

A P P E N D I X B

V I C E P R E S I D E N T F O R S T U D E N T A F F A I R S

1. Student Opinion Survey Spring 1992
2. Results of Joliet Junior College Six-Year Student Opinion Survey
(With Spring 1992 Results)
3. 1991-92 Data Collection Form
4. Student Outcomes Assessment

OCTOBER, 1992

MEMORANDUM

JOLIET JUNIOR COLLEGE

DATE: July 10, 1992

TO: Don Bell
Russ Corey
Teri Cullen
Carolyn Engers
Cynthia Frierson
Alice Hunter
Vince McMahon
Keith Tillman

FROM: ^{RY} Robert Hauwiler

RE: Results of Spring 1992 Student Opinion Survey of
Selected Student Support Services

Attached are the results of the above survey activity. The first four pages give the results of the surveys distributed in the classroom. The fifth page provides the results of the surveys distributed by the offices. In a couple instances, the number of surveys returned were too small to analyze. The last page is a summary of the item dealing with overall satisfaction.

The purpose of the surveys was to determine levels of need, awareness and quality of the services. The survey development activity ran from January through March. After spring break, faculty were contacted to have surveys taken in the classrooms. The classes were selected to include a representative cross section of on-campus students with primarily day classes being surveyed. Because of the number of survey items, the instrument was divided into two segments, each dealing with six service areas or functions. Because the survey was given near the end of the term, the size of the sample, which was intended to be 100 for each segment, was less than expected because 1) many students had withdrawn from the classes, so that class count did not match attendance, and 2) the changes in the scheduled surveying of classes due to faculty illness, change in testing activity, and changes in my schedule. The latter caused postponement of survey activity and in two instances, cancellation because of interference with end of term instructional priorities. There were 77 students surveyed in the first segment and 50 surveyed in the second. These figures were inadequate in those instances where there was low use of the services such as minority enrollment, student services and activities, graduation and records.

A 4.0 scale was used with 4 = very important, etc. for the need section; 4 = yes, and 0 = no for the awareness section; and 4 = very good, etc. for the quality section.

In the quality section, if 3.0 or better is used to indicate superior quality, the following list indicates the unit and item.

Classroom Surveys

Admissions - accuracy of information

Health Services - understandable information, courtesy, availability, promptness, convenience

Placement - accuracy of information, understandable information

Student Services and Activities - availability, convenience

Advising - accuracy of information, knowledge of resources, knowledge of procedures, understandable information, referral to career resources

Registration - accuracy of knowledge, knowledge of procedures, knowledge of support services, understandable information, convenience, ability to make referrals

Graduation - accuracy of information, knowledge of resources, knowledge of procedures, courtesy, availability

Records - all items except referral to career resources

Office Surveys

Graduation - all items

Minority Enrollment - knowledge of support services, understandable information, courtesy, and promptness

Health Services - all items

In the quality section, if less than 2.5 is used to indicate less than superior quality, the following list indicates the unit and item.

Classroom Surveys

Counseling/Career Planning - availability and referral to career resources

Financial Aid - courtesy, availability, and promptness

Office Surveys

None

Recommendation Regarding the Future Survey Activity

1. For an in-depth review, the unit should define its on-going program goals and have the students evaluate the unit using the goals. For example, if a goal is to provide an effective course change (add-drop) service, that goal should be mentioned in the survey along with all other goals specific to the unit, not general items that apply to almost all other units. There is a need to use such general items (courtesy, promptness), use them but clearly tied to a goal.
2. For annual review, the general items can be used, but should be reduced 75%. A good model for survey content and distribution is that of Fox Valley Technical College in Wisconsin. See attached example.
3. The above suggestions are directly related to the JJC's program review activity and to activities of a college that embraces effective quality improvement processes to provide quality service to students and its own personnel and to develop and maintain a positive working climate.

