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ABSTRACT

A growing number of associate degree programs prepare students for community and social service technician roles. This monograph contains information about community and social service students, faculty, and programs. The first section reports on a workshop attended by educators and administrators representative of a broad range of such programs. It includes an extensive discussion of the issues involved, and an exploration of means of dealing with the problems of program implementation. Specific issues discussed include: the role of the Council on Social Work Education; curriculum; students; articulation with four-year colleges; and job development. The second section presents the findings of a national survey of associate degree programs in the community and social services. The total sample was 144 colleges. It was found that almost 8,000 students are currently majoring in community and social service programs. Of these, 75 percent are female, and 65.8 percent are white. Eighty-seven percent of the schools reported that they offered the programs in order to prepare students for employment, and 85 percent of the programs have a required field experience. Thirty percent of the coordinators of such programs have degrees in social work. Survey results are tabulated and appended. (Author/NHM)

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Community and Social Service Education in the Community College: Issues and Characteristics

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PREFACE

The Council on Social Work Education takes pleasure in publishing *Community and Social Service Education in the Community College: Issues and Characteristics* by Edward Allan Brawley and Ruben Schindler.

A growing number of associate degree programs offered by two-year colleges prepare students for community and social service technician roles. It is hoped that this monograph will assist community college faculty and administrators during the early development of these programs.

Included in this monograph is information about students, faculty, and programs which prepare students for community and social service roles. The first section, by Edward Allan Brawley, reports on a workshop attended by educators and administrators representative of a broad range of such programs. It includes an extensive discussion of the issues involved and an exploration of means for dealing with specific problems in the implementation of these programs.

The second section, by Ruben Schindler, presents the findings of a national survey of associate degree programs in the community and social services. The information, based on 144 programs, describes characteristics of the programs, faculty, and students on this new educational level which prepares workers for the provision of social services.

Sincere appreciation is extended to Edward Brawley and Ruben Schindler for their contributions toward the enrichment of community and social service programs in the colleges. Our thanks are also offered to the participants in the Allenberry Workshops and to the respondents to the survey for their thought and efforts as this monograph also reflects their essential part in this effort. Special acknowledgement is given to the National Institute of Mental Health for the funds that made publication of this volume possible.

Richard Lodge
Executive Director

August, 1972

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Part I

THEMES, ISSUES, and DIRECTIONS in ASSOCIATE DEGREE PROGRAMS in the COMMUNITY and SOCIAL SERVICES

by Edward Allan Brawley

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INTRODUCTION

Although the Council on Social Work Education does not approve, sanction, or accredit educational programs on the associate degree level, it does offer assistance in the development of associate degree programs in the community and social services. On May 12-17, 1971, CSWE sponsored a workshop for selected junior and community college faculty at Boiling Springs, Pennsylvania.

The purpose of this invitational workshop was to bring together a small group of educators who would identify current issues in associate degree programs in the community and social services and explore means for dealing with specific problems inherent in the implementation of such programs. Workshop participants are listed in the Appendix.

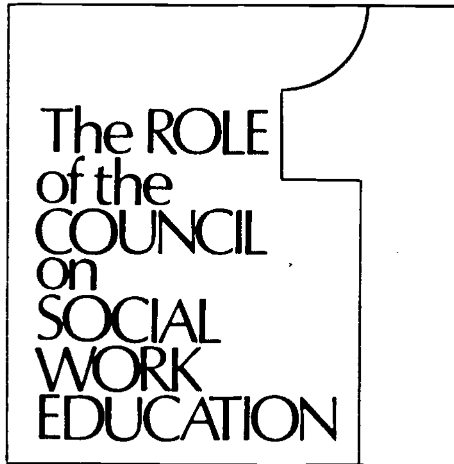
A number of preliminary topics were identified in the planning phase and others emerged during the course of the workshop. Individual participants were asked to prepare and present brief introductory remarks on a given topic as a lead-off to discussion. In the main, little attempt was made to reach a consensus of opinion on a topic or issue. In this report of the workshop, the proponents of particular views are not identified and no attempt has been made to summarize every statement made by participants. Although credit for the content of this report belongs to the participants, responsibility for its representation rests solely with the author. The thoughts expressed in these pages are the

products of many minds and they are presented here with the express purpose of stimulating further consideration and redefinition.

It is clear that associate degree programs in the community and social services have begun to assume a recognizable identity. However, it is equally evident that there remains much diversity among them and some ambiguity about their nature and purposes. All of these facts must not only be acknowledged but, at this early stage, they need to be seen as inherently positive characteristics. In order to have meaning, programs as well as people need to have an identity. And yet, diversity, by its very nature, encompasses possibilities that are absent when conformity prevails. Ambiguity, admittedly a quality more appealing to philosophers than to scientists, contains its own potentialities.

The workshop, and thus the resulting monograph, built upon the CSWE publication *The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services* (1970). This material is not intended as a guideline for building programs, but instead is offered as background for new teachers, those who want to further improve their current programs, and those exploring this area as a potential program for their community college.

Appreciation is expressed to Marylyn Gore, Senior Program Specialist in Undergraduate Education for CSWE. She consistently offered support and good counsel to the author in the planning for and conduct of the workshop and during the preparation of this report. Appreciation is also expressed to Emilia Brawley for her invaluable planning, coordinating, and editorial assistance throughout this project. Finally, the contributions of the workshop participants, their willingness to share their experience and their thinking, and their desire to wrestle with issues are also appreciated.



In 1968, the Council on Social Work Education (CSWE), following a Board decision to expand its activities from graduate education for social work to all levels of education for social welfare, carried out a study of associate degree programs in areas related to social welfare. The findings of the Technical Education Project, as the study was called, were reported by Donald Feldstein in a publication entitled, *Community College and Other Associate Degree Programs for Social Welfare Areas.*[1]

The report identified the thrusts which had led to the rapid growth of technical education during the 1960s, examined the nature of community colleges, and reviewed existing associate degree programs in areas related to the social services. The implications of the emergence of these programs for social work—and especially for social work education—were noted and it was suggested that CSWE might appropriately assume an active role in associate degree education for social welfare and related areas.

It was suggested that CSWE could provide the means for community college educators to come together to discuss their programs and exchange useful information, to collect and disseminate information on associate degree programs and promulgate guidelines for their development, to provide staff consultation to new or established programs, and to assist in faculty development for

[1]Donald Feldstein, *Community College and Other Associate Degree Programs for Social Welfare Areas* (New York: Council on Social Work Education, 1968).

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these programs.[2] The report concluded with the statement that these activities would constitute "a useful role for social work education in the development of technical education, a role which CSWE can begin to implement at once."[3]

Following publication of the Technical Education Report, CSWE developed, in cooperation with the American Association of Junior Colleges (AAJC), guidelines for associate degree programs in the community and social services. The guidelines were approved by the Board of Directors of CSWE in November, 1969, and were published in early 1970, under the title, *The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services.*[4]

The *Guide* reaffirmed the need for the development of a corps of associate degree workers for the social services, citing the factors which were giving rise to this need.[5]

Certain commitments of CSWE were also made explicit in the *Guide:*

> . . . only educationally sound programs will answer the needs of both students and communities . . . in associate degree programs, as in all education for social welfare, a central core of general education is essential . . . social work education needs the special insights and knowledge which can be brought to it by students from ethnic minority groups and the educationally disadvantaged . . . if these groups are to enter the field of social service in large numbers, they must also find the road to advancement accessible.[6]

It was the hope of CSWE that the *Guide* would help colleges to decide if they wanted to introduce programs in the community and social services and, if so, how they might implement them.

Continuing CSWE activity in this area included workshops throughout the country, a summer faculty development institute exclusively for junior and community college faculty, consultative services, the Boiling Springs Workshop reported here, and a national survey, soon to be published, that is designed to provide

[2] *Ibid.*, pp. 19-20.

[3] *Ibid.*, p. 23.

[4] Council on Social Work Education, *The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services* (New York: CSWE, 1970).

[5] *Ibid.*, pp. 18-23.

[6] *Ibid.*, p. 15.

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up-to-date knowledge about associate degree programs in the community and social services.

Major Themes of the Workshop

A number of themes appeared and re-appeared in the discussions of different topics during the course of the workshop. These themes represent current major issues and trends in associate degree programs in the community and social services.

1. It is clear from a review of existing program designs that, despite their great diversity, the "generalist" trend is pervasive. Few programs in the community and social services prepare graduates for highly specialized or circumscribed tasks. Many programs incorporate a degree of individual student specialization in the sense that students learn, in their field placement, the knowledge and skills specific to a particular field of practice, but they may take elective courses of a fairly specialized nature. This kind of specialization occurs within the context, or as an extension, of a program's essential generic core.

2. It was evident from all of the discussions that the majority of associate degree programs in the community and social services seek to prepare graduates for work in direct services to people. While no attempt is made to produce "professionals," in the accepted sense of the word, there is a rejection of the notion that associate degree graduates are something *less than* professionals. This conviction is reflected in the refusal of most workshop participants to refer to their students and graduates as nonprofessionals, subprofessionals, preprofessionals or paraprofessionals. There was also a dislike of job classifications or program titles which designate graduates as "assistants" or "aides." Even the term "technician" caused some misgivings because of its connotation of routine performance, neutrality, and subordination. Currently, the term "associate professional" is most acceptable when graduates are being viewed in relation to the established professions. However, the professions are often not used at all as referents and titles such as Social Service Worker, Human Service Worker, and Community Service Worker are being used to denote persons with their own unique identity.

This raises questions about the career routes that graduates of associate degree programs in the community and social services

might take and the role that the established professions might play in the development and accreditation of associate degree programs. There is considerable confidence among community college educators that graduates, individually or in aggregations of their own creation, will establish their own identity and their own career lines in ways which seem appropriate to them. At the present time, they are not clearly identified with any single profession. The most useful role for professional groups involved in the community and social services would be to make their resources available to community colleges which have or wish to develop programs, to offer guidance and assistance, and to adopt an inclusive rather than exclusive stance in relation to graduates of these programs.

3. Workshop participants repeatedly referred to the fact that, if community colleges were to offer associate degree programs which would adequately meet the needs of students and produce graduates who would be able to carry significant roles in the community and social services, substantial resources would have to be allocated to these programs. While the need for expenditure on special-purpose equipment is much lower than is necessary for many technical programs offered by community colleges, the level of expenditure required for adequate staffing is relatively high. When one considers that programs need to achieve a high degree of individualization of instruction—including adequate educational supervision of field practice—that close collaboration and coordination has to be maintained with field settings, and that programs cannot avoid the responsibility to develop career opportunities for their graduates, it becomes clear than these programs may be more expensive, in terms of administrative and teaching costs, than has been fully realized.

Workshop participants were reluctant to recommend any minimum staffing standards for programs. It was assumed, however, that all programs would have a full-time director or coordinator who would carry little or no teaching duties. For the purposes of continuity and coordination, the appointment of full-time faculty would be preferable to an over-dependence on part-time instructors, no matter how skilled the latter might be. One full-time faculty member for every 25 students in a program seemed to be a reasonable ratio to most workshop participants. There was also a general feeling among workshop participants that a college which could not allocate the resources necessary to provide the essential components of a sound program in the community and social

services should weigh seriously the advisability of introducing such a program.

