



# Community College Survey of Student Engagement | 2017

## 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 757 students at Southeast Community College (SCC) during the spring 2017 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 fell below the national average. Based on overall benchmark score, the relative strengths of SCC are the areas Support for Learners and Student-Faculty Interaction; the relative weakness is of Active & Collaborative Learning. 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" (68.2% *often* or *very often*) and "how often did you work with other students on projects during class" (50.7% *often* or *very often*). Those with the lowest levels were "tutored or taught other students" (75.6% *never*) and "participated in a community-based project as part of a regular course" (80.8% *never*).

### *Student Effort*

This benchmark 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" (58.9% *often* or *very often*).

### *Academic Challenge*

Of the items in this benchmark, the only relative strength compared to other colleges is that a higher proportion of students reported having "more assigned textbooks, manuals, books or packets of course readings" with 64.9% of SCC respondents reporting five or more compared to 60.2% at Nebraska Colleges and 60.8% of the full cohort. A relative weakness is that a smaller proportion of SCC students reported that they "worked harder than you thought you could to meet an instructor's standards of expectations than at comparison groups; 47.7% of SCC students responded *often* or *very often* compared to 53.8% 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" (62.2% *often* or *very*

*often*), “how often have you used email to communicate with an instructor” (53.4% *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” (66.4% *never* or *sometimes*).

#### *Support for Learners*

Of the items in this benchmark, the items that indicated the highest levels of support for learners were “how much did this college emphasize providing the support you need to help you succeed at this college” (76.9% *quite a bit* or *very much*) and “how often have you used academic advising/planning” (54.1% did so at least twice). The item indicating the least support was “how much did this college emphasize helping you cope with your non-academic responsibilities” (76.1% *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 (69.2% of family and 48.9% 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) *self-improvement/personal enjoyment*, and (3) *obtain or update job-related skills*. 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 50% indicating this is a primary goal, which was significantly lower than students in the full cohort at 67%.

When asked to indicate which financial sources they use to pay for tuition, SCC students most frequently reported they use *my own income/savings* as a major source (37%); an additional 36% use their own income 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 the full cohort (32% and 22% respectively). Many SCC students mentioned both *grants & scholarships* and *my own income/savings* as major sources and very few mentioned *public assistance*, *active military or veterans benefits*, 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 2017 *CCSSE* Cohort includes all colleges that participated in *CCSSE* during 2017. The 2017 *CCSSE* Cohort represents over 178,000 community college students from 297 community and technical colleges in 40 states and the District of Columbia and one Canadian province.

### *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 2017, 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), 757 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 76% and an overall completion rate of 46%. 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. Overall completion rate is the ratio of number of surveys returned to the number of surveys sent to the college.

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:

- The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
- 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.
- The student reported his or her age as under 18.
- The student indicated that he or she had taken the survey in a previous class or did not respond to item 3.
- Oversample respondents are not included because they are selected outside of *CCSSE*'s primary sampling procedures.

## Benchmark Scores

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=63) and
3. The complete 2017 Cohort (n=297).

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	Large Colleges	All Cohort
Active and Collaborative Learning	46.7 (0.0)	48.8 (2.1)	49.4 (2.7)	50.0 (3.3)
Student Effort	44.9 (0.0)	46.8 (1.9)	49.9 (5.0)	50.0 (5.1)
Academic Challenge	45.9 (0.0)	48.0 (2.1)	49.5 (3.6)	50.0 (4.1)
Student-Faculty Interaction	46.0 (0.0)	50.1 (4.1)	48.8 (2.8)	50.0 (4.0)
Support for Learners	45.9 (0.0)	49.5 (3.6)	49.0 (3.1)	50.0 (4.1)

## 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.

Never Sometimes. Often. Very often

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

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

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.

