

Received 7-27-76

913

SABBATICAL LEAVE REPORT OF

Clyde H. Carriker, Jr.
Counseling Department

For Period of

January 1-June 30, 1976

INTRODUCTION

As counselor in charge of the Career Information and Guidance Center since 1973, I believed it to be imperative to investigate by personal visitation as many Career Centers as possible now in operation in California and Hawaii. If time permitted, I hoped to visit many employers.

I wished to study methods, procedures, physical layouts, student evaluation instruments, classes offered in conjunction with Career Centers, utilization of personnel and training thereof, and to share ideas with others in this exciting phase of education.

Further, I needed to add various testing and interest inventories which have been developed for the many types of students and community members currently utilizing our CIGC services. Evaluation and collection of other useful materials, hopefully, would be part of my investigation.

I knew California is a leader in the Community College movement and I believed Hawaii Community Colleges have many minorities in attendance. Besides some rest and relaxation, I believed I could gain valuable insights by visiting the seven Community Colleges in Hawaii.

My experiences were most rewarding and fruitful as I hope to tell in this paper. To the Mt. San Antonio College Board of Trustees, the Administration, and fellow counselors who shouldered part of my counseling load goes my sincere thanks and gratitude for this sabbatical leave.

TABLE OF CONTENTS

| | Page |
|--|------|
| Number of Visitations Completed | 1 |
| Interviewing Methods Used to Obtain Information | 2 |
| Some General Observations Noted When Visiting Better College Career Centers | 4 |
| An Analysis of the Better Career Centers Visited (Arranged Alphabetically) | 6 |
| Specialities of Other Career Centers Visited . | 13 |
| Recommendations for Improving the Career Center at Mt. San Antonio College | |
| Background | 15 |
| Recommendations | 16 |
| Appendix A: | |
| Interview Sheets Used to Gather Career Center Information | 17 |

NUMBER OF VISITATIONS COMPLETED

| | <u>Totals</u> |
|--|---------------|
| 1. <u>Community Colleges:</u> | |
| 1.1 California | 65 |
| These included 40 in Southern California and 25 in Northern California; others were included but were by-passed when I learned no Career Centers were in operation. (Four were re-visited) | |
| 1.2 Hawaii | 7 |
| These were at Hilo, Maui, Kauai, and the four on Oahu: Honolulu, Kapiolani, Leeward and Windward Community Colleges | |
| 2. <u>Senior institutions</u> | |
| 2.1. California State Universities | 5 |
| 2.2 California Private Colleges | 3 |
| 3. <u>County Education Offices</u> | 2 |
| 4. <u>Adult Education Facilities</u> | 3 |
| 5. <u>High Schools</u> ¹ | <u>24</u> |
| | 109 |

¹As the study developed, I learned of two outstanding high school Career Centers; one of these was at Huntington Beach and the other was located in Belmont High School, Los Angeles. Both of these schools were outstanding with considerable equipment, material, and room space. The personnel in these centers were very kind and went out of their way to assist my project.

The other 22 high schools visited are in the district served by Mt. San Antonio College. Only two of these high schools had no Career Center. Some were quite sophisticated as to equipment, location, and personnel. All were most happy to talk and to explain their operations which often included the R.O.P. and Y.E.S. programs which gave me additional insights into the employment problems of our area. I hope to be able to meet with them sometime during the coming college year.

