

Faculty Request Form - Fall 2024

Department/Area and Name of Submitter

General Counseling

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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: General Counselor (GC)

Replacement or Growth: Replacement

Retirement/Resignation Date: Resignation date: July 1, 2024.

Instruction, Non-Instruction, If Both, indicate the ratio: Depends, but typically 70% counseling, 20% instruction, 10% committees & meetings

*Area Ranking: #1 General Counselor

#2 Transfer Counselor

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 2023-24

Fill Rates

All Units

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	274,563	265,467	262,305	226,391	224,304
Sections	10,134	9,778	9,359	9,066	8,991
Fill Rate	75%	82%	83%	81%	81%
Average Section Fill Rate over time					

Success and Equity

All Units

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	79%	80%	80%	80%	81%
Withdraw Rate	9%	10%	10%	10%	8%
Equity Gaps	-12%	-12%	-11%	-10%	-10%
Success and Equity Trends					

Faculty Load Ratios

IJ

All Units

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	40%	36%	36%	38%	37%
Part Time	47%	50%	50%	48%	48%
Overload	14%	14%	14%	14%	14%
FTEF (full time only)	319.1	281.2	283.1	273.9	262.4
Faculty Load Ratios					

Awards

IJ

All Units

	2018-19	2019-20	2020-21	2021-22	2022-23
Certificates	1,606	1,531	2,016	2,217	2,022
Associate Degrees	1,929	1,507	1,718	1,511	1,228
Associate Degree for Transfer	1,443	1,545	1,906	1,717	1,555
Awards					

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.

N/A

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).

- The Counseling Division (CD) consistently generates data to make informed decisions about how to best serve students. CD analyzes the data from in person and online general counseling appts., in person and online drop-ins, online assistance (through eAdvising and emails) and via phone.
- Utilizing this data assists in understanding students need for academic, career, transfer, and personal counseling, as well as the platform in which they choose to see a General Counselor (GC).
- The CD collects data via student surveys, SARS Grid, and DegreeWorks, and focus groups.
- The data in the link below includes contributions from all areas, organized into quarterly and fiscal year formats. You'll also find Workshop Data from TC and course success data from Academic Awareness Program (AAP), and CONNECT under the respective tabs, since GCs also assisted with these initiatives.

 [On Campus and Virtual Appt Data.xlsx](#)

- General Counselors saw an average of 1,020 students per one Counselor in 2022-2023.
- During all breaks (Winter, Spring, & Summer) General Counseling is the only area serving all students beyond Counselor's 120 required hours. We make sure to spread out during the summer the appropriate number of General Counselors available when Embedded Counselors are on summer break.

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).

- The request to fill a vacant General Counselor (GC) position fully aligns with the goals in De Anza College's Educational Master Plan (EMP).
 - The EMP highlights the importance of student-centered instruction and services. The GC allows for more counseling appointments to give students individualized support as they develop their educational plans.
 - The EMP prioritizes closing the equity gap for underserved student populations. DA is noted for being a "tops in transfer" school, and a GC helps students achieve their transfer goals, particularly underrepresented student populations. A knowledgeable and dedicated GC can continue to provide specialized support to underrepresented student groups interested in transferring.
 - The EMP emphasizes improving outcomes for key student populations. Filling the GC position directly supports this by reducing wait times and increasing the number of students served.
 - The GC offers wrap-around services to underserved students and first-gen who may find it difficult to navigate college.
 - The GC Program Review focuses on outreaching to continuing and returning students to ensure they are aware of our services through monthly newsletters.
 - In addition, as part of our Program Review, the Transfer center provides transfer workshops to ALL students on this campus.

2. How does this request align with the College's Equity Plan Re-Imagined?

- Following the state's Vision 2030 along with Foothill-De Anza Community College Chancellor Lambert Lee's emerging goal to "remain equity-minded and learner-focused to effectively equip students with the skills necessary to pursue their goals;" and De Anza College's Equity Plan, the following depicts how the CD directly supports these goals:
 - Effectively counsel students via personal, academic, transfer, and career counseling. GCs play an integral role to create an equitable experience for all students, particularly those from historically underrepresented backgrounds.

- Address racial equity gaps in student learning outcomes through counseling by providing personalized counseling and support based on each student's individual challenges they face while in college.
- Incorporate culturally responsive counseling methods, where Counselors acknowledge students diverse background and create a safe space to support students during challenging times.
- Offer counseling, career, and human development courses to further assist students in understanding and celebrating students from various cultures and backgrounds. Students enroll in Counseling courses that supplement their college classes and gain knowledge and skills to help support them through their time in college.

