
Students' Perceptions of a Compulsory Career Guidance Program

Dianne Yee

Swift Current Comprehensive High School

Walter Pawlovich

University of Saskatchewan

Abstract

This descriptive study investigates students' perceptions of the primary compulsory segment of the career guidance program offered by Swift Current Comprehensive High School (SCCHS). Data was gathered to examine the perceived effectiveness of the Strong-Campbell Interest Inventory (SCII) component, of the Differential Aptitude Tests (DAT) component, of the CHOICES component, and of the total program. The population of students (243) who completed the program responded to a questionnaire, the Pathways Effectiveness Survey, which was developed by the researchers. A random sample of 15 boys and 15 girls were then interviewed. A structured interview, the Pathways Interview, was also designed by the researchers. Students reported positive perceptions of the total program and of counsellor assistance. The CHOICES component of the program was perceived most positively, while students reported mixed perceptions of the SCII and DAT components of the program. Regular Core students generally perceived the program to be more beneficial than Alternate Modified students. Girls were consistently more positive about the program than were boys.

Résumé

Cette étude descriptive examine les perceptions des élèves de la section obligatoire du programme d'orientation de carrières offert au "Swift Current Comprehensive High School." Les données ont été compilées afin d'examiner l'efficacité de la section "Strong-Campbell Interest Inventory" (SCII), de la section "Differential Aptitude Tests" (DAT), de la section "CHOIX" et du programme au complet. La population étudiante (243) ayant complété le programme, a répondu à un questionnaire, le "Pathways Effectiveness Survey," lequel a été conçu par les chercheurs. Un échantillon de 15 garçons et de 15 filles, choisis au hasard, ont été interviewés. La structure de l'interview, le "Pathways Interview," a été aussi conçu par les chercheurs. Les élèves ont répondu positivement à l'ensemble du programme et à l'aide de l'orienteur. La section "CHOIX" du programme a été perçue plutôt positivement alors que les élèves ont eu des perceptions partagées des sections "SCII" et "DAT" du programme. Les élèves du programme régulier ont généralement perçu le programme comme étant avantageux, contrairement aux élèves du programme modifié. Les filles se sont montrés, de façon constante, plus positives face au programme que les garçons.

Career guidance programs are offered regularly throughout Canada and the United States. Sponsored by a wide variety of public and private organizations, the programs may be as lengthy as a 100 hour secondary school course or as brief as a several hour testing session. Research investigating the effectiveness of career guidance programs has been as varied as the types of programs offered (Figley, 1983; Hamilton, Baker & Mitchell, 1979; Holland, 1980; Johnson, Smither & Holland, 1981; Kahn & Alvi, 1984; Oliver, 1978; Stronck & Uhlemann, 1982; Tittle, 1982; Wergin, Munson, Garrison & Braskamp, 1976). While program

evaluation is consistent with sound educational practice, it is often difficult to do in the area of career guidance. According to Holland (1980), there are an abundance of career programs and ideas for helping students but little evidence about their actual effect. "As a result, practitioners and administrators must select materials and develop programs with very little concrete evidence to guide them" (p. 56).

The study was designed as a formative evaluation of the primary compulsory segment of the career guidance program offered by Swift Current Comprehensive High School (SCCHS). This segment of the senior high school career guidance program was particularly important because of the considerable expense in purchasing testing materials and computerized test scoring for the Strong-Campbell Interest Inventory (SCII) and the Differential Aptitude Tests (DAT). Purchase and monitoring of CHOICES, the computerized career information and exploration system, was also a substantial expense. Increased counsellor hours were necessary for program implementation. Most importantly, this portion of the SCCHS career guidance program was made compulsory for all grade 10 and 11 students. The study served as the initial evaluation of the career guidance program following the first implementation, and its focus was ongoing program improvement.

