

August 31, 2005

MEMORANDUM

TO: Jill Wakefield, President
 Karen Foss, Vice President of Student Services
 Cheryl Roberts, Vice President of Instruction
 Kurt Buttlerman, Vice President of Administrative Services
 Cessa Heard-Johnson, Diversity/Retention Director
 Frank Post, Institutional Effectiveness Committee Chair
 Marsha Brown, Director of Planning & Research

FROM: Anne Chambers, Research Office

RE: *Preliminary Report: Highlights of Spring 2005 Exit Survey of Graduating Students*

The *College Outcome Survey Graphics Report, College Outcomes Summary Report, and College Outcomes Survey Report* have arrived from ACT in Iowa. These three reports contain the results from the exit survey of our graduating students this past Spring 2005. The graphics report provides a brief overview of the survey results with national norm comparison, the summary report provides frequency distributions and percentages; while the survey report contains all the survey data along with a breakout by 15 different student sub-groups including gender and ethnicity. A preview highlighting some of the results is offered below.

PLEASE NOTE: National normative data from 2004 has been used for this report because newer data is not available at this time. According to ACT Senior Research Associate, Randy R. McClanahan, Ph.D., a personnel change has left the ACT Survey Research Services Department without anyone to generate the new norms for 2005. They hope to have someone assigned to the project soon and will let us know when the new updated norms are available.

EDUCATIONAL OUTCOMES: Importance of Attaining

SSCC students surveyed during Spring 2005 rated the following **learning outcomes** as those ***most important to attain***:

(Importance Scale: 5=very great, 4=great, 3=moderate, 2=little, 1=none)

OUTCOMES: MOST IMPORTANT Item Rated	Spring 2005 SSCC (N=165) Average	National Norms Public 2-Year Colleges (N=17,512) Average
Acquiring knowledge and skills needed for a career	4.46	4.46
Learning to think and reason	4.38	4.30
Becoming competent in my major	4.36	4.43
Developing problem solving skills	4.29	4.15
Thinking objectively about beliefs, attitudes, and values	4.24	4.08
Listening to and understanding what others say	4.23	4.15

SSCC students surveyed during Spring 2005 identified the following **learning outcomes** as those *least important to attain*:

OUTCOMES: <i>LEAST IMPORTANT</i> Item Rated	Spring 2005 SSCC Average	National Norms Public 2-Year Colleges Average
Appreciating the fine arts, music, literature, and the humanities	3.57	3.36
Learning about the role of science and technology in society	3.72	3.62
Understanding and applying math concepts and statistical reasoning	3.76	3.62
Learning principles for conserving and improving the global environment	3.78	3.40
Learning principles for improving physical and mental health	3.86	3.78
Discovering productive and rewarding uses of my talents and leisure time	3.86	3.74

EDUCATIONAL OUTCOMES: *Progress Toward Attaining*

Students surveyed during Spring 2005 rated the following **learning outcomes** as those they had made the *most progress toward attaining* while at SSCC:

(Progress Scale: 5=very great, 4=great, 3=moderate, 2=little, 1=none)

OUTCOMES: <i>MOST PROGRESS</i> Item Rated	Spring 2005 SSCC Average	National Norms Public 2-Year Colleges Average
Learning to think and reason	4.10	3.87
Acquiring knowledge and skills needed for a career	4.04	4.01
Listening to and understanding what others say	3.96	3.78
Further developing my study skills	3.95	3.63
Developing problem solving skills	3.90	3.76
Developing openness to new ideas and practices	3.90	3.72

Students surveyed during Spring 2005 identified the following **learning outcomes** as those they had made the *least progress toward attaining* while at SSCC:

OUTCOMES: <i>LEAST PROGRESS</i> Item Rated	Spring 2005 SSCC Average	National Norms Public 2-Year Colleges Average
Developing effective job-seeking skills (e.g. interviewing, resume construction)	3.31	3.43
Learning principles for conserving and improving the global environment	3.32	2.97
Appreciating the fine arts, music, literature and the humanities	3.33	3.14
Learning about career options	3.43	3.50
Discovering productive and rewarding uses of my talents and leisure time	3.43	3.31
Learning principles for improving physical and mental health	3.43	3.35

