

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional 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.)

Department: Athletics

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	285	390	345	<i>Self Explanatory</i>
Census Enrollment Load %	61.42%	24.47%	28.40%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	2,730	2,844	2,805	Weekly Student Contact Hours
FTEs	90.99	94.81	93.48	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	5.80	6.55	6.50	Total Full-Time Equivalent Faculty
WSCH/FTEF	471	434	431	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	2.30	2.30	3.30	FTEF from Contract Faculty
Hourly FTEF	3.50	4.20	3.15	FTEF from Hourly Faculty
Overload FTEF	-	0.05	0.05	FTEF from Contract Faculty Overload
Part-Time FTEF	3.50	4.25	3.20	Hourly FTEF + Overload FTEF
Part-Time FTEF %	60.34%	64.89%	49.23%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	96.77%	97.63%	97.12%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	89.61%	89.81%	91.64%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Enrollment:

- Natural evolution of enrollment growth as related to initiation of ACS 50 (Introduction to College Athletics) course in 2005. Note that ACS 50 is an eight-week course, generating 16 contact hours. ACS 50 is a one-hour lecture course specifically for intercollegiate athletes covering the concepts, processes and policies associated with educational planning and understanding of on-campus resources, NCAA transfer requirements and a variety of topics aimed at supporting student-athlete success, including matriculation, study skills, eligibility rules compliance, substance abuse avoidance, the general responsibilities of being a student-athlete, training and nutrition. In the fall of 2005, the course was identified as mandatory for all student athletes prior to their second season of participation.

- From 2004 to 2005, initiation of ACS 50 course created an increase in enrollment (111 in the five sections).
- From 2005 to 2006, the overall program enrollment dropped due to completion of the one-time course by students in the previous year (78 students in the five sections).

Census Enrollment Load Percentage:

- A 50 percent increase in the ACS offering (from 10 sections to 15 sections overall), based on the initiation of the ACS 50 course, which is a lecture with cap (seating) limitations.

WSCH (Weekly Student Contact Hours):

- Generally healthy and consistent numbers for the period of study.
- Increase from 2004 to 2005 a reflection of the added ACS 50 course.
- Of note: in an intercollegiate athletics program with a total of 19 varsity sport programs during the period of evaluation (now 21 with the recent additions of women's golf and women's track & field), fall-semester-only calculations are limited to the ACS 50 course (beginning in 2005) and the following in-season sport offerings: men's/women's basketball (ACS 110), men's/women's cross country (ACS 160), football (ACS 145), men's/women's soccer (ACS 125), women's volleyball (ACS 130); men's/women's water polo (ACS 140), wrestling (ACS 150) and do not paint an accurate statistical picture of the total intercollegiate athletics program. Not included in the statistics are the corresponding spring sport offerings (from the spring 2005, spring 2006 and spring 2007 semesters): baseball (ACS 155), men's golf (ACS 115); softball (ACS 101); men's/women's swimming and diving (ACS 135), men's/women's tennis (ACS 120) and men's volleyball (ACS 130).

FTES (Full-time equivalent students):

- Considered the program's most powerful statistic. In this regard, it should be noted that all student athletes must meet minimum academic standards to comply with and/or gain eligibility status under the rules of the California Community College Athletic Association, which is the governing body for intercollegiate athletics for all California community colleges. In this regard, all student athletes must be currently enrolled in and actively attending classes amounting to a *minimum* of 12 semester units, nine of which must be in recognized academic courses during their season of sport, in order to represent the institution in an intercollegiate athletic event. To meet the standard for continuing eligibility or *sophomore (second-year) eligibility status*, a student-athlete must have completed a *minimum* of 24 semester units (18 in academic courses) and have achieved a *minimum* grade point average of 2.0 to represent his or her institution in an intercollegiate athletic event.
- In consideration of the above-noted stipulation, it should also be noted that the intercollegiate athletic program as a whole and through its individual units (designated as the multiple sport offerings), effort to recruit only *full-time students* to the institution. In this regard, it can also be pointed out that student athletes will enroll in four-year college transferrable course work, including the basic requirements of English, math, science, social sciences and foreign languages, as well as the full spectrum of elective offerings, including business administration, fine arts, computer science, industrial technology and many others too numerous to name.

- In fact, the FTES statistic displayed above considers only participation of student athletes in ACS courses, or those directly attributable to the intercollegiate athletics program. However, if the numbers consider a calculation based upon the athletic program's participants as the true full-time students they must be, their collective *minimum* contribution to the institution's annual apportionment, as displayed in dollar figures (based upon the 2005-06 credit FTES of \$3,749), would provide the following annually:
- **Note:** For the purpose of creating an example of *minimum* annual apportionment generated by student athletes, the following formula to determine weekly student contact hours assumes 10 units of regular course work (10 WSCH per week) and two units attributed to an ACS course (also 10 WSCH per week), for a total of 20 weekly student contact hours. Again, these figures are based upon the *minimum* athletic eligibility standard (12 semester units). It should also be noted that the minimum standard for continuing eligibility is successful passage of 24 units for the academic sessions in advance of the second year of competition, beginning with the student's first term in competition.

