

Some SENSE 2018 Findings

(With a brief review of CCSSE 2017)

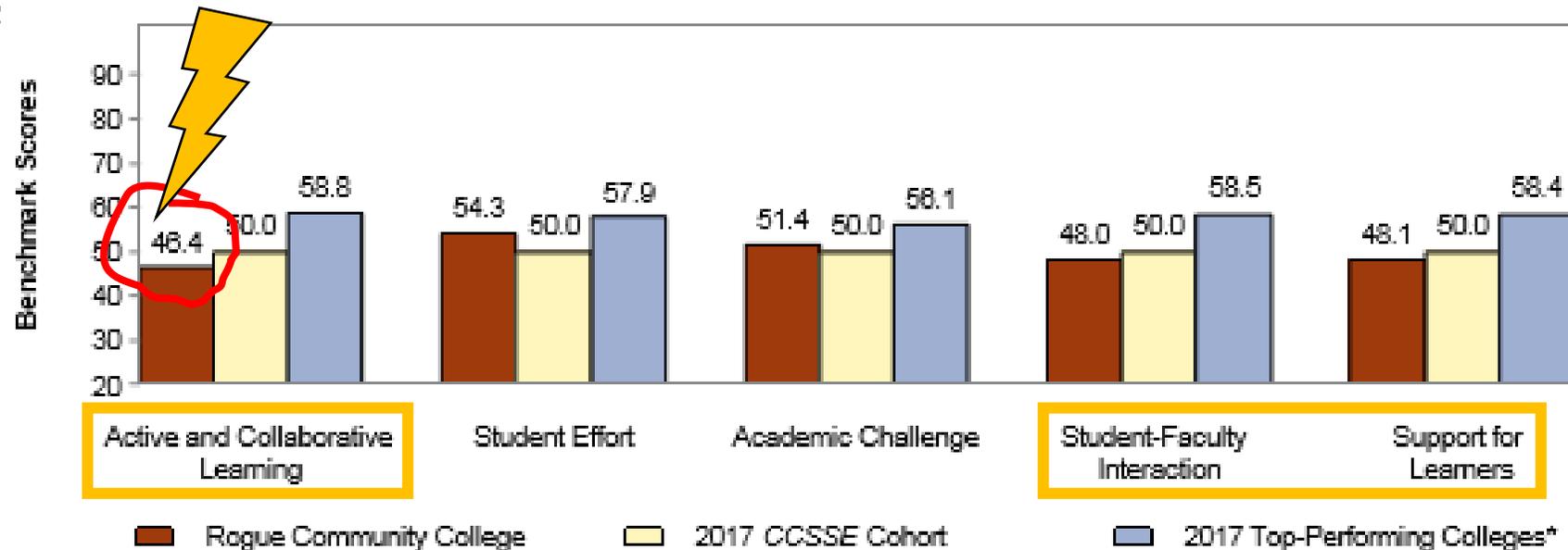
CCSSE's Matter of Degrees (2013, 2014):

“The connection between **student engagement** and *student success* is well documented. *Learning, persistence, and attainment* in college are consistently associated with **students' being actively engaged with college faculty and staff, with other students, and with the subject matter they are studying**. Recent research underscores this connection. A study using data from the Community College Survey of Student Engagement (CCSSE) shows that student engagement—in particular, the CCSSE benchmarks of active and collaborative learning and support for learners—is an important predictor of college completion.”

“Three of the five student engagement benchmarks—active and collaborative learning, student-faculty interaction, and support for learners—'correlated to a statistically significant degree with IPEDS graduation rates' (Price and Tovar, 2014, pp. 9–10).”

2017 RCC CCSSE Benchmarks

Figure 2



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

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.ccsse.org.

