



# 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
<b>Active and Collaborative Learning</b>	47.6 (0.0)	49.1 (1.5)	49.1 (1.5)	50.0 (2.4)
<b>Student Effort</b>	45.2 (0.0)	45.8 (0.5)	49.3 (4.1)	50.0 (4.8)
<b>Academic Challenge</b>	49.2 (0.0)	49.4 (0.2)	49.4 (0.2)	50.0 (0.8)
<b>Student-Faculty Interaction</b>	47.6 (0.0)	50.1 (2.5)	48.3 (0.6)	50.0 (2.4)
<b>Support for Learners</b>	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.

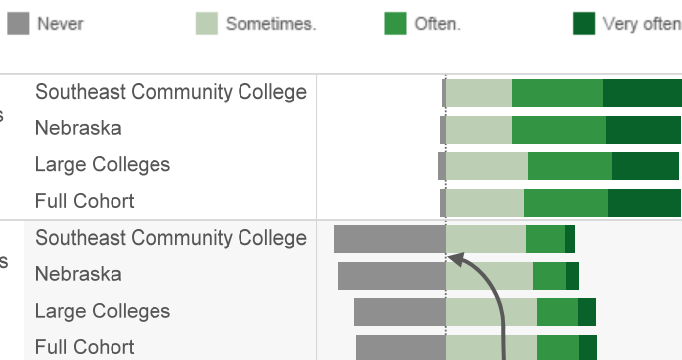
Paragraph includes description of the benchmark. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

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

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

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

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



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

Axis separates the valence of responses.

The values in the table match the graph.

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

4a. Asked questions in class or contributed to class discussions	Southeast Community College	1.5%	27.4%	37.7%	33.4%
	Nebraska	2.2%	26.8%	39.3%	31.7%
	Large Colleges	3.1%	34.1%	34.6%	28.2%
	Full Cohort	2.7%	32.1%	35.3%	29.9%
4g. Worked with classmates outside of class to prepare class assignments	Southeast Community College	46.7%	33.2%	15.8%	4.4%
	Nebraska	45.0%	36.0%	14.1%	4.8%
	Large Colleges	38.2%	37.8%	16.7%	7.3%
	Full Cohort	37.4%	37.8%	17.1%	7.7%

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

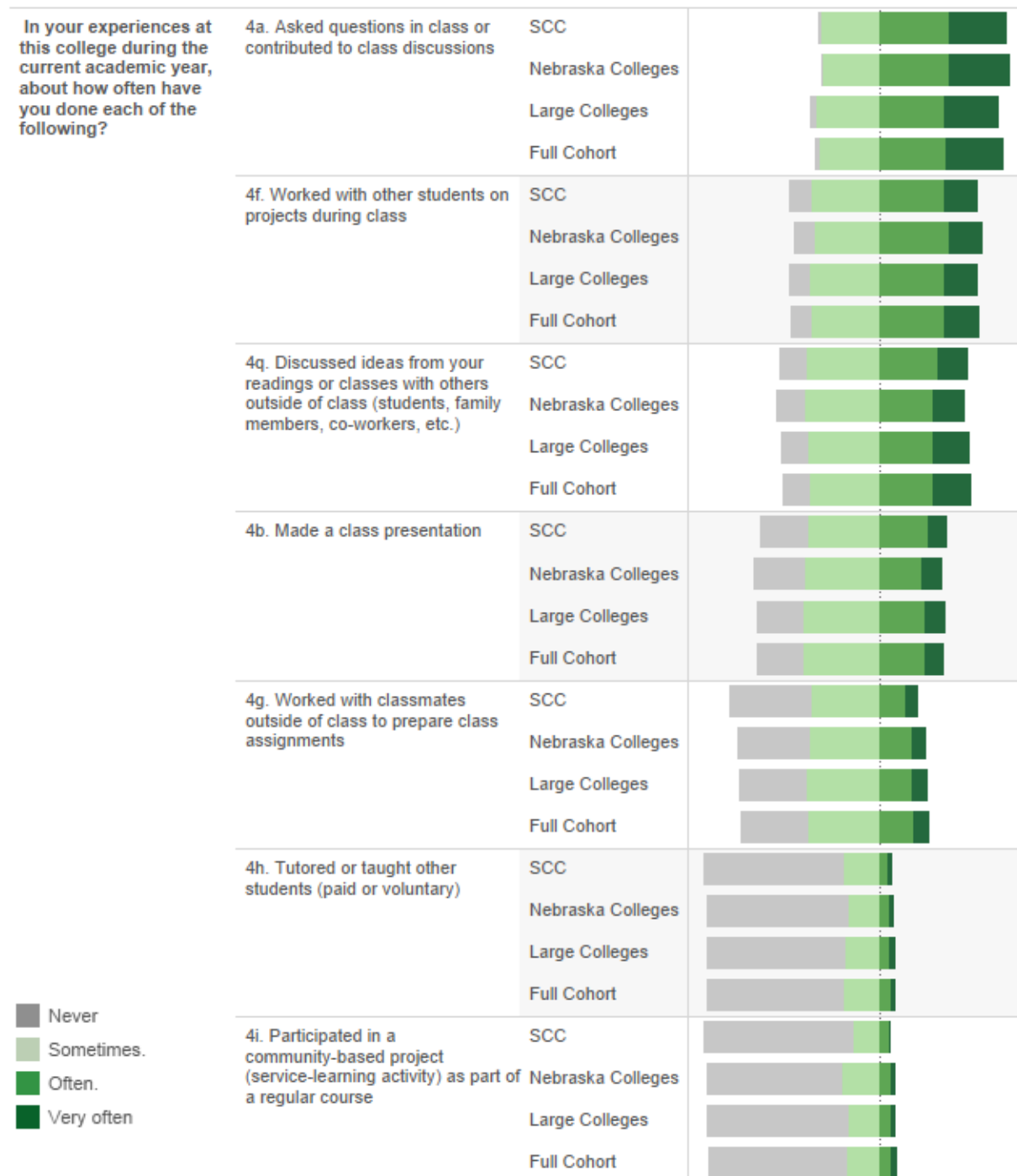
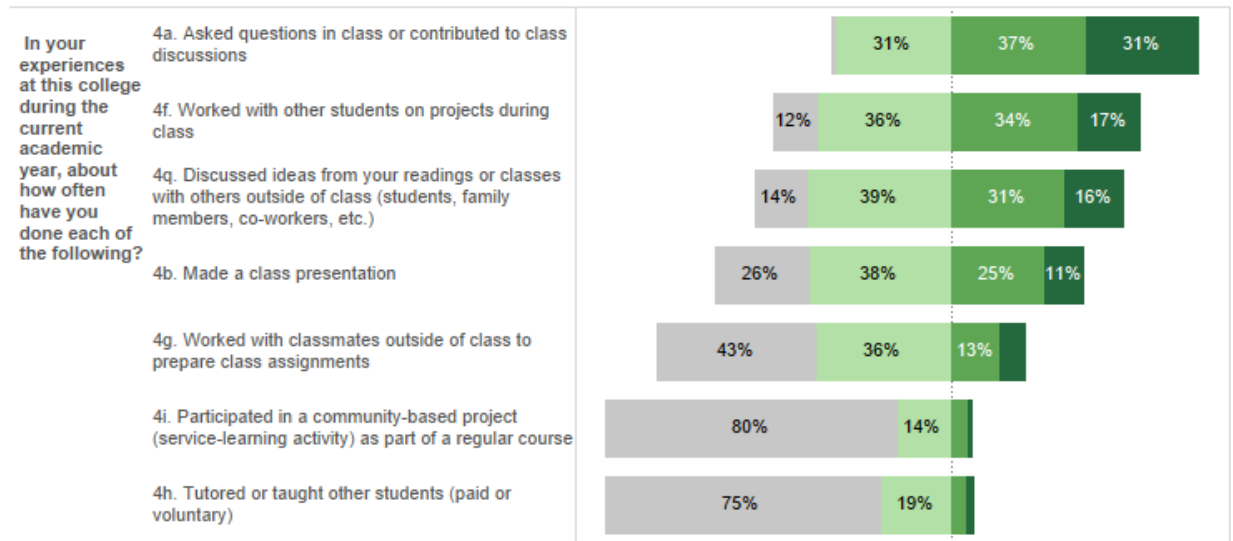


