

Community College Survey of Student Engagement Benchmark Report | 2019

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 911 students at Southeast Community College (SCC) during the spring 2019 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 the items that CCSSE identified as the highest and lowest aspects of student engagement at SCC.

Active and Collaborative Learning

Of the items in this benchmark, one item was among the highest levels of student engagement. That item was "how often did you ask questions in class or contributed to class discussions" for which 68% of SCC students reported *often* or *very often* compared to 65% of the full cohort.

Student Effort

One item for this benchmark was among the highest aspect of engagement and four others were among the lowest aspects. The item indicating higher levels was "how many hours do you spend preparing for class." One-third of SCC students (34%) reported spending *more than 11 hours* compared to 29% of the full cohort.

The items that identified lower aspects of student engagement were:

- Number of books read on your own (not assigned): 17% of SCC students reported *five or more* compared to 20% of the full cohort.
- Frequency of using peer or other tutoring: 9% of SCC students reported *two or more* times compared to 11% of the full cohort.
- Frequency of using skills labs (writing, math, etc.): 11% of SCC students reported *two or more* times compared to 16% of the full cohort.
- Frequency of using computer lab: 27% of SCC students reported *two or more* times compared to 31% of the full cohort.

Academic Challenge

Two items for benchmark were identified as indicators of high aspect of engagement. Those items were:

• Number of "assigned textbooks, manuals, books or packets of course readings" with 65% of SCC respondents reporting *five or more* compared to 61% of the full cohort.

• How much the college emphasizes "encouraging you to spend significant amounts of time studying" with 78% of SCC students reporting *quite a bit* or *very much* compared to 75% of the full cohort.

Student-Faculty Interaction

Of the items in this benchmark, none were identified as indicating either the highest or the lowest aspects of student engagement.

Support for Learners

Of the items in this benchmark, one item was among the highest aspects of engagement whereas another was among the lowest. The item that was among the highest was "how much did this college emphasize providing the financial support you need to afford your education." More than half (55%) of SCC students responded *quite a bit* or *very much* compared to 52% of the full cohort. Among the lowest was "how often have you used career counseling during the academic year" for which 12% of SCC students said *two or more* times compared to 20% of the full cohort.

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 (70% of family and 52% 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 47% 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 (40%); 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 (28% and 19% 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 2019 CCSSE Cohort includes all colleges that participated in CCSSE during 2019. The 2019 CCSSE Cohort represents students from 616 community and technical colleges from 48 states, the District of Columbia, Guam, Marshall Islands, Micronesia, and two Canadian provinces.

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 2019, 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), 911 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 91% and an overall completion rate of 60%. 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=120) and
- 3. The full 2019 Cohort (n=616).

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	All Cohort
Active and Collaborative Learning	47.6 (0.0)	49.1 (1.5)	49.1 (1.5)	50.0 (2.4)
Student Effort	45.2 (0.0)	45.8 (0.5)	49.3 (4.1)	50.0 (4.8)
Academic Challenge	49.2 (0.0)	49.4 (0.2)	49.4 (0.2)	50.0 (0.8)
Student-Faculty Interaction	47.6 (0.0)	50.1 (2.5)	48.3 (0.6)	50.0 (2.4)
Support for Learners	47.4 (0.0)	48.1(0.7)	48.9 (1.5)	50.0 (2.6)

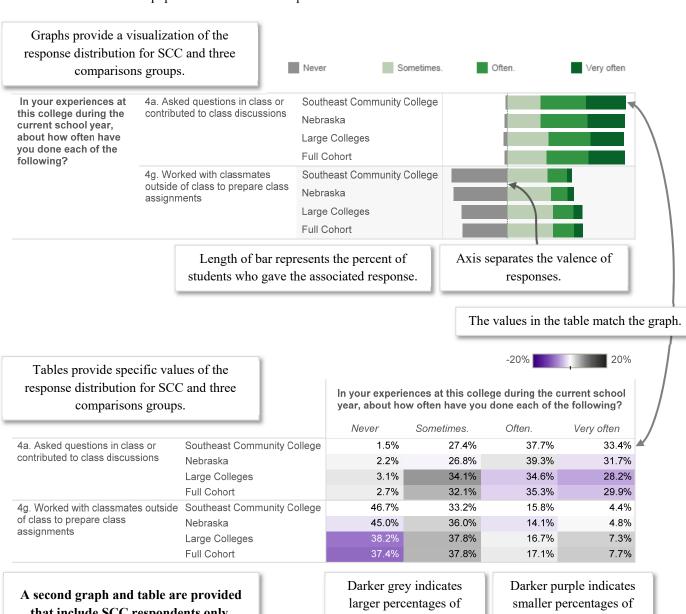
How to understand the charts on the following pages.

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.



that include SCC respondents only.

responses than SCC.

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

i igure 2. see una compani.	son Group Responses to Active and C	condoranve Bearm	ng Benerumann trems
In your experiences at this college during the	4a. Asked questions in class or contributed to class discussions	scc	
current academic year, about how often have		Nebraska Colleges	
you done each of the following?		Large Colleges	
		Full Cohort	
	4f. Worked with other students on projects during class	SCC	
	projects during class	Nebraska Colleges	
		Large Colleges	
		Full Cohort	
	4q. Discussed ideas from your	SCC	
	readings or classes with others outside of class (students, family	Nebraska Colleges	
	members, co-workers, etc.)	Large Colleges	
		Full Cohort	
	4b. Made a class presentation	scc	
		Nebraska Colleges	
		Large Colleges	
		Full Cohort	
	4g. Worked with classmates	SCC	
	outside of class to prepare class assignments	Nebraska Colleges	
		Large Colleges	
		Full Cohort	
	4h. Tutored or taught other	SCC	
	students (paid or voluntary)	Nebraska Colleges	
		Large Colleges	
		Full Cohort	
Never Sometimes.	4i. Participated in a	SCC	
Often.	community-based project (service-learning activity) as part of	Nebraska Colleges	
Very often	a regular course	Large Colleges	
		Full Cohort	

