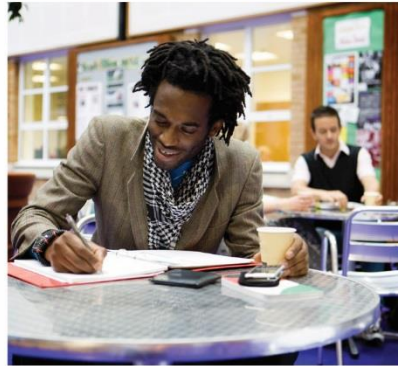


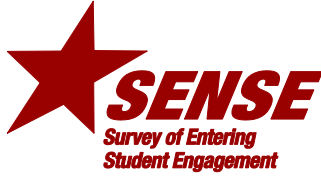
# Pathways Toolkit:

## Intersecting Engagement Data with Pathways

(*SENSE*)



# SENSE: Intersecting Engagement Data and Pathways



The Pathways Model is composed of essential institutional practices that help students along their journey to success. The following are items from the Survey of Entering Student Engagement (SENSE) that are aligned with important dimensions of the Pathways Model. As colleges begin to undertake serious work on the various necessary aspects of the design and implementation of structured student pathways, this tool can be used to facilitate important conversations about gaps and areas of alignment in three key areas: helping students get on a path, helping students stay on their path, and ensuring students are learning.

Help Students Get On A Path	
Item Text	Response Options
<p><b>11. The following statements are about this college's orientation for new students. (Mark all that apply)</b></p>	<ul style="list-style-type: none"> <li>-I took part in an online orientation prior to the beginning of classes</li> <li>-I attended an on-campus orientation prior to the beginning of classes</li> <li>-I enrolled in an orientation course as part of my course schedule during my first semester/quarter at this college</li> <li>-I was not aware of a college orientation</li> <li>-I was unable to participate in orientation due to scheduling or other issues</li> </ul>
<p><b>12. This set of items asks you about your earliest experiences <u>at this college</u>. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.</b></p>	
<p>a. Before I could register for classes I was <u>required</u> to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math</p>	<p>-Yes</p>
<p>b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)</p>	<p>-No</p>
<p>c. I was exempt from taking a placement test at this college</p>	
<p><b>13. My placement test scores indicated that I needed to take a Developmental course (also referred to as Basic Skills, College Prep, etc.) in the following areas. (Mark all that apply)</b></p>	<ul style="list-style-type: none"> <li>-Didn't take a placement test</li> <li>-Developmental Reading</li> <li>-Developmental Writing</li> <li>-Developmental Math</li> <li>-Didn't place into any Developmental courses</li> </ul>

## SENSE: Intersecting Engagement Data and Pathways

Item Text	Response Options
<b>14. This college <u>required</u> me to enroll in classes indicated by my placement test scores during my FIRST SEMESTER/QUARTER.</b>	-Yes -No
<b>17. In which of the following types of courses were you enrolled during your FIRST SEMESTER/QUARTER <u>at this college</u>?</b>	
a. Developmental Reading (also referred to as Basic Skills, College Prep, etc.)	-Enrolled -Not enrolled
b. Developmental Writing (also referred to as Basic Skills, College Prep, etc.)	
c. Developmental Math (also referred to as Basic Skills, College Prep, etc.)	
<b>18. This set of items asks you about your earliest experiences <u>at this college</u>. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.</b>	
d. I was able to meet with an academic advisor at times convenient for me	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree
e. An advisor helped me to select a course of study, program, or major	
f. An advisor helped me to set academic goals and to create a plan for achieving them	
g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	
h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take	
i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)	
j. A college staff member helped me determine whether I qualified for financial assistance	
k. All instructors had activities to introduce students to one another	
l. All instructors clearly explained academic and student support services available at this college	
m. All instructors clearly explained course grading policies	
n. All instructors clearly explained course syllabi (syllabuses)	
o. I knew how to get in touch with my instructors outside of class	
<b>20. This section asks three questions about a variety of college services. Answer ALL THREE QUESTIONS for each service indicating (1) whether you knew about it, (2) how often you used it, and (3) how satisfied you were. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.</b>	
a1. Did you know about...Academic advising/planning	-Yes -No
a2. How often did you use...Academic advising/planning	-Never -Once -Two or three times -Four or more times
a3. How satisfied were you with...Academic advising/planning	-Very -Somewhat -Not at all -N/A

