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ABSTRACT

Produced as part of the Targeted Outcomes Field Development Project, this handbook provides basic guidelines that can be used by community colleges for organizing and conducting community impact studies. An introductory chapter touches on the broad range of economic, educational, social, and technological impacts which community colleges have upon their service areas. Chapter 2 discusses the following topics concerning planning and managing a study: choosing a project leader; determining the preliminary scope of the project; involving constituencies; designing the study with respect to data-collection tools, sampling, personnel considerations, and scheduling; and managing the study. Data collection procedures are discussed in Chapter 3. The section on survey instruments covers questionnaire design, use of open- or closed-ended items, wording and arrangement of items, pilot testing, distribution of costs, and follow-up studies; in addition, this chapter deals with record searches and interviews. Chapter 4 describes the tabulation, analysis, and dissemination of study data. Appendices contain the following: record search forms, examples of survey questionnaires and cover and follow-up letters, and an overview of the National Center for Higher Education Management Systems outcomes structure. A bibliography is included. (MB)

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Conducting Community Impact Studies
A Handbook for Community Colleges

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Conducting Community-Impact Studies: A Handbook for Community Colleges

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Foreword

In 1973, Dr. Edmund J. Gleazer, Jr., President of the American Association of Community and Junior Colleges, made the following statement:

The community college that defines itself as a community-based, performance-based, postsecondary institution will have four basic continuing objectives:

1. Current, accurate, and comprehensive information about the community and how the institution is serving its community
2. Access to information that enables the college to develop its human resources consistent with national needs and trends
3. A comprehensive plan expressed in terms that can be understood and supported by the community
4. The ability to justify its need for resources and to demonstrate that they have been used effectively

At the 1978 convention of the AACJC, Dr. Gleazer stated:

A new and vital mission is forming for the community college. That new mission, new not in direction, but in the extent of expression, views the community college as a central agent in organized community systems for lifelong education. We may be close to a breakthrough in lifelong education with the community college playing a key role. There is plenty of evidence that a groundswell of a variety of factors is forming capable of even greater effect on the teaching-learning clientele and patterns of this country than the GI Bill of the Forties and the community college explosion of the Sixties. In fact, both of these epochs have contributed to the force of this gathering

wave. Obviously, what we are becoming aware of and beginning to experience results from is the maturing conviction that during his lifetime every American has an entitlement to appropriate education.

If the objectives of a community-based, performance-oriented community college are to be met, and if lifelong learning is to be spotlighted in the 1980s, every community college must determine the impact it is having on the community it serves and then fine tune its service to better meet the educational needs of that community.

The process of conducting an impact study described in this *Handbook* can become the cornerstone for continuing needs assessment and long-range planning. Such efforts will be essential for any community college that wants to stay on the growing edge and make a more significant education contribution to its community.

James W. White
Vice-President for Administration
American Association of Community and
Junior Colleges
and
Chairman-elect
National Advisory Council
National Center for Higher Education
Management Systems

Preface

Conducting Community-Impact Studies: A Handbook for Community Colleges was produced as a part of the Targeted Outcomes Field Development Project, conducted by the National Center for Higher Education Management Systems (NCHEMS) and funded by the National Institute of Education. To develop methods for assessing community-college impacts, staff from NCHEMS and three community colleges—Kalamazoo Valley Community College in Kalamazoo, Michigan; Eastfield College in Mesquite, Texas (a Dallas suburb); and Valencia Community College in Orlando, Florida—devised data-collection tools and study procedures. These tools and procedures were then tested at the three colleges, and the results incorporated in the *Handbook*. *Assessing Community-College Impacts: Three Case Studies*, a forthcoming NCHEMS publication, will provide more information about the community-impact studies conducted at the three colleges. It should be noted that the *Handbook* is not a conceptual monograph. Its purpose is to provide a set of basic guidelines that can be used by community colleges for organizing and conducting community-impact studies.

Directors of institutional research, assistants to the president, public-relations officers, and others interested in assessing institutional impacts will find the *Handbook* most useful. Policymakers, including presidents and trustees, may also be interested in it, especially chapters 1 and 2, which describe the uses of such a study and strategies for planning and managing

one. Though the *Handbook* describes specific procedures and instruments for conducting an impact study, each institution should modify them to meet its own needs.

Procedures in the *Handbook* were developed and tested and the *Handbook* itself reviewed by the Community-Impact-Study Task Force, which included Dale Lake, President of Kalamazoo Valley Community College, and Richard Olivanti, Assistant to the President; Byron McClenney, President of Eastfield College, and Callie Struggs, Assistant to the President; and James Gollattscheck, President of Valencia Community College, and William Michael Hooks, Dean, Open Campus. Two members of the Kalamazoo Valley Community College staff, Nancy Woods and Thomas Boynton, provided invaluable assistance in implementing the study at their institution. The authors also extend special thanks to Candido de Leon, former President of the City University of New York Hostos Community College and Visiting Scholar at NCHEMS, for reviewing these materials, and to Nathan Gans, who edited the *Handbook*. Several members of the NCHEMS staff provided the authors of the *Handbook* with comments and suggestions: Robert Gray, Leonard Romney, Kent Welton, and Kathy Campbell, who also coordinated its production and typed it.

CHAPTER 1

Introduction

Community colleges, according to the Board of Directors of the American Association of Community and Junior Colleges at their 1973 meeting, should be "community based" and "performance oriented." The first of these terms means that the mission of the college should be determined by the needs of the community; the second means that the college should monitor the effect of its programs and services on the various individuals and communities it serves. Furthermore, increased pressures on community colleges from inflation, shifting enrollments, and intensified competition for public funds make it now more important than ever for community colleges to assess their impacts. These impacts can be:

- Economic (affecting institutional expenditures, changes in income, standard of living, access, mobility, and job security)
- Educational (affecting development of new skills and competencies)
- Social (causing changes in family, recreational, or cultural activities)
- Technological (affecting technical developments, syntheses and reformulations of knowledge, and so on)

These impacts might affect individuals or groups (students, former students, family and relatives, faculty, and staff); interest-based communities (businesses, social and civic groups, governmental units, and service organizations); and populations defined according to age, education,

income, occupation, or sex. For a more in-depth, conceptual discussion of the types of impacts of a college and the array of audiences that potentially are impacted, see appendix 3—An Overview of the NCHEMS Outcomes Structure.

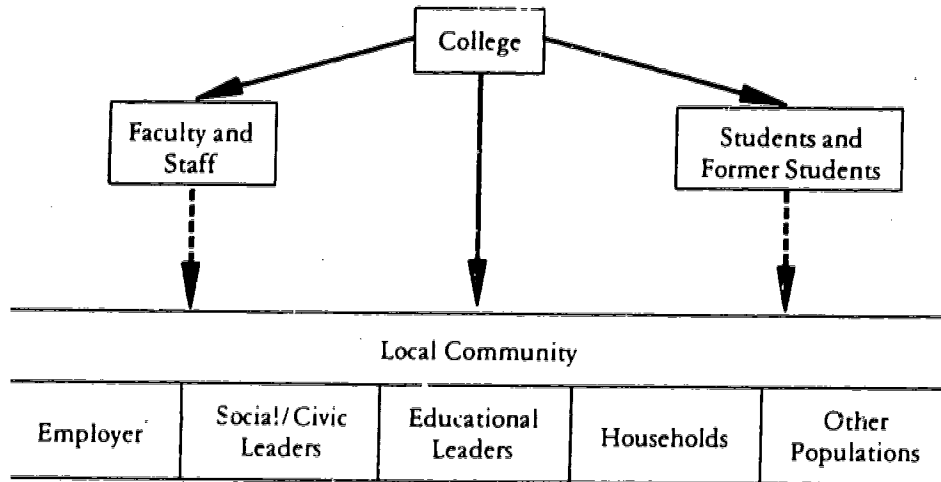
Regardless of which populations from the community are selected for monitoring, a community college probably will want to investigate the awareness and use of its programs and services, the extent to which they meet the needs of the community, and the existence of any unmet needs. Furthermore, a community college should assess its indirect as well as direct impacts. For example, a college might impact its community directly through institutional expenditures or course offerings, and indirectly through expenditures by its faculty, staff, and students or better job performance by employees in the community as a result of courses taken at the college (see figure 1). In this handbook, *community* is defined as the geographic area served by the college—that is, the college's service area.

Following are some of the ways in which the three institutions participated in the development of this handbook have used community-impact-study information:

- Written comments, as well as tabulated data, have been used to review the effectiveness of existing programs and to examine the potential for new ones
- Student-services personnel are using study findings to improve their student-recruitment program
- Information collected on faculty and staff impact has been used to improve college public relations
- After identifying the lack of awareness of institutional services and facilities as a problem, a college has begun a program to improve awareness of its services and facilities
- A college that discovered that users of its facilities were, in general, very satisfied used this information to enhance its public relations
- Information concerning where and how people were learning about an institution and its programs has been used in improving promotion and advertising
- A college has begun a program to explain its services to community educators who did not understand them

A more detailed description of the uses of community-impact-study information is contained in *Assessing Community-College Impacts: Three Case Studies* (Armijo forthcoming).

FIGURE 1
 DIRECT AND INDIRECT COMMUNITY IMPACTS



Solid lines indicate direct impact, broken lines indirect impact.

Most impact studies so far have focused on economic factors, such as the impact of college expenditures for local goods and services. These studies (Portland State College 1965; Miernyk et al. 1967; Merchant 1969; Kruekeberg and Vaughn 1970) demonstrated that in most cases, college expenditures benefited the community. More recently, Caffrey and Isaacs (1971) provided guidelines for obtaining a variety of economic-impact information. A significant improvement over previous efforts, their work suggests procedures for searching institutional records to assess the total economic impact of a college on its community. It does not, however, suggest how to gather qualitative information, such as community attitudes toward an institution. Institutions that have implemented the Caffrey and Isaacs guidelines include the University of Wisconsin (Daellenbach 1976), the University of Pittsburgh (University of Pittsburgh 1972), and the Metropolitan Community Colleges of Kansas City, Missouri (Manning 1975).

Though useful, descriptions of economic impacts constitute only a part of the descriptive information needed by college administrators and planners. Consideration must also be given to the other types of impacts described above. Thus community-impact studies conducted at Northwest Alabama State Junior College (Phillips and Owings 1974), in Hampden County and Amherst, Massachusetts (Watchel and Morehouse 1971), and the University of Colorado at Boulder (Rautenstrauss 1974) attempted to assess social and cultural as well as economic impacts. These studies found that colleges attract knowledge-based industries, such as data-processing or research companies, and that colleges provide local citizens with opportunities for professional development and a range of facilities and services, such as concerts, gymnasiums, and athletic fields.

Except for the work of Caffrey and Isaacs, little has been written heretofore about the methodology of community-impact studies. This *Handbook* describes procedures and instruments to help community colleges assess qualitative as well as quantitative impacts on all populations they serve. Chapter 2 presents guidelines for planning and managing a study; chapter 3 describes three data-collection tools; and chapter 4 discusses ways of tabulating, analyzing, and disseminating study data. The procedures described here are flexible and can easily be modified. An institution does not need sophisticated equipment, a specialized staff, or a great deal of money to measure its impacts.

CHAPTER 2

Planning and Managing A Community-Impact Study

The decision to conduct a community-impact study should be made by the college president and senior administrators. Once such a decision is made, the following activities might be undertaken to successfully plan and manage the study:

- Choosing the project leader
- Determining the preliminary scope of the study
- Involving constituencies
- Designing the study
 - Data-collection tools
 - Sampling
 - Personnel considerations
 - Scheduling
- Managing the study

Although these activities are discussed separately, they might be performed concurrently (for example, staff might determine the scope of the study while involving constituencies).

CHOOSING THE PROJECT LEADER

Choosing the project leader is crucial to success of the study. In making this decision, the following points should be considered:

- The role of the project leader should be clearly defined and made known to all segments of the college community.
- The project leader should be chosen as early as possible, preferably before any detailed planning begins, so that he or she can help determine the scope of the project and the data-collection tools to be employed.
- The project leader should have prior management experience or, at least, demonstrable management abilities. He or she needs to be familiar with research and evaluation principles and with the organization, staff, and services of the institution. Top-level administrators, such as vice-presidents, assistants to the president, or directors of institutional research, would be good candidates for the position.
- Because a community-impact study is a direct link to the community, the project leader ought to report directly to the president.
- The project leader ought to be released, as necessary, from other duties and temporarily reassigned to the project. The extent of time the project leader should be assigned will depend on the size of the project.
- The necessary resources, including staff, printing, computing, and postage, need to be made available to the project leader. If the project leader does not already supervise a staff, then a sufficient one should be provided. In order to maintain project continuity, it is essential that the project leader directly supervise the staff.

DETERMINING THE PRELIMINARY SCOPE OF THE PROJECT

The president, senior administrators, and project leader should develop the preliminary scope of the project. In doing so, they might consider three major parameters:

- Geographic area to be studied: The geographic area to be studied could range from a town or city to a county or region. In most cases, it will be the service area of the college.
- Populations to be studied: These might include students, former

students, employers, civic leaders, social-agency administrators, educators, or service-area households.

- Impacts to be assessed: These could be economic, educational, environmental, social, cultural, recreational, or technological. They might include impacts of the college's programs, its services and facilities, and faculty, staff, and student spending.

In determining the scope of the study, an institution needs to make sure that the range of the three parameters is not too broad or too narrow. For example, a study of all impacts on all population groups in the service area would be unmanageable and would produce data that might not be used. On the other hand, a study of only a single impact or a single population would not be likely to produce data that adequately describe the college's impact on the community.

Since the parameters determine the information the project will produce, their choice should reflect institutional priorities. If parameters are chosen without proper consideration and fail to address important issues, the college administration may find the results of the study useless. The importance of properly defining the scope of the project cannot be overemphasized, since how well the project is defined at the outset can determine the difference between money well spent and money wasted.

INVOLVING CONSTITUENCIES

As community-based, performance-oriented institutions, community colleges should involve constituents, from both within and without the institution, in the community-impact study. Such involvement not only provides valuable advice but also enhances community understanding of and support for the institution. When involving constituents, the institution should define their role as clearly as possible. For example, an institution should specify whether it wants constituents to provide advice only.

One institution participating in the development of the *Handbook* found that an advisory group composed of persons external to the institution was quite helpful. Such a group can:

- Provide reactions to proposals for the impact study
- Identify key issues and sources of information
- Help choose populations to be surveyed
- Help disseminate the findings

The president and senior administrators should select such an advisory group. Except for the president, who should chair it, and the project leader, this type of advisory group would consist of community leaders from outside the institution. Members of the group might include:

- Trustees
- Political leaders, such as the mayor and city-council members
- Business leaders, such as bankers, merchants, and chamber of commerce officials
- Labor leaders
- Professional persons, such as lawyers and doctors
- Educators, such as school-board members and school administrators

A similar type of advisory group might include faculty, staff, and students from within the institution, as well as persons external to the institution.

Many community colleges have advisory groups for various programs, particularly those in occupational areas. As a result, it would be relatively easy to form a community-impact-study advisory group by selecting a representative from each of these program advisory groups.

External constituencies can be involved in a number of ways. For example, during pilot testing of the data-collection tools, such as survey instruments and interviews, leaders within each population might be selected to promote understanding and acceptance of the study among other members of that population. In developing a survey instrument for employers, one institution asked certain employers to participate in the pilot test of the instrument. Their participation and consequent understanding of the study encouraged them to explain the study to colleagues and friends.

Internal constituencies can also be involved by forming a separate task force, composed of faculty, staff, and students. Each member might be made responsible for collecting data from a particular population. The project leader would chair and coordinate the task force.

The composition of any advisory group will determine in part how well it can publicize the existence of the study and disseminate the study results.

DESIGNING THE STUDY

The first step in designing the study is to involve constituents in the refinement of its preliminary scope. Refinement will involve reassessing the project parameters (the geographic area to be studied, the populations

to be surveyed, and the types of impacts to be assessed) to make sure that the project will provide the information the college needs and can use.

DATA-COLLECTION TOOLS

Having refined the scope of the study, decisions must be made concerning sampling, personnel, and scheduling. The choice of data-collection tools is determined by the type of information desired, project parameters, quality of information desired, funds available, and the level and number of staff available. Three data-collection tools—search of records, mail-out surveys, and interviews—were found especially useful in developing the *Handbook*. How to implement them is discussed in chapter 3. Some institutions, however, may find that other data-collection tools best meet their needs.

The three data-collection tools do not all produce the same quality of information, and thus the project leader needs to consider what quality is acceptable or desirable. The quality and cost of information, including the degree of specificity, increases progressively in the sequence of record search, mail-out surveys, and interviews. Unfortunately, records frequently do not conform to information needs. For example, the researcher who might want to analyze certain data by voter precinct may discover that data have not been collected by precinct. In most cases, therefore, mail-out surveys and interviews will be more useful. However, mail-out surveys can be biased by the self-selection of respondents. In any case, one should collect only the information that is needed, not all that is available. In most cases, mail-out surveys can meet community-impact-study information needs more easily and cheaply than interviews.

The practical considerations of staff, time, and money all influence the choice of data-collection tool. The project leader must consider what the institution can as well as wants to do. A small institution with limited staff should not undertake an extensive mail-out or interview survey unless it is willing to halt some other activities, hire additional staff, or subcontract the work. Though a seemingly easy way of collecting a large amount of data, a mail-out survey requires staff and time to tabulate and analyze the data. Even if funds are available for machine tabulation, staff might first have to prepare the data for processing, a task almost as time-consuming as manual tabulation. This problem can be alleviated by proper survey design, which is discussed in chapter 3. Availability of funds is another consideration. Development and reproduction of survey questionnaires can be expensive. If the size of the survey sample is large, then the availability of a computer or funds for computer time is an important consideration.

The project leader needs to weigh all these factors in choosing data-collection tools. If possible, more than one tool should be used, to offset individual methodological disadvantages, acquire complementary data, and strengthen the validity of the study.

SAMPLING

Surveying the total population generally increases the reliability of the findings, provides a hedge against the inevitable less-than-perfect response rate, and eliminates the often time-consuming process of designating a random or representative sample. Such a sampling strategy, however, is usually too expensive. Thus when the survey is restricted to a sample of the total population, careful procedures should be followed to ensure that the sample is large enough to permit valid inferences.

A survey sample represents a subgroup of elements (for example, a small group of students) selected from a large population (for example, all the students enrolled in the college) to obtain information about it. Most surveys in postsecondary education require some type of sampling, for three reasons. First, it is less expensive to survey a sample of a large population. Second, sampling reduces time needed to collect and process data. Third, sampling is usually more efficient than surveying the entire population, since it permits the development of higher-quality instruments and produces more manageable data.

Samples are of two types, probability and nonprobability. The first is based on the use of random sampling in the selection of elements from the larger population; the second is not. Probability samples avoid biases in the selection of the elements of the population by making sure that all elements have an equal chance of being selected. Such a guarantee allows the researcher to assume that the sample will closely resemble the population. Probability samples also permit estimates of sampling error. Nonprobability samples, on the other hand, are useful when probability sampling is too expensive or when a sample cannot be randomly selected because the population members cannot be individually identified.

Elementary Survey Sampling (Mendenhall, Ott, and Scheaffer 1971) and *Sampling Techniques* (Cochran 1963) are especially helpful in developing sampling procedures. Following are techniques that might be used with selected populations:

Population	Techniques
Faculty or staff	Total population
Students	Random sample of classes
	Random sample of students
	Total population

Citizens	Stratified random sample of registered voters by district, systematic sampling (every fifth household)
Educators	Purposely chosen Simple random sample
Employers	Simple random sample
Civic leaders	Purposely chosen
Social-agency leaders	Purposely chosen

While the size of a sample depends on a number of factors, generally it should be large enough to obtain a sufficient number of responses to support reliable conclusions. According to Kish (1965),

Exact control of sample size is unnecessary and impossible in most situations. It may be too difficult to obtain either the information or procedures for firmly controlling even the initial sample size. Moreover, nonresponses and subclasses introduce additional sources of variation. We should aim at an approximate control that is both feasible and desirable. The degree of control depends on the situation. [p. 217]

Because the answer to this key question depends on the situation at hand, any further discussion here may be more confusing than helpful. As a result, one should consult the references in Mendenhall, Kish, and Cochran.

PERSONNEL CONSIDERATIONS

The size of the staff will depend on the scope of the study. Most studies will need:

- A project leader
- Secretarial time for typing questionnaire and cover-letter drafts and final copies
- Typesetting and printing time for questionnaire
- Computer-personnel time for creating survey sample lists and address labels (or clerical time, if lists are created by hand, plus typist time for typing envelope names and addresses)
- Clerical time for stuffing and mailing each questionnaire
- Clerical time for recording and tracking returned questionnaires
- Keypuncher time for punching responses to returned questionnaires
- Computer-data-analyst time for analyzing returned questionnaires
- Report-writer time
- Secretarial time for typing report

Training the staff requires particular attention. The experience of developing the *Handbook* indicates that the importance of adequate training cannot be overemphasized. Many implementation problems and defects in results can be directly traced to inadequacies in the training program. The value of interviews, for example, can be severely limited by inadequately trained staff.

The scope and time of the general training will depend on the data-collection tools selected and the size of the staff. This training should provide adequate information about the nature of the study, develop and enhance necessary skills for carrying it out, and generate positive, productive attitudes about the study. This last point requires particular attention, since staff attitudes will have a substantial impact on the quality of the study. Staff who believe that the study is a waste of time, that the institution cannot be improved, or that the findings will not be used can jeopardize the entire project. Conversely, those who understand the purpose and value of the project and who believe the institution can be improved can increase the chances of success.

The project leader, who has direct knowledge of institutional conditions and project staff, should design and direct the training program and be present at all training sessions. If possible, the president should open the training session with a statement indicating full institutional commitment. The training sessions should be informal and dynamic and, if possible, be held in small groups. Role playing and group discussion usually will foster understanding and enthusiasm more effectively than will lecturing. In short, when designing and directing the training program, the project leader needs to be careful not to take desirable attitudes and skills for granted.

SCHEDULING

Once the staff has been selected, the project leader can schedule the various activities of the study. The institution may desire to create a small task force or working group to design the questionnaire or interview schedule for each population. The project leader may prefer to head each task force or to have a person from each report to him. Because there will likely be problems common to the survey of several populations, the project leader must become thoroughly familiar with all the methods employed and coordinate the various task forces. The project leader should also describe each task in terms of institutional needs and resources and should try to anticipate contingencies, such as the need to cooperate with another institution or to purchase computer time. The project leader will also

have to anticipate the various decisions that will have to be made in the course of the study. For example, at some point, the project leader may have to designate the samples and determine whether the questionnaires will be printed, photocopied, or mimeographed. Failure to anticipate such decisions early is quite likely to produce trouble later.

Next, the project leader needs to plan the specific tasks, in the order they are to be performed. He or she should designate which tasks are independent and can be done simultaneously, which are independent and must be done separately, and which are dependent. For example, training the staff and drawing the sample are independent and can be done simultaneously. Editing collected data and training staff are also independent and can occur at different times. However, editing collected data obviously is a postcollection activity. Different activities may or may not be synchronized but must be coordinated. For example, it is usually more efficient to combine sampling activities for different populations.

In defining the tasks and their interrelationships and in anticipating decisions, the project manager will quite likely modify and refine survey data-collection tools. Such modification and refinement are essential; the tools described here should be viewed as guides to be modified to meet the needs of the individual institution. The project leader or designated staff should also refine the data-collection instruments contained in appendix 2. While these instruments can be used without further revision, most institutions will choose to modify them. However, it is not recommended that institutions develop completely different ones, since those in the *Handbook* have been tested and revised.

Data-collection tools described here were designed to be implemented according to a two- to four-month schedule. However, three months would probably be too short for one of the more complex tools, such as a set of interviews, unless staff were assigned full time. On the other hand, one year would be too long to sustain enthusiasm and wait for the results of the study. The schedules for the individual tasks that constitute the study should be realistic, allowing for contingencies but free of slack.

MANAGING THE STUDY

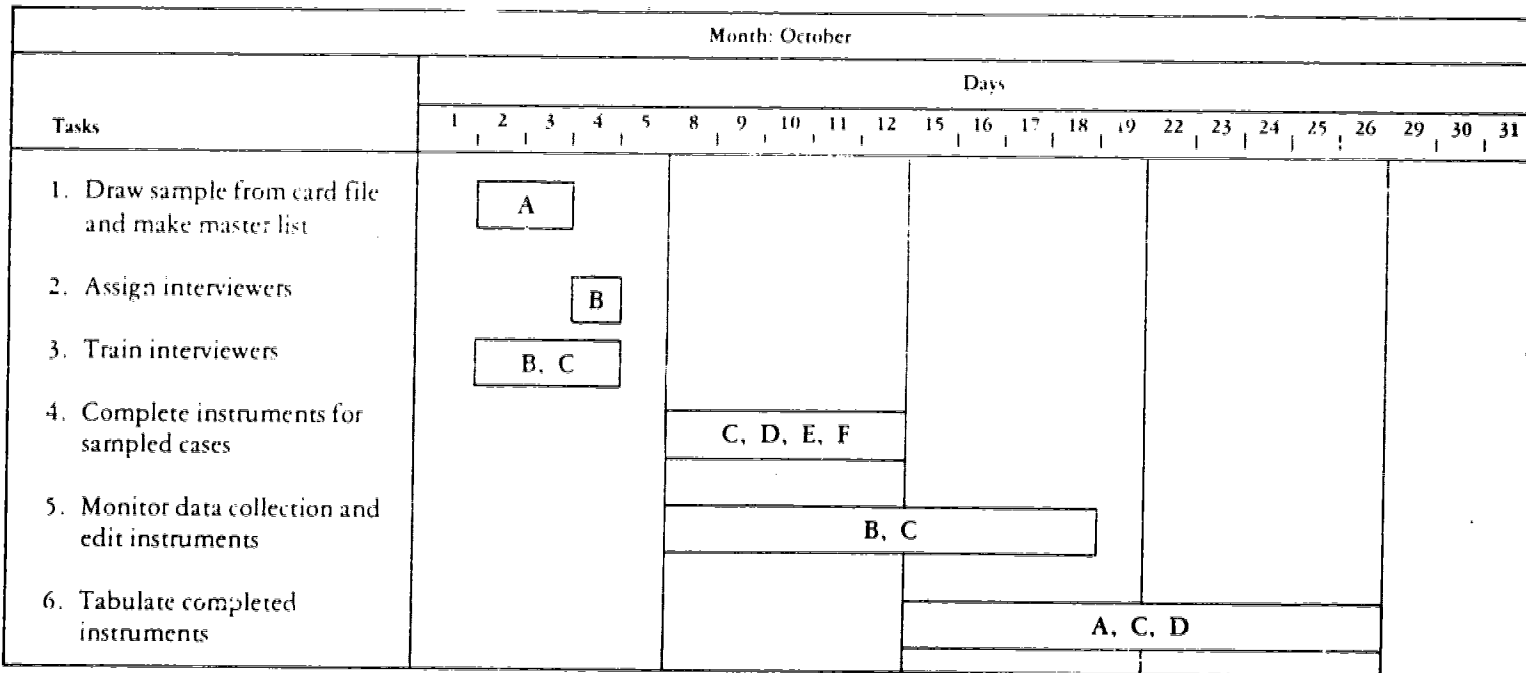
If a project is well planned, managing it will be relatively straightforward. Most management problems result from poor planning or inadequately trained staff. Following is a discussion of general project management, independent of any particular data-collection tool.

- Being responsible for the success of the study, the project leader must be knowledgeable about all its phases. The project leader must act decisively and, after making a decision, should communicate it in writing to all appropriate persons, not just to those who may have raised the issue.
- The project leader should continuously monitor all activities with the aid of a task chart. By charting the various tasks, the project leader can eliminate scheduling conflicts and slack time. Contingencies should be anticipated and the plan made as flexible as possible. There are several methods of charting a project (for example, PERT [Program Evaluation Review Technique] or Gantt charts). Three easy-to-use task charts are shown in figures 2, 3, and 4. Figure 2 presents a chart that is useful in general project management—it highlights major phases of the project. Figures 3 and 4 show examples of charts that can be used to highlight specific activities within the major phases. In most circumstances, the simpler the chart, the better.
- Besides monitoring all phases of activity, the project leader must ensure the continuing administrative support essential for the success of the project, even when more specific tasks seem more pressing. He or she must also coordinate the work of the staff, communicate with them about tasks to be performed, and encourage them to communicate with one another. Staff meetings need to be held to discuss problems and criticisms. The project leader should not be surprised when, during these meetings, persons ask questions already answered in the training sessions.
- The project leader must delegate much of the work to others, but should personally participate in the analysis of data. *Data analyzed only by statisticians would be of limited value, since proper analysis requires an administrative perspective.* Similarly, the editing of data-collection instruments, though often tedious, is too important to be delegated to untrained personnel and should be performed by a responsible person who understands the conceptual design of the project. Most important, the project leader should participate to some degree in each aspect of the project, including the collection, tabulation, and analysis of data, since only through such participation can he or she understand the project and communicate its findings.

