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

By

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

NOVA UNIVERSITY

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# TABLE OF CONTENTS

I. Title Page

II. Abstract

III. Table of Contents

IV. List of Tables

V. Introduction

VI. Background and Significance

VII. Procedures

VIII. Results

IX. Discussion and Implications

X. Recommendations - Final Questionnaire

XI. Appendix I - List of Potential Questions

XII. Bibliography

---

XIII. Appendix II - Tabulated Results of Pilot-Test

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XIV. Bibliography
LIST OF TABLES

TABLE I  QUESTIONNAIRE INTRODUCTION------------------------26
TABLE II  CURRENT KNOWLEDGE-----------------------------27
TABLE III  HOW THE COMMUNITY LEARNS ABOUT THE COLLEGE---29
TABLE IV  COMMUNITY CONTACT WITH THE COLLEGE---------31
TABLE V  COLLEGE'S IMPACT ON THE COMMUNITY----------32
TABLE VI  MEETING COMMUNITY NEEDS-----------------------33
TABLE VII  OBSTACLES LIMITING COMMUNITY INVOLVEMENT----35
TABLE VIII  FUTURE SERVICES-----------------------------36
TABLE IX  SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS-----------------------------38
TABLE X  COMMENTS BY RESPONDENTS----------------------42
Central Florida Community College (CFCC) is one of twenty-eight public community colleges in the Florida state system. It has as its legislative charge service to the citizens of Citrus, Levy, and Marion counties.

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

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

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

The purpose of this study was to conduct an investigation that would result in the development of a questionnaire which CFCC could use in conducting a community assessment survey.
throughout its service district. The product resulting from this study was a final 'ready to use' questionnaire as the study included provisions for pilot-testing the instrument and establishing validity and reliability.

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

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

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

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

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

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

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

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

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

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

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

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

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

In order for the committee to meet its two-fold purpose, it had to become involved with the general design of the survey before specific questions could be identified. Thus the following survey design items have already been recommended by the advisory committee and approved by the Office of Research...
1. Telephone interviews will be conducted on a systematic 10% random sample of residential phone numbers throughout CFCC's service district.

2. The design of each question must be directed toward enabling the college to meet the seven objectives previously outlined.

3. The chi square statistic will be used to test for statistical differences within racial, residential and age categories.

4. The questionnaire is intended to serve as the coding sheet in an effort to simplify the data processing procedure.

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

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

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

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

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

1. Begin with some easy impersonal questions. Do not ask for details like age, occupation, family and so forth until rapport has been well established.

2. Avoid putting ideas into the respondent's mind early in the interview, if you will need spontaneous responses on the same points later on.

3. Place checklist questions at the beginning, followed by all free answering questions and ending with a variety of projective devices.

4. Remember that free-response or open-ended questions, while giving respondents a lot of freedom, are easy to ask, difficult to answer, and still more difficult to analyze.

5. Consider the advantages of closed questions; they are easier and quicker to answer; they require no writing, and quantification is straightforward. This means that more questions
can be asked, within a given length of time and that more can be accomplished with a given sum of money. Disadvantages include the loss of spontaneity; they are sometimes less subtle than open-ended questions; the opportunity to probe is lost; and, some rapport may be lost if the choice of answers does not do justice to the respondent's ideas.

6. Incorporate some closed questions which require field-coding. In other words, only the question is read to the respondent and a set of possible answers is provided to the interviewer. This technique can reduce bias and force the respondent to rely on his memory.

7. Be aware that in wording a question sometimes 'prestige bias' can enter in e.g. some people will claim they read more than they do, deny buying magazines of dubious repute, buy shirts that are more expensive.

8. Pilot-test the questionnaire on about 50 people. This is the best way to assess a question. (Oppenheim, 1966, p. 37-47).

Carithers' suggestions regarding question design are:

1. Don't ask 'iffy' questions.

2. Don't ask a planted question to produce a favorable response.
3. Avoid asking questions you can answer without surveying.

4. Don't use the survey as a sales program.

5. Don't expect people to answer for other people. (Carithers, 1973, p. 20-21).

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

1. Carefully think through the survey process and identify the specific reasons for conducting the survey.

2. Begin with questions that establish rapport, i.e. questions which are unemotional and non-controversial.

3. After beginning with general questions, move into the more specific 'dangerous' questions. This process is known as the funnel approach.

4. An appropriate logical sequence for questions to follow would be to start with the past, move to the present and then to the future.

5. Avoid negative questions.

6. Do not assume the respondent understands what you are talking about. For instance, if you are talking about the "year 'round school program", the concept should be clearly defined.

7. Keep the survey short to avoid being over-whelmed with data (Thomas, Smith, Hall, 1972, p. 8-9).
Jacobs presents several suggestions for designing questions.

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

l. Be sure your answers are worded so that someone who disagrees with you can find an answer presenting his side of the issue.

m. Screen your items for 'All-American' words or 'dead give-away' words.

2. Pretesting

a. For pretesting, use subjects representative of your eventual target.

b. Ask your respondent to provide both an answer and a reason for the answer.

c. Ask whether there are other answers that could have been given.

3. One last look

a. Re-read each question, and apply the 'so what' criterion. (Will this information really make a difference to the decision maker?)

b. Re-examine each of the elements of information originally identified as necessary, and be sure that there is at least one question on each, and that the responses will provide a clear basis for that part of the decision.
c. Read the questionnaire as a whole to check that:

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

Morton's points on questionnaire design are as follows:

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

Sieber states emphatically that good questionnaire construction can only be achieved by extensive and deliberate field-testing. This should include:
1. Developing a checklist in order to evaluate each question, e.g., its appropriateness to the purpose of the survey, etc.

2. Interviewing respondents to get their general reactions to the survey and the type of questions asked.

3. Letting the questionnaire 'season'. Do not rush into developing a design. People planning the questionnaire need time to react to the questions and to give consideration to all aspects of survey construction (Sieber, 1973, p. 8-10).

