

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Physical Education	
Program Mission Statement:	The mission of the Physical Education and Athletics Division, is the development of the total individual by offering a comprehensive program emphasizing health, intellect, character building and lifelong learning through exercise, sports skill development and critical thinking. The Division is committed to providing vocational training opportunities to prepare students for employment, achieve educational goals, and be vibrant participants in a diverse and changing world.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Personal enrichment	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program

Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	2	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: http://www.deanza.edu/gov/IPBT/program_review_files.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees		For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	(1)	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	0	For ALL programs. At this time only a numerical response will be

		accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	Success of our targeted student populations shows an overall decrease of 1% with retention as a whole showing of a strong retention rate 91%. Overall, statistically no change.	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm (prior to 2010 PR sheets) and www.deanza.edu/ir (2010-11 PR sheets here)
Trends in equity gap:	There was a slight drop in student success in some target populations since last year--highest achieving (Asian 87%) about the same as last year (88%) but students groups consisting of Blacks (83-78%) and Hispanics (from 81 to 79%) decreased. This may be due to the fact that instructors have implemented course SLOs that require more reading and writing assignments that will support the learning of more the complex concepts.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf , p.16. Briefly address why this has occurred.
Closing the student equity gap:	Our plan was to create new curriculum to attract and retain students in general. However, we do have a strong soccer curriculum that attracts Hispanics; badminton is especially popular with Asians. We have also increased our offerings of indoor cycling and fitness classes with the addition of our two new instructors/coaches. Overall, there are more males participating in our classes.	What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.
Overall growth/decline in # students:	Comparing 09-10 to 10-11 data the number of students enrolled decreased about 2% while the overall college lost 7 percent. This may indicate that students who come to De Anza enjoy the opportunities to participate in a wide variety of activities despite increased tuition.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	The State will be limiting repeatability of Physical Education classes, starting F’13. The faculty will be working on new curricula this summer in order to meet an extended catalog deadline. We are not sure how this will affect our overall enrollment at this time. We have to reduce our offerings by 10% starting this Summer. We expect that there will be a corresponding drop in enrollment. We also have had to reduce the offerings of a new curriculum, Lacrosse because of budget constraints.	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)
Progress in “Main Areas of	Main areas: curriculum to fit the needs of the ever-changing	Based on the 2008-09 Comprehensive Program Review, Section

<p>Improvement”</p>	<p>demographics of the college. T. Beggs and D. Schafer-Braun are working on a new series of modular courses. We have submitted a transfer model curriculum to the State. The new title for our Division has also been requested. We discovered that Kinesiology is one of the most well attended majors at our sister CSU San Jose State and across the state. When this degree is adopted we expect that our students will take more of our lecture classes. Still have facility constraints and facilities where new courses can be offered, where to move existing courses in order to create more space and enhance maximum classroom utilization for students is a never ending battle. The pools and track/football field were renovated this year. These facilities may free up our facilities so that we might offer lacrosse, field hockey or other curriculum that can be conducted outside.</p>	<p>I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.</p>
<p>CTE Programs: Impact of External Trends:</p>		<p>Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.</p>
<p>CTE Programs: Advisory Board Input:</p>		<p>Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.</p>
<p>IV. A Budget Trends</p>	<p>Please see dean’s summary</p>	<p>Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don’t work with Budget, please ask your Division Dean to give you the information.</p>
<p>Enrollment Trends</p>	<p>The enrollment trends within the department mirrors that of the college as a whole when one compares 2008-09 to 2009-10 there was a slight increase in enrollment. But in 2010-11 the college’s enrollment dipped 7% while the Physical Education dept’s enrollment dipped 2%. This trend may reflect the fact that we had added two new full-time coaches. Their off-season classes are credited to the physical education department. The track, cross country, and water polo enrollment increased. The trend may also reflect that many students will take activity</p>	<p>Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information.</p>

