

# Program Review & Planning (PRP)

## COMPREHENSIVE

### PART 1: BASIC UNIT INFORMATION

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions:

<b>Date:</b>	October 24, 2019
<b>Unit Name:</b>	Palomar Community College
<b>Department Name:</b>	Athletics Department
<b>Division Name:</b>	Student Services
<b>Name of person responsible for the Program/Unit:</b>	Hugh Gerhardt
<b>Website address for your unit:</b>	www.palomar2.edu

Please list all participants in this Program Review:

Name	Position
Hugh Gerhardt	Athletic Director
Bianca Littleton	Administrative Assistant
Amber Slivick	Academic Counselor
Flecicia Heise	Athletic Trainer

**SECTION 1: Program/Unit Mission Statement**

**What is your Program/Unit's mission statement (click here for [how to create a mission statement](#)):**

The Athletic Department at Palomar College dedicates itself to the mission of ensuring that all student-athletes of diverse origins, experiences and needs are provided with opportunity and support to achieve their academic and athletic goals. To also provide the best possible environment to enable each student-athlete to compete to the fullest extent of their capacity. Our mission establishes support systems enabling our student-athletes to develop into well-rounded, responsible, successful and mature individuals; and encourages them to assume positive leadership roles both on campus and in the community.

**Describe how your mission aligns with and contributes to the College's Vision and Mission.**

Our Athletic Mission blends in perfectly with our College Mission by increasing the number of full-time students, diversity and graduation rates. STUDENT ATHLETICS IS THE ONLY ENTITY ON CAMPUS ACTIVELY RECRUITING FULL-TIME STUDENTS, due to the eligibility requirements of the state's governing body. Student athletes are a DIVERSE population. Student athletes take MORE UNITS on average than the general population. Student athletes GRADUATE and move on to produce greater ACADEMIC SUCCESS RATES than the regular student population. (See CAL-PASS Data Plus in Section 3 below) Athletics is the model program for selective higher education . . . why? because student /athletes are motivated in the pursuit of an activity of THEIR OWN CHOOSING. For which they have developed a lifelong passion . . . The proven byproducts of this continuing pursuit that are of an instinctive nature to compete; a disciplined habit to meet and exceed constant expectations; Personally responsibility to the benefit of others, time management, adherence to rules and regulations, perseverance, sportsmanship and social mobility . . .

**SECTION 2: Program/Unit Description****Staffing**

<u>Full-time Staff</u>		<u>Part-time Staff</u>	
<b>Total Number of Full-time Staff</b>	17	<b>Total Number of Permanent Part-time Staff</b>	19
<b>Number of Classified Staff</b>	8	<b>FTE of Part-time Staff (2X19 hr/wk = .95)</b>	2.95
<b>Number of CAST Staff</b>	0	<b>FTEF of Part-time Faculty</b>	4.20
<b>Number of Administrators</b>	1		
<b>Number of Full-time Faculty</b>	9		

**Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker)**

Our contract staff is a large part of our department. Out of our Head Coaching Staff only 6 are full-time teaching contracts while 12 are part-time. Our support staff consists of 2 hourly full-time trainers and one part-time. We have one Administrative Assistant (ADA). Our Equipment Manager is 2 full-time employees. Our Athletic counseling is one part-time employee. We have various hourly staff that manage and operate (score, announce) the athletic events. We have one part-time Sports Information Specialist. We have many assistant coaches on Stipends.

**As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. Attach a copy of the chart when you are submitting your review or provide the link to your organizational chart if it is online.**

**OR**

**If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)**

How will you submit your organizational chart?

☒ Upload document    ☐ Provide web link    ☐ Describe organizational structure

### **Program/Unit Description**

#### **Who utilizes your services?**

The Palomar College Intercollegiate Athletics Program features 22 varsity sport teams and co-ed cheerleading, encompassing an annual average of 406.8 participating students. Among the 106 California Community Colleges engaged in intercollegiate athletics, few, if any have more teams, contests and/or student participants. Considering the complex, diverse and comprehensive nature of the program. The district receives a tremendous return on investment in its existing intercollegiate athletic program as student athletes need to be enrolled in a minimum of 12 units (9 must be academic) to compete with many students actively enrolled in the 15-19 unit range.

#### **What services does your program/unit provide (Describe your program/unit)?**

The athletic department 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, men's and women's tennis, women's track and field, men's and women's water polo, men's and Women's volleyball, wrestling. Additionally, the athletic department is designated to administrate a coed 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 and a wide variety of sporting endeavors.

We provide all student-athletes an opportunity to achieve their academic and athletic goals. We try and provide them with the best possible environment to enable each student-athlete to compete to the fullest extent of their abilities. We have established support systems (counseling, early enrollment, tutoring) for their education, athletic success. We encourage student –athletes to assume positive leadership roles both on campus and in the community.

## COMPREHENSIVE PART 2: PROGRAM/UNIT ASSESSMENT

### SECTION 1: Service Area Outcomes and Assessment

#### GOT SERVICE AREA OUTCOMES?

**Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.**

**For non-instructional areas, outcomes are called Service Area Outcomes (SAO).**

#### So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted TracDat as our official repository for SLO and SAO Assessment information.

#### **Review and/or define your SAOs and assessment plans and ensure they are entered in TracDat by:**

- 1) Login to Nuventive Improve (TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.
- 2) Update or add your SAOs and assessment plans.

