

▼ Dept - (PE) Kinesiology



2019-20 Annual Program Review Update Submitted By: Rachel Catuiza, Arden Kragalott, Eric Mendoza

APRU Complete for: 2019-20

Program Mission Statement: "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. The Division is committed to providing vocational training opportunities to prepare students for employment, achieve educational goals, transfer and become vibrant participants in a diverse and changing world."

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: 5

I.B.2 Number Certif of Achievement-Advanced Awarded: 5

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 51

I.B.4 # AA and/or AS Degrees Awarded: 51

I.B.5 Trends in # Degrees Awarded: The division continues to experience increases in degree awarded – including an increase of 121% since 2014-15. Kinesiology is one of the top majors at De Anza College and California four-year institutions. In 2018-19, the division awarded 51 Associate in Arts-Transfer degrees. This was a significant jump from 2017-18 (37 degrees), 2016-17 (44), 2015-16 (31) and 2014-15 (23).

I.B.6 Strategies to Increase Awards: 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.

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 the Biological, Health and Environmental Sciences Division - since required classes from this area are needed for Kinesiology majors and class listings don't always work for student-athletes (a large number of declared majors) due to scheduling conflicts.

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.

Please see attached PDF "OKR 2020 Fall Worksheet" for more information.

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): 8.9

I.E.2 #Student Employees:

I.E.3 Full Time Load as a %: Decreased 7.7%

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: 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.

II.A Enrollment Trends: According to our campus Institution 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.

It is important to note Fall 2016, a significant name change for the Division took place. Physical Education now consists of three distinct departments: "Physical Education" (PE prefix) represents; only athletics related classes; "Massage Therapy" (MASG prefix) represented massage core related classes; and "Kinesiology" (KNES prefix) represented most activity and lecture sections.

Course names/identity for many students is confusing. Each quarter some students interested in activity sport classes mistakenly register for "PE" classes that are specifically designed for De Anza College intercollegiate team practices. In some cases, once students find out they are in the wrong class, it may be too late to add a KNES activity section. The division is currently proposing clear language and another name change to eliminate confusion. Team sport sections will be labeled "ATH" or "ATHL" and regular activity classes for the general student population will be identified as "PE."

The term "Physical Education" is also outdated for larger campus divisions at the California community college level - where "Kinesiology" is the more appropriate name.

A 10% decrease in enrollment between 14-15 and 15-16 and a four-year decrease of 33% are due to several reasons - mainly due to the effects of "repeatability" legislation.

In addition, during the Fall of 2016, we attempted to increase the number of 1-unit offerings (3 hours per

week), resulting in fewer sections for students to choose from. But, the potential increase in productivity, and the opportunity for students to clear their PE activity requirement with one class were important considerations in making this decision. We may never know what caused the severe drop in enrollment (Fall 2017) as the Flint Center parking project may also have impacted enrollment. For example, we were not able to offer golf. In the past, there were at least five filled sections per quarter (seat count 24/section).

Overall, enrollment has decreased by 39% in the last five years - including a dip by 15% in 2018-19.

Enrollment patterns have changed. More students seem to enroll later. Also, there has been an odd pattern of strong class enrollments at the start of the quarter, but by census numbers have dropped.

During the Flint Center parking renovation, the football/track and field stadium has been well used. Use of the wellness center and stadium have helped us maintain a variety of offerings. New curriculum in the strength and conditioning areas, Core Conditioning and Body Sculpting for example have increased numbers of males participating in our courses.

The biggest increase, by far, is in the number of students enrolling in our online offerings. More information provided in Section IIIA.

II.B Overall Success Rate: Slight increase from 83% to 84% (includes classes in PE, Athletics, and Massage).

II.C Changes Imposed by Internal/External Regulations: impact our overall enrollment, but we anticipate a drop of approximately 10 to 15% in the future.

Students are only able to take a PE class one time, but are allowed to take classes from one family up to six times. They should take family courses in the sequence, such as: Level 1 (beginning), Level 2 (intermediate), Level 3 (advanced) etc. Combining our classes encourages more student engagement and ensures better enrollment in each class. Our seat counts depend on what type of class is being taught and in what area. For example, Indoor Cycling has a limited number of bikes, Yoga has a limited amount of equipment and space, Swimming classes can only have a certain number of students in order for the class to be safe and effective.

Our enrollment has also dropped periodically over the past seven years, due to the economy; the Bay Area housing crisis; the traffic that effects transportation to and from the college; more students entering the workforce; the popularity and affordability; of local fitness clubs/gyms; and the need for students to help support their families at home. To help with these issues, we have curriculum for online classes and continue to work towards making our programs better accessible in the classroom and at home.

We also expect that changes in state law limiting apportionment for Athletics, which will have a cascading effect on the Physical Education Division - as the cost of athletics will need to be off-set by other Kinesiology classes increasing enrollments.

