***Spring 2014: IPBT***

***Question Set: Physical Education & Athletics***

*General Questions:* ***1. Reflecting back on your equity success rates, what specific initiatives have had the most positive impact on your success rates? How is your department sharing these effective practices among full-time and part-time faculty members?***

A chart such as this will be distributed next opening day meeting with time for discussion. The following data shows success rates of athletes in their academic courses are comparable to the rest of the student body population. In reviewing equity rates no gap exists. But, it is interesting to compare the two “targeted” groups with the largest percentages within the athlete cohort -- Latino/Latina and African American to their non-athlete counterparts. These comparisons justify initiatives to seek out various ways to support measures to improve academic success.

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|  | **Gap between Targeted and Non-Targeted** | **Course Success Rate athlete vs non athlete** |
| **College (all courses, all students)** | **11% (65% vs 79%)** |  |
| **Athletes (only classes related to athletics)** | **3% (92 % vs 95%)** |  |
| **Athletes vs non-athletes (in all classes excluding athletics related classes)** | **0% (75% vs 75%)** | **Females: 79% vs 78%**  **Males: 72% vs 73%** |
| **African American (in all classes excluding athletics related classes) 13% athlete population** |  | **Females: 69% vs 66%**  **Males: 63% vs 63%** |
| **Latino/Latina (in all classes excluding athletics related classes) 28% athlete population** |  | **Females: 84% vs 69%**  **Males: 66% vs 65%** |
| **PE (only classes related to Physical Education)** | **7% (77% to 84%)** |  |

This data was extracted through a special projected developed by the institutional research office.

In athletics, the three successful initiatives that we have tried with varying success are:

1. Establishing a mandatory orientation course, “Introduction to Athletics, PE 99”;
2. 13-14, a pilot tutoring/study center in our area two days a week;
3. 13-14 counselors stationed in our area two days a week.

Athletics is a model for student success. Several reasons why:

* Students who know their expected outcomes are successful. Academic Success is expected. We have incorporated this **concept in the PE99** course and it is part of the CCCAA rules to compete. It is also made cleare to students that College recruiters will only invest “academically successful students”.
* Students have a connection with several key people: coaches, trainers, and an academic advisor.
* Students are connected to each other through a common goal/team.
* Students academic progress is monitored.

The **tutoring/study center pilot** had mixed results. For one coach who demanded attendance, and who personally attended almost every session, math success rates were notably higher. Softball: Math pass rate 70%; Fall Athletes –Math pass rate 63%. One of the other discoveries that we made were that many athletes take advantage of online tutoring and are going to the tutoring center because their instructors from their classes required attendance. Thus, accounting for some of the athletes who did not attend the athletics tutoring/study hall sessions.

Having **counselors in our area** to assist students with education plans has been very helpful. We are still working out the schedules that best meet students’ needs. We are expecting that this service will be more successful as the counselor builds a rapport with the coaches.

Part-time instructors participate on a regular basis in Opening Day division meetings and monthly division meetings. These discussions have taken place in Division retreats also.

***2. What do your SLO/PLO and Equity assessment results reveal about resources needed to achieve higher student success and retention rates?***

In Physical Education the PLO results show that overall the students are successfully grasping the concepts that we feel are important to lifetime wellness and health. Our equity committee has reviewed that data and feels that a consistent message about basic concepts e.g. content of a warm-up would be helpful for the students. We are also hoping that wi-fi access will be incorporated in our area by next year. This will allow us to tap into online material affiliated with the textbook and other sources that will help us reinforce reading assignments and analysis of techniques. We are in the que for mobile TV and laptop stations for our gymnasiums. We are also looking into e-books that have many excellent on-line programs that students can purchase and tap-into to monitor physical changes, view techniques and strategies. The coaches would also like to supplement their coaching with real time video feedback and game analysis of strategies and techniques on the fields.

Recruitment of student-athletes, retention and success are all linked to the ability to access information through technology just because of the “impression” factor. The more tools we have to advertise and show we can truly help them transfer and continue their athletic participation, the chance a student will attend our institution will increase.

