

CAS Self-Assessment Guide

COUNSELING SERVICES
2015

Council for the Advancement of Standards in Higher Education. (2015). *CAS self-assessment guide for counseling services*. Washington, DC: Author.

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COUNSELING SERVICES

CAS Contextual Statement

The face of college counseling is changing to meet the needs of today's students. It continues to represent the integration of mental health services within the educational environment (Dean & Meadows, 1995). A diverse student body now includes students who are identified as traditional, high achieving and gifted, nontraditional, under-represented, veterans, online, international and first generation enhances the campus environment but also brings greater demand to existing counseling services on campus (Howard, Schiraldi, Pineda, & Campanella, 2006; Twenge, 2006).

The nature and type of the higher education environment and its effects on students are important tools for college counselors. Steenbarger (1990) noted that college counseling exemplifies the developmental framework that has produced a history of creative outreach and support work on campuses. Twenty-five years later programming efforts, although still part of the work of counseling services, are no longer the primary focus of CS staff efforts. The delivery of clinical services to students in higher education has been and is evolving to respond effectively to client needs in an ever-changing environment.

Historically, the role and function of college counseling has changed in response to both external and internal factors. Social needs, political environment, national economy, and changing demographics all exert shifting influences to which counseling services must respond. Change also occurs in response to internal factors unique to each campus environment (e.g., location of the counseling center on campus, , co-location with other offices on campus versus a standalone counseling center). As a result, the breadth and depth of counseling services reflect the intersection of these influences. Davis and Humphrey's (2000) comprehensive work provided a thorough review of the history of college counseling roles and service delivery models, the changing demographics of higher education, and implications for the future. College counselors have a responsibility to stay informed with a strong knowledge of current student needs (Upcraft, Gardner, & Barefoot, 2005).

The current challenges for college counseling are created by external forces including changing ethnic, racial, national, and experiential backgrounds of students; increasing psychological, health, safety, and financial needs of students; increasing competition for resources in higher education; increased emphasis on accountability; new and changing regulations regarding client privacy; and the implications of health and mental health care reform (American College Health Association, 2007; Gallagher, 2007; Kadison & DiGeronimo, 2004; Magoon, 2002). Moreover, the aftermath of tragedies on college campuses such as mass shootings, cluster suicides, and highly public sexual assault response issues along with other global traumatic events highlight the necessity for college counseling programs to be responsive to unanticipated factors. The level of severity of college students' presenting concerns is also much greater than the traditional presenting problems of adjustment issues and individuation that were typically identified in counseling center research from the 1950s through the early 1980s (Pledge, et al., 1998). Recent research indicates that the rates of self-injury and serious suicidal ideation/gestures are increasing in students seeking help at counseling services (Locke & Shockey, 2014). The level of severity of presenting problems and the complexity of problems continue to increase (ACHA, 2007; Benton et al., 2003; Kadison, 2006). According to a survey of over 100,000 U.S. college students at 130 universities conducted by the Center for Collegiate Mental Health (CCMH), 1 in 5 students report having experienced sexual assault, 1 in 10 have attempted suicide, 1 in 3 take psychiatric medication, 1 in 4 have self-injured and 1 in 3 have experienced a traumatic event (CCMH, 2014). As the severity and complexity of clients' problems expand, it is increasingly important for college counseling professionals to be prepared to work with physicians, community mental health providers, other campus departments, and health care professionals to create an appropriate systemic response to student's needs. An increased focus on retention and outcomes assessment, generated in part by accreditation agencies, has challenged college counseling programs to be

more intentional about demonstrating efficacy (Boyer, 2005; Dean & Meadows, 1995; Lifton, Seay, & Bushko, 2004; Tinto, 2006-07).

Recent challenges to state confidentiality laws have changed the expectations of disclosure of mental health information to offices and departments on and off campus. With increasing media scrutiny has come an increased understanding of the need for mental health services on campus. The APA reports that over \$300,000 of funding specifically earmarked for clinical mental health services on campus have been secured through the efforts of the Center for Collegiate Mental Health (CCMH) data collection and media exposure of campus issues (CCMH, 2015).

