

▼ Dept - (PE) Athletics (Hybrid)



2019-20 Annual Program Review Update Submitted By: Kulwant Singh, Eric Mendoza

APRU Complete for: 2019-20

**Program Mission Statement:** "The Athletics Department is an integral part of the Physical Education Division. The department's mission is to provide an athletic program that has a holistic approach (mind and body) through education and competition. Athletics contributes to discipline, integrity, leadership, life skills, social responsibility, sportsmanship, and teamwork."

**I.A.1 What is the Primary Focus of Your Program?:** Transfer

**I.A.2 Choose a Secondary Focus of Your Program?:** N/A

**I.B.1 Number Certificates of Achievement Awarded:**

**I.B.2 Number Certif of Achievement-Advanced Awarded:**

**I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:**

**I.B.4 # AA and/or AS Degrees Awarded:**

**I.B.5 Trends in # Degrees Awarded:** The Athletic Department does not offer certificates or degrees. The department is able to track the student-athletes that transfer through a national portal.

Awards and Transfer Rates: Degree and certificate awards were tracked for student-athletes who were enrolled during Fall 2013, Fall 2014, Fall 2015, and Fall 2016. Total count by award is shown for each fall cohort.

Transfer data for those cohorts were obtained from the National Student Clearinghouse. Athletes who transferred to a four-year institution are flagged when they have subsequently enrolled at the institution after their enrollment at De Anza. Degree and certificate counts are mutually exclusive from the number of transfers, meaning a student can achieve one or both categories and be counted more than once.

Fall 2013: 161 students earned 41 degrees/certificates (25%) and 86 transferred (53%)

Fall 2014: 125 students earned 40 degrees/certificates (32%) and 70 transferred (56%)

Fall 2015: 150 students earned 43 degrees/certificates (29%) and 74 transferred (49%)

Fall 2016: 128 students earned 36 degrees/certificates (28%) and 48 transferred (38%)

The degree most awarded to student-athletes is an Associate in Arts, which accounts for 58% to 68% of all degrees awarded to athletes by fall cohorts.

Although the Fall 2016 athlete cohort is the youngest among the four cohorts listed, they obtained the highest rate of Associate in Science-Transfer degrees (7; 19%). This is a 10-percentage point increase in the number of Associate in Science-Transfer degrees awarded from the previous cohort – Fall 2015.

The top three transfer schools for student athletes from all cohorts were: San Jose State University (61; 20%); CSU East Bay (13; 4%); and CSU Stanislaus (11; 4%).

**I.B.6 Strategies to Increase Awards:** Student-athletes are required to have Education Plans during their first year to help academic progress. First-year participants are also mandated to complete PE-99 (Orientation to Athletics) to learn about campus resources and academic requirements. Head coaches also conduct grade checks through individual progress reports.

In 2019, the new division dean led a group of campus directors through professional development training with an OKR (Objectives & Key Results) expert. The dean introduced this new OKR goal-setting framework to all division employees during a Summer Retreat in July. The first OKR project for the Physical Education & Athletics Division simply sets the target of increasing enrollment for each kinesiology class. During the 2019 winter quarter, the dean shared this first OKR (for Fall 2020) and encouraged all division employees (faculty/staff/directors) to work towards this common goal; where everyone plays an important role related to student engagement, quality customer service, and facility improvements.

While the OKR is not directly created for the athletics department, this can have a positive and indirect impact, as everyone in the division/department play a key part with increasing enrollment - especially, since nearly half of Kinesiology majors at De Anza College are student-athletes.

Strategies to increase awards and complete the OKR may include a variety of activities: student surveys, emails to students, updating the division website, hosting information booths on campus, utilizing social media, creating marketing materials, increasing faculty/staff attendance at campus meetings and workshops, hosting regular faculty office hours, and more attention to facilities. The department chair/scheduler will also meet with fellow-chairs, including Chemistry - since required classes from this area are needed for Kinesiology majors and class listings don't always work for student-athletes due to scheduling conflicts; 324 student-athletes (declared KNES majors) since 2015.

The division is also proposing a new certificate program in Manual Therapy - utilizing existing courses (with some modifications) and faculty members. With the ending of the Massage Program, this new certificate will target many students who seek careers in fields of adapted PE and sports therapy. Since Kinesiology is one of the top majors at De Anza College, this will also offer another opportunity - including credited internships in Adapted PE and Sports Medicine - for our population. We have dedicated and experienced faculty/staff members driving this new program - including the former division dean, local chiropractors/physicians, and athletic trainers. The goal is to start the new certificate by the end of the 2021-2022 academic year.

In Winter of 2019, three faculty members and the division dean participated in a Guided Pathways workshop to complete Program Mapping for the area (entered on Canvas). Attendees were provided with the tools and information they need to make decisions about shaping their paths, including data related to current program degrees, certificates, and transfer.

Another strategy is the redesign of our athletic website. This long overdue project will vault De Anza College athletics to new recruiting heights. The new website (from PrestoSports) will include the latest design features, including graphics and statistical platforms to highlight our successful students, coaches and programs.

#### **I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**

#### **I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::**

#### **I.D.1 Academic Services & Learning Resources: #Faculty served:**

#### **I.D.2 Academic Services & Learning Resources: #Students served:**

#### **I.D.3 Academic Services & Learning Resources: #Staff Served:**

#### **I.E.1 Full time faculty (FTEF): 4.1**

#### **I.E.2 #Student Employees:**

#### **I.E.3 Full Time Load as a %: 56.3%**

#### **I.E.4 # Staff Employees: Two Athletic Trainers; Two Facilities & Equipment Assistants, Athletics Academic Advisor, Administrative Assistant.**

#### **I.E.4 #Staff Employees: 6**

**I.E.5 Changes in Employees/Resources:** In March of 2019, De Anza College hired a new Dean of Physical Education & Athletics. The new Dean organizes monthly division meetings with campus faculty/staff and groups; and meets weekly with athletic department support staff members. He also started the college's first Student-Athlete Advisory Council, an official student organization that offers leadership training and team-building opportunities for student-athlete captains. He brings 20+ years of experience in PE/Athletics from five other California community colleges.

