

PROGRAM REVIEW 2008-2011

Division: Physical Education and Athletics
Department or Program: Physical Education
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In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. Description and Mission of the Program

Which area(s) does this program considerably address (check all that apply):

Basic Skills Transfer Career/Technical Other (describe)
Lifelong Learning & Wellness

- A. Provide a brief description of the program including any services provided and the program's mission.

The mission of the Physical Education and 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, and be vibrant participants in a diverse and changing world.

- B. Provide a summary of the program's main strengths.

The Division offers a curriculum of approximately 210 to 230 sections depending on the quarter, which includes but is not limited to, 65 different activity courses, lecture courses, and courses leading to certificates. The versatility of the physical educators gives the Division the ability to meet the needs and interests of the diverse De Anza student body including the underrepresented students and lifelong learners.

An important strength of De Anza's Division of Physical Education/Athletics is the deep level of commitment on behalf of the instructors to adapt their teaching skills, methods and lessons as the demographics at De Anza College change and grow. Our instructors constantly update and enhance their skills by attending workshops, certification courses and writing new curriculum. There is a constant discussion within the Division about new course outlines, updating the offerings to meet the needs of the changing community and the expansion of the courses we offer in order to stay in line with access trends for targeted populations.

The Division offers several vocational programs leading to certificates or degrees. Massage Therapy is our largest vocational program. Students may earn two different levels of certificates or continue their studies for an A.A. Degree. Our fall and winter quarter massage clinics are extremely popular with students, staff, faculty and the community. Our Personal Fitness Trainer program prepares students to successfully gain certification with many of the national certification groups. Students are also assisted with job placement. Lifeguard training and Water Safety Instructor programs certify students as Red Cross swimming instructors and lifeguards. Graduates of the Lifeguard Training Program who are now Aquatics Coordinators, Head Lifeguards or Managers of local pools, come back to help teach the class. This gives the students extra individual attention, and the managers can recruit employees they know will be better trained than graduates of other programs.

Recently, the Division revised the PE70A course to meet transfer status to California State Universities, which will benefit approximately 500 students each year. A concerted effort has been made to increase access and retention of Lifelong Learners, and students working towards their A.A. Degree and beyond. Our lecture courses are geared towards promoting healthy lifestyle choices, vocational programs and career goals in physical education, athletics, and athletic training.

C. Provide a summary of the program's main areas for improvement.

Since we are constantly looking into ways we can strengthen and improve our Division, we are unlimited on the areas we can develop. First, we must continue to create new curriculum to fit the needs of the ever-changing demographics of the college. Some of our main concerns that contribute to slowing down our development process are; lack of facilities where new courses can be offered, where to move existing courses in order to create more space and enhance maximum classroom utilization for students, and lack of storage space for new and existing equipment. The Division is continuously looking at enrollment and WSCH, which drives many of our decisions on whether or not to offer specific courses. The lack of space we have means the inability to expand our program to include activities such as Squash, Field Hockey, and Lacrosse. There is no room to expand and no room to store equipment for such programs. The facilities in the Physical Education quad are currently maxed out and are in constant use by Physical Education classes, Athletics, campus groups, and community groups. The Division would like to see the addition of 2 classrooms/gyms be built adjacent to the Physical Education quad; which would allow easy access to much needed space, equipment, and allow for better scheduling.

We also need to concentrate on the areas of success and retention. While our levels for student success are higher than the College (86% vs. 79%), there is always room for improvement. Retention is also high (91%). We also still have a small gap in success and retention between targeted and non targeted groups (83% vs 87% in success and 90% vs 91% in retention)

D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

The Student Learning Outcomes Project started in this Division on March 11, 2009. We already have excellent expected outcome statements that will be modified in mid-April 2009 by full-time faculty during a Physical Education Division Flex Day. Several classes will undergo an assessment cycle in May, and an even larger percentage of classes will receive the same treatment during the Fall Quarter of 2009. This will help improve instruction as well as the Program Review process.

