

## Athletics Program Review 2022

## Cover

## Overview

**Program Review Year**

Title Athletics Program Review 2022

**Year of Last Comprehensive Review** Fall 2017**Year of Last Mini Update, if applicable****Originator** Pratt, Norman Randy**Area Dean** Calderon**Division**

SocSci, Humnt, Arts, &amp; PE

**Department**

Athletics

## Subject

- ATH - Athletics
- ATHM - Athletics Intercoll Men
- ATHW - Athletics Intercoll Women

**Is this a review for a degree/certificate or all the courses in the subject?**

All Courses

## Courses

- ATH 058 - Sports Conditioning for Competitive Athletes - Active
- ATH 064 - Competitive Soccer - Historical
- ATH 064 - Competitive Soccer - Active
- ATHM 060 - Intercollegiate Men's Soccer - Active
- ATHM 060 - Intercollegiate Soccer - Historical
- ATHW 020 - Intercollegiate Women's Badminton - Active
- ATHW 060 - Intercollegiate Women's Soccer - Active
- ATHW 060 - Intercollegiate Soccer - Historical
- ATHW 061 - Intercollegiate Volleyball - Historical

## Co-Contributors

\*Co-Contributor must be chosen before proposal is launched

- Calderon, Colleen
- Cook, Simon
- Corrado, Laura
- Fakhruddin, Fahmida
- Perez, Felicia

## Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

**1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.**

- Access
- Curriculum and programs
- Services

**2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.**

**Areas of focus are:**

- Increase visibility
- Develop strategic partnerships
- Building campus community

**3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.**

**Areas of focus are:**

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

In 1997, Evergreen Valley College offered its initial program, Men's Soccer. Two years later, the Women's Soccer program was added to Athletics. These programs meet the needs of our student-athletes, who are interested in competitive participation as well as their hopes of earning an athletic scholarship. Each team includes anywhere from 20-25 student athletes participating on the women's team, and 30-35 student athletes participating on the men's team. These are highly motivated students who graduate and transfer at a much higher rate than our general student population. Typically, 70-80% of our sophomore soccer players graduate and transfer within a two-year time period. In comparison, only 12% of our general student population graduates and transfers within a two-year time period. Furthermore, athletics provides opportunities for low socioeconomic and marginalized student populations, which promotes diversity, equity, inclusion and accessibility.

In order to facilitate the Athletic Program, it takes a village. The Head Coach of our Women's Soccer program is a full-time faculty, while our Men's Soccer program has an associate faculty as its Head Coach. Supporting our programs are anywhere from one to four assistant coaches per team. Additionally, we have an Instructional Laboratory Technician who provides support in setting up the field in preparation for practice and games. In order to provide a safe playing environment, we have hired part-time, hourly athletic trainers each semester. For our Women's and Men's Soccer programs, we have two committed counselors who have volunteered their time to work with our student-athletes. Neither of these counselors have any reassigned time to work with our student-athletes. 2019, EVC hired a full-time faculty member who would work both as a Kinesiology Instructor (60%) and also as an Athletic Director (40%). Eventually, that full-time faculty member increased their percentage to 85% athletic director duties.

In 2022-2023, EVC is growing their athletic program by adding Women's Badminton (Spring sport). Additionally, the foundations for an Esports program are also being developed this year. Unfortunately, there was no budget added in order to support the expansion, which has created multiple issues in our attempt to successfully build our Athletics program. Currently, the Esports program is supported by Strong Workforce funding, but in order to institutionalize this program, we will need general funding.

There have been faculty changes that will impact the Athletics Program. On a positive note, through the Faculty Prioritization Process, this program was awarded a full-time position as Head Men's Soccer Coach/Kinesiology Instructor (50% load is coaching). Unfortunately, we lost our Athletic Director position (she left for another job opportunity) and the responsibilities have been woven into the SSHAPE Division Dean's job description.

Additionally, we have the challenge of no longer being able to hire an hourly athletic trainer, as we are now required to hire a permanent, part-time athletic trainer. Unfortunately, we currently do not have the budget to hire the person this Spring 2023 semester. This has had a negative impact on our Women's Badminton team, which now must play all of their games on the road.

In terms of our facilities, in the near future, EVC will replace the turf on the soccer field, which is desperately needed for the safety of our players. The field should be replaced every ten years. However, it is important to note that not only do our soccer teams use this field, our soccer classes use the field, and the college earns revenue by renting out this facility.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

The 2016 Program Review document was completed by the Athletic Director at San Jose City College. Within this document, no clear goals were established.

However, it is always the goal of this program to increase the success of our student athletes. Our success can be measured in winning seasons and through graduating and transferring our student athletes. Over the past six years (2020 we did not play due to Covid), our Women's Soccer team has averaged 10 wins (8 losses, 3 ties), and our Men's Soccer team has averaged 9 wins a season (with 7 losses, 3 ties). For the past two years, our Men's Soccer program has advanced to the regional play-offs. For our Women's Soccer program, the team has gone to the regional play-offs each of the last six years. These wins are important in representing the success of our program and our college to our community. Additionally, successful programs give rise to opportunities for players to earn athletic scholarships. In the past six years, the Women's Soccer team and our Men's Soccer team have each had 10 players earn scholarships to universities in California, New Mexico, North Carolina, and Texas.

In the past Program Review, there was mention of expanding athletics to include volleyball, cross country, and tennis. However, we have not expanded by adding those sports; instead, we used our Title IX data, which is collected each term and polls students who may be interested in participating in athletics, to determine the next sport that was added. The sport that was most in demand, again according to our Title IX polls, was Women's Badminton. Therefore, the sport was added this year 2022-2023. Additionally, the President provided information for us to follow up on creating an Esports program. This is one of the fastest growing sports and the response by our community has been very exciting.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

EVC's Mission: Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper. Furthermore, when the school's sports are vibrant and successful, it increases the college exposure and helps increase enrollment, retention, student success rates, transfer, and bridges equity gaps. Our Athletics Program has achieved both of these goals.

Our combined enrollment for Women's and Men's Soccer is approximately 55 student athletes each year. These student athletes graduate within a two-year period. These are highly motivated students who graduate and transfer at a much higher rate than our general student population. Thus, this demonstrates the importance of collegiate sports. Typically, 70-80% of our sophomore soccer players graduate and transfer within a two-year time period. In comparison, only 12% of our general student population graduates and transfers within a two-year time period. Additionally, successful our Women's and Men's Soccer seasons gave rise to opportunities for players to earn athletic scholarships. In the past six years, the Women's Soccer team and our Men's Soccer team have each had 10 players earn scholarships to universities in California, New Mexico, North Carolina, and Texas.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

Funding for athletics is divided into two academic areas: Women's Soccer and Men's Soccer.

