



Community College Survey of Student Engagement Benchmark Report | 2021

Executive Summary

The Community College Survey of Student Engagement (CCSSE) was administered to 1,215 students at Southeast Community College (SCC) during the spring 2021 term.

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 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.

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 analyzing institutional results and to making comparisons between their performance and that of other colleges.

Two benchmark scores for Southeast Community College fell *slightly above* the national average: Student-Faculty Interaction and Academic Challenge. Three benchmark scores for SCC were *below* the national average: Active and Collaborative Learning, Support for Learners, and Student Effort.

The specific survey items that CCSSE identified as the highest aspects of student engagement at SCC were:

- Extent to which examinations challenged students to do their best work: 83% of SCC students reported their examinations were very or extremely challenging, compared to 75% of the full cohort of colleges surveyed. (Academic Challenge)
- Frequency that students asked questions in class or contributed to class discussions: 70% of SCC students reported often or very often compared to 65% of the full cohort. (Active and Collaborative Learning)
- Amount of emphasis in students' course work on applying theories or concepts to practical problems or in new situations: 68% of SCC students reported quite a bit or very much compared to 64% of the full cohort. (Academic Challenge)
- Amount of emphasis in students' course work on using information read or heard to perform a new skill: 73% of SCC students reported quite a bit or very much compared to 68% of the full cohort. (Academic Challenge)

The items identified as the lowest aspects of student engagement included:

- Frequency of using academic advising/planning services: 49% of SCC students reported using these services two or more times during the academic year compared to 60% of the full cohort. (Support for Learners)
- Frequency of using career counseling services: 11% of SCC students reported using these services two or more times during the academic year compared to 20% of the full cohort. (Support for Learners)
- Frequency of using computer labs: 11% of SCC students reported using computer labs five or more times compared to 17% of the full cohort. (Student Effort)
- Frequency of using skills labs (writing, math, etc.): 10% of SCC students reported using skills labs two or more times during the academic year compared to 12% of the full cohort. (Student Effort)

When asked about their goals for attending SCC, students most frequently reported (1) *obtain an associate degree* (79%), (2) *self-improvement/personal enjoyment* (76%), (3) *obtain or update job-related skills* (73%), and (4) *complete a certificate program* (54%). The two least frequently mentioned goals were *changing careers* (44%) and *transferring to a 4-year college or university* (44%). The relatively low percentage of students who aim to transfer to a 4-year college or university differentiates SCC from the full CCSSE cohort in which 65% of students aim to transfer.

Methodology

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, which 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 2021 CCSSE Cohort includes all colleges that participated in CCSSE from 2019 through 2021 and is comprised of students from 411 community and technical colleges from 46 states, Bermuda, Marshall Islands, and Micronesia.

CCSSE Participation

The online CCSSE survey invitation was sent to all eligible students during the Spring 2021 term. Eligible students included all students who were 1) at least 18 years old, 2) registered for at least one credit-granting (or for-credit) course, and 3) not exclusively enrolled in dual-credit classes. 5,872 Southeast Community College students received the invitation and 1,215 students completed the survey.

During the survey administration of approximately three weeks, students received three emails. The initial email was an announcement of the upcoming survey by Dr. Illich, SCC President. Students were emailed when the survey opened and received an email reminder when there was one week remaining. A notification providing details about how to access the survey was also posted on the Learning Management system, Canvas, after the first week. Faculty and staff also received emails asking them to encourage students to complete the CCSSE survey. A random drawing for prizes, ranging from \$25-\$250, was done to encourage students to complete the survey.

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 analyzing institutional results and gauging and monitoring 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.

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 is 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 | 47.9 (0.0) | 48.0 (0.1) | 49.6 (1.7) | 50.0 (2.1) |
| Student Effort | 45.6 (0.0) | 45.4 (-0.2) | 49.9 (4.3) | 50.0 (4.4) |
| Academic Challenge | 51.7 (0.0) | 50.4 (-1.4) | 49.5 (-2.3) | 50.0 (-1.7) |
| Student-Faculty Interaction | 50.2 (0.0) | 51.3 (1.1) | 48.8 (-1.4) | 50.0 (-0.2) |
| Support for Learners | 47.4 (0.0) | 49.1 (1.7) | 49.6 (2.1) | 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 the comparison group. The axis separates the responses by *valence* (positive/negative groupings) so that 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

Paragraph includes description of the benchmark.

Graphs provide a visualization of the response distribution for SCC and full CCSSE cohort comparisons group.

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?

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

SCC

Full Cohort

■ Never ■ Sometimes. ■ Often. ■ Very often

4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

SCC

Full Cohort

4f. Worked with other students on projects during class

SCC

Full Cohort

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

Axis separates the responses into positive/negative groups.

Tables provide specific values of the response distribution for SCC and the full CCSSE cohort comparisons group.

The values in the table match the graph.

| Item 4: 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 | 2.7% | 27.0% | 34.1% | 36.2% |
| | Full Cohort | 4.2% | 31.1% | 32.7% | 31.9% |
| 4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | SCC | 17.1% | 40.8% | 26.9% | 15.2% |
| | Full Cohort | 16.9% | 37.2% | 26.6% | 19.2% |
| 4f. Worked with other students on projects during class | SCC | 32.0% | 31.0% | 22.7% | 14.3% |
| | Full Cohort | 25.6% | 35.0% | 25.2% | 14.3% |

A second graph and table are provided on the subsequent page that include SCC respondents only.

