

ADULT CAREER COUNSELING CENTER

TWENTY-THIRD ANNUAL REPORT September 2005 – June 2006

**Computer-Assisted Career Guidance Systems
And Career Counseling Services**

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ACKNOWLEDGEMENTS

The Adult Career Counseling Center (ACCC) could not have become nor continue to be such a success without the help and continued support of a number of people.

We are thankful to our new director, Dr. Brian Taber, for his enthusiasm and displayed commitment to continuing the excellent services of the ACCC.

Thank you to the following individuals for their contributions: University President Gary Russi, Director of Graduate Studies Claire Rammel, Dean of Education Mary Otto, the Counseling Department faculty and staff, Chair Luellen Ramey, Department Secretaries Michael Hill and Barb Smith, SEHS Counseling Center Clinical Director Dr. Elyce Cron, SEHS Counseling Center Supervisor Kim Spampinato, and work study students Heather Suggs, Christine Cherba, Diane Draveski, Rachel Padgen and Dipal Jhaveri.

Thank you to the University Technology Services (UTS) for the installation and support of the computer systems necessary to service our clients.

Recognition is also given to the graduate candidates in counseling who served the ACCC this year. They are Kellie Klinck, Lynn Kelemen, Scott Hall, and Christy Miller.

Finally, the staff and career advisors of the ACCC would like to acknowledge the members of the ACCC Advisory Board, extending our sincere thanks for their support and commitment to the efforts of this center. Advisory Board members for the 2005-2006 year included:

Mr. Pat Bennett	<i>Coordinator, Academic Advising, College of Engineering & Science, Oakland University</i>
Ms. Marsha Boettger	<i>Senior Consultant, Talent Management, Daimler-Chrysler Corporation</i>
Ms. Clarise Bolduc	<i>Program Coordinator, Workforce Development Systems, M-TEC, Oakland Community College</i>
Dr. Elyce Cron	<i>Associate Professor, Counseling, Oakland University Clinical Director, SEHS Counseling Center, Oakland University</i>

Dr. Jane Goodman	<i>Professor Emerita of Counseling, Oakland University Past Director, Adult Career Counseling Center</i>
Ms. Judith Hoppin	<i>Executive Director, Professional Development, SEHS, Oakland University</i>
Ms. Sandy Manoogian	<i>Doctoral Student, Oakland University Counseling Program</i>
Ms. Karen Pagenette	<i>Director, Workforce Development Services, Oakland Community College Co-Director, Pontiac Adult Career Counseling Center</i>
Ms. Julie Puggini	<i>Doctoral Candidate, Oakland University Counseling Program</i>
Dr. Luellen Ramey	<i>Chair, Counseling, Oakland University</i>
Dr. Howard Splete	<i>Professor Emeritus of Counseling, Oakland University Founder, Adult Career Counseling Center</i>
Ms. Kim Shultz	<i>Academic Adviser and Career Development Coordinator, Oakland University</i>
Mr. Robert Thomas	<i>Director, Career Services, Oakland University</i>
Ms. Tricia Westergaard	<i>Coordinator of Undergraduate Advising College of Business, Oakland University</i>

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RECENT DEVELOPMENTS AND HISTORY OF THE ADULT CAREER COUNSELING CENTER

Recent Developments

This year marks the Adult Career Counseling Center's (ACCC) twenty-third year of service. The largest development to happen to the ACCC this year was the hiring of Dr. Brian Taber, Assistant Professor of Counseling at Oakland University, as the Director of the ACCC. Although this is Dr. Taber's first year of service, he has already supplied the center with outstanding leadership and support. We are excited about the future of the ACCC under Dr. Taber's wing.

While using standard paper and pencil assessments, we are also using a networked computer system, the newest computer career guidance systems and several Internet based resources. We also initiated several changes in the operation and environment of the ACCC to facilitate improved customer service for the clients including:

1. Further revision of our website (www2.oakland.edu/counsel/accc).
2. Additional refinement of the networked computer system.
3. Continuing refinement of the computerized system for maintaining ACCC client records and usage statistics.
4. Utilization of the many new career related websites to assist our clients in their career search.
5. Continued utilization of the Strong Interest Inventory (SII) and the MBTI Combined Report to integrate our clients' interest and personality from two widely used assessments.
6. Implemented O*Net's computer based career exploration tools; the Work Importance Profiler (WIP) and Interest Profiler and Vocopher's computer based Adult Career Concerns Inventory (ACCI) and Career Development Inventory (CDI).
7. Ordering of various updated career counseling workbooks and guides to keep advisors on top of the latest career advising resources.

These changes have facilitated the efficient and effective provision of services to the members of our community.

History

The Adult Career Counseling Center (ACCC) has served more than 12,000 clients during the last 23 years of service. The vast majority of clients served, at no charge, are community adults. Our clients range in age from 18 years old to over 60 years old, and represent a culturally diverse population.

The development of the ACCC benefited greatly from the suggestions and support of Gerald Pine, former Dean of the School of Education and Human Services at Oakland University. His concept of the Center as being a place for service, training, and research was transformed into our productive Center.

The impetus for these programs of public service came from Oakland University's President, Joseph Champagne, in the spring of 1982. A portion of a state line item allocation provided financial support for the broad purpose of promoting economic development and retraining unemployed workers in this geographic area.

Under the direction of Provost Keith Kleckner, a university-wide committee was established to review possible computer-assisted career guidance systems and related counseling programs that could be used to aid adults in this area. Upon recommendation of this committee, the university purchased five DISCOVER II computer-assisted guidance systems and one SIGI (System of Interactive Guidance and Information) computer-assisted guidance system in the summer of 1982.

Two systems (DISCOVER II and SIGI) were assigned to the Office of Academic Advising and General Studies to aid adults of this geographic area who were looking for assistance in reviewing education and training possibilities. Four DISCOVER II systems were allocated to the School of Education and Human Services to be utilized by the Counseling department and the Continuum Center in providing services to the adult population in this area.

During the Fall of 1982, committee members Tom Atkinson (Provost's Office), Elaine Chapman-Moore (Student Services), Robert Fink (Psychology Clinic), Jane Goodman (Continuum Center), Ronald Kevern (Placement Office), Pamela Marin (Office of the President), David Meyer (Human Resources and Development Area), and Howard Splete (Counseling Department and Committee Chair), planned for the implementation of these programs and the coordination of career counseling and information services across campus.

With the support of Gerald Pine, the ACCC was established in Room 147 of O'Dowd Hall. After the first computers were programmed, in-service training was provided for 135 persons, including interested faculty, staff, and student assistants. Since opening in 1982, computer programs used at the ACCC have continually been updated to ensure that clients benefit from the most current career counseling tools available. In 1985, a new computer-assisted guidance system, DISCOVER for Adult Learners, was added to meet the unique needs of adults in transition. In 1986 a second DISCOVER for Adult Learners replaced our DISCOVER II system to provide a more appropriate system for ACCC clients. In 1987, a new software

program, SIGI PLUS was added to provide another approach to career exploration for ACCC clients. Also, a computer-assisted version of the Michigan Occupational Information System (MOIS) was obtained as an additional resource for ACCC clients seeking more local information. The Center has tested other software programs such as OPTIM (Occupational Projections and Training for Information for Michigan), the Resume Kit, Harris Selectory and Resume Writer. Only those programs that best meet the needs of the clients of the ACCC have been retained. We currently utilize the updated online version of the Strong Interest Inventory, Bridges Choices Explorer, Choices Planner, and www.bls.gov (Occupational Outlook Website).

The staff of the ACCC stays abreast of the newest developments and resources available through the Internet. Computer generated information, as well as a collection of monographs and other print materials, allow for a more comprehensive service to be offered to our clients.

In addition to the center's use of computer-assisted career guidance, we also use a number of other helpful resources. These include Campbell's Interest and Skills Survey (CISS), the Myers-Briggs Type Indicator (MBTI), Strong and MBTI Combined Report, Self-Directed Search (SDS), O*Net's Work Importance Profiler (WIP) and Interest Profiler, Adult Career Concerns Inventory (ACCI) and Career Development Inventory (CDI), and Card Sorts Assessment Instruments.

The location of the ACCC has also changed during our twenty-third year history. In 1993-94, the ACCC was relocated from two large rooms to four private offices and a reception area to provide more efficient services and privacy for clients. During the 1996-97 academic year, our office environment changed again to include an office adjoining that of the Practicum Supervisor, with an additional large meeting room, and two smaller private meeting areas. Just prior to the 1997-98 year of service, our offices were relocated and changed to include one office and three small meeting rooms.