The Americans with Disabilities Act Title II changes no longer allow a university or college to involuntarily remove a student from the institution for suicidal behavior. This behavior is seen as a symptom of a mental health issue that is protected by the ADA (U.S. Department of Justice, 1990). Title IX compliance and regulations have been strengthened and reinforced in response to sexual misconduct on campus (U.S. Department of Justice, 2000). Both of these legal changes directly affect how counseling services operates on campus and more specifically how providers collaborate with their student affairs colleagues.

Threat assessment expectations of counseling services on campus are part of a relatively new set of responsibility for most CS programs. Participating in behavioral intervention teams goes beyond clinical work and focuses our mental health expertise on the safety needs of the community. Over 92% of threat assessment teams on campus have counseling services staff as a standing committee member (Van Brunt et al., 2015).

With these challenges in mind, the earlier work of Stone and Archer (1990) is still very relevant. They stressed a need for counseling services to (a) clearly define boundaries on the types of problems and degree of severity of those clients for whom the counseling professionals will provide services and (b) develop and identify extensive referral and outreach services to effectively transition more severe clients to appropriate community resources. At the same time, college counselors strive to maintain the therapeutic, developmental, preventive, and consultative services that are integral to their work. As Stone and Archer (1990) noted, the concepts of working within limits and achieving balance between demands and resources are significant for college counseling services. Archer and Cooper (1998) further recognized the importance of demonstrating to institutions the positive outcomes of helping students maintain psychological health and develop personally in ways that support retention.

College counselors offer preventive, crisis, outreach, and consultative services, depending on the nature of the campus and students served. A strong commitment to professional development, whether through conducting research, providing training and supervision, maintaining professional credentials, upholding ethical standards of practice, or actively participating in professional organizations or other scholarly activities, is the catalyst for competent responses to the changing social issues and complex developmental, psychosocial, and mental health concerns of students (Boyd et al., 2003).

College attendance creates a unique set of circumstances and stresses that can stimulate significant student growth and development. As students experience change, they often need to address personal issues, work through challenges, and deal with the implications of growth and change. The rapid changes that characterize today's society, compounded by the impact of global crisis, and catastrophic natural events, can exacerbate students' personal and psychological problems (Davis & Humphrey, 2000; Kadison & DiGeronimo, 2004). However, students' access to and success in higher education are maximized as counseling services embrace and use scientific, technological, and psychological advances such as the use of interactional and Internet-based technologies for additional service-delivery options; this is particularly important as more students enroll through distance education options (Humphrey, Kitchens, and Patrick, 2000). Counseling services must offer assistance and resources to students through innovative means in order to serve the needs of all students.

The CAS Counseling Services Standards and Guidelines that follow provide college counselors with criteria to develop, enhance, evaluate, and judge the quality of campus counseling 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.

<p style="text-align: center;">1. Plan the Process</p> <p>Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</p>	<p style="text-align: center;">5. Develop an Action Plan</p> <p>Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)</p>
<p style="text-align: center;">2. Assemble and Educate the Self-Assessment Team</p> <p>Determine who should be on the team and how to educate the team about the self-study process</p>	<p style="text-align: center;">6. Prepare a Report</p> <p>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</p>
<p style="text-align: center;">3. Identify, Collect, and Review Evidence</p> <p>Define what constitutes evidence; then gather, collect,</p>	<p style="text-align: center;">7. Close the Loop</p> <p>Put action plans into practice; work to navigate politics and</p>

manage, and review evidence	secure resources; identify barriers to overcome; and build buy-in to the program review results
<p>4. Conduct and Interpret Ratings Using Evaluative Evidence</p> <p>Clarify team’s rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings</p>	

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 41 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.

