

Survey of Entering Student Engagement

College of Southern Idaho

2014 Key Findings

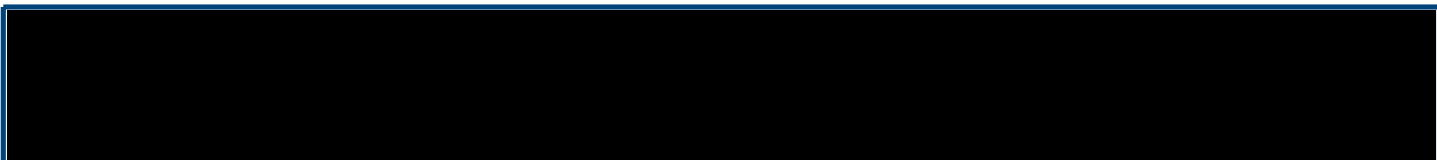
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Benchmarks of Effective Educational Practice With Entering Students







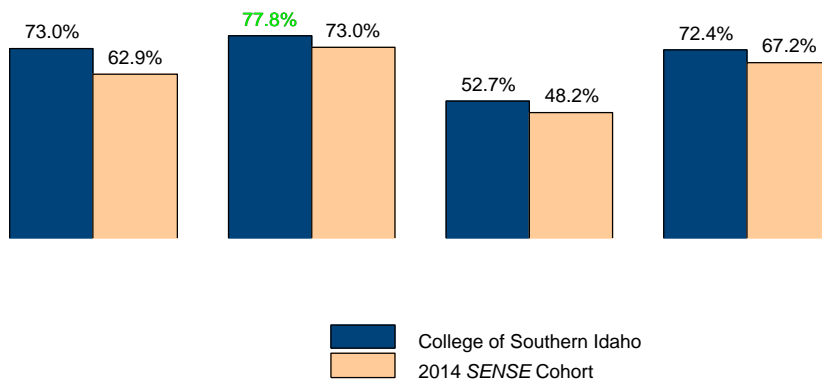
Aspects of Highest Student Engagement

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 most favorably and the five items on which the college scored least favorably relative to the 2014 *SENSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2014 *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 all institutional reports on the *SENSE* online reporting system at www.ccse.org.

Figure 2 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2014 *SENSE* Cohort. For instance, 73.0% of College of Southern Idaho students, compared with 62.9% of other students in the cohort, responded *strongly agree* or *agree* on Item 18e. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 2



Aspects of Lowest Student Engagement

Figure 3 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2014 *SENSE* Cohort. For instance, 23.6% of College of Southern Idaho students, compared with 32.5% of other students in the cohort, responded *at least once* on Item 19e. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 3

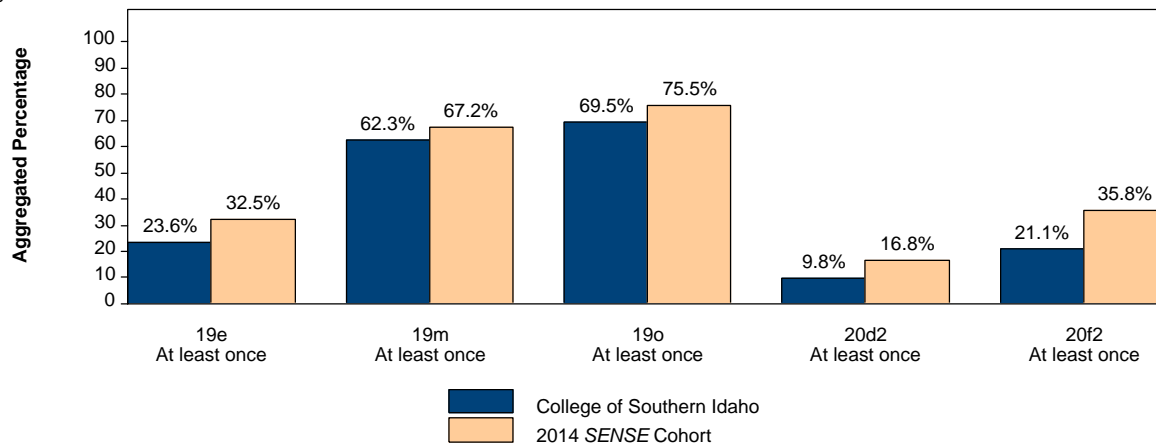
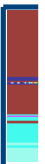


Table 2

Benchmark	Item Number	Item
Engaged Learning	19e	Frequency: Participated in supplemental instruction
Engaged Learning	19m	Frequency: Discussed an assignment or grade with an instructor
Engaged Learning	19o	Frequency: Received prompt written or oral feedback from instructors on your performance
Engaged Learning	20d2	Frequency: Used face-to-face tutoring
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab

Notes:

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once*,



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2014

College of Southern Idaho (N=513)

Cohort T845755)



Academic Goal Setting and Planning

Most community colleges have academic and goal setting 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