



The Survey of Entering Student Engagement

2013 SENSE Survey Report

Prepared by:
Student Services Assessment and
Institutional Effectiveness, Accreditation, and Research

Reported: July 2014

Table of Contents

Introduction	3
SENSE Sampling	4
2013 Student Respondents Profile	6
SENSE Benchmarks of Effective Educational Practice	8
Aspects of Highest Student Engagement	16
Aspects of Lowest Student Engagement	17
Selected Findings	18
Educational Goals	18
High School Preparation	19
Placement (Developmental)	21
College Ready Expectations	23
Orientation	24
Registration	25
Academic Advising and Planning.	26
Working for Pay and Course Load.	29
Career Counseling/Job Placement.	30
Financial Assistance.	32
Barriers to Persistence.	35
Withdrawing.	36
Relationships.	37
Peer-to-peer interaction in class.	39
Peer-to-peer interaction out of class.	40
Student Effort Engagement.	42
Technology.	45
Academic Support Services.	47
Student Satisfaction.	52
SENSE Special Focus Modules	53
Academic Advising and Planning Module	53
Engagement through Technology Module	59
Appendix A – <i>SENSE</i> Statistically Significant Results	65
Appendix B – <i>SENSE</i> Participating North Carolina Colleges	66
Appendix C – <i>SENSE</i> Participating Extra-Large College	67
Appendix D – Academic Advising and Planning Module Participants	68
Appendix E – Engagement through Technology Module Participants	69

Introduction

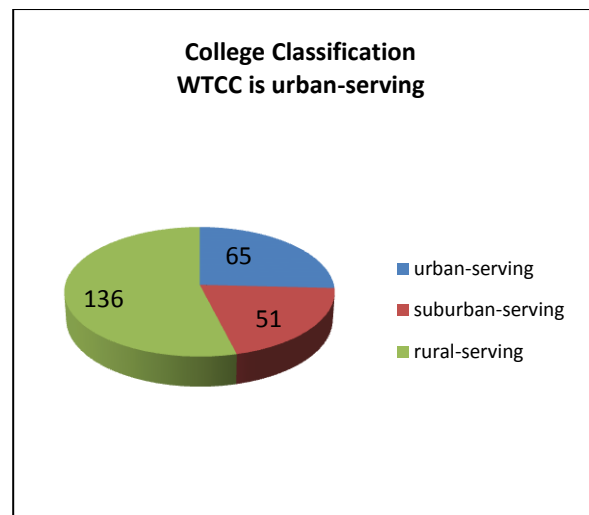
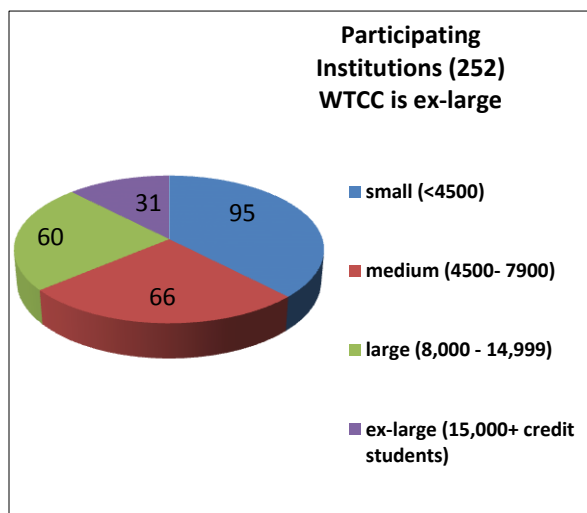
The Survey of Entering Student Engagement (*SENSE*), a product and service of the Center for Community College Student Engagement, helps community colleges discover why some entering students persist and succeed and others do not.

Administered during the 4th and 5th weeks of the fall academic term, *SENSE* asks students to reflect on their earliest experiences (academic and services-related) with the college. *SENSE* serves as a complementary piece to the [Community College Survey of Student Engagement \(CCSSE\)](#), with a more narrowed focus on early student experiences.

SENSE Member Colleges

SENSE data analyses include a three-year cohort of participating colleges. This approach increases the total number of institutions and students contributing to the national dataset, which in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

SENSE utilizes a three-year cohort (2011 through 2013) of participating colleges in all of its data analyses, including the computation of benchmark scores. This cohort is referred to as the 2013 *SENSE* Cohort. The 2013 *SENSE* Cohort participants include 252 institutions from 41 states, the District of Columbia, British Columbia, and Nova Scotia. Ninety-five colleges are classified as small (<4,500), 66 as medium (4,500-7,999), 60 as large (8,000-14,999), and 31 as extra-large institutions (15,000 + credit students). Sixty-five of the colleges are classified as urban-serving, 51 as suburban-serving, and 136 as rural-serving.



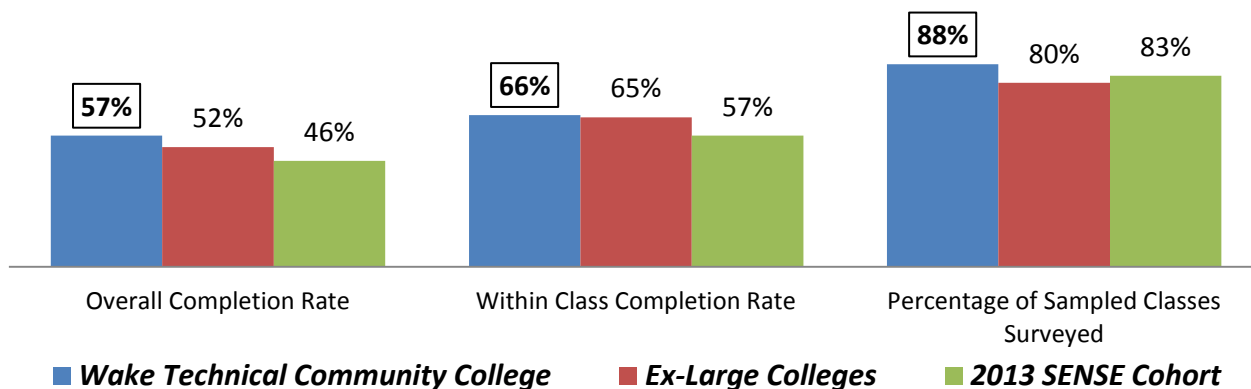
WTCC Participants: 791 Entering Students

500 Returning Students

SENSE Sampling

In *SENSE* sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from those courses most likely to enroll entering students, with a random sample pulled from all first college-level English and math courses and all developmental reading, writing, and math courses, excluding ESL courses.

Of those entering students sampled at our institution, **791** respondents submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of **66%**. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.



Sampling Rationale

The Center chooses which students are sampled through a random sample of classes stratified by time of day. They do this in an effort to capture more part-time students, who have less of an opportunity to be sampled than full time students, simply because full time students are enrolled in more classes. The sample is intended to be representative of all students at our college, not representative at program or departmental levels. Students respond to the survey with regard to their overall experience for the school year and not specifically with regard to the class in which they complete the survey. Therefore, even though students are sampled in first-year General Education courses and Developmental Education courses, since these courses are taken by a majority of Wake Tech programs, the responses are representative of all students at Wake Tech regardless of the program in which they are enrolled.

Excluded Respondents

Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
- ✘ The respondent did not indicate whether he or she was an entering or returning student.
- ✘ The survey is invalid. A survey is invalid if a student answered all sub-items of Item 19 as either *never* or *four or more times*.
- ✘ The student reported his or her age as under age 18.
- ✘ The student indicated that he or she had taken the survey in a previous class or did not respond to item 1.
- ✘ Oversample respondents are not included because they are selected outside of *SENSE's* primary sampling procedures.

Course Sections Sampled

*duplicated									
Course Name	Current Courses Available - Aug 19	Course Name	Number of Sections Available - Jun 24	Selected Course	Number of Sections SENSE selected	WTCC Cancelled Sections	Final Selections	Selected Course	Student Current Active *Count - Aug 19
DMS-001	18	DMS-001	18	DMS-001	1		1	DMS-001	207
DMS-002	17	DMS-002	17	DMS-002	4		4	DMS-002	331
DMS-003	130	DMS-003	136	DMS-003	30		30	DMS-003	2441
ENG-070	7	ENG-070	7	ENG-070	1		1	ENG-070	150
ENG-080	11	ENG-080	10	ENG-080	3		3	ENG-080	247
ENG-090	28	ENG-090	27	ENG-090	9		9	ENG-090	695
ENG-110	4	ENG-110	3	ENG-110	1		1	ENG-110	112
ENG-111	133	ENG-111	127	ENG-111	20	2	18	ENG-111	3465
MAT-050	11	MAT-050	8	MAT-050	2		2	MAT-050	237
MAT-110	2	MAT-110	2	MAT-110	0				
MAT-115	6	MAT-115	6	MAT-115	1	1	0	MAT-115	166
MAT-121	8	MAT-121	8	MAT-121	1	1	0	MAT-121	174
MAT-140	17	MAT-140	14	MAT-140	4	2	2	MAT-140	485
MAT-151	17	MAT-151	22	MAT-151	5	3	2	MAT-151	439
MAT-161	19	MAT-161	19	MAT-161	3	1	2	MAT-161	544
MAT-171	24	MAT-171	25	MAT-171	7	1	6	MAT-171	738
RED-070	3	RED-070	3	RED-070	1		1	RED-070	69
RED-080	7	RED-080	7	RED-080	1		1	RED-080	166
RED-090	21	RED-090	18	RED-090	7		7	RED-090	520
Grand Total	483	Grand Total	477	Grand Total	101	11	90	Grand Total	11186
Course Name	Current Courses Available - Aug 19	Course Name	Number of Sections Available - Jun 24**	Selected Course	Number of Sections SENSE selected	WTCC Cancelled Sections	Final Selections	Selected Course	Student Current Active *Count - Aug 19
Number of Dev Ed Courses	253		251		59	0	59		5063
Number of Gateway Courses	230		226		42	11	31		6123
Totals	483		477		101	11	90		11186
Percent Dev Ed Courses	52%		53%		58%	0%	66%		45%
Percent Gateway Courses	48%		47%		42%	100%	34%		55%
**Note: CFS is due to CCCSE on July 1									

Student Respondent Profile

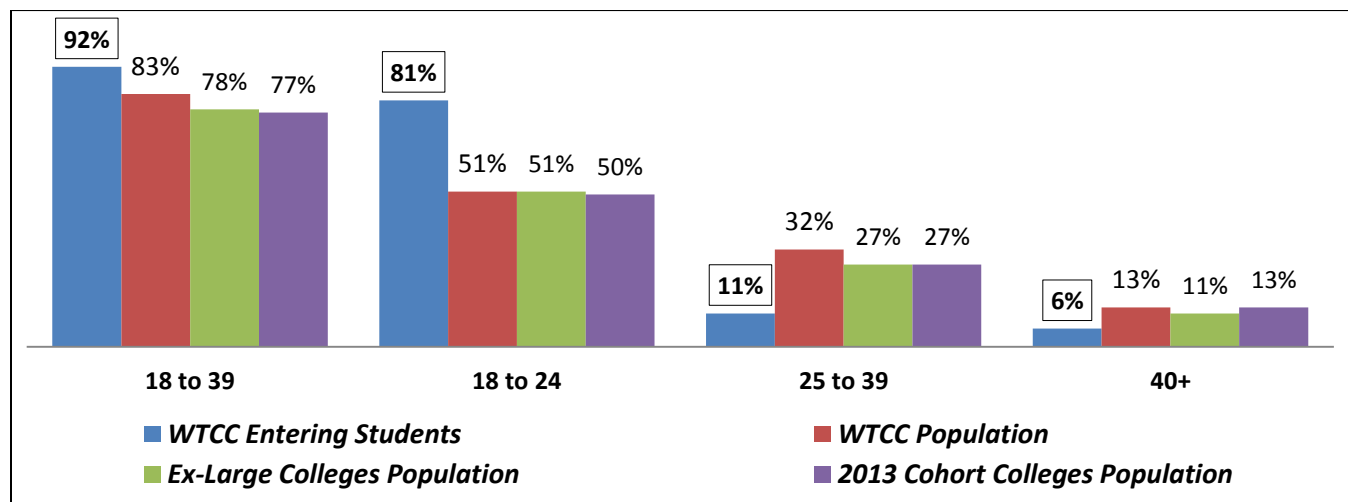
The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Enrollment Status

30% of our entering student respondents report being less than full-time college students, compared to 26% of the 2013 *SENSE* Cohort colleges' entering student respondents. **70%** of the entering student respondents at our college report attending college full-time, while 74% of the 2013 *SENSE* Cohort colleges' entering student respondents attended full-time. Population data¹ for all students at our college is **71%** less than full-time and **29%** full-time. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/less than full-time variable so that reports will accurately reflect the underlying student population.

Age

Students entering our college range in age from 18 to 64 years old. **81%** are between 18 and 24 years old, compared to the 2013 *SENSE* Cohort respondents, of which over half (**82%**) of students are between 18 and 24.



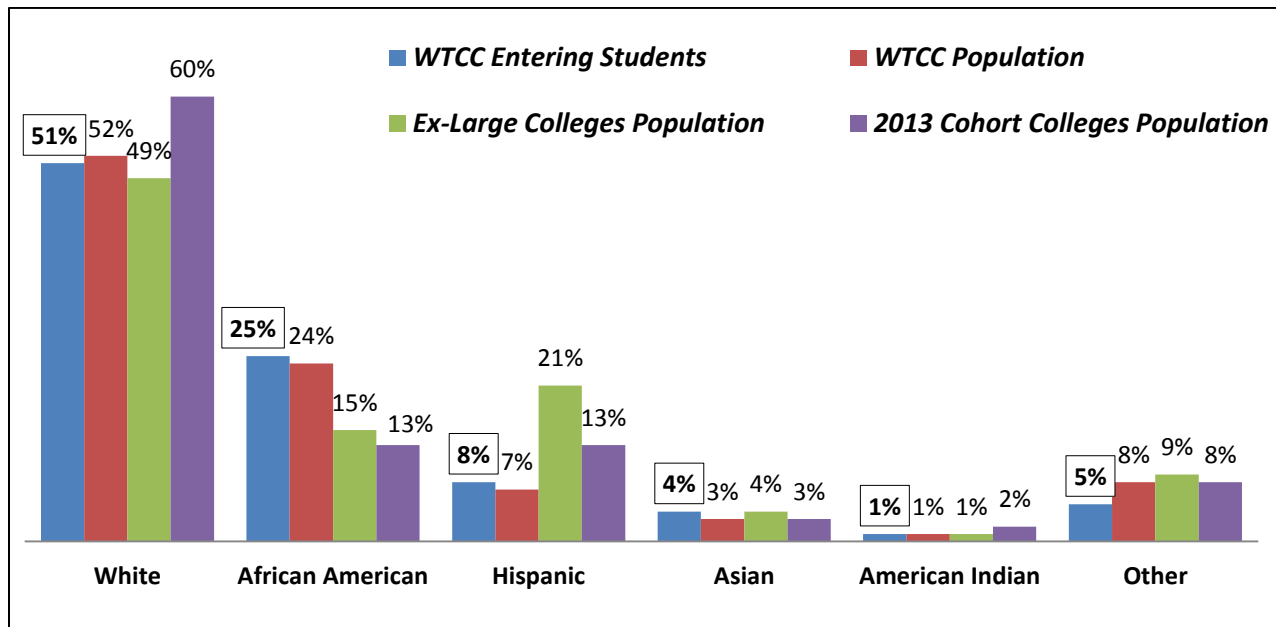
Gender

48% of our entering student respondents are male and **49%** are female which is comparable to the 2013 *SENSE* Cohort, which are 43% male and 54% female.

Racial Identification

51% of our entering student respondents identified themselves as White, Non-Hispanic; **8%** as Hispanic, Latino, Spanish; **25%** as Black or African American; and **4%** as Asian, Asian America, or Pacific Islander. **1%** of the student respondents are American Indian or Native American. **5%** marked *other* when responding to the question, "What is your racial identification?" Our student sample is equally as diverse as the 2013 *SENSE* Cohort, which is comprised of 52% White/Non-Hispanic; 18% Hispanic, Latino, Spanish; 16% Black or African American; 3% Asian, Asian American, or Pacific Islander; and 2% American Indian or Native American respondents.

¹ Population data are those reported for the most recent IPEDS enrollment report.



International Students

4% of our entering students responded *yes* to the question, “Are you an international student or foreign national?” Our college has an equal number of international students than in the 2013 *SENSE* Cohort, of which **5%** are international.

Limited English Speaking Students

At our college, **9.9%** of *SENSE* respondents are non-native English speakers.

First-Generation Status

27.1% of entering student respondents indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered “first-generation.”

Orientation

49.7% of entering student respondents report attending an on-campus orientation prior to the beginning of classes, while **5.6%** report attending an online orientation. **5.9%** of entering student respondents report enrolling in an orientation course during their first semester/quarter at the college.

Courses Dropped

6.7% of entering student respondents report dropping at least one course after the first day of class.

External Commitments

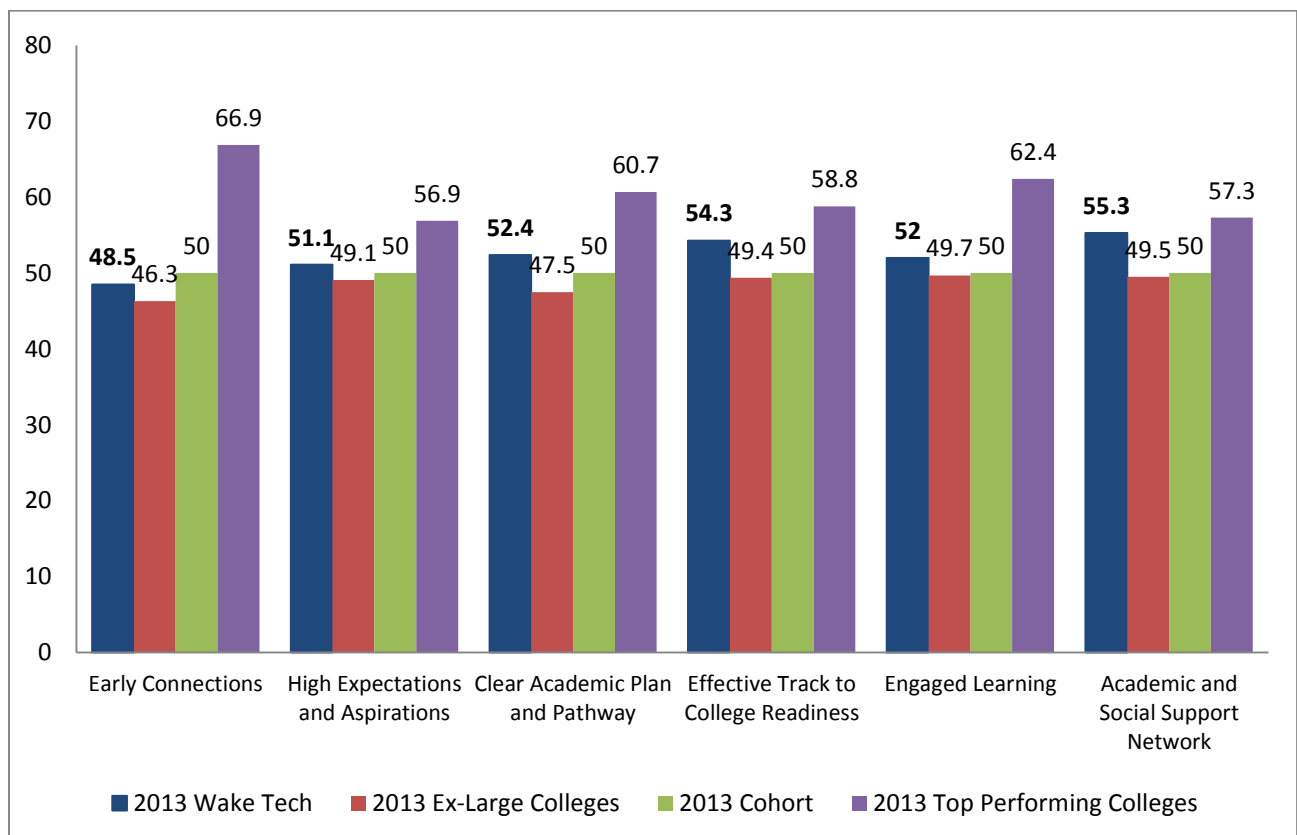
39.1% of entering student respondents work 21 or more hours per week.

SENSE Benchmarks of Effective Educational Practice

To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective practice with entering students in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

SENSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement early in the college experience—and that are positively related to student learning and persistence. Benchmarks are used to compare each institution’s performance to that of similar institutions and with the *SENSE* Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. The six benchmarks of effective educational practice with entering students in community colleges are: early connections, high expectations and aspirations, clear academic plan and pathway, effective track to college readiness, engaged learning, and academic and social support network.

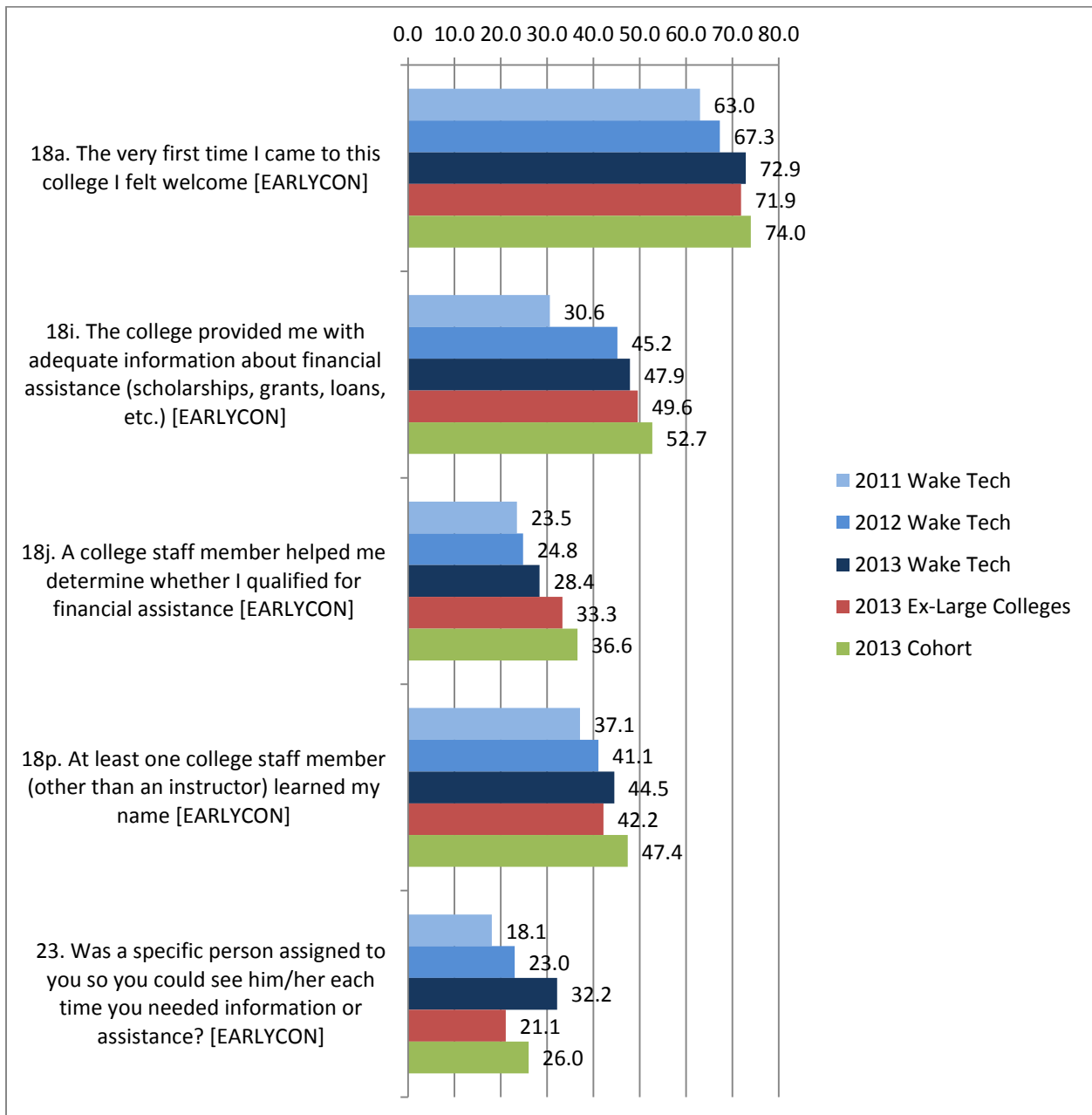
Benchmark Comparison Scores



Early Connections

When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.

From the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter: (% responding “Agree or Strongly Agree”)



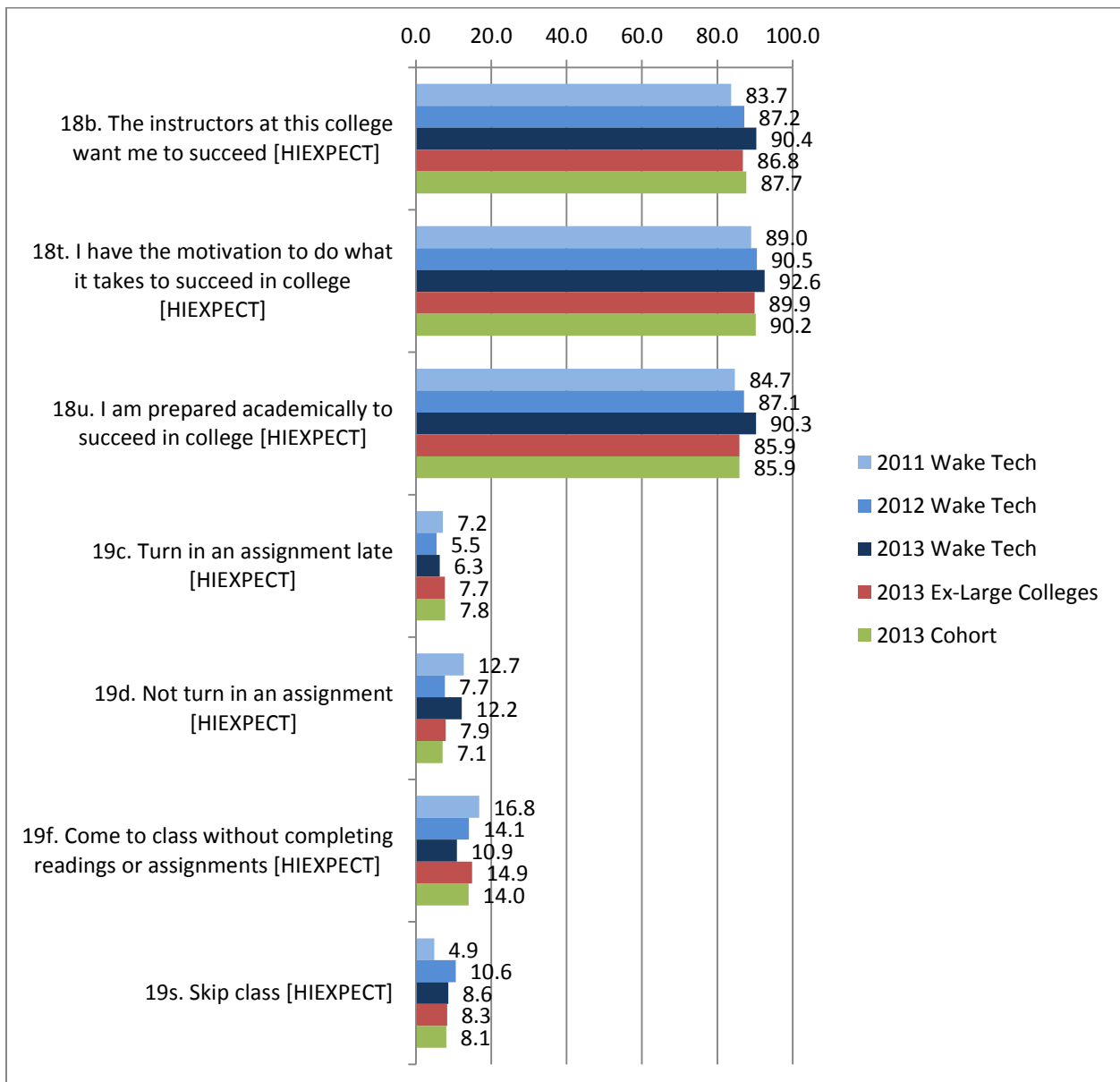
High Expectations and Aspirations

Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

From the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter:

18b, 18t, 18u (% responding "Agree or Strongly Agree")

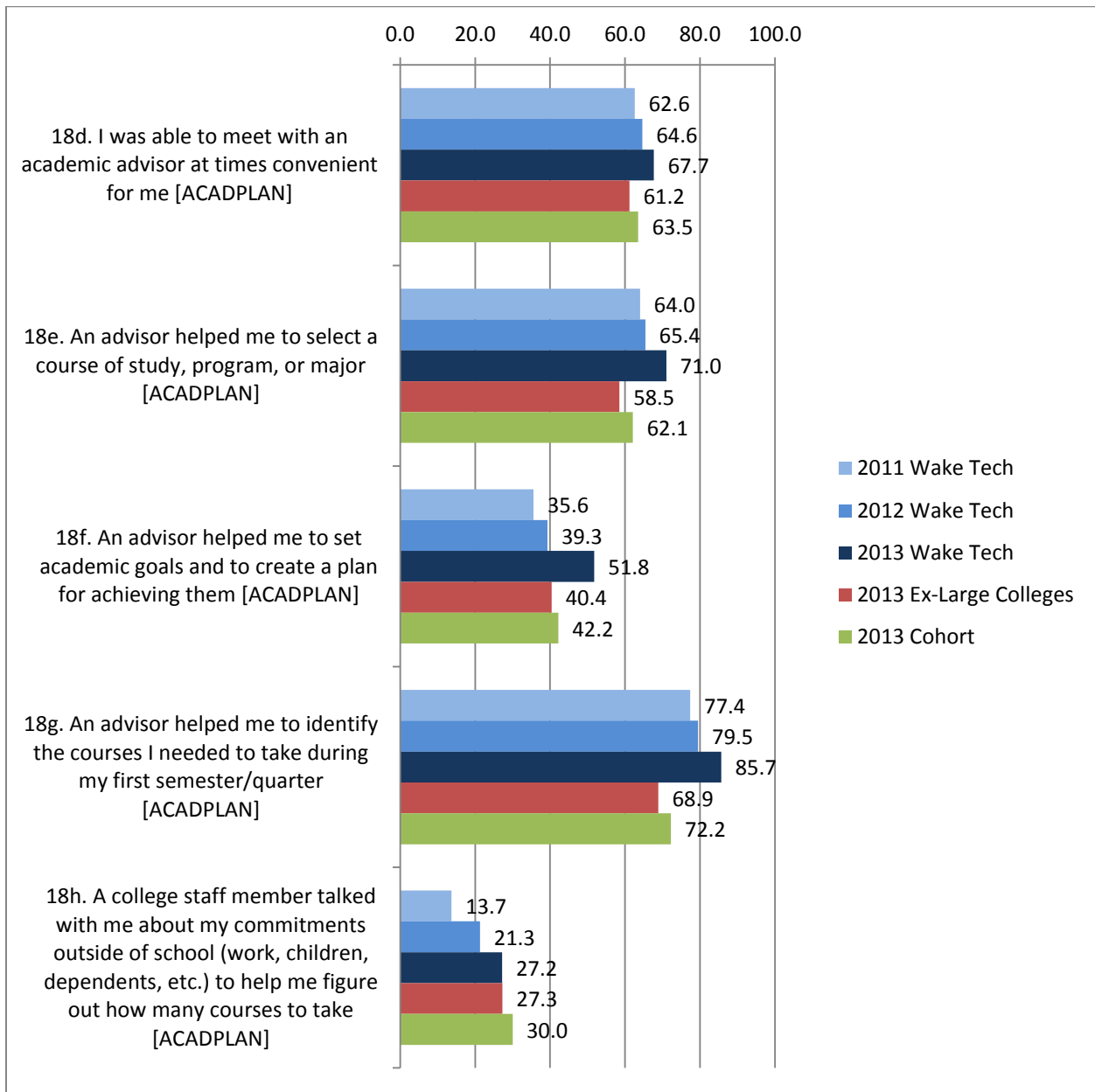
19c, 19d, 19f, 19s (% responding "two or more times")



Clear Academic Plan and Pathway

When a student, with knowledgeable assistance, creates a road map — one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal— that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

From the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter: (% responding “Agree or Strongly Agree”)



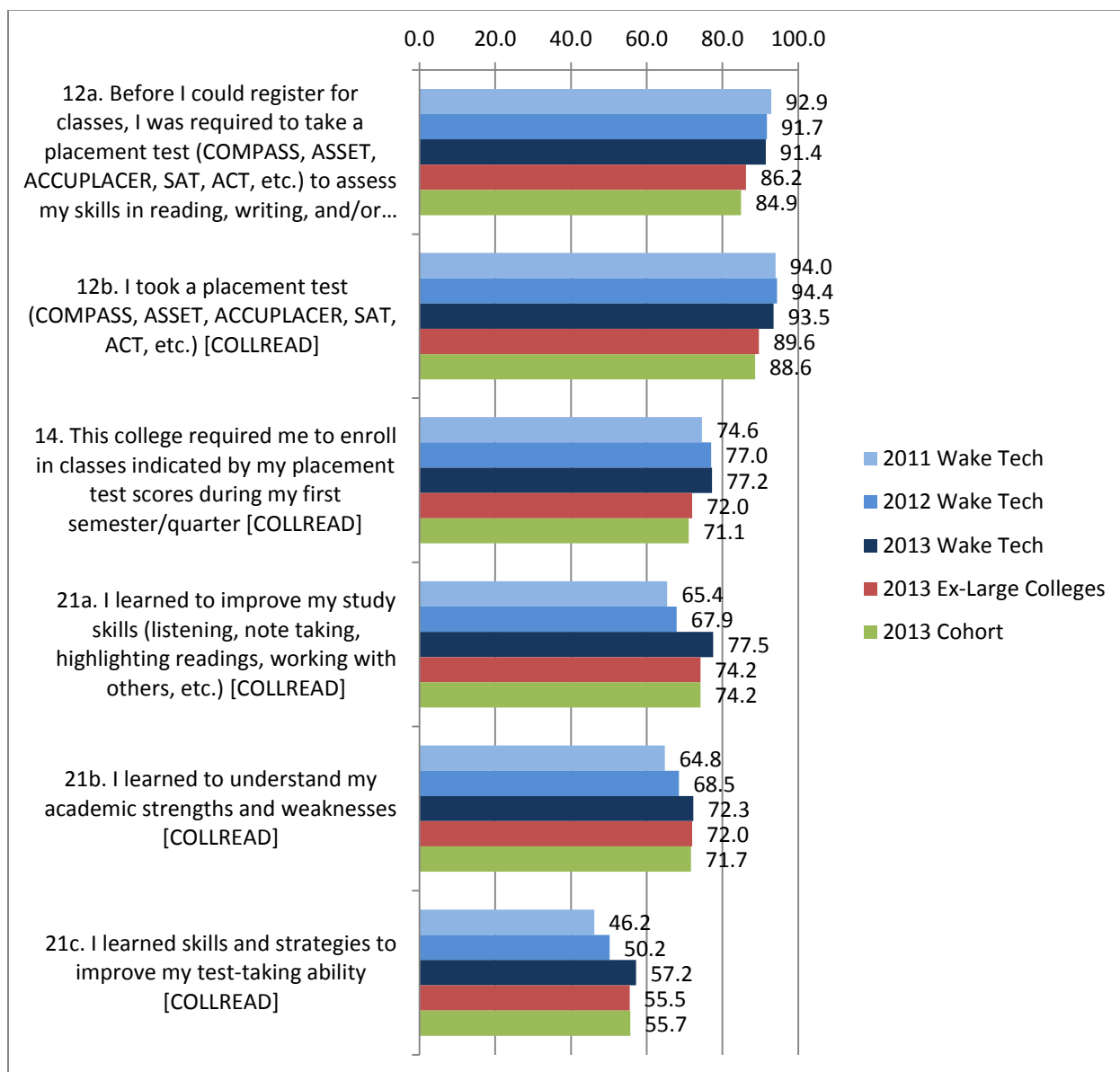
Effective Track to College Readiness

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.

From the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter:

12a, 12b, 14 (% responding "Yes")

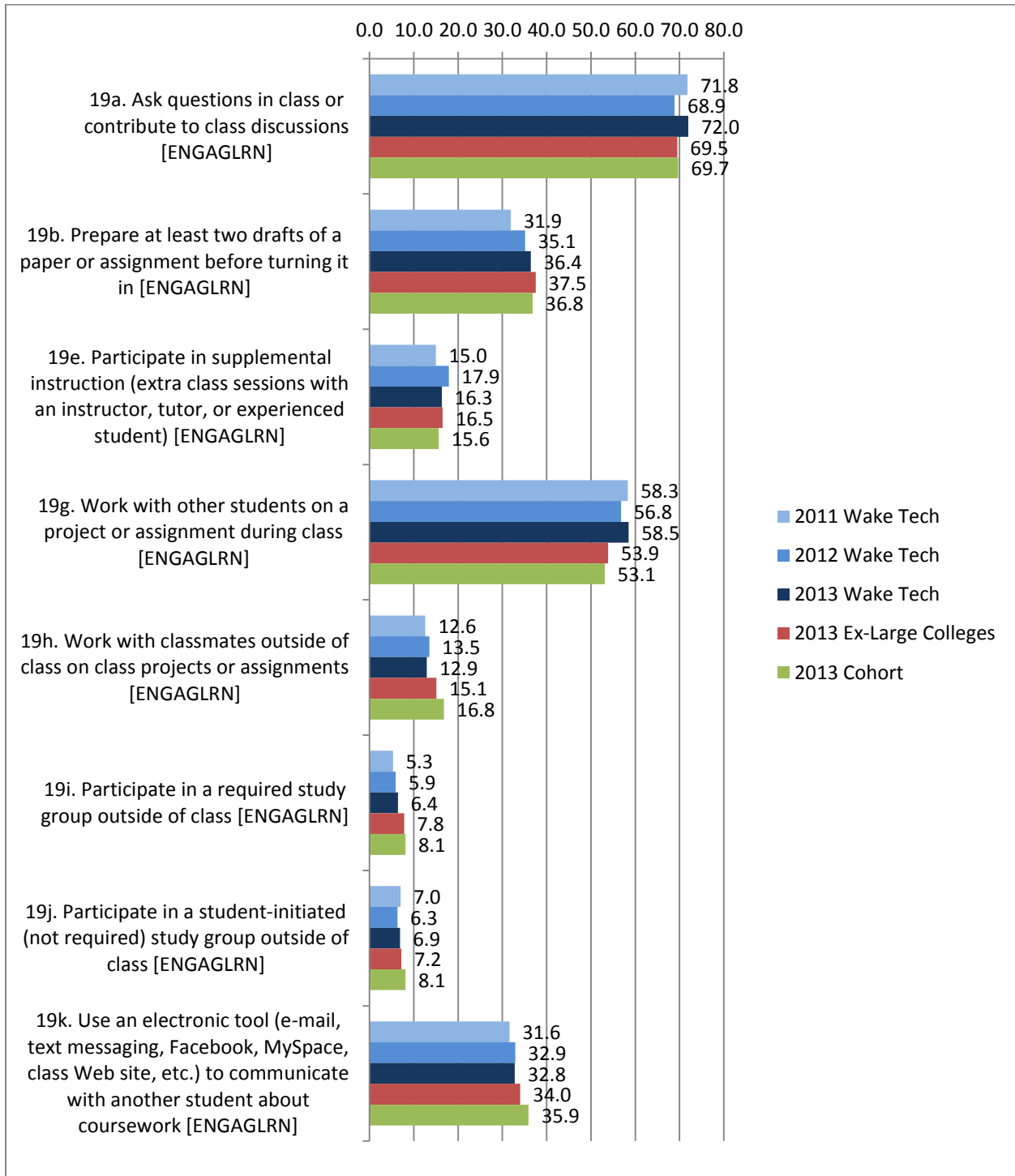
21a, 21b, 21c (% responding "Agree or Strongly Agree")



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.

