



Council for the  
Advancement of  
Standards in Higher Education

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Higher Education

## **General Counseling**

### **Final Report**

Presented By:  
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Counseling Department Chair  
(12/16/22)

**CAS Program Review and Self-Assessment  
Final Report**

## Executive Summary of Review Process

On November 5, 2020, the Self-Assessment process developed by the Council for the Advancement of Standards in Higher Education (CAS) organization was introduced to the Student Services Planning and Budget Team (SSPBT). After the November 5th meeting, SSPBT approved the CAS standards for replacing the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs /function within each department. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to plan for improvement opportunities within the De Anza College Student Services Division.

The CAS Standards and Guidelines consist of twelve Parts used for the review of each program/service area:

- Part 1: Mission
- Part 2: Program and Services
- Part 3: Student Learning, Development, and Success
- Part 4: Assessment
- Part 5: Access, Equity, Diversity, and Inclusion
- Part 6: Leadership, Management, and Supervision
- Part 7: Human Resources
- Part 8: Collaboration and Communication
- Part 9: Ethics, Law and Policy
- Part 10: Financial Resources
- Part 11: Technology
- Part 12: Facilities and Infrastructure

The review team for the General Counseling and Advising Center (GCAC) consisted of 12 members. Members were recommended by the Student Development office.

Team Member Name	Team Member Title
Sheldon Fields (Counselor)	
Patty Guitron (Counselor)	
Mark Fu (Counselor)	
Shireen Woo (Counselor)	
Pauline Wethington (Counselor)	
KD Huynh (Counselor)	
Natasha Joplin (Counselor)	
Phong Lam (Counselor)	
Janet Weber (Counselor)	
Betty Inoue (Counselor)	
Bidya Subedi (Admin Assistant)	
Laureen Balducci (Dean)	

All CAS review team members were given training for the CAS review and provided with an Office365 Folder consisting of the following:

- A list of recommended documents to be gathered as evidence as a part of the self-assessment process.
- An electronic folder containing subfolders for storing evidence for each of the twelve parts.
- A copy of the Self-Assessment Guides (SAG) for the program/service area being assessed.

- A copy of the functional area guide which clearly outlines the components for each part of the standards.

During the team meetings, the CAS Committee organized discussion around pre-identified rating discrepancies, open-ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also identified at each meeting for each section.

The following rating scale was used during the assessment.

#### CAS Raters Definitions

- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

#### Summary

The mission of General Counseling and Advising Center (GCAC) is to empower students by providing equitable services and connect with them through individual sessions, classroom instruction and informative workshops to address and overcome academic and personal challenges. GCAC Counselors and Advisors provide students with assistance with student success techniques, major and career exploration, and academic planning. The GCAC helps students realize their potential by expanding their options, reaffirming their hopes and encourages students to achieve their educational dreams. The GCAC nurtures and inspires first generation college students to become leaders and role models in their own families and communities.

The General Counseling and Advising Center continues to directly contribute to the high transfer success rates and the high number of students obtaining associate degrees from our college. We work daily with students to understand the complexities of transfer requirements and degree requisites. We work with students on student success skills necessary to complete their degrees and transfer. We collaborate with and refer students to other programs and services across campus.

The General Counseling and Advising Center continues to support students even without the necessary number of staff and faculty needed. We also continue to thrive on a campus where counselors are dispersed across campus. Despite this, we continue to try to make up for this impractical environment by training embedded counselors and collaborating with them and their departments.

The General Counseling and Advising Center served over 12,500 unduplicated (16,127 duplicated) students through various services focused on student success. To ensure the quality of services to students the division has been conducting student satisfaction surveys since 2017. We continued to survey students who met with our counselors and advisers in Fall 2020, Winter and Spring 2021 quarters to obtain feedback about the variety of modalities of services available through the Center. The results of the survey are being used to review and improve services.

Over the last few years, the GCAC has been able to provide students with the same equitable services through an online format. Over the last quarter, we have transitioned to offering both online and in-person appointments, classes, and workshops.

The General Counseling Division rated the CAS Standards in each of the areas pertaining directly to counseling and advising. The scores given to the standards included a brief explanation of the totals. The Dean of General Counseling, DSPP (Disability Support Programs & Services) & Title IX oversees the CAS Standards, and the Department Chair coordinates the Division faculty and staff on the input and writings of the Standard.

