

Part 1: MISSION

The career planning and placement program 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.

Career planning is a developmental process and must be fostered during the entire period of a student's involvement with the institution.

The primary purpose of career planning and placement must be to aid students in developing, evaluating, and effectively initiating and implementing career plans.

1	2	3	4	5	INA	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:

Scale Score

1.1	The career planning and placement program has a written mission statement that is consistent with the stated mission of the institution and the standards in this document	3
1.2	The program has a written set of career choice class goals that is consistent with the stated goals and purposes of the institution	3
1.3	The stated mission and goals are used to guide the implementation of program activities	3
1.4	Program goal statements are reviewed on a regular basis.	2
1.5	Program goal statements are disseminated on a regular basis	2
1.6	Career planning and placement goals and objectives are consistent with all CAS standards presented within this document	2
1.7	Career planning is a developmental process that is fostered during the entire period a student is involved with the institution	2
1.8	The primary purpose of career planning and placement is to aid students . . .	
18a	develop career plans and goals	3
1.8b	evaluate career plans	3
1.8c	effectively initiate and implement career plans.	3

Sum of Program Ratings: 26

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

Students present themselves effectively as candidates for internships, employment and graduate study.
Students obtain optimal career advice and direction for employment or further professional preparation.

Career planning and placement programs should promote a greater awareness of labor market issues within the university community and the need for and nature of career development/management over the life span.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Documentation will include Mission and goal statements for Counseling and Placement

Career Café, Vidette - Career Corner articles, syllabus for Career Choice class; Placement Services brochures; Redbird Career Zone activities; Career Counseling brochure; web pages for Counseling Services and Placement Services.

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

The Career Counseling and Placement model is segmented for service delivery and for developmental tasks. The delivery system is fragmented across several departments within Student Affairs and collaboration with Academic Advising and retention programs is uncoordinated. The program and providers lack a common theoretical and pragmatic approach to service delivery, thus students nor academic advisors have an understanding for seeking assistance.

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Fold career planning and placement functions into one service delivery system incorporated into one department. The placement function has been centralized through professional practice, student work coordination, graduate assistantships and career placement being coordinated into one department. Continue to strengthen this employment/placement focus through expanding services to include the career exploration and decision making as steps in the process: stress work values student work situation, good work habits, target exploration to freshmen level (Connections, FOI), career decision making (Gateway classes – 100 level courses) Professional Practice – applied learning in field, Career Placement (entry level job, explore need for graduate/professional training). Rename department to reflect coordinated function and service delivery.

E. Design and develop Career Development components that would be integrated into courses throughout the academic experience.

Part 2: PROGRAM

The formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum. The overall career planning and placement services program 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 special needs of individuals.

Career planning and placement services must promote learning and development in students by encouraging outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, appropriate career choices, leadership development, physical fitness, meaningful interpersonal relations, ability to work independently and collaboratively, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, and achievement of personal goals.

Career planning and placement services must offer the following programs.

Career counseling, which assists students at any point in time to . . .

- **analyze interests, aptitudes, abilities, previous work experience, personal traits, and desired life style to promote awareness of the interrelationship between self-knowledge and career choice**
- **obtain occupational information including, where possible, exploratory experiences such as cooperative education, internships, externships, and summer and part-time jobs**
- **make reasoned, well-informed career choices that are not based on race/sex stereotypes in light of global workforce and current market**
- **set short range and long range goals**

Career planning and placement services must offer placement counseling and referral to assist students to . . .

- **clarify objectives and establish goals**

- explore the full range of life and work possibilities including graduate and professional preparations; prepare for the job search or further study
- present oneself effectively as a candidate for employment or further study
- make the transition from education to the world of work

Career planning and placement services must offer student employment, including part-time, vacation, and experiential education programs designed to assist students obtain work experiences, financial resources, and opportunity for academic credit.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:

Scale Score

2.1	The program is purposeful; aims are in right	3.5
2.2	The program is holistic, consisting of the curriculum and co-curriculum; career choice class	3
2.3	The program is intentional in its . . .	
2.3a	implementation	3
2.3b	outcome objectives	3
2.4	The program is . . .	
2.4a	coherent in its approach	2
2.4b	based on relevant theoretical foundations that incorporate knowledge of learning and human development	3
2.4c	reflective of developmental and demographic profiles of the students served	3
2.4d	responsive to the special needs of students being served	4
2.5	The program promotes student learning and development by encouraging . . .	
2.5a	intellectual development	1
2.5b	effective communication skills	3
2.5c	realistic self appraisal	3
2.5d	enhanced self-esteem	3
2.5e	clarification of values	3
2.5f	appropriate career choices	4
2.5g	leadership development	1
2.5h	physical fitness	IN/A
2.5i	the ability to relate meaningfully to others	3
2.5j	a capacity to work both independently and collaboratively	3
2.5k	the capacity to function in socially responsible ways	2
2.5l	a capacity to engage in a personally satisfying and productive style of living	3
2.5m	appreciation of cultural differences	3
2.5n	appreciation of aesthetic differences	IN/A
2.5o	achievement of personal goals	3

