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# Impact of the Educational & Life Planning Course on Undecided Students: An Evaluation Model

Diana Shores

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Shores,

Diana L.

1985



IMPACT OF THE EDUCATIONAL AND LIFE  
PLANNING COURSE ON UNDECIDED  
STUDENTS: AN EVALUATION  
MODEL

A Project Presented to  
the Faculty of the Department of Educational Leadership  
Counselor Education Program  
Western Kentucky University  
Bowling Green, Kentucky

In Partial Fulfillment  
of the Requirements for the Degree  
Education Specialist

by  
Diana L. Shores

July 1985

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**Signed** *Miana L. Jones*

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IMPACT OF THE EDUCATIONAL AND LIFE  
PLANNING COURSE ON UNDECIDED  
STUDENTS: AN EVALUATION  
MODEL

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## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	iii
LIST OF TABLES . . . . .	vi
ABSTRACT . . . . .	vii
CHAPTER I. INTRODUCTION . . . . .	1
Statement of Purpose . . . . .	3
Basic Assumptions . . . . .	4
Limitations of the Study . . . . .	4
Definition of Terms . . . . .	5
Summary . . . . .	7
CHAPTER II. REVIEW OF THE LITERATURE . . . . .	8
Results of Career Interventions . . . . .	9
Evaluations of Career Development Courses . . . . .	15
Summary . . . . .	18
CHAPTER III. DESIGN AND METHODOLOGY . . . . .	19
Methodology . . . . .	20
Design of the Instruments . . . . .	22
Summary . . . . .	26
CHAPTER IV. FINDINGS AND RECOMMENDATIONS . . . . .	28
Procedure . . . . .	28
Sample . . . . .	29
Results . . . . .	30
Summary . . . . .	40
Recommendations . . . . .	40
APPENDIX A. EDUCATIONAL AND LIFE PLANNING COURSE DESCRIPTION . . . . .	44
APPENDIX B. PROCEDURE FOR THE CELPS MODEL OF EVALUATION . . . . .	46
Instruments . . . . .	46
Procedure . . . . .	46
Analysis . . . . .	50

	Page
APPENDIX C. INSTRUMENTS . . . . .	53
Form A. Base Line Data Questionnaire . . . . .	54
Form B. Follow-Up Questionnaire . . . . .	60
Form C. First Semester Follow-Up Questionnaire . . . . .	63
Form D. University Obtained Data . . . . .	67
Form E. One-Year Follow-Up Questionnaire . . . . .	69
REFERENCES . . . . .	73



## LIST OF TABLES

Table		Page
1	Size of High School From Which CNS ED 100 Students Graduated . . . . .	30
2	Size of Parents' Community for CNS ED 100 Students Involved in the Pilot Study . . . . .	31
3	Means and Ranges of the Ages of CNS ED 100 Students, Their Birth Order, and Number of Children in Their Families . . . . .	32
4	Parents' Occupations of Students Included in the CNS ED 100 Pilot Study . . . . .	33
5	Total Number of Semester Hours Students Completed Prior to Enrolling in CNS ED 100 . . . . .	34
6	Number of Semester Hours Students Took During the Semester Enrolled in CNS ED 100 . . . . .	35
7	Strength of CNS ED 100 Students' Commitment to Finish College . . . . .	35
8	Reason Students Gave for Taking CNS ED 100 . . . . .	36
9	How the Students Originally Learned About CNS ED 100 . . . . .	37
10	Number of CNS ED 100 Students Who Had Decided a Major/Area Before and After Enrollment in CNS ED 100 . . . . .	38
11	Retention Rate at WKU of Students Enrolled in CNS ED 100 During Fall Semester, 1984 . . . . .	39
B-1	CELPS Cycle . . . . .	51

IMPACT OF THE EDUCATIONAL AND LIFE  
PLANNING COURSE ON UNDECIDED  
STUDENTS: AN EVALUATION  
MODEL

Diana L. Shores

July 1985

75 pages

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H. Dwight Cline

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Counselor Education Program Western Kentucky University

The purpose of this project was to establish a working model for a longitudinal evaluation of the effectiveness of the "Educational and Life Planning" (CNS ED 100) course at Western Kentucky University. This study, entitled "CELPS," was an action project designed to serve as a model for the establishment of a data bank against which future efficacy studies could be made by the faculty. A pilot study of 80 CNS ED 100 students was conducted to test the CELPS model described in this paper and also to provide preliminary information about the effectiveness of the "Educational and Life Planning" course. However, this was clearly secondary to the purpose of methodological development and testing. Five instruments were designed, a code book was developed, and all data collected were sent to the computer center on the coded forms to establish a data bank on the mainframe computer. Hand transfer of the raw data to the computer sheets was found to be an inefficient way to send data to the computer center; as a result, the forms were revised to allow for direct data entry to the computer which will ensure greater efficiency and reliability. Initial



results of the pilot study were presented in tabular form. Because this pilot study was merely descriptive no tests of statistical significance were calculated. These results served only to show that CELPS was in fact a working model. Recommendations were suggested to the Counselor Education faculty regarding the administration of this longitudinal study over the next six years.

CHAPTER I  
INTRODUCTION

Declining enrollments in institutions of higher education during the 1980s have been a major cause of alarm. Declining birthrates during the 1960s coupled with today's economic situation have forced our country's colleges and universities to compete for survival. Three out of four adults who are attending postsecondary institutions are receiving their education at some place other than colleges and universities (Shores, 1985). Educators have actively pursued recruiting methods to entice new students to their campuses as they strive to keep their enrollments from dropping.

Recruiting, admitting and enrolling students in colleges and universities have been only part of the problem, however. A second and often overlooked problem has been how to retain those students once they have matriculated.

According to Casimir J. Kowalski (1983), 40 out of every 100 students enrolled in America's colleges and universities never graduated. Research by Joseph P. Cangemi (1983) reflected that out of those 40% who withdrew from college, roughly 70% had the intellectual capacity to graduate.



A study of 290 undecided males entering the University of Kentucky in September, 1966 (Rose & Elton, 1971), stated that undecided college freshmen who could not make a decision about their vocations became so confused they suffered an identity crisis so severe that it kept them from concentrating, they avoided competition, and they ultimately fled from college. Of those 290 students, only 85 (29%) persisted to college graduation; the remaining 71% withdrew from the university.

Baird (1969) stated:

. . . indecision among bright students may be due to their capacity to do many things and to the many alternatives open to them rather than to their confusion about those alternatives. The present finding that the undecided student more often chooses the goal of developing his mind supports the possibility that this may be true of the student of average ability as well. He may be more intellectually oriented and less vocationally oriented. Perhaps the undecided student wishes to use the opportunity that college provides of exploring himself and the world before he chooses a vocation. . . . In any case he should be told the fact that vocational indecision does not make him different from other students.

(p. 433)

The question still remains as to why nearly 30% of all entering college freshmen are lost to causes other than

academic failure. One possible reason for this loss of students is due to their lack of a major field or major area of study (Kooker & Bellamy, 1969; Kowalski & Cangemi, 1982; & Stegman, 1969).

In response to this problem, Western Kentucky University (WKU) has developed and offers a two semester hour course entitled "Educational and Life Planning" (CNS ED 100). This course is primarily targeted for, although not restricted to, undecided freshmen students. Refer to Appendix A for a description of the course.

#### Statement of Purpose

The purpose of this project was to establish a working model for a longitudinal evaluation of the effectiveness of the "Educational and Life Planning" course at Western Kentucky University. It was an action project designed to serve as a model for the establishment of a data bank against which future efficacy studies could be made by the faculty. In the event that a particular faculty member would be interested in examining any additional variable(s) an addendum could then be added to the instruments.

The intent was for a data bank to be established and retained on the mainframe computer to enable the faculty to conduct research studies. This was to be accomplished through a pilot study of CNS ED 100 students. Several instruments were to be developed that would serve to collect the data that were addressed through the faculty's



consensual selection during the design phase. It was intended to be a descriptive study, and no statistical comparisons among groups were to be made.

#### Basic Assumptions

Some basic assumptions were made regarding the study. These assumptions are as follows:

1. An experienced faculty member is important to the effectiveness of this course.
2. Course content was basically the same for all sections.
3. Students provided accurate responses to the questions provided.
4. A test-retest for Form B with one week intervening revealed that the instruments were reliable.
5. The issue of content validity was addressed mainly through the faculty's consensual selection of items during the design phase.

#### Limitations of the Study

This study was limited by the following parameters:

1. The pilot study was limited to 80 students for both the fall and spring semesters, 1984-85.
2. Basic descriptive statistics only were to be reported; no statistical comparisons among groups were to be made. Any results were reported only to reveal preliminary information about the effectiveness of the course, and to show that the model was working.

3. The data obtained were insufficient to determine the validity of this model.

4. Due to the time frame allotted this project, there were missing data in this study. No Form E's were collected from either semester, and Form C's were missing from the spring semester students.

#### Definition of Terms

The following definitions are used for the purposes of this study:

Area - One of four colleges within the university: Arts and Humanities; Business Administration; Education and Behavioral Sciences; or Science, Technology, and Health.

