

EL CAMINO COLLEGE
Compton Center Athletics
2013-14 Program Review

Program Description

- 1. Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.**

Compton Center's athletics program's primary objective is to assist in the matriculation of student athletes. The athletics program seeks to help promote leadership development, time management skills, sportsmanship, positive role modeling, peer group interaction, determination, risk-taking and perseverance amongst student athletes. The athletics program accomplishes its stated objective by offering students access to quality intercollegiate athletic programs and physical educational courses. Compton Center's athletics program subscribe to the philosophy that athletics play an integral role in the total educational process for students, thus aiding student athletes in developing key character traits and work ethic that lead to increased student success, graduation and transfer. Compton Center's athletics program supports El Camino College's mission by instilling a competitive attitude in student athletes, teaching sport specific skills, teaching life-long skills in fitness, and motivating student athletes to become responsible role models in society.

Compton Center's athletics program subscribes to the philosophy that athletics plays an integral role in the total educational process of student athletes enrolled at the Center. The athletics program believes that the contributions of student athletics adds to the total college experience by promoting growth in, and awareness towards, leadership, character, physical fitness, and the need for the participation in physical activity. The Compton Center also believes that an exemplary physical education program, including recreation and health, provides a sound basis for an intercollegiate athletic program and meets the student interest needs through the offering of a variety of activities and levels of competition.

The Mission

El Camino College's (ECC) Mission Statement: "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community." Compton Center's athletics program assists in supporting ECC's mission statement and vision by providing students and the community with an equitable opportunity to participate in intercollegiate athletics. The athletics program asserts that student participation in athletics promotes leadership

development, time management skills, sportsmanship, positive role modeling, peer group interaction, determination, risk-taking and perseverance. Compton Center's athletics program strongly endorses a comprehensive program that encourages the development of each student athlete's values and character, and sees its activities as an integral part of campus life, and thus serves as positive aspect of the overall educational experience on campus.

Compton Center's athletics program provides educational services for student athletes that are in alignment with ECC's Strategic Initiatives and Core Competencies noted in the following section:

Strategic Initiatives

Strategic Initiative B: Strengthen quality educational and support services to promote student success.

Counseling Support and Tracking: Every student athlete receives an educational plan;

Individual Transfer Plans: Student athletes meet with coaches and the athletics counselor to develop specific plans for matriculation and transfer;

Athletic Orientation: Each student athlete participates in orientation where they are associated with the student services offered at the Center;

Progress Reports: Each student athlete is required to maintain 12 units to participate in a sport.

Compton Center has approximately 300 student athletes who are supported by coaches, an athletic director, and an athletic counselor. Student athletes account for a large amount of FTES because of the requirement for them to be enrolled in 12 units. Student athletes are supported by an array of campus activities and support services. An example is the athletic orientation where student service offices provide student athletes with advising and counseling on the Center's student support services. This includes developing a Program for Athletic Student Success (PASS), whereby student athletes demonstrate campus academic achievement through application of sound practices and guidance.

Strategic Initiative C: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

- Specialized Program Services: Compton Center's athletic programs are recognizable and offers student support services that are easily identified on campus and in the community. The athletes orientation serves as the center point to assist new and continuing athletes with transitioning into the Center;
- Weekly Student Services Manager Meetings: The athletics director attends weekly meetings, led by the Dean of Student Services, where issues pertinent to student success are shared and discussed with managers representing

Admissions, Assessment, CalWORKs/SRC, Transfer Center, Student Life, Student Outreach and Recruitment, Financial Aid, Student Athletics, EOP&S/CARE, Upward Bound, and Counseling Services;

- Monthly Student Services Division Meetings: The Dean of Student Services meets with managers and their direct reports once a month to share information and activities involving student support services providing an opportunity for the Director to give updates on athletic programs;
- Monthly Operational Meetings & Management Forums: These are opportunities for the athletic director to share information and receive updates from other managers at the ECC;
- Collaboration with Counseling and Transfer Center: Student athletes are referred to schedule mandatory meetings with the athletics counselor and the transfer counseling. Once a quarter, the Transfer Center host an all coaches meeting where information is presented on transfer related requirements;

Participation in the activities noted above fosters student content knowledge and professional and personal growth through exposure to supportive services from a wide range of campus and community programs in addition to campus workshops focused on career development and linking education to the world of work (Core Competencies 1 and 4).

