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The Everett Human Services Program:
Alumni Attitudes and Perceptions

(Report 1993-01)

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January, 1993

Executive Summary

This report was based on tabulated results of 46 completed survey forms of the Inquiry to the Graduates of the Everett Education Center Human Services Program, sent to 147 graduates in the fall of 1991. General survey results and written comments are reported.

The sample of graduate respondents was made up of 38 women and 8 men, mostly Caucasian, with an average age of over 42 years. This preponderance of females and older students reflects the usual population of the Human Services Program at Everett, (HSP/Ev).

Enrollees in the HSP/Ev enter with a required AA degree, most earned in Washington State community colleges. Many respondents had been away from higher education for many years and had human services work experience before starting the program. Following graduation, nearly all respondents (80%) were working full or part time in human services jobs in the Everett/Snohomish County area. Most were in first-line/direct service positions, working with individuals and groups, and fewer in mid-management administration and supervision positions.

While respondents worked with a wide variety of clients, most clients could be grouped as Caucasian, living at or below the poverty line, and often in female-headed families. Moreover, many were elderly, criminal, or physically or psychologically disabled.

Respondents participated moderately in human services professional activities and in community agencies and organizations following graduation.

Academic preparation by the Human Services Program was rated highly by its graduates. The instructors in particular received very high marks. While most respondents (71.7%) planned to pursue advanced education, 13% were currently enrolled in master's programs, and 4.5% had already earned master's degrees.

Professional preparation was also rated very highly. Respondents found the internship component particularly valuable. They reported a high level of satisfaction in the work they do, but indicated less satisfaction with opportunities for advancement and salary increases. A third expected to be working in another field within ten years, while the other two-thirds considered it likely, though not definite, that they would still be working in the human services field within that time.

Personal growth and development, an express goal of the HSP/Ev, was rated extremely highly by the respondents. They indicated the program contributed to their maturing as members of society, their learning to communicate effectively, their developing abilities to deal with life changes, and their finding satisfying meanings for their lives.

Introduction

The Human Service Program at Western Washington University prepares its graduates to understand helping relationships and the social agencies and organizations in which such relationships take place. The curriculum is interdisciplinary, emphasizing the integration of theory and practice. Courses are scheduled in the evening to minimize conflict with students' work schedules. First instituted in 1974 within the College of Ethnic Studies, the program later became part of the Sociology Department, and now is affiliated with the Educational Administration and Foundations Department. In addition to its offering of classes at the main Bellingham campus, the complete Human Service Program is available to students in Seattle, Port Angeles, and Everett.

The program has been offered at the Everett Education Center since 1986, and since its establishment there has graduated 147 students. The Director of the Human Services Program at the Everett Education Center (HSP/Ev) is Mr. Rob Lawson.

Impressed by the usefulness of data obtained from Western's Alumni Survey,¹ Lawson collaborated with WWU's Office of Institutional Assessment and Testing Director, Dr. Joseph Trimble, to design a survey for Human Service Program graduates from the Everett site. Their collaboration led to the survey, Inquiry to the Graduates of the Everett Education Center Human Services Program. (See Appendix A) Ms. Lois Mann of University Extended Programs and Mr. Bill Roe of the Center for Regional Services helped in its production. Western's Alumni Association supplied the list of graduates and addresses, and students in the course, Human Services 482, Applied Research, prepared and posted the single mailing of 147 survey forms.

The inquiry assessed how graduates have fared professionally as a result of their training in the Human Service Program at Everett, who their clients are, and how satisfied the respondents are--academically, professionally, and personally--with that training. This report is based on the tabulated responses to the survey and the additional comments on the program of the 46 graduates who returned completed forms. (See Appendix B for comments.)

¹. Simpson, C., McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (1992, June). Western Washington University Alumni Attitudes and Perceptions of their Undergraduate Experiences--1987 and 1989 (Report 1992-04). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

Profile of Respondents

Demographic

The respondents ranged in age from 23 to 68, with a mean age of 42.7 years. Thirty-eight females and eight males returned surveys. However unequal by sex, this responding group still doesn't reflect the gender ratio of the Human Services Program enrollment at Everett, where consistently most students, and for some quarters all, have been female. All but two respondents were Caucasian. The "typical" respondent, then, might be considered female, Caucasian, and around 43 years of age.

Academic Preparation

Applicants must complete an AA degree before they can be admitted to an off-campus Human Service Program. When asked to list their previous degrees, over 10% of the respondents indicated they had earned two AA degrees, and just over 2%, BA degrees.

About three-fourths of the respondents had attended at least one Washington state community college before enrolling in the HSP/Ev, and a majority (52.5%) had already taken classes at Everett Community College, the site of Western's Everett Education Center. Of the 26.4% who had attended four-year institutions, both in and out of state, only two had attended WWU in Bellingham.

As might be expected from the wide range of ages of the respondents, the years of last school attendance before being accepted in the HSP/Ev also ranged widely, from 1947 to 1989. Average last attendance, including their HSP/Ev enrollment, was the 1986-87 school year; half of the respondents last attended school in 1988-89.

Students of Western's Human Service Program choose among three concentrations of study leading to a BA degree: General, Counseling, and Management. Of those responding to the survey, almost 40% graduated in the General concentration, about 35% in Counseling, and over 26% in Management. (See Figure 1.)

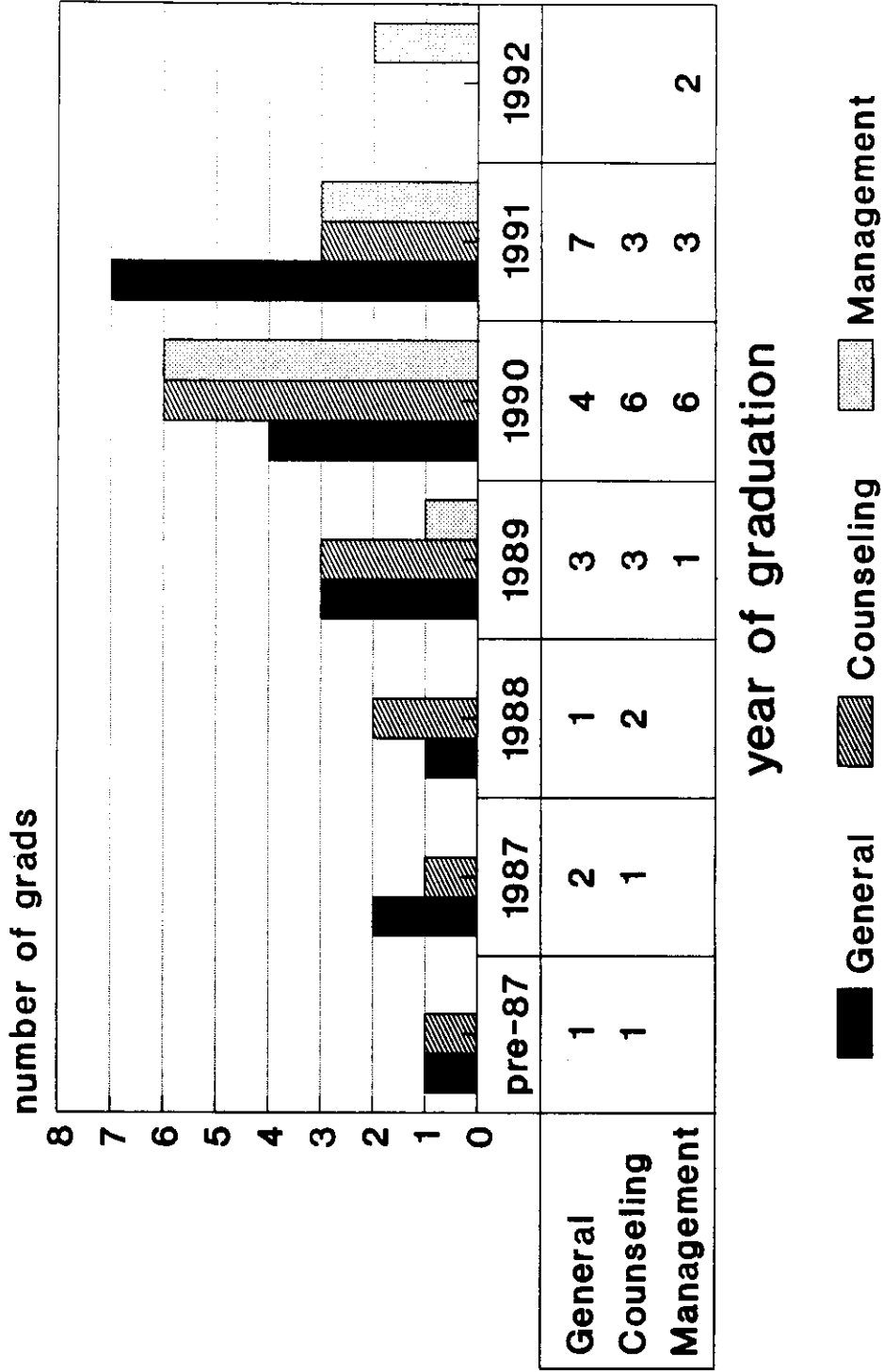
Professional Development

Employment

Most respondents (71.7%) were at work in the human services field well within a year of completing the program--nearly half (41.3%) secured their first human services job before graduation. This total includes the few who were on stipend in the program and returned to their agencies upon graduating.

Some continued to look for work in their chosen field, and a few found employment in

**FIGURE 1 - HSP GRADS BY CONCENTRATION
AND BY YEAR OF GRADUATION**



year of graduation

General
 Counseling
 Management

other areas and stopped looking for human service jobs. Those few (6.5%) who were employed in other fields took slightly more than a year to find those positions and worked in such divergent areas as engineering, marketing, and personnel management. Most respondents found jobs in human services: 68.9% in full-time positions, 11.1% in part-time positions.

At the time of the survey, respondents' length of time in current human services positions ranged from two months to over thirteen years, with a mean length of service of two years, nine months. For all paid human services positions held by respondents before and after completion of the program, the range of service time was from six months to over thirty years, with a mean time of seven years, three months.

The HSP/Ev is apparently meeting a need in its geographical area, as almost all graduates who responded were working in western Washington. In fact, they remained strongly clustered in Everett and greater Snohomish County, with a few scattered into King County.

Nearly 35% of respondents worked in positions requiring a human services BA at entry level, while an additional 20.9% were in positions requiring an unspecified four-year degree. Very few, 7.0%, were in positions requiring a master's degree, and 30.2% reported no degree beyond high school was required for entry into their position.

Salaries for all respondents (including full- and part-time positions) ranged from less than \$12,000 to \$45,000 per year, with the largest single group grossing between \$15,000 and \$20,000 annually.

The majority of respondents worked with individual and family clients in first-line/direct service positions. More than a third worked at administrative and supervisory tasks in mid-management level positions. Less frequently, their work involved networking with other agencies, teaching, consulting, developing programs, or community organizing; they spent the least amount of their time at researching or fundraising.

When asked to list professional activities respondents engaged in on daily, weekly, and monthly bases, the most frequent daily and weekly activity reported was collecting data, while the most frequent monthly activity was calculating descriptive data. (See Table 1.)

When asked to select the one area they felt best described their current human services work position, over a third of the respondents selected categories of services to women, children, and families. (See Table 2.)

Profile of clients

The survey queried the graduates in some detail about the nature of their clients. Respondents were asked about the ethnic, economic, and special characteristics of clients

TABLE 1: Frequency of engagement in professional activities by percent of response.

Item Description	Daily	Weekly	Monthly
Read journals	8.5	28.3	43.5
Collect required data	35.9	38.5	25.6
Collect additional data	20.7	20.7	58.6
Calculate descriptive data	5.0	10.0	85.0
Implement evaluation of client outcomes	7.7	34.6	57.7

TABLE 2: Best description of current Human Services position, by percent of respondent selections.

Item description	
Services to Women	15.9
School/Education	11.4
Children's Services	9.1
Family Services	9.1
Aging Services	6.8
Alcohol and/or Drugs	6.8
Criminal Justice System	6.8
Developmental disabilities	4.5
Medical Health	4.5
Mental Health	4.5
Public Social Services	4.5
Psychiatric	4.5

with whom they worked, and from their answers some general attributes can be surmised.

The most unequivocal finding showed that for nearly all respondents (83.3%), over half of their clients were Caucasian. A distant 2.5% had clients more than half of whom were Hispanic (or Latin), or Native American.

Most respondents indicated that the clients they dealt with most frequently existed below the poverty line. Half the respondents worked with indigent clients with no income on a regular basis. More than half worked with those who had subsistence-level incomes or with clients "able to meet most needs" regularly. Respondents' time spent with clients with some discretionary income dropped considerably, and fell off sharply for clients who were "well off."

Beyond ethnicity and income, the survey asked graduates about other special categories of clients, including combinations of chronic and acute conditions affecting particular age groups. Somewhat less than half of respondents listed as the single largest group of clients "normal healthy adults and children." Clients that made up half or more of the respondents' caseloads in diminishing numbers were: low income, female-headed families; the elderly; criminals; physically or psychiatrically disabled children and adolescents; and chronically mentally ill adults. Selected at a rate of less than 10% of any respondent's caseload, were the developmentally disabled, violent adults and adolescents, and terminally ill children and adults. (See Table 3.)

If these responses can be seen to identify a "typical" client with which a respondent worked most of the time, that person would be a white child or adult, living at or below the poverty line in a female-headed family, and would be considered "normal and healthy." Such a composite, of course, doesn't reflect the very divergent populations human services graduates work with less frequently.

Professional Activities

Graduates responding to the survey appeared to have been moderately involved in human services professional and community life. Nearly half had been members of the Snohomish County Human Services Council and actively participated in other professional organizations related to human services. About a third claimed membership on advisory boards to community agencies and cited leadership positions in other professional organizations. At a lesser rate, respondents have performed services to their communities by membership on boards of directors of agencies, by providing consultation to organizations, and by involvement in needs assessment or research projects.

To maintain their individual professional involvement, HSP/Ev respondents reported they read professional journals, collected data on their clients and practice, calculated descriptive data, and acted on evaluation of client outcomes. Nearly half of the respondents have attended work-related conferences at Everett Community

TABLE 3: In order to provide a profile of respondents' clients, the EvHSP survey asked the following question: "Please circle the answer for the statement that best describes your clients:"

Item description	None	Under 10%	11-24%	25-49%	50%+
Ethnicity					
African-American	14.6	68.3	9.8	7.3	-
Hispanic/Latino	17.1	70.7	9.8	-	2.4
Asian/Pacific Islander	33.3	59.0	7.7	-	-
White/Caucasian	-	2.4	2.4	11.9	83.3
American Indian	22.5	60.0	12.5	2.5	2.5
Other	26.1	69.6	4.3	-	-
Economic Status					
Indigent, no income	21.1	28.9	13.2	2.6	34.2
Some income, but below poverty line	2.6	25.6	28.2	20.5	23.1
Subsistence, but not much more	7.7	28.2	25.6	25.6	12.8
Able to meet most fiscal needs	13.2	23.7	18.4	23.7	21.1
Comfortable (some discretionary income)	18.9	45.9	10.8	21.6	2.7
Fairly well-off	43.2	45.9	2.7	5.4	2.7
Special Need Conditions					
Chronically mentally ill adults	35.9	41.0	10.3	2.6	10.3
Psychiatrically disabled children/adolescents	48.6	32.4	8.1	-	10.8
Criminals	48.7	30.8	7.7	-	12.8
Elderly	45.2	22.5	10.0	5.0	17.5
Homeless	38.5	33.3	5.1	7.7	15.4
Violent (adults and adolescents)	47.4	28.9	13.2	7.9	2.6
Terminally ill (adults and children)	63.2	31.6	2.6	2.6	-
Low income female-headed families	17.5	30.0	17.5	15.0	20.0
Developmentally disabled	20.5	53.8	15.4	5.1	5.1
Physically disabled	19.5	56.1	12.2	-	12.2
Normal, healthy adults and/or children	28.9	13.2	13.2	5.3	39.5

College, and a quarter have made formal presentations of their work to peers at that site.

Satisfaction with Human Services Training

Academic

Respondents highly valued their Human Services Program education: over 90% rated it good to excellent. Their overall satisfaction with professors at WWU was unanimously high as all respondents (100%) rated instructors good to excellent. They felt their interaction with faculty outside of the classroom, too, was very satisfactory (88.9%). When rating academic standards at Western, nearly 90% ranked them good to excellent.

Most respondents (80.0%) indicated they felt well prepared by the Human Services Program for advanced education. Respondents have demonstrated that confidence in their preparation by already having earned master's degrees since completing the program (4.7%), by having enrolled in advanced degree programs (13%), and by planning for future education (71.7%). Their intended areas of study showed a continuing interest in human services and closely related fields.

Academic advising and career/employment advising adequately met most respondents needs. Unspecified "non-academic services" were rated moderate to good on the satisfaction scale, with only 10.5% calling them excellent and 15.8% rating them as poor--the largest poor rating in this category. Everett Education Center campus facilities--bookstore, libraries, and dining areas--met respondents needs and were rated generally as good to excellent. Computer labs, however, were rated as only good to moderate by most respondents.

Professional

For most respondents, the HSP/Ev was the right program in the right place, as they chose to pursue a Human Services Program degree at Everett because of the convenience of the location and because of their enjoyment of the nature of the work. Following closely as a reason for the choice was that human services study offered a means to contribute to society and to the students' personal improvement. The availability of job opportunities trailed far behind. (See below.)

	78.3
Enjoying the nature of the work	67.4
Feeling you could contribute to society	58.7
Improving yourself as a person	54.3
Job opportunities in field	17.8

Nearly 90% of respondents felt well prepared to work in the human services field as a result of the program. Regarding the internship component, 86% felt it was of good to excellent value in enhancing their employment opportunities. In fact, 70% indicated they were working in the field in which they had done their internship. When asked to identify specific skills they developed in the HSP/Ev, respondents most frequently listed communication with individuals and groups, and counseling.

The respondents expressed a high level of satisfaction with the importance of their jobs and the self-fulfillment they derived from them. They enjoyed their daily work and felt fairly secure in their positions. However, satisfaction began to level off when opportunity for advancement was considered. In this category, less than half were moderately satisfied, and more found their opportunities to advance to be poor than those who found them to be excellent. "Amount earned" also produced only moderate to good levels of satisfaction. It may be these perceptions of limited advancement and moderately satisfactory salaries that account for the 60% who saw themselves as only "probably" likely to be in the same field in 10 years, and the 30% who expected definitely to leave the field within that time. Even so, overall, considering the entire job, almost 90% of the respondents found their work well satisfying.

Personal

Respondents rated their satisfaction with the HSP's contribution to their personal growth in several areas. Satisfaction in all areas was high, with good to excellent chosen on average 84% of the time. They felt the program contributed most to skills in recognizing their rights, responsibilities, and privileges as a citizen (97.8%), and in working cooperatively in groups (93.5%).

Recognizing that the respondents make up a fairly homogeneous group of white females, one should note that 84.8% feel the program does a good to excellent job in contributing to their "understanding of different philosophies and cultures," and, even more telling, 80.4% feel that the program has had a good to excellent effect on their ability to "deal with people of different cultures and walks of life."

Respondents demonstrated their long term personal satisfaction with the program by the very high percentage of good to excellent ratings for "being able to deal with life changes and stresses," and for "being able to develop a satisfying meaning for life." (See Table 4.)

TABLE 4: Satisfaction with HSP contribution to academic and/or personal growth in the following areas:

Item description	Excellent	Good	Moderate	Poor
Recognizing rights, responsibilities and privileges as a citizen	50.0	47.8	2.2	-
Defining and solving problems	34.8	50.0	15.2	-
Working cooperatively in a group	60.9	32.6	6.5	-
Learning independently	47.8	41.3	10.9	-
Understanding differing philosophies and cultures	43.5	41.3	15.2	-
Being ready for a career	33.3	40.0	22.2	4.4
Being ready for advanced education	26.7	53.3	17.8	2.2
Being able to deal with people from different cultures and walks of life	32.6	47.8	17.4	2.2
Being able to deal with change and stress	41.3	45.7	10.9	2.2
Being able to use leisure time well	15.2	47.8	28.3	8.7
Being able to develop a satisfying meaning for life	34.8	54.3	10.9	-

Summary

The respondents to the survey, Inquiry to the Graduates of the Everett Education Center Human Services Program, show that the program is meeting some important academic and professional training needs of students in the greater Everett area. Students who completed the program are well satisfied with their instructors and the quality of their training. They have established careers in the area and provide human services for a widely divergent array of clients. Moreover, they indicated that they have found professional satisfaction in their work; that they have been stimulated academically and plan to pursue advanced degrees; and that they have enjoyed meaningful personal growth as a result of having participated in the program.

Appendix A:
Copy of Survey Form

*Woodring College of Education
Everett Education Center
Western Washington University Human Services Program*

ALUMNI SURVEY

Date: February 10, 1992

To: Graduates of the Everett Human Services Program

From: Rob Lawson, Director, and
Kellie McIntyre, Claire Ward, Janet Mott, Researchers

This human services alumni survey is being conducted by the Western Washington University's Office of Institutional Assessment, Testing Director Dr. Joseph Trimble, and the Human Services Program at the Everett Education Center. The purpose of the survey is to obtain information about the internships and professional experiences of human services graduates. The survey results will be used for curriculum planning and for public information, and will be available to students, faculty, and alumni.

Your social security number will be used for accessing student information for overall data analysis only; your name will not be used for any reason for the research project. Furthermore, steps will be taken to ensure complete confidentiality of your responses. While it might be possible to discern your identity from the questionnaire information, no attempts will be made to do so. Please **DO NOT** sign the questionnaire. The final report of the survey will include group data only and will not reveal individual responses to questions. There is no deception associated with this survey.

In addition to the graduate survey, we are sending out a survey to employers. The purpose of the employers' survey is to obtain feedback on the impact human service professionals have had on their organizations. The survey results will be used for curriculum planning and for public information, and will be available to students, faculty, and alumni. Neither will there be deception associated with this survey. Please fill out and mail the enclosed stamped and addressed card when you receive this packet of material.

By returning this questionnaire, you are volunteering to participate in this study; you are indicating that you have been fully informed about the survey's purpose and intended use; and that you have had an opportunity to ask questions. Please return the survey promptly.

Thank you for taking the time to assist us in this project. If you have any questions, please contact us at (206) 388-9438. You may send the survey to our FAX number at (206) 258-6257.

INQUIRY TO THE GRADUATES OF THE EVERETT EDUCATION CENTER HUMAN SERVICES PROGRAM

1. Age: _____
2. Sex:
1. Female 2. Male
3. Ethnicity:
1. Caucasian 4. Asian/Pacific Islander
2. Native American 5. African American
3. Spanish speaking/descent 6. Other nationality
4. Social Security Number: _____ - _____ - _____

PROFESSIONAL EDUCATION

5. a. From what college or university did you receive your prior education?
- _____
- Last year attended _____ Degree(s) earned _____
- b. How many colleges or universities have you attended? _____
6. a. From which Western Washington University human services concentration did you graduate?
1. Counseling Year graduated _____
2. Management Year graduated _____
3. Generalist Year graduated _____
- b. Last year attended college: 19_____
- c. Highest degree earned: _____
- d. Did you attend EvCC: yes no
7. How would you rate the value of your Western Washington University Human Services Program education?
1. Excellent 2. Good 3. Moderate 4. Poor
8. How well did the Human Service courses prepare you for work in the human service field?
1. Excellent 2. Good 3. Moderate 4. Poor
- Specify skills and/or knowledge _____
9. Please indicate how satisfied you are with Human Services Program departments contribution to your academic and/or personal growth in each of the following areas:
- | | <i>Excellent</i> | <i>Good</i> | <i>Moderate</i> | <i>Poor</i> |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1. Recognizing your rights, responsibilities and privileges as a citizen | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 2. Defining and solving problems | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 3. Working cooperatively in a group | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |

9. (Continued) Please indicate how satisfied you are with Human Services Program departments contribution to your academic and/or personal growth in each of the following areas:

	<i>Excellent</i>	<i>Good</i>	<i>Moderate</i>	<i>Poor</i>
4. Learning independently	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
5. Understanding differing philosophies and cultures	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
6. Being ready for a career	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
7. Being ready for advanced education	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
8. Being able to deal with people from different cultures and walks of life	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
9. Being able to deal with life changes and stresses	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
10. Being able to use leisure time well	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
11. Being able to develop a satisfying meaning for life	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>

10. How satisfied are you with the following facilities?

	<i>Excellent</i>	<i>Good</i>	<i>Moderate</i>	<i>Poor</i>
1. Computer labs	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
2. Libraries	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
3. Dining areas	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
4. Bookstore	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>

11. Overall, how satisfied are you with:

	<i>Excellent</i>	<i>Good</i>	<i>Moderate</i>	<i>Poor</i>
1. Professors at Western	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
2. Academic advising at Western	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
3. Career and employment advising at Western	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
4. Non-academic services available to students	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
5. Academic standards at Western	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
6. Interaction with faculty outside of the classroom	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>

12. What are the major reasons you chose the Human Services Program on the Everett campus? (check those which apply)

- | | |
|---|---|
| 1. <input type="checkbox"/> Job opportunities in this field | 4. <input type="checkbox"/> Feeling you could contribute to society in this field |
| 2. <input type="checkbox"/> Enjoying the nature of the work | 5. <input type="checkbox"/> Convenient location |
| 3. <input type="checkbox"/> Improving yourself as a person | 6. <input type="checkbox"/> Other _____ |

13. Have you earned any other academic degree(s) since obtaining the Human Services Program degree?

- | | | |
|---|-----------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> no | If so, please indicate the degree(s): |
| <input type="checkbox"/> MSW | | <input type="checkbox"/> DSW or Ph.D |
| <input type="checkbox"/> Other master's degrees | | <input type="checkbox"/> Other doctoral degree |
| <input type="checkbox"/> Other _____ | | |

If you have earned another academic degree, how many years after completing the Human Services Program did you begin work on the subsequent degree?

_____ years

14. Are you currently enrolled in a degree program?

- yes no If so, please indicate the degree(s):
- MSW DSW or Ph.D
- Other master's degrees Other doctoral degree
- Other _____

15. Do you have plans for future education?

- yes no What is the highest degree you plan to complete?
- Degree _____ Field _____

16. Would you be interested in a master program of Human Services an Everett? yes no

EMPLOYMENT

17. How long did it take you to secure your first job in human services work after obtaining your most recent degree? (check one)

- | | |
|---|--|
| 1. <input type="checkbox"/> Before graduation | 5. <input type="checkbox"/> Six months to one year |
| 2. <input type="checkbox"/> Less than one month | 6. <input type="checkbox"/> More than one year |
| 3. <input type="checkbox"/> One to three months | 7. <input type="checkbox"/> On stipend, returned to agency (i.e., continued job I already had) |
| 4. <input type="checkbox"/> Three to six months | 8. <input type="checkbox"/> Not applicable |

18. Current employment status: (check one)

1. Full time in human service work
5. Part time in human service work
2. Part time in human service work, but seeking full time
6. Full time in another field
3. Full time in another field, but seeking human service work
7. Part time in another field
4. Part time in another field, but seeking human service work
8. Unemployed, but seeking human service work
7. Unemployed, not seeking work at this time
4. Student
8. Other, specify _____

19. If employed in field other than human services work, specify your present position:

20. If employed in a non-human services field, how long after obtaining your human services degree did you move into this non-human services field?

- Years _____ If exact years cannot be specified, check one:
- I have never had a job in human services
- I have moved in and out of human services jobs several times
- Other, specify _____

21. What is your gross annual salary range?

- 1. Less than \$12,000
- 2. \$12,000 - \$15,000
- 3. \$15,000 - \$20,000
- 4. \$20,000 - \$25,000
- 5. \$25,000 - \$30,000
- 6. \$30,000 - \$35,000
- 7. \$35,000 - \$40,000
- 8. \$40,000 - \$45,000
- 9. \$45,000 - \$50,000
- 10. Over \$50,000

22. How long have you been employed in your current human services position?

- 1. Years _____ Months _____
- 2. I don't have a human services position

23. What is the total length of time that you have been employed in the human services field? (Please indicate all paid positions before and after your professional education.)

- 1. Years _____ Months _____

24. Where are you currently employed?

- 1. I am not currently employed
- 2. King County
- 3. Snohomish County other than Everett
- 4. Everett
- 5. Other, Western Washington
- 6. Other, Eastern Washington
- 7. Out of state
- 8. Self-employed, location _____

25. What was the educational entry requirement for your present position?

- 1. MSW
- 2. Masters degree, field unspecified
- 3. B.A. in human services
- 4. B.S. or B.A., field unspecified
- 5. A.A.
- 6. High school
- 7. Certification
- 8. None specified

26. Are you employed in the field in which you practiced your internship? yes no

27. On the following scale, how would you rate the value of your internships with respect to your employment opportunities?

- 1. Excellent
- 2. Good
- 3. Moderate
- 4. Poor

28. What level of the agency or organization best describes your position?

- 1. Top management or director
- 2. Midmanagement, administration
- 3. Supervision
- 4. First line/direct service
- 5. Consultation
- 6. Private practice
- 7. Other (specify) _____

29. How satisfied are you with each of the following aspects of your job? (Check one)

	<i>Excellent</i>	<i>Good</i>	<i>Moderate</i>	<i>Poor</i>
1. The amount you earn	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
2. Your job security	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
3. Your opportunity for advancement	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>

29. (Continued) How satisfied are you with each of the following aspects of your job? (Check one)

	<i>Excellent</i>	<i>Good</i>	<i>Moderate</i>	<i>Poor</i>
4. The kinds of daily work you do	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
5. How important and worthwhile your work is	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
6. The self-fulfillment you receive from your job	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
7. The entire job, overall	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>

30. How likely are you to stay in the same field of work for the next ten years?

- | | |
|--|--|
| 1. <input type="checkbox"/> Definitely | 4. <input type="checkbox"/> Definitely not |
| 2. <input type="checkbox"/> Probably | 5. <input type="checkbox"/> Can't say |
| 3. <input type="checkbox"/> Probably not | |

31. Please circle the answer for the statement that best describes your clients:

	<i>None</i>	<i>Under 10%</i>	<i>11-24%</i>	<i>25-49%</i>	<i>50%+</i>
1. African-American	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
2. Hispanic/Latino	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3. Asian/Pacific Islander	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4. White/Caucasian	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5. American Indian	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
6. Other	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
7. Indigent, no income	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
8. Some income, but below poverty line	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
9. Subsistence, but not much more	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
10. Able to meet most financial needs	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
11. Comfortable (some discretionary income)	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
12. Fairly well-off financially	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
13. Chronically mentally ill adults	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
14. Psychiatrically disabled children/adolescents	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
15. Criminals	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
16. Elderly	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
17. Homeless	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
18. Violent (adults and adolescents)	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
19. Terminally ill (adults and children)	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
20. Low income female-headed families	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
21. Developmentally disabled	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
22. Physically disabled	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
23. Normal, healthy adults and/or children	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>

32. Please indicate the proportion of time you currently spend in each of the following practice activities:

	None	Under 10%	11-24%	25-49%	50%+
1. Administration	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
2. Direct services to individuals	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3. Supervision	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4. Direct services to families	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5. Teaching, training	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
6. Research	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
7. Consultation	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
8. Program development planning and policy formation	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
9. Networking/case management with other agencies	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
10. Fundraising	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
11. Community organizing/advocacy	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
12. Human Resource Development	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
13. Other (specify) _____	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>

33. Which service area best describes your current human services work position?
(Check the one area you address most)

- | | |
|--|--|
| 1. <input type="checkbox"/> Psychiatric | 8. <input type="checkbox"/> Alcohol and/or drug addiction services |
| 2. <input type="checkbox"/> Mental health | 9. <input type="checkbox"/> Services to the aging |
| 3. <input type="checkbox"/> Children's services | 10. <input type="checkbox"/> Services to women |
| 4. <input type="checkbox"/> Family services | 11. <input type="checkbox"/> Public social services |
| 5. <input type="checkbox"/> Medical, health | 12. <input type="checkbox"/> Criminal Justice system |
| 6. <input type="checkbox"/> Developmental disabilities | 13. <input type="checkbox"/> Other (specify) _____ |
| 7. <input type="checkbox"/> School, education | |

OTHER PROFESSIONAL ACTIVITIES

34. Please indicate how many of the following activities at the Everett Education Center (Everett Campus) you have participated in since graduating:

	0	1	2	3	4	5	6	7	8	9	10+
1. Human Services continuing education classes	0	1	2	3	4	5	6	7	8	9	10+
2. Work-related conferences	0	1	2	3	4	5	6	7	8	9	10+
3. Formal presentations of your work to professional peers	0	1	2	3	4	5	6	7	8	9	10+
4. Western activities, such as											
Teacher assistant	0	1	2	3	4	5	6	7	8	9	10+
Graduation ceremonies	0	1	2	3	4	5	6	7	8	9	10+
Alumni function	0	1	2	3	4	5	6	7	8	9	10+
HSP potluck	0	1	2	3	4	5	6	7	8	9	10+
Other (specify) _____	0	1	2	3	4	5	6	7	8	9	10+

Appendix B:
Written Comments

EVERETT ALUMNI SURVEY

Question 8. Specify skills

hands on transferrable skills
Anything I wanted: budgeting, HRD etc. Management track is like it really is in
he field.
Case planning, counseling, presentations.
interpersonal communication
computer - basics: self awareness: tools for group, individual communication
communication/empathy skills
communication skills
interviewing, counseling
Adult education techniques
self-appreciation, grace & awareness of my place in the world; counseling
skills.
dealing with people who I come in contact with thru all my encounters
group dynamics, counseling, communication
counseling skills -- holistic & system approach
community services
professional ability to assess and develop strategies
personal interaction with others
better understanding
counseling tract -- Linda Presser's classes
particularly the counseling/casework track
How to get our clients the services they need.
political awareness
interpersonal skills, small group and community systems
group knowledge & skills cultural diversity counseling
the internship provided direct immersion in the HS community
interviewing

=====
Count: 31

Everett Alumni Survey: Additional Comments

Question 12. Other

I wanted a BA
schedule synchronicity
wanted BA
offered required classes at convenient time
The program allowed me to work in my current job at the time and earn credit. The convenient hours were also a major reason for choosing the program.
I wanted to explore the possibility of changing careers.
continuing education
4 yr. affordable
career change
faculty advising

=====

Count: 10

Everett Alumni Survey: Additional Comments

Question 13. Other

planning for graduate work
UW - Certificate Program - Minority Mental Health Counseling
no degree but took the UW social work agency mgt. certificate course.
qualifying classes for chemical dependency counseling
In last year of Master's in counseling
=====

Count: 5

Question 14. Other

masters of Education w/certificate in guidance and counseling.
certification program: certified Christian educator
M. Ed/Adult Education Administration
=====

Count: 3

Question 18. Other

Part-time human service related to my field, full-time human service job trying
to replace by building a counseling practice
volunteer only as past 65
full time on self-employed status
=====

Count: 3

Question 19

My job is a mixture of public relation & management.
personnel manager
I'm a civil engineering technician. There's a strong public relations dimension
to my current position.
marketing
=====

Count: 4

Everett Alumni Survey: Additional Comments

Question 20. Other

I've been a civil engineering tech since 1979. In 1989 I took a one year leave to work as a VISTA at County Human Services, my last year practicum. I then returned to my former position, reassigned to assignment that combined technical skill with public relations.

=====
Count: 1

Question 24. location

S. Everett

=====
Count: 1

Question 28. Other

teaching
independent case worker
support services
project coordinator

=====
Count: 4

Question 32. Other

paperwork
facility maintenance
volunteer coordinating

=====
Count: 3

Everett Alumni Survey: Additional Comments

Question 33. Other

Sex offender treatment program
counseling \$ problems
preg. & parenting teens
vocational services

The Human Services side of my work is listening to citizen's concerns about traffic safety and trying to find solutions to the problems. I also work with neighborhood groups on traffic/pedestrian safety and bicycle helmet use.

homeless families
birth control

=====

Count: 7

Question 34. Other

none yet - just graduating now
only graduated one month ago
one other very similar survey
networking

=====

Count: 4

Question 35. Other

HIV/AIDS Educator
criminal justice profess membership - Fair Budget
one on one awareness in own community
Family opportunity council -- DSHS - Volunteer teaching self esteem retreats to adult women & pg teens
national rehab association
I'm on the board of the North Snohomish County Association of Churches and volunteer with the NSCAC's Church Hospitality Network.
Association of Prebyterian Christian Educators, Nat'l Council on the Aging
community organizing

=====

Count: 8

Everett Alumni Survey: Additional Comments

Additional comments

Greatest experience was getting to know me & understanding the process so that I could transfer & utilize that process for others.

I worked in private non-profits for years before entering the program. It was a perfect fit for professional development. Special strength of the program is teaching people to be comfortable speaking in groups and before groups, large or small. It was wonderful for me.

It may have been easier to transition into the human services field if I had utilized internship opportunities available. I worked in the health area while attending WWU & I found it difficult to change. I went from a "Comm. Health Rep." to an "Indian student social worker" & I felt like I was lost at times. Part of my frustrations were due to the increased complexities of social work -- I realize. Also, I suppose I was idealistic after graduation, then reality set in. (Heaven forbid, owell) Social work is difficult at times, but also rewarding. Thanks.

I use information learned at WWU/HSP everyday. Colleagues with whom I have consulted have often asked me where I got my "Masters" because they are impressed with my abilities, which I attribute to the experiential learning opportunities offered by the instructors. Clients, too, have made remarks that they are impressed by my ability to assist them. I believe that my education at Western has been the key factor in providing me with the tools to act competently in my field. At this time I am very interested in a Master's program for Administration of Human Services Organizations.

The human services experiences was the best educational experience in my entire personal history! One major reason that I have not continued my education yet, is because I know how difficult it will be to find a program that compares to this one & that will continue my education with the same type of focus that this program offered me.

I would take full advantage of an opportunity to continue in a Human Services Masters program... I'm still waiting! When? It would be nice if we could receive word on what kind of progress you are making, in offering this. Good luck & keep up the great work!

Overall, positive experience. I'd like to see more specific classes or seminars offered on such issues as "cycle of abuse" & how practitioners can/should approach this issue.

It was very rewarding and warm experiences. I really miss school, however, I don't miss the expense. Overall, it was well worth it though.

My experience was a warm environment and fond memories. I best learned to relate to people in all aspects and empathize with their needs. I believe the best experience involves doing rather than studying, therefore the opportunity of a 2-year internship was wonderful and rewarding, and the best teacher of all. Thanks to everyone for all their hard work and dedication, and for believing in the students!!

Happy to see survey finally come out!

I was in the program before the establishment of the Everett campus, (graduated in 1976). The Human Services Program was a great opportunity to finish my B.A. and keep what was then a part-time job. The curriculum was made so relevant to the position I held that it was more meaningful than a "standard" junior and senior year at either WWU or the UW would have been.

The outstanding benefit I received from my educational experience at Western is the willingness to challenge myself just beyond my comfort level. At my work now, I do this every day and experience professional and personal growth I can notice. The group experience also was invaluable to my work now because group dynamics are such a large part of the recovery process.

Wonderful experience to accomplish a BA at 65 was a great joy to me & to my family & friends. I try to apply my knowledge to everyday life & with my dealings with my peers & my children. Keep up the program I keep sending girls to it. I have sent 3 now. 2 have graduated....

My experience at Western (1 Gave me the ability to believe in myself as valuable (2 gave me the skills to help others do the same (3 Internships gave me the beginnings of an excellent network which now benefits me as I examine future career opportunities and benefits my clients (4 Internship gave me an understanding of professional relationships and the inner workings of many of the key agencies in Snohomish County i.e. DSHS - CPS - ES - OSE - VOA - Children's Comm. - FRS - Luther. - family counseling, ect. -- Western gave me the begining structure on which to grow as a professional -- Western is the best thing I have ever done for myself -- Thank you!

Besides the possibility of starting a Master Program in Human Services, I would like to see maybe a Certificate or degree program in Gerontology. Beings this society is living longer we will need the skills to be handle the influx of the elderly into the system.

I thoroughly enjoyed the teacher/student relationship. Not only did the teachers interact professionally but compassionately to the student's needs.

I was disappointed upon graduation from the WWU Everett campus, that there was not a jobs board available to the campus for HS graduates!

My educational experience from WWU played a large part in my getting a job at Chelan Co. Juvenile detention center as Alcohol and Drug Program Coordinator. Many thanks to the staff at WWU Everett Ed. Center!

Cherish the friendships I made; highly respect the professors; appreciate the academic knowledge I received.

My eyes were opened to the political implications & powers that control what happens to many of us, but that we can do something about that! I loved the small class we had, and the warm relationships developed with Rob and Morgan. I am a different person now from when I first started classes -- and a better, more caring person. Thanks!!

The total experience, as well as the opportunity to complete my education and receive a B.A., was empowering -- personally and professionally. After reading the statement I just wrote, I must amend that I'm aware one never completes one's education!

Going through the HSP was a religious experience for me. (Just kidding, I'm remembering Rob's sense of humor) Seriously - Generally speaking the HSP was great! I have to honestly say that going through this program changed my life forever (Hallelujah!) I enjoyed the experience of sharing two years of my life with that very special group of people, my core class. They were a special part of my life - I even keep the class picture in my office at work! Form, Generally, 1st year was better than 2nd year, in terms of quality of classroom time, and amount learned. I frankly feel that the totally unstructured core class which my 2nd year consisted of, was too loose. I paid too much money for 100% self-directed learning! Too much class time was spent discussing personal issues. Not enough discussion of important concepts, and the volume of reading was too high as compared with the amount of time spent processing the information. 1st year CORE was great, & my elective classes both years were very valuable. Thanks for a very special 2 years!

Western has a terrible time keeping track of students. I got an envelope enclosed with this survey with an address I have corrected no less than 5 times. Financial aid people are not user friendly. The continuing ambivalence concerning the HSP continuation is upsetting and makes one question the value of a degree in the program. Administration could make a clear statement of commitment to the program. Faculty is 98% Wonderful! Good teachers, supportive, knowledgeable, full of humor and full of the many ways they influence students.

I found the overall education in this program to be excellent. I am definitely interested in a Master's Program in this field. I have not started a Master's Program yet because none seem to have the unique focus of the Human Services Program.

=====

Count: 23