

Faculty Request Form - Spring 2024

Department/Area and Name of Submitter

N/A

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
Transfer Counselor (Full-time, Tenure Track)	Growth	N/A	Non-Instruction	N/A	N/A

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).

The Transfer Center (TC) leverages data to continuously improve its services and programs for students. The Center analyzes transfer appointments, drop-in visits, and online advising data to understand service demand and identify staffing needs. Additionally, the Center collects student surveys to gain valuable insights into student experiences, including their level of satisfaction with counseling appointments, their level of awareness of TC offerings, their preferred schedules for appointments and workshops, and their overall helpfulness and satisfaction with TC events. Below is the breakdown of our student contact data for the past three years.

Appointments, Drop-ins, Workshop and Online Advising

	21-22	22-23	23-24 Fiscal Year
Services/Year	Fiscal Year	Fiscal Year	(SU23/F23/W24 - excluding Spring 24)*
Transfer Appointments	975	1,967	1,370*
Transfer Drop-ins	1,266	1,236	923*
Workshops by the TC Team	863	955	891*
Total Duplicated	3,104	4,158	3,184*
Total Unduplicated	1,772	2,341	1,822*

*Data does not include Spring 2024

The above table does not include Online Advising student contacts, which totals up to 1283 duplicated student contacts from July 2021 - March 2024.

Other Student Contacts

	21-22	22-23	23-24 Fiscal Year
Services/Year	Fiscal Year	Fiscal Year	(SU23/F23/W24 - excluding Spring 24)*
Transfer Day	282	500~	500~
University Reps Contacts (Appointments, Workshops, Tabling)	273	933	363*
Other Campus Contacts (Welcome Day, Club Day, Resource Fair, etc.)	87	767	608*
Total	555	2,200	1,417*

*Data does not include Spring 2024

~Estimated data

The Transfer Center also tracks the overall transfer data to identify areas for improvement, set goals for student success based on institutional targets, and analyze trends in transfer rates for different student demographics. Below is the De Anza student transfer data for the past four years.

Institution Type	2019-2020	2020-2021	2021-2022	2022-2023
	Enrollees	Enrollees	Enrollees	Enrollees
UC System	903	978	1,094	946
CSU System	1,411	1,612	1,533	1,333
In-state Private	57	48	36	24
Out-of-State	196	184	167	136
Total	2,567	2,822	2,830	2,439

C. Instructional and Non Instructional Faculty Justifications

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

The request for a transfer counselor position fully aligns with the goals in De Anza College's Educational Master Plan (EMP). First, the EMP highlights the importance of student-centered instruction and services. A new transfer counselor allows for more transfer appointments, individualized support for students in developing their transfer plans, enhanced exploration of transfer options tailored to each student's goals, and dedicated assistance with navigating the complex transfer requirements and process. Secondly, the EMP prioritizes closing the equity gap for underserved student populations. While the college consistently ranks at or near the top statewide in total transfers to the UC (University of California) and CSU (California State University) systems and the overall transfer number, it aims to achieve more equitable transfer rates for historically underrepresented students, including Black, Filipinx, foster youth, Latinx, LGBTQ+, Native American, and Pacific Islander students. The goal is to ensure that the annual transfer rates for these groups are within a 5-percentage point difference from the rate of all other students. In efforts to close these gaps, a dedicated transfer counselor can assist in providing targeted outreach and specialized support to underrepresented student groups interested in transferring. Third, The EMP emphasizes improving outcomes for key student populations. Adding a transfer counselor directly supports this by reducing wait times and increasing access to transfer advising, leading to a smoother transfer process and potentially higher transfer rates. Additionally, the Center can provide more focused guidance on transfer program selection, campus resources, and scholarship opportunities, potentially leading to increased student success at the transfer institution. Lastly, the EMP emphasizes De Anza's role in preparing students for success beyond college. A well-staffed TC can equip students with the knowledge and guidance to transition to four-year institutions successfully, contribute to their chosen fields, and become active participants in their communities after graduation.

