1. Reflecting back on your equity success rates, what specific initiatives have had ‬‬‬‬the

most positive impact on your success rates? How is your department sharing these

effective practices among full-time and part-time faculty members?‬‬‬‬‬‬

*The Academic Services Division is charged with supporting the student equity efforts*

*of both the instructional divisions and the rest of campus. The specific equity and student*

*success initiatives that we support include: Basic Skills Initiative, College-wide/*

*Division/Department equity planning, Equity Action Council, Partners in Learning*

*Conference, Professional Development Workshops for classified and faculty, IMPACT*

*AAPI, and LinC Summer Institute.*

2.  What do your SLO/PLO and Equity assessment results reveal about resources needed to achieve higher student success and retention rates?  *In progress with division AUO*

4.  What is your budget planning process?  How do you prioritize resource allocation within the division?

AS General= $43,757.00

*Curriculum, Scheduling, Equity, ICCE, Honors, Academic Senate, Classified Senate, Staff Development, etc.*

LinC= $31,050.00

Total Fund 14= $74,807

*“B” budget is insufficient to cover operating costs of all areas under Academic Services, so we have relied on augmentation funds from VP of Instruction, Academic Services Night of Magic Funds, DASB, and Federal, Private and State grant funds to carry out programming for the campus.*

*Budget is shared with the entire Division. Resource allocation and Redistribution of “B” and Augmented funds are discussed individually with each dept. via monthly to bi-monthly staff meetings.*

**Equity Office**

*The Equity Office does not offer courses that generate enrollment. However, the office is charged with supporting the campus on identifying effective student*

*success models and pedagogies and generating respectful conversation and dialogue about how individual areas and the campus as a whole can implement these effective models. PLO assessment results show a need for more resource allocation to coordinate and carry out Equity initiatives.*

1.If approximately 55% of the director’s time is spent on administrative duties, why is the request for a FT admin position (at 100%)?

*The Director cannot afford to spend more than 55% of her time on administrative duties. The Equity Office does have a student assistant that helps with much of the remaining administrative functions, although this should not be the responsibility of a student assistant. There are many responsibilities that simply are not addressed because of the lack of staffing, such as updating regularly certificates, databases, files, processing student volunteer applications, providing timely program outreach, website updates, budget updates, EO training and outreach, etc. The office cannot continue to provide quality services, EO functions, and meet the demands for equity planning support services without a full-time administrative coordinator. It would be unreasonable to expect the Office of Staff and Organizational Development to function without both a coordinator and director, which is what the Equity Office has been doing. The Equity Office can simply not continue in this way if campus is serious about equity work and maintaining a high level of quality services and programming.*

2.The Civic Engagement program would like to share a FT classified/admin support position. Did you agree to this? Would this be feasible?

*Both offices have agreed that this would be a useful start, if there are no other options. It is feasible.*

**Civic Engagement**

1.Reflecting back on your equity success rates, what specific initiatives have had the most positive impact on your success rates? How is your department sharing these effective practices among full-time and part-time faculty members? ‬‬‬‬‬

*In our LSC program believe we have closed the achievement gap because:*

* *Our students are in a strong cohort*
* *We use support groups in all of the classes*
* *The curriculum is very relevant and engaging to students*

*We need to develop and offer a workshop on our support group methodology.*

2.  What do your SLO/PLO and Equity assessment results reveal about resources needed to achieve higher student success and retention rates?

* *We need to do more to share best practices*
* *We need to take the time to analyze negative results*

3. As you look at the enrollment numbers on your departmental program review data sheets, please tell us what you have done to increase enrollment or, if your department has decreased, please tell us what your plan is for increasing enrollment this coming year?‬‬

*We have a strong recruitment effort for our certificate program. We are reaching out to classes that deal with similar subjects. We do an annual conference to recruit high school students.*

4. What was the growth and / or decline in student populations? (The CPR lists the success rates, not the population figures.)

*We had a 10% growth in enrollment in S designated classes*

5. Why do the “S” sections have such low success rates in targeted populations?

*This finding was very disturbing to me. Our results are a bit worse than the campus wide average and I do not know what its cause is. I am reviewing this data with Mallory Newell to drill down on results of the data.*

6. What ideas do you have to improve that? Is this a priority for your program?

*I plan to engage the faculty who teach S classes. Let them know about this information, and engage them in a dialogue with possible causes and solution*

7. The Equity Office did not mention a desire to share a staff admin support position. Has your program consulted the Equity program regarding your request for a split position?

*We have discussed this quite a bit. The equity office would like a full time staff position, but if that is not possible the director and I both agree that having half time staff working in both of our departments would work, since much of our is complementary and overlapping.*

8. For the goals listed that the class support position would offer, are these duties the classified professional would actually do? Some of the items listed appear to be better suited to a faculty position.

