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ABSTRACT

The IRC Model for Input-Output Analysis of Student Personnel Services is designed to provide information to support program planning-evaluation-budget systems of participating colleges. The instruments of the model have been constructed to allow the application of systems analysis techniques to a wide variety of student personnel settings. The instruments of the IRC Model which are presented in this document consist of the following: "Student Personnel Services Objectives Assessment", by which students and faculty rate selected student personnel objectives; and "Assessment of Outputs for Student Personnel Services", by which students and faculty rate the extent to which current student personnel services are successful in accomplishing the selected objectives. The IRC Model was developed through a 1971-73 statewide student personnel services project of 26 Florida community/junior colleges. The normative data for this administration of the model is presented in 28 pages of this document. A "Guide for Cost Analysis of Student Personnel Services Strategies" is also presented. (SW)

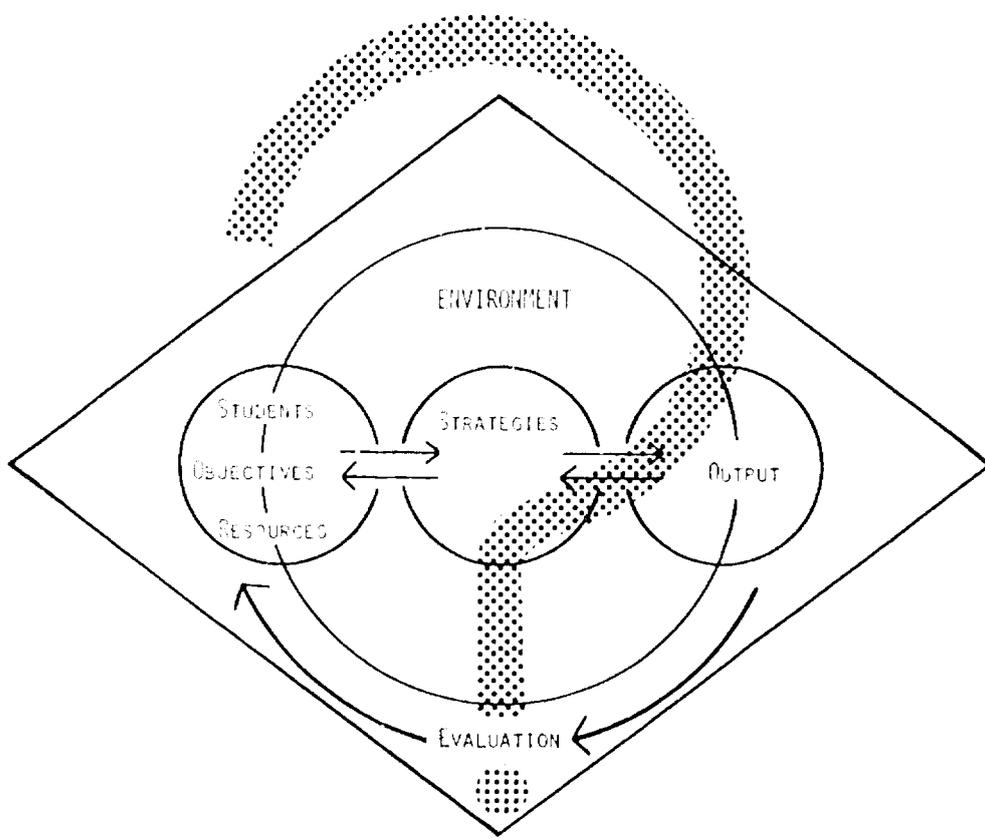
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The IRC Model For Input-Output Analysis of Student Personnel Services

James L. Wattenbarger / John M. Nickens

JC 740 247



Florida Community Junior College
Inter-Institutional Research Council

Cooperation for Progress Through Research

COOPERATION FOR PROGRESS

Representatives from Florida community colleges met at the University of Florida in April 1968. This meeting was in response to an invitation by the Institute of Higher Education for these colleges to consider establishing a consortium of Florida community colleges to facilitate inter-institutional research. From the meeting the Florida Community Junior College Inter-institutional Research Council had its beginning with fifteen colleges committed for a trial period of six months. Since that time the council's membership has grown to twenty colleges with commitments of participation varying from one year to lifetime.

The Council consists of a designated representative from each participating college. This policy-making group provides guidelines for the operation of the Council. An executive committee for the Council is composed of eight representatives: The Director of the IRC, The Associate Director of the IRC, a representative of the Division of Community Colleges, Florida Department of Education and representatives from five member colleges elected at large.

The IRC is an integral part of the Institute of Higher Education of the University of Florida. Dr. James L. Wattenbarger, Director of the Institute of Higher Education, serves as the Director of the Council, Dr. John M. Nickens is the Associate Director.

IRC, University of
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FOREWORD

The IRC Model for Input-Output Analysis of Student Personnel Services was designed to assess the importance of objectives, how they are achieved, to what extent they are achieved, and how much it costs per objective per student in any given year.

The IRC Model was developed through a 1971-73 statewide student personnel services project of 26 Florida community/junior colleges.

The Model consists of three instruments; Assessment of Student Personnel Services Objectives, Assessment of Outputs for Student Personnel Services, and Guide for Cost Analysis of Student Personnel Services Strategies.

Forty-six personnel service objectives are used in the assessment of objectives. Those objectives were identified through statewide workshops of student personnel service practitioners and validated by having students and faculty respond to the importance of them. Further validity was established when the objectives were found to account for 90 percent of student personnel service salary money for participating colleges.

In the objectives assessment, faculty members and students rate selected objectives in terms of importance presently placed on them by their colleges and the importance they believe should be given them. In the output assessment, student and staff responses indicate to what extent student personnel service programs are successful in accomplishing the selected objectives. In the efforts assessment, responses from student personnel staff members are analyzed to determine salary costs of each objective.

The IRC Model has not only provided management information needed for participating colleges to adjust their efforts in the direction of areas with indicated needs, but resulted in better understanding by both faculty and students of the role of student personnel services.

An Advisory Committee consisting of research and student personnel practitioners assisted in the development of this Model and the collection of normative data. This Committee was composed of:

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Ft. Lauderdale, Florida

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Miami-Dade Community College
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for 1972-73 are:

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Polk Community College

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North Florida Junior College

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I. RATIONALE

Efficient management of educational endeavors is now requiring precise definition and management of educational outcomes. Programs budgeted with specified objectives, expected outputs, and costs of strategies are likely to be adequately funded often at the expense of programs justified by conventional wisdom. The Florida Council of Student Affairs' recognition of the need for this type of information to support their program planning evaluation budget systems prompted them to request the assistance of the Florida Community/Junior College Inter-institutional Research Council (IRC). The IRC Model for Input-Output Assessment of Student Personnel Services was developed in order to provide information to meet this need.

II. DESIGN

The IRC Model for Input-Output Analysis of Student Personnel Services is based upon systems analysis methods. These methods are essentially a set of quantitative techniques that have been found useful in both industrial and educational management. Banghart* has noted that the following steps are involved in approaching a problem from systems analysis methods:

1. Establish Objectives (for student personnel services)
2. Review of Systems Operation (student personnel services related strategies)
3. Collection of Data (related to outputs from student personnel services' systems operation)
4. Analysis of Data (to determine relevant variables and measure relevancy)
5. Isolation of Problem

*Banghart, Frank W. Educational Systems Analysis, Macmillan Company, 1969.

6. Specify Operations in the Problem Area
7. Block Diagram (of subsystems of problem areas)

In subsequent sections of this report the reader will note that the IRC Model for Input-Output Assessment of Student Personnel Services has developed steps 1 through 4 of the above approach. The remaining are to be followed through by each institution after using the Model to obtain needed data.

III. INSTRUMENTS AND CONSTRUCTION

The instruments of the IRC Model for Input-Output Analysis of Student Personnel Services have been so constructed as to allow the application of systems analysis techniques to a wide variety of student personnel settings.

The instruments of the IRC Model for Input-Output Assessment of Student Personnel Services consist of the following:

Student Personnel Services Objectives Assessment -- here students and faculty rate selected student personnel objectives, first as to the importance presently being placed on the objective by the college, and, secondly, as to the importance they feel the objective should be given.

Assessment of Outputs for Student Personnel Services (faculty and student forms) -- responses to this instrument determine to what extent current student personnel service programs are successful in accomplishing the selected objectives.

Specific items used in the instruments were generated from three workshops held for the purpose of developing a comprehensive set of objectives, implementation strategies, and outputs appropriate for student personnel services. Attending these workshops were representatives from the student personnel units of the participating colleges, and other educators with recognized

expertise in writing objectives. The resulting objectives and strategies were compiled into prototypes of the instruments and tested for reliability by having community college students read and give their interpretations, verbally. No item was considered reliable until ten successive students interpreted it similarly.

IV. NORMATIVE DATA

The normative data herein presented represents the pooled results of the 1971-72 administration of the Model to 26 Florida community colleges. Some of these colleges, however, did not participate in all parts of the project as noted in the normative data.

V. ADMINISTRATION OF INSTRUMENTS

Instruments were administered to samples of students on each campus in such a manner as to optimize representativeness of the college and to minimize threats to the validity of the data. Administering the instruments during class-time in such required subjects as English or Mathematics was determined to be the best method of meeting the above conditions and assuring a 100% return. All faculty on each campus, however, were asked to respond to the questionnaires so that they would gain a better understanding of student personnel services as well as to obtain their opinions on aspects of the objectives and outputs. Typically, questionnaires were mailed to each faculty member under a cover letter from the academic dean. Resulting responses using this method varied from 75% to 100% across campuses.

VI. COST ANALYSIS OF STUDENT PERSONNEL STRATEGIES

Cost analysis was performed through the use of a guide developed especially for this purpose. The guide enables each person in student service activities to indicate the percent of his or her time during the year that was devoted to achieving each objective, and the percent of this time spent on each strategy used to achieve the objective.

The computational procedure for this cost analysis of a given objective may be found in Appendix E following the Guide for Cost Analysis of Student Service Strategies.

APPENDIX A

Morphological Data of Staff and Student Samples Responding to Student Personnel Services Objectives Assessment and Assessment of Outputs for Student Personnel Services.

STAFF SAMPLES

	Percent of Assessment of Objectives Sample (N = 2286)	Percent of Assessment of Output Sample (N = 1415)
Employment		
Full-time	94.9	95.4
Part-time	2.5	2.3
No response	2.3	2.5
Primary Function		
Student personnel administrator and/or practitioner ...	9.4	19.8
Other administrators ...	9.4	9.4
Teaching faculty	72.5	68.6
Other	5.8	8.2
No response	2.9	3.3
Years at College		
5 or less	55.8	46.2
Over 5	39.4	47.9
No response	4.7	6.8
Age		
21 or younger	9.2	9.2
22 to 30	16.7	16.7
31 to 40	26.2	26.7
41 to 50	28.7	27.7
51 to 60	19.9	20.1
61 or older	5.9	5.7
No response	2.8	2.9
Sex		
Male	65.9	65.9
Female	31.3	30.7
No response	3.4	4.2
Race		
Caucasian or White	89.4	87.7
Negro or Black	5.2	6.1
Spanish American	0.6	0.8
American Indian	0.1	0.2
Oriental	0.2	0.1
Other	1.0	0.8
No response	3.1	4.4

STUDENT SAMPLES

	Percent of Assessment of Objectives Sample (N = 7702)	Percent of Assessment of Output Sample (N = 4529)
Enrollment Status		
Full-time	84.8	81.6
Part-time	14.1	17.1
No response	1.9	1.3
Race		
Caucasian or White	87.5	83.4
Negro or Black	8.4	10.6
Spanish American	1.5	1.9
American Indian	0.4	0.3
Oriental	0.4	0.7
Other	0.7	0.8
No response	1.3	2.3
Student Personnel Services Used		
Career counseling	29.5	28.8
Job placement	8.4	8.1
Financial aid	80.9	21.1
Health services	3.7	2.8
Personal counseling	32.7	31.3
Academic advisement ...	46.3	42.7
Student activities	23.4	21.3
Other services	5.8	6.9
Terms Attended		
Full-time		
1 or less	18.7	14.6
2 to 3	46.4	39.8
4 to 5	18.6	20.2
6 to 7	3.9	4.6
Over 7	9.7	1.2
No response	3.7	19.6
Part-time		
1 or less	12.8	12.5
2 to 3	3.6	10.1
4 to 5	2.9	3.6
6 to 7	1.2	1.7
Over 7	1.9	1.0
No response	16.0	71.9
Age		
18 or younger	25.8	19.0
19 to 21	35.2	34.5
22 to 24	19.7	13.5
25 to 34	11.9	14.7
35 to 44	3.9	4.4
45 to 54	1.6	2.5
55 to 64	0.3	0.3
65 or older	0.0	0.1
No response	9.2	1.0
Sex		
Male	53.2	53.6
Female	42.6	44.8
No response	2.1	1.6
Marital status		
Married	21.3	27.5
Single	77.4	70.7
No response	0.9	1.8
Educational Goal		
AA or higher degree ...	67.0	61.5
AS degree	18.7	19.1
Certificate	5.6	4.2
Other	5.6	8.8
No response	2.6	3.3

OBJECTIVE: Students will have the opportunity to participate in college governance.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	9.2	5.1	6.9	3.4
Low Importance	2	17.4	8.1	12.6	3.1
Average Importance	3	32.1	30.8	31.2	17.5
Very Important	4	17.8	27.0	17.1	25.2
Highest Importance	5	13.6	23.0	12.5	35.9
No Knowledge/Opinion		8.4	1.6	17.5	8.4
No Indication		1.5	3.8	2.1	7.3
Mean		3.10	3.59	3.21	4.01
Mode		3.00	3.00	3.00	5.00
Standard Deviation		1.18	1.11	1.13	1.06
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students have the opportunity to participate in college governance related activities?

CRITERION, Students: Have you had opportunities to participate in college governance related activities?

	Staff	Student
Yes	78.1	20.5
No	16.2	74.2
No Response	5.7	5.3
Sample Size	1118	1520

If yes indicate any of the following activities that afforded the opportunity.

student government	8.8
admissions committee meetings	0.4
voting on college issues	16.0
faculty and staff selection committee meetings	0.7
petitions committee meetings	1.3
standing and ad hoc committees	0.8
others	2.3

College	Cost/FTE
Brevard	.46
Broward	.23
Central Florida	1.05
Chipola	.25
Daytona	1.03
Edison	1.02
Florida Junior College at Jacksonville	.28
Gulf Coast	.54
Hillsborough	.17
Indian River	.21
Lake City	1.00
Lake-Sumter	1.58
Manatee	1.08
Miami-Dade	.51
North Florida	1.01
Okaloosa-Walton	1.12
Pensacola	.16
Polk	.60
St. Johns	2.72
St. Petersburg	.93
Santa Fe	.72
Seminole	.20
Tallahassee	.65
Valencia	.91
Total	18.40
Average (total ÷ 24)	.77

OBJECTIVE: A student's complete official record will be shown to him on his request.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	3.8	2.9	5.8	0.9
Low Importance	2	4.0	1.9	7.0	1.3
Average Importance	3	11.3	10.0	11.3	7.5
Very Important	4	10.7	17.4	12.2	15.1
Highest Importance	5	25.5	61.2	24.8	64.4
No Knowledge/Opinion		42.1	2.8	33.0	3.8
No Indication		1.7	3.7	2.1	6.9
Mean		3.88	4.41	3.66	4.58
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.26	0.98	1.33	0.70
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students who desire to see their official records have their records shown to them on request?

CRITERION, Students A: Have you ever requested that your official records be shown to you?

Students B: (Students who have requested that their official records be shown to them) Were the records shown to you on request?

	Staff	Students A	Students B
Yes	67.1	18.5	82.6
No	12.6	80.1	17.1
No Response	20.1	3.4	00.0
Sample Size	1118	1520	768

College	Cost/FTE
Brevard	.33
Broward	.16
Central Florida	.59
Chipola	1.11
Daytona	1.12
Edison	.14
Florida Junior College at Jacksonville	.33
Gulf Coast	.17
Hillsborough	.57
Indian River	1.56
Lake City	.68
Lake-Sumter	1.05
Manatee	.55
Miami-Dade	1.01
North Florida	2.31
Okaloosa-Walton	.43
Pensacola	.68
Polk	.38
St. Johns	.76
St. Petersburg	.37
Santa Fe	.65
Seminole	.98
Tallahassee	1.05
Valencia	.73
Total	18.00
Average (total ÷ 24)	.75

OBJECTIVE: Students will know who may receive information from their records.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	5.9	1.8	1.6	1.7
Low Importance	2	7.6	2.4	9.1	1.8
Average Importance	3	16.5	11.5	11.9	8.3
Very Important	4	8.8	17.1	9.6	11.7
Highest Importance	5	17.6	69.8	18.0	61.2
No Knowledge/Opinion		41.9	2.7	36.6	4.7
No Indication		1.6	3.7	2.8	7.6
Mean		3.44	4.32	3.32	4.50
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.33	0.93	1.11	0.89
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know who has access to information in their official records.

CRITERION, Students: Indicate which if any of the following people have access to information in your official records without your knowledge or consent:

	Staff
Yes	31.5
No	59.4
No Response	18.1
Sample Size	1192

Student	
Faculty	18.9
Student Personnel	9.5
Department Heads	18.1
Doctors	4.0
Other Students	2.5
Myself	8.3
Parents	5.5
Law	8.5
Employer	6.5
Unknown	0.4

College	Cost/FTE
Brevard	.46
Broward	.51
Central Florida	.71
Chipola	.26
Daytona	.71
Edison	.52
Florida Junior College at Jacksonville	.58
Gulf Coast	.23
Hillsborough	.14
Indian River	.94
Lake City	.56
Lake-Sumter	.73
Manatee	.93
Miami-Dade	.44
North Florida	.37
Okaloosa-Walton	1.63
Pensacola	.34
Polk	.49
St. Johns	.33
St. Petersburg	.68
Santa Fe	.59
Seminole	.71
Tallahassee	.42
Valencia	.35
Total	12.72
Average (total ÷ 24)	.52

OBJECTIVE: Potential students will know the requirements for admission to a program before applying to the program.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	1.9	9.8	3.9	9.8
Low Importance	2	9.7	9.3	7.8	9.9
Average Importance	3	29.9	4.5	21.7	6.1
Very Important	4	18.6	16.1	22.5	18.6
Highest Importance	5	39.4	73.8	33.0	63.9
No Knowledge/Opinion		13.9	9.9	8.8	2.4
No Indication		1.6	3.2	2.1	7.0
Mean		3.71	4.69	3.82	4.59
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.23	0.66	1.15	0.74
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know the admission requirements of program before applying for admission?

CRITERION, Students: Did you know the requirements for admission to your desired program before applying for admission to the program?

	Staff	Student
Yes	54.6	75.9
No	34.8	22.0
No Response	10.6	2.1
Sample Size	1418	4529

College	Cost/FTE
Brevard	2.08
Broward	.95
Central Florida	3.49
Chipola	.42
Daytona	3.02
Edison	2.88
Florida Junior College at Jacksonville	1.66
Gulf Coast	.62
Hillsborough	.82
Indian River	1.58
Lake City	1.41
Lake-Sumter	3.72
Manatee	1.74
Miami-Dade	.95
North Florida	.41
Okaloosa-Walton	.66
Pensacola	1.57
Polk	2.55
St. Johns	2.93
St. Petersburg	2.95
Santa Fe	1.93
Seminole	1.17
Tallahassee	2.79
Valencia	1.76
Total	43.04
Average (total ÷ 24)	1.79

OBJECTIVE: Applicants will receive their acceptance or rejection notices within two weeks after the date of receipt of application.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	5.2	2.2	9.8	1.2
Low Importance	2	6.6	3.1	9.9	1.9
Average Importance	3	14.0	16.1	21.9	19.9
Very Important	4	8.3	19.9	16.8	29.2
Highest Importance	5	19.5	16.5	22.6	53.7
No Knowledge/Opinion		52.7	6.6	19.8	4.3
No Indication		2.7	5.2	5.2	7.7
Mean		3.27	4.29	3.53	4.49
Mode		3.09	5.00	5.00	5.00
Standard Deviation		1.29	1.92	1.24	0.88
Sample Size		2286	2286	7702	7702

CRITERION: Staff After applying for admission to the college, do students receive their notice of acceptance or rejection within two weeks?

CRITERION: Students After applying for admission to this college, how long did you have to wait for notice of acceptance?