Strategic Initiative D: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

- Partnership with Feeder High Schools: Coaches, student athletes and the athletic director are active participants in the recruitment process. This includes visiting local feeder high schools and hosting campus tours for prospective student athletes;
- Regional and State CCCAA Meetings: The athletic director and coaches actively represent the Center at their regional and state athletic association meetings. This also includes any sport specific meetings. The athletics program is subject to the following two outside program reviews: The federally mandated Equity in Athletics Disclosure Act (EADA), which examines participants, expenses, revenues, head coaches, assistant coaches, and the equality of all programs. The South Coast Conference Program Review, which is conducted by the commissioner and four athletic directors from conference colleges.

Coaches and the athletic director have major recruitment responsibilities to ensure the participation and marketing of the Center athletic programs in the community. This type of community engagement allows the Center's athletics program to respond to the needs of the community (Core Competencies 2 and 5).

Strategic Initiative E: Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

- Staff meetings: These meetings are used as staff development opportunities for periodic updates and review of Plan Builder goals and objectives, review of SLO assessment data, to report back information on practices to strengthen athletic activities, and to develop strategies to improve student success among student athletes;
- SLO's: Two Student Learning Outcomes are assessed yearly based on agreed upon program needs and identified areas needing improvement;
- Student Satisfaction Survey: The Student Satisfaction/Customer Service Survey is revised and is distributed annually for feedback;
- Metrics: Statistics on student athletes enrollment, eligibility, persistence rates, retention rates, success rates, and transfer rates are analyzed yearly.

2. Describe the student population served by the program using available data.

Compton Center's athletics program currently offers 12 intercollegiate sports. They are: Football; Women's Badminton; Men and Women's Track and Field; Men and Women's Cross Country; Men and Women's Soccer; Men and Women's Basketball; Baseball; and Softball.

Chart 1 shows the number of athletes by term for a two year cycle between Fall 2010 through Fall 2012. The Compton Center athletics program serves well over 300 students annually. As on most campuses, football is the largest sport with approximately 80 males students participating in Fall 2012. Student participation has dipped between 2011/2012 and 2012/13, which can be attributed to the fact that all of Center's coaching staff is part time.

Chart 1: Number of Athletes by Term

Fall 2010	208	Spring 2011	111	Fall 2011	240	Spring 2012	126	Fall 2012	192
Men's Basketball	27	Men's Baseball	41	Men's Basketball	37	Men's Baseball	40	Men's Basketball	38
Men's Cr Cntry	19	Men's Track/Field	27	Men's Cr Cntry	28	Men's Track/Field	40	Men's Football	80
Men's Football	76	Women's Badminton	5	Men's Football	82	Women's Badminton	14	Men's Soccer	32
Men's Soccer	29	Women's Softball	23	Men's Soccer	35	Women's Softball	17	Women's Basketball	22
Women's Basketball	17	Women's Track/Field	15	Women's Basketball	16	Women's Track/Field	15	Women's Soccer	20
Women's Cr Cntry	22			Women's Cr Cntry	20				
Women's Soccer	18			Women's Soccer	22				

The Center has had turn over in the coaching staff for football, women's soccer, and men's soccer. Having turnover in the coaching staff greatly affects the Center's ability to recruit and

retain student athletes. Additionally, student athletes are instrumental to sustaining enrollment because athletes are required to enroll in 12 units, which is fulltime status.

Chart 2 provides an overview of the demographics for the Center’s athletic program compared to the general population. During Fall 2012, African Americans continued to make up the largest population of student athletes at 51%. Latinos were a close second at 40%, leaving Asian and Whites to make up the remaining 9% of student athletes. Compton Center athletics continues to be dominated predominately by African American male athletes, with males making up approximately 80% of all student athletes compared to only 35% of the overall student population on campus. Approximately 80% of all student athletes on campus are between the ages of 18-22.

Chart 2: Demographics Fall 2012

Ethnicity	Athletes	Compton Center
African American	51%	40%
Asian/Pacific Islander	2%	7%
Hispanic	40%	41%
White Non-Hispanic	3%	33%