CELPS - This abbreviation stands for Counselor Education Educational and Life Planning Study, the model established for this project.

CNS ED 100 - The course number for "Educational and Life Planning."

Decided students - Those students who have chosen a major and/or area of study.

Direct data entry - Questionnaires coded to allow information to be entered directly into the computer, alleviating the tedious effort of transferring the data to computer sheets through the use of a code book. This allows for fewer errors, and also makes it easier to ensure that the questionnaires get sent to the computer center.

Educational and Life Planning (CNS ED 100) - A course offered by the Counselor Education department. The purpose



of the course is for students to determine educational and life planning goals through an exploration of self-concept, personal values, personality preferences, career interest and related abilities, and decision-making processes. Both group participation and individual activities are emphasized.

Form A - The initial questionnaire in the longitudinal study which requests base line data. This form was completed by the students during the first week of classes.

Form B - The second questionnaire in the longitudinal study. This form was completed at the end of the semester in which the students were enrolled in CNS ED 100.

Form C - The third questionnaire in the study. This form was mailed to the fall semester students during the semester immediately following the one in which the students took the course.

Form D - The fourth form in the study. This form was used to obtain university data about the students to assist in the analysis of the data obtained through the questionnaires.

Form E - The fifth form and fourth questionnaire in the longitudinal study. This form was not utilized during the project because it requests data to be obtained one year following the semester the students took the course. The time frame allotted this project did not allow for these data to be collected.

Major - A specific field of study, i.e., art,

accounting, elementary education.

Pilot study - Data gathered and analyzed from fall and spring semesters, 1984-85, to ensure that the model was a working model.

Undecided students - Those students who have not yet declared a major or area of study.

Western Kentucky University (WKU) - A state university located in Bowling Green, Kentucky, which offers associate's, bachelor's, master's, and education specialist's degrees.

#### Summary

An often overlooked problem in today's colleges and universities is how to retain students in college once they have matriculated. In response to this problem Western Kentucky University has developed and offers a course entitled "Educational and Life Planning" (CNS ED 100). The purpose of this project was to devise a working model for a longitudinal evaluation of the effectiveness of CNS ED 100.

The remainder of this project includes three additional chapters and three appendices. Chapter II contains a review of the literature and includes the results of career interventions, evaluations of career development courses, and other longitudinal studies. Chapter III consists of the methodology, the design of the instruments and the justification for a longitudinal study. The final chapter, Chapter IV, reflects the results and recommendations of the pilot study.



## CHAPTER II

### REVIEW OF THE LITERATURE

Presented in this chapter are studies of career development courses that were examined at other universities. The first section is a brief review of the results of career interventions at other universities. The second section gives a more detailed review of the evaluation techniques conducted in the study of other career development courses. Major emphasis was given to literature that studied factors affecting the selection of a college major or career.

A review of the literature revealed that educational institutions throughout the country have attempted to determine what constitutes "holding power" for students once they have enrolled in colleges and universities. A recent report revealed that 40% of the two-year and four-year colleges and universities now offer career planning courses for their students (Carver & Smart, 1985).

Slater (1978) concluded that a total program by career educators should include three activities that (a) create career awareness, (b) allow for career exploration, and (c) provide specific skills required by occupations. He defined four stages that a person undergoes prior to becoming fully functioning in a career setting. He suggested that persons mature at different

stages, and that if a person cannot function at an anticipated stage it is presumed that a prior stage was not fully assimilated and integrated.

#### Results of Career Interventions

A study was conducted by Wm. Dale Goodson (1978) to determine whether students chose a major or an occupation first. He studied 2,388 new students entering Brigham Young University. The results of his study revealed that the majority of both men and women (60% of the men and 55% of the women) chose or planned to choose their occupation first. However, a difference was revealed in the students according to which of the twelve colleges of Brigham Young University they were in:

The majority of the students in the Colleges of Biological and Agricultural Sciences, Education, General Studies, Nursing, Physical Education, and Social Sciences stated they chose or planned to choose their occupation first; while a majority of students in the Colleges of Business, Family Living, Fine Arts and Communications, Physical and Math Sciences, and Engineering Sciences and Technology chose or planned to choose their major first. (p. 152)

These results in differences had a chi-square significance of .001.

Saltoun (1980) stated that although students at the entering college level should be gathering information about themselves and the world, students who had a high



fear of failure avoided collecting this information. Additionally, students who had a high fear of failure tended to be less likely to have long-range plans than those who did not. For those students who had not specified their college major or career objective, Saltoun suggested that perhaps the problem was that the fear of failure prevented them from learning about themselves and exploring the world of work. A study of 75 white male students concluded that vocational planning and vocational information gathered were adversely affected by fear of failure (Saltoun, 1980).

Glaize and Myrick (1984) stated that career maturity and career decidedness were two important results of career intervention. They stated that immature students delayed making a decision and failed to take responsibility for their career plans, instead relying on impulse and assuming that something magical would reveal a career to them. Conversely, the more mature students were more realistic about the world, became more involved in career exploration, and assumed more personal responsibility in their career choice.

Miller (1982) conducted a study of 48 students (22 males and 26 females) in a community college in the Northeast who had requested career counseling and testing. Forty-two percent of the students were enrolled in liberal arts, and the other 48% were enrolled in career programs in business, health, and engineering technology. The results

of this study revealed that career exploration was a social, interpersonal activity. The characteristics of students who sought out occupational information were outgoing, related to people rather than things, and had a feeling of competence, self-confidence, and self-acceptance. Miller concluded that those students who sought career information had a healthy, mature personality.

In a study of 85 students (48 females, 37 males) enrolled in a course entitled "Making a Vocational-Educational Choice" at a midwestern state university, Varvil-Weld (1983) found that "the Lawler model of expectancy was not found to be a better predictor of outcome than were the other measures of expectancy." (p. 290) Additionally, he stated that expectancy-outcome relationships were strongest for attitudinal outcomes and weakest for the career exploration behaviors.

Heppner and Krause (1979) evaluated the effects of a career seminar course on students enrolled at the University of Nebraska at Lincoln (UNL). Twelve topics were discussed in this course:

1. Building self-confidence
2. Eliminating self-defeating behaviors (SDBs)
3. Self-assessment
4. Decision-making processes
5. Goal setting
6. Resource identification and utilization
7. How to interview to get information



8. Hand-tailored interview with instructor
9. Career myths and work attitudes
10. Professional enhancement.
11. Building your professional file and preparing a resume
12. Course evaluation and closure.

Summaries of the written evaluations at the end of the course revealed the following:

In terms of self-assessment, 100% of the students reported significant gains from the self-awareness unit, especially the Self-Defeating Behaviors. All of the students also reported behavioral or attitudinal changes in terms of self-assessment: 89% reported that their self-confidence had increased, 100% reported an overall increase in awareness and knowledge about themselves, and 100% reported that their interests and skills had been clarified.

Likewise, 100% of the students reported an increase in knowledge about the world of work, and 100% reported an increase in knowledge about job-seeking credentials and character qualities for job getting. The students also rated themselves as having increased in their general problem-solving abilities with regard to career planning. In terms of decision making, 89% of the students believed that they had improved those skills. While 78% of the students believed that their ability to establish goals increased, 56% noticed that they

were also setting goals more often. As a result of the course, all of the students believed that they had learned skills that they could use to plan a different career if they chose. (p. 304)

Seventy-nine students (53 males, 26 females) enrolled in a course entitled "Decision Making for Career Development" at Southern Illinois University participated in a study by Evans and Rector (1978). Questions analyzed in this study were whether the course helped them choose an academic major and an occupation, whether the material covered helped them improve their decision-making skills, and whether the course helped the students in their vocational development. Of the students responding 58% felt they were closer to choosing a major and 56% felt they were closer to choosing an occupation after the course. Evans and Rector stated that the course did have a positive impact on the students' vocational development.

Gillingham and Lounsbury (1979) conducted a study at Central Michigan State University of the effectiveness of a "Career Exploration" course on increasing students' abilities to make career decisions. The course was a one-hour course including the topics self-awareness, career awareness, decision making, and career planning. Instruments utilized during the course were "The Hall Occupational Orientation Inventory" (HOOI) to provide work values information, and the "Strong-Campbell Interest Inventory" (SCII). The results indicated that 70% of the



students felt the course helped them to make career decisions.

A study at Illinois State University in the Student Counseling Center to determine the effect of credit courses in career decision-making skills and career orientation was conducted by Cochran, Hetherington, & Strand (1980). The study involved 98 students during the fall, 1978, semester. The comparison group consisted of 54 students enrolled in a similar course in the Industrial Technology Department. The results of the study revealed that the skills oriented approach in a career decision-making class (experimental group) was more effective than a career orientation approach class (comparison group) in decision making. However, skills acquired through both types of classes increased decision-making abilities.

