

# Student Service Program Review (Athletics - Fall 2023) Latest Version

## Student Services (1) - Program Description Final Submission: Version by Harrison, Timothy on 03/11/2024 21:09

### **a) Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?**

The Compton College Athletics Department (CCAD) is programming comprised of thirteen (13) California Community College Athletic Association (3C2A) intercollegiate athletics sports that compete in the South Coast Conference (SCC), as well as in the American Metro League as part of the Southern California Football Association (SCFA). The department includes women's badminton, men's baseball, men's and women's basketball, men's and women's cross country, men's football, men's and women's soccer, women's softball, men's and women's track and field, as well as women's volleyball. The department also supports a Co-ed Electronic Sports (ESports) team, which is currently a recognized club program of the 3C2A and other national associations.

The CCAD has strong links to Compton College (CC) vision, mission statement, values and strategic initiatives.

**CC Vision:** CC will be the leading institution of student learning and success in higher education.

**CCAD Vision:** CCAD will be the leading institution of student-athlete learning and athletic success in the California Community College Athletic Association (3C2A).

**CC Mission Statement:** CC is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. CC provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

**CCAD Mission Statement:** CCAD is to provide an equitable opportunity for all student-athletes to participate in intercollegiate athletics while obtaining their academic and/or vocational goals. We believe that athletic participation helps promote leadership development, time management skills, sportsmanship, positive role modeling, peer group interaction, determination, risk-taking and perseverance. The CCAD strongly endorses a comprehensive program that encourages the development of each student-athlete's values and character and sees its activities as an integral part of campus life, as well as a positive aspect of the overall educational experience for its participants.

### **CC and the CCAD Statement of Values:**

- Student-centered focus in providing students the opportunities for success.
- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Supportive and nurturing guidance in a professional and caring environment.
- Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.
- Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.
- Fiscal integrity in the transparent and efficient use of financial resources to support student success.

CCAD values are student-athlete centered and strive to maintain the optimum level of teaching and coaching for student success. Our commitment to excellence is supported from the campus community, the College administration, and the surrounding community. We work to coordinate and control intercollegiate athletic competition so that the result will be compatible with the 3C2A Constitution and Bylaws and the highest standards of conduct. CCAD aims to provide positive experiences for all participants, reflecting dignity and exemplifying competition at its finest.

### **CC Strategic Initiatives:**

- Support the success of all students to meet their education, and career goals.
- Support the success of students through the use of technology.
- Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.

- Establish partnerships in the community and with the K-12 schools.

**CCAD Strategic Initiatives:**

- Student-athlete centered initiatives striving to maintain the optimum level of teaching and coaching for student success.
- A commitment to excellence supported from the campus community, the CC administration, and the surrounding community.
- To coordinate and control intercollegiate athletic competition so that the result will be compatible with the 3C2A Constitution and Bylaws and the highest standards of conduct.
- Aim to provide the experiences of all participants to reflect dignity and exemplify competition at its finest.

As a way to be successful both athletically and academically, the CCAD focuses on college initiatives of improving recruitment, enrollment, retention, success, and completion rates of student-athletes. We support the success of all student-athletes and push them to meet their education and career goals. CC Athletics has similarities and parallels with the institutions initiatives, showing that there is commitment by the department to be aligned and move forward with the pursuit of the institution in becoming a leader of student learning and success in higher education.

**b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.**

The data to describe our student athlete population was pulled from the Cal-Pass Plus Data collected by the California Community College Chancellor's Office. The Cal-Pass data serves as a good resource for California Community Colleges (CCC's) and allows for comparison with other like institutions.

**Enrollment**

- Enrollment for the institution is trending down, while CC student athlete remains a constant.

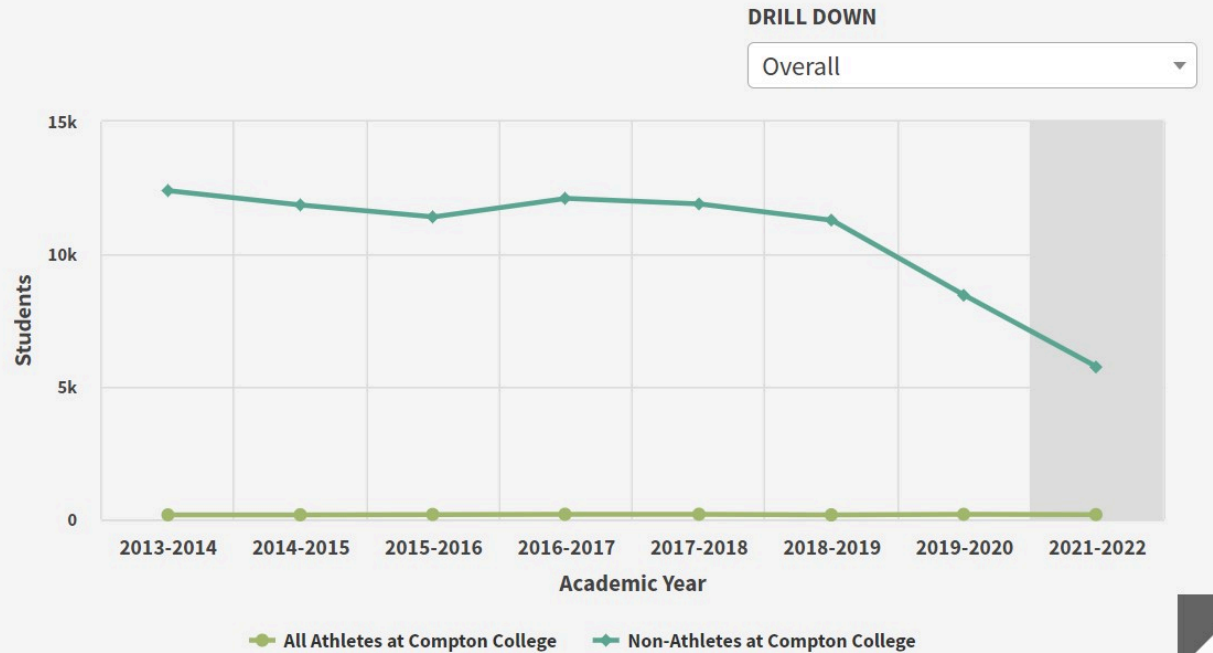
# ENROLLMENT

## NUMBER OF STUDENTS (USED AS THE N BELOW)

The distinct number of student athletes and non-athletes in matching demographic categories who attempted a course during the reporting year. These enrollment numbers serve as denominators for percentage calculations in the report. Students may be enrolled in more than one school or participate in multiple sports during the reporting year.

All Athletes at Compton College, 2021-2022

# 179 Students



### Ethnicity of Student Athletes

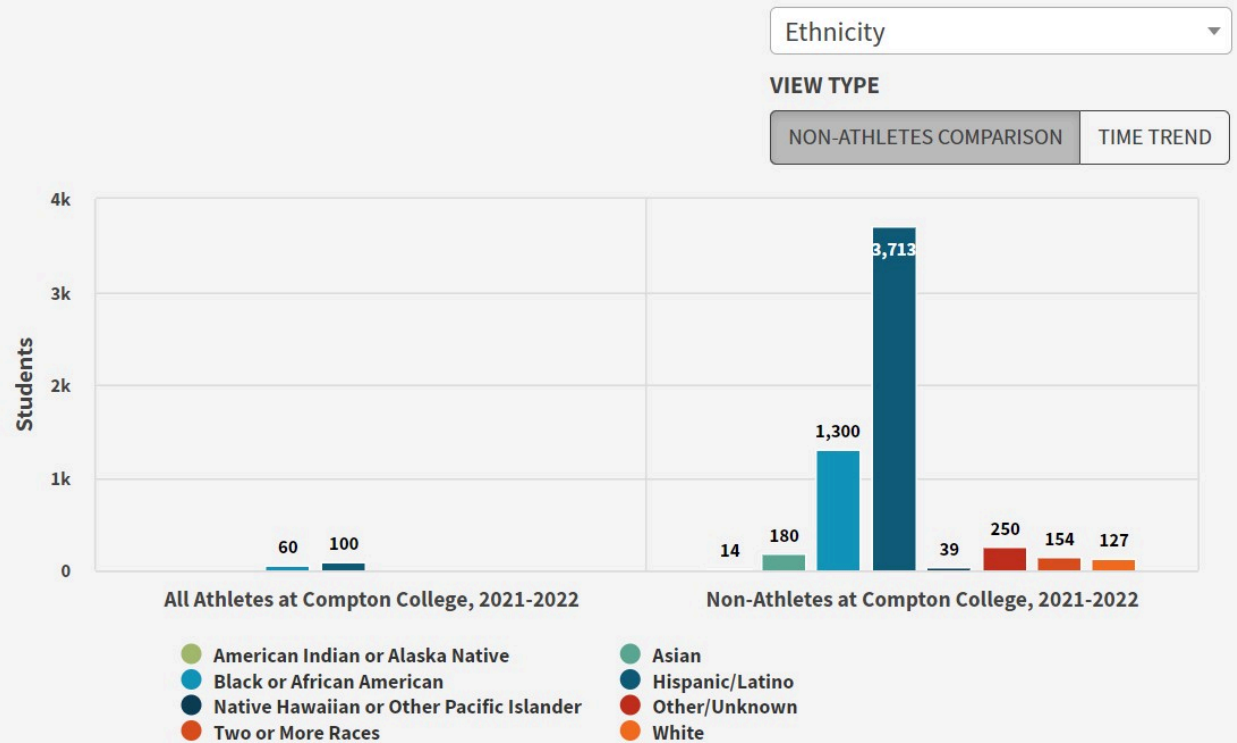
- Our student athletes reflect the trend of the institution in ethnicity for Hispanic and Black populations.

## NUMBER OF STUDENTS (USED AS THE N BELOW)

The distinct number of student athletes and non-athletes in matching demographic categories who attempted a course during the reporting year. These enrollment numbers serve as denominators for percentage calculations in the report. Students may be enrolled in more than one school or participate in multiple sports during the reporting year.

All Athletes at Compton College, 2021-2022

# 179 Students



### Units Attempted

- Due to 3C2A eligibility requirements, our student-athletes will have a higher trend when compared to the non-student athletes at CC.

