ATHLETICS

Summary of Program Review:

A.   Major Findings

1.   Strengths:

> - The successful course completion rates among students ages nineteen and younger, African American/Black students, Latinx/Hispanic students, first-generation students, and students without a disability reported were significantly higher than the corresponding rates at the institutional level.
> - The retention rate for the Athletics Program was significantly higher than the retention rate at the institutional level.
> - Recent hiring of several qualified and successful adjunct faculty and intercollegiate coaches.

2.   Areas for Improvement:

> - Hire an additional full-time coach/instructor in a women's intercollegiate sport.
> - Continue to develop a plan to improve conditions of our outdoor athletic fields. Our soccer, baseball, and softball field flood during the rainy season.
> - Acquire funding to purchase a scoreboard for our men's and women's soccer facility.
> - Fence in our men's and women's soccer facility.
> - Update strength training equipment and flooring in our fitness center to be more accessible, ADA compliant, meet current safety standards, and effective for intercollegiate student-athletes.
> - Increase participation rates among our women's intercollegiate programs.
> - Increase funding to support our intercollegiate athletic programs as we are seeing an increase in roster sizes due to the completion of River Trail Village.

3.   Projected Program Growth, Stability, or Viability:

> - Overall limited growth and stability within the department. The opening of River Trail Village has helped to increase enrollment numbers in several of our intercollegiate programs during the 2024-25 AY.

B.   Program's Support of Institutional Mission and Goals

1.   Description of Alignment between Program and Institutional Mission:

> - The athletic department aligns with the college's mission and values of transforming lives and exploring interests, along with integrity, accountability, respect, inclusion, and equity-mindedness.

2.   Assessment of Program's Recent Contributions to Institutional Mission:

> - The athletic department reflects a diverse student population that Napa Valley College proudly serves.
> - The athletic department also assist our student-athletes to promote and prepare to transfer and graduate.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

    > • The department has implemented new recruiting strategies through the recently acquired online athletic recruiting platforms Front Rush and NCSA (Next College Student Athlete).
    > • The department will continue to promote the Promise Program and River Trail Village when recruiting potential student-athletes to our institution.

C. New Objectives/Goals:

    > • Hire competent and productive instructors/coaches.
    > • Utilize the opportunity for potential recruits to live on-campus at River Trail Village.

D. Description of Process Used to Ensure "Inclusive Program Review"

    > • The department collaborates closely with instructors throughout this process. We sought feedback on our RPIE analysis and findings. Our strong sense of connection within the department fosters an inclusive approach.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Athletics
Degrees/Certificates	-
Courses	KINE 178
	KINE 285
	KINE 286
	KINE 287
	KINE 290
	KINE 291
	KINE 292
	KINE 297

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Headcount				
Within the Program	**145**	**127**	**133**	**-8.3%**
Across the Institution	**6,653**	**6,161**	**6,473**	**-2.7%**
Enrollment				
KINE-178	105	89	94	-10.5%
KINE-285	23	31	29	26.1%
KINE-286	22	22	16	-27.3%
KINE-287	33	21	28	-15.2%
KINE-290	15	13	16	6.7%
KINE-291	39	32	46	17.9%
KINE-292	--	--	--	--
KINE-297	13	10	--	--
Within the Program	**250**	**218**	**229**	**-8.4%**
Across the Institution	**25,216**	**23,488**	**24,913**	**-1.2%**
Source: SQL Queries for Fall 2024 Program Review				

> *RPIE Analysis: The number of students enrolled (headcount) in the Athletics Program decreased by 8.3% over the past three years, while headcount across the institution decreased by 2.7%. Enrollment within the Athletics Program decreased by 8.4%, while enrollment across the institution decreased by 1.2% over the same period.*
>
> *Enrollment in the following courses changed by more than 10% (±10%) between 2021-2022 and 2023-2024:*
>
> > *Courses with enrollment increases:*
> > - *KINE-285 (26.1%)*
> > - *KINE-291 (17.9%)*
> >
> > *Courses with enrollment decreases:*
> > - *KINE-286 (-27.3%)*
> > - *KINE-287 (-15.2%)*
> > - *KINE-178 (-10.5%)*

Program Reflection:

- The headcount and enrollment decrease are nominal when you consider that actual number of students participating in intercollegiate athletic class/s. With a slight decrease in participation numbers, our enrollment and headcount percentages decrease can look greater than those across campus.

