



NACE Self-Assessment Tool

Why the NACE Self-Assessment Tool?

As the San Diego and Imperial (SDI) community colleges embark on developing a strategic plan to strengthen career services throughout the student experience and across departments and programs, this self-assessment tool is intended to help colleges reflect and build on program strengths, while identifying areas for improvement and growth. The tool is based on the [NACE Professional Standards for College and University Career Services](#) and is an adaptation of the accompanying NACE workbook.

To achieve the most benefit from this self-assessment tool and the subsequent planning sessions, ideally, a team of cross-functional roles will convene to contribute a complete picture of career services. Career services are intended to include career development activities that may be integrated into academic programs, counseling, and other departments across the campus.

How do I think about whether DI students access career services equitably?

Ensuring equitable access and participation is a key tenet to your college's career services strategic plan. To help keep equity at the forefront, one column throughout the tool is focused on considering whether disproportionately impacted (DI) students are served equitably — in other words, consider whether activities and services are designed to meet particular needs of specific populations of DI students. For example, can students who work during the day access services in person? or what are specific strategies that we use to intentionally attract EL students, first-generation students, or specific groups of DI students by age, gender or race/ethnicity that our data tells us are not using career services? As you self-assess for each standard, mark the far right column labeled "True for DI students?" if career services are intentionally inclusive of the DI students you aim to address. At the end of this section we ask that you capture your reflections on your program's strengths and areas for improvement specific to DI students.

NOTE: Using the rating rubric below, the goal is to approach the questions with honesty, improvement, and openness to growth. This is NOT an evaluative process and each college has challenges (e.g., staff, resources) to achieve the career services "standards" listed here in the NACE workbook. The goal is growth and progress, not perfection.

If you have questions about this process, contact **Danene Brown** at danene.brown@gccd.edu.

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- [Section Summary: Program Evaluation, Assessment, and Research](#)

I. Mission							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
1. Career services aligns with and advances the mission of the institution as well as support academic and work-based learning/experiential learning programs to promote career readiness, student learning, and student development.							
2. Career services assists students in developing, evaluating, and/or implementing career, education, and employment exploration, decisions, and plans.							
3. Career services helps students to develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, strengths, and personal characteristics.							
4. Career services helps students to obtain educational and occupational information on their career and educational planning and develop an understanding of the world of work through speakers, industry tours, and other work-based learning experiences.							
5. Career services helps students to select personally suitable academic programs and experiential and work-based learning opportunities that optimize future educational and employment options.							
6. Career services helps students to gain high-impact experience through student activities, community service, student employment, research projects, apprenticeships, cooperative education, internships, entrepreneurial activities, international experiences, and other opportunities.							
7. Career services helps students to develop job-search skills and the ability to articulate how their competencies fit with occupational and job requirements, and organization cultures.							

I. Mission							
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8. Career services helps students to link and partner with alumni, employers, industry representatives, professional organizations, community service organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities.							
9. Career services helps students to leverage and optimize existing and emerging technologies to facilitate the career development process.							
10. Career services helps students to prioritize career development as an important developmental task beginning early in the college experience.							
11. Career services helps students to encourage lifelong learning and prepare students and other designated clients to manage their careers over a lifetime.							
12. Career services, regardless of model (centralized, decentralized, or hybrid), considers the needs of all students when designing programs and delivering services.							
13. Career services provides leadership to the institution on career development concerns and linkages and/or coordination among other campus career-related programs and services – including service learning offices, special programs, Workability, and other offices – where appropriate.							
14. Career services develops, records, disseminates, implements, and regularly reviews its mission and goals.							

Section Summary: Mission Please tally the number of items that received each score:	0	1	2	3	4	True for DI students? x=Yes

Reflections on Mission: Team Discussion
 Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

Additional Comments:

II. Program Components (Clarity of Program Components)							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
15. The key program components of the career services function are clearly defined, designed, and implemented in alignment with:							
a. the career development perspectives and needs, and the academic and occupational paths, of students and other designated clients.							
b. current research, theories, and knowledge of career development and learning.							
c. career services and work-based learning best practices.							
d. external constituent needs, economic trends, opportunities, and/or constraints.							
e. institutional priorities.							
f. technological advancements.							
g. budgets and resources.							
16. Career services works collaboratively with academic divisions, departments, individual faculty members, student services, employers, alumni, and other relevant constituencies of the institution to enhance students' career development and WBL opportunities.							
17. Career services promotes career development for students as integral to the mission of the institution and encourages students to take advantage of career services, including WBL, as early as possible in their academic programs.							

II. Program Components (Clarity of Program Components)							
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18. Career services provides information on programs and services through institutional websites, print and electronic media, publications, presentations, outreach, and orientation programs.							
19. Career services provides information on career and employment topics and emphasizes the ethical obligations of students, faculty, employers, and others involved in the employment process.							
Career Coaching, Advising, and Counseling							
20. The institution provides career coaching, advising, and/or counseling to assist students and other designated clients at any stage of their career development.							
21. Career services provides career coaching, advising, and counseling-related services through:							
a. scheduled individual appointments,							
b. drop-ins,							
c. resources,							
d. group programs,							
e. career planning courses,							
f. special events, and/or any other available resources, and							

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g. differentiate the approach based on the needs of the students.							
22. Career services refers students to other counseling and resource agencies if assistance is needed beyond the scope of career coaching, advising, and counseling.							
23. Career services maintains appropriate records for future work with the students.							
24. Career services educates students about the potential benefits and pitfalls of social media and the importance of a positive digital "footprint."							
25. Career services helps students and other designated clients make career choices based on accurate self-knowledge and information about the options available to them.							
26. Career coaching, advising, and counseling services are in alignment with the psychosocial, personal, developmental, and cultural attributes, issues, and beliefs of students and other designated clients.							
27. In alignment with the NACE Diversity & Inclusion Statement , career services assists students with career issues relevant to the individual to help students:							
a. Assess their skills, values, and interests and understand how these relate to academic and co-curricular options and career opportunities.							
b. Obtain, evaluate, and apply occupational, educational, and employment information.							
c. Establish short-term and long-term career goals.							

