



## New Classified Staff and Administrator Request Justification

### Complete One Per Program/Area

**Date:** 4/25/24

**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	Classified or Administrative Position	Salary Schedule or Position Grade	Area Ranking*
Athletic Trainer	Classified	Salary Grade: C1-50 \$73,967.20 - \$99,228.65	#1
Administrative Assistant, Senior	Classified	Salary Grade: C1-52 \$77,555.66 - \$104,206.93	#2

\* 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.

### 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 job description of the position in 3-4 sentences so the committee can better understand the scope and duties of the position.

**Athletic Trainer:** Plans, coordinates, and implements comprehensive sports medicine programs for the care, treatment, rehabilitation, and prevention of physical injuries; and performs related duties as assigned. Evaluates all initial athletic injuries and recommends, responds to, and performs appropriate medical care to student athletes; communicates diagnoses, medical treatment, and rehabilitation information to student athletes and their parents, as legally required. Develops and implements injury management protocols and emergency action plans; renders first aid, immediate injury evaluation, initiates Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED), and activates Emergency Medical Services (EMS) when necessary at practices, hosted events, and required off-campus events.

**Administrative Assistant, Senior:** Performs a variety of advanced administrative support duties of considerable complexity requiring a significant level of knowledge of assigned department/division, College/District policies and procedures, and local, state, and federal regulations; provides administrative support to assigned Dean, Director, faculty, and staff, including coordinating multiple calendars, schedules, making travel arrangements, and handling sensitive materials; coordinates development, input, and maintenance of class schedules; composes and prepares complex correspondence, reports, and other documents using considerable judgment in content and style; provides information to students, staff, faculty, a variety of other public and regulatory agencies, community groups, the business community, and the general public; administers complex budgets; coordinates workflow of the office; and performs related duties as assigned.

2. 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 the [Equity Plan ReImagined](#)?

The division/department develops the human capacity of our diverse student populations through programming and services related to instruction, competition, and leadership. We provide support in the six key factors of student success. Our students

are: Directed, with a goal and the knowledge of how to achieve it. Focused, staying on track to achieve that goal. Nurtured, feeling that we want to, and do, help them to succeed. Engaged, actively participating in class and extracurricular activities. Connected, feeling that they are part of the college community. Valued, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated. The Department 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 The Department 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.

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

A few years ago, the area was approved for its athletic director position to be converted from faculty to management. This adds a level of supervision and support for the largest athletic department in the 17-member Coast Conference. The area was also approved for a full-time tenure-track faculty/coordinator position to lead the football program, as part of prioritized Equity positions.

Last year, the area was approved for a Sports Information position; and the increase in funding to elevate a Facilities & Equipment Assistant to a Coordinator position.

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.

4. What types of disaggregated data are used to address the program's goals and objectives?

The athletic (PE) department utilizes the college tools for data collection; including information included in the comprehensive program review document submitted to RAPP; this includes 113 sections in Physical Education. Our largest Athletics enrollments include Latinx (#1 with 697 enrollments); Black (#4 with 189); Filipinx (#3 with 88); and Pacific Islander (#6 with 45). The Course Success with Disproportionate Impact comparison rates are generally even across all groups: Filipinx (+2 percent); Pacific Islander (+2) Latinx (+1); Black (-1); and Low Income (-2).

The KNES division utilizes the college tools for data collection; including information included in the comprehensive program review document submitted to RAPP; this includes 270 sections in Kinesiology. Our largest Kinesiology enrollments include Latinx (#2 with 1,242 enrollments); Filipinx (#3 with 322); Black (#4 with 230); and Pacific Islander (#6 with 39). The Course Success with Disproportionate Impact comparison rates are: Pacific Islander (+9 percent) Filipinx (+3); Latinx (-4); Black (-12); and Low Income (-7). Of the 32 AA-Transfer degrees awarded in 2023-24, 28 were from students of color.

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

The Physical Education & Athletics Division and Athletic Department hold monthly hybrid meetings to discuss strategies to improve student learning, development and success; a student representative is also included. While there are two separate agendas, it is common that meetings are held in a “joint” format to discuss areas that crossover. This is also good practice to inform the entire division of general items. Standing agenda items include updates from area leads and campus shared governance representatives. In addition to holding monthly meetings, additional meetings are scheduled when needed to address specific projects – including AB 928 and emergency voting.

Faculty members, classified staff, and managers join campus/district committees – with current voting representation on Academic Senate, Curriculum, RAPP, Budget, Facilities, Guided Pathways/Villages, Technology, Student Housing, among several others. The program also joins and creates taskforces as needed, including current collaboration with ZTC/OER (local and statewide) and the GE Subcommittee. Several area employees also belong to regional and state affiliations in their respective areas; the division is a dues-paying member of the California Community College Physical Education, Kinesiology & Dance (CCCPEKD) organization. This year’s Flex Day meeting included a visit from the CCCPEKD president and the De Anza College Academic Senate president. Monthly meetings for 2023-24 have included a number of guests, including leaders from CONNECT, Health Services (Substance Abuse/Narcan Training), ZTC/OER, GE Committee, and Enrollment Services.