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

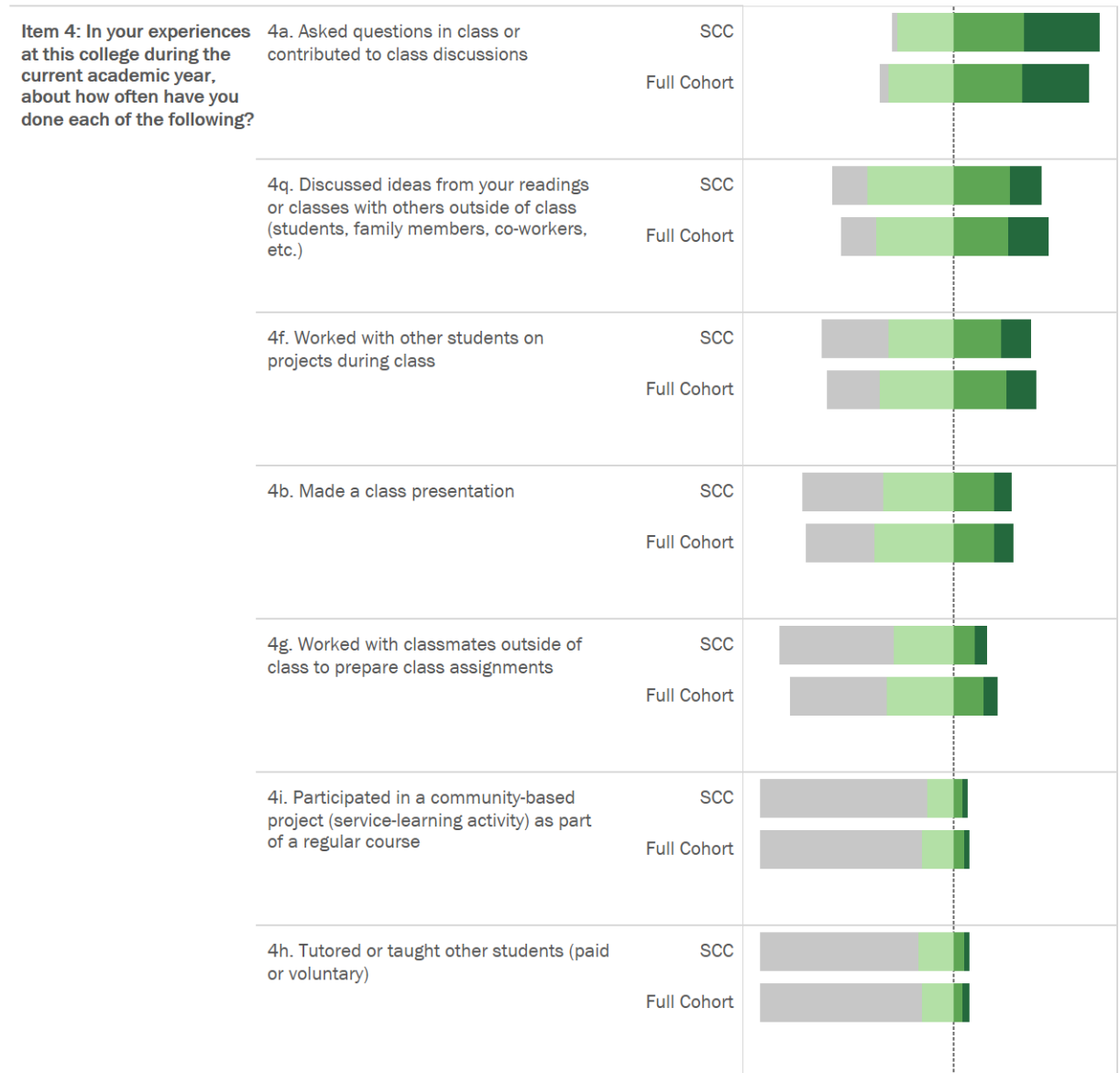
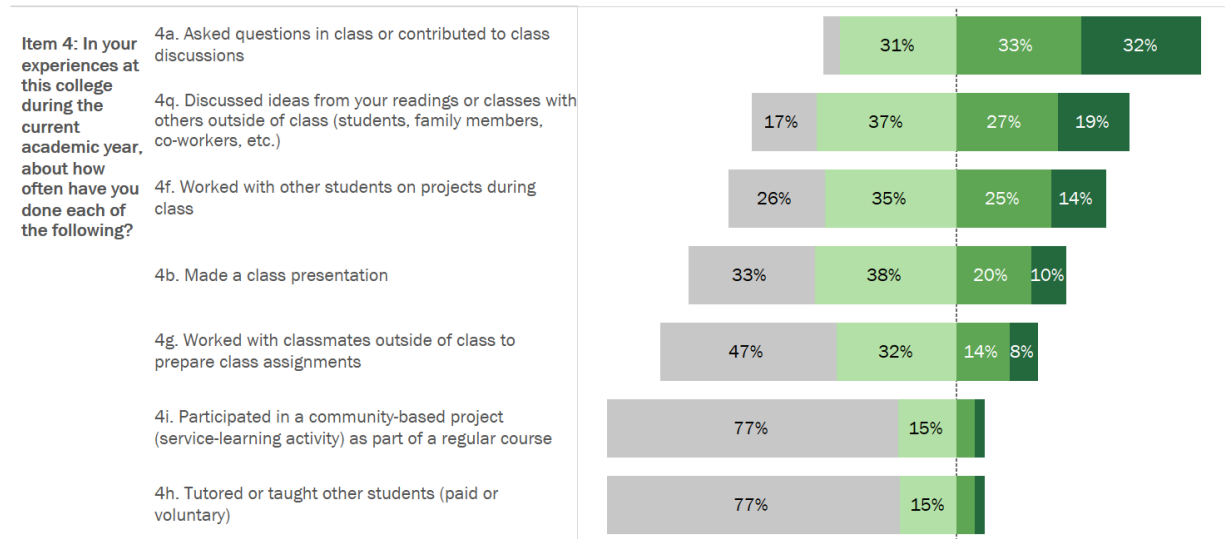


Table 1. SCC and Comparison Group Responses to Active and Collaborative Learning Benchmark Items

| | | Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following? | | | |
|---|-------------|--|------------------|--------------|-------------------|
| | | <i>Never</i> | <i>Sometimes</i> | <i>Often</i> | <i>Very often</i> |
| 4a. Asked questions in class or contributed to class discussions | SCC | 2.7% | 27.0% | 34.1% | 36.2% |
| | Full Cohort | 4.2% | 31.1% | 32.7% | 31.9% |
| 4q. Discussed ideas from your readings or classes with others outside of class (stude.. | SCC | 17.1% | 40.8% | 26.9% | 15.2% |
| | Full Cohort | 16.9% | 37.2% | 26.6% | 19.2% |
| 4f. Worked with other students on projects during class | SCC | 32.0% | 31.0% | 22.7% | 14.3% |
| | Full Cohort | 25.6% | 35.0% | 25.2% | 14.3% |
| 4b. Made a class presentation | SCC | 38.8% | 33.6% | 19.4% | 8.2% |
| | Full Cohort | 33.3% | 37.6% | 19.5% | 9.5% |
| 4g. Worked with classmates outside of class to prepare class assignments | SCC | 55.0% | 28.5% | 10.1% | 6.4% |
| | Full Cohort | 46.5% | 32.0% | 14.0% | 7.5% |
| 4i. Participated in a community-based project (service-learning activity) as part of.. | SCC | 80.3% | 12.5% | 4.6% | 2.6% |
| | Full Cohort | 77.2% | 15.4% | 4.8% | 2.6% |
| 4h. Tutored or taught other students (paid or voluntary) | SCC | 76.3% | 16.4% | 5.6% | 1.7% |
| | Full Cohort | 77.4% | 15.3% | 4.5% | 2.8% |

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



| | Item 4: 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 | 4.2% | 31.1% | 32.7% | 31.9% |
| 4q. Discussed ideas from your readings or classes with others outside of class (stud.. | 16.9% | 37.2% | 26.6% | 19.2% |
| 4f. Worked with other students on projects during class | 25.6% | 35.0% | 25.2% | 14.3% |
| 4b. Made a class presentation | 33.3% | 37.6% | 19.5% | 9.5% |
| 4g. Worked with classmates outside of class to prepare class assignments | 46.5% | 32.0% | 14.0% | 7.5% |
| 4i. Participated in a community-based project (service-learning activity) as part of a r.. | 77.2% | 15.4% | 4.8% | 2.6% |
| 4h. Tutored or taught other students (paid or voluntary) | 77.4% | 15.3% | 4.5% | 2.8% |