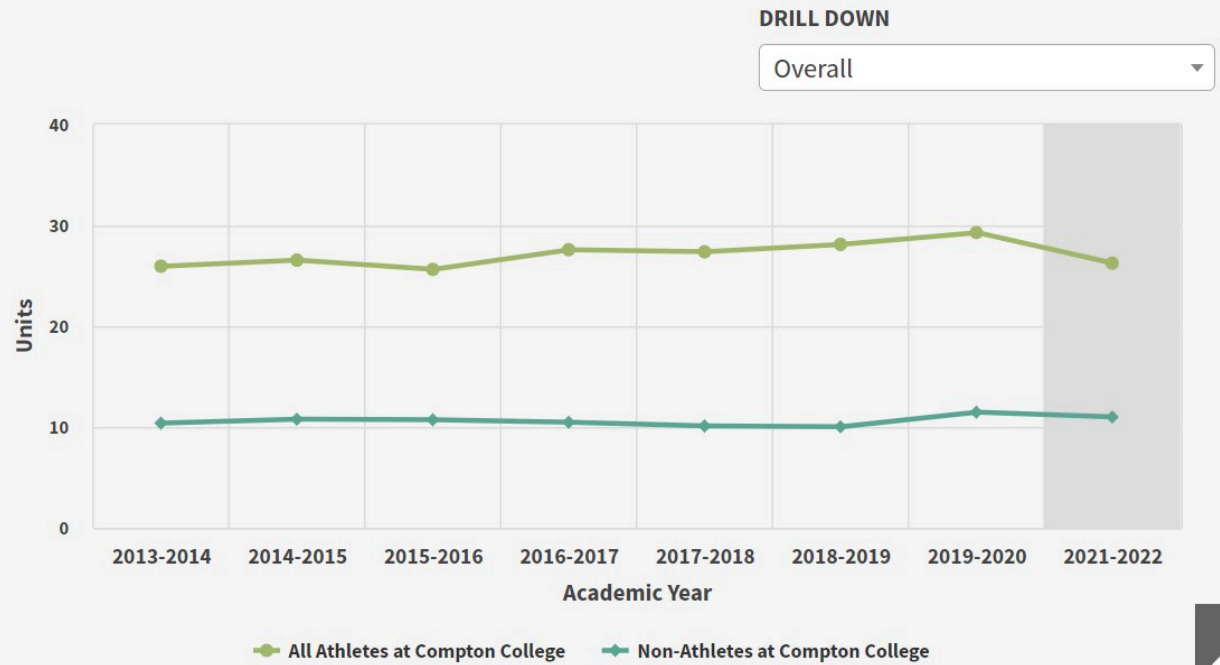
# UNITS

## AVERAGE UNITS ATTEMPTED

The average number of units attempted among enrolled students for the reporting year.

All Athletes at Compton College, 2021-2022

# 26.25 Units



### GPA - Student Athletes vs Non-Student Athletes

- Data below shows a recent positive trend for our student-athletes. National data typically has student athletes a small percentage above the general student population.

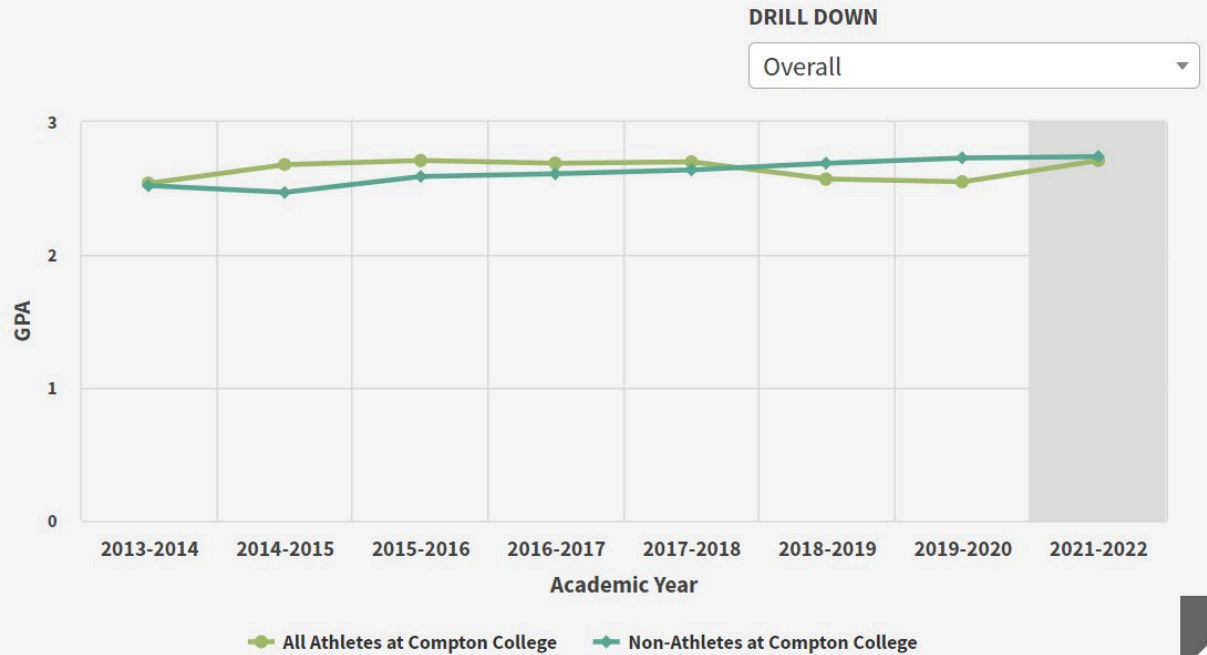
# GPA

## AVERAGE STUDENT GPA FOR THE SELECTED ACADEMIC YEAR

The average GPA among students who took at least one course for a letter grade during the reporting year. Each student's GPA was calculated from their sum of grade points earned divided by the sum of units attempted in courses taken for a letter grade during the reporting year.

All Athletes at Compton College, 2021-2022

# 2.71 GPA



### Attempting Transfer Level English

- Our student athletes are highly motivated to transfer to four-year institutions after two or three years of community college. This positive trend is reflected below in the graph when compared to non-student athletes.

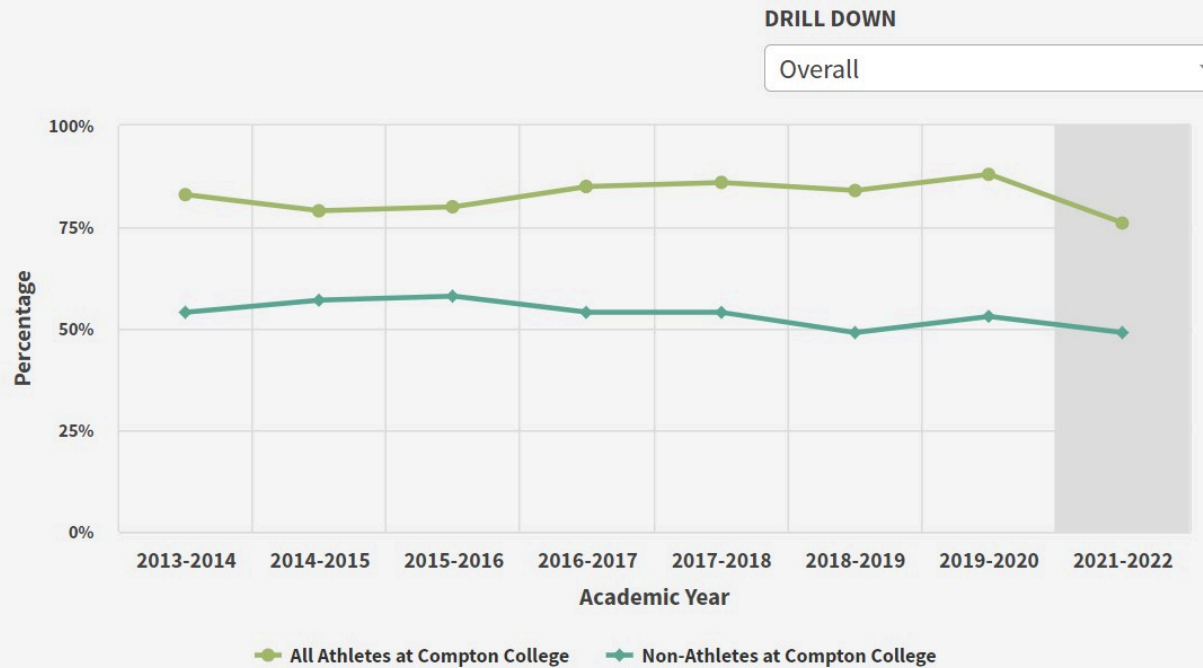
# GATEWAY ENGLISH

## NUMBER AND PERCENT OF STUDENTS WHO'VE EVER TAKEN AN ENGLISH COURSE

The number of enrolled students who've ever attempted an English course in the college.

All Athletes at Compton College, 2021-2022

**76%**



### Attempting Transfer Level Math

- Our student athletes are highly motivated to transfer to four-year institutions after two or three years of community college. This positive trend is reflected below in the graph when compared to non-student athletes.

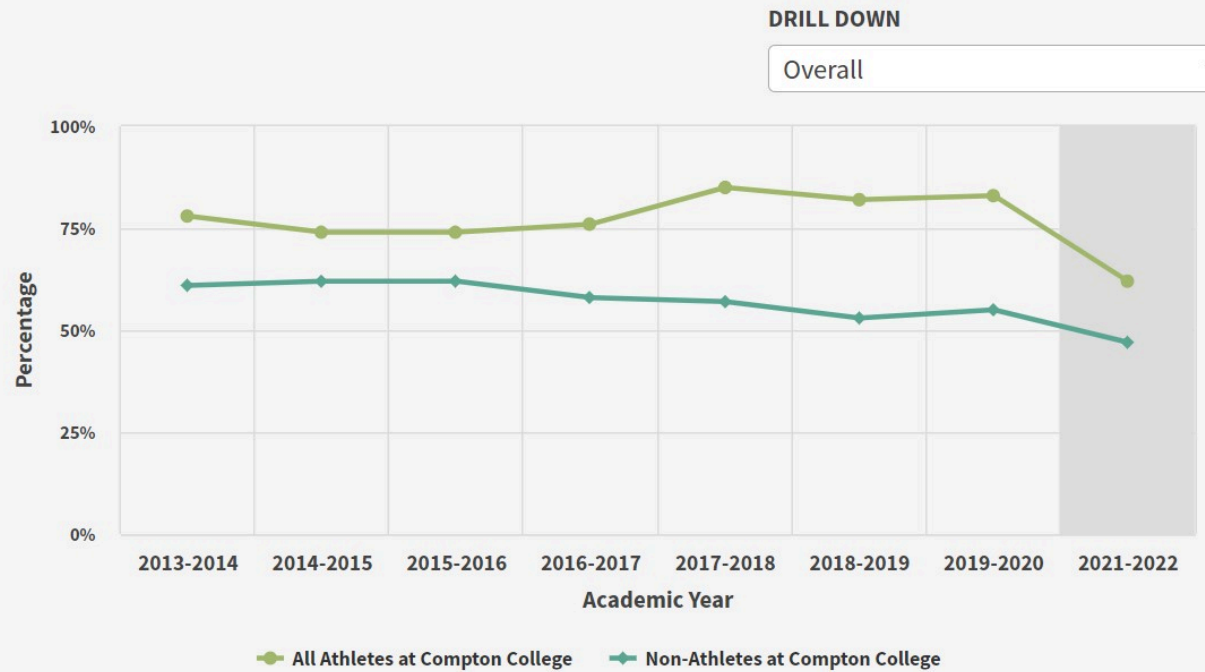
# GATEWAY MATH

## NUMBER AND PERCENT OF STUDENTS WHO'VE EVER TAKEN MATH COURSE

The number of enrolled students who've ever attempted a Math course in the college.

All Athletes at Compton College, 2021-2022

**62%**



### Student Athlete Transfer Success

- The data below shows a negative trend for our transfer rates to four-year institutions. This data trend for all CC students needs review.



