



Survey of Entering Student Engagement

College of Southern Idaho

2016 Key Findings





Benchmarks of Effective Educational Practice With Entering Students

SENSE Benchmarks

€ **Early Connections**

When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.

€ **High Expectations and Aspirations**

Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet



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



Aspects of Highest Student Engagement

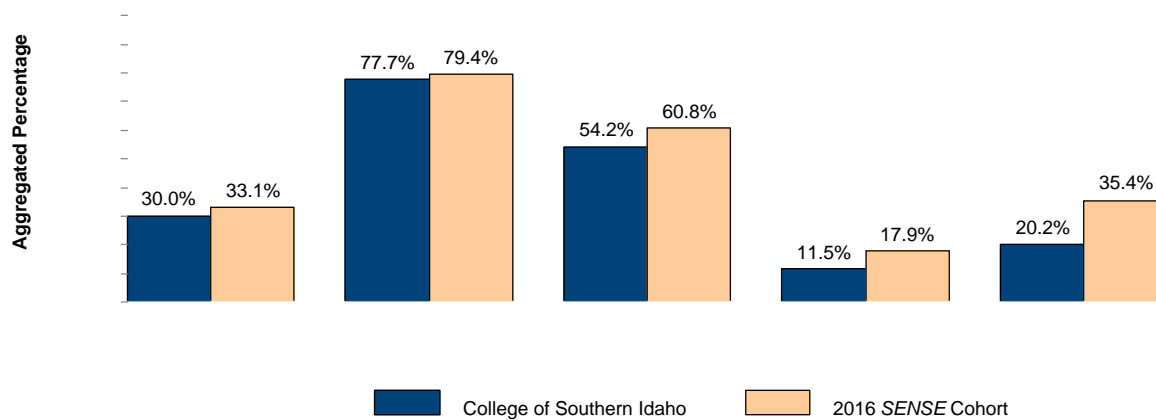
Benchmark scores provide a manageable starting point for reviewing and understanding *SENSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those 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 2016 *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 2016 *SENSE* Cohort. For instance, 30.0% of College of Southern Idaho students, compared with 33.1% 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



Academic Advising and Planning

SENSE special-focus modules allow participating colleges and researchers to delve more deeply into areas of early student experience and institutional practices that are related to entering student success. The bar charts across pages 6 and 7 display frequency results for five items from the Academic Advising and Planning (AA&P) module, several of which focus on a student's first advising session. Figure 4 focuses on whether or not





Academic Goal Setting and Planning

Most community colleges have academic and goal setting policies that are intended to help all students *start right*