Rankings of Suffolk County Community College compared to SUNY "large" community college cohort and all participating SUNY community colleges on survey questions gauging student perception of quality of student life, with participant demographic information.

SUNY Student Opinion Survey

Sumary Report of Comparative Analysis

Spring 2016 Administration

Summary Report of Spring 2016 SUNY Student Opinion Survey Comparative Analysis

The SUNY Student Opinion Survey (SOS) is a program SUNY encourages system colleges to participate in every three years. Although participation is voluntary, it is strongly encouraged. The survey was administered to SCCC students through ACT electronically in late April 2016, and the College received its summary report in late May. The College received a report comparing its scores to those of the other system community colleges on August 24, 2016.

The survey is designed to gauge student quality of life at SUNY schools. It is comprised of a series of questions in Likert scale format, with responses ranging from 1 through 5. Most questions are phrased so that a response of 5 (highest agreement) is most positive, but several questions are phrased where high level of agreement with the question (5) is negative.

Suffolk County Community College provided email addresses for all students resulting in a high number of responses (809 participants). The frequency of responses to each of the questions were averaged, and compared to other schools. An analysis was performed to determine if differences among SCCC scores and those of the average for other schools were statistically significant. The schools were then ranked among schools participating. An SCCC rank for each question is provided for two cohorts – the six participating SUNY community colleges labeled as "large," and the total of 24 participating SUNY community colleges.

Statistical significance for difference in frequency average among schools for responses to each question (upon which rank is based) is provided: "none" means there is no meaningful statistical difference, and so rank is not meaningful; "small" significance means SCCC's average score differs marginally, and so ranking does have meaning; and "medium" significance means that the difference is more meaningful. There were no differences labeled as "large" in significance. For some questions, difference is significant when comparisons are made among one cohort (large schools or all schools), but not in the other cohort – and so ranking can be meaningful in comparison with one cohort and not the other.

Questions addressed several areas: College Impressions (7 questions); College Services and Facilities (29); Level of Satisfaction with College Programs and Experiences (8), impediments to success (8) and Frequency of Academic Experiences (15); and College Contribution to Growth and Learning (19). Demographic data were also collected and a synopsis of significant statistics in demographic data follows the summary of rankings below.

The following is a summary of SCCC rankings *where differences in averages are significant.* All significance values are "small" unless noted. "Medium" significance means the difference is more statistically significant.

Section I: College Impressions

Question	Rank among 6 "large" SUN community colleges	Rank among 24 participating SUNY community colleges	Notes
If you could start over, would you choose to attend this college again?	2	5	
Before you enrolled, what was your impression of the quality of education at this college?	5	22	
Since you enrolled, what is your impression of the quality of education at this college?	2	6	
Has this college helped you meet the goals you came here to achieve?	2	NS*	
Has it been difficulty to finance your education?	1	2	Question is about "difficulty" so a higher rank is not positive.

 * NS – no significance/rank is not meaningful

Section II – College Services and Facilities – "Level of satisfaction with…"

Availability of academic advisors	NS	23/24	
Availability of advising tools, such as DegreeWorks	NS	22	
Information provided by academic advisors	NS	22	
Library resources and services	1	5	
Computer technology support services	NS	8	
Financial aid services	2	NS	
Billing and payment process	1	3	
College bookstore services	1	3	
College security services	1	NS	
Student health services	1	4	
Job search assistance	2	6	
Ease of transferring credit to this college	1	5	
Availability of computers when you need them	2	NS	
Learning center facilities	1	NS	
Athletic facilities	2	NS	
Campus center/student union	1	6	
General condition of buildings and grounds	2	9	
Parking facilities	NS	19	
Availability of international learning opportunities	1	3	

