

De Anza College

Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name:		Athletics
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (https://www.deanza.edu/about-us/mission-and-values.html).	The Athletics Department is an integral part of the Physical Education & Athletics 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. We are champions in promoting ethnic and cultural diversity.
I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer

I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Personal enrichment through healthy lifestyle, lifetime activity and wellness.
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state "none offered".	N/A
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered".	N/A
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you	N/A

		do not offer Associate Degree Transfer, please state “none offered”.	
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html .-If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”.	N/A
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	The Athletic Department does not offer certificates or degrees.
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	1 – The department has experienced faculty members, including an embedded FT counselor who foster a welcoming environment, utilizing Guided Pathways Village pillars. 2 – The department participates in campus outreach/in-reach activities to promote and collaborate (including Zoom sessions with coaches, student-athletes, and Student-Athlete Advisory Council reps). 3 – The department continues to improve communication (via monthly meetings, Canvas announcements, weekly Chair/Dean open office

			hours) and recruitment/enrollment strategies (to offer courses that fit student needs.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	<p>Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics:</p> <p>https://www.calpassplus.org/LaunchBoard/Home.aspx</p>	N/A
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	<p>Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. 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. California EDD LMI Info:</p> <p>https://www.labormarketinfo.</p>	N/A

		edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occpri	
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	<p>The athletic department has an embedded FT counselor and special cohorts: REACH and FAST.</p> <p>REACH is supported by five dedicated faculty members from different departments throughout the college: Roseanne Quinn, Dawnis Guevara, Sal Breiter, Usha Ganeshalingam and Louise Ortiz.</p> <p>This number has stayed consistent from prior years.</p>
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	REACH serves 30-35 students each academic year. These numbers have also remained consistent.
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional	Staff outside of faculty and not currently served.

		instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.20-21/index.html .	Our FTEF for 2020-21 is 7.2%
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between numbers this academic year and the previous two academic years.	The department averages 1-2 student employees each year.
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html .	Courses taught by our full-time faculty is 68.7%

		21/index.html or access within the program review tool.	
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	We have a total of 26 employees in the Physical Education & Athletics Division.
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	<p>Our department had a full-time faculty/head coach retirement in 2020 that was replaced by an adjunct instructor. This impacts the instructional support and sport oversight needed to operate at more successful levels. We also had a full-time faculty/director retirement in 2021, but this was replaced by a much-needed management position (Director, Athletics & Student-Athlete Success); this helps operate the largest athletic department (17 sports/350+ student-athletes) among the 17 Coast Conference institutions.</p> <p>Budget reductions continue to impact our areas. Funding from DASG (student meals and lodging) has been cut more than 60 percent from 2018. FAST budget was reduced from \$20,000 in 2020-21 to \$8,000 in 2021-22, when basic needs and student support are at an all-time high – and we</p>

			<p>hired a full-time faculty member to operate the program.</p> <p>While 68 percent of our student-athletes are 3.0 GPA students, many students from our under-represented populations need a higher level of academic support. FAST provides volunteer faculty mentors, as the budget does not allow for funding. FAST does provide limited funding for student tutors.</p> <p>To provide a Guided Pathways Village space for KNES majors/student-athletes, a dedicated space within the division should be created. While our area footprint makes up 20 percent of the campus, we do not have adequate indoor space for students to study, print papers, Zoom, or build community. We should also identify space to provide a food pantry satellite for all students.</p>
	Enrollment		
II.A	Enrollment Trends	<p>What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/pr/ogram-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your</p>	<p>Over the past three years our enrollment has remained steady with 1,800+ each year, reaching its peak in 2020-21 with 1,882. While other college departments have experienced enrollment declined since and during the COVID pandemic, athletics enjoyed an increase in 2020-21 – and had record numbers in 2022 badminton and a first-year beach volleyball team.</p> <p>Strategies to increase enrollment/productivity include continued recruitment, creative</p>

