CAS Self-Assessment Guide

CAREER SERVICES

2018

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CAREER SERVICES
CAS Contextual Statement

The first evidence of assistance in career services dates back to the 19th century, when commercial employment agencies began to place graduates of the nation's teacher training programs, also known as normal schools, into jobs. By the start of the 20th century, an increasing number of institutions had begun to realize their responsibility to help graduates find jobs. When the first institutional appointment and placement services were established, faculty members typically took responsibility for them on a part-time basis. Soon many institutions established programs staffed by full-time "appointment secretaries." By 1920, approximately 75 percent of the nation's normal schools had established placement services; and the number of commercial agencies decreased.

At the beginning of the 20th century, the concept and practice of choosing an occupation were based on Frank Parson's (1909) *Choosing a Vocation*. Parsons developed a tripartite model - understanding one's self, understanding the requirements of available jobs, and making choices based on true logic - often referred to as trait and factor theory. This model was the forerunner of modern theories of career development and was the foundation for vocational guidance and career development practice until the early 1950s.

Following World War II, the economy exploded and employers sought to hire the nation's college graduates to meet expanding needs. The GI Bill made it possible for returning veterans in large numbers to attend colleges and universities, and that gave rise to vocational counseling services and to "Placement Offices," as they were frequently called, to facilitate the, recruiting, matching and hiring process. More than 65 percent of the current career services centers were established between 1947 and 1960. Over the next three decades the function of these offices shifted from solely providing placement activities to providing a broad range of career activities, including a focus on career counseling and personal development. Accordingly, this shift is reflected by office name changes from "placement office" to "career planning and placement office" to the most commonly used title, "career services." As we moved into the 1990s, the digitization of information began to change student recruiting, selection and hiring processes.

With a fluctuating economy and growing competition among higher education institutions, the power of the network became integral to career planning and efforts to identify opportunities for students through networks of alumni and employers (Casella, 1990; Cruzvergara & Dey, 2014). "The dot-com boom reengaged employers on college campuses and created a stronger employer relations focus in career centers. Emerging technologies and social media advanced this 'networking paradigm' in the 2000s to a new level of connectedness for students and employers, as well as alumni, faculty and families" (Cruzvergara & Dey, 2014). The rise of graduate degrees as a baseline credential led to expansion of advising and resources on applying to graduate schools.

The 21st century ushered in a new era of increasingly complex and sophisticated challenges that include keeping pace with a global and technologically advanced and savvy society, an ever-changing economy, and changing workforce needs. The evolving practices of career services have been influenced by three significant factors. The first is the shift in higher education to a consumer-based environment that has elevated the emphasis on graduate destinations and outcomes data, with career services typically leading or playing a major role in gathering and disseminating this data. In 2014 the National Association of Colleges and Employers (NACE) established national standards and protocols to guide higher education institutions in collecting and disseminating the career outcomes of undergraduate graduating students; NACE developed standards in 2015 for career outcomes of advanced degree graduating students. The second notable change is the shift in internship hiring as a primary recruiting/conversion strategy for various industries, which has significantly changed how career services work with students and faculty, and how institutional resources (e.g., unpaid internship funding) have been allocated. Support structures for internships and other experiential learning opportunities (or lack of them) are often differentiating factors for

students, especially for students heavily dependent on paid employment. A growing number of career services are addressing this issue through fundraising and advancement initiatives. The third change is the national focus on the importance of college student professionalism and career readiness to ensure that students have the requisite competencies and are well prepared to transition into the workforce.

Through a taskforce of career services and HR/staffing professionals, NACE defined and developed seven career readiness competencies (NACE, 2015) that career services are incorporating into their career readiness formulas for guiding and preparing students. The American Association of Colleges and Universities launched the LEAP campaign organized around student learning outcomes deemed essential for progress through college and transition into the global workforce (AAC&U, 2008).

Professional Associations

The first professional associations focusing on job placement for college graduates were established in 1924. Today, career services professionals have access to local, state, regional, national and international organizations. Because the roles of career services professionals in higher education are evolving at a rapid pace in the 21st century, professional associations play an increasingly important role in the development of the broad set of skills necessary for career services professionals. They deliver value by conducting research on benchmarks and best practices, reporting on current and emerging issues and trends, providing timely and relevant resources and tools, offering training and professional development, and facilitating networking and affiliation among professional colleagues.

The major associations providing support to career services professionals include the American Association for Employment in Education (AAEE); the American College Personnel Association: College Student Educations International (ACPA) with its Commission for Career Development; the National Association of Student Personnel Administrators: Student Affairs Administrators in Higher Education (NASPA), which offers a knowledge community of professionals who support the career development of students; the National Career Development Association (NCDA); and the National Association of Colleges and Employers (NACE), a comprehensive national association for career services. In 2014 NACE introduced professional standards for college and university career services, which were updated in 2016.

Associations have also emerged to address other aspects of career services and development. The National Society for Experiential Education (NSEE), Cooperative Education and Internship Association (CEIA), and NACADA: The Global Community for Advising are a few of the organizations that address topics such as experiential learning, cooperative education and internships, and academic advising, respectively.

Theoretical Foundations

Concurrent with the growth in institutional enrollments and creation of career services units, new theories emerged emphasizing a developmental approach exploring the stages of career development as a function of personal development, often exemplified in the blending of work identity and personal identity. As the complexity of individuals was further explored, the many factors that influence the career decision-making process became more evident and this coincided with the growth of student and career development theory.

The choices of the individual are at the core of many of these more modern theories, but also required is an understanding of external factors that inevitably shape the multiple career decisions an individual will make over the course of their lifetime. Major career development theory categories and some seminal theorists for each (Brown, 2002) include Trait and Factor Theory (Holland), Developmental Theory (Super, Gottfredson), Learning Theory (Krumboltz), Social Cognitive Theory (Bandura, Lent), Values-Based Theory (Brown), Career Information Processing Theory (Peterson, Sampson, and Reardon), Transition Theory (Schlossburg), Contextualist Theory

(Young, Valach, and Collins), Narrative (Savickas), and Planned Happenstance Theory (Mitchell). These representative theories provide practitioners a broad-based framework to guide intervention with students and other clients. Current career theories underscore practitioners' recognition of the influences of intersectionality of identities, acknowledging how one's cultural background and expressed identity impacts career decision-making. These theories are inclusive of race, gender and gender expression, class, sexual orientation, age, ability, veteran status, and other unique communities' perspectives (Swanson & Fouad, 2015).

Structures of Career Services
Today, the majority of colleges and universities provide career services that include career counseling, advising or coaching; career resources; programming, such as job-search workshops and networking events; career and job fairs; assistance with co-op, internship, and externship programs; on-campus recruiting; graduate, professional school, and transfer or other education advising; and job posting and resume referral services. Many of these services are available electronically.

Organization of career services may vary from centralized to distributed or a hybrid. Regardless of the reporting structure, career services programs, services, and outcomes should align with the institution's mission and strategic priorities and be responsive to the students and constituents whom it serves. For example, a community college career services office may place a greater emphasis on workforce preparation and gaining work-related experience; a 4-year liberal arts career services may offer more career counseling, internship opportunities and preparation for graduate or professional school; and a for-profit institution career services may have an explicit expectation to assist students secure their next destination plans.

