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:		**Kinesiology**
	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 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 prepare students to achieve goals related to degree completion, transfer goals, and future employment in various fields.
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 (Associate Degree for Transfer in Kinesiology)
I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic	Personal enrichment through healthy lifestyle, lifetime activity and wellness.

		Services, personal enrichment or N/A	
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".	4 awarded in 2020-21
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 do not offer Associate Degree Transfer, please state "none offered".	46 degrees were awarded in 2020-21
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	1 awarded in 2020-21

		offer Associate of Arts or Associate of Science Degree, please state "none offered".	
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?	In 2020-21, there were 46 Kinesiology transfers – an increase from 33 transfers in 2019-20. The Kinesiology major continues to be popular at the community college (Top 10 major at De Anza) and CSU levels. The steady recruitment/population among De Anza College student-athletes contributes to this growth.
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 principles. 2 – The department participates in campus outreach/in-reach activities to promote and collaborate (including Zoom sessions with KNES majors and high school seniors). 3 – The department continues to improve communication (via monthly meetings, Canvas announcements, weekly Chair/Dean open office hours) and enrollment strategies (to offer courses that fit student needs (face-to-face and online).
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	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:	N/A

		https://www.calpassplus.org/LaunchBoard/Home.aspx	
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	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: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj	N/A
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.	N/A
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	N/A

		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.D.3	Academic Services and Learning Resources: # Staff 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 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.	N/A
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.	0
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/progr	Courses taught by our full-time faculty is 68.7%

		am-review.20-21/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.)	Our department had a full-time faculty/director retirement in 2021; 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. 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.
	Enrollment		
II.A	Enrollment Trends	What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool. You do not need to list	Over the past three years our enrollment has declined by -32.6%. Since the pandemic, we have experienced a drop of 700+ enrollments in the last year. We rely on adjunct faculty members to help teach activity courses; the lack of 1820 funding has reduced these course offerings.

		enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?	Strategies to increase enrollment/productivity include creative scheduling, upgrading equipment, and repurposing classroom spaces. The division 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	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. Link to equity plan and strategic plans 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? Are there other trends that you see when drilling into the data that may be important to explore?	African American: 5.2% Latinx: 32.4% Filipinx: 7.5% Pacific Islander: 1% Trends from the last three years: (enrollments among African American have remained steady; declined 19% among Latinx; declined 18% among Filipinx; and declined 47.8% among Pacific Islander). 1 – Contributing factors align with enrollment decreases from across the campus. 2 – We have built curricular sequences in several activity courses. Program Level Outcomes survey shows us that scheduling sequences of courses with strength development and cross training families (e.g. core conditioning, body sculpting and total fitness) will help provide students opportunities to participate and achieve fitness goals. Overall, we are seeing an increase in the number of males in classes such as yoga, cardio kick and Pilates. Offering curriculum that has shown to attract students of targeted groups is also a strategy for scheduling.
II.C.	Overall Success Rate	What changes in student success rates have you seen in the last three years? You do not need to	Student success rates in KNES courses: 80%, 82%, and 80%, respectively, during the last three years – slightly higher that the college's overall data.

		list success rates, rather reflect on trends in success rates. 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?	1 – The pandemic has affected our department with enrollment with overall numbers, but classes are filling (less cancellations). 2 – Our department has become creative and started teaching classes online to help students get through any stress they have endure over the past two years. Our department will continue to write curriculum and continue to build creative classes. Our staff does a great job staying up with the trends in Kinesiology.
II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	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): 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? What strategies might be helpful in closing gaps in successful course completion?	Our division success rates are higher than the overall college numbers in each disproportionately impacted student group category (5% higher among African American; 12% among Latinx; 7% among Filipinx; 15% among Pacific Islander; 5% among Low Income; 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. Physical Education, Kinesiology, and Athletics classrooms are natural settings for Guided Pathways pillars. In the Veterans population, we are 5% below the college success rate; this needs further exploration. Additional strategies include: more promotion through website and social media; creating Village space (studying, food pantry); and developing a KNES student club.

| 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 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.) | 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 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.

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/KNES; this is expected to devastate PE/KNES enrollments statewide. |
| | **Equity** | 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. | |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and | |

		Pacific Islander students that your department intentionally focused support for.	
III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	• Division OKRs/Objectives & Key Results for 2020-2021: "Closing the Equity Gap in KNES Classes" Each employee was asked to identify one objective for the academic year to move the needle on Equity Gaps in our area. Each objective is posted on the Division Canvas Page; this was a standing agenda item at monthly division meetings. • 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 presents 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 is 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 began to coordinate planning and activities to strengthen Equity Initiatives and the Student-Athlete Support Group; and participate in orientations and PE-99 workshops. Serve on division Equity Core Team and lead with the development of Division Equity Plan(s). Develop 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. • Faculty Member Completed OER Project To help the division close Equity Gaps, full-time faculty member Dawnis Guevara recently completed her Objectives & Key Results activity for the year by transitioning 100 percent of her classes to OER (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.
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is	Our students would benefit from a full-time KNES counselor. Currently, the division's embedded FT counselor oversees two large areas: KNES majors and

		your request? Include staff/position needs.	Student-Athletes. One counselor for each large cohort would improve the level of student service. In addition, a full-time therapist, specializing in mental health, help students who are struggling with mental health and personal challenges.
III.D.	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help? • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation	Professional Development: certificated program completion in areas of DEI and social justice for all area employees. Support with addressing basic needs, including transportation and food/housing insecurities. Innovation.
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	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

		Spring 2020 through end of Spring 2022.	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.	KNES 6A/AX, KNES 19G/GX, KNES 11A/AX, KNES 22A/AX, KNES 25A/AX, B/BX, KNES 39A/AX,B/BX,C/CX
	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 KNES area 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.
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"	• Full-Time Faculty/Head Coach (Cross Country/Track & Field): Growth 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. • Full-Time Faculty/Counselor (KNES): Growth Also, one additional full-time faculty/counselor would improve overall student service for 600 KNES majors and 350+ student-athletes. One could focus on each area, and assist each other when needed.
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.	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.
V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	
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.	
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?	
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.	

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 of the additional resources requested this year	The department chair 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 – so 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 continues to 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.
	Submitted by:	APRU writer's name	Rachel Catuiza (Chair), Eric Mendoza (Dean)
	Last Updated:	Give date of latest update	5/20/22