# SUCCESS

## TRANSFERRED TO A FOUR-YEAR INSTITUTION DURING OR AFTER THE SELECTED ACADEMIC YEAR

The number of students who were enrolled in community college during the reporting year that enrolled in a four-year institution during or after the reporting year.

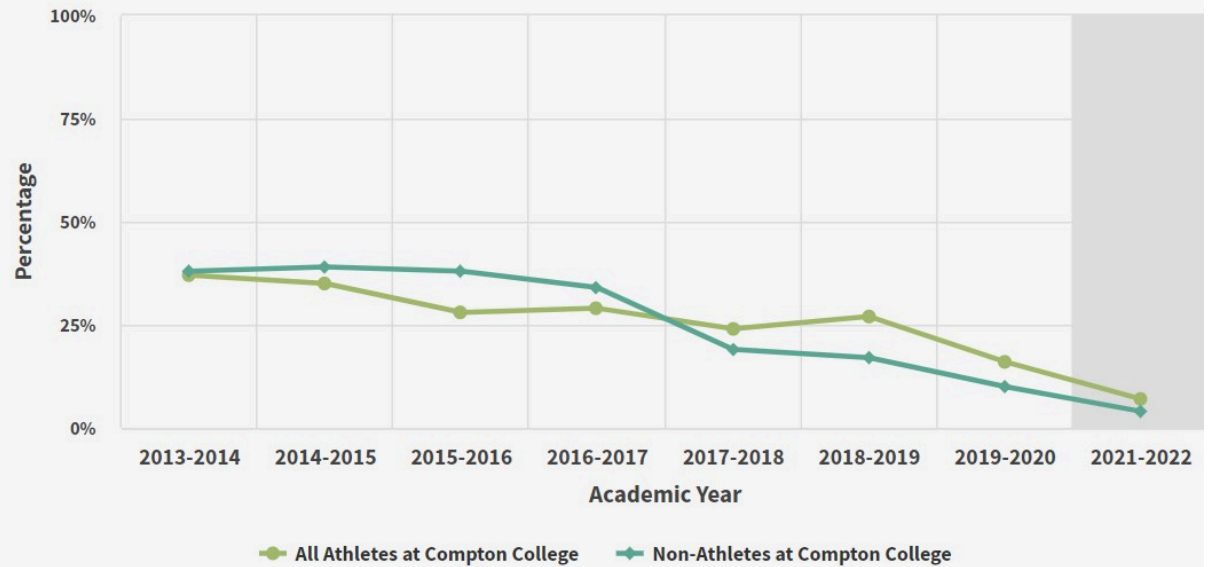
All Athletes at Compton College, 2021-2022

**7%**

- Details of the success data points broken down by gender.

DRILL DOWN

Overall



Community College	Gender	Number of Students	Full Time Status for Both Fall and Spring Semesters	Average GPA	Average Units Attempted	Average Successful Units Completed	Average Course Success Rate	Students Who Ever Completed Transfer-Level English	Students Who Ever Completed Transfer-Level Math	Transferred to a Four-Year Institution	Received an Associate Degree	Received a Chancellor's Office Approved Certificate
Compton College	F	35	63%	2.42	31.77	19.59	63%	94%	87%			
Community College	Gender	Number of Students	Full Time Status for Both Fall and Spring Semesters	Average GPA	Average Units Attempted	Average Successful Units Completed	Average Course Success Rate	Students Who Ever Completed Transfer-Level English	Students Who Ever Completed Transfer-Level Math	Transferred to a Four-Year Institution	Received an Associate Degree	Received a Chancellor's Office Approved Certificate
Compton College	M	144	38%	2.78	24.83	16.24	66%	83%	74%	9%		

### c) Describe how interaction with the program helps students succeed or meet their educational goals.

Our student athletes tend to benefit greatly once they interact with the support system of the CCAD and CC. The overall goal of the CCAD is to provide a meaningful experience in competition along with preparing them for completion at the college, either earning their Associate's degree, transferring to a four-year institution, or gain an advanced level of employment

with opportunity to acquire California livable wages.

Data shows that the interactions of the student-athletes with engaging sports programs assist them with becoming successful in the classroom and meeting their educational goals. As background, per 3C2A eligibility requirements for participation in athletics competition, a student-athlete must remain academically eligible to compete. The requirements, are as follows:

- Be actively enrolled in 12+ semester units during their competitive season - Nine (9) units must count towards their degree or remediation.
- Have a comprehensive educational plan in place.
- To continue competition in their second season of sport:
  - Complete at least 24 units (18 units must count towards their degree or remediation), complete a minimum of six (6) units in their last full-time term, and have a GPA above 2.0 during their athletic eligibility period.

State data also shows that community college student athletes are almost five times more likely to be enrolled full-time in both the Fall and Spring semesters. With a majority completing 30 units in their first year of enrollment, data show that sports benefit our students immensely. Additionally, Our student-athletes complete their degrees at a much higher rate than the average community college student (Galizio, 2018).

**Resources:**

Galizio, L. (2018). President & CEO, Community College League of California Community College League of California. <https://ccleague.org/blog/recognizing-benefits-ccc-athletic-programs>

**d) How does the program interact with other on-campus programs or with off-campus entities?**

As an entity of the Student Services Division, the CCAD works directly with all areas on campus through the support services that are provided to it along with academic areas and instruction. Head and assistant coaches from all of the programs interact with various off-campus entities. This ranges from members and staff affiliated with the 3C2A and member institutions, various NCAA and NAIA institutions, as well as high school student-athletes, coaches, and administrators. These interactions include recruitment of prospective student-athletes, assisting with transfer opportunities for CC students, as well as working with opposing coaches to develop competition schedules, and general information related to the CCAD. Some of the coaches are also involved within the 3C2A and South Coast Conference as a sport representative to help govern these athletic entities.

In regards to intra-departmental relationships, the medical staff has a relationship with our SRC/DSPS department regarding accommodations for concussions and other injuries. We have also started SAs on the road to obtaining mental health services through different avenues, depending on the existing structure at the time aid was rendered as well as identifying some students with undiagnosed learning disabilities.

A major portion of the departments off-campus interactions assist with the recruitment of student athletes, as this is an integral aspect of each sport program. By bringing in student athletes onto the campus to enroll and compete, the college's full-time equivalent students (FTES) is assisted as all student athletes are required to take full loads during the competition season. Additionally, our programs are invested in student-athlete matriculation, thereby continuing their academic and athletic careers at four-year institutions. This is accomplished by the positive interactions that each of the coaches and student athletes have with coaches and programs at transfer institutions. The more success that is made by the department's staff to facilitate this upward movement assists in the recruitment of future student athletes and increasing our participation, success, and FTES numbers as a whole.

The rest of the CCAD staff have similar interactions off campus as members of various organizations throughout the 3C2A. These interactions as representatives allow for all to learn and collaborate with various colleagues in the pursuit of providing the best experience possible to the student athletes serviced at the institution.

**e) List notable achievements that have occurred since the last Program Review.**

Below is a list of CCAD achievements since last program review completed in 2017:

- Created and hired Dean of Athletics and Student Support Services (2023)
- Hired one full-time coach for Women' Soccer, Men's Soccer, and Women's Badminton (2023)
- Reestablished Women's Softball program after suspension for three seasons (2022)
- Implemented a Women's Volleyball program (2021)
- Hiring of full-time Athletic Counselor (2020)

- Created Men's and Women's ESports program with a new ESports Arena (2020)
- Reallocated funds to bring in additional athletic training support (2019)
- Restarted our Cross Country Team that was suspended since 2013 (2019)
- Established Student Athlete Leadership Team (2019)
- Created the Athletic Coordinator position (2018)
- Created the Athletic Specialist position (2018)
- Stabilized eligibility process (2018)

Additional list of achievements prior to 2017

- Renovation of the weight room for \$435k (2017)
- Creation of Athletics new branding and website – [www.comptontartars.com](http://www.comptontartars.com) (2017)
- Building X - Gym roof repair for \$250k (2017)
- Stabilization of game management and sports information (2017)
- Renovation of Tay Brown Stadium's playing surfaces for Football, Men's and Women's Soccer, Men's and Women's Track (2015)
- Hiring of first tenure track faculty/head sport coach for Baseball (2013)
- Established CC Hall of Fame (2012)

Notable Athletic Achievements since 2000

- Track and Field State Championship participants (2022, 2023)
- Men's Basketball Conference Champions (2017)
- Baseball Playoffs Participants (2010, 2013)
- Women's Badminton Conference Champions (2010)
- Men's Basketball State Champions (2004)

**f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?**

Below are past Program Review recommendations not implemented, possible rationale as to why these requests were not implemented, and the impact this had on programming and students.

- Request #1 - Hire a second full-time Certified Athletic Trainer (Original request - Fall 2016).
  - Why not implemented - Low ranking and/or lack of funding for this new position may have been the rationale provided by the administration.
  - Impact - With an increase in student-athlete activities and contacts year round, it is necessary to provide the appropriate medical coverage for their health and safety needs. The staffing model at the time required a limited number of assistance from part-time athletic trainers on a limited budget amount. During Fall 2017, athletic training services were expanded to meet the needs of the student-athletes, but the budget has not been increased to fill the overall need. This strain on the budget will continue along with medical care gaps due to the limited availability of consistent part-time help. This fulltime position is essential if we are to continue with 13 sports including Football, as well as participate in our non-traditional sports seasons for all our programs. A number of junior colleges in the state have been having more difficulty finding quality candidates to fill even full-time positions. This is partly because of the recent requirement that ATs obtain a master's degree to be eligible for certification. Consequently, it's become even more difficult to find candidates to fill part-time positions, as more institutions increase their full-time staff and new graduates incur extreme financial hardship when they have to attempt to begin repaying their student loans and need full-time employment to do so. Also, with the new allowance for football to engage in collision activities as part of their spring practices, we need additional coverage for those instances that are likely to conflict with practice and game coverages for the in-season spring sports.
- Request #2 - Hire a full-time PE Instructor/Head Football Coach (Original request - Spring 2017)
  - Why not implemented - Low ranking and/or lack of funding for this new position may have been the rationale provided by the administration.
  - Impact - Overall not having full-time coaches have a tremendous negative effect on the programs that they serve. Outside of wins and losses on the field or in competition, it is evident that being present on a limited basis has negatively affected the preparation of the team along with the recruitment, compliance, engagement, retention, and success of student-athletes. The past two seasons have been a disaster, forfeiting Full-time positions are necessary in developing a positive, compliant, and successful program.
- Request #3 - Hire a part-time Sports Information Specialist (Original request Fall 2017)

- Why not implemented - Low ranking and/or lack of funding for this new position may have been the rationale provided by the administration.
- Impact - This missing position is affecting our ability to market our department and student athletes. This position serves various roles in terms of sports information such as, but not limited to, the promotion of Compton College Athletics, providing and keeping statistics, and assisting in the engagement of the department with the community. The demands are high for such a position and the amount of publicity given to our student athletes and programs is limited which has an adverse effect on our efforts for recruitment, retention, and moving our students on. Legislation approved by the 3C2A has forced implementation by all institutions to comply with minimal statistic requirements at all sport competitions as well as other required sports information publicity efforts. Additionally, athletics lacks a consistent social media presence, which would be beneficial for connecting our recruiting and community relations efforts. Currently, these duties are tied into the Athletic Director and Coordinator position to service the various needs of the department.
- Request #4 - Hire Athletic and Physical Education Attendant (Original request - Spring 2017)
  - Why not implemented - Low ranking and/or lack of funding for this new position was the rationale provided by the administration.
  - Impact - With the various demands throughout the department and area, there are areas that are left unmanaged and unsupervised. This lack of oversight leads to facilities and areas not being kept up, as well as the possibilities of larger issues such as theft, property damage, and injury.
- Request #5 - Purchase of new equipment for stadium (Original request - Fall 2017)
  - Why not implemented - Low priority and/or lack of funding was the rationale provided by the administration.
  - Impact - The programs that practice and compete in the stadium have had to utilize equipment that they currently have or outdated and not beneficial to training. We do not have key equipment to have a football or track & field program (ie. football sleds with pads, operational hammer throw and discus ring, all equipment and pads for high jump, and pole vault). With the various trends in athletics that are rapidly changing and evolving, remaining current is necessary for the success of our programs.

