



**New Classified Staff and Administrator Request Justification**

**Complete One Per Program/Area**

**Date:** Nov 9, 2023

**Division:** Student Services/Student Development

**Program/Area:** Office of College Life

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

Click or tap here to enter text.

Requested Position
Leadership Development & Student Activities Coordinator
Click or tap here to enter text.
Click or tap here to enter text.

**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 Leadership Development & Student Activities Coordinator coordinates, organizes, and serves as the primary advisor for various student activities and services such as clubs, Inter Club Council (ICC), and student government programs and boards. The position also develops and leads all Leadership training and initiatives for our student leaders (DASG, ICC, and Mentors@De Anza, and provides critical support for the Office of College life with special events including Graduation, Flea Market, Homecoming, Weeks of Welcome, etc., It is instrumental in developing comprehensive leadership programs by working in partnership with the wider campus community.

- 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 ongoing planning efforts?**

The Office of College Life (OCL) is dedicated to providing an enriching campus life experience for De Anza's diverse student body. Rooted in our commitment to the values of diversity, engagement, and community, OCL strives to promote the ideals of leadership, empowerment, and civic capacity through a comprehensive college life program.

Utilizing an integrated approach, OCL bridges our institutional core values with evidence-based practices to produce high impact programs and services that celebrate and fosters a climate of respect, integrity, and inclusion. We provide opportunities for students to engage and develop their full potential and prepare them to be responsible and engaged citizens of the world.

OCL is a key information and resource center for students, staff, and community members. Among the many services we provide are the Photo ID Cards, VTA SmartPass, DASG, Club, and Mentors@De Anza Information, free legal advice, free bike rentals, approval for posting, and more. In addition, the Flea Market office is located in the Office of College Life and generates revenue to support long standing programs and services at De Anza. Also located in the Office of College Life is the Student Accounts Office which provides critical accounting services for our ICC clubs and DASG

accounts, they also help with all financial processes related to our Flea Market and DASG budget.

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

We incorporate an equity framework in our student leadership training to ensure all students elected, appointed or hired in their roles develop an equity lens to their work and are prepared to represent students of all backgrounds.

Additionally, we have sought out campus programs that focus on serving various underrepresented communities for feedback on why they do or do not engage with our programs. For example, a number groups representing students of color and those from low-income households shared that the student government positions being unpaid leadership positions kept them out of reach since they needed to prioritize their time to roles that would help them pay for their academic and living expenses. We used that feedback to set up a scholarship for those positions to make it more accessible.

We do and plan to continue to utilize the guidance of the Council for the Advancement of Standards in Higher Education (CAS) and their standards. These standards include those that utilize decades of theories and models for student development which have assessed the importance of leadership development opportunities but also require a critical lens to ensure our approaches are equitable. Rather than teaching one form of leadership, we are invested honoring the unique ways all of our students can lead based on their identities, experiences, and lenses.

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

Our office follows best practices and research in higher education which have long assessed the positive correlation between involvement on campus with rates of retention, graduation, and other positive outcomes. In particular, we are following guidance from CAS Leadership Education and Development assessment guide. Having its own guide suggests the critical importance of having a professional member that can lead cocurricular activities that utilizes student development theories and practices.

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

We have conducted pre-training and post training surveys to assess our student leaders' knowledge level with relevant topics and skills such as parliamentary procedure, where to find on campus resources, and financial processes.

We conduct evaluations of all our training and solicit feedback for improving future training. We conduct end of the quarter evaluations for Mentors and Mentees in the Mentors@De Anza program.

We currently went through a rigorous assessment process using the CAS (Council for the Advancement of Standards in Higher Education) standards for Campus Activities Program and plan to utilize the Leadership Education and Development guidelines to assess our current offerings and improve and add to them.

**6. 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?**

We make note of any feedback given to us regarding our programs and services to see if there are any patterns or frequently asked questions that need to be more clearly addressed. We also solicit input from the students we work with, including our own student employees, to get suggestions for changes and improvements to our programs and services.

We also perform our own evaluations as needs arise, such as the COVID pandemic, to find new ways to meet the needs of students. One example is we are currently planning to use Canvas to provide consistent training and onboarding, as well as a central resource hub, for new student leaders, clubs, and club advisors. We continuously try to keep up with current trends and pull from them if it pertains to our work.