2017 CCSSE Aspects of Highest Student Engagement

Figure 3

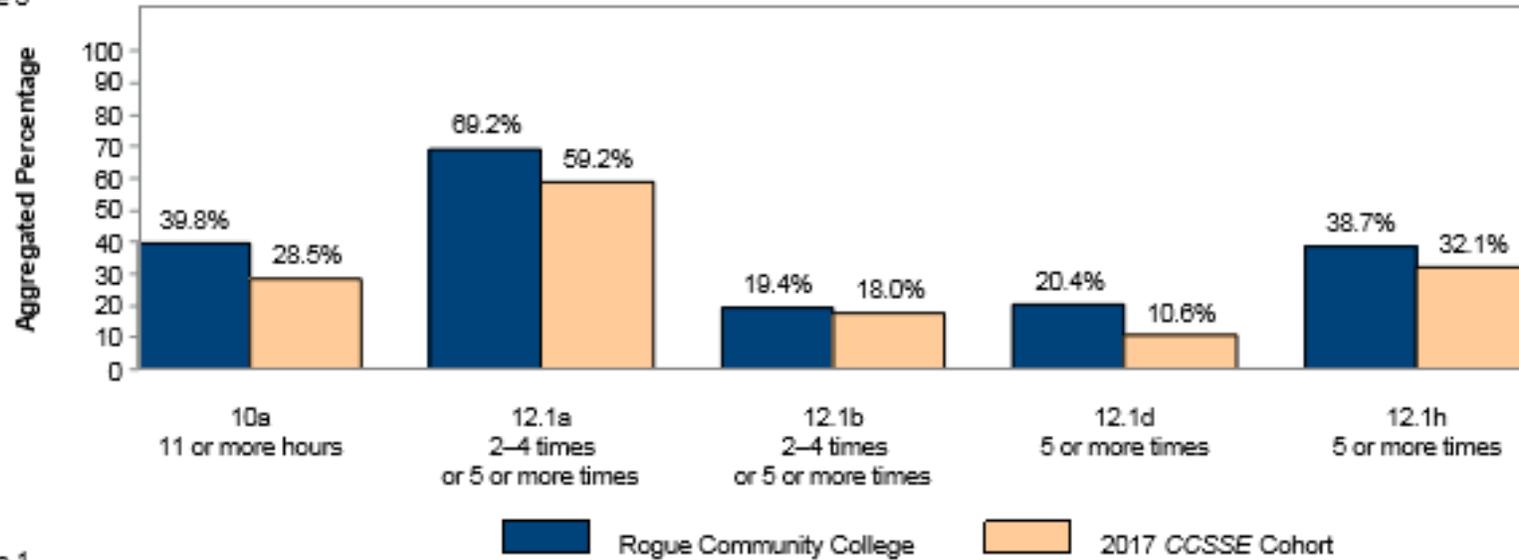


Table 1

	Benchmark	Item Number	Item
😊	Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
	Support For Learners	12.1a	Academic advising / planning
	Support For Learners	12.1b	Career counseling
😊	Student Effort	12.1d	Peer or other tutoring
	Student Effort	12.1h	Computer lab

