	One-time	No current available funds.
b3.	Upgrade desktop and laptop computer for sports information coordinator	3	Goals 2, 6	Improve required tool of the trade for the sports information assistant, provide improved recognition for the accomplishment of student athletes and program as a whole.	\$3,532.42	One-time	No current available funds.
b4.							
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 ( <a href="#">Link</a> )	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.	Augment budget to cover the increased cost of transportation for intercollegiate athletic teams	1	Goals 2, 5	Increased concern for the condition and maintenance of the district fleet of passenger vans. Improve safety, performance and district liability situation for mandated travel of athletic teams by increasing the use of chartered busses for teams with 20+ in their travel parties.	\$20,000.00	Annual	No current available funds.
c2.							
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 ( <a href="#">Link</a> )	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.	Augment budget to cover the cost of periodic upgrades and annual user licensing fees of video reproduction and statistical analysis system.	1	Goals 2, 6	Annual licensing fees and periodic technology upgrades require budgeting to maintain.	\$2,500.00	On-going annually	No current available funds.
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 ( <a href="#">Link</a> )	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.	Certified assistant trainer. Could be established as part-time position, 10 month.	1	Goals 2, 4, 5	Required for adequate coverage of intercollegiate practices and contests throughout the academic year. Enhance the safety and welfare of student athletes; improve the district's liability position in association with intercollegiate athletics.	Unk.	On-going	No current available funds.
e2.	Enhance/recognize the sports information position to allow for increased hours and development of specific job description.	2	Goals 2, 4, 5	Provide recognition and enhancement to this important component of the intercollegiate athletic program.	Unk.	On-going	No current available funds.
e3.							
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 ( <a href="#">Link</a> )	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.							
f2.							

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 ( <a href="#">Link</a> )	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?
f3.							
f4.							
f5.							

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

Intercollegiate Athletics desires to maintain competent budget levels in order to continue the operational requirements of the current program.

**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.

- A recently concluded institutional research project (summer 2010), which tracked the academic progress of 645 Palomar College student athletes versus a control group of Palomar College students of like academic status and age for a four-year period, it was proven statistically that 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%).
- Palomar College's intercollegiate athletics program was the most competitively successful in the nine-school Pacific Coast Athletic Conference for the 2009-10 academic year, and by a wide margin. The program earned the conference's first-ever Chet DeVore Trophy as a result. The Comets accumulated 174 points in a newly initiated all-sports scoring system, which, for member schools takes into account conference finish and post-conference performance, as well as the accumulation of individual conference awards. Palomar was followed in the scoring by Southwestern College of Chula Vista with 112.5 points, San Diego Mesa College with 111, San Diego City College with 106.5 and Grossmont College with 90. The prestigious DeVore Trophy has been named after the conference's founding commissioner and former Southwestern College President Chet DeVore.

**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.

**Palomar College Athletic Program Review Report Fall 2009**

**Prepared for: The Commission on Athletics and Palomar College; Presented by: Pacific Coast Athletic Conference Program Review Committee**

**Statement of Purpose**

An Athletic Program Review provides an institution with a subjective evaluation and identifies opportunities for improvement. The campus visitation gathers the necessary information to verify the accuracy of the self study. The committee's final report will communicate commendations, suggestions and recommendations back to the college.

The present state of intercollegiate athletics in community colleges incorporates athletic and academic demands on students. It is essential that the community college provide an environment that fosters success in both areas. Therefore, it is important that the institution maintain viable programs that permit academic and athletic achievement in an atmosphere of integrity. The organization must include the necessary support services, accountability and monitoring to achieve this goal.

With this purpose in mind, The Pacific Coast Athletic Conference Program Review Committee visited Palomar College on November 17, 2009. We met with Administration, Faculty, Staff and Students and the committee wants to thank Palomar College for their gracious hospitality.

**Standard One- Mission Statement**

The Palomar College and Athletic Department mission statements are defined in various publications. The Mission Statements appear in the Coaches and Student Athletes handbooks. The Department's stated goals for their athletes support both the mission of the College and the Athletic Department. The Coaches Code of Ethics further supports these missions. The Department's mission statement is supportive of Palomar College's mission to serve a diverse community in educational programs. Through the Athletic Programs students are provided opportunities through competition to achieve goals in leadership, goal setting, ethics, and community involvement.

Palomar College participates in all twenty-one sports offered by the Pacific Coast Athletic Conference. By offering all sports they support the mission of the Conference by providing their athletes and other Conference members a good competitive and athletic experience. They also support the mission of the Pacific Coast Athletic Conference by upholding the policies and procedures of the Conference.

