

New Classified Staff and Administrator Request Justification

Complete One Per Program/Area

Date: 5/19/23

Division: Physical Education & Athletics

Program/Area: Physical Education & Athletics

Number of Positions Requiring New Funding (does not apply to refilling existing positions): Two (2)

| Requested Position |
|---|
| Assistant Athletic Director, Sports Information |
| Facilities & Equipment Coordinator |

Guiding Principles

De Anza College's [mission](#) and [Educational Master Plan](#) serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its educational master plan:

- *Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change.*

Through its [Equity Plan Re-Imagined](#), it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Program Information

- 1. Provide a brief overview of the services the program provides and how they align with the mission of the college. How does the program facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional [mission](#), the [Educational Master Plan](#) and ongoing planning efforts?**

De Anza College Athletics is committed to student success and promotes this by motivating diverse student-athletes to excel in the classroom, in competition, and in the community. The 17 sports (9 women's programs, 8 men's programs) align with the college's five Institutional Core Competencies.

De Anza College has a rich tradition of academic excellence, and our athletic programs mirror that excellence by producing student-athletes that are highly prepared for success, as many transfer to complete their bachelor's degrees.

We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them reach their goals. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures, including those from our workforce.

Outreach: Athletic department employees are heavily-involved with recruiting student-athletes from the local region. Faculty/head coaches and assistant coaches actively recruit high school seniors each year, by visiting schools, attending numerous events, and fostering networks with youth coaches. The department also hosts recruiting events on campus and participates in related college activities.

Retention: Student-athletes in the department have extra incentive to continue beyond their first year in pursuit of academic goals and potential athletic scholarships at the NCAA and NAIA levels. Student-athletes are more likely to retain eligibility due to athletic rules and requirements.

Student-Centered Instruction and Services: The athletic department is the home to institutional-supported and equity-focused cohorts with its REACH (Reading, English, Athletics, Counseling and Humanities) and FAST (Football Academic Success Team) programs. The REACH learning community (specifically named in the Educational Master Plan document, Page 5) consists of a supportive network of instructors, counselors and coaches dedicated to student success; a linked curriculum of counseling, reading, writing and humanities classes; opportunities for student-athletes to work together in an open, collaborative environment; and a foundation to succeed at both De Anza and a four-year institution. FAST has transformed from an optional study-hall program to a mandatory Guided Pathways Village space that includes a new center in room PE-12U. FAST includes football coaches and outside division tutors/mentors, with an intentional focus on Men of Color, basic needs, financial aid literacy and other wrap-around services from campus networks.

Civic Capacity for Community and Social Change: The athletics community recognizes their role as local, national, and global citizens. Students and coaches participate in a democratic

processes, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

To address development, implementation, assessment, and evaluation of program effectiveness and goal attainment, the athletic department participates in mandatory annual EADA (Equity in Athletics Disclosure Act) Federal Reporting, CCCAA in-service training each summer (all employees) and recently completed a Coast Conference program review (Spring 2022) with successful results. The program review is conducted by a committee of peers from other colleges; including the Coast commissioner. The Vice President of Instruction and the College President are both involved with these processes and documents. Department employees participate in Guided Pathways and the Strategic Planning process.

The athletic department is home to perhaps the most diverse cohort on campus, with populations from Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American, Asian, and Pacific Islander communities among others. Among the college's 10 Institutional Goals, the department continues to outperform collegewide averages in Outreach to Historically Underrepresented Populations; Achieving Success Factors; Course Success; Transfer; and Degree Attainment.

2. How does the program respond to the needs of individuals, constituents, and populations with distinct needs to ensure equitable access for all students?

The athletic department is the home to institutional-supported and equity-focused cohorts with its REACH and FAST programs. The REACH learning community (specifically named in the Educational Master Plan document, Page 5) consists of a supportive network of instructors, counselors and coaches dedicated to student success; a linked curriculum of counseling, reading, writing and humanities classes; opportunities for student-athletes to work together in an open, collaborative environment; and a foundation to succeed at both De Anza and a four-year institution. FAST has transformed from an optional study-hall program to a mandatory Guided Pathways Village space that includes a new center in room PE-12U. FAST includes football coaches and outside division tutors/mentors, with an intentional focus on Men of Color, basic needs, financial aid literacy, and other wrap-around services from campus networks.

The department includes a full-time embedded academic counselor and a full-time embedded academic advisor – and both are involved at the state level via the Community College Counselors/Advisors Academic Association (3C4A) and the Association of California Community College Eligibility Specialists (ACCCES). The department is also assigned a staff member from the college's Admissions & Records area to ensure compliance; and staff members from the Mental Health and Wellness Center (formerly Psychological Services).

3. What evidence does the program use to create strategies for improving student learning, development and success?

The athletic department recently completed a Coast Conference program review (Spring 2022) with successful outcomes and results. All freshmen and incoming transfer student-athletes are required to complete the PE 99 Orientation to Athletics course. The class (offered in the summer, fall and winter) covers student success resources, transfer eligibility and student rights and

responsibilities along with other topics to aid in the matriculation process. The course is designed to promote a successful student-athlete experience; and includes guest presentations by employees from several campus areas.

In Fall of 2019, the Student-Athlete Advisory Council (SAAC) was formed to provide a voice for student-athletes for input on services and programs that impact them; this is an official student organization following Inter Club Council requirements. SAAC executive officers and commissioners meet regularly with athletic department staff members to discuss current events and relevant topics that impact student-athlete success at De Anza. The SAAC president attends monthly Physical Education & Athletics Division and Athletic Department meetings (with standing agenda items); and is included in important division emails.

After applying to De Anza, all student-athletes must complete several steps including an education plan in order to receive priority registration. Student-athletes meet with the embedded academic counselor. Head coaches communicate with the counselor around schedule times or changes to avoid any conflicts. Coaches and their staff also notify the counselor of any academic or personal issues their students may be facing to get them connected to any resources they may need on or off campus. Counselors meet monthly and are able to communicate with other specialized and general counselors. Student-athletes are required to sign a Student-Athlete Code of Conduct form when they join a team at the college. The form outlines expectations of student-athletes on and off-campus, it also outlines the grounds for suspension or dismissal from participation if violated through a progressive discipline process.

4. What assessment plans and processes does the program use to document progress toward achievement of its mission, goals, outcomes and objectives?

To address development, implementation, assessment, and evaluation of program effectiveness and goal attainment, the athletic department participates in mandatory annual EADA (Equity in Athletics Disclosure Act) Federal Reporting, CCCAA in-service training each summer (all employees) and recently completed a Coast Conference program review (Spring 2022) with successful results. The Vice President of Instruction and the College President are both involved with these processes and documents. Department employees participate in Guided Pathways and the Strategic Planning process.

5. How does the program develop, adapt and improve programs and services in response to the needs of changing environments, populations served and evolving institutional priorities?

The athletic department consists of individuals who are engaged in respective professional organizations and affiliations to stay current in many fields. All head coaches belong to conference and statewide associations, and attend regular meetings. Some are involved in association leadership roles and participate in statewide athletic legislative processes. The athletic trainer, counselor, and advisor (executive officer) are active members in their affiliate groups; the athletic director is an executive officer (president) of the statewide association; the dean serves on the CCCAA Equity & Inclusion Committee (founding member in 2011); and faculty representation on the CCCAA Health & Wellness Committee. Many division

employees also participate on campus shared governance groups, including Academic Senate, Classified Senate, RAPP, Facilities Committee, Technology Committee, Professional Development Leave Committee, Budget Committee, and specific affinity groups. The FAST coordinator is a campus leader in Guided Pathways/Villages.

6. What types of disaggregated data are used to address the program objectives?

STUDENT EQUITY

Course Success with Disproportionate Impact (From 2022 Summer to 2023 Winter)

- All Students (1,361 enrollments): 96% Success Rate
- Black Students (158 enrollments): 96% success (Equity Gap is 0%)
- Filipinx Students (67 enrollments): 100 % success (Equity Gap is +5%)
- Latinx Students (545 enrollments): 96% success (Equity Gap is 0%)
- Pacific Islander Students (30 enrollments): 97% success (Equity Gap is +1%)
- Low Income Students (421 enrollments): 95% success (Equity Gap is -1%)

DEAN’S LIST

(From 2022 Fall to 2023 Winter)

- Dean’s List: 148 students ^
- 4.0 GPA: 52
- 3.5 to 3.99 GPA: 70
- 3.3 to 3.49 GPA: 26
- ^ Total Student-Athletes in the Department: 287
- ^ Percentage of Student-Athletes Earning Dean’s List Status: 51.5%

In addition, REACH cohort leaders distribute a survey to students at the end of the year, which provides valuable feedback regarding what worked; what they would like to see changed; and types of classes or services they would recommend to the program.

During Fall of 2022, FAST (61 student-athletes) data included: 2.98 GPA; 82% retention; 70% of roster from marginalized populations; 64% received Financial Aid.

From Coast Conference Program Review: The student-athlete success data extracted from CalPass demonstrate the efficacy of these initiatives. De Anza College student-athletes are performing exceptionally well as per the table below:

2021-2022 GPA/Unit Completion

| Category | GPA Men | Units Completed Men | GPA Women | Units Completed Women |
|--------------------------|---------|---------------------|-----------|-----------------------|
| De Anza Student-Athletes | 2.81 | 34.81 | 3.12 | 40.14 |

| | | | | |
|-------------------------|------|-------|------|-------|
| De Anza General Student | 2.72 | 19.08 | 2.81 | 18.29 |
| Statewide Athletes | 2.72 | 22.07 | 2.93 | 25.33 |
| Statewide Non-Athletes | 2.64 | 10.1 | 2.77 | 10.52 |

From this data set, it can be concluded that the GPA and unit completion by the De Anza College student-athletes exceeds the other cohort groups.

