

CAS
Self-Assessment Guide
Counseling Services
May 2009

Part 1: MISSION

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

The mission of CS is to assist students to define and accomplish personal, academic, and career goals. To accomplish the mission, the scope of CS must include:

- **high quality individual and group counseling services to students who may be experiencing psychological, behavioral, or learning difficulties**
- **programming focused on the developmental needs of college students to maximize the potential of students to benefit from the academic environment and experience**
- **consultative services to the institution to help foster an environment supportive of the intellectual, emotional, spiritual and physical development of students**
- **assessment services to identify student needs and appropriate services and referrals**

A wide variety of counseling, consultative, evaluative, and training functions may be performed by the CS as an expression of its institutional mission.

To effectively respond to the educational needs of the institution and of students, CS should have the following complementary functions:

Developmental. The developmental function is to help students enhance their growth. Developmental interventions help students benefit from the academic environment. To do so, the counseling services promote student growth by encouraging positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, the ability to relate meaningfully and mutually with others, and the capacity to engage in a personally satisfying and effective style of living.

Remedial. The remedial function recognizes that some students experience significant problems, ranging from serious adjustment issues to more severe psychological disorders that require immediate professional attention. This function includes assisting students in overcoming current specific personal and educational problems and, in some cases, remediating current academic skill deficiencies.

Preventive. The preventive function is to anticipate environmental conditions and developmental processes that may negatively influence students' well being and initiate interventions that will promote personal adjustment and growth.

While there are basic similarities in the overall goals of various types of institutions, differences in student populations and institutional priorities may affect emphases of functions within individual counseling services. For these reasons, counseling services at two given institutions may emphasize different combinations of personal counseling, academic counseling, career counseling or student development services.

CS should be organized based on institutional characteristics, priorities and organizational structures. Accordingly, not all functions may exist within the same administrative unit. In such cases, coordination among the units is essential to insure a cohesive system of services for students.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 1. MISSION <i>(Criterion Measures)</i>	Rating Scale
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 4 NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 4 NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 4 NR
1.4 The program functions as an integral part of the host institution's overall mission.	ND 1 2 3 4 NR
1.5 The program must include:	ND 1 2 3 4 NR
1.5a high quality individual and group counseling	ND 1 2 3 4 NR
1.5b programming for developmental needs	ND 1 2 3 4 NR
1.5c consulting services to the institution	ND 1 2 3 4 NR
1.5d assessment services	ND 1 2 3 4 NR

Part 1: Mission Overview Questions

A. What is the program mission?

While student life has a mission statement, counseling office does not. Need to develop.

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

N/A

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

N/A

Part 2: PROGRAM

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

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

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

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

Desirable Student Learning and Development Outcomes	Examples of Achievement
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Satisfying and Productive Lifestyle	Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values
Personal and Educational Goals	Identifies personal goals for counseling; Recognizes distinction between others' goals and individual goals for psychological health and well-being; integrates self knowledge with external feedback for personal decision-making; Understands the effect of one's personal and educational goals on
Healthy Behavior	Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community
Enhanced Self-Esteem	Exhibits self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates culturally-appropriate assertive behavior; Functions without need for constant reassurance from others
Realistic Self-Appraisal	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others and appropriately integrates it into self-appraisal; Learns from past experiences; Exhibits awareness of how he/she is perceived by others
Clarified Values	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making
Independence	Exhibits culturally-appropriate self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts responsibility for psychological health and well-being; Manages time effectively
Meaningful Interpersonal Relationships	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
Effective Communication	Writes and speaks coherently and effectively; Writes and speaks after reflection; Effectively articulates abstract ideas
Spiritual Awareness	Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors
Appreciating Diversity	Understands ones own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Appropriately challenges abusive stereotypes by others; Understands the impact of diversity on one's own experience
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Demonstrates reciprocal empathetic responding in group work; Appropriately supports and challenges group members according to group norms; Engages appropriately when in psycho-educational workshop settings
Career Choices	Articulate career choices based on assessment of interests, values, skills and abilities; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Sets career goals that reflect self-awareness
Social Responsibility	Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Recognizes and accepts responsibility for how his/her behavior impacts others and

	the environment
Leadership Development	Articulates leadership philosophy or style; Comprehends the dynamics of a group; Exhibits ability to visualize a group purpose and desired outcomes; Recognizes strengths and limitations of group members; Respectfully promotes group involvement and ownership of desired outcomes
Intellectual Growth	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences

Programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

To effectively fulfill its mission CS must provide directly, through referral, or in collaboration:

- **individual counseling and/or psychotherapy in areas of personal, educational, career development/vocational choice, interpersonal relationships, family, social, and psychological issues**
- **group interventions (e.g., counseling, psychotherapy, support) to help students establish satisfying personal relationships and to become more effective in areas such as interpersonal processes, communication skills, decision-making concerning personal relationships and educational or career matters, and the establishment of personal values**
- **psychological testing and other assessment techniques to foster client self-understanding and decision making**
- **outreach efforts to address developmental needs and concerns of students**
- **counseling support to help students assess and overcome specific deficiencies in educational preparation or skills**
- **psychiatric consultation, evaluation, and support services for students needing maintenance or monitoring of psychotropic medications**
- **crisis intervention and emergency coverage**
- **staff and faculty professional development programs**

In those cases where other campus agencies address similar issues, such as career counseling and educational counseling, CS should establish cooperative relationships and maintain appropriate mutual referrals. In those cases where specialized and needed expertise is not available within counseling services, staff members should make full and active use of referral resources within the institution and the local community.

CS should play an active role in interpreting and, when appropriate, advocating for addressing the needs of students to administration, faculty and staff of the institution. CS can provide a needed perspective for campus administrative leaders, reflecting an appropriate balance between administrative requirements and the special needs and interests of students. CS should interpret the institutional environment to students and intervene to either improve the quality of the environment or facilitate the development of better interactions between the student and environment. CS should be sensitive to the needs of traditionally under-served and special populations.

CS may engage in research that contributes to knowledge of student characteristics and needs and evaluation of student outcomes in its programs. CS may assist students, faculty and staff members who

conduct individual research on student characteristics or on the influence of specific student development activities.

CS should provide consultation, supervision, and in-service professional development for faculty members, administrators, staff and student staff members, and paraprofessionals.

Training and supervision of paraprofessionals, practicum students, and interns is an appropriate and desirable responsibility of CS.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 2. PROGRAM <i>(Criterion Measures)</i>	Rating Scale
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 <u>4</u> NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND 1 2 3 4 <u>NR</u>
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 4 <u>NR</u>
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked	
<i>List student learning and/or developmental outcomes in spaces provided</i>	
2.4.1 <input type="checkbox"/> Intellectual Growth	ND 1 2 3 4 <u>NR</u>
2.4.2 <input type="checkbox"/> Effective Communication	ND 1 2 3 4 <u>NR</u>
2.4.3 <input type="checkbox"/> Enhanced Self-Esteem	ND 1 2 3 4 <u>NR</u>
2.4.4 <input type="checkbox"/> Realistic Self-Appraisal	ND 1 2 3 4 <u>NR</u>
2.4.5 <input type="checkbox"/> Clarified Values	ND 1 2 3 4 <u>NR</u>
2.4.6 <input type="checkbox"/> Career Choices	<u>ND</u> 1 2 3 4 NR
2.4.7 <input type="checkbox"/> Leadership Development	<u>ND</u> 1 2 3 4 NR

2.4.8 <input type="checkbox"/> Healthy Behavior	ND 1 2 3 4 <u>NR</u>
2.4.9 <input type="checkbox"/> Meaningful Interpersonal Relationships	ND 1 2 3 4 <u>NR</u>
2.4.10 <input type="checkbox"/> Independence	ND 1 2 3 4 <u>NR</u>
2.4.11 <input type="checkbox"/> Collaboration	ND 1 2 3 4 <u>NR</u>
2.4.12 <input type="checkbox"/> Social Responsibility	ND 1 2 3 4 <u>NR</u>
2.4.13 <input type="checkbox"/> Satisfying and Productive Lifestyle	ND 1 2 3 4 <u>NR</u>
2.4.14 <input type="checkbox"/> Appreciate Diversity	ND 1 2 3 4 <u>NR</u>
2.4.15 <input type="checkbox"/> Spiritual Awareness	ND 1 2 3 4 <u>NR</u>
2.4.16 <input type="checkbox"/> Personal and Educational Goals	ND 1 2 3 4 <u>NR</u>
2.5 Program offerings are intentional, coherent and based on theories of learning and human development.	ND 1 2 3 <u>4</u> NR
2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.	ND 1 2 3 <u>4</u> NR
2.7 The program must provide:	
2.7a individual counseling and psychotherapy	ND 1 2 3 <u>4</u> NR
2.7b group interventions	ND 1 2 3 <u>4</u> NR
2.7c psychological testing and other assessment techniques	ND 1 2 3 <u>4</u> NR
2.7d outreach to students	ND 1 2 3 <u>4</u> NR
2.7e support to overcome skill or preparation deficiencies	ND 1 2 3 <u>4</u> NR
2.7f psychiatric consultation, evaluation, and support	ND 1 2 3 <u>4</u> NR

2.7g crisis intervention	ND 1 2 3 <u>4</u> NR
2.7h professional development for staff and faculty	ND 1 2 <u>3</u> 4 NR

Part 2: Program Overview Questions

A. What are the primary elements of the program?

Counseling, programming, education

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

Need to establish pertinent learning outcomes

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

Need to establish pertinent learning outcomes

Part 3: LEADERSHIP

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

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

CS leaders must:

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

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

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

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

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

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

Part 3: Leadership Overview Questions

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

Master's degree is required fields, licensure as required by the state; professional development and training

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

Provided with autonomy to complete goals as supervised by Dean of Student Life

C. How are program leaders accountable for their performance?

Annual performance evaluation with Dean of Student Life

D. What leadership practices best describe program leaders?

Collaborative

Part 4: ORGANIZATION and MANAGEMENT

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

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

Because the functions of CS are essential to the overall mission of an institution, their value and impact should be clearly articulated to the campus and their placement within the organizational structure should be such that it facilitates significant interaction with unit heads in academic and student affairs.

CS should function independently of units directly responsible for making decisions concerning students' official matriculation status, such as judicial actions, academic probation, and admissions or re-admissions actions.

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

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

Part 4: Organization and Management Overview Questions

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

Administrative council, organizational chain of command; supervision and support from Dean of Student Life; Interdepartmental communication can be restraint for referrals; Lack of mandatory training for counseling referrals and safety protocol for faculty is restraint

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

Performance evaluations; quarterly reports; referral protocol; safety, crisis, suicide protocol; student handbook; staff training; peer empowerment program

Part 5: HUMAN RESOURCES

Counseling Services (CS) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, CS must establish procedures for staff selection, training, and evaluation; set expectations

for supervision, and provide appropriate professional development opportunities. CS must strive to improve the professional competence and skills of all personnel it employs.

Counseling functions must be performed by professionals from disciplines such as counseling and clinical psychology, counselor education, psychiatry, and clinical social work, and by others with appropriate training, credentials, and supervised experience.

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

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

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

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

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

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

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

CS should maintain an in-service and staff development program which includes supervision, case presentations, research reports, and discussion of relevant professional issues. Institutional budgetary support should be available to provide for in-service and professional development activities.

The director of counseling services must have an appropriate combination of graduate course work, formal training, and supervised experience.

The director of CS should have a doctoral degree in counseling psychology, clinical psychology, counselor education or other related discipline from an accredited institution with a minimum of a master's degree in such areas. The director should hold or be eligible for state licensure or certification where such exists or should pursue such credentials. It is highly desirable that the director has a minimum of three years experience as a staff member or administrator in counseling services within higher education. The director should have received supervision (either pre- or post-doctoral) in counseling within higher education.

The director should have the ability to interact effectively with administrators, faculty and staff members, students, colleagues and community members and should possess all the general qualifications of a counseling staff member.

The responsibilities of the director should include:

- overall administration and coordination of counseling activities
- coordination, recruitment, training, supervision, development and evaluation of counseling and support staff personnel
- preparation and administration of budget
- preparation of annual reports
- provision of counseling information and services to students, faculty and staff in accordance with the mission of CS and the institution, to the community
- evaluation of services
- provision of consultation/leadership in policy formation and program development
- education of staff members regarding legal issues in mental health, medicine and higher education, as well as legal issues governing the delivery of counseling services.

Counseling staff members must have an appropriate combination of graduate course work, formal training, and supervised experience.

The minimum qualification for counseling staff members should be a master's degree from a regionally accredited institution in a relevant discipline such as counseling psychology, clinical psychology, counseling and personnel services, mental health counseling, and clinical social work, with a supervised practicum/internship at the graduate level, preferably in the counseling of students within a higher education setting or should be appropriately supervised until they can transfer their skills to this setting. Counseling staff members should hold, or be eligible for, state or provincial licensure or certification in their chosen discipline (e.g., counseling, psychology, social work), where such exists.

Counseling staff members should have appropriate course work and training in psychological assessment, theories of personality, abnormal psychology or psychopathology, career development, multicultural counseling, legal and ethical issues in counseling, and learning theory. Counseling staff members should keep abreast of current research, including outcome research. Counseling staff members should also demonstrate knowledge of technology, leadership, organization development, consultation, and relevant federal, regional, and state/provincial statutes.

In cases where counseling staff members are responsible for the supervision of colleagues or graduate interns, the counseling staff members should have doctoral degrees or hold degrees commensurate with those being supervised.

Counseling staff members should participate in appropriate professional organizations and should have the budgetary support to do so. Counseling staff members should be encouraged to participate in community activities related to their profession.

Practicum students and interns, as well as paraprofessional assistants, may perform, under supervision, such counseling functions as are appropriate to their preparation and experience.

The level of CS staffing must be established and reviewed regularly with regard to service demands, enrollment, user surveys, diversity of services offered, institutional resources, and other mental health and student services that may be available on the campus and in the local community.

In addition to providing direct services, it is important that staff time be allowed for preparation of interviews and reports, updating institutional information, research, faculty and staff contacts, staff meetings, training and supervision, personal and professional development, consultation, and walk-in and emergency counseling interventions, in accordance with individual staff members' qualifications and task assignments. Similarly, teaching, administration, research, and other such responsibilities should be identified as relevant staff functions.

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

Clerical employees who deal directly with students should be carefully selected, since they play an important role in the students' impressions of the counseling services and often must make some preliminary client-related decisions.

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

PART 5. HUMAN RESOURCES <i>(Criterion Measures)</i>		Rating Scale					
5.1	The program is staffed adequately with personnel qualified to accomplish its mission.	ND	1	2	3	<u>4</u>	NR
5.2	Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND	1	2	3	<u>4</u>	NR
5.3	The program strives to improve the professional competence and skills of all staff members.	ND	1	2	3	<u>4</u>	NR
5.4	Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND	1	2	3	<u>4</u>	NR
5.5	Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	<u>ND</u>	1	2	3	4	NR
5.6	Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	ND	1	2	<u>3</u>	4	NR
5.7	Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND	1	2	<u>3</u>	4	NR
5.8	Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	ND	1	2	3	<u>4</u>	NR
5.9	Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND	1	2	3	<u>4</u>	NR
5.10	Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	ND	1	2	3	<u>4</u>	NR
5.11	Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND	1	2	3	<u>4</u>	NR
5.12	A diverse program staff is in place that provides readily identifiable role models for students.	ND	1	2	<u>3</u>	4	NR
5.13	Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND	1	2	3	<u>4</u>	NR
5.14	The program has a system for regular staff evaluation.	ND	1	2	3	<u>4</u>	NR
5.15	The program provides staff members with continuing education and professional development opportunities including in-service programs and	ND	1	2	3	<u>4</u>	NR

professional conferences and workshops.	
5.16 The director of CS possesses appropriate combination of courses, training, and experience.	ND 1 2 3 <u>4</u> NR
5.17 CS staff members possess appropriate combination of courses, training, and experience.	ND 1 2 3 <u>4</u> NR
5.18 The number of CS staff members is adequate.	ND 1 2 3 <u>4</u> NR

Part 5: Human Resources Overview Questions

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

2011 strategic plan; staffing growth commensurate with student needs

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

Job description; hiring requirements; annual performance evaluation

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

Professional supervision, training, and evaluation provided by Coordinator of Counseling and Dean of Student Life

Part 6: FINANCIAL RESOURCES

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

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

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

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

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

Request budget increases as necessary; partially funded through health fees

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

Budget data; program assessment; qr data; funding approval process via Dean and CFO

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

Counseling Services (CS) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance

with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

CS must maintain a physical and social environment that facilitates optimal functioning and insures appropriate confidentiality.

CS, when feasible, should be physically separate from administrative offices, campus police, and judicial units.

Individual offices for counseling staff members should be provided and appropriately equipped and soundproof. The offices should be designed to accommodate the functions performed by counseling staff members.

There should be a reception area that provides a comfortable and private waiting area for clients.

CS should maintain or have ready access to professional resource materials.

In those instances where counseling services include a career development unit, there should be a resource center that holds institutional catalogs and occupation and career information.

An area suitable for individual and group testing procedures should be available.

CS should maintain, or have ready access to, group meeting space.

CS should maintain equipment that is capable of providing modern technical approaches to treatment and record keeping and have access to equipment for research and media presentations.

CS with training components should have adequate facilities for recording, and, where possible, for direct observations.

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

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

Part 7: Facilities, Technology, and Equipment Overview Questions

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

Need sound proof doors for counseling; Keith Spencer maintains technology needs; new door built this year in Student Life hallway to improve confidentiality for students

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

Quarterly reports; student satisfaction survey; safety committee; technology data base

Part 8: LEGAL RESPONSIBILITIES

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

CS staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for CS staff members as needed to carry out assigned responsibilities.

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

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

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

Part 8: Legal Responsibilities Overview Questions

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

Confidentiality; informed parental consent; liability; need for mandatory staff and faculty training re: student issues

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

Consult with Dean of Student Life and college attorney as needed; Ongoing professional development and education on legal issues

Part 9: EQUITY and ACCESS

Counseling Services (CS) staff members must ensure that services and programs are provided on a fair and equitable basis. CS facilities, programs and services must be

accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents.

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

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

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

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

Part 9: Equity and Access Overview Questions

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

Equal Opportunity Policy; printed in handbooks; student satisfaction survey; ethical mandates; college policies

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

Posted on website and handbook; practice is to identify concerns and make changes/policies as determined; need to put in handbook and website where students can go if needs are not met

Part 10: CAMPUS and EXTERNAL RELATIONS

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

It is desirable that CS develop close cooperation with campus referral sources and with potential consumers of counseling services consultations. CS should also work closely with all other segments of the institution whose goal is the promotion of psychological, emotional, and career development.

CS should work closely with the chief student affairs and chief academic affairs administrators to insure the meeting of institutional goals and objectives.

Within the campus community, CS should establish close cooperation with career services, academic advising, special academic support units (e.g., reading and study skills programs, learning assistance programs) and specialized student services (e.g., services for students with disabilities, international and minority students, TRIO programs, women, veterans, returning adult students).

CS should establish relationships with a wide range of student groups (e.g., student government; gay, lesbian, bisexual, transgender groups; fraternities and sororities) to promote visibility and serve as a resource to them.

CS should establish and maintain a close working relationship with student health services as counseling staff members are often called upon to refer clients for medical concerns or hospitalization, or to serve as consultants to, or to seek consultation from, health services professionals.

CS should foster relationships with academic units and with campus professionals in admissions, registrar's office, student activities, athletics, and residence halls, where appropriate.

CS should establish effective relationships with the institutional legal counsel and the legal staff of relevant professional organizations in order to effectively respond to pertinent legal issues and precedents which underlie the delivery components of CS.

Where adequate mental health resources are not available on campus, CS must establish and maintain close working relationships with off-campus community mental health resources.

CS should have procedures for the referral of students who require counseling beyond the scope of institutional CS.

As the demographic makeup of our campuses change and new instructional delivery methods are introduced, institutions should recognize that students who are at a distance from a physical campus may still need access to the range of counseling functions. Institutions should provide services in ways that are accessible to such learners and assist them in identifying and accessing appropriate services in their own geographic region.

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

PART 10. CAMPUS and EXTERNAL RELATIONS <i>(Criterion Measures)</i>	Rating Scale
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 <u>3</u> 4 NR
10.2 The program has established appropriate working relationships with off-campus community health resources.	ND 1 2 3 <u>4</u> NR

Part 10: Campus and External Relations Overview Questions

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

All departments on campus; local hospital; police dept.; mental health offices; public high school; Vernon County Youth Task Force

B. What evidence confirms effective relationships with program constituents?

Documented referral base; outreach programs; Orientation training assessment; consultation with parents; campus meetings; school calendar

Part 11: DIVERSITY

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

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

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

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

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

Part 11: Diversity Overview Questions

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

Individual counseling; pep programming "Herstory"

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

Services are available to everyone; PEP programming and services; internet and intranet; deal with specific issues individually

Part 12: ETHICS

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

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

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

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

CS staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

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

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

CS staff members must conform to relevant federal, state/provincial, and local statutes which govern the delivery of counseling and psychological services.

CS staff members must be familiar with and adhere to relevant ethical standards in the field, including those professional procedures for intake, assessment, case notes, termination summaries and the preparation, use, and distribution of psychological tests.

Client status and information disclosed in individual counseling sessions must remain confidential, unless written permission to divulge the information is given by the student.

Clients must be made aware of issues such as the limits to confidentiality during intake or early in the counseling process so they can participate from a position of informed consent.

Consultation regarding individual students, as requested or needed with faculty and other campus personnel, is offered in the context of preserving the student's confidential relationship with the counseling services. Consultation with parents, spouses, and public and private agencies that bear some responsibility for particular students may occur within the bounds of a confidential counseling relationship.

All CS staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved.

When the condition of a client is indicative of clear and imminent danger to the client or to others, counseling staff members must take reasonable personal action that may involve informing responsible authorities, and when possible, consulting with other professionals. In such cases, counseling staff members must be cognizant of pertinent ethical principles, state/provincial or federal statutes, and local mental health guidelines that stipulate the limits of confidentiality.

Information should be released only at the written request or concurrence of a client who has full knowledge of the nature of the information that is being released and of the parties to whom it is released. Instances of limited confidentiality should be clearly articulated. The decision to release information without consent should occur only after careful consideration and under the conditions described above.

CS must maintain records in a confidential and secure manner while specifying procedures to monitor access, use, and maintenance of the records.

CS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected

under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. CS staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

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

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

PART 12. ETHICS (<i>Criterion Measures</i>)		Rating Scale					
12.1	All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	ND	1	2	3	<u>4</u>	NR
12.2	The program has a written statement of ethical practice that is reviewed periodically.	ND	<u>1</u>	2	3	4	NR
12.3	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND	1	2	3	<u>4</u>	NR
12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	<u>ND</u>	1	2	3	4	NR
12.5	Information judged to be of an emergency nature when an individual's safety or that of others is involved is disclose to appropriate authorities.	ND	1	2	3	<u>4</u>	NR
12.6	All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	<u>ND</u>	1	2	3	4	NR
12.7	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND	1	2	3	<u>4</u>	NR
12.8	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND	1	2	3	<u>4</u>	NR
12.9	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND	1	2	3	<u>4</u>	NR
12.10	All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	ND	1	2	3	<u>4</u>	NR
12.11	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND	1	2	3	<u>4</u>	NR
12.12	Staff members practice ethical behavior in the use of technology.	ND	1	2	3	<u>4</u>	NR
12.13	Staff members do not participate nor condone any form of harassment.	ND	1	2	3	<u>4</u>	NR
12.14	Staff members perform duties within limits of their training, expertise, and competence.	ND	1	2	3	<u>4</u>	NR

12.15	Staff members hold other staff members accountable for ethical behavior.	ND	1	2	3	<u>4</u>	NR
12.16	Staff members deliver services to conform to relevant federal, state/provincial, and local statutes.	ND	1	2	3	<u>4</u>	NR
12.17	Staff members adhere to relevant ethical standards.	ND	1	2	3	<u>4</u>	NR
12.18	Staff members maintain confidentiality of student status and information disclosed in counseling unless approved by the client.	ND	1	2	3	<u>4</u>	NR
12.19	Staff members inform clients of limits to confidentiality.	ND	1	2	3	<u>4</u>	NR
12.20	Staff members disclose to appropriate authorities information judged to be of an emergency nature, including the safety of the client and others.	ND	1	2	3	<u>4</u>	NR
12.21	The program maintains records in a confidential and secure manner and monitors access, use, and maintenance of the records.	ND	1	2	3	<u>4</u>	NR
12.22	Staff members comply with institutional policies concerning human subjects research, ethical practices, and confidentiality of research.	<u>ND</u>	1	2	3	4	NR

Part 12: Ethics Overview Questions

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

Professional state licensure; Professional Code of Ethics posted in office; Civil Rights Act of 1964

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

Locked office and file cabinet; Confidentiality form; protocol for emergencies

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

Professional consultation and supervision with Dean of Student Life

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

PEP training process; updated professional changes; supervision by Dean of Student Life

Part 13: ASSESSMENT and EVALUATION

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

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

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

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

PART 13. ASSESSMENT AND EVALUATION (<i>Criterion Measures</i>)	Rating Scale
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND <u>1</u> 2 3 4 NR

13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND <u>1</u> 2 3 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND <u>1</u> 2 3 4 NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND <u>1</u> 2 3 4 NR

Part 13: Assessment and Evaluation Overview Questions

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

Need to develop mission and learning outcomes to implement grand assessment strategy; Include PEP in assessment process

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

Must establish

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

Must establish

CAS Counseling Services

Work Form A Assessment, Ratings, and Significant Items

INSTRUCTIONS:

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

Part	Items					Step One	
						Excellent	Unsatisfactory
1. Mission	1.1 1.5b	1.2 1.5c	1.3 1.5d	1.4	1.5a	1.4, 1.5 1.5 abcd	1.1, 1.2, 1.3
2. Program	2.1 2.4.3 2.4.8 2.4.13 2.6 2.7e	2.2 2.4.4 2.4.9 2.4.14 2.7a 2.7f	2.3 2.4.5 2.4.10 2.4.15 2.7b 2.7g	2.4.1 2.4.6 2.4.11 2.4.16 2.7c 2.7h	2.4.2 2.4.7 2.4.12 2.5 2.7d	2.1, 2.5, 2.6, 2.7abcdefgh	2.2, 2.3, 2.4

3. Leadership	3.1 3.6 3.7e	3.2 3.7a 3.8	3.3 3.7b 3.9	3.4 3.7c 3.10	3.5 3.7d 3.11	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11	
4. Organization & Management	4.1	4.2	4.3	4.4		4.1, 4.2, 4.3, 4.4	
5. Human Resources	5.1 5.6 5.11 5.16	5.2 5.7 5.12 5.17	5.3 5.8 5.13 5.18	5.4 5.9 5.14	5.5 5.10 5.15	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8,5.9,5.10, 5.11,5.12, 5.13,5.14, 5.15,5.16, 5.17,5.18	
6. Financial Resources	6.1	6.2	6.3			6.1, 6.2, 6.3	
7. Facilities, Technology, & Equipment	7.1	7.2	7.3	7.4		7.1, 7.2, 7.3, 7.4	
8. Legal Responsibilities	8.1 8.6	8.2	8.3	8.4	8.5	8.1, 8.2, 8.3, 8.5, 8.6	8.4
9. Equity and Access	9.1 9.6	9.2 9.7	9.3	9.4	9.5	9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7	
10. Campus and External Relations	10.1	10.2				10.1, 10.2	
11. Diversity	11.1	11.2	11.3	11.4		11.1	11.2, 11.3, 11.4
12. Ethics	12.1 12.6 12.11 12.16 12.21	12.2 12.7 12.12 12.17 12.22	12.3 12.8 12.13 12.18	12.4 12.9 12.14 12.19	12.5 12.10 12.15 12.20	12.1, 12.3, 12.5, 12.7, 12.8, 12.9,12.10, 12.11,12.12, 12.13-12.21	12.2
13. Assessment & Evaluation	13.1	13.2	13.3	13.4			13.1, 13.2, 13.3, 13.4

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

- | |
|--|
| 1. Need mission and goals for counseling program |
| 2. Need learning outcomes for counseling program |
| 3. |
| 4. |
| 5. |

6.
7.
8. Inform staff members of institutional policy re: personal liability and coverage
9.
10.
11. The program promoting needs, communication, respect for diversity.
12. The program needs a written statement of ethical practice and review.
13. Regular assessments and evaluation of program needs

CAS
Counseling Services

Work Form B
Follow-Up Actions

INSTRUCTIONS:

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

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

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
Mission & goals	Develop Mission and goals	Counseling Office	6-01-09
Learning Outcomes	Develop learning outcomes	Counseling Office	6-01-09
College policy on liability and insurance	Check with Mary Haggans	Jeanna Brauer	6-01-09
Diversity awareness and program needs	Increase education and awareness through student life and programming	Student Life Committee and department	06-01-10
Assessment and evaluation	Identify, implement, and document assessment practices	Counseling Office	6-01-10

CAS

Counseling Services

Work Form C Summary Action Plan

Step Four:

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

Part 1: Mission

Mission statement and goals have been instituted. Put on internet and in handbook

Part 2: Program

Learning outcomes for counseling office have been established (healthy behavior; enhanced self esteem; effective communication; meaningful interpersonal relationships; appreciating diversity). Put on internet and in handbook

Part 3: Leadership

Part 4: Organization and Management

Part 5: Human Resources

Part 6: Financial Resources

Liability coverage has been ascertained from business office

Part 7: Facilities, Technology, and Equipment

Part 8. Legal Responsibilities

Part 9: Equity and Access

Part 10: Campus and External Relationships

Part 11: Diversity

Will work with entire campus community to increase education and awareness of diversity on campus; invite Robert Paige as consultant for plan of action

Part 12: Ethics

Implement a written statement of ethical practice and review annually. Put on internet and in handbook.

Part 13: Assessment and Evaluation

Identify and implement assessment practices for student satisfaction, PEP, and programming.