



# Survey of Entering Student Engagement

College of Southern Idaho

**2017 Key Findings**

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## 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 2017 *SENSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2017 *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.ccsse.org](http://www.ccsse.org).

Figure 2 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2017 *SENSE* Cohort. For instance, 73.4% of College of Southern Idaho students, compared with 67.1% of other students in the cohort, responded *strongly agree* or *agree* on Item 18d. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 2

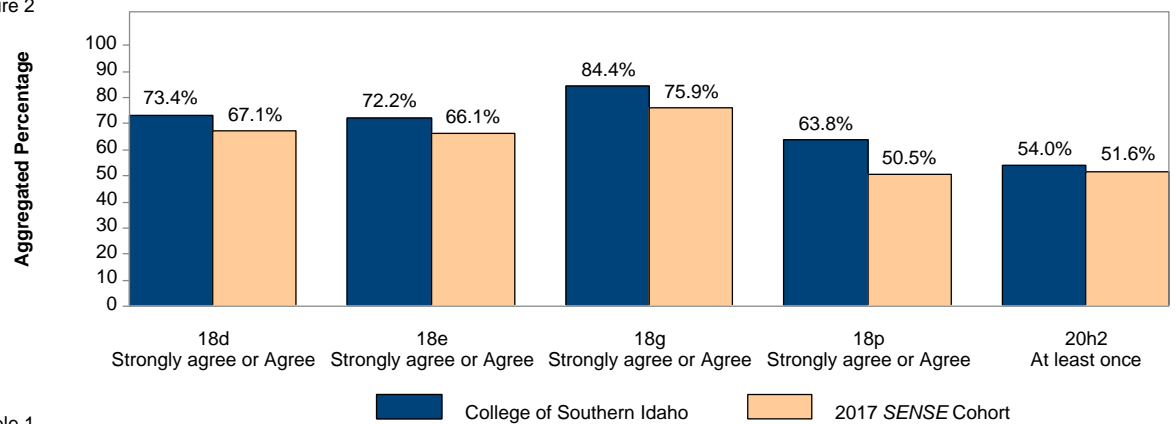


Table 1

Benchmark	Item Number	Item
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# Aspects of Lowest Student Engagement

Figure 3 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2017 *SENSE* Cohort. For instance, 26.2% of College of Southern Idaho students, compared with 33.3% 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

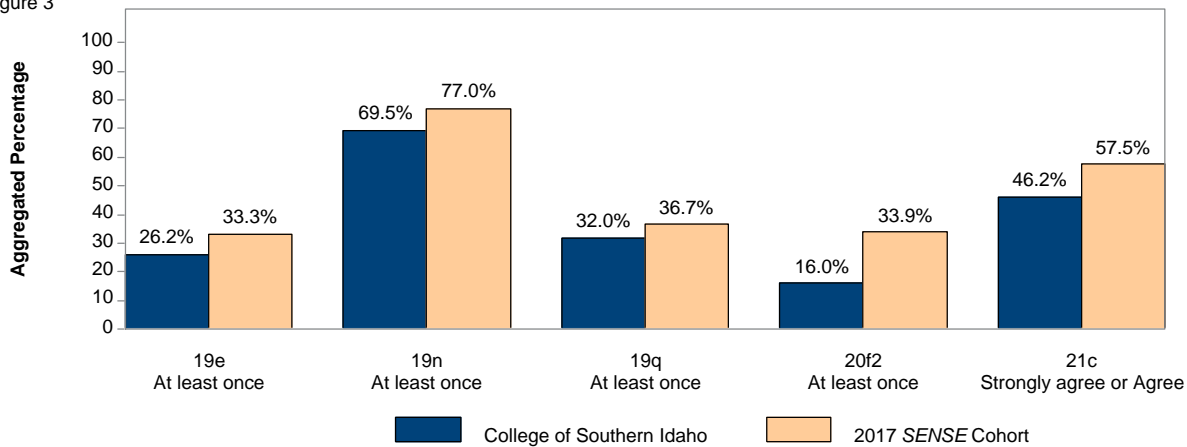


Table 2

Benchmark	Item Number	Item
Engaged Learning	19e	Frequency: Participated in supplemental instruction
Engaged Learning	19n	Frequency: Asked for help from an instructor regarding questions or problems related to a class
Engaged Learning	19q	Frequency: Discussed ideas from your readings or classes with instructors outside of class
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab



## Academic and Student Support Services

The bar charts across pages 6 and 7 display frequency results for five items related to academic and student support services. Figure 4 focuses on whether or not faculty communicated information regarding these services



Figure 7: Did you know about career counseling services?

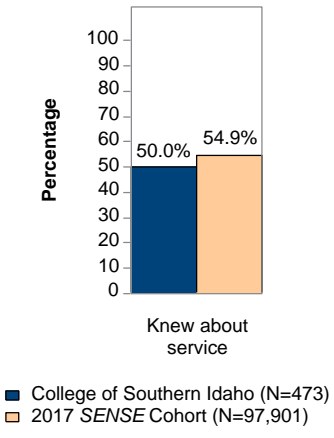
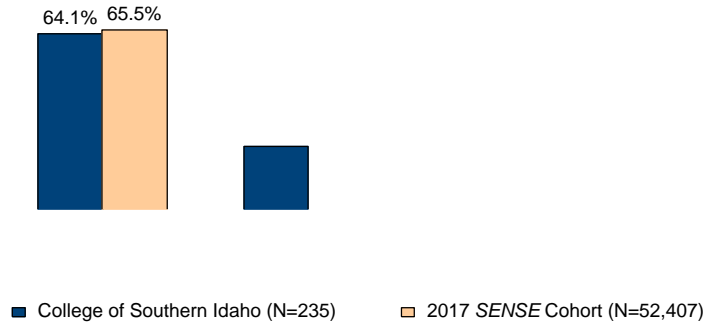


Figure 8: If so, how often did you use career counseling services?





# 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 way students. t