Athletics Program Review

MODESTO JUNIOR COLLEGE

June 2017

Modesto Junior College
Athletics Program Review

June 2017

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Program Overview

Overview

No Program awards but designed to successfully transfer student Athletes to a four-year school.

Response and follow-up to previous program reviews

Describe how your department has responded to the commendations and recommendations of the previous review.

Briefly describe the activities and accomplishments of the department since the last program review.

The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

Our mission is to provide educational opportunities in a variety of educational, cultural and personal experiences to fit a wide range of age levels and abilities. Athletics is a part of the Physical Education discipline of our college as a portion of a general education process. We provide opportunities for men and women to receive advanced instruction as well as competitive experience. This goal enhances chances for students to continue to develop physical fitness, desirable human relationships, stress reduction techniques, and social experiences through opportunities for interaction with opponents, teammates, instructors, officials and fans. To this end, Modesto Junior College has one of the largest Community College programs in California fielding twenty-one sports and this helps many students advance in all areas mentioned.

Student Achievement and Completion

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022.** The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units).**

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCO Scorecard by 2022.

Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the **Success Rate Data Dashboard** and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

> The success rates with our varsity athletics and conditioning classes by ethnicity, gender and modality are as expected in this area 85-95%. We are a very diverse area and our faculty and coaches strive to ensure that every athlete succeeds at the 2 year level and moves on to a four year university, athletically as well as academically.

What is your set goal for success? Do your department and individual course rates meet this goal?

> Our success rate goals in Athletics will continue to be at 85% or higher and our courses in this area are meeting these goals.

If your rates for success are lower than your goals, what are your plans to improve them?

> Our success rates correspond with our goals and will continue to do so.

Locate your department equity rates on the **Success Rate Data Dashboard** (by pressing on the equity tab). Examine these rates, disaggregated by ethnicity and gender, over the last two years. If there are differences in success across groups, how do you plan on addressing issues of student equity? In other words, how do you plan on closing achievement gaps across student populations?

> In Athletics there are rarely any student equity gaps we strive to mentor and ensure the success of each athlete equally with time spent working with them on the field and in the classroom to ensure student success and retention. The athletic department operates under the umbrella of the California Community College Athletic Association (CCCAA). It provides an equal opportunity for male and female student-athletes to demonstrate positive decision making skills to guide their life. They also have to meet acceptable academic standards to compete in organized intercollegiate academics at the highest level while pursuing their individual academic or vocational goals. All of our Varsity Sport coaches recognize the individual strengths that each individual brings to their whole program.

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

Conferred Award Trends

Review the **Program Awards Dashboard,** using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

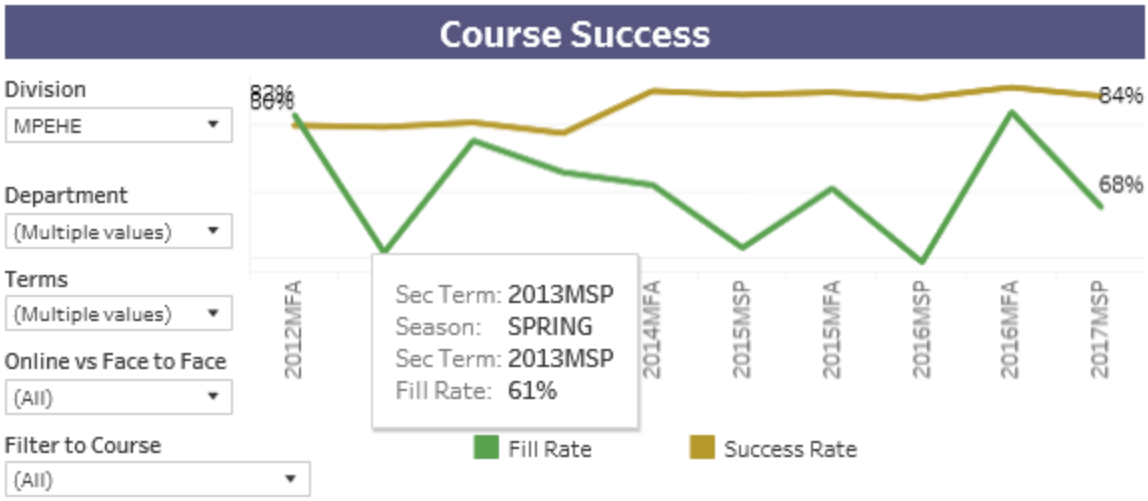
> Our success rates have traditionally been well above the college's average. For example; this is what we gathered through 2015

