Human Services AA Degree Programs

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HUMAN SERVICES AA DEGREE PROGRAMS

by

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TO THE OFFICE OF GRADUATE STUDIES AND RESEARCH:

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CHAPTER I

INTRODUCTION

There are two major purposes of this study. One purpose is to provide faculty, administrators, and advisory committees of the Human Services program at Clackamas Community College (CCC) with information for use in recruitment and curriculum planning. The other purpose is to fulfill practicum credit requirements of the Master of Social Work program at Portland State University.

The four chapters of this practicum cover background information about Associate of Arts (AA) programs and CCC, the review of the literature, the empirical research, and implications of the study for the CCC Human Services Department.

The literature review first discusses definitions and relationships of human services, social work, and social work education. Two curriculum models, the general and vocational, are then described. These models have implications for subsequent discussion of career mobility and curriculum development.

Empirical research is described in the third chapter, and findings are analyzed in the fourth. A questionnaire was used to collect data from students on their characteristics, goals at entry to CCC, and program ratings. Computer tallies, factor analysis, cross-tabulation, and correlation on questionnaire responses are discussed and presented for use in program planning.

The final section of Chapter IV focuses on the issue of mobility and the implications of the literature and the empirical findings for the CCC Human Services Department.

HISTORY OF HUMAN SERVICES AA DEGREE PROGRAMS

Human Services programs offering AA degrees are a recent development. They began in the 1960s with an increasing number of students enrolling in community colleges and a concurrent increase of interest in the human services (NASW, 1977: 295). Joan Swift (1971:8) lists five factors that contributed to the growth of these programs:

1. expansion of community colleges
2. the War on Poverty's utilization of indigenous workers--this led to use of community college human services programs for upgrading skills and widening educational backgrounds of the indigenous workers
3. use of education to create opportunities for the poor
4. use of assistants and auxiliaries to professionals became more popular
5. recognition of unmet needs--perhaps the most important factor

Human Services AA degree programs grew rapidly in size and in numbers. Brawley and Schindler (1972: 51) report that from a survey of 144 community colleges, only two offered social service programs in 1965-66. By 1971, 72 of the colleges offered such programs. The National Association of Social Workers (NASW) (1977: 1062) reports that Human Services AA programs in the United States were introduced in the 1960s and grew to over 130 in number by 1972. At present (1977), 30,000 students are estimated to be engaged in Human Services AA programs.

CLACKAMAS COMMUNITY COLLEGE

College History

The history of CCC is given in the Clackamas Community College Catalog (1977) as follows:

> As early as 1962 interested citizens formed a committee to promote the formation of a community college in Clackamas County. On May 24, 1966, voters in the district approved the organization of Clackamas Community College. Evening classes began September 26, 1966, in Gladstone High School.
>
> During the school year 1966-67 Clackamas Community College assumed responsibility for operation of a vocational school which had long been part of the Oregon City School District program. The college also assumed responsibility during 1966-67 for the adult education programs previously operated by high schools in the area. Since that time a comprehensive program has been developed which indluded college transfer and vocational programs as well as rapidly growing community education offerings.
>
> During the summer of 1967 relocatable buildings were erected on a site in Oregon City. The first full-time day operation of the college was housed in these buildings.
>
> In February 1968 a permanent site was selected, about one mile southeast of Oregon City, and later that spring the voters approved the first construction bond. By the end of 1974, four major buildings had been completed.
>
> In December 1971 Clackamas Community College received full accreditation by the Northwest Association of Secondary and Higher Schools. Full accreditation means that all other colleges, and iniversities recognize Clackamas' excellent faculty, sound educational programs, and adequate buildings.
>
> The College District serves all of Clackamas County except Lake Oswego and Sandy High School districts, and includes eleven high schools: Milwaukie, Rex Putnam, Clackamas, Oregon City, West Linn, Gladstone, Canby, LaSalle, Estacada, Molalla and Colton.

Current Description of College

The "Handicapped Resource Center Project" (1977), a grant for a new college project, has this description of CCC:

> Clackamas Community College is a two-year educational institution which provides a broad spectrum of courses and services to a diverse community. The college district, which is largely rural, encompasses all Clackamas County, Oregon (population 202,900) with the exception of Lake Oswego and Sandy Union High School Districts. The college is part of the Portland Metropolitan District. It shares borders with Multnomah County, Washington County, and the City of Portland. The college offers transfer curricula, occupational curricula, adult basic education, occupational supplementary programs, community education, and a wide variety of community service programs. The student enrollment in all programs combined was 7,209 during Fall term 1976. Ancillary student services such as career counseling, financial aid assistance, learning resources center, job placement, etc., are available.

History of the Human Services Department at CCC

The Long Term Care Administration (LTCA) curriculum was initiated in the fall of 1975. The Aging curriculum also began at that time. These two curricula were combined with the existing Developmental Disabilities (DD) program to form the Department of Human Services in 1975.

The Human Services Department now has three vocational curricula: 1) DD, 2) Aging, and 3) Community Leadership and Administration (CLA). LTCA is suspended this year.

DD was the first of these curricula to be taught at CCC. It began in 1971 as parent training in infant stimulation with funding from the National Institute of Mental Health. The college has assumed partial responsibilty for funding and the curriculum now prepares students to provide educational services to handicapped infants, young children and their parents. ("Curriculum Information for Developmental Disabilities", n.d.)

The Human Services Aging curriculum has its roots in the federally funded Senior Involvement Project which began in 1973. The college sponsored this project in 1974 and has since expanded the project into a two-year AA degree program in Aging. ("Curriculum Information for Aging Services", n.d.)

The Human Services LTCA curriculum began in 1975 as a pilot project formulated in conjunction with the Nursing Home Administrators Board of Examiners. The Board of Examiners has recently decided to require one year of community college training to qualify for licensing as a nursing home administrator. The two-year pilot project has therefore been suspended this fall (1977), and will be replaced with a one-year program beginning next fall (1978). ("Curriculum Information for Long Term Care Administration", n.d.)

The purpose for this curriculum is to prepare students for work as licensed Nursing Home Administrators in Oregon, and to provide advancement opportunities for those currently employed in this field.

Human Services Community Leadership and Administration is the most recent curriculum to be introduced in the Human Services Department. It began in September, 1976. The purpose of this curriculum is to extend managerial, community relations and administrative skills of individuals employed in public and private agencies, and to provide an opportunity to learn these skills for those wishing to enter this employment area. (Clackamas Community College Catalog, 1977: 31)

CHAPTER II

REVIEW OF THE LITERATURE:

HUMAN SERVICES AA DEGREE PROGRAMS

This chapter reports the findings of a literature search on human services AA programs. The first section offers background to this subject by discussing definitions of human services, the relationship of human services to social work and the relationship of AA degree programs to social work education.