Table 1. SCC and Comparison Group Responses to Active and Collaborative Learning Benchmark Items

		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	1.3%	31.2%	36.6%	30.9%
	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 during class	SCC	12.3%	35.9%	34.3%	17.4%
	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%
4g. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	SCC	14.1%	38.9%	30.8%	16.3%
	Nebraska Colleges	15.5%	39.3%	28.2%	17.0%
	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 class to prepare class assignments	SCC	43.3%	36.4%	13.4%	6.9%
	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 or voluntary)	SCC	74.7%	19.0%	4.1%	2.2%
	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 project (service-learning activity) as part of a regular course	SCC	79.8%	14.1%	4.7%	1.5%
	Nebraska Colleges	72.2%	19.4%	5.5%	2.9%
	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



	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

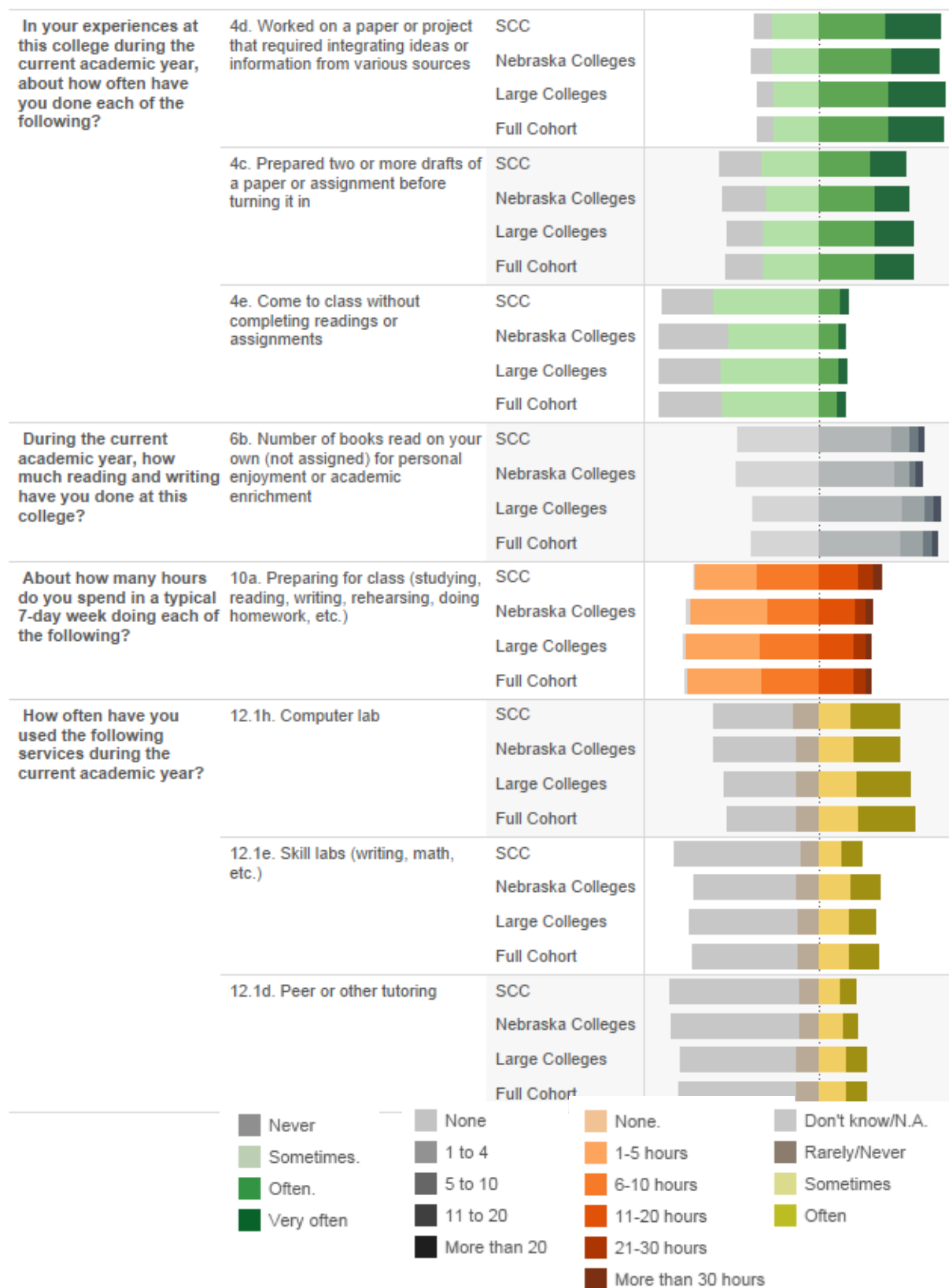

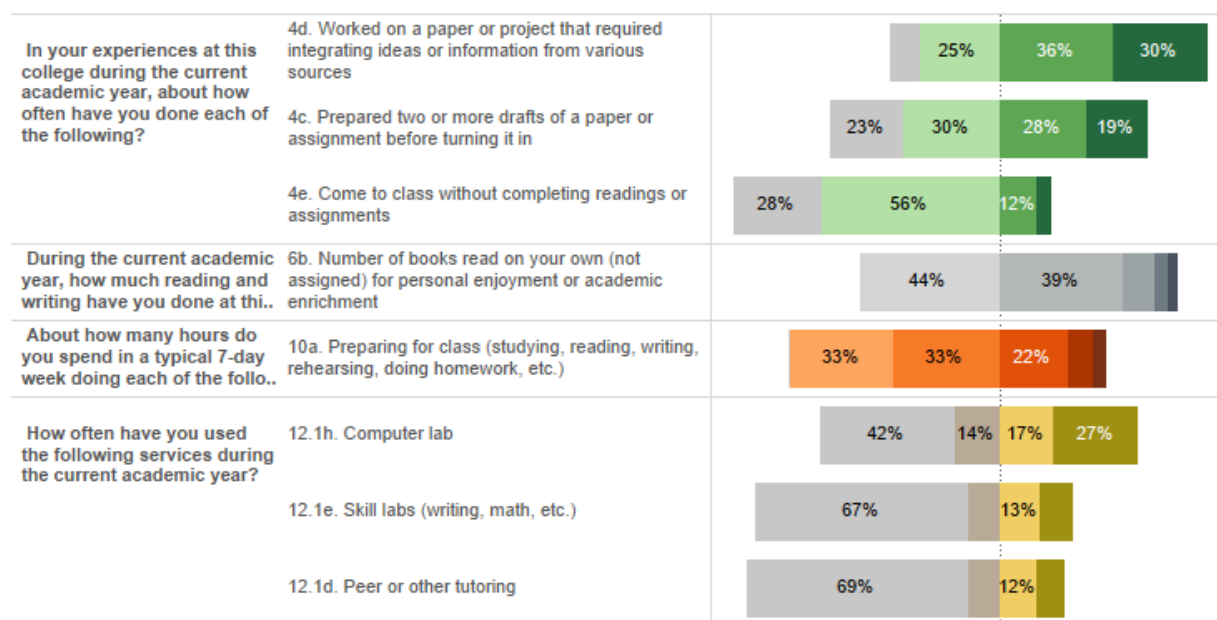


Table 2. SCC and Comparison Group Responses to Student Effort Benchmark Items

-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	9.5%	24.9%	36.0%	29.6%		
	Nebraska Colleges	10.8%	24.7%	38.7%	25.7%		
	Large Colleges	8.9%	23.6%	37.6%	29.9%		
	Full Cohort	8.9%	24.2%	37.3%	29.6%		
4c. Prepared two or more drafts of a paper or assignment before turning it in	SCC	22.8%	30.3%	27.5%	19.4%		
	Nebraska Colleges	23.2%	28.1%	30.0%	18.6%		
	Large Colleges	19.8%	29.4%	29.8%	21.0%		
	Full Cohort	19.7%	29.6%	29.8%	20.9%		
4e. Come to class without completing readings or assignments	SCC	27.6%	55.9%	11.8%	4.7%		
	Nebraska Colleges	37.2%	47.8%	10.7%	4.3%		