COUNSELING SERVICES

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 primary mission of Counseling Services (CS) is to assist students in defining and accomplishing personal, academic, and career goals.
- To accomplish the mission, the scope of CS includes:
 - individual and group counseling services to students who may be experiencing psychological, behavioral, or learning difficulties.
 - programming focused on the developmental needs of students to maximize their potential to benefit from the academic environment and experience.
 - consultative services to the institution to help foster an environment supportive of the intellectual, emotional, spiritual, and physical development of students.
 - advocacy for a healthy and diverse learning community.
 - assessment services to identify and address student needs through appropriate services and referrals.
 - crisis response, including threat assessment.
- CS is coordinated to ensure a cohesive system of support for students when counseling functions exist in separate administrative units.

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 Contribution to Student Learning and Development
- Counseling Services (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:

- 2.2 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:

- 2.3 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.
 - The program is delivered using multiple formats, strategies, and contexts and is designed to provide

universal access.

Rationale:

2.4 Collaboration

- CS collaborates with others across the institution in ways that benefit students.

Rationale:

2.5 Programs and Services Provided

- CS provides the following services directly, through referral, or in collaboration:
 - individual counseling in areas of personal, educational, career development, interpersonal relationships, family, social, and psychological issues.
 - group interventions (e.g., counseling, psychotherapy, support) to help students establish satisfying personal relationships and to become more effective in areas such as interpersonal processes, communication skills, decision-making concerning personal relationships and educational or career matters, and the establishment of personal values.
 - psychological testing and other assessment techniques to foster client self-understanding and decision-making.
 - psychiatric consultation, evaluation, and support services for students needing maintenance or monitoring of psychotropic medications.
 - outreach efforts to address developmental needs and concerns of students.
 - outreach and counseling support for students from diverse backgrounds.
 - counseling support for students affected by addictions and substance abuse.
 - counseling support to help students assess and overcome specific deficiencies in educational preparation or skills.
 - crisis and violence assessment, intervention, and response.
 - disaster preparedness and response.
 - staff and faculty professional development programs.

Rationale:

2.6 Outside Partnerships

- In cases where other institutional agencies address similar issues, such as career counseling and educational counseling, CS establishes cooperative relationships and maintains appropriate mutual referrals.
- In cases where specialized and needed expertise is not available within counseling services, staff members refer students to resources within the institution or the local community.

Rationale:

2.7 Advocating on Behalf of Students

- CS plays an active role in interpreting and, when appropriate, advocating for addressing the needs of students to administration, faculty members, and staff of the institution.

Rationale:

- 2.8 Helping Students Navigate Resources
- Wherever a fee-for-service model is employed, CS understands students' health care insurance and works with students to utilize their coverage.

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

Rationale:

3.3 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:

 3.4 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:

 3.5 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:

 3.6 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 facilitate processes to reach consensus where wide support is needed.
- CS leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

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
- Counseling Services (CS) is staffed adequately to accomplish mission and goals.
 - The level of staffing and workloads is adequate and appropriate for CS program and service demands.
 - The level of CS staffing is established and reviewed regularly with regard to service demands, enrollment, user surveys, diversity of services offered, institutional resources, and other mental health and student services that may be available on the campus and in the local community.
 - 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.
- The director of counseling services has an appropriate combination of graduate course work, formal training, and supervised experience.
- The minimum qualification for counseling staff members is a master's degree from a regionally accredited institution in a relevant discipline.
- Counseling functions are performed by professionals from the disciplines of counseling and clinical

psychology, counseling and counselor education, psychiatry, and clinical social work, as well as by others with appropriate training, credentials, and supervised experience.

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
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Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
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5.1 Ethical Standards

- Counseling Services (CS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- CS personnel are familiar with and adhere to relevant ethical standards in the field, including professional procedures for intake, assessment, case notes, and termination summaries as well as the preparation, use, and distribution of psychological tests.
- 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 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.

Rationale:

5.4 Legal Obligations

- CS staff members conform to relevant federal, state/provincial, and local statutes that govern the delivery of counseling and psychological services.