One (1) Student Athlete

12 units (assume 10 units regular classes; 2 units ACS) = 20 Contact hours per week (WSCH)

20 Hrs. x 17.5 weeks (semester) = 350 Hrs. x 2 semesters = **700 Hrs. per year**

Fall Sports Only - 2004

700 Hrs. x 285 students = 199,500 Hrs.

199,500 Hrs. per year/525 = 380 FTES

380 x \$3,749 (1 FTES apportionment dollar amount) = **\$1,424,620.00**

Fall Sports Only - 2005

700 Hrs. x 390 students = 273,000 Hrs.

273,000 Hrs. per year/525 = 520 FTES

520 x \$3,749 (1 FTES apportionment dollar amount) = **\$1,949,480.00**

Fall Sports Only - 2006

700 Hrs. x 345 students = 241,500 Hrs.

241,500 Hrs. per year/525 = 460 FTES

460 x \$3,749 (1 FTES apportionment dollar amount) = **\$1,724,540.00**

- A key component of the above demonstrated calculations that must be considered is that these are *absolute minimums*, based strictly upon the *minimum eligibility standards* of the CCCAA or *12 units per student* during his or her season of sport. It should be noted that a total of 297 Palomar College student athletes in the same 10 comparison sports in the fall semester of 2007 were enrolled in ***an average of 15.3 units*** per student. In consideration of this fact, the sample calculation for fall, 2007 (based on the same credit FTES dollar figure) is:

One (1) Student Athlete (Based on Fall, 2007 Average Student-Athlete Load)

15.3 units (assume 13.3 units of regular classes; 2 units ACS) = 23.3 Contact hours per week (WSCH)

23.3 Hrs. x 17.5 weeks (semester) = 407.75 Hrs. x 2 semesters = **815.5 Hrs. per year**

Fall Sports Only - 2007

815.5 Hrs. x 297 students = 242,203.5 Hrs.

242,203.5 Hrs. per year/525 = 461.34 FTES

461.34 x \$3,749 (1 FTES apportionment dollar amount) = **\$1,729,563.60**

- As demonstrated by the above-noted figures, the annual apportionment contribution of intercollegiate athletics to the district is significant. Finally, using the current (2007) state dollar figure per each credit FTES (**\$4,565**), the apportionment contribution would equal **\$2,106,071.10**.

Total FTEF: Modest increase from 2004 to 2005 due to the addition of contract faculty member in the position of women's water polo coach. However, the program currently stands with 21 intercollegiate sport programs, of which just eight (8) have a contract (full-time) faculty member in the head coaching position. It should also be noted that four of those eight sports are covered by two full-time instructors in the head coaching positions: men's/women's swimming and diving and men's/women's tennis. In actuality, the program has six (6) full-time instructors serving as head coaches.

In comparison to other California Community Colleges with similar-sized intercollegiate athletic programs (minimum of 19 sport offerings), Palomar College ranks among the lowest (in fact, 14th of 15) for full-time instructors in head coaching positions (based upon the latest Athletic Director's Survey, which was done in 2006):

- 70% - American River (20 sports; 14 FT Head Coaches)
- 68% - Riverside (19 Sports; 13 FT Head Coaches)
- 67% - Mt. San Antonio (21 Sports; 14 FT Head Coaches)
- 63% - Cerritos (19 Sports; 12 FT Head Coaches)
- 63% - Fresno CC (19 Sports; 12 FT Head Coaches)
- 60% - Fullerton (20 Sports; 12 FT Head Coaches)
- 60% - San Diego Mesa (20 Sports; 12 FT Head Coaches)
- 58% - Orange Coast (24 Sports; 14 FT Head Coaches)
- 52% - Modesto (21 Sports; 11 FT Head Coaches)
- 52% - Santa Ana (21 Sports; 11 FT Head Coaches)
- 45% - Santa Rosa (20 Sports; 9 FT Head Coaches)
- 42% - Saddleback (19 Sports; 8 FT Head Coaches)
- 38% - Long Beach CC (21 sports; 8 FT Head Coaches)
- 29% - Palomar (21 Sports; 6 FT Head Coaches)**
- 24% - El Camino (21 sports; 5 FT Head Coaches)

WSCH/FTEF: Decrease based upon the addition of F-T women's water polo coach in 2005. However, it should be pointed out that the program lost a FT instructor in the fall of 2007 (women's basketball).

Full-Time FTEF: Increase from 2005 to 2006 based upon the addition of full-time faculty member (women’s water polo coach) in 2005. Again, it should be noted that the program lost a full-time instructor in the fall of 2007 (women’s basketball).

Hourly FTEF: Addition of the ACS 50 course, taught by hourly instructors, had an effect in 2005. Decrease from 2005 to 2006 based upon the addition of full-time women’s water polo coach in 2005.

Overload FTEF: Staff required part-time faculty member in 2004-05; then added a full-time faculty member (women’s water polo coach) in 2005-06.

Part-Time FTEF: Addition of full-time faculty member (women’s water polo coach) in 2005 affected the percentage drop in part-time faculty hours/coverage in 2006.

Retention Rate: A consistently high percentage of success. An extremely positive and powerful statistic that will outdistance nearly every other discipline offered by the institution. The statistic suggests that student athletes are personally motivated and committed to their sport programs. It also suggests that these students are supervised and instructed by highly motivated and committed instructors, who serve in the role of coach, counselor and proponent on their behalf.

Success Rate: Extremely high in comparison to other programs on campus. Another positive statistic serving as evidence of the high degree of motivation and commitment exhibited by student athletes as it relates to the sport offering of their choice.

Degrees Awarded: Not applicable to a non-degree program.