#### **NEED HELP?**

##### **TracDat:**

- 1) If you need help with anything TracDat related such as login, unit identification, entering SAO info, contact Marti Snyder at [msnyder2@palomar.edu](mailto:msnyder2@palomar.edu).
- 2) Check out this video on how to enter SAOs in TracDat: <https://youtu.be/b1sRa68wm4c>

##### **Defining and Assessing SAOs:**

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

1. [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!
2. Contact Michelle Barton at [mbarton@palomar.edu](mailto:mbarton@palomar.edu). We have a resource support team to help.
3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan. It is modeled off what we enter in TracDat.

Are all of your unit's SAOs and assessment plans entered in TracDat?

YES X

NO

If NO, describe why and identify a data by which they will be entered.

For each SAO in TracDat, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

1) Achieve a percentage of over 50% of student athletes to meet transfer qualifications in two years.

Reported achievement of sophomore athletes in the 2018-19 academic year: Of **106** sophomore (2nd year) athletes, **39 (37%)** earned athletic scholarships to continue their athletic and academic pursuits at four-year institutions; **23 (22%)** others transferred on to four-year schools to seek four-year degrees, some of whom plan to continue their intercollegiate athletic participation as "walk-on" athletes, for a combined total of **62 (58%)** who have met the four-year transfer requirement. Once again, the figure exceeds the SAO target. It should also be noted that **31 (29%)** sophomore athletes who exhausted their two-year college athletic eligibility during the 2018-19 academic year-maintained enrollment at Palomar College and are continuing to seek four-year college transfer requirements. Additionally, **6 (6%)** "others" have a varied current status: some having separated from their teams during the season, having completed an AA degree, transferring to another two-year college, completing an academic goal or choosing to join the work force. Finally, just **4 (4%)** are confirmed to have withdrawn before completion. The combined figures provide for a collective sophomore continuance/completion/retention rate of **88%** for the 2018-19 academic year (see chart below). Although not identified on the following chart, **58** sophomore athletes graduated (**55%**) from the 2018-19 academic year completed 88 AA Degree or Certifications in a specified professional field to complete their academic goal.

#### 2018-19 SOPHOMORE SCHOLARSHIP/TRANSFER/RETENTION

Sport	Sophs.	Athletic Scholarship	4-Year Transfer	Remain PC Enrolled	Other	WD
BSB	17	13	0	4	0	0
MBK	3	1	1	1	0	0
WBK	5	2	0	2	0	1
WBV	2	1	0	1	0	0
MCC	1	0	0	1	0	0
WCC	3	0	3	0	0	0
FTB	16	8	1	4	3	0
MGF	5	0	3	0	1	0
WGF	1	0	0	1	0	0
MSC	4	1	0	1	1	1
WSC	8	2	3	1	1	0
SFB	8	5	2	1	0	0
MSW	1	0	0	1	0	0
WSW	3	0	0	3	0	0
MTN	2	1	0	1	0	0
WTN	0	0	0	1	0	0
WTF	4	1	2	1	0	0
MVB	3	0	1	1	0	0
WVB	3	1	0	1	0	1
MWP	5	0	0	4	0	1
WWP	4	1	2	1	0	0
WRS	8	2	5	1	0	0
<b>TTL</b>	<b>106</b>	<b>39</b>	<b>23</b>	<b>31</b>	<b>6</b>	<b>4</b>
<b>PCT.</b>	<b>100%</b>	<b>37%</b>	<b>22%</b>	<b>29%</b>	<b>6%</b>	<b>4%</b>

2) Athletic Department Coaches and Staff pass with a percentage of 80% or higher the state compliance exam. Upon completion 66 out of 67 (99%) passed the exam with a score of 80% or higher.

Palomar College						
Examinee Sport	Compliance Exam Title	Date / Time Taken	2nd Chance	Answered	Correct	Score

