Mission Statement

The mission of the Athletic Department at San Francisco State University is to provide a broad-based NCAA Division II intercollegiate athletics program that fosters the physical, intellectual, social and emotional development of a diverse and highly skilled group of student-athletes. Participants are given instruction in the theory, technique, rules and appropriate behavior related to selected NCAA sports. Participants utilize academic, medical/health and media resources provided by the department to maximize and/or enhance their experience. Intercollegiate athletics are an important part of the heritage and vitality of the University and provide an opportunity for students, faculty, staff, alumni and friends to share experiences, and by doing so, enhance the cohesiveness of campus life.

Rationale: The Athletic Department assists in creating a learning environment that promotes intellectual and athletic accomplishment by providing excellent instruction and support services to our student-athletes. In addition, the department engages and reaches out to the University and Bay Area communities with programs and events that encourage respect, diversity, equity and good sportsmanship, all hallmarks of the City of San Francisco and the region.

Planning Goals

Goal #1: Provide an environment that promotes and encourages academic success. (Indirect Link to APEE Goal #2 – Writing)

Goal #2: Instill a sense of good sportsmanship for all participants. (Indirect Link to APEE Goal #5 – Full Participation and APEE Goal #6 – Resource to Community)

Goal #3: Increase spirit activities and encourage spectator participation at competitive events. (Indirect Link to APEE Goal #5 – Full Participation and APEE Goal #6 – Resource to Community)

Goal #4: Provide equitable athletic opportunities for both men and women in the San Francisco State Athletic Program. (Link to APEE Goal #1)

Student Learning Outcome #1

After participating in an Athletic Department orientation workshop for incoming student-athletes, prior to the beginning of the fall semester, 80% of student-athletes who participate in the Athletic Department orientation will score 80% or better on a written NCAA Eligibility and SFSU Academic Graduation Requirement exit quiz.

Rationale

An important role of the Athletic Department academic advisor and compliance officer is to provide students with information necessary for their continued academic and athletic success. Therefore, these two sub-units will develop a workshop and an assessment instrument to help ensure new students’ understanding of SFSU graduation requirements and NCAA eligibility requirements.
Measures
After attending an Athletic Department orientation workshop prior to the fall semester, incoming student-athletes will be tested to determine their understanding of academic requirements and NCAA eligibility rules. Student-athletes will complete a quiz including multiple choice, true/false and short answer questions.

Results
242 student-athletes participated in orientation workshops that provided information about NCAA eligibility and SF State academic graduation requirements in the fall of 2010. At the conclusion of the workshop a ten question quiz was administered by the athletic department compliance officer. 220 of the 242 student-athletes (91%) scored a grade of 80% or better on the test.

Conclusion
The instruction provided the incoming student-athletes was an important component in them learning about NCAA eligibility requirements and SF State academic graduation requirements. We conclude that this methodology is well suited for our student-athletes and should continue to be utilized in the future.

Student Learning Outcome #2

After participating in a focus group for members of the Student Athlete Advisory Committee, those attending will select 3 best practices (from a list previously developed by another focus group) to evaluate as promoting a healthy game environment, for the next year.

Rationale
One of the primary objectives of the NCAA Division II strategic plan and a potent teaching point for San Francisco State University Athletics is the creation of a favorable game environment.

Measures
The advisor for the Student-Athlete Advisory Committee will record in writing the list of 3 best practices the group determines to evaluate this year. The administrator in charge at each contest/event will record any favorable or unfavorable occurrences of the identified best practices and report them to the athletic director.

Results
24 of the 28 members of the Student-Athlete Advisory Committee participated in a focus group in November 2010. After reviewing the 15 best practices for a healthy game environment suggested by a previous focus group they selected three best practices to be evaluated as contributing to a healthy game environment. The Student-Athlete Advisory Committee selected one practice for each of the following groups for evaluation: Administrators (Identify a game environment administrator for all home events who is the point of contact for officials, coaches and visiting school administrators), Coaches (Publically shake hands with opposing coaches before and after contests) and Student-athletes (Actively participate in community service activities in the local community).

Conclusion
A review of the year’s activities revealed that: 1) an athletic department administrator was identified and present at every home contest for the year and served as the point of contact for officials, coaches and visiting administrators; 2) every SF State coach greeted and shook hands with the opposing coach before and after every contest during the year as observed by the administrator in charge and 3) nine of the ten San Francisco State University teams participated in at least one community engagement activity during the year.

Student Learning Outcome #3

After participating in a “Welcome Days” workshop hosted by the Athletic Department Spirit Coordinator prior to the beginning of the Fall semester, 80% of the students attending will score higher on a written
post-test regarding facts about the athletic teams and spirit groups than on the pre-test taken at the beginning of the workshop, each year for the next three years.

**Rationale**
An important aspect of collegiate life is the opportunity to share in the heritage and vitality of the University outside of the classroom. Involvement in student activities such as spirit groups provides an arena for social and emotional growth as well as enhancing the cohesiveness of campus life.

**Measures**
Students will be administered a pre and post test to determine their knowledge regarding facts about the athletic teams and spirit groups after participating in a “Welcome Days” workshop hosted by the Athletic Department Spirit Coordinator prior to the beginning of the Fall semester. Student-athletes will complete a quiz including multiple choice, true/false and short answer questions.

**Results**
As a result of poor attendance at the Welcome Days workshop the written test was not administered. Those few students in attendance did discuss various aspects of the Athletic Program with the department's event manager.

**Conclusion**
While the workshop was well publicized attendance was sparse. This may have been a result of vast number of activities that were planned during welcome days and fatigue setting in.

**Program Objective #1**

The Athletic Director will implement budgets that provide scholarships and operational funding for men’s teams and women’s teams that is within 5%-10% of the proportion of NCAA eligible men and women undergraduates on campus for the next three years.

**Rationale**
One of the key tenets of our educational system is providing equitable access and opportunity to all students. In athletics, where competition does not generally cross gender lines, it is incumbent upon the administration to provide funding that ensures a just distribution of resources to both women’s and men’s teams.

**Measures**
The Equity in Athletics Disclosure Act report will be prepared annually by the department budget manager and reviewed to ensure that an equitable proportion of funding is provided for scholarships and operational expenses for each gender.

**Results**
The budget implemented for the year provided scholarships and operational funding for the men’s and women’s athletic teams that was within 5%-10% of the proportion of NCAA eligible men and women undergraduates on campus. The Equity in Athletics Disclosure Act report for 2010-11 confirms these results.

**Conclusion**
The Equity in Athletics Disclosure Act report is an excellent measure of the equitable distribution of resources between genders. San Francisco State University’s program has met, and continues to meet, it goal in this area.