-20% 20%

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

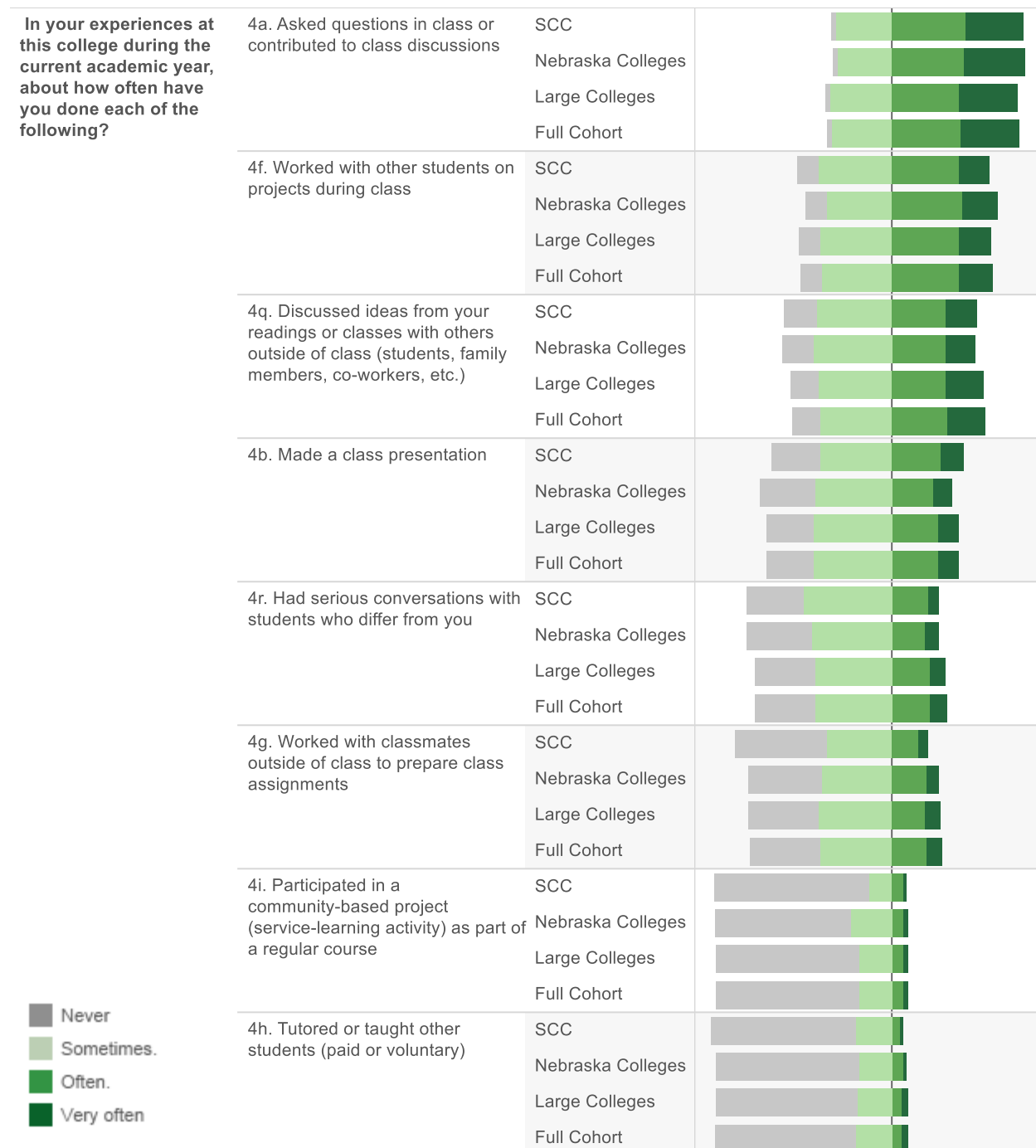

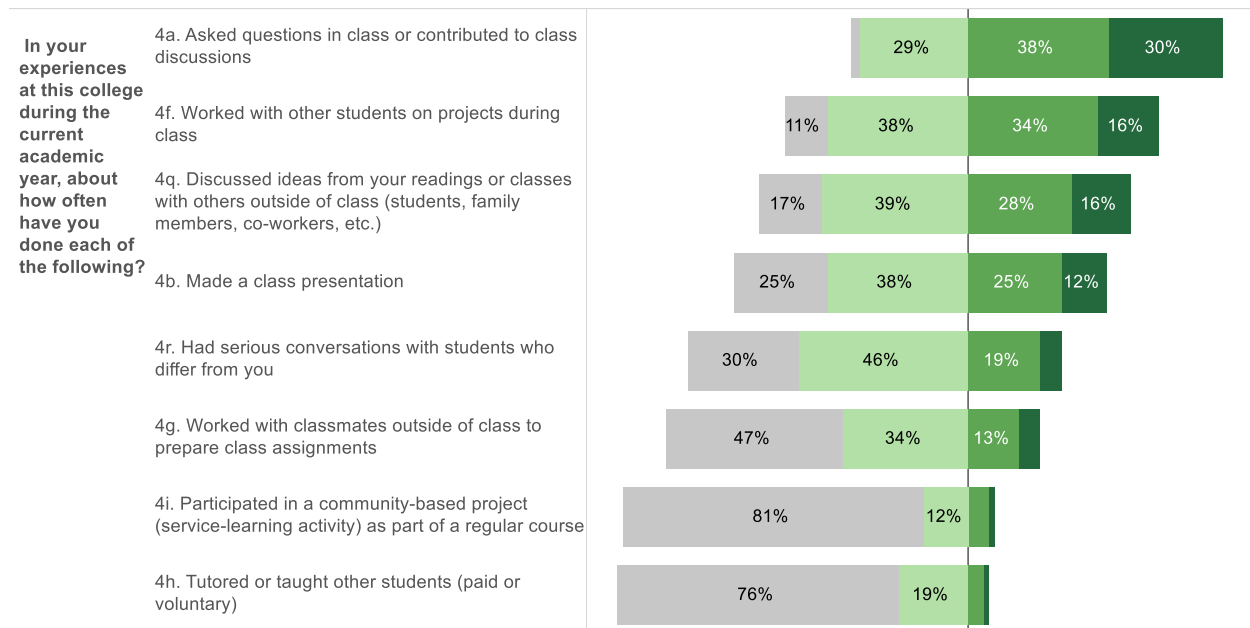


Table 1. SCC and Comparison Group Responses to Active and Collaborative Learning Benchmark Items

-20%  20%

		In your experiences at this college during the current academic 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	SCC	2.6%	29.1%	37.7%	30.5%
	Nebraska Colleges	1.9%	28.4%	37.6%	32.1%
	Large Colleges	2.7%	32.1%	35.0%	30.1%
	Full Cohort	2.6%	31.2%	35.6%	30.6%
4f. Worked with other students on projects during class	SCC	11.1%	38.2%	34.4%	16.3%
	Nebraska Colleges	10.9%	34.3%	36.7%	18.1%
	Large Colleges	10.7%	37.3%	34.4%	17.6%
	Full Cohort	11.0%	36.7%	34.5%	17.7%
4g. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	SCC	17.1%	39.3%	27.7%	15.9%
	Nebraska Colleges	15.6%	41.0%	28.1%	15.3%
	Large Colleges	14.6%	38.1%	28.2%	19.2%
	Full Cohort	14.0%	37.6%	29.0%	19.4%
4b. Made a class presentation	SCC	25.2%	37.8%	25.0%	12.0%
	Nebraska Colleges	28.3%	40.1%	21.4%	10.2%
	Large Colleges	25.1%	40.6%	23.9%	10.4%
	Full Cohort	25.2%	40.5%	23.8%	10.6%
4r. Had serious conversations with students who differ from you	SCC	29.7%	45.5%	18.9%	5.9%
	Nebraska Colleges	34.0%	41.6%	16.7%	7.7%
	Large Colleges	32.1%	39.6%	19.0%	9.3%
	Full Cohort	31.7%	39.9%	19.1%	9.4%
4g. Worked with classmates outside of class to prepare class assignments	SCC	47.4%	33.8%	13.5%	5.3%
	Nebraska Colleges	38.4%	36.7%	18.1%	6.8%
	Large Colleges	36.8%	38.3%	17.0%	7.9%
	Full Cohort	36.2%	37.8%	17.7%	8.3%
4i. Participated in a community-based project (service-learning activity) as part of a regular course	SCC	80.8%	11.9%	5.4%	1.9%
	Nebraska Colleges	70.3%	21.3%	5.4%	3.0%
	Large Colleges	74.8%	16.7%	5.6%	2.9%
	Full Cohort	74.0%	17.4%	5.8%	2.9%
4h. Tutored or taught other students (paid or voluntary)	SCC	75.6%	18.9%	4.1%	1.3%
	Nebraska Colleges	75.3%	16.8%	5.6%	2.3%
	Large Colleges	73.9%	18.1%	5.1%	2.9%
	Full Cohort	73.1%	18.6%	5.4%	2.9%

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



	In your experiences at this college during the current academic 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	2.6%	29.1%	37.7%	30.5%
4f. Worked with other students on projects during class	11.1%	38.2%	34.4%	16.3%
4q. Discussed ideas from your readings or classes with others outside of class (..	17.1%	39.3%	27.7%	15.9%
4b. Made a class presentation	25.2%	37.8%	25.0%	12.0%
4r. Had serious conversations with students who differ from you	29.7%	45.5%	18.9%	5.9%
4g. Worked with classmates outside of class to prepare class assignments	47.4%	33.8%	13.5%	5.3%
4i. Participated in a community-based project (service-learning activity) as part ..	80.8%	11.9%	5.4%	1.9%
4h. Tutored or taught other students (paid or voluntary)	75.6%	18.9%	4.1%	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

