

SUFFOLK COUNTY COMMUNITY COLLEGE (SCCC) ENTERING STUDENT SURVEY – 2001

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Suffolk County Community college (SCCC) Entering Student Survey – 2001

Section 1: Goals of the study.

The goals of this study are to: a) obtain information on students entering SCCC for the first time, b) identifying the reasons students choose to enroll at SCCC, c) describe the educational and career goals of entering students, and d) ascertain the role of socio-economic status and financial support in determining educational goals and making academic decisions.

Section 2: Methods.

Measures and Materials, The SCCC Office of Institutional Effectiveness (formerly the Office of Institutional Research and Assessment) designed a survey questionnaire to meet study goals and objectives. The instrument captures general demographic data (i.e., age, sex, ethnicity, marital status, whether or not the student is the parent or guardian of minor child/ren, campus of student matriculation – Eastern, Selden, Grant), more specific financial support and needs based demographics (i.e., family income, number of people supported by the household, hours of employment, enrollment in day or evening classes, type of schooling prior to present enrollment, and whether or not parents obtained bachelors degrees), and financial aid information. The instrument also assesses student goal commitment and certainty of purpose/choice, student perception of the quality of SCCC, and affinity of attitudes/values with SCCC, as well as the practical value of earning a degree at SCCC, and the potential impact of situational influences on getting a degree. It further evaluates student reasons for choosing, SCCC. The majority of this survey instrument was modeled after the American College Testing Program – Student Opinion survey, a form which has been shown to have both reliability and validity (Baliga, 1990; Mittelholtz & Noble, 1993). The Goal Commitment and Institutional Commitment scales were borrowed from Allen & Nora (1995) and Nora & Cabrera (1993) respectively.

The complete survey package contained questionnaires, a return envelope, a set of instructions for the teacher to follow in presenting the study and administering the survey, and a letter from the Office of Institutional Research, which teachers read aloud to the students, as per instructions, describing the purpose of the study and inviting students to participate.

Data collection. The study employed a survey methodology in which survey packages were distributed to instructors of daytime Freshman Seminar (CS15 and OS20) sections in the Fall 2001 Semester. Instructors read the letter of invitation and instruction to the students, had them fill out the questionnaires, collected the forms, and returned them in the provided envelope.

Response rate. Instructors of 132 daytime CS15 sections (73 Selden, 42, Grant, 17 Eastern) and eleven OS20 sections (7 Selden, 2 Grant, and 2 Eastern) received survey packages. Questionnaires were completed by 1640 students (478 Selden, 133 Eastern, 318 Grant) 711 students did not indicate campus. Of the returned questionnaires, 805 students provided valid ID numbers. From the ID numbers it was determined that these students were in fact first-time full-time students. Results of the study are based on these 805 students.

Sample. A demographic breakdown of the sample indicates that 56% of the respondents were female and 44% were male. The age of the respondents ranged from 15 to 54 with the highest proportion of students at all three campuses belonging to the “18-19” age group (87% over all three campuses). Minority students accounted for 21% of the sample (7% Black, 11% Hispanic/Latino, 2% Asian/Pacific Islander, less than 1% American Indian/Native Alaskan). Unmarried students represent 97% of the sample, and 4.2% of the sample are parents or guardians to minor children. For further breakdown of basic demographic information, see Table 1.

Needs and support demographics were examined to provide a more comprehensive description of the sample. Family income ranged from less than \$15,000 to \$65,000 or more annually. Within the sample, 73% of families earned \$30,000 or more annually (18% earned \$30,000 - \$44,999, 23% earned \$45,000 – \$64,999, and 32% earned \$65,000 or more). A majority of students’ households (student or student’s parents) supported fewer than four people (33% supported one person, 23% supported two people, and 19% supported three people). Although students in the sample carried full-time class schedules, only 11% were not employed. The largest proportion of students, 65%, worked part-time (5% worked 1-10 hours, 6% worked 11-15 hours, 16% worked 16-20 hours, 20% worked 21-25 hours, and 18% worked 26-30 hours). 80% of students in the sample attended classes during the day; less than 2% attended classes exclusively at night. Prior to entering SCCC, 96% completed only high school, 3% completed either a two-or four-year college, and less than 1% reported other schooling (i.e., military). Less than half of the students in the sample (34%) reported that their parents have bachelor’s degrees. Table 2 displays a further breakdown of needs and support financial information.

Table 3 addresses the use of specific financial aid sources. New York State TAP offers assistance to the largest proportion of students (25%). PELL Grants assist 10% of students. Federal SEOG and Federal Work Study ease the financial pressure of schooling expenses for fewer students (6% and 2% respectively). Stafford Student Loans help provide for the education of 7% of students in this sample.

Section 3: Results.