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

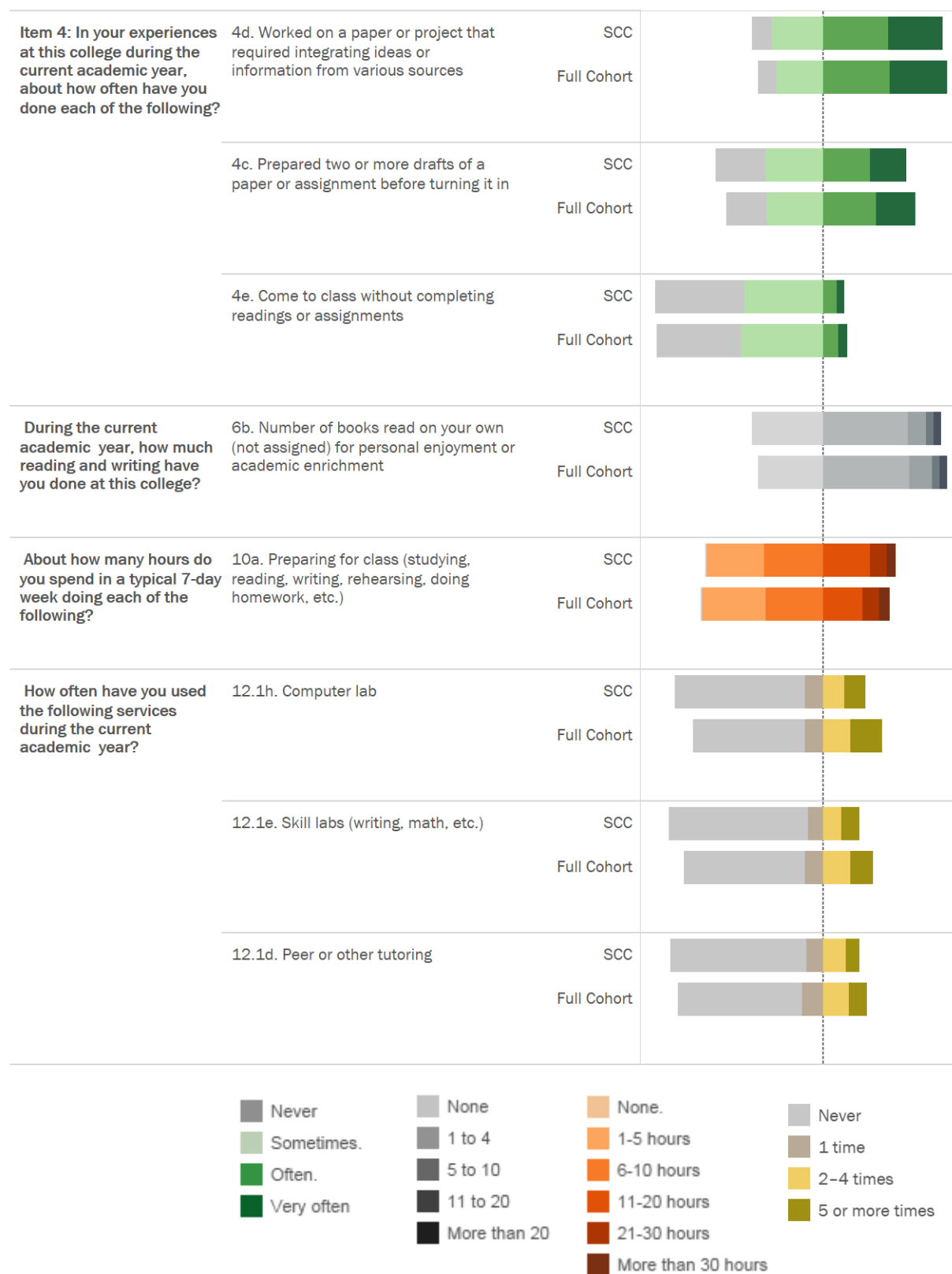


Table 2. SCC and Comparison Group Responses to Student Effort Benchmark Items

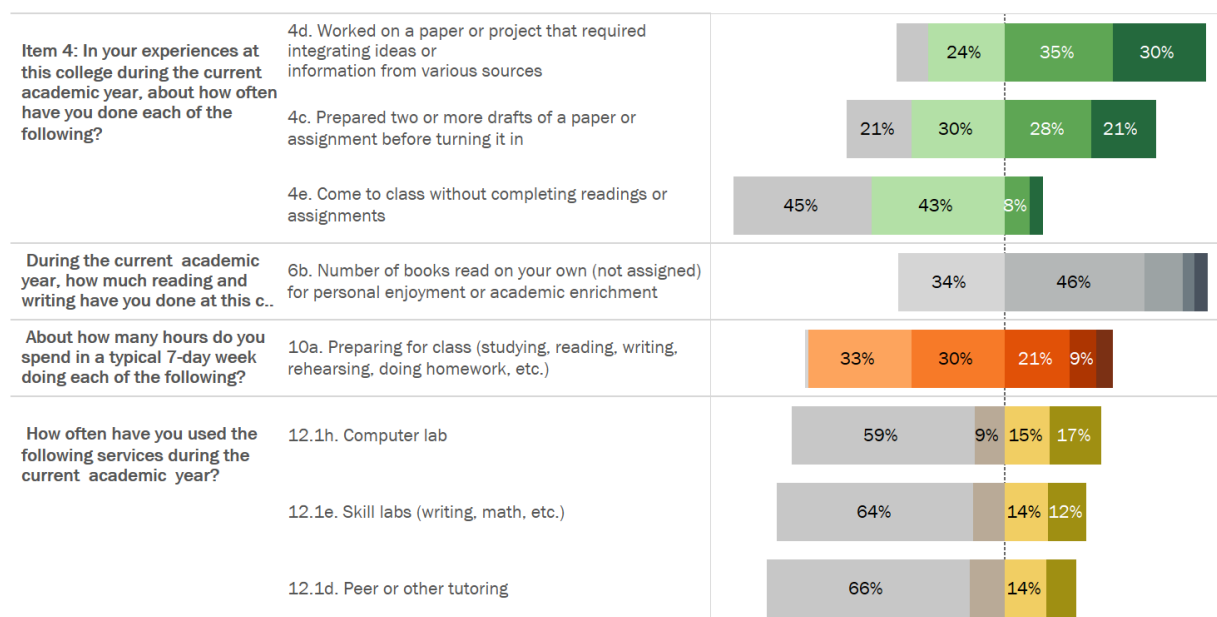
| | | Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following? | | | |
|---|-------------|--|------------------|--------------|-------------------|
| | | <i>Never</i> | <i>Sometimes</i> | <i>Often</i> | <i>Very often</i> |
| 4d. Worked on a paper or project that required integrating ideas or.. | SCC | 10.0% | 27.2% | 34.5% | 28.4% |
| | Full Cohort | 10.1% | 24.4% | 35.2% | 30.3% |
| 4c. Prepared two or more drafts of a paper or assignment before turning it in | SCC | 26.3% | 30.0% | 25.2% | 18.5% |
| | Full Cohort | 21.2% | 29.7% | 28.4% | 20.7% |
| 4e. Come to class without completing readings or assignments | SCC | 47.4% | 41.2% | 7.3% | 4.1% |
| | Full Cohort | 44.7% | 42.7% | 8.3% | 4.4% |

| | | During the current academic year, how much reading and writing have you done at this college? | | | | |
|--|-------------|---|------------|-------------|--------------|---------------------|
| | | <i>None</i> | <i>1-4</i> | <i>5-10</i> | <i>11-20</i> | <i>More than 20</i> |
| 6b. Number of books read on your own (not assigned) for personal enjoyment or acad.. | SCC | 37.4% | 44.7% | 9.4% | 4.6% | 3.9% |
| | Full Cohort | 34.2% | 45.6% | 12.0% | 4.1% | 4.0% |

| | | About how many hours do you spend in a typical 7-day week doing each of the following? | | | | | |
|---|-------------|--|------------------|-------------------|--------------------|--------------------|---------------------------|
| | | <i>None</i> | <i>1-5 hours</i> | <i>6-10 hours</i> | <i>11-20 hours</i> | <i>21-30 hours</i> | <i>More than 30 hours</i> |
| 10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.) | SCC | 0.9% | 30.2% | 30.7% | 24.5% | 9.4% | 4.3% |
| | Full Cohort | 1.3% | 33.3% | 29.9% | 21.0% | 8.9% | 5.6% |

| | | How often have you used the following services during the current academic year? | | | |
|---|-------------|--|---------------|------------------|------------------------|
| | | <i>Never</i> | <i>1 time</i> | <i>2-4 times</i> | <i>5 or more times</i> |
| 12.1h. Computer lab | SCC | 68.2% | 9.6% | 11.7% | 10.5% |
| | Full Cohort | 59.0% | 9.3% | 14.8% | 16.9% |
| 12.1e. Skill labs (writing, math, etc.) | SCC | 73.0% | 7.8% | 9.6% | 9.6% |
| | Full Cohort | 63.8% | 9.8% | 14.3% | 12.2% |
| 12.1d. Peer or other tutoring | SCC | 72.2% | 8.3% | 11.7% | 7.7% |
| | Full Cohort | 65.6% | 11.1% | 13.7% | 9.6% |

Figure 5. SCC Responses to Student Effort Benchmark Items



| | Item 4: 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.. | 10.1% | 24.4% | 35.2% | 30.3% | | |
| 4c. Prepared two or more drafts of a paper or assignment before turning it in | 21.3% | 29.7% | 28.4% | 20.7% | | |
| 4e. Come to class without completing readings or assignments | 44.7% | 42.7% | 8.3% | 4.4% | | |
| | How often have you used the following services during the current academic year? | | | | | |
| | Never | 1 time | 2-4 times | 5 or more times | | |
| 12.1h. Computer lab | 59.1% | 9.3% | 14.7% | 16.8% | | |
| 12.1e. Skill labs (writing, math, etc.) | 63.8% | 9.8% | 14.2% | 12.1% | | |
| 12.1d. Peer or other tutoring | 65.7% | 11.0% | 13.7% | 9.6% | | |
| | 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 20 | |
| 6b. Number of books read on your own (not assigned) for personal enjoyment or ac.. | 34.2% | 45.6% | 12.0% | 4.1% | 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, etc.) | 1.3% | 33.3% | 30.0% | 21.0% | 8.9% | 5.6% |



