

## Comprehensive Program Review

### A. Department Information

#### Mission

Please enter your department's mission statement here.

The Athletics Department is an integral part of the Physical Education & Athletics Division and the original proven model for Guided Pathways. The department's mission is to provide an athletic program that has a holistic approach (mind, body, and spirit) through education and competition. Athletics contributes to self-discipline, integrity, leadership, life skills, social responsibility, sportsmanship, and teamwork. We are champions in promoting ethnic and cultural diversity.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The Athletic Department community works daily to develop the human capacity of all students. We provide support in the six key factors of student success. Our student-athletes are:

- Directed, with a goal and the knowledge of how to achieve it.
- Focused, staying on track to achieve that goal.
- Nurtured, feeling that we want to, and do, help them to succeed.
- Engaged, actively participating in class and extracurricular activities.
- Connected, feeling that they are part of the college community.
- Valued, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

The Department delivers Institutional Core Competencies:

- Communication and Expression
- Information Literacy
- Physical/Mental Wellness and Personal Responsibility
- Civic Capacity for Global, Cultural, Social and Environmental Justice
- Critical Thinking

The Department faculty/coaches, staff, students and administrators participate in a democratic processes, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

#### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
FAST Cohort	Convert FAST into an official college cohort by Fall 2024.	Joe D'Agostino, Ron Hannon, Eric Mendoza	Office of Instruction, Other College and District Personnel	Help students stay on their paths; Ensure that students learn with intentional outcomes.	Project timelines; taskforce meetings.	Cohort approval.
Student-Athlete Village & Success Center	Convert PE-673 into a Village space for student-athletes by Fall 2025.	Joe D'Agostino, Ron Hannon, Eric Mendoza	Scheduling Office; Office of Instruction; College Operations; Facilities; District Personnel	Integrating support services to make it easier for students to get the help they need during every step of their college experience.	Project timelines; taskforce meetings.	Village completion.
Food Pantry	Identify an area/location to service students experiencing food insecurities by Fall 2025.	Louise Ortiz, Joe D'Agostino, Ron Hannon, Eric Mendoza	Office of Instruction; College Operations; Facilities; District Personnel	Integrating support services to make it easier for students to get the help they need during every step of their college experience.	Project timelines; taskforce meetings.	Pantry completion.

#### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

- Over the years, some full-time division faculty members stepped away from head coaching duties - resulting in load changes; and less opportunities for part-time faculty assignments.
- AB-928 eliminates Area E/Lifelong Learning & Self Development from the Transfer Curriculum - starting Fall 2025. Any course reductions will impact faculty loads.
- Most competing community colleges in the Bay Area are upgrading athletic facilities, which is a major factor for student recruitment.

### B. Enrollment Trends

#### Enrollment Variables and Trends

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	663	716	786	639	561	-15.4%
Enrollment	1,809	1,874	1,882	1,908	1,746	-3.5%
Sections	96	104	73	99	113	17.7%
WSCH	3,206	3,310	3,268	3,153	2,862	-10.7%
FTES (end of term)	213	221	217	211	191	-10.3%
FTEF (end of term)	6.0	6.1	5.8	5.8	5.9	-1.2%
Productivity (WSCH/FTEF)	536	544	564	542	485	-9.6%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Due to lower enrollments and lack of quality coaching pools, several sport offerings have been temporarily suspended. The department plans for these sports to return, but rebuilding programs often takes a few years to regain stabilization. Since some programs are coached by part-time faculty (lower pay/without benefits), attracting qualified faculty/coaches remains a challenge; high turnover is common with these positions. Sport teams led by full-time faculty/coaches are more likely to experience higher enrollments and larger roster sizes. Many women's sports across the state are struggling with roster sizes. We should continue to consider emerging sport trends in the state, including Men's Volleyball.

Local high school graduate numbers have steadily declined in our area, impacting enrollments.

To increase enrollments, the department will also continue to promote its Priority Registration 2 status for its student-athletes.

### CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqItlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
- Cite current industry trends.
- Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

### D. Course Success

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#### Course Success

Physical Education-DA

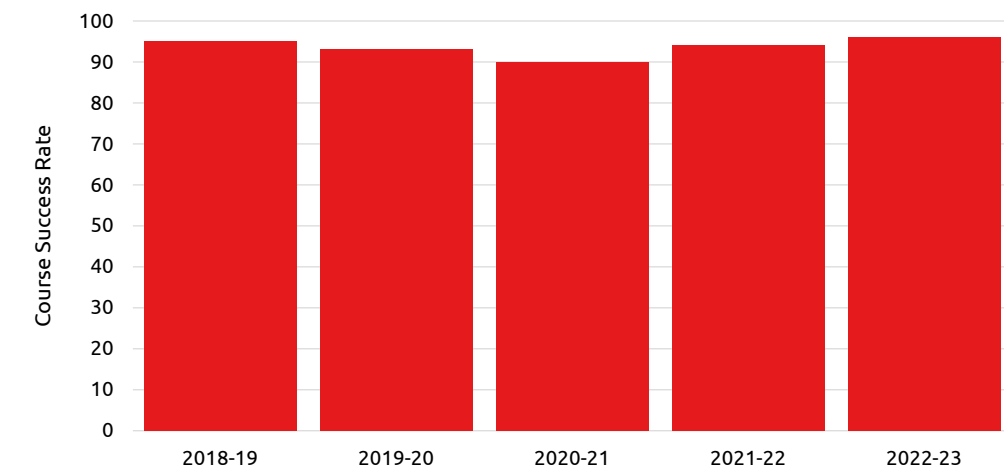
**Who uses this report:**

All users who want to further explore their enrollment or course success data.

**What is this report:**

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	1,809	95%	1,710	1,874	93%	1,739	1,882	90%	1,696	1,908	94%	1,801	1,746	96%	1,668

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

### Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

1. Factors include: Student-athletes are held to high standards related to accountability; we offer wrap-around services; coaching, guidance, and intrusive advising/counseling.
2. Strategies include: Faculty/coaches contact hours; goal-setting within teams; competition for playing time.
3. Trends: Sport programs, in general, face new challenges with supporting Generation Z students.
4. Alignment with Program Goals: More services and programming are critical to serve the basic needs of our diverse student population.

## Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

#### Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

#### What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

#### How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

#### New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

#### Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

#### Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

#### Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

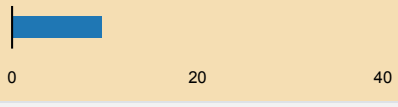
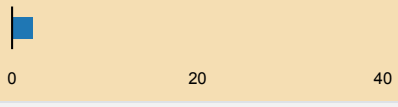
#### Legend:

- Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant
- Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Number of sections: 113

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Physical Education-DA, 113 sections)	1,746	96%	96%	0		
Asian	350	95%	96%	-1		3
Black	189	95%	96%	-1		2
Filipinx	88	98%	95%	+2		
Latinx	697	96%	95%	+1		
Native American	N/A					
Pacific Islander	45	98%	95%	+2		
Unknown ethnicity	58	86%	96%	-10		6
White	313	97%	95%	+2		
Female	433	96%	96%	+0		
Male	1,292	96%	96%	0		2
Non-Binary	0					
Unknown gender	21	95%	96%	0		1
Foster youth	10	90%	96%	-6		1
Individuals with disabilities	42	93%	96%	-3		2
Low Income	551	94%	96%	-2		13
Not Low Income	1,195	96%	94%	+2		
Veterans	16	100%	95%	+5		

<sup>1</sup>The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

not applicable

### Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

1. All gaps are minimal, among the best among college departments.
2. Success rates of 95%+ are outstanding.
3. None at this time.
4. We can look into Unknown Ethnicity (-10%), which is six (6) "successes" needed.
5. The mission and goals include success for all students.

### Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Outside of class, more time spent with student-athletes discussing school-work-family-life obligations and other commitments. Course design for students is both fun and challenging.
2. Department strategies are aligned by providing students with a holistic approach (mind, body, and spirit) through education and competition.

