

A COMPARATIVE ANALYSIS OF TWO WORK-STUDY
PROGRAMS IN AN URBAN COMMUNITY COLLEGE

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This is to certify that the

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ABSTRACT

A COMPARATIVE ANALYSIS OF TWO WORK-STUDY PROGRAMS IN AN URBAN COMMUNITY COLLEGE

By

Freddie Martin, III

The Problem

The purpose of this study was to compare the structural and process differences in two separate work-study programs in a single urban community college; and to analyze and compare selected behavioral outcomes commonly viewed as related to positive growth and development among college students.

The traditional work-study group operated according to guidelines set forth by the Federal Government under the Economic Opportunity Act of 1965. The second work-study group operated according to guidelines set forth by Peralta Colleges Inner City Project of 1968.

Design and Methodology

The population for the study consisted of 750 students who attended Laney Community College in California. A sample of 160 was drawn from the work-study program, and 38 from the Student Service Corps.

A review of the related literature focused on the sources of related literature with respect to citations, quotations, and reports of research investigations as it related to work-study programs.

Data were gathered on each student from each work-study program coordinator; and two types of objectives were taken into consideration in both work-study programs. First, there were the objectives of the school itself. Second, there were the Federal objectives which the college must consider as being a part of the cooperative education system.

Two three-way analyses of variance were used to test the hypotheses. The first design was analyzed through the use of multivariate analysis of variance. The four dependent variables were absenteeism, grade point average, retention, and tardiness. Sex, race, and group effect were employed as independent variables.

The second design was analyzed through the univariate analysis of variance on the measure of the 32-item Likert type response questionnaire, with the same independent variables referred to above.

Findings

1. The grade point average earned by the Student Service Corps was significantly higher than that earned by the work-study group.

2. The Student Service Corps group had a significantly lower rate of absenteeism than the work-study group.

3. The work-study group had a significantly higher retention rate than the Student Service Corps group.

4. The Student Service Corps group was significantly more satisfied with their jobs than the work-study group, as measured on the job satisfaction scale.

5. The multivariate test indicated that there were significant differences between races on grade point average, and whites tend to have higher grade point averages than either Black or others; they also tend to have a longer retention rate than either of the other two racial groups.

6. The univariate test indicated that females in both groups earned a significantly greater grade point average than males.

7. The univariate analysis indicated that the Student Service Corps group was less frequently tardy at a significant level than the work-study group.

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DEDICATION

In view of the tragic and unexpected death of Mary Martin, this study is dedicated to her memory.

While all individuals may experience events or activities fatalistically sometimes, certain segments of society are more likely to perceive their very existence in fatalistic terms. As Max Weber pointed out, life itself was defined as predetermined by God's will; neither man's deeds nor his wishes could change the inevitable outcome. There are situations and settings that tend to induce the same subjective sense, apart from the belief in fatalism. The urban blacks, inmates of various kinds, are but a few of the most noticeable social groups that experience their life situations fatalistically.

From her belief that life is a sequence of episodes in which people achieve some measure of understanding and influence but which has no independence, this being true, then this study is but another situation, and the experiment but another episode, within which the investigator dwells, negotiating his own identity and providing his own excuses and justifications. And all he gets back in

response are the excuses and justifications of his subjects.
Thus, Mary Martin, my sister, tried to understand the
existential man, the creature who strives after sense in
a senseless world.

ACKNOWLEDGMENTS

The study presented here has been read by and discussed with a great many friends, and my debt to them is beyond payment. Moreover, some of those with whom a brief, intense conversation later resulted in improvement of the study have been obscured by faulty memories and thus will go unsung, though their ideas are not forgotten. I am especially grateful to Dr. Max R. Raines, Chairman of my doctoral committee, for his assistance, support, and whose critical advice at nearly every stage of this study added immeasurably to its quality. Appreciation is also extended to my guidance committee members, Drs. Howard Teitelbaum, Donald Nickerson, and James McKee for their assistance and advice which was given with excellence and unfailing good spirit.

I am particularly indebted to Drs. Howard Teitelbaum, William Farquhar, and Gundar Myran for the support provided during the development of the research proposal and to Jeffery Yager for his research assistance during the initial and final stages of the study.

Various people have typed and proofread numerous drafts of this study. Most of the work has been done, however, and done with excellence and good spirit, by Marilyn Vogt. She, along with Bonnie Fons, deserves a share of whatever pleasure and satisfaction attend in the completion of this study.

Finally, I wish to express my deepest appreciation to my lovely wife, Ednola, for her devotion, assistance, and encouragement and to my daughter, Michelle, for with their awareness, deep full awareness, always seems to make my energy outflow more positive.

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CHAPTER I

THE PROBLEM

Many work-study programs suggest strategies which might be employed effectively by the community college. Many carry with them, however, a tendency to further undermine the individual's sense of being part of any community worth belonging to. A few such programs seem to be effective in salvaging individuals who are victims of poverty and prejudice by providing them with the skills and opportunities for a fuller, more productive life.

Myers found the major difficulty in dealing with poverty in urban work-study programs is the low level of educational skills of its victims.¹ Other writers (Lichter, Rapien, Seibert and Sklansky) suggest that this inhibits or even destroys the students' abilities to cope effectively with school.² Early termination of both

¹Albert E. Myers, "An Analysis of a Work-Study Program for Inner-City Pupils," Journal of Special Education, 3:1 (1970), pp. 37-44.

²S. O. Lichter, Elsie B. Rapien, Frances M. Seibert, and M. A. Sklansky, The Drop Outs (New York: Free Press, 1963).

educational and vocational training by community college students restricts them to a future of low-paying jobs. Some efforts to deal with this have been to incorporate work-study programs into the community college curricula. The stated attempt is to provide a "meaningful" curriculum, orient the students toward accepting responsibility, introduce the students to the world of work, and provide better education by keeping the students in school.

The traditional college work-study approach according to Myers is not new.³ The program has been described and prescribed for college students, alienated youth (Burchill,⁴ Levine,⁵) and potential dropouts (Savitsky).⁶ As with many basically good ideas in education, however, it has rarely been compared and evaluated with other work-study programs that have a different approach. Burchill and Savitsky have reported on larger programs which were generally well-received in their respective communities.⁷ They provided some insight,

³Myers, op. cit.

⁴G. W. Burchill, Work-Study Programs for Alienated Youth, A Casebook (Chicago: Science Research Associates, 1962).

⁵D. U. Levine, "Work-Study Programs for Alienated High School Students," Journal of Special Education, 41 (1966), pp. 371-378.

⁶C. Savitsky, "S.T.E.P., Program for Potential Dropouts," Bulletin National Assoc. Sec. School Principals, December, 1963.

⁷Burchill, op. cit.

on the basis of their experiences, and on how such programs should and should not be run.⁸

There is a need for an opportunity to compare separate programs in a single community college to identify major differences that seem to be related to the two programs. Laney College in the Peralta District of Oakland, California, provided that opportunity.

Purpose of the Study

The basic purpose of the study was:

- A. To compare the structural and process implementations of two separate work study programs in a single urban community college.
- B. To analyze and compare selected behavioral outcomes commonly viewed as related to positive growth and development among college students.

The control program is one that was organized as a traditional work-study program operated according to guidelines set forth by the Federal government under the Economic Opportunity Act of 1965.⁹ The second or exploratory program is one that used the work-study program assignment but with emphasis upon a) group efforts to provide humanitarian services to inner city residents, b)

⁸Savitsky, op. cit.

⁹FACA 2 - LYV - Aug. 25, 1970.

weekly training seminars for participating students, and
c) use of field supervisors.

In developing this comparative analysis it was assumed that absenteeism, tardiness, academic achievement in college and expression of job satisfaction (on a 30-item scale) would be indicators of student progress in each program. These indicators would therefore become the dependent variables in the comparison of the control group (Work-Study Program) and the exploratory group (Student Service Corps).

Dependent variables assumed as reflecting positive personal development are as follows:

1. Absenteeism--(estimate by supervisors)--Lower rates of absenteeism would be viewed as related to greater satisfaction with work assignment.
2. Grade Point Average--A higher grade point average would be viewed as related to a more productive and satisfying work experience.
3. Tardiness--(estimate by supervisors)--Lower rates of tardiness would be viewed as greater job satisfaction.
4. Job satisfaction--Response to a job satisfaction questionnaire would reflect the significant differences in attitudes between the two groups.

In addition, this study compared descriptively two different approaches to work-study programs for inner-city community college students. Comparative descriptions included:

1. Work experiences (Questionnaire to student)--A description of the similarities and differences of work experiences to which students were exposed and extent to which the experiences

were related to major fields or projected professions of the student.

2. Differences if any in the approaches to supervision.
3. Extent to which the assignments in each group were humanitarian in their orientation.
4. Selection of work projects--The basic criteria used to select and assign work projects in each group.
5. Nature of special curricula designed for work-study students and for students in the service corps.

Independent variables would include selected demographic characteristics such as sex, racial origin, and group effect in order to increase the precision of the tests for the independent variables of major importance, which was the program Student Service Corps versus Work-Study variable. In addition, the use of the independent variables was employed to determine whether or not a relationship exists between the dependent and independent variables; and if a relationship did indeed exist, what the nature of that relationship might be.

Not only is there a need to study the comparative efficiency of the work-study programs, but also there is a need to study the structural differences between work-study programs.

Importance of the Problem

There has been a din of brave words attesting to how community colleges should serve the communities' needs; they should not only open their doors but should

reach out to those most in need of education, in need of cultural identity, and in need of opportunity.¹⁰ The uncomfortable fact is that much of the rhetoric has been largely hollow. Societal changes and new demands upon educational systems require educators to consider and develop new ways of restructuring aspects of school organization to provide more effective and efficient educational programming. Many forces provide impetus for changes, but the problem remains--how best to organize to provide socially responsive systems to help insure quality education in a mass, technologically oriented society.¹¹

The problem is complex. The multiplicity of agencies in urban areas suggests the need for new and larger structures of educational governance to provide greater coordination with other related community organizations.¹² Yet, there is pressure for accountability, decentralization, and "local" control; yet, again, there is pressure to remain independent and unique to a community.

The rapid expansion and increase of the number and type of educational work-study programs indicate an

¹⁰B. S. Bloom, Allison Davis, and R. Hes, Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart, and Winston, 1965).

¹¹C. O. Fitzwater, "Patterns and Trends in State School System Development," Journal on State School System Development (Spring, 1967), pp. 5-32.

¹²Joy Liasson and Michael Spina, "The New York Regional Center Network: A Regional Educational Planning Resource," Journal of the New York State School Boards Association, Inc. (June, 1970), p. 15.

implicit assumption by many educators and school boards that work-study program arrangements have the potential to complement educational practice. However, not all educational work-study programs are equally effective or have similar roles or functions; it may be possible to identify constraints upon work-study program activities.¹³

Background

Using a variety of measures, Longstreth, Stanley and Rice concluded that identical treatment does not imply identical impact.¹⁴ Myers reported the civil rights movement has made everyone sensitive to racial issues. School personnel, who have frequently been criticized, are in many cases anxious and defensive about dealing with Black and white students. They become scrupulously fair; all the students are treated alike. The data showed that identical treatment does not imply identical impact. Black students reacted differently to job-dissatisfaction than white students and the nature of the difference was indicative of the special problems of these students and

¹³Glen W. Hoffman, "The Flexible Intermediate Unit in California: A Study of Regional Educational Activities," Fairfield, Calif.: Committee of Ten, California School Boards Association, 1966.

¹⁴L. E. Longstreth, F. J. Stanley, and R. E. Rice, "Experimental Evaluation of a High School Program for Potential Dropouts," Journal of Education Psychology, 55 (1964), pp. 228-236.

ways in which educational work-study programs and personnel must deal with them.¹⁵

There have been urban work-study programs throughout the United States introduced to communities where the people who participated had similar educational levels, attitudinal and economic status. These programs have been successful. Why? Smith found there was no real opposition; no one to cause guilt feelings to surface; no one to cause palpable tension. In other words, the groups were homogeneous. Smith concluded there is a need for urban work-study programs to take a different route, a 180-degree turn; select students whose educational levels are diversified, and attitudinal views vary. There is a need for a comparative analysis at a selected community college whose work-study students are heterogeneous.¹⁶

These are the ingredients that went into the Student Service Corps that is taking place at Laney College in Oakland, California. To demonstrate student potential for community outreach, Peralta Colleges proposed an economic assistance program to employ 50 students at Laney College in a Student Service Corps which would carry out programs of community outreach, development, and service to the inner city.

¹⁵Myers, op. cit.

¹⁶Lawrence C. Smith, "The Urban Studies Program," Journal of Special Education, Vol. 3, No. 1 (1970), pp. 134-137.

Students involved in this program were selected on the basis of their family income (using O.E.O. work-study criteria) and because of their first-hand experience with life in the inner city.

These students were full-time students carrying twelve or more units of classwork. They participated in weekly seminars where the effectiveness and meaning of their community experience were discussed and analyzed.

Two convictions underlaid the presentation of the seminars. The first is that the nation is confronted with a crisis in its domestic life to which college instruction must respond. The second conviction is that students have to deepen their perception of this crisis and relate themselves to it. Students not only identified urban problems, but they were encouraged to reflect on the effect these problems have on the quality of life in the Oakland area as a whole and in specific neighborhoods, and on the quality of their own lives.

The college work-study program was authorized by Title I, Part C, of the Economic Opportunity Act of 1964 (P.L. 89-329) and Public Law 90-82, approved September 6, 1967.

The purpose of the college work-study program was to expand part-time employment opportunities for students, particularly those from low income families, who are in need of the earnings from part-time employment in order to pursue a course of study at an institution of higher

education. Federal grants are made to institutions of higher education to enable them to create job opportunities for their eligible students.¹⁷

An attempt will be made in this study to identify and analyze differences between the Student Service Corps and the traditional college work-study programs.

Research Hypotheses

The following hypotheses in the form of the questions to be answered; which is what relationship if any, exists between these inferred job satisfaction and measured job satisfaction variables as they relate to a single criterion.

- H₁: There will be no significant difference between groups on grade point average, retention, absenteeism and tardiness.
- H₂: There will be no significant differences between Races on grade point average, retention, absenteeism and tardiness.
- H₃: There will be no significant differences between Sexes on grade point average, retention, absenteeism, and tardiness.
- H₄: There will be no significant interaction between Groups and Races on grade point average, retention, absenteeism, and tardiness.
- H₅: There will be no significant interaction between Group and Sex on grade point average, retention, absenteeism, and tardiness.
- H₆: There will be no significant interaction between Race and Sex on grade point average, retention, absenteeism, and tardiness.

¹⁷U. S. Dept. of Health, Education and Welfare, "College Work-Study Program Manual," 1968.

- H₇: There will be no significant interaction between Group, Race and Sex on grade point average, retention, absenteeism, and tardiness.
- H₈: There will be no significant differences between Groups on job satisfaction.
- H₉: There will be no significant differences between Races on job satisfaction.
- H₁₀: There will be no significant differences between Sexes on job satisfaction.
- H₁₁: There will be no significant interaction between Groups and Race on job satisfaction.
- H₁₂: There will be no significant interaction between Group and Sex on job satisfaction.
- H₁₃: There will be no significant interaction between Race and Sex on job satisfaction.
- H₁₄: There will be no significant interaction between Group, Race and Sex on job satisfaction.

General Design

Sample

The sample of work-study programs were selected from students who come from Laney Community College in California. The students themselves were from the inner city, therefore should be able to establish effective relationships with indigenous community leaders, engaging their participation in the planning of workshops and other activities. The samples were drawn from a population of 751 students from Laney Community College Work-study programs.

A Comparison of Structural and Process
Elements in the Two Programs*

Setting of the Study

Laney College, one of the five Peralta Colleges, is a public community college maintained by the Peralta Community College District. Included are the cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. Plumas County has been included since 1968.

Other colleges in the district are College of Alameda, Feather River College and Merritt College. The District has included North Campus College since December 1971. In addition, since 1966, the Peralta District has administered the East Bay Skills Center in North Oakland.

Laney College is accredited by the Western Association of Schools and Colleges and registered by the California State Education Department. During the 1970-71 school year, there were 6,931 male students and 4,450 female students. Nearly 180 full-time faculty are employed.

Laney College provides liberal arts, business, and trade-technical programs. Programs are offered during the day and evening hours as well as during a six-week summer session. The college offers classes for adults and provides a large number and variety of community services.

*Because of the need for the reader to have an early understanding the similarities and differences in the two programs, the comparative description is presented in Chapter I rather than Chapter IV.

The educational philosophy of Laney College is stated as follows:

A democratic, constitutional society which values freedom demands an informed, participating citizenry. The Colleges believe in the dignity and worth of each individual, and cognizant of differences in abilities, skills, experiences and purpose, Laney College believes in equal and diversified opportunity for all who need and can profit by the type and level of instruction which the college is empowered to provide. Laney College accepts the responsibility to provide a broad educational program which recognizes the needs of all students. Laney College supports the idea that a broad education should precede or accompany the training of the specialist to the end that such specially trained citizens will have breadth of view and flexibility of mind along with specific competencies. Laney College believes that the college is dedicated to serving the community by exerting leadership and identifying the educational needs of the community, providing programs to fill those needs, and evaluating the effectiveness of these programs.

Laney College believes that the heart of any college is the students and faculty, without whose energetic support and cooperation the institution cannot exist; that a commitment to academic freedom is basic to the existence of an intellectually sound college environment for both faculty and students.¹⁸

Instruction in both liberal arts and trade-technical programs is adapted to different levels of student ability. Evidence to support this contention can be found in an examination of class schedules. Examination of course offerings semester by semester since 1964 reveals a dramatic change in curriculum reflecting that departments are designed to broaden vital understanding and skills.

Prior to 1963, when Laney became a part of the Peralta Junior College District, the curriculum of the

¹⁸Laney College, Accreditation Report 1970-71.

college was predominantly trade-technical in orientation. Presently, 60 to 70 per cent of the college's offerings are liberal arts transfer programs.

The college occupied leased, temporary facilities beyond the Lake Merritt-Estuary tidal channel. A new permanent campus has been completed. Many students live in the inner-city flatlands of Oakland; however, the college also serves students from other parts of Oakland. Sixty per cent of the students enrolled at the college are members of ethnic minority groups.

The college has a historical tradition of community involvement through Citizens Advisory Committees for each of its vocational programs. This has resulted in the need for community involvement at a wider more inclusive level than that provided by the traditional vocational advisory committees.¹⁹

Laney College's concept of general education includes the fundamental belief that such education is an essential part of preparation of all students for effective living. The Faculty Handbook defines general education as follows:

Courses which will enable students to acquire and assimilate the common skills and shared appreciations, attitudes, and values characteristic of the effective personality in a democratic society.²⁰

¹⁹ Ibid.

²⁰ Laney College Faculty Handbook.

Efforts toward outreach and service to inner-city residents were initiated by the offices of community services. These efforts provided a workable base for the college's involvement in the inner city project.

Nature of the Overall Work-Study
Program at Laney College

The major purposes of the traditional work-study program as reflected in the federal guidelines are as follows:

1. Encourage eligible institutions to expand their efforts to enroll needy students, particularly those from low income families;
2. Increase the proportion of eligible high school graduates who continue their education in eligible institutions;
3. Provide financial aid for eligible students through combining the earnings from part-time employment with other forms of financial assistance to enable students to meet their educational expenses without the necessity of incurring an unduly heavy burden of indebtedness; and
4. Broaden the range of worthwhile job opportunities for qualified students in employment for the institution itself or for public or private non-profit organizations, especially those engaged in health, education, welfare, and related public service activity.²¹

Coordinators of both the Student Service Corps and the traditional work-study program will generally arrange interviews with prospective employers. Students in both programs receive \$1.90-\$2.00 per hour and work no more than 15 hours per week. The coordinators attempt to make placements which are as close to the student's

²¹"College Work-Study Program Manual," op. cit.

interests as possible in both programs. The coordinators have been the key to both cooperative programs. They were required to have understanding of both the academic objectives and the work situation within each agency so that the student's job related to and supplemented his field of study. The coordinator's responsibility to the employer was to screen the students to determine who could best fill the jobs. Students in the work-study program are assigned both to on-campus and off-campus jobs; however, students in the Student Service Corps work only with off-campus agencies, which have tended to be "grass root" in nature.

Student Eligibility Criteria

Under the law, a student may be selected for employment under the college work-study program only if he meets all of the requirements listed below. He must be:

1. In need of the earnings from such employment in order to pursue a course of study at the institution;
2. Capable, in the opinion of the institution, of maintaining good standing in such course of study while employed under the cooperative program;
3. Accepted for enrollment as a full-time student at the institution, or in good standing and in full-time attendance there as an undergraduate;
4. A national of the United States, or in the United States for other than a temporary purpose with the intention of becoming a permanent resident thereof, or have his principal actual dwelling temporary, without regard to his intent, in the Trust Territory of the Pacific Islands.²²

²²Federal Register, Vol. 34, No. 91 (Tuesday, May 13, 1969).

The Placement Office has been responsible for implementing the college cooperative program, under the Economic Opportunity Act and for recommending individual students for part-time employment on campus. The coordinator cooperated with business, industrial, service organizations, and maintained liaison with local offices of the California State Department of Human Resources Development.

As mentioned earlier, the purposes of the college work-study program provided part-time employment for students, especially those from low-income families, who were in need of assistance from part-time employment in order to pursue a course of study at Laney College. The college has the option of placing its eligible students in work for the institution or in work for a public or private organization away from the college.

Students whose parents have a combined income of \$3,200 or less or whose parents qualify as welfare recipients are given first priority in the work-study program. Table 1.1 lists the income levels which have priority.

The office of financial aids and placement was responsible for placing students in work-study jobs on and off campus and served as a referral center for outside job opportunities.

The Federal share of the compensation of students employed in the cooperative program could not exceed 80

TABLE 1.1.--Family Income Levels Which Qualify for Low-Income Preference (1969).

Number of Children or Other Dependents	Income Level
1	\$3,200
2	4,000
3	4,700
4	5,300
5	5,800
6	6,200
7	6,600

per cent, except in certain circumstances defined by Federal regulation and approved by the Commissioner.

The cooperative program at Laney has provided up to 15 hours of on-campus employment per week to qualified students. Limited full-time summer employment has been offered. In addition, the college's placement office personnel assisted students in locating part-time jobs both on and off campus. Students in the program earned \$2.00 per hour during the school year.

The Inner City Project

The Student Service Corps, which represented a new approach to work-study assignments, was developed as a part of an INNER CITY PROJECT at Laney and the basic purpose was described in the 1967 proposal which led to funding of the Inner City Project.

The basic purpose of the Peralta College's Inner City Proposal is to demonstrate ways in which the

community college may effectively disperse its services and programs into the inner city to develop there a new sense of community identity, participation and involvement.

The mechanisms used to deliver these services and programs were as follows:

1. A Student Service Corps to carry on a work-study/service program of community outreach, development, and service in the inner city.
2. Community Development Centers to provide educational and counseling services in the inner city. The centers would also serve as the focal point for workshops and other programs initiated under phase three of the proposal. They would also facilitate the supervision and administration of the activities of the Student Service Corps.
3. An enrichment program to provide workshops in art, music, and drama to be supplemented by recreational, social, cultural, and educational experience at the block, neighborhood and community level.
4. A scholarship-subsistence project to provide financial assistance to residents of the inner city who wish to attend college to prepare themselves for careers in public service.

Laney College has felt that by taking the educational, cultural, and human resources of the college into the community in this fashion, they could demonstrate not only how the community college can serve the inner city, but how residents of the inner city might be involved as active participants in the task of serving their neighbors.

The proposal was submitted to the Office of Economic Opportunity and was championed by the American Association of Junior Colleges as one of several models to

demonstrate ways in which community colleges could help to reduce some aspects of the urban crisis.²³

The four basic elements of the project were accelerated by the opening of the fall semester, 1968.

An Advisory Committee was appointed for the inner city project. This committee consisted of 20 members. Each target area advisory committee appointed three members of the project advisory committee, two of whom met the poverty criteria established by the Oakland Economic Development Council.

The Inner City Project presently maintains the features outlined above; however, many of the services enumerated in the proposal, namely the development centers, and conceptually the enrichment program and the Student Service Corps, have been integrated into the normal functions of the colleges.

In summary, the inner city project was conceived initially in the Spring of 1967, the proposal was refined considerably during 1967; after receiving funding from O.E.O. in the summer of 1968, it became operational with its Inner City Demonstration Project identity in September, 1968.

The Integration Process

The presidents, district staff and key staff of the Inner City Project met with members of the administrative

²³See Appendix A for a description of the target areas as documented in the self-study.

staff of the colleges to work out a plan of integration of the Inner City Project into the ongoing operations of the colleges. It was hoped that a greater degree of financial accountability could be accomplished; and that the college resources could be directed in a more positive manner to the purposes and programs of the project.

On July 31, 1970, as anticipated, Federal funding for the project ended. Therefore Laney College took over the funding and operations of both the development center and the Student Service Corps. Future plans for former Inner City staff became apparent, an orientation program for the staff began, meeting with administrators and representatives of various instructional areas and departments on campus to increase their knowledge and awareness of facilities and service which the college has to offer the community. The administrators met with resistance from that part of the college's faculty and staff who had typically voted against change, but in the main the majority of the college personnel were open and receptive.²⁴

In summary, the overall effect of the integration phase of the Inner City Project into the college's operation can be described as successful. Some administrators stated that integration of the project did not alleviate the very fundamental problems of organization of the Inner City Project.

²⁴Peralta College Final Evaluation, from administrative point of view, 1970.

The focus of this study was on the first element, the Student Service Corps. Funding of the scholarship-subsistence project was terminated with the end of the second year of operation.

The Student Service Corps at Laney College

The proposal for establishment of the Student Service Corps as part of the Inner City Project stated that students are probably the most effective force for dispersal of the college's programs and services.

The task was to build an effective approach for organizing, supporting, and dispersing of the students into the inner city.

The development of the corps on Laney campus was initiated by communicating the idea and concept to the students. This was done by placing articles in the student newspaper, speaking to and working with on-campus student organizations such as the Black Student Union, Third World Organization and the Student Council.

The coordinator of the Corps used O.E.O. work-study criteria which are based on family income to insure that there was need for assistance. In addition, each student was a resident of the inner city target area and must have been a full-time student carrying 12 or more units.

After the initial screening was completed, the final selection of 55 students was made through interviews; conducted jointly by the Corps Coordinator and the staff from Student Personnel Services. A record of the remaining

qualifiers is retained both by the Student Personnel Services and the office of Community Services to be used for filling vacancies as they arise.

The Selection of Cooperating Agencies

An organization, in order to qualify for use of students from the Corps, had to be either a public agency or a non-profit "grass roots" organization with 51 per cent of its Board of Directors drawn from among the poor.

When applications are received from an organization requesting students, these agencies are reviewed by the Student Service Corps staff and the Community Advisory Committee for approval or disapproval.

If the application is approved the coordinator will arrange an interview with the agency personnel responsible for supervising students to discuss the responsibilities of the agency and those of the students and the college. The students are supervised by the agency, student supervisors, and faculty of the college. An evaluation of each student's work performance is done monthly by the agency supervisor. The students in the Corps were involved in both public and private agencies (see Assignments, Appendix B).

The Training Program for Student Corpsmen

Students involved in the corps were required to participate in weekly seminars where the effectiveness and meaning of their community experience was discussed and analyzed.

In the seminars an attempt was made to build an educational framework for interpreting field activities. The input for the seminars came from instructors who spent six hours each week in the field as well as from students themselves. In addition, opportunities were provided for informal meeting with community leaders to discuss problems of the inner city, basic training in counseling, interviewing and tutorial skills, were provided.

A project overview was initially placed in all faculty mail to obtain faculty involvement and presentations by the Coordinator were presented before the faculty senate. From these presentations a list of faculty members was generated to serve as consultants, instructors, speakers, workshop leaders and field observers.²⁵

Basically speaking, the coordinator's primary responsibility was to act as liaison between the employer and the institution while the student was working. His overall objective was to help the student obtain the best type of experience which related to his field of study. The Corpsmen are working in tutorial programs, local newspaper, and high school counseling programs, to name a few. (Appendix D gives a case history of three corpsmen's work assignments.)

²⁵See Appendix B for Project Overview.

TABLE 1.2.--Summarized Comparisons of the Traditional Work Study Program and the Student Service Corps at Laney College.

Program Elements	Traditional Work Study Program	Student Services Corps
Beginning Date	The program was authorized by Title 1, part C, of the Economic Opportunity Act of 1964 and Public Law 90-80 approved September 6, 1967.	Fall of 1968, as part of Peralta College Inner City Project. 1970 Funding
Source of Funding	Office of Economic Opportunity 1967-present	Office of Economic Opportunity 1968-1970; 1970-present-College Community Service Department
Amount of Funding	1969-1970 \$310,000.00 1970-1971 \$420,000.00 1971-1972 \$800,000.00	1969-1970 \$ 79,000.00 1970-1971 \$ 80,000.00 1971-1972 \$ 60,000.00
Central Goals as Defined by two Coordinates	<ol style="list-style-type: none"> 1. To stimulate and promote the part-time employment of students, particularly those from low income families. 2. To expand their efforts to enroll needy students, particularly those from low-income families. 3. To encourage high school graduates to continue their education in an institution of higher education. 	<ol style="list-style-type: none"> 1. To help students finance their education, particularly those from low-income families 2. To relate and supplement academic instruction. 3. To "give" the student greater motivation toward his academic work. 4. To help the student refine and evaluate his occupational goal.

4. To broaden the range of worthwhile job opportunities for students in employment for the institution itself or for public and private non-profit organizations.

5. To give the student intangible learnings, which aren't taught by the school, i.e., the day-to-day operation of agencies.

Staffing Pattern

Dean of Student Personnel
Coordinator of Financial Aid
Coordinator of Work-Study

Dean of Student Personnel
Coordinator of Community Services
Asst. Coordinator of Community Services

Asst. Coordinator of Placement

Three Field Supervisors

Nature of Work Assignment

Both on and off campus work assignments with established organization.

Only off campus "grass roots" agencies concerned with social action.

Number on Campus

300

None

Number off Campus

400

55

Nature of Training and Orientation to Work Assignments (Credit Course)

Orientations and training were done on the job by the organization.

On-going seminars in which the first two are devoted to orienting the students to History, expectation of college, agencies, coordinator and the students themselves. Seminars build an educational framework for interpreting work activities. Seminars are facilitated by faculty members and community residents.

Seminars are Credit Courses.

TABLE 1.2.--Continued.

Program Elements	Traditional Work Study Program	Student Services Corps
Remuneration (Average)	\$2.00 per hour--15 hours per week.	\$2.00 per hour--15 hours per week.
Number of Participants		
1969		
Men	175	30
Women	125	25
1970		
Men	190	25
Women	110	30
1971		
Men	250	25
Women	150	30
1972		
Men	400	25
Women	300	30
Use of Advising Groups (Nature of Groups)	Work-Study Programs do not have an advisory committee.	Advisory committee consisted of 20 indigenous members. They approved or disapproved project in which students was to be employed. Day to day feedback

and periodic progress reports bring the committee in close touch with the students, staff members and agencies involved in the project.

Summary

Analysis of Table 1.2 reveals that the primary differences between the two groups centered in the nature of their assignments. The work-study group was assigned both on- and off-campus and the off-campus assignments were in the established offices and agencies of the Oakland area. On the contrary, the Student Service Corpsmen were assigned to emerging agencies that were largely ethnic and social action in nature. They focused their efforts on producing changes in the environment. Consequently there was a considerable sense of purpose among these groups of which Student Corpsmen became a part. This sense of unity as well as the opportunity to reflect on their experiences in campus seminars gave the Student Corpsmen a sense of involvement that was less apparent in the traditional work-study program.

Limitations

The study was limited to investigation of documents collected from student files located in the Laney College coordinators' offices in California, and from a self-reported 32-item questionnaire. There was no way to put them together without biasing the way the students answered the questionnaire form. Students were given the option of recording their names on the questionnaire. Because many of them chose not to record their names it was necessary to analyze selected independent variables

through multivariate and univariate analysis to offset this absence of linkage between names and variables.

It is hoped that the results obtained from this study are not generalized beyond a community college situation similar to Laney College, which is an urban community college. For a community college in northern Utah, with an agricultural emphasis, the results from this study might not have much meaning; whereas a school in New York City, in some ways similar to Laney College, might expect the data collected in this study to be generally relevant to its situation.

The samples were drawn from a population of 751 students from Laney Community College work-study programs. There were 51 students involved in the Student Service Corps, from whom 38 questionnaires were collected. There were 700 students in the traditional work-study program from which 200 were randomly selected. The Student Service Corps sample may have systematic differences from the total population.

Since the Student Service Corps has never been instituted at any other school, some of the effectiveness or lack of effectiveness of the Corps might be attributed to Laney College.

Value of this Study

There are three significant services which can possibly be accomplished from this study. First, it was hoped that the results would cause some alterations in the

requirements of the Federal agreements performed under work in the public interest, such as the basic one of relating students' jobs to his academic work. Second, other community colleges might be interested in the methodology of the study and use the findings as comparable data. Third, Laney College would gain empirical data on its work-study programs which would help make it more effective.

Organization of the Study

The general plan of the study is to present, in Chapter II, the review of related literature which shows the behavioral differences related to positive growth and development. The third chapter is an account of the methodology used in collecting, organizing and analyzing the data of behavioral outcomes. The results of the analysis is reported in Chapter IV. The summary, conclusions, and implications for further study appear in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

Cooperative education was conceived by Dean Herman Schneider in 1906 at the University of Cincinnati. He initiated the first work-study program by uniting undergraduate studies and field work experience. The purpose of Dean Schneider's plan was to make this alliance an integral part of the educative process. The program was called "cooperative education." This name has been used interchangeably with the more informal term of "work-study."

Many definitions of educational cooperatives or regional education agencies have appeared in publications. A definition should include many cooperative arrangements outside the scope of this study, as well as being broad enough to include all kinds of educational cooperation mentioned in this chapter.

No single definition, however, is completely adequate. What is necessary is the understanding of a concept. For this reason the following general statements

are designed to give an idea of an educational cooperative:¹

A cooperative is a consumer's organization started by consumers and not mandated from above; it is a participatory organization.

An educational cooperative is a joint effort of two or more educational organizations which has as its purpose change and innovation in education, and to enlarge the scope, quality and accessibility of programs and services in education.²

An educational cooperative is built upon an exchange system; it is a voluntary, mutually rewarding system.

One goal of a cooperative is to provide students access to certain features of quality education through the pooling and extending of resources. An educational cooperative is generally thought of as a system within a defined region containing a number of contiguous, independent school districts which develop and share educational resources through the use of such things as communications media, mobile facilities, joint research and development activities, and computer and data processing technology.

The educational cooperative, a multi-district confederation, provides the conceptual and organizational framework for local school systems to increase their capabilities to produce quality education . . . It provides structure for the joint solution of inter-district and interstate educational problems. It also promotes widespread dialogue among professional educators and the wider intellectual community. The educational cooperative is a confederation of autonomous school systems whereby each retains local control and is not merely a service center or unit. It is a process which integrates cooperating schools as its components. It is not a consolidation of a few school districts, but a creation of them.³

¹"Educational Cooperatives," Putting Research into Educational Practice, 1970, pp. 2-3.

²"The Educational Cooperative: Rationale, Administration, Implementation," a Summary Report (Charleston, W. Va: Appalachian Educational Laboratory, Inc., June, 1969).

³Ibid.

These definitions, while satisfactory for cooperatives comprised mostly of school or educational systems, do not specifically include other organizations such as businesses, industry, financial sources and foundations, or service agencies.

A definition which better fits this study is:

The cooperative plan of education is defined as that educational plan which integrates classroom experience and practical work experience in industrial, business, government, or service type work situations. The work experience constitutes a regular and essential element in the educative process and some minimum amount of work experience, and minimum standards of performance are included in the requirements of the institution for a degree. In addition, there must be liaison between the administration of the institution and the employing firm. The essential criteria . . . are that the work experience be considered an integral part of the educational process and that the institution take a definite responsibility for this integration.⁴

The working structure of the Student Service Corps at Laney College in Oakland, California, is well-contained in the above definition.

Since its beginning in 1906, the concept and the practice of "cooperative education" has greatly expanded. From the relative simplicity of mutual self-help between the engineering students at the University of Cincinnati and the professional engineering community, to the creation of the Student Service Corps as utilized at Laney College,

⁴James H. Wilson and Edward H. Lyons, Work-Study College Programs (New York City: Harper and Brothers, 1961), p. 19.

we see the progressing growth and development of the concept of "cooperative education."

Unfortunately, there is a dearth of publication regarding the Student Service Corps which can be related to this particular study. There is, however, an increasing interest and subsequent proliferation of writings regarding the work-study concept as regards both Universities and Junior Colleges, as well as high schools, in general.

A good deal of literature can be found regarding how to set up a work-study situation, and what the values are, or should be, as well as descriptive studies of cooperatives and other various work-study programs. Most of these have been written by the various industries, businesses and government agencies which have used the work-study method.

In The Journal of Engineering Education, May, 1950, there is a discussion on the pros and cons of the cooperative engineering program. At the annual meeting of the American Society for Engineering Education in June of 1949, representatives of certain industries presented their views on the subject.⁵

⁵P. A. Carlstone, "Critical Evaluation of Cooperative Education," Journal of Engineering Education, Vol. 40, No. 9 (May, 1950), pp. 503-506.

There is a group of like descriptive writings which cover the advantages and disadvantages of work-study in a rather general manner.⁶

The conclusion in all these point out that the advantages of cooperative education far outweigh the disadvantages. Following is a synthesis of the factors pointed out in these writings.

Advantages of Cooperative Education

1. On the job, students learn a great deal about human relations.
2. Cooperative education enables students from lower economic levels to attend college.
3. The work experience makes the academic material more meaningful.

⁶C. F. Arnold, "Why Industry Likes Coop," Journal of Engineering Education, ILVII (December, 1956), pp. 314-319.

Carl Ell, "The Social Significance of the Cooperative Plan," School and Society, ILI (April 6, 1935), pp. 42-46.

C. J. Freund, "The Cooperative System--A Manifesto," Journal of Engineering Education, XXXVII (October, 1946), pp. 117-134.

J. M. Houchens, "Cooperative Standards and Criteria," Journal of Engineering Education, IL (November, 1949), pp. 199-202.

E. M. Strong, "Cooperative Education at the Undergraduate Level," Electrical Engineering, LXVIII (April, 1949), pp. 279-281.

J. B. Wiley, "One Answer for Two Problems?" Journal of Engineering Education, ILVIII (October, 1957), pp. 56-58.

A. C. Roller, A College Education Plus Job Experience (New York City: Birk and Company, 1961).

4. Working in the field is valuable "try-out" experience for students.
5. The system enables business and industry to find unusually talented students early in their careers.
6. Cooperative education helps students to mature faster.
7. Cooperative students are more highly motivated and approach their academic work with greater enthusiasm.
8. The cooperative students are better equipped to make a vocational choice.
9. The system enables students to make professional contacts, which may be of value after graduation.
10. There are public relations and information exchange values for the school.
11. The school can better utilize its facilities and faculty under a cooperative system.
12. Cooperative work gives experiences which enable schools to eliminate "How-to" courses from their curricula.

Disadvantages and Problems of Cooperative Education

1. Administration of the program is very difficult because of the movement of students to and from schools.
2. During recession or depression periods, jobs are difficult to find for the students.
3. Good coordinators are difficult to find as the coordinator must understand both the industrial and educational aspects of the work situation.
4. Faculty must be alert and be able to relate academic work to job experiences.
4. Students do not have enough time for extra-curricular activities.⁷

⁷E. H. Fram, "An Evaluation of the Work-Study Program at the Rochester Institute of Technology," an Ed.D. dissertation, State University of New York at Buffalo, 1964.

The major recent comprehensive research study of cooperative education was completed in 1961.⁸ This project has been reported in the book, Work-Study College Programs, and it has been the subject of three other shorter writings.⁹ The study was carried out under a foundation grant by nine distinguished educators and three foundation and industrial executives, and their objective was to appraise cooperative education by comparing students in cooperative programs with those in traditional ones.

Using extensive research data, these researchers came to the following conclusions about cooperative education:

1. There is no difference in academic potential between cooperative and non-cooperative students.
2. Cooperative work provides experiences which relate to academic work.
3. Cooperative education enables students from lower economic statuses to attend college.
4. Business and industry like cooperative education.
5. Cooperative education lessens the financial problems of able students.

⁸Wilson and Lyons, op. cit.

⁹E. H. Lyons and D. C. Hunt, "Cooperative Education Evaluated," Journal of Engineering Education, LI (February, 1961), pp. 436-444.

Thomas Alva Edison Foundation, Cooperative Education and the Impending Educational Crisis--Highlights of a Conference (New York City: Thomas Alva Edison Foundation, 1957).

R. W. Tyler and A. L. Mills, "What is Cooperative Education?" Education Digest, XXVII (December, 1961), pp. 38-39.

6. Cooperative students enjoy extra-curricular activities to the same extent as non-cooperative students.
7. The extra year required by some cooperative schools is no handicap to the student's career.
8. Shifting from the job to the classroom is not a significant educational problem.
9. Cooperative education aids in better utilization of college physical facilities.
10. The majority of cooperative graduates are satisfied with the plan.¹⁰

Two other recent studies are a doctoral dissertation by Robert Hudson,¹¹ and a U. S. Office of Education Bulletin by Henry Armsby.¹² Both of these are similar descriptive studies of the status of cooperative education in the United States at the college level.

In addition to these three major studies, there are four others of note that have been conducted¹³ as well

¹⁰Wilson and Lyons, op. cit., pp. 155-158.

¹¹Robert Hudson, "Cooperative Degree Programs in American Colleges and Universities (unpublished Ed.D. dissertation, School of Education, Michigan State University, 1955).

¹²Henry Armsby, Cooperative Education in the United States (Washington, D.C.: Department of Health, Education and Welfare, 1954).

¹³D. L. Arnold, "Swap Sessions," Occupations, XXIX (January, 1951), pp. 271-273.

W. B. Mossbacker, "Women Graduates of Cooperative Work-Study Programs on the College Level," Personnel and Guidance Journal, XXXV (April, 1957), pp. 508-511.

Blanche Perskey, "The Value of Field Work Experience," Journal of Educational Sociology, XXIX (November, 1955), pp. 113-119.

H. R. Bintzer, "What is the Optimum Load for a Coordinator?" Journal of Engineering Education, XXXIX (June, 1949), pp. 593-595.

as a major text¹⁴ which has as its objective the orientation of guidance personnel directors of vocational education, supervisory personnel, and school administrators to the fundamental methods of organizing and operating . . . cooperative education programs.

The results of the above mentioned five studies can be summarized as follows:

D. L. Arnold analyzed information exchange sessions Antioch students have after returning from their cooperative jobs. He came to the conclusion that the students learned from other student's job experiences as well as from their own.¹⁵

W. B. Mossbacker's study was of a sample group at the University of Cincinnati composed of mainly business administration cooperative women graduates. Her conclusion was that the experience was of value to this group.¹⁶

Blanche Perskey surveyed 179 teachers who had graduated from New York University and found student teaching work experience to be rated very high. Of this group, 97% felt that this work experience was of positive value in their education.¹⁷

H. R. Bintzer concluded from a mailed questionnaire to coordinators that 100 cooperative students was the maximum load for any single coordinator. He also made a recommendation that the coordinator should be responsible for certain aspects of the public relations function.¹⁸

¹⁴Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum (Danville, Illinois: Interstate Printers and Publishers, Inc., 1965).

¹⁵D. L. Arnold, op. cit.

¹⁶W. B. Mossbacker, op. cit.

¹⁷Blanche Perskey, op. cit.

¹⁸H. R. Bintzer, op. cit.

There have been many articles describing, in a subjective manner, specific work-study programs.¹⁹ In summary, they all have praised the cooperative system, and the authors usually have concluded that the success they have witnessed in their own situations can easily be applied elsewhere. Most of the writers also discussed the advantages and disadvantages of the work-study programs as they related to their own schools.²⁰

The article about the program at Kalamazoo College shows a rather unique form of the work-study concept. For

¹⁹J. H. Bedford, "College Work Experience Program," Personnel and Guidance Journal, XXXII (November, 1953), pp. 163-164.

C. Brown, "Cooperative Education--The Extended Classroom," Junior College Journal, XXXI (Summer, 1960), pp. 22-24.

The Hand in Hand Book Committee, Alfred L. Downden, Chairman, Hand in Hand (Medford, Massachusetts: Gordon and Company, 1958).

H. E. Krusa, "Cooperative Work-Study Program in Retailing," Journal of Educational Sociology, XXV (January, 1952), pp. 300-307.

I. G. Needles, "Cooperative Education in Canada," Journal of Engineering Education, ILIX (June, 1959), pp. 961-966.

Esther Oldt, "The Antioch College Cooperative Work Study Program," Journal of Educational Sociology, XXV (January, 1952), pp. 308-316.

N. Stewart, "Cooperative Education Path to a Career in Engineering and Science," School Science and Mathematics, XVIII (March, 1958), pp. 175-180.

"Kalamazoo Coup," Newsweek, July 29, 1963, p. 69.

²⁰E. H. Fram, op. cit., p. 25.

example, in one year, member students translated English into Spanish in Guatemala, ran errands for Michigan's Senator Phillip Hart in Washington, and worked with retarded children in a hospital near Detroit. At least one quarter of the students are at overseas colleges from Ecuador to Africa to Provence.²¹

Weimer Hicks, President of the College, is convinced that the program is a great success. It enables the college to expand enrollment without expanding facilities, and it could be, in Hick's view, both the financial and the academic salvation for many other small private colleges. Mr. Hicks says it helps the college to develop more mature, self-reliant students who have a world consciousness, and eventually all member students will have travelled overseas and every one will be bilingual.²²

The work-study travel plan has not only broadened students' vistas, but has helped raise student grades (the dean's list has increased by 50%) and faculty salaries, by enabling the college to operate at better than 100 per cent of capacity.²³

Successful as this plan is, there have been a few minor drawbacks. A prime problem is that all students must carry a very concentrated program that allows little room for electives or academic flexibility. In addition,

²¹"Kalamazoo Coup," op. cit.

²²Ibid.

²³Ibid.

the tight academic calendar forces students to declare their majors as early as spring of their freshman year.²⁴

The Kalamazoo College program is a good example of both the advantages and the disadvantages of the work-study concept at work. In addition, it appears to have a few more previously unmentioned benefits, i.e., world traveled and bilingual graduates, possessing a worldliness not ordinarily obtained while in college.

Most present day work-study programs, unlike some of those previously mentioned, are intended specifically to benefit disadvantaged, often alienated youth who have not been succeeding in regular school programs. The Office of Economic Opportunity is heavily involved, and the Economic Opportunity Act of 1964 created three youth programs of special significance to educators:

Title I Part A created the Job Corps to provide young people with education, work experience and vocational training in conservation camps and residential training centers.

Title I Part B created a work training program, "The Neighborhood Youth Corps," under which State and local governments and non-profit organizations will establish full or part-time employment opportunities to enable young men and women, age 16 to 21, to continue or resume their education or to increase their employability.

Title I Part C creates a work-study program under which the Federal Government will enter into agreements with institutions of higher learning to pay part of the cost of part-time employment for undergraduate or graduate students from low income

²⁴Ibid.

families to permit them to enter upon or continue college level education.²⁵

The stated purposes of the work-study program created by this Act are:

1. To provide a financial base for needy college and university students from low-income families through part-time employment opportunities;
2. To assist colleges and universities in broadening and expanding their on-campus work programs; and,
3. To aid colleges and universities in developing new off-campus employment through arrangements with public and private non-profit organizations directly involved with educational, recreational, welfare, social service, and other activities in the public interest.²⁶

Various essays and descriptive studies have been written with this social service aspect of the work-study concept in mind.²⁷

²⁵"Work Study Programs," Chronicle Occupational Briefs, SE 8/65/17/SB4 (Moravia, New York: Chronicle Guidance Publications, Inc., 1965).

²⁶Ibid.

²⁷Daniel U. Levine, "Work Study Programs for Alienated High School Students," Education and the Urban Community--Schools and the Crisis of the Cities, edited by M. Hillson, F. Cordasco and F. P. Purcell (New York City: American Book Company, 1969), pp. 350-358.

George W. Burchill, Work Study Programs for Alienated Youth (Chicago: Science Research Associates, Inc., 1962).

Winton M. Ahlstrom and Robert J. Havighurst, 400 Losers, Delinquent Boys in High School (San Francisco: Jossey-Bass, Inc., 1971).

Colin English, Diversified Cooperative Training Program in Florida Public Schools (Tallahassee: State Department of Education, 1948).

Joseph Messana, "The In-School Youth Work Training Program at the Senior High School Level in an Inner-City

Education and the Urban Community brings together 49 essays dealing with the crises and conflicts in education that exist in urban areas. In the essay by Daniel U. Levine, he says:

The recent proliferation of work-study programs has been a response to our forced awareness of the threat which large numbers of poorly educated, un-employed youth are posing to the social and economic institutions of a complicated industrial society and to our increased understanding that all human beings have a right to an education which gives them meaningful preparation for some sort of employment, even if it requires rather radical change in our educational institutions to provide such schooling.²⁸

The Florida State Department of Education Bulletin substantiates this feeling in its statement of the purpose of its state-wide work-study program:

. . . every boy and girl should have the opportunity to discover and develop to the fullest, their interests, latent aptitudes, and abilities which will enable them to become more valuable citizens with a satisfying feeling of confidence and vocational security.²⁹

This Bulletin sets forth the entire program as well as gives guidelines to teacher coordinators and various other administrative personnel.

George W. Burchill's Work Study Programs for Alienated Youth³⁰ is perhaps one of the best compilations of the studies of eight separate work-study programs. The

Setting in Detroit--A Study (a dissertation, Wayne State University, 1968).

²⁸Daniel U. Levine, op. cit., p. 351.

²⁹Colin English, op. cit.

³⁰George W. Burchill, op. cit.

Casebook includes studies of programs dealing with youths that are above normal, drop outs, slow learners, juvenile delinquents, and handicapped. The study also includes important information for those interested in setting up similar or like programs. A complete representation of necessary forms and advice is available in this book.

400 Losers³¹ is a report of a work-study experiment with socially maladjusted boys in Kansas City, Missouri.

The project was a carefully designed control group experiment with boys, starting at the eighth grade and continued through the high school age period. The experiment featured a work-experience program combined with a modified academic program. It was expected that the boys in the experimental work-study group would show better social adjustment and early adult competence than those in the control group, who remained in the regular high-school program. The experiment showed that the work-experience program was related to improved social adjustment in some but not all of the boys in the experimental group.³²

The principal value of the study is the insights obtained into the lives and experiences of boys--white and black--who seem destined to be losers in the game of growing up in a modern big city.³³

The final review in this chapter is of a study by Joseph Messana of disadvantaged youths in inner-city Detroit.³⁴

The purpose of this study was to determine whether or not disadvantaged youth enrolled in this program at two inner-city high schools during the 1965-1966 school year would experience attitudinal changed

³¹Winton M. Ahlstrom and Robert J. Havighurst,
op. cit.

³²Ibid., p. ix.

³³Ibid., p. x.

³⁴Joseph Messana, op. cit.

experienced by comparable students not enrolled in the program during the same period.³⁵

Dr. Messana's conclusions were that:

1. The program did have a positive impact upon some trainee groups in the areas of self-acceptance, academic self-concept, and the total battery of motivational scales.
2. The gains achieved by the control sub-groups on the "Student Questionnaire" can be explained by the probability that these students gave answers that they felt were expected by "the establishment." Control students had applied, qualified, and were waiting job placement. Generally, they exhibited anxiety about remaining in contention for future jobs.
3. The dropout rate of the total student body, when compared with the dropout rates of the experimental and control groups, indicates a probability that the hard-core potential dropouts tended not to apply for jobs.
4. It is expected that continuation and improvement of this program will, eventually, help transform trainee changes in attitude and perception into changes in school performance.³⁶

A final mention should be made of the fact that there have been numerous works written strictly on the mechanics of operation and technicalities of cooperative education in general, as opposed to any social, industrial or other values. Two such books, although British, are very thorough sources of information. They are:

Work Study, by J. A. Larkin of Edinburgh (McGraw-Hill: Maidenhead, Berkshire, England, 1969), and

Work Study--A Practical Primer, by Andrew Rae, of the Hendon College of Technology (London: Odhams Books Ltd., 1964).

³⁵Ibid.

³⁶Ibid.

Summary

In summary, the general aspects of the literature relating to cooperative education range from the earliest concept that work-study would be a valuable method with which to train students to be better-advantaged prospective employees, to the modern realization that work-study is a practical, as well as preferred, method for obtaining maximum efficiency for both commerce, industry, and government, and the school or college. This applies academically as well as financially. The student too, is shown to appreciate the advantages of going to a school where there is a work-study program.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The problem as stated in Chapter I¹ was to compare the structural and process elements of two separate work-study programs in a single urban community college; and to analyze and compare selected behavioral outcomes commonly viewed as related to positive growth and development among college students.

The design of this chapter is divided into three major sections. The first section describes the data needed to answer the questions and test hypotheses posed in the statement and analysis of the problem sections in Chapter I. The second section discusses the aspects of objective reality that will be observed or measured, original documents and records, and students in both work-study programs. The third section delineates tools and techniques for gathering and analyzing data and standards by which the success of the work-study programs will be judged.

¹See page 3.

Definitions of Variables

The following data were gathered on each student from each work-study program coordinator.² The data for each variable were collected from existing records from the files of Laney Community College.

Absenteeism--(Estimate by Supervisors)--Lower rates of absenteeism would be viewed as related to greater satisfaction with the student's work assignment, especially when students are absent deliberately or habitually.

Grade Point Average--A higher grade point average would be viewed as related to a more productive and satisfying work experience. Laney College's scale was used in which the students are classified according to quality of academic work.

Tardiness--(Estimate by Supervisors)--Lower rates of tardiness would be viewed as a reflection of greater job satisfaction. The quality or condition in which students are late or delayed will be classified as being tardy.

Supervision--Student satisfaction with the job will be greater among those students who experienced peer supervision in the cooperative work phase of the program as opposed to agency supervision while working on the job.

Nature of Special Curricula--Designed for traditional work-study students and for students in the Student Service Corps.

The following data were gathered on each student from a job satisfaction questionnaire:

Job Satisfaction--Student's job satisfaction would be significantly higher among students whose assignments were career related than among those students whose assignments were non-career related. This was basic to the development of the tool to measure the behavioral outcomes of students and to the inclusion of this variable in the hypotheses.

²See Appendix C, p. 113ff.

Work Experiences--(Questionnaire to Student)--A description of the similarities and differences of work experiences to which students were exposed, and expressions of the way students feel about their work experiences.

Independent variables included the demographic characteristics of sex and racial origin, in order to offset the absence of linkage between names of respondents and the scores on the job satisfaction questionnaire, and to increase the precision of the tests for the comparison of major importance which was the program Student Service Corps versus Work-Study variable.

Sample Selection

The sample of work-study programs were selected from students who come from Laney Community College in California. The students themselves were from the inner city. The samples were drawn from a population of 750 students from Laney Community College work-study programs.

Instrumentation

The questionnaire was designed to test Herzberg's³ theory of job satisfaction which states that a set of intrinsic factors--achievement, responsibility, work itself, recognition, and advancement--are mainly responsible for job satisfaction; and a set of extrinsic factors--coworkers, supervision, salary, security, work-study

³F. Herzberg, F. R. O. Mausner, and Dora F. Capwell, Job Attitudes: Review of Research and Opinion (Pittsburgh: Psychological Service of Pittsburgh, 1957).

policies and practices--are mainly responsible for job dissatisfaction.⁴

The Herzberg factors were utilized however, to avoid both the subjectivity inherent in interpreting interviews and the possible biasing effects of social desirability; the aim was to measure job satisfaction and dissatisfaction using a 32 item questionnaire based on 12 of Herzberg's factors. The initial pool of 54 items was rated by 23 graduate students and faculty on content and social desirability; 30 items remained after the elimination of those items with social desirability ratings at the extremes and those whose content was not agreed upon by at least 15 raters.

A pilot sampling was drawn from a group of 25 work-study students at Michigan State University to test the validity and reliability of the questionnaires. The main purpose of the pilot sampling was to get reaction from work-study students outside the sample selected, and to identify ambiguous items so that they could be clarified or eliminated.

Description of the Analysis

Controlling for the effects of sex, race and program (through a three-way multivariate analysis and a three-way univariate analysis) was viewed as essential to

⁴M. Dunnette, et al., "Factors Contributing to Job Satisfaction and Job Dissatisfaction in Six Occupational Groups," University of Minnesota, 1966. (Mimeographed.)

offset the absence of linkage between the names of respondents and the scores each individual received on job satisfaction as well as the individual characteristics of students which were obtained from their coordinators and their personnel records.

The first phase was analyzed through the use of a multivariate analysis of variance. The four dependent variables were absenteeism, grade point average, retention and tardiness.

The independent variables employed in the design were sex, race, and program effect (see Table 3.1).

The second phase was analyzed through the univariate analysis of variance on the job satisfaction score as the dependent variable with the independent variables being sex, race and program (see Table 3.2).

The internal consistency estimate of reliability of job satisfaction scale was .93 computed by the analysis of variance method (Hoyt, 1941).

Hypotheses

The following are restatements of the hypotheses in the form of the questions to be answered; which is what relationship, if any exists between these variables as they relate to a single criterion.

- H₁: There will be no significant difference between groups on grade point average, retention, absenteeism and tardiness.
- H₂: There will be no significant differences between races on grade point average, retention, absenteeism and tardiness.

TABLE 3.1.--Statistical Design for Multivariate Analysis of Variance, Analysis Number One.

		Black			White			Other
Student Service Corps	Male	Grade Point Average			Grade Point Average			Grade Point Average
		Retention	Absenteeism	Tardiness	Retention	Absenteeism	Tardiness	
	Female	Grade Point Average			Grade Point Average			Grade Point Average
		Retention	Absenteeism	Tardiness	Retention	Absenteeism	Tardiness	
Work-Study	Male	Grade Point Average			Grade Point Average			Grade Point Average
		Retention	Absenteeism	Tardiness	Retention	Absenteeism	Tardiness	
	Female	Grade Point Average			Grade Point Average			Grade Point Average
		Retention	Absenteeism	Tardiness	Retention	Absenteeism	Tardiness	

TABLE 3.2.--Statistical Design for Analysis 2 on Satisfaction Scale.

Student Service Corps		Work-Study
BLACK	Male	Job Satisfaction
	Female	
WHITE	Male	
	Female	
OTHER	Male	
	Female	

- H₃: There will be no significant differences between sexes on grade point average, retention, absenteeism, and tardiness.
- H₄: There will be no significant interaction between Group and Races on grade point average, retention, absenteeism, and tardiness.
- H₅: There will be no significant interaction between Group and Sex on grade point average, retention, absenteeism, and tardiness.
- H₆: There will be no significant interaction between Race and Sex on grade point average, retention, absenteeism, and tardiness.
- H₇: There will be no significant interaction between Group, Race and Sex on grade point average, retention, absenteeism, and tardiness.
- H₈: There will be no significant differences between Groups on job satisfaction.
- H₉: There will be no significant differences between Races on job satisfaction.
- H₁₀: There will be no significant differences between Sexes on job satisfaction.

- H₁₁: There will be no significant interaction between Group and Race on job satisfaction.
- H₁₂: There will be no significant interaction between Group and Sex on job satisfaction.
- H₁₃: There will be no significant interaction between Race and Sex on job satisfaction.
- H₁₄: There will be no significant interaction between Group, Race and Sex on job satisfaction.

Summary

The samples of work-study programs were selected from students who attended Laney Community College in California. The samples were drawn from a population of 750 students from Laney Community College work-study programs. An analysis table was constructed to organize the data with one of the independent variables cast into columns and the other into rows. Mean scores on both groups were tested to determine if significant differences exist. The analysis was used to analyze existing differences between the Student Service Corps and the traditional work-study program. A key element in the study was the use of a 32-item job satisfaction questionnaire to differentiate attitudes between the two groups, and to test a set of intrinsic and extrinsic factors.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The problem as related (a) to the nature and scope was to analyze and compare selected behavioral outcomes commonly viewed as positive growth and development among college students; and (b) to compare the formal and process differences in two separate work-study programs in a single urban community college. (Part (b) is reported in Chapter I.)

The substance of this chapter was most directly applicable to research done by quantitative methods.

The overall organization of this chapter was to devote a major subdivision to each of the questions in the problem analysis, one section to statistical analysis, and one to summarizing the chapter. The statistical analysis section was divided into the following sub-sections: a) tabulation of original data; b) quantification of data; c) tabular and statistical analysis; and d) descriptive analysis.

Tabulation of Original Data

Data were collected from written reports on each student that was on file at Laney Community College. The

coordinator from each cooperative program provided the following data: an estimate of absenteeism, grade point average, estimate of tardiness and the nature of special curricula designed for work-study students in both programs.

The second major section of the analysis was a 32-item job satisfaction questionnaire which was a description of the similarities and differences of work experiences to which students were exposed.

Quantification of Data

The job satisfaction scale was designed to test Herzberg's theory of job satisfaction which states that a set of intrinsic factors--achievement, responsibility, work itself, recognition, and advancement--are mainly responsible for job satisfaction; and a set of extrinsic factors--co-workers, supervision-technical, supervision-human relations, salary, security, program policies and practices, and working conditions--are mainly responsible for job dissatisfaction.¹

The Herzberg factors were utilized, however, to avoid both the subjectivity inherent in interpreting interviews and the possible biasing effects of social desirability; the aim was to measure job satisfaction and dissatisfaction using a 32-item questionnaire based on

¹E. Herzberg, The Motivation to Work (New York: Wiley, 1959).

12 of Herzberg's factors. The initial pool of 54 items was rated by 23 graduate students and faculty on content and social desirability; 30 items remained after the elimination of those items with social desirability ratings at the extremes and those whose content was not agreed upon by at least 15 raters.

A pilot sampling was drawn from a group of 25 work-study students at Michigan State University to test the validity and reliability of the questionnaires. The main purpose of the pilot sampling was to get reaction from work-study students outside the population selected, and to identify ambiguous items so they could be clarified or eliminated.

The internal consistency estimate of reliability was .93 completed by the analysis of variance method (Hoyt, 1941).

The students were asked to rate the statements on how they contributed to job satisfaction. Each set of 32 statements was presented in questionnaire form, using Likert type items.² The students were asked to circle only one of the five alternatives for each item, which stated: how much do you agree or disagree with each of these statements--in a forced choice manner into five categories approximating a normal distribution--strongly agree, 1, 2, 3, 4, 5,--strongly disagree. Each statement

²Rensis Likert, "A Technique for the Measurement of Attitude," Archives of Psychology, CXL (June, 1932).

was scored by assigning it the number of the category in which the student had circled.

Correlational Analysis of Satisfaction Scale

The correlations between the item score for each individual item and total score are presented in Table 4.1. The vast majority of the items that were included on the correlation between the item score and the total score was above .50. There were relatively few that were .20 or below, however, there were three items that were negatively correlated with the total score. The negative correlation tends to indicate that these particular items tend to be measuring something different from what is measured by the total test score. Thus, it would be recommended that further use of this satisfaction scale exclude these particular items.

Internal consistency-reliability estimates were run on the total scale, on all the items for the total satisfaction scale, and the reliability resulting from that internal consistency estimate was .93. It was concluded that there was enough internal consistency among the satisfaction scale that it didn't need to be divided into two factors; it was looked at as a one-factor instrument, and was employed as a job satisfaction scale.

TABLE 4.1.--Correlation Between the Item Score for Each Item and the Total Score.

Variable	Standard Deviation	r with Total
1 Item 01	1.21	.73
2 Item 03	1.21	.91
3 Item 04	1.07	.85
4 Item 05	1.19	.90
5 Item 06	1.12	.65
6 Item 07	1.11	.73
7 Item 08	.97	.76
8 Item 09	1.02	.59
9 Item 10	.90	.79
10 Item 11	1.04	.84
11 Item 12	1.06	.83
12 Item 13	.91	.79
13 Item 14	1.16	.87
14 Item 15	1.20	.35
15 Item 17	.97	.20
16 Item 18	1.13	.31
17 Item 19	.63	.15
18 Item 20	1.02	.65
19 Item 21	.99	.70
20 Item 22	.96	.60
21 Item 23	.99	.76
22 Item 24	1.17	-.21
23 Item 25	1.15	.01
24 Item 26	1.17	.27
25 Item 27	.99	-.20
26 Item 28	1.20	.80
27 Item 29	1.20	.71
28 Item 30	.89	-.09
29 Item 32	1.05	.80
30 Total	17.20	

Comparison of Absenteeism, Grade Point Average,
Tardiness and Retention Through
Analysis of Variance

This particular statistical design was analyzed through the use of a multivariate analysis of variance, with the four dependent variables as absenteeism, grade point average, retention, and tardiness.

The independent variables employed in the design were sex, race, and program (Table 3.2).

The second design was analyzed through the univariate analysis of variance on the single dependent measure of the satisfaction questionnaire with the independent variables being sex, race, and program (Table 3.3).

To determine whether there was a higher grade point average, tardiness, retention, and absences in the Student Service Corps than in the work-study program, the hypotheses were tested for significance at the .05 alpha level with the appropriate degree of freedom.

The first statistical analysis, which employed the four dependent variables of absenteeism, grade point average, retention, and tardiness. This multivariate analysis addresses itself to the first seven hypotheses, and the univariate analysis was used to analyze the second seven hypotheses which follow:

H₇: There will be no significant interaction between group, race and sex on grade point average, retention, absenteeism and tardiness.

H₁₄: There will be no significant interaction between group, race and sex on job satisfaction.

In examining these hypotheses from the most complex interaction to the main effect, it is noted the design employed was a non-orthogonal design.

The triple-order interaction which was interaction group by sex by race, was not significant on the multivariate test, nor on any of the univariate tests; therefore

the null hypothesis of no difference between group by sex by race was accepted (Table 4.2).

H₅: There will be no significant interaction between group and sex on grade point average, retention, absenteeism, and tardiness.

H₁₂: There will be no significant interaction between group and sex on job satisfaction.

Table 4.3 group by sex interaction indicates the multivariate test and the univariate tests were not significant; thus, the null hypothesis was accepted.

H₆: There will be no significant interaction between race and sex on grade point average, retention, absenteeism and tardiness.

H₁₃: There will be no significant interaction between race and sex on job satisfaction.

The multivariate test indicates race by sex interaction was not significant, nor was race by sex significant on the univariate test; therefore, the null hypothesis of no difference between race by sex interaction was accepted (Table 4.4).

H₄: There will be no significant interaction between group and race on grade point average, retention, absenteeism, and tardiness.

H₁₁: There will be no significant interaction between group and race on job satisfaction.

The multivariate tests showed no significance in group by race interaction (Table 4.5). The hypothesis of no difference between group by race interaction was accepted on the multivariate test.

H₃: There will be no significant differences between sexes on grade point average, retention, absenteeism, and tardiness.

TABLE 4.2.--Analysis of Variance Test of the Second Order Interaction Group x Sex x Race.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 0.5348
 DF = 8 and 472.0000 P Less Than 0.8304

Variable	Between Mean Sq	F-Ratio	Significance Level
1. G.P.A.	.0501	.1357	.8733
2. Retention	9807.0717	1.00	.3643
3. Absenteeism	.0256	.105	.9000
4. Tardiness	.0808	.3371	.7142
Degrees of Freedom for Hypothesis = 2			
Degrees of Freedom for Error = 239			

TABLE 4.3.--Group x Sex Interaction.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 0.3690
 DF = 4 and 236.0000 P Less Than 0.8300

Variable	Between Mean Sq	Univariate F	P Less Than
1. G.P.A.	0.4634	1.2552	0.2637
2. Retention	1110.6397	0.1149	0.7350
3. Absenteeism	0.0141	0.0579	0.8101
4. Tardiness	0.0110	0.0457	0.8309
Degrees of Freedom for Hypothesis = 1			
Degrees of Freedom for Error = 239			

TABLE 4.4.--Race x Sex Interaction.

F-Ratio for Multivariate Test of Equality of Mean Vector = 0.5444
 DF = 8 and 472.000 P Less Than 0.8231

Variable	Between Mean Sq	Univariate F	P Less Than
1. G.P.A.	0.3510	0.9507	0.3880
2. Retention	5190.1478	0.5368	0.5854
3. Absenteeism	0.1306	0.5383	0.5845
4. Tardiness	0.0336	0.1403	0.8692
Degrees of Freedom for Hypothesis = 2			
Degrees of Freedom for Error = 239			

TABLE 4.5.--Race x Group Interaction.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 1.7069
 DF = 8 and 472.000 P Less Than 0.0944

Variable	Between Mean Sq	Univariate F	P Less Than
1. G.P.A.	0.6982	1.8912	0.1532
2. Retention	1326.3580	0.1372	0.8719
3. Absenteeism	0.3275	1.3500	0.2613
4. Tardiness	0.9198	3.8381	0.0229
Degrees of Freedom for Hypothesis = 2			
Degrees of Freedom for Error = 239			

- H₁₀: There will be no significant differences between sexes on job satisfaction.

The overall multivariate test for sex indicated a nonsignificant result across all variables (Table 4.6). Thus, the null hypothesis of no difference between sexes, tested by the multivariate, was accepted. In similar manner, Table 4.9 indicates that there is no significant difference between males and females in their mean response to the job satisfaction scale.

- H₂: There will be no significant differences between aces on grade point average, retention, absenteeism, and tardiness.

- H₉: There will be no significant differences between aces on job satisfaction.

The effect for race was significant at the multivariate level with a probability of less than .068. The univariate tests indicated a difference between races on their scores for grade point average and retention. The race category "Others" was higher than Blacks on grade point average but lower than Whites on retention; thus the hypothesis of no difference between races on the grade point average and retention was rejected (Table 4.7).

- H₁: There will be no significant difference between groups on grade point average, retention, absenteeism, and tardiness.

- H₈: There will be no significant differences between groups on job satisfaction.

The multivariate test for difference between groups was significant at .0001. The univariate test was significant on three of the univariate variables for the effect for group. Grade point average yielded a probability of

TABLE 4.6.--Effect for Sex.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 2.1494
 DF = 4 and 236.000 P Less Than 0.0755

Variable	Between Mean Sq	Univariate F	P Less Than
1. G.P.A.	2.5869	7.0072	0.0087
2. Retention	1422.8869	0.1472	0.7017
3. Absenteeism	0.0185	0.0761	0.7830
4. Tardiness	0.1966	0.8203	0.3661
Degrees of Freedom for Hypothesis = 1 Degrees of Freedom for Error = 239			
Male--Female			
Comparison	Least Squares Estimate of Difference in Response	Standard Error of This Estimate	
1. G.P.A.	-0.212	0.08	
2. Retention	4.992	13.01	
3. Absenteeism	-0.018	0.06	
4. Tardiness	-0.058	0.06	

.0052, the probability for retention and absenteeism was .0042 and .0003 respectively (Table 4.8). Thus, the null hypothesis of no difference between group effect was rejected on grade point average, retention, and absenteeism.

The Student Service Corps was higher than the work-study on grade point average. The males and females in the Corps earned 2.38 and 2.69 respectively. Work-study student grade point average earned by males and females was 2.20 and 2.26 respectively.³ The work-study group had a higher retention rate than did the Student Service Corps, but, at the same time, work-study students fell above their Student Service Corps counterparts in their rate of absenteeism.

Response to the job satisfaction scale shows a significant difference when the effect of group membership was considered (Table 4.9). Upon inspection of cell means, Tables C-1 and C-2, we find the means for Student Service Corps to be equal to 68.70 and means for Work-Study to be 91.5, indicating Student Service Corps is more satisfied with their jobs.

³See Appendix, Table C-5, Means Grade Point Average--Work Study.

TABLE 4.7.--Effect for Race.

F-Ratio for Multivariate Test of Equality of Mean Vectors = DF = 8 and 472.0000 P Less than 0.068				
Variable	Between Mean Sq	Univariate F	P	Less Than
1. G.P.A.	0.7719	2.0908		0.0289
2. Retention	36206.5813	3.7446		0.0251
3. Absenteeism	0.1063	0.4380		0.6459
4. Tardiness	0.1954	0.8155		0.4439
Degrees of Freedom for Hypothesis = 2 Degrees of Freedom for Error = 239				
Grade Point Average				
Comparison	Least Squares Estimate of Difference in Response	Standard Error for This Estimate		
White-Others	-.2868	.10860		
Black-Others	-.1058	.0940		
Retention				
White-Others	45.44	17.57		
Black-Others	11.50	15.34		

TABLE 4.8.--Effect for Group.

F-Ratio for Multivariate Test of Equality of Mean Vectors = 9.1564
 DF = 4 and 236.0000 P Less Than 0.0001

Variable	Between Mean Sq	Univariate F	P Less Than
1. G.P.A.	2.9429	7.9716	0.0052
2. Retention	80827.8225	8.3594	0.0042
3. Absenteeism	3.4403	14.1822	0.0003
4. Tardiness	0.4141	1.7278	0.1900
Degrees of Freedom for Hypothesis = 1 Degrees of Freedom for Error = 239			
Student Service Corps--Work Study			
Comparison	Least Squares Estimate of Difference in Response	Standard Error for This Estimate	
1. G.P.A.	0.33	.10	
2. Retention	-55.55	17.27	
3. Absenteeism	0.31	0.08	
4. Tardiness	0.09	0.08	

TABLE 4.9.--Analysis of Variance of Groups, Sexes and Races for the Variable, Job Satisfaction.

Source of Variation	Mean Square	df	F-Ratio	P
Group Effect	12,551.0066	1	42.4195	.0001*
Sex Effect	1,012.5063	1	3.4220	.0660
Race Effect	89.7525	2	.2900	.7487
Group*Sex Interaction	305.6361	1	1.0330	.3108
Group*Race Interaction	701.8886	2	2.3722	.0961
Sex*Race Interaction	216.7130	2	.7324	.4822
Group*Sex*Race Interaction	424.2839	2	1.4340	.2410
Error	295.8783	186		
		<u>197</u>		

*Significance .05 level.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Organization

The purpose of this study was dual, first to compare the structural and process elements in the implementation of two separate work-study programs in a single urban community college.

The secondary purpose was to analyze and compare selected behavioral outcomes commonly viewed as related to positive growth and development among college students.

The traditional work-study group operated according to guidelines set forth by the Federal Government under the Economic Opportunity Act of 1965. The second was the Student Service Corps with emphasis upon a) group focus on helping humanitarian service to inner-city residents, b) weekly seminars, and c) peer supervisors.

A review of the related literature focused on:

1. The sources of related literature with respect to degrees of relevance, kinds of references available, and the amount available;

2. Citations, which have to do with matters related to format and sequence;
3. Quotations, for the purpose of an enumeration concerning documentation.

The review dealt with two basic types of literature:

1. Articles, written on the basis of experience and opinion, and
2. Reports of research investigations.

The section on what is cooperative education explains how cooperative education got its start, and how this approach to education was conceived by Dean Herman Schneider in 1906.¹ The first work-study program was initiated by Schneider at the University of Cincinnati, with the purpose being to make this alliance an integral part of the educative process. The program was called "cooperative education." This name has been used interchangeably with the more informal term of "work-study."

There have been many definitions of educational cooperatives and work-study programs. However, no single definition is completely adequate. What is needed is the understanding of a concept. Many definitions, while satisfactory for cooperatives comprised mostly of school or educational systems, do not specifically include other organizations such as businesses, industry, financial sources and foundations or service agencies.

¹R. W. Tyler and A. L. Mills, op. cit.

A definition which better fits this study is outlined in Chapter II (page 34) which encompasses all of the above agencies.²

There has been discussion on the pros and cons of the cooperative programs; and a good deal of descriptive writings which cover the advantages and disadvantages of work-study programs. The conclusions in all these point out that the advantages of cooperative education far outweigh the disadvantages.

In this study data were gathered on each student from each work-study program coordinator; and two types of objectives were taken into consideration in both work-study programs. First, there were the objectives of the school itself--the local work-study purpose of the college. Second, there were the Federal objectives which the college must consider as being a part of the cooperative education system.

There were seven individuals responsible for the Student Service Corps, and four individuals responsible for the work-study program at the college. The population for the study consisted of 750 students who attended Laney Community College in California. A sample of 160 was drawn from the work-study program, and 38 from the Student Service Corps. (A more detailed comparison of the two programs will be found in Chapter I, pages 15 and 25.)

²James H. Wilson and Edward H. Lyons, op. cit.

Behavioral Outcome Comparison

An analysis table was constructed to organize the data with one of the independent variables cast into columns and another into rows. Mean scores on both groups were tested to determine if significant differences existed. The analysis was also used to examine existing differences between the Student Service Corps and the work-study program.

The Herzberg factors were utilized, however, to avoid both the subjectivity inherent in interpreting interviews and the possible biasing effects of social desirability; the aim was to measure job satisfaction and dissatisfaction using a 32-item questionnaire.

A pilot sampling was drawn from a group of 25 work-study students at Michigan State University to test the validity and reliability of the questionnaire.

Two 3-way analyses of variance were used to test the hypotheses. The first design was analyzed through the use of a multivariate analysis of variance. The four dependent variables were absenteeism, grade point average, retention and tardiness. Sex, race, and group effect were employed as independent variables.

The second design was analyzed through the univariate analysis of variance on the dependent measure of the 32-item Likert type response questionnaire, with the same independent variables referred to above. A summary table

was constructed, and the various degrees of freedom, F-ratio, and mean squares needed to complete the analysis were calculated.

Findings From the Analysis of the Job Satisfaction Scale

The following findings were based upon an analysis of the data:

Correlational analysis of Satisfaction Scale

1. The vast majority of the items that were included in the final scale had correlations with the total score of .50 or above, thus indicating a consistency in contributing to the total satisfaction score, and that the test was essentially uni-dimensional. There were relatively few correlations that were .20 or below.

2. There were three items that were negatively correlated with the total score. The negative correlation tends to indicate that these particular items tend to be measuring something different from what is measured by the total test score. Thus, it would be recommended that further use of this satisfaction scale exclude these particular items.

Analysis of Variance

1. A total of three of the four dependent variables (grade point average, retention, and absenteeism) were found to be significant at the .05 alpha level when analyzed through the use of the univariate analysis of variance on effect for group.

2. When effect for race was used as the independent variable, differences between group grade point average and retention were found to be significant at the .05 alpha level.

3. When effect for sex was used as the independent variable only grade point average was significant.

4. On race by group interaction, when used as the independent variable, tardiness was found to be significant.

Multivariate Analysis

1. The package of four dependent variables (grade point average, retention, absenteeism, and tardiness) was found to be significant at the .05 alpha level when analyzed through the use of the multivariate analysis of variance on group effect.

Hypothesis Testing

1. Findings resulting from the testing of null hypotheses 1 and 8 (see Chapter I) indicated a statistical basis for rejection of the null hypotheses. In rejecting the null hypotheses, this indicates that there is significant difference between groups on grade point average, retention, and absenteeism, and on job satisfactions as measured by the multivariate test and the univariate test.

2. Findings resulting from the testing of null hypotheses 2 and 9 indicated that there is significant statistical difference between races on grade point average, retention, and on job satisfaction. The null

hypothesis 2 was accepted on the multivariate test. However, the null hypothesis 9 was rejected in the univariate test for differences between races on job satisfaction.

3. Findings resulting from the testing of null hypotheses 3 and 10 indicated no basis for rejection of the null, using the multivariate test. (However, when the individual univariates were examined, there was a significant effect for grade point average.) Therefore, the null hypothesis 3 was accepted which indicated no significant interaction between sexes on the four dependent variables, and the null hypothesis 10 was rejected, which indicated significant differences between sexes on the dependent variable.

4. Findings resulting from the testing of null hypotheses 4 and 11 indicated that there is no statistical basis for rejection of the null hypothesis 4. Failure to reject the null indicated that there is no significant statistical interaction between group and race on the set of grade point average, retention, absenteeism, and tardiness as measured by the multivariate test. However, the univariate tests indicated a significant interaction between group and race on tardiness variable alone. The null hypothesis 11 was not rejected as measured by the univariate test for job satisfaction.

5. Findings resulting from testing of null hypotheses 6 and 13 indicated no statistical basis for

rejection of nulls. Failure to reject the hypotheses 6 and 13 indicated that there is no significant statistical interaction between race and sex on grade point average, retention, absenteeism, tardiness and on job satisfaction as defined and measured by both the multivariate and univariate test.

6. Findings resulting from testing of null hypotheses 5 and 12 indicated no statistical basis for rejection of the nulls. Failure to reject the null hypotheses 5 and 12 indicated that there is no significant statistical interaction between group and sex on grade point average, retention, absenteeism, tardiness, and on job satisfaction, as measured by the multivariate and univariate tests.

7. Findings resulting from testing of null hypotheses 7 and 14 indicated no statistical basis for rejection of nulls. Failure to reject the null hypothesis indicated that there is no significant statistical interaction between group, race, sex, on grade point average, retention, absenteeism, tardiness, and on job satisfaction.

Conclusions

The analysis of the data suggests the following conclusions:

1. The grade point average earned by the Student Service Corps was significantly higher than that earned by the work-study group, suggesting a more positive academic experience.

2. The Student Service Corps had a significantly lower rate of reported absenteeism than the work-study group, reflecting a more positive experience.

3. The work-study group had a significantly higher retention rate than the Student Service Corps group, indicating a less positive outcome.

4. The Student Service Corps group was significantly more satisfied with their jobs than the work-study group, as measured by the univariate test on the job satisfaction scale.

5. The univariate analysis indicated that the Student Service Corps was significantly less likely to be tardy than the work study group, suggesting a more favorable response among Student Corpsmen to their assignments.³

Difference in Mean Scores on Job Satisfaction Scores

Because of the nature of this study, there are some results of the analysis that warrant further discussion.

³The multivariate test indicates that there are significant differences between races on grade point average; and whites tend to have higher grade point averages than either Blacks or others; they also tend to have larger retention scores than either of the other racial groups. The univariate test indicates that females in both groups earned a significantly greater grade point average than males.

The cell means tables for the variable job satisfaction indicates⁴ that White males were satisfied with the Student Service Corps. One should note that the lower the score, the more satisfied they were with their jobs. Blacks tend to be in the middle, and both males and females scored about the same. Others, including American Indian, Oriental American, and Mexican-American, were almost in the middle, although males seemed to be less satisfied than females with their jobs.

In the work-study group, one notices differences between males and females; however, not much difference between the races. Cell means across all groups seem to level out. They were all in the 80's. Males average 86, females 85, which suggests there wasn't much difference in job satisfaction.

Summing across the sexes was relatively the same, although Blacks tended to be as satisfied with their jobs as Whites and Others.

The means for retention indicate that females in the Student Service Corps had a higher retention rate than males, and that Black females had the highest retention rate, while White females had the lowest retention rate.

In the work-study program Other males had the highest retention rate, while Black males had the lowest retention rate.

⁴See Appendix Tables C-1 through C-15, op. cit.

When we sum across groups on means for absenteeism, it was found that Black females have the lowest rate of absenteeism while White females had the highest rate of absenteeism. It is interesting to note that although White females had the highest rate of absenteeism, they had a much higher rate of retention than both Black males and Other females.

The major outcome of this study was that the Student Service Corps group attained a significantly higher score on the job satisfaction scale and reflected greater satisfaction in all but one of the job-related variables.

It was interesting to note that the work-study students had a larger overall retention rate, which meant that the students within the work-study program tended to be retained on their jobs longer than the students in the Corps. This could be attributed to the close supervision received by the Corpsmen. There are peer field supervisors and faculty members assigned to the Corpsmen who visit job sites twice a week, whereas work-study students depend on a somewhat detached agency supervision. Some agencies look upon the students in both programs as free labor, therefore when students are absent the agencies are reluctant to report the student to the college coordinators, since they pay only 20 per cent of the student's salary. Since these agencies tend not to report students who are absent or perhaps drop

out of the program, many students retain their jobs "on the books." However, students in the Corps are reported immediately by one of the faculty or peer supervisors.

There was less absenteeism within the Student Corpsmen group. This might be related to job satisfaction. Since they were highly satisfied with their jobs, they were less likely to be absent from their job.

The Student Corpsmen earned a higher grade point average. This could result from the way the Corpsmen were selected, as it was found that the selection process was more intense than that of the work-study group. The demographic information indicated that the Corpsmen tended to be leaders on campus and were an older group than the work-study group. The Corpsmen tend to be political leaders who had more community involvements. The Student Service Corps met as a group on Fridays in a seminar which was taught by faculty members having released time, with three hours in the seminar setting and three hours in field supervision. Grades given in the seminars might contribute to the Corpsmen's higher grade point average. It would be difficult to put a straight implication from the seminar because there are two possible variables that could be operating.

In the race category, "Other," it was found that Others were scoring higher than Blacks on grade point average but not higher than Whites. This means that Whites were higher than Blacks on grade point average.

The Oriental students were grouped with Mexican-American and American Indians. It was found that by themselves the Oriental group earned a higher grade point average than all other racial groups. Implications for further study might be to subdivide racial groups into further subdivisions than just Black, White, and Other. It is interesting to note that some Mexican-Americans would cross out the word Mexican-American and write in Chicano; and some of the Black students in the Student Service Corps would write in Muslim in place of Black.

The Orientals had a lower rate of retention than Blacks or Whites, which means they were not retained on the job as long as Blacks or Whites. This could be attributed to Orientals earning higher grades; they usually transferred to a four year college after one semester or after the first year.

The findings do not bear directly on confirmation or refutation of the Herzberg hypothesis; they do cast some doubt on its generalizability and predictive power.

There is some support for the belief that the Student Service Corps might be a valuable alternative to the traditional work-study program, as a result of the significant differences that were found.

Implications for further research indicate that some research should be done in this area with the two questionnaires put together, so that all the data could be analyzed simultaneously.

In spite of its rather lengthy and extensive history, the study of behavioral outcomes, structural and process elements are at the threshold of scientific inquiry.

Implications

The major implication of this study was that the Student Service Corps group was exposed, at a grass roots level, to work that was meaningful and intimate to them. In addition their work was enhanced through opportunities to debrief themselves, express their concerns at their weekly seminar and to identify with a program that was tangible. This in itself might have been the reason for the success of the Student Service Corps, because an institution cared enough to establish a situation and create the conditions that would allow students to gain a sense of community.

The Corpsmen had a strong social action commitment. Most of the students in the Corps expressed that their Student Service Corps experience was one of the few times in their lives they had a feeling of solidarity a feeling of caring about something which involved changing the environment. They seem to believe that if they can have an impact on their environment, then they are more likely to modify their behavior in a favorable direction.

If the Student Service Corps is actually a superior program, its success is probably related to the

fulfillment of group identity needs among Corpsmen and the intense social commitment of the "grass roots" to which Corpsmen were assigned. In addition the Corpsmen appeared to experience a feeling that their work would make a difference in their lives and the lives of others. Also academic achievement is probably enhanced when the academic work is closely tied to the student's career objectives.

Another implication is that to get the most out of the work-study programs, agency involvement in an advisory capacity is important. The agency must really feel they have inputs and can identify with the program if they are to care about their assigned students. As a result the possible tendency to see students as "free" laborers, or a pair of extra hands, can be overcome. Maybe then these agencies will better identify with the educational process.

While the preceding conclusions are viewed as basically sound it is recognized that they must be viewed as more tenuous than in a study which was established from the beginning as an experimental research project. Consequently, it is recommended that the findings of this study be employed to establish basic hypotheses for an experimental design in a separate situation from the one reported in this study.

It is quite probable that some of the positive outcomes in favor of the Student Service Corps can be

explained by the Hawthorne effect. This is not seen as a negative feature because most exploratory efforts capitalize upon the sense of frontiersmanship and group solidarity which exploration produces.

The sense of community within the Corps appears to have had a real impact on the agencies which may have exceeded the impact of the work-study program on its assigned agencies.

The weekly seminar which the Corps attended also appears to have provided interaction, group cohesion, and goal interdependence which are important variables in production as well as job satisfaction. Regardless of the level of morale or satisfaction, a cohesive group will be productive only if the group's goals include a high production level. The interaction effect is dependent in part on group size. Therefore in a large group, like the work-study program, one might anticipate lower morale stemming from less cohesiveness than a smaller group like the Student Service Corps could provide.

The Corps' lower rate of absenteeism was viewed as a reflection of the relationship between job satisfaction and job attendance.

There are implications for further research using different breakdowns of the populations under scrutiny to make accurate comparisons dealing with the same variables. Sex, nature of job, and skill level might be factors in determining the relation between attitudes and absence.

Some caution should be exercised in assuming that one large Student Service Corps would be effective. On the contrary, an administrator might want to use different breakdowns of the groups; one for Chicanos, one for Blacks, older women, Women's Liberation, and Gay Liberation. One might then assume that these smaller groups with meaningful assignments in the community would tend to react in essentially the same manner as the Student Service Corps in this study.

The study implies that there is a relation between job satisfaction and job performance; yet in fact, there might be no clear relation. It may be that the students in the Corps show high satisfaction because their performance is high, or the work-study students may be satisfied with low production if the group norm favors such a level.

The social commitment of the Corps might be one of the key factors in the program which resulted in a higher rate of behavioral outcomes. There are certain sets of behavior and personality that every job carries in our society. They are not always requirements that are obvious in association with the performance of the job itself.

A student stands a better chance of succeeding at the job when the job requirements and the individual's style are in phase, other things being equal, than the student who is antagonistic to the job requirements because of his behavioral style.

Recommendations

1. Replication of the study with the instrument to determine whether the overly high incidence of positive correlation among questionnaire items is ultimately due more to bias from acquiescence or to social desirability.

2. Further research is needed to compare and analyze other work-study programs at four-year colleges and universities.

3. Further research is needed to determine or support the notion that making job content more attractive will lead to increased job satisfaction.

4. Replication of the study comparing and analyzing an urban community college work-study program with an urban four-year college or university work-study program.

5. Work-study programs should be designed to offer special seminars on a regular basis, special counseling to prepare students for the world of work. These seminars and counseling sessions should be conducted by faculty members and community leaders.

6. The work of both the Student Service Corpsmen, and the work-study students, which is similar to an internship, e.g., tutoring in the schools, warrants academic units as well as pay, just as it is true of internship in nursing or merchandise management.

7. An investigation is needed to explore correlational statistics measuring the magnitude of the relationship between predictors (e.g., satisfaction) and criterion

(e.g., production) to answer the question--if high job satisfaction is associated with high production, then low job satisfaction should be associated with low production.

8. Work-study programs should be administered in such a fashion as to culturally enhance a positive and constructive neighborhood. The work-study programs should entail assignment of work-study students to grass roots agencies similar to those assignments of the Student Service Corps.

Epilogue

The findings of this study have several implications. The use of Herzberg's theory of job satisfaction which states that a set of intrinsic factors--achievement, responsibility, work itself, recognition, and advancement--are mainly responsible for job satisfaction, and a set of extrinsic factors--co-workers, supervision - technical, supervision - human relations, salary, security, program policies and practices, and working conditions--are mainly responsible for job dissatisfaction.

The conclusions of this study offered some evidence to support the following proposals. Mechanistic work-study program approach leads to apathy, acquiescent and limited responsibility. Societal changes with new demands upon educational systems will require educators to consider and develop new ways of restructuring their work-study programs to provide more effective and efficient work experiences.

Many forces provide impetus for changes, but the problem remains--how best to organize to provide socially responsive systems to help insure quality education in a mass, technologically oriented society. The multiplicity of agencies in urban areas suggests the need for new and larger structures of educational governance to provide greater coordination with other related community organizations.

Contrast this to the theory that the acquiescent work-study student reveals a certain desire for subservience in his willingness to go along with anything. Consider, more positively, that these students are just trying to make a good impression. As yet, research has been unable to determine clearly whether the overly high incidence of positive correlation among questionnaire items is ultimately due more to bias from acquiescence or to social desirability.

Based upon the findings of this study, it is crucial that we examine the administration of the work-study program. This becomes difficult because of the movement of students to and from schools. Good coordinators are difficult to find because the coordinator must understand both the industrial and educational aspects of the work situation. Faculty members must be alert and must be able to relate academic work with job experience.

The cooperative coordinator must have a window on the lives of work-study students as few of his colleagues

have, and through this window he has an opportunity to learn. If he goes through this learning process with a clear mind and a sharp eye, understanding that human feelings are terribly important, and if he hasn't been too worn by exposure to bureaucratic procedure, then he will have begun to build a background that will be more valuable than much of the sterile academic course work that cooperative coordinators often press on students.

The work-study program ought to be both an opportunity for students to earn money and to be involved in important kinds of work in a changing community. The work-study program is potentially one of the most valuable and exciting student aid programs that educational institutions are involved in.

Job attitudes, their determinants and consequences, are complex, and as yet relatively unanalyzed, phenomena. Few work-study students have the clear-cut goals of the social critic or motivational systems of the educational psychologist. It is unlikely that work-study students' attitudes will be predicted by a general theory dealing with abilities, background, or motivation in any more accurate manner than students' performance has been predicted on the basis of reported job satisfaction.

In listing negative factors associated with participation in the work-study programs, agency representatives refer most often to the loss of production incurred while new students are being trained.

College representatives list the following needs in connection with operating work-study programs: more supervisors and coordinators to handle the administrative details of the programs; more monies for staffing, instructional materials and facilities, and special services needed by educational disadvantaged students; and more flexibility in scheduling classes for work-study students. There is a need for more instructors with a sympathetic understanding of the problems of the low income students. Involving agencies with program ideas at the initial stages is difficult since schools do not have "salesmen" for their programs as some of the new agency programs have. One administrative complaint is that industry may find an outstanding coordinator and take him away from the college by offering a more attractive salary and less difficult working conditions.

In conclusion, the most positive factor associated with the college participation in the Student Services Corps is the increased communication with industry and other community agencies which results in curriculum and course content changes that make the job education provided by the college more appropriate to the needs students will meet in the world of work. Once industry and other community agencies become aware of the potential of this new work force and take advantage of the colleges' offerings they can provide upgrading and retraining opportunities for their employees. The colleges then benefit from

increased use of their facilities and society benefits as more students increase their level of education.

The number of work-study programs must be increased, even in those areas where they now exist, to prevent the charge of tokenism which is often levelled at those who seem to be doing most by disgruntled students who know cooperative programs are available and cannot understand why there is not room for them to participate.

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APPENDICES

APPENDIX A

PROFILE OF THE TARGET AREAS

PROFILE OF THE TARGET AREAS*

The area served by the Inner City Project is that portion of Oakland, California referred to as the "target areas." This term refers to those geographical sections of the city designated as poverty areas under the community action program of the Office of Economic Opportunity.

These sections of the city are characterized as depressed areas requiring special services to combat the chronic effects of poverty, i.e., high rate of unemployment, coupled with general low income patterns, poor housing conditions, severe health problems, and educational deficiencies.

The target areas comprise approximately 41% of Oakland's total population but 91% of the total Negro population and 51% of the population with Spanish surnames. Geographically, the area consists of 37 of the 102 census tracts of the city.

All tracts in the target areas have an unemployment rate of at least 9% and some have rates as high as 33%.

Many tracts have become urban renewal areas with the consequent problems of family relocation. Since decent housing for low income families is at a premium in the target areas, this relocation creates further social problems.

Educationally, the children of the areas suffer severe handicaps in academic performance, especially in reading and mathematics skills. Although the schools have given the problem some special attention, the conditions appear to be deteriorating.

County health department reports indicate that the health needs of these areas of Oakland are disproportionate to the population. For example, 68% of the active tuberculosis cases of the county are in these portions of the city.

*Sam Toney and Alice A. Wright, "Peralta Colleges Inner City Project Evaluation Report," Oakland, May 15, 1969.

In summary, an examination of the current situation of the population of these target areas leads to the incapable fact that the residents of these sections of Oakland suffer severely from all the dilemmas of poverty. These conditions are of such an extreme nature that massive supportive services are required if the situation is to be improved.

CORRESPONDENCE BETWEEN TRACTS WITH LOW
INCOME AND THOSE WITH HIGH UNEMPLOYMENT,
APRIL 1960 OAKLAND, CALIF.

Source: "Income, Education
and Unemployment in Neigh-
borhoods, Department of
Labor publication compiled
from 1960 Census data.

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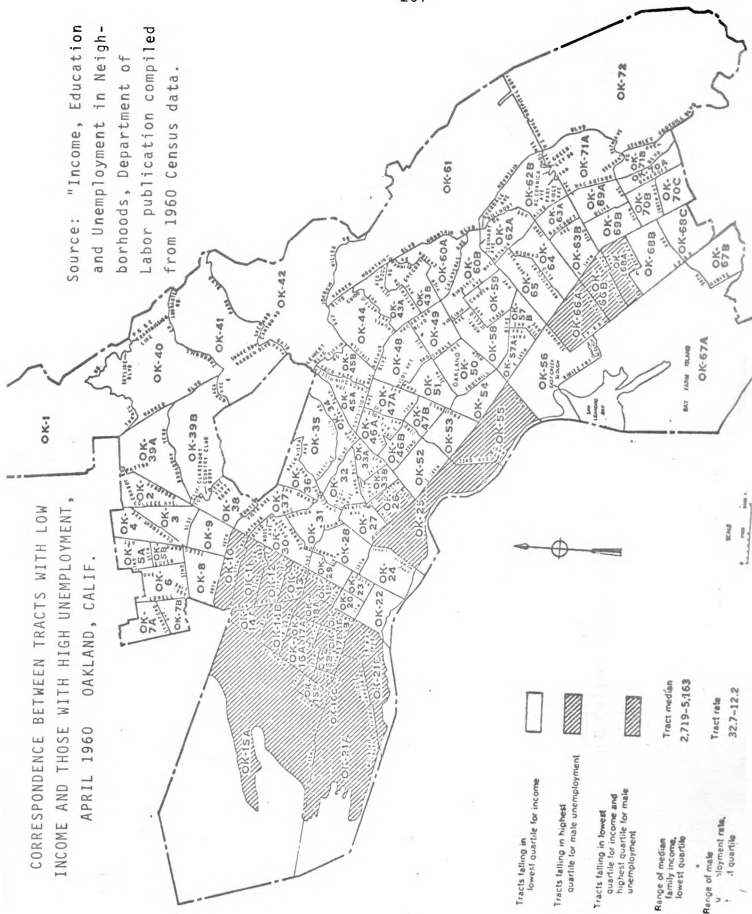


TABLE A.1.*--Profile of Oakland's Target Areas.

	A	B	C	D	Total
Total Population					
White	28,893	57,526	31,562	33,225	151,206
Negro	11,669	16,609	23,444	16,149	67,871
Other	16,146	37,621	6,148	16,197	76,112
White, Spanish Surname	1,078	3,296	1,970	879	7,223
	1,011	3,258	5,385	3,730	13,384
Age Distribution					
White - Under 5	770	1,058	2,473	2,132	6,433
5 - 14	1,009	1,598	3,321	2,863	8,791
15 - 19	488	703	1,352	1,072	3,615
20 - 64	6,765	9,518	12,997	8,427	37,707
Over 64	2,667	3,732	3,301	1,655	11,355
Median	47.4	40.7	33.7	29.1	
Negro - Under 5	2,149	5,913	1,231	2,576	11,869
5 - 14	3,495	8,907	2,140	5,002	19,544
15 - 19	1,079	2,487	550	1,081	5,197
20 - 64	9,727	21,580	3,961	8,092	43,360
Over 64	774	2,030	236	325	3,365
Median	28.7	27.1	21.2	20.9	
Education					
0 - 4 years	1,947	5,051	2,082	1,621	10,701
5 - 8 years	5,957	12,227	5,912	5,337	29,433
Some High School	3,686	7,868	4,041	4,514	20,109
High School Graduate	4,203	5,618	4,183	3,793	17,797
Some College and College Graduate	2,421	2,698	1,949	1,395	8,463

TABLE A.1.--Continued.

Employment										
Male - 14 years and older										
Civilian Labor Force										
Employed	10,093	21,031	10,977	10,134	52,235					
Unemployed	7,619	14,064	8,338	7,686	37,707					
§	6,884	11,456	7,350	6,898	32,588					
Female - 14 years and older										
Civilian Labor Force										
Employed	11,742	19,700	11,802	11,015	54,259					
Unemployed	5,175	7,075	4,724	4,112	21,086					
§	4,758	5,863	4,088	3,599	18,308					
Total										
Employed	417	1,212	636	513	2,778					
Unemployed08	.17	.13	.12						
§										

*The data reported in Table A-1 are from the 1960 Census with the exception of the Welfare data which has been derived from 1964 reports of the Alameda County Department of Welfare.

APPENDIX B

PROJECT OVERVIEW

PROJECT OVERVIEW

LANEY COLLEGE INNER CITY PROJECT

The basic purpose of the Inner City Project is to demonstrate ways in which the community college may effectively extend and disperse its services and programs into the inner city to develop there a new sense of community identity, participation and involvement.

Briefly stated, the proposal includes the following elements:

1. A Student Service Corps to carry on a work-study/service program of community outreach, development and service in the inner city. At the present time, there are 50 students assigned to the Corps.
2. Community Development Centers to provide educational and counseling services in the inner city. Laney College operates centers in West Oakland and in the Fruitvale Community.
3. An Enrichment Program to provide workshops in art, music, and drama to be supplemented by recreational, social, cultural, and educational

experiences at the block, neighborhood, and community level.

4. A Scholarship-Subsistence Project to provide financial assistance to residents of the inner city who wish to attend college to prepare themselves for careers in public service.

We feel that by taking the educational, cultural, and human resources of the college into the community in this fashion, we can demonstrate not only how the community college can serve the inner city, but how residents of the inner city can be involved as active participants in the task of serving their neighbors.

APPENDIX C

MEANS TABLES

TABLE C.1.--Cell Means for the Variable, Job Satisfaction.

Student Service Corps	Black	White	Other	Summary Over Races Within SSC
Male	10 70.80	1 91.00	5 68.60	16 71.38
Female	15 71.00	2 49.00	3 56.00	20 66.55
Summary Over Sexes Within SSC	25 70.92	3 63.00	8 63.88	36 68.70

TABLE C.2.--Cell Means for the Variable, Job Satisfaction.

Work Study	Black	White	Other	Summary Over Races With WS
Male	39 90.05	30 85.03	20 94.00	89 89.24
Female	19 89.79	33 91.09	21 92.90	73 91.27
Summary Over Sexes Within WS	58 89.96	63 88.20	41 93.44	162 90.15

TABLE C.3.--Cell Means for the Variable, Job Satisfaction.

Sum Over Groups	Black	White	Other	Summing Over Races
Male	49 86.12	31 85.22	25 88.92	105 86.52
Female	34 81.50	35 88.68	24 88.29	93 85.95
Summing over Sexes	83 84.23	66 87.05	49 88.61	198 86.25

TABLE C.4.--Means, Grade Point Average--Student Service Corps.

Student Service Corps	Black	White	Other	Summary Over Races Within SSC
Male	14 2.35	2 2.25	4 2.58	20 2.38
Female	12 2.69	3 2.77	4 2.63	19 2.69
Summary Over Sexes Within SSC	26 2.50	5 2.56	8 2.60	39 2.52

TABLE C.5.--Means, Grade Point Average--Work-Study.

Work Study	Black	White	Other	Summary Over Races Within WS
Male	57 2.23	42 2.32	18 1.83	117 2.20
Female	38 2.17	38 2.21	19 2.57	95 2.26
Summary Over Sexes Within WS	95 2.20	80 2.26	37 2.21	212 2.22

TABLE C.6.--Means, Grade Point Average--Summing Across Groups.

Summing Across Groups	Black	White	Other	Summing Over Races
Male	71 2.25	44 2.31	22 1.96	137 2.22
Female	50 2.29	41 2.25	23 2.58	114 2.33
Summing Over Sexes	121 2.26	85 2.27	45 2.27	251 2.26

TABLE C.7.--Means, Retention--Student Service Corps.

Student Service Corps	Black	White	Other	Summary Over Races Within SSC
Male	14 173.57	2 150.00	2 225.00	20 181.50
Female	12 210.00	3 110.00	4 180.00	19 186.32
Summary Over Sexes Within SSC	26 190.38	5 126.00	8 118.13	39 167.31

TABLE C.8.--Means, Retention--Work-Study.

Work Study	Black	White	Other	Summary Over Races Within WS
Male	57 225.79	42 233.57	18 258.33	117 233.59
Female	38 258.95	38 232.37	19 191.58	95 234.84
Summary Over Sexes Within WS	95 239.05	80 233.00	37 224.05	212 234.15

TABLE C.9.--Means, Retention--Summing Across Groups.

Summing Across Groups	Black	White	Other	Summing Over Races
Male	71 215.50	44 229.77	22 252.27	137 225.99
Female	50 247.20	41 223.41	23 189.57	114 227.01
Summing Over Sexes	121 228.60	85 226.71	45 205.22	251 223.77

TABLE C.10.--Means, Absenteeism--Student Service Corps.

Student Service Corps	Black	White	Other	Summary Over Races Within SSC
Male	14 .29	2 .50	4 .25	20 .30
Female	12 .17	3 .00	4 .00	19 .11
Summary Over Sexes Within SSC	26 .23	5 .20	8 .12	39 .20

TABLE C.11.--Means, Absenteeism--Work-Study.

Work Study	Black	White	Other	Summary Over Races Within WS
Male	57 .49	42 .55	18 .50	117 .51
Female	38 .47	38 .63	19 .53	95 .55
Summary Over Sexes Within WS	95 .48	80 .59	37 .52	212 .53

TABLE C.12.--Means, Absenteeism--Summing Across Groups.

Summing Across Groups	Black	White	Other	Summing Over Races
Male	71 .45	44 .55	22 .45	137 .48
Female	50 .40	41 .58	23 .44	114 .47
Summing Over Sexes	121 .43	85 .57	45 .45	251 .48

TABLE C.13.--Means, Tardiness--Work Study.

Work Study	Black	White	Other	Summary Over Races Within WS
Male	57 .35	42 .48	18 .33	117 .39
Female	38 .42	38 .47	19 .47	95 .45
Summary Over Sexes Within WS	95 .38	80 .48	37 .41	212 .35

TABLE C.14.--Means, Tardiness--Student Service Corps.

Student Service Corps	Black	White	Other	Summary Over Races Within SSC
Male	14 .57	2 .50	4 .00	20 .45
Female	12 .17	3 .00	4 .25	19 .16
Summary Over Sexes Within SSC	26 .39	5 .20	8 .12	39 .31

TABLE C.15.--Means, Tardiness--Summing Across Groups.

Summing Across Groups	Black	White	Other	Summing Over Races
Male	71 .39	44 .48	22 .27	137 .40
Female	50 .36	41 .44	23 .43	114 .40
Summing Over Sexes	121 .38	85 .46	45 .36	251 .40

APPENDIX D

LETTERS

FACULTY REACTIONS TO THE INNER CITY PROJECT

Jan Wall, English Instructor, Laney College

"Apparently very little appeals are being made to young people, maybe a little more room for militancy is in order."

Marilyn Christenson, Counselor, Laney College

"Perhaps it would be wise to have only teaching faculty members as advisors and use any counselor in the counseling role for the most effective use of background."

"Have you considered using trained student aides at the centers to give out general information about the college, particularly at registration time?"

Roger Ferragello, Art Instructor, Laney College

"On the whole contact with Inner City personnel has been fruitful--no special problems--only commendation."

"Art department would enjoy closer ties with Inner City--some of projects we would like to see started are:

1. Special evening class in sign and poster painting. (Mr. Rowe)
2. Idea concerning childrens playground and sculpture in ghetto area. (Mr. Odza)"

Jack Atkinson, Business and Sales Instructor, Laney College

"Utilizing the almost untapped enthusiasm and desire to work for change of students could be improved by:

1. Much tougher standards for being paid.
2. Definite work quotas."

Bill Desrosiers, Dean of Student Personnel, Merritt College

"You have opportunities for special programs that provide for community participation and reward-- Art classes, G.E.D., etc."

Neil Lucas, Assistant Dean of Liberal Arts, Laney College

"The Inner City Project has made it possible for us to take regular college classes to the community in a way never done before. This project has increased our outreach to the community in many ways--it helps the total college image as well as serving a needed community function."

"The Inner City Project has resulted in very positive curricula developments in the Office of Instruction. The staff has been most cooperative and constructive in their relations with us."

Ed Bratset, Assistant Dean of Vocational Education, Laney College

"The project has made a significant impact on the vocational department, in that, some vocational teachers have been made aware that there are people in the community who are not able to get to the college. An educational opportunity has been provided for them in the community."

Lloyd G. Baysdorfer, Assistant Dean of Instruction, Merritt College

"As you know, I have committed myself to the success of the Inner City Project, and therefore must say that my general reaction is a positive one. I am particularly in favor of the dual aspect of the program which brings the college to the community and the community to the college."

Peralta Colleges
Laney College

M E M O R A N D U M

To Mr. Ricca Date May 2, 1969
From Robert L. Wynne Subject Evaluation--Inner
City Project

The Inner City Project has had two major impacts upon the Office of Student Personnel Services; a) the involvement of counselors, and b) an increased need for financial aids through the financial aids office.

a) Counseling

The involvement of two counselors with the Inner City Project Scholarship students was a worthwhile program since it made these students aware of two persons from whom various kinds of assistance were available. It further made it possible for the counselors to work individually or in groups with the special needs of this group. No new procedures or techniques in counseling evolved from the program but, as extension of regular counseling services, it was worthwhile. The efforts expended by the one counselor used as an adviser might well be consolidated with the services performed by the two counselors in regard to the scholarship students.

Involvement of regular counselors in the Development Centers is a process that develops rather slowly. They should have been involved earlier if an evaluation of this service was to be made. Thus far the services have been minimal and could be performed by a dependable student. For special functions a counselor could be available.

b) Financial Aids

The scholarship program clearly demonstrated that the kind of program that allots a set amount to students with financial need is not a realistic approach. A number of these students needed significant amounts of additional aid, e.g., loans, grants, and jobs in order to attend college. Any future program of this sort must be geared to the students' family income, family size, and unusual financial problems, in order to allow some flexibility in meeting their needs. Procedures similar to those used in most financial aids office. Even

the G.I. Bill, after which this program was partially modeled, allows for different subsistence amounts for students with differing marital status, numbers of dependents, and attendance--part or full-time.

The project further demonstrated that in any instance where large numbers of poverty level students are to be encouraged to attend school, large masses of financial aid funds must be included in the basic planning.

RLW:al
cc: Dr. Morena

LANEY COLLEGE

Memorandum

To: Mr. Fred Martin

July 7, 1969

From: Dr. David Fogel

Re: Supervision of the Student Service Core Seminars

In response to your request here is my proposal for the supervision of the Student Service Core seminars. I propose to supervise the program personally. As you know I participated in it last semester and believe that I was well received. This type of program is not new to me as I have been involved in field work supervision of graduate and undergraduate social work students at three colleges and universities for some 12 years. It would be necessary for me to receive a minimum of six hours per week released time to accomplish what I propose on the attached pages.

In relation to the Community Development Centers I suggest that we wait until the sociology department is at full strength in February, 1970. We can then plan to study the problem and propose a program for its solution. If I take it on now (one man short) it will affect the number of sociology courses we can offer.

I expect to be out of town on vacation from July 25th until the Fall semester and would, therefore, like to have a decision on this proposal before I leave.

LANEY COLLEGE

-1-

To: Mr. Fred Martin

July 7, 1969

Proposal for the Supervision of the Student Service Core Program by the Sociology Department of Laney College.

The Student Service Core practicum is a sound educational tool. It needs to be supported with weekly seminars which will use the field experiences of the students to consolidate their learning. Students bring their field work problems to the seminar and use these illustrative case materials as examples which can be conceptualized and generalized.

Having observed the program and having participated in it briefly, this writer believes that the students' experiences are serial and episodic. The classroom work occurs as a parallel rather than integrating experience. In order for integration and consolidation to occur, the faculty supervisor must be close to the field experience of the student as an observer and play a subsequently heavy role in extracting generalizable incidents for the seminar.

The Sociology Department proposes the following approach to reach this goal:

1. Selected observation by the faculty of student field work through actual participation and field reports.
2. Creation of a weekly two hour seminar which will serve at least the following purposes:
 - A. A problem simulation center in which students' field problems are worked upon with an end toward resolution of the immediate critical incident.
 - B. Use of the problem as a learning tool for the entire group.
 - C. Interspersed with problem simulation will be lecture - discussions on community structure and resources, field visits to social agencies and visiting resource people from various applied social science disciplines.

- D. We will also invite visiting academic social scientists to examine problems from their perspectives and to suggest alternate ways of understanding and resolving problems brought in by students.

The net effect of this approach will be to unite clinical with academic experience. The student will be helped to transform his field work (and thus life experiences) into conceptualizations. Continuous exposure to this process will convert individual fragmented incidents into a framework of a problem solving continuum which will assist a student to use learning in disciplined and orderly manner.