Certificates Awarded: Not applicable to a non-degree program.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>It should be noted that the Athletics and Competitive Sports offerings are not a certificate or degree program. The ACS course offerings are akin to physical education activities courses. The significant difference is that ACS courses are also accurately defined as preparation sessions for the institution’s intercollegiate athletic teams. Unlike any other course offerings, the activities of these teams are highly visible to several publics: the student body, faculty, staff and administration of the college itself; local and regional communities at large; counterpart athletic communities, including local and regional high school programs, as well as four-year collegiate programs; and the association of all California Community Colleges.</p> <p>The ACS offerings provide for the institution financial support in</p>	

<p>the form of enrollment-based apportionment, which extends well beyond the support generated for compensation of the instructors or coaches. This arrangement makes the Palomar College athletics program co-curricular, rather than extra-curricular as is the case in most four-year institutions and high schools.</p> <p>Addition of the ACS 50 course (Introduction to Collegiate Athletics) in the fall of 2005 as a requirement for student athletes, has been a positive step in preparing Palomar College student athletes for transfer to four-year programs. Further, the course has helped participating student athletes to understand and meet the eligibility requirements of the California Community College Athletic Association during their two years of participation in the Palomar College program.</p>	
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>Scheduling for the ACS courses, which are daily preparation sessions for team and individual student-athlete competition, is planned to avoid and/or minimize conflicts with academic scheduling. Although some in-season competition and/or mandatory travel associated with competition will undoubtedly create some conflicts, student athletes are counseled to work closely with instructors to make arrangements in advance to request the opportunity to complete make up work associated with such conflicts.</p> <p>It should also be noted that official athletic department notification of impending travel and/or competition commitments are regularly communicated to the faculty by the coaches and athletic academic advisement personnel to support the working relationships between student athletes and their academic instructors.</p>	

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>Although the department was provided substantial one-time funding for non-instructional purchases in the 2006-07 academic year</p>	

(a reported \$112,000), this funding was limited to a total of \$16,270.31 for the 2007-08 academic year.

With this funding, the department made three purchases, all of which were associated with the safety of participating student athletes: 1) An enhancement to increase the volume of the department's ice machine for athletic training purposes (\$5,216.31); 2) A break-away outfield fence for softball (\$5,054.00); and 3) Required annual reconditioning and certification of the existing protective equipment for football (\$6,000.00). It should also be noted that the institution's facilities operation graciously paid for long-overdue safety screening to ward baseballs off the tennis courts at an estimated cost of \$7,200.00.

It should also be pointed out that the department successfully solicited the Palomar College Foundation for one-time funding to totally resurface and paint the gym floor in the Dome at an estimated cost of \$24,000.

In regard to technology improvements, current needs for the department begin with upgraded and/or additional computers for the student-athlete study lab. This facility, which houses 12 work stations, is located in a small, poorly ventilated room attached to the men's locker facility in Building M. Based upon the size and scope of the intercollegiate athletic program, the move to a facility that could support 25-to-30 work stations is warranted, based upon anticipated use. Technology wise, this requirement would add 12-to-17 computer work stations and an annual service program for regular technology upgrades.

Although it is understood the policy of the institution does not allow for adjunct instructors to be provided with computers, head coaches of intercollegiate athletic teams—regardless of their employment status—should be viewed as directors of unique and specific programs that draw students to Palomar College that would not enroll here otherwise. These instructors require adequate work stations with computer-assisted communications in order to effectively administrate these programs. The major emphasis in this regard is the recruitment of student athletes, whom, it should be

pointed out, will come to Palomar College as *full-time* students, with enrollment in general education course work (i.e., Arts and Humanities, Science and Mathematics, Social and Behavioral Sciences). Such work stations also require the necessary computer accessories (i.e., printers, ink cartridges, monitors, etc.).

In this regard, the following sport programs are currently managed by adjunct instructors: baseball, men's/women's basketball, women's cross country; men's golf, men's/women's soccer, softball, women's track & field, men's volleyball, men's water polo and wrestling. It should also be noted that the football program, which annually brings over 100 full-time students to the campus and has a coaching staff of eight, requires at least one additional computer for use by its' part-time staff. Some of these coaches are sharing existing computers in the department, but the program need would be for five (5) work stations.

In regard to individual computer work stations, the athletic department has been advised by the Palomar College manager of network and technical services that the institutional cost of a standard desktop computer system from Dell Computers, Inc. is \$1,334.16 (quoted fall, 2007).

Additional technical equipment requested by athletic staff members that remain un-met in the current academic year due to budget restrictions are: video analysis notebook system for use by both the men's and women's volleyball programs (\$2,011.60); support for the LRS Video System for the men's basketball program (\$623.25); and a Sony DCR-VX2100 Digital Handycamcorder system (\$3,509.96) for men's basketball.

Another equipment purchase that is a much-needed priority item for the department is replacement of an obsolete field-striping machine, which is in poor working condition. The replacement item is a Gustafson 240-205 Line King, which, including shipping, is priced at \$6,250.00.

b. Budget – budget development process, one-time funds, grants, etc.

Under the guidance of the new Director of Athletics, the intercollegiate athletic program is currently in the development process to establish a zero-based budget development policy.

Whereas augmentation of district funding is believed to have been lacking over the past several years, the program intends to request regular percentage increase adjustments to meet the needs of a comprehensive, vibrant, diverse and highly visible program in the future. As has been made clear previously in this report, the state apportionment contribution of the athletics program to the district is significant; it is believed the program should be funded accordingly.

Immediate areas of need for consideration of percentage augmentation include the athletic equipment budget; the athletic training supplies budget; and finally, a standard and increased stipend schedule for part-time coaching assistants who are not included in the adjunct physical education staff.

c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.

Simply put, the Palomar College athletic facilities status can be described as poor. Nearly every athletic program is working with a facility that is either non-existent, outdated and/or obsolete, as exhibited by the following:

- 1) The now 61-year-old institution has yet to develop an outdoor sports complex with adequate spectator seating and the standard facility amenities required (press box, rest rooms, security fencing and gates, concession stand, adjacent parking) for staging contests in the following sports: football, women’s track and field, men’s/women’s cross country (start/finish) and men’s/women’s soccer. A key point that should be considered in this regard is the fact that the largest events the institution puts on with regularity are football games, which are currently played more than 10 miles away from the main campus at Escondido High School.
- 2) Adequate practice facility for football, including a consistent synthetic surface with proper drainage and field markings.
- 3) A minimum eight-lane, 400-meter all-weather track, including horizontal and vertical jump pits with runways and throwing areas for the weight events.
- 4) The existing gymnasium, known at the Palomar Dome, is both obsolete and dysfunctional. The facility is home to no less than

five Palomar College athletic teams: men's women's basketball; men's and women's volleyball and wrestling. It is poorly lighted, poorly ventilated and unattractive in its' interior. As it regards ventilation, the facility is extremely hot (perhaps dangerously so considering its primary use) and uncomfortable in the spring, summer and fall months; cold and drafty in the winter. The facility leaks during rain storms and one leak, which remains unchecked, allows incoming water to contact the building's electrical panels. The facility also lacks adequate dressing areas and meeting rooms for teams during events. It should also be mentioned, however, that the Palomar College Foundation has graciously provided a grant in the amount of \$24,000 for a total reconditioning and paint job of the competition surface (hardwood floor), for which the work will be done in June, 2008. The facility is also used heavily for physical education activities and several community-based outside events.

