

# SSPBT Position Request Template

Name of Requester: Laureen Balducci

Program/Department: General Counseling Division

Date Completed: 12/17/21

Position Requested: Early Alert Counselor

## 1. How is this position linked to the College's ICCs?

### Institutional Core Competencies:

1. Communication and Expression
2. Information Literacy
3. Physical/Mental Wellness and Personal Responsibility
4. Civic Capacity for Global, Cultural, Social and Environmental Justice
5. Critical Thinking

The General Counseling Division is committed to the College's Core Competencies and the new Early Alert (EA) program is a key component in this. By establishing an early alert system where faculty and staff can refer students academically struggling in their classes, the new Early Alert Counselor (EAC) position would help preserve student success, intellectual capacities for critical thinking and communication, and illicit creative problem-solving while cultivating civic engagement. Much of the work for the EAC is to a.) Counsel students on educational and personal barriers that impede them from their college success and b.) Pair students with appropriate supportive services and embedded programs that will further assist them with their overall physical/mental/personal growth, critical thinking skills, and social engagement/leadership.

✓ Com & Exp   ✓ Info Lit.   ✓ P / M Wellness & Personal Resp.   ✓ Justice   ✓ C. Thinking

[Web link](#)

## 2. How is this position linked to the College's mission?

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies.

Retention is a college-wide concern in which General Counseling shares an integral role. For the 2020-21 academic year, the Retention/EA Support Program, General Counselors and Advisors have contacted over 2,000 students and served 1,214 unduplicated students on Academic/Progress Probation (in addition to 1,104 stop-out students.) These students have received student support program benefits, such as personal and academic counseling, check-in phone calls, course selection assistance, drop-in counseling sessions book vouchers, etc.. By offering these integrated services, students were able to remain successful in their academic and career goals, as well as progress onto being community leaders engaged in socially responsible activities both on and off campus.

[Web link](#)

## 3. How is this position linked to the College's core values?

1. Integrity
2. Innovation
3. Equity
4. Developing Human Capacity
5. Institutional Core Competencies
6. Civil Engagement for Social Justice

The EA Counselor position would create and maintain a counseling relationship with students that is accessible, inclusive and equitable. The EA Counselor would be essential for gauging student personal, career, and academic needs and providing in-depth counseling and prevention services to support student success.

✓ Integrity   ✓ Innovation   ✓ Equity   ✓ Develop HC   ✓ ICCs    CE for SJ

[Web link](#)

## 4. How will this position impact equitable outcomes for disproportionately impacted student populations (D.I.S.P) served by program/department?

1. Black
2. Foster Youth
3. Latinx
4. LGBTQI+
5. Native American
6. Pacific Islander

All D.I.S.P students would benefit from the EA program, which includes working collaboratively with faculty and staff for flagging students of concern, disseminating which students are part of an embedded support program, and connecting those students with their Embedded Counselor or with a General Counselor if the student is not affiliated with a support program.

✓ Black   ✓ F Youth   ✓ Latinx   ✓ LGBTQ+   ✓ N American   ✓ P Islander

[Web link](#)

## 5. How is this position linked to the SSPBT core priorities?

1. Student Equity
2. Access to Education
3. Student Retention
4. Student Completion

Hiring an EA Counselor would directly contribute to a student's progression to educationally succeed in a timely manner. With direct follow up with an EA Counselor, there would potentially be an increased rate in student engagement, persistence and completion rates. Since the EA program was new for Fall 2021, the Retention/EA program team will compile data moving forward and track completion rates per year for comparables.

✓ Equity   ✓ Access   ✓ Retention   ✓ Completion

[Web link](#)

**6. How many years has this position request been included in program APRUs?**

[Web link](#)

Fall 2021 was the introduction and implementation of the Early Alert program.

