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ABSTRACT

This paper describes the systematic approach utilized in the development of a survey instrument for use in a community assessment survey. The purpose behind the development of the survey instrument was to enable the Office of Research and Development at Central Florida Community College (CFCC) to determine by means of telephone interviews the perceptions of the community regarding the college, its operation, and its offerings. The survey instrument was also designed to assess the educational interests of the community. Procedures used to develop the survey instrument included a review of the literature to identify concepts essential to good questionnaire design, identification of specific questions and procedures for questionnaire construction used in other community surveys, input from local campus personnel, evaluation by an advisory committee, pilot-testing of the preliminary questionnaire and a retest to ascertain reliability of the instrument. As a result of the development process, a final questionnaire for use in a telephone survey was constructed. The final questionnaire, instructions for its use, tabulated data from the pilot test, and a bibliography are appended. (JDS)

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THE
DEVELOPMENT OF A QUESTIONNAIRE
FOR A
COMMUNITY ASSESSMENT SURVEY

By

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Central Florida Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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TABLE OF CONTENTS

I.	Title Page-----	
II.	Abstract-----	i
III.	Table of Contents-----	ii
IV.	List of Tables-----	iii
V.	Introduction-----	1
VI.	Background and Significance-----	3
VII.	Procedures-----	16
	Collection of Data-----	16
	Limitations-----	19
	Assumptions-----	20
	Definitions of Terms-----	21
VIII.	Results-----	24
IX.	Discussion and Implications-----	43
X.	Recommendations - Final Questionnaire-----	46
XI.	Appendix I - List of Potential Questions---	51
	Appendix II - Tabulated Results of Pilot-Test-----	76
XII.	Bibliography-----	83

LIST OF TABLES

TABLE I	QUESTIONNAIRE INTRODUCTION-----	26
TABLE II	CURRENT KNOWLDEGE-----	27
TABLE III	HOW THE COMMUNITY LEARNS ABOUT THE COLLEGE---	29
TABLE IV	COMMUNITY CONTACT WITH THE COLLEGE-----	31
TABLE V	COLLEGE'S IMPACT ON THE COMMUNITY-----	32
TABLE VI	MEETING COMMUNITY NEEDS-----	33
TABLE VII	OBSTACLES LIMITING COMMUNITY INVOLVEMENT-----	35
TABLE VIII	FUTURE SERVICES-----	36
TABLE IX	SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS-----	38
TABLE X	COMMENTS BY RESPONDENTS-----	42

INTRODUCTION

Central Florida Community College (CFCC) is one of twenty-eight public community colleges in the Florida state system. It has as its legislative charge service to the citizens of Citrus, Levy, and Marion counties.

In order for any community college to fulfill its charge to the community, it is essential for college administrators to know and understand what the needs of the community are, what kind of an image the college has in the community, and what specific services the community would like the college to provide in the future.

In an attempting to assess community needs, attitudes, and perceptions, a well-constructed survey instrument must be devised. Consideration of the survey method also plays an integral part in the development of a questionnaire.

CFCC officials have already made the commitment to conduct a community assessment survey, using the telephone interview method, in the fall of 1977 under the direction of the Office of Research and Development. On March 21 the college submitted an application for federal funding under Title IV, Comprehensive Employment Training Act (CETA). Thus, the present problem addressed by this study was to design a questionnaire that would assist the college in conducting a survey and subsequently fulfill its charge to the community.

The purpose of this study was to conduct an investigation that would result in the development of a questionnaire which CFCC could use in conducting a community assessment survey

throughout its service district. The product resulting from this study was a final 'ready to use' questionnaire as the study included provisions for pilot-testing the instrument and establishing validity and reliability.

To achieve the objectives of the study herein, a review of the literature was conducted to identify the concepts necessary for good questionnaire design and to identify specific questions which other colleges had used in their community assessment surveys.

The objectives of the community assessment survey were determined by the Office of Research and Development at CFCC. Input for questions was informally received from a small number of faculty and students, with the bulk of the responsibility for determining appropriate questions and questionnaire validity resting with an advisory committee. The questionnaire was pilot-tested using the same interview procedures and methods which would be used in conducting the final survey. Reliability was established by re-interviewing a sample of those originally interviewed.

The Background and Significance section of this study identifies questionnaire concepts for good construction; the Results section outlines the questions used in the pilot-test and briefly summarizes the results of the pilot-test; and the final questionnaire is included in the Recommendations section of this study.

BACKGROUND AND SIGNIFICANCE

The main purpose for the existence of any community college is to meet community needs. To accomplish this objective, an institution must continually seek input from the community within its immediate environs and must employ the policies and procedures which will implement the 'feedback' received from the general public.

According to Carithers, institutions should survey their communities frequently for the following reasons:

First is the trend to long-term planning and the development of the technology and systems approach that makes long-term planning possible. Keeping a finger on the pulse of constituent populations is a necessity for making changes that are politically or socially acceptable and for campaigns involving financial support.

Second is the change in the social structure and the informal communications system of that social structure in the cities, towns, suburbs, and rural areas in which we work.

Third is the emotional climate of our time. We call its various manifestations "student unrest", "teacher militancy", "voter resistance", "parent concern." This emotional climate may very well be created or affected by the attrition of the informal communications system and its function in resolving conflicts before they reach dangerous intensity. (Carithers, 1973, p. 7)

Today's literature is filled with a multitude of references citing the value of community assessment surveys. For example, the Florida Commission's Report on Educational Outreach and Service, Access to Knowledge, recommends that Florida develop a life-long learning policy (Access to Know-

ledge, p. 135-167). Input for developing this could be provided by a community survey. Yarrington speaks of community colleges becoming "community-based, performance oriented" (Community and Junior College Journal, 1975, p. 9). A community survey would be quite useful in accomplishing this goal. The Withlacoochee Regional Planning Council continues to forecast significant increases in Florida's population in years ahead. another reason to keep in close touch with the community and its thinking (Regional Population and Economy Report, 1976, p. 42). Finally, Kerr believes that the best way an institution can get ready for the future is to identify institutional purposes and goals, and to develop realistic plans for achieving them (Kerr, 1975 p. 8). Input from the community needs to be considered in establishing or revising the goals of any community college. As a result of these facts and because, during the eighteen year history of CFCC, the college has never conducted a community survey of this type, a survey has been authorized for the fall of 1977. The Director of Research and Development at the college also approved the following seven objectives: to learn...

1. what information the community already knows about the college.
2. how people learn about the college, its offerings, and its programs.
3. what types of contact the community has had with the college in the past,
4. what impact the college has had on the community.
5. how successful the community thinks the college has been in meeting community needs.
6. what the major obstacles are which have prevented the community from taking advantage of the college's services in the past.



7. what services the college should emphasize and provide in the future.

These objectives will provide a framework for conducting a community assessment survey.

In preparation for the fall of 1977, the Office of Research and Development at CFCC approved a study, which was recently completed, that presented a plan for designing and implementing a community assessment survey. As a result of this previous study a recommendation was made and accepted that an advisory committee be established. This committee consists of the following personnel: Dean of Academic Affairs, Dean of Student Affairs, Directors of Research and Development, Community Services, Business and Social Sciences, Admissions and Records, Public Information Officer, and Planning Director-Withlacoochee Regional Planning Council.

This advisory committee has a two-fold purpose, 1) to assist the college, in particular the Office of Research and Development, in implementing a community assessment survey; 2) to represent their particular area so that the questions asked and the results received will be beneficial to as many areas within the college as possible.

In order for the committee to meet its two-fold purpose, it had to become involved with the general design of the survey before specific questions could be identified. Thus the following survey design items have already been recommended by the advisory committee and approved by the Office of Research



and Development:

1. Telephone interviews will be conducted on a systematic 10% random sample of residential phone numbers throughout CFCC's service district.
2. The design of each question must be directed toward enabling the college to meet the seven objectives previously outlined.
3. The chi square statistic will be used to test for statistical differences within racial, residential and age categories.
4. The questionnaire is intended to serve as the coding sheet in an effort to simplify the data processing procedure.

It was within this general design that the advisory committee directed a questionnaire to be developed. This is in keeping with Oppenheim's belief that

The subject of questionnaire design is intimately related to the general plan or design of the survey. A questionnaire is not just a list of questions or a form to be filled out. It is essentially a scientific instrument for measurement and for collection of particular kinds of data. Like all such instruments, it has to be specially designed according to particular specifications and with specific aims in mind, and the data it yields are subject to error. We cannot judge a questionnaire as good or bad, efficient or inefficient, unless we know what job it was meant to do. This means that we have to think not merely about the wording of particular questions, but, first and foremost, about the design of the investigation as a whole. (Oppenheim, 1966, p.2)

Thus, the purpose of this study was to design and pilot-test a questionnaire for conducting CFCC's community assessment survey. From an institutional perspective, this practicum can be justified because of the commitments CFCC has already made and the obvious need to have a well-designed

and tested survey instrument in carrying out its commitment.

As outlined in the proposal for this study, a review of the literature was made to identify concepts essential for good questionnaire design. The following is a summary of good questionnaire concepts suggested by various authors.

Oppenheim has outlined several points that were considered useful to this study.

1. Begin with some easy impersonal questions. Do not ask for details like age, occupation, family and so forth until rapport has been well established.
2. Avoid putting ideas into the respondent's mind early in the interview, if you will need spontaneous responses on the same points later on.
3. Place checklist questions at the beginning, followed by all free answering questions and ending with a variety of projective devices.
4. Remember that free-response or open-ended questions, while giving respondents a lot of freedom, are easy to ask, difficult to answer, and still more difficult to analyze.
5. Consider the advantages of closed questions; they are easier and quicker to answer; they require no writing, and quantification is straight forward. This means that more questions



can be asked, within a given length of time and that more can be accomplished with a given sum of money. Disadvantages include the loss of spontaneity; they are sometimes less subtle than open-ended questions; the opportunity to probe is lost; and, some rapport may be lost if the choice of answers does not do justice to the respondent's ideas.