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

-20%	20%

			s at this college durir often have you done o		
		Never	Sometimes	Often	Very often
4a. Asked questions in class or	SCC	1.3%	31.2%	36.6%	30.9%
contributed to class discussions	Nebraska Colleges	1.5%	29.8%	36.4%	32.4%
	Large Colleges	3.1%	33.5%	34.2%	29.2%
	Full Cohort	2.7%	31.8%	35.0%	30.5%
4f. Worked with other students on projects	SCC	12.3%	35.9%	34.3%	17.4%
during class	Nebraska Colleges	10.5%	34.7%	36.7%	18.1%
	Large Colleges	11.2%	36.8%	34.0%	18.0%
	Full Cohort	11.1%	36.2%	34.2%	18.5%
4q. Discussed ideas from your readings or	SCC	14.1%	38.9%	30.8%	16.3%
classes with others outside of class	Nebraska Colleges	15.5%	39.3%	28.2%	17.0%
(students, family members, co-workers, etc.)	Large Colleges	14.8%	37.5%	27.8%	19.9%
	Full Cohort	14.3%	37.2%	28.5%	20.1%
4b. Made a class presentation	SCC	25.8%	38.0%	25.3%	10.9%
	Nebraska Colleges	27.6%	39.5%	22.3%	10.6%
	Large Colleges	24.8%	40.6%	23.9%	10.8%
	Full Cohort	25.2%	40.3%	23.6%	10.9%
4g. Worked with classmates outside of	SCC	43.3%	36.4%	13.4%	6.9%
class to prepare class assignments	Nebraska Colleges	38.2%	37.2%	17.1%	7.4%
	Large Colleges	36.1%	38.5%	17.2%	8.3%
	Full Cohort	35.6%	37.9%	17.8%	8.7%
4h. Tutored or taught other students (paid	SCC	74.7%	19.0%	4.1%	2.2%
or voluntary)	Nebraska Colleges	76.0%	16.1%	5.2%	2.6%
	Large Colleges	73.5%	18.2%	5.2%	3.0%
	Full Cohort	72.8%	18.6%	5.5%	3.2%
4i. Participated in a community-based	SCC	79.8%	14.1%	4.7%	1.5%
project (service-learning activity) as part of a regular course	Nebraska Colleges	72.2%	19.4%	5.5%	2.9%
a roganar oburso	Large Colleges	75.2%	16.5%	5.5%	2.8%
	Full Cohort	73.6%	17.5%	5.8%	3.1%

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

4a. Asked questions in class or contributed to class 31% 31% In your discussions experiences at this college during the 4f. Worked with other students on projects during 12% 36% 17% current academic year, about 4q. Discussed ideas from your readings or classes how often 14% 39% 16% with others outside of class (students, family have you members, co-workers, etc.) done each of the following? 26% 38% 4b. Made a class presentation 4g. Worked with classmates outside of class to 43% 36% prepare class assignments 4i. Participated in a community-based project 80% (service-learning activity) as part of a regular course 4h. Tutored or taught other students (paid or 75% 19%

	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	1.3%	31.2%	36.6%	30.9%		
4f. Worked with other students on projects during class	12.3%	35.9%	34.3%	17.4%		
4q. Discussed ideas from your readings or classes with others outside of class (14.1%	38.9%	30.8%	16.3%		
4b. Made a class presentation	25.8%	38.0%	25.3%	10.9%		
4g. Worked with classmates outside of class to prepare class assignments	43.3%	36.4%	13.4%	6.9%		
4i. Participated in a community-based project (service-learning activity) as part	79.8%	14.1%	4.7%	1.5%		
4h. Tutored or taught other students (paid or voluntary)	74.7%	19.0%	4.1%	2.2%		



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

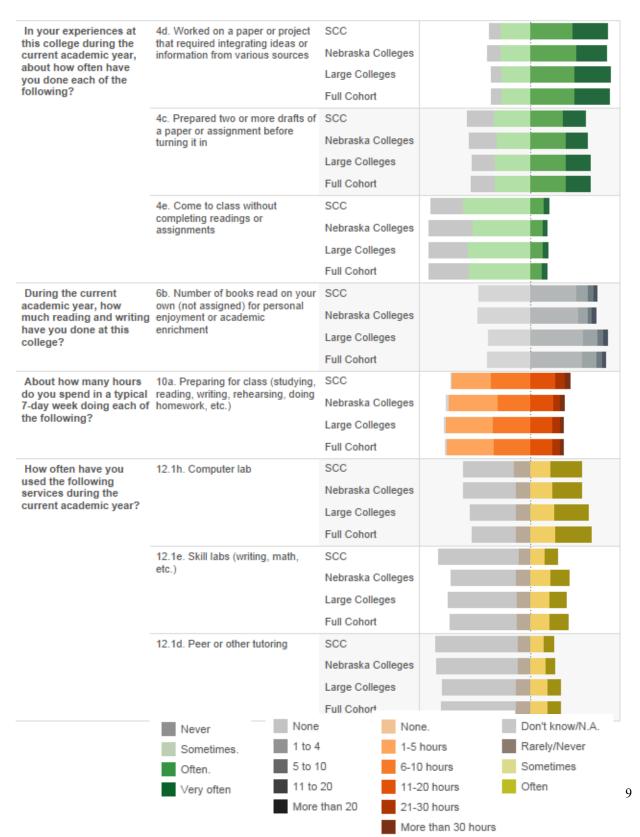
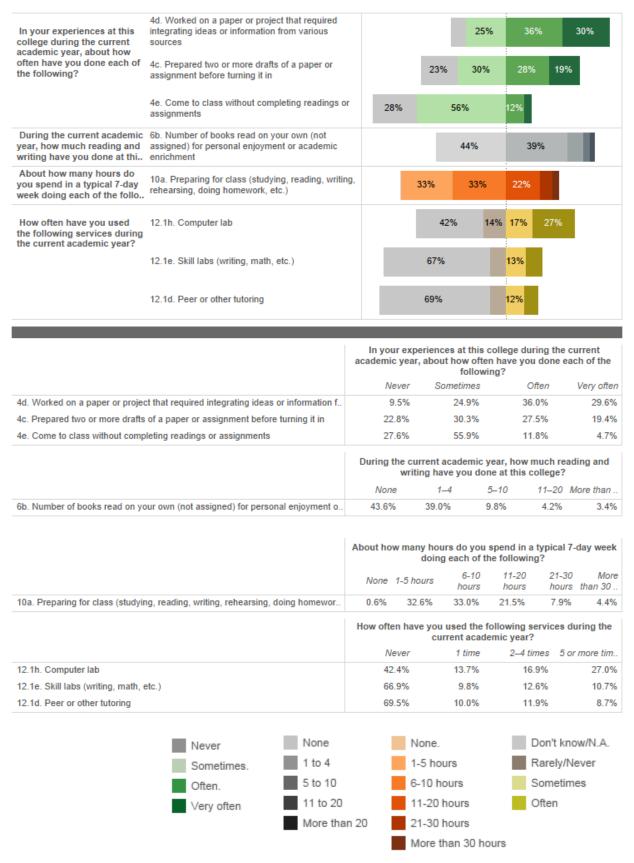


