

**Student Services
2008-09 Program Review
Instrument**

PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: De Anza College Athletics Department

NAME AND TITLE OF PREPARER(S): Kulwant Singh – Athletics Director
Rich Schroeder – Division Dean
With input from the Athletics Department Faculty
& Staff

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. Provide a brief description of the program including any services provided and the program’s mission.

The Athletics Department is an integral part of the Physical Education Division. The department’s mission is to provide an athletic program that helps develop the whole person (mind and body) through education and competition. Athletics contributes to discipline, integrity, leadership, life skills, social responsibility, sportsmanship, and teamwork. Athletics promotes ethnic and cultural diversity.

The athletic program improves campus life, which is a foundation for student success. According to Myles Brand, President of the NCAA and former President of Indiana University, “a student bond with the institution via clubs or sports contributes to academic success”.

De Anza College Athletics program description:

- De Anza College Athletics is **NOW** arguably the largest Community College Athletics Program in Northern California. Having full rosters and quality teams is extremely positive for the college’s reputation in the area and statewide.
- We offer 19 sports programs for men and women. Over **410** student-athletes compete on these teams. We offer nine men's sports and ten women's sports. De Anza has the largest number of female student-athletes in the history of the college.
- Approximately 60 coaches, staff, and administrators comprise the De Anza College Athletics Department: 15 head coaches, 36 assistant coaches, and 9 staff and administrators.
- According to Institutional Research, De Anza student-athletes have an average GPA of 3.22 during the past three years.

- De Anza student-athletes have a persistence rate of 86% over a three-year period (vs 43.7% for full-time non student-athletes).
- De Anza student-athletes have been extremely successful in transferring to the university level. Some student-athletes have received both Athletic and Academic Scholarships.
- About four student-athletes per year achieve All-American status. All American status is the highest award for a competitive athlete, bringing prestige to the athlete, family, team and De Anza College.
- De Anza Athletics was the Coast Conference All Sports Champion 2007-08. This award is given to the most successful competitive athletics program in the 15 member Coast Conference.

II. Retention and growth.

A. How has the program responded to the institutional goal of increased access, growth and retention?

There has been an increase in growth due to an increase in access including recruiting and outreach. De Anza College now has about 410 student-athletes. This is an increase of about 150 student-athletes since 2003. These are recruited students from the area high schools who, on average, take about 16 units per quarter. Per the California State Athletics regulations, these students are full-time students year round. Another 150-200 students also attend De Anza because of athletics offerings, try out for our teams, and stay in school even if they don't make the teams.

According to Institutional Research, data from 2007-08 & 2008-09 shows the athletics retention rate is 96% in both of these school years and success rate is 97% and 96% respectively.

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?

Most of the De Anza Coaches recruit aggressively in East, South and central San Jose. The demographics of these areas include high concentrations of the De Anza College identified targeted populations of African ancestry, Latino/a, and Filipino/a students.

According to the Foothill and De Anza College researchers (see attached):

| De Anza Full-Time Students Representation | | De Anza Student-Athletes Representation | |
|---|-------|--|-------|
| <i>African - Americans</i> | 6.2% | <i>African- Americans</i> | 13.5% |
| <i>Filipino/Pacific Islander</i> | 5.8% | <i>Filipino/Pacific Islander</i> | 3.6% |
| <i>Hispanics</i> | 15.8% | <i>Hispanics</i> | 29.2% |
| <i>Asian</i> | 41.8% | <i>Asian</i> | 19.3% |
| <i>White</i> | 27.0% | <i>White</i> | 30.8% |
| <i>Other</i> | 3.4% | <i>Other</i> | 3.5% |

De Anza Athletics has a higher percentage representation of the college identified targeted populations of African ancestry and Latino/groups as compared to the “regular” full-time student population.

| De Anza Full-Time Students GPA | | De Anza Student-Athletes GPA | |
|----------------------------------|------|-------------------------------------|------|
| <i>African – Americans</i> | 2.53 | <i>African- Americans</i> | 3.04 |
| <i>Asian</i> | 3.07 | <i>Asian</i> | 3.28 |
| <i>Filipino/Pacific Islander</i> | 2.77 | <i>Filipino/Pacific Islander</i> | 3.19 |
| <i>Hispanics</i> | 2.64 | <i>Hispanics</i> | 3.11 |
| <i>White</i> | 2.96 | <i>White</i> | 3.21 |

De Anza Student-Athletes also demonstrate higher GPA’s for all groups as compared to the “regular” full-time student population.

III. Student equity. In what ways has the program worked towards decreasing the student Equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

Equity gaps persist for several racial/ethnic groups. However, the data suggests student-athletes’ success is consistently higher than non student athletes. The college and the division will continue to address this issue.

IV. Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention). Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives have the program addressed and in what ways?

Matt Trosper, Academic Advisor, addresses individualized attention for retention by meeting one on one with student-athletes year-round to create and review their Education Plans. Additionally, Matt provides general information in the PE 99 Orientation To Athletics course. Matt also provides referrals and interventions to student-athletes who are targeted as needing assistance. These referrals are made to Counseling, Financial Aid, Tutoring, and the Educational Diagnostic Center, as well as other campus and community entities. The tools used to determine these referrals or interventions are: mid-quarter progress reports, end of the quarter grades, and during advising sessions.

De Anza College Athletics is committed to being a leader for Title IX at the community college level in equal access to the program. The number of female athletes competing at De Anza is among the highest in Northern California (based upon CCCAA statistics). Women’s Badminton has been added for 2009. Currently there is exploration of adding women’s golf.

Additionally, Kulwant is serving on the Cost-Containment Sub-Committee of the Management Council of the California Community College Athletics Association (CCCAA). This committee is looking at all athletics statewide and will make recommendations in areas where there can be a cost savings, especially during this time of budget crisis. For example, percentage reduction of

contests for all sports for all colleges in California, creating a net savings in referees, gasoline, transportation, etc.

V. 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 if the program does not receive these resources?

Athletics "B Budget" pays for assistant coaches, coaches' travel, dues & memberships, gasoline, referees (officials), and supplies. "B" Budgets have decreased over the years while at the same time costs have increased in areas including gasoline, referees, and number of student-athletes. As previously mentioned, we are at an all-time high as far as student-athlete participants. There is a need to increase the Athletics "B" Budget to about \$180,000 per year. There is currently a shortfall of about \$90,000

Lottery money has helped a tremendous amount. The DASB pays for lodging, meals, and tournament fees for the student-athletes only (not for coaches or staff). Athletics fundraising currently pays for any shortfall in the budget allocation.

There is a desperate need for new athletics transportation. The district needs to purchase vans plus at least one more mini-bus. Mini-Bus #187 has been retired. Athletics is currently renting vans for \$20,000-25,000 per year.

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

If all of the athletics programs were eliminated, the consequence to the students, the college, and the community would be devastating. The College would lose approximately 12,200 WSCH annually **from athletics classes alone**. Since each student-athlete has to be enrolled full time every year, the overall WSCH loss would be much higher. Students would lose the opportunity to learn to work together to meet a common goal. The total college experience would be less if there were no athletic teams.

The decrease in the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students would be immediate and substantial. Some students who might not otherwise have attended college at all have found success and focus in school through athletics involvement. Decreasing access to the college through the elimination of athletics would deprive targeted populations opportunities for advancement.

There would also be numerous athletic scholarship opportunities lost due to the elimination of programs. Approximately 30 DeAnza student-athletes receive some form of scholarship annually. Athletics involvement is the key to many DeAnza students' continuing academic and eventual professional success.

VI. Assessment of program. What evaluation and/or assessment practices are in place to support the program's accomplishments and findings?

Most of our teams have information about student-athlete transfers, championships, and accomplishments on their teams' college websites. Many of our teams have a flyer or brochure that highlights accomplishments. The Athletics Department also has banners that show the De Anza accomplishment history.

Matt Trosper, Academic Advisor, keeps data regarding program numbers, gender, ethnicity, retention, transfers, GPA, success etc. This information is disseminated to coaches, staff, administration, and at times the FHDA Board.

VII. Additional comments. 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.

• **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

All athletics facilities are shared with Physical Education and a few with Creative Arts and Adapted Physical Education. Shared facilities eliminate slack resources, provide cost efficiencies in maintenance, and allow more students access to the facilities. Most of the Athletics faculty also teaches Physical Education classes, providing a group of highly-skilled and experienced instructors.

• **State and Federal mandates.** Describe any State or Federal mandates that directly impact the program.

De Anza College must continue to increase athletics opportunities for females. Women's Badminton has been added for 2009. These additions make De Anza in compliance with Title IX (Gender Equity) as far as **Equal access to the program** under Prong 2 - a continual expansion of athletic opportunities for the underrepresented sex.

De Anza College is not in compliance with the law based upon **Equal treatment once in the program** (13 areas):

- There is still inequity between the Women's and Men's Locker Room Attendant positions. A full-time Equipment Manager for the Women's Locker Room Attendant needs to be hired. There is a full-time Men's Locker Room Attendant.
- The Softball Field does not have covered dugouts, batting cages and storage. The baseball field does. The softball field does not have a college standard backstop.
- There is a shortage of team rooms for the Women's sports.

There are minimum sport association, conference, or state standards that pertain to facilities with which we are not currently in compliance. For example, tracks need to be metric, scoreboards are required for certain sports, etc.

•**Trends (may include but not be limited to enrollment trends).** Describe any positive and/or negative trends in the program.

The data indicates Athletics Department numbers are robust. We have more student-athletes than ever before in the history of the college. There are more female student-athletes at De Anza than ever before in the history of the college. Retention, Transfer and GPA are strong. See attachment.

The majority of the coaching staff is now recruiting in the local community again. This has resulted in an increase of student-athletes on our teams. Many prospective student-athletes contact the coaches via the De Anza web pages and the prospective student-athlete links. This has contributed to the increase in numbers. Coaches have been highly visible at on-campus recruiting events that have also contributed to an increase in numbers e.g. International Students Orientation, Latino/a Students Orientation, New Student and Parent Orientation, etc.

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.

I have a lot a data from the Athletic Directors Association and the COA/CCCAA. For example, numbers of student-athlete participants, sports offerings, staffing, salaries, budget info, etc. Contact me for more information.

VIII. Program strengths/areas for improvement.

A. Provide a summary of the program's main strengths.

- De Anza College Athletics is **NOW** arguably the largest Community College Athletics Program in Northern California. Having full rosters and quality teams is extremely positive for the college's reputation in the area and statewide..
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B. Provide a summary of the program's main areas for improvement.

1 Faculty Positions- Only **seven** out of **nineteen** athletics programs have a full-time head coach. (Coleen Lee-Wheat is retiring from Women's Tennis. She was originally hired for 100% Physical Education). The lack of full-timers coaching is an obvious problem. The following will address access, growth, and retention. This is not in rank order after the first two positions.

1. Full-time Aquatics Teams Head Coach/Physical Education Instructor
2. Full-time MW Track & Field/Cross Country Head Coach/Physical Education
3. Full-time Men's Soccer Team Head Coach/Physical Education Instructor
4. Full-time MW Tennis Head Coach/Physical Education Instructor
5. Full-time Football Team Assistant Coach/Physical Education Instructor

2 De Anza College is not in compliance with the second part of the Title IX law based upon **Equal treatment once in the program** (13 areas). There is still inequity between the locker room attendants' positions. A full-time Equipment Manager/Women's Locker Room Attendant needs to be hired. The Softball Field does not have covered dugouts, batting cages, and storage while the baseball field does. There is a shortage of team rooms for the Women's sports

3 The Athletic Academic Advisor's position needs to increase to 12 months serving student-athletics in the Athletics Department. Currently this person works in the counseling department during the month of July.

July is an important time for retaining/advising our student-athletes. During this time, grades become final for the spring quarter, registration takes place for the Fall quarter, and orientations (Counseling 100) are held for incoming student-athletes. The Athletic Academic Advisor is needed at this time to get spring quarter grades to coaches in a timely manner, determine which student-athletes need assistance based on spring quarter grades, be available to continuing student-athletes in their educational planning, and to assist in the advising of incoming student-athletes during their orientation.

4 The athletics facilities at De Anza need improvement. There is data to support:

- The track has been unusable for home meets for the past 8 years.
- The football facility is antiquated.

- The baseball facility needs to be renovated and the softball field finished.
- The softball field does not have a college standard backstop. It needs replacement.
- The main gym is outdated and impacted with classes, athletics and community. A new facility is needed in order to continue to show success and attract student-athletes.

5 Additional help for the training room is needed. The increase in the numbers of student-athletes participating on the teams has resulted in a corresponding increase in student-athletes needing training room time.

6 There is a need for additional transportation as previously discussed.

7 The Athletics program could be improved with the addition of a Sports Information Director (SID). Many Colleges our size have an SID who sends information to the print and broadcasting media. This information would put the program in front of the public to show how successful our athletes are and help to attract even more students to our programs and to our college.

IX. Suggestions for campus-wide change.

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

During budget cut discussions, the topic of Athletics consolidation always comes up. Consolidation for Athletics will not work. Students attend De Anza or Foothill based upon quality of program, program offerings, or geographic location.

Foothill students will not attend De Anza if programs are dropped (consolidated) at Foothill. Past experience shows these students will go to College of San Mateo. De Anza students will not go to Foothill if programs are consolidated at De Anza. They will go to West Valley College, San Jose City College and even Evergreen Valley College. We will especially lose the Hispanic student-athletes that live in East, South, and Central San Jose. This change would have an adverse affect on the college's goals of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

I don't have any specific ideas for cost savings. However, the whole process of how budgets are created needs to be overhauled. It does not make sense for certain programs like athletics to be "augmented" every year from a variety of resources. Budgets should be created based upon projected costs or actual costs and sources of funding should be consistent and predictable.