2017 CCSSE Aspects of Lowest Student Engagement

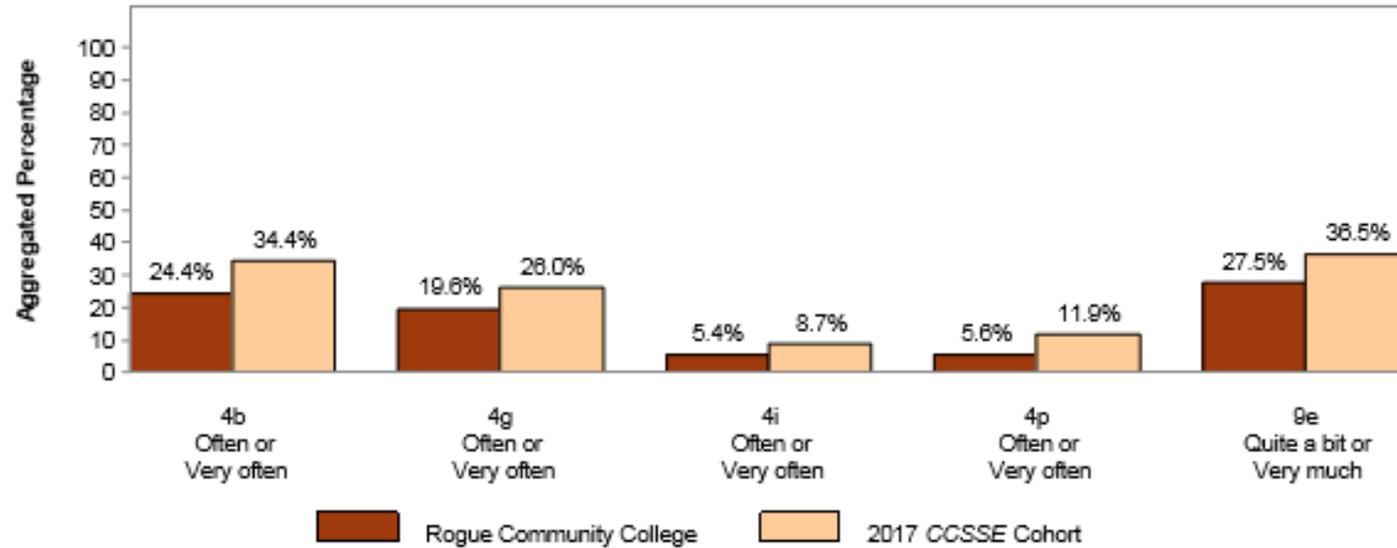


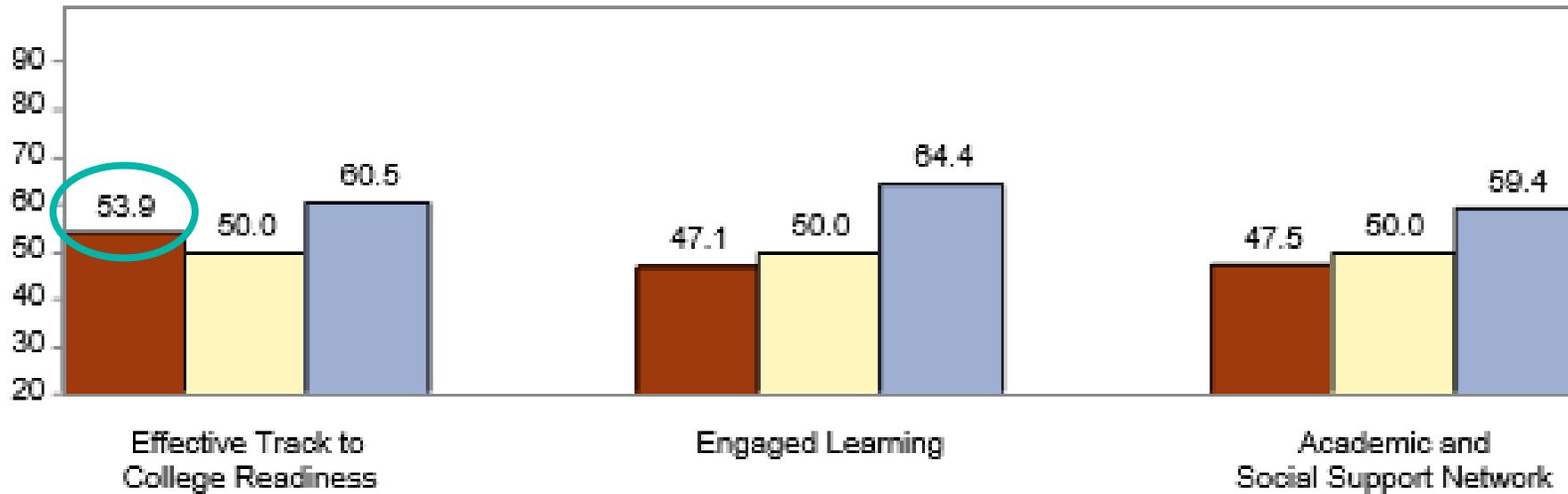
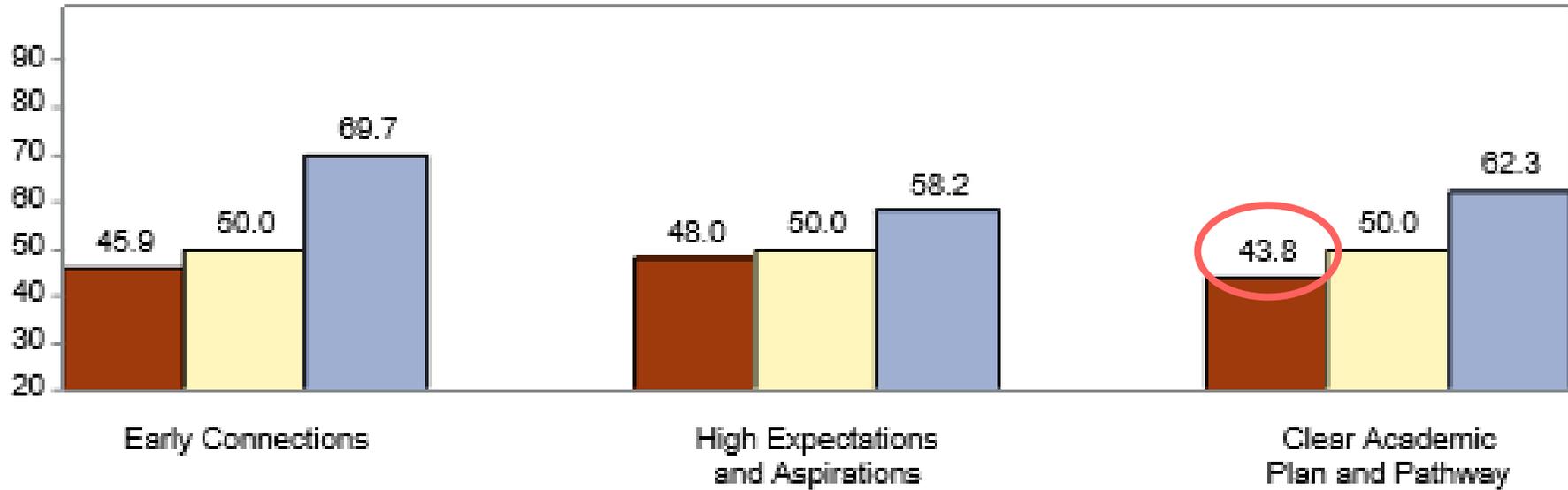
Table 2

Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Active and Collaborative Learning	4i	Participated in a community-based project (service-learning activity) as part of a regular course
Student-Faculty Interaction	4p	Worked with instructors on activities other than coursework
Support For Learners	9e	Providing the support you need to thrive socially



