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ABSTRACT

Three years of cooperative effort by participating Illinois community colleges and the Ad Hoc Counseling Task Force resulted in the 1977 approval, by the Illinois Community College Board (ICCB), of a position paper on comprehensive counseling services and in the endorsement of guidelines in four student service areas. The ICCB supports counseling as a full partner, with instruction, in the educational development of students, and acknowledges the following professional activities as part of a comprehensive counseling program: (1) individual and goal counseling related to educational and career goals of the student; (2) academic advising; (3) human development instruction (curricular and/or co-curricular); (4) consultation and collaboration with students and faculty; (5) interest, ability, and needs assessment; and (6) appropriate referrals. Additionally, the ICCB emphasizes that counseling must be evaluated and provides guidelines for the evaluation of career planning and placement, of counseling, of academic advisement, and of student assessment and academic placement. The guidelines are expressed in terms of the purpose and goals of each of these processes, and include definitions of components and questions to be used to assess achievement of goals.

(A.YC)

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REPORT ON
COUNSELING EVALUATION GUIDELINES
DEVELOPED BY THE AD HOC COUNSELING TASK FORCE
AND ENDORSED BY THE
ILLINOIS COMMUNITY COLLEGE BOARD

JANUARY 26, 1979

Richard Fox

U.S. DEPARTMENT OF HEALTH
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INTRODUCTION

Three years of cooperative effort by participating community colleges and the Ad Hoc Counseling Task Force in Illinois resulted in the 1977 approval of a position paper on comprehensive counseling services in Illinois public community colleges and the endorsement of evaluation guidelines for four student service areas during the Fall of 1978. These four sets of guidelines will be made available to all the public community colleges in Illinois for their voluntary use as each deems appropriate.

The guidelines were developed in the areas listed below:

1. "Guidelines for the Evaluation of Academic Advisement in Illinois Community Colleges"
2. "Guidelines for the Evaluation of Student Assessment and Academic Placement in Illinois Community Colleges"
3. "Guidelines for the Evaluation of Counseling in Illinois Community Colleges"
4. "Guidelines for the Evaluation of Career Planning and Placement in Illinois Community Colleges"

The following persons were the major contributors to the Guidelines for the Evaluation of Academic Advisement: Frank Gornick, Director of Counseling, Belleville Area College; Dorothy Pedke, Director of Counseling, Kaskaskia College; James Forstall, Vice President of Student Services, Lincoln Land Community College; and Jane Mermis, Director of Counseling, Lewis and Clark Community College.

The following persons were the major contributors to the Guidelines for the Evaluation of Student Assessment and Academic Placement: Kenneth Harris, Assistant Dean of Counseling, Triton College; Michael Maloney, Assistant Professor of Student Development, Oakton Community College; and Peter Frigo, Director of Counseling, Moraine Valley Community College.

The following persons were the major contributors to the Guidelines for the Evaluation of Counseling: JoAnn Powell, Dean of Student Development, William Rainey Harper College; Bonnie Henry, Director of Counseling, Prairie State College; and Joseph Sullivan, Director of Counseling, Elgin Community College.

The following person was the major contributor to the Guidelines for the Evaluation of Career Planning and Placement: Fred Vaisvil, Director of Placement and Career Development, William Rainey Harper College.

The Illinois Community College Board at the January 26, 1979 meeting took official action to accept and endorse the "Guidelines for the Evaluation of Counseling in Illinois Public Community Colleges". The state's coordinating board for community colleges has stated its official position on the utilization of the guidelines and emphasized, "counseling must be evaluated, but recognizing the differences on individual campuses, (the Board) urges local adoption of procedures which evaluate a program in terms of its degree of realization of the college's own stated goals and objectives."

The history of the development of the forthcoming guidelines may be traced from the philosophy espoused in the revised 1970 state Constitution: "a fundamental goal of the 'People of the State' . . . the educational development of all persons

ICCB Counseling Guidelines
January 1979

sources in 1975, the Illinois Community College Board requested nominations for appointments to an Ad Hoc Guidance and Counseling Task Force. The ICCB issued the following charge to the Task Force:

"... develop guidelines to evaluate the current status of guidance and counseling services in public community colleges, and develop specific recommendations for the improvement of such guidance counseling and advising services."