	Large Colleges	32.7%	52.1%	10.5%	4.7%		
	Full Cohort	34.0%	51.4%	10.1%	4.5%		
		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	43.6%	39.0%	9.8%	4.2%	3.4%	
	Nebraska Colleges	44.2%	40.8%	7.8%	2.9%	4.3%	
	Large Colleges	34.8%	44.8%	12.0%	4.4%	3.9%	
	Full Cohort	35.8%	44.1%	11.7%	4.4%	3.9%	
		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, etc.)	SCC	0.6%	32.6%	33.0%	21.5%	7.9%	4.4%
	Nebraska Colleges	2.2%	40.7%	27.5%	19.5%	5.9%	4.3%
	Large 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	1 time	2–4 times	5 or more times		
12.1h. Computer lab	SCC	42.4%	13.7%	16.9%	27.0%		
	Nebraska Colleges	44.4%	11.8%	19.0%	24.8%		
	Large Colleges	38.7%	11.8%	20.4%	29.1%		
	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%		
	Full Cohort	62.5%	11.7%	14.5%	11.2%		

Figure 5. SCC Responses to Student Effort Benchmark Items

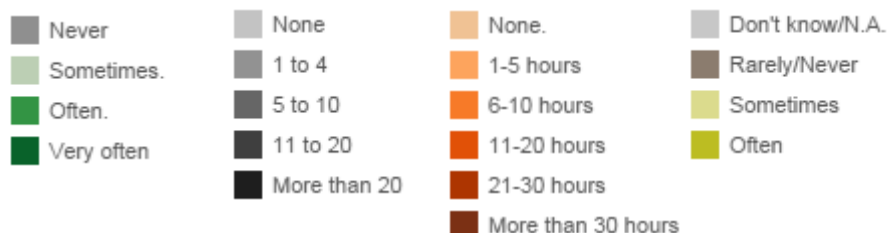


	In your experiences at this college during the current academic year, about how often have you done each of the following?			
	Never	Sometimes	Often	Very often
4d. Worked on a paper or project that required integrating ideas or information f..	9.5%	24.9%	36.0%	29.6%
4c. Prepared two or more drafts of a paper or assignment before turning it in	22.8%	30.3%	27.5%	19.4%
4e. Come to class without completing readings or assignments	27.6%	55.9%	11.8%	4.7%

	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..	43.6%	39.0%	9.8%	4.2%	3.4%

	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..	0.6%	32.6%	33.0%	21.5%	7.9%	4.4%

	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	42.4%	13.7%	16.9%	27.0%
12.1e. Skill labs (writing, math, etc.)	66.9%	9.8%	12.6%	10.7%
12.1d. Peer or other tutoring	69.5%	10.0%	11.9%	8.7%