## Student Services (2) - Program Environment Final Submission: Version by Harrison, Timothy on 12/16/2023 00:10

### **a) Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?**

To be a positive, safe, efficient, and effective Athletics program, there are several component needed in order to create a great educational environment. CCAD plans to reset the standard in order to meet the vision and mission of the institution, beginning with this comprehensive program review and presenting a written plan that aligns with the Compton College Educational Master Plan (CEMP) for consideration. Along with sufficient staffing and an adequate operational budget, it is imperative to have great physical facilities, equipment, instructional and non-instructional supplies, and updated technology to run the CCAD.

Currently the CCAD is not meeting 3C2A standards in all of these areas. We simply cannot meet institutional and program strategic initiatives. We have identified all in the program environment and justified all facilities, equipment, and technology needs. We will close with the viability of consolidating or sharing to meet the needs of the CCAD.

#### **Physical Facilities**

The current facilities for athletics is below normal competition standards, while some playing surfaces are insufficient. Limitations include facilities that are outdated and are in need of various upgrades and constant upkeep. The Facilities Master Plan if fully implemented will serve most programming needs for generations to come.

The CCAD encompasses eight (8) physical areas on campus.

1. Building U Women's Locker Room (1960's)
2. Building W (1960's) - CCAD Office, Head Coach Offices and Men's Locker Room.
3. Building X Gymnasium (1960's)
4. Building Z - Pool Area and Building (1960's)
5. Tay Brown Track and Field Stadium (Bleachers and Grass Field added in 1960's; Track added in 2000; Synthetic Field and lights added in 2015.)
6. Major League Baseball Urban Youth Academy and Compton College Baseball and Softball Fields (2006)
7. ESports Arena (2020)

## 8. South Campus Spaces for future athletic facilities

### Building U

This building is known as the Women's Locker Room and former home of the Equal Opportunity of Programs and Services (EOPS). It was built in the 1960's and is part of a current plan for demolition in order to make way for the new Physical Education Complex. It has been recently used for visiting football and soccer teams for competition, as well as used by a handful of student athletes and outside groups as part of rental agreements.

### Building W

This building, built in the 1960's, is the central location for the CCAD. The facility contains the following spaces: CCAD Office (1), Athletics Counselor Office (1), Faculty Offices (5), Athletic Training Room (1), Equipment Room (1), Men's Locker Rooms (3) Men's Restroom (1), Coaches Locker Room (1), and the Coaches Restroom (1). There have been some preliminary discussions and plans for improvements to these spaces in order to have functional spaces for men and women as we transition to a new facility. This building is part of a current plan for demolition in order to make way for the new Physical Education Complex.

Office space in Building W is limited and not functional for the CCAD. The Dean of Student Development and Athletics, Athletic Coordinator, and Athletic Specialist currently share an office space. The main office has three (3) work stations in it, with the Dean of Athletics using a work station with need for a campus phone. This set up limits the privacy of conversations in the office if multiple individuals are being assisted. If private conversations are needed, the office door must be shut, limiting student-athlete and staff access to the services provided by the three individuals. Also, if a full, private one-on-one conversation is needed by any member of the staff, the others would need to vacate the office.

The Athletics Counselor and five (5) head coaches have individual office spaces within the main athletics offices suite. There is small lobby in the building used as a waiting area and lounge by student-athletes as they wait for appointments and/or spend time between classes and practices. The space is not designed to house more than a few student-athletes at a time, but it constantly has a high volume of use. This is disruptive to other student-athletes who are utilizing services as well as staff conducting business in the area. Improvements have been made in December 2023 (painting lobby and CC Athletics pictures for walls).

The Athletic Facilities and Equipment Technician has a dedicated work area in the locker room that includes a work station and area for storage. Storage space is utilized in various areas within the department, but additional spacing and reorganization is needed to house all necessary equipment and supplies for 13 athletic programs. Old supplies and equipment have been stored here, which are currently being deemed as surplus and no longer needed. The laundry facility needs to be upgraded with an additional washer and dryer to increase productivity and to serve our student-athletes, especially during busy seasons with tight competition turnaround times. A limitation to having the main work area for the technician in the men's locker room is immediate access by female student-athletes and coaches. This can pose issues for both the men and women that may enter the facility to gain access to the technician. A few upgrades to the facility can assist with privacy within the space to ensure that there is little to no comingling with men and women in the designated spaces.

The athletic training facility is housed within the locker rooms. While no more than three athletic trainers will be on shift together at one time, this space contains only one dedicated work station for the one full-time and four part-time athletic trainers. The current space has adequate space to do injury evaluations, stationary treatments, pre-practice preparation (i.e. taping, treatments, etc.) and light rehabilitative exercises. Movement based exercises can be conducting within the space if traffic within is low, so additional space is used outside of the facility within the hallway to conduct some movement types of exercises. The space also limits how many patients can be cared for at one time. As the space fills up to a manageable number, patients would need to wait in the hallway until space clears for them to enter and be assisted. During high volume times, especially prior to a sport competition, student-athletes are waiting an extended period of time. Due to the limited space and funding, the types of therapeutic exercise equipment and modalities are limited. There is a need to add additional equipment for differing therapeutic exercises and upgrade and addition of various therapeutic modalities to be similar to other athletic training facilities. At times, the facility needs to be closed in order to conduct therapeutic exercise, as the weight room is located in Building X as well as to provide event coverage. Another work station or computer station is needed in the facility to allow for a second athletic trainer to input their contacts with patients in a real time basis; this second computer will also allow the staff to track their patients as they come in for assistance.

However, space is also limited to create another workstation within the facility. Additionally, with the facility being housed in the men's locker room, entrance by all is granted through the hallway that has immediate outdoor access. There is direct access to and from the main men's locker room area but is prohibited for female student-athletes to enter or exit through that access point, but still allows the potential for comingling.

### Building X

This building is commonly known as the Gymnasium, was built in the 1960's, and is part of the demolition plan for the new Physical Education Complex. Inside the building is a 4,000 square foot gymnasium with seating capacity of approximately 1,000 occupants.

The gymnasium needs updating in the restrooms. These restrooms are dated and have nonfunctioning fixtures such as toilets, sinks, soap dispensers, and paper towel dispensers. These areas serve various populations such as students in educational courses, current and visiting student-athletes, coaches, personnel, spectators, as well as individuals who come to our facilities for non-athletic events.

There are The Head Men's Basketball Coach and Women's basketball Coach share an office space in the gymnasium. The Head Men's Football Coach has an office suite in the gymnasium complex.

The weight room serves as a classroom and teaching laboratory for both the general student population and student-athletes as part of their education and physical enhancements. The facility is large in space and has the capability to conduct various types of courses and workouts, and it is broken up in three distinct sections - cardio, selectorized strength equipment, and a free weight area. Having these sections allows instructors and users to develop workout plans that best fit their needs and ability levels. Upgrades are needed in the facility as many of equipment pieces and structures are outdated and need to be addressed. The day-to-day operation is overseen by each individual instructor with the athletics facilities and equipment technician assisting in the oversight of the maintenance of the area, which adds another limitation. This facility needs oversight by a qualified individual to ensure safe and appropriate use.

### Building Z and Pool Area

This building is known as the Pool Area, erected in the 1960's with a building to support past pool programming. This area has not been used for many years and is planned for demolition to make way for a new PE Complex with a new pool and structure.

### Tay Brown Track and Field Stadium

This stadium consists of a field area and bleachers on the west side of the complex, built in the 1960's. A 9-lane synthetic track was constructed in 2000 and a synthetic field and stadium lights were added in 2015.

The hammer and discus ring is non-operational due to the addition of swing space, Tartar Village, to accommodate for the construction occurring on campus, which is located in the throwing sector. A new area needs to be delineated to move the throws area into it. Also, with the addition of a synthetic field, javelin will also need to move. The javelin sector will also need to be revisited.

The stadium needs to have an update to the restroom areas. These restrooms are dated and have nonfunctioning fixtures such as toilets, sinks, soap dispensers, and paper towel dispensers. These areas serve various populations such as students in educational courses, current and visiting student-athletes, coaches, and personnel, and spectators.

### Major League Baseball Urban Youth Academy (MLBUYA) and Compton College Baseball and Softball Fields

These facilities were erected in 2006 in collaboration with Major League Baseball. There are four (4) fields we use. They are maintained by the MLBUYA as part of an agreement between the parties. The facilities are in good shape, but there should be consideration for assisting with improvements and maintenance from the college.

### ESports Arena

This is a new modular facility built in 2020 as part of an initiative to bring on more students through Electronic Sports, a growing sport across the nation. The facility is filled with new equipment, twenty (20) computers and four (4) play station areas for use. Minor repairs to computers are set for 2024.

### General Challenges with CCAD Facilities

A limitation for the CCAD is having only one indoor facility (gymnasium) and one outdoor facility (stadium) to conduct practices and competitions. The indoor facility currently hosts men's basketball, women's basketball, women's badminton, and women's volleyball. This facility also houses other classes such as dance, boxing, and other activity courses. The outdoor facility

hosts football, men's soccer, women's soccer, and men's and women's cross country/track and field. By only having one surface, indoor or outdoor, for classes, practices, and competitions, scheduling of the facilities become at times difficult because classes/practices need to be moved, physically and/or start times, to accommodate for competitions. Baseball and softball utilizes the Major League Baseball Youth Academy as their main site along with MLBAYA activities and high school and other college games. The current set up is to have the classes run sequentially after each other so that the time use is maximized. An issue that arises from this is that for academic course scheduling of the student athletes, athletics class times may overlap with their academic course times, making it difficult to take particular courses based on availability and need. Additionally, having only one space extends the day of essential support staff when practices are moved for competitions. By creating more space for the programs to use will assist with these concerns.

There needs to be an increased emphasis made upon keeping the facilities clean and managed. As the primary areas for physical education courses and athletics participation, all of the facilities should be overseen and managed with more oversight. They must be maintained for cleanliness with more detail by all staff utilizing them, not just by athletics personnel.