Examination of student perception has been viewed as an important facet of career guidance program evaluation (Figley, 1983; Miller & Cochran, 1979; Noeth, Roth & Prediger, 1975; Oliver, 1978). Oliver (1978) categorizes the dependent variables in career guidance research and includes counselling satisfaction and effectiveness as one of the four major categories. A review of literature relevant to the SCII, DAT and CHOICES components of the SCCHS program revealed that information regarding students' perceptions of these instruments was limited. The reliability, validity, sex bias and normative samples of the SCII and DAT were frequently described but few references were made to the perceptions of students who received the test information. Tittle (1982) concurs that "little systematic research exists on the acceptance and interpretation given by individuals to career assessment results" (p. 24).

METHOD

Subjects

The entire grade 11 population of the school participated in the career guidance program and responded to a questionnaire, the Pathways Effectiveness Survey. This population (243) consisted of 212 students in the Regular Core English program; these students follow an academically oriented language arts program. The population also included 31 students from the Alternate Modified English program. This is a remedial program that stresses basic language arts skills. The female population (129) included 122 students from the Regular Core program and

seven students from the Alternate Modified program. The male population (114) included 90 students from the Regular Core program and 24 students from the Alternate Modified program.

Thirty students were also interviewed using the structured Pathways Interview. The sample was selected by a stratified random method so that 15 male and 15 female students were identified. The sample of students included 25 students from the Regular Core English program and five students from the Alternate Modified English program. The female sample consisted of 13 students from the Regular Core program and 2 students from the Alternate Modified program. The male sample consisted of 12 students from the Regular Core program and 3 students from the Alternate Modified program.

Instruments

Social science research has increasingly advocated the use of multiple measures, and the study adopted this type of research methodology. Because no available instruments dealt with students' perceptions of the specific components of the SCCHS career guidance program, the researchers developed both the Pathways Effectiveness Survey and the Pathways Interview.

The Pathways Effectiveness Survey was designed as a student self-rating questionnaire using a five point Likert scale. The descriptors for each of the 28 statements ranged on a continuum from "strongly agree," which was assigned a score of five, to "strongly disagree" which was assigned a score of one for the purposes of statistical analyses.

Section A of the questionnaire surveyed students' perceptions of their career guidance needs. Section B surveyed students' perceptions of the Strong-Campbell Interest Inventory. Section C surveyed students' perceptions of the Differential Aptitude Tests. Section D surveyed students' perceptions of CHOICES. Section E surveyed students' perceptions of the total program and of counsellor assistance.

The Pathways Interview was structured to further identify students' perceptions of the career guidance program. In Section A of the interview, a peer counselling problem was posed in order to discover if students had internalized strategies for career-decision-making which included the instruments and reflected the objectives of the program. In Section B, a guided fantasy, adapted from a format proposed by Morgan and Skovholt (1977), was presented to discover the manner in which students were able to consider career- and life-planning. In Section C, focused questions were asked to discover students' expectations of career guidance programs. Questions were also asked to discover the extent to which students sought career information independently without career guidance programs, the extent to which the career guidance program helped increase students' awareness of career possibilities, and the extent to which the program helped students focus on life-planning.

Program Procedures, Data Collection and Data Analysis

In June of their grade 10 year, all SCCHS students completed the 1985 revision of the SCII and Form S of the 1972 DAT. The profiles of the SCII and the DAT were returned to students in October of their grade 11 year. At this time the students also completed the CHOICES booklet with the assistance of the researcher. Then students were individually scheduled for one hour sessions at the CHOICES terminal. The grade 11 students were assisted at the computer by one of 10 trained peer career assistants. These peer assistants were selected from the grade 12 population by the school counsellors and were trained by the researcher. When the students completed the CHOICES sessions, they completed the Pathways Effectiveness Survey.

Thirty students were then interviewed using the structured Pathways Interview. Each interview was tape recorded. Verbatim responses and paraphrases were recorded on response sheets. For each question, the essential nature of the response was classified to produce categories of interpretation in accordance with the research questions. The major themes which emerged in this qualitative data were noted.

