



Southwestern Program Review Athletics

Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a quadrennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions
[Report Documentation](#) – myLakerLink on the Resource Center tab

Program review consists of the following elements

- ✓ [Unit - Program Mission](#)
- ✓ [Unit – Program Operational Checklist](#)
- ✓ [Unit - Program Operational Outcomes](#) including indicators and thresholds for achievement
- ✓ [Outcome and Operational Quantitative Data](#) analysis
 - I. Quantitative Data
 - II. Financial Viability
 - III. Qualitative Analysis
 - IV. Mandatory Reporting and Compliance
 - V. Operational Policies, Procedures, and Processes
- ✓ Reflection of the data
- ✓ Projects planned based on evidence
- ✓ Association with core themes and other planning processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

Unit-Program Mission

- The mission of the athletic department is to support while at the same time challenge all student/athletes to be successful both in the classroom and on the athletic playing field. The department focuses on each individual student/athlete and challenge them to be helpful members of the community while at the same time be working towards completing a transfer degree, certificates of completion or transferring to a 4-year institution. The departments overall goal is to provide the very best experience possible for the student/athlete so that they may have every opportunity to pursue their own individual aspirations once they have moved on from Southwestern Oregon CC.

Unit-Program Operational Checklist Analysis

- Review the checklist and self-assess the threshold level for each section
- Reflect on what has been accomplished, what needs to be enhanced, and what needs to be developed
- List the overall achievement
 - X were at a green level
 - 2 within the Mandatory Reporting and Compliance
 - 6 within the Policies, Procedures, Process
 - 3 within the Qualitative
 - 3 within the Resource and Staffing Review
 - X were at a yellow level
 - 3 within the Mandatory Reporting and Compliance
 - 2 within the Policies, Procedures, Process
 - 2 within the Qualitative
 - 5 within the Resource and Staffing Review
 - X were at a red level
 - 0 within the Mandatory Reporting and Compliance
 - 0 within the Policies, Procedures, Process
 - 0 within the Qualitative
 - 2 within the Resource and Staffing Review
- List plans to enhance and develop operational checklist items – add to project timeline

Unit-Program Operational Outcomes for Analysis

Operational Outcomes - Indicators – Threshold: Reviewed every 4 years

List program outcomes in this section (from prior program review process/add any new outcomes – generally 3 or 4 outcomes):

- Athletic team students attain academic success (Core Theme Learning & Achievement)
 - Measured by the SWOCC cumulative GPA for athletic team students (NWAC Academic Requirements)
 - Green: GE 3.25 Yellow: 2.75 – 3.24 Red: Below 2.75
 - Measured by the course pass rate in developmental math courses for athletic team students (SI 44 and Achievement Compact)
 - Green: GE 70% Yellow: 62% - 69% Red: Below 62%
 - Measured by the course pass rate in developmental writing courses for athletic team students (SI 44 and Achievement Compact)
 - Green: GE 75% Yellow: 65% - 74% Red: Below 65%
 - Measured by the percentage of athletic team students who earn 30 college-level credits in a year (SI 28 and Achievement Compact)
 - Green: GE 85% Yellow: 75% - 84% Red: Below 75%
 - Measured by the percentage of athletic team students who earn 36 credits in a year (NWAC Academic Requirements)
 - Green: GE 85% Yellow: 75% - 84% Red: Below 75%
 - Measured by the year-to-year retention rate for first-time full-time athletic team students (SI 48 -IPEDS Cohort Retention Rate)
 - Green: GE 65% Yellow: 60% - 64% Red: Below 60%
 - Measured by the HEOA graduation rate for athletic team students (HEOA Reporting - Student Right to Know)
 - Green: GE 30% Yellow: 22% - 29% Red: Below 22%
 - Measured by the first-time full-time athletic team students 150% graduation rate (SI 11 - IPEDS Cohort Graduation Rate)
 - Green: GE 30% Yellow: 22% - 29% Red: Below 22%
 - Measured by the first-time full-time athletic team member transfer rate, non-graduates (SI 46 - IPEDS Cohort Transfer Rate)
 - Green: GE 35% Yellow: 30% - 34% Red: Below 30%
- Athletic team students have access to and are satisfied with athletic support and activities that support student success and community engagement(Core Theme Access and Community Engagement)
 - Measured by the average rating for all rated satisfaction questions on the Athletic Team Survey (SI 38)
 - Green: GE 4.25 Yellow: 3.5 – 4.24 Red: Below 3.5
 - Measured by the percentage of athletic team students who participate in community engagement activities (SI 22???)
 - Green: GE 85% Yellow: 75% - 84% Red: Below 75%
- Sustainable Resource Management (Core Theme Sustainability)
 - Measured by the percentage of athletic teams that attain athletic enrollment thresholds (Strategic Enrollment Management Plan)
 - Green: GE 85% Yellow: 75% - 84% Red: Below 75%
 - Measured by the staff FTE for athletic supervision and coaching
 - Green: GE 9.2 FTE Yellow: Between 7.0 and 9.1 FTE Red: Below 7 FTE

