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COMPLETE

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Page 1: I. Program Overview and Update

**Q1**

I.1. Department(s) Reviewed:

Athletics

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**Q2**

I.2. Lead Author:

Cuauhtemoc Carboni

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**Q3**

I.3. Collaborator(s) - List any person that participated in the preparation of this report:

Patrick Thiss

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**Q4**

1.4. Dean/Manager:

Cuauhtemoc Carboni

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Page 2: II. Program Reflection and Description

## Q5

II.1. Provide your program's mission statement:

### Mission

To provide all student-athletes quality intercollegiate sports that will complement the college's instructional programs, enhance student life on campus, and foster community interest and support.

### Philosophy

The philosophy of Cuyamaca College Athletics is to give all potential student-athletes opportunities to master advanced physical skills, enjoy team participation, and gain benefits of vigorous physical competition. Student-athletes should gain rewards from playing sports that transfer to later life such as an appreciation for social diversity, increased leadership abilities, and the achievement of success through hard work.

The connections of academic achievement and athletic performance must be a caring and responsible service given by all coaches and support staff. Facilitating institutional goals towards higher rates of 4-year transfers should be a cornerstone in maintaining athletic eligibility for Cuyamaca athletes. The college should also benefit from the increase in full-time students that a sports program provides. Intercollegiate sports at Cuyamaca create a student-centered campus, build school spirit and encourage spectator support by staff, families, friends and the community. Athletic events afford participants and fans a chance to use the beautiful facilities and to visit the campus.

\*\*\*\*\*

Cuyamaca College Athletics is under the governance of the California Community College Athletic Association, the Pacific Coast Conference, the Grossmont-Cuyamaca Community College District, and Cuyamaca College. Athletic policies and procedures are developed and maintained to support these governing institutions, their rules and regulations.

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## Q6

### II.2. How is this program advancing the college mission, vision and values?

College Vision: Learning for the Future

Our Athletics Program is advancing our College Vision by providing learning opportunities in several sports. Our student athletes learn and develop athletic and academic skills that will be applied in their academic and professional life in the future.

College Mission: The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

Our Athletics program helps advance our college mission by meeting student athlete needs in learning, success and equity. Our program strives to help student athletes meet their academic and athletic goals. Many of our student athletes transfer successfully to universities to pursue academic and athletic achievement. Our athletics program promotes civic and cultural development in our student athletes by engaging with the community. We provide our student athletes with the necessary services for them to learn, have access, succeed and develop as a student in the classroom and as an athlete on the fields and courts. We also help support our mission by validating and keeping students engaged. Furthermore, our goal is to develop Athletic Guided pathways so that our athletes can transfer and finish their degrees in a timely manner by removing any organizational or institutional barriers that may exist.

Values

- **Equitable Access:** Athletics is open to all students that want to participate in our sport offerings and we contact students that express interest when enrolling.
- **Individual Student Success:** Our Athletic department offers a counselor that develops a comprehensive educational plan that is focused on the individual student athlete's academic and employment goals.
- **Academic Excellence:** Our Athletic department strives to provide professional development for coaches so they can employ a variety of methodologies and technologies responsive to students' needs and conducive to students' varied educational and experiential backgrounds and learning styles.
- **Innovation and Creativity:** Our Athletic department values and encourages innovation and creativity among coaches so that our student athletes feel on the cutting edge of performance on and off the field/court.
- **Diversity and Social Harmony:** Our Athletic department values diversity and creates opportunities for our community to work together and meet complex challenges globally.
- **Environmental Stewardship and Sustainability:** Our Athletic department takes pride in our campus and the facilities that we use for competition and we strive to be on the forefront of sustainability and green technology in our facilities.
- **Strong Community Relations:** Our athletic department recognizes our role in the cultural and educational development of our student athletes and the communities of Rancho San Diego and east county.

