

# Faculty Request Form - Fall 2024

## Department/Area and Name of Submitter

Student Development/Office of College Life/ Hyon Chu Yi-Baker

### 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
Faculty Coordinator of Student Activities	Replacement	August 30, 2024	Non-Instruction		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 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 2025-26

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%

## 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%	-11%	-10%

## Faculty Load Ratios

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

## Awards

All Units

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	1,606	1,531	2,016	2,217	2,022	1,017
Associate Degrees	1,929	1,507	1,718	1,511	1,228	795
Associate Degree for Transfer	1,443	1,545	1,906	1,717	1,555	1,172

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.

NA

## 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 Office of College Life (OCL) uses the data derived from the Council for the Advancement of Standards in Higher Education (CAS) program review process, Objectives and Key Results (OKRs) and Student Learning Outcomes (SLOs) to develop, adapt and improve training, learning, leadership development and support for students participating in its programs and activities. In addition, pre and post assessments of students' leadership knowledge and skills are important elements in this process and is administered annually during our 2-week Leadership Training for our De Anza Student Government (DASG), Interclub Council executives, and other student leaders housed in OCL.

Further, the creation of leadership assessments, student engagement and belonging, and satisfaction surveys are in the developmental phase and will be implemented in the near future. OCL will utilize these surveys to measure and identify gaps in engagement among students, address any student concerns that do not feel fully included or supported within our leadership programs, and remove barriers that are preventing students from fully participating in our various leadership programs. Already, OCL has addressed a major equity and representation issues on DASG; recognizing that our membership lacked diversity, the Senate instituted a compensation plan to pay our Senators for their time and talent. The goal is to make our leadership experiences more accessible to all students and to encourage more students from diverse backgrounds to join DASG.

Using data to identify where disparities exist, OCL can implement specific, data-driven strategies to close the equity gap and create a more inclusive and supportive learning environment for student leaders involved in our student government and clubs and organizations.

## 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 Faculty Coordinator is responsible for the daily operations of the Office of College Life program including the development of social, cultural, recreational, and governance programs that expand involvement within the campus community and promote exposure to various cultures, experiences, ideas, issues, and life styles; and to serve as the advisor for DASG and work closely with faculty advisors and clubs. The position includes responsibility for leadership development training, activity programming; student organization coordination; and new student leadership orientation sessions.

This position plays a critical leadership role in developing a comprehensive activities program and supervising the DASG and affiliated programs. The Faculty Coordinator along with OCL team coordinates and implements student leadership and governance development programs, assist with developing and monitoring departmental and student government budgets. The Faculty Coordinator collaborates with Shared Governance bodies, Student Services and Academic administrators, counselors, and faculty on student leadership development opportunities.

The Faculty Coordinator is also responsible for implementing an extensive leadership program for the DASG as well as prepare and support them in their shared governance roles at the college. These activities will ensure that students possess the skills to manage their duties and responsibilities as student government officers. Leadership training topics will include civic education, equity, inclusion, finance management, project management, ethics, organizational development and governmental affairs.

To that end, the Faculty Coordinator position aligns with these following Educational Master Plan goals.

Goal 1 – Outreach to Historically Underrepresented Populations

Goal 2 – Achieving Success Factors

Goal 9 – Civic Capacity for Community and Social Change

Goal 10 – Meeting Basic Needs

2. How does this request align with the College's Equity Plan Re-Imagined? (refer back to the comprehensive program review areas: Exploring Gaps in Successful Course Completion by Ethnicity and Teaching and Learning Strategies)

The Guiding Principles under our College's Equity Plan Re-Imagined follows the "Student Success Factors" as one of the frameworks to close the equity gap. It states in part, "The College should ensure students...Feel connected to the college; Actively participate in class and extracurricular activities; Feel somebody wants them to succeed and helps them succeed; and Have opportunities to contribute on campus and feel their contributions are appreciated."

OCL's primary role is to facilitate student engagement as noted in our mission statement. There is significant student engagement research that consistently underscores the importance of engagement, connectedness, and a sense of belonging as critical factors in academic success, retention, and overall well-being. Backed by research findings, there is a strong correlation between student engagement and academic success (Austin,



1984). It has both important impact on their learning and their behavior and cognitive growth. Evidence shows that engaged students are more likely to be active participants in their learning. This is supported by the National Survey of Student Engagement (NSSE) research that shows that students who report high levels of engagement in their coursework and co-curricular activities often achieve higher academic outcomes, demonstrating that engagement directly impacts academic success and retention (Kuh, 2001).

Engaged students also show greater persistence, are more involved learners, and more likely to graduate with higher levels of positive college experience. They tend to have a strong sense of belonging which has been found to be one of the most significant predictors of student retention. When students feel that they are valued and accepted members of their college community, they are more likely to stay enrolled and overcome academic or personal challenges. Strayhorn (2019) found that students who feel a sense of belonging are more likely to persist through difficulties, often translating to higher retention rates and degree completion.