Enrollment, Retention, and Success Trends					
Athletics	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
Beginning Fill Rate	92%	87%	68%	78%	77%
Census Fill Rate	77%	75%	55%	67%	64%
Retention Rate	94%	97%	98%	98%	85%
Success Rate	93%	96%	98%	98%	85%
COLLEGE	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
Beginning Fill Rate	112%	112%	111%	104%	100%
Census Fill Rate	99%	99%	97%	90%	86%
Retention Rate	80%	80%	82%	82%	78%
Success Rate	61%	62%	65%	65%	62%

> We are currently working on trends through spring 2016 but we are confident the rates will be similar.

If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

> No degrees or certificates other in the division other than the fact that our high success rates equates to our Athletes transferring at a high level with AA or AS degrees required to compete at the 4 year level.



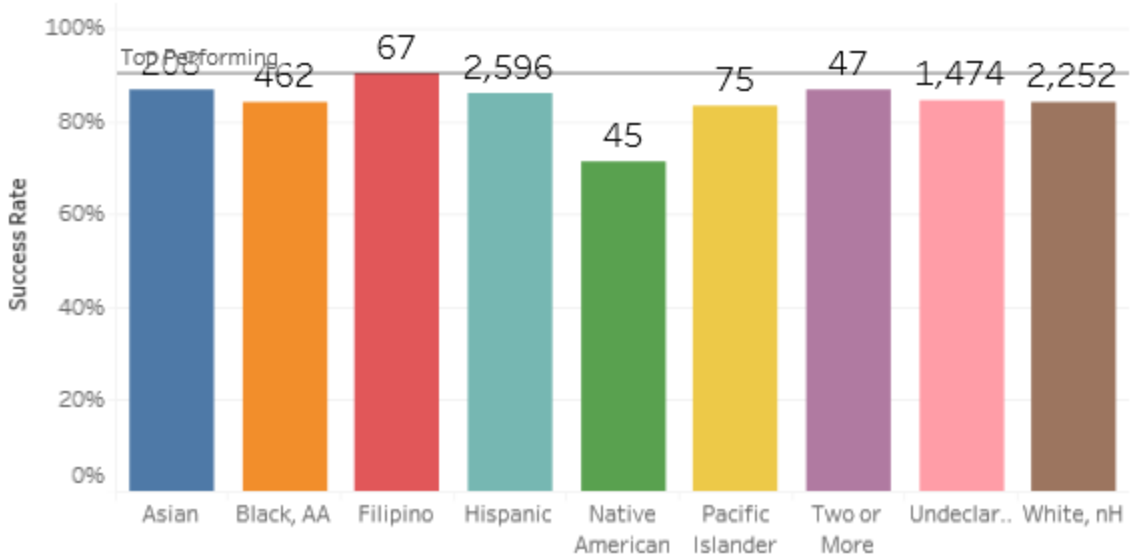
Course Success and Fill

	Season	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Census	FALL	3,488	2,607	2,444	2,161	1,937
	SPRING	3,293	2,844	2,341	1,935	1,616
Capacity	FALL	4,223	3,320	3,371	3,074	2,344
	SPRING	5,339	3,910	3,783	3,290	2,289
Fill Rate	FALL	83%	79%	73%	70%	83%
	SPRING	62%	73%	62%	59%	71%
Successful	FALL	2,783	2,088	2,080	1,830	1,656
	SPRING	2,612	2,225	1,981	1,624	1,366
Success Rate	FALL	80%	80%	85%	85%	85%
	SPRING	79%	78%	85%	84%	85%