	Staff
Yes	43.9
No	23.5
No Response	32.7
Sample Size	145

	Student
Less than one week	18.7
One week to two weeks	27.7
Two weeks to a month	28.1
More than a month	10.1
Unknown	12.6
Sample Size	4529

College	Cost/FTE
Brevard	1.43
Broward	0.99
Central Florida	2.90
Chipola	0.90
Daytona	0.80
Edison	1.68
Florida Junior College @ Jacksonville	2.66
Gulf Coast	1.05
Hillsborough	1.83
Indian River	5.95
Lake City	1.60
Lake-Sumter	5.55
Manatee	1.97
Miami-Dade	1.72
North Florida	6.68
Okaloosa-Walton	3.81
Pensacola	1.71
Polk	7.58
St. Johns	5.10
St. Petersburg	1.40
Santa Fe	.23
Sevinole	1.59
Tallahassee	3.89
Valencia	3.77
Total	59.57
Average (total ÷ 24)	2.53

OBJECTIVE: By the first week of classes, the student will know that the following services are available and how to obtain them.

career counseling					
Response Options	Response Value	Staff		Student	
		Present	Desired	Present	Desired
Unimportant	1	6.7	4.3	8.6	1.0
Low Importance	2	10.5	1.6	12.3	1.5
Average Importance	3	21.6	19.6	25.9	19.9
Very Important	4	16.3	22.1	16.9	23.4
Highest Importance	5	21.5	59.4	22.7	52.1
No Knowledge		21.2	1.0	10.6	3.0
No Indication		2.0	4.9	3.0	8.0
Mean		3.46	4.44	3.38	4.40
Mode		3.09	5.00	3.09	5.00
Standard Deviation		1.27	0.86	1.28	0.85
Sample Size		2286	2286	7702	7702

personal counseling					
Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	6.3	1.6	7.4	1.1
Low Importance	2	9.8	1.7	10.6	2.0
Average Importance	3	20.9	11.8	23.7	11.1
Very Important	4	17.1	21.8	19.1	22.5
Highest Importance	5	21.7	56.4	23.6	50.0
No Knowledge		20.6	1.3	9.8	2.9
No Indication		3.5	5.4	5.6	10.3
Mean		3.59	4.39	3.48	4.37
Mode		5.00	5.00	3.00	5.00
Standard Deviation		1.26	0.90	1.26	0.88
Sample Size		2286	2286	7702	7702

job placement					
Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	9.9	2.0	10.7	1.5
Low Importance	2	13.9	2.8	15.6	3.2
Average Importance	3	21.4	18.4	24.9	15.3
Very Important	4	12.9	21.4	13.3	22.4
Highest Importance	5	14.7	48.9	15.3	42.8
No Knowledge		24.4	1.8	14.1	4.2
No Indication		3.5	5.6	6.1	19.7
Mean		3.15	4.29	3.09	4.20
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.29	1.00	1.29	0.97
Sample Size		2286	2286	7702	7702

academic advisement					
Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	4.1	0.5	5.8	0.9
Low Importance	2	8.0	0.8	9.3	1.7
Average Importance	3	19.5	7.7	22.9	8.8
Very Important	4	19.9	19.8	21.1	20.9
Highest Importance	5	26.6	64.6	25.2	54.4
No Knowledge		18.3	1.1	9.4	3.0
No Indication		3.7	5.5	6.2	10.7
Mean		3.73	4.58	3.60	4.47
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.18	0.72	1.21	0.82
Sample Size		2286	2286	7702	7702

Financial aid					
Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	3,9	9,7	7,7	1,2
Low Importance	2	8,7	1,3	11,9	1,9
Average Importance	3	22,3	11,7	23,3	11,9
Very Important	4	18,8	22,4	17,6	21,1
Highest Importance	5	22,9	37,5	22,7	59,3
No Knowledge		29,9	1,2	11,8	3,9
No Indication		3,3	5,2	5,8	19,6
Mean		3,63	4,44	3,45	4,37
Mode		5,00	5,00	3,00	5,00
Standard Deviation		1,17	9,82	1,28	0,89
Sample Size		2286	2286	7702	7702

Student activities					
Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	1,5	1,9	9,3	2,6
Low Importance	2	10,1	3,1	13,5	4,3
Average Importance	3	21,8	29,5	27,3	17,9
Very Important	4	17,3	21,3	16,3	21,4
Highest Importance	5	19,8	16,4	17,2	39,4
No Knowledge		19,8	1,4	19,5	4,0
No Indication		3,5	5,4	6,9	19,5
Mean		3,19	4,15	3,22	4,05
Mode		3,00	5,00	3,00	5,00
Standard Deviation		1,18	1,91	1,26	1,97
Sample Size		2286	2286	7702	7702

Health services					
Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	12,2	1,9	15,1	2,5
Low Importance	2	12,6	3,0	14,4	4,1
Average Importance	3	19,1	17,0	22,7	17,7
Very Important	4	11,5	29,3	14,6	19,7
Highest Importance	5	15,6	49,2	14,5	39,9
No Knowledge		25,1	3,0	15,7	5,3
No Indication		3,7	5,6	5,9	19,6
Mean		3,98	4,23	2,95	4,07
Mode		3,00	5,00	3,00	5,00
Standard Deviation		1,38	1,99	1,36	1,97
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know which student personal services are available to them?

CRITERION, Students: Services often provided by colleges have been listed. Check each statement that accurately describes this service at your college.

	Staff
Yes	48,4
No	39,3
No Response	12,3
Sample Size	1418

	Student		
	Provided	Not Provided	No Response
Career counseling	72,9	11,5	16,5
Personal counseling	72,4	19,9	16,7
Job placement	57,4	22,2	20,4
Academic advisement	73,2	11,2	15,5
Financial aid	72,2	12,5	15,2
Student activities	73,2	11,1	15,7
Health services	39,9	37,7	22,3
Sample size	4529		
Learned of:	Prior to Registration	During 1st week	After 1st week
Career counseling	57,3	11,7	28,0
Personal counseling	58,4	18,5	23,1
Job placement	34,8	18,5	46,7
Academic advisement	63,3	17,7	19,0
Financial aid	68,6	11,0	20,5
Student activities	49,7	27,3	23,0
Health services	39,6	23,0	37,4

CRITERION, Staff: Do students know how to obtain the student personnel services that are available to them?

CRITERION, Students: Services often provided by colleges are listed below. Check each statement that accurately describes the services which you have used.

	Staff
Yes	46,2
No	49,3
No Response	13,5
Sample Size	1418

Used:	Students		
	Yes	No	No Response
Career counseling	35,8	45,9	18,3
Personal counseling	37,8	49,0	22,2
Job placement	11,7	51,2	37,0
Academic advisement	45,8	31,2	23,0
Financial aid	21,2	54,9	23,9
Student activities	25,7	52,5	21,8
Health services	4,1	41,4	54,5
Sample Size	1429		

College	Cost/FTE
Brevard	1,67
Broward	1,02
Central Florida	1,42
Chipola	1,52
Daytona	1,24
Edison	1,89
Florida Junior College at Jacksonville	1,62
Gulf Coast	,29
Hillsborough	,19
Indian River	,64
Lake City	3,00
Lake-Sumter	5,39
Manatee	2,17
Miami-Dade	1,46
North Florida	1,29
Okaloosa-Walton	,54
Pensacola	1,23
Polk	1,28
St. Johns	1,45
St. Petersburg	3,00
Santa Fe	2,18
Seminole	1,37
Tallahassee	2,30
Valencia	1,53
Total	39,62
Average (total ÷ 24)	1,65

OBJECTIVE: Activities programs for students will meet the cultural, social, and involvement needs expressed by students.

Response Options	Staff		Students	
	Value	Percent	Value	Percent
Unimportant	1	5.9	2.2	7.5
Low Importance	2	13.4	3.9	13.0
Average Importance	3	22.4	21.7	32.3
Very Important	4	22.7	33.1	17.5
Highest Importance	5	11.4	33.1	36.1
No Knowledge		13.3	2.5	16.1
No Indication		1.8	3.1	2.5
Mean		3.26	3.99	3.11
Mode		3.00	1.00	3.00
Standard Deviation		1.06	0.96	1.13
Sample Size		2286	2286	7702

CRITERION, Staff: Do activities programs at your college meet the students' cultural, social, and involvement needs?

CRITERION, Students: Have the following of your personal needs been satisfied by student activity programs at your college?

	Staff
Yes	58.1
No	31.5
No Response	10.4
Sample Size	118

	Student		
	Cultural Need	Social Need	Need for Involvement
Yes	34.2	39.4	42.8
No	31.4	35.8	41.2
No Response	14.7	14.9	16.0
Sample Size	4529		

College	Cost FTE
Brevard	1.95
Broward	2.98
Central Florida	3.92
Chipola	3.93
Daytona	5.94
Edison	13.35
Florida Junior College at Jacksonville	3.92
Gulf Coast	6.55
Hillsborough	1.62
Indian River	2.82
Lake City	5.96
Lake-Sumter	5.61
Manatee	19.52
Miami-Dade	5.70
North Florida	3.83
Okaloosa-Walton	3.54
Pensacola	1.38
Polk	5.31
St. Johns	2.89
St. Petersburg	5.32
Santa Fe	5.57
Seminole	2.89
Tallahassee	3.06
Valencia	5.99
Total	114.56
Average (total ÷ 24)	4.79

OBJECTIVE: Each division of student personnel services will have a clearly written statement of all policies and procedures.

Response Options	Staff		Students	
	Value	Percent	Value	Percent
Unimportant	1	5.9	1.4	5.8
Low Importance	2	8.5	2.9	12.5
Average Importance	3	16.5	14.7	24.6
Very Important	4	12.6	24.6	14.6
Highest Importance	5	13.3	48.9	11.7
No Knowledge		41.1	1.5	27.8
No Indication		1.7	3.9	2.9
Mean		3.33	4.28	3.29
Mode		3.00	5.00	3.00
Standard Deviation		1.27	0.92	1.17
Sample Size				7702

CRITERION, Staff: Do the student personnel functional unit have clearly written statements of policy?

CRITERION, Students: Does your college have a student code of conduct?

	Staff	Student
Yes	49.7	43.1
No	24.8	1.7
Unknown	0.0	44.9
No Response	25.5	7.3
Sample Size		

College	Cost FTE
Brevard	.60
Broward	.66
Central Florida	.67
Chipola	.69
Daytona	1.46
Edison	.81
Florida Junior College at Jacksonville	.61
Gulf Coast	.11
Hillsborough	.63
Indian River	.82
Lake City	.68
Lake-Sumter	1.46
Manatee	1.27
Miami-Dade	.80
North Florida	.99
Okaloosa-Walton	.29
Pensacola	.36
Polk	1.31
St. Johns	9.38
St. Petersburg	.61
Santa Fe	.49
Seminole	.60
Tallahassee	1.95
Valencia	2.54
Total	39.18
Average (total ÷ 24)	1.26

OBJECTIVE: Before the new student starts into my program he will know the chances of his being able to successfully complete the program.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	11.6	2.5	9.5	1.8
Low Importance	2	17.3	3.2	19.2	2.2
Average Importance	3	21.9	15.1	26.7	19.5
Very Important	4	11.4	25.9	16.1	23.1
Highest Importance	5	6.4	46.9	11.8	52.1
No Knowledge/Opinion		26.7	3.2	11.0	3.3
No Indication		1.7	3.1	2.6	6.9
Mean		2.79	4.19	3.13	4.36
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.19	1.99	1.21	0.92
Sample Size		2286	2286	7792	7792

CRITERION, Staff: Before beginning college programs, do students know the chances (or probability) of their successfully completing the program?

CRITERION, Students: Before beginning your program did you know the chance of your successfully completing the program?

	Staff	Student
Yes	28.8	61.6
No	55.5	39.9
No Response	15.7	8.4
Sample size	1118	1529

College	Cost/FTE
Brevard	1.34
Broward	.45
Central Florida	.69
Chipola	.97
Daytona	.97
Edison	1.18
Florida Junior College at Jacksonville	.46
Gulf Coast	.48
Hillsborough	.65
Indian River	1.27
Lake City	1.44
Lake-Sumter	1.42
Manatee	1.84
Miami-Dade	.59
North Florida	.49
Okaloosa-Walton	.46
Pensacola	.89
Polk	.36
St. Johns	.71
St. Petersburg	1.18
Santa Fe	.99
Seminole	1.71
Tallahassee	.95
Valencia	.51
Total	21.16
Average (total ÷ 24)	.88

OBJECTIVE: Before registration new students will know the kinds of vocational, technical, and college-parallel programs that are available at the junior college.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	7.6	0.6	5.7	0.9
Low Importance	2	12.2	0.7	11.5	1.0
Average Importance	3	23.1	6.2	24.7	7.9
Very Important	4	19.2	22.9	21.6	23.1
Highest Importance	5	29.8	65.5	25.6	57.8
No Knowledge/Opinion		15.8	9.9	8.5	2.5
No Indication		1.4	3.2	2.1	6.8
Mean		3.41	4.59	3.56	4.59
Mode		3.00	5.00	5.00	5.00
Standard Deviation		1.26	0.79	1.21	0.78
Sample Size		2286	2286	7792	7792

CRITERION, Staff: Do students know the kinds of vocational, technical, and college-parallel programs available to them prior to their first registration?

CRITERION, Students: Check each statement below that describes your circumstances.

	Staff
Yes	42.7
No	44.5
No Response	12.8
Sample Size	1418

	Student
I have changed career plans one or more times	35.9
I have considered changing my career plans since enrolling in college	33.4
I have not considered changing my career plans since enrolling in college	38.4
I would have enrolled in another career program had I known it was offered by the college prior to my first registration	4.5
I would have liked more assistance in choosing a career program	20.9
I would have liked more information on what career programs were available at the college prior to my first registration	19.9
I have not chosen a program at this time	10.9
I was in a career prior to registering	13.9
Simple Size	4529

College	Cost/FTE
Brevard	1.39
Broward	.94
Central Florida	5.56
Chipola	.99
Daytona	2.18
Edison	2.41
Florida Junior College at Jacksonville	1.14
Gulf Coast	.61
Hillsborough	.64
Indian River	1.26
Lake City	1.93
Lake-Sumter	1.45
Manatee	1.74
Miami-Dade	1.02
North Florida	.69
Okaloosa-Walton	.72
Pensacola	1.53
Polk	1.49
St. Johns	.81
St. Petersburg	2.29
Santa Fe	.79
Seminole	1.06
Tallahassee	2.47
Valencia	2.09
Total	37.09
Average (total ÷ 24)	1.55

OBJECTIVE: By the time of registration each new student will have in writing the general requirements for the completion of his program.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	8.3	1.5	9.8	1.2
Low Importance	2	19.2	1.7	13.1	1.4
Average Importance	3	19.6	9.7	23.0	8.2
Very Important	4	15.9	21.5	19.3	22.9
Highest Importance	5	20.7	60.5	22.0	56.3
No Knowledge/Opinion		24.5	1.8	10.1	3.2
No Indication		1.5	3.4	2.4	6.8
Mean		3.40	4.15	3.35	4.47
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.32	0.86	1.31	0.82
Sample Size		2286	2286	7702	7702

CRITERION: Staff: By the time of registration do students have the requirements for completion of their programs in writing?

CRITERION: Students: By the time of registration, did you have the general requirements for the completion of your program in writing?

	Staff	Student
Yes	41.7	56.7
No	36.2	36.7
No Response	19.0	6.5
Sample Size	1118	4520

College	Cost/FTE
Brevard	.86
Broward	.51
Central Florida	.72
Chipola	1.26
Daytona	.75
Edison	1.63
Florida Junior College at Jacksonville	.97
Gulf Coast	.21
Hillsborough	.61
Indian River	.68
Lake City	1.32
Lake-Sumter	1.84
Manatee	1.92
Miami-Dade	1.92
North Florida	.43
Okaloosa-Walton	.19
Pensacola	1.34
Polk	1.44
St. Johns	.49
St. Petersburg	1.26
Santa Fe	2.96
Seminole	.84
Tallahassee	3.47
Valencia	1.27
Total	28.00
Average (total ÷ 24)	1.17

OBJECTIVE: People in the community will know what courses are available to them in the community college at least three weeks before registration.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	5.8	9.5	7.5	1.3
Low Importance	2	8.5	6.9	11.6	1.8
Average Importance	3	21.0	8.6	23.2	12.2
Very Important	4	20.4	24.6	18.3	25.0
Highest Importance	5	27.8	61.1	22.3	47.8
No Knowledge/Opinion		15.0	1.6	14.6	5.2
No Indication		1.4	2.7	2.4	6.6
Mean		3.67	4.52	3.44	4.32
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.23	0.74	1.27	0.89
Sample Size		2286	2286	7702	7702

CRITERION: Staff: Do citizens of the community know what courses are available in the college at least three weeks before registration?

CRITERION: Students: Do citizens of the community know what courses are available in the college at least three weeks before registration?

	Staff	Student
Yes	63.6	31.1
No	25.2	44.3
Unknown	9.0	46.9
No Response	11.1	1.6
Sample Size	1118	4520

College	Cost/FTE
Brevard	.65
Broward	.16
Central Florida	.46
Chipola	0.09
Daytona	1.76
Edison	.80
Florida Junior College at Jacksonville	.31
Gulf Coast	.25
Hillsborough	0.09
Indian River	1.27
Lake City	.77
Lake-Sumter	1.92
Manatee	.43
Miami-Dade	1.36
North Florida	.47
Okaloosa-Walton	.55
Pensacola	.67
Polk	.98
St. Johns	.16
St. Petersburg	.44
Santa Fe	.46
Seminole	.48
Tallahassee	1.03
Valencia	.84
Total	16.20
Average (total ÷ 24)	.68

OBJECTIVE: Good public relations with alumni and surrounding community will be maintained.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	7.8	1.3	6.9	1.2
Low Importance	2	11.2	1.6	10.7	1.3
Average Importance	3	21.8	15.8	23.0	22.1
Very Important	4	21.7	28.7	16.3	23.5
Highest Importance	5	18.5	47.2	12.1	26.0
No Knowledge/Opinion		11.1	2.5	21.6	11.5
No Indication		1.5	2.8	3.2	7.1
Mean		3.38	1.26	3.23	3.76
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.23	0.70	1.18	1.12
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Has the college maintained good public relations with the community?

CRITERION, Students: Has the college maintained good public relations with the community?

	Staff	Student
Yes	85.8	57.7
No	7.2	1.2
Unknown	0.0	32.0
No Response	7.0	7.2
Sample Size	1418	1520

College	Cost/ FTE
Brevard	1.61
Broward	.41
Central Florida	1.28
Chipola	.21
Daytona	1.81
Edison	1.20
Florida Junior College at Jacksonville	.48
Gulf Coast	.41
Hillsborough	.57
Indian River	.55
Lake City	1.05
Lake-Sumter	.79
Manatee	1.06
Miami-Dade	.66
North Florida	1.06
Okaloosa-Walton	2.69
Pensacola	1.11
Polk	.55
St. Johns	.15
St. Petersburg	1.18
Santa Fe	.68
Seminole	.37
Tallahassee	1.63
Valencia	2.16
Total	29.66
Average (total ÷ 24)	.99

OBJECTIVE: Each student will be able to satisfactorily complete registration within one hour.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	21.6	3.9	22.7	2.6
Low Importance	2	17.8	3.7	17.4	3.2
Average Importance	3	21.8	24.1	22.1	11.2
Very Important	4	11.2	22.8	13.7	21.2
Highest Importance	5	9.0	37.7	15.8	49.8
No Knowledge/Opinion		11.0	3.4	4.7	2.8
No Indication		1.5	2.4	3.2	6.1
Mean		2.55	3.90	2.81	4.23
Mode		1.00	5.00	1.00	5.00
Standard Deviation		1.32	1.12	1.41	1.02
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Are students able to satisfactorily complete registration within one hour?

CRITERION, Students: How long does it usually take you to satisfactorily complete registration (or pre-registration)?

	Staff
Yes	33.0
No	55.6
No Response	11.4
Sample Size	1418

Student	
30 minutes or less	26.5
30 minutes to one hour	34.1
Between one hour and two hours	22.8
More than two hours	12.6
No Response	4.1
Sample Size	4520

College	Cost/ FTE
Brevard	1.94
Broward	.33
Central Florida	3.97
Chipola	.76
Daytona	8.25
Edison	2.06
Florida Junior College at Jacksonville	2.56
Gulf Coast	.89
Hillsborough	5.80
Indian River	3.43
Lake City	3.71
Lake-Sumter	2.01
Manatee	1.37
Miami-Dade	2.18
North Florida	4.85
Okaloosa-Walton	5.67
Pensacola	2.94
Polk	2.93
St. Johns	4.79
St. Petersburg	4.74
Santa Fe	1.74
Seminole	.54
Tallahassee	9.24
Valencia	7.25
Total	83.91
Average (total ÷ 24)	3.50

OBJECTIVE: Before registration new students will know if they need help in basic skills such as reading, writing, or arithmetic.