From the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter: (% responding “Agree or Strongly Agree”)

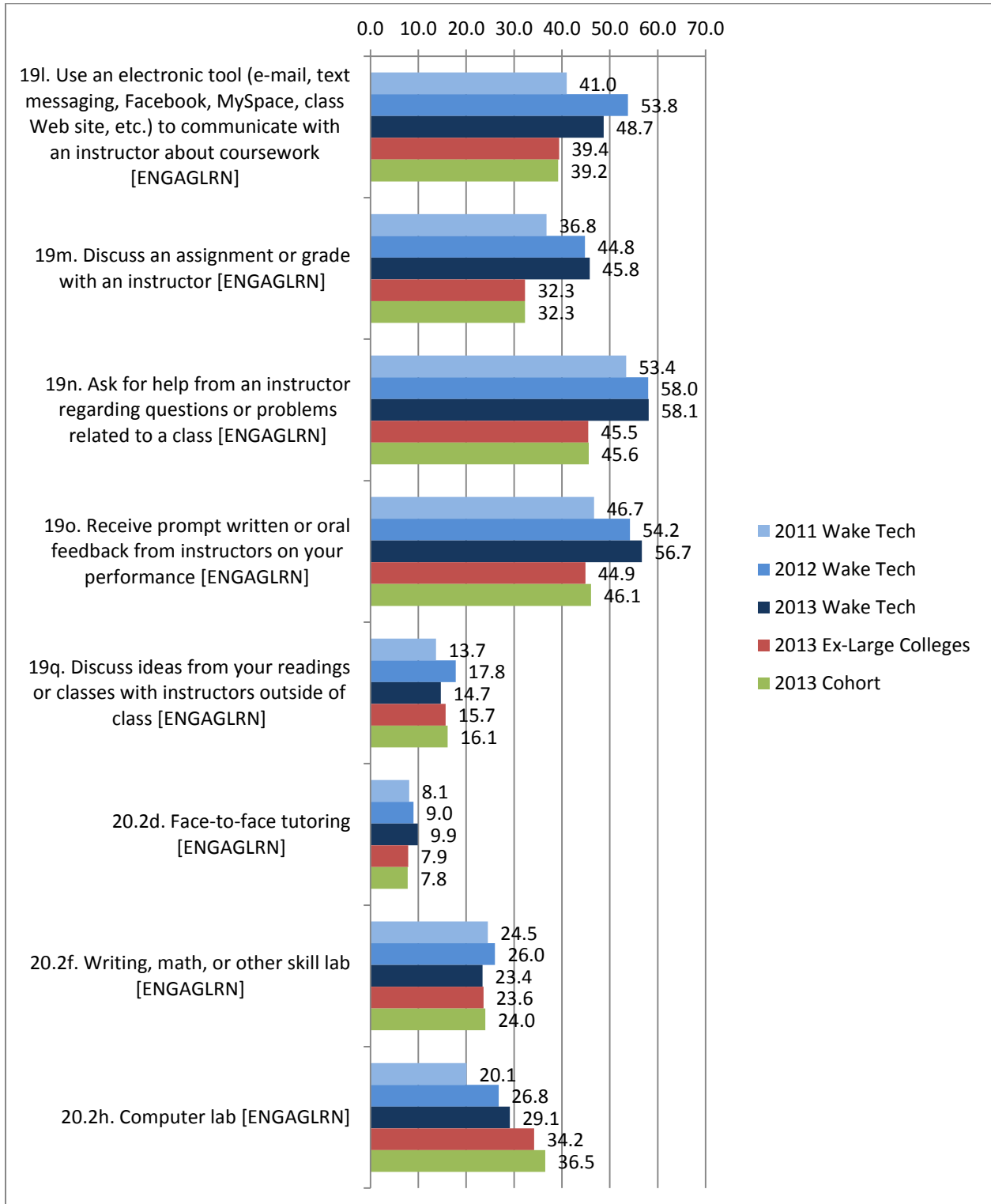


Engaged Learning – Continued

From the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter:

19l, 19m, 19n, 19o, 19q (% responding “Agree or Strongly Agree”)

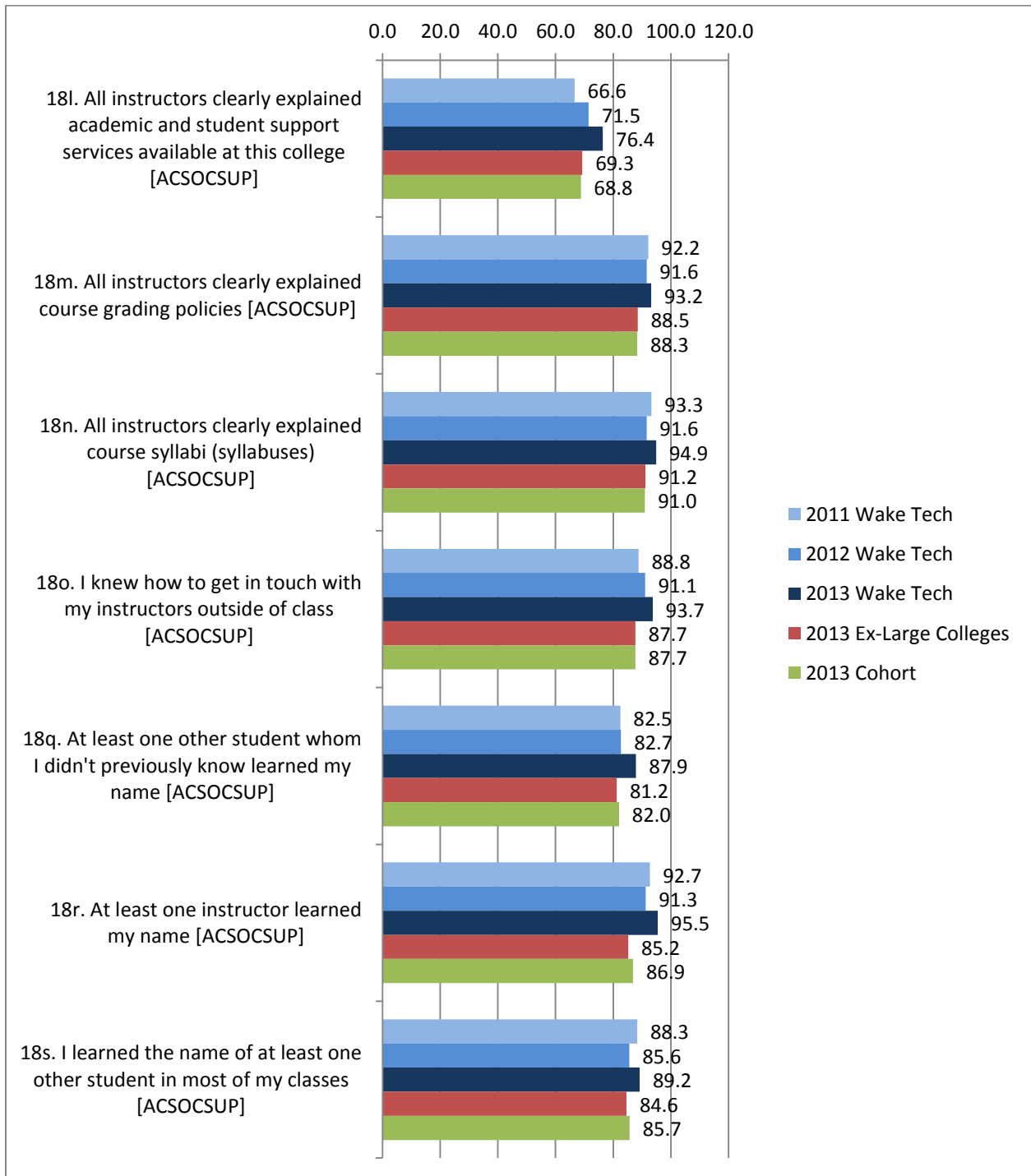
20.2d, 20.2f, 20.2h (% responding two or more times)



Academic and Social Support

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.

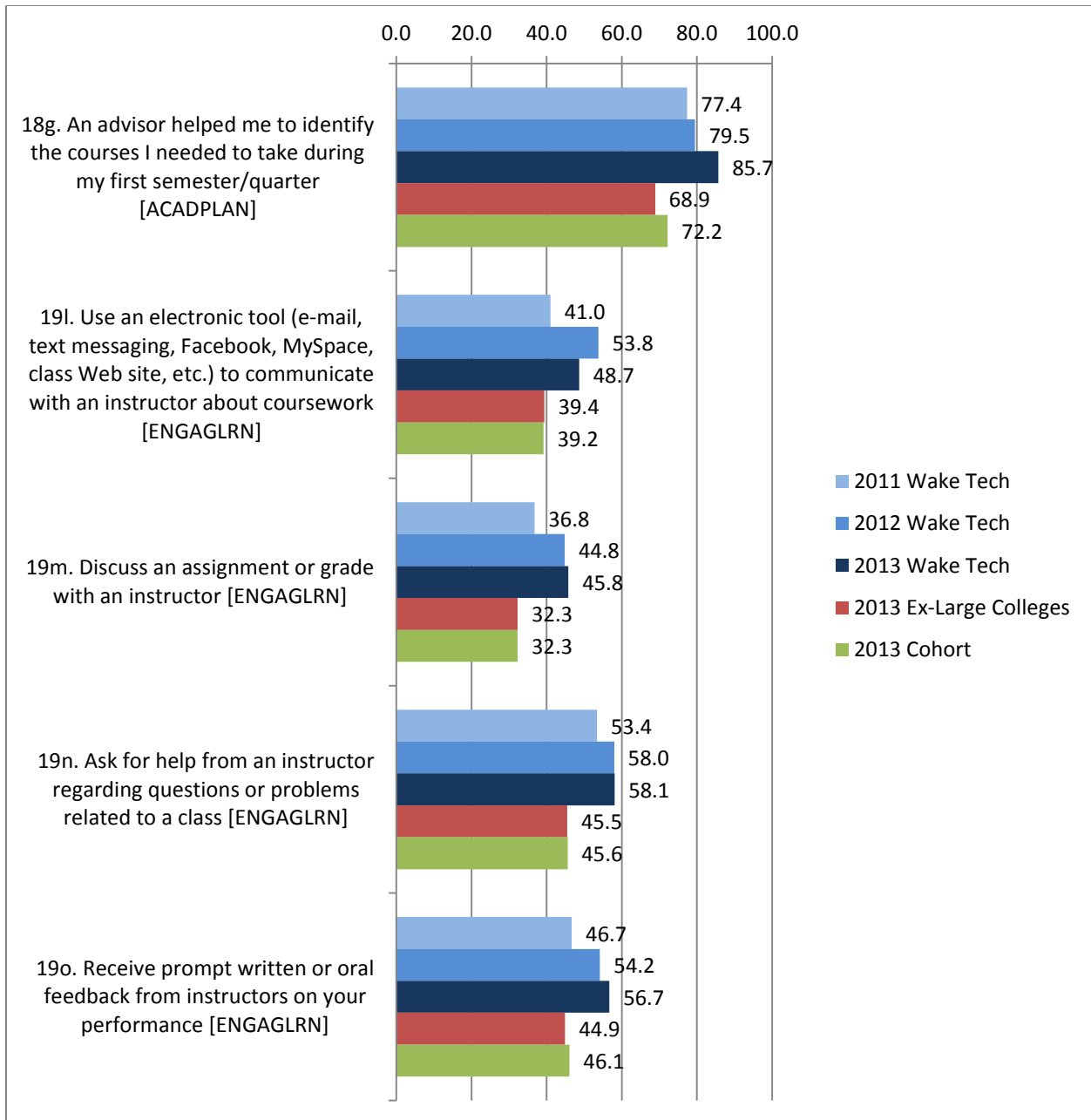
From the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter: (% responding "Agree or Strongly Agree")



Aspects of Highest Student Engagement

This graph displays the aggregated frequencies for the items which WTCC 2013 performed most favorably relative to the 2013 SENSE Cohort.

From the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter: (% responding "Agree or Strongly Agree")



Note:

2012 SENSE Results 'Aspects of Highest Student Engagement' were:

19e – Participate in supplemental instruction

19l – Use electronic tool to communicate with an instructor about coursework

19m – Discuss an assignment or grade with an instructor

19n - Ask for help from an instructor regarding questions or problems relate to a class

19o – Receive prompt written or oral feedback from instructors on your performance

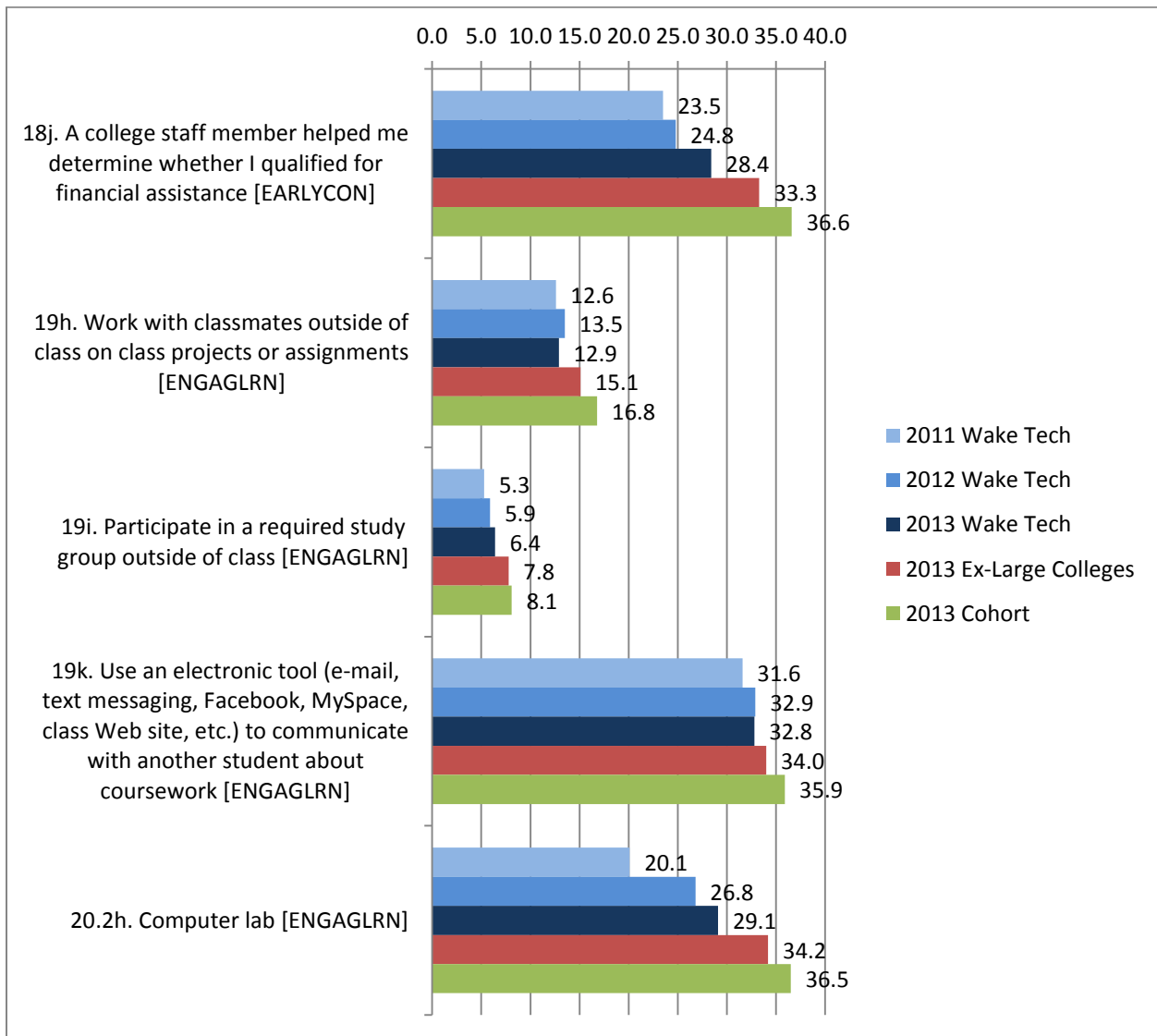
Aspects of Lowest Student Engagement

This graph displays the aggregated frequencies for the items which WTCC 2013 performed least favorably relative to the 2013 SENSE Cohort.

From the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter:

18j, 19h, 19i, 19k (% responding "Agree or Strongly Agree")

20.2h (% responding two or more times)



Note:

2012 SENSE Results 'Aspects of Lowest Student Engagement' were:

18h – A college or staff member talked with me about commitments outside of school to help me figure out how many courses to take

18j – A college staff member helped me determine whether I qualified for financial assistance

18p – At least one college staff member (other than an instructor) learned my name

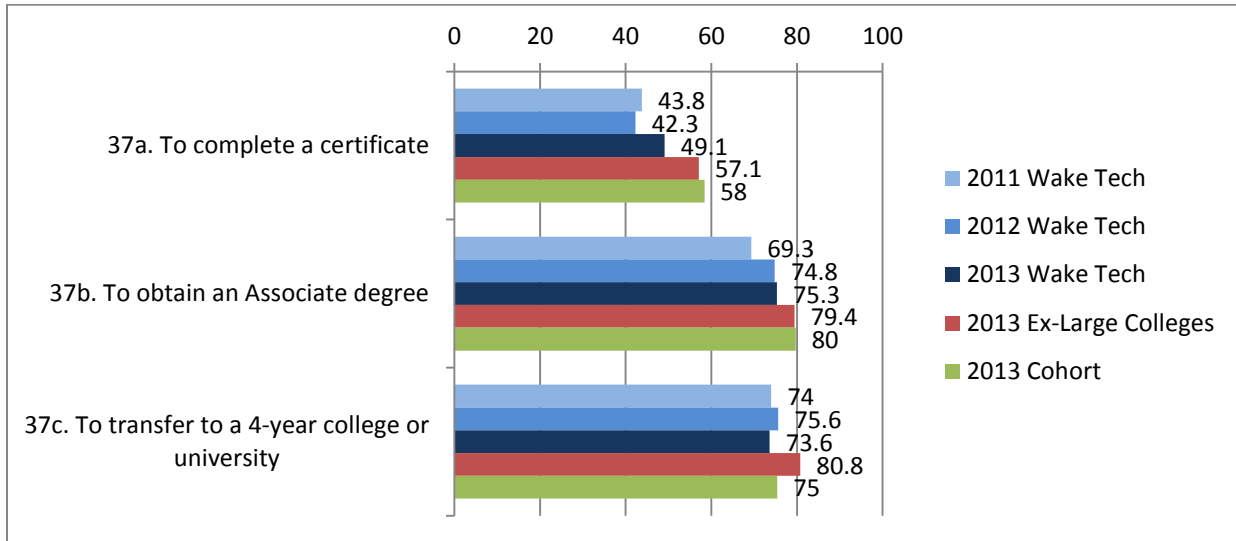
19h – Work with classmates outside of class on class projects or assignments

20.2 – Use the Computer lab

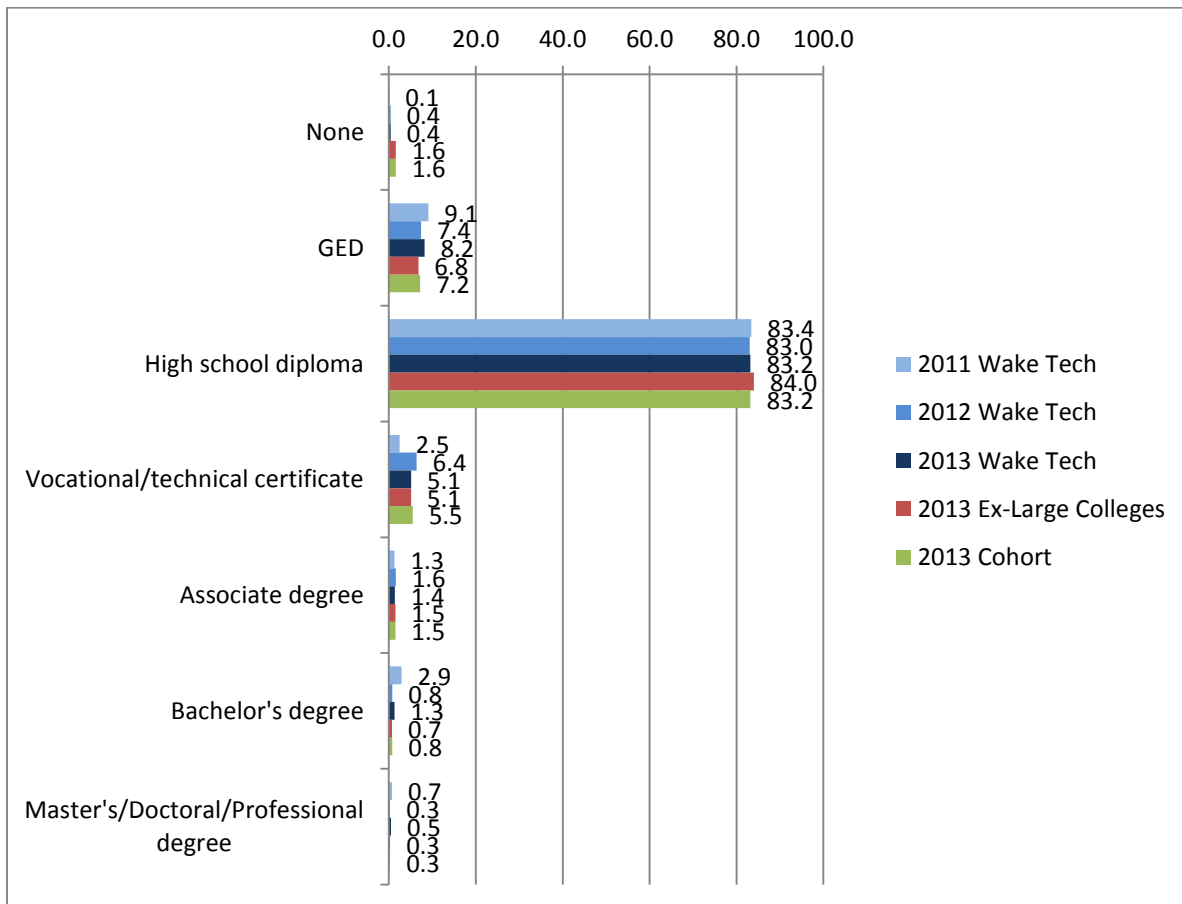
Selected Findings

Educational Goals

Goal(s) for attending this college include the following:
(% responding "Yes")

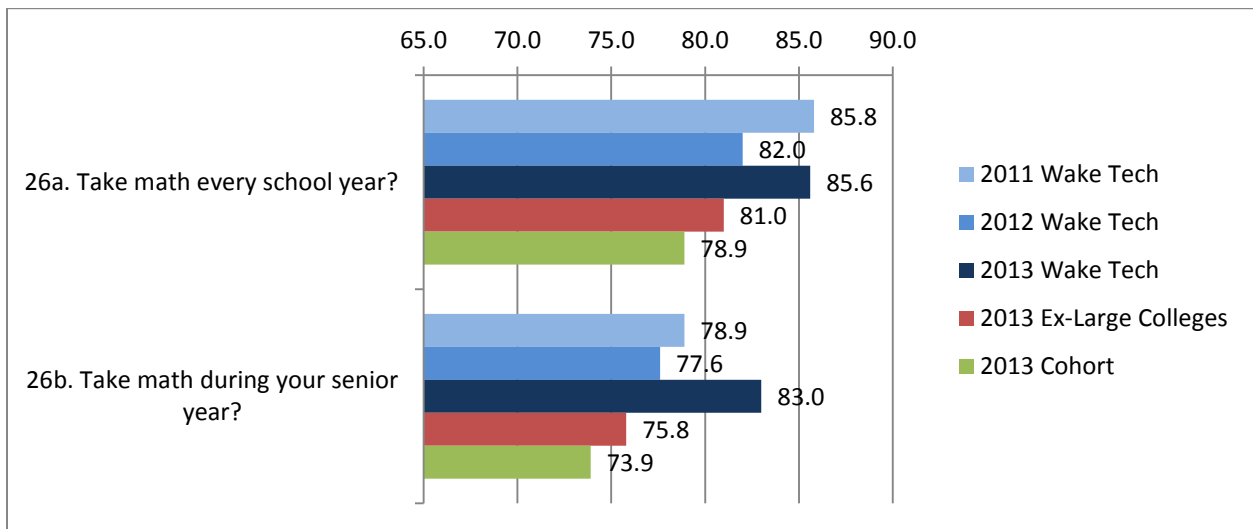


36. What is the highest academic certificate or degree that you have earned?

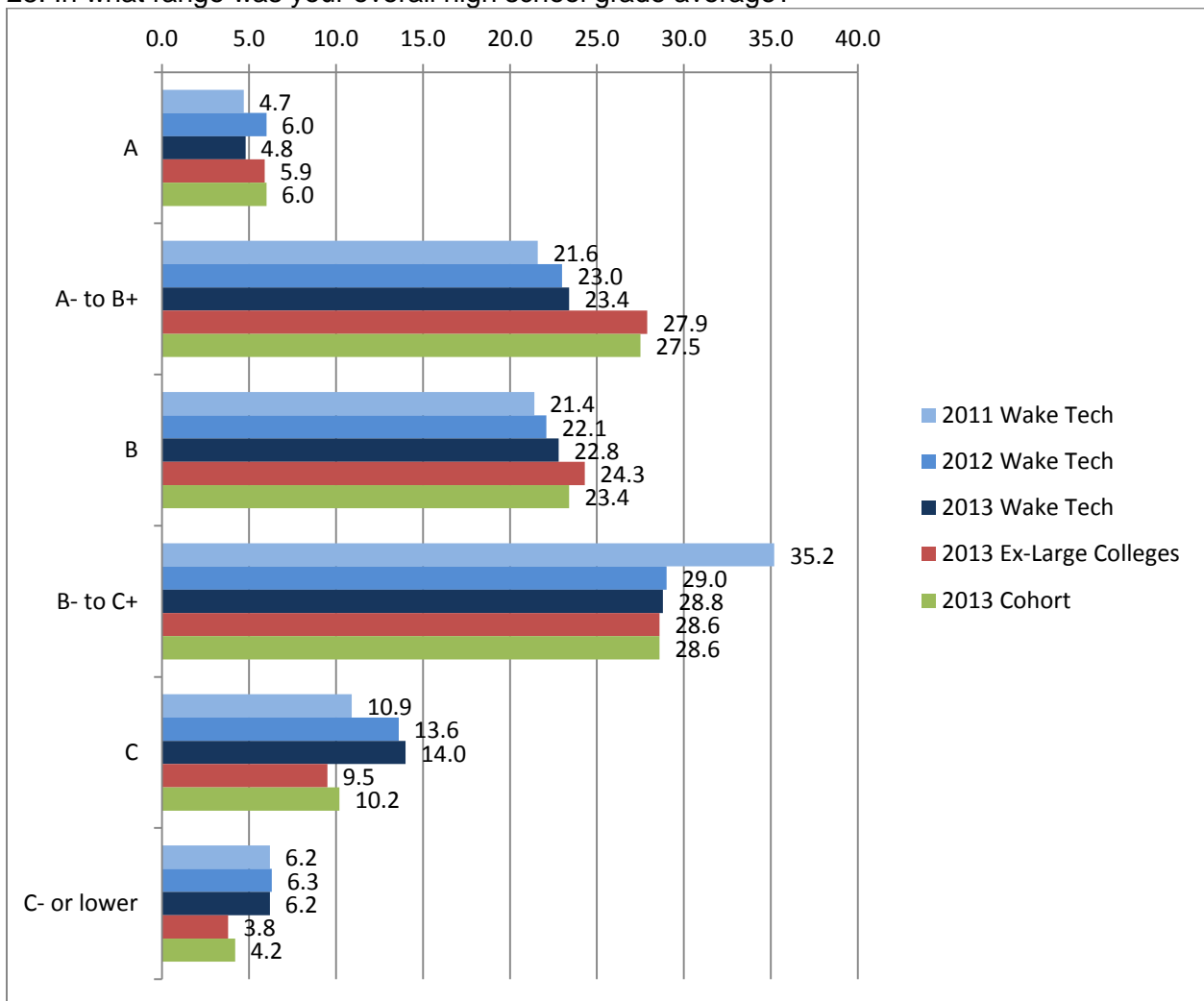


High School Preparation

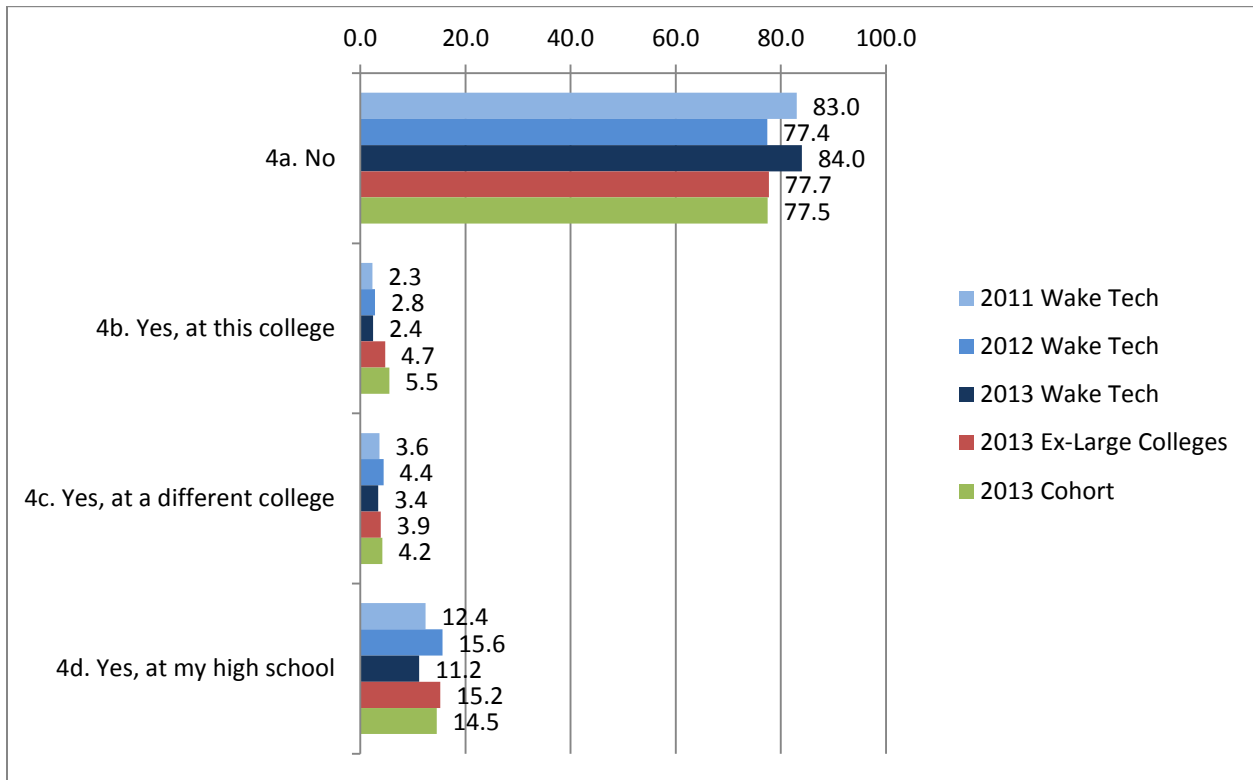
While in high school, did you?



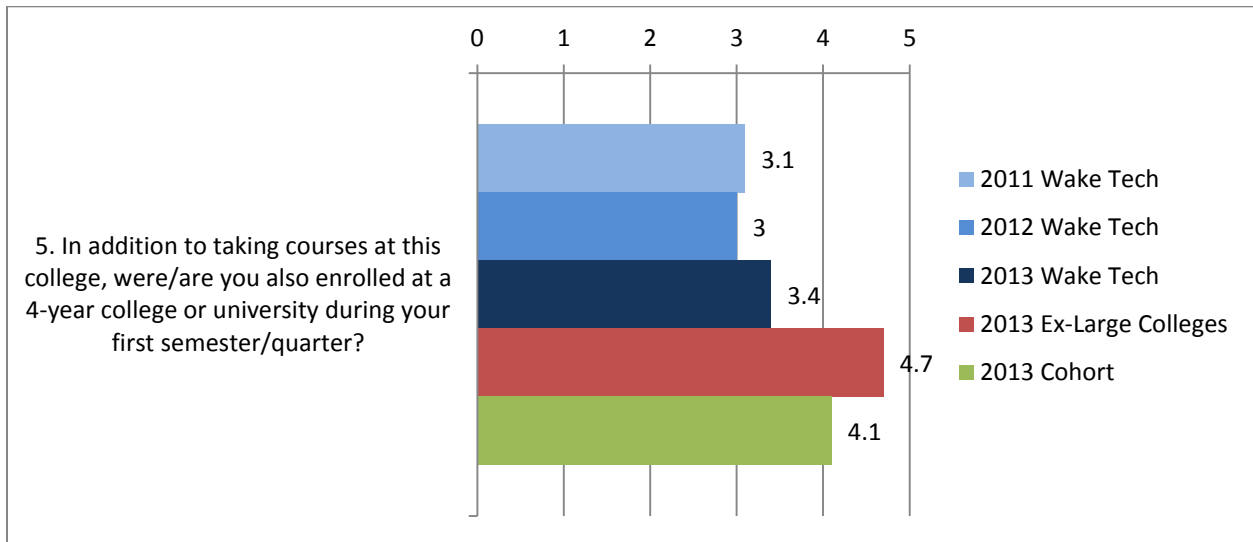
28. In what range was your overall high school grade average?