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## Q7

### II.3. How does your program support the college's strategic goal of implementing guided pathways?

Our athletic department supports the implementation of guided pathways because students in our athletic program get the necessary support to be able to succeed. All of our student athletes enroll full time and get support from a counselor that helps them choose and enter their academic pathway and craft a comprehensive educational plan. This supports GP second pillar of choosing and entering a clear pathway. Our student athletes stay on the path (which supports the third GP pillar) because we monitor their enrollment and success and we intervene when there is a need to keep them on the path. We support GP pillar 4 because we will make sure that our student athletes are learning the skills needed to succeed and transfer or gain employment. We will create and start assessing student learning outcomes as a program so that we can ensure that students are learning what they need to learn for future success. For pillar one we will create athletic pathways that can help students transfer to universities and pursue competition at the different levels available to them.

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**Q8**

**No**

II.4. Is the program description in the current college catalog up to date and accurate?

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Page 3: II. Program Reflection and Description continued

**Q9**

II.4a. What steps will you take to revise the college catalog description?

There is outdated information in the current catalog. We will contact our college catalog creators and will send the changes to them.

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Page 4: III. Course Curriculum, Assessment and Student Success

**Q10**

**Yes**

III.1. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active courses outlines been reviewed within the last five years?

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**Q11**

III.2. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)?

- Instruction - Grade Checks – A student-athlete's academic progress is monitored during each semester to identify academic issues as early as possible. Faculty are allowed to provide the student-athlete's grade, as well as comments on any other information they deem necessary to convey..
  - Counseling – The Dean of Athletics, Kinesiology, and Public Health has regular meetings with the Dean of Counseling to determine the best distribution of the limited hours for the Athletic Counselor during each semester.
  - Tutoring – The Athletic Department, through the Academic Advisor, ensures that all student-athletes that have demonstrated a need for assistance and personally introduced to one of the tutoring centers.
  - Admissions – The Athletic Department has an excellent relationship with Admissions and Records. The weekly eligibility checks and priority registration process requires solid communication.
  - Financial Aid – The Athletic Department has a very positive relationship with Financial Aid. Every Recruit Night held at Cuyamaca College utilizes a senior member of the department to present crucial financial information to all of our incoming high school seniors.
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**Q12**

**Respondent skipped this question**

III.3. Please list any planned changes for curriculum and the rationale for those changes:

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Page 5: III. Course Curriculum, Assessment and Student Success continued

**Q13**

**Respondent skipped this question**

III.4. Please upload the most recent version of your program's course SLO assessment plan. [Click here for an Assessment Plan Template](#)

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**Q14**

III.5. Please provide a high-level analysis of your SLO findings over the past year and what changes, if any, were made as a result:

Our Department has not created SLO for our Athletics courses. This is one of our new goals for the next years.

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**Q15**

Respondent skipped this question

III.6. What student learning-related successes and challenges have SLOs results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

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Page 6: III. Course Curriculum, Assessment and Student Success continued

**Q16**

III.7. How was the department of discipline's success rate across all courses changed within the past 4 years (the time frame covered in this comprehensive program review)?

Our student athletes have a success rate average that has fluctuated slightly over the past 4 years. Our student athletes continue to succeed slightly above the campus wide success rate.

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**Q17**

III.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. What is your department or discipline's four-year (2024-25) goal for success rate across all courses in the department or discipline?

We want to improve our success rate to 85% by 2024-25.

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**Q18**

III.9. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program?

In Fall 2019, our two Black student athletes and one Native American student athlete experienced equity gaps in course retention and success rates.

In Spring 2020, our 11 Black student athletes experienced an equity gap with a success rate of 82% compared to a success rate of 88% for our white student athletes.

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**Q19**

III.10. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Lack of on-campus full-time coaches (9 of 11 sports have adjunct head coaches) resulting in diminished "high-touch" for those sports' student-athletes, and continuous turn-over of these coaches hurts continuity in recruiting or engagement with academic support.

Academic Advisor has a part-time schedule and weekly eligibility requirements leave only a few hours to meet with student athletes and/or perform workshops.

•Athletic Counselor has limited hours and students often need to wait 1-2 weeks for a scheduled appointment.

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**Q20**

III.11. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)?

- Request additional hours for Athletic Counselor
  - Request upgrade in Academic Advisor from 0.50 FTE to 1.0 FTE
  - Request Two (2) additional Tenured Faculty Positions to support Women's Intercollegiate Sports
- 

**Q21**

III.12. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review?