At the January 26, 1979 meeting, the Illinois Community College Board voted to accept and endorse the "Guidelines for the Evaluation of Counseling in Illinois Public Community Colleges" and make them available to the colleges.

"A Position Paper on Comprehensive Counseling Services in Illinois Public Community Colleges" was the first product of the Guidance and Counseling Task Force. It was officially adopted by the ICCB on June 17, 1977. Excerpts follow:

"Each public community college is expected to offer a comprehensive program of services for the residents of its district who have completed high school or are eighteen years of age and older and who can benefit from one of the programs or services of the community college,

and included in these services are:

"... student support services designed to reflect the programmatic development and direction of the institution including, but not limited to, admissions, counseling, academic advising, testing, tutoring, placement, and special assistance for disadvantaged students."

A sub-committee of the Task Force chaired by John Donohue, Vice President for Student Development at Oakton Community College, developed the position paper on comprehensive counseling services in Illinois public community colleges. Assisting Mr. Donohue were: Steve Helfgot and Carol Davis, Oakton Community College; Wayne Knopf, Richland Community College; Jack McCrary, Elgin Community College; and JoAnn Powell, William Rainey Harper College.

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October 10, 1978

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Dear Fred:

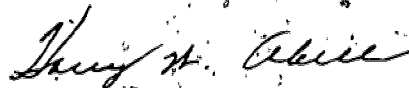
The ICCB Statewide Task Force on Guidance and Counseling met for the first time, as you will recall, October 23, 1975, at the Holiday Inn Motel in Springfield. The purpose of the Task Force, as identified by Dr. G. Robert Darnes, then ICCB Associate Director, was to evaluate the current status of guidance and counseling services in public community colleges and to develop specific recommendations for the improvement of such guidance, counseling and advising services. Following several meetings of the Task Force a plateau was reached in June, 1977, with the adoption of A Position Paper on Comprehensive Counseling Services in Illinois Public Community Colleges. Following the adoption of this paper the Task Force was charged with the responsibility of developing a means through which determinations could be made by the various institutions regarding compliance with the recently adopted position paper. Following several meetings during the 1977-78 academic year, four components were considered as essential parts of a counseling program and position papers were written by selected administrators of student services/development in Illinois public community colleges and edited by the Task Force to reflect the majority views within the Task Force. The second plateau has, therefore, now been reached with the submission of

Dr. Fred L. Wellman
October 10, 1978
Page Two

the enclosed proposed "Guidelines for the Evaluation of Counseling in Illinois Public Community Colleges". It is the desire of the Task Force that each advisory committee react to the "Guidelines" and make specific recommendations to the Task and the ICCB concerning the use of the proposed "Guidelines" both by the ICCB and Illinois public community colleges. The Task Force agreed that upon receipt of reactions from the various advisory committees, the papers would be refined to reflect the suggestions for change or modification and would take into account the committees' recommendations for the use of the "Guidelines" before submitting the final draft of the proposal to your office with an accompanying Task Force recommendation for the consideration of the Illinois Community College Board.

Kindest regards.

Sincerely yours,



Harry W. Abell
President

HWA:rt

Enc.

A POSITION PAPER ON COMPREHENSIVE COUNSELING SERVICES
IN ILLINOIS PUBLIC COMMUNITY COLLEGES

Adopted by the Illinois Community College Board
June 17, 1977

The Philosophy and Purposes for the System of Public Community College in Illinois adopted by the Illinois Community College Board on September 10, 1974, states that:

"Each public community college is expected to offer a comprehensive program of services for the residents of its district who have completed high school or are eighteen years of age and older and who can benefit from one of the programs or services of the community colleges" (ICCB Manual, VI-2)

Included in these services are:

"... student support services designed to reflect the programmatic development and direction of the institution including, but not limited to, admissions, counseling, academic advising, testing, tutoring, placement, and special assistance for disadvantaged students" (ICCB, VII-3)

All of this is to achieve what the 1970 state constitution calls "a fundamental goal of the 'People of the State'", namely "the educational development of all persons to the limits of their capacities".