Two curriculum models dominate the literature on human services AA programs: the general and the vocational. These models are described in the second section and they are important in understanding the material in each subsequent section of this chapter.

Offering opportunities for upward mobility has been a major concern of community college programs. The New Careers movement aspired to develop such opportunities for nonprofessional human services workers, but has fallen short of its goals. The third section discusses the importance of upward mobility as expressed by new careers proponents and reviews the implications of the two curriculum models for such mobility.

Curriculum development and curriculum content are the last areas of the literature discussed. The final section utilizes ideas from the review of the literature to make recommendations for the human services program at CCC.

HUMAN SERVICES, SOCIAL WORK AND SOCIAL WORK EDUCATION

The Associate of Arts Degree is a two-year degree granted by community and junior colleges. The AA degree is granted in "human services" for completion of a wide variety of curricula that vary from institution to institution. This section will discuss: 1) definitions of human services, 2) the relationship of human services to social work, and 3) the relationship of community college human services AA degree programs to social work education.

Definitions of Human Services

The "human services" have been given many different boundaries. The following definitions give a sense of the variety of scope to which this term can refer:

1. Edward Brawley (1975: 4) states: "At its highest level of generality, it ["human services"] is used to refer to any occupation that can reasonably be regarded as providing a service to people."
2. The definition of human services used by Martha Burns in a survey of human service programs in community colleges include "journalism, hospitality, hotel and restaurant work, transportation, and fire science as well as the more usual social welfare, education and mental health areas." (Brawley, 1975: 4)
3. Aurora Perales (1974: 36) offers the following: Human Services refer to all those professional relationships where people help people. Sometimes these services are

called helping services, and they traditionally include: health services, mental health services, education.

4. Joan Swift (1971: 8), in her study of Human Services Programs and the Community College, solves the definition problem as follows:

> In our discussion here, we shall be taking advantage of the ambiguity of the term "human services" to set our own limitations. We shall be discussing programs which relate generally to the fields of social service, education and direct care of individuals in non-medical roles. Although no sharp line divides the health professions from those we have accepted as "human services", for the purpose of our discussion we shall limit ourselves to programs that relate primarily to the behavioral sciences and related professions, rather than the biological sciences and the medical profession.

5. Brawley (1975: 4-5) states:

> A curriculum guide for associate degree programs in the social services recently issued by the Chancellor's Office of the California Community College System defines the "helping or human service professions" as "those professions whose major aims attempt 1) to assist persons in their social and psychological functioning; 2) to assist society in its mandate to give services to its people; and 3) to set limits or boundaries for behavior considered harmful to society." (Social Services: A Suggested Associate Degree Curriculum, n.d.) The human service areas considered in the guide include social work, psychology, mental health, public health, corrections, social and vocational rehabilitation, recreation, child welfare, and gerontology.

6. For his study, Brawley formulates the following definition (1975: 5):

> The term "human services" is used here to denote the growth-promoting and rehabilitative services that are provided primarily through individuals who carry a facilitative role based upon interpersonal relationship skills. This definition includes such areas as social welfare, child care, mental health, recreation and corrections. It corresponds closely to the definition used in the California curriculum guide. Education and health are excluded

> . . . because the social work profession has no control and little influence over the way workers are educated for or deployed in these two fields.

This practicum has adopted Brawley's definition of human services because of its clarity and appropriateness to the area here addressed. Three criteria are important to this effort that are met by Brawley's definition: 1) it includes the four curriculum areas of the CCC Human Services Department - social welfare is taken to include developmental disabilities and gerontology; 2) it relates human services to the field of social work; and, 3) it excludes areas not relevant to the CCC Human Services Department, such as education, health care and journalism.

Social welfare in Brawley's definition seems to apply to the personal social services. These personal social services are defined by Alfred Kahn and Sheila Kamerman (1976: 3) as including: "family and child welfare, social services for the young and the aged, social care for the handicapped, frail, and retarded, information and referral services, and community centers." A broader definition of social welfare would include education, health, income maintenance, housing and employment and the personal social services described above (Kahn: 1976: 4).

Human Services and Social Work

Brawley has tied the human services to social work by definition. He excludes areas where social work has little influence. Robert Morris (1974: 519) establishes this same relationship with the following two definitions:

> Social work refers to all the interpersonal and social tasks and the roles performed by persons holding a bachelor's or master's degree in social work.
>
> The term human services covers several subsystems of the social welfare system that employ social workers in either a dominant or peripheral position.

Morris is using a broad definition of "the social welfare system" which includes the following in human services subsystems: "health and medical care, law and justice, education, income security and the reinforcement of personal growth and family cohesiveness " (Morris, 1974: 519).

To summarize, human services is a broad term that can refer to any occupation the provides a service to people. For this paper, a limited definition has been chosen that relates the human services to social work and includes the types of curricula offered in the Human Services Department at CCC.

AA Degree Programs and Social Work Education

According to the Council of Social Work Education (1970: 11):

> The nature of the social services requires the utilization of several levels of personnel, each performing specific tasks prepared for by different levels of education: master's degree social workers, graduates of four-year colleges who have taken BA programs in social welfare, and technicians with an associate degree.

The DSW or PhD might be added to this list of educational levels, and it should be noted that the NASW now recognizes BA level programs as professional social work preparation. (Kadushin, 1976: 363).

While the upper levels of education for social services fall within the accrediting function of the CSWE, the AA degree programs do not. Donald Feldstein (1968: 19) explains: "For a number of reasons, formal accreditation of progrmas is not desirable. Perhaps the most important is that what is appropriate in the curriculum is hardly well enough defined yet." Feldstein goes on to suggest a number of ways that the CSWE could help AA degree programs, including setting guidelines for such programs. Since Feldstein's report, the CSWE has formulated such guidelines in The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services (1970).

The Encyclopedia of Social Work (NASW, 1977: 297) mentions two models for the development of education for social work at different levels. One is a series of autonomous levels and the other is a continuum with linkages between the levels. The advantages and disadvantages of these models are reflected in the "vocational" and "general" educational models that are discussed in the next section of this chapter.

TWO CURRICULUM MODELS

Two curriculum models dominate the literature on community college programs in the human services. They are referred to as general or specific, professional or technical, transfer or vocational. The first of each of these pairs is seen as a broad background serving many purposes and opening many options; the second is intended to train the student in specific job skills.

These two types of curricula are conceptual models. They are pure types that are not necessarily followed in actual human services curricula. Most often, a curriculum has elements of both models. However, the mix varies greatly and the two models provide an important basis for analysis and understanding of a given curriculum.