4: While in high school, did you earn college credit for one or more courses? (Mark all that apply)

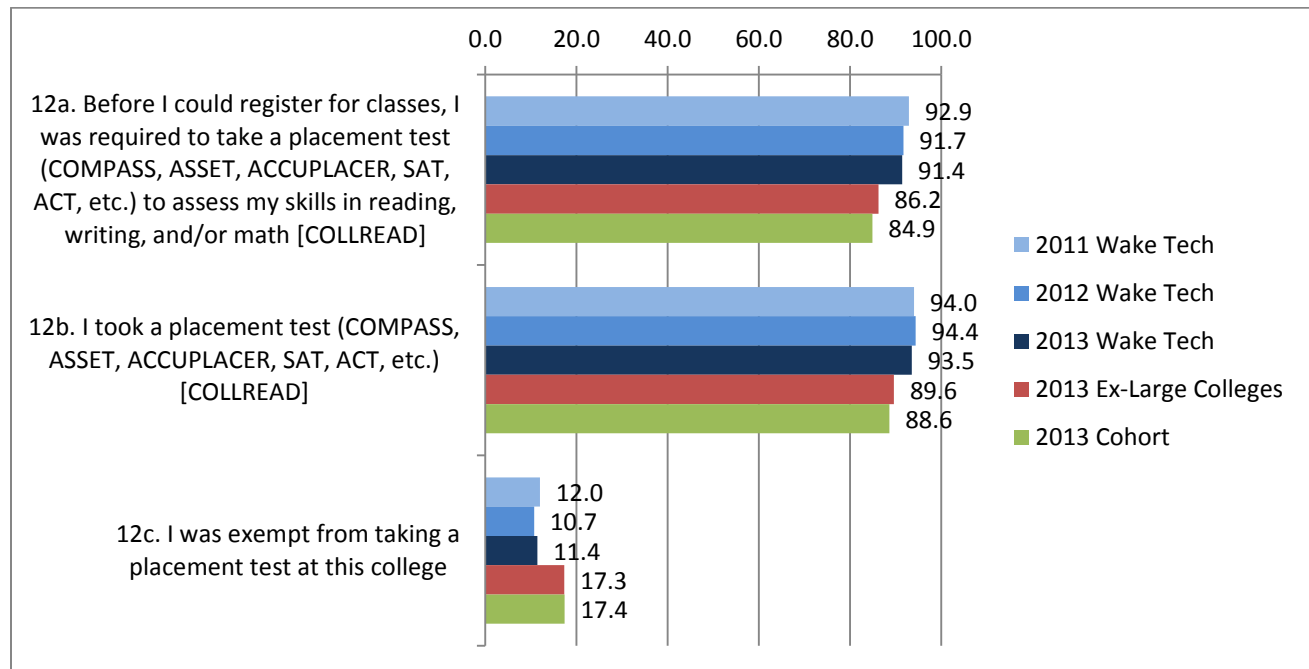


5. In addition to taking courses at this college, were/are you also enrolled at a 4-year college or university during your first semester/quarter? (% responding "Yes")

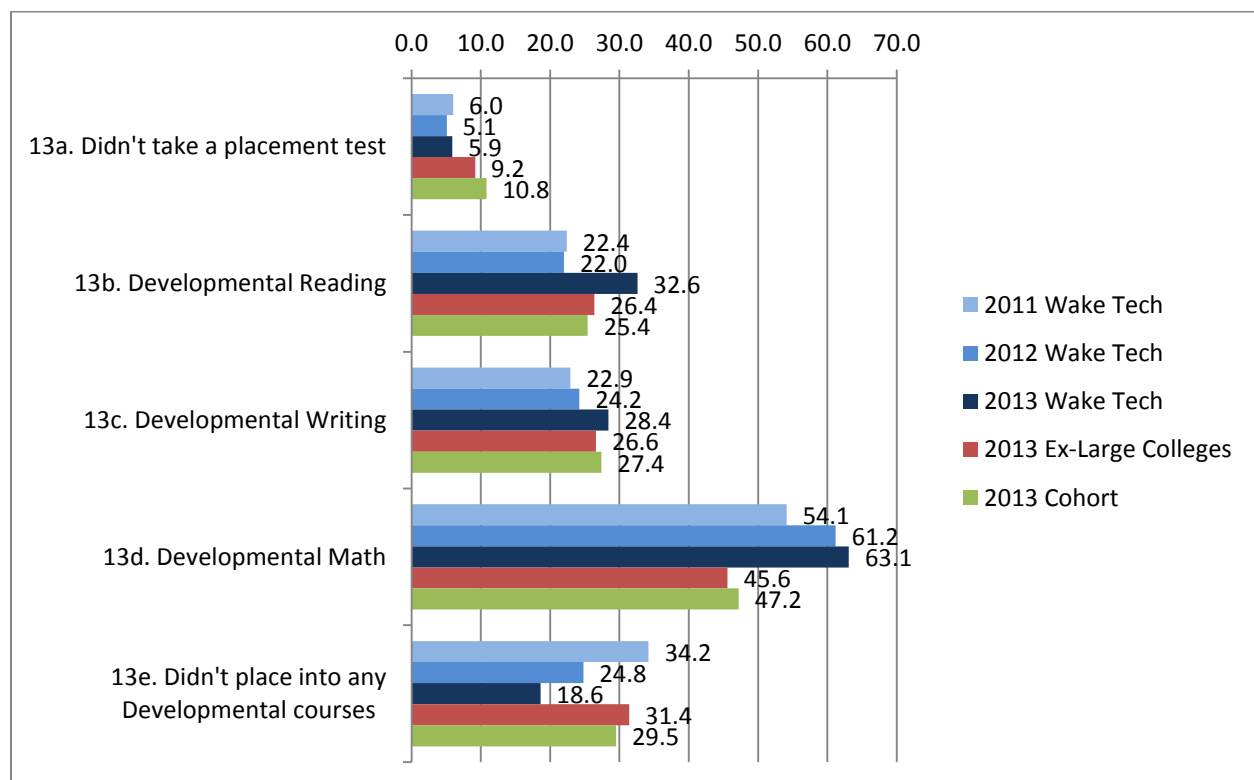


Placement (Developmental)

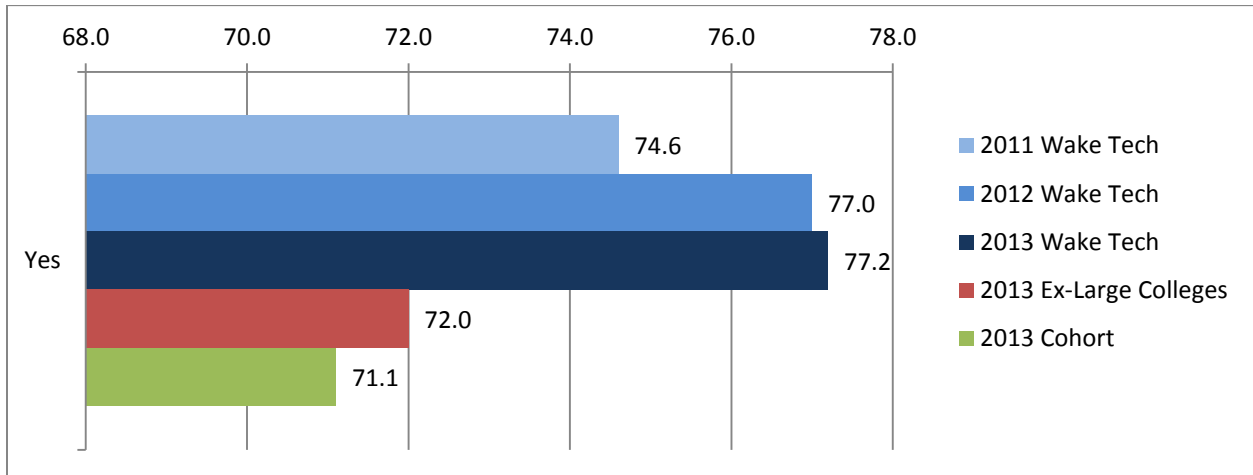
Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter:
(% responding "Yes")



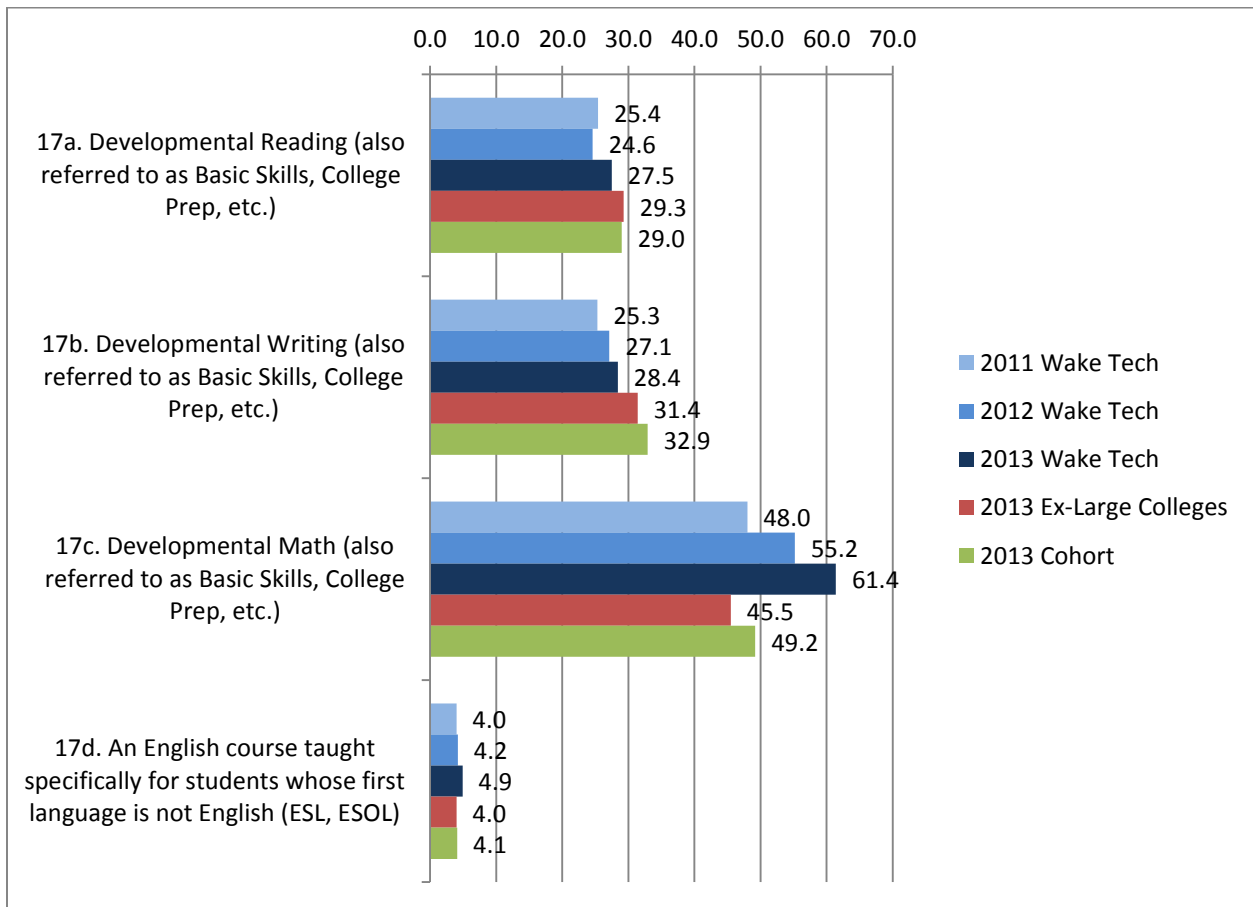
13. My placement test scores indicated that I needed to take a Developmental course (also referred to as Basic Skills, College Prep, etc.) in the following areas. (Mark all that apply)



14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter [COLLREAD]

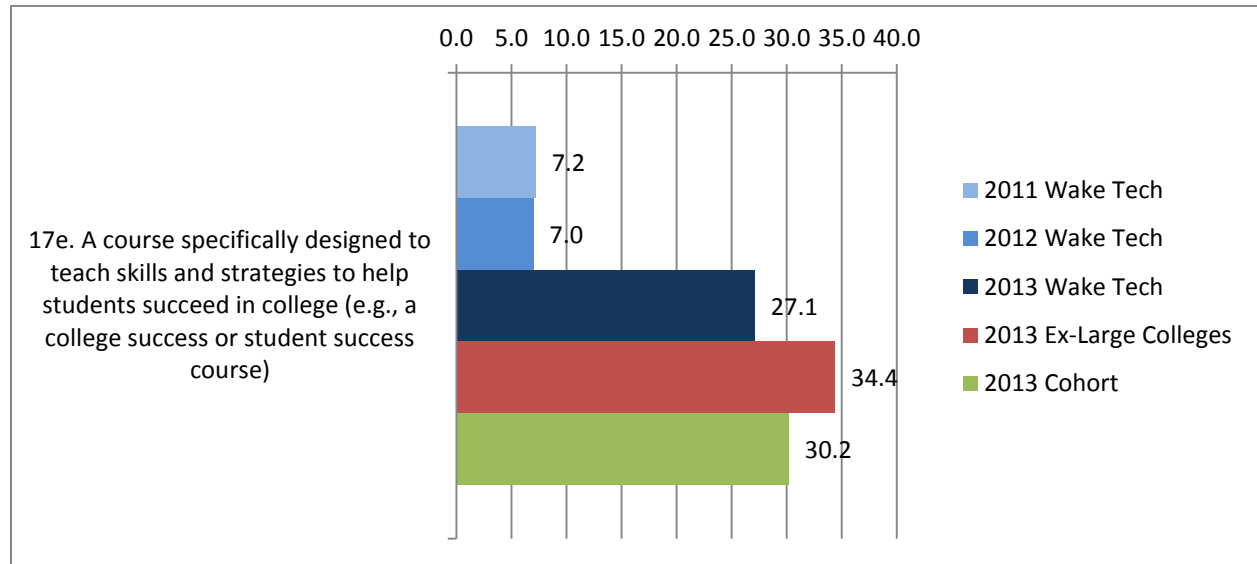


17. In which of the following types of courses were you enrolled during your first semester/quarter at this college?

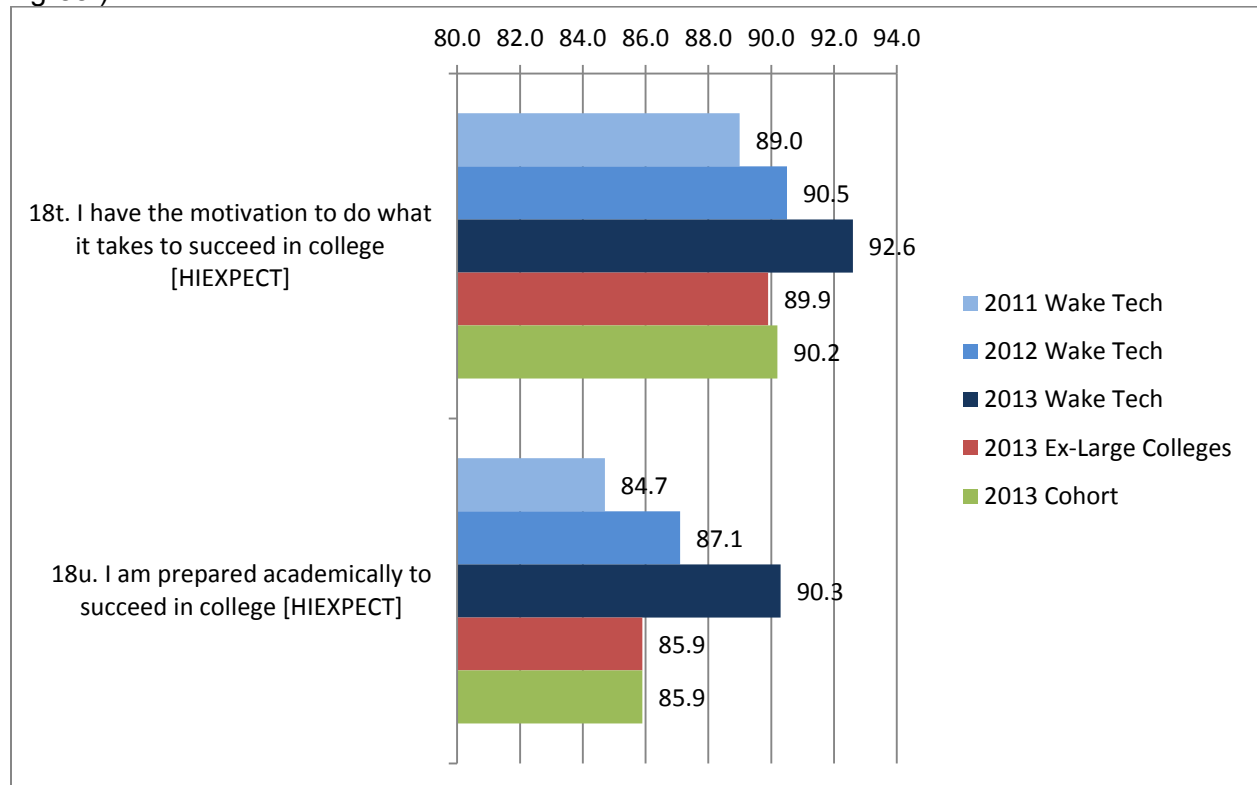


College Ready Expectations

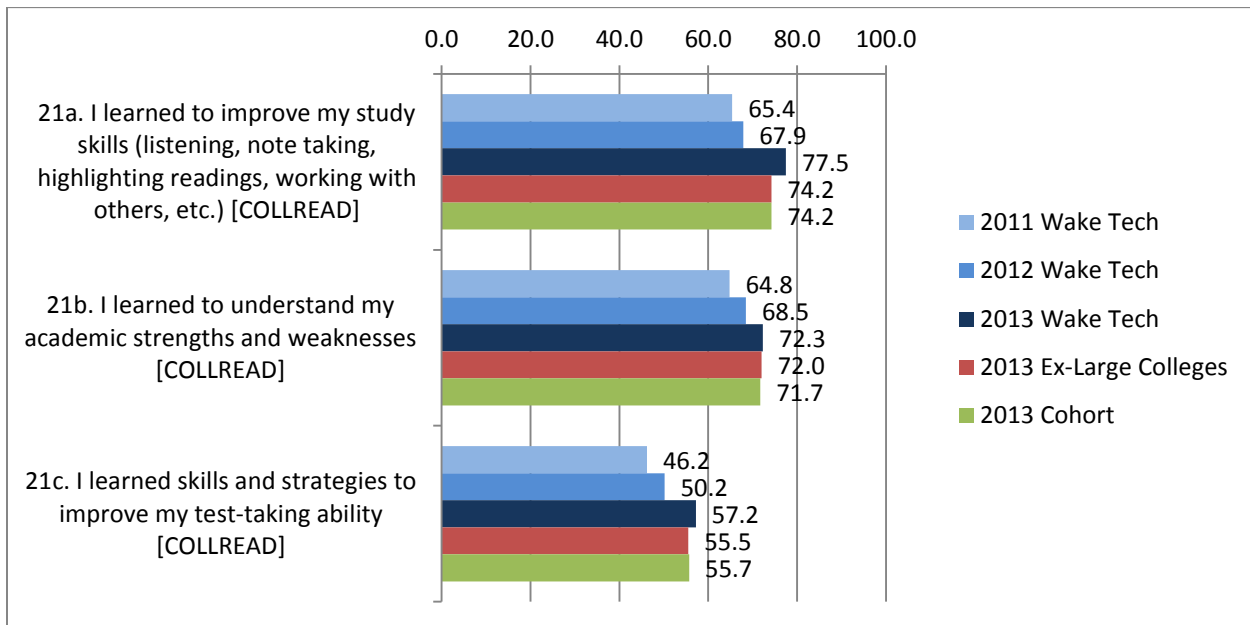
17. In which of the following types of courses were you enrolled during your first semester/quarter at this college?



18. During the first three weeks of your first semester/quarter: (% responding “Agree or Strongly Agree”)

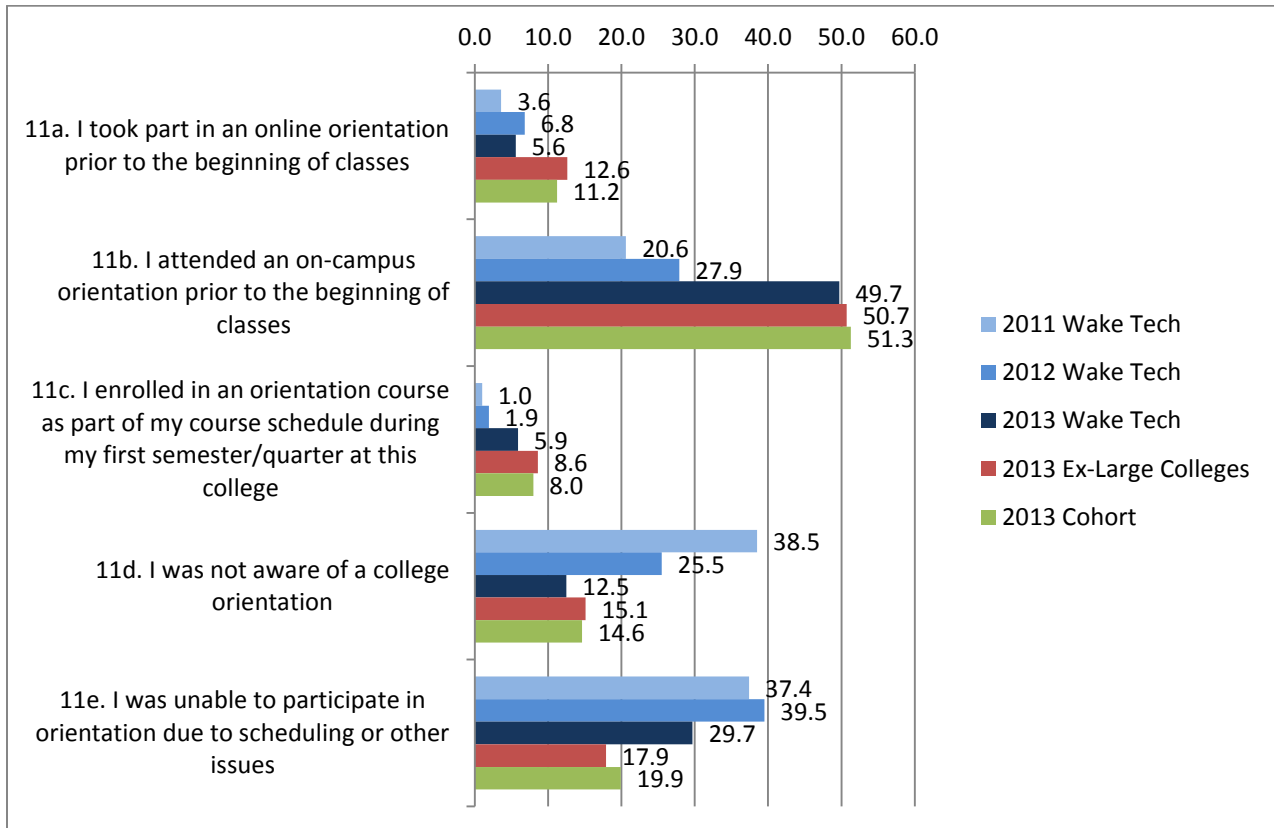


21. Within a class, or through another experience at this college:
 (% responding "Agree or Strongly Agree")



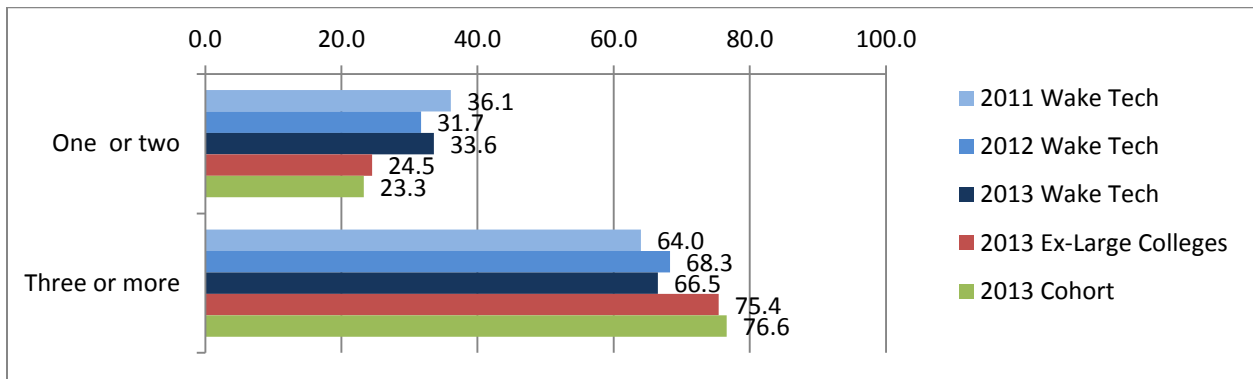
Orientation

The following statements are about this college's orientation for new students (mark all that apply).
 (% responding "Yes")

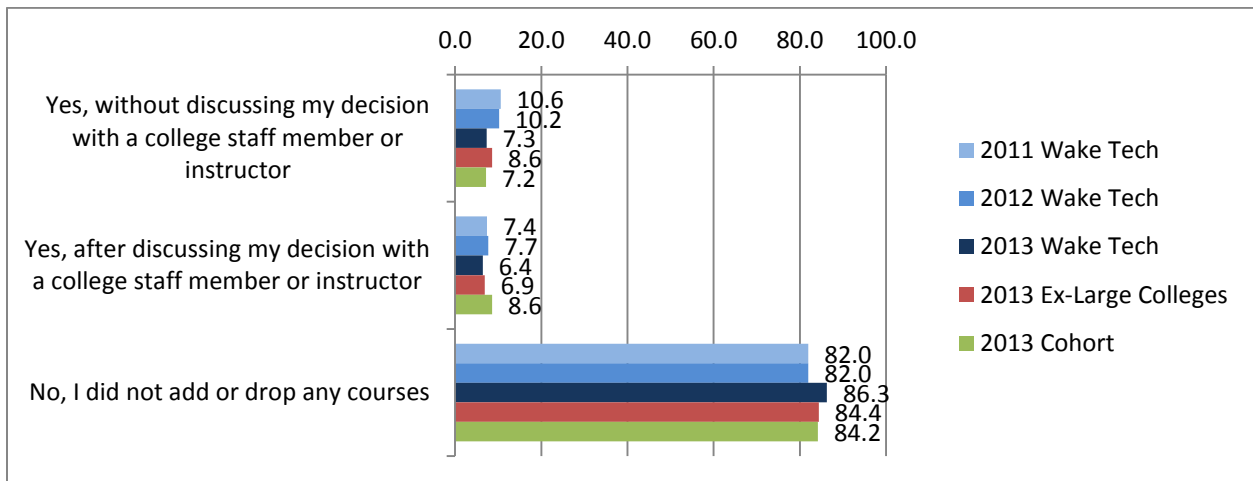


Registration

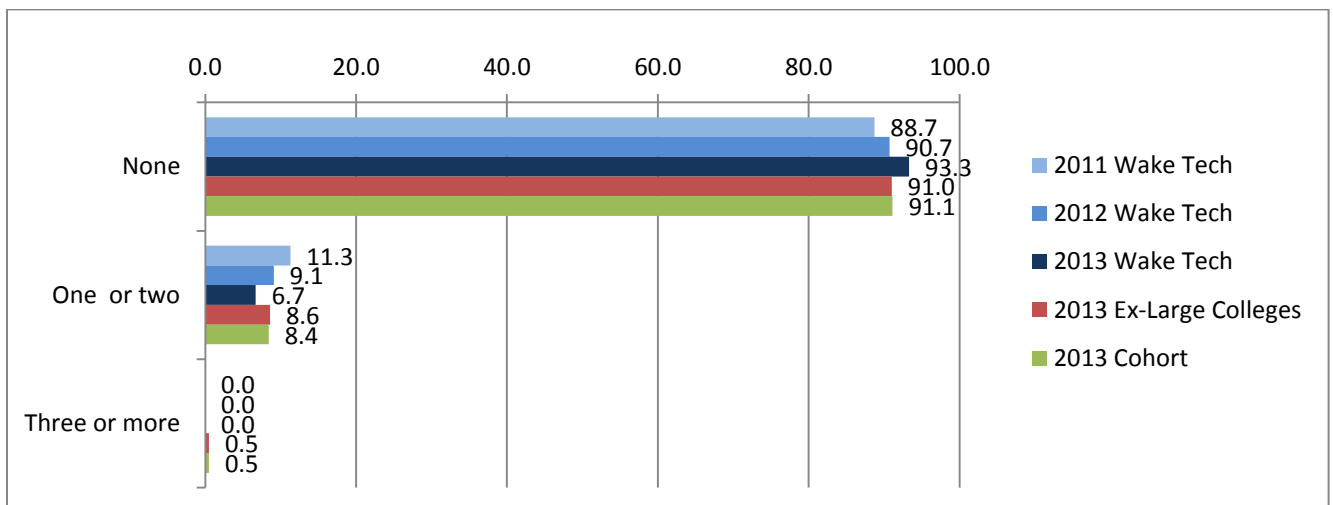
7. How many courses did you enroll in for your first semester/quarter at this college?



8. Did you add or drop any classes within the first three weeks of your first semester/quarter at this college:

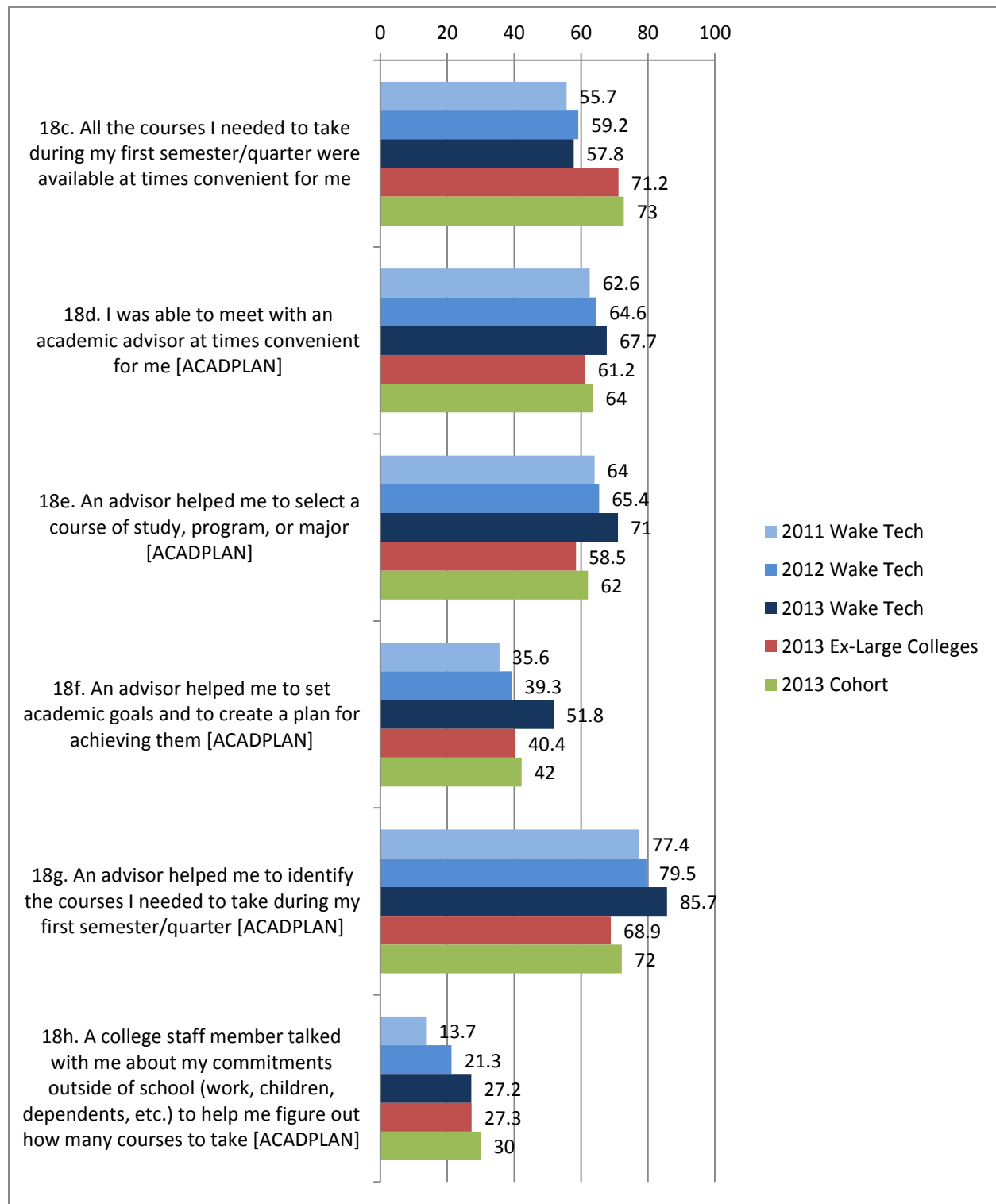


9. Of the courses you enrolled in during your first semester/quarter at this college, how many did you drop after the first day of class?

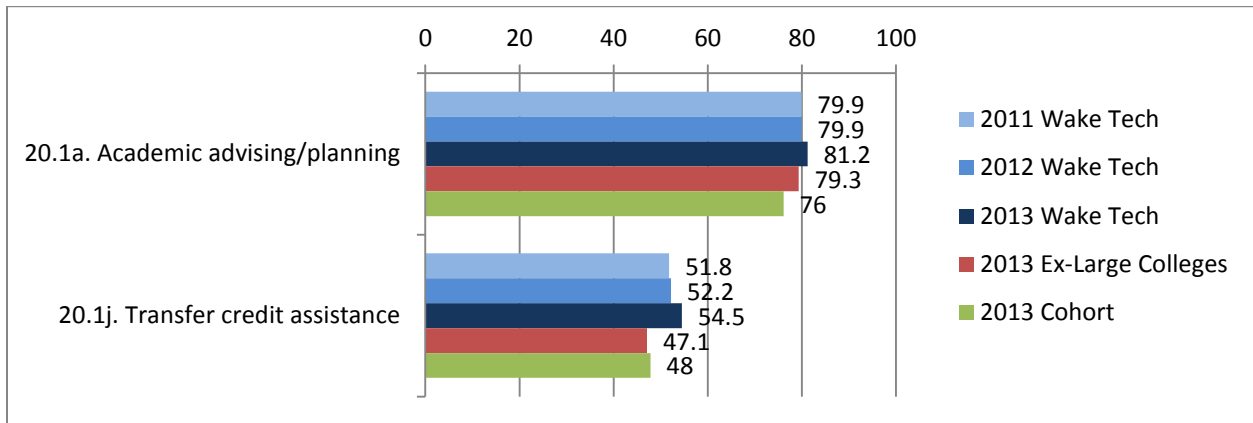


Academic Advising and Planning

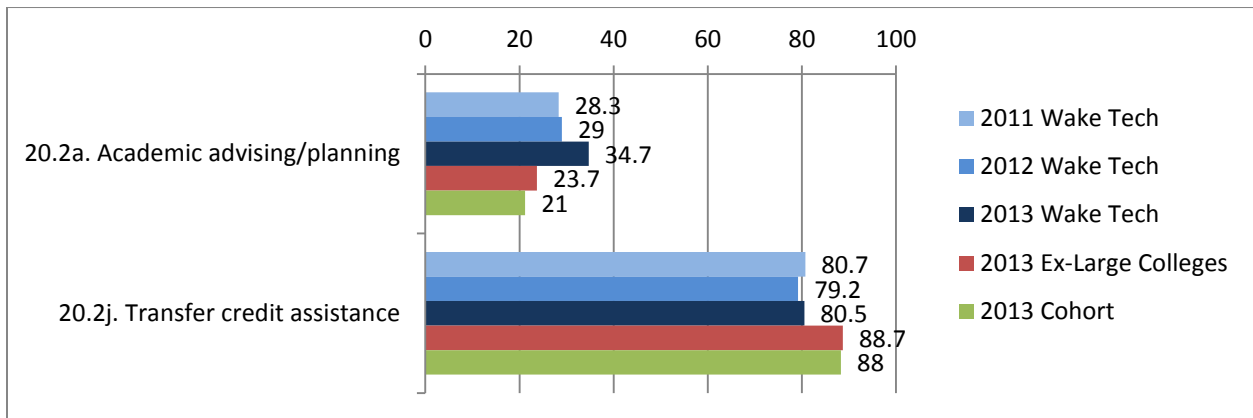
During the first three weeks of your first semester/quarter:
 (% responding "Agree or Strongly Agree")



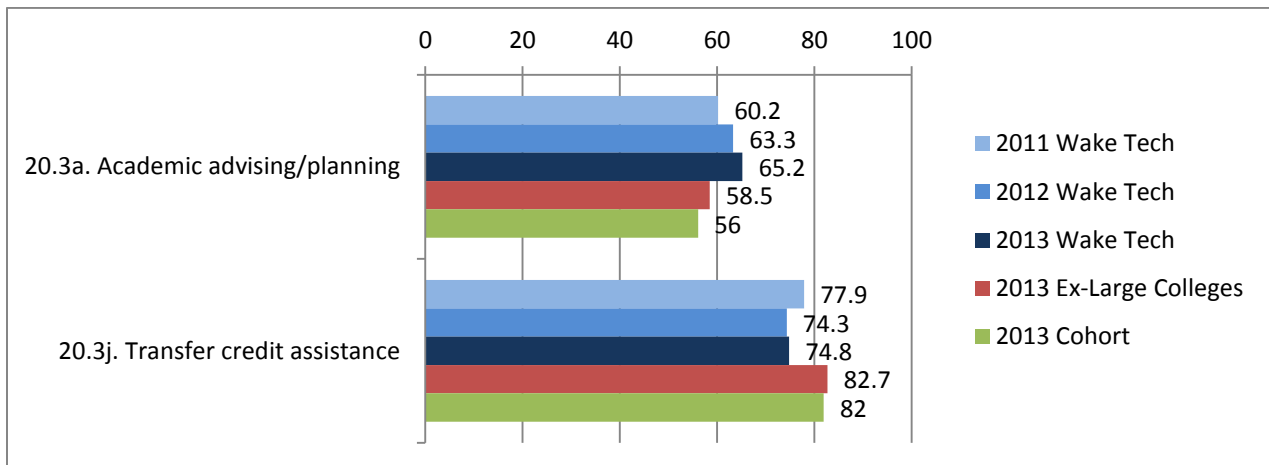
Did you know about the following services?
(% responding "Yes")



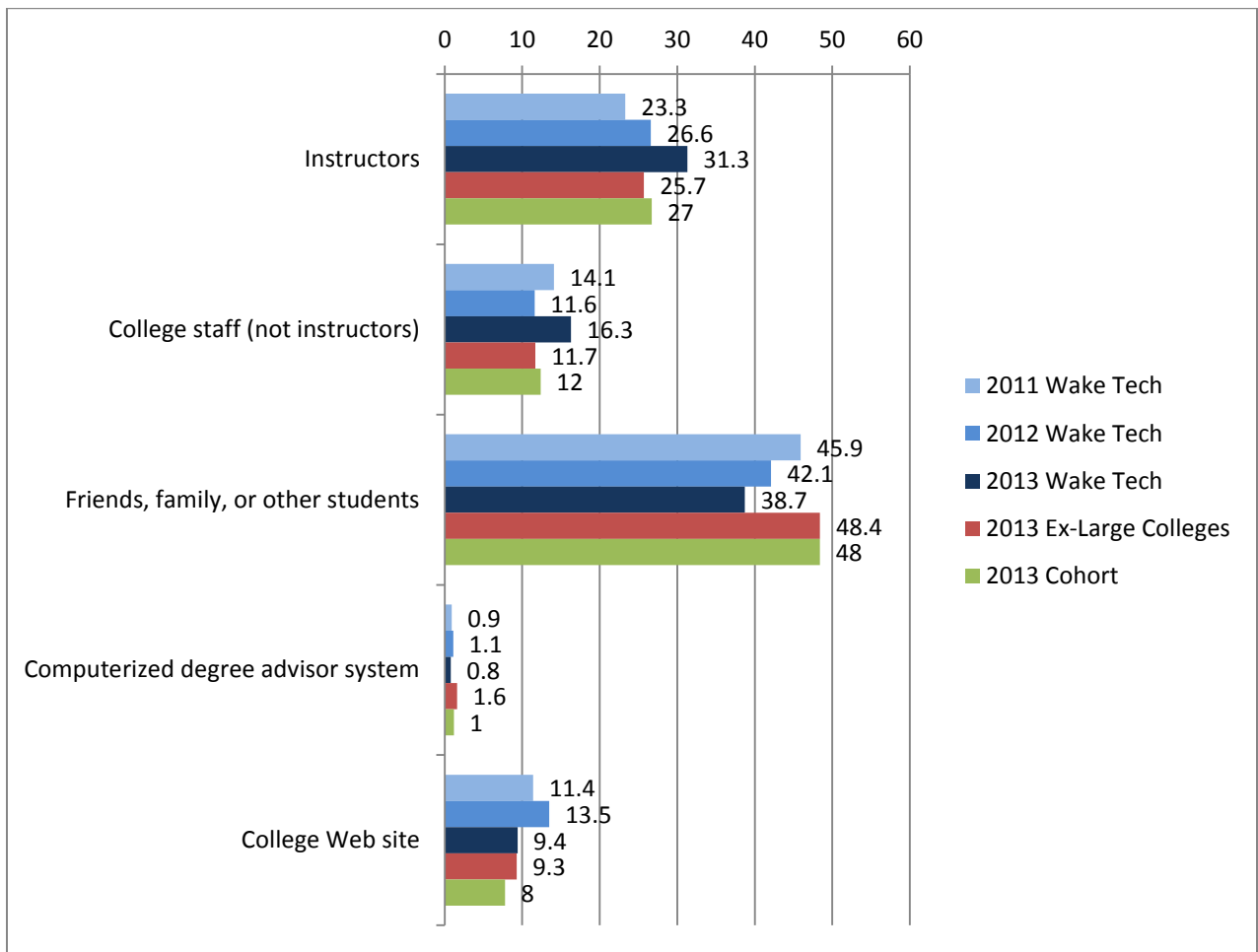
How often did you use the following services?
(% responding two or more times)



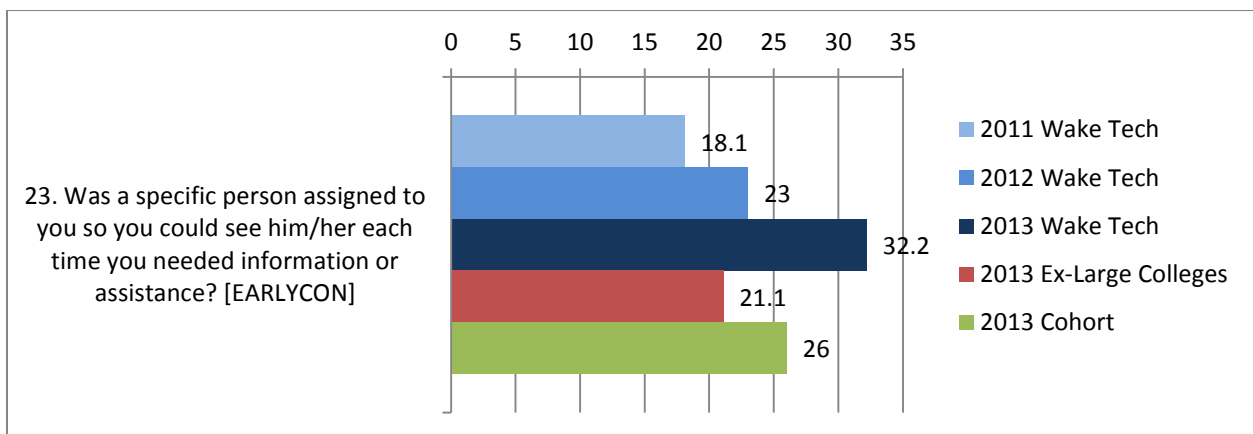
How satisfied were you with the following services?
(% responding "Somewhat to Very")



22. What has been your MAIN source of academic advising (help with academic goal-setting, planning, course recommendations, graduation requirements, etc.)?