SENSE 2018 Findings

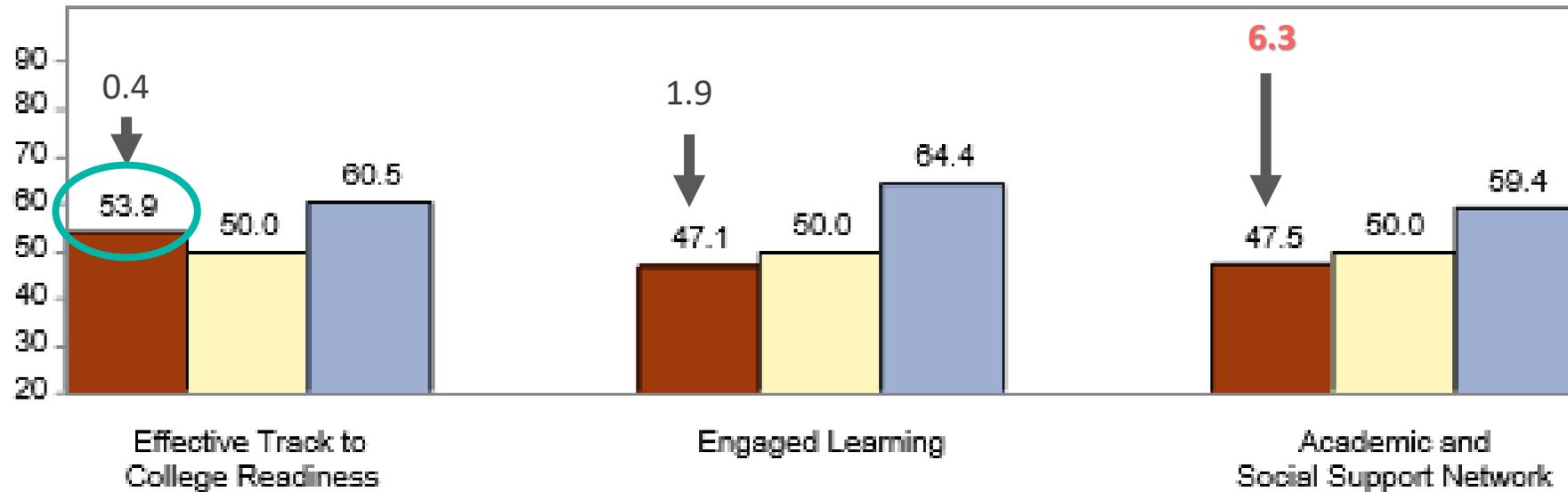
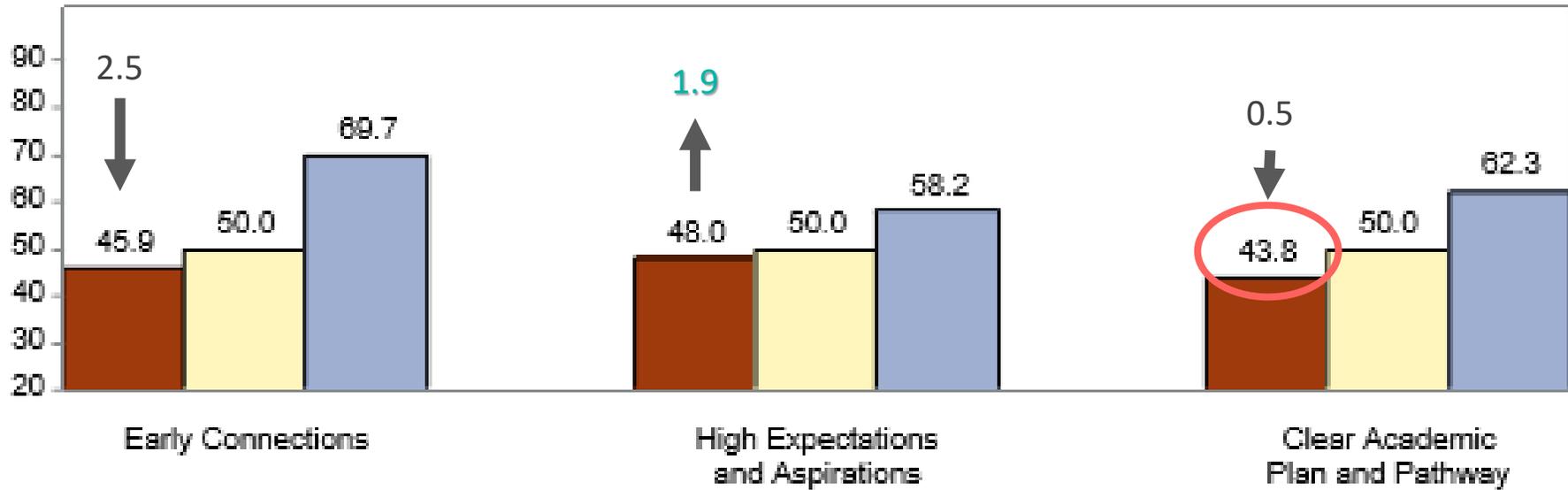
Benchmarks