III.A Program Success: The division has enjoyed consistent success over the years. For students in Kinesiology courses Success Rate by Unit has remained steady with 80% in 2016-17, 81% in 2017-18, and 80% in 2018-19. For students in Athletics courses, the data pattern is similar: 93%, 93%, 95%, respectively, over the last three years. The Massage Therapy program (ending in 2019), enjoyed success as well: 87%, 82% and 91%, respectively.

The division's best kept secret is found in online courses. Each of the last four years, student enrollments have increased: 708 in 2016-17; 728 in 2017-18; and 874 in 2018-19 (up 20% from the previous year). There is a priority to offer online course when we can, and encourage more faculty members to become online certified.

During the 2018-19 academic year, the division offered 25 online sections (not including five classes in the summer). Classes included Intro to Kinesiology; Orientation to Lifetime Fitness; Intro to Women in Sport; Physical Stress Management; Health & Fitness; Intro to Sport in Society; and Interactive Cardio Fitness. All of

them reached near capacity and/or had waitlists.

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 Championships in May and Men's & Women's Soccer Championships 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. Other De Anza College sports would also like to host, but are unable to due to facilities (volleyball, basketball, baseball, softball).

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: Over the past three years we have experienced a decline in our division as a whole. We are down 15% largely due to repeatability. Our decline in non-targeted population is down 16% and our targeted population has decreased by 14%.

In our department there is only a 3% Student Equity Gap - much lower to the overall 12% gap throughout the college. We remain the most diverse division on campus and serve more targeted populations. The Success Rate of targeted population is 82% - an increase of 3% over the last three years.

According to Disproportionate Impact data, the PE division continues to outperform the rest of the campus in Course Completion: African American students (73% compared to 64%); Filipinx (80% vs 74%); Latinx (77% vs 69%); Native American (77% vs 72%); and Pacific Islander (82% vs 70%).

Division Enrollment Trends over the last three years reflect significant decreases - with the exception of Pacific Islander students: African American (-26%); Filipinx (-24%); Latinx (-20%); and Native American (-55%); Pacific Islander shows an increase of 25%. The decreases correlate with the overall reduction of division course offerings, but the data signifies enough concern to look deeper and address these areas.

Success Rates within the division have been relatively consistent over the last three years: African American (72% in 2016-17, 73% in 2017-18, 73% in 2018-19); Filipinx (84%, 84%, 84%); Latinx (75%, 77%, 77%); Native American shows increases (72%, 77%, 77%) and Pacific Islander does as well (68%, 73%, 82%). The data is consistent with the division's over Success Rate for students at exactly 80% each of the last three years.

We have created new curriculum to attract and retain students. We have built curricular sequences in Soccer, Stretching, Yoga, and Cycling. Our Program Level Outcomes survey shows us that scheduling sequences of courses with Strength Development and Cross Training families (Core Conditioning, Body Sculpting and Total Fitness) provides students the opportunity to participate and achieve their fitness goals.

Overall, we are seeing an increase in the number of males in classes such as Yoga, Cardio Kick and Pilates, courses that, males have not traditionally taken. Offering curriculum that has shown to attract students of targeted groups is also a strategy for scheduling, along with tying into the four-year institutions and their offerings.

III.C Success, Non-Success and Withdraw Rates: For Physical Education & Athletics

2018-19 Success: 84%

2017-18 Success: 84%

2016-17 Success: 83%

2015-16 Success: 84%

2014-15 Success: 83%

2018-19 Non-Success: 8%
2017-18 Non-Success: 7%
2016-17 Non-Success: 8%
2015-16 Non-Success: 6%
2014-15 Non-Success: 8%

2018-19 Withdrew 9%
2017-18 Withdrew 9%
2016-17 Withdrew 9%
2015-16 Withdrew 10%
2014-15 Withdrew 9%

III.D Equity Planning and Support: Division equity team formed in 2016 and created a five-year equity plan.

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 (Football Academic Success Team) program; equity funding for 16-17 was secured; additional recruitment of instructors for the REACH (Reading, English, Athletics, Counseling and Humanities) program; an allied health professional was hired to fill the position. 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 athletic academic counselor has been instrumental in the success of both FAST and REACH programs.

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, Puente, and FYE. We will continue to have more collaboration on campus with other programs and utilize our valuable resources.

A dedicated classroom (Student Success Center) for the FAST program is needed - to include 30 or more computer stations (or laptops with wifi).

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 Program Coordinator II position (formerly the Academic Advisor position) to help grow 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 academic goals, including progress and increased transfer rates.

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary: The division has completed 100% of SLOs. Students also completed surveys.

IV.B Assessment Planning: SLOAC Summary (continued) ...