The Equity team is also concerned about access to facilities, equipment and creating an environment where students can progress at their own pace; learn to identify key physical factors that indicate progress (self awareness) towards their goals; and that they enjoy the challenges along the way. The team is interested in discussing equity issues related to the faculty also. The plan is to begin this discussion next Fall.

***3. As you look at the enrollment numbers on your departmental program review data sheets, please tell us what you have done to increase enrollment or, if your department has decreased, please tell us what your plan is for increasing enrollment this coming year?***

 Enrollment trends. We have lost approximately 17% per quarter this academic year due to repeatability. Last year in anticipation of this decrease the instructors created new sets of “leveled” curriculum. They will be scheduled in 14-15. Instructors have also created new curriculum that will come into effect in 15-16. The goal is to provide alternative avenues for interested students to take classes. Scheduling activity classes with purposeful intention will be the key to attracting and retaining students in physical education. We are also adding theory courses that will support the new Certificate Achievement Advanced and the AAT in Kinesiology.

***4. What is your budget planning process?  How do you prioritize resource allocation within the division?***

Our departments are equipment intensive. The main source of funding is lottery money. The process for lottery expenditures is not very formal. Instructors submit requests based on “need” and inventory count. They report predictions of “years of life left” and if there is lots of money we buy and store for the time when we don’t have money. And, in lean times of we prioritize based on the following criteria: new trends in the industry, new curriculum needs; safety, and “required/mandated” equipment by the intercollegiate leagues. Our “B” budget is used to repair vans, buy storage racks, provide small stipends for assistant coaches, referees, memberships to athletic organizations, fuel costs . . . Since budgets have decreased we have proportionally decreased allocations per teams. Last year only the bare minimum was covered. Transportation for league events, referees, and mandated repairs of athletic equipment e.g. refurbish helmets.

Recently, the budget for athletics has been discussed in the most transparent ways within division and department meetings as we have had to live within a strict budget. These discussions have been demoralizing but healthy in that more people now understand the resource situation.

***Athletics***

1. ***What was the justifications for combining all the teams below into one CPR report?***
   1. [*Badminton Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_badminton.doc)
   2. [*Baseball Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_baseball.doc)
   3. [*Basketball (Men's) Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_baskbll_men.doc)
   4. [*Basketball (Women's) Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_baskt_w.doc)
   5. [*Cross Country Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_cross_country.doc)
   6. [*Football Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_football.doc)
   7. [*Physical Education Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_pe.doc)
   8. [*Soccer (Men's) Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_soccer_m.doc)
   9. [*Soccer (Women's) Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_soccer_w.doc)
   10. [*Softball Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_softball.doc)
   11. [*Swimming and Diving Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_swimdiv.doc)
   12. [*Tennis Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_tennis.doc)
   13. [*Volleyball Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_volleyball.doc)
   14. [*Water Polo Program Review*](http://deanza.edu/gov/IPBT/pdf/s13apru_wpolo.doc)

Basically, it important to look at each program and their student-success and “program” data, creating separate data sheets has helped us identify where students could use more help academically. Several years ago the IPBT requested that separate APRUs were created. Then another year they were not requested.

Traditionally, athletics, as a program was studied as one large unit that supported 18 teams or 18 student cohorts. And, since we are meeting Prong III of Title IX where we “serve the interest of the local student population” we are mandated to compare “team to team” funding mechanisms, access to facilities and services. So, most of our data has been an analysis of each team that is compiled as an “athletics report”. Also, research about the overall successful athletes usually consists of a conglomerate of “Athletic teams”. This research indicates that student-athlete transfer and retention rates are also usually shared in the form of commonalities across every program/team.

Short answer, the Athletic Director chose to take the traditional path to studying Athletics when creating the Comprehensive Program Review.

***2. Many athletics departments around the country depends on external financial resources through fund raising activities to meet their needs, can you comment on the Division fund raising effort and what goals have been set and what has been***

Division efforts to fundraise have only occurred once. The Night of Magic was a huge success. We used that money to fund the equipment in the Wellness Center. For the most part, coaches raise funds on their own through camps and clinics to support supplementing assistant coach salaries, uniforms and per diem for students.

3. The possibility of several large events may come to fruition if we find a baseball coach to lead a team to renovate the Baseball field. The hiring process is currently underway.