OBJECTIVE: Instructors will have accurate class membership rolls before their first class meeting each term.

Response Options	Staff			Students	
	Value	Present	Desired	Present	Desired
Unimportant	1	11.3	1.1	10.9	1.7
Low Importance	2	15.7	1.2	15.7	2.4
Average Importance	3	20.6	1.3	21.7	12.6
Very Important	4	15.1	22.0	16.2	26.9
Highest Importance	5	13.8	63.0	15.3	45.6
No Knowledge/Opinion		18.9	1.6	11.0	4.2
No Indication		1.6	2.9	3.2	6.6
Mean		2.98	4.53	3.11	4.26
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.34	0.78	1.28	0.93
Sample Size		2286	2286	7702	7702

Response Options	Staff			Students	
	Value	Present	Desired	Present	Desired
Unimportant	1	26.3	5.9	15.3	7.1
Low Importance	2	11.8	5.1	15.3	7.1
Average Importance	3	22.1	20.3	27.9	23.6
Very Important	4	14.9	22.0	15.4	20.1
Highest Importance	5	14.7	12.9	13.5	28.1
No Knowledge/Opinion		3.3	1.7	8.9	6.0
No Indication		1.9	3.0	3.8	6.7
Mean		2.75	3.97	2.96	3.4
Mode		1.00	5.00	3.00	5.0
Standard Deviation		1.42	1.16	1.29	1.2
Sample Size		2286	2286	7702	770

CRITERION, Staff: Do students who have academic difficulty due to lack of skills in reading, writing, mathematics or other basic skills areas know their deficiencies?

CRITERION, Staff: Do instructors have accurate class membership rolls before their first class meeting each term?

CRITERION, Students: Have you had any difficulty due to lack of skills in reading, writing, mathematics or other basic skill areas?

CRITERION, Student: (Students were not thought to be knowledgeable about the accuracy of class membership rolls, thus no student criterion was instituted for objective)

	Staff	Student
Yes	52.0	27.7
No	37.8	62.2
Unknown	00.9	5.4
No Response	11.4	4.7
Sample Size	1115	4529

	Staff
Yes	11
No	59.9
No Response	5.1
Sample Size	1115

If yes, when did you first learn of your lack of skill?

Before your first registration	
at the college	11.5
During your first term	
at the college	44.8
During your second term	6.5
After the second term	7.2
Sample Size	1250

College	Cost/FTE
Brevard	1.78
Broward	1.19
Central Florida	.65
Chipola	.97
Daytona	2.69
Edison	1.69
Florida Junior College at Jacksonville	.48
Gulf Coast	1.82
Hillsborough	.57
Indian River	1.53
Lake City	3.18
Lake-Sumter	2.79
Manatee	3.15
Miami-Dade	.79
North Florida	3.11
Okaloosa-Walton	1.51
Pensacola	2.73
Polk	1.14
St. Johns	1.69
St. Petersburg	2.23
Santa Fe	.65
Seminole	1.65
Tallahassee	1.75
Valencia	.96
Total	19.55
Average (total ÷ 24)	1.69

College	Cost/FTE
Brevard	1.00
Broward	0.00
Central Florida	1.19
Chipola	0.00
Daytona	2.15
Edison	.95
Florida Junior College at Jacksonville	.29
Gulf Coast	.07
Hillsborough	1.31
Indian River	1.11
Lake City	1.47
Lake-Sumter	1.69
Manatee	0.00
Miami-Dade	.89
North Florida	1.65
Okaloosa-Walton	.54
Pensacola	1.01
Polk	3.64
St. Johns	.39
St. Petersburg	.49
Santa Fe	.25
Seminole	.15
Tallahassee	2.19
Valencia	2.29
Total	24.72
Average (total ÷ 24)	1.03

OBJECTIVE: Faculty will be informed of each student assigned to their courses who has a medical problem such as epilepsy, diabetes, etc.

Response Options	Response Staff		Students		
	Value	Present	Desired	Present	Desired
Unimportant	1	33.3	3.8	8.8	3.2
Low Importance	2	12.3	4.9	9.6	3.3
Average Importance	3	11.3	15.3	13.7	13.3
Very Important	4	7.7	21.2	9.0	19.1
Highest Importance	5	10.0	59.8	12.2	45.7
No Knowledge/Opinion		18.4	2.1	10.7	8.0
No Indication		1.8	2.8	3.4	7.2
Mean		2.34	3.17	3.12	3.19
Mode		1.99	5.99	3.99	5.99
Standard Deviation		1.43	1.99	1.35	1.97
Sample Size		2286	2286	7792	7792

CRITERION: Staff: Is the faculty informed of each student assigned to their course who has a medical problem such as epilepsy, diabetes, etc.?

CRITERION: Students: (Students were not thought to be knowledgeable about faculty familiarity with the student medical histories, thus, no student criterion was included for this objective.)

	Staff
Yes	21.6
No	69.6
No Response	11.8
Sample Size	1118

College	Cost FTE
Brevard	2.24
Broward	.48
Central Florida	.19
Chipola	.97
Daytona	.19
Edison	.24
Florida Junior College at Jacksonville	.95
Gulf Coast	.66
Hillsborough	.84
Indian River	.29
Lake City	.74
Lake-Sumter	2.21
Manatee	.54
Miami-Dade	.16
North Florida	1.22
Okaloosa-Walton	.21
Pensacola	.59
Polk	1.30
St. Johns	.13
St. Petersburg	.91
Santa Fe	.29
Seminole	.25
Tallahassee	1.25
Valencia	.33
Total	15.17
Average (total ÷ 24)	.63

OBJECTIVE: Urgent transcript requests will be provided on the day they are received.

Response Options	Response Staff		Students		
	Value	Present	Desired	Present	Desired
Unimportant	1	3.3	1.4	7.9	1.4
Low Importance	2	8.0	3.4	9.5	1.7
Average Importance	3	11.5	17.3	17.6	11.1
Very Important	4	8.7	21.2	19.8	21.7
Highest Importance	5	8.4	42.2	10.9	47.5
No Knowledge/Opinion		59.7	7.8	39.3	8.7
No Indication		2.4	3.8	1.9	7.8
Mean		3.96	4.16	3.13	4.35
Mode		3.99	5.99	3.99	5.99
Standard Deviation		1.39	0.78	1.29	0.99
Sample Size		2286	2286	7792	7792

CRITERION: Staff: Are urgent transcript requests processed on the day they are received?

CRITERION: Students: (Students were not thought to be knowledgeable about transcript processing, thus, no student criterion was included for this objective.)

	Staff
Yes	36.2
No	25.5
No Response	38.3
Sample Size	1418

College	Cost FTE
Brevard	.58
Broward	9.69
Central Florida	1.64
Chipola	0.99
Daytona	.74
Edison	.10
Florida Junior College at Jacksonville	.31
Gulf Coast	.97
Hillsborough	.55
Indian River	2.18
Lake City	.53
Lake-Sumter	1.12
Manatee	.92
Miami-Dade	.51
North Florida	.71
Okaloosa-Walton	.51
Pensacola	.32
Polk	.29
St. Johns	.43
St. Petersburg	.69
Santa Fe	.55
Seminole	.22
Tallahassee	.84
Valencia	.66
Total	13.56
Average (total ÷ 24)	.57

OBJECTIVE: Students may obtain copies of their own transcripts and forms used for advisement, program planning, etc., at the time of requests.

Response Options	Staff		Students	
	Value	Present	Desired	Present
Unimportant	1	6.8	4.7	9.8
Low Importance	2	7.6	2.5	4.8
Average Importance	3	16.6	20.3	14.7
Very Important	4	9.5	26.5	24.1
Highest Importance	5	39.1	39.9	68.9
No Knowledge/Opinion		47.3	6.8	33.0
No Indication		2.9	6.4	7.3
Mean		3.17	3.41	4.36
Mode		3.00	3.00	5.00
Standard Deviation		1.28	0.96	1.27
Sample Size		2256	2286	7702

CRITERION, Staff: May students obtain copies of their transcripts at the time of request?

CRITERION, Students: A. Have you ever asked in person for a copy of your transcript?
 B. Were you given the transcript at the time of your request?

	Staff	Students A	Students B
Yes	61.9	27.3	61.5
No	25.5	79.7	35.5
No Response	30.6	2.1	9.0
Sample Size	1415	1529	1221

College	Cost/FTE
Brevard	1.75
Broward	.22
Central Florida	1.15
Chipola	0.99
Daytona	2.87
Edison	.86
Florida Junior College at Jacksonville	.77
Gulf Coast	.31
Hillsborough	2.86
Indian River	3.29
Lake City	1.24
Lake-Sumter	1.69
Manatee	.45
Miami-Dade	2.79
North Florida	2.53
Okaloosa-Walton	.27
Pensacola	1.43
Polk	1.59
St. Johns	.44
St. Petersburg	1.88
Santa Fe	.92
Seminole	.45
Tallahassee	2.63
Valencia	1.21
Total	33.39
Average (total ÷ 24)	1.39

OBJECTIVE: College students, high school seniors and others who request financial aid will know what specific on-and-off campus jobs, scholarships, grants and loans are available.

Response Options	Staff		Students	
	Value	Present	Desired	Present
Unimportant	1	3.4	0.4	5.5
Low Importance	2	8.6	1.3	13.2
Average Importance	3	23.9	13.2	23.9
Very Important	4	22.9	31.5	18.6
Highest Importance	5	16.8	38.6	17.9
No Knowledge/Opinion		24.1	1.7	21.3
No Indication		2.9	3.3	3.3
Mean		3.55	4.33	3.42
Mode		3.00	5.00	3.00
Standard Deviation		1.19	0.89	1.19
Sample Size		2286	2286	7702

CRITERION, Staff: Do students who have requested financial aid know what specific on-and-off campus jobs, scholarships, grants and loans are available to them?

CRITERION, Students: Have you ever requested financial aid through your college?

	Staff	Student
Yes	61.9	25.3
No	23.9	71.8
No Response	15.1	2.9
Sample Size	1415	1529

If yes, check the kind of information you received

On campus job information	8.6
Off campus job information	2.8
Scholarship information	7.3
Grant information	6.4
Loan information	12.1
None of the above	1.8
Other information	1.5

College	Cost/FTE
Brevard	.95
Broward	1.42
Central Florida	2.72
Chipola	3.28
Daytona	1.51
Edison	3.13
Florida Junior College at Jacksonville	1.11
Gulf Coast	2.98
Hillsborough	2.45
Indian River	.72
Lake City	1.32
Lake-Sumter	5.34
Manatee	2.15
Miami-Dade	1.51
North Florida	1.67
Okaloosa-Walton	1.62
Pensacola	1.56
Polk	2.92
St. Johns	.90
St. Petersburg	1.45
Santa Fe	1.19
Seminole	1.28
Tallahassee	3.91
Valencia	2.97
Total	49.98
Average (total ÷ 24)	2.08

OBJECTIVE: The financial aid that is needed to attend college will be provided.

A. For each enrolled college student

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	9.0	9.4	8.2	3.8
Low Importance	2	9.0	5.9	10.2	3.5
Average Importance	3	19.9	19.9	21.7	15.1
Very Important	4	10.8	29.6	12.0	21.7
Highest Importance	5	6.5	25.1	9.4	34.9
No Knowledge/Opinion		49.6	13.3	33.7	11.8
No Indication		1.1	5.7	4.9	9.0
Mean		2.94	3.57	3.07	4.02
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.22	1.31	1.23	1.12
Sample Size		2286	2286	7702	7702

B. For each student applying for admission to college

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	11.2	12.9	8.7	5.8
Low Importance	2	9.6	8.1	10.1	4.9
Average Importance	3	16.6	19.6	18.3	15.1
Very Important	4	6.8	12.9	19.7	18.7
Highest Importance	5	4.5	18.3	8.1	28.6
No Knowledge/Opinion		39.9	13.1	32.2	12.0
No Indication		12.3	13.1	11.9	14.6
Mean		2.67	3.24	2.99	3.81
Mode		3.00	3.00	3.00	5.00
Standard Deviation		1.23	1.39	1.26	1.24
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Is the highest priority given to currently enrolled students in awarding financial aid?

CRITERION, Students: Students were not thought to be aware of the college's priorities in awarding financial aid; thus, no student criterion was included for this objective.

	Staff
Yes	54.4
No	19.6
No Response	34.9
Sample Size	1418

College	Cost/FTE
Brevard	1.59
Broward	.59
Central Florida	.00
Chipola	2.34
Daytona	1.65
Edison	.53
Florida Junior College at Jacksonville	.64
Gulf Coast	2.44
Hillsborough	.97
Indian River	1.65
Lake City	.71
Lake-Sumter	1.88
Manatee	1.75
Miami-Dade	1.20
North Florida	2.04
Okaloosa-Walton	1.18
Pensacola	.55
Polk	.99
St. Johns	.60
St. Petersburg	.64
Santa Fe	.79
Seminole	.25
Tallahassee	1.69
Valencia	2.03
Total	28.68
Average (total ÷ 24)	1.20

OBJECTIVE: The financial needs of those who apply for aid will be accurately determined.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	3.8	1.0	4.8	1.3
Low Importance	2	7.6	1.5	8.0	1.8
Average Importance	3	19.4	11.9	21.9	19.7
Very Important	4	16.3	25.2	16.6	24.4
Highest Importance	5	15.7	52.3	14.3	46.1
No Knowledge/Opinion		35.0	1.6	30.5	7.7
No Indication		2.1	3.5	3.9	8.1
Mean		3.52	4.38	3.42	4.33
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.17	0.85	1.17	0.89
Sample Size		2286	2286	7702	7702

CRITERION, Staff: The general staff was not thought to be knowledgeable about how accurately financial need is determined; thus, no student criterion was included for this objective.

CRITERION, Students: Students were not thought to be knowledgeable about how accurately financial need is determined; thus, no student criterion was included for this objective.

College	Cost/FTE
Brevard	.66
Broward	.46
Central Florida	2.04
Chipola	2.08
Daytona	.82
Edison	3.59
Florida Junior College at Jacksonville	.55
Gulf Coast	1.47
Hillsborough	1.65
Indian River	1.64
Lake City	1.02
Lake-Sumter	1.89
Manatee	.91
Miami-Dade	1.17
North Florida	1.72
Okaloosa-Walton	1.09
Pensacola	.33
Polk	.83
St. Johns	1.52
St. Petersburg	.64
Santa Fe	.89
Seminole	.33
Tallahassee	1.35
Valencia	1.52
Total	29.96
Average (total ÷ 24)	1.25

OBJECTIVE: Students who receive financial aid will budget so that their money meets expenses.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	7.6	3.2	4.5	1.7
Low Importance	2	8.8	2.9	7.7	2.0
Average Importance	3	14.5	15.9	19.5	11.8
Very Important	4	6.8	29.2	43.6	41.4
Highest Importance	5	5.9	39.3	13.4	42.2
No Knowledge/Opinion		33.4	14.9	36.5	12.0
No Indication		3.1	4.5	4.7	8.8
Mean		2.87	4.11	3.49	4.27
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.26	1.08	1.19	0.95
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students who are awarded financial aid prepare budgets so that their money meets expenses?

CRITERION, Students:

- (Students who received aid): Do you prepare a personal budget each term?
- (Students who prepared a personal budget each term): Did it help you in using your resources to meet your needs throughout the term?

	Staff	Students A	Students B
Yes	22.9	51.4	81.0
No	37.2	48.6	19.9
No Response	40.8	00.0	00.0
Sample Size	1118	965	622

College	Cost/FTE
Brevard	.44
Broward	.17
Central Florida	.24
Chipola	1.29
Daytona	.29
Edison	.15
Florida Junior College at Jacksonville	.27
Gulf Coast	.77
Hillsborough	.22
Indian River	.41
Lake City	1.32
Lake-Sumter	.44
Manatee	.69
Miami-Dade	.79
North Florida	.56
Okaloosa-Walton	.79
Pensacola	.19
Polk	.52
St. Johns	.28
St. Petersburg	.32
Santa Fe	.27
Seminole	.93
Tallahassee	.16
Valencia	.36
Total	19.39
Average (total ÷ 24)	.81

OBJECTIVE: Community college students will know the procedure for obtaining financial aid at the senior institution before transferring.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	6.9	1.8	7.7	1.2
Low Importance	2	19.5	2.6	19.3	1.7
Average Importance	3	29.0	16.2	20.6	9.6
Very Important	4	10.2	27.9	12.8	22.2
Highest Importance	5	7.4	42.7	12.9	49.8
No Knowledge/Opinion		44.0	5.8	32.2	7.8
No Indication		1.8	3.1	3.4	7.6
Mean		3.95	4.17	3.29	4.39
Mode		3.00	5.00	3.99	5.00
Standard Deviation		1.17	0.95	1.27	0.87
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students planning to transfer to a senior institution know how to apply for financial aid from the senior institution?

CRITERION, Students: (who plan to transfer to a senior institution): Do you know how to apply for financial aid from the senior institution?

	Staff	Student
Yes	37.2	35.7
No	35.6	64.3
No Response	27.2	00.0
Sample Size	1118	3103

College	Cost/FTE
Brevard	.67
Broward	.44
Central Florida	.39
Chipola	1.18
Daytona	.69
Edison	.60
Florida Junior Col	.49
Gulf Coast	.33
Hillsborough	.46
Indian River	.65
Lake City	1.83
Lake-Sumter	1.92
Manatee	.88
Miami-Dade	.59
North Florida	1.36
Okaloosa-Walton	.41
Pensacola	.32
Polk	.71
St. Johns	.37
St. Petersburg	.58
Santa Fe	.59
Seminole	.53
Tallahassee	.48
Valencia	.53
Total	16.81
Average (total ÷ 24)	.70

OBJECTIVE: Security of the campus including parking areas will be maintained.

Response	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	31.1	1.1	9.5	1.8
Low Importance	2	23.9	2.0	9.8	3.6
Average Importance	3	25.0	13.5	23.4	15.0
Very Important	4	20.0	23.8	19.3	29.1
Highest Importance	5	19.0	36.3	25.7	46.2
No Knowledge/Opinion		9.3	9.9	8.9	3.9
No Indication		1.6	2.1	3.3	6.4
Mean		3.24	4.37	3.48	4.11
Mode		3.00	5.00	5.00	5.00
Standard Deviation		1.27	0.85	1.31	1.15
Sample Size		2286	2286	7792	7792

CRITERION, Staff: Is adequate security maintained on the campus including the parking area to insure safety of persons and property?

CRITERION, Students: Is adequate security maintained on the campus including the parking area to insure safety of persons and property?

	Staff	Student
Yes	58.1	51.1
No	31.8	18.5
Unknown	9.0	27.5
No Response	6.8	2.7
Sample Size	1418	1529

College	Cost/FTE
Brevard	.11
Broward	.11
Central Florida	.97
Chipola	.96
Daytona	.11
Edison	.70
Florida Junior College at Jacksonville	.13
Gulf Coast	.94
Hillsborough	.99
Indian River	.95
Lake City	.15
Lake-Sumter	1.22
Manatee	.12
Miami-Dade	.97
North Florida	.33
Okaloosa-Walton	.27
Pensacola	.95
Polk	.29
St. Johns	.21
St. Petersburg	1.74
Santa Fe	.07
Seminole	.15
Tallahassee	.99
Valencia	.55
Total	8.68
Average (total ÷ 24)	.36

OBJECTIVE: Community college students will make and evaluate career plans as they progress toward graduation.

Response	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	5.2	9.8	1.5	1.3
Low Importance	2	14.0	1.6	9.3	1.9
Average Importance	3	39.2	13.6	39.1	13.0
Very Important	4	15.6	39.9	20.5	26.4
Highest Importance	5	8.7	45.5	15.0	43.6
No Knowledge/Opinion		25.9	3.7	17.8	7.0
No Indication		1.4	2.8	2.8	6.6
Mean		3.12	4.27	3.41	4.26
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.97	0.85	1.99	0.99
Sample Size		2286	2286	7792	7792

CRITERION, Staff: Do students make and evaluate career plans as they progress in their college program?

CRITERION, Students: Have you made and evaluated career plans as you progress towards your graduation?