INTERVIEWING METHODS USED TO OBTAIN INFORMATION

1. The State of California was divided into geographical divisions which I felt would enable me to visit as many Community Colleges and other institutions within the time frame allotted.
2. I did not make appointments nor tell Center personnel I was going to be on campus to avoid any "red carpet" treatment.
 - 2.1 I walked in, introduced myself along with presentation of a business card, and occasionally presented the letter of introduction written for me by Mr. Pearce.
 - 2.2 A questionnaire was used as a general reference and information gathering instrument. (See Appendix A)
 - 2.3 As we would progress through an interview, a tour of the facilities followed; many of those on duty were more than generous with their time, energy, and materials. (Only 1 group at 1 Community College in California appeared to be resentful of my visit while 1 person at one of the Hawaii Community Colleges requested that I return two days after my initial visit.)
3. Considerable material was obtained from various colleges; this included interest and ability tests, brochures, occupational material, special items, etc. This was clipped together and filed with the interview sheet for each college. Most of this has been transferred to our Career Center where it can be studied and used by us.
 - 3.1 At each college or other institution which had a novel or different approach to Career Center room layout, filing system, testing module, listening areas, career laboratory facilities, etc., I requested permission to photograph these special items. Approximately 100 slides have been made and are available for reference.
 - 3.2 After my visitations, and I tried to do this daily, I put on tape my impressions and recollections of each Career Center. Approximately 2½ hours of information is available for staff use.
 - 3.3 While touring Hawaii we took about 180 photographs plus an additional 240 or so slides which includes those taken on Hawaii, Maui, Lanai, Molokai, Kauai, and Oahu.
4. Interviews were conducted mainly with the occupational and vocational personnel manning the Centers. Many counselors, some deans of counseling, and a few administrators were interviewed.
 - 4.1 Considerable information and exchange of ideas took place which does not always appear, particularly on paper. At one Community College (which did not have a Career Center) the counseling staff and I exchanged ideas and opinions for almost two hours.
 - 4.2 Similar information-seeking techniques were used while visiting high school career centers but I was also desirous

to meet with those in charge of the centers in order to become acquainted. It is hoped that we can form some kind of group discussion at Mt. San Antonio College if we can all get together. As Career Centers, together with the R.O.P. and Work Experience programs, further develop at the high schools it will possibly mean an additional change of direction here.

- 4.3 Career information and/or placement offices at the four-year institution were visited to determine what information was available for students attending these institutions. This, too, was placed on my interview sheets although with different aims in mind.
- 4.4 County education offices in Los Angeles and San Diego were visited to obtain free information and testing devices information. Career materials were picked up which should prove helpful as we continue to build the Career Information and Guidance Center here.
- 4.5 Visitations were made to Adult Education facilities to determine if any special methods were available and being utilized for adult members of our communities. Again I used information sheets and recorded my impressions.

SOME GENERAL OBSERVATIONS NOTED WHEN
VISITING BETTER COLLEGE CAREER CENTERS

Three factors were noted universally about the better centers visited: (1) Location (2) Personnel (3) Material

Location of a Career Center (or whatever it is named) is critical, especially on a large campus. It should be easy to find and very close to student traffic flow. Arrows, signs, marquees, etc., should point out the Center to all who wish to use it.

Personnel are also most important. Those who were trained to deal with all types of people, who possessed good working skills, and were vocationally experienced appeared to me to be most effective and had well organized centers with a minimum of confusion and wasted effort. A number of centers had persons who were known as Vocational Technicians or Occupational Specialists.

Material used in the Center has to be current, easily accessible, diversified, and wide-ranging. This means having a filing system carefully organized which reflects the various facets of human endeavour. Equipment (hardware such as projectors and players, etc.) need not be elaborate but must be functional and easily used. Listening modules should be simple with up-dated material.

The physical layout of the better centers was such that a user could easily find his way around, browse through material, use machines, and yet not interfere with others. Those centers with classrooms or a career laboratory immediately adjacent were able to provide valuable material quickly for career exploration courses. Individual offices for counseling, interviewing, and consultation helped give the needed privacy that is so essential to all types of career counseling.

Considerable material in the form of interest inventories, tests, etc., were available, often without cost, to students and others wishing to explore their abilities, aptitudes, and interests. I found in particular the General Aptitude Test Battery (GATB) was available and on some campuses was a regularly scheduled test for those who wished this long exercise. Testing areas within the better centers were used quite frequently.

Placement offices and work-experience programs are not necessarily closely connected with the career center in many of the colleges I visited. Those colleges with various other services such as admissions, registration, placement, etc., closely connected tended, in my opinion, to be noisy and somewhat confusing. Colleges with these offices adjacent but not in the same room were quieter and more efficient.

A negative observation, even with some of the better centers, was the requirement to do educational advisement as well as career exploration. While majors and programs are important, this requisite seemed to negate the original mission.

Every person with whom I talked at length stated that with more and more older people returning to college, the need to be alert to their special needs is growing. Besides career information, the demands of the students and the needs of employers had to be carefully analyzed in light of local and sectional future employment. Two-year occupational graduates in accounting, allied health, industrial training, etc., were being placed. Not so with the 4-year student. Unemployment of up to 18-20% was noted in some of the central and northern California towns and cities.

