ABSTRACT
        The purpose of the Needs Checklist for Career
Education (NCCE) is to provide a tool to help determine the needs
within career education as perceived by middle and secondary school
students and staff. The checklist has two forms--one for students and
one for staff. Each form has three major sections with comparable
items for students and staff. Section 1 is devoted to aspects of
career information; Section 2 to the self; and Section 3 to the
process of decision-making. The forms are designed to tap the
perceptions of faculty and of students in terms of identical
components within career education, thereby providing a base for
comparison by career education personnel. It is hoped that the
responses to the checklist will provide: a basis for discussion among
staff, administrators, and/or community members; a brief needs
assessment of staff and program; a basis for student initiated
career-oriented activities; and a preliminary basis for teaching
and/or counseling. (Author/NH)

NEEDS CHECKLIST FOR CAREER EDUCATION

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Introduction

The purpose of the Needs Checklist for Career Education (NCCE) is

to provide a tool to help determine the needs within career education as

perceived 1) by students and 2) by staff. The checklist provides a means

of comparing student and staff perceptions of the adequacy of program

components within career education. It adds a needed dimension to the

available surveys and inventories of needs assessment.

The results of the checklist suggest several applications. For

example, the results may provide 1) a basis of discussion among staff,

administrators and/or community members, 2) a brief needs assessment of staff

and program, 3) a basis for student initiated career-oriented activities,

and 4) a preliminary basis for teaching and/or counseling.

Administration

NCCE has two forms - one for students and one for staff. The student

form is aimed at middle-school/secondary levels.

Each form has three major sections with comparable items for students

and staff. Section I is devoted to aspects of career information, Section

II to the self, and Section III to the process of decision-making. The

forms are designed to tap the perceptions of faculty and of students in

terms of identical components within career education thereby providing a

base for comparison by career education personnel.

A limited sample of students and staff within the middle school/ secondary levels have served as a pilot group. The time necessary to administer the checklist is approximately 10-15 minutes for either form. The student form consists of three pages and twenty-two items as does the staff form.

Each respondent needs the appropriate checklist form (staff or student) and a pencil/pen. The directions are self-explanatory although a reminder to answer all questions might be helpful.

Scoring

The checklist is scored by hand.

Step 1: Each "yes" response is rated as 5.

Each "somewhat" response is rated as 3.

Each "no" response is rated as 1.

Multiply the total "yes" responses by 5, total "somewhat" responses by 3, and total "no" responses by 1.

Step 2: Find the mean for each section by dividing the total from Step 1 by number of items and number of respondents.

Section I   =   16 responses
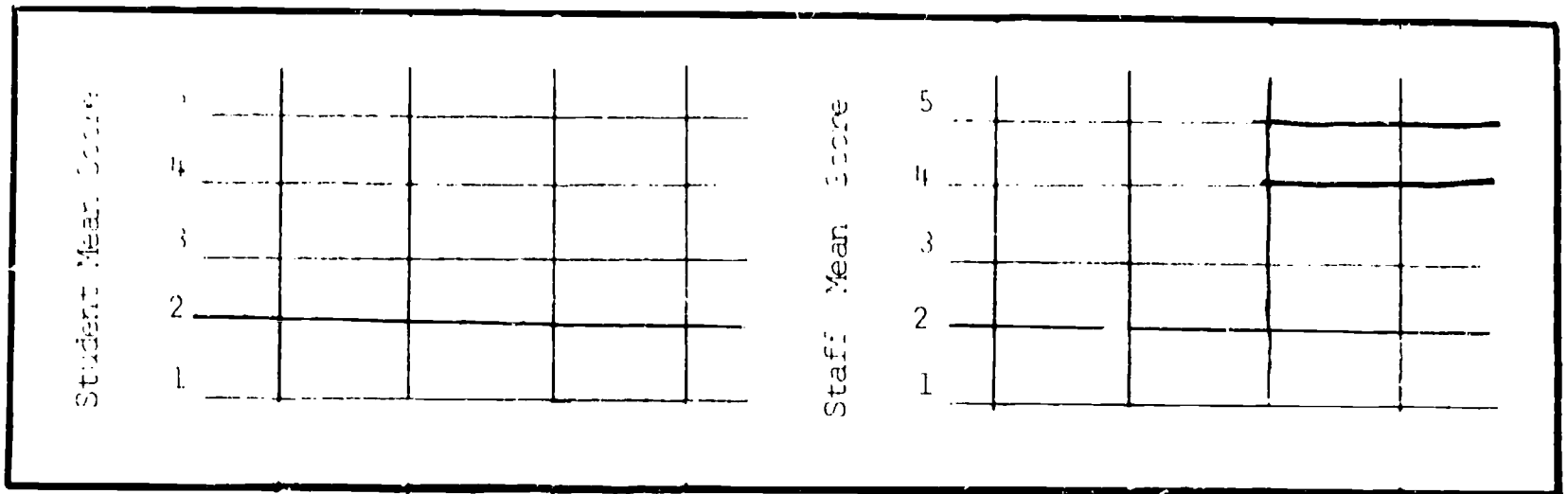
Section II =   4 responses