II. **Retention and Growth**

A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

Retention of enrolled students in Physical Education courses for Fiscal Years 2005-2006 (14,194 students), 2006-2007 (13,862 students) and 2007-2008 (14,630 students), is one of the highest on the De Anza College Campus, equaling 90% in 2005-2006 and 2006-2007, and 91% in 2007-2008. The Faculty does a tremendous job of keeping student interest, however, we find that a very small percentage of students need to withdraw from class due to financial constraints, family and work schedules and/or illness. Our students very rarely withdraw from a class because his/her needs are not being met. The Faculty utilizes a strategy, which provides students with numerous opportunities to enroll in early morning classes beginning at 5:00am. This allows our students to attend classes in different exercise programs ranging from Aquatics to Fit Camp prior to starting the day in other areas of his/her curriculum and/or going to work. Additionally, Physical Education courses are taught until 10:00pm, allowing for participation in such courses as Badminton, Basketball, Yoga and Karate. We have recently added Saturday and Sunday classes in Indoor Soccer, Badminton and Swimming, which have greatly increased access, growth and retention within the Physical Education Department. In order to gain maximum enrollment, it is essential to ensure classes are offered at appropriate times. The Division studies trends for specific classes, tries not to overlap similar courses, and makes sure popular classes are spread throughout the week in order to ensure high productivity and maximum enrollment.

The Division of Physical Education also continues to expand course offerings. Since the 2006 Program Review, we have added body sculpting, Pilates mat exercise, core fitness, yoga, indoor and outdoor cycling, as well as Saturday classes that include popular courses like soccer, badminton, yoga, and swimming. In addition, we have offered an online Orientation to the Lifetime Fitness Center course, PE 70A. The Faculty continues to update their teaching skills in order to meet the needs of the students and to keep abreast of exercise trends in the fitness industry. So we can continue our trend for the expansion of our department, additional space and/or facilities will be required. The Division would like to see the addition of 2 classrooms/gyms be built adjacent to the Physical Education Quad which would allow easy access to much

needed space and equipment, as well as allow for better scheduling. A second back up plan would be to demolish the two existing gymnasiums and rebuild the facilities to allow several programs to use the space at the same time.

- B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

The Division has increased the enrollment for targeted populations of African, Latino and Filipino ancestry since 2005-2006. During the 2005-2006 year, we had 3,490 students within the targeted populations enrolled with 88% retention. In 2006-2007, there were 3,263 students enrolled within the targeted categories with 88% retention. Finally, during 2007-2008, we had 3,678 enrolled students within the targeted populations with 90% retention. These numbers reflect the large variety of course offerings within our Division, which gives us the ability to meet the needs and interests of our targeted populations. In addition, we have targeted and attracted the older adult population along with the above-mentioned targeted populations through our Lifetime Fitness and Wellness program and life long learning (LLPE). Through these programs we added another 2915 WSCH (and no additional FTEF) that doesn't appear in the Division totals. The inclusion of Physical Education into the General Education package has increased enrollment for the Division. However, we have lost enrollment due to the cancellation of Archery classes. These students typically do not register for other courses within our Division.

- C. The Statewide Basic Skills Initiative defines "basic skills" as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

Our vocational programs, Massage Therapy and Personal Fitness Trainer, along with our Red Cross Lifeguarding and Water Safety Instructor classes, are of great value to our students seeking employment. These programs require reading, writing and math skills at the college level. Many of our students come unprepared for the rigor of these courses, so we try at every step to get students tutorial assistance or spend extra time bring them up to college level. Lack of basic skills is directly related to students who are not successful in these courses. We insist that every student in any of our classes makes at least some effort at reading and writing. All of our courses, whether they are vocational, athletic, or activity, require a textbook and writing assignment. We feel that the more students read and write, regardless of where it is done, they will improve their abilities and ultimately their success in other areas.

III. Student Equity

A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

As mentioned earlier, we have a small equity gap between targeted and untargeted groups when compared to the rest of the college (83% vs 87% in success and 90% vs 91% in retention). Even though we appear to be successful in this area, we are striving to make every effort to reach a zero gap between all of our students. If we take our most successful group (Asians at 90%) and least successful (Native American at 71%) we have a huge gap. Even considering the next lowest successful groups (Black, Filipino, Hispanic and other) there is still a gap of 7 percentage points between the most successful and other groups. We will continue to work on this through class management and student notification when more than 2 classes are missed.

As far as which courses underrepresented students are interested in, we conduct surveys that target the interest of these populations whose needs we feel may not be met. The addition of programs such as soccer and badminton have helped narrow this gap.

B. In what ways will the program continue working toward achieving these goals?

In order for our program to continue to grow and thrive, we need to continue to reeducate and retrain our staff. We must also evaluate class enrollments and decide which programs are meeting the student's needs and which programs are not. Success in Physical Education means students are also taking academic classes and passing, which aides us in the area of retention as well. The De Anza College portal has also become an invaluable asset in retention and the completion levels of our students. The portal allows us as educators to contact a student, and get to know them by name. This in turns allows a human aspect that we may not have had in the past, encouraging students, who in the past, may have dropped a course, to persist and complete a course instead.