AN ANALYSIS OF THE BETTER CAREER CENTERS I VISITED

(Arranged Alphabetically)

1. American River College, Sacramento

College population: 20,000

The "Careers Room" is located on the second floor of the library near an elevator. Stephen Leak is in charge and he has assembled a great deal of material and equipment in an attractive setting.

Tests, interests inventories, and aptitude assessments include the GATB, Otis, Edwards, Strong-Campbell, SDS, and the Kuder. A psychometric approach is used in career counseling in conjunction with the Psychology department. A young woman intern from Sacramento State University assists Leak on Tuesday and Wednesday and is well-qualified academically and vocationally.

Books and pamphlets may be checked out for 3 days. A special pamphlet "Guide to Careers Room Services" is given to each person; also available is "How to Survey a Field That Interests You" plus individual analyses of careers such as Drama, Civil Engineering, Government, History, etc. Equipment includes slide projectors, listening consoles, and a 3M Sound Page Script. A strong point at ARC is the individual counseling that is available to all students.

2. Chabot College, Hayward

College population: 19,000

The Career Planning and Development Center is directed by Paul Broderick and is one of the most efficient and well planned ones visited. There is a great amount of material in view which is easily used and accessible; well designed modules contain Bell & Howell 3080 cassette players, Singer Caramates, a 142 free copier, material prepared by Guidance Associates, etc.

Testing materials include the Strong-Campbell, Vernon-Allport, COPS, Toledo Chemistry Test, DAT batteries, SCAT, and others. Besides being open daily, the Center is open from 8-12 on Saturday mornings for the convenience of the community. This Center is very well located near the main student traffic. A counselor, counselor aide, several student helpers, and an adequate clerical staff are on constant duty.

Fine career information is maintained in a library. Career seminars, "mini-courses", job application preparation assistance, and occupational programs are presented. Testing facilities and an informally furnished classroom help to make this a very functional and attractive Career Center.

3. Chaffey College, Alta Loma
College population: 11,700 students

In my opinion the Chaffey Career Center is the best planned and designed one I visited. Location is excellent in the student center but the drawback is the noise resulting from activities at the pool tables and other student attractions.

All facets of the Career Center have been carefully planned for visitor use. Career information, audio filmstrip viewers, resource books, college catalogues, free copying machine, free distribution materials, conference rooms, etc., are superb. Available equipment includes the VIEW deck (Vital Information for Education and Work), Myers-Briggs, Work Values Inventory, Strong-Campbell, Kuder, Allport-Vernon, SDS, and the DAT are arranged for easy use.

Counselors are always available; the Center is open from 7:30-4:30 daily and 6-9 p.m. Thursdays. Student counselors plus a receptionist-typist are also on duty and are directed by Betty Corwin, Technical Coordinator. There are adequate tables with excellent lighting and the Center is carpeted. Counselor offices within the Center can be closed off for privacy and/or testing.

4. Cypress College, Cypress
College population: 12,000

This Career Planning Center contains the best arrangement of "hands-on" hardware and other materials I visited. Located in the Library near other Student Services, it is open from 7 a.m.-5 p.m. daily and from 6-9 p.m. Mondays through Thursdays.

The Center itself is operated by Stephanie Kelly, a very friendly and knowledgeable Counseling Career Technician; Art Wood is the director. Counselors are rotated for Center duty one-half day per week and also are assigned some evening duties.

As this is a self-guided occupational information center, much material is left out for students to peruse and to use. A vast number of books, magazines, video cassettes, Microfiche, VIEW cards, and career development cassettes are available. (However, I was warned not to buy certain types of equipment because of their fast obsolescence, expense of repairs, and non-use by visitors!)

Tests, interest and aptitude inventories, and other types of material may be ordered either by counselors or as Ms Kelly feels they need. These include the COPS, Strong-Campbell, Myers-Briggs, SDS, Edwards, the Hall Occupational Orientation Inventory, and other lesser-used tests. An excellent system of files holds considerable more material for visitor use.

Besides the Vocational Files, reading tables, and modules a nice lounge and reading area invites the visitor to stay and enjoy searching for a career.

