

CAS Self-Assessment Guide

CAREER SERVICES 2019

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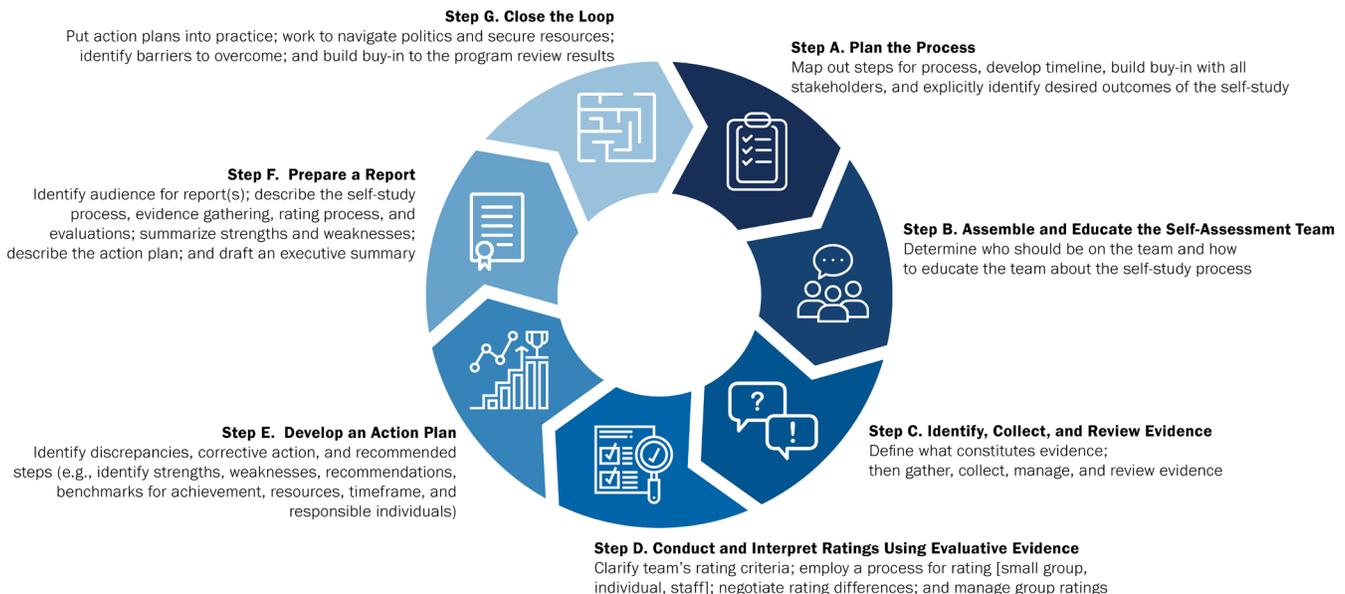
The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

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 parts, and the SAG workbook corresponds with the same sections:

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

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.



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 begins by identifying 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 over 40 higher education professional associations concerned with student learning, development, and success. 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 part includes 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. 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 criterion statement. 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 *Justification for Rating*.
- 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 parts.

- 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 3-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
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets

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 resolution through consensus 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) should individually 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 *Justification for Rating*. 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; the team is then 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. 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 functional area 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, development, and success. 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 “Program and Services” standards as an example, the following graphic illustrates how criterion measures are grouped into subcategories for rating.

2.1 Program and Services Goals					
<ul style="list-style-type: none"> The functional area is guided by a set of written goals and objectives that are directly related to the stated mission. The functional area’s goals are aligned with institutional priorities and expectations of the functional area. The functional area regularly develops, reviews, evaluates, and revises its goals. The functional area communicates goals and progress toward achievement to appropriate constituents. 					
DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	
<i>Justification for 2.1 Rating:</i>					
2.2 Program Information and Services					
<ul style="list-style-type: none"> The functional area provides relevant information, services, and resources consistent with its mission and goals. 					

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 can especially 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: Develop 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 Good Practice (Work Form B)

- a) Identify criterion measure ratings where *good practice* in performance was noted (i.e., functional area received a rating of 2).

3) Identify Areas for Improvement (Work Form C)

- 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 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 functional area 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 functional area changes.
 - b) Identify resources (i.e., human, fiscal, physical) that are essential to functional area enhancement.
 - c) Set tentative start-up date for initiating a subsequent self-study.



Step F: Prepare 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 review; 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 good practice and areas of improvement.



Step G: Close the Loop and Manage Change

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.

CAREER SERVICES

CAS Contextual Statement

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

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

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

With a fluctuating economy and growing competition among higher education institutions, the power of networks became integral to career planning and efforts to identify opportunities for students through networks of alumni and employers (Casella, 1990; Cruzvergara & Dey, 2014). According to Cruzvergara and Dey (2014), "the dot-com boom reengaged employers on college campuses and created a stronger employer relations focus in career centers. Emerging technologies and social media advanced this 'networking paradigm' in the 2000s to a new level of connectedness for students and employers, as well as alumni, faculty and families" (para. 2). The rise of graduate degrees as a baseline credential led to expansion of advising and resources on applying to graduate schools.

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

issue through fundraising and advancement initiatives. The third change is the national focus on the importance of college student professionalism and career readiness to ensure that students have the requisite competencies and are well prepared to transition into the workforce.

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

Professional Associations

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

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

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

Theoretical Foundations

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

The choices of the individual are at the core of many of these more modern theories, but also required is an understanding of external factors that inevitably shape the multiple career decisions an individual will make over the course of their lifetime. Major career development theory categories and some seminal theorists for each (Brown, 2002) include Trait and Factor Theory (Holland), Developmental Theory (Super, Gottfredson), Learning Theory (Krumboltz), Social Cognitive Theory (Bandura, Lent), Values-Based Theory (Brown), Career Information Processing Theory (Peterson, Sampson, and Reardon), Transition Theory (Schlossberg), Contextualist Theory (Young, Valach, and Collins), Narrative (Savickas), and Planned Happenstance Theory (Mitchell). These representative theories provide practitioners a broad-based framework to guide intervention with students and other clients. Current career theories underscore practitioners' recognition of the influence of intersectional identities, acknowledging how one's cultural background and expressed identity

impacts career decision-making. These theories are inclusive of race, gender and gender expression, class, sexual orientation, age, ability, veteran status, and other unique communities' perspectives (Swanson & Fouad, 2015).

Structures of Career Services

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

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

Trends, Challenges, Issues, and Needs

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

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

An increasing focus in higher education on assessment and accountability requires career services professionals to find meaningful measures by which to demonstrate their value to institutional and external constituents. The growing emphasis on assessment of student learning, using measurable outcomes, and evidence-based decision-making processes requires careful planning, effective implementation, and transparent reporting. It has never been more important to develop productive and collaborative relationships, not only with employers and community organizations but also with faculty and other campus constituencies such as academic advising, student success, service learning, leadership development, and international programs. Increased expectations by employers on career "readiness," internships/co-ops, electronic recruiting, and diversity recruiting require a corresponding emphasis on the part of career services professionals.

Leadership for career services in the 21st century requires a broader range of skills and competencies beyond those once considered traditional. Leaders need sales, management, technical, financial, marketing, public relations, assessment, and analytical skills in addition to a foundation in education, counseling, or student

affairs. A growing area that many leaders must also take into account relative to career services is advocacy. The ability to support the needs of students and also advocate on behalf of institutions in the public sphere and throughout campus is a necessary leadership skill. All these attributes point to the need for the career services leader to be adept at convening stakeholders; savvy at partnering with institutional leadership; connected with the vision and brand efforts of their institution; and proficient at analysis and translation of “big data” to portable, impactful, and relevant metrics of success.

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

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

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CAREER SERVICES

CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation for Part 1:

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

1.1 Program and Services Mission

- The mission of Career Services (CS) is to assist students and other designated clients in developing, evaluating, and implementing career, education, and employment readiness goals.
- CS develops and defines its mission.
- The CS mission is consistent with the mission of the department, college, division, institution, and applicable professional standards.
- The CS mission is appropriate for the institution's students, designated clients, and other constituents.
- CS advances its mission.
- CS considers the needs of all designated clients and constituents when developing resources, designing programs and delivering services.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 1.1 Rating:

The mission and vision frame the work and goals of the UCS Team. These ideals help not only guide our work but differentiate us from the college-based career centers and provide a unique value proposition for students, alumni and employers. The mission and vision align with the Division of Student Affairs and Enrollment Services as well as University of Houston's strategic plan, and documents of evidence on the department website, assessment and strategic plans.

1.2 Mission Statement

- CS implements, disseminates, regularly reviews, and updates its mission statement.
- The mission statement references student learning, development, and success.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 1.2 Rating:

The mission statement encompasses not only the career counseling support provided but of the many collaborative relationships and programming that is pivotal to student success at a large institution. The student learning is embedded in the customized career development approach taken by each career counselor and in the intentionality of events and programs hosted by the employer relations team. The student learning is also embedded in the career planning course led by UCS's liberal arts career counselors.

Overview Questions: (addressed above)

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 AND SERVICES

Suggested Evidence and Documentation for Part 2:

1. List of program goals and objectives
2. List of current collaborations across the institution
3. Map of program activities
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)
7. Organization Chart

2.1 Program and Services Goals

- Career Services (CS) is guided by a set of written goals and objectives that are directly related to the stated mission.
- CS goals and outcomes advance career exploration and preparation; experiential learning; student success; and employer, alumni, and community engagement.
- The CS goals are aligned with institutional priorities and expectations of the functional area.
- Components of CS are clearly defined, designed, and implemented.
- Components of CS are aligned with career development needs and the academic and occupational interests of students and other designated clients.
- Components of CS are aligned with contemporary career services standards and practices.
- Components of CS are aligned with current career and workforce development research, theories, and knowledge.
- Components of CS are aligned with economic trends, opportunities, constraints, and the needs of external constituents.
- Components of CS are aligned with institutional priorities.
- Components of CS are aligned with technological advancements.
- CS regularly develops, reviews, evaluates, and revises its goals.
- CS communicates goals and progress toward achievement to appropriate constituents.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 2.1 Rating:

(TB) University Career Services FY21 Assessment Plan goals and objectives

1. Virtual On-Campus Interviews

- a. To determine if creation of an Employer Guidebook leads to employers participating in Virtual OCIs in Fall 2020. Both quantitative and qualitative surveys will be used.