Social Work Education. Expanding the focus from community college education to education for all of social work, there are "linkage between levels" and "autonomous levels" models for relationships between AA, BA, MSW, and DSW (NASW, 1977: 297). The general-professional-transfer AA model is suited to link with BA programs while the specific-technical-vocational AA model offers an autonomous, terminal degree.

The profession of social work is represented by the NASW. The CSWE has authority for accreditation of institutions that educate social workers. In 1973, the NASW accepted "aides" and "technicians" as members of the social work profession (NASW, 1977: 1060). Aide positions have no formal education requirements. Technician positions have requirements of AA degrees in social welfare or BA degrees in other fields.

Though certain "technicians" are now members of the social work professions, their educational institutions are not subject to accreditation by the CSWE, as was discussed in the last section.

The influence of the CSWE on community college programs is thus one of recommendation and advice, not enforcement. The community colleges vary widely in programs and adherence to CSWE guidelines. CSWE (1970) guidelines call for a general model of education. Community colleges with vocational programs in human services such as Clackamas place more emphasis on preparation for local employment opportunities that on identifying themselves with the social work profession.

Individual human services programs at community colleges have options in their degree of alignment with the profession of social work. The profession of social work has options in how much it invests in developing AA degree programs. Alvin Schorr (1966: 2) points to two directions social work can take: improve elite education or improve the profession's overall quality including "nonprofessionals". He favors the latter course.

General Model

The categories of general, professional, and transfer have been identified together. While describing a common approach, each of these words describes different emphasis of a program.

The Encyclopedia of Social Work (NASW, 1977: 1062) describes a professional education as one that involves theory, values, methods and knowledge. A professional AA degree program has the same elements as a professional program at the BA, MSW, and DSW levels. At each succeeding level, these components are more fully developed.

A transfer program is oriented toward enabling the AA degree student to transfer to a four-year institution with maximum credit applying toward the four-year degree. The CSWE (1970: 24) recommends that the transfer student have more transferable courses than their general model suggests. This general model already calls for seventy-five percent transferable credit for all students (CSWE, 1970: 19).

Edward Brawley (1975: 7) describes a generalist as "a non-specialist -- a person who devotes himself to, or is conversant with, several different skills or fields." The preparation of a generalist is a general education rather than one that emphsaizes a specific field or method.

A general model includes professional and transfer aspects. A generalist approach is the dominant one in community college human services programs (Brawley and Schindler, 1972: 13). It has the following advantages (Brawley, 1975):

1) A broad educational background allows students options both in academic fields and in human services work. Availability of these options is referred to as vertical and horizontal mobility (Soong, 1971: 7). The quick obsolescence of knowledge and skills (Brawley, 1975: 82) in the present United States society increases the value of a broad background.

2) Development of values and attitudes as well as skills and knowledge allows more complete growth of students' multifaceted abilities.

3) Development of values, attitudes, skills and knowledge prepares a student for integrated, non-routine, non-alienating work.

A general program usually includes studies of human growth, human behavior and interpersonal relationships. It also includes field work early in the sequence of courses to allow students to make practical application of more academic courses.

Feldstein (1969), CSWE (1970), Reissman (1971), Soong (1971), Swift (1971) and Brawley (1975), all advocate a general curriculum. Swift's career model curriculum both prepares graduates for employment and gives credit for two of the traditional four college years. However, Swift also emphasizes the importance of the needs of a community and the resources of a particular college in developing a curriculum. A community college must set priorities -- it cannot offer everything. An alternative to the general model is the vocational which is discussed next.

Vocational Model

The categories of specific, technical and vocational are closely related in human services AA degree programs. Brawley (1975: 6) notes that the term "technician" dominates the literature on differential manpower utilization. He defines technician as "a person who has acquired a technique or a specialized skill or who has special knowledge of a practical or scientific subject." The term is borrowed from medical and engineering professions where a technician does routine work at clearly delineated tasks.

Gordon Hamilton (1957: 2) introduces the idea of a social work technician. She defines a technician as a "person with a trained skill or cluster of skills for a specific purpose," and recommends an analysis of social work functions to determine those appropriate for technicians. Her concept does have general aspects as she recommends technicians develop "professional knowledge not only of many processes but of principles and basic methods within which specific skills or techniques are used."

The advantages of technical training are:

1) such training can produce a high competency in a narrow, well-defined field, thus preparing a student for a job in such a field.

2) technical training, especially experiential training, may be more acceptable to students who are not academically oriented or have poor academic skills.

Program Emphasis

Martha Burns, in her report "New Careers in Human Services: A Challenge to the Two-Year College" (1971: 12) presents three schools of thought on community college human services curricula that relate to the two models under discussion. The schools of thought emphasize 1) experiential learning, 2) liberal arts or general education, and 3) an eclectic approach. Most programs have an eclectic approach but vary widely in the emphasis on experiential/technical and on liberal arts/general education. The importance of general or technical emphasis for mobility in careers is considered in the following section.

NEW CAREERS AND UPWARD MOBILITY

Philip Priestley (1975: 124), an English writer, discusses the rationale and promise of new careers. He explains that the basic rationale is to solve two problems: 1) all modern industrial societies have a pool of people who are socially and economically disadvantaged. They are poor because they lack work. 2) health, education and welfare agencies have chronic manpower shortages in their services for this pool of disadvantages people. The new careers approach attempts to solve both these problems by recruiting the poor for human services work. The poor are thought to be expecially appropriate to this work because they have experience and insight into the problems of the disadvantaged (Priestley, 1975: 124).

Priestley formulates the promise of new carrers in six categories:

1. income for the poor
2. work for the unemployable

3. status escalation for stigmatized
4. manpower for the human services
5. qualitative transformation of social work
6. a revolution in training design and method

Opportunity for upward mobility is perhaps the cornerstone of these programs. It is assumed that education aids mobility, because status and income increases depend on it. Pearl states:

> A true New Careers program attempts to be open-ended; here persons can attain the highest positions while remaining on the job and receiving credits for work experience, life experience, and an academic experience that is provided to the paraprofessionals in their work or community settings.

Evaluation of New Careers

The federal New Careers Program was created by the Scheuer Amendment to the Economic Opportunity Act of 1966 (National Committee on Employment of Youth, 1972: I-1). This program offered assistance toward an AA degree. By 1972 the National Committee on Employment of Youth had this bleak picture to draw of the New Careers Program:

> The most obvious flaw in this program is that no employer has decided what value to place on the associate degree once received; there are few career ladder steps that specify it.
>
> With scarcely any exceptions, employers of human service workers set the baccalaureate degree as minimum requirement for career advancement.
>
> They [New Careers participants] have developed new capabilities and self-esteem, and then discovered that their "New Career" is only a bitter myth.