***How engaged is the Athletic Department with the programs and services offered via the Student Success Center? Are student/athletes in need of Basic Skills remediation referred for support or is tutoring offered by specially-designated tutors?***

An effort to incorporate tutoring in the Physical Education area took place Fall of 2013 within the pilot that was run tutors were requested for basic math and English courses. This effort will continue with a new focus this year. Hopefully, with the support of a DARE grant as FAST, Football Academic Success Transfer program will be piloted this Fall. Under the leadership of one of the assistant coaches, students who will be identified as needing basic skills assistance will be mandated to participate in a study hall/tutorial session twice a week for one year. The SSC staff is excited about helping us with this pilot. Lastly, within PE 099, Orientation to Athletics the SSC staff has been very helpful and willing to come to present information about time management and to present information about the various programs they offer.

1. ***How does De Anza Athletics promote its newly renovated facilities (pool, track, football field) for rental as a means to generate revenue and offset ancillary costs?***

Interested coaches set up camps and clinics to serve the community with programs. They are able to accumulate funding to support their assistant coaches with a small salary, purchase uniforms, supplement student per diems and pay for their own travel costs and per diem. Recently, the track coach has hosted 4 invitational track meets in the new stadium. The athletic director/soccer coach supervises youth soccer events on the soccer field and in the stadium. The money has served to pay for bus transportation for the 50 plus track members; provided 4 scholar-athlete scholarships, supported the salaries for the soccer coaches and equipment for soccer students.

1. ***Please provide short explanation of the following:***
   1. ***Baseball: 24.2% drop in headcount.***
   2. ***Massage Therapy: 29.1% drop in headcount, and 22.7 drop in enrollment.***

The Massage program’s enrollment has decreased for several reasons. Four years ago the division was asked by the IPBT to reduce its enrollment. The night program for Massage was eliminated. We have added an additional “Introduction to Massage class” in the Spring Quarter. We are hoping that this strategy will help to rebuild a base of students.

The Baseball program has suffered in the past several years as the field has deteriorated to unsafe conditions for play. It has been disheartening for the coach and also very difficult to bring intercollegiate-level student-athletes to the college. Also, about four years ago when the college asked the division to cut a portion of our offerings, we eliminated one class of Baseball techniques. A result probably also contributed to the reduction of 24% of student-athletes on this team.

* 1. ***Men’s Tennis: Is the program viable to keep with 11-15 students per year?***
  2. ***Women’s Tennis: Is the program viable to keep with 8-10 students per year?***

Tennis has traditionally not supported more than 15 students on its rosters. Only 6 -12 students can play in a match -- six singles and three doubles teams. The program was self-sufficient for a number of years. Fundraised dollars paid for uniforms, equipment for the students and the assistant coach’s stipend. Recently, the funding source mechanism changed so the coach did experience some difficulty raising the funds. There are currently efforts on the way to find a solution to this problem. The viability of these teams lie in the fact that each team is considered to be and integral part of the Athletics program. Fiscally, larger teams support smaller teams and Title IX prong III requires that we serve the interest of our students. Since we have a women’s program, we cannot eliminate it without breaking Federal Law.

***Athletics (general)***

1. ***How engaged is the Athletic Department with the programs and services offered via the Student Success Center? Are student/athletes in need of Basic Skills remediation referred for support or is tutoring offered by specially-designated tutors?***
2. ***Several APRUs mentioned the request to establish an Academic Resource Center for student/athletes. How would this center and affiliates position(s) be funded? Do you have access to any categorical or self-sustaining (Fund 15) resources to cover associated costs?***

We are currently requesting a grant to fund Academic Resource Center. If the pilot, FAST program is successful we hope to extend it with SSSP money as these students could become a cohort that works together for their freshman year.

1. ***What strategies does De Anza Athletics use to recruit student/athletes, particularly for programs without a designated, full-time faculty member/coach?***

* Student recruitment is by in large a one to one situation. So faculty status/coach status does not really make a difference. Basic strategies:
* Attend HS and club events to survey for talent,
* Call local HS coaches to ask about students who might be interested in pursuing sports;
* Contact local students athletes,
* Visit with families or invite student/ families on campus,
* Arrange visit with Academic Advisor/Counselor, call, text email reminders about dates to register,
* Check to see that placement tests are taken,
* Guide students to financial aid office and ensure that the student and parents are helped through the process.

