

## RAPP De Anza Faculty Request Form

**Division:** Enrollment Services

**Department:** Outreach & New Student Office

### **Details on Faculty Positions Requested**

**Position:** Counselor - Dual Enrollment

**Replacement or Growth:** Growth

**Retirement/Resignation Date:** n/a

**Instruction, Non-Instruction, Both:** Non-Instruction

**If 'Both', indicate the ratio of instruction to non-instruction:** n/a (although, we could have this person teaching at a high school)

**\*Area Ranking:** #1

*\* 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*

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### **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.

### **A. Instructional Faculty**

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).

### Dual Enrollment Program Introduction & Definitions

*California Community Colleges Chancellor's Office: Vision 2030 – A Roadmap for the California Community College*

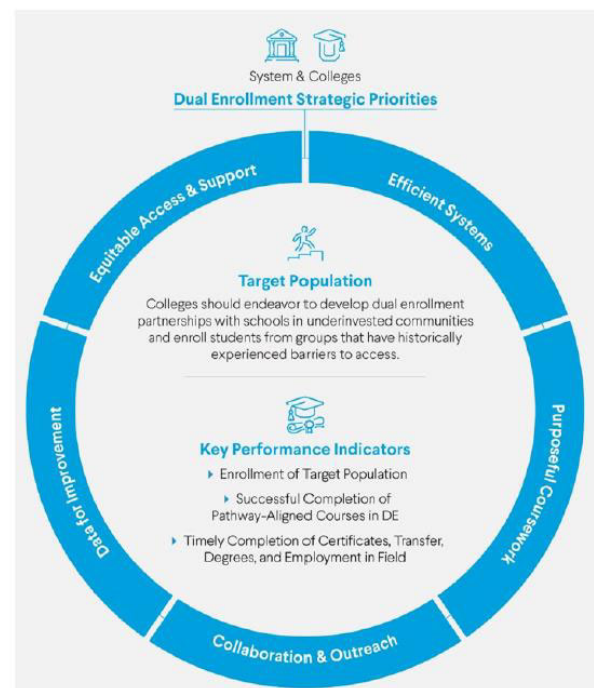
## New Pathways to Reach Future Learners




## Strategic Framework for Dual Enrollment

Aligned to **Vision 2030** and the pillars of **Guided Pathways**, dual enrollment enables students from groups historically underrepresented in higher education to access and succeed in college coursework for credit. Dual enrollment is a powerful lever for:

- closing equity gaps,
- extending pathways, and
- accelerating the completion of degrees and credentials.





## Equitable Dual Enrollment Expansion: The 9<sup>th</sup> Grade to Baccalaureate Degree Completion Strategy



### 9<sup>th</sup> Grade - 12 credits in 4 years

Every incoming ninth grader enrolls in a college course and develops a college education plan which includes at least 12 college credits (e.g. student development course)

### 10<sup>th</sup> through 12<sup>th</sup> grade expansion

12 college credits in 3 years  
12 college credits in 2 years  
12 college credits in 1 year

#### References:

- <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESS-Memo-23-46-Dual-Enrollment-Empowerment.pdf?la=en&hash=926FCF02CF71B68ED8C4BE2D27B64CD1B7A0337B>
- <https://www.cccco.edu/About-Us/Vision-2030>

Following state guidance, alongside our Foothill-De Anza Community College Chancellor Lambert Lee's emerging goal to develop a robust dual enrollment pathway, De Anza's has an emerging dual enrollment programming umbrella, which includes four unique programs and populations.

- 1) **De Anza's General High School Dual Enrollment Program** – Program participants can take less than 11-units (6-units in the summer) at De Anza for free while they are enrolled in any high school for enrichment purposes on a part-time basis. The Enrollment Services Division oversees the recruitment, onboarding, admission, and registration efforts for the general dual enrollment population. **This noninstructional counseling faculty position request is made on behalf of the Outreach & New Student Office, which is part of the Enrollment Services Division.**

Website: <https://www.deanza.edu/admissions/dual/index.html>

- 2) **De Anza's Middle College Program** – This is a partnership program with the Fremont Union High School District and De Anza College. The Middle College Program participants complete their high school requirements on the De Anza campus, and they take De Anza College courses to fulfill some high school requirements while earning college course credit. The Enrollment Services Division hosts the Middle College Program faculty and ensures that students are onboarded, admitted and registered for classes. In addition, the Enrollment Services Division oversees the on-campus logistics and events for the program (i.e. classroom reservations, enrollment and student success data, etc.).