Academic Challenge

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

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

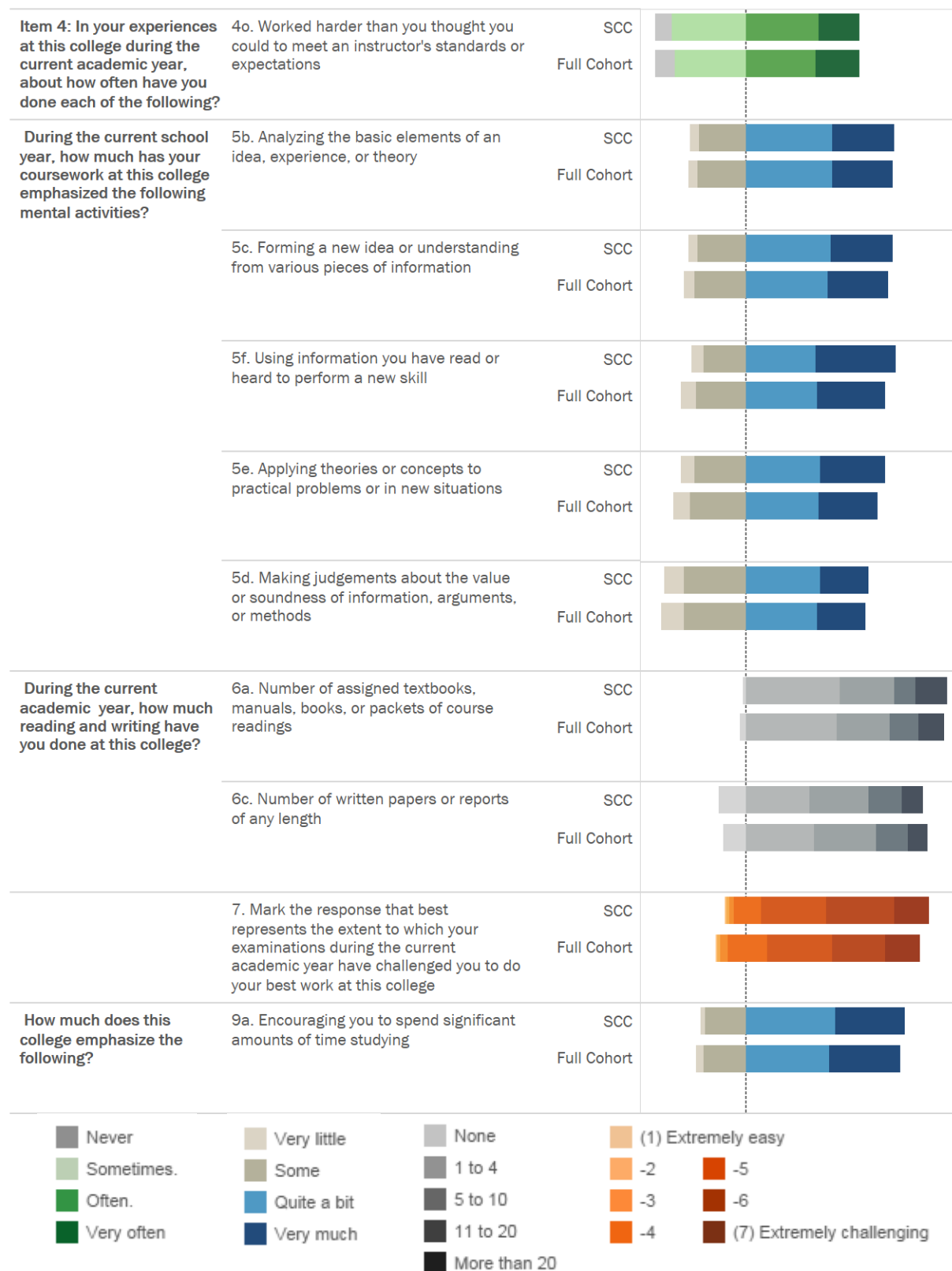
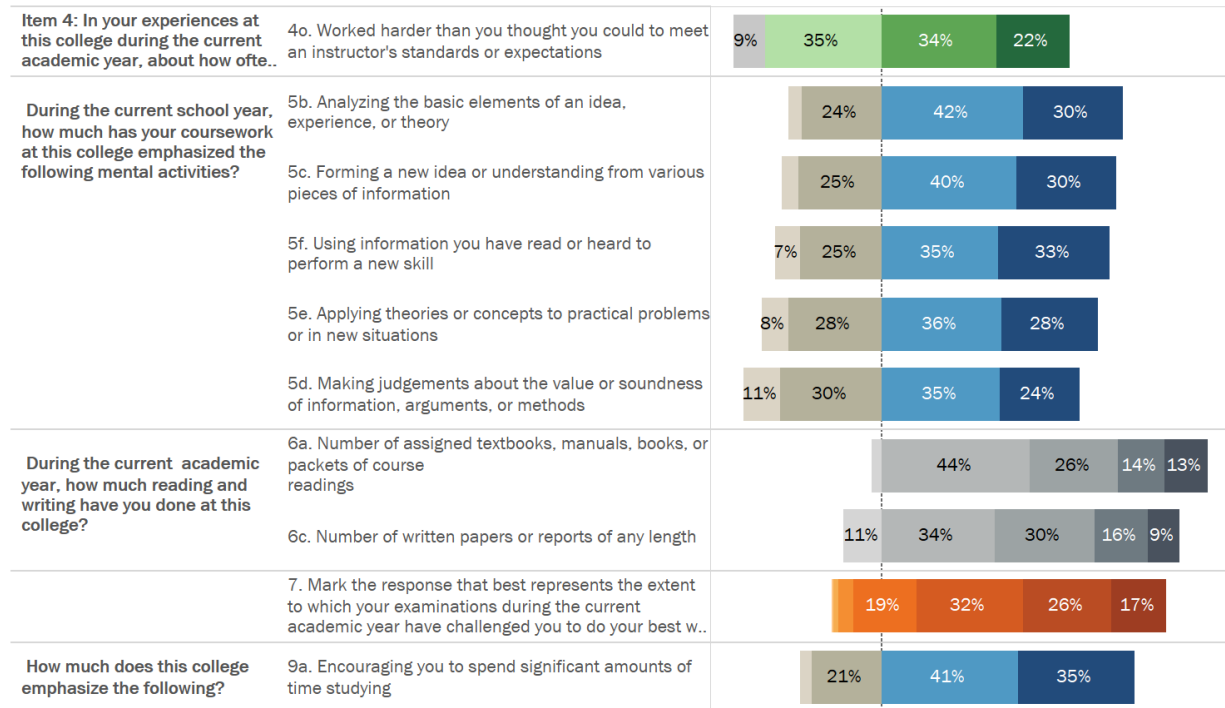


Table 3. SCC and Comparison Group Responses to Academic Challenge Benchmark Items

| | | Item 4: 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. Worked harder than you thought you could to meet an instructor's standards or ... | SCC | 8.5% | | 36.1% | | 35.6% | | 19.9% | | | | | | | | | | | | | | | |
| | Full Cohort | 9.2% | | 35.0% | | 33.9% | | 22.0% | | | | | | | | | | | | | | | |
| | | During the current school year, how much has your coursework at this college emphasized the following mental activities? | | | | | | | | | | | | | | | | | | | | | |
| | | Very little | | Some | | Quite a bit | | Very much | | | | | | | | | | | | | | | |
| 5b. Analyzing the basic elements of an idea, experience, or theory | SCC | 3.9% | | 23.1% | | 42.2% | | 30.8% | | | | | | | | | | | | | | | |
| | Full Cohort | 4.2% | | 23.7% | | 42.1% | | 29.9% | | | | | | | | | | | | | | | |
| 5c. Forming a new idea or understanding from various pieces of information | SCC | 4.6% | | 23.5% | | 41.2% | | 30.6% | | | | | | | | | | | | | | | |
| | Full Cohort | 5.2% | | 24.7% | | 40.0% | | 30.0% | | | | | | | | | | | | | | | |
| 5f. Using information you have read or heard to perform a new skill | SCC | 6.0% | | 20.7% | | 33.8% | | 39.5% | | | | | | | | | | | | | | | |
| | Full Cohort | 7.4% | | 24.5% | | 34.7% | | 33.4% | | | | | | | | | | | | | | | |
| 5e. Applying theories or concepts to practical problems or in new situations | SCC | 7.1% | | 24.7% | | 36.2% | | 32.0% | | | | | | | | | | | | | | | |
| | Full Cohort | 8.1% | | 27.7% | | 35.8% | | 28.4% | | | | | | | | | | | | | | | |
| 5d. Making judgements about the value or soundness of information, arguments, or methods | SCC | 9.5% | | 30.1% | | 36.2% | | 24.2% | | | | | | | | | | | | | | | |
| | Full Cohort | 10.9% | | 30.3% | | 35.0% | | 23.8% | | | | | | | | | | | | | | | |
| | | 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.. | SCC | 1.2% | | 46.1% | | 26.5% | | 10.3% | | 15.9% | | | | | | | | | | | | | |
| | Full Cohort | 2.9% | | 44.2% | | 26.4% | | 13.7% | | 12.8% | | | | | | | | | | | | | |
| 6c. Number of written papers or reports of any length | SCC | 13.4% | | 31.0% | | 29.0% | | 16.1% | | 10.5% | | | | | | | | | | | | | |
| | Full Cohort | 11.2% | | 33.7% | | 29.9% | | 15.7% | | 9.5% | | | | | | | | | | | | | |
| | | 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 ch.. | SCC | 0.5% | | 1.8% | | 1.9% | | 13.3% | | 32.2% | | 33.6% | | 16.7% | | | | | | | | | |
| | Full Cohort | 0.7% | | 1.5% | | 4.0% | | 18.9% | | 32.0% | | 26.1% | | 16.8% | | | | | | | | | |
| | | 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 | 2.6% | | 19.8% | | 44.0% | | 33.6% | | | | | | | | | | | | | | | |
| | Full Cohort | 3.7% | | 20.7% | | 40.6% | | 35.0% | | | | | | | | | | | | | | | |

