

CAS
Self-Assessment Guide
Utah State University
Career Services
May 2007

Part 1: MISSION

The primary mission of Career Services (CS) is to assist students and other designated clients through all phases of their career development.

In addition, the mission of CS is:

- **to provide leadership to the institution on career development concerns;**
- **to develop positive relationships with employers and external constituencies; and**
- **to support institutional outcomes assessment and relevant research endeavors.**

CS must incorporate student learning and student development in its mission. CS must enhance overall educational experiences. CS must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. CS must operate as an integral part of the institution's overall mission.

The stated mission should include helping students and other designated clients:

- to develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics
- to obtain educational and occupational information to aid career and educational planning and to develop an understanding of the world of work
- to select personally suitable academic programs and experiential opportunities that enhance future educational and employment options
- to take personal responsibility for developing job-search competencies, future educational and employment plans, and career decisions
- to gain experience through student activities, community service, student employment, research or creative projects, cooperative education, internships, and other opportunities
- to 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
- to prepare for finding suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and both occupational and job requirements
- to seek desired employment opportunities or entry into appropriate educational, graduate, or professional programs

CS must promote a greater awareness within the institution of the world of work and the need for and nature of career development over the life span.

Because of the expertise and knowledge on career-related matters, CS should be involved in key administrative decisions related to student services, institutional development, curriculum planning, and external relations.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 1. MISSION <i>(Criterion Measures)</i>	Rating Scale
1.1 The mission includes:	ND 1 2 3 4 NR
1a. leadership to the institution on career development concerns	ND 1 2 3 4 NR
1b. positive relations with employers and other external agencies	ND 1 2 3 4 NR
1c. supporting institutional outcome assessment and research	ND 1 2 3 4 NR
1.2 Program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 4 NR
1.3 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 4 NR
1.4 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 4 NR
1.5 The program functions as an integral part of the host institution's overall mission.	ND 1 2 3 4 NR
1.6 The program promotes awareness of the world of work over the life span.	ND 1 2 3 4 NR

Part 1: Mission Overview Questions

A. What is the program mission?

Career Services supports the mission and goals of Utah State University by assisting students and alumni in exploring and pursuing meaningful careers over a lifetime. This is accomplished by providing a broad range of developmental programs and events delivered in a student-centered, state-of-the-art environment. These services include:

- Career exploration and counseling
- Co-op and internship opportunities
- Career employment and recruitment
- Testing and assessments

Career Services is a leader in continuously fostering positive partnerships with employers, students, alumni, faculty, staff, administrators, and the greater community. These external and internal partnerships are critical in helping students and alumni discover their career potential while sharing their success with their families, employers, and communities.

B. How does the mission embrace student learning and development?

The Career Services' mission statement promotes lifelong career exploration and development; hands-on, student-centered programming; enriching co-op/internship experiences; and a variety of networking opportunities and events.

C. In what ways does the program mission complement the mission of the institution?

Utah State's mission and goals include three key components that are directly impacted by Career Services. Specifically these components include: strengthening placement of students, fostering partnerships, and enhancing the reputation of the University. Career Services contributes to these key components through the development of external and internal partnerships, which are critical in helping students and alumni discover their career potential while sharing their success with their families, employers, and communities.

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Career Services (CS) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

CS must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

Relevant, Desirable Student Learning and Development Outcomes	Examples of Evidence of Achievement
Intellectual Growth	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
Effective Communication	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
Enhanced Self-Esteem	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others

Realistic Self-Appraisal	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
Clarified Values	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making
Career choices	Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education
Leadership Development	Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
Healthy Behavior	Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community
Meaningful Interpersonal Relationships	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
Independence	Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills
Social Responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
Satisfying and Productive Lifestyle	Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives
Appreciating Diversity	Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society
Spiritual Awareness	Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors

<p>Personal and Educational Goals</p>	<p>Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others</p>
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CS must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

CS must be based on an educational philosophy of teaching career development and related processes. CS must assist students and other designated clients to develop the skills necessary to compete in a rapidly changing, competency-based, global workplace.

Components of the CS must be clearly defined and articulated. To effectively accomplish its purpose, the program must include:

- **career counseling**
- **information and resources on careers and further education**
- **opportunities for career exploration through experiential learning**
- **job search services**
- **services to employers**
- **consultation and outcomes assessment**

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

Program components of CS must be designed for and reflective of the career development needs and interests of students and other designated clients; current research, theories, and knowledge of career development and learning; contemporary career services practices and national standards of practice; economic trends, opportunities, and/or constraints; the varying needs and employment practices among small businesses, large corporations, government, and nonprofit organizations; and the priorities and resources of the institution.

CS must work collaboratively with academic divisions, departments, individual faculty members, student services, and other relevant constituencies of the institution to enhance students' career development.

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

Program goals must be reviewed and updated regularly, and communicated, as appropriate, to students, administrators, faculty, staff, and 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.

Career Counseling

The institution must offer career counseling that assists students and other designated clients at any stage of their career development to:

- **understand the relationship between self-knowledge and career choice through assessment of interests, competencies, values, experience, personal characteristics, and desired lifestyles**
- **obtain and research occupational, educational, and employment information**
- **establish short-term and long-term career goals**
- **explore a full range of career and work possibilities**
- **make reasoned, informed career choices based on accurate self-knowledge and accurate information about the world of work**

Career counseling should:

- be available to students throughout their academic experience
- encourage students to take advantage of timely involvement in self-assessment, career decision making and career planning activities
- assist students to assess their skills, values, and interests by reflecting on past experiences
- assist students to integrate self-knowledge into their career planning
- recognize that students' career decision making is inextricably linked to additional psycho-social, personal, developmental and cultural issues and beliefs
- encourage and facilitate students' exploration of career interests through field visits, student employment, cooperative education, internships, shadowing experiences, research or creative projects, and informational interviews with working professionals
- be provided through a variety of formats, such as scheduled appointments, drop-in periods, group programs, career planning courses, outreach programs, and information technology

Career counseling should be offered through career services in order to link students= career exploration and decision making process with access to employers and employment information.