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

A dedicated transfer counselor plays a crucial role in creating a more equitable transfer experience for all students, particularly those from historically underrepresented backgrounds. The request for a transfer counselor position directly aligns with De Anza College's Equity Plan Re-Imagined in several ways. First, the Equity Plan emphasizes addressing racial equity gaps in student outcomes. A dedicated transfer counselor can help the institution and TC reach this goal by providing targeted support for disproportionately impacted students interested in transferring, assisting in curating and developing transfer-related resources/materials that are culturally relevant and acknowledge the diverse experiences of students, and providing personalized support tailored to the unique needs and challenges faced by these communities during the transfer process. The counselor can also assist the Center in building partnerships with transfer institutions and student services programs to ensure a smooth transition for disproportionately impacted students upon transfer. Secondly, the Equity Plan also calls for culturally responsive practices. A transfer counselor will assist the Center in continuing to develop workshops and resources that acknowledge and address the diverse backgrounds and experiences of transfer students to ensure they feel welcome and supported. The counselor will disseminate equity-minded practices via professional development workshops for counselors to foster a culture of evidence-based equity practices in supporting transfer students. Lastly, the counselor can collect data on the demographics of students seeking transfer advising and track their success rates as well as the overall transfer success rates for different student populations. This allows the transfer team to identify specific challenges faced by disproportionately impacted students in the transfer process to develop targeted interventions to close the equity gaps, such as specialized workshops or additional advising support for specific populations. By fulfilling this request, De Anza College demonstrates its commitment to the goals outlined in the Equity Plan Re-Imagined.

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?

TC utilizes data to continuously develop, adapt, and improve its services, ensuring responsive support that meets the student needs and institutional priorities. The Center leverages student satisfaction surveys and data on workshop attendance to gain valuable insights into its services. This feedback informs program modifications and ensures services remain aligned with student needs. For example, if data indicates low engagement with a particular workshop, TC works to better promote it, change the workshop time, and/or redesign the content/delivery format to enhance its effectiveness. Recognizing the student need for flexibility, TC has offered workshops, counseling appointments and drop-ins, and university representative visits in multiple modalities such as virtual, HyFlex, and in-person workshops to accommodate students.

TC also reviews data on transfer rates and institutional goals to set targets for student success. TC is committed to diversity and strives to provide programming that is targeted

toward underrepresented students. Recognizing that the rate at which students transfer from underrepresented backgrounds is lower than that of their counterparts from non-disproportionately impacted populations, TC has been working continuously to address these gaps. For example, TC has collaborated with Umoja to host info sessions about Historically Black Colleges and Universities (HBCUs) and the first HBCU Caravan event at De Anza for students to learn about the guaranteed transfer pathway to partnered HBCUs. TC has partnered with the EOPS program and provided transfer application workshops, Transfer Admission Planner, and Transfer Admission Guarantee workshops for first-generation, low-income students to help them prepare for the transfer application process and explore their options. TC has also tabled and presented at various events such as the Black Student Empowerment Conference, the Latinx Student Empowerment Conference, the Filipinx-Pacific Islander-Southeast Asian Student Empowerment Conference, Welcome Day, Resource Fair, and Club Day to promote its program and services to disproportionately impacted student groups.

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

The transfer counselor position plays a critical role in supporting ongoing college operations and student success. Having an additional counselor specializing in transfer ensures De Anza provides students with the most up-to-date and accurate transfer information. With this additional counselor, student wait times for appointments will decrease, allowing for more timely guidance and support and minimizing confusion and delays in the transfer process. This is crucial as delays can negatively impact student transfer timelines. A dedicated transfer counselor can work closely with each student to develop an individualized transfer plan that aligns with their academic goals and chosen transfer institution. This personalized approach of providing wrap-around services through helping students select their schools, ensuring they meet all necessary transfer requirements, and assisting them in navigating every step of the complex transfer process will increase the likelihood of a successful transfer and reduce stress for students, allowing them to focus on their academic success. Additionally, the transfer counselor will help enhance TC's capability to increase collaboration with other departments/programs and constituents on campus. Transfer counselors can disseminate transfer info to other counselors and train those who may not be as familiar with the intricacies of transfer requirements for various institutions, allowing them to feel confident in supporting students with the transfer process, ultimately leading to overall operational efficiency. In addition, transfer counselors also play a key role in building and maintaining relationships with four-year universities, ensuring that De Anza students have access to a wide range of transfer opportunities. Overall, the transfer counselor position at De Anza College is vital in supporting the college's mission of facilitating successful transfers and promoting student success. This not only benefits the individual student but also contributes to the overall success and reputation of De Anza College as a top transfer institution.