A study conducted of the "Career and Self-Exploration" (CSE) course at the University of Northern Colorado questioned whether freshmen students completing the course would score significantly higher than a comparison group in a number of areas. The comparison group was similar in characteristics and was drawn from those unable to take the course in the fall of 1981 because of either a conflict in schedules or all CSE sections were filled. Each participant in the comparison group was paid \$5 for the pretest and \$5 for the posttest. Since true random assignment was not possible, the research design utilized a pretest-posttest, nonequivalent control group,

quasi-experimental design. The Career Planning and You (Gillingham & Hornak, 1980) workbook was utilized in this course, as was the book by David Campbell (1974) entitled If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else, along with the "Strong-Campbell Interest Inventory." The results of this study indicated that the CSE course motivated students to consult with their advisors, seek additional career information, and assisted the students in relating better to their college environment.

#### Evaluations of Career Development Courses

Krumboltz, Scherba, Hamel & Mitchell (1982) conducted a study in three community colleges in California to determine whether a 90-minute training session in rational decision making in a vocational planning class impacted the quality of career decisions. One hundred forty-seven students were involved in the study, 99 females and 48 males, ranging in age from 16 to 50, 52% of which were under age 22. The training was based on the DECIDES decision-making model. Using 2X2X2 analysis of variance (ANOVA) it was found that females increased their rational decision-making skills following the training. In addition, females and younger males made superior decisions in career choices after the training but the older males' decision-making skills became poorer following training.

Seventy-four students (19 males, 55 females) who had



enrolled in a life-career development course at a large, land-grant university were studied by Remer, O'Neill, & Gohs (1984). Due to the difficulty in obtaining a randomly assigned control group, a "cohort similarity" design, a cohort design based on a modification of the institutional cycle design (Campbell & Stanley, 1963), was used. Four sections of the course were examined, two in the fall and two in the spring. Forty students were involved in the fall and 34 in the spring.

Pre- and posttest scores (gain scores) were compared for the fall semester ( $O_2 - O_1$ ) and then for the spring semester ( $O_4 - O_3$ ). Fall postscores were compared to spring prescores ( $O_2 - O_3$ ). Thus, spring prescores served as a comparison (control) group (cohort similar) that had not received the treatment. In addition, fall and spring prescores were compared ( $O_1 - O_3$ ) to determine whether the starting scores for both semesters were equivalent. The research design can be pictured as

$$O_1 \times O_2$$

$$O_3 \times O_4$$

This institutional cycle/cohort design allows for several threats to internal validity to be controlled that would not be in a simple pre-post, no control group design. In addition some measure of the consistency of treatment across semesters can be determined. The null hypothesis to be tested across

all three comparisons was that there would be no significant differences on any of the measures.

(p. 534)

Eight career inventories were evaluated utilizing multivariate analysis of variance (MANOVA). Results of the study concluded that after taking this course students (a) were more rational and independent in their decision-making styles, (b) were more sure of their major and career choices and vocational self-concept, and (c) collected more career information and identified more to a vocation when compared to students who had not completed the course.

The effectiveness of a two semester hour course in "Effective Personal and Career Decision Making" was examined by Bartsch & Hackett (1979) at a large eastern university. Sixty-four students in the experimental group participated in the study in the winter of 1977. A Solomon four-group design was utilized which involved a pretest, treatment and posttest. Both a control group and an experimental group were used. The control groups consisted of either the students enrolled in the course in the spring semester or those who were denied admission to the class because of lack of space. The participants in both the experimental and control groups were paid for their time to complete the instruments. Topics presented during the sessions were

1. Goal setting
2. Mental sets and constraining beliefs



3. Values, interests and beliefs in decision making
4. Assertiveness
5. Self-management
6. Coping skills in making decisions. (p. 231)

Results of this study indicated three major findings:

. . . that experimental participants altered their locus of control toward internality; that experimental participants were considerably more articulate in describing career concepts than control participants and that experimental participants reported having given considerably more thought and taken more action toward resolving their career concerns than no-treatment control participants. (p. 230)

#### Summary

The above studies support the need for a career development course in colleges and universities. They revealed that as a result of career intervention students improved their decision-making skills, increased their awareness of majors and careers, came closer to selecting majors and careers, and were motivated to consult with their advisors.

In addition, the career development courses assisted the students in relating better to their college environment and caused students to alter their locus of control toward internality. These results serve as an adequate background for this report.

CHAPTER III  
DESIGN AND METHODOLOGY

The purpose of the CELPS model is to enable the faculty to analyze data from more than 95 variables active in the study. In addition, any additional variable(s) that may be of particular interest to a faculty member may be added to the questionnaires in the form of an addendum. The data bank of existing variables for a longitudinal study has now been established.

A longitudinal study is justified because students' attitudes have a tendency to change over a period of time. Therefore, the way a student feels today may be very different from the way he/she feels a year from now. One way to test attitudes at different ages in students' lives would be to question different groups of students at different age levels. However, this is not as reliable and would not reveal as much regarding the students' attitudes as would following a sample of students over a period of time.

In order to establish a working model that will assist in gathering data for a longitudinal evaluation of the effectiveness of the "Educational and Life Planning" course, several instruments were required. The methodology involved



and the design of the instruments are described in this chapter.

### Methodology

The CELPS model consists of five different instruments. Four of the instruments are in the form of questionnaires which are to be completed by the students. The fifth instrument was developed for use by the coordinator of the project to gather university obtained data about the students. Please refer to Table B-1 in Appendix B for a schedule of the CELPS model over the next six years.

The first questionnaire, Form A, is to be completed by the students at the beginning of the CNS ED 100 course. This instrument gathers base line data information about the students and consists of 33 questions. Time required to complete this instrument is approximately ten minutes.

Form B is the second questionnaire in the study. It is a follow-up questionnaire consisting of 13 questions regarding the course, whether the students plan to return to WKU the following semester, and if not, the reason the students are not returning. This form takes the students approximately five minutes to complete.

In addition, during the semester in which the students are enrolled in CNS ED 100, Form D is utilized to gather university obtained data regarding the students which might be helpful in analyzing the students. Data is collected from the Student Master File, the Career Planning Programs (CPPs) the students complete during the course, and the

transcripts. Permission to obtain this data is obtained from the students when they complete the first questionnaire. A cover letter is attached to Form A which states, ". . . Your completing this questionnaire will be taken as an assumption that you have read this information and are allowing additional data about you to be collected." (See Appendix C, Form A.) Confidentiality of the students is assured, and any data obtained will remain strictly confidential -- being reported as summary data only.

Form C is the third questionnaire in the study and is a follow-up questionnaire which is to be mailed to the students for completion during the semester immediately following the one in which the students were enrolled in CNS ED 100. This form consists of 19 questions and takes approximately five minutes to complete. Again, it asks questions regarding the effectiveness of the course and whether the students plan to return to WKU the following semester.

Form E, the fifth instrument, is the fourth and final questionnaire in the study. It is to be mailed to the students one year from their enrollment in CNS ED 100 and is identical in content to Form C.

The original instruments required the use of a code book which enabled the coordinator to transfer the raw data from the questionnaires to computer sheets to facilitate computer entry. A code sheet was established for each instrument. After the questionnaires were designed, a code



book established, and the data sent to the computer center on the coded forms, it was decided that this was an inefficient way to send data to the computer center. As a result the forms were revised to allow for direct data entry, thus eliminating the tedious task of hand transferring the raw data to the computer sheets. Direct data entry allows for fewer errors in transcription, thereby increasing reliability and also making it easier to ensure that the instruments are sent to the computer center since hand manipulation of the data is not required. Samples of these revised instruments are found in Appendix C.

#### Design of the Instruments

Five instruments are contained in this model. Four of the instruments are questionnaires designed to be completed by the students. These are Forms A, B, C, and E. The fifth instrument, Form D, is designed to be used by the project coordinator to collect university obtained data about the students involved in the study. Table B-1, Appendix B, contains a schedule of the CELPS model to be followed for the next six years. Samples of all five revised instruments can be found in Appendix C.

#### Questionnaires

Four questionnaires involved in the CELPS model are designed to be completed by the students. Two questionnaires are to be completed during the students'

enrollment in CNS ED 100, one is to be completed during the semester immediately following enrollment in the course, and the last questionnaire is to be completed one year following completion of the course. Students' names and social security numbers are obtained on all instruments. This information is requested solely for the purpose of keeping the questionnaires together for analysis and is more reliable than assigning a code number to each student. It is not used to identify the students in any way, as summary data only will be reported. The students' confidentiality is assured. Descriptions of each questionnaire are as follows:

Form A - This is the first questionnaire in the model and is to be completed at the beginning of the students' enrollment in CNS ED 100. This instrument is designed to obtain the base line data for each student involved in the study. Approximately ten minutes are required to complete this form which consists of 33 questions. Some of the data requested on Form A are

1. Student's permanent mailing address
2. Name and address of someone who will always know the student's whereabouts
3. Socioeconomic data deemed relevant for this study through the faculty's consensual selection
4. Student's employment status
5. Student's housing, whether on or off campus
6. Student's main reason for taking the course



7. How the student initially found out about the course
8. Student's decision regarding a major and/or area of study prior to enrollment in the course
9. Student's commitment to completing college
10. Student's involvement in any activities and/or organizations at WKU.