Specific Counseling courses taught:

Course Number	Course Title	Units
CLP 5	College Major and Career Options	2
COUN 5	Introduction to College	1
CLP 7	Self-Assessment	4
HUMA 10	Human Sexuality	4
HUMA 10H	Human Sexuality - HONORS	4
HUMA 20	Life Skills for Higher Education	4
HUMA 30	Understanding and Managing Stress	4
COUN 80X	Special Topics in Counseling	1
COUN 80Y	Special Topics in Counseling	2
COUN 80Z	Special Topics in Counseling	3

Students enroll in Counseling courses that supplement their college classes and gain knowledge and skills to help support them through their time in college. Data chart below shows course success rates with CLP, COUN, HUMA courses:

(See Course Success Rate attachment)

3. How does the program use data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of students, changing environments, other populations served, and evolving institutional and state priorities?

- As mentioned in the data analytics above, the CD uses student satisfaction surveys, workshop data and counseling session attendance to gain valuable insights into its services. The data and feedback informs the CD of any adjustments to services offered that are essential for student success. For instance, GC used data for marketing purposes to have students come in when more appointments were more readily available (typically after the census date). We outreached to students to remind them to utilize GCs while there was some availability versus trying to come in for an appt. when everyone else was trying to get one.
- The GCs are also involved in implementing changes from the state such as AB 1705, AB 928, and AB 1111. They are also heavily involved in the intricacies of transfer updates from UCs, CSU, and Out-of-State colleges and universities.
- All General Counseling Programs collect qualitative data from students, asking them informally what is working and how we can improve. From these data points we've increased our outreach, we're creating a transition plan for students from Outreach to General Counseling, and through CONNECT reaching out to students with a 2.0 to 2.59 GPA to ensure they continue to have good academic standing.

4. 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 GC plays a critical role in supporting student success and the on-going college operations, especially within Student Services. It is necessary to fill the vacant GC position to continue the high-quality and timely counseling that students have grown to expect and need. With educational plan mapping, Guide Pathways, complicated transfer processes, and other state

and college initiatives, students need even more assistance when deciding on a career, educational, and transfer goal.

- Filling the GC role will assist with the complexities of transfer, and helping De Anza College to maintain its “tops in transfer” status.
- The GC can offer individual and wrap-around services that are important in helping to keep students in school and engaged in their classes.

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). The CD has the following faculty and classified professional staff:
- 14 full time faculty (includes the vacant position).
 - 1 Counseling Staff Supervisor
 - 3 Program Coordinators: (Transfer, CONNECT, AAP)
 - 2 Student Success Specialists
 - 1 Admin. Asst., Sr.
 - 1 Admin Asst. I
 - 4 TEAs
 - For 2022-2023, the number of unduplicated students served in each CD area:
 - 10,690 students via academic, career, and personal counseling. This translates to an average of 1,069 students per GC. <https://www.deanza.edu/counseling/>.
 - Transfer Counseling appts: 3,891 unduplicated, with 578 student contacts via transfer workshops.
 - AAP: 2,524 Unduplicated; 7,556 Drop-ins, duplicated.
 - CONNECT: 359 Unduplicated students not part of an embedded program; 591 total referrals to CONNECT team.
6. 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):
- The GC position is crucial because it provides vital support to students navigating academic challenges, career choices, personal difficulties, and transfer, ultimately contributing to their overall success at De Anza College and beyond.
 - The GC contributes fostering a healthier, more vibrant college environment by helping students feel supported, engaged, and equipped to achieve their goals by assisting them with academic advising, career exploration, financial aid navigation, and addressing any personal concerns, which can significantly impact student retention and overall college retention.
 - The GC also assists students who have been identified as being at-risk (though CONNECT and other college referrals) by checking in with them about their progress and provide timely support to help ensure academic success.
 - The GC also advocates for students and helps them navigate difficult conversations with faculty and administration as needed.
 - The GC works closely and effectively with other Counselors from embedded areas, as well as faculty, staff, and other campus departments to provide wrap-around student support.
7. Explain how the work will be accomplished if the position is not filled. (refer back to the comprehensive program review areas: Staffing Needs):
- If this position isn't filled for this year, the CD would continue to utilize backfill or additional pay to assist with services not being altered to students. This strategy is not sustainable, since we would be using retention funds or our own CD B budget and we cannot rely on these funds over time.
 - In addition, the counseling consistency with part-time Counselors is an issue as some Counselors take other full-time positions, step out various quarters if there is no assignment for them (and when they do come back they need to catch up on vital transfer info or policy changes), or work two or three counseling jobs at other colleges and their availability may be limited.
8. Other information, if any:

Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed). No additional comments needed since I wrote this request.