## 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

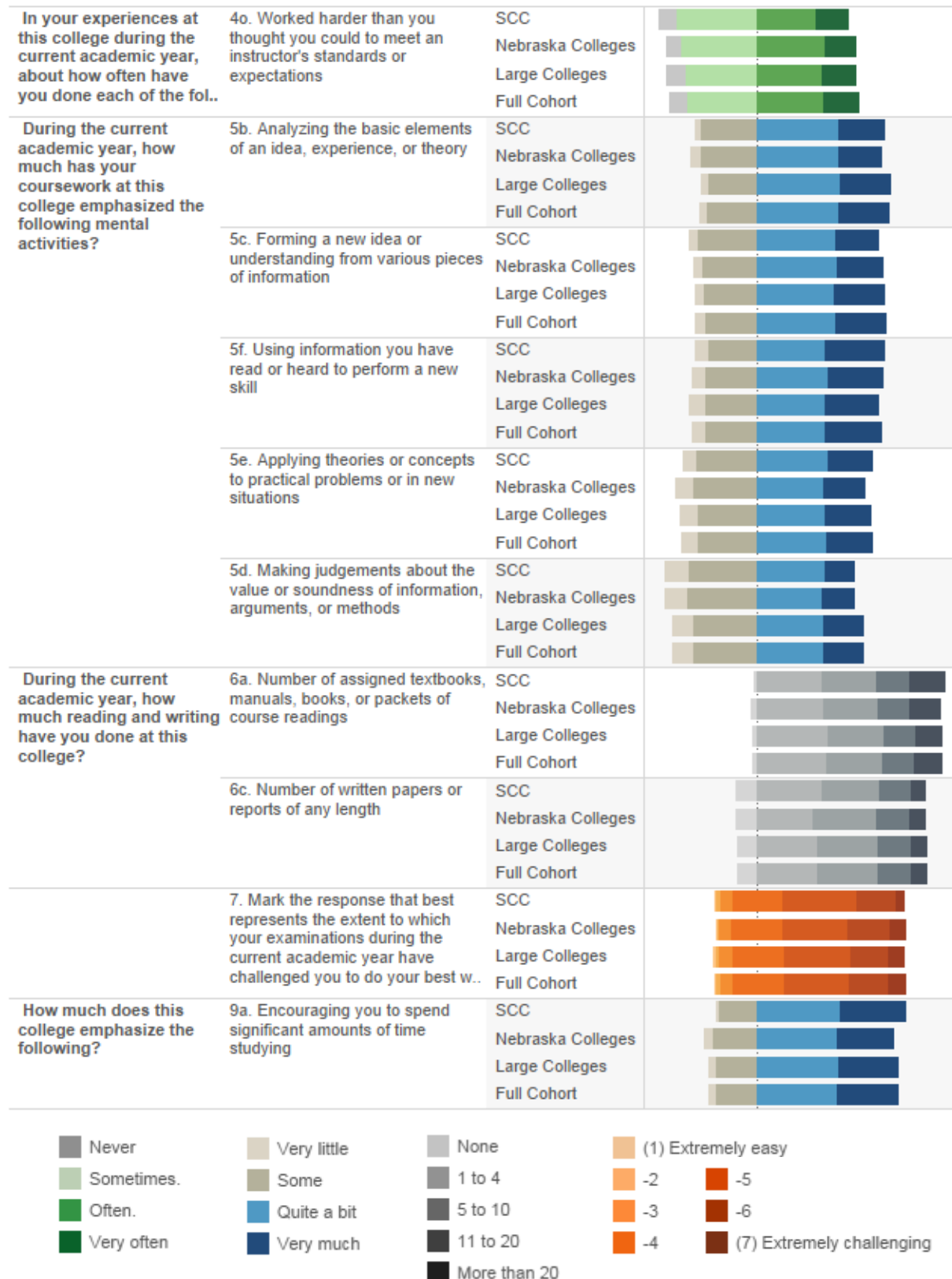


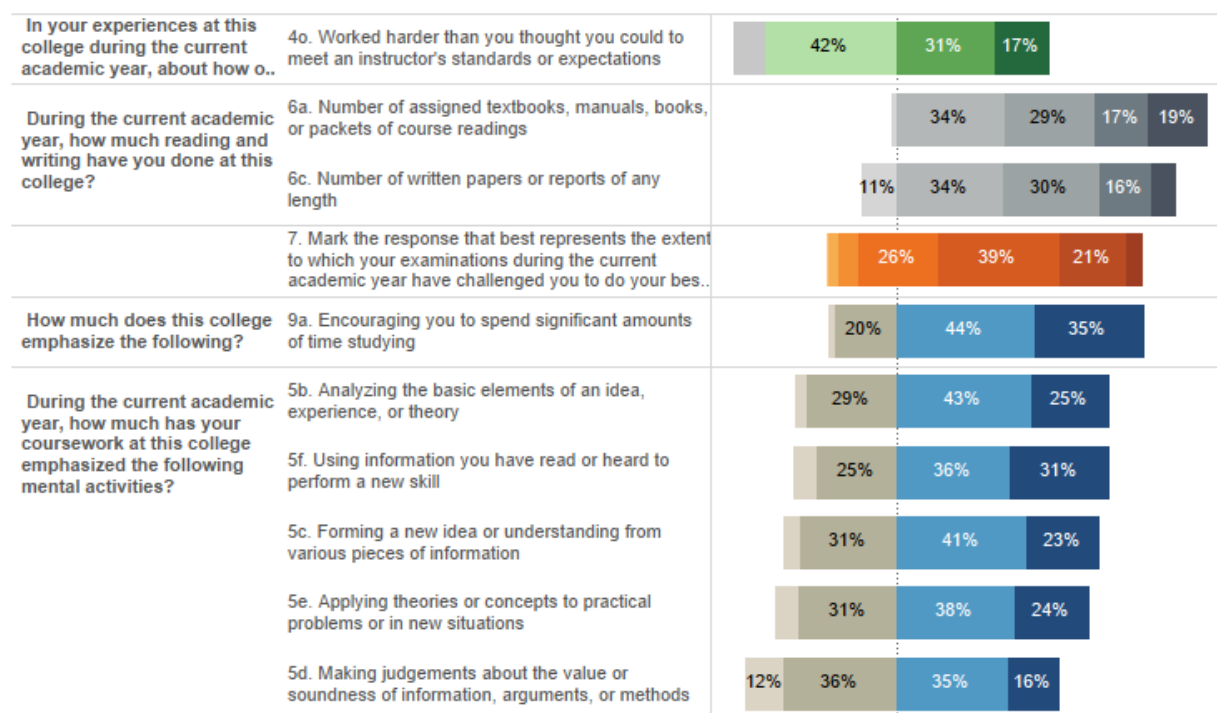
Table 3. SCC and Comparison Group Responses to Academic Challenge Benchmark Items

-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			
4o. Worked harder than you thought you could to meet an instructor's standards or expectations	SCC	10.1%	41.6%	31.1%	17.1%			
	Nebraska Colleges	8.4%	39.3%	35.4%	16.9%			
	Large Colleges	10.3%	37.1%	34.5%	18.1%			
	Full Cohort	9.7%	36.5%	34.9%	18.9%			
		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		
6a. Number of assigned textbooks, manuals, books, or packets of course readings	SCC	1.5%	34.2%	28.7%	16.8%	18.8%		
	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 any length	SCC	11.3%	33.8%	30.4%	16.4%	8.1%		
	Nebraska Colleges	11.0%	29.4%	32.9%	17.7%	8.9%		
	Large Colleges	10.4%	31.5%	32.0%	17.0%	9.2%		
	Full Cohort	10.4%	31.9%	31.6%	16.9%	9.1%		
		Extremely easy	-2	-3	-4	-5	-6	Extremely challenging
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 work at this college	SCC	0.5%	2.9%	6.4%	25.6%	38.7%	21.1%	5.0%
	Nebraska Colleges	0.3%	1.6%	6.3%	27.0%	33.5%	22.1%	9.1%
	Large Colleges	0.9%	2.2%	6.9%	26.9%	34.7%	19.8%	8.5%
	Full Cohort	0.9%	2.1%	6.7%	26.3%	34.3%	20.2%	9.3%
		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	SCC	2.0%	19.6%	43.8%	34.6%			
	Nebraska Colleges	4.8%	22.9%	42.0%	30.3%			
	Large Colleges	3.9%	21.4%	42.6%	32.0%			
	Full Cohort	3.9%	21.4%	42.2%	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 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..	10.1%	41.6%	31.1%	17.1%

	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 readin..	1.5%	34.2%	28.7%	16.8%	18.8%
6c. Number of written papers or reports of any length	11.3%	33.8%	30.4%	16.4%	8.1%

	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	2.0%	19.6%	43.8%	34.6%

		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 work at this college					
		Extremely easy	-2	-3	-4	-5	Extremely challenging
	0.5%	2.9%	6.4%	25.6%	38.7%	21.1%	5.0%

	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
5b. Analyzing the basic elements of an idea, experience, or theory	3.6%	28.9%	42.7%	24.9%
5f. Using information you have read or heard to perform a new skill	7.2%	25.5%	35.8%	31.5%
5c. Forming a new idea or understanding from various pieces of information	5.3%	30.6%	41.1%	23.0%
5e. Applying theories or concepts to practical problems or in new situations	7.3%	31.4%	37.6%	23.7%
5d. Making judgements about the value or soundness of information, arguments..	12.4%	35.9%	35.3%	16.3%

