

A CLINICAL ASSESSMENT OF A COMMUNITY
COLLEGE - AFFILIATED GUIDANCE
CENTER FOR WOMEN

Thesis for the Degree of Ph. D.
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JERRY G. SOLLOWAY

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This is to certify that the

thesis entitled

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COLLEGE - AFFILIATED GUIDANCE
CENTER FOR WOMEN

presented by

Jerry G. Solloway

has been accepted towards fulfillment
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ABSTRACT

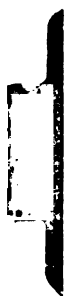
A CLINICAL ASSESSMENT OF A COMMUNITY COLLEGE-AFFILIATED GUIDANCE CENTER FOR WOMEN

By

Jerry G. Solloway

Evidence of role changes among mature women in our society may be found in the employment statistics of mature women. More than one out of three married women are in the labor force today. However, the growing number of mature women who train for re-entry into the labor force or who are searching for meaningful employment outside the home are often in need of specialized counseling services geared to assist women in this transition process.

Higher education has made a substantial commitment to serving the unique needs of mature women through educational and vocational counseling services. Most recently there has been growing interest among some community colleges to provide adult counseling services. The emergence of the community college as perhaps a logical institution to serve the educational and vocational guidance needs of adults in the community has



given rise to the necessity to learn more about the effectiveness of such services.

Statement of the Problem

The study was designed for the twofold purpose of assessing the impact a community guidance center for women had on adult clients and to determine the relationship between clinically-judged counseling impact and selected personal and demographic characteristics of clients. The study also included an analysis of such related variables as client expectations and satisfaction, and the decision-making and post-counseling behavior of clients.

Procedures

The sample was selected from 816 clients of the New York Guidance Center for Women. A representative sample of 114 clients, drawn randomly from the population stratified according to the counseling disposition of clients, provided the source of data.

Client perceptions of entry and post-counseling behavior were obtained from the Client Questionnaire which consisted of forced-choice items with provisions for free-response categories. Client attitudes toward the Guidance Center and perceptions of the counseling experience were measured by the Client Satisfaction Scales.

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More specific data on client expectations and satisfaction, and in-depth information on post-counseling behavior of clients were obtained by telephone interviews with clients. Four experienced counselors, using a Client Interview Guide, conducted the interviews, analyzed the findings, and classified clients into categories by the degrees of positive impact the Center was judged to have had upon its clientele.

Descriptive and statistical analyses were made involving all relevant data obtained in the study. Two non-parametric statistical techniques were used to test the research hypotheses. The .05 alpha level was selected for defining the critical region of rejection for all statistical analyses.

Major Findings of the Study

1. There were no differences in client-expressed favorableness toward the Guidance Center between clients who completed counseling and clients who did not complete counseling.
2. No differences were found among clients classified according to the degrees of positive impact the Center had upon them on the basis of age, marital status, and educational and employment background.
3. No differences were found among the four impact groups in terms of the number of months which elapsed since counseling was terminated.

4. A larger proportion of clients expressed satisfaction with the services of the Guidance Center than were judged clinically as persons for whom the Center had moderate or substantial positive impact.
5. Counseling was perceived by many clients as a supportive service for decisions made prior to counseling.
6. Clients perceived educational and career decision-making as a secondary outcome of counseling.

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A CLINICAL ASSESSMENT OF A COMMUNITY
COLLEGE-AFFILIATED GUIDANCE
CENTER FOR WOMEN

By

Jerry G. Solloway

A THESIS

Submitted to
Michigan State University
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DOCTOR OF PHILOSOPHY

Department of Higher Education
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To my Grandmother,
the late Christine M. Kasper,
a dedicated teacher in the
Common Schools of Indiana

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The author wishes to express his appreciation to the many people who generously provided time, effort, and encouragement from the planning phase of the research project through the completion of the thesis. It is impossible to list all those to whom the author is deeply indebted.

In this moment of overwhelming gratitude, my deepest appreciation to Dr. Max R. Raines--friend, outstanding national figure in the community college field, advisor, and director of this thesis--for hours of patient guidance and reflection, and continuous support and encouragement.

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And finally, to my precious and loving wife, Sharon, who has been a tower of strength and patient encouragement; to Chris and Jenny for their sacrifices and amazing understanding, and to our loveable surprise, Sara Linn, for her inspiration and joy which greatly helped her daddy finally finish his Ph. D.

DEDICATION

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

Introduction to the Problem Area

Our society is more affluent today than at any time in its past. Technological advancements, increased social and economic mobility, changes in urban and family living, increased manpower needs, and significant changes in the world of work have produced dramatic changes in the attitudes, values, and life-styles of individuals and groups in society.

If we were to search for the one person most affected by the social and economic changes of the last quarter century, it would be the married woman over 30 years of age whose family no longer demands most of her time and who is inclined to seek enrichment of her life both in and out of her home. She is generally aware that her knowledge, skills, energy, and experience could make her life more interesting, challenging, and productive. If she considers employment, she may know little about job opportunities, working conditions, and the skills required in a highly competitive economic system. She may also be uncertain of her ability to learn new skills, or to compete in educational or job situations; or she may be

worried about managing her household responsibilities and the reactions from her husband and children.¹

Social institutions have attempted to respond to the needs of mature women affected by social-economic changes. One such kind of response has been provision for somewhat specialized counseling services geared to assist women in making a successful transition from the single role of housewife to the dual role of housewife-worker or full time employed person. Education, and particularly higher education, is one social institution which is making a growing commitment to serving the unique needs of mature women through counseling and counseling related services.

The major purpose of this research was to determine the effectiveness of such services offered through a community college-sponsored guidance center for women.² The focus of the study was on the adequacy of counseling services provided by an educational agency with particular concern on the degree of impact these services had upon client behavior. The study was also concerned with the role personal characteristics of clients plays, if any, in the impact level of counseling.

¹Kate H. Mueller, "Counseling Mature Women for Employment," Women's Education, Vol. 5, No. 1, March, 1966.

²New York State Guidance Center for Women, affiliated with Rockland Community College, Suffern, New York.

The Changing Role of Married Women

Increased leisure time, expanded educational opportunities, increased manpower needs, and growing affluence have provided mature women with the opportunity to explore a broad scope of activities outside the home. Many women now anticipate filling a large portion of their lives with satisfying and productive experiences.

The principal change in the composition of the labor force and the most important source of its growth has been the increased participation of married women. Between 1940 and 1960, the labor force increased by over 14 million persons. Over 56 percent of this increase consisted of married women.³

Several factors have influenced the changing role of married women in the labor force today. Over half of the women in our society are married before they are 20 years of age.⁴ Whereas women formerly worked prior to the child-bearing stage of their lives, now many women have their children first and then enter the labor force. The median age at which American women complete child-bearing

³Glen C. Cain, Married Women in the Labor Force (Chicago: University of Chicago Press, 1966), p. 1.

⁴Mary D. Keyserling, "Facing the Facts about Women's Lives Today," in New Approaches to Counseling Girls in the 1960's. Report of the Midwest Regional Pilot Conference (Washington: Office of Education, 1965), p. 5.

is now 26 and four out of five young women may expect to be employed some time during their lives.⁵

Also influencing the role of married women today is increased leisure time resulting from technological advances in the home, more widespread adherence to family planning, and an increase in the length of the educational period of children. The rapid rise in the standards and costs of living is another factor which has given impetus to the employment of married women. Today more than one out of every three married women are in the labor force.⁶

For many women considering employment outside the home or returning to some form of post-high school education to prepare for work, several problems stand in their way. They have lost touch with the ever wider range of employment opportunities which modern technology has produced. Many women who have been out of the labor force for several years have lost confidence in their ability to perform in new undertakings as well as to adjust their schedules to their new dual role. Others simply may need assistance in career planning or information concerning

⁵Committee on Education, "Report of the Committee on Education" (Washington, D. C.: President's Commission on the Status of Women, October, 1963), p. 29.

⁶Edgar M. Hoover, "Population and Labor Force Projections for 1985," Women's Education (Washington, D.C.: AAUW Educational Foundation, December, 1967), p. 7.

educational and training programs to prepare for re-entrance into the labor force.

One of the most common characteristics of middle-class housewife-mothers is the pervasive lack of confidence in their own ability. Self⁷ has observed that "American housewives have relatively little feedback concerning their own real abilities, and lack external criteria for evaluating themselves . . . they all too often underestimate their competence and personal worth as they survey the inevitable problems with husbands, children, and routine housework."

Sources of Intervention

Numerous public and private agencies have traditionally provided career guidance and placement services to women seeking entry into the labor force. Available statistics indicate that the state employment services offer vocational guidance or information to the greatest number of persons. They serve nearly 750,000 women jobseekers annually.⁸ Yet a survey in 1962 revealed that there were only 3,120 counselors in various state employment services, and only 35 percent of these were full-time counselors.⁹

⁷Gerald Self, "Women on the Move: Some Common Psychological Problems," A paper presented to the Governor's Commission on the Status of Women, Las Vegas, Nevada, June 13-14, 1969, p. 2.

⁸Committee on Education, op. cit., pp. 27-28.

⁹Committee on Education, op. cit., p. 28.

The Committee on Education urged that "new sources be tapped to relieve this shortage of qualified personnel . . . counselors in public employment offices do not meet the standards recommended by either the United States Employment Service or professional organizations in the field."¹⁰

The U. S. Office of Education reported that in the fall of 1967, the number of women college students was over 2.8 million. Over 300,000 women students were between 25 and 34 years of age. While statistics on the number of adult guidance programs in the U. S. are not available, a review of the Department of Labor report¹¹ on educational programs for women suggests that guidance services for women returning to college have lagged behind the rapid increase in continuing education programs for women.

The American Association of University Women estimated in 1967 that there were at least 300 colleges and universities in the United States offering some form of special educational-vocational counseling services to women.¹² While statistics are not available on the number

¹⁰Committee on Education, op. cit., p. 28.

¹¹Women's Bureau, U. S. Department of Labor, Continuing Education Programs and Services for Women, Pamphlet 10, 1968 (Prepared by Jean A. Wells).

¹²Virginia L. Senders, "Continuing Education for Women--The Third Revolution," The University in Motion: The Status of Woman (Urbana, Illinois: Bevier Lecture Series, November, 1967), p. 44.

of junior colleges which offer such services, the Women's Bureau report indicates that junior and community colleges have not adequately responded to this need.¹³

One of the most dramatic new developments in the short history of the community college movement in this country has been the emergence of community services programs. Based on the philosophy that education is a life-long process, the concept of community services establishes a commitment by community colleges to serve the entire community. Harlacher has identified community counseling services for adults as an important function of the junior college community services program.¹⁴ In 1958, Tyrus Hillway recommended that counseling services for adults be provided through a "community center of guidance and information, which could be operated by the community college or some other agency."

Unless there are other agencies offering such a service, the community college probably ought to accept responsibility for a community guidance program . . . There seems to be no reason, except in a large urban center, why one guidance program cannot be organized which will care for all needs of this type in the area. Such a service, of course, must be on a highly professional level and somewhat more complete and specialized

¹³Women's Bureau, op. cit., pp. 85-92.

¹⁴Ervin L. Harlacher, Effective Junior College Programs of Community Services: Rationale, Guidelines, Practices (Los Angeles: University of California Junior College Leadership Program, Sept., 1967) Occasional Report #10, pp. 29-30.

than the personal and social guidance included in the usual school program.¹⁵

Counseling and Counseling Outcomes

One of the primary tasks of educational-vocational counseling is to assist individuals in developing decisions. Goldman has observed that "an almost universal characteristic of counseling . . . is that it deals with decisions and plans . . . usually to give help in making decisions and plans for the future and in choosing among alternative courses of action in the world of reality."¹⁶

Decision-oriented counseling involves the clarification of the client's needs or problem; provision for obtaining relevant information, exploration and evaluation of emerging alternatives, consideration of anticipated outcomes of the alternatives, and ultimately, the assessment of behavioral outcomes. Despite an emphasis upon a cognitive approach, successful counseling cannot ignore affect. Inasmuch as the client's perceptual ability and attitudes will have a profound influence on the decision-making process, the degrees of success in counseling will be related to the counselor's sensitivity to client feelings and his insight into the client's perception of the problem or need. A client may be attempting to resolve a

¹⁵Tyrus Hillway, The American Two-Year College (New York: Harper & Brothers Publishers, 1958), p. 134.

¹⁶Leo Goldman, Using Tests in Counseling (New York: Appleton-Century-Crofts, 1961), p. 25.

vocational conflict or to determine an appropriate occupation for which to prepare or to explore job opportunities in the community. Whether or not the problem is a "personal" problem depends in large measure upon the client's perception; but in any case, alternative solutions are likely to have implications for the client's future activities.

Other factors related to the assessment of counseling are the personal and demographic characteristics of clients. While little research has been conducted into this aspect of counseling effectiveness, it may well be that personal characteristics, return patterns, and other attributes of clients are important determinants of the impact counseling may have upon clients, particularly, mature female clients receiving specialized educational and vocational counseling.

The Problem

Statement of the Problem

The central purpose of this research project was to assess the effectiveness of counseling within a randomly selected sample of adult clients from a community college-affiliated guidance center for women. More specifically, this investigation proposed to assess the impact of counseling upon the behavior of clients and to analyze the relationship between the degrees of counseling impact

and selected personal and demographic characteristics of clients.

The study focused on the degree of client satisfaction as measured by an attitude scale and on the decision-making and post-counseling behavior of clients as assessed by a panel of clinicians. It was the purpose of this research to examine the following questions:

1. To what extent did the guidance center have a positive impact upon clients and how is the degree of impact related to various characteristics of clients served by the center:

- a. Did the center have more positive impact on younger clients than older ones?
- b. Did married clients with children at home differ from married clients with no children or single clients in the degree of impact counseling had upon them?
- c. Did the center have more impact on clients with limited employment experience than clients with extensive work backgrounds?
- d. Did the center have more impact on college-educated clients than non-college-educated clients?

2. Is there a significant positive relationship between clients categorized according to the degrees of impact counseling had upon them and

- a. Scores on a counseling satisfaction scale,
- b. The number of counseling sessions, and
- c. The time lapse between the termination of counseling and this research study?

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3. How do the modal patterns of client personal characteristics compare for the group of clients who were clinically judged as persons for whom the center had "substantial" and "moderate" positive impact with the group of clients judged to have received "limited" or "no" benefit from counseling?

Related to these inquiries are further questions relevant to the investigation of counseling outcomes. The study was designed to answer the following questions:

1. To what extent are the sources of client information about the center and client entry expectations related to the center's impact on clients?

2. Is achievement of a "satisfactory decision" ranked by clients as the most beneficial outcome of counseling?

3. Were clients who withdrew from counseling less satisfied with counseling than those who completed counseling?

4. Which criterion, if any, had the greatest influence upon the clinical judgments of the panel of judges in determining the degrees of impact counseling had upon clients?

Hypotheses to be Tested

Hypothesis I: Clients who completed counseling will express a significantly higher level of satisfaction with counseling than those who did not complete counseling.

- Hypothesis II: The degree of positive impact of counseling upon clients over forty years of age will be significantly greater than for clients under forty years of age.
- Hypothesis III: The impact of counseling upon clients who are married with children at home will be greater than upon clients who are single or married with no children at home.
- Hypothesis IV: Clients with ten years or more of previous employment experience will experience significantly greater impact from counseling than those clients with less than five years of work experience.
- Hypothesis V: The degrees of positive impact of counseling upon clients with some post-high school education will be greater than for clients who did not complete high school.
- Hypothesis VI: The degree of positive impact of counseling upon clients who terminated counseling within the year preceding this evaluation will be significantly less than for those clients who terminated counseling more than one year preceding it.

Assumptions of the Study

Assumptions concerning the counseling process, the nature of women's problems and needs, sources of intervention, and the processes of evaluating counseling are described in the review of the literature. The techniques developed for the evaluation of the guidance center were based on the following underlying assumptions:

1. That a reliable and unidimensional measure of client attitudes toward the guidance center could be designed.

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2. That valid and reliable information concerning client attitudes, expectations, and decision-making and post-counseling behavior could be obtained by questionnaire and interview techniques.
3. That an experienced panel of professional counselors could assess, with an acceptable degree of reliability and objectivity, the degree of impact counseling had on the clients in the sample.
4. That research concerning techniques to assess counseling outcomes is essential to the development of counseling technology and to the administration, planning, and improvement of counseling services.

Operational Definitions of Terms

Because of the unique nature of a community guidance center and in consideration of the techniques employed to evaluate the outcomes of counseling, the following definitions were provided to add clarity to the study. The definitions include:

1. Counseling. A personal, face-to-face relationship between two people, in which the counselor, by means of this relationship and with special competencies and human skills, assists the client in self-evaluation, analysis of interests and needs, and planning, to achieve a relevant decision (or plan) concerning educational and/or career activities.
2. Client. Any adult who received counseling services including at least one interview with a professional counselor on the guidance center's staff.
3. Guidance Services. Those services offered to clients by the center which include primarily:

- a. Educational and vocational (career) information.
- b. Counseling (see #1).
- c. Testing services.

4. Counseling Disposition. Because of the experimental nature of the guidance center, detailed records of each client case were maintained by the staff for the purpose of accountability and follow-up research. The two major counseling disposition classifications were:

- a. Incomplete Cases: client-initiated termination of counseling prior to the development of a plan.
- b. Complete Cases: termination of counseling by mutual agreement because the client developed a plan of action, decided to defer action, or was referred to another more appropriate agency.

Delimitations

There were several limitations in the design of this research. The study was confined to the client population (761 women, 55 men) who were classified as "clients" by the guidance center staff. The size of the sample represented only 15 percent of the total population, and while there is evidence of some homogeneity within the population, the sample may not accurately represent the population on all variables included in the study.

Another limitation was the time lapse between those clients who received counseling services at the time the Center was opened and those clients who completed counseling



just prior to the investigation. The study encompassed only the first twenty-two months of the center's operation. Thus there were clients who received counseling during the early stages of the center's development when services were not yet fully developed and the staff was new, and clients who received the benefits of an experienced staff and complete guidance services after several months of operation.

The limitations of questionnaire studies and attitude scale techniques are well established and need no further elaboration. The use of telephone interviews, while they enabled larger sampling than would have been possible with personal interviews, were also a limitation to the study. For some respondents, discussing their counseling experience and subsequent behavior was more relaxing and easier over the telephone; while others may have considered the telephone interview an invasion of privacy and as involuntary participation in the research.

Since no before-after measurements were made, no actual changes in client behavior were observed that could be attributed directly to counseling. Rather, the basic hypothesis was that clients who have been differentially exposed to various kinds and amounts of counseling would attain predetermined objectives in differential amounts or degrees. The limitation posed here is that while a clinical measurement was made of the impact of counseling

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upon clients, the absence of a control group reduces somewhat the validity of the findings which indicate the degrees of impact counseling may have had on client behavior.

Other less serious limitations are acknowledged in the methodology and findings sections of the thesis.

Organization

The thesis has been organized into six chapters as follows:

Chapter I.--The introduction presents the problem, its scope, the hypotheses to be tested, the assumptions and definitions, and delimitations of the study.

Chapter II.--The history of the guidance center includes a description of its origin, purposes, functions, and objectives. The center's operational procedures, services, and its present status and future plans are also described.

Chapter III.--The review of the literature includes a description of the role conflicts of mature women, sources of intervention, and the functions of the community college. Various counseling theories, counseling outcomes, and the methods of evaluating counseling are also discussed.

Chapter IV.--The methodology and procedures section is presented in two parts. The first part is a description

of the instruments, pre-test procedures, and the statistical techniques used to analyze the data. The sample and population are also defined. Part II is a description of the interview and clinical judging process and includes an analysis of the variables examined by the panel of counselors.

Chapter V.--The analysis of the data includes a report of the interview and questionnaire findings, an analysis of selected demographic variables related to the impact of counseling, and a statistical analysis and interpretation of the findings.

Chapter VI.--The final chapter presents a summary of the findings of the study, the conclusions, and the implications for further study based on these findings and conclusions.

CHAPTER II

DEVELOPMENT, ORGANIZATION, AND OPERATIONAL PROCEDURES OF THE NEW YORK STATE GUIDANCE CENTER FOR WOMEN

The purposes of this chapter are: (a) to review briefly the development of the New York State Guidance Center for Women, (b) to examine its organizational structure, objectives, and primary functions, and (c) to describe the Center's operational procedures and major areas of activity.