Gender	Athletes	Compton Center
Female	21%	65%
Male	79%	35%

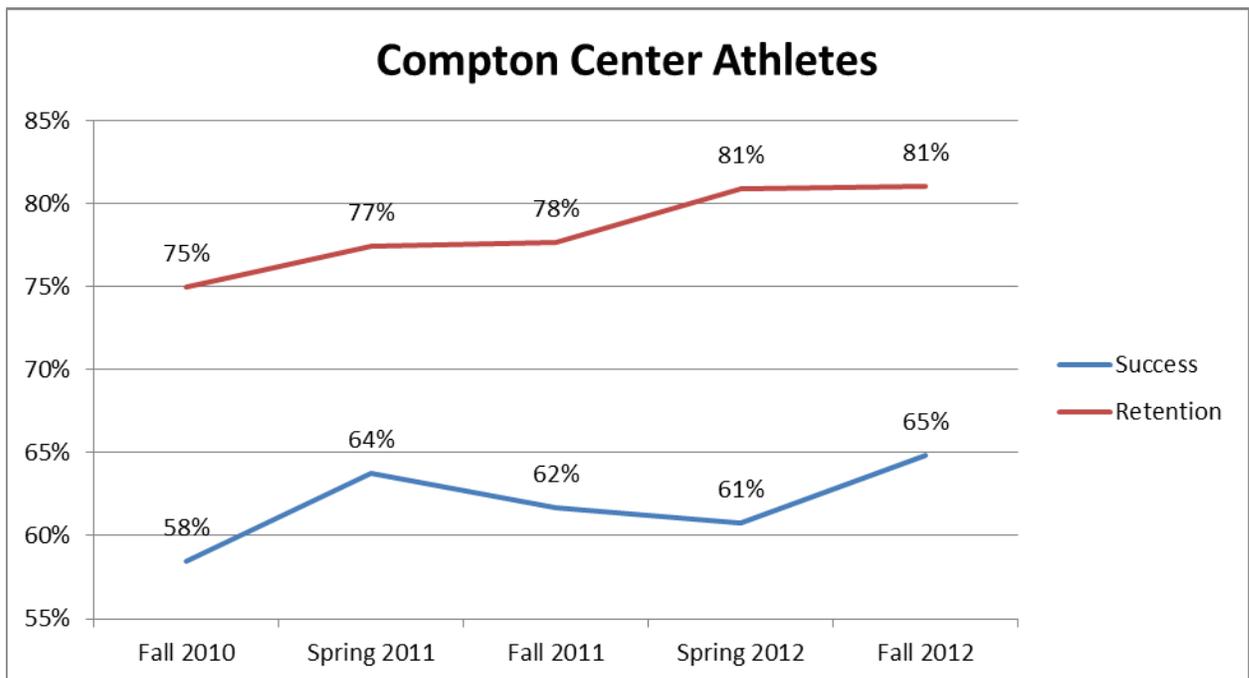
Age	Athletes	Compton Center
17 or under	2%	2%
18 - 19	31%	18%
20 - 22	49%	27%
23-24	8%	11%
25-29	7%	15%
30-39	2%	15%
40-49	1%	8%
50-64	1%	4%

- 3. What happens after students participate in the program’s activities? If applicable, address whether students are successful in meeting their educational goals.**

The mission of Compton Center’s athletics program is to provide an equitable opportunity for all student athletes to succeed in accomplishing their academic or vocational goals. Data presented in Chart 3 and Graph 1 provides retention and success data for the athletics program between Fall 2010 through Fall 2012. During this time frame, retention and success rates have increased steadily over the last two academic years. The retention of student athletes increased significantly over the last two years, increasing from 75% in 2010 to 81% in 2012. Graduation and certificate rates were not available during the publishing of this program review.

Chart 3: Success and Retention Rates by Term

	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Success	58%	64%	62%	61%	65%
Retention	75%	77%	78%	81%	81%



Graph 1: Compton Center Success and Retention Rates by Year

- List notable achievements that were linked to the College’s Strategic Initiatives that have occurred since the last program review.

The athletics program last program review was in 2008. Since the last Program Review in 2008 the following notable achievements occurred:

- The athletics program has worked to hire a fulltime head baseball coach.
- Increased retention and success of student athletes
- Added women's softball
- Improved athletic facilities such as the gym, football field and soccer field
- On April 21, 2011, the South Coast Conference conducted a program review of the Center's athletics program.

5. What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

The following 2008 Program Review recommendations were not implemented:

- Adding more women sports such as volleyball. There were not adequate resources or student interest to pursue adding women's volleyball at this time. The impact is that the Center's athletics program is out of compliance for Title IX.
- Hiring more fulltime coaches. Many of the Center's coaches continue to be part time because of a lack of available funding to hire fulltime coaches. This greatly affects recruitment and retention of student athletes. This also affects the way that athletes are integrated and support by the Center.

Student Learning Outcomes (SLO)

1. Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.

Compton Center's athletics program is headed by an athletics director (AD). Currently, the AD is supported by a fulltime equipment manager and a fulltime athletic trainer. In addition to the two fulltime employees, the AD also has 1 full time and 11 part time head coaches that make up the athletics program. Program personnel are engaged in the creation, discussion and review of the athletics' program SLO process by participating in ongoing meetings and program planning. The AD works with the part time head coaches and the two fulltime staff to implement and assess their two SLOs on an annual basis.