Information and Resources on Careers and Further Study

CS must help students and other designated clients to identify and access valid career information for their educational and career planning

CS should provide information and resources:

- to help students 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 the widest possible choices of employment
- to help students identify and pursue future educational objectives

Information and resources must be:

- **comprehensive, enabling students and other designated clients to explore the widest range of information**
- **current and reflective of economic, occupational, and workplace trends**
- **accessible to clients**
- **organized in a system that is user-friendly, flexible, and adaptable to change**

The scope of information and resources available to clients should include:

- self-assessment and career planning
- occupational and job market information

- options for further study (e.g., community college articulation; graduate and professional school information)
- job search information
- experiential learning, internship, and job listings
- employer information

CS must provide access to information and resources on the internet.

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.

CS must provide information for students and other designated clients to identify and pursue future educational objectives in the context of lifelong learning.

Opportunities for Career Exploration through Experiential Learning

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

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

Experiential learning 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**

Experiential learning programs administered through CS should promote mentor/mentee relationships. When experiential learning 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**
- **present themselves effectively as candidates for employment**
- **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., gender, age, sexual orientation, dual career, disability, cultural, mental health)**
- **access and effectively use career and employer resources on the internet**

Job search services may include offering site visits; campus recruiting; resume referrals; credential file services; information sessions; meetings with faculty members; pre-recruiting activities; student access to employer information; posting job openings; career and job fairs. Job search service should help students and other designated clients develop skills to uncover hidden job markets germane to their career interests.

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

Services to Employers

Employers are both vital partners in the educational process and primary customers of career services. CS must offer services to employers that reflect student interests and employer needs.

Employer services may include: providing employers with information on academic departments and students within legal and policy guidelines; assisting in recruiting student populations; arranging experiential learning options such as shadowing experiences, internships, student teaching, or cooperative education; providing video conference interviewing; creating advertising and promotional vehicles; seeking input through career center advisory board membership; and organizing individual employer recruiting and college relations consultations.

CS must identify the range of employers it will serve (e.g., for profit, government, contract agencies, not-for-profit) and articulate policies that guide its working relationships with each of these constituencies.

CS must:

- **develop strategic objectives for employer services and job development that yield maximum opportunities for the institution's students and graduates**
- **inform, educate, and consult with employers on the nature of services provided and student candidates available**
- **encourage employer participation in programs that meet career and employment needs of students and other designated clients (e.g., career conferences, career and alumni fairs, cooperative education, and internships; career planning courses; classroom presentations)**
- **develop and maintain relationships with employers who may provide career development and employment opportunities for students**
- **facilitate employer involvement and communication with faculty, students, and administrators concerning career and employment issues**
- **promote adherence to professional and ethical standards that model professional and ethical conduct for students**
- **enhance customer service and continuous improvement by using feedback from employers on key performance indicators and measures of services**

CS must provide timely, pertinent information to employers regarding:

- **the institutional student profile, academic programs and curricula, enrollments, and academic calendar**
- **class profile according to majors**
- **recruiting options available to reach targeted students**
- **policies, procedures, and instructions for using the services**
- **institutional non-discrimination policies with which employers must comply**

CS must treat employers fairly and equitably.

CS must develop policies for working with third-party recruiters and vendors.

Consultation and Outcomes Assessment

CS must provide consultative services to employers, faculty members, staff, administrators, students, and designated clients that are timely, knowledgeable, ethical, and responsive to constituent needs.

To develop effective long-term relationships with employers, CS must provide guidance to employers on how to develop effective college relations and recruiting strategies.

CS should provide guidance on:

- effective and appropriate strategies for reaching and attracting students
- student needs, issues and developmental perspectives
- cultivating relations with academic departments
- working with student leaders and student clubs and organizations
- timely corporate/organizational presence and participation in on-campus recruiting, fairs, and pre-recruiting
- using appropriate campus resources for visibility
- internship, co-op, and full-time hiring guidelines, processes, and programs
- promoting equal access for all students to all employment opportunities

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 co-op and internship sponsors
- provide 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
- increasing awareness of career development issues and available resources
- providing and interpreting aggregate data on student learning and career-related outcomes for purposes such as accreditation, marketing, institutional development, and curriculum development

CS must consult with students and student groups regarding policy interpretation, program development, and relationships with employers.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 2. PROGRAM <i>(Criterion Measures)</i>	Rating Scale
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 4 NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 4 NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked	ND 1 2 3 4 NR