EDUCATIONAL OUTCOMES: College's Contribution Toward Attainment

SSCC students surveyed during Spring 2005 rated the **College's contribution to their attainment** of the following **outcomes *most highly***:

(Contribution Scale: 5=very much, 4=much, 3=moderate, 2=little, 1=none)

OUTCOMES: COLLEGE CONTRIBUTED MOST Item Rated	Spring 2005 SSCC Average	National Norms Public 2-Year Colleges Average
Acquiring a well-rounded general education	4.19	3.88
Interacting well with people from cultures other than my own	4.01	3.46
Increasing my intellectual curiosity	3.98	3.69
Becoming academically competent	3.96	3.75
Becoming more willing to change and learn new things	3.93	3.61
Improving my ability to stay with projects until they are finished	3.91	3.58
Dealing fairly with a wide range of people	3.89	3.50
Improving my ability to relate to others	3.84	3.58
Developing my self-confidence	3.82	3.56
Becoming an effective member in a multi-cultural society	3.82	3.30

SATISFACTION WITH ASPECTS OF THE COLLEGE

SSCC students surveyed during Spring 2005 were **most satisfied** with the following aspects of the College:

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

COLLEGE ASPECTS: MOST SATISFIED Item Rated	Spring 2005 SSCC Average	National Norms Public 2-Year Colleges Average
This College in general	4.28	4.13
Class size	4.22	4.13
Library/learning resources center services	4.18	4.06
Faculty respect for students	4.18	4.10
Developmental, remedial, and tutorial services, including writing labs, math labs	4.16	3.92
College response to students with special needs (e.g. disabled, handicapped)	4.15	3.90

SSCC students surveyed during Spring 2005 were **least satisfied** with the following aspects of the College:

COLLEGE ASPECTS: LEAST SATISFIED Item Rated	Spring 2005 SSCC Average	National Norms Public 2-Year Colleges Average
Job placement services (e.g. opportunities to link with employers)	3.49	3.51
Campus AIDS education program	3.50	3.45
Student health/wellness services	3.61	3.61
Practical work experiences offered in areas related to my major	3.62	3.61
Financial aid services	3.67	3.84
Services for victims of crime and harassment	3.69	3.57

SSCC IN COMPARISON TO NATIONAL NORMS

A gauge of how well the College is performing in comparison with public 2-year colleges nationally is offered by examining the differences between the Spring 2005 SSCC student average ratings and national norms. Provided below are the greatest differences, both positive and negative, between SSCC student ratings and national norms.

SSCC IN COMPARISON TO NATIONAL NORMS <i>LARGEST POSITIVE DIFFERENCES</i> Item Rated (5-point Rating Scale)	SSCC 2005 Average	Public 2-Yr. Colleges Average	Difference
OUTCOMES: IMPORTANCE			
▪ Learning principles for conserving and improving the global environment	3.78	3.40	.38
▪ Appreciating the fine arts, music, literature, and the humanities	3.57	3.36	.21
OUTCOMES: PROGRESS			
▪ Learning principles for conserving and improving the global environment	3.32	2.97	.35
▪ Further developing my study skills	3.95	3.63	.32
▪ Developing my creativity, generating original ideas and products	3.81	3.57	.24
▪ Learning to think and reason	4.10	3.87	.23
▪ Reading with greater speed and better comprehension	3.61	3.38	.23
▪ Speaking more effectively	3.85	3.65	.20
▪ Improving my writing skills	3.81	3.61	.20
OUTCOMES: COURSES OUTSIDE MAJOR			
▪ Increase my knowledge of the earth and its physical and biological resources.	3.88	3.53	.35
▪ Broaden my awareness of diversity among people, their values and cultures.	4.16	3.82	.34
▪ Appreciate great works of literature, philosophy, and art.	3.74	3.42	.32
▪ Think about my major in the context of a larger worldview.	3.95	3.71	.24
OUTCOMES: STATEMENTS ABOUT THIS COLLEGE			
▪ This college has helped me meet the goals I came here to achieve	4.42	4.19	.23
OUTCOMES: PERSONAL GROWTH			
▪ Interacting well with people from cultures other than my own.	4.26	3.76	.50
▪ Becoming a more effective member in a multi-cultural society	3.93	3.57	.36
▪ Understanding religious values that differ from my own	3.82	3.46	.36
▪ Becoming more aware of global and international issues and events	3.82	3.47	.35
▪ Preparing myself to participate effectively in the electoral process	3.58	3.23	.35
▪ Actively participating in volunteer work to support worthwhile causes	3.57	3.25	.32
▪ Becoming sensitive to moral injustices and ways of avoiding or correcting them	3.83	3.54	.29
▪ Becoming an effective group or team member	4.05	3.79	.26
▪ Recognizing my rights, responsibilities, and privileges as a citizen	3.82	3.56	.26
▪ Seeking and conveying the spirit of truth	3.97	3.73	.24
▪ Learning to be adaptable, tolerant, and willing to negotiate	3.95	3.71	.24
▪ Increasing my intellectual curiosity	4.14	3.91	.23
▪ Improving my ability to stay with projects until they are finished	4.08	3.86	.22
▪ Gaining insight into human nature through literature, history, and the arts	3.59	3.37	.22
▪ Improving my ability to relate to others	4.08	3.87	.21