■ Rogue Community College ■ 2018 SENSE Cohort ■ 2018 Top-Performing Colleges*

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

Benchmarks

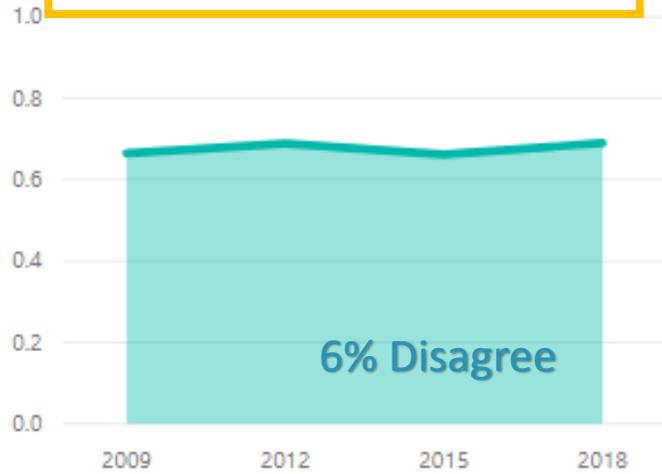


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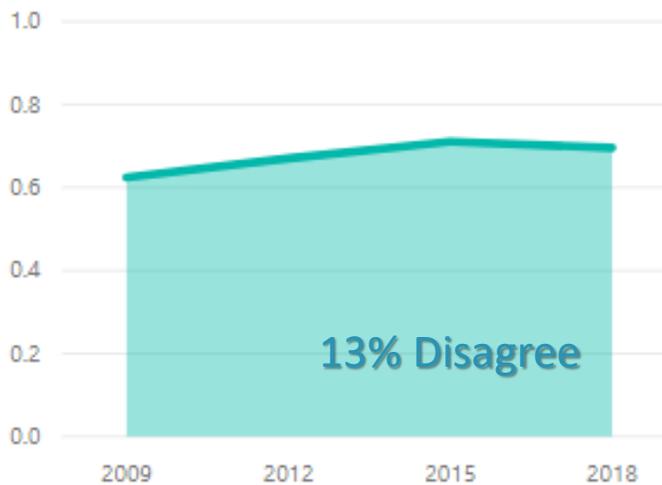
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Access

