

# Faculty Request Form - Fall 2024

## Department/Area and Name of Submitter

N/A

### Details on Faculty Positions Requested

\* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Position Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
Faculty/Head Coach Track & Field and Cross Country		9/17/24	Instruction		1

### 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 above, please refer back to the comprehensive program review to inform your response below (see the following areas in the comprehensive program review: Reflect on Enrollment Trends, CTE Programs - Statewide and Regional Labor Market Trends, Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies, Trends in Awards and Staffing Needs).

## A. Instructional Faculty

### Faculty Position Request Data Sheet

Limits: From 2018-19 to 2025-26

Fill Rates						
De Anza College - Physical Education/Athletics						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollments	7,515	7,249	6,293	5,805	5,772	5,284
Sections	494	490	296	352	385	297
Fill Rate	69%	69%	85%	75%	68%	75%

### Success and Equity

De Anza College - Physical Education/Athletics

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Success Rate	83%	85%	83%	85%	86%	86%
Withdraw Rate	9%	7%	8%	6%	6%	7%
Equity Gaps	-4%	-4%	-4%	-2%	-2%	-3%

### Faculty Load Ratios

De Anza College - Physical Education/Athletics

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	60%	57%	62%	65%	64%	68%
Part Time	29%	27%	23%	24%	21%	18%
Overload	11%	16%	15%	11%	15%	13%
FTEF (full time only)	8.9	8.8	8.1	8.7	8.6	7.7

### Awards

De Anza College - Physical Education/Athletics

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	30	23	4	5	1	0
Associate Degrees	10	8	1	2	0	0
Associate Degree for Transfer	51	33	46	32	32	37

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities? Be sure to refer back to your Comprehensive Program Review form to inform your response.

The division utilizes tools for data collection, including information in the comprehensive program review. The division uses data to schedule courses in a manner that is responsive to student wellness and modality preference. Many students prefer KNES online courses, while others enjoy traditional settings on campus. We hold monthly division meetings (perhaps more than any De Anza instructional division) with excellent attendance from faculty, classified staff, managers, and student leadership; we include agenda items and expert leaders from the college (and state) where data is examined. The nature of our discipline is in constant flux, especially with changes related to state legislation and, more recently, with our local GE pattern.

While enrollments have declined since 2018-19, the division has made a concerted effort to maximize offerings with a mix of in-person and online courses. Fill rates are often misleading in Athletics (PE) courses, as several of our sport teams have roster sizes with less than 20 students; this affects the overall percentage. In addition, lower fill rate KNES courses, such as Karate, Swimming, and Fencing, provide optimal teaching/learning experiences; smaller in-person class sizes (20-25 students) allow for more instructor feedback and engagement. In general, smaller PE/KNES activity courses are also better educational environments that address safety concerns.

Success rates and equity gaps consistently rank among the best collegewide. Full-time load percentage from 2020-2023 represents nine faculty members (one non-instruction/embedded counselor). Four of the current faculty members also serve as head coaches in the Athletic Department; the majority of their respective annual loads come from intercollegiate (PE) classes. This leaves three full-time faculty members to teach the bulk of KNES classes in a Top 10 transfer degree. The ADT awards in 2023-24 (37) is just below the six-year average shown (38.5) on the chart. The one certificate (massage therapy) is no longer offered.

## B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards, be sure to refer back to the program review where applicable).

N/A

## C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan? (refer back to the comprehensive program review areas: Mission and Program Goals).

This position request supports the Physical Education & Athletics Division's mission to develop the human capacity of our diverse student populations through programming and services related to instruction, competition, and leadership. Our mission continues to be supported by recent Academic Senate decisions to keep Lifelong Learning courses in our local GE pattern, despite changes at the state level.

The division is also one of the first programs in the district to start major construction from Measure G (new \$3M beach volleyball facility). Continuous improvement and offering quality college sports programs is a priority at the district level. Our local decisions should continue to match this commitment.

We provide support in the six key factors of student success. Our students are:

- Directed -- through individual and team goals.
- Focused -- staying on track with daily guidance from coaches.
- Nurtured -- surrounded by a caring Athletic Department staff.
- Engaged -- experiencing wins and losses and developing lifelong friends.
- Connected -- competing at a high level throughout the state of California.
- Valued -- celebrated by coaches and recognized in awards ceremonies.