SSCC IN COMPARISON TO NATIONAL NORMS <i>LARGEST POSITIVE DIFFERENCES - CONTINUED</i> Item Rated (5-point Rating Scale)	SSCC 2005 Average	Public 2-Yr. Colleges Average	Difference
OUTCOMES: COLLEGE CONTRIBUTION			
▪ Understanding religious values that differ from my own	3.71	3.08	.63
▪ Interacting well with people from cultures other than my own.	4.01	3.46	.55
▪ Becoming a more effective member in a multi-cultural society	3.82	3.30	.52
▪ Becoming more aware of global and international issues and events	3.70	3.23	.47
▪ Dealing fairly with a wide range of people	3.89	3.50	.39
▪ Developing my religious values	3.13	2.76	.37
▪ Recognizing my rights, responsibilities, and privileges as a citizen.	3.62	3.26	.36
▪ Learning how to become a more responsible family member	3.48	3.12	.36
▪ Becoming sensitive to moral injustices and ways of avoiding or correcting them	3.58	3.23	.35
▪ Improving my ability to stay with projects until they are finished	3.91	3.58	.33
▪ Developing productive work relationships with both men and women	3.79	3.46	.33
▪ Becoming more willing to change and learn new things	3.93	3.61	.32
▪ Acquiring a well-rounded general education	4.19	3.88	.31
▪ Becoming an effective team or group member	3.81	3.51	.30
▪ Learning to be adaptable, tolerant, and willing to negotiate	3.69	3.39	.30
▪ Clarifying my personal values	3.54	3.24	.30
▪ Becoming more aware of local and national political and social issues	3.44	3.14	.30
▪ Learning how to manage finances (personal, family, or business)	3.42	3.12	.30
▪ Preparing myself to participate effectively in the electoral process	3.28	2.98	.30
▪ Increasing my intellectual curiosity	3.98	3.69	.29
▪ Understanding myself, my talents, and my interests	3.71	3.42	.29
▪ Acquiring appropriate social skills for use in various situations	3.73	3.45	.28
▪ Improving my ability to relate to others	3.84	3.58	.26
▪ Developing my self-confidence	3.82	3.56	.26
▪ Becoming more willing to consider opposing points of view	3.75	3.49	.26
▪ Gaining insight into human nature through literature, history, and the arts	3.52	3.26	.26
▪ Developing my sense of purpose, value, and meaning for my life	3.62	3.37	.25
▪ Seeking and conveying the spirit of truth	3.51	3.26	.25
▪ Taking responsibility for my own behavior	3.68	3.44	.24
▪ Actively participating in volunteer work to support worthwhile causes	3.20	2.98	.22
▪ Becoming academically competent	3.96	3.75	.21
▪ Developing moral principles to guide my actions and decisions	3.44	3.23	.21
COLLEGE ASPECTS: SATISFACTION			
▪ Language development services for students whose first language is NOT English	4.03	3.56	.47
▪ Residence hall services and programs	3.85	3.50	.35
▪ Campus atmosphere of ethnic, political, and religious understanding	4.14	3.85	.29
▪ College social activities	3.98	3.71	.27
COLLEGE ASPECTS: SATISFACTION – Continued on Page 5			