### Overall Section Average Scores

Section 1: Mission - 2

Section 2: Program and Services - 2

Section 3: Student Learning, Development, and Success - 3

Section 4: Assessment (enter score here)

Section 5: Access, Equity, Diversity, and Inclusion (enter score here)

Section 6: Leadership, Management, and Supervision (enter score here)

Section 7: Human Resources (enter score here)

Section 8: Collaboration and Communication (enter score here)

Section 9: Ethics, Law, and Policy (enter score here)

Section 10: Financial Resources (enter score here)

Section 11: Technology (enter score here)

Section 12: Facilities and Infrastructure (enter score here)

### Section 1: Mission

#### CAS Section 1 Purpose Summary

The mission of General Counseling and Advising Center (GCAC) is to empower students by providing equitable services and connect with them through individual sessions, classroom instruction and informative workshops to address and overcome academic and personal challenges.

#### Section 1 Committee Summary – Average rating (2)

- GCAC advances the overall mission by providing support and counseling to students regarding decisions that affect educational, vocational, and personal goals that impact student success
- GCAC Counselors and advisors provide students with assistance with student success techniques, career exploration, academic planning and educational plans through counseling sessions, workshops, and classes.

- GCAC strives to help students realize their academic goals, achieve self- efficacy, and understand their role in the global community.
- GCAC mission statement was developed according to the Counseling Center Strategic Plan for 2018-2021 and is in line with the college's mission.

### Achievements

- GCAC is meeting our students' needs based on feedback from student satisfaction surveys despite limited counselors and academic advisors. In the Spring 2021 student survey, 91% of the students said they would utilize the counseling/advising services again.
- Our division provides “soft handoffs” to other departments and programs on campus that are necessary for student learning and development.
- The GCAC effectively assisted students remotely during the pandemic starting in March 2020. Our division assisted a student population that was coping with anxiety, uncertainty, loss, and isolation. In the student survey, 89% of students were comfortable talking about their concerns with a counselor/advisor.
- GCAC helps students realize their potential by expanding their options, reaffirming their hopes (innate abilities) and encourage students to move out of their comfort zone to try new experiences or test their limits (classes, sports, student government, clubs, community service.)
- GCAC nurtures and inspires first generation college students to become leaders and role models in their own families and communities.
- In addition to counseling, Counselors teach Career Life Planning, Human Development, and Counseling courses.
- Counselors and Advisors conduct outreach to area high schools and in-reach to students enrolled in classes, and conduct workshops on retention, transfer, and career information.

### Opportunities for Growth

- GCAC is meeting the mission of our division despite the limited of counselors. However, the counselors are in danger of burning out, there are 1,200 students per counselor. With limited Counselors in General Counseling, students also feel frustration when they have limited access to counseling appointments.
- GCAC plans to eventually move away from academic advisors, since they are limited in personal and career counseling and certain appeals such as Early Withdrawals and Financial Aid Appeals. Instead, the plan is to re-classify academic advisors to become Student Success Specialists or future Counselors (since our academic advisors meet the Counselor qualifications).
- GCAC serves all students that request help, particularly those who are part time and are not associated with an embedded student program.

### Action Steps

- To ensure the program mission is an integral part of the program, GCAC will post it on the website and in relevant communications with students.
- GCAC will include the mission statement on program marketing material and in relevant communications with students to make it more public for students.

## Section 2: Program and Services

### CAS Section 2 Purpose Summary

*Academic Advising Programs (AAP) must be guided by written goals related to the stated mission. The AAP goals must be aligned with institutional priorities and expectations of the functional area.*

### Section 2 Committee Summary – Average rating (2)

- General Counseling and Advising Center (GCAC) is guided by written goals related to our mission statement, and we regularly evaluate and revise them.
- Our division communicates goals and progress toward achievement to our appropriate constituents.
- Counselors and advisors are accessible to students through in-person, telephone or online appointments, drop-in advising, e-advising, counseling courses and workshops. In the student survey, 94% of the students were comfortable using Zoom, 88% email and 86% phone calls.
- We serve students' needs related to educational planning, personal and crisis counseling, major and career exploration, and identification and will refer students to other student support services and community organizations as needed.
- We verify, certify, and evaluate student applications and assist with various petitions and forms from other programs and services on campus (e.g., Financial Aid, Admissions & Records, DSPS, and Retention).
- We host monthly in-service meetings to ensure all counselors have the training and knowledge to work with our students. During these meetings we share valuable information among counselors and advisors that serve in other divisions.
- The GCAC collaborates with other programs on various student initiatives and events.
- Members of the GCAC actively serve on college-wide committees and programs (e.g., Academic Senate, Curriculum, SSPBT, IPBT, College Council, and various committees serving equity groups).
- Counseling faculty serve as advisors to campus-wide student clubs and organizations.
- GCAC works closely with instructional faculty and classified professionals throughout the campus.

