

Career Services & Cooperative Education

CAS SELF-ASSESSMENT STUDY

Anticipating the QEP and the University's preparation for SACS, appreciating the need for a more comprehensive assessment plan, and looking for ways to identify strengths, weaknesses and opportunities, five years ago the Career Services and Cooperative Education office determined that we should complete a thorough self-assessment study. Though we already gathered a variety of evaluative data and maintained numbers regarding our services and impact, we sought a way to assess our program compared to both the expectations of our community and benchmark standards for our profession.

To facilitate this process and provide an effective structure for our efforts, we decided to use the CAS Standards for Career Services programs. We began this process in September 2005 using data and numbers from the previous five years.

WHAT IS CAS?

From <http://www.cas.edu/>:

The Council for the Advancement of Standards in Higher Education (CAS) is a pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. Individuals and institutions from the 35 CAS member organizations comprise a professional constituency of more than 100,000 professionals. Representing a significant majority of higher education practitioners in student programs and services throughout the country and beyond, no other body exists that so comprehensively speaks for this important field of endeavor.

CAS Standards

To foster and enhance student learning, development, and achievement and in general and to promote good citizenship, CAS created dynamic and credible *Book of Professional Standards and Guidelines* and *Self-Assessment Guides* that are designed to lead to a host of quality-controlled programs and services.

These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of currently 30 functional areas, consistent with institutional missions.

Who is CAS?

American Association for Employment in Education ([AAEE](#))

American Counseling Association ([ACA](#))

American College Counseling Association ([ACCA](#))

Association of Collegiate Conference & Events Directors-Int'l ([ACCED-I](#))

American College Health Association ([ACHA](#))

Association of College Honor Societies ([ACHS](#))

American College Personnel Association ([ACPA](#))

Association of College and University Housing

Officers – International ([ACUHO-I](#))

Association of College Unions International ([ACUI](#))

Association of Fraternity Advisors ([AFA](#))

Association on Higher Education and Disability (AHEAD)
Association for Student Judicial Affairs (ASJA)
Canadian Association of College and University Student Services (CACUSS)
Collegiate Information and Visitor Services Association (CIVSA)
Council for Opportunity in Education (COE)
College Reading and Learning Association (CRLA)
National Association for Campus Activities (NACA)
National Academic Advising Association (NACADA)
National Association of College Auxiliary Services (NACAS)
National Association of Colleges and Employers (NACE)
National Association of College Stores (NACS)
National Association of College and University Food Services (NACUFS)
National Association for Developmental Education (NADE)
NAFSA - Association of International Educators (NAFSA)
National Association of Student Affairs Professionals (NASAP)
Who is CAS?
National Association of Student Financial Aid Administrators (NASFAA)
National Association of Student Personnel Administrators (NASPA)
National Clearinghouse for Commuter Programs (NCCP)
National Clearinghouse for Leadership Programs (NCLP)
National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education (Consortium)
National Council on Student Development (NCSD)
National Intramural and Recreational Sports Association (NIRSA)
National Orientation Directors Association (NODA)
National Society for Experiential Education (NSEE)
The Network: Addressing Collegiate Alcohol and Other Drug Issues (The Network)
Southern Association for College Student Affairs (SACSA) -- Associate Member

WHAT HAD WE BEEN DOING?

Before we implemented the CAS Self-Assessment Guide for Career Services, we collected data and numbers in a variety of ways. They included:

- Second year and Senior satisfaction surveys
- Self-generated monthly reports and annual reports
- Benchmark studies (telephone and website)
- Annual evaluations and goal statements
- Event evaluations

CAS SELF-ASSESSMENT PROCESS

1. Used all this data into a comprehensive plan
2. Used broad, benchmark standards that are universally-respected
3. Provided a roadmap and structure for problem-solving, program enhancement, and improvement

Step One

First, we established the self-study process and review team. This team consisted of members of our office, faculty, student affairs, graduate students, and an undergraduate student:

- Mardy Ashe, Director of Career Services
- Ronda Bryant, Director of Enrollment Support, Student Affairs
- Craig Capano, Assistant Professor of Construction Management
- Michael Despeaux, Career Services Coordinator
- Eric Newsom, Career Services Graduate Assistant
- Melissa Swicegood, Undergraduate Student
- Also thanks to Heather Hanami, Graduate Intern

Step Two: Understanding the CAS Standards and Guidelines

We oriented the office staff and review team so everyone had full understanding of the CAS Standards & Guidelines.

