

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: Kinesiology
2. Name of individual(s) completing the form: Jason Damjanovic & Rachel Catuiza
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, we only had few items related to Feedback for Improvement. We appreciate the new suggestions by the review team.

Mission & Program Goals

We will consider revisiting our Mission Statement to include details and information related to accomplishing the mission, vision, and values. This will be best for teamwork during a summer retreat.

Current Mission: “The mission of the Physical Education & Athletics Division is the development of the total individual by offering a comprehensive program emphasizing health, wellness and lifelong learning through exercise, sports skill development and critical thinking.”

Reflection on Enrollment Trends

The division successfully participated in the “Packaged Scheduling” model for the Fall 2022 term as part of Guided Pathways efforts to streamline on-campus course offerings. Physical Education & Athletics ranked among the top divisions offering face-to-face classes during this time. Our division would like to return to this type of scheduling format. Over the past academic cycles, the department has experienced a reduction in the number of course sections offered. This decline is primarily due to coaching faculty carrying increased athletic responsibilities, which has significantly limited their availability to teach. At the same time, the department has faced a shortage of part-time instructors, leaving us unable to replace the lost instructional load. Consequently, students now have fewer course sections to choose from and a more limited range of class times, reducing their flexibility and, in some cases, hindering their ability to enroll in required courses. These constraints directly impact student access, persistence, and progress toward degree and transfer goals, underscoring the department’s need for additional instructional support and strategic staffing solutions.

For the future: Kinesiology in community colleges is likely to continue, but in a more applied and outcome-focused form, shifting away from traditional activity-based physical education toward movement science, wellness, injury prevention, and healthcare-adjacent preparation. This evolution aligns well with CAL-GETC by supporting general education outcomes in

health, scientific inquiry, and lifelong wellness while also advancing equity through inclusive, culturally responsive movement education that serves diverse student populations. We should work towards offering programs that emphasize transfer pathways, stackable credentials, and alignment with public health needs, such as aging populations and chronic disease, are more likely to support enrollment stability, while those narrowly framed as general PE may shrink or merge. Our department will work on expanding our community-oriented identity to help inform future curriculum planning (non-credit, dual enrollment, mirrored courses, etc.), scheduling decisions, and resource alignment.

Reflecting on Trends in Awards

Due to retirements and budget cuts, some classes haven't been taught since the return from the pandemic. Our division eliminated the massage program following a viability review process. Despite these challenges, we are extremely proud to celebrate the number of award/degree recipients each year.

Our division will continue seeking certificated offerings in areas related to fitness training, strength and conditioning, athletic training aide, health/wellness coaching, and sports management, among others.

SLO Assessment

Our SLOs align directly with the Physical Education & Athletics Division's mission to support the development of the whole individual and to promote health through comprehensive physical education offerings. By measuring improvements in cardiovascular endurance, strength, and flexibility, the SLO advances the mission's emphasis on health promotion, exercise, and sports skill development. Provided that our students apply and monitor total fitness principles also supports the mission's commitment to intellectual growth, character building, and lifelong learning, as students engage in setting goals, evaluating progress, and establishing sustainable wellness habits. These competencies contribute to students' ability to achieve academic goals, succeed in transfer pathways, and pursue meaningful careers in wellness-related or fitness-centered fields.

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

Changes & Updates Since our Comprehensive Program Review we have experienced reductions & additions to our faculty & staff in the division:

- Two full-time head coaches/faculty members (Women's Soccer & Men's Basketball) resigned from coaching duties; they now have 100 percent load assignments in KNES courses.
- The Men's Soccer head coach has assumed the role of head coach for the Women's Soccer program. This structure is not uncommon for community colleges. Having a full-time head coach overseeing the program strengthens student-athlete success,

enhances recruiting efforts, and generates cost savings for the college. This first year went relatively smooth for both teams.

- We hired a new full-time head coach/faculty member for Track & Field/Cross Country. Our new hire brings experience from both the community college and university levels.
- Our newer part-time Men's Basketball head coach has strengthened student-athlete development over the past two years and continues to recruit actively by engaging local high schools. The program now benefits from greater stability and leadership, resulting in increased interest in both the team and the college.
- Our Facility & Equipment staff includes a full-time coordinator (elevated from RAPP's position prioritization process) and an assistant.
- As of late Fall quarter, we have a vacancy for one full-time Athletic Trainer – leaving us with one other position. The lack of Athletic Trainers is a statewide issue, as many districts do not pay competitive salaries, compared to private industry. In our last RAPP position requests, we included a third Athletic Trainer position, but it ranked Low. With more than 350 student-athletes and 14 sport teams, we need more full-time staffing in this area.
- Our goals remain the same. As the department prepares for a PE Complex renovation, our priority is to continue serving our students and teaching all scheduled sections, utilizing the instructional spaces provided so we can operate at full capacity. A future bond measure will be needed to adequately offer facilities and programs in today's KNES and Athletic college environments.
- The proposal for the new De Anza GE pattern was approved Academic Senate last Fall. The proposal reduced the GE requirements for degrees to the Title V minimums while maintaining Area 7, Physical/Mental Wellness and Personal Development. We appreciate campuswide support at the Academic Senate and other shared governance levels.

