

Student Services Units Program Review Year Five Update-LMC Athletics

Latest Version

This cycle is for Student Services Units to complete the Year Five Update of the Program Review cycle.

Program Overview, Engagement, VfS Goal Setting, and Assessment Update

1. Overview : Version by Villegas, Richard on 01/31/2022 21:58

a. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

- Los Medanos College is an open-door institution dedicated to meeting the educational needs of East Contra Costa County residents. The athletic program at LMC is designed to supplement and enhance the total educational experience of student athletes. The program is governed by the California Community College Athletic Association (CCCAA) and the Constitution of the Bay Valley Conference (BVC). LMC has 7 intercollegiate teams: Baseball, Men's Basketball, Women's Basketball, Women's Soccer, Softball, and Women's Volleyball which are hosted in the BVC. Football is hosted in the Northern California Football Association - American/ Pacific 7 Division. Our philosophy is to: Provide for the safety and welfare of the student as a primary concern; Assist the student athlete in attaining his/her educational goal; Be recognized as part of the college's total educational program; Be characterized by the highest levels of professional instruction and supervision; Provide opportunities for individual growth and development; Ensure an opportunity for student athletes to achieve excellence; Provide equal opportunity to all members of the college community; Maximize opportunities for participation by the maximum number of students; Aspire to achieve and maintain high levels of athletic performance within a moral and ethical framework; Maintain the goal of cooperation within and among the various intercollegiate sport offerings; Provide the best possible equipment and facilities; Involve community, parents, faculty, friends and other students, as well as the coaches and athletes themselves; and strive to make each student athlete's experience a positive, healthful and enjoyable part of his/her college life.

b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

- Athletics has collaborated with the Admissions and Records office to complete a CCCAA Student Eligibility Report (Form 1) for student athletes for the past 10 years. Collaboration with the Student Success and Support Program (3SP) for the past 6 years for our "Athletic Student-Athlete Opening Day Orientation". It takes 3 months of planning for the orientation to be successful. The 3SP program has been a tremendous help with the planning and organizing of the opening day event. The Athletic Director (AD) works with the Business Office daily to order and pay for supplies and equipment for the athletic program. Athletics collaborates with the Building and Ground Department for athletic field maintenance, community field use and rentals.

c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

- LMC is a member of the California Community College Athletic Association (CCCAA). The athletic program must be compliant with the CCCAA Constitution & Bylaws which is updated each year. All coaches, staff, and administrators who deal with student-athletes must take a "Compliance Exam" annually. The Athletic Director (AD) attends the CCCAA Fall Conference and Spring Convention where new legislation is voted on for the Constitution & Bylaws. LMC is a member of the Bay Valley Conference (BVC). The AD must attend the BVC Assembly meetings in the Fall and Spring. Our Football and Volleyball coaches serve as the men's and women's representatives for the BVC assembly. All head coaches must attend a pre-post meeting for their respective sports. The AD must complete an annual Equity in Athletics Disclosure (EADA) Survey and Form R-4 Statement of Compliance of Title IX Gender Equity for the CCCAA.

d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

- Currently we have 7 athletic teams here at LMC. The level of success over the last couple of years has been amazing. It is a testament to the athletic program and the hard work of all the coaches and supporting staff which consists of 2 full-time head coaches, 5 part-time headcoaches, athletic trainer and equipment manager to bring in top level student-athletes from our local recruiting area. and ensure they improve athletically, stay eligible and succeed academically.

e. How does your department ensure that students are aware of learning support outcomes?

- Our learning support outcomes (LSO) will be covered in our new Student-Athlete Handbook which will cover the California Community College Athletic Association (CCCAA) Student-Eligibility Report (Form 1) at the beginning of each sport season. The Athletic Director informs all student-athletes of the CCCAA eligibility requirements to be able to participate for their respective season and the CCCAA state decorum policy that they will have to follow in order to participate.