Step Three: Compile and Review Documentary Evidence

We gathered all benchmark results, other data, evaluation results, and reports and created a file for each review team member.

Step Four: Judging Performance

First, each member of our staff, referencing this material and also our own perspective, completed the full CAS self-assessment questionnaire, using the CAS rating scale to evaluate every standard and guideline.

CAS CRITERION MEASURE RATING SCALE:

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

We chose to combine and average these ratings to create one version representing the collective opinion of our staff. For example, if an item received three 3's and two 4's then the overall rating would be 3.4. This strategy was only intended to provide the review team with an indication of our collective view. Any item that received a 1 or a 2 by even one member of our office staff was flagged for critical attention by the review team. The team then reviewed every standard and guideline, referencing both the staff's individual self-assessment results and the other material. The team discussed each item until it reached a consensus or unanimous agreement on a final rating. All final ratings were given in whole numbers (no decimals).

TEAM RATINGS FOR EACH STANDARD

The ratings and accompanying comment from the team are in brackets [].

POSITIVE RESULTS

1. Mission

- Student learning, development, and educational experiences are incorporated in the mission statement. **[Rating: Well Met** *Statement identifies a number of goals to encourage student growth and employment opportunities.*]
- The program functions as an integral part of the host institution's overall mission. **[Rating: Fully Met** *Career Services fulfills mission to provide, "a basis for continued personal development and life-long learning."*]
- The program promotes awareness of the world of work over the life span. **[Rating: Well Met** *Career Services provides several services, including job search skills, resume preparation, cooperative education and internship opportunities.*]

2. Program

- The program promotes student learning and development that is purposeful and holistic. **[Rating: Well Met** *Career Services promotes career-based learning through multiple workshops and services.*]
- The program provides students with opportunities designed to encourage achievement of the identified outcomes. **[Rating: Well Met** *Career Services provides a wealth of services to assist students in all aspects of the career world, including a library of current information, career fairs, presentations, workshops on relevant topics and one-on-one counseling.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in:

- Intellectual Growth. **[Rating: Well Met** *Workshops and newsletter articles on transferring critical thinking skills from coursework to the job site, and internship opportunities improve career-related intellect.*]
- Effective Communication. **[Rating: Fully Met** *Practice interviews and resume preparation improve verbal, body language, and written communication.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):

- Enhanced Self-Esteem. **[Rating: Well Met** *Practice job interviews inspire confidence in students, and career testing gives self-assurance to students who are choosing their field of study.*]
- Realistic Self-Appraisal. **[Rating: Fully Met** *Career counseling sets parameters for realistic approach to career choices.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):

- Clarified Values. **[Rating: Fully Met** *Career counseling and career testing assist students in identifying values during selection of major and occupation.*]
- Career Choices. **[Rating: Fully Met** *Library of job information, the presence of e-recruiting, multiple major- and field-oriented job fairs throughout the year, and cooperative education and internship opportunities create a wealth of choices.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):

- Healthy Behavior. [**Rating: Well Met** *Career Services counseling available for students who seek information on making positive on-the-job choices.*]
- Independence. [**Rating: Fully Met** *Students may utilize Career Services programs, but are themselves responsible for the job search / procurement process.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):

- Collaboration. [**Rating: Well Met** *Career Services programs feature much interaction between students, faculty, counselors and employers in establishing cooperative education and internships.*]
- Social Responsibility. [**Rating: Fully Met** *Career Services encourages service for inclusion in resumes, includes multiple non-profit organizations in student internships.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):

- Satisfying and Productive Lifestyle.
Rating: Well Met [*Career testing and counseling are designed to ensure an enjoyable career for each student based on his or her interests and ethics.*]
- Personal and Educational Goals.
[Rating: Fully Met *Career Services helps students decide on majors through career testing and set up opportunities for cooperative education with employers.*]