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

Baseball	19-20 Reward	August 23, 2019 1:43 pm	Yes	20	20	100%
Football	19-20 Reward	July 9, 2019 11:26 am	Yes	20	17	85%
Baseball	19-20 Assistant Coach	August 14, 2019 4:49 pm	No	40	36	90%
Wrestling	19-20 Head Coach	August 19, 2019 10:34 am	Yes	60	57	95%
Administrator/Staff	19-20 President/Vice- President	July 26, 2019 5:46 pm	No	40	37	92.5%
Baseball	19-20 Reward	August 21, 2019 12:47 pm	No	20	19	95%
Administrator/Staff	19-20 Athletic Director/Dean	July 1, 2019 7:24 pm	Yes	40	38	95%
Women's Basketball	19-20 Reward	August 17, 2019 9:47 am	No	20	19	95%
Softball	19-20 Head Coach	July 9, 2019 3:04 pm	Yes	60	59	98.33%
Tennis	19-20 Head Coach	August 21, 2019 7:54 pm	No	60	50	83.33%
Baseball	19-20 Assistant Coach	August 21, 2019 7:40 pm	No	40	34	85%
Football	19-20 Reward	July 23, 2019 11:04 am	Yes	20	19	95%
Football	19-20 Head Coach	July 1, 2019 4:59 pm	Yes	60	58	96.67%
Softball	19-20 Assistant Coach	July 10, 2019 3:18 pm	Yes	40	40	100%
Soccer	19-20 Assistant Coach	August 22, 2019 11:32 pm	Yes	40	39	97.5%
Football	19-20 Assistant Coach	July 24, 2019 10:56 am	Yes	40	34	85%
Baseball	19-20 Assistant Coach	August 21, 2019 1:59 pm	No	40	33	82.5%
Water Polo	19-20 Assistant Coach	July 28, 2019 11:18 pm	No	40	39	97.5%
Cross Country	19-20 Head Coach	July 19, 2019 1:47 pm	Yes	60	58	96.67%
Administrator/Staff	19-20 Athletic Director/Dean	September 22, 2019 5:27 pm	Yes	60	60	100%
Baseball	19-20 Reward	August 21, 2019 12:35 pm	No	20	17	85%
Administrator/Staff	19-20 Athletic Trainer	July 23, 2019 4:22 pm	No	40	38	95%
Golf	19-20 Head Coach	July 12, 2019 10:30 am	Yes	60	59	98.33%
Men's Basketball	19-20 Assistant Coach	August 26, 2019 10:08 pm	No	40	36	90%
Administrator/Staff	19-20 Other (SID, Equip, AA etc.)	July 8, 2019 8:29 pm	Yes	40	39	97.5%
Administrator/Staff	19-20 Athletic Trainer	July 8, 2019 8:32 pm	Yes	40	40	100%
Administrator/Staff	19-20 Other (SID, Equip, AA etc.)	August 12, 2019 10:02 am	Yes	40	38	95%
Soccer	19-20 Reward	July 26, 2019 9:50 am	Yes	20	20	100%
Soccer	19-20 Head Coach	July 24, 2019 11:45 am	No	60	51	85%
Soccer	19-20 Assistant Coach	August 22, 2019 6:24 am	Yes	40	30	75%
Soccer	19-20 Assistant Coach	August 22, 2019 3:32 pm	Yes	40	32	80%
Women's Volleyball	19-20 Assistant Coach	August 12, 2019 6:00 pm	No	40	38	95%
Basketball	19-20 Assistant Coach	August 14, 2019 2:38 pm	Yes	40	37	92.5%
Wrestling	19-20 Assistant Coach	August 19, 2019 5:17 pm	No	40	35	87.5%

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

Administrator/Staff	19-20 President/Vice-President	July 19, 2019 3:06 pm	No	40	35	87.5%
Baseball	19-20 Reward	August 15, 2019 10:48 am	No	20	19	95%
Basketball	19-20 Reward	August 22, 2019 8:51 am	Yes	20	16	80%
Swim & Dive	19-20 Assistant Coach	July 19, 2019 3:05 pm	Yes	40	38	95%
Soccer	19-20 Head Coach	July 15, 2019 10:55 am	Yes	60	60	100%
Administrator/Staff	19-20 Other (SID, Equip, AA etc.)	July 10, 2019 10:43 am	Yes	40	38	95%
Administrator/Staff	19-20 Reward	July 10, 2019 12:24 pm	Yes	20	18	90%
Administrator/Staff	19-20 Other (SID, Equip, AA etc.)	August 5, 2019 11:03 am	Yes	40	33	82.5%
Men's Tennis	19-20 Head Coach	August 14, 2019 12:36 am	No	60	49	81.67%
Basketball	19-20 Head Coach	August 13, 2019 7:32 pm	Yes	60	55	91.67%
Swim & Dive	19-20 Head Coach	August 3, 2019 4:18 pm	Yes	60	60	100%
Football	19-20 Assistant Coach	August 12, 2019 11:39 am	No	40	35	87.5%
Water Polo	19-20 Head Coach	August 6, 2019 10:31 am	Yes	60	60	100%
Administrator/Staff	19-20 Head Coach	August 13, 2019 12:32 pm	No	60	53	88.33%
Basketball	19-20 Head Coach	August 13, 2019 9:15 pm	Yes	60	59	98.33%
Football	19-20 Assistant Coach	July 29, 2019 12:08 pm	Yes	40	38	95%
Football	19-20 Assistant Coach	August 1, 2019 9:21 pm	Yes	40	39	97.5%
Softball	19-20 Reward	July 19, 2019 11:52 am	No	20	16	80%
Administrator/Staff	19-20 President/Vice-President	July 19, 2019 10:18 am	Yes	40	40	100%
Cross Country	19-20 Head Coach	August 14, 2019 1:18 am	Yes	60	59	98.33%
Football	19-20 Assistant Coach	August 11, 2019 7:04 pm	Yes	40	38	95%
Volleyball	19-20 Head Coach	July 16, 2019 3:36 pm	Yes	60	60	100%
Men's Water Polo	19-20 Assistant Coach	August 23, 2019 11:07 am	No	40	40	100%
Women's Volleyball	19-20 Assistant Coach	August 14, 2019 1:17 am	No	40	34	85%
Water Polo	19-20 Reward	July 25, 2019 3:51 pm	Yes	20	20	100%
Administrator/Staff	19-20 Counselors/Academic Advisors	July 1, 2019 2:33 pm	Yes	40	39	97.5%
Administrator/Staff	19-20 Reward	July 1, 2019 3:37 pm	Yes	20	18	90%
Golf	19-20 Assistant Coach	July 17, 2019 11:37 am	Yes	40	39	97.5%
Football	19-20 Reward	August 8, 2019 10:34 am	No	20	16	80%
Football	19-20 Assistant Coach	August 8, 2019 12:56 pm	Yes	40	38	95%
Softball	19-20 Reward	July 9, 2019 9:04 pm	No	20	16	80%
Administrator/Staff	19-20 Athletic Trainer	July 24, 2019 5:55 pm	No	40	36	90%
Men's Basketball	19-20 Assistant Coach	August 20, 2019 11:00 pm	Yes	40	40	100%
<b>Total Records</b>						
<b>PalomarCollege:6</b>						
<b>7</b>						