Form B - This instrument is the second questionnaire and is designed to be completed by the students at the end of the semester they are enrolled in CNS ED 100. It is a follow-up questionnaire and consists of 13 questions which take approximately five minutes to answer. Data to be obtained on the questionnaire are

1. The helpfulness of the course in assisting the student to decide a major and/or area of study
2. Whether the student would recommend this course to his/her friends
3. Student's declaration of a major
4. Student's decision regarding a general area of study
5. Student's plans for returning to WKU the following semester, and reason if student is not returning
6. Student's recommendations to improve the course
7. Student's willingness to complete additional questionnaires.

Form C - This is the third instrument in the series and is a follow-up questionnaire designed to be mailed to

the students for completion during the semester immediately following the one in which the students were enrolled in CNS ED 100. This form consists of 19 questions and takes approximately five minutes to complete. Data requested on this form are

1. Helpfulness of the course in assisting the student to select a major and/or area of study
2. Name and address of someone who will always know the student's whereabouts
3. Student's current enrollment status at WKU, and the reason if the student is not still enrolled
4. Student's decision regarding a general area of study.
5. Student's declaration of a major
6. Whether the course motivated the student to study
7. Student's feelings about college in general
8. Whether the student had recommended CNS ED 100 to his/her friends
9. Whether the student feels there is a faculty member and/or advisor who is genuinely concerned about him/her at WKU
10. Student's enrollment plans at WKU for the following semester, and reason if student is not returning.

Form E - This is the fourth and final questionnaire in the CELPS model. It is a follow-up questionnaire which is designed to be sent to the students one year after their enrollment in CNS ED 100. The content of this instrument



is identical to Form C.

#### University Obtained Data

A fifth instrument is required to assist the project coordinator in obtaining data about the students that are generated by the university. These data are to be collected during the semester in which the students are enrolled in CNS ED 100. Data are collected from (a) the Student Master File, (b) the Career Planning Programs (CPPs), and (c) from the Students' transcripts. Data to be gathered regarding each student are as follows:

1. ACT scores
2. High school g.p.a.
3. Semester hours student is currently taking
4. Overall WKU g.p.a., if applicable
5. Estimated ACT composite range
6. Ability stanines
7. Number of "0" level courses attempted and/or number currently taking.

#### Summary

The CELPS model methodology was explained in this chapter. The cycle for the four questionnaires plus the instrument for gathering university obtained data about the students were presented. The code book for transferring raw data to computer forms was discussed, and an explanation was given for revising all instruments to direct data entry forms.

Finally, all five instruments for the study were explained in detail.



CHAPTER IV  
FINDINGS AND RECOMMENDATIONS

A pilot study was designed primarily to test the CELPS model described in preceding sections of this paper. It was also designed to provide preliminary information about the effectiveness of the "Educational and Life Planning" course; however, this was clearly secondary to the purpose of methodological development and testing. This chapter includes a brief review of the procedure, a description of the sample, and a report of the results of the pilot study. The last two sections present the summary and recommendations for conducting the actual longitudinal study.

Procedure

Four questionnaires were developed for the study plus one form for obtaining university data regarding the students in CNS ED 100. Forms A, B, and D were completed during the semester in which the students selected for the pilot study were enrolled in the CNS ED 100 course. Due to the time frame allotted this project there are missing data in this report. Form C was completed by the fall semester, 1984, students only, and Form E was not completed by any of the students. Please refer to Chapter III for a

complete review of the theoretical approach to this project and to Appendix B for the actual procedure to be followed.

The results of the pilot study have been presented in a series of tables representing the numbers of students, means, and/or percentages. Because this pilot study was merely descriptive no tests of statistical significance were calculated. "No response" items were automatically deleted in accumulated percentages, and are shown in the tables only to reflect the total "N" size.

#### Sample

A total of 80 students was selected for follow-up. Two CNS ED 100 sections consisting of 38 students were selected from the fall semester, 1984, and two sections consisting of 42 students were selected for the spring semester, 1985. The sample was selected on the basis of convenience of access as opposed to the principles of random sampling. There were 28 males and 52 females involved in the pilot study; 30 percent were black and 70 percent were white. The mean age of the students was 19.25 years. Twenty-seven percent of the students were enrolled in college for the first time, and another 44 percent had taken fewer than 31 semester hours. Seventy-four percent of the students were currently enrolled for 12 to 15 semester hours and an additional 20 percent were carrying 16 to 20 hours.



## Results

Table 1 shows the size of the high school from which the students graduated. Thirty-nine percent of the students graduated from high schools with less than 500 students, and 38 percent graduated from high schools with greater than 1,000 students. The remaining 23 percent were from schools between 500 and 1,000 students.

TABLE 1  
Size of High School From Which  
CNS ED 100 Students Graduated

High School Size	No.	%
Less than 500	31	39.2
500 - 1,000	18	22.8
More than 1,000	30	38.0
No response	1	-
Total	80	100.0

Western Kentucky University draws the majority of its students from the surrounding counties which are generally composed of either small towns or rural areas. Reflecting the geographic region, 72 percent of the students were raised in either a small town community or rural area. The results are shown in Table 2.

TABLE 2  
 Size of Parents' Community for  
 CNS ED 100 Students Involved in the Pilot Study

Community Size	No.	%
Rural	16	20.2
Small town	41	51.9
Suburban	10	12.7
Metropolitan	12	15.2
No response	1	-
Total	80	100.0

Family characteristics, included in Table 3, reveal that the mean number of children in the families in which the students were raised was 3.2 children. The mean of their birth order in their families was that of the second child; however, the mode indicated that the most frequently occurring rank in the family was the first-born or only child.



TABLE 3

Means and Ranges of the Ages of CNS ED 100 Students,  
Their Birth Order, and Number of Children in Their Families

	Mean	Range
Age of students	19.25	17-28
Birth order in family	2nd (mode = 1st)	1-7
No. children in family	3.2	1-9

The occupations of the students' parents are shown in Table 4. Thirty-eight percent of their mothers were employed in professional or white collar areas, and 33 percent were reported to be housewives. Fifty-five percent of their fathers were reported as having professional or white collar careers, and 24 percent were blue collar workers. Only six percent were in the farming business.

TABLE 4  
 Parents' Occupations of Students Included  
 in the CNS ED 100 Pilot Study

Occupation	Mothers		Fathers	
	No.	%	No.	%
Professional/managerial	10	13.7	26	36.1
White collar	18	24.7	14	19.4
Blue collar	16	21.9	17	23.6
Farmer	0	0	4	5.6
Housewife	24	32.9	0	0
Other	5	6.8	11	15.3
No response	7	-	8	-
Total	80	100.0	80	100.0

#### Profile of CNS ED 100 Students

Out of the 80 students included in this study, 62 lived on campus and 18 lived off campus. Seventy-five percent of the students were not employed. Of those who were, 18 percent were employed off campus and six percent worked on campus.

The mean high school grade point average was 2.8 with a range from 1.3 to 4.0 on a 4.0 scale. Their mean ACT score was 15.0, ranging from 4 to 27 out of a possible 36. The mean students' WKU grade point average at the end of the fall semester, 1984, was 2.19, ranging from .27 to



3.67 on a 4.0 scale. This represents a distribution of grades typically found on college campuses.

Table 5 shows the number of semester hours completed by the students prior to enrollment in CNS ED 100. Forty-four percent of those responding indicated that they had completed up to 30 semester hours, and 27 percent were enrolled in college for the first time.

TABLE 5  
Total Number of Semester Hours Students Completed  
Prior to Enrolling in CNS ED 100

Hours	No.	%
0	19	26.5
1-30	32	44.4
31-60	14	19.4
61 or more	7	9.7
No response	8	-
Total	80	100.0

Seventy-four percent of the students were enrolled for 12 to 15 semester hours during the CNS ED 100 course, 20 percent carried 16 to 20 hours, and the remaining six percent were part-time students. See Table 6 for these tabulations.

TABLE 6  
Number of Semester Hours Students Took During  
the Semester Enrolled in CNS ED 100

Hours	No.	%
0-11	5	6.2
12-15	59	73.8
16-20	16	20.0
Total	80	100.0

Table 7 shows the strength of commitment the students indicated for their intent to finish college. Ninety-four percent of the students planned to finish college, with 56 percent indicating they were strongly committed.

TABLE 7  
Strength of CNS ED 100 Students'  
Commitment to Finish College

Strength of Commitment	No.	%
Do not intend to finish	2	2.5
Probably won't finish	3	3.8
Probably will finish	30	37.5
Strongly committed	45	56.2
Total	80	100.0



Reasons students gave for enrolling in CNS ED 100 are shown in Table 8. Thirty-three percent stated they wanted help in determining a major and/or area of study. Twenty-one percent wanted to learn about a possible career choice, and 17 percent were interested in learning more about themselves.

