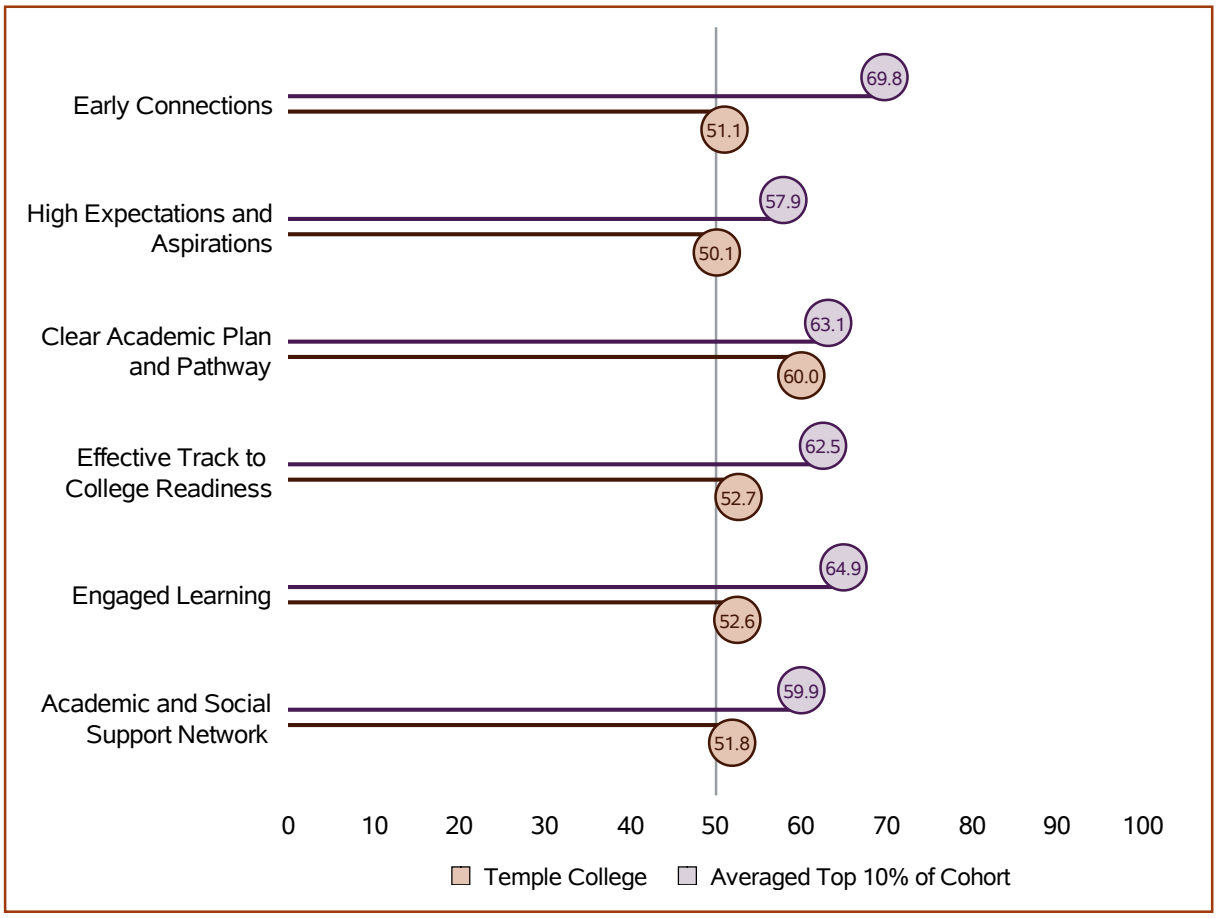
Temple College

SENSE 2019 Executive Summary of Results

Center for
Community College
Student Engagement

Standardized Benchmark Scores



The *SENSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The six benchmarks denote areas that educational research has shown to be important to students' early college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