<u>List student learning and/or developmental outcomes in spaces provided</u>		
<p>2.4.1 <input type="checkbox"/> Intellectual Growth</p> <p><u>Students employ critical thinking in the process of career intake and exploration issues, career employment activities, and goal setting.</u></p>		ND 1 2 3 4 NR
<p>2.4.2 <input type="checkbox"/> Effective Communication</p> <p><u>Written: Development of appropriate and effective employment documents.</u></p> <p><u>Verbal: Development of articulate and realistic goals, networking, and interviewing skills.</u></p>		ND 1 2 3 4 NR
<p>2.4.3 <input type="checkbox"/> Enhanced Self-Esteem</p> <p><u>Self-esteem is enhanced through face-to-face networking, co-op internship experiences, and interviewing opportunities. The previous activities are self-initiated actions toward achievement of career goals.</u></p>		ND 1 2 3 4 NR
<p>2.4.4 <input type="checkbox"/> Realistic Self-Appraisal</p> <p><u>Student's articulation and understanding of their own career awareness is defined early in the intake process. Assessment instruments and career counseling appointments provide a forum for realistic self-appraisals. The co-op internship experiences expand that self-awareness in a real-world environment.</u></p>		ND 1 2 3 4 NR
<p>2.4.5 <input type="checkbox"/> Clarified Values</p> <p><u>Staff assist student in making career decisions, which are in line with their values, interests, abilities, personalities, etc. by educating and providing current data and networking contacts.</u></p>		ND 1 2 3 4 NR
<p>2.4.6 <input type="checkbox"/> Career Choices</p> <p><u>Use coaching model to assist students in breaking career decision making into manageable steps. Encourage skill development from classroom learning, community service, leadership activities, professional organization involvement, and experiential learning.</u></p>		ND 1 2 3 4 NR
<p>2.4.7 <input type="checkbox"/> Leadership Development</p> <p><u>Link students with employers and alumni for programming which includes: alumni forums, student host programs, tech talks, and other co-sponsored events.</u></p>		ND 1 2 3 4 NR

<p>2.4.8 <input type="checkbox"/> Healthy Behavior</p> <p><u>Given that lifelong career success and the ability to make successful career strategy decisions is a key component of the programs and practices at Career Services, our involvement with key groups across campus helps to ensure that referrals happen in a timely and appropriate fashion when we see students or alumni at risk.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.9 <input type="checkbox"/> Meaningful Interpersonal Relationships</p> <p><u>All programming stresses the value of interpersonal skills in building relationships and networks for the long-term.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.10 <input type="checkbox"/> Independence</p> <p><u>Enhanced by excellent resources, staff, counseling, advising, coaching, and programs, students are encouraged to move through career transitions independently and with confidence over a lifetime of career success.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.11 <input type="checkbox"/> Collaboration</p> <p><u>Opportunities for collaboration with other student groups, alumni, and employers abound and are encouraged.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.12 <input type="checkbox"/> Social Responsibility</p> <p><u>Career Services staff actively promotes service learning as a component necessary to students in building their resumes and, as such, impacts their marketability. A closer relationship with service learning is required to impact this area.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.13 <input type="checkbox"/> Satisfying and Productive Lifestyle</p> <p><u>Successful and appropriate career employment has far-reaching effects on emotional and physical health, quality of life, and the ability to form and maintain healthy relationships. Career Services has resources and career counseling in these areas. Job offer and salary negotiations based on income needs, lifestyle, corporate culture, and life-work balance are presented as students make career decisions.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.14 <input type="checkbox"/> Appreciate Diversity</p> <p><u>Expand outreach efforts to ensure small, specialized, or diverse populations at USU are retained and successful.</u></p>	<p>ND 1 2 3 4 NR</p>

<p>2.4.15 <input type="checkbox"/> Spiritual Awareness</p> <p><u>When relevant, Career Services discuss career choices that fit with students' spiritual values. For example, organizations which would expect students to work on Sunday, etc.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.16 <input type="checkbox"/> Personal and Educational Goals</p> <p><u>As the world of work changes and the generational nature of the college graduate changes, the lines continue to blur between academic, personal, and career goals. These goals are so intermingled and inter-dependent, thus requiring Career Services professionals to collaborate with academic advisors, graduate schools (testing services and graduate school information are now offered at Career Services) faculty, personal counseling, etc. in order to help facilitate students' success.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.5 Program offerings are intentional, coherent and based on theories of learning and human development.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.7 The program is designed to assist students to develop skills appropriate to the global work place.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8 The program includes:</p>	
<p>2.8a career counseling, including the assessment of interests and competencies, setting of long- and short-term goals, and assistance with decision-making</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8b information and resources on careers and further education, including access to valid career information, comprehensive and current information about careers such as via the Internet, access strategies for all students, and information about life-long learning opportunities</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8c career exploration through experiential learning, such as cooperative education and service-learning that insures adequate site supervision</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8d job search services, including the development of job-search competencies and skills in the use of information for career decision making</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8e services to employers, including determination of the needs and types of employers, involvement of employers in meaningful education programs on campus, valid and complete information about students, and meaningful exchange of information with employers</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8f consultation and outcome assessment, including services to employers, faculty and staff members, students, and other constituencies</p>	<p>ND 1 2 3 4 NR</p>
<p>2.9 The program is designed to meet the needs to multiple constituencies through flexible approaches.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.10 The program works collaboratively with other relevant units on campus, especially with the academic programs.</p>	<p>ND 1 2 3 4 NR</p>

2.11 The program goals are reviewed and updated regularly.	ND 1 2 3 4 NR
2.12 The program promotes adherence to ethical standards by employers.	ND 1 2 3 4 NR
2.13 The program treats all employers fairly.	ND 1 2 3 4 NR

Part 2: Program Overview Questions

A. What are the primary elements of the program?

Primary elements include career counseling and assessment; information and resources on career options; experiential learning through co-op internships and international experiences; job search services; career employment services; testing; and outcomes assessment.

B. What evidence exists that confirms the program contributes to student learning and development?

All programming is based on the achievement of one or more student development goals as evidenced by the linkages between student programming and development goals as noted in section 2.1 to 2.4.16 above. The use of instruments outlined in the assessment plan and the review of the data generated, drives program planning and change – thus ensuring continuous improvement.

