

# Program Review & Planning (PRP)

## PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name: Athletics and Competitive Sports (ACS)

Department Name: Athletics

Division Name: Student Services

Please list all participants in this Program Review:

Name	Position
Amber Slivick	ADA
Flecicia Heise	Lead Athletic Trainer
Steve White	Athletic Academic Counselor
Israel Lopez	Athletic Equipment Operations

Number of Full Time faculty	9	Number of Part Time Faculty	10
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Please list the Classified positions (and their FTE) that support this discipline:

Dept. ADA; Lead and two assistant certified athletic trainers; Lead and assistant athletic equipment operations personnel.

What additional hourly staff support this discipline and/or department:

Athletic Trainer, Equipment Assistant, Office Assistant

Discipline mission statement ([click here for information on how to create a mission statement](#)):

Among the largest, most comprehensive and diverse programs in the state, the intercollegiate athletic program at Palomar College consists of a combined 22 men's and women's varsity-sport teams, averaging over 450 participating student athletes per year.

The athletic program consists of teams in the following sports: baseball, men's and women's basketball, women's beach volleyball, men's and women's cross country, football, men's and women's golf, men's and women's soccer, softball, men's and women's swimming and diving, men's and women's tennis, women's track and field, men's and women's water polo, men's and women's volleyball and wrestling. Additionally, the Athletic Department is designated to administrate a co-ed cheerleading program in support of its intercollegiate athletic teams.

The objective of the Palomar College Intercollegiate Athletics Program is to represent the educational mission of the institution, as well as the many communities of Northern San Diego County, in spirited athletic competition with other community colleges. The program shall provide competitive opportunities for both men and women students in a wide variety of sporting endeavors.

**GOALS OF THE INTERCOLLEGIATE ATHLETICS PROGRAM:**

- A. Ensure all student-athletes are provided with opportunity and support to achieve their academic and athletic goals;
- B. Provide the best possible environment to enable each student-athlete to compete to the fullest extent of his or her capability;
- C. Establish support systems enabling student-athletes to develop into well-rounded, responsible, successful and mature individuals; and
- D. Encourage student athletes to assume positive leadership roles both on campus and in the community.

**List any new degrees and certificates offered within this discipline since your last comprehensive review:**

NA

**Discipline Level Data:**

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

**PART 2: PROGRAM REFLECTION**

**1. Program Analysis:**

**Reflect upon and provide an analysis of your summary data.**

Reported achievement of sophomore athletes in the 2016-17 academic year: Of **124** sophomore (2nd year) athletes, **45 (36%)** earned athletic scholarships to continue their athletic and academic pursuits at four-year institutions; **28 (23%)** transferred on to four-year schools to seek four-year degrees, some of whom also plan to continue their intercollegiate athletic participation as "walk-on" athletes, for a combined total of **73 (59%)** who have met the four-year transfer requirement. The figure exceeds the SAO target. It should also be noted that **45 (36%)** sophomore athletes who exhausted their two-year college athletic eligibility during the 2016-17 academic year have maintained enrollment at Palomar College and are continuing to seek four-year college transfer

requirements. A total of **six (6)** sophomore athletes (**5%**) from the 2016-17 academic year completed an AA Degree or earned certification in a specified professional field to complete their academic goal, while **seven (7, 6%)** are known to have dropped out of college altogether. The combined figures provide for a collective sophomore continuance/completion/retention rate of **95%** for the 2016-17 academic year (see chart below).

#### 2016-17 SOPHOMORE SCHOLARSHIP/TRANSFER/RETENTION

Sport	Sophs.	Athletic Scholarship	4-Year Transfer	Remain PC Enrolled	Other	Known Drop
BSB	14	16*	1	1		
MBK	2			2		
WBK	8	5	1	2		
WBV	3	2	1			
MCC	1				1	
WCC	0					
FTB	21	7*	6	4	1	5
MGF	3	2	4**	1		
WGF	2			1	1	
MSC	5			4	1	
WSC	4		1	2		1
SFB	12	4	2	5		1
MSW	4		2	2		
WSW	2		1	1		
MTN	4	1		3		
WTN	0					
WTF	7	1	2	4		
MVB	4		3	1	2	
WVB	4	2*	1	2		
MWP	8	1	2	5		
WWP	2			2		
WRS	9	4	1	3		
TTL	124	45	28	45	6	7
PCT.	100%	36%	23%	36%	5%	6%

\* Seven (7) former student athletes, who exhausted their two-year athletic eligibility during the 2015-16 academic year or earlier, completed transfer requirements at Palomar College during the 2016-17 academic year. Of those, four (4) earned athletic scholarships to four-year institutions; the other three have transferred to four-year institutions as walk-on athletes. Others are student athletes who have completed their two-year eligibility and have completed academic goals at Palomar College by earning an AA degree or available program certificate.