1. ***What strategies do De Anza’s Athletics Director, coaches, and assistant coaches have to raise funds to cover the costs associated with travel to competitions, uniforms, etc.?***

Hold clinics, camps, sponsor people who want to host events in the Physical Education area. Seek program sponsors i.e. seek paid ads to post on event programs. Work with youth sports programs. Attend big events that take place in an arena and help with clean-up or crowd control, sell x-mas trees, ask for donations through an e-letter to relatives and friends.

1. ***How does De Anza Athletics promote its newly renovated facilities (pool, track, football field) for rental as a means to generate revenue and offset ancillary costs?***

Interested coaches set up camps and clinics to serve the community with programs. They are able to accumulate funding to support their assistant coaches with a stipend, purchase uniforms, supplement student per diems and pay for their own travel costs and per diem. Recently, the track coach has hosted 4 invitational track meets in the new stadium. The athletic director/soccer coach supervises youth soccer events on the soccer field and in the stadium. The money has served to pay for bus transportation for the 50 plus track members; provided 4 scholar-athlete scholarships, supported the salaries for the soccer coaches and equipment for soccer students.

1. ***How do you monitor student/athletes’ progress toward certificates, degrees, and transfer? Would it be possible to include details about relevant student/athlete awards and transfers in next year’s APRU?***

We have 450 plus students each with different educational goals and plans. The Academic Advisor and soon, a Counselor from the Counseling Division are required to set up year-long educational plan for each student. Overall progress has been monitored through quarterly meetings, responses to progress reports, and when quarterly grades come out.  For many years, student athletes have been required to create a year long education plan. If we were to get a program called “Grades First” or a similar product the potential to integrate ed plans with the task of tracking progress. A program like this would encourage more interactive progress tracking between coach, counseling, instructors and students could be a reality. ETS has seen the product and is determining how much work it would entail to incorporate it into Banner. At this time, however, getting on the ETS calendar is difficult. The license is exciting to note that the potential to utilize a product like this could be used for the entire college.

We can tell you today that annually approximately 80% of our sophomores transfer. We can definitely include student-athlete awards, transfers, and scholarship info in next year’s APRU.

Mallory has given us a report as to the majors the student-athletes are focusing on. But to date IR cannot track each students final transfer destination and success beyond De Anza.

***7) Given the new State limited repeatability rules, does the department have any plans to accommodate “community” students? Those that live in the community and in the past have taken e.g. swimming classes again and again?***

First let us clarify*;* students could take a set of related classes a total of 6 times. i.e. any combination of 6 tennis classes. There always has been a limit to the number of classes a student could take at De Anza. Currently the main option is to encourage students to sign-up for a membership in the Wellness Center. Discussions with Community Education are underway, but the faculty want to focus on curricular options first as they have in the past. It is difficult to supply a RELIABLE lifeguard at 5am to offer a community program. There are many liability issues to sort out. And the cost for many of our current retired community might be too high. They already feel at $100 per quarter for a Wellness Center membership is high. A pool membership would have to run at least $120 per month per person if we were lucky to get 20 students on a regular basis.

1. ***Another question about “community” … does the department have any plans to create ways of expanding facility use (open the track, more lap swim, open gym hours) for local community members?***

The reason facility usage is limited is because the College does not have the resources to clean and maintain the facilities. There is only 1 grounds man appointed to our area, AND he has other responsibilities. There are NO custodians on weekends. We have to pay extra to clean our restrooms and gymnasiums when the numbers of people attending are over 200. The cost of security for track events is new to us also as we have not been able to host track meets in over 10 years because it was too unsafe for intercollegiate competition. In fact, we have a strong concern about the ancillary costs that are now borne by the department instead of the college. Fundraising efforts can be nullified by the cost of security, grounds and custodial. The custodial and grounds groups are so overworked that their injury rate is rising.

*9) Not exactly a question, but from the Dean’s summary: An AA-T degree in Kinesiology was created and accepted by the State and was one of the first for De Anza College. As a result enrollments in the Introduction to Kinesiology course has skyrocketed. Congratulations!*