There is no budget allocation for Badminton or Esports.

- 5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

The Athletic Program goals include the following:

1. Hire a permanent Athletic Trainer. This is critical to sustaining our program. We have been informed by Human Resources that we can no longer hire short-term hourly athletic trainers because our program needs them to work year-round. Due to the fact that we currently have no Athletic Trainer, the impact on our programs this year have been severe. We canceled 10 home games for our Women's and Men's Soccer programs. Unfortunately, we have had to schedule our Badminton team to play all of their games away (and none at home) due to not having an Athletic Trainer. The California Community College Athletic Association (CCCCAA) Constitution and Bylaws state (9.3.2) states: "An athletic trainer/athletic health care provider shall provide athletic training supervision for all home/hosted contests by the college as described in section 9.2.2.B.5." Additionally, it is unsafe for us to practice soccer, which is a sport that includes a great deal of contact, without an athletic trainer. The CCCCCAA Constitution and Bylaws has specific requirements regarding the critical role of the athletic trainer (entire section 9.3.2) as well as concussion protocols (entire 9.6 section). This past year three soccer players had to follow concussion protocols--which is not uncommon. We cannot practice or play any home games without an Athletic Trainer. The danger to the student athlete and the liability to the college is beyond measure.
2. Create an NIA for an Athletic Coordinator. This position will take on the responsibilities of the Athletic Director position. The NIA will be for 40% in order to help schedule events, complete and submit CCCCCAA forms to maintain compliance, work collaboratively with coaches and classified professionals to order equipment and supplies, and work collaboratively with the Division Dean for Athletic program management. The need for an Athletic Coordinator is to keep our programs in compliance, which means following the requirements of the CCCCCAA.
3. Create an NIA for an Athletic Counselor. Two counselors are currently using their general counseling time to work with student athletes. Creating a 40% NIA for a counselor would allow this counselor time to focus on the 65 (or more) student athletes in Women's Soccer, Men's Soccer, Women's Badminton, and our upcoming Esports program. In order for student athletes to transfer to NCAA (National Collegiate Athletic Association) or NAIA (National Association for Intercollegiate Athletics) schools, specific transfer rules must be met. Having a dedicated Athletic Counselor would allow us to have that individual trained in these transfer rules, ensuring that our athletes have the specific courses and units necessary for transfer. Additionally, the Athletic Counselor could also hold study halls for student athletes, organize and/or present student success workshops, and educate our athletes about graduation and transfer requirements. The addition of an Athletic Counselor supports both our Mission Statement and our Institutional Goals, making sure that our student athletes are on track to graduate and transfer within 2 years, and in meeting the standards of NCAA and NIA requirements.

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'15-F'21 average		72.00%		

Courses with no Degree or Certification

ATH 058 - Sports Conditioning for Competitive Athletes **New Course**	Created: 10/21/2014 Originator: System Loaded
ATH 064 - Competitive Soccer **New Course**	Created: 10/21/2014 Originator: System Loaded
ATH 064 - Competitive Soccer **Create / Modify DE Course**	Created: 07/17/2020 Originator: Felicia Perez
ATHM 060 - Intercollegiate Men's Soccer **Modify Course**	Created: 03/12/2016 Originator: Felicia Perez
ATHM 060 - Intercollegiate Soccer **New Course**	Created: 10/21/2014 Originator: System Loaded
ATHW 020 - Intercollegiate Women's Badminton **New Course**	Created: 02/02/2021 Originator: Jaclyn Johnson
ATHW 060 - Intercollegiate Women's Soccer **Modify Course**	Created: 03/12/2016 Originator: Felicia Perez
ATHW 060 - Intercollegiate Soccer **New Course**	Created: 10/21/2014 Originator: System Loaded
ATHW 061 - Intercollegiate Volleyball **New Course**	Created: 10/21/2014 Originator: System Loaded

Program Success Rate 95%

**Program Set Standard:** It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 85%

**Recommendation:** 90% of the 6 year average success rate could be your program standard (average x 0.9).

**Program Success Goal:** It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 96%

- Is your program success rate higher or lower than the campus?

The success rate for this program is much higher than the campus standard.

- If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?

The nature of establishing cohorts through team affiliation and connectivity enhances student support and success. In order to meet CCCAA Constitution and Bylaws requirements, student athletes must have an Education Plan on file, and meet with a counselor each season. Additionally, the counselors that are currently working with the teams require students to do a "grade check" throughout the season of competition. In order to qualify for competition, student athletes must maintain a minimum of 12 units (of which 9 must be in courses needed for graduation). Additionally, student athletes who are playing in their second season of competition must have completed 24 units (18 must be towards an Associate's Degree) before their season begins. These standards for student athletes are one of the reasons why the graduation and transfer rates are so much higher than other identified special populations.

- **Is the current program success rate higher than the program set standard?**

The current program has higher success rates than the program set standard. Student athletes who wish to compete must come to class and complete all assignments throughout the semester.

- **How close is the program to meeting the program success goal?**

The program success goal is set at 96%. The current level of success is 95%. This means a difference of one student dropping from the class could have a major impact on that percentage. However, we are currently close to the goal.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

The success numbers are both current and accurate.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 102 - 78.380%**  
**Program Average Total Enrolled**  
 3.000  
**Program Success Rate**  
 92.590
- **Asian: 9380 - 79.320%**  
**Program Average Total Enrolled**  
 2.000  
**Program Success Rate**  
 73.300
- **Black or African American: 464 - 61.430%**  
**Program Average Total Enrolled**  
 1.000  
**Program Success Rate**  
 100.000
- **Hawaiin/Pacific Islander: 95 - 65.790%**  
**Program Average Total Enrolled**  
 35.000  
**Program Success Rate**  
 94.850
- **Latinx: 9005 - 64.730%**  
**Program Average Total Enrolled**  
 1.000  
**Program Success Rate**  
 83.300
- **Two or More Races: 614 - 70.030%**  
**Program Average Total Enrolled**  
 10.000  
**Program Success Rate**  
 98.390
- **Unknown: 1655 - 72.640%**  
**Program Average Total Enrolled**  
 4.000  
**Program Success Rate**  
 96.670
- **White: 1256 - 73.480%**  
**Program Average Total Enrolled**

3.000

**Program Success Rate**  
92.590

Success Rates: Measures by Gender

- **Female: 12340 - 73.970%**  
**Program Average Total Enrolled**  
17.000  
**Program Success Rate**  
97.450
- **Male: 10154 - 69.610%**  
**Program Average Total Enrolled**  
39.000  
**Program Success Rate**  
92.120
- **No Value Entered: 77 - 72.590%**  
**Program Average Total Enrolled**  
1.000  
**Program Success Rate**  
100.000

Success Rates: Measures by Age

- **17 & Below: 736 - 86.260%**  
**Program Average Total Enrolled**  
1.000  
**Program Success Rate**  
100.000
- **18-24: 15285 - 69.350%**  
**Program Average Total Enrolled**  
48.000  
**Program Success Rate**  
95.500
- **25-39: 4470 - 75.390%**  
**Program Average Total Enrolled**  
2.000  
**Program Success Rate**  
71.900
- **40 & Over: 2065 - 78.860%**  
**Program Average Total Enrolled**  
1.000  
**Program Success Rate**  
100.000
- **Unknown: 16 - 71.080%**  
**Program Average Total Enrolled**  
1.000  
**Program Success Rate**  
100.000
- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

NOTE: The data provided does not reflect our team demographics, which are a majority of Latinx students. Stating that the majority of our student athletes are Hawaiian/Pacific Islander is not accurate.