C. What evidence is available to confirm program goals' achievement?

Evaluations are completed at every major event and program offered by Career Services. Previous event evaluations are reviewed and changes are made regarding type and delivery of programs and services. The National Association of College and Employers Performance Measurement Survey is reviewed annually is used to ensure that Utah State's Career Services Center is on top of current trends.

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Career Services (CS) leaders within the administrative structure to accomplish stated missions. CS leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of CS must exercise authority over resources for which they are responsible to achieve their respective missions.

CS leaders must:

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

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

CS leaders must promote campus environments that result in multiple opportunities for student learning and development.

CS leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

If career components are offered through multiple units, the institution must designate a leader or leadership team to provide strategic direction and align career services with the mission of the institution and the needs of the constituencies served.

CS leaders should coordinate efforts with other units in the institution providing career components to integrate career services into the broader educational mission. Key constituencies served by each unit should be clearly identified and reflected in the mission and goals of the unit.

CS leaders must be advocates for the advancement of career services within the institution.

CS leaders should participate in institutional decisions about career services objectives and policies. CS leaders should participate in institutional decisions related to the identification and designation of clients served. Clients may include students, alumni, community members, and employers. Decisions about clients served should include type and scope of services offered and the fees, if any, that are charged.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 3. LEADERSHIP <i>(Criterion Measures)</i>	Rating Scales
3.1 The host institution has selected, positioned, and empowered a program leader.	ND 1 2 3 4 NR
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.	ND 1 2 3 4 NR
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	ND 1 2 3 4 NR
3.4 Clearly defined leader accountability expectations are in place.	ND 1 2 3 4 NR
3.5 Leader performance is fairly assessed on a regular basis.	ND 1 2 3 4 NR
3.6 The leader exercises authority over program resources and uses them effectively.	ND 1 2 3 4 NR
3.7 The program leader:	
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served	ND 1 2 3 4 NR
3.7b prescribes and practices appropriate ethical behavior	ND 1 2 3 4 NR
3.7c recruits, selects, supervises, instructs, and coordinates staff members	ND 1 2 3 4 NR
3.7d manages fiscal, physical, and human resources effectively	ND 1 2 3 4 NR
3.7e applies effective practices to educational and administrative processes	ND 1 2 3 4 NR

3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	ND 1 2 3 4 NR
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	ND 1 2 3 4 NR
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND 1 2 3 4 NR
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	ND 1 2 3 4 NR
3.12 The program advances career services within the institution.	ND 1 2 3 4 NR

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

Advanced degrees in related areas, as well as 35 years' combined industry and teaching experience; a broad range of developmental programming experience is delivered in a student-centered, state-of-the-art environment. The staffing needs of the Center are re-assessed periodically and changes in assignments or cross-training occur to more adequately support our mission.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

A proven record of leadership in professional association at all levels has empowered the leadership to implement innovative programs and practices and to assign staff responsibilities based on expertise and strengths that model an industry-like function (i.e., financial, IT, PR, library, career exploration, testing). In addition, each Career Services advisor/counselor manages a budget and programming in their functional area in collaboration with other internal and external audiences.

C. How are program leaders accountable for their performance?

Annual performance appraisals are conducted. In addition, upward evaluations are conducted for all staff at the director level. Career Services has chosen to include external evaluators from outside the campus community in this upward evaluation process (sister institutions and employers).

D. What leadership practices best describe program leaders?

Ability to motivate and inspire; empowerment of employees; open-door policy; sensitivity to family needs; professional and personal growth; adherence to ethical standards; and a constant forward-thinking approach embracing innovation and change. Current program leader's management approach builds on consensus, input, and respect for all staff across all levels of the institution. Weekly staff meetings and monthly director meetings are key to upward and horizontal communication and collaboration with and outside Utah State.

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Career Services (CS) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. CS must provide channels within the organization for regular review of administrative policies and procedures.

Other areas for consideration in determining structure and management of career services should include:

- size, nature and mission of the institution
- number and scope of academic-related services
- scope and intent of recruiting services
- philosophy and delivery system for service
- varied delivery methods (e.g., direct contact, technology)

CS should be integrated with, and complementary to, employment-related services.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 4. ORGANIZATION AND ADMINISTRATION (<i>Criterion Measures</i>)	Rating Scale
4.1 The program is structured purposefully and managed effectively.	ND 1 2 3 4 NR
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	ND 1 2 3 4 NR
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.	ND 1 2 3 4 NR
4.4 Channels are in place for regular review of administrative policies and procedures.	ND 1 2 3 4 NR

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

Define: Career Services' purpose is clearly linked to USU's division and institutional mission and goals.
 Enable: The restructuring of the Student Services Division to encourage more horizontal communication allows Career Services to set goals and request additional resources annually to support personnel and programming needs. Career Services has a commitment to fostering collaborative relationships among the staff and with all internal and external constituents.
 Restrain: Funding to manage and expand programs and services is a constant challenge. Occasionally the silos encountered across campus make the pace of change somewhat frustrating.

B. What protocols or processes are in place to insure effective management of the program?

This is accomplished through clearly defined roles and responsibilities, open dialogue and constructive feedback, decision-making and conflict resolution, response to changing conditions, annual performance reviews, staff retreats, public recognition in staff meetings, and frequent communication between and among deans, department heads, and central administration.

Part 5: HUMAN RESOURCES

Career Services (CS) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, CS must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. CS must strive to improve the professional competence and skills of all personnel it employs.

CS staff must, in combination, have the competencies necessary to effectively perform the primary functions. Primary functions are program management and administration; program and event administration; career counseling and consultation; teaching/training/educating; marketing/promoting/outreach; brokering/connecting/linking; and information management.

The primary functions should include the following core competencies and knowledge domains.