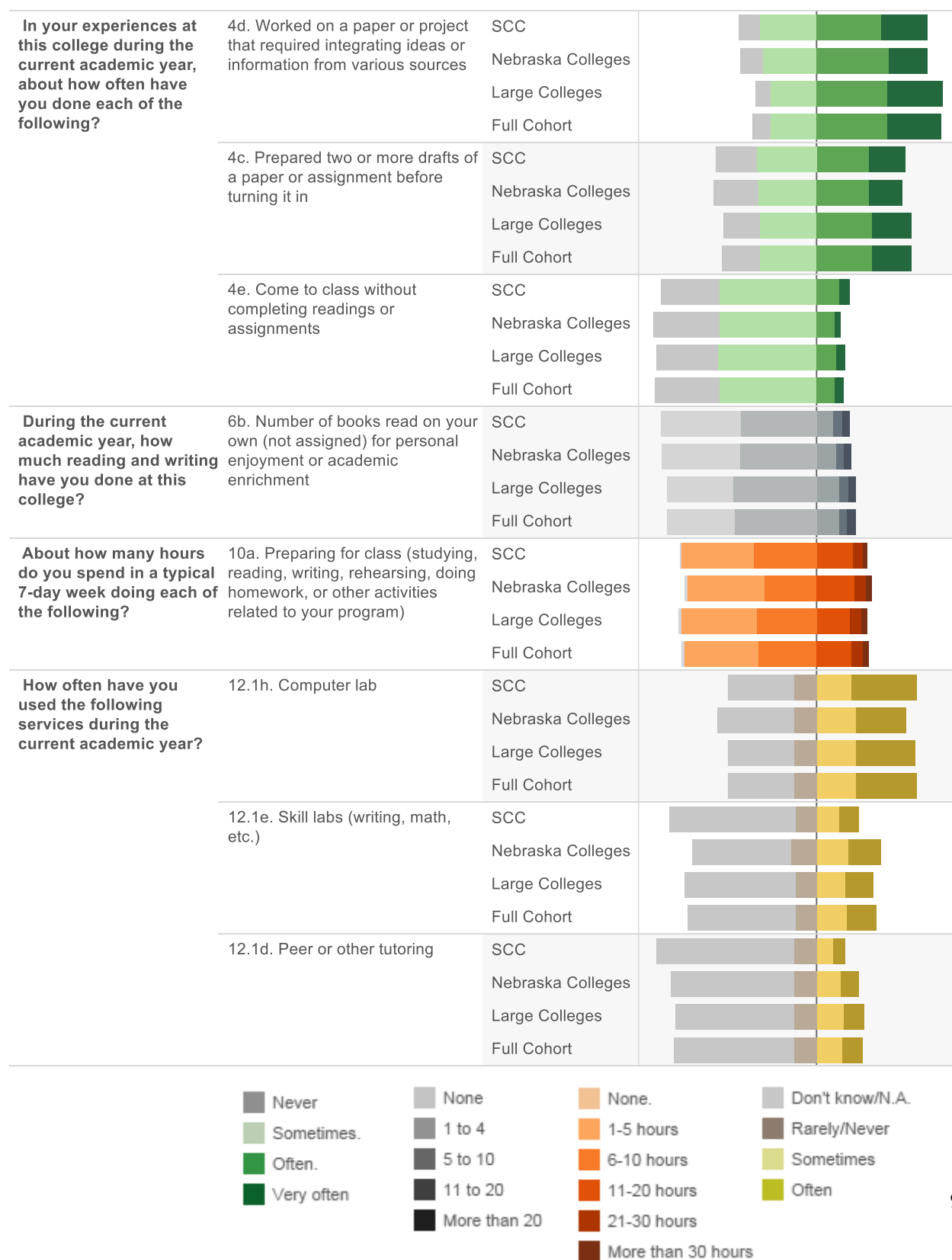


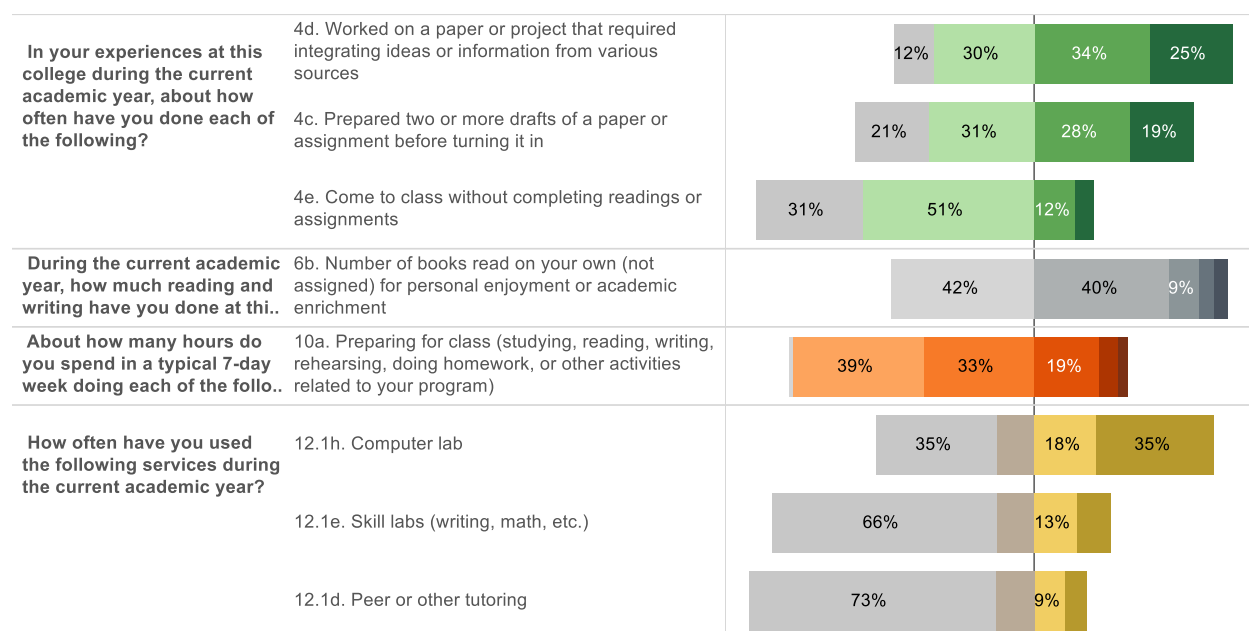
Table 2. SCC and Comparison Group Responses to Student Effort Benchmark Items

-20%

20%

		In your experiences at this college during the current academic 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	SCC	11.6%	29.5%		34.2%	24.7%	
	Nebraska Colleges	12.4%	28.0%		38.2%	21.4%	
	Large Colleges	8.6%	24.0%		37.9%	29.5%	
	Full Cohort	8.9%	24.7%		37.7%	28.7%	
4c. Prepared two or more drafts of a paper or assignment before turning it in	SCC	21.3%	31.4%		28.5%	18.9%	
	Nebraska Colleges	23.6%	30.6%		28.2%	17.6%	
	Large Colleges	19.7%	29.7%		29.8%	20.9%	
	Full Cohort	20.0%	29.5%		29.8%	20.7%	
4e. Come to class without completing readings or assignments	SCC	31.3%	51.0%		12.1%	5.6%	
	Nebraska Colleges	35.5%	51.0%		9.6%	3.8%	
	Large Colleges	32.4%	52.2%		10.7%	4.7%	
	Full Cohort	33.8%	51.7%		10.1%	4.4%	
		During the current academic year, how much reading and writing have you done at this college?					
		None	1–4	5–10	11–20.	More than 20.	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	SCC	42.3%	40.1%	8.8%	4.8%	4.0%	
	Nebraska Colleges	40.6%	40.6%	10.9%	4.1%	3.7%	
	Large Colleges	34.5%	44.5%	12.0%	4.8%	4.1%	
	Full Cohort	35.5%	43.7%	12.0%	4.6%	4.1%	
		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)	SCC	1.1%	38.5%	32.8%	19.2%	5.6%	2.8%
	Nebraska Colleges	2.1%	40.0%	27.8%	20.0%	6.4%	3.7%
	Large Colleges	1.5%	39.8%	31.3%	18.2%	6.2%	3.1%
	Full Cohort	1.6%	39.5%	30.4%	18.4%	6.6%	3.5%
		How often have you used the following services during the current academic year?					
		Never	1 time	2–4 times	5 or more times		
12.1h. Computer lab	SCC	35.4%	11.2%		18.2%	35.1%	
	Nebraska Colleges	40.8%	11.5%		20.7%	27.0%	
	Large Colleges	35.2%	11.7%		21.1%	32.0%	
	Full Cohort	35.4%	11.4%		21.2%	32.1%	
12.1e. Skill labs (writing, math, etc.)	SCC	66.1%	11.1%		12.6%	10.2%	
	Nebraska Colleges	52.2%	13.1%		17.2%	17.6%	
	Large Colleges	59.0%	10.6%		15.5%	14.9%	
	Full Cohort	57.5%	10.7%		16.1%	15.7%	
12.1d. Peer or other tutoring	SCC	73.1%	11.3%		9.4%	6.2%	
	Nebraska Colleges	65.9%	11.3%		12.8%	10.1%	
	Large Colleges	63.0%	11.5%		14.4%	11.1%	
	Full Cohort	63.9%	11.4%		14.1%	10.6%	

Figure 5. SCC Responses to Student Effort Benchmark Items



	In your experiences at this college during the current academic 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..	11.6%	29.5%	34.2%	24.7%
4c. Prepared two or more drafts of a paper or assignment before turning it in	21.3%	31.4%	28.5%	18.9%
4e. Come to class without completing readings or assignments	31.3%	51.0%	12.1%	5.6%

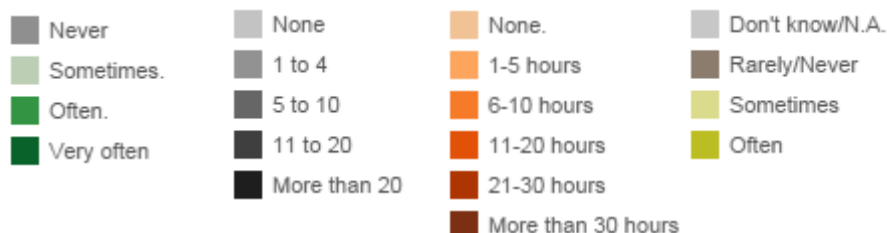
	During the current academic year, how much reading and writing have you done at this college?				
	None	1–4	5–10	11–20	More than ..
6b. Number of books read on your own (not assigned) for personal enjoyment o..	42.3%	40.1%	8.8%	4.8%	4.0%

	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..	1.1%	38.5%	32.8%	19.2%	5.6%	2.8%

	How often have you used the following services during the current academic year?			
	Never	1 time	2–4 times	5 or more tim..
12.1h. Computer lab	35.4%	11.2%	18.2%	35.1%
12.1e. Skill labs (writing, math, etc.)	66.1%	11.1%	12.6%	10.2%
12.1d. Peer or other tutoring	73.1%	11.3%	9.4%	6.2%



