

# SELF EVALUATION SURVEY

## FOR COUNSELORS

**Directions:** Napa Valley College strives to recognize counseling practices that are ethically and theoretically sound, research-based, and linked to student success. Before your first meeting with your coaches, study the components of the tenured evaluation. Identify areas of strengths, as well as those areas that could be improved. Write goals and identify professional development activities that will assist you in improving those components of the evaluation that you feel need development. Share this Pre-Self Evaluation with your coaches at your first meeting.

There are many theoretical approaches to counseling. With the application of any counseling theory or practice, counselors must always abide by the *American Counseling Association (ACA), Code of Ethics*, as well as the Core Functions within the *Standards of Practice for California Community College Counseling Programs (SPCCCCP)*. \* This evaluation survey reflects these Ethical Standards and Core Functions. It is not intended to be all inclusive, but rather to serve as a guide to professional development. It is to be used solely within the evaluation process and not intended for administrative use.

### **Tenured Counseling Faculty:**

- Demonstrate current practices regarding the legal and ethical standards of the counseling profession
- Demonstrate competency and currency in their discipline and work towards increased student success and retention, for diverse populations
- Are grounded in counseling theory and learning theory for diverse populations
- Are viewed as leaders and experts, actively seek opportunities to work collaboratively with other professionals, staff, students and administration to implement division and institutional goals and outcomes

\* Note: The *Standards of Practice for California Community College Counseling Programs*, adopted spring, 1997, by the Academic Senate for CCCs, is currently under revision.

**Counselors apply ethical standards, counseling and learning theory, varied counseling modalities, and effective practices, to support student retention and success, to a diverse student population.**

### **LAW AND ETHICS**

Counseling faculty must know California law and ethics relevant to their work and follow the obligations and limitations these laws create. Counseling faculty must adhere to the ACA Code of Ethics, in the below eight areas of practice:

### **THE CORE FUNCTIONS OF COUNSELING**

To accomplish their mission in providing essential support to community college students, counseling faculty perform a set of Core Functions through individual and group interactions, as well as classroom instruction. The below Core Functions are derived from Title 5, the *Standards of Practice for CCCC Programs*, and the ACA.

<b>Law and Ethics</b>	<b>Core Functions of Counseling</b>
The counseling relationship	Academic counseling
Confidentiality	Career counseling
Professional responsibility	Personal counseling
Relationship with other professionals	Crisis intervention
Evaluation, assessment, and interpretation	Multicultural counseling
Teaching, training, and supervision	Outreach to students and the community
Research and publication	Consultation and advocacy
Resolving ethical issues	Program review and research
	Training and professional development

Identify any ethical standards or counseling functions/practices that you feel needs to be strengthened or updated, along with the related professional activities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**2. Counselors create counseling environments beneficial to the intellectual, emotional, cultural, and special needs of students:**

This is an area of strength for me

I want to work on this

Doesn't apply to me

A. Provides a comfortable welcoming, respectful environment for students during counseling appointments

B. Counseling hours are posted and promoted through campus support systems and faculty Webpage

C. Counseling sessions assist students in meaningful decision-making and the setting of realistic and manageable goals

D. Counseling is pro-active and ongoing efforts are made to contact students

Professional Development Plan
Professional Activities
A.
B.
C.
D.
Completion Date

**3. Works to promote retention through counseling:**

This is an area of strength for me

I want to work on this

Doesn't apply to me

A. Students are referred to support systems within the college and community

B. Student support information is disseminated through counseling sessions, workshops/information sessions and electronically

C. Promotes access and referral to counseling services for individual students, via classrooms, campus activities and through faculty and staff

D. Makes use of multi-media as an intervention tool

E. Student outreach is appropriately responsive to student diversity, in particular those with special needs, basic skills, an undeclared major, and probationary students.

Professional Activities
A.
B.
C.
D.
E.
Completion Date

**4. Provides and structures the New Student Orientation processes to address the diverse needs of the community college student population:**

This is an area of strength for me

I want to work on this

Doesn't apply to me




A. Conducts/provides New Student Orientations individually, in groups, and on-line, as appropriate

A.




B. Promotes and assists in recruiting students for orientation sessions through (including, but not limited to) student and professional organizations, high schools, meetings, classroom presentations and electronic format

B.




C. Conducts specialized orientations for diverse populations

C.




D. Works with transfer, vocational, and undeclared students to plan and schedule classes, as well as with students taking classes for personal development

D.




E. Evaluates and assesses student needs and goals, including assessment scores and transcripts, for appropriate placement in classes

E.