2. Virtual Workshops

- a. Determine if virtual workshops offer an effective alternative format for student learning to incorporate with in-person sessions in the future. UCS will use multiple surveys including asking questions about learning and satisfaction.

View our comprehensive list of program objectives/learning outcomes [here](#).

[View UCS Organization chart here.](#)

2.2 Program Information and Services

- CS provides relevant information, services, and resources consistent with its mission and goals.
- CS includes six essential services: career education, coaching, advising, and counseling; career information and resources; career readiness and employment services; graduate and professional school or further educational planning; employer development and recruitment services; and collaboration with faculty and other constituents.

2.2a Career Education, Coaching, Advising, and Counseling

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

2.2b Career Information and Resources

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

2.2c Career Readiness and Employment Services

- CS assists students and designated clients in preparing for and managing their careers before and after graduation.
- CS assists students and other designated clients in exploring and evaluating a full range of career and work possibilities that match their career goals, interests, values, competencies, and workplace/community fit.
- CS assists students and other designated clients in developing job-search competencies and presenting themselves effectively as candidates for employment to potential employers.
- CS assists students and other designated clients in obtaining information on employment opportunities and prospective employers and industries.
- CS assists students and other designated clients in connecting with employers through campus interviews, online job databases, referrals, direct application, networking, job-search events, publications, and social media.
- CS assists students and other designated clients in connecting with professionals in target career fields for information and advice about internships, shadowing opportunities, employment outlooks, and job search strategies.
- CS assists students and other designated clients in exploring high-impact and experiential learning opportunities provided by the institution, available through academic departments or with external/community resources.

- CS assists students and other designated clients in learning how to secure workplace accommodations and consulting with disability experts as needed.
- CS assists students and other designated clients in using social media to create a professional profile, connect with others, and search for employers, jobs, and internships.
- CS assists students and other designated clients in building a digital presence and learning about ethical principles and behaviors in the job search process and the workplace.
- CS assists students and other designated clients in learning about various employment categories and how these might impact them.
- CS assists students and other designated clients in learning about the range of employer types and how different types of employment might affect them.
- CS assists students and other designated clients in making informed choices among a variety of options.

2.2d Graduate and Professional School or Further Education Planning

- CS assists students and other designated clients or provides access to appropriate personnel or resources for assistance in identifying four-year, graduate, professional school programs, or professional certification/credentialing programs that match their career goals.
- CS assists students and other designated clients or provides access to appropriate personnel or resources for assistance in developing application strategies.
- CS assists students and other designated clients or provides access to appropriate personnel or resources for assistance in obtaining information on costs and funding sources for their identified four year/graduate/professional school programs.

2.2e Employer Development and Recruitment Services

- CS develops strong relationships with employers and offers a variety of services to meet employer needs and interests and to benefit students, other designated clients, and the institution.
- CS actively involves employers in programs and services that meet students' and other designated clients' career readiness and employment needs.
- CS defines the various types of employers it will serve and articulates policies consistent with institution mission and goals that guide its working relationships with these employers.
- CS develops strategic objectives for employer development and recruitment services to maximize employer involvement, partnerships, and opportunities for students and designated clients.
- CS develops policies and practices to ensure high quality employer development and recruitment services.
- CS informs, educates, and consults with employers on the nature of services provided and candidates' availability.
- CS facilitates employer involvement and communication with faculty, students, and administrators.
- CS consults with employers on opportunities and strategies for establishing long-term relationships with faculty and administrators.
- CS uniformly and consistently applies policies and procedures to all employers, unless otherwise specified by governmental guidelines.
- CS promotes and educates employers about adherence to professional and ethical standards, principles and practices, and to laws.
- CS develops policies for working with third-party recruiting organizations which include recruiter disclosure of the identities of organizations they represent and agreement to abide by ethical guidelines.
 - Developed industry specializations and standardized recruitment activities with the “3 buckets of engagement.” Maintain strong and effective recruiting policies and practices. Collaborate with college-based career centers and coordinate niche major / college specific events. (CD)

2.2f Collaboration with faculty and other constituents

- CS builds collaborative and mutually beneficial relationships with a broad range of institutional constituents, including faculty, to advance career, education, and employment readiness goals.
- CS educates institutional constituents on the impact of intentional career and employment readiness initiatives on student success outcomes and on ways to enhance programs, services, curricular, and co-curricular offerings strategically.

- CS consults or collaborates with institutional constituents on the development of curricular and co-curricular initiatives focused on career readiness and success of students and designated clients.
- CS helps facilitate the involvement by employers, organizations and other professionals in curricular and co-curricular initiatives focused on career readiness and the success of students and designated clients.
- CS is a resource to the institution on employment and workforce data.
- CS informs and educates faculty and administrators on topics related to career readiness; employment requirements; employment issues; labor market trends; job opportunities specific to the curriculum; career development process; and community and industry linkages.
- CS develops and disseminates guidelines for providing references about students.
- Practices regarding providing references about students complies with laws and ethical standards.
- CS develops and implements strategies for outreach and promotion.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 2.2 Rating:

(TB) University Career Services Annual Reports [here](#) (note: FY20 annual pending upload on DSAES website) includes a list of cross-campus collaborations and utilization reports for campus constituents in the areas of career counseling, employer development and relation services, alumni, and faculty/staff collaborations as a student fee funded area. Notable examples are below:

- Partnering with faculty on social justice issues: Helping students of color in energy and health careers, Next Gen Energy and BOUNCE
- Consults and serves as collaborators for career education content with the colleges of education, liberal arts, and exploratory studies.
 - Collaborates with College of Education on Graduate Career Counseling Internship Program and career course content
 - Developed LACP career course to two sections and now for credit
- Train, educate, and facilitate career readiness initiatives and partnerships on behalf of employers from industries ranging from Science, Technology, Energy, and Health
- Revamped recruiting polices and provide information about employer scams to avoid fraudulent employers recruiting at UH and help educate students on scams and defined reporting process (<https://uh.edu/ucs/students/job-scams/>).
- Executed Employer U events with over 70 employers attending per year. Increase attendance at employer meet and greets through virtual expansion.

2.3 Program Structure and Framework

- CS has clearly stated, current, relevant, and documented goals and outcomes; policies and procedures; responsibilities and performance expectations for personnel; and organizational charts demonstrating clear channels of authority.
- CS is purposefully structured and resourced to balance efficiency and effectiveness.
- CS is purposefully structured and resourced to achieve programmatic and student learning and development outcomes.
- CS works in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.
- CS leadership works in close collaboration and coordination with others to provide strategic direction and to manage and align CS programs and services to meet the needs and interests of students, designated clients, and constituencies.
- CS collaborates with colleagues and departments across the institution to promote student learning, development, and success.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 2.3 Rating:

(TB) University Career Services' is structured in a liaison format by industry, college-based, and student affairs areas of expertise that inform our strategic programs, services, and campus collaborations. View our organization chart [here](#) and a more detailed overview of our liaison areas [here](#). College based career centers are outlined [here](#). View an outline of our program activities [here](#).

2.4 Program Design

- CS designs programs and services to assist students and other designated clients in making career decisions, developing career and professional goals, and pursuing the skills and competencies necessary to compete and succeed in a rapidly changing, global workplace.
- CS is intentionally designed to achieve predetermined student learning and development outcomes.
- CS is intentionally designed to incorporate research and theories on student learning, development, and success.
- CS is intentionally designed to respond to the needs of individuals, constituents, and populations with distinct needs.
- CS is intentionally designed to ensure access for students and designated clients.

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

Justification for 2.4 Rating:

University Career Services is

Overview Questions (TB):

What are the goals and objectives of CS?

Our goals and objectives of our programs and services are noted [here](#).

To what extent does the CS structure allow it to be effective? Our CS structure by industry for our employer development and relations team and by academic and student affair liaison areas for our career counseling team, and alumni career

What are the key programs, services, and resources offered by CS? (TB)

1. Key Programs: Industry and college Career Fairs, Prep Weeks, Workshops
2. Key Services:
 - a. Employer Development and Relations: On-Campus Interviews, Employer Meet and Greets, On-Campus Employment
 - b. Career Counseling: One-on-one career counseling in person and virtual
3. Key Resources: Cougar Pathway (Symblicity) Career Management Platform for employers, students, faculty/staff, and alumni to learn about and apply/post part-time and full-time positions, register for events, and schedule appointments with a career counselor
4. How does CS contribute to the student experience?
 - a. CS contributes to the student experience through cultivating career education programs, experiential learning opportunities that prepare students to confidently engage with professionals from diverse industries while facilitating opportunities for students to explore pathways.

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

Suggested Evidence and Documentation for Part 3:

1. Program student learning and development outcomes, and brief description of how they were developed
2. Program student learning, development, and success outcomes and related assessment data
3. List of current collaborations across the institution that facilitate student learning, development, and success
4. Map of program activities and ways they connect to student learning, development, and success outcomes

3.1 Program Contribution to Student Learning, Development, and Success

- Career Services (CS) contributes to students’ formal education, which includes both curricular and co-curricular experiences.
- CS contributes to students’ progression and timely completion of educational goals.
- CS helps students and designated clients prepare for their careers and meaningful contributions to society.
- CS works with the institution to identify relevant and desirable student success outcomes.
- CS identifies relevant and desirable student learning and development outcomes.
- CS implements strategies and tactics to achieve the student learning, development, and success outcomes.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 3.1 Rating:

The career counseling team is dedicated to offering both individual career counseling appointments and group workshops to support the development of UH students. Each career counselor serves as a liaison to a college and multiple departments. This type of approach allows for student referrals, stronger collaborations and intentional academic support tailored to that college’s needs.

3.2 Student Learning and Development Domains and Dimensions

- CS aligns predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.
- CS aligns predetermined student learning and development outcomes with the institutional framework for student outcomes.

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

Justification for 3.2 Rating:

The guiding framework of UCS is [NACE Career Readiness Competencies](#). These competencies are listed on our website as well as revisited as a team when we evaluate the needs of students and alumni each semester. Additionally, these competencies are the foundation of new initiatives and collaborations across campus.

Also used by the UCS team is the concept of High Impact Practices (HIPs) in relation to co-curricular activities, such as internships, research or on-campus employment. These best practices help the team manage expectations and requirements of out of classroom activities that are crucial to the development of students and successful alumni.