As of July 2019, the Fitness Center (PE 610) is no longer in operation as a fee-based gym membership entity. The majority of the athletics department's faculty/staff would like to convert the Fitness Center space into a Weight Room to service the 17 team sport programs and Kinesiology classes better. The current Weight Room (PE 11) is too small, has low ceilings, and an improper floor surface to function effectively for large teams. Many of our taller student-athletes come close to hitting the ceiling with the weights during workouts.

Two new full-time Athletic Trainers were hired in the Summer of 2018. Collectively, they bring experience from community college, four-year university, and private/professional levels. The athletic training room a more welcoming and holistic environment for students. Improvements continue to be made in this area, including an upgrade in supplies, equipment, and technology.

Two Facilities & Equipment Assistants were hired in Fall 2019. The two previous assistants either retired or resigned. Both employees in this area were previously working at De Anza as athletic assistant coaches and adjunct faculty members. They are continuing to improve equipment organization and overall procedures for athletics and physical education.

Long-time Athletics Academic Advisor, Matt Trosper, retired after 30 years at De Anza. The first attempt to fill this important position resulted in a failed search in Fall 2019. The department is proposing a different job position to attract qualified candidates - with also better salary scale for our area. The role of this position has evolved over the last 30 years, and California community colleges have created new roles to better serve students and the athletic department, while still coordinating the academic eligibility component.

For the second year in a row De Anza could not field a Softball team, due to low recruiting numbers and student enrollment. The department is looking to hire a new part-time Head Softball Coach for the 2020-2021 academic year.

The Women's Tennis Team should be reinstated. The program was cut in January 2019. This is a potential violation of Title IX laws "cutting of an existing Women's Team, while using Prong 3 to be in compliance with Title IX". The institution needs to fully and effectively accommodate the interests and abilities of the underrepresented sex. The Coast Conference Commissioner has voiced concerns about Women's Tennis being cut at De Anza.

The college should also add women's beach volleyball immediately, as several conference colleges (Including Foothill - where four of our De Anza College athletes are competing) have added the sport to recruit, retain, and condition their indoor women's volleyball teams. While a new facility for beach courts are a challenge to build on our campus, local community courts, such as Valley Church on Stelling Avenue, can be leased and classes/practices; and competitions can be hosted off-site at other community colleges, such as West Valley or Gavilan College. Adding this women's sport makes the most sense financially, as we have a successful full-time coach/instructor for indoor volleyball team with interested students.

The college should reevaluate coaching loads. No changes in full-time job descriptions have ever been made. Coaches have significantly greater recruiting areas and many more requirement/regulations to follow from the CCCAA and the college. The community college head coaching profession has changed dramatically over the last two decades, with a larger emphasis on year-round recruiting, more youth programs to follow, and evolving aspects of technology.

The soccer field, baseball field and stadium field are back in use after becoming a parking lot and then being renovated.

The soccer shed was removed from the soccer field when the field was used for parking. When the shed was removed by crane, it was damaged. The college promised to replace the shed and return the facility as it was in the past. That has not happened.

The soccer field has a cork infill. The weather is warm-hot most months of the year. This makes the cork static/dry and these particles rise to the top. This will deteriorate the cork at a faster rate and the hardness of the field becomes a safety issue for soccer players. This concern was voiced during the planning of the new soccer field. A watering device needs to be purchased immediately to make sure the cork does not dry out.

There needs to be additional fencing at the south end of the Soccer Field and the north end of the Softball Field to be able to fully enclose the fields. When there is a baseball game, people encroach upon the soccer and softball fields. Also, this allows unauthorized users to use these fields. Higher fencing along baseball's right-field line needs to be installed to prevent balls flying into the soccer field (safety hazard everyone on the soccer field).

The baseball playing surface (natural grass) is improved. However, the batting cages and the baseball seating area were shut down due to a Safety Inspection Report dated April 16, 2018. Inadequate facilities make recruiting students difficult, and many baseball parents are unhappy with this situation.

The soccer and baseball fields need better storage areas (sheds). The baseball backstop and fence lines along first and third base are an eyesore and need to be modernized.

The softball facility also needs upgrades to comply with Title IX. Dugouts should replicate the baseball field (concrete covered) and batting cages need to be permanent - replacing the current "pop-up" temporary instructional station. Not having a modern softball facility (like other Coast Conference schools) is a major reason why we have not fielded a softball team two consecutive seasons.

There is a need for water fountains/water bottle filling stations for the baseball, softball and soccer fields. Also upgrading is necessary for the existing fountains in the stadium entrance and by restrooms.

The main Gymnasium is a 53-year-old building that needs to be replaced. Again, recruiting becomes difficult, especially since competing institutions (City College San Francisco, San Jose City College, Las Positas College, Canada College) have brand new gym facilities. Evergreen Valley also has a new Physical Education & Athletics building. Students that we recruit often select schools with modern athletic facilities.

The gym is cold during the winter months and hot during the summer, since it does not have a foyer/lobby area like most high school and college gyms. When someone opens the door to enter the facility in the winter months, the cold air and debris goes right into the main playing or classroom area. Again, there is no foyer/lobby area, so concessions are not available to the public. The De Anza gym is one of the few gyms without "visitor" side bleachers. The lack of overall bleachers in the gym decreases the ability to host "big" games or events, including state championships.