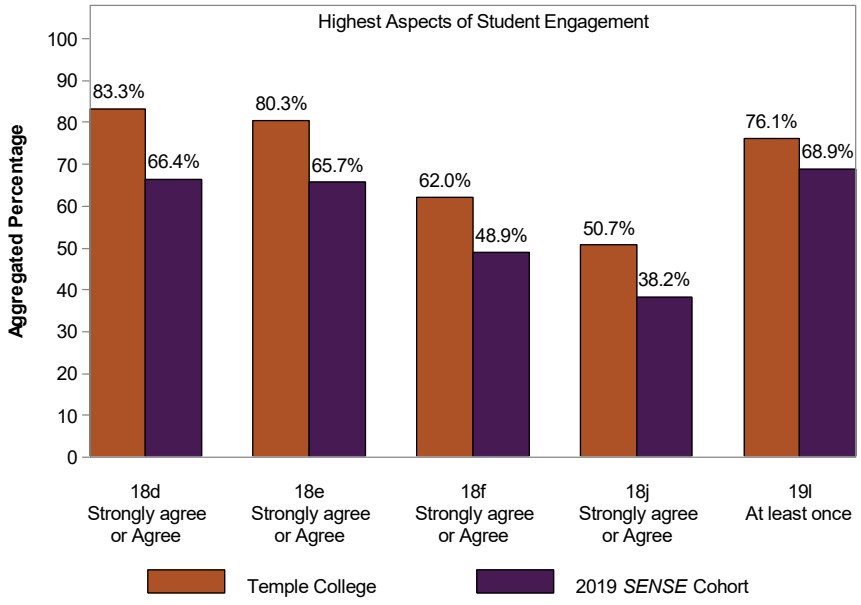
Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Therefore, provided above is a comparison of your college's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

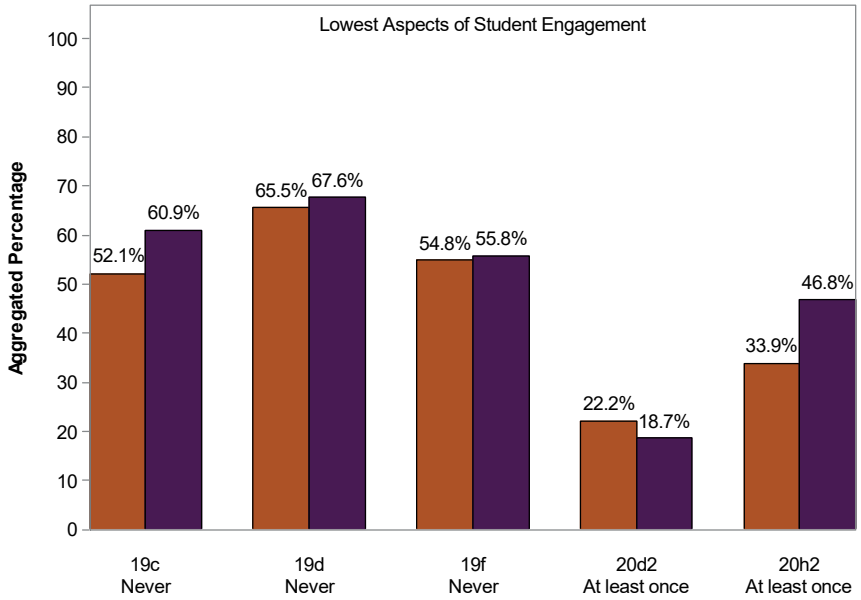
For further information about *SENSE* benchmarks and how they are computed, please visit www.cccse.org.

Note: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents.

Highest and Lowest Aspects of Student Engagement



Item	Benchmark
18d. Able to meet with an academic advisor at times convenient for me	Clear Academic Plan & Pathway
18e. An advisor helped me to select a course of study, program, or major	Clear Academic Plan & Pathway
18f. An advisor helped me to set academic goals and to create a plan for achieving them	Clear Academic Plan & Pathway
18j. A college staff member helped me determine whether I qualified for financial assistance	Early Connections
19l. Frequency: Used an electronic tool to communicate with an instructor about coursework	Engaged Learning



Item	Benchmark
19c. Frequency: Turned in an assignment late	High Expectations & Aspirations
19d. Frequency: Not turn in an assignment	High Expectations & Aspirations
19f. Frequency: Came to class without completing readings or assignments	High Expectations & Aspirations
20d2. Frequency: Used face-to-face tutoring	Engaged Learning
20h2. Frequency: Used computer lab	Engaged Learning

One way to dig more deeply into 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 highest and the five items on which the college scored lowest relative to the 2019 *SENSE* Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

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.

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) 19c, d, f, and s, responses have been reversed. The frequency displayed is the percentage of students who report *never* doing the activities described in the items.
For Item(s) 20, *once*, *two or three times*, and *four or more times* responses are combined.

Center for Community College Student Engagement

Program in Higher Education Leadership
Department of Educational Leadership and Policy
College of Education
The University of Texas at Austin
3316 Grandview Street
Austin, TX 78705

512-471-6807

info@cccse.org
www.cccse.org