

**SABBATICAL REPORT**

**1999-2000**

**Irma Zuniga**

**June 2000**

**Mt. San Antonio College**

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## COMMUNITY COLLEGE VISITS

### Statement of Purpose

The visit to selected community colleges provided me with the opportunity to interact with other EOPS counselors and to observe programs that I hoped would provide ideas that could be adapted by the EOPS program at Mt. San Antonio College. Interviews with EOPS counselors provided me with insight into the attitudes, practices and philosophies of my peers.

I also planned to visit the Career Center for each campus I visited. I thought that a Career Center profile from each one of the different campuses would provide a useful context for future development of career resources at Mt. San Antonio College.

### Campus Selection

Mt. San Antonio College is often compared to other “benchmark” colleges. These colleges are compared to one another because they share similar characteristics for a single district campus, such as student enrollment and similarities in student profiles. Mt. San Antonio College has 24,000 students enrolled for credit and reports a combined total of 42,000 enrollment of credit/noncredit students for 1998-1999 (Source: Community College League of California). The five “benchmark” colleges that Mt. SAC is most often compared to are:

- Cerritos College, Norwalk, California.
- El Camino College, Torrance, California.
- Pasadena City College, Pasadena, California.
- Santa Monica College, Santa Monica, California.
- Santa Rosa Junior College, Santa Rosa, California.

Santa Rosa Junior College is about 68 miles north of San Francisco and the remaining colleges are located in Southern California. Visits to these campuses started in late October 1999 and ended in April 2000.

### **EOPS COUNSELOR INTERVIEWS**

My primary focus in visiting the five campuses was to interview EOPS counselors. I interviewed eleven EOPS Counselors at the five “bench-mark” colleges. As I met with each counselor, I stressed that I was primarily interested in their ideas about their identity (philosophy) as EOPS counselors, and about the ups and downs of being an EOPS counselor. I assured them that I was not at all interested in whether they meet a criteria or model of counseling. Because I wanted them to have a certain level of freedom to speak openly, I decided to keep all counselor comments confidential.

All of the counselors gave me an opportunity to observe them working with individual students, while they taught classes, and while they conducted workshops. Observations were from two hours to as much as eight hours, depending on schedules and the level of tolerance each counselor had having me underfoot.

### **DEFINING GOALS FOR COUNSELOR INTERVIEWS**

In structuring the goal for my interviews with EOPS counselors, I decided to develop a questionnaire that would allow me to compare the following EOPS counselor activities:

- Compare counselor involvement with students in fulfilling Title V criteria for student contacts and education plan development (Appendix, page 89).

- Identify degree of counselor involvement with professional development activities.
- Determine level of counselor participation in college governance.
- Determine level of communication with general counseling department staff on their campus.
- Compare counselor integration and familiarity with “core counselor functions” that are outlined in the California Community College Academic Senate policy paper, “Standards of Practice for California Community College Counseling Programs (Appendix, page 90).”
- Identify counselor use of campus career services, and whether they consider these services are adequate.
- Compare counseling philosophies.
- Identify aspects of counselor stress

In reference to the “Standards of Practice for California Community College Counseling Programs,” I wanted to know if counselors could identify with the “intertwining” aspects of career, academic, multi-cultural and personal counseling that are described in the “Counselor Core Functions of the “Standards” paper (A. Core Functions, Appendix, page 90).

In reference to Title V, I wanted to know if counselors applied concepts described in “A. Core Functions” of the “Standards” paper in their approach to developing education plans for their students or whether they used other guiding principles. Title V outlines three minimum contacts EOPS students are required to have with a counselor for the purposes of receiving guidance and assistance in developing an educational plan (Appendix, page 89).

## **EOPS COUNSELOR QUESTIONNAIRE**

The 18 questions that I developed in the following questionnaire are keyed to the previous description of "Defining Goals for Counselor Interviews."

1. What percent of your time is spent in classroom, groups, individual appointments, outreach, personal counseling?
2. What is your program's definition of an education plan?
3. Do you feel that you have an appropriate length of time for individual counseling appointments (to allow students to discuss plans, and other subjects related to educational goals)?
4. How many hours of professional development do you complete each year?
5. Do you participate in college governance?
6. What is your relationship with the general counseling staff on campus?
7. Do you attend general counseling staff meetings?
8. Do you refer students to your campus career resource center?
9. How adequate do you think career resources are?
10. Are you familiar with the 1997 (adopted) statewide Academic Senate's "Standards of Practice for California Community College Counseling Programs?"
11. How closely do you identify with academic, career, personal and multi-cultural concepts of counseling?
12. What is your counseling philosophy.
13. How do you feel about your physical environment?
14. Is there an adequate ratio of counselors in your program?
15. How supportive is your director?
16. What stresses you about your job?
17. What do you like about your job?
18. How do you create balance in your life?

## **INTERPRETATION OF DATA**

I evaluated the counselor responses to the questionnaire and grouped them with the related components of “Defining Goals for Counselor Interviews” described in a previous section of this paper (page 2). Individual responses to the questionnaire can be found by turning to page 92 of the Appendix (EOPS Counselor Data).

### **Compare counselor involvement with students in fulfilling Title V criteria for student contacts and education plan development (questions 1,2 3, 8, & 12).**

- EOPS counselors spend most of their time with individual appointments. More than half (6) were involved in related “professional” counselor activities such as workshops, orientation, teaching. At least four counselors were involved with supervision of work-study students or recruitment.
- EOPS counselor approach to development of education plans is sensitive to individual student needs. Most counselors talked about how important it was to review personal and academic history (with sensitivity to multi-cultural counseling issues), evaluating basic skills needs, concern with “really connecting” with the student, evaluating progress, reviewing academic goals/options, and evaluating EOPS requirements/services.
- It was not clear how much of a career development process was included in the clarification of academic goals. At least four counselors stated that they were familiar with career guidance models. Most counselors referred students to career development classes or to on campus career services for assistance with career development issues.



- Four campuses defined the education plan as a six- semester plan, which meant that the counselor assisted the student in mapping out the entire sequence of required coursework for a specific academic goal. Developing education plans on the computer was of great help when computers worked properly. Only one campus defined the education plan as a projection of no more than one semester at a time.
- All programs required a minimum contact of two appointments with a counselor per semester per student, a variety of options were available for the third contact, as required by Title V, which could be met by a group meeting, workshop, or meeting with a non-EOPS counselor.
- Three programs had 30 minute appointments, one campus had 20 minute appointments, and at the other extreme, another campus had one hour appointments for first time EOPS students.
- Most programs had the flexibility to expand, or to schedule as many appointments as the counselor and student could fit into their schedules.
- Some counselors felt the pressure of not ever having enough time to meet the needs of students, but most felt that the amount of time they had was adequate.

**Identify degree of counselor involvement with professional development activities (question 4).**

- Four counselors indicated that their managers did not encourage them to attend conferences, unless they did so on their own time. One counselor actively participated in professional “counseling” conferences on a regular basis.
- Four primarily attended conferences that related to transferring to four year colleges.
- Two considered faculty flex-day activities as professional development.

- Nine of the counselors did not identify professional “counseling” conferences or activities as part of their professional development activities.

**Determine level of counselor participation in college governance (question 5).**

- Six of the eleven counselors do not participate in college governance. The remaining five are active participants.

**Determine level of communication with general counseling department staff on their campus (question 6 and 7).**

- All counselors attended general counseling department staff meetings, most felt welcomed, there were instances when counselors felt like outsiders at these meetings.

**Compare counselor integration and familiarity with “core counselor functions” that are outlined in the California Community College Academic Senate policy paper, “Standards of Practice for California Community College Counseling Programs (question 10).”**

- Five were familiar with the core functions. Of the five, two had more than a passing knowledge of the standards.

**Identify counselor use of campus career services (questions 8 and 9).**

- All eleven counselors referred students to career services, and all counselors felt that career services were adequate to excellent.

**Compare counseling philosophies (question 11 and 12).**

**Counselor Voices**

- All counselors were aware of the complexity of their work with students, and aware that each student is a unique individual, with unique needs:

*I take a holistic approach, where the student leads. Every student is different and will set the tone for the session. I need to be sensitive in working with them to open possibilities.*

*I have no specific theory. I think respect for the student is important, and try to provide students with the most information they need.*

*I go where the student takes me for academic counseling, which is cut and dried.*

*Academic, career, and cultural identity counseling are all encompassed together.*

*I like to get to know the student, and walk them through, step by step, until they see the whole picture and clarify their goal.*

*I don't compartmentalize counseling, I use humor and listen carefully. Career and academic counseling come together. A student may come in for an ed plan and leave with a better understanding of what their ultimate goal might be.*

*I'm familiar with the core functions and have clinical skills. Hard to say what my philosophy is . . . I try to tune into the person's needs and use all my resources to meet those needs, rather than taking my style and applying it to the person.*

- When asked to identify the aspects of "counselor core functions" they were familiar with (Academic, career, personal, multi-cultural concepts of counseling and ethics.), most counselors selected academic and multi-cultural counseling. The response is appropriate for EOPS counselors who must be sensitive to multi-ethnic students, and who must quickly help students evaluate academic options. Most counselors, however, did not have an understanding of the career development process, their role in crisis intervention, or a clear sense of ethical responsibility.
- Limited time, and resources or lack of updated professional training would tend to limit time spent on personal and career counseling.

**Identify aspects of Counselor Stress (questions 13, 14, 15, 16, 17 and 18).**

- Three counselors were unhappy with their physical environment. A few mentioned that staff support, technical support, and office environment was unsatisfactory. Most reported feeling happy about their physical environment.
- Inequitable student/counselor ratio can be a source of stress. Four counselors reported inadequate ratio, the remaining seven reported that ratio was adequate or that they managed.
- Five counselors reported extreme stress with directors who they felt were not supportive. In most cases, there seemed to be poor communication, and lack of understanding “the other perspective.” Unhappy counselors tended to feel more isolated, unappreciated, and depressed.
- Feeling fragmented, and not having enough time to do it all was another stress indicator for almost all of the counselors interviewed.
- All counselors reported their joy in working with students.
- All counselors reported activities that helped them deal with stress outside of work, such as eating ice-cream, the company of friends, travel, learning to say no, working out at the gym or that stress was not a big issue because they found fulfillment in their work.
- I found the happiest EOPS counselors in programs that seemed to have close relationships with other EOPS counselors, staff and directors. Their feelings can be characterized by the following:

*Morale is great, we're like a family. Director is meticulous in keeping up with program guidelines, has an open door policy for students and is very comforting with them.*

*Institutional culture can be crazy, but we have the ideal coordination and structure in EOPS. We have clear communication. There is no conflict, no egos. Director really advocates for us and respects us.*

*I feel my ideas matter, even if the director disagrees. Having ongoing dialogue with staff and director about what works and what doesn't has been valuable.*

## **CONCLUSION**

I felt privileged to have been allowed the opportunity to interview EOPS counselors from the five "benchmark" colleges. I was impressed with the dedication counselors had for their students and in awe of the seemingly boundless energy and enthusiasm they had for work and for life. There is no doubt that EOPS counselors are key to the success and retention of students, and vital to the integrity of EOPS programs, a recent study showing significant retention rates for EOPS students (Crawford, 1999, Appendix, page 135), supports this view. Crawford, concluded that EOPS program services increased student feeling of acceptance and involvement in the academic community, which enhanced persistence and academic achievement. Persistence rates for EOPS students were found to be significantly higher than non-EOPS students: 82.64% for EOPS students, as compared to 53.95% for non-EOPS students.

In examining the responses to my questions, I can see why counselors play such a vital role in the success of EOPS programs. At the same time, I am aware that there are

aspects of EOPS counselor functions that need to be evaluated in light of the “Counselor Core Functions” that are recommended in the “Standards” paper. I think it is important to discuss what it means to stay current in all aspects of community college counseling, and to help educate others in the college community about the increasing challenge EOPS counselor’s face in serving the needs of “at-risk” students.

*Over the years, the functions counseling departments perform have increased significantly, while the pressure to serve more students in cost-effective ways has grown as well. As a result, the question has arisen as to what roles counseling faculty should play in the delivery of services to students (page 1, “Standards of Practice for California college Counseling Programs”)*

A catalyst for discussion may begin with some of the following observations that I have organized under “commendations” and “areas of concern:”

**Areas of concern:**

- Some EOPS programs had a formulaic process for developing education plans.
- The pressure to accommodate large number of students with a limited number of counseling appointments tended to make the process “cut and dried.”
- Few counselors expressed familiarity with the core principles outlined in the “Standards” position paper, they understood the intertwining of academic issues with personal life-coping issues, but seemed to fall short in understanding how important career issues were in education plan development (career/academic goal setting).
- Very few counselors participated in professional development activities that targeted “counseling professional development” activities. Most distressing was the fact that

some counselors felt discouraged about asking for time to spend in such activities or felt the crunch of time to allow for such activities.

- Most counselors are interested in participating in college governance, five are currently taking a leadership role on their respective campuses. Some feel discouraged and do not become involved.
- Most counselors felt fragmented in not having enough time to do it all.

**Commendations:**

- Most programs were effective in providing a nurturing supportive environment, monitoring progress and in giving students adequate academic advice and information.
- Most counselors are familiar with multi-cultural counseling and are sensitive to the needs of the “at-risk” community college student. Counselors were aware of the complexity of their work with students, and aware that each student is a unique individual, with unique needs.
- Most counselors had the flexibility to spend more time with students. The question remains how it was possible to schedule time when counselor schedules were so limited.
- All counselors attend “general counseling” staff meetings.
- All counselors felt that campus career services were adequate.
- All counselors reported their joy in working with students.
- Opinions of what makes the work environment less stressful were quoted on pages nine and ten.

## EOPS PROGRAM PROFILES

### **Exemplary Program Practices- Retention and Academic Success.**

In a recent study, Crawford (1999) compared persistence and academic achievement among EOPS students and non-EOPS students throughout the California community college system (106 colleges, 80,000 EOPS students compared to general student population from 1993 to 1997, see page 135 for reference). Crawford concluded that EOPS program services increased student feeling of acceptance and involvement in the academic community, which enhanced persistence and academic achievement.

- (1) EOPS students had a four year average persistence rate of 82.64% from 1993 to 1997, in contrast to a 53.95% persistence rate for non-EOPS students who were enrolled full time the first ten days of instruction during the four Fall terms; and*
- (2) the EOPS students yielded an average GPA of 2.0 or greater for 78.6% of the students served in contrast to 81% for non-EOPS students.*

I developed a program profile for each one of the five “benchmark” colleges visited, and developed an additional profile for Mt. San Antonio College. A sampling of the **exemplary programs and practices** that Crawford mentions is included in each one of the following profiles.



## **EOPS PROGRAM PROFILE – CERRITOS COLLEGE**

College is situated in urban area, typical of Los Angeles, dotted with fast food joints and many small businesses. Flat roofline and straight angles of buildings are relieved with a beautiful central courtyard, fountain, library and student center, which were dedicated at the beginning of the year. The EOPS office is centrally located in a recently renovated wing of the Student Services Complex.

Cerritos College Enrollment 1998-99: 20,623

Students served 1998-99: EOPS- 938  
CARE- 94

**EOPS Director:** Phil Rodriguez  
11110 Alondra Blvd.  
Norwalk, CA 90650-6296  
(562) 860-2451

**EOPS Staff:** 1 Director of Student Affairs (EOPS & Financial Assistance Director)  
2 EOPS Assistants  
1 EOPS/CARE Counseling Technician  
3 full time counselors (one coordinates AIM, another works with Financial Assistance)  
1 S.I. Faculty Coordinator (part-time)  
1 AIM Faculty Coordinator (part-time)  
1 Psychological Counselor (part-time)  
1 part-time general counselor  
1 Account Clerk  
Mentors

**Education Plans:** Ed plan format is computerized, counselor simply inputs recommended classes, one semester at a time. Two-year, long range plans are usually completed in counseling classes.

**Counseling Appointments:** 30 minutes

**Web Page:** Begins with definitive description of EOPS mission, continues to review eligibility criteria, lists assortment of special programs/services, where to go for more

information. Menu bar at bottom links back to college home page and other Student Services, easy to find using Quick Link or A-Z Index.

**Exemplary Programs/Practices:**

- GEEP (General Education Enhancement Program) Supplemental Instruction (SI): Provides supplemental instruction to EOPS students enrolled in general education class.
- EOPS Mentor Program: students interact with faculty outside of classroom to enhance motivation and success. Students who complete the mentor program are offered a grant incentive.
- Achievement in Mathematics (AIM) Program: Integrates counseling and guidance courses with mathematics courses. Goal is to provide support for the students to overcome subject matter barriers.
- Students are given a useful scholastic monthly desk planner.
- Workshops

## **EOPS PROGRAM PROFILE – EL CAMINO COLLEGE**

College is located in coastal community, sandwiched between Redondo Beach Boulevard and Manhattan Beach Boulevard. Large busy campus where parking is a perennial problem, brick buildings gives campus a collegial atmosphere, a double row of mature conifer trees run down the middle of the campus. EOPS is centrally located in the large, two-story Student Services Building.