Counseling is assistance to students, either individually or in groups, by properly trained personnel (which may include counselors, faculty, paraprofessionals, and student peers) on the educational and career goals and objectives of students which may include advising and may include personal and social counseling related to the educational and career goals and objectives of students. The primary focus of counseling will be directed toward the needs of the student. Thus, counseling in community colleges is primarily developmental rather than therapeutic and as such is aimed at identifying the current status of every student in defining educational, career, and personal goals and delineating the sequential steps needed to achieve those goals. All of this suggests that counseling in an educational setting is, along with instruction, a primary instrument for helping individuals develop "to the limits of their capacities."

As classroom instruction helps remove learning deficiencies that block educational growth through developmental instruction, so does counseling help remove those learning deficiencies that block personal growth through individual and group experiences. As instruction can equip the individual with the knowledge of subject matter to reach his goals, so can counseling equip the individual with the necessary knowledge of self to reach goals.

Illinois Community Colleges must support counseling as a full partner in the educational process because the nature of our population is such that both aspects are required. Community college education in Illinois is opportunity oriented. Admission is essentially open door to the college, but there may be limitations and prerequisites to specific curriculums and courses. The goal is to get students

in, help them find something they want and/or need to do, allow them to complete it, and send them on their way. We must be prepared to deal with the educational, emotional, and intellectual disparity among students that the open door implies.

However, counselors are not to act as therapists for emotional disorders and shall only provide referral service when professional "consultation" may seem to be indicated.

Community college education in Illinois is goal oriented. Many community college students are involved in this searching and goal exploration and the institutions accept, foster, and even encourage this exploration and definition process. Given this, the colleges must be prepared to meet students wherever they are in the process and help them along to the next step.

Counseling is an important tool for dealing with these realities of community colleges and community college students.

The ICCB supports the view that counseling is part of the educational process and not simply adjunct to or supplementary to classroom instruction but rather a full partner with classroom instruction in educating the whole person. Thus we see that counselors and instructional faculty working together in a close partnership to provide a full educational experience for students. This relationship appears fully compatible with the spirit of the ICCB charge to the comprehensive community college to be "innovative, imaginative and creative" and to "experiment with new methods...when in the best interest of the individual and the community". (Emphasis added)

Thus the ICCB acknowledges the following as being some, but not all, of the professional activities that may be included in a comprehensive counseling program. It is presumed that these activities are to be undertaken by properly trained personnel which may include counselors, instructional faculty, paraprofessionals, or student peers, depending upon local conditions and needs.

1. Individual and goal counseling related to educational and career goals of the student.
2. Academic advising and other information giving.
3. Human development instruction, curricular and/or co-curricular.
4. Consultation and collaboration with students and faculty.
5. Interest, ability, and need assessment.
6. Appropriate referrals.

While the ICCB recognizes the desirability of all these functions, we recognize that they will take different forms on different campuses, reflecting "the programmatic development and direction of the institution".

Likewise, the ICCB emphasizes that counseling must be evaluated, but recognizing again the differences on individual campuses, urges the adoption of procedures which evaluate a program in terms of its degree of realization of the colleges' own stated goals and objectives.

In closing, the ICCB recognizes that a philosophical commitment to comprehensive counseling services is incomplete without a complimentary financial commitment.

GUIDELINES FOR THE EVALUATION OF
CAREER PLANNING AND PLACEMENT
IN ILLINOIS COMMUNITY COLLEGES

Introduction

Career Placement is, for many community college students, the culmination of their academic careers and their final contact with counseling and counseling-related programs in the institution. Thus, for this large number of students (as well as for those going on to further education and seeking to relate school to career), the Career Planning and Placement function is a vital one; it provides both a bridge from the educational world to the world of work and it opens a new and lengthy phase of a student's life, that of career.

Given the import of this function to the individual's life, it must be understood that career planning and placement involves more than simply matching an individual and a job. Rather, it involves a myriad of activities including skills' assessment, vocational counseling, testing, decision making, self-understanding, and goal setting.

This paper hopes to clearly state the purpose(s) of career planning and placement, define specifically what is meant by career planning and placement, and suggest criteria for its evaluation.

Purpose

The overall purpose of career planning and placement is to aid students in searching for and/or finding careers that will be of personal satisfaction to them, will aid them in fulfilling their individual potential, and will meet the needs of our society and the employment community. Three primary thrusts seem important to any such program:

1. The ongoing provision of information on employment and careers to students so that they can make responsible decisions about their education, career, and the relationship between the two.
2. Assistance to students in finding appropriate employment.
3. The bringing together and integrating of students' needs with employer, community, and societal needs.

Definitions

1. Career Planning

Initial and ongoing activities designed to help the student to discover and choose a career goal for him/herself. Included in these activities are: assessment techniques, including testing; skill development; counseling; interest appraisal; decision making and goal setting; and provision and use of appropriate resources.

2. Placement

The provision of potential job possibilities to the student based on the outcome of career planning activities for the student and the placement professional's knowledge and understanding of the

Goals of the Career Planning/Placement Process

1. To assist students in finding jobs and careers that would fulfill their potential.
2. To provide students with information about business, industry, and employment agencies in regard to job requirements, salaries, benefits, working conditions, products, and other pertinent data.
3. To arrange interviews between students and employers on campus and/or at the prospective place of employment.
4. To work with the appropriate federal, state, and community agencies in meeting the employment needs of the community and the students in compliance with Affirmative Action, Equal Employment Opportunity, and handicapped guidelines.
5. To help develop student attitudes and values needed for successful employment.
6. To furnish employers with data relating to students (with the student's permission).
7. To work with vocational/technical program coordinators in the institution relating to their graduates in the world of work.
8. To instruct students in the proper methods for the development of resumes, letters of acceptance and rejection, completing and filing of applications, and the overall deportment and appearance relating to employment.
9. To supply students with placement services for full-time, part-time, and summer employment.
10. To make available ongoing placement service to alumni and current students.

Criteria for Evaluation

Questions to be addressed in the evaluation process should be based on what each institution purports that it is doing in the area of career planning and placement and should include the following:

1. To what extent is information on career counseling disseminated to students?
2. To what extent are career planning and placement services available to students who want them?
3. How well and how completely is career information maintained?
4. Have policies and procedures been established for Affirmative Action, Equal Employment Opportunity Title IX, Title VII, and 504 (handicapped)?
5. To what extent and how are students made aware of employment techniques?

6. How effective is the cooperation between the Career Planning and Placement Office and other offices of the college, when such cooperation is necessary?

It is noted that the Career Planning and Placement Office should deal with students with special problems and unusual requests (e.g. handicapped, needy students, students interested in establishing their own business, etc.)

to

Purpose

The overall purpose of counseling is to make available to students a variety of professional services and related experiences to maximize the student's opportunities for success by helping the student to make responsible decisions about his/her educational, career and personal/social development. Counseling further helps the student to obtain the information necessary to make wise decisions. Ideally, the counseling process ought to deal with three questions:

1. What are the student's interests and abilities?

2. How do these interests and abilities relate to the student's educational and personal/social issues? Personal/social issues can also become involved as they affect educational and career goals.

Criteria for Evaluation

Questions to be addressed in the evaluation process should be based on what each institution purports that it is doing in the area of counseling and should include the following.

1. It does.

Purpose

The purpose of academic advisement is to assist students in planning a series of courses and other related educational activities which will move the student toward his/her educational and/or career goal(s) while developing and maintaining an effective working relationship between advisor and student. This relationship should encourage and develop great responsibility for the student for the planning of educational and career goals.

ICCB

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9. Are there support services for advisors?
10. Is there a compatible working relationship between advisors, student services, and instructional areas of the college?
11. Are there minimum standards provided for the frequency of contact between academic advisors and advisee?
12. Are there minimum standards provided for the frequency of contact between academic advisors and advisee?

Criteria for Evaluation

Questions to be addressed in the evaluation process should be based on what each institution reports that it is doing in the areas of assessment and should include the following:

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