7. What are the historical staffing patterns within the program over the last few years?

Since 2018-19, the department has experienced a pattern of full-time faculty/head coaches stepping away from coaching duties – resulting in contractual loads to be assigned 100 percent with kinesiology instruction only. This leaves the department with part-time faculty/head coaching replacements, resulting in additional costs to operate sports teams (women’s basketball, softball, baseball, women’s soccer, men’s basketball, men’s water polo). In most of these cases, the department is unable to plan for these personnel transitions. Part-time coaches often have other employment outside of the campus, impacting their ability to recruit at the levels of their full-time counterparts. Fewer recruiting opportunities results in lower numbers in enrollments and roster sizes.

The department has also experienced the loss of employees, due to other job offers (higher wages, remote flexibility, hours/scheduling, area cost of living). These positions include Athletic Trainer, Equipment & Facilities Assistant, and Part-Time Head Coaches. In some cases, the department continues with vacant positions and the suspension of programs; and there is a lack of interested qualified candidates to replace and/or backfill. The loss of regular employees (and experienced ones) can result in a lower quality of service and work output.

B. Justification for EACH requested position, please respond in 300 words or less.

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

Assistant Athletic Director, Sports Information: Most large CCCAA athletic departments employ at least one full-time assistant athletic director and one full-time sports information professional. This combined position allows the college to add an event manager and a dedicate staff member in charge of reporting mandatory CCCAA statistics and maintain the athletics website and social media platforms – all key in the recruitment and retention of student-athletes.

Facilities & Equipment Coordinator: A much-needed position to coordinate and participate in the scheduling, maintenance of equipment and facilities for students, student-athletes, and rental groups so that classes, competitions, and outside events operate safely and efficiently.

2. How does this request align with the program’s needs as detailed in the program review?

Assistant Athletic Director, Sports Information: With daily athletic events (17 sports, 300+ students), the department is too large to rely on regular assistance from the Office of Communications. Teams and student-athletes can be featured on social media platforms, daily sports stories/coverage, and news releases/announcements for a variety of reasons, most importantly keeping the community, fans, and universities informed of their successes. This would have a direct correlation with recruiting in our area. With the latest innovations related to sports communications and marketing, a dedicated expert/manager in this area is needed to remain relevant in a competitive field – especially related to recruiting student-athletes. The employee will also be able to perform similar duties in the area of Kinesiology and our instructional areas. A third supervisor in the large department helps the dean and director with general supervision and oversight of daily operations related to compliance, outreach, health/sports medicine, transportation, fiscal oversight, orientations, onboarding employees, trainings, and event management.

Facilities & Equipment Coordinator: A much-needed position to coordinate and participate in the scheduling, use, and maintenance of equipment and facilities for students, student-athletes, and rental groups in assigned department so that classes, competitions, and outside events operate safely and efficiently; maintains athletic facilities. The coordinator will work directly with vendors (purchasing/ordering), assist with service contracts, campus facilities/rentals, and maintenance & operations with daily business. This would be an enormous weight lifted off of coaches/instructors, director, dean, facilities & equipment assistant, administrative assistant, and other support staff. The coordinator position provides additional support needed to operate and maintain one of the largest (acreage/footprint) departments in the district. The department has daily requests for work order and repairs to process; the current assistant position/title is limited in classification scope.

3. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

Assistant Athletic Director, Sports Information: N/A
Facilities & Equipment Coordinator: N/A

4. Explain how the work will be accomplished if the position is not filled.

Assistant Athletic Director, Sports Information: Additional demands will be placed on head coaches, assistant coaches, classified staff, dean, director, TEAs, student workers. The work will not be accomplished to the degree that it is needed and will remain an issue with our ability to recruit the best possible student-athletes in the area. We are at a major disadvantage to our surrounding community colleges when it comes to social media presence, updates on athletic programs, and successes of our student-athletes. The already overworked head coaches and

assistant coaches will continue to do the intensive marketing/technology work that is outside their expertise.

Facilities & Equipment Coordinator: Additional support/hours by dean, director, faculty/head coaches, assistant coaches, classified staff, TEAs, student workers. Our athletic/instructional facilities will remain below quality standards. The bulk of this work will continue to be done by the coaches, director, dean, and support staff.

5. Other information, if any.

Assistant Athletic Director, Sports Information: 2022-2023 Administrator Salary Schedule, Range F (\$99,451.99 - \$139,938.93)

Facilities & Equipment Coordinator: 2022-2023 ACE Classified Schedule Salary Schedule, C1-43 (\$58,217.55 - \$78,066.30)*

*Please note, the department is currently assigned two Facilities & Equipment Assistants (range C1-39, \$53,181.84 - \$70,899.35). The department's Staff Request for one Facilities & Equipment Coordinator would eliminate one Assistant position; hence the increase of \$5,035.71 to \$7,166.95 in the respective salary range.

In order to effectively operate 17 sport programs, the athletic department needs essential staffing.

Coast Conference Program Review link https://deanzasports.com/information/coast_pr_team

Thank you,