

# THE CAREER PLANNING AND PLACEMENT CENTER

## A Report of an Operating System

Harvey Williams

*The following report is designed to give the reader a look at the several activities within an operating career education and development center. Most of the statistics are omitted because of space and cost limitations. If the reader should need the information, it is available from the author at the Irvine campus in Irvine, California, 92717. This center has received recognition within the profession as one of the top examples of an operating career education, guidance and development program. It is very difficult to give the reader a complete picture in words of all the enrichment possible in the operations. A visit to the center is a better way to get the full impact of what it takes to design, launch and maintain such a program.*

*The report is not exciting reading. It is a straightforward presentation of the specific operating services. However, it is assumed that anyone who would like to begin a center for students could use the material. Students studying the subject of careers can see in brief what it is like to be in an operating program. Besides the accumulation of materials—software and hardware—it is necessary to organize and operate the massive business.*

*The coordination alone is a major function. All of the guidance services are included from counseling and testing to placement. Almost any one guidance service can be an autonomous center in a major institution. At the Irvine campus they are all combined to give a strong focus on career education. Faculty and staff help coordinate the program by actively participating. Industry and graduate schools rank high in priority for post-graduate career planning. Much of this human element will not be shown directly in the report because of the style of writing used in a report.*

### **Introduction and Highlights, 1978-79**

The Career Planning and Placement Center provides part-time, temporary, summer, work-study, and career job listings and job search assistance for students and alumni; provides timely and up-to-date career and graduate and professional school information; assists students in the process of career decisionmaking and planning through workshops, testing, advisement, and a computerized guidance system; and provides educational placement services for those seeking teaching, administrative or counseling positions in education. In addition, the Center provides services and programs to meet the career planning and placement needs of specific student populations including handicapped, women,

minority/disadvantaged, veterans, and returning students.

During the 1978-79 academic year, the Center emphasized expansion and refinement of existing programs and services. At the same time, a major effort was devoted to extend the System of Interactive Guidance and Information (SIGI) project to additional University of California-Irvine (UCI) student populations.

As a direct result of our continuing job and employer development efforts, as well as an improved job market, the number of non-education, full-time jobs listed with the Center increased dramatically by 372 percent. The number of business, industry and government organi-

zations interviewing on campus as well as the number of interviews conducted also increased significantly.

The number of students using SIGI was 1,260 in 1978-79. Student response to SIGI was overwhelmingly favorable. "Roving SIGI," a new method of providing student outreach, was introduced. "Roving SIGI" provided nearly 830 demonstrations to students at ten campus locations. A three-year comprehensive report summarizing the impact of the SIGI project was published and distributed.

To meet the needs of the increased number of students seeking career information, the Center's career library expanded. The Center's

collection of video and audio cassettes was expanded, and a microfiche library of graduate school catalogues and local occupational information was obtained.

In order to augment the resources available to the Center and to allow for the implementation of innovative projects in career education, the Center continued its grant development efforts. As a result, the Center was awarded a \$49,000 grant from the National Science Foundation (NSF) to support a project to encourage physically-handicapped students to pursue careers in science. The project will be implemented during the 1979-80 academic year.

A total of 26 career and graduate school programs were conducted during the year and were attended by 2,600 students. Highlighting the year's career programming was a presentation by author Ray Bradbury.

Efforts in the development and implementation of affirmative action programs continued to receive high priority. Examples of affirmative action programming included "Minorities in the Professions" and "Women at the Top," highlighting women in non-traditional professional careers.

#### **Center-wide Programs, Projects and Events**

*Career and Graduate School Programs.* During 1978-79, the Center sponsored 26 career and graduate school programs which were attended by nearly 2,600 students. A presentation by Ray Bradbury, the well-known author of science-fiction novels, highlighted the programs offered during the year. Following his presentations on careers in writing, Bradbury met informally with students at a reception. The career programs conducted during the year included government and law, administration, higher education, engineering, languages, dance, statistics, and public health.

Two programs were offered for social science graduate students on non-academic career alternatives, and applying for research grants and fellowships. In addition, five programs were conducted to assist students applying to graduate and professional schools. These included "Applying to Graduate School," "Applying to Graduate School in Clinical and Counseling Psychology," "Graduate Schools in Business Administration," "How to Get into Medical School," and "Law School Consortium."