Table 2. SCC and Comparison Group Responses to Student Effort Benchmark Items

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							-20%	20%
Move of the have you done each of the following? Never Sometimes Office Very offen Very offen			In your eyns	riences at t	nis college du	ring the curre	ent academic	vear about
More			iii your expe					year, about
Nebraska Colleges 10.8% 24.7% 38.7% 25.7% 23.6% 23.7% 23.6% 23.7% 23.6% 23.6% 37.3% 23.6% 23.6% 37.3% 23.6% 23.6% 37.3% 23.6% 23.6% 37.3% 23.6% 23.6% 30.3% 27.5% 19.4% 23.6% 23.2% 23.2% 23.1% 30.0% 18.6% 24.7% 23.6% 23.2% 23.2% 23.1% 30.0% 23.2%			Never	Sc	ometimes	Often		Very often
Nebraska Colleges 10.8% 24.7% 38.7% 25.7% 12.4% 12.7% 13.6% 29.9% 12.2% 13.6%	4d. Worked on a paper or project that	SCC	9	9.5%	24.9%		36.0%	29.6%
Large Colleges 8.9% 23.6% 37.6% 29.9% 42.7% 37.3% 29.9% 42.7% 37.3% 29.6% 42.7% 37.3% 29.6% 42.7% 37.3% 29.6% 42.7% 37.3% 29.6% 42.7% 37.3% 29.6% 42.7% 37.3% 29.6% 42.7% 37.3% 29.6% 42.7% 37.3% 29.6% 42.7% 37.3% 29.6% 42.7% 37.3% 29.6% 42.7		Nebraska Colleges	10	0.8%	24.7%		38.7%	25.7%
## Ac. Prepared two or more drafts of a paper or assignment before turning it in paper or assignment before turning it in paper or assignment before turning it in Leave Colleges Large Colleges Colleges Full Cohort Park Colleges Full Cohort Park Colleges Full Cohort Park Colleges Colleges Full Cohort Park Colleges Colleges C	from various sources	Large Colleges		3.9%	23.6%		37.6%	29.9%
Nebraska Colleges 23.2% 28.1% 30.0% 18.6% 29.4% 29.8% 21.0% 29.8% 21.0% 29.8% 29.8% 21.0% 29.8%		Full Cohort		3.9%	24.2%		37.3%	29.6%
Large Colleges 19.8% 29.4% 29.8% 29.		SCC	2	2.8%	30.3%		27.5%	19.4%
Full Cohort 19.7% 29.6% 29.8% 20.9% 20.9% 47.7% 47.7% 47.5% 55.9% 11.8% 4.7% 47.8% 10.7% 4.3% 47.8% 10.7% 4.3% 47.8% 10.5% 4.7% 4.5% 47.8% 10.5% 4.7% 4.5	paper or assignment before turning it in	Nebraska Colleges	2:	3.2%	28.1%		30.0%	18.6%
SCC 27.6% 55.9% 11.8% 4.7% A.9%		Large Colleges						
Nebraska Colleges 37.2% 47.8% 10.7% 4.3% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.7% 10.5% 4.5% 10.5% 10.5% 4.5% 10.5% 1		Full Cohort						
Large Colleges 32.7% 52.1% 10.5% 4.7%		SCC						
Full Cohort 34.0% 51.4% 10.1% 4.5%	readings or assignments	_						
During the current academic year, how much reading and writing have you done at this college? None								
None 1-4 5-10 11-20 More than 20		Full Cohort	34	4.0%	51.4%		10.1%	4.5%
SCC A3.6% 39.0% 9.8% 4.2% 3.4% 3.4% 3.4% 3.9% 3.4% 3.58% 3.4.8% 3.2.6% 3.3.6% 3.4.8% 3.2.6% 3.3.0% 3			During the	current acad			ing and writi	ng have you
Nebraska Colleges 44.2% 40.8% 7.8% 2.9% 4.3% 4.3% 4.4% 3.9% 4.4%			None	1-4	5-	10	11-20	More than 20
Large Colleges Substitution Su	6b. Number of books read on your own	SCC	43.6%	3	9.0%	9.8%	4.2%	3.4%
Large Colleges Full Cohort 34.8% 144.8% 12.0% 4.4% 3.9% 3.5% 35.8% 44.1% 11.7% 4.4% 3.9% 3.9% 35.8% 44.1% 11.7% 4.4% 3.9% 3.9% 35.8% 35.8% 34.1% 11.7% 3.9% 3.9% 3.9% 3.0%		Nebraska Colleges	44.2%	4	0.8%	7.8%	2.9%	4.3%
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		Large Colleges	34.8%	4	4.8%	12.0%	4.4%	3.9%
None 1-5 hours 6-10 hours 11-20 hours 21-30 hours More than 30 hours		Full Cohort	35.8%	4	4.1%	11.7%	4.4%	3.9%
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.) Nebraska Colleges 1.5% 32.6% 33.0% 21.5% 7.9% 4.4% Nebraska Colleges 1.5% 39.6% 30.8% 18.5% 6.4% 3.2% Full Cohort 1.6% 39.7% 30.0% 18.4% 6.7% 3.6% How often have you used the following services during the current academic year? Never			None	1.5 hours			24 20 hours	More than 30
Nebraska Colleges 2.2% 40.7% 27.5% 19.5% 5.9% 4.3% 1.5% 39.6% 30.8% 18.5% 6.4% 3.2% 5.9% 1.5% 39.6% 30.8% 18.5% 6.4% 3.2% 5.9% 1.5% 39.6% 30.0% 18.4% 6.7% 3.6% 3.6% 30.0% 18.4% 6.7% 3.6% 3.6% 3.2% 5.9% 4.3% 6.4% 3.2% 5.9% 4.3% 6.7% 3.6% 3.2% 5.9% 3.0% 3.0% 18.4% 6.7% 3.6% 3.2% 5.9% 3.0%			Ivone	1-3 nours	6-10 nours	11-20 nours	21-30 nours	hours
Nebraska Colleges 2.2% 40.7% 27.5% 19.5% 5.9% 4.3% 1.5% 1.5% 1.5% 3.9.6% 30.8% 18.5% 6.4% 3.2% 1.6% 39.7% 30.0% 18.4% 6.7% 3.6% 3.6% 3.0% 18.4% 6.7% 3.6% 3.6% 3.0% 18.4% 6.7% 3.6% 3.6% 3.0% 18.4% 6.7% 3.6% 3.6% 3.0% 1.6% 3.0% 3.0% 1.6% 3.0% 3.0% 1.6% 3.0% 3.		SCC	0.6%	32.6%	33.0%	21.5%	7.9%	4.4%
Large Colleges 1.5% 39.6% 30.8% 18.5% 6.4% 3.2%		Nebraska Colleges	2.2%	40.7%	27.5%	19.5%	5.9%	4.3%
How often have you used the following services during the current academic year? Never	,	Large Colleges	1.5%	39.6%	30.8%	18.5%	6.4%	3.2%
Never 1 time 2-4 times 5 or more times		Full Cohort	1.6%	39.7%	30.0%	18.4%	6.7%	3.6%
Never 1 time 2-4 times 5 or more times			How often ha	ive you used		-	ring the curr	ent academic
Nebraska Colleges			Never		-		es 5 o	or more times
Large Colleges	12.1h. Computer lab	SCC	4:	2.4%	13.7%		16.9%	27.0%
Full Cohort 37.1% 11.5% 20.9% 30.5% 12.1e. Skill labs (writing, math, etc.) SCC 66.9% 9.8% 12.6% 10.7% Nebraska Colleges 55.1% 11.7% 17.5% 15.7% Large Colleges 58.2% 11.0% 16.0% 14.8% Full Cohort 56.5% 10.9% 16.7% 15.9% 12.1d. Peer or other tutoring SCC 69.5% 10.0% 11.9% 8.7% Nebraska Colleges 68.1% 10.5% 13.1% 8.3% Large Colleges 62.1% 11.7% 14.7% 11.5%		Nebraska Colleges	4	1.4%	11.8%		19.0%	24.8%
12.1e. Skill labs (writing, math, etc.) SCC 66.9% 9.8% 12.6% 10.7% Nebraska Colleges 55.1% 11.7% 17.5% 15.7% Large Colleges 58.2% 11.0% 16.0% 14.8% Full Cohort 56.5% 10.9% 16.7% 15.9% 12.1d. Peer or other tutoring SCC 69.5% 10.0% 11.9% 8.7% Nebraska Colleges 68.1% 10.5% 13.1% 8.3% Large Colleges 62.1% 11.7% 14.7% 11.5%		Large Colleges	38	3.7%	11.8%		20.4%	29.1%
12.1e. Skill labs (writing, math, etc.) SCC 66.9% 9.8% 12.6% 10.7% Nebraska Colleges 55.1% 11.7% 17.5% 15.7% Large Colleges 58.2% 11.0% 16.0% 14.8% Full Cohort 56.5% 10.9% 16.7% 15.9% 12.1d. Peer or other tutoring SCC 69.5% 10.0% 11.9% 8.7% Nebraska Colleges 68.1% 10.5% 13.1% 8.3% Large Colleges 62.1% 11.7% 14.7% 11.5%		Full Cohort	3	7.1%	11.5%		20.9%	30.5%
Nebraska Colleges 55.1% 11.7% 17.5% 15.7% Large Colleges 58.2% 11.0% 16.0% 14.8% Full Cohort 56.5% 10.9% 16.7% 15.9% 12.1d. Peer or other tutoring SCC 69.5% 10.0% 11.9% 8.7% Nebraska Colleges 68.1% 10.5% 13.1% 8.3% Large Colleges 62.1% 11.7% 14.7% 11.5%	12.1e. Skill labs (writing, math, etc.)							
Large Colleges 58.2% 11.0% 16.0% 14.8% Full Cohort 56.5% 10.9% 16.7% 15.9% 12.1d. Peer or other tutoring SCC 69.5% 10.0% 11.9% 8.7% Nebraska Colleges 68.1% 10.5% 13.1% 8.3% Large Colleges 62.1% 11.7% 14.7% 11.5%		Nebraska Colleges						
Full Cohort 56.5% 10.9% 16.7% 15.9% 12.1d. Peer or other tutoring SCC 69.5% 10.0% 11.9% 8.7% Nebraska Colleges 68.1% 10.5% 13.1% 8.3% Large Colleges 62.1% 11.7% 14.7% 11.5%		Large Colleges	58	3.2%	11.0%		16.0%	14.8%
12.1d. Peer or other tutoring SCC 69.5% 10.0% 11.9% 8.7% Nebraska Colleges 68.1% 10.5% 13.1% 8.3% Large Colleges 62.1% 11.7% 14.7% 11.5%								
Nebraska Colleges 68.1% 10.5% 13.1% 8.3% Large Colleges 62.1% 11.7% 14.7% 11.5%	12.1d. Peer or other tutoring							
Large Colleges 62.1% 11.7% 14.7% 11.5%	-	Nebraska Colleges						
		Large Colleges			11.7%		14.7%	11.5%