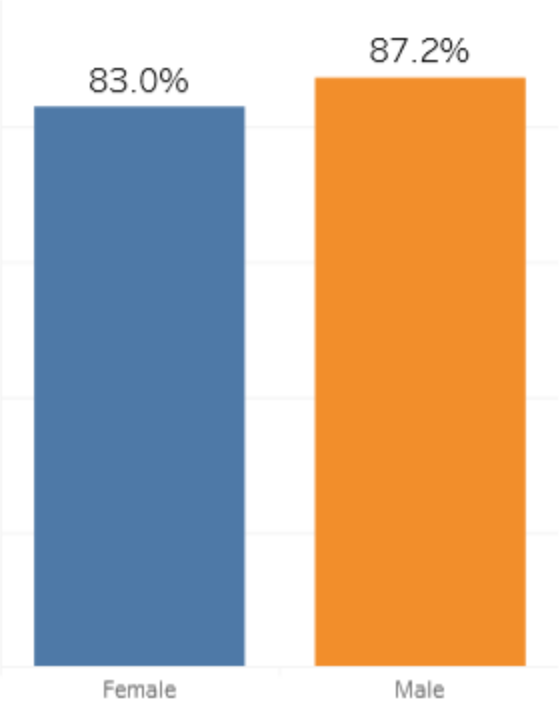
Course Success Rates by Ethnicity, Gender, and Modality

Divison: MPEHE
Department: (Multiple values)
Course Name: (All)
Academic Year: (Multiple values)
Term: (All)
Modality: (All)

Ethnicity for 2015-2016 & 2016-2017



Gender



Modality

Student Learning Outcomes

Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the **MJC Student Learning Outcomes Assessment** website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

Program Learning Outcomes (PLO)
What is your set goal for PLO success? Do your overall rates meet this goal?

> Our area of athletics has a mission statement but no PLO's because it is not associated with a specific degree.

General Education Learning Outcomes (GELO)
If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

> Our full-time faculty coaches teach health education classes as well and we have a success rate of 86% and higher which is consistent with our goals of being over 80%.

Institutional Learning Outcomes (ILO)
What is your set goal for ILO success? Do your overall rates meet this goal?

> Our area of Athletics corresponds well to the ILO's and 80% and higher marks in all areas.

Continuous Quality Improvement
If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

> No, we are satisfied with 80% but are constantly striving to be higher with added staff and resources.

Equity and Success
Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How you do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

> In Athletics there are rarely any student equity gaps we strive to mentor and ensure the success of each athlete equally with time spent working with them on the field and in the classroom to ensure student success and retention. The athletic department operates under the umbrella of the California Community College Athletic Association (CCCAA). It provides an equal opportunity for male and female student-athletes to demonstrate positive decision making skills to guide their life. They also have to meet acceptable academic standards to

compete in organized intercollegiate academics at the highest level while pursuing their individual academic or vocational goals. All of our Varsity Sport coaches recognize the individual strengths that each individual brings to their whole program.

Curriculum and Course Offerings Analysis

Curriculum Analysis

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

> Our PEVW courses were updated in 2015 and PEVM course in 2014 so we are currently compliant with the 5 year matrix.

Provide your plans to either inactivate or teach each course not taught in the last two years.

> All of our courses have been taught in the last two years except PEVM 108 which is inactivated.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

> Our varsity sports and conditioning courses are housed in the PE/Kinesiology division program area and are displayed correctly.

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

> No, this program utilizes all academic programs and areas in order to successfully transfer and award degrees to student athletes. If we add Sand Volleyball to our 21 sports in the next 3-5 years, we will submit curriculum according to the timelines presented.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

> If we add sand volleyball, the curriculum will be submitted in the next 2 years in order to add the sport.