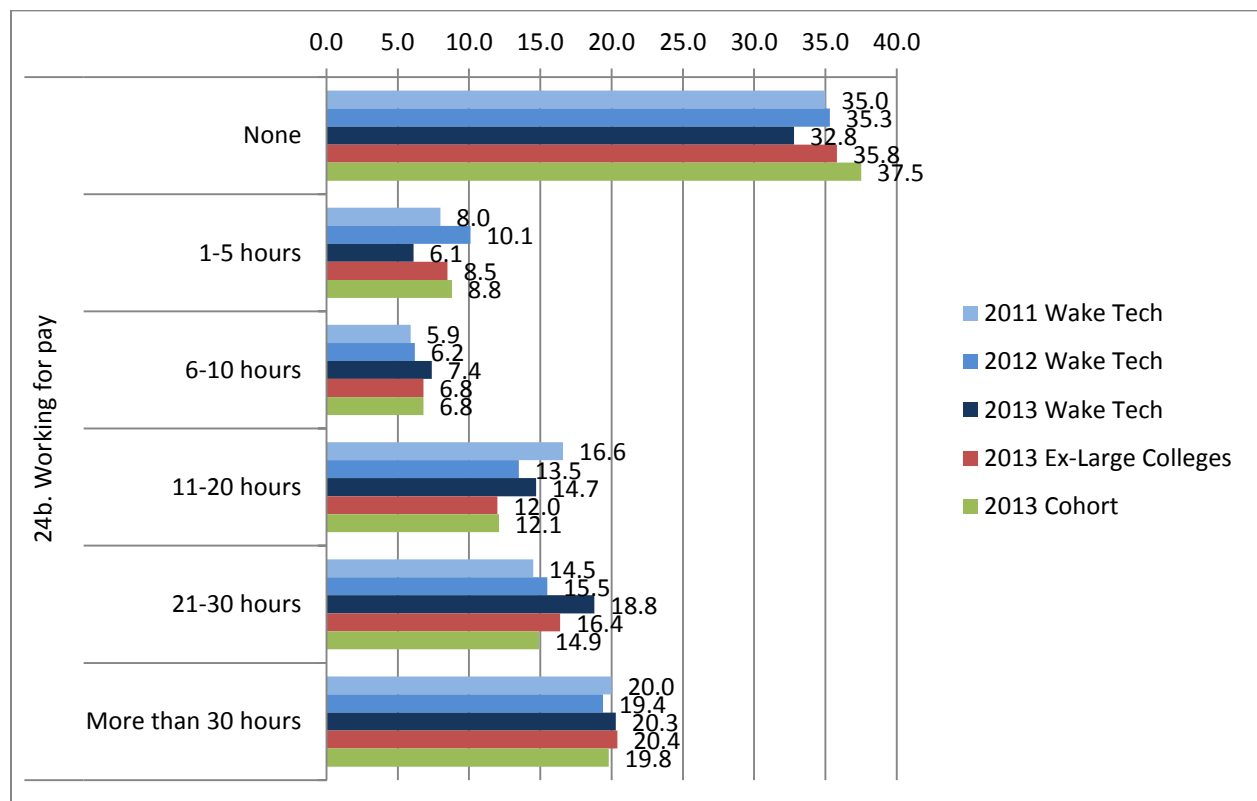
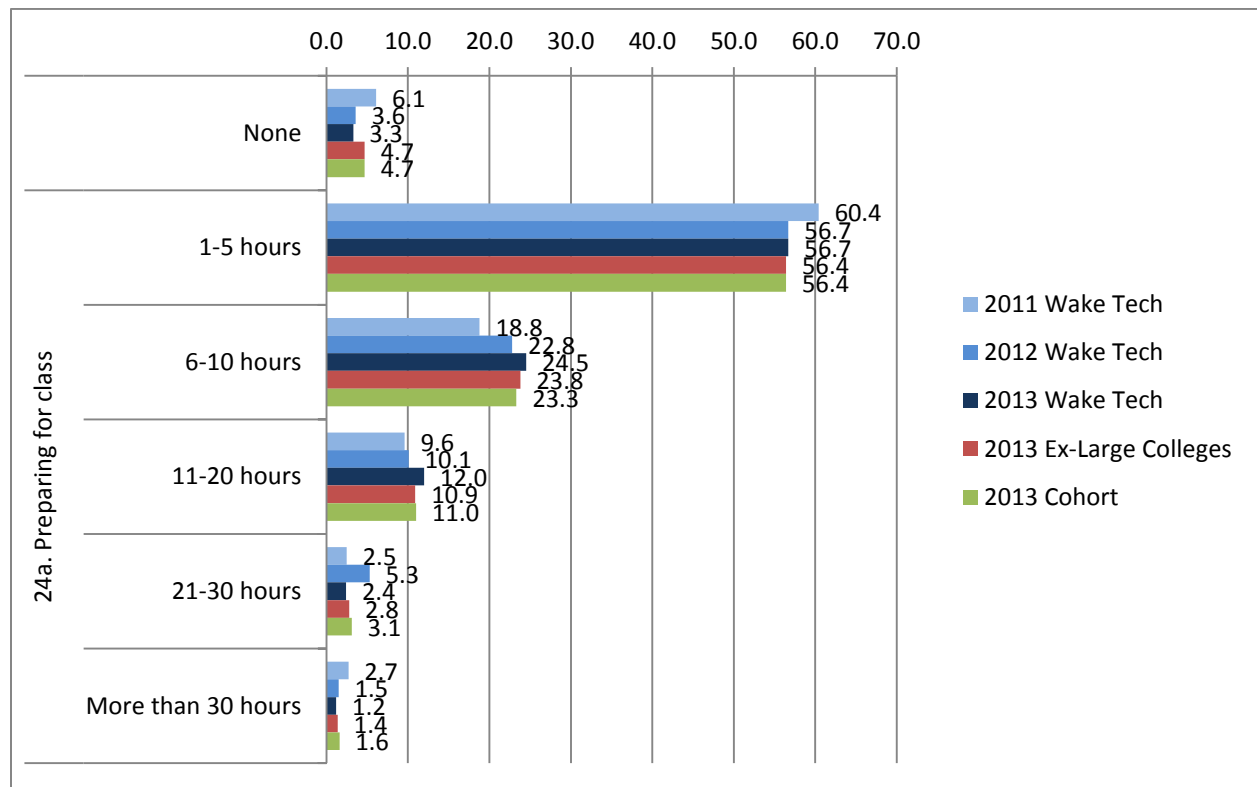


Was a specific person assigned to you so you could see him/her each time you needed information or assistance?



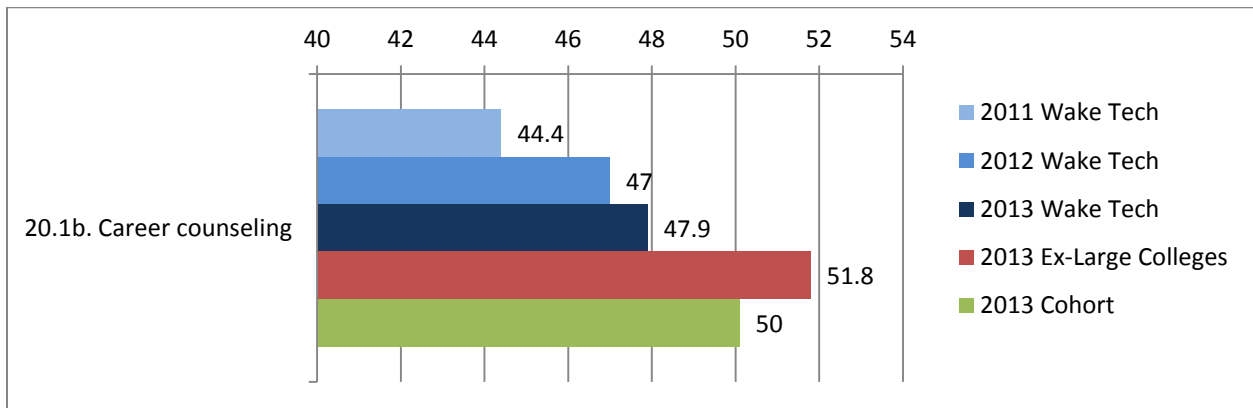
Working for Pay and Course Load

During the first three weeks of your first semester/quarter at this college, about how many hours did you spend in a typical 7-day week?

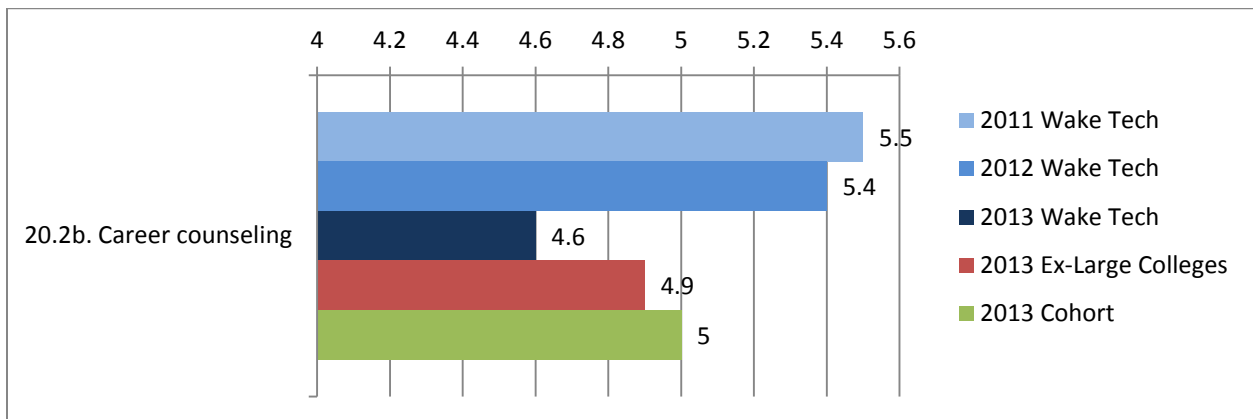


Career Counseling/Job Placement

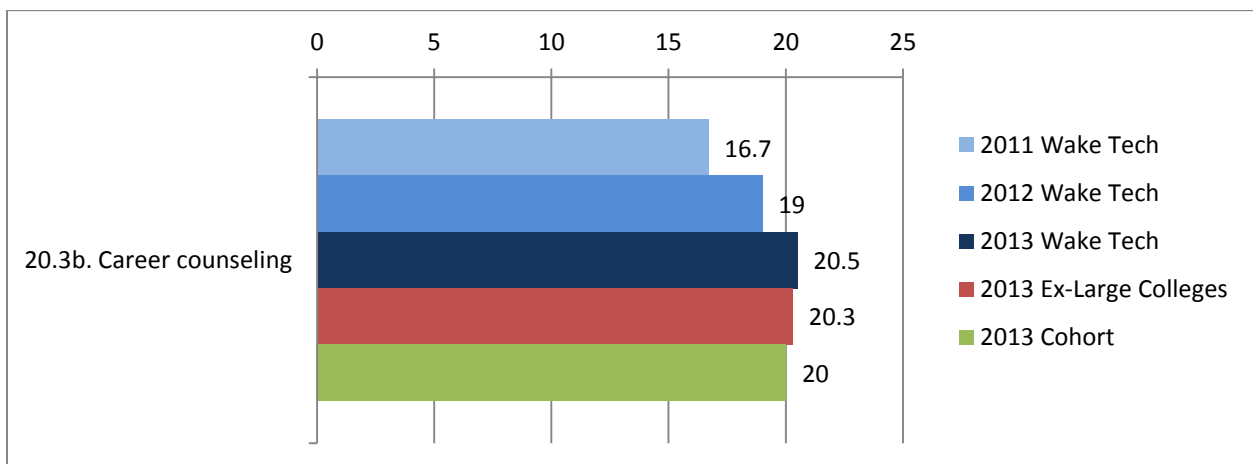
Did you know about career counseling? (% responding "Yes")



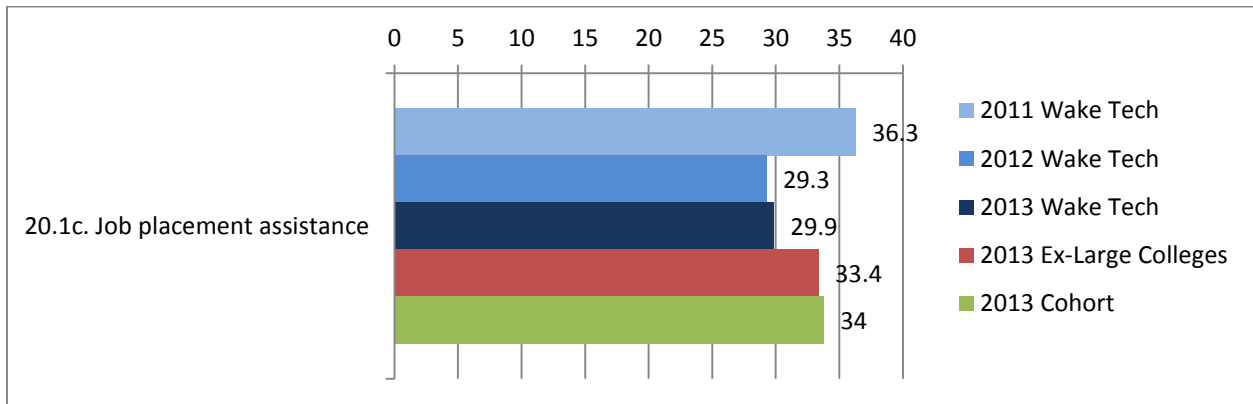
How often did you use career counseling? (% responding two or more times)



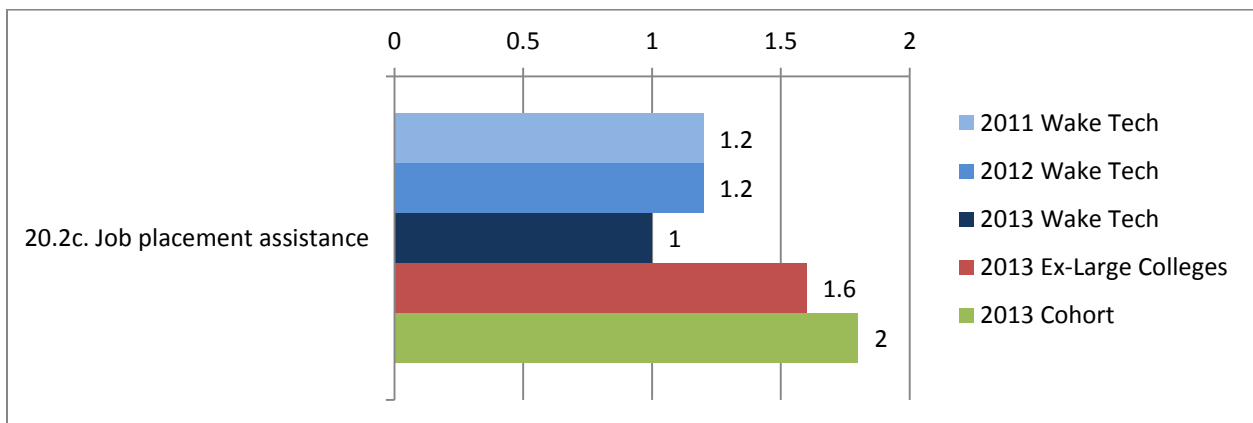
How satisfied were you with career counseling services? (% responding "Somewhat or Very")



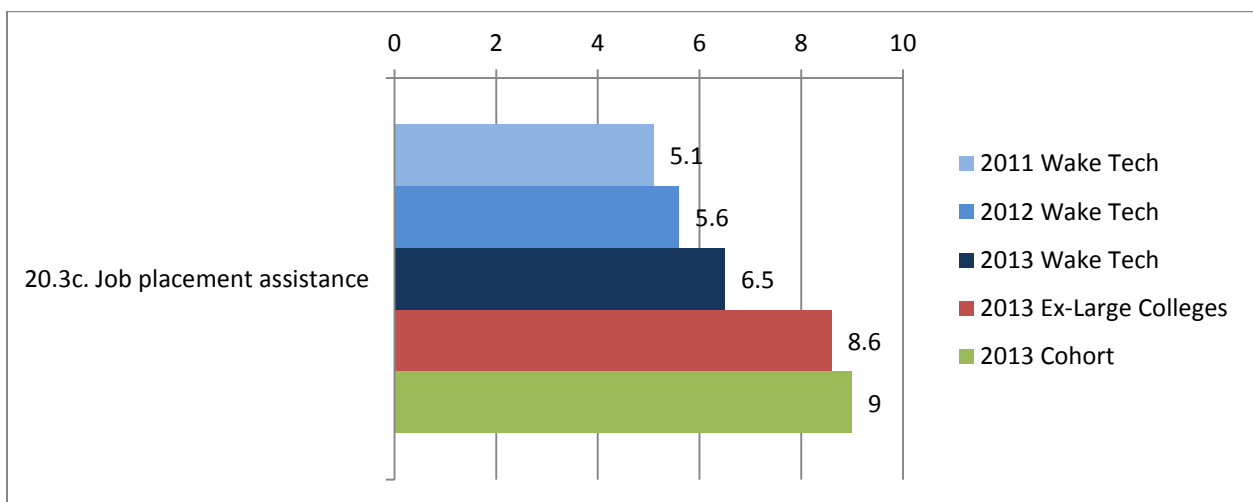
Did you know about job placement assistance? (% responding "Yes")



How often did you use job placement assistance? (% responding two or more times)

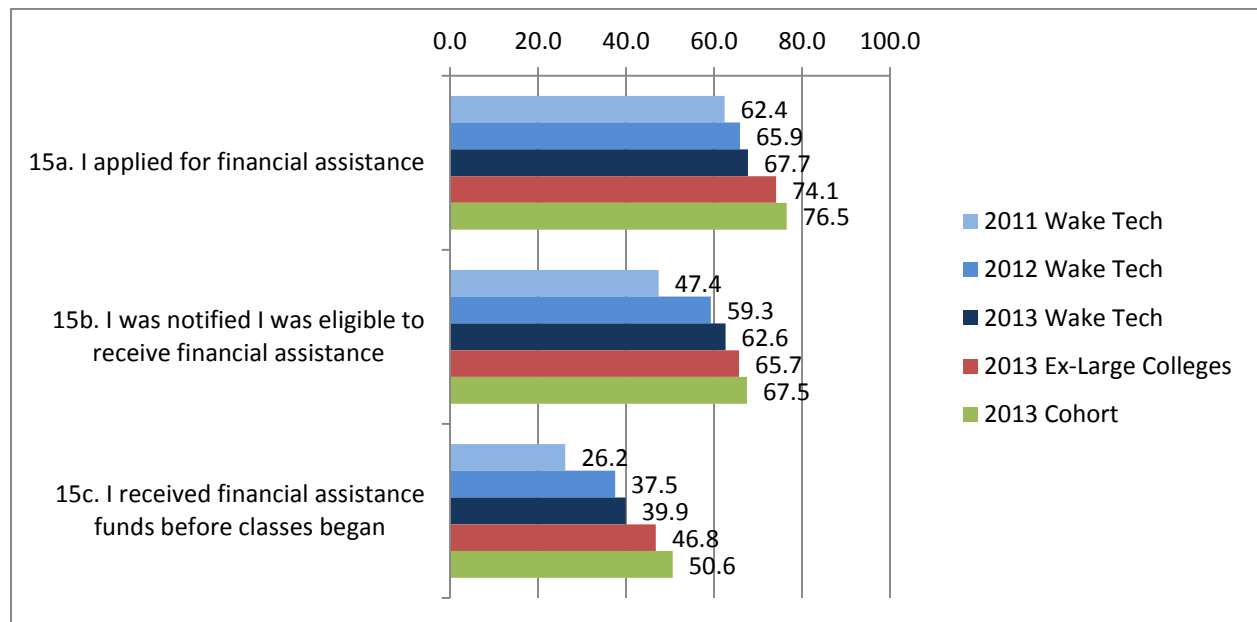


How satisfied were you with job placement assistance services? (% responding "Somewhat or Very")

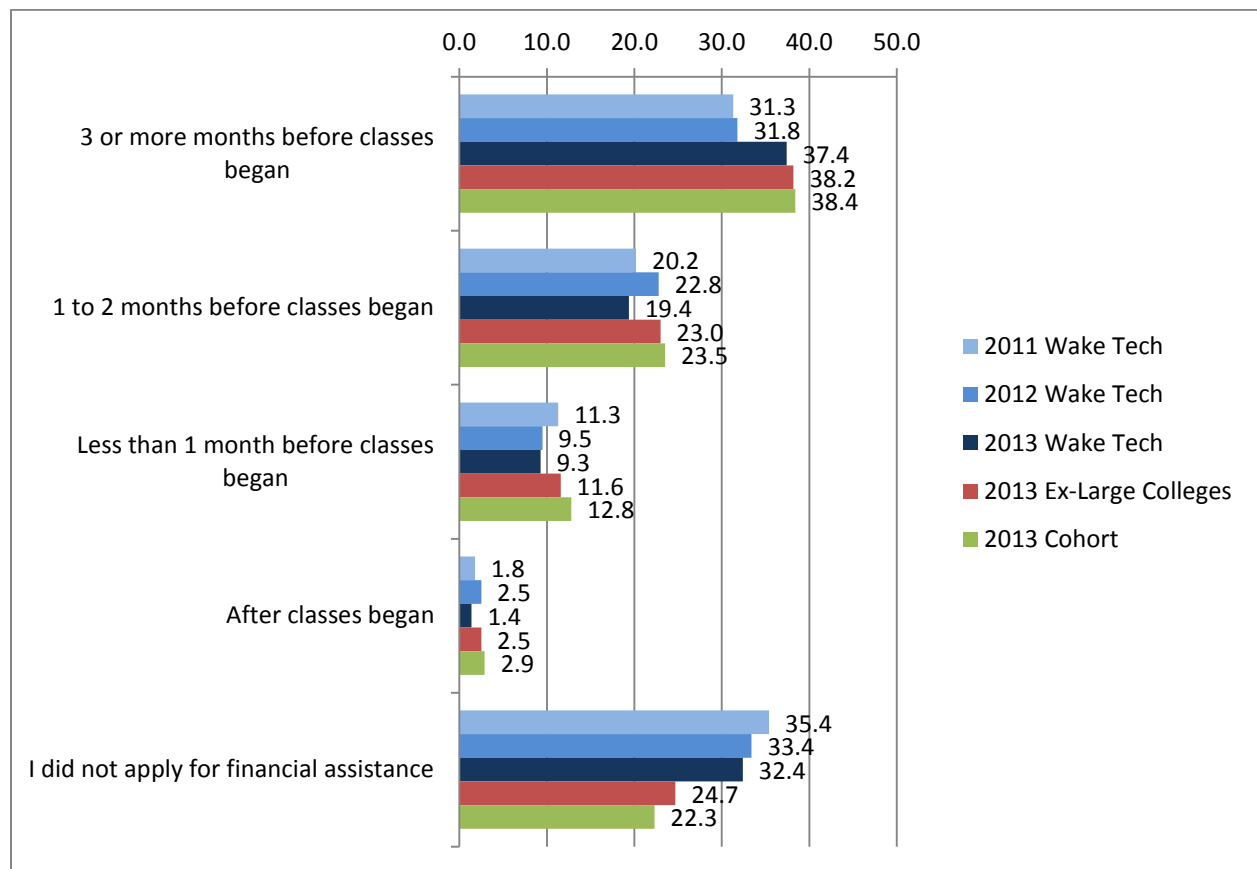


Financial Assistance

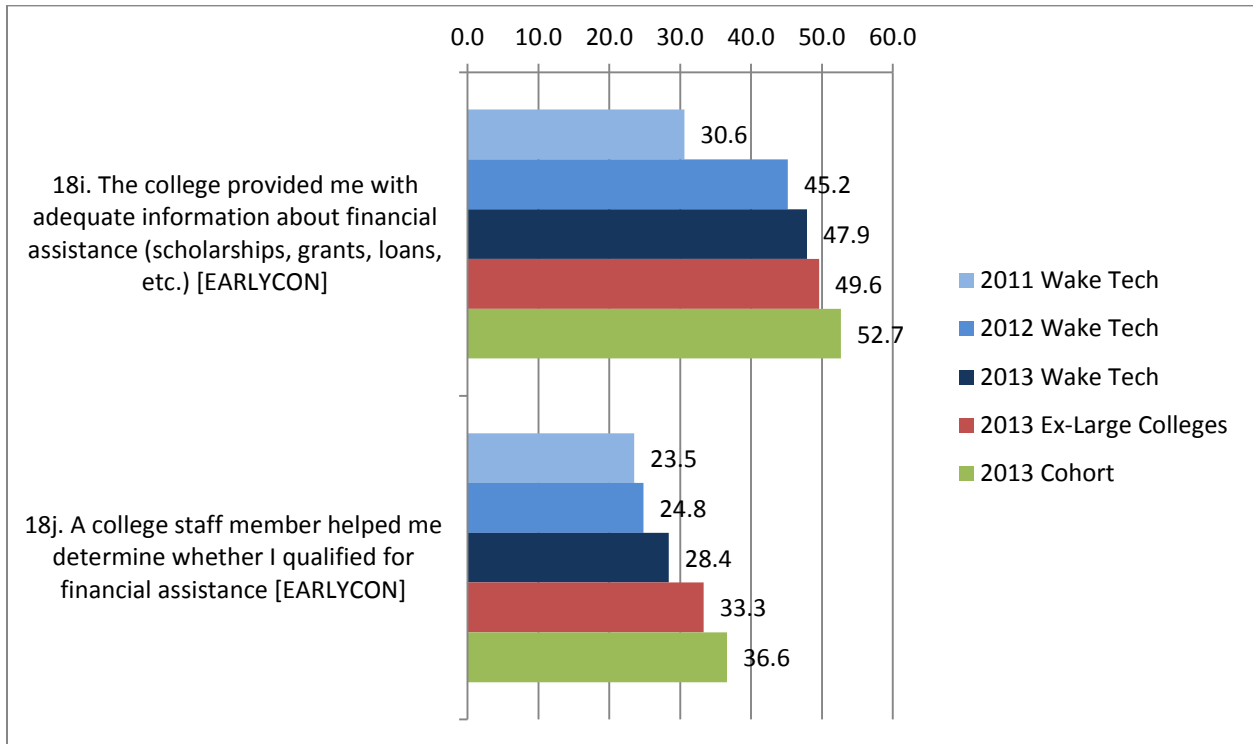
With regard to financial assistance (scholarships, grants, or loans) to help with your college costs: (% responding “Yes”)



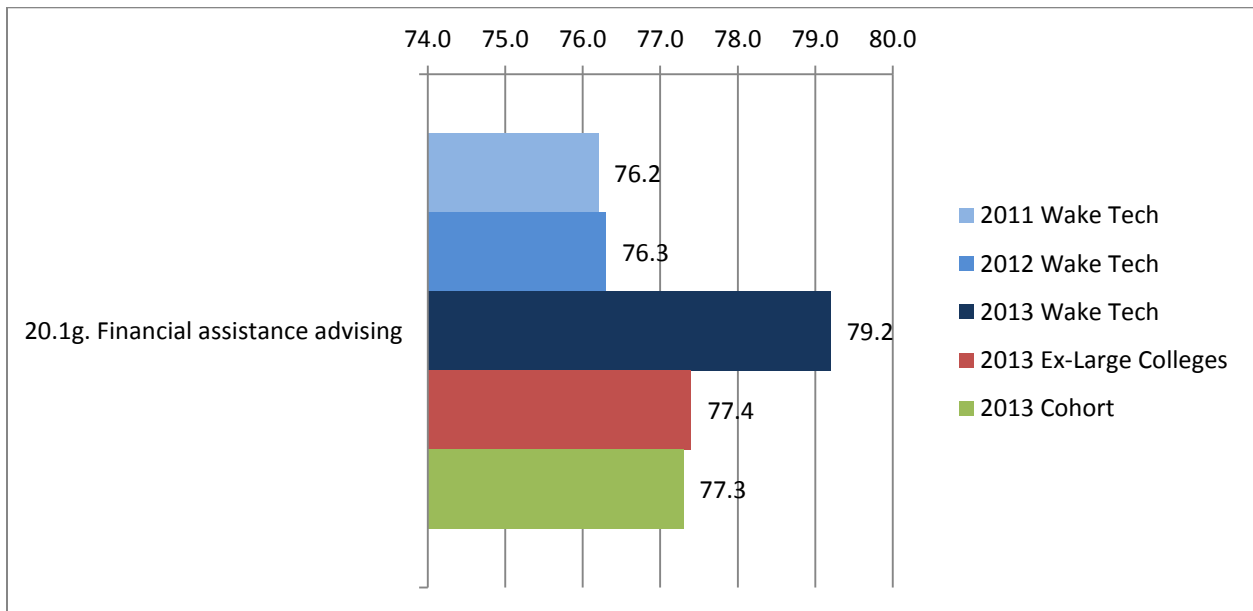
16. When did you first apply for financial assistance?



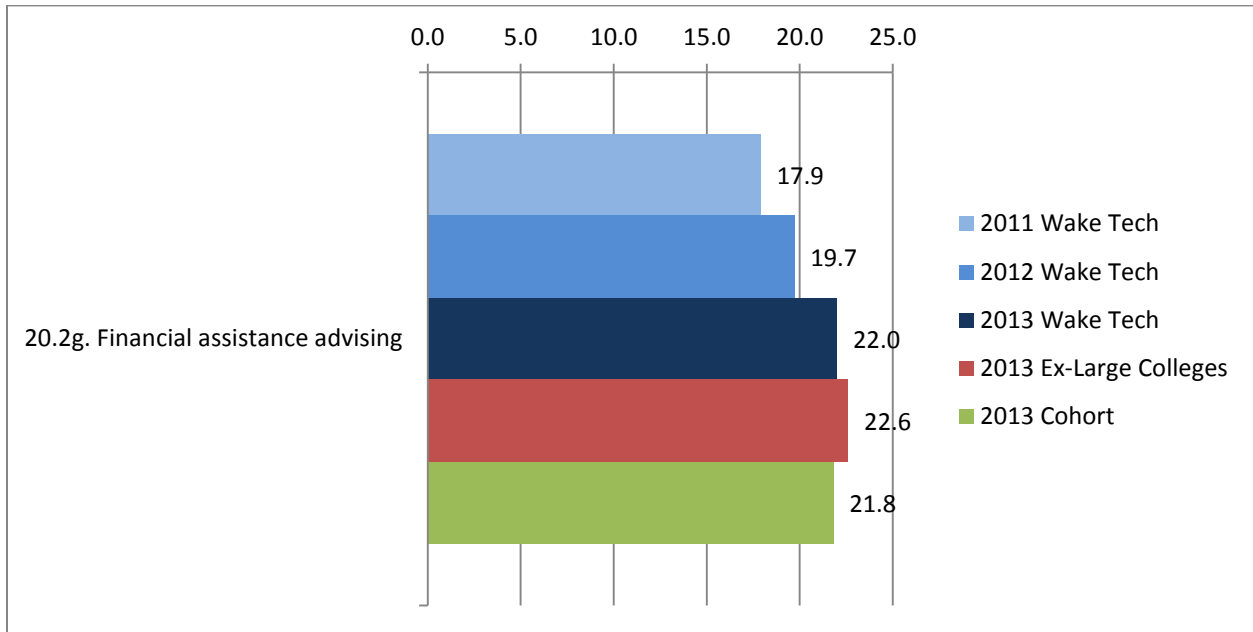
During the first three weeks of your first semester/quarter: (% responding Agree or Strongly Agree”)



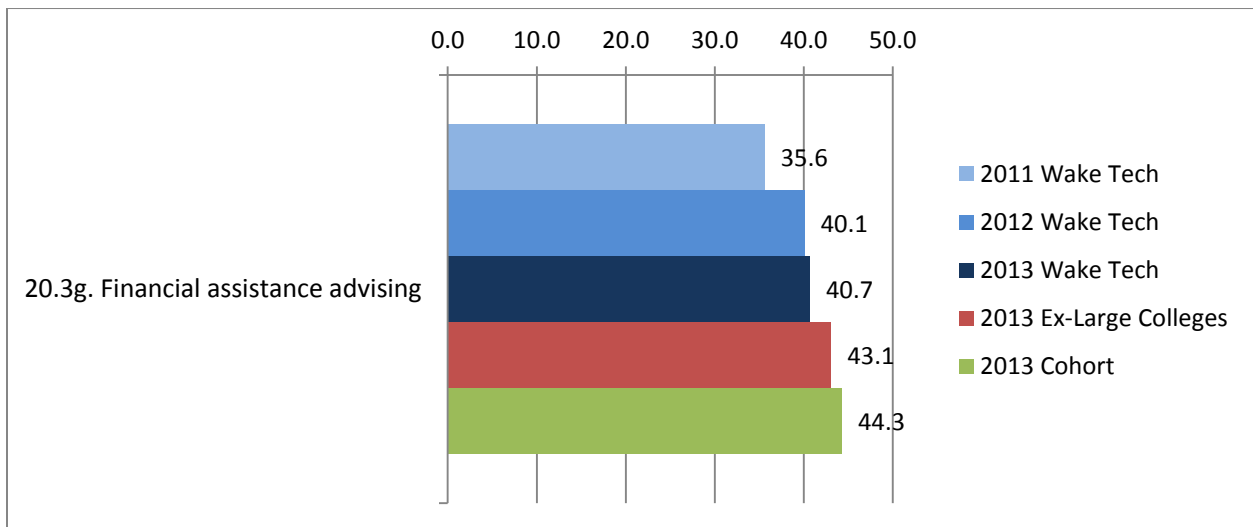
Did you know about financial assistance advising? (% responding “Yes”)



How often did you use financial assistance advising? (% responding two or more times)

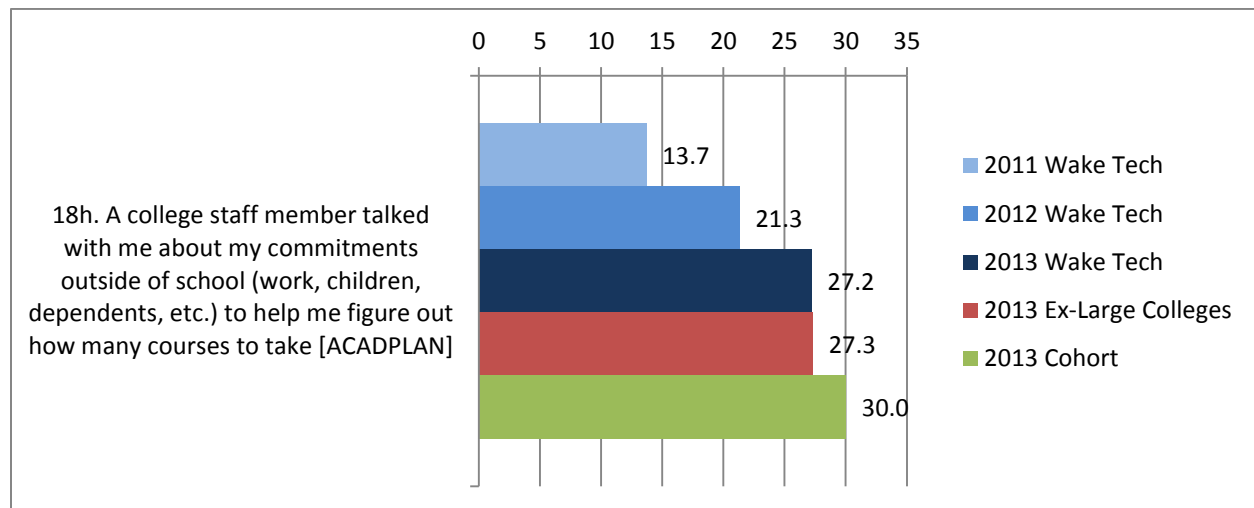


How satisfied were you with the financial assistance advising? (% responding "Somewhat or Very")

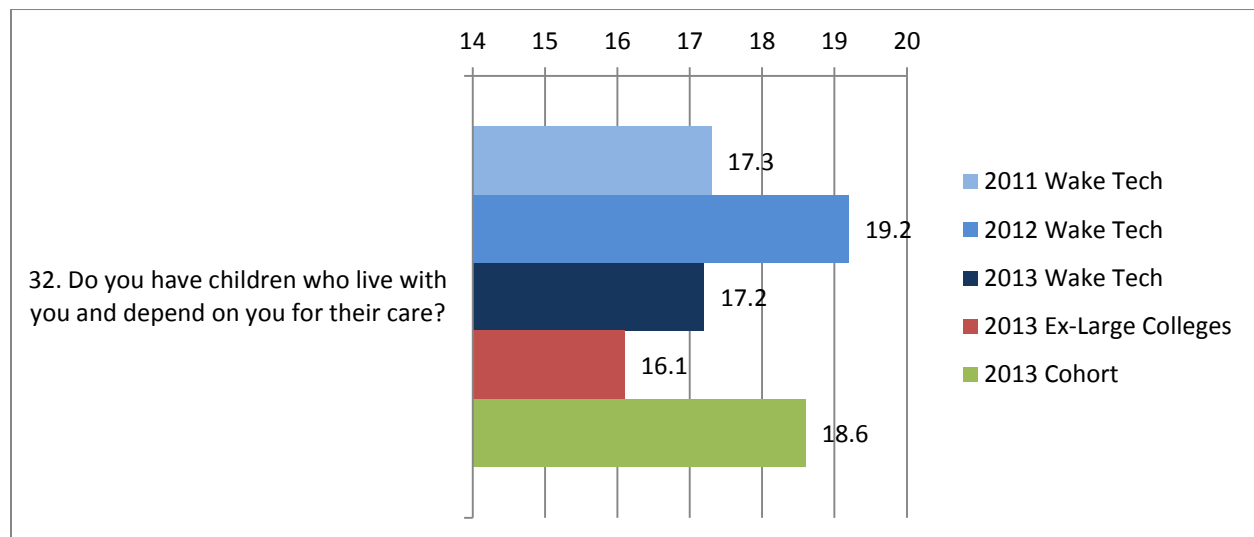


Barriers to Persistence

During the first three weeks of your first semester/quarter:
(% responding "Agree or Strongly Agree")

