Council for the
Advancement of Standards in Higher Education

www.cas.edu

We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the ***CAS Professional Standards for Higher Education*** book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 12 common criteria categories (referred to as "general standards") that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs "**must**" and "**shall**" and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs "should" and "may."

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 43 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in "The Book of Professional Standards for Higher Education" by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the "CAS Self-Assessment Guides" (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is "approved, endorsed, certified, or otherwise sanctioned by CAS." Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188, 202-862-1400, (email contact: Marybeth Drechsler Sharp, Executive Director, www.cas.edu)

The Role of Career Services

CAS Standards 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. More than 200 such agencies existed by the late 1800s. By the turn of the 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; as a direct result of the increasing number of college-sponsored placement services, the number of external agencies decreased.

At the beginning of the twentieth century the concept and practice of choosing an occupation were becoming more prevalent, and much of the theory supporting occupational choice was based on the 1909 work of Frank Parsons in *Choosing Your 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, it was grounded in a logical, cognitive, and rational approach to selecting occupations. This model was the forerunner of modern theories of career development and was the foundation for career counseling and career development practice until the early 1950s.

Both of the first professional associations focusing on job placement for college graduates, the National Institutional Teacher Placement Association and the National Association of Appointment Secretaries, were established in 1924. In 1934, the National Institutional Teacher Placement Association evolved into the Association for School, College, and University Staffing (ASCUS), which later became the American Association for Employment in Education (AAEE).

From its inception, the mission of AAEE was to connect K-12 school recruiters with career services administrators and education faculty from higher education institutions that prepare educators. AAEE provides information, resources, and networking opportunities to assist schools, colleges, and universities in the employment of educators for staffing excellence in education.

The National Association of Appointment Secretaries became the American College Personnel Association (ACPA) in 1931. ACPA's membership and mission have broadened to include all student affairs professionals for the purpose of "support[ing] and foster[ing] college student learning through the generation and dissemination of knowledge, which informs policies, practices, and programs for student affairs professionals and the higher education community." The ACPA Commission for Career Development offers members opportunities to "examine and address the changing and diverse role of career development in higher education within a student development framework."

In addition, others concerned with business and industrial placement established the Eastern College Personnel Officers in 1926, and by 1951 six other regional associations had been formed, due largely to Post World War II economic conditions. Those original seven

organizations have since merged to form four independent regional associations, which together have memberships covering all fifty states.

Following World War II, the economy exploded and employers sought to hire the nation's college graduates to meet expanding needs. More than 65 percent of the current career services centers were established between 1947 and 1960. Over the years, the function of these offices shifted from solely providing placement activities to providing a broad range of career activities. 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."

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

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 include Trait and Factor Theory (Holland), Developmental Theory (Super, Gottfredson), Learning Theory (Krumboltz), Social Cognitive Theory (Bandura, Lent), Values-Based Theory (Brown), Career Information Processing Theory (Peterson, Sampson, and Reardon), Transition Theory (Schlossburg), Contextualist Theory (Young, Valach, and Collins), and Planned Happenstance Theory (Mitchell). These representative theories of career choice and development are indicative of the complexity of career decision-making and provide practitioners a broad-based framework to guide intervention with students and other clients. Modern career theory is also inclusive of race, gender, and class implications and the related impacts on career decision-making.

The National Association of Colleges and Employers (NACE) is a comprehensive national association for career services. A forerunner to NACE, the Association of School and College Placement, was formed in 1940. This group published the *School and College Placement* magazine, now known as the *NACE Journal*. In 1956, the national association was incorporated as the College Placement Publications Council and its name was shortened in 1957 to the College Placement Council. In 1995, the association became the National Association of Colleges and Employers. Today, the core purpose of NACE is to facilitate the employment of the college educated; it works to meet this mission in a variety of ways, especially by providing an important connection between college career services centers and HR/staffing offices focused on recruiting and hiring new college graduates.

Today, the majority of colleges and universities provide career services that often include career advising or career counseling; 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; and job posting and resume referral services. Many of these services are available electronically through institutional web sites.