Course Time, Location and Modality Analysis

Location/Times/Modality Trend Analysis:
Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

> The course offerings for varsity sports and conditioning classes are centered around the sports' match schedules and other academic courses that the student needs to take in order to transfer. It would be beneficial to have a separate athletic conditioning classroom, so as not to disrupt regular student classes and be able to schedule athletic courses accordingly. Facilities must also be kept up in order to accommodate the general population sports classes as well as the athletics courses. Daytime courses are mainly set up and few sports have evening times and a couple sports must be located off campus due to the lack of accommodating facilities. It would be beneficial for other divisions to understand how we must set up our course times and schedules to accommodate for travel and matches, games etc.... then maybe other academic programs would offer more of a variety of course offerings in terms of times etc.... Our sports are year round with traditional, non-traditional seasons and a variety of travel and match days that are beyond our control.

Course Attributes

Division	Department	Season	Academic Year	Component
MPEHE	Multiple values	Multiple values	Multiple values	Core

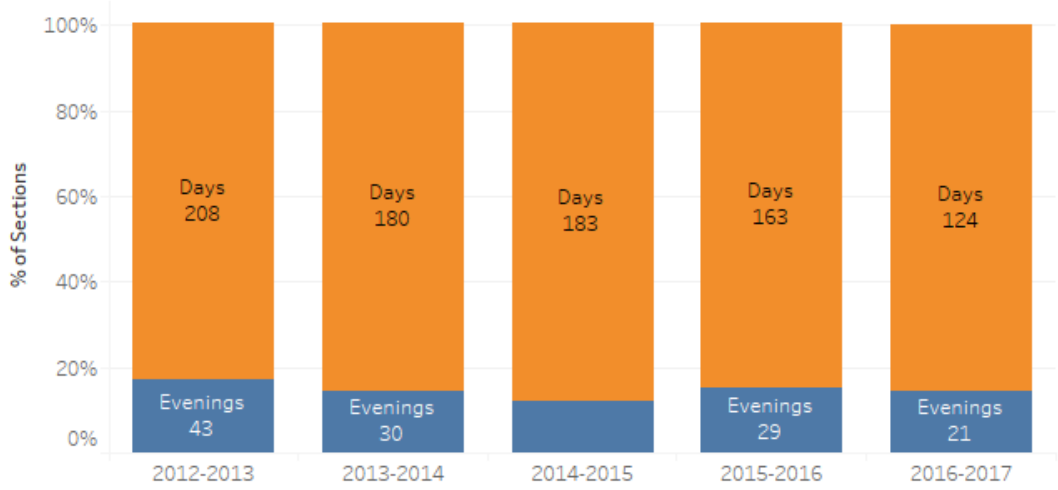
Section Distribution

Academic ..	Season	Days	Evenings
2012-2013	FALL	87%	13%
	SPRING	80%	20%
2013-2014	FALL	88%	12%
	SPRING	84%	16%
2014-2015	FALL	90%	10%
	SPRING	86%	14%
2015-2016	FALL	90%	10%
	SPRING	80%	20%
2016-2017	FALL	87%	13%
	SPRING	84%	16%