The division delivers Institutional Core Competencies: Communication and Expression Information Literacy Physical/Mental Wellness and Personal Responsibility Civic Capacity for Global, Cultural, Social and Environmental Justice Critical Thinking.

Our faculty/coaches, staff, students and administrators 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.

2. How does this request align with the College's Equity Plan Re-Imagined? (refer back to the comprehensive program review areas: Exploring Gaps in Successful Course Completion by Ethnicity and Teaching and Learning Strategies)

The division is home to dedicated faculty/head coaches who center their daily work around our college's Vision and Defining Equity and the six key factors of student success (listed above in C1). Our De Anza student-athletes participated in a study to better understand the experiences at the community college level. The study – in collaboration with the CCCAA elected to partner with the Community College Equity

Assessment Lab (CCEAL) at San Diego State University (SDSU) – was concerned with identifying factors that affect academic participation, campus involvement, psychology, and identity.

Many of our full-time faculty members participate in shared governance and serve on committees – including Academic Senate, Curriculum, Campus Facilities, Technology, COOL, and the Equity Action Council. As our division continues to outperform other areas in reducing equity gaps, we also represent one of three ADT programs that received a \$800,000 grant from the California Community Colleges Chancellor’s Office Zero Textbook Cost (ZTC) program to develop zero-cost degree pathways and Open Educational Resource (OER) courses. This will increase our efforts with improving successful course completion by ethnicity and teaching and learning strategies.

In recent years, our division’s Culture of Equity has been highlighted by earning “Equity Champion” awards in three categories (2021 student, 2023 administrator, and 2024 team).

The largest load for this position (more than 60 percent) is assigned to Intercollegiate Athletics courses. From program review data, these courses had a Success Rate of 96 percent – and Equity Gaps were among the best at the college (Black -1 percent, Latinx +1, Filipinx +2, Pacific Islander +2). Full-time faculty/head coaches spend more time with students, discussing school-work-family-life obligations and other commitments. The Track & Field and Cross Country teams are comprised of diverse student groups – and includes solid women’s participation numbers, which is declining overall systemwide.

3. How does the position support on-going college operations and/or student success? (refer back to the comprehensive program review areas: Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies)

The full-time faculty/head coach position is crucial to the success of students enrolled in KNES courses – and four teams:

- Men’s Track & Field
- Women’s Track & Field
- Men’s Cross Country
- Women’s Cross Country

The combined 92 student-athletes/FTEs in 2023-24 comprised the largest number (of De Anza’s 14 sports) under one full-time head coach; this is the case every academic year - and requires year-round planning and programming.

While student-athletes are required to maintain a minimum of 12 units at all times, most carry between 15-20 units per quarter to complete graduation and transfer goals within two years. Our 350+ student-athletes declare for a variety of majors across campus, and are high achievers in those courses. With the requirement to also maintain a 2.0 GPA, our student-athletes persist at higher rates than the general student population.

The need for the full-time replacement is critical to help maintain the success of 90+ student-athletes. The previous individual in this role held the position for 17 years and established the De Anza College Track & Field and Cross Country programs among the best in Northern California.

Historically, these diverse rosters also have the highest number of student-athletes that report mental health concerns; the reported cases are processed through our counseling and support service partners.

The replacement of the full-time faculty/head coach dedicated to this large, diverse population is vital to continue a long tradition of program success and on-going operations. The faculty/head coach plans daily class/practice, strength and conditioning, competition oversight, travel/transportation coordination, academic progress, and other health/wellness concerns.

A full-time head coach also provides better opportunities to continue fostering relationships with local high schools – the most important aspect in recruiting future Mountain Lions. All of our current part-time head coaches have employment outside of the college, making the recruiting aspect and overall programming more challenging.

4. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program? (refer back to the comprehensive program review area: Staffing Needs)

For the last 17 years, one head coach/faculty member held this full-time position. The health, growth, and vitality of the program all reached successful levels – among the conference, regional, and state ranks – due, in large part, to the amount of effort invested by the full-time coach/instructor. The head coach helped the program compile seven state champions and 50 All-Americans, in addition to four Top 5 finishes and 19 Top 10 finishes at the state. Those teams earned 17 Coast Conference championships and four regional titles. De Anza College performed better than other Bay 10 colleges who employed part-time head coaches.

For De Anza College to continue offering quality Track & Field and Cross Country teams, a full-time coach (actually two positions) is essential. Full-time head coaches have more time to recruit student-athletes and travel to high school events across the Bay Area. We are proud that the previous head coach's long career and success at De Anza College helped him secure a full-time coaching position at the NCAA level this summer.

5. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program. (refer back to the comprehensive program review area: Staffing Needs)

Over the last two years, two area full-time faculty members have stepped away from head coaching duties. While they remain as instructional faculty, additional loads were assigned to part-time head coaching replacements – and this reduced/eliminated the teaching assignments for other longtime part-time faculty members.

Full-time staffing is critical, more than ever, in offering quality sports programming at the community college level. Our division is one of the few areas on campus that provide in-person services in Counseling (full-time position), Advising (full-time position), Medical/Health Services (two full-time certified athletic trainers), and Facilities (two full-time positions). The division relies on staffing from other campus areas as well, including regular assignments from Mental Health & Wellness, Facility Rentals, and Admissions & Records.

The De Anza College athletic department comprises of nearly one-third of the college footprint. The amount of work needed to operate on a daily basis also requires staffing from areas in custodial (two full-time positions dedicated to PE/Athletics), grounds (two full-time positions), and swimming pool (one full-time position). Overtime is often needed to complete essential repairs due to the amount of work. We also rely on outside vendors to complete projects.

The area experiences a decline in operations without full-time oversight. The full-time head coach for Track & Field and Cross Country worked closely with college operations related to field maintenance, regular repairs, and hosting events.

6. Explain how the work will be accomplished if the position is not filled. (refer back to the comprehensive program review areas: Staffing Needs)

Replacing a full-time faculty/head coach with a part-timer would not be possible; this would take at least two part-timers. The division's recent Program Review includes the need for a second full-time faculty/head coach for the Track & Field and Cross Country teams. The current request for one faculty/head coach brings the division closer to operating at a baseline level.

Unfortunately, sport teams with part-time head coaches do not perform as well (statistically) as their full-time counterparts. Part-time coaches are not on campus as much as full-time coaches, leaving large gaps to engage with their student-athletes, work with their assistant coaches, and collaborate with the department and campus support services. Attracting qualified part-time head coaches who also meet KNES teaching requirements (equivalency) is challenging due to the pay and cost of living in our area.

7. Other information, if any.

De Anza College has a rich history of academics and athletic accomplishments and is recognized as a top program in the Coast Conference (the state's largest conference). Many of our student-athletes have transferred to the university level and some have competed professionally. We are home to one of the most diverse student cohorts on campus, with 58.5% of our students reflected by historically underserved populations.

Physical Education & Athletics has long demonstrated to be the original model of Guided Pathways, as our classrooms and co-curricular activities provide natural settings for welcoming and inclusive environments. In essence, our sport team classroom settings are daily "village" spaces, where students and faculty engage in teamwork, camaraderie, SLOs, and trial and error – helping students reach their goals in degree completion and transfer (many on athletic scholarships). Full-time head coaches/faculty members are key contributors to our success.

Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed)

The De Anza College championship Athletic Department includes sport team classes, taught by faculty members coaching 14 intercollegiate programs. In addition, the Athletic Department, with a director and support staff personnel, is responsible for the coordination of academic eligibility for 350+ student-athletes and all operational matters to ensure safe preparation for statewide competition.

In 2023-24, 65 percent of our student-athletes (207) were members of the Dean's List – with an amazing 78 earning a 4.0 GPA during their season of competition. For the year our students earned 72 All-Conference, 30 All-State, and 10 All-American honors.

The area dean and director approve and support the documentation presented by our division. The request includes important data and narratives that reflect the division's ability to change and adapt to internal and external challenges. Thank you for your review and consideration.

This form is completed and ready for acceptance.