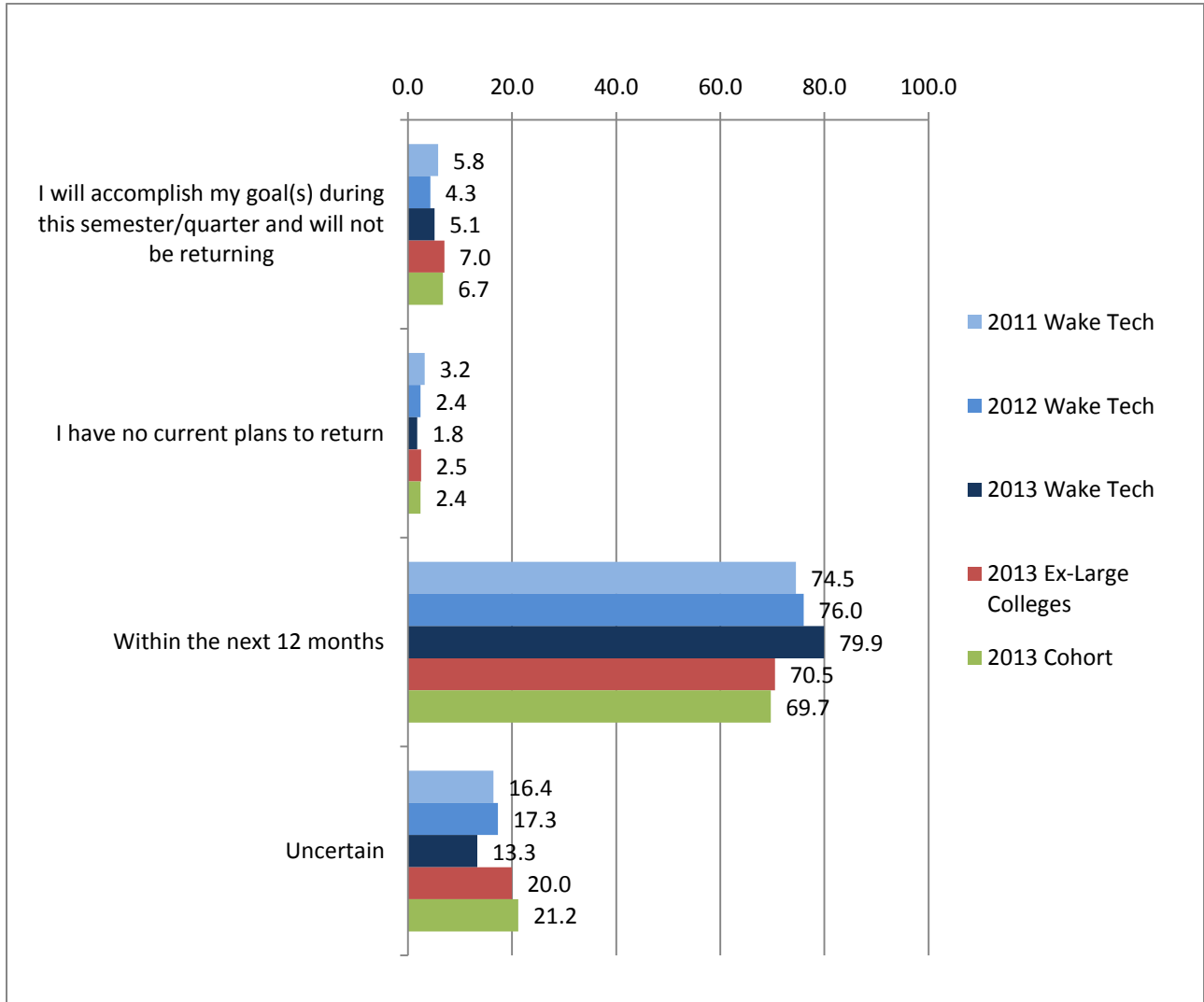


Do you have children who live with you and depend on you for their care? (% responding "Yes")



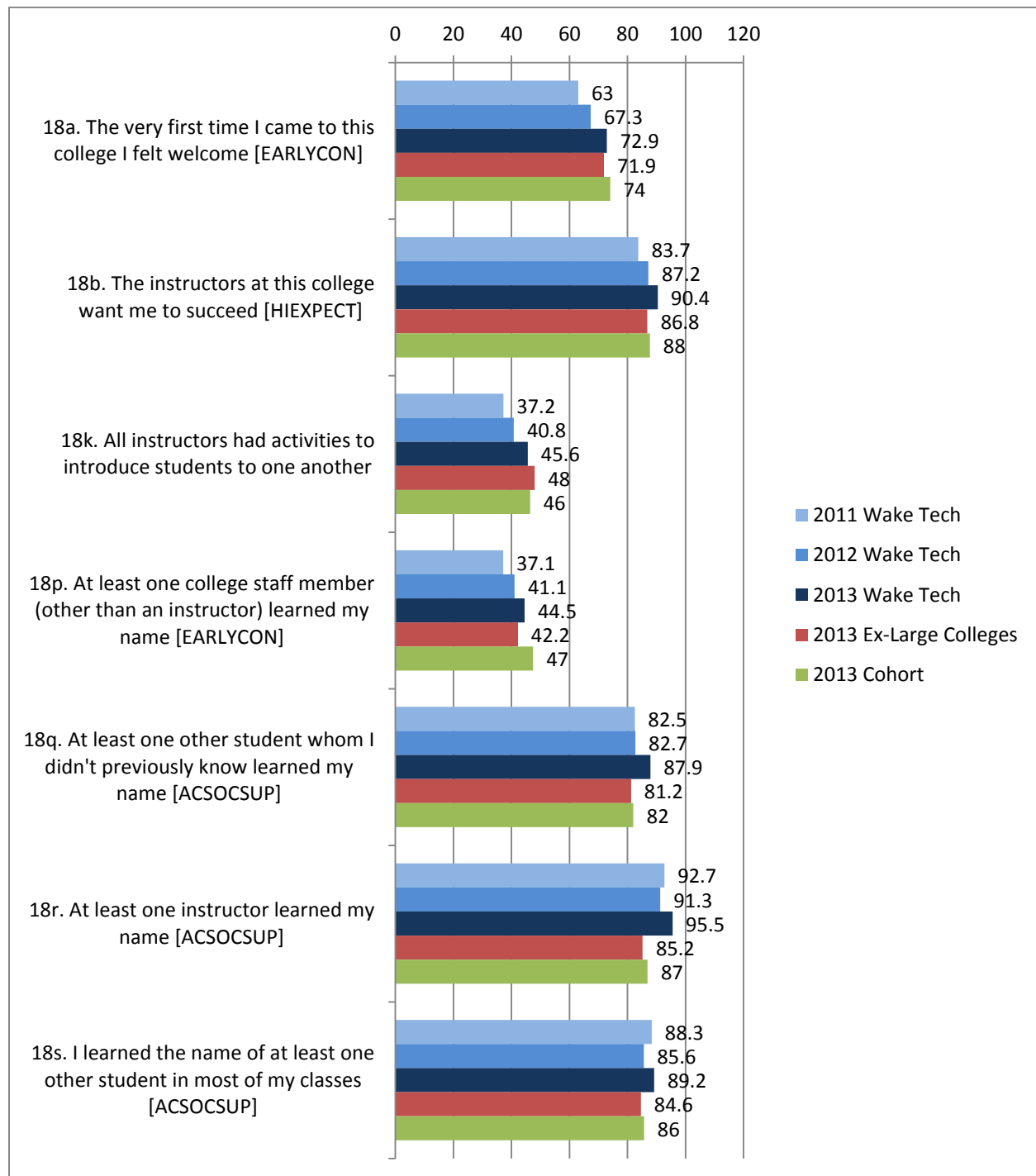
Withdrawing

25. When do you plan to take classes at this college again?

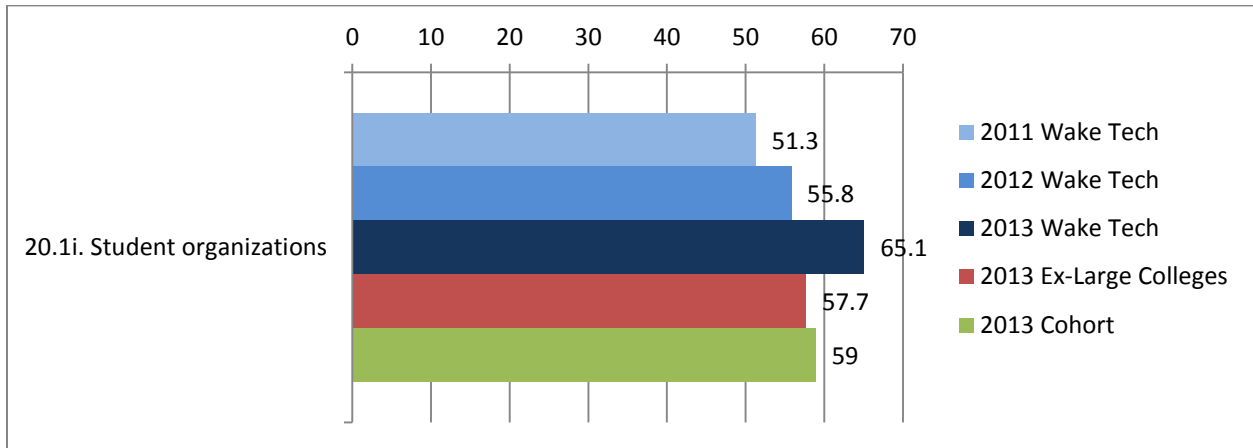


Relationships

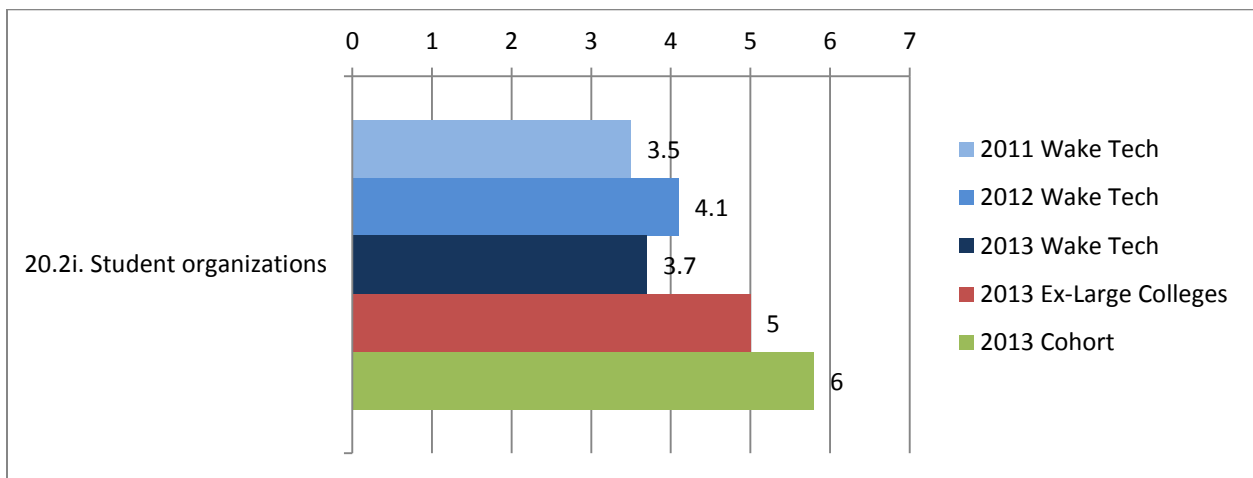
During the first three weeks of your first semester/quarter:
 (% responding "Agree or Strongly Agree")



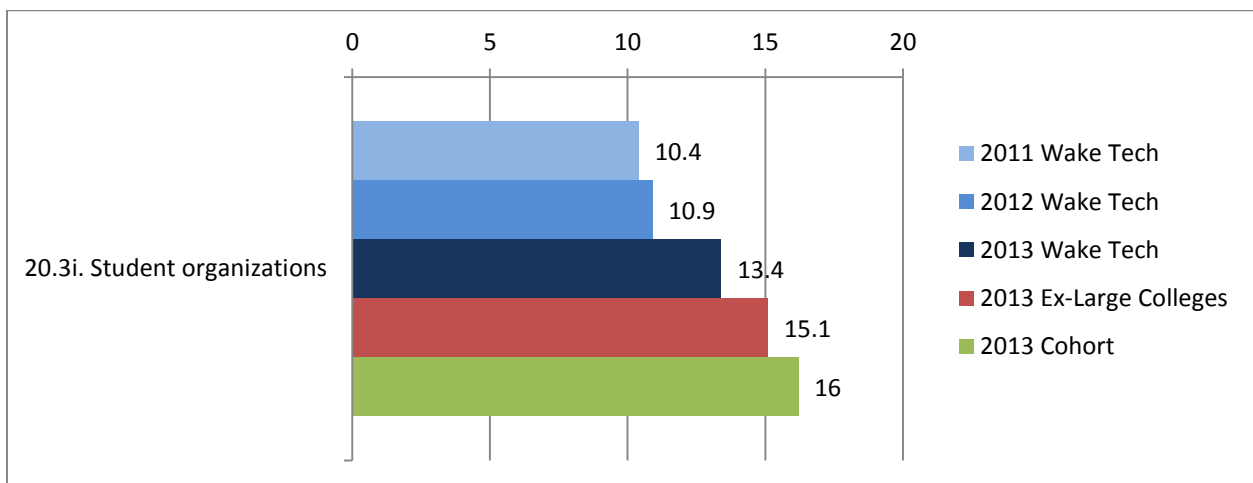
Did you know about Student organizations? (% responding “Yes”)



How often did you use Student organizations? (% responding “Two or more times”)

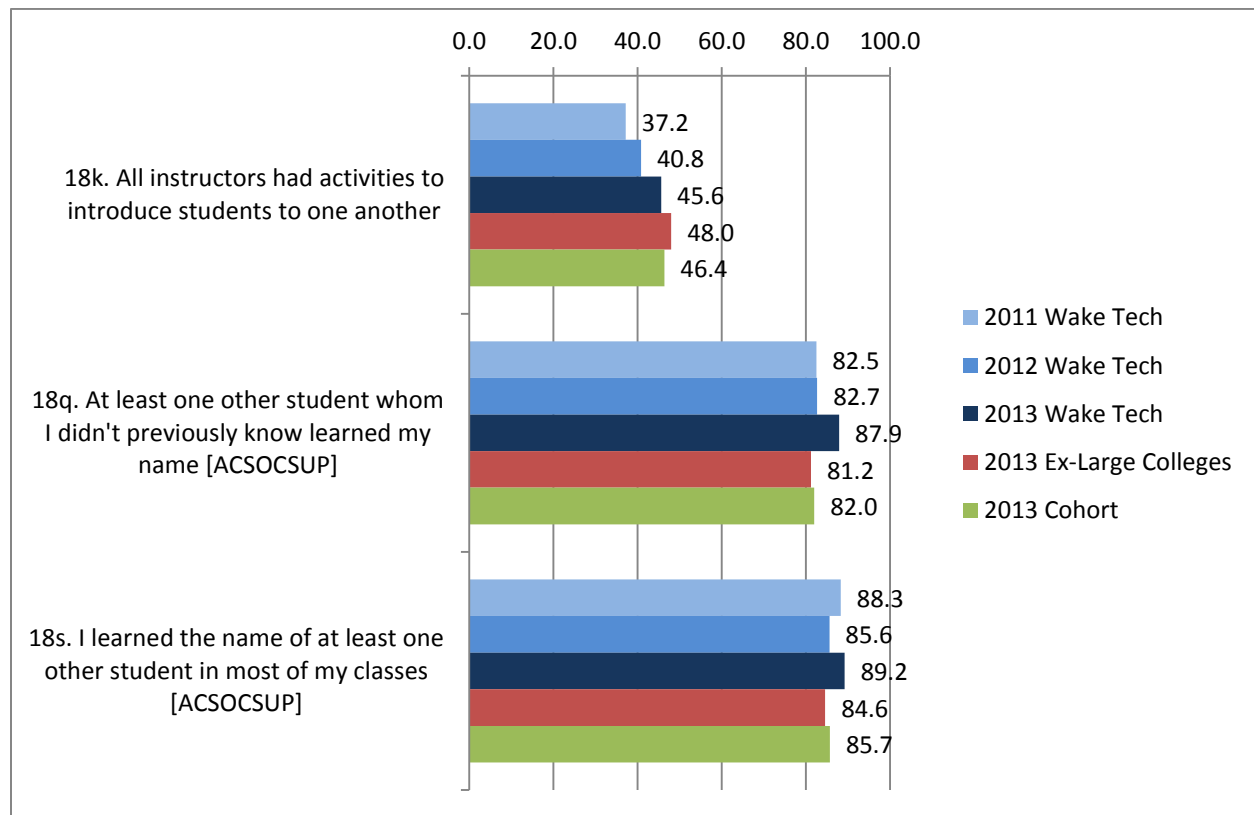


How satisfied were you with the Student organizations? (% responding “Somewhat or Very”)

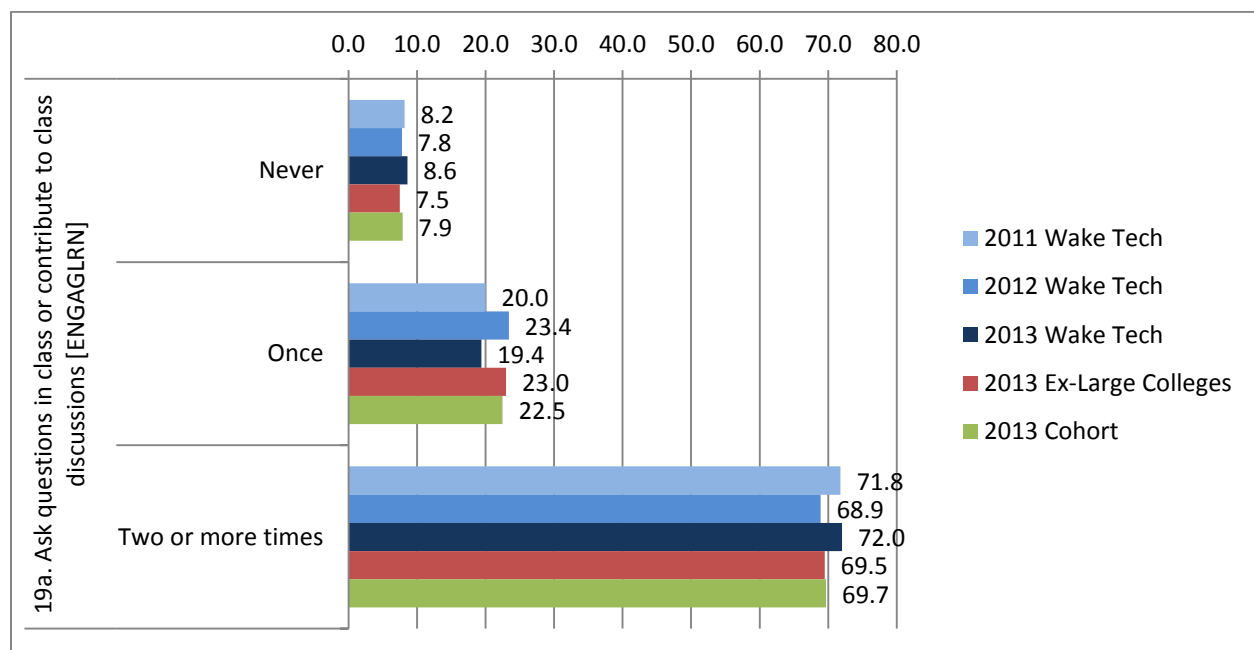


Peer-to-peer interaction in class

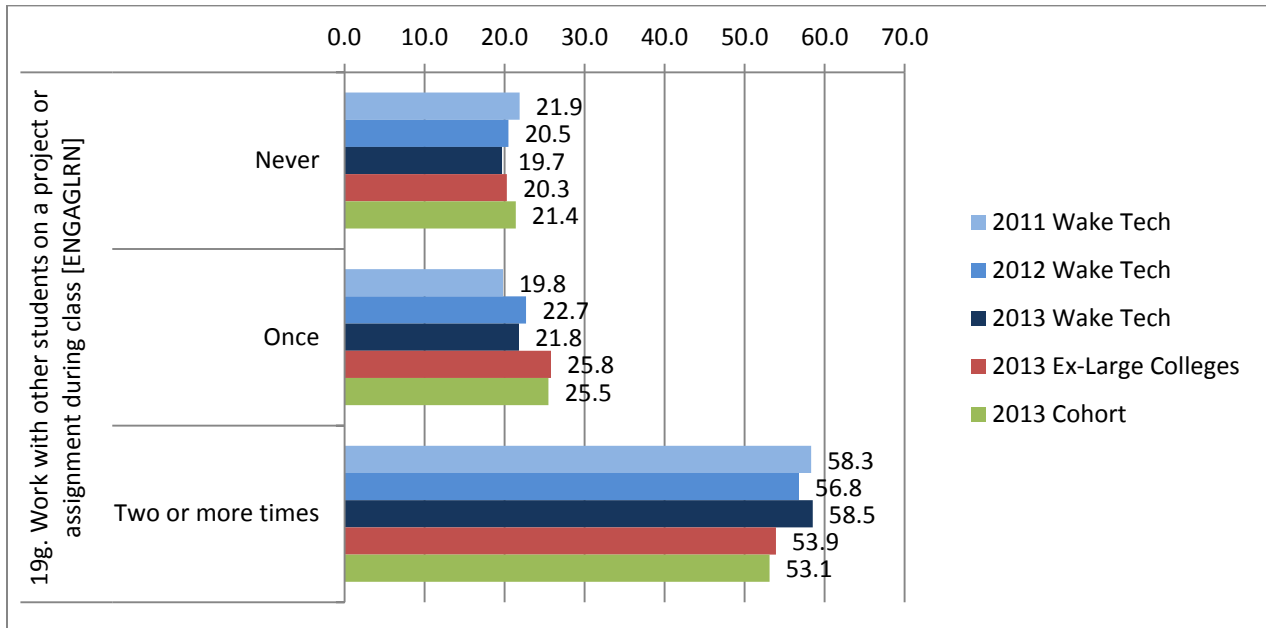
During the first three weeks of your first semester/quarter at this college:
 (% responding "Agree or Strongly Agree")



How often did you ask questions in class or contribute to class discussions?

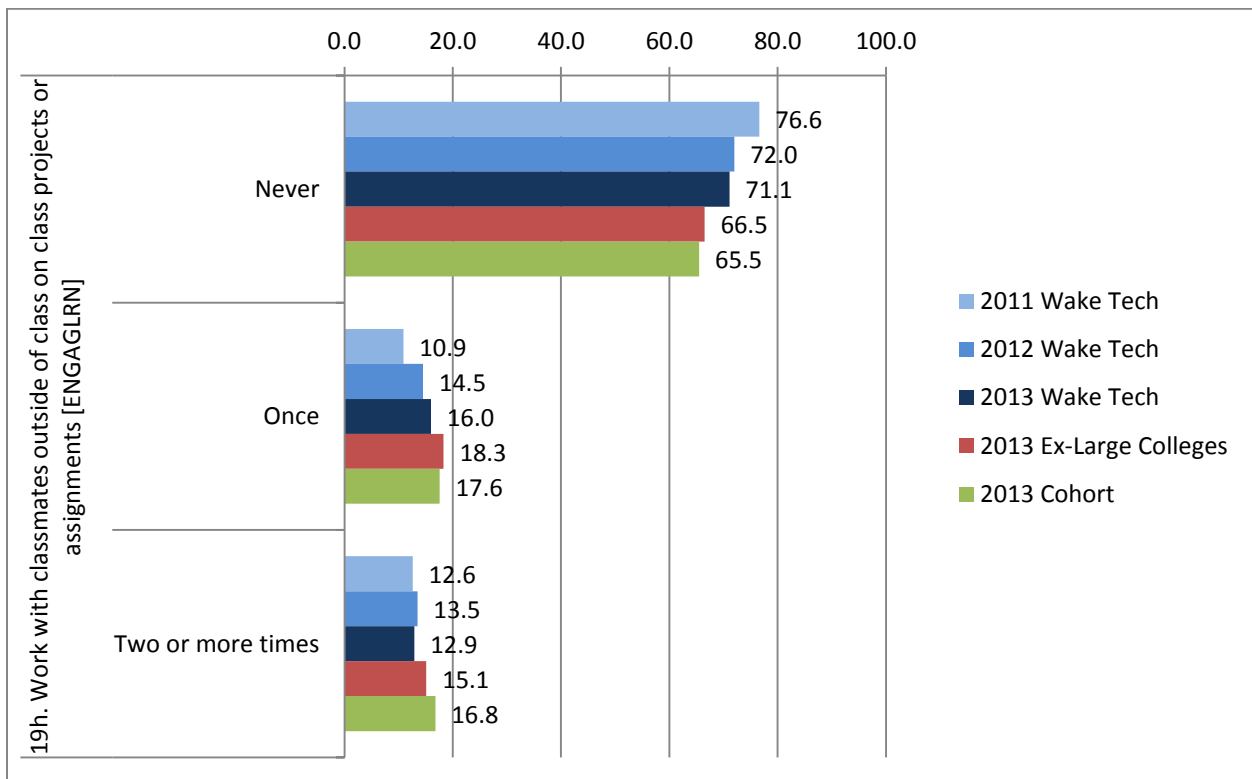


How often did you work with other students on a project or assignment during class?

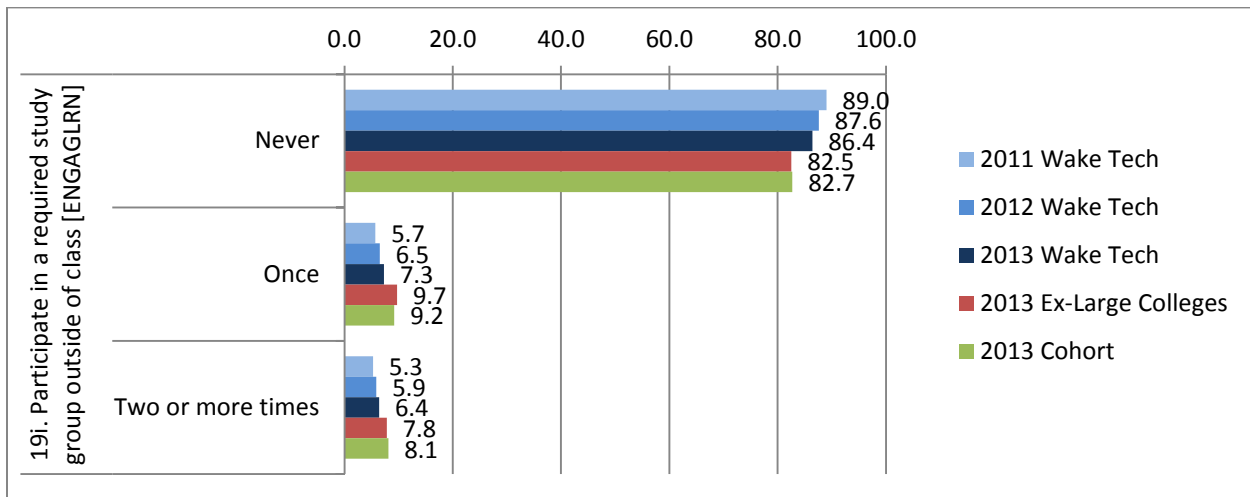


Peer-to-peer interaction out of class

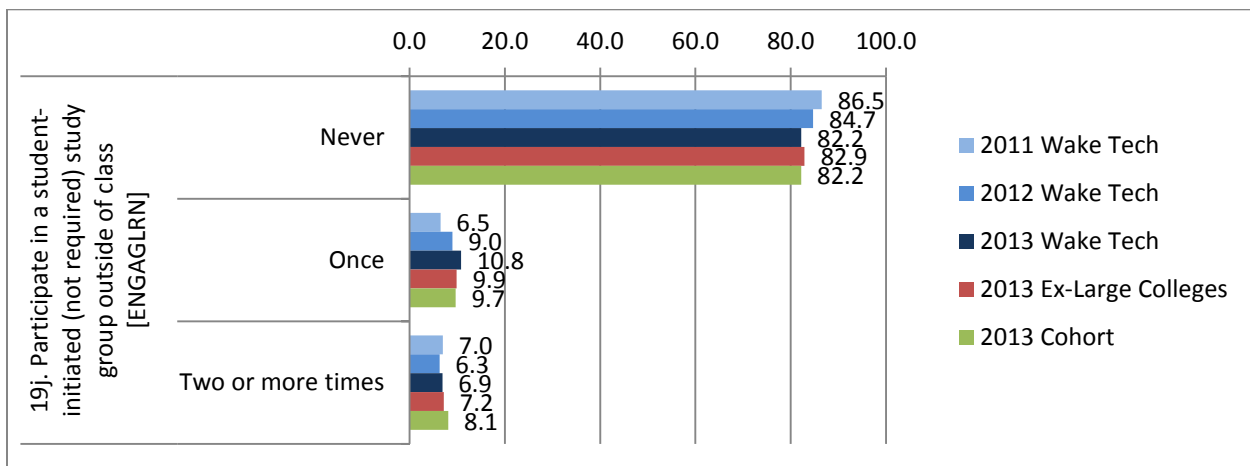
How often did you work with classmates outside of class on class projects or assignments?



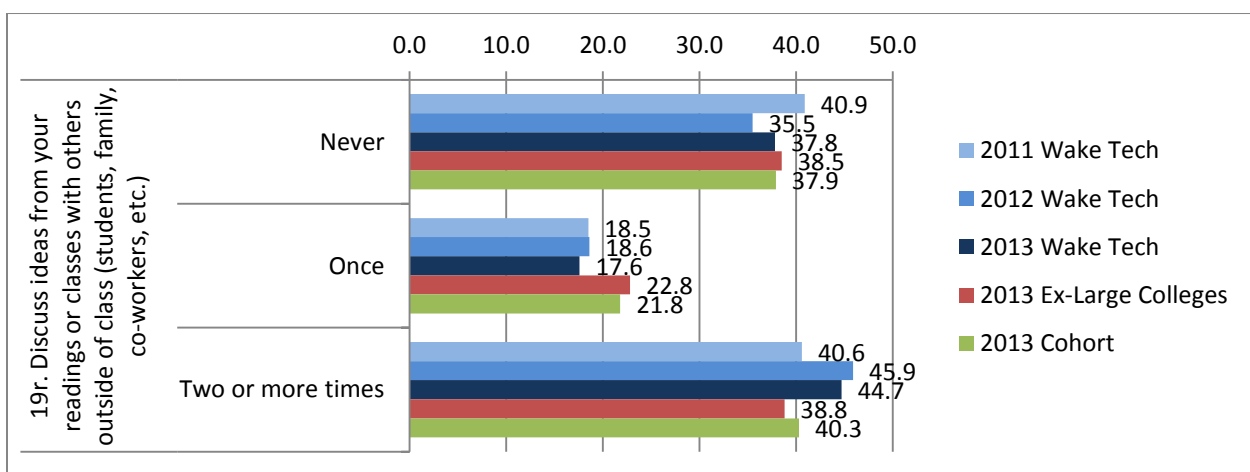
How often did you participate in a required study group outside of class?



How often did you participate in a student-initiated (not-required) study group outside of class?

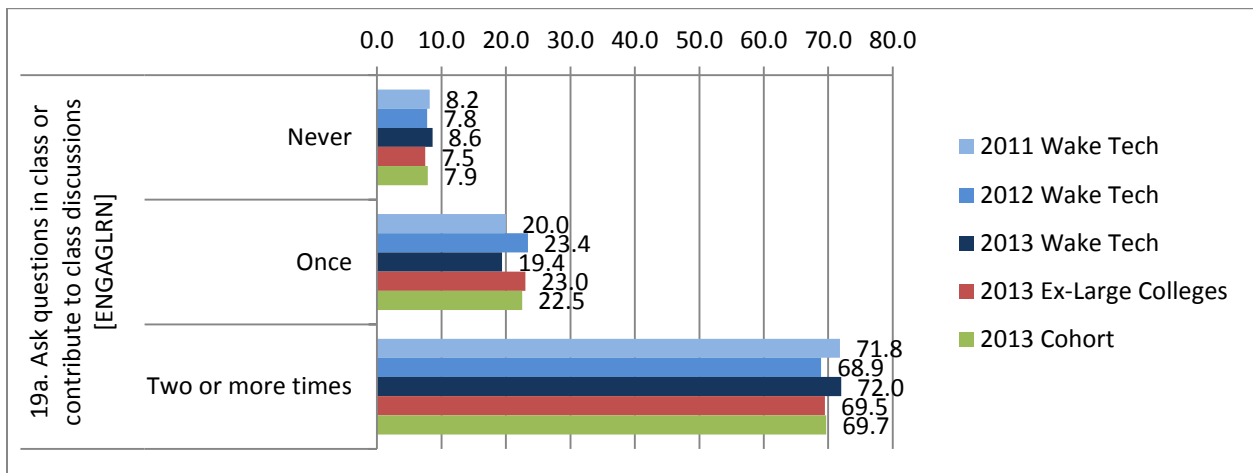


How often did you discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)?

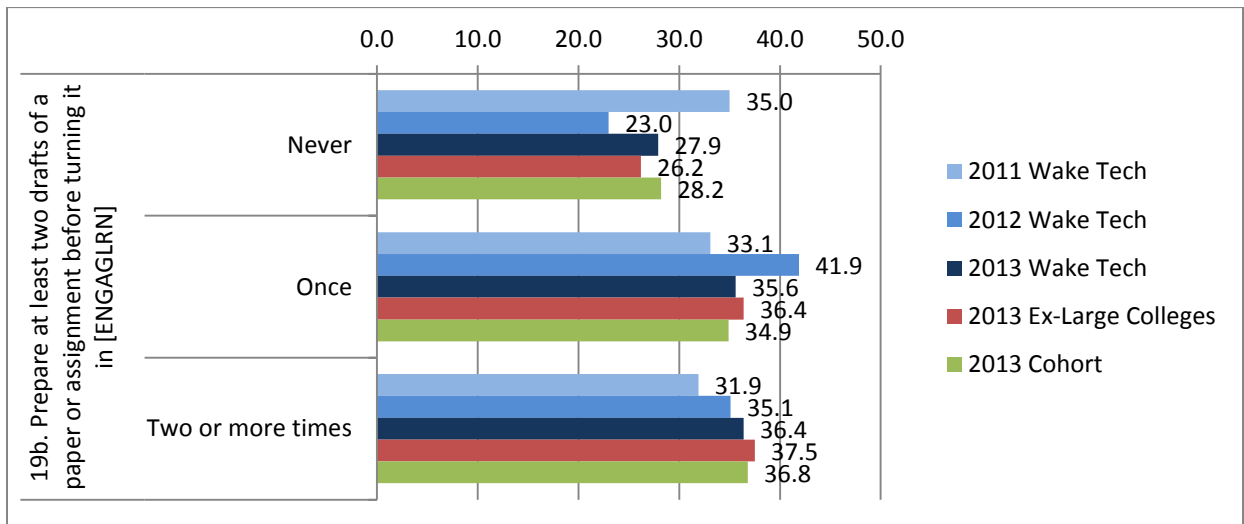


Student Effort Engagement

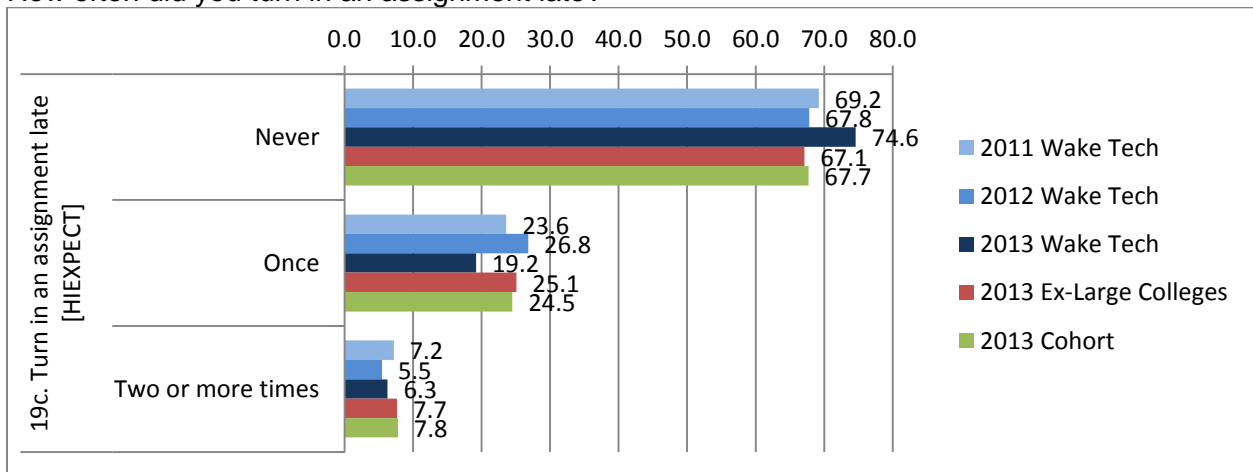
How often did you ask questions in class or contribute to class discussions?



