



Community College Survey of Student Engagement | 2015

Executive Summary

The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The survey was administered to a sample of 944 students at Southeast Community College (SCC) during the spring 2015 term.

The Center reports national benchmarks of effective educational practice in community colleges. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and to make comparisons between their performance and that of groups of other colleges.

All benchmark scores for Southeast Community College fall no higher than the 30th percentile compared to the 2015 cohort. In other words, at least 70% of institutions had students report higher engagement than SCC students on all benchmarks. The relative strengths of SCC are the areas of Active & Collaborative Learning and Academic Challenge; the relative weakness is Student Effort. The following provides a summary of relative strengths and weaknesses within each benchmark.

Active and Collaborative Learning

Of the items in this benchmark, the items showing the highest levels of engagement were "how often did you ask questions in class or contributed to class discussions" (71.1% *often* or *very often*) and "how often did you work with other students on projects during class" (53.2% *often* or *very often*). Those with the lowest levels were "tutored or taught other students" (75.4% *never*) and "participated in a community-based project as part of a regular course" (81.9% *never*).

Student Effort

This benchmark, where SCC students compare least favorably to the overall cohort, covers several areas of inquiry. Looking at just SCC responses, an item that indicates higher levels of student effort were "how often have you worked on a paper or project that required integrating ideas or information from various sources" (57.6% *often* or *very often*).

Academic Challenge

Of the items in this benchmark, one relative strength is that 91.4% of students reported working harder than they thought they could to meet an instructor's standards or expectations. A relative weakness is that a smaller proportion of SCC students reported that the college "encourages them to spend significant amounts of time studying" than at comparison groups; 67.1% of SCC students responded *quite a bit* or *very much* compared to 75.4% of the overall cohort.

Student-Faculty Interaction

Of the items in this benchmark, the items that indicated the highest levels of student-faculty interaction were "how often have you received prompt feedback from instructors on your performance" (59.0% *often* or *very*

often), “how often have you used email to communicate with an instructor” (56.5% *often* or *very often*), and “how often have you discussed grades or assignments with an instructor (47.3% *often* or *very often*). The item indicating the least interaction was “how often did you work with instructors on activities other than coursework” (87.2% *never* or *sometimes*).

Support for Learners

Of the items in this benchmark, the item that indicated the highest levels of support for learners was “how much did this college emphasize providing the support you need to help you succeed at this college” (71.4% *quite a bit* or *very much*). The item indicating the least support was “how much did this college emphasize helping you cope with your non-academic responsibilities” (75.0% *some* or *very little*).

In other results, SCC students report that their friends and family are *extremely* or *quite a bit* supportive of their attending Southeast Community College. Students indicated that their families are more supportive than their friends (67.7% of family and 47.8% of friends are *extremely* supportive).

When asked about their goals for attending SCC, students most frequently mentioned that they want to (1) *obtain an associate degree*, (2) *obtain or update job-related skills*, and (3) *self-improvement/personal enjoyment*. The least frequently mentioned goal was *changing careers*. The goal of transferring to a 4-year college or university ranked fourth among SCC students with 39% indicating this is a primary goal, which was significantly lower than students in the comparison groups.

When asked to indicate which financial sources they use to pay for tuition, SCC students most frequently reported they use *student loans* as a major source (42%). An additional 10% use student loans as a minor source. A much larger percentage of SCC students used student loans as a major source for paying tuition than students at other community colleges in comparison groups. Many SCC students mentioned both *grants & scholarships* and *my own income/savings* as major sources and very few mentioned *public assistance* and *employer contributions*.

Introduction

The Community College Survey of Student Engagement (*CCSSE*), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. *Student engagement*, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The *CCSSE* survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

CCSSE data analyses include a three-year cohort of participating colleges. This approach increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortium participation.

The 2015 *CCSSE* Cohort includes all colleges that participated in *CCSSE* from 2013 through 2015. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2015 *CCSSE* Cohort represents over 442,000 community college students from 704 community and technical colleges in 47 states and the District of Columbia, three Canadian provinces, plus Micronesia and the Marshall Islands.

CCSSE Sampling

In *CCSSE* sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from all of the courses offered by SCC during Spring 2015, excluding non-credit, dual-enrollment, distance learning, all but the highest level ESL courses, labs, individual instruction, and individual study or self-paced classes.

Of those students sampled at Southeast Community College (SCC), 944 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 94%. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- x The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
- x The survey is invalid. A survey is invalid if a student does not answer any of the 21 sub-items in item 4, answers *very often* to all 21 sub-items, or answers *never* to all 21 sub-items.
- x The student reported his or her age as under 18.
- x The student indicated that he or she had taken the survey in a previous class or did not respond to item 3.
- x Oversample respondents are not included because they are selected outside of *CCSSE*'s primary sampling procedures.

CCSSE Benchmarks

To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence. Benchmarks are used to compare each institution's performance to that of similar institutions and with the *CCSSE* Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25.

The five benchmarks of effective educational practice in community colleges are:

- Active and collaborative learning,
- Student effort,
- Academic challenge,
- Student-faculty interaction, and
- Support for learners.

The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, the benchmarks provide the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

The following pages compare results from SCC students to three different comparison groups:

1. Nebraska Community Colleges (n=5)
2. Large Colleges (n=148) and
3. The complete 2015 Cohort, which includes all colleges that participated during 2013 to 2015 (n=704).

Overall Benchmark Scores

Figure 1 provides the overall benchmark scores for SCC and the three comparison groups. As noted above, the benchmark scores were established such that the mean score for the overall cohort equals 50 with a standard deviation of 25. Additional detail about the items included in the benchmarks are provided on following pages.

Figure 1. Overall Benchmark Scores for SCC and Comparison Groups

	Southeast Community College	Nebraska Community Colleges	Large Colleges	2015 Cohort
Active and Collaborative Learning	47.7 (0.0)	47.9 (0.2)	49.2 (1.5)	50.0 (2.3)
Student Effort	44.6 (0.0)	47.3 (2.7)	49.5 (4.9)	50.0 (5.4)
Academic Challenge	47.9 (0.0)	47.7 (-0.2)	49.7 (1.8)	50.0 (2.1)
Student-Faculty Interaction	46.9 (0.0)	49.3 (2.4)	48.9 (2.0)	50.0 (3.1)
Support for Learners	46.3 (0.0)	48.4 (2.1)	49.1 (2.8)	50.0 (3.7)

The deciles for CCSSE benchmark scores are shown in Table 1. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 6th decile (or 60th percentile) represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. Higher scores are associated with higher deciles and more engaged students.

As shown in Table 1, all of SCC's benchmark scores fall no higher than the 3rd decile (30th percentile) for the 2015 cohort. In other words, at least 70% of institutions had students report higher engagement than SCC students on all benchmarks.

- With a score of 47.7 for Active and Collaborative Learning, SCC scores are in the 3rd decile
- With a score of 44.6 for Student Effort, SCC scores fall in the 1st decile.
- With a score of 47.9 for Academic Challenge, SCC scores are in the 3rd decile.
- With a score of 46.9 for Student-Faculty Interaction, SCC scores are in the 2nd decile.
- With a score of 46.3 for Support for Learners, SCC scores are in the 2nd decile.

Table 1. Decile Scores for CCSSE Benchmarks with SCC Decile Highlighted

	SCC score	Deciles for 2015 Cohort									
		10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active & Collaborative Learning	47.7	45.4	46.9	47.9	48.9	49.8	50.8	51.9	53.3	55.9	77.9
Student Effort	44.6	45.7	47.1	48.1	49.1	50.0	51.0	52.0	53.2	55.1	66.1
Academic Challenge	47.9	46.2	47.5	48.4	49.2	49.8	50.5	51.6	52.5	54.1	71.4
Student-Faculty Interaction	46.9	46.0	47.5	48.6	49.4	50.2	51.1	52.1	53.8	55.8	71.9
Support for Learners	46.3	45.4	46.8	47.9	48.9	50.1	51.2	52.5	54.0	56.6	69.9

How to understand the charts on the following pages.

The following table shows: (a) the items that contribute to the benchmark and (b) the distribution of responses for SCC and each of the comparison groups. The axis separates the responses by valence such that positive responses (and in some cases half the neutral responses) are on the right side of the axis, each color represents a different response, and the length of the bar indicates the percentage of the population that provided that response. The information presented below provides explanations about the pieces included in each summary.

Benchmark Name

The page starts with Benchmark name and description.

Paragraph includes description of the benchmark. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Graphs provide a visualization of the response distribution for SCC and three comparisons groups.

In your experiences at this college during the current school year, about how often have you done each of the following?

4a. Asked questions in class or contributed to class discussions

4g. Worked with classmates outside of class to prepare class assignments

Southeast Community College
Nebraska
Large Colleges
Full Cohort

Southeast Community College
Nebraska
Large Colleges
Full Cohort

Never Sometimes. Often. Very often

Length of bar represents the percent of students who gave the associated response.

Axis separates the valence of responses.

The values in the table match the graph.

Tables provide specific values of the response distribution for SCC and three comparisons groups.

4a. Asked questions in class or contributed to class discussions	Southeast Community College	
	Nebraska	
	Large Colleges	
	Full Cohort	
4g. Worked with classmates outside of class to prepare class assignments	Southeast Community College	
	Nebraska	
	Large Colleges	
	Full Cohort	

In your experiences at this college during the current school year, about how often have you done each of the following?

Never Sometimes. Often. Very often

1.5%	27.4%	37.7%	33.4%
2.2%	26.8%	39.3%	31.7%
3.1%	34.1%	34.6%	28.2%
2.7%	32.1%	35.3%	29.9%
46.7%	33.2%	15.8%	4.4%
45.0%	36.0%	14.1%	4.8%
38.2%	37.8%	16.7%	7.3%
37.4%	37.8%	17.1%	7.7%

A second graph and table are provided that include SCC respondents only.