This assessment of New Careers is also an assessment of the value of human services AA degrees generally. This evaluation coincides with the opinions of Clackamas County human services agency directors in Marsha Marzano"s (1977: 13) recent study. These directors stated that:

> Human Service Specialists [nonprofessionals] are valuable and very needed but they do not earn enough, and need additional college education towards a [four-year] degree (along with job related training) due to the fact that it is very difficult for specialists to compete in the job market.

Class Tracking

Charles Grosser (1969: 136) reports that upward mobility among non-professionals is haphazard. Wolfe and Karabel go a step further. They depict the higher education system in the United States as tracking students according to their social class. Karabel (1974: 14) states "Studies of the community college's social composition leave little doubt that it is the bottom rung of a class-based tracking system in higher education." Wolfe (1971:24) states: "The "problem" of the community colleges, then, is not that they are impoverished (which many are), but that they channel students into dead-end streets simply because of their social background."

Wolfe (1971: 24) describes a three-track social system with each track having its own educational channel:

1. upper middle class children and the brightest from lower classes go to high prestige four-year universities oriented to graduate school and research

2. middle class children and the brightest from the working class go to four-year undergraduate colleges oriented toward liberal arts and education

3. working class children go to community colleges oriented toward local industry

Karabel (1974: 14) relates that: "Christopher Jencks and David Riessman describe the community college not as an alternative path to the top for individuals, but rather a safety valve releasing pressures that might otherwise disrupt the dominant system." This perspective views community colleges as serving universities rather than local students.

The Two Curriculum Models

Reichert contrasts the general and vocational curriculum models as having long-range vs. short-range objectives for the student. The vocational model is geared for the short-range objective of preparing the student for a specific type of job. The general model has long-range objectives of preparation for a variety of jobs and/or further education (Reichert, 1970: 39).

It should be pointed out at this point that curricula vary in two related dimensions (Swift, 1971: 13). The first is the degree that they are vocational. The general and vocational models are contrasting poles of this dimension. The second dimension is the degree of specialization within a field that curricula contain. As specialization increases, types of jobs that a student is prepared for become more limited. Hence, specialization limits horizontal mobility. Reichert is considering an unspecialized general curriculum and a specialized vocational curriculum in his discussion of long-range and short-range student objectives related in the preceding paragraph.

The mobility ideal of new careers is best served by the unspecialized general curriculum model because it opens more horizontal and vertical options. Human services agencies offer little opportunity for advancement to the holder of an AA degree. In the educational system described by Wolfe, the general curriculum model allows more movement from the lower track to the upper tracks.

Student Types

Curriculum development is the main subject area remaining to be discussed. Before approaching this area, it will be helpful to introduce the types of students for whom human services AA curricula are developed, the students who attend community college human services programs.

CSWE has a brief description and Joan Swift a more detailed one of types of students typically found in community colleges. CSWE (1970: 18) states:

> Many kinds of students find the community and social services program attractive. To members of ethnic minority groups and the educationally disadvantaged it has a special appeal because of its potentials for helping in social change. Other potential students include youths and adults, holders of high school diplomas and those without; men and women already working in social welfare settings and seeking advancement; women preparing to enter or re-enter the job market, perhaps after their children have reached school age.

Swift (1971: 16) lists three major groups of students that enroll in community college human services curricula:

1. The recent high school graduate. Among high school graduates, a desire to enter work rapidly from interst or from economic need often differentiates the community college student from the university student. Inadequate performance to enter a four-year college is another separating criterion.
2. The second careerist. A woman who has raised a family might turn to the community college for training in another field. Any adult seeking a more satisfying job might enroll, frequently as a part-time student. An adult who is already employed in a human service job and is comfortable with the field can develop.

3. The new careerist. The new careerist, found in federal programs such as Head Start and Model Cities, attends a human services program as in-service training for his job. Time-release is granted for such training and an explicit career ladder is offered.

Curriculum Development

Swift (1971: 16) presents the following considerations involved in choosing or developing a human services curriculum for a community college:

1. The requirements of a new program on the college must be made explicit. Changes may effect curriculum, student services, faculty selection and facilities.
2. The three student types typically found in human services programs (p. 20) should be accomodated in terms of interest, available hours.
3. Cooperative programming should be negotiated with senior colleges in the community. Some senior colleges prefer community colleges in their areas to provide vocational training; others look to community colleges to carry the bulk of all freshmen and sophomore educational requirements.
4. Agencies that are potential employers of program graduates are perhaps the most important segment of the community to be served.
5. Both horizontal and upward advancement are important factors. No students should be "dead-ended" by their participation in training, nor should students be limited to their own community when they graduate.

The needs of agencies for trained personnel, of students for local jobs, and of students for horizontal and upward advancement may conflict with each other at times. The resolution of how these needs are met must be decided by each individual college. The resulting curricula vary on the two dimensions of the degree they are vocational and the degree they are specialized. These two dimensions are important in the discussion of curriculum content below.

Curriculum Content

Several writers have developed a core of subject areas for human service curricula. Edman and Collins (1975: 22) base a core of courses on human behavior. Kassel (1972: 1) suggests a core curriculum covering the following three components:

1. relevant to all human service occupations
2. specific to a field of work
3. specific to actual job

Soong's (1971: 19) core curriculum includes courses in: 1) introduction to human service community resources, 2) techniques of organizing and decision making, and 3) communications in human services.

Brawley and Schindler (1972: 19) report that most programs in their survey of 144 community colleges emphasized human growth, human behavior and interpersonal relations.

Chenault and Mermis (1976: 19) present a "Content Model for Human Services Education," which is meant to apply to all human services education including AA programs. They have identified three major subject areas, each of which has several minor areas within it:

1. "The Community" includes Human Service Systems, Community Development, Community Organization. This section is a general

background that can serve as a base for specialized learning.

2. "Change Process" includes Program Planning and Development, Program Management and Administration, and Systems Theories and concepts. This section refers to organizational and systems change.

3. "Help-giving" includes Prevention, Support Systems, and Interpersonal Relations. Various levels of giving help are covered in this section.

The curricula outlined above can vary along both general/vocational and unspecialized/specialized dimensions. Martha Burns (1971: 19) provides criteria to distinguish curricular emphases that are appropriate to the general and vocational curricular models:

1. General Education

   70-90% general academic and occupationally related academic

   30-10% skill theory and technique, practicum

2. General-Specialized

   50-70% general academic and related

   50-30% skill/practicum

3. Specialized Education

   25-50% general academic and related

   75-50% skill/practicum

4. Laboratory-Practicum

   0-25% general academic and related

   75-100% skill/practicum

Burn's use of the term "specialized" is equivalent to "vocational" as vocational has been used to describe a curriculum model in this chapter. These terms vary among writers in the field.