In August of 2002, we moved to the brand new Pawley Hall on Pioneer Drive. There, we have four devoted offices, a client waiting area, and a shared meeting/group room. This beautiful new facility is another wonderful opportunity to improve the services that we provide.

MISSION OF THE ADULT CAREER COUNSELING CENTER

Goals of the ACCC

Our mission is to:

1. Provide career exploration and planning opportunities to community adults at no charge.
2. Train faculty, staff, and students in the use of computer-assisted career guidance programs.
3. Support research efforts for a better understanding of the career development needs of adults.

Objectives and Corresponding Means of Fulfillment

Goal 1:

To provide career exploration and planning opportunities to community adults at no charge.

Objectives	Activities
A. To aid clients in self-analysis relating to their interests, values, abilities, and experiences.	In-depth one-on-one or group discussions, other assessment tools and informal exercises such as worksheets and card sorts.
B. To provide job information pertaining to careers of interest, such as salary ranges and job growth rates.	Use of Bridges, MOIS, the Occupational Outlook Handbook, O*Net's Occupational Information Network, Career One Stop (websites), and other internet resources.
C. To aid clients in the process of taking the next step.	Provision of individual advising sessions, school or training program selection, resume preparation, honing interviewing skills, and informational interviewing.

Goal 2:

To train faculty, staff, and students in the use of computer-assisted career guidance programs.

Objectives	Activities
A. To train faculty and staff.	Provision of in-service sessions.

B. To train graduate counseling students.

Provision of in-service training for students in CNS 640 Career Counseling Theory and Practice, and CNS 664 Counseling Practicum.

Goal 3:

To support research efforts for a better understanding of the career development sphere, ultimately promoting better career guidance practices for adults.

Objectives

Activities

A. To support master's level research.

Support of ACCC advisor's research activities at the Center.

B. To support doctoral research.

Provision of facilities and support for research by faculty and doctoral students.

DESCRIPTION OF THE ADULT CAREER COUNSELING CENTER

Services Provided

The ACCC provides advising services at no charge for adults who are seeking guidance with career-related issues. The ACCC services include exploring occupational information, facilitating self-awareness, assisting in resume

preparation, developing interviewing skills, and offering referral information. Four graduate assistants, who are students in the Oakland University Master of Arts in Counseling program, render these services.

Clients typically attend between three to ten sessions to thoroughly explore the computerized career guidance programs, the paper and pencil assessments, informal assessments, and to discuss possible action plans for the future. Because of the number of return clients and the state of Michigan economy, the ACCC schedule book is usually full.

The computer-assisted career guidance programs currently used in the ACCC are CX Bridges, Michigan Occupational Information System (MOIS), Strong Interest Inventory (SII), Campbell Interest and Skills Survey (CISS), and O*Net's Work Importance Profiler and Interest Profiler software-based programs. The systems we currently use aid adults in learning how their interests, abilities, life experiences, and values are related to possible occupations and/or educational and training opportunities. In-service training on these programs has also been provided each semester to students in CNS 664, Counseling Practicum.

Depending on the needs of the client, other assessment instruments may be used. These include the Myers-Briggs Type Indicator (MBTI), Career Beliefs Inventory (CBI), Adult Career Concerns Inventory (ACCI), Career Development Inventory (CDI), and Self-Directed Search (SDS). The ACCC also has available a collection of print materials to supplement the services provided.

Telephone assistance, in some instances, is another service provided by the ACCC. Often advisors will provide referrals to other departments on campus, such as Career Services, Academic Services, Advising Resource Center, SEHS Counseling Center, International Studies and Advising, the Education Department, and other services off campus, such as the Troy Career Center, and Pontiac Adult Career Counseling Center.

THE ADVISING PROCESS

A client schedules an initial one-hour appointment to meet with an ACCC Career Advisor.

The ACCC Advisor gathers background data during an intake interview to identify the client's purpose(s) for using the Center and to establish goals to guide the career counseling process.

The client is provided with an overview of the computer programs and services available at the ACCC and through other departments offering counseling services on the Oakland University campus. The client is given a copy of the ACCC Disclosure Statement (see Appendix A), which describes the responsibilities of a Career Advisor and the rights of the client. Referrals to the SEHS Counseling Center or other university and community resources may be made dependent on the specific needs of the client.

Clients are scheduled for subsequent appointments that are typically fifty minutes to an hour and one-half in length.

Based on the client's specific needs, the ACCC Advisor determines which computer-assisted career guidance program(s), informal exercises, and/or standardized paper and pencil assessment(s) would be most appropriate. The ACCC Advisor then facilitates the use of these assessment tools.

The ACCC Advisor provides assistance and an explanation of the results obtained from the computer-assisted career guidance program(s) or the standardized paper and pencil assessment(s).

To fully explore the client's career issue(s), the ACCC Advisor may include additional career exploration instruments such as personality assessments, card sorts, and one-on-one discussion throughout the process. Within recent years, an ACCC Career Exploration Group has also become an option for clients.

The outcomes of any additional career guidance instruments are interpreted, in conjunction with the results of the data obtained from the initial assessments, to provide the client with the comprehensive information necessary to facilitate the decision-making process.

Prior to the termination of the counseling relationship, the ACCC Advisor and client discuss the next steps the client may want to take. Upon completion of the counseling process, the client is asked to complete a short exit survey to evaluate the services provided by the advisor.

ACCC COORDINATION WITH SEHS COUNSELING CENTER

For a number of years the SEHS Counseling Center (SEHSCC) and the ACCC have had a mutually beneficial partnership. Dr. Elyce Cron, Clinical Director and Associate Professor, Kim Spampinato MA LPC, current Coordinator of the SEHSCC, and Heather Suggs MA LPC, Doctoral Graduate Assistant, further serves to foster this relationship. Throughout the year, the staff of both centers will meet to stay abreast of events happening with each.

It is a common practice for clients who have utilized the services of the ACCC to be referred to the SEHSCC for their more comprehensive array of services. A referral may be made to the SEHSCC because the client needs more in-depth exploration of a career issue, or may have additional issues or concerns that require personal counseling.

SEHSCC counselors are also in-serviced by the ACCC Advisors. (Please refer to section entitled, "In-service training" on page 30). This training focuses on an overview of formal and informal assessments used by the ACCC. In addition, the Pontiac Adult Career Counseling Center student counselors have an opportunity to get acquainted with the Strong Interest Inventory software and other computerized assessments offered by the ACCC.

Having the ACCC in such close proximity, and serving such a supportive role to the SEHSCC, enriches the services SEHSCC counselors can deliver to their clients. At the same time, the SEHSCC offers ACCC clients the option of continued in-depth counseling free-of-charge. The partnership of these two centers allows for the provision of quality comprehensive counseling services to members of the community.

DESCRIPTION OF THE COMPUTER-ASSISTED CAREER GUIDANCE SYSTEMS AND COMPUTER HARDWARE UPGRADES

Strong Interest Inventory (SII) Software

To better assist our clients in receiving the results of the SII, we continue to use the computerized version of the SII that allows the client to enter his or her answers directly onto the computer and receive, within minutes, the results.

Strong Interest Inventory (SII)

Designed to identify general areas of interests as well as specific activities and occupations for further career exploration. The report results identify general occupational themes, basic interest scales, occupational scales, and personal style scales. The assessment is administered and the report is printed via the Internet.

Strong and MBTI Career Report

The combined Strong Interest Inventory and MBTI report enables the ACCC to combine a client's MBTI code with their Strong Interest Inventory results. This report provides the client a clear picture of how personality factors often enmesh with one's interests. The report identifies suggested career search strategies and recommends occupations with emphasis on those suggested by both instruments.

Campbell Interest and Skill Survey (CISS)

The CISS Assessment System software enables the ACCC to administer the. The CISS assists in matching self-reported interests and self-reported skills to the occupational world. Both interest and skill scores are presented to allow comparisons between an individual's strength of interest and strength of self-confidence for the areas measured. The CISS is administered via computer, and electronically stores client data and assessment results.

O*Net Interest Profiler

This instrument is an exploration tool that can help clients discover the type of work activities and occupations that they would like and find exciting. Clients identify and learn about broad interest areas most relevant to them. They can use their interest results to explore the world of work.

