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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 expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

★ **Clear Academic Plan and Pathway**
When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

*Continued on Page 3*

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; 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 a standard deviation of 25 across all entering student respondents.

![Figure 1a](image.png)

**Notes:** Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.cccse.org](http://www.cccse.org).
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.cccse.org.

SENSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2013 SENSE Cohort (2011-2013) throughout all reports.

★ 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.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.
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 2013 SENSE Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2013 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.cccse.org.

Figure 2 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2013 SENSE Cohort. For instance, 78.9% of Calhoun Community College students, compared with 63.4% 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.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item Number</th>
<th>Item</th>
<th>2013 SENSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Academic Plan and Pathway</td>
<td>18d</td>
<td>Able to meet with an academic advisor at times convenient for me</td>
<td></td>
</tr>
<tr>
<td>Clear Academic Plan and Pathway</td>
<td>18e</td>
<td>An advisor helped me to select a course of study, program, or major</td>
<td></td>
</tr>
<tr>
<td>Clear Academic Plan and Pathway</td>
<td>18f</td>
<td>An advisor helped me to set academic goals and to create a plan for achieving them</td>
<td></td>
</tr>
<tr>
<td>Clear Academic Plan and Pathway</td>
<td>18g</td>
<td>An advisor helped me to identify the courses I needed to take during my first semester/quarter</td>
<td></td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>20f2</td>
<td>Frequency: Used writing, math, or other skill lab</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
For Item(s) 18, strongly agree and agree responses are combined.
For Item(s) 20, once, two or three times, and four or more times responses are combined.
Aspects of Lowest Student Engagement

Figure 3 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2013 SENSE Cohort. For instance, 22.7% of Calhoun Community College students, compared with 31.8% 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.

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</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>19g</td>
<td>Frequency: Worked with other students on a project or assignment during class</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>19n</td>
<td>Frequency: Asked for help from an instructor regarding questions or problems related to a class</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>19o</td>
<td>Frequency: Received prompt written or oral feedback from instructors on your performance</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>20d2</td>
<td>Frequency: Used face-to-face tutoring</td>
</tr>
</tbody>
</table>

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.
SENSE Special-Focus Module Items

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 student success. The bar charts across pages 6 and 7 display frequency results for five items from the Student Success Courses module.

To access compete special-focus module frequency reports, please visit the SENSE online reporting system via www.cccse.org.

Figure 4: During my first academic term at this college, I enrolled in a Student Success Course (such as a Student Development, Freshman Seminar, Extended Orientation, Study Skills, Student Life Skills, or Student Success Course).

![Bar chart showing frequency of Student Success Courses enrollment at Calhoun Community College and Student Success Courses Respondents.](image)

- Calhoun Community College (N= 587)
- Student Success Courses Respondents (N= 2,796)

Figure 5: If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to feel more connected to the college.

![Bar chart showing agreement levels among respondents.](image)

- Calhoun Community College (N= 517)
- Student Success Courses Respondents (N= 2,435)
Figure 6: If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course should be mandatory for all new students.

Calhoun Community College (N= 518)  
Student Success Courses Respondents (N= 2,424)

24.0%  15.1%  34.7%  52.5%  12.2%  8.4%  11.1%  6.5%

Figure 7: If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to develop a written plan for how and when I can achieve my academic goals.

Calhoun Community College (N= 519)  
Student Success Courses Respondents (N= 2,421)

18.0%  14.3%  24.3%  20.1%  43.6%  54.0%  9.7%  7.2%  4.4%  4.4%

Figure 8: If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to learn about college services that are available to help students succeed in their studies.

Calhoun Community College (N= 515)  
Student Success Courses Respondents (N= 2,397)

24.2%  19.9%  35.0%  47.4%  4.5%  4.2%  5.3%  4.2%
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 less than full time. Thus, while looking at these data, it is important to consider the institution’s enrollment patterns. Are all of your entering students starting right?

Figure 9

![Bar Chart]

Table 3

<table>
<thead>
<tr>
<th>Response</th>
<th>Full-time</th>
<th>Less than full-time</th>
<th>Full-time</th>
<th>Less than full-time</th>
<th>Full-time</th>
<th>Less than full-time</th>
<th>Full-time</th>
<th>Less than full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>32.9%</td>
<td>28.7%</td>
<td>22.1%</td>
<td>17.6%</td>
<td>42.4%</td>
<td>33.5%</td>
<td>11.4%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>38.9%</td>
<td>41.5%</td>
<td>32.6%</td>
<td>34.0%</td>
<td>44.9%</td>
<td>49.5%</td>
<td>19.8%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.3%</td>
<td>17.0%</td>
<td>24.0%</td>
<td>26.1%</td>
<td>8.0%</td>
<td>10.1%</td>
<td>24.5%</td>
<td>25.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9.0%</td>
<td>10.1%</td>
<td>16.3%</td>
<td>19.1%</td>
<td>3.2%</td>
<td>5.3%</td>
<td>33.1%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.8%</td>
<td>2.7%</td>
<td>4.9%</td>
<td>3.2%</td>
<td>1.5%</td>
<td>1.6%</td>
<td>11.2%</td>
<td>13.4%</td>
</tr>
</tbody>
</table>