5) The proximity and situation of the baseball and softball fields, where foul balls from either sport can and do regularly interrupt and create a safety issues for each sport. The situation also creates a major problem for both programs when the two teams play simultaneous home contests, which is unavoidable at least three or four times during the spring season of sport. Also, each field is situated on the campus in such a way that drainage is slow and problematic, leading to unwarranted contest and practice cancellations. It should also be noted that foul balls from contests regularly wind up in the lanes of traffic on West Mission Road, creating a dangerous traffic hazard and obvious liability issue for the district. Finally, the fencing and dugouts for these facilities is old and in need of replacement. For the softball field especially, the fencing configuration is inadequate to provide security from both unauthorized use and vandalism. On a positive note, a new baseball facility is understood to be in the near-future plans for the institution in the north campus. When and if baseball moves to its new location, an opportunity will be presented to improve the softball facility on a temporary basis until its new field is also constructed on the northern end of the campus.

- 6) The tennis courts are believed to be past their recommended re-surfacing cycle and show several damaged areas that are both unsatisfactory for collegiate-level competition, as well as safety hazards for players. In regard to this facility, it should be pointed out that long-overdue netting to protect the courts and participants from errant baseballs was installed in January of 2008 by the district facilities management department. This facility is also used heavily for physical education courses.
- 7) 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. The facility is also in need general operational repairs and/or reconstruction, including the boilers, pumps and filtering systems, which are antiquated. This facility is also used heavily for physical education courses and community use.
- 8) The newly opened synthetic soccer field on the north end of campus was designed and constructed poorly by the contracted vendor, TurfTech. The field contained more than 100 flaws in the seams that were reported to the district facilities management department and subsequently the vendor in November, 2007 and repaired in late December, 2007. It is also suspected that the grading/ground preparation work was also flawed, allowing for noticeable symmetrical troughs that run in a diagonal pattern throughout the length and width of the field, providing for an uneven and less than desirable playing surface. The facility itself is lacking in seating, walkways, restrooms and security fencing. However, it should be noted that redevelopment funds from the City of San Marcos in its association with Palomar College have recently been identified for use to initiate a much-needed additions to the project, including a completion of the security fencing and concrete borders to the field. It should also be noted that a \$100,000 donation to the district by Dr. Peter Minkoff is being used for amenities to the facility including an electronic scoreboard and safety screening to keep errant soccer balls from leaving the facility grounds.

- 9) The Palomar College athletic training room is inadequate to handle the volume of student athletes requiring its' use and services, especially during the fall semester, when the sport of football puts a heavy burden on operations. In the same season, the program also attempts to service student athletes in the sports of men's and women's soccer, men's and women's cross country, men's and women's water polo, women's volleyball and wrestling. Further, at the mid-point of the fall season, the men's and women's basketball teams open their official seasons as well. It should also be noted that newly initiated regulations for the member schools of the California Community College Athletic Association allow for open practice sessions and off-season competition with other member schools. The effect of the newly acceptable "non-traditional season of sport" policy has already undoubtedly created an additional strain and need upon the department's athletic training facility.
- 10) The campus locker and dressing facilities are, for the most part, outdated and in dire need of a general modernization.
- 11) The athletic study lab, currently housed in a make-shift room in Building M that is poorly ventilated and equipped needs a new home. As noted above in the technology needs section, the scope of the athletic program and efforts to provide academic support for student athletes should be a priority. In this regard, an additional 12-to-17 computer work stations, placed in a suitable room for study, needs to be contemplated. Planning for such a facility on the third floor of the library has stalled, but needs to be revisited.
- 12) The "*facility poor*" reputation of the Palomar College intercollegiate athletics program is making it increasingly difficult for the coaching staff to successfully recruit student athletes to the program. This not only relates to the natural competitive nature of intercollegiate athletic programs to build winning teams, it also concerns the need to fill out rosters with healthy enrollment levels. Sad to say but so very true, is the fact that nearly all local and regional high school students will be

<p>taking a step down as it regards the facilities their sport will be housed in at Palomar College. Certainly, this well known fact should be of concern to the district administration.</p> <p>13) It is encouraging to know that the athletic and physical education facilities –including a new gymnasium, pool, offices and classroom complex-- will be addressed with Proposition M funding. However, it is also understood that such construction is seven-to-10 years away. In the interim, the institution needs to initiate improvements to each of these facility issues, including an aggressive and consistent maintenance program until such time that serious new construction efforts can take place.</p>	
<p>d. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>Due to the growth of the intercollegiate athletic program, which, for the 2007-08 academic year has added women’s golf and track and field, there has never been greater need to address staffing levels, especially where it regards support services. In addition, the Palomar College athletics program is attempting to keep competitive pace with other institutions and districts as it regard the new CCCAA regulations for non-traditional season of sport programs.</p> <p>SPORTS INFORMATION</p> <p>The department’s staff has agreed by vote that the time has come to enhance the sports information position, which heretofore has been part-time. It should be noted that effective sports information work for an intercollegiate athletics program the size of Palomar College is both labor intensive and exhaustive during the seasons of sport (Aug.-May). As it relates to new marketing, promotional and fund-raising goals of the department, an expansion of this support unit’s scope is required.</p> <p>Under new CCCAA Executive Director Carlyle Carter, member schools are now being required to initiate the recording and reporting of intercollegiate athletic contest results, including the statistical performance of teams and individual athletes. The state organization has mandated the use of specific computer software (Stat Crew) to assist in such recording and has threatened to exclude the records and</p>	

statistics of student athletes and teams from member schools that do not comply.