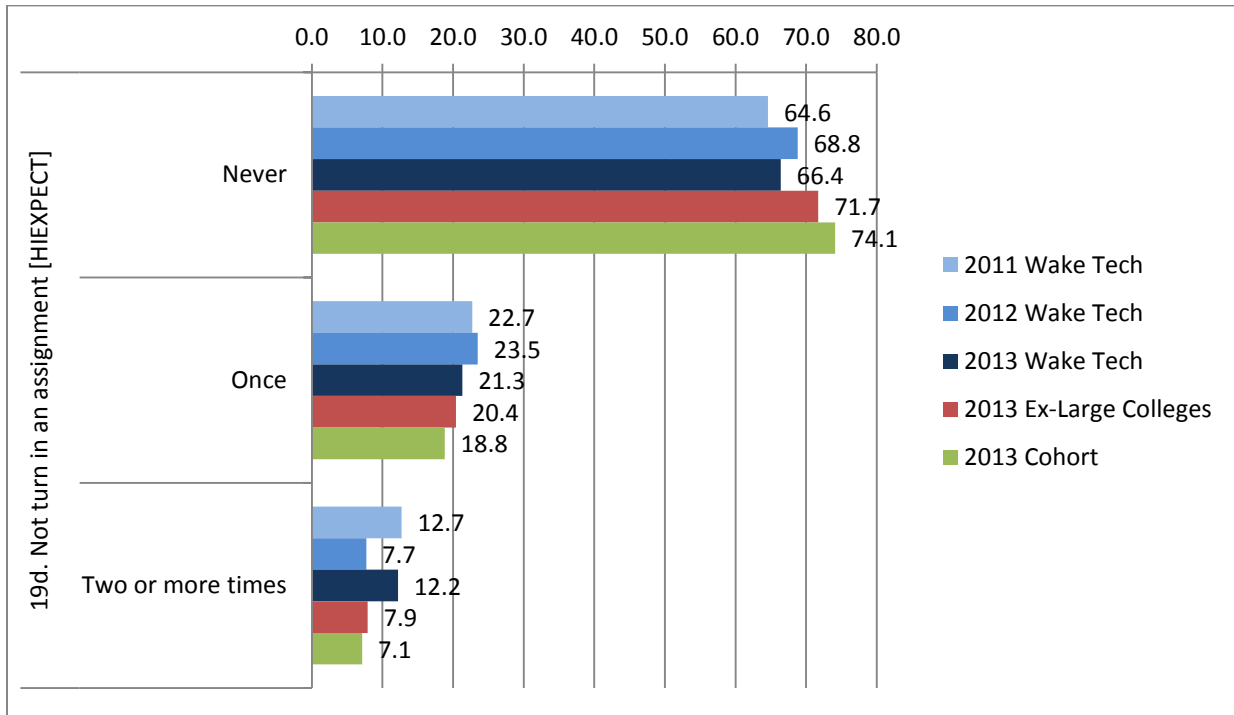
How often did you prepare at least two drafts of a paper or assignment before turning it in?



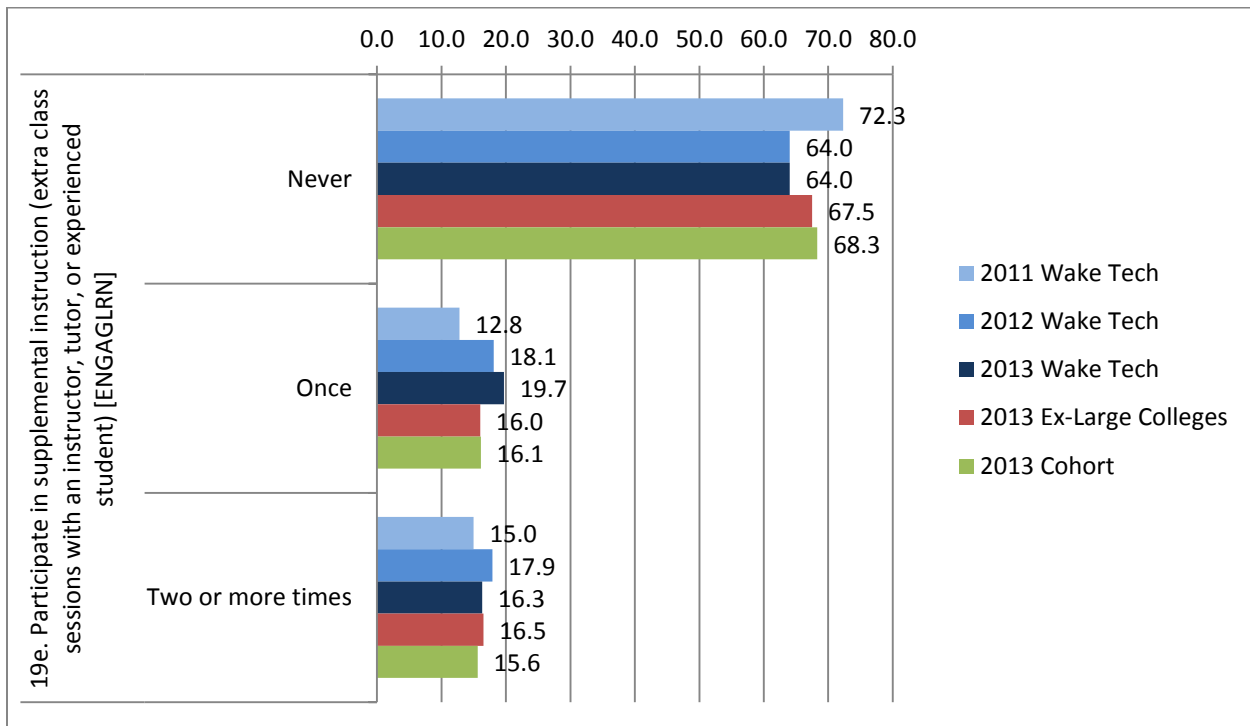
How often did you turn in an assignment late?



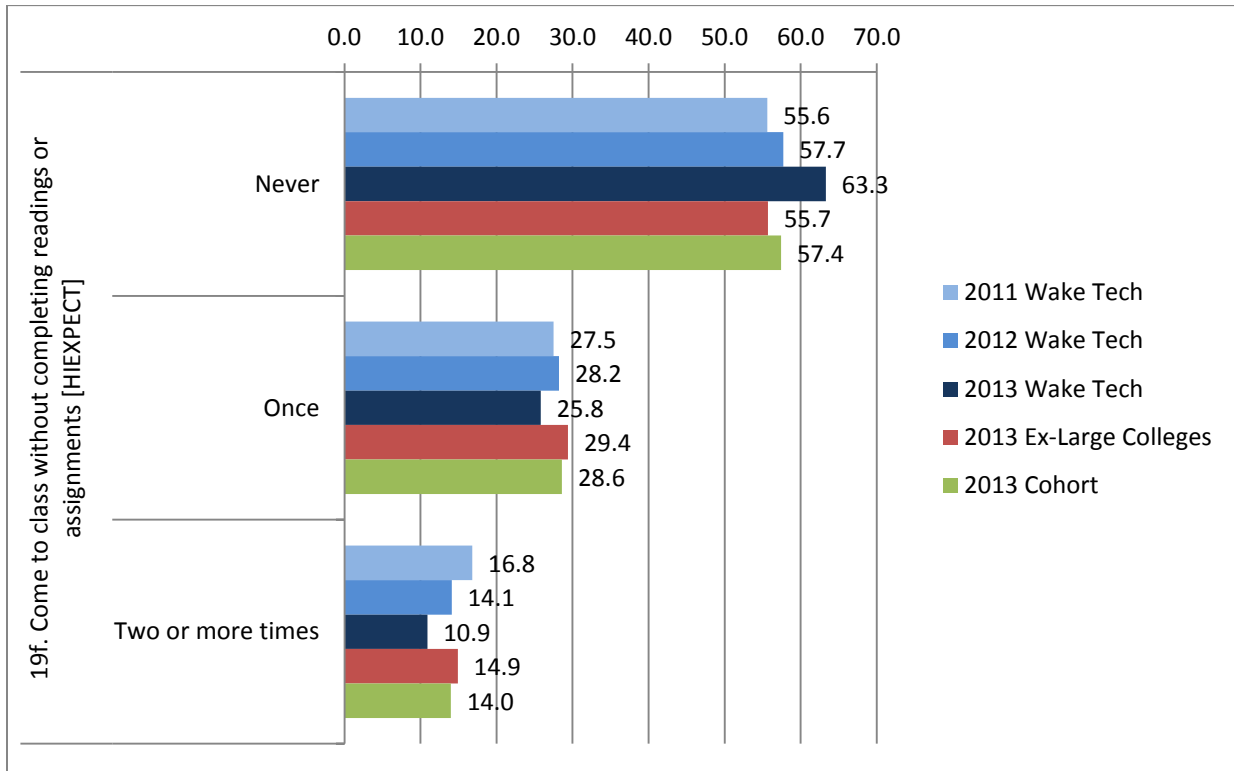
How often did you not turn in an assignment?



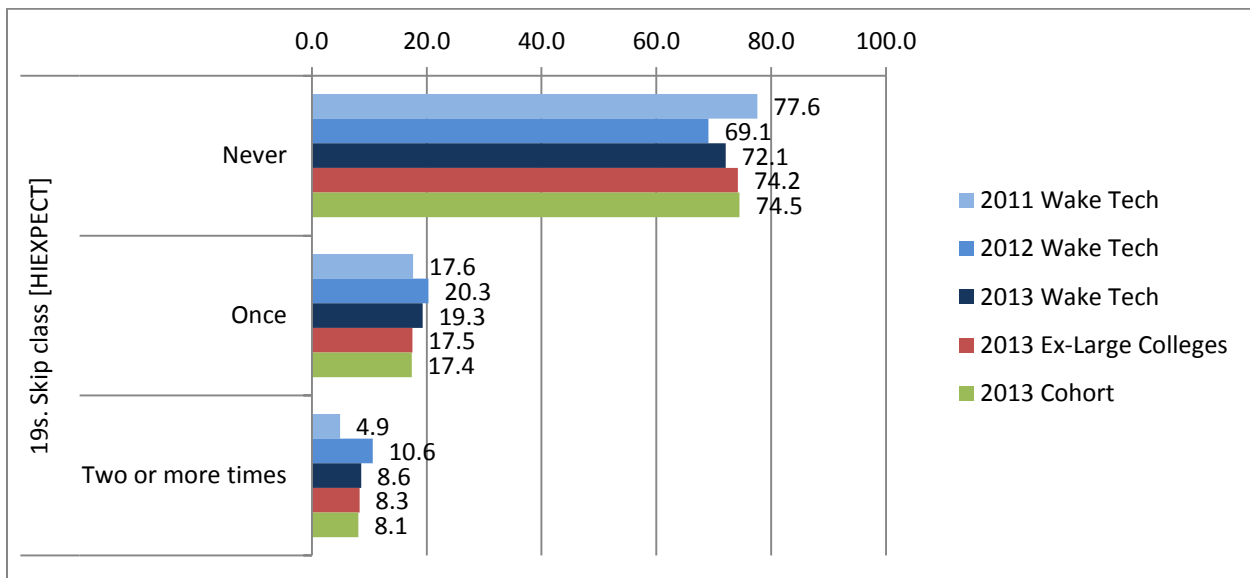
How often did you participate in supplemental instruction—extra class session with an instructor, tutor, or experienced student?



How often did you come to class without completing readings or assignments?

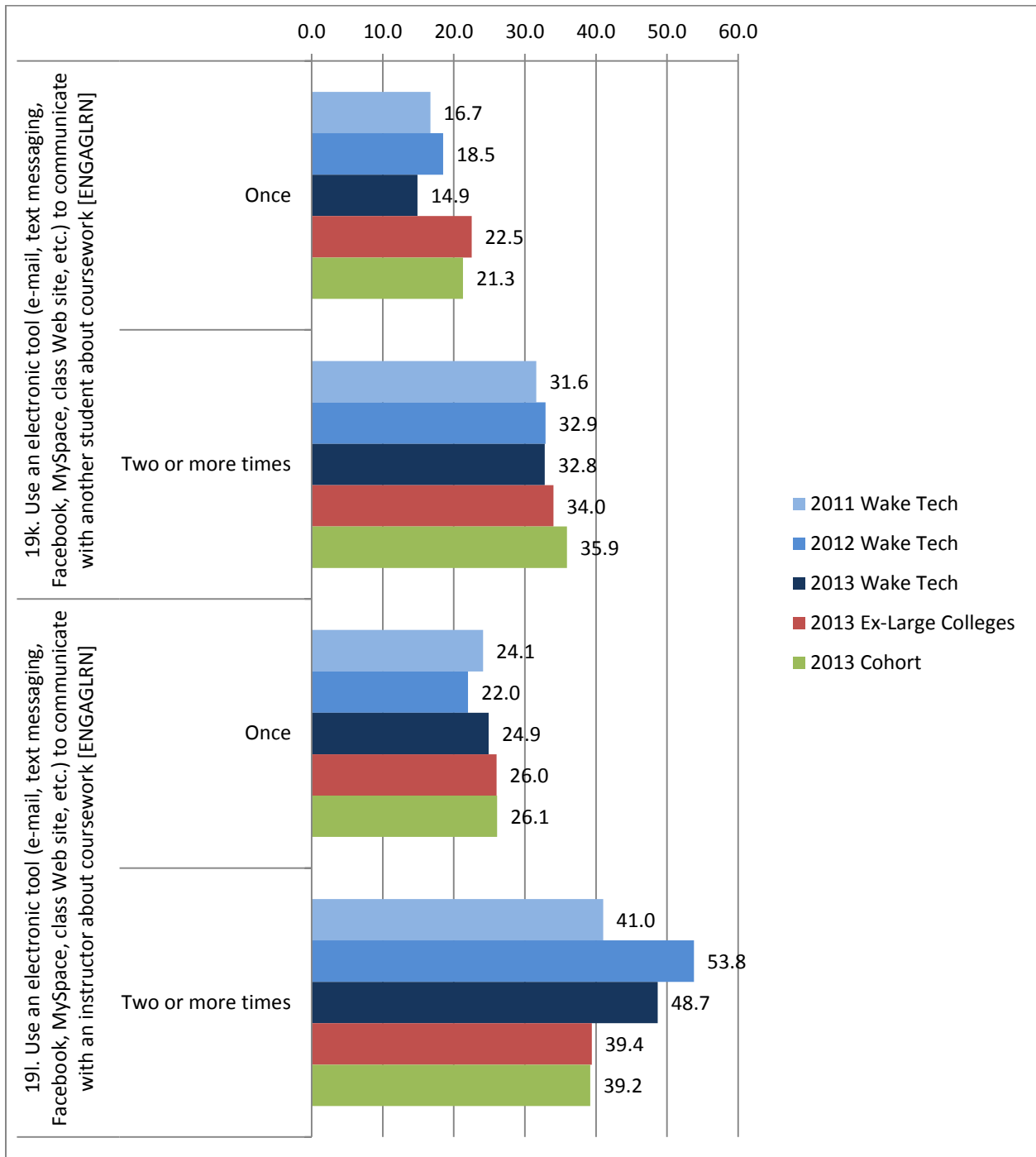


How often did you skip class?

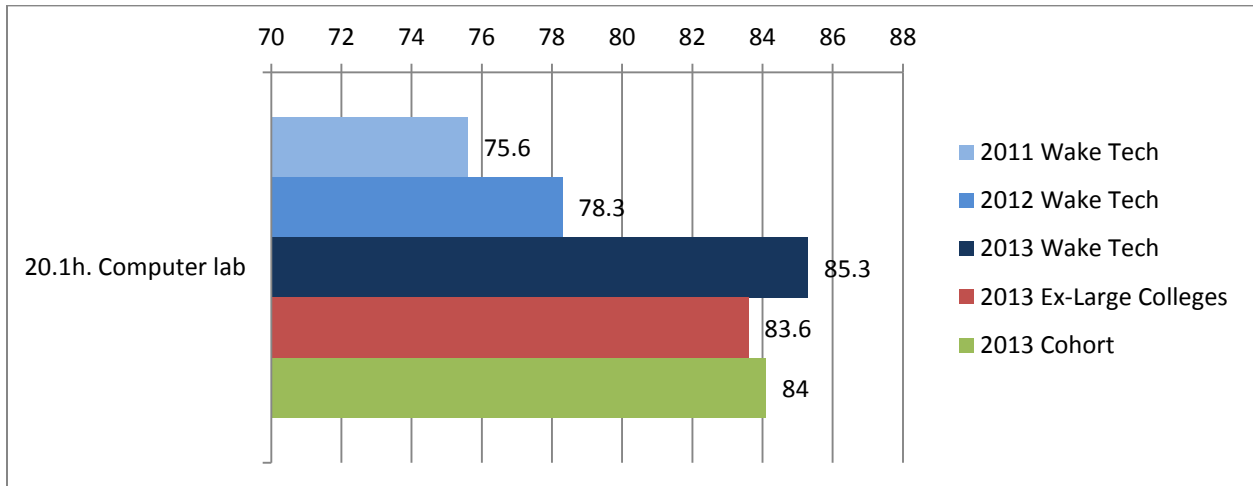


Technology

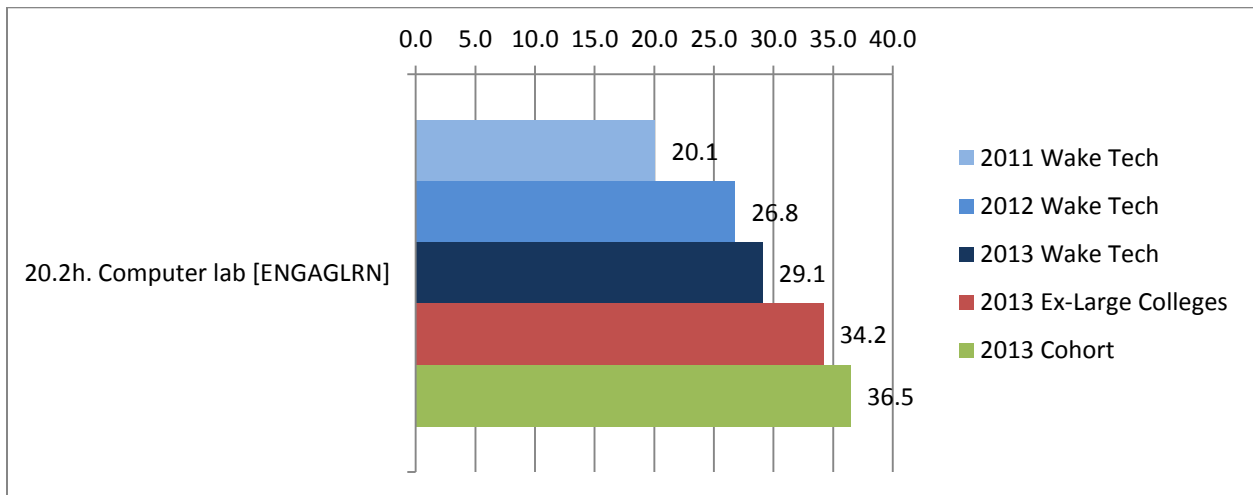
How often did you use an electronic tool (e-mail, text messaging, Facebook, MySpace, class web site, etc.) to communicate with another student about coursework or to communicate with an instructor about coursework?



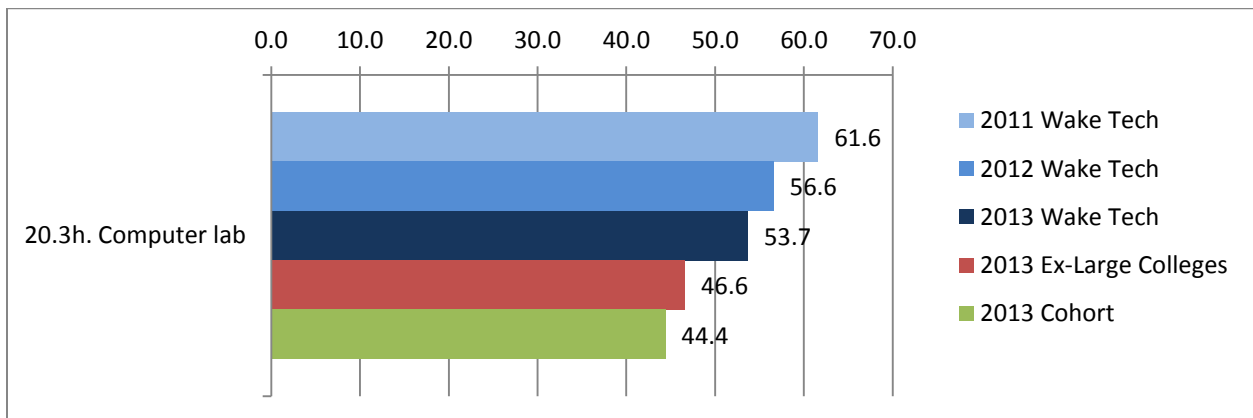
Did you know about the computer lab services? (% responding “Yes”)



How often did you use the computer lab services? (% responding two or more times)

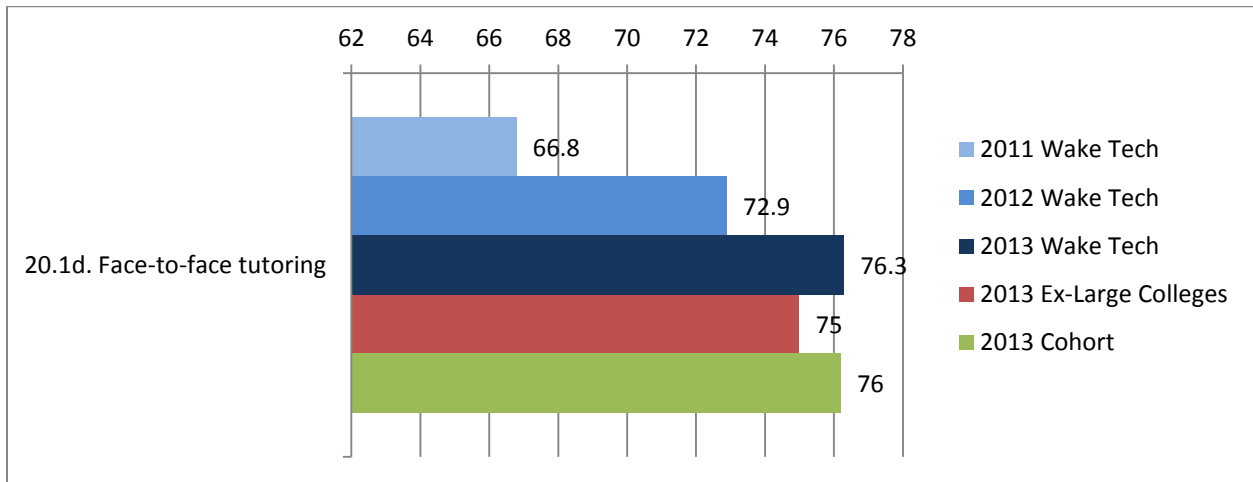


How satisfied were you with the computer lab services? (% responding “Somewhat or Very”)

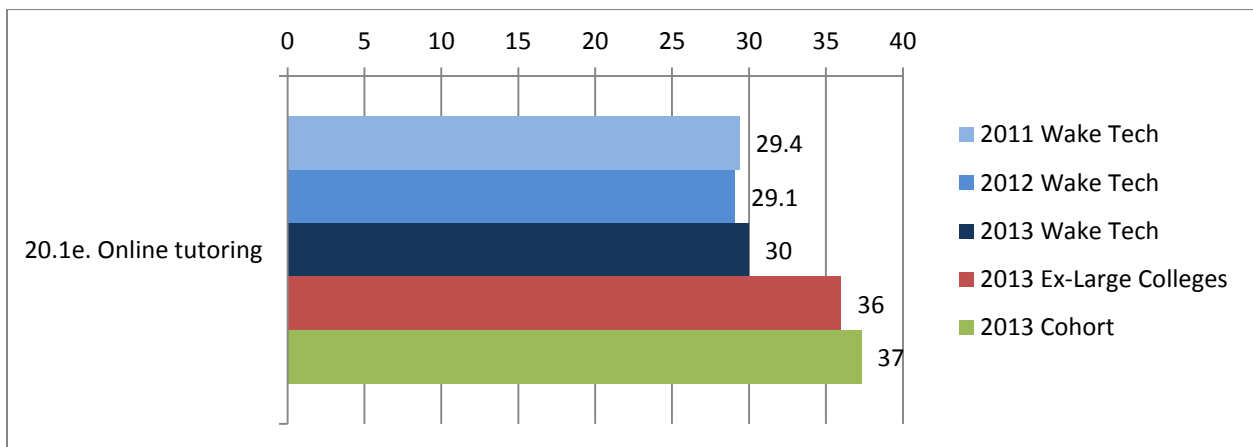


Academic Support Services

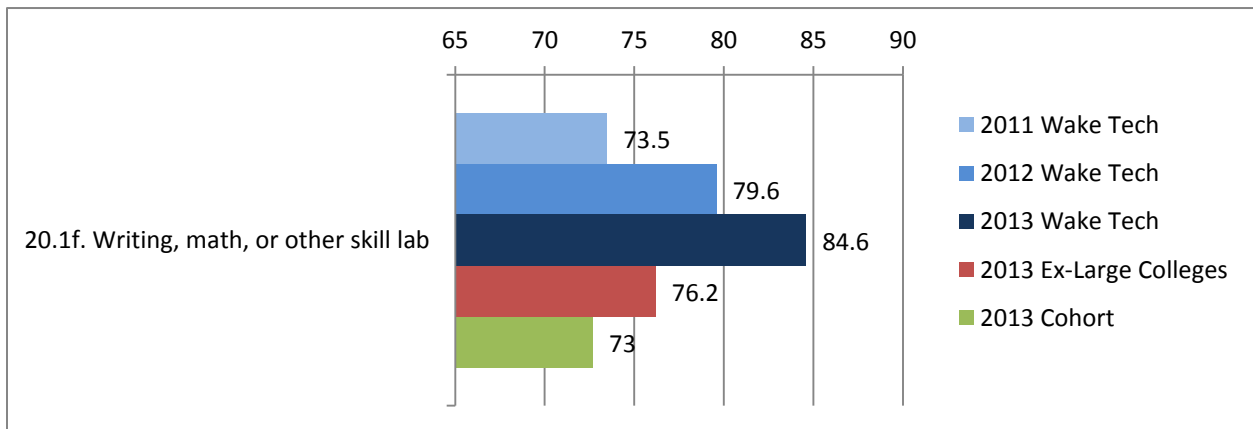
Did you know about face-to-face tutoring? (% responding "Yes")



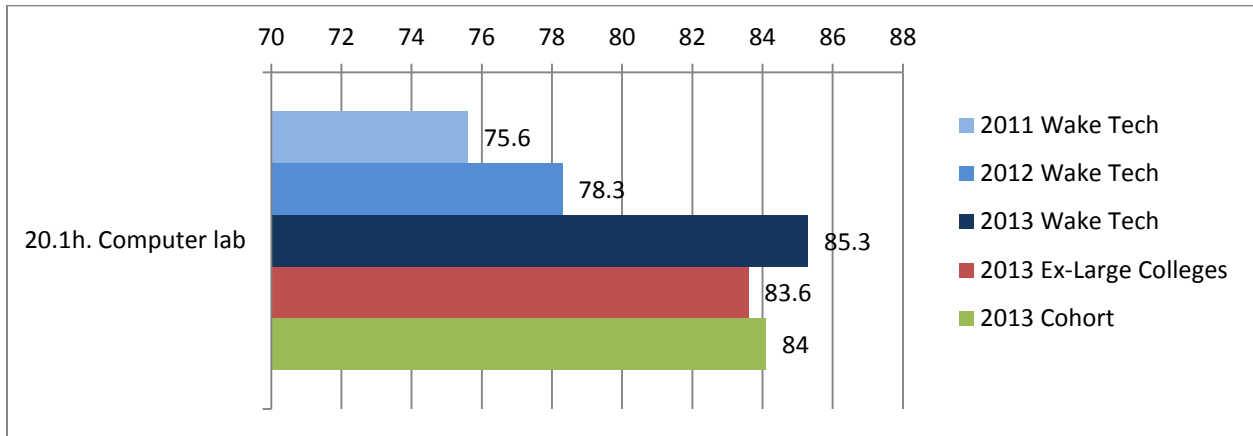
Did you know about online tutoring? (% responding "Yes")



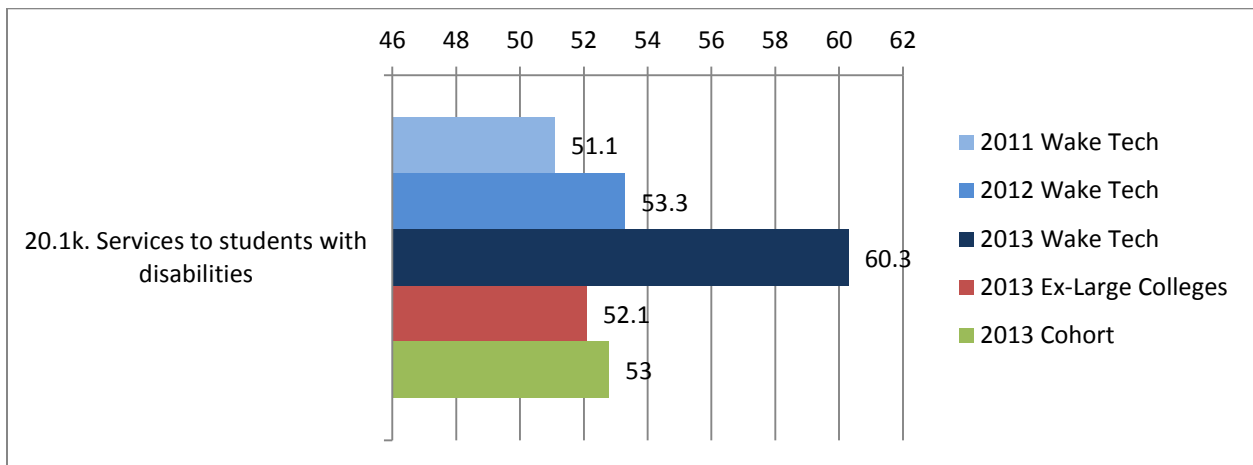
Did you know about writing, math, or other skill labs? (% responding "Yes")



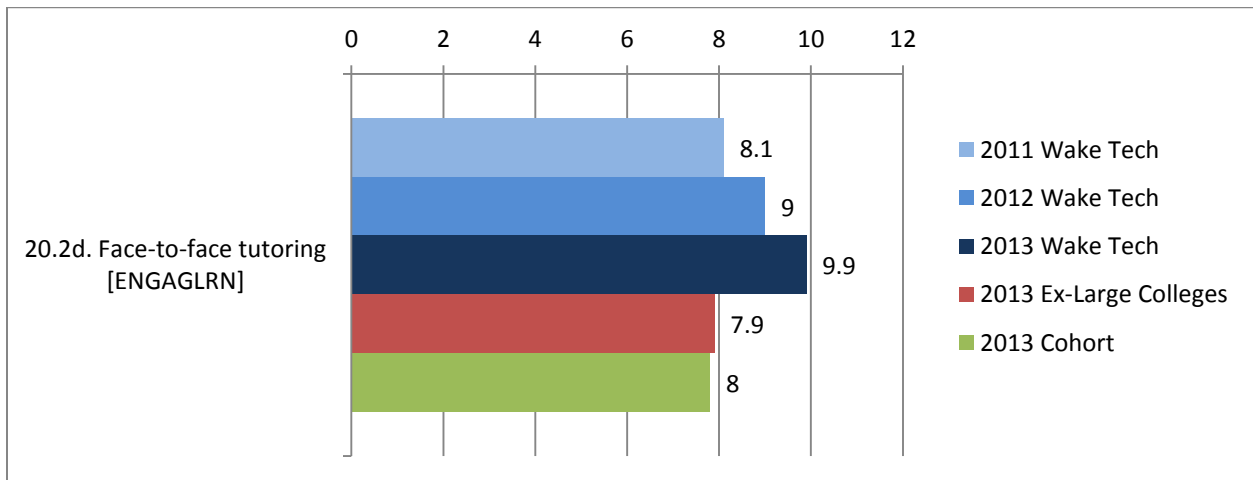
Did you know about computer lab services? (% responding “Yes”)



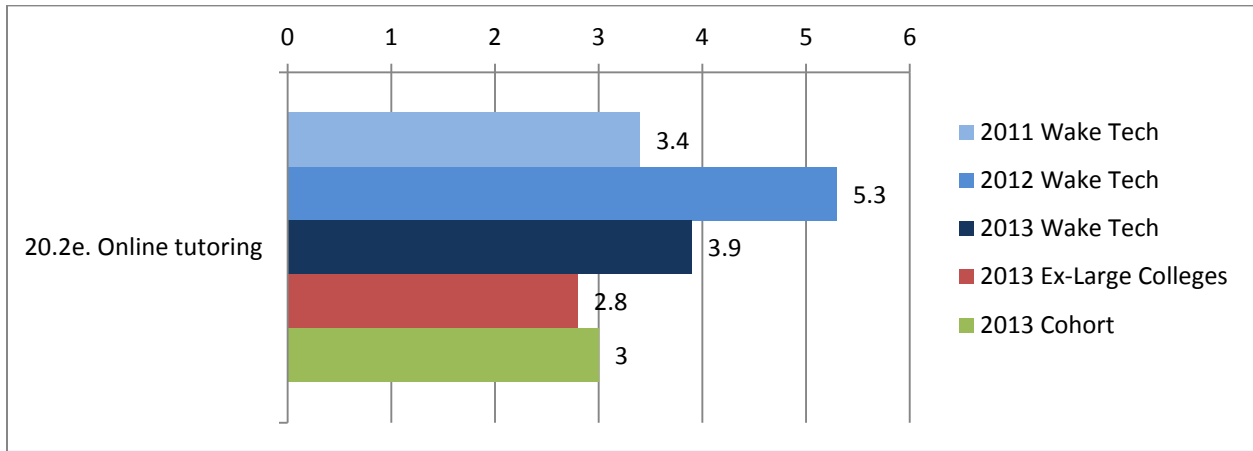
Did you know about services to students with disabilities? (% responding “Yes”)



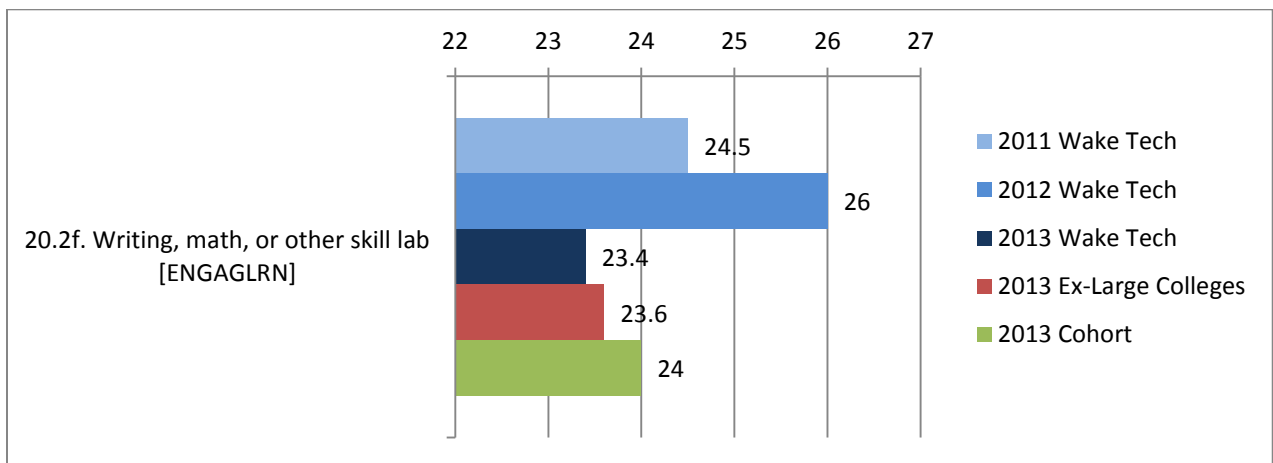
How often did you use face-to-face tutoring? (% responding with two or more times)



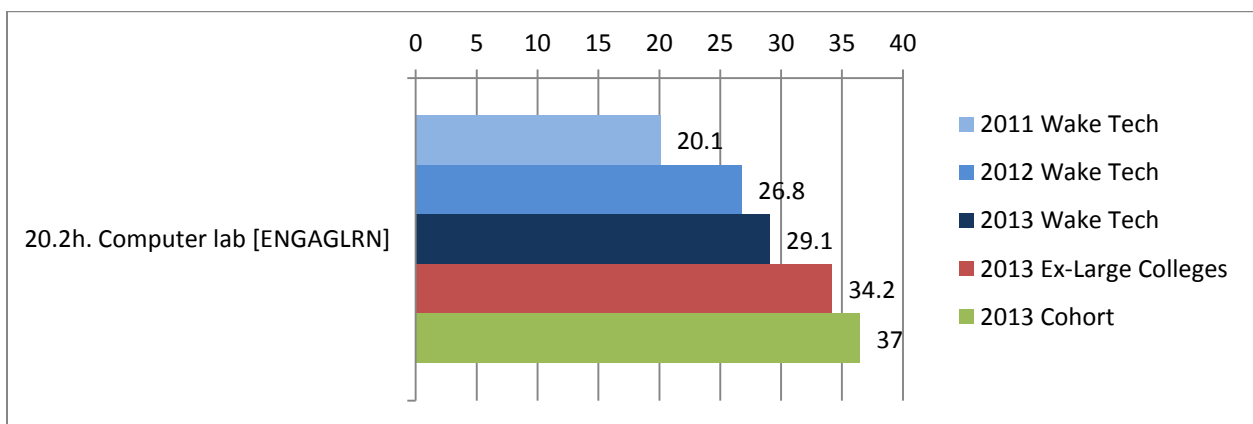
How often did you use online tutoring? (% responding with two or more times)



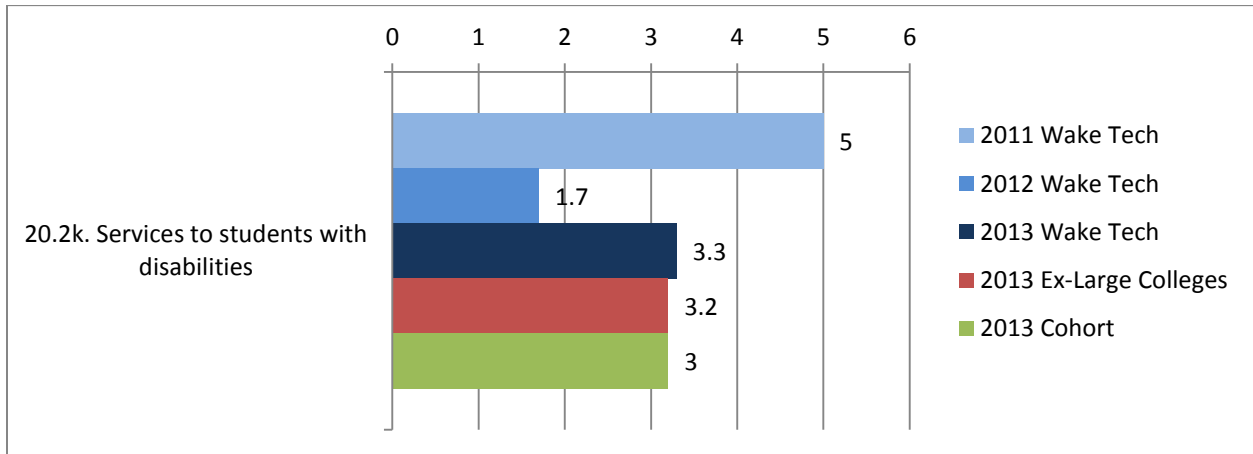
How often did you use writing, math, and other skill labs? (% responding with two or more times)