3.3 Assessment of Student Learning and Development

- CS assesses the student learning and development outcome domains and dimensions relevant to the functional area.
- CS promotes and supports institutional efforts to conduct relevant research on career development, institutional issues such as academic success and retention, student learning outcomes, employment trends, and career interests.

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

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

Justification for 3.3 Rating:

Assessment is crucial to our ongoing work and the development of new ideas. Student final destination survey results are listed on our website. Due to COVID-19, our efforts were impacted for 2020 but in 2021, the UCS Team was able to require the survey as part of the graduation checklist and this serves as a final check point for student success.

In relation to research, the team has developed assessments of activities, conducted the assessment and then presented results at local and regional conferences. (LACP and STEM Careers Week). Additionally, the leadership team has personally conducted doctoral research related to student learning and outcomes.

Overview Questions:

1. What are the most significant student learning, development, and success outcomes of CS?
2. What is the demonstrated impact of CS on student learning, development, and success?

Part 4. ASSESSMENT

Suggested Evidence and Documentation for Part 4:

1. Functional area goals, key indicators, outcomes, and related assessment data
2. Assessment data related to student learning, development, and success outcomes
3. Assessment plans and annual reports
4. Minutes of meetings at which assessment activities and results are discussed
5. Professional development activities to improve assessment competence

4.1 Establishing a Culture of Assessment

- Career Services (CS) develops assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.
- CS designs assessment plans that incorporate an ongoing cycle of assessment activities.
- CS has fiscal, human, professional development, and technological resources to develop and implement assessment plans.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 4.1 Rating:

(TB) University Career Services' mission, goals, outcomes, and objectives drives our assessment plan and processes each year. View University Career Services FY19 Assessment Plan and Summary [here](#).

4.2 Program Goals, Outcomes, and Objectives

- CS identifies goals, outcomes, and objectives to guide its work.
- CS identifies assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.

- CS leaders use approaches to program evaluation and assessment that infuse ongoing quality improvement; improve operations; adjust to designated client needs; meet evolving institutional priorities; and address changes to workforce and employment conditions.
- When collaborating with other departments on assessment activities, the activities are consistent with the CS mission and assessment plan.

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

*Justification for 4.2 Rating: In summer of 2015 CS developed and internal assessment committee whose work began by developing learning objectives using Bloom’s taxonomy. The objectives were created at 3 different levels – departmental, program, and activity level. See the original draft [here](#). Using these learning objectives CS assessment committee developed surveys to evaluate the success of various services like student feedback for career counseling appointments, workshops, and career fairs. These evaluations gathered student’s satisfaction with the service received, learning outcome, feedback for future events. To assess faculty and student **needs**, a survey is sent out towards the beginning of each semester and the collected data used to **inform programming and services** for the following semester. CS initiated the efforts to collaborate with other career centers on campus to report **graduation data**. A big accomplishment towards this step was getting the support from the registrar’s office to place a hold on student’s account complete the survey.*

4.3 Assessment Plan and Process

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

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 4.3 Rating:

*CS **develops a yearly assessment plan** that aligns with the divisional and departmental strategic plan. The plan covers Learning Outcome/Assessment Activity Description, Purpose of Assessment Activity, Method of Assessment, Method of Assessment Description, Frequency / Timeline of Assessment Activity, Date Summary to be Completed, Activity Theme and finally the Results. The plan is drafted in the summer and is submitted to the division the following August 31st. [Here](#) is a link to plans.*

*CS internal assessment committee plans assessment work for each semester by **assigning survey leads** for various career fairs and prep weeks for that semester. The lead works with the planning committee to understand needs, develops, implements and reports on the survey results to the whole staff.*

*The assessment committee also works with the leadership committee to **complete semi-annual and annual reports** by assigning leads for various sections of the report, adding reminders on calendar and setting deadlines for completion. The committee also provides training to the team on how to run reports in Symplicity, provides feedback on surveys, and shares information about upcoming assessment professional development opportunities.*

4.4 Gathering Evidence

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

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

*Justification for 4.4 Rating: CS uses university implemented tool **Campus Labs** to create surveys and gather data. CS assessment committee will be learning and adding another university implemented tool, **Qualtrics**, starting Spring 2022 for collecting assessment data. This ensures that all data collected is secure and cannot be accessed by anyone other than authorized university staff. Student personal/identifying data is usually not collected except for demographic data (classification, major etc.). When sharing results, if student personal information like pepolesoft ID number or emails is collected, it is not shared. Data is collected mainly online through emails. Career fair data is collected in-person during the fair through itouches, QR codes and paper surveys.*

4.5 Review and Interpret Findings

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

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

*Justification for 4.5 Rating: Data collected through **Campus Labs** tool, **Baseline**, is reviewed and trends are identified. Key survey highlights are reported into assessment or annual reports based on their relevance to the goals.*

4.6 Reporting Results and Implementing Improvement

- CS uses assessment results to demonstrate learning, development, and success.
- CS uses assessment results to demonstrate effectiveness and continuous improvement.
- CS uses evidence from assessment activities to inform decision-making and planning for continuous improvement.
- CS monitors improvements implemented based on assessment results.
- CS applies results for future planning.
- CS informs constituents of assessment results and how data have been used for continuous improvement.
- CS prepares and disseminates annual and special reports.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 4.6 Rating: All assessments are created to reflect a learning outcome, and satisfaction rates. Feedback from career fair surveys and needs assessment are used for planning for the next semester. E.g. After

every career fair the Employer relations team creates a close out form which contains information about event budget, logistics, student information, employer information and recommendations for future fairs. See a sample close out form here. Staff has also presented on assessment best practices at the local UH Summer Assessment Symposium. CS has received three outstanding assessment award (one for department and two for individual efforts) from the division of student affairs and enrollment services.

Overview Questions:

1. What is the comprehensive assessment strategy for CS? Our comprehensive assessment strategy is developed from the Division and UH strategic goals which are documented on the department’s assessment plan and on staff’s eperformance document to ensure student success (goals on both plans) are measured.
2. What are priorities for assessment of CS and how are those developed? Priorities for assessment are obtaining data from students, faculty, employers, alumni and employers to make informed decisions and create relevant programs.
3. How are tangible, measurable learning, development, success, and program outcomes determined to ensure achievement of mission and goals? At our annual assessment consultant review, program outcomes and assessment activities are reviewed to ensure achievement of the goals.
5. How does CS use assessment results to inform improvement? What changes, adjustments, or improvements have been made as a result of assessment activities? The UCS staff review all assessment summaries, activities, surveys to plan events and address any concerns shared from employers, faculty, alumni and students.
4. How does CS share assessment results with relevant constituencies? Assessment results are shared in messages, success stories, annual student fee advisory presentation, and with leadership and colleagues.
5. How does CS support ongoing development of assessment competencies for personnel? UCS provides training on assessment activities, and UCS team members have an opportunity to serve and lead on the internal assessment committee to help further develop their assessment competencies. .

Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION

Suggested Evidence and Documentation for Part 5:

1. Vision statements, goals, and objectives related to access, equity, diversity, and inclusion
2. Training plans and agendas for personnel and/or students
3. Lists of programs and curriculums related to access, equity, diversity, and inclusion
4. Policies, procedures, and/or handbooks (specifically statements against harassment or discrimination)
5. Facilities accessibility audit
6. Assessment results such as participation rates, demographics, campus climate, and student needs

5.1 Inclusive and Equitable Educational and Work Environments.

- Career Services (CS) creates and maintains educational and work environments that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.
- CS does not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history; political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.
- CS designs and delivers programs and services based on the needs and interests of students and designated clients, including those underrepresented based on identity and experiences.

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

Justification for 5.1 Rating: Feedback from staff and student employees have shared that the work environment is welcoming, and we make efforts to be inclusive while educating one another with the goal of freeing one another from bias and harassment. UCS staff participate in DEI training, lead talks with employers and contribute to crucial conversation impacting our communities and the students we serve.

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

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

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

Justification for 5.2 Rating: UCS is located in an old building and the facilities and entry to building/lobby accessibility needs improvement.

5.3 Advocating for Access, Equity, Diversity, and Inclusion

- CS advocates for accessible facilities and resources and addresses issues that impede access.
- CS advocates for inclusion, multiculturalism, and social justice within the institution.
- CS enacts culturally responsive, inclusive, respectful, and equitable practices in the provision of services.
- CS develops plans for ongoing professional development on cultural competence and workplace inclusion.

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

Justification for 5.3 Rating: UCS staff participate in ongoing professional development training on cultural competency and workplace inclusion. Training includes intercultural development inventory (IDI) and Unconscious Bias training. Through intentional programming and employer meetings the UCS staff advocates for inclusion and conduct targeted outreach to engage underrepresented student populations.

5.4 Implementing Access, Equity, Diversity, and Inclusion

- CS establishes goals for access, equity, diversity, and inclusion.
- CS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- CS ensures that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.
- CS has an established protocol for, and fosters expectations of, bias incident reporting.
- Personnel within CS cultivate understanding of identity, culture, self-expression, and heritage.
- Personnel within CS promote respect for commonalities and differences among people within their historical and cultural contexts.
- When educational and/or workplace accommodations are requested, CS provides individuals with an interactive process to determine reasonable accommodation.

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

Justification for 5.4 Rating: UCS program address needs of diverse communities including first generation populations, LGBTQ, Veterans, underrepresented students. Needs assessments are conducted to develop career programs tailored for specific populations. Diverse programs are shared with the campus and faculty to broaden the reach and endorse a supportive student experience.

Overview Questions:

1. How does CS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment? Through training and engaging and collaborating with our campus Student Accessibility Center (DART) to ensure constituents a welcoming and inclusive environment.
2. How does CS identify barriers to and advocate for access, equity, diversity, and inclusion. UCS staff consult with colleagues around language, promotion materials, hiring interpreters, participating in a website accessibility audit review to address accessibility issues.
3. How does CS address imbalances in participation among selected populations of students?
4. How does CS address imbalances in staffing patterns among selected populations of program personnel?
5. How does CS ensure cultural competence of its personnel to foster inclusion in the program? Each UCS staff member participates in their goal setting for the upcoming year. For example last year, SMARTIE goals were developed by each staff member and their supervisor. The goals were related to an inclusion(I) and equity (E) to further their development and advance career services. Here's an article I shared with the team to help conceptualize the SMARTIE goal: <https://alford.com/be-a-smartie-an-equity-forward-approach-to-goal-setting/>.
- 6.

Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION

Suggested Evidence and Documentation for Part 6:

1. Periodic reports, contracts, and personnel memos
2. Annual reports by program leaders
3. Program leader resumes, including additional professional involvement
4. Strategic and operating plans
5. Needs assessment of program constituents

6.1 Leadership

- Career Services (CS) leaders model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.
- CS leaders provide management and supervision as well as lead strategic planning and program advancement.
- CS leaders create a vision for the functional area.
- CS leaders communicate goals.
- CS leaders model and expect commitment.
- CS leaders build teams, coalitions, and alliances.
- CS leaders influence others to contribute to the effectiveness and success of the unit.
- CS leaders advance diversity, equity, access, and inclusion goals in the workplace.
- CS leaders incorporate data and information in decision making.
- CS leaders develop a risk management plan for the organization.
- CS leaders incorporate sustainable practices in the design of programs, services, and facilities.
- CS leaders develop and empower new leaders from within the organization.
- CS leaders collaborate with colleagues and departments across the institution.
- CS leaders adhere to organizational constraints.
- CS leaders advocate for and actively promote the functional area's mission and goals.
- CS leaders communicate with constituents about current issues affecting the profession.
- CS leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.
- CS leaders facilitate discussion and decisions regarding program advancement.

- CS leaders advocate for representation in strategic planning processes at departmental, divisional, and institutional levels.
- CS leaders identify institutional priorities, objectives, practices, and policies relative to career development and readiness and determine ways to provide insights and recommendations to decision- and policy-makers.

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

- *Justification for 6.1 Rating: UCS leaders model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. UCS staff and its leader participate in feedback to improve operations, team dynamics and take steps to address issues in a professional manner.*

6.2 Management

- CS managers are empowered to demonstrate effective management.
- CS managers plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- CS managers develop plans for scholarship, leadership, and service to the institution and the profession.
- CS managers engage diverse perspectives from within and outside the unit to inform decision making.

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

Justification for 6.2 Rating: UCS management team strike a good balance of empowering staff and providing over direction to effectively manage their direct reports. Each leader or program lead creates budgets for their programs which are then approved. UCS leaders are aware of UCS budget to effectively allocate, monitor the use of fiscal, physical and human resources. Staff are presented with ideas for new direction to better serve employees and employers, staff are welcome to share feedback to help refine direction and goals.

6.3 Supervision

- CS supervisors incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel.
- CS supervisors consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel.
- CS supervisors provide feedback on personnel performance.
- CS supervisors identify and resolve workplace conflict.
- CS supervisors follow institutional policies for addressing complaints.
- CS supervisors provide reports and activity updates to management.
- CS supervisors work with personnel to develop plans for scholarship, leadership, and service to the profession and institution.
- CS supervisors provide supervision and support so that personnel may complete assigned tasks.

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

Justification for 6.3 Rating:

6.4 Strategic Planning

- Strategic planning processes facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning effort.
- Strategic planning processes support ongoing assessment activities that improve student learning, development, and success.
- Strategic planning processes utilize philosophies, principles, and values that guide the work of CS.
- Strategic planning processes promote environments that provide opportunities for student learning, development, and success.
- Strategic planning processes develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities.
- Strategic planning processes engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process.
- Strategic planning processes result in a vision and mission that drive short- and long-term planning.
- Strategic planning processes set goals and objectives based on the needs of the population served, intended student learning and development outcomes, and program outcomes.
- CS leaders advocate for representation in relevant strategic planning pertinent to student career development and readiness.

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

Justification for 6.4 Rating: UCS staff actively participate in the strategic planning process. Several staff members were on the team when the first strategic plan was developed and have witnessed the strides and milestone we have accomplished as a team. Now, new and existing members are executing the strategic initiative outlined in the department's second strategic plan.

Overview Questions:

1. To what extent are CS leader(s) viewed as and held responsible for advancing the departmental mission? *UCS's mission aligns with leaders' performance goals.*
2. What opportunities and barriers are present for CS leader(s) as they seek to fulfill the functional area mission?
3. How do CS leaders advance the organization? *Assess metrics, sharing success stories, partnering with faculty and staff on campus.*
4. How do CS leaders encourage collaboration across the institution? *Executing key initiatives outlined in the department's strategic plan. Collaboration remains a major tenet within the department's strategic plan, through it UCS engage more students, connecting them to their career goals. .*
5. How are CS leaders accountable for their performance? *Through their performance evaluation and monthly check ins.*
6. How have CS leaders empowered personnel and engaged stakeholders?

Part 7. HUMAN RESOURCES

Suggested Evidence and Documentation for Part 7:

1. Operating policy and procedure manuals/statements for program and institution
2. Organizational chart(s)
3. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates

4. Annual reports, including data on student utilization and staff-to-student ratios
5. Association or benchmark reports on operations and staffing
6. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
7. Reports on personnel, including student employees and volunteers, employment experiences
8. Training agendas and schedules
9. Statement of staffing philosophy
10. Professional development activities
11. Minutes from staff meetings at which human resources related standards were discussed and addressed

7.1 Staffing and Support

- Career Services (CS) identifies the level of staffing necessary to achieve its mission and goals.
- CS is staffed by individuals qualified to accomplish its mission and goals.
- CS has access to technical and support personnel to accomplish its mission.
- CS professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate combination of educational credentials and related work experience.
- CS professional personnel, as a team, have competencies in career education, coaching, advising, and counseling.
- CS professional personnel, as a team, have competencies in brokering, networking, connecting, and linking.
- CS professional personnel, as a team, have competencies in information management.
- CS professional personnel, as a team, have competencies in marketing, promoting, and performing outreach.
- CS professional personnel, as a team, have competencies in program and event administration.
- CS professional personnel, as a team, have competencies in research, assessment, and evaluation.
- CS professional personnel, as a team, have competencies in teaching, training, and educating.
- CS professional personnel, as a team, have competencies in management and administration.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 7.1 Rating:

The UCS team as a whole uses NACE Career Readiness Competencies to guide their work with students, alumni and employers. These competencies provide guidance on appointments, events and new initiatives. The Career Counseling team have strong and clear understanding of their roles and responsibilities as well as expectations for event management, marketing and training. The Employer Relations team has the skills and needed awareness to connect employers, outreach, market as well as manage day to day operations.

7.2 Employment Practices

- CS establishes procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.
- CS leaders ensure that all personnel have written position descriptions.
- CS leaders regularly review position descriptions.
- CS leaders maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel.
- CS leaders implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce.
- CS leaders develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- CS leaders, in partnership with personnel and aligned with institutional policies, establish work arrangements that achieve department objectives.
- Personnel have written performance goals, objectives, and outcomes for each performance cycle and are used to plan, review, and evaluate work and performance.
- Performance plans are updated regularly and reflect changes during the performance cycle.
- 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 CS.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 7.2 Rating:

The UCS team clearly creates a training plan for each new professional on the team. As a leadership team, we review position descriptions, job duties, hiring strategies, hiring processes as well as team and individual goals. Each year HR requires each employee to create goals for the year and complete an evaluation of their work. These performance goals are revisited periodically during the year and provide an opportunity for employees to review their work, assess their performance and identify areas of improvement.

7.3 Personnel Training and Development

- CS personnel receive training when hired and professional development throughout their employment.
- CS personnel engage in continuing professional development activities.
- CS provides personnel with appropriate professional development opportunities or resources.
- CS personnel have access to resources and receive specific training on policies, procedures, and laws related to the programs and services they support.
- CS personnel have access to resources and receive specific training on policies, procedures, and laws related to privacy and confidentiality.
- CS personnel have access to resources and receive specific training on policies, procedures, and laws related to student records and sensitive institutional information.
- CS personnel have access to resources and receive specific training on policies, procedures, and laws related to systems and technologies necessary to perform their assigned responsibilities.
- CS personnel have access to resources and receive specific training on policies, procedures, and laws related to sexual misconduct, harassment, and workplace violence.
- CS personnel are trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.
- CS personnel are trained on 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.
- CS leaders ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 7.3 Rating:

Training is a key component of the work done by UCS. While there is a level of understanding and expectation of experience for the career counseling team, training on the team expectations, technology, student demographics and institutional culture are important. Each leader within the UCS team is expected to create a training schedule and expectations for new employees. The most recent training schedules are listed below:

[EDR – Recruiting Coordinator training schedule \(week 1\)](#)

[CC – Career Counselor training schedule \(week 1\)](#)

7.4 Paraprofessional Personnel

- Paraprofessionals working in CS are enrolled in an appropriate field of study and/or have relevant experience.

- Paraprofessionals working in CS are carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.
- CS leaders accommodate the dual roles paraprofessionals may have as both student and employee.
- CS leaders adhere to parameters of paraprofessionals' job descriptions.
- CS leaders articulate intended student learning and development outcomes in student employee job descriptions.
- CS leaders adhere to agree-upon work hours and schedules.
- CS leaders offer flexible scheduling options as needed by the student employee.
- CS leaders work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours.

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

Justification for 7.4 Rating:

All student employees apply through Cougar Pathway, are interviewed by their supervisor, are hired with the approval of HR and begin working in accordingly. Their schedule is determined by their supervisor who reviews their class schedules and the office needs. Each week the student schedules are shared, and this allows our team to request support with projects or events.

Over the year the UCS Team has hired 10-13 student employees per year. Over the past 4 years, the front desk student employees have been named Peer Career Advisors (PCAs). Additionally, the Employer Relations team has 3 Career Fair Liaisons (CFLs) who support career fair outreach and logistics. All student employees go through a large training at the beginning of the semester and then have smaller monthly training as well as team bonding.