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d. Explore career options through work-based learning, such as internships, shadowing experiences, summer and part-time jobs, apprenticeships, cooperative work experience and education, volunteerism, service learning, and/or other work-based learning/experiential education, as differentiated by the needs of the student and in ways that are consistent with equity goals.							
Online and Distance Career Services							
28. Career services provides current, valid, and reliable online resources that help students pursue their career goals.							
29. Career services' technology (software, hardware, and online licenses and subscriptions) is regularly updated to offer students and other designated clients appropriate and accessible online and distance resources.							
30. Career services' online resources include tools for career exploration, preparation, opportunities, and transition into the workplace.							
31. Career services regularly reviews and benchmarks online career resources to determine what to maintain, what to add, and what to discard, ensuring up-to-date resources for students.							
32. Career services provides online and/or distance career services to students who are not able to access services traditionally provided on campus.							
33. Career services provides training and continued professional development to all practitioners who offer and provide such online and distance career services.							
34. Career services provides online and distance career services in a manner that maintains student and data							

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integrity, and meets institutional policy needs, state licensing regulations, and professional guidelines.							
35. Career services develops policies and procedures that ensure best practices for such services.							
Career Information and Services							
36. Career services provides current information and resources to help students and other designated clients assess and relate their interests, competencies, needs, expectations, education, experience, personal background, and desired lifestyle to the employment market.							
37. Career information and resources include:							
a. Self-assessment and career planning							
b. Occupational and job market information (local, regional, national, and global)							
c. Information about undergraduate, graduate, and professional schools							
d. Employment/job search information and tools							
e. Strategies on how to vet job and work-based learning/experiential learning opportunities							
f. Resources and strategies for revising career plans							
g. Job and work-based learning/experiential learning listings							

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h. Employer and industry information							
i. Guidance on using specific current and emerging tools							
38. Career services provides information on current and projected employment opportunities, organizational and cultural norms, and employers to ensure that candidates have the widest possible choices of employment.							
39. Career services is proactive in supporting students to explore occupations that are non-traditional for gender or other student characteristics.							
40. Career services provides students, other designated clients, and staff access to wireless internet and computer resources.							
41. Career information is conveniently available in a variety of media appropriate for students representing different populations.							
42. Career information resources is accessible, organized, and up to date with an appropriate system that is user-friendly, flexible, and adaptable to change.							
43. Career services updates web links and web resources regularly to ensure up-to-date information is available to students.							
44. Career information facilities are staffed with persons who have the appropriate counseling, advising, and information technology competencies to assist students in accessing and using career information and whose gender, ethnicity and other characteristics match those of students whenever possible.							

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Employment Services							
45. Career services helps students and other designated clients to:							
a. Explore a full range of career and work possibilities that match their career goals and workplace/community fit, including non-traditional options.							
b. Prepare job-search competencies and tools to present themselves effectively as candidates for employment.							
c. Obtain accurate information on employment opportunities and prospective employers and industries.							
d. Learn how to vet opportunities and identify fraudulent employment practices.							
e. Use social media effectively and build an internet presence and personal brand with regard to the job search.							
f. Connect with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and information technology.							
g. Understand various employment categories and how these might impact them, e.g., part-time employment, full-time employment, contract employment, independent contract employment, commission-based employment, work-from-home employment, virtual employment.							
h. Understand the following employer types and how employment might impact them, e.g., third-party employers, home-based employers, contract employers, multi-level employers.							

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i. Make informed choices among a variety of options, integrating family and personal needs and assets into decision-making.							
46. Career services develops and maintains relationships with employers, alumni, and other entities that provide career development and employment opportunities for students and other designated clients.							
47. As career services engages with an increasingly global work environment, career services considers different employment practices, laws, and regulations in other countries without prejudice.							
48. When necessary, career services seeks out informed, valid, and up-to-date employment information from other countries to advise students appropriately.							
Graduate and Professional School, And Advanced Degree Planning							
49. Career services helps students and other designated clients to:							
a. Identify undergraduate, graduate, or professional school programs that match their career goals.							
b. Present themselves effectively as undergraduate, graduate, and professional school candidates.							
c. Obtain information on undergraduate, graduate, and professional school programs through a variety of sources.							
d. Connect with undergraduate, graduate, and professional schools through campus interviews, referrals, direct application, events, publications, and resources.							

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Experiential Learning							
50. Career services provides work-based learning/experiential learning programs or helps students identify work-based learning/experiential opportunities.							
51. Career services works closely with other departments that provide work-based learning/experiential learning opportunities.							
52. Career services ensures that students are offered a continuum of opportunities that allow them to build their knowledge of careers over time.							
53. Career services helps ensure that English language skill does not pose a barrier to access to work-based learning/experiential learning opportunities, with regard to learning about the opportunities, succeeding in interviews to secure opportunities, or succeeding in the experiences.							
54. Career services encourages students to explore, understand, and articulate the personal and cultural assets that they can bring to workplaces.							
55. Career services ensures that grades or GPA do not pose barriers to work-based learning/experiential learning in acknowledgement that these experiences may allow students with learning challenges to flourish.							
56. Career services ensure that transportation, clothing, equipment, and technology do not pose barriers to participation in work-based learning.							
57. Career services builds students' networking skills so they can secure opportunities.							

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58. Career services ensures accessibility to work-based learning/experiential learning for students with disabilities.							
59. Career services supports students in managing their currently-held job responsibilities as they find career-building work-based learning opportunities; opportunities are explored for creating meaningful, career-enhancing opportunities out of currently held jobs.							
60. Career services ensures that students of all genders, races, ages, and ability levels have access to and participate in meaningful tasks at their workplaces, in alignment with the goals set for each experience.							
61. Career services help ensure that students participate in both formal and informal learning and networking experiences, giving them the opportunity to build social capital as well as skills.							
62. Career services helps students obtain career-related experiences with organizations that provide adequate supervision and opportunities for students to reflect upon their learning and career development.							
63. Career services ensures that students in work-based learning/experiential learning have opportunities with faculty and/or counseling and guidance staff for reflection and development of agency.							
64. Career services helps ensure that students receive adequate support during work-based or work-based learning/experiential learning as needs arise, e.g. for transportation or childcare.							
65. Career services requests constructive assessment of students' performance in work-based and work-based learning/experiential learning and helps ensure that the feedback is used to inform the students' next steps in career development.							

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66. Career services helps students develop strategies for finding and pursuing financial resources to support work-based learning/experiential learning.							
67. Career services helps to ensure that students receive adequate compensation for work-based learning consistent with labor law, e.g. when the student meets the criteria for being considered an employee." For reference, see https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships							
68. Career services assists students in connecting with appropriate resources, faculty, and staff to obtain academic credit where relevant.							
69. Career services monitors positions posted in their offices for their work-based learning/experiential learning programs to ensure consistency with the NACE definition and criteria for internships.							
70. Career services collects and tracks employment data and data about work-based learning placements by demographic characteristics to ensure equitable access and participation for students of all genders, races, ages, and ability levels.							
71. Career services assists other departments and external constituents, such as employers, in developing or enhancing existing work-based learning/experiential learning opportunities.							