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

With regard to reliability, some parts of the literature provide statistical formulas that may be used, other readings make no mention of formulas but suggest that the 'pilot-test' process will be sufficient and will identify any unreliable questions. The vast majority of similar studies reviewed used
only the feedback received from the pilot-test. Re-testing the questionnaire, then comparing the responses was an acceptable method; however, the literature did not indicate any specific percentage or other approach that should serve as a guideline in establishing a reliability criterion.

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

A list of the questions is included in the Appendix.

The specific surveys from which questions were drawn were:

1. Broward Community College Survey of Black Constituency, Ft. Lauderdale, Florida
2. Cerritos College Survey, Salem, Oregon
3. Chemeketa College Survey, Norwalk, California
4. Coast Community College District Survey, Costa Mesa, California
5. Florida Junior College at Jacksonville Survey, Jacksonville, Florida
6. Frostburg State College Survey, Frostburg, Maryland
7. Harrisburg Area Community College Survey, Harrisburg, Pennsylvania
8. Kansas City Metropolitan Junior College District Survey, Kansas City, Missouri
9. McLennon Community College Survey, Waco, Texas
10. Napa Junior College Survey, Napa, California
11. San Diego Community College District Survey, San Diego, California
12. West Valley Junior College Survey, San Francisco, California

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

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

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

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

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

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

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

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

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

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

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

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

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

STEP IX

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

a. alert the respondent to the pilot-test,

b. time each interview,

c. conduct the interview,

d. solicit comments the respondent might have about the survey or any of the questions asked.

STEP X

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

STEP XI

Comments regarding the results of the pilot-test were shared with the advisory committee. Minor modifications which resulted from the pilot-test were incorporated in the questionnaire, after which the
questionnaire was typed in its final form.

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

Step X was designed to establish questionnaire reliability.

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

1. There may be some questions which, in the strictest sense, do not lend themselves to a telephone survey.

2. There are a limited number of free response-type questions which may not allow the respondent to fully express himself.

3. There is little opportunity for the interviewer to probe further into any given subject area as the closed-ended question has been used throughout.

4. The 'panel of experts' or advisory committee's input and recommendations effecting the development of the questionnaire was limited by the range of experience.
and expertise of the committee.

5. There may be some difficulty in respondents understanding of the meaning of such educational terminology as 'academic', 'vocational' or 'adult education'.

6. Because of the choice of some words, types of questions or question structure, there may be some bias in the responses received.

7. The reliability criterion was arbitrarily established.

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

1. Each question included in the survey would be designed to not only meet one of the seven stated survey objectives but would be appropriate in content, substance and format for use in a telephone interview survey which CFCC will conduct in the fall of 1977.

2. The consistent use of the 'closed-ended' question versus the 'free response', by permitting a sufficient range of responses, would enable the respondent to convey his opinions in a satisfactory manner.

3. The procedures for developing the questionnaire, along with the frequent use of the closed-ended question, has greatly reduced any bias that might have seriously effected the results received.
4. The procedures followed in the design of the questionnaire were sufficient to test the validity and reliability of the survey instrument.

5. Although there is always the possibility of the respondent answering a question he really does not understand, the assumption was that the pilot-test would uncover any serious difficulty in this regard. Thus, the questionnaire would be changed accordingly.

6. The survey advisory committee had appropriate experience, expertise, and interest to serve as a qualified group to judge the validity of the survey instrument.

7. The length of the questionnaire was short enough to maintain rapport with the respondent.

8. Although arbitrary, the established reliability criterion was appropriate for this study.

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

**CFCC COMMUNITY or CFCC SERVICE DISTRICT** - This term refers to all the people residing in the Florida counties of Citrus, Levy, and Marion. This three-county area has been officially designated by the Florida State Legislature as CFCC's service district.
COMMUNITY ASSESSMENT SURVEY - This term refers to the methods and techniques involved in the gathering of knowledge, attitudes, and perceptions held by the public about Central Florida Community College.

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

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

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

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

SURVEY or SURVEY INSTRUMENT or QUESTIONNAIRE - These terms represent a listing of instructions, questions, and responses used by the interviewer in conducting the telephone interviews.
SYSTEMATIC RANDOM SAMPLE - This is a method of selecting the sample of telephone numbers to be called in the fall survey. The intent will be to contact every 10th residential number in order to achieve the desired 10% sample. Since the telephone directory is listed alphabetically, this approach should be sufficient to provide a random sample.

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

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

1. confirmed the need for the seven objectives as previously approved by the Office of Research and Development;

2. helped to re-arrange the order of the objectives which, in turn, resulted in the order of questions in the pilot-test instrument.

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

Approximately two weeks later 19 telephone calls were made to contact 15 of the original 62 respondents for a response rate of 79%. The respondents were informed that, as the college was still in the process of making up its questionnaire, it was necessary to ask the questions again in order to determine how reliable the questions were. In com-
paring the respondents' first and second set of responses for each question, the results showed that the responses were identical at a rate greater than the 66% reliability criterion established for this study. Factual questions were high and opinion questions were low. A 100% rate was obtained on several factual questions; whereas, the lowest rate was 68% on question number 12, the overall reliability rate for the entire questionnaire was in excess of 93%.

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

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

QUESTIONNAIRE INTRODUCTION

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

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

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

RESULTS

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

**OBJECTIVE**

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

**QUESTION 1**

"Please give me the specific location of CFCC?"