6. Incorporate some closed questions which require field-coding. In other words, only the question is read to the respondent and a set of possible answers is provided to the interviewer. This technique can reduce bias and force the respondent to rely on his memory.
7. Be aware that in wording a question sometimes 'prestige bias' can enter in e.g. some people will claim they read more than they do, deny buying magazines of dubious repute, buy shirts that are more expensive.
8. Pilot-test the questionnaire on about 50 people. This is the best way to assess a question. (Oppenheim, 1966, p. 37-47).

Carithers' suggestions regarding question design are:

1. Don't ask 'iffy' questions.
2. Don't ask a planted question to produce a favorable response.

3. Avoid asking questions you can answer without surveying.
4. Don't use the survey as a sales program.
5. Don't expect people to answer for other people. (Carithers, 1973, p. 20-21).

In a document entitled Polling and Survey Research, the following points were raised:

1. Carefully think through the survey process and identify the specific reasons for conducting the survey.
2. Begin with questions that establish rapport, i.e. questions which are unemotional and non-controversial.
3. After beginning with general questions, move into the more specific 'dangerous' questions. This process is known as the funnel approach.
4. An appropriate logical sequence for questions to follow would be to start with the past, move to the present and then to the future.
5. Avoid negative questions.
6. Do not assume the respondent understands what you are talking about. For instance, if you are talking about the "year 'round school program", the concept should be clearly defined.
7. Keep the survey short to avoid being over-whelmed with data(Thomas, Smith, Hall, 1972, p. 8-9).

Jacobs presents several suggestions for designing questions.

1. Initial development

- a. Don't use terms or ask questions about topics that your respondent will not know about.
- b. Make sure that any answer the respondent makes will have a clear meaning to you.
- c. Don't ask people to make undesirable choices.
- d. Don't lead your respondents by wording the item so they will know what you want.
- e. Make the item and the choices short, and use simple words.
- f. Make certain the item clearly specifies what you want the respondent to do.
- g. Don't ask respondents to do several things in one item.
- h. Don't ask for several kinds of information in one item.
- i. Don't use tricky wording, especially double negatives.
- j. Don't ask for fine distinctions, unless you know they will be meaningful to your respondents.

- k. Don't word your question in such a way that the balance of responses will unavoidably be in one direction (loading).
- l. Be sure your answers are worded so that someone who disagrees with you can find an answer presenting his side of the issue.
- m. Screen your items for 'All-American' words or 'dead give-away' words.

2. Pretesting

- a. For pretesting, use subjects representative of your eventual target.
- b. Ask your respondent to provide both an answer and a reason for the answer.
- c. Ask whether there are other answers that could have been given.

3. One last look

- a. Re-read each question, and apply the 'so what' criterion. (Will this information really make a difference to the decision maker?)
- b. Re-examine each of the elements of information originally identified as necessary, and be sure that there is at least one question on each, and that the responses will provide a clear basis for that part of the decision.

c. Read the questionnaire as a whole to check that:

1. The flow of items as a whole will not confuse the respondent.
2. The flow of items as a whole will not tip him off as to what answer you think is correct (Jacobs, 1974, p. 30-31).

Morton's points on questionnaire design are as follows:

1. The questionnaire should be limited in size.
2. The language must be simple and clear if a cross-section of people are to be surveyed.
3. Each question should cover only one idea.
4. Provision should be made for recording answers indicating lack of knowledge or uncertainty.
5. The sequence of questions should be orderly.
6. The questionnaire should be arranged with final tabulations in mind, considering the content of the questions and the ease of data processing.
7. Questions involving beliefs or feelings should be more flexible or open-ended, thereby allowing the respondent more freedom (Morton, 1972, p. 32-33).

Sieber states emphatically that good questionnaire construction can only be achieved by extensive and deliberate field-testing. This should include:

1. developing a checklist in order to evaluate each question, e.g. its appropriateness to the purpose of the survey, etc.
2. interviewing respondents to get their general reactions to the survey and the type of questions asked.
3. Letting the questionnaire 'season'. Do not rush into developing a design. People planning the questionnaire need time to react to the questions and to give consideration to all aspects of survey construction (Sieber, 1973, p.8-10).

The literature, including similar community surveys, underscored the importance of questionnaire validity and frequently cited the 'panel of experts' approach as one of the best methods to use. This approach involves the use of people who have experience, knowledge, and understanding of the subject and knowledge of questionnaire design. This panel can then be used to evaluate the questionnaire. In addition, a specific procedure for questionnaire development must be outlined and followed.

With regard to reliability, some parts of the literature provide statistical formulas that may be used, other readings make no mention of formulas but suggest that the 'pilot-test' process will be sufficient and will identify any unreliable questions. The vast majority of similar studies reviewed used

only the feedback received from the pilot-test. Re-testing the questionnaire, then comparing the responses was an acceptable method; however, the literature did not indicate any specific percentage or other approach that should serve as a guideline in establishing a reliability criterion.

As stated in the proposal, a further review of the literature was made to identify other community surveys which had objectives similar to those which CFCC has already identified. The theory was that these surveys would contain questions which had already been field tested and refined by their survey designers. Even though these other surveys represented a combination of personal interviews, mail surveys, and telephone interviews, the questions selected from them provided a list from which the advisory committee could develop questions appropriate to CFCC and to the survey design which will be used in the fall of 1977.

A list of the questions is included in the Appendix.

The specific surveys from which questions were drawn were:

1. Broward Community College Survey of Black Consituency, Ft. Lauderdale, Florida
2. Cerritos College Survey, Salem, Oregon
3. Chemeketa College Survey, Norwalk, California
4. Coast Community College District Survey, Costa Mesa, California
5. Florida Junior College at Jacksonville Survey, Jacksonville, Florida
6. Frostburg State College Survey, Frostburg, Maryland

7. Harrisburg Area Community College Survey, Harrisburg, Pennsylvania
8. Kansas City Metropolitan Junior College District Survey, Kansas City, Missouri
9. McLennon Community College Survey, Waco, Texas
10. Napa Junior College Survey, Napa, California
11. San Diego Community College District Survey, San Diego, California
12. West Valley Junior College Survey, San Francisco, California

The bibliography section of this study includes the specific publications in which each survey was listed. The cumulative effect of reviewing literature designed to help develop questionnaire construction, coupled with the review of twelve other surveys, was most helpful in establishing a conceptual base for the development of a questionnaire for use by CFCC.

The Societal Factors Module involves, among other items, the role of the community, interactional patterns and the study of the community. The questionnaire development as contained within this study, underscored the importance of the community to the community college and is related to goals 1, 2, 3, and 5 as outlined in Nova University's "Study Guide for the Societal Factors Module". The eventual implementation of the questionnaire will be helpful to CFCC in understanding its community and the role its community can play in shaping and refining institutional objectives.

PROCEDURES

In order to complete the task of this study, i.e. the development of a questionnaire for a community assessment survey, it was necessary to use the following procedures:

STEP I A review of the literature was conducted to identify the concepts necessary for good questionnaire design.

STEP II A further review of the literature was made to identify specific questions used by other colleges which had conducted community assessment surveys with objectives similar to those previously stated for CFCC. In addition to reviewing the various questionnaires, the narrative sections of the surveys were reviewed to gather any information that also might be useful in understanding the construction of the questionnaire.

STEP III Input for specific questions and/or suggestions regarding general subject areas was solicited from;

Students - Contact was made with CFCC's Director of Student Activities and personal conferences were held with several student leaders.

Faculty and administrative personnel - Informal contact was made with several faculty and administrators who might have an immediate interest in a community survey, e.g. Director of Community

Services, Public Information Officer.

STEP IV A twenty-seven page list of potential questions was prepared for the advisory committee's review (see Appendix). As the committee had decided that the telephone interview method was to be used, each member was asked to do three things 1) rate each question as to whether it should or should not be included in CFCC's community survey, 2) indicate whether the questions and responses were clear and well-written, and 3) make any other comments that would assist in developing a refined instrument.

STEP V The responses from the advisory committee were tabulated and condensed from 60 questions to 26 in accordance with the preferences expressed by the committee. Four questions were eliminated because they duplicated others and did not appear to lend themselves to a telephone survey. Because a telephone survey had been decided upon, some adjustments in wording were also made to accommodate this survey method.

STEP VI Contact was made with CFCC's Director of Data Processing regarding coding and program considerations..

STEP VII A three page questionnaire, consisting of 22 questions, was constructed and returned to the advisory committee for their final review prior to pilot-testing. A couple of minor changes were received and incorporated into the questionnaire.

STEP VIII The questionnaire was pilot-tested on a minimum of 60 respondents from CFCC's service district. Specifically, the names were randomly selected from the telephone directory using the name in the top left hand corner of each page until a minimum of 60 completed interviews had been obtained.

STEP IX The interviews were conducted by one paid person during the hours of 4:30 - 9:30 PM on weekdays and 10:00 - 5:00 PM on Saturdays. Instructions were given to,

- a. alert the respondent to the pilot-test,
- b. time each interview,
- c. conduct the interview,
- d. solicit comments the respondent might have about the survey or any of the questions asked.

STEP X Approximately two weeks later 15 of the 60 respondents were re-interviewed and the second set of responses were compared with the first set to determine whether the questionnaire could demonstrate reliability. If the responses for each question were identical 66% of the time, the question was considered reliable for this study.

STEP XI Comments regarding the results of the pilot-test were shared with the advisory committee. Minor modifications which resulted from the pilot-test were incorporated in the questionnaire, after which the

questionnaire was typed in its final form.

Steps IV, V, VI and VIII were designed to test the validity of the questionnaire. In the proposal, a group of four individuals was identified to accomplish this task. However, because of the recommendation of previous research to establish an advisory committee, the four personnel outlined in the proposal, plus four others were involved in this process. Validity was established by the 'panel of experts' method, i.e. by the advisory committee's evaluation of the questionnaire and by their monitoring of the procedure outlined above.

Step X was designed to establish questionnaire reliability.

In considering the intent and scope of this study, the reader should be aware of the following limitations:

1. There may be some questions which, in the strictest sense, do not lend themselves to a telephone survey.
2. There are a limited number of free response-type questions which may not allow the respondent to fully express himself.
3. There is little opportunity for the interviewer to probe further into any given subject area as the closed-ended question has been used throughout.
4. The 'panel of experts' or advisory committee's input and recommendations effecting the development of the questionnaire was limited by the range of experience

and expertise of the committee.

5. There may be some difficulty in respondents understanding of the meaning of such educational terminology as 'academic', 'vocational' or 'adult education'.
6. Because of the choice of some words, types of questions or question structure, there may be some bias in the responses received.
7. The reliability criterion was arbitrarily established.

The limitations were considered in executing the procedures necessary to develop the survey questionnaire. On the other hand, this study was conducted on the basis that the following assumptions were valid:

1. Each question included in the survey would be designed to not only meet one of the seven stated survey objectives but would be appropriate in content, substance and format for use in a telephone interview survey which CFCC will conduct in the fall of 1977.
2. The consistent use of the 'closed-ended' question versus the 'free response', by permitting a sufficient range of responses, would enable the respondent to convey his opinions in a satisfactory manner.
3. The procedures for developing the questionnaire, along with the frequent use of the closed-ended question, has greatly reduced any bias that might have seriously effected the results received.

4. The procedures followed in the design of the questionnaire were sufficient to test the validity and reliability of the survey instrument.
5. Although there is always the possibility of the respondent answering a question he really does not understand, the assumption was that the pilot-test would uncover any serious difficulty in this regard. Thus, the questionnaire would be changed accordingly.
6. The survey advisory committee had appropriate experience, expertise, and interest to serve as a qualified group to judge the validity of the survey instrument.
7. The length of the questionnaire was short enough to maintain rapport with the respondent.
8. Although arbitrary, the established reliability criterion was appropriate for this study.

During the course of this study, reference was made to the terms cited below. These terms, along with their appropriate definitions, should be helpful in understanding the intent and purpose of this study, as well as assist in interpreting the results.

CFCC COMMUNITY or CFCC SERVICE DISTRICT - This term refers to all the people residing in the Florida counties of Citrus, Levy, and Marion. This three-county area has been officially designated by the Florida State Legislature as CFCC's service district.

COMMUNITY ASSESSMENT SURVEY - This term refers to the methods and techniques involved in the gathering of knowledge, attitudes, and perceptions held by the public about Central Florida Community College.

CLOSE-ENDED QUESTIONS - This phrase refers to a question that is asked by the interviewer and a set of responses is read to the respondent. The respondent then is expected to select the response which most closely approximates his opinions.

CLOSED-ENDED QUESTIONS REQUIRING FIELD CODING - In this instance, the question is asked but the respondent is not given the set answers, although the interviewer has a set of possible answers. The purpose is to test the memory of the respondent and not inject bias into a potential answer.

OPEN-ENDED QUESTIONS - This phrase refers to a question that is asked by the interviewer but no implied or suggested responses are given.

RELIABILITY - This term refers to the consistency which the question will elicit the same response from the same respondent.

SURVEY or SURVEY INSTRUMENT or QUESTIONNAIRE - These terms represent a listing of instructions, questions, and responses used by the interviewer in conducting the telephone interviews.

SYSTEMATIC RANDOM SAMPLE - This is a method of selecting the sample of telephone numbers to be called in the fall survey. The intent will be to contact every 10th residential number in order to achieve the desired 10% sample. Since the telephone directory is listed alphabetically, this approach should be sufficient to provide a random sample.

VALIDITY - This term refers to the extent that the questionnaire will do what it was designed to do.

RESULTS

The advisory committee was instrumental in guiding and shaping the development of the survey questionnaire. In addition to their role as outlined in the Procedures section of this study, the committee

1. confirmed the need for the seven objectives as previously approved by the Office of Research and Development;
2. helped to re-arrange the order of the objectives which, in turn, resulted in the order of questions in the pilot-test instrument.

The pilot-test was conducted over a ten day period. A total of 75 telephone contacts were randomly made in 12 towns and cities in the CFCC service district. 13 persons said they were either not interested or too busy to participate. These figures resulted in 62 completed interviews for a total response rate of 83%. The time to conduct each interview ranged from a low of 7 minutes to a high of 25 minutes with the average time being 14 minutes.

Approximately two weeks later 19 telephone calls were made to contact 15 of the original 62 respondents for a response rate of 79%. The respondents were informed that, as the college was still in the process of making up its questionnaire, it was necessary to ask the questions again in order to determine how reliable the questions were. In com-

paring the respondents' first and second set of responses for each question, the results showed that the responses were identical at a rate greater than the 66% reliability criterion established for this study. Factual questions were high and opinion question were low. A 100% rate was obtained on several factual questions; whereas, the lowest rate was 68% on question number 12, the overall reliability rate for the entire questionnaire was in excess of 93%.

In summarizing the results of a discussion with CFCC's Director of Data Processing, he indicated that the coding arrangement was satisfactory and, if possible, there should be no more than six responses per question. He also stated that two IBM cards would need to be punched for each questionnaire and that cross-tabulations could be made by race, sex, income, city, etc.

The following ten tables outline each part of the questionnaire used in the pilot-test along with a summary of the results. The words in quotation marks were the actual words spoken by the interviewer to the respondent. Since the tables consist of brief narrative statements rather than statistical data, the tables appeared to be self-explanatory; thus, no separate summary was provided for each table in order to avoid unnecessary repetition. Appendix II includes a detailed summary of the statistical results received from the pilot-test, along with a listing of respondent comments about the questionnaire.

TABLE I

QUESTIONNAIRE INTRODUCTION

Actual statement as used in pilot-test. "Hello! I'm (interviewer's name) with Central Florida Community College. We are trying to find out what the residents of (county) County know about the Community College and what services the College should offer in the future. At this time we are making up our questionnaire and I would like to ask for a few minutes of your time to answer some questions about the College."

... If the individual says "no" then say, "Thank you."

... If the individual says "yes" then proceed to the questions.

RESULTS

The general format and introductory statements were satisfactory in each instance. The interviewer did suggest that in the case where a person had to be called back, it may be helpful to expand the "date called" section so that additional dates can be noted.

TABLE II
CURRENT KNOWLEDGE

OBJECTIVE

To determine what information the community already has about the College.

QUESTION 1

"Please give me the specific location of CFCC?"

1. ___ Yes, specifically (Rte.No.)
2. ___ Yes, generally (Ocala)
3. ___ Uncertain
4. ___ Incorrect location
5. ___ Did not know

RESULTS

1. Insofar as respondent was concerned, there was no known difficulty with any part of the question.
2. Insofar as the interviewer was concerned, two "no responses" were indicated and this option was not included on the questionnaire for coding purposes.

QUESTION 2

"Does CFCC offer:

1 -yes 2-no 3-not sure

- | | |
|---|--|
| 1 ___ Academic Course | 7 ___ Financial Aid for Students |
| 2 ___ Vocational Courses | 8 ___ Recreational facilities for public use |
| 3 ___ Adult Education Courses | 9 ___ Childcare service for enrolled students |
| 4 ___ Courses for students who don't have a high school diploma | 10 ___ Academic courses for high school students |
| 5 ___ Library services to the general public | 11 ___ T V courses |
| 6 ___ Job placement services | 12 ___ Free cultural activities for the public" |

TABLE II(Continued)

CURRENT KNOWLEDGE

RESULTS

1. There was initially some confusion regarding the phrase "academic courses". During the early part of the pilot-test this phrase was changed to "college level courses". This change resulted in no further difficulty and also provided consistency with question 6, item 13.
2. The phrase "TV courses" also caused some misunderstanding. Respondents were not certain whether the college offered courses in television work or whether CFCC offered courses which the public could view on their home TV sets.
3. The question did not permit a "no response" code and 10 responses were received for this category.

TABLE III

HOW THE COMMUNITY LEARNS ABOUT THE COLLEGE

OBJECTIVE

How people receive information about the college, its offerings, and its programs.

QUESTION 3

"Where do you get most of your information about CFCC?"

- 1 ___ Discussion with friends
- 2 ___ Discussion with students
- 3 ___ Local radio station
- 4 ___ Local newspaper
- 5 ___ Other (specify) _____

RESULTS

1. There was no difficulty with any part of the question.
2. The "other" category resulted only in miscellaneous items and did not produce any response which would indicate the need to expand the choices.
3. One "no response" was received although this item was not listed as a coding option.
4. Two respondents gave two answers as they considered the two options they selected about the same.

QUESTION 4

"Can CFCC best provide you with information about the College by:

1. Sending you a College Catalog
- 2 ___ Putting your name on a mailing list to receive periodic newsletters
- 3 ___ Publicizing more news articles in the local newspaper
- 4 ___ Letting you talk with a counselor on campus
- 5 ___ Presenting information over the radio or television?"

TABLE III (Continued)

HOW THE COMMUNITY LEARNS ABOUT THE COLLEGE

RESULTS

1. There was no apparent difficulty in respondents' understanding or interpreting this question.
2. Four (4) additional items were listed, although no "other" coding response was available.
3. Although two (2) "no responses" were received, there was no coding response available.
4. Fifteen (15) respondents felt the need to list two items.

TABLE IV

COMMUNITY CONTACT WITH THE COLLEGE

OBJECTIVE

What types of contact the community has had with the college in the past.

QUESTION 5

"Do you attend events at CFCC such as music concerts, plays, sports events, lectures..."

- 1 Frequently
 2 Occasionally
 3 Almost never
 4 Have never attended any event?"

RESULTS

1. There was no difficulty with any aspect of this question.
 1. Two (2) "no responses" were received and no coding category was available.

QUESTION 6

"Have you ever attended or made use of any of the following at CFCC:

1-yes 2-no

- | | |
|--|--|
| 1 <input type="checkbox"/> Library | 8 <input type="checkbox"/> Lectures |
| 2 <input type="checkbox"/> Plays | 9 <input type="checkbox"/> Films |
| 3 <input type="checkbox"/> Community Concerts | 10 <input type="checkbox"/> Meeting rooms |
| 4 <input type="checkbox"/> Community Band | 11 <input type="checkbox"/> Adult Education course |
| 5 <input type="checkbox"/> Community Chorus | 12 <input type="checkbox"/> Vocational course |
| 6 <input type="checkbox"/> Tennis Courts | 13 <input type="checkbox"/> College level course?" |
| 7 <input type="checkbox"/> Handball/racquet courts | |

RESULTS

The responses, wording and coding arrangements for this question were satisfactory in each instance.

TABLE V

COLLEGE'S IMPACT ON THE COMMUNITY

OBJECTIVE

What impact the college has had on the community.

QUESTION 7

"If you (or your son/daughter) were planning to enroll in an educational program, would CFCC...

- 1__ Be your first choice
- 2__ Be your second choice
- 3__ Be your third choice
- 4__ Be a very unlikely choice
- 5__ Not be considered under any circumstances?"

RESULTS

1. There was evidence from the comments of the interviewer that responses 3 and 4 were redundant.
2. Seven (7) "no responses" were received and no coding category was available.
3. Other than the minor items cited above, the question wording and arrangement was satisfactory

QUESTION 8

"Have most of the opinions you have heard about the college been...

- 1__ positive (4__ did not know
- 2__ neutral 5__ no response)
- 3__ negative?"

RESULTS

1. The question was clear and easily understood.
2. All the assigned coding responses were satisfactory.

TABLE VI

MEETING COMMUNITY NEEDS

OBJECTIVE

How successful the community thinks the college has been in meeting community educational needs.

QUESTION 9

"Do you feel that the courses and programs CFCC is currently offering are meeting the needs of the people in the area?"

- 1__ Definitely, yes
- 2__ For the most part, yes
- 3__ For the most part, no
- 4__ Definitely, no
- 5__ No opinion

RESULTS

No evidence was suggested by the interviewer or respondents that this question was unclear or caused any other difficulty.

QUESTION 10

"What do you feel is the most important reason that most students attend CFCC?"

- | | |
|---------------------|---------------------------|
| 1__ Low cost | 4__ Small size of college |
| 2__ Close to home | 5__ Specialized program |
| 3__ Good reputation | 6__ Other (specify) _____ |

RESULTS

1. Fifteen (15) respondents gave two answers, and two (2) respondents gave three or more answers. The interviewer indicated that the respondents thought that there was no one "most important" reason but that two or more reasons of equal importance were involved.

TABLE VI (Continued)

MEETING COMMUNITY NEEDS

RESULTS (continued)

2. The "other" category did not identify any unusual reason.
3. One "no response" was received and no category was available for coding.

TABLE VII

OBSTACLES LIMITING COMMUNITY INVOLVEMENT

OBJECTIVE

What the major obstacles are which have prevented the community from taking advantage of the college's services in the past.

QUESTION 11

"How important would each of the following items be to you in deciding whether to take courses at CFCC?"

1-important 2-of little importance 3-undecided
4-no opinion

- 1__ Distance of travel to course
- 2__ Amount of work required
- 3__ Employer's encouragement
- 4__ Friends are also enrolling
- 5__ Length of program
- 6__ Prestige of college
- 7__ Availability of transportation
- 8__ Offered during working hours
- 9__ Offered after working hours
- 10__ Availability of child care
- 11__ Cost of tuition and books
- 12__ Enjoyability of course

RESULTS

1. The responses did indicate that people have definite ideas on this question, and the question is able to easily identify respondents' opinions
2. No difficulty was experienced with the wording or coding of the question.

TABLE VIII

FUTURE SERVICES

OBJECTIVE

What services the college should emphasize and provide in the future.

QUESTION 12

"If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?

1=yes 2=no 3-undecided 4-no opinion

- 1__ Classes during the daytime
- 2__ Classes during the evening
- 3__ Classes on Saturday
- 4__ Vocational classes
- 5__ Adult Education classes
- 6__ College credit classes
- 7__ T V classes
- 8__ Arts/crafts type classes
- 9__ Classes lasting 2-6 weeks
- 10__ One or two day seminars
- 11__ Correspondence courses
- 12__ Courses by newspaper
- 13__ Off-campus classes
- 14__ College credit classes for high school seniors
- 15__ Academic counseling
- 16__ Job and career counseling
- 17__ Job placement services"

RESULTS

1. The phrase "T V classes" was a source of confusion. Respondents were uncertain as to whether the reference was to courses in television or whether CFCC offered courses which the public could view on their home TV sets.

TABLE VIII (Continued)

FUTURE SERVICES

RESULTS (Continued)

2. The results of the pilot-test did not indicate any other problems, the coding arrangements was satisfactory

QUESTION 13

"Please indicate any area in which you might be interested in receiving some occupational training."

RESULTS

1. Thirty-seven (37) different courses and programs were mentioned; no system of coding was available.
2. There were no other aspects of the question that presented any concern.

TABLE IX

SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS

QUESTION 14

"In general, your over-all rating for CFCC would be...

- | | |
|---------------|------------|
| 1__ Excellent | 4__ Fair |
| 2__ Good | 5__ Poor." |
| 3__ Average | |

RESULTS

1. The question based on the responses and the interviewer comments was satisfactory.
2. Three (3) respondents had indicated "no response" for which no coding category was available.

QUESTION 15

"Finally, I need to ask you a few more questions that will help the College plan its services for many different kinds of people. ...How long have you lived in this area?"

- | | |
|----------------------|-------------------|
| 1__ less than 1 year | 3__ 5-10 years |
| 2__ 1-4 years | 4__ over 10 years |

RESULTS

1. There was no difficulty with any aspect of this question based on the results from the pilot-test.

QUESTION 16

"What kind of work do you do?"

- | |
|--|
| 1__ professional and technical |
| 2__ manager/administrator (except farms) |
| 3__ salesworker |
| 4__ clerical worker |
| 5__ craftsman/kindred worker |
| 6__ operative |
| 7__ non-farm laborer |
| 8__ service worker |
| 9__ farm worker |
| 10__ housewife |
| 11__ student |
| 12__ unemployed |
| 13__ retired |
| 14__ Other |

TABLE IX (continued)

SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS

RESULTS

1. The interviewer had little difficulty in determining which "Dictionary of Occupational Titles" category in which to place each respondent.
2. The question was direct and easily understood.

QUESTION 17

"What was the highest grade you completed in school?"

- 1 8th grade or below
- 2 9th-12th grade
- 3 Graduated from high school
- 4 Attended college or vocational school
- 5 Graduated from community or junior college
- 6 Graduated with bachelors degree or above

RESULTS

1. The question was satisfactory and understood by the respondents.
2. A problem did arise in coding because some people had attended vocational school while in high school or they left high school before graduation and were admitted into a vocational school.
3. Three (3) respondents chose not to answer this question and no coding category was available.

TABLE IX (Continued)

SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS

QUESTION 18

(Interviewer, try to guess at age group and ask about that group.) "Is your age between ..."

- | | |
|-----------|----------------|
| 1__ 16-19 | 5__ 45-64 |
| 2__ 20-24 | 6__ 65 or over |
| 3__ 25-44 | 7__ no answer |

RESULTS

1. No difficulty was experienced with this question.
2. The coding categories were satisfactory.

QUESTION 19

"Your race is ..."

1__ White
2__ Black
3__ Other minority
4__ No answer

RESULTS

All aspects of the question were satisfactory.

QUESTION 20

"And finally, is your family income... (interviewer, try to guess and ask about the income group)"

- | | |
|--------------------------|--------------------------|
| 1__ Below \$5,000 | 5__ \$15,001 to \$25,000 |
| 2__ \$5,000 to \$7,500 | 6__ \$25,001 and over |
| 3__ \$7,501 to \$10,000 | 7__ Does not know |
| 4__ \$10,001 to \$15,000 | 8__ No answer |

RESULTS

The interviewer indicated prior to reading this question that it was optional and did not have to be answered. Only one respondent chose not to reply to this question.

TABLE IX (Continued)

SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS

The next two questions were not asked, as it was felt that the interviewer could obtain this information without the need to formally ask the respondent.

QUESTION 21

Interviewer, what is the respondent's sex? 1__male
2__female

RESULTS

- 1. There was no reported difficulty by the interviewer in determining the sex of the respondent by the time the interview had been completed.
- 2. The coding was satisfactory.

QUESTION 22

Interviewer, what is the city in which the respondent lives?

RESULTS

- 1. The interviewer was able to determine the city from the telephone directory listing or by noting the telephone exchange number. There was no problem with obtaining this information.
- 2. Because of the ease in pinpointing city or locations with the telephone exchange number, it was determined that this three digit prefix will be a satisfactory coding arrangement for all cities in CFCC's district. The logic of this approach was also confirmed by CFCC's Director of Data Processing.



TABLE X
COMMENTS BY RESPONDENTS

Actual statement as used in Pilot-test

"Are there any comments you would like to make about this survey or any of the questions which we asked?... Thank you for cooperating with us. Your answers will be helpful to the college in its future planning."

RESULTS

The general concensus of all the respondents was that a community survey was a good project for the college to undertake and that they found the particular questions to be interesting and enjoyable.

DISCUSSION AND IMPLICATIONS

The original questionnaire proved to be reliable and satisfactorily constructed because of the following factors:

1. using an advisory committee,
2. incorporating suggestions from the literature into the questionnaire design,
3. reviewing previous community surveys for appropriate questions and for guidelines in constructing a questionnaire, and
4. making the pilot-test procedures realistic and as similar to actual survey conditions as possible.

As a result of the pilot-test, only minor changes in coding and wording were uncovered. Because there were no major changes, the author did not feel it was necessary to itemize them. However, each change was included in the final questionnaire which appears in the Results section of this study.

The pilot-test instrument consisted of several types of questions, i.e. closed-ended questions, open-ended questions, and closed-ended questions requiring field coding. As the literature suggested, the questions were arranged so that easy, factual questions were asked first, followed by opinion questions, followed by such questions as race, income, and age. Thus, the interviewer was able to quickly establish rapport with the respondent. The arrangement of the seven objectives for the study enabled the questionnaire to begin with the past/present and move toward the future.

The length of the questionnaire does not seem to be unrealistic; the average interview time was fourteen minutes.

The only change in question format found necessary as a result of the pilot-test was with question #20, income. This required an additional statement indicating that the question was optional. All the other changes were made in the answers to the questions.

There was some inconsistency between the use of 'no response' and 'no opinion' with the inadvertent omission of the 'no response' category on many questions. The results point to the fact that one category, e.g. 'no response' should be used throughout and is an appropriate item for nearly every question. Also, the phrases 'academic courses' and 'T V courses' caused some difficulty and required re-phrasing.

The variety of responses to question #13 (occupational training interests) implies the need for extensive coding. It seems appropriate to use the four-digit Planned Programming Budgeting System code for this purpose. The PPBS code lists numbers for courses and programs offered in higher education throughout the state of Florida.

It is felt that coding was unnecessary for any general comments received at the end of the questionnaire. The pilot-test showed low response to the request for comments and no comment was received that would effect planning or future service (see Appendix). During the fall survey

comments could be reviewed individually and any having direct bearing on the college's future services could be listed in its complete form.

In Oppenheim's writings the fact was underscored that reliability would not be as high for opinion questions as for factual questions, it is only possible to achieve a relative consistency. In any event some inconsistencies in responses do not necessarily mean a question is unreliable. (Oppenheim, 1966, pp.73-75) Although the reliability of each question was above the criterion established for the study, the range of responses between opinion and factual questions followed the pattern described by Oppenheim.

Authorities recognized that validity is more difficult to determine and obtain than reliability, although both are interrelated and essential for a questionnaire to yield accurate results in which an institution could place confidence. The author believes that, as a result of the procedures and methods used in developing this questionnaire, a reasonably high degree of validity and reliability are evident in the final product (questionnaire) produced by this study.

THE FOLLOWING QUESTIONNAIRE
IS BEING RECOMMENDED TO THE
CFCC ADMINISTRATION
FOR THEIR USE IN CONDUCTING A
COMMUNITY ASSESSMENT SURVEY
IN THE FALL OF 1977

TELEPHONE INTERVIEW SHEET

Telephone No. _____

Date called _____
Date called _____
Date called _____

Respondent's Name _____
Respondent's Address _____

Interview Starting Time _____ Ending Time _____

Hello! I'm (Interviewer's name) _____
with Central Florida Community College. We are trying to find out
what the residents of (County) _____ County know about
the Community College and what services the College should offer in
the future. I would like to ask for a few minutes of your time to
answer some questions about the College.

...If the individual says "no" then say: "thank you".
...If the individual says "yes" then proceed to the questions.

- 1) "Please give me the specific location of CFCC?"
 - 1 ___ Yes, specifically (Rt. 200)
 - 2 ___ Yes, generally (Ocala)
 - 3 ___ Uncertain
 - 4 ___ Incorrect location
 - 5 ___ Did not know
 - 6 ___ No response

- 3) "Where do you get most of your information about CFCC?"
 - 1 ___ Discussion with friends
 - 2 ___ Discussion with students
 - 3 ___ Local radio station
 - 4 ___ Local newspaper
 - 5 ___ Other (specify) _____
 - 6 ___ No response

- 2) "Does CFCC offer: 1-Yes 2-No 3-Not sure 4-No response"
 - 1 ___ College level courses
 - 2 ___ Vocational courses
 - 3 ___ Adult Education courses
 - 4 ___ Courses for students who don't have a high school diploma
 - 5 ___ Library services to the general public
 - 6 ___ Job Placement services
 - 7 ___ Financial Aid for students
 - 8 ___ Recreational facilities for public use
 - 9 ___ Childcare services for enrolled students
 - 10 ___ Academic courses for high school students
 - 11 ___ Courses offered on television
 - 12 ___ Free cultural activities for the general public

- 4) "Can CFCC best provide you with information about the College by:"
 - 1 ___ Sending you a College Catalog
 - 2 ___ Putting your name on a mailing list to receive periodic newsletters
 - 3 ___ Publicizing more news articles in the local paper
 - 4 ___ Letting you talk with a counselor on campus
 - 5 ___ Presenting information over the radio and television?"

- 5) "Do you attend events at CFCC such as music concerts, plays, sports events, lectures..."
 - 1 ___ Frequently
 - 2 ___ Occasionally
 - 3 ___ Almost never
 - 4 ___ Have never attended any event
 - 5 ___ No response



8) "Have you ever attended or made use of any of the following at CFCC:
1-Yes 2-No 3-No response

- 1 Library
- 2 Plays
- 3 Community Concerts
- 4 Community Band
- 5 Community Chorus
- 6 Tennis Courts
- 7 Handball/racquet courts
- 8 Lectures
- 9 Films
- 10 Meeting rooms
- 11 Adult Education Course
- 12 Vocational Course
- 13 College level course"

9) "If you (or your son/daughter) were planning to enroll in an educational program, would CFCC...

- 1 Be your first choice
- 2 Be your second choice
- 3 Be a very unlikely choice
- 4 Not be considered under any circumstances"
- 5 No response

3) "Have most of the opinions you have heard about the College been...

- | | |
|--------------------------------------|---|
| 1 <input type="checkbox"/> Positive | 4 <input type="checkbox"/> Did not know |
| 2 <input type="checkbox"/> Neutral | 5 <input type="checkbox"/> No response |
| 3 <input type="checkbox"/> Negative" | |

9) "Do you feel that the courses and programs CFCC is currently offering are meeting the needs of the people in the area?"

- 1 Definitely, Yes
- 2 For the most part, Yes
- 3 For the most part, No
- 4 Definitely, No
- 5 No response

10) "What do you feel is the most important reason that most students attend CFCC?"

- 1 Low cost
- 2 Close to home
- 3 Good reputation
- 4 Small size of College
- 5 Specialized program
- 6 Other (Specify) _____
- 7 No response

11) "How important would each of the following items be to you in deciding whether to take courses at CFCC?"

- 1-Important, 2-Of little importance
3-Undecided, 4-No response
- 1 Distance of travel to course
 - 2 Amount of work required
 - 3 Employer's encouragement to enroll
 - 4 Friends are also enrolling
 - 5 Length of program
 - 6 Prestige of college
 - 7 Availability of transportation
 - 8 Offered during working hours
 - 9 Offered after working hours
 - 10 Availability of child care
 - 11 Cost of tuition and books
 - 12 Enjoyability of course"

12) "If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?"

- 1-Yes, 2-No 3-Undecided
4-No response
- 1 Classes during the daytime
 - 2 Classes during the evening
 - 3 Classes on Saturday
 - 4 Vocational classes
 - 5 Adult Education classes
 - 6 College level classes
 - 7 Courses offered on television
 - 8 Arts/craft type courses
 - 9 Classes lasting 2-6 weeks
 - 10 One or two day seminars
 - 11 Correspondence courses
 - 12 Courses by newspaper
 - 13 Off-campus classes
 - 14 College level classes for high school seniors
 - 15 Academic counseling
 - 16 Job and career counseling
 - 17 Job placement services"

13) "Please indicate any area in which you might be interested in receiving some occupational training."

(PPBS code _____)

14) "In general, your over-all rating for CFCC would be..."

- | | |
|--------------------------------------|--|
| 1 <input type="checkbox"/> Excellent | 4 <input type="checkbox"/> Fair |
| 2 <input type="checkbox"/> Good | 5 <input type="checkbox"/> Poor" |
| 3 <input type="checkbox"/> Average | 6 <input type="checkbox"/> No response |

"Finally, I need to ask you a few more questions that will help the College plan its services for many different kinds of people."

15) "How long have you lived in this area?"

- 1 less than 1 year
 2 1-4 years
 3 5-10 years
 4 over 10 years
 5 No response

16) "What kind of work do you do?"

- 1 Professional and technical
 2 Manager/administrator(except farm)
 3 Salesworker
 4 Clerical worker
 5 Craftsman/kindred worker
 6 Operative
 7 Non-farm laborer
 8 Service worker
 9 Farm worker
 10 Housewife
 11 Student
 12 Unemployed
 13 Retired
 14 Other
- 15 No response

17) "What was the highest grade you completed in school?"

- 1 8th grade or below
 2 9th - 12th grade or vocational school
 3 Graduated from high school
 4 Attended college but did not graduate
 5 Graduated from community or junior college
 6 Graduated with bachelors degree or above
 7 No response

18) (Interviewer, try to guess at age group and ask about that group)

- "Is your age between..."
 1 16-19
 2 20-24
 3 25-44
 4 45-64
 5 65 or over
 6 No response

19) "Your race is..."

- 1 White
 2 Black
 3 Other minority
 4 No response

20) "And finally, an optional question. Is your family income ... (Interviewer, try to guess and ask about that income group)

- 1 Below \$5,000
 2 \$5,000 to \$7,500
 3 \$7,501 to \$10,000
 4 \$10,001 to \$15,000
 5 \$15,001 to \$25,000
 6 \$25,001 and over
 7 Does not know
 8 No response

"Are there any comments you would like to make about this survey or any of the questions which we asked? ... Thank you for cooperating with us. Your answers will be helpful to the College in its future planning."

END OF INTERVIEW

21) Interviewer, what is the respondent's sex?

- 1 male
 2 female

22) Interviewer, what is the city in which the respondent lives?

city _____
 telephone prefix _____

APPENDIX

APPENDIX I

LIST OF POTENTIAL QUESTIONS

THE FOLLOWING PAGES COMPRISE A DRAFT OF SAMPLE QUESTIONS THAT COULD BE USED IN A COMMUNITY ASSESSMENT SURVEY. THE QUESTIONS HAVE BEEN CATEGORIZED ACCORDING TO THE SEVEN OBJECTIVES WHICH HAVE BEEN ESTABLISHED FOR THE SURVEY.

PLEASE RATE EACH QUESTION USING THE FOLLOWING SCALE;

_____ I. PLEASE INDICATE WHETHER THE QUESTION SHOULD BE INCLUDED IN THE SURVEY.

_____ Should definitely be included

_____ Should probably be included

_____ Uncertain

_____ Should probably not be included

_____ Should definitely not be included

_____ II. IS THE QUESTION CLEAR AND EASY TO UNDERSTAND?

_____ Y = Yes

_____ N = No

PLEASE FEEL FREE TO MAKE ANY COMMENTS OR SUGGESTIONS IN THE MARGIN BESIDE EACH QUESTION.

THANK YOU.

1. ABOUT HOW MANY STUDENTS DO YOU THINK ATTEND CFCC?

- _____ than 1000
- _____ less than 1500
- _____ less than 2000
- _____ Less than 3000
- _____ Less than 5000
- _____ More than 5000

2. AT THE COLLEGE, ATTENTION IS GIVEN TO MAINTAINING CLOSE RELATIONSHIPS WITH BUSINESS AND INDUSTRY IN THE LOCAL AREA.

- _____ Yes
- _____ No
- _____ Don't know

3. THE LOCATION OF CFCC MAKES IT EASILY ACCESSIBLE TO STUDENTS IN THE LOCAL AREA?

- _____ Yes
- _____ No
- _____ Don't know

4. THE COLLEGE CONSIDERS IT MOST VALUABLE SERVICE TO LIE IN EDUCATING THE UPPER 10% OR HIGHER OF HIGH SCHOOL GRADUATES?

- _____ Strongly agree
- _____ Agree
- _____ No opinion
- _____ Disagree
- _____ Strongly disagree

5. WHICH OF THE FOLLOWING KINDS OF EDUCATION USUALLY ARE PROVIDED BY A COMMUNITY COLLEGE?

_____ Four year liberal arts degree

_____ The first two years (freshmen/sophomore) courses for possible transfer to a four year college

_____ Vocational education

_____ I do not know

6. ARE YOU AWARE THAT ADULT RESIDENTS WHO DO NOT HAVE A HIGH SCHOOL DIPLOMA CAN TAKE COURSES AT CFCC?

_____ Yes

_____ No

7. ABOUT HOW MUCH MONEY WOULD TUITION BE FOR A STUDENT WHO WISHES TO COMPLETE A TWO YEAR DEGREE AT CFCC?

_____ Less than \$750

_____ \$750 - \$1500

_____ \$1500 - \$2500

_____ \$2500 - \$4000

_____ above \$4000

8. STUDENTS ATTEND CFCC FOR MANY REASONS, COULD YOU GIVE WHAT YOU FEEL IS THE MOST IMPORTANT REASON WHY MOST STUDENTS ATTEND CFCC?

9. DOES CFCC OFFER:

<u>Yes</u>	<u>No</u>	<u>Not Sure</u>	
_____	_____	_____	Academic courses
_____	_____	_____	Vocational courses
_____	_____	_____	Adult Education courses
_____	_____	_____	Courses for students who do not have a High School Diploma
_____	_____	_____	Library services to the general public
_____	_____	_____	Job placement services
_____	_____	_____	Financial Aid
_____	_____	_____	Recreational facilities for use by the general public
_____	_____	_____	Childcare services for enrolled students
_____	_____	_____	Academic courses for high school seniors
_____	_____	_____	TV courses
_____	_____	_____	Free cultural activities for the general public

10. HOW MUCH INFORMATION DO YOU FEEL YOU HAVE ABOUT CFCC?

- _____ A great deal
- _____ Quite a lot
- _____ Some
- _____ Very little
- _____ Next to none



11. WHAT IS YOUR OPINION OF THE QUALITY OF INSTRUCTION AT CFCC?

_____ Excellent

_____ Good

_____ Undecided

_____ Fair

_____ Poor

_____ Don't know

12. WHAT IS YOUR OPINION OF THE ACADEMIC STANDARDS AT CFCC?

_____ Excellent

_____ Good

_____ Undecided

_____ Fair

_____ Poor

_____ Don't know

13. PLEASE GIVE ME THE SPECIFIC LOCATION OF CFCC?

_____ Yes, specifically (Rt. No.)

_____ Yes, generally (Ocala)

_____ Uncertain

_____ Incorrect location

_____ Did not know

1. WHERE DO YOU GET MOST OF YOUR INFORMATION ABOUT CFCC?

Please state the most important source as "1" and the next most important as "2".

_____ Discussion with friends

_____ Discussion with students

_____ Local radio station

_____ Local newspaper

_____ Other source

2. WHERE DO YOU GET MOST OF YOUR INFORMATION ABOUT LOCAL AFFAIRS?

_____ Conversation with friends and neighbors

_____ Television

_____ Radio

_____ Local newspaper

_____ Organization to which you belong

3. HOW CAN CFCC BEST PROVIDE YOU WITH INFORMATION ABOUT THE COLLEGE?

_____ Send me a catalog

_____ Put my name on your mailing list to receive periodic newsletters

_____ Advertise in the local newspaper

_____ Let me talk with a Counselor on campus

_____ Present information over the radio or television

1. DO YOU ATTEND EVENTS AT CFCC? FOR EXAMPLE MUSIC CONCERTS, PLAYS, SPORTS EVENTS, LECTURES.

PLEASE CIRCLE ALL THAT APPLY:

- Frequently
 Occasionally
 Almost never
 Have never attended any event

2. HAVE YOU EVER ATTENDED OR MADE USE OF ANY OF THE FOLLOWING?

PLEASE CIRCLE ALL THAT APPLY:

- Yes No Library
 Yes No Plays
 Yes No Community concerts
 Yes No Community band
 Yes No Community chorus
 Yes No Tennis courts
 Yes No Handball/racquet courts
 Yes No Lectures
 Yes No Film presentation
 Yes No Meeting rooms
 Yes No Adult Education course
 Yes No Vocational course
 Yes No College level course

1. HAVE MOST OF THE OPINIONS YOU HAVE HEARD ABOUT THE COLLEGE BEEN:

_____ Positive

_____ Neutral

_____ Negative

2. HOW WOULD YOU BEST DESCRIBE YOUR ATTITUDE TOWARD TAX-SUPPORTED PUBLIC HIGHER EDUCATION TODAY?

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ No opinion

3. IN YOUR OPINION, WHAT KIND OF A RELATIONSHIP DOES CFCC HAVE WITH THE COMMUNITY?

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ No opinion

4. IF YOU (OR YOUR SON/DAUGHTER WERE PLANNING TO ENROLL IN AN EDUCATIONAL PROGRAM, WOULD CFCC...

_____ Be your first choice

_____ Be your second choice

_____ Be your third choice

_____ Be a very unlikely choice

_____ Not be considered under any circumstances

4. WHICH OF THE REASONS BELOW WOULD BE THE BEST FOR ATTENDING A COMMUNITY COLLEGE INSTEAD OF A FOUR YEAR COLLEGE?

_____ Lower entrance requirements

_____ Wider range of programs to consider before choosing a career

_____ More personal attention from faculty and staff

_____ Lower tuition costs

_____ Close to home

5. WHICH OF THE REASONS BELOW WOULD BE THE BEST ARGUMENT FOR NOT ATTENDING A COMMUNITY COLLEGE?

_____ The student might lower his ambitions and not go farther than two years of college

_____ The student's chances of earning a degree would be lower

_____ Social opportunities for students are more limited

_____ The student body would not be as intelligent and the student would not realize how hard college was

_____ The level of instruction would be lower than at a four year college

6. WHAT IS YOUR OPINION OF THE FOLLOWING STATEMENT? "OCCUPATIONAL TRAINING IS FOR PEOPLE THAT ARE NOT SMART ENOUGH TO GO TO COLLEGE."

_____ Strongly agree

_____ Agree

_____ Undecided

_____ Disagree

_____ Strongly disagree

7. IF YOU WERE ASKED TO MAKE A FINANCIAL CONTRIBUTION TO CFCC WHAT REPLY WOULD YOU MAKE?

I WOULD:

_____ Definitely make a contribution

_____ Probably contribute

_____ Might contribute

_____ Probably would not contribute

_____ Definitely would not contribute

____ 1. DO YOU FEEL THAT THE COURSES AND PROGRAMS CPCC IS CURRENTLY OFFERING ARE MEETING THE NEEDS OF THE PEOPLE IN THE AREA?

_____ Definitely, Yes

_____ For the most part, Yes

_____ For the most part, No

_____ Definitely, No

_____ No opinion

____ 2. FROM WHAT YOU KNOW ABOUT CPCC, HOW WOULD YOU RATE THE KIND OF RELATIONSHIP IT HAS WITH ITS STUDENT BODY?

_____ Excellent

_____ Good

_____ Undecided

_____ Fair

_____ Poor

____ 3. IF YOU WERE TOLD THAT THE PERSON ABOUT TO ASSIST YOU WITH A PROBLEM WAS A GRADUATE OF CPCC, WOULD YOU EXPECT THE PERSON TO BE:

_____ Very competent

_____ Reasonably competent

_____ About average

_____ Not too competent.

_____ Incompetent

4. CFCC HAS BEEN GROWING AT A SATISFACTORY RATE IN SIZE, REPUTATION AND EXCELLENCE TO SERVE THE NEEDS OF THIS AREA.

DO YOU:

- _____ Strongly agree
 _____ Agree
 _____ Undecided
 _____ Disagree
 _____ Strongly disagree

5. COMPARED TO OTHER LOCAL INSTITUTIONS CFCC PRACTICES RACIAL DISCRIMINATION

- _____ Less than all other institutions in the area
 _____ Less than most
 _____ About the same
 _____ More than most
 _____ More than any other institution in this area

6. WHAT DO YOU FEEL IS THE MOST IMPORTANT REASON THAT MOST STUDENTS ATTEND CFCC?

- _____ Low cost
 _____ Close to home
 _____ Good reputation
 _____ Small size of College
 _____ Specialized program
 _____ Other (specify)

1. PLEASE CHECK THOSE THINGS WHICH MIGHT KEEP YOU FROM TAKING A COURSE AT CFCC:

_____ Conflicts with my job

_____ Transportation

_____ Cost

_____ The idea that I have been away from school too long

_____ I do not see any benefits to taking a course at the college

_____ I just do not have the time

_____ It is too difficult to get started

Other, please list _____



2. HOW IMPORTANT WOULD EACH OF THE ITEMS BELOW BE TO YOU IN DECIDING WHETHER TO TAKE COURSES AT CFCC?

PLEASE CIRCLE THE NUMBER THAT BEST INDICATES YOUR FEELINGS:

Very important	Fairly important	Undecided	Of little importance	Of no importance	
1	2	3	4	5	Distance of travel to program
1	2	3	4	5	Amount of work required
1	2	3	4	5	Employer's encouragement to enroll
1	2	3	4	5	Friends are also enrolling
1	2	3	4	5	Length of program
1	2	3	4	5	Prestige of college
1	2	3	4	5	Availability of transportation
1	2	3	4	5	Offered after working hours
1	2	3	4	5	Offered during working hours
1	2	3	4	5	Availability of child care
1	2	3	4	5	Cost of tuition and books
1	2	3	4	5	Enjoyability of course

1. FOR EACH ITEM BELOW, PLEASE GIVE YOUR OPINION AS TO WHETHER THE ITEM SHOULD BE EXPANDED, STAY THE SAME OR CUT BACK IN THE FUTURE.

PLEASE NUMBER:

1. For "expanded"
2. For "stay the same"
3. For "cut back"
4. No opinion

_____ Academic counseling

_____ Job and career counseling

_____ Social and recreational functions

_____ Job placement services

_____ Library books and facilities

_____ Retaining adults for new jobs and careers

_____ Cultural activities for the community such as plays, music concerts, lectures, movies, etc.

_____ Early admission for high school students

_____ Adult Education courses

_____ College transfer programs

2. FROM THE LIST BELOW, PLEASE GIVE YOUR OPINION AS TO HOW IMPORTANT YOU THINK IT IS FOR CECC TO TRY TO DO.

PLEASE NUMBER:

1. Very important
2. Fairly important
3. Of little importance
4. Of no importance
5. No opinion

_____ Train students to be citizens

_____ Train students to be parents

_____ Train students to be consumers

_____ Train students to be good neighbors

_____ Train students to be wage earners

_____ Train students to be scholars

_____ Train students to be mentally healthy

_____ Train students to be physically healthy

_____ Train students to make good use of leisure time

_____ Offer financial aid to students

_____ Offer job placement to students

_____ Offer co-curricular activities such as plays, concerts, lectures

_____ Offer transfer programs to four year colleges and universities

- _____ Offer a pleasant environment for learning
- _____ Offer low tuition
- _____ Provide convenient locations for classes
- _____ Provide late afternoon classes
- _____ Provide Saturday classes
- _____ Provide Sunday classes
- _____ Provide learning opportunities for all adults
regardless of educational background
- _____ Provide opportunities for physically handicapped
- _____ Provide opportunities for ethnic minorities
- _____ Provide vocational education
- _____ Provide child care facilities for parent learners
- _____ Provide general education
- _____ Provide remedial education
- _____ Provide opportunities for senior citizens and
retirees
- _____ Provide excellent physical facilities
- _____ Advertise college programs

___ 3. IF YOU WERE TO TAKE SOME SORT OF CLASS AT CFCC IN THE FUTURE WHICH OF THE FOLLOWING WOULD YOU PREFER?

Check more than one if you like.

_____ Day classes

_____ Evening classes

_____ Saturday classes

_____ Vocational classes

_____ Adult Education classes

_____ College credit classes

_____ TV classes

_____ Arts and crafts type courses

_____ Informal, short duration classes (2 to 6 weeks)

_____ One or two day seminars

_____ Correspondence courses

_____ Courses via newspaper

4. WHAT KIND OF INFORMATION ABOUT CFCC ARE YOU INTERESTED IN RECEIVING?

PLEASE CHECK ALL THAT APPLY:

Credit courses offered

Adult Education courses

Vocational courses

Sports news

Plays, concerts, lectures, schedule information

Individual student achievements

Happenings with CFCC faculty and staff

Other _____

5. SOME COLLEGES ARE CONSIDERED TO HAVE REALLY GOOD REPUTATIONS. WHAT, IN YOUR OPINION, SHOULD A COLLEGE HAVE OR BE IN ORDER TO MAKE IT A REALLY GOOD ONE?

6. HAS THE EXISTENCE OF CFCC BENEFITED YOU IN SOME WAY? FOR EXAMPLE, COURSE OFFERINGS, SPEAKERS, TRAINED EMPLOYEES, CUSTOMERS; ETC.

Yes

No

No opinion

7. WHAT COULD CFCC DO THAT WOULD DIRECTLY BENEFIT YOU IN SOME WAY?

8. PLEASE CHECK ANY OF THE SUBJECT MATTER AREAS LISTED BELOW THAT ARE IMPORTANT TO YOU.

- Basic education
- Supplemental income
- Health related subjects
- Hobby subjects
- Recreational subjects
- Community, world affairs
- Consumer education, nutrition diets
- Personal development subjects
- Religion, spiritual development
- Training for a new job
- Ethnic appreciation
- Physical fitness

9. WHERE SHOULD COURSES FOR OLDER ADULTS BE LOCATED?

PLEASE CIRCLE ALL THAT APPLY:

- Churches
- Public agency buildings
- Plant, store or other business location
- College campus
- At home through TV, home visits, independent study, etc.
- Public libraries
- Area high school buildings
- Other _____

10. IF YOU WERE TO PARTICIPATE IN A COURSE AT CFCC, WHAT OTHER SERVICES WOULD YOU LIKE TO SEE PROVIDED?

PLEASE CIRCLE ALL THAT APPLY:

- Transportation
- Health services
- Meals
- Employment assistance
- Recreation and social activities
- Financial aid
- Senior center or club
- Counseling

11. PLEASE INDICATE ANY AREA IN WHICH YOU MIGHT BE INTERESTED IN RECEIVING SOME OCCUPATIONAL TRAINING FOR YOUR PRESENT JOB OR A FUTURE JOB YOU MIGHT DESIRE.

12. AS A STUDENT TODAY, WHICH ONE OF THE ITEMS BELOW SHOULD THE TEACHER DO TO GIVE YOU THE MOST HELP?

_____ Make interesting presentations

_____ Clearly state the purposes of his teaching

_____ Provide for frequent class discussions

_____ Use a great many films and media aids

_____ Offer practical "hands on" experiences

1. HOW WOULD YOU RATE THE GENERAL APPEARANCE OF THE COLLEGE'S BUILDINGS AND GROUNDS?

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ No opinion

2. WHAT IS YOUR FEELING AS TO WHERE THE BEST EDUCATIONAL OPPORTUNITIES ARE IN THE AREA, ARE THE BEST OPPORTUNITIES AVAILABLE FOR PEOPLE WHO:

_____ Want college credits for a degree

_____ Desire some form of occupational training

_____ Desire basic skill training such as reading

_____ Desire courses for their own interest and entertainment

_____ Need training to improve their job qualifications and performance

3. IN YOUR OPINION, THE POOREST EDUCATIONAL OPPORTUNITIES IN THIS AREA, OR THE LEAST AVAILABLE, ARE THOSE FOR PEOPLE WHO:

_____ Want college credits for a degree

_____ Desire some form of occupational training

_____ Desire basic skill training such as reading

_____ Desire courses for their own interest and entertainment

_____ Need training to improve their job qualifications and performance

5. WHAT IS YOUR OPINION OF THE CONTRIBUTION CFCC HAS MADE TO THE CITRUS, LEVY, AND MARION COUNTY AREA?

CFCC HAS:

- Significantly improved the area
- Made some contribution to the area
- Made no noticeable improvement which I have observed
- In instances produced negative results
- Been a detriment to the area

6. IN GENERAL, WHAT WOULD YOUR OVER-ALL RATING FOR CFCC BE?

- Excellent
- Good
- Average
- Fair
- Poor

SEX: _____ Male _____ Female

RACE: _____ White American _____ Black American _____ Other

AGE: _____ 15 - 18 _____ 19 - 22
 _____ 23 - 26 _____ 27 - 30
 _____ 31 - 40 _____ 41 - 50
 _____ 51 - 60 _____ 61+

RESIDENCE: _____ Name of city or town in which you live

LENGTH OF RESIDENCE: How long have you lived in Citrus, Marion, or Levy Counties?

_____ Less than 1 year
 _____ 1 - 3 years
 _____ 4 - 7 years
 _____ 8 - 11 years
 _____ Over 11 years

INCOME LEVEL: What was the total amount of money received by you and the adult members of your immediate family where you live during 1976 (before deductions)?

_____ Below \$5,000 _____ \$10,001 - \$15,000
 _____ \$5,001 - \$7,500 _____ \$15,001 - \$25,000
 _____ \$7,501 - \$10,000 _____ \$25,001+

EDUCATION: How far have you gone in school?

_____ 8th grade or below

_____ 9th - 12th grade

_____ Graduated from high school

_____ Attended college or vocational school

_____ Graduated from community or junior college

_____ Graduated with bachelors degree or above

OCCUPATION: What is your job?

If you are dependent students, please list father's job.