## SECTION 2: Other Assessment Data

**List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit:**

**Quantitative Data**

Measurable Item	2015-16	2016-17	2017-18	2018-19	Definitions
Sponsored sport programs	23	23	23	23	Intercollegiate sport offerings, including co-ed cheerleading. Note M/W breakdown (section 1.A).
Participating student athletes	411	417	386	406	Based on official CCCAA Form 3 eligibility lists. Note breakdown of sports below (section 1.A)
Total competition dates	411	434	436	428	Compilation of all teams in home and away contest dates.
Home competition dates	131	153	139	142	Compilation of all teams home or hosted contest dates
Away competition dates	280	281	297	287	Compilation of all teams away (travel) competition dates
Post-Conference qualified teams	12	16	11	14	Teams or individual members of teams qualified for state post-conference competition
Post-Conference competition dates	27	32	32	31	State post-conference contest dates for qualifying teams and/or individual members of teams
Contest officials assigned/compensated	368	296	347	329	Compilation of all contest officials assigned and compensated per responsibility of host institution
Home event staff assigned/compensated	292	295	298	297	Compilation of all event staff for home contests (ticket sales, P.A., clock operator, scorer, gate, etc.)
Foundation account transactions	450	810			Processed deposits/payment requests among 32 Palomar Foundation Athletic Accounts
Team transportation					
Total vehicle use	502	552	479	414	Compilation of all vehicle rentals for team transportation to away competition
Charter Bus	37	37	36	22	Charter coach trips for teams to competition site
Passenger van rentals-outside agency	34	35	68	31	Passenger van rentals for team trips to competition site
District passenger van use	426	475	375	383	District fleet passenger van use for all team trips to competition site
Academic Support					
CCCAA Form 1 Eligibility Processed	490	511	451	470	Full verification processing for student-athlete eligibility (orientation, report, review, signature)
ACS-50 Enrollment	142	144	119	108	Participating athletes enrolled into 8-week Introduction to Intercollegiate Athletics course
Academic All-Conference Qualifiers	127/36%	142/39%	158/46%	152/42%	Athletes having passed 12-or-more units, posted a minimum GPA of 3.0 in their in-season semester
Athletes passing 12-or-more units	240/69%	262/71%	241/70%	251/71%	Student athletes having passed 12-or-more units in their in-season semester
Athlete Counseling Appointments	707	651	770	1,137	Student-athlete counseling appointments, including degree audits and comprehensive Ed. plans
Enrollment/scheduling workshop	418	298	117	202	Athletes participating/completing counseling workshop for priority enrollment class scheduling



**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

<b>Mid-semester grade checks</b>	1,396	1,275	1,225	1,010	Long-time standard practice to identify and assist eligibility at-risk student-athletes in season.
<b>Recruiting Activities</b>					
<b>Athletic eligibility tracers initiated</b>	140	119	126	105	Outgoing requests processed to gain eligibility information on prospects transferring in
<b>Athletic eligibility tracers responded to</b>	123	128	107	131	Incoming requests processed from institutions requesting eligibility information on transfer athletes
<b>On-line prospect questionnaires</b>	712	588	531	594	On-line inquiries from unsolicited prospects received and processed 7/1/17 - 6/30/18
<b>Athletic Train/Sports Medicine Operations</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Definitions</b>
<b>Pre-Season Physical Exams</b>	536	612	484	517	Pre-season physical screening for athletic prospects
<b>Pre-event/practice treatments</b>	4,050	3,810	3,366	4,584	Daily preventative and prosthetic taping or wraps
<b>Physical therapy/rehab treatments</b>	5,266	4,874	4,321	4,866	Treatments based on evaluation and assessment by certified trainer and/or team physician
<b>Outside health-care referrals</b>	293	293	240	253	Student athletes evaluated and referred to physician or other outside health-care agency for treatment

**Reflect on your quantitative data and summarize your findings or interpretations.**

Variance in the recorded numbers over the four year period displayed above can be due to several factors. Obviously, increased or decreased participation numbers, which can be viewed in a breakdown of the sports (below) will effect travel figures and athletic training activities. Where it regards the number of contests participated in, the competitive success of teams and individual athletes are determining factors.

Following are athletic participation numbers for the five-year period 2015-16 through 2018-19, based on official CCCAA Form 3 Eligibility rosters:

**MEN'S SPORTS**

<b>Sport</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Avg.</b>
Baseball (ACS 155)	32	37	36	35	35.0
Basketball (ACS 110)	12	15	14	15	14.0
Cross Country (ACS 160)	8	8	7	11	8.5
Football (ACS 145)	83	80	74	70	76.8
Golf (ACS 115)	9	11	11	9	10.0
Soccer (ACS 125)	26	29	27	26	27.0
Swim/Dive (ACS 135)	19	9	15	9	13.0
Tennis (ACS 120)	8	9	5	7	7.3
Volleyball (ACS 130)	11	17	9	20	14.3
Water Polo (ACS 140)	21	22	17	20	20.0
Wrestling (ACS 150)	20	26	20	17	20.8
<b>TOTAL</b>	<b>249</b>	<b>263</b>	<b>235</b>	<b>239</b>	<b>246.5</b>