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

**RESULTS**

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

**QUESTION 2**

"Does CFCC offer:

1. ____-yes  2. ____-no  3. ____-not sure

1. ___Academic Course
2. ___Vocational Courses
3. ___Adult Education Courses
4. ___Courses for students who don't have a high school diploma
5. ___Library services to the general public
6. ___Job placement services
7. ___Financial Aid for Students
8. ___Recreational facilities for public use
9. ___Childcare service for enrolled students
10. ___Academic courses for high school students
11. ___TV courses
12. ___Free cultural activities for the public"
TABLE II (Continued)

CURRENT KNOWLEDGE

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

**HOW THE COMMUNITY LEARNS ABOUT THE COLLEGE**

<table>
<thead>
<tr>
<th><strong>OBJECTIVE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How people receive information about the college, its offerings, and its programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>QUESTION 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Where do you get most of your information about CFCC?&quot;</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>RESULTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There was no difficulty with any part of the question.</td>
</tr>
<tr>
<td>2. The &quot;other&quot; category resulted only in miscellaneous items and did not produce any response which would indicate the need to expand the choices.</td>
</tr>
<tr>
<td>3. One &quot;no response&quot; was received although this item was not listed as a coding option.</td>
</tr>
<tr>
<td>4. Two respondents gave two answers as they considered the two options they selected about the same.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>QUESTION 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Can CFCC best provide you with information about the College by:&quot;</td>
</tr>
</tbody>
</table>

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

HOW THE COMMUNITY LEARNS ABOUT THE COLLEGE

RESULTS

1. There was no apparent difficulty in respondents' understanding or interpreting this question.

2. Four (4) additional items were listed, although no "other" coding response was available.

3. Although two (2) "no responses" were received, there was no coding response available.

4. Fifteen (15) respondents felt the need to list two items.
### TABLE IV

**COMMUNITY CONTACT WITH THE COLLEGE**

**OBJECTIVE**

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

**QUESTION 5**

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

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

**RESULTS**

1. There was no difficulty with any aspect of this question.

2. Two (2) "no responses" were received and no coding category was available.

**QUESTION 6**

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

1. Library  8. Lectures
3. Community Concerts  10. Meeting rooms
4. Community Band  11. Adult Education course
5. Community Chorus  12. Vocational course
6. Tennis Courts  13. College level course?"

**RESULTS**

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

**COLLEGE'S IMPACT ON THE COMMUNITY**

#### OBJECTIVE

What impact the college has had on the community.

#### QUESTION 7

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

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

#### RESULTS

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

#### QUESTION 8

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

1. Positive
2. Neutral
3. Negative?"

#### RESULTS

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

## MEETING COMMUNITY NEEDS

### OBJECTIVE

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

### QUESTION 9

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

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

### RESULTS

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

### QUESTION 10

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

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

### RESULTS

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

MEETING COMMUNITY NEEDS

RESULTS (continued)

2. The "other" category did not identify any unusual reason.

3. One "no response" was received and no category was available for coding.
<table>
<thead>
<tr>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the major obstacles are which have prevented the community from taking advantage of the college's services in the past.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How important would each of the following items be to you in deciding whether to take courses at CFCC?&quot;</td>
</tr>
<tr>
<td>1-important</td>
</tr>
<tr>
<td>4-no opinion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The responses did indicate that people have definite ideas on this question, and the question is able to easily identify respondents' opinions</td>
</tr>
<tr>
<td>2. No difficulty was experienced with the wording or coding of the question.</td>
</tr>
</tbody>
</table>
### TABLE VIII

#### FUTURE SERVICES

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What services the college should emphasize and provide in the future.</td>
</tr>
</tbody>
</table>

#### QUESTION 12

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

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

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

#### RESULTS

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

<table>
<thead>
<tr>
<th>RESULTS (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The results of the pilot-test did not indicate any other problems, the coding arrangements was satisfactory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 13</th>
</tr>
</thead>
</table>
| "Please indicate any area in which you might be interested in receiving some occupational training."

<table>
<thead>
<tr>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thirty-seven (37) different courses and programs were mentioned; no system of coding was available.</td>
</tr>
<tr>
<td>2. There were no other aspects of the question that presented any concern.</td>
</tr>
</tbody>
</table>
**TABLE IX**

**SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS**

<table>
<thead>
<tr>
<th>QUESTION 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;In general, your over-all rating for CFCC would be...&quot;</td>
</tr>
<tr>
<td>1. Excellent</td>
</tr>
<tr>
<td>2. Good</td>
</tr>
<tr>
<td>3. Average</td>
</tr>
<tr>
<td>4. Fair</td>
</tr>
</tbody>
</table>
| 5. Poor."

**RESULTS**

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

<table>
<thead>
<tr>
<th>QUESTION 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Finally, I need to ask you a few more questions that will help the College plan its services for many different kinds of people. ...How long have you lived in this area?&quot;</td>
</tr>
<tr>
<td>1. less than 1 year</td>
</tr>
<tr>
<td>2. 1-4 years</td>
</tr>
<tr>
<td>3. 5-10 years</td>
</tr>
<tr>
<td>4. over 10 years</td>
</tr>
</tbody>
</table>

**RESULTS**

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

<table>
<thead>
<tr>
<th>QUESTION 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;What kind of work do you do?&quot;</td>
</tr>
<tr>
<td>1. professional and technical</td>
</tr>
<tr>
<td>2. manager/administrator (except farms)</td>
</tr>
<tr>
<td>3. salesworker</td>
</tr>
<tr>
<td>4. clerical worker</td>
</tr>
<tr>
<td>5. craftsman/kindred worker</td>
</tr>
<tr>
<td>6. operative</td>
</tr>
<tr>
<td>7. non-farm laborer</td>
</tr>
<tr>
<td>8. service worker</td>
</tr>
<tr>
<td>9. farm worker</td>
</tr>
<tr>
<td>10. housewife</td>
</tr>
<tr>
<td>11. student</td>
</tr>
<tr>
<td>12. unemployed</td>
</tr>
<tr>
<td>13. retired</td>
</tr>
<tr>
<td>14. Other</td>
</tr>
</tbody>
</table>
TABLE IX (continued)

SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS

<table>
<thead>
<tr>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The interviewer had little difficulty in determining which &quot;Dictionary of Occupational Titles&quot; category in which to place each respondent.</td>
</tr>
<tr>
<td>2. The question was direct and easily understood.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the highest grade you completed in school?</td>
</tr>
<tr>
<td>1. 8th grade or below</td>
</tr>
<tr>
<td>2. 9th-12th grade</td>
</tr>
<tr>
<td>3. Graduated from high school</td>
</tr>
<tr>
<td>4. Attended college or vocational school</td>
</tr>
<tr>
<td>5. Graduated from community or junior college</td>
</tr>
<tr>
<td>6. Graduated with bachelors degree or above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The question was satisfactory and understood by the respondents.</td>
</tr>
<tr>
<td>2. A problem did arise in coding because some people had attended vocational school while in high school or they left high school before graduation and were admitted into a vocational school.</td>
</tr>
<tr>
<td>3. Three (3) respondents chose not to answer this question and no coding category was available.</td>
</tr>
</tbody>
</table>
### QUESTION 18

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

<table>
<thead>
<tr>
<th></th>
<th>1 16-19</th>
<th>5 45-64</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>20-24</td>
<td>6 65 or over</td>
</tr>
<tr>
<td>3</td>
<td>25-44</td>
<td>7 no answer</td>
</tr>
</tbody>
</table>

**RESULTS**

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

### QUESTION 19

"Your race is ..."

<table>
<thead>
<tr>
<th></th>
<th>1 White</th>
<th>4 No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Black</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Other minority</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No answer</td>
<td></td>
</tr>
</tbody>
</table>

**RESULTS**

All aspects of the question were satisfactory.

### QUESTION 20

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

<table>
<thead>
<tr>
<th></th>
<th>1 Below $5,000</th>
<th>5 $15,001 to $25,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$5,000 to $7,500</td>
<td>6 $25,001 and over</td>
</tr>
<tr>
<td>3</td>
<td>$7,501 to $10,000</td>
<td>7 Does not know</td>
</tr>
<tr>
<td>4</td>
<td>$10,001 to $15,000</td>
<td>8 No answer</td>
</tr>
</tbody>
</table>

**RESULTS**

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

SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS

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

### QUESTION 21

**Interviewer, what is the respondent's sex?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>male</td>
</tr>
<tr>
<td>2</td>
<td>female</td>
</tr>
</tbody>
</table>

**RESULTS**

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

### QUESTION 22

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

**RESULTS**

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

<table>
<thead>
<tr>
<th>Actual statement as used in Pilot-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Are there any comments you would like to make about this survey or any of the questions which we asked?... Thank you for cooperating with us. Your answers will be helpful to the college in its future planning.&quot;</td>
</tr>
</tbody>
</table>

RESULTS

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

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

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

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

The pilot-test instrument consisted of several types of questions, i.e. closed-ended questions, open-ended questions, and closed-ended questions requiring field coding. As the literature suggested, the questions were arranged so that easy, factual questions were asked first, followed by opinion questions, followed by such questions as race, income, and age. Thus, the interviewer was able to quickly establish rapport with the respondent. The arrangement of the seven objectives for the study enabled the questionnaire to begin with the past/present and move toward the future.
The length of the questionnaire does not seem to be unrealistic; the average interview time was fourteen minutes.

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

There was some inconsistency between the use of 'no response' and 'no opinion' with the inadvertent omission of the 'no response' category on many questions. The results point to the fact that one category, e.g. 'no response' should be used throughout and is an appropriate item for nearly every question. Also, the phrases 'academic courses' and 'TV courses' caused some difficulty and required re-phrasing.

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

It is felt that coding was unnecessary for any general comments received at the end of the questionnaire. The pilot-test showed low response to the request for comments and no comment was received that would effect planning or future service (see Appendix). During the fall survey
comments could be reviewed individually and any having
direct bearing on the college's future services could be
listed in its complete form.

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

 Authorities recognized that validity is more difficult
to determine and obtain than reliability, although both are
interrelated and essential for a questionnaire to yield
accurate results in which an institution could place confid-
cence. The author believes that, as a result of the pro-
cedures and methods used in developing this questionnaire,
a reasonably high degree of validity and reliability are
evident in the final product (questionnaire) produced by
this study.
THE FOLLOWING QUESTIONNAIRE IS BEING RECOMMENDED TO THE CFCC ADMINISTRATION FOR THEIR USE IN CONDUCTING A COMMUNITY ASSESSMENT SURVEY IN THE FALL OF 1977
Hello! I'm (Interviewer's name) with Central Florida Community College. We are trying to find out what the residents of (County) County know about the Community College and what services the College should offer in the future. I would like to ask for a few minutes of your time to answer some questions about the College.

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

<table>
<thead>
<tr>
<th>1) &quot;Please give me the specific location of CFCC?&quot;</th>
<th>2) &quot;Does CFCC offer: 1-Yes 2-No 3-Not sure 4-No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes, specifically (Rt. 200)</td>
<td>1 College level courses</td>
</tr>
<tr>
<td>2 Yes, generally (Ocala)</td>
<td>2 Vocational courses</td>
</tr>
<tr>
<td>3 Uncertain</td>
<td>3 Adult Education courses</td>
</tr>
<tr>
<td>4 Incorrect location</td>
<td>4 Courses for students who don't have a high school diploma</td>
</tr>
<tr>
<td>5 Did not know</td>
<td>5 Library services to the general public</td>
</tr>
<tr>
<td>6 No response</td>
<td>6 Job Placement services</td>
</tr>
<tr>
<td></td>
<td>7 Financial Aid for students</td>
</tr>
<tr>
<td></td>
<td>8 Recreational facilities for public use</td>
</tr>
<tr>
<td></td>
<td>9 Childcare services for enrolled students</td>
</tr>
<tr>
<td></td>
<td>10 Academic courses for high school students</td>
</tr>
<tr>
<td></td>
<td>11 Courses offered on television</td>
</tr>
<tr>
<td></td>
<td>12 Free cultural activities for the general public</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3) &quot;Where do you get most of your information about CFCC?&quot;</th>
<th>4) &quot;Can CFCC best provide you with information about the College by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Discussion with friends</td>
<td>1 Sending you a College Catalog</td>
</tr>
<tr>
<td>2 Discussion with students</td>
<td>2 Putting your name on a mailing list to receive periodic newsletters</td>
</tr>
<tr>
<td>3 Local radio station</td>
<td>3 Publicizing more news articles in the local paper</td>
</tr>
<tr>
<td>4 Local newspaper</td>
<td>4 Letting you talk with a counselor on campus</td>
</tr>
<tr>
<td>5 Other (specify)</td>
<td>5 Presenting information over the radio and television?</td>
</tr>
<tr>
<td>6 No response</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5) &quot;Do you attend events at CFCC such as music concerts, plays, sports events, lectures...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Frequently</td>
</tr>
<tr>
<td>2 Occasionally</td>
</tr>
<tr>
<td>3 Almost never</td>
</tr>
<tr>
<td>4 Have never attended any event</td>
</tr>
<tr>
<td>5 No response</td>
</tr>
</tbody>
</table>
1) "Have you ever attended or made use of any of the following at CFCC:
   1-Yes  2-No  3-No response
   1. Library
   2. Plays
   3. Community Concerts
   4. Community Band
   5. Community Chorus
   6. Tennis Courts
   7. Handball/racquet courts
   8. Lectures
   9. Films
   10. Meeting rooms
   11. Adult Education Course
   12. Vocational Course
   13. College level course"