*Affirmative Action Programs.* Affirmative action programming continued to be an important part of the Center's programming efforts. Three special programs which focused on the career needs of minority and women students were conducted. These programs included a major affirmative action program for applying to graduate and professional school, "Minorities in the Professions" and "Women at the Top."

*Orientation Programs.* As a part of our continuing efforts to reach new UCI students, the Career Planning and Placement staff presented a number of summer orientation programs designed to introduce students to the services of the Center and to provide some preliminary career planning and decisionmaking information. Nearly 2,000 freshmen and transfer students, as well as parents of new students, attended the Center's programs during the Student-Parent Orientation Program (SPOP), the Summer Educational Opportunity Program (SEOP) and Uni-Prep. In addition, a letter was mailed to all new UCI students inviting them to visit the Center to become familiar with the Center as well as use the services of SIGI.

*SIGI Project.* The SIGI Project entered its third year at UC-Irvine during 1978-79. SIGI, the System of Interactive Guidance and Information, is a computerized career guidance system which has enhanced the depth of services provided by the Center.

The SIGI Project at UC-Irvine was, in large part, made possible by a grant from the W.K. Kellogg Foundation of Battle Creek, Michigan. The number of student users has grown from 440 during 1976-77 to 1,260 during 1978-79. Student responses to SIGI have been overwhelmingly positive. The proportion of students indicating SIGI was "helpful" or "very helpful" was:

- 98% in becoming more aware of their values;
- 94% in identifying occupations which fit their values;
- 97% in obtaining occupational information; and
- 94% in learning how to make career decisions.

A new student outreach program for SIGI was introduced in 1978-79. "Roving SIGI" employed the use of a portable computer terminal which was placed for demonstration at strategic locations throughout the campus. Week-long SIGI demonstrations were conducted by the SIGI student assistants at ten sites which included academic units, residence halls, student centers and lounges, the library, and the administration building. Nearly 830 demonstrations were given by "Roving SIGI" during the ten-week period.

Information regarding the SIGI Project was spread in a variety of ways. A number of presentations were made at national and regional conventions, and a national conference entitled: "A New World Ahead: Higher Education's Technical Leap into the Future," which examined the future of SIGI was hosted. In addition, a three-year project summary report was published and distributed nationally.

*Biological Science Tours.* The series of tours to local medical facilities, initiated in 1976, has been maintained. The tours provide students majoring in biological sciences a first-hand look

at health science professionals at work. During the year three tours per quarter were conducted to Fairview State Hospital, Veteran's Hospital and the UC-Irvine Medical Center.

**Grant Development.** The efforts of the Center to develop extramural funding for career development was focused on two areas: science career alternatives for the physically handicapped and expanding the role of computerized career guidance in California. One proposal, "A Demonstration of a Higher Education Consortium Model of Providing Computer-Based Career Guidance," was submitted to a number of private funding sources. A second proposal, "Computer-Based Career Education Consortium—Grades Nine Through Higher Education," was submitted for funding.

A proposal to encourage the selection of science careers by physically-handicapped students was submitted to the National Science Foundation. Funding of \$49,000 was awarded by NSF for the "Science Career Options for Handicapped Students" project for the 1979-80 academic year.

### Student Placement

Student placement provides assistance to students in obtaining part-time, temporary, summer, and college work-study employment both on and off campus, and develops and maintains job opportunities including special listings for students receiving work-study awards.

**Work-Study Employment.** Placing students in positions related directly to their career and educational goals remains a top priority. As a result many clerical and odd-job positions were not filled on campus. Off-campus positions filled by UCI students included interviewer/investigator for the public defender's office; dance instructor for the YMCA; assistant preparator for the Newport Harbor Art Museum; chemical sprayer

and lab worker for the Orange County Vector Control District; annex director for the College Legal Clinic; and community consultant, parent coordinator assistant, instructional aide and paraprofessional for the Cosmopolitan Brotherhood Association. Other positions included opportunities for bilingual aides, tutors, drafting aides, computer science aides, and engineering aides.

### Work-Study Employment Statistics

	1978-79	1977-78
Total Amount Earned	\$538,980	\$684,466
Number of Students Employed		
On Campus	622	750
Off Campus	67	93
Total	689	843
Number of Jobs Listed		
On Campus	636	1,035
Off Campus	309	471
Total	945	1,506
Number of Students Advised	654	822

**Part-time and Summer Employment.** Part-time job listings increased significantly during the year, rising 26 percent from 3,502 in 1977-78 to 4,427 for 1978-79. Of these, approximately 95 percent were off-campus, part-time jobs, 3 percent were on-campus jobs and 2 percent were full-time or combination full-time and part-time summer listings. Average hourly wage rates increased also, from approximately \$3.20 in 1977-78 to \$3.56 in 1978-79.