Rationale:

5.5 Reasonable Action

- When the condition of a client is indicative of serious and foreseeable harm to the client or to others, counseling personnel take reasonable personal action that may involve informing responsible authorities and, when possible, consulting with other professionals.
- In such cases that reasonable action is necessary, counseling personnel are cognizant of pertinent ethical principles, state/provincial or federal statutes, and local mental health guidelines that stipulate the limits of confidentiality.

Rationale:

5.6 Privacy and Confidentiality

- CS personnel comply with applicable laws related to privacy and confidentiality.
- CS maintains records in a confidential and secure manner while specifying procedures to monitor access, use, and maintenance of the records.
- Client status and information disclosed in individual counseling sessions remains confidential unless written permission to divulge the information is given by the client.
- Clients are made aware of issues such as the limits to confidentiality during intake or early in the counseling process so they can participate from a position of informed consent.
- Instances of limited confidentiality are clearly articulated, reviewed with the client, and acknowledged by signature.

Rationale:

Overview Questions:

1. What is 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

- Counseling 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 informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.

Rationale:

6.2 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.

Rationale:

6.3 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:

6.4 Copyright Compliance

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

Rationale:

6.5 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

- Counseling 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.

Rationale:

7.2 Structural Aspects of Equity, Access, and Inclusion

- 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 responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- 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

- Counseling 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 Marketing

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

Rationale:

8.3 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.
- CS has procedures for the referral of students who require counseling beyond the scope of

institutional CS.

Rationale:

8.4 External Resources

- Where adequate mental health resources are not available on campus, CS has established and maintains close working relationships with community mental health resources.

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

- Counseling 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

- Counseling 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 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 maintains secure and ethical use in the application of technology for the provision of counseling services.
- CS selects technology that reflects current best pedagogical practices when it is used to facilitate student learning and development.

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.

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.

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
- Counseling Services (CS) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program’s 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.
 - CS maintains a physical and social environment that facilitates optimal functioning and ensures appropriate confidentiality.

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

- Counseling 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 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 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 CS' achievement of 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, 1999, & 2011*

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

INSTRUCTIONS:

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

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Part 10. Technology

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Part 11. Facilities and Equipment

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Part 12. Assessment

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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

COUNSELING SERVICES

CAS Standards and Guidelines

Part 1. MISSION

The primary mission of Counseling Services (CS) is to assist students in defining and accomplishing personal, academic, and career goals. To accomplish the mission, the scope of CS must include

- individual and group counseling services to students who may be experiencing psychological, behavioral, or learning difficulties
- programming focused on the developmental needs of students to maximize their potential to benefit from the academic environment and experience
- consultative services to the institution to help foster an environment supportive of the intellectual, emotional, spiritual, and physical development of students
- advocacy for a healthy and diverse learning community
- assessment services to identify and address student needs through appropriate services and referrals
- crisis response, including threat assessment

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.

A wide variety of counseling, consultative, evaluative, and training functions may be performed by CS as an expression of its institutional mission.

To effectively respond to the educational needs of the institution and of students, CS should have the following complementary functions:

Developmental. The developmental mission is to help students enhance their personal growth. Developmental interventions help students acclimate to and benefit from the academic environment. To facilitate this, counseling services should promote student growth in the areas of positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, the ability to relate meaningfully and mutually with others, and the capacity to engage in a personally satisfying and effective lifestyle.

Clinical. The clinical mission recognizes that some students experience significant problems, ranging from serious adjustment issues to more severe psychological disorders that require immediate professional attention. Elements of the clinical mission include diagnosis, treatment, and crisis response, as well as consideration of the effect on the campus community. Clinical services often allow students to continue enrollment and achieve success.

Preventive. The preventive mission is to anticipate environmental conditions and developmental processes that may negatively influence students' wellbeing and initiate interventions that will promote personal adjustment and growth.