	Staff	Student
Yes	49.9	61.9
No	31.2	35.3
No Response	10.9	3.7
Sample Size	1418	1529

College	Cost/FTE
Brevard	1.08
Broward	3.24
Central Florida	3.62
Chipola	1.19
Daytona	3.29
Edison	1.36
Florida Junior College at Jacksonville	1.04
Gulf Coast	.94
Hillsborough	.79
Indian River	1.92
Lake City	2.29
Lake-Sumter	4.93
Manatee	2.89
Miami-Dade	2.96
North Florida	1.11
Okaloosa-Walton	.92
Pensacola	2.59
Polk	1.93
St. Johns	1.36
St. Petersburg	3.06
Santa Fe	1.37
Seminole	2.01
Tallahassee	3.42
Valencia	3.70
Total	50.84
Average (total ÷ 24)	2.12

OBJECTIVE: Before choosing a career, each student will know his preferences such as working alone or with people, giving orders or following orders, working with hands or working with ideas.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	11.2	2.3	8.7	1.9
Low Importance	2	15.7	2.9	14.0	2.7
Average Importance	3	25.0	17.8	26.4	13.2
Very Important	4	8.0	29.7	15.7	24.4
Highest Importance	5	5.1	38.8	13.6	44.4
No Knowledge/Opinion		32.1	5.7	18.6	6.0
No Indication		4.6	2.8	3.2	6.4
Mean		2.72	4.09	3.15	4.23
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.14	0.98	1.23	0.97
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know their personal preferences such as working alone or with people, giving orders or following orders, working with their hands or working with ideas before choosing a career program?

CRITERION, Students: Did you know your personal preferences such as working alone or with people, giving orders or following orders, working with your hands or working with ideas before choosing a career program?

	Staff	Students
Yes	29.4	89.7
No	49.9	15.7
No Response	20.7	3.7
Sample Size	1118	4529

College	Cost FTE
Brevard	.65
Broward	.77
Central Florida	.40
Chipola	1.46
Daytona	.56
Edison	1.30
Florida Junior College at Jacksonville	1.55
Gulf Coast	.57
Hillsborough	.99
Indian River	1.00
Lake City	1.66
Lake-Sumter	1.91
Manatee	1.59
Miami-Dade	.85
North Florida	.24
Okaloosa-Walton	.41
Pensacola	1.43
Polk	.68
St. Johns	2.15
St. Petersburg	2.34
Santa Fe	1.18
Seminole	.92
Tallahassee	1.18
Valencia	.42
Total	24.99
Average (total ÷ 24)	1.04

OBJECTIVE: Before choosing a career program, students will know the following characteristics of jobs in their area of career choice:

- range of income
- necessary training
- job opportunities
- working environment
- typical job activities

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	8.0	4.1	6.8	1.4
Low Importance	2	12.6	4.9	11.8	2.0
Average Importance	3	26.7	19.6	26.6	12.9
Very Important	4	12.4	28.6	18.2	25.6
Highest Importance	5	8.1	42.7	17.3	47.7
No Knowledge		30.0	2.9	15.6	3.7
No Indication		2.1	3.1	3.6	6.7
Mean		3.00	4.17	3.34	4.30
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.15	0.91	1.21	0.90
Sample Size		2286	2286	7702	7702

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	6.7	9.5	4.3	0.7
Low Importance	2	11.3	1.1	8.9	1.0
Average Importance	3	23.9	8.8	23.5	7.5
Very Important	4	15.5	27.5	22.2	23.5
Highest Importance	5	11.3	54.6	21.6	55.3
No Knowledge		28.1	2.6	13.6	3.4
No Indication		3.1	3.8	5.7	8.4
Mean		3.20	4.44	3.60	4.49
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.18	0.77	1.15	0.77
Sample Size		2286	2286	7702	7702

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	8.5	9.6	6.3	0.8
Low Importance	2	13.9	1.2	12.5	1.2
Average Importance	3	24.7	11.4	24.3	7.4
Very Important	4	13.1	29.0	18.0	23.1
Highest Importance	5	8.8	51.2	18.9	55.2
No Knowledge		28.6	2.6	14.2	3.4
No Indication		3.2	3.9	5.9	8.8
Mean		3.01	4.38	3.38	4.49
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.15	0.80	1.22	0.78
Sample Size		2286	2286	7702	7702

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	9.3	9.7	7.7	1.1
Low Importance	2	14.7	1.7	13.7	2.1
Average Importance	3	24.9	16.5	26.2	11.9
Very Important	4	11.2	30.9	16.4	25.3
Highest Importance	5	7.2	44.1	14.8	47.5
No Knowledge		29.5	3.0	15.2	3.7
No Indication		3.1	4.0	6.9	8.5
Mean		2.89	4.24	3.21	4.33
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.16	0.85	1.22	0.88
Sample Size		2286	2286	7702	7702

OBJ CTIVE: The student will be able to select courses appropriate for his career choice by the time he chooses a major or specific college program.

Typical job activities Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	5.7	0.7	7.3	1.4
Low Importance	2	14.1	1.6	12.7	2.0
Average Importance	3	25.2	13.0	26.8	12.1
Very Important	4	14.8	29.7	16.7	23.7
Highest Importance	5	8.2	47.3	15.3	46.4
No Knowledge/Opinion		2.0	2.8	15.2	1.0
No Indication		3.1	3.8	6.0	8.6
Mean		2.95	4.39	3.25	4.31
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.17	0.84	1.21	0.89
Sample Size		2256	2256	7702	7702

CRITERION, Staff: Do students know and consider the following job characteristics when choosing their career program?
 a. range of income
 b. necessary training
 c. job opportunities
 d. working environment
 e. typical job activities

CRITERION, Students: Which of the following job characteristics did you know and consider when choosing your career program?

	Staff	Student
Yes	35.3	range of income 37.9
No	6.8	necessary training 55.0
No Response	19.9	job opportunities 57.2
Sample Size	1418	working environment 37.3
		availability of program 32.3
		aptitude for career 46.7
		Sample Size 1294

College	Cost/FTE
Brevard	1.10
Broward	1.05
Central Florida	3.66
Chipola	1.66
Daytona	2.21
Edison	2.95
Florida Junior College at Jacksonville	1.93
Gulf Coast	.77
Hillsborough	.54
Indian River	1.13
Lake City	1.82
Lake-Sumter	6.21
Manatee	1.13
Miami-Dade	1.14
South Florida	.78
Okaloosa-Walton	1.48
Pensacola	1.89
Polk	6.07
St. Johns	2.77
St. Petersburg	2.95
Santa Fe	.92
Seminole	1.25
Tallahassee	1.45
Valencia	1.34
Total	36.04
Average (total ÷ 24)	1.50

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	1.9	0.9	4.7	0.9
Low Importance	2	19.9	1.8	9.7	1.2
Average Importance	3	28.5	12.0	28.8	9.3
Very Important	4	19.6	39.1	22.1	25.2
Highest Importance	5	11.0	18.1	19.2	52.5
No Knowledge/Opinion		29.7	3.3	12.9	3.0
No Indication		2.2	3.6	3.1	6.9
Mean		3.37	4.32	3.49	4.43
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.90	0.85	1.13	0.84
Sample Size		2256	2256	7702	7702

CRITERION, Staff: Are students able to select courses appropriate for their career choice?

CRITERION, Students: Have you been able to select courses appropriate for your career choice?

	Staff	Student
Yes	79.3	79.8
No	18.3	15.1
No Response	11.1	5.1
Sample Size	1418	1520

College	Cost/FTE
Brevard	.95
Broward	2.47
Central Florida	2.91
Chipola	.95
Daytona	2.26
Edison	2.99
Florida Junior College at Jacksonville	1.99
Gulf Coast	.67
Hillsborough	.53
Indian River	3.26
Lake City	3.18
Lake-Sumter	2.72
Manatee	1.51
Miami-Dade	1.67
North Florida	1.19
Okaloosa-Walton	1.13
Pensacola	1.96
Polk	2.64
St. Johns	3.20
St. Petersburg	2.92
Santa Fe	1.23
Seminole	1.56
Tallahassee	2.99
Valencia	2.07
Total	45.39
Average (total ÷ 24)	1.89

OBJECTIVE: Students wishing to withdraw from the college will know the procedure.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	6,5	1,3	6,5	2,4
Low Importance	2	12,9	2,8	11,0	2,9
Average Importance	3	28,5	16,2	28,1	29,7
Very Important	4	18,9	23,5	19,0	23,7
Highest Importance	5	20,5	19,1	21,2	39,2
No Knowledge/Opinion		11,9	1,0	19,6	1,1
No Indication		2,0	3,0	3,5	7,2
Mean		3,40	4,21	3,41	4,07
Mode		3,00	5,00	3,00	5,00
Standard Deviation		1,29	0,95	1,29	1,02
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students desiring to withdraw from college know the procedure?

CRITERION, Students: A. Have you ever withdrawn from college?
B. (students who have ever withdrawn from college) Did you know how to properly withdraw?

	Staff	Students A	Students B
Yes	61,9	19,3	70,8
No	27,7	77,0	29,2
No Response	10,4	3,7	99,9
Sample Size	1415	1520	1327

College	Cost/FTE
Brevard	.82
Broward	.47
Central Florida	.47
Chipola	.59
Daytona	.92
Edison	.51
Florida Junior College at Jacksonville	.80
Gulf Coast	.71
Hillsborough	.25
Indian River	1.43
Lake City	1.33
Lake-Sumter	1.96
Manatee	.67
Miami-Dade	.85
North Florida	.42
Okaloosa-Walton	.38
Pensacola	1.19
Polk	1.04
St. Johns	.72
St. Petersburg	1.17
Santa Fe	.56
Seminole	.96
Tallahassee	2.01
Valencia	2.01
Total	21,59
Average (total ÷ 24)	.91

OBJECTIVE: Grade reports will be available to students within one week after examinations have ended.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	6,3	1,6	8,6	1,4
Low Importance	2	7,6	2,7	10,8	2,1
Average Importance	3	21,3	18,5	25,2	13,4
Very Important	4	19,8	25,5	20,6	23,1
Highest Importance	5	26,9	46,9	22,6	50,3
No Knowledge/Opinion		16,1	1,6	8,7	2,9
No Indication		2,1	3,1	3,3	6,8
Mean		3,65	4,19	3,43	4,32
Mode		5,00	5,00	3,00	5,00
Standard Deviation		1,24	0,96	1,26	0,9
Sample Size		7702	2286	7702	7702

CRITERION, Staff: Do students receive their grade reports within one week after examinations have ended?

CRITERION, Students: How long after final examinations end do you usually receive your grade reports?

	Staff	Student	
Yes	62,3	less than one week	11,2
No	22,4	from one to two weeks	47,1
No Response	15,3	from two to three weeks	20,4
Sample Size	1418	from three to four weeks	7,5
		more than four weeks	4,3
		no response	9,6
		Sample Size	4520

College	Cost/FTE
Brevard	.83
Broward	.60
Central Florida	1.25
Chipola	.60
Daytona	1.30
Edison	.29
Florida Junior College at Jacksonville	.50
Gulf Coast	.25
Hillsborough	1.13
Indian River	2.39
Lake City	1.31
Lake-Sumter	1.60
Manatee	.60
Miami-Dade	.93
North Florida	1.94
Okaloosa-Walton	.51
Pensacola	.49
Polk	2.29
St. Johns	.47
St. Petersburg	.51
Santa Fe	.41
Seminole	.24
Tallahassee	1.35
Valencia	1.39
Total	21,46
Average (total ÷ 21)	.99

OBJECTIVE: Each student who has chosen a major to be completed in a Florida senior institution will know what lower division courses are required at the senior institution for the completion of that major.

Response Options	Staff		Students	
	Value	Present	Desired	Present
Unimportant	1	5.8	0.5	7.5
Low Importance	2	12.1	1.0	12.4
Average Importance	3	25.9	6.6	24.6
Very Important	4	40.9	24.2	19.4
Highest Importance	5	18.4	63.4	35.8
No Knowledge/Opinion		16.9	1.8	13.9
No Indication		4.6	2.6	3.3
Mean		3.42	4.55	3.96
Mode		3.99	5.00	3.00
Standard Deviation		1.18	0.72	1.24
Sample Size		2286	2286	7702

CRITERION, Staff: Do students planning to transfer to a senior institution know what lower division courses are required for the major/course of study at the senior institution to which they plan to transfer?

CRITERION, students: A. Do you plan to transfer to a senior institution?

B. (students who plan to transfer to a senior institution)
Do you know what lower division courses are required for your major at the senior institution to which you plan to transfer?

	Staff	Students A	Students B
Yes	54.3	75.3	56.6
No	27.6	19.7	43.4
No Response	18.1	5.9	00.0
Sample Size	1418	4529	3255

College	Cost, FTE
Brevard	2.24
Broward	4.39
Central Florida	2.82
Chipola	4.44
Daytona	5.28
Edison	1.80
Florida Junior College at Jacksonville	4.35
Gulf Coast	1.61
Hillsborough	1.59
Indian River	2.68
Lake City	3.96
Lake-Sumter	5.87
Manatee	3.29
Miami-Dade	2.89
North Florida	2.08
Okaloosa-Walton	3.24
Pensacola	1.19
Polk	3.53
St. Johns	3.85
St. Petersburg	3.40
Santa Fe	4.89
Seminole	2.53
Tallahassee	3.98
Valencia	5.60
Total	69.05
Average (total ÷ 24)	2.88

OBJECTIVE: Students will know that education is a continuous process.

Response Options	Staff		Students	
	Value	Present	Desired	Present
Unimportant	1	8.4	2.4	5.8
Low Importance	2	13.5	4.7	6.1
Average Importance	3	24.8	11.7	26.4
Very Important	4	15.5	29.8	19.8
Highest Importance	5	16.4	34.9	24.5
No Knowledge/Opinion		21.9	5.2	10.3
No Indication		2.6	3.4	4.3
Mean		3.29	4.37	3.56
Mode		3.00	5.00	3.00
Standard Deviation		1.26	0.93	1.29
Sample Size		2286	2286	7702

CRITERION, Staff: Do students know that education is a continuing process?

CRITERION, Students: Do you expect to end your education after you obtain your desired diploma, certificate or degree?

	Staff	Student
Yes	55.9	24.3
No	39.2	71.2
No Response	13.9	4.4
Sample Size	1418	4629

College	Cost, FTE
Brevard	1.35
Broward	1.84
Central Florida	1.39
Chipola	1.32
Daytona	1.36
Edison	1.81
Florida Junior College at Jacksonville	1.88
Gulf Coast	1.56
Hillsborough	1.35
Indian River	1.29
Lake City	0.99
Lake-Sumter	4.07
Manatee	1.02
Miami-Dade	1.77
North Florida	1.26
Okaloosa-Walton	1.95
Pensacola	1.82
Polk	1.92
St. Johns	1.76
St. Petersburg	1.17
Santa Fe	1.16
Seminole	1.56
Tallahassee	1.06
Valencia	1.46
Total	27.91
Average (total ÷ 24)	1.18

OBJECTIVE: Students will know the names and physical characteristics of the drugs in the following five groups: hallucinogenics, barbiturates, amphetamines, narcotics and alcohol.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	11,4	6,5	17,9	6,3
Low Importance	2	13,4	4,8	14,8	5,3
Average Importance	3	21,5	19,9	26,7	17,9
Very Important	4	10,8	13,6	11,6	15,9
Highest Importance	5	8,3	39,2	14,6	37,7
No Knowledge/Opinion		32,7	8,9	14,7	8,3
No Indication		4,8	2,8	3,8	6,3
Mean		2,86	3,99	2,90	3,79
Mode		3,99	3,99	3,99	3,99
Standard Deviation		1,25	1,23	1,36	1,35
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know the names of frequently abused drugs?

	Staff
Yes	51,5
No	3,4
No Response	13,9
Sample Size	1415

	Students		
	Yes	No	No Response
hallucinogenics	69,8	22,3	6,9
barbiturates	79,9	22,5	7,4
amphetamines	66,9	25,4	8,7
narcotics	78,4	15,7	6,2
alcohol	88,9	6,2	4,9
Sample Size	4329		

CRITERION, Staff: Do students know the physical characteristics of frequently abused drugs?

CRITERION, Students: Do you know the physical characteristics of the drugs in the following drug groups?

	Students		
	Yes	No	No Response
hallucinogenics	69,4	31,9	8,7
barbiturates	59,8	31,1	9,0
amphetamines	57,5	37,2	19,3
narcotics	65,9	26,9	8,4
alcohol	86,9	7,3	5,8
Sample Size	4329		

College	Cost/FTE
Brevard	.03
Broward	.22
Central Florida	.23
Chipola	.21
Daytona	.15
Edison	.35
Florida Junior College at Jacksonville	.97
Gulf Coast	.59
Hillsborough	.99
Indian River	.59
Lake City	.76
Lake-Sumter	.59
Manatee	.33
Miami-Dade	.26
North Florida	.34
Okaloosa-Walton	.99
Pensacola	.94
Polk	.50
St. Johns	.88
St. Petersburg	.67
Santa Fe	.80
Seminole	.41
Tallahassee	.46
Valencia	.18
Total	7,91
Average (total ÷ 24)	.33

OBJECTIVE: Students will know that they are responsible for continuing their education.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	8.9	2.1	7.9	3.1
Low Importance	2	11.3	2.9	9.1	3.1
Average Importance	3	27.3	11.2	26.6	16.6
Very Important	4	13.7	29.3	18.1	29.4
Highest Importance	5	13.1	39.1	21.1	39.3
No Knowledge/Opinion		22.9	6.9	11.1	7.7
No Indication		3.6	1.2	3.0	3.2
Mean		3.14	4.29	3.54	4.99
Mode		3.00	3.00	3.00	3.00
Standard Deviation		1.23	0.97	1.21	1.99
Sample Size		2286	2286	7792	7792

CRITERION, Staff: Do students know they are responsible for continuing their education after completion of their present program?

CRITERION, Students: Do you feel that you should continue your education after completion of your present program by taking an additional course occasionally or reading educational literature?

	Staff	Student
Yes	58.9	77.3
No	26.5	17.3
No Response	13.5	3.2
Sample Size	1418	4520

College	Cost/ETH
Brevard	1.31
Broward	1.74
Central Florida	1.47
Chapala	1.34
Daytona	1.43
Edison	1.81
Florida Junior College at Jacksonville	1.70
Gulf Coast	1.56
Hillsborough	1.30
Indian River	1.79
Lake City	1.91
Lake-Sumter	2.12
Manatee	1.82
Miami-Dade	1.75
North Florida	1.43
Okaloosa-Walton	1.95
Pensacola	1.89
Polk	1.13
St. Johns	1.74
St. Petersburg	1.21
Santa Fe	1.83
Seminole	1.49
Tallahassee	1.58
Valencia	1.49
Total	20,56
Average (total ÷ 24)	1.86

OBJECTIVE: Students will know the mental and physical effects of the drugs in the following five groups: hallucinogenes, barbiturates, amphetamines, narcotics and alcohol.

Response Options	Response Value	Staff		Student	
		Present	Desired	Present	Desired
Unimportant	1	11.2	4.9	15.9	7.2
Low Importance	2	13.4	3.3	14.2	4.4
Average Importance	3	21.1	14.1	23.7	14.2
Very Important	4	19.8	19.7	11.7	15.8
Highest Importance	5	8.5	17.7	15.9	14.0
No Knowledge/Opinion		32.1	7.1	14.6	7.9
No Indication		2.1	2.8	1.9	6.3
Mean		2.88	4.13	2.97	3.99
Mode		3.00	3.00	3.00	3.00
Standard Deviation		1.25	1.14	1.37	1.28
Sample Size		2286	2286	7792	7792

CRITERION, Staff: Do students know the mental effect characteristics of each of the major drug groups?

CRITERION, Students: Do you know the mental effects resulting from use of drugs included in the following groups.

	Staff
Yes	48.9
No	32.9
No Response	29.9
Sample Size	1418

	Students		
	Yes	No	No Response
hallucinogenes	63.8	26.9	9.3
barbiturates	58.1	39.4	11.2
amphetamines	56.9	31.5	11.5
narcotics	65.4	21.4	19.2
alcohol	83.9	8.7	7.5
Sample Size	4520		

OBJECTIVE: Students will know the main points of the laws pertaining to drug use.

CRITERION, Staff: Do students know the physical effects which may result from using drugs that are commonly abused?

CRITERION, Students: Do you know the physical effects resulting from the use of drugs included in the following groups?

