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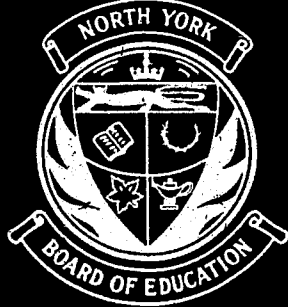
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AUTHOR Hunter, Susanne M.
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ABSTRACT This paper reports on phase three of the evaluation of a model career information center established in a secondary school as a demonstration project. This report contains comparative data obtained from student responses, one year after the center had been in operation. This survey found that while the number of students seeking assistance from a guidance counselor had decreased, the students rated such visits as more helpful than those surveyed earlier. It was also found that, compared to the earlier sample, the present students were more able to verbalize the steps necessary to career decisions, took more practical steps, and indicated greater commitment in the steps they had taken to planning their future. It was also found that new needs were emerging and different needs were being met. (NG)

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RESEARCH REPORT

ED124836

EVALUATION OF A DEMONSTRATION CAREER INFORMATION CENTRE, PHASE 3

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Susanne M. Hunter

January, 1976

THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

P R E F A C E

The demonstration Career Information Centre at Georges Vanier Secondary School, in North York, was established in cooperation with the Department of Manpower and Immigration in March 1974. The Centre became fully operational at the beginning of the school term in September of that year.

One of the objectives of the Centre was to evaluate the service being provided to students. The evaluation process was organized in four phases for the 2-year demonstration period. Reports for Phase 1, fall term 1974, and Phase 2, spring term 1975, have already been distributed. This report covers the Phase 3 period, fall term 1975. The report of data for Phase 4 will be made toward the end of the spring term, 1976.

This report presents comparative data obtained from student responses. A descriptive outline of procedures and the manner in which the service has developed will be contained in a future report designed to present the operation of the Career Information Centre as a model for delivering a career information service within a school community.

Acknowledgement of assistance in designing the evaluation process is made to Mr. L. Auriat, Research and Development Branch, Department of Manpower and Immigration, Miss G. Bedville, Youth Consultant, Ontario Region, Canada Manpower, and to staff members of the Educational Research and Development Department of the Board of Education.

E. E. Huff

EVALUATION OF A DEMONSTRATION CAREER, INFORMATION CENTRE, PHASE 3

Survey Design

A questionnaire was designed to determine the impact that the Career Information Centre has on the student population. This questionnaire was administered to a selected group of students in the early fall of 1974, before the Centre was fully operational, and the results (reported in "An Interim Report, Evaluation of a Demonstration Career Information Centre") provide a data bank against which comparisons can be made with subsequent survey administrations. A second survey was administered in May, 1975, eight months after the Centre had been in operation; this questionnaire was similar to the first, but questions concerning the Career Centre were added. The results of the May, 1975 survey (reported in "Evaluation of a Demonstration Career Information Centre, Phase 2") were compared with earlier survey results, where relevant. The results of the third survey which was administered in October of 1975, one year after the Centre had been in operation, are reported here. The questionnaire used in this survey was similar to the one administered in May, 1975 with the addition of one question.

At the end of the evaluation period, spring 1976, approximately two years after the Centre has been operational, a similar survey will be administered again.

The questionnaire was developed to probe students' views regarding future planning, and to provide information about the steps that they have taken towards planning for their future. It is anticipated that the results will indicate whether the Centre has provided services beyond those the school alone is capable of providing and to what extent these additional services assist students.

Methodology

All the questions included in the spring 1975 survey were repeated in the fall survey. One question was added to determine whether the students were new to Vanier in the fall of 1975 or they had previously attended that school. (See Appendix A for a copy of the instrument).

The students were selected and the questionnaire administered by the Guidance staff of Vanier in October of 1975.

Where relevant, the results of this survey will be compared with the data bank provided by the fall 1974 survey. Since, in each case, students who have completed only one month of their present school year are being sampled, a more valid comparison will be obtained than if the fall 1975 results were contrasted with those of the previous spring.

Sample Description

In all, 187 students completed the questionnaire. The following tables show (a) a description of the sample by grade and sex, (b) the distribution in the sample of students who were new to Vanier, and (c) the career aspirations of the students' sampled.

TABLE 1
SAMPLE BY GRADE AND SEX

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%	%	%
Male	57	49	44	42	54	48
Female	36	49	53	56	46	50
No Answer	7	2	2	2	-	2
Base (Number of Students)	(14)*	(39)	(45)	(50)	(39)	(187)

The male and female respondents were fairly evenly balanced.