C. What challenges exist in the program in reaching such goals?

Challenges will always exist that can hinder a program from reaching its ultimate goals. The challenges we face are finance and facility related. With the economic crisis we are currently battling, education is one of the hardest-hit areas. Our facilities must be maintained, which calls for manpower. Staffing is extremely difficult because of funding. Only 7 of our 19 sports is coached by a full time instructor. While adjunct instructors are great coaches and teachers, they can't spend the number of hours on campus that are necessary to ensure successful programs and heighten success and retention. The Division has lost 6 full time faculty positions since 1991. Furthermore, classified staff is needed to support the faculty and help with students. We are lacking several positions that are affecting the ability of the Division to function at full efficiency and effectiveness. These are additional half time positions in women's facility and equipment, fitness center coordinator, men's facilities and equipment, and a full time position for a third

athletic trainer. Additionally, most programs of our size have a sports information director and assistant athletic director.

The Administration at De Anza College are trailblazers for our vision of student equity. We look to them to provide us the proper resources that make our vision a reality. When equity resonates among our leaders, we cannot help but follow suit, search the meaning in detail and take a bold stance in the belief that we are headed towards a universal path.

IV. **Budget Limitations** (Please be specific in your responses.)

- A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

With budget limitations on the horizon, it is imperative that our Division continues to receive B and C Budgets at the current amount. If those budgets are decreased or removed, there will be grave funding consequences within our Division. Our current list of instructional equipment needs include Smart Classrooms (2), equipment and supplies for all programs (the cost of which equals between \$30,000 and \$50,000 per year not including athletic costs), upgrading faculty and staff computers, new equipment and the repair of old equipment in the Lifetime Fitness and Wellness Center and the PE 11L facilities.

- B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

If our program were to be significantly reduced or eliminated altogether, it would cause De Anza to lose WSCH and productivity. The productivity of the Division is one of the highest in the College. In the 2005-06 school year, WSCH accounted for 44,840. In 2007-08 our WSCH rose to 49871(46,956 in physical education and an additional 2915 in LLPE). Budget limitations also constrain the ability we have as a Division to purchase the most up-to-date equipment, or even repair the equipment we currently own. Either of these 2 scenarios will have a negative effect on the number of students who take our classes. For example, we have witnessed a drop in students enrolling in our strength development classes as equipment broke down and was not repaired.

- V. **Additional Comments (optional)**: What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention)**: Describe any other Strategic Planning Initiatives your program has addressed.

The Division has made a thorough effort on Individual Attention for Retention. The majority of our staff will e-mail or telephone students when their attendance has ceased. The faculty takes a great interest in the success rate of our students. This is reflected in our outstanding 90% rate of retention.

- **Relationships with Other Programs:** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

We currently teach a course with the Biological, Health and Environmental Sciences Division to form a class, PE 51/HLTH 51, in which the first six weeks of a quarter are taught by a Physical Education instructor, and the last six weeks are taught by a Health instructor. In addition, Creative Arts Dance classes are cross listed with Physical Education classes and must meet the same requirements of reading, writing, historical perspective, and gender and non Western European contributions.

- **State and Federal Mandates:** Describe any State or Federal mandates that directly impact the program.

De Anza College is not in compliance with the Title IX Law. There is inequity in the Men's facilities and equipment position (currently at 1.5 FTE), while the Women's facilities and equipment position is at .5 FTE. This also contributes to a major safety issue within the locker rooms. In addition, the Division is mandated to update curriculum on a 5-year rotation, which has the added benefit of forcing our classes to stay up-to-date and aligned with the current trends within the community. In addition, the Division has taken a leadership role in the development of SLOs.

- **Trends (such as enrollment, certificate and degrees conferred, transfer rates, job placement, etc.):** Describe any positive and/or negative trends in the program.

We are making every effort to do more with fewer staff and less supplies. With constant budget cuts, we have no other choice, but can't continue to operate with any less. Facilities are also greatly impacted. The pool is used from 5:00 am – 9:30pm, the main gym is in use from 6:00 am until 11:00 some nights. The track is regarded as unusable (condemned by the Coast Conference for competition). This prevents us from hosting any track meets or other competitions. The Fitness and Wellness Center opens at 6AM and closes at 8PM. This facility generates a lot of WSCH. If we had another gym, we could greatly increase WSCH by offering table tennis and more basketball, indoor soccer, and badminton and perhaps some new classes such as hockey.

- **Comparable Programs at other Institutions:** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.