Summary

A definition of human services was adopted for this practicum that relates human services to the profession of social work and focuses on the personal social services. It was noted that AA degree programs in human services could be linked with BA programs or could serve as autonomous, terminal preparation.

Two curriculum models, the genral and the vocational, vary in linkage with BA programs and job skills preparation. The general model is more compatible with the new careers ideal of developing advancement opportunities.

Local agencies, types of students, senior colleges and career advancement are all important factors in developing an AA curriculum. There are numerous formulations of a core for human services curricula and they can vary in general/vocational and unspecialized/specialized dimensions.

CHAPTER III

DESCRIPTION OF RESEARCH

An empirical study was done as part of this practicum. This chapter describes how the subject was chosen and the purpose and methodology of this study, including the questionnaire that was used as the instrument.

CHOICE OF TOPIC

Faculty in the CCC Human Services Department suggested a number of potential research topics. Their suggestions were aimed at broadening the information base available for program planning in the Human Services Department. Two of the topics considered were the following: 1) student follow-ups, and 2) student characteristics and attitudes. The first study would have provided information on output (graduates) of the Human Services program, the second on input and process. This writer decided the follow-up study was premature because the Human Services Department began in 1975 and has only a small number of graduates. The second study was undertaken. Its purpose and methodology are described below.

PURPOSE

The purpose of this empirical study is to provide and interpret quantitative information on student characteristics and attitudes in the Human Services program. This information is intended for use by faculty, administration and advisory groups for use in planning curricula and student recruitment for the Human Services Department.

Questionnaire Design

Because of time considerations and the geographic dispersion of students during the summer, a mailed questionnaire was chosen as the instrument for data collection.

A series of discussions were held with faculty and administrative staff of the Human Services Department on the content of the proposed questionnaire. A student profile was desired, including the characteristics of age, sex, marital status, number of children living at home, experience in major field, educational background, and the type of area in which students preferred to live.

Faculty and adminstrators were also interested in why students were coming to the Human Services program and which students were coming for what reasons. Curriculum satisfaction was a third area of interest.

This writer located a number of community college follow-up studies with help from Dennis Hoffman at the Office of Institutional Research at Portland State University. Questions in most of the above areas were found and used, often with some modification. The studies that were utilized are "Student Follow-Up Study" of Maryland Community Colleges (1975) and "Former Student Questionnaire" of Kalamazoo Valley Community College (n.d.). New questions that were inspired by these studies are: "Before entering, how did you hear of CCC? What is your father's (and mother's) occupation? What is your father's (and mother's) education level? What was your approximate household income while attending CCC?"

Ratings of student goals were used to obtain information of why students were attending the program. A similar rating scale was used for curriculum satisfaction.

Pre-tests with CCC students were done on two drafts of the questionnaire before the final draft was written. The final questionnaire has three sections: 1) student characteristics, 2) goals at entry to CCC, and 3) curriculum satisfaction (Appendix A is a copy of the questionnaire). Cross-tabulation and correlation, done by computer, allow more specific analysis of which students have what goals, how curriculum satisfaction is linked to goals, and what types of students have what levels of satisfaction with the curricula.

The questionnaire was mailed in August, 1977 to the fifty-two students who enrolled in Human Services classes in the spring term of 1977. Follow-up phone calls and mailed reminders encouraged participation. A total of thirty-two students responded, giving a sixty-two percent response rate.

The CCC Sample and a National Survey

In 1971, Rubin Schindler (Brawley and Schindler, 1972: 50) conducted a comprehensive survey of community college social service programs in the United States. He received demographic data representing more than 7,000 students from 133 institutions. Responses from institutions totalled 144.

Both Schindler's national study and the CCC sample showed students to be predominantly female, While CCC respondents are two-thirds female, the national group was three-quarters female. The dominant institutional purpose among the national group of colleges was preparation for employment. This corresponds to the highest rated goals among

CCC respondents: 1) to improve job skills, and 2) to establish job contacts. There was some discrepancy in racial representation nationally and at CCC. While black students composed twenty-nine percent of the national sample, none of the CCC students is black.

Validity and Reliability

Face validity of responses is supported by the prior use of many of the questions in other studies, reports of clarity on pre-tests and apparent understanding of the final questionnaire. The sixty-two percent of questionnaire recipients who responded may form a biased sample of the population to whom questionnaires were mailed. A common bias results from the tendency of respondents to have a more favorable attitude toward a program than non-respondents (Thornley, 1977). This tendency may make the curriculum satisfaction ratings for respondents more favorable than it would be for the population. Any such bias limits the external validity, or generalizability, of the data.

Reliability is a measure of whether results can be replicated. As the questionnaire has been used one time only, reliability cannot be determined.

Limitations of Study

The information in this study is linked to decision-makers in the CCC Human Services program because faculty and administrative staff were involved in designing the research. Participation of decision-makers should lead to results that are useful to them. However, results might have been more useful if the research were focused on particular decisions that needed to be made. Each item of data could then have been chosen according to its relevance for a particular decision.

CHAPTER IV

ANALYSIS OF DATA

Four types of analysis were conducted by computer on the data from the returned questionnaires: 1) tally, 2) factor analysis, 3) correlation and 4) cross-tabulation. This chapter discusses the results of each of these types of analysis.

TALLIES

The simplest process for analyzing questionnaire data is tallying the responses to each item. Who are the students, why do they come to CCC, and how do they rate the program? Tallies of characteristics, goals and curriculum satisfaction responses provide composite answers to these questions. For example, respondents were sixty-six percent women and thirty-four percent men, "To improve my job skills" was the highest rated goal, and "Specialty courses" was the highest rated aspect of the programs.

Findings from the tally data are presented and interpreted in a description of a typical human services student and a series of tables and discussions in the following pages.

<u>Student Characteristics: A Representative Portrait</u>. A representative Human Services student can be created by taking the most common responses to each item on characteristics. The following portrait gives the percentage in parentheses of respondents who fit each stated characteristic. Mean values are given for continuous variables and no percentage follows them.

The typical Human Services student is a thirty-five year old married (53) woman (66) whose major is in Developmental Disabilities (33). She has no children at home (56) and presently lives in Milwaukie (29) though she would prefer to live in a small town or rural area (75). She is unemployed (39) and attending CCC full-time (72). Her household income is under $5,000 (55). She has completed four terms in her major, has not yet received a Certificate or AA degree (80) and receives agency support to pay for her education (47). She has no previous volunteer (78) or paid (59) work experience in the filed of her major. She is not handicapped, according to Oregon State law (91).