Review indicator data for the full four-year cycle

- Reflect on trends
- Respond to data
- Affirm or change indicators as needed including thresholds

Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Start Date	End Date	Core Theme	Associated Plans	Associated Projects
Graduation and remedial math/writing completion rates increased.	M. Herbert	Ongoing		Learning & Achievement	Strategic Plan/Academic Master Plan	Dev. Ed. Redesign Title III
Game management protocol booklet for all sporting events.	M. Herbert/ T. Woodworth	10/15	6/16	Access & Community Engagement		
Student-athlete handbook produced in Spanish.	M. Herbert	Ongoing		Access & Community Engagement		OCR requirements
Championship budget is inadequate for department needs, emerging athletic teams are underfunded to allow for growth, travel expenses are increasing for all sports.	M. Herbert Budget	Ongoing		Sustainability		
Formal part-time coaching evaluations.	M. Herbert	10/15	6/16	Sustainability	Academic Master Plan	

Athletic Team	Team Members	Out of District
Baseball	30	21
Basketball – Men’s	15	10
Basketball – Women’s	15	10
Cheer ???	15	10

Cross Country – Men’s	10	7
Cross Country – Women’s	10	7
Golf – Men’s	10	7
Golf – Women’s	10	7
Soccer – Men’s	25	17
Soccer – Women’s	25	17
Softball	25	17
Swimming – Men’s	25	20
Swimming – Women’s	25	20
Track/Field – Men’s	25	17
Track/Field – Women’s	25	17
Volleyball	15	10
Wrestling – Men’s	35	25
Wrestling – Women’s	25 (20)	20 (14)

Graduation and Transfer from web

The Fall 2011 Athletic cohort consists of 122 students who were enrolled as first-time full-time students and participated on an athletic team during the 2011-2012 academic year. Overall, 45.08% of the 122 students transferred (36.07% transfer only) or graduated (56% were male and 44% were female), while 17.21% graduated within 200% of time (4 years) and 15.57% graduated within 150% of time (3 years). Of those who graduated within 200% of time, the graduation rate was 13.43% for males and 22.22% for females. Students who indicated they were White had a 21.28% graduation rate for both 3 and 4 years, and students who did not indicate a race/ethnicity had a 16.39% graduation rate for 4 years and 13.56% for 3 years. Graduation and transfer rates for students who reported two or more races or for other race/ethnicity types were not reported (the numbers are not reported due to privacy restrictions when data is 6 or less).

Narrative:

- Athletic team students attain academic success (Core Theme Learning & Achievement)
 - Measured by the SWOCC cumulative GPA for athletic team students (NWAC Academic Requirements)
 - Green: GE 3.25 Yellow: 2.75 – 3.24 Red: Below 2.75
 - 2013-2014 Yellow: 2.78 2014-2015 Yellow: 2.90
 - Measured by the course pass rate in developmental math courses for athletic team students (Achievement Compact)
 - Green: GE 70% Yellow: 62% - 69% Red: Below 62%
 - 2012-2013 Red: 50.41% 2013-2014 Red: 61.04%
 - Measured by the course pass rate in developmental writing courses for athletic team students (Achievement Compact)
 - Green: GE 75% Yellow: 65% - 74% Red: Below 65%
 - 2012-2013 Red: 61.18% 2013-2014 Yellow: 68.34%
 - Measured by the percentage of athletic team students who earn 30 college-level credits in a year (Achievement Compact)
 - Green: GE 85% Yellow: 75% - 84% Red: Below 75%
 - 2013-2014 Yellow: 77% 2014-2015 Green: 85%