The O*NET Interest Profiler measures six types of occupational interests:

- Realistic
- Investigative
- Social
- Enterprising

- Artistic
- Conventional

Interest Profiler Strengths

- Compatible with Holland's R-I-A-S-E-C Interest Structure.
 - rich and extensive research history,
 - widely accepted and used by counselors,
 - easy to use and well received by clients.
- Interest items represent a broad variety of occupations and complexity levels.
- Extensive and thorough development effort.
 - client input during all stages,
 - construct validity and reliability evidence.
- Can be self-administered and self-interpreted.
- User Guide provided for workforce development professionals.
- Can be used on a stand-alone basis or with other O*NET Career Exploration Tools or with privately developed instruments.
- Results can be directly linked to over 900 occupations in O*NET OnLine (<http://online.onetcenter.org/>).

O*Net Work Importance Profiler

The O*NET Work Importance Profiler (WIP) is a new computerized self-assessment career exploration tool that allows customers to focus on what is important to them in a job. It helps people identify occupations that they may find satisfying, based on the similarity between their work values (such as achievement, autonomy, and conditions of work) and the characteristics of the occupations.

The O*NET Work Importance Profiler is administered by computer. Participants use the WIP to indicate the importance to them of each work need, in two different steps. In Step 1, participants rank order the twenty-one work need statements by comparing them to one another and ordering them according to their relative importance. In Step 2, they rate the work needs by indicating whether or not the need is important independent of the other work need statements. Users receive a profile of their work values that:

1. help them develop valuable self-knowledge about their work values,
2. foster career awareness, and
3. provide a window to the entire world of work via the 900+ occupations within O*NET Online.

The O*NET Work Importance Profiler measures six types of work values:

- Achievement
- Independence
- Recognition
- Relationships
- Support
- Working Conditions

Work Importance Profiler Strengths

- Based on over 30 years of research by leading vocational psychologists,
- Extensive and thorough development effort,

- stakeholder input during all stages,
- construct validity and reliability evidence.
- Can be self-administered and self-interpreted.
- Computer administration via single computer or computer network.
- Can be used alone or with other O*NET Career Exploration Tools or with privately developed instruments.
- Results provide a window to over 900 occupations in O*NET OnLine (<http://online.onetcenter.org/>).

Vocopher's Adult Career Concerns Inventory (ACCI) and Career Development Inventory (CDI)

What is Vocopher?

Vocopher is a collaboratory involving academic professionals, career counselors, and professional web developers. The purpose of Vocopher is to provide researchers and counselors with career resources with which to further their research and assist their clients respectively. These services are provided free of charge in the hope that others will join us in this collaborative effort. With the permission and encouragement of the CDI and ACCI authors, the assessments are now available at no charge on the internet at <http://www.vocopher.com>

The Adult Career Concerns Inventory (ACCI).

The ACCI operationally defines Donald Super's model of career adaptability in adulthood. This was later revised by Super and Savickas to focus on career adaptability and career construction. This model does not view careers as linear, rather, they are subject to transitions and fluctuations influenced by economic, social, and psychological variables. Such transitions can be a major cause of concern, especially those that are not planned.

In our current world of work occupations have become less predictable and less stable. As a result we are now likely to see individuals making increasingly frequent transitions to different jobs and occupational fields. Successful individuals will be those who proactively reassess their work-life situation, explore new possibilities, and plan their transitions accordingly. Career management and adaptability are now the keys to career construction.

The ACCI contains 61 items and takes approximately 20 minutes to complete. The first 60 items ask individuals to indicate their current level of concern related to current career activities. The questions relate to 4 career activities, Exploration, Establishment, Maintenance, and Disengagement.

The ACCI can be used:

In career counseling and planning to identify the career activity, and specific developmental tasks, an individual is most concerned with.

As a needs assessment when administered to larger groups. Focused interventions can be advised based on identified career concerns.

To teach career construction theory to counselor trainees.

The Career Development Inventory (CDI).

Interest inventories are commonly used to assist young adults with vocational choices. However, the results of such instruments offer little value if the individual lacks the requisite attitudes and competencies required to make sound vocational decisions. The Career Development Inventory (CDI), created by Albert Thompson, Richard Lindeman, Donald Super, Jean Pierre Jordaan, and Roger Myers, can be used before administering an interest inventory to measure an individual's readiness to make vocational choices, or with an interest inventory to determine how best to interpret the interest inventory results.

The CDI operationally defines Super's structural model of career choice readiness among adolescents and emerging adults. Inspired by the construct of reading readiness, Super, at mid-century, reasoned that the readiness to and resources for making fitting educational and vocational choices emerged during childhood and developed during adolescence. He spent nearly 40 years identifying the critical attitudes and competencies that lead to sound educational and occupational decisions, constructed inventories to measure these attitudes and competencies, and then studied their development in students from middle school through college.

When all scales on the CDI are high, this indicates the individual has the requisite attitudes and competencies required to make sound educational and vocational decisions. We can then place more confidence in the results derived from interest inventories.

Most importantly, scores should be used to:

- Raise a student's awareness of imminent and future vocational decisions.

- Instill a sense of curiosity about the world of work and one's place in it.

- Stimulate discussion about current and future vocational choices.

MOIS (Michigan Occupational Information System)

The MOIS program is also updated on an annual basis. It is an easy-to-use system of occupational and educational information specifically designed for the state of Michigan. Internet links are provided throughout the program.

The system evaluates client input and provides a list of job titles that are most applicable to the client's data. The client may then explore MOISCRIPTS (occupational descriptions) for the occupations in which they are most interested. Currently MOIS offers 439 MOISCRIPTS. Individuals with a specific occupation in mind can bypass the structured search and go directly to the MOISCRIPTS for career information. MOISCRIPTS cover areas such as:

- * Specific job duties
- * Working conditions
- * Methods of occupational entry
- * Salaries and wages
- * Employment outlook
- * Educational requirements
- * Tips for finding additional information

Other segments included in MOIS give information on many different areas such as:

- * Transition planning
- * Financial aid considerations and documents
- * Decision-making
- * Successful job search strategies
- * How to start a small business
(This section includes how to develop a business plan, cash flow and bookkeeping considerations, home-based and franchised businesses, and even a sample business loan application.)

Bridges Choices Explorer and Choices Planner

The Adult Career Counseling Center continues to use Choices Explorer. This site allows clients to look at careers from a personal point of view, and obtain in-depth and current occupational information. Choices Planner offers the client similar a service, however, this site is geared toward clients who are planning their steps towards a new career.

What Is Bridges?

Bridges is designed to help clients make informed career decisions. One of the greatest advantages to this site is that it is found on the Internet and updated daily (<http://bridges.com>). Every day there are 4-5 new articles focusing on career information, skill development, labor market development, emerging employment opportunities, and recreational activities.

Bridges has made a commitment to make it their priority to keep this site as user friendly as possible, and from our experiences here at the ACCC, they have done a great job. They have also made it clear to the ACCC that if any problems come up, or if there are any occupations missing, to contact them and they will make sure that the site is updated within a week.

The Program Use

This program takes a look at several different career development areas that include: search engines, career planning tools, decision making guides (colleges and financial aid searches), browsing (which includes 5 sections: Careers, Employment, Recreation, Education and Skills), and lastly an area to e-mail information.

Clients have the ability to search Bridge's large database for information about an occupation. Once that occupation is found, they will find job descriptions, salary information, employment outlook, interviewing questions and important things one should know about any given occupation. Also given is information on how much math is used in each occupation, important communication skills needed and a link to the Occupation Outlook Handbook.

The Internet

The ACCC has entered the computer age as a fully functioning member. In addition to having the most current version of each of the computer assisted counseling guidance systems we use, the ACCC continues to maintain a WEB address (<http://www2.oakland.edu/counsel/accc/>) and is linked to other key counseling sites.

The ACCC has also made use of 5 great web addresses:

- 1) O-NET**, which is slowly replacing the Dictionary of Occupational Titles. This is a great web address to learn about occupations as well as self-awareness exercises (<http://online.onetcenter.org/>)
- 2) The Occupational Outlook Handbook (OOH)** is now on-line. This, as well as the O-NET, gives our clients the most updated career information for thousands of different occupations (www.bls.gov)
- 3) The Oakland University Placement and Career Services** has a great website with a variety of helpful links to career development information (<http://www2.oakland.edu/oakland/ouportal/index.asp?site=68>).
- 4) The Oakland University Library (Kresge)** has designed another very useful site, with links to many of the most important career related sites available, (<http://www.kl.oakland.edu/services/instruction/pathfinders/careers2.htm>).

5) Career One Stop, America's Career Info-Net is a resource for making informed career decisions by providing occupational information and comprehensive job search tools (<http://www.careerinfonet.org/>).