El Camino Enrollment 1998-99: 25,214

Students served 1998-99: EOPS-1,431  
CARE- 171

**EOPS Director:** Carolyn Hardy  
16007 Crenshaw Boulevard  
Torrance, CA 90506-0001  
(310) 660-3464

### **EOPS STAFF:**

1 director  
3 full time counselors (1 recently hired), 1 program assistant to counselors  
1 Financial Aid/ Transfer Advisor  
1 data Entry Operator  
1 Outreach/Recruitment Coordinator  
1 Administrative Assistant  
1 CARE advisor  
1 CARE Assistant  
1 Clerical Assistant  
8 Peer Advisors  
8 Tutors

**Education Plans:** Six semester time frame printed on one side of a single page, worksheet/checklist on the other side (pre-requisites, GE, Major).

**Counseling Appointments:** 30-minute appointments.

**Web Page:** Appealingly formatted, EOPS is centered within a star, constellation of information resources revolve around the star. Easy to find, displayed after selecting Student Services.

**Exemplary Programs/Practices:**

- Well designed newsletter with useful tips and updates.
- EOPS students nominate faculty that have inspired and encouraged them. Sixty- six faculty were honored this year at a reception and their names were published in the Spring EOPS Newsletter
- Counselors teach on-going six week Human Development classes for 1 unit.
- Peer Counseling Program
- Tutorial Program hires tutors who are attending 4-year institutions, many of the tutors were former El Camino EOPS students. Six new computers are available in the tutorial center.
- Students with better than a 3.00, are honored during a recognition ceremony, and offered a grant if they still have an unmet need with Financial Aid.
- Early Start (early outreach): Four-week summer courses in academic subjects and human development for about 90 eighth graders, recruited from disadvantaged communities.
- Summer Readiness program for new EOPS eligible students

## **EOPS PROGRAM PROFILE – MT SAN ANTONIO COLLEGE**

Mt. San Antonio College is nestled among the foothills of a lovely suburban community. The campus is landscaped with expansive lawns, flower- beds, and a variety of trees that are of botanical interest. Many of the older buildings maintain a classic early California look with red tile roofs and whitewashed buildings. EOPS is centrally located in one of the newest buildings of the campus, the two story Student Services building is noted for its unique opaque roof that allows natural light to filter throughout the building.

Mt. SAC enrollment 1998-99: 42,000

Students served 1998-99: EOPS- 870  
CARE-164

**EOPS Director:** James Ocampo,  
1100 N. Grand Avenue  
Walnut, CA 91789-1399  
(909) 594-5611

**EOPS Staff:** 1 Director, EOPS & Assessment  
1 supervisor, EOPS  
1 clerical specialist  
1 tutorial supervisor  
1 outreach specialist  
1 full time counselor/CARE Coordinator  
3 part-time counselors (1 & ½ time equivalent)  
1 part-time educational advisor

**Educational Plans:** Six semester time frame. Counselor monitors student progress and develops education plan with the assistance of an educational advisor.

**Counseling Appointments:** 45 minute appointments. First 15 minutes are spent with a peer advisor who reviews students status with EOPS contract, the remaining 30 minutes are spent with the counselor.

**Web Page:** Easy to find after Student Services. Confusing in that it is not listed independently, noted in () after Special Support Services.

**Exemplary Practices:**

- EOPS Student handbook, a student planner filled with student resources.
- Academic advisor, assists counselor in the completion of education plan.
- Peer-advising
- Tutorial Services
- Forty-five minute appointments

## **EOPS PROGRAM PROFILE – PASADENA CITY COLLEGE**

Beautiful compact campus in center of prosperous small business district surrounded by many small restaurants and coffee shops. Just celebrated it's 75<sup>th</sup> anniversary. Recent renovation of campus included unifying exterior color of all buildings in beige with lovely blue-green accenting of railings and trim, flowerbeds are lovely too. EOPS is centrally located in the recently remodeled Student Services building.

Pasadena City College total student enrollment 1998-99: 28,000

Students served 1998-99: EOPS- 1,161  
CARE- 149

**EOPS Director:** Kathleen M. Rodarte  
1570 E. Colorado Blvd.  
Pasadena, CA 91106-2003  
(626) 585-7439

**EOPS Staff:** 1 full time director  
2 full time counselors  
part-time counselors  
1 Personnel Services Assistant  
1 Financial Aid Assistant  
1 CARE counselor (part time?)  
1 Secretary

**Education Plans:** Education Plans are developed on the computer, printed copy of ed plan looks like a transcript, keeps track of units, grades, and GPA. Counselor's name automatically appears on education plan, easy to update (when program works properly) as counselor's meet with students. Instructors can report on student progress using the current semester display.

**Counseling Appointments:**

Scheduled appointments are generally 30 minutes, 15 minute same day “drop-in” appointments are also available. Students meet with counselors monthly.

**Web Page:** Brief description of program and staff directory. Links to additional information, schedule of classes, college catalog, Student and Learning Services, PCC’s General Information, PCC’s Home Page. Easy to find, listed under Student Services.

**Exemplary Practices:**

- Track students with smart card system.
- Guidance 17 has been paired with English 110 (4 units), enrollment is limited to 20 students. Students who enroll are given a grant incentive.
- Well organized petition process for students requesting to have EOP policy waived.



## **EOPS PROGRAM PROFILE – SANTA MONICA COLLEGE**

Santa Monica College is located in a busy, urban beachside community. Businesses, homes, and apartments seem to be tightly packed around the college. Endless streams of traffic continually cruise the streets searching for parking on campus, which is impossible to find. The college itself is noted for squeezing itself into two square city blocks. Santa Monica College does not have many open spaces, the buildings are neat and modern, and most student service offices I visited seemed cramped for space. Student Services are not concentrated in one area. The EOPS Office is located in one of many portable row buildings called the Student Services Complex.

Santa Monica College student enrollment 1998-99: 24,765

Students served 1998-99: EOPS- 1,331  
CARE- 122

**EOPS Director:** Deyna M. Hearn  
1900 Pico Blvd.  
Santa Monica, CA 90405-1628  
(310) 434-4268

**EOPS Staff:** 1 full time director  
3 full time counselors (1 on leave)  
3-4 part-time counselors  
2 specialists (classified)  
1 full time CARE Coordinator  
1 full time budget planner  
1 department secretary  
4 counseling aides  
6-10 work-study students  
2-4 English & Math tutors

**Education Plans:** Forms outline six semesters, are usually attached to a major check list. EOPS completes education plans for the year, takes it further to map out Math and English sequence.

**Counseling Appointments:** Appointments are 20 minutes, with flexibility to do follow up as needed. Three minimum counseling contacts are required. The first and third contact with a counselor, the second contact has options (group, class, workshop etc.).

**Web Page:** Brief review of eligibility criteria for CARE and EOPS. Includes location, contact information and hours. Difficult to locate, not listed with Student Life and Services. Finally found EOPS information in Index of Services.

**Exemplary Practices:**

- Tutorial program linked with English 1A.
- Information packet contained in glossy “Santa Monica” pocket folder.
- Tutoring available in English and Math.
- Two sections of Human Development 20 (3 units/transferable) are taught each semester by EOPS counselors.
- “EOPS Breeze” newsletter contains articles contributed by faculty from various departments who write about success. EOPS student “Honor Roll” list is printed in centerfold.
- Summer Bridge Program

## **EOPS PROGRAM PROFILE – SANTA ROSA JUNIOR COLLEGE**

Santa Rosa Junior College is about 80 years old, most of the original buildings are a lovely salmon colored brick with ivy creeping up the sides of the walls, giving the campus a traditional collegial look. I traveled during a time when the area was having some of the worst weather of the year, experiencing solid sheets of rain and hail. With all the moisture, Icelandic poppies grow almost chest high, ancient oaks are festooned with moss, purple flowers peep out from decomposing leaf litter. Many of the student services offices are scattered throughout the campus, some in portables, which of course, do not blend architecturally with the older buildings. EOPS is in a cozy house called “EOPS House,” which is located in a neighborhood close to the main campus.

Santa Rosa Junior College total student enrollment 1998-99: 34,132

Students served 1998-99: EOPS- 546

CARE- 59

Student Counselor Ratio: 200/1

**EOPS Director:** Maryanne Michaels  
1501 Mendocino Avenue  
Santa Rosa, CA 95401-4395  
(707) 527-4383

### **EOPS STAFF:**

1 full time director  
2 full time counselors  
2 part-time counselors (equivalent)  
1 full time Administrative Assistant  
1 part-time EOPS Specialist II (86%)  
1 full time Specialist I EOPS/CARE Coordinator  
Student Aides (about 4)

**Education Plans:**

Education plans are 6 semester plans, completed by counselors. Updates are noted on a separate form, or the whole plan can be revised, if that is more practical.

**Counseling Appointments:**

New students receive a minimum of 2 hours of counseling contacts per semester; the first appointment is an hour. Continuing students receive a minimum of 1 ½ hours of counseling contacts per semester. Student progress can be noted on the computer as U (unsatisfactory) or S(satisfactory) by instructor during the mid-term on the computer.

**Web Page:**

Easy to find, prominently displayed after selecting Student Services.

Includes a definition of EOPS, FAQ (criteria, application etc.), dates and deadlines, information is available in Spanish. Links back to college wide information system.

**Exemplary Programs/Practices:**

- “EOPS Service Request” form that students submit to program: *Please check any of the following services that you would like to receive this year from EOPS. We agree to make available to you, within our resources, the services listed below.*
- Newsletter is called “Student Honors Newsletter,” lists academic achievements of students, lists staff, and advisory committee members. Newsletter goes out to all faculty and EOPS students.

- Awards recognition program “Honors Reception Banquet.”
- During orientation each student is given four resource guides that are three hole punched and printed on heavy weight paper: Math Resources, Career Resources, Using Study Groups, and Meeting with Instructors. The resource guides include tips and locations of related resources and resource people on campus.
- With the support of Staff Development, EOPS counselors provided a five day workshop on “Valuing Diversity” for all SRJC staff.
- Counselor resources are exceptionally well linked to the computer, everyone participates on updating and improving it. The framework for this computerized counselor resource is referred to as the “General Counseling Binder.”
- EOPS Mission Statement: the mission of EOPS is to assist full-time, economically and educationally disadvantages students to achieve their educational goals at SRJC in an environment that is responsive to their needs and supportive of cultural diversity throughout the campus community. In order to implement this mission, more courses in cultural diversity are needed.

With this mission in mind, EOPS director is interested in developing a unit bearing class in valuing diversity next year.

## CAREER CENTER PROFILES

The visits to the five campuses provided me with an opportunity to interview Career Center directors and to gather information about their organization and resources. I thought that the information would provide a useful context for future "Career Center" development plans at Mt. San Antonio College. A profile of each career resource center, including one for Mt. San Antonio College, follows.

### CERRITOS COLLEGE CAREER SERVICES

**Name of CRC:** Cerritos College Career Services

Career Services  
Address: Cerritos College  
11110 Alondra Boulevard  
Norwalk, California

**Phone Number:** (562) 860-2451, Ext. 2359

**Contact Person:** Lea Beth Lewis, Ed. D., R.P.C.C., Assistant Dean, Ext. 2361

**How Organized** Patterned after the CSU Northridge "Model Circle".

Two student aides sit behind desks in the center, their task is to assist and answer questions. As you enter the room, you can see the center assistance desks and computers lined up against the left and right wall (12 computers total). Directly across from the entrance, you can see a cut-out, where the Career Tech, Jimmie Reed, can work at her desk and also have a clear view of student activities. The center is a year new, and was recently relocated so that it could be centrally located with student services. Printed resources and videos are not visible, though available by special request. No

appointment is necessary to use the lab, a reception desk at the entrance of the building, directs student to related career resources, including the career resource center.

**Notable theme:** Cerritos touts itself as the “most technologically advanced community college in the state.”

**Services and Activities:** Career Counseling, Career Planning and College Success Courses, Occupational Information Sources, Career Services Staff, Assessment Testing Schedule (placement and career assessment), Job Placement, Reentry Resource Program, CALWORKS (Welfare to Work Program), Career Workshops.

The centerpiece career resource component is the EUREKA California Career Information System. Reference Books: Dictionary of Occupational Titles, Occupational Outlook Handbook, US Industrial Outlook trends of the 1990's, and Occupational Chronicle Briefs. Career Web Links: America's Job Bank, Career Path, Career Magazine, Career Mosaic, CareerNet, On-line Career Center, and Guidance Web Links

**Staff:** Administrative: Assistant Dean and CalWorks Coordinator. Counseling: one full time Career Counselor, two part time Career Counselors, two part time CAL WORKS Counselors. Classified/Full-time: two Job Placement Technicians, two Program Assistants, one Testing Technician, one Student Placement Specialist, one Job Placement Technician.

**Plans for the future:** Location and concept of the Career Center Resources are new, plan is to increase visibility with students through classroom presentations and workshops. Professional development activities for faculty and academic counselors are also in the planning stage.

**Evaluation:** I was impressed by the enthusiasm of the staff. Several staff members took pride in saying that the campus was student centered, stressing the importance of building self-esteem, and technologically advanced. Dr. Young, the only full time career development counselor, said that he had the best job on campus.



## **EI CAMINO COLLEGE CAREER SERVICES**

**Name of CRC:** Career and Transfer Center

**Address:** Counseling Services, Career and Transfer Center  
El Camino College  
16007 Crenshaw Blvd.  
Torrance, California 90506

**Phone Number:** (310) 660-3408

**Contact Person:** Stephanie Rodriguez, Puente Project Coordinator  
Career Services Coordinator

**How Organized:** Career resources share space with transfer resources in a large open area, that seems to be ringed with counselor offices, a small desk at the front of the space serves as a reception area. A full time career technician is available to answer questions and offer assistance. The center is centrally located in the busy Student Services building. Sixteen computers are available for student use. A wide variety of career print-resources and videos are visibly on display.

**Notable Theme:** Director has a career advisory group and lots of great ideas for expanding services. Newsletter. Using CSULB graduate students as interns.

### **Services and Activities:**

Center has 18 hours a week available for career counseling. CIDS (Computer Information Delivery System) systems includes the EUERKA and a variety of internet links for career resources and online career assessments. Newsletter updates students on transfer and career activities. Colorful flyers advertise a wide variety of workshops. An interesting resource helps students connect a college degree with a variety of careers,

“What can I do with this degree?” is the title of the resource. I also liked the handbooks, “The Career Internet Searching Guide,” “Interviewing Skills Package,” and “How to Prepare Your Resume,” that are readily offered to students. The Career Centers home page offers a career search directory with a handy brief description for each web resource.

**Staff:** 1 part-time director, 1 full time career services advisor, 1 clerk, student workers.

**Plans for the future:**

Offering more group activities (using CSU Northridge model), establish learning communities, plan a “Majors Fair,” providing faculty with flex-credit for participating.

**Perception:** Impressed with enthusiasm and knowledge of career coordinator. Sharing space with the transfer center works, but somehow seemed to overshadow career services. I also wondered whether a 50% coordinator would support expansion of services.

## **MT. SAN ANTONIO COLLEGE CAREER SERVICES**

**Name of CRC: Academic, Career Transfer Center (ACT Center)**

**Address:** Mt. San Antonio College  
1100 N. Grand Avenue  
Walnut, California 91789-1299

**Phone Number:** (909) 594-5611, X5921

**Contact Person:** Raul Rodriguez, Dean of Counseling and Matriculation

### **How Organized:**

Services and activities are limited to dissemination of career information on a drop-in basis. Center relies heavily on the EUREKA computer information database.

### **Services and Activities**

**Counseling:** career assessment/interpretation, individual counseling for career decision making, workshops on career decision making, career guidance classes are taught for career life planning and career exploration.

**Adult Re-entry Center:** Special career services for adults in career transition.

**Career Job Placement Office:** Assist students with employment issues, as well as individual and group workshops on resume writing and job seeking skills.

**Web Page:** While ACT services and Career Job Placement Services are briefly listed under Student Services, there is no mention of career services/resources in an integrated fashion, nor are there links to career resources on the web.

**Staff:** Scattered throughout student services.

Career counseling services and resources at Mt. SAC is integrated throughout Student Services with different offices providing different aspects of career development services and information.

**Plans for the future:**

In the process of planning for a centralized career center that will coordinate activities, and to integrate campus wide career development resources, not only in Student Services, but in the instructional arena as well.

**Perception:** There is a need for a centralized career center.

## **PASADENA CITY COLLEGE CAREER RESOURCES**

**Name of CRC:** Pasadena City College, Career/Job Placement Center

**Address:** Pasadena City College, Room L103  
1570 E. Colorado Blvd.  
Pasadena, CA 91106-2003

**Phone Number:** (626) 585-7081

**Contact Person:** Pat Craig, Career Specialist Counselor

**How Organized:** 12 computer stations for job search, internet resources, Eureka and SIGI+ (will soon be replaced by Pin Point?), an additional 2 computer stations are reserved for resume development. Print material on a wide variety of career topics, organized using the GOE code. Career videos on job search tips and introduction to career assessments are available. Reception area sorts students needs and refers to appropriate resource or person. There is always someone on the floor to assist students. Individual appointments with a career counselor or placement person are also available. The center is located in a high traffic area (Student Services Building), is well organized, busy, and impressive.

Facility is new (2 years old), bright and cheerful. Floor plan consists of computer workstations in the center, print material is stored in bookshelves lining the walls of the room.

