

APRU/CPR - Physical Education/Athletics Division

1. **Name of Dean/Administrator:** Coleen Lee-Wheat/Eric Mendoza
2. **Dean's/Administrator's Comments:** This Division had four area-supervisors during the 2018-19 academic year, with the new Dean of Physical Education & Athletics hired on March 1, 2019.

Preface: Since the comprehensive program review there have been MANY changes in the Division.

Physical Education:

The Transfer Degree in Kinesiology to CSU has been approved. As a result, demand for seats in PE 30, Introduction to Kinesiology have increased. We have increased sections. We are also offering hybrid and online; all formats and ADT degrees are popular.

Division SLO assessments were completed in 2017. Equity team members attended monthly core team meetings. Due to the fact that coaches are occupied by coaching duties, a division equity team meeting was scheduled for the end of the Spring IC season. The Division has a partially completed 5-year Equity plan.

The effects of Repeatability and Priority Enrollment legislation, the retirement of five (5) full-time instructors and College mandated course reductions from 2010 are factors that have impacted enrollment. The increase in full-time students for example, may be the reason that our classes are filled the week after the last pay to stay drop date and then after the first week a number of students drop after they are added into other courses that they needed. The general pattern of late commitment to our courses still stands, however.

Massage Therapy: This program is being phased out. The process will be completed by June 2020 at the latest. The current target for completion is March 30, 2020.

Athletics: De Anza is in good standing in accommodating what OCR considers the underserved population (women) via the CCCApply Survey. However, the college suspended two women's teams (softball, tennis) during the 2018-19 academic year. Men's tennis was also suspended. De Anza is out of compliance with the law as far as facilities, team locker rooms, etc. There is a lack of team rooms for women's teams and the Softball facility for women is non-compliant relative to conference facility requirements.

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

It is essential, in the era of periodic budget cuts, that De Anza College does not eliminate women's sports programs if the college wants to continue to use Test 3 to satisfy Title IX. Some colleges are being investigated due to the fact they use Test 3, but still dropped women's programs. In 2018-19, De Anza College suspended women's tennis and women's softball. The college hired a new head coach for softball to reinstate the program for 2019-2020; but there are no immediate plans to reinstate the tennis teams (the men's tennis team was also suspended). The college should plan to add women's beach volleyball in the near future - as several conference colleges (including Foothill College) have added the sport to recruit and help retain

and condition their indoor women's volleyball teams. While a new facility for beach (sand) courts are a challenge to build, local/community courts can be leased and classes/practices and competition can be hosted off-site as other community colleges operate.

External legislation has also impacted athletics in other ways. The new CCCAA State rules for teams regarding inputting statistics for contests. This is a requirement at times faculty simply don't have the time to take care of this additional responsibility. There are severe penalties for non-compliance including entire Athletic Departments being put on probation and/or suspension of coaches. A part time Sports Information would be a great addition to the staff to promote sports and would ensure compliance of the CCCAA rules. To drive our district vans, CHP requires drivers to obtain a Class B license.

Since Fall 2014, student-athletes no longer receive a higher level of Priority Enrollment. This is a major problem for the academic progress of student athletes. There are numerous National, State and Conference regulations that student-athletes must abide by that full-time continuing students do not. Since student-athletes must be full time students year-round in order to be and remain athletically and academically eligible priority enrollment for this group is critical. Most student-athletes only have a small window of time to take academic classes, from 8:30am to 11:30am, because they have to travel to games; also, many teams practice as early as 12:30pm due to scheduling or facilities availability. None of the outdoor facilities have sports lighting, so practices cannot be pushed back to later in the day accommodating more time for academics. The change in District Priority Enrollment policies has greatly affected student-athletes opportunities to achieve both their academic and athletic goals.

During the 2016-17 academic year, the CCCAA implemented an "academic reform" measure. The initial data collected is showing a significant percent of underserved/targeted student-athletes are losing eligibility during their season, and after losing athletic eligibility they are dropping out of school. This is extremely concerning! De Anza's data is consistent with the Statewide data. The usual indicator, a high school GPA of 3.0 or more for an incoming freshman is no longer a valid sign for coaches that these students have College level "student-hood" skills. We implemented mandatory tutoring for students with high school GPAs of 2.5 or less this year. The new football coach, for example is mandating that all incoming freshman participate in our new cohort program, FAST. Previously, a 2.5 GPA in high school or any quarter at De Anza was the threshold. This cohort was developed with the express purpose of assisting "targeted/underserved populations" – African Americans, Pacific Islanders and Latino males. The first year of the pilot was funded by a DARE grant. The 2015-16 year was funded by Equity.

The coordinators of FAST have found through random inquiries in one-one interviews of FAST students that: Students are not retaining or do not understand information regarding eligibility rules or many of the facets about financial aid; Students try to get away with not buying books; Working with students on their educational plan needs to include a conversation about the "BIG" picture--athletics may be a stepping stone, but you need to take advantage of the educational opportunities; We needed more help counseling and identifying the more at risk students earlier; Students need to learn how to manage their time and organize their work; Students like laptops not iPads; the leadership team needs to meet biweekly to ensure that we are recognizing where more help is needed and to find solutions faster.