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

The De Anza College Transfer Center is renowned for its exceptional track record of helping students successfully transfer to four-year universities and is known for being Tops in Transfer. In 22-23, De Anza ranked number one in the state in the total number of students transferring to UC/CSUs and third in the overall transfer number. With the increasing demand for transfer counseling services and the growing number of students seeking guidance in navigating the transfer process, an additional transfer counselor position is needed to ensure that all students receive the support and assistance they need.

The new transfer counselor position would contribute to the health, growth, and vitality of the Transfer Center by enhancing its capacity to support students in achieving their academic and transfer goals. The Center can effectively reduce the wait times of two to three weeks for students seeking transfer counseling appointments and provide more personalized guidance to students throughout the transfer process. This additional counselor would also allow for more outreach and workshops, helping reach more students and providing them with valuable information and resources related to transferring to four-year universities. Additionally, the transfer counselor can support the Center in raising awareness of transfer institutions outside of the traditional in-state public universities, offering transfer financial literacy workshops to educate students from low-income diverse backgrounds about the transfer pathways and how to finance their education. Furthermore, the counselor can assist in the coordination of campus tours for students to explore their options and experience the university environment first-hand before transferring to help them decide on a campus that meets their needs. With more personalized attention and guidance from additional counseling staff, students will be better equipped to navigate the complex transfer process, explore their options, and make informed decisions about their academic future.

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 Transfer Center team consists of:

- 1 Transfer Center Coordinator/Counselor (25%/75%)
- 2 full-time Counselors
- 1 full-time Administrative Assistant
- 1 full-time temporary Program Coordinator (approved for Spring 2024 term only)

TC has operated with ongoing staffing challenges, including but not limited to:

- a vacant Transfer Coordinator/Counselor (50%/50%) from July 2019 through August 2022
- a vacant Student Success Specialist position
- a change from three full-time Academic Advisors to 0 Academic Advisors
- a vacant Administrative Assistant position from June 2022 through December 2022
- inconsistent staffing from July 2022 till now

The Transfer Center hired a Coordinator/Counselor and an Administrative Assistant in August and December of 2022, respectively, which has been helpful. However, the high demand for transfer counseling appointments and services remains. This calls for the need to hire another transfer counselor to not only offer more appointments for students but also allow

the Counselor/Coordinator more coordination time to expand transfer programs and services and build a robust TC. Currently, there is still a long waiting time for students to get an appointment with a transfer counselor, as appointments in the Transfer Center are always filled two to three weeks in advance, which sparks the concern that many students may not get served in a timely manner. A new transfer counselor can also assist with conducting intentional outreach to targeted student populations, providing more workshops such as the Transfer Admission Guarantee and Associate Degree for Transfer workshops and the new UC/CSU Dual Admission initiatives. A new counselor can also assist the team with additional transfer activities such as Transfer Awareness Month and field trips, building partnerships with campus learning communities as well as 4-year institutions, and developing additional transfer resources that can be beneficial for students, such as transfer application videos, transfer scholarship guides, private/out-of-state universities resources, to name a few.

