

De Anza College

Program Review – Annual Update Form – KNES

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

Revisit Mission Statement

- The feedback by RAPP provides the area for improvement on how we are going to accomplish and achieve our goals, through connecting with the college mission. Goal to complete by: Fall 2025

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.

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 dropped 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.

SLO Assessment

- Our division will include more specific program strategies that align with the college’s mission and goals. Goal to complete by: Fall 2025

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive 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 have 100 percent load assignments in KNES courses.
- Full-time head coach/faculty member (track & field/cross country) resigned from the college; currently replaced by a temporary full-timer.

- New part-time men's basketball coach/faculty member, upon the return of a one-year program hiatus to recruit the position.
 - New full-time facility & equipment coordinator; position elevated (facility & equipment assistant) from RAPP's position prioritization process.
3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

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 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.

Eliminate Equity Gaps

- The division faculty continue to hold Monthly Division Meetings. 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.
4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Goals are not changing.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Approvals

- Hiring of a full-time Facilities & Equipment Coordinator

- New cycling bikes
- TRX suspension trainers
- Equipment and supplies for KNES weight room
- 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

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

The lack of these critical staffing resources disproportionately affects historically underrepresented students (generally in athletic programs), who are already at a higher risk of not completing their education. These gaps in overall support services and personnel 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 gaps is essential for improving student outcomes, especially for students most in need of support.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. 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)	<p>There is a pre-test that evaluates overall fitness</p> <p>There is a midterm test to see improvements in fitness reflected upon the pre-test</p> <p>The final is the post-test which reevaluates overall fitness results</p>

<p>Summary of Assessment Results</p>	<p>85% of the students improved their fitness with significant gains in cardiovascular, strength and flexibility</p> <p>15% of students who didn't see improvements, were inconsistent in their participation or did not complete 1 of the 3 tests</p>
<p>Reflection on Results</p>	<p>I will continue to improve my test methods and align my workouts with the objectives of the class and students enrolled</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>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.</p> <p>Technologic tracking and monitoring of progress</p> <ul style="list-style-type: none"> • 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. <p>Faculty stay current with innovative instructional practices</p> <ul style="list-style-type: none"> • 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.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments: I agree and support the Annual Program Review documentation presented by our division faculty members. The division continues to be successful in operating under challenging circumstances. The unknown impact of AB-928 weighs on the division, but the collegewide support – including efforts from Shared Governance colleagues, RAPP, and Academic Senate – adds to our collective hope and goals for future success. The division is well-represented across campus, with 100 percent of our full-time faculty members belong to Village and/or committee work; our part-timer faculty members

are also heavily involved. Recent examples include faculty representation in areas of Guided Pathways, ZTC/OER, RSI training, COOL committee, district student housing, campus facilities, GE subcommittee, among several others. The Physical Education & Athletics Division is one of a few divisions that host Monthly Division Meetings in a hybrid format – and includes student leaders as part of the agendas. The division had great attendance at optional meetings for Budget Review (with Director of Fiscal Services) and Program Review. We look forward to hosting a Summer/Fall Retreat to complete items in this and the upcoming Annual Program Review cycle.