Although there are basic similarities in the overall goals of various types of institutions, differences in student populations and institutional priorities may affect emphases of functions within individual counseling services. For these reasons, counseling services at different institutions may emphasize combinations of personal counseling, academic counseling, career counseling, or student development services.

CS should be organized based on institutional characteristics, priorities, and organizational structures. Accordingly, not all functions may exist within the same administrative unit.

CS must be coordinated to ensure a cohesive system of support for students when counseling functions exist in separate administrative units.

Part 2. PROGRAM

To achieve their mission, Counseling Services (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

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

To fulfill its mission, CS must provide the following services directly, through referral, or in collaboration:

- individual counseling in areas of personal, educational, career development, interpersonal relationships, family, social, and psychological issues
- group interventions (e.g., counseling, psychotherapy, support) to help students establish satisfying personal relationships and to become more effective in areas such as interpersonal processes, communication skills, decision-making concerning personal relationships and educational or career matters, and the establishment of personal values
- psychological testing and other assessment techniques to foster client self-understanding and decision-making
- outreach efforts to address developmental needs and concerns of students
- outreach and counseling support for students from diverse backgrounds
- counseling support for students affected by addictions and substance abuse
- counseling support to help students assess and overcome specific deficiencies in educational preparation or skills

- psychiatric consultation, evaluation, and support services for students needing maintenance or monitoring of psychotropic medications
- crisis and violence assessment, intervention, and response
- disaster preparedness and response
- staff and faculty professional development programs

In those cases where other institutional agencies address similar issues, such as career counseling and educational counseling, CS must establish cooperative relationships and maintain appropriate mutual referrals.

In those cases where specialized and needed expertise is not available within counseling services, staff members must refer students to resources within the institution or the local community.

CS must play an active role in interpreting and, when appropriate, advocating for addressing the needs of students to administration, faculty members, and staff of the institution.

CS should provide to institutional leaders a perspective that reflects an appropriate balance between administrative requirements and the needs and interests of students. CS should interpret the institutional environment to students and intervene to either improve the quality of the environment or facilitate the development of better interactions between the student and environment.

CS should help identify and advocate for the removal of barriers to student retention. CS should be sensitive to the needs of traditionally underserved populations and students with distinct needs.

CS may engage in research that contributes to knowledge of student characteristics and needs and evaluation of student outcomes in its programs. CS may assist students, faculty, and staff members who conduct individual research on student characteristics or on the influence of specific student development activities.

CS should provide consultation and inservice professional development for faculty members, administrators, staff and student staff members, and paraprofessionals.

Training and supervision of paraprofessionals, practicum students, and interns is an appropriate and desirable responsibility of CS.

Wherever a fee-for-service model is employed, CS must understand students' health care insurance and work with students to utilize their coverage.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Counseling Services (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

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

The director should have the ability to interact effectively with administrators, faculty and staff members, students, colleagues, and community members and should possess all the general qualifications of a counseling staff member.

The director role also should include the following responsibilities:

- provision of counseling information and services to students, faculty members, and staff and, in accordance with the mission of CS and the institution, to the community
- evaluation of services
- provision of consultation/leadership in campus-wide and internal policy formation and program development
- education of staff members regarding legal issues in mental health, medicine, and higher education, as well as those governing the delivery of counseling services

CS leaders should create a work environment inclusive of various professional credentials and preparation.

Because the functions of CS are essential to the overall mission of an institution, their value and impact should be clearly articulated to the institution, and their placement within the organizational structure should be such that it facilitates significant interaction with unit heads in academic and student affairs and other relevant areas.

CS should function independently of units directly responsible for making decisions concerning students' official matriculation status, such as student conduct, academic probation, and admissions or re-admissions actions.

Part 4. HUMAN RESOURCES

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

Counseling functions must be performed by professionals from the disciplines of counseling and clinical psychology, counseling and counselor education, psychiatry, and clinical social work, as well as by others with appropriate training, credentials, and supervised experience.

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

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

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.

CS should maintain an inservice and staff development program that includes supervision, case presentations, research reports, and discussion of relevant professional issues. Institutional budgetary support should be available to provide for inservice and professional development activities.