Website: <https://www.fuhisd.org/our-schools/middle-college>

- 3) **De Anza's College and Career Access Pathways (CCAP)** – Program participants can enroll in CCAP courses which are taught on their high school campus and earn college course credit. This program is overseen by the CCAP

grant funds under the CTE and Workforce Development Division. But the processing of admissions and registration for the CCAP program is in partnership with Enrollment Services' Admissions & Records Department. The CCAP population does have access to a dedicated program coordinator and CTE counselor.

Website: <https://www.deanza.edu/fuhsd/>

- 4) **De Anza's Adult Education Dual Enrollment** – Program participants can take less than 11-units (6-units in the summer) at De Anza for free while they are enrolled at an Adult Education School. This program is overseen by the CTE and Workforce Development Division. But the processing of admissions and registration for the Adult Ed program is in partnership with Enrollment Services' Admissions & Records Department. The Adult Ed population does have access to a dedicated CTE and Workforce program coordinator and counselor.

Website: <https://www.deanza.edu/career-training/>

### Our Equity Vision for Dual Enrollment

*“Dual Enrollment is a powerful lever for closing equity gaps, extending pathways, and accelerating the completion of degrees and credentials.”* - from the 2020 CCCCCO Strategic Plan on Dual Enrollment

At Chancellor Lee's April 30 Budget Town Hall, our district will **reaffirm its commitment** to the local high school and community student populations. To promote equity in dual enrollment programs, initiatives must emphasize strengthening partnerships between high schools and colleges, thus facilitating broader access through both on-campus and online courses. These efforts should particularly target outreach and support for **Black, Latinx, Filipino, Pacific Islander, first-generation, foster youth, and LGBTQIA+ students**, ensuring they receive the information and support needed for successful participation and access to higher education. Monitoring and analyzing data on participation and success rates for these groups is crucial for identifying disparities and driving ongoing improvements.

In California, historical analysis reveals significant **access disparities** in dual enrollment programs **along racial and ethnic lines**. The issue primarily arose from a system that relied on individual students to proactively seek out enrollment opportunities at college campuses, a process that naturally favored those from racial and ethnic backgrounds already more common in higher education settings. This approach has contributed to broadening the opportunity gap.

### Enrollment Trends: General High School Dual Enrollment Program

Prior to 2019, De Anza's dual enrollment program only accepted 11th and 12th graders. This population was charged basic student fees and nonresident tuition fees, when appropriate. The program's paper high school permission form was cumbersome; and participant feedback was largely negative as students were required to obtain multiple wet signatures (student, parent, school administration) for admissions, which blocked student registration. In Summer 2018, just 626 students enrolled.

In Winter 2019, De Anza opened admission for the general high school dual enrollment program to include 9th through 12th graders. Following AB 2364, the college waived basic fees and nonresident tuition fees. In Summer 2020, the population grew to 1,117 students. During the Pandemic Closure (March 2020 - 2022), while the college's general population enrollment was largely flat the general high school dual enrollment increased. Also, during this time, A&R adopted a high school permission e-form using AdobeSign. In addition, the college allocated one additional staff position to assist A&R to manually process e-forms in winter 2021. During the college's traditionally slowest quarter--winter quarter--there was a spike in high school dual enrollment:

- Winter 2021 - **762** students enrolled
- Winter 2020 - 398 students enrolled

The population’s enrollment continued to trend up as Admissions & Records committed additional resources to solidifying the admissions and enrollment foundations for dual enrollment.

