

University System of Georgia
Committee for Career Services and Cooperative Education
Professional Standards for Career Services
REGIONAL UNIVERSITIES
STATE UNIVERSITIES
STATE COLLEGES

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Statement of Purpose
Regional/State Universities & State Colleges

In December, 2001 the University System Committee for Career Services and Cooperative Education (hereafter referred to as USC-CACE) met for the purpose of discussing the need to set uniform standards for Career Services units in each sector of institutions within the University System. These sectors are:

- Two-year colleges primarily conferring certificate, diploma and associate degrees (commonly referred to as “two-year colleges”).
- State colleges primarily conferring associate degrees and a limited number of baccalaureate programs targeted to serve the economic development needs of their region (commonly referred to as “state colleges”).
- State and regional universities conferring bachelors, masters, and specialists degrees (commonly referred to as “Regional/State Universities & State Colleges”).
- Research universities offering degree programs from the bachelor level through the doctorate or equivalent terminal degrees with research.

The purpose of this document is to establish professional standards for the sector of institutions defined as state and regional colleges and universities.

These institutions, as of August, 2002 are as follows:

Albany State University
Armstrong Atlantic State University
Augusta State University
Clayton College and State University
Columbus State University
Dalton State College
Fort Valley State University
Georgia College and State University
Georgia Southern University
Georgia Southwestern State University
Kennesaw State University
Macon State College
North Georgia College and State University
Savannah State University

Southern Polytechnic State University
State University of West Georgia
Valdosta State University

Historically each institution's career services unit operated independently, developing standards as the need arose, without system wide standards or continuity set to establish consistency and uniformity in the level of service delivery to students. Further there were no standards set for the purpose of developing benchmarks and evaluative measures for these units.

Members of USC-CACE agreed unanimously on the need to develop a set of standards for each sector of institution within the University System. A committee was appointed to develop standards for each classification of institution.

In February, 2002 the committee appointed to represent the state/regional universities and state met at Macon State College to examine all available options for establishing professional standards.

Acknowledgement

The decision was made to adopt, in principle, the Professional Standards for University Career Services set forth by the National Association of Colleges and Employers, with some modifications in the text to accommodate the needs and terminology of practice in the Georgia University System. On August 9, 2002 in the Fall 2002 general session of the University System Committee for Career Services and Cooperative Education, these standards were put to a vote and unanimously adopted.

We, the members of the committee to set professional standards for the state/regional college and university sector of institutions in the USC-CACE membership, gratefully acknowledge the permission to use, and assistance provided by, the legal council and executive staff of the National Association of Colleges and Employers, 62 Highland Avenue, Bethlehem, PA. Their guidance and advice was critical to the development of this document.

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**University System of Georgia
Committee for Career Services and Cooperative Education
Professional Standards for Career Services**

Regional/State Universities & State Colleges-Year Institutions

I. Mission Statement

In support of the mission of the University System of Georgia, the Career Services units of each institution exist to serve students, recent graduates, faculty, alumni, employers in the state of Georgia, and others as designated by each institution. Our mission is to provide those programs and services that enhance career awareness and exploration, and promote the transition from education to career development and employment, or higher education. These programs and services may include, but are not limited to, instruction in the technical aspects of the job search process, employment listings and referrals, on-campus employer visitations, and career library resources. In addition, opportunities in experiential education are made available through part-time, summer, seasonal and temporary employment as well as internships and cooperative work experiences, as designated by each institution. In providing these services students and graduates are encouraged to improve their ability to communicate, think critically, and make informed decisions about occupational choices.

The Career Services Offices exist to serve employers in both the public and private sector by providing them with the resources to meet specific human resource needs for well educated qualified personnel, which in turn impacts the economic development of the community and state. It is the mission of the Career Services units to make these services available to all currently enrolled students (and alumni when indicated by an individual institution's mission). It is also the responsibility of these units to identify and make available information on employment trends and the skills needed for current and future work environments, and to adjust the services and programs of each office as technology and the needs of the students and employing community change.