## 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

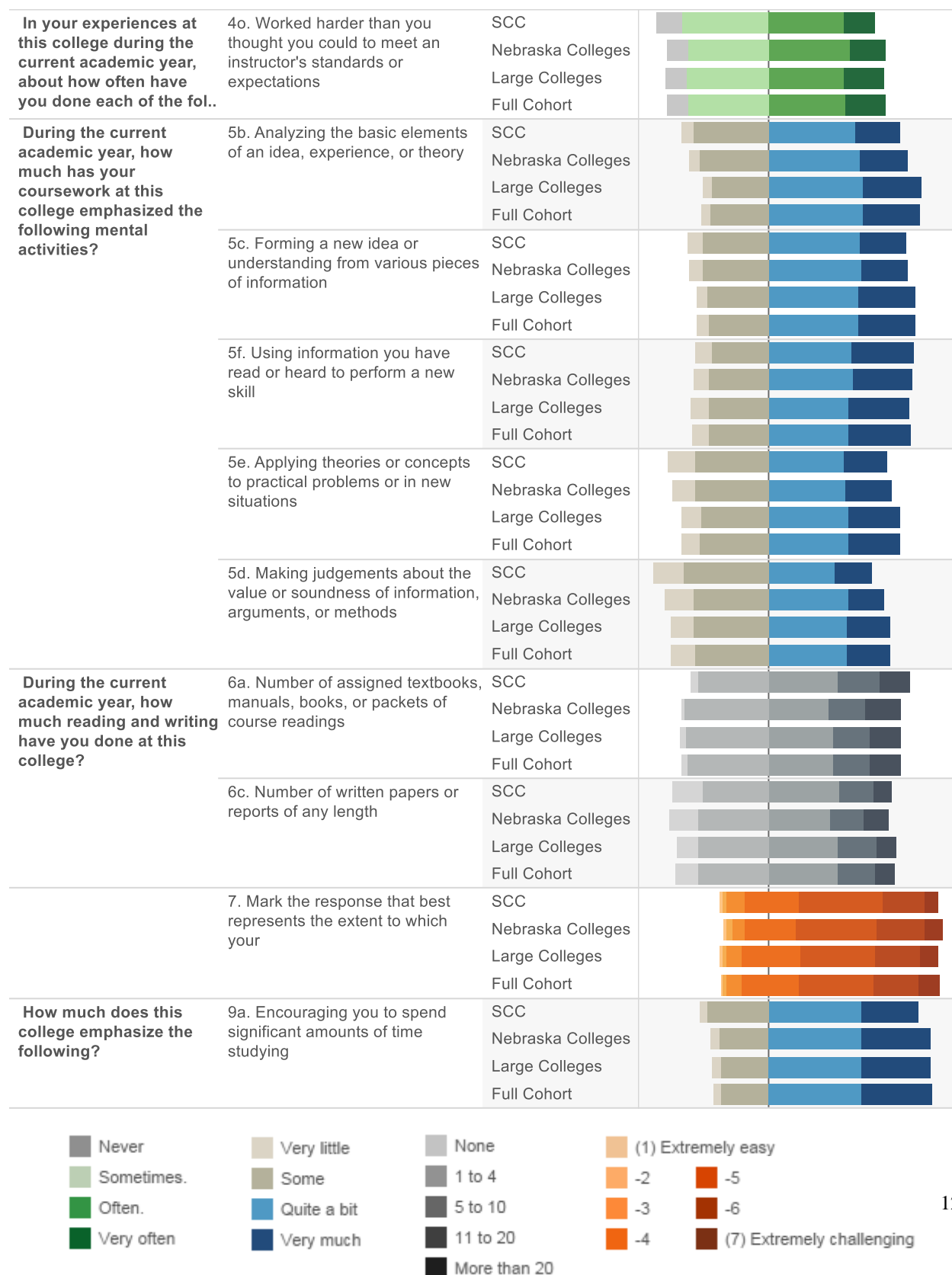
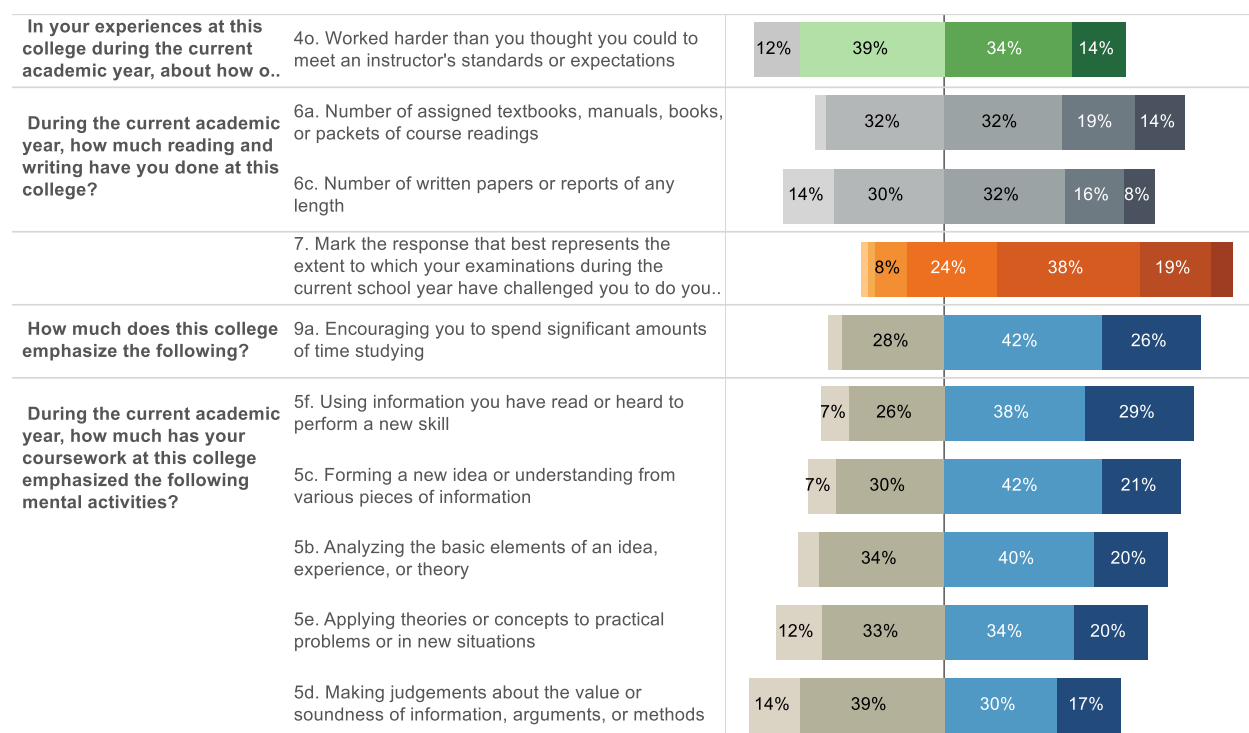


Table 3. SCC and Comparison Group Responses to Academic Challenge Benchmark Items

		<div>-20%20%</div>					
		In your experiences at this college during the current academic 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	SCC	11.6%	29.5%	34.2%	24.7%		
	Nebraska Colleges	12.4%	28.0%	38.2%	21.4%		
	Large Colleges	8.6%	24.0%	37.9%	29.5%		
	Full Cohort	8.9%	24.7%	37.7%	28.7%		
4c. Prepared two or more drafts of a paper or assignment before turning it in	SCC	21.3%	31.4%	28.5%	18.9%		
	Nebraska Colleges	23.6%	30.6%	28.2%	17.6%		
	Large Colleges	19.7%	29.7%	29.8%	20.9%		
	Full Cohort	20.0%	29.5%	29.8%	20.7%		
4e. Come to class without completing readings or assignments	SCC	31.3%	51.0%	12.1%	5.6%		
	Nebraska Colleges	35.5%	51.0%	9.6%	3.8%		
	Large Colleges	32.4%	52.2%	10.7%	4.7%		
	Full Cohort	33.8%	51.7%	10.1%	4.4%		
		During the current academic year, how much reading and writing have you done at this college?					
		None	1–4	5–10	11–20.	More than 20.	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	SCC	42.3%	40.1%	8.8%	4.8%	4.0%	
	Nebraska Colleges	40.6%	40.6%	10.9%	4.1%	3.7%	
	Large Colleges	34.5%	44.5%	12.0%	4.8%	4.1%	
	Full Cohort	35.5%	43.7%	12.0%	4.6%	4.1%	
		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)	SCC	1.1%	38.5%	32.8%	19.2%	5.6%	2.8%
	Nebraska Colleges	2.1%	40.0%	27.8%	20.0%	6.4%	3.7%
	Large Colleges	1.5%	39.8%	31.3%	18.2%	6.2%	3.1%
	Full Cohort	1.6%	39.5%	30.4%	18.4%	6.6%	3.5%
		How often have you used the following services during the current academic year?					
		Never	1 time	2–4 times	5 or more times		
12.1h. Computer lab	SCC	35.4%	11.2%	18.2%	35.1%		
	Nebraska Colleges	40.8%	11.5%	20.7%	27.0%		
	Large Colleges	35.2%	11.7%	21.1%	32.0%		
	Full Cohort	35.4%	11.4%	21.2%	32.1%		
12.1e. Skill labs (writing, math, etc.)	SCC	66.1%	11.1%	12.6%	10.2%		
	Nebraska Colleges	52.2%	13.1%	17.2%	17.6%		
	Large Colleges	59.0%	10.6%	15.5%	14.9%		
	Full Cohort	57.5%	10.7%	16.1%	15.7%		
12.1d. Peer or other tutoring	SCC	73.1%	11.3%	9.4%	6.2%		
	Nebraska Colleges	65.9%	11.3%	12.8%	10.1%		
	Large Colleges	63.0%	11.5%	14.4%	11.1%		
	Full Cohort	63.9%	11.4%	14.1%	10.6%		

