

Survey of Entering Student Engagement

Northeast Texas Community College

2012 Key Findings

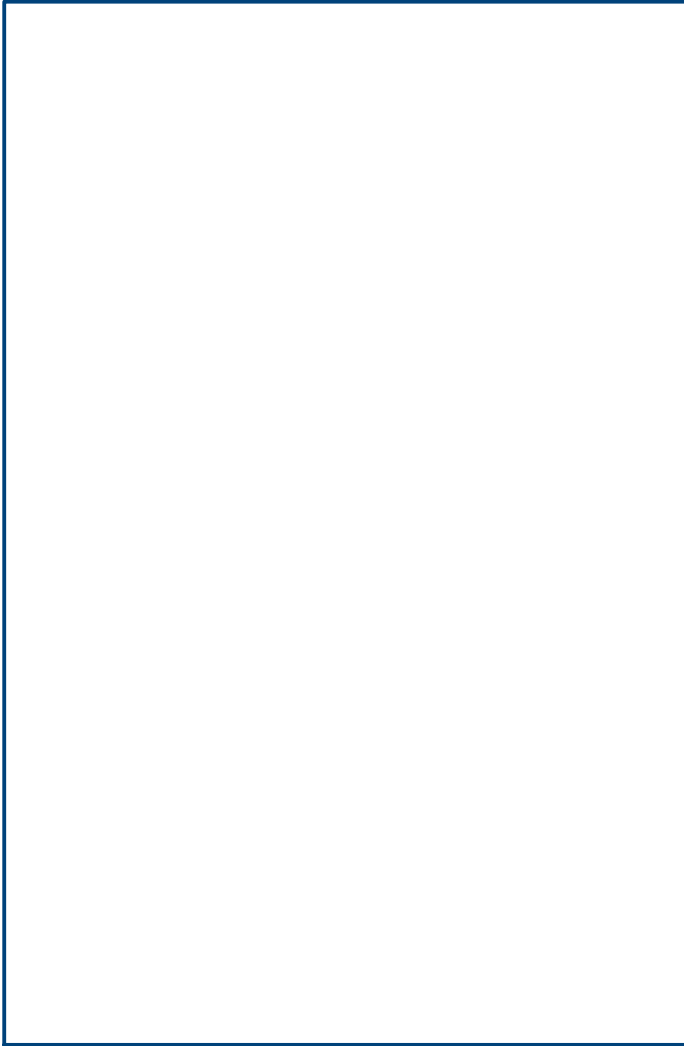
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Journal of Learning

Student Engagement



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 2012 *SENSE* Cohort (2010-2012) throughout all reports.

SENSE Benchmarks

Continued from Page 2

€ 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

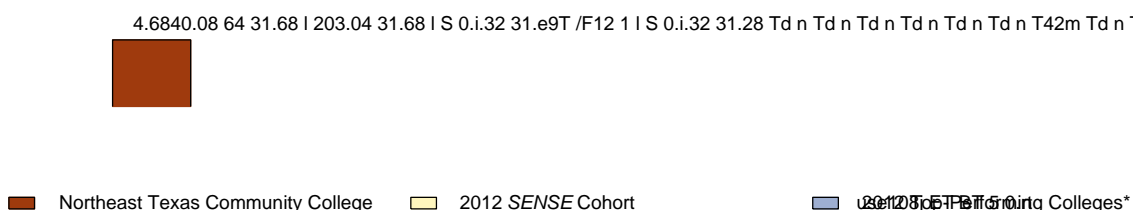
Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those 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.

Figure 1b



*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.



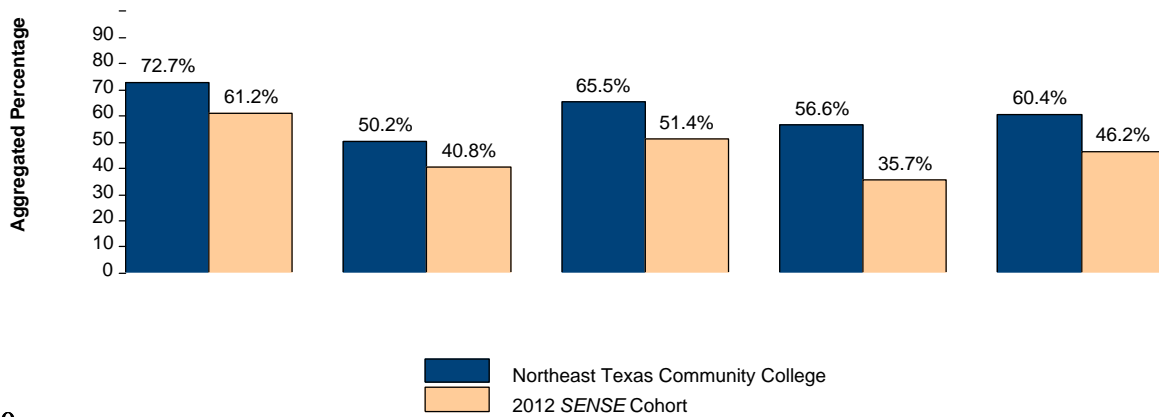
Aspects of Highest Student Engagement

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 2012 *SENSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2012 *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.ccse.org.