4. The unique relationship of the community college to its community was referred to again and again in the workshop and the special dimension which a program in the community and social services adds to this relationship was emphasized. It has been said that, "The community college should not only reflect the community . . . it should become the model of a good community."[7] If it truly regards its students as unique and whole persons, if it seeks to produce graduates who will play an active role in the provision of community and social services, and if it assumes a responsibility to be involved in a redefinition of human need and human potential, an associate degree program in the community and social services can have a profound impact upon a community's major people-serving institutions.

The Community College

Because of the flexibility and accessibility of the community college, it attracts many of what Edmund J. Gleazer, Executive Director of A.A.J.C., refers to as first-generation college students —students whose parents did not go beyond high school.[8] Included in the student body are those who have been educationally disadvantaged, economically deprived, or those who simply find the community college convenient—less expensive and near home. Typically, there is a high percentage of minority group members. The average age of students is higher than in four-year colleges, since many older persons are attracted by the kinds of programs offered and they are enabled to take advantage of them as a result of a philosophy that affirms that all education does not take place in the early years of life; rather, learning should be and is a life-long process.

> We must make it possible for anyone—be he a Ph.D. or a fifth grade drop-out—to continue his learning full-time or part-time at whatever level he is to begin. This means . . . abandoning the idea that any educational system is finite, either as to time or place.[9]

[7]Eleanore Selk, "Putting Muscle Behind The Reach," *Junior College Journal* (September, 1969),p.20.

[8]*Ibid.*

[9]*Saturday Review*, Vol. 15 (April 20, 1968), p.53.

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The community college is seen as a center of educational resources for the community, accessible and flexible enough to meet people's educational needs when they arise. It has been suggested that, of all the components of the educational system, the community college is potentially the most responsive to positive change. If the community college movement is successful, its impact on the total educational system could be profound, forcing educational institutions above and below to redefine their responsibilities to students and to the communities which they serve.

There are presently more than one thousand two-year colleges in the United States, enrolling approximately two-and-a-half million students, or one-third of all students in higher education.[10] In 1969, for the first time freshman enrollment in two-year colleges exceeded freshman enrollment in four-year institutions.[11] Further expansion seems inevitable in view of national manpower trends that indicate a continued expansion of demand for technical personnel and the need to make higher education available to a growing proportion of the population.[12] A recent report of the Carnegie Commission on Higher Education recommended the creation of an additional 230 to 280 community colleges by 1980, the ultimate goal being the availability of a community college within commuting distance of every potential student.[13]

The community college's legitimacy as an institution of higher learning is established; its significance within the educational community is rapidly growing; and its impact on the whole educational system could be profound.

Overview of Associate Degree Programs in the Community and Social Services

The wide variety of programs reported in a 1970 CSWE compilation included programs with the following titles: Social Work Technician, Human Services Aide, Day Care Administrator, Community Service Aide, Nursery School Assistant, Mental Health Worker, Teacher Associate, and Child Care Worker.[14] Some col-

[10] *Christian Science Monitor*, (April 10, 1971), College Section, p. B1.

[11] *Ibid.*

[12] U. S. Department of Labor, *U. S. Manpower in the 1970's* (Washington, D.C.: U. S. Government Printing Office, 1970).

[13] The Carnegie Commission, *op. cit.*, pp. 35-36.

[14] The following discussion is based on "Community and Junior Colleges—Operational and Developmental Programs in the Community and Social Services," CSWE (July, 1970),mimeo, and Feldstein, *op. cit.*, which described the outlines of associate degree

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leges offer these programs as self-contained curricula; others offer several specializations of a general core curriculum. A review of all such programs offered by the 132 colleges listed in the compilation indicates a predominance of three concepts—Social Service, Community Service, and Human Service—used in the labelling of general core curricula.

Great difficulty is encountered when one tries to delineate the parameters of these programs. When one considers that some programs, particularly those with the title Human Service, include specializations in such areas as Law Enforcement, Urban Planning, and Teaching, it can be seen that any limitation to what is generally considered to be social welfare activity is quite inappropriate. However, it is equally apparent that a commitment to the issues with which social work is concerned is a major theme of the overwhelming majority of programs, particularly those with the designation of Community Service or Social Service.

In a recent article on social work education, Kurt Reichert attempted to identify trends in the general philosophy and goals of associate degree programs in social welfare areas:

> . . . An important issue is the relative emphasis to be given to long-range or to short-range objectives: Are technicians to be trained to perform specific tasks in a particular kind of agency or are they to be provided with a more general educational base which enables them to move with relative ease into a variety of technical jobs and/or to continue with their education at a later date?[15]

Reichert concluded that the latter point of view is currently predominant.

Examination of available program descriptions reveals that most associate degree programs in the community and social services have a substantial general education component, including social and behavioral science requirements and electives. This usually approximates 75 percent of the curriculum content. The remaining 25 percent of the curriculum content is usually made up of specialized courses and field instruction. This distribution, promulgated by CSWE, seems to have arisen naturally and independently from what were perceived to be appropriate program

programs in this area. For a more recent national overview, see Part 2 of this book, pp. 47-67, authored by Ruben Schindler.

[15]Kurt Reichert, "Current Developments and Trends in Social Work Education in the United States," *Journal of Education for Social Work*, Vol. 6, No. 2 (Fall, 1970), p. 46.

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designs for specific colleges in specific localities since most of the programs reviewed were in operation before publication of *The Community Services Technician.*[16] The relative uniformity arising from independent, local planning would tend to suggest consensus on the fundamental educational principles upon which these programs are based.

The substantial body of general education incorporated in associate degree programs in the community and social services results in a type of educational experience in marked contrast to the common perception of technical training.

Employment of Graduates

Although the need for expanded and improved social services of all kinds is clear, recent political and economic developments have resulted in a marked deceleration in their growth and a correspondingly slower increase in demand for trained manpower than anticipated.

The impact of these recent developments upon the employment of graduates of programs in the community and social services has varied from region to region across the country. In general, the relatively few associate degree graduates have been fairly easily absorbed into human service organizations. Community college educators report that their graduates are highly valued by agency administrators. They are usually offered appropriate positions and good salaries. In some cases, they are preferred to less skilled graduates of four-year colleges whose educational backgrounds may be alien to the demands of human service positions. Despite their overall positive response to the associate degree worker, however, administrators of social service organizations have generally been less ready to establish new job categories with built-in career opportunities than they might have been during a period of less fiscal restraint and program uncertainty.

The disturbing side effect of the financial difficulties that many social service organizations experience from time to time could be the utilization of lower-cost associate degree workers in positions which should be filled by more highly skilled professionals. While community college educators support the most efficient use of available manpower resources—and this implies neither underutilization of the highly skilled nor overutilization of the less skilled—they are adamant that associate degree programs not be designed to produce a low-cost substitute for more highly trained personnel.

[16]See *The Community Services Technician, op. cit.*, pp. 18-20.

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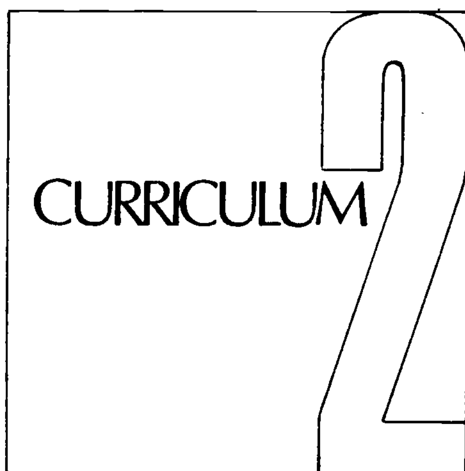

Essential Content

Examination of a sample of curriculum models based on those reported by the workshop participants reveals a variety of designs and packages. However, if one looks beyond the manner in which particular programs are put together, one finds that certain components, under a variety of labels and in various combinations, are common to most programs in the community and social services.

Few programs prepare students for specific jobs in any given field of social service or community agency. It is usually assumed that staff development or in-service training programs will be provided by employers to acquaint graduates with particular agency purposes and methods of operation. Because the form which social institutions will take in the future is still unknown, most program faculty believe that they must provide students with knowledge and skills that will have some applicability in a changed future social service delivery system. Given this kind of orientation, an increasing number of programs have an explicit or underlying generalist philosophy, even when their stated objectives and program titles would lead one to believe that they are quite specialized.

Most programs assume that graduates need to have a basic understanding of human growth, human behavior, and interpersonal relationships. This content is communicated through various combinations of courses under such titles as Human Growth

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and Development, Personality and Adjustment, Seminar in Human Behavior, Group Dynamics, Human Development and Relationships, and many others.

Most programs include content on social problems, social welfare institutions, and social service delivery systems, and many incorporate concepts of social action and social change. Usually the current patterns of social welfare provision are placed within an historical perspective. Again, the range and combination of courses used to cover this content tend to be quite diverse. Typical courses include Introduction to Social Welfare Institutions, Social Problems, Human Services Seminar, and Social Change.

Most programs devote considerable attention to the development of attributes and attitudes considered necessary in persons engaged in the provision of helping services to others. Belief in human worth and human potential, self-awareness, sensitivity to others, and a sense of responsibility are all stressed. The mechanisms used to develop or reinforce these values vary between programs, but this area is a major concern of all.

Skills in such practice areas as communication, observation, report writing, interviewing, group leadership, and general interventive techniques are taught in courses designated specifically for these purposes — for example, Interviewing, Report Writing for Social Service Aides, or Introduction to Group Processes — or they are taught generically in courses integrated with concurrent field practice.

All programs require students to participate in educationally directed field experiences. This is such a crucial component that it will be considered in some detail in the next section. As noted earlier, general education courses usually comprise at least fifty percent of curriculum content and social and behavioral science courses add, at a minimum, 25 percent more of transferable credit.

These components, regardless of how they are labelled and no matter how they are combined within particular courses, are considered to be essential ingredients of a sound program in the community and social services. Of course, the manner in which the various components are put together in a particular curriculum is important and, although uniformity of curriculum design is not desirable, it is assumed that programs will have their own logical sequence of learning experiences and their own coherence. A program offering students an assortment of courses without providing organizing mechanisms that will enable students to focus and integrate their learning is not likely to produce graduates who

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are prepared to be fully involved in the provision of social and community services.

The Field Work Component

Educationally directed field experience is considered to be an essential and crucial component of a sound associate degree program in the community and social services. However, the manner in which this is provided and the amount of time spent in field placement vary enormously among existing programs. Workshop participants reported field experiences ranging in length from one semester to four semesters and, in total hours, from 80 to 460. In most cases, field placement was not begun in the first semester but in the second, third or fourth. However, some programs place students in field settings from the time of their entry into the program. It is argued that if students, poorly prepared academically, are to see the practicality of their classroom learning and if they are to obtain early gratification from involvement in activities in which they are highly interested and for which they probably have aptitude, field practice should occur as early in their college experience as possible. This is what is known in community college jargon as the "hands on" approach to learning.

Of course, it is clear that such an approach is not appropriate or necessary in all localities. It must also be recognized that it requires exceptionally good field placements which, in turn, require a large investment of faculty time in their development and maintenance.

In most programs, students are placed in field settings during regular college sessions when they are concurrently attending classes. However, a few colleges utilize block placement plans, placing students full-time in social or community agencies for a semester or between the first and second years.

Integrated learning can take place when students are able to apply directly in a practice situation what they are concurrently learning in the classroom and when they are able to bring their field experiences to bear on the conceptual material to which they are being exposed in the college. However, the field setting need not be seen as the only possible place to learn and practice certain skills, such as interviewing and group leadership. Simulated practice situations can be used as a preliminary or a supplement to the skill learning occuring in the field placement. Simulated experi-

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ences can be particularly useful in expanding the range of practice skills to which students can be exposed. They are also invaluable when, for any reason, field placement cannot be arranged concurrently with class attendance, but they do not take the place of actual experience in a service capacity.

Workshop participants were reluctant to recommend any minimum amount of field experience or any particular sequence of experiences, as they thought that local circumstances and preferences would tend to dictate the patterns chosen by individual colleges. However, they were quite definite in their views about other aspects of the field experience, some of which are noted below.

Regardless of the amount of time spent in field placement, it is limited and the available time must be used to maximum effect for student learning. College faculty must communicate explicitly and unambiguously the general objectives of their program and the specific educational goals of the field experience to agency administrators and supervisors. College faculty have a responsibility to identify, with field supervisors, appropriate learning experiences available to students in a particular setting. Most agencies can provide a much greater range of learning experiences than they commonly realize. Consequently, agency supervisors must be helped to identify potential learning experiences. The ability of the supervisor to identify these learning experiences and to help the student to utilize them fully are keys to successful field instruction.[1]

As *doing* does not necessarily imply *learning,* the college has a responsibility to provide students with educational supervision of their field work in order to ensure that it is indeed a learning experience. This can be accomplished in a number of ways. The college can engage in a training program for agency supervisors. Or, although seldom done, it can allocate sufficient faculty to provide educational supervision for all students, leaving agency personnel to provide only administrative supervision. Alternatively, colleges can utilize a combination of approaches; that is, provide orientation rather than training for agency supervisors, capitalize on the teaching skills which certain field supervisors in particular settings already have, and provide faculty supervision for those students who are placed in settings where good quality

[1] See Margaret Schubert, "Making the Best Use of Traditional and Atypical Field Placements," in *Current Patterns in Field Instruction in Graduate Social Work Education,* Betty Lacy Jones, ed. (New York: CSWE, 1969), pp. 3-11.

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educational supervision is not available. Whatever method is used, it must be recognized that substantial faculty time will be involved in coordination with field supervisors — whether administrative or teaching — of students' learning experiences. Because they are responsible for certifying the competence of the graduates of their programs, college faculties carry ultimate responsibility for ensuring that students are exposed to appropriate learning experiences and that they receive high quality supervision.

Because graduates of associate degree programs will be involved in the provision of direct services to individuals, groups, and communities, it is necessary that the field experience provide suitable preparation and practice for such activities. Only through involvement in direct service activities can students adequately learn the skills which are being taught on a theoretical level or through simulated practice situations in the classroom. If learning *about* is to be properly translated into purposeful learning to *do,* then appropriate practice experiences must be provided. A concurrent seminar, directly related to the field experience, is an excellent and generally used means of ensuring that the knowledge, skills, and values acquired from various sources come together and are integrated by students. A seminar of this kind also enables students to share their experiences with each other, thereby broadening their learning.

It was the conviction of the majority of workshop participants that their programs — and, they presumed, all socially responsible education — should be committed to social change and the improved functioning of social institutions. It was felt that, particularly during this period of grave concern about the responsiveness of social institutions to human needs, it would be inappropriate and irresponsible of programs in the community and social services to produce graduates who would adopt an unquestioning stance in relation to current institutional arrangements and practices, including their respective programs and colleges.

Responsible questioning need not negate recognition of and respect for the dignity, knowledge, and expertise of others; nor need it deny the strengths inherent in existing practices. It does deny that any institutional or professional group or any individual has knowledge or expertise which places it beyond the reach of responsible challenge. The implications of this stance for students and program faculty are evident. Students need help in achieving greater clarity about the differences between constructive and destructive criticism, responsible and irresponsible challenge. They

need to know that they must take responsibility for their actions and, when they do act ethically and appropriately, they must receive unequivocal support from the college.

While the provision of good educational field experiences for students almost invariably results in some service pay-off for the agency providing the experiences (a placement which does not involve students in direct service to clients cannot be considered to be educationally sound), the actual service received most likely will not outweigh the investment of staff time in orientation, supervision, and coordination. Of course, there are other less tangible benefits that accrue to the agency when it provides field experience for students. These include opportunities for staff members to be involved in student supervision, opportunities to experiment with new kinds of manpower and new methods of service delivery, the stimulation resulting from involvement in an educational program, and the possibility of recruiting program graduates whose abilities are known to the agency.

Program faculty are often placed in a position where they have to help agency administrators weigh the costs and benefits of providing field placements for students. They should not be tempted to oversell the service returns that are likely to be gained by the agency. The educational purpose of the field placement should be the primary concern; service to the agency, while real, should be incidental to the learning focus. There are still many agencies, of course, which see themselves as carrying a responsibility to assist in the preparation of additional manpower for the community and social services.

A written agreement is recommended between the college and the agency in relation to the field placement. The responsibilities of the college, the agency, and the student should be explicit. Periodic revision of this agreement will probably be necessary as methods of operation and cooperative relationships evolve.

Evaluation of student performance in the field should be built into the supervisory process. A written evaluation will normally be required for each period of placement and the criteria for this evaluation should be known both to field supervisors and to students at the beginning of the period to be evaluated.

The learning that occurs in the field setting has to be consistent with the learning occurring in the classroom. Therefore, close collaboration between agency supervisors and college faculty is essential. The field supervisor must know not only what educational content is being provided by the college, but also where a

particular student is in the educational process and what learning objectives the student is expected to accomplish at a particular time. The specific educational goals of the field placement will provide constant points of reference for the supervisor and the student in their supervisory conferences. Student progress should be a matter of ongoing discussion and problem areas, if any, should be identified and made clear as early as possible in order that the student, with appropriate assistance, will have ample opportunity to deal with them.

The final written evaluation should be shared with the student and no evaluative content should be included which has not been previously discussed with him in regular supervisory conferences.

The crucial nature of the field experience in associate degree programs in the community and social services makes it essential that this component receive the attention and resources which its importance dictates. It must be carefully designed to mesh with the educational goals of the program and it will require a substantial investment of faculty time and energy if its educational potential is to be fully realized.

What is Teachable and Learnable at the Associate Degree Level

Although it is to be hoped that there will be differences in what is offered at different levels of education, one need not necessarily begin with graduate education — as is usually done — as the point of departure and, by a process of reduction, arrive at a scaled-down curriculum for baccalaureate level programs and, in turn, a further scaled-down curriculum for associate level education. It is not only possible but also much more rational to begin at the other end, determining what can be taught and learned at the associate degree level and building upward from there.

In practice, this is largely what has happened in community college programs in the community and social services. Perhaps because they have developed without substantial involvement or investment by any single professional group, they have avoided commitment to any circumscribed definition of what might appropriately be taught at the community college level. Community college faculty have found that they can and, indeed, must expose students to the best experiential and conceptual stimuli available. To do less would be an act of disrespect for students and would be intellectually dishonest.

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Most curricula are based on the concept of a "spiral curriculum" which begins with fundamental concepts and keeps returning to these concepts as learning progresses to higher levels of complexity. Each level of education would, therefore, present tightly organized programs in which important ideas appear and reappear, with cumulative detail designed to develop these ideas in greater complexity.[2]

Commitment to a generic approach to community and social services, with its assumptions that there are commonalities between such areas as child care, social service, mental health, recreation, and education and that transfer of skills and knowledge is possible from one area to another, means that community college educators are having to develop curricula which are tightly organized around the most fundamental principles underlying practice in the helping services.

This focus on the fundamental structures and organizing principles of subject matter is reflected in the prevailing trend away from community and social service programs that seek to produce specialists. Jerome Bruner has pointed out the limited value of teaching specific topics or skills without making clear their context in the broader structure of the field of knowledge.[3] Such limited teaching makes it difficult for the student to generalize from what he has learned to other phenomena with which he will be confronted later. Teaching that has failed to make general principles clear is intellectually unstimulating because it has little utility in one's thinking beyond the situation in which it was learned. Finally, knowledge acquired without sufficient structure to tie it together is likely to be quickly forgotten.[4]

Community college educators tend to agree that there is very little which cannot be taught, with intellectual integrity, to community college students. Decisions about what is teachable and learnable at the community college level, therefore, tend to be made essentially on the basis of what will be most useful for the students to learn in the time available to them. There is fairly general agreement that the basic knowledge, skill, and values necessary for practice in the helping services can and should begin to be taught in the associate degree program. Attempting to do less would result in the production of graduates with a collection

[2] See John I. Goodlad, *The Changing School Curriculum* (New York: The Fund for the Advancement of Education, 1966).

[3] Jerome S. Bruner, *The Process of Education* (Cambridge: Harvard University Press, 1960).

[4] *Ibid.*, p. 31.

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of disconnected pieces of knowledge and a few sterile techniques. It is expected that the fundamental learning that takes place in community college programs will be developed and refined through combinations of practice and further formal education. This places responsibility on baccalaureate and graduate programs to build upon that which has been learned at the associate degree level.

Suitable Instructional Materials

As in all levels of education, faculty in community college programs in the community and social services typically find themselves in a never-ending search for suitable instructional materials — textbooks, readings, films, tapes, and the like — for their students. Faculty members are forced to rely on materials with which they are familiar, upon which they stumble, or which are recommended by colleagues. They find themselves improvising, adapting, or making do with whatever can be put to use, with whatever seems to have value in stimulating the desired response in a particular group of students.

Because of the improvisational, trial-and-error quality which this type of activity tends to have, community college faculty are prone to suffer from a high degree of dissatisfaction with the instructional resources available to them. Some suspect that better resources exist somewhere else and are waiting to be located; others are convinced that wide gaps exist and need to be filled by inventive authors, publishers, or producers.

Both points of view are essentially correct, yet it would be a serious mistake to assume that the discovery of additional existing resources or the production of new instructional materials would substantially change the community college teacher's characteristic methods of operation. Certainly, an enlarged reservoir of instructional resources will carry with it the potential for improved learning experiences for students, but it will not qualitatively change the nature of the teacher's activity. The need for constant search, inventiveness, and trial will continue.

When the day that there are established texts and required readings for associate degree programs in the community and social services arrives, it will be a signal of the onset of hardening of the instructional arteries. Similarly, the production of printed or audio-visual material addressed specifically to the community

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college student or the paraprofessional in the social services is to be looked upon with some suspicion. Much of the material produced for the latter group has a condescending tone and a basic naiveté which is, at best, unstimulating and, in some cases, downright insulting to these learners.

The question of suitable teaching materials cannot be separated from the question of teaching methods. If one is teaching adult learners with diverse backgrounds, a range of prior life experiences, and a variety of individual interests and learning needs, then one's choice of teaching materials will reflect these facts. If one is helping people develop knowledge, skills, and attitudes which will make them full staff participants of community-serving organizations, one's choice of curriculum materials, like one's choice of teaching method, will be directed toward this goal. Acceptance of the proposition that we are not offering "diluted" professional education, but rather education for optimum participation in professionally directed services to communities, implies that we should not be thinking in terms of "watered-down" instructional materials.

Many community college educators report excellent student response to the literature of the professions – not necessarily textbooks used in professional education, but rather selected articles from professional journals and some books written by and for professionals. Articles from other periodicals are also excellent resources, as are the paperback books on social issues and problems which are currently being published in abundance. Of course, books describing life in the ghetto are scarcely required reading for the ghetto resident without further conceptualization which builds on their prior knowledge and experience. Short pamphlets on specific topics – for example, landlord-tenant relations, the law and the citizen, and consumers' rights – published by government offices, non-profit organizations, or commercial publishers can be very useful.

In addition to the printed word, a wide variety of audio-visual material is becoming available, including films, tapes, records, film loops, and slides. Selective use of this kind of material can be very productive. Many colleges either have or are beginning to develop an array of audio-visual equipment that can be put to good use in teaching. The use of audio or video recording devices are particularly useful in helping students analyze their attitudes and actions in real or simulated practice situations.

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The production of short films, tapes, film loops, and other audio-visual material for repeated use is possible for some community colleges. Where colleges or neighboring universities have programs in the communications fields, fruitful cooperative relationships may be possible. Students themselves can be a valuable source of curriculum material, through examination of themselves as individuals or groups, by sharing with each other specific areas of knowledge or expertise, and by utilizing their creativity to produce such curriculum materials as short films, tapes, annotated bibliographies, and commentaries.

Given that there exists a wide range of potential instructional resources and that maximum utilization of these resources is dependent on the dissemination of information and the knowledge, selectivity, and creativity of community college faculty, there still remain large gaps in what is available. For example, there is a need for more short booklets or pamphlets which deal with specific topics. These tend to be more useful than textbooks which typically include a great deal of peripheral material. There is also a need for short filmed vignettes of two to five minutes duration rather than the more usual full-length film. Short vignettes can be shown and repeated several times until particular points are made. There is a shortage of materials which show Black people and other minority group members in their normal day-to-day activities, rather than as illustrations of cultural differences or particular problems. Finally, there is a need for a clearinghouse for information on available materials which have proven to be useful to programs in the community and social services.

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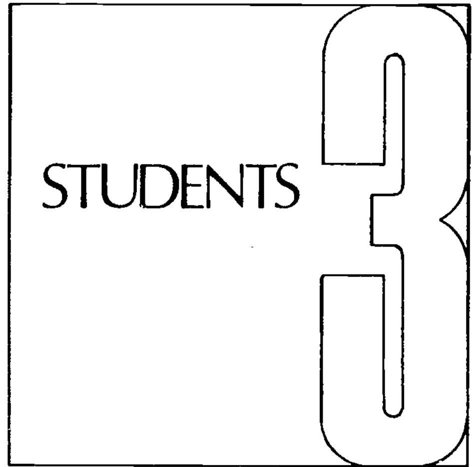

Community college populations are typically heterogeneous. Not only do these students bring diverse social, cultural, and educational backgrounds, they also come with a wide range of prior life experiences. The age range alone is tremendous. Many students have had substantial work experience while others have had none. How can we capitalize on this diversity and resist pressures toward uniformity in our response to student needs?

The Need to Individualize

Students enter community college programs with wide differences in their levels of functioning and styles of learning. Not only are there differences between students, there is also differential development of specific areas within the individual. When we add to this initial diversity the fact that individuals learn different things at different speeds, it becomes clear that any program attempting to move a group of students through a sequence of learning experiences without regard to these multiple differences is bound to cause frustration and failure for many students. Not only will it be wasteful of a student's potential, it will result in an inefficient use of educational resources.

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Arthur Cohen has observed that community colleges, in the past, have tended to categorize students on the basis of certain standardized tests or their declared intention to transfer to a four-year college. Cohen asserts that these sorting methods are "little more relevant to the students' patterns of learning than if the sorting had been done on the basis of the students' heights or the color of their eyes," and he takes the rather radical view that "no one style or approach to learning, even when laboriously identified, has proved sufficiently powerful to warrant the classification of students into useful instructional groups."[1]

A view of learning as a life-long process, with formal education in a college setting as merely one phase of that process, implies a necessity to provide learning experiences which are appropriate to each individual's educational needs at a particular point in his development. This means that students must be engaged in identifying and accomplishing their own learning objectives within the broad parameters of specific program goals. If one accepts the proposition that persons learn best what they need to learn or what has meaning or value for them, it follows that the role of the teacher becomes one of facilitator of learning rather than communicator of bodies of knowledge.

One of the workshop participants reminded us of our tendency to assume that students only learn what we teach them. Of course, nothing could be farther from the truth. Ralph Tyler has defined the teacher's role as one of identifying learning objectives and providing appropriate learning experiences for students; by learning experiences he did not mean the same thing as course content or the activities performed by the teacher.

> ... The term 'learning experience' refers to the interaction between the learner and the external conditions in the environment to which he can react. Learning takes place through the active behavior of the student; it is what *he* does that he learns, not what the teacher does.[2]

All of these considerations imply the need for a high degree of individualization of instruction. If this is to be accomplished, if faculty are to know students and respond differentially to their individual learning needs, a relatively high faculty/student ratio

[1] Arthur M. Cohen, *Dateline '79: Heretical Concepts for the Community College* (Beverly Hills, Calif.: Glencoe Press, 1969), p. 24.

[2] Ralph Tyler, *Basic Principles of Curriculum and Instruction* (Chicago: University of Chicago Press, 1950), p. 41.

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and an explicit institutional commitment to student individualization will be necessary.[3]

Admissions

The open-door policy, common in community colleges, carries with it challenges for programs in the community and social services. Most program administrators and faculty affirm the philosophy that community colleges are opportunity-oriented institutions and should not create barriers which deny people access to higher education. While most community colleges outside of California still require that applicants possess a high school diploma or its equivalent, this requirement is increasingly viewed as unnecessary and as a false barrier to entry, particularly in urban areas where the possession of a high school diploma indicates little other than that a student was able to sustain twelve years of continuous school attendance.[4]

When the open admission policy includes the college's programs in the community and social services, it can lead to large cumbersome programs, offering multiple sections of specialized courses to students who have little idea about and minimal commitment to the program. Attrition is high and student and faculty morale is low.

When programs exercise the option to screen applicants, one finds they are forced to use screening devices which have little proven merit in terms of their ability to predict success. Most frequently, the interview is used; occasionally, student scores on certain standardized tests are utilized. Although claims are made for the validity of these measures, there is a lack of convincing evidence to support these claims.

An intensive study of students enrolled in the Mental Health Work Curriculum at Community College of Philadelphia in 1970 revealed that interviews were of no value in predicting success in

[3] For an interesting view of ways in which community colleges might economically provide a high degree of individualization of instruction, see B. Lamar Johnson, *Islands of Innovation Expanding: Changes in the Community College* (Beverly Hills, Calif.: Glencoe Press, 1969), Chapter 12, "Large and Small Group Instruction and Independent Study," pp. 223-241.

[4] A national study of two-year colleges with enrollments of over 400 revealed that eight out of ten admitted any high school graduate and half of these admitted anyone over 18 who could profit from the instruction offered. See Robert F. Schenz, "An Investigation of Junior College Courses and Curricula for Students with Low Ability," Unpublished Ed.D. dissertation, University of California, Los Angeles, 1963.

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the program and that high-risk students who required substantial remedial help manifested an unexpectedly high success rate in the program.[5] Although they took longer than average to complete the program, they did not drop out. Perhaps the most significant finding of the study was that success in this program seemed to be most closely related to the degree in which the program met a student's expectations and needs.

In view of these findings, Community College of Philadelphia discontinued the use of screening interviews in 1970 and instead introduced a structured self-selection admission procedure.[6] Each applicant was invited to an orientation meeting which was attended by 8 to 12 other applicants, one or two faculty members and two second-year students. During the meeting an effort was made by faculty members and students to present a picture of what is involved in the program and in the field of mental health. Applicants were encouraged to be active by asking questions and discussing their expectations of the program and their career goals.

This process helped to correct erroneous ideas about the program and many reconsidered their plans and withdrew their applications or opted for other programs. After attending an orientation meeting, the first 60 applicants who decided that they still wanted to be mental health workers were admitted to the program. Enrollment in this program was limited to 60 students because of resource limitations and projected employment opportunities for graduates, and because a relatively small cohesive program was desired.

Faculty members were ready to identify individuals who exhibited gross problems which would affect their ability to function as mental health workers. Such individuals, had there been any, would have been counselled to alternative educational directions. This was the only limitation to what was otherwise a self-screening process. The introduction of this structured self-screening admission procedure does not appear to have adversely affected either program quality or the incidence of student success in the program.[7]

[5] Emilia E. Brawley *et al. A Descriptive Study of the Initial Class of Mental Health Work Students at the Community College of Philadelphia.* Unpublished M.S.S. thesis, Bryn Mawr College, 1970.

[6] See Edward A. Brawley, "A Community College Program for Mental Health Workers," paper presented at the 22nd Institute on Hospital and Community Psychiatry, American Psychiatric Association, Philadelphia, Pennsylvania, September, 1970, pp. 14-15.

[7] See Edward Allen Brawley, *Training Preprofessional Mental Health Workers* (Philadelphia: Community College of Philadelphia, July, 1971).

Recognizing Advanced Competence

We need to avoid the notion that students only learn what we teach them; we also need to operationalize the belief that many students already know more than we presume to teach them. Educators affirm more and more that it is of no consequence where and how knowledge and skills are acquired and that it is wasteful and insulting to require people to go through the ritual of "relearning" what they already know. Consequently, students are permitted to demonstrate their competence in course content by a number of methods, usually by some form of examination. Successful completion of a competency examination earns appropriate course credit for the student.

At this time, there are no acceptable instruments to test students' practice skills apart from direct or indirect observation of performance in a practice situation. We must rely completely on the judgments of faculty and agency supervisors in this area. However, it is possible to use these judgments to grant credit to a student who is performing at an advanced level of competence in field practice. This means that a student, instead of having to complete two, three, or four semesters of field work, might be required to do less, depending on the amount of time he takes to reach the level of competence normally required of a graduate of the program. Alternatively, he might be given the choice to continue his field work, thereby learning competencies beyond those ordinarily required.

Granting college credit for "life experience" has little, if anything, to commend it. However, if a person's life experiences have resulted in the acquisition of a body of knowledge or skills which can be demonstrated to be equivalent to the content of a specific course or courses, then the opportunity for such a demonstration should be provided.

Counseling Students Out of the Program

Although students should be permitted to repeat courses without prejudice to their standing in a program, individuals who consistently demonstrate ineptitude or destructive behavior in a practice setting may eventually have to leave the program.

Before any decision by faculty is made not to allow a student to continue in the program, respect for the potential of human beings to grow and change dictates that problems be identified early and

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that the student be given opportunity and appropriate help to deal with these problems. The student should be clear about what is expected of him, only when he has failed to meet explicit requirements — after being given time, opportunity, and assistance — should a decision be made to counsel him out of the program.

Inappropriate criteria for screening out students will have to be checked. Subjectivity will have to be controlled as best as possible, for example, by making such decisions a faculty group function. This implies that faculty members must know all the students in the program, but the involvement of faculty members who do not know a particular student forces those requesting decision about a student's continuation in the program to do so as rationally and as objectively as possible.

While it should ordinarily be understood by field placement agencies that, in general, they will be expected to cooperate with the college by allowing marginal students to continue in placement and work through whatever difficulties they may have, occasionally situations arise — because of the nature of the agency or because of the nature of the student's difficulties — which necessitate removal of a student from a field setting. Program faculty should be clear about the actual reason for this action. When it is determined essentially by the nature of the agency, the student should not be penalized, even though his performance may be in question. He should be placed in a different agency where he will have the opportunity to demonstrate whether or not he can meet performance requirements. When the student's problems have clearly caused the removal, the nature and degree of the problems indicate whether the student can reasonably be placed in any field setting. If further placement cannot be made, then continuance in the program at that time is not possible.

A student whom faculty would not certify as competent to carry a direct service role in a community or social agency should not be permitted to graduate from a program. Equally, a student should not be permitted to continue in a program when it is clear that, no matter what he does, he will not satisfy faculty requirements for such certification. However, every student should be given the maximum feasible opportunity to meet faculty requirements.

Because individuals perceive failure to master human relations skill as more directly indicative of their total personality functioning than failure to master such subjects as mathematics or history, such failure is potentially damaging to the person's self-

image. Therefore, procedures for counseling students out of community and social service programs should be especially sensitive to the right of individuals to leave these programs with dignity and with alternative routes available to self-fulfillment and service to the community.

The Economically and Educationally Disadvantaged Student

If we accept the principle espoused by CSWE that "social work education needs the special insights and knowledge which can be brought to it by students from ethnic minority groups and the educationally disadvantaged,"[8] how can we attract these students to associate degree programs in the community and social services and what steps need to be taken to ensure their success?

It is obvious that, if associate degree programs are going to recruit significant numbers of low-income, educationally disadvantaged, and minority group members, enrollment in these programs must be attractive and realistically accessible to potential students from these groups. Conditions conducive to success must be built in, including the identification and provision of whatever supportive services may be necessary.[9]

Students who have been economically and educationally disadvantaged and who have also experienced oppression and discrimination may well initially view the college as a hostile environment. Constant vigilance will be needed on the part of administrators and faculty to ensure that this perception is not reinforced. A commitment to the creation of an environment which serves students will require constant re-affirmation and will have to be evident in all of the actions of the college. While this can be most readily operationalized within our own particular programs, administrators, faculty, and students are all members of the total college community and cannot avoid responsibility for the whole college environment.

Low-income students usually need financial assistance in order to attend college, even a community college. Most community colleges have some sources of financial aid – including scholarships, loans, work-study arrangements, and stipends – and the

[8]Council on Social Work Education, *The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services* (New York: CSWE, 1970), p. 15.

[9]For a particularly fine treatment of this topic, see Dorothy M. Knoell, *Toward Educational Opportunity for All* (Albany, N.Y.: State University of New York, 1966).

existence of these funds should be made known to potential students. Unfortunately, the students with the greatest need seldom receive adequate assistance. Those who need to concentrate all of their time and energy in learning most often have to work as well as to attend classes. It is ironic that the higher one's academic attainment, both in performance terms and in length of higher education (and these imply a correspondingly higher earning potential), the more financial assistance one is likely to receive. Although this arrangement has its own logic, it nevertheless results in a situation where those with the greatest need receive the least assistance. Furthermore, those students at the lower levels of higher education encounter greater deterrents in the process of obtaining financial aid. Application procedures tend to be unnecessarily complicated and eligibility requirements are often humiliating and value-laden. For example, financial aid guidelines specifying that students be "motivated" and "provident" are essentially impertinent. Some states and some colleges have instituted shorter "declaration of need" forms. Such trends need to be encouraged and additional sources of financial aid need to be explored and developed.

Educationally disadvantaged students typically need assistance in developing their ability to cope with academic work. The manner in which this assistance is offered will reflect institutional attitudes toward such students. Special courses or programs offered under a variety of titles that imply student deficiency and that sometimes acquire informal pejorative names should be avoided.

Some colleges admit all freshmen into small sections of an undifferentiated English course.[10] Each student's ability in reading and writing is quickly assessed and, on the basis of this assessment, individual programs of instruction are developed for each student. At the end of the semester, students are given credit corresponding to their individual levels of attainment and it does mean that some students take longer than others to complete basic college English courses – if, in fact, they choose to take such courses rather than such options as Report Writing. An arrangement like this avoids the assignment of second-class status to groups of students upon their entry into the college.

Again, procedures like this require a commitment on the part of the college to the concept of individualized instruction. This may appear to be expensive in terms of faculty time, but it is remark-

[10]See Johnson, *Islands of Innovation . . . , op cit.*, pp. 250-253.

ably economical in the long run in terms of low wastage of human resources.

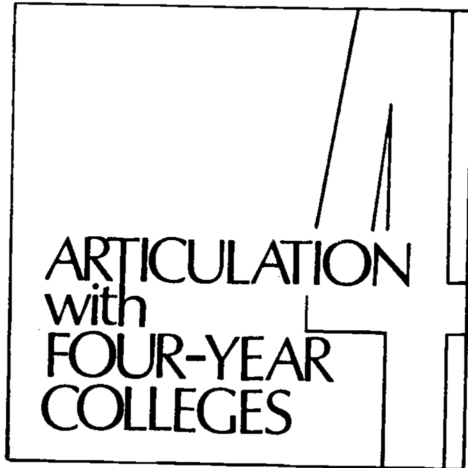
Student Participation in Decision-Making

The principle of student participation in decision-making in higher education is now fairly widely accepted. Of course, the manner in which this principle is applied varies greatly. Participation can mean simply the right to have one's opinions heard or it can mean the exercise of considerable power. The latter kind of participation is usually associated with student activism and this is looked upon with mixed feelings by college administrators and faculty.

John Lombardi has observed that student activism is usually defined as "those campus activities in which students are in conflict with administrators or, less frequently, with instructors or other students." He adds that student activism, however, also includes the organization of tutorial groups to help pupils in low socioeconomic areas and in migrant farm workers' camps, participation in civil rights causes, enlistment in the Peace Corps, and involvement in many other like activities. Lombardi notes that the positive aspects of activism may also include "student concern with curriculum and its relevance, with socially acceptable action coming out of open forum debate, and teaching excellence."[11]

The majority of community college educators affirm the beneficial results of student participation in decision-making. Administrators and faculty of community and social service programs who have shared responsibility with students for curriculum review, selection of faculty, evaluation of field placements, and other such matters report that they are impressed by the manner in which this responsibility is exercised. Certainly, things do not always work out the way administrators and faculty would prefer, but the sharing of responsibility always carries this risk.

[11] John Lombardi, *Student Activism in Junior Colleges: An Administrator's Views* (Washington, D.C.: American Association of Junior Colleges, 1970), p.2.



Reporting the recommendations of a CSWE *ad hoc* working party on linkages between two and four-year college programs in social welfare, Marylyn Gore stated that:

> It is the responsibility of all educational institutions to build as many opportunities as possible for students to continue their education, even though a particular program may initially be viewed by the student as terminal.[1]

Community college educators are all familiar with the student who enters a "technical" program with the sole objective of acquiring sufficient knowledge and skills to enable him to secure a worthwhile job and who subsequently decides, on the basis of his community college experience, that he can succeed in the academic world and that he wants to continue his education beyond the associate degree level. Typically, such a student has had an undistinguished and unsatisfying experience in high school and his initial goal reflects his perception of his ability to succeed academically.

Community college educators are also familiar with the difficulties that can and do exist for these students when they make

[1] Marylyn Gore, "Two Goes Into Four Year College Programs in Social Welfare," *Social Work Education Reporter*, Vol. XVII, No. 4 (December, 1969), p. 12.

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this kind of re-adjustment in their career goals. Many four-year colleges require that students have a high number of liberal arts courses in order to be accepted at the junior level; others have inflexible program structures that result in students repeating courses or course content in the junior or senior year which they have already covered equally well or more thoroughly in the community college.

The *ad hoc* working party recommended that a dialogue begin immediately on local, state, and/or regional levels between associate degree and baccalaureate institutions to work out the necessary linkages between their programs.[2] Community colleges that have attempted to engage in this type of activity have not always met with what they would consider to be a constructive response. There are four-year colleges that adopt an attitude which implies that their transfer requirements are immutable and it is the responsibility of the student and the community college to meet these requirements.

Fortunately, the types of difficulties encountered by students in transferring and those encountered by community colleges in working out linkages with four-year colleges seem to be much less prevalent than they once were. Increasingly, four-year colleges are granting community college graduates credit for all courses taken in associate degree programs. Flexibility of transfer arrangements seems to be in the ascendancy as four-year colleges begin to place more value on a student's academic achievement than on the particular package of courses which he has taken.

This flexibility manifests itself in a number of ways. There is a greater willingness to equate some "technical" courses with closely-related "academic" courses, particularly in the social and behavioral sciences. The normal sequence of courses in the four-year program is being inverted so that transfer students can complete general education requirements during the junior and senior years. Some colleges are beginning to look for ways to build upon the practice skills and knowledge which community college graduates bring to the senior institution. This reflects the position taken by the *ad hoc* working party:

> . . . content in the AA programs should be determined only by what is educationally sound and feasible; and that which is educationally sound and feasible rests solely on what is learnable by the AA student. It follows logically, then, that the responsibility on higher levels of education is to build

[2] *Ibid.*

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from this point upward.[3]

For a variety of reasons, administrators and faculty of associate degree programs in the community and social services are feeling less like "poor relatives" in their dealings with baccalaureate programs. Probably the most important factor in making community college people feel more secure and four-year college faculty more respectful has been the quality of the community college graduates who have been presenting themselves in increasing numbers to the four-year colleges.

At any rate, there is a growing constructive tone about the formal and informal relationships now being established between many two-year and four-year programs. The focus is the manner in which both parties, individually and in cooperation, can be of best service to students. Some colleges have inaugurated regular joint curriculum planning and articulation meetings,[4] and other groups of colleges have collaborated in the development of formal articulation associations.[5]

The signs of progress are clear, but much work remains to be done — work which will require time, commitment, and the best thinking of educators at all levels. Dorothy Knoell and Leland Medsker captured the essence of the articulation question in the concluding remarks of their report on the study of transfer students which was carried out by the Center for the Study of Higher Education in 1965:

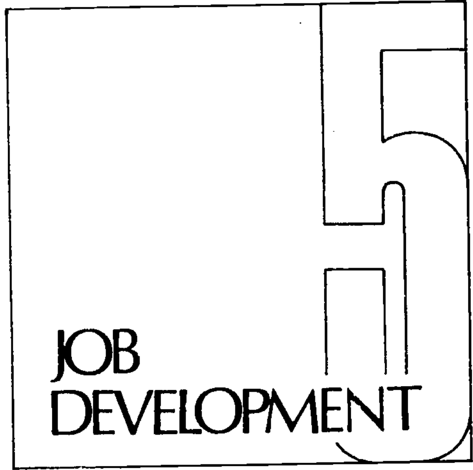
> . . . It has been said that articulation is both a process and an attitude. Of the two, attitude is perhaps the more important, for unless the parties involved undertake the solution of transfer problems in the context of interdependence and shared responsibility, obviously there will be no workable process.[6]

[3] *Ibid.*

[4] Temple University and Community College of Philadelphia have established such an arrangement.

[5] The Michigan Association for the Articulation of Practice in and Education for Social Work was recently organized with the purpose of serving "the interests of all those individuals, agencies, associations, and institutions which are directly engaged in the education and use of personnel for social work in the State of Michigan." Articles of Association, undated, mimeo, p. 1.

[6] Dorothy M. Knoell and Leland L. Medsker, *From Junior to Senior College: A National Study of the Transfer Student* (Washington, D.C.: American Council on Education, 1965), p. 102.



While it may be assumed that every associate degree program in the community and social services is introduced after careful *determination of the local need* for graduates of such a program, this fact alone does not guarantee that appropriate employment opportunities will actually be available when students graduate.

CSWE has stressed the importance of conducting a survey of the local situation prior to the introduction of any program.[1] Among other things, this survey would attempt to determine not only the need in a particular community for associate degree workers in the social services, but also the readiness of agencies to use them. In addition, it would indicate in which settings and for what tasks graduates would be used and it would provide an estimate of the number of graduates who would be employed. It would gauge the salary levels at which associate degree personnel would be hired and it would give some indication of the probable opportunities for career advancement open to graduates.

Although it is an essential precursor of program implementation, the survey of local need – no matter how rigorous its investigation and no matter how encouraging its findings – does not eliminate the necessity for continued college investment of

[1]Council on Social Work Education, *The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services* (New York: CSWE, 1970), pp. 16-17.

time and resources in the development of appropriate employment opportunities for graduates. Even when they are not beset by the kinds of political and financial pressures referred to earlier, the great majority of social welfare agencies, in the bureaucratic tradition, are slow to alter established ways of operating despite the best intentions of the most progressive administrators and staff. Simple organizational inertia has an added dimension when civil service and merit systems have to be involved in the establishment of new job classifications.

Mobilization of the forces necessary to bring about the kind of organizational change implicit in the introduction of new types of personnel very rarely occurs without substantial effort on the part of the community college. The enthusiasm and good intentions expressed by social service administrators during the planning phase of a community college program need to be kept alive and translated into action before graduates begin entering the employment market. Unless this is done, many potential employers — even those who have made firm commitments to hire graduates — will fail to take the steps necessary to incorporate new personnel in their organizations. Job descriptions have not been developed; civil service classifications have not been established; salaries have not been included in the budget. Other agencies with the will and the financial capacity to hire graduates do so haphazardly or inappropriately. Job roles are unclear; other staff are unprepared; there is no provision for advancement beyond the entry level.

Fortunately, there are individual agencies, some state and local government departments, and even consortia of agencies which take the initiative in developing appropriate job openings and career opportunities for associate degree workers. When this occurs, the task of the community college is considerably easier. Nevertheless, college involvement in these planning processes is absolutely essential, if the role of the associate degree graduate of a program in the community and social services is to be properly defined. For example, the establishment of a civil service classification for eligibility technicians in public assistance — with an associate degree as a qualification — is of little value to graduates of a program in the community and social services which has stressed preparation for direct service roles. The establishment of career ladders that tie promotion and salary increases closely to the acquisition of additional higher education seriously limits opportunities for career advancement. This problem is compounded when no provision is made to enable employees to

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pursue further education through such arrangements as release time and tuition remission.

If the community college is to be more than a manpower factory merely responding to the demands of the local labor market, if it is to adopt a socially responsible role and have a positive impact on the broader community it purports to serve, it must be actively involved in the development of those other institutions also seeking to serve the community. A program in the community and social services provides the community college with a unique opportunity which should not be lost and a responsibility which cannot be avoided by the adoption of a stance of neutrality. The development of human resources which are not appropriately utilized becuase of inadequate preparation of employing organizations by the college represents something less than optimum service to the community.

Acceptance of the responsibility to be involved in the development of appropriate career opportunities for graduates of programs in the community and social services means that colleges must allocate the resources necessary to the task. Minimally, this implies the designation of a full-time program director or coordinator whose teaching and other responsibilities permit him to devote substantial amounts of time to job development. Ideally, the process of job definition and development should be built into the day-to-day operations of the program. For example, if sufficient faculty time is allocated to coordination with agencies providing field placements for students, appropriate role definition and the identification of new possibilities for service delivery become a way of life. The process of organizational change is begun. Agencies begin to accommodate to new roles and new patterns of service activity. Administrators are impelled to carry through on their intention to develop new job categories. Agencies cooperating with the college in providing field education for students are invariably the primary employers of graduates. Whether these resources will be maximized in terms of both number and quality of job openings created will depend, to a large extent, on the nature of the relationship which the college has maintained with these agencies.

The Advisory Committee, another essential component of a sound program, can play a valuable role in the development of suitable jobs for graduates.[2] If it is properly representative, it will be able to identify a wide range of employment possibilities and, if

[2] *Ibid.*, pp. 17-18.

it is actively engaged in supportive endeavor in behalf of the program rather than acting merely in a sanctioning role, its resources can be brought to bear on problems of bureaucratic inertia or areas of residual resistance to the use of associate degree workers.

In summary, the introduction of a program in the community and social services carries with it a responsibility for the college to be actively involved in the development of appropriate employment and career opportunities for graduates of the program. Adequate fulfillment of this responsibility requires the college to allocate sufficient resources to accomplish this task.

APPENDIX

Participants—Council on Social Work Education Community College Workshop Boiling Springs, Pa., May 12-17, 1971

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Senior Program Specialist

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Part II

The COMMUNITY and SOCIAL SERVICE PROGRAMS: A REPORT of a NATIONAL SURVEY

by Ruben Schindler

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INTRODUCTION AND BACKGROUND

Manpower shortages in the field of social welfare have preoccupied the profession for many decades. Social workers have recognized that the vital needs of society cannot be met by personnel from the highest levels of education alone. A new and exciting development is now taking place within community colleges which has broad implications for the field of social welfare. Students are entering associate degree programs in the community and social services which prepare for a vast array of jobs. Graduates of these programs can be found functioning as social work assistants, poverty aides, and urban aides, and holding positions with a myriad of titles, filling important and vital manpower needs.

A 1968 study presented an overview of community and social service programs, examining objectives and curricula.[1] More recently, the Council on Social Work Education, in cooperation with the American Association of Junior Colleges, published a *Guide* for associate degree programs in the community and social services.[2] Both publications provide important guidelines for community colleges which want to implement community and social service programs.

[1] Donald Feldstein, *Community College and other Associate Degree Programs of Social Welfare Areas* (New York: Council on Social Work Education, 1968).

[2] *The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services* (New York: Council on Social Work Education, 1970).

This study was initiated in order to have up-to-date knowledge of the characteristics of the community and social service programs throughout the country. It was designed to obtain data about the objectives of these programs, the nature of the student and faculty composition, their administrative arrangements, the availability of field experience and supervision, and other such characteristics.

Method of Study

In preparation for the survey, a postcard questionnaire was mailed to associate degree-granting institutions in the United States listed in the directory of the American Association of Junior Colleges. One thousand and thirty-eight institutions received the postcard questionnaire in May, 1971. The following information was requested:

(1) Does your college now offer any associate degree programs in the community and social services?

(2) If yes, please indicate the person or persons who have responsibility or detailed knowledge about such offerings.

Of the 651 postcards returned, there were 193 colleges which indicated they did offer such a program and 458 which did not. A questionnaire, which was pre-tested first in the New York Metropolitan area and later at the Rockland Community College in Suffern, New York, was sent to the 193 colleges. One hundred and thirty-one questionnaires were returned. Of these, 36 were omitted from the study because of insufficient data. A follow-up questionnaire was sent to two-year colleges in the late summer of 1971. Forty-nine questionnaires were returned, bringing the total sample to 144 colleges.

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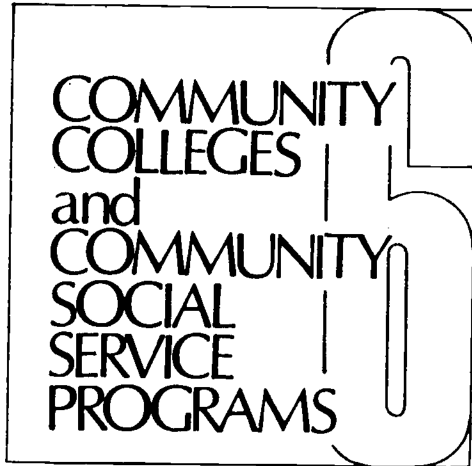

Beginnings, Size, Auspices

"Community and social service programs" is the generic term used in this study to include social welfare and social service curriculum below the bachelor's level.

The emergence of these programs as a force in undergraduate education has been rapid and significant. It was during the early 1960s that community colleges began introducing programs in mental health, child care, corrections, and the human services. The growth of these programs as reflected by the number of institutions awarding the associate degree, has increased from two colleges (1.4 percent) in 1965-1966 to seventy-two (52.6 percent) in 1971. At the time of this survey, sixty-three colleges (46.0 percent) were offering programs whose full two-year cycle of courses were not yet completed. This underscores the recent arrival and potential growth of the community college.

The community colleges in the present survey which offer a curriculum in community and social services are primarily under public auspices (92 percent). It is likely that the number of such colleges will grow since the number of private two-year colleges appears to be declining. The Carnegie Commission report indicates that some private schools have been forced to close because of financial difficulties and some have been converted into public community colleges.[1]

[1] *The Open Door Colleges: Policies for Community Colleges* (New York: McGraw-Hill, June, 1970), p. 27.

The size of institutions where community and social service programs are offered varies greatly in enrollment ranging from colleges with fewer than 1,000 students to colleges with 30,000 in larger cities. The majority of community colleges (67.7 percent) indicate a student enrollment of 3,000 and below.

Admission requirements to community social service programs differ, although the majority of colleges require a high school diploma or the equivalent.

Official Name of the Curriculum, Programs in Addition to Major Offering, and Administrative Arrangements

The programs as identified by the name of the curriculum vary broadly from corrections and public services to social work. Although it is difficult to establish the precise focus in relation to course content and objectives, these names do provide some clue. The most commonly used titles are child care, mental health, and human services. A large number of colleges offer more than one program in the community and social services. In addition to a concentration in child care, for example, the institution may also sponsor programs in mental health and in corrections.

Many colleges have similar programs, though the titles may differ. Social worker, social work assistant, social service technician, and social welfare aide are examples of the titles identifying the product of the social work curriculum in community colleges. It would be important to establish what commonalities there are among the programs producing these workers.

Administratively, over sixty percent of community and social service programs are part of another department in the college. Since the majority of programs are relatively new and small, these arrangements are likely to continue, though 29 percent indicate they are independent units.

Number of Students Enrolled as Majors in Community and Social Service Programs and Distribution by Sex and Race

At the time of this survey, there were 7,865 students enrolled as majors in the community and social services. Twenty-five percent of these students are male and 75 percent female. White students constitute 66 percent of the total and Black students 29 percent; 2.5 percent are Chicanos, 1.0 percent American Indians, and 1.5 percent other ethnic groups.

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Stated Purposes and Job Preparation

For 88 percent of the colleges, preparation for employment was the major purpose given for instituting these programs. Only 5 percent noted preparation of students for transfer to four-year colleges as the major purpose.

A large number of colleges state that they prepare students for positions in social work and social welfare. Mental health, child care, and corrections also receive substantial mention. There appears to be a proliferation of job titles which can be confusing and difficult to distinguish. This is particularly true in social work, where such titles as social work assistant, social welfare aide, casework aide, and social work technician are used. A common designation for these positions would be helpful.

Field Experience, Activities, and Responsibilities; Required Number of Terms; Supervision

"Field experience is a tradition in education for the social services. It is learning by doing under educational guidance, and usually involves giving service." The findings in this survey underscore this statement from the *Guide.*[2]

Over 85 percent of the colleges require field experience, almost 50 percent indicate that students have responsibility for service activities; and another 23 percent note that students have some direct contact with clients or groups. Students are required to take the field experience for one semester (28.0 percent) to four semesters (22.5 percent). Similar patterns are followed by those colleges on a quarter system. It would be interesting to determine the educational rationale behind these arrangements since requirements vary considerably, including block placements and summer field work.

The colleges surveyed indicated that the total number of hours spent in field experiences ranged from three to 40 hours, with ten hours being the average requirement.

Supervision is an important component of the field experience. Over 90 percent of the colleges provide supervision with equal responsibility carried by faculty and staff of the agency. Some questions for future exploration include what is specifically included in the supervisory relationship; how often the student

[2]*The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services* (New York: Council on Social Work Education, 1970), p. 24.

receives supervision, and whether it is individual or group supervision; and if the supervision is primarily educationally focused.

Highest Academic Degree Held and Major Area of Study of the Director and Full-Time Faculty

About 18 percent of the directors or coordinators of community social service programs are holders of master's degrees in social work. A similar pattern is found in relation to full-time faculty. Fifteen percent had earned the MSW, and 22 percent of these had noted social work as the major area of study.

At the time of this study, there were approximately 650 full- and part-time faculty teaching in community and social service programs.

Advisory Committees, Job Counseling, and Financial Aid

It has been indicated that advisory committees play an important part in linking programs to the community. This survey found such committees highly represented in the community college. Eighty-seven percent of the schools surveyed do have advisory committees. The specific role, composition, purpose, and function of each advisory committee were not determined.

Since community and social service programs are relatively new, it is particularly important to have a faculty or staff member of the college carry responsibility for job placement. Eighty-four percent of the colleges do provide this service.

The major financial support of students enrolled in community and social service programs comes from employment, grants from federal government, and private sources, such as family loans and savings.

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SUMMARY IMPLICATIONS and NEEDED RESEARCH

7

Programs

Community and social service programs have grown significantly since the early 1960s. All indications are that they will continue to grow, keeping pace with the increase of community colleges generally.

There are presently a proliferation of program and curriculum titles which can be confusing to the student and to the field. Establishing a generic title for purposes of identification would be an important beginning step. Programs more specifically related to social work need further examination to determine the distinguishing characteristics of the curriculum, its content, and objectives. It would be helpful to determine what is specifically taught in programs entitled "social work," "public services," "social service aide," or "social welfare aide." Comparing these course offerings to baccalaureate programs which offer social work concentrations is a further area of research.

Questions which the social work profession have been asking in relation to such issues as linkages and the continuum should be explored since a new level of social work education is now developing in the community college.

A further area for discussion centers upon the technical and liberal arts dimensions of these programs. How technically oriented are they? Is the primary emphasis upon the teaching of skills? How much weight is given to the liberal arts component?

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Students and Faculty

This survey found almost 8,000 students majoring in community and social service programs. The *Guide* has noted that potential students for these programs include ethnic and minority groups and the educationally disadvantaged, youths and adults, holders of high school diplomas and those without, men and women already working in social welfare settings and seeking advancement, and women preparing to enter or reenter the job market.[1] Many of these are already represented in community college programs, though more specific data is needed in regard to the precise distribution. It would be particularly interesting to determine how many of these students move on to BA and MS programs in social work.

This survey found that 30 percent of the coordinators and directors of community and social services had degrees in social work. Are these faculty primarily affiliated with programs whose curricula orientation is pre-social work? Are they also found in such programs as child care, corrections, and mental health? How and from what field of practice are these faculty recruited? How long have faculty been teaching in these programs? What teaching preparation did they have? Does the recruitment of faculty correspond to the objectives of the community and social service program being offered? These are questions which need further inquiry.

Another dimension requiring further inquiry concerns faculty and directors of programs who come from different disciplines. Through what means will they best be enabled to become more familiar with social welfare knowledge and skill?

Field Experience

Field experience is inextricably bound to community and social service programs. Eighty-five percent of the colleges noted that field experience was required and nine percent indicated it was optional; it was not offered in six percent of the programs. The principle advantages of field experience, as noted by the *Guide*, are the opportunities offered students to work directly with people and to test their interest in and aptitude for a career

[1] *The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services* (New York: Council on Social Work Education, 1970), p. 18.

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in the social services.[2]

Students become knowledgeable about social welfare services and the social work profession during the first year in community college programs. Courses in this area and field experiences are generally given in the second semester of the freshman year. The field experience can provide significant possibilities for recruitment, and it should be noted that the majority of students are making career choices earlier than the final two years of college.[3]

A further area for research focuses on the distinguishing characteristics of field experience as it relates to associate, bachelor, and master's degree students. What similarities and differences can be found? How and to what extent do the tasks differ?

There has been some experimentation in arranging supervision along a continuum, with the BA graduate supervising the AA students and the BA graduate being supervised by graduates of master's degree programs. It would be interesting to identify such trends more fully.

This survey provides a beginning exploration of community and social service programs in the two-year college. It is hoped that this overview will stimulate further research into some of the issues raised in the study.

[2] *Ibid.*, p. 24.

[3] Arnulf M. Pins, *Who Chooses Social Work, When and Why?* (New York: Council on Social Work Education, 1960).

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TABLE 1

Year in Which Community Colleges First Awarded the Associate Degree in the Community and Social Services

Year	Number of Institutions*	Percent
TOTAL	137	100.0
1965	1	.7
1966	1	.7
1967	2	1.5
1968	5	3.7
1969	16	11.6
1970	24	17.5
1971	25	18.3
Degree to be awarded	63	46.0

*Seven institutions did not respond.

TABLE 2

Auspices of Colleges Offering Community and Social Service Programs

Auspices	Number of Institutions	Percent
TOTAL	144	100.0
Private–Non-Sectarian	9	6.0
Private–Sectarian	3	2.0
Public–State	60	42.0
Public–Local	65	45.0
Public–State and Local	7	5.0

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TABLE 3

Student Enrollment in Institutions Offering Community and Social Service Programs

Student Enrollment	Number of Institutions*	Percent
TOTAL	142	100.0
0–999	33	23.3
1,000–1,999	36	25.4
2,000–2,999	27	19.0
3,000–3,999	7	4.9
4,000–4,999	9	6.4
5,000–5,999	12	8.4
6,000–6,999	3	2.1
7,000–7,999	6	4.2
8,000–8,999	3	2.1
9,000–and over	6	4.2

*Two institutions did not respond.

TABLE 4

Administrative Arrangements of Community and Social Service Programs

Administrative Arrangement	Number of Institutions*	Percent
TOTAL	143	100.0
Independent	43	29.0
Part of another department	88	62.0
Other**	12	9.0

*One institution did not respond.

**Examples of such arrangements are: one of several divisions in an allied health program; program coordinated by one program but located within another division; a separate department which is administratively under several divisions.

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TABLE 5

Number of Students Enrolled as Majors in Community and Social Service Programs as of October 1, 1970

Sex	Number of Students*	Percent
TOTAL	7,865	100.0
Male	1,970	25.0
Female	5,895	75.0

*Based on responses from 133 institutions.

TABLE 6

Number of Students Enrolled as Majors in Community and Social Service Programs as of October 1, 1970 by Ethnicity

Race	Number of Students*	Percent
TOTAL	7,410	100.0
White	4,875	65.8
Black	2,173	29.3
Chicanos	185	2.5
American Indian	70	.9
Other	107	1.5

*Based on responses from 133 institutions.

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TABLE 7

Institutional Purposes for Offering Programs in the Community and Social Services

Purposes	Number of Institutions*	Percent
TOTAL	137	100.0
Preparation for employment	120	87.7
Transfer to a 4-year college	7	5.1
Other purposes	10	7.2

*Seven institutions did not respond.

TABLE 8

Field Experience Arrangements in Community and Social Service Programs

Field Experience	Number of Institutions*	Percent
TOTAL	139	100.0
Offered—Required	118	85.0
Offered—Optional	12	8.6
Not Offered	9	6.4

*Five institutions did not respond.

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TABLE 9

Reported Activities and Responsibilities of Students Having Field Experience

Kinds of Activities and/or Responsibilities Usually Carried by Students in the Community and Social Services	Number of Institutions*
1. Students make visits only to social welfare agencies.	20
2. Students visit long enough at one or more social welfare agencies to experience through observation how the agency works.	32
3. Students are placed at one agency for specified length of time and do have some direct contact with clients or groups but no responsibility for service activities.	43
4. Students are placed at one agency and have responsibility for service activities with clients.	90

*Based on responses from 136 institutions, some of which reported more than one kind of field experience.

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TABLE 10

Number of Required Terms of Field Experience by Quarter and Semester

Quarters	Number of Institutions*	Percent
TOTAL	46	100.0
One	9	19.5
Two	14	30.5
Three	3	6.0
Four	2	4.5
Five	6	13.5
Six	12	26.0

Semesters	Number of Institutions*	Percent
TOTAL	89	100.0
One	25	28.0
Two	28	30.5
Three	16	19.0
Four	20	22.5
—	—	—
—	—	—

*Based on responses from 135 institutions.

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TABLE 11

Distribution of Supervisory Responsibility for Field Experience by Faculty and Agency

Faculty/Agency	Number of Institutions*	Percent
TOTAL	131	100.0
Faculty	34	26.0
Agency	43	32.8
Faculty/Agency	54	41.2

*Thirteen institutions did not respond.