Figure 5. SCC Responses to Student Effort Benchmark Items



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

In your experiences at this college during the current academic year, about how often have you done each of the fol	Worked harder than you thought you could to meet an instructor's standards or expectations	SCC Nebraska Colleges Large Colleges Full Cohort	
During the current academic year, how much has your coursework at this college emphasized the	5b. Analyzing the basic elements of an idea, experience, or theory	SCC Nebraska Colleges Large Colleges Full Cohort	
following mental activities?	5c. Forming a new idea or understanding from various pieces of information	SCC Nebraska Colleges Large Colleges Full Cohort	
	5f. Using information you have read or heard to perform a new skill	SCC Nebraska Colleges Large Colleges Full Cohort	
	5e. Applying theories or concepts to practical problems or in new situations	SCC Nebraska Colleges Large Colleges Full Cohort	
	5d. Making judgements about the value or soundness of information, arguments, or methods	SCC Nebraska Colleges Large Colleges Full Cohort	
During the current academic year, how much reading and writing have you done at this college?	6a. Number of assigned textbooks, manuals, books, or packets of course readings	SCC Nebraska Colleges Large Colleges Full Cohort	
	6c. Number of written papers or reports of any length	SCC Nebraska Colleges Large Colleges Full Cohort	
	7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best w	SCC Nebraska Colleges Large Colleges Full Cohort	
How much does this college emphasize the following?	9a. Encouraging you to spend significant amounts of time studying	SCC Nebraska Colleges Large Colleges Full Cohort	
Never	Very little Non	e	(1) Extremely easy
Sometimes.	Some 1 to	4	-2 -5
Often.	Quite a bit 5 to	10	-36
Very often	Very much 11 to	o 20	 -4 (7) Extremely challenging

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

						-20	%	20%
		In your e			llege during t			ear, about
		Neve	er	Sometin	nes	Often	Ve	ry often
4o. Worked harder than you thought you	SCC		10.1%		41.6%	31.1	1%	17.1%
could to meet an instructor's standards or expectations	Nebraska Colleges		8.4%		39.3%	35.4	1%	16.9%
expectations	Large Colleges		10.3%		37.1%	34.5	5%	18.1%
	Full Cohort		9.7%		36.5%	34.9	9%	18.9%
		During th	he curren		year, how mu		and writing	have you
		None		1-4	5-10	11-	20 M	ore than 20
6a. Number of assigned textbooks,	SCC	1	.5%	34.2%	28.7	%	16.8%	18.8%
manuals, books, or packets of course readings	Nebraska Colleges	3	.2%	35.2%	28.3	%	16.2%	17.1%
	Large Colleges	2	.6%	37.0%	29.4	%	16.8%	14.2%
	Full Cohort	2	.7%	36.6%	29.3	%	16.7%	14.8%
6c. Number of written papers or reports of	SCC		.3%	33.8%	30.4		16.4%	8.1%
any length	Nebraska Colleges		.0%	29.4%	32.9	-	17.7%	8.9%
	Large Colleges		.4%	31.5%	32.0		17.0%	9.2%
	Full Cohort	10	.4%	31.9%	31.6	%	16.9%	9.1%
		Extremely						Extremely
		easy	-2	-3	-4	-5	-6	challenging
7. Mark the response that best	SCC	0.5%	2.9%	6.4%	25.6%	38.7%	21.1%	5.0%
represents the extent to which your examinations during the current	Nebraska Colleges	0.3%	1.6%	6.3%	27.0%	33.5%	22.1%	9.1%
academic year have challenged you to do	Large Colleges	0.9%	2.2%	6.9%	26.9%	34.7%	19.8%	8.5%
your best work at this college	Full Cohort	0.9%	2.1%	6.7%	26.3%	34.3%	20.2%	9.3%
			How mu	ch does this	s college emp	hasize the f	following?	
		Very litt	tle	Some	(Quite a bit	Ve	ry much
9a. Encouraging you to spend significant	SCC		2.0%		19.6%	43.8	3%	34.6%
amounts of time studying	Nebraska Colleges		4.8%		22.9%	42.0)%	30.3%
	Large Colleges		3.9%		21.4%	42.6	3%	32.0%
	Full Cohort		3.9%		21.4%	42.2	2%	32.5%