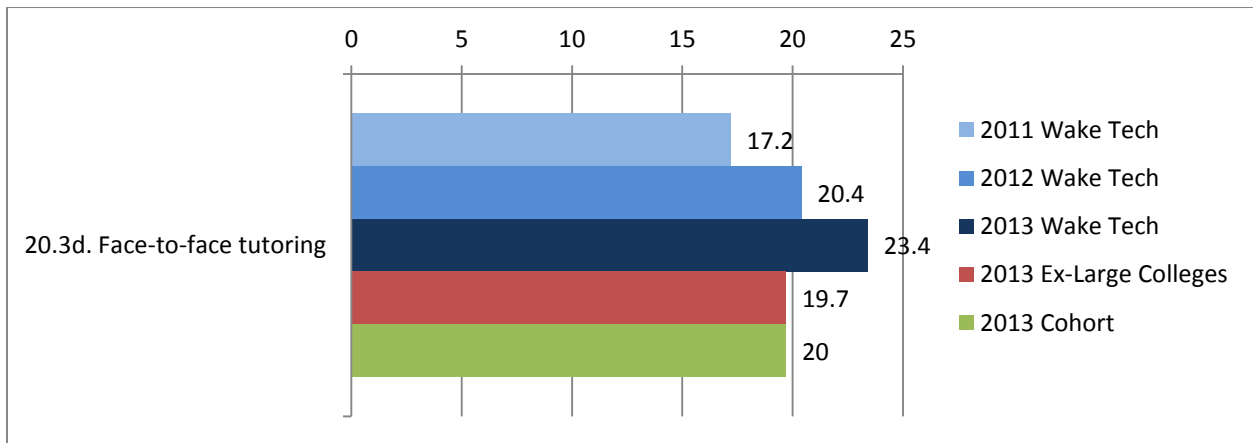
How often did you use computer lab services? (% responding with two or more times)



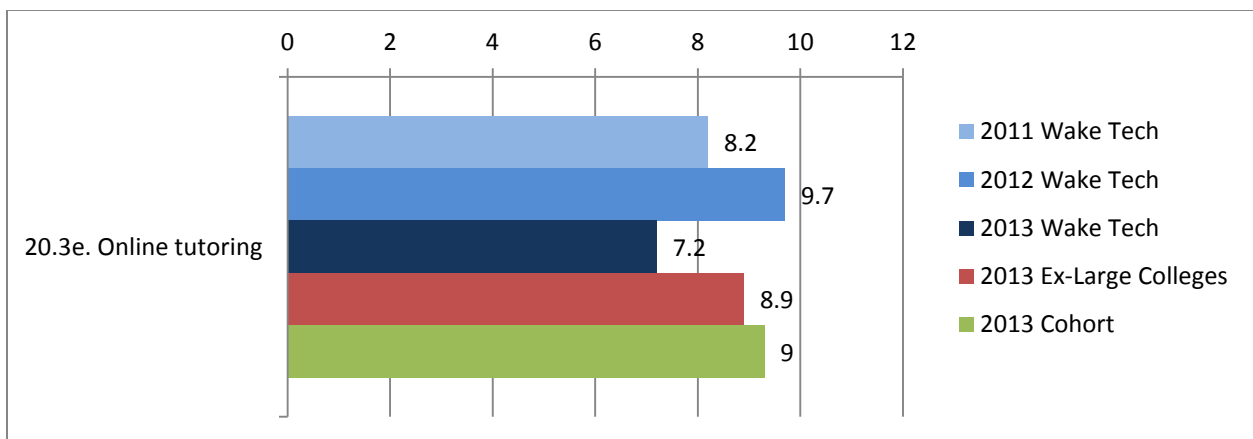
How often did you use services for students with disabilities? (% responding with two or more times)



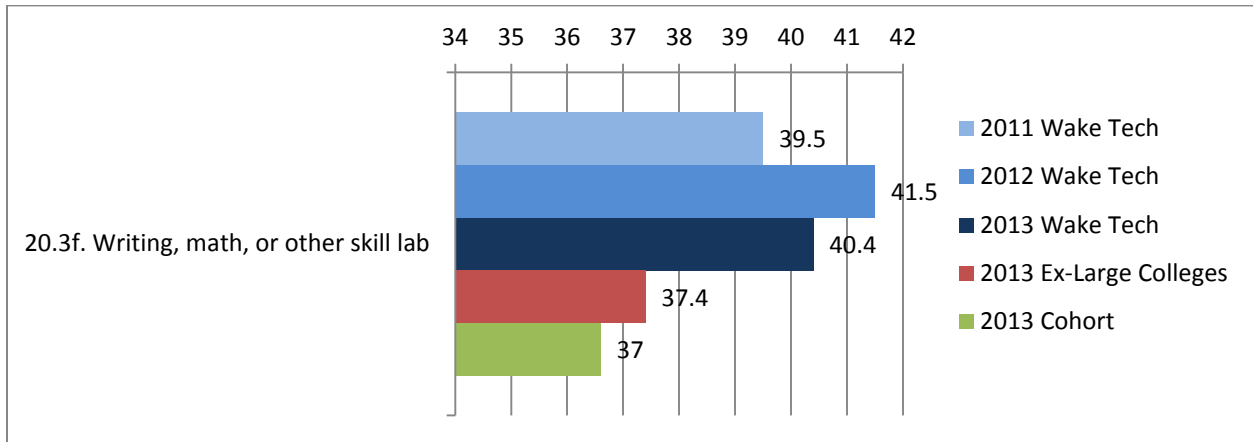
How satisfied were you with face-to-face tutoring? (% responding "Somewhat or Very")



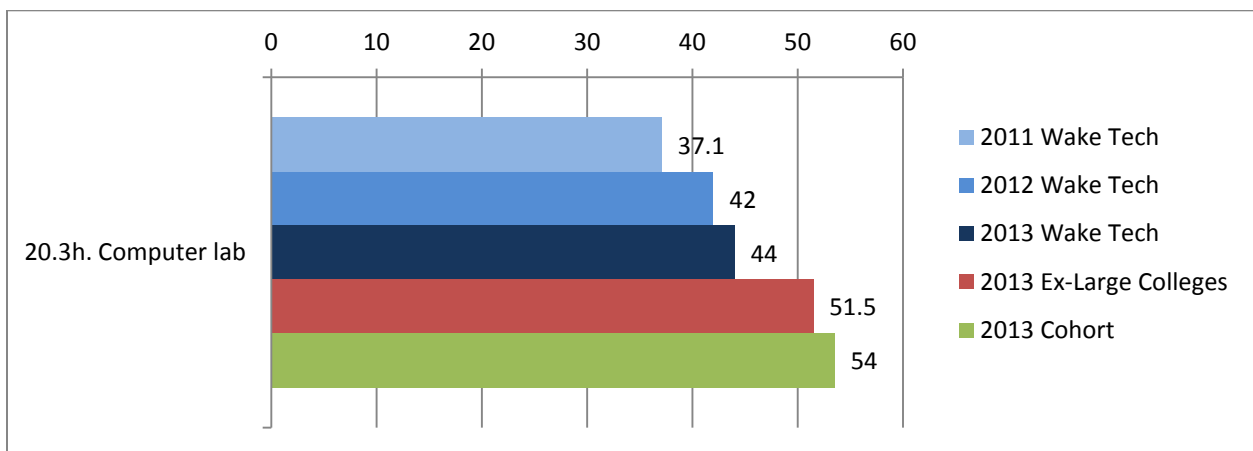
How satisfied were you with online tutoring? (% responding "Somewhat or Very")



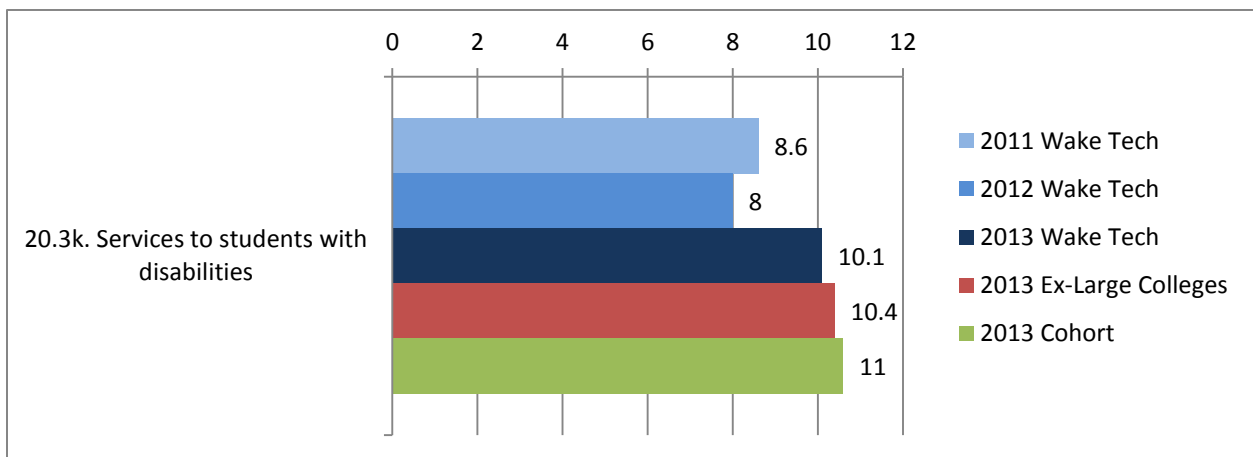
How satisfied were you with writing, math, and other skill labs? (% responding "Somewhat or Very")



How satisfied were you with computer lab services? (% responding "Somewhat or Very")

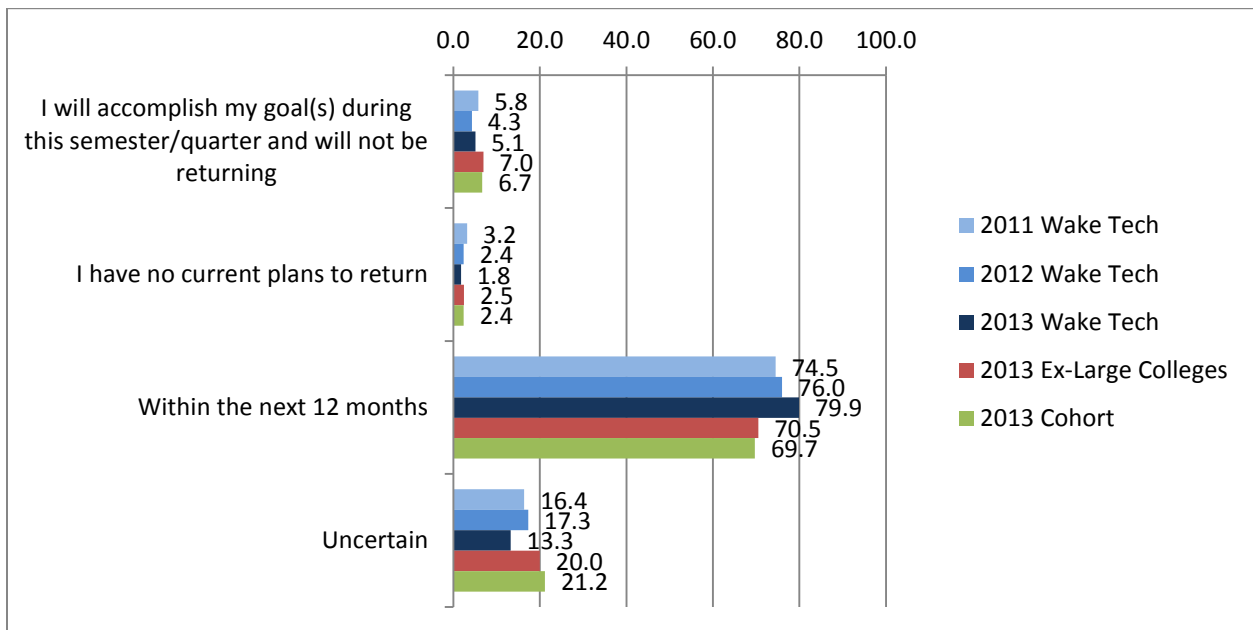


How satisfied were you with services for students with disabilities? (% responding "Somewhat or Very")

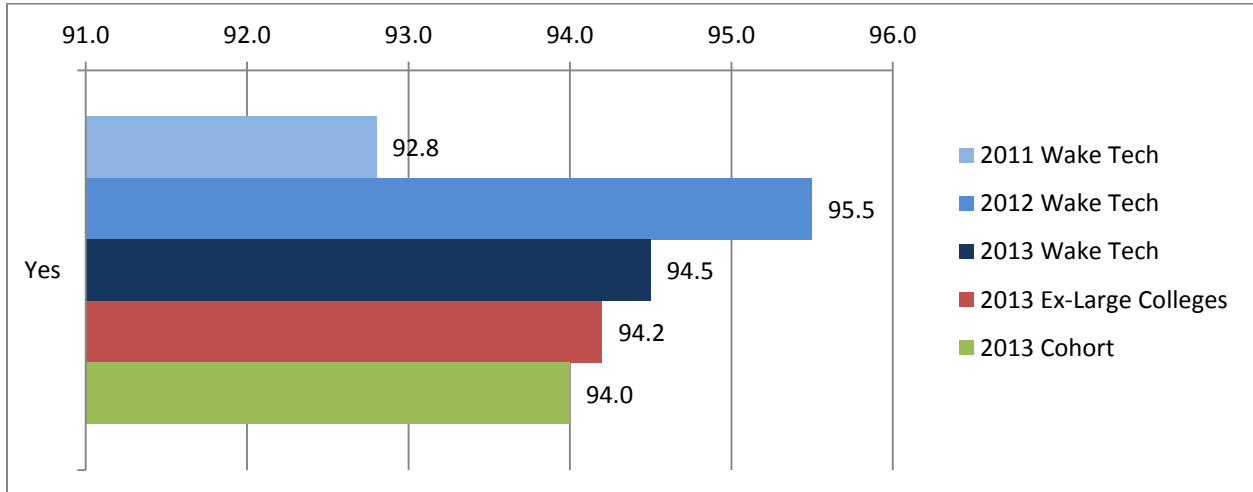


Student Satisfaction

25. When do you plan to take classes at this college again?



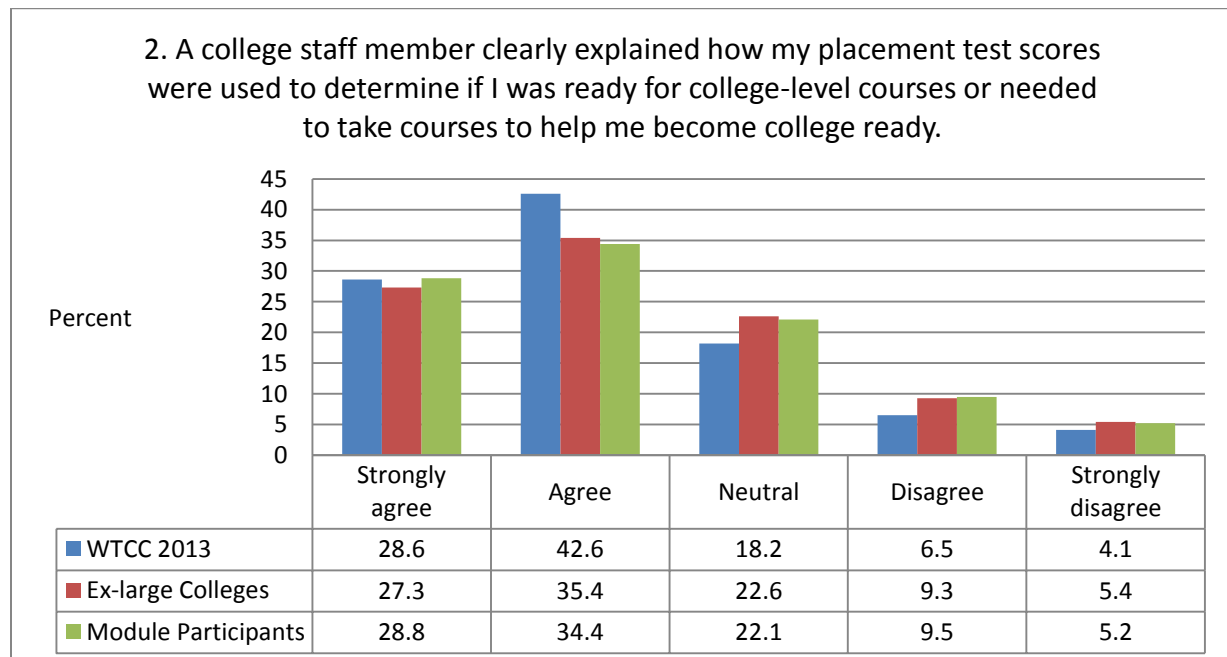
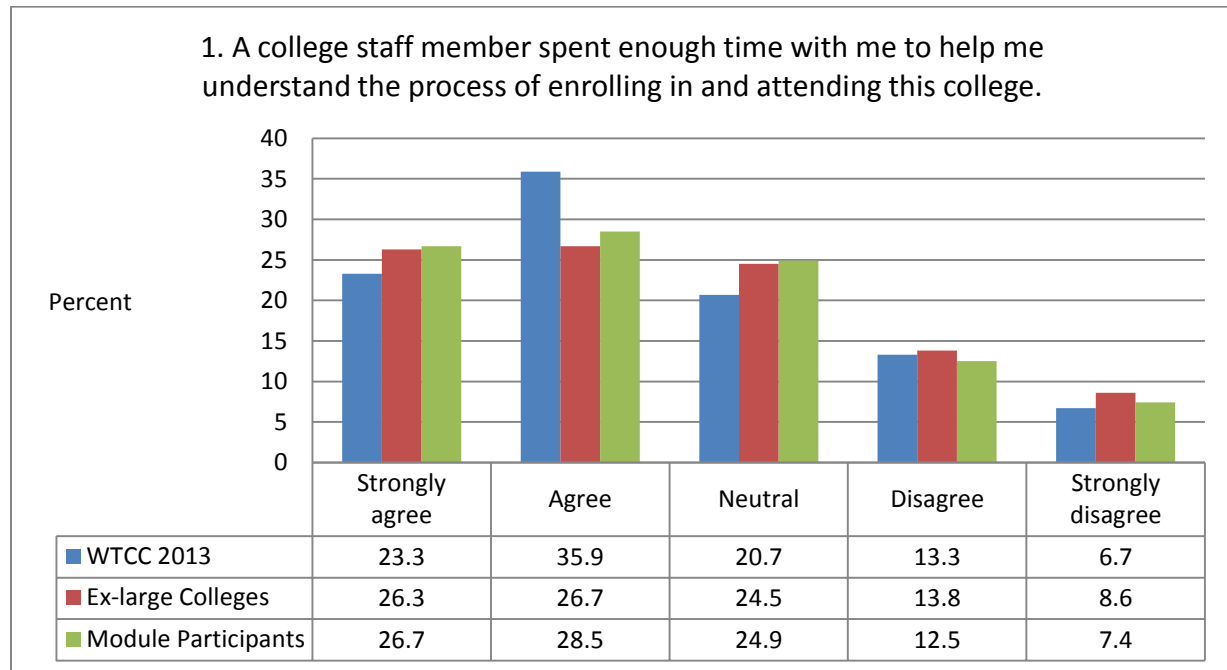
27. Would you recommend this college to a friend or family member? (% responding "Yes")



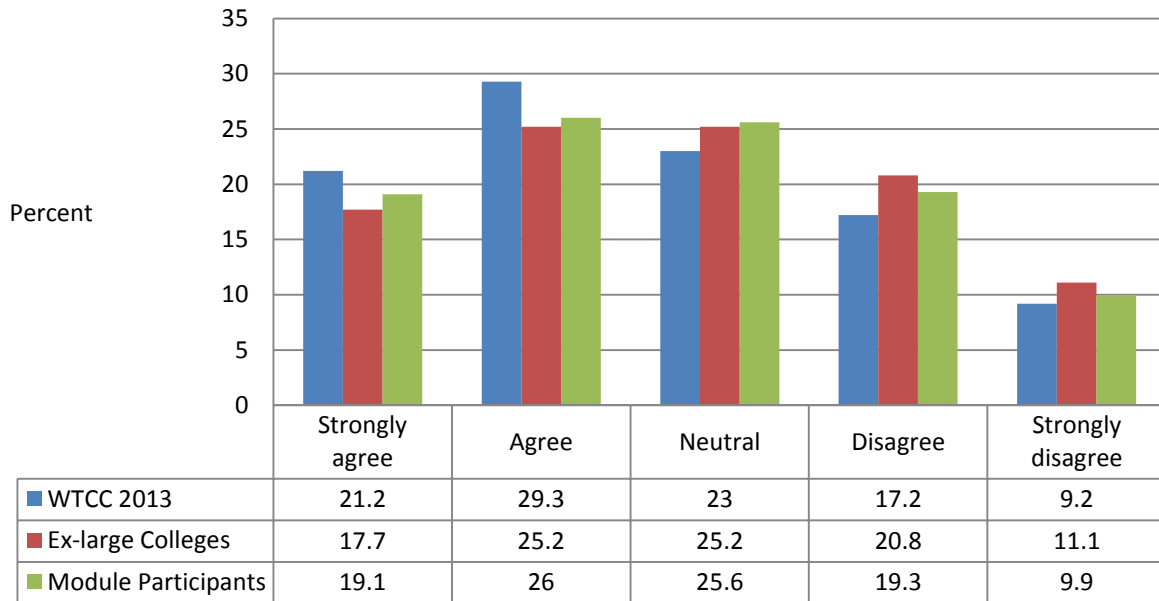
2013 *SENSE* Special-Focus Modules

As part of an ongoing national initiative, the Center added special-focus modules focused on community college students' participation in a defined collection of “**promising practices**” to the 2013 *SENSE* administration. These special-focus modules elicited new information about entering students' experiences associated with promising educational practices such as early registration, freshman seminars, and early alert systems.

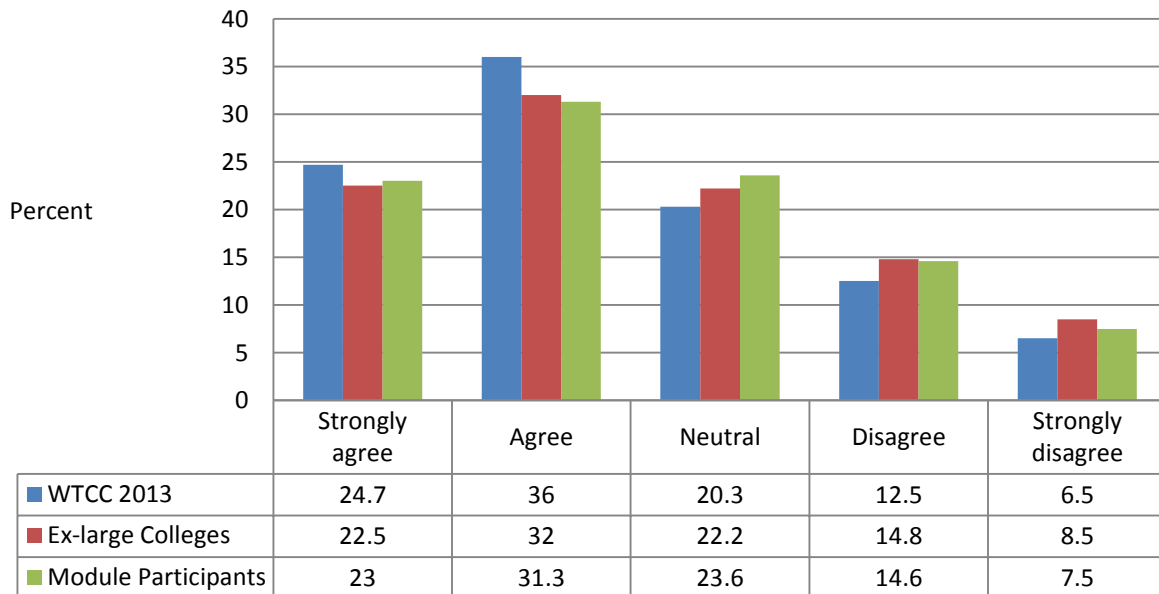
Academic Advising and Planning Module



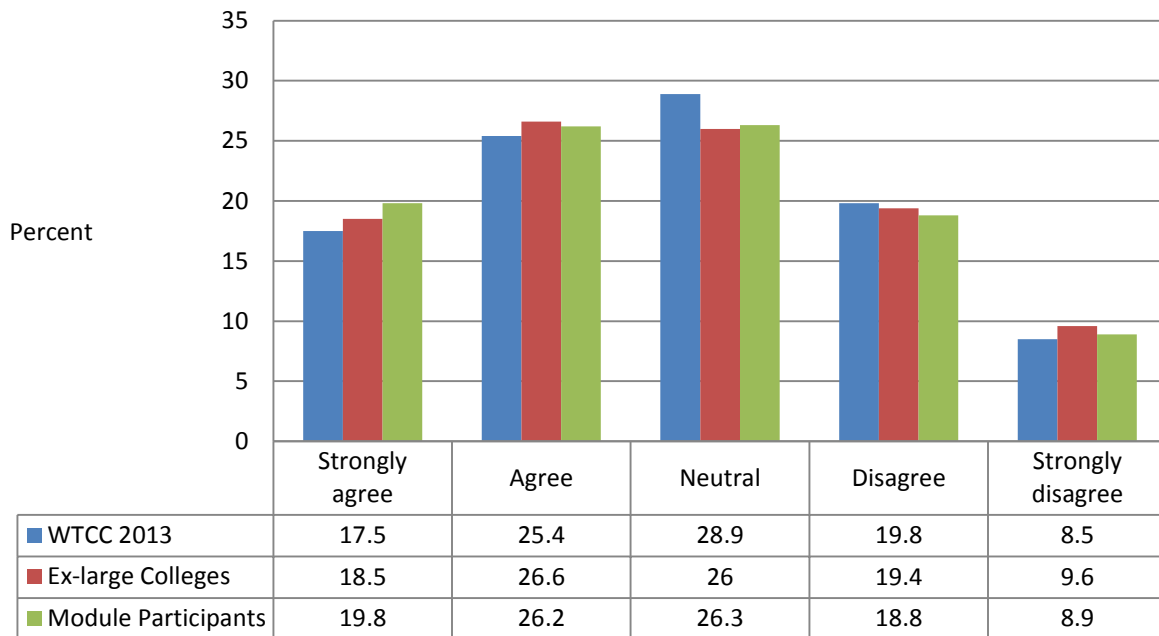
3. A college staff member helped me to design a course sequence that showed how long it would take to attain my educational goals.



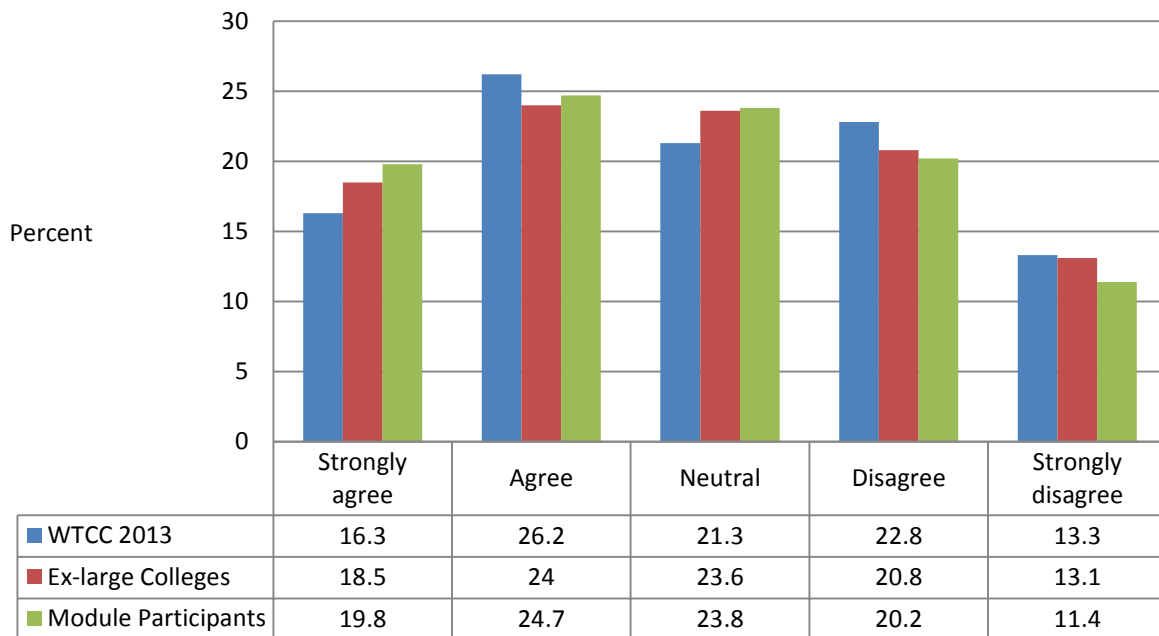
4. A college staff member clearly explained core courses and other requirements for completing a certificate/degree, or for transferring to another college/university.



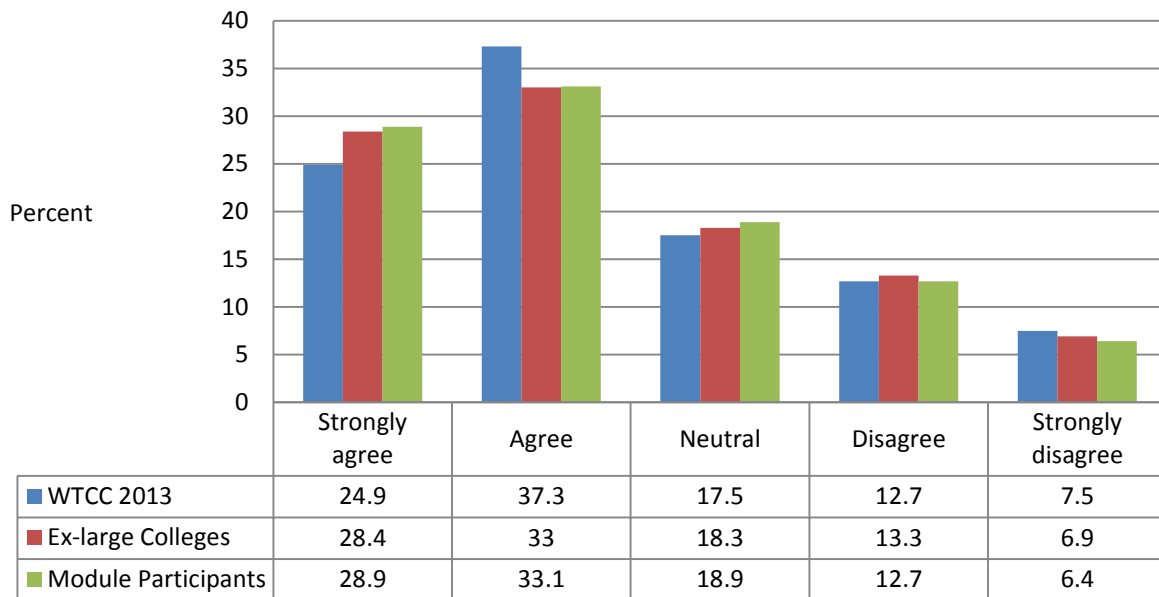
5. A college staff member talked with me about the importance of completing a certificate or degree.



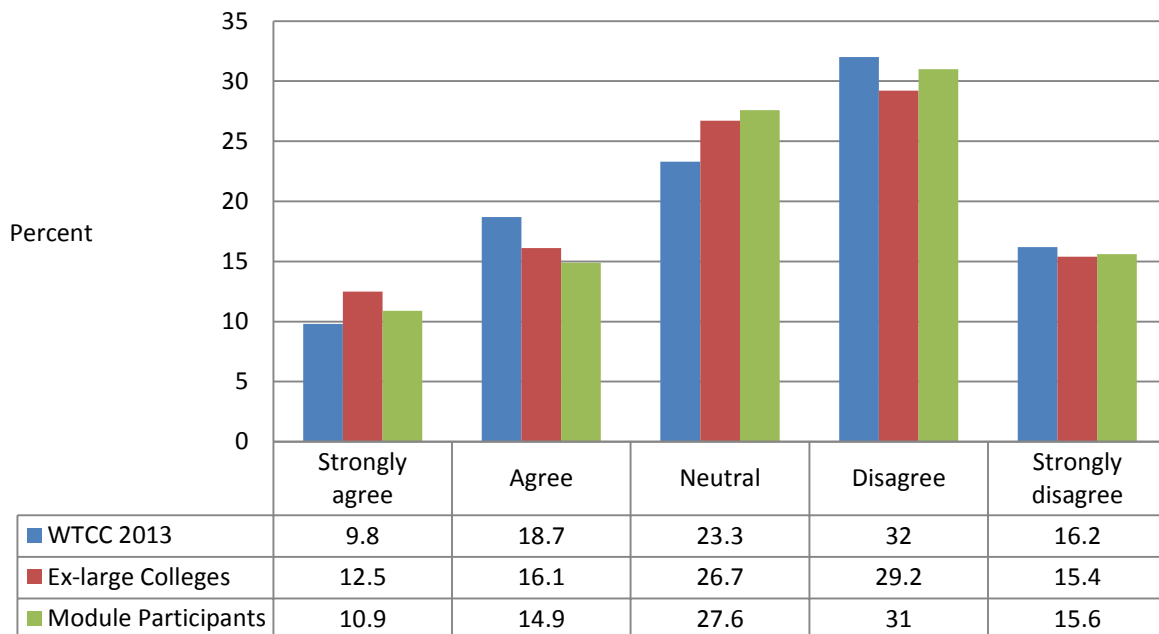
6. A college staff member clearly explained to me where to find help if I were considering dropping out of or withdrawing from college.



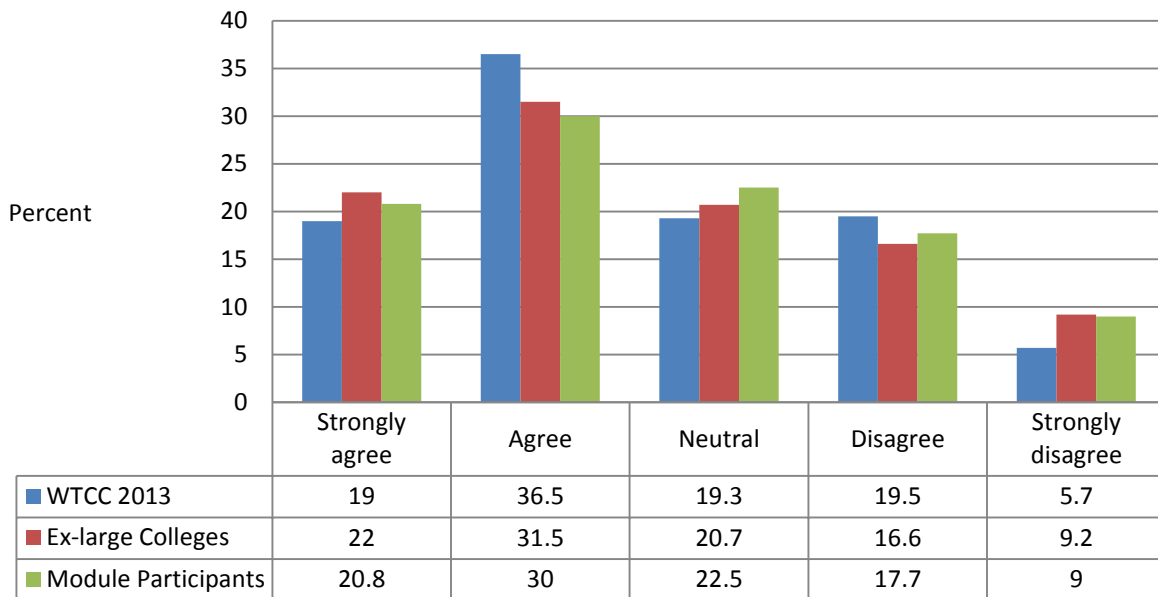
7. A college staff member clearly explained consequences of receiving poor grades (academic probation, potential loss of financial assistance or scholarships, etc.).



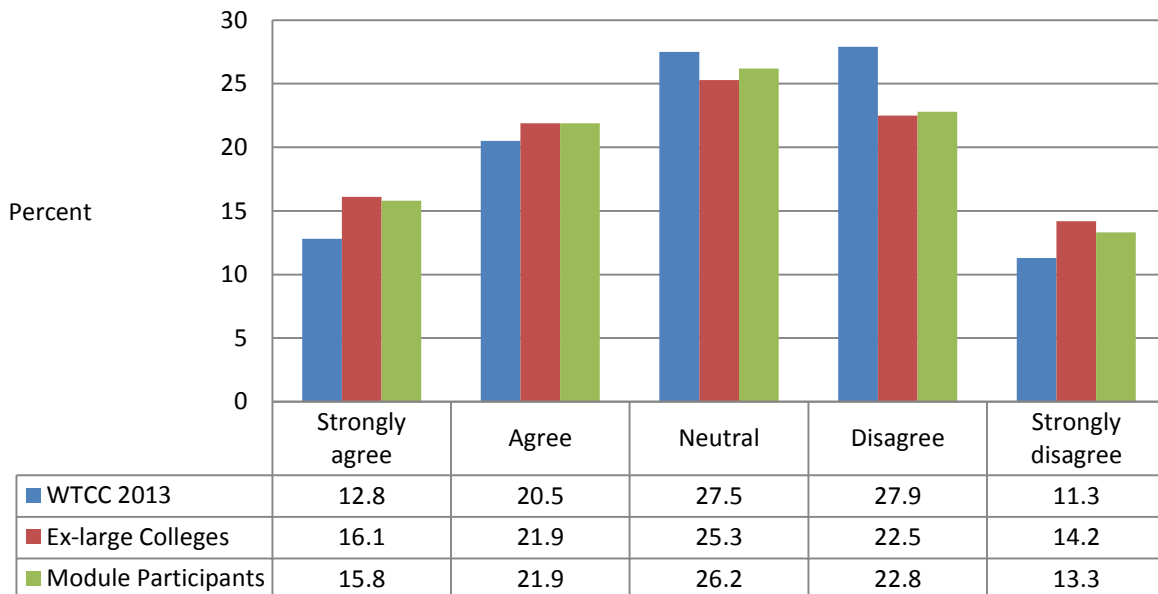
8. I participated/am currently participating in academic advising and planning as part of one of my courses.



