



Faculty Request Justification

Complete One Per Department/Program

Date: May 10, 2023

Division: Counseling

Department/Program: Retention

Number of Faculty Requested: 1

Position	Retirement, Resignation or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction
Retention Counselor	Growth	N/A	Non-instruction	N/A
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Note: Insert additional rows if needed.

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

The following data can be gathered from the departmental [program review data sheet](#).

1. Enrollment data for each for each department in which the position is requested. Insert additional rows if needed.

Position	Enrollment (#)			Sections (#)			Fill Rate (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22

Note: Fill rate is the actual enrollment divided by the maximum enrollment per section.

2. Success and equity data for each department in which the position is requested. Insert additional rows if needed.

Position	Success Rate (%)			Withdraw Rate (%)			Equity Gaps (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22

Note: Equity gap subtracts the course success rate of the overall population (Asian, White, Native American, Pacific Islander, and Decline to State) from the course success rate of the population areas of focus (African American, Latinx and Filipinx). A negative equity gap indicates that course outcomes for students from the areas of focus are lower than course outcomes for all other student groups.

3. Faculty ratios for each department in which the position is requested. Insert additional rows if needed.

Position	Full Time (FT %)			Part Time (PT %)			Overload (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22

Note: Overload represents full time faculty teaching overloads as well as all summer assignments.

4. [Awards](#) for each department in which the position is requested. Insert additional rows if needed.

Position	Certificates (#)			Associate Degrees (#)			Assoc. for Transfer (#)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22

5. 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?

6. Other information, if any?

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).

i. The De Anza Retention Team consists of the following:

1. Laureen Balducci, Dean of Counseling
2. Janet Weber, Retention Counselor
3. Patricial Del Rio & Sushini Chand, Program Coordinator I
4. Bidya Subedi, Interim Counseling Services Supervisor
5. Phong Lam, Melissa Luis, Angelie Lopez, Working Out of Class as Student Success Specialists.

ii. The data used to develop, adapt, improve counseling, and support:

1. From SARS Grid (student scheduling system) – in all areas of General Counseling, Transfer & Retention
2. The majority of Academic/Progress Probation & De Anza CONNECT appointments are from Retention Grid
3. Drop-in data and eAdvising data are from the Retention Grid only.

iii. The data shows the following:

Students Served/Contacted			
Term	Fall 2022	Winter 2023	Spring 2023
Dates	9/19 - 12/24	1/09 - 3/31	4/03 - 4/28
Total Unduplicated Count of Students	1717	1877	646
Total Student Contacts*	3171	4160	1037
Appointments	845	829	290
Drop-ins Including:	2326	3331	747
Video/Zoom	33	25	5
Phone Calls*	1254	1601	436
Emails*	1451	1252	330
<u>eAdvising</u>			
Unduplicated Students**	112	106	35
Total Questions	133	115	42

- *Duplicated student data.

iv. Students served: 1239 Students on Academic/Progress Probation – Spring 2023

Gender of AP & PP Students	
Term	Spring 2023
Male	53% (662)
Female	45% (558)
Non-Binary	–
Unknown	2% (19)
Total	100% (1239)

Instructional Modality of AP & PP Students	
Term	Spring 2023
Face to Face	37% (464)
Hybrid	42% (518)
Online	75% (927)

Student Support Program/AP & PP Students	
Term	Spring 2023
Program	Students
DSPS	–
VIDA	34
Veteran	14
MPS	37
EOPS	20
FYE	12
Foster	6
CalWorks	4
LinC	20
Impact AAPI	–
Honors Program	4
UMOJA	3
PUENTE	4
Hip Hop Flow	–
LEAD	13
REACH	3
Total	174 = 14%

Ethnicity of AP & PP Students	
Term	Spring 2023
Latinx	46% (572)
Asian	24% (291)
White	13% (159)
Filipinx	8% (99)
African American	6% (74)
Unknown	2% (29)
Pacific Islander	1% (10)
Native American	< 1% (5)
Total	100% (1239)

Age of AP & PP Students	
Term	Spring 2023
	Students
19 or less	45% (557)
20 - 24	35% (436)
25-39	16% (203)
40 +	4% (43)
Total	100% (1239)

- v. Improvement with # of students off from probation status with Retention Program assistance:

Academic & Progress Probation		
End of Term	Fall 2022	Winter 2023
Level 1	804	606
Level 2	152	122
Level 3	60	239
Pre-Dismissal	26	64
Dismissal	9	30
Progress (Unduplicated)	–	180
Total	1051	1241
Students Off Academic Probation	65	–
Students Off Progress Probation	60	–
Total Off Probation	125	–

- Note: Winter 2023 Students Off Probation lists are unavailable but ETS is fixing this tally issue

- vi. Course Success Rates (compiled via Program Review Tool):

Limits: Course Credit Status Credit
Using Fall 2022 AP & PP

Measures: Course Success Rate

	2020-21	2021-22	2022-23
Measures	37%	32%	52%

- Note: There was a **63%** increase in the overall Course Success Rate over the course of academic year 2021-22 to 2022-23.

vii. Course Success Rates: All units

- This trajectory reflects the course success rates only for those students who persisted to the following terms.

