

Council for the Advancement of Standards in Higher Education:

Counseling Services Executive Summary

An Executive Summary by

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CAS Program Review Requirements

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Counseling Services Executive Summary

The Counseling Services Executive summary is an opportunity for reflection and inquiry as the Counseling Services (CS) Division represents an essential Cerritos College Student Services cornerstone. As a learning institution of higher education, the primary focus of this review is to create conversations that allow for authentic reflections to promote a safe space for bold and courageous leadership. At the outset, the team is enthusiastic toward acknowledging and highlighting “Good Practices.” However, the team is also realistic in knowing Counseling Services will unlikely meet all General Standard expectations. In 3 years, a team will reconvene to discuss how recommendations from this review led to specific action plans that remedy General Standards that scored as “partly meets” or less. In addition, the team will complete another review of the General Standards.

Method

The Council for the Advancement of Standards in higher education (CAS) has developed and incorporated 12 common criteria to be extensively reviewed and scored (i.e., DNQ meaning “Does Not Qualify;” IE meaning “Insufficient Evidence/Unable to Rate;” 0 meaning “Does Not Meet;” 1 meaning “Partly Meets;” or 2 meaning “Meets”), which exude relevancy and functionality for every Student Services area, regardless of primary focus. The common criteria are otherwise known as “General Standards” (Wells, 2019). CAS General Standards organized by Wells (2019) are divided into 12 parts: 1) Mission; 2) Programs and Services; 3) Student Learning, Development and Success; 4) Assessment; 5) Access, Equity, Diversity and Inclusion; 6) Leadership, Management and Supervision; 7) Human Resources; 8) Collaboration and Communication; 9) Ethics, Law, and Policy; 10) Financial Resources; 11) Technology; and 12) Facilities and Infrastructure.

Over the span of 10 meetings (i.e., beginning January through April 2021) the Counseling Services Program Review Team (CSPRT) completed the scoring process. If the CSPRT had divided scores, follow-up conversations occurred until everyone was in agreement with the scores listed in this review. The rest of the Executive summary explains: a) The mission of Counseling Services (CS); (b) Reviews the outcomes; and (c) Recommends specific plans for action supported through research (i.e., see references). In addition, the Executive Summary describes the process, evidence gathering, ratings, and evaluations, and summarizes good practice and areas of improvement (Wells, 2019).

Counseling Services Mission Statement

Our mission in the Counseling Department is to honor and empower students. We believe that every student matters and that each has great value and potential. Our work is to advocate and build equitable avenues for belonging, discovery, growth and accomplishment of educational and career goals. By guiding and supporting students as they navigate their educational journeys, we validate their capacity and power for building their future.

Good Practices

1.1 Program and Services Mission & 1.2 Mission Statement

The CSPRT presented a comprehensive one-page document on the Mission Statement, Counseling Services Student Learning Outcomes, and Counseling Services Goals (i.e., showcasing a sound alignment resulting from intentional planning and thoughtful design).

6.1 Leadership & 6.2 Management

CS leaders model ethical behavior and demonstrate alignment with the institutional mission, goals, and ethical practices. A spirit of equity and inclusion is promoted in empowering new leaders to further promote equitable access, options and opportunities to those aspiring to advance at Cerritos College. CS managers are empowered to effectively manage their teams. For example, Dr. Prado noted that Colleague Terri Lopez and herself are empowered in these areas. She cited examples of obtaining funding requests.

7.1 Staffing and Support, 7.2 Employment Practices, & 7.3 Personnel Training and Development

CS identifies staffing needs annually in the Division planning process (i.e., also referred to as the unit plan). Employees are hired according to job descriptions housed in Human Resources (e.g., Managers, Full-Time and Part-Time Faculty, Classified and Short-term hourly employees) where CS adheres to appropriate educational credentials and related work experience in the respected field of expertise posted on the job announcement. CS continues to update and keep current with technologies via updating software and providing trainings to keep personnel current and further meet the goals and mission of the Division and broader Institution.