**Notable theme:** Major objective is “helping students learn more about themselves, their interests, values, skills and about the world of work.”

**Services and Activities:**

Provide the following services by individual appointment, in groups (workshops), and with CIDS systems:

**Job Search:** tips and resources for developing a resume, job interviewers are on campus, job postings can be accessed via the internet (print material also available), other resources for job search preparation.

**Career Development:** Career classes use the center as a resources, career assessments are available, individual appointments are available.

**Online Resources:** students can build their resumes in the center and transmit them to potential employers, SIGI+ and Eureka are available, job links available, career development resources available, international job search, internships, other search engines.

**Staff:** one full-time career counselor, one part-time career counselor, two full-time placement interviewers (job placement needs), one job developer, one secretary, two hourly classified, one floor supervisor for 19 hourly student workers.

**Plans for the future:** Wait to see developments computer technology will have on the center. Desire to keep updated (which is a challenge) and to provide the best possible service for students.

**Perception:** I was impressed, center seems comprehensive. Noted integration of Placement Center and Career Center. I was pleasantly overwhelmed, there were so many aspects to process. Impressed by the variety of information and expertise of the staff.

## **SANTA MONICA COLLEGE CAREER SERVICES**

**Name of CRC:** Santa Monica College Career Counseling Services and Resources

**Address:** Santa Monica College  
1900 Pico Blvd.  
Santa Monica, CA 90405

**Phone Number:** (310) 434-4210

**Contact Person:** Helen Cohen, Career Counselor

**How Organized:** Thirty-five square foot space is used for counseling reception, Career Center, Transfer Center, space for two counselors (plus 2 computer terminals) who see students on an informal drop-in basis. Reception counter borders the multi-purpose career-transfer-advisement-waiting room. Printed career resources ("Career Library") are kept behind the reception counter. Three computer terminals are available for student use.

### **Services and Activities:**

Photocopying is free.

Human Development 12 (1 unit), eight week classes, seven sections, available at various intervals throughout the semester. Looking for a major? Deciding on a career direction? Take a class in career planning!

Career Exploration Workshops: For students who have not experienced career counseling or are unsure about their choice of major or career goal. Two part series:  
Part A- Assessment Part B- Interpretation, resource exploration.

Career Computer Information and Guidance Systems: Discover, Eureka, and Sigi-Plus.



Career Resource Library: Request Resource Directory at reception desk.

Internet Career Resources Handout: listed seven career web resources.

Web: Nice web page describing career services, no links to career resources.

**Staff:** two full time career counselors, and part-time counselors who coordinate workshops. Other counselors may integrate career counseling while meeting with students.

**Plans for the future:**

Currently re-evaluating career service, hoping to expand and improve services.

**Impression:**

Surprised that so much was crowded into one tiny space. Career resources have very low visibility. There was no career technician available.

## **SANTA ROSA JUNIOR COLLEGE CAREER SERVICES**

**Name of CRC:** Career Center

**Address:** Santa Rosa Junior College, Career Center  
Bussman Hall  
1501 Mendocino Ave.  
Santa Rosa, CA 95401-4395

**Phone Number:** (707) 527-4763

**Contact Person:** Caroline Tice, Career Center Coordinator

**How Organized:** Career Center shares space with the Transfer Center in a large open room. Career resources are in one corner of the room, and transfer resources are in another corner. Four or five medium sized work-tables and chairs dominate the central portion of the room. The computer resource room, the counselor office, and administrative offices ring the larger resource room. Eight computers are available for student use. Students are asked to fill out a brief questionnaire on a computer display each time they use the center for tracking purposes and to sort out what services they need. Peer-counselors (students) assist in the reception area and the computer room with the supervision of the coordinator, and an administrative assistant. Student Services at Santa Rosa College are not centrally organized in one building.

### **Services and Activities:**

Center provides about 12 hours of direct career counseling a week. CIDS systems include EUREKA, SIGI+, DISCOVER, Please Understand Me, Dictionary of Occupational Titles (DOT/CD Rom), web resources. There is a career library with about 400 titles, periodicals, a selection of about 200 career videos, extensive occupational files

that are linked to certificate programs, and employer profiles. There is a wide variety of “how to” handouts on career topics, the Career Center’s own newsletter, and web resources. The Career Center’s web page is informative and well designed, there is a “virtual” web tour of the Career Center and lots of information organized around these topics: general information, FAQ, Seminar/Workshop Calendar, Are you confused? (referral to counseling and career classes), What can I do with a major in?, useful web links.

**Staff:** 1 full time coordinator (classified), 1 full time administrative assistant, 1 full time counselor, one part time counselor, 4-5 student employees.

**Plans for the future:**

Develop an on-line, self-paced, Career Development class. Strengthen relationship with student placement center and develop joint activities with Sonoma County Joblink (one-stop).

**Impression:** Impressed with the knowledge and friendliness of the staff and excellent resources. Transfer Center seemed to overshadow the Career Center, felt that mixed identities confused students and faculty. The career center was at one time part of the placement center, which would have been an ideal integration of “career resources,” conflicting ideas about such a model led to the split.

## **CAREER GUIDANCE and COUNSELING TRENDS**

### **Statement of Purpose**

I planned professional development activities that allowed me to explore new trends in counseling and career guidance. The activities I participated in were:

- Attended professional counseling conferences.
- Evaluated career resources on the internet, using NCDA guidelines.
- Developed a lecture that explores how “the information age” impacts employment and adults in transition.
- Shared notes on poster presentation topic: Multiculturalism in Counseling.

**A detailed description of these activities follows.**

## **CONFERENCES**

### **NATIONAL CAREER DEVELOPMENT ASSOCIATION**

Eighth Global Conference

Best Practices in Career Development, Across Cultures

June 30-July 2, 1999

### **Defining the NCDA**

The National Career Development Association was founded in nineteen thirteen, and is considered the grandparent of career development and career counseling around the world. NCDA is one of seventeen divisions of the American Counseling Association (ACA). Affiliates of NCDA exist in each state, the California Career Development

Association, for example is the affiliate that represents California; the Oregon Career Development Association (OCDA) is the affiliate that helped sponsor this year's NCDA conference in Portland, Oregon.

The NCDA takes a leadership role in career issues, and is currently involved with:

- Maintaining national professional standards through certification.
- Developing guidelines for evaluating web based career information and career assessment instruments.
- Is a leader in the effort to define U.S. and international workforce policies in their work with the United Nations and the U.S. Congress.
- Coordinates forums for sharing ideas and the latest career information through numerous publications, media, web sites and conferences.
- Has collaborated with the National Occupational Information Coordinating Committee (NOICC) in conducting 4 nationwide Gallop Polls to survey the needs and attitudes of the American workforce (Appendix, page 112). (NOICC was established by an act of Congress in 1976 to coordinate labor/occupational information and to help establish national career counseling and career development guidelines.)
- Committed to helping the client navigate the technological, economic and political shifts and upheavals of the twenty-first century.
- Committed to helping the client move toward a meaningful definition of self, within a supportive community, and with (hopefully) meaningful work.

### **NCDA Conference Report**

There were over 600 registered participants from all points of the globe, who participated in an array of professional activities. It was difficult deciding which workshop to attend because there were seventy-two to choose from, the exhibition hall featured all of the familiar career resources, as well as a huge number of computer based products (This was "the" place to launch a new product or resource.).

## Keynote Speakers

### **Sociodynamic Counseling and the Dawning of a Knowledge Society**

Vance Peavy, Ph.D., Retired Professor, Counseling Psychology, University of Victoria, British Columbia.

Dr. Peavy is a folksy charismatic speaker. He thinks that conventional career counseling approaches are not adequate to handle the needs of the ever increasing number of multi-ethnic population in the U.S., “they will need help, now, more than ever, in finding their place in the technological 21st century.” Counselors need to be mindful of the cultural context of their clients, and remain open to being taught by them.

His model of “Sociodynamic Counseling” has been successfully used to help unemployed steelworkers in Canada and immigrants in Denmark. Dr. Peavy’s approach with clients is culture centered, which he defines as encouraging his clients to share their “streams of experience (analysis of past, present, self, relationships within social groups).” He also talked about bricolage, a term that describes a process where practical problems are solved using resources at hand.

### **Challenges for Career Counseling in Asia: Variations in Cultural Accommodation**

Frederick Leong, Ph.D., Associate Professor, Ohio State University

Panel presentation from Asia, moderated by Dr. Leong.

#### TAIPEI

Taipei has moved quickly from an agrarian economy to a modern industrial society. There is a labor shortage. There has been a shift in employment perspective in this country from working to prevent hunger, to working in order to buy goods. Donald

Super (developmental approach to careers) was mentioned as a model the government was interested in.

#### HONG KONG

The representative from Hong Kong started out by saying that their characteristics were different than those of main land China. Confusion and anxiety of the Communist years made survival more important than thoughts of career choice. Their system is still rigid. Career assignments are made in universities according to ability, there are few personal choices. Career counseling is not widespread, and they are beginning to examine some U.S. career assessment instruments.

#### JAPAN

Japan is currently in a depression. Career counseling is a popular concept. Some cultural characteristics: the will of the group is more important than the individual, employers value experiences and years of service, there is not much job hopping.

Traditions have changed, after an eight-year depression, individuals are now thinking about what they are good at and how they would like to live their life. Japan is collaborating with ACT to develop career assessment inventories. The idea that values and interests are just as important as ability and grades is slowly catching on. The hope is that workers will cultivate their own future and become independent workers and thinkers.

There are no professional career counselors in Japan, but they are beginning to collaborate with the NCDA to create a Japanese version of the Career Development Facilitator.

Dr. Leong wrapped up the session and had very little time to present his paper. He made a very important point about cultural mismatch. The rush to modernize and adopt western ideas may lead to overlooking needs of the individual within the context of culture and create counselor failure. He continued to talk about the complexity of cultural accommodation and the “unique experience of culturally different groups” as major factors in understanding behavior.

**You As Practitioner, Theorist and Researcher**

Mary Lynn Musgrove, M.A., Private Practice Career Counselor  
Ernesto Vasques, M.D., Practicing Psychiatrist

The final keynote speakers presented a model of counseling combining psychoanalytic theory and career counseling theory. They pointed out that practitioners tended to treat the parts of a problem (Example: I hate my boss), rather than evaluating the client’s complete developmental history (client perceptions, maladaptive behavioral patterns). They presented case histories and continued to elaborate on their theory, and their practice, since they worked as a team. They concluded that it was the therapist’s task to take on the parental role and to offer the client a developmental second chance.

**Workshops**

**Career Counselor Credential Briefing**  
NCDA Directors

This workshop reviewed the certificates that are monitored by the National Board of Certified Counselors (NBCC). The National Certified Counselor Credential (NCC) is the basic credential and is a prerequisite to the specialty credentials.



Specialty Credentials: NCCC-National Certified Career Counselor (**discontinued**)

NCGC-National Certified Gerontology Counselor

NCSC-National Certified School Counselor

CCMHC-Certified Clinical Mental Health Counselor

MAC-Master Addictions Counselor

Heated discussion and feelings of disappointment at the decision to discontinue the NCCC Certificate dominated the hour. Few applicants, no incentive to certify and money were given as reasons to discontinue. Board of Directors briefing was distributed (Appendix, page 118). Many of the attendees, including myself, were disappointed with the news.

### **Terrific Training Techniques**

Judy Kaplan Baron, America Online Career Center, San Diego, CA

Ms. Kaplan Baron was a playful entertaining presenter. She performed psychic card tricks, tossed balls, and burned negative thoughts written on magic paper that sparked as it touched a candle flame and vanished without a trace. She kept our attention as she made key points about enlivening any presentation, beginning with ideas for ice-breakers, building interest, maximizing retention, hooks, reinforcing material. Her book with over 50 exercises, games and activities was on sale at the workshop.

**Career Hub: A New Web Assistant for Individuals Facing Job and Career Choices**  
Consulting Psychological Press, Inc.

CareerHub was developed by Consulting Psychological Press, Inc. Everything is free on this web site except for the five assessment instruments (plus results) which costs \$24.95 per assessment. I was given a free password, and I'm looking forward to evaluating it at a later date (page 63).

Presenters emphasized what the CareerHub can and cannot do. It cannot replace a career counselor or serve as a placement service. It can help the user gather information about self and about careers and identify resources. There is a section that helps the user determine whether they need a career counselor and how to find one. All assessment responses are data based, which allows the CPP to conduct ongoing evaluation of the Hub.

The CareerHub contains the following elements: five assessments, research links to other career sites, tips for making decisions, a take action link, rules to remember when making career change, finding a career counselor, additional tools.

Nick Robinson, an internet librarian from UC Berkely helped research the links. To access the CareerHUB, dial [www.careerhub.org](http://www.careerhub.org).

**Career Guidance and Counseling on the Web-the Good, the Bad & the Reality: The Present & Future of Ethical Practice**  
NCDA Ethics Committee

Guidelines developed by the NCDA Ethics Committee in 1997 were distributed (Appendix, page 119). The ethical standards were developed for professional career

practitioners. There are, however, no consequences when violations occur, as the NCDA has no means of monitoring individuals.

Discussion about the challenges to professional identity followed. Do we perceive ourselves as transmitting information brokers? As job search coaches? Career professionals? Information without process is half the battle, the web does not offer process. How does the individual transfer data to personally meaningful information? The committee would appreciate feedback on development of document.

The second half of the workshop was devoted to a key that was developed to evaluate career web sites. The NCDA does not endorse web sites, so the seven step ARC model was developed for evaluating the good, the bad and the reality of the internet. The seven steps are audience, accuracy, availability, relevancy, clear, current, contacts (Appendix, page 103).

Discussion about career web sites: How do we respond to providers who may not have a clue? Will students monopolize counselor time? Are the ARC points realistic (turn to page 57 for an evaluation of career web sites using the ARC model)? Can we ever catch up? Online counseling is fundamentally different with different sets of ethical/quality assurances, should the NCDA develop a compliance seal of approval? We haven't got time to ask questions or react, is it all a blur?

**The International Career Development Library (ICDL): The Place to Go When You Want to Know**

Juliette Lester, NOICC, Washington D.C.

Nancy MacCormac, NC SOICC, Raleigh, NC

The launch date for the International Career Development Library (ICDL is a virtual library) was the day of the workshop, July 1, 1999 (Appendix, page 106). ICDL was

developed by the National and State Occupational Information Coordinating Committee Network (NOICC/SOICC Network) and the ERIC Clearinghouse for Counseling and Student Services at the University of North Carolina at Greensboro (ERIC/CASS).

ICDL was contracted for development in 1996 by the federal government. The web site is in phase one of its development, and is also a work in progress. To access the ICDL, dial <http://ICDL.uncg.edu>, you will receive an electronic library card once you register.

Special features of the ICDL:

1. Quick access of information.
2. Opportunity to publish articles quickly and to have readers respond to them.
3. Browse stacks by topic or author (in alpha order).
4. Reference room: professional journals, library and research centers, professional organizations and associations, web sources for job search and career planning.
5. An opportunity to promote your book.

ICDL will be used by 15 other countries. It ends with a web user survey.

### **Globalization and Its Impact on the Role of Work in People's Lives**

Nadine Peterson, Ed. D, Our Lady of the Lake University, San Antonio, TX

Dr. Peterson's review of the global economy and its impact on our society is not new. Much of her talk revolved around the question of how unprepared the nation is to handle the shifts in the economy and how to meet technological work force needs with a poorly educated population that is also becoming multi-ethnic.

Change is occurring so fast that the nation is not prepared to respond in a flexible creative way. Dr. Peterson is afraid that educational institutions and career practitioners

are still stuck with old models and theories that were developed on white middle class norms and are therefore useless

She concludes that “the next 25 years will demand that vocational practitioners integrate new rules, consider new foundations, and constantly assess the gaps between what is needed and what is available. Only then will a client’s employment be better served in world change.”

Dr. Peterson’s thoughts on the subject, will be published soon.

**Spirituality: The Heart of Wisdom at Work**  
Skill Building Session  
Ken Patch, Ph.D., Motorola, Phoenix, AZ

This workshop gave me an opportunity to have fun and relax. Dr. Patch led us in two activities that helped us get in touch with our spiritual side, one was a sensory stone activity (river stones were centerpieces on each of our tables) and the other activity was a talking stone activity (similar to the talking stick). Becoming aware of our spiritual self is a life affirming experience. It’s the a-ha response we have when we suddenly understand something, and we know that something feels right. Awareness of spirituality helps us understand when something does not feel right or is out of balance.

Spirituality is a universal concept that transcends religion and dogma. It is the side that seeks self knowledge, allows us to dream and look ahead. It also includes the need to relate to others, an awareness that there are many paths to life and paradoxically a connectivity to everything we do.

## **INTERNATIONAL CAREER DEVELOPMENT CONFERENCE**

### **Sixteenth Annual**

**“Celebrating Turning Point: Designing Our Careers with Creativity and Purpose”**

**November 1-2-3-4-5-, 1999**

**San Diego, California**

The conference, advertised as the largest conference for career development professionals, was exciting, with lots to see and do. At registration, I was handed a two-inch thick binder that was divided up into 14 sections of information and resources. There were eighty-five workshops to select from. The exhibition hall was dominated by purveyors of career resources with current literature/resource books, and the latest in career software and career web sites.