F. Develops relevant, manageable, and accurate Educational Plans and encourages students to see a counselor regularly, to review and revise the Educational Plan

F.

Completion Date

Professional Activities
A.
B.
C.
D.
E.
F.
Completion Date

**5. Identify and advise under-prepared and at-risk students early in the semester and throughout the semester:**

This is an area of strength for me  
 I want to work on this  
 Doesn't apply to me

- |                          |                          |                          |                                                                                                                                                         |
|--------------------------|--------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Utilizes an 'early alert' system                                                                                                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Provides monitoring and intervention systems for students at-risk of academic failure                                                                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Works with professionals across disciplines to develop success systems for students                                                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Provides education and training to faculty, staff and students to assist in identifying and addressing key counseling issues for at-risk populations |

Professional Activities
A.
B.
C.
D.
Completion Date

**WORKS RESPONSIBLY IN COMMITTEE/PROGRAMS/COLLEGE/COMMUNITY**

**6. Tenured faculty work collaboratively with others to implement departmental and institutional goals. They demonstrate understanding of college organization and procedures, and explore ways in which their expertise and talents contribute to the college:**

Need      Strengths      NA

- |                          |                          |                          |                                                                                                                                                   |
|--------------------------|--------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Actively attends weekly/monthly meetings and completes duties of assigned Senate committees and/or Faculty Association and District committees |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Collaborates effectively with faculty and staff                                                                                                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Demonstrates a knowledge of college organization and procedures                                                                                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Works with other professionals across disciplines to develop and share theoretical and pedagogical approaches                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | E. Actively participates in the Program Evaluation and Planning process                                                                           |

Professional Activities
A.
B.
C.
D.
E.
Completion Date

## DEVELOPS PROFESSIONALLY

7. Tenured faculty members are current in their discipline through reading and participation in professional organizations. They participate in conferences, workshops and other professional development opportunities, both within their discipline and in subjects related to counseling and teaching and student success for diverse populations:

Need      Strengths      NA




A. Maintains connections to relevant organizations within the discipline




B. Participates in continuing education




C. Reads current literature, in field




D. Participates in professional development activities that promote an understanding of counseling theory and practice and learning theory, in areas such as cognitive, behavioral, and affective interventions; learning style; career development; transfer counseling; and counseling special populations

Professional Activities

A.

B.

C.

D.

Completion Date

## SUPPORTS STUDENTS

8. Tenured faculty members are aware of the full range of resources that support student success. They demonstrate a willingness to work with students individually, in groups, and in the classroom

Need      Strengths      NA




A. Refers students to on-campus resources that support learning, i.e. grant-funded programs, learning centers, study groups, and tutoring opportunities




B. Advises students on academic majors and career trends




C. Provides letters of recommendation upon request




D. Supports student organizations

Professional Activities

A.

B.

C.

D.

Completion Date

## CAREER COUNSELING

### 9. Counseling faculty should teach the career development process, including its importance for setting and achieving academic and life goals.

Need	Strengths	NA		Professional Activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Career counseling/development is approached as a holistic and lifelong process, in which students examine their values, interests, skills, abilities, labor market trends, and life circumstances	A.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Individual and group formats are available to undeclared students, to assist them in college-major and career decision-making and goal-setting	B.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Valid and reliable career assessment instruments are provided to students engaged in a career decision-making process, including assessment interpretation provided by a counselor trained in assessment and interpretation	C.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Maintains knowledge of and use of the latest career development technology and methods	D.
				Completion Date

## PERSONAL COUNSELING and CRISIS INTERVENTION

### 10. Personal counseling services should be available to students whose personal life issues interfere with their academic success.

Need	Strengths	NA		Professional Activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Personal counseling and/or referral is provided to students whose personal life issues interfere with academic success, to include but not limited to, issues of self-esteem, stress management, anxiety, and substance abuse	A.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Crisis intervention and/or referral is provided to students in immediate crises	B.
				Completion Date

## LAW AND ETHICS

**11. Professional and ethical practice is the cornerstone of high quality counseling services. As ethical and legal issues arise in the course of providing services, one must know and determine the laws that pertain to each situation.**

Need      Strengths      NA

A. Provides personal counseling and crisis intervention, with a working knowledge of assessment and diagnosis, based on the DSM IV TR, or makes appropriate referral

B. Practices strict confidentiality with students and maintains current knowledge regarding acceptations to confidentiality, including all permissible disclosures and mandated reporting laws

Professional Activities

A.

B.

Completion Date

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**12. Optional:** Other areas of professional growth not included above