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Duty Performance of Vocational Guidance Counselors

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DUTY PERFORMANCE OF VOCATIONAL
GUIDANCE COUNSELORS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by

Richard K. Swanson

August 1970

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CHAPTER I

INTRODUCTION

On October 5, 1961, the United States Secretary of Health, Education, and Welfare appointed the Panel of Consultants on Vocational Education, upon whose recommendations much of the Vocational Education Act of 1963 was based. The Panel, realizing the importance of guidance in the assistance of selection of occupational training, recommended that occupational information and guidance services be made available to all students, and that state and national leadership for these programs be supported and coordinated by the Division of Vocational and Technical Education of the United States Office of Education. The panel further recommended that federal funds be made available to provide consulting services for vocational guidance in the United States Office of Education and in the agency responsible for vocational education in each state. They cited the areas of service common to all the occupational categories of vocational education as occupational information, vocational guidance, supervision, and teacher training, research, youth organizations, instructional materials, and administration. The panel also indicated that effective vocational guidance services should be provided within the schools which provide vocational educational programs, and that effective placement and follow-up services should be provided for graduates of pre-employment programs. The Panel indicated that vocational guidance, vocational counseling, and occupational information are important and vital elements of the broader area of guidance and counseling. It seemed reasonable to the Panel that the

student concerned should be entitled to the advice and counsel of specialists who have an exceptional understanding of the world of work and its complexities, but who also meet all the requirements of a professional background in pupil personnel services, guidance, and counseling.

Following the recommendations of the Panel, the Vocational Education Act of 1963 stated that it was the authority of each state agency (State Department of Education) to form a state plan which was acceptable to the commissioner of Education under the Secretary of Health, Education and Welfare.

There was a section in the plan for vocational education submitted to the United States Department of Health, Education and Welfare by the Washington State Department of Education regarding the certification as a Vocational Guidance Counselor. The rationale for the requirements of the certificate followed from the recommendations of the Panel and the Vocational Education Act as outlined in Title V of the United States Codes of 1964.

Prior to the adoption of the state plan, no research was done to justify the requirements for approval of the granting of the single certificate, nor was any research done to limit particular counselors qualifying under specific requirements to particular duties. An intensive coverage of the recent literature failed to show that any other state agency or private researcher has studied the duties and responsibilities of the particular types of vocational guidance counselors.

The Vocational Guidance Counselor requirements for the state of Washington specify that the person eligible for certification must have:

- (a) "Graduated from an accredited college in a course which included study in such subjects as economics, sociology, psychology, political science, or the equivalent of eight (8) years of occupation experience including personnel work, or an approved combination of education and experience."

For the counselor with education experience:

- (b) "At least one course in each of the following areas: techniques of counseling, individual testing, tests and measurements, sources of occupational information, supervisory relationships of guidance services," and
- (c) "A minimum of two (2) years of occupational experience at wage-earning pursuits other than teaching. This should preferably consist of experience in several fields of employment rather than a single experience in one specific occupation, and so diversified that it should cover at least three (3) different occupations for a period of three (3) or more months each. This experience may have been acquired by summer work during training or during teaching experience. Recency of experience, so far as practicable, is desirable." (Proposed Washington State Standards, 1970).

Statement of the Problem

It appeared to the author from reviewing the proposed Washington State Standards that perhaps the "quality" and "guidance functions" recommended by the Panel and adopted by the Vocational Education Act, to be available to students, were not being met by the counselors qualifying under the variety of requirements available to Washington State counselors.

More specifically, it appeared that counselors being certified under a particular set of requirements would tend to perform a particular stage of counseling more successfully due to the experiences required for certification.

The problem as viewed by the author is that the variety of criteria available for certification overshadows the efficacy of a single certificate. It appeared that fulfillment of one set of requirements does not imply success in all stages of counseling.

Stages of Counseling. The two stages of counseling considered in this study were: (a) selection of a vocational-technical training area, and planning of an academic program; and (b) placement into the working field.