The results of our SLOAC show that students meet the targeted skill levels. However, they are confused about when to incorporate stretching into their workout and the physiological change in the heart rate that occurs when a person finishes a cardiovascular endurance (CE) workout. Students who took stretching classes and CE courses surpassed the targets set by their instructors on these concepts.

Instructors attended workshops in several of the newest training techniques: Circuit Training, Yoga/Pilates, High intensity Interval Training (HIIT), Myzone, Core Training Techniques, ZUMBA, Personal Fitness Training, TRX, Indoor Cycling and the newest trends in Yoga/Pilates. New curriculum in the areas where students have shown strong interest were developed and will continue to evolve as the culture and trends in fitness change. The new division dean has encouraged faculty members to research new trends in equipment and fitness classes – as some of the workout machines in our areas are outdated and nothing new has been introduced in quite a while. As a whole, we will seek newer methods of teaching to add to our pedagogy of teaching, add new curriculum – and ultimately increase student enrollment.

V.A Budget Trends: The effect of the College reductions since 2010 has had an effect on the Department's enrollment. We were asked to eliminate our offerings in bowling, archery and the course sequence related to the Personal Trainer Certificate was suspended. However, the increased additional funding through Instructional Lottery and Equipment has greatly helped our programs purchase replacement equipment for existing curriculum.

V.B Funding Impact on Enrollment Trends: Declining enrollment has mostly occurred due to legislation and internal curriculum requirements. We have been given the opportunity to increase Certificate and Degree attainment due to the fact that the College has supported us with a Division specific counselor.

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: Replace vacancy

V.D.2 Justification for Staff Position(s): The De Anza College Physical Education & Athletics Division requested a change in an ACE position – from Academic Advisor to Program Coordinator II – to better serve our students.

Upon the retirement of a long-time Academic Advisor (30 years), there was a failed search to replace the position. It has become evident that the roles within the California community college athletic department have continued to evolve over the last 30 years; and what was required in 1990 has changed in 2020.

To keep pace with other California community colleges and to continue to be Tops In Transfer, the De Anza College athletic department would benefit from a Program Coordinator II position to: “provide overall direction and guidance to the day-to-day operations, problem solving and decision making regarding an assigned program; implement program policies and guidelines; provide for program reporting and accountability; provide work direction and guidance to other program personnel; monitor program budgets.”

The Program Coordinator II position will assist one current manager in the area (Dean of Physical Education & Athletics) with duties and responsibilities that are vital to student-athlete academic progress, data reporting, delivery of services, and overall program planning.

These similar positions are popular among other successful community colleges, far more valuable to departments, and proven to attract and retain top-level candidates with outstanding professional skill sets.

The Program Coordinator II position will also help grow our current FAST (Football Academic Success Team) program, in expanding these services to all 17 intercollegiate teams. A larger student cohort – with daily supervision and management – will help our targeted student population with academic goals, including progress and increased transfer rates.

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: Assessment occurs in a variety of ways: enrollment trend assessment, student demand for classes, and corresponding requirements to review equipment and facility needs. Outside requirements by agencies for safety and ADA greatly affect our division. We perform a PLO student survey to determine student interest and demand for a diverse curriculum.

The results of our SLOAC show that students meet the targeted skill levels. However, they are confused about when to incorporate stretching into their workout and the physiological change in the heart rate that occurs when a person finishes a cardiovascular endurance (CE) workout. Students who took stretching classes and CE courses surpassed the targets set by their instructors on these concepts.

Instructors attended workshops in several of the newest training techniques: HIIT, Core Training Techniques, MyZone, TRX, Zumba, Personal Fitness Training, Kettle Bells and the newest in Circuit Training and Yoga/Pilates trends. New curriculum in the areas where students have shown strong interest were developed and will continue to evolve as the culture and trends in fitness change. The new division dean has encouraged faculty members to research new trends in equipment and fitness classes – as some of the workout machines in our areas are outdated and nothing new has been introduced in quite a while. As a whole, we will seek newer methods of teaching to add to our pedagogy of teaching, add new curriculum – and ultimately increase student enrollment.

The division has completed 100% of SLOs.

Since the hiring of a new dean, new tenure track faculty members onboard, the retirement of support staff members, and the loss of two programs (massage; fitness center memberships), the division is experiencing a shift in operations and culture. By the end of the 2018-19 academic year, the division will also have new representation and/or new assignments in areas of Academic Senate, Curriculum Committee, Facilities Committee, and Student Discipline Panel. Unfortunately, the resignation of a division ACE member resulted in a loss in IPBT representation. Division faculty and staff members continue to participate on district hiring committees, and we have representation on the Technology Committee, African American and Latinx Student Empowerment Conferences, DASB/ICC activities, and several other campus affiliates.

As the division focuses much work in its first OKR model, the division 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.

Please see attached PDF "OKR 2020 Fall Worksheet" for more information.

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#SLO STATEMENTS Archived from ECMS: 0