Previous Enrollment, Success and Retention Data. Previous Program Reports.

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**Q22**

Respondent skipped this question

OPTIONAL: Please use the upload button to attach any supporting documentation you would like to include.

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Page 7: III. Course Curriculum, Assessment and Student Success continued

**Q23**

No

III.14. Does your program offer courses via distance education (excluding emergency remote teaching in 2020)?

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Page 8: III. Course Curriculum, Assessment and Student Success continued

**Q24**

Respondent skipped this question

III.15. Are there differences in success rates for distance education (online) versus in-person sections?

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**Q25**

**Respondent skipped this question**

III.16. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

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Page 9: III. Course Curriculum, Assessment and Student Success continued

**Q26**

**Respondent skipped this question**

III.17. What mechanisms are in place to ensure regular and effective contact (see the Guide to Best Practices in Online) within online courses across the discipline or department?

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**Q27**

**Respondent skipped this question**

III.18. What innovative tools and strategies are you using in your online courses to engage students and support student success?

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Page 10: IV. Degree and Certificate Programs

**Q28**

**No, and it does have Program Level Outcomes (PLOs)**

IV.1. Does your program offer any degree/certificate programs?

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Page 11: IV. Degree and Certificate Programs continued

**Q29**

**Respondent skipped this question**

IV.2. Please upload for each degree and certificate indicating how many awards were conferred in the past five years

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**Q30**

**Respondent skipped this question**

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

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**Q31**

**Respondent skipped this question**

IV.4. How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

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**Q32**

Respondent skipped this question

IV.5. Are there any changes planned if the degree/certificates are not meeting these needs?

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**Q33**

Respondent skipped this question

IV.6. Can students complete the degree/certificate requirements within a two-year period?\*\*\*requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

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Page 12: IV. Degree and Certificate Programs continued

**Q34**

IV.7. How are you currently assessing your PLOs?

- Student-Athlete survey
  - Examine transcripts of student-athlete academic performance and transfer
  - Monitor changes in enrollment in intercollegiate classes
  - Measure attendance at home events and recruit nights
  - Track high school district and community usage of athletic facilities
- 

**Q35**

IV.8. Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

No - Please briefly explain the plan to revise::  
As a new goal we will develop SLOs in our Athletics courses that will align with our PLOs.

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**Q36**

No

IV.9. Are the PLOs mapped to the course SLOs?

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Page 13: IV. Degree and Certificate Programs continued

**Q37**

IV.10. How is your program helping students explore careers in your program area?

N/A

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**Q38**

IV.11. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Labor market data may be sourced from the Program Review Data webpage and California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

N/A

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**Q39**

IV.12. What are the labor market implications for the program's curriculum (degrees, certificates, courses)?

N/A

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**Q40**

Respondent skipped this question

If your program has labor market data to include in your program review, please use the upload button below to attach the file.

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Page 14: IV. Degree and Certificate Programs continued

**Q41**

IV.13. Please describe your program's strengths:

Our program provides an opportunity for student to participate in intercollegiate athletics at the college level. Students develop their athletic skills and increase their chance to participate in a higher level of athletics and possibly obtain a scholarship to continue their athletic and academic careers. Furthermore, our program provides services so that our students succeed in the classroom as well. Semester to semester enrollment is higher that the regular college population and our students plan their academic pursuits with our academic counselor so that can finish their degree and transfer or obtain employment.

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**Q42**

IV.14. Please describe your program's challenges:

One challenge is that we do not have enough full time coaches in the female sports. We are out of compliance in title IX and it can be a factor in retention and success for our student athletes.

A second challenge is that we do not have a full time academic counselor. We need a full time counselor that can help our students keep on track, furthermore we need to have a permanent eligibility clerk to help monitor eligibility every week and help student athletes keep on track.

We also have a challenge when it comes to outreach and recruiting. Some of our sports are doing very well in terms of recruiting but other programs need to improve in that category. We need to work with outreach so that we can recruit more student athletes in our area.

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**Q43**

IV.15. Please describe external influences that affect your program (both positively and negatively):

Right now something that has affected our program tremendously is the Covid 19 Pandemic. We have not been able to offer competition to our student-athletes and that has had an impact on our enrollment numbers. I also believe that communication with the whole campus and community can be improved so that our student continue to increase their success, retention and completion rates.