2.6	Career planning and placement services provide career counseling	3.5
2.7	Career counseling facilitates students' awareness of interrelationships between self-knowledge and career choice by analyzing . . .	
2.7a	interests	3
2.7b	aptitudes	3
2.7c	abilities	3
2.7d	previous work experience	3
2.7e	personal traits	3
2.7f	desired life styles	3
2.8	Career counseling helps students obtain . . .	
2.8a	occupational information	3.25
2.8b	exploratory experiences such as cooperative education, internships, externships, and summer and part-time jobs	4.5
2.9	Career counseling helps students make reasoned, well-informed career choices that are not based on racial or sexual stereotypes	5
2.10	Career counseling helps students set short range and long range goals	3.5
2.11	Career planning and placement provides placement counseling and referral services that assist students to . . .	
2.11a	clarify objectives and establish goals	3
2.11b	explore the full range of life and work possibilities including graduate and professional preparations	3
2.11c	prepare for the job search or further study	4
2.11d	present oneself effectively as a candidate for employment or further study	4
2.11e	make the transition from education to the world of work;	3
2.12	Career planning provides student employment opportunities to obtain part-time, vacation, and experiential education experiences designed to assist students obtain . . .	
2.12a	work experiences	4.25
2.12b	financial resources	4.25
2.12c	opportunity for academic credit	12.75

Sum of Program Ratings: 159.55

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

Staff members should . . .

- provide career counseling to students at any point in their college experience;
- encourage students to take advantage of career events as early as possible;
- help students explore occupational areas through part-time and vacation work, cooperative education internships and externships, and informational interviews with practitioners;
- maintain a career resource facility that includes self-assessment instruments, career and occupational information, prospective employers and organizational structure, employer expectations, and job market conditions, demands and trends;
- collect and maintain records and staff notes for future work with the student (e.g., career needs analysis, academic records, vocational inventory, test results and evaluations, academic advisor and faculty comments, staff interview notes).

Placement counseling and referral staff members should . . .

- disseminate information on the availability and use of career planning and placement services (including fee schedules) through catalogs, handbooks, and other institutional publications; through campus media, periodic career planning and placement publications, and announcements distributed throughout the campus community; through presentations to student and faculty groups; through regular orientation programs; and through presentations to professional, employer, civic and alumni groups;
- collaborate to maintain post graduate employment trends; maintain required records, credentials, on teacher education candidates;
- schedule group sessions for presentation of information on placement counseling and referral services; conduct sessions on job search techniques including: application correspondence and resumes, interview skills, use of the on-campus recruiting schedule. Conduct mail campaigns using various sources as well as employer information [such procedures should include discussions of ethical obligations of students, employers, and others involved in the employment process];
- arrange individual and group sessions to help students relate to and assess (a) the labor market; (b) their personal interests, aptitudes, abilities, attitudes, and needs; (c) their educational, experiential, and personal backgrounds; and (d) their preferred life styles;
- establish short range and long range career goals and implement action plans to achieve those goals through graduate or professional preparation or immediate employment
- provide information concerning graduate and professional academic programs as well as employer-sponsored professional development opportunities and
- conduct follow-up studies of graduates and disseminate this information to appropriate segments of the college and employer communities.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Documents will include syllabi for career choice class, gateway classes, peer counselor training and capstone professional practice. Redbird Career Zone sign-up, Career Corner, Vidette, brochures of workshops, web pages on subject areas and job choice magazines.

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

The Career Counseling function is too dispersed across campus. The function lies within Student Affairs. The intentionality of effort is hindered. Lack of coordination between academic program efforts, counseling, placement, and advising leaves the career counseling function somewhat diluted for effective student outcomes. However, all academic programs are not using a centralized service for expertise. Programming lacks a proactive effort to reach students in their initial college experience. Additionally, the Student Employment effort needs to refocus to emphasize the career building aspects. Lack of senior year experience across campus leaves transitioning components marginal.

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Plan and implement an career counseling refresher in-service to seasoned staff highlighting career theory. Training should include basic counseling techniques for exploration and probing. Additionally, current staff should attend regional or state counseling or career counseling association meeting to refamiliarize on current counseling issues. To focus the Career Counseling function and coordinate across campus with academic areas, hire new staff with strict career counseling background to supervise program and student assistants to fully implement the program. Student assistants would assist with one to one service delivery and group presentations. Focus would center on the exploration and applied learning phases of academic career, however these staff would be fully cognizant and relay labor market and employer information as apart of the process of working with the students.

