

# Faculty Request Form - Spring 2024

## Department/Area and Name of Submitter

Yvette Campbell

### 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
MPS Counselor	Replacement	Resignation 12/31/23	Instruction		

### 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

### Faculty Position Request Data Sheet

Limits: From 2018-19 to 2023-24



Fill Rates  
Math Performance (DA)

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Enrollments</b>	1,201	1,008	788	781	781
<b>Sections</b>	38	31	26	25	25
<b>Fill Rate</b>	91%	95%	90%	93%	93%

Average Section Fill Rate over time

Success and Equity  
Math Performance (DA)

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Success Rate</b>	75%	76%	75%	74%	73%
<b>Withdraw Rate</b>	10%	11%	14%	11%	10%
<b>Equity Gaps</b>	-18%	-13%	-20%	-16%	-17%

Success and Equity Trends

Faculty Load Ratios  
Math Performance (DA)

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Full Time</b>	63%	76%	40%	75%	71%
<b>Part Time</b>	33%	24%	52%	25%	25%
<b>Overload</b>	4%	0%	8%	0%	4%
<b>FTEF (full time only)</b>	5.2	5.2	2.2	4.0	3.8

Faculty Load Ratios

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?**

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).

Over the years, the MPS program has responded to the needs of changing environments by including additional math courses, resources for students, and staff. We are constantly performing both qualitative and quantitative data to gauge program success. Student surveys have been key in re-imagining the MPS program. From results of student surveys, the program now offers Calculus 1A and 1B. Student who have completed Math 1B, are now requesting Math 1C MPS. Our hope is that with the appropriate staff, we can accommodate MPS Math 1C and 1D int the near future. Student surveys also suggested the preference of in-person math classes as opposed to synchronous online courses. Therefore we converted all but one of our MPS sections to have an in-person component.

Using quantitative research our program identified the need to increase the number of black students in the MPS program. To do this, the MPS Team worked closely with Umoja and BFSA to strategize on how to increase recruitment. We are currently working with the Umoja counselor and directly registering students into MPS. We are also working closely with the athletics group, specifically the REACH program. Our services are going to them and meeting them to assist with registration as well. This year because of our work, the amount of black students registered for MPS has doubled, compared to Fall 2022.

### C. Instructional and Non Instructional Faculty Justifications

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

The Educational Master Plan listed goals that include but are not limited to improving transfer rate, course success, math completion, and degree attainment among disproportionate populations. The educational master plan is aligned with the mission of the Math Performance Success Program (MPS), which states that the MPS program aims to help underrepresented students meet their goals by improving student success in math through innovative and collaborative approaches. The MPS program has demonstrated an increase in the share of underrepresented students completing college-level math and an increase in the rate of progression to calculus. The success of the MPS Program is due to its innovative design: an “embedded students services” approach. The MPS team is composed of instructors, counselors, and tutors all assisting students in and out of the classroom. **The MPS counselor is the glue that brings together all components of the MPS Program.** Communication at all levels is important for program success, not only is the counselor available for students in the classroom, but the counselor holds weekly meetings with faculty to ensure students' success.

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

In accordance with the College’s Equity Plan Re-Imagined, De Anza Community College is committed to improving student success and closing the achievement gap among underrepresented students through the use of innovative practices. One approach that has been proven to close the equity gap among underrepresented students is the Math Performance Success (MPS) Program. MPS is a learning community that provides underrepresented students with 1) in-class counseling, 2) in-class tutoring, and 3) extended

class time. The MPS counseling component is one of the most important key ingredients to the success of the MPS program. The program counselor is proactive in drawing in students to give assistance and provide wrap around services. The MPS program is a high touch program where the program counselor sees and talks to students on a weekly basis. Instead of the traditional model of the counselor waiting for the students to come see the program counselor, it is expected the program counselor goes to the students. Due to this need and demand, the request for a MPS counselor is necessary in order to continue to close long standing equity gaps in STEM.

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? - NOTE, THIS IS A DUPLICATED QUESTION WITH A.1 and B.1, PLEASE DISREGARD THIS QUESTION.

MPS has responded to student needs and undeserved student populations by offering courses in high demand, increasing the amount of sections offered of MPS courses, and accommodating different modalities.

Utilizing student evaluations along with partnerships with other learning communities such as UMOJA, Puente, REACH-Athletics, and FYE, allowed us to understand the demand for support for underrepresented students especially in the Calculus series. Because of this demand, MPS now offers Calculus 1A and 1B. Therefore, a STEM student can now take four courses of math with MPS all along supported with a counselor and tutor throughout the sequence. Students that have completed this sequence praise the program and request further support in Math 1C and 1D. It is apparent that MPS is working and with AB 1705 continuing to ask for the removal of Pre-Calculus courses, it will be especially important for MPS courses to be offered for the higher Calculus levels.

The new partnership with MESA has also helped strengthen the success of students pursuing STEM transfer pathways. The hope is that the partnership within the two programs will continue to grow through the building of an intentional MPS/ MESA cohort and other in-demand STEM subjects. Math is always the first barrier to being successful in STEM pathways, so the support from MPS counselors and faculty is a crucial component in a student's trajectory.

MPS continues to adapt to best provide resources to support students. Post-pandemic, many MPS students are working through financial hardship, housing and food insecurity. Counselors are necessary to address these issues. Counselors work tirelessly with students to find resources both on and off campus to support them financially, so that students can focus solely on their academics. MPS counselors often walk students to the food pantry or connect them to other programs such as OTI for technology support.