One major change from our last program review is the district's move to Basic Aid status. The department will need a deeper dive into instructional capacity, faculty roles, and staffing models to remain coherent and sustainable as head coaching structures evolve. Clarifying this relationship is essential not only for enrollment stability, but also for long-term instructional planning and equity in faculty workload. It will also be critical to collaborate with Foothill College to align in areas that address equity, while being respectful to Kinesiology & Athletics offerings and tradition.

4. 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 monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
ZTC Degree	The division's team is continuing progress to complete the work by Fall 2026. As course contributors, three assigned faculty members attend course meetings; participate in ongoing communication and development with the ZTC Course Lead; write content for course materials and contribute to ancillaries and supporting materials; and work	Faculty members Danielle Altman, Rusty Johnson and Cheryl Owiesny	Shagun Kaur	Quarterly markers and updates from Shagun	Completing chapters/sections by deadlines	None at this time

	with the ZTC Course Lead to address issues of licensing and accessibility.					
KNES vs. 928	To address the impact of AB-928, division was included in the college's new Local GE Pattern. The division had faculty representation on the subcommittee. Faculty members continue to schedule classes that align with Area 7. The division dean and department chair continue to work with the Office of Instruction to plan in advance of scheduling faculty load assignments as well.	Department faculty and staff	Office of Instruction; Academic Senate; GE Subcommittee; Curriculum Committee	Goal Completed	The proposal for the new De Anza GE pattern was approved Academic Senate meeting 9/30/24. The goal was to create an accessible pathway for students seeking only an Associate Degree. The proposal reduced the GE requirements for these degrees to the Title V minimums while maintaining Area 7, Physical/Mental Wellness and Personal Development.	None at this time
Eliminate Equity Gaps	The division faculty continue to hold Monthly Division Meetings.	Division faculty	Division dean and campus partners	In progress	Data collection; teaching strategies; near completion of	None at this time

	Agenda items include guest presentations from campus leaders and other college/state partners (including CCCPEKD) to improve best practices related to equity gaps. Discussions continue on how faculty can improve student success in all areas. The Acceleration Grant for developing a ZTC Degree Pathway, Associate of Arts in Kinesiology for Transfer (A.A.-T.) will be a game-changer for our students.				two ZTC/OER sources.	
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5. 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?

6. 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?

- Approvals
 - Supplies and Instructional Equipment for PE/A classrooms
 - Improvements to the tennis/pickleball courts
- Staffing Needs
 - Future full-time head coaching positions without KNES loads
 - Additional Academic Counselor
 - Additional Athletic Trainer
 - Sr. Administrative Assistant

7. 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 these critical staffing resources disproportionately impacts historically underrepresented students – many of whom participate in athletic programs – and who are already at higher risk of stopping out or not completing their educational goals. When essential instructional and support personnel are unavailable, these students face additional barriers that can compound existing inequities. This creates a cycle of disadvantage: reduced course access leads to delayed progress, which contributes to lower retention and graduation rates and ultimately limits students' ability to advance to transfer pathways or career opportunities. Addressing these staffing shortages is therefore not only an operational need but an equity imperative, essential for improving student outcomes and ensuring adequate support for those who benefit from it the most.

8. 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)	Demonstrate improvement of cardiovascular, strength and flexibility through total fitness
Method of Assessment of Learning Outcome (please elaborate)	There is a pre-test that evaluates overall fitness There is a midterm test to see improvements in fitness reflected upon the pre-test The final is the post-test which reevaluates overall fitness results
Summary of Assessment Results	85% of the students improved their fitness with significant gains in cardiovascular, strength and flexibility 15% of students who didn't see improvements, were inconsistent in their participation or did complete 1 of the 3 tests
Reflection on Results	I will continue to improve my test methods and align my workouts with the objectives of the class and students enroll
Strategies Implemented or Plan to be Implemented (aka: enhancements)	To demonstrate improvement in cardiovascular, strength, and flexibility through total fitness in a community college setting, various strategies can be implemented or enhanced. These strategies aim to cater to students of different fitness levels, while ensuring a balanced approach to overall fitness development. Technologic tracking and monitoring of progress ○ Implementation: Provide students with tools or apps to track their progress in cardiovascular endurance, strength, and

	flexibility. This could include heart rate monitors, fitness trackers, or fitness logs or other digital based mediums ○ Enhancement: Regular fitness challenges or progress evaluations (e.g., monthly assessments) to motivate students to track their improvements and set new personal bests and lifelong habits Faculty stay current with innovative instructional practices ○ Implementation: College will provide & encourage professional development opportunities to all faculty & staff within PE/KNES to stay current with fitness trends & practices. ○ Enhancement: Regular collaboration time & feedback opportunities provided within monthly division meetings to address new trends or upcoming conferences and development opportunities
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Please email this form to your dean/manager.

