



## New Classified Staff and Administrator Request Justification

### Complete One Per Program/Area

Date: April 2024

Division: Equity & Engagement

Program/Area: Student Success Center

Number of Positions Requiring New Funding (does not apply to refilling existing positions): 1

Requested Position	Classified or Administrative Position	Salary Schedule or Position Grade	Area Ranking*
Instructional Support Coordinator	Classified	C-49	1
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\* 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.

The proposed Student Success Center Instructional Support Coordinator for Peer Assisted Learning position would coordinate high-impact instructional support practices that increase students' sense of belonging. These practices, that have been shown to increase retention and success, particularly in light of AB705/1705 and challenges with online learning, include peer-led supplemental instruction, group tutoring, and embedded tutoring. The proposed coordinator class position would be responsible for planning, organizing, and coordinating and promoting assigned instructional support programs, services, activities, and events. The duties involved include implementation of program goals and objectives, oversight of budget, performance, reporting, accountability, and regulatory compliance. This work leverages the leadership power of students and professionals, implements innovative approaches, and creates and maintains strong links with faculty, including professional development to integrate best-practices support with classroom instruction.

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 program coordinated by the proposed position would expand Student Success Center offerings by implementing course-specific peer-based academic support, playing a pivotal role in furthering De Anza's mission, master plan and equity goals by facilitating students' development of their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The requested position would integrate instruction with support, as described in *DAC Equity Plan Reimagined* "Integrated Instruction and Services" which seeks to "Develop one or two high-impact equity practices for each department, program or unit based on local, state and national research" and "explore ways to integrate instruction and support services more effectively to achieve equitable outcomes." (page 4)

The program coordinated by this position would also further Educational Master Plan (p. 20) "**Goal 2** – Achieving Success Factors: The rate at which students report they feel a sense of belonging on campus will be no more than 5 percentage points different for Black, Filipinx, foster youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with the rate for all other students and **Goal 3** – Course Success: The annual course completion rate for Black, Filipinx, foster youth, Latinx,

LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.”

The program would facilitate continuous development, implementation, assessment, and evaluation of program effectiveness through regular reviews, data analysis, and faculty and student feedback mechanisms.

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

The Student Success Center experienced classified position elimination during budget cuts in 2012 and 2019. In 2019, the **Skills Program Coordinator** was selected as one of the six college-wide classified positions to be eliminated. During the 2012 layoffs, the SSC lost two positions, an **Instructional Support Technician (IST)** and an **Academic Advisor**.

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

Data on student demographics, course success rates, retention, and graduation rates will identify disparities and guide the program toward targeted interventions that will have the most impact. The position would focus support on courses with the highest equity gaps, combined with other factors such as overall course enrollment, faculty willingness to engage and collaborate, scheduling options and more. Because it can be difficult to derive direct correlations between a specific intervention, such as supplement instruction and success rates, we also use qualitative information from surveys and focus groups to provide essential insights.

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

In keeping with the *DAC Equity Plan Reimagined*, the Supplemental Instruction program, as part of the Student Success Center, develops best practices based on research at the collegewide and program, departmental and work area levels. Institutional research shows higher success rates for Black, foster youth, Latinx, LGBTQ+ and Native American students who participate in learning communities. Peer assisted learning promotes a similar sense of connection, belonging and purpose. RP Group’s research on Student Success Factors shows that students persist and succeed when they feel a deep sense of belonging. Peer-based supplemental instruction, integrated with classroom instruction, fosters engagement, focus and more by connecting students with one another to pursue common academic goals.

Research on supplemental instruction, collaborative study groups and peer-assisted learning shows academic benefits that include deeper understanding of course content, clarification of assignment requirements and completion of coursework as well as non-cognitive benefits such as greater sense of belonging to the academic community, increase in self-efficacy, sense of purpose, metacognitive thinking, and peer cooperation.

Benefits of the program extend to faculty professional development, as participating instructors become oriented to the role of peer learning, share best practices and

implement more student-centered approaches, shifting norms toward campus-wide responsibility for holistic student support.

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

Assessment of goals, outcomes and objectives include analysis of course success rates, retention and graduation rates, as well as pre- and post-surveys of both students and faculty who participate in the program. Results of these assessments will be shared with individual faculty, departments, and divisions and will guide program adjustments and improvements.

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 program aims to proactively reach out to serve first-generation students, formerly incarcerated students, students with disabilities, English language learners, and students from disproportionately impacted groups. Peer leaders will be trained in culturally responsive practices and use accessibility accommodations to ensure equitable access for all students.

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?

The Student Success Center has a strong track record of adapting to changing environments, needs, populations and priorities, including the transition to fully online services during COVID and fully hybrid services post-COVID and alignment with Student Success Factors and Master Plan and Equity Plan priorities. The proposed position and program would continue that tradition of effective evolution, responding to shifting targeted populations and their changing needs.

**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?

This position addresses staffing deficiencies, especially due to the shift to fully hybrid services and enhances the capacity to implement innovative and quality but labor-intensive best practices in instructional support services.

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

This position supports De Anza's' student retention and success goals and initiatives. In the Educational *Master Plan* (pages 17-18) institutional initiative Student Centered Instruction and Services includes “[p]rofessional development and support for classroom teaching (e.g., AB 705 support, high-impact practices). The Retention

initiative highlights “[f]ormal and informal mentorship opportunities (e.g., mentoring, tutoring).” This position also furthers efforts highlighted under Areas of Focus to Increase Enrollment, strengthening retention efforts within the classroom and strengthening retention efforts beyond the classroom.

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

This request aligns with Student Success Center Goal 3, as stated in our 2023 Program Review: “Develop and Expand Integration of SSC Support with Classroom Instruction: Build sustainable infrastructure to develop and expand on successful academic support models such as Customized Academic Support, Supplemental Instruction, and Embedded Tutoring that integrate support into curriculum and teaching.” In our program review, we note that progress and achievement of this goal depends on factors largely beyond SSC control, including increased staffing levels to coordinate programs, funding to pay tutors, productive collaboration and participation of faculty, and leadership of department chairs and division deans.

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

When the Program Coordinator for the Academic Skills Center position was eliminated in 2019, the SSC followed the guideline that when the position is eliminated the work is eliminated. The workload of running a comprehensive program was not redistributed among existing staff. Limited attempts to implement parts of the comprehensive program have met with little success due to the strain of already tight resources given our transition to hybrid delivery of services and the intensive work needed to identify target courses, build relationships with faculty and departments, recruit, select, hire, schedule, train and supervise peer leaders, monitor and report program outcomes and more.

5. Other information, if any.