Results of Spring 1992 Student Opinion Survey
of Selected Student Support Services

		Admissions		Athletics		Health Services	
		<u>Mean</u>	<u>No. Valid Responses</u>	<u>Mean</u>	<u>No. Valid Responses</u>	<u>Mean</u>	<u>No. Valid Response:</u>
A1.	Need	3.40	73	2.53	66	3.31	62
B.	Awareness						
	2. Office	3.85	72	3.48	63	3.48	63
	3. Purpose			3.52	63	3.65	60
	4. Location			3.37	62	3.34	59
	5. Would Recommend					3.69	35
	6. Friendly Atmosphere	3.76	68			3.68	31
	7. Served in Reasonable Time	3.77	66			3.63	31
	8. Questions Answered	3.72	65			3.63	30
	9. Appropriate Referrals	3.77	57				
	10. Accurate Referral's	3.76	54				
	11. Referral Provided Service						
	12. Easy to Locate						
	13. Area Comfortable/Adequate						
	14. Aware of Peak Periods						
	15. Referral						
	16. Used Referral						
C.	Quality						
	17. Accuracy of Information	3.16	69	2.73	40		
	18. Knowledge of Resources						
	19. Knowledge of Procedures	2.94	66				
	20. Knowledge of Support Services	2.80	60				
	21. Understandable Information	2.99	79			3.00	28
	22. Courtesy	2.76	70	2.64	44	3.10	29
	23. Availability	2.52	71			3.06	31
	24. Promptness	2.67	70			3.17	30
	25. Convenience					3.10	29
	26. Ability to Make Referrals						
	27. Referral to Career Resources						
	28. Knowledge of Athletic Programs			2.65	37		
	29. Variety			2.76	45		
	30. Scheduling			2.61	38		
	31. Facilities			2.57	37		
D.	Overall Satisfaction	2.78	69	2.69	39	3.07	29

**Results of Spring 1992 Student Opinion Survey
of Selected Student Support Services**

	Minority Enrollment		Placement		Student Services and Activities	
	<u>Mean</u>	<u>No. Valid Responses</u>	<u>Mean</u>	<u>No. Valid Responses</u>	<u>Mean</u>	<u>No. Valid Responses</u>
A1. Need	3.09	58	3.50	58	3.23	52
B. Awareness						
2. Office	3.36	56	3.59	59	3.56	52
3. Purpose	3.53	53	3.63	56	3.61	51
4. Location	3.31	55	3.48	56	3.46	50
5. Would Recommend			3.78	40		
6. Friendly Atmosphere	3.67	24	3.86	35		
7. Served in Reasonable Time			3.74	35		
8. Questions Answered			3.71	34	3.72	25
9. Appropriate Referrals	3.59	22	3.77	30	3.71	24
10. Accurate Referrals	3.50	22	3.70	30		
11. Referral Provided Service	3.52	21	3.81	32		
12. Easy to Locate						
13. Area Comfortable/Adequate						
14. Aware of Peak Periods						
15. Referral						
16. Used Referral						
C. Quality						
17. Accuracy of Information	2.74	23	3.03	34		
18. Knowledge of Resources	2.88	24	2.97	33		
19. Knowledge of Procedures						
20. Knowledge of Support Services	2.54	24	2.85	33		
21. Understandable Information	2.57	23	3.00	33		
22. Courtesy	2.68	25	2.91	32	3.04	26
23. Availability			2.81	31		
24. Promptness	2.78	23	2.87	30	3.00	25
25. Convenience	2.95	21	2.94	31		
26. Ability to Make Referrals						
27. Referral to Career Resources						
D. Overall Satisfaction	2.70	20	2.90	30	2.92	25

Results of Spring 1992 Student Opinion Survey
of Selected Student Support Services