		department have in place to increase or maintain current enrollment trends?	scheduling, upgrading equipment, and repurposing classroom spaces. The department will also continue to work with colleagues at the CSU level and within the CCCPEKD association.
II.B.	Enrollment Trends for disproportionately impacted student groups	<p>Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like.</p> <p>Link to equity plan and strategic plans</p> <ol style="list-style-type: none"> 1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups? <p>Are there other trends that you see when drilling into the data that may be important to explore?</p>	<p>African American: 9.8% Latinx: 41% Filipinx: 5.7% Pacific Islander: 2%</p> <p>The athletic department has higher enrollments from disproportionately impacted student groups among African American (3.7% for the college); Latinx (25%); and Pacific Islander (0.7%). For Filipinx, the college data is higher at 6.8%.</p> <p>1 – Contributing factors for higher enrollments in these areas continues to come from faculty/head coaches actively recruiting talented student-athletes from our diverse local service areas; we also attract diverse students from outside of the Bay Area.</p> <p>2 – We will expand recruiting efforts with the implementation of ARMS software, a web-based app to communicate with student-athletes and improve workflow. We will also continue to collaborate with our Umoja program.</p>
II.C.	Overall Success Rate	What changes in student success rates have you seen in	Our student success is significantly higher than the rest of the college.

		<p>the last three years? You do not need to list success rates, rather reflect on trends in success rates.</p> <ol style="list-style-type: none"> 1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html 2. What strategies does your department have in place to increase or maintain current success rates? 	<p>Department: 90% African American: 94% Latinx: 88% Filipinx: 94% Pacific Islander: 97%</p> <p>1 – Factors leading to goal attainment starts with faculty/head coaches that have vested interest in each student’s success; putting time and effort into building trusting relationships. The department has long utilized the Guided Pathways model, in creating a natural “village” setting that includes wrap-around services related to academics, counseling, advising, medical treatment, networking, mentoring, and leadership skill development.</p> <p>2 – With the hiring of a second department manager (Director of Athletics & Student-Athlete Success) and a redesigned title of the Head Football Coach (also the FAST Coordinator), priorities in job duties are related to areas of success and equity. The successful launch of Beach Volleyball in Winter 2022, and the addition of a future sand facility, will also add to the academic success of the indoor volleyball team. We will continue to assist in the evolution of the Student-Athlete Advisory Council (SAAC), lending the student voice in department priorities. The department will continue to be involved in future planning related to bond and facility projects to</p>
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			include: student success center/space; high-speed Wi-Fi (in all areas); food pantry; modernized team/locker rooms; new scoreboards; field/gym/pool upgrades; and improved office/classroom/equipment space.
II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	<p>Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):</p> <ol style="list-style-type: none"> 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? <p>What strategies might be helpful in closing gaps in successful course completion?</p>	<p>The department success rates are higher than the overall college numbers in every disproportionately impacted student group category (26% higher among African American; 25% among Latinx; 14% among Filipinx; 28% among Pacific Islander; 17% among Low Income; 23% among Veterans; N/A among Foster Youth, N/A among Individuals with Disabilities). We believe that these student groups feel a sense of belonging through natural class interaction and community, created by caring faculty members. Athletic/sport classrooms are natural settings for Guided Pathways pillars.</p> <p>Additional strategies include items mentioned in II.C.</p> <p>To address small gaps (-2 is the highest among Filipinx), the department will continue prioritizing equity work.</p>
II.E.	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program	The State limited repeatability of Physical Education classes as of Fall 2013. Also required by the State was the creation of “Families” for our courses. At this time, we are not sure how this will affect our overall enrollment but we anticipate a

		<p>level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)</p>	<p>drop of approximately 10 to 15% in future enrollment. Students will only be able to take a class one time, but will be allowed to take classes from one family up to six times. Also, they must take family courses in sequence in order such as level 1, level 2, level 3 etc.</p> <p>We also expect that changes in State Law limiting apportionment for athletics will have a cascading effect on the Physical Education Department as the cost of athletics will need to be off-set by physical education increasing its enrollment. The new proposed Senate Bill 928 – creating one transfer pathway to the CSU and UC system – will eliminate Area E, resulting in community college students no longer needed a unit of PE; this is expected to devastate PE enrollments statewide.</p>
	Equity	<p>In order to meet the goals within our State Equity Plan, Institutional Metrics, and Educational Master Plan, the following section asks you to reflect on questions focused on student equity to help inform our goals.</p>	
III.A.	Equity Plans for groups other than the acknowledged disproportionately impacted groups	<p>Are there other groups of students besides the acknowledged disproportionately impacted groups of African American,</p>	<p>With 17 sports programs, the athletic department is one of the most diverse at the institution. Through our FAST program, we prioritized low-income students – but also identified students who are not taking advantage of the Promise</p>

		Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	Program and/or Financial Aid resources. In 2022 winter and spring, qualified student-athletes have been awarded more than \$160,000 through college/emergency funding.
III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	<ul style="list-style-type: none"> • Division OKRs/Objectives & Key Results for 2020-2021: “Closing the Equity Gap in KNES Classes” <p>Each employee was asked to identify one objective for the academic year to move the needle on Equity Gaps in our area. Each objective was posted on the Division Canvas Page; this was a standing agenda item at monthly division meetings.</p> <ul style="list-style-type: none"> • Black Lives Matter Forum (July 7): The De Anza College Athletic Department hosted its second forum in support of its African American Ancestry/Black Community. Student-athletes and coaches took part in an online discussion featuring Glynn Wallis (De Anza College EOPS Counselor) and Steve Kinney (De Anza College mentor, 100 Black Men of America, former NFL player). Student and coaches were able to engage in important dialogue to address hidden biases and blind spots in the department and on campus.

			<ul style="list-style-type: none"> • PE/Athletics Division Meeting (Sept. 18) "Overcoming Embedded Barriers to Black Male Students' Academic Success" Utilizing an anti-deficit approach to view the experiences of Black males, this session presented qualitative research that explores Black male experiences at California Community Colleges related to their resiliency in overcoming institutional barriers to achieve their academic goals. This session's intent was also to review best practices, embedded in social justice, that provide opportunity for equitable outcomes for this student group. Presenters: Dr. James Reed, Project and Program Coordinator, STEM, Mt. San Antonio College, CA; Dr. Maisha Jones, Associate Professor, Sociology, and Vice Chair, Behavioral and Social Sciences, Los Angeles Southwest College, CA. • PE/Athletics Division Meeting (Sept. 18) Guest: Mallory Newell, Supervisor of Institutional Research and Planning. Reviewed KNES Data and Equity Gaps; Data Tools • Established new role for Assistant Athletic Director, Student-Athlete Success & Equity (Jan. 4). Louise Madrigal coordinates planning and activities to strengthen Equity Initiatives and the Student-Athlete Support Group; and participates in orientations and PE-99 workshops. Serves on division Equity Core Team and lead with the
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			<p>development of Division Equity Plan(s). Develops networks with campus programs and support services, including Equity and Engagement Division; Learning Communities; International Students; Disability Support Services; Adapted Physical Education; Food Pantry; and populations of Underserved Students.</p> <ul style="list-style-type: none">• Launched new electronic Academic Progress Report (grade checks), piloted by FAST and REACH cohorts. Emails were sent to instructors, promoting the effort to improve Equity Gaps. All athletic teams will participate Winter 2021. Louise Madrigal announced this activity at a Fall Academic Senate meeting.• To improve communication to coaches and students and promote equity initiatives, the division created an Athletics Academic Services Newsletter, published monthly by Athletic Advisor Jovanah Arrington and Athletics Counselor Louise Madrigal. Each edition features an Equity Update from Madrigal – and a student-athlete spotlight. All newsletters are emailed to division employees and all student-athletes; it can also be found on the athletics website at: https://deanzasports.com/academics/newsletter• FHDA Athletics Townhall on Anti-Asian Violence (March 25)
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			<p>De Anza and Foothill athletic departments united for an online townhall for student-athletes, coaches and staff to discuss recent events impacting the AAPI community. The event featured moderator Dr. Dawn Lee Tu, student-athlete panelists from both campuses, FH basketball coach Anna Harp, DA political science faculty member Jim Nguyen, and members of the DA Student-Athlete Advisory Council. Many powerful stories from personal experiences added to an educational and insightful two hours together in FHDA solidarity. The event was coordinated by campus deans Eric Mendoza and Debbie Lee.</p> <ul style="list-style-type: none">• ACCCES Executive Board <p>We are proud to announce that De Anza Athletics Advisor Jovanah Arrington was elected as Special Representative for the Association of California Community College Eligibility Specialists on March 30. Jovanah is one of five elected members of the board.</p> <ul style="list-style-type: none">• Faculty Member Completes OER Project <p>To help the division close Equity Gaps, full-time faculty member Dawnis Guevara completed her Objectives & Key Results activity for the year by transitioning 100 percent of her classes to OER</p>
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			<p>(Open Education Resources). Dawnis worked with OER Coordinator Mark Healy to find Zero Cost Textbook resources for lecture courses: Women in Sports; and Sports in Society.</p> <ul style="list-style-type: none">• As Athletics returned to campus, the department continued its Student-Athlete Support Group. The partnership, established with Psychological Services, has been instrumental in improving the support of our student-athletes mental health.• Louise Madrigal presented Professional Development workshops that took an inside look at the DA student-athlete experience and offered campus faculty/staff suggestions on how to support them.• Athletics established a renewed partnership with the UMOJA, helping increase numbers in the program. UMOJA counselor/coordinator Maurice Canyon visited athletic teams to present various workshops and continues follow-up with student-athletes in the program.• We continue to work with Mallory Newell to learn about reporting resources available to track our student-athletes progress.
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			<ul style="list-style-type: none"> • Athletics developed team/program specific (REACH/FAST) electronic progress reports to be utilized in tracking student's academic progress throughout the term. Piloted the forms in fall with the REACH & FAST programs and rolled it out to all teams. Also assisted the DSS office in the setup of the electronic progress report for their program. • Hired full-time Head Football Coach/FAST Coordinator. Joe D'Agostino brings experience in teaching, coaching, and operating successful academic support systems. • Hired new management position, Director of Athletics & Student-Athlete Success. Ron Hannon is an experienced athletic administrator with 20 years of proven leadership at the CCCAA level.
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	<p>Our students would benefit from a full-time KNES counselor. Currently, the division's embedded FT counselor oversees two large areas: KNES majors and Student-Athletes. One counselor for each large cohort would improve the level of student service.</p> <p>In addition, a full-time therapist/psychologist, specializing in mental health, to help students who are struggling with mental health and personal challenges.</p>