## Achievements

- Spring 2021 student survey results show elevated levels of satisfaction:
  - GCAC 89% agreed or strongly agreed that staff was courteous and friendly
  - GCAC surveyed students and found that 86% agreed or strongly agreed that the counselor/advisor has helped them be more successful in college.
  - GCAC surveyed students and found that 88% agreed or strongly agreed they would recommend the Counseling/Transfer Center to a friend.
- Ongoing Partnerships:
  - Psychological Services
  - Financial Aid
  - Student Success and Retention Services (SSRS)
  - Disability Support Services (DSS)
  - Admission and Records
  - Outreach
  - Math Performance Success (MPS)
  - English Performance Success (EPS)
  - Institutional Research
  - Office of Communications
  - Culturally specific student support programs
  - Instructional Faculty

## Opportunities for Growth

- GCAC serves all students on campus. The decentralization of counseling staff has resulted in ongoing issues which impacts the division's ability to serve students. Decentralization causes a divide between GCAC and embedded counselors in other programs and the embedded counselors do not receive the effective amount of career and transfer training necessary. Students in embedded programs often come to the GCAC to obtain the information they are not able to receive from their embedded counselors.
- GCAC can help embedded counselors in other departments learn more about transfer and career counseling

## Action Steps

- Our division is starting to create opportunities for embedded counselors in different programs across campus to collaborate to make a more cohesive group of counselors
- Our division continues to lead a monthly counseling meeting. In this meeting, we are starting to incorporate activities so that counselors across campus can get to know each other and begin to collaborate together
- Our division has reached out and started working collaboratively with embedded counselors to make counseling across campus more cohesive. The Dean of CNSL/DSPS/Title IX has created a mentor program connecting veteran Counselors with new Counselors going through tenure, as well as Counselors not having been fully trained in areas they need to know (career and transfer) to effectively do their job.
- We will consider working with the academic departments on campus to create counseling liaisons. This is naturally done through Guided Pathways.

### Section 3: Student Learning, Development, and Success

#### CAS Section 3 Purpose Summary

*Academic Advising Programs (AAP) must contribute to students' formal education, which includes both curricular and co-curricular experiences. AAP must promote student learning, development, and personal growth to encourage self-sufficiency. AAP must contribute to students' progression and timely completion of educational goals. AAP must assist students in identifying the realistic timeframe to complete their educational goals and support their efforts. AAP must help students and designated clients prepare for their careers and meaningful contributions to society. AAP must provide opportunities that help inform student choices and decisions about academic work and about educational, career, and life goals. AAP must support students, on an ongoing basis, as they establish and evaluate their educational, career, and life goals.*

#### Section 3 Committee Summary – Average rating (3)

- GCAC directly contributes to the timely completion of student's educational goals by providing students with counseling sessions and assisting students in being successful in college.
- GCAC creates curriculum, provides goal setting exercises, and collaborates with the institution to develop student learning and success outcomes. We assist our students by developing tailored educational plans to maximize their academic environment and experience in the classroom and in individual counseling and advising sessions.
- GCAC identifies relevant and desirable student learning and development outcomes and implements strategies and tactics to achieve these outcomes. These outcomes are aligned with the institutional framework for student outcomes.
- GCAC provides evidence to create strategies for improving student learning, development, and success. Through the Spring 2021 student survey, 89% of students indicated academic and transfer matters when speaking with counselors.

#### Achievements

- GCAC works with students to prepare for transfer by advising on general education and major specific courses. This work with students directly contributes to De Anza College being rated as one of the top ADT degree producing institutions.
- GCAC encourages students to meet quarterly to help them make progress toward and complete their educational goals.
- GCAC uses an Ellucian product, Degree Works, to create individually tailored educational plans.
- GCAC makes referrals to various on-campus programs and services when deemed necessary. Some of these services include DSPS, retention, Psychological Services, MPS, SSRS, Puente, Financial Aid and other programs that serve underserved populations.