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

In your experiences at this college during the current	4o. Worked harder than you though meet an instructor's standards or ex			42%	31%	17%			
academic year, about how o During the current academic	6a. Number of assigned textbooks,	•	3,		34%	29%	17	% 199	%
year, how much reading and writing have you done at this	or packets of course readings				3470	20 /		70 137	
college?	6c. Number of written papers or rep length	orts of any		11	% 34%	30%	16	6%	
	Mark the response that best repretor which your examinations during the academic year have challenged your properties.	he current			26%	39%	21%		
How much does this college emphasize the following?	9a. Encouraging you to spend signiful of time studying	ficant amounts		20%	449	%	35%		
During the current academic year, how much has your	5b. Analyzing the basic elements of experience, or theory	an idea,		29%	439	% 2 .	5%		
coursework at this college emphasized the following mental activities?	5f. Using information you have read perform a new skill	or heard to		25%	36%	31	%		
	5c. Forming a new idea or understa various pieces of information	nding from		31%	41%	6 23	%		
	5e. Applying theories or concepts to problems or in new situations	practical		31%	38%	24%	6		
	5d. Making judgements about the vascundness of information, argument		12%	36%	35%	16%			
			In your o academic y	ear, abou	es at this c t how often followin	n have you ng?			th
4o. Worked harder than you tho	ought you could to meet an instructor's		Neve	ear, abou er So %	t how often followin metimes 41.6%	n have you ng? Of	done e	Very	oft 7.1
4o. Worked harder than you tho	ought you could to meet an instructor's		Neve 10.19 During the	ear, abou er So % current a	t how often followin metimes 41.6% cademic you	o have you ng? Of 31.* ear, how me at this co	done e ten 1% nuch re ollege?	Very 17	oft 7.1
-		s standards	New 10.1 During the None	e current a writing hav	t how often followin metimes 41.6% cademic yo ye you don	of have you ng? Of 31. ear, how me at this co	ten 1% nuch re bllege?	Very 17 ading a	oft 7.1 and
6a. Number of assigned textboo	oks, manuals, books, or packets of co	s standards	Neve 10.19 During the	ear, abou er So % current a	t how often followin metimes 41.6% cademic y- ve you don- 4 5 % 28.	of have young? Of 31. ear, how me at this co	done e ten 1% nuch re ollege?	Very 17 ading a More th	oft 7.1 and har 8.8
6a. Number of assigned textboo	oks, manuals, books, or packets of co	s standards	Never 10.19 During the None 1.5% 11.3%	e current a writing hav	t how often followin metimes 41.6% cademic y- ve you don- 4 5 % 28.	of have young? Of 31. ear, how me at this constant of the co	tien 1% nuch re bllege? 11–20 16.8%	Very 17 ading a More th	ofte 7.1 and har 8.8
6a. Number of assigned textboo	oks, manuals, books, or packets of co	s standards	Never 10.19 During the None 1.5% 11.3%	er So % e current a writing hav 1- 34.2° 33.8°	t how often followin metimes 41.6% cademic ye you don 4 5 6 28 6 30	of have young? Of 31. ear, how me at this constant of the co	ten 1% nuch re bilege? 11–20 16.8% 16.4%	Very 17 ading a More th	often 7.1 and hard 8.8
6a. Number of assigned textboo 6c. Number of written papers or	oks, manuals, books, or packets of co	s standards	Never 10.19 During the None 1.5% 11.3%	eer, about a seer so	t how often followin metimes 41.6% cademic ye you don 4 5 6 8 30 6 30 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	of have young? Of 31. ear, how me at this cosin 10 .7% .4% emphasize	ten 1% nuch re billege? 11–20 16.8% 16.4% the fo	Very r	ofto 7.1 and har 8.8 8.1
6a. Number of assigned textboo 6c. Number of written papers or	oks, manuals, books, or packets of co r reports of any length significant amounts of time studying	s standards urse readin	New 10.1 During the None 1.5% 11.3% How mu Very litt 2.0	ear, abouter So % e current a writing har 1- 34.2° 33.8° ch does the	t how often followin metimes 41.6% cademic yere you don 4 5 6 28 6 30 10 10 10 10 10 10 10 10 10 10 10 10 10	n have young? Of 31. ear, how me at this co i-10 .7% .4% emphasize Quite a 43.8	done 6 iten 1% nuch re bilege? 11–20 16.8% 16.4% the fo	Very 17 ading a More th 18 8 Illowing' Very I 34 Extre challe	the offer 7.1 and har 8.8 8.1 ? mu 4.6
6a. Number of assigned textbook 6c. Number of written papers of 9a. Encouraging you to spend s 7. Mark the response that best examinations during the current	oks, manuals, books, or packets of co reports of any length significant amounts of time studying	s standards	Never 10.19 During the None 1.5% 11.3% How muck Very little	eer, about a seer so	t how often followin metimes 41.6% cademic yere you don 4 5% 28 % 30. is college of Some	of an analysis of analysis of an ana	done 6 iten 1% nuch re bilege? 11–20 16.8% 16.4% the fo	Very 17 ading a More th 18 Very r 34 Extree challe 6	the offormation of the offormati
6a. Number of assigned textbook 6c. Number of written papers of 9a. Encouraging you to spend s 7. Mark the response that best examinations during the current	oks, manuals, books, or packets of co reports of any length significant amounts of time studying	s standards urse readin Extremely easy 0.5%	New 10.1 During the None 1.5% 11.3% How mu Very litt 2.0 -2 2.9% During th	ear, abouter So % e current a writing have 1- 34.2° 33.8° ch does the 1/e %	t how often followin metimes 41.6% cademic you don 4 5 % 28. % 30. iis college Some 19.6% -4 25.6%	n have young? Of 31. ear, how me at this con-10 .7% .4% emphasize Quite a 43.8 -5 38.7%	done 6 ten 1% nuch re billege? 11–20 16.8% 16.4% the fo bit 3% 21.19	Very 17 ading a More th 18 Very r 18 Extre challe 6	ofto 7.1 and han 8.8 8.1 ? mu 4.6 eme
6a. Number of assigned textbood 6c. Number of written papers of 9a. Encouraging you to spend s 7. Mark the response that best examinations during the current	oks, manuals, books, or packets of co reports of any length significant amounts of time studying	s standards urse readin Extremely easy 0.5%	New None 1.5% 11.3% How muc Very litt 2.00	er so % e current a writing hav 1- 34.2' 33.8' ch does th //e %	t how often followin metimes 41.6% cademic you don 4 5 % 28. % 30. iis college Some 19.6% -4 25.6%	n have young? Of 31. ear, how me at this con-10 .7% .4% emphasize Quite a 43.8 -5 38.7%	done etten 1% nuch repollege? 11–20 16.8% 16.4% the fo	Very 17 ading a More th 18 Very r 18 Extre challe 6	ofto 7.1 and har 8.8 8.1 ? mu 4.6 seme
6a. Number of assigned textbood 6c. Number of written papers or 9a. Encouraging you to spend s 7. Mark the response that best examinations during the current you to do your best work at this	oks, manuals, books, or packets of co reports of any length significant amounts of time studying	s standards urse readin Extremely easy 0.5%	New None 1.5% 11.3% How muc Very litt 2.00 During the	e current a writing have a 34.2° a 33.8° ch does the %	t how often followin metimes 41.6% cademic ye you don 4 5 % 28. % 30. is college Some 19.6% -4 25.6%	n have young? Of 31. ear, how me at this constant of the const	done of ten 1% nuch re bilege? 11–20 16.8% 16.4% the fo bit 8% 21.19 much I followin bit	Very 17 ading a More th 18 Very r 34 Extree challe 6 has young men Very r	the often 7.1 and har. 8.8 8.1 ? mu 4.6 length for the first state of
6a. Number of assigned textbood 6c. Number of written papers or 9a. Encouraging you to spend s 7. Mark the response that best examinations during the current you to do your best work at this 5b. Analyzing the basic element	oks, manuals, books, or packets of co reports of any length significant amounts of time studying	s standards urse readin Extremely easy 0.5%	New None 1.5% 11.3% How muc Very litt 2.0' -2 2.9% During the Very litt	er So % e current a writing have 33.89 ch does the es -3 6.4% he current at this collee %	t how often followin metimes 41.6% cademic yere you don 4 5% 28 % 30. iis college Some 19.6% -4 25.6% academic lege emph: Some	n have young? Of 31. ear, how me at this cosi-10 .7% .4% emphasize Quite a 43.8 -5 38.7% year, how asized the Quite a	done of ten 1% nuch re bilege? 11–20 16.8% 16.4% the fo bit 8%	Very 17 ading a More th 18 Sellowing Very 17 34 Extre challe 6 6 6 6 19 Very 17 24	the oft 7.1 and har 8.8 8.1 ? mu 4.6 eng 5.0 ir ntal mu 4.9
6a. Number of assigned textbook 6c. Number of written papers of 9a. Encouraging you to spend s 7. Mark the response that best examinations during the current you to do your best work at this 5b. Analyzing the basic elements. 5f. Using information you have	oks, manuals, books, or packets of co reports of any length significant amounts of time studying represents the extent to which your t academic year have challenged college	urse readin	New 10.19 During the None 1.5% 11.3% How muc Very litt 2.09 During the Very litt oursework Very litt 3.69	ear, abouter So % e current a writing haviting have have have have have have have have	t how often followin metimes 41.6% cademic yet you don 4 5 6 28 6 30 is college for some 19.6% academic lege empha Some 28.9%	n have young? Of 31. ear, how me at this consists 10. 7% 4% emphasize Quite a 43.8 -5 38.7% year, how asized the Quite a 42.1	done e iten 1% nuch re bilege? 11–20 16.8% 16.4% the fo bit 8% much I followi	Very r Adding a More the street of the str	the offer 7.1 and han 8.8 8.1 ? much 4.6 eme eng 5.0
6a. Number of assigned textbook 6c. Number of written papers of 9a. Encouraging you to spend s 7. Mark the response that best examinations during the current you to do your best work at this 5b. Analyzing the basic element 5c. Forming a new idea or unde	oks, manuals, books, or packets of correports of any length significant amounts of time studying represents the extent to which your tracademic year have challenged college	easy 0.5%	New 10.1 During the None 1.5% 11.3% How mu Very litt 2.0 -2 2.9% During the Very litt 3.6 7.2	ear, abouter So % e current a writing have so the does the so	t how often followin metimes 41.6% cademic yee you don 4 5% 28.6% 30. is college Some 19.6% -4 25.6% academic lege empha Some 28.9% 25.5%	n have young? Of 31. ear, how me at this co 10. 7% 4% emphasize Quite a 43.8 -5 38.7% year, how asized the Quite a 42.7	done etten 1% nuch repollege? 11–20 16.8% 16.4% the fo	Very 1 ading a More th 18 Very 1 A Illowing Very 1 A Extre challe 6 has you ng men Very 1 24 37 25	the often 7.1 and han 8.8 8.1 ? mu 4.6 eme eng 5.0 Ir ntal mu 4.9 1.5