2. **Average Class Size**

	2021-2022		2022-2023		2023-2024		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
KINE-178	8	13.1	7	12.7	6	15.7	13.7	19.4%
KINE-285	2	11.5	2	15.5	2	14.5	13.8	26.1%
KINE-286	2	11.0	2	11.0	2	8.0	10.0	-27.3%
KINE-287	1	33.0	1	21.0	1	28.0	27.3	-15.2%
KINE-290	2	7.5	2	6.5	2	8.0	7.3	6.7%
KINE-291	2	19.5	2	16.0	2	23.0	19.5	17.9%
KINE-297	1	13.0	1	10.0	--	--	11.5	--
Program Average*	**18**	**13.9**	**17**	**12.8**	**15**	**15.3**	**13.9**	**9.9%**
Institutional Average*	**1,048**	**24.1**	**954**	**24.6**	**986**	**25.3**	**24.6**	**5.0%**

Sources: SQL Queries for Fall 2024 Program Review for enrollment data and number of section offerings; Concurrent Section Reports to identify concurrent/cross-listed sections

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Athletics Program has claimed an average of 13.9 students per section. The average class size in the program is lower than the average class size of 24.6 students per section across the institution during this period. Average class size in the program increased by 9.9% between 2021-2022 and 2023-2024. Average class size at the institutional level increased by 5.0% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2021-2022 and 2023-2024:

Courses with increases in average class size:
- *KINE-285 (26.1%)*
- *KINE-178 (19.4%)*
- *KINE-291 (17.9%)*

Courses with decreases in average class size:
- *KINE-286 (-27.3%)*
- *KINE-287 (-15.2%)*

Program Reflection:

- KINE-285 had an increase of 26.1%.
- KINE-178 had an increase of 19.4%.
- KINE-291 has an increase of 17.9%.
- KINE-286 (Women's Team Basketball) class went from eleven (11) participants to eight (8) participants, causing the -27.3% decrease in class average size.
- KINE-287 (Baseball Team) had class sizes of 33, 21, and 28 which is not a small variation. We also had a transition of our head coaching position during this time, and our numbers are currently increasing.
- KINE-178, KINE-285, KINE-286, KINE-287, KINE-290, KINE-291, and KINE-297 are Athletic TOP coded courses, per Chancellor's Office, which are open to intercollegiate student-athletes. Legislation requires that these courses be more accurate in their enrollment capacity to better reflect the number, retention, completion, and hours of athletic related activity that each student engages in during a given semester. The enrollment of these courses directly correlates to the outreach efforts of our intercollegiate coaches and instructors.

3. **Fill Rate and Productivity**

Fill Rate			
	Enrollments	**Capacity**	**Fill Rate**
2021-2022	250	375	66.7%
2022-2023	218	360	60.6%
2023-2024	229	320	71.6%
Three-Year Program Total	**697**	**1,055**	**66.1%**
Productivity			
	FTES	**FTEF**	**Productivity**
2021-2022	64.8	8.6	7.5
2022-2023	58.2	8.4	6.9
2023-2024	33.1	7.1	4.7
Three-Year Program Total	**156.1**	**24.1**	**6.5**

Sources: SQL Queries for Fall 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

RPIE Analysis: Between 2021-2022 and 2023-2024, the fill rate within the Athletics Program ranged from 60.6% to 71.6%. [The fill rate has not been calculated at the institutional level.] The program-level rate across the three-year period was 66.1%. Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2022-2023 and 2023-2024, enrollment increased, and capacity decreased, resulting in an increase in fill rate.

Productivity within the Athletics Program ranged from 4.7 to 7.5 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year productivity of 6.5 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

- The department maintains a strong focus on the importance of stability among our adjunct coaches and instructors. We have observed that coaches who excel in recruiting tend to achieve greater success on the field, pitch, or court, which has contributed to increased enrollment and larger class sizes in our department.
- The addition of River Trail Village has helped the enrollment and fill rate in many of our intercollegiate classes for the 2024-25 AY.

4. **Labor Market Demand**

This section does not apply to the Athletics Program, as it is not within the Career Technical Education Division.