As with our other resources, we are constantly updating and refreshing our list of websites to ensure clients receive the best materials available.

CLIENT DEMOGRAPHICS

During the academic year 2005-2006, the career advisors of the ACCC saw 111 community clients with an average number of five visits per client for a total of over 550 hours of counseling. Additionally, they provided in-service training for 121 Practicum counseling students. In total, 232 individuals utilized the services of the Adult Career Counseling Center.

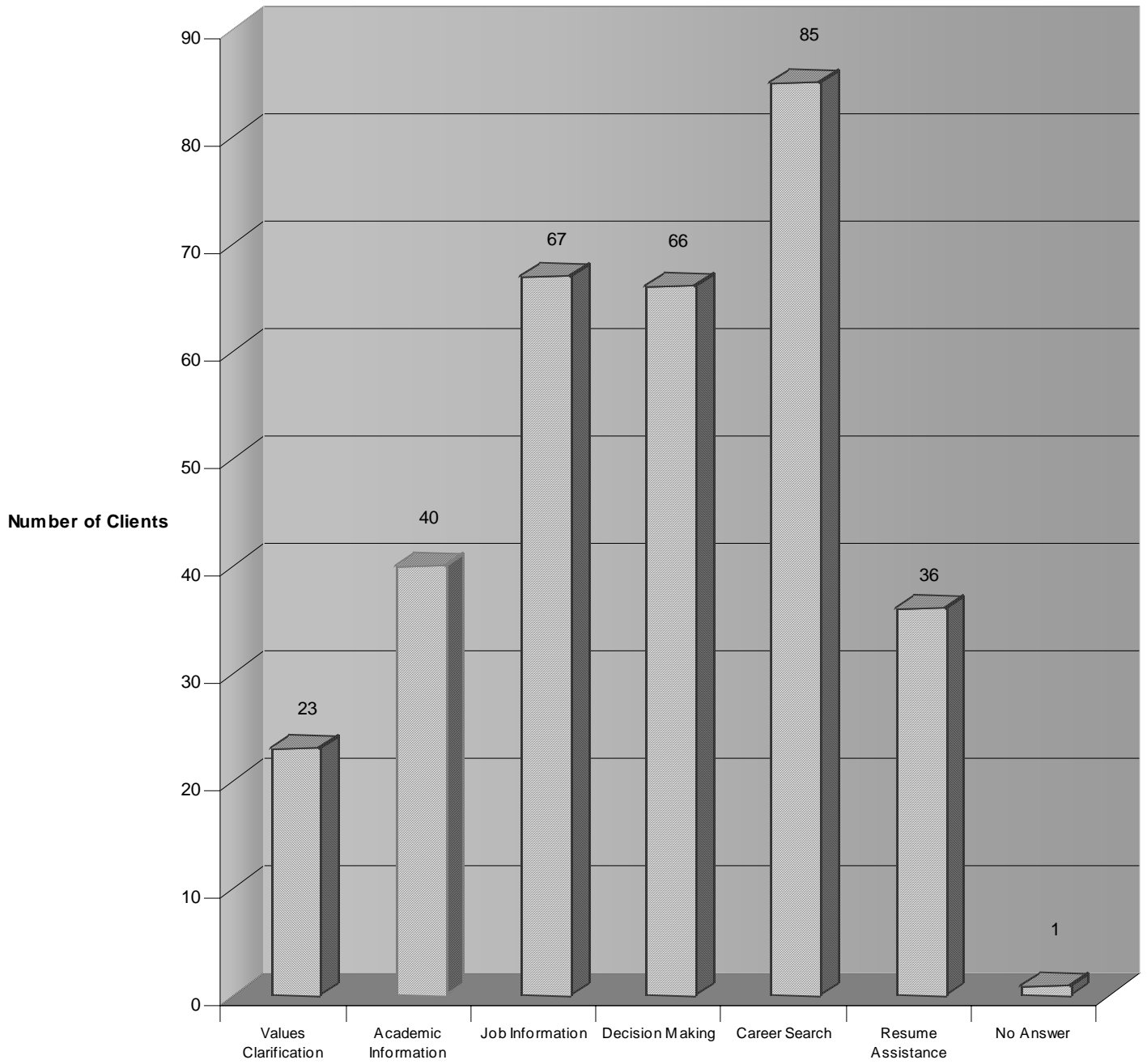
All clients who come to the Center complete an in-depth intake form. The advisors continue to input client demographic information into a computer database format. This allows the advisors to electronically track and evaluate the client demographic information. As always, this information is strictly confidential and access is only available to the career advisors.

On the following pages, graphs are provided to illustrate the demographics of the information that was captured on the database during the year. The following graphs provide a breakdown of the client population by:

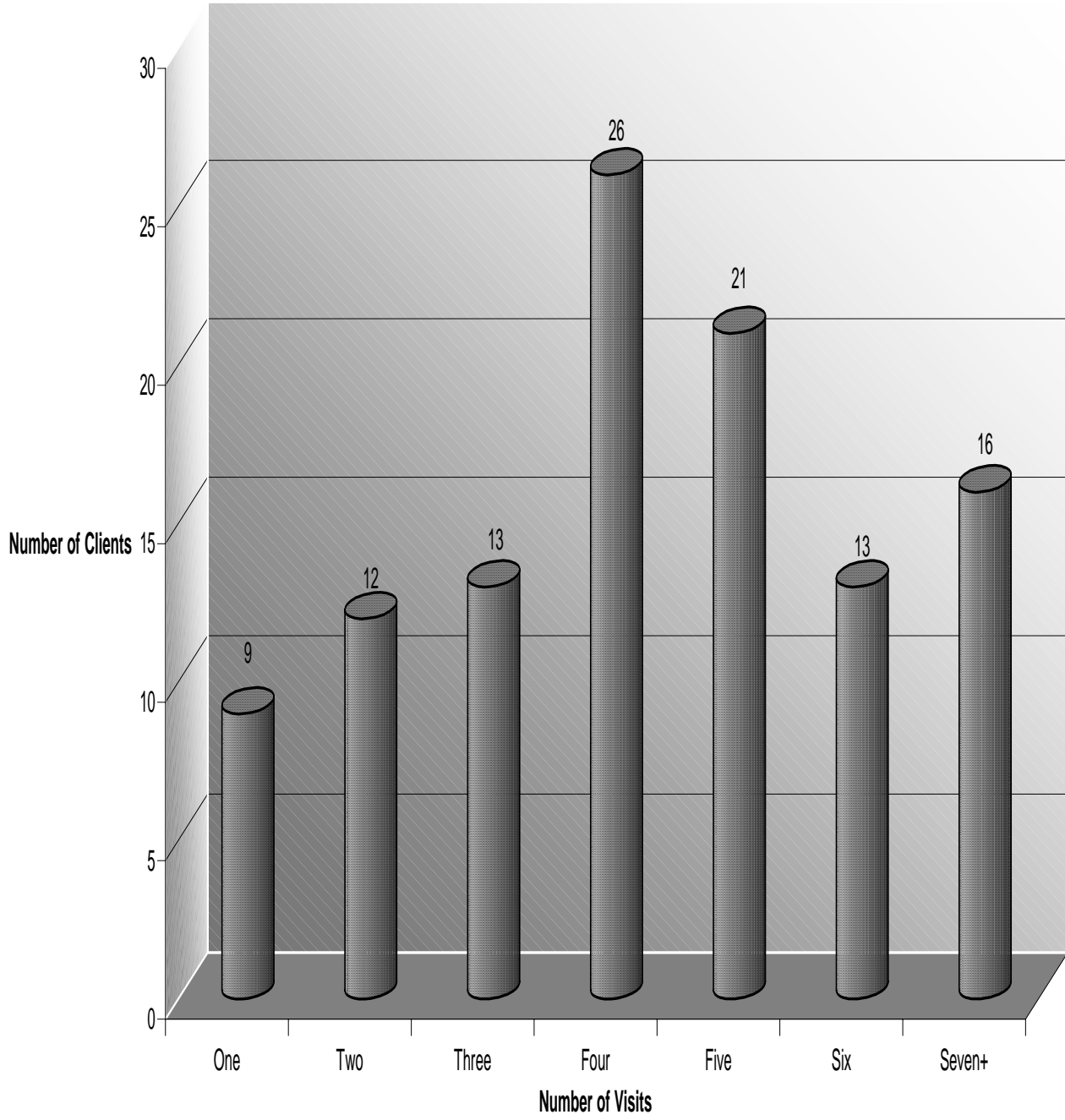
- * Purpose for Visit
- * Number of Visits per Client
- * Client age
- * Geographic Distribution of Clients
- * Educational Level of Clients
- * Household Annual Income
- * Assessments Utilized at the ACCC

Those numbers that total more than 111 indicate items where the client was able to respond to more than one choice to a particular question.