Trends, Challenges, Issues, and Needs
Career services professionals face rapid and changing expectations and demands stemming from increasing diversity, changing demographics, increased cost of higher education with growing student debt, globalization, increasing access and graduation rates, embedding career readiness into the learning experience for every student, and increased student engagement through better use of technology (Contomanolis & Steinfeld, 2013; 2014a). Career services professionals need to be both culturally sensitive in working with students and knowledgeable about career options in the United States and internationally. They must also be prepared to work with growing diversity among clients, including alumni, veterans, and others who are working on career transitions and turning to career services to provide assistance through traditional and nontraditional means.

There is an increasing need to prepare students for multiple career transitions over a life span, and to engage in an entrepreneurial approach to personal and career development (Collins, 2016). Students' high comfort level with and expectation of technology and the increase in distance learning options require that career services professionals have a high level of technical competence and the ability to balance high-tech and high-touch service in engaging and delivering services to students and employers. Career services professionals must also be prepared to address the increased scrutiny facing colleges and universities from many stakeholders including: government agencies (state and federal), accreditors, parents and families, media, and the general public (Contomanolis & Steinfeld, 2013; 2014a).

An increasing focus in higher education on assessment and accountability necessitates career services professionals to find meaningful measures by which to demonstrate their value to institutional and external constituents. The growing emphasis on assessment of student learning, using measurable outcomes, and evidence based decision-making processes, requires careful planning, effective implementation, and transparent reporting. It has never been more important to develop productive and collaborative relationships, not only with employers and community organizations but also with faculty and other campus constituencies such as academic advising, student success,

service learning, leadership development, and international programs. Increased expectations by employers on career "readiness," internships/co-ops, electronic recruiting, and diversity recruiting require a corresponding emphasis on the part of career services professionals.

Leadership for career services in the 21st century requires a broader range of skills and competencies beyond those once considered traditional. Leaders need sales, management, technical, financial, marketing, public relations, assessment, and analytical skills in addition to a foundation in education, counseling, or student affairs. A growing area that many leaders must also take into account relative to career services is advocacy. The ability to support the needs of students and also advocate on behalf of institutions in the public sphere and throughout campus is a necessary leadership skill. All these attributes point to the need for the career services leader to be adept at convening stakeholders, savvy at partnering with institutional leadership, connected with the vision and brand efforts of their institution, and proficient at analysis and translation of "big data" to portable, impactful, and relevant metrics of success.

The Career Services Standards and Guidelines from CAS distill the trends in the profession of career services in higher education and provide guidance on the essential elements of practice.

Users of the Career Services Standards are encouraged to refer to other sets of CAS Standards that compliment and support components of their programs and services or particular populations they may serve. These may include Academic Advising Programs, Civic Engagement and Service Learning, Internship Programs, Education Abroad Programs and Services, Graduate and Professional Student Programs and Services, and International Student Programs and Services.

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INTRODUCTION AND INSTRUCTIONS
CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:
    I.   Self-Assessment Guide Organization and Process
    II.   Rating Examples
    III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process
CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as "General Standards," which form

the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

Part 1.	Mission	Part 7. Diversity, Equity, and Access
Part 2.	Program	Part 8. Internal and External Relations
Part 3.	Organization and Leadership	Part 9. Financial Resources
Part 4.	Human Resources	Part 10. Technology
Part 5.	Ethics	Part 11. Facilities and Equipment
Part 6.	Law, Policy, and Governance	Part 12. Assessment

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

1. Plan the Process Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study	5. Develop an Action Plan Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)
2. Assemble and Educate the Self-Assessment Team Determine who should be on the team and how to educate the team about the self-study process	6. Prepare a Report Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary
3. Identify, Collect, and Review Evidence Define what constitutes evidence; then gather, collect, manage, and review evidence	7. Close the Loop Put action plans into practice; work to navigate politics and secure resources; identify barriers to overcome; and build buy-in to the program review results
4. Conduct and Interpret Ratings Using Evaluative Evidence Clarify team's rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.
  A. Plan the self-study process
  B. Assemble and educate self-study team(s)
  C. Identify, collect, and review documentary evidence
  D. Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process
Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team
The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 43 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs "must" and "shall" while guidelines use "should" and "may."

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence
Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:
- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations

- *Program Documents:* mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos

- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports

- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession

- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence
When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

1) Rate Criterion Measures
   a) Team members individually rate criterion measures based on their understanding of the evidence.
   b) Team discusses and assigns collective ratings for criterion measures.

2) Provide Narrative Rationale
   a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
   b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
   c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

3) Answer Overview Questions (In the Instrument)
   a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.

b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities

to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples

Rating Standard Criterion Measures

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the "Ethics" standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

Part 5. ETHICS

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

5.1 Ethical Standards
- Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.
- Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

5.2 Statement of Ethical Standards
- Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

1) Resolve Rating Discrepancies (Work Form A)
   a) Identify criterion statements for which there is a substantial rating discrepancy.
   b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.

2) Identify Areas of Program Strength (Work Form B)
   a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).

3) Identify Areas for Improvement (Work Form B)
   a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.

4) Recommend Areas for Unit Action (Work Form C)
   a) Note items that need follow-up action for improvement and indicate what requires action.
   b) This is the last form to be completed by the review team.

5) Prepare the Action Plan (Work Form D)
   a) This step should be completed by the unit being reviewed.
   b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.

6) Write Program Action Plan (Work Form E)
   a) List each specific action identified in the self-study that would enhance and strengthen services.
   b) Determine the actions needed to improve for each practice.
   c) Identify responsible parties to complete the action steps.
   d) Set dates by which specific actions are to be completed.

7) Prepare Report
   a) Prepare a comprehensive action plan for implementing program changes.
   b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
   c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

Step G: Closing the Loop

Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:
1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Program Mission and Goals
- The mission of Career Services (CS) is to assist students and other designated clients in developing, evaluating, and implementing career, education, and employment readiness goals.
- CS goals and outcomes advance
  - career exploration and preparation
  - experiential learning
  - student success
  - employer, alumni, and community engagement
- Regardless of model (centralized, distributed, or hybrid), CS considers the needs of all designated clients and constituents when developing resources, designing programs and delivering services.

Rationale:

1.2 Mission Implementation and Review
- CS develops, disseminates, implements, and regularly reviews its mission.

Rationale:

1.3 Mission Statement
- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

Rationale:

Overview Questions:

1. How does the mission embrace student learning and development?
2. In what ways does the CS mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:
1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

2.1 Program Information and Services
- Career Services (CS) assists students and other designated clients in making career decisions, developing career and professional goals, and pursuing the skills and competencies necessary to compete and succeed in a rapidly changing, global workplace.
- Program goals are reviewed and updated regularly, and communicated, as appropriate, to students, designated clients, and constituents.
- CS includes six essential services:
  - o career education, coaching, advising, and counseling
  - o career information and resources
  - o career readiness and employment services
  - o graduate and professional school or further educational planning
  - o employer development and recruitment services
  - o collaboration with faculty and other constituents

Rationale:

2.2 Program Contribution to Student Learning and Development
- CS contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- CS contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- CS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

Rationale:

2.3 Assessment of Learning and Development
- CS engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.

- • CS uses evidence to create strategies for improvement of programs.