Overview Questions (TB):

1. In what ways are personnel qualifications examined, performance evaluated, and recognition provided for exemplary performance?
 - a. Personnel qualifications are examined based on benchmarking with peer institutions, NACE standards, and position requirements that may change from year to year. In addition, performance is evaluated based on annual goal setting for full-time staff, and semester goal setting for paraprofessional staff using either an ePerformance process via P.A.S.S. in PeopleSoft or self-evaluation ratings system based on NACE Career Readiness competencies for paraprofessionals. Recognition for exemplary performance is provided based on how the employee prefers to receive acknowledgement such as a card from the team with personalized words of affirmation, service awards, or sponsored lunch on behalf of the team.
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?
 - a. Professional development efforts are designed to support, prepare, and educate the staff on relevant information through various opportunities ranging from active participation in local, regional, and national professional associations in order to stay abreast of emerging trends, approaches, resources and technologies in CS as well as staying engaged with industry professionals that align with their liaison areas via industry panels, lunch and learn sessions, as well as participating in company treks. Additionally, the CS team has participated in book clubs with campus partners on topics ranging from DEI to the importance of empathy/vulnerability in our work. Lastly, several CS professionals have participated in and served on professional association committees and tasks force to contribute to advancing CS.
3. How has the staffing model been developed to ensure successful functional area operations?
 - a. The staffing model has been developed to ensure successful functional area operations by keeping our CS mission, and stakeholders at the core of our services. For example, our employer development and relations team is setup to serve as industry liaison which supports

our career counseling model that serves as liaisons between our academic colleges. In addition, with the structure and support of our Peer Career Advising and Career Fair liaison teams we are able to efficiently and effectively provide campus wide CS support while building awareness, and partnerships with stakeholders.

4. How does CS engage graduate interns and assistants, student employees, and volunteers?
 - a. CS effectively engages graduate interns and assistants, student employees, and volunteers through partnerships with academic colleges, student organizations, and alumni. Additionally, CS provides professional development and career readiness trainings in the areas of customer services, resume writing, and conflict resolution as an example while promoting in person and virtual recruiting opportunities for students and volunteers to showcase their transferable skills.

Part 8. COLLABORATION AND COMMUNICATION

Suggested Evidence and Documentation for Part 8:

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 constituents

8.1 Collaboration

- Career Services (CS) personnel collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.
- CS collaborates with individuals, groups, communities, and organizations.
- CS collaborates to garner support and resources.
- CS collaborates to meet the needs of students, designated clients, and other constituents.
- CS collaborates to achieve program and student outcomes.
- CS collaborates to engage diverse populations to enrich the educational environment.
- CS collaborates to disseminate information about programs and services.
- CS collaborates to solve problems pertinent to the student population, designated clients, or the organization.
- CS consults with, promotes collaboration and linkages, and encourages involvement by other student and academic services, and faculty, particularly those providing career-related programs and services.
- CS works with other offices and services to support mutual referrals, exchange of information, sharing of resources, and other program functions.
- CS participates in campus-wide activities and events.
- CS provides information and reports to the academic administration, faculty, key offices, and stakeholders of the institution regarding services for students, other designated clients, and employers.
- CS provides feedback to faculty, administrators, and students on the preparation of graduates for employment, graduate/professional school, or further education to aid curriculum development and individual career planning.
- CS encourages dialogue among employers, faculty, and administrators concerning career issues and trends for students, graduates, and other designated clients.
- CS partners with other organizations and institutions to address the unique needs of students, designated clients, and constituents.
- CS creates and effectively uses advisory groups to guide its work.
- CS arranges programs that use alumni experience and expertise.
- CS provides parents and family members with information and relevant data on career education programs and services and key results related to employment, graduate study, and further education outcomes as appropriate.
- CS refers students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 8.1 Rating:

With being a decentralized hybrid career center, collaborations and relationships are beyond important. Each career counselor serves a liaison to a college and multiple departments. Many of the counselors have built relationships with the college’s academic advisors, faculty and staff. These relationships are integral in the continued support and success of students and help guide our team’s mission. Many on our team serve as external and internal divisional committees that require teamwork and project completion outside of our traditional roles and expectations.

(Examples: DSAES committees, QEP committee, NSEA, TACHE, HACCC)

Lastly, we not only participate in campus-wide activities and events but often times, we are leading and executing those events alongside our colleagues. (Examples: Weeks of Welcome, Career Fairs, College Based Career Fair support (Computer Science and Architecture), Major and Career Exploration Week, LACP, Frontier Fiesta)

8.2 Communication

- CS provides relevant information, services, and resources that explain its mission and goals.
- CS monitors media used for distributing information about CS to ensure content is current, accurate, appropriately referenced, and accessible.
- CS develops and implements strategies for outreach and promotion.
- CS promotional and descriptive information is accurate and free of deception and misrepresentation.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 8.2 Rating:

The UCS Marketing Committee is responsible for all branded communication and outreach. The committee will review materials, make recommendations and submit to UH Branding for approval. This process is very structured and helps maintain the UH and UCS brand to students, alumni and employers. The committee also maintains our social media channels and updates content weekly.

8.3 Procedures and Guidelines

- CS has and follows procedures and guidelines consistent with institutional policy for communicating with the media.
- CS has and follows procedures and guidelines consistent with institutional policy for distributing information through print, broadcast, and online sources
- CS has and follows procedures and guidelines consistent with institutional policy for the use of social media.
- CS has and follows procedures and guidelines consistent with institutional policy for contracting with external organizations for delivery of programs and services.
- CS has and follows procedures and guidelines consistent with institutional policy for developing relationships with donors.
- CS has and follows procedures and guidelines consistent with institutional policy for dissemination of relevant information in a timely manner to all constituents.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 8.3 Rating:

All media requests (including TV, radio or newspaper) go through our Executive Director for approval. Over the past 3 years, multiple students newspaper and TV requests have been granted by our team. We even participated in a Univision (Spanish speaking channel) TV request during COVID-19.

Additionally, as shared above, our internal Marketing Committee handles social media (we have Facebook, Twitter, Instagram, YouTube and LinkedIn) Anything shared is within branding guidelines and upholds the values of our department.

Overview Questions:

1. With which relevant individuals, campus offices, and external agencies must CS maintain effective relationships? 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. ETHICS, LAW, AND POLICY

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 handbooks
4. Codes of conduct
5. Operating policies and procedures
6. Operating policies and procedures related to human subjects research (i.e., Institutional Review Board)
7. Minutes from meetings during which staff reviewed and discussed ethics
8. Emergency procedures
9. Contracts and memoranda of understanding (MOUs)
10. Copies of related laws and legal obligations
11. [Full list of recruiting policies \(table of context provided\)](#)
12. [Job scam reporting and resources](#)
13. [Student and employer guidelines](#)
14. [Event policies](#)
15. [Cougar Pathway use](#)

9.1 Ethical Statements

- Career Services (CS) reviews and adopts appropriate standards of ethical practice including those of applicable professional associations.
- CS has clearly defined and documented ethical statements addressing conflicts of interest, or appearance thereof, by personnel in the performance of their work.
- CS has clearly defined and documented ethical statements addressing management of institutional funds.
- CS has clearly defined and documented ethical statements addressing acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies.
- CS has clearly defined and documented ethical statements addressing research and assessment with human participants or animal subjects.
- CS has clearly defined and documented ethical statements addressing confidentiality of research and assessment data.
- CS has clearly defined and documented ethical statements addressing personnel, student, and other designated clients’ rights and responsibilities.
- CS has clearly defined and documented ethical statements addressing disclosure of information in student, personnel, and other designated clients’ records.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 9.1 Rating:

The University of Houston requires mandatory trainings of all employees; Our team successfully completed all trainings by the annual 2021 deadline. Trainings include: Conflict of Interest, FERPA, Ethics and Fraud, EEO, SOS, HR Compliance, Child Protection and UHS Data agreement. Additionally, our UCS team follows and adheres to NACE (National Association of Colleges and Employers) Principals of Practice and NACE Best Practices for Career Counseling and Employer Engagement.

9.2 Ethical Practice

- CS personnel employ ethical decision making in the performance of their duties.
- CS ensures that employer recruitment services and processes are fair, equitable, and free from bias.
- 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 are honest, objective, and impartial in their interactions.
- CS demonstrates responsibility for sound and ethical assessment, research, evaluation, and program review.
- Contracts between CS and outside vendors are reviewed for language regarding adherence to ethics, confidentiality, security, institutional and other applicable codes, laws and policies, as well as reflect support of CS programs, goals, and standards.
- CS encourages and provides a forum for personnel to address and report unethical behavior.
- CS addresses issues surrounding scholarly integrity.
- CS personnel perform duties within the scope of their position, training, expertise, and competence.
- CS personnel adheres to ethical principles, standards, and guidelines for career counseling of students.
- CS personnel make referrals when issues presented exceed the scope of their position.
- CS determines approaches and parameters in accordance with established ethical standards and policies for referral of students in need of mental health support.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 9.2 Rating:

The UCS Team is actively engaged in creating an ethical, equitable and supportive space for not only students, alumni and employers but for each other. Topics related to diversity, equity, inclusion, belonging and social justice have been discussed amongst the team. As a team we have also created space to discuss any conflicts or concerns and handle them in a professional and respectful manner. The Career Counseling team reviews best practices and ethics in their ongoing engagement with students and alumni and the Employer Relations team will review policies and update any necessary standards and expectations as necessary.

9.3 Legal Obligations and Responsibilities

- CS complies with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- In accordance with governmental laws, institutional policy, and standards of good practice, CS personnel who are concerned about student’s well-being ensure that they are referred to appropriate resources.
- CS has a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.
- CS personnel are informed about and seek advice when issues arise regarding privacy and disclosure of student information contained in educational records.
- CS personnel are informed about and seek advice when issues arise regarding laws regarding references and recommendations on the behalf of students and other designated clients.
- CS personnel are informed about and seek advice when issues arise regarding laws regarding employment referral practices of CS and others employed by the institution that refer students for employment.

- CS personnel are informed about and seek advice when issues arise regarding affirmative action regulations and laws regarding programs for special populations.
- CS personnel are informed about and seek advice when issues arise regarding regulations and laws regarding disabilities and accessibility.
- CS personnel are informed about and seek advice when issues arise regarding labor standards and liability issues pertaining to experiential learning programs.
- CS personnel are informed about and seek advice when issues arise regarding laws regarding eligibility to work and work authorization practices.
- CS personnel are informed about and seek advice when issues arise regarding laws or regulations pertaining to contracts governing service provided by outside vendors.
- CS personnel are informed about and seek advice when issues arise regarding privacy of data maintained in electronic format by entities engaged by CS.
- CS personnel are informed about and seek advice when issues arise regarding laws pertaining to grant administration.
- CS does not discriminate based upon institutional policies, codes, or governmental laws.
- CS purchases or obtains permission to use copyrighted materials and instruments. References to copyrighted materials and instruments include appropriate citations.

