ENROLLMENT ATTRACTION FACTORS FOR THE HEALTH UNIT COORDINATOR PROGRAM

Submitted By

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ABSTRACT

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The purpose of this investigation was to obtain information regarding the factors that attracted students to enroll in the Health Unit Coordinator Program at Western Wisconsin Technical College (1998-2002). The factors that were researched included job market factors; personal attributes, interests and ability factors; cost factors; training factors; delivery factors; recruitment factors; and other factors. The information will be used to formulate an effective marketing plan to enhance future enrollment into the Health Unit Coordinator Program.

The survey was sent to fifty-two former graduates and students in the Health Unit Coordinator Program. Twenty-six former graduates and students responded to the survey. Results were tabulated by the UW-Stout Graduate School. Tables and graphs from the tabulated results accompany the discussion.

The results of this investigation are limited to populations/or sample factors that attract student enrollment to the Health Unit Coordinator Program at Western Wisconsin Technical College. Information regarding perceptions of going to school at Western Wisconsin Technical College is limited to study group.

The results of the study have provided a health unit coordinator student (1998-2002) profile and defined "best practices" for future student recruitment.

ACKNOWLEDGEMENTS

There are several individuals who were instrumental in facilitating and supporting me during this investigation process. I would like to express my sincere appreciation to all those who provided assistance in the completion of this project. Special thanks to Dr. Carol Mooney, my investigation advisor, who responded to my questions and concerns in a timely fashion. During this process of investigation, I have worked with three program advisors. Dr. Orville Nelson was instrumental in helping me determine the courses that I needed to complete my Masters of Science in Adult Technical Vocational Education. Dr. Howard Lee also assisted with determining my course of study. Ms Julie Taylor, MS has seen me through to the completion of the degree program. Her encouragement and direction with regard to meeting the criteria for graduation has been very helpful. Her professionalism is commendable to connecting distance learners to the pulse of activities in the Graduate College at UW-Stout. Thank you to Sherilyn Stalker and Christine Ness for technical assistance.

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Chapter I

Introduction

Student enrollments in the area of health education have declined all across America (Mishoe, S.C.,Valeri, K.L.,Beveridge, L.H., (1995); Coyne,T.J., Nordone, R., Donovan, J.W., Thygeson, W. (1997). In the early 1990's dramatic changes brought about by healthcare reform policies occurred throughout the healthcare system. These changes included the method of financing health care; the growth of managed care, the closure of hospitals, the shrinking length of stay in acute care hospitals, and pressures to contain costs. All these factors altered the nursing and allied health employment situation and consequently the student recruitment picture (Coyne, et al., 1997). At Ohio State University, Brown (1997) said health care reform is changing the way health care is provided and altering the role of allied health professionals. Managed care, shrinking health care financial resources, and increased use of public health services are some of the reasons why enrollment has decline

Widespread research on the impact of these changes has been done. Mishoe, et al., 1995 and her team of researchers reported, in a study related to career choice of high school seniors, that increasing demand for allied health personnel in the face of declining enrollment contributed to an alarming shortage of qualified personnel in many critical areas of health care (Mishoe, et al., 1995). These shortages in allied health and nursing prompted the U.S. Department of Education to take a closer look at analyzing new markets for nursing and allied health programs in the major cities across America. Researchers Coyne, Nordone, Donovan, and Thygeson (1997) presented their work in May 1997, at the Annual Forum of the Association for Institutional Research in Orlando, Florida. Their goal was to create a simple methodology for prioritizing and ranking markets that could be used to increase enrollment and justify recruitment

dollars (Coyne, et al., 1997).

Research in the area of recruitment and enrollment substantiates the major concern colleges were feeling about predictions of decreased enrollments in the 1980's. Demographic changes and cuts in financial aid brought about significant enrollment declines in higher education (Paulsen, 1990). Paulsen of George Washington University published a significant study for understanding student enrollment behavior. Other studies explored what to do about low enrollment in specific occupations such as one about dental students. This study was designed to identify personal, familial, academic, and employment characteristics of dental hygiene students in order to get a better understanding of how to research for more students (Nelson, 1994). Another study dealt with radiology students and the analysis of demographic data and factors that affected program choice. Again the problem was low enrollment and a need to research for a student program profile for recruitment purposes (Akroyd & Lavin, 1992).

In a study of how community colleges can increase enrollment during times of low employment, it was discovered that there is only a moderate correlation between unemployment and vocational, occupational and GED enrollment, and no correlation at all with enrollments in baccalaureate or transfer programs (Sundberg, 1998). Besides health occupations desiring student profiles for marketing strategies, trade schools were interested in knowing their student populations better.

A study in New Mexico by welding instructors for the purpose of determining factors that affected their enrollment found that friends of respondents were the largest single factor regarding increasing enrollment (Sanford & Torres, 1997). In 1997 Coyne and his associates published a significant document describing how educational institutions looking to develop new markets for nursing and allied health could use public demographic data to get results

(Coyne, et al., 1997). In Australia, a study investigating the enrollment factors for the program, Bachelor of Education (Adult and Workplace Education), identified student motivation in light of Maslow's Theory of Needs (Simpson, 1997).

Research regarding career choice has discovered there is a lack of knowledge regarding allied health occupations. Mishoe, et al., (1995) and her colleagues in Georgia found the same when they surveyed high school students about factors that affect allied health career choices. Although 76.5 percent of the Georgia high school students had a favorable impression of allied health, only 15 percent indicated that they were very familiar with the allied health professions (Mishoe, et al., 1995). High school students in Houston, Texas are also unaware of allied health careers, which were reported in a study designed to measure interest in higher education, particularly health professions (Thomson, Miller, Shargey, Smith, and Denk, 1991). These results point to lack of knowledge, rather than lack of interest, as an important cause of enrollment vacancies in allied health careers (Mishoe, et al. ,1995).

Another concern regarding decline in enrollment of health care programs is the occupational risk of AIDS. A study in Philadelphia public and parochial high schools was conducted to determine their attitude and knowledge of AIDS. Results of the study indicated the respondents' lack of knowledge and understanding of the health professions is a major reason they do not select health careers (Buccelli, Hall, Johnson, Sherzer, and Kushner, 1991).

Low enrollment in Allied Health Care Programs and the relationship of the impact of national health reform are the major causes. The literature has supported other reasons for decreased enrollment, such as lack of knowledge regarding health careers. And finally, research has exploded regarding understanding student profiles. The literature supports that understanding student needs and characteristics is important to increase enrollment.

Background of the Problem

Wisconsin Technical Colleges are feeling the impact of decreased enrollments. In May 1998 and 1999, the seven Health Unit Coordinator Program administrators, faculty, and the State Coordinator for Occupational Health, Dr. Barabra Prindleville, met to discuss enrollment issues. All programs echoed their concerns about declining enrollments. Discussions included program restructuring to meet the needs of the healthcare marketplace and recruitment plans. Each program is unique in geographic location and student populations and therefore must identify specific factors that affect their individual program markets.

Western Wisconsin Technical College (WWTC) serves an eleven county area in the west central part of Wisconsin. WWTC is experiencing low enrollment with the Health Unit Coordinator Program as reflected in college enrollment records. This allied health career coordinates patient care activities in hospitals and nursing homes, and is an integral part of processing doctor's orders (Clark, et al., 1999). Low enrollments are directly related to students not qualifying for financial aid grants. The program was restructured to two semesters to allow more students to qualify for financial aid. In addition, the competencies were expanded to include office practices, computer skills, medical formatting, and transcription. In spite of this substantial change, program enrollments are still low.

During the 1998-99 academic year at WWTC, the Health Unit Coordinator Program, Medical Assistant Program, and Health Information Technology Program joined forces as a program team. The team explored ways to increase awareness of our programs with district high schools. After attending a high school health fair, we quickly discovered students knew very

little about these various careers. Classroom activities with students in other schools also indicated that students lacked knowledge about allied careers.

The program team also explored WWTC recruitment activities that would increase enrollment. Our program team learned that college recruitment targets general activities such as high school preview days, career fairs, radio spots, and program brochures. Individual programs are not marketed unless it is newly developed. General college marketing and program recruitment is not enough to change our low program enrollment. The program budget is limited and must be used effectively. Obtaining data from new students can provide the basis for rational decision-making when developing marketing strategies and effectively using limited financial resources (Akroyd, & Loven, 1992).

Statement of the Problem

Several factors have been identified on a state and national level that may be affecting low enrollment in allied health programs. Enrollment has declined on a national level. Major medical centers in the state have restructured as a response to national health care reform legislation. Managed care and short hospital stays are a reality. Seven programs in the Wisconsin Technical College System are reporting declining enrollments. Restructuring the HUC Program at WWTC in 1997-98 into two semesters, in order to expand competencies and qualify students for financial aid has not produced strong enrollment in the program. Program recruitment activities with district high schools by the program head/faculty are time consuming and have limited impact. No structured research has been done in the area of identifying factors that attract students to enroll in the Health Unit Coordinator Program

Purpose of the Study

The purpose of this descriptive study is to determine what factors attract the

students to enroll in the Health Unit Coordinator Program at Western Wisconsin Technical College. The scope of the study is graduates of the program, 1998-2002.

Objectives of the Study

This study will answer the following questions:

1. What are student interests, abilities, and educational goals?
2. What are student social and economic factors?
3. What are factors regarding the occupation, the program, and the college that attract students?

Significance of the Study

1. The study will help increase the knowledge of the program head/instructor about current and future health unit coordinator student interests, abilities, and educational goals.
2. The study may provide specific information to college recruiters, program counselors, and the program team members about the motivation to enroll in the health unit coordinator program.
3. The study may reveal factors that motivate student enrollment in other Wisconsin Technical College System Programs.
4. The study may define "best practices" for recruiting students within the allied health professions, including effective strategies.
5. The study may lead to recommendations for student recruitment.

Limitations of the Study

The results are limited to population/or sample factors that attract student enrollment to the Health Unit Coordinator Program at Western Wisconsin Technical College. Information

regarding perceptions of going to school at WWTC is limited to the study group.

Definitions

Allied Health Career - refers to health occupations that are closely allied with medical professions, i.e. health unit coordinators, certified health information technologists, physical therapist assistants, occupational therapy assistants, dental assistants, certified nursing assistants, and certified medical assistants.

Factors- Student needs and characteristics

HUC -The Health Unit Coordinator is a person who provides numerous non-clinical support activities to the nursing staff related to patient care such as transcribing physician orders, managing communication on the nursing unit, maintaining the patient chart.

Western - Shortened form of Western Wisconsin Technical College; often referred to by other technical colleges in the district.

WWTC - Western Wisconsin Technical College.

Chapter II

Review of Related Literature

Introduction

The literature is rich with recent information related to understanding the factors that attract students to enroll in colleges and choose careers. At the time when certain demographic data forecasted "doom and gloom" for colleges in America, educators seldom thought they would be marketing their product to shoppers. Paulsen explains it very clearly:

> In the early 1970's, colleges anticipated demographic changes, economic changes, and public policy changes, which threatened to close their doors. Facing budget cuts and decreased enrollment forced colleges to market their products. Thus, the emergence of comprehensive analysis of enrollment factors began. (Paulsen, 1990)

Michael Paulsen of George Washington University published a comprehensive report, "College Choice: Understanding Student Enrollment Behavior" in 1990. His important work will be a cornerstone for the study of this descriptive research study. The purpose of his work was to create a tool which educational administrators and policy makers could use to manage enrollment recruitment. His work digs into the core of why students choose one college over another. Extensive marketing research has been collected in this report, which substantiates how the variables interact in college decision-making. Johnathan Fife, Professor and Director for ERIC Clearing House credits Paulsen for thoroughly reviewing the major literature addressing enrollment factors and the processes students' use in choosing a college.

The purpose of this research study is to determine what specific factors attract students to enroll in the Health Unit Coordinator Program at Western Wisconsin Technical College. The beginning of the related literature review will include statistical evidence of the demographic

changes in the 1970's, which started colleges thinking. Next the review will move into clarifying the benefit of understanding student enrollment behavior. A discussion of the conceptual framework will help to organize variables found in the literature search. Then the chapter will conclude with a brief summary of the major impact of related literature.

Colleges began analyzing student populations in mid-1970 because of some of the following demographic data. Between the late 1970's and mid-1990's, the traditional 18-21 year old student group was expected to shrink by 21-25 percent (Paulsen, 1990). The job market declined for college graduates thus decreasing motivation to attend college. The ratio of professional and managerial jobs fell from 1.9 to 1.6 (Paulsen, 1990). Salaries decreased by 2.2 percent, while other blue-collar job salaries increased by 5.5 percent. If motivation for enrolling in college was to get a better job, the incentive was weak. Colleges needed to do something to respond to the changes for the "college market shoppers".

Educational institutions began to do something out of the ordinary. They analyzed untapped resources of women returning to college, part-time students, minorities and foreign-born (Paulsen, 1990). Colleges also adjusted their traditional liberal arts curriculum to occupational based such as engineering, business, and health sciences (Paulsen, 1990). These responses kept college doors open and most important established enrollment management experts.

Chapter III

Research Methods

Introduction

This chapter will discuss the methods and procedures used to complete the research on the factors that influenced enrollment in the Health Unit Coordinator Program at Western Wisconsin Technical College. The objectives of the study were: (1) to identify factors that attracted students (1997-2002) to select WWTC; (2) to determine factors for selecting a career in health unit coordinating; (3) to determine the person most responsible for developing student interest in the career; (4) to determine demographic factors describing the HUC student population at WWTC. This chapter includes a discussion of the research design, the population, and the instrumentation.

Research Design

The study was conducted using a descriptive design that is appropriate for gathering information related to enrollment behavior. The problem of low enrollment in the Health Unit Coordinator Program at WWTC needed careful analysis. Hopefully by identifying the factors associated with the enrollment behavior of former students, predictions about the future enrollment behavior of prospective health unit coordinator students can be understood. The college recruiters, program counselors, and program head/instructor will use this information to plan future recruitment activities. Information was obtained by mailing a survey to former and currently enrolled students in the program. The survey instrument was based on the information found in the literature that relates to student interest and enrollment behavior in Allied Health Careers. Additional information from Student Services and the Admissions Office at WWTC was included. Follow-up telephone interviews were conducted for late responders.

Source of Data

The participants of the study were students who enrolled in the Health Unit Coordinator Program at Western Wisconsin Technical College from 1997- 2002 in the Wisconsin Technical College System. The approximate size of the population is 56 students. The participants had been enrolled in the program and all but three graduated. All but one participant in this student population were women. The population size was manageable; therefore sampling was not applied.

Instrumentation

The survey focused on the specific objectives of the study. Variables associated with selecting WWTC included: location, reputation of the college, size, entrance requirements, recommendations, cost, facility equipment, and length of program. Paulsen's work in College Choice: Understanding Student Enrollment Behavior (1990) clearly establishes that educational institutions identify these specific factors that attract and interest students. Students choose higher educational institutions that taught programs they were interested in obtaining. Admission personnel can ensure that students will "fit" the institution if they have a sound understanding of the reason that underlies a student's enrollment decision-making process (Paulsen, 1990).

Career variables included: availability of work, previous experience and interest in health care, stepping stone into other allied careers, aptitude, and earning a technical diploma. Paulsen identified the importance of understanding the educational goals and interests of students with the institution and program strengths. If this does not happen, Paulsen says the students were dissatisfied and in all probability left the institution before completing their education.

Persons most influential included: peers, relatives, other health professionals, school counselor, and teacher. Sanford and Torres work, Sources of Influences on Student Enrollment

Decision in Post-Secondary Vocational-Technical Education (1997) emphasized the importance of developing student profiles including sources of influence to increase understanding of enrollment behavior. Nelson's work with understanding dental hygiene students recognized the importance of oral healthcare professionals recognizing their influence in the recruiting process. This study l determined the influence other allied health professionals and persons may have had with the study group. Demographic factors included: age, ethnic background, birth order, marital status, residence, and commuting distance. The factors in the survey instrument helped to understand the health unit coordinator student profile.

Participants were asked to respond to a survey designed to identify the factors influencing their enrollment behavior. Several students were contacted by telephone a week prior to the mailing the survey which alerted them to the purpose of the study. A pilot test was conducted with five students to determine the reliability of the questions. Dr. Carol Mooney, Stout Advisor, Dr. Margaret Boudreau, Dean of Human Services at WWTC, Dr. Denise Vujnovich, Director of WWTC Enrollment Services, Amy Thornton, WWTC Manager of Marketing and Communications, and Mr. Dick Seib, WWTC Research Specialist, reviewed the survey for validity and reliability. Recommendations from the pilot study and advisors were incorporated as needed. The Human Subjects Committee at UW-Stout reviewed and approved the document before it was sent to the participants.

Participants were asked to rate questions on a five-point Likert Scale. Questionnaires were coded on the return envelop for possible follow-up calls to non-responders before mailing. Follow-up letters and a second copy of the questionnaire with a return envelope were sent to those who did not respond to the first mailing. Twenty-six questionnaires were returned to the researcher in sealed envelopes and sent to Ms. Christine Ness, Computer Data Analyst, UW-

Stout, Graduate College. Frequency distributions and descriptive statistics from the twenty-six sealed responders were compiled. The response rate was fifty-two percent. Two telephone interviews were recorded by the researcher from late responders who were included in the compiled data. The results of the study was limited to health unit coordinator students who attended WWTC from 1998-2002.

Chapter IV

Results and Discussion

Introduction

This chapter is designed to present a detailed report of the findings revealed through the research conducted and to discuss whether the findings supported or disagreed with the research objectives. The chapter will include a description of the survey instrument and process of data collection. The survey results for each of the groups of attraction factors on the survey will be presented. The data will be presented in corresponding pie graphs, showing the percentages of reported attraction factors. Tables of data analysis (Appendix A) are identified in each factor area.

Survey

The survey instrument was a 44-question document that was designed to identify factors that attracted the respondent to enroll in the Health Unit Coordinator Program. Factors influencing enrollment behavior from research of similar occupations were organized into eight broad categories:

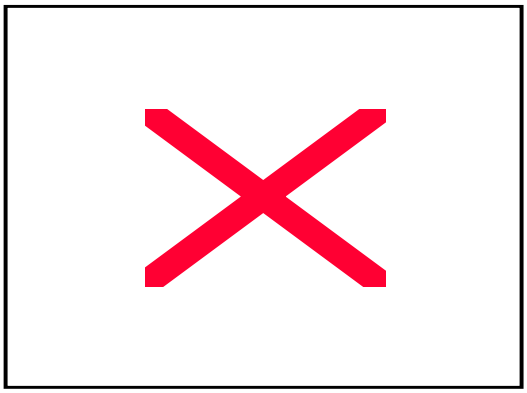
- Job Attraction Factors
- Personal Attributes, Interests and Ability Factors
- Cost Factors
- Training Factors
- Delivery Factors
- Recruitment Factors
- Demographic Factors
- Other Factors

Respondents were asked to rate statements by indicating their level of agreement using a five-point Likert scale: 1. Strongly disagree, 2. Somewhat disagree, 3. Neutral, 4. Somewhat agree, and 5. Strongly agree. (See Appendix D)

The survey was reviewed for reliability and validity by Dr. Carol Mooney, Thesis Advisor, University of Wisconsin-Stout; Dr. Margaret Boudreau, Dean of Human Services, Western Wisconsin Technical College; Dr. Denise Vujnovich, Director of Student Enrollment, Western Wisconsin Technical College; Mrs. Amy Thornton, Manager of Marketing and Communication, Western Wisconsin Technical College and Mr. Dick Seib, Research Specialist, Planning and Information Management, Western Wisconsin Technical College. Recommendations from the group were incorporated. The protocol for conducting research involving human subjects at University of Wisconsin-Stout was complied with and approval was granted by the committee. Fifty-two questionnaires with return envelopes and a letter of explanation were sent to graduates of the Health Unit Coordinator Program from Western Wisconsin Technical College (1997-2002). The return envelopes were coded as part of the follow-up procedure for non-respondents. Follow-up letters and a second copy of the questionnaire with return envelope were sent to those who did not respond to the first mailing. Twenty-six questionnaires were returned to the researcher in sealed envelopes and sent to Ms. Christine Ness, computer data analyst, UW-Stout, Graduate College, for processing. The following discussion will examine the specific data collection from each item of the survey instrument.

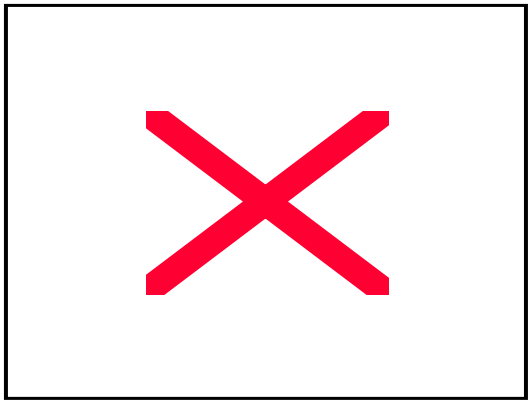
Job Market Factors

1. Employment Opportunities



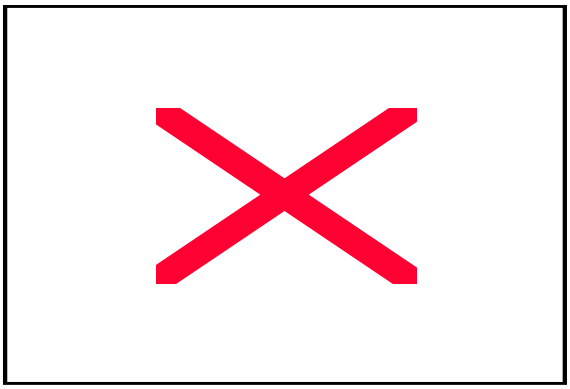
Respondents were asked to rate the following statement: Employment opportunities in this career meet my needs. The research showed that 67 percent of the respondents reported being attracted to the program because of satisfaction with career needs being met. The survey did not identify specific employment needs; however, it is assumed that this included wages, job availability, work hours, and location of work. See Appendix A, Table 01.

2. Multi-Skilling Program Courses



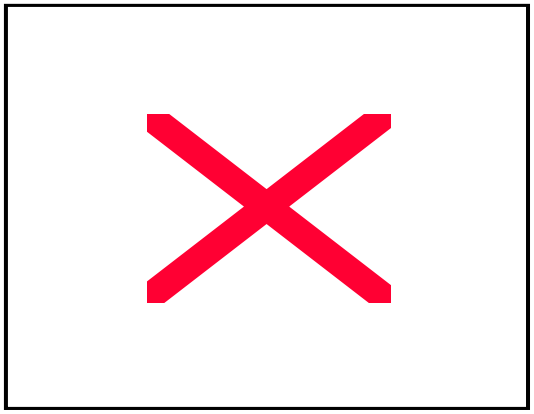
Respondents were asked to rate this statement: Multi-Skilling program courses increased my job opportunities. The researched showed that 77.8 percent of the respondents were attracted to the program because of the multi-skilling preparation that was offered in the program. The program prepares health unit coordinators with additional clerical and management skills that are applicable to a medical clinical (receptionist, patient liaison), insurance company (claim adjusters), health service agency (clerical support), nursing home, as well as other related department in the medical center (business and admitting departments). See Appendix A, Table 02.

3. Employment Benefits



Respondents were asked to rate this statement: Benefits at my job are an important consideration. The research showed that 88 percent of the respondents were attracted to the career because of employment benefits. Standard employment benefits for this position include affordable insurance (health life, dental), retirement allowances (401K), and personal days. See Appendix A, Table 03.

4. Transition to Other Positions

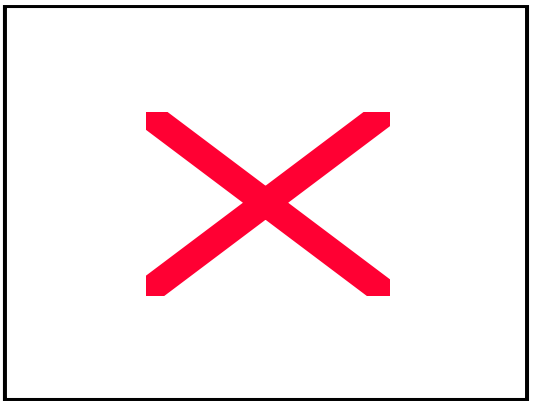


Respondents were asked to rate this statement: I am able to transition to other position because of my technical diploma. The research showed that 64.3 percent of the respondents were attracted to the program because of the ability to easily transition to other related jobs. This factor increases job security and employee satisfaction. See Appendix A, Table 04.

5. Survey incorrectly numbered. No statement for number 5.

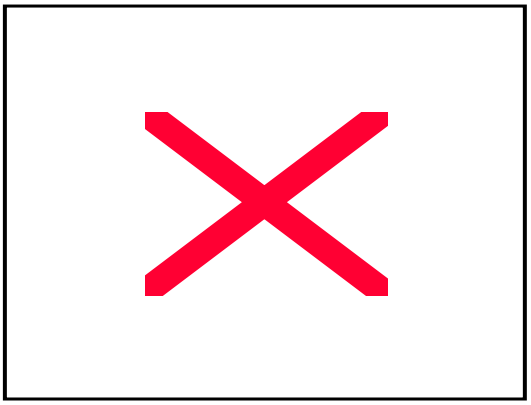
Personal Attributes, Interests and Ability Factors

6. Interacting With People at Work



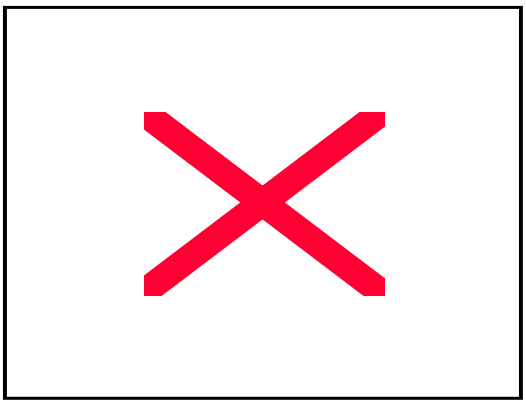
Respondents were asked to rate this statement: Interacting with people at work in not enjoyable. The research showed that 74.6 percent of the respondents disagreed with the statement. The statement was presented in a negative context to validate clear understanding of the statement. The health unit coordinator is continually interacting with medical and nursing staff, ancillary professionals, patients, visits and families in order to perform the job of coordination of patient care activities. The strong negative response is indicative of a desire to interact with others. See Appendix A, Table 06.

7. Helping Others



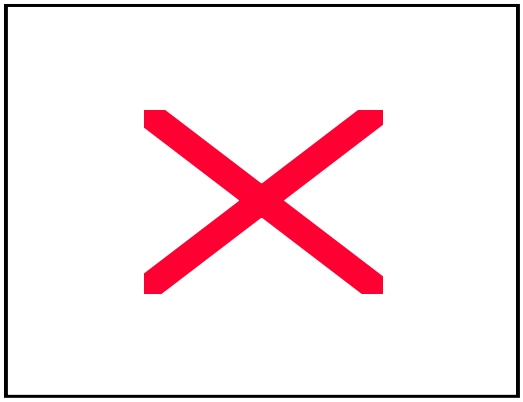
Respondents were asked to rate this statement: Helping others at work is important to me. The research showed that 96.2 percent of the respondents were attracted to the career because of a desire to help others in their working environment. See Appendix A, Table 07.

8. Detailed Person



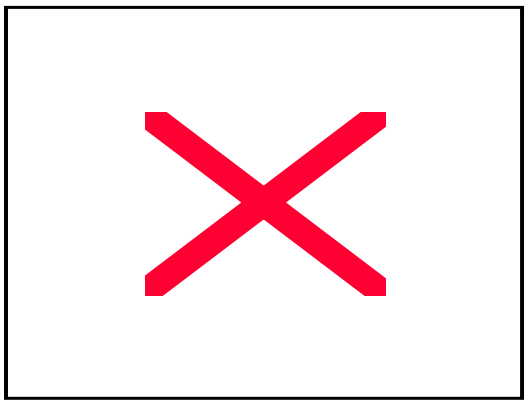
Respondents were asked to rate this statement: I am a detailed oriented person. The research showed that 96 percent of the respondents were attracted to this career because of a personal attribute of being a detail-oriented person. The numerous clerical duties that require managing details include transcribing orders, taking messages, managing supplies and patient information. See Appendix A, Table 08.

9. Problem Solving



Respondents were asked to rate this statement: I enjoy problem solving in my job. The research showed that 92.3 percent of the respondents identified a personal interest of problem solving on the job as an attraction factor to this career. A health unit coordinator must be competent in finding solutions with regard to coordinating patient care activities. The role requires knowledge of the workings of other departments and numerous places that patient information is handled. See Appendix A. Table 09.

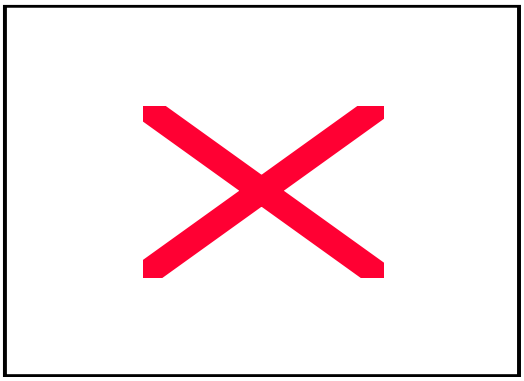
10. Activity at Work Station



Respondents were asked to rate the following statement: I like having several things happening at my workstation. The research showed that 88.5 percent of the respondents identified a personal desire of having several

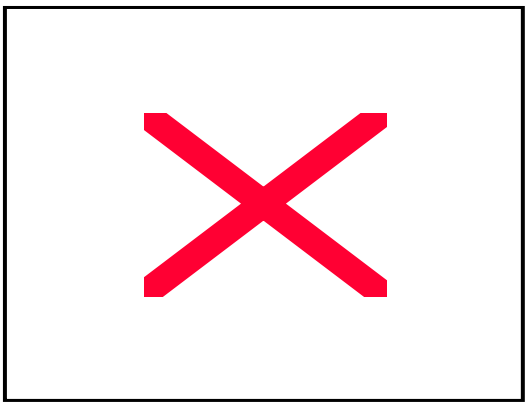
activities happen at their workstation as an attraction factor to this career. The nursing station where the health unit coordinator performs the role is a hub of activity. Medical and nursing staff and ancillary professional are using the chart, dictating progress notes, discussing patient progress and evaluating treatment. See Appendix A. Table 10.

11. Keep Busy



The respondents were asked to rate this statement: I like to keep busy while I am working. The research showed 92 percent of the respondents identified an attraction to the career because of their desire to keep busy while at work. The health unit coordinator is the key staff member to intercept changes in orders regarding patient care. See Appendix A, Table 11.

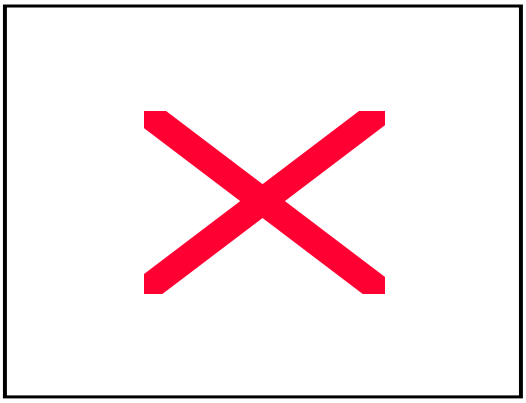
12. Telephone Communication



Respondents were asked to rate the following statement: I enjoy talking on the telephone. The research showed that 84 percent of respondents were attracted to the career because of the enjoyment of talking on the telephone. Nursing station ns heavily rely on telephone communication with various medical center departments, medical staff, families and ancillary professionals. Admission, discharge and transfer procedures are made on the telephone. The health unit

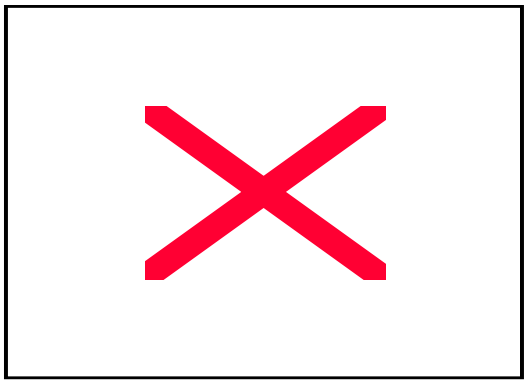
coordinator is the key person who manages multiple telephone lines at the workstation. See Appendix A, Table 12.

13. Computer Technology



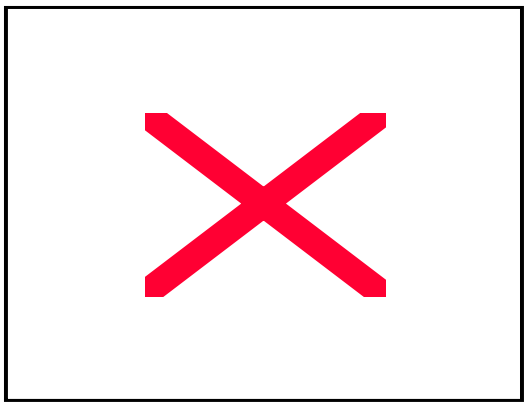
Respondents were asked to rate the following statement: I do not enjoy working with computer technology. Research showed 73 percent of the respondents disagreed with the statement of not enjoying working with computer technology. The statement was presented in a negative context to keep the respondent alert to rating specific tasks. The respondents, graduates of the program, have first hand knowledge of the use of computer technology for managing patient information. Computer technology ties each department together. It is a vital communication tool that efficiently and effectively transmits patient information. See Appendix A, Table 13.

14. Work Environment



Respondents were asked to rate the following statement: Working in a safe and clean environment is important. The research showed that 100 percent of the respondents identified the desire to work in a safe and clean environment as an attraction factor to the career. See Appendix A, Table 14.

15. Application of New Information



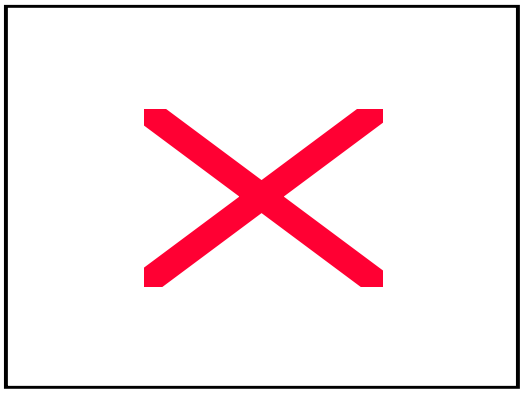
Respondents were asked to rate this statement: I do not enjoy learning and applying new information at my job. The research showed that 84.6 percent of the respondents disagreed with the statement as an attraction factor for the career. The statement was presented in a negative context to keep respondents actively reading each item on the survey instrument. Health unit coordinators transcribe physician orders for the nurse. These orders are reflective of change in the patient's condition, or may reflect diagnostic procedures and medications that are new approaches to medical care. It is the health unit coordinator's job to send the new order to the correct department. See Appendix A, Table 15.

Cost Factors

The ability to pay for a technical education is a significant issue factor for students. Programs need to be affordable and have few hidden costs. Grants and scholarships need to be available to help meet school expenses (tuition, books, supplies) and living expenses (food, transportation) while attending school. The four statements that determined the response to cost indicate that respondents were not hindered by the cost factors of enrolling into this program at Western Wisconsin Technical College.

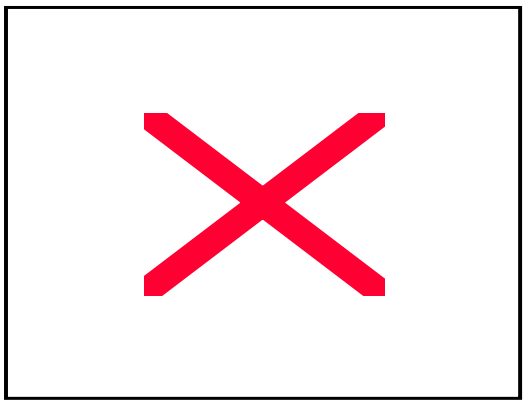
16. Program Affordable

Respondents were asked to rate this statement: The program was affordable. The research showed that 61.5 percent of the respondents identified program affordability as an attraction factor. See Appendix A, Table 16.



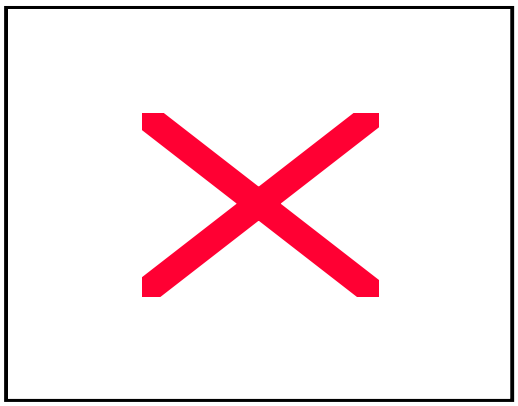
17. Hidden Costs

Respondents were asked to rate this statement: There were few hidden costs. The research showed that 54 percent of the respondents identified few hidden costs as an attraction factor to enrolling in the program. See Appendix A, Table 17.



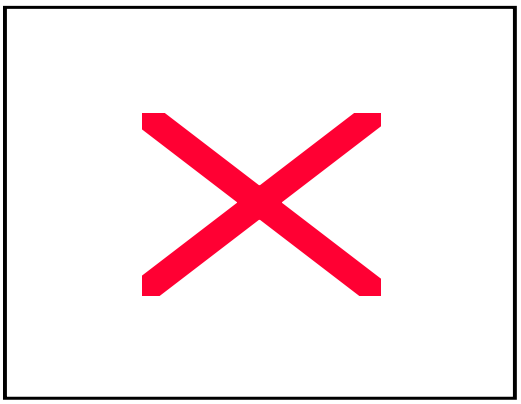
18. Grants/Loans

Respondents were asked to rate this statement: Grants/Loans helped to pay educational costs. The research showed that 65 percent of respondents identified the availability of grants/loans as an attraction factor to enrolling in the program. See Appendix A, Table 18.



19. Scholarships

Respondents were asked to rate this statement: Scholarships were available. The research showed that 54 percent of the respondents identified the availability of scholarships for the program as an attraction factor. See Appendix A, Table 19.

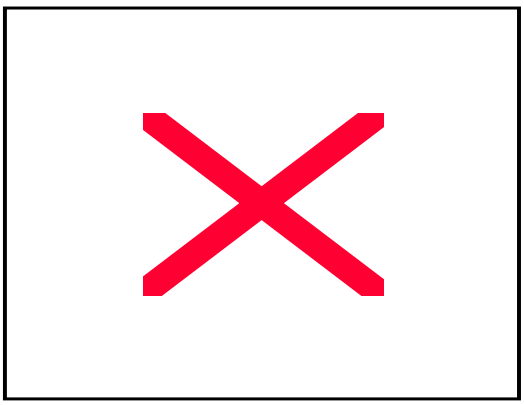


Training Factors

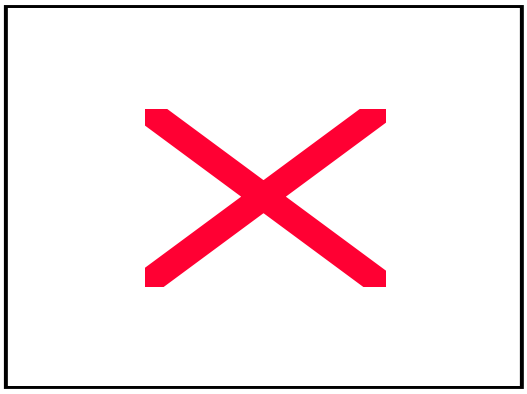
Training factors dealt with the respondents on the job experiences and classroom learning. Technical colleges concentrate on student success in the classroom as well as on the job experiences. Employers consider work experience in a technical field as important as the classroom theory. Research showed favorable response to statements related to training factors.

20. Clinical Hours

Respondents were asked to rate this statement: Clinical hours were adequate. Research showed that 87.7 percent of the respondents identified adequate clinical hours in the program as an attraction factor to enroll in the program. See Appendix A, Table 20.

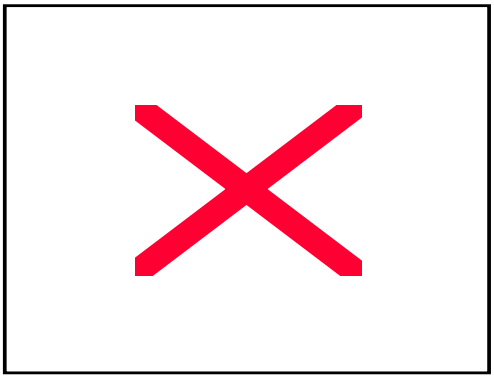


21. Variety of Clinical Setting



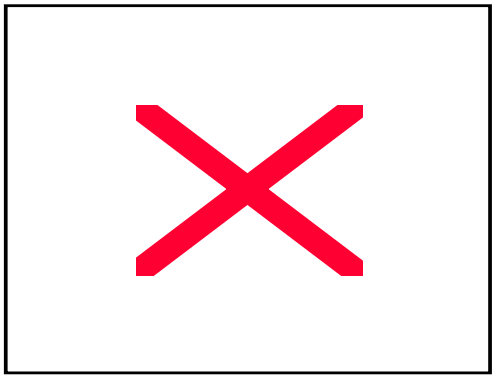
Respondents were asked to rate this statement: Working in a variety of clinical settings was not beneficial. The research showed that 80.7 percent of the respondents strongly disagreed with this statement on the survey. It is assumed, therefore, that respondents identified that working in a variety clinical settings was beneficial to their training and an attraction factor to enrolling in the program. See Appendix A, Table 21.

22. Clinical Training



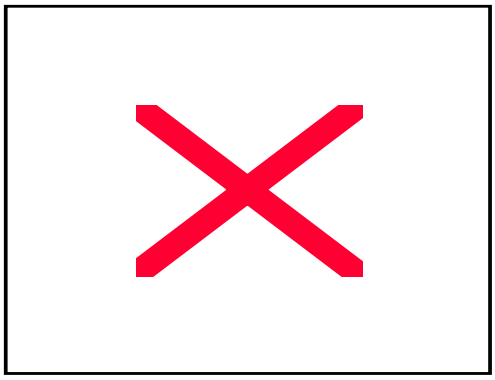
Respondents were asked to rate the following statement: Clinical training did not help to prepare me for my job. The research showed that 88 percent o f the respondents strongly disagree with the statement evaluating the value of their clinical training. It is therefore interpreted that clinical training preparation was identified as a strong attraction factor to enrolling in the program. See Appendix A, Table 22.

23. Length of the Program



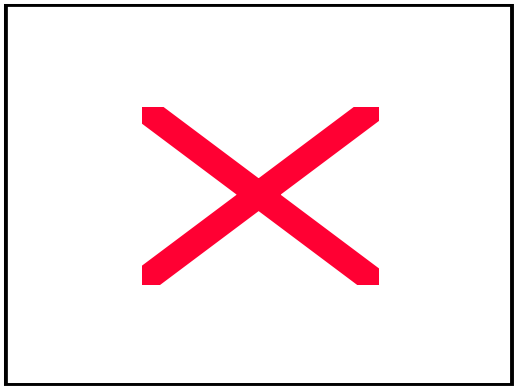
Respondents were asked to rate this statement: The length of the program was attractive to me. The research showed that 76.9 percent of the respondents identified the length of program as an attraction factor for enrolling in the program. See Appendix A, Table 23.

24. Classroom Activities



Respondents were asked to rate this statement: The classes helped to prepare me for my job responsibilities. The research showed that 92 percent of respondents identified the classes/curriculum helped to prepare them for job responsibility as an attraction factor to enrolling in the program. See Appendix A, Table 24.

25. Web-enhanced Activities



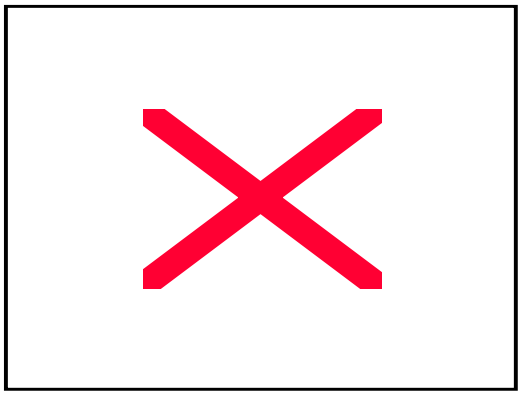
Respondents were asked to rate this statement: Web-enhanced lecture notes and activities were helpful. The research showed that 50 percent of the respondents identified web-enhanced lecture notes and activities as an attraction factor to the program. Web-enhanced lecture notes and activities were introduced Fall 2000. The researcher is unable to identify graduating classes from the population surveyed. The scope of the study was 1997-2002. See Appendix A, Table 25.

Delivery Factors

Delivery factors dealt with availability of the program classes and clinical experiences. The time a student actually has available to attend classes and a clinical experience is critical to program enrollment. The various factors that were assessed include: weekends, evenings, ITV (interactive television), on-line delivery (24 hour availability) and traditional delivery (Monday-

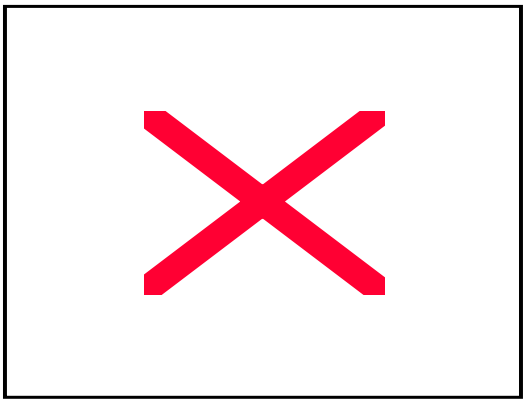
Friday 7:00 AM - 4:40 PM). The Health Unit Coordinator Program at Western Wisconsin Technical College has only been available in the traditional classroom. The statements pertaining to delivery factors were searching what delivery format is most attractive to the respondent.

26. Delivery Format: Weekend



Respondents were asked to rate if weekend delivery would be attractive to enrolling in the program. The research showed that 42 percent of the respondents disagreed that weekend delivery was an attraction factor to enrolling in the program. The research also showed that 26.9 percent of the respondents agreed that weekend delivery was an attraction factor, while 30 percent of the respondents remained neutral. See Appendix A, Table 26.

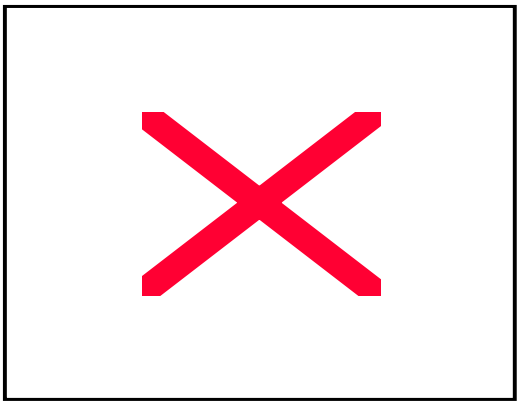
27. Delivery Format: Evening Classes



Respondents were asked to rate it evening classes would be an attraction factor for enrolling in the program. The research showed that 30.7 percent favored evening classes as an attraction factor; 34.6 percent were undecided; 34.6 percent of the respondents agreed that evening classes would be an attraction factor to enroll in the program.

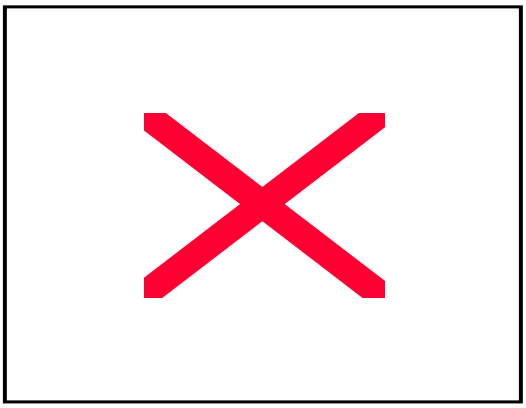
See Appendix A, Table 27.

28. Delivery Format: ITV Presentations (Interactive Television).



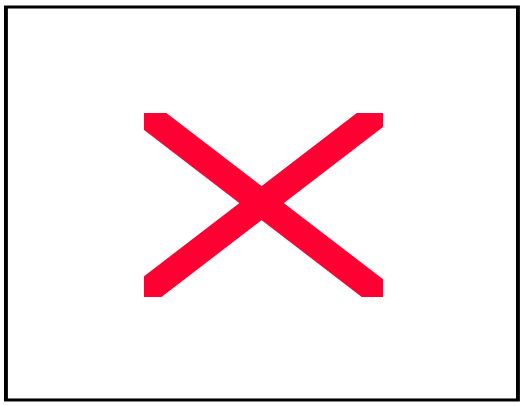
Respondents were asked to rate if ITV presentation would be an attraction factor to enrolling in the program. The research showed that 26.9 percent of the respondents disagreed ITV Format would be an attraction factor; 38.5 per cent remained undecided; 34.6 percent agreed ITV Format would be an attraction factor for enrolling in the program. ITV networks are available through out the district campuses (5 locations). See Appendix A, Table 28.

29. Delivery Format: Internet



Respondents were asked to rate if on-line classes with classroom labs would be an attraction factor to enrolling in the program. The research showed that 27 percent of the respondents disagreed that on-line delivery with classroom lab was not an attraction factor; 42 percent of the respondents remained neutral; 31 percent agreed that on-line delivery with classroom lab would be an attraction factor to enrolling in the program. See Appendix A, Table 29.

30. Delivery Format: Traditional Weekday Classes



Respondents were asked to rate if traditional weekday delivery is an attraction factor to enrolling in the program. The research showed that 84.6 percent of the respondents agreed traditional classes are an attraction factor; 11.5 percent remained undecided; 3.8 percent disagreed traditional weekday classes are an attraction factor to enrolling in the program. See Appendix A, Table 30.

Recruitment Factors

Recruitment Factors dealt with identifying how the respondent became of the Health Unit Coordinator Program at Western Wisconsin Technical College. The college has a staff person that does college-wide recruitment for the district, but does not recruit for individual programs. The responsibility for informing perspective students about the program has fallen to the program head and program counselor. Nine recruitment factors were identified by the researcher as important data for program enrollment. The respondent was asked to identify nine factors with a yes/no response. The following tables show the data that was obtained.

31. Recruitment: School Marketing Material

Respondents were asked to identify if they became aware of the program through program brochure, program poster, program fact-sheet, college catalog by indicating either yes or no. The research showed that 69 percent of the respondents identified brochures, posters, or fact sheets as a recruitment factor to enroll in the program. See Appendix A, Table 31.

32. Recruitment: Radio Advertising/TV Advertising

Respondents were asked to identify if they became aware of the program through a radio spot or TV ad by indicating a yes or no response. The research showed that 84.6 percent of the respondents identified they were not recruited to the program through a Radio/TV advertisement as a recruitment factor to enrolling in the program. See Appendix A, Table 32.

33. Recruitment: Knew a Person in the Field

Respondents were asked to identify if they were recruited to the program because they knew a person in the career of health unit coordinating. The research showed that 69 percent of the respondents did not identify knowing a person in the field as a recruitment factor for enrollment into the program. See Appendix A, Table 33.

34. Recruitment: Career Fair

Respondents were asked to identify if they were recruited to the program through attending a career fair sponsored by Western Wisconsin Technical College. The research showed that 85 percent of the respondents identify that attending a career fair was a recruitment factor to enrolling in the program. See Appendix A, Table 34.

35. Recruitment: Program Counselor

Respondents were asked to identify if meeting with a program counselor from the college was a recruitment tool for enrolling in the program. The research showed that 65 percent of the respondents identified that speaking with a program counselor as a recruitment factor influenced enrolling in the program. See Appendix A, Table 35.

36. Recruitment: High School Counselor

Respondents were asked to identify if speaking to a high school career counselor was a recruitment tool for enrolling in the program. The research showed that 96 percent of the respondents did not identify speaking with a high school career counselor as a recruitment factor for enrolling in the program. See Appendix A, Table 36.

37. Recruitment: Knew Former Program Participant

Respondents were asked to identify if knowing a former student who had graduated from the program was a recruitment tool for enrolling in the program. The research showed that 80 percent of the respondents identified that knowing a former student in the program was not a recruitment factor for enrolling in the program. See Appendix A, Table 37.

38. Recruitment: Health Career

Respondents were asked to identify if taking a health career course before enrolling in the program was a recruitment tool for enrolling in the health unit coordinator program. The research showed that 88.5 percent of the respondents did not identify that taking a health career course first was a recruitment factor for enrolling in the program. See Appendix A, Table 38.

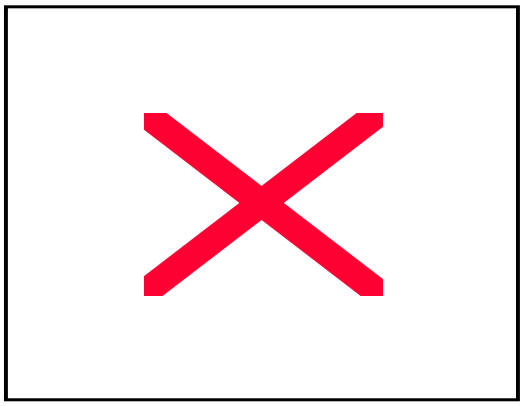
39. Recruitment: Faculty

Respondents were asked to identify if speaking to the faculty of the program was a recruitment factor to enrolling in the program. The research showed that 85 percent of the respondents did not identify that they spoke to faculty as a recruitment factor for enrolling in the program. See Appendix A, Table 39.

Demographic Factors

The survey asked respondents to identify basic demographic factors related to enrolling in the program. The College Registrars Office is able to provide demographic details regarding all the previous enrolled students in this college program. For the purpose of this survey, the researcher was only interested in identifying some basic age range, location, previous health care work experience and career choice ranking as factors that would identify factors that were attractive to specific groups of respondents.

40. Demographics: Age Range



Respondents were asked to identify their age range when they enrolled in the program. The research showed that over 50 percent of the respondents identified the 18-24 year old group at the time of program enrollment; 11.5 percent of the respondents identified the 25-35 year old group at the time of program enrollment; 15.4 percent of the respondents identified the 36-45 group at the time of program enrollment; and 15.4 percent of the respondents identified the 46-56 group. See Appendix A, Table 40.

41. Demographics: Campus

Respondents were asked to identify which campus in the Western Wisconsin Technical College District they were most closely associated with. The researcher was looking for which area of the district the respondent was from. The research showed that 100 percent the respondents were most closely associated with the La Crosse Campus. The researcher is the Program Head and Instructor for the classes and has knowledge of the district wide

representation of former students in the program. The question was misleading and it is assumed the students were identifying which campus they took their classes. See Appendix A, Table 41.

42. Demographics: Related Field

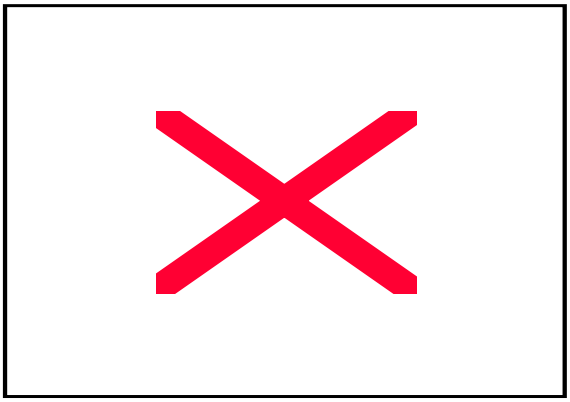
Respondents were asked to identify if they were working in a related health care field when they enrolled in the program. The research showed the 73 percent of the respondents were not working in a related field as an attraction factor to enrolling in the program; 27 percent of the respondents were working in a related health field an may have been attracted to enroll in the program because of prior knowledge of the career. See Appendix A, Table 42.

43. Demographics: Rank Career Choice

Respondents were asked to rank if the Health Unit Coordinator Program was their first, second, or third choice at the time of enrollment in the program. The research showed that 69 percent of the respondents ranked a career in Health Unit Coordinating as their first career choice and 31 percent ranked a career in Health Unit Coordinating as their second choice. See Appendix A, Table 43.

Other Factors

The final item on the survey asked respondents to identify the most important attraction factor to enrolling in the program. The majority of the returned surveys responded with written statements identifying the most important attraction factor (22/26) 85 percent. The analysis of responses falls into the following categories:



I. Length of the program: Responses: 11

- The variety of courses the program, the length of the program, and the technical diploma.
- One-year program and starting pay for health unit coordinators.
- Length of course and the course itself, helping the medical field without actually physically handling patients.
- Length of the program.
- Working in the medical field and the length of the program.
- Mostly it the time for the program. My 1st choice was to be an RN. Heath Unit Coordinator is "something to do in the meantime." I can still learn a lot as a HUC that will apply when I go back for my RN.
- It was in the healthcare field, affordable and not very long.
- Graduate in 1 year. Jobs are available across the nation.
- Working with the public and learning about medical issues. Also the class time and length of the program was a plus for me.
- A one-year program was perfect amount of time. It got me ready for the nursing program that I am starting.

II. Working in the health care field: Responses: 7

- Get my foot in the medical field
- Easy, clean working environment
- It was in the healthcare field, affordable and not very long.
- Working in the medical field and the length of the program.
- Being part of the health care team.

- I was already a First Responder and enjoyed helping people. I am also the secretary/treasure, so this job is perfect.
- Helping in medical field without actually physically handling patients.

III. Working with others/helping others: Responses: 5

- Being able to do a lot of different things on the job and helping others.
- I already was a First Responder and enjoyed helping people.
- I enjoy working in the public domain.
- Working with the public and learning about medical issues.
- Varied tasks; interaction with people.

IV. Multi-Skilling (trained in a variety of skills): Responses: 4

- The multi-skilling was the most important, such as pharmacology, medical terminology and applied business.
- Being able to do a lot of different things on the job and helping others.
- All of variety of courses the program had to offer, the length of the program and the technical diploma.
- Varied tasks; interaction with people.

V. Job availability: Responses: 4

- I am employed as a receptionist at Allergy Associates of La Crosse.
- Jobs are available all across the nation.
- Starting pay for health unit coordinators.
- Lot of need for health unit coordinators while I was in school.

VI. Stepping stone to another career: Responses: 3

- It got me ready for the nursing program that I am starting.
- My 1st choice was to be a RN. I can still learning a lot as a H.U.C. that will apply when I go back for my RN.
- Get my foot in the medical field.

Chapter V

Summary, Conclusions, and Recommendations

Introduction and Summary

The purpose of this investigation was to identify attraction factors for students enrolling in the Health Unit Coordinator Program at Western Wisconsin Technical College. The data will be used to create an effective marketing plan to increase enrollment to the program. A survey was mailed to 56 respondents that were former graduates of the program (1998-2002). The research sample consisted of 26 subjects. Subjects were graduates between the ages of 18-56 years, and primarily women.

Factors influencing enrollment behavior from the research of similar allied health occupation were organized into eight broad categories: Job Factors; Personal Attributes, Interest and Ability Factors; Cost Factors; Training Factors; Delivery Factors, Recruitment Factors; Demographic Factors and Other Factors. The objectives of the research study were:

1. What are student interests, abilities and education goals?
2. What are student social and economic factors?
3. What are factors regarding the occupation, the program and the college that attract students?

What are student interests, abilities and educational goals?

The most important factors that attracted students was a desire to keep busy while at work in a safe environment. Over ninety percent of the students identified that working in an environment that kept them busy was attractive. Over eighty-eight per cent identified they wanted to work in a clean and safe place. The second category of factors was a desire to help other people and the ability to manage numerous details. Both categories, though seemingly

unrelated in the research, showed that ninety-five percent of the students had a strong desire to help others and had the ability to manage numerous details on the job.

The third category was the desire to solve problems of the job. Over ninety percent of the students identified a personal attribute of being a problem solver. The fourth category was a desire of having several activities happening at their workstations, which supports the biggest desire of keeping busy while at work. Eighty-six percent of the students identified a personal desire of having several activities happen at their workstations.

The fifth category of attraction factors was the enjoyment of using telephone communication. Eighty-five percent of the students identified they enjoyed using telephone communication on the job. The sixth category of attraction factors was learning and applying new information on the job. Eighty-five percent of the research sample identified that learning and using new information made their work interesting. The research also showed that eighty-five per cent of the respondents had a desire to interact with people.

The last category of attraction factors was the desire of using computer technology at work. Seventy-two percent of the respondents identified that using computer technology at work was an attraction factor to this career.

What are student social and economic factors?

The research showed that at the time of their enrollment into the program, 50 percent of the respondents were in the 18-24 year old group. The research also showed that women from age 36-56 made up 30 percent of the enrollment. This researcher learned that the majority of the enrollment comes from first time career choices and the second significant group is from women returning to college to retrain for further job skills. All of the respondents identified most closely with the La Crosse Campus, however the survey was sent to various communities in the district.

Sixty-nine percent of the students ranked the health unit coordinator career as their first choice at the time of enrolling into the program.

The four questions which determined the response to cost factors was favorable indicating that respondents were not hindered by the expenses of attending the program. Sixty-two percent agreed that the program was affordable and more than half of the research group (54 percent) agreed that there were few hidden costs. More than half (65 percent) of the research group used grants and loans to help meet their expenses. More than half of the group (54 percent) of the group acknowledged they knew that scholarships were available to them.

What are the factors regarding the occupation, the program and the college that attract students?

Factors related to the occupation include employment benefits, multi-skilling, the ability to transition to other positions, and employment opportunities. The most significant research finding was that students identified employment benefits (health insurance, life insurance, dental insurance, retirement allowances and personal days) as the most important attraction factor. The research showed that eight-nine per cent of the students were attracted to getting a job in this career because of the promise of good benefits.

The second ranked factor was multi-skilling for various work environments. The students were attracted to this career because the variety of work settings for this career. Seventy-nine per cent of the students identified they were attracted to enrolling in the program so they could apply their skills in a variety of work settings; i.e. medical clinics, insurance companies, health service agencies, nursing homes and various departments within the medical center.

Another occupational factor was the ability to transition to other positions within an organization, thus enhancing job security. Sixty-four percent of the research groups were

attracted to enroll in the program because of the ability to apply their skills to other positions within an organization.

And the final significant factor reported was that the employment opportunities meet their needs. The survey did not identify specific employment needs; however, it is assumed it included job availability, work hours, wages and location of work. Sixty-seven percent of the research group reported employment opportunities as an attraction factor to choosing the Health Unit Coordinating Program.

The two major areas for assessing program and college factors were training and delivery attraction factors. Training factors dealt with the on the job experiences and classroom learning. This area of research indicated a favorable response to the statements evaluating training factors in the program. Nine-two percent of the group identified classroom activities prepared them for the job responsibilities; eight-nine percent identified clinical training did prepare them for the job; eighty-eight per cent agreed clinical hours associated with learning on the job was adequate. Eighty-one percent of the research group identified that working in a variety of clinical settings was an attraction factor and seventy-seven per cent agreed the length of the program (2 semesters) was an attraction to enrolling in the program.

The final training factor statement, (Web enhanced lecture notes and activities were helpful.) was identified by half of the group as an attraction factor. The statement was not a valid statement for the entire group as web-enhanced notes and activities did not become available until Fall 2000.

Delivery factors dealt with scheduling classes and clinical experience. The time a student actually has available to attend classes and a clinical experience is critical to program enrollment. The various factors that were assessed included weekends, evenings, ITV (available on district

campuses), on-line (24 hour access) and traditional weekdays. The significant finding was that eight-five per cent of the research group favored traditional weekday classes. Evening classes, ITV and On-line theory with classroom labs and weekend classes were identified as significant by only a third of the research group.

Recruitment factors measured by the survey indicated that the majority (69 percent) of the research group found out about the program through a program brochure, poster, fact-sheet or college catalog. Sixty-five per cent of the group spoke to a program counselor or program advisor. The research showed a third of the group knew someone in the field as a way they became aware of the program. Other less significant factors identified by the sample group included: Knew a person who had taken the program (19 percent); Radio or TV advertisement; Attended a Career event; Spoke to faculty (15 percent); Took a Health Careers course first (12 percent) and Spoke to a High School Counselor (4 percent).

Conclusions

Respondents were asked to write down in their own words what was the most important attraction factor to enrolling in the program. The conclusions drawn from the findings of this study are that twenty-two former graduates of the program (85 percent of the research group) identified the following factors as the most important: Length of the Program; Working in the Health Care Field; Working with Others or Helping Others;
Multi-Skilling (trained in a variety of skills); Job Availability and Stepping Stone into Other Health Careers.

Length of the Program

Fifty percent of the respondents identified the most important attraction factor was the length of the program (2 semesters). Students attracted to this program have very busy lives as

single parents, wives, and workers. Several of the allied health careers available at Western Wisconsin Technical College are 4 semesters in length and many of these students need employment and benefits within a year. Another student simply said that a one-year program was perfect amount of time. “It got me ready for the nursing program that I am starting.”

Working in Healthcare; Job Availability; Stepping Stone to another Health Career

Several of the respondents reported having the opportunity to work in health care, job availability, and as stepping stone to another health career were their most significant attraction factors. One respondent reported that she wanted to get her foot in the door in the medical field while another reported that she wanted to be part of a health care team. “I was already a First Responder and enjoyed helping people. I am also the secretary/treasure, so this career has given me the knowledge to do the job accurately.” “Helping in the medical field with actually physically handling patients is just what attracted me.” “Jobs are available all across the nation.” One respondent said that her first choice for a career in health care was nursing; however, she felt that this program would give her secure employment with benefits as she continues on with her educational goals in the health care.

Multiple Skills

The final “most important attraction factor” focused on being prepared to do a variety of skills in the health care environment. “All the variety of courses the program had to offer was very attractive to me.” “Being about to do a lot of different things on the job and helping others is what attracted me most to the program.” “The multi-skilling was the most important, such as pharmacology, medical terminology and applied business.”

Recommendations

Based on the review of literature and the finds of this study, the following recommendations are made for further investigation:

1. Replicate this study in other Allied Health Careers. Educators need an understanding of interests, abilities and educational goals of their audiences in order to effectively attract students to their programs. Recruitment to individual programs is traditionally the responsibility of the program head in the Wisconsin Technical College System. Increasing knowledge based on research of former program students can help the program head work effectively with college marketing departments to secure future program enrollment.
2. College program counselors and advisors need to be aware of the student profile that fits allied health careers. A student, who needs to out in the work force in secure jobs within a year of enrollment and desire to work in health care, should be encouraged to visit classes, meet the instructors and job shadow in the market place. Students, who find themselves on a program waiting list for another health career, could be introduced to the Health Unit Coordinator Program. Male students desiring a career in health care need to be informed about the opportunities in health unit coordinating. Research has shown that others have seen this program as a stepping stone into other careers. Job availability is good, particularly while attending school.
3. "Best Practices" regarding recruiting students to allied health careers include the following:
    a. Younger students (18-26) are the biggest group attracted to allied health careers. High School Career Counselors need to be knowledgeable about the one-year

programs in health care. Research showed that encouragement from a high school counselor is lacking.

b. The second largest group (36-56) is looking to retrain because of unstable industrial jobs (lay-offs). Students who have successfully retained and are happy with new careers could be contracted to join a focus group to pool ideas about finding future students from the unstable industrial workforce.

c. Former students could be contacted for leads to other students who may be looking to obtain or change career goals. Research showed that students either knew another person who had taken the program or was working in the field.

d. Junior and Senior High School Career Classes need information regarding one-year allied health programs. On-line courses are available to high school students who desire to get a head start on career goals and will give them advance standing in programs.

e. Traditional Monday –Friday classes are still a major attraction in spite of the availability of ITV, Weekend and Evening Programs, and On-line delivery.

f. Keep programs affordable and reduce any hidden costs. Research showed that this one-year technical diploma program is on track. Pursue more foundation scholarships for the program to reduce costs of the second semester.

g. College marketing materials need to attract people who enjoy being busy at work, performing numerous tasks, working with people/ helping others, coordinating details, talking on the phone, using computer technology and desire to work in a clean and safe place.

h. Program recruiters (faculty, counselors, and advisors) need to stress the opportunity to get job experience while attending classes. Graduates of the program are job ready and employers are eager to hire them.

i. Research showed that students see this program as a stepping stone into the health care industry. This one-year program could be a stepping stone to another career in health care because the courses lay the foundation for understanding the language and activities of health care. This program can provide a secure job in the health care field while attending classes for a bigger step in health care. Tuition reimbursement is a common benefit provided to workers in health care.

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Appendix A

Tables

Table 1: Employment Opportunities in Career Meet My Needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 somewhat disagree	2	7.7	8.0	8.0
	3 neutral	3	11.5	12.0	20.0
	4 somewhat agree	10	38.5	40.0	60.0
	5 strongly disagree	10	38.5	40.0	100.0
	Total	25	96.2	100.0	
Missing	System	1			
Total		26	100.0		

Table 2: Multi-Skilling Program Increases Opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 somewhat disagree	1	3.8	3.8	3.8
	3 neutral	4	15.4	15.4	19.2
	4 somewhat agree	12	46.2	46.2	65.4
	5 strongly agree	9	34.6	34.6	100.0
	Total	26	100.0	100.0	

Table 3: Employment Benefits Are Important Consideration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	1	3.8	3.8	3.8
	3 neutral	2	7.7	7.7	11.5
	4 somewhat agree	4	15.4	15.4	26.9
	5 strongly agree	19	73.1	73.1	100.0
	Total	26	100.0	100.0	

Table 4: Able to Transition to Other Positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	1	3.8	3.8	3.8
	3 neutral	7	26.9	26.9	30.8
	4 somewhat agree	8	30.8	30.8	61.5
	5 strongly agree	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

Table 6: Interacting With People at Work Is Not Enjoyable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	20	76.9	76.9	76.9
	2 somewhat disagree	2	7.7	7.7	84.6
	3 neutral	1	3.8	3.8	88.5
	4 somewhat agree	1	3.8	3.0	92.3
	5 strongly agree	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Table 7: Helping Others at Work Is Important To Me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	1	3.8	3.8	3.8
	4 somewhat agree	4	15.4	15.4	19.2
	5 strongly agree	21	80.8	80.8	100.0
	Total	26	100.0	100.0	

Table 8: I Am a Detail Oriented Person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 neutral	1	3.8	3.8	3.8
	4 somewhat agree	10	38.5	38.5	42.3
	5 strongly agree	15	57.7	57.7	100.0
	Total	26	100.0	100.0	

Table 9: I Enjoy Problem Solving in My Job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 neutral	2	7.7	7.7	7.7
	4 somewhat agree	11	42.3	42.0	50.0
	5 strongly agree	13	50.0	50.0	100.0
	Total	26	100.0	100.0	

Table 10: I Like Having Several Things Happen at Workstation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 neutral	3	11.5	11.5	11.5
	4 somewhat agree	10	38.5	38.5	50.0
	5 strongly agree	13	50.0	50.0	100.0
	Total	26	100.0	100.0	

Table 11: I Like to Keep Busy while I am Working

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	somewhat agree	2	7.7	7.7	7.7
	5	strongly agree	24	92.3	92.3	100.0
	Total		26	100.0	100.0	

Table 12: I Enjoy Talking on the Telephone

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	somewhat disagree	1	3.8	3.8	3.8
	3	neutral	3	11.5	11.5	11.5
	4	somewhat agree	11	42.3	42.3	57.7
	5	strongly agree	11	42.3	42.3	100.0
	Total		26	100.0	100.0	

Table 13: I Do Not Enjoy Working with Computer Technology

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	strongly disagree	14	53.4	53.8	53.8
	2	somewhat disagree	5	19.2	19.2	73.1
	3	neutral	5	19.2	19.2	92.3
	5	strongly agree	2	7.7	7.7	100.0
	Total		26	100.0	100.0	

Table 14: Working in a Safe and Clean Environment is Important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 somewhat agree	3	11.5	11.5	11.5
	5 strongly agree	23	88.5	88.5	100.0
	Total	26	100.0	100.0	

Table 15: I Do Not Enjoy Learning/Applying New Info at Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	20	76.9	76.9	76.9
	2 somewhat disagree	2	7.7	7.7	84.6
	3 neutral	1	1.0	3.8	88.5
	4 somewhat agree	1	1.0	3.8	92.5
	5 strongly agree	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Table 16: The Program Was Affordable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 neutral	10	38.5	38.5	38.5
	4 somewhat agree	9	34.6	34.6	73.1
	5 strongly agree	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Table 17: There Were Few Hidden Costs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	1	3.8	3.8	3.8
	2 somewhat disagree	3	11.5	11.5	15.4
	3 neutral	8	30.8	30.8	46.2
	4 somewhat agree	6	23.1	23.1	69.2
	5 strongly agree	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Table 18: Grants/Loans Helped to Pay for Educational Costs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	5	19.2	19.2	19.2
	2 somewhat disagree	1	3.8	3.8	23.1
	3 neutral	3	11.5	11.5	34.6
	4 somewhat agree	6	23.1	23.1	57.7
	5 strongly agree	11	42.3	42.3	100.0
	Total	26	100.0	100.0	

Table 19: Scholarships Were Available

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	strongly disagree	3	11.5	11.5	11.5
	3	neutral	9	34.6	34.6	46.5
	4	somewhat agree	4	15.4	15.4	61.5
	5	strongly agree	10	38.5	38.5	100.0
	Total		26	100.0	100.0	

Table 20: Clinical Hours Were Adequate

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	somewhat disagree	22	7.7	7.7	7.7
	3	neutral	12	7.7	7.7	15.4
	4	somewhat agree	10	46.2	46.2	61.5
	5	strongly agree	26	38.5	38.5	100.0
	Total			100.0	100.0	

Table 21: Working in a Variety of Settings Was Not Beneficial

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	strongly disagree	18	69.2	69.2	69.2
	2	somewhat disagree	3	11.5	11.5	80.8
	3	neutral	4	51.4	51.4	96.2
	4	somewhat agree	1	3.8	3.8	100.0
	Total		26	100.0	100.0	

Table 22: Clinical Training Did Not Prepare Me for My Job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	21	80.8	80.7	80.8
	2 somewhat disagree	2	7.7	7.7	88.5
	3 neutral	2	7.7	7.7	96.2
	4 somewhat agree	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Table 23: The Length of Program Was Attractive to Me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 somewhat disagree	1	3.8	3.8	3.8
	3 neutral	5	19.2	19.2	23.1
	4 somewhat agree	3	11.5	11.5	34.6
	5 strongly agree	17	65.4	56.4	100.0
	Total	26	100.0	100.0	

Table 24: Classes Helped Prepare Me for Job Responsibility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 somewhat disagree	1	3.8	3.8	3.8
3 neutral	1	3.8	3.8	7.7
4 somewhat agree	9	34.6	34.6	42.3
5 strongly agree	15	57.7	57.7	100.0
Total	26	100.0	100.0	

Table 25: Web-Enhanced Lecture Notes and Activities Were Helpful

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 strongly disagree	2	7.7	8.0	8.0
2 somewhat disagree	2	11.5	12.0	20.0
3 neutral	7	26.9	28.0	48.0
4 somewhat agree	8	30.8	32.0	80.0
5 strongly agree	5	19.2	20.0	100.0
Total	25	96.2	100.0	
Missing System	1	3.8		
Total	26	100.0		

Table 26: Delivery Format: Weekend Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	10	38.5	38.5	38.5
	2 somewhat disagree	1	3.8	3.8	42.3
	3 neutral	8	30.8	30.8	73.1
	4 somewhat agree	5	19.2	19.2	92.3
	5 strongly agree	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Table 27: Delivery Format: Evening Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	7	26.9	26.9	26.9
	2 somewhat disagree	1	3.8	3.8	30.8
	3 neutral	9	34.6	34.6	65.4
	4 somewhat agree	5	19.2	19.2	84.6
	5 strongly agree	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Table 28: Delivery Format: ITV Presentations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	5	19.2	19.2	19.2
	2 somewhat disagree	2	7.7	7.7	26.9
	3 neutral	10	38.5	38.5	65.4
	4 somewhat agree	4	15.4	15.4	80.8
	5 strongly agree	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

Table 29: Delivery Format: On-Line Theory with Classroom Lab

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly disagree	5	19.2	19.2	19.2
	2 somewhat disagree	2	7.7	7.7	26.9
	3 neutral	11	42.3	42.3	69.2
	4 somewhat agree	3	11.5	11.5	80.8
	5 strongly agree	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

Table 30: Delivery Format: Traditional Weekday Classes

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	strongly disagree	1	3.8	3.8	3.8
	3	neutral	3	11.5	11.5	15.4
	4	somewhat agree	7	26.9	26.9	42.3
	5	strongly agree	15	57.7	57.7	100.0
	Total		26	100.0	100.0	

Table 31: Brochure/Poster/Fact Sheets

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	yes	18	69.2	69.2	69.2
	2	no	8	30.8	30.8	100.0
	Total		26	100.0	100.0	

Table 32: Radio or TV Advertisement

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	yes	4	15.4	15.4	15.4
	2	no	22	84.6	84.6	100.0
	Total		26	100.0	100.0	

Table 33: Knew a Person in the Field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	8	30.8	30.8	30.8
	2 no	18	69.2	69.2	100.0
	Total	26	100.0	100.0	

Table 34: Attended Career Fair

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	4	15.4	15.4	15.4
	2 no	22	84.6	84.6	100.0
	Total	26	100.0	100.0	

Table 35: Spoke with Program Counselor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	17	65.4	65.4	65.4
	2 no	9	34.6	34.6	100.0
	Total	26	100.0	100.0	

Table 36: Spoke with High School Counselor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	1	3.8	3.8	3.8
	2 no	25	96.2	96.2	100.0

Total	26	100.0	100.0	

Table 37: Knowing Former Program Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	5	19.2	19.2	19.2
	2 no	21	80.8	80.8	100.0
	Total	26	100.0	100.0	

Table 38: Took Health Career Course First

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	3	11.5	11.5	11.5
	2 no	23	88.5	88.5	100.0
	Total	26	100.0	100.0	

Table 39: Spoke to Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	4	15.4	15.4	15.4
	2 no	22	84.6	84.6	100.0
	Total	26	100.0	100.0	

Table 40: Age Range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 18-24	14	53.4	56.0	56.0
	2 25-35	3	11.5	12.0	68.0
	3 36-45	4	15.4	16.0	84.0
	4 46-56	4	15.4	16.0	100.0
	Total	25	96.4	100.0	
Missing	System	1	3.8		
Total		26	100.0		

Table 41: Demographics: Campus Most Closely Associated With

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 La Crosse	26	100.0	100.0	100.0

Table 42: Demographics: Working in a Related Field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	7	26.9	26.9	26.9
	2 no	19	73.1	73.1	100.0
	Total	26	100.0	100.0	

Table 43: Demographics: Rank This Career Choice at Time of Enrollment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 ranked 1st	18	69.2	69.2	69.2
	2 ranked 2nd	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Appendix B

Cover Letter

School Letterhead
August 5, 2002

Respondents Address

Dear: personalized to respondent

Greetings from your Alma Mater! As a former student in the Health Unit Coordinator Program, your knowledge about what attracts students to enroll in the program is vital. I am interested in researching what attracts students to the program and asking for your help. I sincerely hope that you will consider participating in my voluntary survey on what attracts students to the program.

Confidentiality of your responses will be strictly enforced. Participation in completing the survey is voluntary. The information will be analyzed to determine "best practices" for marketing the program to future students.

The survey is a descriptive design that looks at common factors for choosing a career in Allied Health. I have made appropriate adaptations to the career of health unit coordinating. I am asking you to rate your response to a statement regarding the program. The results will assist in identifying strengths of the program that are of common interest to students interested in a career in health unit coordinating.

Please take a few minutes to fill out this questionnaire and return in the enclosed self-addressed envelope by August 26, 2002.

If you are interested in a summary of the responses, I will publish it on the News Page of the Health Unit Coordinator Program web site **http://www.wwtc.edu/huc/**, or you can contact me at (608) 785-9413.

Your cooperation and input will be instrumental in providing continued enrollment to our program. Thank you for your consideration.

.
Sincerely,

Linda Schneider RN, BSN
Program Head/Instructor
Health Unit Coordinator Program

Appendix C

Informed Consent

Western Wisconsin Technical College
Human Services Division
Health Unit Coordinator Program

Attraction Factors to the Health Unit Coordinator Program Study

Informed Consent Form

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in the study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during this study will be respected with no coercion or prejudice.

Signature of Client:_____ Date:_____

NOTE: Questions or concerns about participation in the research or subsequent Complaints should be addressed first to Dr. Carol T. Mooney, Ed. D., Research Advisor, UW-Stout, Menomonie, WI, 54751, phone (715) 232-1444, and second to Sue Foxwell, Research Administrator, Chair, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI, 54751, phone (715) 232-1126.

Appendix D

Survey

Attraction Factors to the Health Unit Coordinator Program

This survey is designed to identify factors that attracted you to enroll in the Health Unit Coordinator Program. The information will assist in designing ways to attract others to the program. Confidentiality of your participation and responses will be respected.
Participation is completely voluntary. If you choose to participate, please complete and return in the enclosed envelope by **August 30, 2002**.

Evaluate each statement and indicate your level of agreement:
1. Strongly disagree 2.Somewhat disagree 3. Neutral 4.Somewhat agree 5. Strongly agree

Job Market Factors

	1	2	3	4	5
1. Employment opportunities in this career meet my needs.					
2. Multi-skilling program courses increased my job opportunities.					
3. Benefits at my job are an important consideration.					
4. I am able to transition to other positions because of my technical diploma.					

Personal Attributes, Interests and Ability Factors

	1	2	3	4	5
6. Interacting with people at work is not enjoyable to me.					
7. Helping others at work is important to me.					
8. I am a detailed oriented person.					
9. I enjoy problem –solving in my job.					
10. I like to have several things happening at my workstation.					
11. I like to keep busy while I am working.					
12. I enjoy talking on the telephone.					
13. I do not enjoy working with computer technology.					
14. Working in a safe and clean environment is important.					
15. I do not enjoy learning and applying new information at my job.					
Cost Factors	1	2	3	4	5
16. The program was affordable.					
17. There were few hidden costs.					
18. Grants and loans helped to pay for my educational expenses.					
19. Scholarships were available.					

Training Factors

	1	2	3	4	5
20. Clinical hours were adequate.					
21. Working in a variety of clinical settings was not beneficial.					
22. Clinical training did not help to prepare me for my job.					
23. The length of the program was attractive to me.					
24. The classes helped to prepare me for my job responsibilities.					
25. Web-enhanced lecture notes and activities were helpful.					

Evaluate each statement and indicate your level of agreement:
1. Strongly disagree 2. Somewhat disagree 3.Neutral 4. Somewhat agree 5. Strongly agree

Delivery Factors

Indicate what delivery format is most attractive to you.	1	2	3	4	5
26. Weekend classes					
27. Evening classes					
28. ITV presentations.					
29. On-line theory with classroom lab					
30. Traditional weekday classes.					

Recruitment Factors

Indicate with a check mark all the ways you became **aware** of the program.

	Yes	No
31. Brochure, poster, fact-sheet, college catalog (school marketing information)		
32. Radio ad, TV ad		
33. Knew a person in the field.		
34. Attended a career fair.		
35. Spoke with program counselor, or admission advisor.		
36. High school career counselor informed me about the program.		
37. Knew a person who had taken the program.		
38. Took a health careers course first.		
39. Spoke to faculty.		

Demographics

39. What was your age range when you enrolled in the program?	18-24	25-35	36-45	46-56
40. Which campus were you most closely associated with?	La Crosse	Mauston	Tomah	
	Independence	Black River Falls	Viroqua	
41. When I enrolled I was working in a related health care field?	yes	what?	no	
42. Rank this career choice at the time of your enrollment:	1st	2nd	3rd	

Other Factors

43. What was the most important attraction factor for you?

Appendix E

Protection of Human Subjects

Date: August 2, 2002

To: Linda Schneider

cc: Dr. Carol Mooney
College of Technology, Engineering, and Management

From: Sue Foxwell, Research Administrator and Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research (IRB)

Subject: **Protection of Human Subjects--Expedited Review**

Your project, "Attraction Factors to the Health Unit Coordinator Program," has been approved by the IRB through the expedited review process. The measures you have taken to protect human subjects are adequate to protect everyone involved, including subjects and researchers.

Research not completed within one year of the IRB approval date must be submitted again outlining changes, expansions, etc. to the research. Annual review and approval by the IRB is required.

Thank you for your cooperation with the IRB and good luck with your project.

SF:kn