Section Summary: Program Components Please tally the number of items that received each score:	0	1	2	3	4	True for DI students? x=Yes

Reflections on Program Components: Team Discussion

Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

Additional Comments:

III. Organization, Management, And Leadership							
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72. An institution appoints, positions, and empowers a leader or leadership team to provide strategic direction for accomplishment of mission and goals, to manage career services, and to align and support career services with the mission of the institution and the needs of the constituencies served.							
73. If career services are offered by several units, the institution designates a leader or leadership team that will be responsible for ensuring coordination and communication among the institution's programs and services.							
74. Such leadership ensures adherence to institutional and unit missions and to enhance program effectiveness and efficiency. That leadership may come from members of the management team, including the Administrators and staff.							
75. The organization and management of career services, including its place within the institution, support and align with the mission of the institution.							
76. Career services is organized and managed to develop positive relationships with students and other stakeholders which may include academic/instruction (faculty and departments), administrative, and student services colleagues; employers; alumni; and families.							
77. Additional areas for consideration in determining structure and management of career services include size, nature, and mission of the institution.							
78. Additional areas for consideration in determining structure and management of career services include number and scope of academic-related programs and services.							
79. Additional areas for consideration in determining structure and management of career services include scope							

III. Organization, Management, And Leadership							
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and intent of employment services.							
80. Additional areas for consideration in determining structure and management of career services include philosophy and delivery systems for services.							
81. Additional areas for consideration in determining structure and management of career services include emerging trends and opportunities to use new and different delivery methods, e.g., direct contact, technology.							
82. Career services is coordinated with and complementary to career advising/counseling, internship administration, employment-related, and/or other designated services provided by other institutional units.							
Organization							
83. To ensure student learning and development, career services is purposefully structured to achieve stated goals and outcomes.							
84. Evidence of purposeful and appropriate structure includes:							
a. Clearly stated and measurable goals.							
b. Defined service standards.							
c. Current and accessible policies and procedures.							
d. Written job descriptions, performance expectations, and regular reviews for employees.							

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e. Clearly stated roles and areas of accountability.							
f. Functional work flow or organizational charts demonstrating clear channels of authority.							
g. Facilities appropriate for career services functions.							
h. Staff titles, roles, and reporting lines support the efficient and effective delivery of career services and programs.							
85. The unit to which career services reports allows for efficient and effective delivery of career services while also enabling visibility and support for the mission of career services.							
Management							
86. Career services is managed effectively to achieve stated goals and outcomes.							
87. Evidence of effective management includes:							
a. Strategic and operational planning processes.							
b. Clearly defined areas of responsibility.							
c. Effective communication practices.							
d. Decision-making and conflict resolution procedures.							

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e. Assessment and accountability systems.							
f. Sound fiscal management practices.							
g. Clearly defined and regularly occurring review processes for services, policies, procedures, and budgetary issues.							
Leadership							
88. Leaders in career services units provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions: (items below)							
Leaders in career services provide strategic planning that:							
89. Articulates a vision for the organization.							
90. Sets goals and objectives based on the needs of the populations served and desired student learning, development, and program outcomes that are aligned with the vision.							
91. Collaborates with others in the institution to integrate career services into the broader educational mission.							
92. Facilitates continuous development, implementation, and assessment of goals and outcomes congruent with institutional mission and strategic plans.							
93. Promotes institutional culture that results in student learning, development, and engagement.							

III. Organization, Management, And Leadership							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
94. Conducts program evaluations that not only improve programs but also ensure that programming is responsive to the changing needs of clients, evolving institutional priorities, and changes in the workforce and employment conditions.							
95. Intentionally includes diverse perspectives to inform decision making and build a culture of inclusivity.							
96. Key constituencies of career services are identified and their needs reflected in the mission and goals of the unit. Priorities for services are defined.							
Leaders in career services provide supervision that:							
97. To the extent possible, manages human resources processes, including recruitment, selection, onboarding, and ongoing development, supervision, performance planning, evaluation, recognition, and reward.							
98. Influences others to contribute to the effectiveness and success of the unit.							
99. Empowers professional, support, and student staff to pursue and accept leadership opportunities.							
100. Offers appropriate feedback to colleagues and students on skills needed to become effective leaders.							
101. Encourages and supports professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession and higher education.							
Leaders in career services manage by:							

III. Organization, Management, And Leadership							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
102. Identifying and finding means to address individual, organizational, and environmental conditions that foster or inhibit mission achievement.							
103. Planning, allocating, and monitoring the use of fiscal, physical, human, intellectual, and technological resources.							
104. Using current and valid evidence to inform decisions and frame future strategies for the department.							
105. Incorporating sustainability practices in the management and design of programs, services, and facilities.							
106. Understanding appropriate technologies and integrate them into career services.							
107. Leaders in career services are knowledgeable about policies, ethical standards, regulations, and laws relevant to career services and ensure that staff members understand their responsibilities through appropriate training.							
108. Leaders in career services manage by assessing potential risks and take action to mitigate them.							
Leaders in career services advance the organization by:							
109. Communicating effectively in writing, speaking, and digital/online venues.							
110. Annually reviewing, updating, and communicating goals and objectives to appropriate constituencies.							
111. Advocating for career services' participation in department, school, and institutional planning, and decisions related to career services' objectives, policies, practices, and designation of students and others served.							

III. Organization, Management, And Leadership							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
112. Initiating collaborative interactions with internal and external individuals and agencies that possess interests and/or concerns regarding career services, i.e., may include all phases of career development, planning, and employment.							
113. Facilitating processes to reach consensus where wide support is needed.							
114. Advocating and educating all constituencies including leadership on campus about the value and impact of career development on student success and outcomes.							
115. In making decisions about students and others served, leaders in career services consider the type and scope of services offered and the fees, if any, that are charged.							
Leaders in career services maintain integrity by:							
116. Modeling ethical behavior and institutional citizenship.							
117. Sharing data used to inform key decisions in transparent and accessible ways.							
118. Ensuring that all information about career services is current, accurate, appropriately referenced, and accessible to all constituencies.							
119. Addressing issues of ethical nature by staff as well as constituencies in a timely and thorough manner consistent with the ethical practices of the field.							

Section Summary: Organization, Management, and Leadership Please tally the number of items that received each score:	0	1	2	3	4	True for DI students? x=Yes

Reflections on Organization, Management, and Leadership: Team Discussion

Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. Additional Comments:

IV. Human Resources							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
120. Career services has an adequate number of qualified professional and support staff to fulfill its mission and functions.							
121. Career services is staffed by persons who, in combination, provide the knowledge, skills, and abilities to perform primary program functions effectively.							
122. Career services embraces employment and promotion practices that are fair, inclusive, and nondiscriminatory in order to attract, retain, and develop a diverse staff.							
123. Career services develops and maintains job descriptions for all staff members.							
124. Career services provides onboarding for new staff members.							
125. Career services provides regular staff performance appraisals.							
126. Career services provides access to professional development opportunities, including in-service training programs and professional conferences/workshops/webinars.							
127. Career services provides ongoing staff training and development to promote knowledge and skill development across program components.							
128. All staff members are trained in legal, confidential, and ethical issues related to career services.							
129. Salaries and benefits for staff are commensurate with similar positions within the institution, at similar institutions, and in the relevant geographic area.							