	Winter 2021-22		Spring 2021-22		Fall 2022-23		Winter 2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	830	35%	639	22%	768	47%	713	62%
Non Success	1,128	48%	1,489	52%	636	39%	288	25%
Withdrew	387	17%	738	26%	239	15%	150	13%
Total	2,345	100%	2,866	100%	1,643	100%	1,151	100%

- Note:
 - This cohort was placed on AP and or PP at the end of Spring 2022 quarter. At this time the students had an overall 22% Course Success Rate.
 - There was a **114%** increase (from 22% to 47%) in the Course Success Rate over the course of one quarter (from the end of spring to the end of fall 2022 quarter).
 - There was a **182%** increase (from 22% to 62%) in the Course Success Rate over the course of two quarters (from the end of spring to the end of winter 2023 quarter).

De Anza CONNECT:

The following table illustrates the total number of concerns and referrals made during the Fall 2022 and Winter 2023 quarter:



Program or Service	Number of Concerns and Referral Fall 2022	Number of Concerns and Referral Winter 2023
Basic Needs	7	5
English Performance Success (EPS)	127	45
EOPS	1	16
Financial Aid	6	14
First Year Experience (FYE)	2	1
International Student Program (ISP)	21	21
Math Performance Success (MPS)	1	-
Men of Color	-	2
Puente	3	3
REACH/Athletics	21	45
De Anza CONNECT	377	344
Student Success Center	178	72
Umoja	5	2
Veteran Services	6	-
Total	755	570

- Note: De Anza CONNECT received 50% of concerns and referrals during fall quarter and 60% of concerns and referrals during winter quarter.

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

The latest research shows that many students who enroll in community colleges do not complete a degree or certificate. Given this, the Retention Program (RP) set out to improve retention rates and create a viable retention & early alert system:

- The Dean of Counseling revamped the entire communications and deliverables of AP/PP to be that of a more compassionate versus punitive one, by letting students know that they were not alone in their probation status: About 30% of new community college students don't come back for a second term of study (Cal Matters, 2022). This is due to a variety of reasons at De Anza: Financial reasons, lack of basic needs, students not being in a major that represents their interests, skills, and abilities, etc.
- In addition, the Dean of Counseling and the Retention team, comprised of 3 Counselors, 2 Program Coordinators I, 1 Counseling Services Supervisor (WOC) and 3 Student Success Specialists (WOC) formulated a real time reach out via SARS/CONNECT component to students who were struggling in class, and with students who were on all levels of AP/PP including pre-dismissal status.
- With the state priority being the Vision for Success, which included a retention component, retention funds were allocated to each community college. The VPSS approved funds for the Dean of Counseling to formulate a Retention Program and formulate a team who strategically and effectively utilized this funding to decrease students on AP/PP status. However, this funding is temporary for 2 years only and not sustainable in continuing to address the needs of our students who find themselves on AP/PP status.

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

The Retention Counselor (RC) position would assist students with AP/PP status and through personal, life skills, and career counseling, address students' ongoing needs as they work toward their college, career, and transfer goals. By meeting students where they are at and being a constant and consistent resource and support system for them, this would in turn help with student success at De Anza.

C. Justifications for EACH requested position. Please limit each response below to no more than 300 words.

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

The need for the full time RC position is in direct support of student retention and early alert interventions. The RC would play a crucial role in assisting students with career, personal, academic and transfer counseling. Students still struggle with the after math of the pandemic, food and housing insecurities, financial challenges, and their mental well-being, which can affect their academic performance. Retention counseling is designed to assist students from the framework of addressing their challenges to promote wellness and their overall college success.

2. How does this request align with the goals in the [Educational Master Plan](#)?

The RC would help with student persistence rates by being readily available to students who are flagged in CONNECT or who have been on AP/PP status. The RC would assist students with getting them support specifically to their needs for their college success and would offer more personal counseling to assist them with their educational goals.

3. How does this request align with the College's [Equity Plan Re-Imagined](#)?

The RC would help close the equity gap, by working with disproportionately impacted students who are struggling in their classes or with college in general due to personal, academic, financial, basic needs, and other circumstances. The RC would take a more holistic counseling approach with addressing student barriers and collectively work with the student and other support services on and off campus to help ensure student success.

4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation. N/A.

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

If this position is not filled, it will put an undue burden on the General Counseling Division to find a way to serve the 1200+ students on AP/PP status and to assist students who have been flagged by faculty in CONNECT (a system that gets students just in time support and a preventative measure to keep students off AP/PP status). Faculty play a key role in student success. When they identify students who are struggling in their class and utilize CONNECT to get students assistance, this would help immensely in student success and course completion. Having a RC to specifically address the needs of these students referred to them through CONNECT would assist in students succeeding in class and not stopping out of college.

6. Other information, if any.

I want to strongly emphasize once again that we have been using one-time funding from the state to cover overload and additional pay for 3-4 Counselors specifically doing retention counseling. This funding will be

ending in the 2023-2024 academic year. As one can see from the data, the Retention Program has made pertinent strides in improving retention rates for students, and therefore we have an ongoing need for funding for a RC position.