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

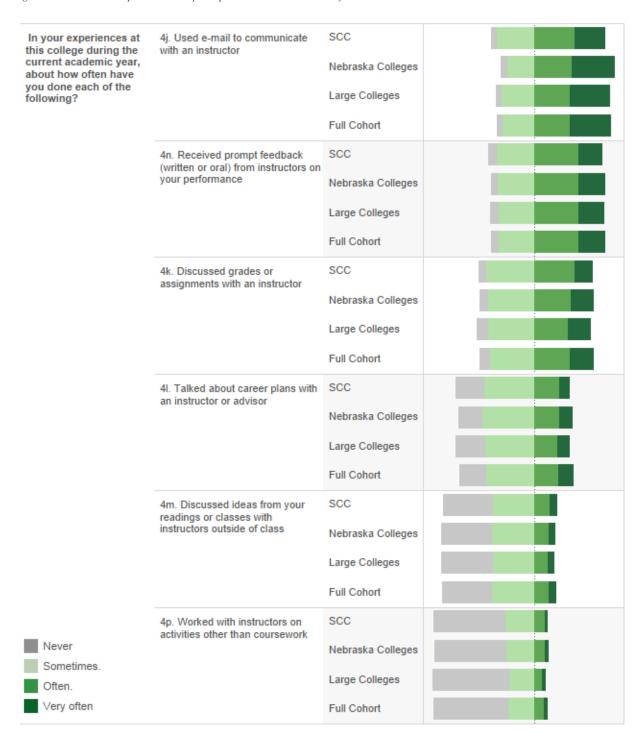
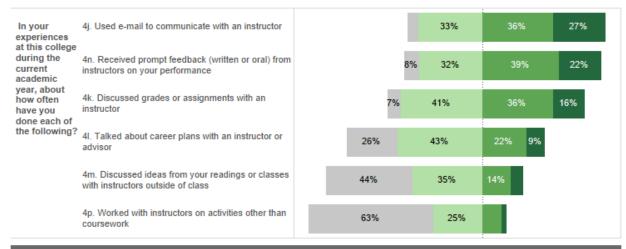