*The skills required for this job do not require a master’s degree, but that are quite specialized. We would hope to get a staff person who had skills in this area.*

**Honors**

1.Reflecting back on your equity success rates, what specific initiatives have had the most positive impact on your success rates? How is your department sharing these effective practices among full-time and part-time faculty members?‬‬

*Having Honors program officers has been a great motivator for students to join the program and trust their own abilities. Our officers come from different backgrounds and our diverse student body relates to them. We have also started offering Honors cohort in Puente and soon we will be thinking of offering one in LEAD. Letting students try an Honors course has been another successful tool in encouraging students to join the program.*

2.What do your SLO/PLO and Equity assessment results reveal about resources needed to achieve higher student success and retention rates?

*There is a clear need for a dedicated counselor or academic advisor to devote a few hours a week to Honors students. Also, like many other programs, strength is in numbers; the program needs marketing recourses to attract more students to the program.*

3. As you look at the enrollment numbers on your departmental program review data sheets, please tell us what you have done to increase enrollment or, if your department has decreased, please tell us what your plan is for increasing enrollment this coming year?‬‬‬‬‬‬‬‬‬‬‬

*In the past year we had to remove the priority registration for Honors students*

*which had been a big incentive for students due to the changes brought about by the Student Success and Support Services Program (SSSP) mandate. We also had to remove the word HONORS from the Honors courses taken from the transcript. These two factors alone affected enrollment in a negative way. The latter issue will be resolved with the updating of the Honors course outlines which is currently in progress. We also have been recruiting through letting student try an Honors course and in class presentation. We had a presence in the outreach day to a great interest from prospective students. Honors students have been and will be making more in class presentations especially in cohorts and encourage students to join the program.*

4. How can students take an honors course without being accepted into the Honors Program? Please explain.

*We allow any student who meets the Honors program requirements (with some flexibility on number of units completed and gpa…see below) try one Honors course. The process involves them sending a request to the Honors program coordinator and upon review of their transcript the students will be given a clearance for one Honors course. At the end of the quarter their clearance will be removed and they are encouraged to join the program if they do intend to take more Honors courses. This process is a major recruitment tool and allows students who would otherwise be unsure if they can handle the requirements of an Honors course build confidence and join the program.*

*5.*How much work would there be for a classified support position? Could you please support this request with data?

*As the Honors program goes through big changes involving recruitment and updating the honors course outlines in the coming year, having a staff assistant who is familiar with the college procedures is crucial. The staff assistant would be helping with recruitment, creating Honors courses on banner, digitalizing the records, and communication. The coordinator can then better guide the Honors faculty through the process of updating the Honors outlines, work more closely with students, and maintain a quality check on honors courses.*

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**There are two eligibility requirements for the Honors Program.**

EWRT1A Eligibility

You may fulfill the EWRT1A eligibility requirement through one of the following methods:

* \* You have already successfully taken EWRT1A at De Anza College. \* You have already successfully taken the equivalent of EWRT1A at another college, and De Anza’s Assessment Office has noted your account/transcript. \* You took the De Anza placement test and were placed into EWRT1A. \* You have already passed (or are currently taking) all required developmental level classes at De Anza College that you need to be eligible for EWRT1A.

GPA Eligibility

You may fulfill the GPA requirement or equivalent through one of the following methods:

* \* You have a college cumulative gpa of 3.3 or higher. You may use this option only if you have taken at least 15 UC transferable quarter units. \* You have a cumulative unweighted gpa of 3.5 or higher from a U.S. high school. You may use this option only if your high school graduation date was no later than 9 months ago.  \* You have an SAT critical reading score of 600 or higher AND an SAT critical writing score of 600 or higher. You may use this option only if you took the SAT no later than 2 years ago.

The EWRT1A eligibility requirement is strictly enforced. If you do not meet the GPA eligibility requirement but meet the EWRT1A eligibility requirement, you may still apply for the Honors Program. We do make exceptions to the gpa requirement on a case-by-case basis, occasionally accepting students on a probationary basis. Students who are accepted on a probationary basis may take a maximum of one Honors class per quarter and must show continuous improvement towards attaining a 3.3 gpa or higher while at De Anza College. Once students meet the minimum gpa requirement, they will no longer have a probationary status and may enjoy the full privileges of the Honors Program as long as they have fulfilled all the other obligations of an Honors noted under the “Student Responsibility” section of the Honors website.