Rationale:

2.4 Program Design
- • CS bases its work on intentional student learning and development outcomes.
- • CS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- • CS is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.
- • Components of CS are clearly defined, designed, and implemented to be in alignment with
  - o career development needs and the academic and occupational interests of students and other designated clients
  - o contemporary career services standards and practices
  - o current career and workforce development research, theories, and knowledge
  - o economic trends, opportunities, constraints, and the needs of external constituents
  - o institutional priorities
  - o technological advancements

Rationale:

2.5 Career education, coaching, advising, and counseling
- • CS provides career education, coaching, advising, and counseling to assist students and other designated clients at any stage of their career development to guide them through progressive steps in the process.
- • CS helps students and other designated clients make career choices based on knowledge of their individual interests, skills, abilities, values, and goals.
- • CS helps students and other designated clients identify the options they have for employment related to their career choices.
- • CS determines approaches and parameters for referral of students and designated clients in need of mental health support.
- • CS provides access to current, valid, and reliable online resources and services that help students pursue their career goals.
- • CS securely maintains notes on advising, coaching, or counseling sessions with students and designated clients.
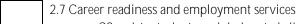
Rationale:

2.6 Career information and resources
- • CS makes current and comprehensive career information and resources available to students and other designated clients as they explore and make career decisions.
- • CS provides resources to help students and other designated clients assess and relate their interests, values, skills, competencies, identity-based needs, expectations, education, experience, personal background, and desired lifestyle to the employment market.
- • Career information and resources include those that address interests and needs of diverse, multicultural, post-traditional students, and designated clients with attention to students and designated clients who are underrepresented based on their experiences and identities.

- Career information resources are accessible, organized, current, and adaptable to change and available in a variety of media.

Rationale:

2.7 Career readiness and employment services
- CS assists students and designated clients in preparing for and managing their careers before and after graduation.
- CS assists students and other designated clients in
  - exploring and evaluating a full range of career and work possibilities that match their career goals, interests, values, competencies, and workplace/community fit
  - developing job-search competencies
  - presenting themselves effectively as candidates for employment to potential employers
  - obtaining information on employment opportunities and prospective employers and industries
  - connecting with employers through campus interviews, online job databases, referrals, direct application, networking, job-search events, publications, and social media
  - connecting with professionals in target career fields for information and advice about internships, shadowing opportunities, employment outlooks, and job search strategies
  - exploring high-impact and experiential learning opportunities provided by the institution, available through academic departments or with external/community resources
  - learning how to secure workplace accommodations and consulting with disability experts as needed
  - using social media to create a professional profile, connect with others, and search for employers, jobs, and internships
  - building a digital presence
  - learning about ethical principles and behaviors in the job search process and the workplace
  - learning about various employment categories and how these might impact them; they may include part-time, full-time, contract, independent contract, commission-based, per diem-based, work-from-home, virtual, and self
  - learning about the range of employer types and how different types of employment might affect them; they may include third-party employers, home-based employers, contract employers, and multi-level employers
  - making informed choices among a variety of options

Rationale:

2.8 Graduate and professional school or further education planning
- CS assists students and other designated clients or provides access to appropriate personnel or resources for assistance in
  - identifying four-year, graduate, professional school programs, or professional certification/credentialing programs, that match their career goals
  - developing application strategies, including knowing when and how to apply, how to evaluate personal needs and candidate competitiveness, and effectively present themselves as four-year/graduate/professional school candidates
  - obtaining information on costs and funding sources for their identified four year/graduate/professional school programs

Rationale:

2.9 Employer development and recruitment services
- CS develops strong relationships with employers and offers a variety of services to meet employer needs and interests and to benefit students, other designated clients, and the institution.
- CS actively involves employers in programs and services that meet students' and designated clients' career readiness and employment needs.
- CS defines the various types of employers it will serve and articulates policies consistent with institution mission and goals that guide its working relationships with these employers.
- CS develops strategic objectives for employer development and recruitment services to maximize employer involvement, partnerships, and opportunities for students and designated clients.
- CS develops policies and practices to ensure high quality employer development and recruitment services.
- CS informs, educates, and consults with employers on the nature of services provided and candidates' availability.
- CS facilitates employer involvement and communication with faculty, students, and administrators.
- CS consults with employers on opportunities and strategies for establishing long-term relationships with faculty and administrators.
- CS uniformly and consistently applies policies and procedures to all employers, unless otherwise specified by governmental guidelines.
- CS promotes and educates employers about adherence to professional and ethical standards, principles and practices, and to laws, including but not limited to equal employment, immigration, and affirmative action.
- CS develops policies for working with third-party recruiting organizations. Policies include recruiter disclosure of the identities of organizations they represent and agreement to abide by ethical guidelines.

Rationale:

2.10 Collaboration with faculty and other constituents
- CS collaborates with colleagues and departments across the institution to promote student learning and development, persistence, and success.
- CS builds collaborative and mutually beneficial relationships with a broad range of institutional constituents, including faculty, to advance career, education, and employment readiness goals.
- CS educates institutional constituents on the impact of intentional career and employment readiness initiatives on student success outcomes and on ways to enhance programs, services, curricular, and co-curricular offerings strategically.
- CS consults or collaborates with institutional constituents on the development of curricular and co-curricular initiatives focused on career readiness and success of students and designated clients.
- CS helps facilitate the involvement by employers, organizations and other professionals in curricular and co-curricular initiatives focused on career readiness and the success of students and designated clients.

- CS serves as a resource to the institution on employment and workforce data, including trends regarding high impact learning experiences such as internships, cooperative education, externships, experiential learning, student employment, and service-learning.
- CS informs and educates faculty and administrators on topics related to
  o career readiness
  o employment requirements
  o employment issues
  o labor market trends
  o job opportunities specific to the curriculum
  o career development process
  o community and industry linkages
- CS develops and disseminates guidelines for providing references about students.
- Practices regarding providing references about students comply with laws and ethical standards.

Rationale:

Overview Questions:
1. What are the most significant student learning and development outcomes of CS?
2. What difference does CS make for students who engage with it?
3. What is the demonstrated impact of CS on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:
1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

3.1 Organization Documents
- Career Services (CS) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

☐ 3.2 Organization Structure
- Whether organized as a central office within the institution; located within an academic department, school, or college; or structured as a cross-disciplinary team, CS leadership work in close collaboration and coordination with others to provide strategic direction and to manage and align CS programs and services to meet the needs and interests of students, designated clients and constituencies.

Rationale:

☐ 3.3 Actions of Leaders
- Leaders model ethical behavior and institutional citizenship.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

Rationale:

☐ 3.4 Strategic Planning
- CS leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- CS leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- CS leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- CS leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- CS leaders include diverse perspectives to inform decision-making.

Rationale:

☐ 3.5 Management
- CS leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- CS leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- CS leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- CS leaders assess and take action to mitigate potential risks.

Rationale:

☐ 3.6 Supervision
- CS leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- CS leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.

- CS leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- CS leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:

3.7 Program Advancement
- CS leaders advocate for and actively promote the mission and goals of the programs and services.
- CS leaders inform stakeholders about issues affecting practice.
- CS leaders identify institutional priorities, objectives, practices, and policies relative to career development and readiness and determine ways to provide insights and recommendations to decision- and policy-makers.
- CS leaders facilitate processes to reach consensus where wide support is needed.
- CS leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.
- CS leaders advocate for representation in relevant strategic planning pertinent to student career development and readiness; this may include planning related to curriculum and co-curriculum, external relations, and institutional advancement.
- CS leaders use approaches to program evaluation and assessment that infuse
  - ongoing quality improvement
  - improve operations
  - adjust to designated client needs
  - meet evolving institutional priorities
  - address changes to workforce and employment conditions

Rationale:

Overview Questions:
1. Explain the extent to which CS leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for CS leader(s) as they seek to fulfill the program mission.
3. How do CS leaders advance the organization?
4. How do CS leaders encourage collaboration across the institution?
5. How are CS leaders accountable for their performance?
6. How have CS leaders empowered personnel and engaged stakeholders?