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**Q44**

IV.16. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

In the next 4 years our goal is to collect data on the student athlete experience so that we can make decisions based on data. We will craft SLOs that align with our PLOs and we will adjust them accordingly. if data shows that we need to do so, we will make changes. We will communicate and participate in planning across campus and we will connect with the community at large. We will assess outcomes in all our internal processes as well as our collaborations with campus offices. We will create athletics pathways so that our students increase success, retention and completion.

- Instruction - Grade Checks – A student-athlete’s academic progress is monitored during each semester to identify academic issues as early as possible. Faculty are allowed to provide the student-athlete’s grade, as well as comments on any other information they deem necessary to convey..
- Counseling – The Dean of Athletics, Kinesiology, and Public Health has regular meetings with the Dean of Counseling to determine the best distribution of the limited hours for the Athletic Counselor during each semester.
- Tutoring – The Athletic Department, through the Academic Advisor, ensures that all student-athletes that have demonstrated a need for assistance and personally introduced to one of the tutoring centers.
- Admissions – The Athletic Department has an excellent relationship with Admissions and Records. The weekly eligibility checks and priority registration process requires solid communication.
- Financial Aid – The Athletic Department has a very positive relationship with Financial Aid. Every Recruit Night held at Cuyamaca College utilizes a senior member of the department to present crucial financial information to all of our incoming high school seniors.

Page 15: V. Previous Goals

**Q45**

Previous Goal 1:

Create state of arts athletic facilities to support department’s needs for innovation and to align with other Pacific Coast Athletic Conference colleges.

**Q46**

Goal Status

**In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)**

Page 16: V. Previous Goals continued

**Q47**

Please describe the results or explain the reason for the deletion/completion of the goal:

**Respondent skipped this question**

Page 17: V. Previous Goals continued

**Q48**

Would you like to submit another previous goal?

**Yes**

Page 18: V. Previous Goals continued

**Q49**

Previous Goal 2:

Develop Academic Transfer or Graduation program for student athletes – (Athletic Pathways)

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**Q50**

Goal Status

**In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)**

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Page 19: V. Previous Goals continued

**Q51**

**Respondent skipped this question**

Please describe the results or explain the reason for the deletion/completion of the goal:

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Page 20: V. Previous Goals continued

**Q52**

**Yes**

Would you like to submit another previous goal?

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Page 21: V. Previous Goals continued

**Q53**

Previous Goal 3:

Enhance the quality of academic support services offered to students-athletes.

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**Q54**

Goal Status

**In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)**

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Page 22: V. Previous Goals continued

**Q55**

**Respondent skipped this question**

Please describe the results or explain the reason for the deletion/completion of the goal:

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Page 23: V. Previous Goals continued

**Q56**

**Yes**

Would you like to submit another previous goal?

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Page 24: V. Previous Goals continued

**Q57**

Previous Goal 4:

Continue to cultivate relationships with the local community, area high schools, and club sports teams.

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**Q58**

Goal Status

**In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)**

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Page 25: V. Previous Goals continued

**Q59**

**Respondent skipped this question**

Please describe the results or explain the reason for the deletion/completion of the goal:

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Page 26: VI. 4-Year Goals

**Q60**

Goal 1:

Create state of arts athletic facilities to support department's needs for innovation and to align with other Pacific Coast Athletic Conference colleges.

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**Q61**

**Student Validation & Engagement**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q62**

Please describe how this goal advances the college strategic goal(s) identified above:

Athletic program needs standard operating facilities to support competitive intercollegiate competition. Students will identify the quality of a program by the demonstrated support from the college. An Instructional example would be trying to teach a Chemistry without safe and modern lab room.

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**Q63**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal was informed by qualitative data in the form of conversations among student athletes, coaches and staff. The most common example is when student athletes that expressed interest in Cuyamaca and then they visited another campus and decided to attend the other campus because they felt like their facilities were more modern or more enticing.

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**Q64**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Evaluate current athletic facilities to serve community / student interest and expectations.

