Survey of Entering Student Engagement
Southwestern Community College
2010 Key Findings

Table of Contents

Benchmarks of Effective Educational Practice with Entering Students  2
Aspects of Highest Student Engagement  4
Aspects of Lowest Student Engagement  5
SENSE Special-Focus Items  6
Assessment and Placement: Are There Gaps?  8
The Survey of Entering Student Engagement (SENSE) benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students’ college experiences and educational outcomes, and thus they provide colleges with a useful starting point for looking at institutional results.

Ideally, colleges engage entering students in all six benchmark areas, beginning with a student’s first contact with the institution and continuing through completion of the first three weeks of the initial academic term. This time is decisive because current research indicates that helping students succeed through the first academic term can dramatically improve subsequent success, including completing courses and earning certificates and degrees.

While many student behaviors and institutional practices measured by the benchmarks can and should continue throughout students’ college careers, the SENSE items and the resulting data focus on this critical entering student timeframe.

SENSE benchmark scores are computed by averaging the scores on survey items composing the benchmarks. Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents.

*Top-performing colleges are those that scored in the top ten percent by benchmark.*
The standardized benchmark scores allow colleges to gauge and monitor their performance in areas of entering student engagement. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. Furthermore, the Center for Community College Student Engagement has adopted a policy, “Responsible Uses of CCSSE and SENSE Data,” available at www.cccse.org.

SENSE will use a three-year cohort of participating colleges in all core survey analyses beginning with the SENSE 2011 administration. The current cohort is referred to as the 2010 SENSE Cohort (only containing responses from the SENSE 2009 and 2010 administrations).

Figure 1b

**SENSE Benchmarks**

*Continued from Page 2*

- **Effective Track to College Readiness.** Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

- **Engaged Learning.** Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.

- **Academic and Social Support Network.** Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don’t know what they don’t know, colleges must purposefully create those networks.

For further information about SENSE benchmarks, please visit www.cccse.org.

*Top-performing colleges are those that scored in the top ten percent by benchmark.*
Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding SENSE data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest in comparison to the 2010 SENSE Cohort.

Continued on Page 5

Figure 2 displays the aggregated frequencies for the items on which the college performed most favorably compared with 2010 SENSE Cohort. For instance, 41.1% of your students, compared with 25.9% of other students in the cohort, responded 'Strongly Agree' or 'Agree' on item 18h.

Notes
For items 18, 'Agree' and 'Strongly Agree' responses are combined.
For items 19 (except 19c, 19d, 19f, 19s), 'Once', 'Two or three times', and 'Four or more times' responses are combined.
Aspects of Lowest Student Engagement

Continued from Page 4

The items in Tables 1 and 2 reflect the largest differences in mean scores between the institution and the 2010 SENSE Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college’s goals; thus, it is important to review the full Institutional Report on the SENSE online reporting system.

Table 2

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged Learning</td>
<td>19e</td>
<td>Frequency: Participated in supplemental instruction during the first three weeks of your first SEMESTER/QUARTER</td>
</tr>
<tr>
<td>High Expectations and Aspirations</td>
<td>19f</td>
<td>Frequency: Came to class without completing readings or assignments during the first three weeks of your first SEMESTER/QUARTER</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>19g</td>
<td>Frequency: Worked with other students on a project or assignment during class during the first three weeks of your first SEMESTER/QUARTER</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>19i</td>
<td>Frequency: Participated in a required study group outside of class during the first three weeks of your first SEMESTER/QUARTER</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>19j</td>
<td>Frequency: Participated in a student-initiated (not required) study group outside of class during the first three weeks of your first SEMESTER/QUARTER</td>
</tr>
</tbody>
</table>

Figure 3 displays the aggregated frequencies for the items on which the college performed least favorably compared with 2010 SENSE Cohort. For instance, 30.0% of your students, compared with 30.5% of other students in the cohort, responded 'Once', 'Two or three times', or 'Four or more times' on item 19e.

Notes
For items 19 (except 19c, 19d, 19f, 19s), 'Once', 'Two or three times', and 'Four or more times' responses are combined.
For items 19c, 19d, 19f, 19s, 'Never' responses are displayed.
SENSE Special-Focus Modules allow participating colleges and researchers to delve more deeply into areas of student experience and institutional performance that are related to student success. Frequencies for five selected items from the Academic Advising and Planning module are displayed below.

To access complete Special-Focus Module frequency reports, please visit the SENSE online reporting system at www.cccse.org.

Figure 4: A college staff member clearly explained how my placement test scores were used to determine if I was ready for college-level courses or needed to take courses to help me become college ready.

![Figure 4:](image)

Figure 5: A college staff member helped me to design a course sequence that showed how long it would take to attain my educational goals.

![Figure 5:](image)
Figure 6: A college staff member clearly explained core courses and other requirements for completing a certificate/degree, or for transferring to another college/university.

Figure 7: A college staff member clearly explained to me where to find help if I were considering dropping out of or withdrawing from college.

Figure 8: A college staff member helped me to understand approximately how many hours outside of class (per week) I need to spend preparing and studying for each course I am taking.
Most community colleges have assessment and placement policies that are intended to help all students “start right.” Yet, often these policies, even when they are ostensibly mandatory, might not be implemented in ways that ensure success for all students. The disaggregated data below illustrate the student experience with assessment and placement at your college. Nationally, more than 60% of community college students are enrolled part-time. Thus, while looking at these data, it is important to consider the institution’s enrollment patterns. Are your entering students starting right?

Table 3

<table>
<thead>
<tr>
<th>Response</th>
<th>12a. Required to take a placement test</th>
<th>12b. Took a placement test</th>
<th>13. Needed to take a developmental course</th>
<th>14. Required to enroll in needed development courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>91.4%</td>
<td>90.4%</td>
<td>89.7%</td>
<td>89.4%</td>
</tr>
<tr>
<td>No</td>
<td>8.6%</td>
<td>9.6%</td>
<td>1.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Answered “No” to previous question</td>
<td>N/A</td>
<td>N/A</td>
<td>8.6%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>