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position and empower leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal attributes, and other professional credentials. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of career planning and placement programs must exercise authority over resources for which they are responsible to achieve their respective missions. Leaders must articulate a vision for their organization; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise, and develop others in the organization; manage, plan, budget, and evaluate; communicate effectively; and marshal cooperative action from colleagues, employees, other institutional constituencies, and persons outside the organization. Career planning and placement leaders must address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must improve programs and services continuously in response to changing needs of students and institutional priorities.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
3.1 A career planning and placement leader has been appointed	5
3.2 The appointed leader is positioned appropriately within the administrative structure to accomplish program and service goals and objectives	3
3.3 Appointed leaders are selected on the basis of . . .	
3.3a formal education and training	5
3.3b relevant work experience	5
3.3c relevant personal attributes	4
3.3d relevant professional credentials	5
3.4 The institution has established accountability expectations for the program leader	3
3.5 The institution fairly assesses the leader's performance	4
3.6 The leader exercises authority over resources for which he or she is responsible	3
3.7 The program leader . . .	
3.7a articulates a vision for the organization	4
3.7b sets appropriate goals and objectives	3
3.7c prescribes and practices ethical behavior	5
3.7d recruits and selects well-qualified staff members for positions in the organization	4.75
3.7e supervises and otherwise promotes the development of staff members in the organization	5
3.7f manages everyday operations of the program	4.5
3.7g leads planning efforts for the program and service	4.5
3.7h plans and manages the program budget	4.25
3.7i assures that program evaluation processes and procedures are in	

place and operational	3.5
3.7j communicates effectively with program subordinates and superiors	4.25
3.7k promotes cooperation and collaboration with professional colleagues, staff members, and other institutional constituencies	5
3.7l promotes cooperation with persons outside the institution	5
3.8 The leader addresses individuals whose behavior inhibits program goal achievement	2.5
3.9 The leader addresses organizational conditions that inhibit program goal achievement	3
3.10 The leader addresses environmental facilities that inhibit program goal achievement	4
3.11 The leader improves program services continuously in response to changing needs of students and institutional priorities	4.5

Sum of Leadership Ratings: 100.75

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affects rating decisions:

The organizational structure and reporting lines inhibit any leader's authority to direct services and programming for goal achievement. In either area the leader lacks input on the planning, budget, evaluative data on a daily basis to provide managerial direction and to effect program performance and outcomes.

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

E. Identify and list recommended action plans proposed to enhance program quality:

Incorporate regular (at least once a month) staff training and news sharing. Continue with consultants to discuss communication patterns among staff, bringing staff to accept ownership for good and poor performance. Office must move to a point that we can learn from mistakes rather than deny or cover up problems. Full disclosure among staff regarding issues, programs, concerns needs to be fostered.

Rotate lead on staff meetings; Request written and verbal reports to staff of all involvement in university and external meetings.

Part 4: ORGANIZATION and MANAGEMENT

The career planning and placement program 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 work flow graphics or organizational charts, and service delivery expectations. Evidence of effective management must include clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems, and recognition and reward processes. Career planning must provide channels within the organization for regular review of administrative policies and procedures.

1	2	3	4	5	INA	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:

Scale Score

4.1	Career planning and placement is structured purposefully to achieve its stated goals	3
4.2	Career planning and placement is managed effectively to achieve its stated goals	2
4.3	Policies and procedures are current and accessible	2
4.4	Accurate performance expectations are written for all employees' work assignments	2
4.5	An accurate organizational chart shows functional work responsibilities and reporting relationships within and beyond the program	3
4.6	Service delivery expectations are available to guide staff performance	3
4.7	Effective management is evidenced by . . .	
4.7a	clear sources and channels of authority	3
4.7b	effective communication practices	3
4.7c	systematic decision-making procedures	3
4.7d	conflict resolution procedures	3
4.7e	responsiveness to changing institutional and environmental conditions	4
4.7f	appropriate and well-monitored performance systems - fiscal	3
4.7g	appropriate staff recognition and reward processes	3
4.7h	channels for regular review of administrative policies and procedures	2
Sum of Organization and Management Ratings:		36

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

The career planning function should be integrated with placement function. Career planning and placement should be organized so as to be closely related to the academic organizational structure to increase faculty/staff awareness of the career development process and current employment trends. Career planning and placement should serve as a key point of contact between the institution and its employers.

Staff members should collaborate in career planning and placement activities that occur in other units. Responsibility for part-time and vacation placement and for experiential education (e.g., cooperative education internships and externships) should be included within the career planning and placement framework.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Documents affecting the rating include the minutes and correspondence of the collaborative committee and liaison committee projects. Currently Placement has no authority over a sizeable physical area and the career planning function. The functions, budget/personnel lines are split, and no real authority channels, to have impact on planning collaborating projects, exist.

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

The career planning function and the placement function are in separate offices, thus activities and goals are overlapping. The collaborative committee exists as a review channel, however, the meetings have not dealt with substantive policy or developmental issues. The committee is comprised of staff, however, limited program planning, budgeting and resource sharing occurs.