SSCC IN COMPARISON TO NATIONAL NORMS LARGEST POSITIVE DIFFERENCES - CONTINUED Item Rated (5-point Rating Scale)	SSCC 2005 Average	Public 2-Yr. Colleges Average	Difference
COLLEGE ASPECTS: SATISFACTION - Continued	4.15	3.90	.25
▪ College response to students with special needs (e.g. disabled, handicapped)			
▪ Developmental, remedial, and tutorial services, including writing and math labs	4.16	3.92	.24
▪ Transfer of course credits from other colleges to this college	4.08	3.84	.24
▪ Variety of courses offered	4.07	3.84	.23
▪ Recreational and intramural programs	3.79	3.57	.22
▪ Personal counseling services (e.g., resolving personal problems)	3.85	3.64	.21
STUDENT EXPERIENCES: COLLEGE CONTRIBUTION			
▪ Social Growth: Understanding others and their view, adapting successfully to a variety of situations	3.99	3.70	.29
▪ Intellectual growth: acquiring knowledge skills, ideas, concepts, analytical thinking	4.21	3.99	.22
SSCC IN COMPARISON TO NATIONAL NORMS LARGEST NEGATIVE DIFFERENCES Item Rated (5-point Rating Scale)	SSCC 2005 Average	Public 2-Yr. Colleges Average	Difference
OUTCOMES: IMPORTANCE			
▪ Developing effective job-seeking skills (e.g. interviewing, resume construction)	3.92	4.02	-0.10
OUTCOMES: PROGRESS			
▪ Developing effective job-seeking skills (e.g. interviewing, resume construction)	3.31	3.43	-0.12
COLLEGE ASPECTS: SATISFACTION			
▪ Financial aid services	3.67	3.84	-0.17
▪ Quality of my program of study	3.97	4.06	-0.09

LOOKING BACK 5 YEARS: COMPARISON OF SSCC SURVEYS FROM 2001 AND 2005

Another means of tracking College improvements is offered by examining the areas where 2005 SSCC students' average ratings have increased or decreased the most from those of 2001 SSCC students' average ratings. Provided below are items with the largest positive and negative changes from 2001 survey average ratings to 2005 ratings.

COMPARISON OF SSCC SURVEYS: 2001 VERSUS 2005 LARGEST POSITIVE CHANGES Item Rated (5-point Rating Scale)	SSCC 2005 Average	SSCC 2001 Average	Change 2001 to 2005
OUTCOMES: IMPORTANCE			
▪ Learning principles for conserving and improving the global environment	3.78	3.48	.30
▪ Thinking objectively about beliefs, attitudes, and values	4.24	3.95	.29
▪ Reading with better speed and better comprehension	4.02	3.81	.21
▪ Discovering productive and rewarding uses of my talent and leisure time	3.86	3.66	.20