Her father works (or worked) at skilled or unskilled labor (55) and completed nine or less grades in school (41). Her mother is (or was) a full-time parent (43) and graduated from high school (39).

Before entering, she heard about CCC from a friend or acquaintance (56).

<u>Distribution by Sex</u>. Table I (page 31) shows that approximately two-thirds of the respondents are women.

The enrollment differential of respondents by sex could have im-lications for recruitment strategies. However, more information is needed on reasons for this differential.

<u>Residence Location</u>. There is a sharp contrast between the present residences and the preferred (see Table II, page 31). The strong preference for rural areas suggest opportunities for developing courses with an emphasis on rural areas and human services practice appropriate to them.

TABLE I

DISTRIBUTION OF HUMAN SERVICES RESPONDENTS BY SEX

SEX	NUMBER	PERCENT
Male	11	34
Female	21	66
Total	32	100

TABLE II

PRESENT AND PREFERRED RESIDENCE LOCATIONS

OF HUMAN SERVICES RESPONDENTS

TYPE OF LOCATION	PRESENT RESIDENCE LOCATION		PREFERRED RESIDENCE LOCATION	
	Number	Percent	Number	Percent
Urban (20,000 & over)	22	70	8	25
Rural (under 20,000)	10	30	23	75
Total	32	100	31	100

Student Status. Table III (page 32) shows that almost three-quarters of the respondents are full-time students.

TABLE III

PRIMARY STUDENT STATUS OF HUMAN SERVICES

RESPONDENTS WHILE ATTENDING CCC

STUDENT STATUS	NUMBER	PERCENT
Full-time (twelve or more credits per term)	23	72
Part-time (less than twelve credits per term)	9	23
Total	32	100

A part of the Human Services program, called supplementary vocational, is aimed at part-time students who are working in the human services field and who wish to develop their skills and career potential. Offering transfer courses in this area would add to the advancement opportunity presented and might increase the number of part-time students.

Previous work in field of major. A majority of respondents have not had previous paid work in their field. Three-quarters have not had volunteer work experience. However, the mean amount of experience among those who have had paid experience is over two years (56 months) and the mean for those with volunteer experience is close to three years (68 months). This experience represents an important educational resource for Human Services programs. It can be tapped in class discussions, presentations and informal interaction. However, there should not be expectations of experience for the majority of students.

Handicapped Students. Nine percent (three in number) of the respondents are handicapped and all nine percent responded that their handicaps were influential on their choice of a major. While more information is needed on the nature of this influence, this finding suggests that there may be demand for Human Services courses among handicapped people.

Publicity. Table IV, below, indicates that a friend or acquaintance was the outstanding source for students' first hearing of CCC.

TABLE IV

HUMAN SERVICES RESPONDENTS SOURCES OF KNOWLEDGE OF CCC BEFORE ENTERING

Source of Knowledge	Number Affirmative	Percent Affirmative
Friend or acquaintance	18	56
Radio	2	6
TV	1	3
Newspaper	2	6
Counselor (High School)	0	0
Teacher (High School)	1	3
Agency	4	13
Other [a]	8	25

[a]"Other" responses were varied. Most of them did not identify sources of knowledge. For example, one response written in was "Long-term resident of Clackamas County."

The strength of friends or acquaintances as sources of knowledge about CCC and the weakness of the other sources may indicate a lack of publicity about the Human Services program. A recruitment effort might increase publicity by use of radio, TV, newspapers, high school counselors and teachers.

Parents' Education/Students' Income. Three-quarters of respondents' mothers (seventy-four percent) and a majority of respondents' fathers (sixty percent) have no more than a high school education. Many students are therefore attaining a higher level of education than their parents. Upward mobility is likely an important motivation for them. This motivation would be reinforced by the low income level of most respondents. The majority of respondents (fifty-five percent) have a household income of under $5,000, even though most are married and most are working full (thirty-five percent) or part (twenty-six percent) time. Low income level would also be a motivation for job skills development.

Summary. The above discussion of findings suggests the following as possible actions:

1. Develop courses related to rural areas
2. Offer courses with transfer credit
3. Utilize student experience in courses
4. Increase publicity
5. Emphasize preparation for both employment and upward mobility.

Student Goals

Table V ranks ten student goals in the order of importance to respondents.

TABLE V

RATINGS OF IMPORTANCE OF STUDENTS GOALS AT

ENTRY BY HUMAN SERVICES RESPONDENTS

IMPORTANCE	GOAL	MEAN RATING[a]	NUMBER
Highest	To improve my job skills	1.7	30
	To establish contacts in my field for help with finding a job.	2.1	31
Middle	To get an AA degree	2.4	32
	To get a certificate	2.5	31
	To discover my vocational interest	2.7	30
	To gain self-confidence	2.8	32
	To improve skills for use in daily life (other than a job)	2.9	32
Lowest	To get counseling in finding a job	3.2	31
	To meet academic requirements necessary to transfer to a four-year institution	3.8	30
	To become actively involved in student life and campus activities	4.6	31

[a]A 1.0 to 5.0 scale is used to compute these mean ratings. 1.0 is "very important" and 5.0 is "not important."

Job skill improvement and developing contacts for finding a job are the most important goals, which is appropriate for vocational curricula. The low rating given transferring may acknowledge the lack of opportunity for transfer from the vocational program. It may or may not indicate lack of interest in transferring.

Program Satisfaction

Eight aspects of Human Services programs are ranked in order of satisfaction as perceived by respondents in Table VI, below.

TABLE VI

RATINGS OF PROGRAM SATISFACTION BY HUMAN SERVICES RESPONDENTS

Satisfaction	Aspect of Program	Mean Rating[a]	Number
Highest	Specialty courses (e.g. DD, Aging)	1.8	28
	Accessibility of instructors in specialty courses	1.9	31
	Access to desired specialty course	1.9	28
Middle	Support courses (e.g. Writing, Science)	2.0	24
	Work Experience	2.1	28
	Practicum	2.2	28
	Access to desired support courses	2.2	25
Lowest	Organization of experiences - practicum, work experience and courses	2.6	27

[a]A 1.0 to 5.0 scale is used to compute these mean ratings. 1.0 is "very satisfied" and 5.0 is "very unsatisfied."

Specialty courses received the highest rating, and there were no extremely low mean marks. Organization was the lowest with 2.6. The respondents are generally satisfied with the listed aspects of the curriculum, which supports continuing present practices. However, alternatives to present organization of experiences might be explored.