TABLE 2
DISTRIBUTION OF STUDENTS WHO ARE NEW TO VANIER

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%	%	%
Students new to Vanier	72	79	9	2	5	26
Students who attended Vanier previously	14	21	89	96	82	68
No Answer	14	-	7	2	13	6
Base	(14)	(39)	(45)	(50)	(39)	(187)

*Caution should be used in interpreting results where the base (number of students) is so small.

Considering that students enter Vanier from the feeder schools at the Grade 9 and 10 level, the distribution of students in the sample who were new to Vanier follows a pattern which is understandable. For this reason, the results of an analysis of the data according to whether the students were new to or have previously attended Vanier would parallel the results of an analysis by grade. Thus, for ease of comparison with the fall, 1974 data bank, the analysis will be made by grade.

Career Aspirations -

The table below shows what the students in the sample intend to do after leaving Vanier.

TABLE 3

Question: After leaving Vanier you intend to: (check one box only).

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%	%	%
Go to University	0	46	44	62	79	53
Go to Community College	21	18	24	14	5	16
Enter Employment	7	10	13	8	5	12
Enter Apprenticeship	7	8	2	2	-	3
Other	0	2	2	10	3	4
Don't Know	64	15	13	4	8	13
No Answer	-	-	-	-	-	-
Base (Number of Students)	(14)	(39)	(45)	(50)	(39)	(187)

Almost 70% of all the respondents indicated that they intend to enter a post-secondary institution; more than half the respondents (53%) wish to go to University. Students who indicated they intend to enter employment after leaving Vanier (12%) were asked to respond to the following question:

If you intend to enter employment, what sort of job would you like to obtain?

Most students provided an answer to this question. Five respondents indicated that they would like to work in an office (i.e. a secretary or administrator). Other fields mentioned less frequently included the following:

- Travel job, tourist business
- Salesman, store clerk
- Mechanical or electrical job, or draftsman
- Waitress
- Architect

Some differences in the aspirations of the sample responding to the fall 1975 survey as compared to the fall 1974 survey are apparent in Table 4.

TABLE 4

Question: After leaving Vanier you intend to:

	Fall, 1974	Fall, 1975
	Respondents	Respondents
	%	%
Go to University	52	53
Go to a Community College	13	16
Enter Employment	5	12
Enter an Apprenticeship	4	3
Other	5	4
Don't Know	17	13
No Answer	3	-
Base (Number of Students)	(225)	(187)

It is interesting to note that there were slightly more students interested in entering a post-secondary institution in the fall 1975 survey (69%) than the fall, 1974 survey (65%) and, there has been a decline in the "Don't Know" response from 17% to 13% in the fall 1975 survey. Another point of interest is the increase in percent of students who intend to enter employment and the fact that most of those who implied this intention were able to specify, however broadly, the kind of work they would seek.

Questions Related to the Career Information Centre

All participating students were asked how often they had visited the Centre. Those who responded that they had "never" visited the Centre were instructed to skip the next 6 questions which dealt specifically with the Centre and the Centre's activities.

TABLE 5

Question: Approximately how often have you visited the Career Information Centre?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
More than 5 times	-	2	7	12	20	10
Four to 5 times	-	2	11	20	8	10
Two or 3 times	7	23	36	32	31	29
Once	14	18	24	26	20	22
Never	79	54	22	10	20	29
No Answer	-	-	-	-	-	-
Base (Number of Students)	(14)	(39)	(45)	(50)	(39)	(187)

Approximately 70% of the respondents indicated they had visited the Career Information Centre at least once. Some variation is apparent by grade with 21% of the Grade 9 students indicating they had visited the Career Information Centre as compared to 79% at the Grade 13 level.

As noted earlier, the next 6 questions related specifically to the Career Centre and only those people who had used the facility would be able to answer. Therefore, those respondents who had never visited the Centre were eliminated in the analysis of the next few questions.

Question: Which materials did you find most helpful?

The responses to this item were coded and tabulated. The results are shown in Table 6 in category format for the total sample, excluding those who had never been in the Centre.

TABLE 6

Response	Percent Mentioning *
Computer	21
Pamphlets, files, folders	20
Books, booklets	19
Materials not specified	15
Black Binders	10
University Calendars	9
Films, movies	7
Careers Consultant	6
Speakers	2
Everything, a lot	2
Nothing	5
Other	7
Base (number of students who visited Career Centre)	(132)

All but 5% of the respondents found some of the materials and services provided by the Career Information Centre to be helpful. The category titled "Materials not specified" includes responses which do not mention the materials used but do indicate that the information they received was helpful.

* Since a number of students mentioned more than one of these responses, the total "Percent Mentioning" is greater than 100.

TABLE 7

Question: So far this year have you received assistance from the Careers Consultant (in the Career Information Centre) regarding Educational Choices you have to make (e.g. course options or post secondary information)? If yes, how helpful was the information you received?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes, more than once	-	6	3	7	16	8
Yes, once	-	17	31	31	32	29
Total "Yes"	-	23	34	38	48	37
Very Helpful	-	0	33	6	40	22
Quite Helpful	-	50	25	47	33	38
All right/not bad	-	50	33	35	20	31
Not too Helpful	-	-	8	12	7	9
Not at all Helpful	-	-	-	-	-	-
No (no assistance sought)	100	72	66	62	52	63
No Answer	-	6	-	-	-	-
Base (Number of students who had visited Centre)	(3)	(18)	(35)	(45)	(31)	(132)

Thirty-seven percent of the respondents who had visited the Centre received assistance from the Careers Consultant regarding Educational Choices and 60% of these students found the assistance to be helpful. Although the numbers of students receiving assistance once was fairly constant across the upper grades, the older students tended to be the ones who

return for additional help and who rated the assistance most helpful (73% of the Grade 13 students found the assistance helpful compared to 58% and 53% in Grades 11 and 12).

TABLE-8.

Question: Have you received assistance from the Careers Consultant so far this year regarding Career Choices you have to make (e.g., job or occupational information)?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes, more than once	-	6	-	7	19	8
Yes, once	-	39	31	22	23	26
Total "Yes"	-	45	31	29	42	34
Very Helpful	-	25	18	8	23	18
Quite Helpful	-	63	27	38	38	40
All right/not bad	-	12	36	31	38	31
Not too Helpful	-	-	18	23	-	11
Not at all Helpful	-	-	-	-	-	-
No (no assistance sought)	100	39	69	69	58	63
No Answer	-	16	-	2	-	3
Base (Number of students who had visited Centre)	(3)	(18)	(35)	(45)	(31)	(132)

Approximately one-third of the respondents (34%) who had visited the Centre received assistance from the Careers Consultant regarding Career Choices. Fifty-eight percent of these students indicated that this assistance was helpful; approximately 30% found the assistance all right/not bad.

It is interesting to note that more than 40% of the students who had visited the Centre from both Grades 10 (45%) and 13 (42%) received assistance and that 20% of the Grade 13 students were return visitors.

TABLE 9

Question: Have you used SGIS* which is located in the Career Information Centre?
If Yes, how helpful was the information you received?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes	33	28	40	27	32	32
Very Helpful	-	-	36	33	30	29
Quite Helpful	100	40	14	42	20	29
All right/not bad	-	60	36	16	30	31
Not too Helpful	-	-	7	8	20	9
Not at all Helpful	-	-	7	-	-	2
No	66	67	57	73	68	67
No Answer	-	5	3	-	-	1
Base (Number of students who had visited Centre)	(3)	(18)	(35)	(45)	(31)	(132)

The results were fairly consistent across the grades with approximately one-third (32%) of all the students who had visited the Centre having used the SGIS. Almost 60% of these students found the information received to be helpful.

* Student Guidance Information Service.

TABLE 10

Question: How would you rate the assistance you received through the Career Information Centre?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Answered all my questions	-	6	3	7	3	4
Answered most of my questions	33	61	37	38	45	42
Answered about half of my questions	33	6	11	18	10	13
Answered a few of my questions	33	17	26	24	16	22
Answered none of my questions	-	-	3	4	6	4
No Answer	-	11	20	9	19	14
Base (Number of students who had visited Centre)	(3)	(18)	(35)	(45)	(31)	(132)

Nearly half the students who visited the Career Information Centre (46%) indicated that most or all of their questions were answered.

Questions Repeated From Fall Survey

All students surveyed were asked to complete the remainder of the questions.

TABLE 11

Question: So far this year have you sought assistance from a school Guidance Counsellor regarding Educational Choices you have to make (e.g. course options or post secondary information)?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades	
	%	%	%	%	%	Fall, '74	Fall, '75
Yes, more than once	7	21	27	18	38	29	24
Yes, once	43	28	18	34	31	40	29
Total "Yes"	50	49	45	52	69	69	53
Very Helpful	14	26	35	31	22	17	27
Quite Helpful	14	26	40	42	52	41	39
All right/ not bad	44	42	20	15	22	30	25
Not too Helpful	14	-	5	8	4	10	5
Not at all Helpful	14	-	-	4	-	-	2
No Answer	-	6	-	-	-	2	1
No (no assistance sought)	43	44	53	46	31	30	43
No Answer	7	7	2	2	-	1	3
Base (Number of Students)	(14)	(39)	(45)	(50)	(39)	(225)	(187)

More Grade 13 students indicated that they sought assistance from a Guidance Counsellor regarding Educational Choices (69%) and that they returned more frequently (38% indicated they sought assistance more than once) than the other grades. The high degree of satisfaction with help received was also evident in the upper grades when 75%, 73% and 74% of the students in Grades 11, 12 and 13, respectively, rated the counsellor's assistance helpful.