The keynote speakers were wonderful and inspirational. My favorite speaker has always been Richard Bolles, he expounded on the question, “What is our basic business?” He mulled the mystery of the human connections, and what happens when career practitioners help clients complete the circle of life (listening, advising, information, self-awareness, goal-setting, “What is my purpose?”), and how career counseling has helped in the healing process. Another great talk was given by Quincy Troupe, Professor of Literature and Creative Writing at U.C. San Diego, who shared his personal struggles to find his calling and pointed out the importance of infusing creativity into our lives. Denise Bissonnete, a lively and funny woman (she’s also developed an industry around her workshops, books and tapes) talked about retention strategies for the new employer, “Help your new hires through the critical first six weeks of work and beyond!”

## Workshops

### **Coaching, Counseling, Facilitating and Managing: Four Career Credentials for Practitioners**

Richard Knowdell, Career Planning & Adult Development Network, San Jose

Forty states have licensed professional career credentials. Credential in California is voluntary and not required, so quality of service will vary. Described choice of four possible credential options: (1) International Job and Career Transition Coach; (2) recent suspension of the National Certified Career Counselor Credential; (3) Career Development Facilitator and (4) Career Management Practitioner.

### **Designing Career Development Workshops**

Constance Stevens, Career Paths, Davis, CA

Corina Celesia Moore, U.C. Davis

Learner-centered model for designing career development workshops: (1) Identify target group/audience; (2) Assess Needs: Learners and Organization; (3) Select Workshop Topic: Write goals and objectives; (4) Design workshop content; (5) Select instructional methods; (6) Develop Instructional materials and visual aids; (7) Deliver presentation; (8) Evaluate training: learners and organization. While the tips seem common sense, the handouts, activities, emphasis on activities that are "learner-centered" were useful.

### **Mining the Internet for Multicultural Career Exploration: A Model Approach**

Dinorah Meyer, UC Berkeley, Career & Ed. Guidance Library

Jeffrey Prince UC Berkeley, Counseling & Psychology

Christopher McLean, UC Berkeley, Counseling & Psychology

Nicholas Robinson, UC Berkeley, Career & Education Guidance Library

Presenters began with a review of three career information delivery models:

Print Based; Computer-Assisted Career Guidance systems (CACGS); and internet-based.

They also reviewed developmental and cultural issues relevant to their target population, such as channeling away from higher education, limited access to guidance, lack of career role models, and limited career aspirations. They finally discussed their project, “UC Berkeley’s Career Exploration Links Project” which uses the internet to engage their students. They like the internet because it can meet a variety of needs, has direct access to information, there is less stress in exploration of careers, and they try to find images of ethnically diverse roles. Their assessment is tailored to be appealing to career exploration using the Holland Codes. A sample profile of students of color was presented. A list of hotlinks to information was included in the information material.

#### **Career Counseling Across Cultures in the Global Marketplace**

Paula Wagner, Intercultural Career Counseling Association, Albany, CA

Irina Rivkin, Intercultural Career Counseling Association, Berkeley, CA

With the increase of multi-cultural clients (from international students, recent immigrants and first generation Americans), counselors must learn to use culturally appropriate listening and counseling techniques and be aware of unintentional racism. Presenters reviewed the meaning of culture, the diversity of values, and missed verbal and nonverbal cues. Participants later had an opportunity to practice with a client who was following a scripted cultural role that the counselor was not aware of. Discussion followed. Handout was provided with a useful bibliography.

#### **Internet – Based Career Development Resources**

Claire Brisson & Associates, Pankow Vocational-Technical Center, Township, MI

A review of Michigan’s Occupational Information System web site dedicated to “helping students, educators and parents obtain information about careers.” The web site, “What brings you here today?,” can be found on [www.macomb.k12.mi.us/careered/](http://www.macomb.k12.mi.us/careered/). The web site is “easy to use” and provides user with a wide variety of career and academic



information. Special consideration was given to providing resources for minority students and students with disabilities. It took a year to sort through available web sites that were useful to the project, the sorting is an ongoing process. The project is funded by a Career Preparation grant. The grant covers costs for career development research, web site maintenance, consulting staff, production of information materials, and training of school personnel.

**Build It and They Will Come: The Virtual Professional Development Center**

Amy Clement & Susan Kendall

TRW Space & Electronics Group, Redondo Beach, CA

Amazing presentation by TRW's professional development staff, demonstrating how the company supports professional development using the intranet: navigational assistance, career planning, competency development, mentoring databanks, links to internal and external resources. The virtual Professional Development Center (PDC) provides structure for self-directed activities and allows for maximum individual initiative, they were careful to point out that they were not a career center. The physical PDC is staffed by a manager, a cybrarian, and four consultants. The physical PDC staff offers consulting to managers and work teams, provide professional development workshops, individual counseling and a resource library with an automated check out system. The PDC system was developed as a way of balancing professional development needs of a highly valued and well-educated staff (130,000 employees worldwide). "Employees are TRW's strength and source of competitive advantage," so it was important to develop a flexible system that supported individual needs.

**CALIFORNIA COMMUNITY COLLEGE  
EXTENDED OPPORTUNITY PROGRAMS & SERVICES ASSOCIATION  
(CCCEOPSA)  
29<sup>th</sup> Annual Conference  
DESIGN 2000  
October 23, 14. 15. 1999  
Cathedral City, California**

This was the annual statewide conference for Extended Opportunity Programs and Services (EOPS) community college programs, which are categorically funded to enhance access/retention of low income and historically underrepresented students in higher education. EOPS program guidelines are written into the Education Code under Title V. EOPS exists to promote opportunity to those who would otherwise not benefit. **The theme of the conference was Design 2000, Celebrating Thirty Years of Excellence.**

Keynotes exhorted participants to gain perspective from the past and to continue to uphold the values and ideals of EOPS in the future. Several keynotes, disappointingly, cancelled, but I did enjoy hearing from Lawson Fusao Inada, a third generation Japanese-American poet who had composed a special poem and dedicated it to EOPS. It was also special hearing from panelist who were former directors of EOPS, they talked about their hopes and fears for the future of EOPS.

### **Workshops**

**“Impact Counseling: An Active, Visual, Theoretically Based Approach to Counseling EOPS Students”**

Clarence Louie and Tony Sedillo, San Joaquin Delta College

These EOPS counselors talked about using Transactional Analysis when working with EOPS students. Their focus was to reach students by “pulling them out of their

dysfunction --- more than just listening, you must facilitate, create an impact!" They use Transactional Analysis in a class they co-teach, and presented some lively skits illustrating how they used T.A. in the classroom. The focus of their work seemed to be about improving the emotional well-being and self-esteem of EOPS students using this therapeutic model

### **Counselors' Roundtable**

Role of EOPS Counselor in the coming new year. Discussed whether counselors need to be active voting participants of the executive board. How can education plans be coordinated? Should ed plans meet a universal standard?

### **EOPS/CARE Program Reviews**

Leonard Crawford, Chancellor's Office  
Olivia Mercado, ECE

Detailing Chancellors program review for EOPS programs. How well do program plans meet Title V requirements? What are the results? Reviewed the most current EOPS innovations and notable program achievements. Workshop provided background for programs preparing for an on-site program review in the near future.

### **"CARE Program Update"**

**(Cooperataive Agencies and Resources for Education)**

Cheryl Fong, CARE Coordinator, Chancellor's Office

CARE is a sub-program of EOPS. Program goals are to provide support services to students who are single parents and who are eligible for Cal Works (formerly Aid to Families with Dependent Children). Chancellor's office staff provided update on policy and operational program issues.

## EVALUATION OF SELECT CAREER WEB SITES

Career information on the internet continues to expand at an alarming rate and on every conceivable career topic, it leaves the career practitioner and the uninitiated user overcome in a sea of career web site choices. Is the information accurate and up to date? How good is the assessment instrument, and will it help me make the right career choice? Where do I go for help if I get stuck? The feeling of falling into a bottomless pit, and being sucked under by the massive amount of career information that exists on the internet is common, I too have stood on the edge of the pit, and scratched my head, wondering where to begin.

The National Career Development Association has developed the following resources that the career practitioner can use in evaluating the “quality, the currency, and the usefulness” of career web sites:

1. The Internet: A tool for Career Planning, a comprehensive guide for using the internet in career planning, published by the NCDA ( see Appendix, page 100 for book review).
2. “NCDA Guidelines for the Use of the Internet for Provision of Career Information and Planning Services,” reviews ethical concerns and protocol when using the internet in career planning (Appendix, page 119).
3. “The Seven-Step ARC for Web Site Evaluation,” a systematic checklist for evaluating web sites, developed by the NCDA Ethics Committee, 1999 (page 47 and Appendix, page 103).

4. "The International Career Development Library (ICDL)," database, a free, online collection of full-text career resources, <http://ICDL.uncg.edu> (page 48 and Appendix, page 106).

The "Seven Step ARC Model" provides a specific checklist for career web site evaluation, and is an important tool for the career practitioner who wants to make informed decisions and credible recommendations. The seven steps of the ARC model are audience, accuracy, availability, relevancy, clear, current, and contacts. I decided to try my hand at using the ARC model to evaluate the following web sites: Minority Career Network, Job Monkey.com, and CAREERHUB.

After evaluating the web sites, I would enthusiastically endorse CAREERHUB, avoid Minority Career Network, and recommend Job Monkey.com for limited use. Turn to the next seven pages, to read the evaluations.

**Minority Career Network  
Web Site Evaluation Sheet**

URL: [www.sunscape.com](http://www.sunscape.com)

The 7 Steps: Rate their significance.

- **Audience:** minority professional (job postings are available to everyone, not limited by ethnic group).
- **Accuracy:** not verified.
- **Availability:** information is not useful.
- **Relevancy:** promises “vast, up-to-date database” which is not be true. State that they try to match aptitudes and needs, but there is no clear indication of how that is done.
- **Clarity:** OK
- **Current:** noted some of the job postings had expired.
- **Contact:** has phone number and email address in Sugarland, Texas. No professional organizational links.
- **Recommend:** Do not recommend.

**Comments:**

Home page is not well organized, the best thing about it is the banner that moves across the top (Appendix, page 113).

**Opportunities Board:** links to companies that have developed their own web page and job listings. Some of the job listings are out of date. All of the jobs posted require a minimum of a 4-year degree in a computer, math, science, or business. Once linked to

the company home page, the user has to wade through layers of information to find the company's current job postings site.

**Net Assets Store:** this section is for employers who wish to post job openings; requires registration.

**Minority Career News:** I was not impressed with the quality of the articles, nor with the opinions expressed. The articles were written in an editorial style, expressing the opinion of the writer who may have had little career development knowledge or experience.

Information was organized by date article was written, and not by topic.

**Show me the job:** posted job listings randomly, and did not state closing dates.

Site provides very little information, and does not match applicant to specific job openings, which is what I thought it would do. The only useful information is the link to company web sites. It may not be worthwhile to spend a lot of time mining the web site for out of date job leads. There are better ways of launching a focused job search, using this web site might be a waste of time.

**Job Monkey.com**  
Web Site Evaluation Sheet

URL: [www.jobmonkey.com](http://www.jobmonkey.com)

The 7 Steps: Rate their significance.

- **Audience:** college audience
- **Accuracy:** does not give sources of information.
- **Availability:** gives business web address and toll free phone number (not a help line). Linked to an advertising agency.
- **Relevancy:** site is cluttered with offers to sell books, software, magazines, travel information.
- **Clear:** OK
- **Current:** information is general, not time sensitive.
- **Contacts:** no contacts are given if user needs help.

**Recommend:** with reservation. Useful resource for information about short-term work in exotic locations or leisure-industry. May be disappointed if one is looking for career leads.

The lure of JobMonkey.com is the cute monkey character on their home page (Appendix, page 117), and the idea that you can make good money, in exotic locales. Job hunting information is general, and there are no useful links that might provide better information and tips on how to interview for the type of work they list (They can always sell you a book, if you need more information!). Industry information is organized for Alaska Fisheries, Airlines & Airports, Great Outdoors, Cruise Lines, Resorts &



Attractions, Land Tours, Teach Abroad, Casinos & Gaming, Ski Industry. Many of the links lead to sales of books on related topics, and offers to link to travel centers, software, magazines and more. Links and matches to available job opportunities required signing up for a password, which I did not do. I noted that their Job Miner link to 2,0000 employer profiles might be handy leads if you needed an address and a phone number. I don't know how current their listings are or if they actually have 2,000 listings.

**CAREERHUB\***  
Web Site Evaluation Sheet

URL: [www.careerhub.org](http://www.careerhub.org)

The 7 Steps: Rate their significance.

- **Audience:** Developed for someone who needs a career change or who needs to explore a new career.
- **Accuracy:** Developed by Consulting Psychologists Press, Inc. (CPP), a highly respected organization.
- **Availability:** No problem with availability, information is free. Five assessment instruments, however, are available for \$24.95.
- **Relevancy:** Information is relevant, no extraneous details, no sales pitch.
- **Clarity:** Reading level not difficult.
- **Current:** Last updated March 1999.
- **Contacts:** A section of the web site is devoted to "How to find a Career Counselor," but there is no resource for someone who needs more immediate assistance. There is a web address for comments on this site and for information about CPP products.
- **Recommend:** Recommend highly, great links, a logical and comprehensive site.

**Comments:**

Information is organized using Career Guidance model. Developed for individuals who are at career crossroads.

The Careerhub Map is an overview of the web site, which gives user the opportunity to decide whether she needs to start at the beginning of the career process (assessment) or to skip to other parts (Appendix, page 115).

The introduction takes great pains to inform the user what the web site can and cannot do. If the user gets stuck, it recommends seeing a professional counselor and gives resources on how to find help. They review what to look for in a qualified counselor, how the career counselor can help, and give referrals to the NBCC (National Board of Certified Counselors) and to the NCDCA (National Career Development Association) for help in locating a qualified career professionals.

The Career Change Package (5 self-assessment inventories) cost \$24.95, and consists of the following: **Career Factors Inventory** (how indecisive are you and how much do you know about careers?), **Interest/Skills Checklist** (patterned after John Hollands' theory), **Work/Life Values Checklist**, **Problem Solving Inventory**, **Coping Resources Inventory**. Individuals working through this inventory alone need to be well organized and highly motivated to get through the entire process. I was given a free pass to take all five of the inventories, it took me about an hour to complete.

The remaining points in the Careerhub Map (Career Change Package is point 1) are (2) Research Links, (3) Tips for Decision Making and (4) Take Action Links. The remaining links Finding a Career Counselor and Additional Tools are recommended for the user who needs professional help and additional testing.

I think CareerHub is a wonderful resource. I like the way it defines what the career planning process entails, I like the way the career map is organized (follows career guidance model), and I like the resource links. I think it would make a great addition to

career center resources, or good for a career guidance class/workshop. The assessment inventory is fine for someone who is highly organized and who can work through the steps logically. I suspect that most users of the assessment inventory will get stuck and require the help of a career professional as they try to make sense of the career inventory and as they try to connect results to a career choice.

The only weakness with the web site is that there are no links for the frustrated individual who may need immediate feedback. The ARC model for web site evaluation recommends that a web site should “provide clear and direct connection to a responsible contact,” and that questions should be answered within 24 hours.

\*Note: See page 47 for description of NCDA Conference workshop on the CAREERHUB.

## CAREER COUNSELING FOR ADULTS IN TRANSITION

*Career Development is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total life span of any given individual (NCDA).*

### Career Development Ideals:

- Freedom of occupational and career choice is one of the most important birthrights of every U.S. citizen.
- Professional career development assistance (at least a Master's degree in counseling).
- Career development assistance is a community partnership effort.
- Equity, not just equality, of career development opportunities should be available for all persons.
- The right to change occupations and/or career directions is fully as important as the right to choose an occupation and/or career direction.
- Accurate up-to-date information about educational and occupational opportunities is vital.
- Helping individuals increase self-understanding of their abilities, interests, values, and goals is a vital foundation of the career development process.

## HOW WORK HAS CHANGED

**Understanding past economic/labor shifts helps transitional clients (caught in a paradigm shift) analyze trends and prepare for change.**

Review Points:

- Shift from a manufacturing economy to an information society.
- Impact of the computer.
- Labor market projections.
- Skills needed.
- Paradigm shift.
- Revolutionized professions.
- Academic basics for the information age.
- Adults in transition.
- Community Career Development Center

### **Shift from a Manufacturing Economy to Information Society**

Compare how much technology has impacted our lives—compressed time.

The Gutenberg Press was invented in 1450, it took 400 years before books were widespread. Literacy rate was low, distribution methods were poor.

Computers have made communication and sharing of information instantaneous.

Pre 1900, most people were farmers.

Industrial Revolution: hand tools to machinery.

People streamed into cities to look for work. Poor working conditions, long hours.

Industrial Revolution peaked to post-war 1950's, began to decline in the 1970's.

Shift occurred in the 1970's. There were mass layoffs and decline in aerospace industry and manufacturing. There was a 10-year recession.

Most recent shift has occurred with proliferation of computer-- the information age.