FIGURE 2
PROJECT PHASE OUTLINE

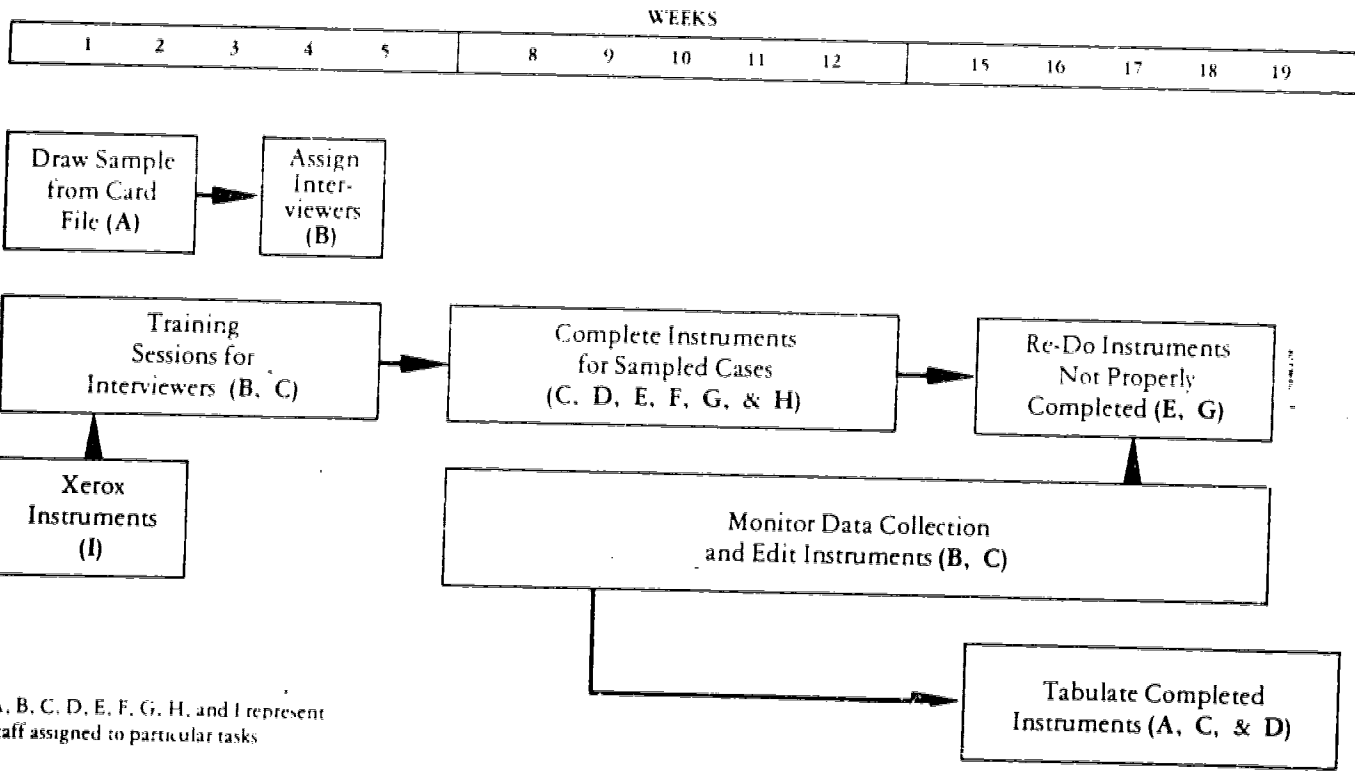
PHASE OR TASK	PERSON RESPONSIBLE	OTHERS INVOLVED	OUTCOME	DATE	
				Begin	End
Decision to conduct community-impact study	President	Senior administrators	Decision made to conduct study	3/1	3/5
Choose project leader	President	Senior administrators	Project leader selected	3/5	3/10
Determine preliminary scope	Project leader	President and senior administrators	Scope of study described in writing	3/15	3/25
Select constituencies for involvement	Project leader	President and senior administrators	Individuals selected to represent constituencies	3/20	4/17
Design study	Project leader	President, senior administrators, constituencies, project staff	Study methods, personnel, and schedule specified	4/5	4/25
Data collection	Project leader	President, senior administrators	Data collected	4/30	5/30
Tabulate and analyze data	Project leader	Project staff	Results in tabular/analytical form	6/1	7/31
Disseminate results	Project leader	Project staff, president, senior administrators, constituencies	Reports developed and distributed	6/30	9/30

FIGURE 3
 TASK CHART FOR IMPACT STUDY
 (Gantt Chart)



A, B, C, D, E, F, G, and H represent staff assigned to particular tasks

FIGURE 4
 TASK CHART FOR IMPACT STUDY
 (PERT Chart)



CHAPTER 3

Data-Collection Procedures

This chapter describes three approaches—record searches, surveys, and interviews—that can be used to collect community-impact data. Specific collection procedures are presented in appendix 1.

RECORD SEARCHES

Data on community-college impacts may be found in institutional and noninstitutional records. Table 1 summarizes some of these sources and the types of data they might yield.

Since the review of institutional records alone can produce an unmanageable amount of data, one should first determine what data will best answer the questions posed at the beginning of the study. One must also consider the availability of different types of data. For example, how easily can the data be located? Are they machine readable? Will they have to be tabulated, or are they already summarized? Are they open to public review? Is permission necessary to obtain them? Other considerations might include the cost of personnel, supplies, and computer time. Staff at one institution that conducted an impact study as part of the NCHEMS project searched records for data on institutional enrollment (credit hours produced, students admitted, degrees granted), community use of college facilities, community employment of graduates, and institutional

TABLE 1

EXAMPLES OF INFORMATION TYPES AND THEIR SOURCES THAT MIGHT BE GATHERED IN THE RECORD SEARCH

	INFORMATION TYPE	SOURCE
ECONOMIC:	1. Local expenditures by the college: Taxes Utilities Local goods and services Capital construction Institutional payroll 2. College revenue	Institutional Business Office Institutional Business Office
SERVICE:	1. Community participation in institutional social, cultural, and recreational programs 2. Community use of institutional facilities	Appropriate institutional office (e.g., Community Service Office) Appropriate institutional office (e.g., Institutional Facilities Office)
DEMOGRAPHIC:	1. Description of college community 2. Description of students	Institutional literature, census data (census tract and Standard Metropolitan Statistical Area [SMSA] data), local government data, Chamber of Commerce data Student Affairs Office, Institutional Research Office, Academic Affairs Office

Note: Caffrey and Isaacs offer useful suggestions for determining what types of economic data are important for a community-impact study and how they can be effectively tabulated.

income and expenditures, including the amount of money the college brought into the community through salaries, purchase of goods and services, capital construction, and state aid.

The NCHEMS *Outcome Measures and Procedures Manual* (Mick, Service, and Lee 1975, pp. 171-79, 205-24) contains procedures and forms that could be used to assess:

- Enrollment of nondegree and noncertificate seeking students (measure I-1)
- Community participation in community education programs (measure I-2)
- Community participation in extension services (measure I-3)
- Institution's payment of local and state taxes and tax compensations (measure K-1)
- Institution's purchase of locally provided utilities (measure K-2)
- Institution's purchase of locally delivered goods and services (measure K-3)
- Institution's capital equipment expenditure relevant to the local community (measure K-4)
- Institution's capital construction expenditure relevant to the local community (measure K-5)

Figure 5 contains procedures and forms relating to measure K-3; appendix 1 contains the rest.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Outcome Measures and Procedures Manual

K-3
MEASURE NUMBER

MEASURE NAME

Institution's purchase of locally delivered goods and services

DEFINITION

Total amount of dollars expended on goods and services that are purchased by the institution from the local community during a certain time period. Goods and services are distinguished from capital equipments generally defined by each institution in terms of dollars and duration (see COMMENTS). Also, goods and services, as referred to here, do not include utilities purchased from the local community (see Outcome Measure K-2)

DATA SOURCES

Institutional Business Office

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

In separating "goods and services" from "capital equipment" each institution uses different criteria of dollars and duration. The user of the manual should consult the institution's business office to determine the criteria for distinguishing goods and services from capital equipment.

FIGURE 5—Continued

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-3

Considering the potential diversity in purchasing methods and record keeping among institutions, it is expected that users of the manual will have to make several decisions during the course of gathering the data for this measure. For the purpose of clarifying the process of searching institutional records to obtain the desired information, a simple flow chart is presented in Figure K-3.1 on the next page. The user may consult the information search process suggested in the figure and make a general plan applicable to his or her particular situation prior to engaging in the data collection activity.

Figure K-3.1

INFORMATION SEARCH PROCESS FOR OUTCOME MEASURE K-3

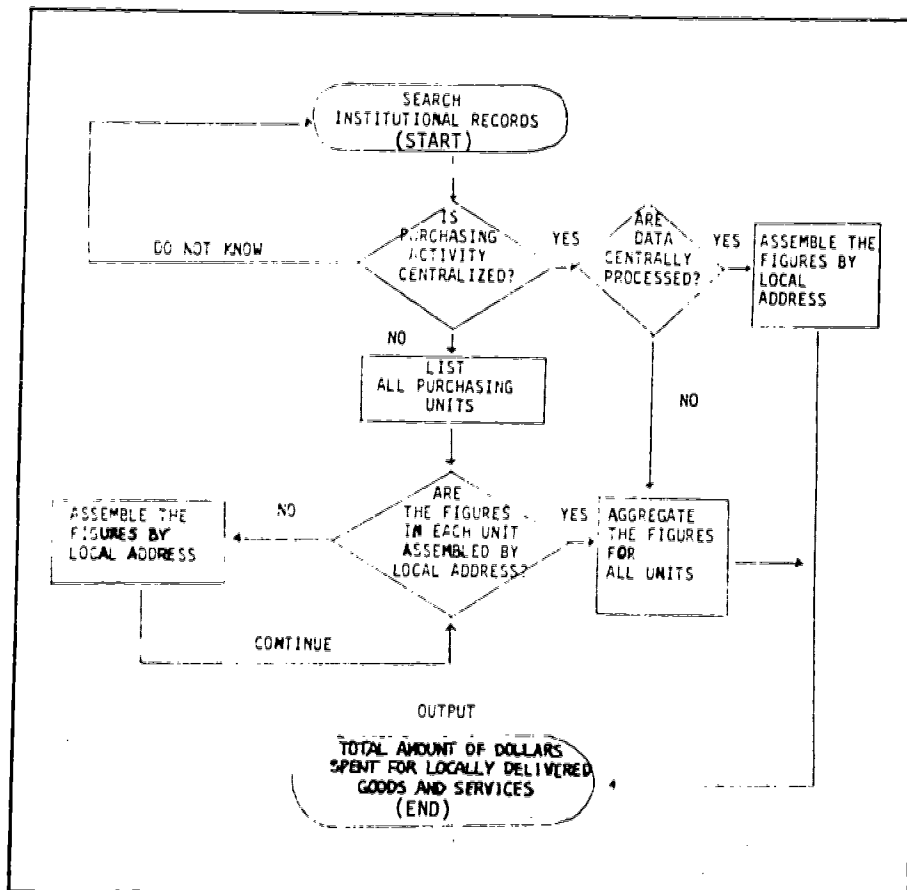


FIGURE 5-- *Continued*

Procedures for Use of Institutional Records

1. Identify the time period during which the total amount of dollars expended on goods and services that are purchased by the institution from the local community are to be determined.
2. Determine the boundary of the institution's functional local community.
3. Consult the institution's business office to determine whether the purchasing activity of the institution is carried out by a central purchasing office or by subunits (departments and other organizational units) within the institution.
4. If the purchasing activity is centralized, determine whether the purchasing records contain the addresses of the suppliers in the designated local community. If they do, it is simply a matter of retrieving the information according to the planned format. If, however, the record files do not contain the local supplier's addresses, the user of the manual will have to obtain such information from the existing files that contain the vendor register or invoice vouchers.

If, by chance, the user attempts to use an aggregate figure that already has been developed by certain offices, care should be taken about the reliability of that information. For example, the user might check the aggregate information against the original data or check the information generated by one office against that generated by another office.
5. If the purchasing activity is not centralized or the needed information is not centrally available, the following steps should be taken:
 - a. Consult the institution's business office and identify all purchasing units within the institution.
 - b. Contact the person in charge of each purchasing unit's expenditure records and obtain the needed information for deriving the measure.
6. Calculate the total amount of dollars paid by each purchasing unit in the institution to suppliers in the designated functional local community within the specified time period.

The mail-out survey has two main advantages. First, it can be administered more easily and cheaply than can a series of interviews, since much of the work involved can be performed partly by volunteers or work-study students. Its relatively low cost makes it especially attractive to institutions with limited budgets. Second, it permits an anonymous, and possibly more honest, response than an approach that identifies the respondent. At the same time, however, the mail-out survey has its limitations. Because the questionnaire must be relatively short and the questions easily understood, the mail-out survey does not usually allow for the collection of detailed information. Moreover, because mail-out surveys often produce low response rates, their findings sometimes cannot be generalized to the total population. Such generalization usually requires additional steps, such as a second mailing, telephone survey, or interviews (ways of assessing response bias are discussed in chapter 4).

After deciding to conduct a mail-out survey, the project leader and the project staff will develop and test the survey instruments. Development includes deciding which impacts to measure, designing the questions to measure them, formatting the questionnaire, and pilot testing the instrument. Figure 6 contains an example of the type of form developed in the NCHEMS *Outcome Measures and Procedures Manual* to assess institutional participation in community affairs. Appendix 1 includes procedures contained in the *Outcome Measures and Procedures Manual* (pp. 185-95, 197-201, 225-40) and its supplement (Micek, Armijo, and Renkiewicz 1977, pp. 63-73) for collecting data about the following impacts, together with instructions for their use:

- Institution's participation in community affairs (measure J-1)
- Community use of institutional facilities (measure J-3)
- Local expenditures by faculty and staff (measure K-6)
- Local expenditures by students (measure K-7)
- Local expenditures by visitors (measure K-8)
- Community awareness of, use of, and satisfaction with instructional programs (measure I-5)
- Community awareness of, use of, and satisfaction with institutional services (measure J-4)
- Institutional goal attainment (measure J-5)
- Community unmet educational needs (measure J-6)

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Outcome Measures and Procedures Manual

J-1
MEASURE NUMBER

MEASURE NAME	Institution's participation in community affairs
--------------	--

DEFINITION	
------------	--

The number of faculty, staff, and students who participate in various types of off-campus activities in the community, such as workshops, consulting, or giving lectures.

DATA SOURCES	
--------------	--

Heads of departments or organizational units in the institution, faculty, current students

PROCEDURES	
------------	--

Administration of a Survey Questionnaire

COMMENTS	
----------	--

This outcome measure is identified as a proxy measure of an institution's contribution to the community through services provided by the faculty, staff, and students to various community groups and organizations. See outcome variable Extension Services (3.2.0.01), Personal Services (3.2.0.02), and Extramural Cultural and Recreational Services (3.2.0.03) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

FIGURE 6--*Continued*

ACQUISITION PROCEDURES FOR OUTCOME MEASURE J-1

Two alternative procedures are suggested for obtaining data about the extent to which persons in the institution (faculty, staff, and students) participate in various kinds of community activities. The first procedure attempts to identify the extent of participation in community activities by faculty, staff, and/or students as a result of an institutional assignment.

The second alternative for obtaining data for outcome measure J-1 involves the administration of a faculty activity analysis survey. Both procedures, as presented here, have major limitations. The major deficiency of the first procedure is that it does not identify those community activities in which faculty, staff, and students participate on a voluntary basis. The major limitation of the faculty activity analysis procedure is that it is restricted to faculty activities.

Procedures for a FACULTY, STAFF, and STUDENT COMMUNITY ACTIVITY SURVEY

Questionnaire

[SEE FOLLOWING PAGE]

FIGURE 6—Continued

INSTRUCTIONS: The following questionnaire items are to determine the extent to which persons associated with your department or organizational unit have participated in various community activities (e.g., consulting, art performance, lectures or seminars for the public, internships, work study, and policy development) during [Period of Time].

1. Your name: _____

2. The name of your department or organizational unit:

3. Has your department or organizational unit assigned, sponsored, or co-sponsored the participation of any of your faculty, staff, and/or students in community activities during [Period of Time]?

___(1) Yes (GO TO QUESTION 4)

___(2) No (SKIP TO QUESTION __)

4. Please identify in the spaces below: (1) the name of the activities or events in which these individuals have participated and (2) estimate the number of faculty, staff, and/or students who participated in each.

Name or Description of Activity	Number of:		
	Faculty	Staff	Students
1.			
2.			
3.			
4.			
5.			
6.			

THANK YOU FOR YOUR ASSISTANCE

FIGURE 6—*Continued*

Procedures for a FACULTY ACTIVITY ANALYSIS Questionnaire

If this alternative is chosen, it is believed that the user will wish to identify faculty activity as it relates not only to community service activities, but also to teaching, scholarship, and internal service activities. Therefore, it is recommended that the user consider implementation of the Faculty Activity and Outcomes Analysis (FAOA) survey procedures which have been developed by NCHEMS (Manning and Romney, 1973). These procedures have been designed to collect activity data that should be useful for a variety of institutional planning, management, and evaluation functions.

In the FAOA survey instrument, Section D, Public Service Activities, is for those activities faculty engage in principally outside the institution. For example, the following activities would be included:

- consulting
- giving professional advice
- directing or participating in community training
- urban extension
- giving lectures or seminars for the general public
- patient care
- agricultural extension

For the users's information, a copy of the FAOA questionnaire follows. Section D of the questionnaire concerns faculty Public Service Activities.

FACULTY ACTIVITY AND OUTCOME SURVEY

Name _____ Date _____ Academic Term _____

Please address any questions to _____ Phone _____

Upon completion, please detach the form and send it to _____

Purpose of Survey

Use this space for describing the purpose of the survey and how the collected data will be used.

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THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO
THE ERIC DOCUMENT REPRODUCTION SERVICE.

In developing the survey questionnaire, the project leader and project staff should consider (1) the design of the questionnaire, (2) the use of open- or closed-ended items, (3) the wording of the items, (4) their arrangement and instructions for completing them, (5) pilot testing, (6) distribution costs, and (7) follow-up strategies.

QUESTIONNAIRE DESIGN

An attractive questionnaire format can help achieve a high response rate. To make the questionnaire attractive, one should:

1. Keep it as brief as possible; when many questions are asked, one may want to consider giving parts of the questionnaire to different samples of the same population to make each questionnaire as short as possible
2. Use high-quality paper and printing whenever possible, and make sure that the type is large enough to be easily read
3. Design the cover of the questionnaire so that it is distinctive, aesthetically appealing, and easy to read
4. Make it easy for respondents to record their answers
5. Have a logical and easily followed order and organization of questions; for example, provide clear instructions when subsequent questions are contingent on an earlier response
6. Use plenty of white space between items

A final point to be considered in questionnaire design is how the responses will be coded once it is returned. For example, if the responses are to be keypunched directly from the questionnaire, the staff will need to make sure the keypuncher can easily recognize the number or letter assigned to questionnaire items and their responses. (A good rule is to have the questionnaire draft reviewed by a data-processing expert to make sure it can be accurately keypunched.)

USE OF OPEN- OR CLOSED-ENDED ITEMS

In an open-ended item, the respondent supplies his or her own answer; in a closed-ended one, he or she selects answers from a list supplied by the researcher. Whitney (1972) listed the following advantages for each type:

Open-ended items:

- Are relatively free from the researcher's influence
- Elicit a wide variety of responses
- Are useful for introducing new parts of the questionnaire

- Provide background for interpreting results
- Give respondents a chance to express their opinions
- Are more courteous
- Can aid in drafting questions and coding responses (when used in pilot work)
- Give detail and credibility to the final report

Closed-ended items:

- Are more uniformly interpreted by respondents
- Produce easily tabulated responses
- Are unaffected by the respondent's verbosity
- Eliminate problems of vocabulary and definition
- Permit more questions

WORDING OF ITEMS

Items must be clear and unambiguous, so that respondents understand exactly what the researcher wants to know. The following points should be considered:

- Items should be kept as short as possible, because those that are too long often will cause the respondent to forget their purpose; long items can also jeopardize questionnaire reliability and response rate by irritating respondents
- Language should be simple, clear, and straightforward; items should be written so that the respondent is addressed respectfully and courteously
- Whenever possible, simple sentences should be used
- Biased words or phrases should be avoided
- If questionnaire items offer alternative responses to be checked by the respondent, the set of responses should include all possible and distinct responses to the question in focus to avoid confusion (in other words, the set of responses should be exhaustive and mutually exclusive)
- "Double-barreled" items that, in fact, ask two questions should be avoided; Babbie (1973) suggests that whenever the word *and* appears in a questionnaire item, the item should be reviewed for unity

ARRANGEMENT OF ITEMS

As a general rule, a questionnaire should begin with the set of questions most likely to make the respondent want to respond. Usually, questions

about attitudes and satisfaction are better for this purpose than ones about demographic subjects. Items that deal with the same topic should be grouped together. For example, questions concerning educational progress and plans might constitute one group and questions about occupational status and plans another. After this rule has been considered, one should group items according to format; for example, all sentence-completion items on a particular topic should be arrayed together. Most researchers feel that items that are more difficult to answer should come at the end of the questionnaire, unless they are crucial for setting the tone or introducing the substance of the questionnaire. Besides helping the respondents complete the questionnaire, well-phrased instructions can establish and maintain rapport with them.

PILOT TESTING

The project leader and project staff should present the developed questionnaires first to the institutional administration for comment and criticism. When presenting them, the project leader should review the objectives and extent of the study and the uses of the data, to consolidate support for the study. After the administration has approved the questionnaires, an advisory group might review them. Each questionnaire should be tested on a small subset of the target population. On the basis of these pilot tests, the survey questionnaires are then revised.

DISTRIBUTION COSTS

A cover letter should be included with each questionnaire. This letter might stress the importance of receiving a response, affirm its confidentiality, and emphasize the value of the study to the community as well as the institution. The cover letter may be printed on institutional stationery, or the letter may be printed on the questionnaire itself (see appendix 2). A recent NCHEMS study suggests that the former may produce a higher response rate. Whichever is chosen, the letter should be signed by the president.

Table 2 lists the materials required for the initial contact in mail- and hand-out surveys, along with estimated costs of each. Estimated costs are based on a survey of 1,000 participants; costs of larger or smaller surveys should be roughly proportional. Survey research literature indicates that personalizing the survey materials substantially increases the response rate (see Linsky 1965, for an overview of this literature). In particular, studies have shown that using first-class postage, particularly commemorative stamps, can increase the response rate by as much as 10 percent (Hensley 1974 and Champion and Sear 1969). Because a high response rate is essential, first class should be used instead of bulk-rate postage on

TABLE 2

ESTIMATED COSTS (AS OF 1977) OF MATERIALS FOR INITIAL MAIL- OR HAND-OUT CONTACT WITH 1,000 PARTICIPANTS

MATERIALS	NUMBER	EXPLANATION	ESTIMATED COSTS*		
			First-Class Mail	Nonprofit-Permit Mail	Hand-Out
Questionnaires	1,000	Printing costs estimated at \$.10	\$100.00	\$100.00	\$100.00
Cover Letters	1,000	Printed on official stationery	10.00	10.00	10.00
Return Envelopes	1,000	Business-reply return envelopes			
		(a) Printing costs	15.00	15.00	
		(b) Postage costs at \$.15 each x 300 returned	45.00	45.00	
Mailing Envelopes	1,000	Standard business size	15.00	15.00	
First-Class Postage	1,000	First class commemorative stamps at \$.13 each	130.00		
Nonprofit Permits with First-Class Postage for Undeliverables	1,000	(a) Nonprofit permits at \$.02 each		20.00	
		(b) Estimated 10 percent undeliverables at \$.13 each		13.00	
TOTAL			\$315.00	\$218.00	\$110.00
Per-Participant Contact Costs			.32	.22	.11
Per-Participant Response Costs (estimating 300 responses)			1.05	.73	.37

Note: The hand-out method involves distributing a survey to a participant who fills it out and returns it on the spot.
 *Estimated costs for more or fewer than 1,000 participants should be approximately proportional.

the outside mailing envelopes. First-class mail has the added advantage of being forwarded by the post office. Hensley also showed the importance for the inner return envelope to be different from the outer mailing one, and that the least expensive choice, a business-reply, printed return envelope, achieves the highest response rate when combined with the commemorative stamp outside.

Other mailing costs not shown in table 2 are those required for either typing names and addresses of participants on the envelopes or generating computer-printed name and address labels. These costs will vary depending on the institution but should be included in cost estimates for the survey. At least one study (Carpenter 1974-75) showed that personalizing the cover letter by manually typing names and addresses increased the response rate, though not greatly, over computer- or machine-produced names and addresses. One would expect, therefore, a similar effect from typing envelope addresses; thus if all other factors are equal, typing the participants' names and addresses would be preferable. However, if the institution can address the envelopes more cheaply with computers, then computer-produced labels would be a reasonable alternative.

Other costs incurred in conducting a survey, primarily those of personnel, are difficult to estimate, because they will vary from institution to institution, depending on salaries and staff time invested. Distributing the survey by hand often produces a higher return rate than by mail. The method of the hand-out will vary according to the population to be surveyed; faculty, for example, could be surveyed at a faculty meeting, students at registration or in classes. Whatever methods are employed, a site that might bias the response, such as a counseling center, ought to be avoided. Moreover, possible respondents need to clearly understand that they are not required to complete the survey, since responses from unwilling respondents could be deliberately inaccurate.

FOLLOW-UP STRATEGIES

Since follow-ups usually increase response rates, they are recommended when feasible. Plans for follow-up, with or without tracking, need to be made before the initial mailing of the survey questionnaires. A follow-up with tracking consists of a second mailing to all participants who have not yet responded. If a follow-up with tracking is planned, a list of participant identification numbers, names, and addresses will be made before the initial mailing. If a computerized data file is used to produce mailing labels for possible respondents, tracking sheets can probably be produced by the computer; otherwise, they must be typed. One person should record on a tracking sheet the return of each questionnaire (figure 7 contains a sample tracking sheet). All returned materials, even undelivered questionnaires, should be kept until the end of the survey.

FIGURE 7
TRACKING SHEET

ID	Name	Address	FIRST MAILING			SECOND MAILING		
			Undeliverable	Unusable	Usable	Date Sent	Undeliverable	Unusable
0001	Rebecca Conners	1031 Birch Street Finneytown, OH 45231			X			
0002	Francis Olson	836 8th Avenue Cincinnati, OH 45230	X					
0003	Richard Dyer	Rt. 1, Box 353 Green Hills, OH 45203				3/14		X
0004	Pat Stockdill	998 Winton Place Cincinnati, OH 45214			X			
0005	James Taylor	1100 Falmouth Drive Cincinnati, OH 45231		X				
0006	Paul Millar	1492 32nd Street Cincinnati, OH 45244				3/12		X
0007								
0008								
0009								
0010								
0011								
0012								

If the follow-up is not tracked, and if the sample selected for the study is not too large, each person included in the initial mailing could receive a second questionnaire with a note asking for a response if one has not already been sent. A variation of this approach would be to send all persons included in the initial mailing a postcard reminding them to return the questionnaire, if they have not already done so. If this method is chosen, the postcard should also advise the respondent how to get a second questionnaire if the first has been misplaced. One of the schools that participated in the NCHEMS project found this method moderately successful and avoided the cost of printing a complete set of additional questionnaires.

Telephone follow-ups are usually quite effective in increasing return rates. These would be especially appropriate in a community-impact study, because the geographic area of the study would usually involve only local calls. Before choosing this approach, however, the project leader and project staff need to consider the availability of appropriate staff to make the telephone calls.

INTERVIEWS

In an interview, the researcher can pursue the same types of questions as in a mail- or hand-out survey. Interviews can also obtain a great variety of information through follow-up questioning. However, they are time consuming and expensive and require considerable skill, sensitivity, and effort. Furthermore, interviewer bias—systematic errors sometimes introduced by even trained interviewers—is difficult to correct and may distort the findings. Telephone interviews have the additional disadvantage of requiring extra time to find current telephone numbers and to contact respondents.