Although fewer students indicated that they had sought assistance from a Guidance Counsellor regarding Educational Choices in the fall 1975 (53%) than the fall 1974 (69%), the students surveyed in 1975 found the assistance more helpful (66% found it "Quite helpful" or "Very helpful" in 1975 compared to 58% in 1974).

It is interesting to question whether the decrease in per cent of students seeking assistance from a Guidance Counsellor may be a result of increased numbers of students who are now seeking out the Careers Consultant for assistance.

TABLE 12

Question: So far this year, have you sought assistance from a school Guidance Counsellor regarding career choices you have to make (e.g. job or occupational information) ?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades	
	%	%	%	%	%	Fall '74 %	Fall '75 %
Yes, more than once	14	8	9	-	18	13	8
Yes, once	21	8	9	26	36	22	20
Total "Yes"	35	16	18	26	54	35	28
Very Helpful	20	17	-	15	24	12	17
Quite Helpful	40	50	63	31	52	42	47
All right/not bad	20	33	25	46	19	36	23
Not too Helpful	-	-	12	8	-	9	4
Not at all Helpful	20	-	-	-	-	1	2
No (No assistance sought)	65	84	80	74	46	64	71
No Answer	-	-	2	-	-	1	1
Base (Number of Students)	(14)	(39)	(45)	(50)	(39)	(225)	(187)

Approximately half the Grade 13 students (54%) surveyed indicated that they had sought assistance from the Guidance Counsellor regarding Career Choices and 18% indicated that they had sought this assistance more than once. The numbers of students at the other grade levels who sought assistance were relatively small. A high degree of satisfaction was shown by all grade levels concerning the assistance they had received (64% of all the students found the assistance to be either "Quite helpful" or "Very helpful").

As in Table 11, fewer students indicated that they had sought assistance from a Guidance Counsellor regarding Career Choices in this survey (28%) than in the fall of 1974 (35%). But, again, the students rated this assistance more helpful in 1975 than 1974 (64% of the students rated the assistance to be "Quite helpful" or "Very helpful" in 1975 compared to 54% in 1974).

TABLE 13

Question: Can you picture the kind of work you will be doing ten years from now?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades	
	%	%	%	%	%	Fall, '74	Fall, '75
Yes, quite clearly	-	15	13	20	23	22	17
Yes, vaguely	14	41	49	54	49	44	46
No	79	44	38	26	28	32	37
No Answer	7	-	-	-	-	1	-
Base (number of students)	(14)	(39)	(45)	(50)	(39)	(225)	(187)

The results, as seen in Table 13, followed an expected pattern with a greater number of the older students being able to visualize their future than those at the lower level.

A comparison of the fall 1975 results with those of the 1974 data bank, showed a slight decrease in the number of students who can picture the work they will be doing in 10 years from 66% in 1974 to 63% in 1975. The results were, otherwise, quite similar.

Question: Can you picture the kind of work you will be doing 10 years from now? If yes, please describe the work you think you will be doing and some of the activities you see yourself performing.

Basic Assumption

It is anticipated that the longer the Career Centre is operational and is used by more and more students, the more able these students will be to realistically visualize their roles in the working world.

Rating Scheme

Responses to the question were rated in terms of the quality of the answers according to the rating scheme developed for and described in the fall 1974 report, and used again for the spring 1975 survey.

Students responding in the fall 1975 provided some answers which were not covered by the students responding to the previous surveys. These answers have been added to the list, preceded by a double asterisk, and assigned a quality rating in terms of points. The Rating Scheme for Table 14 can be found in Appendix B.

The following table shows how many points the students gained in answering this question.

Question: Please describe the work you think you will be doing and some of the activities you see yourself performing.

TABLE 15

Number Of Points Awarded	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades	
	%	%	%	%	%	Fall, '74 %	Fall, '75 %
1	14	13	4	12	-	13	8
2	14	23	13	18	18	16	18
3	-	15	29	16	13	12	17
4	-	5	11	10	21	10	11
5	-	3	2	4	8	8	4
6	-	-	-	4	8	2	3
7	-	-	-	2	5	1	2
8	-	3	-	6	-	1	2
9	-	-	-	-	-	1	-
10 or more	-	-	-	-	-	1	-
No Answer	-	-	2	2	-	1	1
Unable to picture work	71	38	38	26	28	33	35
Base (number of students)	(14)	(39)	(45)	(50)	(39)	(225)	(187)

A comparison of points earned across the grades, indicated that the results followed an expected pattern. The older students were able to describe their future more clearly and thus there were a greater number of students' responses awarded high points in the upper grades.

The fall 1975 results parallel those of 1974 with approximately half the students getting four points or fewer.

Question: In your opinion what are the important steps students should follow before making decisions about their future?

Question: Please describe the steps you have taken so far regarding planning for your future.

Both these questions were designed to find out how much students have thought about the future; the first attempts to determine whether students can verbalize the process of career planning and the second question attempts to determine what action they have taken so far.

Basic Assumption

One of the aims of the Career Information Centre is to assist students to recognize the need for appropriate future planning, as well as to provide opportunities to learn about various careers. As students become involved in Career Centre activities, their abilities in these areas should be strengthened. It is anticipated that the longer the Career Centre is in operation, the more fully will students be able to answer these questions and that they will show an increase in the amount of action taken to plan for the future.

Rating Scheme

The student's responses were rated in terms of the quality of the answers according to the rating scheme devised for and described in the fall 1974 report and utilized again in the spring of 1975.

Again, the students participating in this survey provided some responses that were not covered by students in the fall 1974 and spring 1975 survey. - These responses are shown preceded by a double asterisk in the Rating Scheme for Tables 15 and 16 found in Appendix C.

TABLE 15

Question: In your opinion, what are the important steps students should follow before making decisions about their future?

Number Of Points Awarded	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades	
	%	%	%	%	%	Fall, '74 %	Fall, '75 %
1	-	15	7	-	3	6	5
2	21	5	7	4	3	14	6
3	7	10	13	6	5	13	9
4	29	15	4	20	15	22	15
5	14	14	18	20	8	9	16
6	21	10	18	12	18	13	15
7	-	5	20	18	15	11	14
8	-	10	4	8	15	3	9
9	-	3	2	4	10	2	4
10	-	3	-	-	5	-	2
11 or more	-	3	-	-	-	1	1
Don't Know	-	3	-	2	-	-	1
No Answer	7	-	7	6	3	7	4
Base (number of respondents)	(14)	(39)	(45)	(50)	(39)	(225)	(187)

Again, the results follow an expected pattern. The older students tended to earn more points than the younger students; 63% of the Grade 13 respondents earned 6 points or more compared to 21% of the Grade 9 students. It is interesting to note that a small proportion of Grade 10 students gained very high scores.

A comparison of the fall 1974 and fall 1975 results indicated that the students have improved in their ability to verbalize steps necessary to make decisions about their future. While 45% of the 1975 respondents gained six points or more, only 30% of the 1974 respondents did so. At the other end of the scale, only 11% of the 1975 respondents had scores of 2 or less in comparison to 20% in 1974.

Question: Please describe the steps you have taken so far regarding planning for your future.

TABLE 16

Number Of Points Awarded	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades	
	%	%	%	%	%	Fall, '74 %	Fall '75 %
0	-	8	18	4	-	-	7
1	29	15	16	14	3	11	13
2	43	28	16	12	8	24	18
3	-	15	16	22	13	13	16
4	14	15	11	16	26	15	17
5	-	8	9	12	-	7	7
6	-	-	7	10	26	6	10
7	-	5	-	-	8	4	3
8	-	-	-	2	5	1	2
9	-	-	-	4	8	1	3
10	-	-	-	2	3	-	1
11	-	3	-	-	-	-	1
No Answer	14	3	9	2	3	18	5
Base (Number of Respondents)	(14)	(39)	(45)	(50)	(39)	(225)	(187)

The results of this question follow the same pattern as in seen in Tables 14 and 15. The older students earned more points than those sampled from the lower grades; 50% of the Grade 13 students sampled earned 6 points or more, compared to 8% and 7% of the Grades 10 and 11 level, respectively. It is interesting to note that a small percentage (3%) of the Grade 10 students gained a very high score (11 points).

A comparison of the fall 1975 results with the 1974 data bank indicated again, that the 1975 respondents were taking more practical steps regarding planning for their future than those surveyed in 1974. While 20% of the 1975 fall respondents earned 6 points or more, only 12% of the 1974 students surveyed did as well. It is also interesting to note that the number of students who did not answer this question declined from 18% to 5% in 1975. This was slightly offset by 7% of the respondents whose answers were rated zero but does imply that more students have begun taking steps regarding planning for their future.