Programs and services offered by career services may vary based on the mission of the institution, its classification, and the constituents being served. 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 and preparation for graduate or professional school; and a for-profit institution career services may have an explicit expectation to "place" a high percentage of its students in jobs.

In the 21st century, career services is tasked to meet increasingly complex and sophisticated challenges that include responding to economic shifts, increasing diversity, changing demographics, globalization, and technology. Career services professionals need to be both culturally sensitive in working with students and knowledgeable about career options both in the United States and internationally. 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. Today's traditional-age students, characterized by their high comfort level with and expectation of technology, and "virtual" students, created through distance learning options, require that career services professionals have an increasingly high level of technical competence. Today's career services professionals must balance high-tech and high-touch service and delivery in serving students and employers. Career changers, including alumni, veterans, and others who are working on second, third, and fourth career transitions, are turning to career services to provide assistance through traditional and nontraditional means.

An increasing focus in higher education on assessment and accountability necessitates career services professionals to find meaningful measures by which to demonstrate their value to stakeholders that include students, faculty, administrators, parents, employers, and local communities. 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 services learning, leadership development, and international programs. Increased emphasis on the part of employers on internships/co-ops, electronic recruiting, and diversity recruiting require a corresponding emphasis on the part of career services professionals. Additionally, 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 to stakeholders. Leadership for career services in the 21st century requires a broader range of skills and competencies beyond those once considered traditional for professionals involved in the career planning and development field. The complexity of work and life impacted by global economic pressures, the accelerating pace of knowledge creation, and ubiquitous technology use means career professionals must help students acquire the knowledge, skills, and ability to connect their educational experiences to work and life roles. Successful leadership in career services leading to employment of graduates will positively affect the admission and retention of students, collaboration with academic programs, and partnerships with community organizations. Leaders will need sales, management, technical, financial, marketing, public relations, assessment, and analytical skills in addition to a foundation in education, counseling, or student personnel services. NACE, AAEE, ACPA, the National Career Development Association, and other organizations play an increasingly important role in the development of this broader set of skills for career services professionals. They deliver value by conducting

research on benchmarks and best practices, reporting on current and emerging issues and trends, providing timely and relevant resources and tools, offering training and professional development, and facilitating networking and affiliation among professional colleagues.

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CAREER SERVICES

CAS Standards and Guidelines

Part 1. MISSION

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

Consistent with institutional mission, other designated clients may include alumni, faculty, staff, and community members.

In addition, CS must

- **be a resource to the institution on career and workplace issues and employment and workforce data**
- **develop productive relationships with faculty members, administrators, staff, employers, and other external constituencies**
- **support institutional outcomes assessment and relevant research endeavors**

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

In assisting designated clients, CS must consider the needs of all their constituencies when designing the program and delivering services.

The stated mission should be to help students and designated clients to

- develop or clarify self-knowledge related to career choice and performance in the workplace
- develop understanding of the occupational information required to support career decision-making, including current and future trends and projections
- identify and select personally suitable academic programs and experiential opportunities that optimize future educational and employment options
- take responsibility for making informed career decisions and developing further education and employment plans
- understand how their professional interests and competencies relate to occupational and job requirements
- gain experience on or off campus for the purpose of exploring interests and developing their competencies
- develop effective job search and candidate presentation skills
- link with alumni, employers, professional organizations, and others who can provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities
- utilize technology throughout the career development and job search processes
- prepare to manage their careers after graduation

CS must promote awareness within the institution of the array of domestic and global occupations and the need for and nature of career development over the lifespan.

Because of expertise and knowledge on career-related subjects, CS should seek involvement in relevant administrative decisions related to student services, institutional development, curriculum planning, and external relations.

Because career-related subjects may also be addressed by other student services and academic programs within the institution, career services should consult with them, promote collaboration, and encourage linkages where appropriate.

Part 2. PROGRAM

Career Services (CS) must design programs and services to assist students and other designated clients to make career decisions and pursue the skill development necessary to compete in a rapidly changing, competency-based, global workplace.

CS must be informed by current career development and experiential learning theories and practices, employment and workforce trends, and appropriate assessments and evaluations.