Therefore, these reflections are based on data that we know is inaccurate. However, we can provide it. In terms of success rates, our Asian students are less than 6% lower than the college rate. This statistic is based on two students, and therefore is not a reliable measure. There were two students who were in the 25-39 year old age group had a success rate that was 4% lower than the college average. In terms of a success gap in this age group, that may reflect the fact that these student athletes typically transfer in from high school to play competitive sports. An older student may struggle with the physical level of abilities demanded in intercollegiate sports. Additionally, there may be a lack of camaraderie that an older student would feel among a dominant young student athlete population.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

In an overview, our student athletes are much more successful than our general student population. The rate of success is higher in all of the following categories: American Indian (+14.2%), Black/African American (+38.5%), Hawaiian/Pacific Islander (+29.6%), Latinx (+18.5%), two or more races (+28.3%), unknown (+24.0%), and white (+19.1%). These statistics show a level of success that is unparalleled in any other program at EVC. We have exceeded our program set standards, and the standards of the college with these groups.

Additionally, 70-80% of our student athletes graduate and transfer within a two-year time period. Unfortunately, our data does not break down the race/ethnicity/age/gender categories for the students in these categories.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

N/A

### Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx) ([http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx))

You will need to select drop down menus and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type

- **AA**  
*Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)*  
0  
**Discussion**  
N/A
- **AS**  
*Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)*  
0  
**Discussion**  
N/A
- **AS-T**  
*Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)*  
0  
**Discussion**  
N/A
- **AA-T**  
*Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)*  
0  
**Discussion**  
N/A
- **Certificate less than 12 units**  
*Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)*  
0  
**Discussion**  
N/A
- **Certificate of 12-18 units**  
*Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)*  
0  
**Discussion**  
N/A

### Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4639 - 50.900%**  
**Program Average Headcount**  
21.000

**Program Percentage of Total**  
46.400

- **Day & Evening: 2929 - 32.100%**

**Program Average Headcount**  
23.000

**Program Percentage of Total**  
49.000

- **Evening: 1022 - 11.200%**

**Program Average Headcount**  
2.000

**Program Percentage of Total**  
4.300

- **Unknown: 530 - 5.800%**

**Program Average Headcount**  
0.000

**Program Percentage of Total**  
46.400

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.800%**

**Program Average Headcount**  
26.000

**Program Percentage of Total**  
56.200

- **Half Time or less than half time: 6084 - 66.700%**

**Program Average Headcount**  
16.000

**Program Percentage of Total**  
33.900

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

There are no changes in enrollment types. Part of the reason is that student athletes must take their Athletics courses in the afternoons and early evenings. These courses are scheduled at that time because it parallels the times for games (both in season and in the off-season). The Athletics courses are designed to incorporate the goals for both practice and competition. Therefore, the games and the practices need to during the same time slots.

With the afternoons and evenings set aside for practice and games (Athletics classes), that forces student athletes to take the majority of their other courses (general education and major classes) during the day time. At times this does present a challenge, when, for example, a student needs a lab class only offered in the afternoon when it conflicts with a practice time. This is why it is so critical to have an academic counselor working with our student athletes to properly plan when to take courses required for their majors.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

Student athletes competing in the CCCAA must be actively enrolled in a minimum of 12 units during their season of competition. If a student is enrolled in the Athletics course and is not full time, that means that the student is not competing during that season. A student athlete who takes under 12 units, yet practices with the team is known as a gray shirt (if they have not yet had a full time enrollment status at any college), or a red shirt (if they have been enrolled at any college in a full time status). These players are not eligible to compete, but they may practice with the team. The circumstances for this type of student athlete may be that they are not skilled enough to merit placement on the team. Another circumstance could be that they are not eligible to play. In order for student athletes to play in their second season, they must complete 24 units before the next season of play.

All of these CCCAA requirements for eligibility are reasons for the student athletes enrolled in Athletics courses to be full time students to a greater extent than for EVC general student population.

- **c. Based on the data, would you recommend any changes?**

Based on the data, the only recommendation would be to have an Athletic Counselor (40%) be assigned to support our student athletes (enrolled in our Athletics classes) to especially accommodate students who are gray shirt or red shirt players. It is important to keep track of students who are not full time, as these practice players are likely to get discouraged and quit the team (which sometimes means quitting school). Whether these student athletes compete or just participate in practice, it is critical that we provide guidance and support to them at all stages of their participation.

### Student Demographics - Headcount

Student Demographic: Gender

- **Female: 5008 - 54.950%**

**Program Headcount**

17.000

**Program Percentage of Total**

35.420

• **Male: 4075 - 44.640%****Program Headcount**

30.000

**Program Percentage of Total**

62.500

• **No Value Entered: 37 - 0.410%****Program Headcount**

1.000

**Program Percentage of Total**

2.080

## Student Demographic: Age

• **17 & Below: 486 - 5.310%****Program Headcount**

1.000

**Program Percentage of Total**

2.170

• **18-24: 5493 - 60.210%****Program Headcount**

41.000

**Program Percentage of Total**

90.000

• **25-39: 2168 - 23.800%****Program Headcount**

2.000

**Program Percentage of Total**

4.350

• **40 & Over: 966 - 10.600%****Program Headcount**

1.000

**Program Percentage of Total**

2.170

• **Unknown: 8 - 0.090%****Program Headcount**

1.000

**Program Percentage of Total**

2.170

## Student Demographic: Race/Ethnicity (IPEDs Classification)

• **American Indian: 40 - 0.430%****Program Headcount**

0.000

**Program Percentage of Total**

0.000

• **Asian: 3689 - 40.480%****Program Headcount**

2.000

**Program Percentage of Total**

4.170

• **Black or African American: 208 - 2.290%****Program Headcount**

2.000

**Program Percentage of Total**

4.170

• **Hawaiian/Pacific Islander: 36 - 0.400%**

**Program Headcount**

1.000

**Program Percentage of Total**

2.080

• **Latinx: 3636 - 39.850%****Program Headcount**

30.000

**Program Percentage of Total**

62.500

• **Two or More Races: 248 - 2.730%****Program Headcount**

1.000

**Program Percentage of Total**

2.080

• **Unknown: 690 - 7.520%****Program Headcount**

8.000

**Program Percentage of Total**

16.670

• **White: 573 - 6.300%****Program Headcount**

4.000

**Program Percentage of Total**

8.330

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

The head count has increased in the past year due to the programs fully rebounding after Covid. With restrictions lifted at high schools, coaches were able to have more access to local players in their recruitment. Ultimately, there are limits on the size of the team regarding active players and who can travel. There is a ceiling on these programs, which would best reflect restrictions on the size of science lab courses--what is safe and what is feasible within the activity and within the guidelines of CCCAA competition.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