#### Equipment and Technology

The CCAD continues to evaluate and upgrade the equipment that it uses to conduct classes, practices, and competitions with past and current tight budgetary restraints. The CCAD makes an effort to purchase equipment that is needed to provide a good student-athlete experience. As previously stated, various equipment concerns need to be addressed, including, but not limited to: computer equipment/work stations, weight room equipment, treatment and rehabilitative modalities, and an updated washer and dryer system. Along with these items, the department needs to look to upgrade and add items that assist each sport program. One such area is in track and field. Currently we do not have any vertical jump pits available to be used for practice and competition, and the horizontal jump pits need to be serviced to become available for use. Football is an equipment intensive sport, which creates a need to continue to upgrade and replace helmets and shoulder pads. We constantly take into consideration risk management and student-athlete physical health and safety. Also various other items can be investigated to assist with the football coaches to teach proper hitting and tackling techniques through professional development.

Another area that needs improvement is in the area of making sure all programs have the necessary equipment to conduct their classes and practices such as balls, bats, safety equipment, cones, hurdles, etc. It has been stated by programs that they do not have enough equipment to conduct their programs to maximize the benefits for students. Various solutions are being investigated on how to ensure that the proper equipment is available to all of them.

The program needs to provide various supplies (soft goods) to be able to have practices and competitions. These items include, but not limited to: uniforms for competition, practice attire, warm up gear, bags to carry their items, and athletic training supplies (i.e. tape, wound care supplies, hydration supplies, etc.). With rising costs and increase in roster sizes it is evident that increased funding is going to be needed in these areas.

The CCAD has interest in sharing equipment and facilities with the college and community in order to satisfy the needs of the campus.

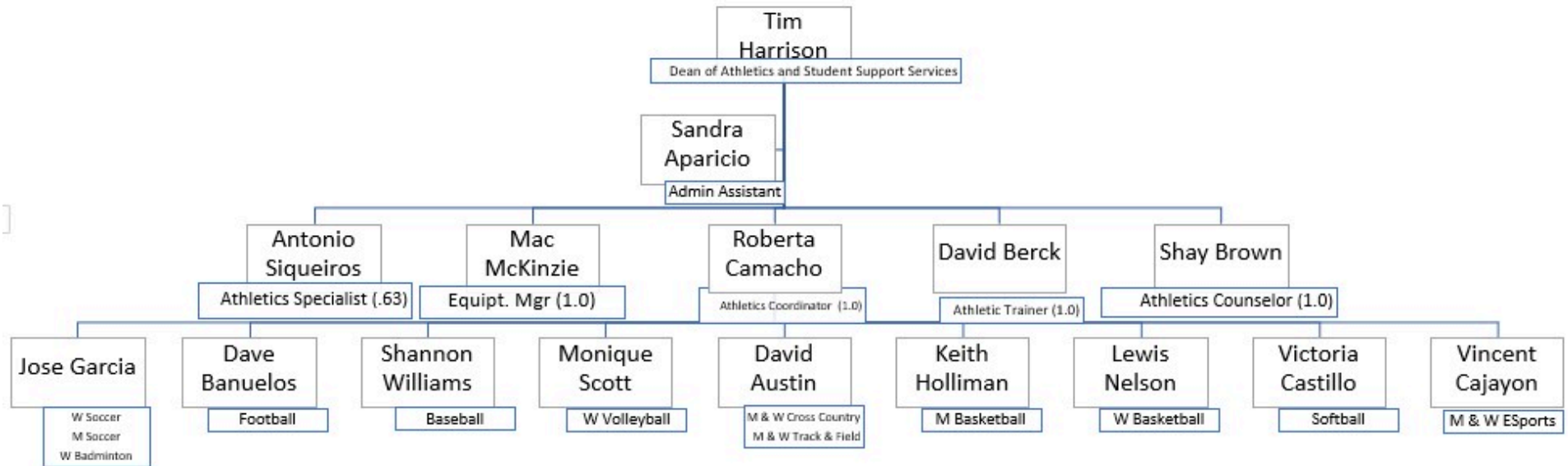
#### **b) Describe the number and type of personnel assigned to the program. Please include a current organizational chart.**

The CCAD is overseen by the Dean of Athletics Student Support Service who directly reports to the Vice President of Student Services. This position was created in 2023 as part of a reorganization from the CC Executive Team. Along with the Dean, the Athletics Coordinator is a full time classified member that has supervisory responsibilities over the department staff. This is a new position that was developed and implemented in July 2017.

Within the CCAD there is a collective of 71 individuals in the following positions: administrator (1) full-time classified (3), part-time classified (6), full-time faculty (2), full-time faculty counselor (1), part-time faculty head coaches (7), part-time unclassified assistant coaches (36), part-time event management staff (4), part-time student workers (10), part-time volunteer assistant coaches (7), and one (1) superstar volunteer - Ms. Alice Mitchell. All of this staffing provides services for the student-athletes and the campus community.

Each of the sports programs have a faculty head coach, as well as paid unclassified and volunteer assistant coaches to assist with instruction and support of operations. We currently have two (2) full-time faculty tenure track head coaches, one serving as our baseball coach, and the other coaching three (3) teams: Women's Soccer, Men's Soccer, and Women's Badminton. We also have one (1) part-time head coach leading four (4) sports programs - Men's and Women's Cross Country as well as Men's and Women's Track & Field.

## CCAD Organizational Chart



### c) Describe the personnel needs for the next four years.

There are several personnel needs within the department in order to be viewed as adequate staffing. New hires are necessary and there are no anticipated departures in the near future. The CCAD will be constantly considering expansion in order to stay in compliance with Title IX testing in order to meet the needs of the 22 high schools that are within 10 miles of Compton College - deemed in our radius of competition. 3C2A sports for annual review by the CCAD are currently: Women's Wrestling, Women's Tennis, Women's Swimming and Diving, Women's Beach Volleyball, Women's Water Polo, and Women's Golf. The 3C2A is closely watching the up and coming sports such as Women's Flag Football and Women's Lacrosse for future consideration.

With increased demands to recruit, retain, and help full-time student athletes succeed at Compton College, additions to the CCAD are needed. The augmentations are as follows in order of need:

1. Full-time Certified Athletic Trainer (1.0 FTE, 100% GF, \$110,000 w/ benefits). Essential for coverage of 13 sports (with football) and proper attention to approximately 200 student athletes.
2. 6 Full-time Coaching Positions (6.0 FTE, 100% GF, \$720,000 WB). Positions (not in order for consideration) that have year-round work responsibilities: Men's Basketball / TBD, Women's Basketball / TBD, Cross Country/Track & Field, Football / Assistant Track, Softball / TBD, and Indoor Volleyball / Beach Volleyball.
3. Athletics Specialist (1.0 FTE, 100% GF, \$110,000 WB) - Athletic Eligibility (40%), Sports Information (30%), Athletic Transportation (15%), and College Admissions support (15%)
4. Budget for Part-Time Staffing - Assistant Coaches, Athletic Trainers, Game Management Staffing. (\$TBD)
5. Facilities and Equipment Room Technician (0.5 FTE, 100% GF, \$40,000 NB) - Supportive position for Equipment and Facilities
6. Athletics Strength and Conditioning Coach (.50 FTE, 100% GF \$40,000 NB)
7. FY2028 - Aquatics Coordinator (1.0 FTE, 100% GF, \$110,000 WB). Needed when the Pool is in place
8. FY2028 - Aquatics Pool Manager/Specialist (.75 FTE, 100% GF)



\* FTE - Full-time Equivalency, GF - General Fund, WB - With Benefits, NB - No Benefits

### Additional Information on Positions

#### 1. Full-time Certified Athletic Trainer

The health and safety of student-athletes has continued to be an emphasis of the athletics program. With an increase in participation, competition, a non-traditional season, and potentially a year-round model for student-athletes to follow, it is evident that additional medical support is needed for all. Currently the college employs one (1) full-time athletic trainer and four (4) part-time athletic trainers to fill the needs of the department. One of those current needs is to ensure that the athletic training facility be consistently open and able to provide medical service to all student athletes while they are at practice and games. To accomplish this task, a second athletic trainer is scheduled during these needed times so that one athletic trainer can respond to medical emergencies that may occur at a practice, follow up with coaches and student-athletes while practicing, and to provide direct medical coverage at home competitions. The second athletic trainer can then assist as needed in emergency situations, but, just as important, is able to respond to any additional medical emergencies that may arise at another practice or venue since multiple activities are running simultaneously. It is imperative that the training facility would not need to shut down because of lack of staffing. The addition of a full time athletic trainer would alleviate the uncertainty of scheduling through the year based on the limitations of the work stipulations on the part-time athletic trainers and their other employment schedules. It also needs to be noted that part-time assistance will continue to be needed to assist in providing medical coverage when two or more events will be hosted on campus. Part-time athletic trainers have served as a temporary solution, but limited to the following: 120 work days per year, 25 work hours per week, and the amount allotted within the budget to fill these needs. These limitations affect the type and quality of care that is provided to the student-athletes that are served by the program. Securing available, flexible, and certified part-time trainers is a real challenge for this region.

Our research shows that CCAD and Reedley College are the only two 3C2A institutions with Football and one trainer (Berck, 2023). We need to address this personnel challenge.

#### 2. Full-Time Faculty Head Coaches -

The athletic and academic success of every athletic program can be attributed to the staffing that is associated with that particular program. Each head coach is tasked to recruit, retain, and help matriculate their student athletes to complete their academic and athletic endeavors. These areas are each critical to build and maintain a successful sports program. The passion, time commitment, and dedication by the head coach and their staff plays a significant role in how it is accomplished. Currently, the college employs head coaches as adjunct faculty members, with two (s) head coaches being full-time. In our preliminary comparison of similar 3C2A colleges, it is apparent that not only is there a discrepancy in the numbers of full-time head coaches in the department, but also in compensation.

All of our part-time head coaches hold other positions off campus, and they all need to adjust their various schedules to accommodate their responsibilities with their respective programs. At times, this can be difficult for many of them to fulfill the expectations and job duties. Attending college related meetings, changes in competition times, and most importantly, meeting with current and prospective student athletes on campus. Being able to recruit or support students takes time and is essential to sustain a sports program. By increasing the number of head coaches on campus to guide and maintain the CCAD, it should assist in the productivity of each program not only athletically and academically, but would assist with the recruitment, retention, and matriculation of student athletes.

#### 3. Athletics Specialist (1.0 FTE, 100% GF) -

This is a possible unique position to help keep costs down for the institution. The breakdown would be: Athletic Eligibility (40%), with additional related duties as assigned such as Sports Information (30%), Athletic Transportation (15%), and College Admissions support (15%).

#### 4. Budget for Part-Time Staffing - Assistant Coaches, Athletic Trainers, Game Management Staffing. (\$TBD).

Currently there is a large reliance on the stipend pool to pay for part-time staffing to assist the student-athletes in their recruitment, retention, and assistance. In various comparisons throughout the 3C2A, there is a distinct discrepancy within current part-time assistant coach salaries. Currently each program is given a set budget for its in-season coaches, and each head coach is able to split the amount among their coaching staff. By increasing the amount that is available for assistant coaches, several areas will improve. There will be more available time for student-athlete contact on campus by the assistant coaches, turnover of coaching staffs will decrease, and ability to recruit and retain higher level and more qualified coaches. Additionally, an increase in this same stipend pool will increase the ability of the department to provide quality of care to the health and welfare of the student-athletes through athletic training staff, the athletic counselor and additional staffing in those area. These areas can be rectified with the addition of full time staffing, but until that is possible, it is more cost-effective and necessary to continue the practice of part-time assistance.