Darker grey indicates larger percentages of responses than SCC.

Darker purple indicates smaller percentages of responses than SCC.

Benchmark Detail

Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

Figure 2. SCC and Comparison Group Responses to Active and Collaborative Learning Benchmark Items

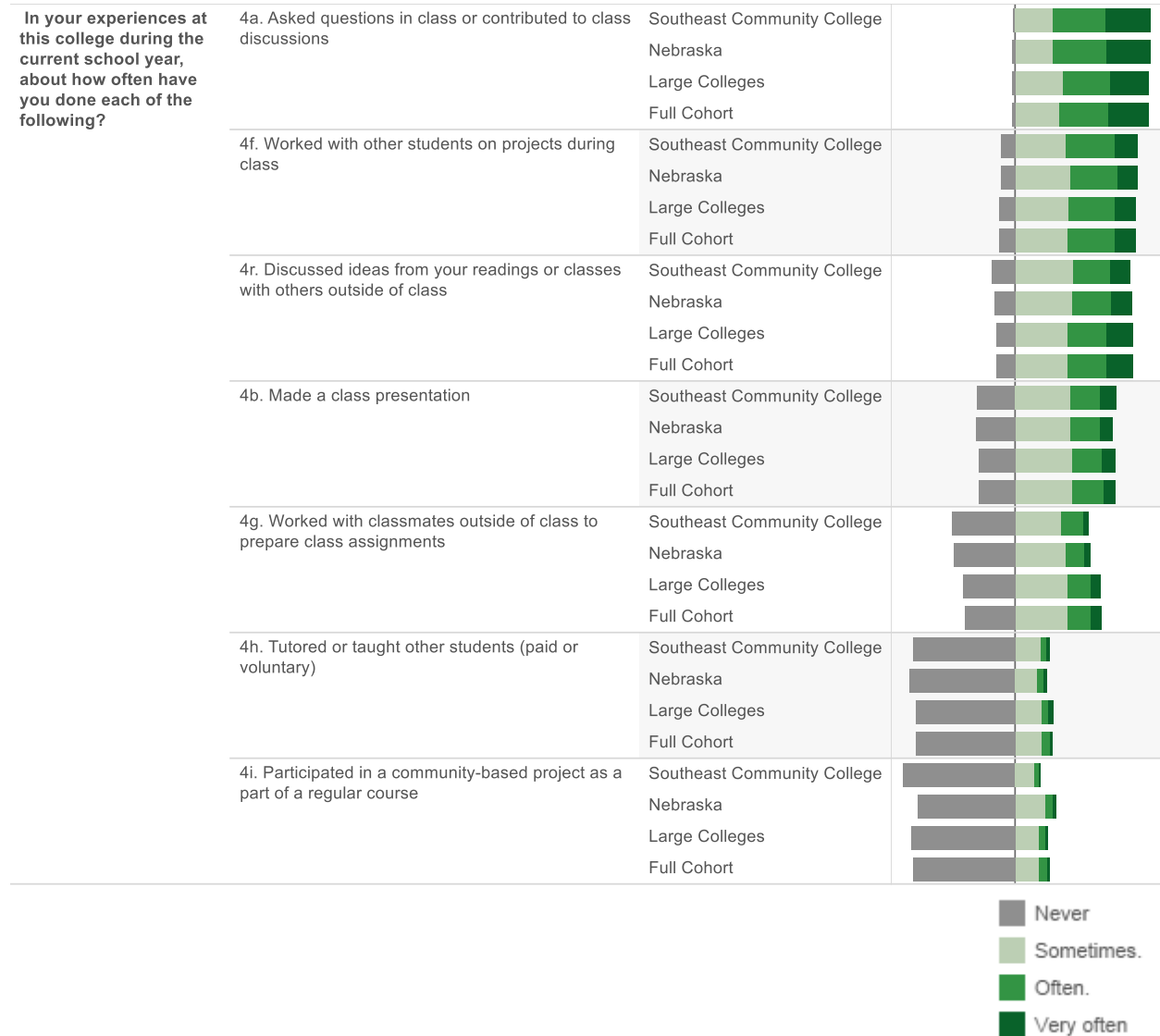
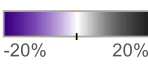
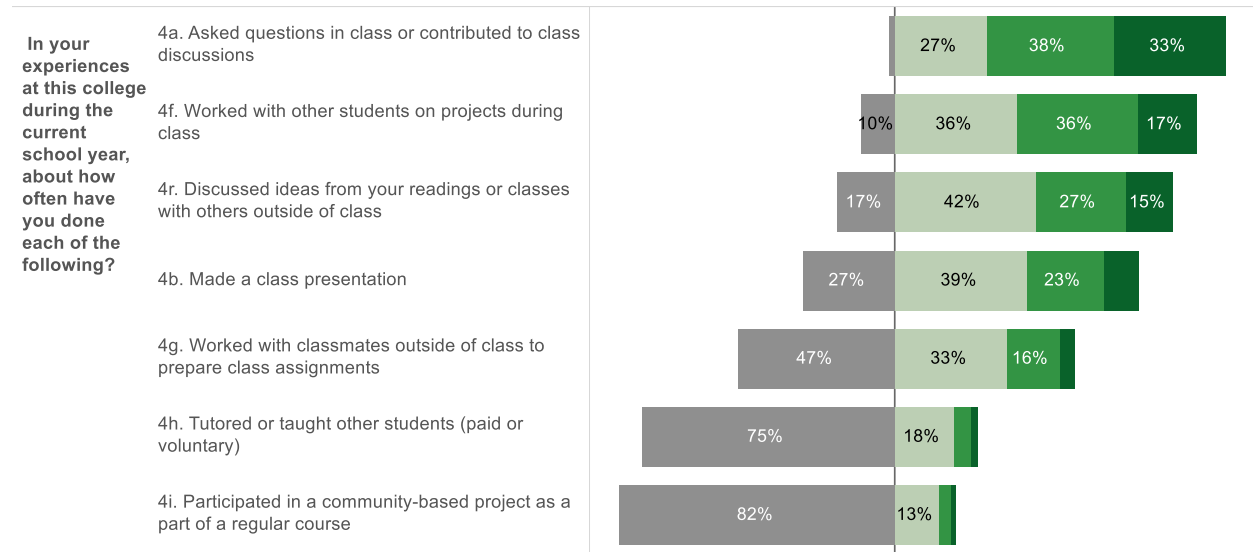


Table 2. SCC and Comparison Group Responses to Active and Collaborative Learning Benchmark Items



		In your experiences at this college during the current school year, about how often have you done each of the following?			
		Never	Sometimes.	Often.	Very often
4a. Asked questions in class or contributed to class discussions	Southeast Community College	1.5%	27.4%	37.7%	33.4%
	Nebraska	2.2%	26.8%	39.3%	31.7%
	Large Colleges	3.1%	34.1%	34.6%	28.2%
	Full Cohort	2.7%	32.1%	35.3%	29.9%
4f. Worked with other students on projects during class	Southeast Community College	10.3%	36.5%	35.8%	17.4%
	Nebraska	10.5%	39.8%	34.8%	14.9%
	Large Colleges	12.3%	38.2%	33.5%	16.0%
	Full Cohort	11.9%	37.9%	33.8%	16.4%
4r. Discussed ideas from your readings or classes with others outside of class	Southeast Community College	17.0%	41.9%	26.5%	14.5%
	Nebraska	15.2%	40.7%	28.6%	15.6%
	Large Colleges	14.4%	37.6%	28.8%	19.3%
	Full Cohort	13.9%	37.5%	29.2%	19.5%
4b. Made a class presentation	Southeast Community College	27.4%	39.3%	22.6%	10.7%
	Nebraska	28.8%	40.0%	22.1%	9.2%
	Large Colleges	26.9%	40.7%	22.5%	9.9%
	Full Cohort	26.7%	40.7%	22.7%	9.9%
4g. Worked with classmates outside of class to prepare class assignments	Southeast Community College	46.7%	33.2%	15.8%	4.4%
	Nebraska	45.0%	36.0%	14.1%	4.8%
	Large Colleges	38.2%	37.8%	16.7%	7.3%
	Full Cohort	37.4%	37.8%	17.1%	7.7%
4h. Tutored or taught other students (paid or voluntary)	Southeast Community College	75.4%	17.9%	4.7%	2.0%
	Nebraska	77.1%	16.1%	4.3%	2.5%
	Large Colleges	72.8%	18.8%	5.5%	2.9%
	Full Cohort	72.3%	19.2%	5.6%	2.9%
4i. Participated in a community-based project as a part of a regular course	Southeast Community College	81.9%	13.1%	3.7%	1.3%
	Nebraska	70.9%	21.9%	5.0%	2.2%
	Large Colleges	76.0%	16.6%	5.1%	2.3%
	Full Cohort	75.1%	17.3%	5.3%	2.4%

Figure 3. SCC Responses to Active and Collaborative Learning Benchmark Items



	In your experiences at this college during the current school year, about how often have you done each of the following?			
	Never	Sometimes.	Often.	Very often
4a. Asked questions in class or contributed to class discussions	1.5%	27.4%	37.7%	33.4%
4f. Worked with other students on projects during class	10.3%	36.5%	35.8%	17.4%
4r. Discussed ideas from your readings or classes with others outside of class	17.0%	41.9%	26.5%	14.5%
4b. Made a class presentation	27.4%	39.3%	22.6%	10.7%
4g. Worked with classmates outside of class to prepare class assignments	46.7%	33.2%	15.8%	4.4%
4h. Tutored or taught other students (paid or voluntary)	75.4%	17.9%	4.7%	2.0%
4i. Participated in a community-based project as a part of a regular course	81.9%	13.1%	3.7%	1.3%



Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

Figure 4. SCC and Comparison Group Responses to Student Effort Benchmark Items

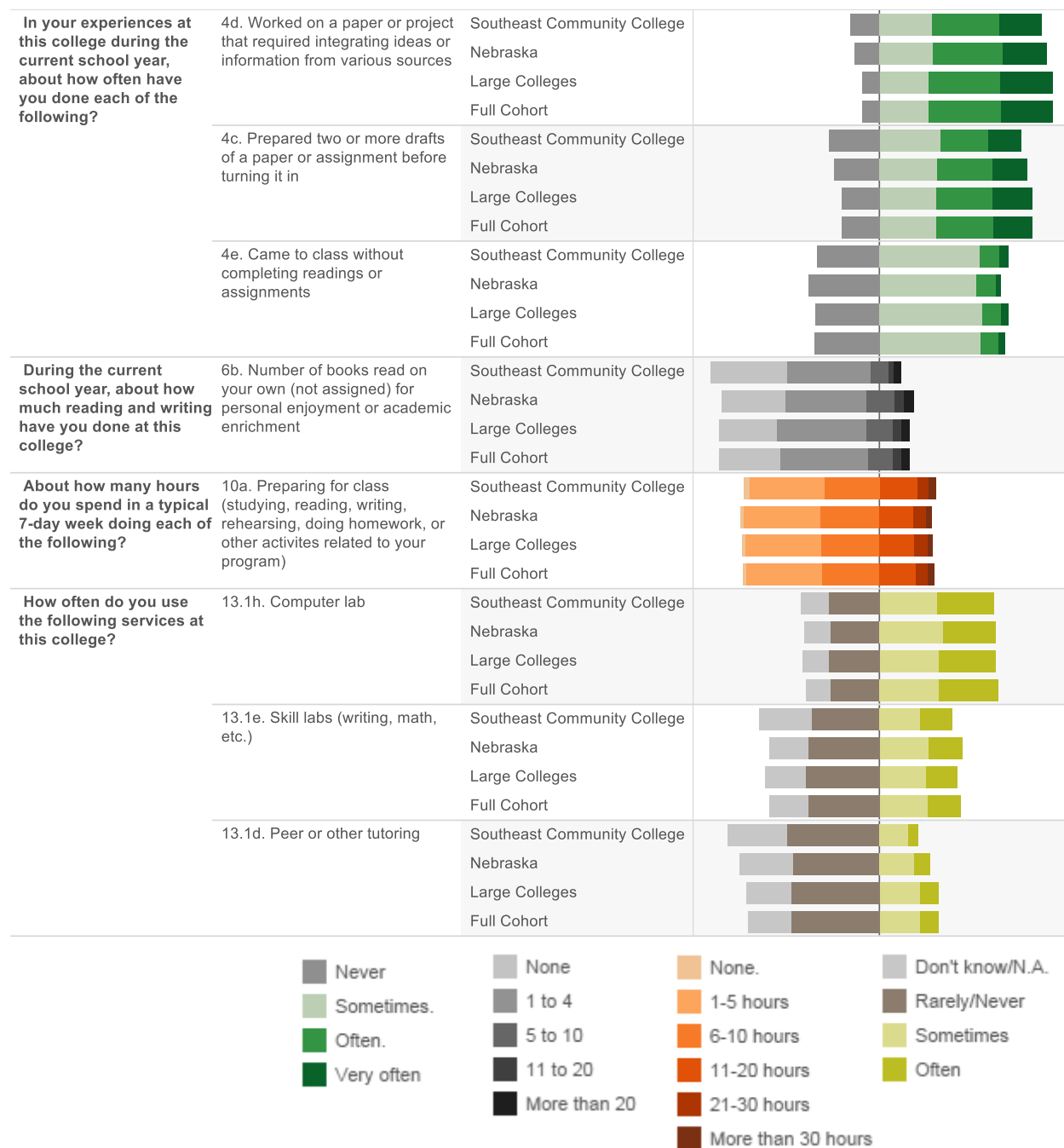


Table 3. SCC and Comparison Group Responses to Student Effort Benchmark Items



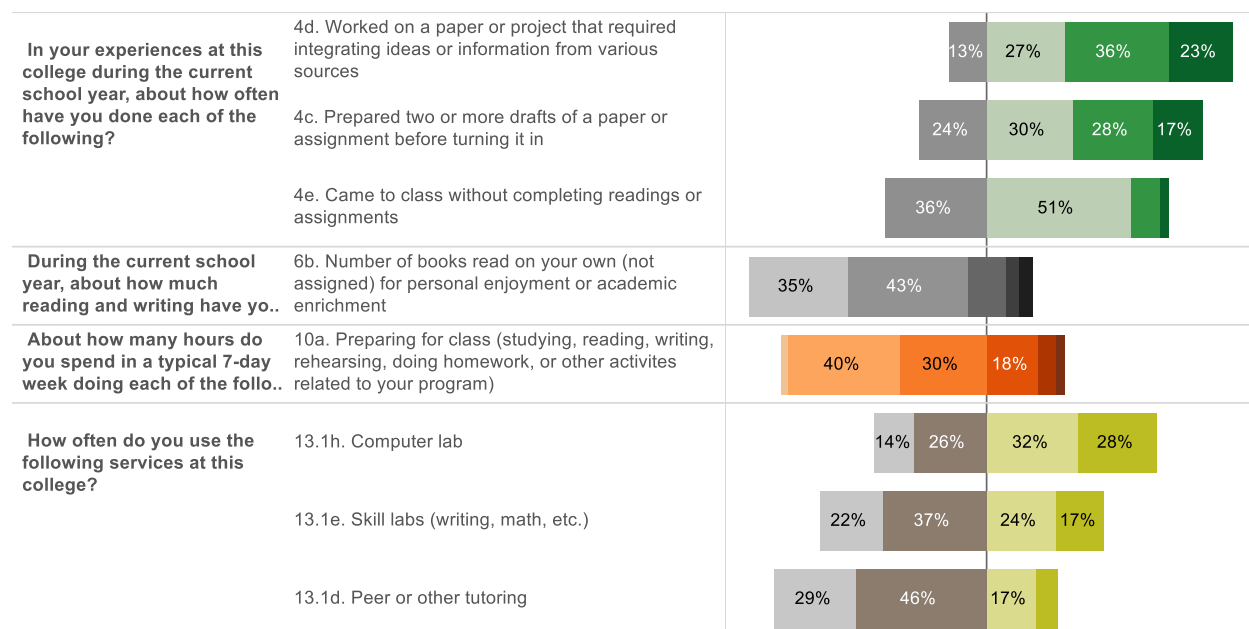
		In your experiences at this college during the current school year, about how often have you done each of the following?			
		Never	Sometimes.	Often.	Very often
4d. Worked on a paper or project that required integrating ideas or information from various sources	Southeast Community College	15.4%	27.0%	35.6%	22.0%
	Nebraska	12.8%	27.4%	36.6%	23.2%
	Large Colleges	9.5%	25.3%	37.4%	27.7%
	Full Cohort	9.4%	25.6%	37.4%	27.6%
4c. Prepared two or more drafts of a paper or assignment before turning it in	Southeast Community College	26.4%	31.5%	25.3%	16.8%
	Nebraska	23.2%	30.1%	29.0%	17.7%
	Large Colleges	19.9%	29.0%	29.9%	21.2%
	Full Cohort	19.8%	29.2%	30.0%	21.1%
4e. Came to class without completing readings or assignments	Southeast Community College	32.7%	51.8%	10.7%	4.8%
	Nebraska	36.8%	50.4%	10.1%	2.7%
	Large Colleges	33.2%	53.3%	9.7%	3.8%
	Full Cohort	34.3%	52.5%	9.4%	3.8%

		During the current school year, about how much reading and writing have you done at this college?				
		None	1 to 4	5 to 10	11 to 20	More than 20
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	Southeast Community College	40.3%	43.8%	9.1%	2.8%	4.1%
	Nebraska	33.1%	42.1%	14.3%	5.6%	4.8%
	Large Colleges	30.7%	46.9%	13.1%	4.8%	4.4%
	Full Cohort	31.7%	45.9%	13.1%	4.8%	4.5%

		About how many hours do you spend in a typical 7-day week doing each of the following?					
		None	1-5 hours	6-10 hours	11-20 hours	21-30 hours	More than 30 hours
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	Southeast Community College	2.7%	39.4%	29.0%	19.2%	6.3%	3.5%
	Nebraska	2.1%	40.0%	30.8%	17.3%	6.9%	2.9%
	Large Colleges	1.5%	39.8%	30.7%	18.0%	6.6%	3.4%
	Full Cohort	1.5%	39.5%	30.1%	18.4%	6.7%	3.7%

		How often do you use the following services at this college?			
		Don't know/N.A.	Rarely/Never	Sometimes	Often
13.1h. Computer lab	Southeast Community College	14.3%	26.4%	30.4%	28.9%
	Nebraska	14.2%	25.5%	32.8%	27.5%
	Large Colleges	13.3%	26.7%	30.5%	29.5%
	Full Cohort	12.6%	25.8%	30.9%	30.7%
13.1e. Skill labs (writing, math, etc.)	Southeast Community College	26.6%	35.9%	21.0%	16.4%
	Nebraska	20.4%	37.0%	25.3%	17.3%
	Large Colleges	21.4%	38.4%	24.3%	16.0%
	Full Cohort	20.5%	37.0%	25.0%	17.5%
13.1d. Peer or other tutoring	Southeast Community College	30.6%	48.8%	15.0%	5.5%
	Nebraska	28.6%	45.2%	18.1%	8.2%
	Large Colleges	23.2%	46.2%	21.3%	9.4%
	Full Cohort	23.1%	46.0%	21.3%	9.6%