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Update policy/procedures manual. Provide all staff with copy of organizational chart. Review every six months the policy and procedure channels.

E. Identify and list recommended action plans proposed to enhance program quality:

Develop an employee recognition award system.

Part 5: HUMAN RESOURCES

The career planning and placement program must be staffed adequately by individuals qualified to accomplish its mission and goals. Career planning must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities.

Professional career planning staff members must hold an earned graduate degree in a field relevant to the position description or must possess an appropriate combination of education and experience.

Degree or credential seeking interns or others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals must be trained and supervised adequately by professional staff members.

The career planning and placement program must have secretarial and technical staff adequate to accomplish its mission. Such staff must be technologically proficient and qualified to perform activities including reception duties, office equipment operation, records maintenance, and mail handling.

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

Career planning must intentionally employ a diverse staff to reflect the diversity of the institution's student population to ensure the existence of readily identifiable role models for students and to enrich the campus community.

Affirmative action must occur in hiring and promotion practices to ensure diverse staffing profiles as required by institutional policies and local, state/provincial, and federal law.

Career planning services must have a regular system of staff selection and evaluation, and must provide continuing professional development opportunities for staff including inservice training and participation in professional conferences, workshops, and other continuing education activities.

Professional staff members must be skilled in career planning, placement, and counseling and must have the ability to function effectively with students, faculty, administrators, and employers.

1	2	3	4	5	I N A	E X
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:

Scale Score

5.1	The program is staffed adequately by individuals qualified to accomplish its mission and goals	3
5.2	The program has established procedures for . . .	
5.2a	staff selection	4
5.2b	staff training	3
5.2c	staff evaluation	3
5.3	The program has set expectations for staff supervision	3
5.4	The program provides appropriate professional development opportunities	4
5.5	Each professional staff member holds either an earned graduate degree in a field relevant to the position held or possesses an appropriate	

combination of education and experience	5
5.6 Interns and others in program-sponsored training are qualified by enrollment in an appropriate field of study and relevant experience	5
5.7 Interns and others in training receive effective training and supervision from professional staff members	3.5
5.8 Student employees and volunteers are . . .	
5.8a carefully selected	4
5.8b trained and supervised by professional staff members	3
5.8c evaluated in their work	3
5.9 When the knowledge and skills of student employees and volunteers are not adequate for particular situations, they refer students and others to qualified professional staff members for assistance	2
5.10 The program has secretarial and technical staff adequate to accomplish its mission	2
5.11 Staff members are technologically proficient to accomplish assigned tasks	3
5.12 Clerical staff members are qualified to perform . . .	
5.12a reception duties	3.75
5.12b office equipment operations	3
5.12c records maintenance	4
5.12d mail handling	5
5.13 Salary levels and fringe benefits for all staff members are commensurate with those for comparable positions in . . .	
5.13a the institution	3
5.13b in similar institutions	3
5.13c in the local geographic area	3
5.14 The program employs staff members who reflect the diversity of the institution's student population	4
5.15 Program hiring and promotion practices reflect affirmative action patterns as required to ensure diverse staffing profiles	4
5.16 There exists a regular system of staff selection and evaluation	4
5.17 Career planning and placement provides staff members opportunity for continuing professional development including participation in inservice training, professional conferences, workshops, and other continuing education activities	5
5.18 Professional staff are skilled in career planning, placement, and counseling	4
5.19 Professional staff members function effectively with students, faculty, administrators, and employers.	4

Sum of Human Resources Ratings: 100.25

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students or others in need of assistance to qualified professionals.

To ensure quality service to students, those providing career counseling should also attend to placement counseling and referral concerns. Appropriate graduate fields of study for staff members include, but are not limited to behavioral management science, counseling psychology, education, educational administration, guidance and counseling, industrial relations, personnel management, college student affairs administration, and college student personnel

Prior work experience may be of considerable value to the career counseling function. A continuing program of professional self-development should be maintained by staff members to keep abreast of conditions and developments that affect the field. Such self-development includes participation in professional organizations, inservice training, and other professional development activities.

Staff aides, graduate assistants, research aides, and interns may be employed to provide career information, conduct research, or carry out other technical tasks. Similarly, graduate student interns may be employed to counsel students when professional supervision is available.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Cross reference documentation will include: Staff resumes; training record of staff; conference and professional development attendance; flyers on Placement 2002 Conference; yearly performance appraisal forms.

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

The separation of career developmental staff and placement staff offers no joint training or joint evaluative tools to assess service delivery. The value of career planning is diminished because service delivery is conducted by part-time contractual staff. Lack of continuity in planning and delivery reflects poorly in attempts to market and coordinate programming with academic programs. The function lacks institutional support for technological advances and the coordination of web-based information does not occur.

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Seek funding to hire full time career development practitioner/trainer to coordinate, direct and provide focus to implement a consolidated career planning & placement function. Seek funding to hire a full-time counselor who has expertise and commitment to guide student self-knowledge exploration and serve as trainer for student assistants.