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



	In your experiences at this college during the current academic year, about how often have you done each of the following?			
	Never	Sometimes	Often	Very often
4o. Worked harder than you thought you could to meet an instructor's standards..	12.0%	39.3%	34.3%	14.4%

	During the current academic year, how much reading and writing have you done at this college?				
	None	1-4	5-10	11-20	More than ..
6a. Number of assigned textbooks, manuals, books, or packets of course readi..	2.9%	32.2%	31.5%	19.3%	14.1%
6c. Number of written papers or reports of any length	13.6%	29.9%	32.2%	15.9%	8.3%

	How much does this college emphasize the following?			
	Very little	Some	Quite a bit	Very much
9a. Encouraging you to spend significant amounts of time studying	3.7%	27.6%	42.3%	26.4%

	Extremely easy						Extremely challenging
		-2	-3	-4	-5	-6	
examinations during the current school year have challenged you to do your best work at this college	1.7%	2.0%	8.4%	24.3%	38.5%	19.4%	5.8%

	During the current academic year, how much has your coursework at this college emphasized the following mental ..			
	Very little	Some	Quite a bit	Very much
5f. Using information you have read or heard to perform a new skill	7.3%	25.8%	37.6%	29.3%
5c. Forming a new idea or understanding from various pieces of information	7.1%	29.7%	42.1%	21.1%
5b. Analyzing the basic elements of an idea, experience, or theory	5.4%	34.3%	40.2%	20.1%
5e. Applying theories or concepts to practical problems or in new situations	12.4%	33.2%	34.4%	20.1%
5d. Making judgements about the value or soundness of information, argument..	13.6%	39.1%	30.0%	17.2%

## 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

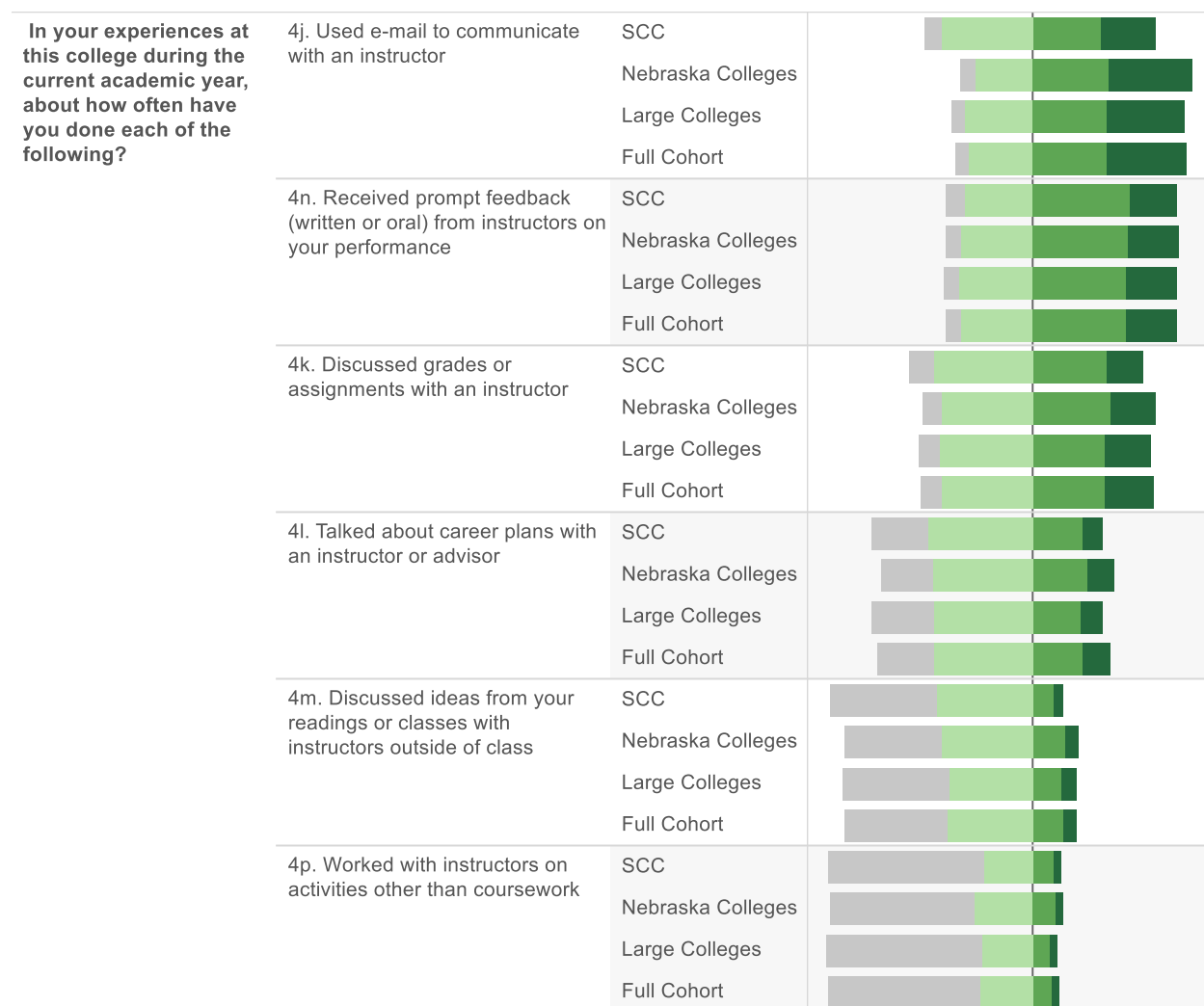
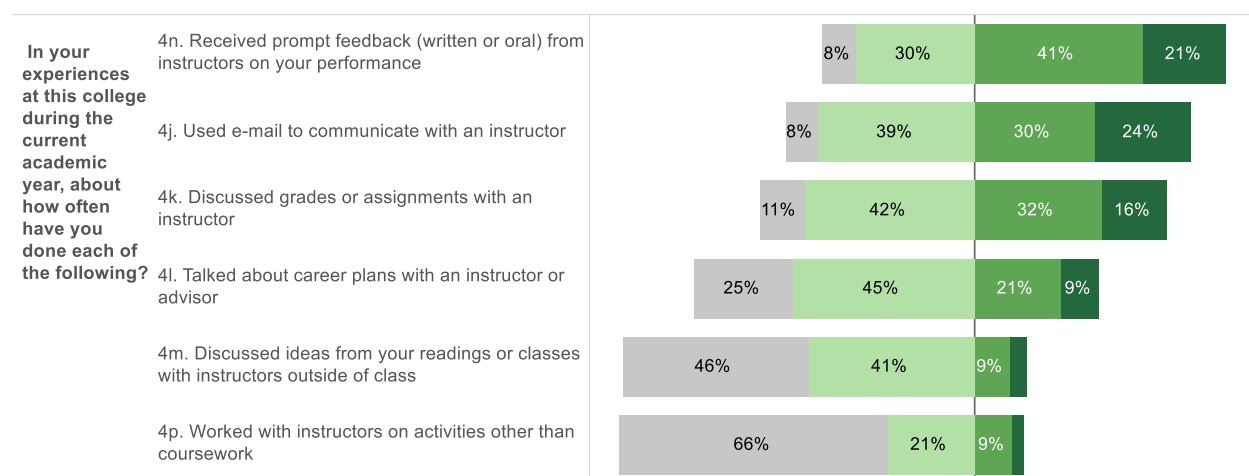


Table 4. SCC and Comparison Group Responses to Student-Faculty Interaction Benchmark Items