Game management staffing is currently being paid through gate sales that are not consistent and cannot be projected for a cost neutral year. Game management staffing consists of various positions including, but not limited to, statistician, clock operator(s), announcer, ticket seller(s), concession seller(s), and gate/door monitor(s). Depending on game staffing needs, the

amount required to cover all staffing expenses can run an estimated \$200 to \$2,000 per event. These costs vary from year to year.

5. Athletics Facilities and Equipment Technician (0.5 FTE, 100% GF, \$35,000 NB) - Currently the only direct and constant oversight of all the facilities is done by the Athletics Facilities and Equipment Technician. This is problematic in both the men's and women's locker rooms as they do not have constant oversight, which is needed in facility with an intended high usage rate. Having a supportive attendant in the facility will ensure safety, cleanliness, and order within all areas. Our current technician position serves as the Classified Senate President, which has responsibilities on average of 10 to 15 hours a week with no back fill support. There is a high work load for only one individual to handle. This work load includes the inspection, cleaning, and maintenance of all of the athletics facilities and equipment; oversight and supervision coordination of all athletics facilities; inventory and cleaning of athletic uniforms, warm ups, practice gear, helmets, shoulder pads, and other soft goods; and coordination with coaches, staff, and vendors for new supplies or maintenance of existing supplies and equipment, practice and game management duties of set up, execution, and break down of those events. Additionally he oversees various tasks and events held on campus outside of athletics. This strain on one person is leading to burnout and decreased job performance, efficiency, and efficacy. By providing assistance to this position through a part-time staff member, various job duties can be split, increasing the service provided to department and to the student-athlete experience.

6. Athletics Strength and Conditioning Coach (.50 FTE, 100% GF \$40,000 NB) - A strength and conditioning coach would be a great asset to the CCAD and the institution. We need a physical performance professional who uses exercise prescription to improve the performance of competitive athletes or athletic teams. Through the combination of strength training, aerobic conditioning, and other methods, this individual can work in the weight room and support all student athletes as well as employees of the institution. Currently the instructor of record that utilizes the weight room for their course supervises the facility while in use. At no point in time is the facility to be used by a student without supervision. The facility currently does not have scheduled open use for the campus community. A concern with this practice is that the facility is being used unsupervised by students and staff. Additionally, the facility is quite often found with items not put back or missing. The addition of an employee here can ensure that the facility is supervised and utilized safely and adequately. Each coaching staff is currently tasked with writing and implementing their own strength and conditioning plans for their respective student-athletes. Many of these coaches are not certified to be developing or prescribing these lifting plans. Research has shown that improper programming can lead to injuries and in contrast, a well-prescribed program not only increases performance, but decreases potential injuries. A certified strength and conditioning coach to oversee the facility and program student-athletes will increase their performance, but also be available to the campus community as an added resource for them to utilize.

7. FY2028 - Aquatics Coordinator (1.0 FTE, 100% GF, \$110,000 WB). This leadership position will plan, organize, implement, and evaluate a variety of aquatics programs and special events. The individual will plan, assign, direct, train, motivate and evaluate the work of subordinate staff. It will be a much needed position when the new pool is in place.

8. FY2028 - Aquatics Pool Manager/Specialist (1.0 FTE, 100% GF) Another required position when a pool is in place at Compton College. Under the direction of an assigned supervisor, the individual would clean, maintain and perform preventive maintenance on the swimming pool and support equipment to assure safe and sanitary conditions.

**d) Describe facilities needs for the next four years.**

Over the next four years, CCAD will have a significant list of facilities needs for consideration. Most are addressed in the Facilities Master Plan (FMP) with a few new additions noted below.

- Building U
  - None. Demolition of Women's Locker Room to make way for the new PE Complex. Currently in FMP.
- Building W
  - Locker Room Transition Project - Preliminary plan to split the current locker room to serve both men and women sports programs until a new facility is completed. Each of the locker rooms has its own set of issues that need to be addressed. Both the locker rooms need renovations to the restrooms, shower areas, and lockers. Overall the spaces are run down and need improvements to make them usable for their full intent. Many of the lockers are damaged and unusable in the designated team rooms, which poses security concerns in that student-athlete belongings and equipment cannot be secured properly in the facility. Additional areas that need renovations are the shower areas and restroom facilities. Many of the fixtures are damaged and non-functional. The locker room areas service both student-athletes and must be accessible to the general campus community as well. For each program this is an additional area that can be used for team meetings and activities, but currently this area is not set up or conducive for such activities. The locker room serves as a hub for those in athletics, those participating in activities, and for general use. Having a facility that is functional and inviting is necessary for an overall positive experience in the area. Visiting teams have had previous security issues in leaving items in the locker rooms, and the aesthetics of each locker room is lacking. The men's locker room is in need of much attention to make them functional. There are various tasks that need to happen until a new facility is in place.

- Equipment Room Renovations - The current space that is used as the equipment room is outdated, dark, and a cramped space. The lighting makes it difficult to operate efficiently. The shelving and storage spaces are outdated and do not allow for the correct storage of supplies, equipment, and uniforms. Along with the incorrect storage, there is insufficient space to house all equipment in one area, so various spaces are used throughout the department. To maximize the efficiency of the equipment, a renovation is needed along with incorporating technology to inventory and track all equipment, uniforms, and supplies that are issued and used by the department.
- Building X
  - Main Gym Lighting - 11 lights are out and need replacement. 8 additional lights should be considered for the main floor area
  - Gym Flooring - Sanding and painting to remove "Tartars" and to add lines for all sports played in the facility.
  - Training Room Project - Move the Athletics Training Room to Athletic Training Facility Renovations
 

The current athletic training facility has enough space to provide minimal medical care to the student-athletes that are served. Within the facility there is enough space for two treatment tables, two taping tables, an ice machine, a desk with a computer, some storage space, and a few rehabilitation items. This allows the AT staff to perform evaluations, provide treatments, and prep student-athletes for practices and competitions with a limited number of student-athletes within the facility at one time. For more intensive rehabilitations and functional exercises, the AT staff must utilize other areas outside of the facility such as in the hallway or other areas. With an increase in student-athletes participating and the addition of the non-traditional competitive seasons, the flow of patient care has increased and the anticipation for an ongoing increase is there. Also, there has been a shift in the philosophy of the athletic training staff, which has translated in an increase in treatments and functional rehabilitations of their patients. Much of the equipment is outdated and needs to be upgraded to keep up with the various medical trends in the profession and care of the student-athletes. A larger more functional space is needed which can be accomplished through the renovation and repurposing of existing spaces and/or development of another space such as a modular.
- Building Z and Pool Area
  - None. Demolition of Pool Area and Building to make way for new PE Complex.
- Tay Brown Track and Field Stadium
  - Painting of old bleachers to remove "Home of the Tartars"
  - Bleachers Improvements - Restrooms, Concession area, Handicapped ramp
  - Repaint Track lines
  - Synthetic Field replacement in 2028 (done every 10-13 years). With all synthetic turf fields there are specific needs such as daily, quarterly and yearly maintenance, spot repairs, and potential larger repairs as needed. Additionally, dependent on volume of use, the life of the field may be altered and replacement may need to be made prior to the original projections. It is prudent to begin forecasting for major repairs or replacement during the fifth year of its consistent use and look for action between years seven and 10. This projection would make it necessary to begin the allocation of funds.
  - Track Repairs/Upgrades - The track surface was recently resurfaced during the stadium renovation in 2014 with a pour over on the existing track which has its own concerns of peeling on the edges and being able to see the old painted markings.
 

The throws sectors for hammer and discus are currently angled toward Tartar Village and the cage needs to be replaced or repaired. The addition of a synthetic turf field does not allow for javelin to be thrown onto it without special tipped implements. With this in mind, the entire throws areas should be moved to south or southwest of the current facility. Additional repairs would be needed to the steeple barriers; to the barriers themselves and the fixed mountings that affixes them to the track surface.
- Compton College Baseball and Softball Fields
  - General improvement as agreed upon by MLBUYA - to be determined
- ESports Arena (2020)
  - Relocation of facility to make room for FMP related to South Campus
- South Campus Spaces
  - Begin design phase or future athletic facilities according to the FMP
- Student-Athlete Success Center - The intent of a student-athlete success center is to develop a space for student-athletes to congregate for various services such as, but not limited to, academic advising, academic assistance through tutoring and study space, computers for academic use, and general space for student-athletes to spend their down time on campus. The benefits of having such a space for student-athletes will help with the retention, persistence, and completion rates. An issue with the programs fielding rosters filled with eligible student-athletes that are returning for their second year of competition. A significant number of student-athletes are not eligible to immediately return to compete in their second season because of one or more of the following reasons: GPA below 2.0, did not complete 24 units with 18 units counting towards their degree or remediation, and/or did not pass six (6) units during their last full-time semester. Currently, the oversight of each student-athlete is tasked on the program's head coach and assisted to a degree by the athletic counselor, athletic specialist, and athletic coordinator. The limitation of this process is that 90 percent of the head coaches are part-time and do not spend enough time on campus to

provide a valued academic resource to their student-athletes. Also, unless the student-athlete takes the initiative, they must go and seek out the assistance that is needed from various areas instead of it all being available to them in a given space. This student athlete success center would provide the necessary resources in one space to service students carrying 12 or more units per semester and additional units during non-primary terms, accounting for the college's FTES. A space can be allocated through the renovation and repurposing of existing spaces and/or development of another space such as a modular.

- Modular Locker Rooms for Baseball and Softball
  - Recommend repurposing Tarter Village modular units to have a office, restroom and locker room near baseball and softball facilities.
- South Campus Athletics Facilities - Development of the southern end of the campus according to the FMP is recommended to support physical education and athletics programming at Compton College. Proposed improvements will enhance the campus entry experience and welcome the community to the campus.
  - Sand Volleyball Complex
  - Tennis and Pickleball Courts
  - Outdoor Basketball Courts
  - Multipurpose Athletic Sports Complex - A limitation to athletics is that there is only one outdoor facility to accommodate for football, men's soccer, women's soccer, men's and women's cross country and track and field, and various activity courses. Additionally, the facility is open for recreational use by the community from 4am to 9am. This set up requires that the facility be shut down at 9 a.m. so that classes can be held within the facility. Practices are then scheduled in sequential order with some overlap with in-season and off-season intercollegiate physical education classes. There is an obvious concern with women's soccer and football in the evening as they share the field for about an hour. This is a safety concern because both have condensed space to operate and have different implements and equipment to contend with which may lead to collisions or being struck by stray balls. The one field to host both competitions and practices requires that practices be extended outside of normal operating hours after competitions are completed. This is a concern to both the student-athletes and staff, as they need to rearrange their schedules for these changes. Many of our student-athletes take evening courses and/or work so they may need to make a choice between their time commitments. For the classified staff, there are financial and contractual constraints to flex their hours and to be compensated for the time worked. Also with a smaller, extended staff, it may be difficult to staff appropriately and/or may lead to burnout during these time frames because of the additional hours worked. With all of this in mind, it is recommended that a new practice facility be built in the intended space south of the current Tartar Village that will have a regulation football and soccer field with a walking track surrounding it. The facility shall be enclosed by fencing and netting to secure it and keep balls from leaving the area while being used by the sports programs or activity courses. The additional space shall allow for courses and practices to run concurrently which increases the opportunities to have multiple sections and decrease the amount of extended hours of the staff. By also having this facility, access to the main stadium can be limited which will save the life of the competition facility.