2. Program

- Program offerings are intentional, coherent and based on theories of learning and human development. [**Rating: Fully Met** *Services are based on the needs of students and are constantly being adjusted to better serve those needs. Examples -- Career Services staff uses Holland's Code in career testing and counseling, and theories such as Astin's Theory of Involvement in promoting campus involvement and cooperative education services.*]
- Program offerings are designed to meet the developmental needs of relevant student populations and communities. [**Rating: Fully Met** *Career Services programs are directed toward specific populations, and at different majors through job fairs.*]

2. Program

- The program is designed to assist students to develop skills appropriate to the global work place. [**Rating: Well Met** *Practice interviews, resume preparation, business etiquette dinners and internships give students the tools to secure jobs, maintain positive relationships, and succeed in the current career environment.*]

2. Program

- Program includes career counseling, including the assessment of interests and competencies, setting of long- and short-term goals, and assistance with decision-making. [**Rating: Fully Met** *Career Services fulfills all of these requirements with its career counseling and career testing services.*]
- Program includes 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 . [**Rating: Fully Met** *Career Services houses a wealth of current information and periodicals in their career library and research and provide up-to-date articles for their newsletter.*]

- Program includes career exploration through experiential learning, such as cooperative education and service-learning that insures adequate site supervision. [**Rating: Fully Met** *The cooperative education and internship program and the employer/ student evaluation processes ensure experiential learning under appropriate supervision.*]
- Program includes job search services, including the development of job-search competencies and skills in the use of information for career decision making. [**Rating: Fully Met** *Students find current information about job trends in our career library, can search for regional jobs through JobCAT, and get help with resume writing through the critique service, workshops and one-on-one counseling.*]
- Program is designed to meet the needs of multiple constituencies through flexible approaches.
[**Rating: Fully Met** *Career Services serves students and alumni of all backgrounds, provide major-specific job fairs, and provide one-on-one career counseling according to individual needs.*]
- Program works collaboratively with other relevant units on campus, especially with the academic programs. [**Rating: Fully Met** *Career Services works with other departments and offices to put together workshops, presentations and major-specific job fairs.*]
- Program goals are reviewed and updated regularly. [**Rating: Well Met** *Goals are reviewed on a yearly basis.*]
- Program promotes adherence to ethical standards by employers. [**Rating: Well Met** *Career Services monitors student internships for non-ethical behavior by employers, and plans distribution of ethics pamphlets from NACE at career fairs.*]

3. Leadership

- The host institution has selected, positioned, and empowered a program leader. [**Rating: Fully Met** *Career Services has appointed a director, Mardy Ashe.*]
- Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials. [**Rating: Fully Met** *Director holds appropriate graduate degrees, and is a National Certified Counselor and a National Certified Career Counselor.*]
- Program leaders apply effective practices that promote student learning and institutional effectiveness.
[**Rating: Fully Met** *Director guides the creation and implementation of services provided by the office.*]
- The leader exercises authority over program resources and uses them effectively. [**Rating: Fully Met**]
- The program leader articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served. [**Rating: Well Met** *Director consults with students and faculty to discern student needs and creates / adjusts program offerings based on their feedback.*]
- The program leader prescribes and practices appropriate ethical behavior. [**Rating: Fully Met** *All staff and colleagues regard the director to be in compliance with ethics standards at all times, including areas of interaction with students and employers.*]
- The program leader recruits, selects, supervises, instructs, and coordinates staff members.
[**Rating: Fully Met** *Director takes an active part in the recruitment and hiring process, and in post-hiring training of staff members.*]
- The program leader manages fiscal, physical, and human resources effectively. [**Rating: Fully Met** *Director oversees budget, manages expenses, and works with staff to discern their needs in areas of office resources and personal and career growth.*]