		In your experiences at this college during the current academic year, about how often have you done each of the following?			
		Never	Sometimes	Often	Very often
4j. Used e-mail to communicate with an instructor	SCC	8.0%	38.6%	29.6%	23.8%
	Nebraska Colleges	6.9%	24.2%	32.7%	36.2%
	Large Colleges	5.4%	29.2%	31.7%	33.7%
	Full Cohort	5.7%	28.0%	31.7%	34.6%
4n. Received prompt feedback (written or oral) from instructors on your performance	SCC	8.3%	29.5%	41.4%	20.8%
	Nebraska Colleges	6.4%	30.9%	40.8%	22.0%
	Large Colleges	6.5%	31.5%	39.8%	22.3%
	Full Cohort	6.6%	31.0%	39.8%	22.7%
4k. Discussed grades or assignments with an instructor	SCC	10.5%	42.2%	31.5%	15.8%
	Nebraska Colleges	7.8%	39.3%	33.2%	19.8%
	Large Colleges	9.4%	39.7%	30.9%	20.0%
	Full Cohort	8.8%	39.0%	31.4%	20.8%
4l. Talked about career plans with an instructor or advisor	SCC	24.6%	44.8%	21.3%	9.3%
	Nebraska Colleges	21.6%	43.4%	23.4%	11.6%
	Large Colleges	26.8%	42.5%	20.1%	10.6%
	Full Cohort	24.2%	42.3%	21.6%	11.9%
4m. Discussed ideas from your readings or classes with instructors outside of class	SCC	45.6%	41.2%	8.9%	4.3%
	Nebraska Colleges	41.8%	38.8%	14.0%	5.4%
	Large Colleges	45.6%	36.0%	12.6%	5.9%
	Full Cohort	44.1%	36.7%	13.1%	6.1%
4p. Worked with instructors on activities other than coursework	SCC	66.4%	21.5%	9.3%	2.8%
	Nebraska Colleges	62.0%	25.1%	9.6%	3.4%
	Large Colleges	67.2%	21.8%	7.6%	3.4%
	Full Cohort	65.5%	22.5%	8.3%	3.6%



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



	In your experiences at this college during the current academic year, about how often have you done each of the following?			
	Never	Sometimes	Often	Very often
4n. Received prompt feedback (written or oral) from instructors on your perform..	8.3%	29.5%	41.4%	20.8%
4j. Used e-mail to communicate with an instructor	8.0%	38.6%	29.6%	23.8%
4k. Discussed grades or assignments with an instructor	10.5%	42.2%	31.5%	15.8%
4l. Talked about career plans with an instructor or advisor	24.6%	44.8%	21.3%	9.3%
4m. Discussed ideas from your readings or classes with instructors outside of cl..	45.6%	41.2%	8.9%	4.3%
4p. Worked with instructors on activities other than coursework	66.4%	21.5%	9.3%	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

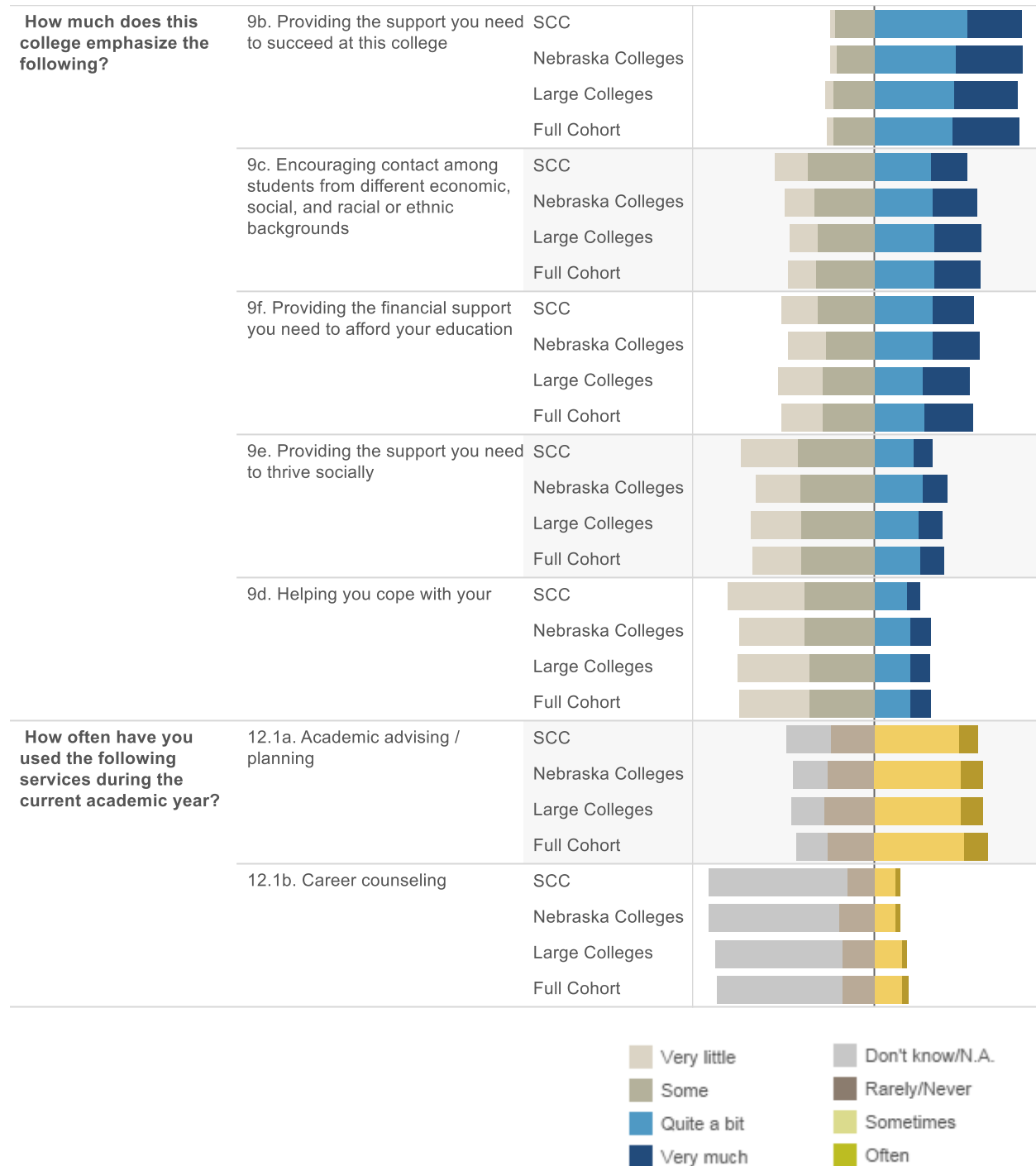
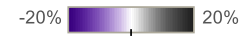


Table 5. SCC and Comparison Group Responses to Support for Learners Benchmark Items

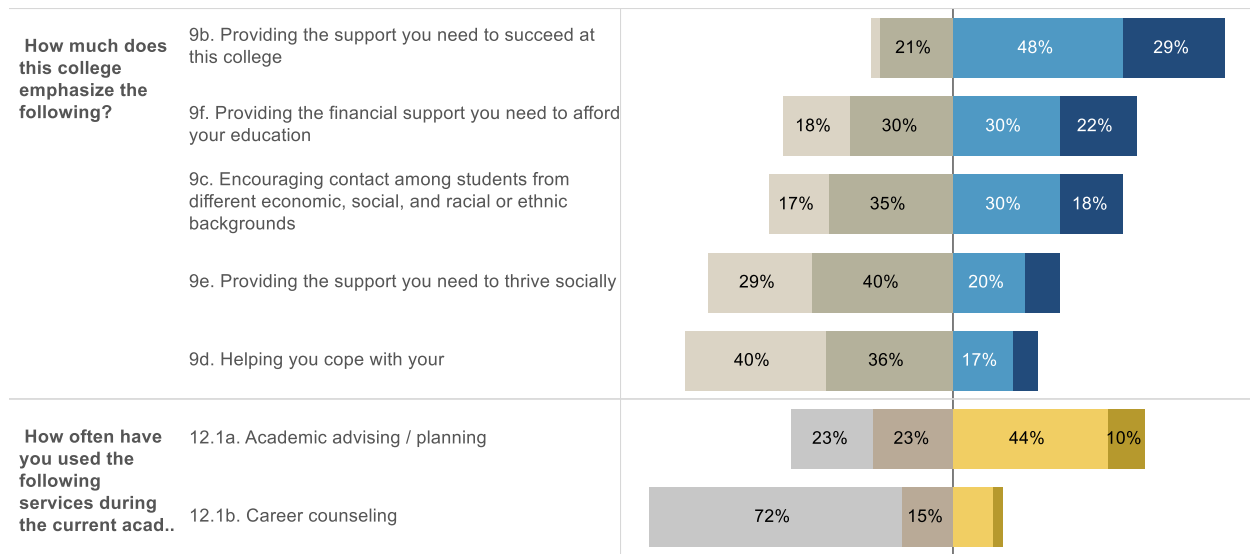


		How much does this college emphasize the following?			
		Very little	Some	Quite a bit	Very much
9b. Providing the support you need to succeed at this college	SCC	2.4%	20.6%	48.1%	28.8%
	Nebraska Colleges	2.8%	19.8%	41.9%	35.4%
	Large Colleges	4.3%	21.3%	41.2%	33.1%
	Full Cohort	4.2%	20.9%	41.0%	34.0%
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	SCC	16.9%	35.1%	30.0%	18.1%
	Nebraska Colleges	15.6%	31.1%	30.5%	22.8%
	Large Colleges	14.5%	29.8%	31.7%	24.0%
	Full Cohort	14.5%	30.4%	31.6%	23.5%
9f. Providing the financial support you need to afford your education	SCC	18.4%	29.7%	30.4%	21.5%
	Nebraska Colleges	19.4%	25.4%	30.8%	24.4%
	Large Colleges	23.1%	26.9%	25.7%	24.3%
	Full Cohort	21.6%	26.8%	26.6%	25.0%
9e. Providing the support you need to thrive socially	SCC	29.2%	40.3%	20.1%	10.3%
	Nebraska Colleges	23.0%	39.1%	25.2%	12.8%
	Large Colleges	26.8%	38.0%	23.1%	12.0%
	Full Cohort	25.4%	38.1%	24.1%	12.5%
9d. Helping you cope with your	SCC	40.0%	36.1%	16.6%	7.3%
	Nebraska Colleges	33.7%	36.8%	18.4%	11.1%
	Large Colleges	37.7%	33.8%	18.3%	10.2%
	Full Cohort	36.4%	34.4%	18.8%	10.4%