These stages of counseling follow from Title 2, Chapter 17, Subchapter 5 Part a, Subsection 483, Paragraph a, subparagraph 2 of the Vocation Education Act of 1963. This portion of the act states, "the purpose of the Vocational Education Counselor in area technical school and public junior colleges is to:

- (A) Advise students of courses of study best suited to their abilities, aptitudes and skills, and;
- (B) To advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields". (United States Codes P. 4251).

This statement of purpose is further elaborated upon by the National Defense Education Act (NDEA) Title V standards to include in Part A the use of personal records, the test results of any applicable nature, and personal contact with the student. The NDEA Title V standard further outlined the responsibilities of the counselor to include that he be aware of the local labor market. These duties completed, the second stage, placement, is the natural final step in Vocational Guidance Counseling.

Types of counselors. The three types of vocational guidance counselors now working in Washington community colleges as classified by the State Vocational Education Certification Board are: 1; the college trained and occupationally experienced certified counselor, 2; the non-college trained but vocationally experienced counselor, and 3; the counselor with an approved combination of educational and occupational experience.

The types of counselors as identified for the purpose of this study follow from the various alternatives available to fulfill the state certification requirements.

Review of Literature

One article regarding the duties of guidance personnel in area vocational technical schools and community colleges was discovered. Waters and Zenger (1966) found that because of the newness of the area technical schools and junior colleges, studies pertaining to their guidance and counseling services were almost non-existent. In pursuing their study they discovered a variety of titles given to the person responsible for guidance and counseling and the duties and responsibilities of that person as viewed by the people involved with student personnel services. The most common title used by counseling personnel was that of "guidance counselor", second was "counselor", and third was "guidance coordinator". These titles accounted for 54% of the personnel working in the guidance field. Found within the list of most important duties were consulting in testing programs, consultation and advisement in matters of training and employment placement, and follow-up of graduates.

This list parallels the Proposed Guidance Functions and Standards as outlined by the Kansas State Board of Education (1969) which is the only other state to have standards on file for acceptance.

This list of duties also conforms to the standards established by the Panel of Consultants and included in the NDEA Title V standards for vocational counseling. Results of investigation by this author and the Director of Research for the Washington State Department of Education show there is no research or documentation in support of the standards and requirements for the certification. (A. Metcalf, Personal Communication, 1970)

Definition of Terms

Counselor: Any person employed by a state community college working with the student body in vocational counseling.

Graduation Success Ratio: The ratio obtained by dividing the number of students seen into the number of students graduated.

Placement Success Ratio: The ratio obtained by dividing the number of students graduated into the number of students being placed in a position.

Stages of Counseling:

1. Selection of a vocational-technical training program and planning of an academic curriculum leading to completion of the program.
2. Placement into the working field utilizing the training program.

Types of Counselors:

1. Non-certified -- those who do vocational counseling but do not qualify for the Washington State Vocational Guidance Certificate.

2. Certified -- those who do vocational counseling and who qualify for certification. They fall into three categories:

Group A -- those who qualify for certification by eight years occupational experience.

Group B -- those who qualify for certification by meeting the college education requirements.

Group C -- those who qualify for certification through an acceptable combination of education and occupational experience.

Vocational Counseling: The act of assisting a student in the selection of an area of vocational-technical training and the planning of a curriculum which will result in the completion of that selected program, through the use of personal interview, the student's personal and academic records, and test interpretation.

Vocational Guidance Counseling: (also certified counselor) Same as counselor with the exception of holding, or qualifying for, a Washington State Vocational Guidance Counselor Certificate.

Hypotheses to be Tested

Assuming the rationale for development of the Washington state requirements for the single certificate, which allows the holder to perform equal duties with regard to the stages of counseling, to be valid and applicable, the following hypotheses were tested:

- 1) There is no significant difference between the mean graduation success ratios of certified and non-certified vocational counselors;

- II. There is no significant difference of mean graduation success ratios between the three types of certified vocational guidance counselors;
- III. There is no significant difference between mean placement success ratios of certified and non-certified counselors;
- IV. There is no significant difference of mean placement success ratios between the three types of vocational guidance counselors.

CHAPTER II

METHOD

The aim of this study is to determine whether any differences exist between the types of counselors in Washington state community colleges and the duties they perform in regard to student success toward graduation and placement.