Each of the three types of interviews—individual, group, and telephone—requires basic preparation. First, questions must be formulated. These may refer to the history of the person interviewed as well as that person's opinions. Next, the researcher should decide how to arrange the questions and when to use open- or closed-ended items. The interview questionnaire should then be pretested in simulated interviews, to improve technique, develop a standard set of procedures, and eliminate confusing items. Then, for each type of interview, a sample needs to be selected, and, for the individual and group interviews, contacts made by letter or telephone to establish times and locations. One institution that participated in the NCHEMS project conducted group interviews of social and civic leaders by holding breakfast and lunch group-interview sessions, moderated by

the college president, at which the participants exchanged ideas and reactions about the college's impact. Participants completed questionnaires prior to meetings, and comments were recorded and transcribed. This method enabled the college to interview a large number of social and civic leaders at one time and to establish a dialogue on important issues. By bringing community leaders to campus, the study was able to enhance interest in the college and its programs. Figure 8 contains an example of the interview schedule used by the president of this college in the interview sessions with social and civic leaders.

In addition, personal and telephone interviews can be used by researchers to pursue selected issues and individual responses in greater detail. Names and telephone numbers can be voluntarily obtained from many questionnaire respondents by asking on the survey form whether the respondent would be willing to discuss his or her response in a follow-up interview.

FIGURE 8

SOCIAL-CIVIC GROUP INTERVIEWS

Date _____

Time _____

1. What significant differences has (name of college) made in the (name of community) community over the last 10 years?
2. What kinds of impacts has (name of college) made on the following community groups?
 - a. Employers in the area—
 - b. Community service agencies—
 - c. Local and state government agencies—
 - d. Other educational institutions—
 - e. The general community—
3. In your view, what is the *image* of (name of college) in the community?
4. To what extent do you feel the College is doing a good job in serving the community?
5. To what extent do you feel the community is aware of the courses, services, and resources (e.g., the College facilities) offered by (name of college) ("your agency and its clients" for social-agency directors)?
6. In what ways or areas might the College be more responsive to the educational needs of the community ("to your agency or clients" for social-agency directors)?
7. What types of courses and services ought the College emphasize over the next five years?

Tabulation, Analysis, and Dissemination of Study Data

TABULATION

Tabulation can begin as soon as the questionnaires are returned. Whether the data are tabulated by hand or by computer will affect the extent to which they can be analyzed.

In manual tabulation, the staff will visually edit the questionnaires, hand code them when necessary, transfer the data from the questionnaires to the tabulation sheet, count checkmarks by column, and, for cross tabulations, count and record pairs of checkmarks. Open-ended responses might also require hand coding. For example, an item on the questionnaire might require students to list their field of study. Response could be converted to a numeric code to facilitate tabulation. Figure 9 is a sample tabulation sheet that can be used in manual tabulation.

For example, item 1 might read:

What is your age? (Check the appropriate category.)

- 1. Under 18
- 2. 18 to 30
- 3. 31 to 43
- 4. 44 to 56
- 5. 57 or over

FIGURE 9
SAMPLE TABULATION SHEET

QUESTIONNAIRE ID NUMBER	Item 1						Item 2			Item 3					
	AGE						SEX			MARITAL STATUS					
	1	2	3	4	5	B	1	2	B	1	2	3	4	5	6
0001		X					X			X					
0002	X	X					X			X					
0003			X				X				X				
0004		X						X							
0005			X					X		X					
0006			X				X	X		X					
0007			X				X								
0008		X					X				X				
0009					X			X		X					
0010						X		X				X			
0011		X					X			X					
0012		X					X			X					
0013	X							X			X				
0014			X				X				X				
0015			X				X				X				
0016		X						X			X				
0017		X						X							
0018		X					X			X		X			
0019			X					X							
0020		X						X			X				
0021				X			X			X					
0022		X						X				X			
0023		X						X			X				
0024				X				X				X			
0025		X						X					X		
TOTALS:	2	12	7	2	1	1	11	14	0	9	8	5	3	3	3

Blank

If the respondent checked option 2, a checkmark would be placed in the cell described by questionnaire number 0001, age category 2. The number of checkmarks in each column can be totaled as each tabulation sheet is completed. After all sheets have been returned, grand totals for each column can be obtained by adding the totals of the same column on the different sheets. This procedure will yield the data necessary to complete a summary by item. For example, the summary for the age question might look like this:

Age Category	Number of Respondents
1	2
2	12
3	7
4	2
5	1
Blank	1

Additional frequency distributions, cumulative frequency distributions, and such can be derived from this information. If possible, however, the data should be processed by computer rather than by hand, since computer processing expedites tabulation and cross tabulation.

The tasks involved in computer tabulation are visually editing questionnaires, hand coding when necessary, keypunching, and verifying and editing data. If computer processing is planned, keypunching codes and column numbers should be designated on the questionnaire (the questionnaires in appendix 2 are so designed). The punched cards should also be verified by the keypuncher. Even though verification will nearly double the cost of keypunching, it will eliminate many punching errors. The keypuncher should call the project leader about any ambiguities found while punching responses.

Computer editing will improve the quality of the data by reducing the likelihood of errors. (See the *Outcome Measures and Procedures Manual*, appendix E, for a detailed discussion of computer editing.) In any questionnaire survey, errors are bound to occur in recording responses. These errors may have been made by the respondent, in not following directions, the hand coder, or the keypuncher. Computer editing can detect two kinds of errors:

1. Responses may be out of acceptable ranges for an item. For example, one or two respondents may have sex codes of 3. This type of error can be detected by inspection of a preliminary frequency distribution of all responses to the questionnaire for all students using a package program such as the Statistical Package for the Social

Sciences (SPSS). Alternatively, a special computer program can be written that checks for out-of-range responses to each item for each questionnaire and prints a message when an error is found. Correction of errors consists of locating the original questionnaire for which an error occurred and then correcting the appropriate card columns.

2. Logically inconsistent responses may be found among pairs or sets of responses to the questionnaire. One such inconsistency is a student responding to a "current degree-sought" item with "doctoral degree," for example, and also indicating that he or she is a sophomore. These types of errors can be detected only by a special program written to compare pairs or sets of responses for each respondent and programmed to write an error message when an inconsistency occurs. Correction consists of changing the key-punched cards after checking with the original questionnaire to see what the correct responses are. In many cases, these types of errors exist even on the questionnaire (because the respondent made a mistake). If this is the case, a judgmental decision must generally be made as to which response is correct, and other responses changed to "blanks" or "no response" by deleting responses from the appropriate card columns.

From the above editing suggestions, it can be seen that one should keep the original questionnaires sorted in the same order as the cards, generally in respondent identification number order. By keeping the questionnaires sorted, it will always be easy to find quickly a particular questionnaire needed for editing verification or any other purpose. It is suggested that a person with data-processing background be included on the project staff to handle the above-mentioned type of problem.

DATA ANALYSIS

This phase of a community-impact study consists of deriving a set of descriptive statistics (such as absolute and cumulative frequencies, percentages, means, and standard deviations) that summarizes the questionnaire responses. It might also include a summary of open-ended responses and a determination of the degree of response bias. This basic descriptive analysis is then followed by as much additional analysis as time, money, and interest permit. Guidelines are suggested below for performing statistical analysis, summarizing open-ended responses and core questions, and assessing response bias.

STATISTICAL ANALYSIS

Descriptive analyses of the returned questionnaires usually consist of frequencies (counts) and percentages of the number who responded to each option of each question. Thus each item would be tabulated as in this example:

The overall purpose of (name of institution) is to provide educational programs and services as needed by the residents of (name of community) beyond the high-school level. The education and training provided by (name of institution) are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.

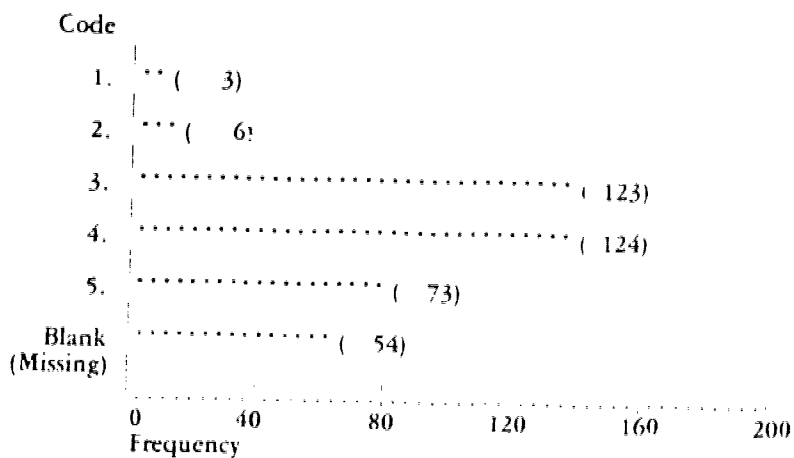
Given this overall purpose of (name of institution), how well is (name of institution) achieving this goal?

- ___ 1. Very poor job
- ___ 2. Less than satisfactory job
- ___ 3. Satisfactory job
- ___ 4. More than satisfactory job
- ___ 5. Excellent job

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	3	.8	.8	.9
2	6	1.6	1.8	2.7
3	123	32.1	37.4	40.1
4	124	32.4	37.7	77.8
5	73	19.1	22.2	100.0
Blank	54	14.1		100.0
Total	383	100.0	100.0	

In the above table, the "Code" column lists the possible options for the item; the "Absolute Freq" column lists the number of responses to each option (the three respondents who chose option 1); the "Relative Freq" column lists the percentage of respondents choosing each option, including those who left this item blank (14.1 percent of those who returned a questionnaire left this item blank); the "Adjusted Freq" column shows the percentage of respondents choosing each option, excluding blanks; and the "Cum Freq" column gives the percentage of respondents who chose that response or a response listed prior to it (2.7 percent of the respondents chose options 1 or 2, 40.1 percent chose options 1, 2, or 3, and so forth).

If possible, it is also useful to produce a histogram for each item, similar to this:



This histogram depicts what is listed in the "Absolute Freq" column of the previous table. It tells the reader very quickly that the respondents think that the institution has been very successful in achieving its goals. The mean and standard deviation should be calculated for questionnaire items that have an underlying scale, like the following item asked of institutional faculty and staff:

Please estimate your average monthly expenditures in the local community for the following:

- | | (please fill in
estimated monthly
dollar amount) |
|--|--|
| a. Rent or house payment | _____ |
| b. Utilities (water, gas, electric,
telephone, garbage) | _____ |
| c. Food and beverages | _____ |
| d. Real-estate taxes | _____ |
| e. Automobile (payments, repairs, gas,
insurance) | _____ |
| f. Charitable donations | _____ |
| g. Clothing (purchase, cleaning) | _____ |
| h. Entertainment | _____ |
| i. Furniture, large appliances, etc. | _____ |
| j. Health (doctors, hospital, dental,
insurance) | _____ |
| k. Insurance (other than car or health) | _____ |
| l. Magazines and newspapers | _____ |
| m. Personal items (such as jewelry,
toilet goods) | _____ |

Summary of Responses:

	Mean	Standard Deviation
a. Rent or house payment	205.05	101.21
b. Utilities (water, gas, electric, telephone, garbage)	82.98	45.97
c. Food and beverages	169.58	107.41
d. Real-estate taxes	126.84	179.29
e. Automobile (payments, repairs, gas, insurance)	126.10	78.44
f. Charitable donations	43.28	53.73
g. Clothing (purchase, cleaning)	45.21	40.35
h. Entertainment	39.34	29.08
i. Furniture, large appliances, etc.	46.43	62.46
j. Health (doctors, hospital, dental, insurance)	31.74	49.45
k. Insurance (other than car or health)	44.21	55.64
l. Magazines and newspapers	11.99	10.58
m. Personal items (such as jewelry, toilet goods)	23.49	45.23

Other types of descriptive statistics, such as medians, modes, and variances, can be used in analysis when appropriate (Mendenhall, Ott, and Scheaffer 1971).

All the basic descriptive analyses suggested above can be performed for various subgroups of the sample that may be of interest as well as for the total sample. Below are examples of subgroup analysis that might be performed on populations included in a community-impact study:

Population	Subgroups
Citizens	Geographic location
	Sex
	Ethnic group
	Age category
	Income category
Faculty and Staff	Full- vs. part-time
	Age category
	Income category
Students	Geographic location
	Sex
	Ethnic group
	Major field or program
	Full- vs. part-time
Employers	Type (e.g., manufacturing, construction)
	Location

Whenever a subgroup analysis is performed, the number of respondents in the subgroup should be large enough to make valid inferences possible. This number depends on the size of the population, the sample selected, and the subgroup. Sometimes it may be necessary to oversample certain subgroups, to assure that the number of cases is sufficient to support analysis (Mendenhall, Ott, and Scheaffer 1971, Cochran 1963).

Data can also be cross tabulated (subgroup analysis is one type of cross tabulation). If the data are to be cross tabulated manually, only a few of the most important tabulations can be selected. Computer processing, however, removes this constraint and permits the scope of analysis to be expanded to include areas of interest as well as importance.

The following is an example of cross-tabulation analysis applied to a community-impact study:

TIME	COUNT ROW PCT COL PCT TOT PCT	GOAL					ROW TOTAL
		EVERY POOR JOB	LESS THA N SATISF	SATISFAC TORY JOB	MORE THA N SATISF	EXCELLEN T JOB	
		1.	2.	3.	4.	5.	
	0	0	1	1	0	0	2
		0	50.0	50.0	0	0	10
		0	12.5	2.2	0	0	
		0	5	5	0	0	
YES	1	0	4	21	42	36	103
		0	3.9	20.4	40.8	35.0	52.5
		0	50.0	46.7	45.2	72.0	
		0	2.0	10.7	21.4	18.4	
NO	2	0	3	23	51	14	91
		0	3.3	25.3	56.0	15.4	46.4
		0	37.5	51.1	54.8	28.0	
		0	1.5	11.7	26.0	7.1	
COLUMN TOTAL		0	8	45	93	50	196
		0	4.1	23.0	47.4	25.5	100.0

*0 DENOTES BLANK

As a faculty or staff member of (name of institution), have you given any of your time to community-service activities such as consulting, art exhibits, lectures, or seminars for the public?

- 1. Yes
- 2. No

The overall purpose of (name of institution) is to provide educational programs and services as needed by the residents of (name of community) beyond the high-school level. The education and training provided by (name of institution) are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.

Given this overall purpose of (name of institution), how well is (name of institution) achieving this goal?

- 1. Very poor job
- 2. Less than satisfactory job
- 3. Satisfactory job
- 4. More than satisfactory job
- 5. Excellent job

One interpretation of the data might be that faculty and staff involvement in community-service activities is unrelated to their perception of how well the college is achieving its goals.

SUMMARIZING OPEN-ENDED RESPONSES

In some situations, it is desirable to use an open-ended item rather than one that allows only certain responses. Analysis of open-ended questions, however, is usually more difficult. Following is an example of an open-ended item:

Name two things you feel that (name of institution) is not doing well.

After a review of all responses, the following categories were developed and each response placed in one of them:

Academic Standards

1. Retaining low achievers
2. Requiring high enough standard of performance of students
3. Monitoring students not really seeking education but simply qualifying for social-security benefits

Community Relations

1. Advertising the advantages of attending
2. Providing more information for public
3. Developing enough industry contact
4. Sharing information
5. Meeting with agencies in the community before certain courses are offered
6. Communicating with high-school students as to what is available to them
7. Communicating with the public at large
8. Publicizing its presence and capabilities to the immediate community
9. Promoting itself
10. Publicizing its programs in the community at large
11. Increasing its credibility in the eyes of the community rapidly enough

Curriculum and Programs

1. Developing vocational programs
2. Making available academic night courses to a greater extent
3. Meeting all the vocational needs of the area
4. Strengthening material (business, management material)
5. Appearing adequate in skills training leading to jobs
6. Providing enough job training for industrial subjects
7. Developing sufficient depth of subject matter

Resources

1. Improving library
2. Improving level of academic teaching
3. Improving counseling

Miscellaneous Other

1. Improving intercollegiate athletics
2. Stimulating adults to participate
3. Clarifying the need for education in leisure and recreational enjoyment

Program Coordination

1. Coordinating with offerings of four-year institutions
2. Coordinating with other universities in the area

In developing an open-ended item, the instrument designer will usually anticipate most of the categories of responses that will be received from the study participants. Nevertheless, all responses should be reviewed before categories are established. See Selltiz et al. (1951) for a good discussion of content analysis.

CORE QUESTIONS

In a community-impact study, most institutions will find it beneficial to compare responses across the surveyed populations. For this to be done, some items on each survey instrument should be identically worded. An example of such an item and the organization of data collected from it follows:

Are there educational needs in (name of community) which you feel (name of institution) should be attempting to meet but is not meeting at the present time?

- ___1. Yes
- ___2. No

Analysis (the numbers in the following table are percentages):

Population	Response		
	Yes	No	Blank
Faculty and Staff	36.2	58.2	5.6
Citizens	13.6	59.3	27.2
Employers	20.2	61.7	18.1
Educators	22.6	60.8	16.6

One interpretation might be that the faculty and staff are more aware than are the other populations of unmet educational needs.

ASSESSING RESPONSE BIAS

Response bias exists when respondents to a questionnaire survey differ systematically from the total sample to whom the questionnaires were sent. Respondents usually tend to be more concerned, more interested, or more enthusiastic than nonrespondents. Respondents also tend to have stronger views and to feel more positively about an institution.

Response bias can usually be assessed in two ways. The researcher can isolate a small random sample of nonrespondents and strive to obtain valid questionnaires from them, to compare with the questionnaires of the original respondents. A good approach for a community-impact study, this method requires careful tracking of returned questionnaires, and hence additional costs.

Response bias can also be assessed by examining the characteristics of respondents and nonrespondents by using demographic data. This approach requires especially good planning in choosing the populations to be surveyed, because certain demographic data, such as sex, ethnic category, and age, must be available on the population, and, as in the previous approach, returned questionnaires must be tracked. Whichever way of assessing response bias is chosen, the researcher should remember to document any comparisons between respondents and nonrespondents and to interpret the results of the survey cautiously, since the respondents may represent a biased group.

DISSEMINATION

Unfortunately, institutions sometimes conduct a research study such as a community-impact one and never publish or disseminate their findings. This wastes time and money for others and makes it more difficult to obtain funding and support for other types of research. The project manager should therefore disseminate the findings of the study to all interested persons, not only to ensure that the findings will be used but also to make people aware of the value of such studies.

If potential uses and users of the findings are identified during the planning stage of the study, as chapter 2 advises, then actual use will be easier. Close coordination with the president of the institution and the senior administrators solves much of the problem, since these people are precisely the ones for whom the findings will be most useful. One way to indicate potential uses of information is to list the title of each administrator and, by the title, possible uses of the findings.

Usually a community-impact study will be defined so that several populations within the community participate in the study (see chapter 2). Based on the experience of developing this *Handbook*, it is recommended that a separate document be prepared that gives all the relevant data for each population. Below is an *example* of what the table of contents might look like for a document describing an employer population.

Table of Contents
Survey of Employers' Views

	Page
Cover letter	1
Questionnaire	2
Follow-up letter	3
Type of employer	4
Frequencies	
Item 1—Goal	4
Cross tabulated by items 2, 3, 5-8	9
Item 2—Needs	15
Cross tabulated by items 3, 5-8	17
Item 3—Serving	22
Cross tabulated by items 5-8	24
Item 4—Services/facilities—awareness, use, and satisfaction	28
Item 5—Employment of former students	38
Item 6—Related courses	92
Item 7—Quality of training	94
Item 8—Specific training	96
Item 9—Position title	98
Item 10—Number of employees	100
Comments on item 2	101
Comments on item 7	103
Comments on item 8	104
Position titles—item 9	107
Comments	114

In the example, employers were surveyed through a mail-out questionnaire. The first item is the letter used in the initial mailing. It is followed by the questionnaire used in the survey and by the follow-up letter sent to non-respondents after two weeks. Responses to each of the items were then tabulated and summarized in table form (see page 49 for an example). Selected cross tabulations are then listed by item number (see page 53 for an example). This analysis is followed by summaries of all open-ended questions (items 2, 7, and 8) and a list of respondents' position titles. The last item in the table of contents contains all additional comments made by respondents.

The important findings from each population then might be brought together in an executive summary. The table of contents for this document might be:

Introduction (this should include the background and purpose of the study)
Citizens
Employers
Faculty and Staff
Educators
Civic Leaders
Other Information
Conclusion

For each population that participated in the study, a section should be included that describes the method of selecting respondents, the data-collection tool used (questionnaire or interview), and findings about that particular population. "Other Information" might contain enrollment statistics for several years, revenue and expenditure trends, and other items that describe the impacts the institution is making on its community. The executive summary could then be distributed to the president and senior administrators and perhaps to the advisory group. Several copies of the appendixes should be made available for those interested.

This distribution will generate interest in and requests for other reports using data gathered in the study. If core questions were used in the study, then certainly someone would want to see comparisons across populations for these questions (see page 55 for example). The length of these additional reports should correspond to the position of the user; in general, the higher the administrator's position, the shorter the report. Researchers should be wary of including too much detail. Reports to senior administrators should be especially brief; administrators who find something of special interest can easily request more information.

Preparing a useful report requires time and experience. The researcher should ask the user what he or she wants from the report before beginning to write. After the report has been distributed, it is good to solicit criticisms so that the researcher's technique can be improved.

THE CASE STUDIES

The experience of the authors and the information gleaned from study of the appropriate literature obviously influenced the formulation of the procedures for conducting community-impact studies described in this handbook. But the strongest shaping influence was the experience of the three community colleges whose administrations collaborated with NCHEMS in developing and testing the ideas incorporated in the *Handbook*. These experiences are documented in a forthcoming NCHEMS publication, *Assessing Community-College Impacts: Three Case Studies*.

The case-study institutions:

Kalamazoo Valley Community College (KVCC), Kalamazoo, Michigan. Established in 1966, KVCC now serves more than 14,000 students on a 187-acre campus. KVCC offers 55 instructional programs, mostly in vocational and technical education. It serves a community of 210,000 residents, mainly employed in automotive manufacturing and allied business and industry.

Eastfield College, Dallas County, Texas. Eastfield is one of seven colleges operated by the Dallas County Junior College District. Its service area includes 550,000 residents. More than 8,000 students are enrolled in its 55 instructional programs and another 4,500 in community-service programs. Eastfield emphasizes alternative styles of learning, ranging from private, personal contact with instructors to self-based programs.

Valencia Community College, Orlando, Florida. Established in 1971, Valencia now has three campuses and is serving over 12,000 students in its instructional programs. An additional 5,000 central Florida residents are enrolled in its noncredit continuing-education courses. The service area of the college includes more than 190,000 residents.

The case studies, prepared by college personnel directly involved in testing the NCHEMS approach to community-impact studies, each cover these topics:

- Institutional history and current environment
- Reasons for undertaking a community-impact study
- Organizing for and anticipating problems in conducting a community-impact study
- Achieving constituency involvement
- Methods of sampling and data collection
- Analyzing findings
- Making use of findings

Assessing Community-College Impacts: Three Case Studies is a record of practical experience, in representative settings, that users of the *Handbook* will want to study carefully.

APPENDIX 1

Record Search Forms

Excerpted from the NCHEMS *Outcome Measures and Procedures Manual*

and

Mail-Out Survey Forms

Excerpted from the NCHEMS *Outcome Measures and Procedures Manual* and Supplement

APPENDIX 1

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Record Search Forms

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NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS
Outcome Measures and Procedures Manual

I-1
MEASURE NUMBER

MEASURE NAME Enrollment of non-degree and non-certificate seeking students

DEFINITION

The number of persons, who are not seeking a degree or certificate (nonmatriculating students), enrolled in regular credit-producing instructional programs or courses, as defined by subprograms 1.1 and 1.2 in the NCHEMS Program Classification Structure (PCS)

DATA SOURCES

Institutional Student Records

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a proxy measure of an institution's contribution to Community Educational Development (3.1.0.01) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

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ACQUISITION PROCEDURES FOR OUTCOME MEASURE I-1

The data acquisition procedures developed for outcome measure I-1 are relatively straightforward in the sense that they require a single headcount of "nonmatriculating" students, that is, of those students who are not working toward a degree or a certificate, who are enrolled in credit-producing programs or courses. The procedures suggest that the NCHEMS Program Classification Structure (Gulko, 1972 and Collier, 1975) be used to organize the different credit-producing programs in which the "nonmatriculating students" are enrolled.

Procedures for Use of Institutional Records

1. Determine the time period during which the number of non-degree and non-certificate seeking students enrolled in credit-producing instructional programs will be ascertained.
2. Examine the individual student files and identify all "nonmatriculating students."
3. For the students identified in 2 above, identify those who are enrolled in the PCS Instructional Subprograms:
 - 1.1--General Academic Instruction, and
 - 1.2--Occupational and Vocational Instruction.
4. Next identify the PCS Subprogram Categories in which they are enrolled, such as 1.1.0201--Environmental Design or 1.2.5007--Photography Technologies.
5. For a descriptive summary of the data, total the number of "nonmatriculating students" enrolled in each Subprogram Category of the PCS.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Outcome Measures and Procedures Manual

I-2
MEASURE NUMBER

MEASURE NAME

Community participation in community education programs

DEFINITION

The number of persons, who are not seeking a degree or certificate (non-matriculating students), enrolled in non-credit-producing instructional activities that are offered on or off campus

DATA SOURCES

Institutional Student Records

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a proxy measure of an institution's contribution to Community Educational Development (3.1.0.01) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE I-2

The procedures for obtaining data for outcome measure I-2 require a simple headcount of those persons enrolled in those non-credit-producing instructional activities as defined by Subprogram 1.3--Community Education in the revised Program Classification Structure (Collier, 1975). In the revised PCS, the definition of Subprogram 1.3--Community Education is defined as follows:

Community Education--1.3 includes those instructional activities that are noncredit and are therefore not applicable towards a post-secondary degree or certificate. These instructional activities may be offered both on or off campus and may be taken by either matriculated students or members of the general community. Any work that produces credit toward the high school diploma should be included in 1.4--Preparatory and Adult Basic Education.

Examples of Community Education include:

- Avocational Education (wine testing, weaving, guitar, and so forth)
- Adult Education
- Professional Review Courses
- Refresher Courses

In the procedural steps that follow, a distinction is made between matriculating students who are enrolled in such activities and nonmatriculating students who are enrolled.

Procedures for Use of Institutional Records

1. Determine the time period during which the number of persons participating in non-credit-producing Community Education

instructional activities (as defined by Subprogram 1.3 in the NCHEMS revised Program Classification Structure) will be ascertained.

2. List all instructional activities that would be classified in the PCS Subprogram 1.3--Community Education during the time period in focus.
3. Examine the individual student files and identify the matriculating students who have enrolled in each Community Education activity identified in 2 above, and then the nonmatriculating students who have enrolled in each of those activities.
4. The data should now be organized for outcome measure I-2.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS
Outcome Measures and Procedures Manual

I-3
MEASURE NUMBER

MEASURE NAME Community participation in extension services

DEFINITION

The number of persons from the community who have participated in cooperative extension service activities as defined by Subprogram 3.3 in the NCHEMS Program Classification Structure (PCS)

DATA SOURCES

Institutional records maintained in the office responsible for cooperative extension service activities

PROCEDURES

Search of institutional records

COMMENTS

This outcome measure is identified as a proxy measure of the extent to which the community receives direct assistance and services of various types from the primary programs of the institution. See Extension Services (3.2.0.01) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures, presented in Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE I-3

This outcome measure represents one indicator of the impact the institution and its programs have on the community. In developing the procedures for obtaining this measure, the following definition of Cooperative Extension Service, as defined by the NCHEMS Program Classification Structure (Gulko, 1972), was used:

Cooperative Extension Service (subprogram 3.3) is established as a separate subprogram to accommodate the program elements that are established as the result of cooperative extension efforts between the institution and outside agencies, e.g., agriculture extension, urban extension. This subprogram is intended primarily for land-grant colleges and universities. The distinguishing feature of program elements in subprogram 3.3 is that the programmatic and fiscal control is shared by the institution with one or more governmental units. Historically, agriculture extension and increasingly certain urban extension programs represent a significant commitment of resources that are not necessarily under the control of the institution in terms of the programmatic direction of the activities. These cooperative extension programs are often a cross between independent operations and public service in that they represent a mix of resources belonging to the institution and resources under the control of an agency external to the institution.