Support coaches and staff in the research process.

Develop a strategic athletic facility plan for the future.

We will collect data on facility issues or concerns from students, coaches, staff and community members.

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**Q65**

How will this goal be evaluated?

The athletic department will accumulate data of conference members whom have new or renovated athletic facilities. Gather data from current and recruited student-athlete population to determine expectation benchmarks.

Develop report to establish grading parameters (Below Average, Average, Above Average, Superior)

Survey community partners to establish expectations

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**Q66**

**Yes**

Would you like to propose a new, 4-year goal?

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Page 27: VI. 4-Year Goals continued

**Q67**

Goal 2:

Develop Academic Transfer or Graduation program for student athletes – (Athletic Pathways)

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**Q68**

**Guided Student Pathways**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q69**

Please describe how this goal advances the college strategic goal(s) identified above:

Student athletes accumulate units throughout their tenure at Cuyamaca College that achieve two separate aims. Their academic Guided Pathway coincides with an Athletic Pathway to achieve transfer associated with scholarship and athletic opportunity.

Student-athletes at Cuyamaca College are on one of the Athletic Pathways below. Each pathway is determined by the academic record (high school and community college) and demonstrated athletic ability. There is no targeted transfer institution, because each student-athlete and coach casts a nationwide net to garner at least one, if not many, university coach's interest.

The sooner a student-athlete is able to meet academic transfer requirements, the larger the pool of universities they are able to attend (Athletic Guided Pathways 1 - 4). This national search for interest includes a large amount of universities:

NCAA Division I - 353 universities in 49 states

NCAA Division II - 314 universities in 44 states

NCAA Division III - 443 universities in 35 states

NAIA - 251 universities

The Athletic Guided Pathway 1:

NCAA Scholarship Caliber - Academic Qualifier (1)-

Declared a Qualifier by the NCAA Eligibility Center in High School

Complete Student-Athlete Questionnaire

Complete Required Comprehensive Educational Plan

Complete 12 transferable units per semester toward degree for two semesters (1 year)

Demonstrate Athletic Ability commensurate with NCAA Division I, II, or III level team or NAIA

Compete for 1 season on a Cuyamaca College Intercollegiate Team

The Athletic Guided Pathway 2:

NCAA Scholarship Caliber - Academic Qualifier (2)-

Declared a Qualifier by the NCAA Eligibility Center in High School

Complete Student-Athlete Questionnaire

Complete Required Comprehensive Educational Plan

Complete 48 transferable units toward degree for four semesters (2 years)

Demonstrate Athletic Ability commensurate with NCAA Division I, II, or III level team or NAIA

Compete for 2 season on a Cuyamaca College Intercollegiate Team

The Athletic Guided Pathway 3:

NCAA Scholarship Caliber - Academic Qualifier (3)-

Declared a Qualifier by the NCAA Eligibility Center in High School

Complete Student-Athlete Questionnaire

Complete Required Comprehensive Educational Plan

Complete 60 transferable units per semester toward degree for two semesters (2.5 years)

Demonstrate Athletic Ability commensurate with NCAA Division I, II, or III level team or NAIA

Compete for 2 season on a Cuyamaca College Intercollegiate Team

The Athletic Guided Pathway 4:

NCAA Scholarship Caliber - Non Qualifier Complete Student-Athlete Questionnaire

Complete Required Comprehensive Educational Plan

Complete Associates Degree - (2 or 2.5 years)

Demonstrate Athletic Ability commensurate with NCAA Division I, II, or III level team or NAIA

Compete for 2 season on a Cuyamaca College Intercollegiate Team

The Athletic Guided Pathway 5 (No Division I opportunity):

NCAA II or III Scholarship Caliber - Non Qualifier Complete Student-Athlete Questionnaire  
Complete Required Comprehensive Educational Plan  
Complete Associates Degree or 12 units per semester- (3 years)  
Demonstrate Athletic Ability commensurate with NCAA Division II, or III level team or NAIA  
Compete for 2 season on a Cuyamaca College Intercollegiate Team

The Athletic Guided Pathway 6 (NAIA only):