If unemployed, please list:

APPENDIX II

TABULATED RESULTS OF PILOT-TEST

The following survey was administered at random to 62 persons in Central Florida Community College's service district in an effort to 'pilot test' the questionnaire.

March 21, 1977

1) "Please give me the specific location of CFCC"?	
<u>57</u>	Yes, specifically (Rt. No.)
<u>1</u>	Yes, generally (Ocala)
<u>0</u>	Uncertain
<u>0</u>	Incorrect location
<u>2</u>	Did not know
<u>2</u>	No response
<u>62</u>	TOTAL

<u>s</u>	<u>No</u>	<u>Not Sure</u>	<u>No Response</u>	2) "Does CFCC offer: 1-Yes, 2-No, 3-Not sure
<u>9</u>	<u>3</u>	<u>10</u>	<u>0</u>	Academic Courses
<u>1</u>	<u>2</u>	<u>9</u>	<u>0</u>	Vocational Courses
<u>3</u>	<u>1</u>	<u>8</u>	<u>0</u>	Adult Education Courses
<u>3</u>	<u>2</u>	<u>36</u>	<u>1</u>	Courses for students who don't have a high school diploma
<u>2</u>	<u>9</u>	<u>30</u>	<u>1</u>	Library services to the general public
<u>8</u>	<u>6</u>	<u>27</u>	<u>1</u>	Job Placement services
<u>4</u>	<u>5</u>	<u>22</u>	<u>1</u>	Financial Aid for students
<u>0</u>	<u>6</u>	<u>25</u>	<u>1</u>	Recreational facilities for public use
<u>8</u>	<u>7</u>	<u>36</u>	<u>1</u>	Childcare services for enrolled students
<u>8</u>	<u>5</u>	<u>18</u>	<u>1</u>	Academic courses for high school students
<u>0</u>	<u>7</u>	<u>34</u>	<u>1</u>	TV Courses
<u>2</u>	<u>5</u>	<u>13</u>	<u>2</u>	Free cultural activities for the general public
<u>3</u>	<u>58</u>	<u>268</u>	<u>10</u>	TOTAL

3) "Where do you get most of your information about CFCC"?	
<u>14</u>	Discussions with friends
<u>6</u>	Discussions with students
<u>6</u>	Local radio station
<u>26</u>	Local newspaper
<u>11</u>	Other (specify) _____
	Undecided
<u>0</u>	No response
<u>64</u>	TOTAL

- 4) "Can CFCC best provide you with information about the College by:
- 7 Sending you a College Catalog
 - 21 Putting your name on a mailing list to receive periodic newsletters
 - 21 Publicizing more news articles in the local newspaper
 - 11 Letting you talk with a counselor on campus
 - 11 Presenting information over the radio or television?"
 - 0 Undecided
 - 4 other e.g. all of the above
 - 2 No response
 - 77 TOTAL

- 5) "Do you attend events at CFCC such as music concerts, plays, sports events, lectures..."
- 5 Frequently
 - 21 Occasionally
 - 5 Almost never
 - 29 Have never attended any event"
 - 2 No response
 - 62 TOTAL

6) "Have you ever attended or made use of any of the following at CFCC:

Yes	No	1-Yes	2-No
<u>11</u>	<u>51</u>	Library	
<u>22</u>	<u>40</u>	Plays	
<u>17</u>	<u>45</u>	Community Concerts	
<u>6</u>	<u>56</u>	Community Band	
<u>7</u>	<u>55</u>	Community Chorus	
<u>8</u>	<u>54</u>	Tennis Courts	
<u>6</u>	<u>56</u>	Handball/racquet courts	
<u>14</u>	<u>48</u>	Lectures	
<u>8</u>	<u>54</u>	Films	
<u>9</u>	<u>53</u>	Meeting rooms	
<u>13</u>	<u>49</u>	Adult Education Course	
<u>4</u>	<u>58</u>	Vocational Course	
<u>8</u>	<u>54</u>	College level course"	
<u>133</u>	<u>673</u>	TOTAL	

- 7) "If you (or your son/daughter) were planning to enroll in an educational program, would CFCC..."
- 48 Be your first choice
 - 3 Be your second choice
 - 0 Be your third choice
 - 3 Be a very unlikely choice
 - 1 Not be considered under any circumstances."
 - 0 Undecided
 - 7 No response
 - 62 TOTAL



8) "Have most of the opinions you have heard about the College been..."

47	Positive
7	Neutral
2	Negative
5	Did not know
0	Undecided
1	No response
62	TOTAL

9) "Do you feel that the courses and programs CFCC is currently offering are meeting the needs of the people in the area?"

34	Definitely, Yes
18	For the most part, yes
0	For the most part, no
0	Definitely, No
10	No opinion
0	Undecided
62	TOTAL

10) "What do you feel is the most important reason that most students attend CFCC?"

24	Low cost
41	Close to home
4	Good reputation
2	Small size of College
4	Specialized program
1	No opinion
6	Other (specify)" Location, social factors, not ready for University, Gov't Grants
0	Undecided
82	TOTAL

11) "How important would each of the following items be to you in deciding whether to take courses at CFCC?" 1-Important 2-Of little importance, 3-Undecided, 4-No opinion

1-Important	2-Of little importance	3-Undecided	4-No opinion	
42	14	3	3	Distance of travel to course
30	24	3	5	Amount of work required
48	6	5	3	Employer's encouragement to enroll
28	26	5	3	Friends are also enrolling
31	23	5	3	Length of program
35	23	2	2	Prestige of College
40	17	2	3	Availability of transportation
48	9	1	4	Offered during working hours
45	10	3	4	Offered after working hours
34	22	1	5	Availability of child care
47	12	1	2	Cost of tuition and books
53	5	2	2	Enjoyability of course
487	191	33	39	TOTAL

12) "If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred? 1-Yes, 2-No, 3-Undecided, 4-No opinion

es	No	Undecided	No opinion	opinion
29	20	7	6	Classes during the daytime
37	17	5	3	Classes during the evening
17	37	4	4	Classes on Saturday
41	12	2	7	Vocational classes
42	15	1	4	Adult Education classes
37	17	3	5	College credit classes
19	32	4	7	TV classes
36	16	6	4	Arts/crafts type courses
35	10	8	9	Classes lasting 2-6 weeks
32	11	12	7	One or two day seminars
18	31	4	9	Correspondence courses
7	47	3	5	Courses by newspaper
34	19	3	6	Off-campus classes
45	10	0	7	College credit classes for high school seniors
46	10	1	5	Academic counseling
48	9	0	5	Job and career counseling
48	8	2	4	Job placement services"
71	321	65	97	TOTAL

13) "Please indicate any area in which you might be interested in receiving some occupational training."

animal husbandry	Childcare	Librarian	Pre-medicine (4)
art (2)	Computer programming	Make-up artist	Pre-veterinary(2)
arts & crafts	Cosmetology	Nursing (4)	Real estate (2)
astronomy	Dog grooming	Physical Education	Refrigeration
auto mechanics (2)	G.E.D	teacher	Retarded kids - Speech
behavior science	General office work(2)	Physics	Sewing
bookkeeping (2)	German	Piano	Small engine repair
business (9)	Health care	Plant nursery	Social work
chemistry	Horticulture	Police work	Welding
		Pre-law	No response (6)

14) "In general, your over-all rating for CFCC would be...."

26	Excellent
25	Good
6	Average
2	Fair
6	Poor
3	No opinion
0	Undecided
62	TOTAL

15) "How long have you lived in this area?"

2	Less than 1 year
12	1-4 years
21	5-10 years
27	over 10 years
0	No response
62	TOTAL

16) "What kind of work do you do?"

13	Professional and technical
7	manager/administrator (except farm)
0	Salesworker
3	Clerical worker
1	Craftsman/kindred worker
1	Operative
0	Non-farm laborer
7	Service worker
1	Farm worker
12	Housewife
5	Student
0	Unemployed
12	Retired
0	Other,
0	No response
62	TOTAL

17) "What was the highest grade you completed in school?"

6	8th grade or below
25	9th - 12th grade
4	Graduated from high school
12	Attended college or vocational school
2	Graduated from community or junior college
10	Graduated with bachelors degree or above
3	No response
63	TOTAL

18) (Interviewer, try to guess at age group and ask about that group)

"Is your age between..."

6	16-19
3	20-24
23	25-44
20	45-64
10	65 or over
0	No response

19) "Your race is..."

<u>60</u>	White
<u>2</u>	Black
<u>0</u>	Other minority
<u>0</u>	No response
<u>62</u>	TOTAL

20) "And finally, is your family income... (Interviewer, try to guess and ask about the income group)

<u>1</u>	Below \$5,000
<u>2</u>	\$5,501 to \$7,500
<u>16</u>	\$7,501 to \$10,000
<u>24</u>	\$10,001 to \$15,000
<u>14</u>	\$15,001 to \$25,000
<u>2</u>	\$25,001 and over
<u>2</u>	Does not know
<u>1</u>	No response
<u>62</u>	TOTAL

21) Interviewer, what is the respondent's sex?

<u>21</u>	Male
<u>41</u>	Female
<u>62</u>	TOTAL

22) Interviewer, what is the city in which the respondent lives?

(1) Anthony	(32) Ocala
(5) Belleview	(1) Orange Springs
(2) Candler	(3) Salt Springs
(1) Citra	(4) Silver Springs
(3) Dunnellon	(2) Sparr
(1) Fairfield	(4) Weirsdale
(3) Ft. McCoy	(62) TOTAL

COMMENTS

1. "If this (survey) will help people in the future, that's good".
2. "This won't get me in any trouble_will it"?
3. "My cousin attended - rather boring - could do with better teachers".
4. "Very good survey".
5. "Its good to find out what the public thinks".
6. "Very complete and good that this survey is being done. I feel that CFCC is on the right track".
7. "The college stresses to much on marks".
8. "I can't say enough good about CFCC".
9. "The questionnaire is pretty interesting".
10. "Good survey".
11. "CFCC's courses need more challenge".

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