### Trends in Awards

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## Degrees and Certificates by Ethnicity

Physical Education-DA

#### Who uses this report:

All users who need degree and certificate data.

#### What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 24-Oct-2023

### No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

an increase in the number of Associate Degrees awarded

a decrease in the number of Associate Degrees awarded

no change in the number of Associate Degrees awarded

Not applicable

Trends in Associate Degrees for Transfer awarded show;

an increase in the number of Associate Degrees for Transfer awarded

a decrease in the number of Associate Degrees for Transfer awarded

no change in the number of Associate Degrees for Transfer awarded

Not applicable

Trends in Credit Certificates awarded show:

an increase in the number of Credit Certificates awarded

a decrease in the number of Credit Certificates awarded

no change in the number of Credit Certificates awarded

Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

### Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

N/A

### Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

N/A

## Staffing Trends

### Faculty Workload

Faculty Workload Physical Education/Athletics - Physical Education-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	2.9	3.0	3.1	3.4	3.4	14%
Full Time %	49.2%	48.8%	54.1%	58.2%	57.0%	16%
Overload	0.5	0.6	0.5	0.4	0.8	84%
Overload %	7.6%	9.7%	8.6%	7.7%	14.1%	86%
Part Time Load	2.6	2.5	2.2	2.0	1.7	-34%
Part Time %	43.3%	41.5%	37.3%	34.0%	28.9%	-33%
Total FTEF	6.0	6.1	5.8	5.8	5.9	-1%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

### Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. Full-Time Faculty Needs: Women's Basketball Head Coach; Men's Basketball Head Coach; Women's Soccer Head Coach; Second Track & Field/Cross Country Head Coach; Second Football Coach as Offensive or Defensive Coordinator; Sport TBD for Growth - Women's or Men's Head Coach; Second Academic Counselor.
2. Classified Staffing Needs: Athletic Trainer (3rd employee needed); Administrative Assistant, Senior; Program Coordinator II; FAST Student Success Specialist; Second Facilities & Equipment Assistant.
3. Strategies to Ensure Student Success: With short staffing ratios (and vacant positions) the department continues to operate with employees filling the gaps for our students. We also partner with other campus areas to pool resources when available. We also continue to fill gaps with temporary employees.
4. Strategies to Retain New Faculty: The college should develop a Talent Management Plan for departments to recruit, onboard/train, and retain faculty.

## Assessment Cycle

### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. Students apply knowledge of basic fitness concepts as they relate to health and wellness. Faculty dialogue occurs during monthly division meetings and during regular face-to-face interaction.
2. Students are provided the equipment and tools to help them reach individual fitness goals. Strategies include faculty members continuing to stay current in the field through professional development opportunities; regular interaction with students throughout the course; finding innovative ways to deliver content, including the use of new technology.
3. The mission of the Physical Education & Athletics Division is the development of the total individual by offering a comprehensive program emphasizing health, intellect, character building and lifelong learning through exercise, sports skill development and critical thinking.

### Dean/Manager Comments

The De Anza College championship Athletic Department includes sport team classes, taught by faculty members coaching 17 intercollegiate programs. In addition, the Athletic Department, with a director and support staff personnel, is responsible for the coordination of academic eligibility for 360+ student-athletes and all operational matters to ensure safe preparation for statewide competition. In 2022-23, the Mountain Lions earned 78 All-Conference, 15 All-State, and 9 All-American honors.

De Anza College has a rich history of academics and athletic accomplishments and is recognized as a top program in the Coast Conference. Many of our student-athletes have transferred to the university level and some have competed professionally.

We are home to one of the most diverse student cohorts on campus, with 58.5% of our students reflected by historically underserved populations.