This chapter has been included for several reasons. The history of the agency will provide relevant background information to those not acquainted with this exploratory project. It is also important that the organizational and procedural features be described in order to establish the Center's unique and innovative function as part of a community college's community services program. And finally, it is hoped that this chapter will enable the reader to better understand the nature of the problem under investigation.



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Introduction

In 1964, the Governor of New York, Nelson Rockefeller, established the Committee on the Education and Employment of Women to study the needs and problems of women searching for more satisfying and productive roles in society. Among the recommendations of this Committee, published in a report titled, New York Women, was a recommendation that the State establish a network of community guidance centers for women, beginning with one center which could be used for experimental and evaluative purposes. It was on the basis of this report that almost two years later such an experimental guidance center was established.

History of the New York State Guidance Center for Women

In the spring of 1966, a proposal for a model guidance center for women was prepared by Dr. Esther Westervelt of Teachers College, Columbia University. At his Conference on Women in May, 1966, Governor Rockefeller announced that the proposal would be funded and a budget of \$72,000.00 was allocated for the first year of operation. Funds were transferred to the State University of New York, which in turn, contracted with Rockland Community College to establish the Guidance Center.

Rockland County, a rapidly growing suburb of New York City, was selected as an appropriate area to be served by the guidance center because of its social and economic

heterogeneity. The population of the county includes many professional and executive men who commute to New York City, numerous small businessmen, and a large number of skilled and semi-skilled workers employed locally. In contrast to this large proportion of economically-secure individuals there is a rapidly growing population of disadvantaged Negroes and Puerto Ricans. Between 1962 and 1967, the number of welfare recipients rose 134 percent. Thus the population is varied; there is a broad range of employment opportunities; and the educational resources are generally adequate for the needs of the area.

Suffern, New York was selected as the site and the New York State Guidance Center for Women opened on November 7, 1966. Due to extensive advance publicity, a backlog of over 100 applicants for counseling greeted the Center's opening.

The only full-time professional persons on the Center's staff were the director and the associate director. The major responsibility for testing and counseling services was carried by a staff of part-time graduate degree counselors who had received previous training and experience in the counseling of adults. In her commentary on the employment of part-time counselors, the director noted the economic advantages and flexibility in scheduling of counseling services:¹

¹Esther M. Westervelt, "Report on Operation of New York State Guidance Center for Women--November 7, 1966 to August 31, 1968," Suffern, New York, September 30, 1968.

The part-time staff made it possible to offer counseling by appointment during evening hours and on Saturday mornings as well as during regular daytime hours. A part-time staff had two other advantages; being numerically larger than a full-time staff could have been, it provided greater opportunities for professional development through inter-staff communication; and the counselors, because they were not counseling every day of the week, maintained a high level of interest in their work . . . it never seemed to become routine to them.

Functions of the Center

While the New York State Guidance Center for Women did not provide services which were new, the agency was nevertheless unique in several ways. First, it was established to serve the needs of every social-economic group in the area. Secondly, it was a community service providing educational and vocational counseling to women (although men were not entirely excluded). It also was an agency of a community college with only an informal relationship with the regular academic program and adult education program at the college. And finally, the Center was state-supported and assigned the task of providing free counseling services on a limited budget.

In affiliating the Guidance Center with a community college, an increased responsibility to broaden and expand the continuing education program was thrust upon the college. Although the Center was physically separated from the community college, its staff served indirectly in assisting mature women to enter or return to college.



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The Services of the Center

The Guidance Center's services fell into two major categories: (a) educational and vocational counseling and testing for individuals and small groups; and (b) educational and vocational information and advisory services offered through workshops, public meetings, radio career series, and the educational and vocational library. During the twenty-two month history of the Center, almost forty-five hundred individuals are known to have used one or several of these services according to the following breakdown:²

Total persons using informational and advisory services: 3608

Total persons using counseling and testing services: 816

During the spring, 1967, there was a marked increase in the number of clients seeking counseling at the Center. The Center averaged forty new applicants for counseling and testing per month. The average number of counseling interviews for the entire client population during the project period was 2.9 sessions; but the range in the number of counseling interviews was from 1 to 17. The amount of counselor time spent in direct services to clients averaged 5.8 hours per client.³

²Ibid., p. I-3.

³Ibid., p. I-5.

The principal component in the Center's information and advisory services was the library. The resources of the library included general occupational information, educational information, and specific information on employment opportunities within the service area. The library served the informational needs of the professional counseling staff and clients as well as non-client visitors to the Center. The library also provided information services to persons making inquiries by telephone or mail. The number of requests for information grew steadily and has averaged about one hundred per month. However, as with the other services of the center, there was considerable seasonal variation, with the months preceding the opening of an academic term providing the peak levels of services.

The information and advisory service offered guidance workshops concentrating on the problems women encounter upon re-entry into the labor force and career opportunities in new fields for women. The service also offered public meetings on specific career areas including one on teacher certification, and two radio career information series were provided.

Another important function of the Center was the development of a working relationship with various community agencies and organizations. Although the Center was a new agency serving a county of over 200,000 persons, the

Center's association with Rockland Community College provided many avenues for the development of community relations.

At the outset, the Center established a Community Advisory Committee which was broadly representative of social agencies, educational institutions, employers, and interested lay citizens from throughout the service area. Meetings with the Committee provided regular contact with community leaders and strategic segments of the population became acquainted with the goals and services of the Guidance Center.

It has already been noted that one of the major responsibilities assigned to this agency at the time it was established was to conduct evaluation and research studies on all aspects of the Center's operation. One of the earliest experiments involved the effect of pre-counseling orientation for small groups to acquaint clients with the functions of the Center, the role of the counselor, the use of testing, and the possible outcomes of counseling. While the experiment involved a very small sample (ten experimental and nine control subjects), ratings made by both counselors and clients suggested that pre-counseling orientation was ineffective in increasing the rapidity with which counseling could be accomplished or in improving the quality of the counseling experience.

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During the winter of 1968, a pilot evaluation of the counseling service was undertaken by a team of interviewers employed from outside the staff of the Center. The criteria for the evaluation of counseling outcomes included: (a) the achievement of making a decision through counseling; (b) remaining satisfied with this decision; (c) believing that counseling made the decision possible; (d) believing that the decision could not have been achieved as rapidly without counseling; and (e) not perceiving the counselor as having pushed toward a wrong decision or having failed to clarify alternatives.⁴

The results of this interview study were quite favorable, especially in view of the fact that some of the respondents had received counseling in the early months of the Center's operation when its services were not fully developed. The results were generally as follows:⁵

68.5% Reported achieving a decision through counseling.

83.7% Expressed satisfaction with the decision.

24.3% Believed that they could have done so without counseling.

91.7% Believed that counseling enabled them to achieve a decision more rapidly.

78.8% Reported that they did not perceive their counselor as having pushed toward a wrong decision or as having failed to clarify alternatives.

⁴Ibid., p. I-10.

⁵Ibid., p. I-10.

The Center staff has also conducted research in such areas as demographic and personal characteristics of clients, a study of antecedent and intervening variables affecting female client's patterns of career development, and a comparative study of the male and female forms of the Strong Vocational Interest Blank.

Operation of the Center

It is essential to the evaluation of counseling services that the kind of counseling under investigation be described. While a small percentage of clients receiving counseling services from the Center did so in small groups, most of the counseling was individual and short-term (although no limitation was set on the number of counseling sessions). Counseling focused primarily on the development of a realistic and acceptable vocational and/or educational plan or decision, and included all appropriate testing and use of the occupational library.

The technique employed by the professional counselors was essentially eclectic with the constant objective of formulating a plan of action. A coordinate objective centered on the personal growth and development of the client to enhance follow-thru behavior on the plan. The important function in this relationship was that career or educational plan emerged as a "mutual" or "joint" agreement between the counselor and the client.

The initial difficulty experienced by clients who came to the Center was ignorance of the educational and vocational opportunities available to them. This condition was possibly the result of the span of years devoted to domestic activities which restricted their contact with recent developments in educational and employing institutions. It was also the result of ever increasing numbers and variety of educational and occupational opportunities.

But for most of the women who sought the counseling services of the Center, lack of information was a lesser problem to them than lack of clear goals and a resistance to undergo changes in basic life style patterns to achieve more productive and perhaps more satisfying activities.

The registration forms used by the Center were designed to assist prospective clients in identifying their particular problem or need. Since many of the clients were referred to the Center by other agencies and organizations, additional information was available to the staff prior to the intake interview. During the first months of operation, all intake interviews were conducted by a single counselor. However, because of staff scheduling problems, this procedure was discontinued and intake interviews were conducted by the counselor assigned to the case.

All counseling and testing sessions were arranged on a strict appointment basis because of the staff scheduling arrangement described earlier. The assignment of new clients was the function of a paraprofessional staff member

who also was responsible for administering and scoring all tests. Clients generally remained with the same counselor until counseling was completed.

If testing was indicated, clients scheduled appropriate time for testing followed by a testing interpretation session with the assigned counselor. A fee of \$2.00 was charged for each test administration unless the client was unable to pay. Counseling and all other services of the Center were free of charge.

Extensive records were maintained on all clients. Client folders included considerable background information provided by the client when she registered, elaborate and very detailed interview summaries prepared after each interview by the counselor, test results and client profiles, and the counselor's summary report prepared for each client after counseling was terminated.

One of the major responsibilities of the Center's director involved the supervision of the professional staff. Since part-time counselors were used, the staff was considerably larger and therefore demanded extensive communication and more personalized supervision. The standardization of operational procedures and the maintenance of professional standards within the staff was achieved by weekly staff meetings with the director and extensive individual contact between the counselors and the director. Since it also had been the original plan for the Center to provide counseling practicums for

graduate students in nearby universities, additional supervisory and training activities were required.

The operating costs during the twenty-two months of the Guidance Center's existence averaged \$6000.00 per month. Salaries and fringe benefits accounted for approximately 80 percent of the budget with the remaining 20 percent committed to research and evaluation. Almost 50 percent of the salary budget was spent for professional counselors, 18 percent was allocated to administrative salaries and 12 percent was spent on salaries for classified personnel.

Since this study was concerned primarily with the counseling and testing services of the New York State Guidance Center for Women, the following statistical data will describe only those functions of the Center. The two major categories of guidance services were counseling and testing, and educational and career information. Table 1 provides a breakdown of counseling and testing services provided by the Center from November 6, 1966 to August 31, 1968.⁶

⁶Ibid., p. II-2.

Table 1.--Statistical Summary of the Counseling and
Testing Services of the New York State Guidance
Center for Women.

COUNSELING:

1. Total Number of Clients Requesting Appointments	. 978
2. Total Number of Clients Cancelling First Appointment	93
3. Total Number of Clients Placed on Waiting List in Summer, 1968 (Not Served)	69
TOTAL NUMBER OF CLIENTS COUNSELED	816
TOTAL NUMBER OF COUNSELING INTERVIEWS2366

TESTING:

1. Total Number of Tests Administered1091
2. Total Counselor Hours Administering and Scoring Tests 746

Individual counseling interviews at the Center were generally 50 minutes in length although counselor schedules did permit some flexibility in the length of interview sessions. Group counseling sessions averaged two hours in length but the time varied depending on the needs of the group in any given session. The length of testing sessions ranged from one to three hours depending on the number and type of tests administered. With the exception of tests which required individual administration, all tests were administered to several clients at one time.

Table 2 presents a statistical breakdown of clients type of service and the average number of interviews.

Table 2.--Clients Counseled by Type of Service and Average Number of Interviews.

Type of Service	Number of Clients Receiving Service	Average Number of Interviews/ Client
Individual Counseling Only, at Guidance Center	382	1.8
Individual Counseling and Testing at Guidance Center	359	3.6
Referred by Other Agencies, Testing Only	5	1.4
Group and Individual Counsel- ing at Guidance Center	5	1.6
Group and Individual Counsel- ing and Testing at Guidance Center	8	3.0
Individual Counseling in Neighborhoods only	31	2.4
Individual Counseling and Testing in Neighborhoods	1	2.0
Group Counseling in Neighborhoods	6	1.3
Group Counseling and Testing in Neighborhoods	22	5.2
Group and Individual Counsel- ing in Neighborhoods	4	5.9
Group and Individual Counsel- ing and Testing in Neighborhoods	2	7.3

The number of counseling interviews per client ranged from 1 to 17 and the average number of interviews per client was 2.9. Table 2 indicates that 8.5 percent of the clients received counseling services in the neighborhood "outreach" centers. As the table also indicates, these clients required more counselor time per client than did clients seen at the center.

Present Status and Future Plans

The funding of the New York State Guidance Center for Women was terminated by the State University of New York on August 31, 1968. Since that time, the Center has been operating from funds authorized by the Rockland County Board of Supervisors within the budget of Rockland Community College. Although there has been no significant reorganization of the Center since becoming the fiscal responsibility of the community college, clients are now charged fees for counseling services (fee schedule based on family income), and testing fees have been increased. The most notable effect of this policy change has been the reduction in the number of clients seeking the services of the Center.

The most pressing needs of the Center appear to be the development of increased services to clients seeking assistance in job placement and more intensive service to community groups. Steps have been taken to identify

particular groups from throughout the service area who have specific needs which can be partially satisfied through group counseling.

Another immediate need which the Center's staff has identified is related to the economic problems of minority populations located in isolated areas of the county which can only be served by an "outreach" approach. Many of these persons are greatly in need of increased educational and employment opportunities and will require more intensive treatment and increased counseling time than less deprived individuals.

One issue which has been raised by community leaders is whether it is appropriate to expand the services of the Center to include men. The Center was established on the premise that women have a unique set of problems connected with educational and career plans and the operation has been geared to assist women in resolving these problems. There is no visible evidence at the present time that the services will attract male clients on a broad basis.

The New York State Guidance Center for Women is a direct outgrowth of Governor Nelson Rockefeller's program for women and his long-time concern with their problems. It was the first state-supported Center of its kind. The appointment of the Committee on the Education and Employment of Women resulted in the following recommendations:

It is the committee's hope that New York State might establish a pilot Community Guidance Center to help women explore their needs for continuing education or retraining for volunteer or part-time paid employment.

We believe the Guidance Center should be equipped to evaluate a candidate's capabilities, to suggest where and how she might acquire the vocational training or retraining she needs to become employable. It is our hope, too, that the Guidance Center would be well informed on community needs and be able to channel older women into paths of usefulness in volunteer service as well as full-time or part-time employment.

The State Department of Education, the State University and the Department of Labor should be invited to cooperate in this pilot program which might be located in a community college. It could well be a part of the pilot study program under the Inter-departmental Committee on Manpower. We believe it should focus on women who have not gone to college, as well as college-educated women. It should be particularly helpful in directing women to community colleges and other sources of vocational training and should be responsible for preparing and distributing publications on vocational training and job opportunities for women at all educational levels.

Research and experimentation are needed in this area. If ways can be found through a pilot program to meet the needs of the older woman and the needs of the community, then this knowledge should be shared and a regional group of Guidance Centers could be developed to serve the women and the industry of the State.⁷

⁷New York Women, Report by the Committee on the Education and Employment of Women, 1964, p. 33.

The basic principles underlying the operation of the New York State Guidance Center for Women include the following:⁸

1. Since it is both financially and institutionally impossible to develop an indefinite number of special programs of continuing education for women of widely varied backgrounds, a Guidance Center is the most efficient way to help women of all backgrounds make better use of existing resources and may also serve, in some cases, to help these resources modify their programs to give better service to women.
2. Affiliation with an existing educational institution in a semi-autonomous (and non-recruiting) relationship, will increase public acceptance of the Guidance Center. A community college, because of the broad public it serves, is probably the ideal institution for such an affiliation.
3. The most effective guidance enterprise will use a variety of approaches: individual and small group counseling, testing, group career information guidance; opportunities for training in group leadership; and, a library of educational and occupational information.
4. A guidance Center designed to serve adults should be staffed by counselors with professional graduate training in the guidance and counseling of adults.
5. A guidance center can assist both educational institutions and employers in an area to get a clearer idea of the reservoir of labor force interests and skills among women, which may be further developed in education or in employment. To achieve this end, it is important that the guidance center work with a Community Advisory Committee which is fully representative of industry, business, and education in the area, with state-wide groups interested in recruitment,

⁸ Esther Westervelt, "Guidance Centers for Women: Some Background and a Pilot Project," a brochure prepared for dissemination to interested citizens and community groups, March 6, 1967, pp. 4-5.

as well as with lay leadership of various socio-economic groups.

6. A guidance center can be designed to serve women of all educational and socio-economic backgrounds and, in this way, it can reach a far wider segment of the population than a center whose counseling services are geared to only one type of educational program.
7. If such a service proves useful for women, it should also prove useful for men and be made available to them.

Several features of the New York State Guidance Center for Women make it an ideal specimen for studying the problem under investigation. First, the Center was unique in that it was created to serve the specific needs of mature women. The professional staff and all services were oriented toward mature women. Case records of clients indicate that the Center was serving essentially "normal" women in search of more satisfying and productive roles and that counseling was generally educational or career oriented. All of this made it possible to examine the more simplistic rational approach to counseling of a selective client population in which pre-determined counseling outcomes could be assessed.

Also, as an affiliate agency of a community college, the Center gained almost immediate identity in the community and therefore was able to provide early assistance to women planning to continue their education locally. Affiliation with the college also enabled the Center's staff to utilize community resources and to benefit from the college's relationships with community agencies and

employers. This was particularly significant in the development of the occupational information and career counseling services.

The commitment to research and evaluation at the time the Center was established was still another factor related to the desirability of assessing the Center's counseling services. The establishment of definite behavioral objectives, the standardization of guidance procedures, and the availability of comprehensive client records and detailed interview summaries provided an ideal foundation upon which to examine counseling outcomes and to assess the impact of counseling upon the behavior of adult clients.

Summary

The New York State Guidance Center for Women was established on November 7, 1966. Counseling and testing services were offered initially only at the Center but were later extended to "outreach centers." With the exception of a small fee for testing, all services at the Center were free of charge. All of the counselors had graduate degrees in guidance and counseling as well as specialized training in counseling of adults. With the exception of the director and associate director, all professional staff members were employed on a part-time basis.

In addition to counseling and testing services, the Center also provided information and advisory services to

clients, non-clients, and community groups and organizations. An elaborate educational and occupational resources library has been developed to provide these services. Also in connection with this service there has been a series of radio broadcasts on women's careers, workshops for special interest groups, and consultive services to groups and organizations in the service area. Although much of the Center's activities have concentrated on career development for women, the agency does not provide placement services other than through informal referral arrangements. Also, while the Center is affiliated with Rockland Community College, it does not serve as a pre-admission or recruiting center for the College.

CHAPTER III

A REVIEW OF RELATED LITERATURE

Introduction

Numerous articles and books have been written since World War II concerning the plight of adult women. The focus of most of these writings has been on the changing role of women, the waste of talent to our national manpower supply, and the perplexing problems facing the modern woman in a rapidly-changing society. The Modern Woman: the Lost Sex, The Second Sex, The Feminine Mystique, and many articles in professional journals and popular magazines are symbolic of the efforts of psychologists, anthropologists, sociologists, and in a few instances, professional educators, to communicate the problems and needs of women.

The role of women in contemporary society is an ambiguous one. While male roles are generally tending to become more clearly defined, role definitions for women are, in many cases, becoming inadequate and unclear. Kerr and Johnston¹ have suggested three possible adaptations

¹William D. Kerr and Robert L. Johnston, "Self-Actualization for Women through Continuing Education," Adult Leadership, Vol. 13, No. 6, December, 1964, p. 177.

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which a women may make: traditional, competitive, and self-actualization. The traditional role asserts that the woman's place is in the home; the competitive role suggests that women compete with men in the world of work, with satisfaction provided for in both roles. The self-actualization role suggests that woman's role is best fulfilled through education and personal development for its own sake, whether in the home or in out-of-home activity.