The gym is by far the worst facility in the entire Coast Conference. Most middle school and high school facilities are now better than De Anza's. There were multiple complaints this year by opposing coaches and game officials regarding the poor lighting and it being a safety issue. The lights have since been replaced. The floor has not been re-done properly in the last few years because there are concerns that if it is sanded down once more they will have to replace the floor completely; the entire floor needs to be replaced immediately.

The gym is in need of internet and wifi service to make it easier to be in compliance with the CCCAA and help with the responsibilities of the athletics teams and their coaches. An increase in the technology we use for teaching (automated training machines, video recording apparatus, etc.) increases our need for storage in the teaching/performance space. In the main gym facility, the on-site storage capacity of the closets were exceeded years ago. Coaches and athletes often climb over equipment from other sports to get to their own.

The aquatics facility is an area focal point, though it does need modernization. Shade structures need to be installed for spectator areas. Classes meet in these same areas; providing a better learning environment for students will improve class enrollment and the educational experience. Flooring (tiles) need resurfacing/replacements, as some are cracked and broken. Current pool standards don't use tile.

The tennis courts desperately needs resurfacing. The concrete is showing in many area. The surface is uneven and is a safety issue for students in our tennis classes.

Permanent seating is needed for baseball, soccer and softball, as well as outdoor, all-weather sound systems.

Basketball/volleyball, baseball, soccer and softball are all in need of new scoreboards. The scoreboards for basketball/volleyball, soccer, and softball are all at least 15 years old. The baseball scoreboard is in extreme disrepair and is over 30 years old.

The newer stadium video board has constant problems and needs updated computer equipment to function. Currently, the stadium display computer cannot be repaired and the system cannot work without sharing the aquatics computer. Moving the computer equipment back and forth to football and aquatics will damage it.

The stadium needs "visitor side" bleachers and sport lighting. The De Anza stadium is one of the few stadiums without "visitor" side bleachers. The lack of overall bleachers in the stadium decreases the ability to host "big" games or events.

Sport lighting would benefit the college teams and be attractive to community and sports groups for special events.

The stadium needs new restroom facilities on the main grandstand side of the stadium. The current restrooms are too far away from the main grandstand, especially for seniors and handicapped people.

The track needs a resurfacing project, as the recent football field renovation left parts of the track surface damaged due to trucks and heavy machinery. The hammer throw cage needs to be repaired or replaced. The discus cage net is ripped and needs to be replaced.

There is a college and community demand for sport lighting on the soccer field for practices and classes. The swimming pool needs in-pool lighting for safe use of the facility at night. This is a common standard of collegiate swimming facilities.

The athletics fields have requested internet service/wifi without success. There is a need to have wifi that enables a high definition world wide feed from the De Anza athletic fields. De Anza has been hosting state-level events, with a world-wide audience. This includes state swimming and diving and the state men's and women's soccer events.

Also, something like iClicker to take attendance using cell phones would be helpful for all athletics teams and classes, which also require use of wifi. The technology in the stadium press-box needs to be upgraded for 2020 standards, to enable football, track and field, and soccer to host events.

A comprehensive landscape program for the entire athletics area needs to be created. When the fields were

built 15 years ago numerous trees were removed from the soccer, softball, and baseball fields. New trees need to be planted. Shade structures are needed in the baseball, softball and soccer areas. In addition, the area between the soccer, softball and baseball field needs to be more visually appealing. Currently it is all dirt. The drainage in this area needs to be addressed because when it rains the debris flows down the path and bank on to the soccer field. Storage for soccer goals is also in this area so the surface needs to be improved. The aquatics facility needs permanent shade in the bleacher area. Shades structures are needed to protect our students, student athletes, spectators and staff from the sun on hot days.

The team locker rooms are out of date, and need to be modernized with new lockers, mats, and seating areas. Monitors are needed to watch game film and host adequate team meetings. The women's track and field team has to utilize a team room on the men's side, due to inadequate space on the women's side. This results in no showers or bathroom facilities in a convenient location for a larger women's team. Electronic entry to the team room is needed for security of the facilities. Theft has been a constant issue when the team rooms are unlocked for access during practice times. Lockers can be better arranged to allow for better use for instruction.

The equipment room area is inadequate for the number of items needing storage. There are not enough cabinets for the equipment we have.

The division offices are some of the smallest at the college. The athletics offices are far too small to be used effectively for recruiting student-athletes (and their families). Most of the coaches offices cannot seat more than three people. That includes the coach and two recruits. Sometimes families like to accompany the potential student as part of the recruiting process. Sometimes three or four players from the same high school and/or club team like to attend the on campus meeting together.

West Valley and San Jose City Colleges provide team transportation and drivers to away games. De Anza does not. Again, this hurts De Anza in the recruitment of student-athletes. It is a safety issue, if coaches have long work days and in part are driving their teams to and from games. Charter buses need to be contracted for away game trips for our programs. At a minimum, drivers need to be hired to drive one of the vehicles in our fleet.

**II.A Enrollment Trends:** Athletics enrollments decreased from 1264 to 1097 students over the few last years. There have been several significant issues that have impacted athletics enrollment.

1) The removal of athletics from a higher level of Priority Enrollment. De Anza athletics was then at a competitive disadvantage against the neighboring community colleges as far as recruiting. Priority enrollment is a benefit that parents and potential student-athletes expect to have since student-athletes have to meet numerous national, state and conference regulations that require student-athletes to be year-round in order to be and remain athletically and academically eligible. Athletics Priority Enrollment was reinstated, however the damage was done.