5. Harbor College, San Pedro
College population: 12,000

This Career Guidance Center is a separate building, funded with Federal funds of about \$200,000, and is fairly close to normal student traffic. Maryann D. Jones is the Center Director.

Within the Center are various listening modules, a class room, Counseling offices, testing areas, and even a place in which to show films. All counselors have a "Career Exploratory Kit" and are furnished considerable vocational information. Mrs. Jones uses DuKane projectors, a VIEW deck, college catalogs, plus a great amount of other general career information.

But it is the personal counseling which sets off this particular center. Although walk-ins are served, Center personnel try to arrange appointments for a complete diagnosis. Each person is interviewed and then various tests and inventories are selected relative to vision, college aptitudes, language and spelling, reading, mathematics, reasoning, memory, motor response, personality, values, interests, etc. Considerable other counseling intake is recorded about each person—this is the best use of this occupational counseling method that I saw. Self-awareness, career awareness, personal values, decision making, etc., are stressed very much at Harbor College which I believe adds much to the client's view of himself and his vocational directions.

6. Hartnell College, Salinas
College population: 7000

Although this Career Center could be better located, its great strength, I think, is in its staff. Leland Smith, director, is a bright enthusiastic young man who is acutely aware of the problems facing the youth here due to a high rate of unemployment.

Stressed heavily by the staff are the facets of knowing one's own abilities, interests, and aptitudes. Smith has stocked a number of different instruments including the Strong-Campbell, Kuder, Myers-Briggs, SDS, etc., which can be administered quite easily in the testing areas of the Career Center.

One of the Center's strong points is the enormous amount of occupational and vocational material which is easily arranged for student use. Considerable career information has also been summarized by Center personnel. A complete listing of Career Files, reference books, colleges, and vocations is given to each Center visitor. Interview Guides are available to assist students who want to visit people working in various careers.

Educational and vocational planning interlock here and the staff constantly stays aware of the needs of the community. Hartnell exemplifies how important personnel are to staff a Career Center successfully and effectively.

7. Modesto Junior College
College population: 19,500 (14,500 night students!)

The Career Discovery Center, directed by Richard Richina, is probably the best that I visited in California. This young man has put together in a room outside the library an exciting, vital center which had more students using it during my visit than any other with the possible exception of San Mateo's.

Educational plans, career advisement, and job placement are important parts of the Center. Besides using a VIEW deck, DuKane, and SRA Occupational Kits, Richina makes his own film strips with such titles as "Job Hunting Skills" and "Interviewing". He tries hard, he said, to get other departments such as Agriculture, Electronics, Science, Business, Allied Health, etc., involved in the career process for students and community members.

Stressed at the Center are such areas as aptitudes, skills, values, and interests. Instruments used include GATB, JOB-O, the Strong-Campbell, Kuder, Edwards, Vernon-Allport, Otis, and the California Personality Inventory. The Center is also open four nights a week, Monday through Thursday.

Richina uses various forms for counselors and others to request testing together with personal development forms, an in-depth job study analysis and combines these into a usable, realistic pamphlet which the student can put together those elements of his own vocational exploration and testing that is workable and easy to understand.

Personal development and career planning awareness are vital parts of this Center together with sensitive counselor interviewing. A unique filing method makes the Center material easily accessible. Here again, location and personnel have been combined to create this outstanding Career Discovery Center.

8. Moorpark College, Moorpark
College population: 12,000

Re-visiting again the "Mecca" of the Career Centers was interesting as Moorpark was probably the first California Community College to establish (via an \$80,000 grant) a Career Center. Jill Blaylock is still the Occupational Technician of this Career Development Center.

The location is outstanding, the files are complete, and many technical materials are available. An efficient printing communications with immediate copying and duplication facilities is a great advantage. Free copies of Center materials can be had by students. A popular 8-16 week course on "Job Seeking Strategy" is still taught.

A fine receptionist and some student help have been added. The Center shuts down for about a week to review all material and update the files or dispose of the obsolete information. Moorpark is still an excellent Center, well-located, with a great amount of material for use by students and community members.

9. Orange Coast College, Costa Mesa
College population: 30,000 (about half are evening students)

The Career Development Center is under the direction of James Gordon and Ron Klein and is a part of four mobile home trailers which also house the Job Placement Office, Volunteer Workers, Job Bank, the Employment Development Division, and other offices. The location is fairly close to student traffic.