COMPARISON OF SSCC SURVEYS: 2001 VERSUS 2005 <i>LARGEST POSITIVE CHANGES - CONTINUED</i> Item Rated (5-point Rating Scale)	SSCC 2005 Average	SSCC 2001 Average	Change 2001 to 2005
OUTCOMES: PROGRESS			
▪ Speaking more effectively	3.85	3.54	.31
▪ Further developing my study skills	3.95	3.67	.28
▪ Thinking objectively about beliefs, attitudes, and values	3.89	3.62	.27
▪ Learning to think and reason	4.10	3.84	.26
▪ Reading with greater speed and better comprehension	3.61	3.38	.23
▪ Discovering productive and rewarding uses of my talent and leisure time	3.43	3.20	.23
▪ Applying scientific knowledge and skills	3.61	3.40	.21
▪ Learning principles for conserving and improving the global environment	3.32	3.12	.20
OUTCOMES: COURSES OUTSIDE MAJOR			
▪ Increase my knowledge of the earth and its physical and biological resources.	3.88	3.66	.22
OUTCOMES: AGREEMENT WITH STATEMENT			
▪ This college welcomes and uses feedback from students to improve this college.	3.96	3.69	.27
▪ My experiences here have helped motivate me to make something of my life.	4.19	3.95	.24
OUTCOMES: PERSONAL GROWTH			
▪ Developing my religious values	3.62	3.28	.34
▪ Understanding religious values that differ from my own	3.82	3.50	.32
▪ Preparing myself to participate effectively in the electoral process	3.58	3.27	.31
▪ Seeking and conveying the spirit of truth	3.97	3.68	.29
▪ Actively participating in volunteer work to support worthwhile causes	3.57	3.29	.28
▪ Learning how to manage finances (personal, family, or business)	3.80	3.54	.26
▪ Learning to be adaptable, tolerant, and willing to negotiate	3.95	3.70	.25
▪ Developing my sense of purpose, value, and meaning for my life	4.00	3.78	.22
▪ Setting long-term or "life" goals	4.05	3.84	.21
▪ Becoming more willing to consider opposing points of view	3.93	3.73	.20
▪ Becoming a more effective member in a multi-cultural society	3.93	3.73	.20
▪ Becoming more aware of global and international issues and events	3.82	3.62	.20
▪ Developing moral principals to guide my actions and decisions	3.82	3.62	.20
OUTCOMES: COLLEGE CONTRIBUTION			
▪ Developing my religious values	3.13	2.60	.53
▪ Understanding religious values that differ from my own	3.71	3.21	.50
▪ Developing moral principals to guide my actions and decisions	3.44	2.97	.47
▪ Learning how to be a more responsible family member	3.48	3.07	.41
▪ Learning how to manage finances (personal, family, or business)	3.42	3.02	.40
▪ Becoming more aware of global and international issues and events	3.70	3.32	.38
▪ Becoming more aware of local and national political and social issues	3.44	3.07	.37
▪ Preparing myself to participate effectively in the electoral process	3.28	2.93	.35
▪ Acquiring a well-rounded general education	4.19	3.86	.33
▪ Acquiring appropriate social skills for use in various situations	3.73	3.41	.32
▪ Clarifying my personal values	3.54	3.22	.32
▪ Actively participating in volunteer work to support worthwhile causes	3.20	2.89	.31
▪ Learning to be adaptable, tolerant, and willing to negotiate	3.69	3.38	.31
▪ Improving my ability to stay with projects until they are finished	3.91	3.60	.31
▪ Becoming more willing to consider opposing points of view	3.75	3.45	.30
OUTCOMES: COLLEGE CONTRIBUTION – Continued on Page 8			