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

3) "Have most of the opinions you have heard about the College been...
   1. Positive
   2. Neutral
   3. Negative"

5) "Do you feel that the courses and programs CFCC is currently offering are meeting the needs of the people in the area?"
   1. Definitely, Yes
   2. For the most part, Yes
   3. For the most part, No
   4. Definitely, No
   5. No response

0) "What do you feel is the most important reason that most students attend CFCC?
   1. Low cost
   2. Close to home
   3. Good reputation
   4. Small size of College
   5. Specialized program
   6. Other (Specify)
   7. No response

11) "How important would each of the following items be to you in deciding whether to take courses at CFCC?
   1. Important, 2. Of little importance
   3. Undecided, 4. No response
   1. Distance of travel to course
   2. Amount of work required
   3. Employer's encouragement to enroll
   4. Friends are also enrolling
   5. Length of program
   6. Prestige of college
   7. Availability of transportation
   8. Offered during working hours
   9. Offered after working hours
   10. Availability of child care
   11. Cost of tuition and books
   12. Enjoyability of course"

12) "If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?
   1. Yes, 2. No 3. Undecided
   4. No response
   1. Classes during the daytime
   2. Classes during the evening
   3. Classes on Saturday
   4. Vocational classes
   5. Adult Education classes
   6. College level classes
   7. Courses offered on television
   8. Arts/craft type courses
   9. Classes lasting 2-6 weeks
   10. One or two day seminars
   11. Correspondence courses
   12. Courses by newspaper
   13. Off-campus classes
   14. College level classes for high school seniors
   15. Academic counseling
   16. Job and career counseling
   17. Job placement services"

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

14) "In general, your over-all rating for CFCC would be...
   1. Excellent
   2. Good
   3. Average
   4. Fair
   5. Poor
   6. No response"
"Finally, I need to ask you a few more questions that will help the College plan its services for many different kinds of people."

15) "How long have you lived in this area?"
   1___ less than 1 year
   2___ 1-4 years
   3___ 5-10 years
   4___ over 10 years
   5___ No response

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

20) "And finally, an optional question. Is your family income...
...(Interviewer, try to guess and ask about that income group)
   1___ Below $5,000
   2___ $5,000 to $7,500
   3___ $7,501 to $10,000
   4___ $10,001 to $15,000
   5___ $15,001 to $25,000
   6___ $25,001 and over
   7___ Does not know
   8___ No response

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

END OF INTERVIEW

21) Interviewer, what is the respondent's sex?
   1___ male
   2___ female

22) Interviewer, what is the city in which the respondent lives?
   city_________________________
   telephone prefix______________
APPENDIX I

LIST OF POTENTIAL QUESTIONS

The following pages comprise a draft of sample questions that could be used in a community assessment survey. The questions have been categorized according to the seven objectives which have been established for the survey.

Please rate each question using the following scale;

I. Please indicate whether the question should be included in the survey.
   ______ Should definitely be included
   ______ Should probably be included
   ______ Uncertain
   ______ Should probably not be included
   ______ Should definitely not be included

II. Is the question clear and easy to understand?
   ______ Y = Yes
   ______ N = No

Please feel free to make any comments or suggestions in the margin beside each question.

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

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

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

- ___ Yes
- ___ No
- ___ Don't know

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

- ___ Yes
- ___ No
- ___ Don't know

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

- ___ Strongly agree
- ___ Agree
- ___ No opinion
- ___ Disagree
- ___ Strongly disagree
5. Which of the following kinds of education usually are provided by a community college?

- Four-year liberal arts degree
- The first two years (freshmen/sophomore) courses for possible transfer to a four-year college
- Vocational education
- I do not know

6. Are you aware that adult residents who do not have a high school diploma can take courses at CFCC?

- Yes
- No

7. About how much money would tuition be for a student who wishes to complete a two-year degree at CFCC?

- Less than $750
- $750 - $1,500
- $1,500 - $2,500
- $2,500 - $4,000
- Above $4,000

8. Students attend CFCC for many reasons. Could you give what you feel is the most important reason why most students attend CFCC?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

57
9. DOES CFCC OFFER:

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

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

<table>
<thead>
<tr>
<th></th>
<th>A great deal</th>
<th>Quite a lot</th>
<th>Some</th>
<th>Very little</th>
<th>Next to none</th>
</tr>
</thead>
</table>
11. WHAT IS YOUR OPINION OF THE QUALITY OF INSTRUCTION AT CFCC?
   [ ] Excellent
   [ ] Good
   [ ] Undecided
   [ ] Fair
   [ ] Poor
   [ ] Don't know

12. WHAT IS YOUR OPINION OF THE ACADEMIC STANDARDS AT CFCC?
   [ ] Excellent
   [ ] Good
   [ ] Undecided
   [ ] Fair
   [ ] Poor
   [ ] Don't know

13. PLEASE GIVE ME THE SPECIFIC LOCATION OF CFCC?
   [ ] Yes, specifically (Rt. No.)
   [ ] Yes, generally (Ocala)
   [ ] Uncertain
   [ ] Incorrect location
   [ ] Did not know
1. WHERE DO YOU GET MOST OF YOUR INFORMATION ABOUT CFCC?