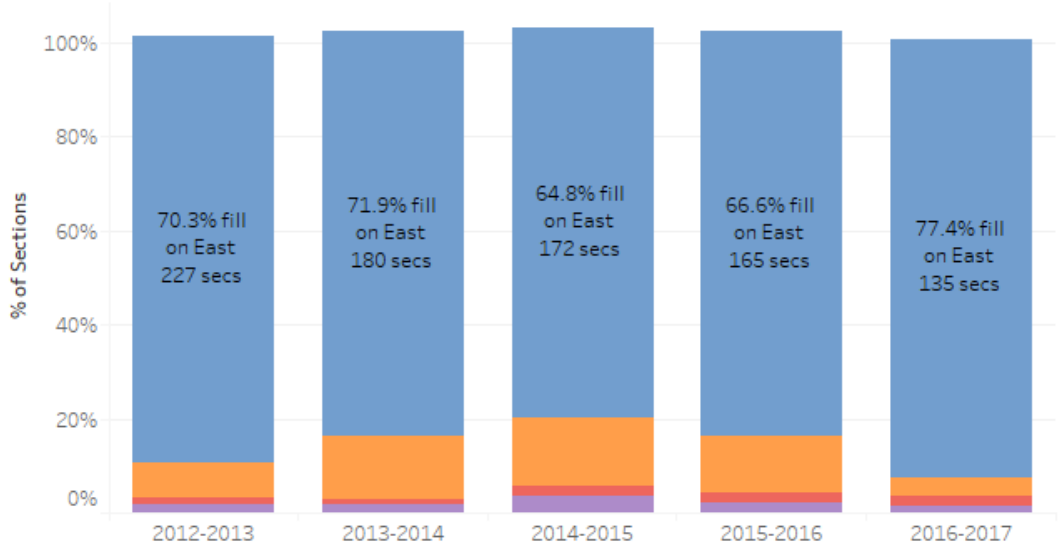
Fill Rate Distribution

Academic ..	Season	<80%	80-89..	90-99..	>100%
2012-2013	FALL	43.8%	13.3%	10.5%	32.4%
	SPRING	57.8%	10.2%	12.5%	19.5%
2013-2014	FALL	50.0%	11.4%	17.0%	21.6%
	SPRING	59.8%	16.1%	8.9%	15.2%
2014-2015	FALL	59.3%	16.3%	12.8%	11.6%
	SPRING	73.0%	12.0%	6.0%	9.0%
2015-2016	FALL	61.1%	12.5%	16.7%	9.7%
	SPRING	71.1%	9.6%	13.3%	6.0%
2016-2017	FALL	37.5%	21.4%	23.2%	17.9%
	SPRING	55.2%	17.2%	19.0%	8.6%

Sections Offered by Time of Day



Sections by Location (Dual listed multiple)



Program Analysis

Program Personnel

Please refer to the **Department Faculty and Sections Dashboard** to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

Faculty Name	Full-Time or Part-Time (adjunct)	Hire Date (optional)
Aiello, Paul	Full-Time	
Aristotelous, Steve	Full-Time	
Black, Shawn	Full-Time	
Brayton, Zeb	Full-Time	
Brogan, Paul	Full-Time	
Fischer, Eric	Full-Time	
Girardi, Michael	Full-Time	
Motroni, Milani	Full-Time	
Shea, Mary	Full-Time	
Snaer, Demitrius	Full-Time	
Stevens, Jim	Full-Time	
Young, Sam	Full-Time	
Bagwell, Ryan	Part-Time	
Brown, Andrew	Part-Time	
Butler, Brett	Part-Time	
Campbell, Ernie	Part-Time	
Founts, Larissa	Part-Time	
Gross, Ronald	Part-Time	
Gutierrez, Sebastian	Part-Time	
Lopez, Alejandro	Part-Time	
MacKay, Robert	Part-Time	
Mateo, Dale	Part-Time	
Moser, Brenda	Part-Time	
Nasrawi, Kelly	Part-Time	
Paneda, Jeffrey	Part-Time	
Roberts, Vincent	Part-Time	
Shelton, Tiger	Part-Time	
Taylor, Robert	Part-Time	

Faculty Assignments

Please refer to the **Department Faculty and Sections Dashboard** to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

Term	# Taught by FT Faculty	# Taught by Other Faculty	# Sections Offered / Term	Program Fill Rate %
2015 Fall	15	11	24	80%
2016 Spring	12	9	22	66%
2016 Summer	0	12	12	65%
2016 Fall	15	11	26	85%
2017 Spring	11	9	18	*

Departmental Productivity Measurements

If not pre-filled, please complete for **two years** the following table of indicators, as listed on top of the **Productivity Dashboard**. A picture of this dashboard will be supplied by Research and Planning. Please enter one term per line; to add an additional line, click in last cell and use the Tab key.