COMPARISON OF SSCC SURVEYS: 2001 VERSUS 2005 <i>LARGEST POSITIVE CHANGES - CONTINUED</i> Item Rated (5-point Rating Scale)	SSCC 2005 Average	SSCC 2001 Average	Change 2001 to 2005
OUTCOMES: COLLEGE CONTRIBUTION - Continued			
▪ Recognizing my rights, responsibilities, and privileges as a citizen	3.62	3.32	.30
▪ Setting long-term or "life" goals	3.72	3.42	.30
▪ Seeking and conveying the spirit of truth	3.51	3.23	.28
▪ Dealing fairly with a wide range of people	3.89	3.61	.28
▪ Developing productive relationships with both men and women	3.79	3.53	.26
▪ Taking responsibility for my own behavior	3.68	3.42	.26
▪ Becoming a more effective member in a multi-cultural society	3.82	3.57	.25
▪ Understanding myself, my talents, and interests	3.71	3.46	.25
▪ Becoming more willing to change and learn new things	3.93	3.69	.24
▪ Becoming an effective team or group member	3.81	3.58	.23
▪ Preparing to cope with changes (e.g. in career, relationships, lifestyle)	3.63	3.41	.22
▪ Developing my sense of purpose, value, and meaning for my life	3.62	3.40	.22
▪ Becoming sensitive to moral injustices and ways of avoiding or correcting them	3.58	3.36	.22
▪ Developing leadership skills	3.68	3.47	.21
COLLEGE ASPECTS: SATISFACTION			
▪ Variety of courses offered	4.07	3.59	.48
▪ Recreational and intramural programs	3.79	3.39	.40
▪ Veterans services	3.74	3.36	.38
▪ Campus AIDS education program	3.50	3.15	.35
▪ College social activities	3.98	3.63	.35
▪ Student mental health services	3.71	3.41	.30
▪ Career planning services	3.84	3.54	.30
▪ New student placement in reading/writing, math courses	3.87	3.58	.29
▪ Language development services for students whose first language is Not	4.03	3.74	.29
▪ English			
▪ College response to students with special needs (e.g., disabled, handicapped)	4.15	3.87	.28
▪ Campus atmosphere of ethnic, political, and religious understanding)	4.14	3.87	.27
▪ Personal security/safety on campus	4.02	3.75	.27
▪ Student health/wellness services	3.61	3.34	.27
▪ Opportunities for involvement in campus activities	3.93	3.69	.24
▪ Transfer of course credits from other colleges to this college	4.08	3.85	.23
▪ Flexible degree requirements	4.01	3.79	.22
▪ Residence hall services and programs	3.85	3.64	.21
STUDENT EXPERIENCES: COLLEGE CONTRIBUTION			
▪ Intellectual Growth: acquiring knowledge, skills, ideas, concepts, analytical thinking	4.21	3.86	.35
▪ Social Growth: Understanding others and their view, adapting successfully to a variety of situations	3.99	3.76	.23
COMPARISON OF SSCC SURVEYS: 2001 VERSUS 2005 <i>LARGEST NEGATIVE CHANGES</i> Item Rated (5-point Rating Scale)	SSCC 2005 Average	SSCC 2001 Average	Change 2001 to 2005
OUTCOMES: IMPORTANCE			
▪ Appreciating the fine arts, music, literature, and the humanities	3.57	3.71	-0.14
COLLEGE ASPECTS: SATISFACTION			
▪ Quality of my program of study	3.97	4.03	-0.06

CHANGES SINCE THE LAST SURVEY: COMPARING SSCC RESULTS FROM 2004 AND 2005

Also of interest are changes in students' responses from the last survey conducted in 2004 with the most recent one conducted in 2005. The table below examining the areas where 2005 SSCC students' average ratings have increased or decreased the most from those of 2004 SSCC students' average ratings. Provided below are items with the largest positive and negative changes from 2004 survey average ratings to 2005 ratings.