## 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

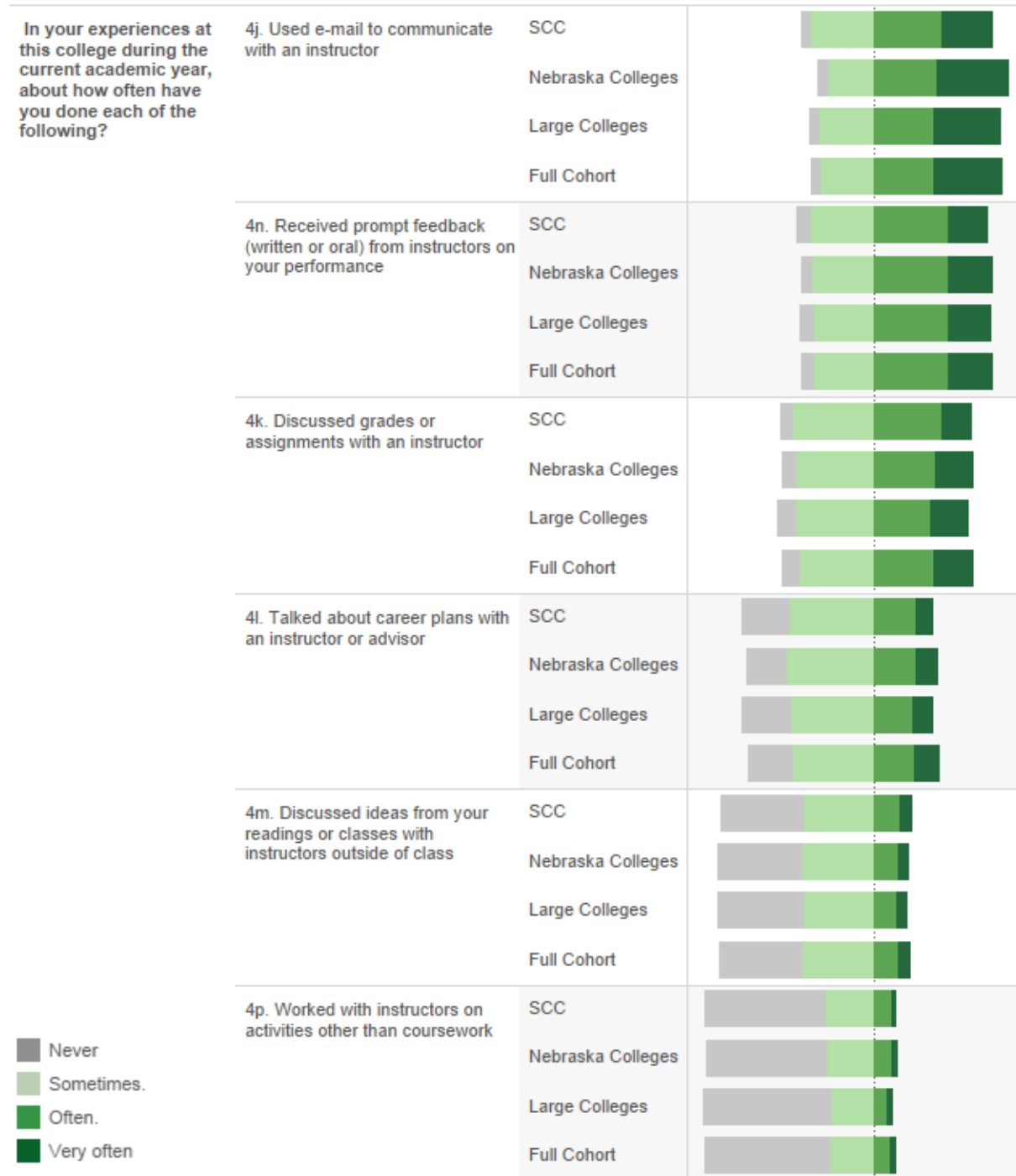


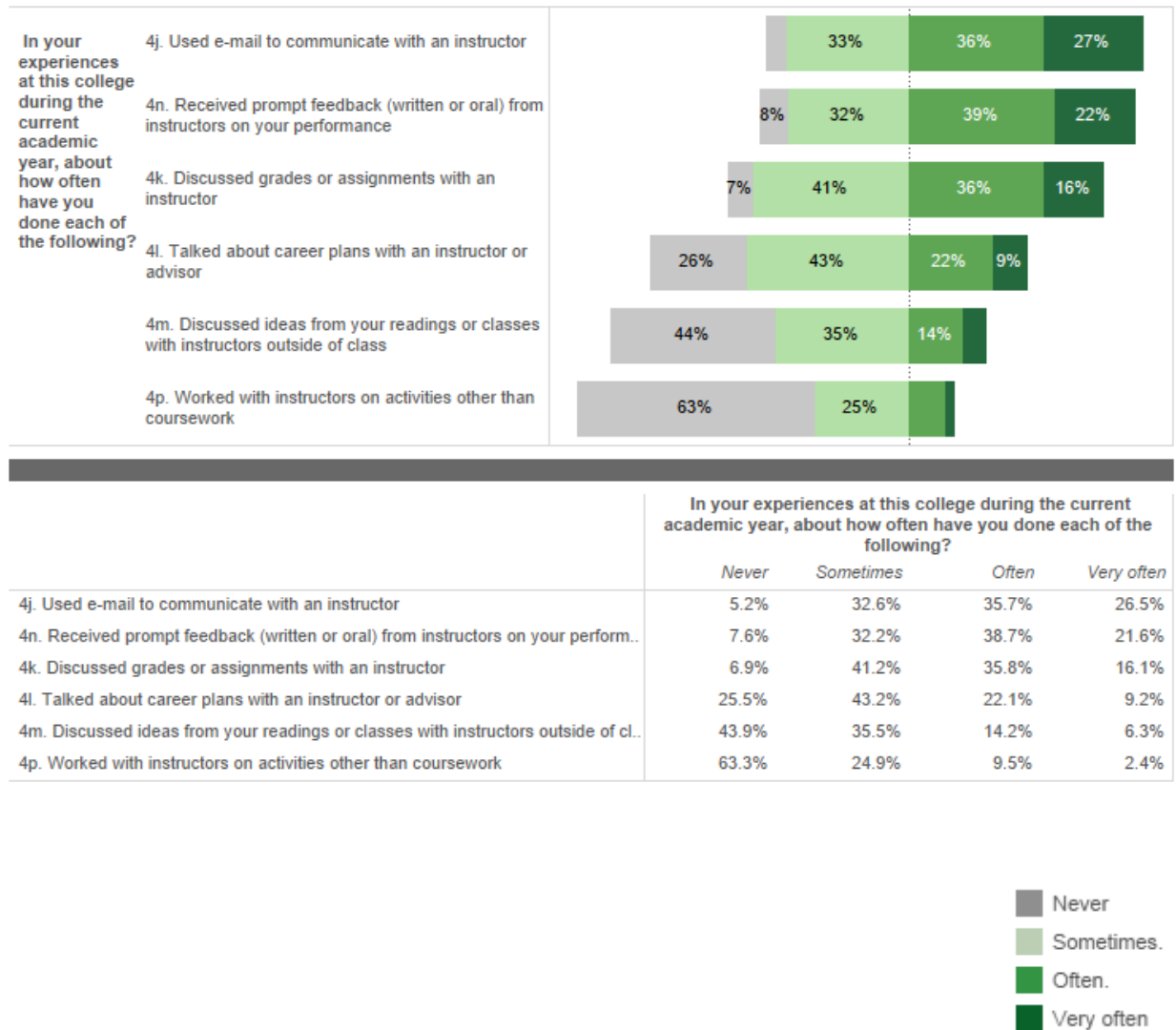


Table 4. SCC and Comparison Group Responses to Student-Faculty Interaction Benchmark Items