8.1 Collaboration & 8.2 Communication

CS representatives collaborate and consult with institutional leaders, faculty, and the broader departments, as this is essential to the success of every program. For example, the CSPRT referenced collaborating to achieve a successful Welcome Day event, Teacher Trac monthly meetings, Transfer Center Plan (Board approved 11/20), Monthly updates to the Vice President of Student Services, and Health Occupations counselors meeting with the Health Occupations Division (e.g., similarly occurs with Auto Technology, Child Development, etc.). CS representatives regularly participate in Regional Food Bank events. Many counselors work with faculty for course substitutions and CS frequently collaborates with Admissions (A&S and CAR Committees). There was also significant mention of Black Lives Matter events, Puente, and Falcon Identity where affinity counselors took part in the events. Every year, CS participates in updating the college catalog (e.g., general education, transfer, advance placement, etc.), which is updated by counseling. CS promotional and descriptive information is accurate where the integrity of the information is a division priority.

9.1 Ethical Statements, 9.2 Ethical Practice, 9.3 Legal Obligations and Responsibilities, & 9.6 Addressing Harassment and Hostile Environments

CS personnel (e.g., Faculty) have completed graduate programs emphasizing high ethical standards (i.e., as a requirement of graduate work). Complying with standards of practice, such as the ADA, Section 504, District APs and BPs must be followed to maintain the highest level of program fidelity. While CS personnel strive to maintain confidentiality, CS personnel also make referrals when issues presented exceed the scope of their position (e.g., complete CAIR forms, refer to Cerritos Cares, Financial Aid, The Falcon's nest, Franco's Closet, Student Health Services, Student Accessibility Services, Jovenes, etc.). CS also works closely with the Title IX coordinator, as the Office for Diversity, Compliance, and Title IX encourages all personnel, current and former students, and community members to report incidents of protected class and sexual misconduct to the Title IX Coordinator (i.e., here are two reporting options: Submitting an Incident Report and filing a Formal Complaint).

10.3 Financial Management

CS meets this standard, as Fiscal Services has a variety of safeguards in place to provide a "back-up" system ensuring responsible stewardship and use of fiscal resources. Further, CS's budget is mostly employee-based (i.e., salaries are precisely defined across constituencies). That is, the overwhelming majority of the CS budget is used for employee salaries.

11.1 System Management, 11.2 User Engagement & 11.3 Compliance and Information Security

CS has implemented software to support the achievement of its missions and goals (e.g., SARS Anywhere, ConexEd, Zoom, EAB Navigate, PeopleSoft, etc.). CS is also concerned with complications students using it may experience (i.e., are there opportunities to improve student experience for all

students?) Faculty have also become knowledgeable with EAB Navigate. CS noted student referrals to “Cerritos Cares” in which students can apply for laptops and Wi-Fi access. CS also ensures their website is accessible prior to publication.

12.4 Facilities and Equipment Use

CS follows Cerritos College policies on equipment inspection and lifecycles. CS provided an overview on how equipment issues are immediately addressed to maintain accessibility, health, safety and security as a priority.

Summary of Good Practices

Part	Indicator	Rating
1.1	Program and Services Mission	Meets
1.2	Mission Statement	Meets
6.1	Leadership	Meets
6.2	Management	Meets
7.1	Staffing and Support	Meets
7.2	Employment Practices	Meets
7.3	Personnel Training and Development	Meets
8.1	Collaboration	Meets
8.2	Communication	Meets
9.1	Ethical Statements	Meets
9.2	Ethical Practice	Meets
9.3	Legal Obligations and Responsibilities	Meets
9.6	Addressing Harassment and Hostile Environments	Meets
10.3	Financial Management	Meets
11.1	System Management	Meets
11.2	User Engagement	Meets
11.3	Compliance and Information Security	Meets
12.4	Facilities and Equipment Use	Meets

Partly Met Standards

2.1 Program and Services Goals, & 2.2 Program Info. and Services

CS is led by a set of written goals and objectives that are aligned to the stated mission. For example, the CSPRT has implemented Service Excellence goals into their programming and services. By strengthening service excellence, CS strengthens the culture of completion. By implementing an equity mindset, Counseling Services improves the “welcoming” experience to more effectively “on-board” all students. By formulating a Guided Pathways advisory committee (i.e., Agendas in Team folder), Counseling Services is implementing a Learning and Career Pathways service delivery model in the Fall of 2021 (i.e., not implemented at time of current review). However, the regular development, review, evaluation and revision of goals cannot be validated via evidence. In addition, although CS is intentional in effort, they are only partly meeting this CAS area.