Descriptive statistical analyses were performed on the quantitative data from the survey. Prior to data analysis, responses to negatively phrased questions were reversed to achieve consistency in the values of the ratings. Cronbach's coefficient alpha was computed as an index of reliability for each section of the survey. Pearson correlation coefficients were calculated for specific sections of the survey.

For purposes of the study, positive responses by more than four fifths of the students (80%) were interpreted as strong satisfaction and very positive perceptions of program effectiveness. Positive responses by approximately two thirds of these students (65%) indicated good satisfaction and positive perceptions of effectiveness. Positive responses by one half of the students (50%) were considered to indicate minimal satisfaction and perceptions of questionable program effectiveness.

RESULTS

SCCHS students were generally positive about the career guidance program. More than four fifths of the students who responded to the Pathways Interview (83%) mentioned that the program made them feel more confident about their career decisions. Four fifths of the students who were interviewed (80%) indicated that they were thinking differently about their lives since they began the program. A number of students mentioned that they felt a sense of immediacy regarding career decisions; other students indicated that they felt increased pressure to achieve at school so that they would be able to enroll in the post-secondary school of their choice.

Approximately two thirds of the students who responded to the Pathways Effectiveness Survey (62%) reported satisfaction with the total program and mentioned that they would seek assistance from a counsellor when they needed further help deciding about careers. Specifically, students indicated that the program had given them more career possibilities, that it had encouraged them to find out more about careers, and that it had assisted them with their career decisions. Approximately one half of the student population (52%), however, were unsure of which career steps to take after they completed the program. Based on analysis of the qualitative data, students generally felt that they required more

TABLE 1
*Frequency Analysis of Section E, Pathways Effectiveness Survey—
Students Perceptions of the Compulsory Career Guidance Program
and Counsellor Assistance*
(N = 243)

<i>Question</i>	**Mean	<i>S.D.</i>
E1. *This career information did not give me any help deciding about careers.	3.623	1.033
E2. Because of this career information I have more career possibilities in mind.	3.582	1.050
E3. This career information has encouraged me to find out more information about careers.	3.615	.997
E4. *I am more confused about my career plans as a result of this career information.	3.724	.983
E5. Because of this career information I have a good idea of what career steps to take next.	3.351	.918
E6. In the future I will go to a counsellor when I need help deciding about a career.	3.695	.852
E7a. How would you rate your counsellor in helping you understand the Strong-Campbell Interest Inventory (SCII)?	4.462	.653
E7b. How would you rate your counsellor in helping you understand the Differential Aptitude Tests (DAT)?	4.390	.640
E7c. How would you rate your counsellor in helping fill in the CHOICES booklet?	4.246	.903
E7d. How would you rate your peer counsellor in helping you work with the CHOICES computer?	4.104	.956
E8. How satisfied are you with the career information you have received this year?	3.630	.922

** Where 5 = Strongly agree . . . 1 = Strongly disagree; or 5 = Very helpful . . . 1 = Not helpful; or 5 = Very satisfied . . . 1 = Not satisfied.

* Response ratings reversed for analysis.

individual attention, more specific details about careers, and more information regarding post-secondary programs and admission requirements.

Strong-Campbell Interest Inventory Component

Students indicated mixed perceptions of the SCII component of the program although the SCII has been cited as the best interest inventory available (Borgen & Bernard, 1982; Crites, 1978; Dolliver, 1978).

More than one half of the students who were interviewed (53%) voluntarily acknowledged the importance of considering interests when deciding on careers, but the experience of using the SCII was significant enough for only one student (3%) to recommend it to other students who were having difficulty making career decisions. However, when asked what kinds of career guidance information schools should provide, approximately one quarter of the interviewed students (27%) indicated that the SCII should be included. Several researchers have also indicated that interest inventories may not add significantly to what students already know about themselves (Borgen & Bernard, 1982; Katz, 1972). Crites (1978) cautioned that the SCII should not be expected to influence career-decision-making.