The department offers resources and support systems in a cohort/environment where students feel comfortable and safe and experience a sense of connection and belonging. While diverse in many ways, our students often face similar challenges and learn to navigate adversity through important lessons learned in competition. Winning with humility and losing with grace helps prepare students for future endeavors in education and employment settings. The results of dedication and hard work instills confidence; and working together for a common goal teaches the value of teamwork. Employers seek to hire former student-athletes, as they are likely to have strong communication skills, follow rules, be dependable, and understand diverse team dynamics. Above all else, student-athletes exemplify qualities of leadership and emotional intelligence. These are all positive attributes in contributing in our campus community. Student-athletes are also more likely to engage in college life, as they are on campus more than non-athlete peers. Our classrooms - including the gym, fields, courts, and pools - provide the best

Our program is unique in that Mountain Lion Athletics operates like its own "mini-campus." We provide direction in the following areas: instruction, student services, counseling, advising, orientation, eligibility, compliance, Title IX, medical treatment, facilities/grounds, custodial, equipment, laundry, transportation, student clubs, events/activities, outreach, statewide/national committee membership, human resources, professional development, student leadership, Name, Image & Likeness, and many others. More recently, the Athletic Department formed new partnerships with Admissions & Records (assigned an employee for state eligibility verification), the Mental Health and Wellness Center (assigned a professional to visit Athletics once a week for drop-in services), and the Food Pantry (designated snack station for FAST Center). These new collaborative efforts - not including growing connections with Umoja, the Pride Center, and Student Health Services, among others - demonstrates a higher-level of resources necessary for student-athlete success.

The department also works closely with Facility Rentals to generate revenue and continue community partnerships with: De Anza Cupertino Aquatics (DACA); De Anza Youth Soccer League (DYSL); San Jose State Track & Field; and Stingray Volleyball, among others.

Our footprint consists of nearly one-third of the entire campus. The department includes 70+ employees/coaches/volunteers each year. There are no other programs on campus that are similar to Mountain Lion Athletics.

Our employees have expertise and knowledge of California Community College Athletic Association (3C2A) rules and regulations and must pass an annual compliance exam each year with a score of 85% or better. Our student-athletes must also complete annual eligibility workshops related to 3C2A athletic and academic requirements; be actively enrolled in 12+ units, maintain a 2.0 GPA, and meet ongoing Student Education Plan objectives annually. Our student-athletes are the only De Anza students in Group 2 of Priority Registration.

Despite the temporary suspension of four sports this year, Athletic enrollments increased 13 percent (392 students this quarter). Athletics was one of the largest groups back on campus, operating at 100% capacity.

The Coast Conference formed a Program Review team to visit De Anza in February 2022; the team met and interviewed student-athletes, coaches, administrators, the college president, and vice president of instruction in an accreditation-style format. The team compiled a 12-page report, addressing 10 Conference Standards, and shared several commendations and recommendations. Below is one of the recommendations and a few commendations.

*Recommendation: "As a whole, the academic success of the De Anza College student-athlete cohort is in great shape, especially with the advent of the two initiatives built as internal support mechanisms. However, they are built on slim resources and perhaps marginally funded. The institution should assess whether or not the resources and personnel support is adequate. Currently, the FAST Program Coordinator is, for the most part, a one-man team trying to accomplish many things for a large number of students with many different issues. If this program is intended to flourish and burn-out of the coordinator avoided, resources need to be infused for program stability and long-term viability. It is clear from the interviews conducted that De Anza is an institution focused on equity, and this being an equity driven program should have sufficient resource support to ensure longevity. Coming from an institution that has implemented initiatives similar in nature, it was incumbent upon us to provide the resource structure to adequately support our programs. And if De Anza is indeed serious about equity, the resource support should be there to sustain the program."*

*Commendations: "There seems to be a genuine student-athlete centered approach to academic advising/counseling with the focus being on academic success and transfer; Coaches are aware of the eligibility process, CCCAA requirements and are proactive in the process, taking an active part in the process; Student-athletes interviewed were well informed and understood their academic and athletic path. The student-athletes were particularly aware of their individual situations due to the pandemic, the college has done an excellent job of informing them on the options both at De Anza and when they transfer to NCAA/NAIA schools."*

The area Dean and Director of Athletics & Student-Athlete Success approve and support the documentation presented by our department faculty members. The material includes important data and narratives that reflect the division's ability to change and adapt to internal and external challenges. Allocated resources (human and capital) continue to improve, but also continue to fall behind Coast Conference programs. Thank you for your review and consideration.

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.