The space below is available for comments and narratives.

Term (e.g. 2016 Fall)	FTEF	FTES	FTES/FTEF	WSCH/FTEF
2015 Fall	8.38	126.89	15.15	454.52
2016 Spring	6.20	76.36	12.32	369.50
2016 Summer	1.58	30.82	19.57	587.03
2016 Fall	8.75	130.72	14.94	448.17
2017 Spring				

Department Faculty and Sections Taught

Faculty Assignments

Division
MPEHE

Dept
(Multiple values)

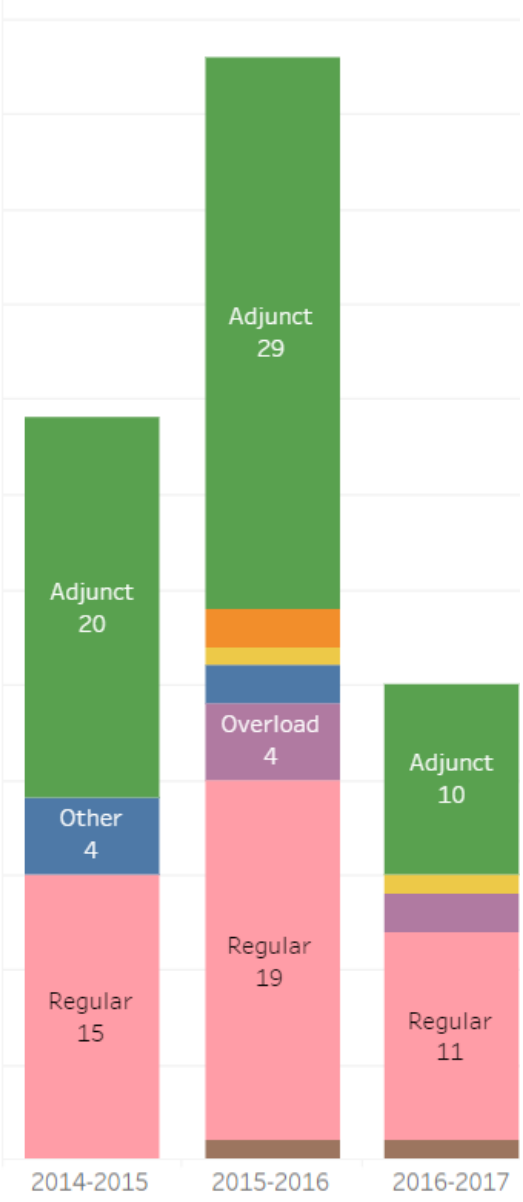
	Full Time	Part Time
2014MFA	8	4
2015MSP	7	5
2015MSU		11
2015MFA	15	11
2016MSP	12	9
2016MSU		12
2016MFA	15	11
2017MSP	11	9

	# Sec	Fill Rate
2014MFA	12	76%
2015MSP	16	53%
2015MSU	11	96%
2015MFA	24	80%
2016MSP	22	66%
2016MSU	12	65%
2016MFA	26	85%
2017MSP	18	1%