TABLE 8  
Reasons Students Gave for Taking CNS ED 100

Reason	No.	%
To help determine major/area	26	33.3
To help determine career	16	20.5
To learn about themselves	13	16.7
Advisor recommended	9	11.5
Other	14	18.0
No response	2	-

Table 9 shows the means by which the students first learned about the course. This table is separated by each semester and reveals that 53% of the fall semester students first heard about the course from their advisors, whereas 60 percent of the spring semester students indicated that they heard about the course from their friends.

TABLE 9

How the Students Originally Learned About CNS ED 100

Where learned about course	Fall		Spring	
	No.	%	No.	%
Friend	6	15.8	25	59.5
Advisor	20	52.6	11	26.2
Teacher	5	13.2	4	9.5
Catalog	3	7.9	1	2.4
Family member	3	7.9	1	2.4
Other	1	2.6	0	0
Total	38	100.0	42	100.0

Prior to the students' enrollment in CNS ED 100 only 30% had decided on a major or area of study. However, after completing the course 75 percent of those responding stated they had decided on a major or area of study. These results are shown in Table 10.



TABLE 10

Number of CNS ED 100 Students Who Had Decided  
a Major/Area Before and After Enrollment in CNS ED 100

Decision	Before		After	
	No.	%	No.	%
Decided	24	30.0	48	75.0
Undecided	56	70.0	16	25.0
No response	0	0	16	-
Total	80	100.0	80	100.0

Ninety percent of the students felt that CNS ED 100 helped them to select a major course of study. In addition, 100 percent said that the course made them feel better about themselves, and 81 percent said that the course motivated them to study. Ninety-two percent of the students generally liked college, and eighty-one percent of those responding felt that there was an advisor and/or faculty member at WKU who was genuinely interested in them and their academic success. Of those responding 88 percent said they would recommend this course to their friends.

Holding Power of Fall Semester, 1984, CNS ED 100 Students

This section shows the retention rate of students who have completed the CNS ED 100 course. Table 11 shows that, of those responding, 86 percent of the fall semester, 1984,

students planned to enroll for the spring semester, 1985. The actual enrollment of these students for the spring semester, 1985, was 84 percent. Ninety-two percent of those responding indicated that they planned to return to WKU in the fall semester, 1985.

TABLE 11  
Retention Rate at WKU of Students Enrolled  
in CNS ED 100 During Fall Semester, 1984

Response	Fall Semester, 1984, Students					
	Returning		Still enrolled		Returning	
	Spring, 1985		Spring, 1985		Fall, 1985	
	No.	%	No.	%	No.	%
Yes	31	86.1	24	92.3	23	92.0
No	3	8.3	2	7.7	2	8.0
Undecided	2	5.6	0	0	0	0
No response	2	-	12	-	13	-
Total	80	100.0	80	100.0	80	100.0



### Summary

As stated in Chapter I, the purpose of this project was to establish a working model for a longitudinal evaluation of the effectiveness of the "Educational and Life Planning" (CNS ED 100) course at Western Kentucky University. It was an action project, designed to serve as a model for the collection of base line data for which future efficacy studies may be done by the faculty.

To this end, the project has met its goal. The model is complete and on the mainframe computer. Reported in the first part of Chapter IV are the results of the initial pilot study and serve only to show that CELPS is indeed a working model.

The next section contains recommendations to be followed during the conduct of the actual longitudinal study.

### Recommendations

It is suggested that a Counselor Education faculty member be assigned this longitudinal study to ensure that someone will become familiar with all of the instruments and the time frame allowed for the duration of the CELPS project. This person may then enlist the assistance of a graduate student and/or student worker to aid in gathering the data.

As a longitudinal study, extreme care must be taken to ensure that time does not slip away before any

instrument has been completed. A schedule is listed in Table B-1, Appendix B, to assist in this project. Each form may then be crossed through on the schedule sheet as it is collected.

To aid in greater cost efficiency, it is suggested that one of two methods be implemented. These are

1. Have the instruments copied on both sides of the paper, or

2. Have the instruments typeset in the printing department on smaller type to reduce the size.

This should reduce the printing costs of this study by at least 50 percent.

The two instruments which are to be distributed during the students' enrollment in CNS ED 100 (Forms A and B) should be personally hand delivered by the project coordinator to the individual instructor of each and every CNS ED 100 section. This will serve to increase the sample size. It is recommended that a point value (2.5 points per instrument is suggested) be assigned to each of these two instruments to ensure their completion by the students.

The follow-up instruments (Forms C and E) may require two or more mailings plus a telephone call to those students still not responding to bring the response rate up to a 75 percent minimum. This is necessary in an effort to reduce the sampling bias of those who failed to respond in comparison with those who did respond. Generalizing the results of the study to 70 percent of the students may be



dangerous because the remaining 30 percent may be quite different (Reeves, 1983).

In addition to depending on the return of Forms C and E from the students for their actual re-enrollment status, the Student Master File may be utilized to show their actual enrollment status. Although this will not assist in determining students' attitudes it will give an accurate picture of the returning students.

Since it is very difficult to obtain a randomly assigned control group, alternate comparison methods are suggested. Please refer to studies by Remer, O'Neill, & Gohs (1984), and by Bartsch & Hackett (1979) for two possible methods briefly discussed in Chapter II.

As a reminder, confidentiality of all data collected must be ensured to each student. Once the questionnaires have been returned to the department from the computer center they should be analyzed for two things:

1. Review and record any open-ended responses to questions, and
2. Review and record each student's current and permanent addresses, as well as the address of someone who will always know the student's whereabouts.

Once this is accomplished the instruments should then be destroyed. Any university obtained data on Form D should also be destroyed after the information has been entered on the computer. Without the willingness of the students to assist in this study, and their trust in our respecting

their privacy, this project could never be completed. This critical subject of confidentiality cannot be overemphasized.



APPENDIX A  
EDUCATIONAL AND LIFE PLANNING  
COURSE DESCRIPTION

The purpose of this course was for students to determine educational and life planning goals through an exploration of self-concept, personal values, personality preferences, career interests and related abilities, and decision-making processes. Both group participation and individual activities were emphasized.

Course goals were:

1. To assist students in the examination of their personal characteristics and experiences.
2. To enhance students' self understanding of the implication of personal characteristics to academic majors, careers, and long-term life goals.
3. To develop the students' knowledge and understanding of relationships among college education, culture, life styles, and careers.
4. To assist students in gaining knowledge of interests, aptitudes, and procedures common to general and/or specific occupational/vocational fields.

The text used in this course was entitled Take Hold of Your Future (Harris-Bowlsbey, Spivak, & Lisansky, 1982).

The testing packet included "Planning Your Future" (American College Testing Program), and "Career Planning Program" (Level 2) answer sheet.

Course requirements, in addition to assignments and class participation, were:

1. Advisory sessions with WKU colleges.
2. Visits to the Career Planning, Academic Advisement and Placement (CAP) center.
3. Two conferences with the course instructor.
4. A final self-analysis paper.
5. An objective examination given at the end of the semester.

Guest speakers were invited to present information from other departments and colleges throughout the university as well as from various community agencies, businesses and industries from the immediate area. The instructors were experienced members of the faculty; no graduate assistants taught these classes.



## APPENDIX B

### PROCEDURE FOR THE CELPS MODEL OF EVALUATION

The purpose of this appendix is to describe the procedure involved in the longitudinal study (CELPS) of the "Educational and Life Planning" (CNS ED 100) course. This appendix stands alone and will serve as instructions to be followed by the coordinator assigned to this study.

#### Instruments

There are five instruments included in this study. Four instruments are questionnaires to be completed by the students enrolled in CNS ED 100. These instruments are: Forms A, B, C, and E. The fifth instrument, Form D, consists of university obtained data to be gathered by the coordinator.

#### Procedure

1. Form A.

A. Distribute this form to each student enrolled in the CNS ED 100 class during the first week of each semester. This form should be distributed to all class sections.

B. Collect all forms from each class instructor, ensuring that every student was given a questionnaire. Two and one-half points should be given to

each student who completes Form A.

C. Hand carry all Form A's from each semester to the computer center for input into the mainframe computer.

D. Retrieve the forms from the computer center.

E. Review the forms and record any open-ended questions.

F. File the forms.

2. Form B.

A. Distribute this form to each student during the last week of the semester the student is enrolled in CNS ED 100. Two and one-half points should be awarded each student for completing Form B.

B. Collect the data from each instructor ensuring that each student was given a questionnaire to complete.

C. Hand carry all Form B's from each semester to the computer center for input into the mainframe computer.

D. Retrieve the forms from the computer center.

E. Review the forms and record any open-ended questions.

F. File the forms.

3. Form D.

A. Data for these forms are to be gathered during the student's enrollment in CNS ED 100.



B. Information from the Student Master File may be obtained from the Career Planning, Academic Advisement and Placement (CAP) Center in Cravens Graduate Center. Call the secretary at 745-5437 to secure a time that is convenient for obtaining this information from their computer terminal. This information may also be obtained from a terminal in the College of Education building once it is on-line. See Dr. Stephen B. Schnacke for the access code and operating instructions to the Student Master File.