Considerable equipment is available including the VIEW, various SONY playback and video tape machines, a Vantage I, a DuKane, and Singer machines plus Career Cards on Microfiche. A very effective device is the Video Tape Replay program which can be prepared on occupations and screened over their educational TV station.

Orange Coast has the computer GIS (SIGI system) which can be tied into by local high schools as an occupational information source. This system reaches community members of all ages as well as the high schools. It is an effective, dynamic program that appears to be most functional and well conceived.

The Center is open from 8 a.m.-8:30 p.m. daily and from 9-1 on Saturdays. Two older students plus a Cal State University intern from Long Beach assist and these are well trained and efficient. Many different services and activities take place in the area and it is noisy; however, the Center is well-designed and functional.

10. San Francisco City College
College population: 24,000 (15,000 are evening students)

Located in a separate bungalow not too far from student traffic, this Career Guidance Center is directed by Barbara Thomas and it serves a great many people. A downtown Career Center is also maintained by the college. The Center is also open 8:30 a.m.-12 noon on Saturdays.

Considerable material is filed for quick student use and a free copying service is available. Complete D.O.T. files and California Occupational files are maintained. Besides the usual tests, Center personnel have devised their own battery of tests which are administered at a separate testing area. These tests can then be computer scored and analyzed to save time which is essential as they have a large student body and community usage.

Company tours are arranged as many business concerns have work stations to visit. Career Days on specific careers are held about every six weeks.

The Center caters to all students but is especially concerned with community members and uncommitted students. Center personnel include 1 full-time counselor, 4 part-time counselors, 2 student helpers, and a secretary-receptionist. This is a well-organized Center with dedicated people and an unusual testing program which can furnish quick results of tests and interest inventories.

11. San Mateo College
College population: 15,000

This is certainly one of the most attractive Career Development Centers I visited. Good color coordination of furniture, files, and materials make the Center most eye-appealing. Elaine Burns, Career Resources Technician, gave me a tour of the facilities.

Although the Center is in the Library, considerable walling off and rearrangement of the area used provides for efficient student traffic flow. Audio-Visual equipment is quickly available, too. Color-coding of all file materials is an interesting feature.

Another strong point is their Guidance 31 program "Personalizing Your Career Objectives" during which students complete a series of assignments at their own pace with a minimum of 48 hours of work on an approved project. Included in these projects are such areas as vocational interest testing, test interpretation, job market trends, future planning, and independent research. The Center also publishes a number of excellent brochures.

A fine classroom-lab is immediately adjacent to the Center. Counselors assist in the Center and also teach Guidance 31. Two other persons are assigned to the Center and 45 hours per week of student help has been obtained. This is a dynamic, interesting, well run, and certainly used Career Development Center.

12. Santa Monica City College
College population: 20,000

This Career Counseling Center certainly has one of the best locations for any that I visited although it is somewhat noisy as it is immediately adjacent to the college cafeteria. A tremendous arrow directs attention to the Center door. An adequate classroom adjoins the Center giving access to occupational materials.

As soon as I entered the SMCC Center, I was greeted immediately by an enthusiastic worker who took me to Helen Laroche, counselor in charge. Ten hours of weekly coverage is given by other counselors and she has been allotted 52 hours weekly of daily student help and 16 hours of student help at night. One full-time clerk is also on the staff.

Besides career and vocational assistance, considerable basic educational advisement is given. Major tests used are the GATB, Kuder, Strong-Campbell, and Chronicle Guidance. The easily-used files are set up on the D.O.T. system and they are cross-referencing their files.

They are very concerned with their women's re-entry program plus a career planning program of others returning to education. This Center is not only well-designed and functional but the personnel are friendly, informal, helpful, and well trained.

13. West Valley College, Saratoga
College population: 22,000

This Career Center won't be operative until the fall semester, 1976-77, but I was very impressed with the planning of the building which will be shared with the Placement Officer and the Work-Study personnel. Clyde Reyes, Director of Career Education, gave me a tour and also said interviews were then being held to hire a person to take over the Career Center.