In terms of gender, this year, the Men's Soccer Coach made the deliberate decision to carry practice players (gray shirt and red shirt) along with his active players. This boosted his number of enrollment to 30. That is a particular strategy a coach may decide to make. On the other hand, our Women's Coach decided to have fewer players, 21, which reflects her team building strategy. Hence, our men's enrollment outperforms the college enrollment (+24.5%), while our women's enrollment underperformed the college level (-18.1%). However, considering that this is an active coaching strategy, we do not see this in a deficit perspective. If there is more retention with fewer players, as was the case this year, then that strategy was successful in a different light.

In terms of racial/ethnic gaps, the Athletics program outperformed the college with Black/African American students (+1.9%, Hawaiian/Pacific Islander students (+1.6%), Latinx (+23.4%), unknown/not choosing to be identified (+9.1%), and white students (+2.0%). This speaks to the diversity of the make-up of our soccer teams. On the other hand, our Asian student population under performed (-36.3%). This can be broken down in a number of ways. It is traditional for Latinx students to be familiar with soccer, and our coaches do an excellent job recruiting Latinx students from our eastside high schools. For our Asian students, the entire Women's Badminton team is made up of Asian student athletes who grew up playing competitive badminton. There needs to be some recognition of the role of culture and tradition in how different racial/ethnic student athletes selectively compete in certain sports. This is not the failure of coaches to recruit student athletes of specific racial/ethnic groups, but instead, a reflection of racial/ethnic preference for specific sports.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

Our coaches continue to work with area high school coaches and private teams to recruit the finest players--who value education and the principles of Evergreen Valley College. There are rules that we must follow in recruiting areas. They will continue to recruit students from our Coast Conference district, and the contiguous districts (all conference areas that touch our district). It is important to note that some of the gaps in racial/ethnic groups reflect how those students choose to compete in certain sports. This is not the failure of coaches to recruit student athletes from specific racial/ethnic groups, but instead, a reflection of racial/ethnic preference for specific sports. Many of these student athletes were taught by their families and communities how to play these sports, and we should find honor in the passing down of skills to the next generation.

**Institutional Effectiveness (6.5 year average, see Summary Tab)**

EVC Capacity: 61.70% EVC Productivity: 14.43

**Program Capacity**

40

**Program Productivity**

11.00

**Is your capacity rate higher or lower than the campus?**

The capacity rate is lower than the campus.

**Is your productivity goal higher or lower than the campus?**

Lower

**If the program capacity and/or productivity is lower than the campus, please provide rationale:**

Institutional effectiveness is not relevant to these courses. Athletics classes have a general cap that reflects Kinesiology classes (such as "Soccer" course). However, a competitive Athletics: Women's Soccer class is not comparable at all. In a Kinesiology Soccer class, students are taught basic principles of soccer and allowed to play at a recreational level. In our Athletics courses, students are expected to come into the class with the knowledge of the sport, the principles of the game, the strategies needed in games, and a much higher skill level. The students who enroll into our Athletics classes must be able to compete at a college level, which very few students can do.

However, many students enroll in an Athletics class reflects their ability to be successful in competition, or in educating them to compete at a college level. These courses are not appropriate for students who cannot play college sports.

The true measure of institutional effectiveness for the Athletics program has nothing to do with the ratio of students to cap. It has to do with the successful graduation and transfer rates, the experience of competition (and let's face it, winning is fun), and the opportunity to earn athletic scholarships.

## Curriculum

**Related Assessments**

Athletic 58 Fall 2021- Created: 06/02/2022 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/2548)

Athletics 58- Created: 01/24/2020 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/133)

Athletics 60 Fall 2021- Created: 05/23/2022 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/2517)

ATHM 060 - Intercollegiate Men's Soccer- Created: 12/20/2021 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/2037)

ATHM 060 - Intercollegiate Men's Soccer- Created: 12/19/2021 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/2036)

ATHW 060 - Intercollegiate Women's Soccer- Created: 12/20/2021 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/2040)

Athletics 60 Fall 2021- Created: 05/23/2022 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/2518)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

The following is a summary of the ATH courses and updates:

**ATH 058: Sports Conditioning for Competitive Athletes**

Board Approval Date 4/23/2013

Course update launched 2/23/23

This sports conditioning course is designed for competitive athletes. The class involves Components of Fitness, Sports Conditioning, Training Protocols and Nutritional information for pre and post season.

**ATH 062: Soccer Theory**

New Course launched 11/21/21 - In review

This is a soccer theory course designed for student athletes to be provided an in-depth analysis on individual, group and team competition. Emphasis will be placed upon the four major pillars of the game: technical ability, tactical understanding, physical fitness, and the mental approach necessary to compete successfully as a collegiate soccer player.

**ATH 064: Competitive Soccer**

Board Approval Date 4/22/2014

Modify Course Update launched 2/24/23

This is an athletic soccer course that provides advanced instruction in the techniques, tactics, and strategies associated with soccer.

**ATHM 060: Intercollegiate Men's Soccer**

Revision Date 3/23/2017

Course update launched 2/28/23

This is a physical education soccer activities course with an emphasis on intercollegiate competition in team sports for men. The course involves physical conditioning, skill development, teamwork development, development of competition strategies, and intercollegiate league play.

**ATHW 020: Intercollegiate Women's Badminton**

Board Approval Date 6/8/2021

This is a women's physical education badminton activities course with an emphasis on intercollegiate competition in team sports. The course involves physical conditioning, skill development, team work development, development of competition strategies, and intercollegiate league play.

**ATHW 060: Intercollegiate Women's Soccer**

Revision Date 3/23/2017

Course update launched 2/28/23

This is a physical education soccer activities course with an emphasis on intercollegiate competition in team sports for women. The course involves physical conditioning and skills

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).**

The following courses are still relevant to the student athletes and all of them are being offered at least every other semester.