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



| | | Item 4: 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. Worked harder than you thought you could to meet an instructor's standards or .. | | 9.2% | 35.0% | 33.9% | 21.9% | | | |
| | | During the current school year, how much has your coursework at this college emphasized the following mental activities? | | | | | | |
| | | Very little | Some | Quite a bit | Very much | | | |
| 5b. Analyzing the basic elements of an idea, experience, or theory | | 4.2% | 23.7% | 42.1% | 29.9% | | | |
| 5c. Forming a new idea or understanding from various pieces of information | | 5.2% | 24.7% | 40.0% | 30.0% | | | |
| 5f. Using information you have read or heard to perform a new skill | | 7.3% | 24.5% | 34.7% | 33.4% | | | |
| 5e. Applying theories or concepts to practical problems or in new situations | | 8.1% | 27.6% | 35.8% | 28.4% | | | |
| 5d. Making judgements about the value or soundness of information, arguments, or.. | | 10.9% | 30.3% | 35.0% | 23.8% | | | |
| | | 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.. | | 2.9% | 44.2% | 26.4% | 13.7% | 12.8% | | |
| 6c. Number of written papers or reports of any length | | 11.3% | 33.6% | 29.9% | 15.7% | 9.5% | | |
| | | 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% | 20.7% | 40.6% | 35.0% | | | |
| | | 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 | -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 | | 0.7% | 1.5% | 4.0% | 18.9% | 32.0% | 26.1% | 16.8% |

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

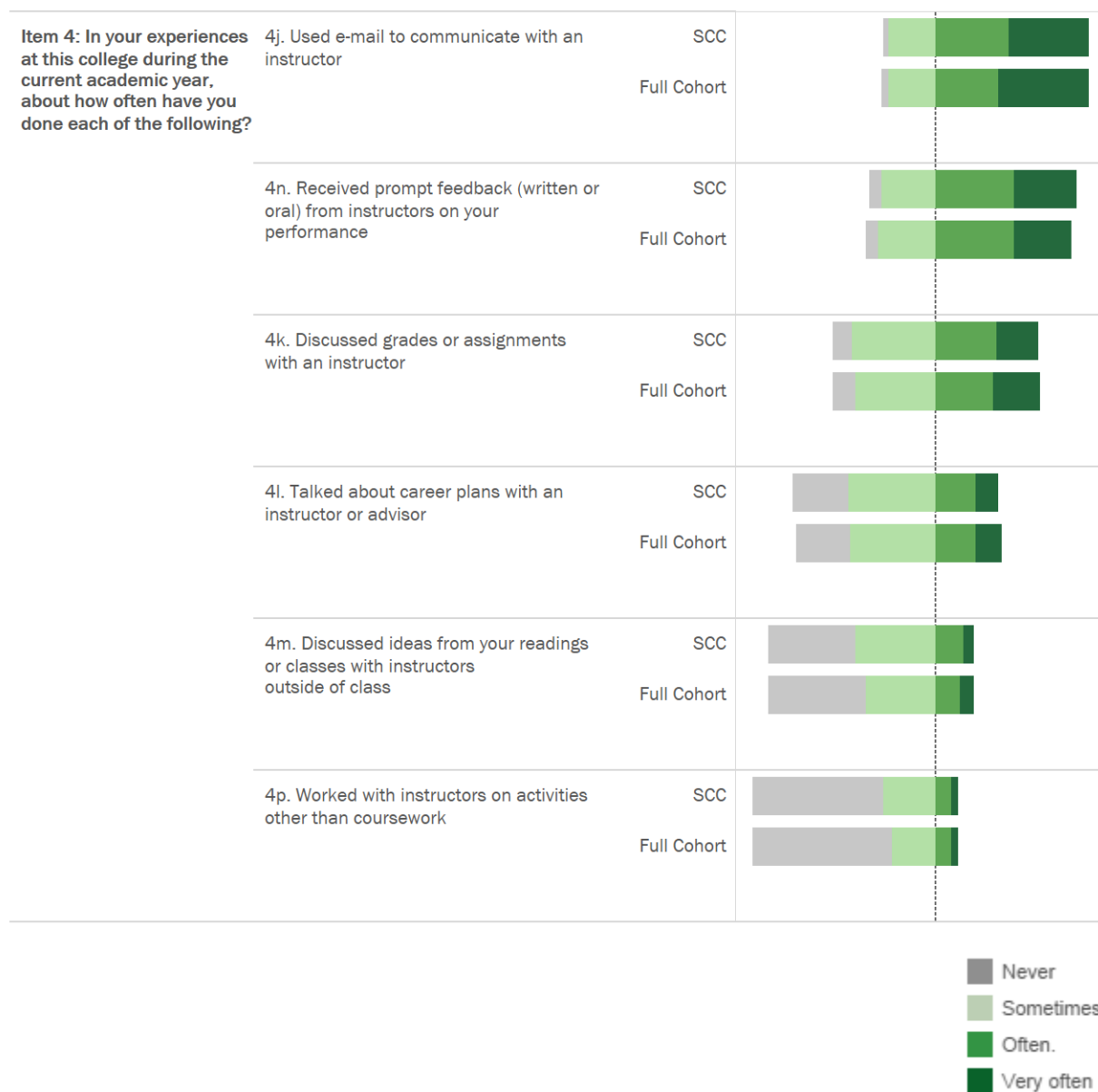
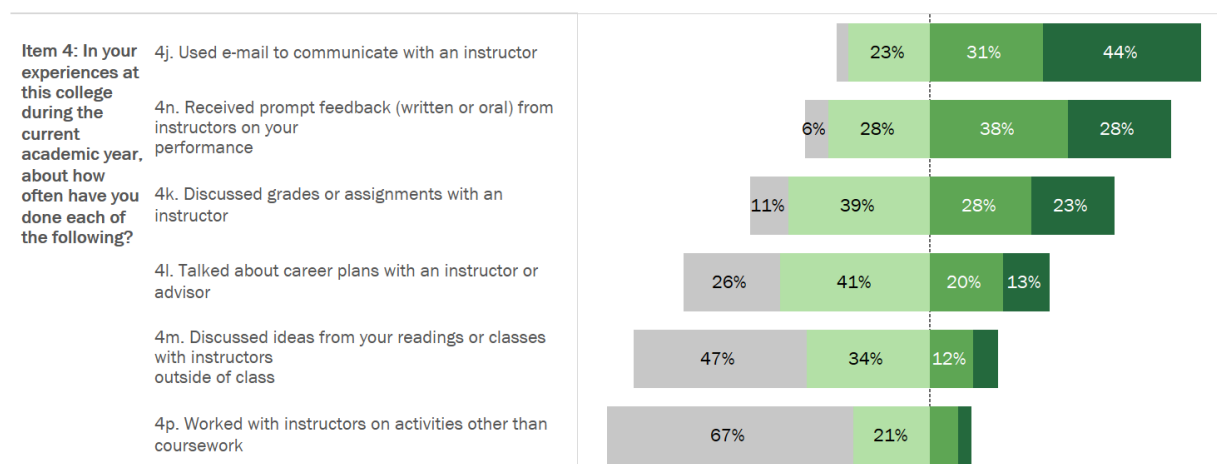