**TECHNOLOGICAL IMPACT OF COMPUTER**

**IMPACTS MOST JOBS**

**INCREASES IN POWER EXPONENTIALLY – MAJOR NEW HARDWARE  
VERSION EVERY THREE YEARS OR LESS**

**INCREASES THE FUNCTIONS IT CAN PERFORM – MAJOR  
NEW SOFTWARE VERSIONS EVERY 2 YEARS OR LESS**

**DEMANDING TRAINING ON A 2 TO 3 YEAR CYCLE OR LESS  
TO STAY UP-TO-DATE AND COMPETITIVE**

**CREATES NEW BUSINESS AND JOBS**

**EMOTIONAL IMPACT:**

**DEPRESSION  
OVERWHELMED  
CAN WE ADAPT?**

## LABOR MARKET PROJECTIONS

- The labor force will grow more slowly.
- The labor force will become increasingly diverse.
- The labor force will become older.
- Industry employment growth is projected to be highly concentrated in service producing industries.
- Growth in goods-producing industries will be restrained by decline in manufacturing and mining.
- Replacement needs will account for three-fifths of the 50.6 million projected job openings between 1996 and 2006.
- Service and professional specialty occupations will provide about 2 out of every 5 job openings—primarily due to high replacement needs.
- Of the 25 occupations with the largest and fastest employment growth, high pay, and low unemployment, 18 require at least a bachelor's degree.
- The fastest growing occupations reflect growth in computer technology and health care services.



## **REVOLUTIONIZED PROFESSIONS**

- LIBRARIAN TO CYBARIAN
- EDUCATOR TO COMPUTER BASED TRAINER AND VIDEO CONFERENCING TEACHER
- FARMER TO FARMER ANALYST WITH SATELLITE POSITIONING OF CROPS AND COMPUTER SOIL ANALYSIS FOR FERTILIZATION
- DOCTOR TO TELEDOKTOR THROUGH REMOTE SENSING
- JOURNALIST TO DIGITAL JOURNALIST USING CYBERSPACE
- RECEPTIONIST TO INFORMATION FACILITATOR
- SECRETARY TO AUTOMATION EXPERT OR PROJECT COORDINATOR
- COMPUTER PROGRAMMER TO TELECOMMUTER PROGRAMMER
- GRAPHIC ARTIST TO COMPUTER GRAPHIC ARTIST OR MULTIMEDIA CREATOR

### **ACADEMIC BASICS FOR THE INFORMATION AGE SCHOOLS MUST PREPARE STUDENTS TO BE;**

- LITERATE
- NUMERATE
- COMPUTERATE
- FLEXIBLE AND GOAL ORIENTED
- TEAM PLAYERS AND SELF-MANAGING
- PROBLEM-SOLVING AND OPPORTUNITY ORIENTED
- SUPPORTIVE OF DIVERSITY
- LEARN TO LEARN AND TO UPDATE SKILLS PERIODICALLY

## **ADULTS IN TRANSITION**

Caught in paradigm shift.

Career counseling programs usually focuses on someone who is making initial choice, giving only limited help to adults who change careers. There is a growing need for programs and strategies to assist adults in career transition—40 million U. S. adults are in some phase of career transition (NCDA).

### **Existing Programs:**

- **Workforce Development Office:** work first philosophy, counselors are usually not professionally trained.
- **Welfare to Work Programs:** work first philosophy, counselors are usually not professionally trained.
- **Community College Career Centers:** often the best resource for an adult in transition, professionally trained counselors, career resource centers, classes on career development are available to students, and sometimes available to the community. Career life planning is a lifelong process philosophy.
- **Community Career Development Center:** Comprehensive career development model proposed by National Career Development Association. Career life planning is a lifelong process philosophy.
- **Books:** excellent resource for the highly motivated person.
- **Internet:** excellent resource for the highly motivated, computer literate person.

**COMMUNITY CAREER DEVELOPMENT CENTER  
NOICC and the NCDA : Career Development for adults.**

*Many ways currently exist for assisting adults Ages 20-65 in career development. In addition to those already widely established, NCDA policy is to support professional career development assistance to persons during these years through operation of a "Community Career Development Center" that is funded through a combination of public and private sector financial support and fees charged to persons using the Center's services. Each center should provide opportunities for both adults and youth in the community to use: (a) extensive career appraisal, including self-appraisal, of a wide variety of appraisal instruments including both paper and pencil and performance measures, (b) extensive career information facilities including local, state, and national data concerning a wide variety of occupations and the education/training needed to enter each, (c) career counseling services conducted by qualified professionals, (d) career training facilities designed to help persons acquire job seeking/finding/getting/holding skills, general employability skills, career decision-making skills, and a personally satisfying set of work values, and (e) career placement and followup services.*

*Each center should serve as the primary place where active job seekers begin looking for specific jobs and where employers begin to look for new employees. Major kinds of clients to be served at each Center include: (a) recent school leavers seeking to enter the occupational society; (b) displaced adult workers in need of new occupations; (c) couple teams with each partner seeking employment in the same general community; (d) persons who have been discriminated against based on physical and/or mental disabilities, race, ethnic heritage, gender, sexual orientation; and/or age; and (e) persons wishing to change jobs and/or occupations in order to maximize their career development.*

*NCDA policy for career development needs of retired persons is to recognize and provide for meeting the continuing career development needs of two major kinds of retired persons including: (a) those whose job needs grow out of financial needs; and (b) those whose job needs and/or needs for productive use of leisure time grow out of the human need for work.*

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## MULTICULTURALISM IN COUNSELING

California State University, San Bernardino, hosted their third annual diversity conference on May 10, 2000 the conference was entitled "Hearts & Minds, Connecting Through Diversity In The New Millennium." I participated in the Poster Session portion of the conference.

The material demonstrates the difference between a formulaic counseling session and an integrated counseling session that is alert to multicultural nuances and respectful of cultural values. The example also relates to the "Standards of Practice for California Community College Counseling Programs," when it describes integrative counseling that is sensitive to multicultural issues (page 2).

### **Multiculturalism in Counseling:**

*Multiculturalism is not a new force in counseling. Dramatic demographic changes within the United States alert the profession to the urgency of reconceiving basic Western assumptions of counseling that have been shaped and framed by culture. Embedded so deeply into the fabric of daily life, culture is sometimes rendered invisible, largely because of its pervasiveness*

*Although multiculturalism is the fourth force in psychology (Locke, 1992), the first emerging force in psychology was Freudian, the second was behaviorism, and the third was humanistic psychology. Understanding the development of multiculturalism in counseling warrants an examination of the ways people of color were often viewed in the mental health literature (Robinson and Howard-Hamilton)*

## POSTER SESSION: DIVERSITY IN ASIAN COMMUNITIES

### Lam Family History

Bao Lam immigrated to the U.S. from Vietnam in 1975, that year marked the end of U.S. involvement in the bitter conflict between North and South Vietnam (North was Communist, South was U.S. backed). **The Vietnamese people suffered unspeakable horrors and deprivation during the war that killed 1.3 million Vietnamese and 58,000 Americans.** Vietnamese who supported the South Vietnam regime during the war, were sure to be imprisoned or worst yet, killed. The fall of Saigon (the South Vietnamese capital) in 1975 marked the beginning of many desperate attempts to leave Vietnam.

Bao held a prominent position in the South Vietnamese government, so there was no question that **the family had to find a way out of the country immediately or lose their lives.** Bao was lucky enough to evacuate his wife and three children with the first U.S. troop withdrawal from Saigon. It was a traumatic time for the family, many close friends and relatives were left behind, and the family landed in the U.S. with little more than the clothing on their backs.

**The family struggled** for many years to adapt to their new country and to find work. Bao and his wife found only menial work at first, and attended ESL classes at night. Once they gained fluency in English, they worked hard to build a successful real estate business. **Bao Lam is proud of his success and proud of his children,** his two sons are engineers, his eldest daughter is a bank vice-president, and Mai, the youngest is an

Accounting major in college. The family, including one of his married son's family, all live under one roof, as is the custom for families in Vietnam.

### **Mai, the Youngest Child**

Mai Lam, Bao's youngest child, is a twenty year-old college student in her junior year. She is an active member of the Asian Association, enjoys working part-time as a teacher's aide, and has recently submitted an application to work for a campus peer-counseling program. Mai is attractive, very thin and wears expensive clothes. She is devoted to her parents; caring and helpful when her friends have personal problems or difficulties with school, **there's always a smile on her face.**

Mai has come to the counseling office to get some tips on improving her grades, they've slipped recently from a 3.0 to about a 2.7. **The truth is that she is very depressed** and has not been eating very much lately. Mai does not like her Accounting classes, they do not interest her as much as some of the other subjects she's had, she also thinks that she is failing speech. Her eyes are red from lack of sleep, she spent half the night worrying about how much her father wants her to complete a degree in Accounting, and how disappointed he will be when he finds out that her grades are slipping.

Mai needs to schedule an appointment with a counselor. Counselor Jill and Counselor Bill have appointment times that fit her schedule, which should she pick?

**Counselor Bill** feels good about his counseling skills, and makes an effort to treat everyone fairly and equally. Even though students come from all walks of life, Bill likes to emphasize how much alike everyone is.

When Counselor Bill met Mai for her counseling appointment, he smiled back and complimented her on her beautiful outfit. He noticed that she spoke perfect English and that she was born in the United States. He gave her his usual motivational pep talk, a study tips guide, and referred her to the tutorial center. He ended the session abruptly when he noticed his next student was waiting for him.

**Or**

**Counselor Jill** is familiar with most of the traditions and values of the major cultural groups represented on her campus. She makes it a point to ask every one of her clients for a detailed personal history, and a family history. It is important to her that her students feel comfortable talking to her, so she decorates her office with multi-ethnic books, pictures and souvenirs from her travels. She sometimes shares her own values and understanding about how a person of color might have difficulty adjusting to mainstream cultural expectations. She spends a lot of time listening to her clients. She knows that each one of her students is unique, which may require extra time to ask questions.

Jill recognized that Mai's smile was meant to show respect, and not meant to signal friendliness. Jill would be concerned with Mai's red eyes and her thinness, she understands that second generation Asians tend to feel more conflicted in trying to adapt to two cultures. To be sure, the counselor would want to first deal with the life threatening issues of Mai possibly being Anorexic. Mai's depression and worries about her grades and letting her father down will be handled with a lot of involvement from Jill,



she will be the bridge that will connect Mai's needs with family expectations. The counselor will be viewed with honor and respect and as someone who will bring harmony to Mai and her family.

Counselor Jill's plan:

- Refer Mai for medical attention to find out if she is indeed Anorexic.
- With Mai's permission, talk to Bao Lam about Mai's concerns.
- Help Mai and her family understand that there are many options for Mai's major, and that you will help her find a more suitable one, which should improve her grades and depression.
- Failing Speech: Talk through the dynamics of the class with Mai. The counselor may want to talk to the instructor and offer to give a multi-cultural talk in class. She may also suggest that Mai work through her network of friends who have succeeded in Speech.
- Refer Mai to a therapist for personal counseling. Mai may need help in overcoming her fear of public speaking, and her depression.
- Recommend a career development class or begin working with Mai individually for career exploration assistance.

## **Vietnamese in the United States**

**Since 1975, more than 1 million Vietnamese refugees and immigrants have arrived in the United States. They arrived in four major waves:**

**1975-1977**

**Following the fall of Saigon, there were approximately 130,000 Vietnamese arrivals in the U.S.**

**1978**

**The second wave was of so called “boat people,” following the border war between Vietnam and China.**

**1987**

**Passage of the Amerasian Homecoming Act, thousands of Vietnamese Amerasians and their families began to migrate to America.**

**1988**

**The Vietnam Government and the U.S. Government reached an agreement that cleared the way for the immigration of Vietnamese families from Communist reeducation camp**

**(Vietnamese military and civilian personnel who worked for the U.S.).**

## **Diversity in Asian Communities**

(More than 40 cultural groups compose Asian and Pacific Islander Americans; Robinson & Howard-Hamilton, page 42.)

Ethnicity  
Migration or Generational Status  
Assimilation  
Acculturation  
Facility with the English Language  
Political Climate in Country of Origin  
Religion  
Socioeconomic Status  
Occupation  
Transferability of Skills  
Foreign Credentials to the U.S.  
Education Level

# Values Common to Many Asian Ethnic Groups

Being **humble**, being **modest**, and showing **respect** to other people is an important value in Asian society.

**Emotional restraint:** Emotional expression is interpreted as a sign of immaturity

Precedence of **group interests** over individual interests.

## **Extended Family:**

Children feel obligated to help their parents.

Moving away or living too far away to care for elderly parents can make family-members feel guilty.

Among Vietnamese it is not uncommon for multiple generations to reside collectively in one home.

To keep family honor, everyone in the family has a responsibility to make the family proud. Failures in school business, or marriage; bad luck; mistakes; or misbehavior are all considered an embarrassment, shame, and loss of face to the entire family.

Children are expected to perform well and be successful to make their parents proud.

## **Deference to authority**

**Obedience** to and **respect** for parents. Children feel obligated to help their parents.

## **Emphasis on hard work:**

Working hard has always meant working long hours, keeping busy, and often sacrificing personal life or family time.

To improve a family's social status, all members of the family must work hard toward this goal.

## **Fulfilling obligations**

Asians are willing to **sacrifice** everything for friends.

## **High value associated with education:**

Educational achievement is paramount for people and academic success is related to family honor.

Asian students are more likely to choose college majors based on their parents' expectations.

Asian parents often place pressure on their children to obtain more education rather than provide their children with specific direction in choosing a college major.

Asian Americans choose their careers on the basis of status and salary rather than vocational interests. To be successful in society, Asian Americans expect their children to

follow the footsteps of Asians who have previously made their way successfully. Very often these role models are doctors, engineers, scientific researchers, lawyers and other “honorable” professionals.

First generation Asians tend to **identify** with the culture they grew up in.

Second generation Asians feel more **conflicted**. They may experience more difficulty in determining how they should act and behave.

**Common Cultural Value Differences and Conflicts**  
(Ng)

U.S. Dominant Culture	Conflicting Values of Asian Cultures
Self-fulfillment and self-actualization	Family welfare and well-being
Self-esteem	Other-esteem (Huang, 1995) and respect for elders and ancestors
Love and affection	Internalized love and action to show love
Independence and self-efficiency	Interdependence and filial duty
Assertiveness and confidence	Humility and harmony
Creativity	Hard work and industry
Verbal communication	Action as a higher priority than effective speaking skills
Expression of emotions	Control over emotions
Individual privacy	Family privacy
Community involvement	Deep friendship with a few and willingness to die for friends
Change and fast past	Patience and tolerance
Happiness	Success
Saving of time, time is money	Frugality, saving of money

**Common Cultural Value Differences and Conflicts**

Effective multi-cultural counselors need to be aware of their own cultural values and belief system.

A counselor who imposes her values and belief system without seeking to understand the client's world view, would hinder the effectiveness of treatment.

Western thought encourages individualism and living one's life as an autonomous adult.

A counselor should not automatically assume a loss of traditional family values with increasing resident years in the United States.

Asian clients may smile through counseling session to be polite and show respect. Counselor may misinterpret smiling and think that there is no problem with client.

Americans tend to focus on the individual. Asians tend to focus on the family the individual comes from.

American cultural values: freedom, justice, education, and privacy.

Asian cultural values: harmony, family, social order, and education.

Mainstream American culture highly values self-confidence, assertiveness and communication skills. These are always perceived as successful characteristics of political leaders, administrators and business managers.

The majority of Asian Americans have been perceived as quiet and introverted by

Americans: Asian women tend to be viewed as passive and submissive, and Asian men are seen as nonassertive and non-masculine.

Mainstream American culture tends to view all Asian's as "model students."

Many Asian American adolescents suffer from internal identity conflict due to their inability to reconcile vast differences between their culture of origin and the majority culture in the U.S.

**References---Multiculturalism in Counseling**

*Counseling Asian Families from a Systems Perspective.* Ed. Kit S. Ng. Virginia: American Counseling Association, 1999.

Robinson, Tracy L. and Mary F. Howard-Hamilton. *Convergence of Race, Ethnicity, and Gender: Multiple Identities in Counseling.* New Jersey: Prentice-Hall, 2000.

Zuniga, Irma, "Daring to Speak (the Lam family)." Poster presentation, CSU San Bernardino, Hearts and Minds Diversity Conference, May 10, 2000.



## **VALUE OF MY SABBATICAL TO MT. SAN ANTONIO COLLEGE**

The sabbatical year was devoted to participation in a variety of professional development activities that have enhanced my competency as an EOPS Counselor. I will return to Mt. San Antonio College with deeper understanding of current trends and concepts in my field. Much of the information and resources I have gathered throughout the year will be useful in enhancing services for EOPS students and may be useful in contributing to other components of student services at Mt. San Antonio College. The study completed during the year at California State University, San Bernardino also served to help prepare for the National Counselor Certificate (Appendix page 134).

### **Review of Sabbatical Year:**

- Researched EOPS counselor practices, from five community colleges, also profiled EOPS Programs and Career Centers.
- Attended three professional conferences.
- Completed sixteen quarter units of graduate course work at California State University, San Bernardino: Ethics, Career Counseling, Multicultural Counseling and Counseling Fieldwork.
- Read and analyzed books listed in Bibliography
- Reported on the NCDA model for evaluating career resources on the internet.
- Developed a unit on Multiculturalism in Counseling
- Developed a unit on Career Counseling for Adults in Transition.

