

MOTIVATIONAL FACTORS
WHICH INFLUENCED THIRTY-FOUR FRESHMAN STUDENTS
IN THEIR CHOICE OF THE ASSOCIATE DEGREE NURSING PROGRAM
AT PORTLAND COMMUNITY COLLEGE

By
Leah Cormier Newman, B.S.

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APPROVED:

[REDACTED]

Associate Professor in Charge of Thesis

[REDACTED]

Chairman, Graduate Council

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CHAPTER ONE

INTRODUCTION

Background of the Problem

Statement of the Problem

Limitations of the Study

Sources of Data

Assumptions

Importance of the Study

Methodology

Overview of Subsequent Chapters

CHAPTER I

INTRODUCTION

Background of the Problem

Nursing today offers a variety of educational choices at different levels because of many fundamental and urgent reasons, one of which is to attract into nursing programs a maximum number of men and women who have different interests, abilities, objectives and educational preferences.^(2,33) The most recent pattern is the associate degree nursing program, designed to fulfill the educational needs of qualified high school graduates who want to prepare for nursing in a relatively short time and who want to study in a multi-purpose collegiate institution where they share the responsibilities, privileges, intellectual and social experiences with other students. The rapid growth of junior community colleges and the institution of the associate degree nursing programs within their curricula is spreading throughout the nation and particularly the West.⁽⁵⁷⁾

It is an accepted fact that both professional and technical nurses are required for direct service to patients and that clear distinctions as to their respective competence must be made so that each group may be recruited, educated and used efficiently, effectively and economically.^(1,2,7,39,41)

The graduate of the associate degree or diploma program is described as one who has at her command "a body of knowledge relevant to concrete

and specific patient problems and nursing action." The technical nurse has also acquired the scientific basis needed for knowing "how to recognize the existence of a problem and implement a course of action." She is conversant with "established nursing knowledge and methodology."⁽²⁴⁾ The graduate of the baccalaureate program is described as one who has a relatively "large fund of descriptive, explanatory and predictive knowledge to bring to bear on particular and unique patient situations." She knows why certain problems do or do not occur. She knows why certain manifestations may or may not be found and why certain outcomes can or cannot be predicted to follow certain modes of intervention. The professional nurse's knowledge extends "beyond the established and the immediately applicable." In essence, the ability of the professional and the technical nurse is commensurate with the amount of knowledge acquired through the type of educational nursing program selected.^(2,31,35)

As previously stated, there is a wide variation in educational programs offered the prospective student preparing for nursing for each of the three basic categories. A choice therefore must be made by the individual as to which program best meets his needs.

Statement of the Problem

The intention of this study is to determine stated motivational factors which influenced 34 freshman students in their choice of the Associate Degree Nursing Program at Portland Community College.

Limitations of the Study

This study has been limited to:

1. Data obtained from a questionnaire constructed to obtain information regarding personal and environmental factors which influenced 34 freshman students admitted January 3, 1967 into the Associate Degree Nursing Program at Portland Community College to seek admission to that program.
2. The stated responses with no attempt to evaluate the extent or nature of the recruitment program.
3. The stated responses with no attempt to validate or determine the reasons for the responses.

Sources of Data

The primary data were obtained through a questionnaire which was constructed and personally presented to the 34 freshmen presently enrolled in the Associate Degree Nursing Program at Portland Community College in the spring of 1967.

The secondary data were provided by selected books, nursing periodicals, related pamphlets and studies.

Assumptions

For purposes of this study, it was assumed that:

1. The participant receiving the questionnaire was a competent source of data and would provide it willingly.
2. The expressed opinions were based upon the true motive and thereby a reasonably accurate portrayal would result.

3. The participant had been selected on the basis of interest and aptitude through the criteria set up by the nursing faculty and the general administration of the Portland Community College.
4. The participants who entered the program did so purposefully, knowing the nature and objectives of the associate degree nursing program and thus had exercised free will choice.

Importance of the Study

Though reports show size of enrollment in nursing programs stand at the highest number in the last two decades, the increase is nowhere adequate to meet the present demands. (39,41,43) The broader and improved health care programs which have been instituted since 1965 and those scheduled to be instituted in 1968 make the future of available and desired nursing resources less auspicious than the present.

A survey made by the Western Interstate Commission for Higher Education (57) states that if sound plans for nursing education in the West are to be made during the coming years, comprehensive information concerning the present situation must be carefully contemplated. If the future nursing needs of the West are to be adequately met, planning must be initiated for the educational preparation of larger numbers of nurses. According to the survey, recruitment into schools of nursing may be improving in the West. The associate degree programs are attracting a significantly larger percentage of the total number of students admitted to nursing programs in the West than in the United States as a whole. Nationally, community college programs in nursing have risen in number to 174; 44 were added in the last one-year period. During the academic

year of 1964-1965, graduates of the associate degree program for beginning practice in nursing reached 2,510; the goal for 1970 is 5,000. (55,56,57) According to the report of the Surgeon General's Consultant Group on Nursing⁽⁴⁶⁾ the desirable goal of registered nurses to population is a ratio of 400 registered nurses to each 100,000 residents by 1970.

In 1964, the most recent year for information on number of employed registered nurses in the state of Oregon, the nurse population ratio was 212 per 100,000 residents. The average number of additional registered nurses needed annually in Oregon through 1970 is 294 per 100,000. (57)

Heretofore, the nursing programs in Oregon were limited to those leading to a diploma or a baccalaureate degree. As of January, 1967, a choice of three programs is offered for those who wish to become registered nurses. The associate degree nursing program should appear particularly inviting to those who wish to become nurses but find the length or the cost of the other programs unattractive; or to those who found admission impossible for personal reasons. Any findings of this study relating to choice will have implications for recruitment.

Methodology

This study was conducted as a descriptive survey. The steps whereby this study was conducted may be described as follows:

1. A review of related literature was done to establish a frame of reference. From the literature, an historical review of the associate degree nursing program was obtained, problems were identified and trends noted. Recruitment factors and the national need for graduates of the associate degree nursing

program became a component in the study.

2. The purposes of the study were formulated.
3. A questionnaire was constructed to elicit reasons for the choice of the associate degree nursing program by the freshman students who enrolled at Portland Community College January, 1967. Each part of the questionnaire was developed in relation to the purposes of the study.
4. A pilot study was conducted at Clark College, Vancouver, Washington, for validation of the data-collection instrument. The participants were a volunteer group of freshman students enrolled in the fall of 1966. The responses were such that no revision of the questionnaire was necessary. The findings of the pilot study were not included in the main study.
5. Permission to do the study was obtained from the president of Portland Community College and the chairman of the nursing program. A letter from the investigator explaining the study and seeking collaboration was countersigned by the thesis adviser.
6. The questionnaire was presented in person.
7. Data obtained from the questionnaire were tabulated and interpreted; the study was described.
8. The study was summarized, conclusions drawn, and recommendations made.

Overview of Subsequent Chapters

Chapter II consists of a review of the literature and related studies. Chapter III describes the setting for the study; it presents a report of the study, the findings and an analysis of the data. Chapter IV contains a summary of the study, conclusions are drawn and recommendations for further study are given.

CHAPTER TWO

REVIEW OF THE LITERATURE AND RELATED STUDIES

Historical Background of the
Development of the Associate Degree
Nursing Program

Review of Related Studies

Summary of the Literature

CHAPTER II

REVIEW OF THE LITERATURE AND RELATED STUDIES

Historical Background of the Development of the Associate Degree Nursing Program

Evidence of the impact of science and technology is increasing daily. The implications of that impact are manifested throughout industry and the professions. Nursing, too, is on the move, being swept into a period of almost overwhelmingly rapid change.⁽⁴⁷⁾ Martha Rogers made this observation in Reveille in Nursing⁽⁴⁸⁾ when she pointed out that rapid and unprecedented scientific advancement, technological explosion along with a growing sense of responsibility for human welfare have created greater demands upon health services and health personnel.

In the period immediately following World War II, the public and the nurses themselves became increasingly aware of the widening gap between the quantity and quality of nursing services.⁽⁴⁶⁾ Nurse educators were confronted with the problem of maintaining a proper alignment in the system of education for nursing with the socio-economic and cultural changes within the American society, as well as the rapid medical and scientific advancements.^(39,41,47,48)

In this age of technology,^(45,46,50) educators came to the realization that technical competence depended upon learning that is a product of higher education. Harry Bigelow⁽⁶⁾ expressed this concept when he said that the working community "cannot progress and produce as in the past on the basis of job knowledge and skills acquired by observation

and worker-to-worker communication. Changes in the industrial world demand a new kind of worker."

Following the Bigelow report, the American community saw the emergence of the technical and semi-professional worker and the development of technical and semi-professional programs in community junior colleges. Inasmuch as the community junior college would have faced the impossible task of trying to develop a curriculum to prepare workers for the hundreds of job titles in industry, Norman Harris⁽²⁰⁾ proposed a scheme dividing the technologies closely relating to engineering and science, into six categories. They were: civil, mechanical, electrical, industrial, miscellaneous and non-engineering related technologies. Harris believed that the community junior colleges could make a significant contribution to education and training for semi-professional jobs in the service occupations. Included in the Harris category was the "nursing-registered nurse." Likewise, Harris believed maximum effort of community junior colleges, technical institutes and nursing schools would be needed to cope with the "flood of students who will need and want education and training for semi-professional and technical occupations" due to exploding technological and social changes.⁽²¹⁾

Esther Lucile Brown, noted sociologist, in Nursing for the Future⁽¹⁰⁾ strongly urged that education for nurses be developed within the mainstream of education in colleges or universities rather than in service centered hospitals. This report followed a survey of health services sponsored by the Russell Sage Foundation in 1948. There has been a steady increase in the number of schools of nursing associated with colleges and universities during the past decade. There has been a

phenomenal development of junior and community colleges into which are going an ever-increasing percentage of college-age youth and adults. Unless preparation for nursing is included in the programs of these educational institutions, the number of young people entering nursing as a career will be diverted into other programs. (3,22,28)

In Foreword of Principles of Administration in Junior and Community College Education for Nursing⁽¹³⁾ R. Louise McManus describes professional education as "the type needed by those who must work independently and must, therefore, have command of a much wider body of knowledge of scientific information." The large majority of staff nurses today are working in situations where supervision is available to them and where established policies and procedures guide the work of the nurse. As a consequence, it was recognized that education of the majority of registered nurses could be "provided through a different type and scope of educational program than is required of nurses responsible for additional functions."

Ruth Matheney in Patterns of Education in Nursing Programs⁽³³⁾ describes the education of the technical worker in nursing:

1. Education for nursing belongs in the framework of higher education.

2. There is a need for the preparation of nurses at different levels in order to meet social needs for nursing service. The greatest number needed are technical nurses to give direct nursing care to patients under the supervision of professional nurses. These are the persons needed for the middle range of the spectrum of nursing functions, the functions of the "registered nurse" or the "bedside nurse."

3. The preparation required by the "bedside" or "registered nurse" can be improved and reduced in length of time through educational control of the basic program.

4. The function of a school is to prepare its graduates to become fully competent rather than to be fully confident at graduation. Bernice Anderson⁽²⁾ describes this concept as being "spectrum-ranged." The range of nursing activities was seen to extend from the simplest to the most complex, from simple dexterity to a very high degree of skill and expertness.

Certain basic assumptions were expressed prior to the launching of a five-year Cooperative Research Project in Junior-Community College Education for Nursing conducted by Teachers College, Columbia University. (36,37) First, nursing functions should be differentiated into three categories, which are the professional, the semi-professional or technical, and the assisting. Second, the great bulk of nursing functions lies in the intermediate category, the technical or semi-professional. Therefore, the greater number of persons should be prepared within this category. Third, nursing education belongs within the organized educational framework. Fourth, the junior-community college is the logical institution for the preparation of a large group of nurses. Fifth, when the preparation for nursing is geared toward education rather than being service-centered, the time required for preparation can be reduced.

Mildred Montag, Professor of Nursing Education at Teachers College, Columbia University, and Director of the Cooperative Research Project in Junior-Community College Education for Nursing, in The Education of Nursing Technicians⁽³⁶⁾ suggested educators in nursing look at the

technician in engineering. The role of the technician or semi-professional person in nursing can then be appreciated. She pointed out that engineering had experimented with many different methods of preparing the worker with varied levels of training: on the job preparation for construction workers, technicians and the professional engineer. The President's Commission on Higher Education⁽⁴⁵⁾ reported that for every professional engineer there is need for ten to fifteen technicians in the field. In order to have ten to fifteen technicians for each professional engineer, the community college could be the institution to provide the training for technical and semi-professional jobs.

In 1950, Montag^(35,50) proposed the preparation of nursing technicians for semi-professional or technical functions in two year colleges. The proposal was tested during a five-year Cooperative Research Project in Junior Community College Education for Nursing conducted by Teachers College, Columbia University. The research project was launched in 1952 and was made feasible by a grant of \$110,000 provided by Mrs. Nelson Rockefeller for the purpose of "assuring better nursing service through improved education for nurses."^(35,50) One conclusion of this study was that nurses able to carry on the functions commonly associated with the registered nurse could be prepared in the nursing program of the community junior college. This cooperative research was followed with intense interest by nurse educators and community junior college administrators. Many administrators sought help in establishing such a program of nursing education.^(2,33)

Assistance was available to the nursing educators and community junior college administrators from several sources.^(2,35,49) The

American Association of Junior Colleges, the National League for Nursing and the W. K. Kellogg Foundation have supported the development of associate degree nursing programs in a variety of ways. National conferences were sponsored and, through an interorganization committee, developed a statement of Guiding Principles for Junior Colleges Participating in Nursing Education.⁽³⁷⁾

Since 1959, the National League for Nursing has maintained a consultation service for colleges and administrators interested in initiating a nursing program.^(38,40) In 1961, the National League for Nursing issued a report based on a questionnaire study of the associate degree program, then in operation.

The colleges had not only consultation conferences and publications available to them, but also financial assistance. In 1959 the Kellogg Foundation made available a sizeable grant to institutions and agencies desiring assistance in establishing an associate degree program in the states of California, Florida, New York and Texas. The over-all growth in the number of associate degree nursing programs and in enrollment reflects the influence of the activities of these three agencies.⁽⁴⁰⁾

The December, 1963, list of College-Controlled Programs in Nursing Education Leading to an Associate Degree showed that California had the largest number of programs, 28; New York was second with 14; and Florida third with 10.⁽³⁸⁾ The California State Department of Education reports in Nursing Education Programs in California 1953-1965⁽¹⁴⁾ that the associate degree nursing program has increased in number from 28 to 32.

Nursing education became an integral part of the junior community college as the result of two five-year intensive and successful studies.^(13,35,49) This kind of educational program broke all the traditional

patterns of nursing education. It placed the entire responsibility of the educational process on the educational institution and the future practitioner rather than the recipient of nursing service.⁽¹¹⁾ The general pattern has been to divide the required credits into approximately 50 per cent nursing courses and 50 per cent general education courses.⁽⁴⁰⁾ In most of the programs there is concurrency of general education and nursing courses, with the philosophy that each enhances the other and that students grow and mature as they associate with students and instructors from other disciplines.⁽³⁵⁾ The nursing courses are fewer and broader, with emphasis on principles. No time is wasted on needless repetition, since every experience needs to be a meaningful one for the student.^(35,36) It is a shorter program, within a range of two years.⁽²⁹⁾ The graduate is prepared for licensure and accepts a position under supervision. The two years do not represent the first two years of a baccalaureate degree program. The program meets the individual college's organizational plan. The philosophy and objectives relate directly with those upheld by the school. Admissions, standards, curriculum development and graduation requirements are all consistent with the junior college pattern.⁽¹³⁾ The students majoring in nursing pay the same tuition, carry the same credit hours and have the same responsibilities to meet as other students.⁽³⁶⁾ Bernice Anderson states that the students are heterogeneous as any other group of college students in this century; they are of all ages, from the new high school graduates to grandmothers, and include both sexes.⁽²⁾

The associate degree nursing program in the junior community colleges has become one more source for the nurses so urgently needed today.⁽²⁸⁾

As of December, 1965, with the issuance of the Position Paper⁽¹⁾ on the educational preparation required for nursing, the American Nurses' Association has "moved to provide direction for improving both the system of nursing education and the service of nursing practitioners." Three paragraphs from the Position Paper are quoted below because of their particular relevance to this study.

Education for those who work in Nursing should take place in institutions of learning within the general system of education....Minimum preparation for beginning professional nursing practice at the present time should be baccalaureate degree education in nursing.... Minimum preparation for beginning technical nursing practice at the present time should be associate degree education in nursing.

Responsibility for the education of nurses historically has been carried by hospitals, and the graduates of hospital-based diploma programs comprise approximately 78 per cent of nurses now in practice. However, economic pressures on the hospital and other developments in society, are increasing the movement of nursing education programs into the colleges and universities, the loci of education for all other professions.

In the light of what can be seen at present, it is reasonable to expect that many diploma schools of nursing will participate with colleges and universities in planning for the development of baccalaureate programs; others will participate with junior colleges in planning for the development of associated degree programs....

Wilma Hiatt,⁽²³⁾ alluding to the associate degree nursing programs in California, describes the qualities frequently exhibited by the graduates of the associate degree programs as:

1. Graduates have a strong sense of their potential nursing role, and seek employment to give patient care.
2. They have skills in self-evaluation and problem-solving abilities.

3. They are question-askers and learners.
4. They are persons who have an education emphasizing the patient and his need for emotional support.
5. They are enthusiastic and they are individuals. Available informal reports throughout the state indicate that employers are generally pleased and are anxious to employ these graduates as registered nurses.

Staff nurse experience is recommended for all new graduates and they should be ready to accept added responsibility later according to individual capacity. (24)

William McGlothlin in Patterns of Professional Education (31) states that the basic goal of professional education has two related aims: first, to supply enough professional persons, and second, to assure society that these professionals are competent. The disparity between the supply and demand in nursing is commensurate with the three socio-economic developments as described by Esther Lucile Brown in Preparation for Nursing: (11)

1. Population growth of alarming proportions.
2. Increasing awareness that health services must be extended, both to those with various types of disability and to those segments of the population that were formerly neglected.
3. The rapid expansion of insurance for hospitalization and to some extent also for medical service. Present trends suggests that the principle of insurance be extended to a still larger proportion of the population, to hospitalization for mental illness, and long-term physical disabilities (only now beginning to be covered), and to such needed services as dental care and home nursing.

Dr. Brown strongly suggests that nursing might "move with all the expeditiousness at its command to make increasing amounts of the best possible liberal arts education available to its students."

The Occupational Outlook Handbook ⁽⁵⁴⁾ compiled by the United States Department of Labor states that though the labor force will increase by twenty per cent between 1960 and 1970, the number of professional, semi-professional or technical workers will have to increase by over forty per cent.

Though the West has improved its nurse-population ratio since 1959, this increase has not approached "bridging the gap" between quality and quantity in meeting western society's health needs. ⁽⁴⁾ How, then, might this be accomplished? In The Winds of Change ⁽⁵⁶⁾ the associate degree program in nursing was stated as "an added means of alleviating the nurse shortage" and that it is "designed to meet the educational needs of students rather than the immediate service needs of hospitals", which would be an added attraction in student recruitment.

Lois Knowles in Attracting Nurses for Tomorrow ⁽²⁸⁾ believes "good planning, enthusiasm and group cooperation help recruit prospective students." "Faculty and student nurses in the schools of nursing," she says, "the American Nurses' Association, the National League for Nursing, the National Student Nurses' Association, many of the medical auxiliaries which are composed of physicians' wives, and the counselors in many high schools throughout the country" can influence and increase the number of entrants into nursing.

"Adapting nurse recruitment and education programs to the woman-power labor market" as stated in Nurses For The West ⁽⁵⁵⁾ is one area where action is urgently needed. It reports that "not only are a greater number of mature women seeking jobs, but many barriers to their employment are breaking down--barriers that limited employability of mature

women on the basis of age, of single status, or restricting residence to a students' dormitory or nurses' residence, or of rigid schedules of long working hours." As nursing comes under the "aegis of a junior college or a four-year college," when students live in a collegiate atmosphere and enjoy collegiate standing, whole new sources of potential nurses will be tapped. (18)

Helen Brunclik and John Thurston state schools of nursing are getting a decreasing share of the students graduating from high schools. (12) Margaret Klemer in Nursing Student Attrition (27) recommends "updating and improving the high school counselor's image and knowledge of nursing." The definitive inclinations which Ray Brown and Howard Boozer found in their study (9) of the nursing shortage were that nurse administrators and nurse educators recognize the importance of good public relations, the recruiting value of the nursing school bulletin and that "every avenue and factor affecting the recruitment of qualified students into nursing be exploited."

The Western Interstate Commission for Higher Education in Today and Tomorrow in Western Nursing (57) states that nursing must be made more attractive to young people; that the youth of today are more sophisticated about career choices and that they have better opportunity to examine the rewards and satisfactions presented to them by potential professions. Moreover, the number of careers with which nursing must compete have increased enormously; therefore, nursing salaries and other rewards "must be brought into line" with those offered by other professions and occupations. (25)

The Commission (57) further states that "more men must be attracted

to nursing careers" and that "the careers of men are not interrupted by homemaking and child-bearing as are those of women." This, then, is one more resource in increasing the nurse population and "bridging the gap" between quality and quantity in nursing. (46,54,55)

Calvin Taylor and Helen Nahm, et al, in a recent dissertation, Selection and Recruitment of Nurses and Nursing Students, (53) reported that a national study found 21 per cent of the drop-outs were due to marriage. Most men have family responsibilities, which makes it imperative for them to work all their productive lives, unlike their female counterparts who leave to marry or to bear children. The California State Department of Education (14) states the most likely causes for withdrawal from nursing programs seem to be "related to a woman's role-- marriage, pregnancy, and family responsibilities." It further states that women tend to return to their "career fields later in life when family needs change." The report suggests that it is important to "encourage those who leave the programs to keep a return in mind as a future possibility and a normal pattern." About 98 per cent of all nurses are women, although an increasing number of men are entering the profession. (54)

Mildred Montag in Community College Education for Nursing (35) states that junior and community college nursing programs are peculiarly attractive to "certain married women who would not otherwise enter nursing" and "male students who would not have selected nursing." Two concepts were that this type of nursing program would directly be related to: first, the geographic location of the program. The reasons were related to family and financial considerations. She found that some married students

could not have attended a school of nursing in the traditional program. Second, characteristics of a college program would attract men because, for a great part of their college time, they would be associating with men and would not be so isolated as they would be in the typical nursing school. Montag suggests recruitment for nursing and the nursing profession be made more attractive to men. In 1962-1963, 856 men were admitted into schools of nursing. Almost 2 per cent of all admissions that year were men. The 393 men who graduated in 1962-1963 comprised only 1.2 per cent of that year's graduating classes from schools of nursing educational programs. (4,9,53)

F. Robert Paulsen⁽⁴³⁾ states that the rapid upgrading of nursing education will be directed more and more toward increasing competence for independent action and decision-making. This, perhaps, may be the ultimate reason for the student's choice in a nursing program. (39)

Facts About Nursing, 1965 Edition,⁽⁴⁾ reports an increase in admissions and graduations from all except the baccalaureate program for registered nurses. The increase, however, is nowhere adequate to meet present demands. The greatest proportionate increase in admissions and graduations is the associate degree program, with 6,160 admissions and 2,510 graduations. Through the Nurse Training Act⁽⁴⁾ which was passed in 1964, federal assistance is currently being provided to nursing schools and nursing students in order to produce a greater number of better qualified nurses. Facts About Nursing⁽⁴⁾ proposes that graduates from schools of nursing reach 53,000 by 1969 in order to reach the feasible goal of 680,000 professional nurses in practice by January, 1970.

Facts About Nursing⁽⁴⁾ has also provided information concerning

Negro students. In the academic year 1962-1963, 321 programs admitted one or more Negro students. Twenty-one of those programs were predominately Negro institutions. About half (52 per cent) of the 1,456 Negro students went to Negro schools. Negro students entering schools of nursing constituted 3 per cent of the 49,521 total admissions. The largest number of Negroes, 850, went into diploma programs which made up only 2 per cent of the total admissions to diploma programs. Negro students entering baccalaureate programs comprised 4.5 per cent of the total admissions. In associate degree nursing programs, 83 per cent Negro student admissions were in integrated or predominately white programs which comprised 5 per cent of the total admissions. As of October 15, 1963, the entire enrollment of Negro students was 3,247 or 3 per cent of the total admissions into the nursing programs. There has been very little change in number and percentage of Negro students who enter schools of nursing since 1951. Further studies in this area may reveal statistical facts; namely, whether or not associate degree nursing programs have attracted a greater number of Negro students.

The greatest number of student nurses are recruited from recent high school graduates. It would appear prudent, therefore, to look at motivational factors which influence adolescents in their choice of careers. Sister Mary Ketterer wrote A Study of the Motives of Catholic High School Students in Choosing Occupations⁽⁶²⁾ (an unpublished thesis) as part of the requirements for a Master of Science degree at the Catholic University of America in Washington, District of Columbia, in 1947. Her findings are supported by Mary Elizabeth Flowers who wrote A Study of the Influence of Selected Factors Upon the Decision of Seattle

High School Senior Girls Concerning Nursing As a Career⁽⁶¹⁾ (an unpublished thesis) as part of the requirements for a Master of Science degree at the University of Washington. Both studies reported that at one time during high school, the students had considered nursing as a career, but motivational factors such as interest, parental persuasion and finances influenced their choice. The studies concluded that the adolescent is labile and uncertain in the choice of a career. Yet Merton, Reader and Kendall in The Student Physician⁽³²⁾ found that about 25 per cent of nursing students and student physicians decided upon their careers before they were ten years old as compared to 5 per cent non-nursing students. About 60 per cent of nursing students and 70 per cent of student physicians made their career decisions before they were sixteen years old. In contrast, only 26 per cent of non-nursing students chose their careers before the age of sixteen. Relatively few, 10 per cent of nursing students and 14 per cent of student physicians, made their choice after the age of seventeen. Both nursing students and student physicians decide on their careers when they are relatively young.^(16,34)

Katherine Knauff who wrote An Analysis of a Procedure for Development of Recruitment for Nursing on a Basis of Interest of High School Students⁽⁶³⁾ and Winifred Cafferty who wrote An Analysis of the Counseling Techniques Practiced in a Selected Group of Schools in the District of Columbia to Determine the Degree of Guidance Available for Students Interested in a Career in Nursing⁽⁵⁸⁾ agreed with the explanation that the reason why more students are not interested in nursing may be found in the realization that there are other occupations and professions which interest the high school students. According to the studies, fifteen leading fields

other than nursing appealed to the students. Fields of interest mentioned according to appeal were: clerical and stenography, art, teaching, music, writing, modeling, hostess work, medicine, dramatics, social work, home economics, law, laboratory technology, dental helper and psychology.

J. De Lara, et al, in Status Image⁽¹⁵⁾ reported on "Their Nature and Relation to Selection of College Majors and Occupations" by ranking college majors. The study hoped to determine the students' consensus relating to the degree of respect afforded various majors and fields and to ascertain the basis for such status orientation. The rankings were as follows: pre-medical, first; engineering, second; preprofessional, third; prelegal and science, fourth; nursing and marketing ranked the same, fifth; health education and library science ranked lowest, sixth.

In a research study by Marvin Powell and Viola Bloom,⁽⁴⁴⁾ it was found that the following percentages of

1. students who preferred to enter certain vocational levels were

girls	53%
boys	49.3%

2. students who indicated reason for not entering a preferred occupation because of inadequate finances were

girls	15.39%
boys	7.90%

3. students who indicated interest in the work as a basis for selection of certain vocations were

girls	27.4%
boys	36.2%

4. students who indicated personal influence in selection were

	<u>girl</u>	<u>boy</u>
mother	8.47%	1.79%
father	2.73%	15.23%

5. students who indicated financial reward were

girls	8.87%
boys	13.43%

6. students who indicated security were

girls	6.37%
boys	8.37%

7. students who indicated social prestige were

girls	1.14%
boys	1.66%

Ray Showalter wrote An Assessment of What High School Counselors Understand About Nursing As a Career⁽⁶⁷⁾ (an unpublished thesis) as part of the requirements for a Master of Science degree at the University of Oregon. His statement supports Louis Orzack's findings⁽⁴²⁾ that the vocational counselor is in a strategic position and is sensitive to the individual's total development as it influences vocational choice and progress. He helps the "client" acquire understanding, not only of his capacities, interests and opportunities, but also of the emotionalized attitudes which are interfering with rational choices or appropriate behavior. Louis Orzack, assistant professor in the Department of Sociology at the University of Wisconsin, Madison, conducted an investigation among 378 high school students as to their beliefs regarding the favorability of the impressions concerning nursing which they had received from

various sources. Orzack found that students generally believe that persons they know and communications to which they are exposed vary widely in the degree to which they supply any knowledge.

Fifty-four per cent of the total number of students indicated they received favorable information from guidance counselors. Sixty per cent received their information from other high school students. Sixty-three per cent indicated hospital nurses as their source of information. Another sixty-three per cent gave the nursing school faculty members as a favorable source of information. Sixty-seven per cent stated their favorable source were relatives in nursing. In the form of communication media, seventy per cent of the students received their information through radio; the nursing school bulletin ranked the highest. Eighty-two per cent of the 378 students said they received the most favorable information through the nursing school bulletin.

Noted nurse educators believe that counselors in general do not have an adequate conceptual image of the modern nursing student. Orzack's study supports the belief that counselors may have a poor image of the nursing student. Margaret Klemer, however, made a comparative study between the high school counselor's image of the student nurse with that of the nurse educator, using Gough's adjective check list technique.⁽²⁷⁾ Klemer suggested that it might be better for the nurse educators to look at their own images of the nursing student for elements of agreement to create a better image for the high school counselors. Speculation was not substantiated that high school guidance counselors, as a group, would have a distorted image of the typical nursing student. Nursing educators need to improve their communications with high school counselors in order that better understanding will lead to improved career counseling for ..

students. An occupational handbook,⁽⁵⁴⁾ compiled by the U. S. Government Department of Agriculture, lists the qualifications of a modern nursing student. This book is available to counselors in their professional literature.

There have been a number of dynamic theories explaining motivational factors in man.^(17,51) In his research report,⁽²⁶⁾ Daniel Katz believes the man who finds the type of work he delights in doing will not worry about the fact that the role requires a given amount of production of a certain quality, for his gratification will accrue from

1. accomplishment,
2. expression of own abilities,
3. exercise own decision.

The job itself must provide sufficient variety, sufficient complexity, sufficient challenge, and sufficient skill to engage the abilities of the worker.

Motivational pathways to high productivity and to high quality can be developed as influential factors toward high quality nursing which is a primary goal. Nurse administrators and hospital administrators might consider Katz's theory on job motivation, thus strengthening their ranks, and making the job more appealing to future graduate nurses.

Boris Blai in his study⁽⁸⁾ of job satisfaction states that the basic needs of man are not only physiological, belongingness and love, but also respect, self-esteem, independence, understanding, and self-actualization, all of which the individual is seeking in his quest for a career, a useful tool for vocational counselors. This study supports Genevieve Meyer's findings in Tenderness and Technique⁽³⁴⁾ in which she states student

nurses choose nursing because they want "to help people," "be useful," and have "personal satisfaction." All people in our society (with a few exceptions) have a need or desire for self-actualization, for self-respect, for self-esteem, for esteem of others. The individual, then, must experience satisfaction in an accomplishment, in a success.⁽¹⁸⁾ A. H. Maslow⁽³⁰⁾ believes motivation must be based upon goals rather than upon instigating drives, the self-esteem need.

As reviewed in the preceding literature, studies have been done regarding factors which influence an individual in his choice of a career and reasons for his selection of a diploma or collegiate nursing program in particular, but relatively few studies have been done to find out why students choose the associate degree program in nursing. Studies revealed that an individual's final decision is largely influenced by (1) the proximity of the educational institution; (2) contact of the individual with students or graduates of the school; (3) cost; (4) length of the program.^(13,17,21,35,38)

Review of Related Studies

A number of studies concerning factors or motives which influenced students to choose nursing or to choose specific schools of nursing have been written; very few studies have been reported regarding reasons why students choose an associate degree program in nursing.

A review of research studies and practices, Selection and Recruitment of Nurses and Nursing Students by Taylor, Nahm, et al, in 1966, reports the high attrition rates within schools of nursing were due to academic failure; marriage and dislike of nursing seemed to vie for second and

third place. The high turnover rates among nursing personnel only confounds the issue. The review suggests the logical point of attack to reduce turnover among nursing personnel should be in the area of job dissatisfaction which might also be a critical factor influencing and recruiting nurses who are forced to resign for personal reasons to return later to the profession. In view of this report, a shortage of nurses would appear inevitable. The review also suggests "better recruitment programs" as methods worth investigating. There appears to be a need for prospective nursing school applicants to be given "a more realistic picture of nursing education and later on-the-job requirements." Personality, motivation, interests and background factors are other areas in which studies are urgently needed. These recommendations correlate with the report of the Surgeon General's Consultant Group on Nursing,⁽⁴⁶⁾ which endorsed a 44.5- per cent increase in graduates from associate degree nursing programs by 1970.

Katherine Knauff in An Analysis of a Procedure for Development of Recruitment for Nursing on the Basis of Interests of High School Students (unpublished thesis) Catholic University of America, Washington, D. C., 1951, reports the study of 2,825 students which allows some explanation why there are not more students interested in nursing. Knauff found there are other occupations and professions rather than nursing that are more attractive to high school students. According to the questionnaire study, 15 leading fields, other than nursing, appealed to them. Recruitment for nursing, then, should be accrued to factors of interest, making a career in nursing attractive to potential students.

At Catholic University of America in Washington, District of Columbia,

in 1947, Sister Mary Ketterer in A Study of the Motives of Catholic High School Students in Choosing An Occupation⁽⁶²⁾ (unpublished thesis) made a comparison of the motives of 1,000 students in three high schools in Atlantic City, New Jersey and Camden, New Jersey. Motives were obtained through free expression of the pupils in composition and through the use of a check list. Fifty per cent of the students chose professional, semi-professional and managerial careers. More girls than boys chose clerical and sales occupations; more boys than girls chose professional careers. "Interest in work" comprised one-fifth of the answers. Twenty years later in 1967, this study would still appear to have some significance in that high schools continue to be the greatest source for nurse recruitment.⁽⁶²⁾

Sister Bridget Creighton in Analysis of Factors Which Influenced 360 Students in Their Choice of a Nursing Program,⁽⁵⁹⁾ (unpublished thesis) Catholic University of America, Washington, D. C., 1952, asserts that mothers, consciously or unconsciously, probably exert a marked influence upon the vocational choice of daughters. Questionnaires were administered to 360 students enrolled as freshmen in Catholic diploma and collegiate nursing programs. Sister Creighton's study shows considerable differences in the education of the two groups. Nearly one-half of the fathers of the non-collegiate group had no more than grammar school education. This was true of only one-fourth of the collegiate group. Of the students enrolled in the collegiate nursing program, Sister Creighton found a relatively higher percentage of parents who received a college education and were occupied in the upper-class white-collared group and were in higher income brackets. Commensurate

with other studies^(35,52,62) the educational background of parents has a great deal to do with the occupation, income and social status of the individual of our society. Parents who have more education not only may be in a financial position to send their children to college, but seem to think in terms of a college education for their children more often than parents who have not attended college.

Seventeen per cent of the fathers of the non-college group had college or professional training; whereas 35 per cent of the fathers of the collegiate group had. Comparable to the American Nurses' Association statistical summary Facts About Nursing for 1965,⁽⁴⁾ Sister Creighton reported the majority of students enter the nursing profession immediately after completing high school. This substantiates the American Nurses' Association summary which reports 89 per cent of all first year students in diploma schools had only a high school diploma while 11 per cent had one or more years of college work before admission to a school of nursing. Educators in nursing now recognize the need to reach high school students with their vocational program, placing greater emphasis on vocational guidance early in the high school course.^(4,59)

In A Study of Factors Which Influenced a Selected Group of Student Nurses to Choose a Nursing Career and Select a Specific School of Nursing,⁽⁶⁶⁾ (unpublished thesis) University of Oregon School of Nursing, Portland, Oregon, 1957, Marjorie O'Connell administered a questionnaire to 316 freshman students. She found that friends and relatives were indicated as the prime stimuli of interest in nursing; they were consulted most frequently and they provided the most information about nursing for the largest number of students. She also found that the majority of the

316 students depended upon recommendations of relatives and friends which alluded to a career in nursing.

Ray Showalter in An Assessment of What High School Counselors Understand About Nursing As a Career⁽⁶⁷⁾ (unpublished thesis) University of Oregon School of Nursing, Portland, Oregon, 1964, believes high school counselors have a "tremendous opportunity to provide vocational guidance that is done in secondary schools with opportunity to disseminate authentic, up-to-date information"--since there is a "recognized shortage of nursing personnel on all levels at present time, ever since World War II."

In her study An Analysis of the Counseling Technics Practiced in a Selected Group of Schools in the District of Columbia to Determine the Degree of Guidance Available for Students Interested in a Career in Nursing⁽⁵⁸⁾ (unpublished thesis) at Catholic University of America at Washington, D. C., 1947, Kathryn Cafferty revealed that students obtained information about careers of nursing through both general and special courses during the high school program. Specific information was provided through assemblies, conferences with speakers, motion pictures, publicity and visits to hospitals.

Mary Flowers in A Study of the Influence of Selected Factors upon the Decision of Seattle High School Girls Concerning Nursing as a Career⁽⁶¹⁾ (unpublished thesis) University of Washington, Seattle, Washington, 1952, found that of the total number of 845 senior girls who were to graduate from Seattle high schools, about one-half of the students had selected a high school program which did not include the subjects necessary for acceptance into a school of nursing. She also found a positive correlation between prestige accorded nursing and its selection as a

career. Of the total number, 845 senior girls, 471 reported that at one time during their high school education they had considered nursing as a career. An analysis of the high school grade point averages of the senior high school girls revealed that nursing was not attracting as great a percentage of students with superior grade point averages as were other vocations and occupations.

An analysis of the questionnaires in the study The Expressed Motives for Choice of a School of Nursing by All First Year Nursing Students⁽⁶⁵⁾ (unpublished thesis) Catholic University of America, Washington, D. C., 1957, which was done by Sister Mary Louise Nesline confirmed the opinions of other studies^(35,59,62) that cultural, economic and educational background of parents influence the choice of a collegiate or diploma nursing program. The study also reported that diploma students gave "cost," "shorter program" and that the diploma program "offered all there was to be a nurse." In view of the fact that diploma programs are becoming increasingly costly, this may assume lesser importance.

Laura Emerson in The Reasons Given by Fifty-six Nursing Students for Choosing the Associate Degree Nursing Program at Clark College⁽⁶⁰⁾ (unpublished thesis) University of Oregon School of Nursing, Portland, Oregon, 1965, stated "cost" as "Important" indicated by twenty-four per cent, or 13 students, whereas thirty-one, or 55 per cent, of the students checked "cost as "Very Important." Forty-one, or 73 per cent, of the students listed "Length of the Program" as being "Very Important." "Can live at home" was another "Very Important" factor checked by 64 per cent of the students participating in the study. Thirty per cent, or 56 students, gave "age" as an "Important" factor.

Sixty-six students in Marie Smith's thesis A Study of Some Factors Which Influenced a Selected Group of Student Practical Nurses To Choose a Career in Practical Nursing⁽⁶⁸⁾ (unpublished thesis) University of Oregon School of Nursing, Portland, Oregon, 1961, gave "age" as a significant factor for their choice of a practical nursing program because recruitment to practical nursing is "frequently directed to the older woman."

The California Associate Arts in Nursing Project - Report Part II,
(14) a continuous project supported by the W. K. Kellogg Foundation, which provides financial assistance and consultation services to junior community colleges to establish associate degree nursing programs, upholds two other objectives, namely, to maintain quality programs and to secure associate degree nursing faculty. The publication, based upon five annual reports to the W. K. Kellogg Foundation, presents biographical data which indicate "older women, mothers of school-age children, men, and persons who were interrupted in their nursing education can be encouraged to move again toward a nursing career." Alluding to factors related to expanding enrollment, the report gives "new geographical regions" as a characteristic to recruitment of additional students.

Further biographical data on students entering the associate degree programs in nursing in California which were gathered by the Board of Nursing Education and Nurse Registration and the Bureau of Junior College Education is presented as follows:

1. One-third of the enrolling students were over twenty-one years old. In the overall junior college student body, about 47 per cent were over twenty-three, and 16 per cent were over thirty, an age range quite similar to that of the students of nursing.

2. A somewhat larger proportion of students of nursing were married--34 per cent as compared to 23 per cent of the general college population.
3. Approximately 5 per cent of the students were men.
4. The attractions of the associate degree nursing program seemed to be its length, cost, type and quality of the program, and community location.

In Lucy Legg's study, A Follow-Up Study of Ninety-one Graduates of an Associate Degree Program in Nursing 1959-1963⁽⁶⁴⁾ (unpublished thesis) University of Oregon School of Nursing, Portland, Oregon, 1966, it was reported that 86 per cent of the graduates indicated satisfaction with the type of preparation they had received for nursing practice. The most frequent "good part" that was mentioned was nurse-patient relationships. The study also revealed that graduates from the associate degree program are frequently placed in administrative and leadership roles for which they are not prepared. "The need for leadership experience" was the most frequent response given in the study. "Length of program," "advantage of being on college campus" were mentioned as outstanding features of the associate degree program. Among the "weaknesses of the program" checked by the respondents were "lack of practical experience" and "lack of leadership experience."

Summary of the Literature

A number of studies report the need for greater emphasis on improved methods in recruitment programs. This is commensurate with the affirmation that one of the responsibilities of a professional group is to attract to the profession desirable applicants in sufficient numbers and sufficient quality to meet the needs of the population. The need for

exploration of methods used in recruitment program is reiterated throughout reviews and recommendations are suggested to explore such categories designated as "dislike of nursing" and "disappointment with nursing" in an attempt to reduce attrition rates. Two studies confirmed the concept that in all youth's seeming shiftiness from one decision of choice to another, and lability, a seeking after some durability in change can be detected, whether in accuracy of scientific and technical method or in sincerity of conviction. There is a relatively high correlation between cultural and socioeconomic factors which influence students in their choice of a collegiate or vocational program. The father's occupation of the student in the associate degree nursing program is considered the "best single indicator of socioeconomic scheme for occupational levels." This appears to be the consensus of other studies of development of factors and reasons for vocational choices of adolescents. Vocational guidance and counseling in high schools must be improved in order to attract students with superior grade point averages since the studies reveal nursing is not attracting a greater percentage of young people in the higher academic levels. Biographical reports indicate that "age" is a significant factor which influences the student in the choice of an associate degree nursing program. A number of studies indicate a substantial number of students are found to be in the upper age bracket. The proximity of the educational institution is another influential factor which attracts the student. "Cost," "length of the program," "advantage of being on college campus" are found to be outstanding features of the relatively new associate degree program. Most studies indicate that the graduates fully comprehend of what their educational

program consists and are functioning as staff nurses under supervision. Approximately one-third of the graduates have been given the responsibility of leadership for which they are unprepared and have difficulty in assuming this role.

CHAPTER III

REPORT OF THE STUDY

Setting for the Study

Procedure

The Findings and Analysis of the Study

CHAPTER III
REPORT OF THE STUDY

Setting for the Study

Portland Community College, located in Portland, Oregon, was established as a community college under Oregon law in May, 1961. It incorporated the Adult and Vocational Education programs that had been serving the community since 1889. The college is housed for the most part in two elementary school buildings and additional sites in the Portland metropolitan area. A college campus for 7,500 students on Mt. Sylvania is planned and construction began in July, 1966, on the first units.

Mildred Schmidt in Factors Affecting the Establishment of Associate Degree Programs in Nursing in Community Junior Colleges⁽⁵⁰⁾ stated that community junior colleges have the potential to make a significant contribution to nursing education. Such a contribution toward nursing education was initiated when twelve appointments to an advisory committee for the health services program at the Portland Community College, March 22, 1965, were formulated in the office of Dr. Melvin W. Barnes, Superintendent of Portland (Oregon) Public Schools. A Subcommittee consisting of Mr. Paul Hanson, Dr. Ivan Langley and Miss Bernice Orwig as chairman was appointed with the task of making a report on nursing in relation to community college programs. At the first meeting of the Subcommittee, March 30, 1965, the chairman requested that she be

authorized to select and chair an Ad Hoc Committee to consider the relation of the Portland Community College to nursing and nursing education. The following persons were requested to serve as members of this committee: Miss Lucile Gregerson, Mrs. Marian Larson and Miss Katherine Sears. A full report of possible ways whereby the Portland Community College might contribute to meet community needs in nursing was submitted to the College Council, Dr. Barnes and Dr. De Bernardis, President of Portland Community College, on May 10, 1965.

On April 21, 1966, the School District Health Advisory Committee, recognizing the need for a nursing program at the college, recommended to the college that they appoint an Associate Degree Nursing Advisory Committee. The Advisory Committee has the responsibility of (1) advising the college as to courses that should be offered, (2) continuously evaluating the program, (3) assisting in the construction and evaluation of courses of study, (4) suggesting criteria for the selection and placement of students in occupational oriented programs, and (5) promoting good public relations.

Continued work and planning took place and special preparation of the staff was initiated. Mrs. Rose Christensen was appointed Chairman of the Nursing Department of Portland Community College wherein an associate degree program was established. The following instructors were appointed to the nursing faculty of Portland Community College: Dorothy Burchette, Carol Connolly and Joan Peterson. Various members of the staff had visited with Dr. Mildred Montag, who was instrumental in establishing the initial Associate Degree Nursing Program. In addition, two of the staff members attended workshops at the University

of Colorado conducted by Dr. Montag in the summer of 1966. The president of the college and a group from Portland met with Dr. Montag in St. Louis in the spring of 1966 to discuss some initial steps to be taken in the planning of an effective Associate Degree Nursing Program.

In June of 1966, Wilma Hiatt Tashnovian visited the college as a consultant to discuss the steps in planning an Associate Degree Nursing Program. Mrs. Tashnovian was instrumental in organizing an Associate Degree Nursing Program in the Chicago area. As a result of her meetings with the staff and advisory committee, suggestions and recommendations were made and of which the staff is continuously mindful as the program develops. Mrs. Tashnovian will be continued as a consultant because of her wide experience with the Associate Degree Program in Nursing.

The philosophy and curricular objectives that have been essentially developed as guidelines for this experimentation group in the Associate Degree Nursing Program are cited in Appendix D.

An application to establish an Associate Degree Nursing Program was submitted to the Oregon State Board of Nursing by Portland Community College in November, 1966.

The application to establish an Associate Degree Nursing Program at Portland Community College was approved and accepted by the Oregon State Board of Nursing on December 7, 1966. The first class was admitted on January 3, 1967.

Procedure

This study is essentially a descriptive survey of factors which influenced thirty-four freshman students to choose the Associate Degree Nursing Program at Portland Community College. This group of students is the first class to be enrolled in the first associate degree nursing education program in Oregon. A review of the literature and related studies was made to discover existing factors which influenced individuals to choose a specific school of nursing. A number of studies have been done to determine factors which influenced students to choose nursing as a career. Very few studies have been conducted to determine why students select a specific type of nursing education program.

A questionnaire was constructed to elicit reasons for the choice of the Associate Degree Nursing Program at Portland Community College. The questionnaire was submitted to a group of professional nurses. The tool was tested, suggestions given and revisions were made accordingly. A pilot study was done at Clark College, Vancouver, Washington, for validation of the data-collecting instrument. The participants were a volunteer group of freshman students enrolled in the fall of 1966. The responses were such that no revision of the questionnaire was necessary. The findings of the pilot study were not included in the main study.

Permission to do the study was obtained from the president of Portland Community College and the chairman of the Associate Degree Nursing Program. A copy of the letter to Dr. De Bernardis may be found in Appendix A.

The questionnaire was presented personally at an appropriate time following a class period so designated by the chairman. Approximately

twenty minutes were needed to fill out the questionnaire. A total of thirty-four, or 100 per cent, respondents returned the inquiry within the allotted time. A copy of the questionnaire may be found in Appendix B.

The data obtained were tabulated and interpreted. A master tabulation of the raw data may be found in Appendix C.

Part I of the questionnaire portrays the heterogeneity of the freshman students enrolled in the Associate Degree Nursing Program at Portland Community College; it presents background information of high school attended, education, age, previous employment and marital status of the respondents, number and age of children, occupations and educational level of fathers, mothers and spouses.

Part II describes categories representing culminating factors which essentially influenced the thirty-four freshman students' choice in selecting the Associate Degree Nursing Program at Portland Community College.

The Findings and Analysis of the Study

The first item in Part I sought information regarding the size of the high school the students attended. Although it is recognized that community colleges draw students largely from the local or adjacent school districts, the age span of nursing programs is likely to be such that not all recruits are recent graduates. The high schools varied in size from 34 to 3,000. One student indicated she graduated from a high school which had a total student population of thirty-four, located in a small village in North Dakota. Thirteen of the students graduated from high schools having an average student population within the 100-500 range. Fifty-nine per cent, or 20 of the students, indicated they had graduated from high schools within the average size of 500 to 3,000 range.

These findings are shown in Table 1.

Table 1. Size Range of High School Attended by 34 Freshman Students of the Associate Degree Nursing Program at Portland Community College

Size Range of High School	Number	Per Cent
(1)	(2)	(3)
34	1	3
100 - 500	13	38
500 - 1000	7	21
1000 - 1500	4	12
1500 - 2000	5	14
2000 - 3000	4	12
Total	34	100

The next item sought information regarding the location of the high school. Fifty per cent, or 17, of the students gave the location of their high schools as within the Portland area. Eighteen per cent, or six students, indicated their high schools were outside Portland. Over one-fourth, or thirty-two per cent, of the students indicated they graduated from high schools outside the state. States mentioned were Florida, Idaho, Massachusetts, North Carolina, North Dakota, Texas, Washington, West Virginia, Wyoming. This information is shown in Table 2.

Table 2. Location of the High School from Which 34 Freshman Students Enrolled at the Associate Degree Nursing Program at Portland Community College 1967 Had Graduated

Location of High School	Number	Per Cent
(1)	(2)	(3)
Local	17	50
Outside City	6	18
Outside State	11	32
Total	34	100

To pursue the information obtained in item two, the present address was requested. It was found that over seventy-five per cent, or thirty students, have residence within the Portland area. Only twelve per cent, or four students, have residence outside the city. Proximity of the educational institution was one of the major attractions to the Associate Degree Nursing Program in Junior Colleges as found in the five-year pilot studies.⁽³⁵⁾ This information is shown in Table 3.

Table 3. Present Address of the 34 Freshman Students Enrolled at the Portland Community College Associate Degree Nursing Program 1967

Present Address	Number	Per Cent
(1)	(2)	(3)
Local	30	88
Outside City	4	12
Total	34	100

Twenty-one students, or 61 per cent of the freshman group received only a high school education. This represents over fifty per cent of the total freshman population. Nine per cent, or three students, attended technical school, two of whom became licensed practical nurses. One student indicated he had one year in a naval technical school. Five students, or 15 per cent, went to college for one year; another fifteen per cent attended college two years. Table 4 indicates the educational background the 34 students had acquired prior to enrollment in the associate degree nursing program at Portland Community College.

Table 4. Educational Background of 34 Freshman Students Prior to Enrollment at Portland Community College Associate Degree Nursing Program

Educational Background	Number	Per Cent
(1)	(2)	(3)
High School only	21	61
Technical School	3	9
One Year of College	5	15
Two Years of College	5	15
Total	34	100

Associate degree programs in nursing have been known to attract students of a wider age span than usually found in schools of nursing. Item four asked the age of the participant. It was found that the thirty-four students ranged in age from 18 to 50 years. The greatest number of students, eleven, or 32 per cent, attracted to the Portland Community College Associate Degree Nursing Program were within the average range of 18-21 years. Twenty-two to twenty-five year range contained five students, or 15 per cent. The lower percentage in this age group may imply, as studies have shown, that women in this age bracket are occupied with marriage, child-bearing and home responsibilities. Eighteen per cent, or 6 students, were within the 26-31 year range. Seven, or 20 per cent, of the students were in the 32-41 year age group. The average age of forty-two to fifty year range contained five students, or 15 per cent. Indications are that the mature woman is a potential source for recruitment into nursing and those women are

becoming cognizant of their contributions to community health services. One respondent phrased it in this manner: "I did not know they would take older women into nursing." The 18 to 21 year old post high school students continue to remain an active source for recruitment to nursing. These findings are shown in Table 5.

Table 5. Age Range of 34 Freshman Students Enrolled at Portland Community College Associate Degree Nursing Program

Age Range	Number	Per Cent
(1)	(2)	(3)
18 - 21 years	11	32
22 - 25 years	5	15
26 - 31 years	6	18
32 - 41 years	7	20
42 - 50 years	5	15
Total	34	100

Although the questionnaire did not seek data classified by sex, it was found that of the 34 students enrolled as freshmen in the Associate Degree Nursing Program at Portland Community College, two, or 6 per cent, were males while thirty-two, or 94 per cent, were females. Changing concepts in recruitment for nursing are now being directed toward making nursing more attractive to men since they remain in their professions and occupations throughout and frequently beyond productive age levels.

The next item was concerned with previous employment. It was found that forty-one per cent, or 14, of the 34 students had been hospital

employees, during which time they had had opportunity to develop some knowledge of the nurse's role in the hospital and of her responsibilities toward patient care. "Helping people," "giving service" are factors which motivate potential students to nursing and must, therefore, be considered in recruitment programs. Seven, or 20 per cent of the students had been employed as clerks prior to entering the associate degree nursing program. Twelve per cent, or 4, of the students were homemakers. Married women with children who have become self-sustained are potential sources for nurse recruitment. The Associate Degree Nursing Program appears to be extremely appealing to this type of student who had "always wanted to be a nurse." Prior to enrollment 9 per cent, or three students, were employed as laborers. Three students had not been employed, which indicates, perhaps, they had been recent high school graduates. "Waitress" was indicated by two of the 34 students as type of employment. One student gave "military" as form of employment, commenting he had been in the navy twenty years, was now retired and that he and his wife "had always wanted to be nurses since 1929." Both are now enrolled in the Associate Degree Nursing Program at Portland Community College.

Table 6. Types of Previous Employment Indicated by 34 Freshman Students Enrolled at Portland Community College Associate Degree Nursing Program

Types of Employment	Number	Per Cent
(1)	(2)	(3)
Hospital employee	14	41
Clerk	7	20
Homemaker	4	12
Laborer	3	9
Not employed	3	9
Waitress	2	6
Military	1	3
Total	34	100

Item 7 sought information about the marital status of the 34 freshman students. Fourteen students, or 41 per cent, were single. Almost one-half of the first group of freshman students enrolled at the Portland Community College Associate Degree Nursing Program were married; this amounted to 47 per cent, or sixteen in number. Twelve per cent, or 4, of the students were divorced.

This information is shown in Table 7.

Table 7. Marital Status of 34 Freshman Students
Enrolled at the Associate Degree Nursing
Program at Portland Community College

Marital Status	Number	Per Cent
(1)	(2)	(3)
Single	14	41
Married	16	47
Widowed	0	0
Divorced	4	12
Separated	0	0
Total	34	100

Seventeen, or 50 per cent, of the students indicated they had children ranging in number from one to six and within the age range of $1\frac{1}{2}$ to 27 years. The next item was concerned with the school age grouping of the 17 freshman students' children.

These 53 children, of whom nine were in the preschool age group and thirty-two were in the grammar school age group, represent family responsibilities for 17 of the thirty-four students. "Living at home" would appear to be a very important factor in the Portland Community College recruitment for nursing program. The high school and post high school age groups were represented each by six. It is within these two age groups where parental responsibilities are lessened to some degree, which enables the mother to pursue a career in the field of her choice or to resume her academic education.

This information is shown in Table 8.

Table 8. School Age Group of Children of 17 Students
Enrolled at the Portland Community College
Associate Degree Nursing Program

School Age Group	Number	Per Cent
(1)	(2)	(3)
Preschool	9	17
Grammar	32	61
High School	6	11
Post High School	6	11
Total	53	100

Birdwhistell in Social Science and Nursing Education⁽⁷⁾ concluded that the nurse "tends to have parents who were skilled workers: plumbers, railroad workers, skilled craftsmen, government employees, skilled factory workers or farmers who were semi-successful or successful."

Item 9 describes the classification of occupations of the fathers, mothers and spouses of the 34 students. Among the fathers, seven, or 20 per cent, were found to be within the "Professional or Managerial" classification. There were two mothers, or 6 per cent, and one spouse, or 5 per cent, in this category. Five of the fathers, or 15 per cent, none of the mothers and two spouses, or 10 per cent, were found to be in the "Semi-professional and Small Business" classification. Mildred Montag⁽³⁵⁾ found through her pilot study that the largest percentage of fathers were found to be in the semi-professional and small business category. The lowest percentage was found in the classification of professional or managerial and unskilled group. Three of the 34 fathers, or 9 per cent, were found to be in the "Skilled" group; whereas two, or

6 per cent, of the mothers fell in this classification. It is interesting to note that the first large category for spouses, five in number, or 25 per cent, fell within the "Skilled" classification. Only two, or 6 per cent, of the fathers were in the "Semi-skilled" category. Five, or 15 per cent, of the mothers and three, or 15 per cent, of the spouses were within this classification.

The largest percentage of the 34 fathers were found in the category of "Unskilled," thirteen in number, or 38 per cent. Three of the mothers, or 9 per cent, were found to be in the unskilled group. Four of the spouses, or 20 per cent, were found to be within this classification. Two, or 6 per cent, of the fathers were "Retired." None of the mothers or spouses were found to be in this category. Three per cent, or one father, was deceased. None of the mothers or spouses were found to be in this group. The largest category for mothers was the "Homemaker." Twenty-two, or 64 per cent, of the mothers fell here. One spouse, or 5 per cent, was in this group. One, or 3 per cent, of the students did "Not Know" the whereabouts of her father or what he did. Four, or 20 per cent, divorced students were in this category. They had no knowledge of their spouses' occupations.

Table 9 gives the classification of occupations¹ of fathers, mothers and spouses of the 34 students in the associate degree nursing program at Portland Community College.

¹The categories are based upon the classification scheme for occupational levels as proposed by Anne Roe in Community College Education for Nursing, p. 118. (35)

Table 9. Classification of Occupations of Fathers, Mothers and Spouses of 34 Freshman Students at the Portland Community College Associate Degree Nursing Program

Classification of Occupations	Fathers		Mothers		Spouse	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Professional/managerial	7	20	2	6	1	5
Semi-professional/small business	5	15	0	0	2	10
Skilled	3	9	2	6	5	25
Semi-skilled	2	6	5	15	3	15
Unskilled	13	38	3	9	4	20
Retired	2	6	0	0	0	0
Deceased	1	3	0	0	0	0
Homemaker	0	0	22	64	1	5
Don't know	1	3	0	0	4	20
Total	34	100	34	100	20	100

The educational level of the fathers, mothers and 20 spouses is described in item 10.

Eighteen fathers and mothers, or 53 per cent each, had less than a high school education. This was also true of fifteen per cent, or 3 spouses. Only seven, or 20 per cent, of the fathers were high school graduates as compared to the 9 mothers and 9 spouses. Six fathers and six spouses had one to three years of college, whereas five mothers had this level of education. Three fathers had four or more years of college as compared with two mothers. Only one spouse had four or more years of college. One student indicated she did not know the spouse's educational

level.

Table 10 points out the educational level of fathers, mothers and spouses of the 34 students in the nursing program at Portland Community College.

Table 10. The Educational Level of Fathers, Mothers and 20 Spouses of 34 Students Enrolled at the Portland Community College Associate Degree Nursing Program

Educational Level	Father		Mother		Spouse	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Less than high school	18	53	18	53	3	15
High school graduate	7	20	9	26	9	45
One to three years of college	6	18	5	15	6	30
Four or more years of college	3	9	2	6	1	5
Don't know	0	0	0	0	1	5
Total	34	100	34	100	20	100

Part II

Items 11, 12 and 13 indicate sources of valuable information the students obtained about a career in nursing.

Twelve, or 35 per cent, of the students stated they had received the most valuable information about nursing from "Relatives." It is interesting to note that three students indicated their mothers were registered nurses, another said her mother was a nurse's aide. The next person who is represented as a valuable source of information is the

doctor. Five students, or 14 per cent, obtained information from their doctor. The next most common sources were "Nursing Student," "Registered Nurse," "School Counselor," and "Other" which three students identified as "friend," "the vocational education program," "Portland Community College." These four sources of information make up a total of 36 per cent, slightly more than a quarter of the total number of persons who were valuable sources of information about nursing. The next two people whom the students considered as contributing valuable information were "Hospital Nurse's Aide" and "Licensed Practical Nurse." "Teacher" contributed the least information about nursing.

Ray Showalter⁽⁶⁷⁾ and Mary Flowers⁽⁶¹⁾ agree with other known studies^(9,12,27) that there is lack of counseling in high schools toward nursing and that there is a great deficit in guidance programs toward counseling high school students who have high grade point levels toward careers in nursing. Marjorie O'Connell⁽⁶⁶⁾ reported that counselors themselves had not provided the information about careers in nursing but had assisted in accumulating and evaluating data, correlating these with the students' interests and abilities. These might be points worth while considering in careers conferences and in recruitment for nursing programs.

Table 11 gives the persons the 34 students considered as the most valuable sources of information about a career in nursing.

Table 11. Sources of the Most Valuable Information About a Career in Nursing As Considered by 34 Freshman Students Enrolled at the Portland Community College Nursing Program

Persons As Most Valuable Information	Number	Per Cent
(1)	(2)	(3)
1. Relative	12	35
2. Doctor	5	14
3. Nursing student	3	9
4. Registered nurse	3	9
5. School counselor	3	9
6. Other	3	9
7. Hospital nurse's aide	2	6
8. Licensed practical nurse	2	6
9. Teacher	1	3
Total	34	100

Item 12 shows the communication media which the students considered as valuable sources of information about careers in nursing.

Twelve students, or 35 per cent, said "Catalogs" and "Newspapers" were valuable sources of information about nursing. Marjorie O'Connell⁽⁶⁶⁾ in her study reported that 261, or 82.5 per cent, of the 316 students stated they had acquired valuable information from catalogs from schools of nursing. Catalogs from schools of nursing or colleges, then, contribute widely toward attracting students to careers in nursing and prove useful in the recruitment program. The next valuable source of

information is the "Pamphlet," as indicated by four, or 12 per cent, of the students. This may be considered in the same category as "Catalogs" from schools of nursing or colleges, as useful in recruiting potential students to nursing programs. The next three most common sources of valuable information about nursing were "Books," "Radio" and "Television," each of which represented two responses.

Table 12 shows the number and per cent of communication media the 34 students considered as valuable sources of information pertinent to a career in nursing.

Table 12. Communication Media Considered the Most Valuable Sources of Information About a Career in Nursing by 34 Freshman Students Enrolled at the Portland Community College Associate Degree Program

Communication Media As Source of Information	Number	Per Cent
(1)	(2)	(3)
1. Catalogs	12	35
2. Newspapers	12	35
3. Pamphlets	4	12
4. Books	2	6
5. Radio	2	6
6. Television	2	6
Total	34	100

Item 13 describes the activities which the 34 students considered as sources of valuable information regarding nursing.

Of the 34 freshman students in the Associate Degree Nursing Program at Portland Community College, 23 had worked in hospitals as aides or volunteers. Three stated they had been licensed practical nurses for a number of years and felt the urgent need for further education. Eight students said "Careers Conferences" were valuable sources of information. "Future Nurses' Clubs" were considered as valuable sources of information by three of the students.

Table 13 indicates activities which the 34 students considered as valuable information about a career in nursing.

Table 13. Activities Considered Valuable Sources of Information by 34 Students Enrolled at the Portland Community College Associate Degree Nursing Program

Activities As Source of Information	Number	Per Cent
(1)	(2)	(3)
1. Worked in a hospital as an aide, volunteer, etc.	23	68
2. Careers Conferences in school	8	23
3. Future Nurses' Club	3	9
4. Other	0	0
Total	34	100

There is real significance to the data in the master tabulation as indicated in item 14; 15 students had inquired at 3 to 20 schools. It is not known whether the multitude of inquiries had taken place in a short time span preceding admission or whether this had been a repetitive process for a number of years. When asked whether or not they had inquired about more than one school of nursing, twenty-three, or 68 per cent, of the students indicated they had. Eleven, or 32 per cent, of the students said they had not. Twenty, or 87 per cent, of the students inquired within the range from two to five schools. One student made inquiry in the range of five to ten schools. Two students inquired into the range of over ten schools, which indicates considerable exploration into types of nursing programs before the final choice was made. It appeared these twenty-three students must have a firm basis for choosing the Associate Degree Nursing Program at Portland Community College.

Table 14 gives the number of schools of nursing about which the 34 students sought information.

Table 14. Number and Per Cent Range of Schools of Nursing As Inquired by 23 of the 34 Freshman Students Enrolled at the Associate Degree Nursing Program at Portland Community College

Number Range of Schools Students Sought Information	Number	Per Cent
(1)	(2)	(3)
Two to five schools	20	87
Five to ten schools	1	4
Over ten to twenty schools	2	9
Total	23	100

Item 15 describes the types of nursing programs about which the students sought information.

Ten students sought information about the practical nursing program. Since the diploma program is the traditional form of nursing education in schools of nursing conducted by hospitals, it is understandable, then, why a greater percentage of the freshman students made inquiry about the program. Seventeen, or 50 per cent, of the students stated they requested information about diploma school programs. Ten students indicated they had inquired about the baccalaureate degree nursing program. "Other associate degree programs" were checked by thirteen of the students. It is quite possible that the thirteen students did not feel they had received adequate information and made additional inquiry.

Table 15 gives the number and per cent of inquiries sought by the 34 students concerning the four types of nursing programs.

Table 15. Inquiries About Four Types of Nursing Programs Sought by 34 Freshman Students Enrolled at the Portland Community College Associate Degree Nursing Program

Types of Nursing Programs	Number	Per Cent
(1)	(2)	(3)
a. Practical nursing program	10	26
b. Diploma or hospital program	17	50
c. Baccalaureate degree program	10	26
d. Other associate degree programs	13	38

Item 16 shows the reasons why the 34 students did not select one of the other nursing programs. More than one response was checked, which indicates the students may have had more than one reason for not selecting one of the other programs.

The "Length of the program" influenced twelve of the students as reason for not entering one of the other programs. It is interesting to note that the highest percentage of students indicated "High tuition" as a factor influencing their decision not to enter one of the other nursing programs. "Cost" as an outstanding aspect of the associate degree nursing program was an added attraction indicated in the pilot studies as reported by Mildred Montag. Thirteen of the 34 students stated high tuition influenced their decision. "Dormitory living required" (presumably in reference to other schools) was checked by six of the students. It should be noted that seventeen students are parents. Dormitory living would not be feasible and might have prevented these students from entering nursing. Two of the students reported the "Class filled" as a reason for not entering one of the other nursing programs. "Not eligible for admission" was mentioned by five of the students. A 2.0 grade average from high school permits eligibility for admission into the associate degree nursing program at Portland Community College. One student indicated her reason for not selecting another type of program was "No college credit." Three of the students indicated they were "Advised against" entering another nursing program. Cognizance of the influence of counseling and guidance programs for recruitment has been and continues to be exceedingly important as to disseminating factual information and guiding the student into the nursing program

best suited for her. Six of the students stated there were other factors which influenced their decision. One student stated she had been a licensed practical nurse for fourteen years and "desired to be a registered nurse." Another student mentioned "more opportunity." "Turned down at other schools," "best for me," "don't like chemistry," "too old," were comments given by others. "No campus or social life," and "Hard work - long hours" seemingly were not important since none of the students checked the items.

Table 16 gives more than one reason which influenced 34 students' decisions not to enter one of the other nursing programs.

Table 16. Reasons for Not Entering One of the Other Nursing Programs As Given by 34 Freshman Students Enrolled at the Portland Community College Associate Degree Nursing Program

Reasons for Decision Not to Enter One of Other Nursing Programs	Number	Per Cent
(1)	(2)	(3)
a. Length of program	12	35
b. High tuition	13	38
c. No campus or social life	0	0
d. Dormitory living required	6	18
e. Hard work - long hours	0	0
f. Class filled	2	6
g. Not eligible for admission	5	15
h. No college credit	1	3
i. Advised against	3	9
j. Other	6	18

Though adolescence is a period of indecision and lability, Eric Erikson⁽¹⁷⁾ notes that during youth's search for something there will be a wide variety of pursuits until he makes his final choice. An editorial survey⁽¹⁶⁾ reports more than one-half of nursing students who were studied over a wide geographical area decided on nursing as a career by the time they were 13 years old. Many had determined their future career by the time they reached 10 years old. One-half of the 34 students showed they had not investigated other careers before the final choice of a career in nursing at Portland Community College Associate Degree Program. It is not known if these freshman students were among those who decided early upon a career in nursing.

These findings are shown in Table 17.

Table 17. Investigation into Other Careers Before the Final Choice of Nursing As Given by 34 Freshman Students Enrolled at the Associate Degree Nursing Program at Portland Community College

Investigation of Other Careers Before Final Choice of Nursing	Number	Per Cent
(1)	(2)	(3)
Yes	17	50
No	17	50
Total	34	100

To pursue the investigation into other careers indicated by the seventeen students, item 18 is concerned with first, second, and third choice of careers before the final choice of nursing.

Three, or 16 per cent, of the 17 students had considered being

secretaries as first choice; two students had considered this as their second and one considered it as a third choice. Four students considered medical doctor and teacher, two students each, as first choice. Two students considered these careers as their second choice. Two students considered teaching as their third choice. Over 50 per cent of the students (fifty-nine per cent) indicated widely diversified careers as first and second choices as, for example, "nun," "pastor" and "tavern owner" as first choice. Only five of the 17 students indicated they had considered a third career before their final choice of nursing. It is apparent that students are aware of career choices.

It is known, of course, that all but three of the students had been employed before entering Portland Community College. It is not known if their employment had been the means of investigating a career choice before a final decision. At this time it is not possible to conjecture whether the 34 students have definitely made a career choice.

This information is shown in Table 18.

Table 18. The First, Second and Third Choice of Careers Before Making the Final Choice of Nursing As Indicated by 17 Students Enrolled at the Associate Degree Nursing Program at Portland Community College

Careers Considered by Students Before Final Choice of Nursing	First Choice		Second Choice		Third Choice	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Accountant			1	9		
2. Business	1	6				
3. Clerk	1	6	1	9	1	20
4. Dentist	1	6				
5. I.B.M. Operator			1	9		
6. Medical Doctor	2	12	1	9		
7. Music					1	20
8. Nun	1	6				
9. Pastor	1	6				
10. Psychologist	1	6	2	18		
11. Public Relations	1	6				
12. Radiologist	1	6				
13. Real Estate Agent			1	9		
14. Secretary	3	16	2	18	1	20
15. Social Work	1	6	1	9		
16. Tavern Owner	1	6				
17. Teacher	2	12	1	9	2	40

Item 19 reveals effective factors listed as "Very Important," "Important," and "Not Important" which influenced the 34 freshman students in selecting the Associate Degree Nursing Program at Portland Community College in Oregon. The students checked more than one factor which influenced their choice of nursing program.

Seven students considered "No age restriction" as "Very Important." Eleven checked "No age restriction" as "Important." Inasmuch as slightly over half of the students are within the 30 to 50 age range, these findings are significant. Eight students considered this item "Not Important."

The twenty students who had family or home responsibilities consistently checked "Can live at home" and "Near family" as factors which

influenced them to choose the Associate Degree Program. Five of the 17 students with families had children within the age range of high school and beyond high school. Therefore, "Near family" may not have been "Very Important," but "Can live at home" was considered as "Very Important." Three of the 14 single students did not consider "Living at home" or "Near family" as important. Two of these students were licensed practical nurses, whereas the other had been a secretary.

Twelve of the students checked "Only associate degree program in Oregon" and "Near family" as "Very Important" factors which influenced their choice.

Five of the students believed living in a metropolitan area was "Very Important." The geographic location of a community or junior college is one of the added attractions for recruitment programs.

Eight of the students listed "Admission (did not have to wait until summer or fall)" as a "Very Important" factor. In view of the fact that Portland Community College accepts students with a 2.0 grade point average, this may have been an added factor.

Nine of the students indicated "Want college degree" as "Very Important." "Academic credit for courses" received 7 of the responses. There appears to be some inconsistency what the students' concepts are about academic credit for courses and plans for further education. Six of the 13 students who stated they planned further education did not consider academic credit as very important. Yet three students who had no plans for further education stated that academic credit for courses was "Important."

"Like to have classes with other students" was selected as "Very

Important" by three of the students. This factor was considered "Important" by thirteen of the students. This was one of the outstanding comments from the pilot-program graduates in Mildred Montag's research project. (35)

The second most frequently listed factor was "Low tuition" as "Very Important" by sixteen of the students. Tuition and fees are the same for the nursing students as all other students in the Portland Community College.

"Length of program" was mentioned as "Very Important" by eleven of the students. Whereas ten students considered this "Important," six students indicated "Length of program" as "Not Important."

Only one of the students believed "More men" was a "Very Important" factor; but it was rated as "Important" by three of the students. It is interesting to note that of the 34 freshmen, there are two men students. It appears that this factor was very important to one male student inasmuch as studying on a college campus gives him the opportunity for mixing with other men. The spouse of the other male student is also enrolled in the Associate Degree Nursing Program, hence this factor might not have been "Very Important" or "Important."

"Can choose part-time employment" was indicated by four of the students, two of whom stated they held part-time positions as bookkeepers for local business firms. Two students considered part-time employment "Important." Fifteen students indicated this item was "Not Important."

When asked to comment upon additional factors which may have influenced their choice of the Associate Degree Nursing Program and which had

not been suggested on the questionnaire, the following statements were made:

"I always had an intense desire to become a nurse."

"I never knew a school of nursing would take married women."

"I didn't know they would admit an older woman."

"We didn't think schools of nursing would admit a husband-wife team."

"When I withdrew to have a family, then reapplied later, they wouldn't accept me."

"This is the shortest way to get where I want to go."

"My husband felt the program was favorable."

"Best for me."

All data are shown in Table 19.

Table 19. Factors Considered "Very Important," "Important" or "Not Important" for Making a Final Choice of An Associate Degree Program As Designated by 34 Students Enrolled at the Associate Degree Nursing Program at Portland Community College

Factors Which Influenced Student Choice of the Associate Degree Nursing Program at Portland Community College	Very Important		Important		Not Important	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
17. No age restriction	7	21	11	32	8	24
18. Convenience						
a. Can live at home	20	59	9	26	2	6
b. Near family	12	35	9	26	4	12
c. Only associate degree program in Oregon	12	35	8	24	3	9
d. Can live in a metropolitan area	5	15	6	18	13	38
e. Admission (did not have to wait until summer or fall)	8	24	3	9	9	26
19. Nursing program in college						
a. Want college degree	9	26	11	32	5	15
b. Academic credit for courses	7	21	16	48	2	6
c. Like to have classes with other students	3	9	13	38	6	18
d. Low tuition	16	48	11	32	2	6
e. Length of program	11	32	10	29	6	18
f. More men	1	3	3	9	15	44
g. Can choose part-time employment	4	12	2	6	15	44

When asked if there were additional information regarding the Associate Degree Nursing Program which they believed they should have had, thirty answered "no." Of the four who wanted more information, one student said she wished the college would offer a "course on how to study" since she had been out of school too long. Another said she

should have had more information concerning the "cost of books." The texts she was requested to purchase were higher than what she had anticipated. Another said she had not known about the brochures concerning the Associate Degree Nursing Program, therefore did not receive the necessary information she should have had prior to admission. The fourth student replied she was not fully informed about the associate degree nursing program and what it entailed. Reflecting upon the responses obtained from the inquiry whether or not they had investigated other nursing programs, all of the 34 students indicated they had done so. It seems apparent, however, that all students did not receive the amount of information they thought they needed.

Item 20 reveals future plans following graduation of the 34 freshman students in the Associate Degree Nursing Program at Portland Community College.

Twenty-seven students said they planned to work in hospitals following graduation. It would appear that over three-fourths of the students plan to take positions on the level for which they are being prepared. Seven students indicated they had other plans. There seems to be some misinterpretation as to the implication of the question, for three students stated they planned to "work for a bachelor of arts degree." Two more planned to go into military service. One student said she wanted "more college." Another indicated she planned to join the peace corps.

This information is given in Table 20.

Table 20. Plans Following Graduation As Indicated by
34 Students in the Portland Community
College Associate Degree Nursing Program

Students' Plans Following Graduation	Number	Per Cent
(1)	(2)	(3)
a. Work in hospital	27	79
b. Work in doctor's office	0	0
c. Work in a nursing home	0	0
d. Other	7	21
Total	34	100

Item 21 gives educational plans following graduation of the 34 students in the Associate Degree Nursing Program at Portland Community College.

Thirteen of the freshman students said they planned further education following graduation. Seven stated "No." This is significant in that the graduate from an associate degree nursing program is prepared to give bedside nursing care under supervision, the skills developing according to her ability as she continues to practice. This, generally, is the goal the associate degree graduate wishes to attain. Fourteen of the students appear indecisive. It is not known if this means they have not had time to reflect upon future plans or that it is too early in the program to consider what educational preparation is required in certain field areas in nursing; neither is it known if the 14 students are cognizant that their nursing program is considered complete in itself for giving patient care.

This information is given in Table 21.

Table 21. Educational Plans of 34 Freshman Students
at the Portland Community College Associate
Degree Nursing Program

Education Planned Following Graduation	Number	Per Cent
(1)	(2)	(3)
Yes	13	38
No	7	21
Don't know	14	41
Total	34	100

The next item sought reasons for seeking additional education as indicated by 13 students.

Five of the 13 students indicated their intention of going into nursing administration. They demonstrate some knowledge as to what basic preparation is needed to meet the requirements of such positions. A significant factor seems to be that the present nursing education program is being used as a "stepping-stone" toward other goals, as indicated by the thirteen students. Yet, it does appear that these students are unrealistic in selecting the Associate Degree Nursing Program to attain their goals. Two of the students said they wished more education because of "financial reasons." One of the students said she had to "support a daughter." Another stated she had to "put her husband through college." Three students wished more education because they wanted to specialize in anesthesia, pediatrics and surgery. One said she wanted to specialize but was undecided as to her choice. Two students related the fact that they wanted to teach.

This information is shown in Table 22.

Table 22. Reasons for Further Education As Indicated by 13 Students at the Associate Degree Nursing Program at Portland Community College

Reasons for Further Education	Number	Per Cent
(1)	(2)	(3)
Administration	5	38
Financial	2	15
Specialization:		
Anesthesia	1	8
Pediatrics	1	8
Surgery	1	8
Undecided	1	8
Teaching	2	15
Total	13	100

There is some inconsistency between reasons for further education and the 13 students' educational plans. In answer to the question regarding their educational plans, one student said she was going to work for a bachelor of arts degree in order to "teach psychology." Another student wanted a bachelor of science degree because "This program is very superficial compared to the amount of knowledge needed for a medical future in the depth of my interest." Another statement was "To broaden my own abilities and efficiency." One student stated "This is a stepping stone so husband can attend college." One fifty-year-old male student stated he wants a doctor of philosophy degree "because I have time for education now, but it will be gradual." One student

expressed his plans in this manner: "get my associate degree, then attend the University of Oregon Medical School to become an M.D."

It is interesting to note that although each of the 13 students checked "low tuition" as a factor in choosing the Associate Degree Nursing Program, they are quite unrealistic as to the length of time needed to achieve their educational goals and the appreciable increase in cost in order to achieve their objectives. Although several of the students revealed they had been advised against a baccalaureate program for academic reasons, they felt an associate degree would provide them access toward higher education.

Table 23 indicates the educational plans of 13 of the 34 students in the Associate Degree Nursing Program at Portland Community College.

Table 23. Future Educational Plans of 13 of the 34 Students in the Portland Community College Associate Degree Nursing Program

Future Educational Plans	Number	Per Cent
(1)	(2)	(3)
Bachelor of Arts	1	8
Bachelor of Science	1	8
Doctor of Philosophy	2	15
Doctor of Medicine	1	8
Specialized courses	8	61
Total	13	100

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

Conclusions

Recommendations

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The problem presented in this study was to determine stated motivational factors which influenced 34 freshman students in their choice of the Associate Degree Nursing Program at Portland Community College. The data were obtained by questionnaire. A review of the literature and related studies established a frame of reference by which this study was conducted. The study was developed according to the steps described in Chapter I. The findings have been reported in detail in Chapter III. An interpretation is herewith attempted.

Findings:

1. The first findings consisted of information regarding the size of high school from which the respondents had been graduated, location of said school, and time of completion. Nothing outstanding was elicited from the responses. It was noted that in excess of one-third had completed high school more than ten years previous to entering the Portland Community College. Other studies of students enrolled in Associate Degree Programs in nursing have revealed similar data. The nature of the Associate Degree Nursing Program

seems to have special appeal to persons who wish to be nurses but who did not enroll shortly after the completion of secondary school. Reference is made particularly to the studies by the California State Department of Education, Wilma Hiatt, Mildred Montag and others. (14,23,35,40,55)

2. Additional findings indicated that the proximity of Portland Community College was a factor which influenced the participants in their choice of that particular nursing program. There is nothing surprising about that finding. However, the respondents may not have been aware of the significance of their replies. With few exceptions community colleges are commuter schools, hence the nursing students would obviously be attracted by the possibility of attending school without changing place of residence. It is recognized that some schools of nursing have relaxed their policies regarding living in a hospital or college residence hall. However, the community college is almost invariably a commuter school.
3. Further findings consisted of information regarding the age of the respondents. The majority of the students enrolled in the Portland Community College Associate Degree Nursing Program are between 18 and 21 years of age. Seven of the women whose ages range from 32-41 years have children in school. These women are now ready for further education or to resume their careers.

Six students were within the 26 to 31 year range. They, too, found it expedient to re-enter the labor forces while their children are in school. This is consistent with findings and recommendations presented in Today and Tomorrow in Western Nursing.⁽⁵⁷⁾ According to the literature, the individual above the customary age for entering a nursing school, is attracted by community college nursing programs. It was surprising to find as many in the 18-21 year bracket. However, this was the first class admitted to the nursing program at Portland Community College. It is not known whether the age range of 18-50 years was deliberate on the part of an admissions committee or whether it was extraneous to student selection. A review of subsequent classes will indicate whether the Portland Community College in common with other Associate Degree Nursing Programs attracts a substantial number of students who are beyond the usual immediate post-secondary school age.

4. Among the findings were data concerning education in addition to high school plus information concerning previous employment. Thirty-one of the students were previously employed prior to enrollment. Three students had not been previously employed. The variety of areas in which the respondents had had employment probably represents opportunity rather than choice and hence

bears no relationship to the decision to enter a nursing program. No attempt was made to ascertain if choice had been a factor in previous employment.

5. The socio-economic factor appears to have had some effect upon the student's choice of an Associate Degree Nursing Program in a community college, as mentioned in Mildred Montag's pilot study.⁽³⁶⁾

Fathers of fifteen of the students were found to be within the occupational categories of professional/managerial, semi-professional/small business or skilled. Four of the mothers fell into these categories. It would be prudent to note that out of twenty of the spouses of the group, eight were represented within these categories. It cannot be overlooked that the spouses may have exerted some influence upon the students in choosing the Associate Degree Nursing Program at Portland Community College. Fifteen fathers and eight mothers were in the categories of semi-skilled or unskilled occupations. Seven of the spouses were also in these categories. It could be conjectured that the students' choice of a professional career represents an upward mobility, which is apparent in Table 10. Three fathers were either retired or deceased. Twenty-two mothers were homemakers. One respondent stated she did not know

the whereabouts of her father or what his occupation was; four of the 20 students who were married or divorced stated their spouses' occupations were unknown. The matter of upward mobility noted above bears further study. Seemingly, the choice of preparation to enter the field of nursing represents to the participants of this study a step toward social and economic improvement. It is not known whether those who anticipate entering other types of nursing programs hold a similar concept.

6. Most of the fathers and mothers of the 34 students had less than a high school education. Of the twenty spouses, three had less than high school education. Seven of the fathers and nine of the mothers and spouses graduated from high school. Six of the fathers, five of the mothers and six of the spouses had one to three years of college. Three fathers and two mothers had four or more years of college, whereas one spouse was in this category. Educational achievement of the parents probably was a strong factor in influencing their children to attain an education leading to an associate degree. The seeking of an academic credential in a nursing program conducted under the auspices of a degree granting institution, is

consistent with a growing trend. For nursing students this might well be another evidence of the upward mobility mentioned above. Likewise, this trend might well be interpreted as recognition of the merits of the education versus apprentice training.

7. This study sought information concerning the individuals and communication media which had been most influential to the participants in selecting Portland Community College as the locale for obtaining preparation for nursing. The data reported in Chapter III do not differ from the findings of other studies. The most valuable source of information in the activity category was working in a hospital as an aide or as a volunteer, mentioned by twenty-three of the students. Since these participants had had such employment, their responses are logical but not surprising. Eight stated careers conferences in school were sources of valuable information. Future nurses' clubs were sources of valuable information as indicated by three of the students. It was not surprising to find that most of the students had sought information regarding more than one school of nursing and regarding more than

one type of program. One had investigated as many as twenty schools. It is not known whether the respondents were merely accumulating information or whether they had not met admission requirements at the other schools. Various reasons were given for not entering one of the other types of schools. Two factors which caused the student not to enter one of the other types of nursing programs were the "length of the program" and "high tuition." Thirteen of the students stated the high tuition was a factor which deterred their entering into another program in nursing; twelve of the 34 students said the length of the program was a factor. It is significant that the two year program was attractive to this heterogeneous group. "Too old," "don't like chemistry," "turned down at other schools" were comments given by eleven of the students. "Dormitory living required," "not eligible for admission," and "advised against" were reasons given by fourteen students for not entering another nursing program. Two of the students mentioned "class filled" as their reasons for not entering one of the other types of nursing programs. In view of the rationale given for not entering other programs, it is interesting

to note that thirteen of the group indicated a desire for further education some of which would be extensive.

8. Certain characteristics of associate degree programs appeared to have been of considerable importance to the participants in the selection of the Portland Community College Nursing Program. These have largely been implied in the foregoing interpretation of findings.

Conclusions

The findings of this study lead to the following conclusions:

1. In view of attempting to interpret data from a small number of participants it should be recognized that the findings of this study should be considered indicative of trends but not final proof without further study.
2. The findings quite largely substantiated the reports of previous studies. Accordingly the Portland Community College might well aim recruitment efforts toward attracting those applicants who are (a) beyond the usual immediate post-high school age, (b) married, (c) desirous of living at home, (d) seeking a concentrated nursing program conducted within an academic

setting, (e) concerned about the economic factors related to obtaining preparation for nursing.

3. Nursing appeared to represent upward social mobility for the participants.

Recommendations for Further Study

Recommendations for further studies are as follows:

1. Repeat the study with subsequent classes in the Portland Community College Associate Degree Nursing Program and thus elicit further information regarding reasons for choice of this type of program.
2. Conduct a follow-up study of the thirty-four students enrolled in the Associate Degree Nursing Program at Portland Community College, January, 1967, following graduation:
 - a. to determine success in obtaining employment.
 - b. to assess employer's estimate of job performance.
 - c. to determine to what extent the graduates from this Associate Degree Program pursue further education.
3. Institute a study that compares student achievement in pre-entrance tests, during the program, and in state board examinations.
4. Make a comparison of students' expectations of the

curriculum of the Associate Degree Nursing Program prior to enrollment and at termination to determine if there is a significant difference.

5. Study "drop-outs" to ascertain factors which interfere with successful completion of the program.
6. Develop a comparable study with beginning students in other types of nursing programs to determine reasons for their choice of program. The findings might well identify factors pertinent to recruitment in each type of program. It could be conjectured that numerous factors common to recruitment to nursing would be identified irrespective of the type of program.

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APPENDICES

APPENDIX A
COVERING LETTER FOR QUESTIONNAIRE

9999 S. W. 59th Avenue
Portland, Oregon
March , 1967

Dr. Amo De Bernardis
Portland Community College
049 S. W. Porter
Portland, Oregon

Dear Dr. De Bernardis:

In partial fulfillment of requirements for a Master of Science degree at the University of Oregon School of Nursing, I am undertaking a study of factors which influenced a group of students to choose the associate degree program in nursing. I would very much like to pursue the study at Portland Community College. Mrs. Christensen knows I am interested in this subject and has expressed a willingness to cooperate. The procedure would be to present a questionnaire to the entire group of beginning students currently enrolled. The questionnaire should take approximately twenty minutes. The presentation of the questionnaire would take place at a designated time set by you or Mrs. Christensen. As of this quarter, my free hours are Tuesday morning and afternoon, Wednesday, Thursday and Friday afternoons.

The findings of this study might well lead toward identifying factors which would be useful in developing recruitment materials. Upon completion the study will be placed on file in the library at the University of Oregon School of Nursing.

At this time I am seeking administration clearance prerequisite to the collection of data.

Very truly yours,

Leah Cormier Newman

Leah Newman is a regularly enrolled graduate student at the University of Oregon School of Nursing. Any assistance you can offer her will be greatly appreciated.

Lucile Gregerson
Thesis Adviser

REPLY LETTER

PORTLAND COMMUNITY COLLEGE
049 Southwest Porter Street
Portland, Oregon 97201

March 15, 1967

Mrs. Jack Newman
9999 S. W. 59th Avenue
Portland, Oregon 97219

Dear Mrs. Newman:

We are pleased to know that you would like to work with our students in the development of your thesis on the study of factors which influence a group of students to choose the associate degree program in nursing. I am sure as a result of your study we will have a better insight as to why students choose this program.

We are looking forward to working with you and I am sure Mrs. Christensen and the students will be most cooperative.

Sincerely yours,

Amo De Bernardis
President

ADB:va

cc Rose Christensen
Lucile Gregerson

APPENDIX B

A QUESTIONNAIRE FOR THE BEGINNING STUDENT IN THE ASSOCIATE DEGREE
NURSING PROGRAM AT PORTLAND COMMUNITY COLLEGE

The purpose of this questionnaire is to determine factors which influenced your choice in selecting the associate degree program in nursing at Portland Community College. The reasons you give may be helpful to the personnel in the recruitment program for schools of nursing.

PART IFILL IN

1. Size of high school attended _____
2. Location of high school (city and state) _____
3. Present address (city and state) _____
4. Education: (specify years): Technical School _____
College _____
Other _____
5. Age _____
6. Previous employment: _____
7. Marital status: Single ☐
Married ☐
Widowed ☐
Divorced ☐
Separated ☐
8. Number of children: _____ Ages: _____

9. Father's occupation: _____

Mother's occupation: _____

Spouse's occupation: _____

10. Family attended college:
(Please check highest level of education)

	Less than H.S.	H.S. Grad.	College				More than 4 yrs.	Technical School	Nursing School
			1	2	3	4			
Father									
Mother									
Spouse									

PART II

DIRECTION:

Please place an "x" in the space provided for the suggested answer that seems most accurate or best applies to you.

11. From whom (where) did you learn about the nursing profession:

a. Persons

Doctor _____

Hospital Nurse's Aide _____

Licensed practical nurse _____

Nursing student _____

Relative _____

Registered nurse _____

School counselor _____

Teacher _____

Other _____

b. Communication Media:

Books _____

Catalogs (Schools of Nursing or College) _____

Newspapers _____

Pamphlets _____

Radio _____

Television _____

c. Activities:

Careers conferences in school _____

Future nurses' club _____

Worked in a hospital as aide, volunteer, etc. _____

d. Other (explain) _____

12. Did you seek information about more than one school
-
- of nursing before making your choice?

Yes _____
No _____

How many? _____

13. If the answer is "
- yes
- ", about what types of nursing programs did
-
- you inquire before making your choice?

a. Practical nursing program

a. _____

b. Diploma or hospital program

b. _____

c. Baccalaureate degree program

c. _____

d. Other associate degree programs

d. _____

14. What influenced your decision not to enter one of the other nursing programs?

- | | |
|-------------------------------|----------|
| a. Length of program | a. _____ |
| b. High tuition | b. _____ |
| c. No campus or social life | c. _____ |
| d. Dormitory living required | d. _____ |
| e. Hard work - long hours | e. _____ |
| f. Class filled | f. _____ |
| g. Not eligible for admission | g. _____ |
| h. No college credit | h. _____ |
| i. Advised against | i. _____ |
| j. Other (explain) _____ | |
| _____ | |
| _____ | |

15. Did you investigate other careers before your choice of nursing?

Yes _____

No _____

16. If the answer is "yes", please indicate your first, second, and third choice.

First _____

Second _____

Third _____

Factors which influenced your final choice of the Associate Degree Nursing Program.

Please indicate by use of symbol "x".

	Very Important	Important	Not Important
17. <u>No age restriction</u>			
18. Convenience:			
a. <u>Can live at home</u>			
b. <u>Near family</u>			
c. <u>Only associate degree program in Oregon</u>			
d. <u>Can live in a metropolitan area</u>			
e. <u>Admission (did not have to wait until summer or fall)</u>			
19. Nursing program in College:			
a. <u>Want college degree</u>			
b. <u>Academic credit for courses</u>			
c. <u>Like to have classes with other college students</u>			
d. <u>Low tuition</u>			
e. <u>Length of program</u>			
f. <u>More men</u>			
g. <u>Can choose part-time employment</u>			
h. <u>Comment:</u> (Indicate any other factor not listed above which may have influenced you): _____ _____ _____ _____			

20. Now that you are enrolled in a school of nursing, is there additional information that you feel you should have had? Yes ☐ No ☐

If "yes", please give an example: _____

21. What do you plan to do after graduation?

- | | |
|------------------------------|----------|
| a. Work in a hospital | a. _____ |
| b. Work in a doctor's office | b. _____ |
| c. Work in a nursing home | c. _____ |
| d. Other (explain) | d. _____ |

22. Do you plan more education in nursing after graduation? Yes _____
No _____
Don't know _____

- a. If the answer is "yes", why do you want more education? _____

- b. If you want more education, what are your plans? _____

APPENDIX C

MASTER TABULATION OF FINDINGS

Personal Information (Obtained from questionnaire)

Number of questionnaires: 34

PART I

1. Size of high school attended: Range--34-3000. Average--1011.2
2. Location of high school: Local--17. Outside City--6. Outside State--11.
3. Present address: Portland--30. Portland area--4.
4. Education:

High School	Technical School	College		Other
		One year	Two years	
21	3	5	5	

5. Age: Average--28.8. Range--18-50.

6. Previous employment:

Hospital Employee	Clerk	Home-maker	Laborer	Not Employed	Waitress	Military
14	7	4	3	3	2	1

7. Marital status:

Single	14
Married	16
Widowed	0
Divorced	4
Separated	0

8. Number of children: 53

Preschool	Grammar	High School	Post High School
9	32	6	6

9-10. Occupations and educational level of fathers, mothers and spouses of the 34 students

Occupations	Fathers	Mothers	Spouses	Education	Fathers	Mothers	Spouses
Laborer	13	2	3	Less than high school	18	18	3
Salesman	2		2				
Farmer	3						
Technician	1	2	3	High school graduate	7	9	9
Clerk	2	5	3				
Military	2		2				
Pastor	3			College			
Student		1	1	One yr.	2	1	2
Housewife		22	1	Two yr.	3	4	3
Supervisor	4			Three yr.	1		1
Registered nurse		2	1	Four yr.	2	1	
Retired	3			More than four	1	1	1
Don't know	1		2				

PART II

11. a. Persons As Source of Most Valuable Information about Nursing

Doctor	5
Hospital Nurse's Aide	2
Licensed Practical Nurse	2
Nursing Student	3
Relative	12
Registered Nurse	3
School Counselor	3
Teacher	1
Other:	3
(Friend, Portland Community College, Vocational education program)	

11. b. Communication Media As Source of Information

Books	2
Catalogs (Schools of nursing or College)	12
Newspapers	12
Pamphlets	4
Radio	2
Television	2

11. c. Activities As Source of Information

Careers conferences in school	8
Future nurses' club	3
Worked in hospital as aide, volunteer, etc.	23

11. d. Other (explain): None

12. Number Who Sought Information About More Than One School

Yes	23
No	11

Number of Schools About Which Students Sought Information

Two schools	8
Three schools	7
Four schools	2
Five schools	3
Six schools	1
Twelve schools	1
Twenty schools	1

13. Types of Nursing Programs About Which Students Sought Information

a. Practical nursing program	10
b. Diploma or hospital program	17
c. Baccalaureate degree program	10
d. Other associate degree program	13

14. Factors Which Influenced Students Not to Enter the Other Programs

a. Length of program	12
b. High tuition	13
c. No campus or social life	
d. Dormitory living required	6
e. Hard work - long hours	
f. Class filled	2
g. Not eligible for admission	5
h. No college credit	1
i. Advised against	3
j. Other (explain)	
"Licensed practical nurse for 14 years"	1
"More opportunity"	1
"Turned down at other schools"	1
"Best for me"	1
"Don't like chemistry"	1
"Too old"	1

15. Careers Students Investigated Before Choice of Nursing

Yes	17
No	17

16. Careers Students Considered Before Choice of Nursing

First Choice	Second Choice	Third Choice
Public relations	Accountant	Secretary
Clerk	Medical doctor	Teacher
Tavern owner	I.B.M. operator	Music
Secretary	Clerk	Clerk
Radiologist	Secretary	
Psychologist	Psychologist	
Dentist	Social worker	
Business	Teacher	
Teacher	Real estate agent	
Social work		
Pastor		
Medical doctor		
Nun		

Factors Which Influenced 34 Students To Choose the Associate Degree
Nursing Program

	Very Important	Important	Not Important
17. No age restriction	7	11	8
18. Convenience			
a. Can live at home	20	9	2
b. Near family	12	9	4
c. Only associate degree program in Oregon	12	8	3
d. Can live in a metropolitan area	5	6	13
e. Admission (did not have to wait until summer or fall)	8	3	9
19. Nursing program in college			
a. Want college degree	9	11	5
b. Academic credit for courses	7	16	2
c. Like to have classes with other college students	3	13	6
d. Low tuition	16	11	2
e. Length of program	11	10	6
f. More men	1	3	15
g. Can choose part-time employment	4	2	15
h. Comment: (Other factors which influenced students)			
"Intense desire to become a nurse"			
"Never knew schools of nursing would take married women"			
"Did not know they would admit an older woman"			
"We didn't think schools of nursing would admit a husband- wife team"			
"When I withdrew to have a family, then reapplied later, they wouldn't accept me."			
"This is the shortest way to get where I want to go."			