**WOMEN'S SPORTS**

<b>Sport</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Avg.</b>
Basketball (ACS 110)	15	14	15	15	14.8
Beach Volleyball (ACS-180)*	10	10	9	13	10.5
Cross Country (ACS 160)	12	10	7	9	9.5
Golf (ACS 115)	6	4	4	4	4.5
Soccer (ACS 125)	15	14	23	24	19.0
Softball (ACS 101)	18	18	20	17	18.3
Swim/Dive (ACS 135)	10	12	16	9	11.8

# COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

Tennis (ACS 120)**	0	6	4	6	5.3
Track & Field (ACS 165)	19	20	14	17	17.5
Volleyball (ACS 130)	14	11	11	16	13.0
Water Polo (ACS 140)	12	12	10	9	10.8
<b>TOTAL</b>	<b>131</b>	<b>131</b>	<b>133</b>	<b>139</b>	<b>133.5</b>

## COMBINED SPORTS

Sport	2015-16	2016-17	2017-18	2018-19	Avg.
Men's Total	249	263	235	239	254.2
Women's Total	131	131	133	139	130.8
Co-Ed Cheer	31	23	18	28	25.0
<b>TOTAL</b>	<b>411</b>	<b>417</b>	<b>386</b>	<b>406</b>	<b>405.0</b>

## Qualitative Data

### Describe any qualitative measures you use and summarize the results.

Achieve a percentage of 50% of student athletes to meet transfer qualifications in two years.  
 2015-16 - 73 of 119 sophomore athletes = 61% (Satisfactory). 2016-17 – 73 of 124 sophomore athletes = 59% (Satisfactory). 2017-18 – 74 of 130 sophomore athletes = 57% (Satisfactory) 2018-19 – 58 of 106 sophomore athletes = 55% (Satisfactory).

It should also be noted that a small percentage of cases, freshmen athletes who have completed just a single year of competition at the community college level – recognized as NCAA academic qualifiers upon departure from high school – have transferred onto four year institutions prior to their sophomore years and are not included in the transfer – rate calculation. Conversely, the transfer cohort also includes those student athletes who, after having exhausted their two year athletic eligibility, remained enrolled at Palomar college for a fifth or sixth semester in order to meet 4 year eligibility requirements and accept an athletic scholarship or invited walk-on offer.

Calculation of the collective sophomore continuance/retention rate (includes all transfers and those students confirmed as continuing their enrollment at Palomar College as verified by standing enrollment, histories), is positive reinforcement of the assumption that participation in intercollegiate athletics is highly successful as a motivational factor leading to completion and/or the pursuit of a four year degree.

### What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.

Scheduling for ACS courses (athletic competition sports) is based on availability of facilities, shared facility usage, availability of adjunct head coaches and part-time assistant coaches who have other comments, as well as contest scheduling and required availability.

Priority registration greatly helps with scheduling conflicts. During the past academic year 298 of 417 identified student athletes (71% enrolled on their priority dates). This percentage has been going up since 2014.

## SECTION 3: Achievements and Other Relevant Information

### Describe your program's achievements or this past year. Where possible, describe how these achievements are related to our students and their success!

Based on the official California Community College Cal-PASS Plus Student Scorecard data from 2017-18 academic year (latest available), the following academic statistics are true in a comparison of Palomar College student athletes to the general student population for the Fall and Spring semesters combined;

- Full-time enrollment – Athletes 65%; General Students 11%
- Students with a GPA < 2.0 – Athletes 19%; General Students 26%
- Students with GPA 2.0 to 2.49 – Athletes 21%; General Students 11%

- Students with > 2.5 – Athletes 60%; General Students 56%
- Average units attempted – Athletes 31%; General Students 12%
- Average Successful Units Completed – Athletes 24%; General Students 10%
- Students who completed less than 24 units – Athletes 45%; General Students 74%
- Students who completed 24-29.9 units – Athletes 23%; General Students 5%
- Students who completed more than 30 units – Athletes 31%; General Students 3%
- Average course success rates – Athletes 77%; General Students 69%
- Percentage of students who've taken an English course – Athletes 75%; General Students 48%
- Percentage students who've completed transfer level English course–Athletes 83%; General Students 75%
- Percentage of students who've taken a math course – Athletes 72%; General Students 53%
- Percentage of students who've completed transfer level math course–Athletes 72%; General Students 53%

#### Competitive Performance Highlights – Team

- Football – Bowl Qualifier, Beach Bowl vs Southwestern (28-24 Loss)
- Cross Country – Regional Qualifier, Women's Qualifier Team State.
- Softball - 41-7, Pacific Coast Conference Champions 15-1; CCCAA State Runner-up
- Women's Basketball – 21-8, Southern California Regional Round 2 Qualifier
- Baseball – 26-11-1 Overall, 17-7 Pacific Coast Conference
- Women's Track and Field, Pacific Coast Conference Champions, Individual Regional/State Meet Qualifiers
- Men's Golf – Pacific Coast Conference Champions; 6<sup>th</sup> in Southern Cal Regionals
- Wrestling – First Place Southern California Regionals, Third Place Finish in State

#### s Competitive Performance Highlights – Athlete

- Football – Two State Qualifiers; Devon Nilson, Chris Calhoun
- Golf – State Qualifiers; Jacob Montez and Kyle Hazlett
- Cross Country - Hannah Lopez Top State Finisher for Palomar
- Women's Track and Field – Tria Ismay State Medalist, Jennifer Pedroza and Alicia Zapia State Finalists.
- Wrestling – Three State Qualifiers Raul Ortiz, Mace Anderson, Cameron Cox.