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.

The minimum qualification for counseling staff members **must be a master's degree from a regionally accredited institution in a relevant discipline.**

Staff members should have completed a supervised practicum/internship at the graduate level, preferably in the counseling of students within a higher education setting, or should be appropriately supervised until they can transfer their skills to this setting. Counseling staff members should hold, or be eligible for, state/provincial licensure or certification in their chosen discipline (e.g., counseling, psychology, social work) where such exists.

Counseling staff members should have appropriate course work and training in psychological assessment; theories of counseling, cognitive development, personality, abnormal psychology, or psychopathology; treatment planning; group counseling; crisis intervention and management; addictions and alcohol and other drug issues; career development; multicultural counseling; legal and ethical issues in counseling; and learning styles. Counseling staff members should keep abreast of current research, including outcome research. Counseling staff members should also demonstrate knowledge of technology, leadership, organizational development, consultation, and relevant federal, regional, and state/provincial statutes.

Counseling staff members, when responsible for supervision of colleagues or graduate interns, should have doctoral degrees, hold degrees commensurate with those being supervised, or meet professional and state/provincial standards for providing clinical supervision, including licensure or certification as a supervisor.

Counseling staff members should participate in appropriate professional organizations and should have the budgetary support to do so. Counseling staff members should be encouraged to participate in community activities related to their profession.

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.

Practicum students and interns, as well as paraprofessional assistants, may perform, under supervision, such counseling functions as are appropriate to their preparation and experience.

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.

The director of counseling services must have an appropriate combination of graduate course work, formal training, and supervised experience.

The director of CS should have a doctoral degree in counseling psychology, clinical psychology, counselor education, medicine with completed specialty training in psychiatry, or other related discipline from an accredited institution, with a minimum of a master's degree in such areas. The director should hold or be eligible for state licensure or certification where such exists or should pursue such credentials. It is highly desirable that the director has a minimum of three years experience as a staff member or administrator in counseling services within higher education. The director should have received supervision (either pre- or post-doctorate) in counseling within higher education.

The level of CS staffing must be established and reviewed regularly with regard to service demands, enrollment, user surveys, diversity of services offered, institutional resources, and other mental health and student services that may be available on the campus and in the local community.

The level of staffing and workloads must be adequate and appropriate for program and service demands.

The student to counselor ratio should be determined locally in light of institutional size and type, student demographics, roles and responsibilities of professional staff members, scope of services provided, and unique features of CS.

In addition to providing direct services, staff time should be allowed for preparation of interviews and reports, updating institutional information, research, faculty and staff contacts, staff meetings, training and supervision, personal and professional development, consultation, and walk-in and emergency counseling interventions, in accordance with individual staff members' qualifications and task assignments. Similarly, teaching, administration, research, and other such responsibilities should be identified as relevant staff functions.

Support staff members who deal directly with students should be carefully selected, because they play an important role in the students' impressions of the counseling services, often must make some preliminary client-related decisions, and may have access to confidential information.

Part 5. ETHICS

Counseling 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

When the condition of a client is indicative of serious and foreseeable harm to the client or to others, counseling staff members must take reasonable personal action that may involve informing responsible authorities and, when possible, consulting with other professionals. In such cases, counseling staff members must be cognizant of pertinent ethical principles, state/provincial or federal statutes, and local mental health guidelines that stipulate the limits of confidentiality.

Information should be released only at the written request or concurrence of a client who has full knowledge of the nature of the information that is being released and of the parties to whom it is released.

Instances of limited confidentiality must be clearly articulated, reviewed with the client, and acknowledged by signature.

The decision to release information without consent may occur only after careful consideration and under the conditions described above.

CS staff members must conform to relevant federal, state/provincial, and local statutes that govern the delivery of counseling and psychological services.

Staff members must comply with applicable laws related to privacy and confidentiality.