- The program leader applies effective practices to educational and administrative processes. **[Rating: Fully Met** *Director uses both current theories of student enrichment and feedback from students, teachers, administrators and staff to optimize practices.*]
- The program leader communicates effectively and initiates collaborations with individuals and agencies to enhance program functions. **[Rating: Well Met** *Director works with professors, academic departments and employers to create career opportunities for students.*]
- The leader deals effectively with individuals and environmental conditions that inhibit goal achievement. **[Rating: Fully Met** *Director works with resources to provide students with the best possible access to program services.*]
- The leader encourages campus environments that promote multiple opportunities for student learning and development. **[Rating: Well Met** *Director collaborates with other campus organizations to provide a wealth of career enrichment opportunities for students, including job fairs, workshops, classroom visits, resume instruction and others.*]
- The leader strives to improve the program in response to evolving student needs and institutional priorities. **[Rating: Fully Met** *Director utilizes knowledge of current job trends, feedback from students and administrators and collaboration with staff to enhance program services.*]
- The program advances career services within the institution. **[Rating: Well Met** *Program is advertised through a number of means, including radio/ television commercials, banners, and a monthly newsletter listing services and upcoming events.*]

4. Organization and Administration

- The program is structured purposefully and managed effectively. **[Rating: Well Met** *Program services are created, offered and managed consistently according to program goals.*]
- Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems. **[Rating: Well Met** *Staff has access to current news and research in relevant disciplines, a hierarchy of authority has been established, and regular evaluations measure yearly successes.*]

5. Human Resources

- Procedures in place for staff selection, training, evaluation, supervision, and professional development opportunities. **[Rating: Well Met** *Currently, these requirements are in effect as informal procedures. In the future, they will be made official and stored for review in a central location. Current review process follows Performance Management Plan through HR]*
- Program strives to improve professional competence and skills of all staff members. **[Rating: Well Met** *Staff members are given access to current literature and information on careers and counseling, and attend workshops relevant to their position.*]
- Professional staff members hold relevant graduate degree and/or combination of education and work experience. **[Rating: Fully Met** *Counseling staff members hold appropriate or related graduate degrees.]*
- Interns are enrolled in an appropriate field of study, have relevant experience and are trained and supervised by professional staff members. **[Rating: Fully Met** *All student staff members meet these requirements.*]
- 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. **[Rating: Well Met** *Student evaluations occur as an infrequent process but will be formalized in the future. Following our involvement on a task force, Evaluations will be on line along with time sheets as of June 2010.]*

- Hiring and promotion practices are fair, inclusive, and non-discriminatory. [**Rating: Fully Met** *Career Services follows institutional policy on hiring practices.*]
- A diverse program staff is in place that provides readily identifiable role models for students. [**Rating: Well Met** *CS is staffed with a diversity of age and gender. There is a lack of racial diversity in staff.]*
- Position descriptions for all staff members are in place and used for performance appraisal and planning purposes. [**Rating: Fully Met** *Each CS staff member has a description of their position that is used in the new performance management program.*]
- The program has a system for regular staff evaluation. [**Rating: Fully Met** *Staff is evaluated regularly through WCU's Performance Management Program Work and Management Program.*]
- The program provides staff members with professional development opportunities. **Rating: [Well Met** *Professional staff regularly attend relevant conferences both regionally and workshops through the university.]*

6. Financial Resources

- Funding priorities are determined within the context of program mission, student needs, and available fiscal resources. [**Rating: Fully Met** *Budget priority is determined by services offered through the program, which are, in turn, determined by student needs.*]
- The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols. [**Rating: Fully Met** *Career Services utilizes a well-planned budget to ensure funding of services.*]

7. Facilities, Technology and Equipment

- The program has adequate, suitably located facilities, technology, and equipment to support its mission. [**Rating: Well Met** *Offices are sufficient for current staff; however, if new staff are hired, additional office space will be needed.*]
- Program facilities, technology, and equipment is evaluated regularly. [**Rating: Well Met** *Evaluation is informal, and should be made on a specific regular basis, though current evaluations are sufficient.*]
- 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. [**Rating: Well Met** *All facilities, technology and equipment are compliant with institutional requirements.]*
- The program provides adequate private office space. [**Rating: Well Met** *Each professional staff member holds an office, with an additional office for graduate assistant and career testing.]*

8. Legal Responsibilities

- Program *staff* members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities. [**Rating: Well Met** *CS will work with the WCU Legal Department in developing a seminar for staff regarding confidentiality in technology.*]
- Staff members use informed practice to limit the liability exposure of the institution and its personnel. [**Rating: Well Met** *The University Human Resources Department is available for additional information.]*
- Legal advice is available to staff members as needed to carry out assigned responsibilities. [**Rating: Fully Met** *Legal advice is available through the WCU Legal Department.*]

- The program maintains appropriate records for future work with students and other clients. **[Rating: Fully Met** *CS maintains a comprehensive and confidential records system of student co-op and internship experiences and student employment on campus.*]

9. Equity and Access

- All programs and services are provided on a fair and equitable basis. **[Rating: Fully Met** *Services are provided to all students and alumni on a non-discriminatory basis.*]
- All program facilities and services are accessible to prospective user. **[Rating: Fully Met** *Career Services offices and functions are held in ADA-compliant facilities.*]
- Program operations and delivery are responsive to the needs of all students and other users. **[Rating: Fully Met** *Regular evaluation of services strives to keep them relevant to student needs.*]
- All services adhere to the spirit and intent of equal opportunity laws. **[Rating: Fully Met** *Services are provided to all students and alumni in ways that comply with all aspects of equal opportunity laws.*]
- Program policies and practices do not discriminate against any potential users. **[Rating: Fully Met** *Again, services are provided to all students and alumni on a non-discriminatory basis.*]
- The program acts to remedy imbalances in student participation and staffing. **[Rating: Fully Met** *Ratio of staff to student participation is appropriate and adequate.*]
- 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. **[Rating: Fully Met** *Through technology such as JobCAT, the Career Services website, and e-mail exchange with counselors, services are available to distance learner students.*]

10. Campus and External Relations

- The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies. **[Rating: Fully Met** *Workshops, job fairs and other events are developed with the cooperation of other departments and external agencies.*]

11. Diversity

- The program nurtures environments wherein commonalities and differences among people are recognized and honored. **[Rating: Well Met** *Career Services meets this requirement and continues to present students with information on diversity and multiculturalism in the workplace.*]
- The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage. **[Rating: Well Met** *Career Services works with specific minority offices and groups on collaborative programs that promote and celebrate diversity.*]

11. Diversity

- The program promotes respect for commonalities and differences in historical and cultural contexts. **[Rating: Well Met** *Career Services works with other campus organizations to present multiculturalism workshops, specifically highlighting diversity in the work world.*]
- The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures. **[Rating: Well Met** *Career Services continues to create programs and provide literature that address the needs of a diverse student population.*]

12. Ethics

- All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice. [**Rating: Fully Met** *Staff members adhere to university ethic guidelines.*]
- 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. [**Rating: Fully Met** *CS meets institutional requirements of privacy and confidentiality.*]
- Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy. [**Rating: Fully Met** *Career Services follows a strict confidentiality policy regarding student records.*]
- Information judged to be of an emergency nature when an individual's safety or that of others is involved is disclosed to appropriate authorities. [**Rating: Fully Met** *Career Services follows these guidelines to ensure student safety.*]
- All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals. [**Rating: Fully Met** *All research data collected follows the university's policies on human subjects research and is kept confidential.*]
- Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others. [**Rating: Fully Met** *Staff avoid conflicts of interest by referring students to other counselors if needed.*]
- 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. [**Rating: Fully Met** *Staff members consider Career Services offices to be neutral/ safe zones for students and act impartially and appropriately in student interactions.*]
- Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes. [**Rating: Fully Met** *Program director follows university policy in managing funds.*]
- 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. [**Rating: Fully Met** *Staff members perform within the limits of their training and qualification and refer matters that exceed these limits to other staff or departments.*]
- Staff members confront and otherwise hold accountable others who exhibit unethical behavior. [**Rating: Fully Met** *Staff members constantly monitor student/ employer interactions through internships and co-ops and at job fairs to ensure that both parties are practicing ethical behavior.*]
- Staff members practice ethical behavior in the use of technology. [**Rating: Fully Met** *Staff members practice ethical behavior when using e-mail, JobCAT, and other aspects of computers and technology in the Career Services office.*]

13. Assessment and Evaluation

- 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. [**Rating: Fully Met** *Career Services collects surveys and various forms of qualitative feedback from students, and keep regular accounts of the number of students who use the program to address the successfulness of services offered.*]
- The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies. [**Rating: Fully Met** *Career Services regularly conducts surveys with students and employers who take part in events or use services.*]

13. Assessment and Evaluation

- Results of these evaluations are used to revise and improve the program and to recognize staff performance. **[Rating: Fully Met]** *Staff members utilize surveys, reports and other evaluative instruments to examine services offered and to adjust and improve those services to meet student needs.]*

NEGATIVE OR INCONCLUSIVE (NOT DONE) RESULTS

1. Mission

The Mission includes:

- ...Leadership to the institution on career development concerns. **[Rating: Not Met]**
- ...Positive relations with employers and other external agencies. **[Rating: Minimally Met]**
- ...Supporting institutional outcome assessment and research.
[Rating: Not Met. *Clearer, more concise language was needed in mission statement to unmistakably address the three criteria identified her – we have completed this revision.]*
- Program mission and goals statement is in place and is reviewed periodically. **[Rating: Minimally Met]** *Mission statement contains goals statement, but lacks in other areas. Done. Review system was needed – this review process satisfies the latter.]*
- The mission is consistent with that of the host institution and the CAS standards. **[Rating: Not Met]** *Statement needed more specific language to fully align with standards -- done.]*

2. Program

- Program has identified student learning and development outcomes that are relevant to its purpose program mission and goals statement is in place and is reviewed periodically. **[Rating: Minimally Met]** *Clear-cut and measurable outcomes need to be identified In aspirations statement. We are in process of tying these to the QEP outcomes.]*
- Program provides evidence of its impact on the achievement of student learning and development outcomes in appreciation of diversity.
[Rating: Minimally Met] *We have since created workshops addressing entering a multi-cultural workforce, disabilities in the work place, and multi-national opportunities. Career Services offers few other services on diversity at this time.]*
- The program includes 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. **[Rating: Minimally Met]** *Exchange of information between students and employers needs to be increased due to limitations involving e-recruitment program JobCAT. Additional staff would help in fostering better employer relations. We have increased efforts to include employers in career education events (panels, business etiquette dinners).]*
- The program includes consultation and outcome assessment, including services to employers, faculty and staff members, students, and other constituencies. **[Rating: Minimally Met]** *Mardy and Michael have visited employers at workshops, and both have sought involvement in the QEP process to create outcomes with which we will align our own.]*
- The program provides evidence of its impact on the achievement of student learning and development outcomes in Leadership Development. **[Rating: Not Done]** *We have designed and teach career exploration courses under the LEAD prefix that may be used as electives toward a future Leadership minor.]*
- The program provides evidence of its impact on the achievement of student learning and development outcomes in Spiritual Awareness. **[Rating: Not Done]** *Though career counseling*

helps students discern how their values and ethics coincide with a particular job decision, Career Services offers no real services related to student spiritual awareness.]

- The program provides evidence of its impact on the achievement of student learning and development outcomes in Meaningful Interpersonal Relationships. **[Rating: Not Rated Career Services currently offers no programs to improve interpersonal relationships.]**

3. Leadership

- Clearly defined leader accountability expectations are in place. **[Rating: Not Met A clearer process was implemented in Enrollment Management in 2006 and presumably will be followed or improved upon in Undergraduate Studies.]**
- Leader performance is fairly assessed on a regular basis. **[Rating: Not Met EPA positions, including CS director, need to be reviewed on a more regular basis. Being done.]**

4. Organization and Administration

- Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place. **[Rating: Minimally Met Elements are in place, but are not organized and readily available. They should be collected in a central location.]**
- Channels are in place for regular review of administrative policies and procedures. **[Rating: Not Met At this time, there is no regular review of administrative policies.]**