The athletics program has two SLOs:

- a. Student-athletes will demonstrate and implement a thorough understanding of campus, state, and national intercollegiate athletic values and decorum standards.
- b. Student athletes will demonstrate campus academic achievement through application of sound practices and guidance.

The AD assigns staff surveys to coaches to collect SLO program data. Meetings are arranged to discuss areas in need of improvement or new areas of concern where an SLO may be needed. The AD also works with his counterparts at ECC to ensure that both athletics programs are developing and assessing similar SLO statements that are related to a strategic initiative(s). Once the SLO is assessed, the AD works with his staff to write an assessment report, which is then reviewed by the entire athletics program for final feedback.

2. How does the program ensure that SLO's are assessed consistently?

The athletics program collaborates with Compton Center's institutional researcher to analyze SLO data. The institutional researcher provides surveys that are used by athletics to collect data that is used to provide information on trends that impact program effectiveness. All Athletics staff are required to participate in the SLO process. The athletics program works with the Dean of Student Services and the institutional researcher to ensure that SLOs are assessed consistently. Student Services has a SLO calendar and the dean tracks the assessment of SLOs.

3. Have the SLO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

The SLO assessment shows that the majority of students are in compliance and understand the concepts of sportsmanship, athletic/personal decorum, and athletic performance standards. At this juncture it would be advisable to leave the SLO and assessment and rubrics in place to gather enough data over the next four years.

Program Improvement

In order to bring our program to the point where we can be better than, or equal to, our contemporaries in our conferences, we need to do the following:

1. Continue to hire full time coaches on Football, Basketball (men and Women), and Soccer (men and Women). These sports generate the most FTES, and football/basketball are revenue sports.
2. Maintain and renovate our facilities regularly. Visiting colleges, potential recruits, and impressionable high school students looking for a college to attend, see the conditions of our facilities and are immediately turned off.
3. Continue to build community involvement by inviting high school and junior high students to programs offered on our campus...clinics, field trips to visit and tour the campus (once construction is done), use of facilities for special events, and various other student activities.
4. A Hall of Fame line item budget to cover the cost of awards, maintenance, security, and catering services.

5. Enhance recruiting by giving each head coach sufficient and professionally looking business cards, phone extension, e-mail account, and use of district vehicles.
6. To operate the department effectively and sufficiently, professional staff is needed... Department secretary that serves athletics and physical education, eligibility specialists, additional trainer and part-time equipment tech.

7. What activities has the program engaged in to improve services to students?

There is a plan to join athletics with student development. The retirement of the athletic director in January 2013 allowed the Center to research models of practice of similar size community colleges and other colleges/universities across the country. The research yielded information that several colleges have elected to join athletics with student life to enhance the student-athlete experience, while working to improve student activities and participation on campus. In fact, athletics is one of the largest student activities on any college campus.

The proposed reorganization will involve the creation of a new position titled the Director of Student Development/Athletics. The Director of Student Development/Athletics represents a combining of the Director of Athletics and the Director of Student Development into one single position. The new position has a description that accurately reflects the tasks and duties of the proposed reorganization. This change will allow the new director to be supported by the hiring of an Activities Coordinator and an Athletics Eligibility Clerk/Secretary. These two positions are made possible by the salary savings involved in combining the two directors into one position. Additionally, an activities coordinator and an athletics eligibility clerk/secretary have been absent from the campus for quite some time. Both of these positions have been found to be extremely important to student success and the support of campus sponsored activities on campus. Additionally, the program plans and program reviews for athletics and student development have reference the need to hire an activities coordinator and an athletics eligibility specialist. However, limited available resources and state budget cuts impacted the Center's ability to hire fulltime staff to support athletics and student life on campus.

The goal of this merger is to create a student development office that provides a supportive environment that encourages student engagement in programs and opportunities to lead, learn, serve, and inspire other students to get involved in campus activities. The new office of student development and athletics will serve as the central resource for athletics, student clubs and organizations, and student sponsored activities on campus. Given the available resources and the current research trends, this move should increase student success of athletes on campus. Additionally, the athletics program has hired a fulltime head baseball coach. Hiring a fulltime baseball coach will mark a move towards addressing some of the recommendations in the last program review.

Lastly, the athletics program host annual orientations for new athletes. These orientations feature a collaboration from all the student service programs and are intended to successfully transition new athletes into the Compton Center.

8. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).

As a department, we have not used metrics in a sufficient way. A major reason for this is that each head coach we have is an adjunct faculty member. Their primary job is elsewhere, and in many cases coaching is something they enjoy and using metrics, developing and assessing SLO's, updating course outlines, writing curriculum, etc. are things they tend to avoid. In most cases because they are unsure of their responsibilities.

9. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.