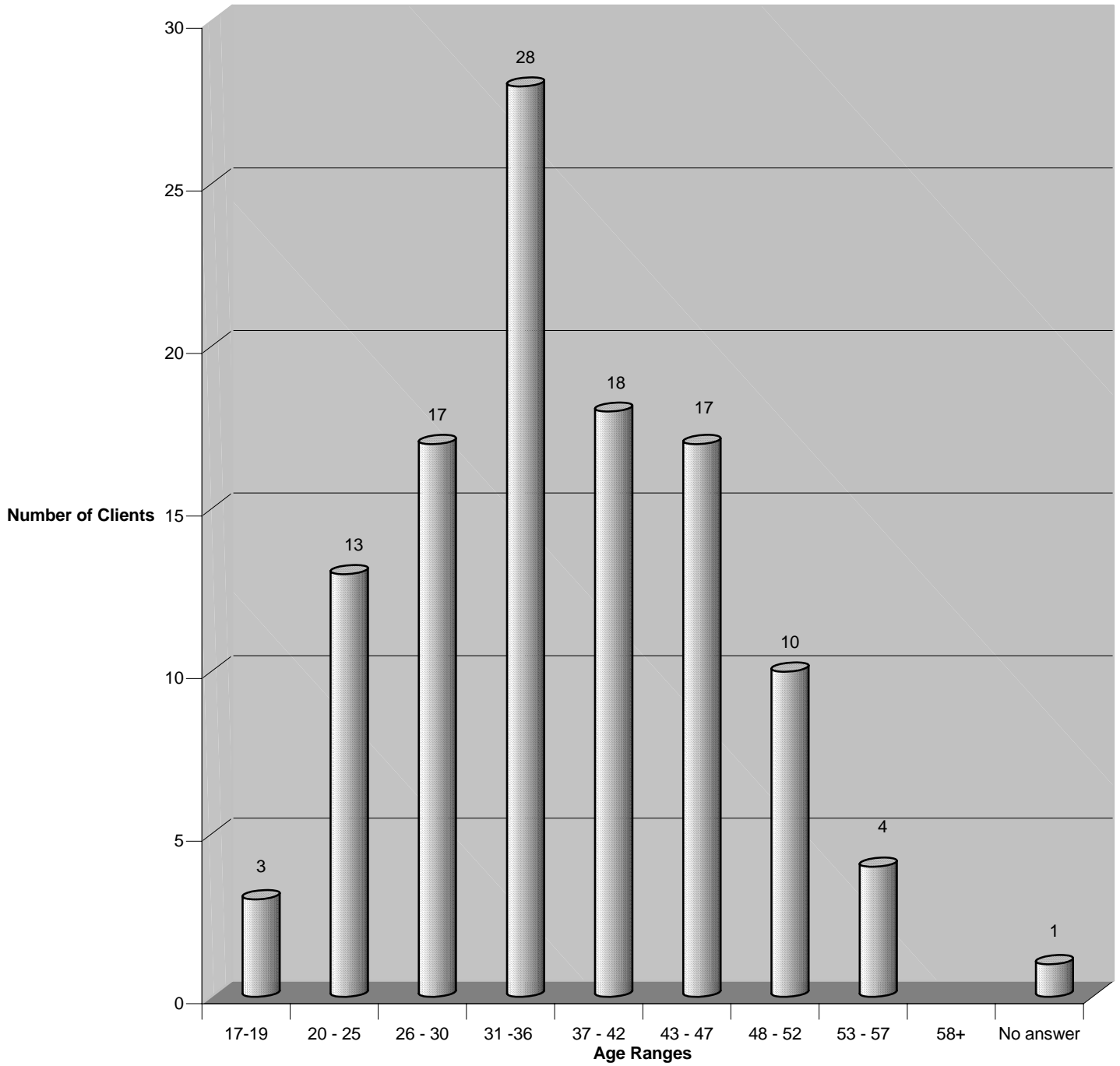
Purpose for Visit



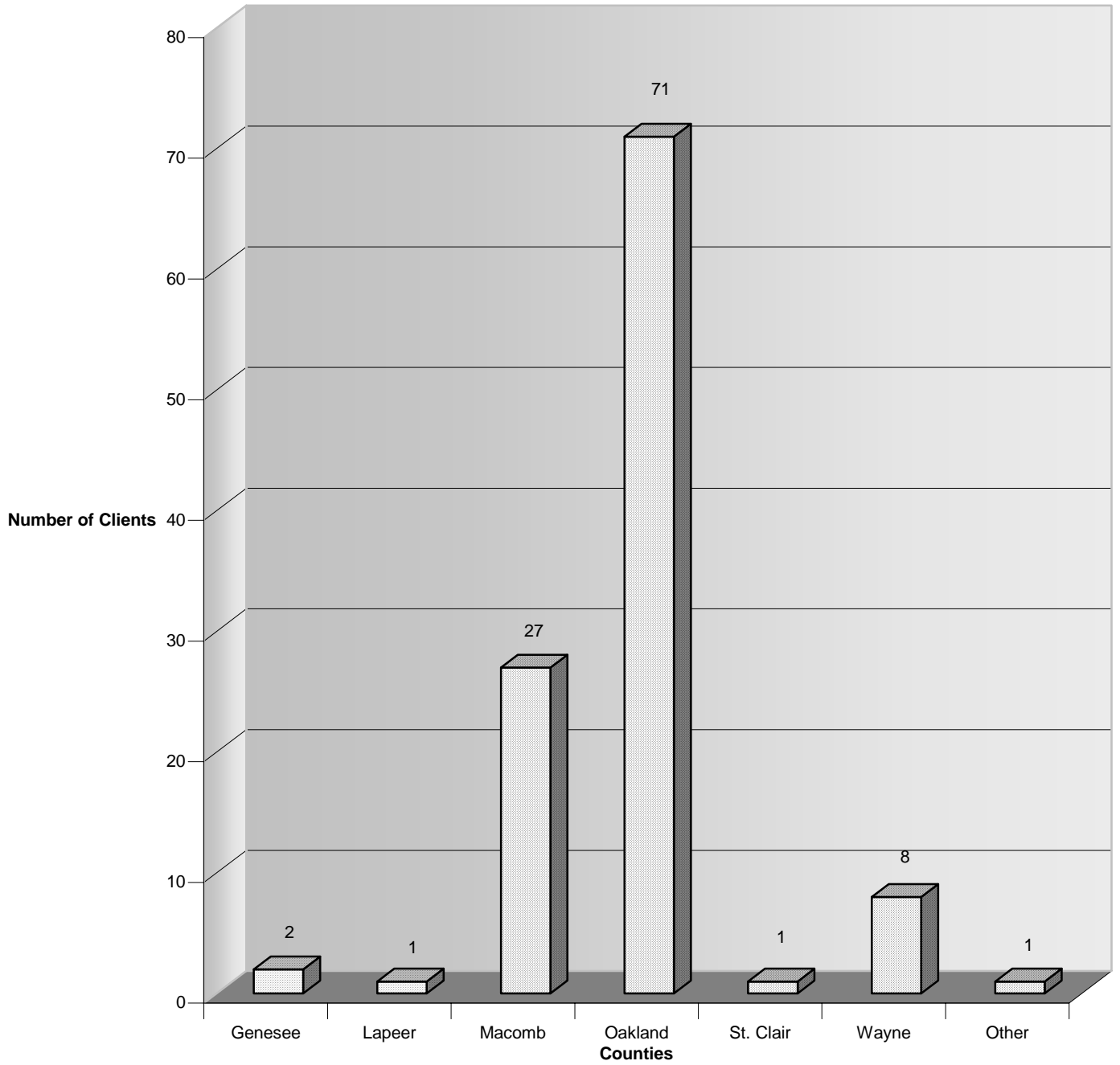
Number of Visits Per Client



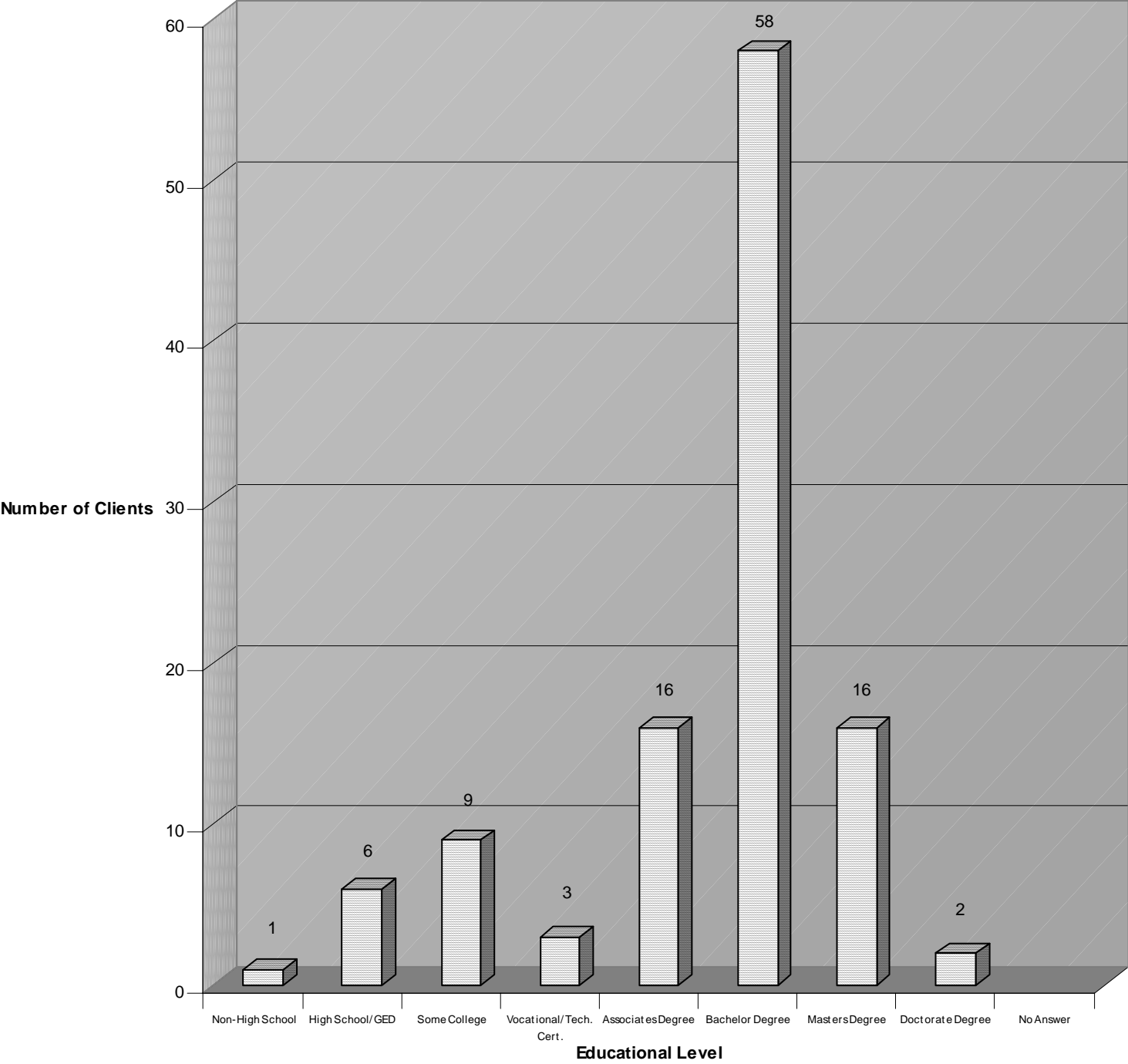
Client Age



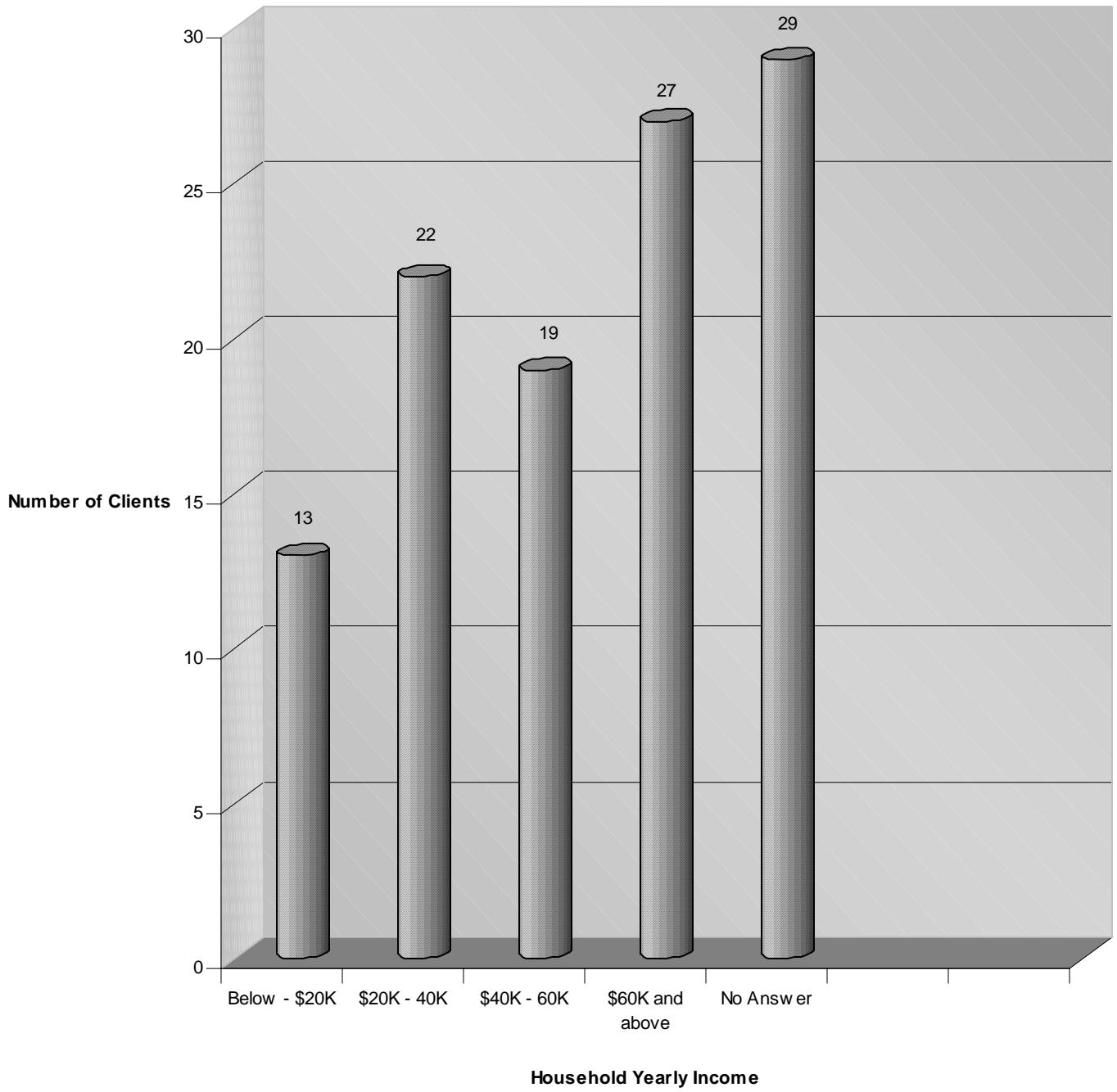
Geographic Distribution of Clients



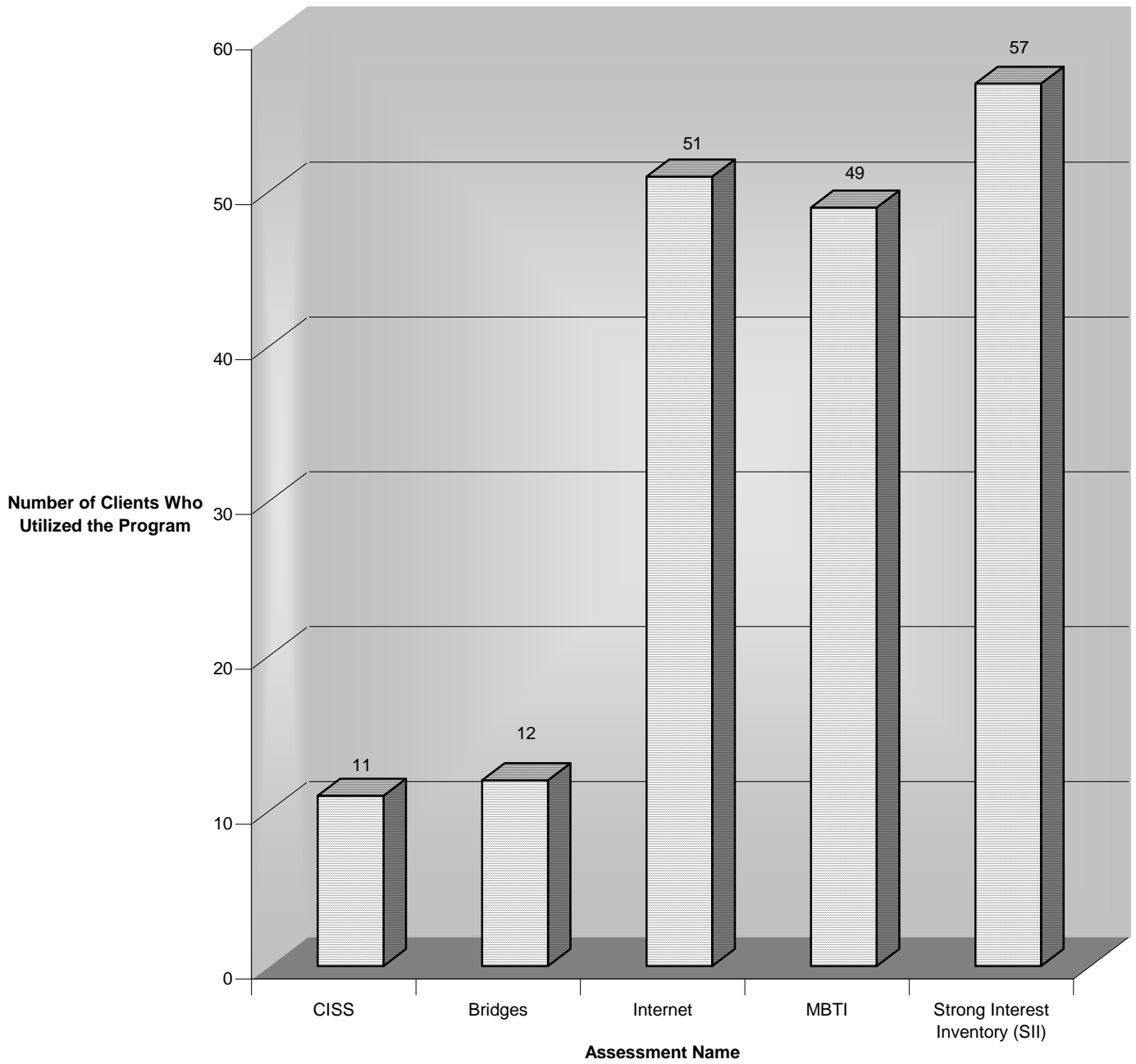
Educational Level of Clients



Household Yearly Income



Assessments Utilized at the ACCC



ANALYSIS OF CLIENTS' RESPONSES TO ACCC EXIT SURVEY

When clients have completed their sessions, they are asked to complete an exit survey. This survey allows the ACCC to evaluate many areas, including how the client views the services they have received, the quality of the services, the effectiveness of their career advisor, and the overall environment of the ACCC. This provides the Center with an opportunity to improve and grow based on the needs of our clients. The following information is based on completed exit surveys during the period of September 2005 through June 2006.

On average, respondents rated their overall experience as a client of the ACCC as a 9 on a 10-point scale, denoting an outstanding experience.

Respondents rated the resources used in the ACCC using the following scale:

5=Outstanding 4=Very Good 3=Good 2=Fair 1=Poor

The mean scores are as follows:

Self Directed Search	=	4.2
CISS	=	4.0
Internet	=	4.1
MBTI	=	4.0
Strong	=	4.2
Worksheets	=	3.9
Value Card Sorts	=	4.2
Bridges online	=	2.7

Respondents rated the advisor skills and overall manner:

OUTSTANDING	=	77%
VERY GOOD	=	23%
GOOD	=	0%
FAIR	=	0%
POOR	=	0%

Clients' suggestions for improvement at the ACCC included:

- ❖ More time per session
- ❖ Meeting with advisor more than once a week

General Comments included:

“When I first came here I was very confused and frustrated about having to start looking for a new career. I feel very fortunate Oakland University offers this program because I found it very beneficial.”

“I found the entire process great and I have already recommended it to some friends who are exploring midlife career changes.”

“This was an outstanding experience that has finally given me the confidence to explore new careers.”

“I really enjoyed the experience and feel it greatly expedited my decision making process.”

“I felt comfortable and accepted. The sessions gave me confidence to pursue my career with more focus and drive.”

“The sessions were very positive. They were always interesting and full of information and it was a pleasure to talk to my advisor, thank you!”

“I was very impressed with the quality of the program. I will definitely recommend it to others- thank you!”