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

Unfortunately, the work will not be accomplished if the position is not filled. Due to limited staffing, the Transfer Center can only operate at the baseline level. Our moving and progressing forward will not happen without an additional counselor. If the transfer counselor position is not filled, there will still be a longer waiting time for students to meet with a transfer counselor, and they may not be able to receive timely support when needed. While the Transfer Center has done a great job at supporting students, without an additional counselor, the TC team will not have the resources to research, develop and implement innovative and high-impacted practices that can enhance students' transfer experience. For example, TC will not be able to provide more workshops to students, increase the number of students served in appointments and drop-ins, increase partnerships with transfer institutions, and increase the number of students transferring to 4-year universities. While De Anza College holds a strong record of students transferring to UC and CSU institutions, there is a significant opportunity for growth in the number of students transferring to private and out-of-state institutions. Without an additional transfer counselor, the TC team will not be able to invest more efforts in promoting in-state private/out-of-state (IP/OOS) transfer, developing additional IP/OOS resources, and providing further support to students aspiring to transfer to these institutions.

Although many counselors across campus can assist students with transfer-related questions, Transfer Center counselors are specialized in all transfer topics and can serve as resources and provide training for other counselors on campus. It is essential for all counselors to stay up to date with transfer requirements and provide comprehensive services to students. Without another transfer counselor, we will not be able to provide consistent training to counselors on campus to ensure everyone stays current with transfer information.

8. Other information, if any.

De Anza has consistently ranked at the top in the number of students transferring to 4-year universities. A key factor behind this achievement is the Transfer Center's excellent transfer support services. However, to fully reach its potential and offer comprehensive services beyond the current capacity and baseline level, the Center needs an additional transfer

counselor. This additional counselor would help the Transfer Center to become a full-service hub, providing a wider range of resources and services for all university systems (UC, CSU, In-state private, and Out-of-State). These include more workshops, information sessions, and one-on-one counseling appointments to help reach more students and ensure they have access to the support they need. Additionally, with an extra counselor, the Center can implement targeted outreach initiatives to better serve disproportionately impacted student populations in efforts to close the equity gap. This could involve events specifically tailored to these groups, along with personalized email outreach at key transfer milestones (e.g., reaching 30 or 45 transferable units) to ensure students are aware of their transfer timeline and progress. The additional counselor would also strengthen collaboration with existing student support programs like EOPS, UMOJA, Men of Color, Rising Scholars, HEFAS, Impact AAPI, Puente, and the Pride Center. This collaboration would allow the Center to develop targeted resources and services that effectively promote transfer success for these diverse student groups. This increased level of support would not only benefit individual students but also contribute to the overall success of the Transfer Center in helping diverse students successfully transfer to a four-year college or university. By investing in the growth of the Transfer Center team, the College can enhance the overall effectiveness of the Center and better serve our diverse student population.

Dean/Manager Comments

There is a clear need for another Transfer Counselor (TC). We cannot simultaneously grow the program and offer transfer services and counseling without more assistance. With all the new transfer initiatives, programs, and policies being implemented at the State level it's even more imperative that we have another transfer counselor to disseminate this information to students and campus constituents. Additionally, with an increase in the general population of students and the ISP population, there has been an increased need in the Transfer Center for another TC. Also, we no longer have Academic Advisors in the Transfer Center and in General Counseling to assist with building transfer educational plans. This was a strategic move in that Advisors could only do limited services to students, and the majority of the time students would still have to see the TC even after seeing an Advisor. Lastly, Embedded Counselors need to be trained in transfer counseling since all Counselors are required to do wrap-around services, especially transfer counseling. The TC can still assist in training the Embedded Counselors but needs to reserve appointments strictly for serving the entire population.

This form is completed and ready for acceptance.

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).

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Workshops by the TC Team	863	955	999
Total Duplicated	3,104	4,158	4,183
Total Unduplicated	1,772	2,341	2,699

The above table does not include Online Advising student contacts, which totals up to 1385 duplicated student contacts from July 2021 – June 2024.

Other Student Contacts

Services/Year	21-22	22-23	23-24

Transfer Day	282	500~	500~
University Reps Contacts (Appointments, workshops, tabling)	273	933	561
Other Campus Contacts (Welcome Day, Club Day, Resource Fair, etc.)	87	767	817
Total	555	2,200	1,878

~Estimated data

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. (Word count 300; Max 300)

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