

PROFESSIONAL PRACTICE

Hillcrest Christian College: Career Voyage and Destination Data

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Introduction

Hillcrest Christian College is a non-denominational co-education College catering for over 1400 students from Early Learning to Year 12 in Clyde North, Victoria.

Before Sue arrived in 2008 there was no Careers Department at Hillcrest. She started the department, and introduced Career Voyage into the Career Development Program for Year 10s. Since the establishment of the Careers Department there have been significant increases in the student’s ATAR results, as well as a huge improvement in the College’s destination data.

In this study, student destination data from VTAC was compared to Career Voyage outcomes that were completed two years earlier in Year 10. Sue compared the data for each Year 12 cohort for the past 3 consecutive years.

Web based Career Voyage provides secure logins for both students and Advisers. For students the outcomes include Interest Profiles, Job Suggestions based on what they tell the system, and a Notepad facility to collect the most suitable Job Suggestions.

In the first stage of Career Voyage students complete a well-researched Occupational Interest Guide (OIG) before moving on to other critical Job factors, career exploration and action planning.

The OIG covers broad occupational areas called Interest Types, and fall into the following areas:

1. Technology and science
2. Biological sciences and medicine
3. Finance and economics
4. Art and design
5. Social service and health care
6. Language and Literature

For each student a clear bar chart is created showing each of the Types rated out of 100.

By clicking through the Types, students can access further related information. Advisers are able to see a breakdown of scores, as well as system driven comments indicating students who may be experiencing difficulties.

Results

The total number of students for whom data exists at both Year 10 and Year 12 was

- (a) 65 for the 2011 – 13 years’ cohort
- (b) 68 for the 2012 – 14 years’ cohort
- (c) 78 for the 2013 – 15 years’ cohort

Student records which had missing data for either year 10 or year 12 have been omitted.

Comparisons between Career Voyage outcomes and VTAC destinations:

For the 2011-13 cohort:

Of 65 cases, 13 had differences between VTAC destination & their year 10 Career Voyage Notepad

Out of these 13 with differences, 3 had matching OIG results

Thus, overall agreement between Career Voyage & VTAC destination: **85%**

For the 2012-14 cohort:

Of 68 cases, 10 had differences between VTAC destination & their year 10 Career Voyage Notepad

Out of these 10 with differences, 2 had matching OIG results

Thus, overall agreement between Career Voyage & VTAC destination: **88%**

For the 2013-15 cohort:

Of 78 cases, 11 had differences between VTAC destination & their year 10 Career Voyage Notepad

Out of these 11 with differences, 2 had matching OIG results

Thus, overall agreement between Career Voyage & VTAC destination: **88%**

Since gender was included in the data, it was possible to distinguish OIG results for girls and boys.

This table shows the percent of girls and boys according to their highest OIG Types. Figures here reflect the sum total of the three cohorts.

OIG Type*	1	2	3	4	5	6	Total %
Total girls as %	2	18	5	23	43	9	100
Total boys as %	38	12	15	11	14	10	100

* See Occupational Interest Guide Type descriptors above.

Discussion

For young people, career development is a continually unfolding process as they progress through life. Career development is not a one-off event. We expect that career plans will develop over time, just as all other aspects of students' lives develop.

It is thus reassuring that career interests and plans as identified by Career Voyage were so stable over these two critical years. This supports previous international research on Career Voyage.

Gender differences in occupational interests were pronounced, particularly in two key areas. For OIG Type 5 (Social service and health care) 43% of girls scored this as their highest interest, while for boys it was 14%. On the other hand approximately 38% of boys had OIG Type 1 (Technology and science) as their highest interest while for girls this was 2%.

Further research seems desirable to measure gender differences at earlier ages and to explore reasons.

Conclusions

Given the overwhelming correlation between both OIG and Notepad results with tertiary courses chosen two years later, Sue is confident that Career Voyage works well for Hillcrest students. The program gives Sue the information to concentrate on each individual's strengths and interests to help them with subject selection and then course selections.

It would be beneficial if other advisors engaged in similar research. **E**



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