Figure 5. SCC Responses to Student Effort Benchmark Items

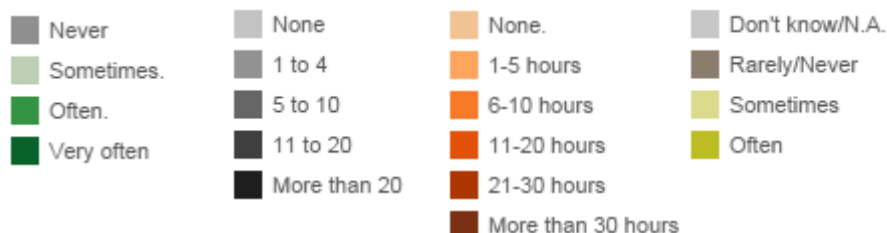


	In your experiences at this college during the current school year, about how often have you done each of the following?			
	Never	Sometimes	Often	Very often
4d. Worked on a paper or project that required integrating ideas or information f..	13.4%	27.3%	36.4%	22.9%
4c. Prepared two or more drafts of a paper or assignment before turning it in	24.0%	30.4%	28.1%	17.5%
4e. Came to class without completing readings or assignments	35.8%	50.7%	10.2%	3.2%

	During the current school year, about how much reading and writing have you done at this college?				
	None	1 to 4	5 to 10	11 to 20	More than ..
6b. Number of books read on your own (not assigned) for personal enjoyment o..	34.8%	42.5%	13.1%	4.9%	4.7%

	About how many hours do you spend in a typical 7-day week doing each of the following?					
	None	1-5 hours	6-10 hours	11-20 hours	21-30 hours	More than 30 ..
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework..	2.3%	39.8%	30.4%	17.7%	6.8%	3.0%

	How often do you use the following services at this college?			
	Don't know/N...	Rarely/Never	Sometimes	Often
13.1h. Computer lab	14.2%	25.7%	32.3%	27.8%
13.1e. Skill labs (writing, math, etc.)	21.9%	36.7%	24.3%	17.1%
13.1d. Peer or other tutoring	29.0%	46.0%	17.4%	7.6%



Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

Figure 6. SCC and Comparison Group Responses to Academic Challenge Benchmark Items

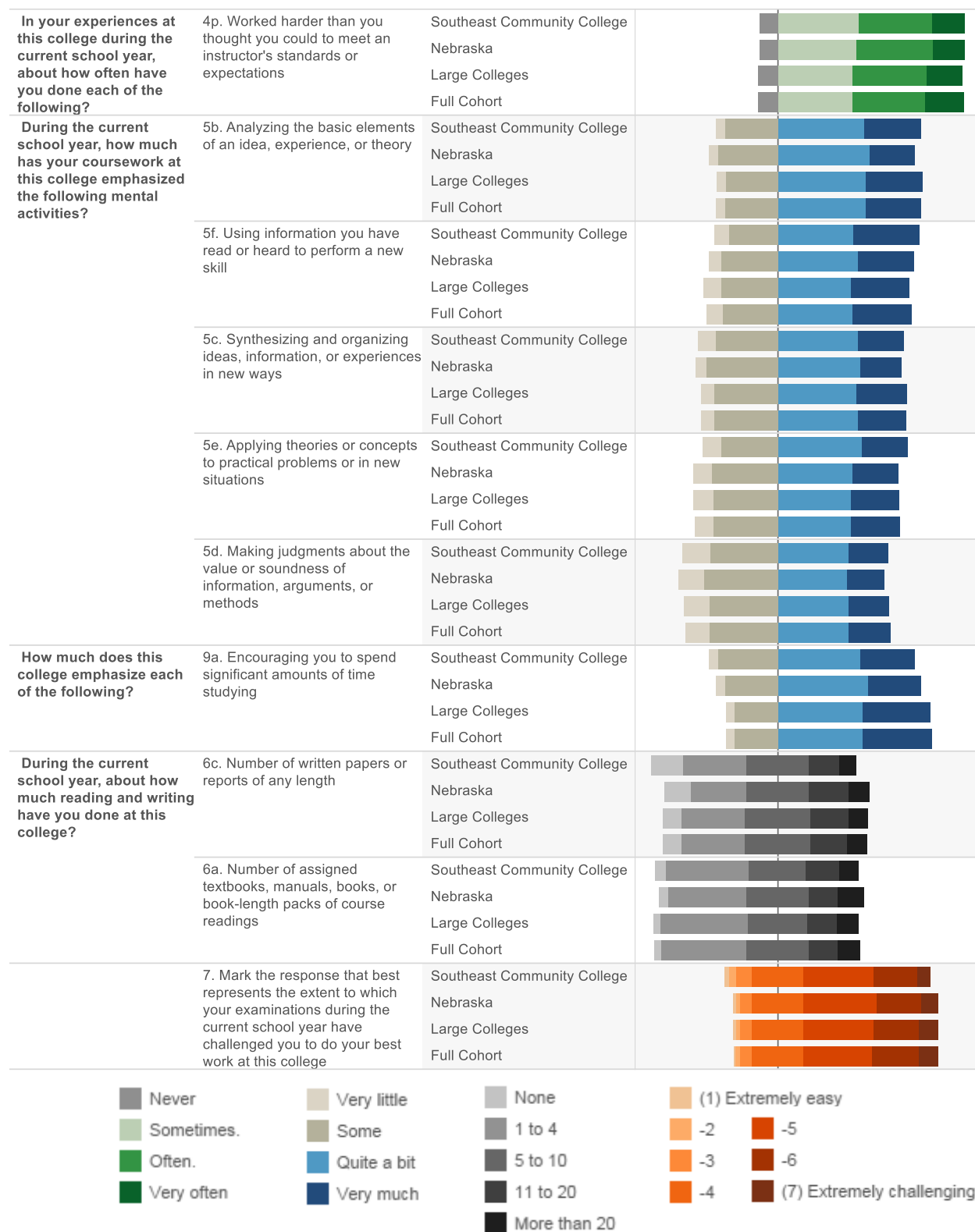
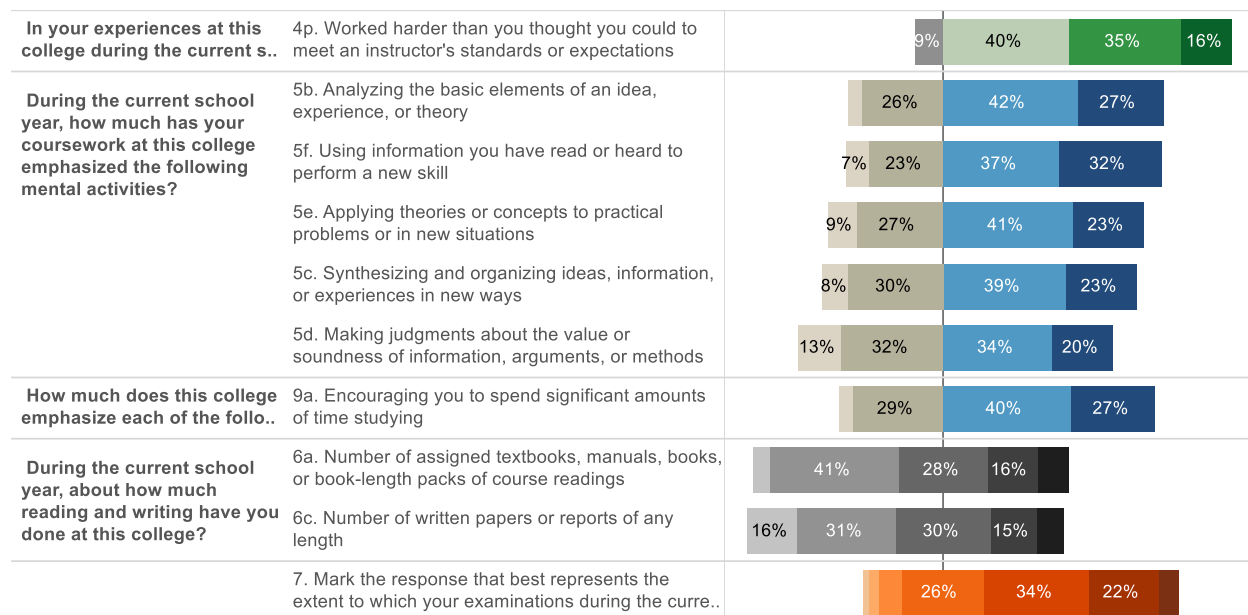


Table 4. SCC and Comparison Group Responses to Academic Challenge Benchmark Items

