

# Faculty Request Form - Spring 2024

## Department/Area and Name of Submitter

Equity & Engagement | Michelle Hernandez, Dean

### 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
Honors Faculty Coordinator	Growth		Non Instruction		5

### 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?**

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).

Although the enrollment trend shows a 5-year 26% decrease in enrollment, enrollment is beginning to trend upwards with approximately a 10% increase compared to 2021-22. The more successful the Honors Program can become with respect to student enrollment and course offerings, the more the Honors Program can reinforce a culture of success already in place at De Anza College with respect to course completion rates and campus-wide strategies for student retention.

1. Chief among the factors, the strength of the student honors cohort is vital to retaining students in our program i.e., study groups, community building events. In other words, working to develop future programming is crucial for improving student success rates.
2. Among the strategies, the Honors Program seeks to create and offer more on campus events to increase student retention, along with offering more honors courses of different types (general education; major requirements).
3. Broadly speaking, the course completion rates for honors students is 89%, which is considered high compared to campus-wide rates.
4. The goal of the Honors Program is to create unique and rigorous learning opportunities, encouraging students to pursue their intellectual curiosity and strive towards meaningful achievements, therefore the course success trends reflect the motivation of our students, as well as the commitment of our volunteer faculty to help students in developing their character, their joy for learning, and their potential for both scholarship and civic leadership.

### C. Instructional and Non Instructional Faculty Justifications

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

The Honors Program does not have full-time or adjunct faculty, because our designated honors instructors volunteer for our program as they work primarily for their respective departments. However, in order to offer more sections and a greater variety of honors courses, the program continues to rely heavily on faculty willing to teach honors courses to support student success.

The mission of the Honors Program is to inspire talented, high-performing students from diverse backgrounds to dream big and to discover the best within themselves, while helping them to develop the path from where they are now to where they can be.

The Honors Program is designed to do the following which are aligned with the institution's core competencies as indicated in the Educational Master Plan

- **Challenge** students to achieve their intellectual and leadership potential through academically rich experiences (Innovation and Critical Thinking)
- **Improve** students' critical thinking, writing, and discussion skills (Information Literacy and Critical Thinking)
- **Help** students understand the connections between disciplines (Information Literacy)
- **Encourage** campus engagement for students seeking to develop their interests, talents, character and intellectual promise through lived experiences (Communication and

Expression)

- **Support** student awareness of campus and community resources, scholarships, research opportunities and summer enrichment programs (Wellness and Responsibility; Communication and Expression)

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

The honors program offers an excellent opportunity for students to expand the rigor in their educational experience. There are 18 Subjects and 71 courses taught in the honors program. Students have the opportunity to join Phi Theta Kappa honors society and the Honors Transfer Council of California. Marketing for the program is paramount as students need to know of the opportunity and be advised of its benefits. Honors is using equity data that has identified Black and Latin/a/o/x students as populations of needing attention and growth within honors opportunities across the campus.

The honors program is aligned with the Equity Plan Re-Imagined integrated programs and services to provide extended opportunities for students to participate in selective and rigorous coursework that enhances their collegiate experience and adds to their marketability for transfer and career readiness.

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?

This position requested is non-instructional. The data for the honors program is included in the discipline for which the honors course is taught.

From the data provided for honors' program review a goal set is to increase enrollment amongst Latinx and African American students; with an increase in enrollment among Latinx by 10 percentage points and African American students by 2 percentage points.

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

De Anza is Tops in Transfer, being an honors students affords students increased opportunities to a greater variety of collegiate options through the dialed up rigor within the honors courses taken. Honors builds on the efficacy of the institution to be a beacon for students who want to experience and embody success. There are 18 Subjects and 71 courses taught in the honors program. Students have the opportunity to join Phi Theta Kappa honors society and the Honors Transfer Council of California. Marketing the successes of this program is paramount as students need to know of the opportunity and be advised of its benefits.

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

The position is needed as De Anza is exploring the possibility of becoming UCLA Transfer Alliance Program certified. Currently our organizational structure for honors does not support the criteria for UCLA TAP. "The UCLA Transfer Alliance Program (TAP) allows [students] to enhance [their] ability to transfer to UCLA at the junior level from a participating California community college. Students are certified by the honors program counselor/coordinator after completing the honors or scholars program at a participating community college."

Institutional requirements to become an affiliate institution include two primary position a faculty member to server as the program coordinator/director and at least one counselor to provide counseling and student support. These roles are separate and distinct and may not be assigned to the same individual. [https://tap.ucla.edu/wp-content/uploads/2016/07/APPL\\_Criteria\\_131108.pdf](https://tap.ucla.edu/wp-content/uploads/2016/07/APPL_Criteria_131108.pdf)

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 Honors program has been supported through additional pay for one counselor who is charged with coordination of the program and support of the students including outreach and retention. The Division of Equity & Engagement supports the faculty member and they have the support of a student assistant as needed.

In order for the honors program to grow the honors faculty coordinator will need to time and attention to the following are imperative:

1. faculty outreach and recruitment for honors course offerings,
2. faculty professional development and support for retention in honors offerings
3. outreach to students across the campus, application, advising, and course selection
4. community building and support for students in the honors community of learners
5. planning and organizing of honors activities including specialized field trips

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

If not filled, we will continue with the existing model of having a counselor receive additional pay to coordinate the Honors programs and provide counseling and student support services.

Meeting the UCLA TAP requirements will be a challenge.

8. Other information, if any.

We have been working in collaboration with the Foothill Honors program to provide seamless processes and procedures for honors students who take courses at both campuses. Foothill is UCLA TAP certified. We are unable to achieve a district certification. Students will need to complete at Foothill to receive the designation. However, we are offering honors courses and

students do received honors designations on their transcripts and are able to participate in other honors benefits.

## Dean/Manager Comments

As the author of the request, I have no further comments.

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This form is completed and ready for acceptance.