**7. How is this position request linked to the College's Institutional Metrics?**

1. Basic Skills
2. Civic Engagement
3. Career Technical Education
4. Equity
5. Funding
6. Outreach
7. Planning
8. Success and Retention
9. Transfer

In following DA's Institutional Metrics, the speed with which the college identifies student needs, the competency with which it responds, the quality of support services, and the integration between instruction and support services is at the core of the Retention/EA. Instructors work with students who are struggling in their classes and make a report with the EA program team. Currently, the EA team connects with those students and creates an appointment with the Retention Counselor. Since the Retention Counselor is inundated with counseling the multitude of students who are currently on academic and/or progress probation, the new EAC would counsel the EA students. With this integrated service, students flagged in EA status would connect directly with the EAC (who would be specialized in personal counseling) to keep students on track with their educational goals.

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**8. How will success/effectiveness be measured for this position?**

Reporting and data metrics would entail determining key indicators in student success metrics. The Retention/EA program team would continue to work with Institutional Research & Planning and Educational Technology Services to formulate new reporting, student surveys, and student commentary, success rates, etc. Specifically, quarterly measurement of success rates of students on EA status working with the EAC. Yearly comparisons of success rates for both EA students and students on academic and progress probation status would be formulated for review of the program. Currently, the Retention/EA team is tracking a growing number of EA reports from faculty from Summer and Fall 2021 quarters.

**9. How will this position utilize innovative/effective practices to meet program goals?**

The innovation is the new Early Alert (EA) program which provides faculty and staff the opportunity and platform (through SARS) to refer students who are struggling academically in their classes or in campus programs, to an intervention prone the Retention/EA program team is notified of any student of concern, they will provide just-in-time interventions to help students. EA connects with students to set them up with a counseling appointment and other appropriate services. This is crucial since the mission of EA is to assist students prior to them getting too far into the quarter when they could be in danger of failing their class(as). An EAC (much like the current Retention Counselor) would be highly essential in order to meet the specific needs of our EA students (personal counseling, career counseling to assess for the right major, and educational planning according to their specific needs, etc.).

**10. Is there any additional relevant information or comments regarding this position?**

Fall 2021 data regarding EA students served (EA was fully implemented in Fall 2021, therefore no prior comparable data available):

- 177 Early Alerts for Retention Support Services
- 163 Unduplicated Students received Early Alerts
- 11 Students received more than one Early Alert
- 36 Instructors raised Early Alerts in
- 65 Course Sections

In addition, according to SARS, there were 68 unduplicated students who were counseled by the Retention Counselor (who was also tasked with counseling the 1,000+ students on probation/pre-dismissal/dismissal status). The new EAC would also assist with retention students as the EA program increases in outreach and students.

# SSPBT Position Request Template

Name of Requester: Laureen Balducci

Program/Department: General Counseling

Date Completed: 12/20/2021

Position Requested: General Counselor

## 1. How is this position linked to the College's ICCs?

### Institutional Core Competencies:

1. Communication and Expression
2. Information Literacy
3. Physical/Mental Wellness and Personal Responsibility
4. Civic Capacity for Global, Cultural, Social and Environmental Justice
5. Critical Thinking

The new General Counseling (GC) position would directly link to ICCs in the following ways: 1.) Help build relationships with students as soon as they start at DA in order to build trust, communication and collaboration; 2.) Counsel the general population of students (those not affiliated with a support program) with career exploration, educational planning, transfer goals, as well as teach counseling courses and workshops to build info literacy; 3.) Offer personal counseling to assist student with their mental health and personal concerns that may interfere with their college success; 4.) Teach courses in Human Development, College Success, Study Skills, and Human Sexuality to not only help students develop communication skills, but learn to conduct research, gain civic awareness, and critical thinking skills, for self-awareness and growth.

✓ Com & Exp    ✓ Info Lit.    ✓ P / M Wellness & Personal Resp.    ✓ Justice    ✓ C. Thinking

[Web link](#)

## 2. How is this position linked to the College's mission?

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies.

The GC would help students clarify their career, educational and transfer goals early on, so that students do not waste time struggling on their own with having to navigate college in general nor wondering what major and career track to choose. In addition, the GC would counsel students with personal issues that may be potential barriers to their creativity, persistence, and college success. Part of this collaborative working relationship between the GC and student would foster creativity, self-assessment, and cultivate future leadership.