TABLE 12

Highest Academic or Professional Degree Held by Director/Coordinator of Program

Academic or Professional Degree	Number of Institutions*	Percent
TOTAL	140	100.0
M.A./M.S.	66	47.1
M.S.W.	26	18.5
Ph.D.	16	11.4
M.Ed.	8	5.7
B.S.	4	2.9
B.A.	4	2.9
Ed.D.	4	2.9
M.S.S.	3	2.2
Others	9	6.4

*Four institutions did not respond.

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TABLE 13

Highest Academic or Professional Degree Held by Full-Time Faculty

Highest Degree Held	Number of Faculty*	Percent
TOTAL	300	100.0
M.A./M.S.	193	65.0
M.S.W.	43	15.0
Ph.D.	26	8.5
B.A.	10	3.0
B.S.	5	1.5
Ed.D.	4	1.0
M.E.D.	3	1.0
Other*	16	5.0

*Based on responses from 121 institutions.

TABLE 14

Major Area of Study by Full-Time Faculty

Major Area of Study	Number of Faculty*	Percent
TOTAL	258	100.0
Social Work	57	22.0
Sociology	45	18.5
Psychology	35	13.5
Education	29	11.0
Child Development	13	5.0
Counseling	12	4.5
Economics	9	3.5
Early Childhood Education	9	3.5
Nursing	8	3.0
History	5	2.0
Social Psychology	4	1.5
Allied Health	4	1.5
Guidance	4	1.5
Educational Psychology	3	1.0
Other	21	8.0

*Based on responses from 122 institutions.

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TABLE 15

Advisory Committee in Community and Social Service Programs

Advisory Committee	Number of Institutions*	Percent
TOTAL	135	100.0
Yes	118	87.0
No	17	13.0

*Nine institutions did not respond.

TABLE 16

Job Counseling

Job Counseling	Number of Institutions*	Percent
TOTAL	136	100.0
Yes	114	84.0
No	22	16.0

*Eight institutions did not respond.

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TABLE 17

Programs Offering Remedial Work

Remedial Work	Number of Institutions*	Percent
TOTAL	137	100.0
Credit	62	45.0
No Credit	53	38.0
Not Provided	22	17.0

*Seven institutions did not respond.

TABLE 18

Major Source of Financial Support for Students

Type of Financial Support	Number of Institutions*	Percent of colleges reporting specified kinds of support
Employment	96	19.8
Federal government	95	19.6
Family	81	16.8
Loan	66	13.6
State or local government	51	10.6
Savings	46	9.5
State or local voluntary welfare organization	17	3.5
Educational leave with pay	11	2.4
Foundation or non-social work agency	8	1.6
Model cities	3	.6
Scholarship	3	.6
National voluntary agency	2	.4
Work study	2	.4
Other	3	.6

*Based on multiple responses from 138 institutions.

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Community Colleges Reporting Programs In The Community And Social Services— Participants in Survey

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American River College
Sacramento, California 95841

Anchorage Community College
Anchorage, Alaska 99504

Anne Arundel Community College
Arnold, Maryland 21012

Anoka Ramsey State Junior College
Coon Rapids, Minnesota 55433

Belleville Area College
Belleville, Illinois 62221

Bellevue Community College
Bellevue, Washington 98007

Brainerd State Junior College
Brainerd, Minnesota 56401

Bristol Community College
Fall River, Massachusetts 02720

Burlington County College
Pemberton, New Jersey 08068

Caldwell Community College
Lenoir, North Carolina 28645

Carl Sandburg College
Galesburg, Illinois 61401

Catonsville Community College
Baltimore, Maryland 21228

Centenary College for Women
Hackettstown, New Jersey 07840

Central Arizona College
Coolidge, Arizona 85228

Central Piedmont Community College
Charlotte, North Carolina 28204

Cerritos College
Norwalk, California 90650

Chipola Junior College
Marianna, Florida 32446

City Colleges of Chicago
Chicago, Illinois 60601

Clackamas Community College
Oregon City, Oregon 97045

College of Lake County
Grayslake, Illinois 60030

College of the Siskiyous
Weed, California 96094

Community College of Allegheny County
Pittsburgh, Pennsylvania 15129

Community College of Baltimore
Baltimore, Maryland 21215

Community College of Denver
Denver, Colorado 80216

Community College of Denver-Red Rock
Denver, Colorado 80216

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Community College of
Philadelphia
Philadelphia, Pennsylvania
19134

The University of Toledo
(Community and Technical
College)
Toledo, Ohio 43606

Contra Costa College
San Pablo, California 94806

Cumberland County College
Vineland, New Jersey 08360

Cuyahoga Community College
Cleveland, Ohio 44115

Dallas County Junior College
District
Dallas, Texas 75202

Danville Junior College
Danville, Illinois 61832

Daytona Beach Community
College
Daytona Beach, Florida 32015

Delaware Tech. & Com.
College-Northern Br.
Wilmington, Delaware 19802

Delta College
University Center, Michigan
48710

Donnelly College
Kansas City, Kansas 66102

Dutchess Community College
Poughkeepsie, New York
12601

East Los Angeles College
Los Angeles, California 90022

El Camino College
Via Torrance, California
90506

El Paso Community College
Colorado Springs, Colorado
80903

Elko Community College
Elko, Nevada 89801

Elgin Community College
Elgin, Illinois 60120

Essex Community College
Baltimore, Maryland 21237

Fisher Junior College
Boston, Massachusetts 02116

Ferris State College
Big Rapids, Michigan 49307

Florissant Valley Community
College
St. Louis, Missouri 63135

Forsyth Technical Institute
Winston-Salem, N. Carolina
27103

Fox Valley Technical Institute
Oshkosh, Wisconsin 54901

Freed Hardeman College
Henderson, Tennessee 38340

Gavilan College
Gilroy, California 95020

Golden West College
Huntington Beach, California
92647

Greenfield Community
College
Greenfield, Massachusetts
01301

Greenville Technical
Education Centers
Greenville, South Carolina
29606

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Harrisburg Area Community College
Harrisburg, Pennsylvania 17110

Herkimer County Community College
Ilion, New York 13357

Hillsborough Community College
Tampa, Florida 33601

Housatonic Community College
Stratford, Connecticut 06497

Hudson Valley Community College
Troy, New York 12180

Iowa Western Community College
Clarinda, Iowa 51632

Illinois Central College
East Peoria 61611

Jefferson State Junior College
Birmingham, Alabama 35215

Kalamazoo Valley Community College
Kalamazoo, Michigan 49001

Kapiolani Community College
Honolulu, Hawaii 96814

Lake Land Junior College
Mattoon, Illinois 61938

Lake Michigan College
Benton Harbor, Michigan 49022

Lake Region Junior College
Devils Lake, North Dakota 58301

Lane Community College
Eugene, Oregon 97405

Lees Junior College
Jackson, Kentucky 41339

Lehigh County Community College
Schnecksville, Pennsylvania 18078

Lenoir Community College
Kinston, North Carolina 28501

Lexington Technical Institute
Lexington, Kentucky 40506

Long Beach City College
Long Beach, California 90808

Loop College
Chicago, Illinois 60601

Manchester Community College
Manchester, Connecticut 06040

Maria Regina College
Syracuse, New York 13208

Massasoit Community College
West Bridgewater, Massachusetts 02379

Mattatuck Community College
Waterbury, Connecticut 06702

McLennan Community College
Waco, Texas 76708

Mercer County Community College
Trenton, New Jersey 08608

Merritt College
Oakland, California 94609

Mesabi State Junior College
Virginia, Minnesota 55792

Metropolitan State Junior College
Minneapolis, Minnesota 55403

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Miami Dade Junior College
Miami, Florida 33156

Middlesex County College
Edison, New Jersey 08817

Midlands Technical Education Center
Columbia, South Carolina 29205

Milwaukee Area Technical College
Milwaukee, Wisconsin 53203

Mitchell College
New London, Connecticut 06320

Moraine Valley Community College
Palos Hills, Illinois 60465

Mount St. Claire
Clinton, Iowa 52732

Mount Wachusett Community College
Gardner, Massachusetts 01440

Muskingum Area Technical Institute
Zanesville, Ohio 43701

Niagara County Community College
Niagara Falls, New York 14303

Northeast Wisconsin Technical Institute
Green Bay, Wisconsin 54303

Northland State Junior College
Thief River Falls, Minnesota 56701

Northwestern Michigan College
Traverse City, Michigan 49684

North Idaho College
Coeur D'Alene, Idaho 83814

North Seattle Community College
Seattle, Washington 98103

North Virginia Community College
Annandale, Virginia 22003

Olympic College
Bremerton, Washington 98310

Onondaga Community College
Syracuse, New York 13210

Palomar College
San Marcos, California 92069

Pasadena Community College
Pasadena, California 91106

Pima College
Tucson, Arizona 85709

Pitt Technical Institute
Greenville, North Carolina 27834

Porterville College
Porterville, California 93257

Prince George's Community College
Largo, Maryland 20870

Purdue University—Ft. Wayne Campus
Fort Wayne, Indiana

Raymond Walters Branch University of Cincinnati
Cincinnati, Ohio 45236

Quinsigamond Community College
Worcester, Massachusetts 01605

Rhode Island Junior College
Providence, Rhode Island 02908

Richmond Community College
Richmond, Kentucky 40475

Riverside City College
Riverside, California 92506

Rockland Community College
Suffern, New York 10901

Roger Williams College
Providence, Rhode Island 02903

St. Petersburg Junior College
St. Petersburg, Florida 33733

San Antonio Junior College
San Antonio, Texas 78212

San Bernardino Valley College
San Bernardino, California 92403

Sandhills Community College
Southern Pines, North Carolina 28387

Santa Fe Junior College
Gainesville, Florida 32601

Sauk Valley College
Dixon, Illinois 61021

Seminole Junior College
Seminole, Oklahoma 74868

Shawnee Community College
Ulin, Illinois 62992

Somerset Community College
Somerset, Kentucky 42501

Spokane Falls Community College
Spokane, Washington 99204

Springfield Technical Community College
Springfield, Massachusetts 01105

State University Agricultural and Technical College
Delhi, New York 13753

State University of New York-Cobleskill
Cobleskill, New York 10301

Staten Island Community College
Staten Island, New York 10301

Suffolk Community College
Selden, New York 11784

Tarrant County Junior College District
Northeast Campus
Hurst, Texas 76053

Thornton Community College
Harvey, Illinois 60426

Tompkins-Cortland Community College
Groton, New York 13073

University of Cincinnati, University College
Cincinnati, Ohio 45221

University of Kentucky, Henderson Community College
Henderson, Kentucky 42420

University of Kentucky, Hopkinsville Community College
Hopkinsville, Kentucky 42240

Vermont College
Montpelier, Vermont 05602

Vincennes University
Vincennes, Indiana 47591

Wayne County Community College
Detroit, Michigan 48202

West Valley College
Campbell, California 95008

Western Piedmont Community College
Morgantown, North Carolina 28655

White Pines College
Chester, New Hampshire 03036

Willmar State Junior College
Willmar, Minnesota 56201

Worcester Junior College
Worcester, Massachusetts 01608