Table 4. SCC and Comparison Group Responses to Student-Faculty Interaction Benchmark Items

| | | Item 4: 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 | 2.4% | 23.1% | 35.4% | 39.1% |
| | Full Cohort | 3.2% | 22.7% | 30.5% | 43.6% |
| 4n. Received prompt feedback (written or oral) from instructors on your.. | SCC | 5.3% | 26.6% | 37.6% | 30.6% |
| | Full Cohort | 6.1% | 28.2% | 37.8% | 28.0% |
| 4k. Discussed grades or assignments with an instructor | SCC | 9.6% | 40.3% | 29.7% | 20.4% |
| | Full Cohort | 10.7% | 38.7% | 27.8% | 22.8% |
| 4l. Talked about career plans with an instructor or advisor | SCC | 27.2% | 42.4% | 19.5% | 11.0% |
| | Full Cohort | 26.2% | 41.4% | 19.7% | 12.7% |
| 4m. Discussed ideas from your readings or classes with instructors.. | SCC | 42.4% | 38.7% | 13.5% | 5.4% |
| | Full Cohort | 47.5% | 33.9% | 11.8% | 6.8% |
| 4p. Worked with instructors on activities other than coursework | SCC | 63.5% | 25.4% | 7.4% | 3.6% |
| | Full Cohort | 67.5% | 21.2% | 7.4% | 3.9% |

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



| | Item 4: 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 | 3.2% | 22.7% | 30.6% | 43.5% |
| 4n. Received prompt feedback (written or oral) from instructors on your.. | 6.1% | 28.1% | 37.8% | 28.0% |
| 4k. Discussed grades or assignments with an instructor | 10.7% | 38.7% | 27.8% | 22.7% |
| 4l. Talked about career plans with an instructor or advisor | 26.2% | 41.4% | 19.7% | 12.7% |
| 4m. Discussed ideas from your readings or classes with instructors.. | 47.4% | 33.9% | 11.8% | 6.8% |
| 4p. Worked with instructors on activities other than coursework | 67.5% | 21.2% | 7.4% | 3.9% |



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

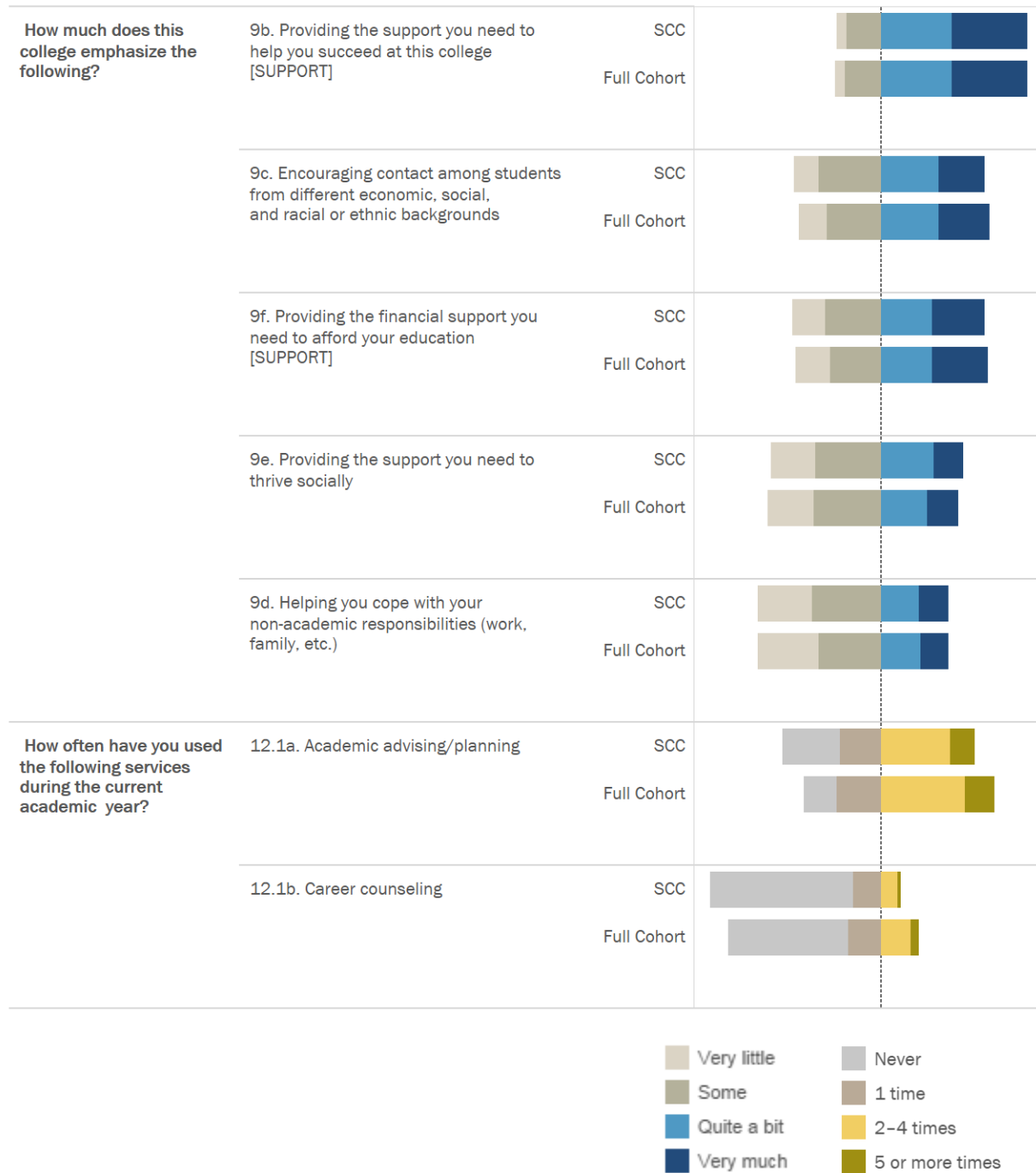
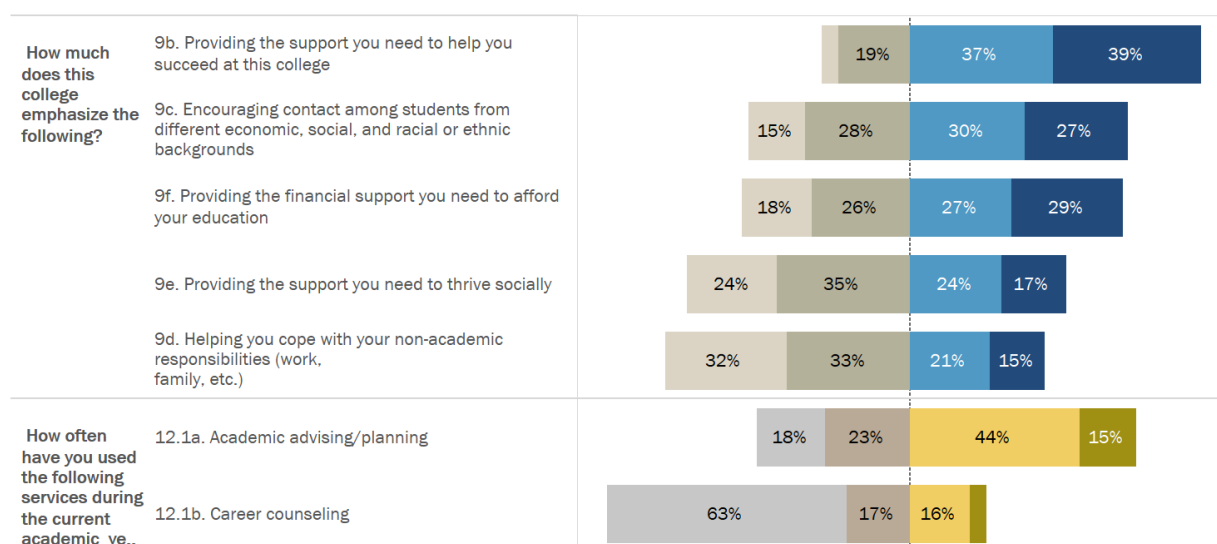