[Web link](#)

## 3. How is this position linked to the College's core values?

1. Integrity
2. Innovation
3. Equity
4. Developing Human Capacity
5. Institutional Core Competencies
6. Civil Engagement for Social Justice

The GC position would help students build integrity through their work with their educational goals as these impact their overall success at De Anza College and beyond. The GC would stay current with counseling innovations, transfer info, and career possibilities, and passes that info onto students. The GC would educate students through the courses they teach, workshops they conduct, and the students they counsel. They regularly provide academic and personal support to students, in order to help students feel more empowered to succeed in college and after they graduate. The GC would motivate students to join leadership opportunities on campus as well as being involved in social justice activities through DASG, student clubs, volunteering, opportunities, internships, etc.

✓ Integrity    ✓ Innovation    ✓ Equity    ✓ Develop HC    ✓ ICCs    ✓ CE for SJ

[Web link](#)

## 4. How will this position impact equitable outcomes for disproportionately impacted student populations (D.I.S.P..) served by program/department?

1. Black
2. Foster Youth
3. Latinx
4. LGBTQI+
5. Native American
6. Pacific Islander

Research has shown that college can be difficult for students to navigate if they have never had anyone in their family attend college, or if they do not receive support throughout their college experiences. The majority of students served within General Counseling are D.I.S.P. students not affiliated with a support program. Instead, GCs mainly serve part-time students, adult students, reverse transfer students, undecided major/career students, and transfer students. The new GC position would add assistance to an already strained Counseling Division. The new GC would counsel students through their educational journey and with navigating De Anza college. Depending on students' needs, the GC would make appropriate referrals to Financial Aid and scholarships, refer to additional program resources throughout the college (embedded support programs such as Umoja, Puente, Foster Youth, etc., psychological services, tutorial services, etc.), as well as counsel D.I.S.P students on career, academic, personal issues, and transfer issues.

✓ Black    ✓ F Youth    ✓ Latinx    ✓ LGBTQ+    ✓ N American    ✓ P Islander

[Web link](#)

## 5. How is this position linked to the SSPBT core priorities?

1. Student Equity
2. Access to Education
3. Student Retention
4. Student Completion

By having an additional GC Counselor to assist with the multitude of students and their needs, the new GC would give students a chance to start their college careers from an equitably framework, assess their individual career, transfer, and personal barriers, and assist them with access to education and support services. This in turn would help increase the rate of student retention as well as degree/certificate/ADT completion rates.

✓ Equity    ✓ Access    ✓ Retention    ✓ Completion

[Web link](#)

**6. How many years has this position request been included in program APRUs?**

[Web link](#)

We have asked for a GC position for the last 3 years, particularly since we have had 3 Counselors and 2 Advisors retire during the SRP.

**7. How is this position request linked to the College's Institutional Metrics?**

1. Basic Skills
2. Civic Engagement
3. Career Technical Education
4. Equity
5. Funding
6. Outreach
7. Planning
8. Success and Retention
9. Transfer

The General Counseling Division's mission is in direct correlation to DeAnza College's Institutional Metrics in that it equitably provides all students in the general population of students access to comprehensive educational planning to equip them with the knowledge and skills they need to achieve academic, career, transfer, and personal achievement. The GC would assist students with identifying major choices toward local, regional and State labor markets. This is an essential step since some jobs are no longer needed or do not allow students to earn enough for a living wage. GCs are crucial in assisting students in their decision-making regarding major choice(s) to start their career and/or transfer journey. The new General Counselor would offer additional educational resources through the classes taught in GC, with the ultimate goal being for students to graduate, transfer, and/or start the career of their choice with the knowledge, abilities, and attitudes to be successful leaders who make responsible societal choices.

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**8. How will success/effectiveness be measured for this position?**

This position success will be measured by student surveys, evaluations, and the number of students served. We will work with data from our SARS system, DegreeWorks, student surveys, and from the College's IR dept. to get a closer look at effectiveness and student success metrics.

**9. How will position utilize innovative/effective practices to meet program goals?**

Through professional development, the GC position will learn of innovative and effective practices in counseling, as well as the latest practices in pedagogy within their counseling course curriculum. As with all Counselors, the GC Counselor also has bi-weekly training updates through Counseling Division in-service meetings. Through these venues, we can utilize innovative counseling practices that better assist the students in their success.