3.1 Program Contribution to Student Learning

CS contributes to students’ formal education, which includes both curricular and co-curricular experiences. For example, CS hosts educational planning workshops (i.e., intentional goal planning) and regularly collaborates with student activities. The Cerritos College Umoja Student Success Program is

committed to enriching, fostering, and nurturing the educational experience of all students, especially African American and first-generation college students, ultimately preparing them for academic, personal, and professional success beyond Cerritos College. The Puente Project’s mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. CS also provides academic counseling to AB 540 students (i.e., undocumented) and advocates for appropriate resources to facilitate student success outside the classes (e.g., attorney that supports AB 540 students). However, in reference to supporting all students, there is insufficient evidence to show how, “CS provides opportunities that help inform student choices and decisions about academic work, and about educational, career, and life goals” during this review.

4.1 Establishing a Culture of Assessment & 4.2 Program Goals, Outcomes, and Objectives

CS identifies assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives. For example, CS employs multiple methods and measures of data collection as evidenced by reviewing ASEP, CSEP, and student survey assessment data. However, assessment planning that incorporates an ongoing cycle of assessment activities was unvalidated during this review. Thus, CS is only partially meeting a goal of being more intentional by using data informed practices to guide Program Goals, Outcomes and Objectives.

5.1 Inclusive and Equitable Educational and Work Environments, 5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion, 5.3 Advocating for Access, Equity, Diversity, and Inclusion, & 5.4 Implementing Access, Equity, Diversity, and Inclusion

The CSPRT discussed progress as well as outcomes yet to be achieved. For example, it was noted one part-time male Black/African American counselor is employed in the division. “While college campuses have welcomed a more diverse student body, faculty and administrative diversity has not kept pace. Therefore, more attention is needed to purposefully recruit and retain diverse and culturally competent faculty and staff” (Newman et al., 2015).

The CSPRT also discussed getting student survey research to understand student equity needs and related student perceptions, which are vital because we fully do not know if we are achieving this General Standard without student perception research. For example, in researching Black men enrolled at Community Colleges, Wood & Newman (2017) assert, “These programs should not follow a “cookie-cutter” approach and should begin with an inquiry into the needs of the Black men at their campus. Institutions must understand the unique features of their campus and utilize evidence-based practices that contribute to positive outcomes around engagement, retention, and academic success.” Thus, CS is only partly meeting this area.

6.4 Strategic Planning

CS acknowledged strategic planning is an evolving process. A new Counseling Model titled, Learning and Career Pathways is scheduled for implementation fall 2021 (i.e., not fully implemented during the time of this review). It is important equity is part of the new model’s design. For example, using Community College Research Initiatives, Bragg (2019) developed a way to integrate and enact an equity frame in guided pathways to apply equity, equity mindedness, and an equity-by-design approach to student success.

9.4 Policies and Procedures, & 9.5 Communication of Ethical and Legal Obligations

This is an area for challenge for CS. For example, although CS has developed Standard Operating Procedures in the division, there are more yet to be finished and communicated to employees.

10.1 Funding, & 10.2 Financial Planning

The CSPRT noted sometimes financial resources to assist professional development seem unavailable to academic counselors. The CSPRT was also uncertain as to the extent timely data (i.e., how timely?) is used make informed decisions.

11.4 Communication

The CSPRT was uncertain as to how well CS evaluates multiple modes of communications including, but not limited to, phone, text, and web chat. For example, is the communication understandable by all our students and constituents?

12.1 Design of Facilities & 12. Work Space

CS acknowledged it is challenging to incorporate universal design principles in the current space. Also, the ability to maintain “confidentiality” needs to be considered in the workspace.