Procedures for Use of Institutional Records

1. Identify the time period during which the number of community members participating in Cooperative Extension Service activities (PCS Subprogram 3.3) will be determined.
2. List all the Cooperative Extension Service programs that have been available to members of the general community during the period of time in focus.

3. Identify the number of participants in each program. (Do not include persons who participate in these programs for purposes of seeking credit toward a degree or certificate.)
4. For a descriptive summary of the data, list the total number of community participants for each cooperative extension service program offered during the period of time in focus.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

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K-1
MEASURE NUMBER

MEASURE NAME

Institution's payment of local and state taxes and tax compensations

DEFINITION

All local taxes and tax compensations (payment made in lieu of taxes) that an institution pays to local governments (e.g., city, county, state) including school districts, towns, cities, counties, and so forth

DATA SOURCES

Institutional Business Office

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a potential measure of the institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

Most educational institutions are free from local tax assessments except for an institution's commercial or related activities. However, exceptions do occur. For example, some institutions may enter an agreement with the local government to pay certain amounts in order to compensate for the eroded tax-base due to their presence in the community.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-1

The data for outcome measure K-1 can be obtained through a search of institutional records, generally maintained in the institution's business office.

Procedures for Use of Institutional Records

1. Identify the period of time during which data for the measure will be examined.
2. Contact the chief business officer in the institution and determine:
 - a. If the institution paid any locally assessed taxes during the time period in focus. If so, the following table should be completed:

Type of Taxes Paid	Name of Local Governments To Which Taxes Were Paid	Amount Paid
Property Tax		
Sales Tax		
Income Tax		
Other (please specify)		
TOTAL:		

8.

b. If the institution paid or donated any amount of dollars to the local government(s) in lieu of taxes (for example, in compensation for the eroded tax base) during the time period in focus, the following table should be completed:

Type of Payments or Donations	Name of Local Governments To Which Payments or Donations Have Been Made	Amount Paid
	TOTAL:	

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Outcome Measures and Procedures Manual

K-2

MEASURE
NUMBER

MEASURE NAME

Institution's purchase of locally provided utilities

DEFINITION

Total amount of dollars expended on utilities (such as gas, electricity, garbage collection, sewage treatment) which were purchased from the local community during a certain time period

DATA SOURCES

Institutional Business Office

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a potential measure of the institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

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Outcome Measures and Procedures Manual

K-4
MEASURE
NUMBER

MEASURE NAME

Institution's capital equipment expenditure relevant to the local community

DEFINITION

Total amount of dollars expended in the local community by institutions as a result of an institution's capital outlay expenditure. Capital outlay is usually defined in terms of a "good" with the cost exceeding (1) a certain amount of dollars and (2) the duration of useful life of the "good" years. The criteria may vary somewhat among institutions. (See COMMENTS)

DATA SOURCES

Institutional Business Office

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

The user of this procedure is advised to follow the definition of "capital outlay" used by the institution. Although the criteria may vary somewhat among institutions, the margin of error will be much less significant than that stemming from imposing a new definition which would inevitably disrupt the standard operating procedure developed in each institution.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-4

In obtaining the data on the total amount of dollars expended in the local community by the institution for capital equipment, the user should consult the institution's business office and apply the same information search procedures as that developed for outcome measure K-3.

As pointed out earlier (see procedures for outcome measure K-3), "capital outlay" is distinguished from "goods and services" for expenditure analysis purposes. A conceptual distinction is therefore made in the definition of outcome measure K-4.

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K-5
MEASURE NUMBER

MEASURE NAME

Institution's capital construction expenditure relevant to the local community

DEFINITION

Total amount of dollars expended in the local community by an institution as a result of its capital construction expenditure. The capital expenditures include (1) purchase of land, (2) land improvement, (3) construction (building and parking lot), (4) building repair and improvement, (5) architect's fees, and (6) others that are specifically designated by each institution as "capital construction."

DATA SOURCES

Institutional Business Office

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-5

It should be pointed out at the outset that the complexity of the data acquisition procedures for outcome measure K-5 is dependent upon the level of detail the user wishes to explore regarding capital expenditure. For instance, the institution may contract with a firm that in turn may subcontract with other firms. Therefore, the original contractor may disperse its capital over several localities through a subcontract process. The potential complexities involved in this process suggest that for analytic purposes some constraints must be placed on the level of detail associated with the flow of an institution's capital expenditures out to the designated functional local community.

The following procedure calls for examination of only those capital expenditures associated with the original contracts arranged between the institution and the local firms. In addition, it is recommended that the focus be limited to the original amount of dollars specified in the contract.

Procedures for Use of Institutional Records

The following procedural steps are designed to obtain that portion of an institution's capital dollars that are spent in the local designated functional community:

1. Identify the period of time in which the capital expenditures in the local community are to be examined.
2. Determine the boundaries of the functional local community.

•

Mail-Out Survey Forms

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Outcome Measures and Procedures Manual

J-3
MEASURE NUMBER

MEASURE NAME

Community use of institutional facilities

DEFINITION

The number of persons from the community utilizing facilities maintained by the institution such as libraries, language labs, testing centers, computer centers, health services, recreation and athletic facilities, museums, and so forth

DATA SOURCES

Managers of the Institutional Facilities, Members of the Community

PROCEDURES

Search of institutional records or administration of a questionnaire to members of the community

COMMENTS

This outcome measure is identified as a proxy measure of the extent to which individuals in the community receive various types of personal services from the support programs and facilities of the institution. See Personal Services (3.2.0.02) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures in Appendix A.

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ACQUISITION PROCEDURES FOR OUTCOME MEASURE J-3

The extent to which community members use the educational or support facilities in an institution can be determined either by a questionnaire survey of a sample of the community population or by a survey of those persons in the community. As a result, two alternative procedures have been developed for obtaining data for this measure.

Procedures for a Facility Use Questionnaire Survey

Alternative #1--Survey of Facility Managers:

1. Select the time period during which the number of persons from the community using the institution's educational and support facilities will be determined.
2. List the facilities that are to be included in the study.
3. Identify the persons in charge of each facility (or who are in the best position to provide the information that is needed).
4. Administer the following "Facility Use Questionnaire" to each of the persons identified in 3 above. If a person is responsible for more than one facility, that person should complete a separate questionnaire for each facility.

Alternative #2--Survey of Community Members:

The following questionnaire item is designed to obtain self-reports from persons in the community to two questions concerning facility use:

- (1) Do persons in the community know about certain institutional facilities

FACILITY USE QUESTIONNAIRE

The purpose of this short questionnaire is to help us determine the extent to which persons from the community make use of the facilities maintained by [Name of Institution]. Your cooperation in completing the questionnaire is most appreciated. Please return it to [Location] by [Date].

1. Your Name: _____ 2. Date: _____

3. Address: _____

4. Telephone Number: _____

5. Please fill in the following table by estimating, as best you can, the number of persons from the community who have used this facility or have attended certain events, activities, etc. held in the facility for which you are responsible during [Period of Time].

Official Name of Facility: _____		
Name or Description of Events or Activities	Estimated Number of Community Attendees	Please give a brief description of how you made your estimate.

being available to them? and (2) How many of those persons have used the facility or attended or participated in events held in the facility? In using this item, it will be necessary to develop a list of the individual facilities (health centers, libraries, counseling-developmental centers, computer centers, gymnasiums, and so forth) to which persons will be asked to react in the survey. Also, it will be necessary to determine the time period in which the respondent will identify if he or she used the facility.

1. The purpose of this questionnaire item is to help us learn about the extent to which persons in the community "know about" and "make use of" various facilities at [Name of Institution]. For each facility listed in the left-hand column, please answer questions "A" and "B:"

Name of Facility	Question "A" Check (✓) each box below if you were aware, prior to receiving this questionnaire, that the facility was open to the public.	Question "B" Check (✓) each box below if you have used or have attended or participated in an event at the facility during the last _____ months.
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

NOTE: The time period in Question "B" can be changed based on the purpose of your study.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Outcome Measures and Procedures Manual

K-6
MEASURE NUMBER

MEASURE NAME

Local expenditures by faculty and staff

DEFINITION

Total amount of dollars that the faculty and staff in an institution spend in the local community during a certain period of time

DATA SOURCES

Institutional Faculty and Staff

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.0.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-6

The set of questionnaire items developed for obtaining the data needed for outcome measure K-6 is a modification of a group of the items used in a recent community impact study conducted by the Office of the Vice-President for University Relations at the University of Colorado (Rautenstrauss, 1974). The items have been modified with the permission of the author of the study report.

Procedures for a FACULTY and STAFF Questionnaire

[SEE FOLLOWING PAGE]

The following items are intended to help in estimating the economic impact of [Name of Institution] on the local community.

1. What is your primary employment status at [Name of Institution]?

- (1) Full-time Faculty
- (2) Part-time Faculty
- (3) Full-time Staff
- (4) Part-time Staff

2. Approximately how far do you live from campus? (Please write in the space below the estimated number of miles.)

_____ Miles

3. In what type of housing do you reside?

- (1) Rent
- (2) Own home

4. Please estimate your average monthly expenditures in the following categories: [NOTE: Please estimate with a realistic "best effort."]

Rent or house payment	\$ _____
Utilities (water, gas, electric, telephone, disposal)	\$ _____
Food and beverages	\$ _____
Real estate and other local taxes	\$ _____
Automobile (payment, repairs, gas, insurance)	\$ _____
Charitable donations	\$ _____
Cleaning and laundry	\$ _____
Clothing	\$ _____
Entertainment	\$ _____
Furniture	\$ _____
Health (include dental and insurance)	\$ _____
Insurance (except auto and health)	\$ _____
Local public transportation	\$ _____
Magazines and newspapers	\$ _____
Personal items	\$ _____
Miscellaneous	\$ _____
TOTAL	\$ _____

5. What is your yearly expenditure for books and educational supplies? \$ _____

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Outcome Measures and Procedures Manual

K-7
MEASURE
NUMBER

MEASURE NAME

Local expenditures by students

DEFINITION

Total amount of dollars that students spend in the local community during a certain period of time.

DATA SOURCES

Current Students

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

The list of questions and items developed for this study is the data reported in
Table 1. The questions and items were developed for a group of five items used in
recent community impact study conducted by the Office of the Vice-Provost
for University Relations at the University of Colorado Boulder (Hanus, 1994).
The items have been modified with the permission of the author of the study
reported.

APPENDIX A: APPENDIX A: APPENDIX A: APPENDIX A: APPENDIX A

APPENDIX A: APPENDIX A: APPENDIX A: APPENDIX A: APPENDIX A

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Outcome Measures and Procedures Manual

K-8
MEASURE
NUMBER

MEASURE NAME Local expenditures by visitors

DEFINITION

A total amount of dollars that visitors to an institution spend in the local community during a certain period of time

DATA SOURCES

Faculty, staff, students, and academic units, (such as departments and institutes) and visitors

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE A-2

Administration of a survey questionnaire is suggested for obtaining an estimate of the total amount of dollars that visitors at an institution spend in the designated functional local community during a given period of time.

Three alternative sets of questionnaire items have been developed for consideration. The first set is appropriate for administration to faculty, staff, and students. The second set is designed to be administered to the heads of departments or other organizational units in the institution that have sponsored activities attended by visitors from outside the designated functional local community. The final set of items is designed to be administered directly to visitors.

Procedures for VISITOR-EXPENDITURE Questionnaires

[SEE FOLLOWING PAGE]

Alternative #2: Organizational Unit Questionnaire

ORGANIZATIONAL UNIT QUESTIONNAIRE

INSTRUCTIONS: The following survey questionnaire is designed to estimate the amount of local expenditures that have resulted from the non-local visitors who have participated in meetings for conferences, workshops, etc. that your organization has sponsored during [Period of Time].*

1. Your name _____
2. Name of your department _____
3. During [period of time] has your department for organization sponsored any activities, meetings, or conferences, etc. that were held in [Name of the Local Community] and in which visitors outside the community participated?
 Yes, for example: _____
 No, if we have not.
4. Please identify the nature (or name) of meetings and make your best estimate in the categories that follow:

	1	2	3	4
Nature (or name) of activity	Number of days activity lasted	Estimated number of non-local participants	Estimate Average Daily local expenditures of participants	SUM = 1x2x3 (Do not write in this column)

*In some instances, the user may wish to account for visitors who come to the community for conferences, workshops, etc. that are held in campus facilities which are not sponsored by IHE.

Alternative #3: Visitor Questionnaire

The following questionnaire has been developed as an alternative for identifying the amount of money spent by visitors to the local community. The items in the questionnaire are modified versions of items used in a recent community impact study conducted by the University of Colorado (Gautenstrauss, 1974). They have been modified for inclusion in this manual with the permission of the author of the University of Colorado community impact study report.

Various formats and procedures for administering the questionnaire to visitors can be used. The one recommended here calls for (1) printing the INTRODUCTORY REMARKS and questionnaire items on one side of an 8 1/2 x 11 inch piece of paper and (2) printing the return address and a first class business reply mail permit on the other side of the paper.

Alternative #3: Visitor Questionnaire

VISITOR QUESTIONNAIRE

WELCOME! The [Name of Institution] hopes that you have a good time in [Name of Community]. The [Name of Institution] is conducting a survey to determine how much a visitor spends in [Name of Community]. When your visit is completed, please fill out this questionnaire and return it to us.

To return the questionnaire, please refill and staple the questionnaire so that the information covered by the notice stays and the [Name of Institution] address and contact telephone number is shown.

Thank you for your help.

1. How far did you travel to come to [Name of Community] _____ Miles

2. How long did you stay in [Name of Community] _____ Days

3. What activities did you participate in [Name of Community] in the following categories:

- Food Attended a restaurant _____
- with family or friends _____
- alone _____
- with a date _____

4. What type of entertainment did you see in [Name of Community] related to the [Name of Institution] _____

- _____
- _____
- _____

5. Please check all of the [Name of Institution] activities that you attended during your visit.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Banquet | <input type="checkbox"/> Sale |
| <input type="checkbox"/> Conference | <input type="checkbox"/> Museum |
| <input type="checkbox"/> Game | <input type="checkbox"/> Athletic Contest |
| <input type="checkbox"/> Workshop | <input type="checkbox"/> Social Event |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Show _____ |
| <input type="checkbox"/> Report | <input type="checkbox"/> Gift with car/lighter |
| <input type="checkbox"/> Exhibit | <input type="checkbox"/> Attending [Name of Institution] |



On the other side of the questionnaire print the return address and the business reply mail permit so the respondent can easily fold and staple the questionnaire. An example of what the other side of the questionnaire might look like is presented on the next page.

Obviously, other formats could be used for developing this type of visitor questionnaire. A good person to consult in a graphic arts specialist.

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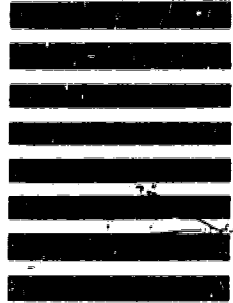
FIRST CLASS
PERMIT NO.
BOULDER, COLO.

BUSINESS REPLY MAIL
NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

[Name of Institution]

[Address to Which Questionnaire
is to be Returned]



10.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

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I-5
MEASURE
NUMBER

MEASURE NAME

Community awareness of, use of, and satisfaction with instructional programs

DEFINITION

The degree of awareness of, use of, and satisfaction with instructional programs
by members of the community

DATA SOURCES

Persons in the local community

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

The purpose of this outcome measure is to measure the awareness of, use of, and satisfaction with the institution's instructional programs by members of the community.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE I-5

The procedure recommended for obtaining data for outcome measure I-5 requires the administration of a survey instrument similar to the one below.

<p>1. (Name of Institution) offers several types of educational programs. Please check (✓) each program area you were <u>aware of before reading this questionnaire.</u></p> <p><input type="checkbox"/> (1) Skill training and upgrading programs</p> <p><input type="checkbox"/> (2) College transfer courses and programs</p> <p><input type="checkbox"/> (3) Career and occupational courses and programs</p> <p><input type="checkbox"/> (4) General academic courses and programs</p> <p><input type="checkbox"/> (5) Was not aware of these programs</p> <p>(List of programs would be developed by institution--what appears above is a <u>sample.</u>)</p>
<p>2. Have you enrolled in any of the programs listed below?</p> <p><input type="checkbox"/> (1) I have not enrolled in any program.</p> <p><input type="checkbox"/> (2) Skill training and upgrading program</p> <p><input type="checkbox"/> (3) College transfer courses and programs</p> <p><input type="checkbox"/> (4) Career and occupational courses and programs</p> <p><input type="checkbox"/> (5) General academic courses and programs</p>
<p>3. How satisfied were you with your educational experiences at (Name of Institution)?</p> <p><input type="checkbox"/> (1) I have had no educational experiences at (Name of Institution).</p> <p><input type="checkbox"/> (2) Completely dissatisfied</p> <p><input type="checkbox"/> (3) Dissatisfied</p> <p><input type="checkbox"/> (4) Neutral</p> <p><input type="checkbox"/> (5) Satisfied</p> <p><input type="checkbox"/> (6) Completely satisfied</p>

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Outcome Measures and Procedures Manual
Supplement (1977)

J-4
MEASURE
NUMBER

MEASURE NAME

Community awareness of, use of, and satisfaction with institutional services

DEFINITION

The degree of satisfaction expressed by members of the community concerning services provided by the institution

DATA SOURCES

Persons living in the community; managers of institutional services

PROCEDURES

Administration of a questionnaire to members of the community, or a search of institutional records

COMMENTS

This outcome measure is identified as a proxy measure of the extent to which individuals in the community are aware of, use, and are satisfied with the various types of services provided by the institution. This measure is an alternative to Measure J-3. If it is used, J-3 should be modified to include only facilities.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE J-4

The extent to which community members use educational or support services in an institution can be determined by an institutional record search or by administering a questionnaire to members of the community. Surveying the community also provides information concerning awareness of and satisfaction with the services. The two alternative procedures for obtaining data for this measure are:

- I. Record Search (Survey of Service Managers)
 1. Select the time period during which the number of persons from the community using the institution's educational and support services will be determined.
 2. List the services to be included in the study.
 3. Identify the persons in charge of each service--the person in the best position to provide the needed information.
 4. Administer the "Service Use Questionnaire."

II. Survey of Community Members

The questionnaire item on the following page is designed to obtain self-reports from persons in the community to three questions concerning service use:

- Do persons in the community know about certain institutional services?
- Do persons in the community use institutional services?
- Are persons who use institutional services satisfied?

SERVICE USE QUESTIONNAIRE

The purpose of this short questionnaire is to help us determine the extent to which persons from the community make use of the services maintained by (Name of Institution). Your cooperation in completing the questionnaire is most appreciated. Please return it to (Location) by (Date).

1. Your Name: _____ 2. Date: _____
3. Address: _____
4. Telephone Number: _____
5. Please fill in the following table by estimating, as best you can, the number of persons from the community who have used this service for which you are responsible during (Period of Time).

Official Name of Service: _____		
Name or Description of Events or Activities	Estimated Number of Community Attendees	Please give a brief description of how you made your estimate

4. Listed below are a number of services which are viewed by (Name of Institution) as being of potential use to various members of the community.

For each service listed below, please indicate:

- 1.) Your awareness of the service.
- 2.) If you have used the service.
- 3.) Your satisfaction with the service if used.

SERVICE	Are you aware of this service?		Have you used it?		Were you satisfied-- if used?	
	Yes	No	Yes	No	Yes	No
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.						
.						
.						

Sub-communities that might be surveyed are:

- Registered voters
- Other educators in the community
- Social agency leaders
- Civic leaders
- Faculty/staff of institution
- Employers in the community

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NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

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J-5
MEASURE
NUMBER

MEASURE NAME Institutional goal attainment

DEFINITION

The degree of satisfaction expressed by members of the community as to how well the institution is achieving its goal(s)

DATA SOURCES

Persons in the local community

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This is a measure of the degree to which the institution is reaching its goal(s).

ACQUISITION PROCEDURES FOR OUTCOME MEASURE J-5

The extent to which community members perceive the institution is achieving its stated goal(s) is obtained by a questionnaire survey. Some of the sub-communities that might be surveyed are:

- Registered voters
- Other educators in the community
- Social agency leaders
- Civic leaders
- Faculty/staff of the institution
- Employers in the community

The following questionnaire item is designed to gather appropriate perceptions.

ABOUT (NAME OF INSTITUTION)

The overall purpose of (Name of Institution) is to provide educational programs and services as needed by the residents of the community beyond the high school level. The education and training provided by (Name of Institution) are intended to help students attain the knowledge and skills needed for educational and occupational career advancement, personal development, and intellectual development.

Given this overall purpose of (Name of Institution), how well do you feel (Name of Institution) is achieving this goal?

- (1) Very poor job
- (2) Less than satisfactory job
- (3) Satisfactory job
- (4) More than satisfactory job
- (5) Excellent job

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J-6
MEASURE
NUMBER

MEASURE NAME | Community unmet educational needs

DEFINITION

The perceptions of people in the community concerning needs that the institution is not meeting, but should be attempting to meet

DATA SOURCES

Persons in the local community

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This is a measure of the degree and number of unmet educational needs in the community that the institution might meet.

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ACQUISITION PROCEDURES FOR OUTCOME MEASURE J-6

The extent to which community members perceive unmet needs in the community that the institution is not meeting, but could be meeting, is obtained by a questionnaire survey. Some of the sub-communities that might be surveyed are:

- Registered voters
- Other educators in the community
- Social agency leaders
- Civic leaders
- Faculty/staff of the institution
- Employers in the community

The following questionnaire item is designed to gather appropriate information.

Are there educational needs in the community you feel (Name of Institution) should be attempting to meet, but is not meeting at the present time?

(1) Yes

(2) No

If yes, what are they? _____

APPENDIX 2

Examples of Survey Questionnaires
and Cover and Follow-Up Letters

APPENDIX 2

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Survey of Citizens

Kalamazoo Valley Community College



Dear Friend of KVCC:

On August 1, 1968, Kalamazoo Valley Community College was established by an overwhelming vote, and during the past decade, your community college has committed itself to providing the community with a wide variety of programs and services. The enrollment has grown to more than 6,000, and a total of more than 50,000 people have taken advantage of the programs and services offered.

We believe the time has come for you, as a member of that community, to evaluate our efforts!

Enclosed you will find a questionnaire which contains a battery of questions regarding your feelings toward KVCC and the impact which the college has had on you. This questionnaire is designed to help us determine the effectiveness of our programs and services, and to help us determine what you believe are the most important areas for improvement and development.

Your opinions are the primary advantage!

This study is being sponsored jointly by KVCC and the National Center for Higher Education Management Systems, Inc. All data collected from responses to the questionnaire will be strictly confidential.

Please complete the questionnaire as soon as possible and return it in the postage-paid envelope that has been provided for your convenience.

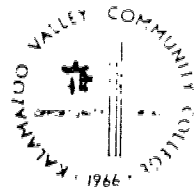
Thank you for your interest in KVCC and your time and cooperation in this important study.

Sincerely,

Dale B. Tate
President

Enclosure

BOARD OF TRUSTEES



A SURVEY OF CITIZENS' VIEWS ABOUT THE
IMPACT OF
KALAMAZOO VALLEY COMMUNITY COLLEGE
ON THE COMMUNITY

NOTE: Your responses will be kept confidential.

ABOUT KVCC:

- 1 The overall purpose of Kalamazoo Valley Community College is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.

Given this overall purpose of KVCC, how well is KVCC achieving this goal?

- 1 Very poor job
2 Less than satisfactory job
3 Satisfactory job
4 More than satisfactory job
5 Excellent job

- 2 Are there educational needs in the Greater Kalamazoo community that you feel KVCC should be attempting to meet, but is not meeting at the present time?

- 1 Yes
2 No


If yes, what are they? _____

- 3 In general, how well do you feel KVCC is serving the Greater Kalamazoo community?

- 1 Very poor job
2 Less than satisfactory job
3 Satisfactory job
4 More than satisfactory job
5 Excellent job

- 4 KVCC offers several types of educational programs. Please check (✓) each program area you were aware of before reading this questionnaire.

- 13 Skill training and upgrading programs
14 College transfer courses and programs
15 Career and occupational courses and programs
16 General academic courses and programs
17 Was not aware of these programs

 National Center for Higher Education Management Systems

5 Have you or a member of your household enrolled in a course or program at KVCC during the last five years?

- 18 1 No (SKIP to Question 8)
 2 Yes (Please check the type of course(s) or program(s) in which you or a member of your household were enrolled.)
- 19 Skill training and upgrading
 20 College transfer
 21 Career/occupational
 22 General academic

6 How satisfied were you with your educational experience(s) at KVCC?

- 23 1 Completely dissatisfied
 2 Dissatisfied
 3 Neutral
 4 Satisfied
 5 Completely satisfied

7 Please check (✓) the boxes that describe how KVCC courses or programs have helped (a) you and (b) other persons you know.

Impacts of KVCC	(a)		(b)	
	Myself	I Know	Myself	Others I Know
Increased chances to qualify for a new job	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>
Improved chances for salary increase	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>
Increased chances for a job promotion	32 <input type="checkbox"/>	33 <input type="checkbox"/>	34 <input type="checkbox"/>	35 <input type="checkbox"/>
Improved human relations skills	36 <input type="checkbox"/>	37 <input type="checkbox"/>	38 <input type="checkbox"/>	39 <input type="checkbox"/>
Improved knowledge and skills related to a job	40 <input type="checkbox"/>	41 <input type="checkbox"/>		
Increased general knowledge and skills				
Provided a personal experience with the academic community				
Increased opportunities for recreation and leisure activities				
Other benefits (please specify)				

8 A variety of KVCC facilities is available to students and the community. Please check (✓) each of the facilities you have (a) known about or (b) used or visited.

Facility	(a) Known About	(b) Used or Visited
Library (Learning Resources Center)	42 <input type="checkbox"/>	43 <input type="checkbox"/>
Exhibition Gallery	44 <input type="checkbox"/>	45 <input type="checkbox"/>
Gymnasium	46 <input type="checkbox"/>	47 <input type="checkbox"/>
Swimming pool	48 <input type="checkbox"/>	49 <input type="checkbox"/>
Tennis courts	50 <input type="checkbox"/>	51 <input type="checkbox"/>
Running track	52 <input type="checkbox"/>	53 <input type="checkbox"/>
Baseball field	54 <input type="checkbox"/>	55 <input type="checkbox"/>
Auditorium	56 <input type="checkbox"/>	57 <input type="checkbox"/>
Cafeteria	58 <input type="checkbox"/>	59 <input type="checkbox"/>
Learning laboratory	60 <input type="checkbox"/>	61 <input type="checkbox"/>
Dental hygiene clinic	62 <input type="checkbox"/>	63 <input type="checkbox"/>
Meeting rooms	64 <input type="checkbox"/>	65 <input type="checkbox"/>
Other facility (please specify)	66 <input type="checkbox"/>	67 <input type="checkbox"/>

(col 80-1)

9 Which of the following services and resources offered by KVCC have (a) you or (b) a member of your household used? Please check (✓) all that apply. (If you have not used any service or resource, SKIP to Question 12.)

Service/Resource	(a) Myself	(b) Member of Household
Conference and Seminars	10 <input type="checkbox"/>	11 <input type="checkbox"/>
Workshops	12 <input type="checkbox"/>	13 <input type="checkbox"/>
Job Placement Services	14 <input type="checkbox"/>	15 <input type="checkbox"/>
Financial Aid Services	16 <input type="checkbox"/>	17 <input type="checkbox"/>
Counseling Services	18 <input type="checkbox"/>	19 <input type="checkbox"/>
Services for the Handicapped	20 <input type="checkbox"/>	21 <input type="checkbox"/>
Services and Resources for the Aging and Retired	22 <input type="checkbox"/>	23 <input type="checkbox"/>
Foreign Student Services	24 <input type="checkbox"/>	25 <input type="checkbox"/>
Assessment and Testing Services	26 <input type="checkbox"/>	27 <input type="checkbox"/>
Tutorial Services	28 <input type="checkbox"/>	29 <input type="checkbox"/>
Dental Hygiene Services	30 <input type="checkbox"/>	31 <input type="checkbox"/>
Cultural events (plays, art exhibits, etc.)	32 <input type="checkbox"/>	33 <input type="checkbox"/>
Food Services	34 <input type="checkbox"/>	35 <input type="checkbox"/>
Internship and Field Placement Services	36 <input type="checkbox"/>	37 <input type="checkbox"/>
Referral for Special Assistance (e.g., medical referral)	38 <input type="checkbox"/>	39 <input type="checkbox"/>
Consultation Services (faculty staff)	40 <input type="checkbox"/>	41 <input type="checkbox"/>
Other service (please specify)	42 <input type="checkbox"/>	43 <input type="checkbox"/>

10 Have you used any of the services or resources checked above within the past 12 months?

- 44 1 Yes
 2 No

11 In general, how satisfied were you with the services or resources checked in Question 9 (if used)?

- 45 1 Completely dissatisfied
 2 Dissatisfied
 3 Neutral
 4 Satisfied
 5 Completely satisfied

12 KVCC receives its financial support from a variety of sources. Which two of the sources listed below do you think should be the major sources of financial support for the college? Please check (✓) only TWO.

- 45 1 State funds
 2 Local millage or property taxes
 3 Federal funds
 4 Student tuition and fees
 5 Donations from donors
 6 Private foundation
 7 Other (please specify) _____

13 How have you learned about the educational courses, programs, services, and facilities offered by KVCC? Check (✓) all that apply.

- 48 This questionnaire
49 KVCC faculty and staff
50 KVCC students and former students
51 Radio
52 Newspapers
53 Television
54 Newsletters
55 Friends and relatives
56 People you work with
57 Other major sources (please specify): _____

ABOUT YOU:

14 Please check (✓) your age category.

- 58 1 Under 18
 2 18-24
 3 25-34
 4 35-43
 5 50-62
 6 63 and over

15 Are you:

- 59 1 Married
 2 Not married

16 What is your sex?

- 60 1 Male
 2 Female

17 What is your racial/ethnic background? Please check only ONE.

- 61 1 American Indian or Alaskan Native
 2 Asian or Pacific Islander
 3 Black
 4 Hispanic (of Spanish origin)
 5 White
 6 Other (please specify) _____

18 Please write in the number of people living in your household who are in the following age categories (including yourself):

Under 5 years	62	_____
5-9 years	63	_____
10-13 years	64	_____
14-17 years	65	_____
18-20 years	66	_____
21-24 years	67	_____
25-34 years	68	_____
35-44 years	69	_____
45-54 years	70	_____
55-64 years	71	_____
65 years and over	72	_____

19 What is the annual income for your total household? Please include all income sources and persons and check ONE category.

- 73 1 Less than \$5,000 per year
 2 \$5,000-9,999 per year
 3 \$10,000-14,999 per year
 4 \$15,000-19,999 per year
 5 \$20,000-24,999 per year
 6 \$25,000-29,999 per year
 7 \$30,000 and over per year

(col 80-2)

Thank you for your help!

Kalamazoo Valley Community College



Dear Friend of KVCC:

Two weeks ago we mailed a packet that asked you to participate in our
year activities about the program, services, and facilities offered by
Kalamazoo Valley Community College. If, for any reason, you did not
return yours, or perhaps misplaced it, we are enclosing a true
questionnaire for you.

Thank you very much for your interest in our college.

Please send your reply to the address on the enclosed questionnaire.
Thank you.

Sincerely,

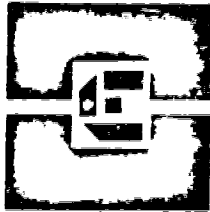
Dale B. Lake
President

Enclosures

IF YOU HAVE ALREADY FILLED OUT THIS QUESTIONNAIRE, PLEASE DISREGARD
THIS REQUEST.

BOARD OF TRUSTEES

NOTE: Your responses will kept confidential.



Eastfield College
3737 Motley Dr
Mesquite, Texas 75150

A SURVEY OF CITIZENS' VIEWS ABOUT THE IMPACT OF EASTFIELD COLLEGE


Dear Citizen:

Eastfield provides an inexpensive quality education in an educational community within a short distance of your home. In addition to courses offered on the college campus, Eastfield also provides courses and training at select sites throughout the community.

In order that we might plan our programs to meet your needs, we solicit your response to this questionnaire. Your input will assist us in making our programs more responsive to the needs of the community. Thank you for your help.

Sincerely,

Byron McClenney
President

 National Center for Higher Education
Management Systems

ABOUT EASTFIELD COLLEGE

- ① One of the goals of Eastfield College is to "develop and maintain variety in program offerings and endeavor to respond to developing community needs." How well is Eastfield College achieving this goal?

- 1 I don't know.
2 Very poorly
3 Less than satisfactorily
4 Satisfactorily
5 More than satisfactorily
6 Excellently

- ② At Eastfield College, course offerings are available in three categories. Which of the program areas were you aware of before reading this questionnaire? (Check as many as are appropriate.)

University transfer courses 2 ___
Technical/Occupational courses 3 ___
Community Service courses 4 ___

- ③ Currently Eastfield College offers some courses in local neighborhoods on an off-campus basis. At what level should this kind of activity be carried on in the future?

- 1 Eliminate off-campus courses.
2 Cut back on off-campus courses.
3 Continue off-campus courses at the current level.
4 Expand off-campus offerings.

- ④ If Eastfield College expands off-campus offerings, which kinds of offerings should be expanded? (Check as many as are appropriate.)

University transfer courses 6 ___
Technical/Occupational courses 7 ___
Community Services courses 8 ___

11 Have you taken, or are you presently taking a course at Eastfield College?

- 55 1 Yes
- 2 No

12 Are you aware that adults who don't have a high school diploma can take courses at Eastfield College?

- 56 1 Yes
- 2 No

13 If you were to take a course at Eastfield, which would you prefer? (Check as many as are appropriate.)

- Informal courses of less than a semester 57
- Classes broadcast on television 58
- Evening classes 59
- Saturday classes 60
- General academic classes 61
- Vocational educational classes 62
- Other (specify) _____ 63

14 Which of the following makes it difficult for you to attend college at Eastfield? (Check as many as are appropriate.)

- No baby sitter 64
- No transportation 65
- No time 66
- I am not qualified 67
- I have enough education 68
- None of the subjects offered interests me 69

ABOUT YOU

15 Please check your age category.

- 70 1 16-20
- 2 21-24
- 3 25-34
- 4 35-44
- 5 45-54
- 6 55-65
- 7 Over 65

Precinct Number 7480

16 What is your sex?

- 71 1 Female
- 2 Male

17 With which of the following ethnic groups do you identify?

- 72 1 American Indian or Alaskan Native
- 2 Asian or Pacific Islander
- 3 Black
- 4 Hispanic (of Spanish origin)
- 5 White or Anglo
- 6 Other (specify) _____

18 What is the total gross income for your household for the year 1977? Please include all income sources and check ONE category.

- 73 1 Less than \$5,000
- 2 \$5,000-\$9,999
- 3 \$10,000-\$14,999
- 4 \$15,000-\$19,999
- 5 \$20,000-\$24,999
- 6 \$25,000-\$49,999
- 7 \$50,000 or more

COMMENTS: _____

If you wish to be contacted by an Eastfield representative concerning your responses to any of the above items, please write your name and phone number below:

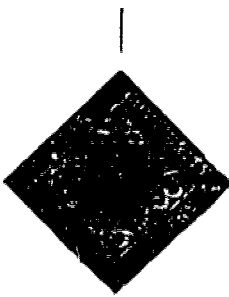
Dear Survey Participant:

Two weeks ago we sent you a questionnaire soliciting your perception of the impact of Eastfield College. If you have returned the questionnaire, we appreciate your assistance. If you have not, we would appreciate it if you would do so as soon as possible. If you need an additional copy of the questionnaire, please call Mrs. Rita Nall at 746-3180.

Sincerely,

Byron McClenney

Byron McClenney
President



VALENCIA COMMUNITY COLLEGE

11100 W. UNIVERSITY BLVD. #1000
ORANGE, FLORIDA 32817

February, 1978

Dear Fellow Citizens:

Valencia Community College has spent the last year of service to our community. During the last twelve (12) months we have served 40,000 people in Orange and Osceola Counties through a variety of Valencia's services and programs. We know, therefore, that we have served a great number of people. We want to be sure, however, that we are offering the services and developing the programs that are of the most value to the citizens of our district.

Thus, the college has conducted a study of its impact on the community. We hope to find out to evaluate the effectiveness of the services we have offered in the past and are providing currently. We also hope to assess the present and future needs of our community so that we can continue to offer needed services and valuable programs. The college has received a grant from the National Center for Higher Education Management Systems in Boulder, Colorado, to conduct this survey.

We very much need your evaluations and suggestions as a citizen of our college district and of our community. Therefore, we are asking you to complete the enclosed questionnaire as soon as possible, and return it in the postage-paid envelope that is provided for your convenience.

The questionnaire asks for your reactions to and impressions of Valencia Community College and of the impact the college has had on you and on those you know. Questions raise from how aware you may be of programs and services offered by Valencia to how you think the college could improve its programs and services.

Your responses to the questionnaire will be anonymous, but they will still be extremely important. You will be helping Valencia Community College become a more vital and positive force in the Central Florida area.

Thank you for taking your time and cooperating with us in this extremely significant enterprise.

Sincerely,

James F. Blottnock
President

Enclosure

VALENCIA
COMMUNITY COLLEGE
SURVEY OF CITIZENS

ABOUT VALENCIA COMMUNITY COLLEGE

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development




VALENCIA
COMMUNITY COLLEGE

- ① From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective, using the following scale.

- 1 = Have no knowledge of
- 2 = Less than adequate
- 3 = Adequate
- 4 = More than adequate
- 5 = Excellent

To provide a two-year college transfer degree program 1 _____

To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree 2 _____

 National Center for Higher Education Management Systems

- To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self evaluation and in making appropriate decisions dealing with personal, academic, and career planning 3 ___
- To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, cultural and recreational activities and to upgrade professional skills as requested by the citizens of the college district 4 ___
- To provide basic and developmental programs to give students needing academic assistance a greater chance for success 5 ___
- To provide as a community service, cultural, recreational, and personal improvement programs designed to meet individual needs and interests 6 ___
- To provide educational leadership, especially in the improvement of instruction, in research, and in curriculum 7 ___
- To provide an additional cultural center for the community 8 ___

- 3 Valencia offers several types of educational programs. Please check (✓) each program area you were aware of before reading this questionnaire.
- Courses that can be transferred to a four year college 10 ___
 - Career and occupational courses and programs 11 ___
 - Continuing education courses and programs to give skill training and professional upgrading 12 ___
 - General academic courses and programs 13 ___

- 4 Have you or a member of your household enrolled in a course or program at Valencia during the last five years?
- 14 1 No (Skip to Question 7)
 2 Yes

- 5 Please check (✓) the type of course(s) or program(s) in which you or a member of your household were enrolled.
- Courses that can be transferred to a four-year college 15 ___
 - Career and occupational courses leading to a degree 16 ___
 - Continuing education courses and programs to give skill training and professional upgrading 17 ___
 - Academic courses for personal interest 18 ___

- 2 Please indicate how well you feel Valencia is achieving its purpose.
- 9 1 Have no knowledge of
 2 Less than adequate
 3 Adequate
 4 More than adequate
 5 Excellent

- 6 How satisfied were you or a member of your household with your educational experience(s) at Valencia?
- 19 1 Extremely dissatisfied
 2 Dissatisfied
 3 Satisfied
 4 Extremely satisfied

7 Please check (✓) the boxes that describe how Valencia courses or programs have helped (a) you and (b) other persons you know.

Impacts of Valencia	(a)		(b)	
	Myself		Others I Know	
Increased chance to qualify for a new job	20	<input type="checkbox"/>	21	<input type="checkbox"/>
Improved chances to salary or climb	22	<input type="checkbox"/>	23	<input type="checkbox"/>
Increased chance to get a job promotion	24	<input type="checkbox"/>	25	<input type="checkbox"/>
Improved human relations skills	26	<input type="checkbox"/>	27	<input type="checkbox"/>
Improved knowledge and skills related to a job	28	<input type="checkbox"/>	29	<input type="checkbox"/>
Increased knowledge and skills	30	<input type="checkbox"/>	31	<input type="checkbox"/>
Provided a personal experience with the program's community	32	<input type="checkbox"/>	33	<input type="checkbox"/>
Increased opportunities for information and resource activities	34	<input type="checkbox"/>	35	<input type="checkbox"/>
Increased awareness of community problems	36	<input type="checkbox"/>	37	<input type="checkbox"/>
Increased opportunities for participation in volunteer organizations	38	<input type="checkbox"/>	39	<input type="checkbox"/>
Increased opportunities for personal development and growth	40	<input type="checkbox"/>	41	<input type="checkbox"/>
Increased opportunities for participation in cultural activities	42	<input type="checkbox"/>	43	<input type="checkbox"/>
Other benefits (please specify)	44	<input type="checkbox"/>	45	<input type="checkbox"/>

8 A variety of Valencia facilities is available to students and the community. Please check (✓) each of the facilities you have (a) known about or (b) used or visited.

Facility	(a)		(b)	
	Known About		Used or Visited	
Library (Learning Resources Center)	46	<input type="checkbox"/>	47	<input type="checkbox"/>
Career Development Center	48	<input type="checkbox"/>	49	<input type="checkbox"/>
Exhibition Gallery	50	<input type="checkbox"/>	51	<input type="checkbox"/>
Tennis Courts	52	<input type="checkbox"/>	53	<input type="checkbox"/>
Baseball Field	54	<input type="checkbox"/>	55	<input type="checkbox"/>
Food Service	56	<input type="checkbox"/>	57	<input type="checkbox"/>
Learning Laboratories	58	<input type="checkbox"/>	59	<input type="checkbox"/>
Dental Hygiene Clinic	60	<input type="checkbox"/>	61	<input type="checkbox"/>
Meeting Rooms	62	<input type="checkbox"/>	63	<input type="checkbox"/>
Other Facility (please specify)	64	<input type="checkbox"/>	65	<input type="checkbox"/>

9 Which of the following services and resources offered by Valencia have (a) you or (b) a member of your household used? Please check (✓) all that apply. If you have not used any service or resource, SKIP to Question 12.

Service/Resource	(a)		(b)	
	Myself		Member of Household	
Conferences and Seminars	1	<input type="checkbox"/>	2	<input type="checkbox"/>
Workshops	3	<input type="checkbox"/>	4	<input type="checkbox"/>
Job Placement Services	5	<input type="checkbox"/>	6	<input type="checkbox"/>
Financial Aid Services	7	<input type="checkbox"/>	8	<input type="checkbox"/>
Counseling Services	9	<input type="checkbox"/>	10	<input type="checkbox"/>
Services for the Handicapped	11	<input type="checkbox"/>	12	<input type="checkbox"/>
Services and Resources for the Aging and Retired	13	<input type="checkbox"/>	14	<input type="checkbox"/>
Foreign Student Services	15	<input type="checkbox"/>	16	<input type="checkbox"/>
Assessment and Testing Services	17	<input type="checkbox"/>	18	<input type="checkbox"/>
Tutorial Services	19	<input type="checkbox"/>	20	<input type="checkbox"/>
Dental Hygiene Services	21	<input type="checkbox"/>	22	<input type="checkbox"/>
Cultural Events (plays, art exhibits, etc.)	23	<input type="checkbox"/>	24	<input type="checkbox"/>
Food Services	25	<input type="checkbox"/>	26	<input type="checkbox"/>
Internship and Field Placement Services	27	<input type="checkbox"/>	28	<input type="checkbox"/>
Referral for Special Assistance (e.g., medical referral, legal referral)	29	<input type="checkbox"/>	30	<input type="checkbox"/>
Consultation Services (faculty staff)	31	<input type="checkbox"/>	32	<input type="checkbox"/>
Other Service (please specify)	33	<input type="checkbox"/>	34	<input type="checkbox"/>

10 Have you used any of the services or resources checked above within the past 12 months?

- 35 1 Yes
 2 No

11 In general, how satisfied were you with the services or resources checked in Question 9?

- 36 1 Extremely dissatisfied
 2 Dissatisfied
 3 Satisfied
 4 Extremely satisfied

12 How have you learned about the educational courses, programs, services, and facilities offered by Valencia? Check (✓) all that apply.

- This questionnaire 37 _____
- Valencia faculty and staff 38 _____
- Valencia students and former students 39 _____
- Radio 40 _____
- Newspaper 41 _____
- Television 42 _____
- Newsletters 43 _____
- Friends and relatives 44 _____
- People you work with 45 _____
- Other major sources (please specify) 46 _____

13 Listed below are the locations of Valencia Community College. Please check (✓) your awareness of each location.

		Yes	No
		1	2
West Campus (Kirkman Road)	47	<input type="checkbox"/>	<input type="checkbox"/>
East Campus (Econlockhatchee Trail)	48	<input type="checkbox"/>	<input type="checkbox"/>
Central Administration and Open Campus Headquarters (1 West Church Street)	49	<input type="checkbox"/>	<input type="checkbox"/>

14 Please check (✓) your age category.

- 50
- 1 Under 18
 - 2 18-24
 - 3 25-34
 - 4 35-49
 - 5 50-62
 - 6 63 and over

15 Are you:

- 51
- 1 Married
 - 2 Not married

16 What is your sex?

- 52
- 1 Female
 - 2 Male

17 What is your racial/ethnic background? Please check (✓) only ONE.

- 53
- 1 American Indian or Alaskan Native
 - 2 Asian or Pacific Islander
 - 3 Black
 - 4 Of Spanish Origin
 - 5 White
 - 6 Non-resident Alien

18 What is the annual income of your total household? Please include all income sources and persons, and check (✓) ONE category.

- 54
- 1 Less than \$10,000 per year
 - 2 \$10,000-\$14,999 per year
 - 3 \$15,000-\$19,999 per year
 - 4 \$20,000-\$24,999 per year
 - 5 \$25,000-\$29,999 per year
 - 6 \$30,000 and over per year

19 How would transportation considerations affect a decision on your part to attend Valencia Community College?

- 55
- 1 Transportation would not be a problem.
 - 2 Transportation problems would prevent me from attending the College.

20 If transportation is a problem, which of the following solutions would be helpful? Check (✓) all that apply.

- Public bus service 56 _____
- Car pools 57 _____
- Bicycle trails 58 _____
- Courses taught in centers close to my home 59 _____
- Other (please specify) _____ 60 _____

- 21 If you checked public bus service as a possible solution to transportation needs, please indicate how much of the time you would use each of the following types of service, according to this scale:

- 1 = Never
 2 = Seldom
 3 = Some of the time
 4 = All of the time

- A route from my neighborhood to the College 61 ___
 A route from my neighborhood to downtown Orlando and then a transfer route to the College 62 ___
 A route from downtown Orlando to the College 63 ___
 I would need bus service in the daytime. 64 ___
 I would need bus service in the evening 65 ___

- 22 Would care of children affect a decision on your part to attend Valencia Community College?

- 66 Child care would not be a problem.
 Child care problems would prevent me from attending the College.

- 23 If child care is a problem, which of the following solutions would be helpful? Check (✓) all that apply.

- A child care center with reasonable rates on the campus 67 ___
 Courses offered at different times of the day 68 ___
 A co-op day care center in which I could work in exchange for child care 69 ___
 Courses offered during the week end 70 ___

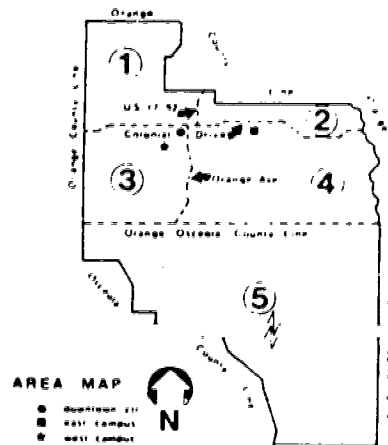
- 24 Using the map given below, identify by zone where you live and work.

(a) Live

- 71 Zone 1 }
 Zone 2 } Orange County
 Zone 3 }
 Zone 4 }
 Zone 5 - Osceola County
 Other (please specify) _____

(b) Work

- 72 Zone 1 }
 Zone 2 } Orange County
 Zone 3 }
 Zone 4 }
 Zone 5 - Osceola County
 Other (please specify) _____



Survey of Civic Leaders

March, 1977

Dear

You are invited to be my guest at a luncheon to be held at Kalamazoo Valley Community College on March 29, 1977, at 12:00 noon in room 4006. At that time we will discuss with you and other civic leaders your perceptions of KVCC's impact on the community.

The college is currently engaged in a cooperative research study with the National Center for Higher Education Management Systems, an independent, nonprofit organization located in Boulder, Colorado. The purpose of the study is to better understand some of the important impacts KVCC has had on students and the community, so that we can more effectively plan programs, services, and facilities.

Enclosed you will find a short questionnaire regarding your evaluation of KVCC. Please complete this questionnaire and bring it with you to the luncheon.

During the luncheon, the results of the questionnaires sent out to you and other civic leaders will be quickly hand-tabulated by our research specialists. Although no individual responses will be identified, the trends for the entire group will be projected on a screen for everyone to view and analyze. This should provide the basis for a lively discussion on how KVCC has affected the community and how we might further improve our programs and services.

Thank you for your continuing interest in KVCC. Your contribution is needed and will be greatly appreciated. Please let me know right away if you can participate by calling me at 375-5000, extension 200.

Sincerely,

Dale B. Lake
President

Enclosure

BOARD OF TRUSTEES

145

11

KALAMAZOO VALLEY COMMUNITY COLLEGE

CIVIC LEADERS-- GROUP INTERVIEWS

Date _____

Time _____

1. What significant differences has KVCC made in the Greater Kalamazoo community over the last 10 years?
2. What kinds of impacts has KVCC made on the following community groups?
 - a. employers in the area
 - b. community service agencies
 - c. local and state government agencies
 - d. other educational institutions
 - e. the general community
3. In your view, what is the image of KVCC in the community?
4. To what extent do you feel the College is doing a good job in serving *the community*?
5. To what extent do you feel the community is aware of the courses, services, and resources (e.g., the College facilities) offered by KVCC?
6. In what ways or areas might the College be more responsive to the educational needs of the community?
7. What types of courses and services ought the College emphasize over the next five years?

SURVEY OF CIVIC LEADERS

Name _____

In this short survey, we are interested in your opinions about the impact Kalamazoo Valley Community College is having on the Greater Kalamazoo community

1. In general, how do you feel KVCC is serving the Greater Kalamazoo community?

- ___1. Very poorly
- ___2. Below average
- ___3. Average
- ___4. Above average
- ___5. Excellent

2. Name two things you feel KVCC is *doing well!*

- 1.
- 2.

3. Name two things you feel KVCC is *not doing well!*

- 1.
- 2.

4. Are there educational needs in the Kalamazoo community which you feel KVCC should be attempting to meet but is not meeting at the present time?

- ___1. Yes
- ___2. No

If yes, what are they?

About KVCC

The overall purpose of KVCC is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high-school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.

2. Given this overall purpose of KVCC, how well is KVCC achieving this goal?

- 1. Very poor job
- 2. Less than satisfactory job
- 3. Satisfactory job
- 4. More than satisfactory job
- 5. Excellent job

Please bring this completed questionnaire with you to our meeting.

150

Survey of Educators

Kalamazoo Valley Community College



Dear Fellow Educator:

The enclosed questionnaire is part of a major study Kalamazoo Valley Community College (KVCC) is undertaking in order to better understand some of the important impacts its programs, services, and facilities are having on students and the local community, which, of course, includes other educational institutions in the area. The study is being carried out jointly by KVCC staff and the National Center for Higher Education Management Systems, an independent, nonprofit organization located in Boulder, Colorado.

The purpose of this particular questionnaire is to collect information from other area educators so that KVCC can learn how well its programs, services, and facilities are meeting their needs and expectations. Based on the information you provide in the questionnaire, KVCC will be in a better position to more effectively plan its programs, services, and facilities.

The questionnaire is brief, and your response to it is extremely important to our study. The responses you provide will be treated confidentially, but for analysis purposes, please identify your institution or school district on the questionnaire. For your information, a summary report of the total community impact study will be available in August, 1977.

We would appreciate it if you would complete the questionnaire, and using the enclosed pre-paid envelope, please return it by

Respectfully,

Dale B. Lake
President

BOARD OF TRUSTEES

Note: Your responses will be kept confidential.

**Kalamazoo Valley
Community College
Survey of Educators**

ABOUT KVCC:

The overall purpose of KVCC is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational development.

1 Given this overall purpose of KVCC, how well do you feel KVCC is achieving this goal?

- 1 Very poor job
- 2 Less than satisfactory job
- 3 Satisfactory job
- 4 More than satisfactory job
- 5 Excellent job


2 Are there educational needs in the Greater Kalamazoo community you feel KVCC should be attempting to meet, but is not meeting at the present time?

- 1 Yes
- 2 No

If yes, what are they? _____

3 In general, how do you feel KVCC is serving the Greater Kalamazoo community?

- 1 Very poor job
- 2 Less than satisfactory job
- 3 Satisfactory job
- 4 More than satisfactory job
- 5 Excellent job

 National Center for Higher Education
Management Systems

13

4 ABOUT KVCC'S IMPACT ON YOU AS AN EDUCATOR:

Listed below are a number of services/facilities which are viewed by KVCC as being of potential use to educators in the community for carrying out their professional responsibilities.

For each service/facility listed below, please indicate:

- 1.) Your awareness of the services/facilities available to aid you in your work as an educator.
- 2.) If you have used the service/facility in performing your professional responsibilities.
- 3.) Your satisfaction with the service/facility if used for this purpose.

Were you satisfied—if used?

Have you used it?

Are you aware of this service/facility?

Service/Facility	1 Not at all	2 Slightly	3 Moderately	4 Very
1. KVCC staff available to provide information to you about KVCC's services	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
2. KVCC staff available to provide information to you about KVCC's facilities	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
3. KVCC staff available to provide information to you about KVCC's programs	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>
4. Multiple rooms/facilities	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>
5. Multiple room athletic facilities	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>
6. Multiple room offices	19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>
7. Multiple room facilities	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>
8. Multiple room studio facilities	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>
9. Other	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>

5 Could KVCC be more responsive in helping you:

a. Serve your students?

- 31 Yes
 No

If yes, in what ways?

b. With your work responsibilities?

- 32 Yes
 No

If yes, in what ways?

ABOUT YOU:

6 How many years of experience do you have as an educator?

_____ years
33-34

7 How many years of experience do you have as an educator in the Greater Kalamazoo community?

_____ years
35-36

8 Age:

- 37 18-24
 25-34
 35-49
 50-62
 63 and over

9 Sex:

- 38 Female
 Male

10 Name:

39-42

11 Position:

43

(Your name is requested for followup purposes only. All responses will remain confidential.)

12 Employer:

a. If K-12 school system

Please check the school district which employs you:

- 44-45 1. Climax-Scotts
 2. Comstock
 3. Gaiesburg/Augusta
 4. Gull Lake
 5. Kalamazoo
 6. Mattawan
 7. Parchment
 8. Portage
 9. Schoolcraft
 10. Vicksburg

Please check level:

- 46 1. Elementary
 2. Junior High
 3. High School
 4. Other

b. If college or university

Please check employer:

- 47 1. Kalamazoo College
 2. Nazareth College
 3. Western Michigan University

THANK YOU FOR YOUR HELP!



VALENCIA COMMUNITY COLLEGE
P.O. BOX 3028 ORLANDO, FLORIDA 32807

Dear Colleague:

Valencia Community College has been selected by the National Center for Higher Education Management Systems (NCHEMS) as one of three community colleges in the country to be awarded a grant in an attempt to determine the extent of its impact on the community it serves.

Orange County Public Schools are working with Valencia and inviting you, as a concerned educator, to complete the enclosed "Survey of Educators" and return it in the enclosed envelope. Valencia will use the confidential information you provide to enhance the postsecondary educational opportunities for the entire Florida community.

Your time and effort in assisting Valencia's efforts will be greatly appreciated.

Sincerely,

James F. G. Matthews, Jr.
President
Valencia Community College

L. Clinton Deck, Jr.
District Superintendent
Orange County Public Schools

Enclosure

L.

VALENCIA
COMMUNITY COLLEGE
SURVEY OF EDUCATORS



VALENCIA
COMMUNITY COLLEGE

ABOUT VALENCIA

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development.

1. From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective.

a. To provide a two-year college transfer degree program.

- 1 have no knowledge of
- 2 less than adequate
- 3 adequate
- 4 more than adequate
- 5 excellent

b. To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree.

- 1 have no knowledge of
- 2 less than adequate
- 3 adequate
- 4 more than adequate
- 5 excellent

c. To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self-evaluation and in making appropriate decisions dealing with personal, academic, and career planning.

- 1 have no knowledge of
- 2 less than adequate
- 3 adequate
- 4 more than adequate
- 5 excellent

National Center for Higher Education
Management Systems

d. To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, culture, and recreational activities and to upgrade professional skills as requested by the citizens of the college district.

- 1 I have no knowledge of
 2 less than adequate
 3 adequate
 4 more than adequate
 5 excellent

e. To provide basic and developmental programs to give students needing academic assistance a greater chance for success.