Table 4. SCC and Comparison Group Responses to Student-Faculty Interaction Benchmark Items

-20%	20%

			s at this college during often have you done ea		
		Never	Sometimes	Often	Very often
j. Used e-mail to communicate with an	SCC	5.2%	32.6%	35.7%	26.5%
structor	Nebraska Colleges	6.0%	23.4%	32.8%	37.8%
	Large Colleges	5.3%	28.1%	31.9%	34.7%
	Full Cohort	5.3%	27.0%	31.4%	36.2%
n. Received prompt feedback (written or	SCC	7.6%	32.2%	38.7%	21.6%
ral) from instructors on your performance	Nebraska Colleges	6.1%	31.3%	38.7%	23.9%
oral) from instructors on your performance	Large Colleges	7.0%	31.0%	39.2%	22.9%
	Full Cohort	6.6%	30.5%	39.2%	23.6%
4k. Discussed grades or assignments with	SCC	6.9%	41.2%	35.8%	16.1%
n instructor	Nebraska Colleges	8.0%	39.7%	32.4%	20.0%
	Large Colleges	9.9%	40.0%	30.0%	20.2%
	Full Cohort	9.0%	38.4%	31.2%	21.5%
I. Talked about career plans with an	SCC	25.5%	43.2%	22.1%	9.2%
structor or advisor	Nebraska Colleges	21.4%	45.0%	21.9%	11.7%
	Large Colleges	25.8%	42.5%	20.4%	11.3%
	Full Cohort	23.4%	42.0%	21.8%	12.8%
m. Discussed ideas from your readings	SCC	43.9%	35.5%	14.2%	6.3%
r classes with instructors outside of class	Nebraska Colleges	43.8%	37.0%	13.3%	6.0%
	Large Colleges	46.2%	35.3%	12.4%	6.0%
	Full Cohort	43.9%	36.2%	13.3%	6.6%
p. Worked with instructors on activities	SCC	63.3%	24.9%	9.5%	2.4%
ther than coursework	Nebraska Colleges	62.6%	24.3%	9.4%	3.7%
	Large Colleges	67.8%	21.3%	7.5%	3.4%
	Full Cohort	65.1%	22.7%	8.4%	3.8%

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		
4j. Used e-mail to communicate with an instructor	5.2%	32.6%	35.7%	26.5%		
4n. Received prompt feedback (written or oral) from instructors on your perform	7.6%	32.2%	38.7%	21.6%		
4k. Discussed grades or assignments with an instructor	6.9%	41.2%	35.8%	16.1%		
4l. Talked about career plans with an instructor or advisor	25.5%	43.2%	22.1%	9.2%		
4m. Discussed ideas from your readings or classes with instructors outside of cl	43.9%	35.5%	14.2%	6.3%		
4p. Worked with instructors on activities other than coursework	63.3%	24.9%	9.5%	2.4%		



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

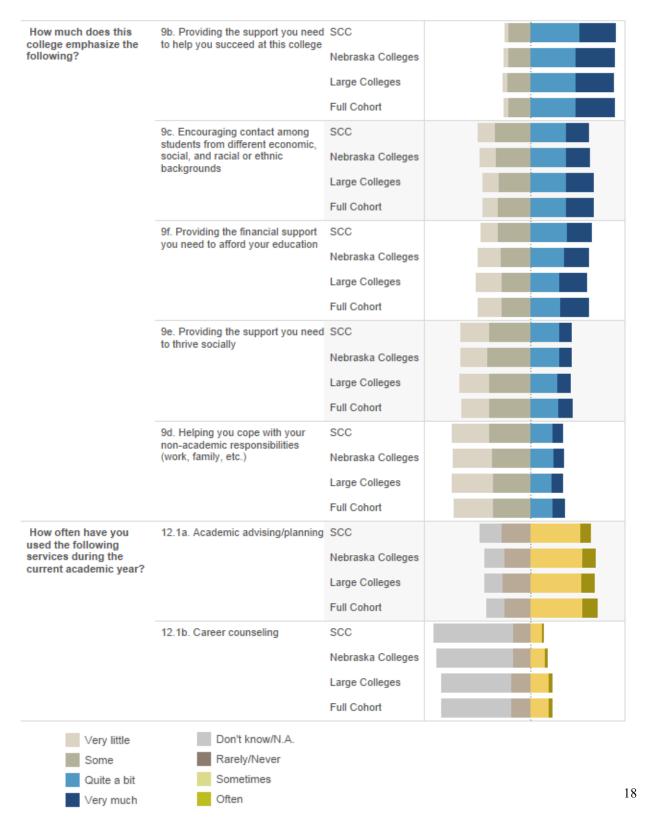


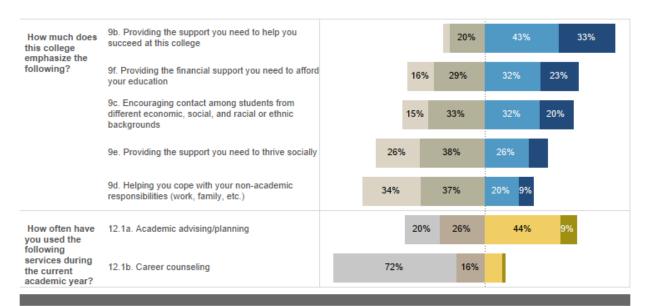
Table 5. SCC and Comparison Group Responses to Support for Learners Benchmark Items



		How much does this college emphasize the following?			
		Very little	Some	Quite a bit	Very much
9b. Providing the support you need to help you succeed at this college	SCC	3.6%	20.3%	43.4%	32.7%
	Nebraska Colleges	4.3%	20.1%	40.2%	35.4%
	Large Colleges	4.4%	20.7%	40.6%	34.39
	Full Cohort	4.2%	20.2%	40.3%	35.39
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		15.3%	32.7%	32.0%	20.0%
	Nebraska Colleges	15.5%	31.0%	31.4%	22.2%
	Large Colleges	14.4%	29.1%	31.3%	25.2%
	Full Cohort	14.4%	29.4%	31.4%	24.9%
9f. Providing the financial support you need to afford your education	SCC	15.7%	29.4%	32.4%	22.59
	Nebraska Colleges	21.2%	26.9%	29.5%	22.4%
	Large Colleges	23.0%	26.6%	25.4%	25.09
	Full Cohort	21.2%	26.3%	26.2%	26.39
9e. Providing the support you need to thrive socially	SCC	25.5%	37.7%	25.8%	11.09
	Nebraska Colleges	24.3%	39.1%	25.2%	11.3%
	Large Colleges	26.4%	37.7%	23.4%	12.5%
	Full Cohort	24.8%	37.5%	24.4%	13.4%
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	SCC	33.9%	37.3%	19.7%	9.1%
	Nebraska Colleges	34.9%	35.0%	20.6%	9.5%
	Large Colleges	37.1%	33.6%	18.6%	10.79
	Full Cohort	35.5%	33.9%	19.3%	11.39