**Standard Two – Constitutional Compliance**

Palomar College takes a great deal of pride in making sure they are in compliance with both statewide and conference-wide rules. Each August, an orientation is lead by the Athletic Director to go through the R-1 and R-2 process on campus. In attendance at this pre-season meeting are: head coaches, assistant coaches, and classified athletic support staff.

A Palomar College Coaches Manual is given to every coach in attendance at the pre-season meeting. The contents of the manual are thoroughly discussed and documents are signed to assure that information was received.

**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.

The "Coaches Handbook" is published in the summer and includes any key rule changes pertaining to that year. The coaches are also directed to the COA website for any questions on rules and regulations. The Athletic Director is required to attend the Fall and Spring CCCAA meetings and report any pertinent news to appropriate coaches.

Should there be a possible violation brought against Palomar College, there is a well-formatted procedure in place. The procedure includes: an internal notification, a formal investigation, and an interpretation of the evidence found in the investigation. There are also procedures in place should a violation be deemed to have occurred.

Out of season competition and first contact recruiting rules also have clear cut procedures in place for coaches to follow.

The coaches interviewed felt that they were very well informed of any rule changes by their Athletic Director in the annual pre-season meeting. They often mentioned the "Palomar College Coaches Manual" as a resource they use as a reference to any rules. It was mentioned by coaches that the Athletic Director was at times a hit and miss in terms of availability and access for questions and concerns about compliance related matters.

**Standard Three- Eligibility Process**

The Athletic Department has a very detailed and thorough eligibility process. The Athletic Director, coaches, counselors, students, and eligibility technician all have a role in the dissemination, completion, and verification of forms. Forms 1, 2, and C are completed during a preseason team orientation conducted by the Athletic Director. Copies of forms 1 and C dating from 2000-01 are kept in the office of the department secretary. The AD keeps copies of Form C for the past five years in his office. There are several levels for cross checking and the athletic director communicates weekly with the coaches regarding student progress and enrollment status. This communication also includes a "watch list of team members who would become ineligible if a 3 unit class were to be dropped". This email communication also includes an admonition for the coach to remind the student of their status and a suggestion to the athlete to contact the athletic support unit if necessary.

The eligibility clerk is a trained counselor and also a former evaluator at CSUN and therefore brings a level of expertise that is unusual for this position. The athletic department works well together in keeping students and coaches apprised of eligibility status.

**Commendations:**

- The eligibility process is well coordinated and there is a team effort in assuring student eligibility and adherence to regulations. In addition, there is an emphasis placed on assuring that students receive the academic support they need to be successful.

**2004 Recommendation:**

- Computer programs are available to assist the Athletic Director and the Secretary in checking units for certifying the Form 1's for the first and second season athletes. At this time the PeopleSoft system is linked to ACS enrollment and athletes can be tracked for current units, units completed, and overall GPA. IN PROGRESS.

**Standard Four-Staffing**

It is apparent that the staff in the Athletic Department at Palomar College performs very well due to the success of multiple sports. However, it is very clear that the athletic department lacks personnel in the areas of Athletic Administration, Athletic Training, and Athletic Equipment Managing. The positions of an Assistant Athletic Director and another full time Athletic Trainer are the major areas in need. Palomar College is home to twenty-one sports, including football, and sometimes hosts multiple games with only one athletic administrator and one full time athletic trainer on duty. It is very difficult for an athletic administrator to cover more than one game. Also, one full time athletic trainer and a part time trainer to cover practices and on campus contests is very difficult and some times impossible. There is a need for more help in these areas. There is an average of one to three student trainers per semester who assist the Athletic Trainer; however, the students are not certified as Athletic Trainers. Therefore they cannot cover any athletic events without the supervision of a certified Athletic Trainer. The Athletic Equipment Attendant also needs additional help. An addition of another Athletic Equipment Attendant to serve females should be considered. There are two full time employees who are responsible for maintaining

**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.

all the athletic equipment and gear, including football. In addition to performing their duties, the Athletic Equipment Attendant is sometimes required to prepare the fields for practice and set up for Physical Education classes. Even though the Athletic Department suffers from staff shortage, the main goal of serving students is still met.

**Commendations:**

- The Athletic Staff continues to work to serve students in less than ideal conditions.
- The commitment by the Athletic Training staff in service of student athletes is noteworthy.
- The academic counseling program for the student athletes helps students achieve their academic goals.
- Athletic Staff shows sincere interests in their work regardless of the lack of support in some areas.