DNA	IE	0	1	2	Rating: 2
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	

Justification for 9.3 Rating:

The UCS team will seek advice and refer according regarding legal matters, such as international student employment, student or employer inquiries about eligibility or concerns of discrimination within the interview process. UH legal counsel, UH EEOS, UH Disability Services, UH Counseling and Psychological Services (CAPS) and UH International Student and Scholar Services Office have pivotal in our success and maintaining a safe and ethical environment. (CD)

9.4 Policies and Procedures

- CS has written policies and procedures on operations, transactions, or tasks that have legal implications.
- CS has and follows a timeline for reviewing policies and procedure. The creation and revision of policies and procedures are informed by available evidence, and policies and procedures that inform the management of higher education.
- CS has policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.
- CS has protocols and procedures in place for responding to complaints by students, designated clients, and constituents in a timely and prudent manner.

DNA	IE	0	1	2	Rating: 2
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	

Justification for 9.4 Rating:

The UCS Team has policies related to student and employer recruitment and engagement ([HERE](#)). Additionally, the team created job scam reporting resources ([HERE](#)) and informed consent forms for student appointments ([HERE](#)). (CD)

9.5 Communication of Ethical and Legal Obligations

- CS educates new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.
- CS educates faculty and administrators about ethical and legal issues relating to the referral and recommendation of students and other designated clients.
- CS informs its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.
- CS personnel provide guidance to students and designated clients regarding ethical expectations and behaviors in the workplace.
- CS supports informed and responsible decision-making by students and designated clients relevant to job search and employment.
- CS personnel provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.
- CS creates ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.
- CS collaborates with colleagues and other institutional departments to provide guidance and education on ethical principles and practices to persons involved in providing career services.
- CS informs personnel about internal and external governance organizations that affect the functional area.
- CS informs personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 9.5 Rating:

Any new member of the UCS team is introduced to NACE best practices as well as expectations and policies related to UH privacy, ethics and legal matters related to career counseling and employer relations. The Employer Relations team provides direct links to policies for all new employers engaged with UCS and has periodically updated policies to reflect the changing recruiting landscape. This information was communicated to all employers via email.

9.6 Addressing 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.
- CS adheres to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.
- CS has protocols and procedures in place to respond to concerns about discrimination, inequity, fraudulent, and any other unscrupulous activities by employers using CS services.
- CS has protocols in place to inform and educate faculty and administrators about issues relevant to discriminatory practices related to their referral of students directly to employers.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets X	2

Justification for 9.6 Rating:

Through the mandatory Sexual Harassment and Campus wide email message, the UCS team is aware of policies and procedures for reporting incidents of harassment, sexual misconduct and workplace violence and has done so when necessary. The UCS team also has additional resources available, such as Counseling and Psychological Services liaison, EEO and EAP resources.

Overview Questions:

1. What is the CS strategy for managing student and personnel confidentiality and privacy issues?
The Career Counseling team uses a confidentiality form for all appointments, and it was updated during COVID to accommodate the virtual environment. The Employer Relations team highlights privacy as well as student rights and responsibilities within their recruiting policies.

2. How are ethical dilemmas and conflicts of interest identified and addressed?
Personel conflicts and dilemmas are addressed as a team and also with the support of HR. Student conflicts related to job scams and student concerns are handled with the Employer Relations team.

3. How are ethics incorporated into the daily management and decision-making processes of CS?

4. What are the crucial legal, policy and, governance issues faced by CS, and how are they addressed?
Major legal, ethical and governance issues experience by the UCS team include: job scams, employer discrimination, student concerns, remote / virtual work adjustments, unpaid internship adjustments, student confidentiality and student data. Each issues was addressed by the appropriate team responsible for that area and the process or procedures were communicated to the entire team. For incidents related to students concerns, the Employer Relations team will reach out to all parties involved to gather information, present that information to the leadership team and decisions will be made accordingly.

5. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
Personnel are instructed to reach out to their supervisor for support, if appropriate and not connected to the issue at hand. The employee will seek guidance on the process or policy. The process traditionally involves reaching out to EEO, HR or Legal Counsel to confirm next steps.

6. How are personnel informed about internal and external governance systems?
Each employee is required to complete annual HR training related to policies and procedures connected to harassment, child protection, data protection, etc. These trainings go over UH central policies and then internal systems are discussed during on-boarding and periodically as a team, if something arises.

Part 10. FINANCIAL RESOURCES

Suggested Evidence and Documentation for Part 10:

1. Budgets and the budget process
2. Financial policies and procedures
3. Financial statements and audit reports
4. Student fee administration and allocation process (if applicable)
5. Financial statements for grants, gifts, and other external resources

10.1 Funding

- Career Services (CS) has the funding that is necessary to accomplish its mission and goals.
- CS determines with administrative leadership what funding is necessary.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 10.1 Rating:

(TB) A significant portion of CS funding is allocated by Student Fees Advisory Committee (SFAC) which allows us to accomplish our mission and goals as a department. The Student Fees Advisory Committee (SFAC) is made up of 7 students, 2 faculty, and 1 non-voting advisor and is charged with recommending funding allocations for Student Services Fees. View an overview of SFAC and its financial policies [here](#).

10.2 Financial Planning

- In establishing and prioritizing funding resources, CS conducts comprehensive analyses to determine unmet needs of the unit; 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 functional area and of the institution.
- CS 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.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 10.2 Rating:

(TB) CS conducts a comprehensive annual analysis to determine unmet needs of the unit by regularly monitoring relevant expenditures, sustaining external and internal resources, while considering the impact on students and the institution. *View an overview of SFAC and its financial policies [here](#).*

10.3 Financial Management

- CS manages funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.
- CS demonstrates responsible stewardship and use of fiscal resources.
- CS has procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.
- CS is provided with the institutional and financial resources to assist with professional development of personnel.
- CS procurement procedures are consistent with institutional policies.
- CS procurement procedures ensure that purchases comply with laws and codes for usability and access.
- CS procurement procedures ensure that the institution receives value for the funds spent.
- CS procurement procedures consider information available for comparing the ethical and environmental impact of products and services purchased.

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

Justification for 10.3 Rating: UCS is a Student Fee fund unit and budget recommendations are made by Student Fee Advisory Fee Committee to the President and then approve by the Board of Regent. From the budget approval process, UCS share utilization, trends, unmet needs, and budget request in an annual SFAC presentation to the SFAC committee for their recommendations. Through this transparent process, CS demonstrates responsible stewardship and use of fiscal resources.

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?
4. What structures exist to ensure compliance and responsible stewardship, management, and use of fiscal resources? How are limitations or gaps in these structures mitigated?

Part 11. TECHNOLOGY

Suggested Evidence and Documentation for Part 11:

1. Information technology policies and procedures

2. Equipment and hardware inventory and replacement cycle
3. Software inventory and update cycle
4. Back-up plan and systems failure emergency protocol(s)
5. Contracts, manuals, and user guides for internet, telephone, database, application, and other systems vendors
6. Technology needs assessment; usage and access data

11.1 Systems Management

- Career Services (CS) has current technology to support the achievement of its mission and goals.
- CS researches and plans for the integration of new career program technology.
- CS incorporates accessibility features into technology-based programs and services.
- Technology selection for CS functions addresses accessibility for distance learners and clients with unique needs and interests.
- CS ensures that personnel and constituents have access to training and support for technology use.
- CS backs up data on a cycle established in partnership with the institution's information technology department.
- CS implements a replacement plan and cycle for all technology with attention to sustainability.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 11.1 Rating:

UCS uses Symplicity (Career Management System) to provide students' job and internship opportunities, register for workshops, appointments, career fairs, employer meet and greets, and on-campus interviews.

UCS conducts student need-based assessments to update new career program technologies and enhance accessibility for all students.

UCS exhibits a strong relationship with campus partners including IT to offer training and support.

11.2 User Engagement

- CS uses technology to enhance the delivery of programs and services for all constituents.
- CS ensures that technology addresses constituent needs.
- CS employs technologies that facilitate user interaction.
- CS utilizes online assessment and computer-assisted career guidance systems.
- CS provides online recruiting and employment systems that include job listings and student résumés.
- CS provides secure remote access.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 11.2 Rating:

UCS uses a single sign-on via AccessUH providing all students access to the Symplicity (Career Management System).

Online Assessment tools including VMock, Clifton Strengths, Focus2, Myers-Briggs Type Indicator (MBTI), and Strong Interest Inventory.

Virtual workshops are facilitated through Zoom or TEAMS allowing for user interaction.

Students can access all recorded workshops via the @CoogCareers YouTube channel.

11.3 Compliance and Information Security

- CS has policies on the appropriate use of technology that are clear and easily accessible.
- CS complies with governmental codes and laws and with institutional technology policies and procedures.

- CS provides a secure platform when conducting financial transactions, in accordance with industry best practices.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 11.3 Rating:

UCS has policies and processes in place for both employers and student users to maintain accessibility and confidentiality while complying with governmental regulations.

All financial transactions made with UCS are initiated through a secure online payment link.

11.4 Communication

- CS has updated websites that provide information to all constituents in accessible formats.
- CS provides updated program and contact information on its website.
- CS uses technology that allows users to communicate sensitive information in a secure format.
- CS evaluates relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.
- CS evaluates multiple modes of communications including, but not limited to, phone, text, and web chat.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 11.4 Rating:

UCS has an active departmental marketing committee that schedules website updates and social media content, adds new content including videos, photos, and job opportunities etc.

UCS creates various communication channels for students, staff, employers, and community stakeholders including phone calls, email, live chats, virtual appointments via TEAMS and/or Zoom, and numerous social media platforms.

Overview Questions:

- How is technology inventoried, maintained, and updated?
Inventory is taken on a yearly basis. All computer and printer equipment is accounted for and reported to the UH- IT department. Maintenance and equipment updates are conducted as needed via a DSAES IT ticket.
- How is information security maintained? Single sign-on allows students to gain secure access. Staff receives annual training and knowledge of the proper protocol for securing equipment, confidential data, and student records.
- How does CS ensure that relevant technology is available for all who are served by the program?
UCS conducts user surveys to ensure that students have the necessary equipment required.
- How does CS use technology to enhance the delivery of programs, resources, services, and overall operations?
UCS uses technology to provide access to career services for all students, either in-person or virtually. Recorded workshops and events are available via the UCS YouTube channel @CoogCareers
- How does CS utilize technology to foster its learning, development, and success outcomes?