		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	5.2%	32.6%	35.7%	26.5%
	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%
4n. Received prompt feedback (written or oral) from instructors on your performance	SCC	7.6%	32.2%	38.7%	21.6%
	Nebraska Colleges	6.1%	31.3%	38.7%	23.9%
	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 an instructor	SCC	6.9%	41.2%	35.8%	16.1%
	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%
4l. Talked about career plans with an instructor or advisor	SCC	25.5%	43.2%	22.1%	9.2%
	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%
4m. Discussed ideas from your readings or classes with instructors outside of class	SCC	43.9%	35.5%	14.2%	6.3%
	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%
4p. Worked with instructors on activities other than coursework	SCC	63.3%	24.9%	9.5%	2.4%
	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



## 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

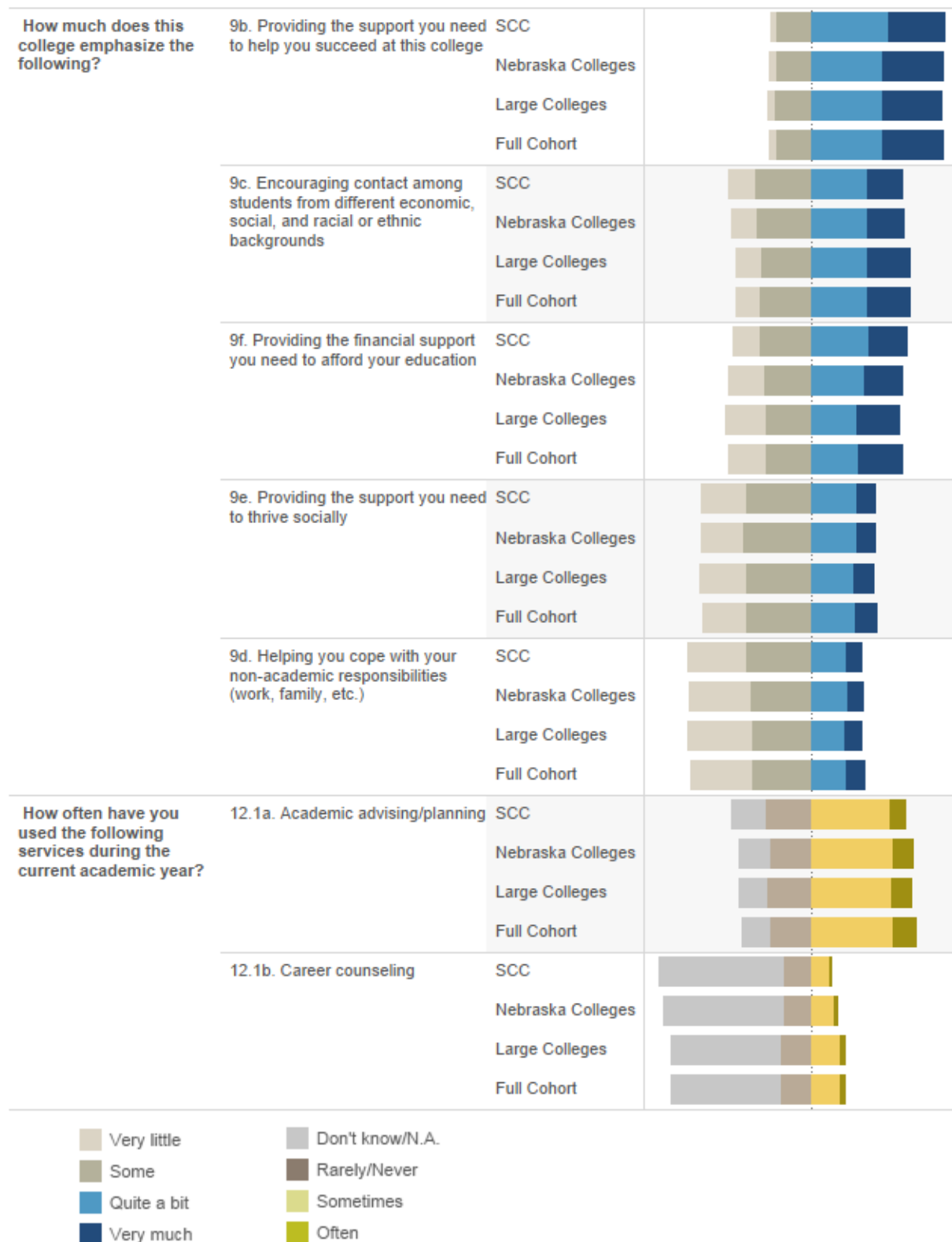


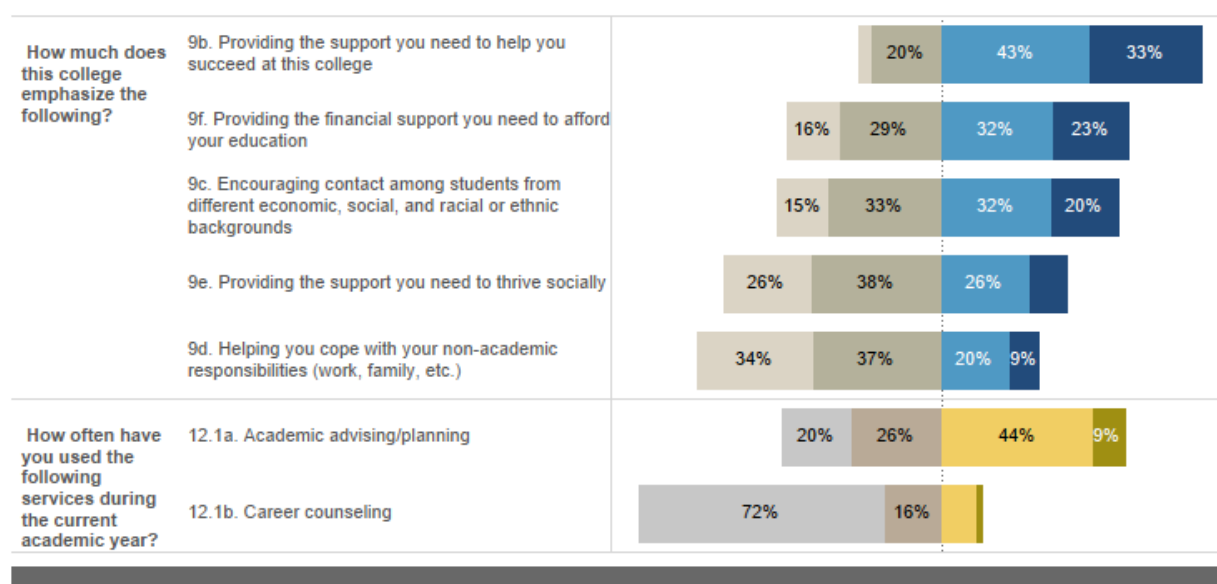
Table 5. SCC and Comparison Group Responses to Support for Learners Benchmark Items