- GCAC encourages learning development by recommending specific support and enrichment classes tailored to individual students' needs such as Introduction to College, Career Life Planning and Life Skills for Higher Education.
- GCAC assists students as they complete their certificates, degrees, and transfer goals.
- GCAC evaluates and monitors student outcomes regarding graduation, course completion, certificate and degree completion and transfer readiness.
- During high volume times such as graduation and transfer application periods, the GCAC increases outreach efforts to meet with students that are close to completing their degree requirements.
- GCAC works closely with our Retention Team and Transfer Center to ensure student success is achieved by helping with specific counseling related to personal issues, transfer questions
- GCAC facilitates workshops and teaches courses that provide guidance and strategies for successful completion of courses, certificates, degrees, transfer preparedness and preparedness for the job market
- We use various interventions and strategies and adjust how we deliver our services based on students' needs and demands.
- We conduct annual surveys to assess our SSLOs for our area.

### Opportunities for Growth

- GCAC should consistently provide 1, 2, or 3 quarter educational plans during each appointment if possible and applicable to what the student needs during the appointment. For instance, if the student wants to discuss a personal issue, or is struggling with basic needs, then the Counselor would address the educational plan last or in another appointment.
- The GCAC should utilize the posted program and transfer maps posted on the college website as references when creating educational plans.
- The GCAC should keep current with curriculum changes at De Anza and transfer requirements to better assist students with their educational goals.

### Action Steps

- During in-service meetings, the counselors will assess challenges in providing educational plans during appointments to make this a more consistent practice.
- Provide feedback to the Guided Pathways team about the posted program and transfer maps for accuracy created by counseling and instructional faculty.
- Communicate with continuing students who have earned over 70 quarter units and may be eligible for a certificate, degree, or transfer.
- Facilitate certificate/degree application readiness workshops and provide information regarding the college's annual graduation ceremony.

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## Section 4: Assessment

### CAS Section 4 Purpose Summary

*Academic Advising Programs (AAP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives. AAP must design assessment plans that incorporate an ongoing cycle of assessment activities. AAP must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.*

### Section 4 Committee Summary – Average rating (1)

We are a multi-faceted division and are continuously improving our services by conducting annual surveys to assess our SSLOs for our area. Based on the results of surveys, we develop on-going training for faculty and staff and make



changes to the services that we provide and the way we deliver them. After changes are made, we later reassess to confirm a good working model. We employ ethical practices and collaborate with the institution to provide culturally responsive, inclusive, and equitable services.

## Achievements

- GCAC regularly assesses the student flow for online and in person counseling and advising through the SARS scheduling database. Through the Spring 2021 student survey, 64% agreed they were able to get an appointment within 24 hours & 90% agreed or strongly agreed the counselor/advisor offered information that was helpful.
- GCAC monitors the number of students utilizing the SARS e-advising tool. Between Summer 2020 and Spring 2021, the academic advisers responded to 2,586 student questions only in eAdvising.
- GCAC informs constituents of assessment results and how data is used for continuous improvement.
- GCAC develops and employs multiple methods and measures of data collection including both formative and summative approaches.
- GCAC adheres to institutional policies in collecting and assessing data.
- GCAC ensures methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.
- GCAC team proactively reaches out to various learning communities and student support programs and to promote services for all students.

## Opportunities for Growth

- GCAC should design an assessment plan that incorporates an ongoing cycle of assessment activities. We have not done this for over 4 or 5 years. Reinstating this practice of identifying assessment methods will allow for collecting relevant data.
- GCAC needs to review and implement assessment processes which are culturally responsive, inclusive, and equitable. We would like to engage students, classified professionals, faculty, and administrators in assessment activities.
- GCAC has the fiscal, human, professional development, and technological resources to conduct yearly surveys to assess the needs of students and review areas of concern that need change or improvement.
- With the growing demand for virtual services, GCAC will need to access better technological resources to survey this population.
- GCAC uses the data to assess our progress and continue to improve our effectiveness in serving students and to plan future quarters and prepare for the needs of the students and the college.