SUBJECTS

The subjects for this study came from the population of all counselors working in the community colleges of the state of Washington during the spring of 1970. Those counselors eligible for inclusion in the study were those who did vocational guidance counseling during the spring, summer, and fall quarters of 1967. This three year span was selected to allow for students to complete a planned curriculum and be placed in a position.

The counselors were divided into two specific groups: one, those counselors who have or are eligible for the State Vocational Counselor Certificate; and two, those who do not have and are not eligible for the Certificate.

The first group was further sub-divided into the following three major categories of certified counselors: (1) those who qualified on the basis of their eight years of occupational wage earning experience plus personnel work; (2) those who qualified through college training with the specific course work and two years' occupational experience;

and (3) those who qualified on the basis of an approved combination of education and occupational experience.

The success ratios were derived from the number of students seen and the number of students graduated. They were calculated from the incoming student clients each individual counselor had seen during the spring, summer and fall quarters of 1967. To qualify for inclusion into the calculation of the counselor's success ratio, the student must first have had contact with the counselor in which selection of an area of vocational training was the subject of discussion during the interview. Second, the relationship must have led to planning a program outline or individual curriculum by which the requirements of the selected program were met. Third, the student must have followed the program to graduation in the area selected. The ratio of those students for whom the counselor planned programs to those who graduated yielded a graduation success ratio for the counselor.

The placement success ratio for each counselor was computed from the number of students placed in an occupation and the number of students the individual counselor reported as graduated following the counselor's assistance with area selection and curriculum advisement.

Questionnaire (see Appendix A)

The questionnaire used in this study was developed to allow each individual counselor the opportunity to record the number of students he personally had dealt with in the area of vocational choice. In relation to the Vocational Education Act which stipulated that records be kept for follow-up procedures, it was assumed that each counselor kept his own personal records for each student and was the only person with the knowledge of the progress

both through the academic programs and the referral systems through which each of these students had gone.

The questionnaire was designed in such a way that each counselor identified himself with his particular group classification and also showed space for recording the numbers of students meeting each of the criteria being studied.

The questionnaire was of the author's design and had incorporated in it questions which would yield only that information necessary for classifying counselors by groups and for calculating success ratios for the two stages of counseling. The questions were designed to incorporate a yes, no, or check response system to minimize the time necessary for completion.

The first question was used to separate those counselors who did vocational counseling from those who did not.

The second and third questions were used to classify the counselors into the two major categories of certified and non-certified counselors. An affirmative response to either of these questions classified the counselor into the certified group. If a counselor was eligible for certification on the basis of the state requirements, even though he did not have a certificate, he was considered to have the qualifications to fit into the certified group.

The fourth question was answered only by those who had responded affirmatively to either Question 2 or 3. The purpose of this question was to further classify the certified group into subgroups A, B, and C on the basis of which set of requirements the particular counselor met or could meet for certification.

Question 5 asked for the number of students the counselor had counseled regarding vocational-technical planning. This was the initial information necessary for calculating a graduation success ratio for the particular counselor. It was also the index from which all other necessary information came as question six asks for the number of students from question five who graduated or are still in attendance. This yields the other information necessary to compute a graduation success ratio for each individual counselor.

The seventh question requested the number of students who were placed into an occupation requiring the training he had received. From this information and the information given in question number six the placement success ratio for the counselor was computed. Question seven had three parts, each dealt with how many students were placed. The counselor's placement success ratio was computed using the total number of students from all three placement possibilities.

Question eight was designed to show some index of degree of success by way of how long a graduate remains on the job.

Procedure

Previous studies involving the use of a questionnaire suggests limits of expectations of returns and successful approaches of follow-up to yield the optimum percentage of returns. Mansfield (1948) concluded that within three days 50% of the questionnaires were returned and that by the fifth day 75% of the original questionnaires were returned. He further concluded that after a span of ten days, those questionnaires on hand were all

that would be returned. However, Morgan (1948) waited the ten days then sent out a follow-up letter of a non-duplicated type and received a 50% return of the still outstanding questionnaires. Morgan also determined from his study that the higher the level of education of the subjects the higher the percentage of return.