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

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

Consistent with the institutional mission, CS must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:

Domain: knowledge acquisition, integration, construction, and application

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

Domain: cognitive complexity

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

Domain: intrapersonal development

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

Domain: interpersonal competence

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

Domain: humanitarianism and civic engagement

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

Domain: practical competence

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

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

CS must

- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**
- **articulate contributions to or support of student learning and development in the domains not specifically assessed**
- **articulate contributions to or support of student persistence and success**
- **use evidence gathered through this process to create strategies for improvement of programs and services**

CS must be

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

Where institutions provide distance education, CS must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.

CS must be delivered in a variety of formats in recognition of institutional settings, different learning styles, cultural differences, distance learning, and special needs among clients.

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

- **the career development needs and educational and occupational interests of students and other designated clients**
- **current research, theories, and knowledge of career development and learning**
- **contemporary career services standards and practices**
- **economic trends, opportunities, constraints, and/or the needs of external constituents**
- **institutional priorities**
- **technological advancements**
- **operational and personnel resources**

Program goals must be reviewed and updated regularly, and communicated as appropriate, to stakeholders including students and other designated clients, administrators, faculty, staff, employers, and other constituencies.

CS should disseminate information on the availability, scope, and use of career services through institutional publications, campus media, presentations, outreach, and orientation programs.

CS must work collaboratively with academic divisions, departments, faculty members, student services, other relevant constituencies of the institution, and employers to enhance students' career development and participation in internships and other experiential education programs.

CS must develop and implement intentional marketing strategies and outreach programming to promote awareness and encourage use of the services.

For CS to effectively accomplish its stated purposes, it must include

- **career advising, counseling, and education**
- **information and resources on careers and further education**
- **opportunities for career exploration through experiential education**
- **job search services**
- **graduate and professional school or further education planning**
- **employer relations and recruitment services**
- **consultation services to faculty and administrators**

<u>Career Advising, Counseling, and Education</u>

Through CS or other units, the institution must offer career advising, counseling, and education that assist designated clients at any stage of their career development to

- **clarify interests, competencies, values, experiences, personal characteristics, and desired lifestyles using appropriate assessment tools**

- **explore occupational, educational, and employment possibilities**
- **make reasoned, informed educational and career decisions and plans based on accurate self-knowledge and occupational information**
- **establish short-term and long-term career goals**

The institution's career advising, counseling, and education services should

- encourage students to take advantage of career services as early as possible in their academic programs
- recognize that students' career decision-making is inextricably linked to additional psychosocial, personal, developmental, and cultural issues and beliefs
- assist students with career issues relevant to the individual (e.g., dual careers, sexual orientation, disabilities)
- provide scheduled appointments or drop-ins with individuals, group programs, career planning courses, outreach opportunities, special events, web- or computer-based programs, or any other available resources
- help students gain more self-awareness, apply knowledge and skills from their academic programs, and explore careers through part-time employment, internships, and other experiential programs
- assist students to assess their skills, values, and interests and understand how they relate to academic and co-curricular options and career opportunities
- help students develop and apply job search competencies and decision-making skills

CS must refer students to appropriate counseling and resource agencies if assistance is needed beyond the scope of career advising, counseling, and education.

Career advising, counseling, and education should encourage designated clients to access employers and employment information as a part of their career exploration and decision-making process.

<u>Information and Resources on Careers and Further Study</u>
Career Services must make current and comprehensive career information accessible to designated clients and educate them on the effective use of information and resources in exploring and making educational and career decisions.

CS should provide information and resources

- to help clients assess and relate their interests, competencies, needs and expectations, education, experience, personal background, and desired lifestyle to the employment market
- for constituent groups on career and employment topics and the ethical obligations of students, employers, and others involved in the employment process
- on current employment opportunities and on employers to ensure that candidates have broad choices of employment
- to help students identify and pursue future educational objectives

Information and resources must be

- **current and reflective of economic, occupational, and workplace issues and trends**

- **organized with appropriate systems that are user-friendly, flexible, and adaptable to change**

The scope of information and resources available to clients should include

- individual self-assessment and career planning
- occupational and job market information
- options for further study (e.g., four-year colleges and universities; graduate and professional schools)
- job search information
- experiential learning, internship, and job listings
- employer information

Resources on careers and further study must be provided electronically where available for optimal student access.