**7. What types of disaggregated data are used to address the program objectives?**

We use demographic data to better target our programs for different populations to meet their needs. We have analyzed the demographics of the DASG Senate and the DASG Equity and Diversity Committee (changing to DASG Student Rights and Equity Committee in 2023-2024) has been working on improving outreach to underserved populations to increase their participation.

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

This position has been funded by the college since its inception. The funding was cut during a time of budget deficit (around 2019) because the previous person in the position filed for retirement and the college felt it could cut the position without affecting a specific employee. However, this is an essential position for the operations of College Life on this campus and without it there would be no clubs or leadership development programs.

The DASG understood the necessity of the position and has been funding it since 2019-2020 with the understanding that it would be temporary. In addition, DASG funding is never guaranteed and must be requested annually. It is entirely possible that a particular year's Senate could decide to longer fund any of their Classified Professionals, or anything currently in their budget, and in fact this very situation almost occurred a few years ago but De Anza College President Brian Murphy was able to convince the Senate to reconsider.

Lastly, DASG funds are entirely tied to headcount and as enrollment decreases so too does the revenue, and the DASG Student Body Membership Fee does not change when the state provides a COLA to the College. Now that we have the opportunity to fund positions again, we respectfully as that we honor the existing positions before filling new ones on campus.

**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?**

Rooted in best practices, the Leadership Development and Activities Coordinator is an essential position by providing activities and programs that facilitate students' sense of belonging and connection to the institution and the overall academic mission. The position focuses on providing meaningful student engagement activities that facilitate connection, involvement, leadership skill development, citizenship and social responsibility, all of which supplements the overall student educational experience. This position and its related job functions and responsibilities directly mirrors De Anza's Values as well as Institutional Core Competencies.

**2. How does this position contribute to students' overall retention and persistence rates?**

This position, perhaps more than any others on campus, is the heart and pulse of campus engagement, as they are critical in developing, promoting, and facilitating activities and programs directly related to student involvement and civic engagement. Exposing students to clubs and organizations and other leadership opportunities early on in a student's academic journey will provide opportunities for connection and sense of belonging which is vital for student retention and educational success. There is much literature that shows that student engagement at the early stages of a students academic journey is critical to their long term educational success both in terms of their overall positive experience with the college and increased chance of graduation.

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

According to the 2019 CAS Standard Assessment guide for Leadership and Development, they suggest that, "it is essential that campuses seek to develop comprehensive leadership

programs and recognize the need to make integrative leadership learning opportunities available to all students through coordinated campus-wide efforts.” OCL’s mission reflects this need and our program review as noted above. We believe that leadership learning is central to the work of both student affairs and academic affairs and hence the importance of this position to the larger campus.

**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.**

While the position does not administer any special regulations, they do however coordinate the training for our student leaders. Given the nature of our student leadership program, our student leaders must have training on title IX, Brown Act, and AP 5510 (Student Codes of Conduct) and 5520 (Student Due Process and Discipline). Our Student Senate has internal committee’s that work on students’ rights and responsibilities and all are subjected to the Brown Act. Both DASG and ICC also utilize Parliamentary procedures and must uphold all standards of conduct while serving in their respective position. The position works closely with club advisors and chaperones and follows all Education Code policies and guidelines.

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

We hope that DASG will continue to financially support this position until we receive permanent funding from the College. However, as explained above in Part A #7, there is no guarantee that DASG will continue to fund the position long term and that is why it is critical we find immediate funding for this position.

If this position is not funded, our ICC and Leadership Development and Training programs will have to come to a full halt. The Office of College Life staff is already stretched and we could no longer provide the comprehensive leadership training program that we currently have in place. In addition, our ICC programs will suffer from having a dedicated professional that works directly with the students and advisors.

**6. Other information, if any.**

Unfortunately, this position was cut from our budget several years ago when De Anza was going through a budget deficit process where each department was asked to eliminate a position. We were able to “save” this position with DASG’s avid support with the promise that we would seek permanent funding from the College when the time was appropriate. In essence, we have been using DASG funds when in fact, this should be considered an essential position on our campus and therefore the funding should be reinstated by the college. The funds can then be returned to DASG to provide more funding for student related activities and initiatives.