ATH 058 Sports Conditioning for Competitive Athletes

ATH 062 Soccer Theory

ATH 064 Competitive Soccer

ATH 020 - Intercollegiate Women's Badminton

ATHM 060 - Intercollegiate for Men's Soccer

ATHW 60 - Intercollegiate for Women's Soccer

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

N/A

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

- To maximize student learning success, the student athletes are required to do mandatory study hall, three hours a week, which helps maintain required g.p.a in order to continue to be eligible.
- For eligibility and compliance requirements, the student athletes are given a progress report for their instructors to fill out during by ninth week of the semester. The students having their instructor to be able to provide feedback on academic progress.
- The soccer counselors are mandated to provide for each student-athlete and an Educational Plan on file. This 2 year plan keeps the student athletes on track to be able to transfer.
- Our student athletes are highly motivated students who graduate and transfer at a much higher rate than our general student population. Typically, 70-80% of our sophomore soccer players graduate and transfer within a two-year time period. In comparison, only 12% of our general student population graduates and transfers within a two-year time period.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

N/A

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

N/A

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

## Student Learning Outcome and Assessment

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### Related Assessments

Athletic 58 Fall 2021- Created: 06/02/2022 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/2548)

Athletics 58- Created: 01/24/2020 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/133)

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ATHW 060 - Intercollegiate Women's Soccer- Created: 12/20/2021 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/2040)

Athletics 60 Fall 2021- Created: 05/23/2022 New Section Level SLO Assessment Report Originator: Felicia Perez (/Form/Module/Index/2518)

### Student Learning Outcomes

ATH 058 - Sports Conditioning for Competitive Athletes - Choose the proper apparatus for specific conditioning exercises. (Active)

ATH 058 - Sports Conditioning for Competitive Athletes - Choose the proper apparatus for specific conditioning exercises. (Draft)

- ATH 058 - Sports Conditioning for Competitive Athletes - Explain and demonstrate the basic principles of a particular physical performance, including strength, power, speed, and endurance. (Draft)
- ATH 058 - Sports Conditioning for Competitive Athletes - Explain and demonstrate the basic principles of a particular physical performance, including strength, power, speed, and endurance. (Active)
- ATH 058 - Sports Conditioning for Competitive Athletes - Appropriately modify nutritional food sources for pre-game and post-game meals. (Active)
- ATH 058 - Sports Conditioning for Competitive Athletes - Appropriately modify nutritional food sources for pre-game and post-game meals. (Draft)
- ATH 064 - Competitive Soccer - Identify, define, and solve tactical challenges in practices and games. (Active)
- ATH 064 - Competitive Soccer - Analyze advanced techniques of receiving, passing and dribbling. (Active)
- ATH 064 - Competitive Soccer - Assess improvement of cardiovascular fitness to meet the demands of the game. (Active)
- ATHM 060 - Intercollegiate Men's Soccer - Identify, define, and solve tactical challenges in intercollegiate league matches. (Active)
- ATHM 060 - Intercollegiate Men's Soccer - Demonstrate increased level of physical conditioning from beginning to end of course. (Active)
- ATHM 060 - Intercollegiate Men's Soccer - Function effectively as a team and be able to perform in a leadership role. (Active)
- ATHW 060 - Intercollegiate Soccer - Identify, define, and solve tactical challenges in intercollegiate league matches. (Active)
- ATHW 060 - Intercollegiate Soccer - Evaluate individual and team performance in skill, physical ability and tactical interpretation. (Active)
- ATHW 060 - Intercollegiate Soccer - Function effectively in a team, exercise initiative, and perform in a leadership role. (Active)
- ATHW 060 - Intercollegiate Women's Soccer - Identify, define, and solve tactical challenges in intercollegiate league matches. (In Review)
- ATHW 060 - Intercollegiate Women's Soccer - Demonstrate increased levels of physical conditioning from beginning to end of course. (In Review)
- ATHW 060 - Intercollegiate Women's Soccer - Function effectively as a team and be able to perform in a leadership role. (In Review)

**Program Learning Outcomes**

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

N/A

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

All ATH, ATHM, and ATHW courses are up to date with the exception of ATHW 020, which has been offered for the first time this Spring 2023. The instructor is aware of the importance of assessing and reporting the SLOs for this course after the Spring semester.

Subject Code	Course Number	Course Title	Outcome Text	LAST SLO REPORT
ATH	058	Sports Conditioning for Competitive Athletes	Choose the proper apparatus for specific conditioning exercises.	06/02/2022 02:
			Explain and demonstrate the basic principles of a particular physical performance, including strength, power, speed, and endurance.	06/02/2022 02:
			Appropriately modify nutritional food sources for pre-game and post-game meals.	06/02/2022 02:
ATH	062	Soccer Theory	Observe and evaluate game film and be able to make adjustments during training and games.	NEW COURSE
			Asses and improve how student-athletes' mental games play an important role in competitive soccer. Assessments included, but not limited would be, setting realistic goals, positive attitude, self-talk, self-motivation, mental toughness, and mental imagery.	
			Learn the roles and responsibilities of players' positions in both the attacking and defending aspects of the game.	
ATH	064	Competitive Soccer	Identify, define, and solve tactical challenges in practices and games.	05/23/2022 06:
			Analyze advanced techniques of receiving, passing and dribbling.	05/23/2022 06:
			Assess improvement of cardiovascular fitness to meet the demands of the game.	05/23/2022 06:
ATHM	060	Intercollegiate Men's Soccer	Identify, define, and solve tactical challenges in intercollegiate league matches.	12/20/2021 11:
			Demonstrate increased level of physical conditioning from beginning to end of course.	12/20/2021 11:
			Function effectively as a team and be able to perform in a leadership role.	12/20/2021 11:
ATHW	020	Intercollegiate Women's Badminton	Identify and explain offensive and defensive strategies	Just started Sp
			Identify and apply the rules of badminton	
			Execute offensive and defensive techniques in practice and game situations	
ATHW	060	Intercollegiate Women's Soccer	Identify, define, and solve tactical challenges in intercollegiate league matches.	12/20/2021 12:
			Demonstrate increased levels of physical conditioning from beginning to end of course.	12/20/2021 12:
			Function effectively as a team and be able to perform in a leadership role.	12/20/2021 12:

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

Many of the SLO's are skill-based assessments which require the athletes to demonstrate and perform skills at a high level with drills and activities. We found when the modality shifted to asynchronous because of the pandemic, the SLO's were harder to archive and to access. The athletes lacked focus and were unable to engage. When we shifted back to on campus, we immediately had a higher level of success rate. The students were motivated easily and reinforced many of them to continue to not only enjoy the passion for the sport, but many of student athletes have declared their major in Kinesiology.