		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	20.3%	26.0%	44.4%	9.4%
	Nebraska Colleges	18.0%	23.8%	46.5%	11.7%
	Large Colleges	16.7%	25.4%	45.5%	12.3%
	Full Cohort	15.9%	24.0%	46.6%	13.4%
12.1b. Career counseling	SCC	71.7%	16.2%	10.2%	1.8%
	Nebraska Colleges	68.8%	15.7%	12.9%	2.6%
	Large Colleges	62.6%	17.8%	15.7%	3.9%
	Full Cohort	62.8%	17.6%	15.7%	3.9%

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 help you succeed at this college	3.6%	20.3%	43.4%	32.7%
9f. Providing the financial support you need to afford your education	15.7%	29.4%	32.4%	22.5%
9c. Encouraging contact among students from different economic, social, and ra	15.3%	32.7%	32.0%	20.0%
9e. Providing the support you need to thrive socially	25.5%	37.7%	25.8%	11.0%
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	33.9%	37.3%	19.7%	9.1%

	How often have you used the following services during the current academic year?			
	Never	1 time	2–4 times	5 or more tim
12.1a. Academic advising/planning	20.3%	26.0%	44.4%	9.4%
12.1b. Career counseling	71.7%	16.2%	10.2%	1.8%



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 (70% of family and 52% of friends are *extremely* supportive).

Extremely 52.1% 24. How supportive are your friends of your attending this 30.6% college? Quite a bit 14.9% Somewhat Not very 70.3% 25. How supportive is your Extremely immediate family of your attending 21.4% this college? Quite a bit Somewhat 7.3% Not very

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*.

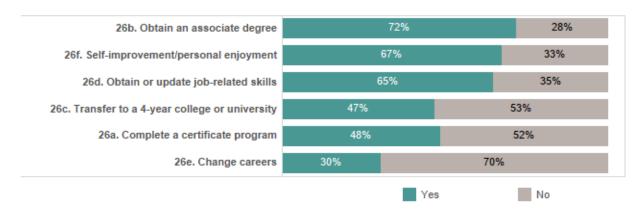


Figure 13. Percent of SCC students who indicated they have each of the following goals for attending SCC

As shown in Figure 13, the goal of transferring to a 4-year college or university ranked fourth among SCC students with 47% indicating this is a primary goal. As shown in Figure 14, this value is significantly lower than students in the comparison groups, where 52% of students at other Nebraska community colleges, 72% 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.

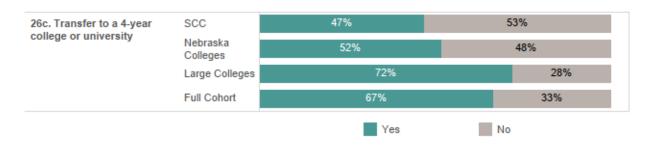


Figure 14. Percent of SCC and comparison group who indicated they intend to transfer to a 4-year college

When asked to indicate which financial sources they use to pay for tuition, three-quarters of SCC students reported they use *their own savings* (76% with 40% identifying it as a major source; see Figure 15). Approximately half of SCC students use *scholarships* (47%) and *income/savings from family* (45%) to pay tuition. The sources mentioned least often were *employer contributions* (11%), *public assistance* (6%) and *active military or veterans benefits* (5%).

As shown in Figure 16, a much larger percentage of SCC students used student loans as a major source for paying tuition (28%) than students at other community colleges in Nebraska (21%), large colleges across North America (17%), and the overall cohort (19%).



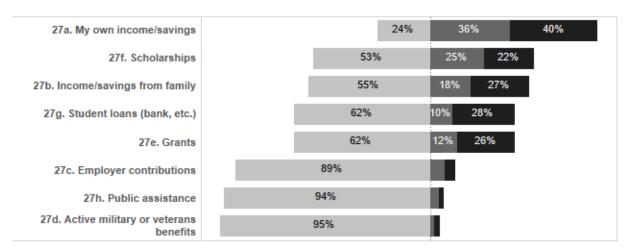
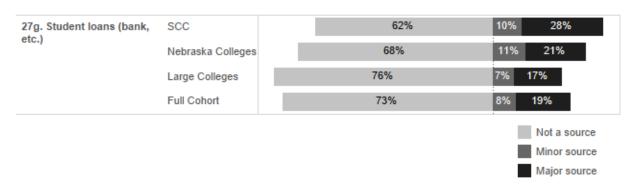


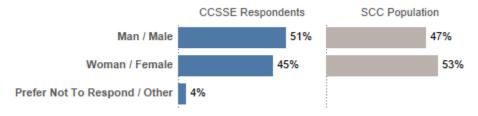
Figure 16. Percent of SCC and peer group students who indicated they use student loans to pay tuition



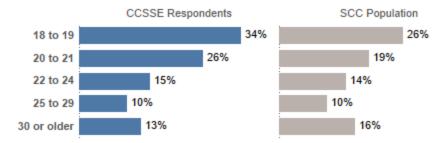
Demographics

The following section provides a summary of survey respondent demographics (blue) as compared to that of the student population during spring 2019 (grey).

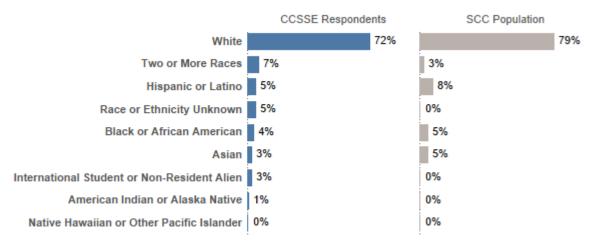
Of the survey respondents, 45% were female, 51% were male, and 4% other or prefer not to respond. This distribution is different from the population of enrolled students during spring 2019, which was 53% female and 47% male.



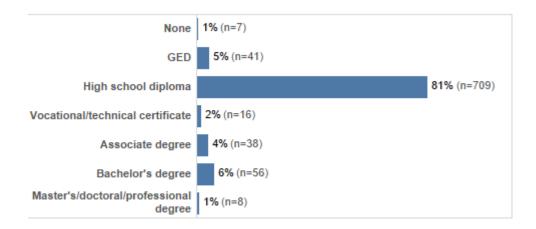
In general, survey respondents were younger than the college population as a whole: 34% of survey respondents were 21 or under (26% of population), 26% were between 22 and 29 (19% of population), and 13% were 30 or over (16% of population).



Overall, the percent of students of color among survey respondents was more diverse than the college population as a whole; 72% 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 Hispanic or Latino were a smaller proportion of survey respondents than the student population (5% of survey respondents; 8% 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 (2%), associate degree (4%), bachelor's degree (6%) 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 (63%), father (52%), and brother/sister (56%) have attended some college. 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.