Without question, recognition for student-athletes and teams is a key component of an intercollegiate athletic program and many schools throughout the state have embraced this need. In the new information age, the evaluation and recruitment of community college athletes by four-year schools is reliant upon readily available, updated roster and statistical information for both individual and team accomplishments of such programs. Conversely, in order to recruit high school athletes at the community college level, a clear record of success needs to be the reputation of the institution. Finally, it should be noted that the very intent of any post-secondary institution's athletic program is to both provide for and enhance the school's name and notoriety. In this regard, no other entity on campus can generate the near daily news coverage.

ATHLETIC TRAINING

As previously noted in the facilities section of this report, the athletic training operation at Palomar College is working beyond its capacity to service our 21 intercollegiate athletic teams and nearly 400 student athletes.

Currently, the Palomar Athletic program has one (1) full-time and one (1) part-time certified athletic trainer. Because the part-time trainer is limited by district employment policies from working extended overtime hours and given the fact that athletic events are conducted for the most part on nights and weekends, it is extremely hard to provide coverage for all the activities requiring coverage. It should also be noted that Pacific Coast Conference and California Community College Athletic Association regulations *require* host schools to provide on-site training coverage for both the home and visiting teams at home athletic events.

In fact, in regard to athletic training coverage, the following table shows that Palomar College lags far behind other regional schools as it regards the percentage of full-time trainers to established sport offerings. (FT: Full-time Certified Athletic Trainer; PT: Part-time

Certified Athletic Trainer).

<u>School</u>	<u>Sports</u>	<u>FT</u>	<u>PT</u>	<u>Pct. FT</u>
Riverside CC	19	3	0	15.8
Southwestern	17	2	1	11.8
Grossmont	17	2	0	11.8
Cuyamaca	9	1	1	11.1
SD Mesa	20	2	0	10.0
Saddleback	21	2	0	9.5
San Diego CC	11	1	1	9.1
Palomar	21	1	1	4.8

Recommended as an immediate need for effective coverage for a program the size of Palomar College is a second full-time certified trainer and one certified part-time trainer. Both of these positions could be arranged annually for the 10-month period August 1-May 31. This would provide a much improved coverage situation for the institution and avoid the need for extensive overtime hours for the one full-time trainer currently on staff. Additionally, it would dramatically improve the safety and welfare status for our student athletes, as well as liability concerns for the district.

While it is clearly understood that such an increase in the athletic training staff would be a relatively costly proposition for the district, strong consideration should be given to the obvious statistical data provided above. Because of the limited staffing dilemma, the current training situation creates periods of time when a trainer is simply not able to be present at all contest, office and/or practice sites on campus, leaving dangerous coverage gaps for athletic activities. The district must take seriously the above noted numbers and consider the position it would find itself in if a catastrophic athletic injury were to occur at an uncovered activity site.

STUDENT-ATHLETE ACADEMIC SUPPORT

Under former Director of Athletics John Woods, the Palomar College Athletic Department initiated a positive effort to be among the state's elite programs with an enhanced program of academic support

<p>for student athletes.</p> <p>While this program continues to make progress in the areas of collegiate athletics orientation instruction (through the ACS 150 course), academic advisement for student athletes, eligibility compliance counseling, grade monitoring and the operational management of a student-athlete study lab, it requires a greater financial commitment from the department and/or institution.</p> <p>In this regard, a clearer compensation structure allowing for additional hours are required for the current staff personnel, which includes one (1) full-time counselor, one (1) part-time academic advisor and one (1) part-time aid who is paid a bare-minimum stipend. Additional financial support for the program is required in the areas of facility and equipment improvement.</p> <p>It should be noted, this forward-thinking effort is perhaps the Palomar College Athletic Program's brightest areas of potential. At the four-year level, such programs have become the norm with strong backing from the institution. In consideration of the fact that 100 percent of Palomar College student athletes are full-time students, the institution should make every effort to assist in their academic progress, retention rate and preparation for transfer.</p> <p>If financed and managed properly, the program has the opportunity to significantly set the Palomar College Athletics Program apart from other California Community Colleges. Indeed, this initiative is crucial in providing the program with a selling point that is both positive and unique in the recruitment of prospects for each of the sponsored sport programs.</p>	
<p>e. Other TEAM TRAVEL</p> <p>Prior to the 2007-08 academic year, Palomar College athletic teams had access to two 21-passenger district-owned vehicles, in addition to 15-passenger and eight-passenger vans for mandatory travel to road contests. The coaches and sometimes even students, based upon need – as certified by the district-- serve as the drivers/operators for all district vehicles.</p> <p>Because the 21-passenger vehicles were over 10 years old, had high</p>	

mileage levels, were often in disrepair and could not be certified for safety by local repair shops, they were taken out of service in September, 2007. Because of the limitations of available district vehicles, the athletic program has increased its reliance on rentals from outside agencies (Enterprise, Hertz, Avis) to get by. Not only has this requirement increased the cost of business for the athletics program, it has created operational inconvenience for student athletes, coaches and teams.

As it regards the cost factor, it is estimated that without the use of the 21-passenger vehicles for the 2007-08 academic year, the athletics budget will have borne the burden of a 15-to-20 percent increase in the cost of transportation over the previous year's \$31,000 total with no augmentation to compensate. Factors in the determination of this estimate include increased vehicle rentals from outside agencies and the increased cost of gasoline.