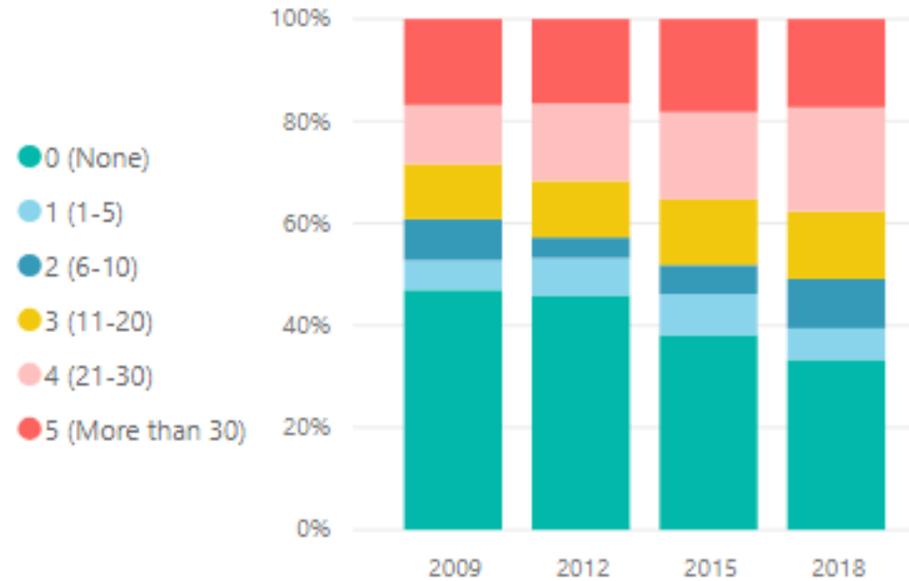
Academic Advising at Convenient Times



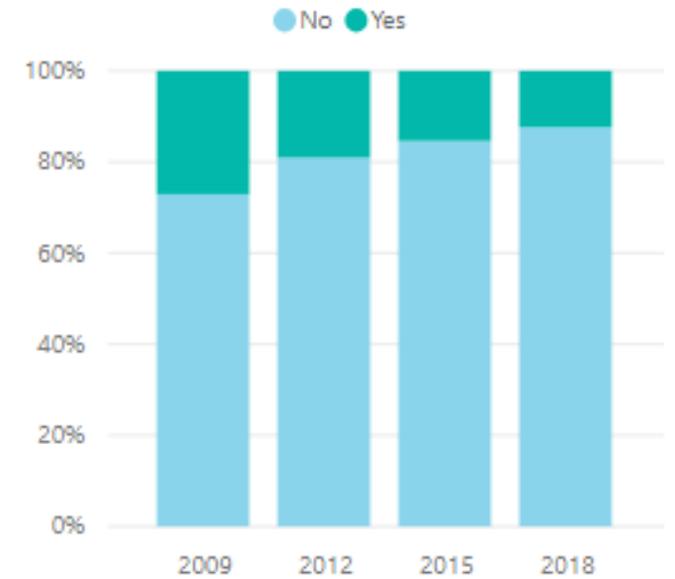
Courses Available at Convenient Times



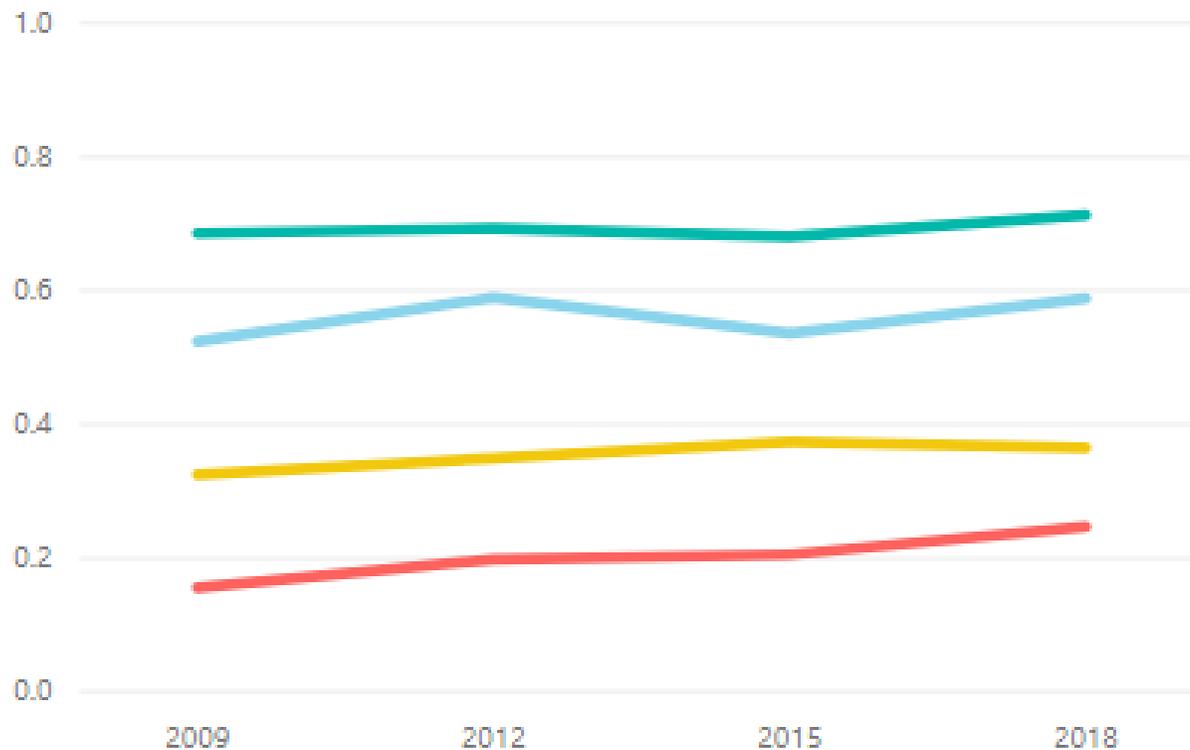
How many hours/week did you spend working for pay?



Do you have children?