Mounting numbers of women are choosing the competitive and self-actualization roles. The number of women gainfully employed outside the home and in non-farm occupations has almost doubled since before World War II. Of all women aged 18 to 64, 45 percent are now in jobs or actively seeking them.²

In 1965, women constituted 30 percent of those enrolled in colleges and universities. From 1964 to 1965 alone, there was an increase in the number of women in the thirty to thirty-four age group enrolled in college from 90,000 to 115,000 women.³

Modern educational patterns and increased leisure time have provided mature women with the opportunity to

²Mary D. Keyserling, "Facing the Facts About Women's Lives Today," in New Approaches to Counseling Girls in the 1960's, Report of the Midwest Regional Pilot Conference (Washington, D. C.: Office of Education, 1965), p. 5.

³Virginia L. Senders, "Continuing Education for Women--The Third Revolution," The University in Motion: The Status of Woman (Urbana, Illinois: Bevier Lecture Series, November, 1967), p. 44.

explore a broad scope of activities. Technological advances have simplified housekeeping. By the time women reach their mid-thirties, their children are in school which lessens even more the demands on their time. At the age of 35, most women can anticipate at least another 25 to 30 years of active life which many of them will wish to fill with satisfying and productive experiences outside the home. This period will most likely expand as the life expectancy for a girl born today is close to 75 years.⁴

An expanded economy has provided jobs for 74 million Americans in the civilian labor force and 35 percent of them are women. But the woman at work today is nearly 10 years older, on the average, than the working woman in 1940. Four out of five women in the labor force have been or are presently married. Older married women are returning to work to help finance their children's education, to provide security for old age, to enhance their family's standard of living, and for the purpose of self-fulfillment.⁵

The educational attainment of women is directly related to their employment patterns. For example, among women 18 to 64 years of age who have less than 8 years of education, 34 percent are in the labor force. The percentages rise to 45 percent for those who have completed

⁴Keyserling, op. cit., p. 5.

⁵Keyserling, op. cit., p. 6.

high school, to 58 percent for college graduates, and to 74 percent for those who have five or more years of higher education.⁶

Role Ambiguities of Women

The married woman who leaves her home to pursue career or educational activities has become a familiar, but controversial, figure in our society. She is viewed as a symbol of freedom by some and as the epitome of irresponsibility and neglect by others. While the viewpoint varies, the fact remains that economic and sociological changes have produced new role perceptions--and role conflicts--in the lives of American women.

One of the major sources of role conflict is inherent in the assumption of two demanding and sometimes conflicting roles. For many women, the commitment to self-development and fulfillment of personal needs is in conflict with domestic responsibilities. For others, there is, what Gertrude Gass describes as a "delay in female identity formation." For that woman, "we have to expect a depressed and occasionally chaotic period in her emotional life as she moves back to the world outside her home."⁷

⁶Keyserling, op. cit., p. 6.

⁷Gertrude Z. Gass, "Identity: A Contemporary Problem for Women," The University in Motion: The Status of Women (Urbana, Illinois: Bevier Lecture Series, November, 1967), p. 28.

However, while mature women often are confused about their direction and personal needs, the "identity crisis" can often serve a very positive function. It is generally recognized that the anxiety and discomfort arising out of this condition is often the strategic force which stimulates the movement toward important changes.⁸

Until recently, it was widely assumed that married women were content with their role as housewife and mother. Men, in particular, held a popular view that women were not motivated to excel in activities outside the home. Today, however, new insights into the nature of human motivations (Maslow⁹) and recent theories concerning the human need for change and complexity (Dember¹⁰) provide a psychological basis for understanding woman's present struggle for recognition, identity, and achievement.

For motivation to affect individual behavior, Pemberton maintains that goals must be perceived as appropriate in two ways: (a) they must be at least theoretically possible, and (b) they must be congruent with one's own character and values.¹¹ While ability, motivation, and

⁸Self, op. cit., p. 2.

⁹Abraham H. Maslow, Motivation and Personality (New York: Harper Brothers, 1954), pp. 146-154.

¹⁰William N. Dember, The Psychology of Perception (New York: Henry Holt and Company, 1960).

¹¹Wilfred A. Pemberton, "Psychology of Decision-Making," Great Expectations for Women (Newark: University of Delaware Educational Services for Women, 1967), p. 50.

opportunity are the essential ingredients to alterations in the career development of women, one of the critical factors is the decision to change; and fundamental to the decision is the assessment of intellectual potential, evaluation of previous education and experience, and an analysis of individual interests, values, and personal needs. If mature women in reality do, as Self¹² maintains, have relatively little feedback concerning their own real abilities and lack external criteria for evaluating themselves, then it is incumbent upon social institutions to provide the necessary resources to maximize women's contribution to society and to enhance her opportunity for self-fulfillment.

Summary

The assumptions and propositions concerning the nature of women's role ambiguities may be summarized as follows:

1. Role ambiguities of women tend to become more significant with an increase in role options.
2. The decision to change roles may be more significant than the new role itself particularly for mature women experiencing the "identity crisis."
3. The educational attainment of women is directly related to their employment patterns.

¹²Self, op. cit., p. 5.



4. Evaluation of previous education and experience and an analysis of values, interests, and personal needs are prerequisites to educational-vocational decision-making.
5. Mature married women have little feedback on their abilities and they lack external criteria by which to evaluate themselves for the purpose of pursuing educational and/or career activities.

Sources of Intervention

The role conflicts of women have undergone changes and become more complex as an increasing number of mature women have sought more competitive and self-actualizing roles. One of the tasks of our social institutions is to discover the forces in society that are causing these problems and to identify the kinds of intervention which can assist mature women in the realization of their aspirations.

Several public and private agencies have traditionally provided career guidance and placement services to women seeking entry into the labor force. While the state employment agencies provide such services to the largest number of women job-seekers, many counselors in public employment offices fail to meet the qualifications recommended by the employment service and professional organizations.¹³

Guidance services for adult women enrolled in continuing education programs have generally lagged behind

¹³Committee on Education, op. cit., pp. 27-28.

the development of new and expanded educational programs for women.

Tinker¹⁴ studied ten colleges and universities which offered counseling and adult education programs for women. She found a wide variety of programs and services among the institutions. One served only specially gifted women of high educational attainment while another provided services to any women regardless of previous education. The size of the administrative staff varied from a single lecture-counselor to an administrative and counseling staff in excess of twelve persons.

Tinker found three common elements in all institutions:¹⁵

- (a) A large majority of the women were between the ages of 35 and 50.
- (b) Most of the participants had some college education but had not completed degrees.
- (c) Most of the women came from middle or upper middle class environments.

Although this study was limited to a relatively small number of institutions, the results suggest that there may be a selection bias underlying educational and counseling programs for mature women.

The need for vocational-educational counseling among mature women who have graduated from college appears to be

¹⁴ Anne Hall Tinker, "Programs for Mature Coeds," Adult Education, March, 1965, pp. 283-285.

¹⁵ Ibid., p. 284.

no less important than for women with lesser education. A 1962 survey by the Women's Bureau revealed that about one-third of the women in the sample who had graduated from college in 1945 were employed. The most frequent request of the surveyed alumnae was for individual counseling services by qualified persons.¹⁶

Increases in specialized educational and training programs for women will demand expansion of counseling services. The President's Commission on the Status of Women has reported that "the quality of counseling available to girls and women has been hampered by the failure of programs of counselor education to give due emphasis to the differences and similarities of the sexes . . . The counseling of girls and women might well be developed as a field of specialization."¹⁷

Summary

The sources of intervention for assisting women in their pursuit of educational and career activities has revealed the following assumptions:

1. Qualified and specially trained counselors are needed to provide educational-vocational guidance services to mature women.

¹⁶Women's Bureau, U. S. Department of Labor, "15 Years after College--A Study of Alumnae of the Class of 1945," Bulletin #283, 1962, cited in Continuing Education Programs and Services for Women, Pamphlet #10, 1968.

¹⁷Committee on Education, op. cit., p. 30.

2. There is some evidence of a selection bias operating in specialized counseling services for mature women.

Community College Intervention

The two-year college, more than other institutions of higher education, seeks to project a student-centered image by emphasizing, as its primary function, the comprehensive concern to meet the needs of widely varying groups of students, including mature men and women. Authorities¹⁸ in the community college field have observed that

the argument that guidance is more important in the two-year college than in other institutions of higher education has been substantiated by the heterogeneity of the student body, the variety and complexity of decisions which students must make, and the need for nonacademic services which support and give purpose to the efforts of students.

The notion of community college counseling for adults is relatively a new one. Sexon and Harbeson in describing a "model guidance program" restricted counselor assignments to college-age youth and "only for students majoring in their particular fields."¹⁹ In contrast, however, Collins has urged the community colleges, public and private, to

¹⁸ Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965), p. 239.

¹⁹ John A. Sexon and John W. Harbeson, The New American College (New York: Harper & Brothers, 1946), pp. 193-206.

focus more attention on educational and vocational counseling for the entire student body.²⁰

As early as 1940, Seashore²¹ advocated the acceptance of the community college as the most logical unit for the sponsorship of adult education in the community with guidance services geared particularly for career development. Hillway²² took this notion one step further by advocating that the community college provide a "community center of guidance and information" for adults in the service area.

On the development of a continuing education guidance center affiliated with a community college, Kleis has observed that

the Center should serve as the 'hub' of counseling services for the entire continuing education system and maintain referral ties with employment, educational, religious, financial, legal, family, welfare, health, and psychiatric counseling services. It should have the finest staff and facilities in the area.²³

Kleis has also outlined five principal functions of such an affiliate model. They include:

²⁰Charles C. Collins, "Junior College Counseling: A Critical View," Personnel and Guidance Journal, February, 1965, pp. 546-550.

²¹Carl E. Seashore, The Junior College Movement (New York: Henry Holt and Company, 1940), p. 153.

²²Hillway, op. cit., p. 134.

²³Russell J. Kleis, An Area Approach to Continuing Education (East Lansing, Michigan: Educational Publication Services, College of Education, Michigan State University, No. 16, August, 1967), p. 176.

- (a) to service the counseling needs of community college students, both youth and adults.
- (b) serve selected continuing education students referred from other operating centers in the system.
- (c) serve as a self assessment and counseling center for adults contemplating changes in vocation or for other reasons desiring objective data essential to major personal decisions.
- (d) provide in-service education and professional consultation to counselors and other continuing education personnel throughout the system.
- (e) refer its clients when appropriate to specialized counselors.²⁴

On the basis of head count statistics, the community colleges are serving just about as many adults and special students as regular freshman and sophomore students.²⁵

One of the problems connected with the operation of an adult education program involves the extension of counseling services to adult students. Medsker²⁶ reported in 1960 that "only one-third of the junior colleges which offered adult programs provided counseling services for students enrolled in the evening college." He argues that

In many junior colleges the only counseling assistance available to part-time evening

²⁴Ibid., pp. 176-177.

²⁵Ralph R. Fields, The Community College Movement (New York: McGraw-Hill Book Company, Inc., 1962), p. 47.

²⁶Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 1960), p. 76.

students was the over-the-counter advice given by the administrator of the evening program or an office clerk If students in increasing numbers are to seek educational services during evening hours, either for college credit or to increase their personal competencies, the college offering the services has some responsibility for helping them make wise educational choices in line with their goals.²⁷

Summary

The community college, in its commitment to be responsive to the needs of the community, has a responsibility to provide educational opportunities to both youth and adults. This responsibility therefore imposes upon the college the demand that counseling services be provided to adults. In fact, the community college is a logical institution to provide guidance services to all adults in the community.

Counseling Outcomes and Evaluation

Counseling Theory

There are in every approach to counseling some theories or implicit assumptions. Of the five fundamental approaches identified by Patterson,²⁸ the rational approach is the only one which has developed essentially from a vocational counseling base, with particular emphasis on

²⁷Ibid., p. 76.

²⁸C. H. Patterson, Theories of Counseling and Psychotherapy (New York: Harper & Row, Publishers, 1966), p. 6.

the problems of educational and vocational adjustment of clients.

The emphasis in the rational approach is upon counseling as a cognitive process. The counselor is perceived as a teacher who applies a rational, problem-solving approach within a client-teacher relationship. Counseling as seen from this perspective is problem-centered behavior change.²⁹ Although the rational approach has lacked the sound theoretical foundation associated with other counseling theories and has not been subjected to the rigorous scrutiny of evaluation research found in other approaches, it has received wide acceptance among the practitioners of vocational and educational counseling. One of the most prolific contributors to this approach, E. G. Williamson has concluded, that "every counselor is, with clear or fuzzy results, his own theorist."³⁰

Super³¹ and Pepinsky and Pepinsky³² have developed what is commonly labeled the trait-and-factor theory. By matching occupational requirements and characteristics

²⁹Henry Weitz, Behavior Change Through Guidance (New York: John Wiley & Sons, Inc., 1964), p. 211.

³⁰E. G. Williamson, Vocational Counseling: Some Historical, Philosophical and Theoretical Perspectives (New York: McGraw-Hill Book Company, 1965), p. 175.

³¹Donald E. Super, The Psychology of Careers (New York: Harper & Brothers, 1957).

³²H. Pepinsky and P. Pepinsky, Counseling Theory and Practice (New York: Ronald Press Company, 1954).

with individual traits, certain basic decisions can be made relative to career planning. One of the underlying assumptions of the theory is that occupational choice tends to take place in a certain way.³³

There is no evidence that any specific counseling theory or approach is superior to another. The dominant factors in the counseling situation seem to be the individual differences among counselees, and the individual personality characteristics of the counselor. These appear to be the ingredients that determine the counselor's selection of theory and the appropriate techniques to be applied in the interview.³⁴

Outcomes of Counseling

One of the primary purposes of educational and vocational guidance services is to assist individuals to realize maximum development of their potential. Such a purpose, however, provides practically no direction to the organization and systematic evaluation of counseling functions.

Counseling and guidance appear to be functioning in most settings without specific behavioral objectives or a theoretical framework by which to assess its effectiveness.

³³Martin Katz, Decisions and Values (New York: College Entrance Examination Board, 1963), p. 11.

³⁴Franklin N. Zeran, John E. Lallas, and Kenneth W. Wegner, Guidance: Theory and Practice (New York: American Book Company, 1964), p. 208.

Ginzberg³⁵ concluded after a comprehensive study of vocational guidance literature that the guidance movement has been severely handicapped because investigators and practitioners were working without the help of any theory at all or with severely limited theories. Metzler concluded after reviewing the research literature on counseling evaluation that there is no agreement as to what constitutes the goals of guidance; that previous research has made only minimal contributions to existing programs, and that the primary acceptable criterion by which we measure counseling effectiveness is that of expert judgment and opinion.³⁶

There is considerable disagreement on what constitutes an acceptable criterion for judging the success of counseling; Krumboltz, for example, defines counseling as any ethical activity a counselor undertakes which leads to a resolution of the client's problems. He suggests that "the criteria for judging the success of counseling for any given client must be based on the requests of that client."³⁷

³⁵E. Ginzberg, "Toward a Theory of Occupational Choice," Occupations, Vol. 30, 1952, p. 491.

³⁶John H. Metzler, "Evaluating Counseling and Guidance Programs," Vocational Guidance Quarterly, Vol. 12, Summer, 1964, p. 288.

³⁷John D. Krumboltz, "Behavioral Counseling: Rationale and Research," Personnel and Guidance Journal, Vol. 43, No. 4, December, 1965, p. 383.

Several counseling theorists, Goldman,³⁸ Tyler,³⁹ Krumboltz,⁴⁰ and Wrenn,⁴¹ maintain that a primary task of counseling is to assist individuals in developing decisions. And vocational decision-making for most persons is a process rather than a behavioral act. Selecting a career involves the definition of objectives, the collection of data and an analysis of its relevancy, the review of possible alternatives, and an evaluation of the consequences. Bross⁴² postulated that the decision-making process consists of a "predictive system" which assesses the possible alternative actions and possible outcomes, a "value system" which weighs the desirability associated with outcomes, and a "decision-criterion" by which appropriate action is integrated and selected.

Gelatt applied this decision theory to three basic assumptions underlying counseling and guidance practices.⁴³

³⁸Leo Goldman, Using Tests in Counseling (New York: Appleton-Century-Crofts, 1961), pp. 17-32.

³⁹Leona E. Tyler, The Work of the Counselor (New York: Appleton-Century-Crofts, 1953), p. 276.

⁴⁰Krumboltz, op. cit., pp. 383-387.

⁴¹Charles G. Wrenn, The Counselor in a Changing World (Washington, D. C.: American Personnel and Guidance Association, 1962).

⁴²Irwin D. F. Bross, Design for Decision (New York: The Macmillan Company, 1953), pp. 25-27.

⁴³H. B. Gelatt, "Decision-Making: A Conceptual Frame of Reference for Counseling," Journal of Counseling Psychology, Vol. 9, No. 3, Fall, 1962, p. 244.

The first assumption is that the collection and utilization of relevant and reliable information is essential for realistic decision-making. Another assumption is that the broad, general purpose of counseling would be to utilize decision-making opportunities for developing the client's capacity for subsequent decision-making. The final assumption is that client decision-making provides a criterion for the assessment of counseling outcomes.

There is, however, a serious dilemma between the process and outcome of decision-oriented counseling. Dilley has observed that:

We are not always sure what reality is; it is changeable, in many respects it is unknowable, yet it must be sought and its possibilities considered . . . Improving the congruence between reality and statements about reality is not the sole purpose for counseling nor does it really answer the question as to what a good decision is. It is, however, an important way counselors can help decision-makers.⁴⁴

One important aspect in the decision-making behavior of clients is the influence of the counselor on the client's effort to deliberate and analyze alternatives and to reach a decision. Ryan and Krumboltz⁴⁵ conducted an experiment with sixty students at Stanford University involving counselor reinforcement of decision and

⁴⁴Josiah S. Dilley, "Decision-Making: A Dilemma and a Purpose for Counseling," Personnel and Guidance Journal, Vol. 45, No. 6, February, 1967, p. 550.

⁴⁵T. Antoinette Ryan and John D. Krumboltz, "Effect of Planned Reinforcement Counseling on Client Decision-Making Behavior," Journal of Counseling Psychology, Vol. 11, No. 4, 1964, pp. 315-323.

and deliberation responses of clients. The investigators concluded that counselors have the power to influence the client's tendency to make either decision or deliberation responses; and that decision-making behavior does generalize to a non-counseling setting.

Evaluation of Counseling

The current emphasis in counseling research is more on the processes than on the outcomes of counseling. The assumption appears to be that either (a) if we can learn more about what happens during the course of counseling, we will then be able to predict and explain whatever the outcomes might be; or (b) since we know that we are helping and producing changes in our clients, the proper focus of the study is on the process of achieving these effects.⁴⁶

Traditionally, evaluation studies of counseling have relied heavily upon client-reported satisfaction or measurements of client attitudes toward counseling. While there are limitations in the use of client satisfaction as an index of desirable counseling outcomes, advocates⁴⁷ of this position argue that client satisfaction is an

⁴⁶Theodore Volsky, Jr., Thomas M. Magoon, Warren T. Norman, and Donald Hoyt, The Outcomes of Counseling and Psychotherapy (Minneapolis: University of Minnesota Press, 1965), p. 26.

⁴⁷Leonard D. Goodstein, Austin E. Grigg, "Client Satisfaction, Counselors, and the Counseling Process," Personnel and Guidance Journal, Vol. 38, 1959, pp. 19-24.

important factor in any comprehensive evaluation of counseling outcomes. For the most part, the critics of evaluation studies which focus on client satisfaction have been concerned with the preponderance of research which has been based on client satisfaction as the single variable under investigation.

We do know that studies of client satisfaction have generally found a consistently high degree of client favorableness toward counseling. This is supported by studies conducted during the past twenty-five years by Forgy and Black,⁴⁸ Porter,⁴⁹ Nelson,⁵⁰ Form,⁵¹ Patterson and Clark,⁵² and Yates.⁵³ The results of these studies,

⁴⁸Edward W. Forgy and John D. Black, "A Follow-up After three Years of Clients Counseled by Two Methods," Journal of Counseling Psychology, Vol. 1, No. 1, 1954, pp. 1-7.

⁴⁹E. H. Porter, "Clients' Evaluation of Services at the University of Chicago Counseling Center," Journal of Counseling Psychology, Vol. 4, pp. 274-282, 1957.

⁵⁰A. Gordon Nelson, "Vocational Maturity and Client Satisfaction," Journal of Counseling Psychology, Vol. 3, No. 4, 1956, pp. 254-256.