2. Engagement : Version by Villegas, Richard on 01/31/2022 21:58

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

- The athletic department puts on an "Athletic Opening Day Orientation" for all student athletes before the fall semester. All coaches and staff assist on hosting this orientation. Last fall over 185 student-athletes participated remotely due to COVID. The Athletic Director serves as Administrative Representative for Women's Basketball in the BVC and is a member of the Northern California Football Association (NCFA) Competition Committee. On campus the AD serves on the safety, travel committees and participates bi-weekly Student Services Leadership Team (SSLT) meetings. Our head volleyball coach is currently serving as the State President of the Volleyball Coaches Association

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

- All coaches are ambassadors of the college and the athletic program. The coaches frequently attend local high schools to recruit student-athletes for their respective teams. They will set up on-campus recruiting visits for prospective student-athletes. Coaches also collaborate with local organizations to rent out our facilities for the use of the college gym and sport fields.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

- All coaches will take the CCCAA "Coaches Compliance Exam" and attend a Coaches Compliance meeting mandated by the CCCAA before the Fall Semester begins. This meeting informs coaches of new legislation passed by the CCCAA and a department agenda is covered on all pertinent LMC information related to athletics and the college..

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

No Advisory Board

3. Vision for Success Goals Update : Version by Villegas, Richard on 01/31/2022 21:58

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx> (<https://www.losmedanos.edu/equity/plan.aspx>)

Currently our student-athletes are having challenges meeting with a counselor remotely or in person to develop educational plans for graduation and transfer. The strategy would be to have a counselor available in the KAC complex to assist student-athletes to develop educational plans. We have had student-athletes who have experienced lack of units to matriculate causing them to spend an extra semester at LMC.

b. Please align your goals from Program Review Year Three with the accreditation and Vision for Success indicators below.

*Please copy the table below into your response and complete accordingly

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS (Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.							
VFS3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.							
VFS4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.							
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.							

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Accreditation: Course Success	Sustain and maintain the continued excellence of the athletic department.	-Equity and Inclusion -Student Engagement and Success	Collect and analyze data regarding graduation and transfer rates.	In progress	Stress the importance of recruiting to all coaches especially the female coaches. Stress the importance of academics to all student athletes and coaches. Marketing strategies to showcase our new Kinesiology/Athletic Complex and Athletic Program to attract local student-athletes, especially females and people of color.	Yearly assessment	Richard Villegas

VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
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VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.							

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

4. Assessment Update and Effectiveness : Version by Villegas, Richard on 01/31/2022 21:58

***PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY**

LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	<i>Example:</i> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
TARGET* <i>*Indicate at least one of the following in your response:</i>	
<ul style="list-style-type: none"> • Student • Employee • Service 	
MEASURE	<i>Example:</i> Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
STATUS* <i>*Please indicate a status from the following options:</i>	
<ul style="list-style-type: none"> • Abandoned • In Progress • Completed • New Outcome 	
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	

NEXT STEPS	Example: Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.
RESPONSIBLE PARTIES	Example: Jennifer Ma, Financial Aid Office
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	Example: SS Theme #1: Demonstrate proficiency in the use of college online services.
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	Example: Increase the FAFSA filing and completion rate for currently enrolled students.

Instructions (<https://lmc.elumenapp.com/elumen/Controller?actionClass=sigoal&processType=list&parentKey=129>)

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.*

The development of a Student-Athlete handbook collaborating with other departments who assist student-athletes on campus.

The development of new COVID protocols for our student-athletes to compete in their respective sports.

Student- Athletes enrolled in KNICA-100 which gives the students strategies for success in academic and athletic eligibility.

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LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	Example: Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
TARGET* <i>*Indicate at least one of the following in your response:</i>	Student-athletes who read and comprehend the new student-athlete handbook provides information essential for your successful participation in our intercollegiate athletic program. It is important to be aware that the student-athletes are bound by additional rules and regulations as set forth by the Contra Costa Community College District, the California Community College Athletic Association (CCCAA), the Bay Valley Conference (BVC), and the LMC Athletic Department.
MEASURE	Freshmen Measurement: Maintaining a 2.0 GPA or above and completing 24 units in their first year of competition. Sophomore Measurement: Student- athlete will earn a degree or earn enough units to matriculate (transfer) to a 4-year institution.
STATUS* <i>*Please indicate a status from the following options:</i>	In Progress
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	N/A
NEXT STEPS	This work is currently in process and we will continue to evaluate its effectiveness with transfer and graduation data.
RESPONSIBLE PARTIES	Richard Villegas
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	Student engagement and success
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	Increase the student-athlete graduation, completion and transfer rate for currently enrolled students.

Size

Impact of Resource Allocation