Summary of Partly Met Standards

Part	Indicator	Rating
2.1	Programs and Services Goals	Partly Meets
2.2	Program Information and Services	Partly Meets
3.1	Program Contribution to Student Learning, Dev. and Success	Partly Meets
4.1	Establishing a Culture of Assessment	Partly Meets
4.2	Program Goals, Outcomes and Objectives	Partly Meets
5.1	Inclusive and Equitable Educational and Work Environments.	Partly Meets
5.3	Advocating for Access, Equity, Diversity, and Inclusion	Partly Meets
5.4	Implementing Access, Equity, Diversity, and Inclusion	Partly Meets
6.4	Strategic Planning	Partly Meets
9.4	Policies and Procedures	Partly Meets
9.5	Communication of Ethical and Legal Obligations	Partly Meets
10.1	Funding	Partly Meets
10.2	Financial Planning	Partly Meets
11.4	Communication	Partly Meets
12.1	Design of Facilities	Partly Meets
12.2	Work Space	Partly Meets

Standards Rated as Does Not Meet

The following parts were scored as a “0” or “Does Not Meet,” as the CSPRT was unable to provide a score of partially met with any confidence. Thus, the limited evidence currently presented affords only a score of “0.” These parts and their CAS criteria are listed below. However, these parts also present the greatest opportunity for program improvement and organizational leadership (i.e., for the next review approximately 3-years from this report).

2.3 Program Structure and Framework (Does not Meet)

- CS has clearly stated, current, relevant, and documented goals and outcomes; policies and procedures; responsibilities and performance expectations for personnel; and organizational charts demonstrating clear channels of authority.
- CS is purposefully structured and resourced to balance efficiency and effectiveness.
- CS is purposefully structured and resourced to achieve programmatic and student learning and development outcomes.
- CS provides adequate resources to ensure that academic counseling caseloads are consistent with the institutional mission and stated goals.

- CS works in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.
- CS collaborates with colleagues and departments across the institution to promote student learning, development, and success.

2.4 Program Design (Does Not Meet)

- CS is intentionally designed to achieve predetermined student learning and development outcomes.
- CS is intentionally designed to incorporate research and theories on student learning, development, and success.
- CS is intentionally designed to respond to the needs of individuals, constituents, and populations with distinct needs.
- CS is intentionally designed to ensure access for students and designated clients.
- CS provides the same quality of academic counseling and in the appropriate accessible forums to distance learners as it does to students on campus.
- CS makes counseling available to students throughout their time at the institution.

3.2 Student Learning and Development Domains and Dimensions (Does Not Meet)

- CS aligns predetermined student learning and development outcomes with the institutional framework for student outcomes.

3.3 Assessment of Student Learning and Development (Does Not Meet)

- CS provides evidence of the extent to which student learning and development outcomes are achieved.
- CS provides evidence of the extent to which student success outcomes are achieved.
- CS uses evidence to create strategies for improving student learning, development, and success.

4.3 Assessment Plan and Process (Does Not Meet)

- CS sets program goals, outcomes, and objectives.
- CS develops and implements an assessment plan.
- CS reviews and interprets findings of assessment initiatives.
- CS develops a plan for data use, continuous improvement, and reassessment.
- CS reviews and monitors changes that have been made based on assessment results.
- CS employs ethical practices in the assessment process.
- CS implements assessment processes in a way that is culturally responsive, inclusive, and equitable.
- CS engages students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.4 Gathering Evidence (Does Not Meet)

- CS identifies priorities for assessment, including both formative and summative approaches.
- CS employs multiple methods and measures of data collection.
- CS develops manageable processes for gathering, interpreting, and evaluating data.
- CS adheres to institutional policies related to data access and management.
- CS ensures measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

4.5 Review and Interpret Findings (Does Not Meet)

- CS uses methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.
- CS disaggregates data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement (Does Not Meet)

- CS uses assessment results to demonstrate learning, development, and success.
- CS uses assessment results to demonstrate effectiveness and continuous improvement.
- CS uses evidence from assessment activities to inform decision-making and planning for continuous improvement.
- CS monitors improvements implemented based on assessment results.
- CS informs constituents of assessment results and how data have been used for continuous improvement.
- CS distributes relevant data regarding student needs, preferences, and performance for use in institutional decisions and policy.