⁵¹Arnold L. Form, "Student Attitudes toward Counselors and the Counseling Center at Michigan State College" (unpublished doctoral dissertation, Michigan State University, 1952).

⁵²D. G. Patterson and K. E. Clark, "Student Judgments of Counseling," Journal of Higher Education, Vol. 14, 1943, p. 141.

⁵³J. W. Yates, "An Evaluative Follow-up of Clients of the University of Missouri Counseling Bureau," (unpublished doctoral dissertation, University of Missouri, 1951).

however, revealed other important findings concerning specific counseling-related variables.

For example, in the Porter study of clients who had received the services of the University of Chicago's Counseling Center during its first four years of operation, client ratings of favorableness were consistently high. But the results further revealed that favorableness of ratings by clients was significantly related to the number of interviews.⁵⁴

In another investigation of client satisfaction, Nelson found a significant difference in client-expressed satisfaction between younger and older clients. The results of this study further suggested that female clients tend to express greater satisfaction with counseling than male clients.⁵⁵

In an attitude study of counseled and non-counseled students at Michigan State College, Form reported that younger students and those who were unmarried generally were more favorable in their evaluation of counseling.⁵⁶

Yates conducted a follow-up study of clients of the University of Missouri Counseling Service in 1950. In this investigation, a questionnaire was used to obtain an index of client satisfaction with counseling. In addition,

⁵⁴Porter, op. cit., p. 282.

⁵⁵Nelson, op. cit., pp. 254-256.

⁵⁶Form, op. cit.

each client was interviewed by a panel of professional "judges" to determine to what extent counseling had been helpful to the client. The results, which supported the research hypothesis, indicated that while about three-fourths of the clients were satisfied with counseling, only about half of the cases were clinically judged as clients for whom counseling had been helpful.⁵⁷

In summarizing the reports of a number of counseling evaluation studies, Tyler⁵⁸ concluded that "of the subjects who send in questionnaire replies, from 80 to 90 percent report full or partial satisfaction with the service." While there is evidence of client satisfaction with counseling services in general, the findings of the above studies suggest that client satisfaction may be more valuable to our knowledge of counseling-related variables. While client satisfaction is not an objective of counseling, it does serve as one of the criterion variables, either directly or indirectly, in the assessment of counseling outcomes. While client expression of satisfaction with counseling does provide some evidence of the desirability of the process, it cannot be conceded that client self-reports of satisfaction with counseling, by itself, can be considered either a major goal of counseling or proof of success.

⁵⁷Yates, op. cit.

⁵⁸Tyler, op. cit., p. 276.

Client Demographic and Personal Variables
Related to Counseling Outcomes

One final concern in the evaluation of counseling outcomes, although it has provoked relatively little research interest, is the relationship between personal and demographic characteristics of clients and the process and outcomes of the counseling experience. In light of the preoccupation of counseling researchers with the counseling process, it is not surprising that more investigation into the personal characteristics, return patterns, and other attributes of clients have not been undertaken. Of importance in this regard is to determine to what extent, if any, these factors are related to the effectiveness of counseling. If such factors can be demonstrated to be determinants of the impact counseling may have upon clients, prediction of counseling outcomes could be enhanced.

There has been some research interest in the counseling duration and return patterns of clients. Sullivan, Miller, and Smelser⁵⁹ found that the client who terminates counseling early (relative to the client who continues) tends to be lower in socio-economic status, older and less educated, and more likely to be male than female. Although these findings suggest a relationship between certain personal characteristics of clients and their return

⁵⁹P. L. Sullivan, Christine Miller, and W. Smelser, "Factors in Length of Stay and Progress in Psychotherapy," Journal of Consulting Psychology, Vol. 22, 1958, pp. 1-9.

patterns, they do not answer the empirical question of what constitutes a realistic time period for achieving desired treatment effects and the corollary question of the relationship between treatment time and the impact counseling may have upon clients. Some counseling theorists⁶⁰ have observed that

Typical counseling cases are not pointedly structured or limited (even tentatively) to three, four, or five interviews; rather, they tend to 'come out' that way. Counseling might achieve the same degree of change in fewer interviews if the limit was known when the interaction began.

In another study of client characteristics, Cartwright⁶¹ used the clinical judgments of counselors from the University of Chicago Counseling Center to rate the success of counseling for seventy-eight former clients of the Center. The results, which also supported Seeman's findings,⁶² indicated that within the age limits of the sample (18-43), the age of the client was unrelated to the degree of rated success of counseling. The sex of the client was also found to be unrelated to the degree of rated success. The results also revealed that there were no significant differences between the mean success ratings

⁶⁰Volsky, Magoon, Norman, and Hoyt, op. cit., p. 170.

⁶¹Desmond S. Cartwright, "Success in Psychotherapy as a Function of Certain Actuarial Variables," Journal of Consulting Psychology, Vol. 19, 1955, pp. 357-363.

⁶²Julius Seeman, "Counselor Judgments of Therapeutic Process and Outcome," in C. R. Rogers and Rosalind F. Dymond (ed.), Psychotherapy and Personality Change (Chicago: University of Chicago Press, 1954), pp. 99-108.

of short-case and long-case clients. The number of counseling sessions was not a determining factor in the success or failure of counseling. It must be pointed out, however, that this research was conducted with clients receiving psychotherapeutic treatment. There is no evidence that similar findings would be found in agencies providing other counseling services.

Personality characteristics of clients may also be related to counseling outcomes. In a study of mature women clients at the Oakland Continuum Center, Oakland University, Collie⁶³ found that clients in the 30 - 39 year old age group were significantly different in their need for achievement than any of the other groups classified by ten year intervals. She also found that dependency and the need for accepting the leadership of others increased with age.⁶⁴ These findings suggest that age is a factor related to the needs of clients and therefore may be a factor related to the outcomes of counseling.

It would be logical to assume that the more educated an adult is, the greater will be his ability to solve problems or make decisions. It could be further assumed that clients with more education will experience more success with counseling than clients with less education. The

⁶³Rosalie M. Collie, "Personality Characteristics of Mature Women Seeking Interests Beyond the Home" (unpublished masters thesis, Detroit: Wayne State University, 1968).

⁶⁴Ibid., p. 31.

Collie study revealed that the need for achievement increases with the amount of education a client has attained. Non-high school graduates demonstrated the least need for achievement; college graduates had the highest need to achieve. These findings suggest that educational attainment is related to client need for achievement and therefore may possibly be related to the effectiveness of counseling on clients with varied educational backgrounds.

Driver⁶⁵ has expanded on the assumption that education is a relevant factor in the outcomes of counseling by observing that the more resources (education, previous employment experience, socio-economic level, etc.), a client "brings to the counseling situation," the greater is the likelihood that counseling will be successful. Driver has also observed that the 40 - 50 year old female client seems to receive the most help from counseling. She claims that women in this age group are most responsive to personal counseling which focuses on the reduction of anxiety experienced by women planning to pursue an educational program or seeking gainful employment and the removal of guilt associated with activities outside the home.

⁶⁵Eleanor Driver (Counselor, Oakland Continuum Center, Oakland University, Rochester, Michigan), Interview, August 20, 1969.

Follow-up studies of former clients at the Oakland Continuum Center suggest that the minimum amount of time required for client action on their decisions or plans is one year.⁶⁶ One possible explanation for this relatively long time period may be that a dual role for most adult women may demand more time for implementation of plans and resolution of schedule conflicts.

The final personal characteristics of clients which may be an important factor in counseling outcomes, particularly among mature women, is maternal status. While no counseling impact studies have examined the maternal status of clients, Collie found that clients with young children including pre-school children, expressed the greatest need for achievement. Women with no children showed the least need for help and encouragement.

Summary of the Review of Related Literature

Counselors have been so engrossed in practice that little attention has been given to the advancement, formulation, and testing of formal counseling theories. Each counselor is, as Williamson suggests, his own theorist. It is also apparent that counseling objectives generally have not been defined in behavioral terms; thus much counseling research has been weakened by the lack of an assessment of the impact counseling has upon client behavior.

⁶⁶Ibid.

In reviewing the related literature, it is apparent that:

1. Mature women are seeking competitive and self-actualizing roles in increasing numbers.
2. Married women have little feedback on their abilities and lack external criteria by which to evaluate themselves for the purpose of pursuing educational and/or vocational activities.
3. The community college is a logical unit to sponsor adult guidance services for the community.
4. Very limited research has been undertaken to assess the impact educational-vocational counseling services have upon adult clients.
5. Decision-making behavior is a professionally acceptable criterion variable for judging the success of counseling.
6. There is little agreement as to what constitutes the goals of guidance.
7. The primary acceptable criterion by which we measure counseling effectiveness is that of expert judgment and opinion.
8. The general purpose of counseling would be to utilize decision-making opportunities for developing the client's capacity for subsequent decision-making.
9. Counselors can influence the client's tendency to make decisions.
10. While client satisfaction provides a limited index of the effectiveness of counseling; nevertheless, it is essential to a comprehensive evaluation of counseling outcomes.
11. Studies of client satisfaction have generally shown a consistently high degree of client favorableness toward counseling.

12. Client ratings of favorableness toward counseling is significantly related to the number of interviews.
13. Little research has been conducted on the relationship between the impact of counseling in affecting decision-making behavior and such client characteristics as age, marital status, and educational and employment background.
14. The number of counseling sessions may not be a determining factor in the success or failure of counseling.
15. There is no evidence that termination of counseling is indicative of client dissatisfaction.
16. For mature women, the minimum amount of time required for client action on decisions or plans is one year.

A review of the literature has revealed several important propositions which can be translated into the assumptions, hypotheses, and limitations of this investigation.

On the basis of the concept that mature women lack external criteria for self-evaluation in order to prepare for competitive and self-actualizing roles, it was assumed that the community college is a logical unit to sponsor adult guidance services. To what extent is such intervention effective and for what categories of clients?

These studies suggest that while there is no agreement as to what constitutes the goals of counseling, decision-making is an acceptable criterion variable for judging the success of counseling. Client satisfaction also provides an index for assessing the effectiveness of

counseling. Few researchers have addressed themselves to the assessment of the impact of counseling and its relationship to the return patterns of clients.

While it appears difficult, if not impossible, to ascertain the most effective and accurate method of measuring counseling effectiveness, it has been assumed that the clinical judgment method is acceptable. Other assumptions and hypotheses have been presented in Chapter I.

Much of the review has focused on decision-making as the primary outcome of counseling. While decision theories and the results of studies indicate the importance of client decision-making in counseling, little attention has been given to subsequent follow-up behavior of clients.

There is abundant evidence suggesting that clients are generally satisfied with counseling. However, in much research on client satisfaction, the findings were not subjected to an analysis of counseling effectiveness or impact on client behavior. There is also little concern expressed with regard to client satisfaction as it relates to premature termination of counseling.

The review has also revealed that there is some evidence linking counseling effectiveness with certain personal characteristics of clients. However, the limitations of these studies prohibits an adequate explanation of the nature or extent of these relationships as

they might be operating within a community guidance center
for women.

CHAPTER IV

METHODOLOGY AND PROCEDURES

The purpose of this chapter is to describe the particular techniques and procedures which were designed to realize the purposes set forth in Chapter I. The chapter has been divided into two parts. Part I consists of a description of the population and sampling technique, and a description of the instruments and the statistical methods used in the treatment of data. Part II contains an analysis of the clinical judging process and of the criterion variables involved in the classification of clients.

PART I

Definition of the Population

The population in this study consists of 816 former clients of the New York State Guidance Center for Women who received counseling services during the period from November 7, 1966 to August 31, 1968. The population has been limited to only those adults who received counseling because counseling was the principle function of the Center and other services were considered to be supportive

in nature. While some 15 percent of the total client population received counseling through the outreach function of the Center, most of the clients received counseling and testing at the Center, located in Suffern, New York.

The Sample

A preliminary sample of 122 clients was selected from the population for participation in the study. This sample constitutes approximately 15 percent of the population under investigation.

The population was stratified according to the disposition of counseled clients into incomplete and complete counseling categories. The sample was drawn randomly using the stratified sampling technique¹ to ensure equal representation of the "complete" and "incomplete" clients in the sample. A total of seventy-eight subjects were included in the "completed counseling" group and forty-four subjects were included in the "incomplete counseling" group. Both groups in the stratified sample were proportionally representative of the total population.

Letters of introduction and questionnaires² were sent to the 122 selected respondents. First returns

¹Walter R. Borg, Educational Research (New York: David McKay Company, 1963), pp. 170-171.

²See Appendix A.

indicated that five subjects had moved and left no forwarding address. Three subjects returned the questionnaire indicating their refusal to participate in the study. Initial correspondence with the sample yielded fifty-five usable returns. A follow-up letter and questionnaire were sent to non-respondents.

A total of seventy-six questionnaires were obtained from both sets of correspondence. The response represents a 66.7 percent return of the revised sample.³ An additional three questionnaires were mismarked or incomplete and were not used. To determine to what extent the revised sample was representative of the total population, comparisons were made using age, marital status, employment background, and number of counseling sessions. The tables showing comparisons between the sample and the population are presented in Appendix C. Findings reveal that any differences between the sample and population may be considered due to chance. The percentage of clients in the 30 to 39 age group were identical for the sample and total population. The largest differential was between the group of clients 50 years of age or over.

³A total of fifty-five questionnaires were returned within a two-week period after the initial mailing. The follow-up correspondence produced twenty-four additional questionnaires. The moderate number of non-respondents can be attributed to the large volume of evaluation materials which were sent to clients one week after the initial correspondence in connection with another phase of the research. This explanation was confirmed by several clients during the interviews.

The sample contained 76 percent married clients while the population consisted of 79 percent married clients. Over 57 percent of the population had worked less than five years, and for the sample, 53 percent of the clients had similar employment backgrounds. The average number of counseling sessions for the population was 2.9. The average number of counseling sessions for the sample was 2.7 sessions per client.

While a two-thirds response to the questionnaire is moderately acceptable, it does impose some limitations on the generalizability of the results. Nevertheless, combining the questionnaire responses with the high percentage of subjects interviewed, and in consideration of the demographic comparisons between the sample and the population, it is reasonable to conclude the following concerning the client sample:

- a. That the distribution of client characteristics indicates a high probability that the sample is representative of the population from which it was drawn; and
- b. That a sufficiently large number of clients were interviewed and responded to the questionnaire to permit a statistical analysis of the data.

Collection of the Data

Data regarding the variables under investigation were collected by mail correspondence and telephone interviews with the sample. This correspondence took place between

May 8, 1969 and May 23, 1969; telephone interviews were conducted from May 20 to May 23, 1969.

Instrumentation

The Interview Guide

It was considered essential to this research that clients in the sample be contacted personally to obtain more qualitative data on the variables under investigation and to provide more "in depth" information on behavioral outcomes of counseling. A panel of three judges⁴ was selected to assist the investigator in conducting the client interviews. All panelists were professionally trained and experienced counselors. It should also be noted that with the exception of the investigator, all judges were former colleagues in a community college counseling center.

A pre-interview orientation session was conducted by the investigator to acquaint the clinicians with the purposes and procedures of the interview process. A semi-structured interview guide⁵ was used for this phase of the study. The instrument was designed to assess, on the basis of self-report data, four dimensions considered on an a priori basis to be related to the degree of impact

⁴The judges were Miss Barbara Stephenson, Flint Junior College Counseling Center, Flint, Michigan, Dr. Marie R. Prah, Associate Professor and Dr. Max R. Raines, Professor, College of Education, Michigan State University, East Lansing.

⁵Appendix D.

counseling had on client behavior. The criterion variables were as follows:

- a. level of client satisfaction;
- b. number of counseling sessions;
- c. development of a plan of action; and
- d. implementation of a plan or development of alternatives.

The level of client satisfaction was not identified specifically within the interview guide. Each clinician judged the level of client satisfaction on the basis of all responses during the interview and the expression of attitudes toward the guidance center. Information concerning the number of counseling sessions and the development and implementation of a plan of action was obtained directly from the interview guide. It was a responsibility of the judges to make clinical judgments of client counseling and post-counseling behavior on the basis of client self-reports and information made available through the counseling protocols on each client. Because of the similarity between the interview guide and the questionnaire, the interview guide was not pre-tested.

The Questionnaire and Attitude Scales

The items for the client questionnaire, including the attitude scales, were developed to achieve the following set of objectives:

1. To identify the important sources of information and/or referral which initially linked the client with the Guidance Center.

2. To assess client perceptions of the Center as reflected in their entry expectations and evaluation of counseling services.
3. To determine the client's general attitude toward the Guidance Center.
4. To determine the client's attitude toward specific aspects of the counseling experience.
5. To ascertain the client's perception of decision-making (or planning) and post-counseling behavior.

Both scaled and non-scaled items were developed to achieve the preceding objectives. The questionnaires used in pre-testing and on the final sample are presented in Appendix A.

A review of several attitude scales reported in the research literature revealed that no standardized measure of client attitudes toward counseling or a counseling agency was available. However, in a study of the Counseling Center at Michigan State College in 1952,⁶ the attitude scale methods of Guttman⁷ and Likert⁸ were employed to develop an instrument using the scale discrimination method to measure student attitudes toward the counseling center and staff. The instrument consisted of twenty-two items which represented the final selection from 122 items chosen because of their high discriminatory power. The

⁶Form, op. cit.

⁷Louis Guttman, et al., Measurement and Prediction (Princeton: Princeton University Press, 1950).

⁸Rensis Likert and Gardner Murphy, Public Opinion and the Individual (New York: Russell & Russell, 1938).

items selected for the attitude scale in this study were revised to correspond with the goals of the New York State Guidance Center and the clientele served by the Center.

A second attitude scale, using a semantic differential technique, was devised to measure a related but different variable--client attitudes toward their counseling experience. A list of twenty bi-polar adjectives which describe various features of the counseling experience was compiled from basic textbooks on counseling. The list was reduced to seven adjectives by eliminating those which have similar connotations and those which were inappropriate for adult clients. Copies of the questionnaire and attitude scales were reviewed by three directors of women's guidance centers⁹ and the instrument was subsequently revised on the basis of their recommendations. Pre-test procedures and results are reported in Appendix A.

Attitude Scale Analysis

Of the total of seventy-six respondents, several subjects failed to complete all items or mismarked the questionnaire. A scale analysis was carried out for both scales using Guttman's Cornell Technique.¹⁰

⁹The directors included: Mrs. Priscilla Jackson, Continuum Center for Women, Oakland University, Michigan; Dr. Esther Westervelt, New York State Guidance Center for Women, and Miss Stephenson.

¹⁰Guttman, op. cit.

A coefficient of reproducibility for client attitudes toward the Guidance Center, Scale A, was computed for sixty-eight subjects. There were sixty-five usable responses on Scale B, client attitudes toward their personal counseling experience. Tables 3 and 4 indicate the frequency, percentage of error, and the coefficient of reproducibility for each scale. Although both scales met the minimum requirements for unidimensionality, the "error factor" in Scale A was considerably smaller which suggests that this scale provided a more accurate measurement of client attitudes than did Scale B.

Findings on the non-scaled items of the questionnaire are tabulated, analyzed, and described in Chapter V.

Statistical Treatment of the Data

The statistical techniques employed in the analysis of data are non-parametric. This mode of analysis was selected because the following assumptions regarding the use of parametric statistics could not be met:

- a. Responses of the representative sample for the variables, client satisfaction and degrees of impact of counseling, were not known to be normally distributed. Thus, there is no guarantee that the population is normally distributed on these two variables.
- b. The variables under investigation were measured on an ordinal scale. There is no guarantee of equal distance between the points of value included in the measurement devices and methods.

TABLE 3.--Item Analysis of Scale A by Frequency and Percentage of Error.

Item No.	No. of Errors	No. of Responses	Percentage of Error	Coefficient of Reproducibility
# 9	2	68	2.94%	$1 - (\frac{24}{9.68}) =$
#10	4	68	5.88%	
#11	4	68	5.88%	
#12	0	68	1.00%	$1 - (\frac{24}{612}) =$
#13	1	68	1.47%	
#14	2	68	2.94%	$1 - (.039) =$
#15	8	68	11.76%	
#16	2	68	2.94%	
#17	1	68	1.47%	<u>.96</u>
Totals	24	612		

TABLE 4.--Item Analysis of Scale B by Frequency and Percentage of Error.

