



Talking SENSE

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ESSI 2010 Marks First Major Use of the New SENSE Benchmarks

Expanded reporting capabilities provide college teams this year with even more data to inform their short-term action plans

Within months of the release of the six Benchmarks of Effective Practice with Entering Students, a select group of colleges were already planning initiatives inspired by their performance in these areas.

Two dozen college teams, including nine CEOs/presidents, attended the 2010 Entering Student Success Institute April 11-13 in Austin, TX. The participants represented 10 states and four of the nation's six accrediting regions.

At the workshop, attendees dove into their results from the Survey of Entering Student Engagement (SENSE), which for the first time included means reports, as well benchmark calculations for most colleges.

The SENSE benchmarks are groups of conceptually related survey items that address key areas of student engagement. They reflect critical elements of engagement for entering students:

- ★ early connections
- ★ high expectations and aspirations
- ★ clear academic plan and pathway
- ★ effective track to college readiness
- ★ engaged learning
- ★ academic and social support network

Using the SENSE data, in conjunction with other institutional data such as course completion rates and semester-to-semester retention rates, each team formulated an action plan for improving the entering student experience. These plans included the colleges' top three priorities for working with entering students.

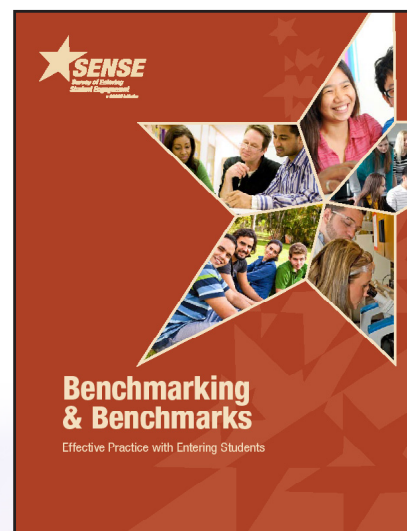
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Learn More in National Report

Benchmarking & Benchmarks:
Effective Practice with Entering Students

- ★ Brief descriptions of each SENSE benchmark
- ★ Lists of the survey items that compose each benchmark
- ★ Key findings related to the benchmarks
- ★ examples of colleges engaging in effective practice
- ★ Student voices from the *Initiative on Student Success*
- ★ How-to on benchmarking

Download a PDF of the report at
www.enteringstudent.org



Because colleges' priorities were informed by their individual data, the areas of focus varied across institutions. However, a number of common interests emerged from the plans, including the following:

- ★ eliminating late registration;
- ★ restructuring and requiring orientation for all entering students (not just first-time, full-time);
- ★ providing professional development for faculty to increase early classroom engagement; and
- ★ adopting a case management or holistic advising model, especially for students requiring at least one developmental education course.

ESSI 2011 Registration

Last chance for \$500 discount on team price

Colleges that participate in the Survey of Entering Student Engagement (*SENSE*) have the exclusive opportunity to send teams to the Center for Community College Student Engagement's annual Entering Student Success Institute (ESSI). During the two-and-a-half-day event, each team works with data, learns about strategies that can help improve the entering student experience, and formulates an action plan for initiating appropriate strategies.

The Center, in cooperation with the Community College Leadership Program and Achieving the Dream, will host ESSI 2011 March 27 - 29, 2011, in Santa Fe, NM.

Due to the significant amount of personalized preparations and attention allotted for each team, the Center limits registration, and several colleges have already signed up. To discuss the possibility of your college attending ESSI, please contact the Center at 512-471-6807. Learn more about ESSI and the discount at www.enteringstudent.org.

To guarantee future eligibility for ESSI, your college is encouraged to secure its participation in the fall 2011 *SENSE* administration (see info box in top-right corner). For more information about *SENSE*, including the research behind the survey instrument, national data, membership pricing, and much more, visit www.enteringstudent.org.

New Center Web Portal

www.cccse.org



You can now go to one place online to learn more about all of the Center for Community College Student Engagement's national surveys and related research and publications.

Join *SENSE*, and Hear What Your Entering Students Have to Say!

SENSE data help colleges understand students' critical early experiences and improve institutional practices that affect student success in the first college year.

REGISTRATION FOR *SENSE* 2011
OPENS SEPTEMBER 1, 2010
online at www.enteringstudent.org

More Data, Great Savings!

Commit to participate in both *SENSE* and *CCSSE* in the same academic year or in the same calendar year and receive a 20% discount on both survey administrations.

A complete list of membership options, pricing, and terms & conditions are available online at www.ccsse.org/sense/join. Have questions or concerns? Contact the Center at 512-471-6807.

Let *SENSE* Help Your College with Accreditation, and More!

The new *SENSE* accreditation toolkits have been well received since the Center for Community College Student Engagement published them online this year. Hardcopies were disbursed and introduced at several spring and summer conferences and workshops. These guides are tailored for each of the six accrediting regions, mapping *SENSE* survey items to individual standards or criteria. A guide for using *SENSE* data in the AQIP process is currently under development.

In addition to the accreditation maps, the website offers other helpful tools available to the public. Colleges interested in conducting focus groups in efforts to increase student success can take advantage of suggested moderator guides, checklists, and consent forms in a comprehensive focus group toolkit. The data-predictions exercises for faculty and staff are great ways to jump-start discussions about *SENSE* results.

This fall, Center staff will be supplementing the *SENSE* online resources with new items, some of which will be adapted from current tools aligned to the Community College Survey of Student Engagement (*CCSSE*).

To download any of the *SENSE* tools, go to the resources section of the *SENSE* website (www.enteringstudent.org).