	Staff
Yes	51.8
No	26.7
No Response	18.7
Sample Size	1418

Students

	Yes	No	No Response
hallucinogenics	69.1	29.2	10.8
barbiturates	38.2	39.1	11.7
amphetamines	46.9	31.2	12.0
narcotics	63.2	23.1	10.7
alcohol	83.3	8.1	8.3
Sample Size	1420		

College Cost FTE

Brevard	.93
Broward	.49
Central Florida	.18
Chipola	.26
Daytona	.23
Edison	.26
Florida Junior College at Jacksonville	.97
Gulf Coast	.62
Hillsborough	.99
Indian River	.99
Lake City	.62
Lake-Sumter	.44
Manatee	.33
Miami-Dade	.39
North Florida	.29
Osceola-Walton	.99
Pensacola	.95
Polk	.34
St. Johns	.25
St. Petersburg	.49
Santa Fe	.85
Seminole	.43
Tallahassee	.16
Valencia	.18
Total	6.44
Average (total ÷ 20)	.32

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	9.4	2.9	12.2	1.7
Low Importance	2	11.7	2.3	13.1	2.8
Average Importance	3	22.9	13.0	23.6	11.9
Very Important	4	12.7	21.7	14.0	17.6
Highest Importance	5	7.5	46.7	14.8	44.3
No Knowledge/Opinion		29.5	5.2	12.2	5.8
No Indication		6.8	7.7	9.9	12.5
Mean		2.96	4.23	3.08	4.16
Mode		3.09	5.00	3.09	5.09
Standard Deviation		1.29	1.93	1.32	1.15
Sample Size		2286	2286	7792	7792

CRITERION, Staff: Do students know which drugs are legally defined as narcotic?

CRITERION, Students: Check any of the following drugs that are legally defined as narcotic.

	Staff
Yes	59.6
No	22.4
No Response	18.1
Sample Size	1418

Students

cannabis (marijuana)	49.1
opium (morphine, codeine, heroin)	82.9
isonipicaine (demerol)	46.0
cocaine (any compound)	71.1
alcohol	49.7
Sample Size	4520

CRITERION, Staff: Do students know the penalties for illegal use and possession of various drugs?

CRITERION, Students A:

Which of the following are felonies and which are misdemeanors in Florida at the present time?

Students B:

The maximum penalty provided by Florida law for a first conviction of any of the drug felonies is:

	Staff
Yes	65.7
No	18.1
No Response	16.2
Sample Size	1418

OBJECTIVE: Students will know the level of confidentiality which college staff can provide to those seeking aid to drug problems.

Students A

	Felony	Misdemeanor
selling a narcotic drug without a license	81.5	4.1
manufacturing a narcotic drug	79.6	5.2
possessing marijuana (less than 5 grams)	19.4	65.4
smoking marijuana	26.6	56.6
possessing codeine or opium	77.7	6.5
possessing LSD	76.1	8.5
consumption of alcohol by a minor	10.4	73.9

Students B

sentence of 5 years and a fine of \$5,000	10.0
sentence of 30 days and a fine of \$100	70.6
no response	19.4
Sample Size	4520

College	Cost/FTE
Brevard	.17
Broward	.08
Central Florida	.09
Chipola	.30
Daytona	.09
Edison	.17
Florida Junior College at Jacksonville	.05
Gulf Coast	.60
Hillsborough	.00
Indian River	.09
Lake City	.49
Lake-Sumter	.50
Manatee	.41
Miami-Dade	.13
North Florida	.35
Okaloosa-Walton	.05
Pensacola	.11
Polk	.52
St. Johns	.37
St. Petersburg	.54
Santa Fe	.68
Seminole	.13
Tallahassee	.01
Valencia	.09
Total	5.92
Average (total ÷ 24)	.25

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	9.2	1.8	13.8	2.6
Low Importance	2	12.2	1.7	12.1	2.0
Average Importance	3	16.2	8.7	17.9	8.8
Very Important	4	8.2	18.7	9.8	18.2
Highest Importance	5	9.8	54.8	10.8	47.7
No Knowledge/Opinion		37.6	6.2	25.2	7.7
No Indication		6.9	8.0	10.0	12.9
Mean		2.95	4.44	2.87	4.34
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.32	0.90	1.36	1.00
Sample Size		2286	2286	7702	7702

CRITERION Staff: Do students know the level of confidentiality that college staff can provide to those seeking aid with drug problems?

CRITERION Students: The student who uses the service provided by the college to help with drug related problems can expect:

	Staff
Yes	22.6
No	54.1
No Response	23.3
Sample Size	1418

Student

Only the college staff member or student or peer counselor to know of his request for help.	24.4
Only the college staff member consulted and those who have access to his personal records to know of his request.	9.8
The staff member to inform parents or guardian of his request for help.	5.0
The staff member to inform a local law enforcement agency.	3.4
No Knowledge	44.4
Sample Size	4520

College	Cost/FTE
Brevard	.09
Broward	.13
Central Florida	.30
Chipola	.25
Daytona	.37
Edison	.65
Florida Junior College at Jacksonville	.18
Gulf Coast	.31
Hillsborough	.33
Indian River	1.31
Lake City	.33
Lake-Sumter	.22
Manatee	.57
Miami-Dade	.13
North Florida	.76
Okaloosa-Walton	.15
Pensacola	.20
Polk	.15
St. Johns	.05
St. Petersburg	.30
Santa Fe	.49
Seminole	.96
Tallahassee	.15
Valencia	.28
Total	8.75
Average (total ÷ 24)	.37

OBJECTIVE: All students will know the symptoms of venereal disease (V.D.) and where to go for examination and treatment.

Response Options	Staff		Students		
	Value	Present	Desired	Present	Desired
Unimportant	1	13.4	2.7	13.3	2.1
Low Importance	2	13.7	1.9	15.1	2.0
Average Importance	3	15.6	11.5	18.7	9.7
Very Important	4	6.6	18.3	10.2	17.2
Highest Importance	5	6.3	52.5	13.1	51.3
No Knowledge/Opinion		37.2	4.9	17.4	4.5
No Indication		7.1	8.0	10.2	12.7
Mean		2.62	4.33	2.87	4.37
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.28	1.00	1.38	0.98
Sample Size		2286	2286	7702	7702

CRITERION₁ Staff: Do students know the symptoms of most common venereal diseases?

CRITERION₂ Students: Do you know the symptoms of the most common venereal diseases?

	Staff	Student
Yes	36.5	75.4
No	39.2	15.6
No Response	24.3	9.0
Sample Size	1418	4520

CRITERION₃ Staff: Do students know where to go for a diagnosis and treatment, if needed, of suspected venereal disease?

CRITERION₄ Students: Where would you refer a friend that might have contacted venereal disease for a reliable diagnosis?

	Staff	Student
Yes	14.7	
No	21.2	
No Response	64.2	
Sample Size	1418	

	Student
College nurse or college infirmary	5.7
County or other public health service	53.2
Local hospital	11.0
His or her family doctor	47.5
Doctor selected from the telephone directory	4.2
Sample Size	4520

College	Cost/FTE
Brevard	.01
Broward	.22
Central Florida	.98
Chipola	.21
Daytona	.09
Edison	.18
Florida Junior College at Jacksonville	.10
Gulf Coast	.47
Hillsborough	.38
Indian River	.09
Lake City	.55
Lake-Sumter	.26
Manatee	.27
Miami-Dade	.98
North Florida	.15
Okaloosa-Walton	.09
Pensacola	.02
Polk	.46
St. Johns	.09
St. Petersburg	.35
Santa Fe	.57
Seminole	.15
Tallahassee	.62
Valencia	.09
Total	4.62
Average (total ÷ 24)	.19

OBJECTIVE: Students will abide by a student code of conduct while on campus or while taking part in college sponsored activities.

Response Options	Staff		Students		
	Value	Present	Desired	Present	Desired
Unimportant	1	10.1	2.7	6.6	5.6
Low Importance	2	13.2	2.7	9.6	4.9
Average Importance	3	26.2	15.4	27.4	19.7
Very Important	4	14.7	22.7	18.3	29.3
Highest Importance	5	13.4	45.8	16.5	39.9
No Knowledge/Opinion		15.3	2.7	11.5	5.2
No Indication		7.1	8.9	10.9	13.2
Mean		3.10	4.19	3.37	3.81
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.25	1.02	1.18	1.20
Sample Size		2286	2286	7702	7702

CRITERION₅ Staff: Do students abide by the college's code of conduct?

CRITERION₆ Students: Does your college have a student code of conduct?

	Staff	Student
Yes	63.4	43.1
No	21.1	4.7
Unknown	99.0	44.9
No Response	15.5	7.3
Sample Size	1418	4520

College	Cost/FTE
Brevard	1.13
Broward	.09
Central Florida	.94
Chipola	.48
Daytona	.29
Edison	.83
Florida Junior College at Jacksonville	.43
Gulf Coast	.33
Hillsborough	.19
Indian River	1.03
Lake City	.62
Lake-Sumter	2.30
Manatee	.74
Miami-Dade	.24
North Florida	.28
Okaloosa-Walton	.46
Pensacola	1.37
Polk	.38
St. Johns	.55
St. Petersburg	1.24
Santa Fe	.36
Seminole	.15
Tallahassee	.80
Valencia	1.14
Total	16.35
Average (total ÷ 24)	.68

OBJECTIVE: Students who have received or disciplinary action (such as probation or suspension) taken against them in accordance with college policy, will know the reason for the action.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	2.1	0.7	3.8	1.4
Low Importance	2	4.2	0.7	6.6	1.4
Average Importance	3	16.0	0.7	19.6	9.4
Very Important	4	19.7	18.4	16.9	19.4
Highest Importance	5	32.5	61.3	19.6	19.4
No Knowledge/Opinion		19.6	1.3	28.4	5.3
No Indication		6.9	7.7	16.0	13.1
Mean		4.01	4.59	3.63	4.41
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.07	0.73	1.17	0.89
Sample Size		2286	2286	7702	7702

CRITERION, Staff: If students have had academic or disciplinary action taken against them, do they know the reason or reasons for such action?

CRITERION, Students A: Have you had academic or disciplinary action taken against you?
 Students B: (Students who have had academic or disciplinary action taken against them) Did you know the reason or reasons for such action?

	Staff	Students A	Students B
Yes	87.0	51.4	51.4
No	2.7	86.9	45.6
No Response	12.0	7.7	9.0
Sample Size	118	420	421

College	Cost/FTE
Brevard	1.61
Broward	1.86
Central Florida	1.67
Chipola	1.51
Daytona	1.89
Edison	1.49
Florida Junior College at Jacksonville	1.75
Gulf Coast	1.62
Hillsborough	1.01
Indian River	1.41
Lake City	1.28
Lake-Sumter	2.23
Manatee	1.11
Miami-Dade	1.55
North Florida	1.25
Okaloosa-Walton	1.90
Pensacola	2.22
Polk	1.56
St. Johns	1.93
St. Petersburg	1.91
Santa Fe	1.48
Seminole	1.06
Tallahassee	2.53
Valencia	1.21
Total	22.78
Average (total ÷ 24)	0.95

OBJECTIVE: Each student will know the necessity for continual reevaluation of most decisions and the necessity of adjustment of his goals.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	6.2	0.7	1.9	1.4
Low Importance	2	13.3	1.8	9.4	1.8
Average Importance	3	26.0	13.7	28.3	15.3
Very Important	4	10.8	27.2	15.4	24.1
Highest Importance	5	7.9	19.9	19.8	33.8
No Knowledge/Opinion		28.3	7.9	19.8	9.6
No Indication		7.6	8.6	10.7	13.9
Mean		3.91	4.25	3.26	4.14
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.12	0.87	1.09	0.94
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know that some decisions pertaining to important matters such as career choices should be reconsidered occasionally?

CRITERION, Students: Do you feel that most decisions pertaining to important matters such as career choices should be reconsidered occasionally?

	Staff	Student
Yes	61.1	57.2
No	22.4	5.0
No Response	16.5	9.8
Sample Size	118	420

College	Cost/FTE
Brevard	1.14
Broward	1.98
Central Florida	3.68
Chipola	1.89
Daytona	2.68
Edison	1.51
Florida Junior College at Jacksonville	1.97
Gulf Coast	1.70
Hillsborough	1.59
Indian River	1.57
Lake City	1.05
Lake-Sumter	3.96
Manatee	2.22
Miami-Dade	1.21
North Florida	1.81
Okaloosa-Walton	1.58
Pensacola	1.98
Polk	1.61
St. Johns	2.44
St. Petersburg	2.73
Santa Fe	2.25
Seminole	1.39
Tallahassee	2.95
Valencia	1.25
Total	41.74
Average (total ÷ 24)	1.74

OBJECTIVE: Assistance will be available to students in choices of life style, examination of their values, and in understanding themselves and their interpersonal reactions.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	8.5	4.3	9.7	3.4
Low Importance	2	13.5	3.2	12.5	3.7
Average Importance	3	21.0	18.5	23.4	16.5
Very Important	4	11.5	22.5	11.8	21.6
Highest Importance	5	9.5	35.2	9.1	32.9
No Knowledge/Opinion		28.8	8.9	22.7	9.1
No Indication		7.2	8.1	19.8	13.5
Mean		3.00	3.07	2.97	3.95
Mode		3.00	3.00	3.00	3.00
Standard Deviation		1.23	1.12	1.22	1.10
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Does the college provide students with assistance in choice of life style, examination of values, self-understanding and understanding of interpersonal relationships?

CRITERION, Students: Check each of the following in which assistance is offered to students at your college: choice of life style, examination of values, understanding self, and interpersonal relationships.

	Staff
Yes	56.8
No	26.1
No Response	16.5
Sample Size	148

	Student		
	Yes	No	No Response
Choice of life style	26.2	73.8	99.0
Values examined	29.8	79.2	99.0
Understanding self	39.2	69.5	99.0
Understanding inter-personal relationships	35.0	65.0	99.0
Sample Size	4520		

College	Cost/FTE
Brevard	2.25
Broward	4.31
Central Florida	4.75
Chipola	.99
Daytona	3.66
Edison	2.38
Florida Junior College at Jacksonville	2.35
Gulf Coast	1.27
Hillsborough	.83
Indian River	2.34
Lake City	1.01
Lake-Sumter	3.16
Manatee	2.63
Miami-Dade	4.62
North Florida	3.74
Okaloosa-Walton	1.37
Pensacola	6.33
Polk	3.01
St. Johns	3.39
St. Petersburg	4.73
Santa Fe	6.78
Seminole	1.42
Tallahassee	3.11
Valencia	2.11
Total	72.51
Average (total ÷ 24)	3.02

OBJECTIVE: Persons requesting any student personnel services will be served courteously and promptly.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	2.8	0.4	7.2	1.3
Low Importance	2	7.0	0.8	19.5	1.7
Average Importance	3	19.2	9.8	24.1	12.9
Very Important	4	29.3	22.2	18.1	24.2
Highest Importance	5	24.7	57.6	16.0	42.7
No Knowledge/Opinion		18.7	1.1	13.6	4.5
No Indication		7.2	8.0	19.5	13.4
Mean		3.77	4.50	3.33	4.29
Mode		3.00	3.00	3.00	3.00
Standard Deviation		1.32	0.76	1.22	0.90
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Are students requesting student personnel services served courteously?

CRITERION, Students: Do you feel you were served courteously at: career counseling, personal counseling, job placement, academic advisement, financial aid, student activities, health services, drug information service?

	Staff
Yes	78.7
No	5.4
No Response	15.9
Sample Size	1118

	Student		
	Yes	No	No Response
Career Counseling	36.3	2.2	61.4
Personal Counseling	37.8	1.4	60.8
Job Placement	11.7	1.7	86.5
Academic advisement	45.0	2.0	53.0
Financial aid	29.7	2.1	77.2
Student activities	25.4	1.6	73.0
Health services	4.7	0.8	94.5
Drug information	1.5	0.9	97.6
Sample Size	4520		

OBJECTIVE: Students will feel that student personnel services have treated them equally and without discrimination on the basis of race, religion or sex.

Response Options	Staff		Students	
	Value	Percent	Percent	Desired
Unimportant	1	2.0	0.6	1.4
Low Importance	2	3.3	0.8	1.3
Average Importance	3	14.1	7.7	10.3
Very Important	4	19.4	17.9	19.1
Highest Importance	5	32.6	63.1	48.9
No Knowledge/Opinion		21.4	1.8	5.0
No Indication		7.0	8.0	13.3
Mean		4.98	4.58	4.75
Mode		5.00	5.00	5.00
Standard Deviation		1.04	0.74	1.18
Sample Size		2286	2286	7702

CRITERION, Staff: Do students feel that student personnel services have treated them fairly without discrimination on the basis of race, religion, or sex?

CRITERION, Student: Do you feel you were treated fairly at: career counseling, personal counseling, job placement, academic advisement, financial aid, student activities, health services, drug information service?

	Staff
Yes	72.1
No	7.4
No Response	20.5
Sample Size	1418

	Student		
	Yes	No	No Response
Career counseling	36.2	2.3	61.4
Personal counseling	37.0	2.1	61.0
Job placement	11.3	2.1	86.6
Academic advisement	43.8	3.1	53.1
Financial aid	20.0	2.8	77.2
Student activities	24.6	2.1	73.1
Health services	4.7	0.7	94.6
Drug information	1.2	0.4	98.4
Sample Size	1520		

College	Cost/FTE
Brevard	1.18
Broward	.80
Central Florida	.72
Chipola	.25
Daytona	2.40
Edison	.50
Florida Junior College at Jacksonville	.88
Gulf Coast	.99
Hillsborough	.32
Indian River	2.30
Lake City	6.52
Lake-Sumter	2.28
Manatee	1.43
Miami-Dade	.96
North Florida	8.24
Okaloosa-Walton	.58
Pensacola	1.27
Polk	.89
St. Johns	2.40
St. Petersburg	1.52
Santa Fe	.99
Seminole	1.59
Tallahassee	1.87
Valencia	2.11
Total	42.57
Average (total ÷ 24)	1.77

CRITERION, Staff: Are students requesting personnel services served promptly?

CRITERION, Students: Were you served promptly at: career counseling, personal counseling, job placement, academic advisement, financial aid, student activities, health services, drug information service?

	Staff
Yes	65.2
No	10.6
No Response	20.2
Sample Size	1418

Student

	Yes	No	No Response
--	-----	----	-------------

Career counseling	34.3	4.5	61.2
Personal counseling	35.1	4.0	60.9
Job placement	11.0	2.5	86.5
Academic adjustment	42.2	4.8	53.0
Financial aid	19.0	4.0	77.0
Student activities	24.3	2.6	73.1
Health services	4.4	1.0	94.6
Drug information	1.5	0.8	97.6
Sample Size	1520		

College	Cost/FTE
Brevard	1.90
Broward	1.21
Central Florida	1.52
Chipola	.25
Daytona	5.20
Edison	1.40
Florida Junior College at Jacksonville	1.29
Gulf Coast	1.21
Hillsborough	.74
Indian River	2.96
Lake City	1.62
Lake-Sumter	1.91
Manatee	2.76
Miami-Dade	1.46
North Florida	10.14
Okaloosa-Walton	2.92
Pensacola	2.93
Polk	3.23
St. Johns	5.93
St. Petersburg	3.38
Santa Fe	1.52
Seminole	1.78
Tallahassee	1.58
Valencia	3.40
Total	63.34
Average (total ÷ 24)	2.64

OBJECTIVE: Food, school supplies, books and other necessary materials will be readily available to students.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	5.3	1.6	7.0	1.2
Low Importance	2	9.4	2.0	5.4	1.2
Average Importance	3	29.3	12.6	22.3	9.5
Very Important	4	29.4	23.3	19.0	19.7
Highest Importance	5	25.4	19.5	27.4	52.7
No Knowledge/Opinion		12.2	3.0	6.9	2.7
No Indication		6.8	7.9	10.1	12.7
Mean		3.63	1.32	3.61	4.44
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.22	0.92	1.26	0.85
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Are necessary materials, school supplies, books, and food readily available to students on or near campus?

CRITERION, Students: Are necessary materials, school supplies, books, and food readily available to students on or near campus?

	Staff			
	Food	Books	School Supplies	Materials
Yes	86.4	91.3	90.4	77.5
No	8.2	3.7	4.4	5.1
No Response	5.4	5.0	7.9	14.6
Sample Size	1418			

	Students			
	Food	Books	School Supplies	Materials
Yes	86.2	89.2	89.0	76.9
No	4.8	2.3	2.7	8.5
No Response	9.0	8.5	8.4	15.6
Sample Size	1520			

College	Cost/FTE
Brevard	.31
Broward	.18
Central Florida	.28
Chipola	.26
Daytona	.06
Edison	.39
Florida Junior College at Jacksonville	.03
Gulf Coast	.60
Hillsborough	.00
Indian River	.39
Lake City	1.03
Lake-Sumter	.47
Manatee	.49
Miami-Dade	.24
North Florida	.59
Okaloosa-Walton	.50
Pensacola	.15
Polk	.27
St. Johns	.01
St. Petersburg	.09
Santa Fe	.18
Seminole	.50
Tallahassee	.09
Valencia	.40
Total	6.92
Average (total ÷ 24)	.29

APPENDIX B

STUDENT PERSONNEL SERVICES OBJECTIVES ASSESSMENT

Purpose

The purpose of administering this instrument is to get your opinion on an important part of our college's program--student personnel services. The ideas and views that you express will be considered as we attempt to design a more effective program for meeting students' needs. Your participation in this study may result in better services for all students.