#### Competitive Performance Highlights – Coach

- Lacey Craft Pacific Coast Conference Coach of the Year
- Sonia Rodriguez Pacific Coast Track and Field Coach of the Year

**Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit? What effect will these changes have on your program/unit?**

The athletic department continues to build intercollegiate teams and prepare student athletes and hopes the district can take pride in. We look forward to gain a level of financial support more appropriately suited to its size and scope. Priority needs include. Appropriate funding to meet annual operational expenses and staffing. Replacement of vacated full-time contract faculty in head coaching positions and attention to gender equity in the process. Our Vice President recognizes the need for an accurate athletic budget. Our previous athletic director said he has never had a budget and at the end of each fiscal year would have to "beg" to pay for the shortfall just to maintain basic costs.

Athletics is now being dominated by statistics and programs are now required to hire sport specific statisticians. This will result in another cost per event for specific sports such as football, basketball and baseball. We currently us STATT LLC for hiring this important game management position.

**In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?**

An official budget must be made, agreed upon and implemented by the schools administration. Home contests need equipment set-up and take down. Certified Trainers before, during and after the contests. Official's need to be

assigned, paid and placed in a safe environment as well as professionally catered to. Security must be met at all events. Ticket sales, announcers, timers are all vital and specific to each sport. An athletic counselor helps with registration and eligibility. Our Sports Information Specialist is responsible for creating, compiling, maintaining and promoting information regarding our student athletes and our athletic programs. We provide the facilities but it must be noted that many of our facilities are remain outdated, dysfunctional and difficult to recruit to.

**COMPREHENSIVE****PART 3: PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING**

Program Evaluation and Planning is completed in two steps.

**Section 1: Overall Evaluation of Program**

Reflect on your program/unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

**Section 2: Establish Goals and Strategies for the Next Three Years**

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

**SECTION 1: Overall Evaluation of Program****1. Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.****Strengths:**

The Palomar College Intercollegiate Athletics Program features 22 varsity sport teams and coed cheerleading, encompassing an annual average of 406.8 participating students. Among the 106 California Community Colleges engaged in intercollegiate athletics, few, if any, have **more teams, contests** and/or **student participants**. Considering the complex, diverse and comprehensive nature of our program, it is believed the district receives a tremendous return on investment in its existing intercollegiate athletic program, despite a limited operational budget and undersized support staff.

Student athletes are a **DIVERSE** population. Student athletes take MORE UNITS on average than the general population. Student athletes **GRADUATE** and move on to produce greater **ACADEMIC SUCCESS RATES** than the regular student population. (See CAL-PASS Data Plus in Section 3)

An assessment to determine district apportionment gained from students specifically motivated to enroll at Palomar College due to an interest in the intercollegiate athletic program, as based on credit-unit enrollments for FY 2016-17 (i.e., summer term, fall and spring semesters) totaled **\$5,346,513.57**. The methodology and calculation used to reach this figure follows: 1) Identification of all athletically motivated students by those enrolled during FY16-17 in an ACS (Athletics and Competitive Sports) course; 2) Elimination of student-enrollments in terms where the student withdrew from all classes prior to term census date (i.e., zero units enrolled for the term); 3) calculation of the enrollment data produced a total number of **1,268 students** who created **2,477 term enrollments** during the period; 4) from this student group, the credit-unit enrollments calculated to **32,449 weekly student contact hours (WSCH)**; 5) to determine the total full-time student equivalency of the group, the WSCH figure was multiplied by **17.5** enrollment weeks to equal **567,857.50**, then divided by **525**, to produce a **Full-Time Equivalent Students (FTES)** figure of **1,086.30**; 6) to convert the FTES number to district apportionment

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

	<p>dollars, the official state multiplier is <b>\$4,943.00</b> per FTES, which, multiplied by <b>1,086.30</b> equals the total apportionment generation figure of <b><u>\$5,346,513.57</u></b>. Clearly, the most evident contributing factor in generating this figure is the fact athletes are <b><i>specifically recruited as full-time students</i></b>, who are required to meet and maintain this status as a component of athletic eligibility, per the standards of the state governing body for athletics (CCCAA). We still offer the same amount of sports and ACS classes as we have for the last 5 years.</p> <p>Additionally during the FY 2018-19, the independent athletic teams <b>deposited a collective fundraising</b> total approaching <b>\$200,000 into Palomar College Foundation</b> trust accounts and used the funding for general operational expenses (including team lodging, meals on road trips, recruiting expenses, event staffing, etc. which in past years has been financed by the district.</p>
<b>Opportunities:</b>	<p>During the past six months, the District has initiated a renewed effort to get back on track with detailed planning for the long-awaited Athletics/Kinesiology Complex, which was approved by the Board as a tail-end component of the Proposition M build-out in 2013. It should be said that recent collaboration with district facility planning personnel and representatives of the HMC Architectural Firm is much appreciated.</p>
<b>Aspirations:</b>	<p>The Athletic Department continues to build intercollegiate teams and prepare student athletes it hopes the district can take pride in, both in the classroom and on the field of competition. It is our goal to do this with consistency, in absolute compliance with the rules and regulations of our state governing body and in a manner that displays a concern for the safety and welfare of all participants. Finally, we look to the day when the program may gain a level of financial support more appropriately suited to its size and scope. In this regard, the following items of operational enhancement, which may or may not meet with the established goals and/or objectives of the institution's standing strategic plan –many noted in this document-- should be addressed as priority needs:</p> <ul style="list-style-type: none"> <li>• Appropriate funding to meet annual operational expenses.</li> <li>• Funding to support appropriate operational staffing.</li> <li>• Replacement of vacated full-time contract faculty in head coaching position(s) and attention to gender equity in the process.</li> <li>• Reinstatement of district funding for student and staff per-diem in association with required travel to sanctioned athletic contests.</li> <li>• A carefully reviewed and appropriately structured compensation schedule for non-instructional program associates.</li> <li>• Expanded utilization of charter bus transportation for teams to athletic contests.</li> </ul>
<b>Results:</b>	<p>In today's current fiscal environment and on-going decline in enrollment, the athletic department is appreciative of having had the opportunity to maintain its full complement of intercollegiate sports offerings.</p> <p>We still maintain 22 intercollegiate programs. In the spring of 2016 we opened a new baseball facility which has been followed by improvements to the soccer field, softball and long-overdue air conditioning and heating in our current gym (Dome). These were notable improvements and greatly welcomed.</p>

# COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

	<p>Currently we have plans for new facilities to include for the first a time a football playing facility on campus (instead of playing at Escondido High School) which the school never has had. The facility will also be a welcome use for graduation and other large scale outdoor events. Other facilities include a upgrade for women's softball, gym, locker rooms, weight room, 50 meter aquatic pool, track and practice fields.</p> <p>The hiring of a new athletic director has been imperative. Currently we are in the process of hiring that important position. In the interim, the Athletic Department continues to build intercollegiate teams and prepare student athletes. It hopes the district can take pride in, both in the classroom and on the field of competition. It is our goal to do this with consistency, and absolute compliance with the rules and regulations of our state governing body. That includes in a manner that displays a concern for the safety and welfare of all participants.</p>
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## SECTION 2: Progress on Prior Goals

List current or prior goals your program/unit has been working on and provide an update by placing an "X" in the appropriate status box.

Goal	Completed	Ongoing	No longer a goal
Facility Upgrade (Football, Softball, Gym, Pool, Offices)		X	
Hiring Athletic Director		X	
Hiring Sports Information Specialist		X	
Hiring Additional Athletic Trainer		X	
Athletic Counselor		X	

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

New facilities are in the process of breaking ground in Fall 2020. Hiring of the New Athletic Director and Sports Information Specialist are currently in progress.

## SECTION 3: Establish Goals and Strategies for the Next Three Years

1. New Goals: Please list all goals for this three-year planning cycle:

Goal #1	
Goal	Funding
Strategies for implementation	Realistic Budget-that entails all programs have a minimum standard for necessities allowing them to succeed. This includes Transportation, Equipment and Staffing.
Timeline for implementation	Beginning of the Fall 2020 School Year.

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

<b>Outcome(s) expected (qualitative/quantitative)</b>	A dollar amount that enables the athletic department to function at a level consistent with other community college athletic programs to make up for every years shortfall.
<b>How does this goal align with your unit's mission statement?</b>	This would allow us to provide the best possible environment to enable each student-athlete to compete to the fullest extent of their capacity. Our mission establishes support systems enabling our student-athletes to develop into well-rounded, responsible, successful and mature individuals; and encourages them to assume positive leadership roles both on campus and in the community.
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	This goal will align with Palomar's Strategic Plan of 2022 by helping students achieve transfer-readiness, general education, cultural enrichment and lifelong education.
<b>Goal #2</b>	
<b>Goal</b>	Staffing-Full-time Coaching/Teaching Position-Baseball
<b>Strategies for implementation</b>	Starting hiring process as soon as hiring freeze has been lifted.
<b>Timeline for implementation</b>	Fall 2020
<b>Outcome(s) expected (qualitative/quantitative)</b>	Have in place an experienced coach and Kinesiology instructor for this highly visible and large participant program. .
<b>How does this goal align with your unit's mission statement?</b>	Helps maintain continuity in the Athletic and Kinesiology programs
<b>How does this goal align with the College's <a href="#">Strategic Plan</a>?</b>	This important position comes in contact with many students who are diversified, full-time and motivated to transfer in 2 years.
<b>Goal #3</b>	
<b>Goal</b>	Facilities-Keep new faculties projects on time and under budget.
<b>Strategies for implementation</b>	Close monitoring and attendance at all meetings related to new facility.
<b>Timeline for implementation</b>	Ongoing and until completion of new facilities Fall 2022.
<b>Outcome(s) expected (qualitative/quantitative)</b>	The \$92,000.000 Prop M money will upgrade existing football, softball, pool, gym, locker rooms, classrooms, offices that were imperative.
<b>How does this goal align with your unit's mission statement?</b>	Enhance Palomar College as one of the premier community colleges in California.
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	Improves our core value of physical presence and participation in the community.
<b>Goal #4</b>	
<b>Goal</b>	Staffing-Athletic Administrator Assistant (Serve as an assistant to the Athletic director)
<b>Strategies for implementation</b>	Current Athletic Director CANNOT BE IN 2 PLACES AT THE SAME TIME!