When specifically asked about the SCII, approximately one half of the student population who responded to the survey felt that the information was consistent with what they knew about themselves (51%), that it gave them a clearer understanding of their interests (55%), and that it suggested suitable careers (55%).

Cronbach's coefficient alpha was computed as an index of reliability for the SCII section of the survey. A high level of internal consistency was indicated by a coefficient of .736.

TABLE 2
*Frequency Analysis of Section B, Pathways Effectiveness Survey —
Students' Perceptions of the Strong-Campbell Interest Inventory (SCII).*
(N = 243)

<i>Question</i>	<i>**Mean</i>	<i>S.D.</i>
B1. How easy to understand was the information from the SCII?	3.676	.747
B2. The information I received from the SCII fit with what I know about myself.	3.441	.854
B3. The SCII gave me a clearer idea of my interests.	3.477	.907
B4. *The SCII did not give me a better understanding of which careers match my interests.	3.427	.958

** Where 5 = Very easy . . . 1 = Not easy at all; or 5 = Very well . . . 1 = Not well at all; or 5 = Strongly agree . . . 1 = Strongly disagree.

* Response ratings reversed for analysis.

Even though the survey generally revealed perceptions of questionable SCII effectiveness, more than four fifths of the students who were interviewed (87%) felt that as a result of the total career guidance program they had either confirmed their career interests or had more career possibilities to consider.

Differential Aptitude Tests Component

Students also reported mixed perceptions of the DAT component of the program although the DAT has been described as the best aptitude battery available for schools (Hanna, 1978; Linn, 1978; Mastie, 1976).

Although one fifth of the students who were interviewed (20%) voluntarily acknowledged the importance of considering abilities when deciding about careers, it did not appear that the experience of using the DAT was of enough significance for any students to recommend it to students who were having difficulty with career decisions. However, approximately one quarter of the interviewed students (27%) indicated that the DAT should be included in a school career guidance program. One half of the students who were interviewed (50%) indicated that they either confirmed previous information or received new information regarding their abilities from the program.

When specifically asked about the DAT, approximately one half of the students who responded to the survey felt that the information was consistent with what they knew about themselves (49%) and that it gave them a clearer understanding of their abilities (52%). Approximately

TABLE 3
*Frequency Analysis of Section C, Pathways Effectiveness Survey—
Students' Perceptions of the Differential Aptitude Tests (DAT).*
(N = 243)

<i>Question</i>	**Mean	<i>S.D.</i>
C1. How easy to understand was the information from the DAT?	3.685	.859
C2. The information I received from the DAT fit with what I know about myself.	3.424	.814
C3. *The DAT did not give me a clearer idea of my strengths and weaknesses.	3.390	.861
C4. The DAT gave me a better understanding of which careers match my skills.	3.502	.900

** Where 5 = Very easy... 1 = Not easy at all; or 5 = Very Well... 1 = Not well at all; or 5 = Strongly agree... 1 = Strongly disagree.

* Response ratings reversed for analysis.

three fifths of the student population (59%) indicated that it suggested suitable careers.

A high level of internal consistency was indicated for the DAT section of the survey by a coefficient alpha of .735.

CHOICES Component

Most researchers report positive perceptions of computerized career guidance systems (Cochran, Hoffman, Strand & Warren, 1977; France & McDowell, 1982; Macfarlane, 1985; West, 1984). SCCHS students also indicated positive perceptions of the CHOICES component of the program.

Three fifths of the students who were interviewed (60%) recommended that CHOICES should be available to high school students while they make career decisions. Approximately two thirds of the students who responded to the survey (66%) felt that CHOICES suggested suitable careers for them. The highest level of internal consistency was indicated for the CHOICES section of the survey with a coefficient alpha of .896.