## Faculty and Staff

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### Part D: Faculty and Staff

- 1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.

#### Felicia Perez

As the Head Women's Intercollegiate Soccer coach, Felicia has the privilege of directly impacting the academic and athletic lives of her student-athletes. Under Felicia's guidance, the athletes conduct three hours of study hall weekly, a tutoring center equipped with computers for the athletes, and a direct link to an EVC academic counselor who provides an educational plan for the students to transfer. Felicia enforces a high academic standard by continually monitoring progress reports, and maintains connections and correspondence with four-year university coaches to encourage continuing education. In the last six years, the women's soccer team has maintained a team g.p.a above 3.1. This benchmark immediately creates an academic goal for incoming freshmen.

On the field, the women's team has won four conference championships and has gone to the post-season playoffs eleven out of the seventeen years since Felicia has guided the women's team. Much of her success is the establishment of her coaching staff. She has had two coaches with her since 2010, a goalkeeper coach since 2019 and the newest addition, since 2020. Having continuity and consistency with her staff has given Felicia the opportunity to expand opportunities for her athletes to be involved and engaged with their community. For example, the Bay Area Sport Initiative (BAWSI) is an organization that promotes esteem and healthy lifestyles for young girls. These positive experiences as a student athlete, encourage those elementary school students to continue their educational efforts. This type of commitment to building confidence and self-esteem in young girls' lives is commendable and gives the EVC players a sense of self worth and the opportunity to be mentors in their own community.

Additionally, organizing fundraising events has allowed the women's team to travel to a college showcase in Southern California during pre-season. Giving the players to be exposed not only to the top ranked teams in California, but most importantly, the opportunity to showcase their talents in front of four-year college coaches gives these female athletes motivation and drive to continue to strive at their best not only on the field but in the classroom.

#### Simon Cook

Simon has been the Head Coach of the Men's Intercollegiate soccer team since May 2017. Over the last 6 years, Simon has worked hard to create a culture within the Men's program where academic and athletic success are not independent of each other. Under Simon's guidance, the student athletes participate in weekly study hall, have monthly grade checks, complete mid-semester progress reports and work closely with an EVC academic counselor for Educational Plan progress. Simon encourages all student-athletes to participate in intercession classes in order to complete their studies in the shortest time possible. Simon has over 20 years of coaching in the Bay Area and has personal relationships with other community college and four-year university coaches. There are currently EVC alumni athletes playing or studying at Santa Clara University, San Jose State University, Cal State Stanislaus, Holy Names, San Francisco State, Dominican University and Cal State East Bay. Simon holds a Masters Degree in Kinesiology with an Emphasis in Physical Education, which he obtained in 2020 from Fresno Pacific University.

#### Mitch Kothe

Mitch is in his first season as Women's Badminton Coach here at EVC. Mitch has a masters' degree in Kinesiology with an emphasis in exercise physiology from San Jose State University. He also has a bachelors degree in Movement Studies in Kinesiology from Chico State University. Prior to coaching at EVC, Mitch spent time at Valley Christian High school as head coach of their badminton team. Mitch is originally from Peteluma and represented Peteluma High School in badminton for all 4 years he was there. In addition to badminton, Mitch is also a keen triathlete (completed 22 races in 2022), and spent time as a triathlon coach whilst studying at Chico State.

#### Laura Corrado

Laura has been the women's assistant soccer coach since 2010 and has been successfully teaching in the Athletics department since 2013. With a Master's Degree in Exercise Physiology, Laura's main expertise in the department is developing and implementing strength and conditioning programs for the women's soccer team year round. Since Laura began teaching ATH 058 – Sports Conditioning for the Competitive Athlete in 2014, there has been a sharp decrease in the number of season-ending injuries compared to previous seasons.

#### Orlando Betencor

Coach Orlando has been an Assistant and Goalkeeper Coach with EVC Soccer programs since 2015, working both the' Womens and Mens programs. Holding both an M.S. in Sports Psychology and a B.S. in Psychology with a minor in Biology, Coach Orlando has also completed the NSCAA Advanced National Diploma and Advanced National GK Diploma. As a player, Coach Orlando played goalkeeper for both De Anza College and Notre Dame De Namur University, where he was named an All-American in 1996. In addition to Coaching at EVC, Coach Orlando works with the local PAC Club and Harker High School, where he is the GK Coach.

#### Lisa Renteria

Lisa's position is Instructional Lab Technician for the Kinesiology and Athletics department. Her responsibility for the Athletics Department has been to assign the coaches to game management , such as, setting up for games and matches, and supplying game day uniforms.

M.A., San Jose State University, Kinesiology

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

The United Soccer Coaches Association hosts an annual Coach's Convention each January, where national awards are distributed in addition to workshops, classroom sessions, and field trainings that are available for attendees. These conventions should be attended by EVC soccer coaches as an opportunity to learn about innovative teaching/learning strategies, technology developments, and vendor updates. As part of the budget allocation review, the Athletics Department has requested funding to send both coaches to these weeklong conventions each January.

#### Felicia Perez

During her time at Evergreen, Felicia has annually attended the California Fitness Convention, ensuring that Evergreen students are receiving the most current fitness and health information available in the industry. Additionally, Felicia holds annual youth soccer camps for members of the community, teaches coaching courses for local community coaches, and has achieved and maintained both a Premier NSCAA Diploma and the United States Soccer Federation National "A" license; the highest level of licensing available in the United States.

#### Laura Corrado

Professional Development within the last six years:

In 2013, Laura was selected as a participant in the NSCAA 30-Under-30 Program Participant. She was one of only fifteen female coaches in the United States selected to participate in a year-long coaching education and mentorship program. This select group of young, up-and-coming coaches were chosen as the future leaders in the development and enhancement of soccer players and the game. In 2014, Laura received her National Coaching License. She also attends monthly coaching education courses provided by the San Jose Earthquakes.

#### Simon Cook

In the Fall of 2022, Simon joined the EVC Student Learning Outcome Assessment Committee (SLOAC). One of the goals of having Simon join this committee was to increase the involvement of the Athletics program staff in SLO assessment development. Having Simon be part of SLOAC is also increasing his understanding and exposure (and by extension, the ATH department's) to ILOs, PLOs, program reviews, and interacting with other faculty members in these areas of the college.

## Budget Planning

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### Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

The following Fund 10 budget has been out together using the data from the fiscal year 2022/2023 and also projections for 2023/2024. These numbers meet the requirements for men's soccer, women's soccer and women badminton programs.

Transportation: Travel to and from Intercollegiate Contests: **\$40,000**

This amount meets the requirements of what was spent this past season. We do not see an immediate rise in the cost of transportation. Each season the exact cost can alter based on number of home vs away contests and also the distance to the games you play.