Table 1. SCCC Entering Student Survey–1997 First-time Full-time Students-Basic Demographic Information

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
Age Group (n=695)	Under 18	.6%	3.9%	.9%	1.2%
	18-19	93.7%	76.5%	80.0%	86.6%
	20-22	5.2%	11.8%	12.7%	8.7%
	23-24	.6%	0.0%	.9%	.6%
	25-34	0.0%	5.9%	3.6%	2.1%
	35-44	0.0%	0.0%	.9%	.3%
	45-54	0.0%	2.0%	.9%	.6%
Gender (n=695)	Female	52.3%	58.8%	59.1%	55.5%
	Male	47.7%	41.2%	40.9%	44.5%
Ethnicity (n=695)	White, non-Hispanic	82.2%	84.3%	56.4%	74.0%
	Black, non-Hispanic	2.9%	9.8%	11.8%	6.9%
	Hispanic	4.6%	2.0%	24.5%	10.7%
	Asian or Pacific Islander	2.3%	0.0%	.9%	1.5%
	American Indian or Native Alaskan	1.1%	0.0%	0.0%	.6%
	Non-resident Alien	6.9%	3.9%	6.4%	6.3%

Marital Status (n=372)	Unmarried (single, divorced, widowed)	99.2%	95.2%	95.5%	97.3%
	Married	0.0%	4.8%	3.4%	1.9%
	Separated	.8%	0.0%	1.1%	.8%
Are you the parent or guardian of a child(ren) 18 years old or younger? (n=372)	Yes	1.5%	7.0%	6.8%	4.2%
	No	98.5%	93.0%	93.2%	95.8%

Table2. SCCC Entering Student Survey – 2001 First-time Full-time Students – Demographic Information – Financial Support and Needs

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
People supported by Student or Student's Parent's (n=363)	One	40.5%	24.4%	26.7%	33.3%
	Two	16.8%	26.8%	31.4%	23.3%
	Three	16.8%	19.5%	20.9%	18.6%
	Four	9.2%	12.2%	10.5%	10.1%
	Five	5.3%	7.3%	4.7%	5.4%
	Six	8.4%	4.9%	3.5%	6.2%
	Seven	0.0%	0.0%	1.2%	.4%
	Eight	.8%	2.4%	1.2%	1.2%
	10 or more	2.3%	2.4%	0.0%	1.6%
Family Income (n=269)	\$0,000 to \$14,999	10.8%	13.3%	15.4%	12.7%
	\$15,000 to \$29,999	10.8%	26.7%	13.8%	14.2%
	\$30,000 to \$44,999	12.7%	23.3%	24.6%	18.3%
	\$45,000 to \$64,999	27.5%	13.3%	20.0%	22.8%
	\$65,000 or more	38.2%	23.3%	26.2%	32.0%
Hours/Week Employed this Semester (n=363)	None	10.9%	11.9%	10.5%	10.9%
	1 to 10	3.1%	7.1%	5.8%	4.7%
	11 to 15	6.3%	4.8%	7.0%	6.3%
	16 to 20	12.5%	21.4%	17.4%	15.6%
	21 to 25	23.4%	16.7%	15.1%	19.5%
	26 to 30	19.5%	14.3%	18.6%	18.4%
	31 to 35	10.9%	7.1%	11.6%	10.5%
	36 to 40	7.8%	9.5%	7.0%	7.8%
	More than 40 hours	5.5%	7.1%	7.0%	6.3%
Time Attending Classes (n=373)	Days	80.3%	74.4%	82.0%	79.9%
	Evenings	1.5%	2.3%	1.1%	1.5%
	Both days and evenings	18.2%	23.3%	16.9%	18.6%
Parents Graduated with BA (n=373)	Yes	34.6%	26.2%	37.1%	34.1%
	No	65.4%	73.8%	62.9%	65.9%
School Prior to SCCC (n=348)	High School	96.0%	100.0%	95.1%	96.4%
	Four-year college	3.2%	0.0%	3.7%	2.8%
	Vocational or Technical School	.8%	0.0%	1.2%	.8%

Table 3. SCCC Entering Student Survey – 2001 First-time Full-time Students-Financial Aid Information

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
No financial aid 9 N=445)	No	54.0%	66.7%	60.9%	58.2%
	Yes	46.0%	33.3%	39.1%	41.8%
NYS TAP (n=445)	No	82.2%	62.7%	70.0%	75.2%
	Yes	17.8%	37.3%	30.0%	24.8%
PELL(n=445)	No	93.7%	82.4%	87.3%	89.9%
	Yes	6.3%	17.6%	12.7%	10.1%
Federal SEOG (n=445)	No	96.0%	94.1%	90.0%	93.7%
	Yes	4.0%	5.9%	10.0%	6.3%
Federal Work Study (n=445)	No	97.1%	100.0%	98.2%	97.9%
	Yes	2.9%	0.0%	1.8%	2.1%
NYS Aid for Part-Time Study (n=445)	No	100.0%	100.0%	100.0%	100.0%
	Yes	0.0%	0.0%	0.0%	0.0%
Stafford Student Loan (FFELP) (n=445)	No	94.8%	90.2%	91.8%	93.1%
	Yes	5.2%	9.8%	8.2%	6.9%

Table 4. SCCC Entering Student Survey – 2001 First-time Full-time Students – Goal Commitment & Institutional Commitment Information