B. **Momentum**

1. **Retention and Successful Course Completion Rates**

Course	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
KINE-178	97.6%	--	--	97.6%	--	--
KINE-285	98.8%	--	--	98.8%	--	--
KINE-286	100%	X		100%	X	
KINE-287	100%	X		100%	X	
KINE-290	100%	X		100%	X	
KINE-291	96.6%		X	96.6%		X
KINE-297	100%	X		100%	X	
Program Level	98.3%			98.3%		
Institutional Level	**90.9%**			**73.2%**		

Source: SQL Queries for Fall 2024 Program Review
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Athletics Program was significantly higher than the retention rate at the institutional level. No courses within the Athletics Program claimed a retention rate that differed significantly from the program-level rate. The retention rate for the Athletics Program falls within the fourth quartile (Q4) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for Athletics is among the highest 25% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Athletics Program was significantly higher than the rate at the institutional level. No courses within the Athletics Program claimed a successful course completion rate that differed significantly from the program-level rate. The successful course completion rate for Athletics falls within the fourth quartile (Q4) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for Athletics is among the highest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (0%) was significantly lower than the difference at the institutional level (17.7%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

No Athletics courses claimed a difference (between retention and successful course completion) that exceeded the 0% difference at the program level.

Program Reflection:

- The athletic department's retention rates continue to be an area of strength. The athletic department's retention rate 98.3% and the completion rate being 98.3% as well, which is impressive. Our instructors, coaches, and academic advisors will continue to monitor their student-athletes to help assist them in their academic success while attending Napa Valley College.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Unknown Gender			*	69.3%
19 or Younger			97.9%	*71.1%*
African American/Black			98.3%	*68.2%*
Latinx/Hispanic			98.6%	*69.4%*
First-Generation			99.2%	*69.4%*
Not Disabled			98.2%	*73.0%*
Non-Veteran	98.3%	*90.9%*		

Source: SQL Queries for Fall 2024 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

RPIE Analysis: This analysis of student equity focuses on the seven demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the seven groups listed above.

Within the Athletics Program, the retention rate among non-veterans was significantly higher than the rate at the institutional level.

Within the Athletics Program, the successful course completion rates among students ages 19 and younger, African American/Black students, Latinx/Hispanic students, first-generation students, and students without a disability reported were significantly higher than the corresponding rates at the institutional level. [Due to the low number of students of unknown gender enrolled in the Athletics Program, this analysis does not include comparison of program-level and institution-level successful course completion rates for that demographic group.]

These finding regarding equity reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates. (See Section I.B.1 above.)

Program Reflection:

- The analysis revealed that the athletic department had a significantly higher retention rate among African American/Black students, Latinx/Hispanic students, and first-generation students then at the institutional level. This is indicative of the efforts and support our coaches, instructors, and support staff provide to all our students within the department.
- Our department prides itself on student equity as a component that plays a significant role within our department. Napa Valley College and the athletic department has and will continue to support and provide outreach to the under-represented student and will continue to provide our students with resources to make them both academically and athletically successful.
- Since the majority of our student-athletes come from disproportionately impacted groups, there is a greater need for enhanced support during early onboarding and pre-enrollment services. The majority of our student-athletes are not from Napa and may not receive the same level of outreach as those attending high schools within the district. The time and effort required by coaches and administrative staff to onboard these athletes at Napa Valley College highlight the necessity for additional support services, such as a full-time counselor or student services specialist.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

> *This section does not apply to the Athletics Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2021-2022 and 2023-2024.*

C. **Student Achievement**

1. **Program Completion**

> *This section does not apply to the Athletics Program, as there are not any degrees or certificates associated with the program. See Taxonomy of Programs.*

2. **Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

> *This section does not apply to the Athletics Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.*

II.   CURRICULUM
A.   Courses

Subject	Course Number	Date of Last Review & Approval by the Curriculum Committee *(Courses with last review dates of six years or more must be scheduled for immediate review)*	Has Prerequisite/ Corequisite[*] Yes/No (Include Date of Last Review)	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* (Include Anticipated Academic Year)	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* (Include Anticipated Academic Year)	No Change
KINE	178	03/19/2021	No			
KINE	285	03/19/2021	No			
KINE	286	03/19/2021	No			
KINE	287	03/19/2021	No			
KINE	290	03/19/2021	No			
KINE	291	03/19/2021	No			
KINE	292	03/19/2021	No			
KINE	297	03/19/2021	No			

[*]Note: Prerequisites need to be validated (in subsequent process) through the Curriculum Committee.