2) Scheduling issues brought about by facility renovation delays during the 2016-18 academic years. Several teams had to practice as early as 11:30am due to scheduling or facilities availability. (Practices for the majority of the teams cannot be pushed back to later in the day to assist in accommodating more time for academics because we don't have sport lighting). These factors have contributed to recruiting and retention issues for our programs.

3) Nine teams have been in viability in the past two years. Other colleges in the area use this against us in recruiting.

4) Men's and Women's Tennis were eliminated. Dropping of Women's Tennis is a violation of Title IX when De Anza satisfies Title IX based on Prong 3. We have not been able to field a Softball Team the past two years due to low numbers.

5) West Valley and San Jose City Colleges provide team transportation and drivers to away games. De Anza does not. Again, De Anza is not as attractive to student-athletes.

According to our campus Institutional Research, "primary declared majors for students enrolled" in 2018-19: Kinesiology ranked No. 11 of the 200+ degrees and certificates offered by the college. With 675 students declaring in 2018-19, the interest and demand are evident for our region/student population, and this translates to similar data figures in the CSU system. Nearly half of De Anza College students declaring as Kinesiology majors are student-athletes, who face many commitments with their academics, sport(s), and work/home lives.

**II.B Overall Success Rate:** Please see attached PDF document (Fall 19 Student Athletes Report Office of IRP) for a complete report on Athletics Program Success.

Success Rate by Unit: 93% (2016-17), 93% (2017-18), and 95% (2018-19). Athletics continues to have high success at 93% for targeted groups and 96% for non-targeted populations.

Cal-Pass Plus Data: Course success rates for De Anza athletes compared with all student athletes statewide was collected from data available through Cal-Pass Plus2. Cal-Pass Plus defined success rates as "The average among students in the percentage of courses completed with a grade of C- or better, a pass, or credit received out of the courses attempted during the reporting year."

It is worth noting that Success Rates for non-athletes at De Anza were averaged for all students enrolled during the academic year, and not only full-time non-athletes.

Success rates from 2014-15 to 2017-18 were higher among De Anza athletes than other non-athlete students at De Anza and other athletes statewide. Athletes at De Anza had a course success rate average of 80% per academic year, compared with an average of 72% for non-athlete students, and an average of 77% for other athletes statewide.

Cal-Pass Plus Data: Completion of 30 or more units per Academic Year

Cal-Pass Plus defines this data as "The number of enrolled students who completed 30 or more units for the reporting year." An average of 63% of De Anza athletes have completed 30 or more units in a given academic year, compared with an average of 26% of athletes statewide and an average of 22% for non-athletes at De Anza.

Course Success Rates: Out-of-state Athletes vs. In-State Athletes

There were no differences in success rates between out-of-state and in-state athletes. Both groups of athletes had an 81% average success rate over the past four years.

Non-Success Rates: There were no differences in non-success rates between out-of-state and in-state athletes. The four-year average for both groups was within a one percentage point difference.

Withdraw Rates: Out-of-state athletes had slightly lower withdraw rates (within 1-2 percentage points) than athletes who were in-state.

Retention Rates: Retention rates are calculated by the percentage of students who receive a valid grade without withdrawing from the course divided by all students enrolled including those who withdrew. The retention rates of student athletes were consistent at 93% for the past three academic years.

**II.C Changes Imposed by Internal/External Regulations:** There are three organizations that impose regulations upon the athletics programs that are currently affecting us in a more substantial way than ever: the Office for

Civil Rights (OCR), California Community College Athletics Association (CCCAA) and the California State Legislature.

Title IX of the Educational Amendments became law in 1972. The California Community College Athletics Association is monitoring Title IX compliance. De Anza is in compliance of Title IX because of the Athletics Survey that is used - in connection with CCCApply application process.

De Anza is in good standing as far as accommodating what OCR considers the under-served population (women) via the CCCApply Survey. De Anza is not in compliance with the law as far as facilities, team locker rooms, etc. There are a lack of team rooms for women's teams and the softball facility for women is non-compliant relative to conference facility requirements as well as NCAA rules.

De Anza athletics was a state leader in implementing an Athletics Title IX Survey as part of the application process thru CCCApply. De Anza was used as a pilot program for the state in 2010. This is a supplemental survey to the CCCApply application process. This satisfies Prong 3 of Title IX.

It is essential, in the era of periodic budget cuts, that De Anza College does not eliminate women's sports programs if the college wants to continue to use Test 3 to satisfy Title IX. Some colleges are being investigated due to the fact they use Test 3 but still dropped women's programs. The past two years De Anza College has not been able to field women's softball. The college is looking to hire a new head coach for softball to reinstate the program for 2020-2021.

Men's and Women's Tennis were eliminated in January 2019. Dropping of Women's Tennis is a violation of Title IX. This may lead to an investigation. There are no immediate plans to reinstate the tennis teams (the men's tennis team was also eliminated).

The college should plan to add women's beach volleyball in the near future - as several conference colleges (including Foothill College) have added the sport to recruit and help retain and condition their indoor women's volleyball teams. While a new facility for beach (sand) courts are a challenge to build, local/community courts can be leased and classes/practices and competition can be hosted off-site as other community colleges operate.

In the Fall of 2014, the athletics program was mandated to come into compliance with the new State regulation in Title V which limits apportionment for athletics i.e. 350 hours of apportionment per student athlete per sport per year. The department created new curriculum in response to these mandates.

A sports information director position would be a great addition to De Anza College to promote sports and would ensure compliance of the CCCAA statistic rules. There are new CCCAA State rules for teams regarding inputting statistics for contests. This is a requirement at times faculty simple don't have the time to take care of this additional responsibility. There are severe penalties for non-compliance including entire Athletic Departments being put on probation and/or suspension of coaches. This position also helps fill a void - and missed opportunities - in maintaining an athletics website, stream live events, increase our presence with sports marketing, social media and fundraising.