3. 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 Faculty Coordinator is responsible a variety of college operations as referenced above. The position serves a critical role in ensuring student leaders, specifically DASG members, are trained and prepared to participate in shared governance committees in accordance with AB1725 and the De Anza College Shared Governance Handbook. In addition, this position is responsible for ensuring compliance with Board Policies, Title 5 and other California Education Codes. The following are examples of policies that must be in compliance:

- According to AP5561, "Associated Students Elections"

The Associated Students shall conduct annual elections to elect officers. Any student elected as an officer in the Associated Students shall meet the requirements of Board Policy 5561. Each college will develop and maintain written election code/procedures that govern their Associated Student elections.

- According to AP 5562, "Associated Students Finance"

All funds shall be expended subject to such procedures as may be established by the Associated Students subject to the approval of each of the following three persons. Approval shall be obtained each time before any funds may be expended:

- the College President or designee at each college;
- the officer or employee of the District who is the designated advisor of the particular student body organization; and
- a representative of the student body organization.

4. 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)

According to the Council for the Advancement of Standards in Higher Education (CAS) which helps institutions maintain high-quality standards across their programs and services, it suggests that, "Campus Activities Programs (CAP) must be to enhance the overall student educational experience through providing activities and events to facilitate students' sense of belonging and connection to the institution and the overall academic mission. The CAP mission must emphasize student involvement in meaningful activities that facilitate connection, involvement, leadership skill development, citizenship and social responsibility, and that supplement the overall academic experience."

The Office of College Life went through an exhaustive evaluation process based on the CAS recommendations. CAS points out that offices like OCL "must be staffed by individuals qualified to accomplish its mission and goals." It also suggests that CAP must provide effective advising support for student organizations.

To this end, due to the many compliance and mandated orders, OCL must have a Faculty Coordinator that is knowledgeable and able to lead such efforts as outlined in the Board and Administrative policies including

BP 5500 & AP 5500: Student Rights and Responsibilities.

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2YN0462B2>

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2U5X7A11CD>

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 Office of College Life current staffing model includes the following: Faculty Coordinator of Student Activities Office of College Life, Leadership Development & Student Activities Coordinator, Operations Specialist & Student Activities Coordinator, Flea Market & Special Events Coordinator, and an Administrative Assistant. In the last few years, we added the Administrative Assistant position and made the Flea Market & Special Events Coordinator a Full-time position. Our Administrative Assistant position was highlighted in our "Resource Needs" in our Comprehensive Program Review which was successfully implemented just one year ago. Given the size of De Anza's campus and the complexity of the work that OCL is involved including advising one of the largest Associated Student Government organizations in the CCC system (almost 30 senators), and serving over 85 recognized Clubs, the OCL could not run its operations without the current staffing numbers.

Our growth is reliant on our current staffing model which will enable us to increase our outreach and engagement with students, faculty, and external stakeholders. Without the Faculty Coordinator position and with limited staffing, it can constrain these efforts, making it harder to form connections, build awareness, and ultimately expand the program's reach and impact. Ultimately, OCL needs to maintain its robust staffing model as it's essential for sustaining our program's health, fostering growth, and maintaining its vitality. With adequate staffing, OCL can adapt more easily to changing demands, promote a positive and inclusive environment, and remain a vibrant, integral part of De Anza.

6. Explain how the work will be accomplished if the position is not filled. (refer back to the comprehensive program review areas: Staffing Needs)

The work cannot be fully accomplished by other staff positions within the office as the Faculty Coordinator serves as the sole faculty position in the office, and therefore the duties cannot be redistributed to classified staff members as they would then be working out of their classifications and in violation of the faculty and classified contractual agreements with the district. The Faculty Coordinator of Student Activities Office is the only position in OCL that can serve as the primary advisor and as the "designee" according to Foothill-De Anza Administrative Procedure 5562, "Associated Students Finance. Without a Faculty Coordinator, core functions would not likely be maintained and would be operating out of compliance with several FHDA Board Policies and California Education Codes that have already been referenced above. Furthermore, the quality, responsiveness, and cohesion of College Life services would be limited, potentially impacting the student experience and the institution's ability to fulfill strategic goals as well as meeting all the goals outlined in the College Life Program Review Process.

7. Other information, if any.

This is an emergency request to fill this vacant position due to the promotion of Dr. Hyon Chu Yi-Baker to Associate Dean of Student Affairs. However, since the permanent position is a tenured track position, the position requested in this application will have to be successfully filled as soon as possible so that the new hire can be in place in Fall 2025 to adhere to the tenure process and timeline.

Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed)

N/A

This form is completed and ready for acceptance.