

AN APPRAISAL OF TWO HUMAN
SERVICES PROGRAMS AT
LANSING COMMUNITY COLLEGE

Dissertation for the Degree of Ph. D.
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This is to certify that the
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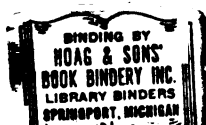
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ABSTRACT

AN APPRAISAL OF TWO HUMAN SERVICES PROGRAMS
AT LANSING COMMUNITY COLLEGE

By

Ray Margaret Jackson

The purpose of this study was to appraise two of the Human Services programs and to suggest ways to improve and implement them.

In an effort to determine the effectiveness of these programs, questionnaires were sent to two hundred, eighty-six graduates of the programs. Interviews were also held with two academic administrators, the director of the counseling services, two members of each of the citizen advisory committees and thirty-six faculty members.

The Education graduates expressed satisfaction with the curriculum at the college across age levels, between the sexes and across grade point averages. Their assessment of the faculty was satisfactory in the category of teaching ability; however, the younger graduates tended to be more critical. The graduates indicated faculty interest had been profound and genuine. Those graduates finding employment in the area of their training assessed their job preparation as being satisfactory. The opposite was generally true of those who were unemployed or employed outside the area of their training.

The Social Work program is designed to meet the needs of two student groups: (1) those persons working full or part-time in social work paraprofessional positions who wish to improve their skills, and (2) persons who wish to receive the Associate of Arts degree specializing in Social Work.

The Social Work graduates viewed the program favorably, but showed less enthusiasm than the Education graduates for the way the courses were presented and to the depth of coverage of the courses. About one-third of the graduates judged the program to be inadequate in terms of the curriculums.

Among the Social Work graduates much of the dissatisfaction appeared to be related to their employment status. Those employed in the area of their training displayed greater satisfaction with all facets of the program than did those who were unemployed or employed outside the area of their training.

Findings of the students and the administrators, citizen advisory committee members and faculty indicated an overall satisfaction with the two programs in the areas of curriculum assessment, faculty assessment, job preparation and employment status.

On the basis of the findings, recommendations were made in the areas of curriculum changes, faculty improvement, job preparation and employment status. It is hoped that these recommendations will serve to provide a more meaningful learning experience for the Human Services students.

AN APPRAISAL OF TWO HUMAN SERVICES PROGRAMS
AT LANSING COMMUNITY COLLEGE

By

Ray Margaret Jackson

A DISSERTATION

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DEDICATION

This dissertation is dedicated to the memory of Dr. William E. Sweetland who served as Chairman of my committee until his death. He was a warm, concerned individual and a dedicated teacher whom I am proud to have known.

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I wish to express my deep gratitude to Dr. Walter F. Johnson for his unselfish and cheerful guidance in the completion of this study. Appreciation is also extended to doctoral committee members Dr. Max Raines, Dr. Lois Bader and Dr. Howard Hickey.

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CHAPTER I

THE PROBLEM

Introduction

Since the historic social legislation which was enacted in the nineteen thirties, the number of agencies providing health, education and welfare services has increased greatly. Accompanying the increase in welfare and service institutions over the last several decades has been an expansion in the range of persons served by these institutions. Michael Harrington (14) brought to public attention the fact that in the midst of great prosperity chronic unemployment and widespread poverty persist among certain segments of the population. As a possible solution, Pearl and Reissman (21) suggest the creation of a million human services jobs for the poor.

The term "human services" is one which is being used more and more by educators and by manpower personnel in relation to a broad spectrum of professional activities in the field of social service, education and health. Since it is such a comprehensive term, it lends itself to a wide variety of interpretations and covers a broad range of programs. It highlights the fact that the common denominator in all these programs is service to human beings, with the implication that this service is performed in a person-to-person relationship according to Swift (27).

The social and economic conditions in the society have focused on the need for new and better ways of meeting human needs. This demand for services is accompanied by a shortage of professionally trained personnel. The development of several categories of technical and auxiliary personnel, with the levels of education ranging from high school through the two-year college to the baccalaureate degree has been recommended by Wright (35).

The two-year colleges have been encouraged to provide training programs both for those employed in the field and for those preparing for such work.

Traditionally, the junior college provided the first two years of liberal arts or vocational training for high school graduates from the upper and middle-class socioeconomic groups. During the sixties these colleges began to grow in numbers. They also made many changes in their course offerings, the services they were providing, and in their more open acceptance of persons with a variety of educational and cultural backgrounds referred to by Swift (27;9).

These changes, of necessity, brought with them additional changes in the curriculum and program development of these two-year colleges. These changes also contributed to a change of name for most of them. They came to be called "community colleges" because of their greater involvement in the needs of all segments of society.

One of the new programs which have developed in recent years in community colleges across the nation is called Human Services by Swift (27). It encompasses all areas of training which prepares persons to work with people, including those who have problems.

The increase in occupations stressing the giving of services to people has become one of the most recent changes in American employment patterns. Many of these occupations are concerned with the helping professions. Hence, the term "human services" is used for the cluster of occupations whose primary purpose is to enhance the social well-being or functioning of persons. Among the persons assisted by human services are: children and adolescents, mentally and physically handicapped, the educationally disadvantaged, minority groups who have been denied opportunities, agricultural workers, the aging, and others.

The term "human services" includes a variety of different titles and functions. Among them would be "Social Work Technician", "Community Service Aide", "Child Care Worker", "Teacher Aide", "Mental Health Worker", and similar titles. Programs of this kind require a wide range of professional preparation for those who work in them. An important dimension of the problem is to determine the type of training necessary for the paraprofessionals and to evaluate the effectiveness of the training by the students' performance on the job. Since the community colleges have played such an important role in providing training programs at the associate degree level, it was only natural that programs of this type have developed in them. At the same time, as with any curricular programs, periodic evaluation is necessary for them to remain viable. A primary purpose of the present study is to focus on the evaluation of these programs in human services at one of these community colleges--LANSING Community College.

Purpose

Lansing Community College is one of many community colleges that have developed human services programs. More specifically, three programs were instituted at Lansing Community College. They were: (1) Teacher Aide programs in 1969, (2) Social Work, and (3) Public Service programs in 1972.

The recency of their development has allowed little opportunity for their evaluation in terms of the objectives instituted at their inception.

These programs are in need of assessment and evaluation to determine the relevance of curriculum, the employability of the graduate, the conditions under which such programs succeed, and to become aware of the feasibility of operating such programs or modification of such programs.

The basic purpose of this study is to appraise these human services programs and to suggest ways to improve and implement them. A second purpose is to aid administrators, faculty, professional workers and employers in understanding the possible contributions to society that paraprofessional workers in human services make.¹

Specific objectives of the study are:

1. To assess these two certificate and degree programs in terms of administrative support, curricula staffing patterns, selection, counseling, instruction, placement of students, and attitudes toward programs by key parties involved.

¹The Public Service Program was deleted since there were too few graduates to make an adequate appraisal.

2. To determine conditions under which programs achieve success as measured by program goals and the judgments of on-site personnel as to how well these goals are met.

3. To report findings and recommendations and to suggest conditions under which programs may be more successful.

The following questions will provide the focus for the investigation:

1. Within the framework of the institutional long-range goals and development plans of Lansing Community College, what are the program goals for the designated degree and certificate programs? How and by whom are these goals set, met, reviewed, and revised?

2. On what criteria and by whom are curricula developed for each of the designated programs? How do curricula provide for cumulative experience, developmental knowledge and skills and adequate preparation for job entry? How are theory and practice related in instruction? How are curricula articulated with four-year schools, with other offerings in the institution, with job requirements? How and by whom are curricula decisions made, reviewed, changed?

3. What are the staffing patterns for each program? How are faculty selected, by whom, and on what criteria? How are faculty evaluated and rewarded, by whom, and on what criteria? How do faculty compare in selection, standards, and status with institutional faculty of comparable rank in preprofessional and transfer programs within the college? To what extent are faculty full-time or part-time?

4. How and by whom are students selected for each of the three programs? How and by whom are they counseled, evaluated, placed,

and followed up? What are success and failure patterns in school and later on the job? How do the services for students in the designated programs compare with those for students in other programs within the college? How and by whom are disadvantaged students within the programs assisted in overcoming learning handicaps?

5. What are the administrative support levels for each designated program, in terms of fiscal support, input per student, teaching loads, counselor to student ratios, learning resource center, and other instructional support per program? How does the administrative support for each designated program compare with that of other programs within the institution? How and by whom are the administrative decisions made which affect the designated programs?

6. How are these programs managed within the college? How are students and faculty recruited? What are relations with area school districts, private schools, other collegiate institutions? How and by whom are employment and job market data assembled, reviewed, revised? To what extent does each program appear to be utilizing effectively the resources of the area?

7. What appear to be the "images" of the certificate and degree programs in human services in contrast to other programs within the college.

8. To the degree to which it can be determined, what has been the record of job entry, job growth and job satisfaction for the graduates of each of the designated programs?

Definitions

- Human Services: fields of public service in which a person-to-person relationship crucial to the provisions of services, exists between the receivers and the providers of the service.
- Community College: has generally become recognized as a public institution which attracts most of its students from its surrounding area, and develops a wide variety of courses and programs of study in response to the needs of the local community.
- Career Programs: this term refers to a type of post-high school educational programs offered by community colleges and technical schools. Completion of this type of program implies qualifications of the student for immediate employment. Synonymous terms are terminal, paraprofessional, and semiprofessional.
- Transfer Program: refers to a community college program that will transfer for comparable credits at the upper division universities.
- Open-end Courses: courses that may be used as part of an occupational (terminal) program or as part of a transfer program.
- Paraprofessional: below the level of professional but above clerical or labor levels.
- Public Service: employment necessary to accomplish the mission of local, county, state, federal or other government (except for military service).

Career Ladder: hierarchy of occupational progression with training from entry position to higher levels in the same occupation.

Limitations and Scope

Initially the plan for the study included appraisal of the Public Service program as well as the Education and Social Work programs. However, as indicated in the footnote on page 4, the number of graduates was too small to provide a meaningful response and the program was deleted.

The two programs which are included in the study both have a series of stated objectives. At the time the study was undertaken, however, they were not available to the investigator; therefore, they have not been considered as a point of reference in the study. Nevertheless, for readers' information, they are included in Appendix G.

Overview of the Dissertation

In Chapter II, the pertinent literature is reviewed. This includes a review for each of the designated programs. The design of the study is presented in Chapter III, which includes the description of the data, variables, and procedures of analysis. In Chapter IV, the results of the analysis are reported. The summary, findings, conclusions, and recommendations are included in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The training of paraprofessionals in the human services is a relatively new phenomenon. Social and economic conditions in our society have accentuated the necessity for new and better ways to meet human needs, to take heed of the conditions and effects of poverty and to involve the poor in solving the problems of the poor.

The investigator was able to locate studies concerned with the need to train paraprofessionals in the human services. Although the decision was made to drop the Public Service program appraisal from the study, it was determined that pertinent literature related to that program might have some relevance to the other two. Thus, a review of this topic has been retained.

Education

The use of paraprofessional aides in the classroom has become an important trend in recent years. Harrison (15) indicated that the major hypothesis supporting the use of paraprofessionals in the classroom has been the advancement of improved instruction. Increased use of aides is believed to bring about the following conditions: (1) a reduction of the time teachers spend on incidental activities or

chores, (2) an improvement in the teaching-learning environment by helping to provide more order and systematization, (3) increased instructional time, and (4) individualization of instruction.

Hornburger (18) concurred with Robb (25) when he stated that greater demands are placed on the schools, and are due to expanded curricula, alteration of the structure patterns in schools, changing roles for teachers, individualization of instruction and the accessibility of funds.

Tanner and Tanner (28;766) in a national survey of state departments on the role and function of teacher aides, revealed that provisions were made for the employment of aides to serve in compensatory education programs in 1966. Legislative action at that time served as the basis and paved the way for the aide program to be incorporated into regular on-going programs.

Grudridge (13) contends that the growth in the use of the paraprofessional aides at all levels of school organization necessarily directs attention to formulating a satisfactory and convincing way to determine the effectiveness of the services aides give. Wright (35) has stated that many systems, districts and schools have developed their own policies and guidelines regarding the evaluation of tasks aides perform. The variety of qualifications and backgrounds of aides justify their performing any number of non-instructional, semi-instructional and instructional duties. Bloom (2) on the other hand, discounted Brotherson and Johnson (3) when he stated that the role of the aide has been strictly limited to tasks that emphasize "assisting".

Care has been exercised to avoid involving the aide in direct instructional tasks. The most recent trend has caused much concern and has been quite argumentative because of the disagreement in attempts to differentiate instructional from non-instructional tasks, Tanner and Tanner (28;768). Bloom (2;42) proposed an alternative. It advocated greater involvement of aides in instructional roles by developing new staffing patterns combining the talents and abilities of teachers and aides:

It was agreed by Brotherson and Johnson (3;46) that how the aide is used and the range of duties performed will depend upon various factors. Some of these factors are: (1) needs of the community, the school and the pupils, (2) attitude and creativity of the teacher, (3) capability of the aide, and (4) school policy and state law.

Increased use and responsibility of aides and their expanded role dictates the creation of a desirable method for assessing the effectiveness of their services. Robb (25;81) strongly believes that "as with any program of high quality, an aide program can survive only to the extent that it grows and improves". Practical objectives of an effectual paraprofessional aide program should deal with: (1) reinforcement and assurance of a steady supply of aides, (2) consistency and continuity in the program, and (3) adequate in-service training and continuous assessment.

Social Work

Research reveals a large number of studies involved with the use of the paraprofessional in social work. A well-known study is

found in *New Careers for the Poor*, by Pearl and Reissman (21). This study takes a look at the way poverty has been dealt with in the past. Recommendations are made for the establishment of new careers for the poor. These recommendations provide for new areas of employment and for the expansion of services through an increase in the numbers of personnel dispensing services. Attention is also given to the re-organization of the professional role within the helping professions toward increased supervision, consultation, teaching, programming and planning.

The "helper therapy principle" is referred to by Riessman (23). The meaning of this term is the inclination for those giving services to benefit more than those receiving the services. He related the use of this principle by Alcoholics Anonymous Recovery, Inc., Synanon, and other lay therapy groups. The treatment is applied to those in the act of treating others. Continuing with the same idea, Carkhuff and Truax (5) speak of training as being the type of treatment most preferred. The use of these persons serves to give them a part in the system, which improves their feelings of self-worth. As a result of this principle, Riessman (22) suggests that social work should change its strategy and create methods of recruiting more helpers from among the population seeking services.

Project Enable came into being in 1966 to develop non-professional social work careers for the poor, Birnbaum and Jones (1). Three national voluntary social work agencies sponsored the project as a result of Title II of the Economic Opportunity Act of 1964 which established the

Community Action Program. The establishment of the Social Security Amendments of 1967 (Public Law 90-248) put in force the use of para-professionals in social work. The law provided for the uses of para-professionals in social work and requires states to provide for the use of full-time or part-time employment of low-income persons as community aides by July 1, 1969. The law was directed at using those afflicted with the problems to cope with the problems.

The meaningful use of social work aides in a medical setting is discussed by Heyman (17). Epstein (9) describes the use of social work aides with the Travelers Aid Society in Chicago. The use of para-professionals to work with the aged was scrutinized by Farrar and Hemmy (10). Studies done by Weed and Denham (31) and Montgomery (20) announced the use of social work aides in child adoption agencies. Montgomery stressed the importance of choosing supervisors who can relate well to others, are stable and poised individuals, who are qualified to delegate authority.

The Milwaukee Public Schools employed social work aides in Head Start, Special Education, Psychological Services, and Social Work, Coggs and Robinson (7). These aides were leaders from the community being served who had been trained in order to relieve the "professionals", and at the same time it provided an opportunity to improve their economic condition.

The use of housewives as case aides was explored by Cain and Epstein (4). All of them had completed high school and some had some college training. The aides were under the supervision of professional social workers, and met periodically to discuss their clients.

Korbin (19) explored the utilization of neighborhood persons of high crime areas to help prevent crime. These workers were highly successful. The following reasons were given for this success: (1) they understood their own society, (2) they had no problems communicating with the neighborhood residents, (3) their being employed gave a feeling of sincerity in their capacity to do work of this sort, (4) they were likely to be familiar with the neighborhood delinquents, and (5) they served as a liaison between the neighborhood residents and the "welfare" agencies.

Public Service

Killingsworth states, "The great paradox of this age of affluence is a great surplus of low skilled workers coexisting with shortages of skilled workers", Pearl and Riessman (21). The answer to this problem would be the development of programs that would prepare low skilled workers for employment in available occupations, or attempts should be made to change occupational form to make use of individuals with lower skill levels.

In 1966 at the convention of Americans for Democratic Action it was proposed that five million jobs for nonprofessionals or paraprofessional workers be created in public services, including police aides, recreation aides, homemakers and code-enforcement inspectors, Riessman (22). This number of jobs has not been created, but Congress enacted the Scheur-Nelson Subprofessional Career Act, in addition to other legislation, which provides funds to train those without skills and place them in needed jobs.

The "worth" of the nonprofessional is becoming more recognized. Available information indicates that in manpower programs, the presence of nonprofessionals has increased the job effectiveness of professionals in the same agency and has been felt by the target population, Grosser (12). Studies reveal that training and promotion activities for nonprofessionals were found to be wanting. In spite of this, Grosser (12;10) ascertained that the only predictable solution to chronic manpower shortages in the service professions is in the use of nonprofessionals. Wider use of this type of worker was also recommended by Clayton (6).

More and more plans are forthcoming for the large scale employment of nonprofessionals in human services where inexperienced people learn to perform jobs normally allotted to professionals, Riessman (23). While such proposals are forthcoming, it is often difficult to obtain meaningful data concerning the need for these workers. The cause for this condition is that many paraprofessional positions are just being developed and that systematic career ladders have not been established. Even with this scarcity of meaningful data, recommendations for preparing the paraprofessional continue to be made. It has been recommended that a realistic goal for vocational education in social work would be to graduate between 500 and 1,000 students per year in the 1970's in each of the nation's major metropolitan areas, Teeple (29).

Two types of changes are in the public service delivery system which will create a need for increased numbers of paraprofessionals. First, a team approach similar to that now accepted in health occupations is becoming more common as a technique for delivery services.

Secondly, many of the most rapidly growing fields in public service appear to be those which already are employing or seeking to employ nonprofessionals.

New and developing occupations have been and will continue to be 'caused by these changes. Where will they develop? It should be noted that up to this time, these occupations developed because of need, not because of a national application of job analysis techniques. Literature reviewed in this study indicate that this procedure might change in the future, for writers such as Haskell (16) have promoted job redesign. However, based upon earlier information, educational programs will be required for some established occupations as well as the new and emerging occupations.

Worker upward mobility has been slow to develop in the public service field. Writers such as Teeple (29;27), Reissman (22;7), White and Stein (33), White (32), Denham (8), Soong (26), and Grant (11), have indicated a need to develop career ladders. To do this, techniques such as special job planning, remedial education programs and changes in occupational and employment standards must be used, though manpower shortages have helped this cause.

While most of the educational programs are offered at this level, pre-employment training for high school students is increasing in importance. Such training helps guarantee a certain level of competence on entry into public service occupations or a training while young people learn about an occupation before committing themselves to employment or further training.

Although there is a need to expand programs in public service occupations to provide this type of training to students, the national policy of increasing and upgrading employment opportunities for the disadvantaged implies a continued emphasis on adult education programs. Many job-oriented programs for the disadvantaged have been developed, but additional and more refined programs will be needed for future training. The "New Careers" program has done much toward helping those individuals find meaningful employment, Reissman (22;7).