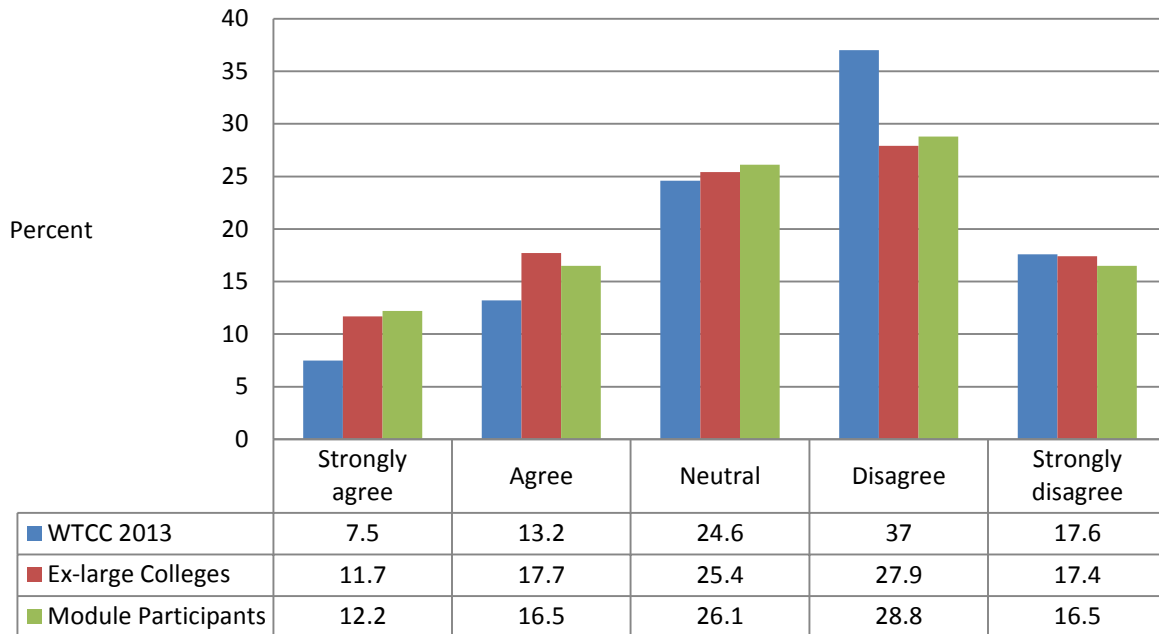
9. A college staff member helped me to understand approximately how many hours outside of class (per week) I need to spend preparing and studying for each course I am taking.



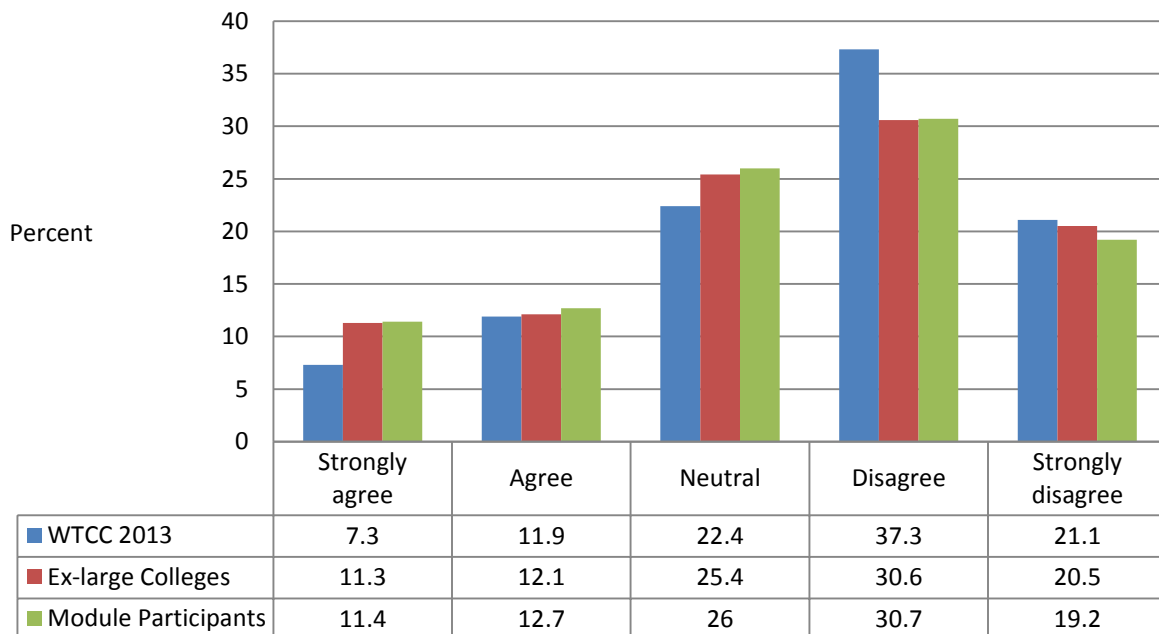
10. A college staff member helped me to understand whether my selected major or career is in a high-demand occupation/field (a field in which numerous jobs are expected to be available).



11. A college staff member helped me to understand how much money I am likely to earn through a job in my selected major/career field.

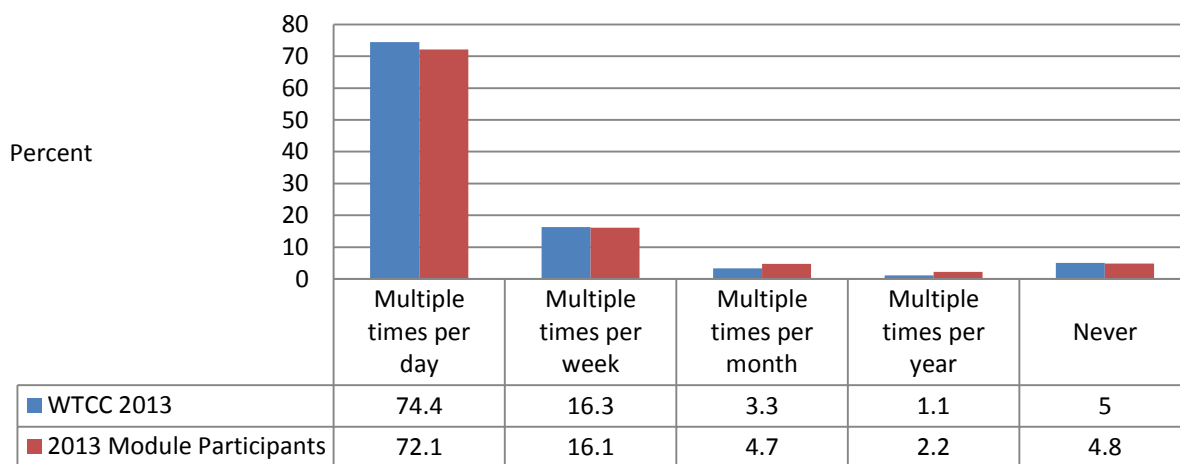


12. A college staff member helped me to understand where (geographic location) I am likely to find employment in my selected major/career field.

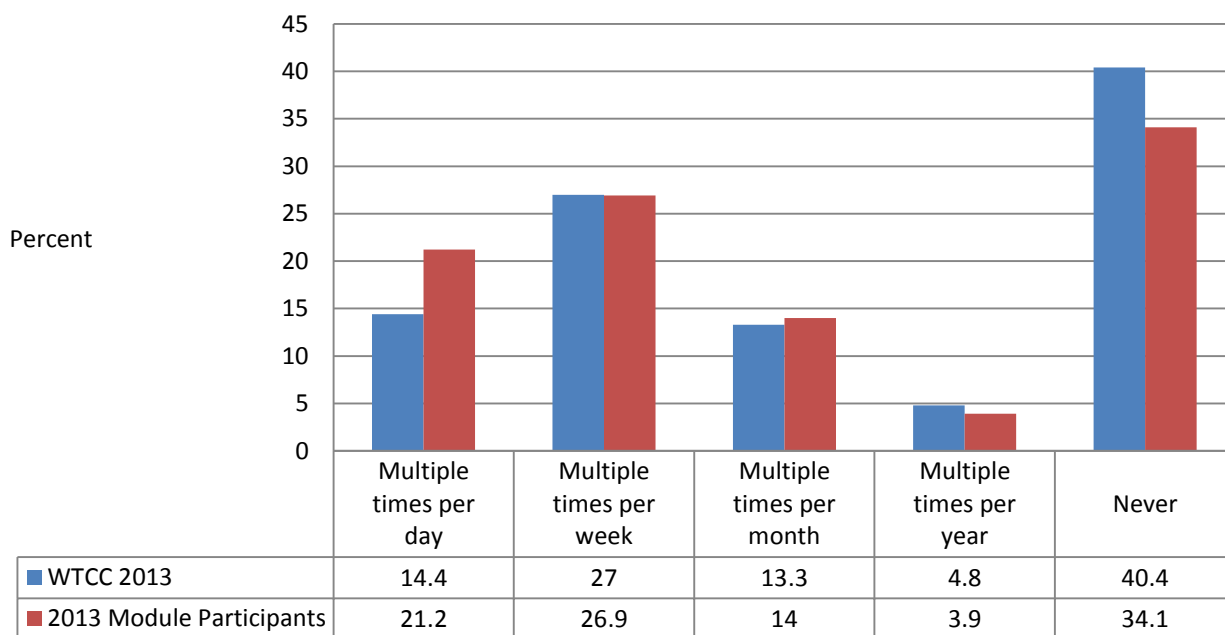


Engagement through Technology Module

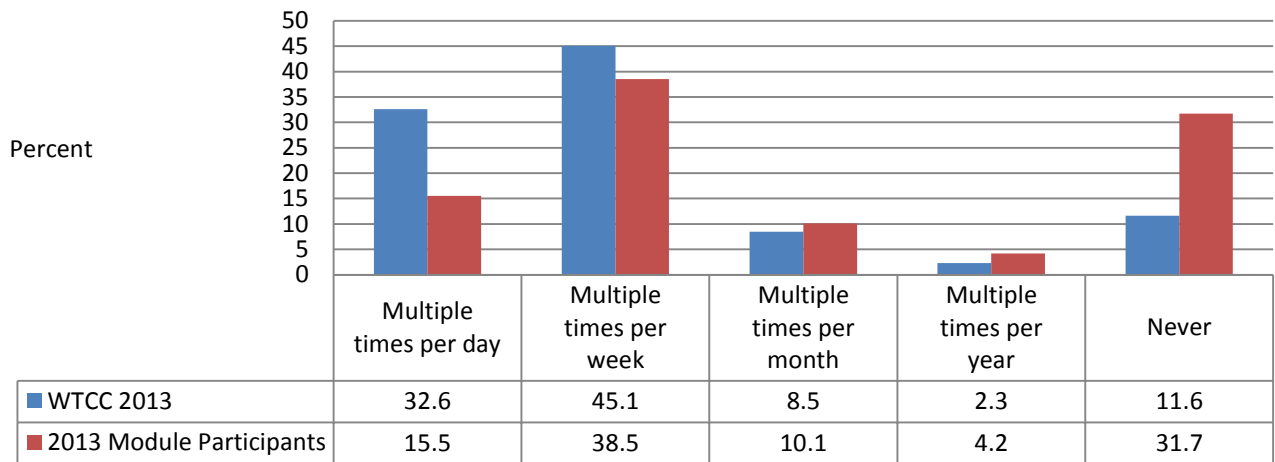
1. How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. for any purpose? (Do not include email such as Hotmail, Gmail, etc.)



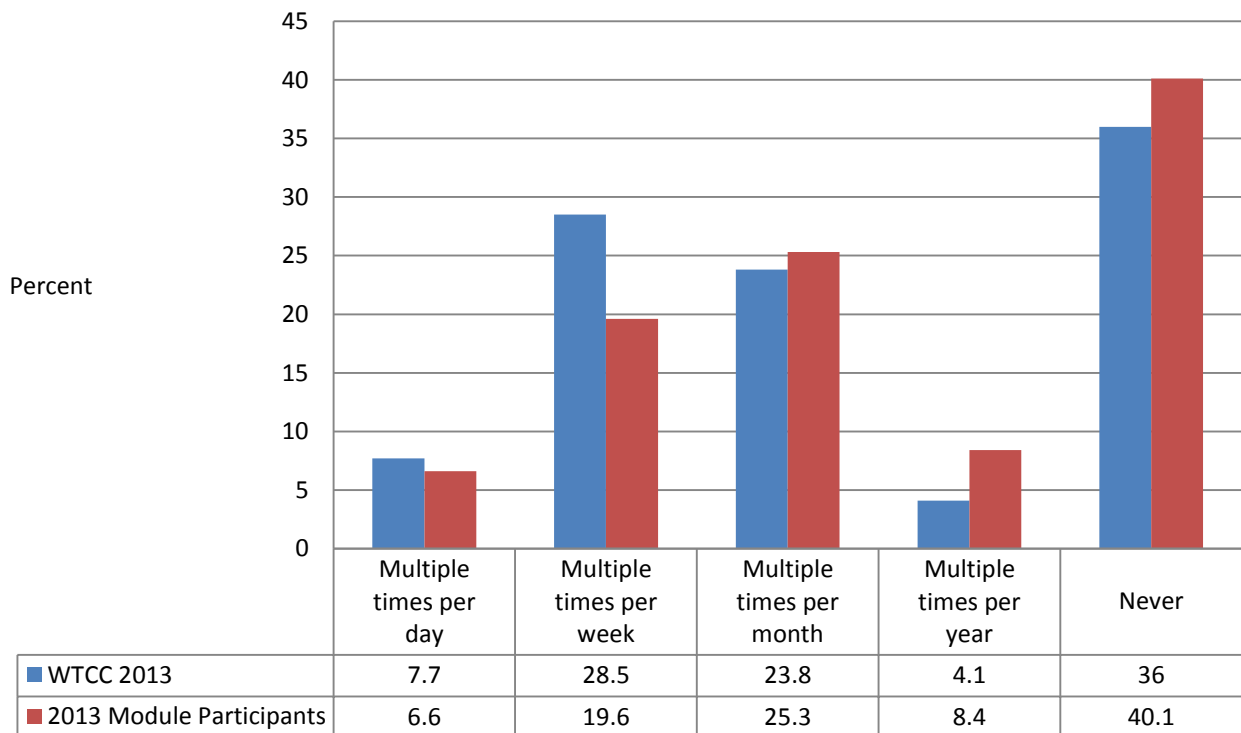
2. How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. to communicate with other students, instructors, or college staff about coursework at this college? (Do not include email such as Hotmail, Gmail, etc.)



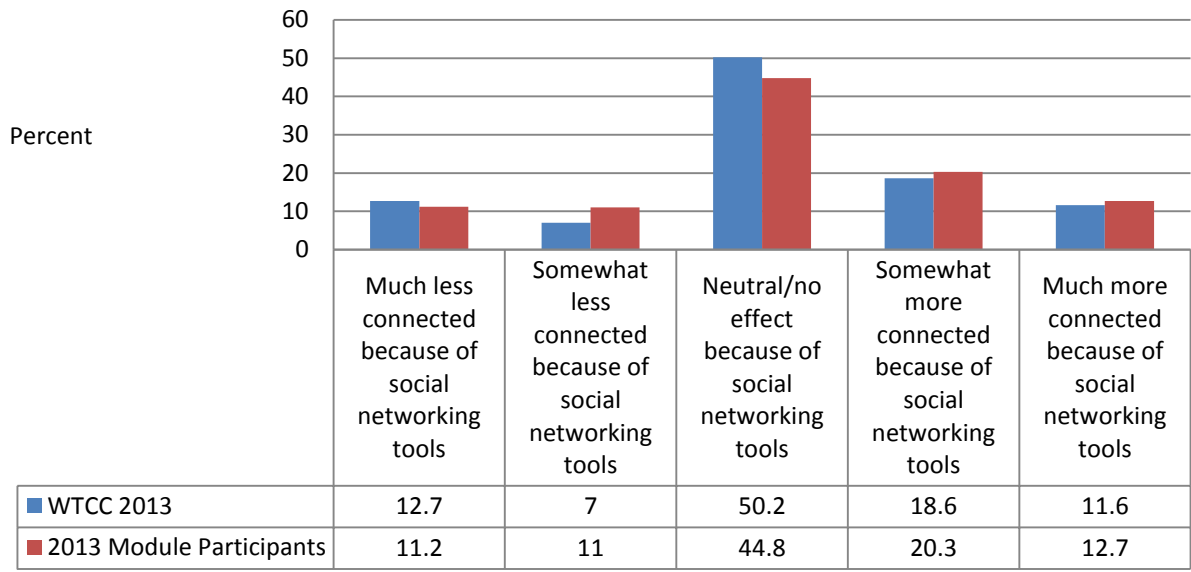
3. How often do you use college COURSE MANAGEMENT systems such as Angel, Blackboard/WebCT/Vista, Desire2Learn, Epsilen, Moodle, etc. to communicate with students, instructors, or staff about coursework at this college?



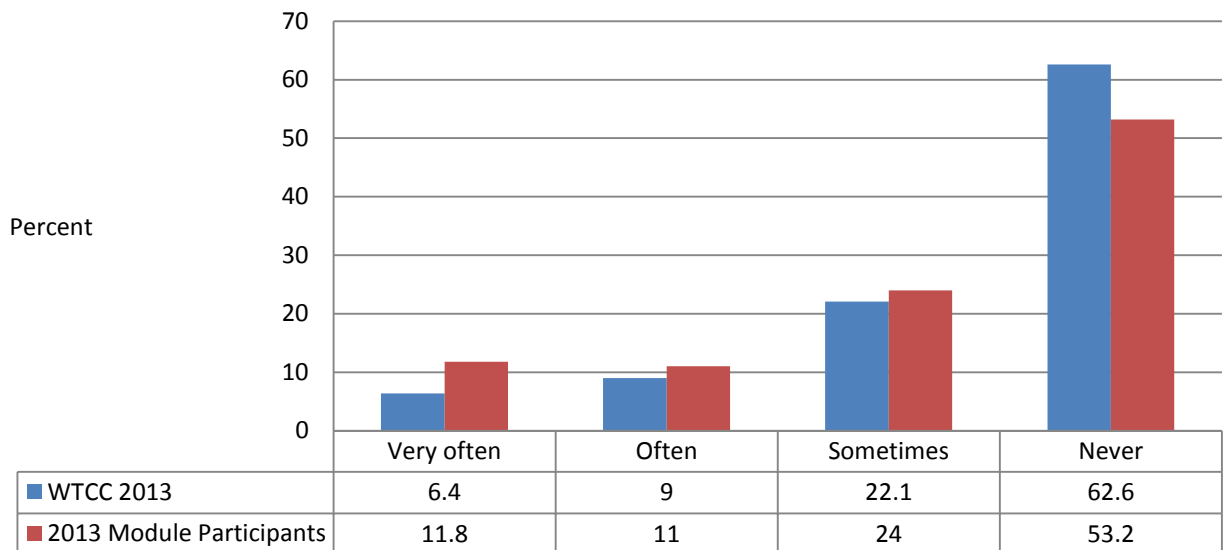
4. How often does this college communicate with you about services (such as financial aid, advisors or counselors, library, college book store, tutoring, etc.) using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook



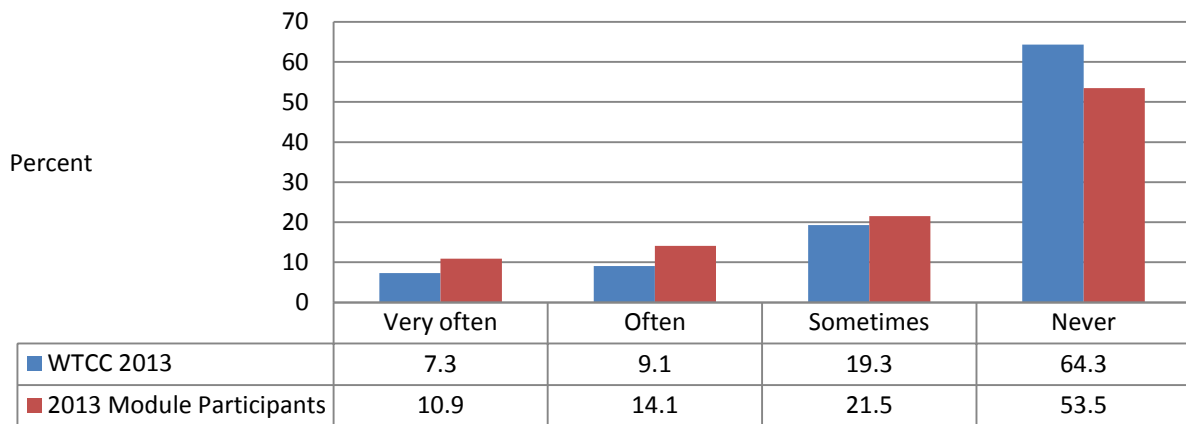
5. How connected do you feel to this college when using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc.? (Do not include email such as Hotmail, Gmail, etc.)



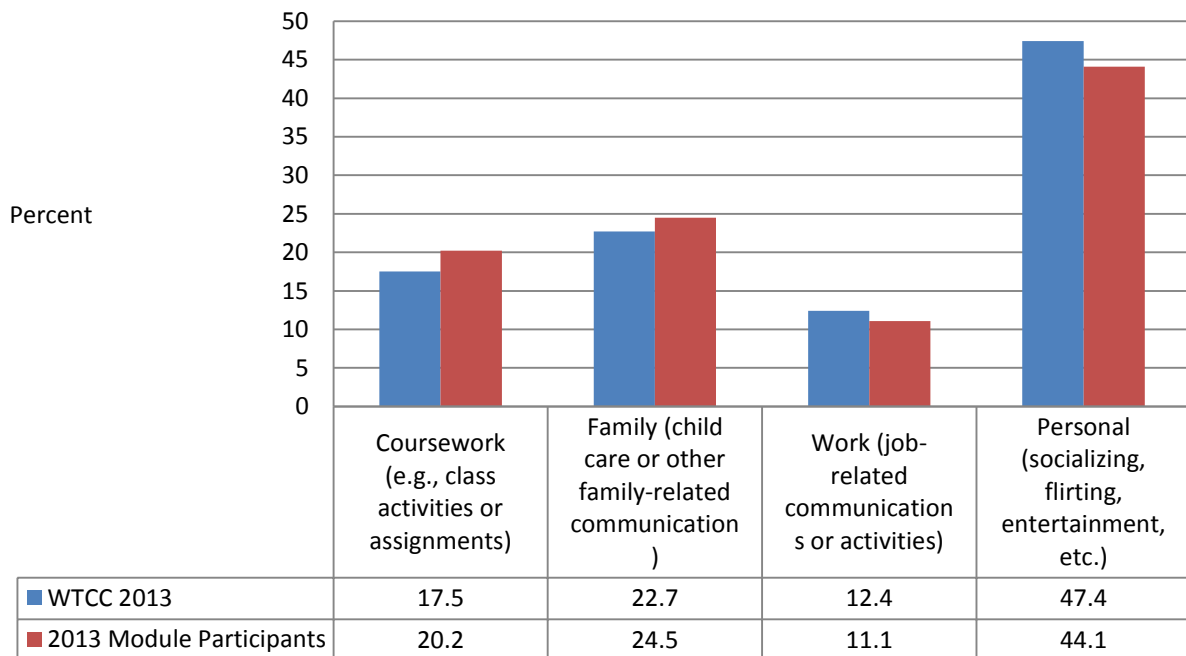
6. How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. DURING CLASS to communicate with an instructor, another student, or anyone else about coursework? (Do not include email such



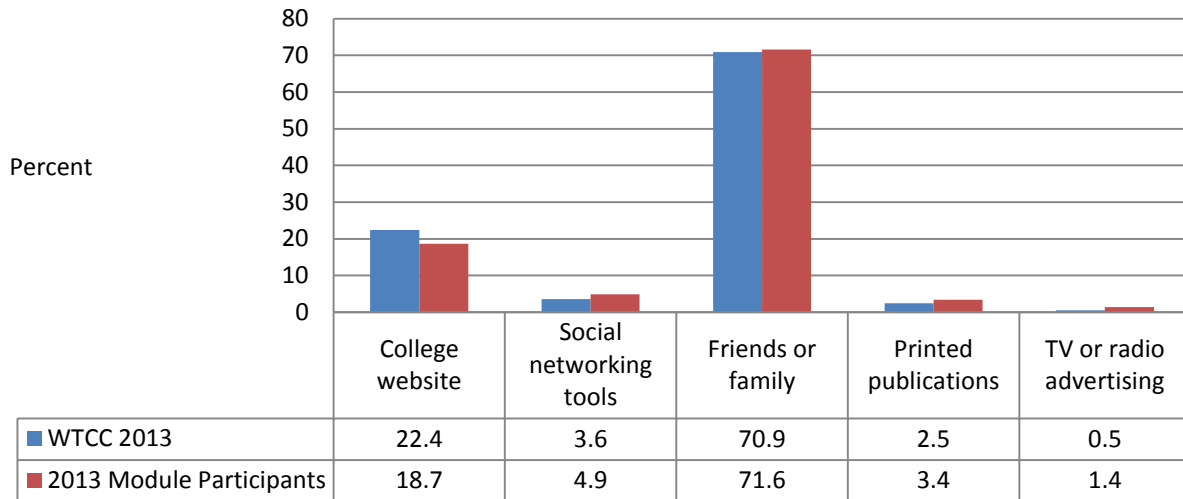
7. How often is the use of SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. REQUIRED for coursework at this college? (Do not include email such as Hotmail, Gmail, etc.)



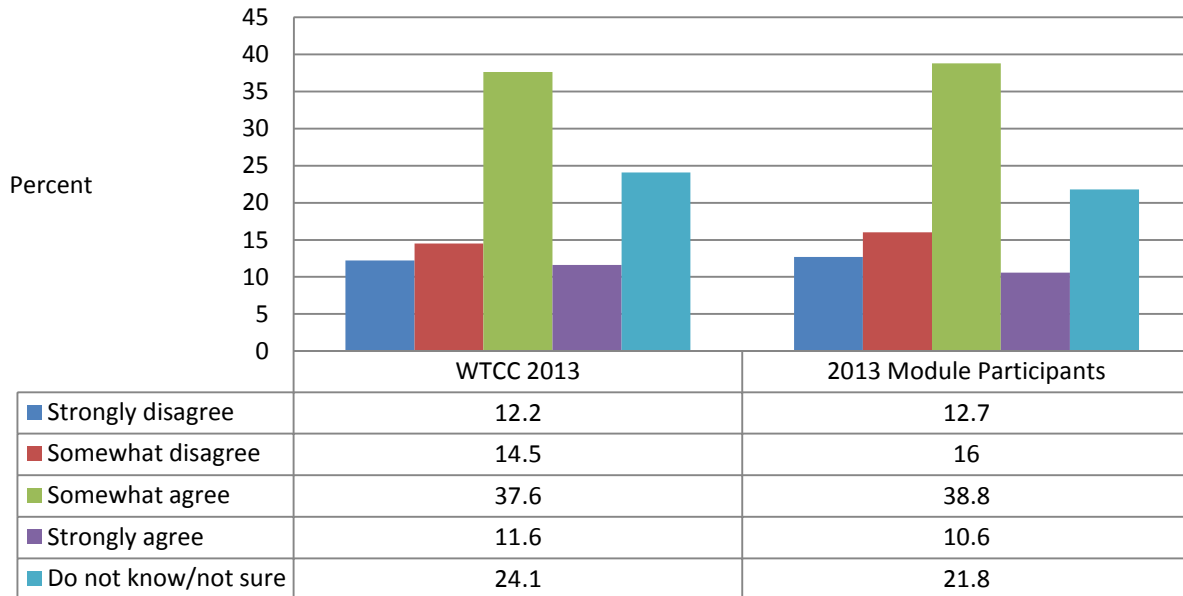
8. If you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. DURING CLASS, what is the most common reason? Mark only one response.



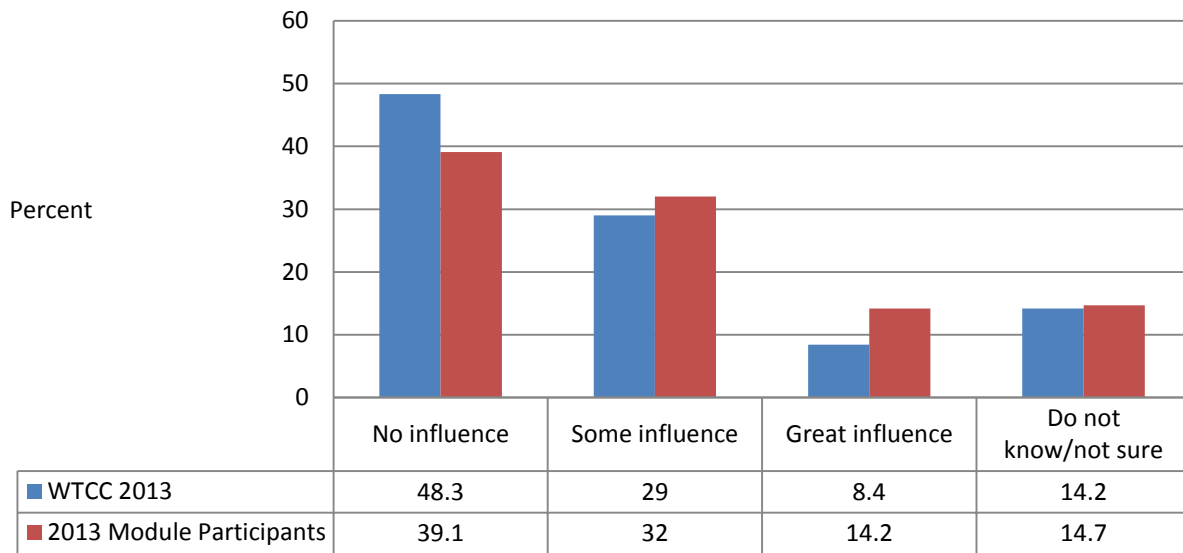
9. What was the primary source of information that influenced your decision to attend this college? Mark only one response.



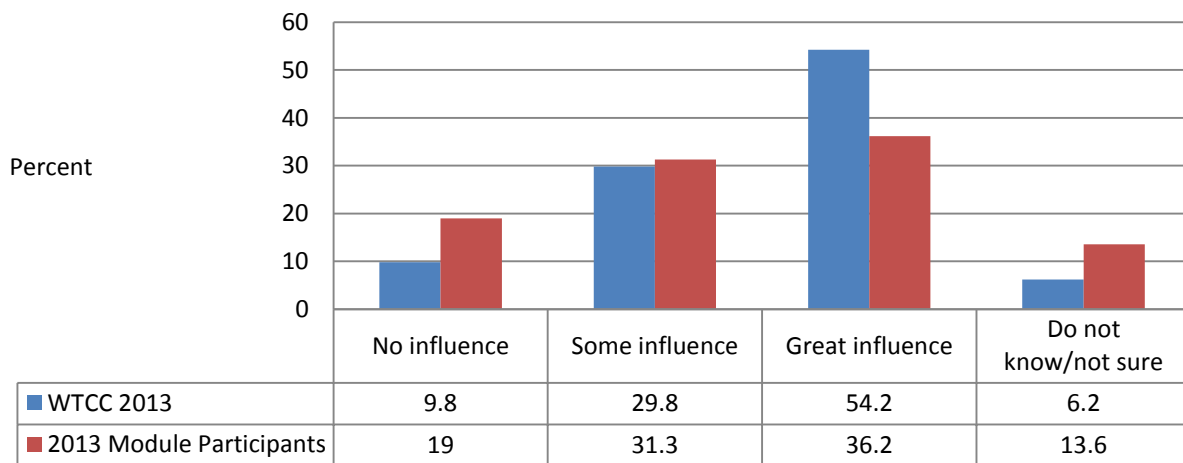
10. This college could improve the quality of education provided by increasing its use of SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. (Do not include email such as Hotmail, Gmail, etc.)



11. To what extent does using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. influence you to do your best work at this college?



12. To what extent does the use of COURSE MANAGEMENT systems (such as Angel, Blackboard/WebCT/Vista, Desire2Learn, Epsilen, Moodle, etc.) influence you to do your best work at this college?



Appendix A – SENSE Statistically Significant Results

Item	Your College		Ex-Large Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 7								
1 = One, 2 = Two, 3 = Three, 4 = Four or more								
7. How many courses did you enroll in for your first semester/quarter at this college?	790	2.95	20,232	3.19	-0.27**	101,505	3.23	-0.31**
Item 18: 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.								
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree								
18c. All the courses I needed to take during my first semester/quarter were available at times convenient for me	783	3.51	20,043	3.88	-0.36**	100,775	3.92	-0.41**
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	784	4.12	20,026	3.76	0.33**	100,652	3.86	0.25**
18r. At least one instructor learned my name [ACSOCSUP]	783	4.5	19,968	4.22	0.32**	100,401	4.27	0.27**
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times								
19d. Not turn in an assignment [HIEXPCT]	776	1.49	19,933	1.38		100,130	1.34	0.23**
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	784	2.39	20,092	2.19		100,824	2.18	0.20**
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	784	2.36	20,124	2.06	0.34**	101,055	2.06	0.33**
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	780	2.58	20,124	2.34	0.25**	101,078	2.34	0.25**
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	778	2.53	20,111	2.32	0.22**	100,929	2.34	
19p. Receive grades or points on assignments, quizzes, tests, or papers, etc.	778	3.51	20,007	3.21	0.35**	100,522	3.21	0.34**
Item 20.2: 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. How often did you use the following services?								
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times								
20.2a. Academic advising/planning	755	2.11	19,492	1.88	0.27**	97,358	1.82	0.36**
20.2j. Transfer credit assistance	749	1.27	19,021	1.15	0.27**	95,304	1.15	0.26**

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

Standards for interpreting mean differences:

When interpreting mean differences across comparison groups, the Center uses a combination of two measures: (1) a t-test with a very conservative alpha level of .001 or less is used to determine if the difference between two means is significant and not likely due to chance, and (2) an effect size of .20 (absolute value) or more using Cohen's d is used to show the magnitude of difference between the two means. If a comparison is significant at an alpha level of .001 or less and has an effect size of .20 or greater, then it is considered to be a statistically significant difference worthy of further investigation. Comparisons that meet these criteria are marked with a double-asterisk (**). For internal analysis of small groups, it may make sense for colleges to use a larger alpha level but typically not a larger effect size.

Appendix B - *SENSE* Participating North Carolina Colleges

Institution	City	Most Recent Year
Blue Ridge Community College	Flat Rock	2012
Caldwell Community College and Technical Institute	Hudson	2013
Central Piedmont Community College	Charlotte	2012
Craven Community College	New Bern	2012
Davidson County Community College	Thomasville	2013
Durham Technical Community College	Durham	2012
Forsyth Technical Community College	Winston-Salem	2013
Guilford Technical Community College	Jamestown	2012
Martin Community College	Williamston	2011
Southwestern Community College	Sylva	2012
Vance-Granville Community College	Henderson	2011
Wake Technical Community College	Raleigh	2013
Wayne Community College	Goldsboro	2013

Appendix C - SENSE Participating Extra-Large Colleges

Institution	City	State	Most Recent Year
Anne Arundel Community College	Arnold	MD	2012
Austin Community College	Austin	TX	2012
Broward College	Ft. Lauderdale	FL	2011
Central Piedmont Community College	Charlotte	NC	2012
Columbus State Community College	Columbus	OH	2013
Des Moines Area Community College	Ankeny	IA	2011
Edison State College	Fort Myers	FL	2013
Florida State College at Jacksonville	Jacksonville	FL	2012
Glendale Community College	Glendale	AZ	2011
Grand Rapids Community College	Grand Rapids	MI	2012
Jefferson Community and Technical College	Louisville	KY	2012
Johnson County Community College	Overland Park	KS	2012
Kirkwood Community College	Cedar Rapids	IA	2012
Lansing Community College	Lansing	MI	2012
Lone Star College - CyFair	Cypress	TX	2013
Lone Star College - North Harris	Houston	TX	2013
Los Angeles Trade-Technical College	Los Angeles	CA	2012
Mesa Community College	Mesa	AZ	2011
Moorpark College	Moorpark	CA	2013
Northern Virginia Community College	Annandale	VA	2012
Northwest Vista College	San Antonio	TX	2013
Pima Community College	Tucson	AZ	2013
San Antonio College	San Antonio	TX	2013
Santa Fe College	Gainesville	FL	2012
Sinclair Community College	Dayton	OH	2012
South Texas College	McAllen	TX	2012
St. Louis Community College	St. Louis	MO	2013
St. Petersburg College	St. Petersburg	FL	2013
Tarrant County College District	Fort Worth	TX	2013
Vancouver Community College	Vancouver	BC	2012
Wake Technical Community College	Raleigh	NC	2013

Appendix D - Academic Advising and Planning Module Participants

Colleges in the Comparison Group (Ex-Large Colleges)

Institution	State
Jefferson Community and Technical College	KY
Kirkwood Community College	IA
Northern Virginia Community College	VA
San Antonio College	TX
Santa Fe College	FL
South Texas College	TX
St. Petersburg College	FL

College participants in the Advising and Planning Module

Institution	State	Institution	State
Black Hawk College	IL	Pine Technical College	MN
Calhoun Community College	AL	Ranger College	TX
Casper College	WY	Redlands Community College	OK
Coastal Bend College	TX	Renton Technical College	WA
Dyersburg State Community College	TN	Saint Paul College	MN
Eastern Gateway Community College	OH	San Antonio College	TX
Guilford Technical Community College	NC	San Jacinto College - Central Campus	TX
Hartnell College	CA	San Jacinto College - North Campus	TX
Jefferson Community and Technical College	KY	San Jacinto College - South Campus	TX
Kirkwood Community College	IA	Santa Fe College	FL
Klamath Community College	OR	Snead State Community College	AL
Lake-Sumter State College	FL	Snow College	UT
Lamar State College - Orange	TX	South Texas College	TX
Mercer County Community College	NJ	Southwestern Community College	NC
Moraine Park Technical College	WI	St. Petersburg College	FL
Northern Virginia Community College	VA	Umpqua Community College	OR
Oakton Community College	IL	Volunteer State Community College	TN
Palo Alto College	TX	Wayne Community College	NC
Phillips Community College of the University of Arkansas	AR	Zane State College	OH

Appendix E - Engagement through Technology Module Participants

Participating Colleges in the Comparison Group

Institution	State	Size
Black Hawk College	IL	Medium
Florida State College at Jacksonville	FL	Extra-Large
Phillips Community College of the University of Arkansas	AR	Small
Redlands Community College	OK	Small
Roxbury Community College	MA	Small
Snow College	UT	Small
South Texas College	TX	Extra-Large
Volunteer State Community College	TN	Large
Wayne Community College	NC	Small
Wharton County Junior College	TX	Medium

Note: For the Technology Module, all participating colleges are public colleges. Only two extra-large colleges are represented in this comparison group.