C. Data from the Career Planning Program (CPP) are to be gathered from the instructor of each section. Borrow the CPPs from the instructors, enter the data on the forms, and return the CPPs to the instructors.

D. Information from the transcripts should be requested directly from the registrar's office.

E. Hand carry all Form D's from each semester to the computer center for input into the mainframe computer.

F. Retrieve the forms from the computer center.

G. File the forms.

4. Form C.

A. Mail this form to each student during the semester immediately following the student's enrollment in CNS ED 100. Mail the form to the

student's current address first. If the questionnaire is returned as undelivered, then mail the questionnaire to the student's permanent address or to the person who will always know the student's whereabouts. These addresses can be obtained from Form A. Be sure to enclose a stamped, self-addressed return envelope along with the questionnaire.

B. To assist in collecting the data devise a log sheet with each student's name, the date the first questionnaire is sent, the date second questionnaires are sent, the date any required telephone calls are made, and the date the completed questionnaires are returned.

C. After the questionnaires are returned (try to obtain at least a 75% response), hand carry all Form C's to the computer center.

D. Retrieve the forms from the computer center.

E. Review the forms and record any open-ended questions.

F. File the forms.

5. Form E.

A. These questionnaires are to be mailed to the students one year from their enrollment in CNS ED 100. A recommended time to mail these questionnaires to obtain the greatest response is during Christmas break.



B. Mail the form to the student's current address first. If the questionnaire is returned as undelivered, then mail the questionnaire to the student's permanent address or to the person who will always know the student's whereabouts. Be sure to enclose a stamped, self-addressed return envelope along with the questionnaire.

C. To assist in collecting the data devise a log sheet with each student's name, the date the first questionnaire is sent, the date second and third follow-up questionnaires are sent, any telephone calls, and the date the completed questionnaires are returned.

D. After the questionnaires are returned (try to obtain at least a 75% response), hand carry all Form E's to the computer center.

E. Retrieve the forms from the computer center.

F. Review and record any open-ended questions.

G. File the forms.

### Analysis

After the data have been sent to the computer center printouts may be obtained at any point in time that will show the results requested. This information may then be used for analysis purposes.

In the event that another variable, in addition to the ones in the current model, is to be examined an addendum may be added to the questionnaires with the added variable

in question. The base line data has now been established.

TABLE B-1  
CELPS Cycle

Semester Enrolled CNS ED 100	Distribute Form A	Gather data Form D	Distribute Form B	Mail Form C	Mail Form E
Fall 1984	1st week Fall 1984	Fall 1984	Last week Fall 1984	Spring 1985	Fall 1985
Spring 1985	1st week Spring 1985	Spring 1985	Last week Spring 1985	Fall 1985	Spring 1986
Fall 1985	1st week Fall 1985	Fall 1985	Last week Fall 1985	Spring 1986	Fall 1986
Spring 1986	1st week Spring 1986	Spring 1986	Last week Spring 1986	Fall 1986	Spring 1987
Fall 1986	1st week Fall 1986	Fall 1986	Last week Fall 1986	Spring 1987	Fall 1987
Spring 1987	1st week Spring 1987	Spring 1987	Last week Spring 1987	Fall 1987	Spring 1988
Fall 1987	1st week Fall 1987	Fall 1987	Last week Fall 1987	Spring 1988	Fall 1988
Spring 1988	1st week Spring 1988	Spring 1988	Last week Spring 1988	Fall 1988	Spring 1989
Fall 1988	1st week Fall 1988	Fall 1988	Last week Fall 1988	Spring 1989	Fall 1989
Spring 1989	1st week Spring 1989	Spring 1989	Last week Spring 1989	Fall 1989	Spring 1990
Fall 1989	1st week Fall 1989	Fall 1989	Last week Fall 1989	Spring 1990	Fall 1990
Spring 1990	1st week Spring 1990	Spring 1990	Last week Spring 1990	Fall 1990	Spring 1991



**EXAMPLE:**

During the fall semester, 1985, the following instruments need to be distributed:

1. Mail Form E's to students who were enrolled during the fall semester, 1984.
2. Mail Form C's to students who were enrolled during the spring semester, 1985.
3. Distribute Form A's during the first week of classes to students enrolled during the fall semester, 1985.
4. Gather data for Form D's approximately half-way through the semester.
5. Distribute Form B's during the last week of classes to students enrolled during the fall semester, 1985.

APPENDIX C  
INSTRUMENTS



EDUCATIONAL AND LIFE PLANNING  
BASE LINE DATA QUESTIONNAIRE  
.CELPS  
Form A

The Office of Counselor Education is conducting a study to determine the effectiveness of this course. This questionnaire is designed to solicit your assistance in helping to determine how we might improve the effectiveness of this course and, in addition, how this course might benefit other universities.

Any data that is collected will remain strictly confidential. Summary data only will be made public and your identity will be protected. Your completing this questionnaire will be taken as an assumption that you have read this information and are allowing additional data about you to be collected. This form will require approximately ten minutes of your time.

Thank you for your help in assisting us with this project.

## EDUCATIONAL AND LIFE PLANNING BASE LINE DATA QUESTIONNAIRE

## CELPS

## Form A

1 (1)

1. Name \_\_\_\_\_
2. Social Security Number \_\_\_\_\_ (2-10)
3. What semester are you taking this course?  
     1 Fall      2 Spring      3 Summer (11)
4. Year taking this course? 19 \_\_\_\_\_ (12,13)
5. What is your age? \_\_\_\_\_ (14,15)
6. Are you male or female?      1 Male      2 Female (16)
7. What is your ethnic group? (optional)  
     1 Asian or Pacific Islander  
     2 American Indian or Alaskan native  
     3 Black      4 Hispanic      5 White (17)
8. What is the size of high school from which you graduated?  
     1 Less than 500      2 500-1,000      3 Over 1,000 (18)
9. What is the type of community where you were raised?  
     1 Rural      2 Town less than 5,000  
     3 5,000-50,000      4 Over 50,000 (19)
10. How many children are in your family? (circle one)  
     1    2    3    4    5    6    7    8    9 or more (20)

FOR COMPUTER CENTER USE ONLY:  
 Leave blank if no response.



## CELPS Form A (cont.)

11. What is your birth order in your family? (check one)
- 1 1st or only child    2 2nd    3 3rd    4 4th  
5 5th    6 6th    7 7th    8 8th    9 9th or more    (21)
12. Where do you live?    1 On campus    2 Off campus    (22)
13. What is your present address and telephone number?
- a. Address \_\_\_\_\_  
 \_\_\_\_\_
- b. Telephone \_\_\_\_\_
14. What is your permanent address and telephone number?
- a. Address \_\_\_\_\_  
 \_\_\_\_\_
- b. Telephone \_\_\_\_\_
15. Please give the name and address of someone who will always know where you are:
- a. Name \_\_\_\_\_
- b. Address \_\_\_\_\_  
 \_\_\_\_\_
16. What is your marital status?
- 1 Single    2 Married  
3 Divorced/Separated    4 Widowed    (23)
17. How many children do you have? (circle one)
- 0   1   2   3   4   5   6   7   8   9 or more    (24)

## CELPS Form A (cont.)

18. What was your mother's highest educational level attained?  
(check only one)

<u>1</u> Grade school	<u>2</u> Some high school	
<u>3</u> High school graduate	<u>4</u> Some college	
<u>5</u> College graduate	<u>6</u> Don't know	(25)

19. What was your father's highest educational level attained?  
(check only one)

<u>1</u> Grade school	<u>2</u> Some high school	
<u>3</u> High school graduate	<u>4</u> Some college	
<u>5</u> College graduate	<u>6</u> Don't know	(26)

20. What is your spouse's occupation, if applicable?

<u>0</u> Professional/managerial	<u>1</u> White collar	
<u>2</u> Blue collar	<u>3</u> Military	<u>4</u> Farmer
<u>5</u> Housewife	<u>6</u> Retired	<u>7</u> Student
<u>8</u> Unemployed	<u>9</u> Deceased	(27)

21. What is your mother's occupation? (check one)

<u>0</u> Professional/managerial	<u>1</u> White collar	
<u>2</u> Blue collar	<u>3</u> Military	<u>4</u> Farmer
<u>5</u> Housewife	<u>6</u> Retired	<u>7</u> Student
<u>8</u> Deceased	<u>9</u> Other	(28)