“Career counseling was very helpful with starting myself on a journey towards greater self-fulfillment.”

TYPICAL CASE STUDIES

Clients come to the Adult Career Counseling Center seeking assistance in resolving a variety of career issues. The following is just a sample of some of the career-related issues presented during this past year:

- Male client, in his mid-thirties, was currently employed in the marketing field but no longer felt fulfilled. He longed for something that was more than just a “paycheck.” He wanted to utilize his creative energy to do something with meaning. He wanted to reevaluate his interests, skills, and values. He was administered the MBTI, Campbell Interest and Skill Survey, and performed the Values Card Sort. He also researched potential careers on Bridges and www.careeronestop.com. After some reflection, he narrowed his selection down to writing. He has always wanted to be a writer and was trying to ignore this internal passion. He and his advisor researched creative writing programs in the area. He terminated his career counseling with a plan to continue his educational research and ultimately attend one of the programs in the area once his occupational obligations were met.
- Female client, 40 years old, who was widowed suddenly one year earlier. She was left with two young children and an uncertain future. She had been a homemaker for a number of years but decided her situation called for career exploration to ensure a stable future for herself and her young family. She had received an Associates degree in an automotive related field before starting her family, but felt it was time to reevaluate her skills, strengths and interests. Through the use of the MBTI, discussion, and the Strong Interest Inventory she was able to choose nursing as her desired career option, but still lacked the confidence to consider an academic path. Through further discussion and support from her career advisor, as well as homework related to barriers and fears, she was able to recognize that her fears were unfounded and that the traits that helped her cope through a difficult period in her life and the life of her family would serve her in her academic and professional endeavors. She happily finalized her career counseling with a firm resolve to meet her goal of becoming a nurse by enrolling in courses at Macomb Community College with a plan to transfer to the Oakland University School of Nursing.