An examination of the Rating Scheme for Tables 15 and 16, indicated that the 1975 respondents have provided quite a few answers not covered by the students in the fall 1974 survey; and, these responses, especially those added by the fall 1975 students concerning choosing and visiting post-secondary institutions, indicated a greater commitment in the steps that the students perceived to be important in planning their future and in those steps they have already taken.

Question: Please describe the types of assistance you find most valuable in helping you to make decisions about your future.

Basic Assumption

This final question was included in the survey again, in order to see if the addition of the Career Information Centre would result in students finding different needs being met and perhaps new ones emerging.

Table 17 shows the responses students provided in the fall of both 1974 and 1975. An analysis by grade was omitted due to the small numbers of students. A double asterisk in the fall 1974 column indicates that those responses were not covered by the students sampled in that survey.

TABLE 17

Response	Percent Who Mentioned	
	Fall, '74	Fall, '75
Opportunities to talk with experienced people re: individual careers, have speakers	23	26
Guidance counselling in school	24	24
Opportunities to obtain specific information related to a career	**	9
General information on careers and career planning	35	13
Visits to job sites	4	5
Career Information Centre	6	15
Opportunities to discuss with parents concerns about career planning	9	6
Information on educational and other training programs for careers	8	4
In general - someone to talk to, someone who will give assistance - who is interested, informed, etc.	**	4
Opportunity to talk with teachers or principal about career possibilities for students	8	4
A thorough selection of post-secondary calendars	4	-
Opportunities to discuss with peers concerns about career planning	2	2
S.G.I.S. - Computerized career information	2	1
Opportunity to take courses related to the work I'll be doing	**	-
Opportunity to talk to students or representatives of Post-Secondary Institutions, guest speakers	**	6
Visits to post-secondary institutions	3	4
Opportunities for learning of one's own aptitudes and interests, e.g., seminars, testing, etc.	1	4

TABLE 17 (Continued)

Response	Percent Who Mentioned	
	Fall, '74	Fall, '75
Having a part-time job	**	-
Student Job Centre to help with part-time and summer employment as well as job assistance after graduation or leaving school	1	-
Work Study, job experience (part-time or summer)	5	8
Assistance in choosing a university	3	1
Chance to talk with teachers regarding their own careers	1	-
Assistance in choosing courses	**	4
Other	27	13
No Answer	22	13
Base (Number of Respondents)	(225)	(187)

A comparison between the results of the fall 1974 and fall 1975 surveys indicates that while the same number of students would find guidance counselling to be of assistance, in 1975 as 1974 (24%), more students mentioned the Career Information Centre in 1975 (6% of the students in 1974 thought the Centre would be valuable in assisting them to make decisions about their future compared to 15% in 1975).

An increased demand for opportunities =

- (a) to talk to experienced people, students and representatives of post-secondary institutions,
- (b) to visit job sites and post-secondary institutions and,
- (c) to obtain job experience.

was coupled with =

- (a) a decrease in interest in obtaining general information on careers and,

- (b) a decline in demand (i) for opportunities to talk to parents, teachers and principals and, (ii) to obtain written materials on educational programs and post-secondary institution;

indicating that the students were finding different needs being met.

Since the Career Centre has been opened, the students have also found new types of assistance to be valuable. A decrease in interest in obtaining general information was offset by a new demand for (a) opportunities to obtain specific information related to a career, (b) assistance in choosing courses and, (c) someone who is informed and interested and will give assistance.

Summary

The questionnaire was administered to 187 Vanier students, approximately half male and half female. The distribution of the students who were new to Vanier followed an expected pattern. More than two-thirds of the respondents intend to continue their education after leaving Vanier.

The findings from this survey were compared to findings gathered earlier in the fall 1974, before the Career Information Centre was fully operational. Some differences in the response patterns to similar questions have been noted. The results are summarized below:

70% of the students surveyed indicated that they had visited the Career Information Centre at least once and all but 5% of those students found something helpful.

37% of the students who had visited the Centre received assistance from the Career Consultant regarding Educational Choice and 60% found the assistance helpful; approximately 1/3 received assistance regarding Career Choice and 58% found it helpful; 32% of the students had used the S.C.I.S.; and nearly half the students indicated that most or all of their questions had been answered.

number of students seeking assistance from a Guidance Counsellor has decreased but, the 1975 students rated the assistance as more helpful than in 1974.

3% decrease in number of students who were able to picture, even vaguely, what kind of work they will be doing ten years from now but, those students who could visualize the future were able to describe it equally well.

1975 students have improved in their ability to verbalize the steps necessary to make decisions about their future over 1974 students surveyed

1975 students are taking more practical steps regarding planning for their future, than 1974 students

more students have begun taking steps towards planning for their future in 1975 than in 1974.

the 1975 students indicated a greater commitment in the steps the students perceived to be important and in those they have already taken.

the 1975 students were finding different needs being met and new ones emerging.

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

SINCE 1974 THE SCHOOL HAS BEEN GIVING SPECIAL EMPHASIS TO HELPING STUDENTS PLAN MORE EFFECTIVELY FOR THEIR FUTURES. ALSO, A CAREER INFORMATION CENTRE IS NOW OPERATING AT VANIER ACROSS FROM THE GUIDANCE OFFICES. WE WOULD LIKE YOU TO RESPOND TO THE FOLLOWING QUESTIONS AS FULLY AS YOU CAN. YOUR ANSWERS WILL HELP US TO HELP YOU TO MAKE BETTER CHOICES FOR YOUR FUTURE.

BECAUSE YOU HAVE BEEN RANDOMLY SELECTED TO PARTICIPATE, YOU MAY HAVE BEEN INCLUDED IN PREVIOUS SURVEYS OF A SIMILAR NATURE. ALL RESPONSES WILL BE KEPT COMPLETELY CONFIDENTIAL AND NO NAMES ARE REQUIRED.

Background Information (Please check the appropriate boxes).

Grade:

9

10

11

12

13

First year at school:

YES

NO

Sex:

Male

Female

After leaving Vanier you intend to: (Check one box only)

Go to University

Enter An Apprenticeship

Go to a Community College

Other

Enter Employment

Don't Know

If you intend to enter employment, what sort of job would you like to obtain?

1. Since it began operating, approximately how often have you visited the Career Information Centre?

More than 5 times	4 or 5 Times	2 or 3 Times	Once	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked "Never" please skip to question number 7(a).

2. Which materials did you find most helpful?

3(a) Have you received assistance from the Careers Consultant (in the Career Information Centre) regarding Educational Choices you have to make (e.g. course options or post secondary information)?

Yes, More than Once	Yes, Once	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) If yes, how helpful was the information you received?

Very Helpful	Quite Helpful	All Right/Not Bad	Not Too Helpful	Not at All Helpful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4(a) Have you received assistance from the Careers Consultant regarding Career Choices you have to make (e.g. job or occupational information)?

Yes, More Than Once	Yes, Once	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) If Yes, how helpful was the information you received?

Very Helpful	Quite Helpful	All Right/ Not Bad	Not Too Helpful	Not At All Helpful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5(a). Have you used SGIS (computer terminal) which is located in the Career Information Centre?

YES

NO

(b). If Yes, how helpful was the information you received from it?

Very Helpful Quite Helpful All Right/Not Bad Not Too Helpful Not At All Helpful

6. How would you rate the assistance you received through the Career Information Centre?

Answered all my questions

Answered most of my questions

Answered about half of my questions

Answered a few of my questions

Answered none of my questions

7(a). Since September, 1974 have you sought assistance from a school Guidance Counsellor regarding Educational Choices you have to make. (E.G. course options or post secondary information?)

Yes, More than Once

Yes, Once

No

(b). If Yes, how helpful was the information you received?

Very Helpful Quite Helpful All Right/Not Bad Not Too Helpful Not At All Helpful

8(a). Since September, 1974 have you sought assistance from a school Guidance Counsellor regarding Career Choices you have to make (e.g. job or occupational information)?

Yes, More Than Once

Yes, Once

No

(b). If Yes, how helpful was the information you received?

Very Helpful Quite Helpful All Right/Not Bad Not Too Helpful Not At All Helpful

9(a). Can you picture the kind of work you will be doing 10 years from now?

Yes, Quite Clearly

Yes, Vaguely

No

(b). If Yes, please describe the work you think you will be doing and some of the activities you see yourself performing.

10. In your opinion, what are the important steps students should follow before making decisions about their future?

1.

2.

3.

4.

11. Please describe the steps you have taken so far regarding planning for your future.

12. Please describe the types of assistance you would find most valuable in helping you to make decisions about your future.

THANK YOU FOR YOUR CO-OPERATION

APPENDIX B

Appendix B - The Rating Scheme for Table 14.

The rating scheme was developed after a review of all answers was completed by two researchers working independently. Each researcher assigned points to the answers and developed a rationale to explain how he assigned the points. The two sets of points were then compared and where differences occurred a compromise was reached. It was felt that this was the fairest and most unbiased method of evaluating the students' responses.

<u>Student Response</u>	<u>Points Awarded</u>	<u>Rationale</u>
Relates career to own personal qualities	5	Indicates sophisticated level of thinking and understanding of value of liking work selected.
Has work experience in the field	5	Making a decision based on sound knowledge of what to expect
Detailed description of educational requirements for career	5	Indicates that student has investigated and set a realistic goal for himself
Student indicates that he cannot picture work, provides reasons, e.g. world changing too fast	5	Shows understanding of changing nature of work; economics, the business world.
Provides alternative to a professional goal	3	Good planning for the future
Describes activities he sees himself doing in detail, gives a good picture of what he will be doing	3	Has done some investigation and is able to visualize his role
Student indicates awareness of monetary reward	2	Shows realistic attitude regarding self maintenance
Student vaguely describes educational requirements or resources necessary to pursue a career	2	Suggests practical approach is being taken toward preparation for chosen career

<u>Student Response</u>	<u>Points Awarded</u>
Student names a career.	1*
Student describes activities of a career	1*
Student notes fact that there are related careers	1
Student names related careers	1*
Student indicates what he will NOT be doing	1*
** Student indicates that he will be self employed, working independently.	1
** Student indicates he requires Post-Secondary education but not certain what subjects to take	1

** Responses not covered by the students surveyed in the fall, 1974

* Student could gain one point for each separate activity or career mentioned.

APPENDIX C

Appendix C - Rating Scheme for Tables 15 and 16.

The method used to determine the values followed the same pattern as described earlier; two people independently assigned a value to each of the students' responses, comparisons were then made and differences in values were discussed and resolved. This process was felt to provide a fairer and less biased interpretation than if the total group of responses had simply been divided between the two researchers for independent evaluation. It may be appropriate to note that two different individuals, evaluating these responses might have assigned the values slightly differently.

<u>Students' Response</u>	<u>Points Awarded</u>	<u>Rationale</u>
Investigate occupational field(s)	2	implies a study of related careers
Leave doors open, be flexible	2	shows understanding of changing nature of world of work and of changing nature of human aspirations
Talk with counsellors	2	shows understanding of need for vocational counselling and hopefully will benefit student greatly
Talk with career consultant	2	shows understanding of need for vocational counselling and hopefully will benefit student greatly
Talk with person experienced in work or a graduate of course to be taken	2	shows understanding of the value of first-hand information
Talk with teacher about career plans	2	shows awareness of teacher as a resource when making career decisions
Visit place of work	2	shows value of experiencing first-hand working conditions, etc.
Investigate qualifications needed for the career/necessary requirements or courses, etc.	2	essential step in the process of career planning

<u>Students' Response</u>	<u>Points Awarded</u>	<u>Rationale</u>
Select related courses for study, e.g., law for prospective attorneys	2	allows student to experience some aspects of a particular career before he actually makes a commitment
Work study or part-time employment	2	first-hand experience on the job
Learn about own interests	2	essential factor in career planning
Learn about own abilities	2	essential factor in career planning
Make own choice	2	essential to independent selection
** Has chosen and named University	2	has made a commitment
** Have alternatives	2	practical consideration
** Student makes sure that career choice is what he/she wants, asks questions, is this job what I wanted for life	2	shows awareness of importance of self examination before making an important decision
** Attitude - how willing to work, how much time and effort does he want to give to career	2	shows awareness of importance of self examination before making an important decision
** Have a goal, strive to reach it	2	good to have something to strive for
** Has visited Post-Secondary Institutions	2	allows student to observe institution before making a commitment

** Responses not covered by students surveyed in the fall of 1974.

The following responses were awarded 1 point as they were judged to be less beneficial to the student in the process of planning a career, suggestive of a more passive role on the part of the student, or lacking in the idea of commitment on the part of student.

Investigate the particular career thoroughly

Talk with parents, friends

Visit Career Information Centre

Investigate educational or training institution (not visited)

Visit Canada Manpower Centre

Attend career seminar/lecture

Read career description/seek written information

Investigate future projections of career opportunities

Investigate present employment opportunities in career

Investigate working conditions, fringe benefits/security

Investigate prestige factor of career

Investigate salary possibilities of career

Investigate personal qualities needed for career

** Gives a rough idea of what career is like

** Change attitude from student to worker

** Take action, make decision

** Take time, start early

** Try hard to pass/work hard, struggle

** Make plans carefully

Summarize advantages and disadvantages of career

Investigate opportunities for advancement in career

Use S.G.I.S. (Student Guidance Information Service)

Indicates an understanding of career planning process

** Taking courses related to career (not specified)

** Talk with someone, in general, concerning future plan

Is aware of aptitude and interest tests

Study family and personal resources

Take action/makes a decision

Advocates finishing school, getting a good education

Consider how long you wish to go to school

** Thought about kind of job he would like

** Responses not covered by students surveyed in the fall of 1974.