How to Respond

The following items are possible objectives of student personnel services. You will probably find some objectives that are presently included in our student personnel services program and others that are being considered. Although each objective is presented one time, you are asked to rate the importance of each objective in two different ways: First, rate the importance you think is presently being placed on this objective in your college. (Consider all student personnel services when making your response.) Second, rate the importance you think the objective should have in your college. In each case record your two responses by drawing circles around the numbers on the "importance scales" to the right of each objective. If you have no knowledge of an objective, draw a circle around the first zero. If you have no opinion about an objective, draw a circle around the second zero.

The Rating Scale

Look at the top of page 1 of the questionnaire. You will see the Rating Scale to be used in rating each objective. Note that unimportant objectives on this rating scale have a rating of one, while the objectives of highest importance have a rating of five. Let's apply this scale to the first objective (objective number 1). The objective states that students will have the opportunity to take part in college governance. Suppose you think that this college places no importance on this objective. You should circle number one in the first set of numbers to the right of the objective. Suppose that you think this college should place the highest importance on this objective. You should circle the number 5 in the second set of numbers to the right of the objective. Suppose that you have no knowledge about this objective. Circle the first zero to the right of the objective. If you have no opinion about the objective, draw a circle around the second zero to the right of the objective. If you have no knowledge about the objective and also no opinion, you should draw a circle around both zeros.

STUDENT INFORMATION SECTION
(TO BE COMPLETED BY STUDENT RESPONDENTS ONLY)

1. Are you considered a full time student? Yes No

2. Indicate which of the following student personnel services you have used at your college:

<input type="checkbox"/> Career Counseling	<input type="checkbox"/> Health	<input type="checkbox"/> Student Activities
<input type="checkbox"/> Job Placement	<input type="checkbox"/> Personal Counseling	<input type="checkbox"/> Other
<input type="checkbox"/> Financial Aid	<input type="checkbox"/> Academic Advisement	

3. How many terms have you attended this community/junior college?
number of terms part-time _____ number of terms full-time _____

4. Your age at your last birthday was

<input type="checkbox"/> 18 or younger	<input type="checkbox"/> 22 to 24	<input type="checkbox"/> 35 to 44	<input type="checkbox"/> 55 to 64
<input type="checkbox"/> 19 to 21	<input type="checkbox"/> 25 to 34	<input type="checkbox"/> 45 to 54	<input type="checkbox"/> 65 or older

5. Indicate sex male female

6. Indicate marital status married not married

7. Indicate educational goal

<input type="checkbox"/> AA or higher degree	<input type="checkbox"/> Certificate
<input type="checkbox"/> AS degree	<input type="checkbox"/> Other (please name) _____

8. Race Caucasian or White American Indian Spanish American
 Negro or Black Oriental Other

FACULTY AND STAFF INFORMATION
(TO BE COMPLETED BY FACULTY AND STAFF RESPONDENTS ONLY)

1. Are you considered a full time employee of the college? Yes No

2. Which primary function do you serve at the college?

<input type="checkbox"/> Student personnel administrator and/or practitioner	<input type="checkbox"/> Teaching faculty
<input type="checkbox"/> Other Administrator	<input type="checkbox"/> Other (please name) _____

3. How many years have you been at this college? _____

4. Indicate your age 21 or younger 31 to 40 51 to 60
 22 to 30 41 to 50 61 or older

5. Indicate your sex male female

6. Race Negro or Black American Indian Spanish American
 Oriental Caucasian or White Other

Rating Scale

Highest importance Circle 5
 Very important Circle 4
 Average importance Circle 3
 Low importance Circle 2
 Unimportant Circle 1

No knowledge or no opinion Circle 0

Student Personnel Objectives	Present Importance					Desired Importance						
					No					No		
	Low	High	Knowledge			Low	High	Opinion				
1. Students will have the opportunity to participate in college governance.	1	2	3	4	5	0	1	2	3	4	5	0
2. A student's complete official record will be shown to him on his request.	1	2	3	4	5	0	1	2	3	4	5	0
3. Students will know who may receive information from their records.	1	2	3	4	5	0	1	2	3	4	5	0
4. Potential students will know the requirements for admission to a program before applying to the program.	1	2	3	4	5	0	1	2	3	4	5	0
5. Applicants will receive their acceptance or rejection notices within two weeks after the date of receipt of application.	1	2	3	4	5	0	1	2	3	4	5	0
6. By the first week of classes, the student will know the following services are available and how to obtain them.												
a. career counseling	1	2	3	4	5	0	1	2	3	4	5	0
b. personal counseling	1	2	3	4	5	0	1	2	3	4	5	0
c. job placement	1	2	3	4	5	0	1	2	3	4	5	0
d. academic advisement	1	2	3	4	5	0	1	2	3	4	5	0
e. financial aid	1	2	3	4	5	0	1	2	3	4	5	0
f. student activities	1	2	3	4	5	0	1	2	3	4	5	0
g. health	1	2	3	4	5	0	1	2	3	4	5	0
7. Activities programs for students will meet the cultural, social and involvement needs expressed by students.	1	2	3	4	5	0	1	2	3	4	5	0
8. Each division of student personnel services will have a clearly written statement of all policies and procedures.	1	2	3	4	5	0	1	2	3	4	5	0
9. Before the new student starts into any program he will know the chances of his being able to successfully complete the program.	1	2	3	4	5	0	1	2	3	4	5	0
10. Before registration new students will know the kinds of vocational, technical, and college-parallel programs that are available at the junior college.	1	2	3	4	5	0	1	2	3	4	5	0
11. By the time of registration each new student will have in writing the general requirements for the completion of his program.	1	2	3	4	5	0	1	2	3	4	5	0
12. People in the community will know what courses are available to them in the community college at least three weeks before registration.	1	2	3	4	5	0	1	2	3	4	5	0

(Continue on Page 2)

Rating Scale

Highest importance Circle 5
 Very important Circle 4
 Average importance Circle 3
 Low importance Circle 2
 Unimportant Circle 1

No knowledge or no opinion Circle 0

<u>Student Personnel Objectives</u>	<u>Present Importance</u>					<u>No Knowledge</u>	<u>Desired Importance</u>					
	<u>Low</u>	<u>High</u>					<u>Low</u>	<u>High</u>	<u>No Opinion</u>			
25. Community college students will make and evaluate career plans as they progress toward graduation.	1	2	3	4	5	0	1	2	3	4	5	0
27. Before choosing a career each student will know his preferences such as working alone or with people; giving orders or following orders; working with hands or working with ideas.	1	2	3	4	5	0	1	2	3	4	5	0
28. Before choosing a career program students will know the following characteristics of jobs in their area of career choice:												
a. range of income	1	2	3	4	5	0	1	2	3	4	5	0
b. necessary training	1	2	3	4	5	0	1	2	3	4	5	0
c. job opportunities	1	2	3	4	5	0	1	2	3	4	5	0
d. working environment	1	2	3	4	5	0	1	2	3	4	5	0
e. typical job activities	1	2	3	4	5	0	1	2	3	4	5	0
29. The student will be able to select courses appropriate for his career choice by the time he chooses a major or specific college program.	1	2	3	4	5	0	1	2	3	4	5	0
30. Students wishing to withdraw from the college will know the procedure.	1	2	3	4	5	0	1	2	3	4	5	0
31. Grade reports will be available to students within one week after examinations have ended.	1	2	3	4	5	0	1	2	3	4	5	0
32. Each student who has chosen a major to be completed in a Florida senior institution will know what lower division courses are required at the senior institution for the completion of that major.	1	2	3	4	5	0	1	2	3	4	5	0
33. Students will know that education is a continuous process.	1	2	3	4	5	0	1	2	3	4	5	0
34. Students will know that they are responsible for continuing their education.	1	2	3	4	5	0	1	2	3	4	5	0
35. Students will know the names and physical characteristics of the drugs in the following five groups: hallucinogenics, barbiturates, amphetamines, narcotics and alcohol.	1	2	3	4	5	0	1	2	3	4	5	0
36. Students will know the mental and physical effects of the above mentioned five groups of drugs.	1	2	3	4	5	0	1	2	3	4	5	0

(continue on page 4)

Rating Scale

Highest importance	Circle 5	No knowledge or no opinion	Circle 0
Very important	Circle 4		
Average importance	Circle 3		
Low importance	Circle 2		
Unimportant	Circle 1		

	<u>Present Importance</u>					<u>No Knowledge</u>	<u>Desired Importance</u>					
	<u>Low</u>	<u>High</u>					<u>Low</u>	<u>High</u>	<u>No Opinion</u>			
<u>Student Personnel Objectives</u>												
37. Students will know the main points of the laws pertaining to drug use.	1	2	3	4	5	0	1	2	3	4	5	0
38. Students will know the level of confidentiality which college staff can provide to those seeking aid to drug problems.	1	2	3	4	5	0	1	2	3	4	5	0
39. All students will know the symptoms of venereal disease (V.D.) and where to go for examination and treatment.	1	2	3	4	5	0	1	2	3	4	5	0
40. Students will abide by a student code of conduct while on campus or while taking part in college sponsored activities.	1	2	3	4	5	0	1	2	3	4	5	0
41. Students who have academic or disciplinary action (such as probation or suspension) taken against them in accordance with college policy will know the reasons for the action.	1	2	3	4	5	0	1	2	3	4	5	0
42. Each student will know the necessity for continual reevaluation of most decisions and the necessity of adjustment of his goals.	1	2	3	4	5	0	1	2	3	4	5	0
43. Assistance will be available to students in choices of life style, examination of their values, and in understanding themselves and their interpersonal reactions.	1	2	3	4	5	0	1	2	3	4	5	0
44. Persons requesting any student personnel services will be served courteously and promptly.	1	2	3	4	5	0	1	2	3	4	5	0
45. Students will feel that student personnel services have treated them equally and without discrimination on the basis of race, religion or sex.	1	2	3	4	5	0	1	2	3	4	5	0
46. Food, school supplies, books and other necessary materials will be readily available to students.	1	2	3	4	5	0	1	2	3	4	5	0

END

APPENDIX C



COOPERATION FOR PROGRESS THROUGH RESEARCH
Florida community junior college inter-institutional research council

College of Education • University of Florida • Gainesville, Florida 32601

ASSESSMENTS OF OUTPUTS FOR STUDENT PERSONNEL SERVICES

(Student Form)

Purpose

Recently a questionnaire was administered in your college to determine the importance of each of a number of student personnel service objectives. This information was needed as a basis for selecting appropriate student personnel service objectives for your college. It is also important that objectives found to be appropriate for your college be achieved. Therefore, the purpose of this questionnaire is to determine to what extent current student personnel service programs are successful in accomplishing these objectives. Your participation in this study may result in better services for all students.

How to Respond

Read an item carefully and then select the response you think best describes your reaction to the item. Mark that response in the booklet by using the following check mark: ✓.

Do not omit any item. However, you may be instructed by a notation following a response to skip to the next item. If so instructed, be sure to skip only to the next item.

Take the time necessary to carefully consider each item and the responses provided, but do not waste time trying to figure out something you do not readily understand. Instead ask the proctor for an explanation. Please do not consider responses of your fellow students. Your unbiased responses are needed for this evaluation.

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STUDENT INFORMATION SECTION

1. Are you considered a full-time student? Yes No
2. Indicate which of the following student personnel services you have used at your college:
- Career Counseling Health Student Activities
 Job Placement Personal Counseling Other
 Financial Aid Academic Advisement
3. How many terms have you attended this community/junior college?
number of terms part-time _____ number of terms full-time _____
4. Your age at your last birthday was
- 18 or younger 22 to 24 35 to 44 55 to 64
 19 to 21 25 to 34 45 to 54 65 or older
5. Indicate sex male female
6. Indicate marital status married not married
7. Indicate community/junior college educational goal
- AA or higher degree Certificate
 AS degree Other (please name) _____
8. Race Caucasian or White American Indian Spanish American
 Negro or Black Oriental Other
-
1. Have you had opportunities to participate in college governance related activities?
___no (if no, go to item 2) ___yes (if yes, indicate any of the following activities that afforded the opportunity)
___student government ___faculty and staff selection committee meetings
___admissions committee meetings ___petitions committee meetings
___voting on college issues ___standing and ad hoc committees ___others
2. Have you ever requested that your official records be shown to you?
___no (if no, go to item 3) ___yes
Were the records shown to you on request? ___yes ___no
3. Indicate which, if any, of the following people have access to information in your official records without your knowledge or consent.
___faculty ___student personnel staff ___department deans and college president
___medical doctors ___other students ___myself ___parents ___law enforcement agencies
___prospective employer ___unknown
4. Did you know the requirements for admission to your desired program before applying for admission to the program? ___yes ___no

(Continue on Page 2)

5. After applying for admission to this college, how long did you have to wait for notice of acceptance? ___ less than one week ___ one week to two weeks
___ two weeks to a month ___ more than a month ___ unknown
6. Services often provided by colleges are listed below. Check each statement that accurately describes this service at your college.
- a. Career Counseling Service
1. ___ not provided (if not provided, skip to "b") ___ provided (continue)
 2. When did you first learn that this service was provided?
___ prior to registration ___ during the first week of classes
___ after first week of classes
 3. Have you used this service? ___ no (if no, skip to "b") ___ yes (continue)
 4. Were you served courteously? ___ yes ___ no
 5. Were you served promptly? ___ yes ___ no
 6. Were you treated fairly? ___ yes ___ no
- b. Personal Counseling Service
1. ___ not provided (if not provided, skip to "c") ___ provided (continue)
 2. When did you first learn that this service was provided?
___ prior to registration ___ during the first week of classes
___ after first week of classes
 3. Have you used this service? ___ no (if no, skip to "c") ___ yes (continue)
 4. Were you served courteously? ___ yes ___ no
 5. Were you served promptly? ___ yes ___ no
 6. Were you treated fairly? ___ yes ___ no
- c. Job Placement Service
1. ___ not provided (if not provided, skip to "d") ___ provided (continue)
 2. When did you first learn that this service was provided?
___ prior to registration ___ during the first week of classes
___ after first week of classes
 3. Have you used this service? ___ no (if no, skip to "d") ___ yes (continue)
 4. Were you served courteously? ___ yes ___ no
 5. Were you served promptly? ___ yes ___ no
 6. Were you treated fairly? ___ yes ___ no
- d. Academic Advisement
1. ___ not provided (if not provided, skip to "e") ___ provided (continue)
 2. When did you first learn that this service was provided?
___ prior to registration ___ during the first week of classes
___ after first week of classes
 3. Have you used this service? ___ no (if no, skip to "e") ___ yes (continue)
 4. Were you served courteously? ___ yes ___ no
 5. Were you served promptly? ___ yes ___ no
 6. Were you treated fairly? ___ yes ___ no
- e. Financial Aid
1. ___ not provided (if not provided, skip to "f") ___ provided (continue)
 2. When did you first learn that this service was provided?
___ prior to registration ___ during the first week of classes
___ after first week of classes
 3. Have you used this service? ___ no (if no, skip to "f") ___ yes (continue)
 4. Were you served courteously? ___ yes ___ no
 5. Were you served promptly? ___ yes ___ no
 6. Were you treated fairly? ___ yes ___ no
- f. Student Activities
1. ___ not provided (if not provided, skip to "g") ___ provided (continue)
 2. When did you first learn that this service was provided?
___ prior to registration ___ during the first week of classes
___ after first week of classes
 3. Have you used this service? ___ no (if no, skip to "g") ___ yes (continue)

(continue on page 3)

4. Were you served courteously? yes no
5. Were you served promptly? yes no
6. Were you treated fairly? yes no
- g. Health Services
1. not provided (if not provided, skip to "h") provided (continue)
2. When did you first learn that this service was provided?
 prior to registration during the first week of classes
 after first week of classes
3. Have you used this service? no (if no, skip to "h") yes (continue)
4. Were you served courteously? yes no
5. Were you served promptly? yes no
6. Were you treated fairly? yes no
- h. Drug Information Service
1. not provided (if not provided, skip to item 7) provided (continue)
2. When did you first learn that this service was provided?
 prior to registration during the first week of classes
 after first week of classes
3. Have you used this service? no (if no, skip to item 7) yes (continue)
4. Were you served courteously? yes no
5. Were you served promptly? yes no
6. Were you treated fairly? yes no
7. Have the following of your personal needs been satisfied by student activity programs at your college?
- | | | |
|--|--|--|
| a. cultural need | b. social need | c. need for involvement |
| <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no |
8. Before beginning your program did you know the chance of your successfully completing the program? yes no
9. Check each statement listed below that describes your circumstance.
- I have changed career plans one or more times
- I have considered changing my career plans since enrolling in college.
- I have not considered changing my career plans since enrolling in college.
- I would have enrolled in another career program had I known it was offered by the college prior to my first registration.
- I would have liked more assistance in choosing a career program.
- I would have liked more information on what career programs were available at this college prior to my first registration.
- I have not chosen a program at this time.
- I was in a career prior to registering.
10. By the time of registration, did you have the general requirements for completion of your program in writing? yes no
11. Do citizens of the community know what courses are available in the community college at least three weeks before registration? yes no unknown
12. Has the college maintained good public relations with the community? yes no
 unknown
13. How long does it usually take you to satisfactorily complete registration (or pre-registration)? 30 minutes or less 30 minutes to one hour
 between one hour and two hours more than two hours
14. Have you had any academic difficulty due to a lack of skills in reading, writing, mathematics or other basic skill areas? yes no unknown
- If yes, when did you first learn of your lack of skill?
 before your first registration at the college during your first term at the college
 during your second term after the second term

(continue on page 4)

- 29a. Do you know the mental effects resulting from use of drugs included in the following groups?
 hallucinogens ___yes ___no amphetamines ___yes ___no alcohol ___yes ___no
 barbiturates ___yes ___no narcotics ___yes ___no
- b. Do you know the physical effects resulting from use of drugs included in the following groups?
 hallucinogens ___yes ___no amphetamines ___yes ___no alcohol ___yes ___no
 barbiturates ___yes ___no narcotics ___yes ___no
- 30a. Check any of the following drugs that are legally defined as narcotic
 ___cannabis (marijuana) ___isonipecaine (demerol) ___alcohol
 ___opium (morphine, codein, heroin) ___cocaine (any compound)
- b. Which of the following are felonies and which are misdemeanors in Florida at the present time?
- | | <u>Felony</u> | <u>Misdemeanor</u> |
|---|---------------|--------------------|
| selling a narcotic drug without a license | ___ | ___ |
| manufacturing a narcotic drug | ___ | ___ |
| possessing marijuana (less than 5 grams) | ___ | ___ |
| smoking marijuana | ___ | ___ |
| possessing codeine or opium | ___ | ___ |
| possessing LSD | ___ | ___ |
| consumption of alcohol by a minor | ___ | ___ |
- c. The maximum penalty provided by Florida law for a first conviction of any of the above felonies is: ___1. sentence of 5 years and a fine of \$5,000
 ___2. sentence of 30 days and a fine of \$100
31. The student who uses service provided by the college to help with drug related problems could expect:
 ___only the college staff member, or student or peer counselor, to know of his request for help.
 ___only the college staff member consulted and those who have access to his personal records to know of his request.
 ___the staff member to inform parents or guardian of his request for help.
 ___the staff member to inform a local law enforcement agency.
 ___no knowledge
- 32a. Do you know the symptoms of the most common venereal diseases? ___yes ___no
- b. Where would you refer a friend that might have contacted venereal disease for a reliable diagnosis?
 ___college nurse or college infirmary ___his family doctor
 ___county or other public health service ___doctor selected from telephone directory
 ___local hospital
33. Does your college have a student code of conduct? ___yes ___no ___unknown
34. Have you had academic or disciplinary action taken against you? ___yes ___no
 (if no, skip to item 35)
 Did you know the reason or reasons for such action? ___yes ___no
35. Do you feel that most decisions pertaining to important matters such as career choices should be reconsidered occasionally? ___yes ___no
36. Check each of the following in which assistance is offered to students at your college.
 ___choice of life style ___understanding yourself
 ___examination of your values ___understanding your interpersonal relationships
37. Are each of the following readily available to students on or near campus?
 food ___yes ___no school supplies ___yes ___no
 books ___yes ___no other necessary materials ___yes ___no

END

APPENDIX D



COOPERATION FOR PROGRESS THROUGH RESEARCH

Florida community junior college inter-institutional research council

College of Education • University of Florida • Gainesville, Florida 32611

ASSESSMENT OF OUTPUT FOR STUDENT PERSONNEL SERVICES

(Faculty Form)

Purpose

Recently you may have been asked to respond to a questionnaire which asked you to indicate the importance of a number of student personnel service objectives. This information was needed for selecting appropriate student personnel service objectives for your college.