It must always be understood that travel for intercollegiate athletic teams is a mandatory operational issue, not a frill or program enhancement. Intercollegiate athletic teams representing the institution are required to travel. In fact, the Palomar College athletics program will have incurred no less than 218 separate team road trips during the current (2007-08) academic year. This figure does not include five travels for the football team to its home site at Escondido High School. In estimating total annual travel needs for the department, including the total number of vehicles and qualified drivers required, the following table should be considered:

PALOMAR COLLEGE ATHLETICS
TEAM TRAVEL MATRIX 2007-08

Sport	Trips	Trav. Party	Cch./Drivers Available	Long Trip	Season
CCY	5	15	2	Walnut – 180 mi./rt	Sep.-Nov. (F)
FTB	5	90	Chtr. Bus	Pasadena – 218 mi./rt	Aug.-Nov. (F)
WGF	9	8	2	Monterey – 842 mi./rt	Aug.-Nov. (F)
MSC	7	20	2	Wilmington – 188 mi./rt	Aug.-Nov. (F)
WSC	11	24	2	Imperial – 260 mi./rt	Aug.-Nov. (F)
WVB	12	16	2	Imperial – 260 mi./rt	Aug.-Nov. (F)
MWP	10	20	3	Walnut – 180 mi./rt	Sep.-Nov. (F)
WWP	8	14	2	Ventura – 344 mi./rt	Sep.-Nov. (F)
WRS	6	18	3	San Jose – 880 mi./rt	Aug.-Nov. (F)
MBK	15	26	3	Imperial – 260 mi./rt	Nov.-Feb. (W)

WBK	13	15	2	Imperial – 260 mi./rt	Nov.-Feb. (W)
BSB	22	38	4	Walnut – 180 mi./rt	Jan.-May (S)
MGF	10	7	1	Los Angeles – 200 mi./rt	Feb.-May (S)
SFB	23	20	2	Valencia – 270 mi./rt	Feb.-May (S)
SWM	6	35	3	Walnut – 180 mi./rt	Feb.-May (S)
MTN	12	9	1	Ojai – 372 mi./rt	Feb.-May (S)
WTN	12	9	1	Ojai – 372 mi./rt	Feb.-May (S)
WTF	6	20	2	Walnut – 180 mi./rt	Feb.-May (S)
MVB	11	16	2	Moorpark	Feb.-May (S)

The very logistics and safety issues involved in team travel must also receive strong consideration from the district administration as an area of concern, both for the safety of participating student athletes, coaches, team managers and trainers, as well as for the liability protection of the institution.

Team travel that relies upon coaches and/or student athletes as drivers should be a major concern. Intercollegiate athletic events are specifically scheduled to be conducted at night and on weekends to avoid conflicts with the academic activities of student participants. They are also fiercely contested, emotional activities that, by their very nature, create both physical exhaustion and mental stress for participants, including *the coaches*. Following such activity with the responsibility of transporting eight-to-12 students in a district or rented vehicle back to the point of origin –more often than not in the late evening hours- is a unique and extreme working condition for athletic coaches. In fact, it can accurately be stated that this regular and repetitive task and the responsibility that goes with it, places our coaches in a working category that cannot be matched by any other segment of the institution's instructional staff.

The lone recommendation for relief in this area would be to charter transportation whenever possible and wherever it is practical, based upon the size of the travel party. Although this would prove more costly to the district, the safety and risk-management advantages are beyond contestation.

In this regard, the director of athletics submitted a contract bid from *Coach America of San Diego* for various passenger-level vehicles (to accommodate the differing travel parties) to the director of facilities in February. It should be noted that Coach America is the contracted charter bus company that earned the Palomar College bid for

<p>transporting the football team in the current academic year. For smaller travel parties, a special lease-arrangement bid was also submitted to the director of facilities from Enterprise Rental Car, Inc. that would relieve the burden of vehicle maintenance from the district's facilities operation staff.</p>	
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5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Student Success - *Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations.*

Initiation of the mandatory ACS 50 course, Introduction to College Athletics, provides valuable exposure to the academic requirements and competitive demands of community college student athletes who seek transfer to four-year institutions. The academic support program for student athletes is not only designed to maintain high retention rates for participants of the intercollegiate-athletic teams, it is geared to both encourage and prepare students for transfer to four-year institutions.

Following is the academic policy that is in place for Palomar College student athletes:

STUDENT ATHLETE ACADEMIC SUPPORT PROGRAM

The Palomar College Athletic Department is committed to supporting the academic process of its student athletes. The goal of the athletic program is not only to have its athletes become champions on the field or court, but in the classroom as well. Through the Student Athlete Academic Support Program, the athletic department has implemented academic assessment methods and a Study Hall/Tutoring Center to better assist student athletes with their academic requirements.

STUDENT-ATHLETE ACADEMIC ASSESSMENT

The Palomar College Institutional Information System tracks and assesses the student athlete's academic progress and sends important information about a student athlete's academic performance directly to the athletic department, where all student-athlete academic deficiencies are addressed.

- Year-round tracking and assessments will be conducted on the fifth (5th) and tenth (10th) week of each semester.
- In-season athletes will report to an academic counselor, and for all classes with a reported grade below a "C," a tutorial referral will be issued.
- Once a referral has been issued, student athletes will have four open class days (Monday-Friday) to make an appointment with the Athletic Support Team. The purpose of this appointment is to arrange for tutoring and/or assistance. Student athletes failing to report within the four-day period shall be dismissed from athletic participation until the appointment has been completed.
- The Academic Support Team is responsible to ensure that all student athletes are aware of the academic assessment and referral process. This effort is designed to increase awareness, provide direct academic assistance where it is needed and ultimately, contribute to overall success levels of student athletes and the athletic program as a whole.