## Action Steps

- Create a team with classified professionals, counseling faculty, administrators, and with the Institutional Research Office to create an assessment plan or revise previous plan to gather additional division data
- Use the collected information to develop a more comprehensive plan to improve our services and discover what has been successful.

## Section 5: Access, Equity, Diversity, and Inclusion

### CAS Section 5 Purpose Summary

*Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Academic Advising Programs (AAP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.*

### Section 5 Committee Summary – Average rating (2)

The General Counseling and Advising Center (GCAC) serves a diverse student population of all races, ethnicities, ages, abilities, sexual orientation, gender identity, cultural identity, nationalities, political and religious affiliations, social economic levels, veterans, nonresidents, and potential incoming students.

### **Achievements**

- The General Counseling and Advising Center (GCAC) provides personal, academic and career counseling in multiple languages.
- We provide counseling in multiple languages; Spanish, Vietnamese, Chinese, Mandarin, Tagalog, Hindi, Nepali, Kurdish and Russian.
- GCAC provides equitable access to facilities and resources for all students.
- We provide an environment of inclusion, multiculturalism, and social justice within our division.
- We hold ourselves accountable in the highest regard in our intentions and interactions with our students and colleagues.
- GCAC leaders serve on campus wide committees providing counseling perspectives and input regarding decisions that affect and impact our students.
- We have adapted to the needs of students during the pandemic.
- GCAC provides accessible appointments via in-person, online, and phone.
- GCAC provides quick drop-in sessions and E-advising services.
- Hours of operation and services are publicized clearly online.
- GCAC has dedicated appointments for comprehensive educational plan, financial aid extension and retention.
- GCAC collaborates to engage diverse populations to enrich the educational environment and to solve problems pertinent to the student population.
- Through the Spring 2021 student survey, 89% agreed or strongly agreed they were comfortable talking about their concerns with their counselor/advisor.

### **Opportunities for Growth**

- The GCAC could create an equity plan. The GCAC has seen an increase in personal and crisis counseling and anxiety due to global racial injustices which take a toll on students.
- The Counseling division will continue to develop effective communication and messaging to inform students of different updates, announcements, upcoming events, and deadlines
- The GCAC counselors will continue to use training and conferences to stay current working with students equitably.

### **Action Steps**

- The GCAC will create a team to work on an equity plan.
- The GCAC will continue to offer various modalities for students to contact the department; direct phone calls, online appointments through the SARS database, email.
- The GCAC will continue to offer in-person counseling, online counseling, e-advising to support students with unique needs and abilities.
- Counselors will actively look for and attend conferences, trainings, and workshops to stay current in working with students from all types of backgrounds and abilities.
- We support the need for more accessible facilities and resources in the RSS (Registration and Student Services) building.

## CAS Section 6 Purpose Summary

*Academic Advising Programs (AAP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. Leaders with organizational authority for AAP must provide management and supervision as well as lead strategic planning and program advancement.*

### Section 6 Committee Summary – Average rating (2) De Anza counseling division

The General Counseling and Advising Center's leaders model ethical behavior and demonstrate alignment with the institutional mission, goals, and ethical practices. The division:

- Advances diversity, equity, and access for all students.
- Builds teamwork and fosters collaboration with other areas on campus.
- Models respect and commitment to all students.
- Engages diverse perspective in decision making process.
- Incorporates data, surveys and information in decision making process.
- Collaborates and empowers each other in the division.
- Communicates goals and develops plans collaboratively.
- Supports team building activities throughout the year.

### Achievements

- GCAC leaders advocate representation in strategic planning processes at departmental, divisional, and institutional levels.
- GCAC leaders articulate how GCAC is essential to the mission of an institution.
- GCAC plays an active role in advocating for the needs of students and for the faculty and staff of the division.
- GCAC leaders collaborate with colleagues and departments across the institution.
- GCAC advocates for a healthy and diverse learning community.
- GCAC leaders communicate with constituents about current issues affecting the profession.
- The GCAC dean consistently evaluates professional staff yearly (per their union contract and HR) and Counselors every 3 years per their union contract and HR).
- The GCAC dean assists in program planning and implementation to create effective strategies with the GCAC for students to succeed

### Opportunities for Growth

- GCAC as a team can communicate with each other when they need assistance with drop-in counseling
- GCAC will strive for consistent communication among Counselors and staff in which each party feels heard

### Action Steps

- We are short-staffed, consequentially making it difficult to meet the needs of our student population. Our division will continue to advocate for additional staff and faculty.