Career information, resources, and means of delivery must be compatible with the size and nature of the student population, the career and geographic interests of the students, and scope of academic programs.

Career information and resources should be conveniently available in a variety of media appropriate for different learning styles and special needs.

Career information facilities should be managed and staffed with persons who have the appropriate counseling, advising, and information technology competencies to assist students in accessing and using career information.

Opportunities for Career Exploration through Experiential Education

The institution must provide experiential education programs and services to enable students to integrate their academic studies with work experiences and career exploration.

Experiential education may include apprenticeships, cooperative education, internships, peer leadership experiences, service-learning, shadowing experiences, student teaching, undergraduate research, volunteer experiences, and work-study jobs and other campus employment.

CS should take a leadership role in working with their constituents to develop meaningful and intentional on-campus student employment opportunities.

CS may coordinate on-campus student employment.

Experiential education programs administered through CS must

- **provide students with opportunities to define both learning and career objectives and to reflect upon learning and other developmental aspects of their experience**
- **help students to identify employers for career development and potential employment**
- **teach students appropriate search and application techniques**

- **support institutional efforts to provide students with additional financial resources for attending college and/or opportunities for obtaining academic credit**
- **ensure adequate site supervision**
- **consider appropriate risk management strategies**

Experiential education programs administered through CS should promote mentor/mentee relationships. When experiential education opportunities are provided by other departments, CS should work closely with those departments.

Job Search Services

Job search services must assist students and other designated clients to

- **develop job-search competencies**
- **articulate their strengths, competencies, and achievements applicable to the positions they are seeking**
- **present themselves effectively as candidates for employment**
- **identify and request appropriate references**
- **obtain information on employment opportunities, trends, and prospective employers**
- **connect with employers through campus recruitment programs, job listings, referrals, direct application, networking, publications, and information technology**
- **identify relevant career management issues (e.g., sex, gender, age, sexual orientation, dual career, disability, cultural, mental health)**
- **access and effectively use the Internet to access career and employer resources**
- **make informed choices among a variety of options**
- **identify and practice ethical job search behaviors**

CS must develop and implement strategies that cultivate employment opportunities for students.

Job search services may include offering site visits, campus recruiting, resumè referrals, information sessions, meetings with faculty members, access to alumni for networking, pre-recruiting activities, student access to employer information, posting job openings, and career and job fairs.

Job search services should help students and other designated clients develop skills to uncover less visible job markets related to their career interests.

If CS offers credential services for students and other clients, CS should

- establish a specific time period and procedures for maintaining information contained in student files and a systematic process for destruction of such records
- articulate clearly those record retention policies and procedures to students and other clients
- obtain signed written consent to disclose credential files prior to release of related information
- establish a process to verify legitimate release of information

- advise employers that CS does not verify accuracy of information contained in a credential file

CS should advise students and other clients about how to identify and approach individuals to provide a reference, what constitutes an effective reference, and legal and ethical considerations germane to students and other clients.

Job search services may assist clients in the development of portfolios.

Graduate and Professional School or Further Education Planning

Career services must offer programs and services that assist students and other designated clients to

- **identify opportunities for further education that match their career goals**
- **obtain information on further education programs through a variety of sources**
- **connect with schools or programs offering further education**
- **present themselves effectively as candidates for further education**
- **identify and request appropriate references**
- **make appropriate decisions regarding further education**

CS may provide information and resources on research and training opportunities; scholarships, grants and fellowships; and other information on financing further education.

Employer Relations and Recruitment Services

Because employers are both vital partners in the educational process and primary customers of career services, CS must offer a variety of services to employers that reflect the match between the students' and the employers' interests and needs.

Employer relations and recruitment services may include: site visits; campus recruiting; resumè 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 which may include shadowing experiences, internships, externships, student teaching, cooperative education assignments; remote electronic interviewing options; employer participation in career planning, work-force readiness courses, career conferences, resumè preparation, practice interviews, and job search readiness workshops.

To ensure quality employer relations and services, CS must

- **develop strategic objectives for employer relations/services and job development that yield maximum opportunities for the institution's students, graduates, and designated clients**
- **inform and promote adherence to laws, policies, procedures, and instructions for using the services in accordance with federal, state/provincial, and institutional privacy and non-discrimination mandates**
- **develop, maintain and enhance relationships with employers who provide career development and employment opportunities**
- **enhance customer service and foster continuous improvement by using feedback from employers**

- **inform, educate, and consult with employers on the nature of services provided and candidates' availability**
- **actively involve employers in on-campus programs that meet students' and designated clients' career and employment needs**
- **facilitate employer involvement and communication with faculty, students, and administrators concerning career and employment issues**
- **consult with employers on opportunities and strategies for establishing long-term relationships with academic units**
- **promote adherence to professional and ethical standards that serve as conduct models for students and designated clients**
- **provide employer feedback to faculty, administrators, and students and designated clients on preparation for jobs, the curricula, and the hiring process**

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
- provide information and services to assist employers to communicate their opportunities to targeted populations and enhance their visibility
- educate employers of student demographics, needs, issues, and perspectives
- encourage employers to provide timely information to career services staff on job offers, salaries, and hires
- provide guidance on working with student leaders and student clubs and organizations
- use employers' experiences and expertise in support of institutional activities
- invite employer membership in career advisory boards
- develop and implement marketing strategies as part of a comprehensive employer relations program
- maximize students' exposure to employers

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

CS must uniformly and consistently apply policies and procedures to all employers.

CS staff should understand the variety and diversity of needs and employment practices among 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 the ethical guidelines.

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

<u>Consultation Services to Faculty and Administrators</u>

To support the institution's mission and goals, CS must provide faculty and staff and administrative units with information, guidance, and support on career development, and employment issues and linkages with the broader community.

CS should support faculty and staff and administrative units by

- identifying and disseminating information on employment trends and top employing organizations and on co-op and internship sponsors
- providing employer feedback on the preparation of students for 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, and curriculum development

CS should develop and disseminate guidelines for serving as a reference and writing effective reference letters, including legal and ethical considerations and other key factors.

Part 3. ORGANIZATION AND LEADERSHIP

An institution must appoint, position, and empower a leader or leadership team to provide strategic direction, manage programs and services, and align Career Services (CS) with the mission of the institution and the needs of the constituencies served.

If components of career services are offered by several units, the institution must designate a leader or leadership team that will coordinate the institution's programs and services.

Such leadership is necessary to ensure adherence to institutional and unit missions and to enhance program effectiveness and efficiency.

To achieve student and program outcomes, CS must be structured purposefully and organized effectively. CS must have

- **clearly stated goals**
- **current and accessible policies and procedures**
- **written performance expectations for employees**
- **functional work flow graphics or organizational charts demonstrating clear channels of authority**

Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

Strategic Planning

- **articulate a vision and mission that drive short- and long-term planning**

- **set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes**
- **facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans**
- **promote environments that provide meaningful opportunities for student learning, development, and engagement**
- **develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities**
- **intentionally include diverse perspectives to inform decision making**

Supervising

- **manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward**
- **influence others to contribute to the effectiveness and success of the unit**
- **empower professional, support, and student staff to accept leadership opportunities**
- **offer appropriate feedback to colleagues and students on skills needed to become more effective leaders**
- **encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession**

Managing

- **identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources**
- **use current and valid evidence to inform decisions**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **understand appropriate technologies and integrate them into programs and services**
- **be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training**
- **assess potential risks and take action to mitigate them**

Advancing the Organization

- **communicate effectively in writing, speaking, and electronic venues**
- **advocate for programs and services**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area**
- **facilitate processes to reach consensus where wide support is needed**
- **inform other areas within the institution about issues affecting practice**

Maintaining Integrity

- **model ethical behavior and institutional citizenship**
- **share data used to inform key decisions in transparent and accessible ways**
- **monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible**

CS leaders must conduct regular program evaluations to improve operations and to adjust to changing client needs, evolving institutional priorities, and changes in the workforce and employment conditions.

CS leaders must annually review, update, and communicate goals and objectives to appropriate constituencies.

CS leaders should identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

CS leaders must participate in institutional decisions about career services objectives and policies. CS leaders must participate in institutional decisions related to the identification and designation of clients served.

Decisions about clients served should include type and scope of services offered and the fees, if any, that are charged.

The external and internal organization of CS, including its place within the institution, must support the CS mission and achievement of programmatic and student outcomes.

The unit to which CS reports should support efficient and effective delivery of career services within the institution.

Areas for consideration in determining structure and management of career services 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)

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

Part 4. HUMAN RESOURCES

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

Within institutional guidelines, CS must

- **establish procedures for staff recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **assess the performance of employees individually and as a team**
- **provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

CS must embrace fair employment practices and must be proactive in attracting and retaining a diverse staff.

CS staff must be staffed by persons who, in combination, provide the core competencies to perform primary functions effectively.
The primary functions should include the following core competencies and knowledge domains.

Functions	Core Competencies	Knowledge Domains
Management and Administration	Needs assessment and satisfaction measures; program design, implementation and evaluation; strategic & operational planning; program integration and integrity; staffing; staff development and supervision; budget planning and administration; political sensitivity and negotiation skills; synthesize, interpret and report information.	Systems theory; organizational development; research design; statistics; accounting and budgeting procedures; revenue generation; principles; purchasing; staff selection; supervision; performance appraisals; management of information systems; customer service; marketing.
Program and event administration	Needs assessment; goal setting; program planning; implementation and evaluation; budget allocation; time management; problem solving; attention to detail.	Systems, logistics, and procedures; project management; customer service.
Research and student learning/development outcomes	Identification of relevant and desirable student learning and development outcomes; outcome-oriented programming; research-based evidence of program impact on student learning and development outcomes	Student and adult development theory; research/assessment procedures; evidence-based decision-making; statistical procedures.

Career advising/counseling and consultation	Needs assessment and diagnosis; intervention design and implementation; test administration and interpretation; counseling; feedback; evaluation; advising; empathy and interpersonal sensitivity; work with individuals and groups; use of career, occupational, and employment information.	Career development theories; adult development theory and unique issues for special populations; statistics; counseling processes; evaluation of person-job fit; job analysis; career decision making; behavior management; job search, interviews, and resumès.
Teaching/ training/ educating	Needs assessment; program/workshop design; researching, evaluating, and integrating information; effective teaching strategies; career coaching; career mentoring; work with individuals and groups; work with diverse populations; use of technology for delivery of content.	Setting learning objectives; designing curricula and learning resources for specific content areas; experiential learning; career development and job search process; learning styles.
Marketing/ promoting/ outreach	Needs assessment and goal setting; written and interpersonal communication; public speaking; domestic and international job and experiential learning opportunity development; relationship development and management; job development; effective use of print, web, personal presentation methods; sales and closing techniques; development/fundraising strategies; marketing principles/strategies.	Customer service; knowledge of institution and its academic programs; career services; employer, alumni, and faculty needs and expectations; recruiting and staffing methods, trends.
Brokering/ connecting/linking	Organize information, logistics, people, and processes toward a desired outcome; consulting; building and managing advisory boards; interpersonal skills.	Systems and procedures; candidate/resumè referral; recruiting and experiential learning operations; human resource selection practices.
Information management	Organization and dissemination;	Library/resources center organization; computer

storage and retrieval; computing systems and applications; data entry and analysis; acquisition of appropriate career resources; web design and management.

systems and applications; specific electronic management information systems.

CS must maintain position descriptions for all staff members.

To create a diverse staff, CS must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.

CS must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.

To further the recruitment and retention of staff, CS must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.

CS professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

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

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

CS must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

A technical support person or support service should be available to maintain computer and information technology systems for career services.