<b>Timeline for implementation</b>	Fall 2020
<b>Outcome(s) expected (qualitative/quantitative)</b>	22 different sports over 400 athletes with half being home contests that need to be administered.
<b>How does this goal align with your unit's mission statement?</b>	To allow for a quality athletic program for our student/athletes
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	This allows adequate support for students to transfer and fulfill their general and lifelong education

**How do your goals align with the College's value of equity and diversity?**

Our Athletic Mission blends in perfectly with our Colleges value of equity and diversity by increasing the number of full-time students and graduation rates. Student athletes are a DIVERSE population. Student athletes take MORE UNITS on average than the general population. Student athletes GRADUATE and move on to produce greater ACADEMIC SUCCESS RATES than the regular student population. (See CAL-PASS Data Plus [www.calpassplus.org](http://www.calpassplus.org))

**The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access [Strategic Plan 2022](#).**

Achieve a percentage of 50% of student athletes to meet transfer qualifications in two years.  
 2015-16 - 73 of 119 sophomore athletes = 61% (Satisfactory). 2016-17 – 73 of 124 sophomore athletes = 59% (Satisfactory). 2017-18 – 74 of 130 sophomore athletes = 57% (Satisfactory) 2018-19 – 58 of 106 sophomore athletes = 55% (Satisfactory). Other supporting evidence includes:

Based on the official California Community College Cal-PASS Plus Student Scorecard data from 2017-18 academic year (latest available), the following academic statistics are true in a comparison of Palomar College student athletes to the general student population for the Fall and Spring semesters combined;

- Full-time enrollment – Athletes 65%; General Students 11%
- Students with a GPA < 2.0 – Athletes 19%; General Students 26%
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- Average course success rates – Athletes 77%; General Students 69%
- Percentage of students who've taken an English course – Athletes 75%; General Students 48%
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- Percentage of students who've taken a math course – Athletes 72%; General Students 53%
- Percentage of students who've completed transfer level math course–Athletes 72%; General Students 53%

## COMPREHENSIVE PART 4: RESOURCES

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures). How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

### SECTION 1: Reallocation or Reassignment of Resources

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any upcoming factors in legislation. Describe the impact of the reallocation of resources to your unit.

**Our athletic program has run without a budget for the last 12 years.** Additionally during the FY 2018-19, the independent athletic teams **deposited a collective fundraising** total approaching **\$200,000 into Palomar College Foundation** trust accounts and used the funding for general operational expenses (including team lodging, meals on road trips, recruiting expenses, event staffing, etc. which in past years has been financed by the district. **It used to be fundraising by coaches was to pay for additional things they needed to make the program of a higher caliber.** That is not the case as almost all programs **fundraise just to maintain the minimal needs to run their program.**

### SECTION 2: Need for Additional Resources

#### STAFFING

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section.

Title	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	New / Vacant / Modified / Temporary	Describe Need:
1)Head Baseball Coach/Instructor	Fall 2020	High Visibility and # of athletes	Vacant	Position has been temporary probationary for last 2 years since the previous full-time coach left for another position
2)Athletic Trainer	Fall 2020	Ensure safety of athletes	New	22 Sports and over 400 athletes
3)Athletic Counseling	Spring 2020	Improve Graduation and transfer rates	Vacant	Another athletic counselor retired Fall 2019

#### TECHNOLOGY

If you are requesting TECHNOLOGY, please fully complete this section. If not, skip to the next resource section.

Resource	Unit's Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need and identify if the technology need will require: 1) extra wireless access, 2) integration with existing technology (hardware and	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology,
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**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

				<b>software such as PeopleSoft), and/or 3) operational maintenance and support.</b>	<b>Equipment, or Other Resource Requests.</b>
1) Gym Lighting	Fall 2021		\$10,000	Inadequate as compared to almost all other gyms we play in.	
2) Computers	Fall 2021			Upgrade Classroom/Study room for teams to meet	
3)					

**EQUIPMENT (Other than technology)**

**If you are requesting EQUIPMENT, please fully complete this section. If not, skip to the next section.**

<b>Resource</b>	<b>Three Year Plan Goal</b>	<b><a href="#">Strategic Plan 2022 Goal/ Obj.</a></b>	<b>Cost (\$\$\$)</b>	<b>Describe need:</b>	<b>For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests</b>
1) Ice Machine	Fall 2020	Student treatment	\$9,000	We run out of ice with only one machine. We need a second (nugget) to avoid buying and transporting ice	
2) Washer Dryer	Fall 2021	Maintain quality athletic program	\$15,000	High use will need to replace old ones.	
3) Stem Machine	Fall 2021	Athlete recovery treatment	\$4,595	Improvement for treating student athletes.	

**OTHER RESOURCES**

**If you are requesting OTHER RESOURCES not described above, please fully complete this section. If not, CHEERS!!! You are DONE!!!**

<b>Resource</b>	<b>Three Year Plan Goal</b>	<b><a href="#">Strategic Plan 2022 Goal/ Obj.</a></b>	<b>Cost (\$\$\$)</b>	<b>Describe need:</b>	<b>For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests</b>
1) Porta-Phone System	Fall 2020	Excellence in teaching learning	\$5,500	Communicate to coaches on the field to the ones up in the press box.	
2)					
3)					

## COMPREHENSIVE PART 5: FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

### Confirmation of Review by Division / Planning Council

<b>Person/Group/Council Who Reviewed PRP</b>	Aiden Ely, Acting VPSS
<b>Date</b>	12/17/19

### Feedback

#### 1. Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

#### 2. Areas of Concern, if any:

Historical deficit budget is not sustainable. Need a fully developed and annual budget (if possible). New facilities are planned and a new Athletic Director should be hired this Spring. The whole program will likely need re-evaluation in light of the District fiscal constraints.

#### 3. Recommendations for improvement:

SERVICE AREA OUTCOMES TEMPLATE

Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					