Learning outcomes and student successes are captured via emailed surveys, our website links, and graduation survey conducted via Baseline.

Part 12. FACILITIES AND INFRASTRUCTURE

Suggested Evidence and Documentation for Part 12:

- Facilities and equipment inventory and usage data

2. Facilities audit and plans for renovations, additions, and enhancements
3. Facilities use agreements or memoranda of understanding (MOUs)
4. Capital projects, if applicable
5. Structural designs or maps to show space allocation
6. Images of the space

12.1 Design of Facilities

- Career Services (CS) facilities are located in suitable spaces designed to support the CS mission and goals.
- CS facilities are intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.
- CS facilities are designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.
- CS incorporates universal design principles.
- CS facilities are designed and constructed to be energy-efficient and sustainable.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets x	Meets	1

Justification for 12.1 Rating:

The UCS building is one of the oldest buildings on campus. It requires constant maintenance and renovations to improve functionality and accessibility.

UCS would benefit from being centrally located on campus, with a larger career studio allowing students to have a workspace, a larger room for in-person workshops and presentations, more interview rooms for employers, and more private rooms for students to conduct one-on-one virtual interviews.

UCS staff has instituted safety guidelines and measures to protect staff and students confidentially.

12.2 Work Space

- CS personnel have equipped and well-maintained workspaces designed to support their work and responsibilities.
- CS personnel are able to safeguard the privacy of their work.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 12.2 Rating:

Each UCS staff member has keys to their individual secured office. UCS staff is provided annual HR training on how to best secure student records and confidential information. Workspaces are designed to support daily operations.

12.3 Equipment Acquisition

- When acquiring capital equipment, CS takes into account expenses related to regular maintenance and life cycle costs.
- CS incorporates sustainable practices when purchasing equipment.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 12.3 Rating:

(TB) CS coordinates with IT and facilities departments to estimate costs associated with regularly maintaining and updating equipment which contributes to sustainable practices when purchasing new equipment.

12.4 Facilities and Equipment Use

- CS facilities and equipment is inspected on an established cycle and is in compliance with codes, laws, and established practices for accessibility, health, safety, and security.
- CS promptly reports broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.
- CS develops sustainable practices for facilities use.
- CS assesses the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.
- CS personnel advocate for appropriate, consistent, and fair assignment of facilities and equipment.

DNA		0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets x	2

Justification for 12.4 Rating:

CS staff administrator proactively reports all required equipment repairs and servicing to the appropriate vendors.

Overview Questions:

1. How are facilities inventoried and maintained? In coordination with facilities, CS facilities are inventoried and maintained regularly through the annual inventory process and managed by the department’s Property Custodial Manager.
2. How does CS integrate sustainable practices? UCS partnering with the UH- Office of Sustainability in 2019 to go through a certification process. UCS was awarded a Silver – [Green Office Certification](#) for making UCS facilities and operations more eco-friendly.
3. How does CS ensure that facilities, workspaces, and equipment are considered in decision-making? Office needs and updates are discussed during leadership, career counseling, EDR, and committee meetings.
4. How is CS intentional about space allocation and usage? UCS is student-focused, and decisions are made with their needs in mind.

CAREER SERVICES

CAS Standards and Guidelines

Guiding Principle: Students and Their Environments

Part 1. MISSION

1.1 Programs and Services Mission

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

CS must develop and define its mission.

The CS mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.

The CS mission must be appropriate for the institution's students, designated clients, and other constituents.

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

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

Whether centralized or decentralized in its administration, CS must advance its mission.

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

1.2 Mission Statement

CS must implement, disseminate, regularly review, and update its mission statement.

Mission statements must reference student learning, development, and success.

Part 2. PROGRAM AND SERVICES

2.1 Program and Services Goals

Career Services (CS) must be guided by a set of written goals and objectives that are directly related to the stated mission.

CS goals and outcomes must advance

- career exploration and preparation
- experiential learning
- student success
- employer, alumni, and community engagement

The CS goals must be aligned with institutional priorities and expectations of the functional area.

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

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

CS must regularly develop, review, evaluate, and revise its goals.

CS must communicate goals and progress toward achievement to appropriate constituents.

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

2.2 Program Information and Services

CS must provide relevant information, services, and resources consistent with its mission and goals.

CS must include six essential services:

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

Career education, coaching, advising, and counseling

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

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

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

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

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

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

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

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

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

Career information and resources

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

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

CS should include career information and resources that address

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

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

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

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

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

Career readiness and employment services

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

CS must assist students and other designated clients in

- exploring and evaluating a full range of career and work possibilities that match their career goals, interests, values, competencies, and workplace/community fit
- developing job-search competencies
- presenting themselves effectively as candidates for employment to potential employers
- obtaining information on employment opportunities and prospective employers and industries
- connecting with employers through campus interviews, online job databases, referrals, direct application, networking, job-search events, publications, and social media

- connecting with professionals in target career fields for information and advice about internships, shadowing opportunities, employment outlooks, and job search strategies
- exploring high-impact and experiential learning opportunities provided by the institution, available through academic departments or with external/community resources
- learning how to secure workplace accommodations and consulting with disability experts as needed
- using social media to create a professional profile, connect with others, and search for employers, jobs, and internships
- building a digital presence
- learning about ethical principles and behaviors in the job search process and the workplace
- learning about various employment categories and how these might impact them; they may include part-time, full-time, contract, independent contract, commission-based, per diem-based, work-from-home, virtual, and self
- learning about the range of employer types and how different types of employment might affect them; they may include third-party employers, home-based employers, contract employers, and multi-level employers
- making informed choices among a variety of options

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

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

Graduate and professional school or further education planning

CS must assist students and other designated clients or provide access to appropriate personnel or resources for assistance in

- identifying four-year, graduate, professional school programs, or professional certification/credentialing programs, that match their career goals
- developing application strategies, including knowing when and how to apply, how to evaluate personal needs and candidate competitiveness, and effectively present themselves as four-year/graduate/professional school candidates
- obtaining information on costs and funding sources for their identified four year/graduate/professional school programs

Employer development and recruitment services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CS should invite employer membership on career advisory boards.

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

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

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

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

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

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

Collaboration with faculty and other constituents

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

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

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

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

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

CS must inform and educate faculty and administrators on topics related to

- **career readiness**
- **employment requirements**
- **employment issues**
- **labor market trends**
- **job opportunities specific to the curriculum**
- **career development process**
- **community and industry linkages**

CS should collaborate with faculty and administrators to design programs and activities that

- **embed career readiness in the curriculum and co-curriculum**
- **involve employers, alumni, and campus and community members**
- **provide students with information about specific careers and requisite skills, career options, and strategies for presenting themselves to employers**

CS should support faculty and administrators by

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

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

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

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

CS must develop and implement strategies for outreach and promotion.

2.3 Program Structure and Framework

CS must have clearly stated, current, relevant, and documented

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

CS must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.

Areas for consideration in determining structure and management of CS should include

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

Regardless of organizational structures, CS must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.

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

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

2.4 Program Design

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

CS must be intentionally designed to

- achieve predetermined student learning and development outcomes
- incorporate research and theories on student learning, development, and success
- respond to needs of individuals, constituents, and populations with distinct needs
- ensure access for students and designated clients

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

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

Career Services (CS) must contribute to students' formal education, which includes both curricular and co-curricular experiences.

CS must contribute to students' progression and timely completion of educational goals.

CS must help students and designated clients prepare for their careers and meaningful contributions to society.

CS must work with the institution to identify relevant and desirable student success outcomes.

CS must identify relevant and desirable student learning and development outcomes.

CS must implement strategies and tactics to achieve these outcomes.

3.2 Student Learning and Development Domains and Dimensions

CS must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.

CS must align predetermined student learning and development outcomes with the institutional framework for student outcomes.

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

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

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes (www.cas.edu/learningoutcomes) for examples of outcomes related to these domains and dimensions.]

3.3 Assessment of Student Learning and Development

CS must assess the student learning and development outcome domains and dimensions relevant to the functional area.

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

CS must provide evidence of the extent to which student learning and development outcomes are achieved.

CS must provide evidence of the extent to which student success outcomes are achieved.

CS must use evidence to create strategies for improving student learning, development, and success.

Part 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

Career Services (CS) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.

CS must design assessment plans that incorporate an ongoing cycle of assessment activities.

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

4.2 Program Goals, Outcomes, and Objectives

CS must identify goals, outcomes, and objectives to guide its work.

CS must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.

CS leaders must use approaches to program evaluation and assessment that infuse

- ongoing quality improvement

- improve operations
- adjust to designated client needs
- meet evolving institutional priorities
- address changes to workforce and employment conditions

When collaborating with other departments on assessment activities, these activities must be consistent with the CS mission and assessment plan.

4.3 Assessment Plan and Process

CS must structure assessment initiatives using the steps of the assessment cycle:

- set program goals, outcomes, and objectives
- develop and implement assessment plan
- review and interpret findings
- develop a plan for data use, continuous improvement, and reassessment
- implement an improvement plan
- review and monitor changes that have been made

CS should develop a plan and timeline for implementation of the following assessment practices:

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

CS must implement the assessment process with methods that reflect universal design principles.

CS must employ ethical practices in the assessment process.

CS must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.

CS must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.4 Gathering Evidence

CS must identify priorities for assessment, including both formative and summative approaches.

CS must employ multiple methods and measures of data collection.

CS must develop manageable processes for gathering, interpreting, and evaluating data.

CS must adhere to institutional policies related to data access and management.

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

CS must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

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

4.5 Review and Interpret Findings

CS must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.

CS must disaggregate data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement

CS must use assessment results to demonstrate student learning, development, and success.

CS must use assessment results to demonstrate effectiveness and continuous improvement.

CS must use evidence from assessment activities to inform decision-making and planning for continuous improvement.

CS must monitor improvements implemented based on assessment results.

CS must apply results for future planning.

CS must inform constituents of assessment results and how data have been used for continuous improvement.

CS must prepare and disseminate annual and special reports.

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

Guiding Principle: Advocating for Diverse, Equitable, and Inclusive Communities

Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION

5.1 Inclusive and Equitable Educational and Work Environments

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

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

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

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

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

CS must provide equitable access to facilities and resources for all constituents.

CS must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.

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

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

CS must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

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

5.3 Advocating for Access, Equity, Diversity, and Inclusion

CS must advocate for accessible facilities and resources, and address issues that impede access.