FACTOR ANALYSIS

Factor analysis was used on the ratings of the ten goals listed on the questionnaire. This process reduces the relationship of the variables to the relationship of fewer casual factors (Sokal and Rohlf, 1969: 542). The following four groups of goals each have a common causal factor. The title given each group is an interpretation of what the common factor is. The factor score is given in parentheses and represents the strength of the relationship of the goal to the underlying factor. These four factors offer a summary of important goals to respondents.

A. Goal-Finding

To get a certificate (.54)
To discover my vocational interest (.75)
To become actively involved in student life and campus activities (.7)
*To gain self-confidence (.83)
To get counseling in finding a job (.70)
To establish contacts in my field for help with finding a job (.49)

B. Skill Development

*To improve my job skills (.84)
To improve skills for use in daily life (other than a job) (.82)

C. Job Development

*To get an AA degree (.88)
To get counseling in finding a job (.51)
To establish contacts in my field for help with finding a job (.49)

D. Upward Mobility

(Negative correlation with "To get a certificate")(-.48)
*To meet academic requirements necessary to transfer to a four-year institution (.84)
To establish contacts in my filed for help with finding a job (.55)

*The asterisk signifies the goal with the strongest relationship to the common factor in each group.

In each group, the goal with the strongest relationship to the common factor was chosen to represent the group in crosstabulations and correlations with demographic characteristics and program satisfaction, which are in the following sections. The above factor analysis discussion relies heavily on consultation between Dean Clarkson (1977), a statistician at Portland State University's Regional Research Institute, and the writer.

CROSS-TABULATIONS

Cross-tabulations were run on responses to several demographic questions and ratings of the four representative goals chosen from factor analysis findings and two measures of curriculum satisfaction. Numbers are too small for a chi-square test of the significance of differences (Koosis, 1972: 227).

CORRELATIONS

Correlations were run for age and the same four goals and two measures of curriculum satisfaction that were used in the cross-tabulations. Also, correlations were run between each of the two satisfaction findings were found at the .10 level. Reworded, this means that there are no patterns linking age to goals, age to curriculum satisfaction, or goals to curriculum satisfaction that have 90 to 100 percent certainty that they are not attributable to chance.

The finding that these patterns are absent means that there is a fair degree of homogeneity among age groups in respect to goals and satisfaction with the curriculum. There is also homogeneity in curriculum satisfaction among respondents with different goal ratings.

IMPLICATIONS FOR THE CCC HUMAN SERVICES DEPARTMENT

This section describes the Human Services curricula at CCC and discusses the implications that this practicum's literature review and research findings have for these curricula. Student needs for jobs and upward mobility are the focus of this discussion. Recommendations are made and possible means of implementing them are suggested. Other possible actions relating to curriculum and recruitment are suggested in Chapter 4 (p. 34).

The Clackamas Community College Catalog (1977) lists four vocational curricula in the Human Services Department (three are presently offered because LTCA is suspended). The college also offers a Social Service transfer program which has linkage to BA programs at Southern Oregon State College and Portland State University.

The incoming student at CCC has the option of selecting a transfer program or a vocational one in the human service/social service area. However, the student who has an immediate need for a job and future aspirations for continuing his education beyond the AA level (or the possibility of developing such aspirations), does not have an option that meets both these needs. Students with such dual needs would be prominent in each of Swift's three student types: recent high school graduates, second careerist, and new careerist (see p. 20).

The four curricula in the CCC Human Services Department are diverse. Developmental Disabilties has a strong base in Education classes related to handicapped people, while the others require no Education classes. The new LTCA curriculum will be a one-year program aimed at a Nursing Home Administrators' License while the other programs offer one-year Certificates and two-year AA degress (Forsythe, 1977). Aging Services and Developmental Disabilities prepare students for direct services while LTCA and CLA teach techniques of indirect services.

The three curricula presently offered are listed in the College Catalog as vocational. Aging and CLA fit Burns' category of Specialized Education, and Developmental Disabilities falls in the General-Specialized (see P. 23). All three curricula stress Practica and Work Experience. Aging and CLA are strongest in this area, each requiring eleven Practicum credits and thirty-six Work Experience credits out of a total of ninety-three credits needed for an AA degree. Developmental Disabilities has twelve Group Practicum credits and twenty-one Field Experience credits out of 105 credits needed for an AA degree.

The problem with emphasizing Work Experience and vocational classes is that the credits they offer are of limited value. It was noted in New Careers and Upward Mobility (p.16) that an AA degree is a poor basis for career advancement. Yet vocational emphasis limits transfer-ability of classes to four-year institutions. Also, the Work Experience emphasis weights the curricula toward specialized training in specific job settings and limits its general applicability in human service areas.

Interpretations of the empirical data in this chapter stress the importance of both job preparation and upward mobility. Upward mobility is seen as important to students because of the low education level of their parents, their own low level of income, and because one of the four factor groups of goals centers in this area. Development of job skills and job contacts are the highest rated student goals.

Recommendations

Present curriculm offerings are well-suited to students interested in specialized training. The following recommendations are aimed at increasing vertical and horizontal advancement opportunities for Human Services students.

Curriculum options. The Aging and CLA curricula would benefit from offering more transfer and more unspecialized courses. Arrangement of sequences in human development, human behavior, interpersonal relationships and social issues (in Human Services, Psychology and/or Sociology) could serve the dual functions of offering transfer credits and general human service preparation.

Credit Arrangements. Contacts should be made with senior colleges in Oregon to arrange for credit transfer where possible. An example of possible agreements is the transfer of practicum creidts from Mt. Hood Community College's Mental Health Worker program to Portland State University's undergraduate Social Work program. This arrangement protects Mt. Hood's enrollment by allowing transfer of practicum credit only on completion of the AA program (Wyers, 1977).

Development of Paraprofessional Career Opportunities. Employers benefit from AA degree programs in Human Services because a pool of trained workers is developed. They should be asked to respond with meaningful job ladders. Over time, the continuance of vocational programs will depend on the quality of opportunities for their graduates. A Career Employment Committee might be formed and an AA level position created to staff the committee.

CONCLUSION

This study has provided a review of the literature on human services AA degree programs and analysis of data from a survey of human services students at CCC. It is intended that the information in these two sections be of use to faculty, administration and advisory groups at CCC in planning human services programs. This writer's analysis of salient implications of the study for the CCC human services program has been included to further this goal.

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APPENDIX A

Human Services Programs Questionnaire

August 17, 1977

Dear Human Services Student,

A questionnaire is enclosed with this letter. Your cooperation in filling it out will be very much appreciated.