**e) Describe the equipment (including technology) needs for the next four years.**

Existing equipment is not adequate and new on-time and ongoing purchases need to be made in order to meet the needs of the CCAD. Here is a list of sports equipment and technology equipment needs for the immediate future.

1. Electric Cart for Athletics (\$10,000)
2. Computers for a Student Athlete Success Center (\$30,000). In anticipation of developing a space for student-athletes to congregate for academic success, approximately 30 computer workstations and a copier/printer/scanner are needed. These workstations will allow the student-athletes to have access to all necessary tools for their academic success.
3. Professional Grade Washer and Dryer (\$20,000). Currently the department only has one industrial sized washer and dryer that both have issues with operation. The washer must, at a minimum, handle 50 pounds of laundry at a time for it to operate correctly. Any loads less than that weight would cause a fault in the wash. The dryer does not dry at consistent temperatures that without constant supervision will lead to damage of the materials. Also, only having one of each decreases the efficiency of the staff and amount of student-athletes that can be serviced.

It is recommended that an additional industrial washer and dryer be installed to be able to accommodate for the intended service to the student-athletes. An additional option would be to incorporate a commercial washer for smaller loads of laundry that are less than 50 pounds or are delicate in nature. By consistently doing laundry for the student-athletes, it decreases the chances of the transmission of communicable diseases. This is a constant concern within athletics whether it is made through direct or indirect contact on various surfaces. By making sure that the surfaces that they play on and hard surfaced equipment are kept clean along with laundered practice/competition gear, safety will be provided to all participating.

4. Training Room Ice Machine - cube style. This would reduce stress on our current machine and, likely, improve lifetime of each individual machine. It seems everybody is in favor of this until the need for designating a location for it begins to be discussed.

5. Game Management Equipment (\$23,000). Various game management equipment is needed to operate competitions appropriately. These items include tables, chairs, team bench chairs, table cloths, and canopies. All of these items are necessary to function appropriately.
6. New Scoreboard for Stadium (\$175,000)
7. Therapeutic Modalities (2 for \$15,000). In the athletic training facility, there are various outdated modalities that are used to treat patients. Although these modalities still function and serve their purpose, they are limited in their overall benefits for the patient as they were put in use over 10 years ago. Technology and capacity of therapeutic modalities have changed over this course of time with new research showing that there are more effective modality pieces that can assist patients in recovering from their injuries more quickly and efficiently.
8. Practice/Competition Filming Apparatus (\$7,500). As a part of the student-athlete experience, it is necessary to film competitions and practices. Along with complying with 3C2A and SCC rules of filming competitions for various sports, video of practice and competition can be used for the following, but not limited to, the breakdown and learning for self-improvement and team improvement, highlight videos, promotional videos, and preparation for opponents. These highlight and promotional videos serve as ways for each program to recruit potential student-athletes but also for our student-athletes to be recruited by four-year institutions. Additionally for the fan experience, the filming of competitions can lead to live streaming and for fans to watch competitions from outside of the area.. Since it is a standard that institutions film their competitions, we need to make sure that we are capable of doing the same.
9. Sound System (\$7,500). In order for competitions to provide the whole fan and student-athlete experience by having music, playing of the National Anthem, announcing of starting lineups and in-game information, and various other sound needs, a sound system is needed. Also, a sound system is needed for various other events such as the athletics banquet. Currently, the athletics department needs to use the shared sound system that the district owns. When athletics has concurrent events and/or back-to-back events, the use of the sound system needs to be prioritized and system moved accordingly. By having a sound system for athletics use only, it will allow for multiple events to be covered for sound without issue if the district system is used at the same time.
10. SPRY Recruiting Software (\$3000). With the increased emphasis on recruiting students to assist with FTES numbers, a need for a system to track all potential recruits is needed to increase the efficiency and accuracy of the recruiters. Additionally, various software products allow for the immediate contact with recruits through preloaded communication, form emails, letters and text messages. Currently each program uses its own systems, typically some type of manual system with no consistency across the entire department. Having one system to track all contact with all recruits will offer transparency and consistency by the entire department. It will also allow the immediate sharing of recruit information from sport to sport if there are multi-sport recruits and/or to other departments on campus such as enrollment services and admissions and records.
11. HUDL Program Departmental License (\$9,000). As the use of video is utilized for all aspects of each athletics program, having a departmental license for the video software, HUDL, would allow every program to review practice/competition film, share with its student-athletes to review film on their own, and share film with opponents per 3C2A and SCC rules. This product, or similar, would allow for immediate player development, allowing for the building of programs through teaching.

**f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?**

The hours of operation of the program is dependent on each area and needs based on each sport program's competition schedules. The athletics office, staffed primarily by the Athletic Coordinator and Athletic Specialist, is generally open Monday through Friday during normal sessions from 8 a.m. to 5 p.m. The locker rooms and equipment areas, generally staffed by the Athletic Facility and Equipment Technician, are open from 8 a.m. to 4:30 p.m. The athletic training facility, staffed by the full-time and part-time Certified Athletic Trainer(s), has general operational hours of 10 a.m. to 6:30 p.m. The athletic counselor is 30 hours per week and splits the hours up during the week dependent on general hours of 12 to 5 p.m., four days per week.

Depending on the roles of each support staff member, they may work a flexed and/or overtime schedule to fulfill their duties. Currently with limited funding for staffing and overtime, the director tries to staff areas either with part-time staff or flex full-time staff schedules when possible.

Coaches/faculty schedules are determined by the following: class times, practice schedules, competition schedules, and recruiting efforts. With the exception of one full-time faculty member, each of the head coaches has multiple time demands affecting their availability and arrival/departure times from campus. This also affects their time with student-athletes.

Overall the current hours of operation of the program are able to service the program, but with the limited staffing, the amount and quality of service is compromised.

In terms of hours of operation and to meet our needs, some colleges designate some of their staff as variable hour employees. As part of this designation, hours can vary without violation of the classified bargaining agreement. In compensation for having a more open schedule, Athletic Trainers are paid at a differential rate similar to what Compton College pays for classified employees who work early or late hours. Whether or not the Compton classified union would allow this is questionable, but it's an idea that allows for flexibility and more fairness in compensation. Classified support members do not have the ability to flex hours and remain within the union bargaining agreement.

**g) Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?**

In athletics there are many factors that directly affect programs including, but not limited to, 3C2A rules/regulations, recruiting practices by the college and other like institutions, recruitment by four-year institutions of current student-athletes, and family and personal responsibilities/commitments.

As changes continue to occur at the 3C2A level, Compton College staff will continue to need to stay abreast of the changes and adapt their activities to accommodate for them. A growing trend is the evolution of off-season and non-traditional season periods. This has allowed for additional contact activities with student-athletes to assist in their success in competition, but the current part-time head coaching staffs are limited in their ability to keep up with the demands based on the resources provided to them. These resource limitations include their coaching stipends and class allotments, availability of support staffing to assist needs, and costs for competing during the non-traditional season. To better provide a great experience to student-athletes, it is necessary to revisit the practices and processes in place for the program.

Recruiting student-athletes is the cornerstone of every successful program. Each sport program competes with every college in the area for similar student-athletes. Within a 15-mile radius, there are over 10 colleges to recruit against. Additionally, a larger emphasis needs to be made on increasing numbers from the local high schools.

The other side of the recruitment process is preparing current student-athletes to be recruited by four-year institutions. For this to occur, student-athletes need to be successful both athletically and academically. Many student-athletes enter college not being prepared to handle the academic course loads, regardless if they are academically sound because of their other demands. As programs become successful, the recruitment by four-year institutions becomes more prevalent and easier. This cycle is dependent on the success of programs which is a reflection of not only the abilities of the student-athletes but of the coaches to recruit, retain, and assist their student-athletes in their completion of athletic and academic goals.

Many student-athletes have various demands outside of the typical athletics and academics concerns. Many juggle family responsibilities and commitments such as working to support their families; while some others also have young children of their own that need their attention. These demands may limit their time devoted solely to athletics and academics.

Finally, Being in compliance with Title IX regulations are a key factor. Below are some snapshots of the EADA report filled out every year and our current state of being out of compliance.

## TEST ONE: PARTICIPATION PROPORTIONATE TO FULL-TIME UNDERGRADUATE ENROLLMENT

Please indicate the rates of full-time undergraduate enrollment and athletic participation. For a formal definition of "participation," please visit the following link to CCCAA Gender Equity: <http://www.cccaasports.org/services/gender>.

Rates of Athletic Participation Compared to Rates of Full-time Undergraduate Enrollment										
Program	Rate of Full-time Undergraduate Enrollment		Rate of Participation in Athletics							
	Total Number	Percentage (%)	Total Number	Percentage (%)						
Women	1,269	63.70%	42	20.00%						
Men	723	36.30%	168	80.00%						
Totals	1,992	100%	210	100%						
Compare full-time enrollment % to athletic participation % to determine underrepresented gender. Fill in the cells below accordingly: (Columns per above headings)					Exact Proportionality for Underrepresented Gender*	Number Needed to Reach Exact Proportionality for Underrepresented Gender	# of Teams Currently Offered for Underrepresented Gender	Average Team Size for Underrepresented Gender	Does the college comply with substantial proportionality: (If average team size is less than the number needed to reach exact proportionality, then the college does not comply with Test One.)	
Under-represented	723	36.30%	168	80.00%	23.93	-144.07	5	33.6	Yes <input type="radio"/>	No <input checked="" type="radio"/>
Over-represented	1,269	63.70%	42	20.00%						

\* For an example of exact proportionality calculations, please visit the following link to CCCAA Gender Equity: <http://www.cccaasports.org/services/gender>

Dates of data collection: From 07/01/22 (mm/dd/yy) to 06/30/23 (mm/dd/yy)

Method of distribution: Compton College CCC Apply - Athletics Interest Survey Report

NUMBER OF COLLEGE APPLICANTS INTERESTED IN ATHLETIC PARTICIPATION IN SPECIFIC SPORTS <i>(One Full Academic Year)</i>					
Women's Sports		Number Interested	Men's Sports		Number Interested
Badminton		11	Badminton		
			Baseball		49
Basketball		36	Basketball		53
Beach Volleyball		11			
Bowling		8	Bowling		7
Crew/Rowing		3	Crew/Rowing		1
Cross Country		7	Cross Country		9
Fencing		3	Fencing		5
Field Hockey		4	Football		55
Golf		7	Golf		6
Gymnastics		22	Gymnastics		3
Lacrosse		4	Lacrosse		5
Skiing/Snowboarding		3	Skiing/Snowboarding		3
Soccer		38	Soccer		24



Softball	30		
Swimming/Diving	20	Swimming/Diving	7
Tennis	10	Tennis	10
Track & Field	25	Track & Field	15
Volleyball	46	Volleyball	16
Water Polo	5	Water Polo	2
Wrestling	11	Wrestling	14
Other:		Other:	

Sport(s) not currently offered in program	Number of students participating in high schools within the recruitment area
W Wrestling	190
W Tennis	364
W Swimming/Diving	344
W Water Polo	210
W Golf	162

Sport(s) identified under step 1	Intercollegiate competition available (A) or not available (N/A) in the area, based on institution's mile radius* of competition:		Action Plan	Outcome
	Miles	9.5		
W Wrestling	<input checked="" type="checkbox"/> A	<input type="checkbox"/> N/A	Annual review of interest and ability	Interest survey in 2024 for currently enrolled students
W Tennis	<input checked="" type="checkbox"/> A	<input type="checkbox"/> N/A	Annual review of interest and ability	Interest survey in 2024 for currently enrolled students
W Swimming/Diving	<input checked="" type="checkbox"/> A	<input type="checkbox"/> N/A	Annual review of interest and ability	Interest survey in 2024 for currently enrolled students
W Water Polo	<input checked="" type="checkbox"/> A	<input type="checkbox"/> N/A	Annual review of interest and ability	Interest survey in 2024 for currently enrolled students
W Golf	<input checked="" type="checkbox"/> A	<input type="checkbox"/> N/A	Annual review of interest and ability	Interest survey in 2024 for currently enrolled students
	<input type="checkbox"/> A	<input type="checkbox"/> N/A		

As changes occur and various external demands are placed on student-athletes, the program will need to continue to evolve to be able to provide a good student athlete experience.