Horst (1957) found that time required for completion was a more significant factor than the number of items of a questionnaire when an expectancy of percentage of returns was being considered. Following the suggestion of Horst, the instrument for this study was limited to eight questions.

A copy of the questionnaire (Appendix A) was sent to each counselor in the community colleges of the state of Washington. Included with the questionnaire was a letter of directions (Appendix B) and a self-addressed stamped envelope in which to return the completed questionnaire.

Fourteen days after the questionnaire was sent a phone call was made to each counseling center requesting that each counselor who had not returned his questionnaire please complete and return it as soon as possible.

Only those counselors who responded "yes" to question number one, those who did vocational counseling as defined in the letter of directions, were asked to complete the questionnaire. After completing the preliminary identification questions, each counselor was asked to record the number of students he had counseled in the selection of a vocational-technical training area and for planning a curriculum to complete the program. From this total number of students the counselor was asked to record the number of

students graduated from the college in the area selected. From the total number of students who graduated he was then asked to indicate: (1) the number of students he personally placed in an occupation requiring the student's training and skill; (2) the number of students who were placed by other services in the school; and (3) the number of students placed by sources other than the school.

Upon return of the completed questionnaire, a graduation success ratio was computed for each individual counselor by dividing the total number of students who achieved graduation into the number of students for whom the counselor helped plan a curriculum to complete the requirements for graduation. Also a placement success ratio for each individual counselor was computed by dividing the total number of graduates placed in an occupation into the number of students the counselor had reported as graduating.

Each counselor success ratio was then tabulated in the appropriate category with regard to certified or non-certified counselor and also into particular type of certification (group A, B, or C). From this data the mean graduation and placement ratios of each group of counselors was calculated.

Analysis of Data

Parametric statistics being considered the most powerful, the statistical formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}}$$

was used. The conditions met to justify the use of this formula were:

1. the observations were independent, and were drawn from normally distributed populations;
2. the variance of the population group was assumed to be equal;
- and 3. the means of the groups were expected to be linear combinations and additive (Siegel, p. 19).

Statistical workers tend to reject a null hypothesis about the mean of a population if the t value would occur by chance only five times or less in 100 when the hypothesis is true (Edwards, p. 241). Therefore, a significance level of .05 was accepted as reasonable limit of significance for this study. Following the calculation and tabulation of each counselor's graduation and placement success ratio the t test of significance of the means of each group was computed and the level of confidence noted.

CHAPTER III

RESULTS

Of the 96 questionnaire packets containing a copy of the questionnaire, a letter of directions and a stamped addressed return envelope, 74 were returned. Two colleges, which accounted for nine of the packets, returned unmarked packets reporting that their services were not in operation during the time being considered for the study. Eighteen questionnaire packets were returned unmarked from other counseling centers. Of the remaining 69 packets, 14 were returned marked negatively with regard to doing vocational counseling, and 42 were marked positively.

Of these 42 counselors who did vocational counseling, seven were not in the field during the test period and another seven did not have records available to complete the questionnaire.

The remaining 28 counselors were tabulated into the appropriate grouping and subgrouping. The non-certified group contained four of the counselors and the remaining 24 were grouped into the certified category. This group was further divided into the subgroups which yielded a total of four in group A, eight in group B, and 12 in group C.

The mean graduation success ratios were calculated for each group and subgroup. From these a t test of significant difference between the means was computed for each of the combinations of groups studied.

The findings of the present study are presented by restating the hypotheses as they appeared in Chapter I.

Hypothesis I. There is no significant difference between the means of graduation success ratios of certified and non-certified counselors.

The mean graduation success ratios for the certified group and non-certified group were computed to be .68 and .64 respectively. The difference between the means, .04, was tested for significance and found not to be significant at the .05 level of confidence, $t=.1524$ (see Table I). The hypothesis was accepted.

Hypothesis II. There is no significant difference between mean graduation success ratios of the three types of certified counselors.

The mean graduation success ratios were computed for group A, B, and C, and found to be .969, .7333, and .4773 respectively (see Table I).

The difference between the means of groups A and B, .2257, was tested for significance and found not to be significant at the .05 level of confidence, $t=.9703$.