CHP regulations have been revised. Our buses require drivers with a Class B licenses, all drivers must have a physical exam every two years or less depending upon the coaches overall health. Our coaches/faculty members are required to drive - sometimes during early mornings and late nights, making it unsafe to travel. To eliminate liability and for the safety of students/staff, the athletic department should be funded to hire drivers and or charter bus services for all trips. If a traffic violation occurs while driving student-athletes to and from games, personal insurance premiums will increase.

**III.A Program Success:** Please see attached PDF document (Fall 19 Student Athletes Report Office of IRP) for a complete report on Athletics Program Success.



In athletic competition, De Anza College continues to be home of championship-caliber programs. During the 2018-19 academic year, De Anza won the Coast Conference All Sports Trophy for the 12th year in a row, marking another outstanding year for the college athletics program. The award is given each year for best overall performance in the 17-member intercollegiate sports conference, based on points awarded for season standings in every sport.

There were strong performances by several teams, including women's badminton, cross country, track and volleyball – all four finished second in the conference – and men's soccer, which earned a third-place standing. De Anza's football team won its conference championship this year – although that didn't affect the tabulation for the All Sports Award because the football team competes in a different conference.

The college has won the All Sports trophy 25 times in the last 35 years - a testament to hard-working and dedicated coaches, support staff members, and the many student-athletes.

Because of the De Anza College reputation - and the longtime state leadership by athletic director Kulwant Singh - the school has been selected as a CCCAA championship site, including two events last calendar year. We hosted the state finals for Men's and Women's Swimming & Diving in May and Men's & Women's Soccer in December. Both events not only brought the top athletic programs to De Anza, but also drew hundreds of visitors to the Cupertino community - bringing revenue to local businesses, including hotels, restaurants and retail. With De Anza College able to host and organize first-class events, (including the hard work of our coaches, support staff and temporary employees), our college has become a major destination for the CCCAA to return these events in the future.

We must continue to upgrade and modernize our facilities to maintain this level of quality, especially when other community colleges are constructing new athletic venues as well.

**III.B Enrollment Trends - Equity Lens:** Please see attached PDF document (Fall 19 Student Athletes Report Office of IRP) for a complete report on Athletics Program Success.

The targeted population enrollments continue to be strong in Athletics and higher than the college percentages. The targeted groups in Athletics is now at 55%. The college's targeted population is 35%

Cal-Pass Plus Data: Course success comparisons by Ethnicity

De Anza athletes from each racial/ethnic group had either achieved equal or higher success rates than their statewide athlete counterparts, with the exception of Pacific Islander athletes. However, the difference in success rates for Pacific Islander athletes could be due to a small population size, which was not reported by Cal-Pass Plus.

Course Success Rates: Out-of-State Athletes vs. In-State Athletes by Ethnicity

Out-of-state athletes who were Asian, Native American, Pacific Islander, and White (non-targeted ethnicities), had success rates that were consistently equal to or higher than athletes from non-targeted ethnicities and were from in-state.

Course Success Rates: Out-of-State Athletes vs. In-State Athletes by Ethnicity

Out-of-state athletes who were Asian, Native American, Pacific Islander, and White (non-targeted ethnicities), had success rates that were consistently equal to or higher than athletes from non-targeted ethnicities and were from in-state.

With the exception of data from 2015-16, the opposite is true for out-of-state athletes who were African

American, Filipinx, or Latinx (targeted ethnicities), who had lower success rates than athletes from targeted ethnicities and who were from in-state. However, success rates for out-of-state athletes who were from targeted ethnicities matched success rates of non-athletes who were from targeted ethnicities during the past three academic years.

**III.C Success, Non-Success and Withdraw Rates:** Please see attached PDF document (Fall 19 Student Athletes Report Office of IRP) for a complete report on Athletics Program Success.

**Non-Success Rates:** There were no differences in non-success rates between out-of-state and in-state athletes. The four-year average for both groups was within a one percentage point difference.

**Withdraw Rates:** Out-of-state athletes had slightly lower withdraw rates (within 1-2 percentage points) than athletes who were in-state.

**Retention Rates:** Retention rates are calculated by the percentage of students who receive a valid grade without withdrawing from the course divided by all students enrolled including those who withdrew. The retention rates of student athletes were consistent at 93% for the past three academic years.

**III.D Equity Planning and Support:** Research supports that athletics is the model for student success on any college campus. The Program Review data sheet indicates that there is 3% difference in Student Equity Gap for the student-athlete population.

In Fall 2019, a report was conducted by the Institutional Research and Planning Office. The results show overall that athletes perform better academically than the general student population; and that student-athletes in targeted groups perform better as well.

Current data shows that female student-athletes succeeded at a rate of 93%. Males student-athletes succeeded at a rate of 95%. This is higher than De Anza College male and female students.

When the data is disaggregated by one more step - comparing student success of athletes to non-athletes within their targeted/underserved groupings (and excluding intercollegiate athletic courses) - student-athletes that are African-American, Latinx, Filipinx and Pacific Islander were at 93% success rates. The college targeted population success rate is 68%.

We have two programs in our area to help improve student success: FAST (Football Academic Success Team) and REACH (Reading, English, Athletics, Counseling and Humanities).

The main goal of the FAST Program is to create an "academic success" support system to give student-athletes the very best chance for success in their first year of college – a place to meet with the program coordinator, a place to work with tutors, a place to use a laptop to study. The department plans to provide this support system to all 17 teams in the future. This will require a full-time position to coordinate and oversee programming.