		<div>-20%<div><div></div></div>20%</div>						
		In your experiences at this college during the current school year, about how often have you done each of the following?						
		Never	Sometimes.	Often.	Very often			
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	Southeast Community College	8.6%	39.9%	35.3%	16.2%			
	Nebraska	8.9%	38.2%	37.5%	15.3%			
	Large Colleges	9.7%	36.7%	35.8%	17.9%			
	Full Cohort	9.3%	36.2%	36.0%	18.5%			
		During the current school year, how much has your coursework at this college emphasized the following mental activities?						
		Very little	Some	Quite a bit	Very much			
5b. Analyzing the basic elements of an idea, experience, or theory	Southeast Community College	4.5%	25.8%	42.5%	27.3%			
	Nebraska	4.5%	28.6%	45.0%	21.9%			
	Large Colleges	4.3%	25.1%	43.1%	27.6%			
	Full Cohort	4.3%	25.6%	42.9%	27.2%			
5f. Using information you have read or heard to perform a new skill	Southeast Community College	7.2%	23.5%	36.9%	32.4%			
	Nebraska	5.9%	27.1%	39.1%	27.8%			
	Large Colleges	8.1%	27.4%	36.0%	28.4%			
	Full Cohort	7.7%	26.9%	36.3%	29.0%			
5c. Synthesizing and organizing ideas, information, or experiences in new ways	Southeast Community College	8.4%	30.0%	38.7%	22.9%			
	Nebraska	5.3%	34.3%	40.2%	20.3%			
	Large Colleges	6.8%	30.5%	38.5%	24.2%			
	Full Cohort	6.6%	30.5%	38.9%	24.0%			
5e. Applying theories or concepts to practical problems or in new situations	Southeast Community College	9.3%	27.2%	40.9%	22.5%			
	Nebraska	8.8%	32.2%	36.3%	22.7%			
	Large Colleges	9.4%	31.3%	35.8%	23.4%			
	Full Cohort	9.1%	31.3%	36.0%	23.6%			
5d. Making judgments about the value or soundness of information, arguments, or methods	Southeast Community College	13.5%	32.4%	34.3%	19.8%			
	Nebraska	12.5%	35.6%	33.8%	18.1%			
	Large Colleges	11.9%	33.4%	34.5%	20.2%			
	Full Cohort	11.6%	33.4%	34.6%	20.3%			
		During the current school year, about how much reading and writing have you done at this college?						
		None	1 to 4	5 to 10	11 to 20	More than 20		
6c. Number of written papers or reports of any length	Southeast Community College	15.6%	31.1%	30.2%	14.7%	8.4%		
	Nebraska	13.0%	27.2%	30.5%	19.0%	10.4%		
	Large Colleges	9.1%	30.7%	32.2%	18.2%	9.9%		
	Full Cohort	9.2%	31.0%	31.9%	18.0%	9.9%		
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	Southeast Community College	5.1%	40.8%	28.2%	15.8%	10.1%		
	Nebraska	4.2%	38.1%	30.6%	14.0%	13.1%		
	Large Colleges	3.2%	42.2%	29.6%	14.2%	10.9%		
	Full Cohort	3.1%	41.5%	29.8%	14.4%	11.3%		
		(1) Extremely easy	-2	-3	-4	-5	-6	(7) Extremely challenging
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	Southeast Comm..	1.6%	3.6%	7.5%	25.6%	33.7%	21.7%	6.5%
	Nebraska	0.9%	2.1%	5.5%	25.7%	35.1%	22.1%	8.5%
	Large Colleges	1.0%	2.0%	6.1%	25.0%	34.4%	22.0%	9.4%
	Full Cohort	1.0%	2.0%	6.0%	24.7%	34.1%	22.3%	10.0%
		How much does this college emphasize each of the following?						
		Very little	Some	Quite a bit	Very much			
9a. Encouraging you to spend significant amounts of time studying	Southeast Community College	4.4%	28.6%	40.2%	26.9%			
	Nebraska	4.8%	25.5%	44.5%	25.2%			
	Large Colleges	3.9%	21.2%	41.6%	33.2%			
	Full Cohort	3.8%	20.8%	41.7%	33.7%			

Figure 7. SCC Responses to Academic Challenge Benchmark Items (color legend on a previous page)



		In your experiences at this college during the current school year, about how often have you done each of the following?						
		Never	Sometimes.	Often.	Very often			
4p. Worked harder than you thought you could to meet an instructor's standards..		8.6%	39.9%	35.3%	16.2%			
		During the current school year, how much has your coursework at this college emphasized the following mental ..						
		Very little	Some	Quite a bit	Very much			
5b. Analyzing the basic elements of an idea, experience, or theory		4.5%	25.8%	42.5%	27.3%			
5f. Using information you have read or heard to perform a new skill		7.2%	23.5%	36.9%	32.4%			
5e. Applying theories or concepts to practical problems or in new situations		9.3%	27.2%	40.9%	22.5%			
5c. Synthesizing and organizing ideas, information, or experiences in new ways		8.4%	30.0%	38.7%	22.9%			
5d. Making judgments about the value or soundness of information, arguments, or methods		13.5%	32.4%	34.3%	19.8%			
		During the current school year, about how much reading and writing have you done at this college?						
		None	1 to 4	5 to 10	11 to 20	More than ..		
6a. Number of assigned textbooks, manuals, books, or book-length packs of co..		5.1%	40.8%	28.2%	15.8%	10.1%		
6c. Number of written papers or reports of any length		15.6%	31.1%	30.2%	14.7%	8.4%		
		How much does this college emphasize each of the followin..						
		Very little	Some	Quite a bit	Very much			
9a. Encouraging you to spend significant amounts of time studying		4.4%	28.6%	40.2%	26.9%			
		(1) Extremely easy				(7) Extremely challenging		
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college		1.6%	3.6%	7.5%	25.6%	33.7%	21.7%	6.5%

Student-Faculty Interaction

In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Figure 8. SCC and Comparison Group Responses to Student-Faculty Interaction Benchmark Items

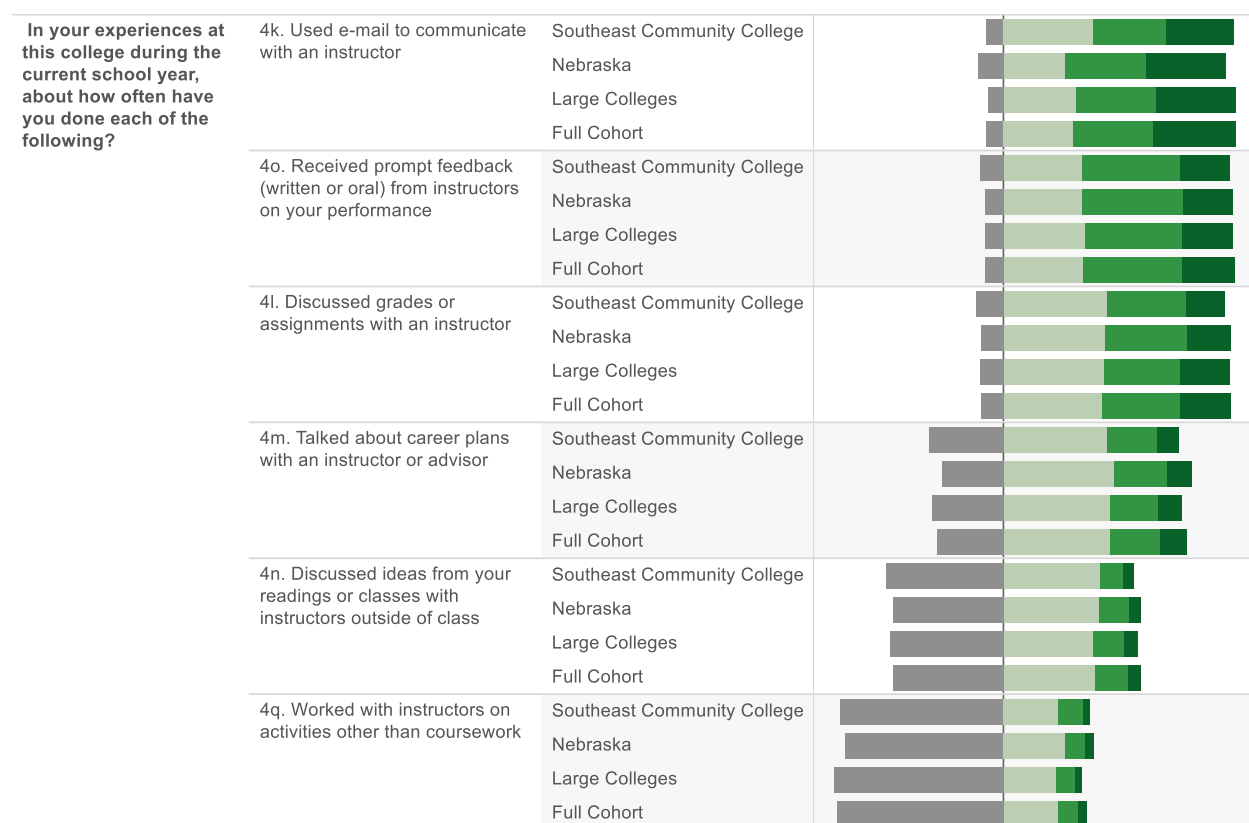
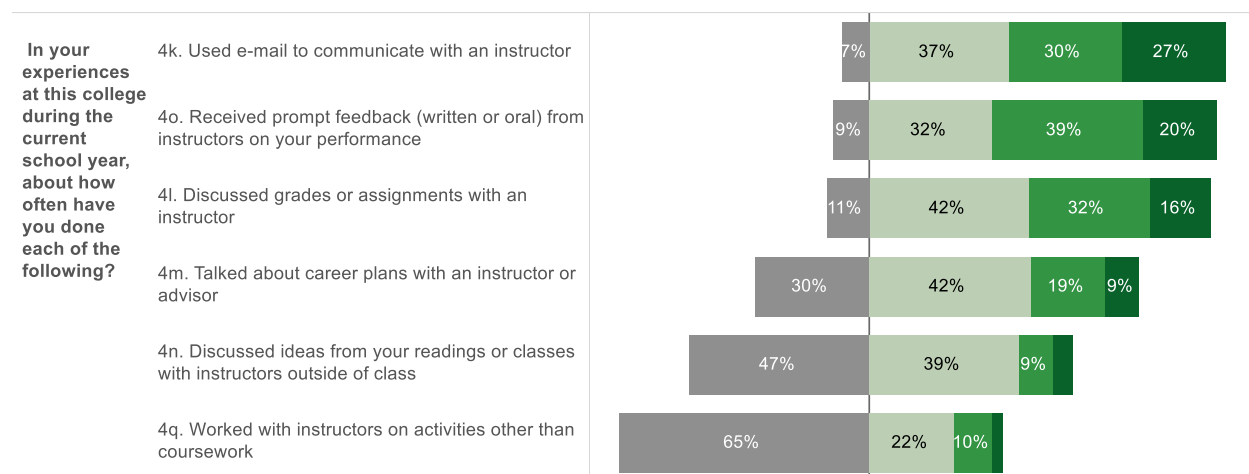