There was no significance between the certified groups A and B in their performance toward graduation success for students and the hypothesis was accepted. Although the hypothesis regarding performance on this stage of counseling was stated in the null form, it was expected that any obtained difference would favor the college trained group, group B. The observed difference, however, approaches significance in the opposite direction. The eight year experienced group A demonstrated a higher mean graduation success ratio.

The second test under this hypothesis, that of the means of group B and group C, yielded a difference between the means of .756 which tested to a t value of 3.31. This t value at 18 degrees of freedom was significant at the .01 level.

TABLE I
 STATISTICAL SUMMARY FOR GRADUATION SUCCESS RATIOS

GROUPS BEING TESTED	GROUP \bar{x} SUCCESS RATIO	df	$\bar{x}_1 - \bar{x}_2$	t
CERTIFIED	.68	26	.04	.1524
NON-CERTIFIED	.64			
GROUP A	.969	10	.2257	.9703
GROUP B	.7333			
GROUP B	.7333	18	.256	3.31**
GROUP C	.4773			
GROUP A	.969	14	.4917	7.1174***
GROUP C	.4773			

* $P < .05$
 ** $P < .01$
 *** $P < .001$

There was a significant difference between group B and C counselors and their performance toward graduation success of students and the hypothesis was rejected.

The third test compared the means of group A and group C. The difference between the means of these groups was .4917 which yielded a t value of 7.1174 which with 14 degrees of freedom is significant at the .001 level of confidence.

There was a significant difference between groups A and C and the counselor performance toward graduation success with students. This part of hypothesis II was rejected.

Hypothesis III. There is no significant difference between mean placement success ratios of certified and non-certified counselors.

The mean placement success ratios of certified and non-certified counselors were computed to be .6687 and .747, respectively (see Table II). The difference between the means, .0783, was tested for significance and found to be significant beyond the .05 level of confidence, $t=3.391$.

There was a significant difference between the certified and non-certified counselors on their performance toward placement of students and thus hypothesis III was rejected.

Although the hypothesis regarding placement by certified and non-certified counselors was stated in null form it was expected that the obtained difference would favor the certified group. The difference, however, reached significance in the opposite direction, with the non-certified group yielding the higher mean placement success ratio.

TABLE II
 STATISTICAL SUMMARY FOR PLACEMENT SUCCESS RATIOS

GROUPS BEING TESTED	GROUP \bar{x} SUCCESS RATIO	df	$\bar{x}_1 - \bar{x}_2$	t
CERTIFIED	.6687	26	.0783	3.391**
NON-CERTIFIED	.747			
GROUP A	1.00	10	.3371	35.36***
GROUP B	.6629			
GROUP B	.6629	18	.1554	4.3725***
GROUP C	.5075			
GROUP A	1.00	14	.4925	7.27***
GROUP C	.5075			

* $P < .05$

** $P < .01$

*** $P < .001$

Hypothesis IV. There is no significant difference of mean placement success ratios between the three types of certified counselors.

The mean placement success ratios for group A, B, and C were computed to be 1.00, .6629, and .5075, respectively (see Table II). The difference between the means of group A and B, .3371, was tested and found to be significant beyond the .05 level of confidence, $t=35.36$.

There was a significant difference between the counselors of group A and group B and their performance toward placement success and hypothesis IV was rejected.

The same test for significance was made for the difference between the means of group B and group C, .1554, and a t value of 4.3725 was obtained. This t value at 18 degrees of freedom was significant beyond the .05 level of confidence.

There was a significant difference between the counselors of group B and group C on their performance toward placement success with students and hypothesis IV was rejected.

The third test under this hypothesis was run between the mean difference of group A and group C. The mean difference, .4925, yielded a t value of 7.27, with 14 degrees of freedom. This value was significant beyond the .05 level of confidence.

There was a significant difference between the counselors of group A and group C for the variable of placement success with students and the hypothesis was rejected.

The information used in the analysis of the data was obtained from only the first seven questions on the questionnaire. Not one of the instruments returned contained data regarding information requested in question number eight.

CHAPTER IV

DISCUSSION

Although the hypotheses concerning the outcome of this study were stated in the null form, it was expected that the obtained differences would favor a particular Counselor group with regard to a particular stage of counseling.