Since the inception of REACH, the goals have remained to increase student success of our under-represented populations by creating a supportive environment for attaining basic student success skills, foundations of reading and writing and then further support them by moving them into transfer level courses. This program has increased the number of successful transfers, using a cohort which has classes with dedicated instructors, embedded counseling, a coordinator, and a head coach/instructor as a model for student success. The demographics of our athletics teams show that our program mix contains a majority of underrepresented populations.

We found a high correlation between students whose coaches mandated attendance to the programs, and an increased success in Math and English classes. We also discovered that many students participated in online tutoring and sought out help in the SSC independently. This was a surprising result.

FAST is now midway through its fifth year. This cohort was developed with the purpose of assisting targeted/underserved populations - including African Americans, Pacific Islanders and Latino males. The first year (Fall 2014-Spring 2015) of the pilot was funded by a DARE grant. Since 2015, FAST has been funded by Equity - paying for its coordinator, tutors, and supplies.

Statistical results can be found in the attached FAST Program Review Doc. A brief overview is summarized here.

Fall 2018-Winter 2019

Total Number of Participants: 43

Sophomores: 8 or 14%

Freshmen: 37 or 86%

Students that are returning to De Anza with the Football team: 36

Students on track to receive their AA degree at the end of their sophomore year: 35

Students not on track to receive their AA at the end of their sophomore year: 8

Students that transferred to another Junior College: 1

Students who quit football: 5

Demographics By Ethnicity

Pacific Islander: 8, 19%

African American: 20, 47

White: 8, 19%

Latinx: 7, 16%

Asian: 0, 0%

Totals: 43, 100%

FAST student-athletes were recently surveyed. Feedback and suggestions from the student-athletes seems to have been extremely effective. We have resolved most of the technology inquires made by students by providing proper computer working stations, desktop computers, iPads, and a printer. The students appreciate the opportunity to come into a classroom where they have access to the technology they need to further help their success in their classes.

The partnerships that we have been able to establish with other areas on campus has also been key in the program's success. Our partnership with the Outreach Office has allowed us to continue to provide snacks to our students. We have continued our partnership with the Student Success Center, which has allowed us to hire math and English tutors who are in the FAST classroom with our students daily. This has been a huge asset.

We had finally hit our stride with the FAST program and found a model that worked for the students. However, we lost our Program Coordinator during the winter 2019 quarter and he played a key role in the success of the program. With this, there was a period of transition and we were not able to fill the FAST Program Coordinator position until the Fall 2019 term. This has been FAST's biggest challenge over the years, the high turnover rate in the Program Coordinator position. In the five and a half years that the program has been running we have had four individuals in the position.

In order for us to meet our overall goal and have consistent success in the program it is vital that we have a permanent Program Coordinator II position. Trying to meet our goal of expanding FAST to all sport programs would be impossible to do so with the limited hours the current position holds. In addition to expanding the program to all sports, it would be great to have a better functioning space. The program currently meets in room PE-673 and although we have been able to update the computer work stations, the current desks in the

room are not conducive of a proper work space. The desks limit the amount of workspace a student has and not to mention the ability to manage the size of our football athletes. Many of the desks in the room have been broken because they are not able to withstand the weight of the athletes. This program needs a dedicated Student Success Center space.

The REACH program has also enjoyed positive results. The first pilot started in the winter of 2016. Basic Skills Reading and Basic Skills Writing yielded amazing results for a first year cohort. Faculty leader Lydia Hearn wrote: "This Winter we began the REACH program with 24 student-athletes taking a LART211 (READ/EWRT) class, the majority of whom come from under-served populations. We had a 100% retention rate with a 96% success rate. With the students' work evaluated through the English department portfolio process, we had affirmation from English department faculty external to the program that the students who passed the portfolio were writing and reading at a level to be ready for EWRT1A. These are amazing numbers not only for this special population but for ANY class! It was challenging, but by the end of the quarter, the students pulled through and began to see themselves as scholars in addition to being athletes. Some of them even commented in their portfolios that they enjoyed being in a class where they were not stereotyped as "dumb jocks" and were encouraged to see themselves as intelligent students ... "

Our recruitment efforts over the last five years have yielded a strong cohort of underrepresented populations within the REACH Program.

One of our program level outcomes is to increase student success in English, Writing, and Reading. Through the hard work of our student-athletes, instructors, counselors, and coaches this outcome has been great. Of the 34 students enrolled in our REACH Program from the Fall of 2016, 31 of them completed the program and 20 have since transferred to a four-year institution.

A specific comment from one of our student-athletes in the REACH Program during the 2017-18 academic year stated: "I feel great about REACH. School in general is going smooth, but REACH specifically really makes me feel accepted. I've always felt left out in the academic world, and I feel like that has held me back from reaching my full potential. Now that I've been in REACH, I'm surrounded by many individuals just like myself, and I realize it's o.k. to be intelligent and a great athlete."

Using results from a survey to gain valuable feedback from the students in the REACH Program each year has allowed us to change the course offerings slightly. We now have an online class, Introduction to Women in Society, and a Math 10 class with tutoring embedded, that is a part of our program. We no longer have a Sociology or Women's Studies class, due to the fact that most of our students wanted to take these classes, or different classes, on their own, since the school had more sections offered throughout the year at optimal times of the day. 100% of the student-athletes every year say they would recommend the program to other students.

In analyzing our data over the past five years, the majority of the student-athletes enrolled that either did not complete the program or stopped attending were football players. This is a significant point in emphasizing the fact that we need a full-time coach/instructor on campus to assist with this matter.