## Section 7: Human Resources

### CAS Section 7 Purpose Summary

*Academic Advising Programs (AAP) must identify the level of staffing necessary to achieve its mission and goals. AAP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).*

### Section 7 Committee Summary – Average rating (1)

Professional development for faculty and classified staff has provided training for technical skills, staying knowledgeable about educational trends related to enrollment, transfer, and equity issues. During the pandemic, many professional development opportunities were offered online, so this increased counselors' attendance in webinars and conferences.

### Achievements

- The GCAC faculty and staff have taken advantage of professional development activities, trainings, and conferences to increase their skills in working with a diverse student population
- The GCAC utilize the Vision Resource Center (VRC) to document our meetings.

### Opportunities for Growth

- With the return to on campus services during Fall 2022, staff and faculty feel the need for a department-wide emergency and crisis management plan.
- The Counselors in the GCAC would like to have more training in technical skills.
- The GCAC has only been able to replace one of the Counselors five counselors that have retired in the last 5 years.
- With recent community college trends that encourage community colleges to provide intrusive counseling services to students and online and in-person counseling, the Division would benefit from hiring more counselors.
- With the success of program area counseling (such as EOPS and DSPS), offering more case management type of counseling may be considered.

### Action Steps

- GCAC, with the help of Campus Police, will develop an emergency and crisis management plan to create a more secure environment for the students, staff, and faculty.
- GCAC will create more opportunities for counselors to learn additional technical skills.
- GCAC and the dean will continue to advocate for additional staff and faculty.
- The dean will continue to utilize evaluation results to address any performance issues and will utilize HR and unions (Collective Bargaining agreements) accordingly.
- The GCAC dean will continue to encourage professional development opportunities and encourage Counselors and Advisors to attend workshops and conferences related to their work.
- The GCAC dean will continue to recognize the work-life balance and give scheduling options accordingly.

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## Section 8: Collaboration and Communication

### CAS Section 8 Purpose Summary

*General Counseling and Advising Center (GCAC) personnel collaborates and consults with institutional leaders, faculty, individuals, and departments essential to the success of the program. TCAP must have*

*collaborative partnerships and relations with other institutional departments for ease of referral and shared programming.*

### Section 8 Committee Summary – Average rating (3)

General Counseling and Advising Center (GCAC) personnel collaborate and consult with institutional leaders, faculty, and individuals essential to the program's success. In addition, the GCAC interacts and works in collaboration with several programs and departments across the De Anza Campus as well as off campus which include:

- Psychological Services
- Financial Aid
- Student Success and Retention Services (SSRS)
- Disability Support Services
- Admission and Records
- Outreach
- Math Performance Success (MPS)
- English Performance Success (EPS)
- Institutional Research
- Office of Communications
- Culturally specific student support programs
- Instructional Faculty

### Achievements

- Continued/expanded campus wide collaboration to serve students with campus resources – liaison with departments on campus.
- GCAC aligns with other departments and divisions to increase consistency of how we serve students and deliver information.
- GCAC continues to train new counselors/academic advisors from different areas to ensure they have the extensive knowledge needed to work with students to reach their educational goals.
- GCAC created a CANVAS shell for counselors and advisor as a resource bank.
- GCAC is continuing to develop a collaborative working relationship through Office 365.
- GCAC collaborates to disseminate counseling information to other programs and services.
- GCAC advocates for membership on critical institutional committees, especially those related to crisis response, students at risk, and threat assessment.
- GCAC refers students to appropriate resources when assistance is needed beyond the functional area's scope.
- GCAC invites the programs we partner with to our counseling meetings, present at various meetings on campus and our dean works with their program leaders.
- GCAC assesses the effectiveness of our relations with them by asking for their feedback in meetings.
- GCAC created a navigation roadmap on how to serve/refer based on student's needs - redesigned website to be more concise and direct.
- GCAC provides monthly in-service meetings which incorporates counselors from various programs across the campus.

### Opportunities for Growth

- GCAC could benefit from a stronger relationship with the academic divisions on campus to better educate the faculty and leadership about the work we do with students.

- GCAC is currently working with Admission & Records to make it easier for counselors and advisors to help students with A&R processes and forms.