IV. Human Resources							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
Career Services Leadership							
130. In career services, effective and ethical leadership comes from members of the management team.							
131. If career services are offered by several units, the institution designates an individual or team that is responsible for coordinating the institution's programs and services, providing strategic direction, and aligning career services with the mission of the institution and the needs of the constituencies served.							
132. Career services leaders are selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, and their potential for promoting learning and development in students and staff, applying effective practices to educational processes, and enhancing institutional effectiveness.							
133. The institution determines expectations of accountability for leaders and fairly assess their performance.							
Career Services Professionals							
134. Professional staff members have the requisite formal education and training, relevant work experience, and personal skills and competencies to perform effectively in their defined roles with career services constituency groups and other specialized functions.							
135. Constituency groups may include students, alumni, faculty, administrators, community members, families, and employers. Specialized functions may include various aspects of career development including career exploration, career and employment advising/coaching/counseling, cooperative education, internships,							

IV. Human Resources							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
work-study/on-campus employment, transfer advising, integration of technologies, and marketing/branding.							
136.Requisite competencies should include these threads evident among most functional areas: legal and ethical; diversity, equity, and inclusion; and interpersonal.							
137.Career services promotes the development of these professional competencies, as well as those defined in the following (items below) in relation to the staff member's role. They also are further delineated in NACE's Professional Competencies for College and University Career Services Practitioners.							
138.Career services professionals engage in continuing professional development activities to further develop competencies and to keep abreast of the research, theories, legislation, policies, and developments that affect career services.							
Professional staff are competent in the functional areas of career coaching, advising, and counseling, which include these core competencies:							
139.Providing needs assessments and developing action plans							
140.Managing intervention, design, and implementation							
141.Testing administration and interpretation							
142.Counseling							
143.Partnering with individuals and groups							

IV. Human Resources							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
144.Using career, occupational, and employment information							
Professional staff are competent in the functional areas of brokering, connecting, and linking, which include these core competencies:							
145.Organizing information, logistics, people, and processes toward desired outcomes							
146.Consulting – students and alumni							
147.Consulting – employers							
148.Consulting – faculty/campus community							
149.Consulting – external community							
150.Demonstrating interpersonal skills							
151.Job and work-based learning/experiential learning opportunity development							
152.Sourcing and planning for work-based learning/experiential learning							
153.Civic and community engagement							
154.Fostering global and diverse connections							

IV. Human Resources							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
Professional staff are competent in the functional area of information management, which includes these core competencies:							
155.OrganiZation and dissemination; storage and retrieval							
156.Computing systems and applications – standard software and equipment							
157.Computing systems and applications – career planning and information							
158.Computing systems and applications – career services management systems							
159.Data entry and analysis							
160.Acquisition of appropriate career resources							
161.Web/social media design and management							
Professional staff are competent in the functional areas of marketing, promoting, and performing outreach, which include these core competencies:							
162.Marketing principles and strategies							
163.Needs assessment and goal setting							
164.Development/fundraising strategies							

IV. Human Resources							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
165.Sales and closing techniques							
166.Relationship development and management							
167.Written and interpersonal communication							
168.Public speaking and presentation delivery							
169.Effective use of print, web, and personal presentation methods							
170.Social media and graphic design							
Professional staff are competent in the functional areas of program and event administration, which include these core competencies:							
171.Goal setting							
172.Program planning							
173.Program planning – needs assessments							
174.Program planning – program/event marketing							
175.Volunteer management							

IV. Human Resources							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
176. Program implementation							
177. Program evaluation							
178. Budgets and budgeting							
179. Time management							
180. Problem solving							
Professional staff are competent in the functional areas of research, assessment, and evaluation, which include these core competencies:							
181. Theoretical framework.							
182. Best practices and benchmarking							
183. Program review							
184. Learning outcomes							
185. Outcome-oriented programming							
186. Evidence-based decision making							
187. Needs assessment							

IV. Human Resources							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
188.Utilization assessment							
189.Satisfaction assessment							
190.Measurement and analysis							
191.Outcomes-based assessment							
192.Use of technology							
193.Research							
194.Evaluation							
Professional staff are competent in the functional areas of teaching, training, and educating, which include these core competencies:							
195.Needs assessment							
196.Program/workshop design and delivery							
197.Researching, evaluating, and integrating information							
198.Effective teaching strategies							
199.Coaching							

IV. Human Resources							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
200.Mentoring							
201.Working with individuals and groups							
202.Working with diverse populations including students of color, disproportionately impacted students, and underrepresented students							
203.Working with people with disabilities							
204.Use of technology for delivery of content							
Professional staff are competent in the functional areas of management and administration, which include these core competencies:							
205.Needs assessment and satisfaction measures							
206.Program design, implementation, and evaluation							
207.Strategic and operational planning							
208.Program integration and integrity							
209.Staffing							
210.Staff onboarding, training, and mentoring							
211.Staff development and supervision							

IV. Human Resources							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
212. Budget planning and administration							
213. Political sensitivity and negotiation skills							
214. Synthesis, interpretation, and reporting of current and longitudinal information							
Student Employee and/or Volunteer Positions							
215. Student employees and volunteers are carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.							
216. Student employees and volunteers are trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments.							
217. Student employees and volunteers are provided with clear and precise job descriptions, pre-service training based on assessed needs, and continuing educational development.							
218. Training includes customer service, program procedures, and information and resource use.							
Support Staff and Technical Positions							
219. Each organizational unit has administrative and technical staff or support adequate to accomplish its mission.							
220. Such staff are technologically proficient and qualified to perform their duties, knowledgeable of ethical and legal uses of technology, and have access to training.							
221. The level of staffing and workloads is adequate and appropriate for program and service demands.							

IV. Human Resources							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
222.A technical support person or support service is available to maintain computer and information technology systems for career services.							