		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%	34.3%
	Full Cohort	4.2%	20.2%	40.3%	35.3%
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	SCC	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%	22.5%
	Nebraska Colleges	21.2%	26.9%	29.5%	22.4%
	Large Colleges	23.0%	26.6%	25.4%	25.0%
	Full Cohort	21.2%	26.3%	26.2%	26.3%
9e. Providing the support you need to thrive socially	SCC	25.5%	37.7%	25.8%	11.0%
	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%	10.7%
	Full Cohort	35.5%	33.9%	19.3%	11.3%

		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	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 racial or ethnic backgrounds	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 times
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%

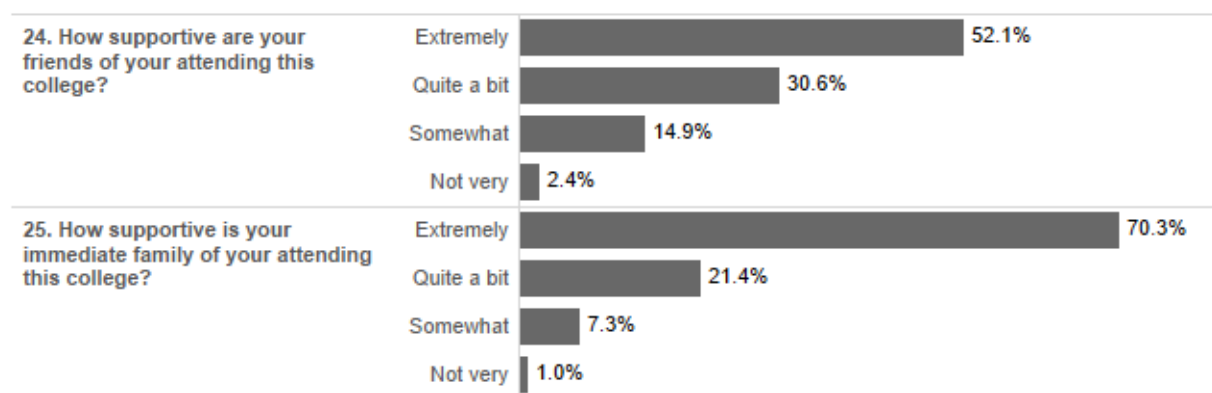


## Other Results

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.

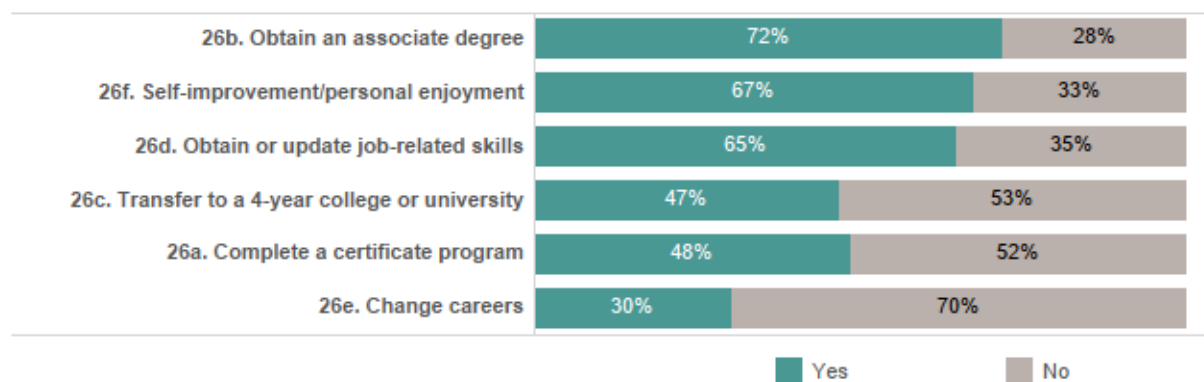
As shown in Figure 12, SCC students report that their friends and family are *extremely* or *quite a bit* supportive of their attending Southeast Community College. Students indicated that their families are more supportive than their friends (70% of family and 52% of friends are *extremely* supportive).

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



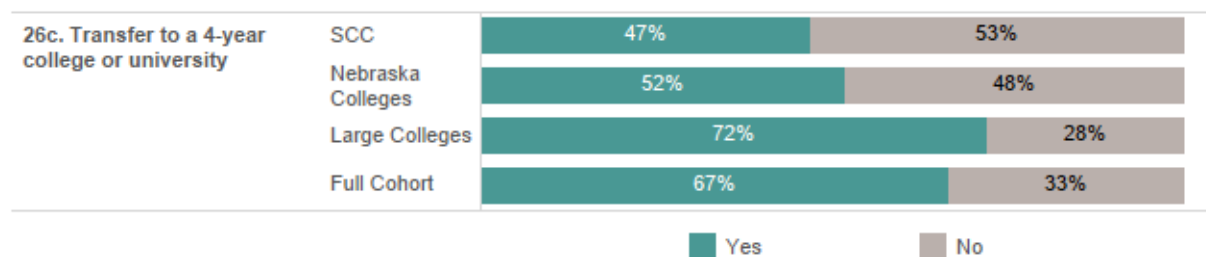
When asked about their goals for attending SCC, those most frequently mentioned were to (1) *obtain an associate degree*, (2) *self-improvement/personal enjoyment*, and (3) *obtain or update job-related skills*, (see Figure 13). The least frequently mentioned was *changing careers*.