	Counseling/ Career Planning		Advising		Registration	
	<u>Mean</u>	<u>No. Valid Responses</u>	<u>Mean</u>	<u>No. Valid Responses</u>	<u>Mean</u>	<u>No. Valid Response</u>
A1. Need	3.41	46	3.38	53	3.63	51
B. Awareness						
2. Office	3.82	49	3.82	50	3.94	48
3. Purpose	3.77	48	3.80	51	3.96	50
4. Location	3.69	48	3.75	51	3.94	50
5. Would Recommend	3.80	41	3.73	45	3.89	44
6. Friendly Atmosphere	3.89	38	3.81	42	3.76	46
7. Served in Reasonable Time	3.54	37	3.63	43	3.56	48
8. Questions Answered						
9. Appropriate Referrals	3.67	18	3.72	18	3.80	20
10. Accurate Referral's						
11. Referral Provided Service	3.67	18	3.65	17	3.80	25
12. Easy to Locate						
13. Area Comfortable/Adequate						
14. Aware of Peak Periods						
15. Referral	3.43	35	3.42	38	3.49	43
16. Used Referral	3.38	32	3.45	31	3.47	32
C. Quality						
17. Accuracy of Information	2.86	37	3.05	43	3.15	47
18. Knowledge of Resources/Areas	2.78	36	3.10	42	2.88	41
19. Knowledge of Procedures	2.83	36	3.05	41	3.24	45
20. Knowledge of Support Services	2.85	34	2.95	39	3.05	42
21. Understandable Information	2.97	37	3.02	43	3.09	47
22. Courtesy	2.83	39	2.93	42	2.74	46
23. Availability	2.46	39	2.67	42	2.69	45
24. Promptness	2.61	38	2.88	41	2.61	44
25. Convenience	2.61	38	2.75	40	3.00	43
26. Ability to Make Referrals	2.82	33	2.95	39	3.10	42
27. Referral to Career Resources	2.47	34	3.00	37	2.79	39
D. Overall Satisfaction	2.81	37	2.66	38	2.98	46

Results of Spring 1992 Student Opinion Survey
of Selected Student Support Services

	Graduation		Records		Financial Aid	
	<u>Mean</u>	<u>No. Valid Responses</u>	<u>Mean</u>	<u>No. Valid Responses</u>	<u>Mean</u>	<u>No. Valid Responses</u>
A1. Need	3.24	41	3.57	37	3.81	42
B. Awareness						
2. Office	3.44	41	3.68	40	3.88	43
3. Purpose	3.48	42	3.62	39	3.91	43
4. Location	3.31	42	3.55	40	3.84	43
5. Would Recommend	3.67	21	3.86	21	3.79	34
6. Friendly Atmosphere	3.72	18	3.81	21	3.61	31
7. Served in Reasonable Time	3.65	17	3.79	19	3.50	28
8. Questions Answered					3.48	28
9. Appropriate Referrals	3.50	10	3.63	8	3.67	21
10. Accurate Referral's					3.70	20
11. Referral Provided Service	3.60	10	3.60	10	3.65	20
12. Easy to Locate					3.90	30
13. Area Comfortable/Adequate					3.67	27
14. Aware of Peak Periods					3.90	29
15. Referral	3.38	16	3.32	19		
16. Used Referral	3.40	15	3.31	16		
C. Quality						
17. Accuracy of Information	3.00	16	3.32	19	2.97	34
18. Knowledge of Resources	3.00	15	3.18	17	2.85	27
19. Knowledge of Procedures	3.00	16	3.22	18	2.96	27
20. Knowledge of Support Services	2.80	15	3.25	16	2.50	24
21. Understandable Information	2.94	16	3.18	17	2.64	28
22. Courtesy	3.13	16	3.28	18	2.36	28
23. Availability	3.00	16	3.25	16	2.11	28
24. Promptness	2.94	16	3.35	17	2.04	28
25. Convenience	2.88	16	3.11	18	2.50	
26. Ability to Make Referrals	2.86	14	3.11	18		
27. Referral to Career Resources	2.92	13	2.94	18		
D. Overall Satisfaction	2.79	14	3.17	18	2.47	19

Results of Spring 1992 Student Opinion Survey
of Selected Student Support Services
Office Distributed Surveys