Strategies are also address by division and department employees collaborating regularly with colleagues from Enrollment Services, Financial Aid, Food Pantry, Title IX, Student Development, College Life, OTI, College Operations, Facility Rentals, FF&E, District Plant Maintenance, Health Services, Office of Equity, Men of Color Community, Mental Health & Wellness, ETS, Scheduling Office, Curriculum Office,

Human Resources, among others.

The Physical Education & Athletics Division currently has four (4) employees that staff regular/weekly hours in the Health & Life Sciences Village. The Village is also the location of the weekly Open Office Hour for the dean and chair/scheduler; where employee drop-ins are encouraged to meet with both.

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

The area collaborates each Program Review cycle to review data, and requests special reports from the Office of Institutional Research, Planning & Accreditation. During Fall 2023, the area received a 12-page report “Kinesiology Student Demographics and Course Outcomes, 2018-19 to 2022-23” from our college research analyst.

The extensive report includes data on Kinesiology major students, demographics, course success, course retention, term-to-term persistence and course unit load compared to non-Kinesiology major students. The report was shared with the area, to lead further/on-going discussions and planning.

The area also utilizes an Objectives & Key Results (OKR) goal-setting framework, introduced to its employees in 2019-20. The OKR method helps employees identify respective goals and collaborate with other stakeholders to complete outcomes. These are also shared and reported across the area.

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

The area is responsive to meet a variety of needs on a daily basis. Our areas in athletics and kinesiology are often referred to as the “original Guided Pathways model.” Our courses, programs, and teams are natural village settings, with faculty/staff leaders guiding students through coursework and additional support. Our area environments have embedded opportunities that are welcoming and inspirational for diverse populations. Students in our classes and programs are able to set goals and make personal progress under the caring leadership of our faculty/staff. Our classrooms are ideal lab settings for trail-and-error and instant feedback for improvement. Students learn the value of communication and teamwork through daily experiences in coursework and athletic competition. We accept students of varying levels of experience and work with them individually to ensure quality educational experiences.

The area responds to needs through its REACH cohort and FAST program. Each has

faculty oversight and support with tutoring and study hall requirements; and assistance from an embedded counselor.

In 2022-23, the FAST Coordinator helped secure Technology/Emergency Funding through the Financial Aid Office. The coordinator and the president of the Student-Athlete Advisory Council developed a student survey and hosted Zoom information sessions to identify student needs. A total of 395 disbursements were awarded to qualifying student-athletes in the sum of \$644,400. The division continues to address student equitable access and basic needs.

8. 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?

Kinesiology is a perennial Top 10 degree at De Anza College. The area has a proven track record of being responsive to changes – both from the local level and statewide system. Over the years, we have successfully navigated repeatability, budget cuts and reductions, while maintaining most foundational components. Even during challenging times, our area has responded to meet student and community needs. Increasing full-time staff helps the area improve programs at the levels of nearby community colleges that compete for enrollment. To adapt, our area employees have joined campus, district, and statewide groups to learn more and have representation.

As one of the first college areas to return from COVID/campus closure, the division participated in “packaged scheduling” and enjoyed great success. Our activity courses ranked among the most popular on campus, starting as early as 7 a.m. In Fall 2022, we experienced a 42 percent increase in face-to-face KNES enrollments over the prior year.

We continue to build and promote student leadership opportunities through our Student-Athlete Advisory Council. De Anza College is a state leader in this programming, and participated in an expert panel at a convention in Sacramento this March.

This year, our area was awarded the Acceleration Grant for developing the A.A.-T degree in Kinesiology – an innovative way to offer free/low cost courses to future students. De Anza College is one of two state community colleges with the grant for kinesiology.

**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?

**Athletic Trainer:** We are fortunate to have an experienced De Anza College athletic trainer, and a recent hire who was a former De Anza College student-athlete and student-trainer. For many years, the division relies on qualified temporary employees to backfill busy periods of each quarter and to work hours when one or both full-time athletic trainers are not available. Temporary employees are difficult to hire, as many certified professionals are seeking full-time employment and the TEA pay is low. This is not an ideal situation, as temporary employees could potentially provide care/treatment to a student one day, and not be there the next day(s) for consistent follow-up with that professional. According to the National Athletic Trainers Association (NATA) formula for quality care, a size of De Anza's department (369 student-athletes in 2023-24), the recommended number of full-time athletic trainers is 10.11 positions.