\*\* One freshman athlete transferred on to a four-year institution after completing a single year of athletic eligibility at Palomar College.

**2009-10** - 87 transfers among 130 sophomore athletes = 67% (Satisfactory); **2010-11** - 90 transfers among 132 sophomore athletes = 68% (Satisfactory); **2011-12** - 99 transfers among 139 sophomore athletes = 71% (Satisfactory); **2012-13** - 83 of 145 sophomore athletes = 57% (Satisfactory); **2013-14** - 75 of 109 sophomore athletes = 69% (Satisfactory); **2014-15** - 79 of 123 sophomore athletes = 64%; **2015-16** - 73 of 119 sophomore athletes = 61%; **2016-17** - 73 of 124 sophomore athletes = 59% (Satisfactory).

## 2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates.

These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

**Discipline Level Course Success Rate:**

- A. The College's institutional standard for course success rate is 70%.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success

**Standard for Discipline Course Success Rate:**

Reflected in results of annual Department SLO and SAO standards, which have been met or exceed since initiation of the assessment process in 2010.

**Why?**

Instructional preparation and intercollegiate competitive demands.

**3. Program Update:**

**Describe your proudest moments or achievements related to student success and outcomes.**

1. Participation: 394 student athletes (263 men; 131 women) verified for eligibility in 22 varsity sports; 23 cheerleaders for a total of 411 student participants in the 2016-17 academic year.
2. Fall Semester Grade Report: A total of 70 athletes in 10 varsity sport programs earned All-Pacific Coast Athletic Conference Scholar-Athlete recognition (passed a minimum of 12 units with a minimum 3.0 grade point average, while participating in their season of competition). Among the 70 scholar athletes, six (6) earned perfect 4.0 grade point averages and an additional 24 posted GPAs of 3.5 or higher. Collectively, a total of 202 student athletes participated in the 2016 fall season of sport and produced an aggregate grade point average of 2.77, with 139 (69%) passing 12-or-more semester units.  
Spring Semester Grade Report: Among the 11 Palomar College spring-sport teams (includes men's/women's basketball), 72 student athletes earned All-Pacific Coast Athletic Conference Scholar-Athlete awards. The total included 13 students who achieved perfect 4.0 grade point averages, while an additional 27 participants achieved GPAs of 3.5 or higher. Of the 165 spring-sport athletes, 123 (75%) finished with 12-or-more semester units passed and produced an aggregate grade point average of 2.71. Collectively, 142 Palomar College student athletes earned All-PCAC Scholar-Athlete Awards in the 2016-17 academic year. Of 367 athletes counted in the survey data, 262 (71%) passed 12-or-more credit units during the semester in which their season of sport was conducted, while producing an aggregate grade point average of 2.74.
3. As exhibited in the program's on-going Student Activity Outcome (SAO), Palomar College athletes proved once again superior to any other student-group on campus in the area of academic persistence... of **124** sophomore (2nd year) athletes who participated on intercollegiate teams during the 2016-17 academic year, **45 (36%)** earned athletic scholarships at four-year institutions; **28 (23%)** transferred on to four-year schools as "walk-on" athletes or simply to seek a four-year degree; **45 (36%)** sophomore athletes who exhausted their two-year college athletic eligibility maintained enrollment at Palomar College; **six (6)** other sophomore athletes (**5%**) completed an AA Degree or earned certification in a specified professional field to complete their academic goal. Of the group, just **seven (7 or 5%)** are known to have dropped out of college. The combined figures provide for a collective sophomore continuance, completion and/or retention rate of **95%** for the 2016-17 academic year.