### Action Steps

- The GCAC is currently inviting the Dean of A&R to their counseling meetings. The Counseling Chair began meeting with the Dean of A&R weekly to discuss any issues or questions that arise from counselors or students.
- Continued/expanded campus wide collaboration to serve students with campus resources – liaison with departments on campus.
- Continue to serve students through collaboration with Guided Pathways.

## Section 9: Ethics, Law and Policy

### CAS Section 9 Purpose Summary

*Academic Advising Programs (AAP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations. AAP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and pose legal obligations, limitations, risks, and liabilities for the institution.*

### Section 9 Committee Summary – Average rating (2)

General Counseling and Advising Center (GCAC) staff and counselors maintain student information and files through the online SARS database. Security protocols are in place to protect electronic data, including student records, which can only be accessed through secure passwords. These systems include Banner, SARS, Student Dashboard, and DegreeWorks, districtwide systems secured and maintained through the Educational Technology Services (ETS). All official student transcripts submitted by students to counselors/advisors are given to the Enrollment Services Office for imaging. All notes written by counselors/advisors during counseling/advising sessions are typed and saved in SARS and or DegreeWorks.

### Achievements

- General Counseling and Advising Center (GCAC) reviews and adopts appropriate standards of ethical practice including those of applicable professional associations including the American Counseling Association.
- GCAC is dedicated to ethical decision making when working with students. The division's staff and faculty meet with each student with objectivity and honesty.
- GCAC reports any unethical behavior or anytime we see academic integrity not being followed.
- If any of the GCAC students indicate any serious harm to themselves or others, we quickly report these behaviors and will consult with other professionals.
- GCAC personnel are familiar with and adheres to relevant ethical standards in the field, including those professional procedures for intake, assessment, and case notes
- GCAC personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- GCAC encourages and provides a forum for personnel to address and report unethical behavior.
- GCAC personnel perform duties within the scope of their position, training, expertise, and competence.
- GCAC personnel make referrals when issues presented exceed the scope of their position and refer students to resources within the institution or the local community.

- GCAC staff and faculty take reasonable action when they see a student in serious and foreseeable harm that may involve informing responsible authorities. GCAC personnel are cognizant of pertinent ethical principles, state/provincial or federal statutes, and local mental health guidelines that stipulate the limits of confidentiality.
- GCAC adheres to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.
- GCAC adheres to legal obligations under CA Educational Codes, Title V, and Title IX.

### Opportunities for Growth

- GCAC would benefit from developing an ethical standards document as a division and posting those on the website for our students.
- GCAC would benefit from creating more opportunities to clearly defined and documented ethical statements addressing faculty, staff and student rights and responsibilities.
- GCAC would benefit from clearly defining and documenting ethical statements addressing disclosure of information in student, personnel, and other designated clients' records.

### Action Steps

- GCAC will create opportunities for the faculty and staff to develop ethical standards documents that address the rights and responsibilities of students, staff, and faculty.
- As part of the ethical standards, the GCAC will inform students of the limits of confidentiality, potential conflicts of interest, and referring students to appropriate student services programs and resources as needed.
- GCAC will create these ethical standards and post them on the GCAC website.

## Section 10: Financial Resources

### CAS Section 10 Purpose Summary

*Academic Advising Programs (AAP) must have the funding necessary to accomplish its mission and goals. AAP must determine with administrative leadership what funding is necessary.*

### Section 10 Committee Summary – Average rating (2)

General Counseling and Advising Center (GCAC) would benefit from being able to hire additional faculty and staff so that we can serve the students' needs.

### Achievements

- GCAC continues to serve students in a high-pressured environment without having the sufficient faculty and staff to serve the majority of students on campus.
- GCAC continues to serve students in-person, through online appointments, via e-advising, and phone contacts.

### Opportunities for Growth

- GCAC would benefit from having additional counselors to serve students' needs.
- GCAC would benefit from having more staff to help serve students at the front desk and with online support.
- Adequate coverage within GCAC areas is needed, especially at peak times such as during registration, when

transfer applications are due, and when students on probation need appointments to remove their holds.

