

Program Name:	<b>Intercollegiate Athletics</b>
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## 1. Mission

The mission of the Monterey Peninsula College Athletic Program is to support students as they strive to achieve their academic, athletic and personal goals. The Athletic Program supports the MPC mission to provide a comprehensive educational program to the diverse community it serves and endeavors to maintain its place and role in the balance between all college programs. The athletic department faculty and staff accept the concept that competitive athletics provides the opportunity to develop life skills such as teamwork, work ethic, integrity and personal responsibility. Furthermore, the Athletic Program is committed to the philosophy of competing at the highest level while modeling sportsmanship and respect for opponents, teammates, the college and the community.

## 2. Program Review

In the last five years, as a result of both internal and external factors, some programmatic changes that took place to address those demands, as well as the impact of the trends mentioned are highlighted below.

One example is the addition of a Men's and Women's Soccer program. The addition of these two athletic teams, resulted in an increase of participants coming from Hartnell's schools districts. In addition, having a Women's Soccer team provided another women's sport to be in compliance with Title IX.

Due to the reduction of Athletic discretionary budgets statewide and at MPC, the following cost saving measures were taken:

- Elimination of Men's and Women's Cross Country teams
- Elimination of overnight stays for athletic teams
- Instituted a travel radius of 150 miles for sports
- The Lobos Booster Club was created in 2013

These decision and efforts were made to combat the effects of the of budget reductions. It should be noted that while the Lobos Booster has been successful in generating revenue for the Athletic and Physical Education department,

instructor/coaches now spend more time fundraising and less time addressing student needs.

The Program Review also noted that there was an increase in FTES from the last Program Review from 123 to 143. This is significant to mention because the College's overall FTES has dropped significantly over the last five years.

### **3. Student Learning**

Student learning has been addressed through several avenues. Student athletes must be full-time students and have specific rules for unit progress and grade point average. All student athletes must have education plans on file by specific dates, and student athletes must adhere to their individualized education plan. Most coaches monitor their athletes through grade checks and conduct study halls. The *Orientation for Athletes* course, PHED 50, was developed to help student athletes transition to college life. This course was recently revised to be an online course to help create flexibility for student athletes, and to avoid conflict with general education coursework.

The Intercollegiate Athletics program sought to improve student learning by participating in scheduled program reflection meetings, primarily by the four full-time head coaches. Coaches also attend clinics and coaches meetings to improve student skill development and team building. Recent focus has been on a student-centered educational experience, with emphasis on peer decision making and communication.

Similar to all Student Services areas on campus, the Athletic Department does not have the systems in place to collect program related data in relation to their SLOs and program services. However, the Athletics program distributed a Student Satisfaction Survey in the Fall of 2015, with Sophomore athletes from various athletic teams. The results of the survey indicated a "positive level of satisfaction"; average responses were 4.0 or higher on a 5.0 point scale (Athletics Department 2015-16 Self-Study, pg. 16). Student Services has struggled in effectively using Student Learning Outcomes when evaluating programs and departments. Therefore, Student Services should develop Service Area Outcomes that provide relevant data for evaluating services and will better reflect the impact Student Services programs and departments have on student development.

### **4. Staffing**

A need for a full-time Athletic Counselor to be housed in the Athletics and Physical Education department would provide the support to meet the overall

needs of the students (close to 300 students) and department. Having a designated Counselor would help address the need of not having a full-time Coach for those sports with part-time Coaches; decrease the number of students losing eligibility, resulting in increasing retention and persistence rates; inevitably increase program completion, graduation, and/or transfer rates; and provide mentorship. The Counselor would be knowledgeable of the time sensitive eligibility deadlines for all athletic teams, as well as be able to develop individualized educational plans to meet the demands of a student athlete's schedule both during and off-season.

The current Division Chair/Athletic Director position does not meet the year round needs of the Athletic and Physical Education Department. One option would be to create an Athletic Director position with an administrative designation. An alternative is to provide additional weeks to the current position, which would help support the year round commitment that is required to oversee the intercollegiate athletic team courses and the out of season training courses for all 12 sports.

The hiring of a full-time Track and Field Coach is already in progress. The hiring of this position would increase FTES and would add a women's sport to help with Title IX compliance.

## **5. Summary**

We commend the Athletic department program for their efforts in fundraising to sustain the program. However, dependence on the department to be responsible for efforts to fundraise to support the Intercollegiate Athletic program is challenging with time and staffing constraints. Time is taken away from the staff's primary responsibilities and can also be stressful.

Despite the shortage of staffing and not having a full-time designated Athletic Counselor, we commend the Athletic Department for their efforts in supporting student athletes. The completion rates for student athletes are the same or exceed that of the rest of the college students in many basic skills and core courses. Student athlete's academic success is not inhibited by athletic participation, but rather enhances their overall educational and personal growth.

We recommend the Athletic Department explore the possibility of requesting Student Success and Support (3SP) funds to provide partial or full-funding for an Adjunct or full-time Student Athlete Counselor. Also, work with the Office of Institutional Research to see how many student athletes meet Student Equity criteria (i.e. low-income, basic skills, and/or identified disability) to support additional funding. Another option would be to leverage resources by exploring

the possibility of a shared Counselor with General Counseling and/or Categorical Programs (i.e. TRIO/SSS, EOPS, etc.).

We commend the Athletic Department for their efforts to maintain quality athletic facilities. Between 2004 and 2009 major renovations of the athletic facilities took place, with the most recent major improvements to the gymnasium. MPC's athletic facilities are now among the best in the state. Ongoing commitment from the coaches/instructors to maintain the quality of these facilities despite budget reductions is commended.

We support the recommendations noted in the Program Review in reference to facility maintenance and upgrades in order to maintain high quality athletic facilities, enhance the student athlete experience, and support the mission of the college.

We support the recommendations noted in the Program Review, that in order for the Athletic Department to operate effectively and meet their day to day needs, the department should have up to date access to technology (i.e computers, software, equipment, etc.).