Section III =   5 responses

Step 3: Plot the section means on the profile chart.

Step 4: Obtain the total checklist score (add section means) and plot on the profile chart.

Step 5: Compare student and staff scores to determine areas of need within career education as illustrated by differences and/or similarities of perception of students and staff.

PROFILE   CHART

Six of the items in Section I and II of the student form, five of the items in Section I and II of the staff form request responses (sub-items) that are not included in the mean and therefore not plotted on the profile. Section III requests open-ended explanation to the response. Feedback from piloting indicates that the insights provided by these sub-items are needed for realistic interpretation of the results.

Feedback Requested

As you utilize this tool within your career education efforts, feedback would be appreciated. Comments, reactions, usefulness, number and designation of respondents, reactions to items and copies of your results will be welcomed.

NEEDS CHECKLIST FOR CAREER EDUCATION

Name_____

School/Assignment:_____

We are interested in finding out what you feel about the career education program in your school. After each question please check whether you feel the answer is "yes", "no", or "somewhat" in your school's program.

Section I: _Career Information_   Yes   No   Somewhat

1. Have you been able to learn about and/or explore careers?   ____ ____ ____

   a. If you answered "yes" or "somewhat", check the extent that your exploring has taken place:

      _____ continually as part of the school program

      _____ periodically throughout the school program

      _____ a few times as special activities

      _____ once as a special activity

2. Have you been able to get information on many different kinds of jobs and careers at school?   ____ ____ ____

   a. If you answered "yes" or "somewhat", check the range of figures nearest the number of jobs you've explored:

      _____ 0 - 5

      _____ 6 - 12

      _____ 13 - 24

      _____ over 2!

3. Does the school have references about careers such as a file of job descriptions, pamphlets and other information?   ____ ____ ____

4. Have these references of job descriptions, career information and pamphlets been generally helpful?   ____ ____ ____

5. Can you use the resources whenever you want?   ____ ____ ____

6. Have your teachers included career information within regular classes?   ____ ____ ____

   If you answered yes, which classes:

   _____

	Yes	No	Somewhat

7. Have discussions with your counselor been helpful in your thinking about jobs and your career? ____ ____ ____

8. Has there been a chance to talk about jobs or careers with your friends in a group during school? ____ ____ ____

    a. If you answered "yes" or "somewhat", have these talks been:

        ____ informal (student initiated)

        ____ formal (faculty initiated)

9. Have you seen films or other audio-visual materials that have been helpful to you in your thinking about jobs and careers? ____ ____ ____

    a. If you answered "yes" or "somewhat", check the range of figures nearest the number of audio-visual materials you've seen or heard:

        ____ 0 - 2

        ____ 3 - 7

        ____ 8 - 15

        ____ over 15

10. Do you have particular interest in some career(s)? ____ ____ ____

11. If you answered "yes" or "somewhat" to #10, do you have information about its:

	Yes	No	Somewhat
working conditions	____	____	____
salary	____	____	____
training and/or preparation	____	____	____
rewards	____	____	____
future	____	____	____

12. Do you feel that you have adequate opportunity in school to explore careers? ____ ____ ____

	Yes	No	Somewhat

Section II: Self

1. Have you thought about what you would like to do and what you would be able to do in terms of jobs and a career?

2. In school have you talked about and/or explored your values or what you feel is important or less important?

3. Have some parts of school helped you to consider your future goals and what you hope you'll be able to do as a career someday?