20. Additional Information Students Felt They Should Have Had

Yes	4
No	30

Examples of Types of Information Students Felt They Should Have Had

"Course on how to study"
 "Information on cost of books"
 "Need brochure"
 "Explanation of associate degree nursing"

21. Plans Following Graduation

a. Work in a hospital	27
b. Work in a doctor's office	
c. Work in a nursing home	
d. Other (explain)	7
"Work for bachelor of arts"	
"More college"	
"Military service"	
"Peace corps"	

22. Education Planned Following Graduation

Yes	13
No	7
Don't know	14

22. a. Reasons Why Thirteen Students Seek Further Education

Administration	5
Financial	2
Specialization:	
Anesthesia	1
Pediatrics	1
Surgery	1
Undecided	1
Teaching	2

22. b. Plans of Those Who Seek Further Education

Bachelor of Arts	1
Bachelor of Science	1
Doctor of Philosophy	2
Doctor of Medicine	1
Specialized Courses	8

APPENDIX D

PHILOSOPHY AND OBJECTIVES OF PORTLAND COMMUNITY COLLEGE NURSING DEPARTMENT

Philosophy Underlying the Associate Degree Program in Nursing

The Portland Community College is committed to meeting the needs of the metropolitan Portland area. Its basic philosophy, as stated in the college catalogue, is:

"All individuals in a democracy, regardless of age or ability should be provided the opportunity to develop to the maximum of their potentials and interests so that their lives may be more rewarding and so that they and society may both prosper. Education is a lifelong process and adults should be encouraged and guided into educational programs appropriate for them. Education should include the knowledge, skills, attitudes, and understanding necessary for active and effective citizenship."

In keeping with this basic philosophy, the nursing faculty believes that the purpose of nursing is to provide direct patient care of high quality as an essential and unique service to society. Nursing services have become increasingly complex and increasingly in demand. In order to meet present day demands for sufficient numbers of qualified registered nurse practitioners, nurses should be prepared in institutions of higher learning on two levels, the technical and professional. Both make a significant but different contribution to the nursing needs of society.

The professional practitioner is responsible for the nature and quality of nursing care given the patient. This responsibility can be discharged through giving direct care to patients, but also in planning, coordinating, and evaluating patient care; in directing and guiding those who give direct care; in working with those in other health occupations for improving health care; in seeking and transmitting knowledge that will improve nursing care. The responsibility for providing quality nursing care belongs to the professional nurse and implies a leadership role. Minimum preparation is a baccalaureate degree as the foundation for professional nursing.

Professional nurses need supporting personnel if they are to function in a professional manner. Supporting personnel who supplement, complement, and extend the work of the professional nurse are called nursing technicians or semiprofessional nurses. They are prepared in a program characterized by: 1) being controlled and financed by a community

college; 2) offering both general and specialized education; 3) presenting course content and sequence that differ from traditional patterns; 4) using many health facilities for laboratory practice; 5) offering a two year course of study; 6) having faculty members selected, appointed, and employed by the college; 7) having the same status for nursing students as for other students; 8) preparing students eligible for registered nurse licensing examinations; 9) granting an associate degree. The nursing technician functions in a nearly professional manner giving direct care to patients.

Our primary concern is the education of the student with potential for direct patient care. Skilled nursing care is directed toward helping the patient meet his fundamental nursing needs and problems while he is undergoing medical care or supervision. We accept Montag's conception of the functions of the technical worker in nursing, the functions usually associated with the registered nurse. The functions are:*

1. Assist in the planning of nursing care
 - a. Plan nursing activities for individual patients.
 - b. Assist patient to participate in his own care.
2. Give general nursing care
 - a. Give hygienic care.
 - b. Make patient comfortable.
 - c. Assist patient in maintaining normal body functions.
 - d. Observe and report signs and symptoms.
 - e. Perform selected procedures associated with medical therapy, e.g., give medications.
 - f. Perform selected procedures essential to diagnosis, e.g., collect specimens.
3. Assist in evaluation of care given

Direct patient care today demands a technically skilled practitioner who is able to assist the patient in meeting his fundamental nursing needs. Since the fundamental needs of patients are based upon the normal needs of all people, education for nursing must include courses which contribute to the understanding of man and society, as well as the services nursing provides to meet human needs. Learning experiences in nursing courses are planned to meet the fundamental needs of patients and designed in the light of developing the student's ability to solve problems. Emphasis is placed upon understanding the scientific principles underlying patient problems and their solutions.

The educative process is the basis for lifelong education of the student. It supplies a foundation that will stimulate the student to continue to learn. Although the education of the student for direct patient care is our primary aim, it is necessarily supported by a belief

*Montag, Mildred. "Utilization of Graduates of Associate Degree Nursing Programs." The Journal of Nursing Education. Vol. 5, No. 2, April 1966 p. 6.

that the student should develop as a person and a member of society. A curriculum that will accomplish this purpose must be focused on the student but contribute to meeting the needs of patients. The faculty has the responsibility for planning the curriculum and selecting the learning experiences, but the student will participate actively in the learning process. Learning experiences will be selected to meet objectives based upon the philosophy of the school and provide a means for integrating theory with practice. The student proceeds from the known to the unknown, from the simple to the complex, and from dependence to independence. The student will be guided toward establishing meaningful goals and assuming responsibility for their attainment. The faculty provides opportunity for students to express feeling and to evaluate their nursing care performance. The teacher recognizes and respects the individuality and worth of each person. Attitudes and behavior of students are influenced by the example set by the teacher. Effective learning will result in persistent, desirable behavior changes. Students will learn best in a warm, accepting atmosphere in which student and instructor work together toward mutually shared goals.

Graduates of this nursing program are prepared to become registered nurses qualified to begin employment as staff nurses giving direct patient care. Direct patient care includes those functions outlined by Montag as quoted above, the functions assumed by the nurse who is assigned to work under the direction of a team leader, or in the absence of a team leader, under the head nurse or charge nurse. She is not prepared to assume leadership duties, but she can be employed as a staff nurse in hospital's clinics, doctors' offices, or nursing homes. Wherever employed as a staff nurse the associate degree graduate will need a planned orientation period supplemented by ongoing inservice education. Inherent in our philosophy is the belief in the individuality of each student. This philosophy requires that each graduate be recognized as an individual, that the abilities of individuals do vary, and thus graduates of any program will emerge with somewhat different abilities and potentials.

The associate degree nursing program provides a foundation upon which the graduate with the help of the employing institution can continue to build.

Curricular Objectives

The nursing faculty strives to develop in each student:

1. A basic knowledge of man and society that will contribute to personal and professional growth and to the welfare of the community.
2. A basic foundation of communication skills.
3. A foundation of technical skills based upon scientific principles.
4. Ability to give competent patient care by meeting the fundamental nursing needs of patients.

APPENDIX E

PROPOSED CURRICULUM FOR THE ASSOCIATE DEGREE PROGRAM IN NURSING

1967

<u>First Term</u>			<u>Cr.</u>	<u>Second Term</u>			<u>Cr.</u>
Wr	111	English Composition	3	Wr	112	English Composition	3
Psy	201	Psychology	3	Psy	202	Psychology	3
Sci	5.930	Physiology & Anatomy	3	Sci	5.931	Physiology & Anatomy	3
Sci	5.400	Orientation to Health Services	2	N	5.701	Nursing Fundamentals (3/9)*	6
N	5.700	Nursing Fundamentals (2/6)*	4	PE	180	Physical Education	1
PE	180	Physical Education	<u>1</u>				<u>16</u>
			16				
<u>Third Term</u>				<u>Fourth Term</u>			
Wr	113	English Composition	3	Soc	204	Sociology	3
Psy	203	Psychology	3	Sp	111	Fundamentals of Speech**	3
Sci	5.450	Chemistry (Lab.)	3	Sci	5.515	Microbiology (Lab.)	3
N	5.702	Nursing Fundamentals (2/6)*	4	N	5.710	Nursing in Maternal & Child Health (3/9)*	6
			<u>13</u>	PE	180	Physical Education	<u>1</u>
							16
<u>Fifth Term</u>				<u>Sixth Term</u>			
Soc	205	Sociology	3	Soc	206	Sociology	3
N	5.711	Nursing in Physical & Mental Illness (4/12)*	8	N	5.712	Nursing in Physical & Mental Illness (3/9)*	6
		Elective	3			Elective	3
PE	180	Physical Education	<u>1</u>	PE	180	Physical Education	<u>1</u>
			15				13
<u>Seventh Term</u>				*Indicated clock hours; first number is lecture hours; second number is laboratory hours.			
		Elective	3				
N	5.713	Seminar in Nursing Trends	2	**Speech will be placed in 3rd term for fall class.			
N	5.714	Advanced Nursing (3/12)*	<u>7</u>				
			12	Three laboratory hours equal one credit hour; one lecture hour equals one credit hour.			

Nutrition and pharmacology will be integrated and principles from the social, physical and biologic sciences and will be applied in the nursing courses.

Nursing Class: 24 (24 credits) General Ed.: 51 credits Physical Ed.: 5 cr.
Nursing Lab: 63 (21 credits)
Total Credits: 45 credits

Total Credits: 101

AN ABSTRACT OF THE THESIS OF

LEAH CORMIER NEWMAN

For the MASTER OF SCIENCE in NURSING EDUCATION

Date of receiving this degree: June 6, 1968

Title: MOTIVATIONAL FACTORS WHICH INFLUENCED THIRTY-FOUR
FRESHMAN STUDENTS IN THEIR CHOICE OF THE ASSOCIATE
DEGREE NURSING PROGRAM AT PORTLAND COMMUNITY COLLEGE

Approved:


(Associate Professor in Charge of Thesis)

ABSTRACT

This study was conducted to determine stated motivational factors which influenced 34 freshman students in their choice of the Associate Degree Nursing Program at Portland Community College.

The data were obtained through questionnaires. Each part of the questionnaire was developed in relation to the purposes of the study. No attempt was made to evaluate the extent or nature of the recruitment program, nor was there an attempt to validate or determine the reasons for the responses.

1. Findings

More than one-third of the students graduated from high school 10 to 30 years prior to admission.

Proximity to Portland Community College was a factor which influenced thirty students to choose the associate degree nursing program.

Eleven of the students were between 18 and 21 years of age; the others ranged between 22 to 50 years of age.

Thirty-one of the respondents had been employed prior to enrollment.

Eighteen fathers and mothers had less than a high school education; three spouses were in this category.

Twelve students stated relatives were the most valuable sources of information about nursing.

The most valuable sources of information within the communication media were schools of nursing catalogs and newspapers.

Twenty-three students said the most valuable source of information in the activity category was working in a hospital as an aide or as a volunteer.

Certain characteristics of associate degree programs appeared to have been of considerable importance to the participants in the selection of the Portland Community College Nursing Program.

Thirteen students indicated a desire for further education some of which would be extensive.

2. Conclusions

1. The findings of this study should be considered indicative of trends but not final proof without further study.

2. Portland Community College might aim recruitment efforts toward attracting applicants who are (a) beyond the usual post-high school age, (b) married, (c) desirous of living at home, (d) seeking a concentrated nursing program conducted within an academic setting, (e) concerned about the economic factors related to preparation for nursing.

3. Nursing appeared to represent upward social mobility for the participants.

3. Recommendations for Further Study

Recommendations for further studies are as follows:

1. Repeat the study with subsequent classes in the Portland Community College Associate Degree Nursing Program and thus elicit further information regarding reasons for choice of this type of program.

2. Conduct a follow-up study of the thirty-four students enrolled in the Associate Degree Nursing Program at Portland Community College, January, 1967, following graduation:

- a. to determine success in obtaining employment.
 - b. to assess employer's estimate of job performance.
 - c. to determine to what extent the graduates from this Associate Degree Program pursue further education.
3. Institute a study that compares student achievement in pre-entrance tests, during the program, and in state board examinations.
 4. Make a comparison of students' expectations of the curriculum of the Associate Degree Nursing Program prior to enrollment and at termination to determine if there is a significant difference.
 5. Study "drop-outs" to ascertain factors which interfere with successful completion of the program.
 6. Develop a comparable study with beginning students in other types of nursing programs to determine reasons for their choice of program. The findings might well identify factors pertinent to recruitment in each type of program. It could be conjectured that numerous factors common to recruitment to nursing would be identified irrespective of the type of program.

Typed by
Gwendolyn M. Dunning