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

- Discussion with friends
- Discussion with students
- Local radio station
- Local newspaper
- Other source

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

- Conversation with friends and neighbors
- Television
- Radio
- Local newspaper
- Organization to which you belong

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

- Send me a catalog
- Put my name on your mailing list to receive periodic newsletters
- Advertise in the local newspaper
- Let me talk with a Counselor on campus
- Present information over the radio or television
1. DO YOU ATTEND EVENTS AT CFCC? FOR EXAMPLE MUSIC CONCERTS, PLAYS, SPORTS EVENTS, LECTURES.

PLEASE CIRCLE ALL THAT APPLY:

______ Frequently
______ Occasionally
______ Almost never
______ Have never attended any event

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

PLEASE CIRCLE ALL THAT APPLY:

______ Yes ______ No Library
______ Yes ______ No Plays
______ Yes ______ No Community concerts
______ Yes ______ No Community band
______ Yes ______ No Community chorus
______ Yes ______ No Tennis courts
______ Yes ______ No Handball/racquet courts
______ Yes ______ No Lectures
______ Yes ______ No Film presentation
______ Yes ______ No Meeting rooms
______ Yes ______ No Adult Education course
______ Yes ______ No Vocational course
______ Yes ______ No College level course
1. HAVE MOST OF THE OPINIONS YOU HAVE HEARD ABOUT THE COLLEGE BEEN:

   _____Positive
   _____Neutral
   _____Negative

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

   _____Excellent
   _____Good
   _____Fair
   _____Poor
   _____No opinion

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

   _____Excellent
   _____Good
   _____Fair
   _____Poor
   _____No opinion

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

   _____Be your first choice
   _____Be your second choice
   _____Be your third choice
   _____Be a very unlikely choice
   _____Not be considered under any circumstances
4. WHICH OF THE REASONS BELOW WOULD BE THE BEST FOR ATTENDING A COMMUNITY COLLEGE INSTEAD OF A FOUR YEAR COLLEGE?

- Lower entrance requirements
- Wider range of programs to consider before choosing a career
- More personal attention from faculty and staff
- Lower tuition costs
- Close to home

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

- The student might lower his ambitions and not go farther than two years of college
- The student's chances of earning a degree would be lower
- Social opportunities for students are more limited
- The student body would not be as intelligent and the student would not realize how hard college was
- The level of instruction would be lower than at a four year college

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

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

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

I WOULD:

- Definitely make a contribution
- Probably contribute
- Might contribute
- Probably would not contribute
- Definitely would not contribute
1. DO YOU FEEL THAT THE COURSES AND PROGRAMS CFCC IS CURRENTLY OFFERING ARE MEETING THE NEEDS OF THE PEOPLE IN THE AREA?

- Definitely, Yes
- For the most part, Yes
- For the most part, No
- Definitely, No
- No opinion

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

- Excellent
- Good
- Undecided
- Fair
- Poor

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

- Very competent
- Reasonably competent
- About average
- Not too competent.
- Incompetent
4. CFCC has been growing at a satisfactory rate in size, reputation and excellence to serve the needs of this area.

Do you:

[ ] Strongly agree
[ ] Agree
[ ] Undecided
[ ] Disagree
[ ] Strongly disagree

5. Compared to other local institutions CFCC practices racial discrimination

[ ] Less than all other institutions in the area
[ ] Less than most
[ ] About the same
[ ] More than most
[ ] More than any other institution in this area

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

[ ] Low cost
[ ] Close to home
[ ] Good reputation
[ ] Small size of college
[ ] Specialized program
[ ] Other (specify)
1. PLEASE CHECK THOSE THINGS WHICH MIGHT KEEP YOU FROM TAKING A COURSE AT CFCC:

- Conflicts with my job
- Transportation
- Cost
- The idea that I have been away from school too long
- I do not see any benefits to taking a course at the college
- I just do not have the time
- It is too difficult to get started

Other, please list: ________________________________

______________________________

______________________________

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

PLEASE CIRCLE THE NUMBER THAT BEST INDICATES YOUR FEELINGS:

<table>
<thead>
<tr>
<th>Very important</th>
<th>Fairly important</th>
<th>Undecided</th>
<th>Of little importance</th>
<th>Of no importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distance of travel to program
Amount of work required
Employer's encouragement to enroll
Friends are also enrolling
Length of program
Prestige of college
Availability of transportation
Offered after working hours
Offered during working hours
Availability of child care
Cost of tuition and books
Enjoyability of course
1. For each item below, please give your opinion as to whether the item should be expanded, stay the same or cut back in the future.

Please number:

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

_____ Academic counseling
_____ Job and career counseling
_____ Social and recreational functions
_____ Job placement services
_____ Library books and facilities
_____ Retaining adults for new jobs and careers
_____ Cultural activities for the community such as plays, music concerts, lectures, movies, etc.
_____ Early admission for high school students
_____ Adult Education courses
_____ College transfer programs
2. FROM THE LIST BELOW, PLEASE GIVE YOUR OPINION AS TO HOW IMPORTANT YOU THINK IT IS FOR CFCC TO TRY TO DO.