**FUTURE PROJECTS:**

I submitted a proposal to present the "EOPS Counselor Interview" research at the next EOPS Conference, October 2000. I also hope to coordinate an EOPS Counselor, Region VIII conference in Spring 2001.

# APPENDIX

## **Title V and Extended Opportunity Programs & Services (EOPS)**

Senate Bill 164 states the mission of EOPS: “It is the intent and purpose of the California Legislature to encourage local community colleges to establish and develop programs directed to identifying those students affected by language, social, and economic handicaps.” The bill was enacted in 1969. EOPS can now be found in all 106 community college campuses throughout the state of California. EOPS recruits students who meet stringent “disadvantaged” criteria, and all programs provide a wide variety of supportive services that are meant to enhance retention, and promote successful outcome of student goals. Counseling is one of the key components of EOPS support services for students in Title V, and outlines a minimum number of student-counselor contacts and counselor role in development of student’s education plan.

Title V of the California Administrative Code, Chapter 2.4, Article #, Section 56236, outlines minimum criteria for counseling and advisement of EOPS students:

- Each college receiving EOPS funds shall provide counseling and advisement to EOPS eligible students of at least three contact sessions per term for each student as follows:*
- (a) a contact session which combines interview interpretation of assessment results to prepare a student educational plan and a mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.*
  - (b) an in-term contact session to ensure the student is succeeding adequately, that programs and services are being provided effectively, and to plan changes as may be needed to enhance student success.*
  - (c) a term-end or program exit contact session to assess the success of students in reaching the objectives of that term, the success of the programs and services provided in meeting student needs, and to assist students to prepare for the next term of classes, or to make future plans if students are leaving the EOPS program or the college.*

**“Standards of Practice for California Community College Counseling Programs:  
The Academic Senate for California Community Colleges, Adopted Spring 1997.”**

The standards were developed by a committee, appointed by the Academic Senate for California Community Colleges. Their concern was with the many demands that were being placed on counselors: “Over the years, the functions counseling departments performed have increased significantly, while the pressure to serve more students in cost effective ways has grown. As a result, the question has arisen as to what roles counseling faculty should play in the delivery of services to students (page 1). In an effort to clarify the role counselors should play in the delivery of services to students, the paper asserted that there should be a set of “universal standards of practice for all community college counseling programs, regardless of institutional or department size or fiscal constraints.”

These standards are:

- A. **Core Functions:** Academic Counseling, Career Counseling; Personal Counseling; Crisis Intervention; Multicultural Counseling, Outreach; Consultation and Advocacy; Program Review and Research; Training and Professional Development.
- B. **Ethical Standards**
- C. **Organization and Administration**
- D. **Human Resources**
- E. **Physical facilities**
- F. **New Technologies**

The introduction to the “Counseling Standards” position paper, allows for differences in institutional priorities and degree of emphasis of standards, and provides a reminder to not lose sight of the fundamental importance of “counselor core functions (A. Core functions).” It stresses that “these functions are so fundamental to the mission of community college counseling that every program, whether categorical, or aimed at specific populations should perform them (page 2).”

## EOPS COUNSELOR QUESTIONNAIRE

1. What percentage of your time is spent in classroom, groups, individual appointments, outreach, personal counseling?
2. What is your program's definition of an education plan?
3. Do you feel that you have an appropriate length of time for individual counseling appointments (to allow students to discuss plans, and other subjects related to educational goals)?
4. How many hours of professional development do you complete each year?
5. Do you participate in college governance?
6. What is your relationship with the general counseling staff on campus?
7. Do you attend general counseling staff meetings?
8. Do you refer students to your campus career resource center?
9. How adequate do you think career resources are?
10. Are you familiar with the 1997 (adopted) statewide Academic Senate's "Standards of Practice for California Community College Counseling Programs?"
11. How closely do you identify with academic, career, personal and multi-cultural concepts of counseling?
12. What is your counseling philosophy?
13. How do you feel about your physical environment?
14. Is there an adequate ratio of counselors in your program.
15. How supportive is your director?
16. What stresses you about your job?
17. What do you like about your job?
18. How do you create balance?

## EOPS COUNSELOR DATA

### Eleven EOPS counselor interviews.

1. What percentage of your time is spent in the classroom, groups, individual appointments, outreach, personal counseling?
  - 90 percent of time spent on individual appointments.
  - individual. No crisis. Some personal and outreach.
  - individual. Teaches two .5 unit classes.
  - individual. Also includes some workshops, orientations and teaches a little.
  - 60 percent individual appointments, 40 percent teaching.
  - Concentrate on counseling and teaching. Also plans workshops, supervises student peer advisement program.
  - individual, some supervision of tutorial staff, teach 6 hours a week.
  - Sixty percent spent on individual appointments, the rest of the time spent on teaching and outreach.
  - individual appointments, teaches occasionally.
  - individual appointments, teach overload.
  - individual appointments, teach as an overload.
  
2. What is your program's definition of an education plan?
  - electronic ed plan, counselor's name automatically entered, counselor updates using computer, six semester time frame.
  - Electronic, six semester time frame, does not always work properly
  - Short term ed plans, project one semester at a time. Long term planning not usual.
  - Short term.
  - College requires a one semester plan. Long range plans are usually completed in counseling classes.
  - Six semester ed plan
  - Six semester plan. Extended plan done in classroom, updates made during individual appointments.
  - Six semester plan.
  - Six semester plan.
  - Six semester plan.
  - six semester plan.
  
3. Do you feel that you have an appropriate length of time for individual counseling appointments (to allow students to discuss plans, and other subjects related to educational goals)?
  - Depends on the student needs. Flexible, can make 1 hour apt.

- Never enough time, tries to do everything in short amount of time. Respects time restrictions, prefers longer appointments.
- Yes, adequate.
- There is flexibility in making longer appointments.
- Most of the time yes, student can come back, if there is a need to continue.
- Appropriate length of time.
- Flexible, we have drop-in appointments and scheduled appointments.
- Adequate, problem with 6-8 week waiting period to see a counselor. Accommodate by doing groups and extended contact date.
- 20 minute sessions are driving me crazy.
- 1 hour meeting is great, don't feel rushed, and it's so nice. Crucial meeting, when you are trying to establish rapport. In terms of retention, relationship with students important.
- 1 hour. First session totally changes their view of what an EOPS counselor is, establishes rapport, and buy in. Continue to support that regardless of what other people say, because most of the time the value is lets just crank them out.

4. How many hours of professional development do you complete each year?

- Counts meeting with general counselors on campus as professional development.
- Very little—usually comes around because of job.
- U.C.-CSU conferences.
- Rarely.
- Not required to attend conferences, not encouraged, because it will take time away from student appointments.
- Flex days, EOP, Mega Conference, African-American Women on Tour.
- Busy with children and maintaining quality of personal life.
- Faculty contract required 6 days of professional development.
- Attend conferences when they're worth my time. Usually attend transfer conferences.
- I read a lot and try to keep updated in all aspects of my profession.
- California is not the center of the world, best thing for professional development is to get out of here and attend conferences. Interest in inter-cultural topics.

5. Do you participate in college governance?

- In the past, yes. Director does not encourage committee work outside of EOPS appointments and activities.
- Not encouraged.
- I would like to.
- Not encouraged.
- In the past, Academic Senate. Not now.
- Yes
- Yes, very active.
- Yes, participates in Academic Senate.



- No
- yes, active.
- California Community College Counselor's Association.

6. What is your relationship with the general counseling staff on campus?

- Close, participates in their activities
- Good
- Don't talk much about common issues.
- Good, not as interactive as in the past.
- O.K.
- Sense that some general counselors see EOPS Counselors as "the others."
- Close.
- Good.
- Counselor's use me as a resource all the time.
- Meetings are supposed to bring us together, but become divisive because people come wanting to protect their interest . . . it's like a war of egos. Outerlying groups get defensive because they're regarded differently than the ones in the middle.
- EOPS counselors are considered to be part of counseling staff.

7. Do you attend general counseling staff meetings?

- Attends staff meetings.
- Attends staff meetings.
- Attends staff meetings
- Attends staff meetings.
- Attends staff meetings.
- Attend staff meetings, not invited to report EOPS activities.
- Yes, very active, chairs a counseling subcommittee.
- We're welcomes, but deal with issues in their own area.
- yes
- yes
- yes

8. Do you refer students to your campus career resource center?

- Yes
- Yes
- Yes
- Yes
- Yes
- Yes
- Yes
- Quite often.

- yes
- yes
- yes

9. How adequate do you think career resources are?

- Adequate
- Adequate
- Adequate
- Adequate
- Yes
- Adequate, good at keeping updated.
- Adequate
- Not adequate, space is also an issue.
- fairly good
- adequate
- excellent resources. Cannot separate academic from career.

10. Are you familiar with the 1997 (adopted) statewide Academic Senate's "Standards of Practice for California Community College Counseling Programs?"

- Not familiar
- No
- Well versed. Ethical code is extremely important.
- No
- Yes
- No. Familiar with ethical code.
- Familiar
- Recalls discussions, familiar with core functions, did not study ethics section closely.
- No
- Familiar with all aspects of core functions.
- Familiar with core functions

11. How closely do you identify with academic, career, personal and multi-cultural concepts of counseling?

- academic and multi-cultural
- academic and multi-cultural
- academic, career, personal and multi-cultural.
- academic
- academic, multi-cultural.
- academic, multicultural, career, personal.
- academic, multicultural, personal
- academic, multicultural

- academic, multicultural
- academic, multicultural, career, personal
- academic, multicultural, career, personal

12. What is your counseling philosophy?

- wholeistic approach, where the student leads. Every student is different and will set the tone for the session, need to be sensitive in working with them to open possibilities. Issues with H.S. students very different from working with adults.
- No specific theory. Respect for student is important, and tries to provide students with the most information they need. Feels that students connect with him/her.
- Academic and career counseling intertwined. Conscious of developmental needs of students, sees self as teacher. Stresses shared responsibility. Links competence with self-esteem. Success breeds success.
- Reality based evaluation, reviews academic opportunities, degrees, certificates; also evaluates basic skills needs, monitors progress.
- Go with where student takes me for academic counseling, cut and dried. Use career resources, comfortable with short term goals, sometimes students get confused when working to discuss ultimate goals.
- Academic, career, and cultural identity counseling are all encompassed together.
- Likes to get to know the student, walks them through, step by step, until they see the whole picture and clarify goal.
- My philosophy for my students is to obtain whatever goal they have, because they all don't come here for the same reason. Try to help them see the relationship between educational and career goals, and try to help them plan for long range goals.
- Does not compartmentalize counseling, uses humor. Tries to listen very carefully to uncover their goal. Career and academic counseling come together, a student may come in for an ed plan and leave with a better understanding of what their ultimate goal might be.
- Do whatever is right for the kid. I understand the dynamics of culture and anxieties. Aware of minority cultural identity and conflicts with integration
- Familiar with core functions and has clinical skills. Hard to say what my philosophy is, because I go with what the needs of the person are, try to tune into person's needs and use all the resources I have to meet those needs, rather than taking my style and applying it to the person. I take the person and apply my resources and repertoire to the needs of the person. I know my boundrys and stuff I shouldn't be dealing with.
- Listening carefully, during the first session, trying to figure out what the student does and doesn't know. Provide them with guidance and information to structure a goal. Helping a student is not a one shot deal. Students say, I'm beginning to understand , this is the first time anybody has asked me this, or told me.

13. How do you feel about your physical environment?

- Unhappy with heating, crowding, and layout of building.

- Space not welcoming. Building is O.K, but poor planning and design. Office is too small.
- Not unhappy with surroundings. Tech support not adequate. Reception and study areas are adequate.
- Adequate, huge improvement from where they were before.
- Space is crowded. Would like to see improvements in study area.
- Appreciates space. Can work in any situation, not a big deal to me.
- My office is o.k. The rest of physical environment is very crowded.
- Loves her office, and surrounding space.
- Happy, like storage.
- Happy with environment, recently remodeled, new computers.

14. .Is there an adequate ratio of counselors in your program.

- No
- No
- Adequate
- No
- Yes
- adequate
- Director is very good at not letting us grow too much, because we know we can only serve so many. We tend to grow slowly, about 10% per year, we would not be able to serve a dramatic surge.
- Ratio is adequate.
- not adequate ratio, mathematically impossible for every kid to see a counselor 3 times.
- good ratio
- happy about ratio

15. How supportive is your director?

- Not supportive.
- Not supportive, doesn't encourage or ask for input.
- In general, no appreciation for profession. Doesn't understand that profession is theory based and that there is a pedagogy. Impression because of people who may have graduated 15-10 years ago who may think they are current based on the narrow range of their function (can be updated on academic information, but miss overarching theory/model).
- Not supportive, has unrealistic expectations.
- Director is controlling.
- Very supportive, accessible, a people person. Morale is great, we're like a family. Meticulous in keeping up with program guidelines. Has an open door policy for students, and is very comforting with them.
- Supportive. Institutional culture can be crazy, but we have the ideal coordination and structure in EOPS. We have clear communication, there is no conflict, no egos.

Director really advocates for us, respects us. I think that some EOPS directors don't know what their jobs are.

- supportive
- supportive
- supported. Feels that her Director is very supportive.
- ideas matter, even if director disagrees. Having ongoing dialogue with staff and director about what works and what doesn't has been valuable.

16. What stresses you about your job?

- Everything but the students.
- Office and campus politics. Working long days.
- Feeling that short appointments are not adequate, will miss something critical.
- Director
- Not being able to plan what I do, director is controlling.
- Fragmentation, having to wear so many hats. Love what I do, stretched very thin.
- I don't really have stress. Every once in a while I feel that there is not enough time.
- Not enough time to do all the things I need to do.
- length of appointments, appointment sheet goes out in the morning and is full in 45 minutes. Try to accommodate everyone, so I take drop-ins during my lunch hour.
- Stress juggling a lot of things at work. Have to be careful when you're going overboard running from meetings to appointments is sometimes stressful.
- trying to keep up with everything.

17. What do you like about your job?

- Loves working with students.
- Feels good working with students
- Likes working with students, they're at such an interesting crossroad in their lives.
- Students
- Students, people, my colleagues in the office.
- Watching my students succeed, being part of their growth and development, being a role model for them. Likes not being limited to only 30 minute appointments. Likes contributing to the development of the program.
- Working with students, and the type of students I work with.
- Job is not a job, it's a passion.
- Loves working with students, being in a helping role, working in a diverse environment, her colleagues. Likes being involved on campus politically.
- Happy with access to information that has been developed on campus. Being involved in different aspects of campus community. Focus on providing counseling services, rather than on supervising, recruiting and teaching. Students.
- I like working in an educational setting, students and teaching.

18. How do you create balance?

- Stays in office, eats ice-cream, good friends.
- Movies
- Energetic, positive, likes to have fun.
- Travel, friends, working out at the gym.
- Learning to say no.
- I have real balance in my life, loving husband, yoga, meditate, read, spend time alone.
- Likes to travel. I play hard and work hard.
- The fulfillment and strokes are here. Walks out every day feeling that I have been appreciated and supported by staff and especially the students.
- Balance is not a problem, can for see that it might be.
- Balancing hats is difficult. If I felt I was not necessarily being heard, or that there was merit or value as to who I am as a professional, I wouldn't have been here as long. This is a good place to be.
- I try not to overdo any part of my life.

### **The Internet: A Tool for Career Planning**

Harris Bowlsbey, Jo Ann, Margaret Riley Dikel and James P. Sampson, Jr. *The Internet: A Tool for Career Planning*. Ohio: National Career Development Association, 1998.

The book is well organized, easy to use, and brief (only 64 pages long). It includes tips for evaluating web based career information and career assessment instruments, provides a listing of useful career web site resources; and reviews ethical considerations for professionals who wish to incorporate the Internet into their practice.

The expertise of the authors is impressive, and should be noted. Harris-Bowlsbey is the Executive Director of ACT's Educational Technology Center and has made major contributions in the development of DISCOVER (career guidance and information system). Riley Dikel is the author of numerous publications, her website, "The Riley Guide," is a well known and valuable career resource. Sampson, a professor at Florida State University, has written and lectured on the "appropriate use of computer technology in counseling and on the use of cognitive strategies for information processing and decision making."

Chapter II is an important chapter because it provides a select listing of career web site resources:

**Assessment:** Interest Inventories, Abilities/Skill Inventories, Values Inventories, Personality Inventories, Sources for More Tests.

**Searching Databases:** Occupations, Education and Training Opportunities, Financial Aid, Internship Opportunities, Job Openings.

**Career Information:** Occupational Information, Education and Training Information, Financial Aid Information, Military Information.

**Communication:** Career Counseling (professional updates and resources), Applications for Admission to Higher Education Institutions, E-mail Communication with Members of Occupational Groups, Chat Rooms or Support Groups, Descriptions of Companies/Organizations.