ACS-50 COURSE REQUIREMENT

The ACS-50 offering, Introduction to College Athletics (see the Palomar College Class Schedule under the heading Athletics and Competitive Sports) is a one-unit introductory course dealing specifically with the confluence of academics and intercollegiate athletics. For all Palomar College student athletes, the course is mandatory. It is recommended for all incoming freshmen and an eligibility requirement for all sophomores to have completed prior to their second season of competition. The ACS-50 course is designed as a “survival guide” for intercollegiate athletes. It is also an excellent preparation for those Palomar College student athletes who intend to transfer on to athletic programs at the four-year level.

STUDY LAB AND PEER TUTORING

Study Hall and Peer Tutoring provides student athletes with the environment and the resources to assist with the environment and the resources to assist them in all their academic endeavors.

- One-on-one general tutoring and peer tutoring is provided on an appointment basis.
- A fully equipped computer lab is available for all student athletes’ use in Building M.
- Student athletes have access to a variety of library resources and assistance.

GENERAL TUTORIAL SERVICES

Student athletes who require academic assistance should always begin a search for such assistance by contacting the Athletic academic advisors. Additionally, general tutorial support is also available to all Palomar students at the campus library.

The Tutorial Center, located on the library’s first floor, provides help in many academic subjects. Students are served on a walk-in basis and must be registered in the course(s) for which students are seeking assistance. Tutors hired for the Center are trained in tutoring methods and learning strategies.

ATTENDANCE POLICY

It is the responsibility of all Palomar College student-athletes to attend their academic classes. Because intercollegiate student-athletes will miss some class sessions due to team travel and competition, it is essential for student athletes to maintain superior attendance records. If a student-athlete is suffering from an illness and is unable to attend a class or classes, they are expected to: 1) notify their instructor(s); 2) notify their coach; and 3) if deemed necessary, make an appointment at the Student Health Center for evaluation by a health care professional.

DROP POLICY

During the season of sport, student athletes will not drop any course, for any reason, without first conferring with their head coach and/or one of the athletic counselors. During the off-season, notification of the head coach and a conference with the athletic counselor is highly recommended.

6. **Student Learning Outcome progress:**

a. **Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

Because of complex and strict academic eligibility standards as it relates to college-bound student athletes rising from secondary schools to the community college level and on to a four-year institution, the ACS 50 course, Introduction to College Athletics, is critical as a contributor to the success of student participants in the athletic program. The ACS 50 course is designed to inform student athletes of the requirements and processes for transfer to the four-year level, as well as graduation from Palomar College. The class consists of an evaluation of each student's collegiate potential with appropriate counseling and course selection. The course includes instruction in the requirements for graduation, transfer, and athletic eligibility.

The goal the course is to measure the student's understanding of eligibility and transfer requirements, as well as the student's development of a workable education plan, utilizing the appropriate guidelines and the creation of an organized student planner. In this regard, the learning outcome is recognized per the following:

At the completion of the course, students will have created an educational plan outlining exactly what courses they are required to successfully pass in order to transfer on to a four-year university.

It is also expected that student athletes will become fully aware of the transfer guidelines for an Associate in Arts degree, Inter-segmental General Education Transfer Curriculum (IGETC) certification and the academic requirements for the California State University (CSU) system. It should also be noted that transfer-bound student athletes must be made aware of the NCAA guidelines and requirements for transfer to four-year institutions. In this regard, NCAA qualifications demand satisfactory progress toward a four-year degree in a recognized discipline of study.

b. **Discuss a learning outcome that is observable yet difficult to measure.**

Again, the ultimate learning outcome of the ACS 50 course is for student athletes to both understand and put into practice the concepts of academic requirements and productivity to transfer and graduate from a four-year institution (or completion of course work to receive a bachelor's degree), whether they continue to compete athletically or not. Initiation of a tracking system to measure this outcome is currently beyond the reach of the athletic department, due to the necessity of instructing the following cohort of student participants in the Palomar College Athletic Program.

7. Describe a discipline accomplishment that you want to share with the college community.

Intercollegiate athletic grade report for the fall semester of 2007 (includes 12 in-season sports only, as based upon enrollment rosters in the corresponding ACS courses). Considers all semester course grades for participating in-season student athletes:

PALOMAR COLLEGE ATHLETICS - FALL, 2007 GRADE REPORT

ACS COURSE NUMBER	SPORT	TOTAL ON FORM-3 ROSTER*	12-OR MORE UNITS PASSED+	AVG. UNITS PASSED^	AVG. UNITS ENROLLED>	TEAM GPA AVG.#
110	Basketball (M)	13	9	14.0	17.4	2.87
110	Basketball (W)	11	10	18.2	20.5	3.06
160	Cross Country (M)	7	6	15.8	17.5	2.93
160	Cross Country (W)	11	6	11.4	13.7	3.22
145	Football	79	55	14.5	17.8	2.82
115	Golf (W)	7	5	12.5	14.2	3.16
125	Soccer (M)	22	12	10.9	14.3	3.00
125	Soccer (W)	17	14	13.9	15.6	3.39
130	Volleyball (W)	12	11	12.9	13.9	3.03
140	Water Polo (M)	17	12	12.6	15.1	3.18
140	Water Polo (W)	11	10	14.1	14.4	3.20
150	Wrestling	19	9	10.0	14.5	3.18
OVERALL		226	159	13.4	15.7	3.08

* Form 3 Roster is the official list of student athletes verified for eligibility as submitted to the CCCAA.

+ Number of student athletes on the final Form 3 that passed 12-or-more semester units.

^ Average number of semester units passed for all student athletes included on the final Form 3 roster.

> Average number of semester units enrolled in by all participating student athletes on the Form 3 roster.

