

Student Ratings of Lane's Educational Environment

| Measure | 2018 | 2021 | Trend | Target | MFI Rating |
|---------|------|------|-------|--------|------------|
| CCSSE | 48.9 | 44.2 | ↓ | >50 | |
| SENSE | 45.1 | 41.5 | ↓ | >50 | |

Mission Fulfillment Indicator (MFI) 6 measures student engagement at Lane. The Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) are nationally normed surveys based on extensive research of educational practices. Lane has administrated both surveys on a three-year cycle.

Discussion

SENSE surveys students during the first few weeks of their first term about: first impressions of their college; intake processes such as admissions, placement, orientation, and financial aid; how they spend their time as they begin college; how they assess their earliest interactions with instructors, advisors, and peers; what kinds of work they are challenged to do; and how their college supports their learning in the first few weeks. CCSSE surveys students who are at or near the end of their program in spring term and asks students about: how they spend their time; what they feel they have gained from their classes; how they assess their interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; and how their college supports their learning. While the College administers these surveys, SENSE and CCSSE set benchmarks, determine questions, and establish thematic categories to group individual questions for scoring and analysis. In order to support reliable peer comparisons across time, the categories have remained consistent throughout the life of the survey. For more details about score methodology, please see the Peer Comparisons section. Lane's scores on SENSE and CCSSE provide a partial indicator of the health and educational practices of college surveyed from the perspective of a first term student and a nearly matriculated student. Data from both surveys suggest that the student's experience with the application, financial aid, enrollment, and retention processes are not satisfactory. The College is undertaking several efforts to improve the student experience in these areas.

| SENSE administered fall of: | 2021 | 2018 | 2015 | 2012 |
|--------------------------------------|------|------|------|------|
| Early Connections | 38.6 | 40.2 | 41.1 | 46.8 |
| High Expectations and Aspirations | 44.9 | 44.2 | 46.3 | 46.4 |
| Clear Academic Plan and Pathway | 36.6 | 37.4 | 39.4 | 41.7 |
| Effective Track to College Readiness | 42.9 | 51 | 52 | 52 |
| Engaged Learning | 44.7 | 49.2 | 49.3 | 51.4 |
| Academic and Social Support Network | 41.4 | 48.8 | 47.4 | 51.3 |

| CCSSE administered spring of: | 2021 | 2017 | 2014 | 2011 |
|--------------------------------------|-------------|-------------|-------------|-------------|
| Active and Collaborative Learning | 40.8 | 48.8 | 52.4 | 53.5 |
| Student Effort | 46.3 | 51.4 | 50.2 | 52 |
| Academic Challenge | 47.2 | 48 | 51.2 | 52 |
| Student-Faculty Interaction | 46.6 | 48.1 | 51.1 | 54.2 |
| Support for Learners | 40.3 | 45.1 | 47.5 | 50.5 |

After three years of slight decline, the 2021 data shows a dramatic drop in both SENSE and CCSSE scores. There are at least two factors contributing to the decline: 1) low survey response rates, and 2) various challenges related to the COVID-19 pandemic. The low survey response rate was likely due to the online delivery of the survey. Challenges with the initial transition of services to remote delivery directly impacted student’s engagement and satisfaction with the learning environment.

Peer Comparisons

The accreditation process calls for evidence-informed self-reflection along with meaningful comparison against peers to provide a contextualized perspective on an institution’s quality. Each individual benchmark score is computed by averaging the scores on survey items that compose that benchmark, and those scores are then standardized across all institutions. SENSE and CCSSE benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25, which provides clear and accurate comparisons across institutions.

| SENSE administered in 2021 | LANE | Large CCs | CCSSE administered in 2021 | LANE | Large CCs |
|--------------------------------------|-------------|------------------|-----------------------------------|-------------|------------------|
| Early Connections | 38.6 | 49.4 | Active and Collaborative Learning | 40.8 | 49.6 |
| High Expectations and Aspirations | 44.9 | 50.0 | Student Effort | 46.3 | 49.9 |
| Clear Academic Plan and Pathway | 36.6 | 49.4 | Academic Challenge | 47.2 | 49.5 |
| Effective Track to College Readiness | 42.9 | 47.4 | Student-Faculty Interaction | 46.6 | 48.8 |
| Engaged Learning | 44.7 | 50.4 | Support for Learners | 40.3 | 49.6 |
| Academic and Social Support Network | 41.4 | 48.8 | | | |

Lessons Learned & Next Steps

In response to CCSSE and SENSE data the College is developing holistic wraparound services that support the student throughout their time at Lane. The Early Outreach program was created to work proactively with students, responding to the myriad difficulties a given student may be facing. Early Outreach staff contact all students whose Satisfactory Academic Progress falls below college standards. In addition, Early Outreach will make connections with students attending orientation to create pre-college relationships and will reach out to students at the request of faculty and staff. Moving forward, this program will also intervene with students who drop classes or fail to open Moodle shells during the first week of the term. The Early Outreach and Referral program is key to connecting students with interventions they need but may not know how to access. Early Outreach and other proactive supports are designed to help students feel more connected to individuals and services within the college, creating trusting relationships that will enable them to succeed. During Fall 2023, Lane will conduct a CCSSE/SENSE like student survey to all students enrolled in credit and non-credit skill development courses.