- 1 I have no knowledge of
 2 less than adequate
 3 adequate
 4 more than adequate
 5 excellent

f. To provide as a community service, cultural, recreational, and personal improvement programs designed to meet individual needs and interests.

- 1 I have no knowledge of
 2 less than adequate
 3 adequate
 4 more than adequate
 5 excellent

g. To provide educational leadership, especially in the improvement of instruction, research, and in curriculum.

- 1 I have no knowledge of
 2 less than adequate
 3 adequate
 4 more than adequate
 5 excellent

h. To provide an additional cultural center for the community.

- 1 I have no knowledge of
 2 less than adequate
 3 adequate
 4 more than adequate
 5 excellent

2 In general, how do you feel Valencia is serving the community?

- 1 I have no knowledge of
 2 less than adequate
 3 adequate
 4 more than adequate
 5 excellent

3 Are there educational needs in Osceola/Orange County that you feel Valencia should be attempting to meet, but is not meeting at the present time?

- 10 yes
 15 no

If yes, what are they? _____

VALENCIA'S LOCATIONS

4 Listed below are the locations of the different campuses of Valencia. For each location listed below, please indicate your awareness of the location.

yes no
 1 2

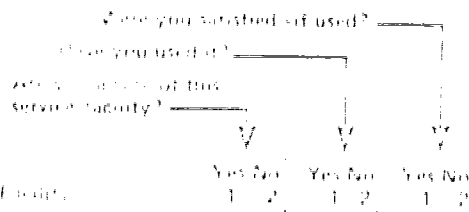
- 11 West Campus (Kirkman Road)
 12 East Campus (Econlockhatchee Tr.)
 13 Open Campus Headquarters (1 West Church Street)

ABOUT VALENCIA'S IMPACT ON YOU AS AN EDUCATOR

1. Which of the following are the most important reasons for using Valencia as a source of potential use to educators in their capacity for carrying out their professional responsibilities?

From the service facility listed below, please indicate:

1. Your awareness of the service facility available to aid you in your work as an educator.
2. If you have used the service facility in performing your professional responsibilities.
3. Your satisfaction with the service/facility if used for this purpose.



Service Facility	Yes		No	
	1	2	1	2
1. Awareness of the service facility available to aid you in your work as an educator	44	16	16	14
2. If you have used the service facility in performing your professional responsibilities	27	18	16	20
3. Your satisfaction with the service/facility if used for this purpose	20	17	17	20
4. If you had the opportunity, would you refer students to Valencia?	25	14	17	26
5. How many times of the service facility?				
1. Yes	20	17	17	26
2. No	20	17	17	26
6. How many times of the service facility?				
1. Yes	42	33	17	14
2. No	17	17	17	14
7. How many times of the service facility?				
1. Yes	17	17	17	14
2. No	17	17	17	14
8. How many times of the service facility?				
1. Yes	11	17	17	14
2. No	17	17	17	14

6. Valencia adequately helping you:
 - a. Serve your students?

44 Yes

16 No

If no, how could it be improved?

 - b. With your work responsibilities?

48 Yes

8 No

If no, how could it be improved?

 - c. With your professional growth?

48 Yes

8 No

If no, how could it be improved?

7. If you had the opportunity, would you refer students to Valencia?

47 Yes

8 No

ABOUT YOU

8. What is your present position?

17 Teacher

48 Counselor

20 Administrator

14 Other
9. How many years of experience do you have as an educator?

1 less than 3

2 3-6

40 7-10

4 11-15

15 over 15



10. How many years of experience do you have as an educator in Orange/Osceola County?

- 1) 0-5 years
- 2) 6-10 years
- 3) 11-15 years
- 4) 16-20 years
- 5) 21-25 years
- 6) 26-30 years
- 7) 31-35 years
- 8) 36-40 years
- 9) 41-45 years
- 10) 46-50 years
- 11) 51-55 years
- 12) 56-60 years
- 13) 61-65 years
- 14) 66-70 years
- 15) 71-75 years
- 16) 76-80 years
- 17) 81-85 years
- 18) 86-90 years
- 19) 91-95 years
- 20) 96-100 years

11. Age:

- 1) 18-24
- 2) 25-34
- 3) 35-44
- 4) 45-54
- 5) 55-64
- 6) 65-74
- 7) 75-84
- 8) 85-94
- 9) 95-104

12. Sex:

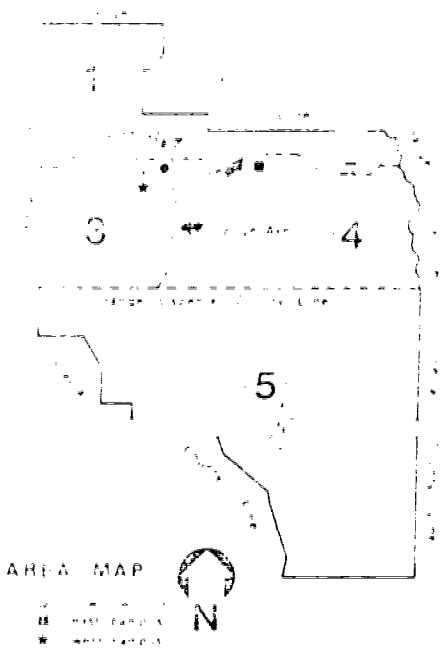
- 1) Male
- 2) Female

13. Race/ethnic identification:

- 1) American Indian or Alaska Native
- 2) Asian or Pacific Islander
- 3) Black
- 4) Hispanic Origin
- 5) White

14. Employer:

- 1) Rank level of instruction:
- 1) elementary
 - 2) junior high/middle school
 - 3) high school
 - 4) college
- 2) Region in state system:
- 1) Orange County
 - 2) Osceola County
 - 3) private



15. Using the map, indicate the area in which you live and work.

- a. Live
- 1) one
 - 2) two
 - 3) three
 - 4) four
 - 5) five
 - 6) other
56. } Orange County
 } Osceola County

- b. Work
- 1) one
 - 2) two
 - 3) three
 - 4) four
 - 5) five
 - 6) other
57. } Orange County
 } Osceola County

Survey of Employers

Administrative, Financial, and Other

Dear Employer:

The attached questionnaire is part of a major study Palamazo Valley Community College (KVCC) is undertaking in order to better understand some of the important impacts its programs, services, and facilities are having on students and the local community, which, of course, includes local employers. The study is being carried out jointly by staff from KVCC and from the National Center for Higher Education Management Systems, an independent, nonprofit, research and development organization located in Boulder, Colorado.

The purpose of this particular questionnaire is to collect information from local employers so KVCC can learn how well its programs, services, and facilities are meeting their needs and expectations. Based on the information you provide in the questionnaire, KVCC will be in a better position to more effectively plan its programs, services, and facilities.

The questionnaire is brief, and your response to it is extremely important to our study. The responses you provide will be treated confidentially. For your information, a summary report of the total community impact study will be available in August, 1977.

Once you complete the questionnaire, please return it in the enclosed pre-stamped envelope. We would like to have your questionnaire by

Thank you very much for your help.

Respectfully,

Dale B. Lake
President

Enclosures

BOARD OF TRUSTEES

Note: Your responses will be kept confidential

Kalamazoo Valley Community College

Community Impact Study

Survey of Employers

ABOUT KVCC:

The overall purpose of KVCC is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational development.



- ① **Given this overall purpose of KVCC, how well do you feel KVCC is achieving this goal?**

- 1 Very poor job
2 Less than satisfactory job
10 3 Satisfactory job
4 More than satisfactory job
5 Excellent job


- ② **Are there educational needs in the Greater Kalamazoo community you feel KVCC should be attempting to meet, but is not meeting at the present time?**

- 1 Yes
11 2 No

If yes, what are they? _____

- ③ **In general, how do you feel KVCC is serving the Greater Kalamazoo community?**

- 1 Very poor job
2 Less than satisfactory job
12 3 Satisfactory job
4 More than satisfactory job
5 Excellent job

 National Center for Higher Education
Management Systems

ABOUT KVCC'S IMPACT ON YOU AS AN EMPLOYER:

4 Listed below are a number of services/facilities which are viewed by KVCC as being of potential use to various employers.

For each service/facility listed below, please indicate:

- 1.) Your awareness of the services /facilities available to aid you.
- 2.) If you have used the service/facility.
- 3.) Your satisfaction with the service/facility if used.

Were you satisfied—if used?

Have you used it?

Are you aware of this service/facility?

Service/Facility	Yes		No		Yes		No	
	1	2	1	2	1	2	1	2
1. Conferences, seminars, or workshops	13		14		15			
2. Job placement services	16		17		18			
3. Food services	19		20		21			
4. Internship & field placement services	22		23		24			
5. Consultation services by KVCC faculty/staff	25		26		27			
6. Exhibition gallery	28		29		30			
7. Recreational/athletic facilities	31		32		33			
8. Auditorium facilities	34		35		36			
9. Meeting room facilities	37		38		39			
10. Other—please specify:	40		41		42			

5 Does your organization presently employ persons who have taken courses at Kalamazoo Valley Community College?

- 43
- 1 Yes
 - 2 No (SKIP to question 8)
 - 3 Not sure (SKIP to question 8)

6 Were these courses related to their present job?

- 44
- 1 Yes
 - 2 No (SKIP to Question 8)
 - 3 Not sure (SKIP to question 8)

7 How would you rate the quality of training these employees received at KVCC?

- 45
- 1 Poor
 - 2 Fair
 - 3 Good
 - 4 Excellent

Comments: _____

8 Are there specific kinds of training KVCC could offer which would provide knowledge and skills needed by your employees?

- 46
- 1 Yes
 - 2 No

If YES, please specify what kinds of training you need: _____

ABOUT YOU AND YOUR ORGANIZATION:

9 Title of your position: _____
_____ 47

10 In your organization, what is the approximate number of:

Full-time employees _____ 48-51

Part-time employees _____ 52-55

Comments: _____

Thank you for your help!

Kalamazoo Valley Community College

1000 West State Street, Kalamazoo, Michigan 49001-3000

Dear Employee:

Approximately two weeks ago, you received a questionnaire dealing with your opinions about the programs, services, and facilities offered by Kalamazoo Valley Community College. If you have already responded to this survey, or perhaps misplaced it, we are glad that it has been returned for you.

Your opinions are very important to us, and we really need your help. If you have already filled out this questionnaire, we thank you very much and ask that you disregard this second request.

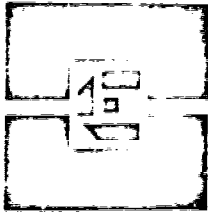
Once again, thank you for your time and contribution to this large project.

Sincerely yours,

Dale B. Lake
 President

Enclosures

BOARD OF TRUSTEES



Eastfield College
3737 Motley Dr
Mesquite, Texas 75150

A SURVEY OF LOCAL EMPLOYERS
ABOUT THE IMPACT OF
EASTFIELD COLLEGE

Dear Employer:

Eastfield offers educational programs designed to match the community's manpower requirements with the ambitions and goals of the student. In order to continue this quality approach to education, we need input from local industry, business, and public agencies. Won't you take a few minutes to complete this questionnaire? Our goal is to meet your needs.

Thank you for your help.

Sincerely,

Byron McClenny
President

① What is your general impression of Eastfield College?

- 1 I am not familiar with Eastfield College.
2 Poor
3 Fair
4 Good
5 Outstanding

② Do you feel Eastfield College has made an impact on business and industry in the community?

- 2 Yes
2 No

③ Have your employees taken courses at Eastfield College?

- 3 Yes
2 No
3 I don't know.

④ Were the courses taken by your employees at Eastfield College job related?

- 4 Yes
2 No
3 I don't know.

⑤ Which type of course was taken by your employees at Eastfield College?

- 5 College credit
2 Community service
3 Both credit and community service
4 I don't know.



National Center for Higher Education
Management Systems

6 What is your rating of the quality of the courses taken at Eastfield College?

- 1 Poor
- 2 Fair
- 3 Good
- 4 Excellent
- 5 I don't know

7 Are you aware that your employees may be able to earn college credit while on the job through the Eastfield College Co-op program?

- 1 Yes
- 2 No

8 Are you aware that in addition to the College transfer program, Eastfield offers the following training programs?

	Yes	No
	1	2
Graphic Arts	8	<input type="checkbox"/>
Drafting and Design	9	<input type="checkbox"/>
Secretarial Careers	10	<input type="checkbox"/>
Air Conditioning/Refrigeration	11	<input type="checkbox"/>
Transportation	12	<input type="checkbox"/>
Automotive Body	13	<input type="checkbox"/>
Mid Management	14	<input type="checkbox"/>
Welding	15	<input type="checkbox"/>
Digital Electronics	16	<input type="checkbox"/>
Accounting	17	<input type="checkbox"/>
Automotive	18	<input type="checkbox"/>

9 Could Eastfield offer specific kinds of training needed by your employees?

- 1 Yes
- 2 No

If yes, please specify: _____

10 Would you like to schedule training programs through Eastfield College for your employees at your facility?

- 1 Yes
- 2 No

If yes, please specify: _____

11 What is the name of your company or organization?

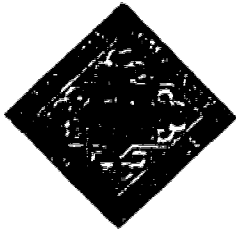
12. What is your position title?

13. In your organization, what is the approximate number of:

Full-time employees _____ 21-24

Part-time employees _____ 25-28

COMMENTS: _____



VALENCIA COMMUNITY COLLEGE
P.O. BOX 626 ORLANDO, FLORIDA 32816

February, 1979

Dear Employees:

Valencia Community College has been selected by the National Center for Higher Education Management Systems (NCHEMS) as one of the college programs in Florida which are eligible to be awarded support in an attempt to determine the extent of its impact on the community it serves. As a part of the study, the college is surveying citizens, students, educators, government agencies, civic groups, and employers to measure and assess its impact.

A comprehensive survey of the college's impact assessment and evaluation of Valencia Community College is needed. Therefore, we are asking you to complete the enclosed questionnaire and return it in the postage-paid envelope provided for your convenience.

Your time and effort in assisting Valencia Community College is greatly appreciated.

Sincerely,

James F. Giliattschew
President
Valencia Community College

cc: [unclear]

Dear Survey Participant:

Two weeks ago we sent you a questionnaire soliciting your perception of the impact of Eastfield College. If you have returned the questionnaire, we appreciate your assistance. If you have not, we would appreciate it if you would do so as soon as possible. If you need an additional copy of the questionnaire, please call Mrs. Rita Nall at 746-3180.

Sincerely,

Byron McClenney

Byron McClenney
President

130


ABOUT VALENCIA COMMUNITY COLLEGE

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development.

VALENCIA
COMMUNITY COLLEGE
SURVEY OF EMPLOYERS



VALENCIA
COMMUNITY COLLEGE

 National Center for Higher Education
Management Systems

① From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective, using the following scale.

- 1 = Have no knowledge of
- 2 = Less than adequate
- 3 = Adequate
- 4 = More than adequate
- 5 = Excellent

To provide a two-year college transfer degree program 1 _____

To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree 2 _____

To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self-evaluation and in making appropriate decisions dealing with personal, academic, and career planning 3 _____

To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, cultural and recreational activities and to upgrade professional skills as requested by the citizens of the college district 4 _____

1 continued

- To provide basic and developmental programs to give students needing academic assistance a greater chance for success 5 _____
- To provide as a community service, cultural, recreational, and personal improvement programs designed to meet individual needs and interests 6 _____
- To provide educational leadership, especially in the improvement of instruction, in research, and in curriculum 7 _____
- To provide an additional cultural center for the community 8 _____

- ② In general, how do you feel Valencia Community College is serving the community?
- 9 1 Have no knowledge of
 2 Less than adequate
 3 Adequate
 4 More than adequate
 5 Excellent

- ③ Are there educational needs in Osceola/Orange County that you feel Valencia Community College should be attempting to meet, but is not meeting at the present time?
- 10 1 Yes
 2 No
- If yes, what are they: _____

VALENCIA'S LOCATIONS

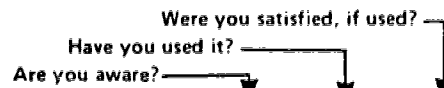
- ④ Listed below are the locations of the different campuses of Valencia Community College. For each location listed, please indicate your awareness of the location.

Yes	No
1	2

- West Campus (Kirkman Road) 11
- East Campus (Econlockhatchee Trail) 12
- Open Campus Headquarters (1 West Church Street) 13

- ⑤ Listed below are a number of services/facilities which are viewed by Valencia Community College as being of potential use to various employers. For each service/facility listed below, please indicate:

1. Your awareness of the availability of the service/facility
2. If you have used the service/facility
3. Your satisfaction with the service/facility, if used



Service/Facility	Yes		No		Yes		No	
	1	2	1	2	1	2	1	2
Career Development Counseling	14	<input type="checkbox"/>	15	<input type="checkbox"/>	16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conferences, Seminars, or Workshops	17	<input type="checkbox"/>	18	<input type="checkbox"/>	19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation Services by Valencia Faculty/Staff	20	<input type="checkbox"/>	21	<input type="checkbox"/>	22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships, Co-op, Clinical Practice	23	<input type="checkbox"/>	24	<input type="checkbox"/>	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Placement Services	26	<input type="checkbox"/>	27	<input type="checkbox"/>	28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library, Learning Resources	29	<input type="checkbox"/>	30	<input type="checkbox"/>	31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting Room Facilities	32	<input type="checkbox"/>	33	<input type="checkbox"/>	34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 Does your organization presently employ persons who have taken courses at Valencia Community College?

- 35 Yes
 No (Skip to Question 9)
 Not sure (Skip to Question 9)

7 Were these courses related to their present job?

- 36 Yes
 No (Skip to Question 9)
 Not sure (Skip to Question 9)

8 How would you rate the quality of training these employees received at Valencia Community College?

- 37 Have no knowledge of
 Less than adequate
 Adequate
 More than adequate
 Excellent

Comments: _____

9 Are there specific kinds of training Valencia Community College could offer which would provide knowledge and skills needed by your employees?

- 38 Yes
 No

If yes, please specify what kinds of training we could provide: _____

ABOUT YOU AND YOUR ORGANIZATION

10 In your organization, what is the approximate number of employees?

Full-time _____ [39-43]

Part-time _____ [44-48]

11 Please check (✓) the number of years your organization has been located in Central Florida.

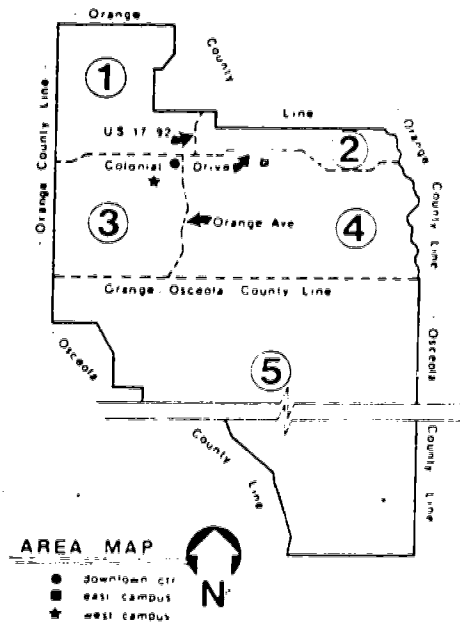
- 49 1-3 years
 4-6 years
 7-10 years
 11-20 years
 21 years or more

12 Please indicate the category in which your organization would be classified:

- 50 Construction
 Finance, Insurance, Real Estate
 Health Care Delivery
 Hotel and Motel, Restaurant
 Manufacturing
 Retailing
 Services
 Transportation, Communication
 Utilities
 Other (Please specify) _____

13 Using the map, indicate the major area in which your organization is located.

- 51
- | | | | | |
|---|--------------------------|-------|---|----------------|
| 1 | <input type="checkbox"/> | One | } | Orange County |
| 2 | <input type="checkbox"/> | Two | | |
| 3 | <input type="checkbox"/> | Three | | |
| 4 | <input type="checkbox"/> | Four | | |
| 5 | <input type="checkbox"/> | Five | } | Osceola County |
| 6 | <input type="checkbox"/> | Other | | |
-



13

Dear Employer,

Valencia Community College recently sent a survey to you. Thank you for your cooperation if you have already responded. If not, we hope you will take a moment to fill it out and return it to us. If by chance you have lost your copy, please give us a call and we will send another. We are anxious to hear from you! Call 299-5000, extension 262.

Sincerely,



James F. Collattscheck,
President
Valencia Community College

J. . .

Survey of Faculty and Staff

17



National Center for Higher Education Management Systems

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
P.O. Drawer P Boulder, Colorado 80302 (303) 492-7264
an equal opportunity employer

BEN LAWRENCE
Director

April 6, 1977

BOARD OF DIRECTORS:
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University of Michigan

PATRICK M. GALLAN
University of Michigan

ROY E. THOMAS
University of Michigan

The National Center for Higher Education Management Systems (NCHEMS), an independent, nonprofit organization located in Boulder, Colorado, is conducting a community impact study in cooperation with Kalamazoo Valley Community College. This research study is designed to provide KVCC information to improve its programs and services as well as help NCHEMS develop a community impact study model for community colleges.

The general theme for the study seeks to answer the question: "What impact does KVCC have on the community?" Several major groups from the community are being asked questions about the College's impact. Since you are a member of one of these major groups, we need to know how you, as a member of the KVCC staff, impact upon the community.

Please let me emphasize that your responses are extremely important to the study. Also, please note that your responses will be treated as confidential information and will be reported in summary form only.

Please return your completed questionnaire in the enclosed, prepaid envelope by April 20, 1977.

Thank you for your time and cooperation.

Sincerely yours,

Sidney S. Micek, Ph.D.
Senior Staff Associate

SSM:jb
enclosures

NOTE: Your responses will be kept confidential.

Kalamazoo Valley Community College Faculty-Staff Survey

ABOUT KVCC:

- ① *The overall purpose of Kalamazoo Valley Community College is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.*

Given this overall purpose of KVCC, how well is KVCC achieving this goal?

1.

1	___	Very poor job
2	___	Less than satisfactory job
3	___	Satisfactory job
4	___	More than satisfactory job
5	___	Excellent job

- ② Are there educational needs in the Greater Kalamazoo community that you feel KVCC should be attempting to meet, but is not meeting at the present time?

2.

1	___	Yes
2	___	No

If yes, what are they? _____

- ③ In general, how well do you feel KVCC is serving the community?

3.

1	___	Very poor job
2	___	Less than satisfactory job
3	___	Satisfactory job
4	___	More than satisfactory job
5	___	Excellent job



NATIONAL CENTER FOR HIGHER EDUCATION
MANAGEMENT SYSTEMS

ABOUT YOUR CONTRIBUTIONS TO THE COMMUNITY:

4. As a faculty or staff member of KVCC, have you given any of your time to community service activities such as consulting, art exhibits, lectures, or seminars for the public?

4. Yes
 No

5. If you answered yes to question 4, please indicate in the spaces provided the types of community service activities in which you were involved in the past year. Also indicate the approximate number of persons (other than those employed by KVCC) who either participated in or were served by the activity.

Approximate number of persons (other than those employed by KVCC) who participated in or were served by this activity	Type of community service activity

ABOUT YOU

6. Please check (✓) your age category

- 18-24
 25-34
 35-44
 45-54
 55-64
 65 or older

7. Are you

- Single
 Married
 Divorced

8. What is your sex?

- Male
 Female

9. How many miles do you live from KVCC?

- 5 miles or less
 6 to 10 miles
 11 to 25 miles
 26 or more miles

10. How many persons in your home are dependent upon you for board, room, etc.?

- Only myself
 One other person
 Two other persons
 Three other persons
 Four other persons
 Five or more other persons

11. Do you

- 1 Rent apartment
 2 Rent home
 3 Own home
 4 Other _____
(please specify)

12. How many of your children under the age of 18 years attend schools and colleges in the Greater Kalamazoo community?

- None
 One
 Two
 Three
 Four
 Five
 Six or more

13. What is the highest level of education you have completed?

- 1 Eight grade or less
 2 Some high school
 3 High school graduate
 4 Some college
 5 Bachelor's Degree
 6 Master's Degree
 7 Doctor's Degree
 8 Other _____
(please specify)

14 Please estimate your average monthly expenditures in the local community for the following:

	<i>Indicate the estimated monthly dollar amount.</i>
a. Rent or house payment	_____ 13.36
b. Utilities (water, gas, electric, telephone, garbage)	_____ 47.44
c. Food and beverages	_____ 29.02
d. Recreation fees	_____ 23.26
e. Automobile payments (rentals, gas, insurance)	_____ 21.48
f. Charitable donations	_____ 24.31
g. Clothing purchase (clothing)	_____ 12.13
h. Entertainment (movies, tape, appliances, etc.)	_____ 16.41
i. Health care (doctor, hospital, dental, insurance)	_____ 41.17
k. Insurance (other than car or health)	_____ 11.06
l. Magazines and newspapers	_____ 47.49
m. Personal items (such as jewelry, toys, gifts, etc.)	_____ 50.52

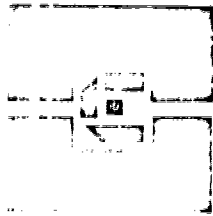
This follow-up code will be
removed
upon receipt
of the form.

55-58

15 In what year were you first employed at KVCC? _____
9/1/54

THANK YOU FOR YOUR HELP!

13



Eastfield College
3737 Mutley Dr.
Mesquite, Texas 75150

**A SURVEY OF FACULTY MEMBERS
ABOUT THE IMPACT OF
EASTFIELD COLLEGE**

Dear Faculty Member:


One of Eastfield's goals is to foster creativity and flexibility in its programs and services. One of Eastfield's objectives is to make maximum use of its faculty and facilities.

Your response to this questionnaire will assist in planning for the future of the college. Thank you for your help.

Sincerely,

Byron McClenney

Byron McClenney
President

 National Center for Higher Education
Management Systems

① In general, how do you feel about Eastfield College?

- 1 It is not the place for me.
- 2 It is a fairly good place for me.
- 3 It is a very good place for me.

② What is your opinion of Eastfield's enrollment?

- 1 Too big
- 2 Too small
- 3 About right

③ What is your rating of each of the following?

- 1 = Poor
- 2 = Fair
- 3 = Good
- 4 = Excellent

- Personal relations among faculty 3 ___
- The academic reputation of Eastfield outside of the institution 4 ___
- Effectiveness of college council 5 ___
- Eastfield's intellectual environment 6 ___
- The college administration's leadership 7 ___
- Faculty student relations 8 ___
- Effectiveness of Eastfield in meeting the educational needs of the community 9 ___

④ Do you discourage students from seeing you outside your regular office hours?

- 1 Yes, almost always
- 2 Yes, but with many exceptions
- 3 No

⑤ How many times during the past two weeks have you met with students in the following capacities (count only conversations of 10-15 minutes or more)?

5 (Continued)

- 1 Not at all
- 2 One or two times
- 3 Three or four times
- 4 Five or more times

- Discussing intellectual or academic matters 11 ___
- Getting basic information and advice 12 ___
- Helping to solve matters relative to future careers 13 ___
- Helping to solve disturbing emotional problems 14 ___
- Discussing a campus issue or problem 15 ___

6 Rank the following educational goals according to:

- (a) their importance to you
- (b) your understanding of what Eastfield expects of you

Use numbers 1 through 6, where 1 = most important.