## CELPS Form A (cont.)

22. What is your father's occupation? (check one)
- |                                  |                       |
|----------------------------------|-----------------------|
| <u>0</u> Professional/managerial | <u>1</u> White collar |
| <u>2</u> Blue collar             | <u>3</u> Military     |
| <u>4</u> Farmer                  | <u>5</u> Unemployed   |
| <u>6</u> Retired                 | <u>7</u> Student      |
| <u>8</u> Deceased                | <u>9</u> Other        |
- (29)
23. In what semester and year did you first enroll at WKU?
- Semester: 1 Fall 2 Spring 3 Summer (30)
- Year: 19\_\_\_\_\_ (31,32)
24. How many semester hours have you completed? If none, write "0". \_\_\_\_\_ (33-35)
25. How many semester hours are you taking this semester? \_\_\_\_\_ (36,37)
26. What is your overall WKU g.p.a.? (Ex. 2.15) \_\_\_\_\_ (38-40)
27. Are you presently employed? (check only one)
- |  |                              |
|--|------------------------------|
| <u>1</u> Employed on campus              | <u>2</u> Employed off campus |
| <u>3</u> Employed both on and off campus | <u>4</u> Not employed        |
- (41)
28. For what major reason did you take this class? (check only one)
- |   |
|---|
| <u>1</u> To help me determine a major/area of study |
| <u>2</u> To help me decide a career                 |
| <u>3</u> My advisor recommended this class          |
| <u>4</u> To learn more about myself                 |
| <u>5</u> Other (what?) _____ (42)                   |

## CELPS Form A (cont.)

29. How did you first find out about this class?

- |                              |                   |                        |
|------------------------------|-------------------|------------------------|
| <u>1</u> Friend              | <u>2</u> Advisor  | <u>3</u> Teacher       |
| <u>4</u> Catalog             | <u>5</u> Brochure | <u>6</u> Family member |
| <u>7</u> Other (what?) _____ | (43)              |                        |

30. How definite were you about a major/area of study before you enrolled in this course?

- |                      |                                  |
|----------------------|----------------------------------|
| <u>1</u> Undecided   | <u>2</u> Somewhat undecided      |
| <u>3</u> Pretty sure | <u>4</u> Definitely decided (44) |

31. How strongly committed are you to completing your college education?

- |                                  |                                  |
|----------------------------------|----------------------------------|
| <u>1</u> Do not intend to finish | <u>2</u> Probably won't finish   |
| <u>3</u> Probably will finish    | <u>4</u> Strongly committed (45) |

32. At the present time are you actively involved in any of the following activities or organizations? Check all that apply.

- |                                      | <u>Yes</u> |      |
|--------------------------------------|------------|------|
| a. Athletics (varsity)               | <u>1</u>   | (46) |
| b. Athletics (intramural)            | <u>1</u>   | (47) |
| c. Music (vocal/instrumental)        | <u>1</u>   | (48) |
| d. Drama/Theatre                     | <u>1</u>   | (49) |
| e. Social (fraternity, sorority)     | <u>1</u>   | (50) |
| f. Professional                      | <u>1</u>   | (51) |
| g. Service                           | <u>1</u>   | (52) |
| h. Religious (Ex. Wesley Foundation) | <u>1</u>   | (53) |
| i. Other (what?) _____               | <u>1</u>   | (54) |

33. At this time how do you judge your present health?

- |                    |               |                  |               |               |      |
|--------------------|---------------|------------------|---------------|---------------|------|
| <u>1</u> Excellent | <u>2</u> Good | <u>3</u> Average | <u>4</u> Fair | <u>5</u> Poor | (55) |
|--------------------|---------------|------------------|---------------|---------------|------|



EDUCATIONAL AND LIFE PLANNING  
FOLLOW-UP QUESTIONNAIRE  
CELPS  
Form B

This is the second questionnaire in the longitudinal study of the Educational and Life Planning course by the Office of Counselor Education. The purpose of this study is to determine the effectiveness of this course and, in addition, how this course might benefit other universities.

Your completing this questionnaire will be taken as an assumption that you have read this information and are aware of the nature of this project. Any data that is collected will remain strictly confidential. Summary data only will be made public and your identity will be protected. This form will require approximately five minutes of your time.

Thank you for your assistance in completing this project.

## EDUCATIONAL AND LIFE PLANNING

## FOLLOW-UP QUESTIONNAIRE

CELPS

Form B

- 2 (1)
1. Name \_\_\_\_\_
2. Social Security Number \_\_\_\_\_ (2-10)
3. What semester are you taking this course? (check one)
- Fall       Spring       Summer      (11)  
 1             2             3
4. Year taking this course? 19 \_\_\_\_\_ (12,13)
5. How helpful was this class to you in helping you to decide a major and/or area of study? (check one)
- Not at all helpful       Not very helpful  
 1                             2
- Somewhat helpful       Very helpful      (14)  
 3                             4
6. Would you recommend this course to one of your friends?
- Yes       No      (15)  
 1             2
7. Have you declared an academic major?  Yes       No      (16)  
 1             2
8. Have you decided on a general area of study? (e.g., art, science, business, etc.)  Yes       No      (17)  
 1             2
9. If yes, please check primary area of study.
- Arts and Humanities       Business Administration  
 1                             2
- Education & Behavioral Sciences       Science, Technology & Health      (18)  
 3                             4



## CELPS Form B (cont.)

10. Have you registered or are you planning to register for school at WKU next semester?  Yes  No (19)  
 1  2
11. If you are not planning to attend school at WKU next semester please state the main reason (check only one).  
 1 Cost  2 Marriage  3 Low g.p.a.  
 4 Transferring to another school (where?) \_\_\_\_\_  
 5 Loss of interest  6 Cannot select major/area  
 7 Graduating  8 College is not for me  
 9 Other (what?) \_\_\_\_\_ (20)
12. Which of the following do you feel would improve this course? (select only one)  
 1 More guest speakers  2 More private counseling  
 3 Satisfied as is  4 More information about careers  
 5 More information about majors available  
 6 More information about WKU activities  
 7 More instrument testing  8 Less instrument testing  
 9 Other (what?) \_\_\_\_\_ (21)
13. Are you willing to assist the department in improving this course by completing additional brief questionnaires at a later date?  Yes  No (22)  
 1  2

EDUCATIONAL AND LIFE PLANNING  
FIRST SEMESTER FOLLOW-UP QUESTIONNAIRE  
CELPS  
Form C

This is the third questionnaire in the longitudinal study of the Educational and Life Planning course by the Office of Counselor Education. The purpose of this study is to determine the effectiveness of this course and, in addition, how this course might benefit other universities.

Your completing this questionnaire will be taken as an assumption that you have read this information and are aware of the nature of this project. Any data that is collected will remain strictly confidential. Summary data only will be made public and your identity will be protected. This form will require approximately five minutes of your time.

A stamped return envelope is enclosed to assist you in mailing this questionnaire back to the department.

Thank you for your assistance in helping us to complete this project. We wish you the best of luck as you continue in your new endeavors!



EDUCATIONAL AND LIFE PLANNING  
FIRST SEMESTER FOLLOW-UP QUESTIONNAIRE

CELPS

Form C

- 3 (1)
1. Name \_\_\_\_\_
2. Social Security Number \_\_\_\_\_ (2-10)
3. Semester and year completing this form?  
         Fall          Spring          Summer      (11)  
       1                2                3
- Year: 19\_\_\_\_\_ (12,13)
4. What semester and year did you take Educational and Life  
 Planning (CNS ED 100)?        Fall        Spring        Summer (14)  
                                     1                2                3
- Year: 19\_\_\_\_\_ (15,16)
5. Reflecting back on your Educational and Life Planning course,  
 how helpful was this class in helping you to select a major  
 and/or area of study? (check one)
- Not at all helpful          Not very helpful  
     1                                2
- Somewhat helpful          Very helpful      (17)  
     3                                4
6. How did this course help you to feel about yourself?
- Worse                          Somewhat worse  
     1                                2
- Somewhat better          Better      (18)  
     3                                4
7. Please give the name and address of someone who will always  
 know how to locate you:  
 Name \_\_\_\_\_  
 Address \_\_\_\_\_

## CELPS Form C (cont.)

8. Are you still enrolled at WKU?  $\frac{\quad}{1}$  Yes  $\frac{\quad}{2}$  No (19)

If yes, skip to Question No. 10.

9. If you are not still enrolled at WKU, please state the reason. (check only one)

$\frac{\quad}{1}$  Cost  $\frac{\quad}{2}$  Marriage  $\frac{\quad}{3}$  Low g.p.a.

$\frac{\quad}{4}$  Transferred to another school (where?) \_\_\_\_\_

$\frac{\quad}{5}$  Loss of interest  $\frac{\quad}{6}$  Could not decide major/area

$\frac{\quad}{7}$  Graduated  $\frac{\quad}{8}$  College is not for me

$\frac{\quad}{9}$  Other (what?) \_\_\_\_\_ (20)

If you completed Question No. 9, please stop here and return questionnaire. Thank you.