Faculty Teaching in Department

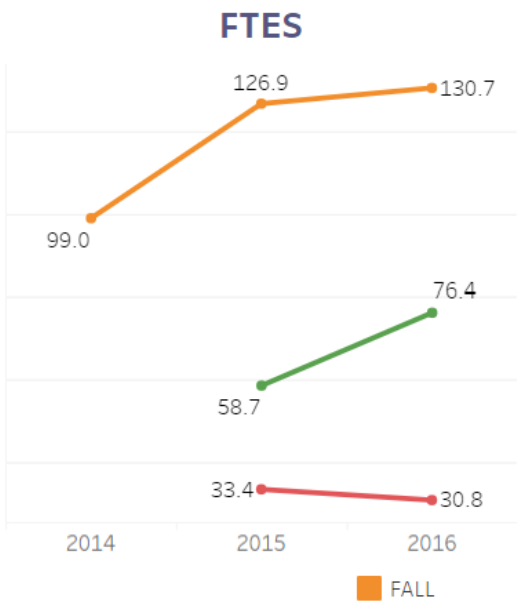
Instructor	Full Time	Part Time
Aiello, Paul J	●	
Aristotelous, Steve A	●	●
Black, Shawn A	●	
Brayton, Zeb J	●	●
Brogan, Paul J	●	
Fischer, Eric D	●	●
Girardi, Michael	●	●
Motroni, Milan C	●	●
Shea, Mary P	●	●
Snaer, Demitrius A	●	●
Stevens, Jim W	●	
Stivers, Rusty N	●	●
Young, Sam C	●	
Bagwell, Ryan T		●
Brown, Andrew G		●
Butler, Brett C		●
Campbell, Ernie		●
Founts, Larissa M		●
Gross, Ronald L		●
Gutierrez, Sebastian A		●
Lopez, Alejandro		●
MacKay, Robert I		●
Mateo, Dale H		●
Moser, Brenda E		●
Nasrawi, Kelly		●
Paneda, Jeffrey R		●
Roberts, Vincent C		●
Shelton, Tiger		●
Staff06		●
Taylor, Robert N		●

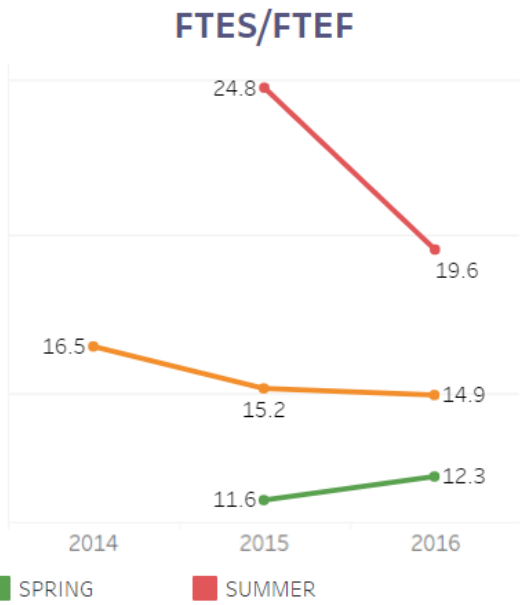
Sections by Position Type



FTEF	FTES	FTES/FTEF	WSCH/FTEF*
16.15	234.1	14.49	434.8

Hover over datapoints above for definitions.
* WSCH/FTEF rates are an approximation, as short-term courses are not accounted for in the calculation.





Department Productivity

(Multiple values)

	FTEF	FTES	FTES / FTEF	WSCH / FTEF*	Cost / FTES	1st Census Enrolled	Sections
2014MFA	6.00	99.00	16.50	495.00	$2,703	297	12
2015MSP	5.08	58.65	11.56	346.72	$3,816	208	16
2015MSU	1.35	33.45	24.77	743.23	$1,067	396	11
2015MFA	8.38	126.89	15.15	454.52	$2,841	505	24
2016MSP	6.20	76.36	12.32	369.50	$3,793	365	22
2016MSU	1.58	30.82	19.57	587.03	$1,508	367	12
2016MFA	8.75	130.72	14.94	448.17	$2,862	560	25

Long Term Planning and Resource Needs

Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the **Program Review Instructions** page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

> In three to five years most or all of our student athletes will be mentored by faculty members and coaches as such to successfully transfer to a four-year institution with the possibility of a scholarship awarded.
>
> We will continue with our current number of 9 full-time coaches and 6 part-time coaches with potentially fulfilling our goals of adding 1-2 new full-time coaches/instructors because of retirement or need.
>
> We would like to add to our office staff a classified position at least half-time, and replace an equipment manager position due to retirement.
>
> Our goals for enrollment in the next 3-5 years is to maintain around 1000 student athletes enrolled or increase that number.
>
> In three to five years we would like renovations football, track, softball, baseball, tennis, basketball, volleyball, and soccer facilities
>
> New office complex/fitness center for staff and students.