The general layout of the Center is: (1) a large room which will be devoted to career materials, references, college catalogs, counselors' areas, desks for student helpers, etc. (2) an even larger adjoining room is to be used as a classroom-lab for the career orientation courses, work-study meetings, occupational seminars, career talks, and advisory committee meetings. (3) a smaller area which will be a viewing room for the considerable A-V equipment to be housed there which will include VIEW decks, video tape machines, cassettes, listening modules, etc.

Location of the Career Center is fair and with several student services housed therein, should be an excellent one-stop area for users. A standout feature of the first two larger rooms are the heavy, thick wooden folding doors which I tested and found did absolutely muffle any sounds from the Career Room.

West Valley College serves, mainly, a high economic area and this sophisticated center should fit in very well.

14. Ventura College
College population: 15,000 (with 9,000 evening students)

This Career Planning Center was very closed to student traffic and was housed in a large mobile home. It is attractively furnished and is divided into efficient interview and study areas. The young women in charge of this Center are friendly, enthusiastic who are determined to rival Moorpark.

Not only were occupational tapes available, but the Center has produced its own tapes which can be shown to large and/or small groups. Files and racks of material are attractive. An "out-reach" van is used to get to the surrounding areas; the Center works closely with the high school district career centers.

A great asset in the Center is in the quantity and quality of the occupational and vocational brochures they produced. Many majors are represented, transfer and technical, plus two fine pamphlets for students which in my opinion are as practical and helpful as any I found on my visits.

Other types of material are being planned and printed. Having access to printing facilities is more of a boon than these Center people are aware of, but they certainly make good use of a visual presentation of materials.

SPECIALITIES OF OTHER CAREER CENTERS VISITED

1. College of the Canyons, Valencia

The young man operating this center has a good grasp of his students' needs and has put together a battery of tests he can administer rather quickly and effectively.

2. Cerritos College, Norwalk

A good set of student carrels has been installed for studying the VIEW machines and other A-V materials. Several fine counselors work at various times in this center.

3. Cuesta College, San Luis Obispo

An excellent general layout with the plushest set of furniture of any career center visited! I saw here my first 3M Sound Page System in use. Unfortunately, this center is poorly located as it is well hidden in the upper regions of the library.

4. Consumnes River College, Sacramento

Although poorly located, the person in charge of the center knows thoroughly the occupational needs of the community. She has a fine personality and is very sensitive to student needs and occupational desires.

5. El Camino College, Torrance

Probably the best trained student staff workers I interviewed. The three young people who were operating the rather make-shift center had been given a semester of formal training in Careers in Psychology 68. They knew the materials in their center, how to use them, and were a delightful trio of young people with whom to chat.

6. Fresno City College

An excellent filing system has been established to record and hold clients' vocational interests and objectives.

7. Glendale College

The best use of space I saw in small, cramped quarters out in the college boondocks. The director utilized racks for materials which wasted no space and could be used for storage also.

8. Leeward College, Pearl City, Oahu, Hawaii

This center combines Placement, Work Experience, and Careers in one center. The services of a Psychometrist are always available. I was told a \$1,700,000 five-year grant had been given to this Community College for this project!

9. Kauai Community College, Lihue, Kauai, Hawaii

The young man in charge of Occupational Information is one of the best informed persons in this area I met in Hawaii. He is warm, understanding, and highly intelligent human being who does the best he can with what few tools he can wangle from the powers that be.

10. Long Beach City College

An interesting use of bulletin board space, but it is this director's advice about purchasing A-V equipment I value more than any other factor I found out here.

11. Los Angeles City College

The one older student working here was a knowledgeable, capable person who seemed to have the feel for students and their needs relative to occupational and career decision making.

12. Monterey Peninsula College, Monterey

Another college who employed an older student about half-time who appeared to be very capable, energetic, and most knowledgeable in occupations and vocations.

13. Mt. San Jacinto College, Gilman Hot Springs

An ideal location in the Student Center for their Career Center. Unfortunately, not organized very well.

14. Riverside City College

The best-planned small Career Center I visited. It contains an excellent set of files and a decent-sized testing room.

15. San Jose City College

Although this was a "bare bones" Career Center with little decoration (nor funds), the method for storing career materials made them very easy to use by clients.

16. Santa Barbara City College

Although small and newly-opened, this Career Center had been attractively decorated by the young woman in charge. Decent testing room facilities were available within the Center.