Career information staff should have the appropriate competencies to assist designated clients to access and effectively use career information and resources.

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of

their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

All CS staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.

All CS staff members must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

CS must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty and staff members, and others and must incorporate a system for responding and reporting.

CS must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Staff training and development should be ongoing and promote knowledge and skill development across program components.

All staff must be trained in legal, confidential, and ethical issues related to career services.

Part 5. ETHICS

Career Services (CS) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.

CS must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.

Ethical standards or other statements from relevant professional associations should be considered and if adopted for implementation, should be clearly communicated to relevant constituencies.

CS must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.

Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.

Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.

Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.

Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.

Statements of ethical standards must reference management of institutional funds.

Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities.

Statements of ethical standards must include the expectation that CS staff members confront and hold accountable other staff members who exhibit unethical behavior.

Statements of ethical standards must address issues surrounding scholarly integrity.

As appropriate, CS staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.

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

CS staff members must perform their duties within the limits of their position, training, expertise, and competence.

When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

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

CS must adhere to institutional policies regarding ethical and legal use of software and technology.

CS should provide guidance and education on these standards to all persons involved in providing career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty and staff, employers, service providers, and

other administrators. CS staff members should provide guidance regarding prevailing ethical expectations to students and other clients using career services.

Part 6. LAW, POLICY, AND GOVERNANCE

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

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

CS must have written policies on all relevant operations, transactions, or tasks that have legal implications.

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

CS staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. CS staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

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

CS staff members 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 obtain permission to use copyrighted materials and instruments. CS must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.

CS staff members must be knowledgeable about internal and external governance systems that affect programs and services.

CS staff members must be aware of and seek advice from the institution's legal counsel or other appropriate professional resources on

- **privacy and disclosure of student information contained in education records**
- **defamation law regarding references and recommendations on the behalf of students and other designated clients**
- **laws regarding employment referral practices of the career services office and others employed by the institution that refer students for employment; affirmative action regulations and laws regarding programs for special populations**
- **liability issues pertaining to experiential learning programs**
- **laws regarding eligibility to work and contracts governing service provided by outside vendors**
- **privacy of data maintained in electronic format by entities engaged by career services**
- **laws regarding grant administration**

Contracts with outside vendors must include adherence to ethics, confidentiality, security, and institutional policies, as well as reflect support of career services programs, goals, and standards.

CS must maintain appropriate records for future work with students and other designated clients.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's unique mission and in accordance with institutional polices and all applicable codes and laws, Career Services (CS) must create and maintain educational and work environments that are

- **welcoming, accessible, and inclusive to persons of diverse backgrounds**
- **equitable and non-discriminatory**
- **free from harassment**

These groups may include traditionally under-represented, evening, part-time, commuter, LGBT, and international students, as well as students with disabilities, athletes, veterans, and distance learners.

To respond to the needs of students and other designated clients, career services should provide services in-person, online, and via telephone, e-mail, or other formats. CS should be responsive to the needs of all its constituencies through the establishment of office hours, customer service systems, and online operations.

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

CS must address non-adherence by employers to the word and spirit of equal employment opportunity and affirmative action.

CS staff should make every effort to inform or educate faculty members about issues relevant to discriminatory practices related to their referral of students directly to employers.

CS must

- **advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel**
- **modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities**
- **include diversity, equity, and access initiatives within their strategic plans**
- **foster communication that deepens understanding of identity, culture, self-expression, and heritage**
- **promote respect about commonalities and differences among people within their historical and cultural contexts**
- **address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices**
- **provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work**
- **respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources**
- **ensure physical, program, and resource access for persons with disabilities**
- **recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region**

CS should collaborate with other departments and student organizations to provide educational programs that help clients from diverse backgrounds and individuals with disabilities to identify and address their needs related to career development and employment. CS should initiate partnerships and collaborative programming with other offices representing specific populations to ensure appropriate service delivery.

Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS

Career Services (CS) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to

- **establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services**
- **garner support and resources for programs and services as defined by the mission statement**
- **disseminate information about the programs and services**
- **collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**

- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**

In order to achieve this, CS should

- develop institutional support for career development and employment services for students and other designated clients
- involve the academic administration and faculty in career planning and employment programs
- raise issues and concerns with the institution's legal counsel regarding compliance with employment laws as they pertain to recruitment and hiring of students, alumni, and other designated clients
- participate in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, leadership training, and student organization programs
- exchange information with the academic administration and faculty concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development
- arrange appropriate programs that use alumni experience and expertise
- establish cooperative relationships with other offices and services in order to support mutual referrals, exchange of information, sharing of resources, and other program functions
- partner with other organizations and institutions to address the unique needs of special populations
- provide information and reports to the academic administration, faculty and key offices of the institution regarding career services for students and other designated clients and for employers
- 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
- encourage dialogue among employers, faculty members, and administrators concerning career issues and trends for students, graduates, and other designated clients
- 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

In addition, CS should encourage staff participation 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, school-to-work efforts).

CS must have procedures and guidelines consistent with institutional policy for

- **communicating with the media**
- **contracting with external organizations for delivery of programs and services**
- **cultivating, soliciting, and managing gifts**
- **applying to and managing funds from grants**

Part 9. FINANCIAL RESOURCES

Career Services (CS) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

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

Consistent with institutional policy, CS may

- develop a funding strategy that outlines projects, programs, and related activity that can be further enhanced with additional outside funding sources
- cultivate employer support of the institution, including scholarships and other forms of financial support

Outside revenue may be generated to supplement institutional funding.

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

Part 10. TECHNOLOGY

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

CS must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

CS must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, CS must select technology that reflects intended outcomes.

CS must

- **maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws**
- **have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies**
- **develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or -supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems**

Technology selection must address distance learners and clients with unique needs and interests.

CS staff must be well informed about the array of career-based technological applications that are in current use.

In light of the rapidity of change associated with technology, CS must develop plans for the replacement/updating of existing hardware and software as well as plan for the integration of new technically-based or supported career programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems.

Technological applications specific to CS must include

- **Internet-based resources that provide updated information regarding mission, location, staffing, programs, and services available to students and designated clients, as well as contact information**
- **computer-based assessment and computer-assisted career guidance systems**
- **online recruiting and employment systems that include job listings and student résumés**

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

Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.

When providing student access to technology, CS must

- **have policies on the use of technology that are clear, easy to understand, and available to all students**
- **provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology**
- **provide instruction or training on how to use the technology**
- **inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks**

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

Part 11. FACILITIES AND EQUIPMENT

Career Services (CS) must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, CS must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.

CS staff members must have workspace that is well equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

CS should provide

- private offices for professional staff in order to perform advising, counseling, or other confidential work
- support staff work areas
- reception, student registration, and waiting area
- career resource center
- storage space sufficient to accommodate resources, supplies, and equipment
- access to computer labs and to conference and large group meeting rooms equipped with appropriate levels of technology
- private interview facilities for employers and a waiting area for students to accommodate the scope of the recruiting program
- private employer workspace

CS staff members who share workspace must be able to secure their own work.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the needs of persons with disabilities as well as the needs of other constituencies.

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.

Part 12. ASSESSMENT AND EVALUATION

Career Services (CS) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

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

Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are

being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.

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

CS should collaborate with institutional research units, state agencies, accrediting bodies, and other relevant groups that produce assessment and evaluation data. CS should promote 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.

Evaluations should include

- review of the strategic plan, mission, human resources needs, diversity efforts, and other areas covered in this document
- regular feedback from participants on events, programs, and services
- systematic needs assessment to guide program development
- first destination surveys at or following graduation
- employer and student feedback regarding experiential learning programs
- alumni follow-up surveys administered at specific times after graduation
- reports and satisfaction surveys from students and other constituencies interacting with career services such as employers, faculty, and other post-secondary institutions

Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.

CS should prepare and disseminate annual and special reports, including career services philosophy, goals and objectives, current programs and services, service delivery information, first destination information, and graduate follow-up information.

General Standards revised in 2011;
CS content developed/revised in 1986, 1997, 2000, & 2010