There was no expected difference for graduation success ratios between the certified and non-certified groups. Both groups consisted of college trained counselors who by qualification for degree have been exposed to the interpretation of test scores, reading college catalogs and the use of personal and academic records.

There was an expected difference between group A and group B. Group A consisted of vocationally experienced counselors and by qualification for the certificate they did not have the educational experience for test interpretation and record evaluation of the college trained counselors of group B. On the basis of the college experience needed to qualify for the certificate, it was expected that the college trained counselors would perform this stage of counseling better than the counselors of group A. However, the observed difference of the means of each group revealed exactly the opposite. The vocationally experienced group (Group A) had a mean success ratio of .969 while the college trained group (Group B) had a .7333 mean success ratio.

The same outcome was expected between the differences of the means of groups B and C. It was expected that group B on the basis of its total

educational experience would perform more successfully than group C which required a minimum of college experience. This expectation was supported by the study.

The third test for groups of certified counselors, between group A and group C yielded significance in a direction opposite from the expected. Group C was expected to achieve a higher graduation success ratio than group A, on the basis of the college training in test interpretation and record evaluation. The obtained difference to the contrary would seem to indicate that experience itself is a better qualification than a minimal combination of educational and occupational experience.

The two groups which showed significantly more success in the graduation stage of counseling fulfilled the requirements for certification under a specific singular set of requirements and were both more successful than the group fulfilling a not-so-specific combination of requirements. It would appear from the data that counselors with either occupational or educational experience have capabilities which exceed those of counselors with minimal experience in a combination of occupation and education.

The hypotheses concerning the placement performance of the counselors were also stated in the null form. However, as with the graduation ratios the author had definite expectations regarding the outcome. It was expected that the certified group would show a significantly higher success ratio for placement on the basis of the subgroups who had contacts in the working field, and who were aware of the demands and opportunities in the field as well as the referral systems necessary for placing students in positions. This was not the obtained result. The non-certified group

obtained a significantly higher mean placement success ratio than that of the certified group.

Although the difference between the mean placement success ratios of the certified and non-certified reached an obtained significance in the opposite direction than expected, it is considered to be the error of the statistical analysis attributed to the limited N of the non-certified group, and the skew bias placed on the certified group by the obtained low mean placement success ratio of group C counselors.

The certified group tests partially supported the author's expectations which were based on the rationale that the more personal contact with the working field the more success a counselor would have with regard to placing students in a vocational-technical area. Group A had a group mean success ratio of 1.00 which supported the expectation that this group would perform this stage of counseling more successfully than the other groups. This mean when tested against the mean of group B yielded a .001 level of significance. The same level of significance was obtained when the mean placement success ratios of group A and C were tested. These obtained results reject the null hypothesis and support the expectations of the author.

The test of the difference between the means of group B and group C also reached significance, but in the opposite direction to that expected by the author. It was expected that contact with the working field was the variable which would result in significance. By qualification the counselors of group C had more field contact than those of group B. It

was therefore expected that group C would have the significantly higher mean placement success ratio. It would appear that full educational experience is also a better qualification than the combination of minimal education and occupational experience.

CHAPTER V
SUMMARY AND CONCLUSIONS

Summary

This study was devised to determine, first of all, if there were significant differences between types of counselors, classified on the basis of the proposed Washington state standards and their respective success ratios of graduation and placement of students after vocational guidance contact. Second, if there were significant differences between types of counselors and stages of counseling, it was designed to determine the direction of significance of the differences.

Ninety-six questionnaires were sent to the 20 community college counseling centers in the state of Washington with directions requesting that each counselor working in the area of vocational guidance complete a copy and return it. Twenty-eight of the counselors that qualified as doing vocational guidance counseling completed the entire questionnaire. It was these 28 questionnaires that received grouping and analysis.

After analysis it was discovered that significant differences did exist between types of counselors and stages of counseling. However, the direction of significance was not consistent with the expectations of the author.