E. Identify and list recommended action plans proposed to enhance program quality:

Encourage additional training in career planning both university and external resources; provide in-service training. Provide in-service for additional e-Recruiting training; database and web development training.

Part 6: FINANCIAL RESOURCES

The career planning and placement program must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:

Scale Score

6.1	Funding is adequate to carry out the program's mission and goals	2
6.2	Priorities are set within the context of the program's stated mission and goals	4
6.3	Priorities are set within the program's available fiscal resources	5

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

Funds should be provided for purchasing and maintaining career/employment information and for the preparation and maintenance of student placement credentials.

Funds should be provided for technology advances to maintain digital storage formats, portfolios, etc. Funding should be available for activities for employer development, alumni programming, graduate school advising; externship mentoring.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Documents supporting the rating include Datatel summaries.

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Develop a Placement capital campaign to solicit significant dollars (endowed) specific to career facilities and technology.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

The career planning program must have adequate, suitably located facilities and equipment to support its mission and goals. Facilities, technology, and equipment must be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, and safety.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria: Scale Score

7.1	The program has adequate facilities to support its mission and goals	4
7.2	The program has adequate technology to support its mission and goals	4
7.3	The program has adequate equipment to support its mission and goals	4
7.4	Program facilities are suitably located to support its mission and goals	3
7.5	Program technology is suitably located to support its mission and goals	4
7.6	Program equipment is suitably located to support its mission and goals	4.5
7.7	The program's facilities are in compliance with relevant federal, state/provincial, and/or local requirements to provide appropriate access, health, and safety	4
7.8	The program's technology is in compliance with relevant federal, state/provincial and/or local requirements to provide appropriate access, health, and safety	4
7.9	The program's equipment is in compliance with relevant federal, state/provincial and/or local requirements to provide appropriate access, health, and safety	4

Sum of Facilities, Technology, and Equipment Ratings: 35.5

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

It is recommended that space be provided for a reception area, staff offices, a private office for the unit head, private interview and counseling rooms, an employer lounge, a student registration and sign-up area, a career resource center, office equipment, bulletin boards, work and storage areas, secure record files, and rooms for group meetings and conferences.

Program space should be available that provides . . .

- counseling rooms equal in number to the professional staff members who will be counseling students at any one time;

- enough individual interview rooms to meet the demand of employers for interviews;
 - space for both recruiters and counselors that offer privacy, adequate ventilation and lighting, soundproofing, and power sources for audiovisual aids;
 - adequate and convenient parking for visiting employers and graduate school representatives.
- B. Identify, summarize, and cross reference documentation that affects rating decisions:

Facilities Management requests for upgrades and bids.

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

Working space is inadequate to afford security for funds processed through office; additionally space is maxed out for any additional staffing. Interviewing area lacks privacy, also employers have no lounge area with business service capability.

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Gain authorization to expand use of technology for scanning and web registering for events.

E. Identify and list recommended action plans proposed to enhance program quality:

Develop a plan/schedule for new/revised (computers and software). Collaborate with departments such as COE to use teleconference and video conferencing room. Seek external (developmental) funding for technology lounge for recruiters. Continue to pursue technology solutions for web registration and payment for events, portfolio materials on the web. Gain funding for permanent technology specialist on staff.

Part 8: LEGAL RESPONSIBILITIES

Career planning and placement staff members must be knowledgeable about and responsive to law and regulations that relate to their respective program or service. Sources for legal obligations and limitations include constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial and local governments; and the institution through its policies.

Staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Career planning 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 staff members as needed to carry out assigned responsibilities.

The institution must inform staff and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

1	2	3	4	5	INA	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
8.1 Staff members are knowledgeable about and responsive to laws and regulations relevant to career planning and placement.	4
8.2 Staff members exhibit practice that is reasonable and informed and that limits the institution and its officers, employees, and agents to liability exposure	4
8.3 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options	2.5
8.4 Staff members are provided access to legal advice as needed to implement assigned responsibilities	3.25
8.5 Staff members and students are informed in a timely and systematic fashion about	

extraordinary or changing legal obligations and potential liabilities

4

Sum of Legal Responsibilities Ratings: 17.75

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Documents will include: NACE Guidelines; Midwest ACE Standards, Spotlight articles; consultation with Midwest NACE legal advisor.

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

As a staff, no formal meetings have been held to discuss personal liability issues and options for coverage.

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Provide staff training session annually on liability and insurance. Include meeting with legal council to learn procedure. Research keeping student records on counseling sessions.

E. Request Advisory Board to recommend an individual or organizational source to provide briefing of current employment laws and practices.

Part 9: EQUAL OPPORTUNITY, ACCESS, and AFFIRMATIVE ACTION

Career planning and placement staff members must ensure that services and programs are provided on a fair and equitable basis. Career programs and services must be accessible. Hours of operation must be responsive to the needs of all students. The career planning program must adhere to the spirit and intent of equal opportunity laws.