Chapter I tempers our enthusiasm for the Internet by reminding us that, while the Internet is a wonderful resource tool, there are weaknesses in its use:

- *Ethical guidelines regarding the quality and use of web sites are emerging, but they are not yet complete, well known, or enforced. Thus the quality of web sites is not consistent and ranges from very poor to excellent.*
- *There is currently no organized way to assure that individuals who seek assistance and information via the Internet will have professional support or follow-through if needed or desired.*
- *The services on the Internet represent unconnected pieces of a total career planning support system; thus whatever organization may be given to the process must be done by a counselor or a computer-based planning system which integrates Internet-provided capabilities within its own system.*
- *Many individuals who need information for career planning still do not have access to the hardware and/or knowledge about how to use the Internet.*
- *Since most services described in Chapter 2 are free of charge, their maintenance is in jeopardy unless they are financed by public funds or unless their providers choose to charge for service.*



The counselor or career development facilitator faces the challenge of helping individuals to take advantage of the best capabilities of career planning web sites while at the same time guarding the user against their weaknesses.

**The Seven-Step ARC for Web Site Evaluation**  
**Presented by the NCDA Ethics**  
**Committee, July 1999**

**The 7 Steps**

- Audience
- Accuracy
- Availability
- Relevancy
- Clear
- Current
- Contacts

**The Audience**

- The target audience should be clearly stated and the site accessible.
- For whom was the site and its information designed? Were disability concerns considered?

**Accuracy**

- The source of the information should be available and verifiable.
- Do credible, independent sources corroborate the information?

**Availability**

- The information promoted should be the information provided.
- Does the site promise something it doesn't deliver? -"Site under construction."

**Relevancy**

- The information should be relevant to the target audience and to the information promised.
- Is the information on target or do extraneous details clutter the site?

## The seven-Step ARC for Web Site Evaluation (continued)

### **Clarity**

- The information provided should be easily understood by the target audience.
- If the site is targeted to high school students (or any group), is the reading level commensurate?

### **Current**

- The information should be kept up to date.
- If the site provides time sensitive information, is it “dated for freshness?”

### **Contacts**

- The site should provide a clear and direct connection to a responsible contact.
- Is there a direct Email link and are Emails answered within 24 hours?

• **Website Evaluation Sheet**

**URL:** \_\_\_\_\_

**The 7 Steps: Rate their significance**

- **Audience** \_\_\_\_\_
- **Accuracy** \_\_\_\_\_
- **Availability** \_\_\_\_\_
- **Relevancy** \_\_\_\_\_
- **Clear** \_\_\_\_\_
- **Current** \_\_\_\_\_
- **Contacts** \_\_\_\_\_
- **Recommend** \_\_\_\_\_

**Comments:**

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## **The International Career Development Library (ICDL)**

The ICDL is a cooperative effort of the National and State Occupational Information Coordinating Committee (NOICC/SOICC Network) and ERIC Clearinghouse for Counseling and Student Services at the University of North Carolina at Greensboro (ERIC/CASS). It was launched on July 1, 1999 at the National Career Development Conference (NCDA) in Portland, Oregon (see page , for a review of the workshop). The ICDL database is a “free, online collection of full-text resources for counselors, educators, workforce development personnel, and others providing career development services.” To access the ICDL, dial <http://ICDL.uncg.edu>.

The ICDL homepage offers links that are organized around the following topics:

- **Catalog Search:** professional articles.
- **Reference Room:** online professional journals and related publications, libraries and resource centers, professional associations and organizations, websources on job search and career planning, recent acquisitions.
- **Member Service:** sign up to get an electronic library card, perks are getting the latest information via your email address.
- **What’s New:** Invites document submission, new articles are posted, working titles of future papers are listed.
- **Papers and Commentary:** read and respond, every one to two months, an original paper is posted. An ICDL library card is required, if one wishes to comment.

- **Training Center:** special professional development programs for counselors and practitioners in career and workforce development.
- **Document Submission:** how to submit documents and selection criteria .
- **User Survey**

The ICDL is an excellent professional resource tool that should provide the user with the latest information on current topics. I was able to find a career web site for Hispanics called “Saludos Hispanos” and read about a topic I was interested in, “Who is the Spider in the Web? Information Technology in Counseling: A constructivist perspective.”

# INTERNATIONAL Career Development LIBRARY


The International Career Development Library (ICDL) is a free, online collection of full-text resources for counselors, educators, workforce development personnel, and others providing career development services.



**CATALOG SEARCH** 

**PAPERS & COMMENTARY** 

**REFERENCE ROOM** 

**TRAINING CENTER** 

**MEMBER SERVICES** 

**DOCUMENT SUBMISSION** 

**WHAT'S NEW** 

**USER SURVEY** 

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International  
Career  
Development  
Library





## Who We Are

The International Career Development Library (ICDL) is a cooperative effort of the:



· ERIC Clearinghouse for Counseling and Student Services at the University of North Carolina at Greensboro ([ERIC/CASS](#))



· National and State Occupational Information Coordinating Committee Network ([NOICC/SOICC Network](#))

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The Library's development has depended on the contributions of many other organizations and individuals in the United States and Canada, among them:

[American School Counselor Association](#)

[Canadian Career Development Foundation](#)

[Career Development Training Institute Board \(see NOICC\)](#)

[National Career Development Association](#)

[National Consortium of State Career Guidance Supervisors](#)

[National Library of Education, U.S. Department of Education](#)

[North Carolina Occupational Information Coordinating Committee](#)



● The Network/ ICDL - International Career Development Library

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### **International Career Development Library**

In 1996, NOICC and the ERIC Clearinghouse for Counseling and Student Services (ERIC/CASS) launched a Virtual Career Development Library on the web. That early prototype has been transformed into a "real" online library for workforce and career development specialists. It is called the International Career Development Library (ICDL).

The preview version includes a database of full-text documents on career development. It can accommodate documents in pdf, html, and other formats. Library users can search the database by author or key words. New papers, written by leaders in career and workforce development, will be posted periodically, and members of the Library may offer comments. A Reference Room contains links to online journals and periodicals, professional associations, and other Internet libraries.

ERIC/CASS, which is housed at the University of North Carolina at Greensboro, also maintains several other topic-oriented virtual libraries. To reach these libraries, visit the ERIC/CASS home page at: <http://www.uncg.edu/edu/ericcass/index.html> or go directly to its virtual library links at: <http://www.uncg.edu/edu/ericcass/libhome.htm>

Visitors to the International Career Development Library are invited to submit their comments on the preview version and to contribute documents to the ICDL collection.

**Updated July 1, 1999**



# International Career Development Library

Where to Go...When You Want to Know

*Developed and Managed by NOICC & ERIC/CASS*

The *ICDL* is a Virtual Library available to anyone with an Internet connection. It features a wide range of books and resources covering all aspects of career development for all age levels and for practitioners, researchers and educators, as well as students and parents. With the ongoing assistance of professional organizations such as NCDA, AVA, ACA, and ASCA and Department of Education components such as NLE, ERIC and the Labs & Centers, it will have exceptionally comprehensive and intensive coverage. Some of its special features are listed below, but like any new major development, it has to be seen and experienced to appreciate it! We anticipate it will be online early in 1999 so check the ERIC/CASS website at <http://www.uncg.edu/edu/ericcass> for the URL.

## SPECIAL FEATURES

- Access Hot Links To International Web Sites
- Easily Download Full Text Resources
- Special Search Engine—Customize Every Search!
- Participate in the discussion Of Compelling Career Issues
- Engage in Interactive, Multimedia Learning Activities
- Learn For Credit & CEU's
- Acquire Requisite Competencies For The Cyber Age
- Network With Like-minded Colleagues Around The World
- Be A Knowledgeable Contributor As Well As A User
- Participate At Any Level—New or Experienced
- Browse the Virtual Bookstore & Place Your Order Online
- Utilize Regularly Appearing Special Condensations of Major New Publications
- Dialogue With World Authorities
- Visit the Topical "Shelves" and Browse the Special Collections, e.g., exemplary career development practices & programs, innovations in career development, etc.

*Now Online !!*

*<http://ICDL.uncg.edu>*

## VISIT THE ERIC/CASS VIRTUAL LIBRARIES

These online functioning libraries provide a wealth of free, full-text resources which can be downloaded and instantly put to use.

### CAREER DEVELOPMENT

<http://www.uncg.edu/edu/ericcass/career/index.htm>

### CULTURAL DIVERSITY

<http://www.uncg.edu/edu/ericcass/diverse/index.htm>

### SCHOOL-TO-WORK

[http://www.uncg.edu/edu/ericcass/stw\\_tran/index.htm](http://www.uncg.edu/edu/ericcass/stw_tran/index.htm)

### SCHOOL VIOLENCE

<http://www.uncg.edu/edu/ericcass/violence/index.htm>

### STUDENT ACHIEVEMENT

<http://www.uncg.edu/edu/ericcass/achieve/index.htm>

### SUBSTANCE ABUSE

<http://www.uncg.edu/edu/ericcass/substnce/index.htm>

### CONFLICT RESOLUTION

<http://www.uncg.edu/edu/ericcass/conflict/docs/tableoc.htm>

### GANGS

<http://www.uncg.edu/edu/ericcass/gangs/docs/tableoc.htm>

### JUVENILE BOOT CAMPS

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### DEPRESSION AND SUICIDE

<http://www.uncg.edu/edu/ericcass/depress/docs/tableoc.htm>

### BULLYING

<http://www.uncg.edu/edu/ericcass/bullying/DOCS/tableoc.htm>

### ASSESSMENT IN COUNSELING & THERAPY

[http://www.uncg.edu/edu/ericcass/\(to come\)](http://www.uncg.edu/edu/ericcass/(to come))

ERIC/CASS 201 Ferguson Building

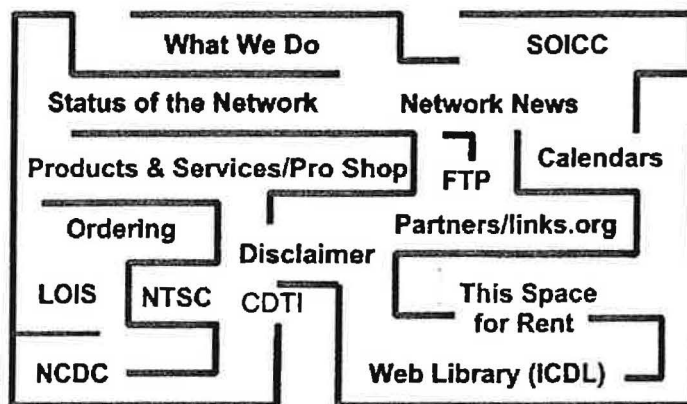
The University of North Carolina at Greensboro Greensboro, NC 27402-6171

Phone: 800-414-9769 or (336) 334-4114 email: [ericcass@uncg.edu](mailto:ericcass@uncg.edu)

FAX: (336) 334-4116

● The Network

**The NOICC/SOICC Network**



- What We Do
- SOICC - State Occupational Information Coordinating Committees
- Status of the Network
- Network News
- Partners/links.org
- Products and Services/Pro Shop
- Ordering
- ICDL - International Career Development Library
- FTP - The NOICC FTP Server
- LOIS - Licensed Occupation Information System
- CDTI - Career Development Training Institute
- NCDC - NOICC Crosswalk and Data Center
- NTSC - NOICC Training Support Center
- Calendars
- Disclaimer

**Updated July 1, 1999**

□

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you can use to manage your career and to adapt to changes in the constantly evolving workplace.

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*Opportunities Board*

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If you're a potential employer, here's your chance, too. Post your opening on the Opportunities Board, and boost your chances of finding the most qualified minority candidate to meet your job requirements!

*Net Assets Store*

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candidates who are ideal for your corporate positions — at the annual low cost of a single large newspaper ad!

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It's a dog-eat-dog world out there — but don't despair. Minority Career News, the minority professional's premier information source, offers innovative tips to help you manage your career and maneuver through the confusing maze of corporate America. How can you communicate with your boss without killing your career? How can you find a mentor? What are the current "hot" careers? Read Minority Career News to learn all that — and more!



**For more information, call us at 713-953-3329 or  
email: [mcn@minoritycareernet.com](mailto:mcn@minoritycareernet.com)**

---

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Website maintenance: [wmMCN@MinorityCareerNet.com](mailto:wmMCN@MinorityCareerNet.com)



**CAREERHUB**

## *Career Planning Steps*

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Gather information about yourself.



The 5 tools in the Career Change Package can help you clarify your career objectives, and identify what personal resources you need in place before proceeding.

**I would like to read more about the Career Change Package.**

**Try the Career Change Package**

### **STEP 2**

Gather information about work.

*What matches my preferences? What is available?  
What are the job skills I need?*

If you have clarified what you want in a job or career, and know your personal strengths for seeking it, you are ready to move on to exploring our Links and Resources. It is time to gain knowledge about career options, job requirements, and opportunities in the current job market.

**Go to Research Links and Resources.**

**STEP 3**

Narrow your options.

*Which options match with my strengths?  
How can I test out my options?*

Use what you have learned so far in Steps 1 and 2 and identify a few viable options.

Go to the [Tips for Decision Making](#).

**STEP 4**

Take action.

*How do I get started? How do I get job leads?  
How do I get experience?*

Now begin to take some steps to follow up on the options you identified in Step 3.

Go to the [Take Action Links](#).

You'll find information on volunteer opportunities, networking, resume writing, interviewing, and job listings.

Remember, don't do it alone. See [Rules to Remember When Making Career Changes](#).

or

If you are still uncertain about your career options, check out [Finding a Career Counselor](#) or try [Additional Tools](#).





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NCDA Board of Directors Briefing Paper  
Status of NCCC Credential  
June 29, 1999

**Background**

The NBCC Board of Directors voted to retire the NCCC credential at its June, 1999 meeting. This means that no new NCCC's will be certified by NBCC and the NCCC Academy is being discontinued. No new applications will be accepted. However, NBCC will allow those who currently have the NCCC credential to maintain the specialty designation as part of their professional identity as long as they hold the NCC. Furthermore, it will no longer be necessary for them to meet the continuing education requirements or pay renewal fees associated with the NCCC.

**Plan of Action**

Acknowledging the critical nature of this matter for the career development profession, the NCDA Board is committed to the following plan of action:

- Step 1: A letter will be sent to the members of the NBCC Board and its Executive Director stating the Association's intense disappointment about its decision to cease the certification of new applicants for the career counseling specialty.
- Step 2: A negotiating team has been appointed by the NCDA Board to engage in negotiation with the NBCC Board and its Director for the purpose of constructing a transition plan. A key focus of that plan will be appropriate treatment of those who already have the NCCC credential and those who have been preparing for that credential.
- Step 3: A task force will be quickly assembled to look at alternative ways to recognize career development professionals who have a high level of training, knowledge, and skills in the theory and practice of career counseling. A plan will be developed for consideration by the Board and the Delegate Assembly a year from now at the NCDA conference in Pittsburgh.
- Step 4: NCDA members and NCCC's who are not NCDA members will be kept updated on the progress of these steps by means of the NCDA newsletter and website.

The NCDA Board solicits your input and suggestion by means of the attached form and other methods of communication.



# NCDA Guidelines for the Use of the Internet for Provision of Career Information and Planning Services

Approved by the NCDA Board of Directors, October 1997

*Developed by members of the NCDA Ethics Committee:*

Dr. David Caulum, Don Doerr, Dr. Pat Howland, Dr. Spencer Niles, Dr. Ray Palmer, Dr. Richard Pyle (Chair), Dr. David Reile, Dr. James Sampson, and Dr. Don Schutt

## Introduction

Based on readily-available capabilities at the time of this writing, the Internet could be used in four ways for the purpose of providing career counseling and/or career planning services to clients. These are:

1. To deliver information about occupations, including their descriptions, employment outlook, skills requirements, estimated salary, etc. through text, still images, graphics, and/or video. In this event, the standards for information development and presentation are the same as those for print materials and audiovisual materials as stated in NCDA's documents on these matters.
2. To provide online searches of occupational databases for the purpose of identifying feasible occupational alternatives. In this event, the standards developed by NCDA and the Association of Computer-based Systems for Career Information (ACSCI) apply.
3. To deliver interactive career counseling and career planning services. This use assumes that clients, either as individuals or as part of a group, have intentionally placed themselves in direct communication with a professional career counselor. Standards for use of the Internet for these purposes are addressed in this document.
4. To provide searches through large databases of job openings for the purpose of identifying those that the user may pursue. Guidelines for this application are included in this document.

## **Guidelines for Use of the Internet for Delivery of Career Counseling and Career Planning Services**

---

“Career planning services” are differentiated from “career counseling” services. Career planning services include an active provision of information designed to help a client with a specific need, such as review of a resumé; assistance in networking strategies; identification of occupations based on interests, skills, or prior work experience; support in the job-seeking process; and assessment by means of online inventories of interest, abilities, and/or work-related values. Although “Career Counseling” may include the provision of the above services, the use of the term implies a deeper level of involvement with the client, based on the establishment of a professional counseling relationship and the potential for dealing with career development concerns well beyond those included in career planning.

Multiple means of online provision of career planning or career counseling services currently exist, the most common of which are e-mail, newsgroups, bulletin boards, chat rooms, and websites offering a wide variety of services. Telephone or audiovisual linkages supported by the Internet exist in their infancy, and will likely grow in potential as the technology improves and the costs decline.

### **1. Qualifications of Developer or Provider**

Websites and other services designed to assist clients with career planning should be developed with content input from professional career counselors. The service should clearly state the qualifications and credentials of the developers not only in the content area of professional career counseling, but also in the development of interactive online services.