- A twenty seven year old female client who was employed by Delphi Automotive in order processing and customer service reported that she was in fear of losing her job due to cut backs and wanted to explore other occupations that might be a rewarding fit for her. She completed the party exercise and guessed that her Holland code would be ASR. Results from her Strong's Interest Inventory confirmed that SRA was her true Holland code. After some discussion she determined that she does wish to help people foremost, but that she does like to work with her hands and express some creativity in the work she does. She used O*Net, the occupational information network on the web, to search out occupations that matched her occupational theme code and to determine if these occupations also were in line with her self reported work values. She found that she was most interested in dietetics and occupational therapy and

began pursuing opportunities to volunteer and job shadow in these occupations. She terminated counseling shortly after finding a place to volunteer and reported that she will continue to use the resources she learned of at the center to eventually search out a university that has a program in her chosen area of study. We discussed her perceived barriers to pursuing her goals and she made tentative plans regarding how she will deal with those obstacles if they arise.

- Male client, 25 years old, was currently employed in the business industry and was extremely unsatisfied. He described himself as energetic and highly motivated, yet at work he was bored and frustrated by the fact that he wasn't using his talents or fulfilling his potential. He had been seeking alternate employment for several months without any success. He and his advisor discussed his fear of change as a barrier to finding a new position as well as brainstormed alternate job search strategies. He was also considering returning to graduate school but was uncertain as to what degree he should pursue. Through the use of the Strong Interest Inventory and the Values Card Sort, he was able to create a list of occupations he wanted to explore. After considerable occupational research, discussions with advisor, and much reflection, he decided he did want to continue in the field of business with a concentration in Entrepreneurship. He applied and was accepted into the Master's of Business Administration program at Oakland University and is currently a part time student. Several months after finishing career counseling, he notified the advisor that he had successfully obtained a new job where he had an opportunity to put his talents to use as well as grow as a professional.