We have also implemented an equity-funded cohort, REACH (Reading, English, Athletics, Counseling and Humanities). The first pilot started W'2016. Basic Skills Reading and Basic Skills Writing yielded amazing results for a first year cohort. Lydia Hearn wrote:

“This Winter, we began the REACH program with 24 student-athletes taking a LART211 (READ/EWRT) class, the majority of whom come from underserved populations. We had a 100% retention rate with a 96% success rate. With the students' work evaluated through the English department portfolio process, we had affirmation from English department faculty external to the program that the students who passed the portfolio were writing and reading at a level to be ready for EWRT1A. These are amazing numbers not only for this special population but for ANY class!

It was challenging, but by the end of the quarter, the students pulled through and began to see themselves as scholars in addition to being athletes. Some of them even commented in their portfolios that they enjoyed being in a class where they were not stereotyped as "dumb jocks" and were encouraged to see themselves as intelligent students. . . .

We will continue the program into the Spring quarter as students take an EWRT1A with me and a HUM11 class with Sal Breiter. "

The FAST and REACH cohort program surveys have shown measurable amounts of student success. Students "feel" better about their academics. We have a new head coach for the football program. His team goal is to emphasize student success and retention. Since the program consists largely of targeted students, this new theme will build a new culture. All freshman are going to be required to attend the FAST program. We have asked other coaches to send their students to the FAST sessions too. We have obtained 10 wireless keyboards and hope that this will assist more students during their FAST meetings. However, we still have a disappointing record of student success in the classroom. These young men seem to be largely motivated to compete and come for a quarter then leave or fail in their course work. Examination of overall grades shows FAST grades are much stronger than those who do not attend. It will take time for the coaches to build a new culture. For the 16-17 year, as you can see from the FAST coordinator's report we have a stronger retention rate and more football students on track to complete their transfer requirements.

REACH (Reading, English, Athletics, Counseling, Humanities) is a Learning Community, or Cohort of Classes, that you take as a group to help you better succeed.

REACH Faculty:

Dawnis Guevara - Coordinator

Louise Madrigal - Counseling

Jamie Joseph – Instructor (LART 211, EWRT 1A, EWRT 2) Fall/Wint/Sprg

Kristin Agius – Instructor (LART 211) Fall

Sal Breiter – Instructor (HUMI 1) Spring

The REACH program is a great success. The first year (2015-16) had a 98% success rate; The first year (2016-17) had a 98% success rate. FAST and REACH successes are largely due to the coordinators' efforts in working very closely with the division dean, coordinator, and athletics academic counselor to establish a link with the Men of Color program.

We have hosted Regional and CCCAA Championships in track & field, soccer, badminton, and water polo. These events will bring more notoriety to the college but a corresponding strain on college resources relative to maintenance, repair and custodial assistance. Both venues continue to potential for netting revenue for the college and funding to help the division maintain its facilities in the future.

Personnel changes in athletics have had a positive outcome despite the retirement of five (5) full-time instructors. We have increased the women's equipment and locker room attendant from 50% to full-time status. And, we have added three part-time coaches in baseball, softball and women's basketball. Fundraising efforts by coaches are on-going. In March of 2019, De Anza College hired a new Dean of Physical Education & Athletics. At the time of this report, the new dean has been meeting with campus faculty/staff and groups. He was able to have minor input with this current Program Review.

Facilities

No changes in the requests since the last APRU, Title IX issues relative to facilities should be highlighted again. Access to locker rooms for women need to match those of the men. The softball field facility needs to be brought into compliance with NCAA requirements. A new PE complex will be a College discussion item as it was proposed for input on the College Facilities Master plan.

The Future

In the Physical Education Department, the faculty are have secured the personal trainer instructor certificate curriculum. A Sport Sociology, Physical Stress Management and Orientation to Lifetime Fitness, PE70A are being taught online. Course enrollments are full with waiting lists on the first day of classes every quarter. However, the face-to-face PE70A courses are suffering enrollments are dwindling. We have decreased from 7-10 sections per year to 6. Enrollment management still needs to be honed. The area will also look at OER and online offerings.

In Athletics, continuation of cohort program pilots into sustainable programming will hinge on continued equity funding, finding and training enthusiastic instructors for REACH, securing a permanent position for a coordinator for FAST and embedding assessment practices and counseling.

There is a critical need to hire a full-time head football coach. This program is too large for an adjunct to manage. The coaching team needs leadership. They recruit, coach and retain and assist in transferring students year-round. The head coach is in contact with 50-150 underserved/targeted young men each year. The viability of this program at the league level where it currently resides requires the attention that only a full-time employee is capable of providing. Recruitment of student-athletes who possess the potential to play at the highest level of community college football also hinges on the reputation of the coach and knowledge that the College is committed to the program. Lastly, this becomes a safety issue for the athletes themselves. If the coach cannot attract and retain top level recruits the potential for injury increases as we are in the "A" league where the young men are physically very large and strong.

A permanent addition to the base lottery fund for athletics has been requested. The number of athletes participating between years 2000 to 2014 has grown about 40% to 440. The current lottery base does not cover the cost for uniforms for the athletes.

The Athletic Department will continue to research trends in the field, including emerging sports such as eSports video gaming (started this year at Irvine Valley College) and partnering with the De Anza College community education programs (sports camps/clinics).

Lastly, our faculty have been making time to participate in on shared governance activities. We have participated in the Partner's and Learning Conference, the Convocation and Opening Days with our faculty and staff sharing stories about student-athletes, their struggles and triumphs in

their journeys through De Anza College. They have expressed that they need more training about the “equity” and assessment methods.

3. Reviewed by Division Dean: Yes