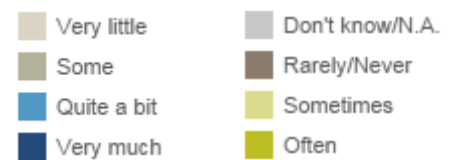
		How often have you used the following services during the current academic year?			
		Never	1 time	2–4 times	5 or more times
12.1a. Academic advising / planning	SCC	23.0%	23.0%	43.6%	10.5%
	Nebraska Colleges	18.5%	24.4%	44.4%	12.7%
	Large Colleges	17.1%	26.2%	44.9%	11.8%
	Full Cohort	16.1%	24.6%	46.5%	12.8%
12.1b. Career counseling	SCC	71.8%	14.6%	10.9%	2.7%
	Nebraska Colleges	67.9%	18.9%	10.5%	2.6%
	Large Colleges	66.2%	16.8%	14.0%	3.0%
	Full Cohort	65.1%	16.9%	14.6%	3.4%

Figure 11. SCC Responses to Support for Learners Benchmark Items



	How much does this college emphasize the following?			
	Very little	Some	Quite a bit	Very much
9b. Providing the support you need to succeed at this college	2.4%	20.6%	48.1%	28.8%
9f. Providing the financial support you need to afford your education	18.4%	29.7%	30.4%	21.5%
9c. Encouraging contact among students from different economic, social, and r..	16.9%	35.1%	30.0%	18.1%
9e. Providing the support you need to thrive socially	29.2%	40.3%	20.1%	10.3%
9d. Helping you cope with your	40.0%	36.1%	16.6%	7.3%

	How often have you used the following services during the current academic year?			
	Never	1 time	2–4 times	5 or more times
12.1a. Academic advising / planning	23.0%	23.0%	43.6%	10.5%
12.1b. Career counseling	71.8%	14.6%	10.9%	2.7%

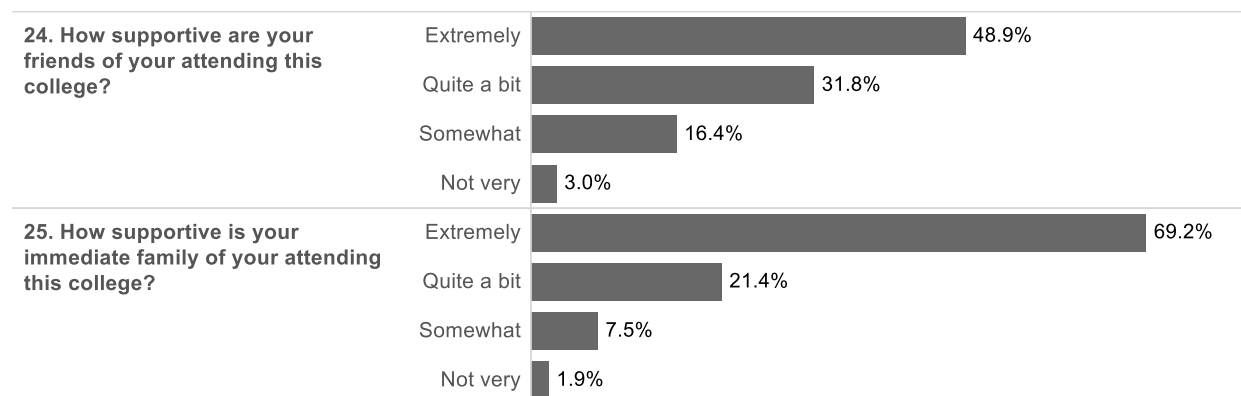


## Other Results

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.

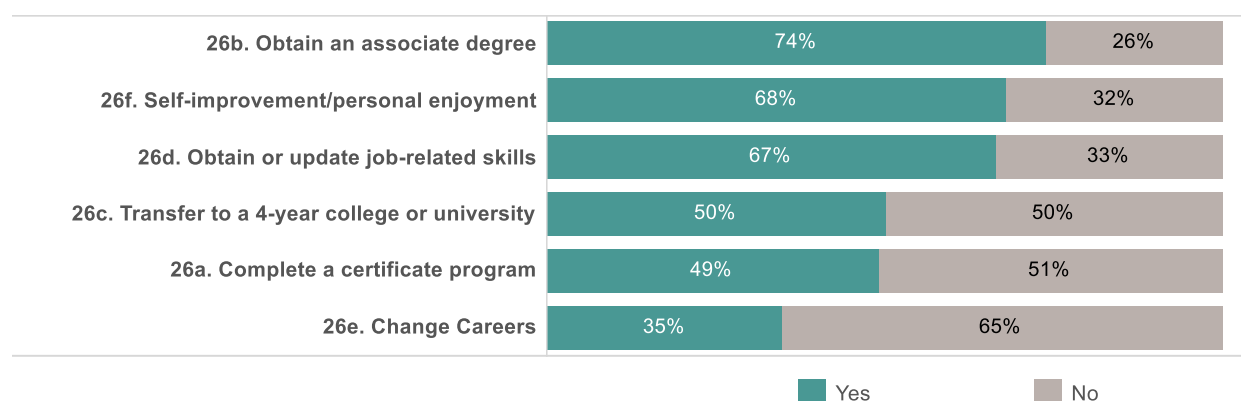
As shown in Figure 12, SCC students report that their friends and family are *extremely* or *quite a bit* supportive of their attending Southeast Community College. Students indicated that their families are more supportive than their friends (69.2% of family and 48.9% of friends are *extremely* supportive).

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



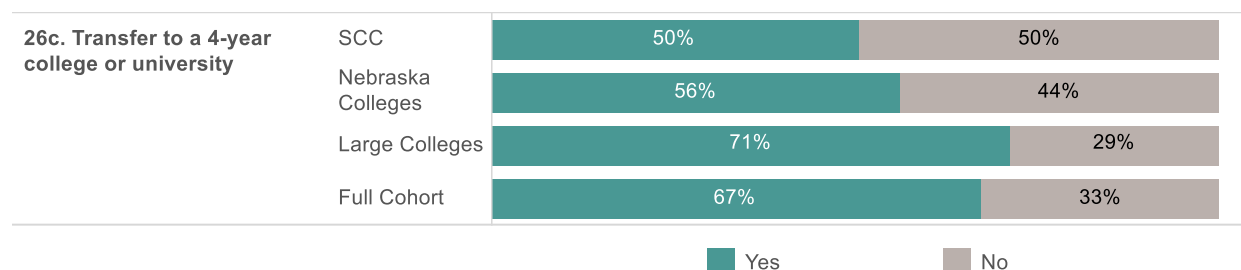
When asked about their goals for attending SCC, those most frequently mentioned were to (1) *obtain an associate degree*, (2) *self-improvement/personal enjoyment*, and (3) *obtain or update job-related skills*, (see Figure 13). The least frequently mentioned was *changing careers*.

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 50% indicating this is a primary goal. As shown in Figure 14, this value is significantly lower than students in the comparison groups, where 56% of students at other Nebraska community colleges, 71% of students at large colleges across North America, and 67% 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 (32%) than students at other community colleges in Nebraska (26%), large colleges across North American (20%), and the overall cohort (22%).