II. PROGRAM COMPONENTS

The key program components of career services **must** be clearly defined within the career services mission statement. As appropriate, key program components **should** be designed and implemented in alignment with:

- a) the career development needs and the academic and occupational interests of students and other clients;
- b) current research, theories, and knowledge of career development and learning;
- c) contemporary career services practices;
- d) economic trends, opportunities, and/or constraints;
- e) institutional priorities; and
- f) resources.

Career services **should** work collaboratively with academic divisions, departments, individual faculty members, student services, and other relevant constituencies of the institution to enhance students' career development. Career services **should** promote career development for students as integral to the mission of the institution.

Career Counseling and Advising

The institution **must** offer career counseling or advising that assists students at any stage of their career development while enrolled in the institution to:

- understand the relationship between self-knowledge and career choice through assessment of interests, competencies, values, experience, personal characteristics, and desired lifestyle;
- obtain and research occupational, educational, and employment information;
- establish short-term and long-term career goals;
- explore career options through internships, shadowing experiences, summer and part-time jobs, and/or cooperative education; and

- make reasoned, informed career choices based on accurate self-knowledge and accurate information about the world of work.

Career counseling or advising **should** be offered through career services in order to link students' career decision making with access to employers and employment information. Career services **should** disseminate information on the availability of career counseling or advising through a variety of means, e.g., official publications, electronic publishing, presentations, etc.

Career services **should**:

- provide career counseling or advising to students at any point in their college experience;
- encourage students to take advantage of career services as early as possible in their academic programs;
- provide career counseling or advising through any of the following: scheduled appointments with individuals, group programs, career planning courses, outreach opportunities, special events, and information technology;
- refer students to other campus or community resources if assistance is needed beyond the scope of career counseling or advising;
- help students to explore occupations through field visits, student employment, cooperative education, internships, shadowing experiences, and informational interviews with working professionals;
- integrate career planning into student employment and experiential education programs; and
- maintain appropriate records for future work with the students.

Career Information

Current, comprehensive, and accessible career information **must** be available to students as they explore and make career decisions. To be effective, career information resources **must** be:

- comprehensive, enabling students to explore the widest range of information; and
- current and up-to-date to reflect economic, occupational, and work conditions.

Career services **should**:

- disseminate information on the availability, scope, and use of career services through institutional publications, campus media, presentations, outreach, and orientation programs;
- provide information for constituent groups on career and employment topics and the ethical obligations of students, employers faculty, and others involved in the employment process;
- provide resources to help students assess and relate their interests, competencies, needs, expectations, education, experience, personal background, and desired lifestyle to the employment market;
- provide information on current and projected employment opportunities and employers in order to ensure that candidates have the widest possible choices of employment;
- provide information on graduate and professional academic programs and other continuing education programs, as appropriate to the needs of individual institutions.
- use information technology to give students and staff access to the Internet and other computer resources.

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

Career information resources **must** be accessible and organized with appropriate counseling, advising, librarian, or information technology competencies to assist students in accessing and using career information.

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

Career information **should** include the following categories:

- self-assessment and career planning;
- occupational and job market information;
- graduate/professional schools;
- employment search;
- job, experiential education, and internship listings; and
- employer information.

Employment Services

Career services **must** assist students in:

- exploring a full range of career and work possibilities that match their career goals;
- preparing job-search competencies and tools to present themselves effectively as candidates for employment;
- obtaining information on employment opportunities and prospective employers;
- connecting with employers through campus interviews, job listings, referrals, direct application, networking, publications, and information technology; and
- anticipating career management issues relevant to the individual, e.g., dual careers, gender, sexual preference, disabilities, etc.

Career services **should** develop and maintain relationships with employers that provide career development and employment opportunities for students.

Graduate School Services

Career services **should** assist students in:

- exploring a full range of career and educational possibilities and identify graduate or professional school programs that match their career goals;
- preparing to seek application for further study;
- presenting themselves effectively as candidates for further study;

- obtaining information on graduate/professional school programs through a variety of sources; and
- connecting with graduate/professional schools through campus interviews, referrals, direct application, publications, and information technology.

III. PROGRAM MANAGEMENT

An institution **must** assign a leader to manage career services and align career services with the mission of the institution and the needs of the constituencies served. If career services are offered by several units, the institution **should** designate a leader or leadership team that will be responsible for coordinating the institution's programs and services for students and other clients. That leadership is necessary to ensure adherence to institutional and unit missions and to enhance program effectiveness and efficiency.