The information gained from this questionnaire will be used by faculty, administration and advisory groups in planning for student needs in Human Services programs at Clackamas Community College. I am working with Pat Lantz, Larry Forsythe and Jerry Jamison on this project.

In addition to providing information to Clackamas Community College, a report on the questionnaire results will be part of my Master's thesis for the School of Social Work at Portland State University.

The questionnaire should not have your name on it, and there will be no record associating your name with your answers. Your information will be anonymous.

There is a number on the return envelope--it will be used only to determine who has and has not returned the questionnaire. There will be reminders by phone and by mail after August 25 for those not yet received.

I urge you to fill out the questionnaire and return it by August 25. This study depends on a high rate of participation.

Thank you for your time and effort.

Sincerely,

Ken Price

Ken Price

Trailer A
Human Services Department
Clackamas Community College
19600 S. Mollala Ave.
Oregon City, OR 97045

HUMAN SERVICES PROGRAMS SURVEY

Student Characteristics, Goals and Attitudes

MAJOR: In which major are/were you enrolled? (Circle one letter)

a. Human Services - Aging
b. Leadership/Administration in Human Services
c. Long Term Care Administration
d. Developmental Disabilities Specialist
e. None of above

PERSONAL BACKGROUND

1. Age: ____(years at last birthday)

2. Sex: ____M ____F

3. What is your ethnic background? (Circle corresponding letter)

   a. Native American
   b. Asian
   c. Black
   d. Spanish-speaking
   e. Caucasian

4. Where is your current place of residence?

   City/Town______________________________State________

5. In which type of area would you prefer to live? (Circle corresponding letter)

   a. Metropolitan (over 100,000)
   b. City (20,000 - 100,000)
   c. Town or rural (under 20,000)

6. What was your educational level at entry to CCC? (Circle one letter)

   a. 9 or less
   b. 10-11
   c. G.E.D.
   d. HS Graduate
   e. 1-3 years college

7. What is/was your primary student status while attending CCC? (Circle one)

   a. Full time (12 or more credits per term)
   b. Part time (less than 12 credits per term)

8. What is/was your primary employment status while attending CCC? (Circle one)

   a. Unemployed
   b. Full time (30 hours or more per week)
   c. Part time (less than 30 hours per week)

9. What is/was your approximate household income while attending CCC?

   a. under $5,000
   b. $5,000 - $10,000
   c. $10,000 - $20,000
   d. over $20,000

10. How many terms (min. 12 credit hours) have you completed in your major? (Circle a number)

   1 2 3 4 5 6 7 8

11. How are/were you financing your education? (Circle as many as apply)

   a. Job
   b. Loan
   c. Agency support (e.g., DVR, Veterans, etc.)
   d. Personal Savings
   e. Support from parents or relatives
   f. Other, please specify______________________

12. Name the highest paid position you held in the field of your major before entering CCC.

   Position________________________Monthly Pay_________
   No position (check if applicable)__________________

13. How long had you worked in the field of your major when you entered CCC?

   Years_____ Months _____ (paid, full time or equivalent)
   Years_____ Months _____ (volunteer, full time or equivalent)
   No work in this field (check of applicable___________

14. What is your marital status? (Circle one)

a. Single
b. Married
c. Separated
d. Divorced

15. How many children do you have that are living with you? (Circle a number)

0 1 2 3 4 5 6 7 8 9

16. Are you considered handicapped under Oregon State Law?

a. Yes
b. No

17. If handicapped, was your handicap a factor in choosing your major? (Circle one)

a. Yes
b. No
c. Not handicapped

18. Before entering, how did you hear about CCC? (Circle as many as apply)

a. Friend or acquaintance
b. Radio
c. TV
d. Newspaper
e. Counselor (high school)
f. Teacher (high school)
g. Agency
h. Other, please specify ______________________________

19. What is/was your father's primary occupation during his working years?

a. Business
b. Skilled/unskilled labor
c. Clerical/Sales
d. Social Services
e. Other professional
f. Full-time parent
g. Full-time volunteer
h. Unemployed
i. Other

20. What is/was your mother's primary occupation during her working years?

a. Business
b. Skilled/unskilled labor
c. Clerical/Sales
d. Social Services
e. Other professional
f. Full-time parent
g. Full-time volunteer
h. Unemployed
i. Other

21. What is/was your father's level of education? (Circle one)

a. 9 or less
b. 10 - 11
c. HS graduate
d. 1 - 3 years college
e. 4 year college graduate
f. Graduate degree

22. What is/was your mother's level of education? (Circle one)

a. 9 or less
b. 10 - 11
c. HS graduate
d. 1 - 3 years college
e. 4 year college graduate
f. Graduate degree

23. Have you received a degree in Human Services from CCC? (Circle one)

a. A.A. Degree
b. Certificate
c. No degree

GOALS

How important to you were the following goals when you entered CCC? (Circle one letter in each line.)

a) very important b) quite important c) somewhat important
d) slightly important e) not important

1.	To get an A.A. degree ----------------	a	b	c	d	e
2.	To get a certificate ----------------	a	b	c	d	e
3.	To discover my vocational interest ----	a	b	c	d	e
4.	To improve my job skills -------------	a	b	c	d	e
5.	To meet academic requirements necessary to transfer to a four-year institution	a	b	c	d	e
6.	To imporve skills for use in daily life (other than a job) -----------------	a	b	c	d	e
7.	To become actively involved in student life and campus activities --------------	a	b	c	d	e
8.	To gain self-confidence --------------	a	b	c	d	e
9.	To get counseling in finding a job ---	a	b	c	d	e
10.	To establish contacts in my field for help with finding a job ------------	a	b	c	d	e
11.	Other---------------------------------- Specify______________	a	b	c	d	e

MAJOR

How satisfied are/were you with the following aspects of the program in your major? (Circle one letter in each line)

a) very satisfied b) quite satisfied c) satisfied
d) unsatisfied e) very unsatisfied

1.	Practicum ---------------------------	a	b	c	d	e
2.	Work experience ---------------------	a	b	c	d	e
3.	Speciality courses (e.g., Dev. Dis. Aging Services) --------------------	a	b	c	d	e
4.	Support courses (e.g., Writing, Science)	a	b	c	d	e
5.	Organization of experiences--practicum, work experience and courses --------	a	b	c	d	e
6.	Accessibility of instructors in speciality courses ---------------	a	b	c	d	e
7.	Access to desired speciality course	a	b	c	d	e
8.	Access to desired support courses	a	b	c	d	e

9. What experience (courses, practicum, work exp.) do you feel is most valuable in your major?

____

____

10. What improvements would you recommend in your major?

____

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KP/ela
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