Item No.	No. of Errors	No. of Responses	Percentage of Error	Coefficient of Reproducibility
#18	4	65	6.16%	$1 - (\frac{63}{7.65}) =$
#19	9	65	13.85%	
#20	9	65	13.85%	
#21	17	65	26.15%	$1 - (\frac{63}{455}) =$
#22	8	65	12.31%	
#23	8	65	12.31%	$1 - (.138) =$
#24	8	65	12.31%	
Totals	63	455		<u>.86</u>

The Mann-Whitney test of significant differences between two groups was used to test hypothesis I. The Chi Square analysis was used to test the remaining hypotheses. Corresponding contingency coefficients were computed to determine the degree of association between each demographic variable and the "impact" variable. The .05 alpha level was selected for defining the critical region of rejection for all statistical analyses.

PART II

The Clinical Judging Process

This part contains a description of the procedures followed in the clinical judging process. Because the judging process is so inextricably interwoven in the revealed characteristics of the sample, this section also includes a breakdown of the impact classification by various criterion categories.

A total of ninety-five subjects, representing 83 percent of the revised sample, were interviewed by the four judges. Each interviewer was assigned approximately one-fourth of the sample and the interviews were conducted over a four-day period. An effort was made to contact every client in the sample, and several calls were made at different times during the day and evening to reach every client in the sample.

The time of interviews ranged from 15 to 45 minutes. All responses to the interview guide were recorded during or immediately following each interview. Although the interview guide was intended to standardize the collection of relevant data, each interviewer exercised discretion in obtaining more "in depth" responses to the items on the guide. This feature of the interview process was particularly important in obtaining reliable clinical judgments of the degree of impact the Center had on clients. The judges also relied upon the counseling protocols of clients in formulating a clinical judgment of each client.

Following a review of the interview data and counseling protocols of the assigned clients, the judges classified clients according to the degree of positive impact the Center had upon them. The four "impact" categories were: substantial positive impact, moderate positive impact, limited positive impact, and no (or negative) impact. The decision to consider primarily the "positive" side of the impact continuum was based on the return patterns of clients and evidence obtained through earlier research findings conducted by the Center, which indicated that the agency had a generally positive influence on its clientele.

Because of the desirability of evaluating the Center's impact upon clients based on a relatively large sample, it was impossible to obtain multiple ratings of each client.

In view of this factor, and in consideration of possible variations in the interpretation of the criterion variables among the panel of clinicians, six subjects from each of the clinicians' sub-sample were selected randomly for the purpose of determining the interjudge reliability of the classification technique. The counselor's summary report and interview data for each case were reviewed and analyzed independently by each clinician and subjects were classified into the "impact" categories for all twenty-four cases. The test for interjudge reliability, using Snedecor's formula,¹¹ resulted in a reliability coefficient of .78. The distribution of clients by categories of positive impact is reported in Appendix E-2.

Table 5 presents the distribution of clinical ratings by classification criteria and degrees of positive impact for the client sample. The table indicates that over 75 percent of the clients interviewed expressed moderate to high satisfaction with the counseling services they received. In contrast, 58 percent of the subjects were judged by the panel of clinicians as clients for whom the Guidance Center had moderate to substantial positive impact. Approximately one-fourth of the clients expressed dissatisfaction with the services and 42 percent

¹¹William A. Mehrens and Robert L. Ebel, Principles: of Educational and Psychological Measurement (Chicago: Rand McNally and Company, 1967), p. 120.

TABLE 5.--Frequency of Clinical Ratings by Classification Criteria and Degrees of Positive Impact.

Clinicians	No. of Subjects	Client Satisfaction		No. Counseling Sessions	Plan or Decision			Post-Counseling Behavior			Degrees of Positive Impact								
		High	Moderate	Low or Negative	One (1)	2	3 or More	Clear	Vague	None	Full Impl. of Plan	Partial Implement	Act-Unrel.	Reflection/Refferment	None	Substan.	Moderate	Limited	No and/or Negative
A	24	7	12	5	6	14	4	11	7	6	8	6	7	0	3	9	5	8	2
B	18	3	8	7	5	7	5	5	6	7	5	3	4	2	4	3	8	4	3
C	26	9	12	5	9	11	6	12	6	8	9	5	8	1	3	7	9	8	2
D	27	11	11	5	9	11	7	9	9	9	4	6	4	3	9	9	8	5	5
Totals	95	30	43	22	30	43	22	37	28	30	26	20	23	6	19	28	30	25	12
Percentage		31%	45%	24%	31%	45%	24%	39%	30%	31%	28%	21%	24%	6%	20%	28%	32%	27%	13%

of the sample were judged by the panel as persons for whom the Center had limited or no positive impact.

An examination of the frequency distribution also reveals that the "moderate" categories under "client satisfaction" and "degrees of positive impact" were the largest with 45 percent and 30 percent, respectively. A total of thirty-seven clients (39%) were judged to have formulated a clear plan of action or decision while twenty-six clients (27%) were judged as having fully implemented their plan of action. A total of thirty clients or 31 percent of the sample interviewed were judged to have made no plan or decision while ten subjects reflected no post-counseling behavior resulting from counseling.

Client Decision-Making Patterns

Table 6 shows the distribution of client decision-making or planning behavior by degrees of positive impact. Of the thirty-seven clients who were judged to have made a clear plan or decision, thirty-five subjects were considered to be in the moderate or substantial positive impact categories. Eighty percent of the sample who made no decision were clinically judged as clients for whom the Center had limited or no positive impact. However, six clients who made no decision nor developed a plan of action were judged to have been in the moderate positive impact category.

Client decision-making or planning behavior was not always a critical factor in the clinical assessment of

TABLE 6.--Distribution of Client Decision-Making Behavior by Degrees of Positive Impact.

Client Decision-Making or Planning Behavior	Degrees of Positive Impact							
	Substantial N	Substantial %	Moderate N	Moderate %	Limited N	Limited %	No N	No %
Clear	24	86	11	37	2	8	0	0
Vague	4	14	13	43	7	28	4	33
None	0	0	6	20	16	64	8	67
Totals	28	100	30	100	25	100	12	100
							37	38.9
							28	30.0
							30	31.1
							95	100

the Center's impact on clients. For example, two clients with a clear plan of action were judged to be in the limited impact category and four clients with a vague plan of action were clinically judged as persons for whom the Center had substantial positive impact. Over 38 percent of the total sample were judged to have made clear decisions or plans regarding career or educational activities. The number of clients who developed no plans was only slightly higher than those who developed vague plans of action.

Post-Counseling Action on Plans

Table 7 shows the distribution of client post-counseling behavior by degrees of positive impact. All clients who were judged to have fully implemented their plan of action were assessed by the panel as persons for whom the Center had moderate or substantial positive impact. Only one client who partially implemented her plan of action was judged to be in the limited and no impact categories. Forty-seven clients representing almost half of the total sample were judged to have implemented their plan either partially or completely.

A total of twenty-nine clients either took positive action unrelated to the plan or rejected or deferred follow-up action. Almost two-thirds of this group were clinically judged by the panel as clients for whom the Center had limited or no positive impact. One client who

TABLE 7.--Distribution of Client Post-Counseling Action on Plans by Degrees of Positive Impact.

Client Post-Counseling Action	Degrees of Positive Impact						Total N	Total %
	Substantial N	Substantial %	Moderate N	Moderate %	Limited N	Limited %		
Full Implementation of Plan	22	79	5	16	0	0	27	28.4
Partial Implementation of Plan	5	17	14	47	1	4	20	21.1
Positive Action Unrelated to Plan	0		8	27	11	44	23	24.2
Rejection or Deferral of Plan	1	4	1	3	2	8	6	6.3
No Action	0		2	7	11	44	19	20.0
Totals	28	100	30	100	25	100	95	100

deferred action was judged to have been in the substantial positive impact category.

A total of nineteen clients were judged to have taken no action as a result of counseling. Almost 90 percent of this group were judged by the panel of clinicians as persons for whom the Guidance Center had limited or no positive impact. One inconsistency should be noted with regard to the "no action" classification. While thirty clients were judged by the panel as having made no decision or plan, only nineteen subjects were classified in the "no action" classification. Combining those who rejected a plan of action does not satisfactorily account for those clients who made no decision or developed no plan of action. This inconsistency can be explained partially by the fact that a relatively large percentage of clients did not perceive decision-making, per se, as an outcome of counseling. Interview data revealed that, in fact, many clients did develop a plan of action as a direct and sometimes indirect result of their counseling experience.

Summary

In this chapter, the methodology and procedures of the research were described. The chapter also included a description of the questionnaire and attitude scale design. Part I also contained a summary of the statistical analysis employed in treating the data.

Part II described the interview and clinical judgment process. An analysis of the process and a statistical description of the impact classifications were also presented. Chapter V will contain an analysis of the data and both a statistical and descriptive treatment of the research findings.

CHAPTER V

ANALYSIS OF THE DATA AND FINDINGS

The analysis of data is presented in two parts. Part I contains an analysis of client responses to the questionnaire and interviews within the framework of the classification of clients according to the degrees of positive impact the Guidance Center had on them. Part II includes an analysis of client characteristics within each of the "impact" categories and an analysis of findings related to the research hypotheses.

Part I--Profile Analysis

One of the assumptions stated in Chapter I was that a panel of professionally trained and experienced counselors not connected with the Guidance Center could make reliable clinical judgements of the positive impact the Center had on the behavior of its clientele. Four indices were selected to serve as criteria by which clients could be classified according to the degrees of positive impact the Center had on clients. No attempt was made to attach "weights" to the variables being rated and judges were permitted to exercise discretion in their consideration of

those factors judged to be most closely indicative of "impact."

The findings denote a pattern of positive and significant outcomes of counseling relative to the objectives of the Guidance Center. Over half of the sample were judged to have made some plan or decision and to have carried out some level of post-counseling action on their plans. Nearly 75 percent of the clients were judged by the panel of clinicians as being generally satisfied with the counseling services they received from the Center. In general, the experiences of most of the clients with the New York Guidance Center for Women resulted directly or indirectly in some degree of positive impact on their lives.

The data reported and analyzed in the following section were obtained from responses to the client interviews and questionnaires. It has already been noted that the relatively small response (66%) to the questionnaire posed a limitation on the generalizability of the data. Because of the significantly larger response to the client interviews and in consideration of the extensive duplication of items found on both instruments, the findings reported below will generally reflect data obtained from client interviews. Questionnaire data is reported in Appendix A.

Sources of Client Information

Table 8 provides the frequency distribution of client sources of information about the Guidance Center by impact

TABLE 8.--Distribution of Client Information Sources by Degrees of Positive Impact.

Sources of Information	Degrees of Positive Impact							
	Substantial N	Substantial %	Moderate N	Moderate %	Limited N	Limited %	No N	No %
Friend/Family or Another Client	11	39	14	48	7	28	2	16
Newspapers	5	18	5	16	11	44	5	44
Radio Programs	4	14	1	3	2	8	1	8
Civic, Service, Agency, Org.	1	4	5	16	1	4	1	8
Rockland Community College	1	4	3	10	1	4	1	8
Guidance Center	0		0		2	8	1	8
Other	4	14	0		1	4	0	
Unknown	2	7	2	7	0		1	8
Totals	28	100	30	100	25	100	12	100
							95	100

categories. It shows that friends, family, and other clients were the primary sources of information about the Center for over one-third of the clients. Over 28 percent of the clients indicated that newspapers were their primary sources of information about the Center. Clients for whom newspapers were the major source of information represented the largest percentage of subjects classified into the limited and no impact categories, although all three clients who reported the Guidance Center as their primary source fell into the same categories of positive impact.

A total of twenty-five (73%) of the clients who reported a friend, a member of their family, or another client as their primary source of information were judged as clients for whom the Center had moderate or substantial positive impact. The largest percentage of clients in the substantial positive impact category were clients who reported learning of the Center by observing its location or through the telephone directory. Only six clients reported Rockland Community College as their primary source of information and five clients were unable to recall how they learned of the Center. All data concerning client sources of information about the Center were obtained from client interviews.

Client Expectations

Table 9 presents a statistical description of client expectations reported to the interviewers. The distribution

TABLE 9.--Distribution of Client Expectations by Degrees of Positive Impact.

Client Expectations	Degrees of Positive Impact							
	Substantial N	Substantial %	Moderate N	Moderate %	Limited N	Limited %	No N	Totals N %
Test Information	1	4	2	7	1	4	0	4 4.2
Career Counseling	9	32	7	23	8	32	1	8 25 26.3
Educational Counseling	8	29	5	16	1	4	1	8 15 15.8
Help in finding job	1	4	8	28	6	24	1	8 16 16.8
Educ./Career Info.	4	14	5	16	3	12	5	43 17 17.9
Personal Counseling	3	9	3	10	3	12	1	8 10 10.5
Other	1	4	0		1	4	1	8 3 3.2
Uncertain	1	4	0		2	8	2	17 5 5.3
Totals	28	100	30	100	25	100	12	95 95

of client expectations within the four impact categories reveals that over one-fourth of the sample expected career counseling and over 15 percent of the subjects sought educational counseling. A total of 60 percent of the sample reported expectations involving educational-career counseling and information.

Clients who expected to receive educational counseling represented the largest percentage of all expectation groups in the moderate and substantial impact categories. Clients who were uncertain of what they expected to receive at the Guidance Center had the largest percentage of clients in the limited and no positive impact categories. The group of clients who came to the Center for educational and career information contained the largest percentage of clients who were clinically judged as persons for whom the Center had no positive impact. Clients seeking personal counseling and test information were uniformly distributed among the four impact categories.

More than half of the clients who sought help in finding a job were judged to have been in the substantial and moderate impact categories. Sixty percent of the sample who expected to receive personal counseling from the Center were clinically judged as persons for whom the Center had moderate and substantial positive impact. Two clients who sought assistance with a high school completion program were judged as clients for whom the Center had no or limited positive impact. One client who sought

information on volunteer activities was judged to be in the substantial impact category. About 73 percent of the sample interviewed expressed counseling expectations which were congruent with the stated functions and objectives of the Center.

Client Rankings of Criteria for Counseling Success

Table 10 shows that over 50 percent of the subjects who ranked the criteria for counseling success ranked "encouragement to plan and pursue educational and/or career activities" as the aspect of counseling which was most beneficial. This item was ranked first and second by 84 percent of the respondents. One-third of the subjects ranked as the second most beneficial aspect of counseling services the "opportunity to talk about yourself with someone." "Support for a decision already made" received the smallest number of second place rankings. Three clients submitted "more personal rewards of counseling" as the most beneficial aspect under the "other" category.

Decision-related criteria of counseling success received lower rankings from the respondents and the distribution was negatively skewed. These findings suggest that clients tend to value counseling more for its explorative and self-assessment benefits rather than for its outcome as reflected in decision-making behavior.

Further evidence of client perceptions of decision-oriented behavior was revealed on the client questionnaire.

TABLE 10.--Frequency Distribution of Client Rankings of Criteria for Counseling Success.

Criteria for Counseling Success*	Client Ranking***					No Response N	Total Rankings N	Mean Rank
	1	2	3	4	5			
Achievement of a satisfactory decision	6 (14%)	11 (26%)	8 (18%)	17 (39%)	1 (3%)	31	43	2.91
Support for decision already made	9 (22%)	8 (19%)	17 (41%)	6 (15%)	1 (3%)	33	41	2.56
Opportunity to talk about yourself with someone	16 (30%)	18 (34%)	8 (15%)	11 (21%)	0 (0%)	21	53	2.26
Plan educational and/or career activities	27 (54%)	15 (30%)	6 (12%)	2 (4%)	0 (0%)	24	50	1.66
Other**	3 (60%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	69	5	

*Client Questionnaire, Items #4-8.

**See: Client Ratings of Criteria for Counseling Success, p. 75.

***Respondents were instructed to rank order the items by assigning #1 to the most beneficial and #5 to the least beneficial aspect of counseling.

Of the subjects who reported their educational and employment follow-up activities, over 40 percent of them indicated that their field of study or career area was one chosen prior to counseling. These findings suggest that for many clients, a decision or plan of action was not developed as a result of counseling. It would appear that such clients were seeking support for a decision they had already made rather than searching for new alternatives.

Client Endorsement of the Guidance Center

Table 11 shows that 40 of the 57 clients who responded to this item on the questionnaire would use the counseling services of the Guidance Center again if they need them. Nine clients (16%) reported that they would definitely not use the services again and eight clients (14%) were uncertain. The table shows further that all of the clients classified in the "substantial impact" category would use the Center's services again if they needed them. While over half of those clients classified in the "limited impact" category would use the services again, five of the six clients in the "no impact" category were uncertain or definitely would not use the counseling services again if they needed them.

Characteristics of Clients by Impact Categories

Table 12 presents the frequency distribution for each of six client characteristics by degrees of positive impact

TABLE 11.--Frequency Distribution of Client Endorsements by Counseling Impact Categories.

Degrees of Positive Counseling Impact								
Response Category	Substantial N	Substantial %	Moderate N	Moderate %	Limited N	Limited %	No Impact N	Total N
Would use the services again	17	100	14	74	8	53	1	40
Would not use the services again	0	0	2	10	4	27	3	9
Uncertain	0	0	3	16	3	20	2	8
Totals	17	100	19	100	15	100	6	57

TABLE 12.--Distribution of Client Characteristics by Degrees of Positive Impact.

Client Characteristics	Degrees of Counseling Impact							
	Substantial				Moderate			
	N	%	N	%	N	%	N	%
Sex								
Age								
Marital Status								
No Rating								
Totals								
Male	0	0	1	3	0	0	1	8
Female	28	100	29	97	25	100	11	92
Sub-Totals	28		30		25		12	
Under 30	4	14	3	10	4	16	2	16
30-39	12	43	18	60	7	28	5	42
40-49	9	32	6	20	11	44	5	42
50-59	2	7	2	7	2	8	0	0
Over 59	1	4	1	3	1	4	0	0
Sub-Totals	28		30		25		12	
Median Age	38		37		40		36	
Single	0	0	0	0	1	4	1	8
Married, no children	5	18	1	3	3	12	0	0
Married with children	23	82	29	97	21	84	11	92
Sub-Totals	28		30		25		12	

Employment Pattern											
Less than 5 Yrs.	16	57	16	53	13	52	3	25	12	60	
5-10 Yrs.	9	32	10	33	6	24	5	42	5	35	
Over 10 Yrs.	3	11	4	14	6	24	4	33	2	19	
Sub-Totals	28		30		25		12		19	114	
School Level Attained											
Less than H. S. Diploma	2	7	4	14	4	16	1	8	4	15	
H. S. Diploma	11	39	13	43	11	44	6	50	6	47	
College	15	54	13	43	10	40	5	42	9	52	
Sub-Totals	28		30		25		12		19	114	
Number of Counseling Sessions											
One	3	10	7	23	13	52	8	67	5	36	
2-3	15	54	16	53	11	44	3	25	8	53	
4-5	6	21	3	10	1	4	1	8	6	17	
More than 5	4	15	4	14	0	0	0	0	0	8	
Sub-Totals	28		30		25		12		19	114	

judged by a panel of clinicians. The table shows that the distribution is heavily skewed. Over 61 percent of the clients were judged to be in the "moderate" and "substantial" impact categories. Nearly 13 percent of the clients were judged as persons for whom the Center had no or negative impact. A total of nineteen clients were not interviewed in the revised sample.

Sex.--A total of 108 clients (95%) in the sample were women. Exactly 60 percent of these clients who were classified by the panel into the four categories of positive impact were judged to be clients for whom the Center had moderate or substantial impact.

Age.--The frequency distribution for the age variable reveals that over 41 percent of the total sample were in the age interval, 30-39. Seventy-five percent of the client sample were between 30 and 49 years of age. Of the twenty-eight clients classified into the substantial impact category, twenty-one clients were in the 30 to 49 age group. That age group also contained 84 percent of those clients who were classified in the "no impact" category.

Over half of the clients classified in the moderate and substantial impact categories were between 30 and 39 years of age. Over one-fourth of the clients in those impact categories were in the 40-49 age interval. Clients between 40 and 49 years of age represented one-third of the sample who were classified into impact categories but

they accounted for 43 percent of the clients in the "limited" and "no impact" categories.

Over 50 percent of the clients in the 40-49 age group were judged by the clinicians as clients for whom the Center had limited or no positive impact. Over 46 percent of the clients under 29 years of age were classified into the same impact categories. The clients over 50 years of age were uniformly distributed with no clients classified in the lowest impact category.