Section III – A. Satisfaction with College Programs and Experiences

Class size	2	3	
Availability of internships or other out-of-classroom learning opportunities	NS	8	
Availability of honors opportunities (classes, projects, PTK, etc.)	1	2	Medium level significance
College catalog	1	5	
Communication of college news/information to students	1	4	
College website ease of use	3	NS	
Accuracy of information on college website	1	5	
Communication of student conduct rules and regulations	1	7	
Recreational and intramural program	1	7	
College social activities	1	7	
Cultural programs	1	2	Medium level significance
New student orientation	1	4	
Health and wellness programs	1	5	
Guest speakers outside of class	1	5	
Campus clubs or activities	1	4	
Opportunities for community service	NS	3	
Student government	1	6	
Student media (newspaper, radio, blogs, etc.)	1	5	
Opportunities for leadership development	1	4	
Campus acceptance of individual differences	1	3	
Racial harmony on campus	1	2	
Diversity of faculty and staff	1	4	
Diversity of student body	1	2	
Non-teaching staff respect for students	2	NS	
Your sense of belonging at this campus	1	4	
Campus openness to opinions of others	1	6	
Personal safety/security on campus	1	NS	
Student respect for other students	1	4	
Your social support network at this college	1	6	
Student behavior outside the classroom	1	5	

Section III –College Programs and Experiences – B. "How much of a problem are the following to you being successful at this college?" N.B. – because the question asks about "problems" a high ranking is not positive.

Job responsibilities	1	2	
Family responsibilities	1	NS	
Disability issues	NS	2	
Paying for college	1	1	

Section III – College Programs and Experiences -- Frequency of Academic Experiences -- "How frequently have you…"

Been intellectually engaged by the material covered in class?	1	3	
Been involved in service learning, community service, or civic engagement activities at this college?	2	NS	
Gone to class with the course readings or assignments completed?	2	5	Medium level significance
Been required to think critically in completing assignments?	2	5	
Engaged in a creative or research project under the direction of a faculty member?	2	NS	
Collaborated with other students on class assignments?	1	6	
Received feedback (written or oral) from instructors on the quality of your work?	1	6	
Had faculty who required you to make judgments about the value of information, arguments, or methods?	3	6	
Observed acts of misbehavior by students outside the classroom?	4	16	Negative question. Rank of 4 is positive, meaning students at SCCC are less likely to witness such behavior.
Witnessed acts of prejudice based on gender identity or sexual orientation at this college?	6	22	Negative question. Rank of 6 is positive, meaning SCCC students are least likely to see such behavior.

Section IV – College Outcomes – College Contribution to Growth and Learning

Acquiring information, ideas, and concepts	1	5	
Acquiring scientific and mathematical thinking skills	1	3	
Understanding and appreciating ethnic/cultural/language diversity	1	3	
Developing leadership skills	2	NS	
Understanding and appreciating political, social, and historical issues	NS	3	
Acquiring knowledge and skills for further academic study	1	5	

Acquiring knowledge and skills for intellectual growth throughout your life	1	6	
Developing an openness to opinions of others	2	4	
Understanding your personal ethics and values	2	2	
Understanding your rights and responsibilities as a global citizen	2	3	
Understanding artistic expression	2	2	
Leading a meaningful life	2	5	

Summary

For statistically significant questions:

SELECTED POSITIVE POINTS:
Suffolk ranks 1st or 2nd among the six large schools in all College Impressions questions except for "Perception before attending" (5).
Suffolk ranks 1st or 2nd in every question regarding facilities and services.
Suffolk ranks 1st in every question regarding satisfaction with college programs and experiences, except for ease of use of website (3) and class size (2) and non-teaching staff respect for students (2). Twenty-seven rankings of 1 for 29 questions.
Suffolk ranks 1st or 2nd for every question regarding academic experiences except "Had faculty who required you to make judgments about the value of information, arguments, or methods?" (3). For the two negatively phrased questions, SCCC gets low ranking (which is positive).
Suffolk ranks 1 or 2 in every questions regarding College Contribution to Growth and Learning.

Particularly significant is the question, "Witnessed acts of prejudice based on gender identity or sexual orientation at this college?" for which SCCC was ranked 6 of the 6 large colleges, and 22 of the 24 total participating community colleges – a very positive result.

NEGATIVE/Areas of Concern:
For large schools, Suffolk ranks 1st in the category of questions regarding problems getting in the way of being successful, including job responsibilities, family responsibilities, and paying for college. For all 24 schools, Suffolk ranks 1st or 2nd job responsibilities and paying or college, and 2nd in the area of disabilities. These high rankings dealing with impediments toward success, both for large and all schools, is significant.