**Recommendations:**

- Considering hiring an additional full time Certified Athletic Trainer.
- Assign time for an Assistant Athletic Director.
- When funds are available, consider the hiring an additional Equipment Attendant to attend female Student Athletes.
- Assign a groundskeeper dedicated to the athletic grounds only.
- Train work-study students to perform duties which will facilitate the job of the Equipment Attendants.

**Standard Five- Educational Planning and Matriculation**

Based on a review of the documents presented, and interviews with faculty, staff, and students, it appears that Palomar College is offering an outstanding program in this area. The program is well thought out, implemented, monitored, and supported.

Each student athlete must complete a one unit ACS 50, Introduction to Collegiate Sports, course by their second season of competition. This course covers matriculation; study skills, eligibility rules, substance abuse, training, nutrition, and the responsibilities of being a student athlete. Student athletes' academic progress is monitored electronically both in season and out. Students take paper copies to instructors who do not complete the electronic version. Although initially resisted, the electronic reporting system has become very effective. According to Steve White, "Sean has opened the eyes of the faculty to what we are doing". Athletes who are earning grades below C are referred to the Athletic Support Counselor. If students do not make an appointment within one week, they are held out of practice until they do. In terms of academic progress, athletes must have an educational plan on file by the beginning of their second season. In addition they must complete 18 degree applicable units before their second season or "they are out of the program". A review of fall '09 athletes found that only 27 of 338 who had earned units were below a 2.0 GPA. This percentage of approximately eight percent below 2.0 is probably considerably lower than the non-athlete student body.

A lab with 12 computers is available to athletes in the academic support area. This is used frequently by students and also serves as a tutoring site. Tutoring is provided by the counselor as well as academically talented student athletes who are paid by the department. The Athletic Support Center is well integrated with other counseling services. The Athletic Counselors have a fine working relationship with the other departments which offer counseling, are privy to all the email, internal and external updates of information, and have a good relationship with the Dean of Counseling.

As evidence of their fine program, a number of supporting statements were made. Some of the comments of the head coaching staff include the following: "Counselors work well with athletes and coaches". The program is "one of the best I've ever seen; it's probably the best in the state". Assistant Coaches made the following comments: "Palomar College is a special place, it is like a family. Steve White does an excellent job, and Sean is a local (Palomar College athlete) Academic All-American who also does a great job". Students said, "We meet with the counselor every semester". "Student support is a huge help, ACS 50 covers everything you need to know".

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**Commendations**

- The College provides a well considered program which is tied to the other programs at the college. Faculty, staff and students acknowledge the unit's excellence and efforts.
- The staff is well informed and enthusiastic about their program and the athletes they serve.
- The student athlete handbook is comprehensive.
- The low percentage of athletes below a 2.0 GPA reflects well on the athletes and the academic support and monitoring they receive.

**2004 Recommendations:**

- The prior program review recommended that the facilities for the athletic advising "be renovated or expanded to meet the growing needs of the department". Staff indicated that the technology in the athletic advising area has improved, but the location and size remain the same. Because of its' proximity to the locker rooms, the office frequently has an unpleasant odor. **INCOMPLETE**
- A second recommendation was "as resources become available, a second Athletic Academic Advisor needs to be assigned full item to the Athletic Department". The college has hired a part time (18 hours/week) athletic counselor who works primarily in the monitoring of academic progress and academic assistance. **IN PROGRESS**

**Standard Six – Citizenship**

Palomar College has a student athlete handbook that clearly emphasizes to prospective student-athletes that participating in intercollegiate athletics is a right and not a privilege on their campus. Student-athletes on campus are expected to abide by the Palomar College Student Conduct Code. They are held accountable for all team, department, district, and CCCAA rules. Sportsmanship is clearly defined in the student-athlete handbook. There are eight standards by which sportsmanship is represented. Coaches and staff go through a formal training session on sexual harassment. A document is signed by each coach stating that he or she received this training.

The decorum policy followed by the college is mandated by the CCCAA. Both coaches and athletes acknowledge clear understanding of the decorum policy and the consequences incurred following in-game violations. Palomar College has had 2 decorum policy violations in the last two years. In fall 2008, the Men's Soccer team had 2 violations (one against a player and one against a coach, in separate incidents). The other occurred in baseball in spring 2009 in a post-season contest.

**Standard Seven - Gender Equity**

Palomar College has done an exemplary job embracing and adopting the spirit of Title IX Federal Legislation. They currently offer eleven Men's Varsity Programs, ten Women's Varsity Teams and support a Co-ed Cheerleading Program, whereby 27 out of 36 total Team members are female student-athletes. They sponsor Teams in every CCCAA Women's sport except for Badminton.