Career services leaders **must** develop a mission statement, program goals and objectives, and strategic and operational plans for fulfilling the mission and goals of the program. Career services **must** conduct regular program evaluations to improve operations and to adjust to changing client needs and environmental threats and opportunities.

Programs and services **must** be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure could include current and accessible policies and procedures; written job descriptions and regular performance reviews for all employees; functional workflow or organizational charts; facilities appropriate for career service functions; and defined service standards. Evidence of effective management could include strategic and operational planning processes; clearly defined areas of responsibility; effective communication practices; decision-making and conflict resolution procedures; accountability systems; sound fiscal management practices; and proof of continuous improvement. Regular review of policies, procedures, and budgetary issues **must** be defined.

Career services leaders **should** coordinate efforts with other career services providers in the institution to integrate career services into the broader educational mission. Key constituencies of career services **should** be identified and their needs **should** be reflected in the mission and goals of the unit. Priorities for services **should** be defined. Career services leaders **should** be advocates for the advancement of career services within the institution.

IV. ORGANIZATION

The external and internal organization of career services, including its place within the institution, **must** support its mission. Career services **should** be structured to ensure effective functioning of client services. It **must** be organized to develop positive relationships with students; academic, administrative, and student affairs colleagues; employers; and alumni.

Since the organizational structure of career services **must** be designed to support its mission, external and internal reporting relationships **should** relate to desired student outcomes. These outcomes **should** be reflected in the departmental mission statement. Career development services **should** be integrated with, and complementary to, employment-related services.

V. HUMAN RESOURCES

Career services **should** have an adequate number of qualified professional and support staff to fulfill its mission and functions. Career services **must** embrace fair employment practices and must be proactive in attracting and retaining a diverse staff. To ensure the existence of suitable and identifiable role models within career services, staff diversity **should** reflect and/or be representative of the student population.

The ratio of professional and support staff should be established and reviewed annually. The size of the staff should be consistent with the following: the size of the student body served (enrollment, number of campuses, distance between campuses), other student support resources on campus, the objectives and expectations imposed on the staff, the mission and philosophy of the institution, and the actual as well as projected service demands. The desirable minimum professional staff ratio is one to every 500-1500 students, depending on the extent and diversity of programs and services provided to the institution and community.

Career service units **must** be staffed by persons who, in combination, provide the core competencies to perform primary program functions effectively. Primary program functions and their related core competencies and knowledge domains are defined below. (Please feel free to add specific competencies and knowledge areas that reflect your program.)

Functions	Core Competencies	Knowledge
Program management and administration	Needs assessment; program design, implementation & evaluation; strategic & operational planning; staffing; staff development & supervision; budget planning & administration; reporting.	Systems theory; organizational development; research design; statistics; accounting and budgeting procedures; purchasing; staff selection; supervision; performance appraisals; management information systems; goal setting; problem solving; customer service; marketing.
Career counseling or advising and consultation	Needs assessment & diagnosis; intervention design & implementation; test administration & interpretation; counseling or advising; feedback; evaluation; empathy & interpersonal sensitivity; work with individuals & groups; use of career, occupational, & employment information.	Career development theories; statistics; counseling or advising processes; evaluation of person-job fit; job analysis; career decision making; behavior management; job search, interviews, & resumes.
Teaching/training/educating	Needs assessment; program/workshop design; researching, evaluating, & integrating information; training/teaching; coaching; work with individuals & groups.	Setting of objectives; designing curricula & learning resources for specific content areas; experiential education.
Marketing/promoting/relations	Needs assessment; written, verbal, & interpersonal communication; public speaking; job development.	Customer service; knowledge of institution & its academic programs; career services; employers' needs & expectations; recruiting & staffing methods.
Brokering/connecting/linking/Networking	Organizing information, logistics, people, & processes toward a desired outcome; consulting; placement operations.	Systems & procedures; campus interviewing; candidate/resume referral; experiential education; recruiting, interviewing, and selecting employees.
Information management	Organization & dissemination; storage & retrieval; computing systems & applications; data entry & analysis.	Library/resources center organization; computer systems & applications; specific electronic management information systems; publishing.

Professional staff members **must** have the requisite qualifications and competencies to perform effectively in their defined roles with students, alumni, faculty, administrators, and employers, as well as highly specialized functions, such as career and employment counseling or advising, student employment, cooperative education, internships, work-study, graduate school advising, computer technology, etc.

Management/Director Level Positions: In any functional area where there is a full-time director, that individual **must** possess skills in management and leadership and have the professional credentials and experience to supervise professional and support staff. Career services program managers **must** take a leadership role in developing the career services mission statement and program goals. The manager **should** participate in institutional decisions about career services' objectives and policies. Program managers **should** (1) prepare and maintain annual budgets in alignment with the mission and goals, (2) establish effective procedures for implementing policies and programs, and (3) conduct outreach efforts.

Managers **should** have competence in strategic and operational management, staffing, staff development, supervision, budget management, program marketing, and revenue generation. They **should** have experience in and be able to manage and integrate multiple programs, such as career counseling or advising, graduate placement, cooperative education, student employment, graduate school advising, internships, service learning, etc. Program managers **should** have a related graduate degree.

Professional Positions (Associate and assistant directors, career counselors, advisers, consultants): To be qualified, professional staff members **must** have a graduate degree in a field of study relevant to the particular job in question or have an appropriate combination of education and experience. Prior work experience may be of considerable value to the career counseling or advising and program coordination functions.

Pre-professional Positions: Paraprofessionals, work-study, interns, graduate assistants, or volunteer staff **must** be carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly. Under supervision, interns from appropriate graduate programs may counsel students within the limitations of their knowledge and skills.

Support Staff and Technical Positions: Each organizational unit **must** have adequate administrative and technical staff adequate to accomplish its mission. Such staff **must** be competent to perform their duties. The size of the support staff **should** be sufficient to perform the tasks of reception, secretarial, appointment scheduling, maintenance and processing of credentials and other files, compilation of data, and other tasks required by the programs. A

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

Career services **must** develop and maintain job descriptions for all staff members and provide regular performance appraisals. Salaries and benefits for staff **must** be commensurate with similar positions in the institution, geographic area, and national job market.

All staff **must** be trained in legal, confidential, and ethical issues related to career services. Career services professionals **must** engage in continuing professional development activities to keep abreast of the conditions and developments that affect career services. Staff training and development **should** be ongoing so that broad skills are developed within the office.

VI. FACILITIES AND EQUIPMENT

Career services **must** have adequate facilities and equipment to fulfill its mission and to perform its functions effectively. Facilities **must** be accessible to persons with disabilities and must comply with the Americans With Disabilities Act (ADA). Career services **must** have private offices for professional staff in order to perform counseling or advising or other confidential work; support staff work areas; reception and student registration area; career resource center; storage space sufficient to accommodate supplies and equipment; and necessary office equipment. Career services **should** have access to conference rooms and large group meeting rooms. Accommodations for students with special needs **must** be provided by career services or in conjunction with the department that serves this population.

Career services **should** be located conveniently on campus. Career services **should** project a welcoming, professional atmosphere for students, employers, alumni, parents, and others.

Career services **must** provide students and employers with private interview facilities. The number of employment interview rooms **should** be adequate to meet employer and student needs. The number of counseling rooms **should** at least equal the number of professional staff members counseling or advising at any time. Space for both counselors and recruiters **should** provide privacy and adequate conditions and equipment to function professionally.

Career services **should** provide office hours at appropriate times for its constituencies. Parking for visitors **should** be adequate and convenient. An employer lounge or an accessible lunch area **should** be available.

Sufficient information technology **should** be available for students and staff to support career services functions. Equipment and facilities **should** be secured to protect the confidentiality and safety of records.

VII. CAMPUS AND EXTERNAL RELATIONS

As an integral function within the institution, career services **must** develop and/or maintain productive relationships with relevant campus offices and key stakeholders. In order to achieve this, career services **should**:

- develop institutional support for career development and student employment programs;
- involve the academic administration and faculty in career planning and employment programs; and
- raise issues and concerns with the institution's legal counsel regarding compliance with employment laws as they pertain to recruitment and hiring of students and alumni.

In addition, career services **should**:

- participate fully in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs;
- exchange information with the academic administration and faculty concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development;
- arrange appropriate programs that use alumni experience and expertise;
- establish cooperative relationships with other offices and services in order to support mutual referrals, exchange of information, sharing of resources, and other program functions;
- provide information and reports to the academic administration, faculty, and key offices of the institution regarding career services for students, employers, and alumni;

- provide feedback to faculty, administrators, and students on the preparation of graduates for employment and graduate school to aid curriculum development and individual career planning;
- encourage dialogue among employers, faculty members, and administrators concerning career issues and trends for students and graduates;
- encourage staff participation in professional associations and community activities related to career and employment issues; and
- participate in professional staff development activities.

VIII. EMPLOYER RELATIONS AND SERVICES

Employers are both vital partners in the educational process and primary customers for college/university career services. Each institution **should** develop policies and practices for employer relations and services. Within the context of these principles, career services **should**:

- Develop strategic objectives for employer services and job development that yield maximum opportunities for the institution's students and graduates;
- Enhance customer service and continuous improvement by using feedback from employers on key performance indicators and measures of services;
- Inform, educate, and consult with employers on the nature of services provided and student candidates available;
- Involve employers in programs that meet students' career and employment needs;
- Promote adherence to professional and ethical standards that model professional and ethical conduct for students; and
- Provide employer feedback to faculty, administrators and students on the preparation of students for jobs, the curricula, and the hiring process.

In addition, career services **should**:

- Develop and implement marketing strategies to cultivate employment opportunities for students;
- Maximize opportunities for employers to consider candidates for employment;
- Maximize students' exposure to employers;
- Encourage dialogue among employers, faculty, and the institution's administrators concerning career and employment issues; and
- Facilitate employer involvement and communication with faculty, students, and administrators; and use employers' experiences and expertise in campus activities.

Career services offices **should** provide timely, pertinent information to employers regarding:

- a. the institution's student profile, academic programs, and curricula, enrollments, and academic calendar;
- b. class profile according to majors;
- c. recruiting options available to reach targeted students; and
- d. policies, procedures, and instructions for using the services.

Career services **should** not give preferential treatment to specific employers. Career services **should** treat employers uniformly and consistently.

Career services **should** understand the variety of needs and employment practices among small businesses, large corporations, government, and nonprofit organizations. Career services **should** define the types of employers it will serve and articulate policies that guide its working relationships with various types of employers.

Career services **should** offer a variety of services to employers that reflect student interests and employer needs. These may include, but are not limited to, site visits; campus recruiting; resume referrals; information sessions; meetings with faculty members; pre-recruiting activities; student access to employer information; posting and publishing of job openings; career and job

fairs; providing information on academic departments and students within legal and policy guidelines; assistance in recruiting student populations; experiential learning options, which may include shadowing experiences, internships, or cooperative education; video conference interviewing; salary information; advertising and promotional vehicles; career center advisory board memberships; and individual employer recruiting and college relations consultations.

Career services **should**:

- provide information to employers on its operations, enrollment, curricula, interviewing logistics, etc. (e.g., policies, procedures, transportation, lodging);
- encourage employer participation in career planning courses, career conferences, career and alumni fairs, cooperative education, and internships;
- encourage employers to list job vacancies on a continuing basis and to provide information to career services on their job offers, salaries, and hires;
- encourage employer support of the institution, which may include scholarships and other forms of financial support, in coordination with development office efforts; and
- develop policies for working with third-party recruiters, which may include recruiter disclosure of what companies they are representing and agreement to adhere to the ethical guidelines documented in the NACE *Principles for Professional Conduct*.

IX. LEGAL RESPONSIBILITIES

Career services professionals **must** be knowledgeable about accepted and current professional practices and be responsive to those obligations and limitations imposed on the operation of their program areas by relevant civil and criminal laws, institutional policies, and any contractual commitments. The particular areas of the law that career services **must** be aware of and seek advice about from legal counsel are:

- Family Education Rights and Privacy Act, regarding disclosure of student information contained in education records;

- Defamation law, regarding references and recommendations on the behalf of students;
- Equal employment opportunity laws, regarding employment referral practices of the career services office and others employed by the institution that refer students for employment;
- Affirmative action regulations and law, regarding special programs for minority students;
- Liability issues pertaining to internship/cooperative education programs;
- Laws regarding eligibility to work in the United States; and
- Any other state or federal employment or student related statute.

Career services staff members **must** use appropriate policies and practices to protect students and limit the liability exposure of the institution, its officers, employees, and agents. In this regard, the institution must provide access to legal advice for professional staff as needed to carry out assigned responsibilities. The institution must inform career services in a timely fashion about extraordinary or changing legal obligations and potential liabilities.

X. EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION, AND DIVERSITY

Career services **must** adhere to the spirit and intent of equal opportunity laws in all activities. Career services' operating policies and procedures **must** not discriminate on the basis of race, color, religion, age, national origin, gender, sexual orientation, disability, marital status, or veteran status. To the extent permitted by the institution's budgetary resources, all career services programs and facilities **must** be accessible to special student populations. Likewise, hours of operation **should** respond to the needs of special populations. Special student populations include traditionally under-represented, disabled, evening, part-time and commuter students. Career services **must** seek to identify, prevent, and/or remedy any discriminatory practices associated with the delivery of its services. Accordingly, career services staff **must** serve as advocates in bringing the needs of special populations to the attention of the institution's administration through resource requests.

In addition, efforts **should** be made to ensure that employers that use career services adhere to the word and spirit of equal employment opportunity and

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

Career services **should** work in conjunction with the institution's special services and minority organizations to enhance students' awareness and appreciation of cultural and ethnic differences. Collaborating departments and minority organizations **should** provide educational programs that help minority students, multicultural students, and individuals with disabilities to identify and address their unique needs related to career development and employment, to the degree permitted by numbers of students, facilities, and resources. Career services **should** initiate partnerships and cooperative programming with other offices representing special populations to ensure appropriate service delivery.

XI. ETHICS

All persons involved in providing career services to students **must** maintain the highest standards of ethical behavior as set forth in the "Career Services Professionals" section of the National Association of Colleges and Employers' *Principles for Professional Conduct*. In addition to adherence to these standards, leaders/managers **should** proactively provide guidance and education on these standards to all persons involved in providing career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty, and other administrators.

In addition, all individuals providing career services **must** adhere to the following ethical obligations:

- Staff members **must** be aware of and comply with the provisions contained in the institution's human research policy and in any other institutional policy addressing ethical practice.
- Whenever handling funds, all staff **must** ensure that such funds are handled in accordance with established and responsible accounting procedures.
- Referral of an employed graduate to another employer **must** be preceded by that person's request for referral.
- Staff members **must** refrain from any form of sexual harassment, as defined by school policy.

XII. RESEARCH, ASSESSMENT, AND EVALUATION

Systematic qualitative and quantitative evaluations of program quality **must** be conducted in order to determine whether and to what degree the stated mission and goals are being met. Although methods of assessment vary, a sufficient range of measures must be employed to maintain objectivity and comprehensiveness. Data collected **must** include responses from students, employers, and other affected constituencies.

Results of these evaluations **must** be documented and used in revising and improving programs, services, and staff performance. In order for institutions to employ comparable methods of evaluation, resources such as the NACE *Sourcebook for Conducting Evaluation and Measurements of Career Services* **should** be consulted. Offices **should** collaborate with institutional research units, state agencies, accrediting bodies, and other evaluative groups that generate and assess evaluation information.

Evaluations **should** include:

- Review of the strategic plan, mission, human resources needs, diversity efforts, and other areas covered in this document;
- Systematic needs assessment to guide program development;
- First destination surveys at or following graduation;
- Alumni follow-up surveys administered at specified times after graduation; and
- Reports and satisfaction surveys from students and other constituencies interacting with career services such as employers, faculty, and graduate and other schools.

Career services **should** prepare and disseminate annual and special reports, including career services philosophy, goals, and objectives, current programs and services, service delivery information, first destination information, and graduate follow-up information. Cohort comparative data **should** be used to evaluate program effectiveness and efficiency. Career services **should** conduct relevant research on career development, academic success, institutional issues such as admissions and retention, student learning, employment trends, and career interests.