Functions	Core Competencies	Knowledge Domains
Management and Administration	Needs assessment; 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
Career 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 resumes
Teaching/training/educating	Needs assessment; program/workshop design; researching, evaluating, and integrating information; effective teaching strategies; coaching; work with individuals and groups; 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; job development; effective use of print, web, personal presentation methods	Customer service; knowledge of institution and its academic programs; career services; employers= and faculty needs and expectations; recruiting and staffing methods, trends
Brokering/connecting/linking	Organize information, logistics, people, and processes toward a desired outcome; consulting; interpersonal skills	Systems and procedures; candidate/resume referral; recruiting and experiential learning operations; human resource selection practices
Information management	Organization and dissemination; storage and retrieval; computing systems and applications; data entry and analysis; acquisition of appropriate career resources; web design	Library/resources center organization; computer systems and applications; specific electronic management information systems

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

Degree or credential-seeking interns 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.

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

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

CS must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Career information facilities should be staffed with persons who have the appropriate competencies to assist students and other designated clients in accessing and effectively using career information and resources. A technical support person or support service should be available to maintain computer and information technology systems for career services.

Salary levels and fringe benefits for all CS staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

CS must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

CS must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

CS must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

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

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.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 5. HUMAN RESOURCES <i>(Criterion Measures)</i>		Rating Scale
5.1	The program is staffed adequately with personnel qualified to accomplish its mission.	ND 1 2 3 4 NR
5.2	Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND 1 2 3 4 NR
5.3	The program strives to improve the professional competence and skills of all staff members.	ND 1 2 3 4 NR
5.4	Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND 1 2 3 4 NR
5.5	Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	ND 1 2 3 4 NR

5.6	Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	ND 1 2 3 4 NR
5.7	Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND 1 2 3 4 NR
5.8	Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	ND 1 2 3 4 NR
5.9	Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND 1 2 3 4 NR
5.10	Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	ND 1 2 3 4 NR
5.11	Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND 1 2 3 4 NR
5.12	A diverse program staff is in place that provides readily identifiable role models for students.	ND 1 2 3 4 NR
5.13	Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND 1 2 3 4 NR
5.14	The program has a system for regular staff evaluation.	ND 1 2 3 4 NR
5.15	The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 3 4 NR

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

Career Services' staff is organized both by college assignment and functional business area (IT, PR, etc.). This model has worked extremely well, and we are fortunate to have very little turn-over. As positions are available, this model is re-visited to ensure that individual strengths match assignments and changes are made accordingly. Opportunities for extra-contractual teaching are encouraged by the leadership in order to compensate for regionally lower salaries.

B. In what ways are staff members' qualifications insured and their performance judged?

By meeting strict hiring guidelines as mandated by University Human Resources (Affirmative Action, education, committee review, etc.), the qualifications of new staff members are ensured through appropriate committee representation from across campus. Formal annual and informal mid-year evaluations ensure a review of individual staff member's goals and performance.

C. In what ways does the program train, supervise, and evaluate staff members?

Through a process of on-campus training and cross-training with peers, staff is trained, supervised, and evaluated. Staff is encouraged to continue their education and obtain additional training through attendance at professional development conferences. The staff stays current in the areas of job and career trends through monthly "Read and Research" sessions.

Part 6: FINANCIAL RESOURCES

Career Services (CS) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students, and the availability of internal or external resources.

CS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

CD should cultivate employer support of the institution, which may include scholarships and other forms of financial support, in coordination with development office efforts. While outside revenue may be generated to supplement the services it should not replace institutional funding. Revenue generated from employers, vendors, students, and other designated clients should be limited and reasonable to carry out stated objectives.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 6. FINANCIAL RESOURCES <i>(Criterion Measures)</i>	Rating Scale
6.1 The program has adequate funding to accomplish its mission and goals.	ND 1 2 3 4 NR
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 2 3 4 NR
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 3 4 NR

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

To serve as efficient stewards of state monies appropriated to Career Services, all expenditures receive approval from an employee one level above the requesting party. Career Services has and will continue to develop industry partnerships for corporate donations. Registration fees are assessed to agencies and employers attending fairs and expos., These monies are used for computer and facility upgrades, travel to professional conferences, and other operating expenditures.

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

Periodic internal audits by the University Controllers Office ensure that an effective check-and-balance system is in place for the handling of funds. Historical budget figures are reviewed monthly and discrepancies are identified and corrected in a timely fashion. Budgets are reviewed monthly and corrections are made in a timely fashion. Program evaluations are used to identify areas to eliminate and expand services, which have budgetary implications.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

Career Services (CS) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

CS must provide: private offices for professional staff in order to perform counseling or other confidential work; support staff work areas; reception and student registration area; career resource center; storage space sufficient to accommodate resources, supplies and equipment; technology resources for students and staff sufficient to support career services functions; access to conference rooms, computer labs and large group meeting rooms; private interview facilities for employers and students to accommodate the scope of the recruiting program; and reception spaces adequate to accommodate on-campus recruiting and career counseling services.

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

Equipment and facilities must be secured to protect the confidentiality, security, and safety of records. Contracts with outside vendors must include adherence to ethics, confidentiality, security, institutional policies, as well as reflect support of career services programs, goals and standards.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (<i>Criterion Measures</i>)	Rating Scale
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.	ND 1 2 3 4 NR
7.2 Program facilities, technology, and equipment are evaluated regularly.	ND 1 2 3 4 NR
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 2 3 4 NR
7.4 The program provides adequate private office space.	ND 1 2 3 4 NR

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

An annual inventory is conducted by the University’s facilities management group. Maintenance is performed by staff in the University Inn. Regarding technology, our IT specialist performs an annual review and new technology/equipment is purchased on a rotating basis.