Course Success with Disproportionate Impact (credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Blue: Student groups experiencing a negative percentage point gap that is not statistically significant

Tan: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

FHDA District->De Anza College->Student Services->Career Life Planning-DA

2022 Summer to 2023 Spring

Number of sections: 27

Career Life Planning-DA					Student Services				
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Student group	Enrollment at census	Student Group Success rate	Comparison success rate	Percentage point gap
All Students (Career Life Planning-DA, 27 sections)	806	73%	72%	+1	All Students (Student Services, 83 sections)	2,524	80%	80%	0
Race/Ethnicity									
Asian	218	77%	71%	+6	Asian	700	87%	77%	+10
Black	51	78%	72%	+6	Black	186	75%	80%	-5
Filipinx	61	75%	73%	+3	Filipinx	200	83%	79%	+3
Latinx	322	69%	75%	-6	Latinx	954	75%	83%	-8
Native American	N/A				Native American	N/A			
Pacific Islander	N/A				Pacific Islander	22	64%	80%	-16
Unknown ethnicity	30	73%	73%	+1	Unknown ethnicity	166	89%	79%	+10
White	112	71%	73%	-2	White	287	76%	80%	-4
Gender									
Female	439	75%	70%	+6	Female	1,345	81%	78%	+3
Male	354	69%	75%	-6	Male	1,140	78%	81%	-3
Non-Binary	0				Non-Binary	0			
Unknown gender	13	77%	73%	+4	Unknown gender	39	85%	80%	+5
Special Populations									
Foster youth	N/A				Foster youth	22	55%	80%	-25
Low Income	441	69%	77%	-8	Low Income	1,298	74%	85%	-11
Not Low Income	365	77%	69%	+8	Not Low Income	1,226	85%	74%	+11
Veterans	0				Veterans	18	67%	80%	-13

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New Features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Blue: Student groups experiencing a negative percentage point gap that is not statistically significant

Tan: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

FHDA District->De Anza College->Student Services->Counseling-DA

2022 Summer to 2023 Spring

Number of sections: 27

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Counseling-DA, 27 sections)						
Race/Ethnicity						
Asian	147	93%	87%	+6		
Black	50	78%	89%	-11		6
Filipinx	36	94%	88%	+7		
Latinx	230	89%	88%	+1		
Native American	N/A					
Pacific Islander	N/A					
Unknown ethnicity	92	96%	87%	+9		
White	49	65%	90%	-25		13
Gender						
Female	299	89%	88%	+1		
Male	301	87%	89%	-2		5
Non-Binary	0					
Unknown gender	11	91%	88%	+3		
Special Populations						
Foster youth	N/A					
Low Income	290	82%	94%	-12		36
Not Low Income	321	94%	82%	+12		
Veterans	0					

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to

chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New Features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Blue: Student groups experiencing a negative percentage point gap that is not statistically significant

Tan: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

FHDA District->De Anza College->Student Services->Human Development-DA					2022 Summer to 2023 Spring	
Number of sections: 29						
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Human Development-DA, 29 sections)						
Race/Ethnicity						
Asian	335	90%	75%	+15		
Black	85	71%	81%	-10		9
Filipinx	103	83%	80%	+3		
Latinx	402	71%	85%	-14		57
Native American	N/A					
Pacific Islander	N/A					
Unknown ethnicity	44	86%	80%	+7		
White	126	85%	79%	+6		
Gender						
Female	607	81%	79%	+2		
Male	485	79%	81%	-2		12
Non-Binary	0					
Unknown gender	15	87%	80%	+7		
Special Populations						
Foster youth	12	67%	80%	-13		2
Low Income	567	75%	85%	-11		62
Not Low Income	540	85%	75%	+11		
Veterans	18	67%	80%	-13		3

¹The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

Faculty Position Request Data Sheet

Limits: From 2018-19 to 2025-26

Fill Rates

FHDA District->De Anza College->Student Services->Counseling-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollments	587	642	713	851	617	518
Sections	22	23	25	30	27	24
Fill Rate	76%	79%	81%	85%	76%	64%

Success and Equity

FHDA District->De Anza College->Student Services->Counseling-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Success Rate	89%	91%	84%	86%	88%	78%
Withdraw Rate	5%	2%	3%	4%	2%	10%
Equity Gaps	-5%	-6%	-2%	-7%	-1%	15%

Faculty Load Ratios

FHDA District->De Anza College->Student Services->Counseling-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	27%	37%	48%	53%	61%	57%
Part Time	26%	27%	32%	13%	14%	9%
Overload	48%	35%	20%	33%	25%	34%
FTEF (full time only)	0.1	0.2	0.3	0.4	0.4	0.3

Awards

FHDA District->De Anza College->Student Services->Counseling-DA

	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	97	213	327	277	266
Associate Degrees	0	0	0	0	0
Associate Degree for Transfer	0	0	0	0	0

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.