We have a wide range of student characteristics in terms of age, gender, experience, ethnicity, and learning abilities and styles. They generally stay with our program and most do successfully complete their tenure. NCAA rules require non-qualifiers to complete two years with an A.A. degree before they can transfer out to a four year institution. Qualifiers can transfer at any time. There is not much wiggle room for change since the rules that govern athletics are very strict, consistent, and scrutinized.

Program Environment

1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.

Based on the student survey taken in spring of 2013, the majority of students feel good about the communication, care, and interest that coaches and staff take in each student-athlete. Where we need to improve as a program is in accessing the various services the college provides. The orientations are a major step in towards this end.

2. Describe the number and type of staff and faculty (include current organizational chart).

Compton Center's athletics program is headed by an athletics director (AD), a fulltime equipment manager and a fulltime athletic trainer. The AD also has 1 full time and, 11 part time head coaches and another 17 part time assistant coaches that make up the athletics program. Chart 4 shows the current organization chart for Compton Center's student services programs.



Chart 4: *Compton Center’s Student Services Organization Chart.*

Chart 5 shows the current staffing in athletics. You will see that the athletics program relies heavily upon its 17 part time coaches.



Chart 5: *Athletics Program Staffing.*

3. Describe facilities or equipment needs for the next four years.

The Tartar athletic program continues to be in a rebuilding stage; and continues to offer opportunities for students in 12 sports, the Compton Center must continue to distribute positive and factual information about the validity of its' programs, and the opportunity for the local student athlete to transfer to four year-institutions.

- a. The addition and coordination of an academic program for athletes is critical, as the focus is shifting from using wins and losses as a measure of success, to the completion of academic goals as a measure of success.
- b. Each Intercollegiate team will be responsible for targeting, and tracking four athletic directors mandates in the areas of program responsibility, academics, four-year college placement, and degree/certificate completion. Coaches will:
 - Recruit (Athletes that can identify with the athletic program requirements)
 - Educate (Athletes in the areas of skill development, theory of sport, respect for others, respect for authority, and team development)
 - Matriculate (Assist athletes through the matriculation process)
 - Graduate (Track student-athlete progress towards completion of degree, or certificate).
- c. Facilities continue to be a main focus in the department, as we move towards gender equity in athletic training, and continuously make an effort to offer safe playing conditions for our student-athletes.

4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.

Program hours vary....due to practice schedules, class schedules, and game/weekend schedules. Office hours also vary due to the absence of office staff throughout the year.

5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.

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Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

Our department has not done that type of survey this year. The survey we did this year deals with student satisfaction of the total program. The survey did indicate that students in general are satisfied with the communication, convenient practice hours, and the service and care coaches and staff take in the student-athlete.

2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Most students feel that equipment is subpar and in some instances, lacking. Each head coach is encouraged to make an assessment of his/her individual sport, and then provide a prioritized list of needs and justification/rationale for the needs listed. These will then be included as a part of the program plan.

Conclusions and Recommendations

Present a brief summary of the program's strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program's annual plan.

1. Summarize the program's strength and areas that need improvement.

1. Dedicated and flexible athletic staff
2. Dedicated adjunct head coaching staff
3. Supportive Associated Student Body (ASB)
4. Dedicated and involved Athletic Director
5. Outstanding communication and support from the El Camino College Athletic Director and Staff
6. A CEO that understands the importance of athletics to individuals, programs, and community
7. A Vice-President that works hard to support, the importance of academics in athletics
8. A Dean of Student Services that supports the mission as stated in the Coaching Handbook
9. A dedicated team physician that is heavily involved with the Center
10. Outstanding baseball and softball complex
11. Establishment of a concussion management protocol has improved the standard of care at the El Camino College Center
12. Collaborative effort by coaches and staff to maintain a quality game management program
13. Administrator, coaches, and staff are involved in conference and state committees
14. The purchase of an application that allows our department to put the majority of our forms on line and cutting paper and copier usage by more than 50%

2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).

- a. Full time Head Coaches.
- b. Department secretary for athletics and physical education.
- c. Functional and smart offices...for director, secretary, coaches and staff.
- d. Consistent and comprehensive care and maintenance of facilities.
- e. Consistent and comprehensive systems for training and equipment personnel.
- f. Regularly scheduled, and pertinent, in-service and professional growth activities for all coaches and staff.
- g. Consistent teaching and scheduling of classes for all qualified staff.

- h. Increased pay for all head coaches and assistant coaches (based on degree's).

___ Continue Program

___ Discontinue Program (Explain how the program's services could be handled by other services on campus if the program has been declining or is no longer fully utilized)

Revised: November 18, 2013