10. Have you decided on a general area of study? (e.g. art, science, business, etc.)  $\frac{\quad}{1}$  Yes  $\frac{\quad}{2}$  No (21)

11. If yes, please check area of interest. (check one)

$\frac{\quad}{1}$  Arts and Humanities  $\frac{\quad}{2}$  Business Administration

$\frac{\quad}{3}$  Education & Behavioral Sciences  $\frac{\quad}{4}$  Science, Technology & Health (22)

12. Have you declared an academic major?  $\frac{\quad}{1}$  Yes  $\frac{\quad}{2}$  No (23)

13. Did this course motivate you to study?  $\frac{\quad}{1}$  Yes  $\frac{\quad}{2}$  No (24)



## CELPS Form C (cont.)

14. How do you feel about college in general?
- $\frac{\quad}{1}$  Dislike college       $\frac{\quad}{2}$  Mildly dislike college
- $\frac{\quad}{3}$  Generally like college       $\frac{\quad}{4}$  Enjoy college (25)
15. Have you recommended this course to your friends?
- $\frac{\quad}{1}$  Yes       $\frac{\quad}{2}$  No (26)
16. Do you feel that there is a member of the faculty or an advisor at WKU who you can talk to and who is really interested in you and your academic success?
- $\frac{\quad}{1}$  Yes       $\frac{\quad}{2}$  No (27)
17. If yes to No. 16, please check one of the following.
- $\frac{\quad}{1}$  Advisor       $\frac{\quad}{2}$  Professor       $\frac{\quad}{3}$  Both advisor & professor (28)
18. Do you intend to enroll at WKU next semester? (29)
- $\frac{\quad}{1}$  Yes       $\frac{\quad}{2}$  No
19. If not returning to WKU next semester, please indicate the reason. (check one)
- $\frac{\quad}{1}$  Cost       $\frac{\quad}{2}$  Marriage       $\frac{\quad}{3}$  Low g.p.a.
- $\frac{\quad}{4}$  Transferring to another school (where?) \_\_\_\_\_
- $\frac{\quad}{5}$  Loss of interest       $\frac{\quad}{6}$  Cannot select major/area
- $\frac{\quad}{7}$  Graduating       $\frac{\quad}{8}$  College is not for me
- $\frac{\quad}{9}$  Other (what?) \_\_\_\_\_ (30)

## EDUCATIONAL AND LIFE PLANNING

(University Obtained Data)

CELPS

Form D

4 (1)

From Student Master File

1. Name \_\_\_\_\_
2. Social Security Number \_\_\_\_\_ (2-10)
3. Date of enrollment in CNS ED 100?  
        Fall         Spring         Summer      (11)  
        1             2             3
- Year: 19 \_\_\_\_\_ (12,13)
4. Date data obtained for Form D?  
        Fall         Spring         Summer      (14)  
        1             2             3
- Year: 19 \_\_\_\_\_ (15,16)
5. ACT Scores: E \_\_\_\_\_ (17,18)  
                   M \_\_\_\_\_ (19,20)  
                   S \_\_\_\_\_ (21,22)  
                   N \_\_\_\_\_ (23,24)  
                   C \_\_\_\_\_ (25,26)
6. High school g.p.a. (Ex. 2.95) \_\_\_\_\_ (27-29)
7. Hours enrolled this semester \_\_\_\_\_ (30,31)
8. Overall g.p.a. at WKU (Ex. 2.54) \_\_\_\_\_ (32-34)

From Career Planning Program (CPP) taken during CNS ED 100

9. Estimated ACT Composite Range \_\_\_\_\_ (35-38)
10. Ability Stanines: Reading Skills (RS) \_\_\_\_\_ (39)  
                           Numerical Skills (NS) \_\_\_\_\_ (40)  
                           Language Usage (LU) \_\_\_\_\_ (41)  
                           RS + NS + LU \_\_\_\_\_ (42)  
                           Mechanical Reasoning \_\_\_\_\_ (43)  
                           Space Relations \_\_\_\_\_ (44)  
                           Clerical Speed/Accuracy \_\_\_\_\_ (45)



## CELPS Form D (cont.)

From Transcript

11. Number of "0" level courses attempted (i.e. 055)? \_\_\_\_\_ (46)
12. Number of "0" level courses this semester? \_\_\_\_\_ (47)

EDUCATIONAL AND LIFE PLANNING  
ONE-YEAR FOLLOW-UP QUESTIONNAIRE

CELPS

Form E

This is the fourth and final questionnaire in the longitudinal study of the Educational and Life Planning course by the Office of Counselor Education. The purpose of this study is to determine the effectiveness of this course and, in addition, how this course might benefit other universities.

Your completing this questionnaire will be taken as an assumption that you have read this information and are aware of the nature of this project. Any data that is collected will remain strictly confidential. Summary data only will be made public and your identity will be protected. This form will require approximately five minutes of your time.

A stamped return envelope is enclosed to assist you in mailing this questionnaire back to the department.

Thank you for your assistance in helping us to complete this project. We wish you the best of luck as you continue in your new endeavors!



EDUCATIONAL AND LIFE PLANNING  
ONE-YEAR FOLLOW-UP QUESTIONNAIRE

CELPS

Form E

- 5 (1)
1. Name \_\_\_\_\_
2. Social Security Number \_\_\_\_\_ (2-10)
3. Semester and year completing this form?
- $\frac{\quad}{1}$  Fall       $\frac{\quad}{2}$  Spring       $\frac{\quad}{3}$  Summer (11)
- Year: 19\_\_\_\_\_ (12,13)
4. What semester and year did you take Educational and Life Planning (CNS ED 100)?
- $\frac{\quad}{1}$  Fall       $\frac{\quad}{2}$  Spring       $\frac{\quad}{3}$  Summer (14)
- Year: 19\_\_\_\_\_ (15,16)
5. Reflecting back on your Educational and Life Planning course, how helpful was this class in helping you to select a major and/or area of study? (check one)
- $\frac{\quad}{1}$  Not at all helpful       $\frac{\quad}{2}$  Not very helpful
- $\frac{\quad}{3}$  Somewhat helpful       $\frac{\quad}{4}$  Very helpful (17)
6. How did this course help you to feel about yourself?
- $\frac{\quad}{1}$  Worse       $\frac{\quad}{2}$  Somewhat worse
- $\frac{\quad}{3}$  Somewhat better       $\frac{\quad}{4}$  Better (18)

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Leave blank if no response.

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## CELPS Form E (cont.)

7. Please give the name and address of someone who will always know how to locate you.

Name \_\_\_\_\_

Address \_\_\_\_\_

8. Are you still enrolled at WKU?       $\frac{\quad}{1}$  Yes       $\frac{\quad}{2}$  No      (19)

9. If you are not still enrolled at WKU, please state the reason. (check only one)

$\frac{\quad}{1}$  Cost       $\frac{\quad}{2}$  Marriage       $\frac{\quad}{3}$  Low g.p.a.

$\frac{\quad}{4}$  Transferred to another school (where?) \_\_\_\_\_

$\frac{\quad}{5}$  Loss of interest       $\frac{\quad}{6}$  Could not decide major/area

$\frac{\quad}{7}$  Graduated       $\frac{\quad}{8}$  College is not for me

$\frac{\quad}{9}$  Other (what?) \_\_\_\_\_ (20)

If you completed Question No. 9, please stop here and return questionnaire. Thank you.

10. Have you decided on a general area of study? (e.g. art, science, business, etc.)       $\frac{\quad}{1}$  Yes       $\frac{\quad}{2}$  No      (21)

11. If yes, please check area of interest.

$\frac{\quad}{1}$  Arts and Humanities       $\frac{\quad}{2}$  Business Administration

$\frac{\quad}{3}$  Education & Behavioral Sciences       $\frac{\quad}{4}$  Science, Technology & Health      (22)

12. Have you declared an academic major?       $\frac{\quad}{1}$  Yes       $\frac{\quad}{2}$  No      (23)

13. Did this course motivate you to study?       $\frac{\quad}{1}$  Yes       $\frac{\quad}{2}$  No      (24)

## CELPS Form E (cont.)

14. How do you feel about college in general?
- $\frac{\quad}{1}$  Dislike college                       $\frac{\quad}{2}$  Mildly dislike college
- $\frac{\quad}{3}$  Generally like college               $\frac{\quad}{4}$  Enjoy college                                      (25)
15. Have you recommended this course to your friends?
- $\frac{\quad}{1}$  Yes                       $\frac{\quad}{2}$  No
16. Do you feel that there is a member of the faculty or an advisor at WKU who you can talk to and who is really interested in you and your academic success?       $\frac{\quad}{1}$  Yes       $\frac{\quad}{2}$  No      (27)
17. If yes to question above, please check one of the following.
- $\frac{\quad}{1}$  Advisor               $\frac{\quad}{2}$  Professor               $\frac{\quad}{3}$  Both advisor & professor      (28)
18. Do you intend to enroll at WKU next semester?
- $\frac{\quad}{1}$  Yes                       $\frac{\quad}{2}$  No                                      (29)
19. If not returning to WKU next semester, please indicate the reason. (check one)
- $\frac{\quad}{1}$  Cost                       $\frac{\quad}{2}$  Marriage                       $\frac{\quad}{3}$  Low g.p.a.
- $\frac{\quad}{4}$  Transferring to another school (where?) \_\_\_\_\_
- $\frac{\quad}{5}$  Loss of interest                       $\frac{\quad}{6}$  Cannot select major/area
- $\frac{\quad}{7}$  Graduating                       $\frac{\quad}{8}$  College is not for me
- $\frac{\quad}{9}$  Other (what?) \_\_\_\_\_                      (30)



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