Program Reflection:
- All KINE coursed have been reviewed within the reporting date range.

B.   Degrees and Certificates[+]

Title of Degree or Certificate	Implementation Date	Required Documentation Complete[++] Yes/No	In Need of Revision and/or *Missing Documentation* (Include Anticipated Academic Year)	To Be Archived[*] *(as Obsolete, Outdated, or Irrelevant)* (Include Anticipated Academic Year)	No Change

[*]Note: Discontinuance or archival of degrees and certificates must go through the Program Discontinuance process or the Program Archival Task Force.

[+]Degrees and Certificates cannot be implemented until all included required courses in them are approved and active.

[++]Documentation includes Program Narrative and for CTE programs only: Advisory Committee Recommendation, Labor Market Information, and Regional Consortia meeting minutes.

Program Reflection:

• The athletic department does not have a degree or certificate associated with the program.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
8	7	7	88%	88%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Assessment information at the program level is not provided, as the Athletics Program does not confer a degree/certificate. See Taxonomy of Program (above).

Program Reflection:

• All our courses were assessed during the previous program review. Our department has developed an assessment cycle (every three semesters), based on class offerings.

B. Summary of Learning Outcomes Assessment Findings and Actions

• All our courses were assessed during the previous program review. Our department has developed an assessment cycle (every three semesters), based on class offerings. We did not offer KINE-292 Softball Team class during this assessment cycle.

Program Reflection:

• We have developed an assessment cycle, based on when our classes are offered. The athletic department has also developed our own internal assessments of these courses to provide insight and feedback. As mentioned in our previous program review, we would like to follow our own plan for SLO (Student Learning Outcomes) assessment in congruence with our class scheduling.

IV.   PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2021) included the following initiatives:

- Develop a course of action to retain adjunct head coaches due to the 1:1 course load calculation.
- Hire 1FT (50% Coach/50% KINE Instructor)

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- The department was not provided the opportunity to hire 1FT (50% Coach/50% KINE Instructor) during this review cycle.
- We did see a slight increase in head coaching stipends during the review cycle, which may be helping to retain head coaches. We still see the high demand put on adjunct faculty who are head coaches to instruct year-round, recruit high school students to participate in their programs, current budget constraints, lack of up to date and playable at times outdoor facilities, and self-transporting their teams to away games or matches in college owned vans.

B. Recent Improvements

- The purchase of HUDL (AI cameras) to film classes, practices, games, and matches. This program also assists in the required film exchange per 3C2A (California Community College Athletic Association) bylaws. The program also breaks down and stats our games and matches which has been a time saver for our coaches and student-athletes. Student-athletes also use HUDL as a recruiting tool to assist them in obtaining scholarships to participate at the four-year level.
- The current purchase of Front Rush an online recruiting platform has assisted our coaches in recruiting students from all fifty (50) states and certain international countries.

C. Effective Practices

- The current purchase of Front Rush an online recruiting platform has aided our coaches in recruiting students from all fifty (50) states and certain international countries.
- The addition of a part-time, in-house academic counselor and academic support specialist have been a lifesaver to our current student-athletes, coaches, and staff within the athletic department.
- On-campus high school recruiting weekends have been a remarkable success for the 2024-25 AY. We are looking forward to growing these events and incorporating River Trail Village into the tours.

PROGRAM PLAN

A. Based on the information included in this document, the program is described as being in a state of:

__ Viability

_X_ Stability

__ Growth

*Please select ONE of the above.

Explain why you selected that description of the state of the program.

- We are still seeing a state-wide decrease in female participation rates at the intercollegiate level. We did see a unique set of female student-athlete choose Napa Valley College for the 2024-25 AY, so we hope the addition to on-campus housing will lend itself to greater participation rates among this group.
- The athletic department is running on a limited budget and will need financial support as our participation rates increase.
- The department does have some difficulty recruiting student-athletes to programs that use our outdoor facilities (soccer, baseball, and softball) due to that fact that these fields flood in the winter and spring. Currently we are the only intercollegiate soccer program in the state that does not have a working scoreboard.