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
It is important for me to get a college degree. (n=341)	Strongly disagree	.8%	0.0%	3.6%	1.6%
	Disagree	0.0%	0.0%	1.2%	.4%
	Neutral	1.7%	7.5%	6.0%	4.1%
	Agree	14.0%	7.5%	12.0%	12.3%
	Strongly agree	83.5%	85.0%	77.1%	81.6%
It is important for me to finish my program of study. (n=335)	Strongly disagree	5.7%	7.5%	6.1%	6.1%
	Disagree	3.3%	2.5%	2.4%	2.9%
	Neutral	8.1%	15.0%	6.1%	8.6%
	Agree	23.6%	12.5%	18.3%	20.0%
	Strongly agree	59.3%	62.5%	67.1%	62.4%
I am strongly committed to achieving a college degree. (n=329)	Strongly disagree	.8%	2.6%	1.3%	1.3%
	Disagree	0.0%	2.6%	3.8%	1.7%
	Neutral	10.0%	10.5%	3.8%	8.1%
	Agree	25.8%	28.9%	24.4%	25.8%
	Strongly agree	63.3%	55.3%	66.7%	63.1%
I think getting a college degree is a good goal.(n=338)	Strongly disagree	2.5%	2.6%	2.4%	2.5%
	Neutral	3.3%	5.3%	7.2%	5.0%
	Agree	25.6%	39.5%	15.7%	24.4%
	Strongly agree	68.6%	52.6%	74.7%	68.2%

When I commit to a goal, I achieve it. (n=332)	Strongly disagree	0.0%	2.6%	1.2%	.8%
	Disagree	3.3%	7.9%	0.0%	2.9%
	Neutral	30.8%	23.7%	37.3%	32.0%
	Agree	37.5%	42.1%	27.7%	34.9%
	Strongly agree	28.3%	23.7%	33.7%	29.5%
I set goals for myself and achieve them. (n=341)	Strongly disagree	2.4%	5.0%	4.8%	3.7%
	Disagree	5.7%	5.0%	2.4%	4.5%
	Neutral	25.2%	32.5%	24.1%	26.0%
	Agree	38.2%	30.0%	39.8%	37.4%
	Strongly agree	28.5%	27.5%	28.9%	28.5%
I am certain of what I want to major in (n=334)	Strongly disagree	6.7%	20.0%	15.0%	11.7%
	Disagree	10.0%	15.0%	15.0%	12.5%
	Neutral	26.7%	17.5%	18.8%	22.5%
	Agree	16.7%	12.5%	17.5%	16.3%
	Strongly agree	40.0%	35.0%	33.8%	37.1%
I am certain of my career plans (n=357)	Strongly disagree	12.4%	17.5%	17.2%	14.8%
	Disagree	9.3%	10.0%	8.0%	9.0%
	Neutral	27.1%	15.0%	28.7%	25.8%
	Agree	18.6%	17.5%	20.7%	19.1%
	Strongly agree	32.6%	40.0%	25.3%	31.3%
My close friends rate this institution as a quality institution (n=341)	Strongly disagree	14.6%	17.5%	18.3%	16.3%
	Disagree	10.6%	22.5%	13.4%	13.5%
	Neutral	39.8%	40.0%	41.5%	40.4%
	Agree	25.2%	7.5%	20.7%	20.8%
	Strongly agree	9.8%	12.5%	6.1%	9.0%
I am satisfied with the prestige of this institution. (n=347)	Strongly disagree	2.4%	12.2%	3.6%	4.4%
	Disagree	4.8%	2.4%	6.0%	4.8%
	Neutral	37.1%	46.3%	47.0%	41.9%
	Agree	39.5%	31.7%	30.1%	35.1%
	Strongly agree	16.1%	7.3%	13.3%	13.7%
I am confident that I have made the right choice in attending this institution. (n=335)	Strongly disagree	2.4%	0.0%	1.3%	1.7%
	Disagree	1.6%	0.0%	0.0%	.8%
	Neutral	15.4%	16.2%	12.7%	14.6%
	Agree	23.6%	35.1%	30.4%	27.6%
	Strongly agree	56.9%	48.6%	55.7%	55.2%
I am certain that this institution is the right choice for me (n=333)	Strongly disagree	4.2%	0.0%	3.7%	3.4%
	Disagree	3.4%	5.3%	1.2%	2.9%
	Neutral	25.2%	21.1%	23.5%	23.9%
	Agree	26.1%	39.5%	28.4%	29.0%
	Strongly agree	41.2%	34.2%	43.2%	40.8%
My education at this institution will help me get into a prestigious four-year college/university. (n=333)	Strongly disagree	3.3%	5.3%	1.2%	2.9%
	Disagree	3.3%	0.0%	3.7%	2.9%
	Neutral	18.0%	39.5%	24.4%	23.6%
	Agree	32.8%	31.6%	29.3%	31.4%
	Strongly agree	42.6%	23.7%	41.5%	39.3%

Table 5. SCCC Entering Student Survey – 2001 First-time Full-time Students – Why Student Entered SCCC

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
What is your primary educational objective at SCCC? (n=372)	Transfer to another college after earning degree/certificate	69.2%	64.3%	71.6%	69.2%
	Transfer to another college w/o earning degree/certificate	8.3%	7.1%	9.1%	8.4%
	Earn degree/certificate with plans for employment	6.0%	19.0%	6.8%	8.4%
	Uncertain	16.5%	9.5%	12.5%	14.1%