## Action Steps

- GCAC will continue to advocate for additional staff and faculty for us to serve our students' needs regarding academic, career, transfer, and personal counseling.
- The GCAC dean will continue to work with the VPSS, SSPBT (or the new PAC) to forecast the need for Counselors, staff, and resources and provide data to support the need for additional GCAC employees and resources.
- The GCAC dean will seek resources to include additional funds for professional development to supplement what the Office of Professional Development cannot provide.

## Section 11: Technology

### CAS Section 11 Purpose Summary

*Academic Advising Programs (AAP) must have current technology to support the achievement of its mission and goals. AAP must incorporate accessibility features into technology-based programs and services. AAP must ensure that personnel and constituents have access to training and support for technology use. AAP must back up data on a cycle established in partnership with the institution's information technology department. AAP must implement a replacement plan and cycle for all technology with attention to sustainability.*

### Section 11 Committee Summary – Average rating (2)

GCAC uses the following technology resources in assisting students:

- DegreeWorks to help students track their progress and create educational plans.
- Assist.org to help students with their transfer plans along with UC/CSU/Private university websites for updated transfer information.
- Banner database to look up student records to review placement results, holds, transcripts, and update student majors.
- The GCAC utilizes Office 365 (e.g., SharePoint, Teams) to communicate and collaborate.
- Social media (Facebook, Instagram, Discord) tools are used to promote services and events.

### Achievements

- GCAC has effectively adapted to counseling (transfer, personal, career and retention) and instruction to an online format while offering the same equitable and high-quality services that were offered in person with counseling, advising and instruction to ensure continued student success.
- Staff and faculty learned to use various tools to provide counseling, workshops, and classes such as Zoom, Jabber, Google Jamboard.
- GCAC works with SARS scheduling system which incorporates Zoom to provide online counseling appointments or phone appointments through Jabber
- GCAC surveyed students and found that 98% agreed or strongly agreed they were comfortable utilizing Zoom for counseling appointments.



## Opportunities for Growth

- GCAC would benefit from additional training opportunities to continue providing innovative practices and increase and promote equity for students accessing counseling services.
- GCAC would benefit from improved Wi-Fi and internet services on campus
- GCAC should take the online security training offered by ETS, so they are up to date with secure use of email communications.
- GCAC works with ETS for procedures to back up confidential files and adheres to FERPA (Family Educational Rights and Privacy Act) laws and regulations in sharing information with students' permission.

## Action Steps

- GCAC will create more opportunities for additional training to create more innovative practices and increase and promote equity for students accessing counseling services.
- GCAC will create more opportunities for additional training in technical resources.
- GCAC will continue to advocate for improved Wi-Fi and internet services on campus.
- GCAC will work with the dean and ETS to make sure that everyone has updated access and new computers every 3 years.

## Section 12: Facilities and Infrastructure

### CAS Section 12 Purpose Summary

*Academic Advising Programs (AAP) facilities must be in suitable spaces designed to support the functional area's mission and goals. AAP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces. AAP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations. AAP must incorporate universal design principles. AAP facilities must be designed and constructed to be energy-efficient and sustainable.*

### Section 12 Committee Summary – Average rating (2)

General Counseling and Advising Center (GCAC) offices and lobby have recently been provided with new carpeting, desks, furniture, and counseling counter. The redesigned front lobby has a lowered counter for increased visibility of staff and a more open and inviting environment. Instead of rows of chairs in the waiting area, the new ergonomic chairs are arranged in pairs with an end table to create conversation areas for a warmer and more inviting atmosphere.

## Achievements

- GCAC continues to make a warm and inviting environment for students by having staff at the front office welcoming students, seasonally decorating the GCAC area, and creating an inclusive community environment.
- GCAC surveyed students in Spring 2021 and found that 89% agreed or strongly agreed the hours of operations were convenient.

- Facilities did a wonderful job of renovating the GCAC with new furniture, carpeting, and computers.

### **Opportunities for Growth**

- GCAC would benefit from a dedicated classroom for Counseling and Transfer classes, workshops, and presentations.
- Utilizing the newly renovated assessment area in Admissions and Records may be a possibility for a larger classroom setting.

### **Action Steps**

- GCAC will continue to create a community environment so that students feel comfortable to access our services
- GCAC will continue to advocate for a dedicated classroom for Counseling and Transfer classes, workshops, and presentations.
- GCAC and the dean will advocate for a Smart Classroom and work with the appropriate departments to make technology modifications (ETS, Facilities, Office of Instruction, etc.)