Meal Money: Providing students-athletes with post-game meals after away games. Also providing lunch when the away game is further away (Butte College, Fresno College, Folsom Lake College): **\$22,000**

This amount meets the requirements of what was spent this past season. We do not see an immediate rise in the cost of meal money. Each season the exact cost can alter based on number of home vs away contests and also the distance to the games you play.

Assistant Coach Stipends: The stipends that are paid to the Assistant Coaches that help with the intercollegiate teams: **\$50,000**

This amount is higher than the budget allocation for this past year (\$31,352). This is mainly due to the fact that assistant coaches budget has not increased in the last 5 years whilst the cost of living and market norms have. The assistant coaches help with recruitment in the off season as well as during the season. Increasing their stipend will bring EVC closer to the stipends offered at other Community Colleges.

Memberships: Memberships cover a variety of fees that are expected to be paid on behalf of the institution and athletic programs: **\$15,000**

This is a small increase on the \$12,000 that was spent this last year to accommodate for rises in prices over the coming year. Memberships cover CCCAA Institutional fee, Coast Conference fee, CCCSCA fee, United Soccer Coaches Membership, Hudl Analysis services and also the Badminton Association fee.

Physician: A physician that visits EVC once or twice per year to complete physical assessments of athletes and clears them for competition: **\$3000**

This is an increase from the \$2000 that was charged this year to accommodate for rises in prices.

Officials: The officials are the referees that we provide for the home games here at EVC: **\$9000**

This is a rise from the \$5700 that was spent this last year. This is because \$5700 is a lower than normal amount due to having a trainer this past season and both the men and women soccer teams having to play their games away from home.

Athletic Trainer: An Athletic trainer is required to be on campus and available during all Intercollegiate training and games. This would include Fall for Soccer and also Badminton in the Spring: **\$30,000**

This amount has already been approved as 900 hours at \$35 per hour. This amount of hours would cover all the required times that the Athletic Trainer would need to be available for the student athletes.

Travel and Conferences: This would allow for the EVC coaches to travel to the sophomore showcase each year and also attend the United Soccer Coaches convention where All-American awards are handed out: **\$7500**

This is a new line item. It would give each coach the opportunity to travel to the sophomore showcase to support their students being recruited to 4-year schools. It would also allow them to travel to the USC convention to keep current with technologies and coaching strategies whilst also supporting any students that received All-American or Scholar All-American awards, of which we have had the last 3 years.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

Fund 17: **\$30,000**

This is the same amount as this year. Fund 17 goes to equipment and supplies for all three intercollegiate sports teams. Items include but is not limited to balls, cones, field markers, foam rollers, training aids. vests and travel uniform.

## Technology and Equipment

### Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The Athletics program have been able to stay current with technology as it has progressed over the last 5 years. Using Hudl (video analysis subscription), we are able to record and store all training and game footage from the intercollegiate teams. This training and game footage has helped tremendously with technical and tactical development of the student-athletes and players. The coaching staff are able to breakdown performances almost instantly and share the content with the team or players. It is now a requirement that the home team hosting a inter-collegiate soccer game share the game footage of the contest with the opposing team. The quality of the recording is therefore very important. At present student-athletes who are not participating in the game are responsible for the recording of the games. This can often lead to varying qualities in footage and commentary. Hudl now has a fully autonomous artificial intelligence camera that records the game for the teams. The camera is hosting on top of a tripod and without any manual interference tracks the flow of the game and records where the action is. The package which includes the camera, the tripod and software is \$2500 per year to purchase. It is technically a rental, therefore the camera will be replaced if there is an error, or updated when new technology is available. Both the women and the men's team will be required to have this Hudl camera for next season. It has therefore been added to the "future needs and resource allocation request" tab also. **Expected cost \$5000 per year** for two cameras, one for each program.

The soccer field is also required to have a fully functional scoreboard that can show the score and also the amount of time remaining in the game. **The scoreboard that we currently have is old and works on an inconsistent basis.** Often the scoreboard will not turn on and we have had several contests in the last 2 years where we were unable to show the score or amount of time left in the game. A new scoreboard is needed and should be updated when the field is updated.

## Additional Information

### Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

#### **The Athletic Program goals include the following:**

1. Hire a permanent Athletic Trainer. This is critical to sustaining our program. We have been informed by Human Resources that we can no longer hire short-term hourly athletic trainers because our program needs them to work year-round. Due to the fact that we currently have no Athletic Trainer, the impact on our programs this year have been severe. We canceled 10 home games for our Women's and Men's Soccer programs. Unfortunately, we have had to schedule our Badminton team to play all of their games away (and none at home) due to not having an Athletic Trainer. The California Community College Athletic Association (CCCCAA) Constitution and Bylaws state (9.3.2) states: "An athletic trainer/athletic health care provider shall provide athletic training supervision for all home/hosted contests by the college as described in section 9.2.2.B.5." Additionally, it is unsafe for us to practice soccer, which is a sport that includes a great deal of contact, without an athletic trainer. The CCCCCAA Constitution and Bylaws has specific requirements regarding the critical role of the athletic trainer (entire

section 9.3.2) as well as concussion protocols (entire 9.6 section). This past year three soccer players had to follow concussion protocols--which is not uncommon. We cannot practice or play any home games without an Athletic Trainer. The danger to the student athlete and the liability to the college is beyond measure.

2. Create an NIA for an Athletic Coordinator. This position will take on the responsibilities of the Athletic Director position. The NIA will be for 40% in order to help schedule events, complete and submit CCCAA forms to maintain compliance, work collaboratively with coaches and classified professionals to order equipment and supplies, and work collaboratively with the Division Dean for Athletic program management. The need for an Athletic Coordinator is to keep our programs in compliance, which means following the requirements of the CCCAA.

3. Create an NIA for an Athletic Counselor. Two counselors are currently using their general counseling time to work with student athletes. Creating a 40% NIA for a counselor would allow this counselor time to focus on the 65 (or more) student athletes in Women's Soccer, Men's Soccer, Women's Badminton, and our upcoming Esports program. In order for student athletes to transfer to NCAA (National Collegiate Athletic Association) or NAIA (National Association for Intercollegiate Athletics) schools, specific transfer rules must be met. Having a dedicated Athletic Counselor would allow us to have that individual trained in these transfer rules, ensuring that our athletes have the specific courses and units necessary for transfer. Additionally, the Athletic Counselor could also hold study halls for student athletes, organize and/or present student success workshops, and educate our athletes about graduation and transfer requirements. The addition of an Athletic Counselor supports both our Mission Statement and our Institutional Goals, making sure that our student athletes are on track to graduate and transfer within 2 years, and in meeting the standards of NCAA and NIA requirements.

## Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next Comprehensive Review. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

### 1. Faculty Request

#### Ongoing Budget Needs

148,338.94

#### One-Time Expenditure

#### Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

#### Request linked to SLO/PLO #

#### Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

#### Improving student success rates

Yes

#### Achievement of program set standard for student success

Yes

### 2. Classified Professional Request

#### Ongoing Budget Needs

72,033

#### One-Time Expenditure

#### Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

#### Request linked to SLO/PLO #

#### Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

#### Improving student success rates

Yes

#### Achievement of program set standard for student success

Yes

### 3. Classified Professional Request

#### Ongoing Budget Needs

72,033

#### One-Time Expenditure

#### Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

#### Request linked to SLO/PLO #

#### Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

#### Improving student success rates

Yes

#### Achievement of program set standard for student success

Yes

### 4. Facilities

#### Ongoing Budget Needs

#### One-Time Expenditure

1,000,000

#### Request linked to SLO/PLO #

The soccer field needs to be replaced. Artificial turf has an 8-10 year life expectancy. The turf field at EVC is 12 years old+. The turf field is used by athletes, rental user groups and also for kinesiology lessons. The turf is old enough now that small rocks are starting to show in amongst the turf and can be described as a hazard

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

5. **Facilities**

**Ongoing Budget Needs**

**One-Time Expenditure**

5000

**Request linked to SLO/PLO #**

The stadium soccer field has a wired fence around the perimeter. The Athletics program would like to have the soccer field enclosed by having a branded mesh cover surrounding the fence line. This would be color coordinated for the Hawks and also branded. It would add a wow factor to any student or student athlete that visits the field, it would offer privacy to groups using the field and would also help to protect the field debris that currently gets regularly blown on.

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

6. **Technology**

**Ongoing Budget Needs**

5000

**One-Time Expenditure**

**Request linked to SLO/PLO #**

This request is for Hudl cameras that will record intercollegiate practices and games. These recordings help assess skill demonstration and also assist student athletes collate game footage that can be used for recruitment to 4-year schools.

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

7. **Equipment/Supplies**

**Ongoing Budget Needs**

10,000

**One-Time Expenditure**

**Request linked to SLO/PLO #**

Each teams should have new uniforms provided every 3 years. Every year therefore a team should have their uniform changed. There is not enough money in Fund 17 to change an entire collegiate team uniform. The uniforms are often looking old, or not matching, as coaching staff have purchase parts when they have the budget to do so

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

8. **Facilities**

**Ongoing Budget Needs**

**One-Time Expenditure**

5000

**Request linked to SLO/PLO #**

The soccer teams need to purchase 4 sets of aluminum 3x5 mini soccer goals. These goals will be locked against the tennis court fence for storage and used for mini-games and small sided soccer games. These goals could also be used by other Kinesiology classes on the field.

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

9. **Technology****Ongoing Budget Needs****One-Time Expenditure**

30000

**Request linked to SLO/PLO #**

New scoreboard for the soccer field.

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

10. **N/A****Ongoing Budget Needs**

40,000

**One-Time Expenditure****Request linked to SLO/PLO #**

Transportation for Collegiate Games

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

11. **N/A****Ongoing Budget Needs**

22,000

**One-Time Expenditure****Request linked to SLO/PLO #**

Meal Money for collegiate games

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

12. **N/A****Ongoing Budget Needs**

50,000

**One-Time Expenditure****Request linked to SLO/PLO #**

Assistant Coaches for all 3 collegiate teams

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

13. **N/A****Ongoing Budget Needs**

15,000

**One-Time Expenditure****Request linked to SLO/PLO #**

Membership costs for the collegiate participation

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

14. N/A

**Ongoing Budget Needs**

\$3000

**One-Time Expenditure****Request linked to SLO/PLO #**

Physician

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

15. N/A

**Ongoing Budget Needs**

\$7500

**One-Time Expenditure****Request linked to SLO/PLO #**

Travel and Conferences for coaches

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

16. N/A

**Ongoing Budget Needs**

\$9000

**One-Time Expenditure****Request linked to SLO/PLO #**

Officials for collegiate soccer games

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

17. **Equipment/Supplies****Ongoing Budget Needs**

\$30,000

**One-Time Expenditure****Request linked to SLO/PLO #**

Fund 17 money that has been given to Athletics for the last 6 years +

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

Yes

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

**Total Cost**Faculty Request

Ongoing Budget Needs: 148,338.94

One-Time Expenditure:

Total Expenses (Staffing and Faculty Requests include Salary and Benefits):

Classified Professional Request

Ongoing Budget Needs: 72,033

One-Time Expenditure:

Total Expenses (Staffing and Faculty Requests include Salary and Benefits):

Classified Professional Request

Ongoing Budget Needs: 72,033

One-Time Expenditure:

Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
Facilities  
 Ongoing Budget Needs:  
 One-Time Expenditure: 1,000,000  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
Facilities  
 Ongoing Budget Needs:  
 One-Time Expenditure: 5000  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
Technology  
 Ongoing Budget Needs: 5000  
 One-Time Expenditure:  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
Equipment/Supplies  
 Ongoing Budget Needs: 10,000  
 One-Time Expenditure:  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
Facilities  
 Ongoing Budget Needs:  
 One-Time Expenditure: 5000  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
Technology  
 Ongoing Budget Needs:  
 One-Time Expenditure: 30000  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
N/A  
 Ongoing Budget Needs: 40,000  
 One-Time Expenditure:  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
N/A  
 Ongoing Budget Needs: 22,000  
 One-Time Expenditure:  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
N/A  
 Ongoing Budget Needs: 50,000  
 One-Time Expenditure:  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
N/A  
 Ongoing Budget Needs: 15,000  
 One-Time Expenditure:  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
N/A  
 Ongoing Budget Needs: \$3000  
 One-Time Expenditure:  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
N/A  
 Ongoing Budget Needs: \$7500  
 One-Time Expenditure:  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
N/A  
 Ongoing Budget Needs: \$9000  
 One-Time Expenditure:  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):  
Equipment/Supplies  
 Ongoing Budget Needs: \$30,000  
 One-Time Expenditure:  
 Total Expenses (Staffing and Faculty Requests include Salary and Benefits):

**Attach Files**

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Attached File  
 EVC 2016 Athletics Program Review (002) april 24 2017.docx (/Form/Module/\_DownloadFile/3017/43425?fileId=264)  
 Program\_Review\_EVC\_ATH\_Women.xlsx (/Form/Module/\_DownloadFile/3017/43425?fileId=265)  
 Program\_Review\_EVC\_ATH\_Men.xlsx (/Form/Module/\_DownloadFile/3017/43425?fileId=266)

**IEC Reviewers**

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**IEC Mentor**  
 Fahmida Fakhruddin  
**IEC Second Reader**  
 Robert Brown