Marital Status.--The number of clients who were single or married without children living at home represent approximately 12 percent of the clients in the sample who were classified into positive impact categories. Over half of the clients in this group were judged to be in the moderate or substantial impact category. A total of 85 percent of the clients in the sample were married with at least one child living at home. Fifty-two clients (61%) who were married with children were judged as persons for whom the Center had moderate or substantial positive impact. The table shows that there was a proportional distribution of clients in the four impact categories.

Employment Pattern.--Table 12 shows that over half of the clients in the sample had been employed for less than five years. Two-thirds of the clients who had been employed for less than five years were judged to be in the moderate or substantial impact categories. Approximately 18 percent of the client sample had been employed

for ten years or more. Fifty-nine percent of this group were judged by the panel as clients for whom the Center had limited or no positive impact. A total of nineteen clients (63%) who had been employed between 5 and 10 years were classified into the moderate and substantial impact categories. The client group which had been employed over ten years were judged to have experienced the lowest degree of positive impact.

Educational Background.--The frequency distribution on the educational variable reveals that clients with post-high school education comprised the largest proportion of the sample. A total of forty-three clients representing 45 percent of those classified into impact categories reported some post-high school education. The educational levels attained by clients ranged from a few college courses to course work beyond the masters degree level. Over 65 percent of the clients with some college education were classified in the moderate and substantial impact categories.

A total of forty-one clients classified by the panel possessed a high school diploma. Nearly 60 percent of this group were judged to be in the moderate-and substantial impact categories. A total of eleven clients representing 12 percent of the classified clients reported that they had not completed high school. While there were no significant differences between clients in the four impact categories on the educational variable, the group of

clients who did not complete high school had the highest percentage of persons in the limited and no impact categories.

Number of Counseling Sessions.--Nearly half of the clients in the sample had two to three counseling sessions. Approximately one-third of the clients classified into impact categories had one counseling session. Almost 68 percent of those with one counseling session were judged to be in the limited and no positive impact categories. However, three clients with only one counseling session were judged as persons for whom the Center had substantial positive impact.

A total of thirty-one clients (69%) in the 2 to 3 counseling sessions interval were classified in the substantial and moderate impact categories. Clients with over three counseling sessions had the highest percentage of representation in the moderate and substantial positive impact categories.

Client Attitudes Toward the Guidance Center

It was noted in Chapter IV that while the two attitude scales administered to the pre-test sample had comparable reliability coefficients, there was a large difference in the coefficient of reproducibility between the two attitude scales. Because the scale which measured the attitudes of clients toward the Guidance Center (Scale A) had fewer "errors" than the measurement of client

attitudes toward their personal counseling experience, (Scale B), and because of the assumed greater unidimensionality of Scale A, the statistical tests were conducted using the data from Scale A.

Table 13 describes the frequency distribution and percentages of attitude scale scores by degrees of positive impact. Of the fifty-six clients who completed the attitude scale and who were also interviewed, twenty-four of them, representing 43 percent of the sub-sample, had scores on the attitude scale ranging from 41 to 45. On a nine item scale with unfavorable to very favorable responses weighted from 1 to 5, scores in the 41 to 45 interval reflect very favorable attitudes toward the Center. Almost 80 percent of the clients in this score interval were clinically judged as persons for whom the Guidance Center had moderate or substantial positive impact. Five clients whose scores reflected very favorable attitudes were judged to be in the limited positive impact category. Of the nineteen respondents who had scores in the 36-40 interval, twelve clients (63%) were judged to be in the moderate and substantial impact categories. Clients who were judged by the panel of clinicians as persons for whom the Center had limited or no positive impact generally expressed the greatest level of dissatisfaction.

TABLE 13.--Distribution of Attitude Scale Scores by Degrees of Positive Impact.

Attitude Scale Scores	Degrees of Positive Impact									
	Substantial N	Substantial %	Moderate N	Moderate %	Limited N	Limited %	No N	No %	Total N	Total %
41-45	13	54.2	6	25.0	5	20.8	0		24	42.9
36-40	4	21.1	8	42.1	5	26.3	21	10.5	19	33.9
30-35	1	14.3	4	57.1	0		2	28.6	7	12.5
Below 30	0		0		4	66.7	2	33.3	6	10.7
Totals	18		18		14		6		56	

Part II--Statistical Analyses

Hypothesis I

Clients who completed counseling will express a significantly higher level of satisfaction with counseling than those who did not complete counseling.

The results of the Mann Whitney U Test (corrected for ties), Figure 1, reveal a U value of 432.5. The corresponding z value, .82, fails to equal or exceed the .05 level of significance.

These findings indicate that although there is a slight difference between the counseling disposition subgroups on the satisfaction index, this difference is not statistically significant.

U	z	Correction for Ties	Level of Significance
432.5	.82	340.5	.19

Figure 1.--Results of the Mann-Whitney U Test for Two Sub-Groups Classified According to Counseling Disposition on the Counseling Satisfaction Scale.

Source: Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), pp. 116-127.

Hypothesis II

The degree of positive impact of counseling upon clients over 40 years of age will be significantly greater than for clients under 40 years of age.

The findings are presented in Figure 2. The results of the Chi Square analysis revealed no significant differences among the four "impact" categories on the basis of client age. Obtained Chi Square value (X^2) failed to equal or exceed the .05 level of significance. Corresponding contingency coefficients (C) were not found to be statistically significant.

All data concerning client characteristics are included in Table 12.

Hypothesis III

The impact of counseling upon clients who are married with children at home will be greater than upon clients who are single or married with no children at home.

The results of the Chi Square analysis, Figure 3, revealed that differences in the degrees of positive impact of counseling upon clients are not significant for those groups of clients classified according to marital status and children at home. Obtained Chi Square value (X^2) failed to equal or exceed the .05 level of significance and corresponding contingency coefficients (C) were not significant.

Client Characteristic	χ^2	C	d.f.	Level of Significance
Age of Clients	.041	.02	3	.99

Figure 2.--Chi Square Analysis for Differences in Client Age for Groups Classified According to the Degrees of Positive Impact of Counseling.

Client Characteristic	χ^2	C	d.f.	Level of Significance
Marital Status	.115	.04	1	.80

Figure 3.--Chi Square Analysis for Differences in Marital Status for Client Groups Classified by Degrees of Positive Impact of Counseling.

Hypothesis IV

Clients with ten years or more of previous employment experience will experience significantly greater impact from counseling than those clients with less than five years of work experience.

The findings are presented in Figure 4. The results of the Chi Square analysis revealed no significant differences among the four categories of positive impact for those groups classified according to the number of years of previous work experience. Obtained Chi Square value

(x^2) failed to equal or exceed the .05 level of significance and corresponding contingency coefficients (C) were not found to be statistically significant.

Client Characteristic	x^2	C	d.f.	Level of Significance
Employment Pattern	.401	.06	2	.90

Figure 4.--Chi Square Analysis for Differences in Employment Background for Client Groups Classified by Degrees of Positive Impact.

Hypothesis V

The degrees of positive impact of counseling upon clients with some post-high school education will be greater than for clients who did not complete high school.

The results of the Chi Square analysis, Figure 5, revealed that differences in the degrees of positive impact of counseling upon clients are not significant for those clients grouped according to educational attainment. The obtained Chi Square value (x^2) failed to equal or exceed the .05 level of significance. Corresponding contingency coefficients (C) was also found not to be statistically significant.

Client Characteristic	χ^2	C	d.f.	Level of Significance
Educational Attainment	.093	.03	3	.99

Figure 5.--Chi Square Analysis for Differences in Educational Attainment for Client Groups Classified by Degrees of Positive Impact of Counseling.

Hypothesis VI

The degree of positive impact of counseling upon clients who terminated counseling within the year preceding this evaluation will be significantly less than for those clients who terminated counseling more than one year preceding it.

Table 14 shows the frequency distribution of clients classified according to the degrees of positive impact on the basis of the number of months which elapsed between termination of counseling and the evaluation. Clients were uniformly distributed among the "impact" categories on the time lapse variable.

The results of the Chi Square analysis, Figure 6, revealed that differences in the degrees of impact of counseling upon clients were not significant for the clients classified according to the time lapse since counseling was terminated. The obtained Chi Square value failed to equal or exceed the .05 level of significance and the

TABLE 14.--Frequency Distribution of Clients by Impact Categories According to the Number of Months Elapsed between Counseling Termination and Evaluation.

No. Months Lapse	Degrees of Positive Impact									
	Substantial		Moderate		Limited		No Impact		Total	
	N	%	N	%	N	%	N	%	N	%
6-12 Months	10	36	11	39	8	32	3	25	32	34
Over 12 Mos.	18	64	19	63	17	68	9	75	63	66
Totals	28	100	30	100	25	100	12	100	95	100

Time Lapse Variable	χ^2	C	d.f.	Level of Significance
Time Lapse	.031	.02	3	.99

Figure 6.--Chi Square Analysis for Differences in Time Lapse since Counseling Termination for Client Groups Classified by Degrees of Positive Impact of Counseling.

corresponding contingency coefficient was not statistically significant. These findings suggest that impact groups do not differ on the basis of the time lapse by number of months since counseling was terminated.

Summary

This chapter has been devoted to a descriptive analyses of data obtained from client interviews, a questionnaire, an attitude scale, and from client records of the New York State Guidance Center for Women. The analysis involved statistical descriptions and comparisons of variables considered to be related to counseling outcomes. Such factors as sources of client information, client expectations, and client rankings of criteria for counseling success were analyzed on the basis of their relationship to the four "impact" categories.

Part II included a statistical description of client characteristics within each of the categories of positive

impact. Results of the tests of the research hypotheses indicated that there were no differences in client-measured satisfaction between clients who completed counseling and those who did not complete counseling. No significant differences were found among clients classified by degrees of positive impact and client age, marital status, employment background, and educational attainment. Differences did not occur between clients classified by degrees of positive impact and the time lapse since termination of counseling.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

Purpose of the Study

The purpose of this study was to assess the impact a community guidance center for women had on its clientele; and to analyze the relationship between the degrees of impact and selected variables: client expectations, client-expressed criteria of counseling success, the decision-making and post-counseling follow-up behavior of clients, and client endorsement of the Guidance Center.

The approach to this study involved two distinct but related concerns. First, the Guidance Center was established and funded by the State of New York in response to the unique problems encountered by mature women in their identification and pursuit of educational and/or career objectives. The task of the Center was to provide counseling and other supportive services to meet the needs of this client population and then to perform necessary evaluative functions to determine to what extent and for whom such intervention was effective in generating decision-making and follow-up behavior on behalf of clients.

The second concern emerged from the realization that little effort has been exerted in counseling research to evaluate counseling in terms of its behavioral impact upon clients. Related to this concern for behavioral outcomes of counseling was the recognition that such personal characteristics of clients as age, marital status, educational and employment background, act as "inputs" to the counseling process which serve as determinants of the impact counseling will have on clients. Several hypotheses were developed to empirically examine the relationship between the degrees of impact of counseling upon clients and these personal characteristics.

It was also hypothesized that client satisfaction was an important outcome to be evaluated. Guidance centers providing counseling services for the entire adult community must depend upon client satisfaction for their continued support and complete utilization. Client satisfaction was therefore viewed as an important index of the effectiveness of the Center, not only for those who visited the Center ten times but for those who terminated counseling after one visit.

Methodology

The population under investigation consisted of 816 clients of the New York State Guidance Center for Women. A sample of 114 clients, drawn randomly from the population

stratified according to the disposition of counseled clients, provided the respondents for the study.

In order to assess the degree of impact counseling had upon clients, it was necessary to collect data which were considered, on an a priori basis, to be relevant to the determination of impact. These data were collected by a panel of clinicians employed from outside the Center using a semi-structured interview guide. Interview data were analyzed independently by each clinician and clients were classified into categories by the degrees of impact the Center was judged to have had on each one.

A questionnaire consisting of two attitude scales and a number of forced-choice items was also employed in the study. However, because most of the data obtained from the interviews were duplicated by the questionnaire, and in consideration of the high percentage of clients in the sample who were interviewed, the data which were analyzed came primarily from interviews. The attitude scales included in the questionnaire were pre-tested on a sample of clients from a comparable guidance center and were found to be reliable and unidimensional. A coefficient of reproducibility using Guttman's Cornell technique was obtained for each scale and analyses were completed for client-favorableness toward the Center because of its high coefficient of reproducibility. Additional personal information and counseling interview data were obtained from client records at the Center.

Findings of the Study

The first hypothesis stated in Chapter I, that clients who completed counseling will express a significantly higher level of satisfaction with counseling than those who did not complete counseling, was rejected. While slight differences between the two counseling disposition sub-groups were observed, the differences were not statistically significant. These findings suggest that counseling closure is not a significant factor in client satisfaction and that termination of counseling by clients is not necessarily an expression of dissatisfaction with counseling services.

Findings from the second, third, fourth, and fifth hypotheses revealed that clients in the four positive impact categories do not differ on the basis of age, marital status, employment background, and educational attainment. While differences were observed between impact categories on the basis of these four variables, the differences were not statistically significant.

The final research hypothesis, that the degree of positive impact of counseling upon clients who terminated counseling within the year preceding this evaluation would be significantly less than for those clients who terminated counseling more than one year preceding it, was rejected. It was theorized that because most mature women clients would assume a "dual role," post-counseling behavior or follow-up action on the decision or plan would

necessarily be slower and somewhat delayed. Thus, the assessment of impact conducted within a few months following termination of counseling would reveal generally only partial implementation of the plan of action, at best. The findings, however, revealed that the number of months which elapsed since counseling was terminated was not a significant factor in the degrees of impact the Guidance Center was judged to have had upon clients.

In addition to the research hypotheses there were other relevant concerns to which this study was addressed. The following represent the more important findings:

1. The group of clients for whom the Center was judged to have had the greatest amount of positive impact were those persons who reported a friend, a member of the family, or another client as their primary source of information about the Center.

2. Clients generally revealed expectations which were congruent with the stated functions and objectives of the Guidance Center.

3. Clients perceived educational and career decision-making as a secondary outcome of counseling. These findings supported the theory that women lack external criteria for evaluating themselves and that they tend to value counseling more for its self-assessment benefits than for its outcomes as reflected in decision-making or planning behavior.

4. Counseling was perceived by many clients as a supportive service for decisions (or plans) made prior to counseling.

5. While decision-making or planning behavior was clearly an outcome of the counseling process, client decision-making was not always a critical factor in the clinical assessment of the Guidance Center's impact on clients; however, client decision-making can serve as an objective and reliable criterion for assessing the behavioral outcomes of counseling when it is considered with client satisfaction, and the return patterns and post-counseling behavior of clients.

6. Most (75%) of the clients interviewed were judged to have been satisfied with the results of counseling; and over half (58%) of the sample were clinically judged as persons for whom the Center had moderate or substantial positive impact. (These results were very similar to those in the Yates Study, University of Missouri, see pp. 59-60).

7. While it was beyond the scope of this investigation to analyze the counselor's influence on the client's tendency to make a decision, the findings concerning the decision-making patterns of clients indicates that nearly 70 percent of the clients sampled were judged to have made a decision concerning an educational and/or career objective.

Implications of the Study

The primary objective of the New York State Guidance Center for Women was to provide counseling services to mature adults planning to pursue educational and/or career activities. The Center's information, testing, and counseling services were designed to achieve one major (and measurable) objective--to assist clients in the development of a plan of action or a decision concerning educational-career related objectives.

The major focus of the study described in the preceding chapters was on the clinical assessment of the impact of counseling using a multifactor criteria approach to determine the impact the Center had on clients. The evaluation included not only the decision-making criteria but the return patterns and satisfaction levels of the Center's clientele. Also included was a clinical assessment of the degree to which clients implemented their plans of action. It has already been noted in this regard, that some clients developed a plan of action but failed to implement their plans.

It can be argued that to judge counseling on the basis of post-counseling behavior, when the counselor's influence may have dissipated, is inappropriate and based on faulty assumptions. While the immediate outcomes at counseling termination may in no way serve as predictors of future client behavior, a substantial portion of the effectiveness of counseling must be based on the

counseling-related behavior of clients during the period following termination of counseling. This proposition provided the rationale for using post-counseling behavior as a criterion variable in the determination of the degrees of positive impact the Center had on clients.

The important implications drawn from the findings of this study are as follows:

1. Because of the critical relationship between client expectations and counseling outcomes, it is important that the Center develop a closer working relationship with public and private referral agencies and the community college.

2. Findings on the post-counseling behavior of clients suggest that the Center's staff may appropriately focus more attention on client follow-up activities. Some clients classified as "incomplete" reported making a decision or plan sometime after terminating counseling. Others who completed counseling with a plan of action either deferred action or were unable to adequately pursue their plans.

3. The analyses of client characteristics indicates that the New York State Guidance Center for Women attracted a generally homogeneous clientele and that a selection bias reported in earlier studies of women's programs was also operating in this Center.

4. The results of this investigation indicate that the age, marital status, educational, and employment

background of clients were not important determinants of the impact of counseling upon the post-counseling behavior of clients.

In concluding this section, it is important to the evaluation and implication of these findings that some general statements be made concerning the extent to which the Guidance Center achieved its objectives. In accordance with the limitations of this study, it seems reasonable to conclude that: (a) not all clients achieved a satisfactory decision concerning educational and vocational objectives; (b) a large majority of clients were satisfied with the services of the Center although there was evidence of limited behavioral change among many of the clients; (c) a significant majority of clients were clinically judged as persons for whom the Center had moderate to substantial impact; and (d) while educational and vocational decision-making was not rated as the most beneficial aspect of counseling, the results of this study demonstrate that a significant majority of clients did, in fact, develop an educational and/or vocational decision or plan of action.

Suggestions for Further Research

The most apparent problem revealed in this study is the need for more precise criteria by which to evaluate the outcomes of counseling. While decision-oriented counseling does provide a theoretically sound basis for

assessing the behavioral outcomes of counseling, future research should focus on additional decision-related effects of counseling. Particular attention should be given to the learning theorists' approach to counseling to determine whether decision-making behavior generalizes to non-counseling-related activities.

Related to the problem of counseling outcomes is the question of how outcomes are reflected in overt human behavior and the determination of the degrees of impact counseling actually has on client behavior. Counseling is essentially a catalytic process intended to bring about changes in the behavior of clients. Does the client perceive behavioral changes more accurately than the counselor? Are client perceptions of behavioral change or satisfaction with counseling related to actual outcomes and real changes? And can we exclude the possibility that a professional counselor could "observe" changes in clients which may not be occurring?

Additional experimentation should be conducted with modifications of the clinical approach to evaluation used in this study. Personal rather than telephone interviews should be used and a different interview guide format might be employed. In addition to using counseling protocols for background information, each of the client's counselors might also rate the impact of counseling at the point of termination.

Other variables such as personality factors should be examined to determine the effectiveness of various counseling methods on outcomes. The investigator would also suggest that a similar future study include an assessment of the client-counselor relationship. It may well be that the quality of the client-counselor relationship is an important determinant of counseling outcomes.

This study involved a clinical appraisal of the impact of counseling upon client behavior using a multi-factor criterion approach. Would further investigation reveal more important variables than those examined in this research? Are there, for example, several possible interpretations to such client responses as "deferred action on plans," "decided to make no decision," and other examples of reality testing by clients? Are these responses indications of behavioral change?

Finally, there is the question concerning the generalizability of the findings. Would a replication of the study on a comparable community guidance center reveal similar results? Would similar findings also be revealed in a study which included agencies operated and supported privately or ones which charge fees for counseling services? These and many other questions merit further investigation if the problems associated with the evaluation of counseling and counseling outcomes are to be fully explicated.

Conclusions

One of the assumptions stated earlier was that mature women are seeking competitive and self-actualizing roles in increasing numbers but that many of them lack external criteria by which to evaluate themselves for the purpose of pursuing educational and/or career activities. It was further assumed that the community college might be a logical "agency" of intervention to sponsor counseling services for adults in the community.

The findings of this research indicate that such services can be effective in assisting women in the decision-making process, particularly in educational and vocational-related activities. While decision-making is clearly one outcome of educational/vocational counseling, there is no evidence that counseling expands the client's capability for subsequent decision-making.