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:
1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)
4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios
6. Association or benchmark reports on operations and staffing

7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules
10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

4.1 Adequate Staffing and Support
- Career Services (CS) is staffed adequately to accomplish mission and goals.
- CS has access to technical and support personnel adequate to accomplish the mission.

Rationale:

4.2 Recruitment, Supervision, and Professional Development
- CS establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
- CS provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- CS considers work/life options available to personnel to promote recruitment and retention.

Rationale:

4.3 Employment Practices
- Administrators of CS maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

Rationale:

4.4 Personnel Training
- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.

- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:

4.5 Professional Personnel
- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.
- As a team, CS professional personnel have competencies in
  o career education, coaching, advising, and counseling
  o brokering, networking, connecting, and linking
  o information management
  o marketing, promoting, and performing outreach
  o program and event administration
  o research, assessment, and evaluation
  o teaching, training, and educating
  o management and administration
- CS professional personnel keep abreast of the research, theories, legislation, policies, and developments that affect CS.

Rationale:

4.6 Interns and Graduate Assistants
- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

Rationale:

☐ 4.7 Student Employees and Volunteers
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Rationale:

Overview Questions:
1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of the CS mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe the CS philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.

Part 5: ETHICS

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 5.1 Ethical Standards
- Career Services (CS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- CS publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

☐ 5.2 Statement of Ethical Standards
- Statements of ethical standards specify that CS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
- Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.

- Statements of ethical standards reference management of institutional funds, appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.
- Statements of ethical standards include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.

Rationale:

5.3 Ethical Obligations
- CS personnel employ ethical decision making in the performance of their duties.
- CS personnel adhere to ethical principles, standards, and guidelines for career counseling of students.
- CS personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- CS personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- CS personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.
- CS determines approaches and parameters in accordance with established ethical standards and policies for referral of students in need of mental health support.
- CS ensures that employer recruitment services and processes are fair, equitable, and free from bias.
- CS supports informed and responsible decision-making by students and designated clients relevant to job search and employment.

Rationale:

5.4 Promoting Ethical Practice
- CS collaborates with colleagues and other institutional departments to provide guidance and education on ethical principles and practices to persons involved in providing career services, including, but not limited to, entry-level professionals, support personnel, student staff, interns, graduate assistants, faculty and administrators, employers, service providers, and other administrators.
- CS educates faculty and administrators about ethical issues relating to the referral and recommendation of students and other designated clients.
- CS personnel provide guidance to students and designated clients regarding ethical expectations and behaviors in the workplace.

Rationale:

Overview Questions:
1. What is the CS strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of CS?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:
1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

6.1 Legal Obligations and Responsibilities
- Career Services (CS) is in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- CS has access to legal advice needed for personnel to carry out their assigned responsibilities.
- CS informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- CS educates faculty and administrators about legal issues relating to referrals and recommendations for students and other designated clients.
- CS informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.

Rationale:

6.2 Common Legal Issues
- CS personnel are informed about and seek advice from the institution's legal counsel or other appropriate professional resources when issues arise regarding
  o privacy and disclosure of student information contained in educational records
  o laws regarding references and recommendations on the behalf of students and other designated clients
  o laws regarding employment referral practices of CS and others employed by the institution that refer students for employment
  o affirmative action regulations and laws regarding programs for special populations
  o regulations and laws regarding disabilities and accessibility
  o labor standards and liability issues pertaining to experiential learning programs
  o laws regarding eligibility to work and work authorization practices
  o laws or regulations pertaining to contracts governing service provided by outside vendors
  o privacy of data maintained in electronic format by entities engaged by CS
  o laws pertaining to grant administration

Rationale:

6.3 Policies and Procedures

- CS has written policies and procedures on operations, transactions, or tasks that have legal implications.
- CS regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- CS has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.
- CS has protocols and procedures in place for responding to complaints by students, designated clients, and constituents in a timely and prudent manner.

Rationale:

6.4 Harassment and Hostile Environments
- CS personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

6.5 Copyright Compliance
- CS purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

6.6 Contracts
- Contracts between CS and outside vendors are reviewed for language regarding adherence to ethics, confidentiality, security, institutional and other applicable codes, laws and policies, as well as reflect support of CS programs, goals, and standards.

Rationale:

6.7 Governance
- CS informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

Overview Questions:
1. What are the crucial legal, policy and, governance issues faced by CS, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:
1. Diversity statements

2. Goals and objectives related to diversity, equity, and access
3. Training plans and agendas for personnel
4. Lists of programs and curriculums related to diversity, equity, and access
5. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
6. Facilities audit
7. Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

7.1 Inclusive Work Environments
- Career Services (CS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- CS does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.
- CS addresses employers' non-adherence to equal employment opportunity and affirmative action policies.

Rationale:

7.2 Structural Aspects of Equity, Access, and Inclusion
- CS designs and delivers programs and services based on the needs and interests of students and designated clients, including those underrepresented based on identity and experiences.
- CS ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- CS has protocols in place to inform and educate faculty and administrators about issues relevant to discriminatory practices related to their referral of students directly to employers.
- CS has protocols and procedures in place, including consultation with the institutional legal counsel, and equity, diversity, and inclusion offices, to respond to concerns about discrimination, inequity, fraudulent, and any other unscrupulous activities by employers using CS services.
- CS responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- CS considers the needs of its students and designated clients when establishing hours of operation, methods of delivery of services (e.g., in-person, online, telephone, email), formats, and customer service systems.
- CS recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

Rationale:

7.3 Ensuring Diversity, Equity, and Access
- CS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- CS establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- CS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- CS provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.

Rationale:

Overview Questions:
1. How does CS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does CS address imbalance in participation among selected populations of students?
3. How does CS address imbalance in staffing patterns among selected populations of program personnel?
4. How does CS ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does CS encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:
1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

8.1 Internal and External Populations
- Career Services (CS) reaches out to internal and external populations to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.
- CS reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.
- CS reaches out to internal and external populations to disseminate information about the programs and services.

Rationale:

8.2 Engaging Internal Constituents
- To foster an institution-wide commitment to engaging students in career development and readiness activities, CS
  - consults with, promotes collaboration and linkages, and encourages involvement by other student and academic services, and faculty, particularly those providing career-related programs and services
  - works with other offices and services (such as admissions, advancement, alumni affairs, research/assessment) to support mutual referrals, exchange of information, sharing of resources, and other program functions
  - participates in campus-wide activities and events such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, leadership training, and student organization programs
  - provides information and reports to the academic administration, faculty, key offices, and stakeholders of the institution regarding services for students, other designated clients, and employers, including usage data, student success stories, and first destination survey results
  - provides feedback to faculty, administrators, and students on the preparation of graduates for employment, graduate/professional school, or further education to aid curriculum development and individual career planning

Rationale:

8.3 Engaging External Constituents
- To engage external constituents, CS
  - encourages dialogue among employers, faculty, and administrators concerning career issues and trends for students, graduates, and other designated clients
  - partners with other organizations and institutions to address the unique needs of students, designated clients, and constituents
  - creates and effectively uses advisory groups to guide its work
  - arranges programs that use alumni experience and expertise
  - provides parents and family members with information and relevant data on career education programs and services and key results related to employment, graduate study, and further education outcomes as appropriate

Rationale:

8.4 Marketing
- Promotional and descriptive information is accurate and free of deception and misrepresentation.

Rationale:

8.5 Procedures and Guidelines
- CS has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with

external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

Overview Questions:
1. With which relevant individuals, campus offices, and external agencies must CS maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does CS maintain effective relationships with program constituents?
3. How does CS assess the effectiveness of its relations with individuals, campus offices and external agencies?

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:
1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

9.1 Adequate Funding
- Career Services (CS) has funding to accomplish its mission and goals.

Rationale:

9.2 Financial Planning and Implementation
- CS conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- CS uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Rationale:

9.3 Policies, Procedures, and Protocols
- CS administers funds in accordance with established institutional accounting procedures.
- CS demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

Rationale:

Overview Questions:
1. What is the funding strategy for CS, and why is this the most appropriate approach?
2. How does CS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does CS go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:
1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 10.1 Current and Adequate Technology
- Career Services (CS) has adequate technology to support achievement of its mission and goals.
- Use of technology complies with institutional policies and procedures and relevant codes and laws.

Rationale:

☐ 10.2 Use of Technology
- CS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- CS provides updated program and contact information on its website.
- CS monitors media used for distributing information about CS to ensure content is current, accurate, appropriately referenced, and accessible.
- CS uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format and enhance the delivery of programs and services for all students.
- CS utilizes online assessment and computer-assisted career guidance systems.
- CS provides online recruiting and employment systems that include job listings and student résumés.

Rationale:

☐ 10.3 Data Protection and Upgrades
- CS backs up data on a regular basis.
- CS articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
- CS implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

- CS researches and plans for the integration of new career program technology, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems.

Rationale:

10.4 Student Technology Access
- ==CS== has policies on student use of technology that are clear, easy to understand, and available to all students.
- ==CS== provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.
- Technology selection for CS functions addresses accessibility for distance learners and clients with unique needs and interests.

Rationale:

Overview Questions:
1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does ==CS== ensure that relevant technology is available for all who are served by the program?
4. How does ==CS== use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does ==CS== utilize technology to foster its learning outcomes?

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:
1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

11.1 Design of Facilities
- ==Career Services (CS)== facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the ==CS== mission and goals.
- Facilities are designed to engage various constituents and promote learning.
- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.

Rationale:

☐ 11.2 Work Space
- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
- Personnel are able to secure their work.

Rationale:

☐ 11.3 Equipment Acquisition and Facilities Use
- CS incorporates sustainable practices in use of facilities and purchase of equipment.
- Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
- When acquiring capital equipment, CS takes into account expenses related to regular maintenance and life-cycle costs.

Rationale:

Overview Questions:
1. How are facilities inventoried and maintained?
2. How does CS integrate sustainable practices?
3. How does CS ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is CS intentional about space allocation and usage?

Part 12: ASSESSMENT

Suggested Evidence and Documentation:
1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

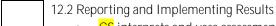| DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 12.1 Assessment Plan and Practice
- Career Services (CS) develops an ongoing cycle of assessment plans, processes, and activities.
- CS identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- CS documents progress toward achievement of goals and outcomes.
- CS promotes and supports institutional efforts to conduct relevant research on career development, institutional issues such as academic success and retention, student learning outcomes, employment trends, and career interests.
- CS employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- CS employs ethical practices in the assessment process.

- CS has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results

- CS interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- CS reports aggregated results to respondent groups and stakeholders.
- CS prepares and disseminates annual and special reports.
- CS assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:
1. What is the comprehensive assessment strategy for CS?
2. What are priorities of the assessment program, and how are those developed?
3. How does CS integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure the achievement of CS mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does CS use assessment results to inform program improvement?
7. How does CS share assessment results with relevant constituencies?
8. How does CS support ongoing development of assessment competencies for personnel?

General Standards revised in 2014;
CS content developed/revised in 1986, 1997, 2000, 2010, & 2018

Work Form A – Rating Discrepancies

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form B – Strengths and Areas for Improvement

<u>INSTRUCTIONS</u>:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment

Work Form E – Action Plan

INSTRUCTIONS:

Using this work form, the unit staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Forms B and C, unit staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

CAREER SERVICES
CAS Standards and Guidelines

Part 1. MISSION

The mission of Career Services (CS) is to assist students and other designated clients in developing, evaluating, and implementing career, education, and employment readiness goals.

CS must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

CS goals and outcomes must advance
- career exploration and preparation
- experiential learning
- student success
- employer, alumni, and community engagement

CS must, regardless of model (centralized, distributed, or hybrid), consider the needs of all designated clients and constituents when developing resources, designing programs and delivering services.

Consistent with institutional mission, other designated clients are defined as those eligible for assistance offered to students, and may include alumni, faculty, staff, and community members.

Consistent with institutional mission, constituents are defined as those CS engages or forms mutually beneficial relationships in support of its mission, and may include staff, faculty, employers, community, prospective families, affiliated partners, and donors.

Part 2. PROGRAM

Career Services (CS) must design programs and services to assist students and other designated clients in making career decisions, developing career and professional goals, and pursuing the skills and competencies necessary to compete and succeed in a rapidly changing, global workplace.

CS should consult external constituents, such as employers and alumni, in program and services planning, development, and delivery.

When designing programs and services, CS should consult professional standards for other functional areas that may overlap with CS programs and services.

To achieve their mission, CS must contribute to
- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals

- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, CS must
- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See The Council for the Advancement of Standards Learning and Development Outcomes statement for examples of outcomes related to these domains and dimensions.]

CS must be

- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

Components of CS must be clearly defined, designed, and implemented to be in alignment with

- career development needs and the academic and occupational interests of students and other designated clients
- contemporary career services standards and practices
- current career and workforce development research, theories, and knowledge
- economic trends, opportunities, constraints, and the needs of external constituents
- institutional priorities
- technological advancements

Program goals must be reviewed and updated regularly, and communicated, as appropriate, to students, designated clients, and constituents.

CS must include six essential services:

- career education, coaching, advising, and counseling
- career information and resources
- career readiness and employment services
- graduate and professional school or further educational planning
- employer development and recruitment services
- collaboration with faculty and other constituents

Career education, coaching, advising, and counseling

CS must provide career education, coaching, advising, and counseling to assist students and other designated clients at any stage of their career development to guide them through progressive steps in the process.

CS must help students and other designated clients make career choices based on knowledge of their individual interests, skills, abilities, values, and goals.

CS must help students and other designated clients identify the options they have for employment related to their career choices.

CS should help students and designated clients develop or clarify self-knowledge related to career choice and performance in the workplace.

CS should help students and designated clients identify and select academic programs and opportunities both on- and off-campus that leverage their interests, strengths, and competencies and optimize future educational and employment options.

CS must determine approaches and parameters for referral of students and designated clients in need of mental health support.

CS must provide access to current, valid, and reliable online resources and services that help students pursue their career goals.

CS must securely maintain notes on advising, coaching, or counseling sessions with students and designated clients.

Advising, coaching, or counseling notes should be detailed enough for future reference and use by any of the CS advisers, coaches or counselors.

Career information and resources

CS must make current and comprehensive career information and resources available to students and other designated clients as they explore and make career decisions.

CS should ensure students and designated clients have access to the occupational information required to support career decision-making, including current trends and future projections.

CS should include career information and resources that address
- self-assessment, career decision-making, and career planning
- occupational and job market information (local, regional, national, and global)
- graduate/professional school and other educational programs selection and application processes
- employment/job search
- resources and strategies for revising career plans
- job and experiential learning listings
- employer and industry information
- social media and professional digital presence
- current and emerging career and job search tools

CS must provide resources to help students and other designated clients assess and relate their interests, values, skills, competencies, identity-based needs, expectations, education, experience, personal background, and desired lifestyle to the employment market.

Career information and resources must include those that address interests and needs of diverse, multicultural, post-traditional students, and designated clients with attention to students and designated clients who are underrepresented based on their experiences and identities.

CS should curate resources and help identify those most appropriate for students and designated clients.

Career information resources must be accessible, organized, current, and adaptable to change and available in a variety of media.

Career readiness and employment services

CS must assist students and designated clients in preparing for and managing their careers before and after graduation.

CS must assist students and other designated clients in
- exploring and evaluating a full range of career and work possibilities that match their career goals, interests, values, competencies, and workplace/community fit
- developing job-search competencies
- presenting themselves effectively as candidates for employment to potential employers
- obtaining information on employment opportunities and prospective employers and industries
- connecting with employers through campus interviews, online job databases, referrals, direct application, networking, job-search events, publications, and social media
- connecting with professionals in target career fields for information and advice about internships, shadowing opportunities, employment outlooks, and job search strategies
- exploring high-impact and experiential learning opportunities provided by the institution, available through academic departments or with external/community resources
- learning how to secure workplace accommodations and consulting with disability experts as needed
- using social media to create a professional profile, connect with others, and search for employers, jobs, and internships
- building a digital presence
- learning about ethical principles and behaviors in the job search process and the workplace
- learning about various employment categories and how these might impact them; they may include part-time, full-time, contract, independent contract, commission-based, per diem-based, work-from-home, virtual, and self
- learning about the range of employer types and how different types of employment might affect them; they may include third-party employers, home-based employers, contract employers, and multi-level employers
- making informed choices among a variety of options

CS should consider, in collaboration with appropriate global education offices, different employment practices, laws, and regulations in other countries when assisting students.

When necessary, CS should seek out informed, valid, and current employment information for other countries to advise students and designated clients appropriately.

Graduate and professional school or further education planning

CS must assist students and other designated clients or provide access to appropriate personnel or resources for assistance in
- identifying four-year, graduate, professional school programs, or professional certification/credentialing programs, that match their career goals
- developing application strategies, including knowing when and how to apply, how to evaluate personal needs and candidate competitiveness, and effectively present themselves as four-year/graduate/professional school candidates
- obtaining information on costs and funding sources for their identified four year/graduate/professional school programs

Employer development and recruitment services

CS must develop strong relationships with employers and offer a variety of services to meet employer needs and interests and to benefit students, other designated clients, and the institution.

Employer development and recruitment services may include: site visits; campus recruiting; résumé referrals; pre-recruiting information sessions with students; student access to timely employer information; posting and publishing of job and internship openings; on-site or virtual career/job fairs; experiential learning options that may include shadowing experiences, internships, externships, student teaching, cooperative education assignments; remote electronic interviewing options; employer participation in career planning, career and workforce readiness courses, career conferences, résumé preparation, practice interviews, and job search readiness workshops.

CS must actively involve employers in programs and services that meet students' and designated clients' career readiness and employment needs.

CS must define the various types of employers it will serve and articulate policies consistent with institution mission and goals that guide its working relationships with these employers.

CS must develop strategic objectives for employer development and recruitment services to maximize employer involvement, partnerships, and opportunities for students and designated clients.

CS must develop policies and practices to ensure high quality employer development and recruitment services.

CS must inform, educate, and consult with employers on the nature of services provided and candidates' availability.

CS should provide timely, pertinent information to employers regarding the institution's operations, enrollment, academic calendar, academic programs and curricula, and student/class profile in accordance with institutional policy and guidelines and availability of data to the public.

CS should provide information to employers on student demographics, needs, issues, and perspectives.

CS should develop and implement marketing strategies as part of a comprehensive employer relations program.

CS should provide information and services to assist employers to communicate their opportunities to targeted populations, enhance their visibility, and maximize students' exposure to employers.

CS should provide guidance to employers on working with student leaders, clubs, and organizations.

CS must facilitate employer involvement and communication with faculty, students, and administrators.

CS must consult with employers on opportunities and strategies for establishing long-term relationships with faculty and administrators.

CS should use employers' experiences and expertise in support of institutional activities.

CS should utilize employer development strategies and objectives in support of CS and institutional fundraising, sponsorship, and scholarship goals.

CS should invite employer membership on career advisory boards.

CS should encourage employers to provide timely information to CS personnel on job offers, salaries, and hires.

CS should encourage employers to share information with students and designated clients related to their organization's policies and practices on topics such as sustainability, social justice, and family-friendly work practices.

CS must uniformly and consistently apply policies and procedures to all employers, unless otherwise specified by governmental guidelines.

CS must promote and educate employers about adherence to professional and ethical standards, principles and practices, and to laws, including but not limited to equal employment, immigration, and affirmative action.

CS personnel should understand the variety and diversity of needs and employment practices among U.S.-based businesses, corporations, government agencies, schools, and non-profit organizations.

CS must develop policies for working with third-party recruiting organizations. Policies must include recruiter disclosure of the identities of organizations they represent and agreement to abide by ethical guidelines.

Collaboration with faculty and other constituents

CS must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

CS must build collaborative and mutually beneficial relationships with a broad range of institutional constituents, including faculty, to advance career, education, and employment readiness goals.

CS must educate institutional constituents on the impact of intentional career and employment readiness initiatives on student success outcomes and on ways to enhance programs, services, curricular, and co-curricular offerings strategically.

CS must consult or collaborate with institutional constituents on the development of curricular and co-curricular initiatives focused on career readiness and success of students and designated clients.

CS must help facilitate the involvement by employers, organizations and other professionals in curricular and co-curricular initiatives focused on career readiness and the success of students and designated clients.

CS must be a resource to the institution on employment and workforce data, including trends regarding high impact learning experiences such as internships, cooperative education, externships, experiential learning, student employment, and service-learning.

CS must inform and educate faculty and administrators on topics related to
- career readiness
- employment requirements
- employment issues
- labor market trends
- job opportunities specific to the curriculum
- career development process
- community and industry linkages

CS should collaborate with faculty and administrators to design programs and activities that
- embed career readiness in the curriculum and co-curriculum
- involve employers, alumni, and campus and community members
- provide students with information about specific careers and requisite skills, career options, and strategies for presenting themselves to employers

CS should support faculty and administrators by
- identifying and disseminating information on employment trends, top employing organizations, and co-op and internship sponsors

- providing employer feedback on the preparation of students for internships and jobs, the curriculum, and the hiring process
- raising awareness of appropriate ethical and legal guidelines for student referrals
- providing guidance on effective strategies for engaging employers in programs offered by faculty and administrative units
- increasing awareness of career development issues and available resources
- providing and interpreting aggregate data on student learning, career-related and first-destination outcomes, and employer engagement for purposes such as accreditation, marketing, institutional development, enrollment management, and curriculum development

CS must develop and disseminate guidelines for providing references about students.

Practices regarding providing references about students must comply with laws and ethical standards.

CS should find ways to recognize faculty and administrators who support the integration of career readiness or the involvement by employers, organizations, and other professionals.

Part 3. ORGANIZATION AND LEADERSHIP

Whether organized as a central office within the institution; located within an academic department, school, or college; or structured as a cross-disciplinary team, Career Services (CS) leadership must work in close collaboration and coordination with others to provide strategic direction and to manage and align CS programs and services to meet the needs and interests of students, designated clients and constituencies.

To achieve program and student learning and development outcomes, CS must be purposefully structured for effectiveness. CS must have clearly stated and current
- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Areas for consideration in determining structure and management of CS should include
- size, nature, and mission of the institution
- needs of students and designated clients
- number and scope of academic-related programs and services
- scope and intent of recruiting services
- philosophy and delivery system for services
- varied delivery methods (e.g., direct contact, technology)
- efficient and effective delivery of programs and services
- preferred approach for engaging employers

CS leaders should work in close collaboration and coordination with alumni units to develop connections with alumni that benefit students, CS programming, and the institution.

CS should be coordinated with and complement employment-related services provided by other institutional units.

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for CS must provide strategic planning, management and supervision, and program advancement.

Strategic Planning
- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement
- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

CS leaders must identify institutional priorities, objectives, practices, and policies relative to career development and readiness and determine ways to provide insights and recommendations to decision- and policy-makers.

CS leaders must advocate for representation in relevant strategic planning pertinent to student career development and readiness; this may include planning related to curriculum and co-curriculum, external relations, and institutional advancement.

CS leaders must use approaches to program evaluation and assessment that infuse
- ongoing quality improvement
- improve operations
- adjust to designated client needs
- meet evolving institutional priorities
- address changes to workforce and employment conditions

Part 4. HUMAN RESOURCES

Career Services (CS) must be staffed adequately by individuals qualified to accomplish mission and goals.

CS must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, CS must
- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of CS must
- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

CS personnel responsible for delivery of CS must have written performance goals, objectives, and **outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance.** The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

CS personnel, when hired and throughout their employment, must receive appropriate and thorough training.

CS personnel, including student employees and volunteers, must have access to resources or receive specific training on
- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

Training should include customer service, program procedures, and information and resource utilization.

CS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Administrators of CS must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

CS personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

CS professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

CS professional personnel must, as a team, have competencies in
- career education, coaching, advising, and counseling
- brokering, networking, connecting, and linking
- information management
- marketing, promoting, and performing outreach
- program and event administration
- research, assessment, and evaluation
- teaching, training, and educating

- management and administration

Career education, coaching, advising, and counseling competencies should include
- providing needs assessments and developing action plans
- intervention, design, and implementation
- test administration and interpretation
- counseling
- working with individuals and groups
- use of career, occupational, and employment information

Brokering, networking, connecting, and linking competencies should include
- organizing information, logistics, people, and processes toward desired outcomes
- consulting with students and alumni, employers, faculty and campus community, external community, parents, and families
- building and managing advisory boards
- enhancing interpersonal skills
- developing job and experiential learning opportunities sourcing and planning for experiential learning
- fostering civic and community engagement
- fostering global and diverse connections

Information management competencies should include
- organization and dissemination; storage and retrieval
- computing systems and applications related to standard software and equipment, career planning and information resources, and career services management systems
- data entry and analysis
- acquisition of appropriate career resources
- web and social media design and management

Marketing, promoting, and performing outreach competencies should include
- marketing principles and strategies
- needs assessment and goal setting
- development and fundraising strategies
- sales and closing techniques
- relationship development and management
- written and interpersonal communication
- public speaking
- effective use of print, web, and personal presentation methods

Program and event administration competencies should include
- goal setting
- program planning relative to needs assessment and marketing
- program implementation and evaluation
- budgets and budgeting
- time management
- problem solving

Research, assessment, and evaluation competencies should include
- theoretical frameworks and methodologies relevant to research, assessment, and evaluation
- learning outcomes
- outcome-oriented programming
- evidence-based decision making
- assessment of needs, utilization, and satisfaction
- measurement and analysis
- outcomes-based assessment
- use of technologies for conducting research, assessment, and evaluation

Teaching, training, and educating competencies should include
- needs assessment
- program and workshop design and delivery
- researching, evaluating, and integrating information
- effective teaching strategies
- coaching, mentoring, and working with individuals and groups
- working with diverse populations
- use of technology for delivery of content

Management and administration competencies should include
- needs assessment and satisfaction measures
- program design, implementation, and evaluation
- strategic and operational planning
- program integration and integrity
- recruiting and hiring staff
- staff development and supervision
- budget planning and administration
- political sensitivity and negotiation skills
- synthesis, interpretation, and reporting of current and longitudinal information

CS professional personnel should develop these competencies by engaging in and providing professional development activities. Where competency or expertise is lacking within the team, CS should identify others within or outside the institution who can perform the professional competency or assist in training CS professional personnel.

CS professional personnel must keep abreast of the research, theories, legislation, policies, and developments that affect CS.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have

supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must
- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Part 5. ETHICS

Career Services (CS) must
- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must
- specify that CS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, **and students' rights and responsibilities**
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

CS personnel must
- employ ethical decision making in the performance of their duties

- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

CS must ensure that employer recruitment services and processes are fair, equitable, and free from bias.

CS must collaborate with colleagues and other institutional departments to provide guidance and education on ethical principles and practices to persons involved in providing career services, including, but not limited to, entry-level professionals, support personnel, student staff, interns, graduate assistants, faculty and administrators, employers, service providers, and other administrators.

CS must educate faculty and administrators about ethical issues relating to the referral and recommendation of students and other designated clients.

CS personnel must adhere to ethical principles, standards, and guidelines for career counseling of students.

CS must determine approaches and parameters in accordance with established ethical standards and policies for referral of students in need of mental health support.

CS personnel must provide guidance to students and designated clients regarding ethical expectations and behaviors in the workplace.

CS must support informed and responsible decision-making by students and designated clients relevant to job search and employment.

CS should establish ethical guidelines for working with alumni in their capacity as employers.

CS should educate and guide institutional development personnel about ethical principles and practices that may apply to prospective or current donors who may seek or expect special access to or referral of students or designated clients for employment or career-related opportunities or who may expect other special treatment as a result of contributions of financial support, gifts, affiliation, or in-kind services.

Part 6. LAW, POLICY, AND GOVERNANCE

Career Services (CS) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

CS must have access to legal advice needed for personnel to carry out their assigned responsibilities.

CS must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

CS must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

CS must have written policies and procedures on operations, transactions, or tasks that have legal implications.

CS must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

CS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

CS must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

CS must inform personnel about internal and external governance organizations that affect programs and services.

CS must educate faculty and administrators about legal issues relating to referrals and recommendations for students and other designated clients.

CS personnel must be informed about and seek advice from the institution's legal counsel or other appropriate professional resources when issues arise regarding
- privacy and disclosure of student information contained in educational records
- laws regarding references and recommendations on the behalf of students and other designated clients
- laws regarding employment referral practices of CS and others employed by the institution that refer students for employment
- affirmative action regulations and laws regarding programs for special populations
- regulations and laws regarding disabilities and accessibility
- labor standards and liability issues pertaining to experiential learning programs
- laws regarding eligibility to work and work authorization practices
- laws or regulations pertaining to contracts governing service provided by outside vendors
- privacy of data maintained in electronic format by entities engaged by CS
- laws pertaining to grant administration

CS must have protocols and procedures in place for responding to complaints by students, designated clients, and constituents in a timely and prudent manner.

Contracts between CS and outside vendors must be reviewed for language regarding adherence to ethics, confidentiality, security, institutional and other applicable codes, laws and policies, as well as reflect support of CS programs, goals, and standards.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Career Services (CS) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

CS must design and deliver programs and services based on the needs and interests of students and designated clients, including those underrepresented based on identity and experiences.

These groups may include traditionally underrepresented, evening, part-time, commuter, LGBT, international, veterans, athletes, and people with disabilities.

To respond to the needs of students and other designated clients, CS should provide services in-person, online, and via telephone, e-mail, or other formats.

CS must consider the needs of its students and designated clients when establishing hours of operation, methods of delivery of services (e.g., in-person, online, telephone, email), formats, and customer service systems.

CS should be responsive to the needs of all its constituents through the establishment of office hours, customer service systems, and online operations.

CS must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

CS must address employers' non-adherence to equal employment opportunity and affirmative action policies.

CS must have protocols and procedures in place, including consultation with the institutional legal counsel, and equity, diversity, and inclusion offices, to respond to concerns about discrimination, inequity, fraudulent, and any other unscrupulous activities by employers using CS services.

CS must have protocols in place to inform and educate faculty and administrators about issues relevant to discriminatory practices related to their referral of students directly to employers.

CS must
- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

CS should collaborate with other departments and student clubs and organizations to provide educational programs that help clients from diverse backgrounds to identify and address their career development and employment needs.

CS should initiate partnerships and collaborative programming with other offices representing specific populations to ensure appropriate service delivery.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Career Services (CS) must reach out to individuals, groups, communities, and organizations internal and external to the institution to
- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

To foster an institution-wide commitment to engaging students in career development and readiness activities, CS must
- consult with, promote collaboration and linkages, and encourage involvement by other student and academic services, and faculty, particularly those providing career-related programs and services
- work with other offices and services (such as admissions, advancement, alumni affairs, research/assessment) to support mutual referrals, exchange of information, sharing of resources, and other program functions
- participate in campus-wide activities and events such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, leadership training, and student organization programs
- provide information and reports to the academic administration, faculty, key offices, and stakeholders of the institution regarding services for students, other designated clients, and employers, including usage data, student success stories, and first destination survey results
- provide feedback to faculty, administrators, and students on the preparation of graduates for employment, graduate/professional school, or further education to aid curriculum development and individual career planning

To engage external constituents, CS must
- encourage dialogue among employers, faculty, and administrators concerning career issues and trends for students, graduates, and other designated clients
- partner with other organizations and institutions to address the unique needs of students, designated clients, and constituents
- create and effectively use advisory groups to guide its work
- arrange programs that use alumni experience and expertise
- provide parents and family members with information and relevant data on career education programs and services and key results related to employment, graduate study, and further education outcomes as appropriate

CS advisory group members may include employers, alumni, faculty, staff, and students.

CS should encourage professional personnel to participate in professional associations and community activities related to career and employment issues (e.g., chambers of commerce, workforce development functions, employer open houses, workshops, federally mandated one-stop centers, or school-to-work efforts).

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

CS must have procedures and guidelines consistent with institutional policy for
- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

Part 9. FINANCIAL RESOURCES

Career Services (CS) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, CS must conduct comprehensive analyses to determine
- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

CS must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

CS must administer funds in accordance with established institutional accounting procedures.

CS must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must
- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Consistent with institutional policy, CS may generate revenue to supplement institutional funding.

CS should develop a plan that outlines projects, programs, and related activity that can be further enhanced with additional funding and should identify potential funding sources, such as grants, sponsorship, corporate or alumni gifts, and user feeds.

Fees that may be charged to employers, vendors, students, and other designated clients should be limited and reasonable to carry out stated CS objectives.

Part 10. TECHNOLOGY

Career Services (CS) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

CS must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

CS must provide updated program and contact information on its website.

CS must monitor media used for distributing information about CS to ensure content is current, accurate, appropriately referenced, and accessible.

CS must utilize online assessment and computer-assisted career guidance systems.

CS must provide online recruiting and employment systems that include job listings and student résumés.

Specific CS technology that should be considered includes: social media platforms, apps, and resources; appropriate tools to support virtual advising, programming, and recruiting.

Other applications may include student registration systems; student contact, record, and tracking systems; career portfolios; student surveys; employer satisfaction surveys; career fair management systems; résumé writing software; office intranet sites; e-mail-based career advising/counseling; video-based technology; mentoring; and social/professional networking sites.

CS must
- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

CS must research and plan for the integration of new career program technology, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems.

Technology selection for CS functions must address accessibility for distance learners and clients with unique needs and interests.

When providing student access to technology, CS must
- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

Part 11. FACILITIES AND EQUIPMENT

Career Services' (CS) facilities must be intentionally designed and located in suitable, accessible, and safe **spaces that demonstrate universal design and support the program's mission and goals.**

CS should be in a convenient location for students and employers and project a welcoming, professional atmosphere for its users. Parking for visitors should be adequate and convenient.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

CS should provide
- personnel work areas
- reception, registration, and waiting areas
- career resource center with internet connectivity, technology and other equipment to meet student and designated client needs
- storage space to accommodate resources, supplies, and equipment
- access to conference and large group meeting rooms equipped with appropriate levels of technology
- private, accessible interview facilities with appropriate technology for employers and a waiting area for students to accommodate the scope of the recruiting program
- private employer workspace with internet connectivity

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

CS must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, CS must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Career Services (CS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

CS must
- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods

- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

CS must promote and support institutional efforts to conduct relevant research on career development, institutional issues such as academic success and retention, student learning outcomes, employment trends, and career interests.

CS should collaborate with institutional research units, state agencies, accrediting bodies, regional or national professional associations, and other relevant groups that produce outcomes assessment and evaluation data.

CS should develop a plan and timeline for implementation of the following assessment practices:
- assessing progress on strategic plan, mission, human resources needs, diversity efforts, and other areas covered in this document
- collecting feedback from participants on events, programs, and services pertaining to satisfaction, utilization, benefits, and learning
- collecting qualitative student success stories
- soliciting feedback from employers participating in events, programs and services pertaining to satisfaction, benefits, and areas of improvement
- conducting systematic needs assessment to guide program development
- tracking employment outcomes of graduating students through first destination surveys
- tracking students' intent to transfer to 4-year institution or enroll in graduate, professional, or other post-graduation programs
- soliciting employer and student feedback regarding experiential learning programs
- collaborating with appropriate offices on alumni follow-up surveys administered at specific times after graduation
- soliciting feedback from other constituencies interacting with career services such as employers, faculty, and other post-secondary institutions

CS must prepare and disseminate annual and special reports.

CS reports may include career services philosophy, mission, goals and objectives, new initiatives, and trends; performance indicators pertaining to student utilization, satisfaction, and learning from current programs and services; student success stories; utilization and satisfaction by employers and other constituencies from current programs and services; service delivery information, first destination and graduate follow-up information.

For comparative studies, CS should identify and consult with peers and professional associations.

CS must employ ethical practices in the assessment process.

CS must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

General Standards revised in 2014;
CS content developed/revised in 1986, 1997, 2000, 2010, & 2018