



New Classified Staff and Administrator Request Justification

Complete One Per Program/Area

Date: April 30, 2024

Division: Equity & Engagement

Program/Area: Student Success & Retention Services

Number of Positions Requiring New Funding (does not apply to refilling existing positions): 2

Requested Position	Classified or Administrative Position	Salary Schedule or Position Grade	Area Ranking*
Associate Dean, Learning Communities	Administrative	A2/A3 - I	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.

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. Program Information

1. Provide a brief job description of the position in 3-4 sentences so the committee can better understand the scope and duties of the position.

The primary responsibilities of the Learning Communities Associate Dean include but are not limited to, 1) planning, developing, integrating, and coordinating new and existing instructional, counseling, retention, and transfer support services and activities designed to facilitate the success of students in learning cohorts in Student Success and Retention Services, 2) ensure equitable opportunities for academic success and retention, and 3) promote student interest and engagement in Learning Communities.

2. Provide a brief overview of the services the program provides and how they align with the mission of the college. How does the program facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional [mission](#), the [Educational Master Plan](#), and the [Equity Plan ReImagined](#)?

The mission of **Student Success and Retention Services (SSRS)** which houses the Learning Communities, is to address historical and institutional inequities resulting in achievement gaps for underserved students by fostering a community of learners and leaders through innovative services and pedagogies that increase retention, persistence, graduation, and transfer rates through **academic enrichment** and support services for first-generation college students and groups that have been historically underrepresented in retention and transfer rates.

3. What are the historical staffing patterns within the program over the last few years?

The SSRS leadership has evolved in the staffing over the years with a directorship from 2015-17, to a Dean, Equity & Engagement from 2017-2023, and now to the Associate Dean, Learning Communities with the college's receipt of the SiP Grant.

4. What types of disaggregated data are used to address the program's goals and objectives?

SSRS provides data from each of the Learning Communities-FYE, IMPACT AAPI, LEAD!, Pride, Puente and Umoja which speaks to the collective impact of the SSRS on the students they serve. The programs focus on transitioning from high school to college, completion of English and Math in the first year, self and cultural efficacy, community building, holistic student development and educational planning and

career development.

5. What evidence does the program use to create strategies for improving student learning, development and success?

Learning Communities are a proven strategy for retention within an educational setting. They provide comprehensive on-boarding, a cohort of classes that are degree and transfer applicable, along with embedded counseling support to help students through gateway courses, while developing their self-efficacy and confidence to navigate college beyond the first year.

Learning communities provide student-centered instruction. Faculty meet regularly to discuss the progress of students in their respective cohorts and assist students in mitigating barriers to their success. Additionally, they provide a culture of collaboration and relationship that fosters approachability and support for the collective.

Program review data from the learning communities demonstrates the success of the strategies that are improving student learning and development along with course completion and degree attainment.

6. What assessment plans and processes does the program use to document progress toward achievement of its mission, goals, outcomes and objectives?

Currently, the SSRS uses the program review process along with quarterly enrollment trends, student surveys and integrated planning and assessment through the Division. The Associate Dean works with the Office of Institutional Research to establish relevant reports and data analysis. Enrollment trends in the cohorts are heavily monitored from onboarding to course retention, persistence, success and retention. Counselors meet with students regularly throughout the quarter to monitor progress.

7. How does the program respond to the needs of individuals, constituents, and populations with distinct needs to ensure equitable access for all students?

Within the SSRS, the Learning Communities are specific to culturally diverse groups and the instructors teach from a culturally relevant pedagogical approach. The goal is to connect students to the content to make it meaningful to them.

With a holistic student-centered approach, the counselor coordinators within the Learning Communities teach the counseling course, are the academic advisors to the students and they meet regularly with other disciplined faculty in reflection of the students within the cohort. This allows them a unique opportunity to assess needs, provide resources and to connect students across the campus. Students with advanced

knowledge of programs and services on campus are then able to share with their peers and extend their knowledge to assist other students.

8. How does the program develop, adapt and improve programs and services in response to the needs of changing environments, populations served and evolving institutional priorities?

B. Justification for EACH requested position, please respond in 300 words or less.

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

The Associate Dean plays a crucial role in fostering a supportive and inclusive environment that enhances student success and retention. Learning communities are innovative educational models that integrate academic courses, support services, and community engagement to create a cohesive learning experience for students. This approach has been shown to improve student outcomes, including academic achievement, persistence, and graduation rates.

The Associate Dean serves as a strategic leader and collaborator in the development, implementation, and evaluation of learning communities and student success initiatives. They provide direction and guidance to faculty, staff, and student assistants involved in these programs, ensuring alignment with institutional goals and priorities and the goals of the SiP Grant. Through collaboration across departments and disciplines, the Associate Dean works to identify and address barriers to student success, particularly those faced by historically underrepresented and marginalized student populations. Through intentional outreach, support services, and advocacy, the Associate Dean helps create an environment where all students feel valued, supported, and empowered to achieve their academic and personal goals.

Their leadership and advocacy roles provide administrative oversight and support for the day-to-day operations of learning communities and student success programs. This includes scheduling, budget management, program evaluation, data analysis, and reporting to ensure accountability and effectiveness.

The Associate Dean position is essential for advancing the vitality of the SSRS and the learning communities given the time, attention, support and expertise afforded to the team in their role. To tackle this endeavor coupled with other significant departments and areas would greatly impact the productivity and impact of the SSRS and the Learning Communities.

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

The Associate Dean position plays a crucial role in supporting ongoing college operations and student success at De Anza College by providing leadership, coordination, and strategic direction for learning communities and related initiatives. Through collaboration, equity-focused practices, program development, and data-driven decision-making, the Associate Dean contributes to the college's mission of fostering student

success, academic excellence and transfer.

The Associate Dean contributes to the college's operational efficiency by coordinating and managing the implementation of learning community programs. This involves collaborating with faculty, staff, and administrators to design curricular pathways, schedule courses, and allocate resources effectively. By ensuring smooth coordination of these programs, the Associate Dean facilitates a cohesive and supportive learning environment for students.

The Associate Dean plays a critical role in advancing student success. Learning communities are designed to enhance student engagement, academic achievement, and retention by integrating academic coursework with support services and co-curricular activities. As such, the Associate Dean works to develop and implement strategies that promote student success within learning communities.

The Associate Dean serves as a liaison between various campus stakeholders, including faculty, staff, administrators, and students, fostering collaboration and communication across departments and disciplines. By building strong partnerships and fostering a culture of shared responsibility for student success, the Associate Dean contributes to a supportive and inclusive campus community where all students thrive.

3. How does this request align with the program's needs as detailed in the program review or CAS form?

The SSRS does not complete a program review. Each Learning Community completes a Program Review, respectively.

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

The work would revert to the Dean, Equity and Engagement; however, the Learning Communities would not receive the same level of leadership and support as the dedicated Associate Dean.

5. Other information, if any.

The Associate Dean, Learning Communities position is funded by the SiP Grant through October 31, 2026. The budget for the position is scheduled to decrease over the life of the grant with the expectation that the institution will absorb the costs for the salary and fringe benefits (See [SiP Grant Submission](#), p.49). However, it is likely that delays in first year spending allow the grant to fully fund the position through the Oct 2026 deadline.