Lastly, a final update in our area. Our athletic counselor, Louise Madrigal, continues to be an amazing resource. In addition to improving the number of opportunities for student-athletes to receive personal advice and guidance from an academic counselor, she coordinates workshops; develops and support student-athlete orientations; provides emotional and mental health resources to students and produces educational plans for Kinesiology majors and Massage Therapy students. She is embedded in the cohorts. She has attended class sessions, made routine reoccurring appointments with identified "at risk" student-athletes. She is integral in counseling our Pacific-Islander population. The young men especially respond to her guidance very well.

Coaches continue to report that having additional program services provided has been helpful.

**III.E Departmental Equity Planning and Progress:** In 2016, the division equity team created a five-year equity plan. Some of the highlights were: continued support for the FAST program; equity funding for 2016-17 was secured; and additional recruitment of instructors for the REACH program. The addition of the division's new academic counselor improved communication and guidance regarding Ed Planning, and individual support for students in our division for athletics, kinesiology majors and massage therapy.

The REACH program has produced great results. The first year (2015-16) had a 98% success rate; the second year (2016-17) had a 98% success rate; the third and fourth year (2017-18 and 2018-19) had over a 90% success rate.

FAST and REACH successes are largely due to the coordinator's efforts in working closely with the instructors, student-athletes, coaches, division dean, Equity Office, and athletics academic counselor; in addition to establishing links with the Men of Color program, and other areas such as MPS. We will continue to have more collaboration on campus with other programs and utilize our valuable resources.

FAST and REACH cohort surveys have shown measurable amounts of student success. Students "feel better" about their academics. Since the program consists largely of targeted students, this new theme will build a new culture. While the FAST program has seen positive results and great feedback from the students, we are still seeing lower than expected success rates, in classroom performance. A large part of it is due to some student-athletes facing issues with food insecurity, homelessness, and playing for one quarter and then leaving (withdrawing from classes or failing). The partnerships we have made across campus have been vital in helping students that have faced these issues. With this being said, the Fall 2018/Winter 2019 cohort saw the largest number of participants at 43 – with a majority of them coming from our targeted populations. Out of the 43 participants 28 (65%) completed the Fall 2018 term with a 2.0 GPA or higher, and 9 of the 28 (32%) with a 3.0 GPA or higher.

The support received from the head football coach in conjunction with the FAST program coordinator – making FAST a requirement for all freshmen – has allowed participants to benefit from the success of the program. The coaches and students have bought into the program which has helped in improving the success rates. Unfortunately, we did lose some of the momentum when we were without a program coordinator for the Spring 2019 term. A new hire was made and he was able to step in and able to keep the program moving in the right direction.

In 2020, the division requested a full-time Head Football Coach/FAST Coordinator faculty position, but it was not recommended for funding. This position will remain on our priority list, as it also addresses the Equity Gap in our area.

In addition, the division is requesting a Program Coordinator II position (formerly the Academic Advisor position) to help grow our the FAST program to service all 17 intercollegiate teams; a larger student cohort – with daily supervision and management – to help our targeted student population with grade checks, academic goals, including progress and increased transfer rates.

**III.F Assistance Needed to close Equity Gap: Yes**

**IV. A. SLOAC Summary:**

**IV.B Assessment Planning:**

**V.A Budget Trends:** The "B" Budget funding commitment from the college for Athletics has always been in flux. In the past, every year a large portion of the "B" Budget was received as an augmentation(s) just to pay the bills at the end of the year.

We have been asked to build an accurate budget using actual expenditures. We have been looking forward to this budgeting process for a long time.

The 2013-14 academic year was disastrous for Athletics. As a result of the recession, funding for assistant coaches was removed in lieu of elimination of programs. The men's tennis team was suspended and was moving towards full funding through an endowment. And, the full-time women's water polo coach voluntarily added the men's water polo team to her contract. Lastly, funding for the renovation of the baseball field became a reality, but the facility does not have a permanent seating structure for fans to sit. De Anza College is home to perhaps the only CCCAA baseball program without bleachers.

In 2014-15, the implementation of the Affordable Care Act by the District resulted in funding coaching assistants at an hourly rate. This has been a huge help to the teams and morale in the department.

B-Budget augmentation is needed for athletic team transportation (charter buses), travel accommodations (hotels, meals), statewide dues, staff and faculty development, for equity work, and for better alignment of courses and norming standards.

The division is able to purchase supplies, equipment, athletic uniforms, medical/software items through IPBT's Lottery and Instructional Equipment allocation process.

Increased part-time faculty inclusion in department, division, and college-wide initiatives is crucial to our efforts to close the equity gap, diversify the curriculum, and to contribute to the college mission of civic engagement and social justice. We cannot achieve our student equity goals without including our part-time faculty at every step along the way.

**V.B Funding Impact on Enrollment Trends:** In 1967-68 De Anza started Athletics with 10 men's programs. Currently there are eight men's programs and nine women's programs. The "B" Budget increases have not occurred over the years to properly support the women's programs. We have been asked to build accurate budgets based upon actual expenditures.

**V.C.1 Faculty Position(s) Needed:** Replace due to vacancy

**V.C.2 Justification for Faculty Position(s):** Our department had seven full-time faculty members retire within the last 10 years. New employees in 2019 included a Division Dean and two Facilities & Equipment Assistants. After two years of not fielding a softball team, due to low enrollment, the head softball coach/adjunct instructor resigned.

In 2020, the division requested a full-time Head Football Coach/FAST Coordinator faculty position, but it was not recommended for funding. This position will remain on our priority list, as it also addresses the Equity Gap in our area.

There is a need for more full-time coaches in the department. It is important to have full-time coaches due to the job responsibilities of teaching, sport operations, recruiting (outreach) and fundraising. Between 2000-2014, there was about a 40% increase in student-athletes.