## SENSE: Intersecting Engagement Data and Pathways

Item Text	Response Options
b1. Did you know about...Career counseling	-Yes -No
b2. How often did you use...Career counseling	-Never -Once -Two or three times -Four or more times
b3. How satisfied were you with...Career counseling	-Very -Somewhat -Not at all -N/A
c1. Did you know about...Job placement assistance	-Yes -No
c2. How often did you use...Job placement assistance	-Never -Once -Two or three times -Four or more times
c3. How satisfied were you with...Job placement assistance	-Very -Somewhat -Not at all -N/A
j1. Did you know about...Transfer credit assistance	-Yes -No
j2. How often did you use...Transfer credit assistance	-Never -Once -Two or three times -Four or more times
j3. How satisfied were you with...Transfer credit assistance	-Very -Somewhat -Not at all -N/A
<b>22. Thinking about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER, what has been your MAIN source of academic advising (help with academic goal-setting, planning, course recommendations, graduation requirements, etc.)? (Mark only ONE)</b>	-Instructors -Friends, family, or other students -College Web site -College staff (not instructors) -Computerized degree advisor system -Other college materials
<b>Help Students Get On A Path</b>	

## SENSE: Intersecting Engagement Data and Pathways

Help Students Stay On Their Path	
Item Text	Response Options
<b>17. In which of the following types of courses were you enrolled during your FIRST SEMESTER/QUARTER <i>at this college</i>?</b>	
e. A course specifically designed to teach skills and strategies to help students succeed in college (e.g., a college success or student success course)	-Enrolled -Not enrolled
f. An organized “learning community” (two or more courses that a group of students take together)	
<b>19. During the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER <i>at this college</i>, about how often did you do the following?</b>	
e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	-Never -Once -Two or three times -Four or more times
<b>20. This section asks three questions about a variety of college services. Answer ALL THREE QUESTIONS for each service indicating (1) whether you knew about it, (2) how often you used it, and (3) how satisfied you were. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.</b>	
d1. Did you know about...Face-to-face tutoring	-Yes -No
d2. How often did you use...Face-to-face tutoring	-Never -Once -Two or three times -Four or more times
d3. How satisfied were you with...Face-to-face tutoring	-Very -Somewhat -Not at all -N/A
e1. Did you know about...Online tutoring	-Yes -No
e2. How often did you use...Online tutoring	-Never -Once -Two or three times -Four or more times
e3. How satisfied were you with...Online tutoring	-Very -Somewhat -Not at all -N/A
f1. Did you know about...Writing, math, or other skill lab	-Yes -No
f2. How often did you use...Writing, math, or other skill lab	-Never -Once -Two or three times -Four or more times
f3. How satisfied were you with...Writing, math, or other skill lab	-Very -Somewhat -Not at all -N/A

## SENSE: Intersecting Engagement Data and Pathways

Item Text	Response Options
<b>21. This set of items asks you about your earliest experiences <i>at this college</i>. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER. (Respond to each item)</b>	
a. Within a class, or through another experience at this college: I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree
b. Within a class, or through another experience at this college: I learned to understand my academic strengths and weaknesses	
c. Within a class, or through another experience at this college: I learned skills and strategies to improve my test-taking ability	
<b>23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?</b>	-Yes -No
Help Students Stay On Their Path	



## SENSE: Intersecting Engagement Data and Pathways

Ensure Students Are Learning	
Item Text	Response Options
<b>19. During the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER <u>at this college</u>, about how often did you do the following?</b>	
a. Ask questions in class or contribute to class discussions	-Never -Once -Two or three times -Four or more times
b. Prepare at least two drafts of a paper or assignment before turning it in	
c. Turn in an assignment late	
d. Not turn in an assignment	
f. Come to class without completing readings or assignments	
g. Work with other students on a project or assignment during class	
h. Work with classmates outside of class on class projects or assignments	
i. Participate in a required study group outside of class	
j. Participate in a student-initiated (not required) study group outside of class	
m. Discuss an assignment or grade with an instructor	
n. Ask for help from an instructor regarding questions or problems related to a class	
o. Receive prompt written or oral feedback from instructors on your performance	
p. Receive grades or points on assignments, quizzes, tests, or papers, etc.	
q. Discuss ideas from your readings or classes with instructors outside of class	
r. Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)	
s. Skip class	
<b>24a. During the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER <u>at this college</u>, about how many hours did you spend in a typical 7-day week...Preparing for class</b>	-None -1 – 5 -6 – 10 -11 – 20 -21 – 30 -More than 30
Ensure Students Are Learning	