Mature women may value counseling more for its self-assessment and supportive functions to decisions made prior to counseling than for its outcomes as reflected in decision-making or planning behavior.

Clients generally express a high degree of satisfaction with counseling. Client satisfaction, however, provides a limited index of the effectiveness of counseling. Clients for whom counseling was judged to have limited or no impact may express a high degree of satisfaction with counseling and vice versa.

The age, marital status, educational, and employment background of clients is not a significant factor in determining the degree of impact counseling has upon clients. The amount of time lapse between the termination of counseling and action on plans, and the number of counseling sessions are not significant determinants to the impact counseling is judged to have had upon clients.

It has already been noted that the Guidance Center was unique in several ways. Perhaps the most serious limitation to the generalizability of the findings was the uniqueness of the Center.

While the conclusions presented above represent the major inferences from the findings of this study, there are other concerns which deserve further investigation. Our present research on innovative forms of counseling services to adults needs to be supplemented by additional inquiries into the influence of technology on child-parental relationships, feminine perceptions of vocational counseling, longitudinal career studies of successful women, and additional "impact" studies of adult or community guidance centers and other counseling services.

Recent trends in this country to provide continuing education and counseling for adults pose new and exciting challenges demanding the best that scientific method, professional resources and skills, and human understanding can bring to bear. The challenge of helping individuals relate more effectively to their time can be

met only by the concerted effort of all those individuals,
agencies, and organizations committed to helping people--
men and women--fulfill their potential.

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APPENDICES

APPENDIX A

PRE-TEST AND FINAL CLIENT QUESTIONNAIRE
LETTERS OF TRANSMITTAL TO CLIENT SAMPLE
PRE-TEST PROCEDURES AND RESULTS

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COMMUNITY COLLEGE COOPERATION • OFFICE OF THE DIRECTOR • KELLOGG CENTER

April 18, 1969

Since World War II, an increasing number of women, particularly married women, have returned to school or have sought careers in the labor market.

Accompanying this trend has been an increased concern among educational institutions to provide counseling services to women interested in continuing their education and/or preparing for a career.

Because you received such services from the Flint Junior College Counseling Office, Miss Barbara Stephenson has provided me with your name and address in the hope that you would be willing to assist me in an important research project.

Enclosed is a short questionnaire which has been designed to obtain opinions and attitudes of women toward counseling services. I would appreciate very much if you would complete the questionnaire prior to April 23 and return it in the stamped, self-addressed envelope enclosed. I am particularly desirous of obtaining your responses because your experiences with the women's counseling program will contribute significantly toward future improvement in counseling services for women. You will notice on the questionnaire that reference is made to "the guidance center." This refers to the counseling service for adult women provided by Miss Stephenson or Mrs. Jordon at Flint Junior College.

I am hopeful that you will be honest and frank in your opinions. Your completed questionnaire will not be seen by the counselors at the College and your comments will be held in strict confidence. Since other phases of this research cannot be carried out until I have analyzed the questionnaires, I am hopeful that you can find time in your busy schedule to complete it and return it to me within the next day or so. I would welcome any comments you wish to make concerning items in the questionnaire.

Please accept in advance my sincere thanks for your assistance with the study. With warmest personal regards, I remain,

Sincerely,

J. G. Solloway
Resident Director of the Study

CLIENT QUESTIONNAIRE

1. How did you find out about the services of the Guidance Center for Women?
(Check the one most important source.)

☐ Newspapers ☐ Relatives/friends ☐ Radio Program
☐ Another client ☐ The Guidance Center ☐ Other (specify): _____

2. Which one of the following best describes what you had hoped to receive from the Guidance Center? (Check only one.)

☐ Help in solving personal problems ☐ Help in finding a job
☐ Help in making a decision about continuing my education ☐ Career planning/sources of job training
☐ Other (specify): _____

3. In general, did you receive what you had expected from the Guidance Center?

☐ Yes ☐ No ☐ Uncertain

Comments: _____

4. A list of the principal services of the Guidance Center is given below. Rate your satisfaction/dissatisfaction with those services you received on the 5-point scale.

Encircle #1 ... If you were very satisfied
 Encircle #2 ... If you were satisfied
 Encircle #3 ... If you are uncertain
 Encircle #4 ... If you were dissatisfied
 Encircle #5 ... If you were very dissatisfied

MAKE ONLY ONE RATING FOR EACH SERVICE

Educational Information	Satisfied	1	2	3	4	5	Dissatisfied
Career Information	Satisfied	1	2	3	4	5	Dissatisfied
Personal Counseling	Satisfied	1	2	3	4	5	Dissatisfied
Testing Services	Satisfied	1	2	3	4	5	Dissatisfied

Comments: _____

Directions: We are interested in your feelings about the following statements concerning the Guidance Center for Women. Read each statement and decide how you feel about it. Encircle the response which best describes your feelings.

If you strongly agree, encircle SA ☒ SA A ? D SD
 If you just agree, encircle A SA ☒ A ? D SD
 If you are undecided, encircle ? SA A ☒ ? D SD
 If you disagree, encircle D SA A ? ☒ D SD
 If you strongly disagree, encircle SD . SA A ? D ☒ SD

5. Talks with counselors at the Guidance Center are helpful in making a decision SA A ? D SD
6. I regard the Guidance Center as a "helping" agency serving people with various problems SA A ? D SD
7. I feel the Guidance Center is totally unable to assist persons in making an educational/career decision SA A ? D SD
8. I think more women should take advantage of the services of the Guidance Center SA A ? D SD
9. I feel that it is a complete waste of time to go to the Guidance Center SA A ? D SD
10. I believe that the Guidance Center does enough good work to deserve continued support SA A ? D SD
11. The Guidance Center is not effective in assisting persons in solving personal problems SA A ? D SD
12. I recommend the services of the Guidance Center to anyone who needs help in educational and/or career planning SA A ? D SD
13. I think the Guidance Center is a great asset to this county SA A ? D SD

Comments: _____

Directions: We are interested in your general impressions and feelings about your counseling experience at the Guidance Center. In the box below are listed several alternatives which describe various aspects of the counseling experience for the client. Carefully examine the examples given below and then encircle the number which expresses your rating of each alternative of items #14 - 20.

Example: (I found the counseling experience to be:)

Stimulating 1 2 3 4 5 Unstimulating

ENCIRCLE ONLY ONE RESPONSE FOR EACH ITEM

I FOUND THE COUNSELING EXPERIENCE TO BE:

14. Interesting	1	2	3	4	5	Uninteresting
15. Unrewarding	1	2	3	4	5	Rewarding
16. Satisfying	1	2	3	4	5	Dissatisfying
17. Tense	1	2	3	4	5	Relaxing
18. Unhurried	1	2	3	4	5	Rushed
19. Confusing	1	2	3	4	5	Clear
20. Helpful	1	2	3	4	5	Hindering

21. Did you make a decision (or plan) as a result of counseling? ____Yes ____No

Comments: _____

22. If you have continued your education since receiving counseling services at the Guidance Center, are your studies in: (Check only one response)

____ The field you chose as a result of the decision you made during counseling.

____ A different but related field.

____ An unrelated field.

Comments: _____

23. If you have been employed since receiving counseling services at the Guidance Center, is your work in: (Check only one response)

☐ The field you chose as a result of the decision you made during counseling.

☐ A different but related field.

☐ An unrelated field.

Comments: _____

Directions: In an earlier evaluation of the counseling services of the Center, clients reported several criteria for counseling success. On the basis of your experience with the counseling service, rank the following in terms of their personal benefit to you. (Rank #1 the item which was most beneficial, # 2 the next most beneficial, etc.) In the event that you wish to list an item which you rate above the four listed, use item 28 (other) and specify.

24. ☐ Achievement of a satisfactory decision.

25. ☐ Support for a decision you had already made.

26. ☐ Opportunity to talk about yourself with someone.

27. ☐ Encouragement to plan and pursue educational and/or career activities.

28. ☐ Other (specify): _____

29. Would you use the counseling service of the Guidance Center again if you needed it?

☐ Yes

☐ No

☐ Uncertain

Comments: _____

30. You are encouraged to use the following space to make any additional comments, suggestions or recommendations which, in your opinion, would be helpful to the Guidance Center staff in the evaluation of their services.

an agency of
Rockland Community College

New York State Guidance Center for Women

12 Campbell Avenue
Suffern, New York 10901

telephone 357-5225
area code 914

We need your help. We have been asked to evaluate the Rockland County Guidance Center. As one who has used its services, we need your judgment about the assistance you received. We have enclosed a questionnaire and a self-addressed stamped envelope. Please complete the questionnaire and return it at your earliest convenience.

As a consultant from Michigan State University, I assure you that no one but members of my team (all from Michigan) will read your responses. Your answers will be combined with others to determine how the Center has helped and how it can be improved.

Early in June members of the evaluating team will be placing telephone calls to former clients of the Center (like yourself) to obtain follow-up information. Each interviewer will introduce himself (herself) on the phone and if you have any doubts about the caller, tell him (her) to hang up. Dial the Guidance Center, 357-5225 and ask for the interviewer by name. The following team members will be participating as callers:

Dr. Marie Prahl, Research Associate
Michigan State University

Miss Barbara Stephenson, Director
Women's Guidance Center
Flint Community College, Michigan

Mr. Jerry Solloway, Research Associate
Michigan State University

Dr. Max Raines, Professor
Michigan State University

It will help us considerably if you will provide your name and phone number on the enclosed card and return it with your questionnaire. If you prefer to be called at a particular time, you may indicate it on the card and we will try to comply with your wishes.

Thank you for your assistance.

Sincerely,

Max R. Raines, Professor
Michigan State University

ROCKLAND GUIDANCE CENTER FOR WOMEN

SUFFERN, NEW YORK

CLIENT QUESTIONNAIRE

1. How did you find out about the services of the Guidance Center for Women?
(Check the one most important source).

22 Newspapers 21 Relatives/friends 7 Radio Program
9 Another client 4 The Guidance Center 10 Other (specify):
1 No Response

2. Which one of the following best describes what you had hoped to receive from the Guidance Center? (Check only one).

11 Test Information about myself 7 Help in finding a job
14 Help in making a decision about continuing my education 12 Help in planning a career
26 Educational and/or Career information
4 No Response

Other (specify): _____

3. In general, did you receive what you had expected from the Guidance Center?

38 Yes 24 No 12 Uncertain

Comments: _____

Directions: In an earlier evaluation of the counseling services of the Center, clients reported several criteria for counseling success. On the basis of your experience with the counseling service, rank the following in terms of their personal benefit to you. (Rank #1 the item which was most beneficial, #2 the next most beneficial, etc, etc). In the event that you wish to list an item which you rate above the four listed, use item 8 (other) and specify.

4. _____ Achievement of a satisfactory decision. #1-6; #2-11; #3-8; #4-17; #5-1
5. _____ Support for a decision you had already made. #1-9; #2-8; #3-17; #4-6; #5-1
6. _____ Opportunity to talk about yourself with someone #1-16; #2-18; #3-8; #4-11; #5-0
7. _____ Encouragement to plan and pursue educational and/or career activities. #1-27; #2-15; #3-6; #4-2; #5-0
8. _____ Other (specify): #1-3; #2-2; #3-0; #4-0; #5-0

Directions: We are interested in your feelings about the following statements concerning the Guidance Center for Women. Read each statement and decide how you feel about it. Encircle the response which best describes your feelings.

If you strongly agree, encircle SA. . . . ☒ SA A ? D SD
 If you just agree, encircle A SA ☒ A ? D SD
 If you are undecided, encircle ? SA A ☒ ? D SD
 If you disagree, encircle D SA A ? ☒ D SD
 If you strongly disagree, encircle SD. SA A ? D ☒ SD

9. Talks with counselors at the Guidance Center are helpful in making an educational/career decision.. SA A ? D SD
10. I feel the Guidance Center is totally unable to assist persons in making an educational/career decision..... SA A ? D SD
11. I think more women should take advantage of the services of the Guidance Center SA A ? D SD
12. I regard the Guidance Center as a "helping" agency serving those in need of assistance in planning a career SA A ? D SD
13. I feel that it is a complete waste of time to go to the Guidance Center SA A ? D SD
14. I believe that the Guidance Center does enough good work to deserve continued support SA A ? D SD
15. The Guidance Center is not effective in assisting persons in solving problems related to educational and vocational planning SA A ? D SD
16. I recommend the services of the Guidance Center to anyone who needs help in educational and/or career planning SA A ? D SD
17. I think the Guidance Center is a great asset to Rockland County SA A ? D SD

Comments: _____

Directions: We are interested in your general impressions and feelings about your counseling experience at the Guidance Center. In the box below are listed several alternatives which describe various aspects of the counseling experience for the client. Carefully examine the example given below and then encircle the number which expresses your rating of each alternative of items #18 - 24.

Example: (I found the counseling experience to be):

Stimulating 1 (2) 3 4 5 Unstimulating

ENCIRCLE ONLY ONE RESPONSE FOR EACH ITEM

I FOUND THE COUNSELING EXPERIENCE TO BE:						
18. Interesting	1	2	3	4	5	Uninteresting
19. Unrewarding	1	2	3	4	5	Rewarding
20. Satisfying	1	2	3	4	5	Dissatisfying
21. Tense	1	2	3	4	5	Relaxing
22. Personal	1	2	3	4	5	Impersonal
23. Confusing	1	2	3	4	5	Clear
24. Helpful	1	2	3	4	5	Hindering

25. Did you make a decision (or plan) as a result of counseling: 39 Yes 32 No 3 No Resp

If Yes, briefly describe: _____

26. If you have continued your education since receiving counseling services at the Guidance Center, are your studies in: (Check only one response)

15 The field you chose prior to counseling.

7 The field you chose as a result of the decision you made during counseling.

5 A different but related field.

6 An unrelated field.

41 No Response

Comments: _____

27. If you have been employed since receiving counseling services at the Guidance Center, is your work in: (Check only one response)

15 The field you chose prior to counseling.

7 The field you chose as a result of the decision you made during counseling.

9 A different but related field

7 An unrelated field

36 No Response

Comments: _____

23. Would you use the counseling service of the Guidance Center again if you needed it?

53 Yes

9 No

10. Uncertain

2 No Response

Comments: _____

29. You are encouraged to use the following space to make any additional comments, suggestions or recommendations which, in your opinion, would be helpful to the Guidance Center staff in the evaluation of their services.

[illegible]

PRE-TEST PROCEDURES AND RESULTS

Two guidance centers for women, the Flint Junior College Counseling Center and the Continuum Center for Women at Oakland University, were considered for pre-testing the questionnaire and attitude scales. The Flint Center was selected because both the services and the client population more closely approximated those of the New York State Guidance Center for Women.

A list containing 230 names and addresses of clients who had received counseling during the past two years was provided by the Flint Center. A total of 50 clients was selected randomly for participation in the pre-test. The questionnaire and attitude scales, a cover letter explaining the purposes of the study, and a stamped, self-addressed return envelope was mailed to all 50 subjects.

Within a two-week period, a total of 32 questionnaires had been returned as well as two original letters which the post office returned because of no forwarding address. The total return represented 67 percent of those who were reached by mail. No follow-up questionnaires were sent out and no attempt was made to analyze the non-responding subjects in the sample.

The results of the non-scaled items (items #1-3, 21-29) on the questionnaire pre-test were compiled and are reported

in Appendix B. The above items were reviewed for clarity, correctness of response, and to determine the need for additional categories and/or possible deletions. The results of the pre-test revisions can be examined on pages 144-147.

The scoring of attitude scale items (items #5-13) was done using the Likert technique. Weights from one through five were assigned to the five categories (strongly disagree, disagree, undecided, agree, strongly agree). A weight of 1 was assigned to the "strongly agree" responses for items expressing unfavorable opinion toward the Guidance Center and a weight of 5 was assigned to the "strongly agree" responses for items expressing favorable opinion, and so on. A total score was then obtained for each subject which ranged from 5 to 45.

The scoring of attitude scale items (items #14-20) was done in a similar manner. Responses which were favorable toward the counseling experience were assigned a weight of 5 while responses which were unfavorable were assigned a weight of 1. A total score, which ranged from 5 to 35, was also obtained for each respondent.

Both attitude scales were then subjected to a test of reliability using the total scores on each scale for the entire sample. Because of the preponderance of favorable responses on both scales, comparability of the two halves of the scales was lacking and therefore the Spearman-Brown

formula was considered inappropriate. For scales which appear to possess unidimensionality, Guttman⁷ advocates the application of a lower bound reliability test. He states:

The split-half lower bound, L_4 , resembles somewhat the traditional Spearman split-half formula, corrected for test length . . . The lower bound, L_4 , assumes only that the two half sample scores are experimentally independent of each other and that the computations are based on a large population of individuals. It does not assume that the two halves belong to the same scale or anything else of the kind . . . For the scale scores then, as well as for the qualitative responses to the separate items, we have assurance that if the items are approximately scalable, then they necessarily have very substantial test-retest reliability. Scalogram analysis provides as an automatic by product the assurance that responses to individual items and total scores both have relatively little error of measurement if the reproducibility is high.

The lower-bound reliability coefficient (L_4) was computed for both attitude scales for the 32 subjects in the sample and it was found to be as follows:

- | | |
|--|-------------|
| 1. Attitude Scale A
(Guidance Center) | $L_4 = .70$ |
| 2. Attitude Scale B
(Counseling Experience) | $L_4 = .84$ |

For the nine attitude scale items in Scale A, the reliability coefficient for the total score is not less than 0.70. It may be anywhere between .70 and unity. For the seven attitude scale items in Scale B, the reliability

¹Louis Guttman, et al., Measurement and Prediction (Princeton: Princeton University Press, 1950), p. 311.

coefficient for the total score is not less than 0.84 and may be anywhere between .84 and unity.

Following the determination of the reliability coefficient, it was then necessary to determine whether the items formed a scale for the pre-test sample. The measurement of an attitude(s) is considered scalable for the population if it is possible to rank subjects on the basis of total response scores in such a fashion that from a subject's rank alone, it is possible to predict his response to any item on the scale. While such perfect scales are seldom achieved, items are considered sufficiently scalable if they are 85 percent reproducible.

The item analysis for both attitude scales was conducted by the Cornell Technique². By means of this technique, it is possible to obtain the coefficient of reproducibility and thereby affirm the unidimensionality of the attitude scale. To obtain this coefficient, the total scores of all subjects were ranked from high (most favorable) to low (least favorable) for each attitude scale. The number of "errors" for each item was determined by establishing "cutting points" in the rank order of total scores thus separating individual responses according to categories in which they would fall if the scale were perfect.

Table A-1 indicates the frequency and percentage of "error" for each item on Scales A and B. Since it is

²Ibid., pp. 91-121.

permissible to "collapse" data into fewer categories to reduce the frequency of "errors", the table provides the coefficient of reproducibility using data in both its original and collapsed forms.

Attitude Scale A had a coefficient of reproducibility of 0.86 and 0.94 respectively, and attitude Scale B had a coefficient of reproducibility of 0.84 and 0.92. The observed value of the coefficient is moderately high and suggests that the scale is measuring a single attitude variable. Although the coefficient for Scale B represents less value than the minimum of 85 percent stipulated by Guttman, there is ample evidence to indicate, on the basis of reproducibility alone, that the scale tends to be unidimensional.

TABLE A-1.--Frequency, Percentage of Error, and Coefficient of Reproducibility for Attitude Scales A and B (Pre-test).

Item No. Original Data	No. of Errors	Percentage of Error	Item No. Collapsed Data	No. of Errors	Percentage of Error
Item #5	8/31	26%	Item #5	0/31	00%
Item #6	6/31	19%	Item #6	4/31	13%
Item #7	2/31	7%	Item #7	2/31	7%
Item #8	7/31	23%	Item #8	2/31	7%
Item #9	3/31	10%	Item #9	1/31	3%
Item #10	3/31	10%	Item #10	3/31	10%
Item #11	2/31	7%	Item #11	4/31	13%
Item #12	1/31	3%	Item #12	0/31	0%
Item #13	6/31	19%	Item #13	1/31	3%
Totals	38/279		Totals	17/279	
Coefficient of Reproducibility: $1 - (\frac{38}{279}) =$ Coefficient of Reproducibility: $1 - (\frac{17}{279}) =$					
$1 - .136 = .86$					
1 - .061 = .94					
Scale B					
Item #14	7/29	24%	Item #14	1/29	3%
Item #15	5/29	17%	Item #15	2/29	7%
Item #16	5/29	17%	Item #16	2/29	7%
Item #17	4/29	14%	Item #17	1/29	3%
Item #18	7/29	24%	Item #18	5/29	17%
Item #19	4/29	14%	Item #19	4/29	14%
Item #20	1/29	3%	Item #20	1/29	3%
Totals	33/203		Totals	16/203	
Coefficient of Reproducibility: $1 - (\frac{33}{203}) =$ Coefficient of Reproducibility: $1 - (\frac{16}{203}) =$					
$1 - .162 = .84$					
$1 - .079 = .92$					

APPENDIX B

PRE-TEST CLIENT QUESTIONNAIRE TABULATIONS

TABLE B-1.--Rankings of Criteria for Counseling Success by Clients (Flint, Pre-Test).