Table 5. SCC and Comparison Group Responses to Support for Learners Benchmark Items

| | | 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 | 4.9% | 18.0% | 37.3% | 39.7% |
| | Full Cohort | 4.3% | 19.1% | 37.5% | 39.1% |
| 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | SCC | 13.1% | 32.3% | 30.7% | 23.8% |
| | Full Cohort | 14.8% | 27.8% | 30.2% | 27.1% |
| 9f. Providing the financial support you need to afford your education | SCC | 16.8% | 28.9% | 26.8% | 27.5% |
| | Full Cohort | 18.3% | 26.0% | 26.5% | 29.2% |
| 9e. Providing the support you need to thrive socially | SCC | 22.9% | 34.1% | 27.5% | 15.5% |
| | Full Cohort | 24.0% | 35.1% | 24.1% | 16.8% |
| 9d. Helping you cope with your non-academic responsibilities (work, family, etc.) | SCC | 28.7% | 35.5% | 20.2% | 15.6% |
| | Full Cohort | 31.8% | 32.7% | 20.8% | 14.7% |

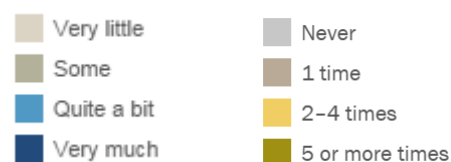
| | | How often have you used the following services during the current academic year? | | | |
|-----------------------------------|-------------|--|--------|-----------|-----------------|
| | | Never | 1 time | 2–4 times | 5 or more times |
| 12.1a. Academic advising/planning | SCC | 29.6% | 21.3% | 36.1% | 13.0% |
| | Full Cohort | 17.8% | 22.6% | 44.5% | 15.1% |
| 12.1b. Career counseling | SCC | 74.8% | 14.6% | 8.6% | 2.0% |
| | Full Cohort | 63.2% | 16.8% | 15.8% | 4.2% |

Figure 11. SCC Responses to Support for Learners Benchmark Items



| | 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 | 17.8% | 22.6% | 44.4% | 15.1% |
| 12.1b. Career counseling | 63.3% | 16.8% | 15.7% | 4.2% |

| | 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 | 4.3% | 19.1% | 37.5% | 39.1% |
| 9c. Encouraging contact among students from different economic, social, and racial.. | 14.8% | 27.8% | 30.2% | 27.1% |
| 9f. Providing the financial support you need to afford your education | 18.3% | 26.0% | 26.6% | 29.2% |
| 9e. Providing the support you need to thrive socially | 24.0% | 35.1% | 24.1% | 16.8% |
| 9d. Helping you cope with your non-academic responsibilities (work... | 31.8% | 32.7% | 20.8% | 14.7% |

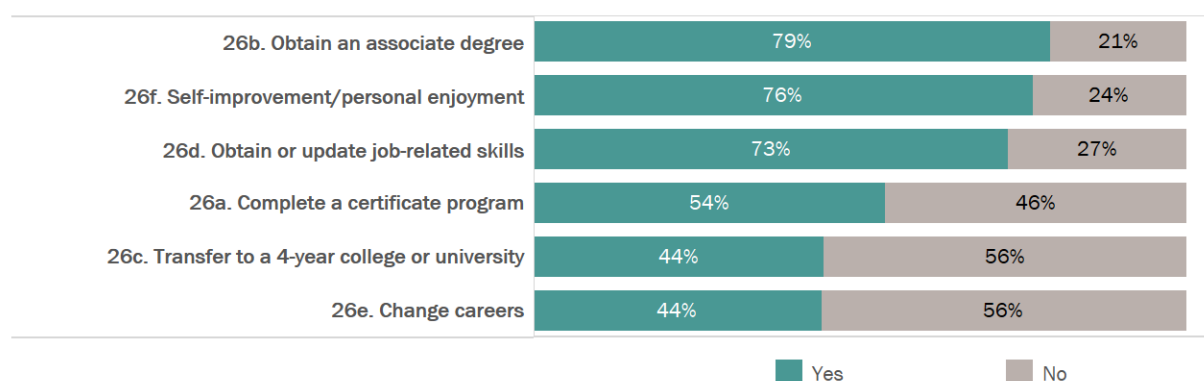


Other Results

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.

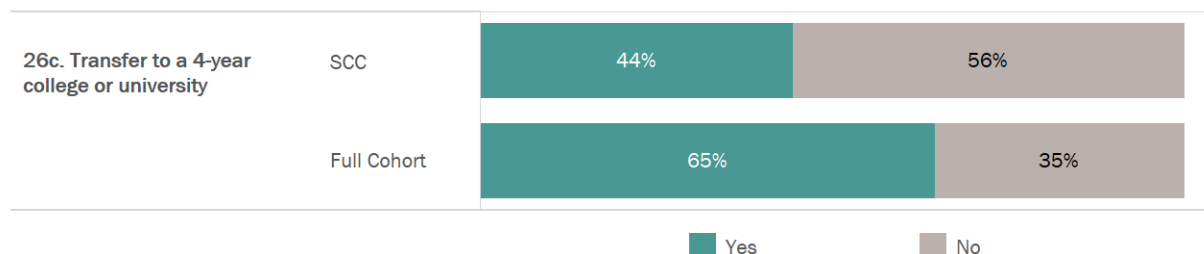
When asked about their *reasons/goals* for attending SCC, the most frequently selected responses were (1) *obtain an associate degree*, (2) *self-improvement/personal enjoyment*, and (3) *obtain or update job-related skills* (see Figure 12). The least frequently selected was *change careers*.

Figure 12. Percent of SCC students who indicated they have each of the following goals for attending SCC



The goal of transferring to a 4-year college or university ranked fifth among SCC students with 44% indicating this is a reason they are attending SCC. As shown in Figure 13, this value is significantly lower than students in the comparison group, where 65% of the complete CCSSE cohort have a goal of transferring to a 4-year college or university.

Figure 13. Percent of SCC and comparison group who indicated they intend to transfer to a 4-year college



As shown in Figure 14, when asked to indicate which financial sources they use to pay for tuition, three-quarters of SCC students reported they use *their own savings* (78%), with 45% identifying it as a major source). More than half of SCC students use *scholarships* (52%). Nearly half rely on *grants* (46%) and *income/savings from family* (42%) to pay tuition while 37% use *student loans*.

As shown in Figure 15, a much larger percentage of SCC students used student loans as a major source for paying tuition (27%) than the overall cohort (19%).

Figure 14. Percent of SCC students who indicated they use a variety of methods to pay tuition