Section Summary: Human Resources Please tally the number of items that received each score:	0	1	2	3	4	True for DI students? x=Yes

Reflections on Human Resources: Team Discussion
 Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. **Additional Comments:**

V. Financial Resources							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
223. Career services has dependable sources for adequate funding to ensure achievement of its mission and goals.							
224. Career services demonstrates financial stewardship and strategy and fiscal responsibility consistent with institutional policies and procedures as well as local, state, and federal regulations.							
225. The career services office develops and maintains a budget strategy that includes a positive outcome for the organization's mission and prepares for potential budget variations.							
226. In establishing funding priorities, a comprehensive analysis of institutional resources is conducted to determine the following elements and develop a compelling case for internal resources: relevant expenditures, current internal resources, and unmet needs of the unit and their impact on constituents and the institution. Once the unit's unmet needs are identified, a compelling storyline is prepared.							
227. Consistent with institutional policies and procedures, career services develops a funding strategy that includes funding sources outside of the institution for special projects, programs, or student funding that fulfills the unit's mission. Whenever possible, these sources or sponsorships may include but are not limited to employers, alumni, members of the community, grant and government agencies, foundations, and professional associations.							
228. This funding strategy includes sufficient data detailing anticipated benefits and outcomes of additional funding to support needs and priorities. Such external funding is not to be used as a replacement for institutional funds but can be used to supplement existing budgetary funds.							
229. Requests for external funding are undertaken in collaboration with appropriate institutional partners.							

Section Summary: Financial Resources Please tally the number of items that received each score:	0	1	2	3	4	<i>True for DI students? x=Yes</i>

Reflections on Financial Resources: Team Discussion

Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. **Additional Comments:**

VI. Facilities							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
230. Career services has adequate, accessible, and suitably located facilities appropriate for constituents served, to support the unit's mission and goals.							
231. Consistent with the unit's goals and mission, the career services office is accessible, located conveniently, and projects a welcoming, professional atmosphere for students, employers, alumni, faculty, staff, parents and families, and the community.							
232. Parking for visitors, if available, is adequate and convenient.							
233. Career services facilities is compliant with universal design so that it can be accessed and used to the greatest extent possible by all people regardless of their age, ability, or disability.							
234. If acquiring capital equipment as defined by the institution, career services takes into account expenses related to regular maintenance and life-cycle costs.							
235. Facilities and equipment are evaluated on an established cycle, including consideration of sustainability, and are in compliance with codes and laws to provide for access, health, safety, and security.							
236. Career services staff members have work space that is well equipped, adequate in size, and designed to support their work and responsibilities.							
237. For activities and interactions requiring privacy, staff members have private space that is appropriately furnished and proximate.							

VI. Facilities							
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238. Career services provides professional staff with private offices for advising, counseling, coaching, or other work situations requiring privacy; work space for support and student staff; a reception and/or student waiting area; and sufficient storage space.							
239. Career services provides a career resource center relevant to the populations of the unit and school.							
240. Equipment and facilities are secured to protect the confidentiality and safety of records.							
241. All staff members are provided with a location to secure their own work.							
242. For career services centers offering campus and remote interviews, facilities and technology are available for students, alumni, and employers to interact and conduct private interviews consistent with the unit's mission and goals.							
243. The number of employment interview rooms and technology meets employer, student, and alumni needs.							
244. An employer lounge or flexible and accessible space is made available.							
245. The career services facility has internet connectivity and access to conference rooms and large-group meeting rooms that have an appropriate level of technology to support service delivery.							
246. Information technology specific to enhancing awareness of career resources is available for students and staff to support career services functions.							
247. Career services facilities are accessible to all persons in compliance with all applicable local, state, and federal							

VI. Facilities							
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laws.							
248.Accommodations for clients with special needs are provided by career services, preferably in cooperation with the department or organization serving the client.							
249.Career services provides office hours at times appropriate for all its constituencies.							
250.Career services regularly evaluates constituents' needs regarding hours, usage, and methods of service delivery.							

Section Summary: Facilities	0	1	2	3	4	<i>True for DI students? x=Yes</i>
Please tally the number of items that received each score:						

Reflections on Facilities: Team Discussion

Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. **Additional Comments:**

VII. Technology							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
251. Career services staff is well-informed about current trends and uses of technology and able to anticipate emerging technologies for use in career services.							
252. The career services office implements appropriate technology relevant to institutional and unit mission and goals for career services.							
253. Career services develops a strategic plan for the selection, replacement, updating, and/or integration of technologies that support career programs or services.							
254. The career services office partners with the unit responsible for technology on campus to ensure that adequate hardware, software, and resources are available to support existing and new technology.							
255. Career services makes informed choices regarding the use of available technology, including systems developed internally by the college; systems available through professional associations; or private, vendor-based systems.							
256. Career services establishes a vetting process to review resources and vendors.							
257. Career services uses benchmarking and a network of professionals to evaluate technology and assess trends.							
258. Career service provides feedback to vendors on integrity, need, and use of products to push improvement of existing products and development of new products.							
259. Career services ensures that technology within career services, including websites, is consistent with and							

VII. Technology							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
integrated within the college technology infrastructure.							
260.Career services seeks resources to ensure technology is ADA compliant.							
261.Career services explores methods of collaboratively funding resources on campus and/or with other institutions							
262.Career services cultivates adequate funds through various means (grants, college funding, partnerships, consortiums) to support technology purchases and upgrades as needed.							
263.Career services uses campus resources (funding, technology, staffing), when available, to develop or implement products and services							
264.Specific technology for career services that is considered includes career services websites that provide up-to-date information regarding mission, location, staffing, contact information, programs, and services available to students and other designated clients.							
265.The website is integrated within the college technological infrastructure and include links to appropriate sites both within and external to the institution.							
266.Career services considers computer-based and/or online recruiting and employment systems that support the career services mission for part-time, full-time, and internship employment, and, as relevant, for co-op and/or other forms of work-based learning/experiential learning opportunities. These systems include opportunity listings and student resume databases.							
267.Career services considers computer-based assessment and computer-assisted career guidance systems that							

VII. Technology							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
support the mission of career services.							
268. Career services considers social media platforms, apps, and resources.							
269. Career services considers appropriate tools to support virtual advising, programming, and employment.							
270. Career services considers access to wireless internet.							
271. Technology used by career services ensures student confidentiality and is consistent with legal and ethical standards.							
272. Data security and privacy of student records adhere to the institutional, legal, and technology privacy policies.							
273. Career services works to ensure alignment with institutional requirements meeting internet data management standards.							