Advising: Clear Academic Plan and Pathway



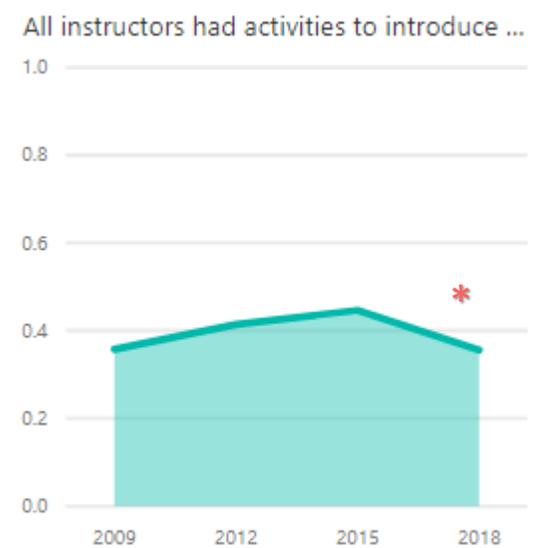
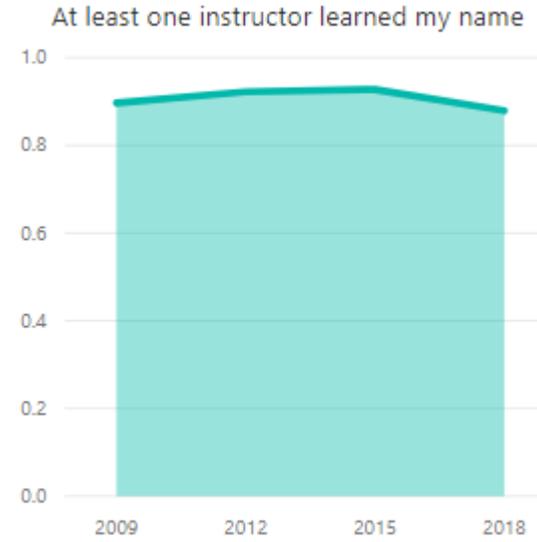
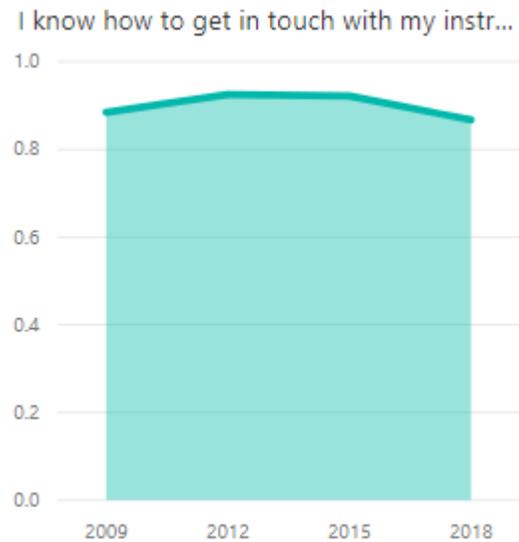
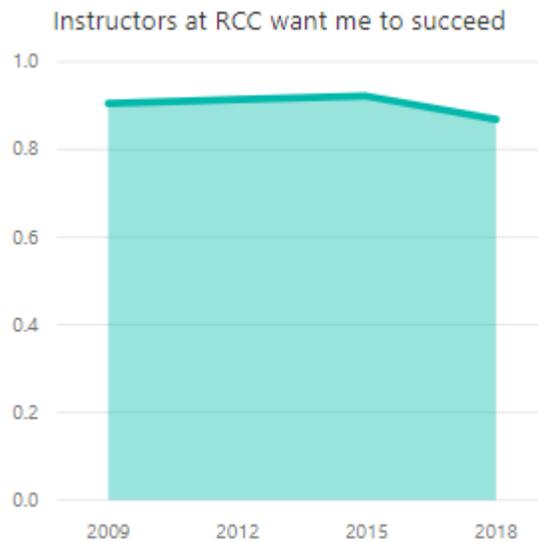
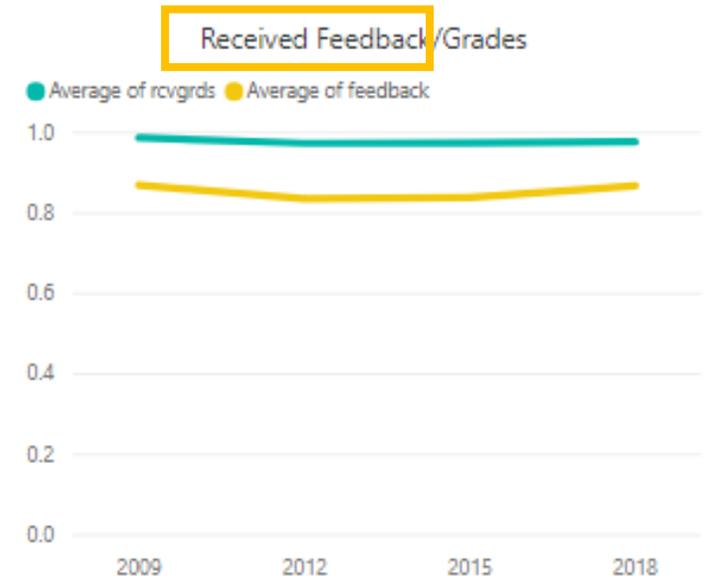
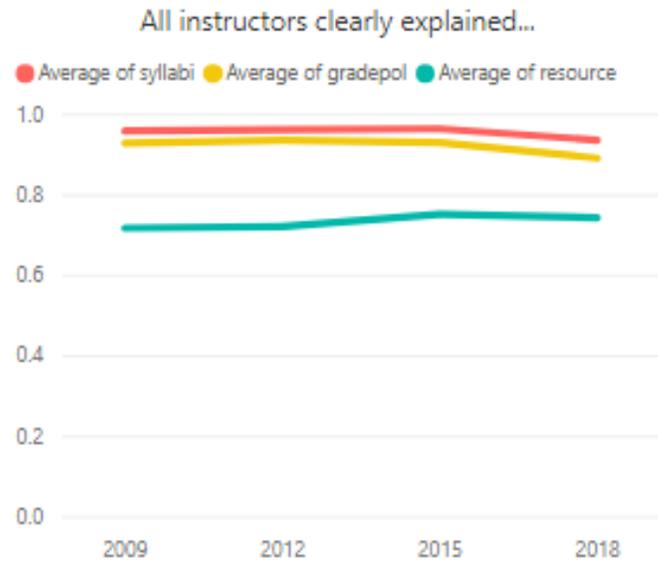
An advisor helped me identify courses I needed to take during my first semester.