### **2. Access and Understanding of Environment**

The counselor has an obligation to be aware of free public access points to the Internet within the member’s community, so that a lack of financial resources does not create a significant barrier to clients accessing counseling services or information, assessment or instructional resources over the Internet.

The counselor has an obligation to be as aware as possible of local conditions, cultures, and events that may impact the client.

### **3. Content of Career Counseling and Planning Services on the Internet**

The content of a website or other service offering career information or planning services should be reviewed for the appropriateness of content offered in this medium. Some kinds of content have been extensively tested for online delivery due to the long existence of computer-based career information and guidance systems. This includes searching of databases by relevant search variables; display of occupational information; development

of a resumé; assessment of interests, abilities, and work-related values and linkage of these to occupational titles; instruction about occupational classification systems; relationship of school majors to occupational choices; and the completion of forms such as a financial needs assessment questionnaire or a job application.

When a website offers a service which has not previously been extensively tested (such as computer-based career guidance and information systems), this service should be carefully scrutinized to determine whether it lends itself to the Internet. The website should clearly state the kinds of client concerns that the counselor judges to be inappropriate for counseling over the Internet, or beyond the skills of the counselor.

#### 4. Appropriateness of Client for Receipt of Services via the Internet

The counselor has an ethical and professional responsibility to assure that the client who is requesting service can profit from it in this mode. Appropriate screening includes the following:

- a. A clear statement by clients of their career planning or career counseling needs.
- b. An analysis by the counselor of whether meeting those needs via Internet exchange is appropriate and of whether this particular client can benefit from counseling services provided in this mode. A judgment about the latter should be made by means of a telephone or videophone teleconference designed to specify the client's expectations, how the client has sought to meet these through other modes, and whether or not the client appears to be able to process information through an Internet medium.

#### 5. Appropriate Support to the Client

The counselor who is providing services to a client via the Internet has ethical responsibility for the following:

- a. Periodic monitoring of the client's progress via telephone or videophone teleconference.
- b. Identification by the counselor of a qualified career counselor in the client's geographic area should referral become necessary. If this is not possible, the web counselor using traditional referral sources to identify an appropriate practitioner, should assist the client in the selection of a counselor.
- c. Appropriate discussion with the client about referral to face-to-face service should the counselor determine that little or no progress is being made toward the client's goals.

#### 6. Clarity of Contract with the Client

The counselor should define several items in writing to the client in a document that can be downloaded from the Internet or faxed to the client. This document should include at least the following items:

- a. The counselor's credentials in the field.
- b. The agreed-upon goals of the career counseling or career planning Internet interchange.
- c. The agreed-upon cost of the services and how this will be billed.
- d. Where and how clients can report any counselor behavior which they consider to be unethical.
- e. Statement about the degree of security of the Internet and confidentiality of data transmitted on the Internet and about any special conditions related to the client's personal information (such as potential transmission of client records to a supervisor for quality-control purposes, or the collection of data for research purposes).
- f. A statement of the nature of client information electronically stored by the counselor, including the length of time that data will be maintained before being destroyed.
- g. A statement about the need for privacy when the client is communicating with the counselor, e.g., that client communication with the counselor is not limited by having others observe or hear interactions between the counselor and client.
- h. If the service includes career, educational, or employment information, the counselor is responsible for making the client aware of the typical circumstances where individuals need counseling support in order to effectively use the information.

#### 7. Inclusion of Linkages to Other Websites

If a career information or counseling website includes links to other websites, the professional who creates this linkage is responsible for assuring that the services to which his or hers are linked also meet these guidelines.

#### 8. Use of Assessment

If the career planning or career counseling service is to include online inventories or tests and their interpretation, the following conditions should apply:

- a. The assessments must have been tested in computer delivery mode to assure that

their psychometric properties are the same in this mode of delivery as in print form; or the client must be informed that they have not yet been tested in this same mode of delivery.

- b. The counselor must abide by the same ethical guidelines as if he or she were administering and interpreting these same inventories or tests in face-to-face mode and/or in print form.
- c. Every effort must be exerted to protect the confidentiality of the user's results.
- d. If there is any evidence that the client does not understand the results, as evidenced by e-mail or telephone interchanges, the counselor must refer the client to a qualified career counselor in his or her geographic area.
- e. The assessments must have been validated for self-help use if no counseling support is provided, or that appropriate counseling intervention is provided before and after completion of the assessment resource if the resource has not been validated for self-help use.

### **Professional and Ethical Guidelines Related to the Use of the Internet for Job Posting and Searching**

1. The posting must represent a valid job opening for which those searching on the Internet have an opportunity to apply.
2. Job postings must be removed from the Internet database within 48 hours of the time that the announced position is filled.
3. Names, addresses, resumés, and other information that may be gained about individuals should not be used for any purposes other than provision of further information about job openings.

### **Unacceptable Counselor Behaviors on the Internet**

1. Use of a false e-mail identity when interacting with clients and/or other professionals. When acting in a professional capacity on the Internet, a counselor has a duty to identify him/herself honestly.
2. Accepting a client who will not identify him/herself and be willing to arrange for phone conversation as well as online interchange.
3. "Sharking" or monitoring chat rooms and bulletin board services, and offering career planning and related services when no request has been made for services. This includes sending out mass unsolicited e-mails. Counselors may advertise their services but must

do so observing proper "netiquette" and standards of professional conduct.

### **Need for Research and Review**

---

Since the use of the Internet is new for the delivery of career planning and counseling services, it is mandatory that the career counseling profession gain experience with this medium and evaluate its effectiveness through targeted research. The capabilities of Internet delivery of services will expand rapidly as the use of sound and video becomes more feasible. These early guidelines will need constant monitoring and revision as research data become available and additional capabilities become cost-feasible.

NCDA Administrative Offices: 4700 Reed Road, Suite M, Columbus, OH 43220

NCDA opposes discrimination against any individual on the basis of race, ethnicity, gender, sexual orientation, age, mental/physical disability, or creed.  
Revised by the NCDA Board of Directors, April 1994.

## **COURSE DESCRIPTION OF CLASSES COMPLETED**

### **California State University San Bernardino**

#### **XECLG 650. Applied Career Counseling (4 units)**

Overview of career counseling, career education and application of career counseling and guidance to schools, educationally related agencies and special settings. Includes 20 hours of related field work.

#### **XECLG 654. Legal and Ethical Issues in Counseling and Guidance (4 units)**

Legal and ethical constraints and considerations in the school counseling profession. Includes 20 hours of related field work.

#### **XECLG 655. Multicultural Counseling (4 units)**

Theory of and practical applications of counseling skills to serve multi-ethnic school populations. Analysis of differing socioeconomic, racial, and social backgrounds of students. Includes 20 hours of related field work.

#### **XECLG 679E. Counseling Fieldwork: Educational Institutions (4 units)**

Field practice with direct pupil contact (minimum 120 hours) in an educational setting under supervision of certificated personnel. Graded credit/no credit.

Note: X indicates that I enrolled through Extended Learning.



CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

OFFICE OF ADMISSIONS AND RECORDS

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2397

Herminia Maria Zuniga

~~000-106-0004~~

~~000-106-0004~~

Undergraduate Academic Record

High Schools:

High School

Degrees Awarded:

Master of Arts

Mar 22, 1977

Major: Education

-----Fall 1999-----

XECLG-650	APPLIED CAREER COUNS	A	4.0	16.00
XECLG-654	LEGAL/ETHICL COUNS ISS	A	4.0	16.00

	ATT	EARNED	POINTS	GPA
Quarter	8.00	8.00	32.00	4.000
Cumulative	8.00	8.00	32.00	4.000

-----Winter 2000-----

XECLG-655	MULTICULTURAL COUNSELING	A	4.0	16.00
XECLG-679E	COUN FLDWK:EDUC INSTITUTION	CR	4.0	

	ATT	EARNED	POINTS	GPA
Quarter	4.00	8.00	16.00	4.000
Cumulative	12.00	16.00	48.00	4.000

6

Herminia Zuniga  
194 W Broadbent Dr

Riverside CA 92507

Page 01 of 01  
Date 04-13-00

OFFICIAL  
ACADEMIC RECORD

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This official university transcript is printed on secured paper and does not require a raised seal.

*Lidia Ortega*

Director of Admission & Records



**IRMA ZUNIGA**  
**Sabbatical Proposal**  
Fall 1999-Spring 2000

I am requesting sabbatical leave for the 1999-2000 school year. As a twenty year faculty member of Mt. San Antonio College, I believe a year of research, advanced course work, and independent study will be a benefit to me and to the activities/programs I develop for the students in Mt. SAC's E.O.P.S. program. To this end, I propose to:

**I. Explore current career guidance trends.**

I plan to explore current theories in career guidance and the impact technology has in this field and at the same time begin study for the National Certified Counselor (NCC) examination and the examination to become a Registered Professional Career Counselor (RPCC) in California. Dr. Reilly, CSU San Bernardino, Department Chair of Educational Psychology, has recommended that I enroll in 16 units (4 classes) of graduate course work. A copy of Dr. Reilly's letter of support, a description of the recommended graduate classes, and a description of NCC and RPCC criteria are included in the appendix.

**II. Attend professional conferences.**

Conferences are a good resource for keeping up with the latest trends, maintaining professional links, and sharing experiences. I plan to attend the following conferences:

- Career Development Conference
- EOPS Association Conference
- National Career Development Association Conference

**III. Research EOPS counseling programs at benchmark community colleges.**

I plan to interview EOPS counselors who work at benchmark community colleges; that is, colleges that Mt. SAC is often compared to. These community colleges are Santa Rosa, Santa Monica, Pasadena, El Camino and Cerritos. I will examine the EOPS counseling programs at these schools, and hope to be able to integrate model programs to Mt. SAC's EOPS program.

**Activities:**

1. I will be using The Academic Senate for Community Colleges paper, "*Standards and Practices for Community College Counseling Programs,*"

Irma Zuniga-Sabbatical 1999-2000 (continued)

as a framework for developing a questionnaire. Using the Academic Senate standards will allow me to examine consistency in counseling practices and limitations if any.

2. I would like to know how individual EOPS counselors interpret Title V guidelines for EOPS counseling, and how they define the process for developing education plans for their students.
3. I will visit the career center to collect resources and examine how the career center is integrated with the EOPS program.

**I perceive the merit/value of my sabbatical to be:**

1. an opportunity to re-evaluate my approach to counseling, and enhance my theoretical base of knowledge, which will directly benefit students.
2. the opportunity to bring back innovative ideas and program models that can be adapted to Mt. SAC's EOPS program.
3. the opportunity to develop a mechanism for EOPS counselors to share ideas and expertise by planning a Region VIII EOPS Counselor conference (possibly Spring of 2001).
4. an excellent interactive framework for NCC and RPCC certification.
5. an opportunity to present my sabbatical at the Fall 2000 EOPS Association Conference.

**Conclusion**

I plan to summarize my graduate study and EOPS counselor interviews and make recommendations to Mt. SAC's EOPS program. The report will include a bibliography and resource list.

**MT. SAN ANTONIO COLLEGE**  
Salary and Leaves Committee

TO: Irma Zuniga  
EOPS

FROM: Salary and Leaves Committee

Barbara Crane  
Ralph Greenwood  
Anita Millspaugh

Dick Ryerson  
Vahe Tatoian  
Peter Parra (Chairperson) 

DATE: December 16, 1998

SUBJECT: PRELIMINARY EVALUATION OF SABBATICAL APPLICATION

The Salary and Leaves Committee has completed its preliminary evaluations of sabbatical applications for the 1999-2000 school year. The evaluations are based upon the criteria as listed in the informational packet provided to sabbatical applicants and as described in the sabbatical orientation program.

After careful and extensive review of all applications the Salary and Leaves Committee has evaluated your sabbatical application as follows:

—	Acceptable for consideration
<del>xxx</del>	Acceptable with information
—	Questionable
—	Unacceptable

Please review the sabbatical information packet for the definitions of the above rating scale.

Based upon the above noted rating, the Salary and Leaves Committee requests the following revisions be made before the Committee makes its final evaluation of your application:

RECOMMENDATIONS FOR REVISION OF SABBATICAL APPLICATION

1. Be sure to return the original Application for Sabbatical Leave (form with signatures) with any requested revisions.
2. Please clarify the following:

Section I

- Will your courses be the source of your "exploration" or do you intend to do some research beyond the courses?

Irma Zuniga  
December 16, 1998  
Page 2

#### Section II

- Include in what month the conferences will be attended
- Include timeline for your activities, explaining when you will be doing what
- When will you be taking courses?

#### Section III

- In your reference for Career Centers, are these the Career Centers of the colleges you list?

#### Conclusion

Is this a description of your intended sabbatical report? Be sure to include conferences in your report.

If any clarification of the above is needed, please feel free to contact me immediately for assistance. Please return application materials to the Office of Human Resources by January 11, 1999. The Committee plans to make its final recommendations known to applicants by February 1, 1999. Final recommendations will be submitted to the Board of Trustees at the February meeting.

myw  
c Salary and Leaves Committee

November 11, 1999

TO: Salary and Leaves Committee  
Mt. San Antonio College

FROM: Irma Zuniga, EOPS Counselor/CARE Coordinator  
Mt. San Antonio College

SUBJECT: Clarification of Sabbatical Application

Thanks for the opportunity to clarify and expand on some points that I may have overlooked ( or did not adequately address) in my initial proposal. I hope that the following, additional, information will suffice.

#### Section I

\*Will your courses be the source of your "exploration" or do you intend to do some research beyond the courses? Yes.

I plan to begin reading books recommended for NCC and RPCC certification. A potential list of recommended reading was included in the Appendix (2. Certification). I plan to meet with Dr. Reilly to discuss how to prioritize my study outside of the classroom.

#### Section II

\*Include in what month the conferences will be attended.

National Career Development Association Conference  
June 30 to July 2, 1999 (This conference does not fit the time frame for the proposed sabbatical year, I can understand if the committee decides not to approve it. It is, however, an important resource that would be useful at the beginning of my study rather than at the end.)

California Community College EOPS Association Conference  
Four days usually scheduled for the third week of October.

International Career Development Conference (cited as Career Development Conference in initial proposal). Five days usually scheduled for the first week of November.

\*Include timeline for your activities, explaining when you will be doing what.

June 30 to July 2, 1999 – NCDA Conference

August 2 to September 22, 1999- Meet with Dr. Reilly, prioritize reading, discuss goals for the year. Begin study for NCC and RPCC.

September 23 to December 11, 1999- Fall Quarter , complete 650 and 655 classes.  
Attend EOPS Conference in October and ICD  
Conference in November. Continue study.

December 11, 1999 to January 10, 2000- Continue study, schedule 2 week break.

January 11 to March 27, 2000 - Winter Quarter - Complete 654 and 679 classes.  
Begin contacting target community colleges.  
Schedule visits. Visit 2-3 community colleges.

March 28 to May 31, 2000 - Complete community college visits.  
Write  
Schedule 1 week break in April.

\*When will you be taking courses?

September 23 to December 11, 1999 - Fall Quarter  
655 Multicultural Counseling  
650 Career Counseling

January 11, to March 27, 2000 - Winter Quarter  
654 Legal and Ethical Issues  
679 Counseling Field Work

### Section III

\*In your reference for Career Centers, are these the Career Centers of the Colleges you list? Yes.

## Conclusion

Is this a description of your intended sabbatical report? Be sure to include conferences in your report.

### Proposed Outline for Sabbatical Report:

- I. Independent Study: How did I structure reading/study for NCC/RPCC exam? How many books did I read? Include in bibliography with a brief description for each book.
- II. Classroom Experience: How relevant was this experience to my NCC/RPCC study? How did it enhance my professional development? What did I do? What did I read (include in bibliography with a brief description).
- III. Visiting Benchmark Community Colleges:
  - A. Evaluate Program: data elements, record keeping, success rate, application process, who completes education plans, staffing, etc.
  - B. What is innovative/unique? Interview EOPS Director.
  - C. Focus on counseling practices: questionnaire/interview. How well do counseling practices match up to Title V and Core Counselor Functions?
  - D. Visit career centers at benchmark community colleges:  
Gather information: data, resources, staffing, model, link with EOPS?
- IV. Report on Conferences. Include a list of resources.
- V. Summarize: Make recommendations for Mt. SAC's EOPS program. What did I find out about myself? How much further do I have to go for NCC/RPCC certification? Outline plans for Fall 2000 EOPS Conference presentation and for Region VIII EOPS Counselor's Conference 2001
- VI. Bibliography and Resources





**CALIFORNIA STATE UNIVERSITY  
SAN BERNARDINO**

**SCHOOL OF EDUCATION  
Department of Educational  
Psychology and Counseling  
(909) 880-5606**

500 University Parkway, San Bernardino, CA 92407-2397

November 16, 1998

To whom it may concern:

I am writing in support of the sabbatical application for Irma Zuniga, an EOP counselor at your college. I have worked with her to determine a course of study to enable her to meet her goal of updating her counseling skills in order to take the National Certified Counselor (NCC) examination and the examination to become a registered Professional Career Counselor in California (RPCC). The plan we have formulated has been developed by Ms. Zuniga and is attached to her application. I can verify that the courses will be offered and she will be allowed to enroll in them. If you have any questions about the planned sabbatical program, please contact me.

Sincerely,

Kathryn C. Reilly  
Chair and Professor

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