			We have a demonstrated need to hire an assistant to help operate the FAST program. The workload is too much for a full-time faculty member tied to head coaching duties.
III.D.	Departmental Equity Planning and Progress	<p>Identify which of the following resources you need? How would the resource help?</p> <ul style="list-style-type: none"> • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation 	<p>Professional Development: certificated program completion in areas of DEI and social justice for all area employees.</p> <p>Support with addressing basic needs, including transportation and food/housing insecurities.</p> <p>Innovation.</p> <p>Mentorship for assistant coaches, with a focus on minority and female candidates.</p>
III.E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?	Yes. The more ideas we can collaborate for student success, the better retention for our college, department and success overall.
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/ and click "Tractate is gone" which will take you to accordion listing SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division:"	

IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.	With remote work, our department found creative ways to assess our students and their success in our classes. Faculty created workout logs and videos for students to receive feedback to correct students on their exercises assigned to them. We also use Zoom to communicate and stay in contact throughout the quarter.
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	
	Resource Requests		
V.A	Budget Trends	Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (eg COVID demands) upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	The department will improve from the latest round of Instructional Equipment allocations. This will provide funding to help repurpose PE-610, transitioning from a Fitness Center model to a modern workout space for today's student population. However, we are limited with the funding guidelines, as items need to cost at least \$200 each; this limits the supplies we need that are less expensive, but equally important. Funding from DASG for Athletics (student meals and lodging) has been reduced by 60% since 2018. Athletics General "B" Budget remains at the same roll-over allocation for nearly two decades.
V.B	Funding Impact on Enrollment Trends	Over the past five academic years, describe the impact, if any, of external or internal	

		funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:	
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	<ul style="list-style-type: none"> • Full-Time Faculty/Head Coach (Cross Country/Track & Field): Growth <p>With a large and successful Cross Country and Track & Field program, there is justification to employ a second full-time head coach to split oversight of two of the four teams. Currently, we have one full-time faculty/head coach in charge of four team rosters – also with teaching assignments for load. The operations and work volume for one individual is too much to manage effectively; this can lead to subpar instruction and faculty burn-out.</p> <ul style="list-style-type: none"> • Full-Time Faculty/Counselor (ATHL): Growth <p>One additional full-time faculty/counselor would improve overall student service for 350+ student-athletes and 600 KNES majors. One could focus on each area, and assist each other when needed.</p> <ul style="list-style-type: none"> • Full-Time Therapist/Psychologist (ATHL): Growth