Table 5. SCC and Comparison Group Responses to Student-Faculty Interaction Benchmark Items

		In your experiences at this college during the current school year, about how often have you done each of the following?			
		Never	Sometimes.	Often.	Very often
4k. Used e-mail to communicate with an instructor	Southeast Community College	6.9%	36.6%	29.5%	27.0%
	Nebraska	10.1%	24.8%	32.6%	32.5%
	Large Colleges	6.1%	29.3%	32.3%	32.4%
	Full Cohort	6.4%	28.3%	32.1%	33.1%
4o. Received prompt feedback (written or oral) from instructors on your performance	Southeast Community College	9.1%	31.9%	39.4%	19.6%
	Nebraska	7.4%	31.5%	40.9%	20.3%
	Large Colleges	7.5%	32.9%	38.9%	20.6%
	Full Cohort	7.1%	32.6%	39.1%	21.2%
4l. Discussed grades or assignments with an instructor	Southeast Community College	10.9%	41.7%	31.5%	15.8%
	Nebraska	8.5%	41.4%	32.4%	17.8%
	Large Colleges	9.3%	40.8%	30.7%	19.2%
	Full Cohort	8.6%	40.0%	31.3%	20.1%
4m. Talked about career plans with an instructor or advisor	Southeast Community College	29.6%	42.1%	19.3%	9.0%
	Nebraska	24.1%	44.8%	21.3%	9.8%
	Large Colleges	28.3%	43.3%	18.8%	9.7%
	Full Cohort	26.2%	43.3%	19.9%	10.6%
4n. Discussed ideas from your readings or classes with instructors outside of class	Southeast Community College	46.9%	39.1%	8.7%	5.3%
	Nebraska	44.2%	38.2%	12.5%	5.1%
	Large Colleges	45.8%	36.1%	12.5%	5.5%
	Full Cohort	44.1%	37.1%	13.0%	5.8%
4q. Worked with instructors on activities other than coursework	Southeast Community College	65.0%	22.2%	10.0%	2.8%
	Nebraska	63.6%	24.9%	8.2%	3.3%
	Large Colleges	68.2%	21.2%	7.6%	3.0%
	Full Cohort	66.5%	22.3%	8.0%	3.3%

Figure 9. SCC Responses to Student-Faculty Interaction Benchmark Items



	In your experiences at this college during the current school year, about how often have you done each of the following?			
	Never	Sometimes.	Often.	Very often
4k. Used e-mail to communicate with an instructor	6.9%	36.6%	29.5%	27.0%
4o. Received prompt feedback (written or oral) from instructors on your perform..	9.1%	31.9%	39.4%	19.6%
4l. Discussed grades or assignments with an instructor	10.9%	41.7%	31.5%	15.8%
4m. Talked about career plans with an instructor or advisor	29.6%	42.1%	19.3%	9.0%
4n. Discussed ideas from your readings or classes with instructors outside of cl..	46.9%	39.1%	8.7%	5.3%
4q. Worked with instructors on activities other than coursework	65.0%	22.2%	10.0%	2.8%



Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

Figure 10. SCC and Comparison Group Responses to Support for Learners Benchmark Items

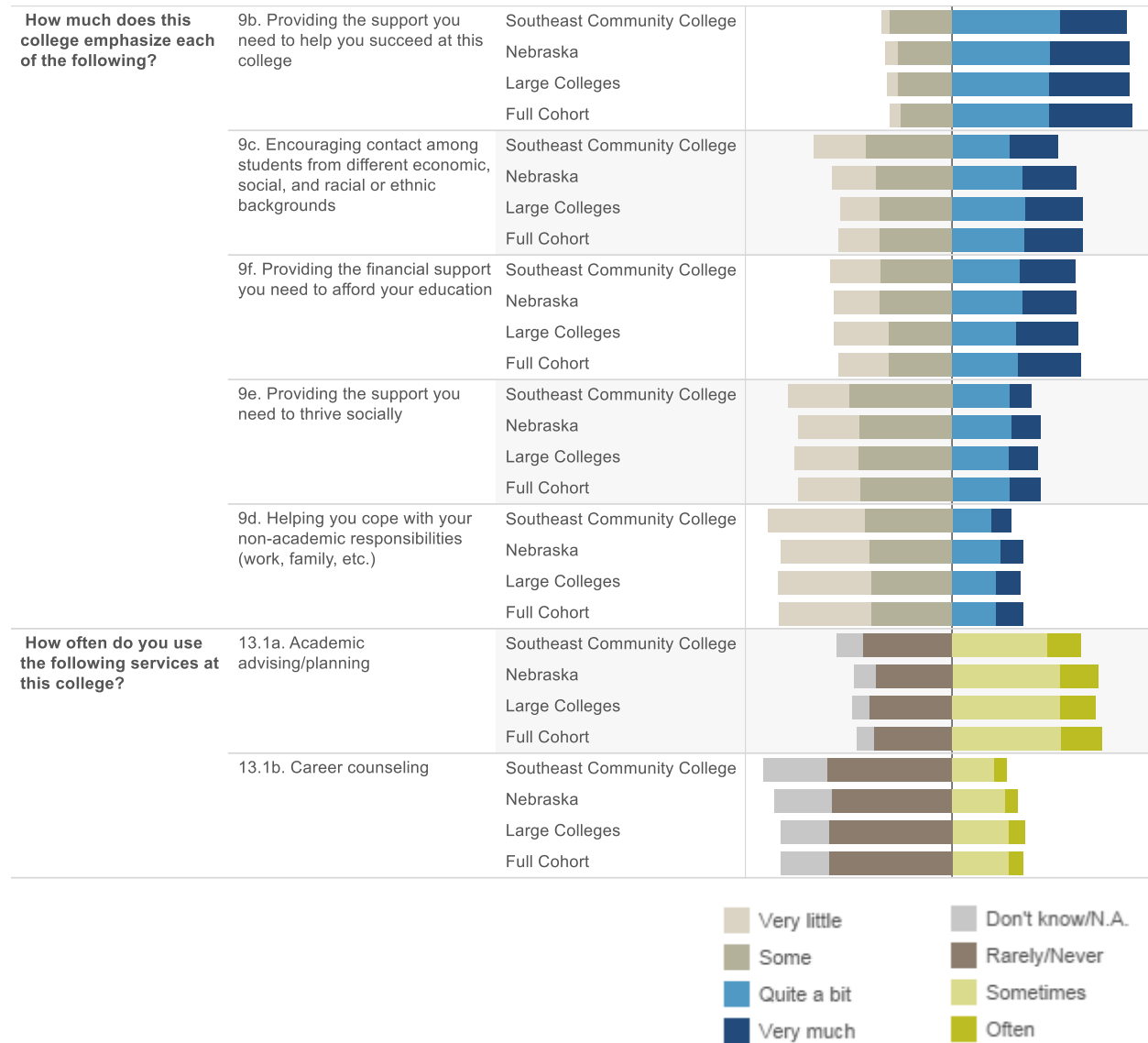


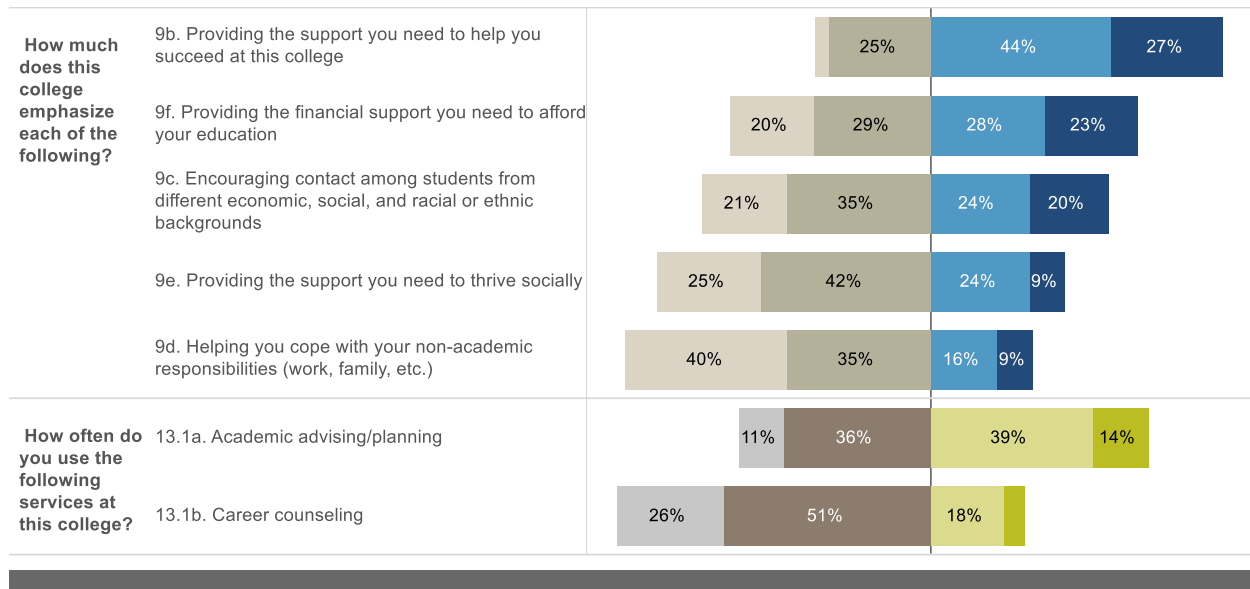
Table 6. SCC and Comparison Group Responses to Support for Learners Benchmark Items