**LinC**

*Responses to General Questions 1-3, we already have detail responses in the CPR. Learning Communities has long been established as a high impact practice for student retention and success. We have wanted to scale up the general education transfer level offerings but have met challenges due to enrollment concerns from divisions outside of*

*Language Arts and Social Sciences and the Humanities. After the Vince Tinto dialogue this Spring 2014, we are in dialogue with the Business division about future Linc courses.*

1. In your program review, you mentioned that new LinC instructors are part-time faculty. Do you need additional resources to support those faculty (that full-time faculty may not need)?

*We would like to request funding for the following activities from IPBT in order to support the growing involvement of part-time faculty teaching in the LinC Program:*

* Stipends paid to part time faculty who attend specific events planned and taught by members Of the LinC Leadership Team or Veterans of the LinC teaching faculty or invited learning community specialists.  Examples include, but are not limited to:

1.  Workshops centered on the LinC model of collaboration and team teaching;

*Note: This request is augmented by support from Staff Development for part-time faculty attendance at workshops such as the basic Introduction to LinC (Learning in Communities)*

2.  Workshops which focus on integrated curriculum design and classroom implementation;

3.  Planned events to introduce part-time faculty from certain disciplines to each other with the goal of creating more GE or LART pairings;

4.  Discussions in which veteran LinC faculty members present their ideas around a certain topic area and answer questions for newer LinC faculty members;

5. Topic related specific events as deemed timely by the LinC Leadership team.

* Hire a tech support person who can develop a website of resources.
* Hire a part time faculty person with experience who can help new part time faculty with logistics, creating their own readers, and with other details specific to LinC curriculum planning.

**Staff Development**

1. Reflecting back on your equity success rates, what specific initiatives have had the

most positive impact on your success rates? How is your department sharing these effective practices among full-time and part-time faculty members?‬

* *When we develop programming we ask all presenters to infuse culturally relevant teaching practices into the workshop design and curriculum (re: methods and content)*
* *We share our knowledge via our newsletter, Mary Kay’s semiweekly e-mails and via my occasional presentations at Senate.*
* *We also share these equity practices through our 1st & 2nd year Experience Programs for Tenure Track Faculty.*

2.  What do your SLO/PLO and Equity assessment results reveal about resources needed to achieve higher student success and retention rates?

* *Research has shown (for some time now) that one shot workshops don’t work. So we have been working on developing themed workshop series, however getting faculty to commit to a series of 2, much less 3 has been difficult*
* *We have started doing summer institutes (when we can get funding from DARE or other programs/grants on campus.*
* *We need funding to bring people who have good programming onto the campus and we need to be engaged in year-long theory to practice, that could start with a summer institute and then on-going once a term retreats and well as monthly communities of practice for an academic year.*

3. As you look at the enrollment numbers on your departmental program review data sheets, please tell us what you have done to increase enrollment or, if your department has decreased, please tell us what your plan is for increasing enrollment this coming year?‬

*We have done nothing to increase enrollment, we are at capacity and we will not add anything. We are in the process of changing what we offer. For example, we have had 3 workshops this last year with Dr. JuanCarlos Arauz re: Teaching to Student Strengths: The REAL Test. We will continue to offer workshops on Emotional Intelligence in the*

*classroom, brain based learning and andragogies of engagement as well as topics associated with critical pedagogy.*

4. For technology training, have you been able to utilize existing faculty and staff who may have the knowledge needed to provide that level of training?

*Although technology training started out in Staff & Organizational Development, it has not been a part of our mission for over 20 years. ETS laid off nearly the entire Learning Technologies division in 2003 of which the De Anza Technology Coordinator was a part. Every year that we have turned in a program review we have requested a new Technology Coordinator/Trainer position and budget to once again fund technology training and support the Faculty and Staff Computer Lab, but the campus has been unable/unwilling to fund them.*

*Due to the many successive layoffs and position retirements and closures, classified professionals are already overwhelmed with additional duties and have no capacity to take on the development of technology training courses/materials. Many software “experts” have no training in how to train others in software use and best practices, and would be working out of class to facilitate that kind of training.*

*Faculty seem just as overwhelmed with workload as reductions and SLO implementation have impacted. The couple of times we’ve gone looking for faculty facilitators we have been unable to persuade anyone to assist us due to lack of budget to pay them or lack of time on their part. We were given some one-time funding to pay hourly-pay for technology facilitation but have not received that for several years now.*

*Clearly volunteerism is at a low point for employees on this campus. And yet, our office is a strong advocate of technology use, and training and assist faculty and staff who approach us, in implementing trainings that they’re willing to conduct on their own time. Having lost our own Secretary's position we are limited in how much we can do.*

*Currently, we have a volunteer from ETS (a supervisor) who is willing to come to all of our orientations (full-time, part-time and classified) to do an introduction to FHDA standard software and the use of the portal. We are fortunate that he has such a deep commitment to faculty and staff.*