PLEASE NUMBER:

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

______ Train students to be citizens
______ Train students to be parents
______ Train students to be consumers
______ Train students to be good neighbors
______ Train students to be wage earners
______ Train students to be scholars
______ Train students to be mentally healthy
______ Train students to be physically healthy
______ Train students to make good use of leisure time
______ Offer financial aid to students
______ Offer job placement to students
______ Offer co-curricular activities such as plays, concerts, lectures
______ Offer transfer programs to four year colleges and universities
Offer a pleasant environment for learning
Offer low tuition
Provide convenient locations for classes
Provide late afternoon classes
Provide Saturday classes
Provide Sunday classes
Provide learning opportunities for all adults regardless of educational background
Provide opportunities for physically handicapped
Provide opportunities for ethnic minorities
Provide vocational education
Provide child care facilities for parent learners
Provide general education
Provide remedial education
Provide opportunities for senior citizens and retirees
Provide excellent physical facilities
Advertise college programs
3. If you were to take some sort of class at CFCC in the future which of the following would you prefer?

Check more than one if you like.

- Day classes
- Evening classes
- Saturday classes
- Vocational classes
- Adult Education classes
- College credit classes
- TV classes
- Arts and crafts type courses
- Informal, short duration classes (2 to 6 weeks)
- One or two day seminars
- Correspondence courses
- Courses via newspaper
4. WHAT KIND OF INFORMATION ABOUT CFCC ARE YOU INTERESTED IN RECEIVING?

PLEASE CHECK ALL THAT APPLY:

- Credit courses offered
- Adult Education courses
- Vocational courses
- Sports news
- Plays, concerts, lectures, schedule information
- Individual student achievements
- Happenings with CFCC faculty and staff
- Other ________________________________

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

______________________________

______________________________

______________________________

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

- Yes
- No
- No opinion
7. WHAT COULD CFCC DO THAT WOULD DIRECTLY BENEFIT YOU IN SOME WAY?


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

____ Basic education
____ Supplemental income
____ Health related subjects
____ Hobby subjects
____ Recreational subjects
____ Community, world affairs
____ Consumer education, nutrition diets
____ Personal development subjects
____ Religion, spiritual development
____ Training for a new job
____ Ethnic appreciation
____ Physical fitness
9. WHERE SHOULD COURSES FOR OLDER ADULTS BE LOCATED?

PLEASE CIRCLE ALL THAT APPLY:

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

Other ________________________________

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

PLEASE CIRCLE ALL THAT APPLY:

- Transportation
- Health services
- Meals
- Employment assistance
- Recreation and social activities
- Financial aid
- Senior center or club
- Counseling
11. PLEASE INDICATE ANY AREA IN WHICH YOU MIGHT BE INTERESTED IN RECEIVING SOME OCCUPATIONAL TRAINING FOR YOUR PRESENT JOB OR A FUTURE JOB YOU MIGHT DESIRE.

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

- Make interesting presentations
- Clearly state the purposes of his teaching
- Provide for frequent class discussions
- Use a great many films and media aids
- Offer practical "hands on" experiences
1. How would you rate the general appearance of the college's buildings and grounds?

- Excellent
- Good
- Fair
- Poor
- No opinion

2. What is your feeling as to where the best educational opportunities are in the area, are the best opportunities available for people who:

- Want college credits for a degree
- Desire some form of occupational training
- Desire basic skill training such as reading
- Desire courses for their own interest and entertainment
- Need training to improve their job qualifications and performance

3. In your opinion, the poorest educational opportunities in this area, or the least available, are those for people who:

- Want college credits for a degree
- Desire some form of occupational training
- Desire basic skill training such as reading
- Desire courses for their own interest and entertainment
- Need training to improve their job qualifications and performance
5. WHAT IS YOUR OPINION OF THE CONTRIBUTION CFCC HAS MADE TO THE CITRUS, LEVY, AND MARION COUNTY AREA?

CFCC HAS:

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

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

- [ ] Excellent
- [ ] Good
- [ ] Average
- [ ] Fair
- [ ] Poor
SEX: ______ Male ______ Female

RACE: ______ White American ______ Black American ______ Other

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

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

LENGTH OF RESIDENCE: How long have you lived in Citrus, Marion, or Levy Counties?
_______ Less than 1 year
_______ 1 - 3 years
_______ 4 - 7 years
_______ 8 - 11 years
_______ Over 11 years

INCOME LEVEL: What was the total amount of money received by you and the adult members of your immediate family where you live during 1976 (before deductions)?
_______ Below $5,000 ______ $10,001 - $15,000
_______ $5,001 - $7,500 ______ $15,001 - $25,000
_______ $7,501 - $10,000 ______ $25,001+
EDUCATION: How far have you gone in school?

- 8th grade or below
- 9th - 12th grade
- Graduated from high school
- Attended college or vocational school
- Graduated from community or junior college
- Graduated with bachelors degree or above

OCCUPATION: What is your job?

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

__________
APPENDIX II

TABULATED RESULTS OF PILOT-TEST

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

March 21, 1977

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

2) "Does CFCC offer: 1-Yes, 2-No, 3-Not sure
<p>| Course                                      |</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Not Sure</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
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<td>9</td>
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<tr>
<td>3</td>
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<td>8</td>
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<td>3</td>
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<td>36</td>
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<tr>
<td>8</td>
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<td>8</td>
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<tr>
<td>3</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>
   | 3  | 58       | 268         | 10           | TOTAL

3) "Where do you get most of your information about CFCC"?
   | Source                                      |
   | No | Discussions with friends | 14 |
   | No | Discussions with students  | 6  |
   | No | Local radio station       | 6  |
   | No | Local newspaper           | 26 |
   | No | Other (specify)           | 11 |
   | No | Undecided                 | 11 |
   | No | No response               | 0  |
   | No | TOTAL                      | 64 |
4) "Can CFCC best provide you with information about the College by:

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

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

5. Frequently
21. Occasionally
5. Almost never
29. Have never attended any event"
2. No response
62. TOTAL

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

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

TOTAL

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

48. Be your first choice
3. Be your second choice
0. Be your third choice
3. Be a very unlikely choice
1. Not be considered under any circumstances."
0. Undecided
7. No response
62. TOTAL
8) "Have most of the opinions you have heard about the College been...