Career programs must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation, and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.

Consistent with its mission and goals, career planning and placement must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

1	2	3	4	5	INA	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
9.1 Staff members ensure the provision of career services on a fair and equitable basis	5
9.2 Career services are accessible to all constituents	5
9.3 Program hours of operation are responsive to the needs of all students, including traditionally under-represented, evening, part-time, and commuter students	3.5
9.4 The program adheres to the spirit and intent of equal opportunity laws	4
9.5 Program policies do not discriminate with regard to age, ancestry, color, disability, gender, race, national origin, religious creed, sexual orientation, and/or veteran status	5
9.6 Exceptions to program policy are made only as stipulated by law or institutional policy (FBI, citizenship, prisons recruiting.	5
9.7 Affirmative action is practiced to remedy significant imbalances in student selection/participation and staffing patterns	4

Sum of Equal Opportunity, Access, and Affirmative Action Ratings: 32.5

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Printed materials and institutional policy in AA/EEO

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

The office has not expanded the hours beyond standard operation, however, services are flexible through appointments and workshops are scheduled to accommodate student needs. Web interface has assisted with delivery of 24 hour service and staff home phone numbers are published for after hours availability.

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Develop a survey to assess need for expanded hours. Staff attend at least one AA/EEO workshop yearly.

Part 10: CAMPUS and COMMUNITY RELATIONS

Career planning and placement programs must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

The career planning and placement service must . . .

- develop job opportunities on a continuing basis from a variety of employers;
- provide all employers the opportunity to consider candidates for employment;
- maximize students' exposure to employers through a variety of programs;
- collect information on occupational trends and employer needs;
- encourage dialogue among employers, faculty, and administration concerning job needs and trends; and
- encourage employers to recognize career planning and placement services through public acknowledgment and other avenues of support.

The career planning and placement service must . . .

- develop a working relationship that encourages the academic administration and faculty to maximize and give active support to an effective program for students and graduates;
- promote better understanding between the institution and employers about the relationship of curricular and other activities to the career needs of and opportunities for students; and
- promote a systematic flow of information to faculty members and students from alumni concerning their academic preparation, and employment experiences.

1	2	3	4	5	I N A	E X
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria: Scale Score

10.1	The program has established and maintained effective working relationships with campus offices whose operations are relevant to its mission and goals	4
10.2	The program has established and maintained effective working relationships with external agencies whose operations are relevant to its mission and goals	5
10.3	The career planning and placement service . . .	
10.3a	develops job opportunities on a continuing basis from a variety of employers	5
10.3b	provides all employers the opportunity to consider candidates for employment	4.5
10.3c	maximizes students' exposure to employers through a variety of programs	5
10.3d	collects information on occupational trends and employer needs	3.5
10.3e	encourages dialogue among employers, faculty, and administration concerning job needs and trends	4
10.3f	encourages employers to recognize career planning and placement services	

	through public acknowledgment and other avenues of support; sponsorship	4
10.3g	develops working relationships that encourage faculty and administrators to actively support effective programs for students and graduates	4
10.3h	promotes understanding by employers about the relationship of curricular and cocurricular activities to students' career needs and opportunities	4
10.3i	provides a systematic flow of information to faculty and students about the academic preparation and employment experiences of graduates	2

Sum of Campus and Community Relations Ratings: 45

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

The career planning and placement service should

- provide pertinent information to prospective employers including curricula, academic calendar, estimate of enrollment by degree and discipline, and recruiting and interviewing logistics;
- assist employers in setting and confirming interviewing dates well in advance;
- arrange for employer representatives to meet with faculty and administrative staff members in order to exchange information pertinent to the career planning and placement of graduates;
- schedule candidates for on-campus recruitment interviews;
- encourage employer participation in programs such as career courses, conferences, and alumni career fairs;
- encourage employers to list staff needs on a continuing basis and to provide information concerning job offers, hires and compensation; and The career planning and placement service should
- participate fully in such campus activities as faculty organizations and committees, general student orientation programs, classroom presentations, academic courses in career planning, and student club career programs;
- arrange appropriate programs that utilize alumni experience and expertise such as on-campus visits and participation in career planning seminars;
- prepare and disseminate annual and special reports including career planning and placement philosophy, goals and objectives, current programs, statistical and interpretive information, and graduate follow-up information; and

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Students are exposed to employers by having student group co-sponsors at career events and providing a website list of student groups to employers. Additional supporting documentation includes summaries of employer call reports, year-end reports, and evaluations of co-op grant participants.

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

Data collection has been sporadic and segmented. Historically, there were institutional blocks to the flow and sharing of information on graduates.

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Add a section on web page to share career success stories. Collaborate with Institutional Research to assure graduate career activity reports are interpreted and shared with faculty. (analysis of results in context of market)

Part 11: DIVERSITY

Within the context of each institution's unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, career planning and placement must nurture environments where similarities and differences among people are recognized and honored.