It is important that appropriate objectives be undertaken by our student personnel service offices, but the extent to which these objectives are achieved is also important. This questionnaire was designed to provide this information based on responses from faculty and administrators. Therefore, you are asked to help in assessing the extent of our accomplishment of these objectives by responding to the items in this questionnaire. Your participation will help in this effort to provide better services to all students.

How to Respond

The items in this questionnaire consist of questions relating to student personnel service objectives. Following each question a "yes" or "no" response choice is provided with spaces for marking your choice. These questions relate to students enrolled in your college and what they know, think or feel. Of course you do not know all students in your college, but you do know many. Therefore, you are asked to generalize when choosing responses. If you think that 80 per cent or more students meet a question's qualification for a yes response, you should mark the "yes" response choice. If, on the other hand, fewer than 80 per cent of the students you know meet the question's qualifications for a yes response, you should mark the "no" response choice.

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FACULTY AND STAFF INFORMATION

1. Are you considered a full-time employee of the college? Yes No
2. Which primary function do you serve at the college?
 Student personnel administrator and/or practitioner Teaching faculty
 Other Administrator Other (please name) _____
3. How many years have you been at this college? _____
4. Indicate your age 21 or younger 31 to 40 51 to 60
 22 to 30 41 to 50 61 or older
5. Indicate your sex male female
6. Race Negro or Black American Indian Spanish American
 Oriental Caucasian or White Other

1. Do students have the opportunity to participate in college governance related activities?
 Yes No
2. Do students who desire to see their official records have their records shown to them on request?
 Yes No
3. Do students know who has access to information in their official records?
 Yes No
4. Do students know the admissions requirements of programs before applying for admission?
 Yes No
5. After applying for admission to the college, do students receive their notice of acceptance or rejection within two weeks?
 Yes No
6. a) Do students know which student personnel services are available to them?
 Yes No
 b) Do students know how to obtain the student personnel services that are available to them?
 Yes No

(Continue on Page 2)

7. Do activities programs at your college meet the students' cultural, social, and involvement needs?
_____Yes _____No
8. Do the student personnel service functional units have clearly written statements of policy?
_____Yes _____No
9. Before beginning college programs, do students know the chances (or probability) of their successfully completing the programs?
_____Yes _____No
10. Do students know the kinds of vocational, technical and college-parallel programs available to them prior to their first registration?
_____Yes _____No
11. By the time of registration, do students have the requirements for completion of their programs in writing?
_____Yes _____No
12. Do citizens of the community know what courses are available in the college at least three weeks before registration?
_____Yes _____No
13. Has the college maintained good public relations with the community?
_____Yes _____No
14. Are students able to satisfactorily complete registration within one hour?
_____Yes _____No
15. Do students who have academic difficulty due to lack of skills in reading, writing, mathematics or other basic skills areas know their deficiencies?
_____Yes _____No
16. Do instructors have accurate class membership rolls before their first class meeting each term?
_____Yes _____No
17. Is the faculty informed of each student assigned to their courses who has a medical problem such as epilepsy, diabetes, etc.?
_____Yes _____No
18. Are urgent transcript requests processed on the day they are received?
_____Yes _____No

(Continue on Page 3)

19. May students obtain copies of their transcripts at the time of request?
_____Yes _____No
20. Do students who have requested financial aid know what specific on-and-off campus jobs, scholarships, grants and loans are available to them?
_____Yes _____No
21. Is the highest priority given to currently enrolled students in awarding financial aid?
_____Yes _____No
22. Do students who are awarded financial aid prepare budgets so that their money meets expenses?
_____Yes _____No
23. Do students planning to transfer to a senior institution know:
a) How to apply for financial aid from the senior institution?
_____Yes _____No
b) What lower division courses are required for the major course of study at the senior institution to which they plan to transfer?
_____Yes _____No
24. Is adequate security maintained on the campus (including the parking area) to insure safety of person and property?
_____Yes _____No
25. Do students make and evaluate career plans as they progress in their college program?
_____Yes _____No
26. Do students know their personal preferences such as working alone or with people, giving orders or following orders, working with their hands or working with ideas before choosing a career program?
_____Yes _____No
27. Do students know and consider the following job characteristics when choosing their career program? (range of income, necessary training, job opportunities, working environment, typical job activities, availability of program, aptitude for career)
_____Yes _____No
28. Are students able to select courses appropriate for their career choice?
_____Yes _____No

(Continue on Page 4)

- 29. Do students desiring to withdraw from college know the procedure?
 Yes No
- 30. Do students receive grade reports within one week after examinations have ended?
 Yes No
- 31. Do students know that education is a continuous process?
 Yes No
- 32. Do students know they are responsible for continuing their education after completion of their present program?
 Yes No
- 33. a) Do students know the names of frequently abused drugs?
 Yes No
- b) Do students know the physical characteristics of frequently abused drugs?
 Yes No
- 34. a) Do students know the mental effect characteristics of each of the major drug groups?
 Yes No
- b) Do students know the physical effects which may result from using drugs that are commonly abused?
 Yes No
- 35. a) Do students know which drugs are legally defined as narcotic?
 Yes No
- b) Do students know the penalties for illegal use and possession of various drugs?
 Yes No
- 36. Do students know the level of confidentiality that college staff can provide to those seeking aid with drug problems?
 Yes No
- 37. a) Do students know the symptoms of most common venereal diseases?
 Yes No
- b) Do students know where to go for a diagnosis and treatment, if needed, of suspected venereal disease?

(Continue on Page 5)

38. Do students abide by the college's student code of conduct?
 _____Yes _____No
39. If students have had academic or disciplinary action taken against them, do they know the reason or reasons for such action?
 _____Yes _____No
40. Do students know that some decisions pertaining to important matters such as career choices should be reconsidered occasionally?
 _____Yes _____No
41. Does the college provide students with assistance in choice of life style, examination of values, self understanding, and understanding of interpersonal relationships?
 _____Yes _____No
42. a) Are students requesting student personnel services served courteously?
 _____Yes _____No
- b) Are students requesting student personnel services served promptly?
 _____Yes _____No
43. Do students feel that student personnel services have treated them fairly without discrimination on the basis of race, religion or sex?
 _____Yes _____No
44. Are the following readily available to students on or near campus?
 Food _____Yes _____No School supplies _____Yes _____No
 Books _____Yes _____No Other necessary materials _____Yes _____No

END

APPENDIX E

SPS EFFORT ASSESSMENT

A GUIDE FOR COST ANALYSIS OF STUDENT PERSONNEL SERVICES STRATEGIES

THE IRC MODEL

This guide is a portion of the IRC Model for Input-Output Assessment of Student Personnel Services, which includes rating the importance of student personnel objectives, measuring the extent to which these objectives are being achieved, identifying the strategies used to attain the objectives, and obtaining measures of effort in terms of cost per student for strategies being used. These data will provide a basis for planning a more effective program of student services. Continued participation will result in student personnel services being able to demonstrate what their objectives are, how they are achieved, to what extent they are achieved, and how much it cost per objective per student.

PURPOSE OF THIS GUIDE

The purpose of the IRC SPS Effort Assessment guide is:

- (1) to identify the strategies being used to achieve the forty-six objectives;
- (2) to determine the effort being expended on each strategy.

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HOW TO USE THE GUIDE

- STEP 1: Become familiar with FORM A -- Categories of Objectives. On the basis of their similarity the forty-six objectives are categorized into eight areas to facilitate your relating strategies to each objective.
- STEP 2: Become familiar with FORM B -- Strategies. Strategies you may have used to achieve one or more of the objectives in the category are listed for each of the eight categories.
- STEP 3: Using the form on the next page, estimate for each of the eight categories of objectives the percent of time you spent during the school year 1971-72 in activities related to achieving only those objectives included in the respective categories.

NOTE: If a single strategy was used to achieve several objectives which are in different categories, please try to adjust your estimate for each category to account for only that portion of time spent on the strategy as it was used to achieve just the objectives in the category.

EXAMPLE: Allocation of Total Annual Time Spent, 1971-72

<u>Category</u>	<u>Percent of Annual Time</u>
I. Orientation Objectives	10%
II. Admission and Registration Objectives	30%
III. Advisement and Counseling Objectives	25%
IV. Financial Aid and Other Services Objectives	0%
V. Regulations Objectives	5%
VI. Student Activities Objectives	0%
VII. Student Appraisal Objectives	10%
VIII. Administration Objectives	5%
TOTAL	85%

Explanation of difference:

10% -- survey of buildings and room utilization

5% -- meeting with trustees, attending legislative hearings and other meetings unrelated to any of the 46 objectives.

NOTE: It is possible to indicate zero percent of time spent in achieving objectives in some categories. Estimates may be revised as you complete the remainder of the guide.

ALLOCATION OF TOTAL ANNUAL TIME SPENT
ON ALL EIGHT CATEGORIES OF OBJECTIVES, 1971-72

Name of College: _____
 Title of Position: _____ Annual Salary, 1971-72: _____
 Administrative division in which you hold position: _____

	Percent of Your Total Annual Time Spent on Activities Related to the Objectives in each Category	
I. Orientation Objectives (4, 10, 12, 11, 6)		(Place this % in Block A, Page 6)
II. Admissions and Registration Objectives (5, 14, 16, 31, 19, 18, 2)		(Place this % in Block B, Page 7)
III. Advisement and Counseling Objectives (13, 42, 32, 41, 26, 28, 29, 33, 36, 37, 39, 33, 34)		(Place this % in Block C, Page 9)
IV. Financial Aid and Other Services Objectives (20, 21, 22, 23, 24, 46)		(Place this % in Block D, Page 12)
V. Regulations Objectives (3, 38, 30, 40)		(Place this % in Block E, Page 13)
VI. Student Activities Objectives (7)		(Place this % in Block F, Page 14)
VII. Student Appraisal Objectives (15, 9, 27, 17)		(Place this % in Block G, Page 15)
VIII. Administration Objectives (44, 45, 8, 13, 1, 25)		(Place this % in Block H, Page 16)
*TOTAL		

*The percents do not have to total 100 since it is possible that the forty-six objectives identified do not account for all of your activities. However, if the TOTAL is other than 100%, please use the space below to explain.

STEP 4: Transfer the percent for each category to the appropriate block on the indicated page.

NOTE: There are eight sections in the remaining guide -- one section for each category of objectives. You may begin with any section.

- STEP 5: For each objective in a section estimate to the nearest whole percent the percent of time you spent in activities related to achieving that objective. Notice the directions at the bottom of each page indicating if the section is continued on the next page. Write your estimates in the numbered block associated with the objective (down the right-hand side of the page). These estimates should total 100% for each section.
-

EXAMPLE: Section I

Percent of Total Annual Time for All Five Orientation Objectives
(from page 3) Block A

	Block A	
	<input type="text" value="10"/>	
.		
(1) Percent of Block A spent on Objective 4	<input type="text" value="29"/>	(1)
.		
(2) Percent of Block A spent on Objective 10	<input type="text" value="30"/>	(2)
.		
(3) Percent of Block A spent on Objective 12	<input type="text" value="10"/>	(3)
.		
(4) Percent of Block A spent on Objective 11	<input type="text" value="15"/>	(4)
.		
(5) Percent of Block A spent on Objective 6	<input type="text" value="25"/>	(5)

- STEP 6: On Form B -- Strategies, find the list of strategies associated with the category of objectives for the section. For each objective, select from the appropriate list of strategies the ones you used to achieve the objective. Write the numbers of the selected strategies in the spaces provided for each objective.

NOTE: The phrasing of a listed strategy may not exactly describe the strategy you use, but if it comes reasonably close, please use the number of the listed strategy. If strategies you use are not listed, you may add strategies at the end of the list for any category and use their numbers on the guide. If you use more than 20 strategies for any objective in any section, use the blank forms at the end of the guide to continue your listing of strategies.

- STEP 7: In the space provided under each strategy number, estimate the percent of time spent on that strategy relative to the other strategies used to achieve that one objective. These estimates per strategy should total approximately 100% for each objective.

EXAMPLE: Section I, Objective 4

(1) PERCENT OF BLOCK A SPENT ON OBJECTIVE 4 20 (1)

Strategy Number	25	26	29	30	7	8	22	39	
% of (1) Spent Per Strategy	20	10	10	5	10	15	5	25	

Explanation: Eight strategies were used to achieve Objective 4 during 1971-72. Seven were selected from the list on FORM B for the related category (Category I -- Strategies Related to Achieving the Orientation Objectives). Strategy Number 39 was added to that list because no listed strategy adequately described the particular strategy used to achieve Objective 4.

Under each strategy number the percent of time spent on that strategy is indicated.

- STEP 8: Repeat Steps 5-7 for each section of the guide. Please fill out each section completely.
- STEP 9: Return the completed guide to the designated person at your college prior to the announced deadline.

THANK YOU FOR YOUR CONSCIENTIOUS PARTICIPATION.

SECTION I

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO ORIENTATION

Block A

PERCENT OF TOTAL ANNUAL TIME FOR ALL FIVE ORIENTATION OBJECTIVES ...

(From Page 3)

OBJECTIVE 4: Potential students will know the requirements for admission to a program before applying to the program.

(1) PERCENT OF BLOCK "A" SPENT ON OBJECTIVE 4

 (1)

Strategy Number																			
% of (1) Spent Per Strategy																			

OBJECTIVE 10: Before registration new students will know the kinds of vocational, technical, and college-parallel programs that are available at the junior college.

(2) PERCENT OF BLOCK "A" SPENT ON OBJECTIVE 10

 (2)

Strategy Number																			
% of (2) Spent Per Strategy																			

OBJECTIVE 12: People in the community will know what courses are available to them in the community college at least three weeks before registration.

(3) PERCENT OF BLOCK "A" SPENT ON OBJECTIVE 12

 (3)

Strategy Number																			
% of (3) Spent Per Strategy																			

OBJECTIVE 11: By the time of registration each new student will have in writing the general requirements for the completion of his program.

(4) PERCENT OF BLOCK "A" SPENT ON OBJECTIVE 11

 (4)

Strategy Number																			
% of (4) Spent Per Strategy																			

OBJECTIVE 6: By the first week of classes, the student will know the following services are available and how to obtain them: a. career counseling, b. personal counseling, c. job placement, d. academic advisement, e. financial aid, f. student activities, g. health

(5) PERCENT OF BLOCK "A" SPENT ON OBJECTIVE 6

 (5)

Strategy Number																			
% of (5) Spent Per Strategy																			

END SECTION I

SECTION II

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO ADMISSIONS AND REGISTRATION

PERCENT OF TOTAL ANNUAL TIME FOR ALL SEVEN ADMISSIONS AND REGISTRATION OBJECTIVES (From Page 3) Block B

OBJECTIVE 5: Applicants will receive their acceptance or rejection notices within two weeks after the date of receipt of application.

(1) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 5 (1)

Strategy Number																				
% of (1) Spent Per Strategy																				

OBJECTIVE 14: Each student will be able to satisfactorily complete registration within one hour.

(2) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 14 (2)

Strategy Number																				
% of (2) Spent Per Strategy																				

OBJECTIVE 16: Instructors will have accurate class membership rolls before their first class meeting each term.

(3) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 16 (3)

Strategy Number																				
% of (3) Spent Per Strategy																				

OBJECTIVE 31: Grade reports will be available to students within one week after examinations have ended.

(4) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 31 (4)

Strategy Number																				
% of (4) Spent Per Strategy																				

OBJECTIVE 19: Students may obtain copies of their own transcripts in a form useful for advisement, program planning, etc. at the time of requests.

(5) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 19 (5)

Strategy Number																				
% of (5) Spent Per Strategy																				

OBJECTIVE 18: Urgent transcript requests will be processed on the day they are received.

(6) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 18 (6)

Strategy Number																				
% of (6) Spent Per Strategy																				

SECTION II (Continued)

OBJECTIVE 2: A student's complete official record will be shown to him on his request.

(7) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 2

(7)

Strategy Number																			
% of (7) Spent Per Strategy																			

END SECTION II

SECTION III

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO ADVISEMENT AND COUNSELING

PERCENT OF TOTAL ANNUAL TIME FOR ALL THIRTEEN ADVISEMENT AND COUNSELING OBJECTIVES (From Page 3).....

Block C

OBJECTIVE 43: Assistance will be available to students in choices of life style, examination of their values, and in understanding themselves and their interpersonal reactions.

(1) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 43

(1)

Strategy Number																				
% of (1) Spent Per Strategy																				

OBJECTIVE 42: Each student will know the necessity for continual reevaluation of most decisions and the necessity of adjustment of his goals.

(2) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 42

(2)

Strategy Number																				
% of (2) Spent Per Strategy																				

OBJECTIVE 32: Each student who has chosen a major to be completed in a Florida senior institution will know what lower division courses are required at the senior institution for the completion of that major.

(3) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 32

(3)

Strategy Number																				
% of (3) Spent Per Strategy																				

OBJECTIVE 41: Students who have academic or disciplinary action (such as probation or suspension) taken against them in accordance with college policy will know the reasons for the action.

(4) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 41

(4)

Strategy Number																				
% of (4) Spent Per Strategy																				

OBJECTIVE 26: Community college students will make and evaluate career plans as they progress toward graduation.

(5) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 26

(5)

Strategy Number																				
% of (5) Spent Per Strategy																				

CONTINUED ON NEXT PAGE

SECTION III (Continued)

OBJECTIVE 28: Before choosing a career program students will know the following characteristics of jobs in their area of career choice: a. range of income, b. necessary training, c. job opportunities, d. working environment, e. typical job activities.

(6) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 28

(6)

Strategy Number																			
% of (6) Spent Per Strategy																			

OBJECTIVE 29: The student will be able to select courses appropriate for his career choice by the time he chooses a major or specific college program.

(7) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 29

(7)

Strategy Number																			
% of (7) Spent Per Strategy																			

OBJECTIVE 35: Students will know the names and physical characteristics of the drugs in the following five groups: hallucinogenics, barbiturates, amphetamines, narcotics and alcohol.

(8) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 35

(8)

Strategy Number																			
% of (8) Spent Per Strategy																			

OBJECTIVE 36: Students will know the mental and physical effects of the above mentioned five groups of drugs.

(9) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 36

(9)

Strategy Number																			
% of (9) Spent Per Strategy																			

OBJECTIVE 37: Students will know the main points of the laws pertaining to drug use.

(10) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 37

(10)

Strategy Number																			
% of (10) Spent Per Strategy																			

OBJECTIVE 39: All students will know the symptoms of venereal disease (V.D.) and where to go for examination and treatment.

(11) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 39

(11)

Strategy Number																			
% of (11) Spent Per Strategy																			

SECTION III (Continued)

OBJECTIVE 33: Students will know that education is a continuous process.

(12) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 33

(12)

Strategy Number																			
% of (12) Spent Per Strategy																			

OBJECTIVE 34: Students will know that they are responsible for continuing their education.

(13) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 34

(13)

Strategy Number																			
% of (13) Spent Per Strategy																			

END SECTION III

SECTION IV

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO FINANCIAL AID AND OTHER SERVICES

PERCENT OF TOTAL ANNUAL TIME FOR ALL SIX FINANCIAL AID AND OTHER SERVICES OBJECTIVES (From Page 3)

Block D

OBJECTIVE 20: College students, high school seniors and others who request financial aid will know what specific on-and-off campus jobs, scholarships, grants and loans are available. (1) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 20

(1)

Strategy Number																				
% of (1) Spent Per Strategy																				

OBJECTIVE 21: The financial aid that is needed to attend college will be provided: a. for each enrolled college student, b. for each student applying for admission to attend college. (2) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 21

(2)

Strategy Number																				
% of (2) Spent Per Strategy																				

OBJECTIVE 22: The financial needs of those who apply for aid will be accurately determined. (3) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 22

(3)

Strategy Number																				
% of (3) Spent Per Strategy																				

OBJECTIVE 23: Students who receive financial aid will budget so that their money meets expenses. (4) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 23

(4)

Strategy Number																				
% of (4) Spent Per Strategy																				

OBJECTIVE 24: Community college students will know the procedure for obtaining financial aid at the senior institution before transferring. (5) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 24

(5)

Strategy Number																				
% of (5) Spent Per Strategy																				

OBJECTIVE 46: Food, school supplies, books and other necessary materials will be readily available to students. (6) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 46

(6)

Strategy Number																				
% of (6) Spent Per Strategy																				

END OF SECTION IV

SECTION V

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO REGULATIONS

PERCENT OF TOTAL ANNUAL TIME FOR ALL FOUR REGULATIONS OBJECTIVES
(From Page 3)

Block E

OBJECTIVE 3: Students will know who may receive information from their records.