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

In 2018 De Anza college implemented AB1705 mandates and placed all students directly into transfer-level math. The MPS program adapted to these changes and met the needs of the students by offering more sections of MPS Pre-calculus 1 in order to support students that



may not be Algebra-ready. MPS counselors were key to making sure both students and faculty were able to adapt to these dramatic changes. Without offering Algebra, Math faculty remarked how difficult it was to teach a precalculus class with such different levels of math knowledge. Some students needed basic math knowledge in order to succeed. Having counselors in a math class, enabled the math faculty to be able to reach out to each student and provide the resources or support they needed. Now AB 1705 is in the process of removing transfer-level prereqs from Calc 1, taking away precalculus. With the new changes in AB1705, we will have to allow students to enroll directly into Calc 1, even if their highest level of math is Alg 1 from high school. MPS again will have to adapt, increase offerings of Math 1A and possibly begin offering support for Math 1C and 1D. With this upcoming mandate, it is important to hire an additional dedicated MPS counselor to ensure that students have the resources, connections, and support to continue along their academic path.

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

As mentioned above, the counseling component is key ingredient to the success of the MPS program. The program counselor is proactive in drawing in students to give assistance and provide wrap around services. The MPS program is a high touch program where the program counselor sees and talks to students on a weekly basis. Instead of the traditional model of the counselor waiting for the students to come see the program counselor, it is expected the program counselor goes to the students.

In order to support students that need additional support in math, MPS offers at minimum of 8 sections per quarter. A full-time counselor can support up to 4 sections of MPS per quarter, roughly 150 students/ quarter. At this time we have 1 full-time counselor and 1 full-time vacancy. In order to keep up with the demand and prepare for further changes caused by AB1705, the MPS program needs 2 full-time counselors to run successfully and adapt to the anticipated changes.

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 current staffing model for MPS has been:

- 1 Full-time MPS Counselor
- 2 PT MPS Counselors
- 8 Math faculty supporting 8 MPS sections in Statistics, Precalculus, Calculus
- 15 student tutors – both embedded and in the tutoring center for out-of-class time
- 1 Program Coordinator at 50% MPS and 50% MESA

Historically, the model that best achieves program success:

- **2 Full-time MPS Counselors**
- 8 Math faculty supporting 8 MPS sections in Statistics, Precalculus, Calculus
- 15 student tutors – both embedded and in the tutoring center for out-of-class time

- 1 Program Coordinator at 50% MPS and 50% MESA

Before 2016, The MPS Program was supported by one dedicated Full-time tenured counselor and a part-time counselor. At this time MPS was offering only 4-6 sections of MPS. After receiving external grant funds from a basic skills grant, the program was able to support up to 5 MPS counselors, but then scaled down to two full-time counselors (one categorically funded and the other Full-time Tenure-track). In 2019, the college approved the hiring of an additional full-time tenure track counselor. The MPS program now had two tenure-track full time positions. With two full-time counselors the MPS program was able to meet the demands of the students as well as assist with external pressures such as the pandemic and AB1705 mandates.

Losing a counselor is always unfortunate. In order to keep up with the demands of the students, we needed to hire part-time support to compensate for the full-time vacancy. Because we needed to support 4 sections of MPS, we needed at least 20 hours of support which equates to two counseling assignments. These assignments have been picked by two separate counselors. Therefore at this time we have three counselors supporting 8 sections of MPS. Although MPS can always use extra support, it is always better for the program to have dedicated full time support rather than piecing together assignments.

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

As previously mentioned, the MPS program is continuing to support 8 sections of MPS, but only half these sections are supported by our full-time counselor while the other half are supported by part-time support. The problem with hiring part-time support is that it affects the stability of the program. Students, especially those that are struggling through calculus, would benefit tremendously with the consistency of a counselor. For part-time support, each quarter a call has to go out to the counseling division, and the hours needed for the program have to be divided into smaller assignments per MOU. Therefore, each quarter we may have two new counselors in our program that we have to onboard. Reviewing counseling practices and technology is not the issue, but understanding the complexity of embedded counseling could be a challenge for counselors not familiar with this form of support. An MPS counselor needs to be intrusive and willing to approach students in the classroom. To make this practice easier, it is best when the counselor has established a relationship with the math faculty member, the embedded tutor, the students, and the staff. For new counselors it may take a few weeks to feel comfortable in the classroom and program. For this reason and for the continued success of the MPS program, two full-time counseling positions are required.

8. Other information, if any.

The MPS is an evidence based program that has received accolades and praise for being an example of equity work in STEM. MPS has been awarded the Basic Skills and Student Outcomes Transformation Program Award (2015) and the Innovation For Higher Education Grant (2019) by the Community College Chancellor's Office. The MPS Team has presented the success of MPS at the League of Innovation and the Research and Planning Conference. MPS has been recognized and awarded the California Community Colleges

Exemplary Program Award and Hewlett Foundation Student Success Award (statewide). MPS has also been listed as a BSI model program in the Basic Skills as a Foundation for Student Success in California Community Colleges.

With all the accolades and praise that MPS is bringing to De Anza, along with being a clear example of equity work in STEM (providing the resources directly to the student in need), I am hopeful to have the commitment from the RAPP committee and the college to support our faculty request. Without our program fully staffed, the MPS program will not be working at its utmost potential. Please consider supporting the MPS Program.

### Dean/Manager Comments

The team has thoughtfully and thoroughly explained the need for the this position.

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This form is completed and ready for acceptance.