Figure 2 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2012 *SENSE* Cohort. For instance, 72.7% of Northeast Texas Community College students, compared with 61.2% of other students in the cohort, responded *strongly agree* or *agree* on Item 18e. 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 2012 *SENSE* Cohort. For instance, 22.3% of Northeast Texas Community College students, compared with 31.3% 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

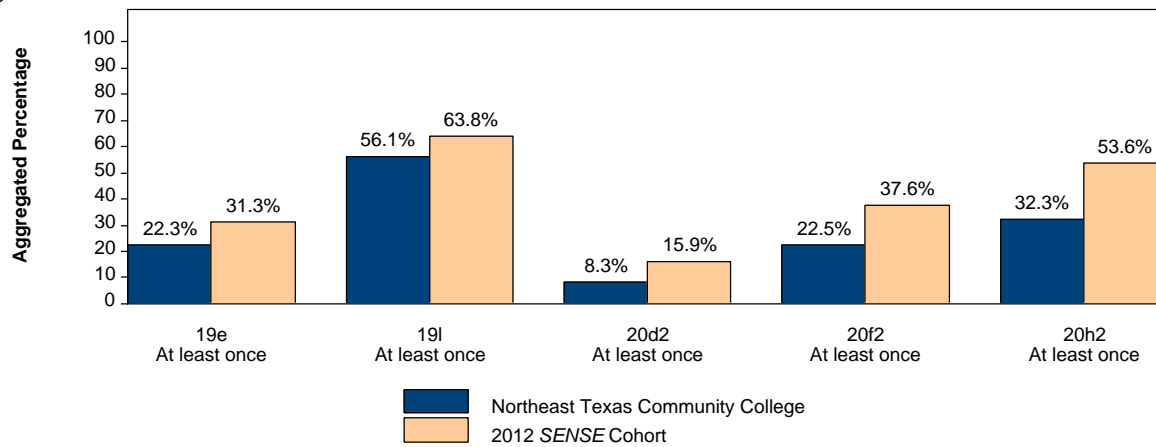


Table 2

| Benchmark | Item Number | Item |
|------------------|-------------|---|
| Engaged Learning | 19e | Frequency: Participated in supplemental instruction |
| Engaged Learning | 19l | Frequency: Used an electronic tool to communicate with an instructor about coursework |
| Engaged Learning | 20d2 | Frequency: Used face-to-face tutoring |
| Engaged Learning | 20f2 | Frequency: Used writing, math, or other skill lab |
| Engaged Learning | 20h2 | Frequency: Used computer lab |

Notes:

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Faculty of Engineering

Student Engineering

Figure 6: At this college, I am participating in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

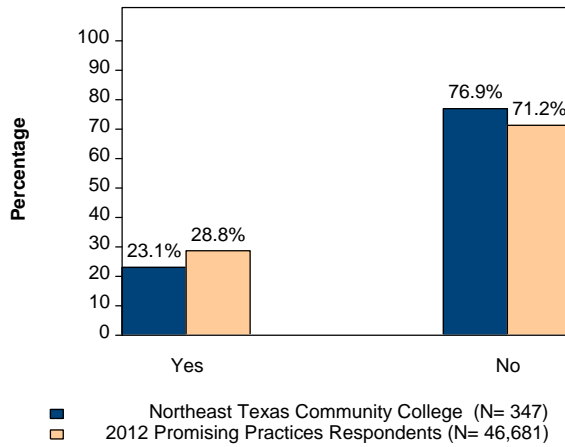


Figure 7: At this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without penalty.

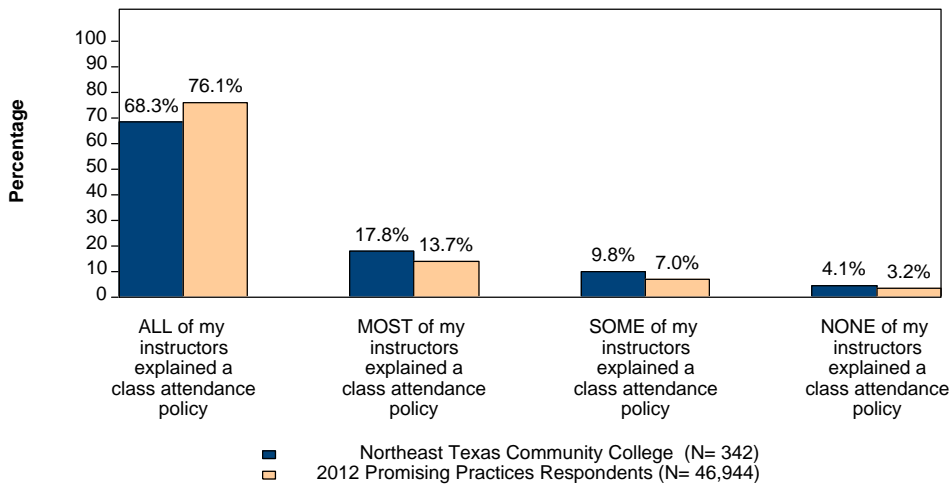
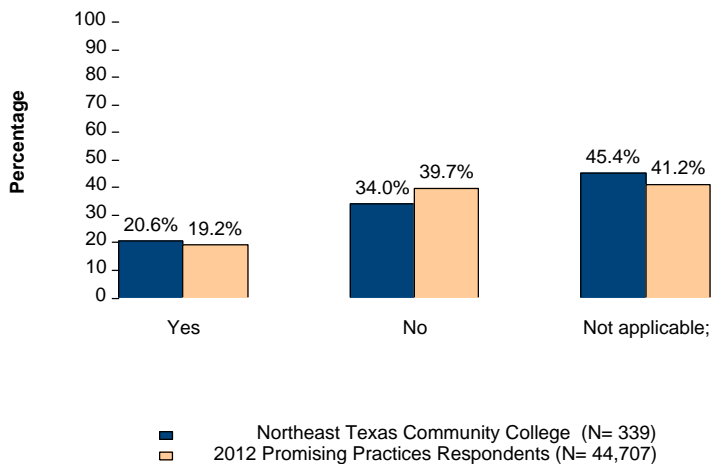


Figure 8: Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.





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

Strongly agree

Agree

Neutral

Disagree

Strongly disagree