**10. Is there any additional relevant information or comments regarding this position?**

The General Counseling Division had 3 Counselors and 2 Advisors retire in the last 3 years, leaving the Division with only 12 full time Faculty Counselors, 5 part time faculty, and 3 full time Advisors to serve a general population of approximately 16,000 FTS. From Summer 2019 - Spring 2021, the GC Counselors and Advisors served a total of 22,897 duplicated student appointments and 29,589 duplicated drop-ins. To that end, the approximate student to GC ratio in that time period was 1,400 to 1. These numbers do not include the workshops done by GCs or consistently include the number of emails and phone calls returned to students from Counselors nor Advisors. GCs also have other commitments on campus such as committees and work groups. Clearly, the need it to have at least one more GC to serve the massive amount of student appts. and drop-ins is crucial for additional student success.

# SSPBT Position Request Template

Name of Requester: Laureen Balducci

Program/Department: General Counseling/Transfer Center

Date Completed: 12/21/21

Position Requested: Transfer Counselor/Coordinator

## 1. How Is this position linked to the College's ICCs?

### Institutional Core Competencies:

1. Communication and Expression
2. Information Literacy
3. Physical/Mental Wellness and Personal Responsibility
4. Civic Capacity for Global, Cultural, Social and Environmental Justice
5. Critical Thinking

The TC Counselor/Coordinator would work with the transfer team to continue to develop and sustain transfer counseling that reflects De Anza College's ICCS. With this position, students would have greater access to transfer possibilities. Students would also benefit from the critical thinking that leads them to a healthy decision-making process as they explore alternatives regarding their educational, career, and transfer goals. A TC Counselor/Coordinator would also be an additional resource to students experiencing personal challenges - especially students who have particularly complicated transfer situations (undecided, reverse transfers, students with a multitude of transcripts from other college, and those with several /major changes within De Anza). Students that face additional barriers related to transfer due to their math and reading level would also benefit from this Counselor position since an appropriate educational plan to assist them with tutoring and appropriate classes to assist in their communication skills and critical thinking abilities.

✓ Com & Exp    ✓ Info Lit.    ✓ P / M Wellness & Personal Resp.    ✓ Justice    ✓ C. Thinking

[Web link](#)

## 2. How is this position linked to the College's mission?

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies.

The Transfer Counselor/Coordinator would provide high quality educational and counseling support services to students and opportunities that would engage students in developing their personal growth and educational, transfer, and career goals. The Transfer Counselor/Coordinator would play a vital role in teaching students and counseling colleagues about the latest transfer info and updated changes with colleges and universities. The Transfer Counselor/Coordinator would also discuss possible career paths with students to acquire knowledge as to which colleges or universities to apply to, and ultimately transfer to, as they finish their work towards successful careers. Students, especially D.I.S.P., would have equitable access to transfer information in a timely manner in order to strengthen decision-making around their transfer goals.

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## 3. How is this position linked to the College's core values?

1. Integrity
2. Innovation
3. Equity
4. Developing Human Capacity
5. Institutional Core Competencies
6. Civil Engagement for Social Justice

This new TC Counselor/Coordinator position would play an integral role in student integrity, innovation, development of their individual growth and civic engagement. Many students who want to transfer become involved in extra-curricular activities (student government and clubs, volunteering both on campus and off, joining athletics, etc. ) to increase their chances of transferring to the institution of their choice. With respect to equity, the TC Counselor/Coordinator positions will assist in providing overview of the following areas that offer equitable access to students:

- Coordination of online access and support to articulation info through ASSIST, Transfer Planning web page, applying for ADTs webpage, DegreeWorks, etc.
- Coordination of transfer literature via pamphlets, brochures, posters, etc. sent by various colleges and universities throughout the state and nationally, as well as information as to TC offerings (workshops, presentations, Transfer Fair info, transfer events) and the TC listserv
- Posting to Instagram, TikTok, Facebook, Twitter and other accounts utilized by our students interested in transfer

✓ Integrity    ✓ Innovation    ✓ Equity    ✓ Develop HC    ✓ ICCs    ✓ CE for SJ

[Web link](#)

## 4. How will this position impact equitable outcomes for disproportionately impacted student populations (D.I.P.S.) served by program/department?