NAIA Scholarship Caliber - Non Qualifier Complete Student-Athlete Questionnaire  
Complete Required Comprehensive Educational Plan  
Complete 12 units per full-time semester (approximating 3 years with redshirt\* of grayshirt\*\*)  
Demonstrate Athletic Ability commensurate with NAIA level team  
Compete for 2 season on a Cuyamaca College Intercollegiate Team

\* a redshirt year is taking 12 units of a courses in a competitive season, but not competing

\*\*grayshirt is not attempting 11.5 units or more of courses in any semester, to reduce full-time semester count or delaying the start of the NCAA Division I - 5-year eligibility clock

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### Q70

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal was informed by the collective expertise of our Athletics personnel and the Academic Counselor.

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### Q71

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

- Athletic Eligibility Advisor will examine previous transfer percentages.
  - Athletic Eligibility Advisor will use 2019-2020 data as benchmark to establish progress towards degree tracking for student-athlete population.
  - Athletic Eligibility Advisor will deliver team and small group workshops on student-athlete best practices.
  - Athletic Eligibility Advisor will monitor academic performance of all student-athletes within and between semesters.
  - Athletic Eligibility Advisor will develop study hall program and monitor student-athletes.
  - Athletic Eligibility Advisor will refer student-athletes to academic support centers and track attendance.
  - Athletic Eligibility Advisor will develop program to support traditional underperforming populations.
- 

### Q72

How will this goal be evaluated?

- Compare previous transfer percentages.
  - Use 2019-2020 data as benchmark to establish progress towards degree tracking.
  - Compare student-athlete GPA and course success (further examined by gender and ethnicity)
- 

### Q73

Yes

Would you like to propose a new, 4-year goal?

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**Q74**

Goal 3:

Enhance the quality of academic support services offered to students-athletes.

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**Q75**

**Guided Student Pathways**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q76**

Please describe how this goal advances the college strategic goal(s) identified above:

To align Athletes with the academic success process. Student-athletes have academic deadlines and unit thresholds that are higher than regular student population. In addition to the academic responsibilities, student-athletes have athletic practice, travel, and competition responsibilities that occupy time that traditional students would spend addressing academic responsibilities.

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**Q77**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal was informed by the narrative from previous program reviews.

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**Q78**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

- Work with part-time Academic Advisor to establish relationships with campus tutoring centers and designate area for study hall.
  - Increased hours for Athletic Counselor from 10 to 12 per week.
  - Requested that coaches be responsible for academic monitoring of student-athletes
- 

**Q79**

How will this goal be evaluated?

Attendance sheets for tutoring centers and study hall. Also, overall GPA for the student-athletes.

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**Q80**

**Yes**

Would you like to propose a new, 4-year goal?

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**Q81**

Goal 4:

Continue to cultivate relationships with the local community, area high schools, and club sports teams.

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**Q82**

**Organizational Health**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q83**

Please describe how this goal advances the college strategic goal(s) identified above:

- Visitor Perception – community members that visit our campus will determine the overall quality from what they experience on a visit. Having little to no “Fan Support” for our events (seating, scoreboard, shade, etc.) will leave them with the feeling that Athletics have no support from the college.
  - Increase recruitment of community students-athletes through awareness and knowledge of athletic programs and facilities.
  - Missing or deteriorating facilities will cause students to seek out better educational options at one of the other seven community colleges in San Diego county.
- 

**Q84**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Informed from previous program reviews.

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**Q85**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

- Engage community high schools, working with high school's Athletic Directors to foster support for recruiting student athletes.
  - Develop an all sports recruit night for community families and student athletes.
  - Providing support for on campus Transfer Fair event to garner community awareness of intercollegiate athletic programs.
- 

**Q86**

How will this goal be evaluated?

By number of campus visits by:

High School Recruits

High School Sports Teams

High school sporting events held on campus

Club team events and practices held on campus

Community athletic events held by the college on or off campus

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**Q87**

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

**Faculty Resource Needs,**  
**Supplies/Equipment and Other Resource Needs,**  
**Facilities Resource Needs**

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Page 32: Final Check

**Q88**

Are you ready to submit your program review? If you would like to go back and review a section, select a section a click "Next."

**I am ready to submit my program review**

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