**Administrative Assistant, Senior:** For many years, the division/department is staffed with one Administrative Assistant II. The amount of work related to basic functions and duties is enough for three full-time professionals (when compared to other like-sized departments statewide). We are fortunate to have an experienced De Anza College employee in this area, but a lot of work is required daily. The current full-time employee processes documentation and organization for human resources, purchasing, and budget for 17 athletic teams and two managers – in addition to servicing the instructional programs and staff. Additional information is provided throughout this document.

2. How does the position support on-going college operations and/or student success?

**Athletic Trainer:** The two full-time athletic trainers lead in the onboarding of 350+ student-athletes each year – through a variety of team, small group, and individual meetings to cover health, safety, and medical protocols and related information. Student learning is evident through state mandatory concussion testing and drug awareness training. The athletic trainers work with licensed physicians and counselors/advisors with injured student-athletes and safe-to-return policies related to academics and athletic activities. The athletic trainers also work with student-athletes returning for surgical procedures to improve development and success. The athletic trainers also lead projects related to medical software and applications, including daily communication department-wide to keep students on track academically and connect with any additional campus resources related to each student; this includes weekly collaboration with the Mental Health & Wellness Center professionals. The athletic trainers played a key role during the COVID pandemic, including the collaboration with on-site testing. The athletic trainers have also developed an Emergency Action

Plan and work closely with community networks, including Stanford Health Care and local ambulance companies.

**Administrative Assistant, Senior:** The position is critical to help process the daily workload of busy year-round programs. With 17 sport teams, 80+ employees, and 350+ student-athletes, documentation and organization is needed to support on-going college operations. Processing more than 220 annual athletic events requires contracts and paperwork for vendors, including officials, transportation, and event workers; and coordination of facility scheduling/reservations. Half of these events (away trips) requires assisting head coaches with processing receipts and/or payment reimbursements related to transportation, hotels, meals, and other expenditures; individual reimbursements can range from \$100 to \$10,000 for a single trip. Our area has oversight and coordination of human resources, employee onboarding/orientation, more than 50 budgets (including General, Fund 15, Foundation), purchasing/billing, requisitions, vendor collaboration, customer service, facilities, scheduling, transportation, health/medical services, among several others. To date (for 2023-24), the current Administrative Assistant II has processed 77 position entries for temporary hires; she facilitates this process each year, whether individuals are new or returning. Each position requires documentation from each team sport or area, to include employee information and appropriate pay rate and budget allocation.

3. How does this request align with the program's needs as detailed in the program review or CAS form?

**Athletic Trainer:** The request is in alignment through several of the area's Program Reviews. This position ranked No. 1 among five that were part of a division vote.

**Administrative Assistant, Senior:** The request is in alignment through the area's Program Review. This position ranked No. 2 among five that were part of a division vote.

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

**Athletic Trainer:** Without a third full-time athletic trainer, the area will continue to recruit temporary employees to backfill busy periods throughout the academic year. Offering overtime to full-time athletic trainers is not always the best option, as they need to be well-rested, healthy, and sharp to function at high levels related to student safety and care.

**Administrative Assistant, Senior:** With one office employee, the area will continue to struggle in maintaining levels of optimal efficiency and efforts to address staff burnout and low morale. Hiring temporary employees to assist is not a viable option, as training is time-consuming and constant due to high turnover.



5. Other information, if any.

**Athletic Trainer:** This position aligns with the Institutional Mission Statement related to Institutional Core Competency: Physical/mental wellness and personal responsibility; and Developing the Human Capacity of All Students/a key factor of student success (Engaged, actively participating in class and extracurricular activities) – also identified in the Educational Master Plan and Equity Plan Re-Imagined. Additional staff helps address health and medical services needed for 350+ student-athletes (many from our targeted diverse student populations) and enrollment efforts in retention; injury prevention and rehabilitation programming helps students stay on track academically (Educational Master Plan, Pages 18-19).

**Administrative Assistant, Senior:** This position contributes to the work needed to help students succeed and employees engage in the important work related to the college Mission, Educational Master Plan, and Equity Plan Re-Imagined. The institution Values, related to Innovation in our employee roles to continuously and purposefully reflect in order to innovate and improve. This position increases division staff member bandwidth – to participate in professional development opportunities, shared governance roles, and other college/district committee work; and to attract and retain long-term team members.

JOB DESCRIPTIONS

**Athletic Trainer:** [https://hr.fhda.edu/class-comp/\\_ace\\_classifications\\_description\\_2022/Athletic%20Trainer.pdf](https://hr.fhda.edu/class-comp/_ace_classifications_description_2022/Athletic%20Trainer.pdf)

**Administrative Assistant, Senior:** [https://hr.fhda.edu/class-comp/\\_ace\\_classifications\\_description\\_2022/Administrative%20Assistant%20Senior.pdf](https://hr.fhda.edu/class-comp/_ace_classifications_description_2022/Administrative%20Assistant%20Senior.pdf)

Thank you for your review.