Resource Request and Action Plan

Priority	Name	Resource Type	Estimated Cost	Objective

Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion?
(https://www.mjc.edu/governance/rac/documents/ielmallocationsummary20142015.pdf)

Resource Allocated	PR Year	Evaluation / Measured Effectiveness

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

> As faculty mentors and coaches to each and every student/athlete that comes to MJC, we work tirelessly on recruitment and retention and support through our efforts as well as the support of student services (counseling, student success, tutoring, financial aid, admissions, eops, trio, disability resources etc...) We travel on our own time to schools and high school athletic competitions, We maintain relationships with high school coaches and utilize and create social media, email, phone, letters, brochures and web sites in order to recruit. As well as putting on community fundraisers to ensure support and awareness of our 21 sports .

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

> Our student/athletes have to adhere to NCAA and CCCAA guidelines to maintaining a 2,0 gpa and completing 24 units in order to compete for two years as well as for some completing an AA or AS degree in order to compete at the four year institution, As coaches and faculty mentors, we have attended workshops and invited various student services members to attend our division meetings so we can learn as much as we can to successfully transition a student/athlete to the four year level. We utilize grade checks, tutoring and are in contact with other faculty members to provide support. We also have to pass strict guidelines and testing in order to be well versed in rules and regulations for student athletes.

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

> We currently only have one classified staff member in our division that provides support for 21 sports and around 1000 students in the areas of budget, eligibility, scheduling, transportation, web-site, purchasing, fundraising etc... This staff member must also transcribe division meetings, attend athletic related meetings, adhere to all the CCCAA regulations as well. With this number of students and sports to maintain support for, it is nearly impossible to ensure the success of student athletes, With another staff member at 60% or higher in our division, there would be additional support to ensure that deadlines were met and budgets intact as well as recruiting and student eligibility support (gpa, courses) were met.

What factors serve as barriers to recruiting active faculty to your program(s)?

> For administrators, student services staff and other faculty members in other divisions as well as faculty run committees to understand that we serve student/athletes not only in the classroom but countless hours in the field, traveling and mentoring to ensure the success of each and everyone of those student/athletes. We only have 9 full-time instructor/coaches/athletic trainers in our division with 4 degree programs and 21 sports in our division. Our part-time instructor coaches put as much time as full-timers do mentoring and trying to maintain student/athlete success but it is very difficult when they usually have another job as well. In order to ensure high rates of student success the additions of a women's sport coach/instructor, Assistant football instructor/ coach and men's sport

coach/instructor would add balance and growth to our division and ensure success to some of our underserved student/athletes.

Review Process Feedback

Please share any recommendations for improvements in the Program Review process, analysis, and questions. Your comments will become part of the permanent review record.

Although the data is better than is has been in previous years, this program does not allow us to fully integrate it into our responses. I find that I have to cut and paste portions of data into the response boxes in order to show my answers. The resource request section does not allow us to go into detail as to why this particular item is needed other than a link to SLO's which did not include any varsity sports classes to link it with.

Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The Athletic Program at Modesto Junior College is in desperate need of additional funding, staffing, and improvement of facilities. ; Our current funding does not come close to meeting the needs of our teams, making it difficult to compete and represent the college as well as we could. ; Our staffing is inadequate and does a disservice to our students. ; Our facilities are sub-par and in need of updating, and in some cases, new facilities are absolutely necessary. While the division recognizes that funding is a huge issue throughout the college and state, we believe that the FTEs generated through our division and by the success and retention rate of our full-time student athletes who come to MJC specifically because of the athletic programs, should be recognized and data shows there are rarely any student equity gaps because we strive to mentor and ensure the success of each athlete equally with time spent working with them on the field and in the classroom.