Career planning must promote cultural educational experiences that are characterized by open and continuous communication, that deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences, and histories of cultures.

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

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
11.1 Career planning and placement nurtures environments where similarities and differences among people are recognized and honored	4
11.2 Career planning and placement promotes cultural educational experiences that . . .	
11.2a are characterized by open and continuous communication	3
11.2b deepen understanding of a student's own culture and heritage	3
11.2c respect and educate about similarities among people; dress for success	3
11.2d respect and educate about differences among people	3
11.2e respect and educate about the histories of various cultures	3
11.3 Career planning and placement policies and procedures address the unique characteristics and needs of the diverse population served	3
Sum of Diversity Ratings:	22

A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Use staff meeting time for learning about cultural differences, e.g., our career fairs on religious holidays.

E. Identify and list recommended action plans proposed to enhance program quality:

Collaborate with multi-cultural programs. Staff and student training on international issues. Collaborate with student group and academic program to co-sponsor conference/workshop on global workplace issues, concerns and solutions.

Part 12: ETHICS

All persons involved in the delivery of career planning and placement must adhere to the highest principles of ethical behavior. Career planning and placement must develop or adopt and implement statements of ethical practice addressing the issues unique to each program and service. The career planning and placement program must publish these statements and insure their periodic review by all concerned.

Staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential unless exempted by law.

Information disclosed in individual counseling sessions must remain confidential, unless written permission to divulge the information is given by the student. However, all 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. Information contained in students' educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as "Directory" information or when the information is subpoenaed by law. Programs and services must apply a similar dedication for privacy and confidentiality to research data concerning individuals. 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.

Staff members must recognize and avoid personal conflict of interest or the appearance thereof in transactions with students and others. Staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal.

When handling institutional funds, career planning and placement staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures.

Staff members must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

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.

Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior. Career planning staff members must maintain the highest principles of ethical behavior in the use of technology.

Referral of an employed graduate to another employer must be preceded by that person's request for referral. Career planning and placement office personnel must use their best efforts to ensure that the student's selection of a career or a graduate school is protected from improper influence by faculty, administrators, placement staff, and employers.

Conditions of employment and salary offers made to an individual by an employer must not be divulged in a personally identifiable form by career planning and placement office staff members. Unless permission is given by the student, information disclosed in individual counseling sessions as well as information contained in records must remain confidential.

1	2	3	4	5	I N A	E X
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
12.1 All staff members adhere to the highest principles of ethical behavior	4
12.2 Staff members have developed and/or adopted a statement of ethical standards for the program and service to use as a guide to professional practice	3
12.3 The adopted ethical standards are available in written form and accessible to staff members	4
12.4 The adopted ethical standards are reviewed periodically by professional staff	3
12.5 Appropriate measures are in place to assure privacy of individuals and confidentiality of information concerning all communications and records considered confidential unless exempted by law	4
12.6 Appropriate steps have been taken to insure that information disclosed in individual counseling sessions remains confidential unless written permission to divulge the information is given by the student	4
12.7 Program policy provides for disclosure of information judged to be of an emergency nature to appropriate authorities when the safety of the individual or others is involved	4
12.8 Program policy protects information contained in students' educational records from disclosure to non-institutional third parties without appropriate consent, unless classified as "Directory" information or when the information is lawfully subpoenaed	5
12.9 The program and service protects the privacy and confidentiality of research data concerning individuals in a fashion similar to that of other confidential information	5
12.10 Staff members are informed about and comply with the provisions of the institution's human subjects research policy and other relevant institutional policies addressing ethical practices	5
12.11 Staff members recognize and avoid personal conflicts of interest or the appearance thereof in their transactions with students and others	4
12.12 Staff members ensure the fair, objective, and impartial treatment of all persons with whom they deal	4
12.13 Staff members function so as to ensure that institutional funds are managed in accordance with established and responsible accounting procedures	5
12.14 Staff members do not participate in any form of harassment including behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment	5
12.15 Staff members perform their duties within the limits of their training, expertise and competence and refer individuals in need of advanced levels of assistance to staff members who possess appropriate qualifications; peer counselors	4
12.16 Staff members apply suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior	4
12.17 Staff members maintain high principles of ethical behavior when using technology	4
12.18 Employed graduates are never referred to another employer	

without the graduate's expressed request for such referral

5

12.19	Career planning and placement personnel ensure that students' selecting careers or graduate schools are protected from improper influence by others (e.g., faculty, administrators, placement staff, employers)	3
12.20	Career planning and placement staff members maintain confidentiality about conditions of employment and salary offers made to individuals by employers	4.5
12.21	Career program staff members maintain confidentiality of information disclosed in counseling sessions unless student permission is granted to do otherwise	5
12.22	Career program staff members maintain confidentiality of information obtained from records unless student permission is granted to do otherwise	5

Sum of Ethics Ratings: 93.5

- A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:
 - B. Identify, summarize, and cross reference documentation that affects rating decisions:
 - C. Identify and list observed discrepancies between assessment criteria and actual program practice:
 - D. Identify and list corrective action plans proposed to bring program into compliance with standards:
 - E. Identify and list recommended action plans proposed to enhance program quality:
- Encourage ethical/confidentiality guidelines of American Counseling Association and NACE during in-service training each semester. Encourage staff attendance at ethical training sessions.