Table 6. SCCC Entering Student Survey – 2001 First-time Full-time Students – Reasons Student Entered SCCC

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
To meet the educational requirements for my chosen occupation. (n=331)	Major reason	66.4%	63.2%	62.5%	64.5%
	Minor reason	21.2%	21.1%	20.0%	20.8%
	Not a reason	12.4%	15.8%	17.5%	14.7%
To become a better-educated person (n=317)	Major reason	68.2%	70.6%	82.4%	73.4%
	Minor reason	30.0%	29.4%	13.5%	24.3%
	Not a reason	1.8%	0.0%	4.1%	2.3%
To increase my earning power(n=325)	Major reason	57.7%	69.4%	60.8%	60.6%
	Minor reason	32.4%	16.7%	24.1%	27.0%
	Not a reason	9.9%	13.9%	15.2%	12.4%
To qualify for a high-level, or different occupation (n=327)	Major reason	67.0%	62.2%	53.2%	61.3%
	Minor reason	14.7%	13.5%	22.8%	17.3%
	Not a reason	18.3%	24.3%	24.1%	21.3%
To develop independence from my parents (n=338)	Major reason	28.2%	26.3%	29.3%	28.3%
	Minor reason	33.3%	26.3%	32.9%	32.1%
	Not a reason	38.5%	47.4%	37.8%	39.7%
To be with friends who attend or will be attending this college (n=334)	Major reason	7.8%	11.1%	3.8%	6.9%
	Minor reason	25.0%	0.0%	20.0%	19.4%
	Not a reason	67.2%	88.9%	76.3%	73.7%
To develop my intellectual abilities (N=314)	Major reason	52.8%	64.5%	60.8%	57.4%
	Minor reason	34.9%	29.0%	27.8%	31.5%
	Not a reason	12.3%	6.5%	11.4%	11.1%
To study new and different subjects (n=315)	Major reason	49.1%	26.5%	48.6%	45.4%
	Minor reason	37.5%	44.1%	38.9%	39.0%
	Not a reason	13.4%	29.4%	12.5%	15.6%
To develop my personal maturity (n=326)	Major reason	37.5%	42.1%	36.4%	37.9%
	Minor reason	33.9%	26.3%	35.1%	33.0%
	Not a reason	28.6%	31.6%	28.6%	29.1%
To meet new and interesting people (n=326)	Major reason	21.1%	20.0%	18.2%	19.9%
	Minor reason	50.9%	37.1%	41.6%	45.6%
	Not a reason	28.1%	42.9%	40.3%	34.5%

To become a more cultured person (n=315)	Major reason	24.3%	24.2%	16.7%	21.6%
	Minor reason	37.4%	36.4%	34.6%	36.2%
	Not a reason	38.3%	39.4%	48.7%	42.2%
To find a spouse or significant other (n=344)	Major reason	3.5%	7.9%	2.4%	3.8%
	Minor reason	16.5%	5.3%	9.5%	12.2%
	Not a reason	80.0%	86.8%	88.1%	84.0%
To develop and use my athletic skills (n=344)	Major reason	6.1%	4.8%	4.8%	5.4%
	Minor reason	20.2%	9.5%	19.3%	18.0%
	Not a reason	73.7%	85.7%	75.9%	76.6%
To take part in the social life offered at college (n=333)	Major reason	12.2%	5.7%	11.0%	10.8%
	Minor reason	34.8%	20.0%	22.0%	28.0%
	Not a reason	53.0%	74.3%	67.1%	61.2%
Parents or relatives wanted me to continue my education (n=339)	Major reason	30.0%	26.3%	25.6%	28.0%
	Minor reason	35.0%	31.6%	26.9%	31.8%
	Not a reason	35.0%	42.1%	47.4%	40.3%
High school teacher/counselors suggested that I continue my education (n=345)	Major reason	15.1%	12.8%	9.6%	12.9%
	Minor reason	32.8%	28.2%	30.1%	31.1%
	Not a reason	52.1%	59.0%	60.2%	56.0%
Couldn't find anything better to do at this time (n=355)	Major reason	4.9%	4.9%	3.5%	4.4%
	Minor reason	10.7%	7.3%	5.8%	8.4%
	Not a reason	84.4%	87.8%	90.7%	87.1%

Table 7. SCCC Entering Student Survey – 2001 First-time Full-time Students – Student Rating of SCCC

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
Academic qualifications of students (n=341)	Poor	3.3%	2.6%	2.6%	2.9%
	Fair	9.1%	5.1%	7.7%	8.0%
	Good	40.5%	56.4%	41.0%	43.3%
	Very Good	30.6%	25.6%	30.8%	29.8%
	Excellent	16.5%	10.3%	17.9%	16.0%
Academic reputation (n=326)	Poor	5.3%	2.9%	4.0%	4.5%
	Fair	10.5%	5.9%	8.0%	9.0%
	Good	35.1%	44.1%	37.3%	37.2%
	Very Good	32.5%	29.4%	38.7%	34.1%
	Excellent	16.7%	17.6%	12.0%	15.2%
Information I have read or seen about Suffolk (n=335)	Poor	2.6%	0.0%	1.3%	1.8%
	Fair	10.3%	13.9%	8.0%	10.1%
	Good	44.4%	36.1%	40.0%	41.7%
	Very Good	29.1%	38.9%	40.0%	34.2%
	Excellent	13.7%	11.1%	10.7%	12.3%
Prestige (n=322)	Poor	5.4%	0.0%	5.2%	4.5%
	Fair	15.2%	24.2%	14.3%	16.2%
	Good	44.6%	54.5%	48.1%	47.3%
	Very Good	25.9%	21.2%	28.6%	26.1%
	Excellent	8.9%	0.0%	3.9%	5.9%

Value (Cost/Benefit) (n=338)	Poor	1.6%	0.0%	0.0%	.9%
	Fair	3.2%	5.6%	5.4%	4.3%
	Good	27.4%	27.8%	27.0%	27.4%
	Very Good	24.2%	36.1%	31.1%	28.2%
	Excellent	43.5%	30.6%	36.5%	39.3%
Size of classes (n=332)	Poor	1.7%	0.0%	4.0%	2.2%
	Fair	1.7%	2.6%	5.3%	3.0%
	Good	20.5%	21.1%	18.7%	20.0%
	Very Good	37.6%	39.5%	29.3%	35.2%
	Excellent	38.5%	36.8%	42.7%	39.6%
Size of enrollment (n=337)	Poor	1.7%	0.0%	2.5%	1.7%
	Fair	1.7%	2.7%	5.1%	3.0%
	Good	32.8%	32.4%	34.2%	33.2%
	Very Good	40.3%	48.6%	31.6%	38.7%
	Excellent	23.5%	16.2%	26.6%	23.4%
Student diversity (n=332)	Poor	1.7%	2.9%	2.6%	2.2%
	Fair	6.1%	5.7%	6.5%	6.2%
	Good	40.0%	42.9%	26.0%	35.7%
	Very Good	27.0%	31.4%	18.2%	24.7%
	Excellent	25.2%	17.1%	46.8%	31.3%
Social opportunities (n=333)	Poor	3.5%	0.0%	1.3%	2.2%
	Fair	10.4%	15.2%	8.9%	10.6%
	Good	33.9%	60.6%	39.2%	39.6%
	Very Good	33.0%	24.2%	35.4%	32.6%
	Excellent	19.1%	0.0%	15.2%	15.0%
Out-of-class activities (n=328)	Poor	3.5%	2.9%	3.9%	3.5%
	Fair	12.2%	17.1%	14.5%	13.7%
	Good	47.0%	57.1%	36.8%	45.1%
	Very Good	22.6%	14.3%	34.2%	25.2%
	Excellent	14.8%	8.6%	10.5%	12.4%
Attractiveness of campus (n=334)	Poor	8.5%	5.6%	3.9%	6.5%
	Fair	10.2%	19.4%	13.2%	12.6%
	Good	38.1%	30.6%	32.9%	35.2%
	Very Good	27.1%	27.8%	38.2%	30.9%
	Excellent	16.1%	16.7%	11.8%	14.8%
Friendly campus community (n=337)	Poor	1.7%	0.0%	2.6%	1.7%
	Fair	10.7%	12.1%	14.3%	12.1%
	Good	31.4%	30.3%	39.0%	33.8%
	Very Good	39.7%	36.4%	27.3%	35.1%
	Excellent	16.5%	21.2%	16.9%	17.3%
Quality of academic programs (n=325)	Poor	0.0%	0.0%	1.4%	.5%
	Fair	6.2%	2.9%	5.6%	5.5%
	Good	40.7%	44.1%	43.1%	42.0%
	Very Good	36.3%	41.2%	34.7%	36.5%
	Excellent	16.8%	11.8%	15.3%	15.5%

Convenient class schedules (n=329)	Poor	2.6%	0.0%	4.0%	2.7%
	Fair	6.8%	11.8%	9.3%	8.4%
	Good	25.6%	26.5%	24.0%	25.2%
	Very Good	41.0%	50.0%	41.3%	42.5%
	Excellent	23.9%	11.8%	21.3%	21.2%
Opportunity for involvement in campus activities (n=337)	Poor	2.6%	0.0%	1.3%	1.7%
	Fair	12.0%	13.5%	7.6%	10.7%
	Good	31.6%	43.2%	38.0%	35.6%
	Very Good	35.0%	32.4%	30.4%	33.0%
	Excellent	18.8%	10.8%	22.8%	18.9%
Opportunity for transfer to four-year college (n=342)	Poor	.8%	0.0%	1.3%	.8%
	Fair	5.8%	2.5%	5.1%	5.0%
	Good	15.0%	27.5%	20.5%	18.9%
	Very Good	30.8%	42.5%	34.6%	34.0%
	Excellent	47.5%	27.5%	38.5%	41.2%
Opportunity for student-faculty interaction (n=338)	Poor	4.1%	0.0%	1.4%	2.6%
	Fair	8.2%	2.7%	9.5%	7.7%
	Good	38.5%	56.8%	36.5%	40.8%
	Very Good	26.2%	35.1%	35.1%	30.5%
	Excellent	23.0%	5.4%	17.6%	18.5%
Quality of faculty (n=332)	Poor	.8%	0.0%	0.0%	.4%
	Fair	6.7%	5.4%	8.2%	7.0%
	Good	32.8%	40.5%	32.9%	34.1%
	Very Good	37.0%	45.9%	43.8%	40.6%
	Excellent	22.7%	8.1%	15.1%	17.9%
Overall impression of the college (n=337)	Poor	0.0%	2.8%	1.3%	.9%
	Fair	5.1%	0.0%	3.8%	3.9%
	Good	29.7%	41.7%	32.1%	32.3%
	Very Good	46.6%	52.8%	47.4%	47.8%
	Excellent	18.6%	2.8%	15.4%	15.1%

Table 8. SCCC Entering Student Survey – 2001 First-time Full-time Students – Important Issues in Choosing SCCC

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
Small class size (n=332)	Not important	9.6%	2.9%	10.4%	8.8%
	Somewhat important	24.3%	37.1%	15.6%	23.3%
	Moderately important	27.8%	42.9%	32.5%	31.7%
	Very important	38.3%	17.1%	41.6%	36.1%

Racial/ethnic make-up of student body (n=310)	Not important	43.9%	33.3%	28.8%	37.1%
	Somewhat important	29.0%	46.7%	23.3%	29.5%
	Moderately important	22.4%	20.0%	30.1%	24.8%
	Very important	4.7%	0.0%	17.8%	8.6%
Extracurricular activities (n=309)	Not important	27.5%	62.1%	29.2%	32.9%
	Somewhat important	45.0%	20.7%	34.7%	38.1%
	Moderately important	16.5%	6.9%	20.8%	16.7%
	Very important	11.0%	10.3%	15.3%	12.4%
Convenient location (n=333)	Not important	5.1%	6.1%	1.3%	3.9%
	Somewhat important	13.7%	18.2%	7.7%	12.3%
	Moderately important	31.6%	30.3%	26.9%	29.8%
	Very important	49.6%	45.5%	64.1%	53.9%
Offered the courses/programs I wanted (n=333)	Not important	7.8%	5.7%	3.9%	6.1%
	Somewhat important	8.6%	11.4%	15.6%	11.4%
	Moderately important	27.6%	31.4%	27.3%	28.1%
	Very important	56.0%	51.4%	53.2%	54.4%
Low cost of attending (n=326)	Not important	0.0%	5.9%	2.7%	1.8%
	Somewhat important	7.6%	2.9%	8.0%	7.0%
	Moderately important	22.0%	14.7%	21.3%	20.7%
	Very important	70.3%	76.5%	68.0%	70.5%
Could work while attending (n=337)	Not important	5.8%	5.4%	2.6%	4.7%
	Somewhat important	9.1%	16.2%	12.8%	11.4%
	Moderately important	24.0%	13.5%	23.1%	22.0%
	Very important	61.2%	64.9%	61.5%	61.9%
Good academic or vocational reputation (n=317)	Not important	3.5%	0.0%	8.5%	4.6%
	Somewhat important	29.8%	20.6%	25.4%	26.9%
	Moderately important	40.4%	50.0%	46.5%	43.8%
	Very important	26.3%	29.4%	19.7%	24.7%
Liked the social atmosphere (n=328)	Not important	15.4%	21.2%	12.2%	15.2%
	Somewhat important	27.4%	42.4%	41.9%	34.4%
	Moderately important	41.9%	24.2%	24.3%	33.5%
	Very important	15.4%	12.1%	21.6%	17.0%
Liked the size of the college (n=323)	Not important	15.0%	5.7%	12.3%	12.7%
	Somewhat important	15.9%	28.6%	26.0%	21.3%
	Moderately important	43.4%	45.7%	34.2%	40.7%
	Very important	25.7%	20.0%	27.4%	25.3%
Good chance for personal success (n=331)	Not important	6.8%	10.8%	1.3%	5.6%
	Somewhat important	11.1%	13.5%	18.2%	13.9%
	Moderately important	39.3%	40.5%	41.6%	40.3%
	Very important	42.7%	35.1%	39.0%	40.3%

Availability of financial aid or scholarships (n=324)	Not important	12.0%	18.9%	16.0%	14.5%
	Somewhat important	19.4%	18.9%	20.0%	19.5%
	Moderately important	35.2%	21.6%	14.7%	25.9%
	Very important	33.3%	40.5%	49.3%	40.0%
Advice of family (n=337)	Not important	9.1%	14.3%	17.9%	12.8%
	Somewhat important	33.1%	22.9%	21.8%	27.8%
	Moderately important	32.2%	51.4%	39.7%	37.6%
	Very important	25.6%	11.4%	20.5%	21.8%
Advice of high school personnel (n=321)	Not important	17.9%	34.4%	27.8%	23.5%
	Somewhat important	34.2%	12.5%	27.8%	29.0%
	Moderately important	29.9%	43.8%	26.4%	30.8%
	Very important	17.9%	9.4%	18.1%	16.7%
Wanted to be with friends (n=303)	Not important	47.8%	72.4%	62.9%	55.9%
	Somewhat important	22.1%	17.2%	21.0%	21.1%
	Moderately important	15.9%	6.9%	9.7%	12.7%
	Very important	14.2%	3.4%	6.5%	10.3%

Table 9. SCCC Entering student Survey – 2001 First time Full-time Students – Influential Issues in Choosing SCCC

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
Friends at SCCC (n=340)	Not at all influential	42.6%	56.1%	59.8%	50.6%
	Slightly influential	26.2%	24.4%	18.3%	23.3%
	Moderately influential	18.0%	9.8%	13.4%	15.1%
	Very influential	13.1%	9.8%	8.5%	11.0%
High school teachers (n=343)	Not at all influential	38.2%	41.5%	49.4%	42.5%
	Slightly influential	33.3%	41.5%	24.1%	31.6%
	Moderately influential	23.6%	12.2%	18.1%	19.8%
	Very influential	4.9%	4.9%	8.4%	6.1%
High school counselors (n=341)	Not at all influential	33.3%	34.1%	51.8%	39.7%
	Slightly influential	34.1%	39.0%	27.7%	32.8%
	Moderately influential	26.0%	14.6%	10.8%	19.0%
	Very influential	6.5%	12.2%	9.6%	8.5%
High school administrators (n=336)	Not at all influential	50.4%	46.3%	61.7%	53.5%
	Slightly influential	31.7%	41.5%	21.0%	29.8%
	Moderately influential	12.2%	12.2%	7.4%	10.6%
	Very influential	5.7%	0.0%	9.9%	6.1%
Parents, spouse or relatives (n=339)	Not at all influential	10.6%	12.2%	25.6%	15.9%
	Slightly influential	24.4%	9.8%	17.1%	19.5%
	Moderately influential	39.8%	58.5%	32.9%	40.7%
	Very influential	25.2%	19.5%	24.4%	24.0%

High school classmates (n=341)	Not at all influential	36.1%	51.2%	47.0%	42.3%
	Slightly influential	27.0%	19.5%	33.7%	28.0%
	Moderately influential	29.5%	14.6%	9.6%	20.3%
	Very influential	7.4%	14.6%	9.6%	9.3%
College publications (n=340)	Not at all influential	23.8%	31.7%	30.5%	27.3%
	Slightly influential	40.2%	36.6%	32.9%	37.1%
	Moderately influential	27.9%	22.0%	26.8%	26.5%
	Very influential	8.2%	9.8%	9.8%	9.0%
Alumni (graduate) of SCCC (n=336)	Not at all influential	37.5%	57.5%	61.0%	48.8%
	Slightly influential	29.2%	22.5%	20.7%	25.2%
	Moderately influential	24.2%	12.5%	8.5%	16.9%
	Very influential	9.2%	7.5%	9.8%	9.1%
Campus visit (n=340)	Not at all influential	40.7%	34.1%	44.6%	40.9%
	Slightly influential	30.9%	31.7%	19.3%	27.1%
	Moderately influential	20.3%	22.0%	25.3%	22.3%
	Very influential	8.1%	12.2%	10.8%	9.7%
College representative's visit to high school (n=337)	Not at all influential	56.3%	48.8%	65.9%	58.3%
	Slightly influential	23.5%	39.0%	19.5%	24.8%
	Moderately influential	14.3%	7.3%	8.5%	11.2%
	Very influential	5.9%	4.9%	6.1%	5.8%
Radio announcements (n=337)	Not at all influential	59.8%	65.9%	69.9%	64.2%
	Slightly influential	23.8%	22.0%	18.1%	21.5%
	Moderately influential	11.5%	12.2%	7.2%	10.2%
	Very influential	4.9%		4.8%	4.1%
Newspaper or magazine articles/advertisements (n=336)	Not at all influential	53.7%	48.8%	56.8%	53.9%
	Slightly influential	26.4%	34.1%	25.9%	27.6%
	Moderately influential	13.2%	17.1%	14.8%	14.4%
	Very influential	6.6%	0.0%	2.5%	4.1%
Phone call from college representative (n=337)	Not at all influential	66.1%	58.5%	72.0%	66.8%
	Slightly influential	15.7%	26.8%	14.6%	17.2%
	Moderately influential	13.2%	9.8%	11.0%	11.9%
	Very influential	5.0%	4.9%	2.4%	4.1%
Scholarship (n=336)	Not at all influential	61.7%	51.2%	62.7%	60.2%
	Slightly influential	16.7%	26.8%	10.8%	16.4%
	Moderately influential	10.0%	9.8%	16.9%	12.3%
	Very influential	11.7%	12.2%	9.6%	11.1%
Honors program invitation (n=333)	Not at all influential	68.1%	69.2%	67.1%	67.9%
	Slightly influential	17.6%	20.5%	18.3%	18.3%
	Moderately influential	9.2%	10.3%	9.8%	9.6%
	Very influential	5.0%	0.0%	4.9%	4.2%
Campus tour (n=332)	Not at all influential	53.8%	50.0%	54.9%	53.5%
	Slightly influential	23.5%	27.5%	19.5%	22.8%
	Moderately influential	16.0%	20.0%	19.5%	17.8%
	Very influential	6.7%	2.5%	6.1%	5.8%

College CD ROM (n=333)	Not at all influential	76.9%	84.6%	72.5%	76.7%
	Slightly influential	7.4%	12.8%	16.3%	11.3%
	Moderately influential	11.6%	2.6%	7.5%	8.8%
	Very influential	4.1%	0.0%	3.8%	3.3%
Financial aid package (n=328)	Not at all influential	44.1%	28.2%	45.7%	42.0%
	Slightly influential	18.6%	25.6%	16.0%	18.9%
	Moderately influential	22.0%	12.8%	22.2%	20.6%
	Very influential	15.3%	33.3%	16.0%	18.5%
Open house (336)	Not at all influential	47.5%	37.5%	56.6%	49.0%
	Slightly influential	23.3%	37.5%	21.7%	25.1%
	Moderately influential	19.2%	20.0%	12.0%	16.9%
	Very influential	10.0%	5.0%	9.6%	9.1%
Information seminar (n=334)	Not at all influential	46.3%	37.5%	56.1%	48.1%
	Slightly influential	23.1%	37.5%	22.0%	25.1%
	Moderately influential	24.8%	17.5%	12.2%	19.3%
	Very influential	5.8%	7.5%	9.8%	7.4%
College Web site (n=333)	Not at all influential	47.9%	38.5%	56.1%	49.2%
	Slightly influential	29.8%	30.8%	17.1%	25.6%
	Moderately influential	18.2%	17.9%	17.1%	17.8%
	Very influential	4.1%	12.8%	9.8%	7.4%

Table 10. SCCC Entering Student Survey – 2001 First-time Full-time Students – Ranking of SCCC

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
What was your rating of SCCC at the time you applied for admission? (n=349)	First choice	61.6%	53.7%	58.5%	59.3%
	Second choice	26.4%	24.4%	20.7%	24.2%
	Third choice	3.2%	12.2%	12.2%	7.7%
	Fourth choice or lower	8.8%	9.8%	8.5%	8.9%

Table 11. SCCC Entering Student Survey – 2001 First-time Full-time Students – Sources of Financial Support for Education at SCCC

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
Personal earnings (n=364)	Major source of funds	23.1%	18.6%	29.5%	24.5%
	Minor source of funds	31.5%	34.9%	22.7%	29.1%
	Not a source of funds	45.4%	46.5%	47.7%	46.4%
Personal savings (n=351)	Major source of funds	29.0%	22.0%	28.9%	27.8%
	Minor source of funds	26.6%	34.1%	24.1%	27.0%
	Not a source of funds	44.4%	43.9%	47.0%	45.2%
Parents or relatives (n=361)	Major source of funds	55.9%	39.5%	46.6%	50.0%
	Minor source of funds	21.3%	20.9%	18.2%	20.2%
	Not a source of funds	22.8%	39.5%	35.2%	29.8%
Spouse (n=353)	Major source of funds	2.4%	2.4%	2.4%	2.4%
	Minor source of funds	3.9%	0.0%	4.7%	3.6%
	Not a source of funds	93.7%	97.6%	92.9%	94.1%

Veteran's benefits (n=354)	Major source of funds	1.6%	0.0%	3.6%	2.0%
	Minor source of funds	4.0%	0.0%	4.8%	3.6%
	Not a source of funds	94.4%	100.0%	91.7%	94.4%
Social Security Benefits (n=349)	Major source of funds	3.2%	4.9%	3.5%	3.6%
	Minor source of funds	4.8%	4.9%	5.9%	5.2%
	Not a source of funds	92.0%	90.2%	90.6%	91.2%
Student loans/bank loans (n=354)	Major source of funds	12.5%	20.0%	18.2%	15.6%
	Minor source of funds	10.2%	2.5%	9.1%	8.6%
	Not a source of funds	77.3%	77.5%	72.7%	75.8%
Scholarships (n=369)	Major source of funds	8.3%	16.3%	11.5%	10.6%
	Minor source of funds	5.3%	0.0%	5.7%	4.6%
	Not a source of funds	86.5%	83.7%	82.8%	84.8%
State and/or Federal financial aid (n=362)	Major source of funds	24.4%	48.8%	26.7%	29.1%
	Minor source of funds	12.2%	14.6%	10.5%	12.0%
	Not a source of funds	63.4%	36.6%	62.8%	58.9%
Reimbursement by employer (n=361)	Major source of funds	3.8%	2.4%	3.5%	3.5%
	Minor source of funds	7.7%	2.4%	4.7%	5.8%
	Not a source of funds	88.5%	95.2%	91.8%	90.7%

Table 12. SCCC Entering Student Survey – 2001 First-time Full-time Students – Situation Prior to Entering SCCC

		Campus			Total
		Ammerman	Eastern	Grant	Col %
		Col %	Col %	Col %	
Which of the following statements best describes your situation when you entered SCCC? (n=348)	Entered directly from HS	82.4%	72.5%	64.6%	74.9%
	Transferred from 4 yr college	3.2%	0.0%	3.7%	2.8%
	Entered after military service	.8%	0.0%	1.2%	.8%
	Entered after being out of HS 1+ yrs; working ft	12.8%	22.5%	25.6%	18.6%
	Entered after being out of HS 1+ yrs; raising family	.8%	5.0%	4.9%	2.8%