An advisor helped me select a course of study, program, or major.

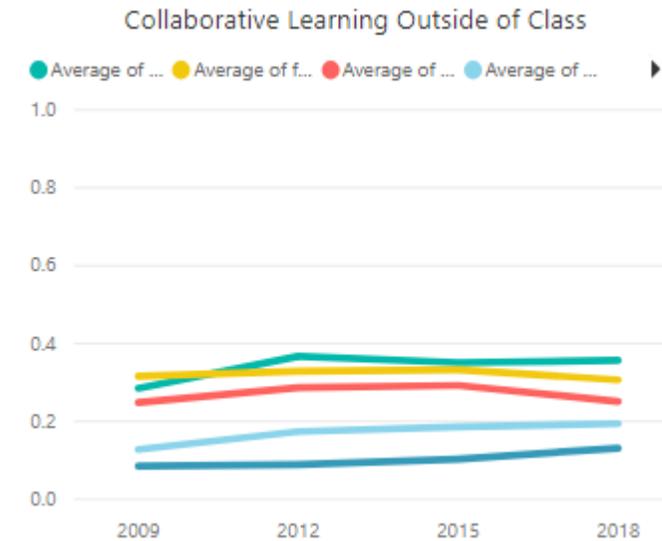
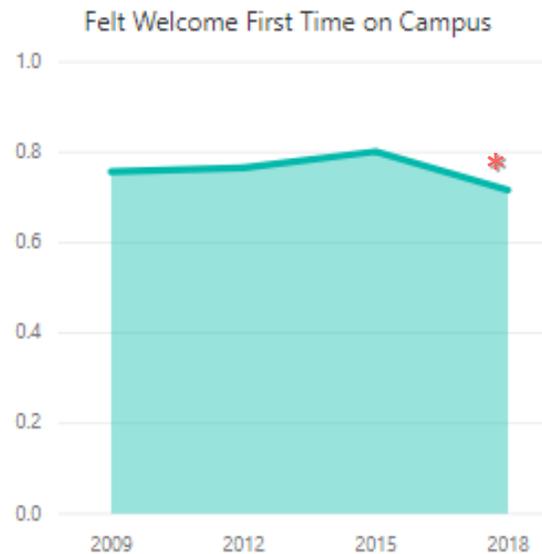
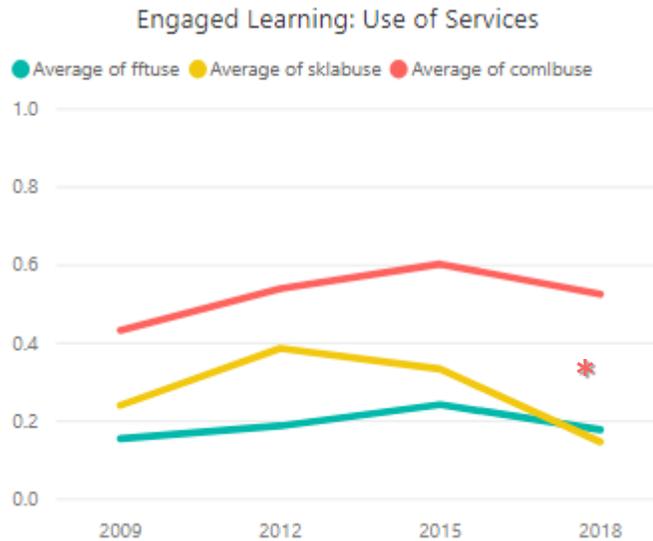
An advisor helped me set academic goals and create a plan for achieving them.

A staff member talked with me about my commitments outside of school to help me figure out how many courses to take.

Instruction



Student Engagement



Computer Lab Use: 53%

Writing, Math, or Other Skill Lab Use: 14%
(Cohort: 32%)

Face-to-face Tutor Use: 18%

Work with classmates outside of class: 36%

Discuss ideas from class with instructors outside of class: 31%

Participate in supplemental instruction: 25%

Participate in student-initiated study group outside of class: 19%

Participate in required study group outside of class: 13%