**Individual Advisement.** A total of 1,158 work-study and non-work-study students were advised by the student placement advisor either individually or in small groups. The students were assisted with work-study job placement and in finding part-time jobs, summer jobs and internships. This reflects our continuing effort to help students find career-related or

academically-related employment opportunities.

**Programs.** During the fall quarter, two programs were conducted for work-study employees both on and off campus, and for students receiving work-study awards. The programs had major objectives of assisting both employer and student in achieving a meaningful work experience and to clarify program guidelines and regulations.

Students seeking summer jobs directly related to their majors received assistance from a major summer job fair held during the winter quarter. Representatives from over 25 businesses, city and state departments, recreation departments, and national parks served as resources for the more than 300 students who attended.

### Career Placement and Planning

The career placement and planning division conducts career planning, job search and interview techniques workshops and provides individual advisement for students and alumni who are in the process of planning careers or who are seeking career employment in all non-educational fields. This division also develops and administers a program of on-campus recruitment, maintains career employment listings, provides a 24-hour job information telephone line, and plans and teaches two one-credit courses in career planning.

During 1978-79, continued attention was devoted to job development and to the expansion of the campus recruiting program. The Center's workshop offerings were revised and the method for student interview sign-ups was simplified.

**Workshops.** A total of 1,950 students attended introductory, job search and interview techniques workshops during 1978-79, an increase of nearly 35 percent over the previous year. This was due to the increased demand for interviewing and job search workshops.

A specialized interview workshop was offered during the spring. The workshop, "Interviewing: Demonstration and Practice," is an interactive workshop which utilizes videotape playback to analyze interviewing behavior. The workshop was offered jointly by the Career Planning and Placement Center and the Counseling Center.

A series of career-planning workshops was introduced during 1978-79. The workshops provided students with assistance in values clarification, skills assessment, interests identification, and career decisionmaking.

*Campus Recruitment.* Due in part to continued development efforts and to an improved business climate, the number of business, industrial and government organizations conducting on-campus interviews increased by 76 percent from 169 to 298 for 1978-79. Twenty-four graduate schools also conducted interviews. Overall, a total of 2,632 interviews were conducted, representing nearly a 24 percent increase.

#### **Educational Placement**

The educational placement division is responsible for conducting workshops and providing individual assistance to candidates registered for placement in all fields and at all levels of the educational profession. This includes developing and maintaining permanent placement files, employment listings and information, and a 24-hour job information telephone line.

*Workshops.* To assist candidates beginning the process of seeking teaching positions in elementary and secondary education, the Center conducted a number of workshops. Three workshops for teacher interns and student teachers were held in cooperation with the teacher education department: "Job Preparation Workshop," "So You Want to be a Teacher" and a presentation on the politics of getting a teaching job. In addition, workshops on resume preparation and interviewing techniques were presented. More than 200 candidates attended these sessions throughout the year.

*Interactive Television Series.* An interactive television series in conjunction with the Irvine Unified School District was initiated during the Spring. The series requested by the school district was designed to introduce high school and junior high school students to career planning. The first program described the services and programs of the Career Planning and Placement Center. The remaining two programs presented mock interviews between district students and UCI student teachers. The interactive television system allows direct communication between people located at various school sites. The series was

enthusiastically received by district students and staff and by the UC-Irvine staff.

*Individual and Small Group Advisement.* During the year, the educational placement advisor met, in small-group and individual advisement sessions, with nearly 600 new or continuing candidates seeking teaching positions.

*On-Campus Interviews.* A total of 97 candidates were interviewed by 14 school districts at the Center. Of these, the demand for bilingual/bicultural candidates and those majoring in special education remained high.

*Educational Job Listings.* The total number of job listings received declined to 10,500 from 21,094 of the previous year. This decrease of nearly 50 percent primarily reflected the impact of Proposition 13 on California school districts.

*Placement Files Mailed.* Approximately 1,600 placement files were mailed during the 1978-79 academic year.

*Harvey Williams is Assistant Director, Career Planning and Placement Center, and Assistant Dean of Students, College of Medicine, University of California-Irvine. He received a BS in psychology from Chicago Christian College, an MS in counseling and guidance, and a PhD in psychology from California Western University.*