The Sociology Department will:

1. Form and supervise an observation team (two faculty).
2. Program and conduct the weekly two hour seminars.
3. Invite visiting resource people.
4. Evaluate the program.

In order to accomplish this task, six hours weekly released time must be provided. One of the students in the program should be assigned to the coordinator of this program to assist in administering and evaluating the program.

Sample 15 Week Semester Seminar Program

- 1 Introduction to the Seminar--review of semester's program--goals--media to be used--feedback--modification--assignment of responsibilities for forthcoming sessions.
- 2-4 Structure of the community--review of governmental structure, police, courts, mayor's office, health and recreation services (outside speakers, films, field visits).
- 5-6 Social Service structure--welfare, probation, private agencies, and Federal agencies (speakers, visits to agencies).
- 7-13 Problem Simulation--students prepare field work problems for classroom simulation and resolution.
- 14-15 Coordinating lecture and discussion. Supervisor of program ties field and classroom work together. Evaluation of seminar.

LANEY COLLEGE
OFFICE OF EXTENDED DAY
INSTRUCTIONAL GUIDE

INNER CITY PROJECT WORKSHOP

Submitted by Freddie Martin

- I. Description: This workshop is designed to furnish the student with a background of basic tutorial skills and knowledge to equip him to apply them to the problems of the urban ghetto. The workshop should challenge the student to do some original research of his own.
- II. Required background: Presently enrolled in Student Service Corps.
- III. Expanded Description of Content and Method: The course will divide itself into four four-week segments. The first week will be concerned with the tutorial skills in English as a Second Language for Spanish Speaking students. The second week will be concerned with method and tutorial skills in mathematics.

The third week will be concerned with tutorial skills in English and spelling skills to enable the student to operate effectively for the other two parts of the workshop.

The fourth and concluding period of the workshop will be devoted to exploring other avenues of tutorial skills in Basic Education.

- IV. Methods of Evaluating Outcomes: The primary evaluation of the Inner City Student Service Corps will evolve out of the discussions and reactions of the Advisory Committee. Day to day feedback and periodic progress reports would bring this committee in close touch with the students.
- V. Minimum Student Materials:
 - A. Strong desire for change in the following areas:
 - 1. Education
 - 2. Social
 - 3. Political
- VI. Minimum College Facilities: One large classroom
- VII. Texts and References:
 - 1. Four Laney Instructors.

INFORMATION--COLLEGE WORK-STUDY PROGRAMPurpose of Program

The College Work-Study Program is designed to provide part-time employment of students in institutions of higher education who are in need of assistance in their pursuit of a College Degree. Funds have been made available under the Economic Opportunity Act of 1965 as amended for this purpose. Students from low-income families are given preference after which other students may be placed.

Eligibility

- 1--Be a citizen or national of the United States.
- 2--Be enrolled as a full time student at the College (12 units or more).
- 3--Have satisfactory grades.
- 4--Show need of employment.

Income

Eligible students may be employed on campus at a rate of \$1.00 per hour. Part-time employment means not more than 15 hours per week when classes are in session. During vacation periods, quarter breaks, etc., a student may work up to 40 hours per week.

Types of Work

- 1--Library Assistants . . . Catalogs, Maintains, Files, does resource work for Library.
- 2--Clerk Typist Clerical work in school offices or for instructors.
- 3--Laboratory Assistant . . Maintains and prepares equipment and materials in laboratories.
- 4--A-V Aide Operates, maintains A-V equipment.
- 5--Custodial Workers . . . Maintains school facilities.

- 6--Groundsmen Keeps grounds in order. Mows,
waters and gardens.
- 7--Other Including off-campus projects.
work in which must be related
to student's major. Information
available for work-study
coordinator.

FACA2-LYV-8-25-70

L A N E Y C O L L E G E

900 Fallon Street, Oakland California 94707

February 1, 1972

Mr. Freddie Martin
4740 Hagadorn Road, Apt. A3
East Lansing, Michigan 48823

Dear Mr. Martin:

In response to your enquiry regarding the relative merits of the College Work Study and Student Service Corps programs, I hope the following information will prove helpful. Obviously the views expressed below represent a bias because of the relationship between this office and the Student Service Corps.

A primary objective of both the college Work Study program and the Student Service Corps at Laney College is to provide needy students with supplemental income to enable them to stay in school. Judged only on the basis of financial benefit to students, the two programs are identical.

We believe there are other criteria which must be evaluated, however, to gauge the effectiveness of aid programs designed to keep students in school. In an urban setting, one such criterion must be the quality and nature of the experience provided to students in the work situation. On this basis, there is a noticeable and significant difference between the Work-Study and Student Service Corps programs.

The Student Service Corps seeks to involve disadvantaged students in meaningful service to their communities. Students are encouraged to apply their educational experience to a real-life situation. This tie is reinforced by the requirement that all Student Service Corpsmen participate in a weekly seminar.

Our experience with the Corps indicates that students involved in this program are highly motivated not only to remain in school, but to pursue educational goals and objectives which relate to the problems they face in their day-to-day work experience. Supervision and guidance provided by staff from this office insures that the Student Service Corps is more than just a make-work sinecure.

Please let me know if I can provide any additional information.

Sincerely,

Richard A. Ricca
Coordinator, Community
Services

:erp

EAST BAY
1100-67th Street
Oakland, California 94608
Telephone (415)658-7356

SKILLS CENTER

February 2, 1972

Mr. Fred Martin
4640 Hagadorn Road, Apt. 3A
East Lansing, Michigan 48823

Dear Fred:

I hope this is what you want. These are the specific areas of comparison as I see them. The philosophy behind the Student Service Corps is a key factor in the difference.

I am sure you are able to expand on this matter better than me.

If you want anything else, let me know.

Sincerely,

William R. Dabney
Interim Director

WRD:bjc
Enclosure

COMMUNITY COLLEGE WORK STUDY
U. S. STUDENT SERVICE CORPS

To make a comparison between regular college work study and student service corps work study the following factors should be considered:

1. Work objectives
2. Type of students
3. Hours worked
4. Type of assignments

With this factors under consideration, here are my conclusions--

Work Study

Student Service Corps

Work Objectives:

Objectives here usually relate directly to the major study area.

Objectives here need not relate to the major study area of the student. The area of community service is a prime concern comparable to the major area of study.

Type of Student:

Same

Same

Hours Worked:

Similar to Student Service Corps

Often Student Service Corps students work more hours.

Type of Assignments:

Mostly in public agencies of the traditional type. Funding is usually stable in these agencies.

Mostly in grass roots community service projects. Funding and staffing are usually unstable.

CASE HISTORY OF THREE STUDENTS IN THE
STUDENT SERVICE CORPS AT LANEY COLLEGE

Constance Bennett

Age: 34

Mother of 4

Here is a young lady who became a member of the Student Service Corps in May of 1968. Her major was Cosmetology. After working in one of our tutorial programs at Durant Elementary School, she became deeply involved with the instructors at that particular school and the faculty at Laney College, she has decided to change her major from Cosmetology to Elementary Education.

Constance will complete the requirements for an A.A. Degree this June, but has elected to do course work toward an Elementary Education Degree. She is presently a Student Supervisor and has done outstanding work with the Student Service Corps.

Socorro Vasquez

Age: 18

Socorro has been with the Student Service Corps since June, 1968. She is an Art major. Her first assignment was with LaCausa, which is an educational clearing house for the Spanish Surnames in the Fruitvale area. This agency feels the need to channel more Spanish Surname college students to work with Spanish Surname high school students and the Spanish Surname community. Her next assignment was that of a Student Supervisor, in which she supervised the activities of all the students at La Causa.

Because of her evaluation and her work that was "over and beyond" the job requirements, Socorro has since been promoted to a Field Supervisor. She still plans to major in Art, however, she hopes to minor in Sociology and become more involved in the liberation of Mexican-Americans.

Dee Banks

Age: 21

Mother of 2 children and on Welfare

Dee has been with the student Service Corps since its inception. Her major was Data Processing and she has completed three semesters of work towards her A.A. Degree. She has worked on numerous projects. She has brought to the Student Service Corps a wide variety of skills since becoming a

member of the Student Service Corps. Dee has worked as a Modern Dance instructor, worked with youngsters in Arts and Crafts, and as a teachers aide, and is presently working with Congress for Community Development.

The purpose of this agency is to encourage economical growth, community participation, and community interest. They hope to improve the community streets and sidewalks. She attends city council meetings and business meetings in East Oakland. Because of her variety of experience that she has gained since working with the Student Service Corps at Laney College, Dee has decided to become a social worker, thereby majoring in psychology.

The changes that have occurred with these three students and the impact that the Student Service Corps has had in their lives can be traced through their involvement, their job assignments, and the service they have rendered to the community.

Freddie Martin
Student Service Corps Coordinator
Laney College

TABLE D.1.--Laney Student Service Corps Agency Assignments.

Name of Agency	Race				Sex		Target Location
	B	Cau	M/A	Other	M	F	
Clawson	3	1	0	0	1	3	West Oakland
Durant	3	0	0	0	1	2	West Oakland
West Oakland Center	2	1	2	0	2	3	West Oakland
Chestnut Court	2	0	0	0	2	0	West Oakland
North Oakland Study Center	3	0	0	0	1	2	West Oakland
Uhuru (Newspaper)	1	0	0	0	1	0	West Oakland
Oakland Council of Churches	1	0	0	0		1	Fruitvale
St. Patrick's Catholic Church	0	0	1	0	1	0	West Oakland
St. Andrew's Catholic Church	1	0	0	0	1	0	West Oakland
Clinton Park Manor	1	0	0	0	1	0	Fruitvale
First Congregational Church	3	0	1	0	2	2	Fruitvale
Intertribal Friendship House	0	0	1	0	0	1	Fruitvale
First United Church	1	0	0	0	1	0	Fruitvale
La Hormiga	0	0	3	0	1	2	Fruitvale
23rd Avenue Community Center	3	0	0	0	2	1	Fruitvale
Fruitvale Development Center	1	1	1	0	1	2	Fruitvale
La Causa, Inc.	0	0	4	0	1	3	Fruitvale
St. Bernard's Catholic School	2	1	0	0	1	2	East Oakland
Welfare Rights Organization	1	0	0	0	1	0	East Oakland
Congress for Community Action	2	0	0	0	0	2	East Oakland
East Oakland Credit Union	1	0	0	0	1	0	East Oakland
Lockwood Buying Club	2	0	0	0	1	1	East Oakland
International Institute	0	0	2	0	1	1	Fruitvale

Mc Clymond's Youth Council	2	0	0	0	1	1	West Oakland
Filipino Community Center	0	0	0	2	1	1	Fruitvale
Y.M.C.A.							West Oakland
Club of Hospitality							

B = Black

Cau = Caucasian

M/A = Mexican-American

Laney Student Service Corps has a group of volunteer workers who participate in all activities of the corps and is under the direction of the Corps Coordinator. The volunteer corps consist of six students who are committed to community endeavors but cannot be accepted into the regular corps because they do not meet the criteria. Of the six, one is Black, one Mexican-American, and four Caucasians.

APPENDIX E

QUESTIONNAIRES

QUESTIONNAIRE FOR COORDINATORS PARTICIPATING
IN THE COLLEGE WORK-STUDY PROGRAM

Feel free to add comments or explain at any point. If you have difficulty providing exact information, your best estimate will still be very helpful.

1. Was the total work-study allocation to your institution this year adequate for your needs, inadequate, or more than adequate?

 adequate inadequate more than adequate

2. Does your institution utilize any of the following means for recruiting students of exceptional financial and educational deprivation?

regularly occasionally not at all

a. Regular contact
with high school
principals and
counselors in
poor-area schools

b. Contact with
community agencies,
church groups, etc.

c. Lowering or
waiving admissions
criteria

d. Other (Please
specify)

3. Would you say that in general, the work-study program at your institution has been successful in its stated purpose, that is "to assist in making the benefits of higher education to qualified students of exceptional financial need"?

 Definitely yes Probably no
 Probably yes Definitely no

4. Has your program been under pressure from students to make it more relevant to the community?

____ a great deal of pressure ____ some pressure
 ____ no pressure

5. Does your institution have any plans to withdraw from the work-study program in the next few years?

____ yes ____ possibly ____ no

6. Do you plan to expand, reduce or maintain your program at its current level during the next few years?

____ expand the program ____ reduce the program
 ____ maintain the program at its
 present level

7. Number of all students working in your program during 1971-72 who are:

_____ Black
 _____ Spanish-surnamed Americans
 _____ American Indians
 _____ Oriental Americans
 _____ White

8. Please indicate your official title.

Title _____

9. Do you work directly with the students in your program?

_____ Yes ____ No

Please feel free to use the space below of this questionnaire to make any further comments about the operation of your program.

THANK YOU FOR YOUR COOPERATION

JOB SATISFACTION QUESTIONNAIRE FOR STUDENTS
IN BOTH WORK-STUDY PROGRAMS

We recognize that not everyone will be able to give an exact answer to every question asked, but we should appreciate your giving the answer you believe to be most nearly correct for each question.

1. Sex: ___ Male ___ Female G.P.A. _____

2. Race: ___ American Indian ___ Oriental American
 ___ Black, Negro, Afro- ___ Mexican-American
 ___ American, West Indian ___ White
 ___ Other

3. Age last birthday: _____

4. Semester in College: ___ 1st ___ 2nd ___ 3rd ___ 4th
 ___ Other

5. About how many miles from college do you live _____

6. Does your work-study program offer any of the following opportunities to students?
 ___ Special seminars ___ Special tutoring
 ___ Special counseling ___ Don't know

The following are sample items from the Questionnaire:
work out the sample items (1) and (2). Circle only one of the five alternatives for each item:

- | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | | | |
|---|-------|-----------|-----------|-------------------|----------|----------|-----------|
| 1 | 2 | 3 | 4 | 5 | | | |
| | | | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
| 1. The work-study policies were well communicated. | | | 1 | 2 | 3 | 4 | 5 |
| 2. There are some conditions concerning the program that could be improved. | | | 1 | 2 | 3 | 4 | 5 |

Please be sure to answer all items.

How much do you agree or disagree with each of these statements?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree			
1	2	3	4	5			
			SA	A	U	D	SD
1.	I had a sense of achievement in my job.		1	2	3	4	5
2.	I gained a feeling of worthwhile accomplishment from my job.		1	2	3	4	5
3.	I enjoyed the feeling of responsibility my job gave me.		1	2	3	4	5
4.	I was told that I had done a good job.		1	2	3	4	5
5.	I liked the people with whom I worked.		1	2	3	4	5
6.	I enjoyed the kind of work I did.		1	2	3	4	5
7.	The actual duties on my job were challenging.		1	2	3	4	5
8.	My job was very interesting.		1	2	3	4	5
9.	I have a top notch supervisor.		1	2	3	4	5
10.	My supervisor showed himself to be very competent.		1	2	3	4	5
11.	My supervisor was willing to listen to suggestions.		1	2	3	4	5
12.	My supervisor backed me up.		1	2	3	4	5
13.	I felt my supervisor and I understood each other.		1	2	3	4	5
14.	My supervisor doesn't supervise enough.		1	2	3	4	5
15.	I felt satisfied with my salary.		1	2	3	4	5

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
16. My salary is adequate for normal expenses.	1	2	3	4	5
17. My salary provides luxuries.	1	2	3	4	5
18. I had an opportunity to do socially significant tasks.	1	2	3	4	5
19. I had an opportunity to improve appearance or comfort of others.	1	2	3	4	5
20. I had an opportunity to help others find success or happiness.	1	2	3	4	5
21. My job provides good opportunity for advancement.	1	2	3	4	5
22. I have a dead-end job.	1	2	3	4	5
23. In this program it is not important how much you know, it's who you know that really counts.	1	2	3	4	5
24. Traditional programs serve a useful social function by providing stability and continuity.	1	2	3	4	5
25. What is good for the community is good for me.	1	2	3	4	5
26. I am satisfied with my present work-study program.	1	2	3	4	5
27. My job experience is related to my major field or projected profession.	1	2	3	4	5
28. Most students at this college come from families with more money than my family.	1	2	3	4	5
29. I have had adequate preparation for my job.	1	2	3	4	5
30. I feel my job is worthwhile and important.	1	2	3	4	5

Name _____
(Optional)

Program _____
Work-Study or Student Service Corps

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