Team GPA is an overall average of the GPA of all student athletes on final Form 3 roster that passed 12 –or more units.

COMPETITIVE ACCOMPLISHMENTS - FALL, 2007

The Comet wrestling team won the CCCAA State Dual-Team championship under head coach Byron Campbell, by defeating Sierra College of Rocklin, CA (Northern Regional Finalist), 22-16, at Cal State Fullerton on November 16.

Under first-year head coach Sheri Jennum, the Comet women's basketball team posted a 26-5 season record and was a perfect 14-0 on its way to the Pacific Coast Conference championship. Palomar earned a No. 6 seed in the CCCAA Southern Regional Tournament and defeated visiting Mt San Jacinto College in the opening round. Sophomore guard Sabrina Gonzalez was named first-team All-State and the PCC Player of the Year; Coach Jennum the conference Coach of the Year.

Under Coach Carlos Hernandez, the Palomar men's soccer team earned an invitation to the 2007 CCCAA Southern Regional Playoff Tournament after finishing second in the Pacific Coast Conference with a 7-2-1 conference record. Steve Bryson was named the PCC Co-Player of the Year.

Women's cross country team won the school's first-ever Pacific Coast Conference championship under first-year head coach Jennifer Williams, who was also named the PCC Coach of the Year. The team went on to finish eighth among 38 teams at the state championship meet in Fresno.

Sixth-year head coach Joe Early guided the Comet football team to a 7-3 season record and a post-season berth in the Southern California Bowl, which Palomar hosted at Escondido High School on Nov. 17.

The Palomar women's volleyball team posted a 10-2 Pacific Coast Conference record to finish second in the league under head coach Karl Seiler. The Comets also earned a berth in the CCCAA Southern Regional pos-season playoff tournament.

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

Multiple-year grading information for student athletes, which would provide an opportunity to assess the effectiveness of academic support efforts.

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

As it regards compliance, the Palomar College Intercollegiate Athletics Program is required to adhere to the Constitution and Bylaws of the California Community College Athletic Association and the policies of the Pacific Coast Conference, as it regards daily operational conduct for individual student-athletes and sanctioned-sport teams. The program's next scheduled program review with the Pacific Coast Conference will be conducted in the fall of 2009. In this regard, the new director of athletics will conduct ongoing evaluation and research of the program's compliance policies and practices to prepare for the upcoming report.

Following are associations in outside governing bodies to which the Palomar College Intercollegiate Athletic Program must maintain regulation compliance with:

CALIFORNIA COMMUNITY COLLEGE ATHLETIC ASSOCIATION

Palomar College is a member in good standing of the Community College League of California's California Community College Athletic Association (CCCAA; formerly Commission on Athletics or COA). As authorized by the State Legislature, the Education Code provides the CCCAA with the authority to establish the rules and regulations to administrate the intercollegiate athletic activities of the California Community Colleges. The California Community College system, which is composed of 72 districts and 109 campus

sites, annually enrolls nearly 1.5 million students and employs over 70,000 citizens of the state. Nearly 25,000 student athletes participate annually in intercollegiate athletics at California's Community Colleges and the CCCAA oversees nearly 100 regional and state-final events that produce champions in 20 men's and women's sports each year.

PACIFIC COAST CONFERENCE

Palomar College is also an affiliated member of the Pacific Coast Conference, which provides league competition in the following sports: baseball, basketball (M/W), cross country (M/W), soccer (M/W), softball, tennis (M/W), volleyball (W) and water polo (M/W). Along with Palomar, the PCC membership includes Cuyamaca College (El Cajon), Grossmont College (El Cajon), Imperial Valley College (Imperial), Mira Costa College (Oceanside), San Diego City College, San Diego Mesa College, San Diego Miramar College and Southwestern College (Chula Vista).

SOUTHERN CALIFORNIA FOOTBALL ASSOCIATION

The newly formed Southern California Football Association (SCFA) was created by action of the CCCAA Board in April, 2007 as a conference that administers only the sport of football in the southern region of the state. Its purpose is to govern and regulate the sport of football for member colleges in compliance with the rules and regulations of the CCCAA Constitution and Bylaws in order to provide an environment which emphasizes academic achievement and a positive athletic experience for student athletes of member colleges. In the organization's initial alignment of schools which will be affected in fall of 2008, Palomar College has been assigned to the Southern Conference of the National Division, which, along with Palomar includes the following member schools: Fullerton, Grossmont, Long Beach, Orange Coast, Saddleback and Santa Ana.

“HOSTED” SPORTS

Palomar athletic teams participate as “hosted” programs in the following sports: women's golf and women's track in the Foothill Conference; men's golf, men's and women's swimming and diving and men's volleyball in the Orange Empire Conference; and wrestling in the South Coast Conference.

NCAA - NAIA

It should also be noted that the goal of the majority of student athletes participating in California Community College programs is to transfer to a four-year college or university to continue their academic and athletic careers beyond their sophomore (second) year. These students are required to meet the eligibility standards of either the National Collegiate Athletic Association (NCAA) or National Association for Intercollegiate Athletics (NAIA).

10. Other comments, recommendations:

The intercollegiate athletics department simply asks for recognition as a viable, vibrant and effective program that is a key contributor to the collegial atmosphere of the campus community. Inasmuch, it should be held that intercollegiate athletics, in many ways, stands as the front door to the institution. In addition to its natural affinity for community relations and public notoriety, it

should always be remembered that intercollegiate athletics is also one of the few institutional programs that actively recruits full-time students *and only full-time students* to Palomar College.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Steve White _____

Wendy Homuth _____

Sean Sovacool _____

Scott Cathcart, Director of Athletics _____ March 5, 2008
Department Chair/Designee Discipline Review and Signature Date

Joe Madrigal, VP Student Services _____ March 5, 2008
Division Dean Review and Signature Date

- * **By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**
- * **Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.**