## Unduplicated High School Dual Enrollment Headcount – Comparison

### Enrollment Pre-2019 Changes

- Summer 2017 – 673
- Fall 2017 - 367
- Winter 2018 - 376
- Spring 2018 – 262

### Enrollment Post-2019 Changes

- Summer 2022 – 1,507
- Fall 2022 – 1,013
- Winter 2023 - 892
- Spring 2023 - 777

But in our 2024 academic year, the general dual enrollment population’s growth has flattened. Thus, the need for a dedicated program counselor is now apparent. This student population needs a skilled counselor to lead outreach efforts, partner with high schools, and advise students on their educational planning while in high school so they can confidently transition to college. Without additional **commitment and investment** from the college, the general dual enrollment program’s population will remain flat.

### 2. How does the program use these data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

In response to the significant growth in enrollment in the last few years, alongside the college’s efforts to both increase enrollment and help those disproportionately impacted student populations, the Enrollment Services Division scaled up its programming efforts by creating a dedicated program webpage, developing onboarding materials, hosting presentations and webinars for local high school families, and strengthening partnerships with local high schools and community organizations. Here are our currently onboarding resources

- Webpage: <https://www.deanza.edu/admissions/dual/>
- Onboarding presentation: [https://docs.google.com/presentation/d/1MgzMSVe8slZMieQ8f6XT51Y2d\\_60rV\\_L37kZyfB0w7g/edit?usp=sharing](https://docs.google.com/presentation/d/1MgzMSVe8slZMieQ8f6XT51Y2d_60rV_L37kZyfB0w7g/edit?usp=sharing)

It is important to understand that the onboarding efforts for the high school dual enrollment program were created and are maintained by staff **outside** the Outreach & New Student Office. The current Outreach team does **not** have the capacity or infrastructure to devote additional resources to the dual enrollment program and population. As documented in the [Outreach Program Review](#), the Outreach Team continues to serve all new students and meet their current high school outreach and community commitments with the staff and faculty capacity that they have. Thus, a dual enrollment counselor will meet the need of both the Outreach & New Student Office’s workload and the needs of this growing student population.



# Outreach



## Large Outreach Events

- High School Partners breakfast (Fall) - 80+ High School counselors
- Black Empowerment HS Conference (Winter) – 350+ High School Students
- Latinx Empowerment HS Conference (Winter) – 400 High School Students
- Filipinx, Pacific Islander, & Southeast Asian Empowerment HS Conference (Winter) – 250+ High School Students
- Enrollment Day (Spring) – 800+ High School students and their families

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

This noninstructional counselor faculty position will directly support the college's commitment to our general high school dual enrollment student population and be an active part of the Outreach & New Student Office team by serving all new students. In addition, this population will be our **up-and-coming freshmen class** at De Anza College. This population is highly motivated and committed to their educational goals. These students are seeking out De Anza early in their careers, and this counselor position will help to ensure that these students are correctly advised about their options after high school. Furthermore, despite this being a tuition free program, the college **collects apportionment** for high school dual enrollment student participants.

# Program Highlights

## FTES \*

- AY 2022-23 – 640 FTES = roughly \$3,520,000
- AY 2018-19 – 270 FTES = roughly \$1,485,000
  - More than \$2 million earned!
  - Dual enrollment FTES pays at a higher rate than FTES general population

\*Note: FTES calculated at \$5,500 rate to be used as a general comparison

## Success Rates

- Less than 10% of student population drop or withdrawal
- 90% of the student population pass their classes

## Enrollment for this year (AY 23-24)

- Summer 2023 - 1,578 students
- Fall 2023 – 1,084

## C. Instructional and Non-Instructional Faculty Justifications

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

This noninstructional counselor position is needed to

- 1) Ensure that our incoming high school students are advised appropriately on college policies (i.e. Pass/No Pass, Grade Point Averages, college course credit, transferable classes, etc.)
- 2) Provide comprehensive counseling services to dual enrollment and transitioning high school students and adult learners including academic, career, and personal counseling on a drop-in and appointment basis both day and evening
- 3) Provide individual and group counseling to current dual enrollment and transitioning high school students
- 4) Provide a direct point of contact for dual enrollment student counseling
- 5) Host recruitment events and give promotional presentations to students and families
- 6) Develop, maintain and lead the dual enrollment counseling programming
- 7) Collaborate with Enrollment Services and other college community participants which support dual enrollment students