		How much does this college emphasize each of the following?			
		Very little	Some	Quite a bit	Very much
9b. Providing the support you need to help you succeed at this college	Southeast Community College	3.3%	25.3%	44.1%	27.3%
	Nebraska	4.6%	22.4%	40.5%	32.5%
	Large Colleges	4.9%	22.0%	39.8%	33.3%
	Full Cohort	4.7%	21.0%	39.8%	34.5%
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Southeast Community College	21.1%	35.4%	23.9%	19.7%
	Nebraska	17.5%	31.3%	29.1%	22.1%
	Large Colleges	16.2%	29.8%	30.1%	23.9%
	Full Cohort	16.4%	30.1%	29.7%	23.8%
9f. Providing the financial support you need to afford your education	Southeast Community College	20.5%	29.0%	27.6%	22.9%
	Nebraska	19.0%	29.6%	28.9%	22.5%
	Large Colleges	22.1%	26.1%	26.0%	25.8%
	Full Cohort	20.6%	25.9%	26.8%	26.6%
9e. Providing the support you need to thrive socially	Southeast Community College	25.3%	41.8%	24.0%	8.8%
	Nebraska	24.9%	38.4%	24.3%	12.4%
	Large Colleges	26.6%	37.9%	23.1%	12.3%
	Full Cohort	25.6%	37.7%	23.8%	13.0%
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Southeast Community College	39.8%	35.5%	16.0%	8.7%
	Nebraska	36.8%	33.6%	19.7%	10.0%
	Large Colleges	38.5%	33.0%	17.8%	10.6%
	Full Cohort	37.4%	33.2%	18.2%	11.1%

		How often do you use the following services at this college?			
		Don't know/N.A.	Rarely/Never	Sometimes	Often
13.1a. Academic advising/planning	Southeast Community College	10.9%	36.3%	39.3%	13.6%
	Nebraska	8.7%	31.2%	44.0%	16.1%
	Large Colleges	7.2%	33.8%	44.1%	14.9%
	Full Cohort	7.0%	31.8%	45.0%	16.2%
13.1b. Career counseling	Southeast Community College	26.2%	51.0%	17.7%	5.1%
	Nebraska	23.7%	49.2%	21.8%	5.3%
	Large Colleges	19.7%	50.3%	23.3%	6.7%
	Full Cohort	20.0%	50.3%	23.0%	6.6%

Figure 11. SCC Responses to Support for Learners Benchmark Items



	How much does this college emphasize each of the followin..			
	Very little	Some	Quite a bit	Very much
9b. Providing the support you need to help you succeed at this college	3.3%	25.3%	44.1%	27.3%
9f. Providing the financial support you need to afford your education	20.5%	29.0%	27.6%	22.9%
9c. Encouraging contact among students from different economic, social, and r..	21.1%	35.4%	23.9%	19.7%
9e. Providing the support you need to thrive socially	25.3%	41.8%	24.0%	8.8%
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	39.8%	35.5%	16.0%	8.7%

	How often do you use the following services at this college?			
	Don't know/..	Rarely/Never	Sometimes	Often
13.1a. Academic advising/planning	10.9%	36.3%	39.3%	13.6%
13.1b. Career counseling	26.2%	51.0%	17.7%	5.1%

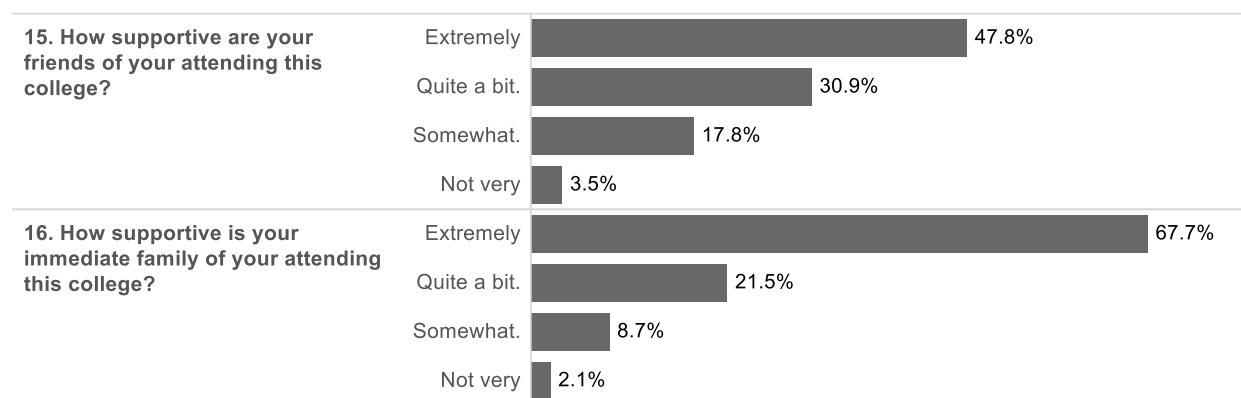


Other Results

Though this report has focused on CCSSE-specified benchmarks, the survey does include other items that are of interest. This section provides an overview of the responses to several such questions.

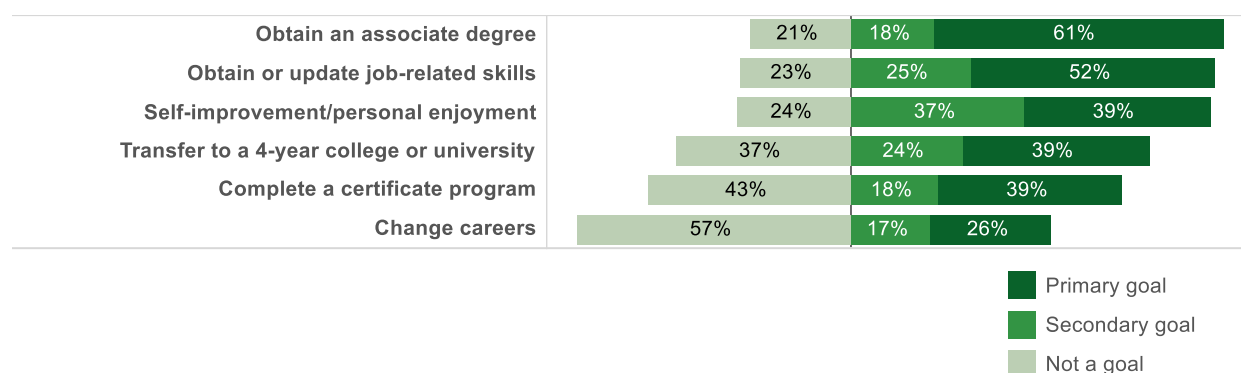
As shown in Figure 12, SCC students report that their friends and family are *extremely* or *quite a bit* supportive of their attending Southeast Community College. Students indicated that their families are more supportive than their friends (67.7% of family and 47.8% of friends are *extremely* supportive).

Figure 12. How supportive are friends and family of SCC students of their attending SCC.



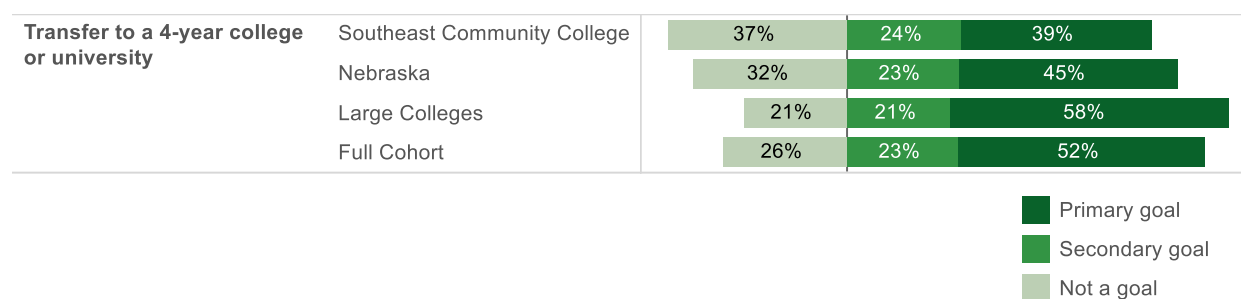
When asked about their goals for attending SCC, those most frequently mentioned were to (1) *obtain an associate degree*, (2) *obtain or update job-related skills*, and (3) *self-improvement/personal enjoyment* (see Figure 13). The least frequently mentioned was *changing careers*.

Figure 13. Percent of SCC students who indicated they have each of the following goals for attending SCC



As shown in Figure 13, the goal of transferring to a 4-year college or university ranked fourth among SCC students with 39% indicating this is a primary goal. As shown in Figure 14, this value is significantly lower than students in the comparison groups, where 45% of students at other Nebraska community colleges, 58% of students at large colleges across North America, and 52% of the complete cohort have a *primary* goal of transferring to a 4-year college or university.

Figure 14. Percent of SCC and comparison group who indicated they intend to transfer to a 4-year college



When asked to indicate which financial sources they use to pay for tuition, the most SCC students (42%) reported they use *student loans* as a major source. An additional 10% use student loans as a minor source (see Figure 15). Both *grants & scholarships* and *my own income/savings* were mentioned frequently as major sources (39% and 34% respectively); *public assistance* and *employer contributions* were mentioned least often (6% and 4% respectively).

As shown in Figure 16, a much larger percentage of SCC students used student loans as a major source for paying tuition (42%) than students at other community colleges in Nebraska (29%), large colleges across North American (22%), and the overall cohort (25%).

Figure 15. Percent of SCC students who indicated they use a variety of methods to pay tuition

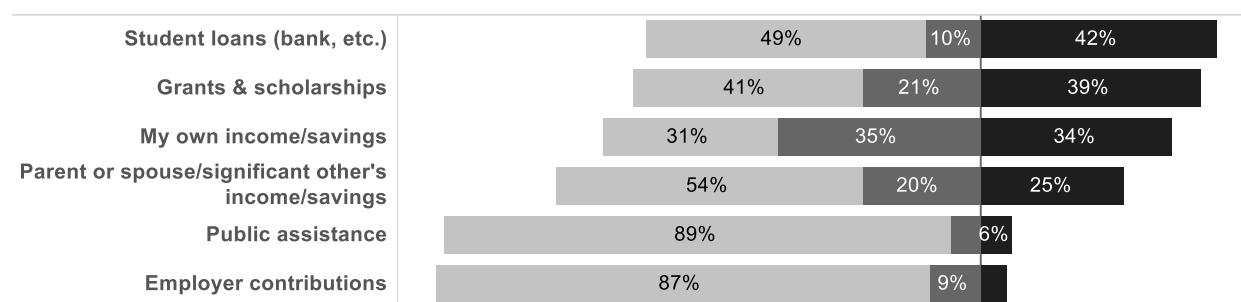
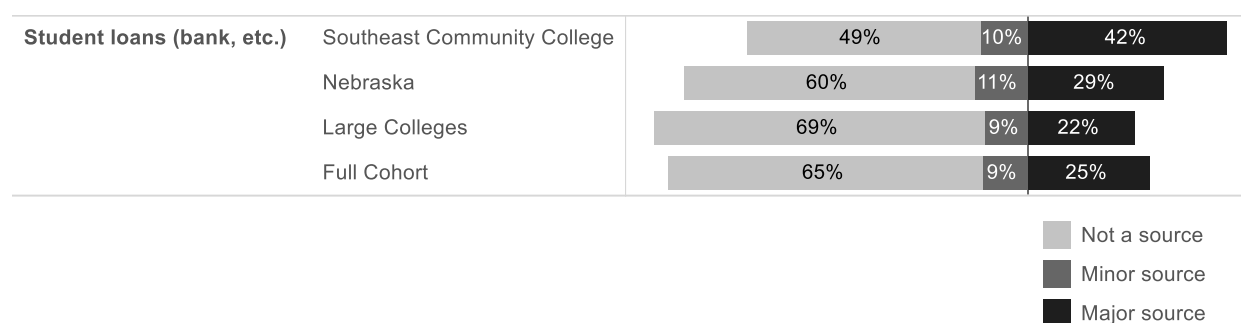
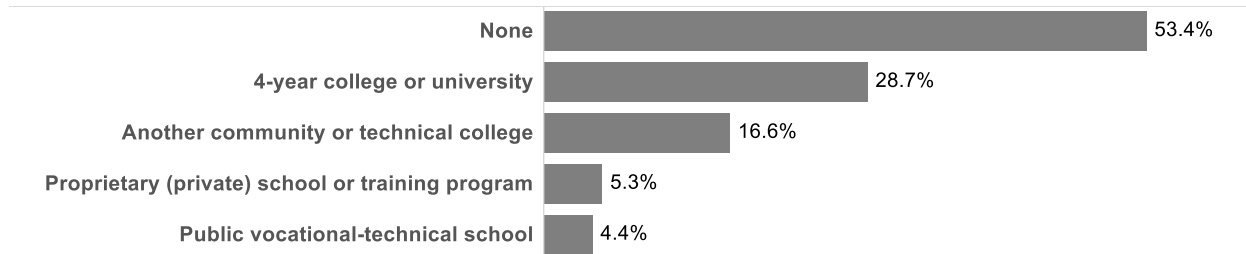


Figure 16. Percent of SCC and peer group students who indicated they use student loans to pay tuition



As shown in Figure 16, more than half of respondents had not previously attended post-secondary school (53.4%). Just over one-quarter had attended a 4-year college or university (28.7%) and 16.6% had attended another community or technical college.

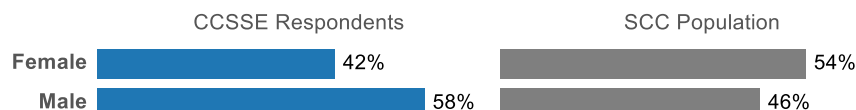
Figure 17. Responses to "Since high school, which of the following types of schools have you attended other than the one you are now attending?"



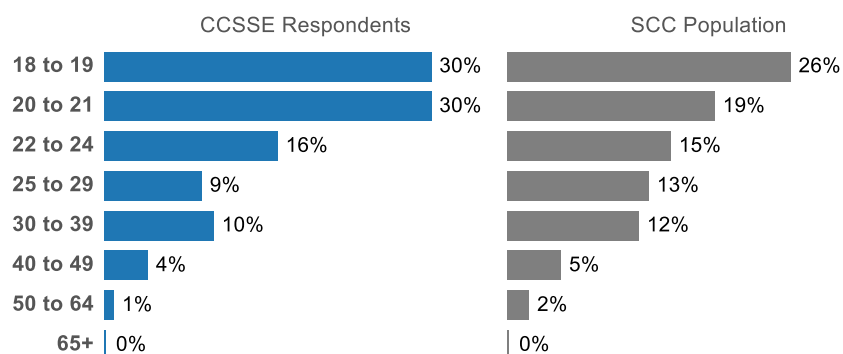
Demographics

The following section provides a summary of survey respondent demographics (blue) as compared to that of the student population during spring 2015 (grey).

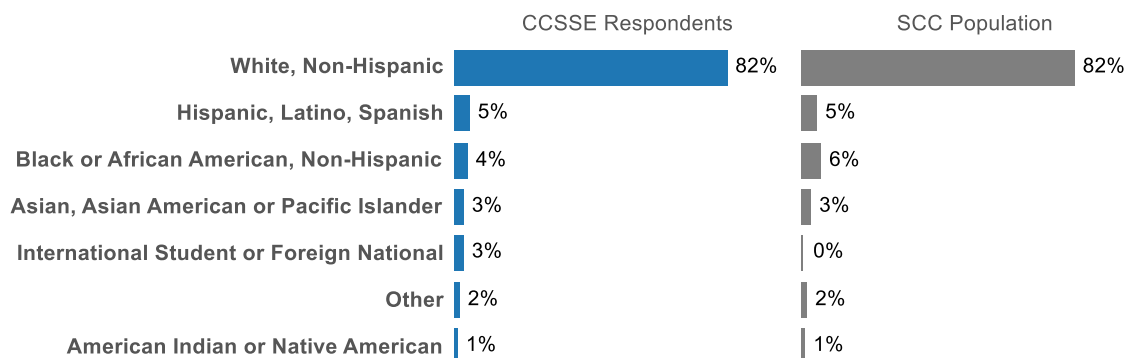
Of the survey respondents, 41% were female and 58% were male. This distribution is quite different from the population of enrolled students during spring 2015, which was 54% female and 46% male.



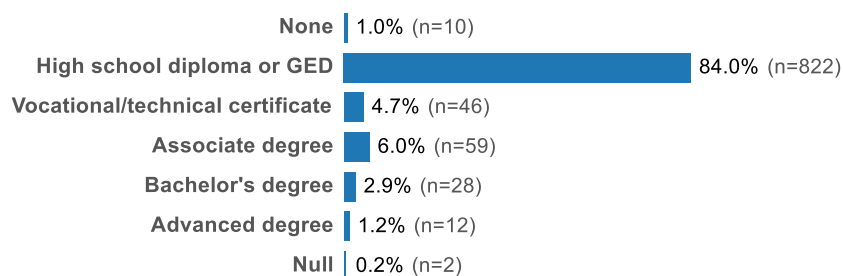
In general, survey respondents were younger than the college population as a whole: 60% of survey respondents were 21 or under (45% of population), 25% were between 22 and 29 (28% of population), and 15% were 30 or over (19% of population).



Overall, the percent of students of color among survey respondents was comparable to the college population as a whole (82% of both survey respondents and population were white). There were some specific differences in distribution by race/ethnicity group such that students who reported they are Black or African American were a smaller proportion of survey respondents than the student population (4% of survey respondents; 61% of population).



Most respondents indicated that the highest educational level they had achieved was high school diploma or GED. Small percentages indicated they had already received a vocational/technical certificate (4.7%), associate degree (6.0%), bachelor's degree (2.9%) or advanced degree (1.2%).



The following table shows the highest level of parents' education with the value (and background color) representing the percent of respondents who reported each combination. Many students are first-generation to college; a total of 18.1% reported that their parents were either not high school graduates or their highest level of education as a high school diploma or GED. An additional 12.8% reported that at least one parent had attended college, but not completed. Sixteen percent (16.6%) reported that at least one parent had received an associate degree, approximately one-quarter (25.4%) reported that at least one parent had received a bachelor's degree, and 13.0% reported at least one parent had received an advanced degree.

		Father's education						
		Not a high school graduate	High school diploma or GED	Some college, did not complete ..	Associate degree	Bachelor's degree	Advanced degree	Unknown
Mother's education	Not a high school graduate	3.5%	1.8%	0.4%		0.2%		0.6%
	High school diploma or GED	2.1%	10.7%	3.0%	2.0%	2.5%	0.4%	1.1%
	Some college, did not complete ..	0.6%	5.4%	3.4%	1.5%	2.2%	1.1%	0.3%
	Associate degree	0.7%	4.1%	2.3%	6.0%	2.8%	0.9%	0.5%
	Bachelor's degree	0.4%	4.4%	2.3%	2.2%	8.4%	2.2%	0.7%
	Advanced degree	0.2%	0.8%	1.1%	0.8%	2.2%	3.3%	0.3%
	Unknown	0.2%	1.9%	0.1%	0.6%	0.3%	0.1%	6.8%