Part 13: ASSESSMENT and EVALUATION

The career planning and placement program must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine whether and to what degree the stated mission and goals are being met. Although methods of assessment vary, career planning and placement must employ a sufficient range of measures to insure objectivity and comprehensiveness. Data collected must include responses from students and other affected constituencies. Results of these evaluations must be used in revising and improving career planning and placement programs and services and in recognizing staff performance.

1	2	3	4	5	INA	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
13.1 Program staff members regularly conducts systematic qualitative program evaluations to determine how well its mission and goals are being met	3.75
13.2 Program staff members regularly conducts systematic quantitative program evaluations to determine how well its mission and goals are being met	4
13.3 A sufficient range of evaluation measures are employed to ensure objectivity and comprehensiveness	3
13.4 Among the data collected are responses elicited directly from students and other affected constituencies	5
13.5 Assessment and evaluation results are used to revise and improve program services	5
13.6 Assessment and evaluation results are used to recognize staff performance	3

Sum of Assessment and Evaluation Ratings: 23.75

- A. Cite any CAS Guidelines to be assessed as program criterion measures for the self-study:
- B. Identify, summarize, and cross reference documentation that affects rating decisions:

All programs have evaluations conducted such as surveys of events, peer counselor evaluations, and employer feedback forms. Additional supporting documentation includes: APA, ACA, and NACE Standards for Professional Behavior; University IRB; FERDA guidelines, AA/EEO guidelines and University policies on disclosure of information. Graduate placement data is aggregate.

C. Identify and list observed discrepancies between assessment criteria and actual program practice:

D. Identify and list corrective action plans proposed to bring program into compliance with standards:

Conduct overall assessment at the end of each academic year. Assure service delivery summary evaluations are shared systematically; assign evaluation analysis to staff for systematic review and dissemination. Develop means to bring assessment data into current program planning.

CAS

COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION

Career Planning and Placement Standards Criteria Scoring Summary Sheet

After completing the worksheet rating process, write the sum of the ratings for each component in the space provided and divide by the Total Possible Rating value immediately to the right. Then write the resulting percentage in the Component Compliance Score space on the right. That Compliance value reflects the difference between the highest possible rating and the self-assessment team's ratings. The larger the resulting percentage, the greater the component's compliance with the standards.

Standard Component	Summary Values		
	Component Total Rating	Total Possible Rating	Component Compliance Score
Part 1. MISSION.....	26 ÷	50	= 52%
Part 2. PROGRAM.....	159.55 ÷	210.	= 76%
Part 3. LEADERSHIP.....	100.75 ÷	125.	= 80%
Part 4. ORGANIZATION and MANAGEMENT.....	36 ÷	70.	= 51%
Part 5. HUMAN RESOURCES.....	<u>100.25</u> ÷	140.	=
Part 6. FINANCIAL RESOURCES.....	11 ÷	<u>15.</u>	= 73%
Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT.....	<u>35.5</u> ÷	<u>45.</u>	= 79%
Part 8. LEGAL RESPONSIBILITIES.....	<u>17.75</u> ÷	<u>25.</u>	= 71%
Part 9. EQUAL OPPORTUNITY, ACCESS, and AFFIRMATIVE ACTION	<u>32.5</u> ÷	<u>35.</u>	= 93%
Part 10. CAMPUS and COMMUNITY RELATIONS.....	<u>45</u> ÷	<u>55.</u>	= 82%
Part 11. DIVERSITY.....	<u>22</u> ÷	<u>35.</u>	= 63%
Part 12. ETHICS.....	<u>93.5</u> ÷	<u>110.</u>	= 85%
Part 13. ASSESSMENT and EVALUATION.....	<u>23.75</u> ÷	<u>30.</u>	= 79%

INTERPRETING THE CRITERIA SUMMARY RATINGS

- A Component Compliance Score less than 50% of the Total Possible Rating value indicates need for action plans to substantially improve the component.
- A Component Compliance Score greater than 50% but less than 75% of the Total Possible Rating value indicates need for action plans targeting improvement in that area.
- A Component Compliance Score greater than 75% but less than 100% of the Total Possible Rating value indicates the component is functioning in a reasonably adequate way, but action plans should be developed to strengthen the area.

A Component Compliance Score of 100% of the Total Possible Rating value indicates that the component meets all essential standards, although action plans might be considered to increase program effectiveness. CAS:7/98

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