



Survey of Entering Student Engagement



Benchmarks of Effective Educational Practice With Entering Students

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. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of *CCSSE* and *SENSE* Data,” available at www.ccse.org.

SENSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2015 *SENSE* Cohort (2013-2015) throughout all reports.



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 2015 *SENSE* Cohort.



Aspects of Lowest Student Engagement

Figure 3 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2015 *SENSE* Cohort. For instance, 24.6% 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

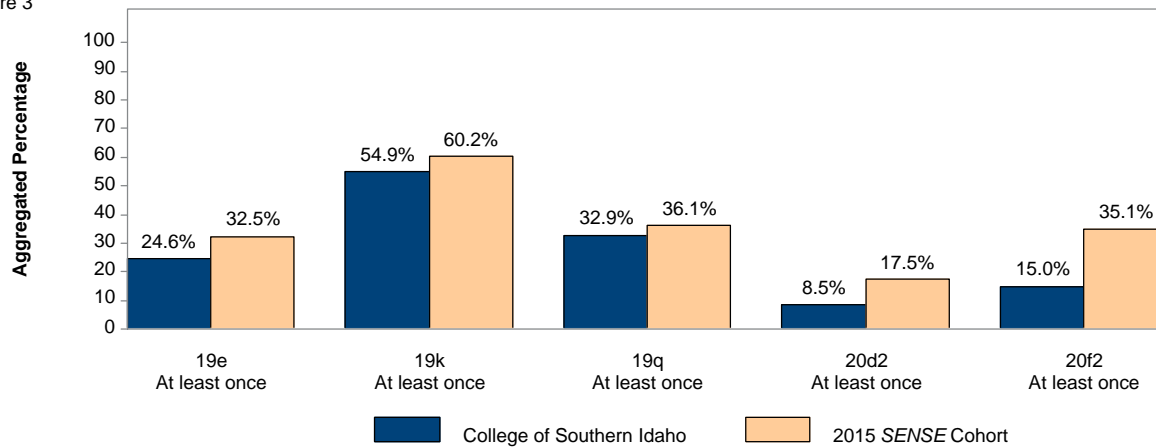


Table 2

Benchmark	Item Number	Item
Engaged Learning	19e	Frequency: Participated in supplemental instruction
Engaged Learning	19k	Frequency: Used an electronic tool to communicate with another student about coursework
Engaged Learning	19q	Frequency: Discussed ideas from your readings or classes with instructors outside of class
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, two or three times, and four or more times* responses are combined.

For Item(s) 20, *once, two or three times, and four or more times* responses are combined.

Figure 7: Did you know about career counseling services?

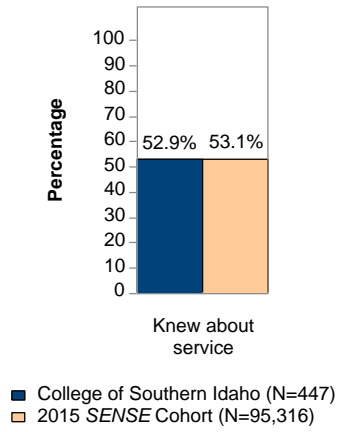
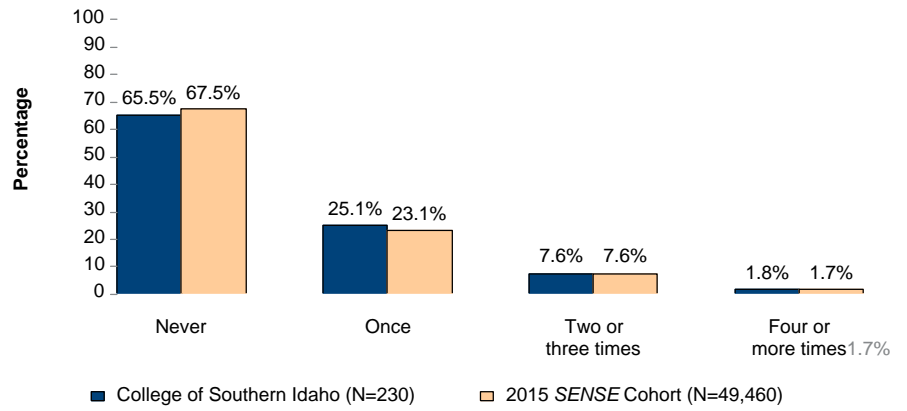


Figure 8: If so, how often did you use career counseling services?





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 success for all students. The disaggregated data below illustrate the student experience with academic goal setting and planning at your college. Nationally, more than 60% of community college students are enrolled