COMPARING SSCC RESULTS FROM 2004 AND 2005 <i>LARGEST POSITIVE CHANGES</i> Item Rated (5-point Rating Scale)	SSCC 2005 Average	SSCC 2004 Average	Change 2004 to 2005
OUTCOMES: <i>PROGRESS</i>			
▪ Developing effective job-seeking skills (e.g., interviewing, resume construction)	3.31	3.02	.29
▪ Effectively using technology (e.g. computers, high tech equipment)	3.79	3.54	.25
▪ Further developing my study skills	3.95	3.72	.23
▪ Applying scientific knowledge and skills	3.61	3.39	.22
▪ Acquiring knowledge and skills need for a career	4.04	3.84	.20
OUTCOMES: <i>PERSONAL GROWTH</i>			
▪ Interacting well with people from cultures other than my own	4.26	3.95	.31
▪ Becoming more aware of global and international issues and events	3.82	3.54	.28
▪ Preparing myself to participate effectively in the electoral process	3.58	3.33	.25
▪ Seeking and conveying the spirit of truth	3.97	3.73	.24
▪ Recognizing my rights, responsibilities and privileges as a citizen	3.82	3.58	.24
▪ Becoming an effective team or group member	4.05	3.85	.20
OUTCOMES: <i>COLLEGE CONTRIBUTION</i>			
▪ Understanding religious values that differ from my own	3.71	3.34	.37
▪ Recognizing my rights, responsibilities and privileges as a citizen	3.62	3.25	.37
▪ Interacting well with people from cultures other than my own	4.01	3.69	.32
▪ Becoming more aware of global and international issues and events	3.70	3.38	.32
▪ Developing leadership skills	3.68	3.38	.30
▪ Acquiring a well-rounded general education	4.19	3.91	.28
▪ Becoming an effective team or group member	3.81	3.53	.28
▪ Developing productive work relationships with both men and women.	3.79	3.51	.28
▪ Learning how to manage finances (personal, family, or business)	3.42	3.15	.27
▪ Learning how to become a more responsible family member	3.48	3.22	.26
▪ Dealing fairly with a wide range of people	3.89	3.64	.25
▪ Increasing my intellectual curiosity	3.98	3.74	.24
▪ Improving my ability to stay with projects until they are finished	3.91	3.67	.24
▪ Learning to be adaptable, tolerant, and willing to negotiate	3.69	3.45	.24
▪ Taking responsibility for my own behavior	3.68	3.44	.24
▪ Becoming sensitive to moral injustices and ways of avoiding or correcting them	3.58	3.34	.24
▪ Becoming more willing to change and learn new things	3.93	3.70	.23
▪ Setting long-term "life" goals	3.72	3.49	.23
▪ Clarifying my personal values	3.54	3.31	.23
▪ Becoming more aware of local and national political and social issues	3.44	3.21	.23
▪ Preparing myself to participate effectively in the electoral process	3.28	3.05	.23
▪ Becoming a more effective member of a multi-cultural society	3.82	3.60	.22
▪ Becoming more willing to consider opposing points of view	3.75	3.53	.22
▪ Acquiring appropriate social skills for use in various situations	3.73	3.52	.21
▪ Understanding myself, my talents, and my interests	3.71	3.50	.21
▪ Preparing to cope with changes (e.g., in career, relationships, lifestyle)	3.63	3.42	.21
▪ Developing my sense of purpose, value, and meaning for my life	3.62	3.41	.21

COMPARING SSCC RESULTS FROM 2004 AND 2005 <i>LARGEST POSITIVE CHANGES -CONTINUED</i> Item Rated (5-point Rating Scale)	SSCC 2005 Average	SSCC 2004 Average	Change 2004 to 2005
COLLEGE ASPECTS: <i>SATISFACTION</i>			
▪ New student placement in reading/writing, math courses	3.87	3.47	.40
▪ Residence hall services and program	3.85	3.45	.40
▪ Campus atmosphere of ethnic, political, and religious understanding	4.14	3.83	.31
▪ College response to students with special needs (e.g., disabled, handicapped)	4.15	3.85	.30
▪ College social activities	3.98	3.70	.28
▪ Personal counseling services (e.g., resolving personal problems)	3.85	3.60	.25
▪ Variety of courses offered	4.07	3.83	.24
▪ Opportunities for campus involvement in activities	3.93	3.69	.24
▪ Veterans services	3.74	3.51	.23
▪ Services for victims of crime and harassment	3.69	3.46	.23
▪ Practical work experiences offered in areas related to my major	3.62	3.39	.23
▪ Language development services for students whose first language is not English	4.03	3.81	.22
▪ Freedom from harassment on campus	3.88	3.68	.20
▪ Job placement services (e.g., opportunities to link with employers)	3.49	3.29	.20
COMPARING SSCC RESULTS FROM 2004 AND 2005 <i>LARGEST NEGATIVE CHANGES</i> Item Rated (5-point Rating Scale)	SSCC 2005 Average	SSCC 2004 Average	Change 2004 to 2005
OUTCOMES: <i>IMPORTANCE</i>			
▪ Appreciating the fine arts, music, literature, and the humanities	3.57	3.66	-0.09
OUTCOMES: <i>PERSONALGROWTH</i>			
▪ Developing my religious values	3.62	3.73	-0.11

Copies of the results from ACT are being made and a notebook containing them will be sent to you via campus mail. Please let me know if you have any questions or need more information.