4. Based on official California Community College Cal-PASS Plus Student Scorecard data from the 2015-16 academic year (latest available), the following academic statistics are true in a comparison of Palomar College student athletes to the general student population:
  - Full-time enrollment for both the fall and spring semesters – Athletes 68%; General Students 13%
  - Students with a GPA < 2.0 – Athletes 22%; General Students 26%
  - Students with GPA 2.0 to 2.49 – Athletes 23%; General Students 12%
  - Students with GPA > 2.5 – Athletes 55%; General Students 55%
  - Average units attempted – Athletes 30.81%; General Students 12.83%
  - Average Successful Units Completed – Athletes 23.70%; General Students 10.81%
  - Students who completed less than 24 units – Athletes 47%; General Students 75%
  - Students who completed 24-29.9 units – Athletes 20%; General Students 6%
  - Students who completed more than 30 units – Athletes 32%; General Students 3%
  - Average course success rate – Athletes 78.72%; General Students 69.51%
  - Number of students who've taken an English course – Athletes 77%; General Students 46%
  - Number of students who've taken a math course – Athletes 79%; General Students 54%
5. Competitive Performance Highlights - Team:
  - Women's Basketball – 28-3, PCAC North Division Champion; CCCAA State Semifinalist
  - Softball – 30-13, Pacific Coast Athletic Conference Champion with a perfect 16-0 conference win-loss record; CCCAA Regional Semifinalist
  - Women's Track & Field – Pacific Coast Athletic Conference Champion; Individual CCCAA Regional/State Meet Qualifiers
  - Men's Water Polo – Pacific Coast Athletic Conference Champion; CCCAA Regional Playoff Qualifier
  - Women's Water Polo – Pacific Coast Athletic Conference Champion; CCCAA Regional Playoff Qualifier
  - Baseball – 32-10, Pacific Coast Athletic Conference Runner-Up; CCCAA Regional Playoff Qualifier
  - Wrestling – Second-place CCCAA SoCal Regional Tournament; Fourth-place CCCAA State Tournament
6. Competitive Performance Highlights - Athlete:
  - Wrestling – CCCAA State Weight-Class Champions: Alberto Garcia (133-Pound Class); Chance Eskam (285-Pound Class)
  - Men's Tennis – Peter Trhac, PCAC Player of the Year; PCAC Single Champion; PCAC Doubles Champion with partner Kyle Le
  - Women's Basketball – Roshell Lamug, PCAC Player of the Year
  - Softball – Crystal DesLauries, PCAC Pitcher of the Year
  - Men's Water Polo – Paul Schaner, PCAC Player of the Year
  - Women's Water Polo – Jordan Heimbeck, PCAC Player of the Year
  - Men's Swimming – PCAC Co-Swimmer of the Year: Connor Baine
  - Women's Swimming – PCAC Co-Swimmers of the Year: Emma Thomas, Michelle Jacob; CCCAA State Champion (200 Yd. Butterfly): Emma Thomas.
7. Competitive Performance Highlights - Coach:
  - Women's Basketball – Leigh Marshall, PCAC Coach of the Year
  - Softball – Palomar College PCAC Coaching Staff of the Year, Lacey Craft, Head Coach
  - Women's Track & Field – Jennifer Williams, PCAC Coach of the Year
  - Women's Water Polo – Jackie Puccino, PCAC Coach of the Year
8. On-going efforts of the individual sport teams and the student-athletes themselves, as supported by the Palomar College Foundation, once again raised and spent approximately \$200,000 to improve and

enhance their annual operations. Much of this funding has supplemented general operational expenses that in the past were regularly supported by district funds.

9. Initiated and managed by Athletic Academic Counselor Steve White, the program has continued its effort to effect group scheduling workshops as a key component of priority registration for participating student athletes. Once again, of identified athletes qualified to participate, nearly 60 percent took advantage of priority registration during the 2016-17 academic year.
10. Admission gates from men's/women's basketball double-header and women's volleyball match donated to American Cancer Society.
11. A total of 61 athletic department staff members and associates (full-time permanent, part-time and/or volunteers) participated in and achieved a passing grade of 80 percent or higher to meet the annual California Community College Athletic Association on-line compliance-exam requirement in advance of the 2017-18 academic year.

#### 4. Program Improvement:

**What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.**

##### **ACS Course Scheduling**

Scheduling for ACS courses (other than ACS-50, Introduction to Intercollegiate Athletics) is based on the following factors: 1) Best possible opportunity for participating students to complete academic course work without ACS class or scheduled-contest conflict; 2) Shared facility usage (men's/women's basketball, men's/women's volleyball in gym; men's/women's soccer on the soccer field; men's/women's water polo in pool; men's/women's tennis on tennis courts); 3) Shared facility use with Kinesiology classes; 4) Availability of adjunct head coaches and part-time assistant coaches who have other/additional employment commitments; 5) Time of day as related to contest scheduling and required travel.

Following several years of specific requests, state-wide survey, published special-needs rationale (included in past editions of this annual document) and owing to a California Ed Code Title 5 amendment allowing for tiered recognition, Palomar College student athletes are participating in priority registration as a special-needs group. In the first opportunity to effect priority registration for student athletes—the summer enrollment period for the fall semester, 2014— 53% of qualified participants completed the process.

During the past academic year, 298 of 417 identified student athletes (71%) enrolled on their priority dates, **a department high percentage and clearly a higher participation rate than any other prioritized group on campus.** To insure as many participating student athletes as possible take advantage of the priority registration date for each term of enrollment, the following counseling, advisement and guidance process has been initiated and communicated to all head coaches in written memorandum from the office of the athletic director:

1. **DETERMINATION OF PARTICIPANTS** – Participation in the intercollegiate athletics program as verified by enrollment in an Athletics and Competitive Sports (ACS) class, appearance on the official California Community College Athletic Association (CCCCAA) Form 3 eligibility roster and/or identification as a rising prospect by any head coach. Active team rosters and prospects are reviewed by the head coach of each intercollegiate team and verified by the athletic academic counselor.
2. **REQUIRED ATTENDANCE IN SCHEDULE PLANNING/COUNSELING WORKSHOP** – Group counseling conducted in the Library Computer Center with an athletic academic counselor in attendance

to supervise, instruct and provide advisement as student athletes fill their on-line enrollment "shopping cart" in preparation for the upcoming term priority registration date.

3. **APPOINTMENT NOTIFICATION** – Dated appointment e-mails generated by the Office of Enrollment Services forwarded to eligible students (those who have appeared on the team lists and met the preparation requirements) as confirmation of their specific priority standing and date. Student athletes who are included on the team priority list and have met the qualifying standards but do not receive this notification are required to notify either their coach or one of the athletic academic counselors in order to review and correct the situation.
4. **DATE NOTIFICATION, SCHEDULING "SHOPPING CART" OPEN FOR STUDENT ACCESS** – Notification to student athletes through head coaches both in and out of season of the date scheduling shopping carts will be open for student access in advance of the priority registration date.

**DATE NOTIFICATION, PRIORITY REGISTRATION** – Notification to student athletes through head coaches both in and out of season of the priority registration date for each term.

### **Gender Equity**

The Palomar College District must continually and consistently review gender equity as related to Federal Title IX compliance in association with the intercollegiate athletic program. The program has never met (nor is expected to) the Test 1 proportionality standard, while Tests 2 and 3 of the following recognized standards are judged in a subjective manner, based on interpretation.

#### Federal Title IX Compliance Standards

Test 1: Participation proportionate to full-time undergraduate enrollment.

Test 2: Continuing practice of program expansion for the underrepresented gender.

Test 3: Fully and effectively accommodate the underrepresented gender based on survey.

Over the past 10 years, positive effort has been initiated to address the issue, specifically as it regards the latter measures: 1) adoption of the program's 22<sup>nd</sup> varsity sport program, women's beach volleyball, which was officially sanctioned by the California Community College Athletic Association for the spring season of sport in 2015; and 2) installation of the Federal Office for Civil Rights (OCR)-approved survey for determination of student interest in January of 2014. The Athletic Department has also submitted a draft Gender Equity Action Plan and Timeline for consideration as an official document of the institution, to accurately identify the district's effort and intent to address federal compliance standards. With the recent addition of beach volleyball, the athletic program's Federal Title IX status may be considered in compliance with the Test 2 and Test 3 evaluation components, based on the following figures from 2016-17 academic year:

Rate of full-time undergraduate enrollment – Women 3,348 (45.81%); Men 3,960 (54.19%)

Rate of participation in athletics – Women 131 (33.25%); Men 263 (66.75%)

Exact proportionality for underrepresented gender – 222.35 (for example of calculation see <http://www.cccaasports.org/services/gender>)

Number needed to reach exact proportionality for underrepresented gender – 91.35

Number of teams currently offered for the overrepresented gender – 11

Number of teams currently offered for the underrepresented gender – 11

Average team size for overrepresented gender – 23.9

Average team size for underrepresented gender – 11.9

The following represents an explanation of fact for development of an action plan to address the existing proportionality non-compliance: 1) the district continually surveyed female students (recognized as the underrepresented gender in athletic offerings) for their interest in athletics as a whole and for specific sport programs as a component of the on-line enrollment process between 2004 and 2013; 2) during the period, a grand total of 133,319 responses were received. Of those, 39,599 (roughly 30%) expressed an interest in any

intercollegiate athletic program, selecting from a list including all female sports currently sanctioned by the CCCAA for championship competition: Badminton, Basketball, Cross Country, Golf, Soccer, Softball, Swim/Dive, Tennis, Track and Field, Volleyball and Water Polo. A total of 93,720 (roughly 70%) respondents expressed no interest in intercollegiate athletics of any kind.

Beginning in January, 2014, the Palomar College District revised its student interest survey for intercollegiate athletics to match the survey format approved by the Federal Office of Civil Rights and utilized by California Community Colleges that employ the CCC-Apply process for student applications. The method for survey distribution is as a required linkage to the district's on-line enrollment platform. Data collected from the survey during the period **October, 2016 to October, 2017** included **32,908 responses** and the following breakdown by gender: **male – 16,635 total**, of which **10,170 (61%)** indicated no interest in intercollegiate athletics and **6,465 (39%)** with an interest; **female – 16,273 total**, of which **11,665 (72%)** indicated no interest in intercollegiate athletics and **4,608 (28%)** with an interest. Ultimately, the survey provides on-going data to assist the district in determining the interest level of its applying student population and how best to serve that population in the area of intercollegiate sport offerings.

In regard to head coaching positions, it should be noted the program is out of balance with regard to gender equity. Currently, for the 22 intercollegiate teams, there are six (6) full-time contract head coaches for the 11 men's teams and five (5) for the 11 women's teams. In addition, football has two full-time contract assistants. Among the nine full-time contract head coaches on staff, eight are males, which means that of the 22 varsity sports, just one female is a full-time contract head coach. It should also be noted that the district's process for faculty hiring priority has all but eliminated Kinesiology, which, dating to 2007, has five (5) full-time faculty positions that have been vacated and remain unfilled. The last full-time kinesiology instructor/head coach positions to be filled were in 2010.

Table of complete survey results collected between **October 2016** and **October 2017** follows (see next page):

Men's Sports (Male Respondents)	Total responses	Pct. with interest in any sport+	Women's Sports (Female Respondents)	Total responses	Pct. with interest in any sport+
BADMINTON*	99	1.53	BADMINTON	122	2.65
<b>BASEBALL</b>	<b>600</b>	<b>9.28</b>	<b>BASKETBALL</b>	<b>293</b>	<b>6.36</b>
<b>BASKETBALL</b>	<b>642</b>	<b>9.93</b>	<b>BEACH VOLLEYBALL</b>	<b>212</b>	<b>4.60</b>
BOWLING*	166	2.57	BOWLING*	98	2.13
CREW*	63	0.97	CREW*	66	1.43
<b>CROSS COUNTRY</b>	<b>200</b>	<b>3.09</b>	<b>CROSS COUNTRY</b>	<b>198</b>	<b>4.30</b>
FENCING*	111	1.71	FENCING*	76	1.65
<b>FOOTBALL</b>	<b>992</b>	<b>15.34</b>	FIELD HOCKEY*	89	1.93
<b>GOLF</b>	<b>192</b>	<b>2.97</b>	<b>GOLF</b>	<b>100</b>	<b>2.17</b>
GYMNASTICS*	68	1.05	GYMNASTICS*	154	3.34
LACROSSE*	198	3.06	LACROSSE*	140	3.04
SKIING/SNOWBOARDING*	195	3.02	SKIING/SNOWBOARDING*	88	1.91
<b>SOCCER</b>	<b>971</b>	<b>15.02</b>	<b>SOCCER</b>	<b>585</b>	<b>12.69</b>
SOFTBALL*	77	1.19	<b>SOFTBALL</b>	<b>408</b>	<b>8.85</b>
<b>SWIM/DIVE</b>	<b>257</b>	<b>3.97</b>	<b>SWIM/DIVE</b>	<b>376</b>	<b>8.16</b>
<b>TENNIS</b>	<b>160</b>	<b>2.47</b>	<b>TENNIS</b>	<b>258</b>	<b>5.60</b>
TRACK & FIELD	466	7.21	<b>TRACK &amp; FIELD</b>	<b>331</b>	<b>7.18</b>
<b>VOLLEYBALL</b>	<b>259</b>	<b>4.01</b>	<b>VOLLEYBALL</b>	<b>569</b>	<b>12.35</b>
<b>WATER POLO</b>	<b>143</b>	<b>2.21</b>	<b>WATER POLO</b>	<b>147</b>	<b>3.19</b>
<b>WRESTLING</b>	<b>373</b>	<b>5.77</b>	WRESTLING*	63	1.37
OTHER*	212	3.28	OTHER*	235	5.10
NO INTEREST	10,170	61.14	NO INTEREST	11,665	71.68
<b>Total</b>	<b>16,635</b>	<b>100.00</b>	<b>Total</b>	<b>16,273</b>	<b>100.00</b>

**BOLD FACE – Currently offered sport at Palomar College**

+ Does not include “no interest” surveys

\* Non-CCCAA sanctioned sports

Based on these figures, the ranking interest (descending order) of current or potential sports for the under-represented gender by women applicants to Palomar College between **October, 2016** and **October, 2017** are: 1) Soccer; 2) Volleyball; 3) Softball; 4) Swim/Dive; 5) Track/Field; 6) Basketball; 7) Tennis; 8) Other sports combined+ 9) Beach Volleyball; 10) Cross Country; 11) Gymnastics\*; 12) Water Polo; 13) Lacrosse\*; 14) Badminton; 15) Golf; 16) Bowling\*; 17) Field Hockey; 18) Skiing/Snowboarding\*; 19) Fencing; 20) Crew\*; 21) Wrestling\*

+ All sports unlisted in the survey combined

\* Non-CCCAA sanctioned sports

With the addition of women's beach volleyball in the spring of 2015, Palomar College currently offers intercollegiate competition in 11 of the 12 standing CCCAA women's sanctioned sports: basketball, beach volleyball; cross country, golf, soccer, softball, swim/dive, tennis, track & field, volleyball and water polo. The 2014-15 academic year provided Palomar College's first ever with an equal number of gender-based sport offerings (11 men's and 11 women's varsity teams).

**5. Unanticipated Factors:**

Have there been any unanticipated factors that have affected the progress of your previous plan?

NA

#### 6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

##### ATHLETICS AND COMPETITIVE SPORTS STUDENT LEARNING OUTCOMES

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.

The evaluation of an individual student athlete and/or intercollegiate team is, by nature, both constant and frequent in the competitive setting. The results of these progressive competitive evaluations (contests versus peer opponents that are either won or lost) are, at the same time, immediate, obvious and public. The sequence of evaluations follows:

1. Assessment of individual participants' physical ability and mental capacity through preparation drills.
2. Determination of the individual participant's specific position, responsibility and/or role as related to team execution.
3. Full team preparation for competition.
4. Scheduled intercollegiate competition.

Timeline: Throughout the semester in which the competitive season of sport is conducted.

Annual operational budget review/augmentation to maintain a level of competitive proficiency inclusive of but not limited to:

1. General supplies
2. Uniforms (home/away)
3. Travel
4. Transportation
5. Facility maintenance
6. Contest management

#### PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .


Goal	Completed	Ongoing	No longer a goal

**2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):**

Goal #1	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
Goal #2	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
Goal #3	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

**PART 4: FEEDBACK AND FOLLOW-UP**

**This section is for confirming completion and providing feedback.**

Confirmation of Completion by Department Chair	
Department Chair	
Date	04/05/2018

**\*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean	
Reviewer(s)	
Date	
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
2. Areas of Concern, if any:	
3. Recommendations for improvement:	

\*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by Vice President	
Reviewer(s)	A. [Signature]
Date	4/9/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
2. Areas of Concern, if any:	
3. Recommendations for improvement:	