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

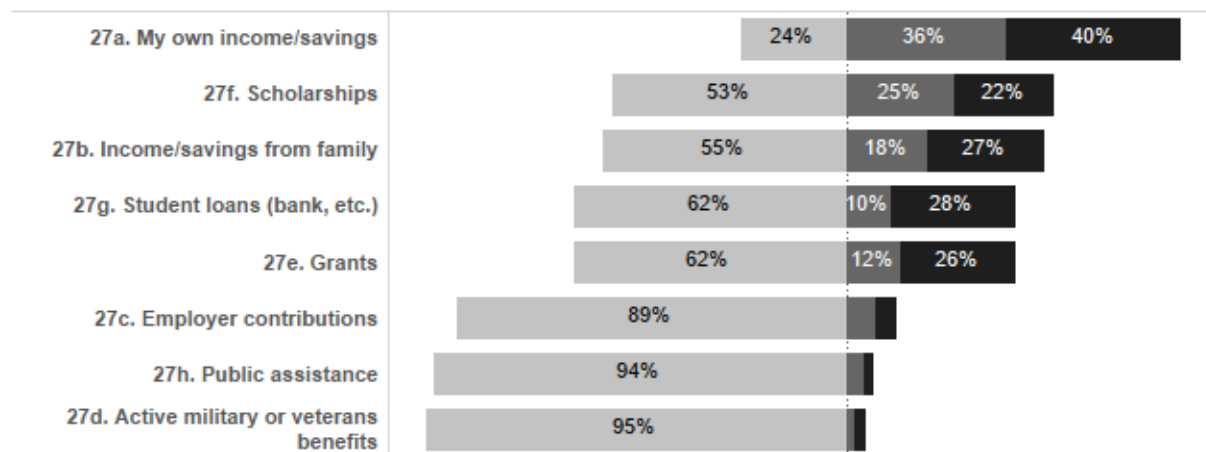
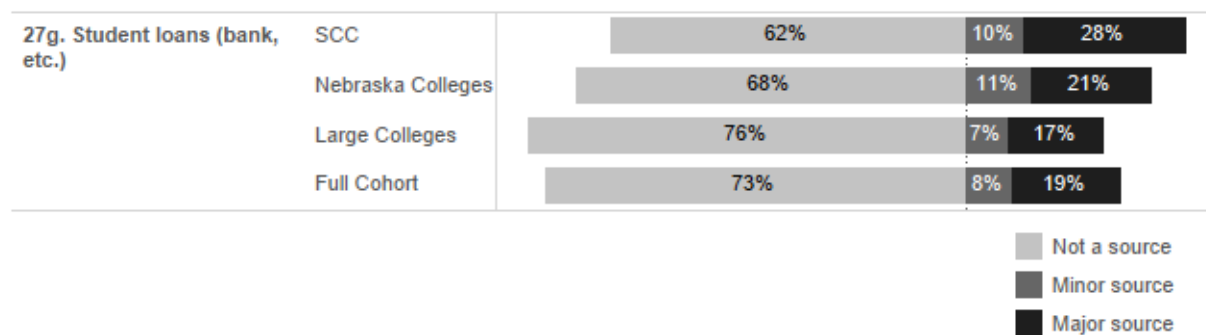


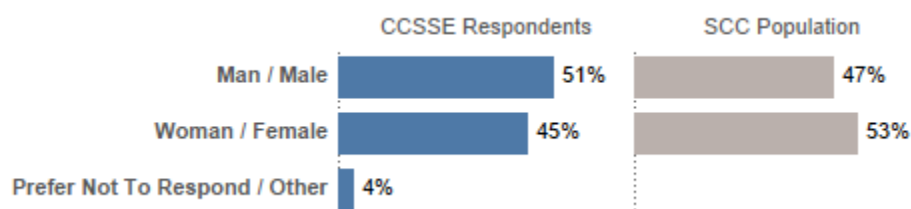
Figure 16. Percent of SCC and peer group students who indicated they use student loans to pay tuition



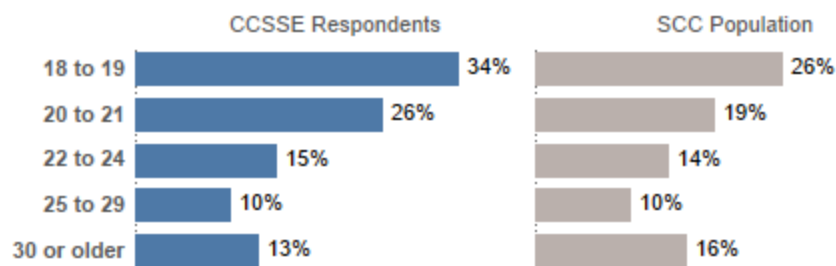
## Demographics

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

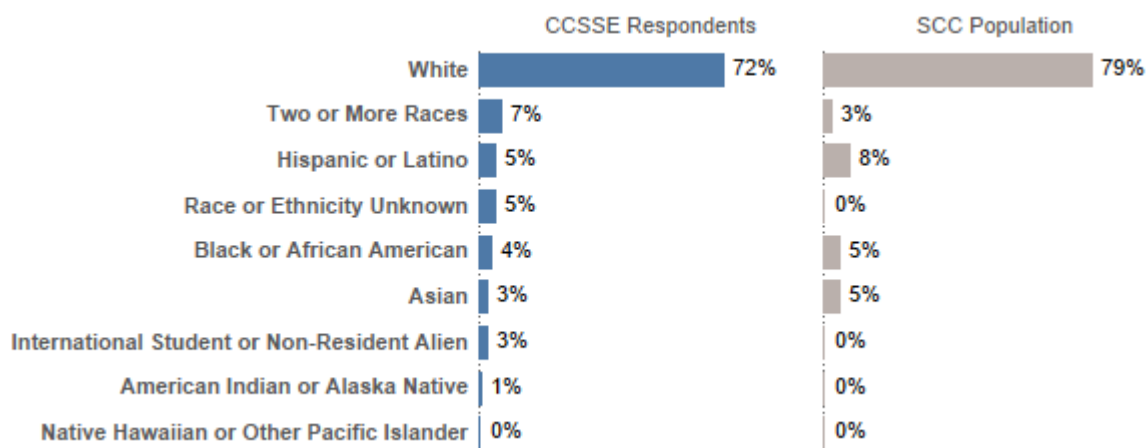
Of the survey respondents, 45% were female, 51% were male, and 4% other or prefer not to respond. This distribution is different from the population of enrolled students during spring 2019, which was 53% female and 47% male.



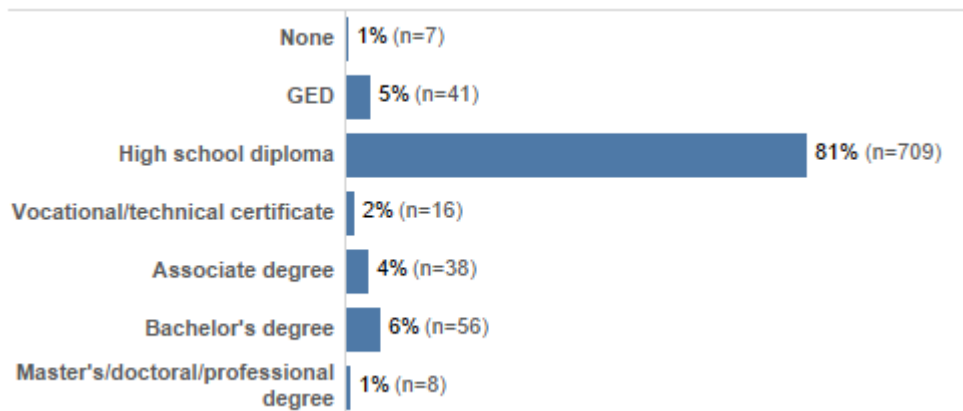
In general, survey respondents were younger than the college population as a whole: 34% of survey respondents were 21 or under (26% of population), 26% were between 22 and 29 (19% of population), and 13% were 30 or over (16% of population).



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.