	classes in our area -we are popular.	
V. A -Faculty Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	Full-time position for the Health and Wellness Center. Full-time position for Women’s Locker Room.	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary.
Justification for Faculty/Staff Positions:	Full-time Health and Wellness Center. The Center is open from 6am to 8pm. Need another person to cover the peak hours and evenings. Full-time Women’s locker room attendant. First reason to ensure that women are served equally to men (title IX). Second, for safety and security. The locker room is used by a variety of students including older adults and disabled. These groups in particular situations need a staff person to assist.	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.
Equipment Request	Each item under 1,000 multiple items may exceed \$1,000	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	Replacement equipment for classes, kickbox towers, mats, bands, weighted balls, bosus, jump ropes, bikes and bike parts for cycling classes, kickboards and deep water running vests, weights and dumbbells for strength development, body sculpting, total fitness . . . classes. Wear and tear on these items takes their toll over time. Various pieces are usually ordered in half-dozen to dozens of each item. The life expectancy of each item depends on how many classes utilize the item. Measure C funding may or may not cover these items.. . not sure.	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)
Equipment Justification	Students rely on the replacement of equipment for safety and because they are core tools that ensure that the students attain the course student learning outcomes.	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request	New -Smart classroom set up for PE 11L, PE 15 and PE14. All three rooms can benefit from the use of accessing technology while in	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility

	<p>class. All instructors can show videos, accessing updated research on the net. Students will benefit from visualization: seeing examples of techniques, cycling in a virtual environment are some of the examples of motivational techniques that could be provided by this equipment.</p> <p>Replacement not included in measure C.</p> <p>-Putting and chipping green for golf classes. Maintenance and Repair-Resurface tennis courts.</p>	<p>e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility</p>
Facility Justification	<p>-Putting and chipping green for golf classes. One of the core components of the golf curriculum is putting. The facility that was original part of the Measure C project was not funded due to lack of funding. Est. 50-100 thousand dollars.</p> <p>-Maintenance and Repair-Resurface tennis courts. The courts should be resurfaced every 7 to 10 years. There are unexplainable bumps that arise mysteriously 1-2 feet in diameter, 1-3" high. These bumps have been dug out and refilled a number of times and ones continue to show up. One of the main vendors in the area recommends that the courts be taken down and redone est. \$70,000. The courts are functional and will be if a more regular maintenance routine was kept.</p> <p>-These facility requests support the college's mission to provide all students the opportunity to communication and express themselves physically; to become proficient in utilizing technology to seek and critically assess written works; engender tools to maintain and improve physical/mental wellness and personal responsibility for one's own health within a diverse social environment.</p>	<p>Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.</p>
B Budget Augmentation		<p>How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p> <p>If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".</p>
Staff Development Needs	<p>We need help with learning how to use our computers. Developing SLO and PLO assessments of students to increase retention and decrease the equity gap.</p>	<p>What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p>
SLOAC and PLOAC summary	<p>At this time we only have a summary from last Fall's opening days. We planned SLOACs and a PLOAC (new student survey for athletics was</p>	<p>What did you learn from your SLOAC and PLOAC activities this year?</p>

	planned) to study whether the College is satisfying student interests relative to the third prong of Title IX. A discussion about SLOAC results will be conducted at the end of the Spring Sports' seasons so that we have all the coaches available for the discussion.	
Future plans	Many of the resource requests are primary components to the curriculum without the replacement or renovation of the equipment and facilities the ability to safely serve our students or in many cases provide the experiences of "working progressively against a resistance" or in an unstable posture could become limited or eliminated. Actual assessment of enrollment trends within our courses comparing those that rely heavily on equipment compared to those that traditionally do not may be an interesting part of a PLOAC.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Dawnis Guevara, Jason Damjanovic, Debi Schafer-Braun, Tom Beggs, Rachel Pacheco, Coleen Lee-Wheat	APRU writer's name, email address, phone ext.