Additionally, coaches are drivers, advisors, and the college representative who is the primary liaison between students and De Anza. They spend many hours contacting university coaches and recruiters to help our student-athletes transfer.

These are the current positions held by adjunct faculty: Badminton, Baseball, W Basketball, Football, and Softball.

Women's Track & Field is a viable candidate for a full-time head coaching position. This will also help satisfy Title IX regulations. Women's Track & Field is one of the largest women's sports programs in the department.

**V.D.1 Staff Position(s) Needed:** Growth position

**V.D.2 Justification for Staff Position(s):** There is a need for a part-time athletic trainer. There are 17 teams and about 450 student-athletes. National studies show that for number of athletes serviced there should be five (5)

full-time athletic trainers to fully cover the needs of student-athletes in a program our size.

The CCCAA requires colleges to input stats during or after contests. There are severe consequences for not reporting scores in a timely manner. A sports information director position would relieve coaches of this time sensitive task by sending individual scores and statistics to the CCCAA statisticians. The position is also needed to assist with getting information out to the college and public, sending in-game scores and statistics, creating feature stories, and helping us to cultivate a relationship with the public.

**V.E Equipment Requests:** Equipment resource requests listed on spreadsheet

**V.F Facility Request:** See Spreadsheet

**V.G Other Needed Resources:** Resource requests listed on spreadsheet

**V.H.1 Staff Development Needs:** The division faculty and staff members enjoy the benefits of participating in professional development opportunities each year. As the college/district introduces new technology and software platforms (eLumen, Maxient, Canvas, others) related to their duties, it is important for everyone to receive the proper training. Developing SLO and PLO assessments of students to increase retention and decrease the equity gap. Now that all campus reporting, including personal leave, grades, census, etc. are done online, staff development workshops should be ongoing to provide instructors and support staff members with the tools they need to complete all documents.

Head coaches/faculty members, directors, and administrators should continue to attend coaching/teaching clinics, workshops, conventions and conferences offered by their respective regional, state and/or national associations.

The division will continue to work with the campus Office of Professional Development, including its director – particularly with sending new hires for orientation and training.

Title IX Training: Faculty and staff need to understand this law to better determine future needs and trends. This is Federal law that everyone should understand.

CPR/AED Training: Every instructor is required to keep their certifications up to date.

Title V and Title IX Training relative to sexual harassment, child abuse, harassment, violence in the workplace and what it means to be a "mandatory" reporter.

**V.H.2 Staff Development Needs Justification:** To remain current in the areas of physical education, kinesiology, exercise science, fitness, health and safety, curriculum, and overall best practices, it is important for all employees to offer individual and institutional professional growth, with responsibility for planning, promotion, dissemination of information, and program evaluation.

Title IX is a federal requirement and CPR training, harassment, discrimination and mandatory reporting are District requirements.

**V.I Closing the Loop:** The athletic program is an integral part of campus life, which is a foundation for student success. According to Dr. Myles Brand, former President of the NCAA and former President of Indiana University, "a student bond with the institution via clubs or sports contributes to academic success."

Participation in high school athletics is at an all-time high in California. This should be strongly considered in possibly adding sports at De Anza College; to increase campus enrollment and offer more opportunities for students. Athletics promotes ethnic and cultural diversity – and is a gateway to college, especially for minority groups.

Under the new Student Centered Funding Formula, athletic departments can increase revenues from the state. This is calculated using the data and criteria including, degree completion, transfer to the university, Pell and

Promise. Please see the attachment (Student Centered Funding Model ATHL EXAMPLE Spring 2019) for more information.

The majority of the resources requested relate to equipment and facilities/instructional equipment or the classroom where competitions and practices take place. Safety, meeting conference rules, and the rules and regulations for competition are largely the drivers for equipment and facility upgrades. However, since our PLO is in ensure that student-athletes have the best opportunity to transfer our PLO assessments indirectly link to equipment. Assessments of recruitment numbers, retention and number of counseling and advising visits are performed on a regular basis.

Also, indirect assessments of our resource requests can be affiliated with SLOACs for each cohort and the "2012-13 statistical analysis" report model as student success is an outcome of the use of equipment and facilities. We hypothesize that student-athletes especially those in targeted groups will increase their academic success over time.

As the PEA Division focuses much work in its first OKR model, the athletic department will also prioritize the equipment changes in the PE 610 (Fitness Center), PE 11 and possibly PE 14 and 15. Led by faculty, the division created a Fitness Center Taskforce to take a new look at the equipment needs in these areas to better serve our students and 17 intercollegiate teams. These classrooms have outdated fitness equipment and lack workout machines and supplies that are more current. The division has great potential to compete with other regional community colleges (many with new and modern PE facilities) and local fitness clubs/gyms. By adding new features and improving the layout, the division anticipates an increase in class enrollment, improved health and fitness for sport programs, better overall flow for pedagogy, and a more enjoyable educational experience. These items are included in the resource allocation requests.

Lastly, the De Anza College athletic department will be under-going Program Review by the Coast Conference in March of 2020. A site visitation team, consisting of the conference commissioner and athletic department representatives from members of the conference, will spend the day at the college, meeting with De Ana College athletic personnel and campus administration. The team will conduct interviews and learn about De Anza policies and procedures, related to a list of as many of 10 required state athletic Program Review standards:

- Constitution Compliance
- Eligibility Processing
- Philosophy
- Staff Professionalism
- Academic Achievement and Support
- Citizenship
- Gender Equity
- Fundraising
- Program Demographics
- Academic Achievement Data

Please see the attached PDF document (CCCAA Athletic Program Compliance Review) for more information.

A final report will include a Self-Study and a Program Review Committee Report; this will be included in next year's De Anza College Program Review for Athletics.

**Last Updated:** 02/10/2020

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