9. Dean Manager Comments: I appreciate the faculty collaboration on completing the Program Review document. We continue to successfully navigate challenges related to our field – as Kinesiology is no longer just about sport or fitness. In today's global society, it sits at the intersection of health, technology, workforce, equity, and economic productivity, making it one of the most socially and economically important disciplines of the 21st century.

We are extremely proud to rank as the No. 7 transfer degree/declared majors (405 in 2024-25) at De Anza College.

Among our highlights from the last Program Review is the progress with ZTC/OER materials. Faculty leaders Danielle Altman, Rusty Johnson and Cheryl Owiesny collaborated to author a comprehensive open educational resource (OER) textbook, *Fit Happens: Essential Principles of Fitness, Wellness, and Health*, which was completed in September 2025. This Zero Textbook Cost (ZTC) resource will be available for instructor adoption in 2026, ensuring that students can access high-quality course materials without financial barriers. The initiative was developed to promote equitable access and support student success by removing cost-related obstacles to entry into the field of kinesiology. In addition, the project serves to sustain and potentially boost enrollment during a period when Kinesiology units were being removed from the UC transfer pathway, reaffirming the department's commitment to innovation, equity, and student-centered learning. The second text for Intro To KNES will be completed this academic year as well. We look forward to PE Complex renovations and our continues collaboration with our many campus partners.

The move to Basic Aid status will be new territory for us to navigate. Some potential positive impacts include improved support for personnel and services; long-term planning and facilities investment; and more overall fiscal flexibility related to non-instructional costs.

We are proud of our dedicated faculty members and classified professionals who positively impact the lives of so many students – and continue to contribute across the college and district in various ways. Our division colleagues take great pride in achieving goals and adopting innovative ways to engage with students in a welcoming, inclusive environment centered around teamwork, growth and connection.

10. Vice President/Associate Vice President Comments:

This program review presents a thoughtful examination of Kinesiology's position within a changing transfer and athletic landscape. The discussion of CAL-GETC alignment, Basic Aid implications, and evolving program identity signals a department that is actively considering how statewide policy shifts and fiscal realities influence instructional direction.

The progress on the Zero Textbook Cost associate degree for transfer pathway is especially commendable. The completion of *Fit Happens* and the near completion of the *Intro to KNES* text represent substantial equity-centered contributions that directly advance affordability and access for students. Given the strategic importance of this pathway, timely completion of the remaining components and coordinated scheduling will be essential to ensure that the cost-free transfer degree is fully implemented and clearly visible to students by the projected timeline.

The document appropriately raises important questions regarding instructional capacity and faculty workload. Continued clarity will be needed regarding the balance between coaching responsibilities and KNES instructional load. Long-term sustainability requires a deliberate examination of how coaching roles are structured relative to teaching assignments.

The forward-looking framing around applied kinesiology, public health alignment, and community engagement is promising. Given shifting UC transfer applicability and CAL-GETC implementation, additional operational specificity would strengthen the department's planning trajectory. Clear articulation of anticipated growth areas — whether in transfer, local degree pathways, certificates, noncredit, dual enrollment, or broader community programming — will help translate vision into measurable direction. Given that the general institutional direction is to remain flat in enrollment, accomplishing these kinds of shifts will require thoughtful reallocation of FTEF within the division. Faculty leadership should work collaboratively with the dean to engage in intentional planning regarding how instructional load is applied to support emerging priorities while maintaining core offerings. Identifying metrics for success within this evolving identity will further support alignment with institutional enrollment and equity goals.

The acknowledgment of Basic Aid status is timely. While the college is newly operating under Basic Aid and does not yet have immediate fiscal flexibility, it is important that future planning anticipates how that funding model may shape instructional and staffing decisions over time. Intentional, forward-looking instructional planning will be necessary to ensure that course offerings, coaching structures, and program growth remain aligned with broader college priorities and long-term sustainability. Continued coordination across divisions and, where

appropriate, with neighboring institutions will support coherent planning and responsible resource alignment.

Overall, this program review reflects a department that is engaging seriously with structural change and long-term positioning. Continued focus on timely ZTC implementation, sustainable coaching and instructional load models, and clearly defined growth pathways will help ensure that Kinesiology remains both academically grounded and community responsive. Additionally, exploring creative approaches to engaging community-facing classes on campus through thoughtful structural iterations may represent an important contribution to the division's overall health and to strengthening community relations.