Item No.	Number of Responses	Frequency of Response		Frequency of Response		Frequency of Response		Frequency of Response	
		Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5			
#24	9	4	6	7	5	1			
#25	10	10	5	5	2	0			
#26	11	0	1	6	13	1			
#27	6	11	12	3	0	0			
#28	28	3	0	1	0	0			

The above table indicates the frequency of responses to items #24-28 which asked clients to rank those factors of the counseling service which was most beneficial. The results suggest that support for a decision already made and encouragement to plan and pursue educational and/or career activities was the most beneficial aspect of counseling while the opportunity of the client to talk about herself with someone was considered least beneficial. The results for these items from the New York State Guidance Center for Women sample are reported in the Results and Conclusion Chapter.

APPENDIX C

TABLE C-1.--AGE DISTRIBUTION OF SAMPLE AND POPULATION.

TABLE C-2.--DISTRIBUTION OF CLIENT SAMPLE AND POPULATION
BY MARITAL STATUS.

TABLE C-3.--DISTRIBUTION OF CLIENT SAMPLE AND POPULATION
BY EMPLOYMENT BACKGROUND.

TABLE C-1.--Age Distribution of Sample and Population.

Age Intervals	Client Sample		Total Population	
	N	%	N	%
Under 30	17	15	115	14
30-39	47	41	333	41
40-49	41	36	272	33
Over 50	9	8	66	12

TABLE C-2.--Distribution of Client Sample and Population By Marital Status.

Marital Status	Client Sample		Total Population	
	N	%	N	%
Single	8	7	50	7
Married	68	76	596	79
Widowed	8	7	39	5
Divorced	4	4	36	5
Separated	6	6	35	5

TABLE C-3.--Distribution of Client Sample and Population By Employment Background.

Employment Background	Client Sample		Total Population	
	N	%	N	%
Less than 5 years	60	53	424	52
5-10 years	35	30	232	29
Over 10 years	19	17	155	19

APPENDIX D

CLIENT INTERVIEW GUIDE

NEW YORK STATE GUIDANCE CENTER FOR WOMEN

CLIENT INTERVIEW GUIDE

CLIENT: _____

INTERVIEWER: _____

CITY: _____ STATE: _____

INTERVIEW DATE: _____

TELEPHONE NO.: _____

COUNSELING DISPOSITION: ☐ COMPLETE☐ INCOMPLETE

"Hello, this is (Interviewer)..... I'm helping in the evaluation of the Rockland Guidance Center for Women. I believe you received a recent letter from Dr. Raines along with a questionnaire. Have you returned the questionnaire?" (If not) "Would it be convenient to fill it out now?"

"In the letter, Dr. Raines indicated that if you had any doubts about the caller, hang up and call the Guidance Center number . . . and ask for me Please feel free to do that now....or at any time during the interview".

"I want to ask you to recall some of your experiences at the Guidance Center and also to learn what you have been doing since your last visit".

1. Do you recall how you first learned of the Center? _____

2. What prompted you to come to the Center? _____

3. About how many times did you visit the Center? _____
4. Did you come to the Center for any assistance other than counseling?
____ YES _____ NO
(If Yes), what was it? _____

5. Did you find it difficult to come to the Center the first time?
____ YES _____ NO
(If Yes), how was it difficult? _____

6. How did other people (husband, family, friends, etc.) feel about your coming to the Center? _____

7. Did you develop a plan of action with the counselor?

----- YES ----- NO

(If Yes), what was the plan? _____

8. What kinds of things have you been doing since your last visit to the Center? (Ascertain the approximate time span of each activity beginning with the most recent).

1. _____
_____ No. of months _____

2. _____
_____ No. of months _____

3. _____
_____ No. of months _____

4. _____
_____ No. of months _____

(USE ONLY IF CLIENT HAS BEEN WORKING)

"It is not necessary that you answer this question, but it would help us to know how much your employment has meant economically. By combining your total income since your last visit to the Center with the incomes of other clients, we can get some picture of the economic impact the Center has had on the community."

9. What has been your monthly earning since your last visit to the Center? \$____/month The total earnings since your last visit to the Center then would be \$____ (amount times number of months).
10. Were you working during the year preceding your first visit to the Guidance Center? _____ YES _____ NO
11. Now tell me how you generally felt about the Guidance Center?

12. Do you have suggestions or recommendations that might help to make it a better Guidance Center?

APPENDIX E

TABLE E-1.--DISTRIBUTION OF IMPACT CATEGORIES BY GUIDANCE
CENTER COUNSELORS.

TABLE E-2.--DISTRIBUTION OF CLIENTS INTO COUNSELING IMPACT
CATEGORIES BY A PANEL OF JUDGES.

TABLE E-1.--Distribution of Impact Categories by Counselors.

Counselor	Substantial Positive Impact	Moderate Positive Impact	Limited Positive Impact	None and/or Negative Impact	Totals
A	1 (100%)	0	0	0	1
B	0	1 (100%)	0	0	1
C	5 (33%)	5 (33%)	4 (27%)	1 (7%)	15
D	1 (7%)	5 (33%)	5 (33%)	4 (27%)	15
E	1 (50%)	1 (50%)	0	0	2
F	5 (55%)	2 (22½%)	0	2 (22½%)	9
G	0	2 (40%)	2 (40%)	1 (20%)	5
H	3 (43%)	2 (28½%)	2 (28½%)	0	7
I	11 (32%)	9 (26%)	10 (30%)	4 (12%)	34
J	0	3 (100%)	0	0	3
			TOTAL		92*

*Three clients had more than one counselor.

TABLE E-2.--Frequency Distribution of Clients Into Counseling Impact Categories By
A Panel of Judges.

Impact Classification	Judge W	Judge X	Judge Y	Judge Z	Totals	Percentages
Substantial Positive Impact	7/ 27%	8/ 33%	9/ 33%	4/ 22%	28	29.5
Moderate Positive Impact	8/ 31%	6/ 25%	9/ 33%	7/ 39%	30	31.5
Limited Positive Impact	9/ 34%	8/ 33%	4/ 15%	4/ 22%	25	26.3
No and/or Negative Impact	2/ 8%	2/ 9%	5/ 19%	3/ 17%	12	12.7
Totals	26	24	27	18	95	100

APPENDIX F

TABLE F-1.--FREQUENCY DISTRIBUTION OF ATTITUDE SCALE B
SCORES BY COUNSELING DISPOSITION.

TABLE F-1.--Frequency Distribution of Attitude Scale B
Scores By Counseling Disposition Sub-Groups.

Scale B Scores	Incomplete Group		Complete Group		Total	
	N	%	N	%	N	%
32-35	4	16	15	30	19	26
28-31	8	34	15	30	23	31
24-27	1	5	12	24	13	18
20-23	4	16	5	10	9	12
Below 20	3	13	1	2	4	5
No Response	4	16	2	4	6	8
Totals	24	100	50	100	74	100
Total Favorable Response (Over 28)	12	50	30	60	42	57
Total Unfavorable Response (Under 28)	8	34	18	36	26	35

APPENDIX G

TABLE G-1.--DISTRIBUTION OF DEGREES OF POSITIVE IMPACT AND
SATISFACTION BY CLIENT CHARACTERISTICS.

TABLE G-2.--DISTRIBUTION OF DEGREES OF COUNSELING IMPACT
AND SATISFACTION BY CLIENT CHARACTERISTICS.

TABLE G-1--Distribution of Degrees of Positive Impact and Satisfaction By Client Characteristics "Incomplete" Client Sub-Group.

Client Characteristics	Degrees of Counseling Impact						Level of Satisfaction									
	Substantial		Moderate		Limited		None		No Rating		Satisfied		Not Satisfied		No Rating	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex																
Male	0	0	0	0	0	0	1	100	2	3	0	0	1	100	2	3
Female	5	15	7	21	16	47	6	17	3	37	16	80	4	20	17	37
Sub-Total	5		7		16		7		5	40	16		5		19	40
Age																
Under 29	1	16	0	0	3	50	2	34	2	8	3	75	1	25	4	8
30-39	2	20	4	40	3	30	1	10	2	12	6	86	1	14	5	12
40-49	1	7	1	7	8	58	4	28	1	15	6	66	3	34	6	15
50-59	1	33	1	33	1	33	0	0	0	3	1	100	0	0	2	3
Over 59	0	0	1	0	1	100	0	0	0	2	0	0	0	0	2	2
Sub-Totals	5		7		16		7		5	40	16		5		19	40

Marital Status													
Single	0	0	0	0	0	0	1	100	2	3	0	0	3
Married	2	33	1	17	3	50	0	0	1	7	3	100	0
Married with children	3	11	6	21	13	47	6	21	2	30	13	72	5
Sub-Totals	5		7	16	7		5	40	16		5		19

Employment Pattern													
Less than 5 Years	3	18	6	35	7	41	1	6	4	21	11	92	1
5-10 Years	2	22	0		4	44	3	34	0	9	2	100	0
More than 10	0	0	1	11	5	55	3	34	1	10	3	43	4
Sub-Totals	5		7	16	7		5	40	16		5		19

Number of Counseling Sessions

One	2	9	4	18	10	45	6	28	3	25	9	75	3
2-3	2	20	2	20	5	50	1	10	1	11	6	75	2
4-5	1	50	0	0	1	50	0	0	1	3	1	100	0
More than 5	0	0	1	100	0	0	0	0	0	1	0	0	0
Sub-Totals	5		7	16	7		5	40	16		5		19

Educational Pattern

Less than H.S.	1	14	2	28	3	44	1	14	2	9	3	75	1
Diploma	1	6	1	6	9	56	5	32	1	17	4	57	3
H.S. Diploma	3	25	4	34	4	34	1	7	2	14	9	90	1
College													
Sub-Totals	5		7	16	7		5	40	16		5		19



TABLE G-2.--Distribution of Degrees of Positive Impact and Satisfaction by Client Characteristics "Complete" Client Sub-Group.

Client Characteristics	Degree of Positive Impact						Level of Satisfaction					
	Substantial		Moderate		Limited		None		No Rating		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
Sex												
Male	0	0	1	100	0	0	0	0	2	2	3	3
Female	23	39	22	37	9	15	5	8	12	12	71	26
Sub-Totals	23		23		9		5		14		74	74
Age												
Under 29	3	43	3	43	1	14	0	0	4	4	11	4
30-39	10	31	14	44	4	12	4	13	3	3	35	15
40-49	8	47	5	29	3	18	1	6	7	7	24	15
50-59	1	33	1	34	1	33	0	0	0	0	3	1
Over 59	1	100	0	0	0	0	0	0	0	0	1	0
Sub-Totals	23		23		9		5		14		74	74

Marital Status																
Single Married Married with children	0	0	0	0	1	100	0	0	3	4	1	50	1	50	2	4
	3	100	0	0	0	0	0	0	0	3	2	100	0	0	1	3
	20	36	23	41	8	14	5	9	11	67	35	81	8	19	24	67
	23		23		9		5		14	74	38		9		27	74
Employment Pattern																
Less than 5 Yrs. 5-10 Yrs. More than 10 Yrs.	13	42	10	32	6	19	2	7	8	39	20	80	5	20	14	39
	7	33	10	48	2	9	2	9	5	26	14	82	3	18	9	26
	3	37	3	37	1	13	1	13	1	9	4	80	1	20	4	9
	23		23		9		5		14	74	38		9		27	74
Educational Pattern																
Less than H.S. H.S. Diploma College	1	25	2	50	1	25	0	0	2	6	2	67	1	34	3	6
	10	40	12	48	2	8	1	4	5	30	15	79	4	21	11	30
	12	39	9	29	6	20	4	12	7	38	21	84	4	16	13	38
	23		23		9		5		14	74	38		9		27	74
Number of Counseling Sessions																
One 2-3 4-5 More than 5	1	11	3	33	3	33	2	23	2	11	4	57	3	43	4	11
	13	37	14	40	6	17	2	6	7	42	24	91	3	9	15	42
	5	56	3	33	0	0	1	11	5	14	8	80	2	20	4	14
	4	57	3	43	0	0	0	0	0	7	2	67	1	33	4	7
Sub-Totals																
Sub-Totals	23		23		9		5		14	74	38		9		27	74

APPENDIX H

FREE RESPONSE STATEMENTS SUBMITTED
ON CLIENT QUESTIONNAIRE

FREE RESPONSE STATEMENTS SUBMITTED
ON CLIENT QUESTIONNAIRE

1. "It was much more than I had hoped for!"
2. The Center is geared too heavily to educated, middle class women (2).*
3. "The Center didn't have what I was looking for."
4. " . . . Center is for younger women--at the age of 50, it is hard to accomplish much."
5. "I had been a plain bored housewife . . . it helped me find a way to brush up on my skills."
6. Made a decision to pursue part-time coursework at college (22).
7. Family changes did not permit follow-thru on decision (2).
8. The library was particularly helpful.
9. "At the time I visited the Center, I was not in a position to pursue educational or career plans."
10. "Helped to decide that I should not continue my education at this time."
11. "Still working at same job--counseling helped me to reassess my present attitudes toward my job."
12. "Perhaps it could be somewhat of an employment agency." (4)
13. More publicity is needed--most people have not heard of the Center. (4)
14. "Just one person who believes you can make it makes all the difference."
15. The college (Rockland Community College) guidance department does not have the time or processes necessary to truly "guide" or give such intensive services as the NYSGC. (2)

16. "I most emphatically want to stress the point that even if one doesn't come to an immediate decision, being faced with answering such a variety of questions and examining one's personality and nature is illuminating in itself."
17. "Helped me to make a decision."
18. Provided me with information and encouragement. (4)
19. Center needs a program for alumni . . . provide opportunities for occasional meetings to review developments and share experiences with others. (2)
20. "Women who were helped by the Center could and should help others thru the Center."
21. "Services should be extended to men."
22. Staff should be aware of specific job and career opportunities open to women in the area. (2)
23. The Center needs a file on day-care services, financial aids, and career requirements.
24. Counselors need to be more knowledgeable of local resources (some staff members were not local persons).
25. "Center must alert women of problems they encounter at home as a result of outside employment and education."
26. Center needs more specific information concerning part-time educational and employment opportunities. (2)
27. Tests are most important and should be a basic part of the counseling process. (3)
28. Center is geared to heavily toward the housewife--working women need such services as well. (2)
29. Counselors need to "push" some clients to plan and act.
30. More follow-up of clients is needed. (2)
31. The center is too research-oriented--made clients feel like guinea pigs. (2)

(Several clients expressed commentaries on the Guidance Center to the effect that their's was a unique problem and while the Center did not help them, they were certain that it helped many others.)

*Frequency

CLIENT QUESTIONNAIRE

1. How did you find out about the services of the Guidance Center for Women?
(Check the one most important source.)

☐ Newspapers ☐ Relatives/friends ☐ Radio Program
☐ Another client ☐ The Guidance Center ☐ Other (specify): _____

2. Which one of the following best describes what you had hoped to receive from the Guidance Center? (Check only one.)

☐ Help in solving personal problems ☐ Help in finding a job
☐ Help in making a decision about continuing my education ☐ Career planning/sources of job training
☐ Other (specify): _____

3. In general, did you receive what you had expected from the Guidance Center?

☐ Yes ☐ No ☐ Uncertain

Comments: _____

4. A list of the principal services of the Guidance Center is given below. Rate your satisfaction/dissatisfaction with those services you received on the 5-point scale.

Encircle #1 ... If you were very satisfied
 Encircle #2 ... If you were satisfied
 Encircle #3 ... If you are uncertain
 Encircle #4 ... If you were dissatisfied
 Encircle #5 ... If you were very dissatisfied

MAKE ONLY ONE RATING FOR EACH SERVICE

Educational Information	Satisfied	1	2	3	4	5	Dissatisfied
Career Information	Satisfied	1	2	3	4	5	Dissatisfied
Personal Counseling	Satisfied	1	2	3	4	5	Dissatisfied
Testing Services	Satisfied	1	2	3	4	5	Dissatisfied

Comments: _____

Directions: We are interested in your feelings about the following statements concerning the Guidance Center for Women. Read each statement and decide how you feel about it. Encircle the response which best describes your feelings.

If you strongly agree, encircle SA ☒ SA A ? D SD
 If you just agree, encircle A SA ☒ A ? D SD
 If you are undecided, encircle ? SA A ☒ ? D SD
 If you disagree, encircle D SA A ? ☒ D SD
 If you strongly disagree, encircle SD . SA A ? D ☒ SD

5. Talks with counselors at the Guidance Center are helpful in making a decision SA A ? D SD
6. I regard the Guidance Center as a "helping" agency serving people with various problems SA A ? D SD
7. I feel the Guidance Center is totally unable to assist persons in making an educational/career decision SA A ? D SD
8. I think more women should take advantage of the services of the Guidance Center SA A ? D SD
9. I feel that it is a complete waste of time to go to the Guidance Center SA A ? D SD
10. I believe that the Guidance Center does enough good work to deserve continued support SA A ? D SD
11. The Guidance Center is not effective in assisting persons in solving personal problems SA A ? D SD
12. I recommend the services of the Guidance Center to anyone who needs help in educational and/or career planning SA A ? D SD
13. I think the Guidance Center is a great asset to this county SA A ? D SD

Comments: _____

Directions: We are interested in your general impressions and feelings about your counseling experience at the Guidance Center. In the box below are listed several alternatives which describe various aspects of the counseling experience for the client. Carefully examine the examples given below and then encircle the number which expresses your rating of each alternative of items #14 - 20.

Example: (I found the counseling experience to be:)

Stimulating 1 2 3 4 5 Unstimulating

ENCIRCLE ONLY ONE RESPONSE FOR EACH ITEM

<u>I FOUND THE COUNSELING EXPERIENCE TO BE:</u>						
14. Interesting	1	2	3	4	5	Uninteresting
15. Unrewarding	1	2	3	4	5	Rewarding
16. Satisfying	1	2	3	4	5	Dissatisfying
17. Tense	1	2	3	4	5	Relaxing
18. Unhurried	1	2	3	4	5	Rushed
19. Confusing	1	2	3	4	5	Clear
20. Helpful	1	2	3	4	5	Hindering

21. Did you make a decision (or plan) as a result of counseling? ____Yes ____No

Comments: _____

22. If you have continued your education since receiving counseling services at the Guidance Center, are your studies in: (Check only one response)

____ The field you chose as a result of the decision you made during counseling.

____ A different but related field.

____ An unrelated field.

Comments: _____

23. If you have been employed since receiving counseling services at the Guidance Center, is your work in: (Check only one response)

☐ The field you chose as a result of the decision you made during counseling.

☐ A different but related field.

☐ An unrelated field.

Comments: _____

Directions: In an earlier evaluation of the counseling services of the Center, clients reported several criteria for counseling success. On the basis of your experience with the counseling service, rank the following in terms of their personal benefit to you. (Rank #1 the item which was most beneficial, # 2 the next most beneficial, etc.) In the event that you wish to list an item which you rate above the four listed, use item 28 (other) and specify.

24. ☐ Achievement of a satisfactory decision.

25. ☐ Support for a decision you had already made.

26. ☐ Opportunity to talk about yourself with someone.

27. ☐ Encouragement to plan and pursue educational and/or career activities.

28. ☐ Other (specify): _____

29. Would you use the counseling service of the Guidance Center again if you needed it?

☐ Yes

☐ No

☐ Uncertain

Comments: _____

30. You are encouraged to use the following space to make any additional comments, suggestions or recommendations which, in your opinion, would be helpful to the Guidance Center staff in the evaluation of their services.

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