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

V. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

- We need to continue to work with our Business Office to develop an effective and appropriate budget to support the changing needs of intercollegiate athletics. We are often required to purchase new equipment, technology, and supplies due to updated 3C2A requirements without appropriate notice from our governing body.
- The cost of equipment and supplies are increasing at a higher rate than previous years. Also, we are seeing many programs increase their participation rates, which is a good thing as our student-athletes are full-time students, but this is also driving our overall costs up.

B. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

Columns A – F of the Three-Year Program Planning Template are described below. Enter the resources needed to implement the plan components into the Excel file.

	A	B	C	D	E	F
PROGRAM:	Athletics					
PLANNING YEARS:	2024-2025 through 2026-2027					
Program/Service	**Unit-Level Initiative**	**Anticipated Year of Implementation**	**Anticipated Outcome of Initiative**	**Description of Resource Need**	**Type of Resource Need**
Athletics	To foster athletic development, and support the growing interest in our sports programs, we propose an increase to our athletic department supplies budget. This adjustment will address the expanding roster sizes across multiple teams and ensure that all athletes have access to the necessary supplies.	2024-2025	We will be able to ensure a safe environment for our student-athletes, and support the acquisition of necessary supplies, resulting in more students having the opportunity to participate in intercollegiate athletics. We would also be able to comply with the ever changing requirements of our governing body.	We would like to have our budget loaded annually with $60,000 for supplies.	Supplies
Athletics	To advance athletic development, and support the growing enthusiasm in our sports programs, we propose an increase to our athletic department equipment budget. This adjustment will address the expanding roster sizes across multiple teams and ensure that all athletes have access to the necessary equipment.	2024-2025	Purchasing new equipment and running regular, comprehensive maintenance on our facilities will provide a much safer environment. And with larger rosters now receiving the equipment they need, more students will be able to participate in intercollegiate athletics.	We would like to have our budget loaded annually with $25,000 for equipment.	Equipment (other than Technology)
Athletics	To update and refurbish our existing fitness center, to be more accessible, ADA compliant, meet current safety standards, and effectiveness.	2025-2026	Purchase all new strength equipment, cardio equipment, and flooring.	The project would cost and estimated $300,000 to replace, purchase, and install fitness equipment and flooring.	Facilities
Athletics	Increase the stipend of our assistant coaches. We currently provide one (1) $1,500 stipend for an assistant coach, per athletic team.	2024-2025	Increase the assistant coaching stipend from $1,500 to $4,000.	The increase in stipends would cost the district approximately $22,500 annually if every athletic team is sponsored and employs an assistant coach. This funding increase would assist the athletic department in retaining productive and competent assistant coaches.	Other
Athletics	Increase the amount of meal money each student-athlete receives for away 3C2A (California Community College Athletic Association) sponsored contests.	2024-2025	Student-athlete meal money increase for intercollegiate competition travel (currently $10 breakfast, $10 lunch, $12 dinner or $32 per diem). We are asking for an additional $13 per diem (maximum). This would allow for $15 breakfast, $15 lunch, and $15 dinner. Student-athletes would be able to purchase nourishing food without having to pay out of pocket. Most travel requests involve only lunch and dinner, or only dinner.	The funding resources would be dependent on travel roster sizes for each intercollegiate program.	Other

ATHLETICS   FALL 2024

Completed by Supervising Administrator:

Jerry Dunlap

Date:

10.7.24

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- The successful course completion rates among students ages nineteen and younger, African American/Black students, Latinx/Hispanic students, first-generation students, and students without a disability reported were significantly higher than the corresponding rates at the institutional level.
- The retention rate for the Athletics Program was significantly higher than the retention rate at the institutional level.
- Recent hiring of several qualified and successful adjunct faculty and intercollegiate coaches.

Areas of concern, if any:

- The ability to sponsor a women's softball program has been challenging.
- We will need to work closely with the Business Office to increase budgetary needs as our program grows and new equipment and supplies are required by our governing body.
- Improvement of our outdoor facilities, such as a scoreboard for soccer, pitch clock for baseball, and potential upgrades to the soccer field playing surface.
- The need for an updated, safe, and readily available fitness center is desperately needed.

Recommendations for improvement:

- Hire a competent adjunct softball coach who has the ability recruit and retain student-athletes.
- Work with the Business Office to develop a budget that meets our growing and demanding needs.
- We are working to secure a sponsorship for a soccer field scoreboard.
- To locate a funding source to update our current fitness center's equipment and flooring.

Additional information regarding resources: