CAS Self-Assessment Guide

COUNSELING SERVICES
2019

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INTRODUCTION AND INSTRUCTIONS
CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:

   I.   Self-Assessment Guide Organization and Process
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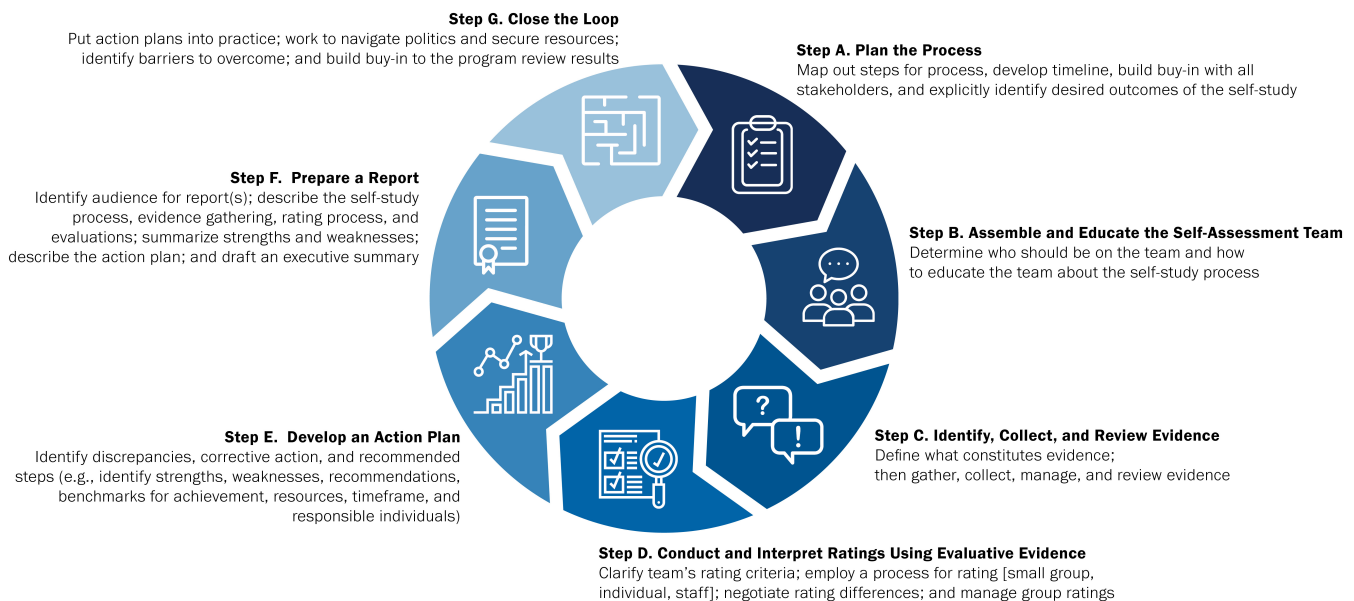   III.   Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process

CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as "General Standards," which form the core of all functional area standards. CAS standards and guidelines are organized into 12 parts, and the SAG workbook corresponds with the same sections:

Part 1.   Mission
Part 2.   Program and Services
Part 3.   Student Learning, Development, and Success
Part 4.   Assessment
Part 5.   Access, Equity, Diversity, and Inclusion
Part 6.   Leadership, Management, and Supervision

Part 7.   Human Resources
Part 8.   Collaboration and Communication
Part 9.   Ethics, Law, and Policy
Part 10.   Financial Resources
Part 11.   Technology
Part 12.   Facilities and Infrastructure

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

Step G. Close the Loop
Put action plans into practice; work to navigate politics and secure resources; identify barriers to overcome; and build buy-in to the program review results

Step A. Plan the Process
Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study

Step F. Prepare a Report
Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary

Step B. Assemble and Educate the Self-Assessment Team
Determine who should be on the team and how to educate the team about the self-study process

Step E. Develop an Action Plan
Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)

Step C. Identify, Collect, and Review Evidence
Define what constitutes evidence; then gather, collect, manage, and review evidence

Step D. Conduct and Interpret Ratings Using Evaluative Evidence
Clarify team's rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

    A.   Plan the self-study process
    B.   Assemble and educate self-study team(s)
    C.   Identify, collect, and review documentary evidence
    D.   Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process

Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process, it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team

The second step begins by identifying an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of over 40 higher education professional associations concerned with student learning, development, and success. The CAS standards represent essential practices; the CAS guidelines on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in **bold type**. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs "**must**" and "**shall**" while guidelines use "should" and "may."

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is

good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations

- *Program Documents:* mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos

- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports

- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession

- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each part includes recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given criterion statement. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence
When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

1) **Rate Criterion Measures**
   a) Team members individually rate criterion measures based on their understanding of the evidence.
   b) Team discusses and assigns collective ratings for criterion measures.

2) **Provide Narrative Rationale**
   a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Justification for Rating*.
   b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
   c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

3) **Answer Overview Questions (In the Instrument)**
   a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 parts.

b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 3-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve resolution through consensus of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) should individually rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Justification for Rating*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; the team is then ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. Persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the functional area staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples
Rating Standard Criterion Measures

All CAS standards, printed in **bold type**, are viewed as being essential to a sound and relevant program or service that contributes to student learning, development, and success. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the "Program and Services" standards as an example, the following graphic illustrates how criterion measures are grouped into subcategories for rating.

2.1 Program and Services Goals
- The functional area is guided by a set of written goals and objectives that are directly related to the stated mission.
- The functional area's goals are aligned with institutional priorities and expectations of the functional area.
- The functional area regularly develops, reviews, evaluates, and revises its goals.
- The functional area communicates goals and progress toward achievement to appropriate constituents.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 2.1 Rating:

2.2 Program Information and Services
- The functional area provides relevant information, services, and resources consistent with its mission and goals.

Using Guidelines to Make Judgments about the Program
As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards can especially benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop
The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Develop an Action Plan
Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

1) **Resolve Rating Discrepancies (Work Form A)**
   a) Identify criterion statements for which there is a substantial rating discrepancy.
   b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.

2) **Identify Areas of Good Practice (Work Form B)**
   a) Identify criterion measure ratings where *good practice* in performance was noted (i.e., functional area received a rating of 2).

3) **Identify Areas for Improvement (Work Form C)**

    a)   Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.

4) Recommend Areas for Action (Work Form C)
    a)   Note items that need follow-up action for improvement and indicate what requires action.
    b)   This is the last form to be completed by the review team.

5) Prepare the Action Plan (Work Form D)
    a)   This step should be completed by the functional area being reviewed.
    b)   Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.

6) Write Program Action Plan (Work Form E)
    a)   List each specific action identified in the self-study that would enhance and strengthen services.
    b)   Determine the actions needed to improve for each practice.
    c)   Identify responsible parties to complete the action steps.
    d)   Set dates by which specific actions are to be completed.

7) Prepare Report
    a)   Prepare a comprehensive action plan for implementing functional area changes.
    b)   Identify resources (i.e., human, fiscal, physical) that are essential to functional area enhancement.
    c)   Set tentative start-up date for initiating a subsequent self-study.

Step F: Prepare a Report
To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the review; and (c) recommends specific plans for action. In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize good practice and areas of improvement.

Step G: Close the Loop and Manage Change
Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

COUNSELING SERVICES
CAS Contextual Statement

In order to understand the context of Counseling Services at an institution of higher education, one must first define *College Counseling.* The definition is deceptively simple: "…the delivery of counseling services by trained counseling professionals in a postsecondary setting" (Spooner, 2000, p. 4). Yet the execution of this task "delivery of counseling services" has become exceedingly more complex as the lists of duties assigned to college counseling centers has changed along with the needs of the student body. Where once counseling services sought to provide students with character development, moral and vocational guidance, and to promote good mental health hygiene, (Zhang & McCoy, 2016), it now includes consultation, case management, teaching, training, supervision, assessments, outreach and prevention services, career planning, crisis and emergency services, and more depending on the needs of the institution (Francis, 2018). The level of these services is often dictated by the size of the center's budget, the amount of staff in the center, the type and size of the institution (e.g., vocational/technical college, community college, 4-year university, etc.), as well as institutional priorities. For example, counseling services at the community college level may only include a combination of academic advising and career counseling along with short-term psychotherapy. Counseling services at a large, comprehensive university may include long term psychotherapy, psychiatric services, and psychological assessments for emotional and learning disabilities (Francis, 2018). Added to this list of services at all institutions is the increased use of counseling services staff on standing committees that receive, evaluate, and act on reports of student behaviors that cause concern to faculty, staff, and administrators (Van Brunt, 2012). Therefore the context of counseling services at an institution of higher education is exceedingly complex in the face of a simple definition.

Contributing to this complexity are the changing needs and demographics of the student body. It now includes students who openly identify as LGBTQ+, various racial and ethnic minorities, first generation, veterans, non-traditional, high achieving, international students, and the "traditional" 18-25 year old (National Center for Education Statistics, 2017). While the increasing presence of a diverse student population on today's college campus enhances learning, it also brings new demands to existing counseling services that were not present a few decades ago (Hardy, Weatherford, Locke, DePalma, & D'Iuso, 2011; Twenge, 2006). This requires counseling services staff to have a broader range of knowledge in student development theory, culturally appropriate counseling and assessment interventions, and diverse resources for students who may be referred to outside services. Therefore, support for the continuing education for counseling services staff is of utmost importance, but often dictated by budget limitations of the counseling center.

Historically there has been an impression that counseling services deal only with students with simple developmental issues (e.g., relationship concerns, homesickness, etc.) (Sharkin, 2012). Yet research has demonstrated more college students are accessing services with increasingly serious issues that impact their ability to be academically and socially successful (Francis & Horn, 2017; Hardy et al., 2011; Hunt & Eisenberg, 2010). According to a survey of over 100,000 U.S. college students at 130 universities, 1 in 5 students report having experienced sexual assault, 1 in 10 have attempted suicide, 1 in 3 take psychiatric medication, 1 in 4 have self-injured and 1 in 3 have experienced a traumatic event (Center for Collegiate Mental Health, January, 2019). As the severity and complexity of clients' problems expand, it is increasingly important for college counseling professionals to be prepared to work with physicians, community mental health providers, other campus departments, and health care professionals to create an appropriate systemic response to student's needs. The two most prevalent issues are anxiety and depression (Beiter et al., 2015; CCMH, January, 2019). Additional issues include gender or sexual identity, suicide, suicidal ideation and self-injury, body image issues and eating disorders, as well as responding to the aftermath of campus violence, sexual assaults, mass shootings, or violent protests. These issues challenge counseling service resources, staff time, and budgets (CCHM, January, 2019; Lipson & Sonneville, 2017; Rasmussen & Johnson, 2008; Taub et al., 2013; Van Brunt, 2012).

With these challenges in mind, the works of Hodges, Shelton, and Lyn (2016) and Sharkin (2012) are very relevant. The authors stress a need for counseling services to (a) clearly define boundaries on the types of problems and degree of severity of those clients for whom the counseling services can provide services, and (b) to develop and identify extensive referral and outreach services to transition severe clients more effectively to appropriate community resources. At the same time, college counselors strive to maintain the therapeutic, developmental, preventive, and consultative services that are integral to their work. As Stone and Archer (1990) note, the concepts of working within limits and achieving a balance between demands and resources are significant for college counseling services. Francis and Horn (2017) recognize the importance of demonstrating to institutions the positive outcomes of helping students maintain psychological health and develop personally in ways that support retention.

The diversity of institutions, changing student body, and complexity of presenting issues are not the only variables that contribute to the context of counseling services in higher education. As previously noted, counseling services staff are being asked to consult with or contribute to Behavioral Intervention Teams (BIT) or Threat Assessment Teams (TAT) due to the psychological nature of many of the reports forwarded onto these groups. Participating in BITs or TATs goes beyond clinical work and focuses our mental health expertise on the safety needs of the community. Over 92% of these teams have counseling services staff as a standing committee member (Van Brunt, Reese, & Lewis, 2015). This valuable work demonstrates the increased time demands on counseling services staff that takes them away from direct services to the student body.

In addition to the work with BITs/TATs, the legal landscape as it relates to the college environment almost certainly impacts the context of counseling services. The Americans with Disabilities Act, Title II was reinterpreted and no longer allows a university or college to involuntarily remove a student from the institution for suicidal ideation or behavior (Lannon, 2014). This behavior is seen as a symptom of a mental health issue that requires an institution to provide reasonable accommodations to the identified student (U.S. Department of Justice, 1990). Where counseling services may once have been utilized to help the student transition out of college for a period of time to receive services, they are now involved in providing continuing services or case management and referrals for services while the student remains on campus.

Related to these legal issues is the ever-changing landscape of Title IX compliance. Counseling services staff are exempt from mandatory reporting, but may be tasked with providing therapeutic services to both the complainant and respondent and may be tasked with programming for sexual assault prevention (U.S. Department of Justice, 2017). Both of these legal changes directly affect how counseling services operate on campus and, more specifically, how providers collaborate with their student affairs colleagues.

College counselors offer preventive, crisis, outreach, and consultative services, depending on the nature of the campus and students served. A strong commitment to professional development, whether through conducting research, providing training and supervision, maintaining professional credentials, upholding ethical standards of practice, or actively participating in professional organizations or other scholarly activities, is the catalyst for competent responses to the changing social issues and complex developmental, psychosocial, and mental health concerns of students (Boyd et al., 2003).

The CAS Counseling Services Standards and Guidelines that follow provide college counselors with criteria to develop, enhance, evaluate, and judge the quality of campus counseling services.

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COUNSELING SERVICES
CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation for Part 1:
1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

1.1 Program and Services Mission
- The primary mission of Counseling Services (CS) is to assist students in cultivating mental health and well-being to achieve educational and career success.
- CS develops and defines its mission.
- The CS mission is consistent with the mission of the department, college, division, institution, and applicable professional standards.
- To facilitate personal growth, CS promotes student growth in the areas of 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 lifestyle.
- CS develops, defines, and disseminates its scope of services.
- The CS mission is appropriate for the institution's students, designated clients, and other constituents.
- CS advances its mission.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 1.1 Rating:

1.2 Mission Statement
- CS implements, disseminates, regularly reviews, and updates its mission statement.
- The mission statement references student learning, development, and success.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 1.2 Rating:

Overview Questions:
1. How does the mission embrace student learning and development?
2. In what ways does the CS mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM AND SERVICES

Suggested Evidence and Documentation for Part 2:
1. List of program goals and objectives
2. List of current collaborations across the institution
3. Map of program activities
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)
7. Organization Chart

2.1 Program and Services Goals
- Counseling Services (CS) is guided by a set of written goals and objectives that are directly related to the stated mission.
- The CS goals are aligned with institutional priorities and expectations of the functional area.
- CS regularly develops, reviews, evaluates, and revises its goals.
- CS communicates goals and progress toward achievement to appropriate constituents.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 2.1 Rating:

2.2 Program Information and Services
- CS provides relevant information, services, and resources consistent with its mission and goals.
- CS provides services to students who may be experiencing psychological, behavioral, or learning difficulties. CS provides
  - individual counseling in areas of personal, educational, career development, interpersonal relationships, family, social, and psychological issues
  - group interventions, as resources allow (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
- CS offers assessment services to identify and address student needs.
- CS provides or offers referrals to psychiatric consultation, evaluation, and support services for students needing maintenance or monitoring of psychotropic medications.
- CS provides consulting services to the institution to help foster an environment supportive of the intellectual, emotional, spiritual, and physical development of students.
- CS provides crisis intervention, risk assessment, and management.
- CS develops and implements strategies for outreach and promotion.
- CS provides programs to address developmental needs and concerns of students in collaboration with other departments on campus or as a service of the center.
- CS provides referrals for services outside of its scope of resources, or when requested by students.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 2.2 Rating:

2.3 Program Structure and Framework
- CS has clearly stated, current, relevant, and documented goals and outcomes; policies and procedures; responsibilities and performance expectations for personnel; and organizational charts demonstrating clear channels of authority.
- CS is purposefully structured and resourced to balance efficiency and effectiveness.
- CS is purposefully structured and resourced to achieve programmatic and student learning and development outcomes.
- CS works in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.
- CS collaborates with colleagues and departments across the institution to promote student learning, development, and success.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 2.3 Rating:

2.4 Program Design
- CS is intentionally designed to achieve predetermined student learning and development outcomes.
- CS is intentionally designed to incorporate research and theories on student learning, development, and success.
- CS is intentionally designed to respond to the needs of individuals, constituents, and populations with distinct needs.
- CS is intentionally designed to ensure access for students and designated clients.
- CS provides services directly, through referral, or in collaboration with internal or external agencies.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 2.4 Rating:

Overview Questions:
1. What are the goals and objectives of CS?
2. To what extent does the CS structure allow it to be effective?
3. What are the key programs, services, and resources offered by CS?
4. How does CS contribute to the student experience?

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

Suggested Evidence and Documentation for Part 3:
1. Program student learning and development outcomes, and brief description of how they were developed
2. Program student learning, development, and success outcomes and related assessment data
3. List of current collaborations across the institution that facilitate student learning, development, and success
4. Map of program activities and ways they connect to student learning, development, and success outcomes

3.1 Program Contribution to Student Learning, Development, and Success
- Counseling Services (CS) contributes to students' formal education, which includes both curricular and co-curricular experiences.

- CS contributes to students' progression and timely completion of educational goals.
- CS helps students and designated clients prepare for their careers and meaningful contributions to society.
- CS works with the institution to identify relevant and desirable student success outcomes.
- CS identifies relevant and desirable student learning and development outcomes.
- CS implements strategies and tactics to achieve the student learning, development, and success outcomes.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 3.1 Rating:

3.2 Student Learning and Development Domains and Dimensions
- CS aligns predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.
- CS aligns predetermined student learning and development outcomes with the institutional framework for student outcomes.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 3.2 Rating:

3.3 Assessment of Student Learning and Development
- CS assesses the student learning and development outcome domains and dimensions relevant to the functional area.
- CS provides evidence of the extent to which student learning and development outcomes are achieved.
- CS provides evidence of the extent to which student success outcomes are achieved.
- CS uses evidence to create strategies for improving student learning, development, and success.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 3.3 Rating:

Overview Questions:
1. What are the most significant student learning, development, and success outcomes of CS?
2. What is the demonstrated impact of CS on student learning, development, and success?

Part 4. ASSESSMENT

Suggested Evidence and Documentation for Part 4:
1. Functional area goals, key indicators, outcomes, and related assessment data
2. Assessment data related to student learning, development, and success outcomes
3. Assessment plans and annual reports
4. Minutes of meetings at which assessment activities and results are discussed

5. Professional development activities to improve assessment competence

4.1 Establishing a Culture of Assessment
- Counseling Services (CS) develops assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.
- CS designs assessment plans that incorporate an ongoing cycle of assessment activities.
- CS has fiscal, human, professional development, and technological resources to develop and implement assessment plans.

DNA	IE	0	1	2	**Rating:**
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 4.1 Rating:

4.2 Program Goals, Outcomes, and Objectives
- CS identifies goals, outcomes, and objectives to guide its work.
- CS identifies assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.
- When collaborating with other departments on assessment activities, the activities are consistent with the CS mission and assessment plan.

DNA	IE	0	1	2	**Rating:**
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 4.2 Rating:

4.3 Assessment Plan and Process
- CS sets program goals, outcomes, and objectives.
- CS develops and implements an assessment plan.
- CS reviews and interprets findings of assessment initiatives.
- CS develops a plan for data use, continuous improvement, and reassessment.
- CS implements an improvement.
- CS reviews and monitors changes that have been made based on assessment results.
- CS implements the assessment process with methods that reflect universal design principles.
- CS employs ethical practices in the assessment process.
- CS implements assessment processes in a way that is culturally responsive, inclusive, and equitable.
- CS engages students, faculty, staff, administrators, and other relevant constituents in assessment activities.

DNA	IE	0	1	2	**Rating:**
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 4.3 Rating:

4.4 Gathering Evidence
- CS identifies priorities for assessment, including both formative and summative approaches.

- CS employs multiple methods and measures of data collection.
- CS develops manageable processes for gathering, interpreting, and evaluating data.
- CS adheres to institutional policies related to data access and management.
- CS ensures measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 4.4 Rating:

4.5 Review and Interpret Findings
- CS uses methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.
- CS disaggregates data to address the objectives and questions considered in the assessment project.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 4.5 Rating:

4.6 Reporting Results and Implementing Improvement
- CS uses assessment results to demonstrate learning, development, and success.
- CS uses assessment results to demonstrate effectiveness and continuous improvement.
- CS uses evidence from assessment activities to inform decision-making and planning for continuous improvement.
- CS monitors improvements implemented based on assessment results.
- CS applies results for future planning.
- CS informs constituents of assessment results and how data have been used for continuous improvement.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 4.6 Rating:

Overview Questions:
1. What is the comprehensive assessment strategy for CS?
2. What are priorities for assessment of CS and how are those developed?
3. How are tangible, measurable learning, development, success, and program outcomes determined to ensure achievement of mission and goals?
5. How does CS use assessment results to inform improvement? What changes, adjustments, or improvements have been made as a result of assessment activities?
4. How does CS share assessment results with relevant constituencies?
5. How does CS support ongoing development of assessment competencies for personnel?

Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION

Suggested Evidence and Documentation for Part 5:
1. Vision statements, goals, and objectives related to access, equity, diversity, and inclusion
2. Training plans and agendas for personnel and/or students
3. Lists of programs and curriculums related to access, equity, diversity, and inclusion
4. Policies, procedures, and/or handbooks (specifically statements against harassment or discrimination)
5. Facilities accessibility audit
6. Assessment results such as participation rates, demographics, campus climate, and student needs

5.1 Inclusive and Equitable Educational and Work Environments.
- Counseling Services (CS) creates and maintains educational and work environments that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.
- CS does not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history; political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 5.1 Rating:

5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion
- CS provides equitable access to facilities and resources for all constituents.
- CS responds to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.
- CS identifies and addresses actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 5.2 Rating:

5.3 Advocating for Access, Equity, Diversity, and Inclusion
- CS advocates for accessible facilities and resources and addresses issues that impede access.
- CS advocates for inclusion, multiculturalism, and social justice within the institution.
- CS enacts culturally responsive, inclusive, respectful, and equitable practices in the provision of services.
- CS develops plans for ongoing professional development on cultural competence and workplace inclusion.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 5.3 Rating:

5.4 Implementing Access, Equity, Diversity, and Inclusion

- CS establishes goals for access, equity, diversity, and inclusion.
- CS conducts outreach activities with attention to the needs of students from diverse backgrounds and marginalized populations.
- CS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- CS ensures that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.
- CS has an established protocol for, and fosters expectations of, bias incident reporting.
- Personnel within CS cultivate understanding of identity, culture, self-expression, and heritage.
- Personnel within CS promote respect for commonalities and differences among people within their historical and cultural contexts.
- When educational and/or workplace accommodations are requested, CS provides individuals with an interactive process to determine reasonable accommodations.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 5.4 Rating:

Overview Questions:
1. How does CS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does CS identify barriers to and advocate for access, equity, diversity, and inclusion?
3. How does CS address imbalances in participation among selected populations of students?
4. How does CS address imbalances in staffing patterns among selected populations of program personnel?
5. How does CS ensure cultural competence of its personnel to foster inclusion in the program?

Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION

Suggested Evidence and Documentation for Part 6:
1. Periodic reports, contracts, and personnel memos
2. Annual reports by program leaders
3. Program leader resumes, including additional professional involvement
4. Strategic and operating plans
5. Needs assessment of program constituents

6.1 Leadership

- Counseling Services (CS) leaders model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.
- CS leaders provide management and supervision as well as lead strategic planning and program advancement.
- CS leaders create a vision for the functional area.
- CS leaders communicate goals.
- CS leaders model and expect commitment.
- CS leaders build teams, coalitions, and alliances.
- CS leaders influence others to contribute to the effectiveness and success of the unit.
- CS leaders advance diversity, equity, access, and inclusion goals in the workplace.
- CS leaders incorporate data and information in decision making.
- CS leaders develop a risk management plan for the organization.
- CS leaders incorporate sustainable practices in the design of programs, services, and facilities.

- CS leaders develop and empower new leaders from within the organization.
- CS leaders collaborate with colleagues and departments across the institution.
- CS leaders adhere to organizational constraints.
- CS leaders advocate for and actively promote the functional area's mission and goals.
- CS leaders communicate with constituents about current issues affecting the profession.
- CS leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.
- CS leaders facilitate discussion and decisions regarding program advancement.
- CS leaders advocate for representation in strategic planning processes at departmental, divisional, and institutional levels.
- CS leaders articulate the ways in which CS is essential to the overall mission of an institution.
- CS leaders play an active role in interpreting and, when appropriate, advocating for the needs of students to faculty, staff, and administrators of the institution.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 6.1 Rating:

6.2 Management
- CS managers are empowered to demonstrate effective management.
- CS managers plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- CS managers develop plans for scholarship, leadership, and service to the institution and the profession.
- CS managers engage diverse perspectives from within and outside the unit to inform decision making.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 6.2 Rating:

6.3 Supervision
- CS supervisors incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel.
- CS supervisors consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel.
- CS supervisors provide feedback on personnel performance.
- CS supervisors identify and resolve workplace conflict.
- CS supervisors follow institutional policies for addressing complaints.
- CS supervisors provide reports and activity updates to management.
- CS supervisors work with personnel to develop plans for scholarship, leadership, and service to the profession and institution.
- CS supervisors provide supervision and support so that personnel may complete assigned tasks.
- CS places a high value on the training and supervision of paraprofessionals, practicum students, and interns when present within its program.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 6.3 Rating:

6.4 Strategic Planning

- Strategic planning processes facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning effort.
- Strategic planning processes support ongoing assessment activities that improve student learning, development, and success.
- Strategic planning processes utilize philosophies, principles, and values that guide the work of CS.
- Strategic planning processes promote environments that provide opportunities for student learning, development, and success.
- Strategic planning processes develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities.
- Strategic planning processes engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process.
- Strategic planning processes result in a vision and mission that drive short- and long-term planning.
- Strategic planning processes set goals and objectives based on the needs of the population served, intended student learning and development outcomes, and program outcomes.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 6.4 Rating:

Overview Questions:

1. To what extent are CS leader(s) viewed as and held responsible for advancing the departmental mission?
2. What opportunities and barriers are present for CS leader(s) as they seek to fulfill the functional area mission?
3. How do CS leaders advance the organization?
4. How do CS leaders encourage collaboration across the institution?
5. How are CS leaders accountable for their performance?
6. How have CS leaders empowered personnel and engaged stakeholders?

Part 7. HUMAN RESOURCES

Suggested Evidence and Documentation for Part 7:

1. Operating policy and procedure manuals/statements for program and institution
2. Organizational chart(s)
3. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
4. Annual reports, including data on student utilization and staff-to-student ratios
5. Association or benchmark reports on operations and staffing
6. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
7. Reports on personnel, including student employees and volunteers, employment experiences
8. Training agendas and schedules

9. Statement of staffing philosophy
10. Professional development activities
11. Minutes from staff meetings at which human resources related standards were discussed and addressed

7.1 Staffing and Support

- Counseling Services (CS) identifies the level of staffing necessary to achieve its mission and goals.
- CS staffing is 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.
- CS staffing levels and workloads are adequate and appropriate for program and service demands.
- CS is staffed by individuals qualified to accomplish its mission and goals.
- CS has access to technical and support personnel to accomplish its mission.
- CS professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate combination of educational credentials and related work experience.
- CS clinical counseling functions are performed by mental health professionals with appropriate training, credentials, and supervised experience.
- The minimum qualification for CS professional personnel serving in a clinical role is a master's degree from an accredited institution in a relevant discipline.
- The CS director has an appropriate combination of graduate course work, formal training, and supervised experience.
- The CS director or the designated clinical supervisor holds, is eligible for, or pursues licensure or certification.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 7.1 Rating:

7.2 Employment Practices

- CS establishes procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.
- CS leaders ensure that all personnel have written position descriptions.
- CS leaders regularly review position descriptions.
- CS leaders maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel.
- CS leaders implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce.
- CS leaders develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- CS leaders, in partnership with personnel and aligned with institutional policies, establish work arrangements that achieve department objectives.
- Personnel have written performance goals, objectives, and outcomes for each performance cycle and are used to plan, review, and evaluate work and performance.
- Performance plans are updated regularly and reflect changes during the performance cycle.
- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of CS.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 7.2 Rating:

7.3 Personnel Training and Development
- CS personnel receive training when hired and professional development throughout their employment.
- CS personnel engage in continuing professional development activities.
- CS provides personnel with appropriate professional development opportunities or resources.
- CS personnel have access to resources and receive specific training on policies, procedures, and laws related to the programs and services they support.
- CS personnel have access to resources and receive specific training on policies, procedures, and laws related to privacy and confidentiality.
- CS personnel have access to resources and receive specific training on policies, procedures, and laws related to student records and sensitive institutional information.
- CS personnel have access to resources and receive specific training on policies, procedures, and laws related to systems and technologies necessary to perform their assigned responsibilities.
- CS personnel have access to resources and receive specific training on policies, procedures, and laws related to sexual misconduct, harassment, and workplace violence.
- CS personnel are trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.
- CS personnel are trained on how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments.
- CS leaders ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 7.3 Rating:

7.4 Paraprofessional Personnel
- Paraprofessionals working in CS are enrolled in an appropriate field of study and/or have relevant experience.
- Paraprofessionals working in CS are carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.
- CS leaders accommodate the dual roles paraprofessionals may have as both student and employee.
- CS leaders adhere to parameters of paraprofessionals' job descriptions.
- CS leaders articulate intended student learning and development outcomes in student employee job descriptions.
- CS leaders adhere to agree-upon work hours and schedules.
- CS leaders offer flexible scheduling options as needed by the student employee.
- CS leaders work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours.
- CS leaders educate paraprofessionals on the use of confidential information.
- CS leaders supervise paraprofessionals' access to confidential records.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 7.4 Rating:

Overview Questions:
1. In what ways are personnel qualifications examined, performance evaluated, and recognition provided for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of the CS mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful functional area operations?
4. How does CS engage graduate interns and assistants, student employees, and volunteers?

Part 8. COLLABORATION AND COMMUNICATION

Suggested Evidence and Documentation for Part 8:
1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key constituents

8.1 Collaboration
- Counseling Services (CS) personnel collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.
- CS collaborates with individuals, groups, communities, and organizations.
- CS collaborates to garner support and resources.
- CS collaborates to meet the needs of students, designated clients, and other constituents.
- CS collaborates to achieve program and student outcomes.
- CS collaborates to engage diverse populations to enrich the educational environment.
- CS collaborates to disseminate information about programs and services.
- CS collaborates to solve problems pertinent to the student population, designated clients, or the organization.
- CS advocates for membership on critical institutional committees, especially those related to crisis response, students at-risk, and threat assessment.
- CS works with campus partners to provide disaster preparedness and response plans.
- CS refers students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.
- Where adequate mental health resources are not available on campus, CS establishes and maintains close working relationships with community mental health resources.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 8.1 Rating:

8.2 Communication
- CS provides relevant information, services, and resources that explain its mission and goals.
- CS develops and implements strategies for outreach and promotion.
- CS promotional and descriptive information is accurate and free of deception and misrepresentation.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 8.2 Rating:

8.3 Procedures and Guidelines
- CS has and follows procedures and guidelines consistent with institutional policy for communicating with the media.
- CS has and follows procedures and guidelines consistent with institutional policy for distributing information through print, broadcast, and online sources
- CS has and follows procedures and guidelines consistent with institutional policy for the use of social media.
- CS has and follows procedures and guidelines consistent with institutional policy for contracting with external organizations for delivery of programs and services.
- CS has and follows procedures and guidelines consistent with institutional policy for developing relationships with donors.
- CS has and follows procedures and guidelines consistent with institutional policy for dissemination of relevant information in a timely manner to all constituents.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 8.3 Rating:

Overview Questions:
1. With which relevant individuals, campus offices, and external agencies must CS maintain effective relationships? Why are these relationships important, and how are they mutually beneficial?
2. How does CS maintain effective relationships with program constituents?
3. How does CS assess the effectiveness of its relations with individuals, campus offices, and external agencies?

Part 9. ETHICS, LAW, AND POLICY

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures, and/or handbooks
4. Codes of conduct
5. Operating policies and procedures
6. Operating policies and procedures related to human subjects research (i.e., Institutional Review Board)
7. Minutes from meetings during which staff reviewed and discussed ethics
8. Emergency procedures
9. Contracts and memoranda of understanding (MOUs)
10. Copies of related laws and legal obligations

9.1 Ethical Statements
- Counseling Services (CS) reviews and adopts appropriate standards of ethical practice including those of applicable professional associations.
- CS has clearly defined and documented ethical statements addressing conflicts of interest, or appearance thereof, by personnel in the performance of their work.
- CS has clearly defined and documented ethical statements addressing management of institutional funds.
- CS has clearly defined and documented ethical statements addressing acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies.
- CS has clearly defined and documented ethical statements addressing research and assessment with human participants or animal subjects.

- CS has clearly defined and documented ethical statements addressing confidentiality of research and assessment data.
- CS has clearly defined and documented ethical statements addressing personnel, student, and other designated clients' rights and responsibilities.
- CS has clearly defined and documented ethical statements addressing disclosure of information in student, personnel, and other designated clients' records.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 9.1 Rating:

9.2 Ethical Practice
- CS personnel employ ethical decision making in the performance of their duties.
- CS personnel are familiar with and adhere to relevant ethical standards in the field, including those professional procedures for initial assessment, treatment, and clinical documentation as well as the preparation, use, and distribution of psychological tests.
- CS personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- CS personnel are honest, objective, and impartial in their interactions.
- CS demonstrates responsibility for sound and ethical assessment, research, evaluation, and program review.
- CS encourages and provides a forum for personnel to address and report unethical behavior.
- CS addresses issues surrounding scholarly integrity.
- CS personnel perform duties within the scope of their position, training, expertise, and competence.
- CS personnel make referrals when issues presented exceed the scope of their position.
- In cases where specialized and needed expertise is not available within CS, personnel refer students to resources within the institution and/or the local community.
- CS maintains client status and information disclosed in counseling sessions as confidential unless written permission to divulge the information is given by the client.
- When the condition of a client is indicative of serious and foreseeable harm to the client or to others, CS personnel take reasonable action that may involve informing responsible authorities and, when possible, consulting with other professionals. In such cases, CS personnel are cognizant of pertinent ethical principles, state/provincial or federal statutes, and local mental health guidelines that stipulate the limits of confidentiality. These limits are expressly communicated to the client.
- The decision by CS personnel to release information without consent occurs only after careful consideration and under the conditions described above.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 9.2 Rating:

9.3 Legal Obligations and Responsibilities
- CS complies with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- CS personnel conform to relevant laws and statutes that govern the delivery of counseling and psychological services.
- CS personnel comply with applicable laws related to privacy and confidentiality.

- CS maintain records in a confidential and secure manner while specifying procedures to monitor access, use, and maintenance of the records.
- In accordance with governmental laws, institutional policy, and standards of good practice, CS personnel who are concerned about student's well-being ensure that they are referred to appropriate resources.
- CS has a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.
- CS does not discriminate based upon institutional policies, codes, or governmental laws.
- CS purchases or obtains permission to use copyrighted materials and instruments. References to copyrighted materials and instruments include appropriate citations.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 9.3 Rating:

9.4 Policies and Procedures
- CS has written policies and procedures on operations, transactions, or tasks that have legal implications.
- CS has and follows a timeline for reviewing policies and procedure. The creation and revision of policies and procedures are informed by available evidence, and policies and procedures that inform the management of higher education.
- CS has policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 9.4 Rating:

9.5 Communication of Ethical and Legal Obligations
- CS educates new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.
- CS informs its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.
- CS personnel provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.
- CS personnel ensure that clients are 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.
- CS personnel ensure that instances of limited confidentiality are clearly articulated, reviewed with the client, and acknowledged by signature.
- CS creates ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.
- CS informs personnel about internal and external governance organizations that affect the functional area.
- CS informs personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 9.5 Rating:

9.6 Addressing Harassment and Hostile Environments
- CS personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.
- CS adheres to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 9.6 Rating:

Overview Questions:
1. What is the CS strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of CS?
4. What are the crucial legal, policy and, governance issues faced by CS, and how are they addressed?
5. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
6. How are personnel informed about internal and external governance systems?

Part 10. FINANCIAL RESOURCES

Suggested Evidence and Documentation for Part 10:
1. Budgets and the budget process
2. Financial policies and procedures
3. Financial statements and audit reports
4. Student fee administration and allocation process (if applicable)
5. Financial statements for grants, gifts, and other external resources

10.1 Funding
- Counseling Services (CS) has the funding that is necessary to accomplish its mission and goals.
- Wherever a fee-for-service model is employed, CS understands students' health care insurance and works with students to utilize their coverage.
- CS determines with administrative leadership what funding is necessary.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 10.1 Rating:

10.2 Financial Planning
- In establishing and prioritizing funding resources, CS conducts comprehensive analyses to determine unmet needs of the unit; relevant expenditures; external and internal resources; and impact on students and the institution.
- CS uses the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.

- CS financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 10.2 Rating:

10.3 Financial Management
- CS manages funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.
- CS demonstrates responsible stewardship and use of fiscal resources.
- CS has procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.
- CS is provided with the institutional and financial resources to assist with professional development of personnel.
- CS procurement procedures are consistent with institutional policies.
- CS procurement procedures ensure that purchases comply with laws and codes for usability and access.
- CS procurement procedures ensure that the institution receives value for the funds spent.
- CS procurement procedures consider information available for comparing the ethical and environmental impact of products and services purchased.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 10.3 Rating:

Overview Questions:
1. What is the funding strategy for CS, and why is this the most appropriate approach?
2. How does CS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does CS go about increasing financial resources?
4. What structures exist to ensure compliance and responsible stewardship, management, and use of fiscal resources? How are limitations or gaps in these structures mitigated?

Part 11. TECHNOLOGY

Suggested Evidence and Documentation for Part 11:
1. Information technology policies and procedures
2. Equipment and hardware inventory and replacement cycle
3. Software inventory and update cycle
4. Back-up plan and systems failure emergency protocol(s)
5. Contracts, manuals, and user guides for internet, telephone, database, application, and other systems vendors
6. Technology needs assessment; usage and access data

11.1 Systems Management
- Counseling Services (CS) has current technology to support the achievement of its mission and goals.
- CS selects technology that reflects current best pedagogical practices when it is used to facilitate student learning and development.
- CS incorporates accessibility features into technology-based programs and services.

- CS ensures that personnel and constituents have access to training and support for technology use.
- CS backs up data on a cycle established in partnership with the institution's information technology department.
- CS implements a replacement plan and cycle for all technology with attention to sustainability.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 11.1 Rating:

11.2 User Engagement
- CS uses technology to enhance the delivery of programs and services for all constituents.
- CS ensures that technology addresses constituent needs.
- CS employs technologies that facilitate user interaction.
- CS provides secure remote access.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 11.2 Rating:

11.3 Compliance and Information Security
- CS has policies on the appropriate use of technology that are clear and easily accessible.
- CS complies with governmental codes and laws and with institutional technology policies and procedures.
- CS provides a secure platform when conducting financial transactions, in accordance with industry best practices.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 11.3 Rating:

11.4 Communication
- CS has updated websites that provide information to all constituents in accessible formats.
- CS uses technology that allows users to communicate sensitive information in a secure format.
- CS maintains secure and ethical use in the application of technology for the provision of counseling services.
- CS evaluates relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.
- CS evaluates multiple modes of communications including, but not limited to, phone, text, and web chat.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 11.4 Rating:

Overview Questions:
1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does CS ensure that relevant technology is available for all who are served by the program?
4. How does CS use technology to enhance the delivery of programs, resources, services, and overall operations?
5. How does CS utilize technology to foster its learning, development, and success outcomes?

Part 12. FACILITIES AND INFRASTRUCTURE

Suggested Evidence and Documentation for Part 12:
1. Facilities and equipment inventory and usage data
2. Facilities audit and plans for renovations, additions, and enhancements
3. Facilities use agreements or memoranda of understanding (MOUs)
4. Capital projects, if applicable
5. Structural designs or maps to show space allocation
6. Images of the space

12.1 Design of Facilities
- Counseling Services (CS) facilities are located in suitable spaces designed to support the CS mission and goals.
- CS facilities are intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.
- CS facilities are designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.
- CS maintains an environment that facilitates optimal functioning and ensures confidentiality.
- CS incorporates universal design principles.
- CS facilities are designed and constructed to be energy-efficient and sustainable.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 12.1 Rating:

12.2 Work Space
- CS personnel have equipped and well-maintained workspaces designed to support their work and responsibilities.
- CS personnel are able to safeguard the privacy of their work.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 12.2 Rating:

12.3 Equipment Acquisition

- When acquiring capital equipment, CS takes into account expenses related to regular maintenance and life cycle costs.
- CS incorporates sustainable practices when purchasing equipment.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 12.3 Rating:

12.4 Facilities and Equipment Use
- CS facilities and equipment is inspected on an established cycle and is in compliance with codes, laws, and established practices for accessibility, health, safety, and security.
- CS promptly reports broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.
- CS develops sustainable practices for facilities use.
- CS assesses the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.
- CS personnel advocate for appropriate, consistent, and fair assignment of facilities and equipment.

DNA		0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 12.4 Rating:

Overview Questions:
1. How are facilities inventoried and maintained?
2. How does CS integrate sustainable practices?
3. How does CS ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is CS intentional about space allocation and usage?

Work Form A – Rating Discrepancies

INSTRUCTIONS:
This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program and Services		
3. Student Learning, Development, and Success		
4. Assessment		
5. Access, Equity, Diversity, and Inclusion		
6. Leadership, Management, and Supervision		
7. Human Resources		
8. Collaboration and Communication		
9. Ethics, Law, and Policy		
10. Financial Resources		
11. Technology		
12. Facilities and Infrastructure		

Work Form B – Good Practices

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- **Good Practices**: Item number(s) for which all participants have given a rating of 2, indicating agreement that the criterion *meets* the standard.

Part	Standards of Good Practice
1. Mission	
2. Program and Services	
3. Student Learning, Development, and Success	
4. Assessment	
5. Access, Equity, Diversity, and Inclusion	
6. Leadership, Management, and Supervision	
7. Human Resources	
8. Collaboration and Communication	
9. Ethics, Law, and Policy	
10. Financial Resources	
11. Technology	
12. Facilities and Infrastructure	

Work Form C –Areas for Improvement and Recommended Action

INSTRUCTIONS:
This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- **Areas for Improvement**: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.
- **Recommendations:** List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)	Recommendations for Functional Area Action:
1. Mission		
2. Program and Services		
3. Student Learning, Development, and Success		
4. Assessment		
5. Access, Equity, Diversity, and Inclusion		
6. Leadership, Management, and Supervision		
7. Human Resources		
8. Collaboration and Communication		
9. Ethics, Law, and Policy		
10. Financial Resources		
11. Technology		

12. Facilities and Infrastructure		

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the functional area being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program and Services

Part 3. Student Learning, Development, and Success

Part 4. Assessment

Part 5. Access, Equity, Diversity, and Inclusion

Part 6. Leadership, Management, and Supervision

Part 7. Human Resources

Part 8. Collaboration and Communication

Part 9. Ethics, Law, and Policy

Part 10. Financial Resources

Part 11. Technology

Part 12. Facilities and Infrastructure

Work Form E – Action Plan

INSTRUCTIONS:
Using this work form, the functional area staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Form C, functional area staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

COUNSELING SERVICES
CAS Standards and Guidelines

Guiding Principle: Students and Their Environments

Part 1. MISSION

1.1 Programs and Services Mission

The primary mission of Counseling Services (CS) is to assist students in cultivating mental health and well-being to achieve educational and career success.

CS must develop and define its mission.

The CS mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.

The developmental mission of CS should be to help students enhance their personal growth.

To facilitate personal growth, CS must promote student growth in the areas of 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 lifestyle.

The clinical mission of CS should recognize that some students experience significant problems, ranging from serious adjustment issues to more severe psychological disorders that require immediate professional attention.

Within the clinical mission, CS should include assessment, treatment, and crisis response, as well as consideration of the effect on the campus community.

The preventive mission of CS should be to anticipate environmental conditions and developmental processes that may negatively influence students' well-being and initiate interventions that will promote personal adjustment, resilience, and growth.

CS may perform a wide variety of counseling, consultative, evaluative, and training functions as an expression of its institutional mission.

CS may emphasize different functions of its mission in its dedication of time to mental health counseling, academic counseling, career counseling, or student development services.

CS must develop, define, and disseminate its scope of services.

The CS mission must be appropriate for the institution's students, designated clients, and other constituents.

Whether centralized or decentralized in its administration, CS must advance its mission.

1.2 Mission Statement

CS must implement, disseminate, regularly review, and update its mission statement.

Mission statements must reference student learning, development, and success.

Part 2. PROGRAM AND SERVICES

2.1 Program and Services Goals

Counseling Services (CS) must be guided by a set of written goals and objectives that are directly related to the stated mission.

The CS goals must be aligned with institutional priorities and expectations of the functional area.

CS must regularly develop, review, evaluate, and revise its goals.

CS must communicate goals and progress toward achievement to appropriate constituents.

CS should provide programming in alignment with its mission, focused on the developmental needs of students to maximize their potential to benefit from the academic environment and experience. Such programming may focus on students' academic, career, and overall health and well-being goals.

2.2 Program Information and Services

CS must provide relevant information, services, and resources consistent with its mission and goals.

CS must provide services to students who may be experiencing psychological, behavioral, or learning difficulties. CS must provide
- **individual counseling in areas of personal, educational, career development, interpersonal relationships, family, social, and psychological issues**
- **group interventions, as resources allow (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**

CS must offer assessment services to identify and address student needs.

CS should provide psychological testing and other assessment techniques to foster student self-understanding and decision-making.

CS must provide or offer referral to psychiatric consultation, evaluation, and support services for students needing maintenance or monitoring of psychotropic medications.

CS must provide consulting services to the institution to help foster an environment supportive of the intellectual, emotional, spiritual, and physical development of students.

CS must provide crisis intervention, risk assessment, and management.

CS should provide professional development programs to staff and faculty that support the healthy development of students.

CS must develop and implement strategies for outreach and promotion.

CS must provide programs to address developmental needs and concerns of students in collaboration with other departments on campus or as a service of the center.

CS must provide referrals for services outside of its scope of resources, or when requested by students.

2.3 Program Structure and Framework

CS must have clearly stated, current, relevant, and documented
- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

CS must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.

CS should advocate for placement within the organizational structure that facilitates significant interaction with unit heads in academic affairs, student affairs, and other relevant areas.

CS should be organized based on institutional characteristics, priorities, and organizational structures. Accordingly, CS may be organized such that not all functions exist within the same administrative unit.

CS should work to create a cohesive system of support for students when counseling functions exist in separate administrative units.

CS should not be directly responsible for making decisions concerning students' official matriculation status, such as student conduct, academic probation, and admissions or re-admissions actions.

Regardless of organizational structures, CS must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.

The CS director should have the ability to interact effectively with administrators, faculty and staff members, students, colleagues, and community members.

CS must collaborate with colleagues and departments across the institution to promote student learning, development, and success.

2.4 Program Design

CS must be intentionally designed to
- achieve predetermined student learning and development outcomes
- incorporate research and theories on student learning, development, and success
- respond to needs of individuals, constituents, and populations with distinct needs
- ensure access for students and designated clients

CS must provide services directly, through referral, or in collaboration with internal or external agencies.

CS should interpret the educational and institutional structure to students and intervene either to improve the quality of the environment or facilitate the development of better interactions between students and their environment.

In accordance with task assignments and qualifications, CS personnel should allocate time to
- prepare interviews and reports
- update institutional information
- consult with faculty and staff
- participate in staff meetings
- conduct training and supervision
- engage in personal and professional development
- consult with other service providers
- conduct walk-in and emergency counseling interventions
- participate in divisional and institutional committees

CS personnel may also engage in teaching, administration, research, and other such responsibilities while working to manage any potential conflicts of interest that may place students at risk.

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

Counseling Services (CS) must contribute to students' educational development, which includes both curricular and co-curricular experiences.

CS should help students identify and access services to overcome specific learning issues in educational preparation or skills.

CS must contribute to students' progression and timely completion of educational goals.

CS must help students and designated clients prepare for their careers and meaningful contributions to society.

CS must work with the institution to identify relevant and desirable student success outcomes.

CS should help identify and advocate for the removal of barriers to student retention.

CS should work closely with senior administrators to ensure that institutional goals and objectives are met.

CS must identify relevant and desirable student learning and development outcomes.

CS must implement strategies and tactics to achieve these outcomes.

3.2 Student Learning and Development Domains and Dimensions

CS must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.

CS must align predetermined student learning and development outcomes with the institutional framework for student outcomes.

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes (www.cas.edu/learningoutcomes) for examples of outcomes related to these domains and dimensions.]

3.3 Assessment of Student Learning and Development

CS must assess the student learning and development outcome domains and dimensions relevant to the functional area.

CS must provide evidence of the extent to which student learning and development outcomes are achieved.

CS must provide evidence of the extent to which student success outcomes are achieved.

CS must use evidence to create strategies for improving student learning, development, and success.

Part 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

Counseling Services (CS) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.

CS must design assessment plans that incorporate an ongoing cycle of assessment activities.

CS must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

4.2 Program Goals, Outcomes, and Objectives

CS must identify goals, outcomes, and objectives to guide its work.

CS should engage in assessment that contributes to knowledge of student characteristics and needs.

CS should engage in evaluation of student outcomes in its programs and services.

CS must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.

When collaborating with other departments on assessment activities, these activities must be consistent with the CS mission and assessment plan.

4.3 Assessment Plan and Process

CS must structure assessment initiatives using the steps of the assessment cycle:
- set program goals, outcomes, and objectives
- develop and implement assessment plan
- review and interpret findings
- develop a plan for data use, continuous improvement, and reassessment
- implement an improvement plan
- review and monitor changes that have been made

CS must implement the assessment process with methods that reflect universal design principles.

CS must employ ethical practices in the assessment process.

CS must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.

CS must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.4 Gathering Evidence

CS must identify priorities for assessment, including both formative and summative approaches.

CS must employ multiple methods and measures of data collection.

CS must develop manageable processes for gathering, interpreting, and evaluating data.

CS must adhere to institutional policies related to data access and management.

CS must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

4.5 Review and Interpret Findings

CS must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.

CS must disaggregate data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement

CS must use assessment results to demonstrate student learning, development, and success.

CS must use assessment results to demonstrate effectiveness and continuous improvement.

CS must use evidence from assessment activities to inform decision-making and planning for continuous improvement.

CS must monitor improvements implemented based on assessment results.

CS must apply results for future planning.

CS must inform constituents of assessment results and how data have been used for continuous improvement.

CS should participate in local, regional, and/or national benchmarking projects that provide comparative data for counseling services.

Guiding Principle: Advocating for Diverse, Equitable, and Inclusive Communities

Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION

5.1 Inclusive and Equitable Educational and Work Environments

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Counseling Services (CS) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

CS must not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.

5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion

CS must provide equitable access to facilities and resources for all constituents.

CS must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.

CS must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

5.3 Advocating for Access, Equity, Diversity, and Inclusion

CS must advocate for accessible facilities and resources, and address issues that impede access.

CS must advocate for inclusion, multiculturalism, and social justice within the institution.

CS must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

CS must develop plans for ongoing professional development on cultural competence and workplace inclusion.

5.4 Implementing Access, Equity, Diversity, and Inclusion

CS must establish goals for access, equity, diversity, and inclusion.

CS must conduct outreach activities with attention to the needs of students from diverse backgrounds and marginalized populations.

CS must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.

CS must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.

CS must have an established protocol for, and foster expectation of, bias incident reporting.

Personnel within CS must cultivate understanding of identity, culture, self-expression, and heritage.

Personnel within CS must promote respect for commonalities and differences among people within their historical and cultural contexts.

When educational and/or workplace accommodations are requested, CS must provide individuals with an interactive process to determine reasonable accommodations.

Guiding Principle: Organization, Leadership, and Human Resources

Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION

6.1 Leadership

Counseling Services (CS) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

Leaders with organizational authority for CS must provide management and supervision as well as lead strategic planning and program advancement.

CS leaders must
- create a vision for the functional area
- communicate goals
- model and expect commitment
- build teams, coalitions, and alliances
- influence others to contribute to the effectiveness and success of the unit
- advance diversity, equity, access, and inclusion goals in the workplace
- incorporate data and information in decision making
- develop a risk management plan for the organization
- incorporate sustainable practices in the design of programs, services, and facilities
- develop and empower new leaders from within the organization
- collaborate with colleagues and departments across the institution
- adhere to organizational constraints

CS should partner in campus efforts to promote a healthy and diverse learning community.

CS leaders must advance the functional area by
- advocating for and actively promoting the functional area's mission and goals
- communicating with constituents about current issues affecting the profession
- identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement
- facilitating discussion and decisions regarding program advancement
- advocating for representation in strategic planning processes at departmental, divisional, and institutional levels

CS leaders must articulate the ways in which CS is essential to the overall mission of an institution.

CS leaders should provide consultation/leadership in campus-wide and internal policy formation and program development.

CS must play an active role in interpreting and, when appropriate, advocating for the needs of students to faculty, staff, and administrators of the institution.

CS leaders should provide institutional leaders with a perspective that reflects an appropriate balance between administrative requirements and the needs and interests of students.

CS leaders should provide information on CS services and resources to students, faculty, staff and, in accordance with CS and institutional mission, to the community.

CS leaders should educate the campus community regarding legal issues in mental health, medicine, and higher education, as well as those governing the delivery of CS.

6.2 Management

CS managers must
- be empowered to demonstrate effective management
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- develop plans for scholarship, leadership, and service to the institution and the profession
- engage diverse perspectives from within and outside the unit to inform decision making

6.3 Supervision

CS supervisors must
- incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel
- consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel
- provide feedback on personnel performance
- identify and resolve workplace conflict
- follow institutional policies for addressing complaints
- provide reports and activity updates to management
- work with personnel to develop plans for scholarship, leadership, and service to the profession and institution
- provide supervision and support so that personnel may complete assigned tasks

CS must place a high value on the training and supervision of paraprofessionals, practicum students, and interns when present within its program.

6.4 Strategic Planning

CS leaders, managers, and supervisors must facilitate ongoing strategic planning processes that
- facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts
- support ongoing assessment activities that improve student learning, development, and success
- utilize philosophies, principles, and values that guide the work of the functional area
- promote environments that provide opportunities for student learning, development, and success
- develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities
- engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process

- **result in a vision and mission that drive short- and long-term planning**
- **set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes**

Part 7. HUMAN RESOURCES

7.1 Staffing and Support

Counseling Services (CS) must identify the level of staffing and resources necessary to achieve its mission and goals.

CS staffing must be 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.

CS staffing levels and workloads must be adequate and appropriate for program and service demands.

The student to counselor ratio should be determined in light of institutional size and type, student demographics, roles and responsibilities of professional staff, scope of services provided, accreditation standards if applicable, and unique features of CS.

CS must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

CS staffing should place priority on hiring staff with identities that reasonably reflect the visible and invisible diversity of students at the institution.

CS must have access to technical and support personnel to accomplish its mission.

CS support personnel who interface directly with students should be carefully selected and mindful of
- the important role they play in the students' impressions of CS
- the fact that they often must make some preliminary client-related decisions
- their access to confidential information

CS professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

CS clinical counseling functions must be performed by mental health professionals with appropriate training, credentials, and supervised experience.

CS leaders should create a diverse work environment inclusive of various professional credentials and preparation.

The minimum qualification for CS professional personnel serving in a clinical role must be a master's degree from an accredited institution in a relevant discipline.

CS professional personnel should have completed 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.

CS clinical personnel should hold, or be eligible for licensure or certification in their chosen discipline (e.g., counseling, psychology, social work) where such exists.

CS clinical personnel should have appropriate coursework and training in
- psychological assessment
- theories of counseling, cognitive development, personality, abnormal psychology, psychopathology
- treatment planning
- group counseling
- crisis intervention and management
- substance abuse and dependence
- career development
- multicultural counseling
- legal and ethical issues in counseling
- learning styles

CS professional personnel should demonstrate knowledge of technology, leadership, organizational development, consultation, and relevant federal, regional, and state/provincial statutes.

CS professional personnel responsible for supervising colleagues or graduate interns should have terminal degrees in their profession, hold degrees commensurate with those being supervised, or meet professional and governmental standards for providing clinical supervision, including licensure or certification as a supervisor.

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

The CS director or the designated clinical supervisor must hold, be eligible for, or pursue licensure or certification.

The CS director should
- have a terminal degree in a mental health profession (e.g. counseling psychology, clinical psychology, counselor education, medicine with completed specialty training in psychiatry, or other related discipline) from an accredited institution
- have a minimum of three years of related experience as a staff member or administrator of CS at an institution of higher education
- have received supervision (either pre- or post-doctorate) in counseling within higher education

7.2 Employment Practices

CS must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

CS leaders must
- **ensure that all personnel have written position descriptions**
- **regularly review position descriptions**

- maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel
- implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

CS leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.

Personnel within CS must have written performance goals, objectives, and outcomes for each performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of CS.

7.3 Personnel Training and Development

CS personnel must receive training when hired and professional development throughout their employment.

CS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and advancements that affect its programs and services.

CS personnel should remain abreast of research on outcomes of clinical interventions.

CS must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.

CS professional personnel should have the financial support to participate in appropriate professional organizations.

CS professional personnel should be encouraged to participate in community activities related to their profession.

CS should maintain an in-service and staff development program that includes supervision, case presentations, research reports, and discussion of relevant professional issues.

CS personnel must have access to resources and receive specific training on policies, procedures, and laws related to
- the programs and services they support
- privacy and confidentiality
- student records and sensitive institutional information
- systems and technologies necessary to perform their assigned responsibilities
- sexual misconduct, harassment, and workplace violence

CS personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.

CS personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.

CS leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

7.4 Paraprofessional Personnel

Paraprofessionals working in CS must be enrolled in an appropriate field of study and/or have relevant experience.

Paraprofessionals working in CS must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.

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

CS leaders must accommodate the dual roles paraprofessionals may have as both student and employee.

CS leaders must
- adhere to parameters of paraprofessionals' job descriptions
- articulate intended student learning and development outcomes in student employee job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling options as needed by the student employee
- work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours

CS leaders must educate paraprofessionals on the use of confidential information.

CS leaders must supervise paraprofessionals' access to confidential records.

Part 8. COLLABORATION AND COMMUNICATION

8.1 Collaboration

Counseling Services (CS) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

CS must collaborate with individuals, groups, communities, and organizations to
- establish, maintain, and promote understanding and effective relations
- garner support and resources
- meet the needs of students, designated clients, and other constituents
- achieve program and student outcomes
- engage diverse populations to enrich the educational environment
- disseminate information about programs and services

- solve problems pertinent to the student population, designated clients, or the organization

CS must advocate for membership on critical institutional committees, especially those related to crisis response, students at-risk, and threat assessment.

CS must work with campus partners to provide disaster preparedness and response plans.

CS should work closely with all other segments of the institution whose goal is the promotion of psychological and emotional well-being, and career development.

CS should develop close cooperation with institutional referral sources and with potential consumers of CS consultations.

CS should establish close cooperation with key functional areas as defined by the institution and institutional makeup.

CS must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

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

8.2 Communication

CS must provide relevant information, services, and resources that explain its mission and goals.

CS must develop and implement strategies for outreach and promotion.

CS promotional and descriptive information must be accurate and free of deception and misrepresentation.

8.3 Procedures and Guidelines

CS must have and follow procedures and guidelines consistent with institutional policy for
- communicating with the media
- distributing information through print, broadcast, and online sources
- the use of social media
- contracting with external organizations for delivery of programs and services
- developing relationships with donors
- dissemination of relevant information in a timely manner to all constituents

Guiding Principle: Ethical Considerations

Part 9. ETHICS, LAW, AND POLICY

9.1 Ethical Statements

Counseling Services (CS) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

CS must have clearly defined and documented ethical statements addressing
- conflicts of interest, or appearance thereof, by personnel in the performance of their work
- management of institutional funds
- acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies
- solicitation of gifts, in accordance with institutional advancement reporting policies
- research and assessment with human participants or animal subjects
- confidentiality of research and assessment data
- personnel, student, and other designated clients' rights and responsibilities
- disclosure of information in student, personnel, and other designated clients' records

9.2 Ethical Practice

CS personnel must employ ethical decision making in the performance of their duties.

CS personnel must be familiar with and adhere to relevant ethical standards in the field, including those professional procedures for initial assessment, treatment, and clinical documentation as well as the preparation, use, and distribution of psychological tests.

CS personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

CS personnel must be honest, objective, and impartial in their interactions.

CS must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

CS must encourage and provide a forum for personnel to address and report unethical behavior.

CS must address issues surrounding scholarly integrity.

CS personnel must perform duties within the scope of their position, training, expertise, and competence.

CS personnel must make referrals when issues presented exceed the scope of their position.

In cases where specialized and needed expertise is not available within CS, personnel must refer students to resources within the institution and/or the local community.

CS must maintain client status and information disclosed in counseling sessions as confidential unless written permission to divulge the information is given by the client.

When the condition of a client is indicative of serious and foreseeable harm to the client or to others, CS personnel must take reasonable action that may involve informing responsible authorities and, when possible, consulting with other professionals. In such cases, CS personnel must be cognizant of pertinent ethical principles, state/provincial or federal statutes, and local mental health guidelines that stipulate the limits of confidentiality and these limits must be expressly communicated to the client.

Client information should be released by CS personnel 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.

The decision by CS personnel to release information without consent must occur only after careful consideration and under the conditions described above

9.3 Legal Obligations and Responsibilities

CS must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

CS personnel must conform to relevant laws and statutes that govern the delivery of counseling and psychological services.

CS personnel must comply with applicable laws related to privacy and confidentiality.

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

In accordance with governmental laws, institutional policy, and standards of good professional practice, CS personnel who are concerned about students' well-being must ensure that they are referred to appropriate resources.

CS must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.

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 that underlie the delivery components of CS.

CS must not discriminate based upon institutional policies, codes, or governmental laws.

CS must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

9.4 Policies and Procedures

CS must have written policies and procedures on operations, transactions, or tasks that have legal implications.

CS must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.

CS must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

9.5 Communication of Ethical and Legal Obligations

CS must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

CS must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.

CS personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.

CS personnel must ensure that clients are 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 institutional personnel may be offered in the context of preserving the student's confidential relationship with CS. Consultation with parents, partners, and public and private agencies that bear some responsibility for particular students may occur within the bounds of a confidential counseling relationship.

CS personnel must ensure that instances of limited confidentiality are clearly articulated, reviewed with the client, and acknowledged by signature.

CS must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.

CS must inform personnel about internal and external governance organizations that affect the functional area.

CS must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

9.6 Addressing Harassment and Hostile Environments

CS personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

CS must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.

Guiding Principle: Learning-Conducive Structures, Resources, and Systems

Part 10. FINANCIAL RESOURCES

10.1 Funding

Counseling Services (CS) must have the funding that is necessary to accomplish its mission and goals.

Wherever a fee-for-service model is employed, CS must understand students' health care insurance and work with students to utilize their coverage.

CS must determine with administrative leadership what funding is necessary.

10.2 Financial Planning

In establishing and prioritizing funding resources, CS must conduct comprehensive analyses to determine
- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

CS must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.

CS financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

10.3 Financial Management

CS must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.

CS must demonstrate responsible stewardship and use of fiscal resources.

CS must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.

CS must be provided with the institutional and financial resources to assist with professional development of personnel.

CS procurement procedures must
- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Part 11. TECHNOLOGY

11.1 Systems Management

Counseling Services (CS) must have current technology to support the achievement of its mission and goals.

CS must select technology that reflects current best pedagogical practices when it is used to facilitate student learning and development.

CS must incorporate accessibility features into technology-based programs and services.

CS must ensure that personnel and constituents have access to training and support for technology use.

CS must back up data on a cycle established in partnership with the institution's information technology department.

CS must implement a replacement plan and cycle for all technology with attention to sustainability.

11.2 User Engagement

CS must use technology to enhance the delivery of programs and services for all constituents.

CS should maintain equipment that is capable of providing modern technical approaches, such as biofeedback and secure video conferencing accessibility, to treatment and record keeping.

CS should have access to equipment for research and media presentations.

CS must ensure that technology addresses constituent needs.

CS must employ technologies that facilitate user interaction.

CS must provide secure remote access.

11.3 Compliance and Information Security

CS must have policies on the appropriate use of technology that are clear and easily accessible.

CS must comply with governmental codes and laws and with institutional technology policies and procedures.

CS must provide a secure platform when conducting financial transactions, in accordance with industry best practices.

11.4 Communication

CS must have updated websites that provide information to all constituents in accessible formats.

CS must use technology that allows users to communicate sensitive information in a secure format.

CS must maintain secure and ethical use in the application of technology for the provision of counseling services.

CS must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.

CS must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.

Part 12. FACILITIES AND INFRASTRUCTURE

12.1 Design of Facilities

Counseling Services (CS) facilities must be located in suitable spaces designed to support the functional area's mission and goals.

CS should be physically separate from administrative offices, campus security, and student conduct units.

CS should provide a reception area that serves as a comfortable and private waiting area for clients.

CS should maintain or have ready access to group meeting space that provides a confidential setting.

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

CS facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

CS should provide an area suitable for individual and group testing procedures.

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

In instances where CS includes a career development unit, there should be a resource center for access to occupational and career information.

CS facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.

CS must maintain an environment that facilitates optimal functioning and ensures confidentiality.

CS must incorporate universal design principles.

CS facilities must be designed and constructed to be energy-efficient and sustainable.

12.2 Work Space

CS personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.

CS personnel should be provided with individual offices that are appropriately equipped and soundproofed. The offices should be designed to accommodate the functions performed by CS personnel.

CS personnel must be able to safeguard the privacy of their work.

12.3 Equipment Acquisition

When acquiring capital equipment, CS must take into account expenses related to regular maintenance and life cycle costs.

CS must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

CS facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.

CS must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.

CS must develop sustainable practices for facilities use.

CS must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.

CS personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.

General Standards revised in 2018;
CS content developed/revised in 1986, 1997, 1999, 2011, & 2019

The CS Standards and Guidelines should be considered in conjunction with the CS Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.