			One full-time therapist/psychologist, specializing in mental health, to help students who are struggling with mental health and personal challenges.
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	<p>In order to effectively operate 17 sport programs, the athletic department needs essential staffing.</p> <p>Additional full-time faculty/head coach for Cross Country and Track & Field: 74 fall 2021 enrollments; 71 winter 2022 enrollments; 57 spring 2022 enrollments. These are far too many students for one faculty member to deliver quality instruction in a classroom setting. This often leads to the one faculty member arriving early and staying late in order to ensure all SLOs are completed daily.</p>
V.D.1	Staff Position(s) Needed	<p>Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy"</p> <p>Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.</p>	<ul style="list-style-type: none"> • Full-Time Head Coach/Director (Cross Country/Track & Field): Growth <p>Same position listed under Faculty (V.C.1), but this can be a non-faculty position as well. Creating a Head Coach/Director management position allows flexibility to add athletic department oversight and provides more time to operate a successful Cross Country and Track & Field program year-round. This is common innovation at large CCCAA institutions and a trend likely to continue.</p>

			<ul style="list-style-type: none"> • Assistant Athletic Director, Sports Information (Growth) <p>Most successful large CCCAA athletic departments employ at least one full-time assistant athletic director and one full-time sports information professional. This combined position allows the college to add an event manager and a dedicate staff member in charge of reporting mandatory CCCAA statistics and maintain the athletics website and social media platforms.</p> <ul style="list-style-type: none"> • Third Full-Time Athletic Trainer <p>We are still understaffed in the areas of sports medicine and athletic training room supervision. An additional trainer provides quality medical service to 350+ student-athletes, proper event/facility coverage, improves efficiency, eliminates overtime, and helps prevents employ burn-out and turnover. COVID and medical/health record-keeping have added new layers to the original job descriptions.</p> <ul style="list-style-type: none"> • Strength & Conditioning Coach <p>The current coaching staff members are limited on time, due to classroom/teaching assignments, campus committee participation, recruiting activities off campus, and program administrative</p>
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			<p>oversight. A dedicated expert, who specializes in current strength and conditioning best practices, would add value to the health, safety, and wellness for all 17 of the sport teams. To maximize optimal athletic performance, the athletic department needs to adapt with the times.</p> <ul style="list-style-type: none"> • Facilities and Equipment Coordinator <p>A much-needed position to coordinate and participate in the scheduling, use, and maintenance of equipment and facilities for students, student-athletes, and rental groups in assigned department so that classes, competitions, and outside events operate safely and efficiently; maintains athletic facilities.</p>
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	In order to effectively operate 17 sport programs, the athletic department needs essential staffing. We have impressively increased to 1,882 enrollments during COVID times.
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	Will submit during Fall 2022.

V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	Will submit during Fall 2022.
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	Will submit during Fall 2022.
V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	Staff development will be annual needs as CCCAA rules and regulations change, related to academics, athletics, compliance, health, and safety.
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need.	To provide a quality student-athlete experience and maintain good standing in compliance areas, athletic department professionals are expected to attend regional, statewide, and national (if needed) workshops, meetings, conferences and/or conventions. They will also need to attend to vote on behalf of the institution.
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each	The athletic director and division dean lead discussions related to resource assessment during monthly meetings, individual meetings, and prior to IPBT deadlines. The new dean was here for one regular Program Review cycle, prior to COVID (and the new athletic director started March 2022) – so

		of the additional resources requested this year	<p>this is still a developing process. Results have been positive, as most classroom resource requests have been funded. The biggest needs are related to updating old and small facilities. With plans to reassess outcomes, the dean and director meet with the Director of College Operations, the Operations Manager, and their area's Executive Assistant on a bi-weekly basis, where these items are being addressed for short-term and long-term planning.</p> <p>The biggest needs in the athletic department are related to facilities, budget allocation, and staffing. Most of these items are also addressed in the 2022 Coast Conference Program Review Summary document written by the team's site visit from March 2022. The link is provided here:</p> <p>https://deanzasports.com/information/De_Anza_Coast_Conference_PR_Summary_Report_.pdf</p>
	Submitted by:	APRU writer's name	Eric Mendoza (Dean)
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