## Student Services (3) - Service Area Outcomes (SAO) Final Submission: Version by Harrison, Timothy on 12/16/2023 00:10

### a) List and describe the program's SAO assessment results.

The CCAD SAO's assessment results are not available. Below are two SAO's that are more appropriate for assessment. They lend themselves to more consistent data collection and longitudinal analysis.

CCAD updated SAOs are the following:

- Compton College student-athletes will achieve an annual GPA of 2.75.
- 70% of Compton College student athletes who have completed two years of eligibility will transfer to a four-year institution, receive a degree and/or certificate.

**b) How were the SAOs developed? Who was engaged in the creation of the SAOs?**

The development of the SAOs was a combined effort with collaboration from the Athletic Director, the Athletic Coordinator, the Athletic Specialist, the Athletic Trainer, the Athletic Facilities and Equipment Technician, the Athletic Counselor, and all Head Coaches. They were developed after having discussions of the entire program and the types of outcomes desired by the CCAD for student athletes.

**c) How often are the SAOs assessed and who is engaged in the discussion?**

Historical data cannot be found regarding the previous set of SAOs. We will assess our SAOs at the end of the spring term.

**d) What has been done if the SAO assessment results were not as anticipated?**

The SAOs were not assessed, however there are no recommendations at this time.

**e) Where are the SAOs assessment results shared with staff, students, and the public?**

There were no results to share. The results shall be posted on the athletics website and displayed on our future institutional effectiveness dashboard.

**f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?**

The SAOs have not been assessed. Once completed, the SAOs will be changed or modified as needed.

## Student Services (4) - Program Improvement Final Submission: Version by Harrison, Timothy on 12/16/2023 00:10

**a) What activities has the program engaged in to improve services to students?**

With many changes in athletic administration there have been only a few activities led by the CCAD to improve services to student athletes.

- A student athlete orientation every fall was implemented in 2019.
- We implemented a progress report program in 2019
- We improved our safety measure by using chartered buses with drivers for our away contests in 2018.

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

Although there are a multitude of available metrics to use by the CCAD personnel, none of them have been utilized. With the new metrics that are provided through the Cal-PASS program, it is now easier to provide immediate feedback and guidance. Coupled with internal data of demographics and successful measures of recruitment, success, and competition, all of this data can be used in the future to guide the efficacy and efficiency of the CCAD.

**c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.**

*Identify trends in the data (if any exist). Did certain groups of students perform better than others? Was the program more effective for certain students than others? If these trends exist, explain how they can be addressed.*

As seen in previous tables, the numbers in overall student success and the various other patterns show that student-athletes continue to out-perform non-student-athletes at the college but

do lag behind the overall state numbers. A comparison can be made on the type of support that is provided to student-athletes at other institutions and/or direct comparisons that are similar to Compton College.

## Student Services (5) - Customer Service Final Submission: Version by Harrison, Timothy on 12/16/2023 00:10

### a) How was the survey conducted? Please include a copy of the survey.

Unfortunately there is no data available to analyze.

- At the end of the 2017 fall sport season, a survey was conducted via email to all of the student-athletes who competed in football, men's soccer, and women's soccer. The survey was developed as a Google form with various questions that pertained to the services received and overall satisfaction of their experience in the following areas: administration, counseling, athletic training, equipment, facilities, travel, coaches, and overall experience. While the number of participants was limited to 20, most voiced similar concerns or positive feedback regarding the general areas that all experienced. The one category most varied in was regarding their respective coaching staffs.
- In 2021 a survey was completed, but we do not have access to the results for this review.
- We plan to conduct a thorough survey in Spring 2024.

### b) What were the major findings of the customer service survey?

2017 Results:

- Administration: The administration, which consisted of the Athletic Director, Athletic Coordinator, and Athletic Specialist received mainly average (3) to excellent (5) ratings with positive feedback that they were organized and supportive. Improvement areas that were suggested ranged from finding a way to provide more meal money for away contests, adding more academic counselors, and ensuring equipment and gear were received on time.
- Counseling: Overall there was positive feedback for our athletic counselor, receiving mainly top ratings. The consistent feedback was more hours are needed for her and/or more counselors to break up the athletics load.
- Athletic Training: Athletic training varied in responses over the categories that all three sports weight in on collectively. The main complaints were the differing athletic trainer personalities, lack of up-to-date equipment, cleanliness of the facility, and the availability of the athletic trainers. But overall, the area received general understanding by student-athletes that it is understaffed and they do well with what they have.
- Equipment/Facilities: Equipment and facilities also varied widely among the participants. The majority of the complaints were facility and equipment issues that need to be replaced and have been already addressed in this review, including, but not limited to, the locker rooms, weight room, lack of adequate staffing to successfully complete all of the work, But there was understanding overall by student-athletes, again, with understaffing in the area, regardless if there was agreement.
- Coaching Staffs: With the exception of football, most ratings were from average (3) to excellent (5) with the women's soccer staff receiving the highest ratings. Most of the complaints were the amount of time and organization that coaches were able to provide to the student-athletes.

### c) Describe exemplary services that should be expanded or shared with other programs.

2017 Survey Results:

- Athletic academic counseling received the highest marks of all areas in the patience and organization that the current counselor provides, but it is evident that for the number of students that she services, another athletic academic counselor should be considered to adequately fulfill the growing demands.

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

2107 Survey Results:

- The largest concern by student-athletes regarding the above areas were facilities, communication, and organization by each employee. With a number of changes having taken place and currently are still being settled throughout the academic year in terms of staffing and process changes, the athletic department looks to continue to tighten up processes and improve the experience for all student athletes.
- All of the changes that have been taking place, more buy in by all involved has taken place to create a more cohesive unit which has been evident in places such as staff meetings and support by coaches who support other athletic programs outside of their own.

## Student Services (6) - Conclusions and Recommendations Final Submission: Version by Harrison, Timothy on 03/07/2024 00:01

**a) Summarize the program's strengths.**

Key Program Strengths:

- Engaging programming that helps recruit and matriculate over 200 full-time student athletes.
- Student athlete success when compared to the general student population.
- Help institution by creating fun and engaging events for students, the campus, and the surrounding communities to experience.
- Leadership opportunities for student athletes, and coaches.
- Provide jobs for coaches, related staff, and student workers.

**b) Summarize the program's areas that need improvement.**

Key areas that to need improvements

- Staffing
- Facilities
- Overall Department Budget

**c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.**

The needs of the CCAD over the next four years are significant, but with strategic planning the investment will benefit the students, the community, and the institution.

Athletics Budget

- \$3.5 million - Full compliment of all personnel (current positions and requests noted below), all equipment (noted below), and operational costs for CCAD. This also includes expenses from other departments such as travel, transportation, half of dean/administrator salary, etc.

Personnel

These positions are included in the proposed operational budget.

1. Full-time Athletic Trainer (1.0 FTE, 100% GF, \$110,000 WB). Essential for coverage of 13 sports (with football) and proper attention to approximately 200 student athletes.
2. Athletics Specialist (1.0 FTE, 100% GF, \$90,000 WB) - Athletic Eligibility (40%), Sports Information (30%), Athletic Transportation (15%), and College Admissions support (15%)
3. Six (6) Full-time Coaching Positions (6.0 FTE, 100% GF, \$720,000 WB). Positions (not in order for consideration) that have year-round work responsibilities: Men's Basketball / TBD, Women's Basketball / TBD, Cross Country/Track & Field, Football / Assistant Track, Softball / TBD, and Indoor Volleyball / Beach Volleyball.
4. Budget for Part-Time Staffing - Assistant Coaches, Athletic Trainers, Game Management Staffing. (\$TBD)
5. Facilities and Equipment Technician (0.5 FTE, 100% GF, \$40,000 NB) - Supportive position for Equipment and Facilities
6. Athletics Strength and Conditioning Coach (0.5 FTE, 100% GF \$40,000 NB)

7. FY2028 - Aquatics Coordinator (1.0 FTE, 100% GF, \$110,000 WB). Needed when the Pool is in place

8. FY 2028 - Aquatics Pool Manager/Specialist (.75 FTE, 100% GF \$60,000)

\* FTE - Full-time Equivalency, GF - General Fund, WB - With Benefits, NB - No Benefits

#### Athletic Facilities

1. Demolition of Buildings U, W, X, Z and pool area for new PE Complex
2. Improvements to Tay Brown Track and Field Stadium - Painting of old bleachers to remove "Home of the Tartars", Bleachers Improvements - Restrooms, Concession area, Handicapped ramp, Paint Track lines, Synthetic Field replacement in 2028 (every 13 years). Track Repairs/Upgrade
3. Modular Locker Rooms for Football, Baseball and Softball
4. South Campus Spaces - Begin design phase or future athletic facilities according to the FMP; Fieldhouse / East Bleachers, Sand Volleyball, Tennis/Pickleball Courts Outdoor Basketball Courts, Multipurpose Athletic Sports Complex
5. Student-Athlete Success Center

#### Equipment and Technology\_(\$375,000)

1. Track and Field Equipment (\$75,000)
2. Electric Cart for Athletics (\$8,000)
3. Professional Grade Washer and Dryer (\$20,000).
4. Training Room Ice Machine - cube style. (\$10,000)
5. Game Management Equipment (\$23,000).
6. Therapeutic Modalities (\$15,000).
7. Practice/Competition Filming Apparatus (\$7,500).
8. Sound System (\$7,500).
9. SPRY Recruiting Software (\$3000).
10. HUDL Program Departmental License (\$9,000).
11. New Scoreboard for Stadium (\$175,000)
12. Computers for a Student Athlete Success Center (\$30,000).