- Measured by the percentage of athletic team students who earn 36 credits in a year (NWAC Academic Requirements)
 - Green: GE 85% Yellow: 75% - 84% Red: Below 75%
 - 2013-2014 Red: 66% 2014-2015 Yellow: 81%
- Measured by the year-to-year retention rate for first-time full-time athletic team students (PEDS Cohort Retention Rate)
 - Green: GE 65% Yellow: 60% - 64% Red: Below 60%
 - Fall 14-15 Yellow: 63% Fall 13-14 Green: 67.86%
- Measured by the HEOA graduation rate for athletic team students (HEOA Reporting - Student Right to Know)
 - Green: GE 30% Yellow: 22% - 29% Red: Below 22%
 - 2011-2012 Red: 9.01%
- Measured by the first-time full-time athletic team students 150% graduation rate (IPEDS Cohort Graduation Rate)
 - Green: GE 30% Yellow: 22% - 29% Red: Below 22%
 - 2011-2012 Red: 15.57%
- Measured by the first-time full-time athletic team member transfer rate, non-graduates (IPEDS Cohort Transfer Rate)
 - Green: GE 35% Yellow: 30% - 34% Red: Below 30%
 - 2011-2012 Green: 45.08%
- Athletic team students have access to and are satisfied with athletic support and activities that support student success and community engagement (Core Theme Access and Community Engagement)
 - Measured by the average rating for all rated satisfaction questions on the Athletic Team Survey
 - Green: GE 4.25 Yellow: 3.5 – 4.24 Red: Below 3.5
 - 2013-2014 Yellow: 4.23 2014-2015 Yellow: 4.07
 - Measured by the percentage of athletic team students who participate in community engagement activities
 - Green: GE 85% Yellow: 75% - 84% Red: Below 75%
 - 2010-2011 Green: 100% 2011-2012 Green: 100% 2012-2013 Green: 100% 2013-2014 Green: 100%
- Sustainable Resource Management (Core Theme Sustainability)
 - Measured by the percentage of athletic teams that attain athletic enrollment thresholds
 - Green: GE 85% Yellow: 75% - 84% Red: Below 75%
 - 2012-2013 Red: 53% 2013-2014 Red: 40% 2014-2015 Red: 59%
 - Measured by the staff FTE for athletic supervision and coaching
 - Green: GE 9.2 FTE Yellow: Between 7.0 and 9.1 FTE Red: Below 7 FTE
 - 2011-2012 Yellow: 7.3 2012-2013 Yellow: 7.3 2013-2014 Yellow: 7.3 2014-2015 Yellow: 7.3

The program review of the athletic department provides some positive and negative feedback. Most importantly the review gives the department a starting point for future research and gathering information for evaluation. There are issues in Learning & Achievement that need to be addressed, but there are also things to build on. The athletic department also shows a positive impact in Access and Community Engagement as well as Sustainability.

In regards to the core there of Learning & Achievement the athletic department has higher than average rates of transfers while having below average rates in graduation or completion of remedial courses. This is in part due to the fact that student-athletes do not necessarily need a degree to transfer to a 4-year college to

participate in athletics. The lower than average completion numbers in remedial courses needs to be addressed and tutoring or other academic support needs to be offered. Although the remedial completion numbers are low, the total GPA is strong and shows that the student-athletes are remaining eligible at a high rate.

The athletic department coaching staff continues to work hard with community engagement by providing opportunities for their teams to go out into the community and perform service projects or interact in the local area. Many teams have volunteered their time with food drives, clothing drives and working in the local schools with reading programs. They have also spent time in the community going to the fish hatcheries and sand dunes for team bonding and educational adventures. In 2013-2014 the end of the year coaches evaluation was adapted to include specific questions for the student-athlete to answer in regards to how well the athletic department supports the students. The questions are focused around academic support, travel, medical support and overall communication. This has been a very useful tool in finding out what the students need and want to see in the future to help them be successful.

The core theme of sustainability is a very strong point for the athletic department. Enrollments have been rising and with the addition of the men's and women's swimming team in the fall of 2014 they will continue to grow. Each team has a designated number of student-athletes who may compete or travel on their eligibility roster and this number is continually reached by many teams. There are a few teams that need to show slight improvement and then the focus should turn to retaining these students once we have recruited them to the college.

In all, the program review is an incredible tool to show the athletic department our strengths, our weaknesses and where we need to focus our resources in the future. The immediate necessities should focus on increasing staff from a .2 to a .4 and possibly creating full-time positions on campus so they may better support the student-athletes. It is also important to look at a full-time MASSC athletic trainer to support the medical needs of the student-athletes and their varied schedules. Along with these staffing needs a full-time athletic advisor would help to increase the completion rates of our student-athletes and increases in budget for travel would help the overall satisfaction rating from our student-athletes with concerns with travel accommodations and transportation.

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