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

Records are in lockable facilities to ensure privacy. Records are backed-up and maintained in fire-proof/lockable enclosures and are taken out of the building in the course of safety drills. A safety/evacuation plan is in place and an emergency kit is at the Center. Private office space exists for counseling, advising, and interviewing. Testing facilities meet national test center guidelines for staffing, technology, and privacy.

Part 8: LEGAL RESPONSIBILITIES

Career Services (CS) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies.

CS staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options. The institution must provide access to legal advice for CS staff members as needed to carry out assigned responsibilities. The institution must inform CS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Career services staff members must be aware of and seek advice from the institution's legal counsel 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; laws regarding contracts governing service provided by outside vendors; and laws regarding grant administration.

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

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 8. LEGAL RESPONSIBILITIES (<i>Criterion Measures</i>)	Rating Scale
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	ND 1 2 3 4 NR
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 2 3 4 NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 2 3 4 NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	ND 1 2 3 4 NR
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	ND 1 2 3 4 NR
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND 1 2 3 4 NR
8.7 The program maintains appropriate records for future work with students and other clients.	ND 1 2 3 4 NR

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

Career Services' staff serves as employment agents in the referral process following the NACE guidelines for ethical practice in this area. Career Services takes the time to educate both employers and faculty as to their role in this process. Students are required to sign an electronic waiver/release form for their employment documents, which also discusses ethical practices in accepting and rejecting job offers. These NACE guidelines for ethical practice are reviewed and discussed at an annual retreat, thus serving as a reminder of the important role Career Services takes in the employment process especially regarding confidentiality issues. Student staff sign a confidentiality agreement.

B. How are staff members instructed, advised, or assisted with legal concerns?

Access to NACE legal counsel for specialized questions and concerns, and a review of professional standards of conduct. All staff attend division-wide training in the areas of safety, privacy, employment practices, Affirmative Action, sexual harassment, human subjects, driving, and customer service. For issues regarding student behavior, Career Services has a very close relationship with and refers these students to our campus judicial officer.

Part 9: EQUITY and ACCESS

Career Services staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. CS must adhere to the spirit and intent of equal opportunity laws.

To respond to the needs of students and other designated clients, career services should provide services in-person, on-line, 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 on-line operations.

CS must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

CS should ensure that employers who use career services adhere 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.

Consistent with their mission and goals, programs and services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

These groups may include traditionally under-represented, disabled, evening, part time, commuter, and international students.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 9. EQUITY AND ACCESS <i>(Criterion Measures)</i>	Rating Scale
9.1 All programs and services are provided on a fair and equitable basis.	ND 1 2 3 4 NR
9.2 All program facilities and services are accessible to prospective user.	ND 1 2 3 4 NR
9.3 Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 3 4 NR
9.4 All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 3 4 NR
9.5 Program policies and practices do not discriminate against any potential users.	ND 1 2 3 4 NR
9.6 The program acts to remedy imbalances in student participation and staffing.	ND 1 2 3 4 NR
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	ND 1 2 3 4 NR

Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

Career Services adheres to the NACE standards for professional conduct. All university policies and procedures are adhered to, which include very well-supported Affirmative Action standards. No preferential treatment is provided to employers based on donations. All students who register with Career Services are informed about opportunities in a non-discriminatory fashion. Efforts to reach students not registered take place through faculty on a frequent and regular basis.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

Each staff member is assigned key constituent groups (athletics, multi-cultural, Greeks, etc.) to serve as a liaison. Customized presentations are created and delivered to these key groups. The creation of a virtual career center and more on-site visits is being developed to serve the needs of our distance learners. Delivery of services, both in-person and online, is continually updated to include virtual systems with an eye toward the future (webcasts, etc.).

Part 10: CAMPUS and EXTERNAL RELATIONS

Career Services (CS) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

As an integral function within the institution, CS must develop and maintain effective relationships with relevant stakeholders at the institution and in the community.

To achieve this, CS should develop institutional support for career development and employment programs by:

- participating fully in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs
- arranging appropriate programs that use alumni experience and expertise
- establishing cooperative relationships with other offices and services to support the practice of mutual referrals, information exchange, resource sharing, and other program functions
- providing information and reports to the academic administration, faculty and key offices of the institution regarding career services for students, employers, and alumni
- developing informal or formal student, faculty, or employer advisory groups
- encouraging dialogues among employers, faculty members, and administrators concerning career issues and trends for students and graduates

In addition, CS should:

- encourage staff participation in and through 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)
- raise issues and concerns with the legal counsel of the institution regarding compliance with laws as they pertain to employment, recruitment, supervision (e.g., interns)

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 10. CAMPUS and EXTERNAL RELATIONS <i>(Criterion Measures)</i>	Rating Scale
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 3 4 NR

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

Constituents served by Career Services are large in number and diverse in their needs. Constituents are comprised of both internal and external groups and include individuals, groups, or offices in the following areas: students, student organizations, alumni, faculty, academic advisors, staff, deans/department heads, administrators, directors, Alumni Relations, Development, Student Services, employers, sister institutions, and the larger community.

B. What evidence confirms effective relationships with program constituents?

Since the inception of staff liaisons between key constituent groups (both on and off-campus) the number of requests for presentations has increased. The number of key programs and services accesses by our constituents is quantified through dashboard data gathered annually. This numerical data is supported by satisfaction surveys and anecdotal information.

Part 11: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Career Services (CS) must nurture environments where commonalities and differences among people are recognized and honored.

CS must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. CS must educate and promote respect about commonalities and differences in their historical and cultural contexts.

CS must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

CS should work in conjunction with the institution's special services and minority organizations to enhance student's awareness and appreciation of cultural and ethnic differences. Collaborating departments and minority organizations should provide educational programs that help minority students, multicultural students, and individuals with disabilities to identify and address their unique 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.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 11. DIVERSITY <i>(Criterion Measures)</i>		Rating Scale					
11.1	The program nurtures environments wherein commonalities and differences among people are recognized and honored.	ND	1	2	3	4	NR
11.2	The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND	1	2	3	4	NR
11.3	The program promotes respect for commonalities and differences in historical and cultural contexts.	ND	1	2	3	4	NR
11.4	The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND	1	2	3	4	NR

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

Through the identification of under-represented and diverse populations coupled with liaison assignments, students in these groups are approached early and often by Career Services. On the employer side, both large and small employers, profit and non-profit, industry and government are invited to participate in fairs, events, and recruiting opportunities at Utah State. Additionally, Career Services is a safe and welcoming location for students, including those associated with the Allies Organization.

B. How does the program serve the needs of diverse populations?

Advisors are assigned by college in order to develop relationships with students, faculty, academic advisors, and employers in those areas. Career Services actively promotes minority recruitment by working closely with employers and leaders in departments such as the Multi-Cultural and Women's Centers. H1-Base, an online employment resource for international students seeking employment through sponsorship of H-1B visas, is purchased and offered at no cost to our international students.

Part 12: ETHICS

All persons involved in the delivery of Career Services (CS) must adhere to the highest principles of ethical behavior. CS must develop or adopt and implement appropriate statements of ethical practice. CS must publish these statements and ensure their periodic review by relevant constituencies.

Ethical standards or other statements from relevant professional associations should be considered.

CS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All CS staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

CS staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

CS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all CS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

CS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

CS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

CS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

CS leaders/managers 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.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 12. ETHICS (<i>Criterion Measures</i>)		Rating Scale					
12.1	All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	ND	1	2	3	4	NR
12.2	The program has a written statement of ethical practice that is reviewed periodically.	ND	1	2	3	4	NR
12.3	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND	1	2	3	4	NR
12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	ND	1	2	3	4	NR
12.5	Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities.	ND	1	2	3	4	NR
12.6	All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	ND	1	2	3	4	NR
12.7	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND	1	2	3	4	NR
12.8	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND	1	2	3	4	NR
12.9	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND	1	2	3	4	NR
12.10	All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	ND	1	2	3	4	NR
12.11	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND	1	2	3	4	NR
12.12	Staff members practice ethical behavior in the use of technology.	ND	1	2	3	4	NR

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

Career Services promotes the practice of and adherence to personal and professional standards as outlined in NACE's Standards for Professional Conduct. An annual review and discussion with all staff is conducted. Career Services is fortunate to have a national association who supports and provides outstanding guidance in the areas of principles and practice. The staff has taken advantage of several "webinars" provided by NACE in this area.

B. What is the program's strategy for managing student and staff member confidentiality issues?

All records are kept confidential and no longer contain social security numbers, which pose an online threat to our students' identities. No information is given where a student has indicated a "privacy hold" on their transcript. Individual offices are designed to allow for private communication and staff is encouraged to share counseling/advising scenarios in an objective fashion for training purposes only.

C. How are ethical dilemmas and conflicts of interest managed?

Career Services takes pride in discussing ethical dilemmas as a staff and choosing the "high road" at every turn. Indeed, when small tokens of appreciation are given to staff by employers, they are saved and distributed as student and employer prizes at fairs and expos. Conflicts of interest are managed by encouraging direct communication among the parties involved. No fees are charged for campus and community presentations in the topical areas Career Services offers, thus avoiding any conflict of interest.

D. In what ways are staff members informed and supervised regarding ethical conduct?

Annual review of ethical guidelines and performance appraisals; policy manuals dictate use of technology for personal use; and situations are dealt with when they arise (which, fortunately, are infrequent). Additionally, all staff is involved in division-wide training in human subjects, FERPA, sexual harassment, AA/EEO, and employment practices.

Part 13: ASSESSMENT and EVALUATION

Career Services (CS) must conduct regular assessment and evaluations. CS must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

CS must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Career services must conduct regular evaluations to improve programs and services, to adjust to changing client needs, and to respond to environmental threats and opportunities.

In order for institutions to employ comparable methods for evaluation, resources from recognized peers and professional associations should be consulted. CS should collaborate with institutional research units, state agencies, accrediting bodies, and other evaluative groups that generate and assess evaluation information. 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 these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

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.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 13. ASSESSMENT AND EVALUATION (<i>Criterion Measures</i>)	Rating Scale
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND 1 2 3 4 NR
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituents.	ND 1 2 3 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 4 NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND 1 2 3 4 NR

Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?

The assessment strategy in place at Career Services is designed to: evaluate each program offering; utilize satisfaction surveys; perform research as needed to identify opportunities for growth; effectively prepare for each accreditation review, and provide support and data for individual college accreditations. This strategy is accomplished through qualitative and quantitative data gathering which is then used for program review and the creation of action plans. Ultimately, this information is reviewed annually to revise strategic goals for the coming year. Furthermore, all staff is involved in state, regional, and national associations and benchmark regularly with peers in the field.

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

Key programming and satisfaction surveys to assess measurable outcomes. As a result of those outcomes, decisions are made to improve, modify, or eliminate programs.

C. How are student learning and development outcomes determined to ensure their level of achievement?

Beginning with the intake process through the satisfaction survey, students' goals are supported by all the programming, advising, events, and services offered. Satisfaction surveys, graduate placement data, and continuing education rates are key indicators of success. Outcomes are ultimately determined by ensuring students leave with a complete bundle of skills that enable them to successfully develop lifelong job search skills.

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Work Form A Assessment, Ratings, and Significant Items

INSTRUCTIONS:

This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (**circle**) the criterion measure item number(s) in the column labeled for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as “excellent” or “unsatisfactory” and record them in the *Step One* column. In *Step Two*, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

						Step One	
Part	Items					Excellent	Unsatisfactory
1. Mission	1.1a 1.4	1.1b 1.5	1.1c 1.6	1.2	1.3	All items are well or fully met	
2. Program	2.1 2.4.3 2.4.8 2.4.13 2.6 2.8d 2.11	2.2 2.4.4 2.4.9 2.4.14 2.7 2.8e 2.12	2.3 2.4.5 2.4.10 2.4.15 2.8a 2.8f 2.13	2.4.1 2.4.6 2.4.11 2.4.16 2.8b 2.9	2.4.2 2.4.7 2.4.12 2.5 2.8c 2.10	All items are well or fully met, except 2.4.12 and 2.7	2.4.12 2.7
3. Leadership	3.1 3.6 3.7e 3.12	3.2 3.7a 3.8	3.3 3.7b 3.9	3.4 3.7c 3.10	3.5 3.7d 3.11	All items are well or fully met	
4. Organization & Management	4.1	4.2	4.3	4.4		All items are well or fully met	
5. Human Resources	5.1 5.6 5.11	5.2 5.7 5.12	5.3 5.8 5.13	5.4 5.9 5.14	5.5 5.10 5.15	All items are well or fully met except 5.6	5.6
6. Financial Resources	6.1	6.2	6.3			All items are well or fully met	
7. Facilities, Technology, & Equipment	7.1	7.2	7.3	7.4		All items are well or fully met	
8. Legal Responsibilities	8.1 8.6	8.2 8.7	8.3	8.4	8.5	All items are well or fully met	

9. Equity and Access	9.1 9.6	9.2 9.7	9.3	9.4	9.5	All items are well or fully met except 9.7	9.7
10. Campus and External Relations	10.1					All items are well or fully met	
11. Diversity	11.1	11.2	11.3	11.4		All items are well or fully met	
12. Ethics	12.1 12.6 12.11	12.2 12.7 12.12	12.3 12.8	12.4 12.9	12.5 12.10	All items are well or fully met	
13. Assessment & Evaluation	13.1	13.2	13.3	13.4		All items are well or fully met except 13.2	13.2

Step Two: List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention

1.
2. (2.4.12) Learning and/or development outcomes--social responsibility. (2.7) The program is designed to assist students in developing skills appropriate to the global workplace.
3.
4.
5. (5.6) Student employees/volunteers are carefully selected, trained, and evaluated.
6.
7.
8.
9. (9.7) Services are conveniently available and accessible to distance learner students.
10.
11.
12.
13. (13.2) The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.

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Career Services

Work Form B Follow-Up Actions

INSTRUCTIONS:

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (See Step 1, Work Form A). In *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

Step Three: Describe the current practice that requires change and actions to initiate the change

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
(2.4.12) Learning and/or development outcomes-- social responsibility.	Utah State's Service Learning Center and key faculty	Melissa Scheaffer	Fall 2007
(2.7) The program is designed to assist students in developing skills appropriate to the global workplace.	International resources for students	Randy Jensen and Derek Jack	Fall 2007
(5.6) Student employees/volunteers are carefully selected, trained, and evaluated.	Career Peer Program	Peg Hennon	Fall 2008
(9.7) Services are conveniently available and accessible to distance learner students.	Virtual Career Center and improved communication.	Donna Crow, Melissa Scheaffer, and Jennifer Loscher	Fall 2007
(13.2) The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	Satisfaction and developmental outcomes	Derek Jack and Jennifer Loscher	Spring 2008 & ongoing

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Work Form C Summary Action Plan

Step Four:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Part 1: Mission

Part 2: Program

(2.4.12) Learning and/or development outcomes--social responsibility.

Action Plan: Collaborate further with Utah State's Service Learning Center and faculty with service learning components in their curricula. Develop materials targeting community/volunteer service as a major element of students' employment documents.

(2.7) The program is designed to assist students to develop skills appropriate to the global workplace.

Action Plan: Identify key international resources for students (both US and international) seeking employment abroad. This includes internship and temporary positions. Collaborate further with those colleges with international programs. Provide staff and resources to tour these Centers on an annual basis.

Part 3: Leadership

Part 4: Organization and Management

Part 5: Human Resources

(5.6) Student employees/volunteers are carefully selected, trained, and evaluated.

Action Plan: Benchmark with other career centers with career peer programs in order to identify key elements of outstanding programs. Assess the viability of this option at Utah State's Career Center; implement if resources allow.

Part 6: Financial Resources

Part 7: Facilities, Technology, and Equipment

Part 8. Legal Responsibilities

Part 9: Equity and Access

(9.7) Services are conveniently available and accessible to distance learner students.

Action Plan: Create a Virtual Career Center as the key starting point for distance learners. Promote the use of this tool in collaboration with personal contacts at Career Services. Attend meetings of Extension Center directors.

Part 10: Campus and External Relationships

Part 11: Diversity

Part 12: Ethics

Part 13: Assessment and Evaluation

(13.2) The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.

Action Plan: Overall satisfaction surveys are conducted among student groups and as per event. A new assessment tool will be created to evaluate students' perceptions of Career Services programming as it relates to their student learning and developmental outcomes.