High school vocational courses can provide pre-employment training and encourage students to remain in school and acquire credentials suitable for entrance into public service occupations or other specialized training programs. Vocational education, along with other programs, also has provided basic education and occupational training courses needed to serve the needs of unemployed workers or workers whose skills have been made obsolete by socioeconomic and technological changes. While increased educational opportunities are compulsory, it must be realized that a period of time will be required before all workers entering public service occupations have an opportunity to participate in some type of formal training.

The above mentioned studies described methods for education and the helping professions, but offer only a partial solution to the research efforts in this area. Most of the studies were descriptive rather than statistical. However, it is most evident that there is a need and will be a continued interest in the training and employment of the paraprofessional in the human services.

CHAPTER III

METHODOLOGY

Introduction

In this era of constant change it is imperative that the community college attempt to meet the needs, present and future, for trained paraprofessionals. The human services programs can be evaluated in terms of their present effectiveness for providing the numbers of paraprofessionals needed within the geographical area served by the college. As indicated previously, this was the focus of the study. In addition, students entering the human services programs are better able to evaluate their career potential in terms of the career profiles which have been developed.

This chapter includes: (1) a description of the population and sample, (2) development and description of the instrument, (3) procedures for collecting the data, and (4) procedures for analysis of the data.

Population and Sample

Population

The population in this study is made up of two hundred eighty-six graduates of three human services programs at Lansing Community College. One hundred ninety were Education graduates, forty-one were Social Work graduates, and nine were Public Service graduates. They were graduated during the period from June, 1971 through December, 1975.

Sample

All graduates who could be located, and who were willing to respond to a questionnaire constitute the sample. This number was 177,

or 73.7 percent of the total. It is, therefore, assumed that the sample is adequately representative of the total to be acceptable for the purpose of the study. (See Table 1).

Table 1. Summary of Return of Questionnaire by Program

	Returned		Mailed	
	N	%	N	%
Education	136	56.7	190	79.2
Social Work	33	13.7	41	17.1
Public Service	8	3.3	9	3.7
Total	<u>177</u>	<u>73.7</u>	*240	100.0

*286 mailed; 46 returned with no forwarding address.

The study also included summaries of interviews held with the thirty-six faculty members who were engaged in teaching in the three programs, the Dean of the Division of Arts and Science, the Chairperson of the Department of Social Science, the Director of the Counseling Center, and two citizen members of each of the advisory committees.

Instrumentation

Development

A questionnaire was designed to examine the current status of the curriculum in the two programs which were to be evaluated in this investigation and to seek ideas and recommendations of the respondents in the following areas: (1) Curriculum Assessment, (2) Faculty Assessment, (3) Quality of Job Preparation, and (4) Employment Status. The data to be obtained were to deal with changes that would be desirable to improve the present quality of the curriculum and to arrive at future requirements based upon the need for trained para-professional workers in human services agencies. The primary source

for the questions which were included were found in the literature concerning educational programs in human services.

A pilot study was conducted to ascertain any difficulties which might arise in interpreting the questions and to add or delete any concepts which were deemed to be important or insignificant to the study. The respondents were requested to make comments about the questionnaire itself and about items that were found to be vague, ambiguous or unrelated to the study. A representative group of forty second-year students in two of the programs was asked to respond to the original questionnaire. Participants in the pilot study were chosen from second-year students so that they would not be involved in the final study. Representatives of this group were: twenty second-year Education students and twenty second-year Social Work students. Comments and suggestions from participants in the pilot study, as well as faculty members in the human services programs, resulted in the final revision of the instrument. (See Appendix B).

Interviews, employing structured forms, were held with two academic administrators, an administrator in the counseling services, two members of each of the citizen advisory committees, and faculty. (See Appendix E).

Description

The instrument was composed of two types of questions: (1) Fixed alternative items and (2) Open-ended items. The fixed alternative items give greater uniformity of measurement and, therefore, greater reliability by forcing the respondents to answer in a way that

fits the response categories. A five point scale was provided for indicating responses. The disadvantage of limiting responses in this way is that indepth information would not be gained. Thus, to gain more information, open-ended questions were added. This type of question does not put a restraint on the answers and expressions of the respondents. It was postulated that both types of questions were needed to produce the desired information.

Structured interview forms were developed with the questions being grouped in a manner that would provide input from those being interviewed and included the following categories: (1) Concept of the value of the human services programs, (2) Concept of the support given human services programs in comparison with other programs in the college, (3) Concept of the caliber of students in human services programs in comparison to those in other programs in the college, (4) Concept of the value of the practicums in the human services programs, (5) Concept of the programs being sufficiently realistic to prepare students for immediate employment upon graduation, and (6) Concept of the adequacy of placement of students upon graduation.

Data Collection Procedures

A letter emphasizing the importance of the study was submitted on February 5, 1976 to each respondent along with the questionnaire. (See Appendix A). Included with the questionnaire and letter was a stamped, self-addressed envelope. A follow-up letter was sent subsequently to those individuals who had not responded. (See Appendix C).

A period of eight weeks was given for a reply to the first mailing of 286 questionnaires. At the end of that period, 98 (34.6%) completed questionnaires were returned and 46 (16.1%) were returned because of no forwarding address. Sixty-seven (23.4%) were contacted for personal interviews. A follow-up request was mailed seeking additional returns. The total usable questionnaires returned was 177 (73.7%).

The responses were coded for computer analysis. (See Appendix F). Mini-Tab Tables, a packaged program written at the Community Family Study Center at the University of Chicago was employed for the computer analysis. The data from the analysis were summarized in contingency tables by percentages and computations of Chi Square values.

Two academic administrators involved with the human services programs were interviewed, along with an administrator on the counseling services staff. Since each was involved with the two programs, the results of their interviews were summarized collectively.

Two advisory members from each of the programs were interviewed. The results were not summarized by program because each of the three are structured in the same manner.

Thirty-four full and part-time faculty were interviewed. Sixteen taught in the Education program, fifteen in the Social Work program, and three in the Public Service program. The similarities among the programs' structures resulted in an overlap of responses. As a result, the faculty concepts are also grouped together.

Analyses of the Data

There are two kinds of data included in the study: (1) objective data from the student questionnaire, and (2) the summarized results of interviews with administrative and support staff, faculty and citizen advisory committee members involved with the human services programs at Lansing Community College.

Analysis of Graduates' Questionnaire

The Chi Square test of significance was employed for summarizing and quantifying the objective data obtained from the questionnaire to graduates. The Chi Square test is used to compare samples to determine if the graduates are consistent in their responses to items dealing with the human services curriculum. Two groups were employed in the study. The research problem was to determine whether the groups agree upon the weaknesses and the strengths of the curriculum. The statistics demonstrate if there are significantly different responses to items between the two groups. From these responses came recommendations for additions or changes in the current structure of the program. Statistical significance is reported at the .05 level of confidence.

Analysis of Interviews

Since the administrators, counseling personnel, faculty and advisory committee members were knowledgeable and involved in the two programs, directly and indirectly, their responses were combined for the analysis. The responses which were solicited were designed to be qualitative and descriptive and thus have been treated descriptively rather than statistically.

CHAPTER IV
ANALYSIS OF DATA

Introduction

The purpose of this study, as previously stated, was to appraise two of the human services programs at Lansing Community College and to determine better ways to implement these programs.

The questionnaire data from the graduates were tabulated and the results are summarized in a series of tables which are presented in terms of percentages and computation of Chi Square values where appropriate.

The interviews which were held with the Dean of the Liberal Arts Division, the Chairperson of the Social Science Department, the Director of Counseling Services, two members of each of the three Citizen Advisory Committees, and the Human Services Faculty are represented descriptively in terms of reactions and recommendations. Since the numbers involved are relatively small, no attempt was made to treat the responses statistically.

The major headings for the data analyses which follow are: (1) General Characteristics of Program Graduates of the programs, (2) Students' views of the programs, (3) Administrators' views of the programs, (4) the views of the programs held by the Director of the Counseling Services, (5) Advisory Committee Members' reviews of the programs in which they are involved, and (6) Faculty members' reactions to the programs.

General Characteristics of Program Graduates

In an attempt to obtain an analysis of the programs several factors were considered. These factors included age, sex, grade point average, year of entrance into the program and current employment. Data related to each of these are summarized in tables 2, 3, 4, 5, and 6.

Table 2. Analysis of Programs by Age.

<u>Age</u>	<u>Education</u>		<u>Social Work</u>	
	N	%	N	%
20 - 25	73	53.7	7	21.2
26 - 30	28	20.6	5	15.2
31 - 35	10	7.4	5	15.2
36 - 40	15	11.0	7	21.2
41 - 45	3	2.2	2	6.1
46 - 50	6	4.4	4	12.1
61 - 55	0	0.0	2	6.1
56 plus	<u>1</u>	<u>0.7</u>	<u>0</u>	<u>0.0</u>
Total	136	100.0	32	97.1*

*Sometimes totals are not 100%, due to rounding errors.

Education graduates, in the 20-25 age range, made up the largest single group of participants. Those graduates over 50 included two in the Social Work program and one in the Education program.

The percentage of males and females in Education and Social Work were similar, with females being more dominant. (See Table 3).

Table 3. Analysis of Programs by Sex.

<u>Sex</u>	<u>Education</u>		<u>Social Work</u>	
	N	%	N	%
Male	37	27.2	7	21.2
Female	<u>99</u>	<u>72.8</u>	<u>26</u>	<u>78.8</u>
Total	136	100.0	33	100.0

The grade point category of 2.81 - 3.2 included more graduates of both the Education and Social Work programs than did the other grade point categories. (See Table 4).

Table 4. Analysis of Programs by Grade Point Average.

<u>Grade Point Average</u>	<u>Education</u>		<u>Social Work</u>	
	N	%	N	%
2.0 - 2.4	13	9.7	0	0.0
2.41 - 2.8	23	17.2	7	21.2
2.81 - 3.2	41	30.6	16	48.5
3.21 - 3.6	33	24.6	3	9.1
3.61 - 4.0	<u>24</u>	<u>17.9</u>	<u>7</u>	<u>21.2</u>
Total	134	100.0	33	100.0

Table 5 indicates a strong growth in the Social Work program after its inception. The Education program, on the other hand, revealed a decline during the years 1972 and 1973. This was probably due to the decreased demand for teachers that came at this time because of decreasing pupil enrollments and less Federal monies for support.

Table 5. Analysis of Programs by Year of Entrance.

<u>Year of Entrance</u>	<u>Education</u>		<u>Social Work</u>	
	N	%	N	%
1969	25	19.1	1	3.2
1970	22	16.8	3	9.7
1971	24	18.3	3	9.7
1972	17	13.0	9	29.0
1973	16	12.2	7	22.6
Other	<u>27</u>	<u>20.6</u>	<u>8</u>	<u>25.8</u>
Total	131*	100.0	32*	100.0

*Total numbers may differ due to missing data.

Table 6. Analysis of Programs by Current Employment.

	<u>Education</u>		<u>Social Work</u>	
	N	%	N	%
Education	59	52.7	1	3.8
Social Work	1	0.9	12	46.2
Public Service	0	0.0	1	3.8
Students in 4-Year Schools	31	27.7	4	15.4
Other	<u>21</u>	<u>18.8</u>	<u>8</u>	<u>30.8</u>
Total	112*	100.0**	26*	100.0

*Total numbers for some programs may differ due to missing data.

**Sometimes totals are not 100%, due to rounding errors.

While approximately fifty percent of the graduates in both programs were employed in the areas of their training, an additional

25% had achieved transfer status and were studying in related programs at four-year institutions. Thus, almost three-fourths of the graduates have continued in the area for which their training at L.C.C. had prepared them.

Two programs, Education and Social Work, were analyzed and discussed in detail. A third program, Public Service, was included initially, but since the total number of graduates in the program was small, the program was deleted from the study.

SECTION A PROGRAM ANALYSIS

Education

The program in Education is designed to prepare students as Teacher Aides to elementary classroom teachers. The program consists of a planned, systematic series of courses combining college classes with field experiences in assisting teachers in classrooms. Activities in the schools are supervised by certified classroom teachers for an average of ten hours a week on a regular basis. This program was begun in September, 1969.

An outstanding feature of the elementary pre-professional curriculum is the incorporation of an educational career development ladder. Students may begin at the first level, Teacher Aide, and after successfully completing the 30-hour sequence, will be awarded a certificate of achievement. The student may then proceed to the second level, Teacher Assistant, and after completing fifteen additional hours of selected courses, may be awarded the One-Year Certificate.

They may then go on to the third level, Teacher Associate, by completing a minimum of 45 additional credits in selected courses. Students fulfilling all requirements of the Teacher Associate level are awarded the Associate Degree.

The core courses for the Education program are the same for both the certificate and degree programs and a description of each course is found in Appendix I.

Students' View of the Program

The Education program is the oldest and largest of the two programs which are considered in the study. The program gained impetus when it became involved with the Lansing School District in a project to provide well-trained teacher aides for the classrooms in that school system. The program has continued to grow and has provided training for students throughout the college service area.

Curriculum Assessment

Assessment of the curriculum is a continuous process that should insure programs being relevant to the needs of the students involved in them.

Six questions in the questionnaires to graduates, numbers D, 6 a-d, h and i) were specifically designed to assess the quality of the curriculum in the Education program. (See Appendix B).

In question D, 6a, the graduates were asked to respond to the way the courses were presented. The answers were:

A. Very Satisfied	31.1%
B. Satisfied	60.6
C. Average	7.6
D. Poor	0.8
E. Very Poor	0.0

These figures indicate that about 91.7% of the graduates were satisfied or very satisfied with the way the courses were presented.

In question D, 6b, the graduates were asked to respond to the variety of subjects covered in the curriculum. Their responses were:

A. Very Satisfied	31.3%
B. Satisfied	58.8
C. Average	9.2
D. Poor	0.0
E. Very Poor	0.8

Of the Education graduates, 90.1% were satisfied or very satisfied with the variety of subjects offered in the program. Only 0.8% rated this item as poor or very poor.

In question D, 6c, the respondents were asked: What is your reaction to the level of difficulty of the courses? They answered:

A. Very Satisfied	18.9%
B. Satisfied	58.3
C. Average	22.0
D. Poor	0.8
E. Very Poor	0.0

Twenty-two percent of the graduates evaluated this question as average, with only 77.2% giving a satisfactory or very satisfactory rating.

Question D, 6d, requested that the graduates respond to: What is your reaction to the depth of coverage of the courses? They responded in this manner:

A. Very Satisfied	15.9%
B. Satisfied	60.6
C. Average	22.7
D. Poor	0.8
E. Very Poor	0.0

The graduates indicated some reluctance to give a high rating to the depth of coverage of courses. Some of them indicated that the content of some courses was not relevant to their needs and felt they could have better used other courses.

Question D, 6h, sought the graduates' reaction to how well their training had prepared them for their current jobs. Their answers were:

A. Very Satisfied	32.0%
B. Satisfied	36.8
C. Average	23.2
D. Poor	4.0
E. Very Poor	4.0

The training for their current jobs was viewed as satisfactory or very satisfactory by 68.8% of the graduates. 8% rated their job preparation as poor or very poor.

Question D, 6i, requested the respondents to react to the number of credit hours required to complete their programs. Their answers were:

A. Very Satisfied	26.8%
B. Satisfied	58.9
C. Average	11.3
D. Poor	1.8
E. Very Poor	1.2

Only 3% of the graduates assessed the number of credit hours as poor or very poor; 85.7% were satisfied or very satisfied.

Two other questions (numbers D-1 & 5), although not specifically meeting the guidelines of this category, are pertinent to the assessment of the curriculum.

Question D-1 asked the graduates their reactions to their decision to attend Lansing Community College. Their responses were:

A. Excellent Decision	60.7%
B. Good Decision	35.6
C. Average	3.0
D. Poor	0.7
E. Very Poor	0.0

A large percent (96.3%) of the graduates indicated that their decision to attend Lansing Community College was a good or excellent decision.

Question D-5 requested the graduates to respond to the following: If you had it to do over, would you change your major? Their answers were:

Yes	19.8%
No	80.2

Other factors that could contribute to an evaluation of the curriculum are age, sex and grade point average. The responses in these areas were tabulated and the results are summarized in tables 7-9.

Across age groups there appears to be little difference in how students assess the quality of the curriculum. Regardless of the age range, over 60% of the graduates judged the curriculum to be of average or high quality. (Table 7).

There is a noticeable similarity between the ratings of the curriculum by males and females. About 50% of both males and females rank the curriculum as average. (Table 8).

It is noteworthy that 30.8% of the graduates with the lowest grade point average assessed the program quality as highly as those with the highest grade point averages. The largest numbers of participants in each category assessed the program as average. (Table 9).

Table 7. Curriculum Assessment of Respondents by Age.

Assessment Scale	20-25		26-30		31-35		36-40		41 Plus		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Low (0-13)	17	25.8	5	18.5	1	10.0	0	0.0	3	33.3	26	20.6
Average (14-16)	35	53.0	13	48.1	4	40.0	8	57.1	3	33.3	63	50.0
High (17-20)	14	21.2	9	33.3	5	50.0	6	42.9	3	33.3	37	29.4
Total	66	100.0	27	99.9	9	100.0	14	100.0	9	99.9	126	100.0

Chi Square = 10.026. Not significant at .05 level.

Table 8. Curriculum Assessment of Respondents by Sex.

Assessment Scale	Male		Female		Total	
	N	%	N	%	N	%
Low (0-13)	6	17.6	20	21.7	26	20.6
Average (14-16)	20	58.8	43	46.7	63	50.0
High (17-20)	8	23.5	29	31.5	37	29.4
Total	34	99.9	92	99.9	126	100.0

Chi Square = 1.467. Not significant at .05 level.

Table 9. Curriculum Assessment of Respondents by Grade Point Average.

Assessment Scale	<u>2.0-2.4</u>		<u>2.41-2.8</u>		<u>2.81-3.2</u>		<u>3.21-3.6</u>		<u>3.61-4.0</u>		<u>Total</u>	
	N	%	N	%	N	%	N	%	N	%	N	%
Low (0-13)	3	23.1	6	31.6	6	15.4	6	19.4	5	22.7	26	21.0
Average (14-16)	6	46.2	10	52.6	22	56.4	14	45.2	9	40.9	61	49.2
High (17-20)	<u>4</u>	<u>30.8</u>	<u>3</u>	<u>15.8</u>	<u>11</u>	<u>28.2</u>	<u>11</u>	<u>35.5</u>	<u>8</u>	<u>36.4</u>	<u>37</u>	<u>29.8</u>
Total	13	100.0	19	100.0	39	100.0	31	100.0	22	100.0	124	100.0

Chi Square = 4.531. Not significant at .05 level.

Faculty Assessment

Faculty assessment is one of the more prominent issues in higher education today. Most faculty are concerned with determining both the extent to which the student has mastered the details of courses and the extent to which the student is able to relate the materials he has learned to experiences beyond the classroom.

Student rating of the ability of faculty to teach is one of the most common methods of assessment used today. It would be unwise to regard student evaluations as a cure-all for the problems in higher education, but they can't be totally dismissed. They do offer, however, a hopeful possibility for solving some of the current problems connected with evaluating teacher effectiveness and improving the quality of instruction.

When asked in question D-6e, How satisfied they were with the teaching ability of the faculty, the responses were:

A. Very Satisfied	37.1%
B. Satisfied	43.9
C. Average	18.2
D. Poor	0.8
E. Very Poor	0.0

The graduates in this program expressed overwhelmingly (81.0%) their satisfaction with the teaching ability of the faculty.

Question D-6f stated: How interested was the faculty in the students? They answered:

A. Very Satisfied	41.6%
B. Satisfied	41.6
C. Average	15.2
D. Poor	1.5
E. Very Poor	0.0

Over 83% of the graduates indicated satisfaction with the interest shown by the faculty. Many noted that they had missed this close relationship when they were transferred to four-year schools.

Since research reveals the extent of controversy concerning student evaluation of faculty, it would be helpful to use several factors in determining teacher effectiveness. The factors which were employed were age, sex and grade point average. These are summarized in tables 10-12.

Table 10 reveals no significant differences between the assessment of the faculty across the various age groups.

There were no significant differences between the assessment of the faculty by males and females. 83.3% of both groups indicated the faculty effectiveness as being average or above. 16.7% of both groups rated the faculty teaching ability as being low. (Table 11).

It is noteworthy that fewer graduates in the lowest grade point range assessed the effectiveness of the faculty to be low. One might hold that the students who make lower grades are more critical of their instructors than those who make higher grades. (Table 12).

While the graduates had high regard for the teaching ability of the faculty, their real concerns were related to employment after completion of their training.

Table 10. Faculty Assessment of Respondents by Age.

Assessment Scale	20-25		26-30		31-35		36-40		41 Plus		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Low (0-7)	15	21.4	6	21.4	0	0	1	7.1	0	0	22	16.7
Average (8-10)	30	42.9	13	46.4	5	50.0	7	50.0	5	50.0	60	45.5
High (11-12)	25	35.7	9	32.1	5	50.0	6	42.9	5	50.0	50	37.9
Total	70	100.0	28	99.9	10	100.0	14	100.0	10	100.0	132	100.1

Chi Square = 6.890. Not significant at .05 level.

Table 11. Faculty Assessment of Respondents by Sex.

Assessment Scale	Male		Female		Total	
	N	%	N	%	N	%
Low (0-7)	6	16.7	16	16.7	22	16.7
Average (8-10)	21	58.3	39	40.6	60	45.5
High (11-12)	9	25.0	41	42.7	50	37.9
Total	36	100.0	96	100.0	132	100.1

Chi Square = 3.974. Not significant at .05 level.

Table 12. Faculty Assessment of Respondents by Grade Point Average.

Assessment Scale	<u>2.0-2.4</u>		<u>2.41-2.8</u>		<u>2.81-3.2</u>		<u>3.21-3.6</u>		<u>3.61-4.0</u>		<u>Total</u>	
	N	%	N	%	N	%	N	%	N	%	N	%
Low (0-7)	1	7.7	5	22.7	9	22.0	3	9.4	4	18.2	22	16.9
Average (8-10)	6	46.2	9	40.9	24	58.5	10	31.3	9	40.9	58	44.6
High (11-12)	<u>6</u>	<u>46.2</u>	<u>8</u>	<u>36.4</u>	<u>8</u>	<u>19.5</u>	<u>19</u>	<u>59.4</u>	<u>9</u>	<u>40.9</u>	<u>50</u>	<u>38.5</u>
Total	13	100.0	22	100.0	41	100.0	32	100.0	22	100.0	130	100.0

Chi Square = 13.734. Not significant at .05 level.

Job Preparation

The need for a greater emphasis on the preparation of both youth and adults for today's world of work is everywhere becoming recognized. How well the Education program prepared its graduates for the classroom was a main focus of the study.

The graduates were asked: How well did their training at L.C.C. prepare them for their current jobs. They answered:

A. Very well	34.3%
B. Well	29.4
C. Average	18.6
D. Poorly	1.1
E. Not at all	16.6

63.7% of the graduates indicated that their preparation for their current job was satisfactory. Another 16.6% answered that it had not been helpful to them at all. These graduates were either unemployed or were students who had transferred to four-year schools.

Another question was asked of the graduates concerning their current employment. Their responses with respect to being employed in the area of training were:

Education	52.7%
Social Work	0.9
Public Service	0.9
Students in 4-year schools	30.4
Other	15.1

Over 50% of the graduates were employed in the area of their training; 30.4% had gone on to four-year schools; 15.1% were employed on jobs that were not related to their training.

A further question about employment was asked of the graduates. It was, would they have obtained their present job without the training at L.C.C.? The responses were:

A. Yes	39.5%
B. No	60.5

From written comments on the questionnaire and from conversation at the time of personal interviews it was learned that many of the graduates were on their current jobs prior to coming to the college. They came there to upgrade their skills. The investigator made no effort to determine if these students were required to take the training in order to keep their jobs.

Forty-five Education graduates were employed outside the area of their training or were still students. The reasons they gave were:

A. Can't find work in area	26.6%
B. Doesn't pay well enough	2.2
C. No longer interested	2.2
D. Poor working conditions	2.2
E. Other	66.6

A check of the data revealed the "other" category to include students who were currently enrolled in four-year schools. The numbers who were unable to find work indicate the need for the college to be more directly involved in placement.

Such factors as age, sex and grade point average could influence the graduates' assessment of their job preparation. Information concerning these factors are included in tables 13-15.

It is significant that the younger graduates showed less satisfaction with their job preparation. This is probably due to the fact that many of the older graduates had jobs in the area of their training. (Table 13).

Table 13. Assessment of Job Preparation of Respondents by Age.

Assessment Scale	20-25		26-30		31-35		36-40		41 Plus		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less Satisfied	21	45.7	9	40.9	0	0.0	1	9.1	0	0.0	31	33.0
Satisfied	14	30.4	7	31.8	3	33.3	4	36.4	4	66.7	32	34.0
More Satisfied	11	23.9	6	27.3	6	66.7	6	54.5	2	33.3	31	33.0
Total	46	100.0	22	100.0	9	100.0	11	100.0	6	100.0	94	100.0

Chi Square = 17.625. *Significant at .05 level.

Table 14. Assessment of Job Preparation of Respondents by Sex.

Assessment Scale	Male		Female		Total	
	N	%	N	%	N	%
Less Satisfied	9	39.1	22	31.0	31	33.0
Satisfied	11	47.8	21	29.6	32	34.0
More Satisfied	3	13.0	28	39.4	31	33.0
Total	23	99.9	71	100.0	94	100.0

Chi Square = 5.718. Not significant at .05 level.

Table 15. Assessment of Job Preparation of Respondents by Grade Point Average.

Assessment Scale	<u>2.0-2.4</u>		<u>2.41-2.8</u>		<u>2.81-3.2</u>		<u>3.21-3.6</u>		<u>3.61-4.0</u>		<u>Total</u>	
	N	%	N	%	N	%	N	%	N	%	N	%
Less Satisfied	3	25.0	5	31.3	8	30.8	9	40.9	6	35.3	31	33.3
Satisfied	5	41.7	8	50.0	11	42.3	3	13.6	4	23.5	31	33.3
More Satisfied	<u>4</u>	<u>33.3</u>	<u>3</u>	<u>18.8</u>	<u>7</u>	<u>26.9</u>	<u>10</u>	<u>45.5</u>	<u>7</u>	<u>41.2</u>	<u>31</u>	<u>33.3</u>
Total	12	100.0	16	100.1	26	100.0	22	100.0	17	100.0	93	99.9

Chi Square = 8.608. Not significant at .05 level.



There was no significant differences between the males and the females in regard to their assessment of their job preparation. (Table 14).

No significant differences existed among the various grade point ranges as to job preparation. (Table 15).

Job preparation is the vehicle to employment, but the job itself is the tool to measure the effectiveness of the training.

Employment Status

The goal of the Education program was to prepare paraprofessionals to enter classrooms upon graduation.

Age, sex, grade point average and job preparation were factors employed to analyze the employment status of the graduates. This information is summarized in tables 16-19.

A larger number of graduates across age ranges were employed in the area of their training than were employed outside the area of their training, or who were students. (Table 16)

A significantly larger number of females were employed in the area of training than males. A similar number of males and females were students. (Table 17).

There were no significant differences in employment status of graduates across grade ranges in the Education program. (Table 18).

Significantly larger numbers of these graduates who were employed in the area of their training were satisfied with their job preparation. Those employed outside the area of training indicated their dissatisfaction with their job preparation. (Table 19).

Table 16. Employment Status of Respondents by Age.

Employment Status	20-25		26-30		31-35		36-40		41 Plus		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Employed in field	45	61.6	12	42.9	8	80.0	10	66.7	8	80.0	83	61.0
Employed out field	10	13.7	8	28.6	1	10.0	3	20.0	0	0.0	22	16.2
Student	18	24.7	8	28.6	1	10.0	2	13.3	2	20.0	31	22.8
Total	73	100.0	28	100.1	10	100.0	15	100.0	10	100.0	136	100.0

Chi Square = 10.296. Not significant at .05 level.

Table 17. Employment Status of Respondents by Sex.

Employment Status	Male		Female		Total	
	N	%	N	%	N	%
Employed in field	16	43.2	67	67.7	83	61.0
Employed out field	11	29.7	11	11.1	22	16.2
Student	10	27.0	21	21.2	31	22.8
Total	37	100.0	99	100.0	136	100.0

Chi Square = 8.806. *Significant at .05 level.

Table 18. Employment Status of Respondents by Grade Point Average.

Employment Status	2.0-2.4		2.41-2.8		2.81-3.2		3.21-3.6		3.61-4.0		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Employed in field	12	92.3	14	60.9	20	48.8	21	63.6	14	58.3	81	60.4
Employed out field	0	0.0	4	17.4	10	24.4	4	12.1	4	16.7	22	16.4
Student	1	7.7	5	21.7	11	26.8	8	24.2	6	25.0	31	23.1
Total	13	100.0	23	100.0	41	100.0	33	99.9	24	100.0	134	99.9

Chi Square = 8.942. Not significant at .05 level.

Table 19. Employment Status of Respondents by Job Preparation.

Employment Status	Very Satisfied		Satisfied		Average		Poor		Very Poor		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Employment in field	26	83.9	23	71.9	19	79.2	0	0.0	1	33.3	69	73.4
Employed out field	1	3.2	4	12.5	5	20.8	3	75.0	2	66.7	15	16.0
Student	4	12.9	5	15.6	0	0.0	1	25.0	0	0.0	10	10.6
Total	31	100.0	32	100.0	24	100.0	4	100.0	3	100.0	94	100.0

Chi Square = 26.038. Significant at .05 level.

Summary of Findings For The Education Program

The Education graduates expressed satisfaction with the curriculum at the college across age levels, between the sexes, and across grade point ranges.

Their assessment of the faculty was satisfactory in the category of teaching ability. The younger graduates tended to be more critical. The graduates indicated faculty interest in them had been profound and genuine. Those graduates finding employment in the area of their training assessed their job preparation as being satisfactory. The opposite is true of those who were employed outside the area of their training.

Social Work

The Social Work program at Lansing Community College was begun Fall Term, 1972. This program attempts to meet the needs of two student groups:

1. Those persons working full or part-time in social work paraprofessional positions who wish to improve their skills and obtain accreditation; and
2. those persons who wish to receive the Associate of Arts Degree with a specialization in social work.

Accordingly, the program contains two components:

1. A certificate program of about 50 credits primarily for full-time employees or volunteers in community agencies; and
2. an Associate of Arts program which can lead to immediate employment, as well as provide transferable credits to undergraduate schools of Social Work or Human Service curriculums.

A review of the literature and manpower surveys indicated the need for more effective means of service delivery, requiring an increase in manpower. Manpower shortages can best be resolved if persons trained at different levels of expertise are used in an optimum manner.

Promising signs point to increased agency and institutional use of the Associate degree graduates as their education and training become more relevant to their roles and functions. To aid the helping services in attaining a more effective delivery system, complementary roles for personnel must be designed and classified. The team approach has proved effective using both professionals and para-professionals as support personnel. Therefore, the educational challenge for the community college is to develop a wide variety of curriculum options that will train persons for support personnel roles in the human services.

The philosophy of linking learning to experience and of gearing education to life styles fits well into the basic goals of community colleges; meeting society's needs and opening new opportunities to those usually denied a place on the career ladder.

The core courses and their descriptions are in Appendix I.

Students' Views of the Program

Curriculum Assessment

The Social Work graduates returned thirty-three questionnaires. When they were asked: How do you feel about your decision to attend Lansing Community College, their responses were:

A. Excellent	63.6%
B. Good	33.3
C. Average	3.0
D. Poor	0.0
E. Very Poor	0.0

They were extremely satisfied (96.6%) with their decision to attend Lansing Community College.

Another question was: Would you have selected a different major if you had the chance to do so? They answered:

A. Yes	20.0%
B. No	80.0

Again, they indicated their satisfaction with the program generally.

Their attitude toward the quality of the program was indicated in their responses to the following questions:

What is your reaction to the way the courses were presented?

Their responses were:

A. Very Satisfied	27.3%
B. Satisfied	60.6
C. Average	9.1
D. Poor	3.0
E. Very Poor	0.0

The majority of the graduates (87.9%) were satisfied with the manner in which the courses were presented.

Another question further illustrates their satisfaction with the curriculum. They were asked: What is your reaction to the variety of subjects that were offered? Their responses were:

A. Very Satisfied	27.3%
B. Satisfied	60.6
C. Average	9.1
D. Poor	3.0
E. Very Poor	0.0

There was less satisfaction displayed in the graduates' answers to the next question. They were requested to respond to the level of difficulty of the courses. They answered:

A. Very Satisfied	9.1%
B. Satisfied	51.5
C. Average	36.4
D. Poor	3.0
E. Very Poor	3.0

A larger number of graduates (42.4%) indicated dissatisfaction with the level of difficulty of courses. When this was discussed with them, they voiced their displeasure with the content of some of the courses. This is an area that will be examined more closely after the completion of the study.

When they were queried as to their reaction to the depth of coverage of the courses, they responded:

A. Very Satisfied	18.2%
B. Satisfied	60.6
C. Average	12.1
D. Poor	9.1
E. Very Poor	0.0

Again, there was an increase in dissatisfaction to the program by the graduates.

Other factors considered as possibly being contributors in the evaluation of the program were age, sex and grade point average. Each of these factors were considered in the analysis of the curriculum, faculty, job preparation and employment status of the graduates. An analysis and discussion of the curriculum is in tables 20-22.

Table 20. Curriculum Assessment of Respondents by Age.

Assessment Scale	20-25		26-30		31-35		36-40		41 Plus		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Low (0-13)	2	28.6	1	20.0	1	20.0	1	14.3	1	12.5	6	18.8
Average (14-16)	5	71.4	2	40.0	4	80.0	5	71.4	4	50.0	20	62.5
High (17-20)	0	0.0	2	40.0	0	0.0	1	14.3	3	37.5	6	18.8
Total	7	100.0	5	100.0	5	100.0	7	100.0	8	100.0	32	100.1

Chi Square = 6.667. Not significant at .05 level.

Table 21. Curriculum Assessment of Respondents by Sex.

Assessment Scale	Male		Female		Total	
	N	%	N	%	N	%
Low (0-13)	0	0.0	7	26.9	7	21.2
Average (14-16)	6	85.7	14	53.8	20	60.6
High (17-20)	1	14.3	5	19.2	6	18.2
Total	7	100.0	26	99.9	33	100.0

Chi Square = 2.883. Not significant at .05 level.

Table 22. Curriculum Assessment of Respondents by Grade Point Average.

Assessment Scale	2.0-2.4		2.41-2.8		2.81-3.2		3.21-3.6		3.61-4.0		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Low (0-13)	0	0.0	1	14.3	3	18.8	0	0.0	3	42.9	7	21.2
Average (14-16)	0	0.0	5	71.4	11	68.8	3	100.0	1	14.3	20	60.6
High (17-20)	0	0.0	1	14.3	2	12.5	0	0.0	3	42.9	6	18.2
Total	0	0.0	7	100.0	16	100.1	3	100.0	7	100.1	33	100.0

Chi Square = 9.175. Not significant at .05 level.

Across age groups there appears to be little difference between those who rated the curriculum as average. None of those in the youngest age range assessed the curriculum as high (17-20); 28.6% of that age group rated the curriculum as low (0-13). (Table 20).

All the males rated the curriculum as average or above; only 73.0% of the females rated the curriculum as average or above. (Table 21).

Across grade point ranges there appears to be little difference among the groups. All the graduates in the 3.21-3.6 range assessed the curriculum as being average. (Table 22)

Faculty Assessment

Until Fall Term 1975 all faculty in the Social Work program were part-time. At that time the first full-time instructor was hired. A large number of part-time faculty continue to be employed.

In attempting to determine the teaching ability of the faculty, the graduates were asked: How satisfied were you with the teaching ability of the faculty? Their responses were:

A. Very Satisfied	33.3%
B. Satisfied	48.5
C. Average	9.1
D. Poor	6.1
E. Very Poor	3.0

Eighteen percent of the graduates disclosed their dissatisfaction with the teaching ability of the faculty.

They were next asked: In your opinion; how interested was the faculty in the students? The graduates answered:

A. Very Satisfactory	45.5%
B. Satisfactory	36.4
C. Average	15.1
D. Poor	3.0
E. Very Poor	0.0

Faculty interest in the students was rated by 91.9% of the graduates as being satisfactory or very satisfactory.

As in the Education program, factors of age, sex and grade point average were employed to analyze the responses of the graduates in their assessment of the faculty, as shown in tables 23-25.

There were no significant differences across age groups in their assessment of the faculty. Over 50% of both groups rated the faculty as possessing above average teaching ability. (Table 23).

All of the males assessed the faculty as average or above as to teaching ability; the females held the faculty in somewhat lower esteem with 84.6% rating them as average or above. (Table 24).

All the graduates in the 3.21-3.6 grade point range judged the faculty to be average or above. Interestingly, those graduates in the 3.61-4.0 grade point range rated the faculty as below average. (Table 25).

The graduates in the Social Work program were not as impressed with the teaching ability of the faculty as were the Education graduates.

Table 23. Faculty Assessment of Respondents by Age.

Assessment Scale	20-25		26-30		31-35		36-40		41 Plus		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Low (0-7)	0	0.0	1	20.0	1	20.0	1	14.3	0	0.0	3	9.4
Average (8-10)	3	42.9	2	40.0	3	60.0	5	71.4	3	37.5	16	50.0
High (11-12)	4	57.1	2	40.0	1	20.0	1	14.3	5	62.5	13	40.6
Total	7	100.0	5	100.0	5	100.0	7	100.0	8	100.0	32	100.0

Chi Square = 7.087. Not significant at .05 level.

Table 24. Faculty Assessment of Respondents by Sex.

Assessment Scale	Male		Female		Total	
	N	%	N	%	N	%
Low (0-7)	0	0.0	4	15.4	4	21.1
Average (8-10)	3	42.9	13	50.0	16	48.5
High (11-12)	4	57.1	9	34.6	13	39.4
Total	7	100.0	26	100.0	33	100.0

Chi Square = 1.845. Not significant at .05 level.

Table 25. Faculty Assessment of Respondents by Grade Point Average.

Assessment Scale	2.0-2.4		2.41-2.8		2.81-3.2		3.21-3.6		3.61-4.0		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Low (0-7)	0	0.0	1	14.3	1	6.3	0	0.0	2	28.6	4	12.1
Average (8-10)	0	0.0	4	57.1	9	56.3	1	33.3	2	28.6	16	48.5
High (11-12)	0	0.0	2	28.6	6	37.5	2	66.7	3	42.9	13	39.4
Total	0	0.0	7	100.0	16	100.1	3	100.0	7	100.1	33	100.0

Chi Square = 4.241. Not significant at .05 level.

Job Preparation

The Social Work graduates, as did the Education graduates, showed a real concern regarding employment after graduation. One of the questions they were asked was: How well did your training at L.C.C. prepare you for your current job? They gave the following responses:

A. Very Well	32.0%
B. Well	32.0
C. Average	20.0
D. Poorly	0.0
E. Not at all	16.0

Nine graduates did not respond to this question because they were not employed. The group that answered "not at all" was on their jobs prior to attending L.C.C.

In order to determine the number of graduates who were working in the area in which they were trained, the following question was asked: Where are you currently employed? They answered:

A. Social Work	46.2%
B. Education	3.8
C. Public Service	3.8
D. Student	15.4
E. Other	30.8

Those in the category "other" were employed in jobs not related to social work or to the training they had received.

Yet another question asked: Would you have had your present job without the training at L.C.C.? The responses were:

A. Yes	42.9%
B. No	57.1

Almost one-half of the graduates had obtained their jobs without any special training, but attended L.C.C. to upgrade and improve their skills.

Of the Social Work graduates, 38.4% were employed outside the area of their training. Their responses as to why were:

A. Can't find work in area of training	53.8%
B. Doesn't pay well	0.0
C. No longer interested	0.0
D. Poor working conditions	0.0
E. Other	46.2

Of those who answered "other", 30.8% were students who had transferred to four-year schools. The remaining 15.4% were housewives who were not seeking work at the time of the survey. These findings indicate a real need for the college to become more actively involved in the placement of Social Work graduates.

Data was analyzed regarding the job preparation of the graduates employing the following factors: age, sex and grade point average

There was little difference, by age, among the graduates as to their assessment of their training as it relates to job preparation. (Table 26).

Satisfied with their job preparation were 71.5% of the males; 64.7% of the females indicated satisfaction. There was little difference in their assessments. (Table 27).

Table 28 revealed little difference between the assessment of job preparation across grade point ranges. Fifty percent of the graduates in the 3.61-4.0 range rated their job preparation to be less than satisfactory.

Table 26. Assessment of Job Preparation of Respondents by Age.

Assessment Scale	20-25		26-30		31-35		36-40		41 Plus		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less Satisfied	5	83.3	1	20.0	0	0.0	1	33.3	1	12.5	8	33.3
Satisfied	1	16.7	2	40.0	2	100.0	2	66.7	3	37.5	10	41.7
More Satisfied	0	0.0	2	40.0	0	0.0	0	0.0	4	50.0	6	25.0
Total	6	100.0	5	100.0	2	100.0	3	100.0	8	100.0	24	100.0

Chi Square = 14.695. Not significant at .05 level.

Table 27. Assessment of Job Preparation of Respondents by Sex.

Assessment Scale	Male		Female		Total	
	N	%	N	%	N	%
Less Satisfied	2	28.6	6	35.3	8	33.3
Satisfied	3	42.9	7	41.2	10	41.7
More Satisfied	2	28.6	4	23.5	6	25.0
Total	7	100.1	17	100.0	24	100.0

Chi Square = 0.121. Not significant at .05 level.

Table 28. Assessment of Job Preparation of Respondents by Grade Point Average.

Assessment Scale	2.0-2.4		2.41-2.8		2.8-3.2		3.21-3.6		3.61-4.0		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less Satisfied	0	0.0	2	40.0	3	25.0	1	33.3	2	50.0	8	33.3
Satisfied	0	0.0	2	40.0	5	41.7	2	66.7	1	25.0	10	41.7
More Satisfied	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>20.0</u>	<u>4</u>	<u>33.3</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>25.0</u>	<u>6</u>	<u>25.0</u>
Total	0	0.0	5	100.0	12	100.0	3	100.0	4	100.0	24	100.0

Chi Square = 2.503. Not significant at .05 level.

Employment Status

The employment status of the Social Work graduates was less favorable than that of the Education graduates.

A large number of the graduates across age ranges were employed outside the area of training. This, again, points out the failure of the college to place graduates in the social work program. (Table 29).

Table 30 indicated little difference between males and females as to employment in the area of their training.

There was no significant difference across grade point ranges between those employed in the area of their training and those who were not employed in the area of training. (Table 31).

There were no significant differences in the graduates' responses to their satisfaction with their job preparation whether they were employed in the area of training or outside the area of training. (Table 32).

Summary of Findings For The Social Work Program

The Social Work program at Lansing Community College is attempting to meet the needs of two student groups: (1) those persons working full or part-time in social work paraprofessional positions who wish to improve their skills and (2) persons who wish to receive the Associate of Arts Degree specializing in Social Work.

Table 29. Employment Status of Respondents by Age.

Employment Status	20-25		26-30		31-35		36-40		41 Plus		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Employed in field	3	42.9	2	40.0	1	20.0	1	14.3	5	55.6	12	36.4
Employed out field	4	57.1	3	60.0	3	60.0	3	42.9	4	44.4	17	51.5
Student	0	0.0	0	0.0	1	40.0	3	42.9	0	0.0	4	12.1
Total	7	100.0	5	100.0	5	100.0	7	100.1	9	100.0	33	100.0

Chi Square = 10.93. Not significant at .05 level.

Table 30. Employment Status of Respondents by Sex.

Employment Status	Male		Female		Total	
	N	%	N	%	N	%
Employed in field	3	42.9	9	34.6	12	36.4
Employed out field	4	57.1	13	50.0	17	51.5
Student	0	0.0	4	15.4	4	12.1
Total	7	100.0	26	100.0	33	100.0

Chi Square = 1.235. Not significant at .05 level.

Table 31. Employment Status of Respondents by Grade Point Average.

Employment Status	2.0-2.4		2.42-2.8		2.81-3.2		3.21-3.6		3.61-4.0		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Employed in field	0	0.0	2	28.6	6	37.5	2	66.7	2	28.6	12	36.4
Employed out field	0	0.0	4	57.1	8	50.0	1	33.3	4	57.1	17	51.5
Student	0	0.0	1	14.3	2	12.5	0	0.0	1	14.3	4	12.1
Total	0	0.0	7	100.0	16	100.0	3	100.0	7	100.0	33	100.0

Chi Square = 13.162. Not significant at .05 level.

Table 32. Employment Status of Respondents by Job Preparation.

Employment Status	Very Satisfied		Satisfied		Average		Poor		Very Poor		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Employed in field	6	100.0	4	40.0	2	40.0	0	0.0	0	0.0	12	50.0
Employed out field	0	0.0	6	60.0	3	60.0	1	100.0	2	100.0	12	50.0
Student	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	6	100.0	10	100.0	5	100.0	1	100.0	2	100.0	24	100.0

Chi Square = 9.600. Not significant at .05 level.

The graduates' viewed the program favorably, but showed less enthusiasm than the Education graduates for the way the courses were presented and to the depth of coverage of the courses. About one-third of the graduates judged the program to be poor.

Much of the Social Work graduates' dissatisfaction appears to be related to their employment status. Those employed in the area of their training display greater satisfaction with all facets of the program than do those who are unemployed or employed outside the area of their training.

SECTION B

ADMINISTRATIVE AND COUNSELING STAFF CONCEPTS OF HUMAN SERVICES PROGRAMS

Administrative

The sources of certificate and degree programs depends in large part on administrative leadership. Central administration can mekr or break a program. The President and his executive committees can, through staff recruiting, control of the planning process and allocation of funds, order the priorities of his institution. Although state regulations, faculty attitudes, student actions, trustee and other governmental positions and societal views on college education all influence the status of certificate and degree programs in the community college, central administration continues to be highly influential.

Two key academic administrators, the Dean of the Liberal Arts Division and the Chairperson of the Social Science Department, were

contacted, and their concepts of the Human Services programs were included in the study. (See Appendix E-1).

The Dean viewed the college as being very community-minded; open to student access and offering a variety of programs to meet the varied demands of a varied student body. He stated that although there is the normal administrative bureaucratic structure, it is flexible and allows for rapid change, when deemed necessary. This change can come about more smoothly than at many other similar institutions. Up to this point the Dean stated that the school has possessed a great amount of autonomy. This position could be threatened by increased state controls, with the state having greater influence on the types of courses offered. The possibility of collective bargaining resulting in the loss of autonomy that now exists was also mentioned.

The Dean spoke warmly of the certificate/degree programs in the Human Services. He said, "they not only prepare the graduate for employment, but also provide a set of competencies that the institution has certified it will produce."

He thought of the Teacher Aide program as being in a state of decline due to a decrease in the need for personnel in education. There are other courses in the Human Service focus that the Dean considered to be viable. These included: Social Work, Substance Abuse, and Adult Foster Care Training.

Data in the Dean's office revealed that Social Work students appear not to be as academically strong as those in other programs

across the division. His explanation being that the many students drawn to social work were ones who had experienced adversities or who were not academically strong. These data displayed the Teacher Aide students as being slightly stronger academically. They were more typical of the caliber of the community college student. The following data was given to substantiate the above statements: For the Fall term 1975 the mean G.P.A. was 2.16 for the Social Work Certificate students; 2.44 for the Teacher Aide Certificate students; 2.88 for the Social Work transfer students and 2.99 for the Education transfer students. These figures compare to an average G.P.A. of 2.51 for the Arts and Sciences Division (for the same period) and 2.74 for the total student body.

When asked about the strength or weakness of the curricula in these programs, the Dean mentioned their being required by the State Department of Education to be taught according to performance objectives. He also discussed the relevance of the required experience (practicums) which makes the training in these programs more complete. He also stated that each of the programs offered an array of courses that provided an excellent background for the students. The present structure of the programs allows for only one full-time person per program and this limits the curriculum development but the programs depend upon the part-time faculty to bring added variety. He saw the programs as being very realistic. There have been requests from the community for other courses to be offered.

When queried as to whether these programs should have a component of liberal and scientific studies, the Dean's answer was, "Absolutely, because their inclusion leads to a more rounded individual; not only prepares the student for employment, but also to live in the society."

The Chairperson of the Social Science Department is more closely involved with the Human Services programs and is the immediate supervisor of the Director of the programs. He viewed the characteristics of the college to be one of being willing to seek out and respond to community needs. He saw this as a reason for the rapid and continuous growth of the college.

The certificate programs were thought by him to be more important at L.C.C. than the transfer programs in that the former provides training to meet some specific need.

The social status of technological employment has been raised because it is being offered by a community college.

The Chairperson stated that when these programs began the faculty were reluctant and thought the standards of the department were being lowered. When it was seen that the students in these programs are comparable to students in other parts of the college, this reluctance diminished.

He stated that his relationship with the students in the Human Services programs was no different than with those in other programs within the department.

Several factors tend to make the instruction more effective in these programs than in most other courses. Goals of these programs must be set forth in the form of performance objectives. The basic courses are generic. The instructors are more closely supervised and have a closer relationship with the students. The practicum tends to make the program strong in that the student is called upon to demonstrate the theories previously taught.

To emphasize the realistic nature of the programs, he cited the success of graduates in the classrooms and in various social agencies. He also noted that many have transferred to four-year institutions and have been successful as upper level students.

The Chairperson did not believe it to be necessary for the students in the certificate programs to have the additional liberal and scientific studies because these programs are vocational/education and emphasis is placed on a job oriented skills package. However, he stated that those seeking the Associate of Arts Degree definitely need the component of liberal and scientific studies included in their programs. This component, added to the basic skills, makes for a broader person and provides a broader basis for decision making.

Counseling Staff

The role of counselors at Lansing Community College is primarily to assist students in developing to their fullest potential through individual and group counseling, information, testing, and other helping services. (See Appendix E-2).

The students are informed of the availability of counseling services through the college catalog, the student handbook, brochures and orientation at registration.

The Reading Progress Scale is administered to in-coming students during registration. The purpose of the test is early detection of students who may need special help to ensure their academic success. Other testing which is routinely done includes the G.A.T.B., required as part of admission to the apprenticeship program. Several other tests are available should there be a request or known need, particularly in areas of Career Planning and values clarification.

An orientation program is offered at registration. Although voluntary, most new students are involved and receive assistance through the Reading Progress Scale and related advising before entering registration.

There are efforts made to assist students in choosing academic programs during orientation. A group of student (peer) advisors assist students following the reading test and prior to entrance into registration. If students desire more help in making an academic choice they are advised to make an appointment with a counselor.

A Student Development Center was established explicitly to counsel low-income and minority students. There are three counselors in the center.

Several counselors on the staff are particularly qualified to offer career planning to students in need of this kind of help. There

is a two credit course in Career Planning which the students may take that will present different possibilities for their consideration.

There has been some reluctance on the part of counselors and financial aid personnel to encourage students to choose Social Work and Education as their educational choice. Their reluctance has been based on the perceived lack of jobs available in these fields. Considerable time and effort must be spent by the staff in the Human Services to change this image and to assure the support staff personnel that students can find gainful employment upon graduation.

Four locations exist on campus for counseling. Although available when needed, personal counseling is not a significant aspect of the counseling program.

No special effort is made to counsel students into these programs. They are treated as are students entering other programs.

The relationship between the counseling staff and that of the placement office mainly is one of referral. The counselors refer students to the placement office when they are seeking employment in the area of their training.

The counseling staff is sensitive to institutional policies which affect the students and offer input whenever possible in all areas (admissions, curriculum, evaluation and student life on campus).

SECTION C

ADVISORY COMMITTEE CONCEPTS
OF HUMAN SERVICES PROGRAMS

The Advisory Committees for each program are structured in the same manner. The information given by two members of each of these committees is summarized collectively.

Community involvement and support plus administrative backing are essential aspects of program planning and implementation. Need for the program is often determined by an Advisory Committee representing the community. The Advisory Committee is usually composed of agency and government representatives, educators from other colleges (especially four-year colleges in the area), representatives and clients or former clients, and students. This committee can assist not only in the development of curriculum, but also by providing resources for student field placement, helping both in recruiting students and in placing graduates on jobs, conferring with merit and civil service systems concerning creating jobs for graduates, and in general, keeping the college informed of changes in the community and in agencies. This committee also interprets the college to the community.

Members of the Advisory Committee, who usually serve for one or two terms, are unpaid and act in an advisory capacity as interested citizens. Though they have no legal status, they provide invaluable assistance to the program director. The group meets at least two or three times a year.

In urban areas the need for Human Services is often extensive. The committee can help school administrators obtain funds either locally or at state and federal levels. Besides helping graduates secure employment and evaluating their performance, the committee can suggest to the college minor modifications which more closely relate the program to employment requirements. To the community and the general public they act as interpreters and advocates of the program and sometimes as buffers between the community and the school or the students.

Each of the programs in this study has an advisory committee. Two members of each committee were interviewed (see Appendix E-3). Since the committees operate in the same manner, the findings were not analyzed independently and were presented collectively.

The members of the Advisory Committees who were interviewed have been members since the beginning of their particular program. Each person spoke with high regard for the Human Services Career training programs. They stated that the goals were being met at a highly successful rate. They gave the basis for their rating as the large numbers of Teacher Aides and Social Work Technicians who were employed in the schools and in the various social agencies. They further stated that teachers and principals are eager to hire aides who have had some training. They are particularly enthusiastic about the Lansing Community College graduate because of the curriculum which so adequately combines the theoretical education with the practical experience of the practicum. The same was true of the social agencies who have hired the Social Work graduates.

The members were not only familiar with the curriculum, but were also knowledgeable in the areas of evaluation, field work, placement of graduates and how well the graduates succeed on the job. The comments were all very favorable with one exception, that of job placement. The members stated that a better plan for placing the graduates should be developed.

The members of the committees understood their role as being one of providing input for the program to make it more responsive to community needs, suggesting curriculum changes and the evaluation of current practices.

Each of the committees were organized prior to the operation of the programs and were instrumental in their development. The committees meet as a group for each program and meet at the discretion of the Program Director, who also prepares the agenda.

A lack of student participation was observed and was coupled with the suggestion for improvement in this area. The members stated that the majority of their involvement had been in the area of curriculum, but thought they should become more involved in other areas such as: recruitment and placement of students and in evaluation of the programs.

There was some concern that an attempt should be made to maintain representation on the committees from all the areas that the school services. The members are chosen by the Program Director with recommendations from current members.

There was no doubt in the minds of the members that the Human Services programs were treated by the college equally with students and staffs in degree and transfer programs. There was definite agreement among the members as to the equitable disbursement of funds, administrative and counseling services, library facilities and equipment and housing. They also had reason to believe the college's regard for these sorts of programs was one of importance because of the cooperation the committees had received.

The two Education Committee members were decided in their opinion that their program was tied in well with area needs. The members of the Social Work Committee were not as definite, and expressed a desire to see more effort put forth by their committees to secure more employment for the graduates of these two programs.

The members were questioned as to their role in a decision to seriously change a program or perhaps to eliminate it. Their response was that their advice would be strongly considered before any major changes in a program would be undertaken or any program eliminated.

The members conceive of the programs being geared to meet the needs of anyone who is interested in Human Services training, but expressed a particular interest in seeing those from low-income groups and minorities being provided with the skills for entry level jobs and to upgrade the skills of those who are already employed.

SECTION D

FACULTY CONCEPTS OF HUMAN SERVICES PROGRAMS

The similarities among the structures of each program resulted in an overlap of responses from the faculty. Since the programs are so similar, and many of the faculty have taught in one of the other programs, their concepts have been analyzed collectively.

It is generally recognized as desirable to have full-time instructors, chosen from Human Service fields, but interdisciplinary faculty can strengthen programs, particularly if they are given enough time for sharing of objectives and concepts. If it is necessary to employ part-time staff, these persons should share in faculty meetings and in student advising.

The "ideal" faculty member will have a deep commitment to the value and aims of the Human Service professions. He/she will have a realistic knowledge of cultures and an ability to work with sub-cultures, including the college culture. He/she will have a knowledge of the community and be aware of its problems; and will know the agencies and organizations (their services, constraints and limitations, as well as their strengths). This person will have a wide range of conceptual and practical knowledge and will know what is involved in the learning-teaching experience. He/she acts as a role model for students and has an ability that enables him/her to share their values with the students, according to Witte (34).

The major responsibility of the faculty is to facilitate student learning. Faculty must teach so that relevant and viable

educational experiences are achieved by all students. Also, faculty must develop a curriculum to respond to student, community and societal needs which incorporates a sequence of significant learning experiences. In addition, they should actively participate in the counseling of students and consulting with them concerning their program and career development. A faculty member in each program should have the responsibility of coordinating field instruction, including teaching a practicum seminar. All faculty should seek to evaluate both student learning and their own teaching.

There is one full-time instructor in each of the programs (Education and Social Work) at Lansing Community College. Part-time faculty is used for the remaining teaching positions, and they make excellent contributions to the program. (See Appendix E-4).

Thirty-four part-time and full-time faculty members were interviewed by the investigator. Seven had been or were full-time faculty; sixteen taught in the Education program; fifteen in the Social Work program and three in other Human Services programs. The majority had taught one or more of the core courses in their particular program.

The instructors were unanimous in their acclaim of the Human Services programs. They noted that the curriculums not only prepare the students for immediate employment, but they also provide the foundation for a career in a profession. A major aspect of this theory was thought, by the faculty, to be the career ladder concept which offers consistent reward of increased responsibility and financial increments

as the individual acquires more education and added work experience. A major complaint of one-third of the instructors was that these programs have not been accepted by all agencies or four-year institutions. They indicated that the college should accept the responsibility of coming to grips with this problem.

More than one-half of the faculty forcefully argued that the Human Services instructors be persons with a strong background as practitioners in the field in which the training is being given. They further remarked that if the program is to provide both the theoretical concepts and the way in which these are to be converted into practice, the person teaching must have the skill and experience to teach the application as well as the theory.

At least three-fourths of the part-time faculty expressed concern that they did not have enough time to give more individual counseling to students. They were of the opinion that this was a duty that could not be assigned to the regular counseling department of the college because someone outside the professional field would be unable to relate to the students' needs as they pertain to Human Services.

The practicum or field experience was considered by all the faculty as being a major feature of the programs. They thought this to be so because it is in the practicum that the student practices what he/she has been taught.

Placement of the students upon graduation was considered to be mandatory. Many thought it should be within the Social Science

Department but thought it should also be a part of the regular placement service of the college. They were aware of the need to give special emphasis to the placement of Social Work graduates.

Follow up was considered to be important in order to determine whether those who have completed the program are successful on their jobs or in the four-year schools if they plan to transfer.

Summary

Interviews were held with the administrative staff directly involved with the Human Services programs which included the Dean of the Arts and Sciences Division and the Chairperson of the Social Science Department. Each of them agreed that the college was interested in the success of the Human Services programs and attested to their being realistic in their preparation of graduates for employment. The findings indicate that the Human Services students are academically typical of the students in other programs in the college.

The counseling staff supports the programs, but were reluctant to encourage students to enter them. This reluctance was due to their apparent perceptions of a lack of job opportunities in these areas.¹

The Citizen Advisory Committee members were supportive of the programs and discussed the need to become more directly involved in the development of employment possibilities for the students and in providing better placement opportunities upon graduation.

¹The Program Director has since met with counseling staff to provide them with information which has resulted in a better understanding of the programs.

The faculty in each of the programs had a deep commitment to the value and aims of the Human Services programs. They appeared knowledgeable about the community and its problems and to be aware of the agencies and organizations focusing upon these problems.

One of the limitations, as seen by the faculty, was the lack of acceptance of Human Services students by social agencies and four year institutions.

Another area of concern centered around the need for more individual counseling for Human Services students. They discussed the possibility of doing more of the counseling because of their familiarity with the program content and the needs of the students, as compared to the counselors.

From the interviews with administrators, counseling staff, advisory committee members and faculty it could be concluded that the Human Services programs at Lansing Community College are performing the task they set out to do, but there are some definite areas of weakness that need to be strengthened. These conclusions and recommendations will be included in Chapter V.

CHAPTER V
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The Problem

This study was designed to undertake an in-depth examination and evaluation of the certificate and degree programs in Human Services at Lansing Community College.

These programs were in need of assessment and evaluation to determine the relevance of the curriculum, the employability of the graduates, the conditions under which such programs succeed and the feasibility of operating such programs or the need for the modification of them.

One purpose of the study was to appraise two of the Human Services programs at Lansing Community College and to suggest better ways to implement these programs. A second purpose was to help administrators, faculty, professional workers and employers to understand the possible contributions that paraprofessional workers in Human Services make.

Methodology

The study included 286 graduates in Education and Social Work who completed their programs during the period from June, 1971 through

December, 1975. Interviews were conducted with two academic administrators, an administrator in counseling services, two members of each of the citizen advisory committees, and thirty-four faculty members.

A questionnaire was designed to examine the current status of the programs as to how well they were preparing the graduates for employment and to seek ideas and recommendations of the persons responding.

The instrument was an individual inquiry form and was composed of fixed alternative and open-ended items.

A copy of the questionnaire, a cover letter, and a stamped return envelope were mailed to each of the graduates. A follow-up letter was sent to those who had not responded at the end of five weeks.

The first mailing was sent to 286 graduates; forty-six were returned because of inadequate addresses. The total response was 177 (of 240), or 73.7%. The Chi Square test was employed to compare samples to determine whether they were consistent in their responses to items dealing with the program. Statistical significance was reported at the .05 level of confidence as a means of estimating the accuracy of the findings.

The responses of the interviews were summarized descriptively in terms of reactions and recommendations of those interviewed.

The findings were based on the questionnaire responses of 177 graduates and interviews with administrators, advisory committee members and faculty.

Findings From Survey of Graduates

The individual responses of the graduates were grouped and analyzed according to the major categories of: curriculum assessment, faculty assessment, job preparation and employment status. The more significant findings are presented according to these categories. Important findings derived from analysis of the specific sub-samples are also presented and discussed. Discussion follows the listing of major findings for each category.

Curriculum Assessment

The findings revealed a favorable acceptance for both the Education and Social Work programs. Satisfaction with the curricula was expressed by the graduates across age levels, between the sexes and across grade point ranges.

Some graduate dissatisfaction with the content of the courses and the awareness of weaknesses caused by possible misinterpretation of the programs' objectives were disclosed.

The summaries of the interviews held with administrators, advisory committee members and faculty indicated a consensus of agreement regarding the worth of the curriculum in the Human Services programs.

Both the faculty and members of the advisory committees discussed the need for more direct involvement, on their part, in the operation of the Human Services programs.

Faculty Assessment

The graduates displayed satisfaction with the teaching ability of the faculty and an awareness of the high level of faculty interest shown for students.

The Social Work graduates were not as satisfied with the teaching ability of the faculty as were the Education graduates. Discussions with them revealed a lack of continuity among the faculty in their presentation of course materials. There is a need to meet more regularly with the Social Work faculty (particularly the part-time) to eliminate the possibility of "fragmentation" of the program.

Job Preparation

Those graduates who had been able to find jobs showed great satisfaction with the job preparation their training provided. There is, however, a need to determine if the programs are adequately preparing students for employment. This could best be accomplished by contacting employers of the Human Services graduates.

Employment Status

Findings indicated that more Education graduates had been able to find jobs in the area of their training than had Social Work graduates.

Some of the dissatisfaction expressed by the graduates was with lack of job opportunities after graduation.

There is a need for the Human Services to develop a placement service to supplement the one that is now in existence in the college. The faculty and others involved with these programs are best qualified to match the students with the jobs.

It would also be constructive if the program director would contact prospective employers to develop possible job slots for the Human Services students. Many agencies have shown an interest in hiring the paraprofessional but need more information regarding the type of training the students receive and the kinds of work for which their training has prepared them to do.

Other concerns disclosed by the findings of the study indicated a need to maintain follow-up files on all graduates of the Human Services programs to serve as a part of a continuous appraisal.

The Human Services graduates expressed some problems they had encountered transferring to four-year schools. There is a need to develop a greater degree of articulation with the four-year schools.

Findings From Interviews With Administrators, Advisory Committee Members and Faculty

Administrators

Both the Dean of the Liberal Arts Division and the Chairperson of the Social Science Department were in agreement as to the relevance of the training to future employment.

They were also in agreement as to the type of students who were enrolled in the two programs and found them to possess similar characteristics to students in other programs in the college.

The practicums were considered by both to add strength to the programs in that the students are required to demonstrate the theories they have been taught.

The director of the counseling services stated that his staff is sensitive and aware of institutional policies which affect the students in all areas such as admissions, curriculum, evaluation and student life on the campus.

Advisory Committee Members

The members of each of the citizen advisory committees understood their roles as providing input for the programs to make them more responsive to community needs, suggesting curriculum changes and the evaluation of current practices. The two members of the Education Committee were more satisfied with the programs and the placement of the graduates than were the Social Work Committee members. However, the members of both groups cited the need for themselves and the college placement office to become more actively involved in the placement of graduates.

Both groups expressed great respect for the practicums or field experiences that are built into the programs.

Faculty

The faculty in both the Education and Social Work programs noted that the curriculums of each not only prepared the students for immediate employment, but also provided the foundation for a career in a profession.

The practicums were considered by the faculty of both programs as being a major feature, in that they allow the students to practice what they have been taught.

Discussion

In general, it would appear that both programs were looked upon favorably by the graduates. Those who were employed in the area of their training were more favorable than those who were unemployed or employed outside the area of their training.

The administrators, advisory committee members and faculty generally expressed satisfaction with the programs. They saw the training as preparing the students for immediate employment upon graduation.

All of the groups considered the practicums, or field experiences to be a very vital part of these programs.

Although approximately 50% of the graduates of the two programs were employed in the area of their training, and another 25% were students who had transferred to four-year schools continuing in similar programs, the graduates and those in other groups suggested that better placement and follow-up procedures be developed.

Recommendations

On the basis of the findings for each of the programs it would appear that the following recommendations would enhance the programs

and, thus, provide for a more meaningful learning experience for the Human Services students:

1. Curriculum Changes
 - a. There is a need for a review of the content of the courses in the Education and the Social Work programs to ascertain their relevance for the students.
 - b. There is a need to review the objectives of each of the programs with their respective advisory committees and faculties.
2. Faculty Improvement
 - a. There is a need for the faculty to maintain a schedule which provides time to counsel students in the Human Services programs.
 - b. There is a need for scheduled faculty meetings to discuss methods of maintaining program continuity.
3. Job Preparation
 - a. A plan should be developed to contact employers of Human Services graduates to determine the program strengths and weaknesses in respect to job preparation.
 - b. A list of job descriptions of work being performed by paraprofessionals in schools and social agencies should be prepared to compare the relevance of current training methods to job preparation.
4. Employment Status
 - a. A placement service to supplement the school's service should be developed and made available to all students in Human Services.
 - b. Perspective employers should be contacted to develop possible job slots for graduates of the programs.
 - c. A follow-up system to maintain contact with Human Services graduates should be developed and utilized.

5. Other

- a. There is a need to provide better articulation with four-year schools and to make the transition from two-year schools to four-year schools smoother.

Implications For Future Research

Research of the order of the present study could take three possible directions: (1) further research with the programs at Lansing Community College, both in the programs included in this study and also in other studies which have been established since; (2) since the stated objectives were not specifically included in this study, a necessary next step should be to extend the evaluation to an appraisal of the relationships of the programs to the outcomes which currently exist; and (3) the projection or discussion of studies that could be undertaken at other institutions or on a broader basis.

APPENDICES

APPENDIX A
LETTER OF REQUEST FOR PARTICIPATION
TO SAMPLE POPULATION

APPENDIX A

LETTER OF REQUEST FOR PARTICIPATION
TO SAMPLE POPULATION

February 5, 1976

Dear Former Student:

Lansing Community College is continually in the process of evaluating their programs to better meet the needs of the students.

The Social Science Department is conducting a study of the graduates of the Human Service Career Programs. These include the Teacher Aide, Social Work Technician and Public Service Programs. In order to gather this information, a questionnaire is being sent to all students who received the Certificate of Achievement or the Associate Degree.

Enclosed is a self-addressed, stamped envelope to return the questionnaire. Would you please help to make this study complete by filling out the questionnaire and returning it by March 1, 1976.

Thank you for your help in this very important effort.

Sincerely,

Ray Margaret Jackson
Program Director
Human Services Careers

Encl. (1)

APPENDIX B
STUDENT QUESTIONNAIRE

APPENDIX B
STUDENT QUESTIONNAIRE

LANSING COMMUNITY COLLEGE
HUMAN SERVICES GRADUATE FOLLOW UP STUDY QUESTIONNAIRE

Fill in or check the appropriate response for each item:

A. Background Information

1. Address: _____
City and State _____ Zip Code _____
2. Year of Birth: _____ 3. Sex (1) M _____ (2) F _____

B. Educational Information

1. What degree(s) did you receive from L.C.C.?
(1) Certificate of Achievement _____. (2) Associate of Arts _____. (3) Associate General _____. (4) Transfer _____. (5) None _____.
2. What degree(s) have you received from other universities?
(1) Bachelors _____ (2) Masters _____ (3) Other (Specify) _____

3. What colleges or universities did you attend prior to L.C.C.?
(1) _____
(2) _____
(3) _____
4. What colleges or universities did you attend after L.C.C.?
(1) _____
(2) _____
(3) _____
5. Do you plan future college education for yourself?
(1) Yes _____ (2) No _____ (3) Undecided _____

C. While you were attending L.C.C.:

1. What was your year of entrance? 19 _____.
2. What was your average grade? (4 point scale)

(1) 2.00-2.20 _____	(6) 3.01-3.20 _____
(2) 2.21-2.40 _____	(7) 3.21-3.40 _____
(3) 2.41-2.60 _____	(8) 3.41-3.60 _____
(4) 2.61-2.80 _____	(9) 3.61-3.80 _____
(5) 2.81-3.00 _____	(10) 3.81-4.00 _____

D. Reaction to Academic Program at L.C.C.

1. How do you feel about your decision to attend L.C.C.?
 - (1) Excellent Decision _____, (2) Good Decision _____,
 - (3) Satisfactory Decision _____, (4) Poor Decision _____,
 - (5) Very Poor Decision _____.
2. How well did your college education at L.C.C. prepare you for your current job?
 - (1) Very well _____, (2) Well _____, (3) Average _____,
 - (4) Poorly _____, (5) Not at all _____.
- 3a. Where are you currently employed?

- 3b. What are your duties?

- 3c. Would you have obtained this job without your L.C.C. training?
 - (1) Yes _____ (2) No _____
4. If you are not working now in the area of your training at L.C.C., why not? (May check more than one reason)
 - (a) Unable to find work in the area _____.
 - (b) More money in another area _____.
 - (c) Lost interest in area of training _____.
 - (d) Working conditions more attractive in other areas _____.
 - (e) Other reason _____
5. If you had it to do over, would you select a different major?
 - (1) Yes _____ (2) No _____

If yes, what major? _____

In the following questions, mark (X) in the appropriate space. Please answer each question.

6. Indicate your reactions to the following aspects of your major at L.C.C.

Major _____
 Title of Major

	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Average</u>	<u>Poor</u>	<u>Very Poor</u>
(a) The way the courses were presented	()	()	()	()	()
(b) The variety of subjects covered	()	()	()	()	()
(c) The level of difficulty of courses	()	()	()	()	()
(d) The depth of coverage of courses	()	()	()	()	()
(e) The availability of the faculty	()	()	()	()	()
(f) The teaching ability of the faculty	()	()	()	()	()
(g) The faculty interest in the student	()	()	()	()	()
(h) The preparation for your current job	()	()	()	()	()
(i) The number of credit hours required to complete your particular program	()	()	()	()	()

7a. What, in your opinion, was the most useful course you took at L.C.C. in your professional education courses?

Why? _____

7b. What, in your opinion, was the least useful course you took at L.C.C. in your professional education courses?

Why? _____

APPENDIX C
FOLLOW-UP LETTER

APPENDIX C
FOLLOW-UP LETTER

LANSING COMMUNITY COLLEGE
419 N. Capitol Avenue
Lansing, Michigan 48914

April 2, 1976

Dear Former Student:

We are continuing to attempt to reach former students in Education, Social Work or Public Service.

Would you please return the questionnaire we sent to you several weeks ago? If you didn't receive your questionnaire would you please call me at 373-7196 during the day or at 351-5702 during the evening hours.

We are hoping to use this material to upgrade our training program and to hopefully help to locate jobs for the graduates.

Sincerely,

R. M. Jackson
Program Director
Human Services Careers

APPENDIX D
ITEM ANALYSIS OF QUESTIONNAIRE

APPENDIX D
ITEM ANALYSIS OF QUESTIONNAIRE

Question 1. Year of Birth

At the time of responding to the questionnaire 46.3% of the respondees were between 20-25 years of age. Therefore, they were 17 or 18 at admission to the program during the period June 1971-December 1975. Education respondees tend to be slightly younger and Social Work students slightly older than students in the various other program areas.

AGE	Total	Elem. Ed.	A.A.		A.A.		A.A.		Gen. Ed.	Public		Soc.		Teach.	
			Soc. Wrk.	Sec. Ed.	A.A. Spec. Ed.	Ed.	Serv. Cert.	Work Cert.		Aide Cert.					
20-25	46.3 82.0	63.5 40.0	27.3 6.0	50.0 19.0	60.0 3.0	71.4 5.0	25.0 2.0	9.1 1.0	26.1 6.0						
26-30	18.6 33.0	12.7 8.0	9.1 2.0	36.8 14.0	20.0 1.0	0.0 0.0	0.0 0.0	27.3 3.0	21.7 5.0						
31-35	10.1 18.0	6.3 4.0	18.2 4.0	5.3 2.0	20.0 1.0	0.0 0.0	37.5 3.0	9.1 1.0	13.0 3.0						
36-40	13.0 23.0	14.3 9.0	27.3 6.0	2.6 1.0	0.0 0.0	14.3 1.0	12.5 1.0	9.1 1.0	17.4 4.0						
41-45	4.0 7.0	1.6 1.0	9.1 2.0	2.6 1.0	0.0 0.0	0.0 0.0	25.0 2.0	0.0 0.0	4.3 1.0						
46-50	5.7 10.0	0.0 0.0	9.1 2.0	2.6 1.0	0.0 0.0	14.3 1.0	0.0 0.0	18.2 2.0	17.4 4.0						
51-55	1.1 2.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0						
56 Plus	0.6 1.0	1.6 1.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0						
No Date	0.6 <u>1.0</u>	0.0 <u>0.0</u>	0.0 <u>0.0</u>	0.0 <u>0.0</u>	0.0 <u>0.0</u>	0.0 <u>0.0</u>	0.0 <u>0.0</u>	0.0 <u>0.0</u>	0.0 <u>0.0</u>						
TOTAL:	100.0 177.0	35.6 63.0	12.4 22.0	21.5 38.0	2.8 5.0	4.0 7.0	4.5 8.0	6.2 11.0	13.0 23.0						

Question 2. Sex

All the respondents answered this question. 27.1% were from males compared to 72.9% from females. This distribution is not at all similar to the distribution of sex in the college (57.4% males and 42.6% females - Winter Term). The male-female distribution in the Human Services was as follows:

<u>SEX</u>	<u>Total</u>	<u>Elem. Ed.</u>	<u>A.A. Soc. Wrk.</u>	<u>A.A. Sec. Ed.</u>	<u>A.A. Spec. Ed.</u>	<u>Gen. Ed.</u>	<u>Public Serv. Cert.</u>	<u>Soc. Work Cert.</u>	<u>Teach. Aide Cert.</u>
Male	Percentage 27.1 Frequency 48.0	15.9 10.0	22.7 5.0	55.3 21.0	20.0 1.0	42.9 3.0	50.0 4.0	18.2 2.0	8.7 2.0
Female	Percentage 72.9 Frequency 129.0	84.1 53.0	77.3 17.0	44.7 17.0	80.0 4.0	57.1 4.0	50.0 4.0	81.8 9.0	91.3 21.0
TOTAL:	Percentage 100.0 Frequency 177.0	35.6 63.0	12.4 22.0	21.5 38.0	2.8 5.0	4.0 7.0	4.5 8.0	6.2 11.0	13.0 23.0

Question 3. Degree Received from Lansing Community College

Of 174 graduates returning questionnaires, 15.5% received Certificates of Achievement, 68.4% received Associate of Arts degrees, and 14.4% received Associate General degrees. Three students did not answer this question.

L.C.C. DEGREE	Total	Elem. Ed.	A.A. Soc. Wrk.	A.A. Sec. Ed.	A.A. Spec. Ed.	Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.
Cert. of Achieve.	Percentage Frequency	15.5 27.0	0.0 0.0	2.7 1.0	0.0 0.0	0.0 0.0	37.5 3.0	54.5 6.0	65.2 5.0
Assoc. of Arts	Percentage Frequency	68.4 119.0	90.9 20.0	89.2 33.0	100.0 5.0	14.3 1.0	37.5 3.0	18.2 2.0	13.0 3.0
Associate General	Percentage Frequency	14.4 25.0	9.1 2.0	8.1 3.0	0.0 0.0	85.7 6.0	12.5 1.0	27.3 3.0	13.0 3.0
Transfer	Percentage Frequency	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
None	Percentage Frequency	1.7 3.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	12.5 1.0	0.0 0.0	8.7 2.0
TOTAL:	Percentage Frequency	100.0 174.0	12.6 22.0	21.3 37.0	2.9 5.0	4.0 7.0	4.6 8.0	6.3 11.0	13.2 23.0

Question 4. Degrees From Other Colleges or Universities

Ninety-three graduates had received no degrees from other colleges or universities. Of the eighty-four graduates who answered this question, 76.2% have received Bachelors degrees, 3.6% have Masters degrees, and 20.2% are working on degrees. The largest group with advanced degrees is the Elementary Education major with 47.6%. The Social Work students are the only ones who have received the Masters degrees (3.6%).

OTHER DEGREES	Total	Elem. Ed.	A.A. Soc. Wrk.	A.A.		Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.
				Sec. Ed.	Spec. Ed.				
Bachelors	76.2	75.0	72.7	89.5	100.0	100.0	33.3	0.0	100.0
Percentage		30.0	8.0	17.0	3.0	3.0	1.0	0.0	2.0
Frequency	64.0								
Masters	3.6	0.0	9.1	0.0	0.0	0.0	66.7	0.0	0.0
Percentage	3.0	0.0	1.0	0.0	0.0	0.0	2.0	0.0	0.0
Frequency									
Now Working	20.2	25.0	18.2	10.5	0.0	0.0	0.0	100.0	0.0
Percentage	17.0	10.0	2.0	2.0	0.0	0.0	0.0	3.0	0.0
Frequency									
TOTAL:	100.0	47.6	13.1	22.6	3.6	3.6	3.6	3.6	2.4
Percentage	84.0	40.0	11.0	19.0	3.0	3.0	3.0	3.0	2.0
Frequency									

Question 5. Colleges or Universities Attended Prior to Lansing Community College

One hundred thirty-five students attended no other colleges prior to coming to L.C.C.: Forty-two had attended other schools, 61.9% attended four-year schools, 9.5% attended other two-year schools, and 29.6% attended trade or business schools.

COLLEGES BEFORE L.C.C.	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.		Public Serv. Cert.		Soc. Work Cert.		Teach. Aide Cert.	
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
4-Year	61.9	76.9	37.5	83.3	66.7	100.0	100.0	100.0	33.3	20.0							
	26.0	10.0	3.0	5.0	2.0	1.0	3.0	1.0	1.0	1.0							
Junior	9.5	0.0	12.5	16.7	33.3	0.0	0.0	0.0	0.0	20.0							
	4.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0							
Trade or Business	28.6	23.1	50.0	0.0	0.0	0.0	0.0	0.0	66.7	60.0							
	12.0	3.0	4.0	0.0	0.0	0.0	0.0	0.0	2.0	3.0							
TOTAL:	100.0	31.0	19.0	14.3	7.1	2.4	4.9	7.1	11.9	11.9							
	42.0	13.0	8.0	6.0	3.0	1.0	3.0	3.0	3.0	5.0							

Question 6. Colleges or Universities Attended After Lansing Community College

Forty-three graduates attended no colleges after L.C.C. Of the remaining 134 graduates, 99.3% attended four-year schools, none of the graduates attended two-year schools, and .7%, or one, attended trade or business schools.

COLLEGES AFTER L.C.C.	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.		Public Serv. Cert.		Soc. Work Cert.		Teach. Aide Cert.	
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
4-Year	99.3 133.0	100.0 57.0	100.0 18.0	100.0 35.0	80.0 4.0	100.0 5.0	100.0 3.0	100.0 3.0	100.0 3.0	100.0 3.0	100.0 8.0	100.0 8.0	100.0 8.0	100.0 8.0	100.0 8.0	100.0 8.0	100.0 8.0
Junior	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
Trade or Business	0.7 1.0	0.0 0.0	0.0 0.0	0.0 0.0	20.0 1.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
TOTAL:	100.0 134.0	42.5 57.0	13.4 18.0	26.1 35.0	3.7 5.0	3.7 5.0	2.2 3.0	2.2 3.0	2.2 3.0	2.2 3.0	6.0 8.0	6.0 8.0	6.0 8.0	6.0 8.0	6.0 8.0	6.0 8.0	6.0 8.0

Question 7. Future College Plans

Of the 177 questionnaires, 175 answered. 86.3% of these answered that they did have future plans, 5.1% said they did not have future college plans, and 8.6% were undecided.

FUTURE COLLEGE PLANS	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.		Public Serv. Cert.		Soc. Work Cert.		Teach. Aide Cert.					
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency		
Yes	86.3 151.0	86.3	151.0	85.5	151.0	77.3	136.0	97.3	173.0	100.0	173.0	42.9	75.0	75.0	136.0	90.9	163.0	91.3	163.0		
No	5.1 9.0	5.1	9.0	3.2	9.0	9.1	9.0	2.7	9.0	0.0	0.0	14.3	25.0	25.0	0.0	0.0	4.3	9.0	4.3	9.0	
Undecided	8.6 15.0	8.6	15.0	11.3	15.0	13.6	15.0	0.0	0.0	0.0	0.0	42.9	0.0	0.0	9.1	9.1	4.3	15.0	4.3	15.0	
TOTAL:	100.0 175.0	100.0	175.0	35.4	175.0	12.6	175.0	21.1	175.0	2.9	175.0	4.0	4.6	4.6	6.3	6.3	13.1	13.1	13.1	23.0	23.0

Question 8. Year of Entrance at Lansing Community College

The total number of people entering the three programs (Education, Social Work, and Public Service) each year has been consistent (25-29). There has been a continuous drop in the Education program which reflects the changes taking place in this field.

YEAR OF ENTRANCE	Total	Elem. Ed.	A.A.		A.A.		A.A. Spec. Ed.	Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.
			Soc. Wrk.	Sec. Ed.	A.A. Sec. Ed.	A.A. Spec. Ed.					
1969	Percentage 15.3 Frequency 26.0	19.0	4.5	16.7	25.0	16.7	16.7	0.0	0.0	0.0	22.7
1970	Percentage 15.3 Frequency 26.0	15.9	13.6	13.9	0.0	50.0	3.0	12.5	0.0	0.0	18.2
1971	Percentage 17.1 Frequency 29.0	19.0	13.6	16.7	25.0	0.0	0.0	25.0	0.0	0.0	22.7
1972	Percentage 16.5 Frequency 28.0	14.3	22.7	11.1	25.0	0.0	0.0	25.0	44.4	4.0	13.6
1973	Percentage 14.7 Frequency 25.0	11.1	9.1	13.9	25.0	0.0	0.0	25.0	55.6	3.0	13.6
Other	Percentage 21.2 Frequency 36.0	20.6	36.4	27.8	0.0	33.3	2.0	12.5	0.0	0.0	9.1
TOTAL:	Percentage 170.0 Frequency	37.1	12.9	21.2	2.4	3.5	4.7	4.7	5.3	9.0	12.9
		63.0	22.0	36.0	4.0	6.0	8.0	8.0	9.0	9.0	22.0

Question 9. Grade Point Average at Lansing Community College

The largest percentage (24%) of graduates were in the 2.8-3.0 range. The next largest group (13.7%) was 3.4-3.6. The smallest group (2.3%) was 2.2-2.4. There were four groups with the same percentage (9.7%): 2.6-2.8, 3.0-3.2, 3.2-3.4, and 3.6-3.8.

L.C.C. GRADE POINT AVERAGE	Percentage Frequency	Total	Elem. Ed.	A.A. Soc. Wrk.	A.A. Sec. Ed.	A.A. Spec. Ed.	Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.
2.00-2.2	5.1 9.0	5.1 9.0	3.2 2.0	0.0 0.0	5.3 2.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	22.7 5.0
2.21-2.4	2.3 4.0	2.3 4.0	3.2 2.0	0.0 0.0	2.6 1.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	4.5 1.0
2.41-2.6	7.4 13.0	7.4 13.0	3.2 2.0	13.6 3.0	15.8 6.0	0.0 0.0	0.0 0.0	0.0 0.0	9.1 1.0	4.5 1.0
2.61-2.8	9.7 17.0	9.7 17.0	12.9 8.0	9.1 2.0	5.3 2.0	0.0 0.0	0.0 0.0	0.0 0.0	9.1 1.0	18.2 4.0
2.81-3.0	24.0 42.0	24.0 42.0	12.9 8.0	36.4 8.0	31.6 12.0	20.0 1.0	57.1 4.0	12.5 1.0	18.2 2.0	27.3 6.0
3.01-3.2	9.7 17.0	9.7 17.0	4.8 3.0	18.2 4.0	13.2 5.0	20.0 1.0	14.3 1.0	12.5 1.0	18.2 2.0	0.0 0.0
3.21-3.4	9.7 17.0	9.7 17.0	14.5 9.0	0.0 0.0	10.5 4.0	0.0 0.0	14.3 1.0	25.0 2.0	9.1 1.0	0.0 0.0
3.41-3.6	13.7 24.0	13.7 24.0	16.1 10.0	4.5 1.0	7.9 3.0	40.0 2.0	14.3 1.0	37.5 3.0	9.1 1.0	13.6 3.0
3.61-3.8	9.7 17.0	9.7 17.0	11.3 7.0	13.6 3.0	5.3 2.0	20.0 1.0	0.0 0.0	12.5 1.0	18.2 2.0	4.5 1.0
3.81-4.0	8.6 15.0	8.6 15.0	17.7 11.0	4.5 1.0	2.6 1.0	0.0 0.0	0.0 0.0	0.0 0.0	9.1 1.0	4.5 1.0
TOTAL:	Percentage Frequency	100.0 175.0	35.4 62.0	12.6 22.0	21.7 38.0	2.9 5.0	4.0 7.0	4.6 8.0	6.3 11.0	12.6 22.0

Question 10. Decision to Attend Lansing Community College

All of the graduates except one answered this question. 61.4% of those answering thought their decision to attend L.C.C. was an excellent one. 35.2% thought their decision was a good one. 2.8% felt the decision was satisfactory. 0.6%, or one student, felt their decision was a poor one, and no students thought their decision was very poor.

DECISION TO ATTEND	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.		Public Serv. Cert.		Soc. Work Cert.		Teach. Aide Cert.	
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
Excellent	61.4	68.3	43.0	72.7	16.0	51.4	19.0	60.0	3.0	57.1	4.0	62.5	5.0	45.5	5.0	56.5	13.0
Good	35.2	30.2	19.0	27.3	6.0	43.2	16.0	40.0	2.0	42.9	3.0	37.5	3.0	45.5	5.0	34.8	8.0
Satisfactory	2.8	1.6	1.0	0.0	0.0	2.7	1.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1	1.0	8.7	2.0
Poor	0.6	0.0	0.0	0.0	0.0	2.7	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Very Poor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL:	100.0	35.8	63.0	12.5	22.0	21.0	37.0	2.8	5.0	4.0	7.0	4.5	8.0	6.3	11.0	13.1	23.0

Question 11. Quality of Lansing Community College Preparation for Current Job

Forty-four of the sample did not answer this question because they were not employed. (The reasons for their unemployment are discussed in the study). Of the remaining 133 graduates, 33.8% answered very well, 30.1% answered well, 19.5% gave an answer of average preparation, 0.8% answered poorly, and 15.8% answered not at all. (The last group included all those persons who were employed, but not in jobs for which this training at L.C.C. had prepared them for).

QUALITY OF L.C.C. PREPARATION		Total	Elem. Ed.	A.A. Soc. Wrk.	A.A. Sec. Ed.	A.A. Spec. Ed.	Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.
Very Well	Percentage Frequency	33.8 45.0	37.5 18.0	26.7 4.0	16.0 4.0	25.0 1.0	33.3 2.0	33.3 2.0	40.0 4.0	52.6 10.0
Well	Percentage Frequency	30.1 40.0	33.3 16.0	20.0 3.0	36.0 9.0	25.0 1.0	16.7 1.0	33.3 2.0	50.0 5.0	15.8 3.0
Average	Percentage Frequency	19.5 26.0	16.7 8.0	33.3 5.0	24.0 6.0	25.0 1.0	16.7 1.0	33.3 2.0	0.0 0.0	15.8 3.0
Poorly	Percentage Frequency	0.8 1.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	5.3 1.0
Not at All	Percentage Frequency	15.8 21.0	12.5 6.0	20.0 3.0	24.0 6.0	25.0 1.0	33.3 2.0	0.0 0.0	10.0 1.0	10.5 2.0
TOTAL:	Percentage Frequency	100.0 133.0	36.1 48.0	11.3 15.0	18.8 25.0	3.0 4.0	4.5 6.0	4.5 6.0	7.5 10.0	14.3 19.0

Question 12. Current Employment

Thirty-one graduates were not employed at the time of the study (17.5% of 177). The remaining 146 were employed as follows: Education--41.8%, Social Work--9.6%, Public Service--3.4%, Student--25.3%, and other employment--19.9%.

CURRENT EMPLOYMENT	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency				
Education	41.8	54.9	0.0	39.4	0.0	50.0	60.0	12.5	10.0	12.5	10.0	68.4	13.0
	61.0	28.0	0.0	13.0	0.0	2.0	3.0	1.0	1.0	1.0	1.0	13.0	0.0
Social Work	9.6	0.0	37.5	3.0	0.0	0.0	0.0	12.5	60.0	1.0	6.0	0.0	0.0
	14.0	0.0	6.0	1.0	0.0	0.0	0.0	1.0	6.0	1.0	6.0	0.0	0.0
Public Service	3.4	0.0	0.0	0.0	0.0	0.0	0.0	50.0	10.0	0.0	1.0	0.0	0.0
	5.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0	1.0	0.0	1.0	0.0	0.0
Student	25.3	29.4	25.0	30.3	50.0	0.0	0.0	25.0	0.0	0.0	0.0	21.1	4.0
	37.0	15.0	4.0	10.0	2.0	2.0	0.0	2.0	0.0	0.0	0.0	4.0	0.0
Other	19.9	15.7	37.5	27.3	0.0	0.0	40.0	0.0	20.0	0.0	2.0	10.5	2.0
	29.0	8.0	6.0	9.0	0.0	0.0	2.0	0.0	2.0	0.0	2.0	2.0	2.0
TOTAL:	100.0	34.9	11.0	22.6	2.7	3.4	5.5	6.9	13.0	13.0	19.0	19.0	19.0
	146.0	51.0	16.0	33.0	4.0	5.0	8.0	10.0	10.0	10.0	10.0	19.0	19.0

Question 13. Would Have Obtained Current Job Without Lansing Community College Training

42.6% of these students said they would have obtained their current jobs without their training at L.C.C. 57.4% stated they would not have received their job without the L.C.C. training.

GOT JOB WITHOUT L.C.C. TRAINING	Total	Elem. Ed.	A.A.		A.A. Sec. Ed.	A.A. Spec. Ed.	Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.
			Soc. Wrk.	A.A.						
Yes	42.6 Percentage 46.0 Frequency	37.1 13.0	45.5 5.0	39.1 9.0	33.3 1.0	50.0 2.0	83.3 5.0	40.0 4.0	43.8 7.0	
No	57.4 Percentage 62.0 Frequency	62.9 22.0	54.5 6.0	60.9 14.0	66.7 2.0	50.0 2.0	16.7 1.0	60.0 6.0	56.3 9.0	
TOTAL:	100.0 Percentage 108.0 Frequency	32.4 35.0	10.2 11.0	21.3 23.0	2.8 3.0	3.7 4.0	5.6 6.0	9.3 10.0	14.8 16.0	

Question 14. Why Not Employed in Area of Training

Fifty-nine graduates answered this question. Thirty-one were unemployed. Twenty-eight were employed but not in the field in which they were trained. 32.2% were unable to find work in the area of training, and 1.7% felt the salaries in their area of training were too low. 1.7% had lost interest in working in the area of their training. 1.7% were dissatisfied with work conditions in their area of training and 62.7% listed other reasons (housewives, students, etc.).

WHY NOT WORKING	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.		Public Serv. Cert.		Soc. Work Cert.		Teach. Aide Cert.	
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
Couldn't Find	32.2 19.0	15.8 3.0	50.0 5.0	23.1 3.0	33.3 1.0	33.3 1.0	0.0 0.0	0.0 0.0	33.3 1.0	0.0 0.0	0.0 0.0	0.0 0.0	66.7 2.0	57.1 4.0			
Money	1.7 1.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0			
No Interest	1.7 1.0	0.0 0.0	0.0 0.0	7.7 1.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0			
Working Conditions	1.7 1.0	5.3 1.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0			
Other	62.7 37.0	78.9 15.0	50.0 5.0	69.2 9.0	66.7 2.0	33.3 1.0	100.0 1.0	33.3 1.0	100.0 1.0	33.3 1.0	5.1 0.0	1.7 0.0	5.1 0.0	42.9 3.0			
TOTAL:	100.0 59.0	32.2 19.0	17.0 10.0	22.0 13.0	5.1 3.0	5.1 3.0	1.7 1.0	1.7 1.0	1.7 1.0	1.7 1.0	1.7 1.0	1.7 1.0	5.1 3.0	11.9 7.0			

Question 15. If You Had It To Do Over, Would You Select a Different Major?

This question was answered by 169 graduates. The percentage of graduates who answered yes was 18.9%. The percentage who answered no was 81.1%.

WOULD SELECT DIFFERENT MAJOR	Total	Elem. Ed.	A.A. Soc. Wrk.	A.A. Sec. Ed.	A.A. Spec. Ed.	Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.		
										Percentage	Frequency
Yes	18.9 32.0	11.3 7.0	21.1 4.0	30.6 11.0	0.0 0.0	16.7 1.0	0.0 0.0	18.2 2.0	31.8 7.0		
No	81.1 137.0	88.7 55.0	78.9 15.0	69.4 25.0	100.0 5.0	83.3 5.0	100.0 8.0	81.8 9.0	68.2 15.0		
TOTAL:	100.0 169.0	36.7 62.0	11.2 19.0	21.3 36.0	3.0 5.0	3.6 6.0	4.7 8.0	6.5 11.0	13.0 22.0		

Question 16. Way Courses Were Presented

Four graduates didn't answer this question. Of those answering: 30.1% were very satisfied, 61.3% were satisfied, 7.5% were average, 1.2% felt course presentation was poor. No students gave a rating of very poor.

COURSE PRESENTATION	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.		Public Serv. Cert.		Soc. Work Cert.		Teach. Aide Cert.	
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
Very Satisfied	30.1 52.0	32.8 20.0	22.7 5.0	27.8 10.0	40.0 2.0	57.1 4.0	25.0 2.0	36.4 4.0	21.7 5.0								
Satisfied	61.3 106.0	59.0 36.0	68.2 15.0	58.3 21.0	60.0 3.0	42.9 3.0	75.0 6.0	45.5 5.0	73.9 17.0								
Average	7.5 13.0	8.2 5.0	9.1 2.0	11.1 4.0	0.0 0.0	0.0 0.0	0.0 0.0	9.1 1.0	4.3 1.0								
Poor	1.2 2.0	0.0 0.0	0.0 0.0	2.8 1.0	0.0 0.0	0.0 0.0	0.0 0.0	9.1 1.0	0.0 0.0								
Very Poor	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0								
TOTAL:	100.0 173.0	35.3 61.0	12.7 22.0	20.8 36.0	2.9 5.0	4.0 7.0	4.6 8.0	6.4 11.0	13.3 23.0								

Question 18. Level of Difficulty of Courses

Four graduates did not answer this question. 16.8% answered very satisfied; 56.6% answered satisfied; 25.4% answered average; 1.2% felt level of difficulty was poor; none of the graduates answered very poor.