CS staff members must be familiar with and adhere to relevant ethical standards in the field, including those professional procedures for intake, assessment, case notes, and termination summaries as well as the preparation, use, and distribution of psychological tests.

Client status and information disclosed in individual counseling sessions must remain confidential unless written permission to divulge the information is given by the client.

Clients must be made aware of issues such as the limits to confidentiality during intake or early in the counseling process so they can participate from a position of informed consent.

Consultation regarding individual students, as requested or needed with faculty and other institutional personnel is offered in the context of preserving the student's confidential relationship with the counseling services. Consultation with parents, partners, and public and private agencies that bear some responsibility for particular students may occur within the bounds of a confidential counseling relationship.

CS must maintain records in a confidential and secure manner while specifying procedures to monitor access, use, and maintenance of the records.

Part 6. LAW, POLICY, AND GOVERNANCE

Counseling 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.

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, Counseling Services (CS) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

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

- 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

Part 8. INTERNAL AND EXTERNAL RELATIONS

Counseling 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

CS should develop close cooperation with institutional referral sources and with potential consumers of counseling services consultations. CS should also work closely with all other segments of the institution whose goal is the promotion of psychological, emotional, and career development.

CS should work closely with the senior student affairs and academic affairs administrators to ensure that institutional goals and objectives are met.

Within the institution, CS should establish close cooperation with career services, academic advising, specialized academic support units (e.g., reading and study skills programs, learning assistance programs), and student services (e.g., services for students with disabilities; international and multicultural students; lesbian, gay, bisexual and transgender students; TRIO programs; women; veterans; returning adult students).

CS should establish relationships with a wide range of student groups (e.g., student government; gay, lesbian, bisexual, transgender groups; fraternities and sororities; spiritual groups; organizations for students from underrepresented groups) to promote visibility and serve as a resource to them.

CS should establish and maintain a close working relationship with student health services as counseling staff members are often called upon to refer clients for medical concerns or hospitalization and to serve as consultants to, or to seek consultation from, health services professionals.

CS should foster relationships with academic units and with professionals in admissions, registrar's office, student activities, athletics, residence halls, and campus security where appropriate.

CS should establish effective relationships with the institutional legal counsel and the legal staff of relevant professional organizations in order to effectively respond to pertinent legal issues and precedents that underlie the delivery components of CS.

Where adequate mental health resources are not available on campus, CS must establish and maintain close working relationships with community mental health resources.

CS must have procedures for the referral of students who require counseling beyond the scope of institutional CS.

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

CS must advocate for membership on critical institutional committees, especially those related to crisis response, students at risk, and threat assessment.

Part 9. FINANCIAL RESOURCES

Counseling 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

Part 10. TECHNOLOGY

Counseling 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

- 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

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

CS must maintain secure and ethical use in the application of technology for the provision of counseling services.

CS must select technology that reflects current best pedagogical practices when it is used to facilitate student learning and development.

Part 11. FACILITIES AND EQUIPMENT

Counseling 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.

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.

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.

CS must maintain a physical and social environment that facilitates optimal functioning and ensures appropriate confidentiality.

CS, when feasible, should be physically separate from administrative offices, campus security, and student conduct units.

Individual offices for counseling staff members should be provided, appropriately equipped, and soundproofed. The offices should be designed to accommodate the functions performed by counseling staff members.

There should be a reception area that provides a comfortable and private waiting area for clients.

CS should maintain or have ready access to professional resource materials.

In those instances where counseling services include a career development unit, there should be a resource center that holds institutional catalogs and occupation and career information.

An area suitable for individual and group testing procedures should be available.

CS should maintain or have ready access to group meeting space that provides a confidential setting.

CS should maintain equipment that is capable of providing modern technical approaches, such as biofeedback and secure video conferencing accessibility, to treatment and record keeping and have access to equipment for research and media presentations.

CS with training components should have adequate facilities for recording and, where possible, for direct observations.

Part 12. ASSESSMENT

Counseling 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 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, 1999, & 2011