RECOMMENDATIONS FOR IMPROVING THE CAREER CENTER
at
MOUNT SAN ANTONIO COLLEGE

Background:

I have been employed here since 1954 and taught 4 years in the Business Education Department. In 1958 I joined the Counseling Department. For a number of years part of my salary was paid through, I believe, various Vocational Education funding to the District.

In 1973, while still assigned a regular load of students, I was asked to establish a Career Information and Guidance Center (CIGC). With minimal funds and a portion of the Library assigned to the CIGC, we opened in 1973 and shared our facilities and staff (and still do) with the Center for the Handicapped.

Considerable resource material is maintained some distance from us by the Library staff. This material has to be requested and we have little say as to its organization. There is no separation from the Center for the Handicapped and our Center is, at times, noisy and filled with other than those who need and want Vocational and Occupational assistance.

We have to depend upon clerical assistance from another department as I have been allotted but one part-time (5 hours per day) Counselor Assistant. Various counselors have volunteered to help. I am now assigned to half-time counseling and half-time in the Career Center.

Nearly 6000 persons were logged through the CIGC in 1974-75 including many persons from our surrounding communities, even though we are, in my opinion, poorly located relative to student traffic. This part of the library does not attract the student traffic as does other parts. We have noted an increase in the use of our services by older people and women wishing to re-enter education.

During my sabbatical leave I traveled 4193 miles throughout California to study and investigate Career Centers plus an additional 2346 in Hawaii, although not all of the Hawaiian mileage was touring Career Centers.

From my investigations, those Community Colleges with Student Centers containing all services in one building (including Career Centers) are superior, more cohesive, and truly are "for the students". To separate these services, it seems to me, is to ignore all of the factors students need today to function effectively and to receive the assistance they need. And Career Centers are an important part of student need for information and guidance.

Recommendations:

1. That a formal commitment be made as to the value and educational desirability of maintaining the Career Information and Guidance Center at Mt. San Antonio College. Factors to be included should be budget, personnel, equipment, responsibility thereof, and objectives.
2. Change of location of the CIGC to an area closer to student traffic is essential. Reference material now housed in the library should be released to CIGC personnel if the location is changed.
 - 2.1. If a new location is not possible, remodeling of the current quarters and removal of the check-out area of the physical science area is imperative.
 - 2.2. Included in this remodeling would be offices, testing area, and a Career Development Laboratory.
 - 2.3. Release of reference materials to be housed in this area would be authorized.
3. Additional personnel would be needed and should include clerical people and full-time Vocational Technicians who are experienced occupationally and possess the other skills essential to function effectively in this Center.
 - 3.1. The person in charge of the CIGC should be assigned on a full-time basis to develop such services as are needed.
 - 3.2. Those counselors who wish to continue to volunteer some time weekly would be encouraged to continue with their valuable experience and counseling as now.
 - 3.3. Other Mt. San Antonio College personnel who wish to assist with the CIGC services should be encouraged to volunteer their time and skills.
4. If a new Student Services area is planned, the Career Center should be housed therein and fairly close to the Placement Office.
5. Sufficient equipment, furniture, files, testing materials, vocational information, etc., should be provided to make the Career Center fully functional for all segments of our college and community populations. Evening students need information and guidance, too, and their special needs should be considered.
6. Research information is badly needed about our students relative to their career and job placement as well as to future employment possibilities—which, in turn, will assist us in our counseling and guidance at the CIGC.

SURVEY OF CALIFORNIA COMMUNITY COLLEGE CAREER CENTERS

Date _____

I. College _____ Location _____ Population _____

A. Type of college: Day _____ Night _____

1. City --- Suburban _____ Rural _____

2. Clientele Served: Day _____ Evening _____ Community _____ high school _____
Other (name) _____

II. Career Center

A. Name or type of center _____

B. Under direction of _____

C. Equipment available: _____

D. Other facilities: _____

E. Tests or other materials used: _____

G. Special features (see other sheet for notes)

III. Personnel

A. Assistants: _____

B. How utilized? _____

IV. Clientele served:

A. Walk-ins served? _____ How? _____

B. Appointments? Day? _____ Evening? _____

C. What referrals are made? _____

V. What community cooperation is noted? _____

VI. What is extent of industry's cooperation or support? _____

SPECIAL FEATURES OR FACILITIES

at _____