5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion

- CS provides equitable access to facilities and resources for all constituents.
- CS responds to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.
- CS identifies and addresses actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

Summary of Standards Rated as Does Not Meet

Part	Indicator	Rating
2.3	Program Structure and Framework	Does Not Meet
2.4	Program Design	Does Not Meet
3.2	Student Learning and Development Domains and Dimensions	Does Not Meet
3.3	Assessment of Student Learning and Development	Does Not Meet
4.3	Assessment Plan and Process	Does Not Meet
4.4	Gathering Evidence	Does Not Meet
4.5	Review and Interpreting Findings	Does Not Meet
4.6	Reporting Results and Implementing Improvement	Does Not Meet
5.2	Organizational Aspects of Access, Equity, Diversity, and Inclusion	Does Not Meet

Recommendations

1. CS will regularly develop, review, evaluate, and revise its goals with organized and documented evidence.
 - a. Related Standard: 2.1
2. CS will clearly delineate, publish, and disseminate information about specific counselor responsibilities to the campus community.
 - a. Related Standard: 2.2
3. CS will effectively demonstrate it provides adequate resources to ensure that academic counseling caseloads are consistent with the institutional mission and stated goals.
 - a. Related Standard: 2.3

4. CS will effectively demonstrate it is intentionally designed to incorporate research and theories on student learning, development, and success.
 - a. Related Standard: 2.4
5. CS will effectively demonstrate it provides opportunities that help inform student choices and decisions about academic work and about educational, career, and life goals.
 - a. Related Standard: 3.1
6. CS will effectively demonstrate it aligns predetermined student learning and development outcomes with the institutional framework for student outcomes.
 - a. Related Standard: 3.2
7. Begin documenting immediately the evidence used to create strategies for improving student learning, development, and success.
 - a. Related Standard: 3.3
8. CS will design assessment plans that incorporate an ongoing cycle of assessment activities.
 - a. Related Standards: 4.1
9. CS will identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.
 - a. Related Standards: 4.2
10. CS will demonstrate it reviews and monitors changes that have been made based on assessment results.
 - a. Related Standards: 4.3
11. CS will ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.
 - a. Related Standards: 4.4
12. CS will demonstrate it uses methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.
 - a. Related Standards: 4.5
13. CS will demonstrate it distributes relevant data regarding student needs, preferences, and performance for use in institutional decisions and policy.
 - a. Related Standards: 4.6
14. CS will demonstrate it creates and maintains educational and work environments that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.
 - a. Related Standards: 5.1
15. CS will demonstrate it provides equitable access to facilities and resources for all constituents.
 - a. Related Standards: 5.2

16. CS will demonstrate it develops plans for ongoing professional development on cultural competence and workplace inclusion.
 - a. Related Standards: 5.3
17. CS will demonstrate that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.
 - a. Related Standards: 5.4
18. CS documents how equity is incorporated into the new Counseling Model titled, Learning and Career Pathways, scheduled for implementation fall 2021
 - a. Related Standard: 6.4
19. CS will demonstrate it has policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.
 - a. Related Standards: 9.4
20. CS will demonstrate CS personnel provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations
 - a. Related Standards: 9.4
21. CS determines with administrative leadership what funding is necessary
 - a. Related Standard: 10.1
22. CS will create a formal process to document CS financial reports whereby the reports provide an accurate financial overview of the organization via clear, understandable, and timely data upon which personnel can plan and make informed decisions.
 - a. Related Standard: 10.2
23. CS will create a formal process to evaluate multiple modes of communication including, but not limited to, phone, text, and web chat to ensure this best meets the needs of constituent groups.
 - a. Related Standard: 11.4
24. CS will review the design of the new building to ensure the facilities are designed to protect the security and privacy of records, while also ensuring the confidentiality of sensitive information and conversations.
 - a. Related Standard: 12.1
25. CS will ensure CS personnel are able to safeguard the privacy of their work
 - a. Related Standard: 12.2

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