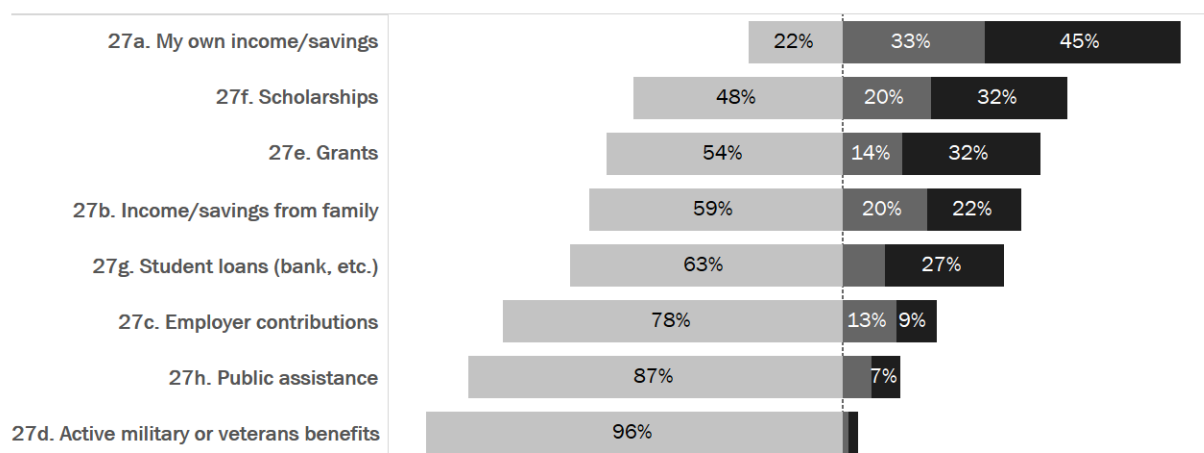
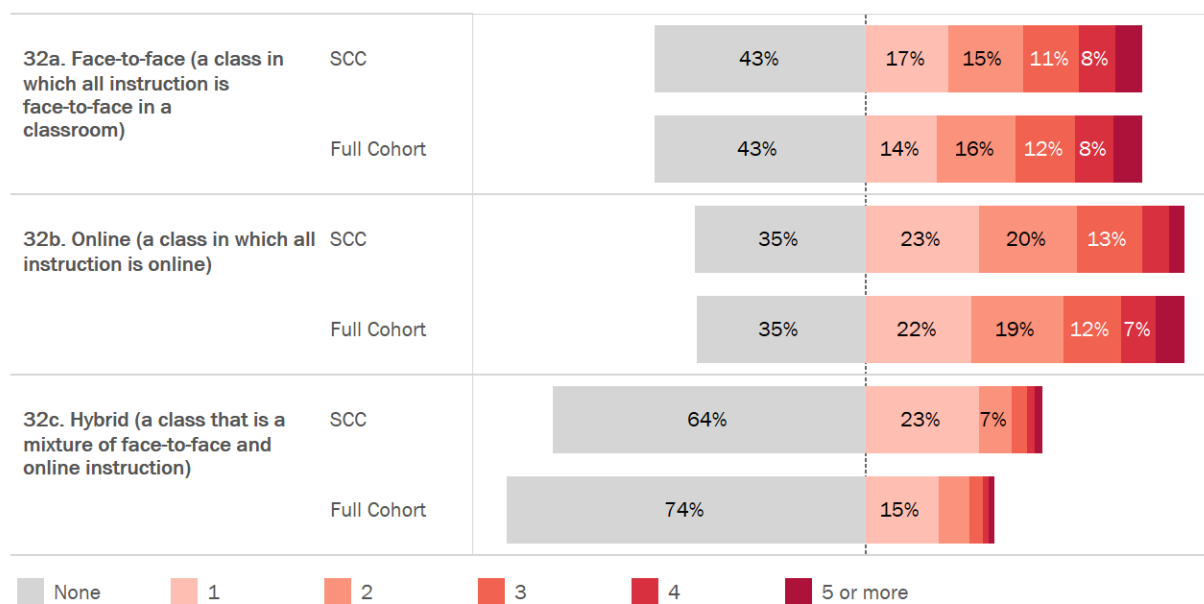


Figure 15. Percent of SCC and peer group students who indicated they use student loans to pay tuition



Figure 16 compares the percentage of SCC students who took face-to-face, online, and hybrid classes in the spring 2022 term to the full cohort. One notable difference is that a higher percentage of SCC students (36%) took at least one hybrid class compared to the comparison group (26%).

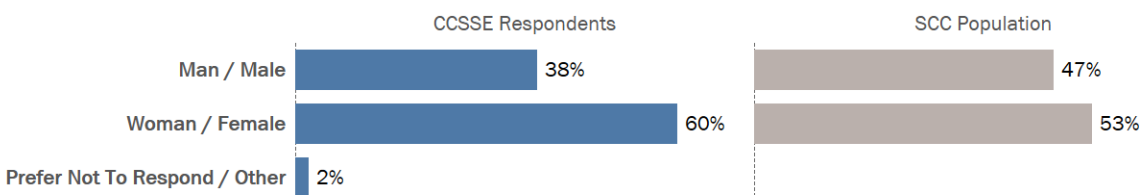
Figure 16. During current academic term, how many classes are you taking....



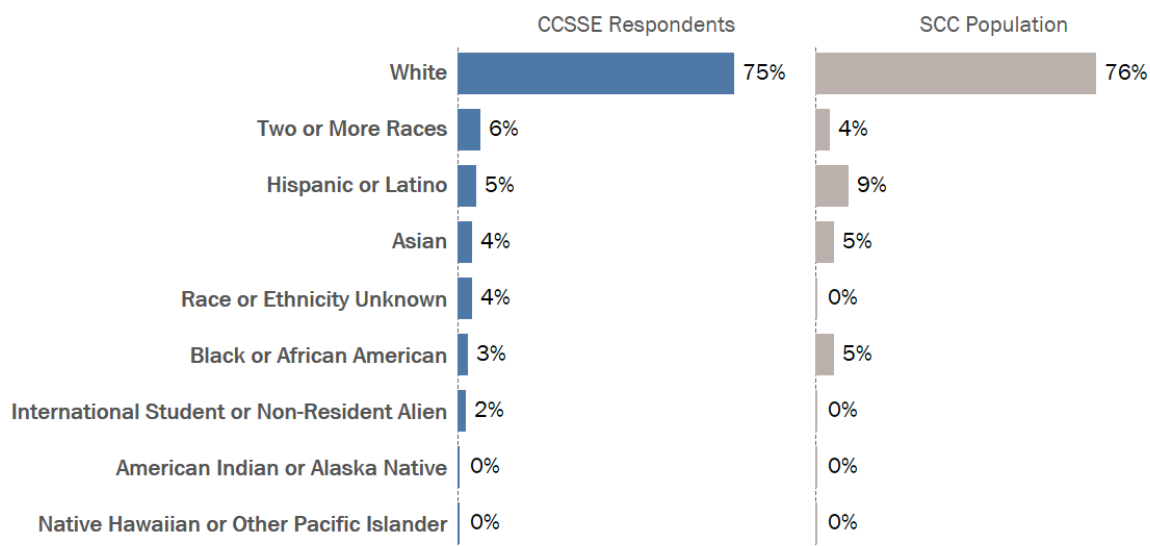
Demographics

The following section provides a summary of SCC's survey respondent demographics (blue) as compared to that of the student population during spring 2021 (grey).

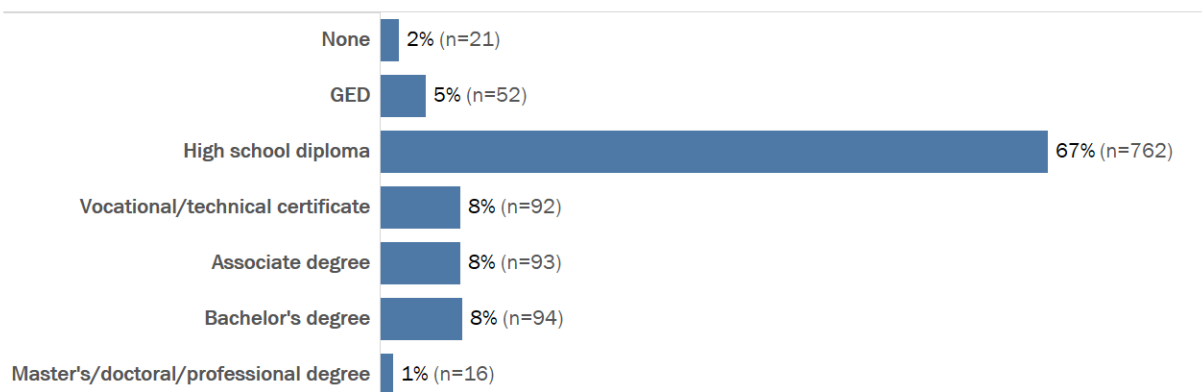
Females were over-represented among the survey respondents. Of all survey respondents, 60% were female, 38% were male, and 2% were classified as other or indicated that they prefer not to respond. The population of enrolled students during spring 2021 was 53% female and 47% male.



The percentage of white students compared to students of color was very similar between survey respondents and the total SCC population (75% of survey respondents compared to 75% of the college population). Differences in the specific non-white groups are difficult to interpret as categories vary between sources.



Most respondents indicated that the highest educational level they had achieved was a high school diploma or GED (71%). Smaller percentages indicated they had already received a vocational/technical certificate (9%), associate degree (10%), bachelor's degree (6%) or advanced degree (2%).



Respondents were asked to indicate whether any of their family members have attended at least some college. As shown in the following chart, nearly half of respondents indicated that their mother (57%), father (46%), or brother/sister (54%) have attended some college. Respondents were asked to “mark all that apply,” thus 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.

