

# Faculty Request Form - Spring 2024

## Department/Area and Name of Submitter

Student Success and Retention Services/Equity and Engagement Division

### 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
Learning Communities Counselor	Growth		Both	.066	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, please provide information for each of the following areas:

#### A. Instructional Faculty

1. How does the department use data to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

This position currently teaches at .066 load for the year (.022 fall, .044 winter) and works as part of a teaching team of other faculty from different departments that provide a collection of GE courses for students in the learning community. This teaching team meets regularly to talk about how students are receiving and reacting to their integrated and themed curriculum. This assessment includes looking at curriculum and strategies that had great success as well as those that need to be refined/tweaked.

As a new program, the Pride learning community counselor has worked with the LinC faculty co-coordinators to administer two “Small Group Instructional Feedback (SGIF)” sessions; one in the Pride Learning Community's pilot year (AY 23-24), and another this year when new classes and faculty were added to the program. These SGIFs work similarly to student focus groups and have been incredibly affective for the counselor to hear direct student feedback about everything from the curriculum to the structure of the program.

#### 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).

Within the department, the Associate Dean works with all the counselors, including this Learning Communities counselor, to understand program data in the Precision Campus tool, and to use that data to inform strategic goals for the program like which courses to offer for the cohort and at what time during the year. The A.D. also meets with the counselors in the SSRS department to evaluate data on counseling appointment attendance that comes from the SARs appointment system. Reviewing data on appointment attendance and cancellations have informed decisions in our area that have updated administrative processes, informed new trainings for our counselors, and modified our tracking systems to be more comprehensive. We have also used this attendance data to increase the number of days our faculty and staff are on campus and extend our operating hours.

This position also currently provides counseling and workshops to students taking courses through our LinC (Learning in Community) program. The workshops are often around academic topics, but those specific topics are in response to student requests and what LinC instructors have identified are needed. In the summer, all SSRS counselors, including this Learning Communities counselor position attend 2 days of professional development training through the LinC program's Summer Learning Institute in July, where discussions about teaching pedagogy, equity minded practices and opportunities to strengthen the collaboration of the teaching team occur.

C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan?

One of the stated priorities in the Educational Master Plan (EMP) is retention. Learning communities are a retention strategy because they provide comprehensive on-boarding, a cohort of classes that are degree and transfer applicable, along with embedded counseling support to help students through gateway courses, while developing their self-efficacy and confidence to navigate college beyond the first year. This position would support the new learning community for LGBTQ+ students, while also providing an intensive, case management support to under-represented students who can't commit to the time or schedule that some learning communities require.

Student-Centered Instruction and Services is another priority in the EMP, and at the core of this position. The learning community this counseling position would have primary responsibility over, and has developed culturally relevant and timely curriculum for our LGBTQ+ students that centers the nuances of their lived experiences, while paying particular attention to how that shapes how our LGBTQ+ students experience De Anza in and out of the classroom. Additionally, this position will aim to "meet students where they are at" by expanding services beyond the learning communities to meet the needs of students who can't or don't choose to participate in these programs, but would still benefit from the support.

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

The purpose of this position is to address and narrow existing equity gaps for minoritized students and LGBTQ+ students as evidenced by the data. It will utilize existing strategies that we know work for our current learning communities because in their design they address the six key factors of student success (Directed, Focused, Nurtured, Engaged, Connected and Valued). The position will further amplify our student's self-development that comes from validating our students' multi-racial, gender and sexual identities in the classes it supports and extra-curricular activities it will be responsible for coordinating.

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?

Some of our programs are connected to state organizations and/or new initiatives from the Chancellor's office that require of them to develop strategic operational plans that are aligned with statewide initiatives like Vision 2030. The Pride learning community piloted in AY 23-24. We used institutional data on enrollment patterns for LGBTQ+ students in English to determine which EWRT 1A course to offer (standalone class or bundled with the LART 250 class). We are also able to see in the 1.5 years that we've offered this program that having LGTBQ+ centered curriculum in a safe space like an enclosed cohort has increased course success in those classes (as high as 15% increase in course completion). Time and resources are at a premium with learning communities. Thus, using data to inform where we focus our energy and resources, and remaining aware and responsive to student feedback is critical to our ongoing success.

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

This counseling position supports student success through educational planning, degree completion and assistance through the transfer process, workshops and counseling courses, as well as through the coordination of community building activities to help students feel connected and engaged. This position is designed to do this through a case management approach to counseling.

The college's efforts for the Title III federal grant and specifically the development of this position was to 1) provide tailored, high touch support to LGBTQ+ students, and 2) be able to provide comprehensive counseling support to students who cannot commit to participating in a learning community, regardless of the reason. This position supports the "scaling up" of these effective counseling practices.

5. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

The position is currently grant funded and the funding for this position will expire at the close of the 2025-26 school year. Furthermore, instability at the federal level regarding Title III grants such as this one have resulted in an unstable situation about future funding disbursements. This is on top of a federal administration that seeks to roll back the protections and rights for many students that are served by our Pride and LinC programs. It is time sensitive to institutionalize this position through the college's general fund. The lack of a full time, specialized counselor serving in this role will set us back significantly in our attempts to continue to serve LGBTQ+ students particularly, as well as our disproportionately impacted students. Within Student Success and Retention Services, we will struggle to expand our strategies and offerings to students unaffiliated with our learning communities without additional hands on counseling support.

6. 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.

The Student Success and Retention Services area consists of two resource centers (SSRS center and the Pride Center) staffed by 4 tenured faculty, 1 tenure-track faculty, 1 full-time contract faculty, 1 classified professional and an Associate Dean. It houses 5 learning community programs (Umoja, Pride, IMPACT-AAPI, FYE and Puente). That support includes but is not limited to scheduling, program review, cohort recruitment and programming support.

Our case management model is frequently referenced in this personnel request because it relays a higher level of interaction and service provision required for the implementation of the traditional learning community model; students enrolling in and taking GE and counseling courses together through the first year, with scaffold-ed support for continuing students beyond the first year until they complete their educational goal of graduation and/or transfer. Learning community counselors provide counseling services, teach counseling courses in fall and winter, and coordinate co-curricular activities, academic workshops, college tours, and leadership conferences on and off campus. The multitude of tasks is what makes these programs comprehensive and engaging, but it also greatly stretches the current time allotted in the week



for our counselors to do this work and meet the needs of their students. If the ask is for our current counselors to create space in their schedules to serve students not in their programs, there isn't any additional time to squeeze out of their current schedule, and it's not to their job descriptions which were specified to these programs.

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

If this position isn't adopted beyond the 25-26 school year, we would need to explore the additional pay model to buffer this position. There are downsides to doing so. It's unstable in that it pulls from variable funding sources like "B" budget and 1320 or categorical funding, all of which are undetermined year to year. This isn't great for planning purposes, particularly if there aren't any funds to sustain the additional pay from year to year. Additional pay duties (coordination or otherwise) paid out at the higher end of the Additional Pay scale may garner approximately 10 hours/week of work, which would be a significant reduction from 30+ hours/week in time spent counseling and coordinating these programs. We see the completion metrics for learning communities with permanent full-time faculty positions are often higher than for those learning communities where faculty hold a part-time commitment.

8. Other information, if any.

N/A

Dean/Manager Comments

N/A as Associate Dean is submitter.

This form is completed and ready for acceptance.