In 2005, Palomar initiated a Web-based survey to help assess the athletic interests of their female student population. The survey provided valuable empirical data and information to the Athletics Department, who responded in 2007-2008 by adding Women's Golf and Women's Track & Field. Palomar hopes to expand and enhance the survey for future applications and studies.

**Commendations:**

- Palomar's student-athletes are well supported and represented during their athletic events and on-campus activities.
- Men's and Women's teams and their Coaches have equal access to financial resources, media coverage and Support Staff.
- The entire Athletic Department works together well and functions as a cohesive unit.
- Athletic Training Staff is outstanding and their efforts are much appreciated by the athletes they serve.
- The Training Room has become an important "gathering hub" for Men's and Women's athletes to keep up-to-date on significant accomplishments and achievements by fellow student-athletes.

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- The Director of Athletics does a superlative job being “hands-on” with all teams and is proactive in attending all on-campus sporting events.
- The Sports Information Director (SID) is extremely skilled and knowledgeable, keeps Team Websites updated and consistently promotes Palomar athletics.

**Recommendations:**

- Reconstruct the Women’s Locker Facility to include a Team Locker Room. Construct a wall to separate the Team Locker Room from the general PE population and carpet this Team Room.
- Provide a Room in the Dome (gymnasium) for Teams to meet, gather and/or secure their personal belongings out of view of the public.
- Establish a Gender Equity Committee to help assess progress, make recommendations and review cases involving Title IX issues.
- Consider adding Women’s Badminton as a future sport.

**Standard Eight—Accounting Procedures**

The athletic department’s accounting procedures are well documented in the Coaches Handbook. The forms displayed in the Handbook used by the Athletic Department to access district or foundation funds provide a good resource for coaches. All funds are accessed through the Athletic Office. The procedures required by the Department insure an excellent accounting of all funds from District and Foundation accounts. The procedures used by the Department for gate receipts insure proper accounting of all funds collected. The fundraising activities of the coaches add significantly to the total budget of the Athletic Department. The coaches use these funds to enhance their programs and to provide additional funds for operational needs.

**Commendations:**

- The accounting procedures are well organized and available for all coaches to view in the Coaches Handbook.
- The Athletic Secretary is well versed in the procedures to account for funds issued.
- Increased participation of student athletes in fundraising has been encouraged by coaches to augment the foundation fund.
- The Coaches have collectively fundraised over \$150,000 to support the Athletic Program.
- The Athletic Department serves as field testers for a uniform manufacturing company and receives uniforms at no cost.

**Recommendations:**

- The Athletic Director is in need of help for supervision of games and contests. With twenty-one sports, the supervision is very time consuming and limits time spent in other areas.
- More coordination between coaches’ fund raising activities with the Palomar College’s Foundation.

**Standard Nine – Demographics**

In the men’s sports, six of the seven sports are in excess of the 10% numbers.  
In the women’s sports, two of the nine sports are in excess of the 10% numbers.  
All of the athletic staff are informed and comply with the Form C process.

**Recommendations:**

- The Athletic Director should be informed of the general student population in excess of 10% from out of the district. Of all the college athletic teams, the teams which have more than 10% of the athletes from out-of-contiguous district and out of state are:

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**Male Teams with more than 10% out-of-district**

Baseball	20/40	50%
Basketball	13/17	76%
Cross County	1/9	11%
Football	47/92	51%
Golf	6/12	50%
Soccer	5/21	24%
Swim/Dive	5/14	36%
Tennis	2/8	25%
Volleyball	5/18	28%
Water Polo	4/12	33%
Wrestling	10/27	37%

**Male Teams with more than 10% out-of-state**

Basketball	4/17	23%
Football	33/92	25%
Tennis	1/8	12%

**Female Teams with more than 10% out-of-district**

Basketball	7/13	54%
Cross County	4/13	31%
Golf	2/6	33%
Soccer	6/18	33%
Softball	7/21	33%
Swim/Dive	3/12	25%
Tennis	6/9	67%
Track & Field	6/14	43%
Volleyball	6/15	40%
Water Polo	3/15	20%

**Female Teams with more than 10% out-of-state**

Cross County	3/13	23%
Tennis	1/9	11%
Track & Field	3/14	21%

**General Student Body non-resident 11.25%**

**Recommendations:**

- Make sure all coaches understand rules and regulations for recruiting and the use of the Form C.
- All student athletes who contact a college representative must be sent an out-of-state student information form immediately.