4. Has school helped you become aware of what is important to you in a job or career?

5. If you answered "yes" or "somewhat" to questions 1, 2, 3 or 4 under SELF, on how many school experiences are you basing your answers:

   _____ 0 - 2   _____ 7 - 14

   _____ 3 - 6   _____ 15 and over

Section III: Decision-Making

1. Have you been given an opportunity to learn about the process of making decisions? Explain: _____

   _____

2. If you wanted part-time work and were offered two jobs, do you think you'd know how to make the best choice? Explain on what you'd base your choice: _____

   _____

3. Have you been given the chance to take part in career planning activities? Explain these opportunities: _____

   _____

4. Do you feel able to use information about yourself and about jobs in making educational decision for next year? Why or why not:

   _____

   _____

5. Do you have the opportunity to practice decision-making in school? Explain these opportunities: _____

   _____

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NEEDS CHECKLIST FOR CAREER EDUCATION

Name_____

School/Assignment:_____

We are interested in determining the career education effort within your school program. In terms of your perceptions and efforts, please check the appropriate response.

Section I: <u>Career Information</u>   <u>Yes</u>   <u>No</u>   <u>Somewhat</u>

1. Does your school program provide opportunity for
   students to explore careers?   ____ ____   ____

   a. If you answered "yes" or "somewhat", check
      the extent of your career-oriented
      activities:

          ____ continually as part of classes
                and program

          ____ periodically throughout classes
                and program

          ____ a few times as special activities
                within classes and program

          ____ once as a special activity

2. Is comprehensive information available to
   students for a wide variety of jobs and careers?   ____ ____   ____

3. Does the school maintain an up-to-date and
   accurate file of job descriptions, pamphlets
   and information?   ____ ____   ____

4. Do you perceive that the students find these
   references helpful?   ____ ____   ____

5. Do the students have ready access to the file
   and career information?   ____ ____   ____

6. Do you as a teacher include career information
   within your classes on a regular basis?   ____ ____   ____

      What do you teach? _____

7. Are discussions with counselors found helpful by
   students in their exploration of careers?   ____ ____   ____

8. Do students have an opportunity to talk about
   jobs or careers within peer groups?   ____ ____   ____

   a. If you answered "yes" or "somewhat", are
      these groups:

          ____ student initiated   ____ staff initiated

	Yes	No	Somewhat

9. Do you utilize films or other audio-visual materials that are potentially helpful to students as they explore careers? ____ ____ ____

   a. If you answered "yes" or "somewhat", check the range nearest the number of A-V materials you've utilized:

     ____ 0 - 2   ____ 8 - 15

     ____ 3 - 7   ____ over 15

10. Do students generally show an interest in particular jobs or careers? ____ ____ ____

11. In those careers in which they are interested are students aware of:

     working conditions   ____ ____ ____
     salary   ____ ____ ____
     training and/or preparation   ____ ____ ____
     rewards   ____ ____ ____
     future   ____ ____ ____

12. Do you feel that adequate opportunity is given to career-oriented activities within your school program? ____ ____ ____

Section II: _Self_

1. Do students have the opportunity to gain an understanding of their interests and abilities relative to a career within the school program? ____ ____ ____

2. Do students have the opportunity within the school program to explore their values? ____ ____ ____

3. Do students have the opportunity within the school program to consider future goals in terms of a career? ____ ____ ____

4. Do students have the opportunity to become aware of what is important to them within a career? ____ ____ ____

5. If you replied "yes" or "somewhat" to the above SELF questions, do you perceive these opportunities within the school program to be:

     ____ more than adequate   ____ less than adequate

     ____ adequate   ____ inadequate

Section III: Decision-Making	Yes	No	Somewhat

1. Do students have the opportunity to understand the process of making decisions? Explain:

    _____

    _____

2. If students desiring part-time work were offered two jobs, do you perceive that the majority could make the best choice? Explain:

    _____

    _____

3. Do students have the opportunity to participate in career planning activities as part of the school program? Explain: _____

    _____

4. Are students able to use their self-awareness and career awareness in making current educational decisions? Explain: _____

    _____

5. Do students have the opportunity to practice decision-making in the school? Explain:

    _____

    _____