COURSE DIFFICULTY	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.		Public Serv. Cert.		Soc. Work Cert.		Teach. Aide Cert.	
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
Very Satisfied	16.8 29.0	24.6	15.0	4.5	1.0	11.1	4.0	0.0	0.0	28.6	2.0	12.5	1.0	18.2	2.0	17.4	4.0
Satisfied	56.6 98.0	52.5	32.0	54.5	12.0	77.8	28.0	60.0	3.0	71.4	5.0	50.0	4.0	45.5	5.0	39.1	9.0
Average	25.4 44.0	23.0	14.0	36.4	8.0	11.1	4.0	40.0	2.0	0.0	0.0	37.5	3.0	36.4	4.0	39.1	9.0
Poor	1.2 2.0	0.0	0.0	4.5	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.3	1.0
Very Poor	0.0 0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL:	100.0 173.0	35.3	61.0	12.7	22.0	20.8	36.0	2.9	5.0	4.0	7.0	4.6	8.0	6.4	11.0	13.3	23.0

Question 19. Depth of Coverage of Courses

Four graduates did not answer this question. The responses to the questions were as follows: 16.8% very satisfied; 60.1% satisfied; 20.8% were average; 2.3% thought poor; and no one answered very poor.

DEPTH OF COVERAGE	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.		Public Serv. Cert.		Soc. Work Cert.		Teach. Aide Cert.	
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
Very Satisfied	16.8 29.0	21.3	13.6	8.3	3.0	0.0	0.0	14.3	25.0	27.3	17.4	4.0					
Satisfied	60.1 104.0	55.7	63.6	75.0	27.0	80.0	4.0	71.4	50.0	54.5	43.5	10.0					
Average	20.8 36.0	23.0	9.1	13.9	5.0	20.0	1.0	14.3	25.0	18.2	39.1	9.0					
Poor	2.3 4.0	0.0	13.6	2.8	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Very Poor	0.0 0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
TOTAL:	100.0 173.0	35.3	12.7	20.8	36.0	2.9	5.0	4.0	4.6	6.4	13.3	23.0					

Question 21. Teaching Ability of Faculty

Four graduates failed to answer this question. The responses of those who answered were: 37% as being very satisfied; 43.9% as satisfied; 16.8% as average; 1.7% as poor; and 0.6% as very poor.

FACULTY TEACHING	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.		Public Serv. Cert.		Soc. Work Cert.		Teach. Aide Cert.	
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
Very Satisfied	37.0	44.3	31.8	30.6	40.0	28.6	50.0	36.4	30.4	7.0	4.0	4.0	4.0	4.0	4.0	4.0	7.0
Satisfied	43.9	37.7	50.0	50.0	40.0	42.9	25.0	45.5	52.2	11.0	2.0	2.0	2.0	5.0	5.0	5.0	12.0
Average	16.8	18.0	9.1	19.4	20.0	28.6	25.0	9.1	13.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	3.0
Poor	1.7	0.0	9.1	0.0	0.0	0.0	0.0	0.0	4.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
Very Poor	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL:	100.0	35.3	12.7	20.8	2.9	4.0	4.6	6.4	13.3	61.0	22.0	8.0	11.0	23.0	23.0	23.0	23.0

Question 22. Faculty Interest in the Student

Of 173 responses, 42.2% were very satisfied, 40.5% were satisfied, 15.6% responded to average satisfaction, 1.7% as poor, and none of the respondents gave an answer of very poor.

FACULTY INTEREST	Total	Elem. Ed.	A.A. Soc. Wrk.	A.A. Sec. Ed.	A.A. Spec. Ed.	Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.
Very Satisfied	42.2 73.0	49.2 30.0	45.5 10.0	22.2 8.0	40.0 2.0	42.9 3.0	37.5 3.0	45.5 5.0	52.2 12.0
Satisfied	40.5 70.0	39.3 24.0	36.4 8.0	55.6 20.0	40.0 2.0	28.6 2.0	37.5 3.0	36.4 4.0	30.4 7.0
Average	15.6 27.0	11.5 7.0	13.6 3.0	19.4 7.0	20.9 1.0	14.3 1.0	25.0 2.0	18.2 2.0	17.4 4.0
Poor	1.7 3.0	0.0 0.0	4.5 1.0	2.8 1.0	0.0 0.0	14.3 1.0	0.0 0.0	0.0 0.0	0.0 0.0
Very Poor	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
TOTAL:	100.0 173.0	35.3 61.0	12.7 22.0	20.8 36.0	2.9 5.0	4.0 7.0	4.6 8.0	6.4 11.0	13.3 23.0

Question 23. Preparation for Current Job

One hundred twenty-five graduates answered this question. The responses of those who answered were: 32% were very satisfied, 36.8% were satisfied, 23.2% as average, 4% as poor, and 4% as very poor.

JOB PREPARATION	Total	Elem. Ed.		A.A. Soc. Wrk.		A.A. Sec. Ed.		A.A. Spec. Ed.		Gen. Ed.		Public Serv. Cert.		Soc. Work Cert.		Teach. Aide Cert.	
		Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
Very Satisfied	32.0 40.0	35.6	28.6	13.6	3.0	25.0	1.0	40.0	2.0	42.9	3.0	20.0	2.0	50.0	9.0		
Satisfied	36.8 46.0	33.3	21.4	45.5	10.0	50.0	2.0	20.0	1.0	57.1	4.0	70.0	7.0	22.2	4.0		
Average	23.2 29.0	26.7	35.7	31.8	7.0	0.0	0.0	40.0	2.0	0.0	0.0	0.0	0.0	16.7	3.0		
Poor	4.0 5.0	4.4	7.1	4.5	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.6	1.0		
Very Poor	4.0 5.0	0.0	7.1	4.5	1.0	25.0	1.0	0.0	0.0	0.0	0.0	10.0	1.0	5.6	1.0		
TOTAL:	100.0 125.0	36.0	11.2	17.6	22.0	3.2	4.0	4.0	5.0	5.6	7.0	8.0	10.0	14.4	18.0		

Question 24. Credit Hours Required to Complete Program

With 168 graduates responding, 26.8% were very satisfied, 58.9% were satisfied, 11.3% were average, 1.8% were poor, and 1.2% as very poor.

CREDIT HOURS REQUIRED	Total	Elem. Ed.	A.A. Soc. Wrk.	A.A. Sec. Ed.	A.A. Spec. Ed.	Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.
Very Satisfied	26.8	35.6	22.7	14.3	20.0	50.0	25.0	18.2	27.3
	45.0	21.0	5.0	5.0	1.0	3.0	2.0	2.0	6.0
Satisfied	58.9	50.8	63.6	71.4	60.0	50.0	37.5	72.7	59.1
	99.0	30.0	14.0	25.0	3.0	3.0	3.0	8.0	13.0
Average	11.3	13.6	9.1	8.6	0.0	0.0	25.0	9.1	13.6
	19.0	8.0	2.0	3.0	0.0	0.0	2.0	1.0	3.0
Poor	1.8	0.0	4.5	2.9	0.0	0.0	12.5	0.0	0.0
	3.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	0.0
Very Poor	1.2	0.0	0.0	2.9	20.0	0.0	0.0	0.0	0.0
	2.0	0.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0
TOTAL:	100.0	35.1	13.1	20.8	3.0	3.6	4.8	6.5	13.1
	168.0	59.0	22.0	35.0	5.0	6.0	8.0	11.0	22.0

Social Science	Percentage	9.2	5.2	22.2	3.6	50.0	0.0	14.3	18.2	5.0
	Frequency	14.0	3.0	4.0	1.0	2.0	0.0	1.0	2.0	1.0
Education	Percentage	10.5	19.0	5.6	7.1	0.0	0.0	0.0	0.0	10.0
	Frequency	16.0	11.0	1.0	2.0	0.0	0.0	0.0	0.0	2.0
Math	Percentage	2.6	1.7	0.0	3.6	0.0	28.6	0.0	0.0	0.0
	Frequency	4.0	1.0	0.0	1.0	0.0	2.0	0.0	0.0	0.0
Music	Percentage	1.3	3.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Frequency	2.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art	Percentage	1.3	1.7	0.0	3.6	0.0	0.0	0.0	0.0	0.0
	Frequency	2.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
Social Work	Percentage	3.3	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0
	Frequency	5.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0
History	Percentage	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Frequency	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Government	Percentage	0.7	0.0	0.0	0.0	0.0	0.0	14.3	0.0	0.0
	Frequency	1.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0
Other	Percentage	11.1	8.6	0.0	14.3	0.0	14.3	57.1	18.2	5.0
	Frequency	17.0	5.0	0.0	4.0	0.0	1.0	4.0	2.0	1.0
TOTAL:	Percentage	100.0	37.9	11.8	18.3	2.6	4.6	4.6	7.2	13.1
	Frequency	153.0	58.0	18.0	28.0	4.0	7.0	7.0	11.0	20.0

Question 26. Least Useful Course

Sixty-two graduates did not answer this question. However, many of them said that all of the courses they took were useful to them. 17.4% of the graduates listed Humanities as being the least useful course. It is most interesting to note that 15.7% (same as most useful) listed psychology as the least useful. The basic courses (Science, Humanities, Communication and Social Science) had similar percentages and were the highest of the courses listed as least useful.

LEAST USEFUL COURSE	Total	Elem. Ed.	A.A. Soc. Wrk.	A.A. Sec. Ed.	A.A. Spec. Ed.	Gen. Ed.	Public Serv. Cert.	Soc. Work Cert.	Teach. Aide Cert.
Humanities	17.4	21.3	21.4	20.7	0.0	0.0	0.0	0.0	9.1
Percentage Frequency	20.0	10.0	3.0	6.0	0.0	0.0	0.0	0.0	1.0
Science	13.0	10.6	28.6	13.8	100.0	0.0	0.0	0.0	9.1
Percentage Frequency	15.0	5.0	4.0	4.0	1.0	0.0	0.0	0.0	1.0
Communi- cations	11.3	17.0	0.0	13.8	0.0	0.0	0.0	0.0	9.1
Percentage Frequency	13.0	8.0	0.0	4.0	0.0	0.0	0.0	0.0	1.0
Psychology	15.7	21.3	7.1	17.2	0.0	33.3	0.0	0.0	9.1
Percentage Frequency	18.0	10.0	1.0	5.0	0.0	1.0	0.0	0.0	1.0
Field Placement	0.9	0.0	0.0	0.0	0.0	0.0	0.0	14.3	0.0
Percentage Frequency	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0
Teacher Aide Prac.	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1
Percentage Frequency	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0

Social Science	Percentage	12.2	14.9	14.3	10.3	0.0	0.0	0.0	0.0	14.3	9.1
	Frequency	14.0	7.0	2.0	3.0	0.0	0.0	0.0	0.0	1.0	1.0
Education	Percentage	7.0	4.3	0.0	10.3	0.0	0.0	0.0	0.0	0.0	27.3
	Frequency	8.0	2.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0
Math	Percentage	2.6	2.1	0.0	0.0	0.0	33.3	0.0	0.0	0.0	9.1
	Frequency	3.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0
Music	Percentage	0.9	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Frequency	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art	Percentage	0.9	0.0	0.0	3.4	0.0	0.0	0.0	0.0	0.0	0.0
	Frequency	1.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
Social Work	Percentage	7.0	0.0	28.6	0.0	0.0	0.0	0.0	0.0	57.1	0.0
	Frequency	8.0	0.0	4.0	0.0	0.0	0.0	0.0	0.0	4.0	0.0
History	Percentage	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Frequency	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Government	Percentage	0.9	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Frequency	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	Percentage	9.6	4.3	0.0	10.3	0.0	33.3	100.0	14.3	9.1	9.1
	Frequency	11.0	2.0	0.0	3.0	0.0	1.0	3.0	1.0	1.0	1.0
TOTAL:	Percentage	100.0	40.9	12.2	25.2	0.9	2.6	2.6	6.1	9.6	9.6
	Frequency	115.0	47.0	14.0	29.0	1.0	3.0	3.0	7.0	7.0	11.0

APPENDIX E

INTERVIEW SCHEDULES

1. Administrative
2. Counseling
3. Advisory Committee Member
4. Faculty

APPENDIX E
INTERVIEW SCHEDULES

LANSING COMMUNITY COLLEGE STUDY

Interview Form 1: Administrative

Institution _____

Let me explain the purpose of this study, briefly. These are the programs we wish to talk about:

- 1.1: As you view it, what are the chief characteristics of this institution?
What are its principal goals and directions for the immediate future?
How does and can it serve the people of the Lansing Community College district?
- 1.2: More specifically, how do you view certificate/diploma programs as meeting institutional goals and directions?
Which purposes of the college and its public are best served by these programs?
Do certificate/diploma programs in any way hinder or make more difficult the achievement of institutional goals?
Can you rank the certificate/diploma programs in the order of their successfulness?
Have any certificate/diploma programs been discontinued? Why?
- 2.1: What do you think of the students in the certificate/diploma programs?
How do they get along in the college in comparison with students in other (degree) programs?
What is your relationship to these students?

3.1: As you look at the curricula and instruction in the certificate/diploma programs, what do you think of these?

Can you cite programs with especially strong curricula and/or instruction? What are these? Why are they strong?

Do you have an impression of weakness or lack of strength in the curricula and teaching in any of the programs? Which ones? Why?

3.2: Do you believe that current certificate/diploma programs are sufficiently realistic to prepare people for the jobs or skills aimed for? Please illustrate.

3.3: Do you believe that all college programs should have a component of liberal and scientific studies?

Do the certificate/diploma programs have this? If not, why not?

LANSING COMMUNITY COLLEGE STUDY

Interview Form 2: Counseling

Let me explain briefly the nature and purposes of this study. We are concerned chiefly with these programs: Human Services (Education, Social Work, and Public Services).

- 1.1: Do you have any written reports or brochures concerning the counseling services? If so, may I have copies or read these reports?
- 1.2: If materials and reports do not show these things, will you please discuss briefly the counseling operations at the college, your point of view about college counseling, and give me some sense of the types of information contained in a student's personnel folder? (We may have obtained this already).
- 2.1: How are students informed as to the availability of guidance and counseling (brochures may be the answer)?
Are there any special services provided for students in certificate/diploma programs?
- 2.2: What tests are administered to students?
Do certificate/diploma students take any test not required of others?
- 2.3: Is there any specific orientation program for certificate/diploma students?
- 2.4: Specifically, what efforts are made to assist students in choosing academic programs suited to their interests and abilities?
Please explain how this works in the case of students in vocational programs.
- 2.5: Are special efforts made to counsel low income students? Minority group students? Specify.
- 3.1: Are any members of the counseling staff prepared specifically for vocational guidance?
- 3.2: What part do faculty members in vocational courses (certificate/diploma) take in counseling? Specify.

- 4.1: What facilities are available for academic and personal and occupational counseling?
- 4.2: In general, are students in certificate/diploma programs given as much counseling time as are students in degree programs?
Is there a way to document the fact that they are or are not?
- 4.3: Are any compensatory programs (reading, study skills, math) available to students in certificate/diploma programs? Specify.
- 5.1: What relationships does the college counseling staff have with secondary school counselors? Specify.
- 5.2: What relationships do counselors have to the placement function? Specify.
If counseling and placement are linked, how do the counselors relate to employers and to the region generally?
- 5.3: What role does the counseling staff take in decisions affecting admissions? Curriculum? Evaluation? Student life on campus?

LANSING COMMUNITY COLLEGE STUDY

Interview Form 3: Advisory Committee Member

Let me tell you briefly of the nature and purpose of our study. I am particularly interested in your views about the _____ program of the college.

1.1: What do you think of the program?

How well does it meet its goals?

Would you rate it as very successful, successful, reasonably successful, or not very successful?

On what basis would you make your rating?

If there should be changes, what should these be?

How close is your contact with the program?

Are you familiar with the students, the instructors, the curriculum, the field work, placement of graduates, how graduates succeed on the job?

1.2: How does the advisory committee function?

Was it set up before or after the program was operating?

If before, what part did the committee take in starting the program?

Does it meet as a group or operate individually?

If it meets as a group, how often?

How are agendas established?

What sorts of issues does it deal with (curriculum, placement, recruiting)?

What decisions, if any, is it asked to give advice on? (For example, does the committee help to evaluate the program?)

1.3: Is the advisory committee representative of the people of this area?

How was it selected and by whom?

2.1: Do you think that the students and teachers in this program are treated by the college equally with students and staff in degree programs?

Does this program get its fair share of funds, administrative and counseling services, placement services, library facilities, equipment and housing?

Does the college regard this sort of program as important?

On what criteria do you base your judgments here?

2.2: Do you think that the program is tied in well with area needs?

Is the training program realistic--does it prepare students to enter jobs effectively?

Are employers, unions, other parties in the region involved in the program?

3.1: Suppose that an evaluation of this program was made, and the college decided to seriously change the program--perhaps to eliminate it. How would you and other members of the advisory committee be involved in such a decision?

3.2: Is the program one which can be used by anybody with qualifications?

Does it provide an opportunity for poor people, for minorities, for women?

LANSING COMMUNITY COLLEGE STUDY

Interview Form 4: Faculty

Institution _____

Let me explain the nature and purposes of this study, briefly. We are especially interested in the certificate/diploma programs. You teach in the _____ program. Let's talk about that.

- 1.1: Were you involved in the decision to set up this program?
 If you were, what part did you take?
 If not, why not?
 Can you tell me something of the process involved in setting up the course?
 Why was it set up and by whom and on the basis of what kinds of evidence or criteria?
- 1.2: How is this program reviewed, updated?
 By whom?
 What part do you take?
 What sort of evaluation is made of the success of the program?
 Who makes it?
- 2.1: How are students admitted to this program, and on the basis of what criteria?
 What part do you take in admissions?
- 2.2: How are students counseled in connection with this program?
 What part do you take in counseling?
- 2.3: How are students placed in jobs after completing the program?
 What part do you take in this?
 How successful is placement? Specify.
- 2.4: What are the students in this program like, generally speaking, in terms of ability, skills, attitude, motivation, willingness to work, etc.?
 How do you think they compare in these qualities with other students in the college, including students in the degree programs?

- 2.5: What part do students take in classes, labs, shops, field trips?
Do they take part in evaluating or assessing the program and making changes in it? Specify.
- 2.6: Are students in the program prepared realistically for the job they wish to enter? Specify.
- 3.1: How did you happen to come to the college? To this program?
Had you taught before coming here, or did you teach here in another program?
What sort of job or professional experience have you had prior to entering this program?
- 4.1: What is the program like in terms of its content and scope?
Can you describe briefly its goals and nature (we may have seen a curriculum outline before)?
- 4.2: How is the program taught?
What types of instructional techniques and technologies and materials do you use?
- 4.3: What are the performance standards in the program?
How are students tested, graded, rated?
Do students drop out?
If so, why in your opinion?
- 5.1: What sort of library, audio-visual, laboratory, shop and class-room and other facilities do your students have?
Are you satisfied with these?
What else is needed?
Are students in this program as well supplied with these facilities as are students in other programs?
How fully do students use the resources they have? Specify.
- 5.2: Are you satisfied, generally, with salary, rank, tenure and other employment conditions at the college? Specify.
Do staff members in the certificate/diploma programs get equal treatment with faculty members in degree programs in terms of salary, rank, tenure, etc.? Specify.
- 6.1: How does your program relate to other programs in the college? Specify.

6.2: How is your program related to the world of work--to jobs or skilled trades or public service?

What are relations to business and industry? Specify.

How is your program related to union membership, if at all?

What are the relations with union members and locals?

Do program graduates move into unions easily, if this is necessary?

6.3: What does your advisory committee (council) do for and with your program (if there is one)? Specify.

Is it helpful?

Specifically, does it help with recruiting, placement, relations with management and labor, curriculum, instruction, finances, lobbying?

7.1: If you decided that this course should be quite radically changed, how would you go about making the changes if these cost money, changed direction, involved college policy decisions?

APPENDIX F
COMPUTER CODING SHEET

APPENDIX F
COMPUTER CODING SHEET

Question	Description	Columns	Code		
--	Serial Number	1-3			
2	Year of Birth	4-5			
3	Sex	6			
B-1	L.C.C. Degree	7			
B-2	Other University Degree	8			
B-3	Colleges Before L.C.C.	9			
B-4	Colleges After L.C.C.	10			
B-5	Future College Plans	11			
C-1	Year of Entrance	12			
C-2	LCC G.P.A.	13-14			
D-1	Decision to Attend	15			
D-2	Quality of LCC Prep.	16			
D-3a	Current Employment	17			
D-3c	Got Job w/o L.C.C.	18			
D-4	Why Not Working	19			
D-5	Would Pick Diff. Major?	20			
D-6	L.C.C. Major	21			
D-6a	Course Presentation	22			
D-6b	Subject Coverage	23			
D-6c	Course Difficulty	24			
D-6d	Depth of Coverage	25			

Question	Description	Columns	Code		
D-6e	Faculty Availability	26			
D-6f	Faculty Teaching	27			
D-6g	Faculty Interest	28			
D-6h	Job Preparation	29			
D-6i	Credit Hours Required	30			
D-7a	Most Useful Course	31-32			
D-7b	Least Useful Course	33-34			
	Study ID	78-80	R	M	S

APPENDIX G
PROGRAM OBJECTIVES

1. Education
2. Social Work

APPENDIX G
PROGRAM OBJECTIVES

1. Education

The Education program is vocational/technical funded and, as a result, performance objectives were sent to the Michigan State Department of Education as is required. These objectives are:

1. To sensitize elementary pre-teaching candidates to problems, demands, and realities of the classroom early in the pre-professional program in order to facilitate intelligent career decisions.
2. To acquaint elementary trainees with the aims, organization, personnel and procedures of elementary schools.
3. To assist the elementary trainee in the development of a meaningful philosophy of education for a democratic society.
4. To develop professional interest and commitment to teaching and education.
5. To provide conditions for the elementary trainee to obtain cognitive, manipulative, inter-personal and managerial skills enabling the trainee maximum learning in the schools.
6. To provide relevant academic and field experiences for the trainee by integrating theory with practice in the schools.
7. To educate and train classroom paraprofessionals to work effectively in the schools.
8. To train instructional aides to become effective members of a differentiated staff.
9. To enable elementary trainees to acquire skills for working with children which permit the most advantageous use of professional abilities of classroom teachers.
10. To open avenues for academic progression from a position which may be less-than-high school on through the Associate Degree, with qualifications for transfer to a four-year college or university.

11. To provide the beginning of an open-ended educational career development ladder.
12. To provide the elementary trainee with the advantages of a liberating education as contained in the purposes, functions and objectives of the college.

The core courses for the Education program are the same for both the certificate and degree programs, and a description of each course is found in Appendix I.

PROGRAM OBJECTIVES

2. Social Work

Upon completion of the program, the social work graduates will have the following skills and understandings:

1. Without the use of reference materials, the student will list and describe services provided by available community resources consistent with the actual services as provided and will include agencies for general or specific services from one or more of the following:
 - a) health
 - b) finance
 - c) family and interpersonal counseling
 - d) legal
 - e) housing
 - f) supportive service
2. Given a case situation in which problems have been assessed, the student will identify appropriate service consistent with available data and local resources.
3. Given a case situation in which problems have been assessed and appropriate services have been identified, the student will list three possible methods of referral generally consistent with the procedures and practices of the social work profession.
4. Given a case situation in which the problem has not been assessed, the student will identify the needs of the client and make appropriate referral consistent with the available data and local resources available.
5. Without the use of reference material, the student will describe or demonstrate confidentiality, self-determination, and client participation consistent with the ethics of the social work profession.
6. Given a client situation, the student will describe and/or demonstrate the interviewing process; which will include initiating, sustaining and ending an interview consistent with the principles covered in The Helping Process by Alfred Benjamin and other authoritative resources.
7. Given a case situation in which the problem has been assessed and appropriate services identified, the student will choose an appropriate role for providing services to the client, i.e., broker, advocate, interpreter, etc., generally consistent with the procedures and practices of the social work profession.

8. Without the use of reference material, the student will define Social Welfare and will describe and distinguish between social insurance and categorical assistance consistent with classroom lectures, textbooks and other related materials.
9. Without the use of reference material, the student will be able to define and describe at least two of the following programs:
 - a) Social Security Act and Amendments
 - b) Unemployment Compensation
 - c) Workmen's Compensation
 - d) Housing Acts
 - e) Civil Rights Act
 - f) Office of Economic Opportunity
 - g) Model Cities Program
10. Without the use of reference material, the student will define and distinguish between public and private programs consistent with classroom lectures, textbooks and other related materials.
11. Without the use of reference materials, the student will define and describe at least three of the following Social Work Methods:
 - a) Casework
 - b) Group work
 - c) Community organization policy and/or administration
 - d) Planning and research
12. Without the use of reference materials, the student will define two major treatment theories, i.e., psychoanalytic theories, learning theories, transactional analysis theories, etc., consistent with classroom materials and/or practicum experiences.
13. Without the use of reference materials, the student will be able to list and describe historical major events which have affected the development of the social welfare professions consistent with classroom lectures, textbooks and other relevant materials.
14. Given a topical information outline for completing a case narrative, the student will prepare a case summary which is consistent with the outline and specific agencies' practices.

APPENDIX H

YEAR OF ENTRANCE BY:

1. Curriculum Assessment
2. Faculty Assessment
3. Job Preparation
4. Employment Status

APPENDIX H

1. Curriculum Assessment by Year of Entrance

<u>EDUCATION</u> Assessment Scale	<u>1969</u>		<u>1970</u>		<u>1971</u>		<u>1972</u>		<u>1973</u>		<u>Total</u>			
	N	%	N	%	N	%	N	%	N	%	N	%		
Low (0-13)	4	17.4	4	18.2	5	20.8	3	21.4	4	25.0	5	22.7	25	20.7
Average (14-16)	15	65.2	9	40.9	13	54.2	6	42.9	6	37.5	10	45.5	59	48.8
High (17-20)	4	17.4	9	40.9	6	25.0	5	35.7	6	37.5	7	31.8	37	30.6
Total:	23	100.0	22	100.0	24	100.0	14	100.0	16	100.0	22	100.0	121	100.0

Chi Square = 5.348. Not significant at .05 level.

SOCIAL WORK

Low (0-13)	0	0.0	1	33.3	0	0.0	4	44.4	1	14.3	1	12.5	7	22.6
Average (14-16)	1	100.0	2	66.7	3	100.0	4	44.4	4	57.1	5	62.5	19	61.3
High (17-20)	0	0.0	0	0.0	0	0.0	1	11.1	2	28.6	2	25.0	5	16.1
Total:	1	100.0	3	100.0	3	100.0	9	100.0	7	100.0	8	100.0	31	100.0

Chi Square = 7.298. Not significant at .05 level.

PUBLIC SERVICE

Low (0-13)	0	0.0	0	0.0	1	50.0	0	0.0	1	50.0	1	50.0	3	37.5
Average (14-16)	0	0.0	0	0.0	1	50.0	0	0.0	1	50.0	1	50.0	3	37.5
High (17-20)	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0	2	25.0
Total:	0	0.0	0	0.0	2	100.0	2	100.0	2	100.0	2	100.0	8	100.0

Chi Square = 8.000. Not significant at .05 level.

2. Faculty Assessment by Year of Entrance

EDUCATION Assessment Scale	1969		1970		1971		1972		1973		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Low (0-7)	6	25.0	2	9.1	3	12.5	2	12.5	4	25.0	4	16.0	21	16.5
Average (8-10)	11	45.8	9	40.9	13	54.2	6	37.5	5	31.3	12	48.0	56	44.1
High (11-12)	7	29.2	11	50.0	8	33.3	8	50.0	7	43.8	9	36.0	50	39.4
Total:	24	100.0	22	100.0	24	100.0	16	100.0	16	100.0	25	100.0	127	100.0

Chi Square = 6.429. Not significant at .05 level.

SOCIAL WORK

Low (0-7)	0	0.0	0	0.0	0	0.0	2	22.2	1	14.3	1	12.5	4	12.9
Average (8-10)	1	100.0	2	66.7	2	66.7	2	22.2	4	57.1	4	50.0	15	48.4
High (11-12)	0	0.0	1	33.3	1	33.3	5	55.6	2	28.6	3	37.5	12	38.7
Total:	1	100.0	3	100.0	3	100.0	9	100.0	7	100.0	8	100.0	31	100.0

Chi Square = 5.154. Not significant at .05 level.

PUBLIC SERVICE

Low (0-7)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	12.5
Average (8-10)	0	0.0	0	0.0	2	100.0	0	0.0	1	50.0	1	50.0	4	50.0
High (11-12)	0	0.0	0	0.0	0	0.0	2	100.0	1	50.0	0	0.0	3	37.5
Total:	0	0.0	0	0.0	2	100.0	2	100.0	2	100.0	2	100.0	8	100.0

Chi Square = 8.667. Not significant at .05 level.

3. Job Preparation by Year of Entrance

EDUCATION Assessment Scale	1969		1970		1971		1972		1973		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Less Satisfied	7	36.8	5	27.8	3	15.8	3	37.5	4	44.4	8	47.1	30	33.3
Satisfied	8	42.1	5	27.8	9	47.4	1	12.5	2	22.2	4	23.5	29	32.2
More Satisfied	4	21.1	8	44.4	7	36.8	4	50.0	3	33.3	5	29.4	31	34.4
Total:	19	100.0	18	100.0	19	100.0	8	100.0	9	100.0	17	100.0	90	100.0

Chi Square = 9.243. Not significant at .05 level.

SOCIAL WORK

Less Satisfied	1	100.0	3	100.0	1	50.0	2	25.0	0	0.0	1	25.0	8	36.4
Satisfied	0	0.0	0	0.0	1	50.0	3	37.5	3	75.0	2	50.0	9	40.9
More Satisfied	0	0.0	0	0.0	0	0.0	3	37.5	1	25.0	1	25.0	5	22.7
Total:	1	100.0	3	100.0	2	100.0	8	100.0	4	100.0	4	100.0	22	100.0

Chi Square = 11.504. Not significant at .05 level.

PUBLIC SERVICE

Less Satisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Satisfied	0	0.0	0	0.0	1	100.0	1	50.0	1	50.0	1	50.0	4	57.1
More Satisfied	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	1	50.0	3	42.9
Total:	0	0.0	0	0.0	1	100.0	2	100.0	2	100.0	2	100.0	7	100.0

Chi Square = 0.875. Not significant at .05 level.

4. Employment Status by Year of Entrance

EDUCATION Employment Status	1969		1970		1971		1972		1973		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Employed in Field	19	76.0	20	90.9	19	79.2	5	29.4	5	31.3	12	44.4	80	61.1
Employed out Field	3	12.0	2	9.1	3	12.5	3	17.6	4	25.0	6	22.2	21	16.0
Student	3	12.0	0	0.0	2	8.3	9	52.9	7	43.8	9	33.3	30	22.9
Total:	25	100.0	22	100.0	24	100.0	17	100.0	16	100.0	27	100.0	131	100.0

Chi Square = 33.905. Significant at .05 level.

SOCIAL WORK

Employed in Field	0	0.0	2	66.7	0	0.0	5	55.6	3	42.9	1	12.5	11	35.5
Employed out Field	1	100.0	1	33.3	2	66.7	4	44.4	3	42.9	5	62.5	16	51.6
Student	0	0.0	0	0.0	1	33.3	0	0.0	1	14.3	2	25.0	4	12.9
Total:	1	100.0	3	100.0	3	100.0	9	100.0	7	100.0	8	100.0	31	100.0

Chi Square = 9.284. Not significant at .05 level.

PUBLIC SERVICE

Employed in Field	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	2	100.0	4	50.0
Employed out Field	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	2	25.0
Student	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0	2	25.0
Total:	0	0.0	0	0.0	2	100.0	2	100.0	2	100.0	2	100.0	8	100.0

Chi Square = 10.000. Not significant at .05 level.

APPENDIX I
CORE COURSE DESCRIPTIONS

1. Education
2. Social Work

APPENDIX I

CORE COURSES DESCRIPTIONS

1. Education

(From current Lansing Community College Curricular Guide)

SPS 101 Orientation (Optional) (One Credit)

Orientation is a course which introduces new students to the ways of Lansing Community College. A special effort is made to inform new students of the services available to them and to make known the various ways in which students may involve themselves more fully in college life. This course meets one hour a week.

ED 150 Introduction to Education (Three Credits)

An introduction to teaching as a profession and education as a career. Included is an overview of the foundations, philosophy, history, and organizations of education as a human endeavor. Current issues and trends in education are examined. Students are offered an opportunity to assist teachers in the schools. No prerequisite.

ED 101 Curriculum Reinforcement (Three Credits)

An introductory course for pre-teaching candidates and Teacher Aides. Role orientation of the teacher aide as a significant person in the reinforcement of the school curriculum. Includes theory and methods of preparing audio-visual materials in support of instruction. Introduction to school records, safety, discipline and permissible first aid. Techniques of assisting teachers through dramatic play and story telling. No prerequisite.

ED 102 Curriculum Reinforcement (One Credit)

Methods of assisting the teacher in modern math, reading, reading readiness, and phonics. Growth in knowledge of classroom songs and games. Prerequisite: ED 101 or departmental approval.

ED 201 Teacher Aide Practicum (Three Credits)

Seminar course to provide opportunities for pre-teaching candidates and teacher aides to discuss problems and topics relevant to their academic and field experiences. Includes the application of ED 101 to the school setting. Two credit hours for approximately ten hours per week directed field experience in a local school. One credit for one hour per week formal meeting. Prerequisite: ED 101, or ED 101 may be taken concurrently.

SS 101 Introduction to Social Science I (Four Credits)

Survey of major concepts and methods of sociology and anthropology. Emphasis is given to selective aspects of culture, socialization, social stratification, associations, primary groups, collective behavior, population-ecology, and cultural history. No prerequisite.

ED 103 Curriculum Reinforcement (One Credit)

Continuation of ED 102 with addition of the elements of school methods used in measuring and evaluating child development. Prerequisite: ED 102 or departmental approval.

ED 202 Teacher Aide Practicum (Three Credits)

Seminar course to provide pre-teaching candidates and teacher aides with opportunities to explore and discuss problems and topics relevant to academic and work experiences. Includes the application of understanding gained through Psychology 201 and other subjects applied to the school setting. Prerequisite: PSY 201, ED 102, or departmental approval. Two credit hours for approximately ten hours per week directed field experience in a local school. One credit hour for one hour per week formal meeting.

PSY 200 Introduction to Psychology (Four Credits)

Designed to give the student a general understanding of the science of psychology and its methods. Intelligence, motivation, emotion, perception, learning and group processes are discussed. An Audio-Visual-Tutorial presentation utilizing a variety of media is provided as an aid in developing experiences and concepts in psychology. No prerequisite.

MTH 200 Arithmetical Foundations (Formerly 200A) (Five Credits)

Required for elementary pre-teachers. Course includes concepts of the "New Math" now being introduced in elementary grades, including set theory, algebra, geometry, computation in bases other than ten, and some elementary work in number theory. Also includes review of all basic skills in arithmetic and emphasis on the meaning of the process used, and new format for some of the fundamental processes. Prerequisite: proficiency in basic arithmetic as evidenced by results of an arithmetic skill test. One year of algebra and one year of geometry in high school also desirable.

OR

SPH 104 Principles of Speech (Three Credits)

Introductory course in speech. Study and application of basic principles underlying effective oral communication. Student makes seven speeches during the term. Open to freshmen. (Student is advised to see a counselor.)

ED 104 Curriculum Reinforcement

(One Credit)

Techniques of assisting teachers through home visitations, parent-teacher, teacher aide conferences. Continued growth in elementary art techniques, group singing, and other musical activities. Prerequisite: ED 103 or departmental approval.

ED 203 Teacher Aide Practicum

(Three Credits)

Seminar course for pre-teaching candidates and teacher aides to discuss problems and topics relevant to academic and field experiences. Emphasizes application of learning gained through ED 104, Speech 104, and other subjects as they relate to the function of the teacher aide in the schools. Two credit hours for approximately ten hours per week directed field experience in a local school. One credit hour for one hour per week formal meeting.

CORE COURSES DESCRIPTIONS

2. Social Work

(From current Lansing Community College Curricular Guide)

SW 101 Introduction to Social Work (Three Credits)

Introduction to the principles of social work practice. Emphasis on social work careers, description of methods, skills and standards of practice, definitions of the helping roles, survey of helping agencies and institutions, an overview of social issues and client needs relative to social work practice. No prerequisite.

SW 200 Introduction to Social Work
Field Placement (One Credit)

Introduction to types of social agencies available for field placement in the community. Emphasis on client population, programs and placement opportunities for students. Prerequisite: Application to field placement.

SW 201 Social Work Field Placement I (Five Credits)

Individual beginning practical experience and training in the field. The student is placed with community-based social agencies and institutions fifteen hours per week. Accompanying classroom seminar serves to integrate field experience with theoretical concepts and principles of social work. First in a series of three consecutive courses. See SW 211 and SW 221. Prerequisite: Departmental approval.

SW 203 Social Work Interviewing (Three Credits)

An examination of the purposes and basic concepts of the interview relationship with emphasis on the helping interview. Instruction in the techniques of interviewing with an opportunity to engage in practice interviews including video taping and feedback. Prerequisite: Concurrent field placement or departmental approval.

SW 205 Social Welfare (Three Credits)

Introduction to the definition and concept of social welfare, its history, programs, attitudes, values and philosophy. Emphasis is upon the development of private and public services, changing patterns of services, the evolving changes in the Social Security Act and the War on Poverty, with attention to current issues in social welfare policy. Prerequisite: Social Work 101.

SW 207 Group Work

(Three Credits)

Introduction to the concepts, principles, goals, and skills of social group work as a method of social work. Emphasis is upon the introduction of basic practice skills and intervention techniques within a framework of beginning theoretical knowledge. Prerequisite: Social Work 101 or departmental approval.

SW 209 Community Organization

(Three Credits)

Introduction to the principles, concepts, and methods of community organization techniques. Emphasis is on the introduction of basic practice skills and intervention techniques within a framework of beginning theoretical knowledge. Prerequisite: Social Science 101 or departmental approval.

SW 211 Social Work Field Placement II

(Five Credits)

Second in the series of field experience courses. A continuation of Social Work 201 providing additional practical experience and training in the field of social work. Prerequisite: Social Work 201.

SW 221 Social Work Field Placement III

(Five Credits)

Final in the series of field placement courses. A continuation of Social Work 211. Prerequisite: Social Work 211.

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