(1) PERCENT OF BLOCK "E" SPENT ON OBJECTIVE 3

(1)

Strategy Number																				
% of (1) Spent Per Strategy																				

OBJECTIVE 38: Students will know the level of confidentiality which college staff can provide to those seeking aid to drug problems.

(2) PERCENT OF BLOCK "E" SPENT ON OBJECTIVE 38

(2)

Strategy Number																				
% of (2) Spent Per Strategy																				

OBJECTIVE 30: Students wishing to withdraw from the college will know the procedure

(3) PERCENT OF BLOCK "E" SPENT ON OBJECTIVE 30

(3)

Strategy Number																				
% of (3) Spent Per Strategy																				

OBJECTIVE 40: Students will abide by a student code of conduct while on campus or while taking part in college sponsored activities.

(4) PERCENT OF BLOCK "E" SPENT ON OBJECTIVE 40

(4)

Strategy Number																				
% of (4) Spent Per Strategy																				

END SECTION V

SECTION VI

ALLOCATION OF TIME FOR OBJECTIVE RELATED TO STUDENT ACTIVITIES

PERCENT OF TOTAL ANNUAL TIME FOR THE ONE STUDENT ACTIVITIES
OBJECTIVE (From Page 3)

Block F

OBJECTIVE 7: Activities programs for students will meet the cultural, social and involvement needs expressed by students.

(1) PERCENT OF BLOCK "F" SPENT ON OBJECTIVE 7

(1)

Strategy Number																				
% of (1) Spent Per Strategy																				

END SECTION VI

SECTION VII

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO STUDENT APPRAISAL

PERCENT OF TOTAL ANNUAL TIME FOR ALL FOUR STUDENT APPRAISAL OBJECTIVES (From Page 3)... Block G

OBJECTIVE 15: Before registration new students will know if they need help in base skills such as reading, writing, or arithmetic.

(1) PERCENT OF BLOCK "G" SPENT ON OBJECTIVE 15 (1)

Strategy Number																				
% of (1) Spent Per Strategy																				

OBJECTIVE 9: Before the new student starts into any program he will know the chances of his being able to successfully complete the program.

(2) PERCENT OF BLOCK "G" SPENT ON OBJECTIVE 9 (2)

Strategy Number																				
% of (2) Spent Per Strategy																				

OBJECTIVE 17: Faculty will be informed of each student assigned to their courses who has a medical problem such as epilepsy, diabetes, etc.

(3) PERCENT OF BLOCK "G" SPENT ON OBJECTIVE 17 (3)

Strategy Number																				
% of (3) Spent Per Strategy																				

OBJECTIVE 27: Before choosing a career each student will know his preferences such as working alone or with people; giving orders or following orders; working with hands or working with ideas.

(4) PERCENT OF BLOCK "G" SPENT ON OBJECTIVE 27 (4)

Strategy Number																				
% of (4) Spent Per Strategy																				

END SECTION VII

SECTION VIII

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO ADMINISTRATION

PERCENT OF TOTAL ANNUAL TIME FOR ALL SIX ADMINISTRATION OBJECTIVES
(From Page 3)

Block II

OBJECTIVE 44: Persons requesting any student personnel services will be served courteously and promptly.

(1) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 44

(1)

Strategy Number																			
% of (1) Spent Per Strategy																			

OBJECTIVE 45: Students will feel that student personnel services have treated them equally and without discrimination on the basis of race, religion or sex.

(2) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 45

(2)

Strategy Number																			
% of (2) Spent Per Strategy																			

OBJECTIVE 8: Each division of student personnel services will have a clearly written statement of all policies and procedures.

(3) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 8

(3)

Strategy Number																			
% of (3) Spent Per Strategy																			

OBJECTIVE 13: Good public relations with alumni and surrounding community will be maintained.

(4) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 13

(4)

Strategy Number																			
% of (4) Spent Per Strategy																			

OBJECTIVE 1: Students will have the opportunity to participate in college governance.

(5) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 1

(5)

Strategy Number																			
% of (5) Spent Per Strategy																			

OBJECTIVE 25: Security of the campus including parking areas will be maintained.

(6) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 25

(6)

Strategy Number																			
% of (6) Spent Per Strategy																			

END SECTION VIII



CATEGORIES OF OBJECTIVES

CATEGORY I. OBJECTIVES RELATED TO ORIENTATION

- 4.* Potential students will know the requirements for admission to a program before applying to the program.
10. Before registration new students will know the kinds of vocational, technical, and college-parallel programs that are available at the junior college.
12. People in the community will know what courses are available to them in the community college at least three weeks before registration.
11. By the time of registration each new student will have in writing the general requirements for the completion of his program.
6. By the first week of classes, the student will know the following services are available and how to obtain them: a. career counseling, b. personal counseling, c. job placement, d. academic advisement, e. financial aid, f. student activities, g. health.

CATEGORY II. OBJECTIVES RELATED TO ADMISSIONS AND REGISTRATION

5. Applicants will receive their acceptance or rejection notices within two weeks after the date of receipt of application.
14. Each student will be able to satisfactorily complete registration within one hour.
16. Instructors will have accurate class membership rolls before their first class meeting each term.
31. Grade reports will be available to students within one week after examinations have ended.
19. Students may obtain copies of their own transcripts in a form useful for advisement, program planning, etc., at the time of requests.
18. Urgent transcript requests will be processed on the day they are received.
2. A student's complete official record will be shown to him on his request.

-
- * The numbering of the objectives is the same as used on the IRC's Student Personnel Services Objectives Assessment questionnaire where the objectives were rated as to their importance.

CATEGORY III. OBJECTIVES RELATED TO ADVISEMENT AND COUNSELING

- 43. Assistance will be available to students in choices of life style, examination of their values, and in understanding themselves and their interpersonal reactions.
- 42. Each student will know the necessity for continual reevaluation of most decisions and the necessity of adjustment of his goals.
- 32. Each student who has chosen a major to be completed in a Florida senior institution will know what lower division courses are required at the senior institution for the completion of that major.
- 41. Students who have academic or disciplinary action (such as probation or suspension) taken against them in accordance with college policy will know the reasons for the action.
- 26. Community college students will make and evaluate career plans as they progress toward graduation.
- 28. Before choosing a career program students will know the following characteristics of jobs in their area of career choice: a. range of income, b. necessary training, c. job opportunities, d. working environment, e. typical job activities.
- 29. The student will be able to select courses appropriate for his career choice by the time he chooses a major or specific college program.
- 35. Students will know the names and physical characteristics of the drugs in the following five groups: hallucinogenics, barbiturates, amphetamines, narcotics and alcohol.
- 36. Students will know the mental and physical effects of the above mentioned five groups of drugs.
- 37. Students will know the main points of the laws pertaining to drug use.
- 39. All students will know the symptoms of venereal disease (V.D.) and where to go for examination and treatment.
- 33. Students will know that education is a continuous process.
- 34. Students will know that they are responsible for continuing their education.

CATEGORY IV. OBJECTIVES RELATED TO FINANCIAL AID AND OTHER SERVICES

- 20. College students, high school seniors and others who request financial aid will know what specific on-and-off campus jobs, scholarships, grants and loans are available.
- 21. The financial aid that is needed to attend college will be provided: a. for each enrolled college student, b. for each student applying for admission to attend college.
- 22. The financial needs of those who apply for aid will be accurately determined.
- 23. Students who receive financial aid will budget so that their money meets expenses.
- 24. Community college students will know the procedure for obtaining financial aid at the senior institution before transferring.
- 46. Food, school supplies, books and other necessary materials will be readily available to students.

CATEGORY V. OBJECTIVES RELATED TO REGULATIONS

3. Students will know who may receive information from their records.
38. Students will know the level of confidentiality which college staff can provide to those seeking aid to drug problems.
30. Students wishing to withdraw from the college will know the procedure.
40. Students will abide by a student code of conduct while on campus or while taking part in college sponsored activities.

CATEGORY VI. OBJECTIVES RELATED TO STUDENT ACTIVITIES

7. Activities programs for students will meet the cultural, social and involvement needs expressed by students.

CATEGORY VII. OBJECTIVES RELATED TO STUDENT APPRAISAL

15. Before registration new students will know if they need help in base skills such as reading, writing, or arithmetic.
9. Before the new student starts into any program he will know the chances of his being able to successfully complete the program.
27. Before choosing a career each student will know his preferences such as working alone or with people; giving orders or following orders; working with hands or working with ideas.
17. Faculty will be informed of each student assigned to their courses who has a medical problem such as epilepsy, diabetes, etc.

CATEGORY VIII. OBJECTIVES RELATED TO ADMINISTRATION

44. Persons requesting any student personnel services will be served courteously and promptly.
45. Students will feel that student personnel services have treated them equally and without discrimination on the basis of race, religion, or sex.
8. Each division of student personnel services will have a clearly written statement of all policies and procedures.
13. Good public relations with alumni and surrounding community will be maintained.
1. Students will have the opportunity to participate in college governance.
25. Security of the campus including parking areas will be maintained.

NOTE: For each category, the strategies numbered 1-24 are the same. Strategies numbered 25 and above are specific to the category. Please become thoroughly familiar with all the strategies in a category before you begin to list them on the guide. Please note the directions for adding strategies at the end of the listed strategies.

CATEGORY I. STRATEGIES RELATED TO ACHIEVING ORIENTATION OBJECTIVES

STRATEGY NUMBER

1. Organized persons for planning in relation to this objective.
 2. Organized materials for planning in relation to this objective.
 3. Organized persons for carrying out activities to achieve this objective.
 4. Organized materials for carrying out activities to achieve this objective.
 5. Organized persons for evaluating what was done to achieve this objective.
 6. Organized materials for evaluating what was done to achieve this objective.
 7. Participated in group planning activities in relation to this objective.
 8. Engaged in individual planning activities in relation to this objective.
 9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
 10. Participated in inservice training related to achieving this objective.
 11. Read reports, books, periodicals and/or other information related to achieving this objective.
 12. Communicated with other staff members or other professionals individually to achieve this objective.
 13. Worked with a staff committee in achieving this objective.
 14. Worked with a student committee in achieving this objective.
 15. Worked with a joint student-staff committee in achieving this objective.
 16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
 17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
 18. Organized and/or conducted and/or participated in research related to achieving this objective.
 19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
 20. Talked with enrolled students in their regular classes to achieve this objective.
 21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
 22. Prepared material for and/or used the college catalog in achieving this objective.
 23. Prepared material for and/or used a student handbook to achieve this objective.
 24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures mimeographed material, etc.).
 25. Talked to high school groups, community groups, employee groups, or other groups of potential students away from the college for the purpose of achieving this objective.
 26. Prepared and/or supplied written or printed materials to the above cited groups of potential students to achieve this objective.
 27. Talked with prospective students and/or their advisors or parents or teachers or employers individually in achieving this objective.
- Prepared and/or supplied materials to individual prospective students to achieve this objective.

- 29. Talked with or arranged programs for high school counselors for the purpose of achieving this objective.
- 30. Prepared and/or supplied materials to high school counselors for the purpose of achieving this objective.
- 31. Talked with groups of admitted students in orientation sessions at the college to achieve this objective.
- 32. Prepared and/or supplied materials to admitted students at orientation sessions in achieving this objective.
- 33. Prepared articles for college, staff or student newsletters in achieving this objective.
- 34. Prepared and/or delivered news releases for newspapers, radio or television for the purpose of achieving this objective.
- 35. Prepared films or slides or videotapes or other audio-visual materials for communication purposes in relation to achieving this objective.
- 36. Prepared materials for and/or used a college activity calendar to achieve this objective.
- 37. Prepared and/or used posters in achieving this objective.
- 38. Organized and/or maintained files relevant to achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

45. _____

46. _____

47. _____

48. _____

NOTE: For each category the strategies numbered 1-24 are the same. Strategies numbered 25 and above are specific to the category. Please become thoroughly familiar with all the strategies in a category before you begin to list them on the guide. Please note the directions for adding strategies at the end of the listed strategies.

CATEGORY II. STRATEGIES RELATED TO ACHIEVING ADMISSION AND REGISTRATION OBJECTIVES

STRATEGY NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Processed applications for admission in achieving this objective.
26. Collected data for student records in achieving this objective.
27. Stored student data on hard copy in achieving this objective
28. Stored student data on tape or other form for computer processing in achieving this objective.
29. Used computer for registration, processing data, etc. in achieving this objective.
30. Prepared class membership rolls in achieving this objective.

- 31. Prepared and/or distributed registration instructions, course offerings and schedules in achieving this objective.
- 32. Prepared and/or distributed advertising of registration procedures in achieving this objective.
- 33. Assisted students in registering in achieving this objective.
- 34. Prepared and/or distributed student grade reports in achieving this objective.
- 35. Processed fee payments in achieving this objective.
- 36. Processed requests for transcripts in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

37. _____

38. _____

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

45. _____

46. _____

NOTE: For each category, the strategies numbered 1-24 are the same. Strategies numbered 25 and above are specific to the category. Please become thoroughly familiar with all the strategies in a category before you begin to list them on the guide. Please note the directions for adding strategies at the end of the listed strategies.

CATEGORY III, STRATEGIES RELATED TO ACHIEVING ADVISEMENT AND COUNSELING OBJECTIVES

STRATEGY NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Used role playing or other psycho-drama techniques in achieving this objective.
26. Used decision-making models or games with individuals or groups in achieving this objective.
27. Provided a variety of cultural and social activities for students in achieving this objective.
28. Arranged for speakers to talk with students in achieving this objective.

- 29. Obtained and/or provided current catalogs from senior colleges for students' use in achieving this objective.
- 30. Arranged conferences for staff and/or students with admissions officers or counselors or advisors from senior colleges in achieving this objective.
- 31. Used tests to assess students' personality traits, career interests, levels of achievement or other characteristics in achieving this objective.
- 32. Provided for the evaluation of or evaluated student records and/or test results in achieving this objective.
- 33. Arranged part-time employment opportunities for students in achieving this objective.
- 34. Arranged volunteer work experiences for students in achieving this objective.
- 35. Organized and/or maintained a file of current employment opportunities for students in achieving this objective.
- 36. Communicated and/or worked with local and state employment agencies in achieving this objective.
- 37. Communicated and/or worked with potential employers of students in achieving this objective.
- 38. Arranged tours for students of factories or businesses or courts or health facilities or other places in achieving this objective.
- 39. Prepared articles and/or advertisements for use in college, staff or student newsletters in achieving this objective.
- 40. Prepared and/or used posters to communicate to students in achieving this objective.
- 41. Prepared and/or delivered programs over radio and/or television in achieving this objective.
- 42. Prepared and/or distributed a list of agencies where students could receive services in achieving this objective.
- 43. Arranged and/or held conferences with staff from community, county, or state health agencies in achieving this objective.
- 44. Prepared and/or used films, slides, videotapes or other audiovisual materials for disseminating information to students in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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NOTE: For each category, the strategies numbered 1-24 are the same. Strategies numbered 25 and above are specific to the category. Please become thoroughly familiar with all the strategies in a category before you begin to list them on the guide. Please note the directions for adding strategies at the end of the listed strategies.

CATEGORY IV. STRATEGIES RELATED TO ACHIEVING FINANCIAL AID AND OTHER SERVICES OBJECTIVES

STRATEGY NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Talked with or arranged programs for high school counselors in achieving this objective.
26. Prepared and/or supplied materials to high school counselors in achieving this objective.
27. Prepared and/or sent or supplied materials to students who were applying for admission in achieving this objective.

28. Talked with groups of admitted students at orientation sessions in achieving this objective.
29. Prepared and/or supplied materials to admitted students at orientation sessions in achieving this objective.
30. Used the college or student newspaper in achieving this objective.
31. Assisted students in filling out forms in achieving this objective.
32. Arranged for and/or used the services of the College Scholarship Service in achieving this objective.
33. Arranged part-time job opportunities for students in achieving this objective.
34. Attended conferences and/or other meetings in order to keep current on government and/or private loan, grant, or scholarship programs.
35. Cultivated sources of financial aid in achieving this objective.
36. Organized and/or maintained files on financial aid recipients in achieving this objective.
37. Arranged and/or held conferences for students and/or staff with financial aid staff members of senior colleges in achieving this objective.
38. Collected and/or distributed material relating to the financial aid programs of senior colleges in achieving this objective.
39. Provided a bookstore and/or book exchange for students in achieving this objective.
40. Provided a cafeteria for students in achieving this objective.
41. Provided automatic food dispensers for students in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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NOTE: For each category, the strategies numbered 1-24 are the same. Strategies numbered 25 and above are specific to the category. Please become thoroughly familiar with all the strategies in a category before you begin to list them on the guide. Please note the directions for adding strategies at the end of the listed strategies.

CATEGORY V. STRATEGIES RELATED TO ACHIEVING REGULATIONS OBJECTIVES

STRATEGY NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Prepared materials for and/or supplied a manual to staff members in achieving this objective.
26. Talked to admitted students in orientation sessions in achieving this objective.
27. Prepared and/or supplied materials to admitted students in orientation sessions in achieving this objective.
28. Organized and/or worked with a student government committee in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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NOTE: For each category, the strategies numbered 1-24 are the same. Strategies numbered 25 and above are specific to the category. Please become thoroughly familiar with all the strategies in a category before you begin to list them on the guide. Please note the directions for adding strategies at the end of the listed strategies.

CATEGORY VI. STRATEGIES RELATED TO ACHIEVING STUDENT ACTIVITIES OBJECTIVE

STRATEGY

NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Assessed students' cultural, social or involvement needs through questionnaires in achieving this objective.
26. Provided for and/or coordinated student representation on college committees in achieving this objective.
27. Provided for and/or assisted in organizing and/or served as advisor for a student government organization in achieving this objective.

28. Provided for and/or assisted in organizing and/or served as advisor for student organizations other than student government in achieving this objective.
29. Prepared and/or used an activity calendar in achieving this objective.
30. Participated in organizing and/or conducting and/or coordinating programs for students in achieving this objective.
31. Prepared materials for and/or used the college or student newspaper in achieving this objective.
32. Prepared and/or used posters in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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NOTE: For each category, the strategies numbered 1-24 are the same. Strategies numbered 25 and above are specific to the category. Please become thoroughly familiar with all the strategies in a category before you begin to list them on the guide. Please note the directions for adding strategies at the end of the listed strategies.

CATEGORY VII. STRATEGIES RELATED TO ACHIEVING STUDENT APPRAISAL OBJECTIVES

STRATEGY NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Corresponded with high school counselors in achieving this objective.
26. Provided for the evaluation of or evaluated student records (academic, medical, etc.) and/or test results in achieving this objective.
27. Administered tests to individual students in achieving this objective.
28. Administered tests to groups of students in achieving this objective.

- 29. Provided work experiences for students in achieving this objective.
- 30. Communicated verbally with faculty about a student's health problem in achieving this objective.
- 31. Sent written communication to faculty members about a student's health problem in achieving this objective.
- 32. Organized and/or maintained a file of student health records in achieving this objective.
- 33. Organized and/or maintained a file of information other than student health records in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not sepecific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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NOTE: For each category, the strategies numbered 1-24 are the same. Strategies numbered 25 and above are specific to the category. Please become thoroughly familiar with all the strategies in a category before you begin to list them on the guide. Please note the directions for adding strategies at the end of the listed strategies.

CATEGORY VIII. STRATEGIES RELATED TO ACHIEVING ADMINISTRATION OBJECTIVES

STRATEGY NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Provided for the publication and/or distribution of policy statements in achieving this objective.
26. Provided for staffing of student personnel services during evenings and/or on weekends in achieving this objective.
27. Organized and/or conducted programs to meet identified needs of the community in achieving this objective.

28. Participated in community organizations in achieving this objective.
29. Provided for student representatives to serve on college committees in achieving this objective.
30. Organized and/or conducted a "Student Government Day" in achieving this objective.
31. Arranged for students to work in administrative units of the college in achieving this objective.
32. Provided for a security force for patrolling the college in achieving this objective.
33. Consulted and/or worked with local law enforcement agencies in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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COMPUTATIONAL PROCEDURE FOR COST ANALYSIS OF
STUDENT PERSONNEL SERVICES STRATEGIES

- (1) use each guide to determine the respondent's cost for each strategy (respondent's annual salary multiplied by the percent of his/her time devoted to the strategy);
- (2) calculate the cost of each strategy by summing over respondents' cost of involvement in the strategy;
- (3) determine the cost of each strategy per FTE (divide the total by the number of full-time equivalent student cost of each strategy);
- (4) calculate the cost of an objective by summing all strategies utilized to achieve the objective;
- (5) calculate the total cost per FTE for the objective (divide the total cost of the objective by the number of full-time equivalent students).

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 25 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION