



Engagement

A large, empty rectangular area with a blue border, intended for content or a drawing.





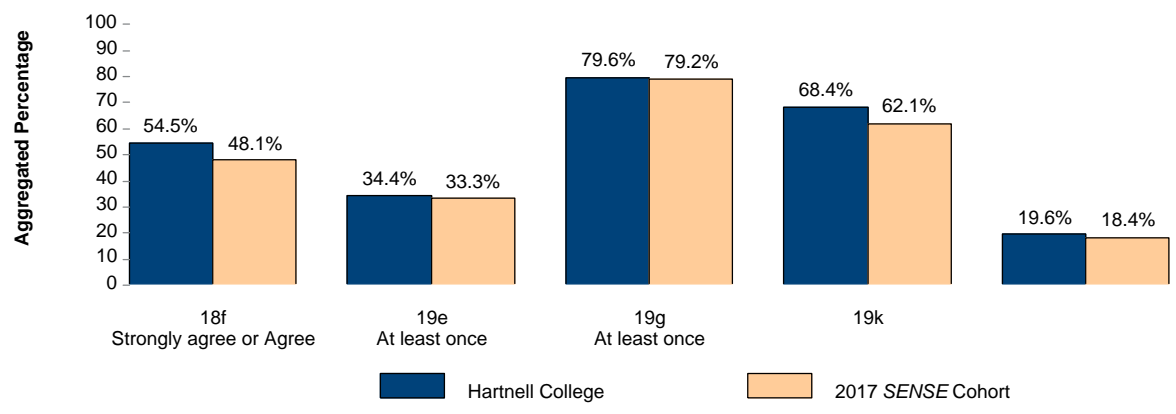
Aspects of Highest Student Engagement

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.cccse.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, 54.5% of Hartnell College students, compared with 48.1% of other students in the cohort, responded *strongly agree* or *agree* on Item 18f. 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 2017 *SENSE* Cohort. For instance, 53.3% of Hartnell College students, compared with 67.2% of other students in the cohort, responded *strongly agree* or *agree* on Item 18d. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 3

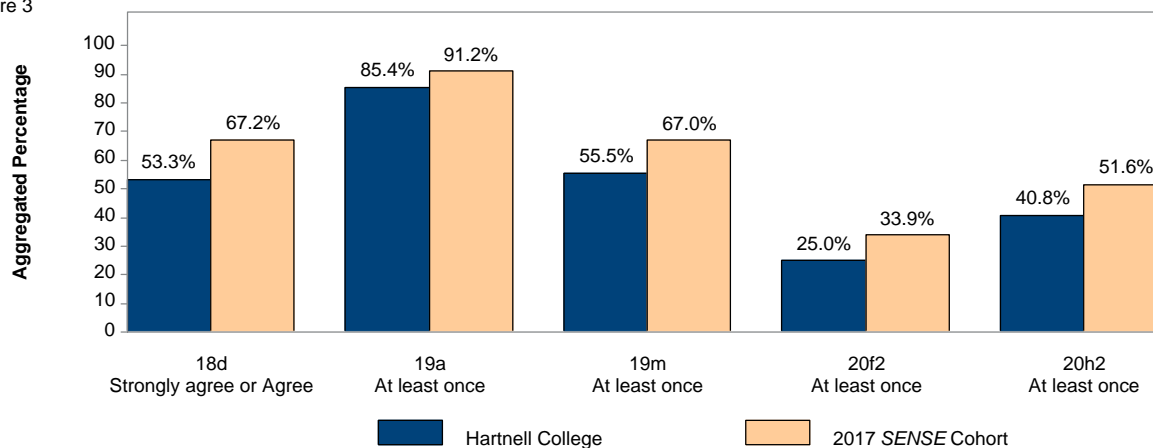


Table 2

Benchmark	Item Number	Item
Clear Academic Plan and Pathway	18d	Able to meet with an academic advisor at times convenient for me
Engaged Learning	19a	Frequency: Asked questions in class or contributed to class discussions
Engaged Learning	19m	Frequency: Discussed an assignment or grade with an instructor
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab
Engaged Learning	20h2	Frequency: Used computer lab

Notes:

For Item(s) 18, *strongly agree* and *agree* responses are combined.

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.



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 to students by the end of the third week of the academic term. Figures 4–12 focus on whether or not students knew about specific support services, and if so, how often they reported using those services by the end of the

Figure 7: Did you know about career counseling services?

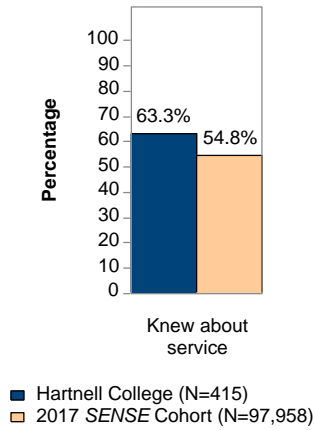


Figure 8: If so, how often did you use career counseling services?

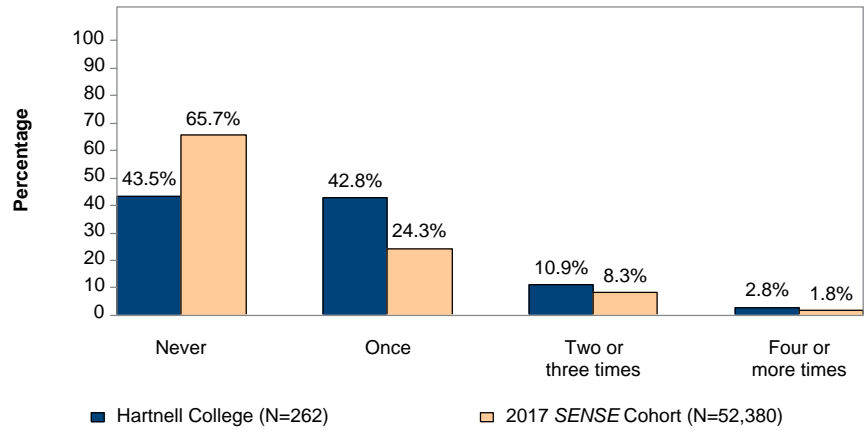


Figure 9: Did you know about face-to-face tutoring services?

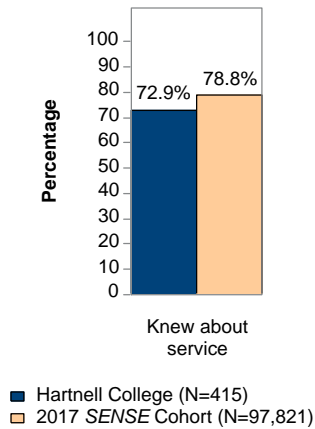


Figure 10: If so, how often did you use face-to-face tutoring services?

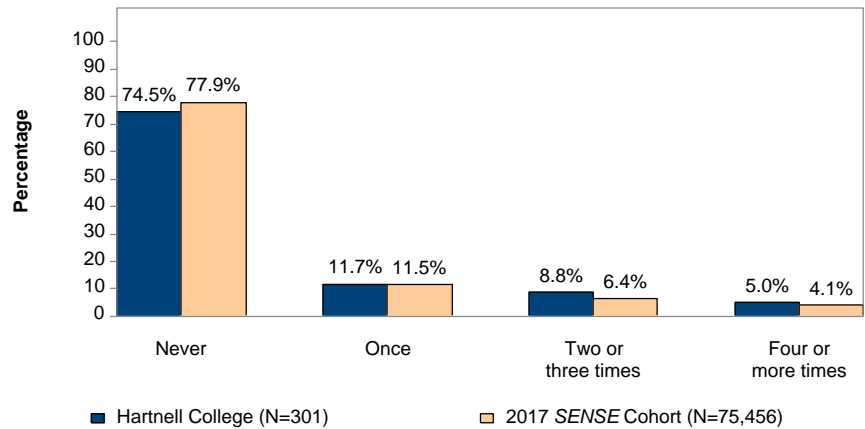


Figure 11: Did you know about writing, math, or other skill lab services?

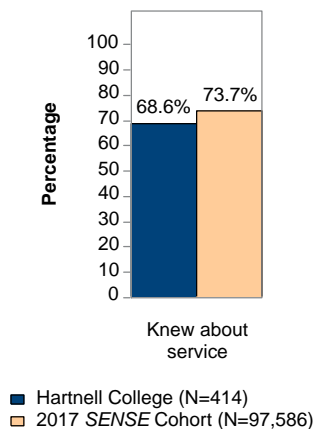
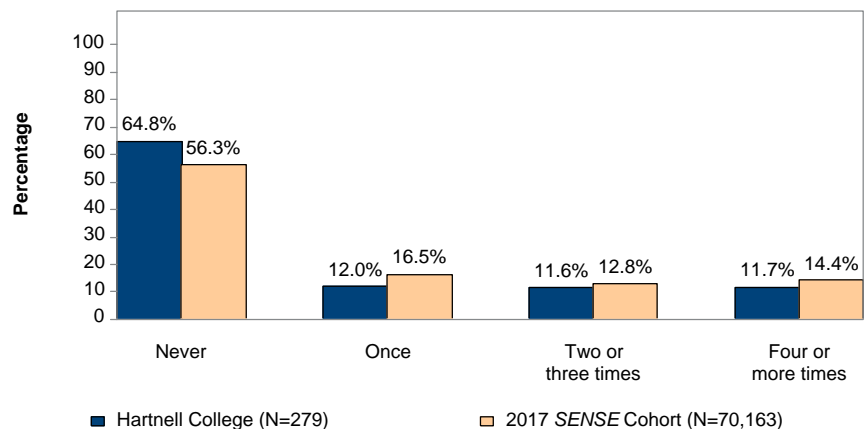


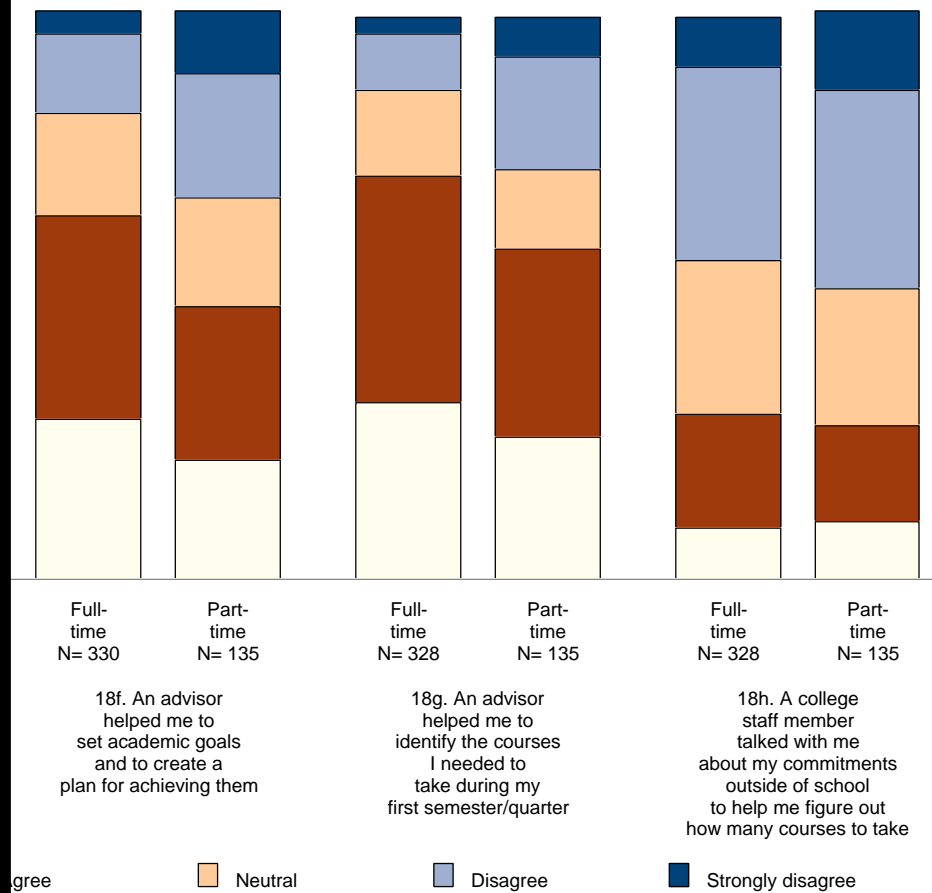
Figure 12: If so, how often did you use writing, math, or other skill lab services?





Academic Goal Setting and Planning

Academic and goal setting policies that are intended to help all students *start* even when they are ostensibly mandatory, might not be implemented in ways that the disaggregated data below illustrate the student experience with academic college. Nationally, more than 60% of community college students are enrolled looking at these data, it is important to consider the institution's enrollment students starting right?



	18f		18g		18h	
Statement	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
18f. An advisor helped me to set academic goals and to create a plan for achieving them	21.9%	20.7%	30.7%	27.4%	36.1%	36.1%
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	30.7%	31.4%	36.1%	40.2%	27.4%	25.2%
18h. A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take	30.8%	9.6%	36.1%	20.1%	20.1%	33.3%