CS must advocate for inclusion, multiculturalism, and social justice within the institution.

CS must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

CS must develop plans for ongoing professional development on cultural competence and workplace inclusion.

5.4 Implementing Access, Equity, Diversity, and Inclusion

CS must establish goals for access, equity, diversity, and inclusion.

CS must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.

CS must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.

CS must have an established protocol for, and foster expectation of, bias incident reporting.

Personnel within CS must cultivate understanding of identity, culture, self-expression, and heritage.

Personnel within CS must promote respect for commonalities and differences among people within their historical and cultural contexts.

When educational and/or workplace accommodations are requested, CS must provide individuals with an interactive process to determine reasonable accommodations.

Guiding Principle: Organization, Leadership, and Human Resources

Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION

6.1 Leadership

Career Services (CS) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

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

CS leaders must

- create a vision for the functional area
- communicate goals
- model and expect commitment
- build teams, coalitions, and alliances
- influence others to contribute to the effectiveness and success of the unit
- advance diversity, equity, access and inclusion goals in the workplace
- incorporate data and information in decision making
- develop a risk management plan for the organization
- incorporate sustainable practices in the design of programs, services, and facilities
- develop and empower new leaders from within the organization
- collaborate with colleagues and departments across the institution
- adhere to organizational constraints

CS leaders must advance the functional area by

- advocating for and actively promoting the functional area's mission and goals
- communicating with constituents about current issues affecting the profession
- identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement
- facilitating discussion and decisions regarding program advancement
- advocating for representation in strategic planning processes at departmental, divisional, and institutional levels

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

6.2 Management

CS managers must

- be empowered to demonstrate effective management
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources

- develop plans for scholarship, leadership, and service to the institution and the profession
- engage diverse perspectives from within and outside the unit to inform decision making

6.3 Supervision

CS supervisors must

- incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel
- consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel
- provide feedback on personnel performance
- identify and resolve workplace conflict
- follow institutional policies for addressing complaints
- provide reports and activity updates to management
- work with personnel to develop plans for scholarship, leadership, and service to the profession and institution
- provide supervision and support so that personnel may complete assigned tasks

6.4 Strategic Planning

CS leaders, managers, and supervisors must facilitate ongoing strategic planning processes that

- facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts
- support ongoing assessment activities that improve student learning, development, and success
- utilize philosophies, principles, and values that guide the work of the functional area
- promote environments that provide opportunities for student learning, development, and success
- develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities
- engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process
- result in 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

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

Part 7. HUMAN RESOURCES

7.1 Staffing and Support

Career Services (CS) must identify the level of staffing necessary to achieve its mission and goals.

CS must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

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

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

CS professional personnel must, as a team, have competencies in

- career education, coaching, advising, and counseling
- brokering, networking, connecting, and linking
- information management
- marketing, promoting, and performing outreach
- program and event administration
- research, assessment, and evaluation
- teaching, training, and educating
- management and administration

Career education, coaching, advising, and counseling competencies should include

- providing needs assessments and developing action plans
- intervention, design, and implementation
- test administration and interpretation
- counseling
- working with individuals and groups
- use of career, occupational, and employment information

Brokering, networking, connecting, and linking competencies should include

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

Information management competencies should include

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

Marketing, promoting, and performing outreach competencies should include

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

Program and event administration competencies should include

- goal setting
- program planning relative to needs assessment and marketing
- program implementation and evaluation
- budgets and budgeting
- time management
- problem solving

Research, assessment, and evaluation competencies should include

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

Teaching, training, and educating competencies should include

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

Management and administration competencies should include

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

7.2 Employment Practices

CS must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

CS leaders must

- **ensure that all personnel have written position descriptions**
- **regularly review position descriptions**
- **maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel**
- **implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce**
- **develop promotion practices that are fair, inclusive, proactive, and non-discriminatory**

CS leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.

Personnel within CS must have written performance goals, objectives, and outcomes for each 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 CS.

7.3 Personnel Training and Development

CS personnel must receive training when hired and professional development throughout their employment.

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

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

CS must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.

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

CS personnel must have access to resources and receive specific training on policies, procedures, and laws related to

- the programs and services they support
- privacy and confidentiality
- student records and sensitive institutional information
- systems and technologies necessary to perform their assigned responsibilities
- sexual misconduct, harassment, and workplace violence

CS personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.

CS personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.

CS leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

7.4 Paraprofessional Personnel

Paraprofessionals working in CS must be enrolled in an appropriate field of study and/or have relevant experience.

Paraprofessionals working in CS must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.

CS leaders must accommodate the dual roles paraprofessionals may have as both student and employee.

CS leaders must

- adhere to parameters of paraprofessionals' job descriptions
- articulate intended student learning and development outcomes in student employee job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling options as needed by the student employee
- work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours

Part 8. COLLABORATION AND COMMUNICATION

8.1 Collaboration

Career Services (CS) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

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

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

CS must collaborate with individuals, groups, communities, and organizations to

- establish, maintain, and promote understanding and effective relations
- garner support and resources
- meet the needs of students, designated clients, and other constituents
- achieve program and student outcomes
- engage diverse populations to enrich the educational environment
- disseminate information about programs and services
- solve problems pertinent to the student population, designated clients, or the organization

To foster an institution-wide commitment to engaging students in career development and readiness activities, CS must

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

To engage external constituents, CS must

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

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

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

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

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

CS must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

8.2 Communication

CS must provide relevant information, services, and resources that explain its mission and goals.

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

CS must develop and implement strategies for outreach and promotion.

CS promotional and descriptive information must be accurate and free of deception and misrepresentation.

8.3 Procedures and Guidelines

CS must have and follow procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- the use of social media
- contracting with external organizations for delivery of programs and services
- developing relationships with donors
- dissemination of relevant information in a timely manner to all constituents

Guiding Principle: Ethical Considerations

Part 9. ETHICS, LAW, AND POLICY

9.1 Ethical Statements

Career Services (CS) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

CS must have clearly defined and documented ethical statements addressing

- conflicts of interest, or appearance thereof, by personnel in the performance of their work
- management of institutional funds
- acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies
- solicitation of gifts, in accordance with institutional advancement reporting policies
- research and assessment with human participants or animal subjects
- confidentiality of research and assessment data
- personnel, student, and other designated clients' rights and responsibilities
- disclosure of information in student, personnel, and other designated clients' records

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

9.2 Ethical Practice

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

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

CS personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

CS personnel must be honest, objective, and impartial in their interactions.

CS must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

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

CS must encourage and provide a forum for personnel to address and report unethical behavior.

CS must address issues surrounding scholarly integrity.

CS personnel must perform duties within the scope of their position, training, expertise, and competence.

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

CS personnel must make referrals when issues presented exceed the scope of their position.

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

9.3 Legal Obligations and Responsibilities

CS must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

In accordance with governmental laws, institutional policy, and standards of good professional practice, CS personnel who are concerned about students' well-being must ensure that they are referred to appropriate resources.

CS must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.

CS personnel must be informed about and seek advice from the institution's legal counsel or other appropriate professional resources when issues arise regarding

- privacy and disclosure of student information contained in educational records
- laws regarding references and recommendations on the behalf of students and other designated clients
- laws regarding employment referral practices of CS and others employed by the institution that refer students for employment
- affirmative action regulations and laws regarding programs for special populations
- regulations and laws regarding disabilities and accessibility
- labor standards and liability issues pertaining to experiential learning programs
- laws regarding eligibility to work and work authorization practices
- laws or regulations pertaining to contracts governing service provided by outside vendors
- privacy of data maintained in electronic format by entities engaged by CS
- laws pertaining to grant administration

CS must not discriminate based upon institutional policies, codes, or governmental laws.

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

9.4 Policies and Procedures

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

CS must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.

CS must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

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

9.5 Communication of Ethical and Legal Obligations

CS must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

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

CS must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.

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

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

CS personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.

CS must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.

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

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

CS must inform personnel about internal and external governance organizations that affect the functional area.

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

9.6 Addressing Harassment and Hostile Environments

CS 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 adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.

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

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

Guiding Principle: Learning-Conducive Structures, Resources, and Systems

Part 10. FINANCIAL RESOURCES

10.1 Funding

Career Services (CS) must have the funding that is necessary to accomplish its mission and goals.

CS must determine with administrative leadership what funding is necessary.

10.2 Financial Planning

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 functional area and of the institution.

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

CS 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.

10.3 Financial Management

CS must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.

CS must demonstrate responsible stewardship and use of fiscal resources.

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

CS must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.

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

CS must be provided with the institutional and financial resources to assist with professional development of personnel.

CS 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 11. TECHNOLOGY

11.1 Systems Management

Career Services (CS) must have current technology to support the achievement of its mission and goals.

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

CS must incorporate accessibility features into technology-based programs and services.

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

CS must ensure that personnel and constituents have access to training and support for technology use.

CS must back up data on a cycle established in partnership with the institution's information technology department.

CS must implement a replacement plan and cycle for all technology with attention to sustainability.

11.2 User Engagement

CS must use technology to enhance the delivery of programs and services for all constituents.

CS must ensure that technology addresses constituent needs.

CS must employ technologies that facilitate user interaction.

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

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

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

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

CS must provide secure remote access.

11.3 Compliance and Information Security

CS must have policies on the appropriate use of technology that are clear and easily accessible.

CS must comply with governmental codes and laws and with institutional technology policies and procedures.

CS must provide a secure platform when conducting financial transactions, in accordance with industry best practices.

11.4 Communication

CS must have updated websites that provide information to all constituents in accessible formats.

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

CS must use technology that allows users to communicate sensitive information in a secure format.

CS must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.

CS must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.

Part 12. FACILITIES AND INFRASTRUCTURE

12.1 Design of Facilities

Career Services (CS) facilities must be located in suitable spaces designed to support the functional area's mission and goals.

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

CS facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

CS facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.

CS must incorporate universal design principles.

CS facilities must be designed and constructed to be energy-efficient and sustainable.

12.2 Work Space

CS personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.

CS personnel must be able to safeguard the privacy of their work.

CS should provide spaces including

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

12.3 Equipment Acquisition

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

CS must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

CS facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.

CS must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.

CS must develop sustainable practices for facilities use.

CS must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.

CS personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.

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

The CS Standards and Guidelines should be considered in conjunction with the CS Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.