1. Black
2. Foster Youth
3. Latinx
4. LGBTQI+
5. Native American
6. Pacific Islander

Students served in this program are those who are interested in transferring to a 4-year college or university. The TC offers workshops targeting underrepresented students and programs (EOPS, Umoja, Puente etc.) in order to increase access to "targeted" student populations. In addition, many students are not affiliated with a support program so the Transfer Center makes sure to reach out and offer transfer support throughout the campus. First generation college students may make multiple visits to see the TC Counselors and/or Advisors.

✓ Black    ✓ F Youth    ✓ Latinx    ✓ LGBTQ+    ✓ N American    ✓ P Islander

[Web link](#)

## 5. How is this position linked to the SSPBT core priorities?

1. Student Equity
2. Access to Education
3. Student Retention
4. Student Completion

The TC Counselor/Coordinator provides educational planning assistance for transfer students with an emphasis on DISP. Transferring to a college or university can be a complicated process, especially if students are simultaneously trying to navigate the college system in general. By having additional counseling assistance in the TC, students will be able to receive assistance in working on and updating any education or transfer goals. In this way, retention and completion rates may rise given the fact that students can receive this assistance.

✓ Equity    ✓ Access    ✓ Retention    ✓ Completion

[Web link](#)

**6. How many years has this position request been included in program APRUs?**

[Web link](#) At least 2 years.

**7. How is this position request linked to the College's Institutional Metrics?**

1. Basic Skills  
2. Civic Engagement  
3. Career Technical Education  
4. Equity  
5. Funding  
6. Outreach  
7. Planning  
8. Success and Retention  
9. Transfer

The new TCC position would provide transfer guidance to students as they prepare for college or university transfer. Students of all levels educational levels (Basic skills and up) will have the chance and the choice to transfer to a school of their choice provided they meet that college or university's transfer criteria. The TCC provides students and thereby De Anza College with equity, retention, and success metrics as they assist transfer students through an at times complicated transfer process. The position would help keep students engaged, supported, and on-track with their educational planning and transfer goals.

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**8. How will success/effectiveness be measured for this position?**

In order to establish effective TC goals and equitable outcomes, the TC Counselor/Coordinator will work closely and collaboratively with the TC Admin. Asst. II, their TC Counselor and Advisor counterparts, as well as the Division dean to implement and assess TC student success rates. In addition, generating data from Office of Institutional Research SARS, and DegreeWorks will establish the effectiveness of program innovations and services. Specifically, the TC will conduct Student Surveys in which that data will provide basis for a TC targeted outreach efforts to support program groups. The focus will be on those groups of students most in need of transfer support. Services will be tailored to specific needs of student groups. Have students identify their transfer needs through student questionnaires and evaluations of workshops and presentations.

**9. How will position utilize innovative/effective practices to meet program goals?**

This position would participate in all Division meetings and activities, TC meetings and activities, join college committees, and participate in shared governance activities. In meeting program goals, it is essential for the TC Counselor/Coordinator collaborate across disciplines and the leverage student support resources in order to make appropriate referrals. The TC Counselor/Coordinator will also participate in ongoing professional development. such as conferences, workshop, and Counseling in-services in order to maintain effective practices.

**10. Is there any additional relevant information or comments regarding this position?**

The Faculty Counselor ( .5 Faculty Counselor and .5 Faculty Coordinator) retire in June of 2019. This position has not been refilled. In addition, an Academic Advisor resigned to accept a counseling position with another program at De Anza, and this position was not refilled due to budget constraints. Given these drastic cuts in both counseling and staffing means that the Transfer Center will not be able to do as much faculty coordination, outreach, nor create any new programs centered around transfer initiatives. Implementing the Transfer Counselor/Coordinator position is vital to in order to continue to provide the "Tops in Transfer" level support that students have come to know and expect at De Anza.