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

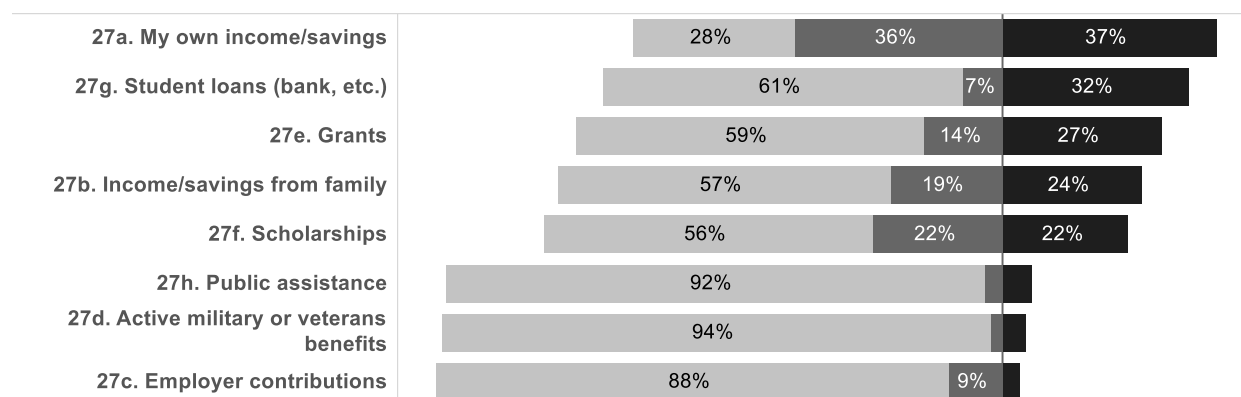
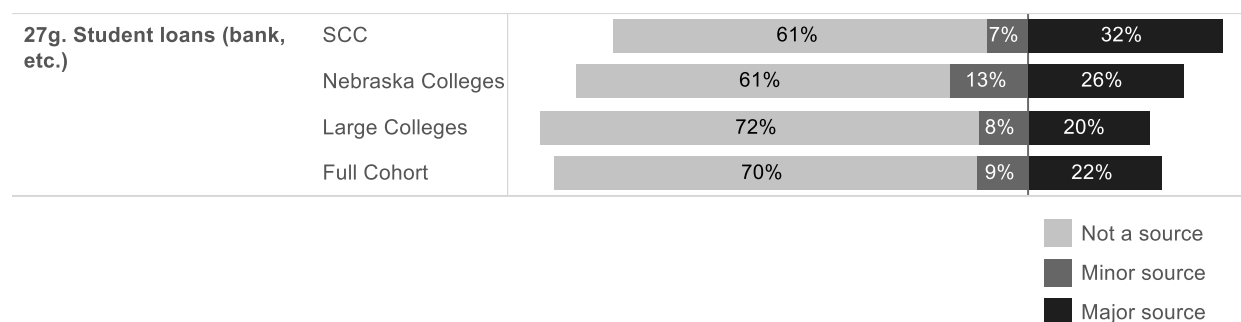


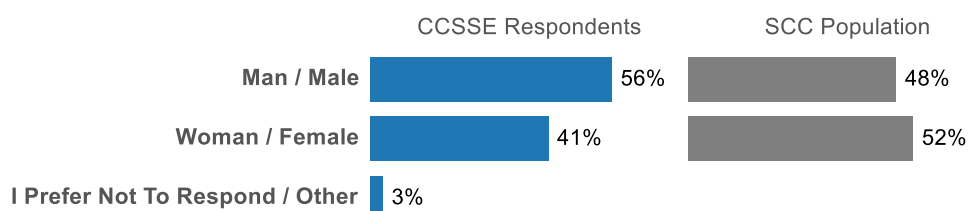
Figure 16. Percent of SCC and peer group students who indicated they use student loans to pay tuition



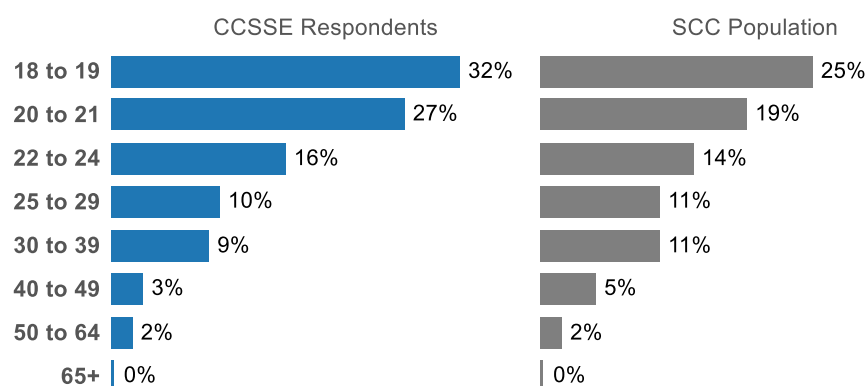
## Demographics

The following section provides a summary of survey respondent demographics (blue) as compared to that of the student population during spring 2017 (grey).

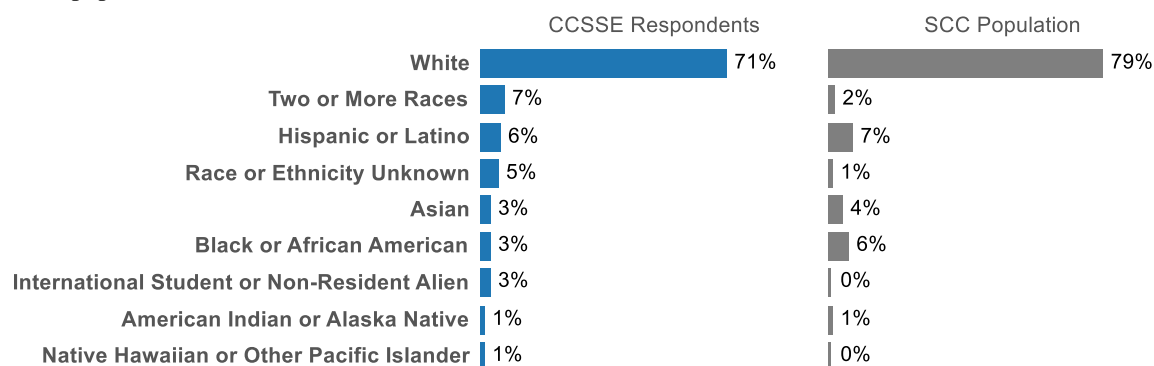
Of the survey respondents, 41% were female, 56% were male, and 3% other or prefer not to respond. This distribution is quite different from the population of enrolled students during spring 2015, which was 52% female and 48% male.



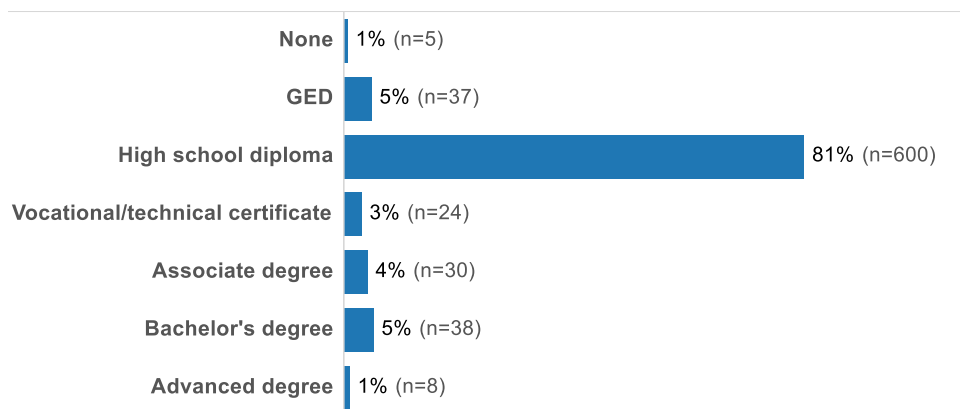
In general, survey respondents were younger than the college population as a whole: 59% of survey respondents were 21 or under (44% of population), 26% were between 22 and 29 (25% of population), and 14% were 30 or over (19% of population).



Overall, the percent of students of color among survey respondents was more diverse than the college population as a whole; 71% of survey respondents and 79% of the college population were white. In addition, 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 (3% of survey respondents; 6% of population).



Most respondents indicated that the highest educational level they had achieved was high school diploma or GED (81%). Small percentages indicated they had already received a vocational/technical certificate (3%), associate degree (4%), bachelor's degree (5%) or advanced degree (1%).



Respondents were asked to indicate whether any of their family members have attended at least some college. As shown in the following chart, more than half of respondents indicated that their mother (58.0%) and brother/sister (55.7%) have attended some college. Nearly half indicated their father had attended some college (48.7%). This question was asked with a “mark all that apply” format, the absence of a mark can indicate either that the specific family member did not attend any college or that the question was skipped. Therefore, the percentages shown in this chart may be underestimates.