		Graduation		Minority Enrollment		Health Services	
		<u>Mean</u>	<u>No. Valid Responses</u>	<u>Mean</u>	<u>No. Valid Responses</u>	<u>Mean</u>	<u>No. Valid Responses</u>
A1.	Need	3.76	17	3.15	60	4.00	6
B.	Awareness						
	2. Office	3.88	17	3.40	63	4.00	6
	3. Purpose	3.94	17	3.36	61	4.00	6
	4. Location	3.71	17	3.29	62	4.00	6
	5. Would Recommend	3.86	16	3.62	21	4.00	6
	6. Friendly Atmosphere	4.00	17				6
	7. Served in Reasonable Time	3.88	17		19		
	8. Questions Answered						
	9. Appropriate Referrals	3.14	7	3.37	21		
	10. Accurate Referral's			3.33			
	11. Referral Provided Service	3.22	9	3.47	19		
	12. Easy to Locate						
	13. Area Comfortable/Adequate						
	14. Aware of Peak Periods						
	15. Referral	2.81	16				
	16. Used Referral	3.07	14				
C.	Quality						
	17. Accuracy of Information	3.47	15	2.81	16		
	18. Knowledge of Resources	3.13	15	2.94	16		
	19. Knowledge of Procedures	3.11	18				
	20. Knowledge of Support Services	3.31	16	3.00	14		
	21. Understandable Information	3.41	17	3.00	14	3.33	6
	22. Courtesy	3.31	16	3.00	15	3.67	6
	23. Availability	3.39	17				
	24. Promptness	3.33	17	3.21	14	3.83	6
	25. Convenience	3.28	17	2.93	15	3.33	6
	26. Ability to Make Referrals	3.31	16				6
	27. Referral to Career Resources	3.20	15				
D.	Overall Satisfaction	3.36	14	2.92	13	3.83	6

Student Service AreaOverall Satisfaction Rating:Segment I n=77

	<u>Classroom Survey</u>	<u>n</u>	<u>Office Survey</u>	<u>n</u>	<u>Combined</u>	
Admissions	2.78	69				
Athletics	2.69	39				
Health Services	3.07	29	3.83	6	3.20	35
Minority Enrollment	2.70	20	2.92	13	2.79	33
Placement	2.90	30				
Student Services Activities	2.92	25				

Segment II n=50

Counseling/Career Planning	2.81	37				
Advising	2.66	38				
Registration	2.98	46				
Graduation	2.79	14	3.36	14	3.08	28
Records	3.17	18				
Financial Aid	2.47	19				

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Admissions

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important,
C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Friendly atmosphere
4. Served in a reasonable amount of time
5. All questions answered
6. Referrals to another office were appropriate
7. Referrals to another office were accurate

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

8. Accuracy of information provided
9. Staff knowledge of procedures to be followed
10. Staff knowledge of related support services
11. Information provided was understandable
12. Courtesy and concern displayed
13. Availability of staff
14. Promptness of service provided
15. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Athletics

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important,
C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Aware of its purpose
4. Aware of its location

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

5. Accuracy of information provided
6. Staff knowledge of athletic programs and coaching
7. Variety of programs available
8. Courtesy and concern displayed
9. Scheduling of the various competitions/games
10. Facilities available for practice and games
11. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Health Service

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important, C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Aware of its purpose
4. Aware of its location
5. Would recommend to another student
6. Friendly atmosphere
7. Served in a reasonable amount of time
8. All questions answered

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

9. Information provided was understandable
10. Courtesy and concern displayed
11. Availability of staff
12. Promptness of service provided
13. Convenience of the hours when service is available
14. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Minority Enrollment

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important,
C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Aware of its purpose
4. Aware of its location
5. Friendly atmosphere
6. Referrals to another office were appropriate
7. Referrals to another office were accurate
8. Referrals to another office provided services needed

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

9. Accuracy of information provided
10. Staff knowledge of resources
11. Staff knowledge of related support services
12. Information provided was understandable
13. Courtesy and concern displayed
14. Promptness of service provided
15. Convenience of the hours when service is available
16. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Student Services and Activities

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important, C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Aware of its purpose
4. Aware of its location
5. All questions answered
6. Referrals to another office where appropriate

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

7. Courtesy and concern displayed
8. Promptness of service provided
9. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Placement

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important,
C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Aware of its purpose
4. Aware of its location
5. Would recommend to another student
6. Friendly atmosphere
7. Served in a reasonable amount of time
8. All questions answered
9. Referrals to another office were appropriate
10. Referrals to another office were accurate
11. Referrals to another office provided services needed

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

12. Accuracy of information provided
13. Staff knowledge of placement information and other resources
14. Staff knowledge of related support services
15. Information provided was understandable
16. Courtesy and concern displayed
17. Availability of staff
18. Promptness of service provided
19. Convenience of the hours when service is available
20. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Counseling/Planning

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important,
C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Aware of its purpose
4. Aware of its location
5. Would recommend to another student
6. Friendly atmosphere
7. Served in a reasonable amount of time
8. Referrals to another office were appropriate
9. Referrals to another office were accurate
10. Referrals to another office provided services needed

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

11. Accuracy of information provided
12. Staff knowledge of career planning
13. Staff knowledge of procedures to be followed
14. Staff knowledge of related support services
15. Information provided was understandable
16. Courtesy and concern displayed
17. Availability of staff
18. Promptness of service provided
19. Convenience of the hours when service is available
20. Staff ability to provide directions and make referrals
21. Referral to career resources
22. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Advising

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: **A=Very Important, B=Somewhat Important,
C=Important, D=Little Importance, E=No Importance**

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: **A = Yes, B = No**

2. Aware of its purpose
3. Would recommend to another student
4. Referrals to another office were appropriate
5. Referrals to another office were accurate
6. Referrals to another office provided services needed

C. Quality of Services

Rating Scale: **A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor**

7. Accuracy of information provided
8. Information provided was understandable
9. Courtesy and concern displayed
10. Availability of staff
11. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Registration

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important,
C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Aware of its purpose
4. Aware of its location
5. Would recommend to another student
6. Friendly atmosphere
7. Served in a reasonable amount of time
8. Referrals to another office were appropriate
9. Referrals to another office were accurate
10. Referrals to another office provided services needed

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

11. Accuracy of information provided
12. Staff knowledge of resources
13. Staff knowledge of procedures to be followed
14. Staff knowledge of related support services
15. Information provided was understandable
16. Courtesy and concern displayed
17. Availability of staff
18. Promptness of service provided
19. Convenience of the hours when service is available
20. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Graduation

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important,
C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Aware of its purpose
4. Aware of its location
5. Would recommend to another student
6. Friendly atmosphere
7. Served in a reasonable amount of time
8. Referrals to another office were appropriate
9. Referrals to another office were accurate
10. Referrals to another office provided services needed

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

11. Accuracy of information provided
12. Staff knowledge of resources
13. Staff knowledge of procedures to be followed
14. Staff knowledge of related support services
15. Information provided was understandable
16. Courtesy and concern displayed
17. Availability of staff
18. Promptness of service provided
19. Convenience of the hours when service is available
20. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Records

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important,
C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Aware of its purpose
4. Aware of its location
5. Would recommend to another student
6. Friendly atmosphere
7. Served in a reasonable amount of time
8. Referrals to another office were appropriate
9. Referrals to another office were accurate
10. Referrals to another office provided services needed

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

11. Accuracy of information provided
12. Staff knowledge of resources
13. Staff knowledge of procedures to be followed
14. Staff knowledge of related support services
15. Information provided was understandable
16. Courtesy and concern displayed
17. Availability of staff
18. Promptness of service provided
19. Convenience of the hours when service is available
20. Overall satisfaction with services received

**Spring 1992 - Student Opinion Survey
Of Selected Student Support Services**

I. Office: Financial Aid

Use the Op Scan sheet to record your responses, using a No. 2 pencil. If you have no opinion on an item, please leave response area blank.

A. Need for Services

Rating Scale: A=Very Important, B=Somewhat Important,
C=Important, D=Little Importance, E=No Importance

1. Rate the need for the services of this office using the above scale.

B. Awareness of Services

Rating Scale: A = Yes, B = No

2. Aware of the office
3. Aware of its purpose
4. Aware of its location
5. Would recommend to another student
6. Friendly atmosphere
7. Served in a reasonable amount of time
8. All questions answered
9. Referrals to another office were appropriate
10. Referrals to another office were accurate
11. Referrals to another office provided services needed
12. Office easy to locate
13. Office area comfortable and adequate
14. Aware office has peak periods at application, registration and payment deadlines.

C. Quality of Services

Rating Scale: A=Very Good, B=Good, C=Average, D=Poor, E=Very Poor

16. Accuracy of information provided
17. Staff knowledge of financial aid resources
18. Staff knowledge of procedures to be followed
19. Staff knowledge of related support services
20. Information provided was understandable
21. Courtesy and concern displayed
22. Availability of staff
23. Promptness of service provided
24. Convenience of the hours when service is available
25. Overall satisfaction with services received



R E G I S T R A T I O N

STUDENT SERVICES REPORT CARD. . .GIVE US A GRADE!

We would like to know what you think of the service you just received. What grade would you give us (circle grade).

Comments/Suggestions

=====

Knowledgeable staff	A	B	C	D	F	_____
Friendly & helpful staff	A	B	C	D	F	_____
Prompt service	A	B	C	D	F	_____
Easy-to-follow and logical forms	A	B	C	D	F	_____
Availability of printed materials & brochures	A	B	C	D	F	_____
Service environment	A	B	C	D	F	_____
Convenient office hours	A	B	C	D	F	_____
Overall service to you	A	B	C	D	F	_____

Date: _____ Time of Day: _____

Thanks! Please deposit in any suggestion box on campus.

Results of the Joliet Junior College
Six Year Student Opinion Survey
Based on a 4 point scale, 4 being the highest*

(Years 1986, 87, 88, and 89 are converted)

All Students	Fall	Fall	Fall	Fall	NCA Spg91	Fall	Spg
	1986	1987	1988	1989	1990	1991	1992
Admissions	2.80	2.76	2.80	2.78	2.83	2.76	2.78+
Registration	2.76	2.78	2.85	2.79	2.73	2.68	2.98+
Minority Affairs	2.70	2.70	2.70	2.75	2.80	2.79	2.70-
Academic Advising	2.67	2.62	2.67	2.57	2.80	2.68	2.66-
Counseling	2.78	2.79	2.70	2.73	2.82	2.75	2.81+
Financial Aid	2.42	2.54	2.82	2.80	2.83	2.83	2.47-
Veteran Affairs	2.51	2.84	2.80	2.85	2.84	3.12	
Information Center	2.74	2.88	2.81	2.93	2.85	2.83	
Career Planning	2.68	2.84	2.70	2.68	2.78	2.58	
Placement			2.73	2.72	2.76	2.55	2.90+
Cultural & Entertainment Programs	2.49	2.84	2.85	2.65	2.64	2.74	
Health Services			2.82	2.66	2.56	2.62	3.07+
Student Activities	2.43	2.63	2.68	2.50	2.56	2.75	2.92+
Athletics	2.03	2.70	2.45	2.55	2.73	2.43	2.69+
Child Care	2.91	2.98	2.89	2.84	2.93	3.02	
Data Distribution	2.54	2.72	2.45	2.50			
Transfer Center						2.80	
Records/Graduation						2.69	2.79+

* 4 = Excellent
3 = Good
2 = Adequate
1 = Inadequate

JA
8/28/92

Department

Month/Year

Joliet Junior College

DATA COLLECTION FORM

	Phone	Walk-in	Appointments	Correspondence	Group	Other	TOTAL
Admissions	10,881	4,006	0	73,998	0	0	88,885
Alumni	284	215	75	76,876	2,030	267	79,747
Athletics	11,018	6,395	2,298	8,654	0	5,115	33,480
Counseling	15,917	6,508	4,796	0	48	0	27,269
Data Distribution	4,444	2,248	45	19,828	1,142	590	28,297
Financial Aid	120,000	22,884	1,301	7,995	0	132	152,312
Health Services	1,352	1,105	34	2,189	50	856	5,586
Information Center	48,742	12,516	0	0	0	0	61,258
Minority Enrollment	895	271	377	6,960	90	0	8,593
Placement	1,998	2,415	217	40,208	30	117	44,985
Records	3,895	2,029	0	4,102	0	0	10,026
Records/Graduation	1,675	1,393	0	2,328	0	4,097	9,493
Registration	79,191	53,976	0	529	2,028	3,822	139,546
Student Services	4,224	1,846	232	6,853	37	0	13,192
** Transfer Center	1,269	567	148	9,605	248	75	11,912
Veterans	2,450	1,359	117	5,405	0	112	9,443
GRAND TOTAL	308,235	119,733	9,640	265,530	5,703	15,183	724,024

* REMINDER - Your Data Collection Forms are due no later than one week into the following month in order to finalize them in time for Staff Meetings. Thank you for your cooperation.

** Transfer was added to the Data Collection list in October, 1991.

III

SPECIFIC EXAMPLES OF STUDENT AFFAIRS EFFECTIVENESS AND STUDENT OUTCOMES

This section will be divided into two components. The first component will deal specifically with student affairs' effectiveness as it relates to institutional effectiveness and the second component will deal with student outcomes. It is suggested that minimally the student affairs professionals adapt measures and provide documentation which will be used to improve student support programs and provide accountability. In addition, they are encouraged to provide opportunities which impact on student learning outcomes. The achievement of this advanced phase establishes student development's role in the student assessment process.

A. MEASURING STUDENT AFFAIRS' EFFECTIVENESS

Student Affairs' effectiveness must, by design, be unique to each institution. As was mentioned earlier, the intricacy of the model must be linked to the institution's philosophy, mission, and goals.

STEPS FOR MEASURING STUDENT AFFAIRS' EFFECTIVENESS

The following steps may serve as a guide in developing your model:

1. Review your mission. Is it to enhance students' development?
2. Identify the student success indicators (example: student satisfaction and retention).

3. Specifically define student development goals for the division.
4. Identify the programs and services that are believed to deliver the department's developmental goals and objectives.
5. Select or design instruments and/or methods that measure those goals.
6. Analyze assessment information.
7. Share the assessment information.
8. Use the information for decision-making.
9. Re-examine the above steps and revise as necessary.

SUCCESS INDICATORS

The establishment of student success indicators keep the institution focused on providing appropriate programs and services. The success indicator of student satisfaction and retention may utilize a variety of measures and instruments. Several which may be initiated in the Student Development Division include:

1. Satisfaction of services as measured through surveys and student focus groups.
2. Identification of entering assessment and course placement measured through tracking reports and student profile surveys.
3. Achievement of student's intent/goal as measured through graduation rates (as mandated through the Student-Right-to-Know legislation), and employer follow-up surveys.

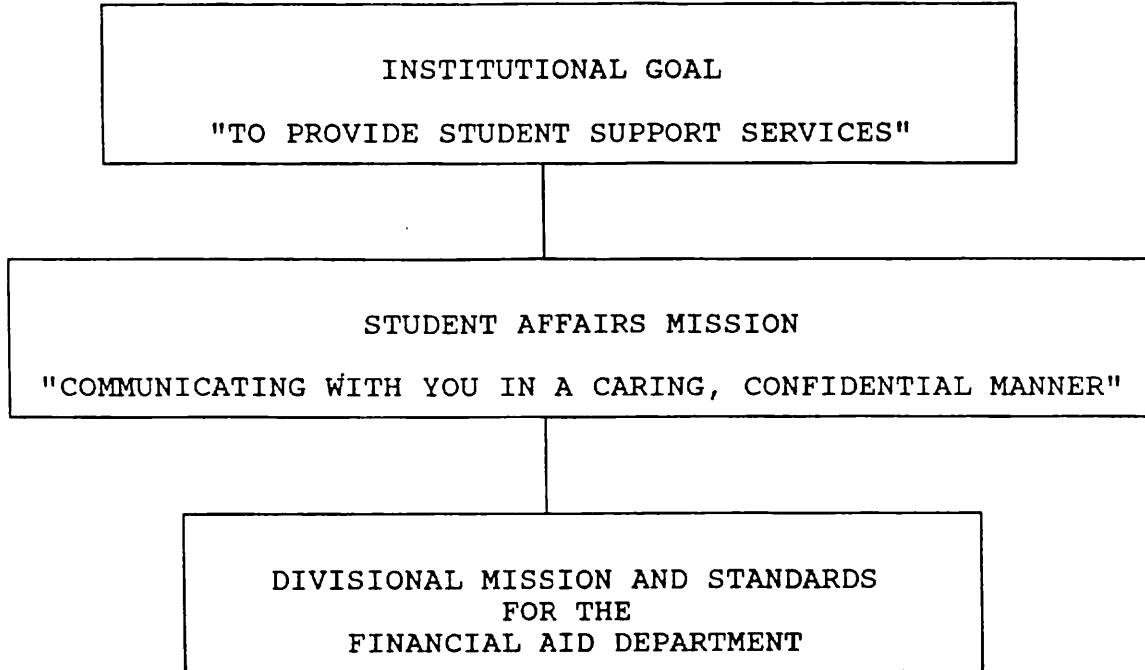
The following represents the portion of Joliet Junior College's Institutional Effectiveness Model which relates to the Student Affairs Division. Its purpose and legitimacy is tied to one of the institution's goal statements, i.e., "to provide student support services."

The process evolved over a period of six years. It began, as many others, by establishing a formal process of evaluation to determine the existing strengths and weaknesses of the division. With that benchmark analysis, the division established its' own mission and each department within the division developed both a mission statement and guidelines--all of which were related to the institutional goal of providing student support services. Evaluation mechanisms checked for satisfaction. In areas where concerns were noted, new department goals and objectives were implemented to continue on-going improvements.

INSTITUTIONAL FIT

The direction selected for student development must fit with the direction established through the goals of the institution. Each department within Student Affairs considers how their mission relates to the institution and then establishes appropriate standards. The following example, which highlights the Financial Aid Department, exemplifies this institutional fit.

THE INSTITUTIONAL FIT



FINANCIAL AID MISSION STATEMENT:

The Joliet Junior College Financial Aid Department is committed to the assistance of students and families in dealing with and understanding the complexities of educational aid and obtaining financial assistance. The office operates under a dedicated belief that students with defined financial need be granted informational access, sound expertise, and professional service.

FINANCIAL AID OFFICE STANDARDS:

1. Delivery of accurate information.
2. Complying with program regulations.
3. Providing sensitive and caring assistance.
4. Maintaining a high level of competence.

NOTE: Consider the relationship of each division's Mission and Standards to the "Student Affairs in Illinois Community Colleges: A Monograph"

MEASUREMENT

The measurement criteria may also be unique to the institution. It can be as simple as using a report card format such as the one used by Fox Valley Technical College (Figure A) or a more comprehensive approach as utilized by Joliet Junior College (Figure B). Both measure student satisfaction of the standards deemed important by the department within Student Development.

FIGURE A



VETERANS

STUDENT SERVICES REPORT CARD. . .GIVE US A GRADE!

We would like to know what you think of the service you just received. What grade would you give us (circle grade).

						Comments/Suggestions
=====						=====
Knowledgeable staff	A	B	C	D	F	_____
Friendly & helpful staff	A	B	C	D	F	_____
Prompt service	A	B	C	D	F	_____
Easy-to-follow and logical forms	A	B	C	D	F	_____
Availability of printed materials & brochures	A	B	C	D	F	_____
Service environment	A	B	C	D	F	_____
Convenient office hours	A	B	C	D	F	_____
Overall service to you	A	B	C	D	F	_____
Date: _____	Time of Day: _____					

Thanks! Please deposit in any suggestion box on campus.

Student Affairs Effectiveness Model