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>47</td>
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<tr>
<td>Neutral</td>
<td>7</td>
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<tr>
<td>Negative</td>
<td>2</td>
</tr>
<tr>
<td>Did not know</td>
<td>5</td>
</tr>
<tr>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely, Yes</td>
<td>34</td>
</tr>
<tr>
<td>For the most part, yes</td>
<td>18</td>
</tr>
<tr>
<td>For the most part, no</td>
<td>6</td>
</tr>
<tr>
<td>Definitely, No</td>
<td>10</td>
</tr>
<tr>
<td>No opinion</td>
<td>0</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low cost</td>
<td>24</td>
</tr>
<tr>
<td>Close to home</td>
<td>41</td>
</tr>
<tr>
<td>Good reputation</td>
<td>4</td>
</tr>
<tr>
<td>Small size of College</td>
<td>2</td>
</tr>
<tr>
<td>Specialized program</td>
<td>4</td>
</tr>
<tr>
<td>No opinion</td>
<td>1</td>
</tr>
<tr>
<td>Other (specify) Location, social factors, not ready for University, Gov't Grants</td>
<td>6</td>
</tr>
<tr>
<td>Undecided</td>
<td>82</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance of travel to course</td>
<td>1-Important</td>
<td>42</td>
</tr>
<tr>
<td>Amount of work required</td>
<td>2-Of little importance</td>
<td>14</td>
</tr>
<tr>
<td>Employer's encouragement to enroll</td>
<td>3-Undecided</td>
<td>3</td>
</tr>
<tr>
<td>Friends are also enrolling</td>
<td>4-No opinion</td>
<td>3</td>
</tr>
<tr>
<td>Length of program</td>
<td>1-Important</td>
<td>30</td>
</tr>
<tr>
<td>Prestige of College</td>
<td>2-Of little importance</td>
<td>24</td>
</tr>
<tr>
<td>Availability of transportation</td>
<td>3-Undecided</td>
<td>6</td>
</tr>
<tr>
<td>Offered during working hours</td>
<td>4-No opinion</td>
<td>6</td>
</tr>
<tr>
<td>Offered after working hours</td>
<td>1-Important</td>
<td>48</td>
</tr>
<tr>
<td>Availability of child care</td>
<td>2-Of little importance</td>
<td>26</td>
</tr>
<tr>
<td>Cost of tuition and books</td>
<td>3-Undecided</td>
<td>5</td>
</tr>
<tr>
<td>Enjoyability of course</td>
<td>4-No opinion</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
<td></td>
</tr>
</tbody>
</table>
If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred? 1 - Yes, 2 - No, 3 - Undecided, 4 - No opinion.

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
<th>No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes during the daytime</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes during the evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes on Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Education classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College credit classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts/crafts type courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes lasting 2-6 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On- or two day seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correspondence courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses by newspaper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College credit classes for high school seniors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job and career counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job placement services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Animal husbandry (2)
- Arts & crafts (2)
- Astronomy
- Auto mechanics (2)
- Behavior science
- Bookkeeping (2)
- Business (9)
- Chemistry
- Childcare
- Computer programming
- Cosmetology
- Dog grooming
- G.E.D
- General office work (2)
- German
- Health care
- Horticulture
- Librarian
- Make-up artist
- Nursing (4)
- Physical Education teacher
- Physics
- Piano
- Plant nursery
- Police work
- Pre-law
- Pre-medicine (4)
- Pre-veterinary (2)
- Real estate (2)
- Refrigeration
- Retarded kids - Speech
- Sewing
- Small engine repair
- Social work
- Welding
- No response (6)

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>26</td>
</tr>
<tr>
<td>Good</td>
<td>25</td>
</tr>
<tr>
<td>Average</td>
<td>6</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
</tr>
<tr>
<td>No opinion</td>
<td>3</td>
</tr>
<tr>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
</tr>
</tbody>
</table>
15) "How long have you lived in this area?"

<table>
<thead>
<tr>
<th>Duration</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>2</td>
</tr>
<tr>
<td>1-4 years</td>
<td>12</td>
</tr>
<tr>
<td>5-10 years</td>
<td>21</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>27</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and technical manager/administrator (except farm)</td>
<td>13</td>
</tr>
<tr>
<td>Salesworker</td>
<td>0</td>
</tr>
<tr>
<td>Clerical worker</td>
<td>3</td>
</tr>
<tr>
<td>Craftsman/kindred worker</td>
<td>1</td>
</tr>
<tr>
<td>Operative</td>
<td>1</td>
</tr>
<tr>
<td>Non-farm laborer</td>
<td>0</td>
</tr>
<tr>
<td>Service worker</td>
<td>7</td>
</tr>
<tr>
<td>Farm worker</td>
<td>12</td>
</tr>
<tr>
<td>Housewife</td>
<td>12</td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
</tr>
<tr>
<td>Unemployed</td>
<td>12</td>
</tr>
<tr>
<td>Retired</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>62</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th grade or below</td>
<td>6</td>
</tr>
<tr>
<td>9th - 12th grade</td>
<td>25</td>
</tr>
<tr>
<td>Graduated from high school</td>
<td>4</td>
</tr>
<tr>
<td>Attended college or vocational school</td>
<td>12</td>
</tr>
<tr>
<td>Graduated from community or junior college</td>
<td>2</td>
</tr>
<tr>
<td>Graduated with bachelors degree or above</td>
<td>10</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-19</td>
<td>6</td>
</tr>
<tr>
<td>20-24</td>
<td>3</td>
</tr>
<tr>
<td>25-44</td>
<td>23</td>
</tr>
<tr>
<td>45-64</td>
<td>20</td>
</tr>
<tr>
<td>65 or over</td>
<td>10</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>
19) "Your race is...

- 60 White
- 2 Black
- 0 Other minority
- 0 No response
- 62 TOTAL

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

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

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

- 21 Male
- 41 Female
- 62 TOTAL

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

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

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