TABLE 4
*Frequency Analysis of Section D, Pathways Effectiveness Survey—
Students' Perceptions of CHOICES*
(N = 243)

<i>Question</i>	**Mean	<i>S.D.</i>
D1. How easy to understand was the information from CHOICES?	3.879	.799
D2. The list of possible careers CHOICES gave me fit with what I know about myself.	3.521	.956
D3. *The CHOICES information I received about my favourite career was not helpful to me.	3.474	.969
D4. CHOICES suggested some careers which would match the lifestyle I think I want.	3.804	.919

** Where 5 = Very easy . . . 1 = Not easy at all; or 5 = Very well . . . 1 = Not well at all; or 5 = Strongly agree . . . 1 = Strongly disagree.

* Response ratings reversed for analysis.

Students' Perceptions and School Program

The study showed a relationship between students' perceptions of the career guidance program and the school program of the students. Alternate Modified program students responded less positively to the program than Regular Core students did. Fewer Alternate Modified students who were interviewed reported that they were thinking differently about their lives since they began the program or recommended using any parts of the existing program with other students.

Both Alternate Modified students who were interviewed and Alternative Modified students who were surveyed reported less satisfaction with the information they received from the DAT regarding their abilities. Alternate Modified students who responded to the survey were less satisfied with the specific career information they received from CHOICES. They also reported less satisfaction with their counsellors and indicated that they were less inclined to seek further career assistance from a counsellor.

Students' Perceptions and Gender

A relationship between students' perceptions of the SCCHS career guidance program and gender also appeared. Girls responded more positively to the program than boys did. More girls who were interviewed reported that they were thinking differently about their lives since they began the program but they also reported more confusion because they had more career possibilities to consider. Girls who were interviewed reported more satisfaction with the DAT, often because their scores were better than they had anticipated.

Girls who responded to the survey generally reported more satisfaction with the SCII and with CHOICES. Girls also responded more positively to the survey questions regarding general effectiveness of the program and satisfaction with counsellors. As well, girls indicated higher expectations of school counsellors.

DISCUSSION

The Pathways Effectiveness Survey drew information from the whole population and uncovered trends which occurred in students' perceptions of the career guidance program. However, survey data did not produce sufficient specific information to make program evaluation decisions. The Pathways Interview probed more deeply into students' perceptions of the program and established a vantage point from which to view students' perceptions. This information confirmed some of the survey trends and provided enough evidence to warrant changes in the career guidance program.

Implications for Research

Although the study clarified a number of issues for the SCCHS career guidance program, other career guidance questions appeared. Counsellors, who are expected to be informed consumers of a wide variety of career assessment devices and career programs, still require information about which instruments or interventions are perceived to be most effective by high school students. It would also be valuable to know if correlations exist between positive perceptions of career guidance pro-

grams and other career guidance variables such as career maturity or career exploratory behaviour. Still unanswered is the question of how secondary school career guidance programs are able to meet the unique needs of both male and female students.

Implications for Counsellors

Attempting an evaluative study such as this forced the researchers to question the general worth of career guidance programs. Compulsory secondary school career guidance programs which are organized around

TABLE 5
*Pathways Effectiveness Survey —
Responses Grouped by School Program and by Gender*