5. Human Resources

- Program is staffed adequately with personnel qualified to accomplish its mission. **[Rating: Minimally Met Additional staff would improve ability to make connections with employers and supplement ability to serve students.]**
- Student employees and volunteers are provided job descriptions, pre-service training, and continuing development. **[Rating: Minimally Met Student job descriptions are not formally documented.]**
- 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. **[Rating: Minimally Met Career Services is currently developing, with the WCU legal department, a set of terms regarding student use of online job listings.]**
- Staffing and workload levels are adequate and appropriate. **[Rating: Minimally Met As enrollment numbers and job fair numbers grow, staff numbers should also increase to handle workload.]**
- Staff member compensation is commensurate with positions in comparable institutions and situations in the relevant geographical region. **[Rating: Not Rated Career Services should begin a process of compiling a benchmark study on regional salaries in similar fields at comparable institutions.]**

6. Financial Resources

- The program has adequate funding to accomplish its mission and goals. **[Rating: Not Met Current budget is insufficient for future department needs, including additional staff hiring, software, and travel to professional conferences.]**

8. Legal Responsibilities

- Staff members inform users and officials of legal obligations and limitations associated with implementing the program. **[Rating: Minimally Met Career Services plans to begin distribution of NACE pamphlets regarding employer ethics at job fairs.]**

- Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities. [**Rating: Not Met** *Career Services plans to educate students and staff regarding current issues and legal obligations through its website.*]

8. Legal Responsibilities

- Staff members are informed about institutional policies regarding personal liability and related insurance coverage options. [**Rating: Not Done** *Program director will contact Human Resources for more information on this subject.*]

12. Ethics

- The program has a written statement of ethical practice that is reviewed periodically. [**Rating: Not Met** *Statement of ethics should be included in revised mission statement.*]

13. Assessment and Evaluation

- The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness. [**Rating: Minimally Met** *Evaluation procedures and mission statement need revision to make them clearer.*]

Step Five: Completing the Assessment Process

Timeline & Next Steps

In the Summer of 2006, we used this self-assessment guide and the review team's ratings to identify areas which were unsatisfactory or needed improvement.

In an action plan, we established goals, set a timeline, and assigned point persons. Some goals have been addressed (see italics) and others have not or have not been prioritized.

CAS
Self-Assessment Guide
Career Services

Work Form B
Follow-Up Actions

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

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
Section 1 Mission	Rewrite Mission Statement <ul style="list-style-type: none"> • Use clear, brief, more concise language • Make consistent with WCU mission 	Mardy (leads) Office team	December 2006
Section 2.2 Program	Identify QEP related goals and write strategic plan focusing on student outcomes and improve measurement strategies <ul style="list-style-type: none"> • Outcomes should be clear and measurable • Outcomes should be connected to QEP once established 	Mardy Mike	Started in December 2006 and ongoing
Section 2.4.14	Increase quality and identify plan for diversity training for staff and students <ul style="list-style-type: none"> • Further develop existing university-wide diversity training presentation and offer it as program in classes/residence halls 	Mike	May 2007
Section 2.8E	Hire job development professional to increase network of job and co-op employers	Mardy	August 2008 [not done]
Section 2.8F	Implement marketing and evaluation ideas from July 2006 retreat (ie: meetings with department heads and colleges; relationship building with CSLs)	Mardy Mike	December 2006

Section 3.4 Leadership	Clearly defined expectations for leader should be established and viewable <ul style="list-style-type: none"> Expectations by both the University and by subordinate staff should be assessed and written 	Mardy	August 2006
Section 3.5	Mardy will be catalyst for action	Mardy	April 2007
Section 4.2	3 ring binder	Mardy Donna	December 2006
Section 4.4	Retreat	Jill	July 2006
Section 5.1		Mardy	August 2008
Section 5.7	Job descriptions, expectations, evaluations	Steve	December 2006
Section 5.8	Attend FERPA	Jill	August 2006
Section 5.9		Mardy	August 2008
Section 6.1		Mardy	August 2008
Section 8.2	NACE Literatue JobCat Pop-up Web-based disclaimer	Jill Steve Mardy	September 2006

Section 8.6	Bulletin Board Web page		July 2006
Section 12.2	See mission		
Section 13.3	At retreat		