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**Addendum to Palomar College's Review**

Unfortunately, in its current state, the Palomar College Intercollegiate Athletic Program can accurately be described as "facility poor." While it may be encouraging to know that the district is planning to address these problems, with Proposition M funding, it is understood that completion of the extensive construction required is at least seven-to-ten years away. In the interim, the institution needs to initiate significant improvements and maintenance to its existing athletic facilities, including an aggressive and consistent maintenance program. Currently, it can be said that nearly every Palomar College athletic team is working with a facility that is either non-existent, sub-standard for the intercollegiate level or obsolete. At the very core of the much-needed attention to the athletic and physical education facilities are the safety and well being of student athletes, and working conditions for coaches actively using the various facilities on a daily basis. Do to serious safety concerns, the athletic facilities should be moved up in the priorities list.

**Football Practice Facility**

The condition of the current surface has resulted in numerous, season ending injuries for student athletes due to the poor condition of the field. The field does not drain well. The moist areas become worn and potholes develop. There is an attempt to fill the pot holes as they materialize, but with very little success. The difference in the fill material and dangerous, unattended holes, have resulted in the injuries as indicated earlier. These injuries have been documented by the athletic training staff. The surface of the football facility needs to be replaced immediately. Palomar College needs to provide a safe and functional practice field for the student athletes involved in the football program.

**Soccer Field**

The all-weather surface on the soccer field is being destroyed due to the lack of appropriate maintenance. The surface needs to be groomed on a regular basis to keep the rubber material between the fibers on the surface of the field. If they are allowed to settle, more of the fiber is exposed. Once exposed, they can be ripped out during practices and contests. It appears that this situation currently exists on the Palomar field. The fibers are being torn from the surface and are accumulating on the field like large hair balls. With proper maintenance this is not suppose to happen. If left unattended, the surface will become worn and bare spots will develop. Proper maintenance of the surface would be a good decision when looking at the hundreds of thousands of dollars that will be needed to replace it.

Major concerns for new construction are:

**Baseball Field**

The Baseball Facility is in the planning for a 2012 opening. This will allow for changes to accommodate softball and an expanded football practice area on the vacated baseball field.

**Gymnasium – Offices – Training Room – Classrooms – Equipment Room**

The existing gymnasium, known as the Palomar Dome, which dates to the 1950's, has been both obsolete and dysfunctional for many, many years. The facility is home to no less than five Palomar College intercollegiate athletic teams: men's and women's basketball; men's and women's volleyball and wrestling. The facility is poorly ventilated, has no climate control system, poorly lighted, undersized and unattractive in its' interior. Because of its design and considering the general climate of its location, the facility is often dangerously hot, dry and extremely uncomfortable for active competitors, instructors and spectators in the spring summer and fall months. In fact, coaches and instructors can document the record of many physical education students dropping classes and intercollegiate athletes walking out on practice sessions due to the extreme heat and low humidity levels in the Dome. The facility is cold and drafty in the winter, leaks during rain storms and allows water to contact its electrical panels, the solution to which has been to shield the panels with plastic covers. The Dome also lacks adequate dressing areas and meeting rooms for teams during events. It should also be mentioned, however, that the Palomar College Foundation graciously provided a grant in the amount of \$24,000 to recondition the playing surface in 2008. The Dome is annually used for a heavy schedule of physical education activity courses, as well as various community events.

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**Immediate Cosmetic Needs**

**Pool Locker Rooms**

The campus pool, which is home to four intercollegiate sports, men's and women's water polo and men's and women's swimming and diving, is in need of an interior surface reconditioning. Perhaps more acute is the general condition and age of the adjoining locker, shower and restroom facilities, which are in dire need of modernization, upgrade and consistent maintenance. The pool's boilers, pumps and filtering systems are antiquated. In addition to athletics, the pool is used heavily for physical education courses and various community activities, including water polo and swim practice sessions and contests for local high school teams. It should also be noted that regular cleaning and maintenance of the pool itself, the deck areas, restrooms, showers and locker areas is limited and sub-standard for the facility's frequency of use.

**Palomar Dome**

Coating of the ceiling, heat and air conditioning

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

No further statements.

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

Scott Cathcart, Director of Athletics <i>Name</i>	<i>Name</i>	<i>Name</i>
<i>Name</i>	<i>Name</i>	<i>Name</i>

Department Chair/Designee Signature

Date

Division Dean Signature

Date

- Provide a hard copy to the Division Dean no later than **March 11**
- Provide a hard copy with the Dean's sign-off to Instructional Services by **March 18**
- Email an electronic copy to [jdecker@palomar.edu](mailto:jdecker@palomar.edu) by **March 18**