Question	Regular Core (N = 212)		Alternate Modified (N = 31)		Girls (N = 129)		Boys (N = 114)	
	**Mean	S.D.	**Mean	S.D.	**Mean	S.D.	**Mean	S.D.
A1	4.066	.745	3.903	.700	4.147	.708	3.930	.761
*A2	4.019	1.324	3.968	1.197	4.124	1.293	3.886	1.315
A3	4.358	.670	4.097	.746	4.310	.727	4.432	.636
A4	4.321	.703	4.032	.706	4.395	.618	4.158	.782
*A5	4.165	1.060	3.677	1.107	4.155	1.135	4.044	1.008
B1	3.699	.721	3.517	.911	3.727	.707	3.618	.875
B2	3.450	.860	3.379	.820	3.578	.819	3.282	.869
B3	3.502	.905	3.300	.915	3.633	.831	3.297	.959
*B4	3.440	.960	3.333	.959	3.523	.930	3.315	.981
C1	3.731	.860	3.333	.784	3.714	.847	3.651	.875
C2	3.476	.792	3.036	.881	3.484	.787	3.355	.841
*C3	3.423	.859	3.143	.848	3.476	.827	3.291	.892
C4	3.524	.890	3.345	.974	3.548	.854	3.450	.951
D1	3.896	.764	3.767	1.006	4.034	.715	3.705	.854
D2	3.527	.987	3.483	.738	3.643	.919	3.388	.983
*D3	3.524	.956	3.143	1.008	3.682	.938	3.252	.957
D4	3.805	.906	3.793	1.013	3.892	.846	3.709	.986
*E1	3.663	1.018	3.355	1.112	3.803	.882	3.420	1.152
E2	3.615	1.034	3.355	1.142	3.638	1.005	3.518	1.009
E3	3.635	.998	3.484	.996	3.764	.971	3.446	1.003
*E4	3.745	.967	3.581	1.089	3.803	.976	3.634	.986
E5	3.361	.922	3.290	.902	3.417	.886	3.277	.951
E6	3.740	.840	3.387	.882	3.858	.710	3.509	.959
E7a	4.473	.660	4.387	.615	4.614	.505	4.288	.755
E7b	4.440	.619	4.034	.680	4.504	.563	4.261	.697
E7c	4.267	.884	4.100	1.029	4.365	.891	4.109	.902
E7d	4.129	.939	3.913	1.083	4.265	.911	3.939	.977
E8	3.644	.889	3.533	1.137	3.794	.762	3.446	1.047

** Where 5 = Strongly agree . . . 1 = Strongly disagree.

* Response ratings reversed for analysis.

classroom groupings are not able to provide solutions to all the career-planning problems of all students. Such programs are only one facet of career guidance. They can be a catalyst to help students seek a panoramic view of their options in education and in work. They should be positive vehicles for counsellors to make contact with most of the student population.

Although SCCHS girls and boys view their options in work and education somewhat differently, they generally view the world optimistically. They believe that work will be an important part of their future, and they hope to have careers they will enjoy. These students spend a considerable amount of time thinking about their future, and life-planning and career-planning are inseparable for them.

Students at SCCHS want to know how their interests, skills and lifestyle preferences fit with specific careers. They believe that it is the job of schools and counsellors to provide such information. They want as much specific, first-hand information as possible about careers and post-secondary schools. Although classroom and group work is "okay," SCCHS students appreciate as much individual assistance from counsellors as possible. They enjoy being active participants in career guidance programs. Parents are also important sources of career information for SCCHS students; they should have access to accurate information to assist their children with career decisions.

The researchers feel this study may be of interest to school/career counsellors. SCCHS students may be unique; the researchers however, suspect that they are quite representative of Saskatchewan high school students.

References

- Borgen, F. H. & Bernard, C. B. (1982). Review of the Strong-Campbell Interest Inventory. *Measurement and Evaluation in Guidance, 14*, 208-212.
- Cochran, D. J., Hoffman, S. D., Strand, K. H. & Warren, P. M. (1977). Effects of client/computer interaction on career decision-making processes. *Journal of Counselling Psychology, 24*, 308-312.
- Crites, J. O. (1978). Review of the Strong-Campbell Interest Inventory. In O. K. Buros (Ed.). *The eighth mental measurements yearbook* (Vol. II). Highland Park, NJ: The Gryphon Press.
- Dolliver, R. H. (1978). Review of the Strong-Campbell Interest Inventory. In O. K. Buros (Ed.). *The eighth mental measurements yearbook* (Vol. II). Highland Park, NJ: The Gryphon Press.
- Figley, S. M. (1983). *Students' perceptions of a classroom career education program and their relationship with selected student characteristics*. Unpublished master's thesis. University of Saskatchewan.
- France, H. & McDowell, C. (1982). A peer counselling model for computer-assisted career counselling. *Canadian Counsellor, 16*, 206-212.
- Hamilton, J. A., Baker, O. V. & Mitchell, A. M. (1979). Identifying well-evaluated activities in career education. *Measurement and Evaluation in Guidance, 12*, 112-120.
- Hanna, G. S. (1978). Review of the Differential Aptitude Tests. In O. K. Buros (Ed.). *The eighth mental measurements yearbook* (Vol. II). Highland Park, NJ: The Gryphon Press.
- Holland, J. (1980). Some recent discoveries and developments in career assistance. In T. H. Brown (Ed.). *Counselling: Challenge of the 80's*. St. John's, Nfld.: Memorial University Printing Services.