Section Summary: Technology Please tally the number of items that received each score:	0	1	2	3	4	True for DI students? x=Yes

Reflections on Technology: Team Discussion

Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. **Additional Comments:**

VIII. Institutional and External Relations							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
274. Career services develops and maintains productive relationships with relevant institutional stakeholders and external key stakeholders and audiences.							
275. Career services develops institutional support for career development, transition, and employment services for students and other designated clients.							
276. Career services shares information with key stakeholders, including trustees and governing boards.							
277. Career services strives toward strategic long-term partnership development, tracking, and evaluation.							
278. Career services participates in relevant campus activities to communicate career services information to students and other campus stakeholders.							
279. Career services arranges appropriate programs that use alumni and employer experience and expertise.							
280. Career services establishes cooperative relationships with other offices and services to support mutual referrals, exchange of information, sharing of resources, institutional priorities such as accreditation reviews, and other program functions.							
281. Career services creates and effectively use advisory groups, which may include employers, alumni, faculty/staff, and students.							
282. Career services raises issues and concerns with the institution's legal counsel regarding compliance with							

VIII. Institutional and External Relations							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
employment laws as they pertain to recruitment and hiring of students and alumni.							
283. Career services encourages staff participation in professional associations and community activities related to career and employment issues.							
284. Career services participates in professional staff development activities.							
285. Career services develops and maintains cooperative relationships with vendors and other service providers.							
286. Career services informs and educates units that are responsible for communicating with external stakeholders and audiences on career-related information, topics, and programs.							
287. Career services informs and educates the administration and faculty on topics concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development.							
288. Career services provides outcomes information and reports to the academic administration, trustees, faculty, and key offices of the institution regarding career services for students, employers, and alumni.							
289. Career services provides feedback and data to faculty, administrators, and students on the preparation of graduates for employment and undergraduate, graduate, and professional school to aid curriculum development and individual career planning.							
290. Career services encourages dialogue among employers, faculty members, trustees, and administrators concerning career issues and trends for students and graduates.							

VIII. Institutional and External Relations							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
291. Career services provides students with information and relevant data on career education programs and services and key results related to employment and graduate study outcomes for recent graduates and alumni.							
292. Career services serves as an institutional resource for the media and provides key information and data related to career development, labor market trends, and employment outcomes as appropriate and in accordance with institutional policies.							
293. Career services works with appropriate institutional offices to market the unit's services and impact.							
294. Career services has procedures and guidelines consistent with institutional policies for communicating with the media.							
295. Career services has procedures and guidelines consistent with institutional policies for contracting with external organizations for delivery of programs and services.							
296. Career services has procedures and guidelines consistent with institutional policies for cultivating, soliciting, and managing gifts.							
297. Career services has procedures and guidelines consistent with institutional policies for applying to and managing funds from grants.							
298. Career services has procedures and guidelines consistent with institutional policies for safeguarding and managing student data.							

Section Summary: Institutional and External Relations	0	1	2	3	4	True for DI students? x=Yes
Please tally the number of items that received each score:						

Reflections on Institutional and External Relations: Team Discussion

Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. **Additional Comments:**

IX. Employer Relations and Job Placement Services							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
299. Employers are both vital partners in the educational process and primary customers for college career services. Each career services unit develops policies and practices to ensure the highest quality employer relations and services.							
300. Career services develops strategic objectives for employer relations/services and job development that yield maximum and optimal opportunities for students and other designated clients.							
301. Career services develops, maintains, and enhances relationships with employers that may provide career development, employment opportunities, and educational programming for students and other designated clients.							
302. Career services enhances customer service and fosters improvement by using feedback from employers.							
303. Career services provides employer feedback to institutional stakeholders and students on the students' preparation for jobs, the curricula, and the hiring process.							
304. Career services informs, educates, and consults with employers on the nature of services provided.							
305. Career services provides employment market and trend data to institutional stakeholders to help inform understanding of the economy and its impact on graduates in the marketplace.							
306. Career services promotes employer adherence to professional and ethical standards that serve as conduct models for students and other designated clients.							
307. Career services educates employers on appropriate policies and procedures related to recruitment and							

IX. Employer Relations and Job Placement Services							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
institutional relations and engagement with student populations.							
308. Career services develops and implements marketing strategies to cultivate employment opportunities for students.							
309. Career services optimizes opportunities for employers to engage candidates for employment.							
310. Career services maximize students' exposure to employers and encourages dialogue among employers and institutional stakeholders concerning career and employment issues while respecting appropriate academic and co-curricular standards.							
311. Career services facilitates employer involvement and communication with students and institutional stakeholders.							
312. Career services encourages employer participation in evaluative processes such as surveys and rankings.							
313. Career services uses employers' experiences and expertise in support of institutional activities.							
314. Career services performs research on industry and employment market trends.							
315. Career services encourages employer involvement in academic and program development.							
316. Career services involves employers in student development.							
317. Career services ensures equity of access to students and maintains the integrity of that access.							

IX. Employer Relations and Job Placement Services							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
318. Career services staff understand the variety and diversity of needs and employment practices among small businesses, large corporations, government agencies, and nonprofit organizations.							
319. Career services provides employers with the institution's EEO guidelines.							
320. Career services ensures the employers served are diverse with regard to race, ethnicity, cultural orientation, women-/minority-/veteran- owned, etc.							
321. Career services defines the various types of employers it will serve and articulates policies that guide its working relationships with these employers.							
322. Career services offers a variety of services to employers that bridge the connection between student interests and employer needs.							
323. These programs and services include, but are not limited to, the following types of programs and services:							
a. on-campus recruiting activities such as career fairs, information sessions, and on- campus interviews;							
b. recruiting systems that provide students with timely access to opportunities and, in compliance with privacy regulations and related institutional policies, provide employers with access to student information;							
c. employer site visits;							
d. meetings with faculty members; information about academic programs;							

IX. Employer Relations and Job Placement Services							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
e. assistance in recruiting diverse student populations;							
f. work-based learning/experiential learning options;							
g. salary information;							
h. advertising and promotional vehicles to reach students;							
i. career center advisory board memberships; and							
j. individual employer recruiting and college relations consultations.							
324. Career services encourages employer participation in career planning courses, career conferences, career and alumni fairs, cooperative education, internships, and other work-based learning/experiential learning.							
325. Career services provides information and services to assist employers in communicating effectively their opportunities to specific and targeted student populations;							
326. Career services encourages employers to list job vacancies on a continuing basis and provide timely information to career services staff on their job offers, salaries, and hires.							
327. Career services encourages employer support of the institution, which may include scholarships and other forms of support and engagement.							
328. When institutions have established learning outcomes for student engagement or work-based							

IX. Employer Relations and Job Placement Services

Please rate your college's career services on each standard using this rating scale:

NA = Not applicable. Standard does not apply to this institution and/or career services office.

0 = Insufficient evidence to determine the level to which standard is met.

1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.

2 = Partially meets standard.

3 = Meets standard.

4 = Exceeds standard.

learning/experiential learning, career services provides information to direct or educate employers to ensure understanding of learning outcomes.

<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	<p><i>True for DI students?</i> x=Yes</p>
<p>learning/experiential learning, career services provides information to direct or educate employers to ensure understanding of learning outcomes.</p>							

Section Summary: Employer Relations and Recruitment Services Please tally the number of items that received each score:	0	1	2	3	4	<i>True for DI students? x=Yes</i>

Reflections on Employer Relations and Recruitment Services: Team Discussion

Looking back at your college’s Career Services...

1. What do you see as your college’s strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. **Additional Comments:**

X. Legal, Policy, And Risk Management							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
329. Career services complies with federal, state, and local laws; regulations; institutional policies; and contracts that relate to their respective responsibilities and professional practices and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.							
330. For the relevant laws, regulations, and policies, career services takes steps to be sufficiently informed and seek advice from legal counsel or other experts when questions arise that include, but are not limited to:							
a. Family Education Rights and Privacy Act (U.S.) or other laws regarding disclosure of student information contained in education records;							
b. privacy and maintenance of data and records, including those maintained in electronic form by the career services or by another entity acting at its request;							
c. defamation law regarding references and recommendations on the behalf of students;							
d. equal employment opportunity laws regarding employment referral practices of the career services unit and others employed by the institution that refer students for employment;							
e. affirmative action regulations and laws regarding special programs for special student populations;							
f. regulations and laws regarding disabilities and accessibility;							
g. labor standards and liability issues pertaining to work-based learning/experiential learning programs, such							

X. Legal, Policy, And Risk Management							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
as the Fair Labor Standards Act (U.S.) and other related laws and regulations;							
h. how to obtain current and accurate work authorization practices in countries other than where the student is authorized to work;							
i. laws regarding eligibility to work in the United States;							
j. institutional policy regarding safety standards and practices for students traveling to work or participating in college-sponsored work-based learning/experiential activities;							
k. laws regarding contracts governing service provided by outside vendors; and							
l. laws and policies regarding grant applications.							
331. Career services staff members exercise due diligence and use reasonable and informed practices to protect students and limit the risk and liability exposure of the institution, its officers, employees, and agents. <i>(Note: In this regard, the institution provides access to risk management resources and legal advice for staff as needed to carry out assigned responsibilities.)</i>							
332. The institution informs career services staff in a systematic and timely fashion about extraordinary or changing institutional policies, legal obligations, and potential liabilities.							
333. Staff members are informed about the institution's risk and liability insurance coverage, personal liability coverage, and related insurance coverage options and are referred to external sources if the institution does not provide coverage.							

X. Legal, Policy, And Risk Management							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
334. Career services has written policies and procedures on all relevant operations, transactions, or tasks that have legal and institutional policy implications.							
335. These policies and procedures are approved through appropriate institution processes and published in appropriate documents accessible to those affected by the policy and procedure.							
336. Career services regularly reviews policies.							
337. The revision and creation of policies is informed by best practices, available evidence, and policy issues in higher education and the profession.							
338. Career services has procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations.							
339. Systems and procedures are in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.							
340. Career services staff neither participates in nor condones any form of harassment or activity that demeans people or creates an intimidating, hostile, or offensive environment.							
341. Career services obtains permission to use copyrighted materials and instruments.							
342. Career services purchases materials and instruments from legally compliant sources or seeks alternative permission from the publisher or owner.							

X. Legal, Policy, And Risk Management							
<i>Please rate your college's career services on each standard using this rating scale:</i> NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
343. References to copyrighted materials and instruments include appropriate citations.							
344. Career services staff are knowledgeable about internal and external governance systems that affect programs and services.							
345. Contracts with outside vendors include adherence to ethics, confidentiality, security, data ownership, data management and retention, and institutional policies, and reflect support of career services' programs, goals, and standards.							

Section Summary: Legal, Policy, and Risk Management Please tally the number of items that received each score:	0	1	2	3	4	<i>True for DI students? x=Yes</i>

Reflections on Legal, Policy, and Risk Management: Team Discussion

Looking back at your college’s Career Services...

1. What do you see as your college’s strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. **Additional Comments:**

XI. Access, Diversity, Equity, and Inclusion							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
346. Career services ensures that services, programs, and resources are provided on a fair and equitable basis and are consistent with laws and institutional policy.							
347. NEW SUGGESTION: Career services ensures that services, programs, and resources are aligned with the college's Equity Plan.							
348. NEW SUGGESTION: Career services tracks student participation and examines whether disaggregated data reflects the student population. students served.							
349. Career services adheres to the spirit and intent of equal opportunity laws in all activities.							
350. Career services' operating policies and procedures do not discriminate on the basis of race, color, religion, age, national origin, gender, gender identity, sexual orientation, disability, neurodiversity, marital status, veteran status, and transfer and/or distance status. Exceptions are appropriate only where provided by relevant law and institutional policy.							
351. Career services ensures the accessibility of its programs, services, facilities, and resources, including technology, to all students and other designated clients.							
352. Career services consults with institutional human resources, facilities, technology, and other experts to enhance the accessibility of its programs, services, facilities, resources, and technology.							
353. Career services' mode of operation, including hours, customer service systems, distance education, and							

XI. Access, Diversity, Equity, and Inclusion							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
resources, responds to the needs of all students and designated clients.							
354. Career services seeks to identify, prevent, and/or remedy any discriminatory, unethical, or unlawful practices associated with the delivery of its services.							
355. Career services has protocols and procedures in place, including consultation with the institutional legal counsel, and, if applicable, with diversity, equity, and inclusion offices, to respond to concerns about discrimination, inequity, and fraudulent or unscrupulous activities by employers using the services.							
356. Career services staff informs faculty members about legal and ethical issues related to referring or recommending students or other designated clients to employers.							
357. Career services nurtures inclusive environments where commonalities and differences among people are recognized and valued.							
358. Career services addresses the characteristics and needs of a diverse population when establishing and implementing policies and procedures.							
359. Career services enhances student and employer awareness and appreciation of differences by collaborating with the institution's relevant support services, experts, and programs.							
360. Career services provides educational programs that help students and other designated clients from diverse backgrounds or with special needs to identify and address their unique needs related to career development and employment.							

XI. Access, Diversity, Equity, and Inclusion							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
361. Career services engages in partnerships and cooperative programming with other offices representing diverse and special populations to ensure appropriate service delivery.							
362. Consistent with its goals and mission, career services proactively addresses significant imbalances in student participation relative to the diverse composition of its student body.							
363. Career services proactively addresses staff diversity relative to the diverse composition of its student body or designated clients.							
364. Career services recruits, hires, and retains a diverse staff.							
365. Career services proactively addresses changes in demographic profiles and instructional delivery methods to ensure accessible resources, services, and programs.							

Section Summary: Access, Diversity, Equity, and Inclusion Please tally the number of items that received each score:	0	1	2	3	4	<i>True for DI students? x=Yes</i>

Reflections on Access, Diversity, Equity, and Inclusion: Team Discussion

Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. **Additional Comments:**

XII. Ethics							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
366. All persons involved in the delivery of career services to students and other designated clients adhere to the highest standards of ethical behavior as outlined in the National Association of Colleges and Employers' <u>Principles for Ethical Professional Practice</u> as well as any additional professional standards, codes, and best practices that may apply.							
367. In addition to adherence to these standards, leaders/managers actively provide guidance and education on these standards to all persons involved in providing career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty, volunteers, employers, and other administrators.							
368. Guidance on ethical rights and responsibilities is provided to students and other designated clients.							
369. Guidance on ethical rights and responsibilities is included on the career services website.							
370. All career services staff are aware of and comply with the provisions contained in the institution's human subject research policy and other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.							
371. When handling institutional funds and funds generated through career center activities, all career services staff ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.							
372. Career services staff use suitable means to confront and otherwise hold accountable in a timely and thorough manner other staff members who exhibit unethical behavior.							

XII. Ethics							
Please rate your college's career services on each standard using this rating scale: NA = Not applicable. Standard does not apply to this institution and/or career services office. 0 = Insufficient evidence to determine the level to which standard is met. 1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements. 2 = Partially meets standard. 3 = Meets standard. 4 = Exceeds standard.	N/A	0	1	2	3	4	True for DI students? x=Yes
373. Career services staff members are knowledgeable about and practice ethical behavior in the use and security of technology, ensuring adherence to related legal standards and institutional policies, including policies regarding accessibility of technology.							
374. Career services staff are educated about and take appropriate action based on the policies and procedures of handling employers who are conducting business unethically or criminally with students and other designated clients.							
375. Career services staff use suitable means to confront and otherwise hold accountable employers and partners who exhibit unethical behavior.							
376. Career services staff are knowledgeable about the general employment market and ethically represent those realities, including any challenges around work authorization, to students and other partners on campus.							
377. Career services staff members ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the applicable laws, regulations, and appropriate statements of ethical practice.							
378. Information contained in students' education records is not to be disclosed without written consent except as allowed by relevant laws and institutional policies.							
379. Career services staff recognize and avoid conflicts of interest in carrying out their responsibilities and recuse themselves whenever necessary.							
380. Career services staff perform only those duties that conform to the scope of their education, position,							

XII. Ethics							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
competence, and experience.							
381. Career services staff are educated on how, when, and to whom to refer individuals in need of further assistance.							

Section Summary: Ethics Please tally the number of items that received each score:	0	1	2	3	4	<i>True for DI students? x=Yes</i>

Reflections on Ethics: Team Discussion

Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. **Additional Comments:**

XIII. Program Evaluation, Assessment, and Research							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
382. In support of career services' mission, goals, and student learning and development outcomes, career services regularly conducts systematic program evaluations, using quantitative and qualitative metrics, to support and improve programs and services, adjust to changing constituent needs, and respond to environmental threats and opportunities.							
383. Core program evaluation focus areas include strategic plan, mission, staffing, diversity efforts, recruiting trends, and other areas covered in the Professional Standards.							
384. Although methods of assessment vary, a sufficient range of measures is employed to ensure objectivity and comprehensiveness.							
385. Data collected includes responses from students, employers, and other affected constituencies.							
386. Thorough analyses of data is conducted and then applied to decisions that lead to improvement of services							
387. Career services employs comparable evaluation methods by consulting and using professional association and peer institutional resources, such as NACE benchmarking surveys, to assist with industry benchmarking and to merge findings for industry wide analyses and reporting.							
388. Career services collaborates with institutional research units, state agencies, accrediting bodies, academic graduate programs, and other evaluative groups that generate and assess evaluation information to ensure comprehensiveness and quality.							
389. Core program evaluation metrics and methods include:							

XIII. Program Evaluation, Assessment, and Research							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
a. a clearly articulated assessment plan;							
b. annual review of goal completion;							
c. benchmarking with other institutions to identify best practices;							
d. quantitative and qualitative measures of engagement in programs and services;							
e. quantitative and qualitative measures of constituent* satisfaction and feedback on all programs and services offered by career services;							
f. systematic needs assessment on appropriate constituency to guide program development;							
g. impact of career services on retention and degree completion through learning and program outcomes							
h. graduating student, e.g. first destination, surveys at or following graduation							
i. and alumni follow-up surveys at regular intervals.							
390. Every five to seven years, using the NACE Professional Standards, career services conducts both an internal review, i.e., self-study, and external review.							
391. Career services periodically evaluates how well it complements and enhances the institution's stated mission and educational effectiveness.							

XIII. Program Evaluation, Assessment, and Research							
<p><i>Please rate your college's career services on each standard using this rating scale:</i></p> <p>NA = Not applicable. Standard does not apply to this institution and/or career services office.</p> <p>0 = Insufficient evidence to determine the level to which standard is met.</p> <p>1 = Standard is not met at all or in any appreciable manner. Program is deficient and requires extensive improvements.</p> <p>2 = Partially meets standard.</p> <p>3 = Meets standard.</p> <p>4 = Exceeds standard.</p>	N/A	0	1	2	3	4	True for DI students? x=Yes
392. Career services identifies and pursues opportunities to support the institution's improvement plans and accreditation efforts.							
393. Career services develops an assessment plan to improve career-related student learning and development outcomes.							
394. Career services uses NACE and other professional relevant resources, e.g., CAS, NASPA, ACPA, NCDA, to develop student learning and development outcomes that address career readiness, career development, and career management, i.e., searching and securing opportunities, as well as institutional strategic plans and accreditation standards.							
395. Career services prepares and disseminates annual reports and special program evaluation reports to appropriate constituents that address career services philosophy; mission, goals, and objectives; programs and services; activities/outcomes; and graduate follow-up information.							
396. Career services gathers, participates in, promotes, and/or conducts relevant research on career development; academic success; institutional issues, e.g., admissions and retention; student learning outcomes; employment trends; and career interests.							

Section Summary: Program Evaluation, Assessment, and Research	0	1	2	3	4	True for DI students? x=Yes
Please tally the number of items that received each score:						

Reflections on Program Evaluation, Assessment, and Research: Team Discussion

Looking back at your college's Career Services...

1. What do you see as your college's strengths?

2. Where do you see opportunities for growth?

3. In what areas are you serving your DI students well? In what areas can more be done? (Be specific about your DI populations)

4. What are the top priorities for action to include in your **strategic plan** gleaned from this section?

5. **Additional Comments:**