Of all 24 schools, Suffolk ranks poorly on questions about availability of academic advisors (23/24), availability of advising tools (22), quality of information given by advisors (22), parking (19), and impression or quality before attending (22).

The SUNY Student Opinion Survey gauges student perception of student quality of life at Suffolk County Community College. Especially striking are the consistently high rankings for College Programs and Experiences, the high rankings for Academic Experiences, and College Outcomes.

Of concern are the low rankings dealing with advising and the high rankings regarding impediments to success, like paying for college and demanding job and family responsibilities. The low ranking regarding parking is to be expected.

Concerning the paying for college challenges: Demographic data were collected showing that a much lower percentage of SCCC students reported receiving Pell (28.9%) and TAP (27.7%) support than the other participating colleges (44.5% for both Pell and TAP).

DEMOGRAPHIC DATA:

SCCC sent all current (spring '16) student emails (excluding high school dual enrollment students) to ACT for instrument distribution. Some schools created random samples of students to obtain a necessary number of responses. These differences were taken into account in the report.

SCCC responders were older than those of other college's responders, with 22.5% of SCCC students being in the 18-19 age group, as opposed to over 34% for other colleges. About 50% of SCCC responders were under 25, as opposed to 70% of other college's responders.

A much higher percentage of SCCC responders were female (71.2%), whereas 52.6% of the other large schools' responders and 60% of all school's responders were female.

Age and gender differences may be significant in differences in response frequency averages.

SCCC responders were more likely to describe themselves as Hispanic or Latino (19.9%), than those of the other large schools (14.8%) or all schools (10.9%). Responders were less likely to describe themselves as Black/African American (10.8%) than those of the other large schools (17.6%) or all schools (12.6%).

SCCC responders were more likely to be married (21.7%) to 10.8% of large school responders, and 12.9% of all schools. They were also more likely to have children (22.3%) as opposed to 17.4% and 19.1%, respectively.

SCCC students were much less likely to have taken college level courses in high school, with 27.9% reporting having taken college courses, compared to 41.8% or large school responders and 44% of all school responders.

As to primary goal for attending this college, SCCC students were less likely to select transfer as the primary goal (53.5%), compared to 60.1% for large school responders and 55.8% for all school responders. SCCC student were about 4% more likely to choose "Develop or improve job opportunities" and 3.5% more likely to choose "Develop skills for a new job" than responders from other large schools.

Other data showing differences in frequency of responses*:	SCCC	5 other "large" schools	Other 23 schools
After you finish attending college, do you plan to stay in New York?	67.1%	57.3%	53.6%
Cumulative grade point average – students selecting 3.5-4.0	50.2%	28.7%	29.7%
Year of college – beyond 2nd year	41.6%	24.7%	23.8%
Enrollment status – Full-time	51.3%	78.8%	77.6%
Enrollment status – Part-time	48.7%	21.2%	22.2%

Off campus employment – more than 30 hours a week	30.5%	22%	20.8%
Household duties/care of family – more than 30 hours a week	21.9%	14.6%	17.1%
Household duties/care of family – more than 20 hours a week	29.3%	19.7%	22.4%
What type of classes enrolled in most often– Day	70.2%	85.4%	86.2%
What type of classes enrolled in most often – Evening	27.2%	10.5%	9.9%
What type courses enrolled in most often -- online/distance ed.	1.8%	3.8%	3.6%
Sources of financial aid this year – Pell	28.9%	41.0%	44.5%
Sources of financial aid this year – TAP	27.7%	42.8%	44.5%
Sources of financial aid – Loans	21.2%	32.7%	37.5%
Is English your native language?	84.1%	86.7%	90.8%
Highest level of schooling by either parent	Associate	8.8%	12.1%	13.5%
	Bachelor's	16.9%	18.0%	16.4%
	Master's	10.6%	11.2%	10.9%
Are you taking one or more online courses this semester	17.4%	23.5%	26.2%

* Some differences in frequencies of responses may be due to the large difference between the ratio of part-time to fulltime students at SCCC and that of schools in the other cohorts.

Prepared by J. Pedersen
Office of Planning and Institutional Effectiveness