- Johnson, J. A., Smither, R. & Holland, J. L. (1981). Evaluating vocational interventions: A tale of two career development seminars. *Journal of Counselling Psychology*, 28, 180-183.
- Kahn, S. B. & Alvi, S. A. (1984). Assessment of career skills at the high school level. *Canadian Counsellor*, 19, 22-27.
- Katz, M. R. (1972). Review of the Strong Vocational Interest Blank for Men. In O. K. Buros (Ed.). *The seventh mental measurements yearbook* (Vol. II). Highland Park, NJ: The Gryphon Press.
- Linn, R. L. (1978). Review of the Differential Aptitude Tests. In O. K. Buros (ed.). *The eighth mental measurements yearbook* (Vol. II). Highland Park, NJ: The Gryphon Press.
- Macfarlane, J. (1985). *CHOICES: The perspective of participating students and staff*. Toronto: North York Board of Education.
- Mastie, M. M. (1976). Review of the Differential Aptitude Tests. *Measurement and Evaluation in Guidance*, 9, 87-95.
- Miller, M. J. & Cochran, J. R. (1979). Evaluating the use of technology in reporting SCII results to students. *Measurement and Evaluation in Guidance*, 12, 166-173.
- Morgan, J. I., & Skovholt, T. M. (1977). Using inner experience: Fantasy and daydreams in career counselling. *Journal of Counselling Psychology*, 5, 391-397.
- Noeth, R. J., Roth, J. D. & Prediger, D. J. (1975). Student career development: Where do we stand? *Vocational Guidance Quarterly*, 23, 210-218.
- Oliver, L. W. (1978). *Outcome measures for career counselling research*. Alexandria, VA: Army Research Institute for the Behavioral and Social Sciences. (ERIC Document Reproduction Service No. ED 179 886).
- Stronck, D. R. & Uhlemann, M. R. (1982). An assessment of a career education course in a Canadian school district. *Canadian Counsellor*, 16, 180-188.
- Tittle, C. K. (1982). Career guidance program evaluation and validity. *Measurement and Evaluation in Guidance*, 15, 22-25.
- Wergin, J. F., Munson, P. J., Garrison, C. & Braskamp, L. (1976). Evaluating career education programs politically: A case study. *Vocational Guidance Quarterly*, 25, 26-34.
- West, L. (1984). *An evaluation of selected computer-assisted career counselling programs*. Unpublished summary, University of Calgary.

About the Authors

Dianne Yee was a counsellor at Swift Current Comprehensive High School at the time of writing this paper. She has recently become vice-principal of O. M. Irwin Junior High School. She has worked extensively with special needs students, co-operative education and career guidance.

Walt Pawlovich is a professor in the Department of Educational Psychology at the University of Saskatchewan. Dr. Pawlovich is interested in counsellor education and supervises counselling practica. His other interests include adolescent psychology and early school-leavers. He is currently president of the Canadian Guidance and Counselling Association.

Correspondence and requests for reprints should be directed to Dianne Yee, O. M. Irwin Junior High School, 999 George Street East, Swift Current, Sask. S9H 1Z3.