

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: **Athletic Department**
2. Name of individual(s) completing the form: **Ron Hannon**
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Overall, feedback was very favorable regarding the direction and progress of our department. One suggested area of focus was on integrating our mission as a department more with the mission of the college. Given the large number of changes at De Anza, including a recent turnover in our senior administration, the department needs more time to consider how these changes will impact and drive our mission as a department. We are reviewing our current mission statement and are considering a change to better align with the changes of the college. Additionally, the landscape of college athletics is under a massive change nationwide. We're reviewing those changes to see how and where they will impact what we do as a department.

Current Mission Statement: *"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."*

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Changes & Updates

Since our last submission, we have had a few changes in staffing within the department:

- We hired a full-time track and field/cross country coach for the men's and women's program after a year of having a temporary full-time faculty member in that position. In a very short period, our new head coach made great strides and our women's cross-country team was crowned both Coast Conference Champions and Northern California Champions. The team finished in 4th place at the 3C2A State Championships, the best finish in school history. The men's team finished as the runner-up in conference. This spring will mark the coach's first season of track and field.

- After a couple of years of utilizing one of our part-time faculty members to resurrect the women's soccer program in 2023-24 and 2024-25, our men's soccer coach presented an idea to take over both programs and provide more support in stabilizing the women's roster during the 2025 season. This past year, we had 19 student-athletes suit up and compete for the Mountain Lions. The team was more competitive and was able to complete every game with a full roster. Recruiting efforts have improved and the program appears to be on the right track. Through this change, men's soccer has continued to flourish under this restructuring.
- We were able to hire a second full-time member of our facilities and equipment staff in the athletic equipment room. In doing so, we're now able to better support our 15 intercollegiate athletic teams as well as our Physical Education Department more efficiently.
- We successfully hired an athletic academic advisor full-time to assist with working with our student-athlete population. This position focuses attention on assisting our student-athletes with mapping out SEPs, matriculation, degree completion, and meeting transfer requirements just to name a few. She is an alumna of De Anza College and former student-athlete and has an incredible wealth of knowledge to provide our current student-athletes.
- The college embarked on building a brand-new beach volleyball complex that rivals all other like facilities in the state. Spring 2026 will be our first season utilizing this facility on campus.
- Since last year, the football program completed its second consecutive undefeated regular season, going a perfect 20-0 during this stretch. Our full-time head coach has created a truly competitive culture and atmosphere within the program, however we're concerned that is not sustainable with having only one full-time coach working in this program; especially with an inevitable move to the National Division, where most football programs have 2-3 full-time coaches on staff.
- During the 2024-25 year, our football team was recognized for its outstanding performance in the classroom and on the field of competition when one of its student-athletes, Jason Schwartz, was recognized as the National Male Scholar-Athlete of the Year for two-year colleges. It's the first time a male student-athlete from Northern California has ever been selected for this award. Both Schwartz and athletic director, Ron Hannon, attended the national convention in Orlando, Florida to receive the award.
- The women's beach volleyball team was selected at the 2024-25 AVCA National Team Academic Award recipient as the nation's top scholar team. Only four programs have won this award. De Anza has been recognized for three consecutive

years by the national volleyball association as an honorable mention for its work in the classroom.

- For the third time in four years, the 2025 women’s badminton team was crowned the 3C2A State Champions.
- In women’s swimming and diving, Joyce Lin, was crowned 2025 3C2A State Champion in the 100 Breaststroke and 100 Individually Medley events. She also finished the year as a 3-time All-American.
- Within our Student-Athlete Advisory Committee (SAAC), participation is at an all-time high placing focus on on-campus leadership activities. During the 2024-25 year, women’s soccer student-athlete, Iris Li, served on the FHDA Board of Trustees as the student-trustee. SAAC also successfully hosted our year-end awards show in the VPAC. This night celebrated the tremendous accomplishments achieved by our student-athletes, both individually and as a team, and by our coaches.
- The Department partnered with leadership development expert Kevin DeShazo to provide professional coaching in the areas of mindset, leadership, and performance. The day long workshop integrated student-athletes, coaches, staff, and campus leadership.
- Former women’s soccer head coach Cheryl Owiesny was inducted into the California Community College Soccer Coaches Association Hall of Fame.
- Our division dean Dr. Eric Mendoza was the recipient of the 2025 President’s Award for Outstanding Service.
- In conjunction with Mental Health Awareness Week for Student-Athletes, the Department partnered with UMOJA and Lisa Bonta Sumii to focus attention on how to train your mind for optimal mental health in sport and in life. Students from the campus at large as well as from the athletic department participated alongside coaches and department staff.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to	How have you assessed your goal?	What changes have been made based on the assessment?

				monitor progress?		
Football Academic Success Team (FAST)	Transition from a study hall model to a Cohort model	FAST Coordinator; Dean, Athletic Director	Various campus partners	Student success continues to trend upwards.	Goal changed.	The decision was made to keep the FAST program as it currently stands.
Student-Athlete Village & Success Center	Converting PE 673 into a village space for all student-athletes by Fall of 2025	Dean, Athletic Director	Senior Administration; management; facilities	With the approval of our FPP for the PE renovation project and the passing of a state bond, we have begun planning and designing efforts with college and district facilities, architects, and project managers to redevelop the PE quad. In this design stage, this village concept is being discussed and reimagined.	Still in progress.	Still in progress. Completion expected in 2029.
Food Pantry	Creating a space within our area where student-athletes as well as the general population can obtain much	Dean, Athletic Director, Department Staff	Basic Needs	The idea is still to offer this type of resource, but it has been delayed due to the renovation planning process.	Still in progress.	Still in progress. Completion expect in 2029.

	needed food items.			We believe a space can be made available to provide this support service.		
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6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Add new sport teams	Women's basketball Women's flag football Men's volleyball	Athletic director	College shared governance; senior administration	CIF (high school) participation data from district, contiguous district, and statewide. Use of CCCApply survey results.	Planning, development, and implementation.
Build strategic partnerships with local HS athletic directors	Initiate outreach to local high schools by visiting campus and meeting directly with each HS AD.	Athletic Director	Local HS partners	Scheduling meetings and campus visits; following up after initial connection.	By the number of meetings set up with local high schools and the partnerships that are established.
Departmentwide recruitment nights	Establish departmentwide recruiting nights that highlight De Anza College, our programs and facilities, and the larger DA campus.	Athletic Director, staff	Local HS partners	Scheduling meetings and campus visits; following up after initial connection.	By the number of student prospects that participate.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what

have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Approved

- Instructional equipment budget allocations have allowed us to purchase much needed equipment for instructional and athletic purposes. We were able to add equipment to our fitness center for student strength training and development.
- Hired full-time Facilities and Equipment Coordinator. This position has helped balance the workload within the equipment room and has provided much needed support for faculty as well as students across the division.

Not Approved

- Position requests that ranked Low: Athletic Trainer, Senior Administrative Assistant.

Staffing & Facility Needs

- Future full-time head coaching positions without KNES loads
 - Senior Administrative Assistant
 - FAST Coordinator (or similar position) to support all athletic teams
 - Hire a third full-time Athletic Trainer
 - Hire Sports Information Director
 - Upgrades to athletic facilities not included in current state bond such as:
 - Turf replacement in soccer complex
 - Turf and track replacement in stadium
 - Track facility upgrades (Javelin, hammer cage, jump pits, etc.)
 - Lights added to soccer and football stadium
 - Renovation of baseball facility and batting cages
 - Swimming pool upgrades and improvements
 - Scoreboards replaced in aquatic center, soccer complex and baseball facility
8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.
- The lack of critical staffing resources affects historically underrepresented students in athletic programs. These gaps in overall support services & faculty can create a cycle of disadvantage – leading to decreased retention rates, lower graduation rates, and fewer students matriculating into advanced placement or careers. Addressing these staffing gaps is essential for improving student outcomes, especially for those most in need of support.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Each SLO is sport specific to the 15 individual sports programs offered at De Anza College throughout the academic year.
Method of Assessment of Learning Outcome (please elaborate)	Each sport program is under continual evaluation and assessment by both the Dean of Kinesiology & Director of Athletics. Additionally, program worthiness and effectiveness is measured by the level of competition and outcomes over time by that individual sport/program. Coaches will evaluate & recruit to the needs of their specific program to achieve positive outcomes both on and off the field of play.
Summary of Assessment Results	Assessment involves the ongoing evaluation of sports programs to measure their effectiveness and success on and off the competition venue. This includes reviewing the academic success of student-athletes within that program, growth & competitiveness of the sport team, and the program's impact on the college as a whole. Coaches are responsible for assessing and recruiting athletes that meet the educational standards of the college/conference, maintain the athlete's eligibility needs within their program through direct involvement and providing academic support ensuring positive results both on and off the field.
Reflection on Results	Reflecting on the results of the assessment process for sports programs, it becomes clear that ongoing evaluation plays a crucial role in determining the success and overall impact of each program. By focusing on both athletic performance and academic achievement, the assessment provides a holistic view of student-athletes' development and the program's contribution to the college community. The program's competitiveness and growth are directly influenced by the recruitment of athletes who meet the college's educational standards and eligibility requirements. Furthermore, the direct involvement of coaches in providing academic support ensures that athletes maintain their eligibility, which in turn supports their overall success both academically and athletically. The continuous assessment process allows for necessary adjustments and improvements, fostering a balanced and effective approach to both athletic and personal growth.

<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>To enhance the effectiveness of sports programs, several strategies have been implemented or are planned for future implementation:</p> <ol style="list-style-type: none"> 1. Enhanced Academic Support: Establishing stronger academic support systems for student-athletes, including dedicated tutoring, study halls, and workshops, to help them manage both their athletic and academic commitments successfully. 2. Data-Driven Recruitment: Using data analytics to identify athletes who not only possess the necessary athletic skills but also meet the college's academic standards and long-term program goals. This ensures a more holistic and targeted recruitment process. 3. Regular Performance Reviews: Instituting regular performance evaluations for both athletes and coaches, measuring athletic performance, academic progress, and overall program growth. These reviews by the Athletic Department will help identify areas for improvement and drive continuous development. 4. Leadership Development Programs: Introducing leadership and personal development programs that focus on building life skills for student-athletes. These programs aim to strengthen their resilience, communication, and teamwork, ensuring success both on and off the field. 5. Collaboration between Head Coaches and Academic Advisors: Strengthening collaboration between head coaches and academic advisors to monitor student-athlete progress, ensuring they stay on track with their eligibility and academic requirements. 6. Yearly Professional Development Attendance: Expanding the Athletic Department's support of programs by encouraging coaches & staff to participate in professional conferences & sport specific mentorship opportunities to further the college mission of what a successful athletic program operates as. <p>These strategies are designed to create a more integrated and supportive framework for athletes, coaches, and staff, by improving their success and contributing to the long-term sustained success of the Athletic Department.</p>
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Please email this form to your dean/manager.

10. Dean Manager Comments: I appreciate the work by director Hannon and our head coaches for completed the annual Program Review document. This was another impressive year for Mountain Lion Athletics, as we continue to recruit, retain, and transfer many talented student-athletes. Our coaches and staff members continue to play an integral role in transforming lives and creating a welcome and inclusive college experience. We are near completion of the new beach volleyball complex that will house our women's beach volleyball team for the first time since the program's inception nearly five years ago. This is a

state-of-the-art training and competition site that rivals the top beach facilities not only in the state, but throughout the entire country. Our PE quad will undergo a Capital Outlay Renovation Project, with construction taking place from Summer of 2027 to Summer of 2029. I look forward to assisting director Hannon with goals related to high school partnerships. We appreciate the continued support from the campus community related to De Anza College Athletics.

11. Vice President/Associate Vice President Comments:

Athletics continues to contribute meaningfully to student engagement, institutional visibility, and student success at De Anza College. This update reflects an impressive year of competitive achievement, academic excellence, and leadership development among student-athletes, including multiple conference and state championships, national academic recognition, and strong participation in campus leadership and wellness initiatives. These outcomes demonstrate what is possible when programs are well supported, expectations are clear, and coaching leadership is stable.

As the college continues to strengthen its Guided Pathways Villages and integrated student support structures, it is important to be clear that Athletics should not be positioned as a separate “village.” Student-athletes are already members of academic programs, learning communities, and Villages, and Athletics should be intentionally aligned with those existing structures rather than operating as a parallel system. This alignment reinforces academic identity, reduces duplication, and ensures that student-athletes are fully integrated into the same pathways, expectations, and supports as their peers. At the same time, athletic facilities and support spaces can and should be designed to function as a welcoming home base for student-athletes—places that foster belonging, community, and access to team-based supports—without redefining or duplicating the college’s village framework.

This update also surfaces a critical strategic issue that warrants focused institutional discussion: the current number of intercollegiate teams exceeds what can be sustainably supported at a consistently high level given available resources. To protect competitive excellence, student-athlete well-being, and program integrity, the college should begin a deliberate, data-informed process to evaluate the appropriate scale of its athletics offerings. Right-sizing the number of teams is not a retreat from Athletics, but a necessary step toward strengthening the quality, depth, and stability of the programs the college chooses to sustain. Concentrating resources where outcomes, competitiveness, and student experience are strongest will better serve student-athletes and the institution over the long term.

The rapid emergence of Name, Image, and Likeness (NIL) has further reshaped the recruiting landscape, including at the community college level. NIL readiness is now a recruiting advantage, and the athletics ecosystem has seen the near-overnight development of a placement industry connecting student-athletes to agents, collectives, and sponsorship opportunities. De Anza football has already demonstrated its role as a meaningful springboard within this landscape, with recent football transfers signing more than half a million dollars in

combined NIL agreements at four-year institutions over the next two years. This reality elevates the importance of strategic focus. Programs most directly connected to NIL opportunity—particularly football and basketball—require intentional investment, preparation, and guidance to ensure that student-athletes are positioned to navigate this evolving environment responsibly and successfully.

The anticipated move to the top division in football further underscores the need for deliberate reconsideration and reallocation of resources. At that competitive level, the program cannot reasonably be expected to succeed under current coaching and staffing models. Top-division competition requires stable, full-time coaching capacity, enhanced recruiting infrastructure, and consistent program leadership. Strategic reinvestment in football and other NIL-relevant sports must be paired with the broader right-sizing conversation to ensure that institutional resources are aligned with competitive goals, student-athlete outcomes, and long-term sustainability. Enhancing the student-athlete experience must remain central to this work. Recruiting success, competitive outcomes, and academic achievement are directly tied to the quality of coaching, training environments, academic support, and overall program stability. The examples highlighted in this update underscore the importance of stable, full-time coaching leadership. Reliance on temporary or overstretched coaching models undermines continuity, recruitment, and performance, while sustained coaching stability supports both athletic success and student trust.

Looking ahead, Athletics will benefit from clearer alignment between institutional priorities, program scale, and available resources. Future consideration of new sport offerings should occur only within the context of this broader right-sizing and sustainability analysis. Focusing investment on fewer, well-supported teams with stable coaching, strong academic integration, and high-quality facilities will improve the student-athlete experience, strengthen recruiting, and position De Anza Athletics for sustained success consistent with the college's mission and values.