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ABSTRACT

A Student Goals Inventory (SGI) for use in the community college was developed by a committee of Florida community college personnel. Six general goal categories were identified: career development, personal development, social development, academic development, cultural development, and community development. From six to seventeen goals are subsumed under each category, with goals in one category not necessarily exclusive of those in another category. The purpose of the SGI is not to provide conclusive data regarding student goals, but rather to provide information so that trends might be identified. Information derived from the SGI may be utilized in a number of ways for a variety of purposes. Examples of such use are presented in the areas of counseling, program development and evaluation, and accountability. Tabulated data resulting from a pilot-testing of the SGI on 848 students in six Florida community colleges and tabulated data resulting from an administration to 302 students of a shorter version of the SGI which includes biographical questions are appended. The SGI is designed to be flexible in order that it might be adapted by institutions for their specific purposes. (JDS)

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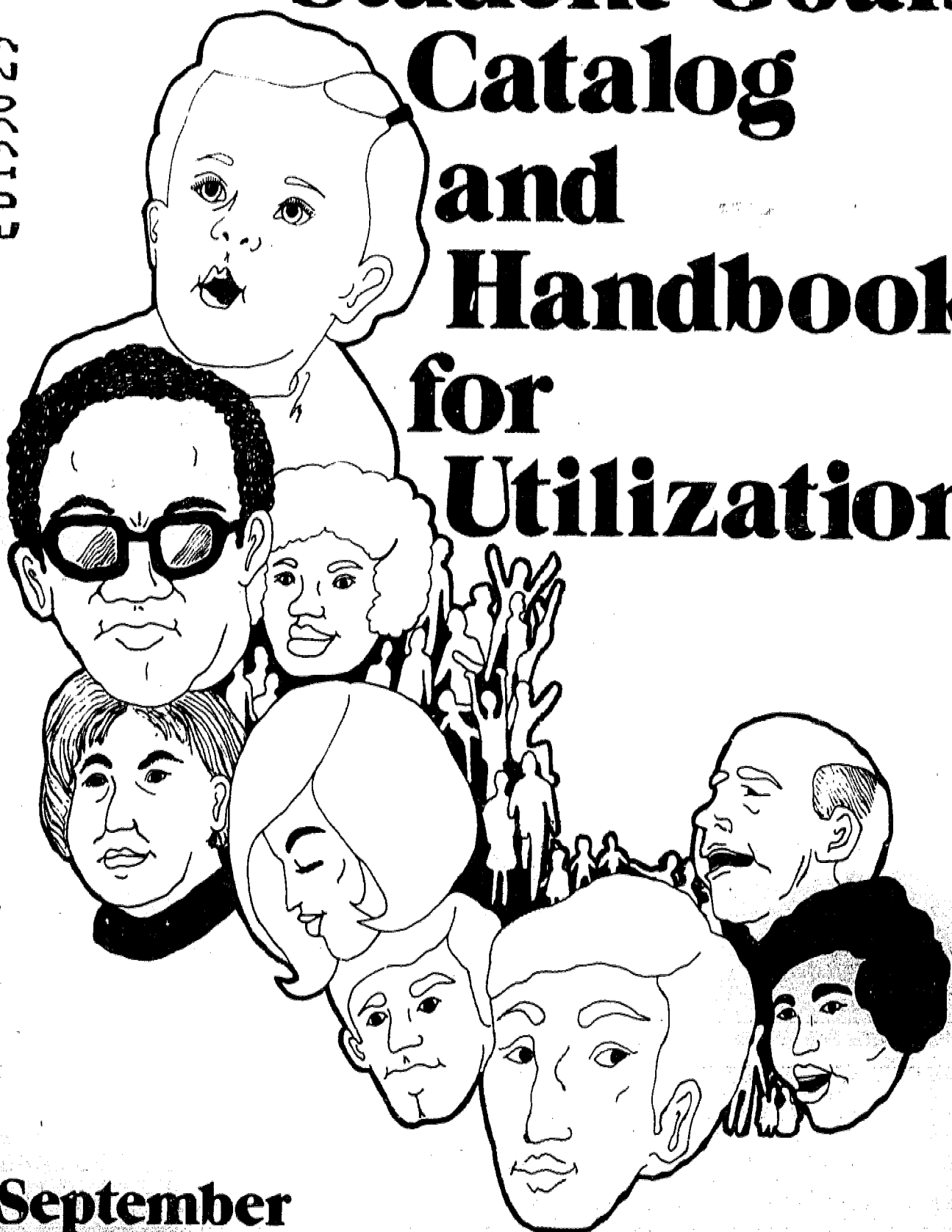
Student Goals Catalog and Handbook for Utilization



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STUDENT GOALS CATALOG AND

HANDBOOK FOR UTILIZATION

TABLE OF CONTENTS

LIST OF TABLES v

INTRODUCTION 1

CATALOG OF STUDENT GOALS 3

UTILIZATION POTENTIALS 9

COUNSELING 10

PROGRAM DEVELOPMENT 10

PROGRAM EVALUATION 11

ACCOUNTABILITY 12

SUMMARY AND RECOMMENDATIONS 13

FUTURE RESEARCH 14

APPENDIX A: 15

COMPOSITION OF COMMITTEE 17

APPENDIX B: 19

STUDENT GOALS INVENTORY 21

1. INSTRUMENT 23

2. RESULTS OF PILOT STUDY 27

APPENDIX C: 33

STUDENT GOALS QUESTIONNAIRE 35

1. INSTRUMENT 37

2. RESULTS OF PILOT STUDY 41

List of Tables

Table		Page
1	Biographical Characteristics of Six Community Colleges Participating in the Study Inventory of Student Goals	27
2	Comparison of Total Number of Responses for Each Category in Priority Order	28
3	Summary of Student Responses for the Inventory of Student Goals:	
	Career Development	29
	Personal Development	29
	Academic Development	30
	Social Development	30
	Cultural Development	31
	Community Development	31
4	Population of Questionnaire of Student Goals	41
5	Total Responses for Degree and Nondegree Goals via Priorities (College Credit)	42
6	Total Responses for Certification/Diploma and Noncertificate/Diploma via Priorities	42

Introduction

College personnel are becoming increasingly aware that students attend college for many diverse reasons. These reasons can be expressed as student goals which reflect the need for personal, academic, social, and community development. It appears, however, that there has been little documentation or research of student-defined goals within higher education. Traditionally, it was believed that a student attended the community college to obtain a degree which led to a specific occupation or transfer program. But it is becoming more apparent that students who leave the community colleges prior to obtaining a degree secure meaningful occupations and/or accomplish other goals which they have defined. This leads the college to question more seriously the concept of attrition and the need to identify the goals that students determine for themselves. Further, this also suggests the need for colleges to review their rule with the Accountability Standards as stated in State Board of Education Rules.

The challenge and need to identify and evaluate the area of student goals has been brought to the attention of the colleges as a result of the changing student population, with its diverse needs and objectives. Examples of this new population include the following: the disadvantaged person from a low socioeconomic area of the community; the housewife or mature woman seeking a career; the mature male seeking a second career; and the veteran or retired military man or woman adjusting to civilian life.

To meet this challenge the Florida State Department of Education, Division of Community Colleges, organized a committee composed of a cross-section of community college personnel to identify and develop a catalog of student goals which would assist all segments of the

community college.

Included in this document are the results of the committee's efforts. The instruments which are included did not undergo extensive field testing; hence, there may be need for revisions and possible refinement of certain items. Likewise, the catalog of goals may be revised to meet the needs of a particular institution. The initial step of identifying and cataloging student goals was, however, achieved by the committee. Potential users of this catalog should bear in mind that the results obtained by this committee are suggestive, not prescriptive, which means that it's possible for other conclusions to differ from those described in the catalog. Yet, the committee feels relatively confident that whatever results are retrieved, they will reflect students' goals which in most cases are an expansion of institutional goals.

Catalog of Student Goals

The committee through several "brainstorming" sessions concluded that students' goals for attending community colleges could be categorized under six broad headings. Pursuant to the idea that students generally attend community colleges for developmental purposes, the following headings were identified: Career Development, Personal Development, Academic Development, Social Development, Cultural Development, and Community Development.

The educational process itself connotes the previously mentioned forms of development, and these six categories represent the total educational process for the individual student. However, for the purpose of this document the following definitions are offered:

Career Development - that form of student development which deals primarily with career goals, present employment, future employment, potential employment, and the effort one would have to put forth to achieve his/her career aspiration.

Personal Development - that form of development which deals primarily with life ambitions, personal growth, identity and life planning.

Academic Development - that form of development which deals primarily with basic skills, communication skills, intellectual curiosity, upper-division aspirations, and academic recognition.

Social Development - that form of development which deals primarily with leadership roles, social responsibilities, cooperation skills, social awareness, and social interaction.

Cultural Development - that form of development which deals primarily with cultural appreciation, aesthetic appreciation, fine arts appreciation, and use of leisure time.

Community Development - that form of development which deals primarily with one's participation in community improvement, community problems, and community leadership.

The list of student goals as defined by the Student Goals Committee, and as they relate to the previously defined heading, includes the following:

CATALOG

Career Development

Those goals identified as relevant to career development are:

To determine a career goal.

To prepare for an immediate entry-level occupation.

To meet the employment requirements of a specific job.

To discover career potentials and competencies.

To develop management/leadership skills.

To earn an Associate in Science Degree.*

To earn a Planned Occupational Certification.

To take courses to keep current in my field.

To take courses to retain my present job.

To take courses in order to get a promotion.

To prepare myself to change occupations.

To prepare for local, state, and national board examinations.

Other.

*Colleges using this catalog may use any variation of the Associate degrees to meet their needs, e.g., Associate of Applied Science, Associate in General Science, etc.

Personal Development

Those goals identified as relevant to personal development are:

To explore my talents, skills, abilities and potentials in these areas in order to determine my goals.

To undergo successfully a transitional period in my life.

To assist in my personal adjustment.

To understand myself better.

To develop my self-worth and confidence.

To meet my physical needs.

To focus on my personal growth.

To clarify my values.

To develop personal strengths.

To explore/understand my feelings, thoughts, and behaviors.

To aid in my adjustment to a changed style of living (retirement, changed employment, changed marital status, prison release, etc.).

To learn more about my health.

To postpone the time when I will have to become financially independent.

To focus on my independence.

To explore my attitudes toward marriage, parenthood and/or divorce.

Other.

Academic Development

Those goals identified as relevant to academic development are:

To upgrade my basic academic skills (reading, writing, study, and/or computing).

To develop further my communication skills (oral, written, and/or nonverbal).

To develop my ability for critical thinking.

To upgrade my grade-point average for entry and/or reentry to a university.

To prepare for transfer to an upper-division university.

To learn more about my field of interest.

To pursue an area out of intellectual curiosity.

To strive for academic recognition (honors, grades).

Other.

Social Development

Those goals identified as relevant to social development are:

To become active in the organizational life of the college.

To take an active leadership role.

To enhance my abilities in social interaction.

To learn more about teamwork, cooperation and group skills.

To interact with people of various ages and backgrounds.

To participate in the athletic/recreational program.

To exercise my social responsibility.

To develop a social awareness.

To obtain the education that is expected of me.

To develop an understanding of other ethnic and social groups.

Other.

Cultural Development

Those goals identified as relevant to cultural development are:

To pursue my avocational interest.

To develop cultural and aesthetic appreciation.

To develop artistic, dramatic, and/or musical talents.

To develop skills/interests for my leisure time.

Other.

Community Development

Those goals identified as relevant to community development are:

To learn more about shaping/changing the environment.

To develop the skills to become involved with the community.

To learn about community problem solving.

To prepare myself for voluntary community service.

To learn about the "system" - living with, coping, and changing it.

To develop community leadership skills.

Other.

Utilization Potentials

The potential utilization of the Catalog of Student Goals is enormous. There are several processes involved in running a community college, as well as a large and diverse population taking advantage of the processes. The matrix below merely pinpoints some processes and potential users of these processes.

Populations

Potential Utilization	Students	Counselors	Academic Advisors	Student Services	Teaching Faculty	Academic Affairs	Administration	Board of Trustees	Community Services	Councils and Committees	Division of Community Colleges	General Public
Career Education												
Self-Assessment												
Academic Advisement												
Information												
Staff Development												
Program Development												
Program Evaluation												
Research												
Accountability Procedures and Standards												

Three of the items from the matrix above will be discussed in order to give the reader(s) a feeling for the catalog usage. The items to be discussed are: a) counseling utilization; b) program developmental potential; and c) program evaluation.

Counseling Utilization of Student Goals

There are many counseling functions which can be performed as a direct result of being aware of students goals. Some of these functions are: a) assist in determining a student's major; b) assist in meeting student needs rather than determining or placing them in a degree-seeking status; c) assist the Student Affairs Office in providing services to meet the student's goal, e.g., career counseling; d) help students to formulate and clarify their goals; e) help students to identify and relate co other students' goals at a specific institution; and f) help the counselor to identify multiple goals with or for students.

Program Development Utilization of Student Goals

In developing programs, a variety of people can be involved in many different ways. The college administrator can use the Student Goals Catalog for informational purposes, to give assistance and to decide what programs should and should not be offered. Further, the administrator can use the catalog for accountability purposes, especially when explaining misconstrued high attrition. Information from the catalog can strongly support the inference that students do not always attend the community college to obtain a degree, but often have very short course goals and immediate objectives which do not include completing an associate program.

Administrators and college curriculum committees can use the catalog to provide information to aid in selecting courses and programs to be included in the curriculum and to assist in reviewing current programs in order to make changes, inclusions, and/or exclusions.

Faculty members can utilize the catalog to understand better their students and possibly adapt their presentations or requirements to a variety of student goals. For example, a section for a specific course offering might be altered to meet the nondegree-seeking student goals relating to finding a career.

Community Services/Continuing Education programs can also use the catalog to determine student goals relating to credit and noncredit classes to meet short, immediate, and onetime needs of the people in the community. For example: police and firemen examination preparation, in-service training for new skills in water conservation. These programs can also use information from the catalog as a tool in assessing needs of the community. For example: recertification for teachers.

Program Evaluation Utilization of Student Goals

The student goals catalog can be utilized in evaluating existing courses and programs to meet student needs. Many students take courses to meet minimum job-entry requirements, e.g., business-related courses, and after completing these courses leave the college.

Too often the assumption of attrition is identified with the loss of students. If a student identifies his goal, which may be one or a series of courses, and meets that goal without acquiring a degree or certificate, the community college has provided the service and program

necessary to meet the student's goals. For the records of these students and community colleges, this is completion and not attrition as generally defined.

Accountability Utilization of Student Goals

Section 6A-14.61, Florida Community College Regulations, Standards for Community Colleges, states that Florida's Community Colleges must ensure quality college programs to their communities by providing the following: (1) needs assessment; (2) student goals; (3) personnel decisions, (4) equal opportunity; (5) program plan; and (6) program evaluation. By complying with these standards colleges will be able to demonstrate their effectiveness and responsibleness in meeting the needs of their respective communities. The Student Goals Catalog may be one trial to aid the colleges in meeting Accountability Standards as described above.

Summary and Recommendations

Based on the committee's initial effort, we summarize that: 1) students have multiple goals for attending college; 2) students have nondegree-seeking goals which may still lead to meaningful occupational placement; 3) the identification of student goals relates to all areas within the institution--student affairs, faculty, curriculum, administration, and research; 4) student goals should be integrated into institutional goals; 5) goals from each of the six major categories tend to support each other; and 6) students have identified many nondegree goals. (See summary in Appendices B and C).

Recommendation

Based on this project conducted by the Student Goals Committee, the following recommendations are being made:

1. More research is needed in the area of student goals as it relates to follow-up, attrition, persistent program offerings, and services within the institution.
2. The data which can be accumulated from the instruments should be computerized for later analysis and interpretation.
3. The instruments should be administered to a large population (1,000 students) for more meaningful analysis.
4. The Research and Information Bureau at the Division of Community Colleges should provide the service of processing the data retrieved by the colleges.
5. Each institution should look at the Student Goals Catalog as it

relates to its programs.

6. Each institution should look at the Student Goals Catalog as it relates to the Accountability Standards set forth in Community College Regulations 6A.14.61.
7. Any department, division, program or area within the institution can and should utilize this catalog or any portion thereof.

Phase II - Future of Student Goals Catalog

The Student Goals Committee stated in the recommendations that more research is needed in the area of student goals as it relates to the goals within community colleges. To this end, the committee has identified the following activities to be included in Phase II of the Student Goals Catalog and Handbook for Utilization. They are:

1. Further validation of the catalog and goals.
2. Additional research studies (immediate and longitudinal).
3. Identification and/or assistance to community colleges in Florida that are using (or intending to use) the catalog or other methods of establishing the student goals system.
4. Use of Student Goals Catalog in implementation of State Board of Education Accountability Standards.

APPENDIX A

COMPOSITION OF THE COMMITTEE

COMPOSITION OF THE COMMITTEE

The composition of the committee was developed to provide a sample of various sizes and locations of community colleges and various disciplines within the college community. The locations and disciplines are as follows:

Dr. Myron R. Blee, Chief, Bureau of Program Support and Services, Division of Community Colleges

Mr. Anthony Casale, Acting Director, Division of Community Services, Miami-Dade Community College, North Campus (*48,865)

Dr. Carl Crawford, Provost, Broward Community College, North Campus (*13,453)

Dr. John E. Farmer, Dean of Student Development, Florida Junior College at Jacksonville, Fred H. Kent Center, Chairman (*43,008)

Dr. Patricia Gills, Assistant Director, Institutional Research, Hillsborough Community College (on leave) (*11,839)

Dr. Katherine E. Hunter, Coordinator, Student Development, Division of Community Colleges

Ms. Carie Meaks, Director, Division of Community Services, Miami-Dade Community College (on leave) (*48,865)

Mr. Russell Moncreif, Chief Occupational Officer, Seminole Community College (*8,413)

Ms. Marie Nock, Counselor, Miami-Dade Community College, South Campus (*48,865)

Dr. William R. Odom, Chief, Bureau of Research and Information Systems, Division of Community Colleges

Mr. William Strawn, Chief Student Affairs Officer, Hillsborough Community College (*11,839)

Mr. Stafford Thompson, Consultant, Division of Community Colleges

Ms. Jackie Washington, Counselor, Daytona Beach Community College (*8,075)

*unduplicated headcount

APPENDIX B

PROCEDURES

STUDENT GOALS INVENTORY

PROCEDURES

Student Goals Inventory

1. The committee utilized a brainstorming group process to identify all possible goals for which students would attend the community colleges.

2. These goals were then assigned to one of the six major groups as follows: Career Development, Personal Development, Academic Development, Social Development, Cultural Development and Community Development. These assignments were made based on appropriateness and relatedness to the major group.

3. An inventory was drafted and each institution distributed it to students and staff members for additional input.

4. The inventory was then finalized for the study.

5. The administration of the inventory was to be completed via interview directly with the student. This was felt important to acquire additional goals from the students participating in the study.

6. Each student completing the inventory was instructed to check those goals which reflected his/her reason(s) for attending the community college. The student could check none, one or more goals within each category.

7. The total population for the study was 848 students from six community colleges.

INSTRUMENT

Student Goals Inventory

There are many reasons that students have for attending the community college. In order for us to facilitate your progress in reaching the goals that have importance to you, we need to have you identify your goals as specifically as possible. To do this please complete the following goal inventory by placing a x to the left of the statements that you identify as your goals for being here. If some of your goals are not listed, please enter them on the blank spaces that are provided at the end of each section.

My goals with regard to CAREER DEVELOPMENT are:

_____ To determine a career goal
_____ To prepare for an immediate entry level occupation
_____ To meet the employment requirements of a specific job
_____ To discover my career potentialities and competencies
_____ To develop management/leadership skills
_____ To earn an Associate in Science Degree
_____ To earn an Associate in General Science Degree
_____ To earn a Planned Occupational Certificate
_____ To take courses to keep current in my field
_____ To take courses to retain my present job
_____ To take courses in order to get a promotion
_____ To prepare myself to change occupations
_____ To prepare for local, state, national board exams
_____ To utilize the educational benefits of a Social Security, Veteran's Administration, Welfare, etc., program
_____ None of the above
_____
_____
_____
_____

My goals with regard to PERSONAL DEVELOPMENT are:

_____ To explore my talents, skills, abilities and potentials in these areas in order to determine my goals
_____ To successfully undergo a transitional period in my life
_____ To assist in my personal adjustment
_____ To understand myself better
_____ To develop my self-worth and confidence
_____ To meet my physical needs
_____ To focus on my personal growth
_____ To clarify my values
_____ To understand my sexuality
_____ To develop personal strengths
_____ To explore/understand my feelings, thoughts and behaviors
_____ To explore my attitudes toward marriage, parenthood, and/or divorce
_____ To aid in my adjustment to a changed style of living (retirement, changed employment or marital status, prison release, etc.)

_____ To learn more about my health
_____ To postpone the time when I will have to become financially independent
_____ To focus on my independence
_____ None of the above
_____
_____
_____
_____

My goals with regard to SOCIAL DEVELOPMENT are:

_____ To become active in the organizational life of the college
_____ To take an active leadership role
_____ To enhance my abilities in social interaction
_____ To learn more about team work, cooperation and group skills
_____ To interact with people of various ages and backgrounds
_____ To participate in the athletic/recreational program
_____ To exercise my social responsibility
_____ To develop a social awareness
_____ To obtain the education that's expected of me
_____ None of the above
_____
_____
_____

My goals with regard to my ACADEMIC DEVELOPMENT are:

_____ To upgrade my basic academic skills (reading, writing, study and/or mathematics)
_____ To further develop my communication skills (oral, written and/or nonverbal)
_____ To develop my ability for critical thinking
_____ To upgrade my grade point average for reentry to a university
_____ To earn an Associate of Arts Degree
_____ To prepare for transfer to an upper-division university
_____ To learn more about my field of interest
_____ To pursue an area out of intellectual curiosity
_____ To strive for academic recognition (honors, grades)
_____ None of the above
_____
_____

My goals with regard to my CULTURAL DEVELOPMENT are:

_____ To pursue my avocational interests
_____ To develop cultural and aesthetic appreciation
_____ To develop artistic, dramatic and/or musical talents
_____ To develop skills/interests for my leisure time
_____ None of the above
_____
_____
_____
_____

My goals with regard to COMMUNITY DEVELOPMENT are:

_____ To learn more about shaping/changing the environment
_____ To develop the skills to become involved with the community
_____ To learn about community problem solving
_____ To prepare myself for public service
_____ To learn about the "system" - living with, coping and changing it
_____ To develop community leadership skills
_____ None of the above
_____
_____
_____
_____

RESULTS OF PILOT STUDY

The Student Goals Committee developed two instruments, one of which was the Student Goals Inventory, College Credit and Noncollege Credit.

In the analysis of the Inventory of Student Goals, the reader must look for trends in categories rather than conclusions.

The major goal of the pilot study was to identify students' goals and subsequent responses by students for the development of a catalog of student goals. This catalog can be utilized to develop a more controlled and defined research project on Inventory of Student Goals.

An attempt was made by each of the six institutions to obtain a diverse population from all segments of their college. Characteristics of the population are shown in Figure 1.

BIOGRAPHICAL CHARACTERISTICS OF SIX COMMUNITY COLLEGES PARTICIPATING IN THE STUDY INVENTORY OF STUDENT GOALS

Sex		Enrollment		Employment		Race		
Male	Female	FT	PT	Employed	Unemployed	Black	Cuban	Cau
45%	55%	71%	29%	29%	71%	24%	6%	61%

Total Surveyed.....848

The data in Figure 2 indicate that the largest number of responses were in satisfying personal goals, followed by academic and career goals.

FIGURE 2

COMPARISON OF TOTAL NUMBER OF RESPONSES
FOR EACH CATEGORY IN PRIORITY ORDER

Category	Total Responses	Percent*
Personal Development	3,902	27
Academic Development	3,047	21
Career Development	2,647	18
Social Development	2,318	16
Community Development	1,572	11
Cultural Development	927	6
	14,413	99

*Percent is rounded off to the nearest hundred.

Further examination of the priorities for each of the six major categories shows the largest percentage of responses are reflected as the top five goals chosen by students. These are shown in figure #3.

FIGURE 3

SUMMARY OF STUDENT RESPONSES FOR
THE INVENTORY OF STUDENT GOALS
CAREER DEVELOPMENT

Total	Percent	Priority	Goals
412	16	1	To determine a career goal.
349	13	2	To discover my career potentialities and competencies.
274	10	3	To meet the employment requirements of a specific job.
265	10	4	To earn an associate in science degree.
237	09	5	To develop management/ leadership skills.
Total For Top Priorities			1,537 58%
Total For Remaining Priorities			1,110 42%
Total For Area Priorities			2,647 100%

SUMMARY OF STUDENT RESPONSES FOR
THE INVENTORY OF STUDENT GOALS
PERSONAL DEVELOPMENT

Total	Percent	Priority	Goals
509	13	1	To explore my talents, skills, abilities and potentials in these areas in order to determine my goals.
436	12	2	To develop my self-worth and confidence.
356	09	3	To develop personal strengths.
334	09	4	To understand myself better.
247	07	5	To clarify my values.

(Continued next page).

Total For Top Priorities	1,950	50%
Total For Remaining Priorities	1,952	50%
Total For Area Priorities	3,902	100%

SUMMARY OF STUDENT RESPONSES FOR
THE INVENTORY OF STUDENT GOALS
ACADEMIC DEVELOPMENT

Total	Percent	Priority	Goals
514	17	1	To learn more about my field of interest.
426	14	2	To upgrade my basic academic skills (reading, writing, study and/or computing).
411	13	3	To further develop my communication skills (oral, written and/or nonverbal).
388	13	4	To prepare for transfer to an upper-dision university.
380	12	5	To develop my ability for critical thinking.
Total For Five Priorities			2,119 70%
Total For Remaining Priorities			928 30%
Total For Area Priorities			3,047 100%

SUMMARY OF STUDENT RESPONSES FOR
THE INVENTORY OF STUDENT GOALS
SOCIAL DEVELOPMENT

Total	Percent	Priority	Goals
441	19	1	To interact with people of various ages and backgrounds.
388	17	2	To develop a social awareness.
326	14	3	To enhance my abilities in social interaction.

(Continued next page).

Total	Percent	Priority	Goals
311	13	4	To obtain the education that's expected of me.
294	13	5	To learn more about teamwork, cooperation and group skills.
Total For Top Priorities			1,760 76%
Total For Remaining Priorities			558 24%
Total For Area Priorities			2,318 100%

SUMMARY OF STUDENT RESPONSES FOR
THE INVENTORY OF STUDENT GOALS
CULTURAL DEVELOPMENT

Total	Percent	Priority	Goals
308	33	1	To pursue my avocational interests.
272	29	2	To develop skills/interests for my leisure time.
224	24	3	To develop cultural and aesthetic appreciation.
119	13	4	To develop artistic, dramatic and/or musical talents.
Total For Top Priorities			923 99.6%
Total For Remaining Priorities			4 .4%
Total For Area Priorities			927 100%

SUMMARY OF STUDENT RESPONSES FOR
THE INVENTORY OF STUDENT GOALS
COMMUNITY DEVELOPMENT

Total	Percent	Priority	Goals
378	24	1	To learn about the "system"--living with, coping with and changing it.
292	19	2	To prepare myself for public service.

(Continued next page).

Total	Percent	Priority	Goals
274	17	3	To develop the skills to become involved with the community.
262	17	4	To learn more about shopping/changing the environment.
223	14	5	To learn about community problem solving.
Total For Top Priorities			1,429 91%
Total For Remaining Priorities			143 9%
Total For Area Priorities			1,572 100%

APPENDIX C

PROCEDURES

STUDENT GOALS QUESTIONNAIRE

Procedures

Student Goals Questionnaire

1. It was felt by the committee a shorter version of Student Goals Inventory would be beneficial as a research tool.

2. The questionnaire included biographical data in addition to degree-seeking and nondegree-seeking goals.

3. The questionnaire was to be administered during registration to new students registering for college credit and noncollege credit courses.

4. The population for the questionnaire was as follows:

college credit.....173

noncollege credit.....129

total.....302

INSTRUMENT

STUDENT GOALS QUESTIONNAIRE
COLLEGE CREDIT

Date: _____

1. Name: _____ Student Number: _____

Please read the following and CIRCLE your response.

2. Age
   (1) 18 or younger (3) 22 - 24 (5) 38 - 44 (7) 55 - 64
   (2) 19-21 (4) 25 - 34 (6) 45 - 54 (8) 64 or older

3. Sex
   (1) Male (2) Female

4. Race
   (1) American Indian (5) Oriental
   (2) Black American (6) Caucasian
   (3) Cuban National (7) Other _____
   (4) Spanish American

5. Term enrollment status
   Full-time (12 or more credit hours) (1) day (2) evening
   Part-time (1 - 11 credit hours) (3) day (4) evening

6. Occupational status
   (1) Employed full-time (40+ hours)
   (2) Employed part-time (less than 40 hours)
   (3) Unemployed
   (4) Homemaker
   (5) Retired
   (6) Military service

7. If you are employed, are your studies related to your job?
   (1) Yes
   (2) No

8. Marital Status
   (1) Married (3) Divorced/separated
   (2) Single (4) Widowed

9. Education level at the time you entered the community college
   (1) Did not receive high school diploma or equivalent.
   (2) Received high school diploma or equivalent.
   (3) Attended another college
   (4) Received AA or AS degree
   (5) Received BA or BS degree
   (6) Attended graduate school
   (7) Received graduate degree (master or doctorate)

10. Activity immediately prior to entering college.
    (1) Entered directly from high school.
    (2) Entered directly from military service.
    (3) Entered after working for a period of time (excluding summer job).
    (4) Attended another college in-state (non-graduate).
    (5) Attended another college out-of-state (non-graduate).
    (6) Graduated from another college.

11. Goals or objectives to attend college. Read each of the following goals listed and check (x) those which you feel are the reason(s) you are attending this community college. If you check (x) more than one, please indicate your top three choices: 1 being your first goal; 2 being your second goal; and 3 being your last goal.

Check		Goal (1,2,3 only)
____	Complete AA degree	____
____	Complete AS degree	____
____	Complete certificate	____
____	Complete courses related to my job (to improve, advance, etc.)	____
____	Complete course(s) to change from my present job	____
____	Complete course(s) to transfer to another institution	____
____	Complete courses to improve my GPA	____
____	Complete courses for personal development/enrichment	____
____	Complete courses for social/cultural development/enrichment	____
____	Complete courses for community development/enrichment	____

Other (Please specify): _____

_____

INSTRUMENT

STUDENT GOALS QUESTIONNAIRE
NON-COLLEGE CREDIT

Date:_____

1. Name:_____Social Security #_____

Please read the following and CIRCLE your response.

2. Age
   (1) 18 or younger (3) 22 - 24 (5) 38 - 44 (7) 55 - 64
   (2) 19 - 21 (4) 25 - 34 (6) 45 - 54 (8) 64 or older

3. Sex
   (1) Male (2) Female

4. Race
   (1) American Indian (5) Oriental
   (2) Black American (6) Caucasian
   (3) Cuban National (7) Other _____
   (4) Spanish american

5. Term enrollment status
   Full-time (Vocational--30 or more hours per week) (1) day (2) evening
   (High School--25 or more hours per week)

   Part-time (Vocational less than 30 hours per week) (1) day (2) evening
   (High School less than 25 hours per week)

6. Occupational status
   (1) Employed full-time (40+ hours)
   (2) Employed part-time (less than 40 hours)
   (3) Unemployed
   (4) Homemaker
   (5) Retired
   (6) Military service

7. If you are employed, are your studies related to your job?
   (1) Yes
   (2) No

8. Marital status
   (1) Married (3) Divorced/separated
   (2) Single (4) Widowed

9. Education level at the time you entered college
   (1) Did not receive high school diploma or equivalent
   (2) Received high school diploma or equivalent
   (3) Other (specify):_____

10. Activity immediately prior to entering college
    (1) Entered directly from high school
    (2) Entered directly from military service
    (3) Entered after working for a period of time (excluding summer job)

11. Goals or objectives to attend college. Read each of the following goals listed and check (x) those which you feel are the reason(s) you are attending this community college. If you check (x) more than one, please indicate your top three choices: 1 being your first goal; 2 being your second goal; and 3 being your last goal.

Check		Goal (1,2,3 only)
____	Complete certificate program	____
____	Complete high school diploma	____
____	Complete courses related to my job (to improve, advance, etc.)	____
____	Complete course(s) to change from my present job	____
____	Complete course(s) to transfer to another institution	____
____	Complete courses to improve my GPA	____
____	Complete courses for personal development/enrichment	____
____	Complete courses for social/cultural development/enrichment	____
____	Complete courses for community development/enrichment	____

Other (please specify):_____

12. I am currently enrolled in:

Industrial/Vocational program:_____

High School:_____

Course: _____ _____
Department Number

Results of Pilot Study

The other instrument developed by the Student Goals Committee was the Student Goals Questionnaire.

In the analysis of the Student Goals Questionnaire, the reader again, as with the Student Goals Inventory, must look for trends in categories rather than conclusions.

The Questionnaire of Student Goals was developed from the Inventory of Student Goals which can be administered more easily and be utilized in the follow-up and attrition studies.

The Questionnaire of Student Goals was administered to a population of 302 students, as shown in Figure 4.

FIGURE 4

POPULATION OF
QUESTIONNAIRE OF STUDENT GOALS

College credit	173
Noncollege credit	129
Total	302

It became apparent from the analysis of the questionnaire that the population surveyed was too small to make the observations intended by the committee. However, it does appear that there are trends supporting the assumption that college credit students are increasingly choosing nondegree goals as related to the priorities.

The data in Figure 5 indicate that 121 students chose a degree as their first priority. Seventy-two percent of that number chose as their second priority a nondegree goal, and eighty-nine percent chose a nondegree goal as their third priority.

FIGURE 5

TOTAL RESPONSES FOR DEGREE AND NONDEGREE GOALS VIA PRIORITIES (COLLEGE CREDIT)

	STUDENT PRIORITIES					
	1		2		3	
Goal	Total Response	Percent	Total Response	Percent	Total Response	Percent
Degree	121	70	21	28	4	11
Nondegree	52	30	55	72	31	89
Total	173	100	76	100	35	100

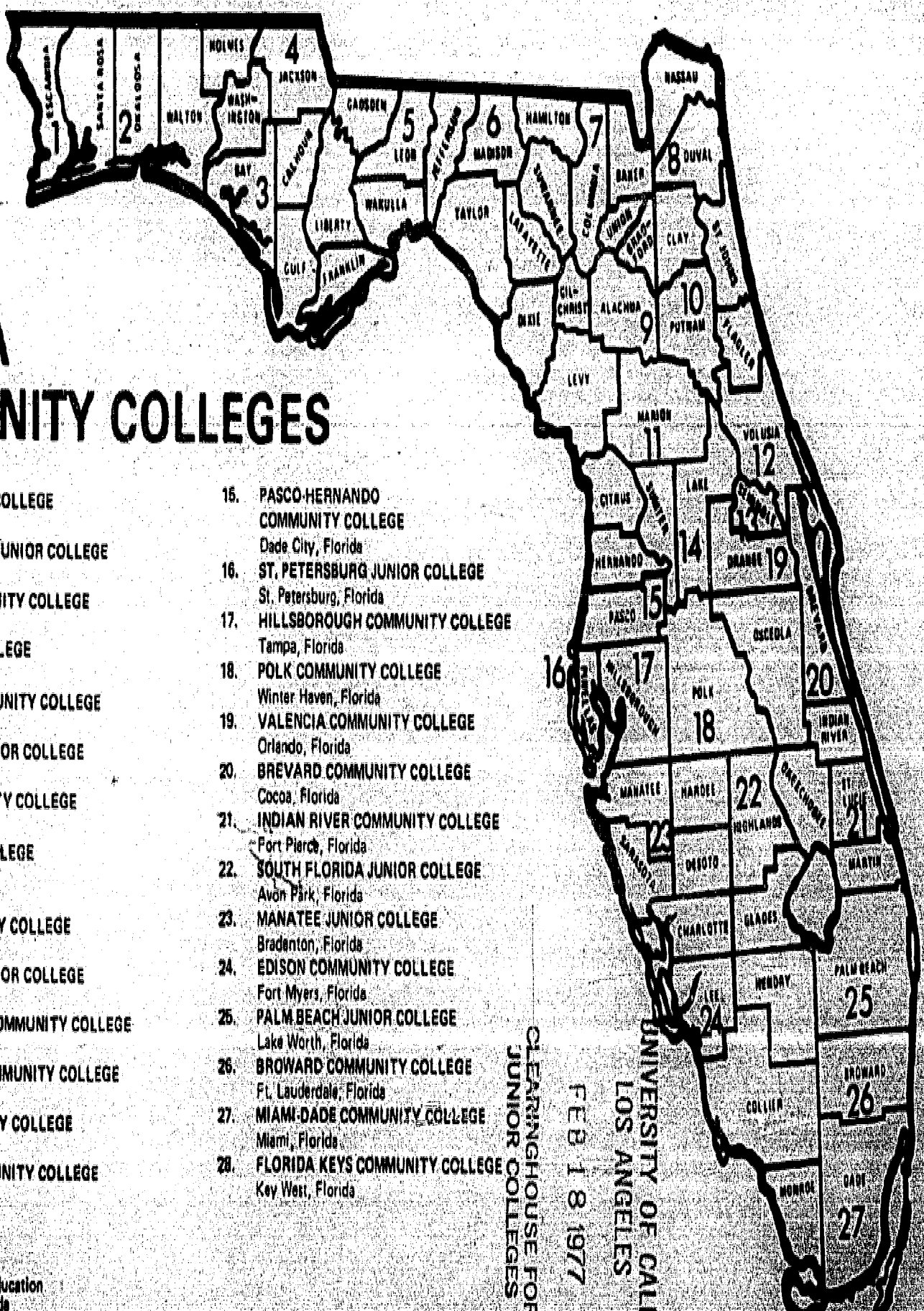
Likewise, the data in Figure 6 indicate that 71 students chose a diploma/certificate as their first choice. However, eighty-six percent of that number chose as their second priority a nondiploma/certificate, and ninety percent chose as their third priority a nondiploma/certificate.

FIGURE 6

TOTAL RESPONSES FOR DIPLOMA/CERTIFICATE AND NONDIPLOMA/CERTIFICATE VIA PRIORITIES

	STUDENT PRIORITIES					
	1		2		3	
Goal	Total Response	Percent	Total Response	Percent	Total Response	Percent
Diploma/ Certificate	71	55	8	14	3	10
Nondiploma/ Certificate	58	45	48	86	28	90
Total	129	100	56	100	31	100

Even though items from both instruments seem supportative of one another, the committee wishes to reiterate that these results are from our initial pilot study. This simply means that nothing has been proven through our study, yet we feel we are on the threshold of future implications for community colleges.



FLORIDA COMMUNITY COLLEGES

1. PENSACOLA JUNIOR COLLEGE
   Pensacola, Florida
2. OKALOOSA-WALTON JUNIOR COLLEGE
   Niceville, Florida
3. GULF COAST COMMUNITY COLLEGE
   Panama City, Florida
4. CHIPOLA JUNIOR COLLEGE
   Marianna, Florida
5. TALLAHASSEE COMMUNITY COLLEGE
   Tallahassee, Florida
6. NORTH FLORIDA JUNIOR COLLEGE
   Madison, Florida
7. LAKE CITY COMMUNITY COLLEGE
   Lake City, Florida
8. FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
   Jacksonville, Florida
9. SANTA FE COMMUNITY COLLEGE
   Gainesville, Florida
10. ST. JOHNS RIVER JUNIOR COLLEGE
    Palatka, Florida
11. CENTRAL FLORIDA COMMUNITY COLLEGE
    Ocala, Florida
12. DAYTONA BEACH COMMUNITY COLLEGE
    Daytona Beach, Florida
13. SEMINOLE COMMUNITY COLLEGE
    Sanford, Florida
14. LAKE-SUMTER COMMUNITY COLLEGE
    Leesburg, Florida
15. PASCO-HERNANDO COMMUNITY COLLEGE
    Dade City, Florida
16. ST. PETERSBURG JUNIOR COLLEGE
    St. Petersburg, Florida
17. HILLSBOROUGH COMMUNITY COLLEGE
    Tampa, Florida
18. POLK COMMUNITY COLLEGE
    Winter Haven, Florida
19. VALENCIA COMMUNITY COLLEGE
    Orlando, Florida
20. BREVARD COMMUNITY COLLEGE
    Cocoa, Florida
21. INDIAN RIVER COMMUNITY COLLEGE
    Fort Pierce, Florida
22. SOUTH FLORIDA JUNIOR COLLEGE
    Avon Park, Florida
23. MANATEE JUNIOR COLLEGE
    Bradenton, Florida
24. EDISON COMMUNITY COLLEGE
    Fort Myers, Florida
25. PALM BEACH JUNIOR COLLEGE
    Lake Worth, Florida
26. BROWARD COMMUNITY COLLEGE
    Ft. Lauderdale, Florida
27. MIAMI-DADE COMMUNITY COLLEGE
    Miami, Florida
28. FLORIDA KEYS COMMUNITY COLLEGE
    Key West, Florida

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Ralph D. Turlington,
Commissioner

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