This position would directly contribute to the health, growth and vitality of the Outreach & New Student Office by providing both indirect and direct counseling and student services to the dual enrollment student population. Currently there is **no dedicated space or resources** for this student population. While Outreach counselors do their best to support this population along with all other new students, there is no specific messaging for this population other than the information on the Admissions & Records website (<https://www.deanza.edu/admissions/dual/index.html>).

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

This request directly aligns with the following Educational Master Plan goals

- [Outreach](#) - This position will participate in the outreach to dual enrollment populations by planning for outreach events, partnering with community schools and organizations, and developing outreach and onboarding materials so that students can engage in the college culture while still in high school and successfully transition to college.
- [Retention](#) - This position will help our part-time students get connected with college resources, and start thinking about their educational goals—degree, certificate, workforce opportunities—early in their academic career.

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

The request for a high school dual enrollment counselor aligns with the College’s equity Plan Re-Imagined because it meets the following

### *Equitable Access Initiatives*

- Dual Enrollment: creating a pathway for the K-16 model; current legislation aims to ensure that graduating high school seniors have at least 6 units of college coursework.

### *Completion and Transfer Outcomes Initiatives*

- Guided Pathways: creating a clear and easy transition from high school to college.

## 4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

Legislation calls for colleges to invest in support services and systems for high school dual enrollment students on the college campus.

- CCCCO’s Vision 2030’s Strategic Direction 1: Equitable Baccalaureate Attainment - *Increase equitable access, success and support for: dual enrollment in degree pathway, justice-involved and justice-impacted Californians, foster youth, those with lower wages and incomes, and veterans.*
  - <https://www.cccco.edu/About-Us/Vision-2030>
- AB 132: California's commitment to making college more affordable
  - <https://www.gov.ca.gov/2021/07/27/governor-newsom-signs-legislation-to-make-college-more-affordable-and-accessible-in-california/>
- California Community College Chancellor’s Office (CCCCO) Equity in Access, Support, Success efforts calls for a K-16 model, encouraging community colleges to partner with high schools with the goal of graduating high school students with college credits.
  - <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESS-Memo-23-46-Dual-Enrollment-Empowerment.pdf?la=en&hash=926FCF02CF71B68ED8C4BE2D27B64CD1B7A0337B>
  - <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Dual-Enrollment>
- Research on dual enrollment shows that early access to college may help to close equity gaps.
  - <https://www.ppic.org/publication/dual-enrollment-in-california/>
- Guided Pathways Movement



- <https://www.cccco.edu/College-Professionals/Guided-Pathways>

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

The Outreach & New Student Office will always continue to serve all new students. However, if this position is not filled

- The general high school dual enrollment program population growth will flatten.
- The student onboarding experience may be disjointed
- Access to a counselor will be limited, which may
  - Complicate the student's high school to college transition
  - Misinform students on college policies and procedures (i.e. Pass/No Pass, grade point average, etc.)
  - Result in the student receiving inaccurate or misinformation (i.e. A-G requirements, transfer planning, etc.)

## 6. Other information, if any.

To summarize, the general high school dual enrollment program

- Was expanded in 2019--program eligibility now includes all high school students by admitting 9<sup>th</sup> through 12<sup>th</sup> graders (pre-2019, only 11th and 12th graders were admitted);
- Now has a streamlined the dual enrollment admissions and enrollment process programming under Admissions & Records; and
- The population continues to grow, and student success rates remain positive.

This population needs a counselor to lead the onboarding, educational planning, and retention efforts. Given the CCCCO's equity legislation and push for a K-16 model coupled with our Promise Program alongside the college's enrollment and FTES benefits, this is an opportunity to invest in our community and support those dual enrollment students who are choosing to come to De Anza early in their educational careers.