- | | (a) | (b) |
|---|--------|--------|
| Provide students with broad liberal education | 16 ___ | 17 ___ |
| Prepare students with knowledge and skills directly applicable to chosen occupation | 18 ___ | 19 ___ |
| Prepare students for further formal education | 20 ___ | 21 ___ |
| Prepare students with self-knowledge and personal maturity | 22 ___ | 23 ___ |
| Prepare students with knowledge and interest in community and world problems | 24 ___ | 25 ___ |
| Prepare students with an understanding and mastery of a substantial body of knowledge | 26 ___ | 27 ___ |

7 What is your level of agreement or disagreement with the following statements?

- 1 Strongly agree
- 2 Agree with reservations
- 3 Disagree with reservations
- 4 Strongly disagree

- Opportunity for higher education should be available to anyone who wants it. 28 ___
- Dallas County Community College District has taken a clear stand in support of academic freedom. 29 ___
- College rules here are generally administered in a reasonable way. 30 ___
- Undergraduate education in America would be improved if:
- all courses were elective 31 ___
 - grades were abolished 32 ___
 - course work were more relevant to contemporary life and problems 33 ___
 - more attention were paid to the emotional growth of students 34 ___
- Most students are mature enough to be given more responsibility for their own educational programs 35 ___
- Most students are basically satisfied with the education they are getting 36 ___

8 In the courses you teach, do you use the following teaching practices?

- 1 = Never
- 2 = Sometimes
- 3 = Usually

Lecture to class 37 ___
Use detailed notes 38 ___
Use multi-media 39 ___
Use individualized assignment 40 ___
Encourage students to pursue own interests 41 ___
Judge students' performance in relation to set standards 42 ___
Make class attendance optional 43 ___
Give unannounced tests 44 ___
Take precautions to prevent cheating 45 ___
Communicate enthusiasm 46 ___
Make course content relevant 47 ___
Challenge students intellectually 48 ___

9 Have you ever attended a junior or community college as a student?

- 49 1 Yes
 2 No

10 How long have you been employed at Eastfield College?

- 50 1 4-7 years
 2 2-3 years
 3 1 year or less

11 What is the total gross income for your household for 1977?

- 51 1 Less than \$5,000
 2 \$5,000-9,999
 3 \$10,000-\$14,999
 4 \$15,000-\$19,999
 5 \$20,000-\$24,999
 6 \$25,000-\$49,999
 7 \$50,000 or more

12 What is your sex?

- 52 1 Female
 2 Male

13 With which of the following ethnic groups do you identify?

- 53 1 American Indian
 2 Black/Negro
 3 Caucasian
 4 Chicano/Mexican-American
 5 Filipino
 6 Other (specify) _____

14 Please provide any additional comments or suggestions which you feel would help improve Eastfield College.



MEMORANDUM

With the following information provided from the National Center for Education Statistics, Michigan Community College Survey, to be used by Valencia College, staff, and the community, and to build a framework for the college's participation in community college surveys will be sent to a group of students, employers, faculty, administrators, faculty, and selected citizen groups. Before commencing the survey, the Faculty-staff survey, I want to take the opportunity to thank you for your participation in the community college survey.

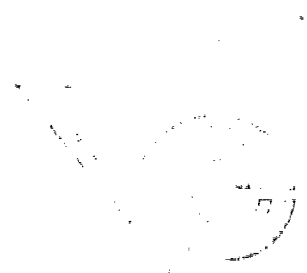
The survey was conducted by the National Center for Education Statistics, Michigan Community College Survey, to be used by Valencia College, staff, and the community, and to build a framework for the college's participation in community college surveys will be sent to a group of students, employers, faculty, administrators, faculty, and selected citizen groups. Before commencing the survey, the Faculty-staff survey, I want to take the opportunity to thank you for your participation in the community college survey.

The survey results that you will receive from NCHEMS was developed by a task force of faculty, administration, and career center employees. It will be filled out anonymously and returned to the survey, to be used by Valencia College, staff, and the community, and to build a framework for the college's participation in community college surveys will be sent to a group of students, employers, faculty, administrators, faculty, and selected citizen groups. Before commencing the survey, the Faculty-staff survey, I want to take the opportunity to thank you for your participation in the community college survey.

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VALENCIA
COMMUNITY COLLEGE
SURVEY OF FACULTY/STAFF



VALENCIA
COMMUNITY COLLEGE

Office of Institutional Research and
Management Systems

You are requested to complete this survey confidentially, and return it directly to the Institutional Office for the enclosed envelope. Your identity and any data will be kept confidential. After information from this survey is transferred to computer files all the information stored will be destroyed by the ICHMIS staff in and in Valencia.

ABOUT VALENCIA COMMUNITY COLLEGE

Valencia Community College is to provide any person who desires to attend and to bring learning opportunities that foster individual growth and community development.

① From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective, using the following scale:

4. Excellent
3. Fairly adequate
2. Fair
1. Marginal
0. Inadequate

To provide a two-year college transfer program 1 ____

To provide career programs that will assist students in securing employment in the community upon completion of an Associate in Science degree 2 ____

To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in self-evaluation and in making appropriate decisions dealing with personal, academic, and career programs 3 ____

9. What is your sex?

- 1a. Male
- 2a. Female

10. What is your age?

- 1b. 18-24
- 2b. 25-34
- 3b. 35-44
- 4b. 45-54
- 5b. 55-64
- 6b. 65-74
- 7b. 75 or older

11. What is your racial/ethnic background?

- 1c. American Indian or Alaska Native
- 2c. Non-Hispanic Black or African American
- 3c. Hispanic or Latino
- 4c. Non-Hispanic White
- 5c. Other

12. How many children do you have who attend a school or college in the Orange County District?

- 1d. None
- 2d. 1
- 3d. 2
- 4d. 3
- 5d. 4
- 6d. 5 or more

13. How many preschool-age children do you have?

- 1e. None
- 2e. 1
- 3e. 2

20. How many children do you have who are 18 years of age or older?

- 1f. None
- 2f. 1
- 3f. 2
- 4f. 3 or more

14. What is your individual monthly gross income from all sources?

- 1g. \$0-\$1,000
- 2g. \$1,000-\$1,499
- 3g. \$1,500-\$1,999
- 4g. \$2,000 or more

15. What is your monthly household gross income from all sources?

- 1h. \$0-\$1,000
- 2h. \$1,000-\$1,499
- 3h. \$1,500-\$1,999
- 4h. \$2,000-\$2,499
- 5h. \$2,500 or more

16. Approximately how much does your household spend each month on the following categories?

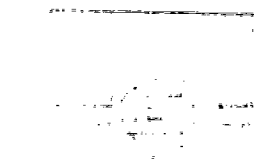
17. Rent, including utilities, (including parking charges)	_____	17. 27.79
18. Food	_____	27.79
19. Other household purchases	_____	00.02
20. Transportation, including auto payments, insurance	_____	33.35
21. Entertainment (including television)	_____	00.00
22. Health insurance	_____	00.00
23. Charitable contributions	_____	45.47

ABOUT YOU AS A MEMBER OF THE VALENCIA COMMUNITY

17. How do you think people feel about you because you work at the College?

- 1. They respect me more.
- 2. It makes no difference.
- 3. They respect me less.

Survey of Feeder School Faculty Members and Counselors



1111 North Central
 Suite 1000
 Arlington, Texas 76010

**A SURVEY OF PUBLIC SCHOOL
 FACULTY MEMBERS AND
 COUNSELORS ABOUT THE
 IMPACT OF EASTFIELD COLLEGE**

Survey by: *Debra M. Lindsey*

This survey was prepared for the National Center for Higher Education Management Systems, 1111 North Central, Suite 1000, Arlington, Texas 76010. The survey was conducted in 1985. The survey was prepared for the National Center for Higher Education Management Systems, 1111 North Central, Suite 1000, Arlington, Texas 76010.

For more information, contact:

Name:

Debra M. Lindsey

Address: 1111 North Central
 Suite 1000

National Center for Higher Education
 Management Systems

1. What is your level of agreement or disagreement with the following statements?

- 1. Community colleges are a necessary part of the higher education system. _____
- 2. Community colleges are a waste of money. _____
- 3. Community colleges are a necessary part of the higher education system. _____
- 4. Community colleges are a waste of money. _____
- 5. Community colleges are a necessary part of the higher education system. _____
- 6. Community colleges are a waste of money. _____
- 7. Community colleges are a necessary part of the higher education system. _____
- 8. Community colleges are a waste of money. _____

2. How would you rate your experience as a student at a community college?

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

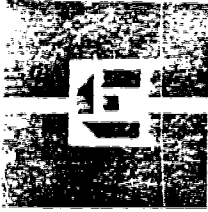
3. How much have you heard about Eastfield College and the other colleges in the Dallas County Community College District?

- 1. Nothing
- 2. A little
- 3. Quite a bit
- 4. A great deal

- 1. Nothing _____
- 2. A little _____
- 3. Quite a bit _____
- 4. A great deal _____
- 5. Nothing _____
- 6. A little _____
- 7. Quite a bit _____
- 8. A great deal _____
- 9. Nothing _____
- 10. A little _____
- 11. Quite a bit _____
- 12. A great deal _____

Survey of Graduating Seniors

15



Eastfield College
 2700 W. 14th St.
 Marietta, Georgia 30066

Dear _____:

We are pleased to have you as a member of the Eastfield College community. We are currently conducting a survey to determine the needs and interests of our students and faculty. Your input is very important to us.

The survey is being conducted by the National Center for Higher Education Management Systems (NCHEMS). The survey is confidential and your responses will be used only for the purpose of the survey. We appreciate your participation.

Sincerely,

 Director of Student Services

National Center for Higher Education Management Systems

1. How much time do you spend at a college or university?

2. How much time do you spend at a college or university with a job?

3. How many high school seniors are currently enrolled at Eastfield College?

4. How many students from Eastfield College are currently enrolled at _____?

5. How much information do you have about Eastfield College?

6. How much have you heard about the Colleges in the Dallas County Community College District?

- 1 - Not at all
- 2 - Little
- 3 - Some
- 4 - A lot

Brinkley	_____
Central Valley	_____
Eastfield	_____
El Centro	_____
Montgomery	_____
North Lake	_____
Richland	_____

12. Which high school(s) did you attend?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

13. What is the total gross income for your household for 1977?

- 17. \$0 - \$9,999
- 18. \$10,000 - \$19,999
- 19. \$20,000 - \$29,999
- 20. \$30,000 - \$39,999
- 21. \$40,000 - \$49,999
- 22. \$50,000 or more

14. What is your race or ethnicity?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Comments: _____

15. What is your sex?

- 1. Male
- 2. Female

16. With which of the following ethnic groups do you identify?

- 17. American Indian or Alaska Native
- 18. Asian or Pacific Islander
- 19. Black
- 20. Hispanic or Latino
- 21. White or Other
- 22. Other (specify) _____

Survey of Social Service Agency Administrators

10

Kalamazoo Valley Community College

March, 1977

Dear

You are invited to be my guest at a breakfast to be held at Kalamazoo Valley Community College on March 29, 1977, at 7:45 a.m. in room 4006. At that time we will discuss with you and other social agency directors your perceptions of KVCC's impact on the community.

The college is currently engaged in a cooperative research study with the National Center for Higher Education Management Systems, an independent, nonprofit organization located in Boulder, Colorado. The purpose of the study is to better understand some of the important impacts KVCC has had on students and the community, so that we can more effectively plan programs, services, and facilities.

Enclosed you will find a short questionnaire regarding your evaluation of KVCC. Please complete this questionnaire and bring it with you to the breakfast.

During the breakfast, the results of the questionnaires sent out to you and other social agency directors will be quickly hand-tabulated by our research specialists. Although no individual responses will be identified, the trends for the entire group will be projected on a screen for everyone to view and analyze. This should provide the basis for a lively discussion on how KVCC has affected the community and how we might further improve our programs and services.

Thank you for your continuing interest in KVCC. Your contribution is needed and will be greatly appreciated. Please let me know right away if you can participate by calling me at 375-5000, extension 200.

Sincerely,

Dale B. Lake
President

Enclosure

BOARD OF TRUSTEES

KALAMAZOO VALLEY COMMUNITY COLLEGE

SOCIAL AGENCY DIRECTORS—GROUP INTERVIEWS

Date _____

Time _____

1. What significant differences has KVCC made in the Greater Kalamazoo community over the last 10 years?
2. What kinds of impacts has KVCC made on the following community groups?
 - a. employers in the area
 - b. community service agencies
 - c. local and state government agencies
 - d. other educational institutions
 - e. the general community
3. In your view, what is the image of KVCC in the community?
4. To what extent do you feel the College is doing a good job in serving the community?
5. To what extent do you feel that your agency and its clients are aware of the courses, services, and resources (e.g., the College facilities) offered by KVCC?
6. In what ways or areas might the College be more responsive to the educational needs of your agency or clients?
7. What types of courses and services ought the College emphasize over the next five years?

KALAMAZOO VALLEY COMMUNITY COLLEGE

SURVEY OF SOCIAL AGENCY DIRECTORS

Name _____

Organization _____

1. In this survey, we are interested in the impact Kalamazoo Valley Community College has had upon your agency. Listed below are a number of services/courses KVCC offers. For each service/course listed, please indicate:
1. Your agency's *awareness* of the availability of the service/course.
 2. If your agency *has used* the service/course.
 3. Your agency's *satisfaction* with the service/course, if used.

SERVICE/COURSE	YOUR AGENCY'S AWARENESS		HAS USED		SATISFACTION, IF USED	
	Yes	No	Yes	No	Yes	No
1. Conferences, seminars, or workshops						
2. Courses for your clients						
3. Courses for your employees						
4. Job-placement services						
5. Services for aging and retired						
6. Dental-hygiene services						
7. Cultural events (plays, musical groups, etc.)						
8. Food service						
9. Recreational/athletic facilities						
10. Other facilities, such as auditorium, rooms, gallery, etc.						
11. Other _____						

2. In general, how do you feel KVCC is serving the Greater Kalamazoo community?
- ___ 1. Very poorly
 - ___ 2. Below average
 - ___ 3. Average
 - ___ 4. Above average
 - ___ 5. Excellent

13

3. Name two things you feel KVCC is *doing well!*

1.

2.

4. Name two things you feel KVCC is *not doing well!*

1.

2.

5. Are there educational needs in the Kalamazoo community which you feel KVCC should be attempting to meet but is not meeting at the present time?

___ 1. Yes

___ 2. No

if yes, what are they?

About KVCC:

The overall purpose of KVCC is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high-school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.

6. Given this overall purpose of KVCC, how well is KVCC achieving this goal?

___ 1. Very poor job

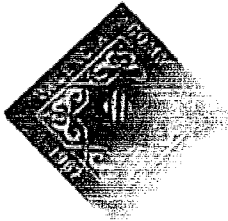
___ 2. Less than satisfactory job

___ 3. Satisfactory job

___ 4. More than satisfactory job

___ 5. Excellent job

Please bring this completed questionnaire with you to our meeting at 3:30 p.m. on March 31st in the Board Room.



II VALENCIA COMMUNITY COLLEGE
28 ORLANDO, FLORIDA 32802

February, 1978

Valencia Community College has been selected by the National
Higher Education Management Systems (NHEMS) as one of
the community colleges throughout the country to be awarded support
to determine the extent of its impact on the community it serves.

We invite you, as a concerned and active citizen, to complete
the enclosed survey. Valencia will use the information you provide to
evaluate our present programs and to plan for the future educational
needs of our Central Florida community.

We appreciate your assistance in this very important project.

Sincerely,

James F. Gollattschneck
President
Valencia Community College

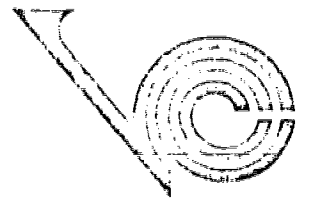
ABOUT VALENCIA COMMUNITY COLLEGE

VALENCIA
COMMUNITY COLLEGE
SURVEY OF
SOCIAL SERVICE AGENCIES

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development.


- ① From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective, using the following scale.

- 1 - Have no knowledge of
- 2 - Less than adequate
- 3 - Adequate
- 4 - More than adequate
- 5 - Excellent



VALENCIA
COMMUNITY COLLEGE

- To provide a two-year college transfer degree program 1 ___
- To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree 2 ___
- To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self evaluation and in making appropriate decisions dealing with personal, academic, and career planning 3 ___
- To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, cultural and recreational activities and to upgrade professional skills as requested by the citizens of the college district 4 ___

 National Center for Higher Education
Management Systems

1 continued

- To provide basic and developmental programs to give students needing academic assistance a greater chance for success 5 _____
- To provide as a community service, cultural, recreational, and personal improvement programs designed to meet individual needs and interests 6 _____
- To provide educational leadership, especially in the improvement of instruction, in research, and in curriculum 7 _____
- To provide an additional cultural center for the community 8 _____

2 In general, how do you feel Valencia Community College is serving the community?

- 1 Have no knowledge of
- 2 Less than adequate
- 3 Adequate
- 4 More than adequate
- 5 Excellent

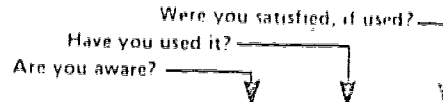
3 Are there educational needs in Osceola/Orange County that you feel Valencia Community College should be attempting to meet, but is not meeting at the present time?

- 1 Yes
- 2 No

If yes, what are they: _____

4 Listed below are a number of services/facilities which are viewed by Valencia Community College as being of potential use to various agencies. For each service/facility listed below, please indicate:

1. Your awareness of the availability of the service/facility
2. if you have used the service/facility
3. Your satisfaction with the service/facility if used



Service/Facility	Yes		No		Yes		No		
	1	2	1	2	1	2	1	2	
Career Development Counseling	11	<input type="checkbox"/>	<input type="checkbox"/>	12	<input type="checkbox"/>	<input type="checkbox"/>	13	<input type="checkbox"/>	<input type="checkbox"/>
Conferences, Seminars, or Workshops	14	<input type="checkbox"/>	<input type="checkbox"/>	15	<input type="checkbox"/>	<input type="checkbox"/>	16	<input type="checkbox"/>	<input type="checkbox"/>
Consultation Services by Valencia Faculty/Staff	17	<input type="checkbox"/>	<input type="checkbox"/>	18	<input type="checkbox"/>	<input type="checkbox"/>	19	<input type="checkbox"/>	<input type="checkbox"/>
Internship, Co-op, Job Placement Services	20	<input type="checkbox"/>	<input type="checkbox"/>	21	<input type="checkbox"/>	<input type="checkbox"/>	22	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Practice	23	<input type="checkbox"/>	<input type="checkbox"/>	24	<input type="checkbox"/>	<input type="checkbox"/>	25	<input type="checkbox"/>	<input type="checkbox"/>
Library, Learning Resources	26	<input type="checkbox"/>	<input type="checkbox"/>	27	<input type="checkbox"/>	<input type="checkbox"/>	28	<input type="checkbox"/>	<input type="checkbox"/>
Meeting Room Facilities	29	<input type="checkbox"/>	<input type="checkbox"/>	30	<input type="checkbox"/>	<input type="checkbox"/>	31	<input type="checkbox"/>	<input type="checkbox"/>

5 With relation to your agency, indicate the type of service Valencia Community College has provided. Check (✓) all that apply.

- Our employees or clients have taken courses offered by the College 32 _____
- Our agency has assisted in the development of courses or programs with the College. 33 _____
- We have participated in workshops sponsored by the College. 34 _____
- Our agency frequently uses the facilities of the College. _____
- We have had no contact with the College. 36 _____

6 Does your agency presently employ persons who have taken courses at Valencia Community College?

- 37 Yes
 No (Skip to Question 9)
 Not sure (Skip to Question 9)

7 Were these courses related to their present job?

- 38 Yes
 No (Skip to Question 9)
 Not sure (Skip to Question 9)

8 How would you rate the quality of training these employees received at Valencia Community College?

- 39 Have no knowledge of
 Less than adequate
 Adequate
 More than adequate
 Excellent

Comments: _____

10 Is your agency primarily publicly or privately funded?

- 43 Public
 Private

11 What major service(s) does your agency provide to your clients and the community? Check (✓) all that apply.

- | | | |
|---|----|-----|
| Employment Services | 44 | ___ |
| Income Maintenance | 45 | ___ |
| Consumer Services | 46 | ___ |
| Basic Material Needs
(food, clothing, shelter) | 47 | ___ |
| Housing | 48 | ___ |
| Transportation | 49 | ___ |
| Public Safety | 50 | ___ |
| Environmental Protection | 51 | ___ |
| Legal Aid | 52 | ___ |
| Physical Health Care | 53 | ___ |
| Mental Health Care | 54 | ___ |
| Educational Services | 55 | ___ |
| Crisis Intervention | 56 | ___ |
| Substance Abuse Rehabilitation | 57 | ___ |
| Other Services (please specify) | 58 | ___ |

VALENCIA'S LOCATIONS

9 Listed below are the locations of the different campuses of Valencia Community College. For each location listed, please indicate your awareness of the location.

Yes	No
1	2

- West Campus (Kirkman Road) 40
 East Campus (Econlockhatchee Trail) 41
 Open Campus Headquarters (1 West Church Street) 42

12 Please indicate the number of years your agency has been located in the Orange/Osceola area.

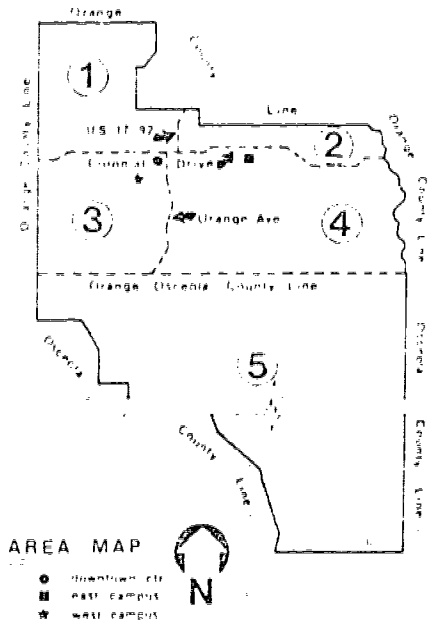
- 59 1-3 years
 4-6 years
 7-10 years
 11-20 years
 21 years or more

13 Please indicate the approximate number of clients your agency serves annually.

- 1 1-100 clients
- 2 101-500 clients
- 60 3 501-1,000 clients
- 4 1,001-2,000 clients
- 5 2,001 clients or more

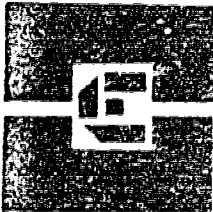
14 Using the map, please indicate the location of your major local office.

- 1 One
 - 2 Two
 - 61 3 Three
 - 4 Four
 - 5 Five
 - 6 Other
- } Orange County
- } Osceola County



Survey of Students

295



Eastfield College
3737 Motley Dr
Mesquite, Texas 75150

**A SURVEY OF STUDENTS' VIEWS
ABOUT THE IMPACT OF
EASTFIELD COLLEGE**

Dear Student


One of the goals of Eastfield is to provide a quality educational experience for every person enrolled in the college. Further, Eastfield is dedicated to making certain that each individual educational program is tailored to the student's needs, abilities, and ambitions.

Your response to this questionnaire will assist us in meeting this goal. Thank you for your help.

Sincerely,

Byron McClenney

Byron McClenney
President

 National Center for Higher Education
Management Systems

① Which of the following best describes your student status?

- 1 Full-time student--Day
2 Part-time student--Evening or Saturday
3 Part-time student--Day
4 Part-time student--Day and Evening

② What is your current program emphasis?

- 1 Technical/Occupational
2 Arts-Sciences
3 Other (specify) _____

③ What are your plans after completing your education here?

- 1 Seek employment
2 Transfer to four-year college
3 Other (specify) _____

④ Do you have a high school diploma?

- 1 Yes
2 No

⑤ In what city do you reside?

- 1 Mesquite
2 Garland
3 Dallas
4 Richardson
5 Plano
6 Other (specify) _____

⑥ Are you currently attending class at an off-campus location?

- 1 Yes
2 No

29

7 In general, would you prefer to attend class at the Eastfield campus or at a convenient off-campus location, such as a high school?

- 1 Eastfield
2 Off campus

8 How much priority should the following suggested programs be given?

- 1 Not important
2 Fairly important
3 Very important

Sunday classes 8 ___
Saturday afternoon classes 9 ___
Friday evening classes 10 ___
Opportunities for academically gifted children 11 ___
Early morning classes (prior to 8:00 a.m.) 12 ___

9 What is your rating of each of the following?

- 1 - Poor
2 - Fair
3 - Good
4 - Excellent

Personal relations among faculty 13 ___
The academic reputation of Eastfield outside of the institution 14 ___
Effectiveness of college council 15 ___
Eastfield's intellectual environment 16 ___
The college administration's leadership 17 ___
Faculty/student relations 18 ___
Effectiveness of Eastfield in meeting the educational needs of the community 19 ___

10 Rank the following educational goals according to:

- (a) their importance to you
(b) your perception of their importance at Eastfield

Use numbers 1 through 6, where 1 = most important.

	(a)	(b)
Provide students with broad liberal education	20 ___	21 ___
Prepare students with knowledge and skills directly applicable to chosen occupation	22 ___	23 ___
Prepare students for further formal education	24 ___	25 ___
Provide students with self-knowledge and personal identity	26 ___	27 ___
Provide students with knowledge of and interest in community and world problems	28 ___	29 ___
Provide students with an understanding and mastery of a special body of knowledge	30 ___	31 ___

11 What is your level of agreement or disagreement with the following statements?

- 1 = Strongly agree
2 = Agree with reservations
3 = Disagree with reservations
4 = Strongly disagree

Opportunity for higher education should be available to anyone who wants it. 32 ___
Dallas County Community College District has taken a clear stand in support of academic freedom. 33 ___
College rules here are generally administered in a reasonable way. 34 ___

11 (Continued)

Undergraduate education in

America would be improved if:

all courses were elective 35 ___

grades were abolished 36 ___

course work were more rele-

vant to contemporary life

and problems 37 ___

more attention were paid to

the emotional growth of

students 38 ___

- 12 Have you ever attended or made use of any of the following non-credit community services offered by Eastfield College?

Yes No

1 2

39 Film presentations

40 Lecture series

41 Concerts

42 Athletic facilities/activities

43 Other (specify) _____

- 13 What form of transportation do you primarily rely on to get to school?

1 Your own car

2 Friend's car

3 Spouse drives you

44 4 Taxi

5 Motorcycle

6 Bicycle

7 Other (specify) _____

- 14 Please check your age category.

1 16-20

2 21-24

3 25-34

45 4 35-44

5 45-54

6 55-64

7 Over 65

- 15 With which of the following ethnic groups do you identify?

1 American Indian

2 Black/Negro

3 Caucasian

46 4 Chicano Mexican-American

5 Filipino

6 Other (specify) _____

- 16 Are you a veteran discharged after 1964?

47 1 Yes

2 No

- 17 Are you physically handicapped?

48 1 Yes

2 No

- 18 What is your sex?

49 1 Female

2 Male

- 19 What is the total gross income for your household for 1977?

1 Less than \$5,000

2 \$5,000-\$9,999

50 3 \$10,000-\$14,999

4 \$15,000-\$24,999


5 \$25,000-49,999

6 \$50,000 or more

- 20 Please provide any additional comments or suggestions which you feel would help improve Eastfield College.

VALENCIA
COMMUNITY COLLEGE
SURVEY OF STUDENTS



 National Center for Higher Education
Management Systems

ABOUT VALENCIA

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development.

① From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective, using the scale:

- 1 - Have no knowledge of
- 2 - Less than adequate
- 3 - Adequate
- 4 - More than adequate
- 5 - Excellent

To provide a two year college transfer degree program 1 _____

To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree 2 _____

To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self-evaluation and in making appropriate decisions dealing with personal, academic, and career planning 3 _____

To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, cultural and recreational activities and to upgrade professional skills as requested by the citizens of the college district 4 _____

To provide basic and developmental programs to give students needing academic assistance a greater chance for success 5 _____

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1 continued

- To provide as a community service cultural, recreational, and personal improvement programs designed to meet individual needs and interests 6 ___
- To provide educational leadership, especially in the improvement of instruction, in research, and in curriculum 7 ___
- To provide an additional cultural center for the community 8 ___

ABOUT VALENCIA'S IMPACT ON YOU AS A STUDENT

2 Generally I am satisfied with the instruction at Valencia.

- 1 No opinion
- 2 Yes
- 3 No

Comments: _____

3 Generally, I have had a positive learning experience at Valencia.

- 1 No opinion
- 2 Yes
- 3 No

Comments: _____

4 Using the following options, indicate whether Valencia is helping you to meet each of the following goals:

- 1 = No opinion
- 2 = Yes
- 3 = No

- My personal goals 11 ___
- My career goals 12 ___
- My academic goals 13 ___

Comments: _____

5 Listed below are a number of resources which are available to you at Valencia Community College. For each service/facility listed below, please indicate:

1. Your awareness of the availability of the resource.
2. If you have used the resource.
3. Your satisfaction with the resource if used for this purpose.

Were you satisfied--if used?
 Have you used it?
 Are you aware of this resource?

Service/Facility	Yes		No		Yes		No		
	1	2	1	2	1	2	1	2	
Admissions Office	14	<input type="checkbox"/>	<input type="checkbox"/>	15	<input type="checkbox"/>	<input type="checkbox"/>	16	<input type="checkbox"/>	<input type="checkbox"/>
Career Development Center	17	<input type="checkbox"/>	<input type="checkbox"/>	18	<input type="checkbox"/>	<input type="checkbox"/>	19	<input type="checkbox"/>	<input type="checkbox"/>
Counseling									
Academic Advising	20	<input type="checkbox"/>	<input type="checkbox"/>	21	<input type="checkbox"/>	<input type="checkbox"/>	22	<input type="checkbox"/>	<input type="checkbox"/>
Career Counseling	23	<input type="checkbox"/>	<input type="checkbox"/>	24	<input type="checkbox"/>	<input type="checkbox"/>	25	<input type="checkbox"/>	<input type="checkbox"/>
Center for Continuing Education for Women	26	<input type="checkbox"/>	<input type="checkbox"/>	27	<input type="checkbox"/>	<input type="checkbox"/>	28	<input type="checkbox"/>	<input type="checkbox"/>
Personal Counseling	29	<input type="checkbox"/>	<input type="checkbox"/>	30	<input type="checkbox"/>	<input type="checkbox"/>	31	<input type="checkbox"/>	<input type="checkbox"/>
Special Services Counseling	32	<input type="checkbox"/>	<input type="checkbox"/>	33	<input type="checkbox"/>	<input type="checkbox"/>	34	<input type="checkbox"/>	<input type="checkbox"/>
Cultural/Social Activities	35	<input type="checkbox"/>	<input type="checkbox"/>	36	<input type="checkbox"/>	<input type="checkbox"/>	37	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid Office	38	<input type="checkbox"/>	<input type="checkbox"/>	39	<input type="checkbox"/>	<input type="checkbox"/>	40	<input type="checkbox"/>	<input type="checkbox"/>
Health Services	41	<input type="checkbox"/>	<input type="checkbox"/>	42	<input type="checkbox"/>	<input type="checkbox"/>	43	<input type="checkbox"/>	<input type="checkbox"/>
Job Placement Services	44	<input type="checkbox"/>	<input type="checkbox"/>	45	<input type="checkbox"/>	<input type="checkbox"/>	46	<input type="checkbox"/>	<input type="checkbox"/>
Learning Resources Center	47	<input type="checkbox"/>	<input type="checkbox"/>	48	<input type="checkbox"/>	<input type="checkbox"/>	49	<input type="checkbox"/>	<input type="checkbox"/>
Orientation	50	<input type="checkbox"/>	<input type="checkbox"/>	51	<input type="checkbox"/>	<input type="checkbox"/>	52	<input type="checkbox"/>	<input type="checkbox"/>
Veterans Affairs Office	53	<input type="checkbox"/>	<input type="checkbox"/>	54	<input type="checkbox"/>	<input type="checkbox"/>	55	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	56	<input type="checkbox"/>	<input type="checkbox"/>	57	<input type="checkbox"/>	<input type="checkbox"/>	58	<input type="checkbox"/>	<input type="checkbox"/>
Athletic Facilities	59	<input type="checkbox"/>	<input type="checkbox"/>	60	<input type="checkbox"/>	<input type="checkbox"/>	61	<input type="checkbox"/>	<input type="checkbox"/>
Student Centered/Open Instructional Learning Labs	62	<input type="checkbox"/>	<input type="checkbox"/>	63	<input type="checkbox"/>	<input type="checkbox"/>	64	<input type="checkbox"/>	<input type="checkbox"/>

6 What impact has attending Valencia had on your sense of your own worth?

- 65
- 1 A very positive impact
 - 2 A positive impact
 - 3 A negative impact
 - 4 A very negative impact

7 Below are some reasons that might have influenced your decision to attend Valencia Community College. Please check (✓) all reasons that apply.

- A high school guidance counselor advised me. 66 _____
- A teacher or friend advised me. 67 _____
- The College's academic reputation attracted me. 68 _____
- Someone who had been here before advised me to go. 69 _____
- The College offers the courses I'm interested in. 70 _____
- The College has low cost. 71 _____
- I can live at home. 72 _____
- An employer suggested attending. 73 _____
- I received information from a representative of the College. 74 _____
- I can work while I go to college. 75 _____
- Campuses are conveniently located. 1 _____
- The range of student services offered attracted me. 2 _____
- A number of my friends were attending. 3 _____
- I received information in the mail about this College. 4 _____
- I read about the College in the newspaper. 5 _____
- I heard about the College on the TV or radio. 6 _____
- I saw some printed materials from the College. 7 _____
- Classes are offered at convenient times. 8 _____
- Other (please specify) _____ 9 _____

8 Please check (✓) your age category.

- 10
- 1 Under 18
 - 2 18-24
 - 3 25-34
 - 4 35-49
 - 5 50-62
 - 6 63 or over

9 What is your sex?

- 11
- 1 Female
 - 2 Male

10 What is your racial/ethnic background?

- 12
- 1 American Indian or Alaskan Native
 - 2 Asian or Pacific Islander
 - 3 Black
 - 4 Of Spanish Origin
 - 5 White

11 Is this your first term at Valencia?

- 13
- 1 Yes
 - 2 No

12 What year did you enroll at Valencia?
19____ (14-15)

13 Please indicate the number of sessions attended including the current one.

- 16
- 1 One
 - 2 Two
 - 3 Three
 - 4 Four
 - 5 Five
 - 6 Six
 - 7 Seven
 - 8 Eight or more

14 I take classes:

- 17
- 1 During the day
 - 2 During the evening
 - 3 Both day and evening.

15 Currently I am enrolled:

- 18
- 1 1-6 hours
 - 2 7-11 hours
 - 3 12-15 hours
 - 4 16 or more hours

16 Currently the classes I am taking are:

- 1 Credit
 19 2 Noncredit
 3 Both credit and noncredit

17 I take classes on: (Check [✓] all that apply.)

- East Campus 20 ___
 Open Campus 21 ___
 West Campus 22 ___

18 Are you currently employed?

- 23 1 Yes
 2 No

19 If yes, please check (✓) the number of hours employed per week.

- 1 1-10
 2 11-20
 2- 3 21-30
 4 31-40
 5 40 or more

20 I get to campus: Check (✓) all that apply.

- In my own car 25 ___
 In a friend's car 26 ___
 In a carpool 27 ___
 My parents bring me 28 ___
 Other 29 ___

21 If bus service were available to campus, please indicate how much of the time you would use each of the following types of service, according to this scale:

- 1 = Never 3 = Some of the time
 2 = Speldom 4 = All of the time

A route from my neighborhood to the College 30 ___

A route from my neighborhood to downtown Orlando and then a transfer route to the College 31 ___

A route from downtown Orlando to the College 32 ___

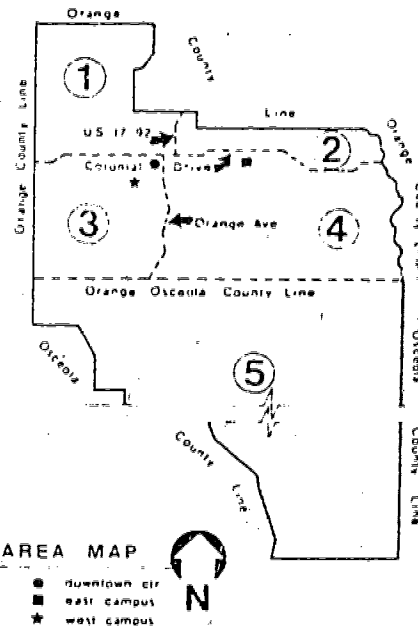
I would need bus service in the daytime. 33 ___

I would need bus service in the evening. 34 ___

22 IF YOU HAVE PRE SCHOOL CHILDREN PLEASE ANSWER THE FOLLOWING QUESTION. OTHERWISE, CONTINUE WITH QUESTION 23.

If day care services were available at the College, I would use them for my children while I attend classes.

- 35 1 Yes
 2 No



AREA MAP

- downtown cir
 ■ east campus
 ★ west campus

23 Using the map, indicate the area in which you live.

- 36 1 One
 2 Two
 3 Three
 4 Four
 5 Five
 6 Other
- } Orange County
 — Osceola County



MEMORANDUM

February 21, 1978

TO: Selected Faculty
FROM: James F. Gollattscheck
RE: NCHEMS Student Survey

By now you may be aware of the impact study being conducted jointly by Valencia and the National Center for Higher Education Management Systems. A major clientele to be surveyed are our students. The Study Steering Committee has found that those students who are enrolled for classes at 10:00 a.m. MWF and at 7:00 p.m. on Wednesday evenings comprise a representative sample of our entire student population: 67% in advanced and professional courses; 33% in occupational courses; 36% evening students; 64% day students.

We are requesting all faculty who teach during these hours to reserve fifteen minutes of class time on March 1 to administer the enclosed questionnaire. Students in the pilot study completed the survey in from 8 to 12 minutes. Reading of the instructions to the class will take less than a minute. Please return the forms to your cluster office as soon after class as possible. If this presents a major conflict with the activities you have planned for March 1, please call your Provost.

In late spring we will receive results from the survey and will share them with you.

Thank you for helping in this important endeavor.

Enclosures

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MEMORANDUM

(TO BE READ TO STUDENTS)

Valencia Community College has been selected as one of three community colleges in the nation to take part in a major study to measure the impact of the community college on its community. The major client group of Valencia is its student body. The college is vitally interested in your assessment of the college's impact on you as students and educational consumers. You can assist with the study by completing the survey.

Please be honest and candid in your responses. In addition, feel free to write in any comments needed to accurately describe your feelings.

(AFTER ALL STUDENTS HAVE FINISHED THE SURVEY FORM, PLEASE PUT THEM IN THE ENVELOPE AND RETURN THEM TO YOUR CLUSTER OFFICE AT THE END OF CLASS.)

210

APPENDIX 3

An Overview of the NCHEMS
Outcomes Structure

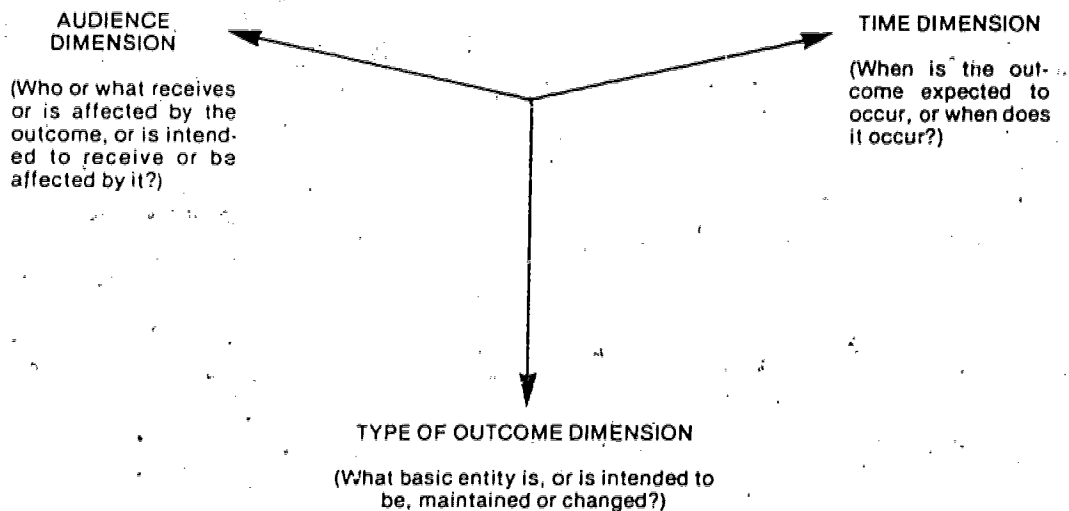
PART I

AN OVERVIEW OF THE NCHEMS OUTCOMES STRUCTURE

Postsecondary education outcomes are the end results of the processes that occur within postsecondary education institutions and programs. They include both the direct results of these processes and any short-term and long-term consequences of those direct results. Furthermore, some of them may be intended outcomes while others are unintended—and while outcomes are generically neutral, people will be attaching positive and/or negative values to them. In using the NCHEMS Outcomes Structure, information about outcomes is organized according to three dimensions: (1) the persons, groups, or things that receive and/or are affected by the outcome(s) of concern, or that are intended to receive or be affected by it; (2) whether or not the outcome involves a change in status—maintenance versus change—and the basic, specific entity that is maintained or

changed; and (3) when the outcome occurs or is intended or expected to occur. These dimensions have been named "audience," "type-of-outcome," and "time," respectively, and each (except for time) has been assigned a number of specifically defined categories and subcategories. It is intended that those dimensions and categories not of serious concern to a particular user of the Structure will be ignored, or will be modified and adapted to better meet local needs and situations. (The same is true of the various procedures for using the Structure that are described later in this document.)

The Outcomes Structure is illustrated graphically below. For keeping straight the three dimensions, it may help to talk in terms of three Ws—who, what, and when. Who is receiving or being affected by what outcomes and when?



The Audience Dimension

Table 1 lists the major (first level of detail) categories of the "audience" dimension. Table 2 shows subcategories (second-level categories) separately for each of the major categories. For those who need a shorthand for referring to specific categories or for developing filing systems for particular categories of outcomes information, code numbers are also provided in Table 2 for each category and subcategory. (The coding scheme for the Structure is discussed in detail in Appendix A.) For many applications of the Structure, particular subcategories of this dimension will need to be further subdivided into even finer categories—such as, dividing students in a program into those majoring in the program and those just taking courses in the program, or into disabled students and nondisabled students. Such "extending the Structure," as this additional subdividing of categories of any of the dimensions is called, depends on the philosophy and purposes of the user of the Structure and on the context in which the application is taking place

(for example, someone using it in curricular development will probably need different additional categories from someone using it in program administrative planning). Specific procedures for extending the Structure are provided in Part III of this document.

The Type-of-Outcome Dimension

Table 3 presents names, definitions, and code numbers for the five overall (first level of detail) categories of the "type-of-outcome" dimension. Table 4 provides additional levels of detail by indicating names and code numbers for the categories and subcategories into which each of the five broadest categories has been divided. Standard definitions along with example outcome measures and indicators are provided in Appendix B for each category and subcategory identified in Table 4. As with the audience dimension, the structure will often need to be extended on the type-of-outcome dimension. For example, in curriculum development it may be desirable to

Table 1

MAJOR CATEGORIES OF THE "AUDIENCE" DIMENSION

10. *Individual/Group Clients*—This category refers to persons or groups of persons who are direct clients of the postsecondary education unit of concern and/or their immediate associates, such as family and relatives or peers.
20. *Interest-Based Communities*—This category refers to large groups of people that are identified as entities working toward a well-defined interest or mission.
30. *Geographic-Based Communities*—This category refers to large groups of people defined on the basis of functional territorial boundaries.
40. *Aggregates of People*—This category refers to subpopulations of people distinguished by particular characteristics that may indicate common concerns, needs, or wants, but who do not necessarily have a common interest or mission, and therefore do not constitute communities.
50. *Other Audiences*—Examples would be the natural environment that is affected by university-sponsored research (which in turn would be expected to have impacts on audiences such as individuals and communities) and populations of animals (such as the animals affected by efforts to keep depleted species from becoming extinct or by the development of veterinary medicines).

Table 2

SUBCATEGORIES OF THE "AUDIENCE" DIMENSION

- 10 *Individual/Group Clients*—This category refers to persons or groups of persons who are direct clients of the postsecondary education unit of concern and/or their immediate associates, such as family and relatives or peers
 - 11 *Students*—Individuals or groups of individuals who currently are enrolled in the program, institution, or system of postsecondary education
 - 12 *Former Students*—Individuals or groups of individuals who formerly were enrolled in the program, institution, or system of postsecondary education
 - 13 *Family and Relatives of Students or Former Students*
 - 14 *Peers and Associates of Students or Former Students*
 - 15 *Faculty*
 - 16 *Staff Other than Faculty*
 - 17 *Other Individual/Group Clients*—An example would be an individual who is none of the above but is served by an advisory service offered by the college
- 20 *Interest-Based Communities*—This category refers to large groups that are identified as entities working toward a well-defined interest or mission
 - 21 *Private Enterprise Communities*—Communities where a major purpose is financial remuneration and profit—for example, corporations, small businesses, and farmers
 - 22 *Association Communities*—Communities where members belong on the basis of affiliation rather than employment, such as unions and professional societies
 - 23 *Government Communities*—Communities designed to administer government regulations and services, such as city hall, state department of education, and legislative communities
 - 24 *Nongovernmental/Public Service Communities Other than the Institution Producing the Outcome*—Nonprofit service organizations, such as schools, hospitals, welfare agencies, philanthropic foundations, colleges (other than the college producing the outcome), and research organizations
 - 25 *Institution or Institutional Unit Producing the Outcome*—The postsecondary education institution and/or units within that institution that are perceived as the producer/facilitator of the outcome(s) of concern
 - 26 *Other Interest-Based Communities*—An example would be an ad hoc coalition task force of representatives from two or more of the above areas
- 30 *Geographic-Based Communities*—This category refers to large groups defined on the basis of functional territorial boundaries
 - 31 *Local Community*—A township, city, county, metropolitan area, or other type of locality having particular boundaries. It is not necessarily restricted to the legal or jurisdictional boundary, but the functional one in which the impact of the institution is (or should be) directly and physically felt. The boundaries will vary with the institution/program and outcome of concern
 - 32 *The State*
 - 33 *A Region*—An aggregation of states or parts of states
 - 34 *The Nation*
 - 35 *An International Community*
 - 36 *Other Geographic-Based Communities*—An example would be a research discovery that affects primarily people living in the coldest latitudes or where it shows toxicity
- 40 *Aggregates of People*—This category refers to subpopulations of people distinguished by particular characteristics that may indicate common concerns, needs, or wants but who do not necessarily have a common interest or mission and therefore do not constitute communities
 - 41 *Ability Level Subpopulations*—Subpopulations defined according to level of ability/proficiency on general intellectual functioning or specific skills—for example, gifted, typical, disadvantaged, or skilled, semi-skilled, unskilled
 - 42 *Age Subpopulations*
 - 43 *Educational Level Subpopulations*
 - 44 *Income Level Subpopulations*
 - 45 *Occupation Subpopulations*
 - 46 *Physical Disability Condition Subpopulations*
 - 47 *Race Subpopulations*
 - 48 *Sex Subpopulations*
 - 49 *Other Such Aggregates*
- 50 *Other Audiences*—Examples would be the natural environment that is affected by university sponsored research (which in turn would be expected to have impacts on audiences such as individuals and communities) and populations of animals (such as the animals affected by efforts to keep depleted species from becoming extinct or by the development of veterinary medicines)

divide "intellectual skills" (code number 2250) into the following categories of Bloom's Taxonomy (1956): ability to translate (code 22501), ability to interpret (code 22502), ability to extrapolate (code 22503), ability to apply (code 22504), ability to analyze (code 22505), ability to synthesize (code 22506), and ability to evaluate (code 22507).

One thing should be made clear. No program or institution can hope to *focus* on outcomes within

all the categories of Table 4, or perhaps even on many of the categories. Rather, this is a universe of possible outcome categories from which one must *pick and choose* those that are most important, in the light of factors such as philosophy, resources available, and clientele needs. To try to devote primary effort toward accomplishing too many types of outcomes could have disastrous consequences.

Table 3

THE MAJOR CATEGORIES OF THE "TYPE-OF-OUTCOME" DIMENSION

Category Code Number	The Major "Type-of-Outcome" Category Names and Definitions
1000	<i>Economic Outcomes</i> —Maintenance or change in economic characteristics and conditions of individuals, groups, organizations, and communities, e.g., in economic access, in economic mobility and independence, in economic security, and in income and standard of living.
2000	<i>Human Characteristic Outcomes</i> —Maintenance or change in human makeup and characteristics (other than knowledge and understanding) of individuals, groups, organizations, and communities, e.g., aspirations, competence and skills, affective characteristics, perceptual characteristics, physical and physiological characteristics, personality and personal coping characteristics, recognition and certification, and social roles.
3000	<i>Knowledge, Technology, and Art Form Outcomes</i> —Maintenance or change in the knowledge and understanding, technology, or the art forms and works possessed or mastered by individuals, groups, organizations, and communities, e.g., discoveries and inventions, technical developments, syntheses and reformulations of knowledge, new schools of thought in art and works created in those new traditions, renovation of art works.
4000	<i>Resource and Service Provision Outcomes</i> —Maintenance or change in the <i>direct</i> resources and services (other than those included above) provided to individuals, groups, organizations, and communities, e.g., providing facilities, events, advisory assistance, analytic assistance, teaching, health care, and leadership.
5000	<i>Other Maintenance and Change Outcomes</i> —Examples would be: maintenance or change in the format, arrangement, activity, or administrative operation of an organization or institution; maintenance or change in the aesthetic/cultural level of the local community; maintenance or change in family or community activities, practices, and traditions.

Table 4

CODED LISTING OF THE SECOND- AND THIRD-LEVEL SUBCATEGORIES
FOR EACH FIRST-LEVEL CATEGORY OF THE TYPE-OF-OUTCOME DIMENSION*

Category Code Number	Entity Being Maintained or Changed	Category Code Number	Entity Being Maintained or Changed
1000	ECONOMIC OUTCOMES	2000	HUMAN CHARACTERISTIC OUTCOMES (continued)
1100	Economic Access and Independence Outcomes	2760	Power and/or Authority
1110	Economic Access	2770	Job, School, or Life Success
1120	Economic Flexibility, Adaptability, and Security	2780	Other Status, Recognition, and Certification Outcomes
1130	Income and Standard of Living	2800	Social Activities and Roles
1200	Economic Resources and Costs	2810	Adjustment to Retirement
1210	Economic Costs and Efficiency	2820	Affiliations
1220	Economic Resources (including employees)	2830	Avocational and Social Activities and Roles
1300	Economic Production	2840	Career and Vocational Activities and Roles
1310	Economic Productivity and Production	2850	Citizenship Activities and Roles
1320	Economic Services Provided	2860	Family Activities and Roles
1400	Other Economic Outcomes	2870	Friendships and Relationships
		2880	Other Activity and Role Outcomes
		2900	Other Human Characteristic Outcomes
2000	HUMAN CHARACTERISTIC OUTCOMES	3000	KNOWLEDGE, TECHNOLOGY, AND ART FORM OUTCOMES
2100	Aspirations	3100	General Knowledge and Understanding
2110	Desires, Aims, and Goals	3110	Knowledge and Understanding of General Facts and Terminology
2120	Dislikes, Likes, and Interests	3120	Knowledge and Understanding of General Processes
2130	Motivation or Drive Level	3130	Knowledge and Understanding of General Theory
2140	Other Aspirational Outcomes	3140	Other General Knowledge and Understanding
2200	Competence and Skills	3200	Specialized Knowledge and Understanding
2210	Academic Skills	3210	Knowledge and Understanding of Specialized Facts and Terminology
2220	Citizenship and Family Membership Skills	3220	Knowledge and Understanding of Specialized Processes
2230	Creativity Skills	3230	Knowledge and Understanding of Specialized Theory
2240	Expression and Communication Skills	3240	Other Specialized Knowledge and Understanding
2250	Intellectual Skills	3300	Research and Scholarship
2260	Interpersonal, Leadership, and Organizational Skills	3310	Research and Scholarship Knowledge and Understanding
2270	Occupational and Employability Skills	3320	Research and Scholarship Products
2280	Physical and Motor Skills	3400	Art Forms and Works
2290	Other Skill Outcomes	3410	Architecture
2300	Morale, Satisfaction, and Affective Characteristics	3420	Dance
2310	Attitudes and Values	3430	Debate and Oratory
2320	Beliefs, Commitments, and Philosophy of Life	3440	Drama
2330	Feelings and Emotions	3450	Literature and Writing
2340	Mores, Customs, and Standards of Conduct	3460	Music
2350	Other Affective Outcomes	3470	Painting, Drawing, and Photography
2400	Perceptual Characteristics	3480	Sculpture
2410	Perceptual Awareness and Sensitivity	3490	Other Fine Arts
2420	Perception of Self	3500	Other Knowledge, Technology, and Art Form Outcomes
2430	Perception of Others		
2440	Perception of Things	4000	RESOURCE AND SERVICE PROVISION OUTCOMES
2450	Other Perceptual Outcomes	4100	Provision of Facilities and Events
2500	Personality and Personal Coping Characteristics	4110	Provision of Facilities
2510	Adventurousness and Initiative	4120	Provision or Sponsorship of Events
2520	Autonomy and Independence	4200	Provision of Direct Services
2530	Dependability and Responsibility	4210	Teaching
2540	Dogmatic/Open-Minded, Authoritarian/Democratic	4220	Advisory and Analytic Assistance
2550	Flexibility and Adaptability	4230	Treatment, Care, and Referral Services
2560	Habits	4240	Provision of Other Services
2570	Psychological Functioning	4300	Other Resource and Service Provision Outcomes
2580	Tolerance and Persistence		
2590	Other Personality and Personal Coping Outcomes	5000	OTHER MAINTENANCE AND CHANGE OUTCOMES
2600	Physical and Physiological Characteristics	5100	Aesthetic-Cultural Activities, Traditions, and Conditions
2610	Physical Fitness and Traits	5200	Organizational Format, Activity, and Operation
2620	Physiological Health	5300	Other Maintenance and Change
2630	Other Physical or Physiological Outcomes		
2700	Status, Recognition, and Certification		
2710	Completion or Achievement Award		
2720	Credit Recognition		
2730	Image, Reputation, or Status		
2740	Licensing and Certification		
2750	Obtaining a Job or Admission to a Follow-up Program		

* The fourth-level categories into which any of the categories listed here may be divided are: maintenance (a fourth digit of 1) and change (a fourth digit of 2).

The Time Dimension

No formal categories and subcategories were assigned to the time dimension because no time categories would apply across all audience categories. Furthermore, even at the broadest level, the time categories of interest would be expected to vary depending on the philosophy of the user of the Structure and the particular need in his or her context. Time is so important in planning, however, that it was still made a dimension of the Structure—and the categories to use were left completely up to the user.

To illustrate how specialized the taxonomy for the time dimension may need to be, Ms. Jean Endo of the University of Colorado at Boulder reported to this writer on recommended times during the year for collecting student outcomes and related data using survey questionnaires—as based on their experiences—and when during the students' college and alumni career different data should be collected. These can be transformed into a "Taxonomy of Times to Consider for Collecting Undergraduate Student Outcomes Data Using Survey Questionnaires," as shown in Table 5.

Table 5

TAXONOMY OF TIMES TO CONSIDER FOR COLLECTING UNDERGRADUATE STUDENT OUTCOMES DATA USING SURVEY QUESTIONNAIRES¹

- 100 Data from Lower Division Students
 - 110 Data from Freshman Students
 - 111 Data Collected Prior to Fall Registration
 - 112 Data Collected One Month Following the First Day of Classes in the Fall
 - 113 Data Collected One Month Prior to First Semester Final Exams
 - 114 Data Collected One Month After Spring Semester Classes Begin
 - 115 Data Collected One Month Prior to Spring Semester Final Exams
 - 116 Other, for Example, in the Middle of the Summer Term
 - 120 Data from Sophomore Students
 - 121 Data Collected Prior to Fall Registration
 - 122 Data Collected One Month Following the First Day of Classes in the Fall
 - 123 Data Collected One Month Prior to First Semester Final Exams
 - 124 Data Collected One Month After Spring Semester Classes Begin
 - 125 Data Collected One Month Prior to Spring Semester Final Exams
 - 126 Other, for Example, in the Middle of the Summer Term
- 200 Data from Upper Division Students
 - 210 Data from Junior Students
 - 211 Data Collected Prior to Fall Registration
 - 212 Data Collected One Month Following the First Day of Classes in the Fall
 - 213 Data Collected One Month Prior to First Semester Final Exams
 - 214 Data Collected One Month After Spring Semester Classes Begin
 - 215 Data Collected One Month Prior to Spring Semester Final Exams
 - 216 Other, for Example, in the Middle of the Summer Term
 - 220 Data from Senior Students
 - 221 Data Collected Prior to Fall Registration
 - 222 Data Collected One Month Following the First Day of Classes in the Fall
 - 223 Data Collected One Month Prior to First Semester Final Exams
 - 224 Data Collected One Month After Spring Semester Classes Begin
 - 225 Data Collected One Month Prior to Spring Semester Final Exams
 - 226 Other, for Example, in the Middle of the Summer Term
- 300 Data from Alumni
 - 310 Data Collected at Graduation
 - 320 Data Collected One Year after Graduation
 - 330 Data Collected Five Years after Graduation
 - 340 Other, for Example, Data Collected 20 Years after Graduation
- 400 Other, for Example, Data Collected after Students Have "Dropped Out"

¹These categories and subcategories are based specifically on the data collection experiences of Ms. Jean Endo of the University of Colorado at Boulder. Therefore, they may not represent appropriate or other postsecondary institutions.

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