Conclusions

Realizing the obtained significance of the difference between the certified and non-certified counselors it would appear that the efficacy

of the state certificate is in doubt in regard to the planning-to-graduation stage of counseling. However, after considering the obtained significance between the subgroups of certified counselors and the observed mean success ratios it would appear that the lack of significance obtained may be in part due to the limited N of the non-certified group from the statistical point of view and partly due to the observed low mean graduation success ratio of sub-group C of the certified group which skews the total groups' mean graduation success ratio.

Following the considerations concerning the expectations of the difference between the mean graduation success ratios of sub-groups A, B, and C mentioned in Chapter IV, it would appear that sub-group A performs equally well in planning to graduation as does sub-group B which was expected to have high success. However, considering the obtained significance between subgroups B and C and subgroups A and C, both of which reached extreme significance (see Table I), it would appear that the efficacy of the state standards for meeting the requirements under the qualifications for a type C counselor is in doubt.

Considering the expectations mentioned in Chapter IV regarding expected placement success ratios for the subgroups of certified counselors and the obtained significance between these subgroups, it would again appear that the efficacy of the type C counselor requirements is doubtful.

Recommendations

It is the recommendation of this study that the requirements for certification of vocational guidance counselors be re-evaluated to accept and

certify those counselors who perform more successfully with regard to the stages of duty as the NDEA Title V standards of the United States Codes of 1963 outline.

It is further recommended that consideration be given to the possibility of granting two certificates, a certificate for each of the two major stages of counseling. It has not been the purpose of this study to determine a set of requirements that each of these recommended certificates should have.

It is clear that the issue of certification and requirements is not ended. To the contrary, it has but just begun. As is frequently the case in controversies of this type, the area will remain active and will begin to occupy a place in the literature of educational research for some time to come.

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APPENDIX A

QUESTIONNAIRE

1. Do you do vocational guidance counseling? Yes _____
 No _____

If YES to question #1, please complete the following questions before returning. If NO to question #1, please return questionnaire in enclosed envelope.

2. Do you hold a Washington State Vocational Counselor Certificate?

Yes _____ No _____

3. Are you eligible for certification?

Yes _____ No _____

4. If yes to question #2 or #3 please mark appropriate space as to qualifications you have to fulfill requirements.

A. _____ Eight years in vocation plus personnel work.

B. _____ Specific college training plus varied experience in occupations other than teaching or counseling.

C. _____ Combination of education and experience.

For each item below please indicate the number of clients who satisfy the requirements of the particular statement or question. Use only those students who entered your school during Spring, Summer, or Fall Quarters of 1967.

5. For how many students, on the basis of a personal interview, student's personal records, and test interpretation, did you help plan an academic program which would lead them to graduation in a vo-tech area? _____

- 6a. How many of the students from question #5 graduated in the area you planned with them? _____

- b. How many students from question #5 are still pursuing the program in the area selected? _____

- 7a. How many of those who graduated (question #6) did you personally place in an occupation requiring his skill and training? _____

- b. How many of those who graduated (question #6) were placed by other services through your school? _____ What other placement service is available? _____

- c. How many who graduated (question #6) were placed by sources other than the school? _____
8. How many of the students from question #7 (a, B, & c) are still in the position they took after graduation? _____

DID YOU PUT YOUR NAME ON THE ENVELOPE? _____

APPENDIX B

LETTER OF DIRECTIONS

April, 1970

Dear Sir:

In filling out the following questionnaire, please limit the students eligible to those who entered your school during Spring, Summer, or Fall Quarters of 1967. Please list all students who fit the requirements of a specific question even though you can see they won't qualify for the following questions.

In responding to question #1 please keep in mind that vocational guidance counseling pertains to assisting a student in selecting an area of vocational technical training and in advising the student with regard to an academic curriculum leading to completion of the selected program.

In returning the completed questionnaire, please insert your name over the return address on the envelope so I can record the counselors who have responded and further limit my followup procedure.

All individual information will be kept confidential. All results will be published in group form. There will be no way to identify any individual counselor or student.

I hope you see these objectives as being important enough to warrant you giving the time necessary to complete and return the questionnaire.

If you have any questions please call me at SCAN 453-1391 between 10:00 A.M. and 12:00 noon and 1:00 and 3:00 P.M., or write to:

Richard K. Swanson

Central Washington State College
Counseling Center