MARKETING AND PUBLIC RELATIONS

A number of efforts have been made during the 2005-2006 academic year to increase public awareness of the services offered by the ACCC. We have received a tremendous response from the community, as we maintained a waiting list from September 2005 until June 2006.

2005-2006 Marketing and Public Relations Efforts

- ❖ The Advisors of the ACCC gave out the ACCC brochure.
- ❖ Students enrolled in the Counseling Practicum through the Master's in Counseling program at Oakland University utilized our computer programs with their clients, as well as gave referrals.
- ❖ The ACCC hosted an annual open house during National Career Development Month in November and invited students, faculty, and others from the community.
- ❖ Lynn Kelemen assisted in establishing a career/job preparation program for inmates within the Oakland County Jail system. By working with Rachel Wall, an alumni of the Masters in Counseling program at Oakland University, who had been given the responsibility of creating and implementing the program, Lynn was able to offer support and assistance in the form of recommendations, referrals and materials. The program is scheduled for implementation in the Fall of 2006.
- ❖ The ACCC hosts a web page on Oakland University's website advertising our services: <http://www2.oakland.edu/counsel/accc/>.

VISITORS TO THE ACCC

The reputation the ACCC has developed in the professional community, as well as at Oakland University, as a model of a university-sponsored career guidance service has led to a number of requests to visit our facilities.

Dr. Virinder Moudgil, Vice President of Academic Affairs and Provost

Dr. Mary Otto, Dean, School of Education and Human Services

Dr. Dawn Pickard, Associate Dean, School of Education and Human Services

Dr. Luellen Ramey, Chair, Department of Counseling

Dr. Todd Leibert, Assistant Professor, Department of Counseling

Dr. Elizabeth Cron, Director, Oakland University SEHS Counseling Center

Kim Spampinato, Coordinator, Oakland University SEHS Counseling Center

ACCC ADVISOR ACTIVITIES

The ACCC advisors' commitment to the center involves a number of responsibilities and activities. In addition to working with individual clients, four additional activities should be highlighted: career groups, in-service training, conference participation, and outside activities.

Career Groups

In the spring of 2006, the ACCC led a career group that allowed the center to accommodate many clients waiting for services at one time. The focus of the five-session career group was on career exploration, and the group consisted of approximately six members. Each week had a different theme to be discussed, such as values, personality type, gathering occupational information and decision-making. Group members' comments included: "The sessions were very helpful for me. I was able to focus on my strengths and weaknesses and my values to pinpoint a career that is suitable for me", and "I would recommend this to others who might need help in this area of their lives."

In-Service Training

Each year the Adult Career Counseling Center provides in-service training to students and faculty who utilize computer-assisted career guidance programs. This in-service informs students in Practicum and Career Counseling classes on how to use the computer-assisted programs to benefit clients with career issues. Tours were offered and provided to those interested in the layout and resources of the Adult Career Counseling Center.

Among those who received in-service training during the 2005-2006 academic year were students in:

CNS 664: Counseling Practicum

In total, 121 students received in-service training at the ACCC from September 2005 to June 2006

Conference Participation

In October 2005, two of our advisors traveled to Traverse City for the annual Michigan Counseling Association (MCA) conference, held at the Grand Traverse Resort. Several workshops were attended on topics pertaining to career counseling.

In April 2006, Christy Miller, Lynn Kelemen, and Kellie Klinck played key roles in the execution of the annual spring conference hosted by Oakland University's Graduate Counseling Student Association (GCSA). Lynn was a co-chair for the planning and implementation of the conference. Kellie assisted in her role as President of the GCSA, and Christy joined the set-up team and assisted the morning of the conference. This year's theme focused on the issues of trauma and the recovery process. Workshops attended at this conference were applicable to both individual and group counseling. All of those involved agreed it was a successful event!

Consultation: ACCC Individuals with Special Needs.

The ACCC took advantage of consultation offered by Sandra Y. Manoogian from S. Yangouyan and Associates, Inc. Rehabilitation Consultants in January of 2006. The ACCC was initially contacted by Sandra Manoogian to preliminarily explore the organization's structure to interface with individuals with disabilities seeking career services. This meeting was held with Dr. Taber, the director of the ACCC, on January 20th, 2006. It was determined that the career center was responding to special needs on a case by case basis and with individual supervision. Scott Hall met with Sandra Manoogian to discuss client eligibility for services, use of ACCC resources, populations served, internal procedures for screening clients, referral sources for clients with special needs, internal and external resources used, and accessibility. After review of the ACCC referral resources and screening procedures for individuals with special needs, it was determined that the ACCC's current protocol insures that this population will be provided with an appropriate referral when their needs are outside of the scope of ACCC services.

APPENDIX A ACCC DISCLOSURE STATEMENT

THE ADULT CAREER COUNSELING CENTER

Oakland University
280A Pawley Hall
Rochester, MI 48039

What Does a Career Advisor Do?

ACCC Career advisors help clients gather information about themselves and various career options. They also help clients evaluate this information and make plans related to career/life directions. Various strategies and techniques are used that are relevant to the unique needs of each client. During your visits to the ACCC, the career advisor will most likely do many of the following:

- Conduct an individual intake session to discuss your history, current situation and career/life goals.
- Use computerized career planning systems, occupational information systems and the World Wide Web to assist you in understanding the world of work.
- Administer and interpret assessments and inventories, which may be useful in identifying abilities, interests and other factors relevant to your career options.
- Encourage your self-exploration exercises through worksheets and homework assignments.
- Provide opportunities for improving your decision-making skills.
- Assist you in developing a career plan.
- Discuss job-hunting strategies, interview techniques, and assist in the development of your resume, if needed.

What Training and Supervision Do the Career Advisors Have?

Career advisors at the ACCC are graduate students in the Master of Arts in counseling program at Oakland University. They are supervised by counselors in practice who have earned the designations of Licensed Professional Counselor (L.P.C.) and Nationally Certified Career Counselor (N.C.C.C.)

Ethical Practices

Career advisors at the ACCC are expected to follow the ethical guidelines of the National Career Development Association (NCDA) and the American Counseling Association (ACA).

Consumer Rights

Based on the guidelines of the National Board for Certified Counselors and Chi Sigma Iota, an honorary counseling society, The ACCC has adopted the following guidelines. The client has the right to:

- Be informed of the qualifications of your advisor, which includes education and relevant experience.
- Receive an explanation of services offered, your time commitments, rights and responsibilities.
- Have all that you say treated confidentially, informing you of any state laws placing limitations on confidentiality in the counseling relationship.
- Ask questions about the techniques, strategies, and assessments used by the advisor and decide not to proceed with these at any time.
- Participate in goal setting and evaluate the progress toward meeting those goals.

APPENDIX B AUXILIARY SERVICES

Advising Resource Center

The Advising Resource Center provides academic advising, major exploration, and career counseling to “undecided” students at Oakland University. Many students enter the university as “undecided”. However, other students who have entered the university under other majors may also use the services offered at the Advising Resource Center.

The career counseling services offered through the Advising Resource Center include the utilization of career assessments and career related resources. Assessments include the Strong Interest Inventory, the Self-Directed Search, the Career Thoughts Inventory, the Myers-Briggs Type Indicator, and values and skills card sorts. Resource materials include “Bridges” and various handouts and information about Oakland University majors and careers.

The Advising Resource Center is located at 121 North Foundation Hall (248-370-3227) and is open year round Monday through Friday from 8am to 5pm. All career counseling is done by appointment. Evening appointments are also available upon request.

APPENDIX C
BRIEF REPORT OF THE PONTIAC ADULT CAREER
COUNSELING CENTER

PONTIAC ADULT CAREER COUNSELING CENTER

The Pontiac Adult Career Counseling Center (PACCC), a joint venture between Oakland University (OU) and Oakland Community College (OCC), opened its doors in February, 1991. For 15 years, PACCC served area clientele seeking career planning and counseling. The Auburn Hills Campus of OCC provided counselors to PACCC while Oakland University provided a Counseling graduate assistant to assist these counselors. Until recently, PACCC had operated under the co-direction of Ms. Karen Pagenette (OCC) and Dr. Brian Taber (OU).

In June of 2006, following the retirement of Ms. Pagenette, Oakland Community College made the decision to end this partnership with Oakland University, thereby ending services. With the cessation of services in Pontiac, Oakland University, decided to retain the Counseling graduate assistant position in order to meet the potential increased demand for services at the ACCC on the Oakland University campus.

The closure of PACCC is very disappointing and a loss for those who would have benefited from its services. The ACCC will do what it can to fill this void in the community and continue to provide excellent service to those seeking career assistance.