



## Student Ratings of Lane’s Educational Environment as Measured by CCSSE & SENSE Benchmarks

	Previous	Current	Trend	Target	Rating
CCSSE	50.5	48.3	↘	>50.0	Initial
SENSE	45.9	45.1	↘	>50.0	

Mission Fulfillment Indicator (MFI) 8 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; 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; how their college supports their learning. These scores provide a partial indicator of the health and educational practices of college surveyed from the perspective of a first term student and a seasoned student. Data from both SENSE and CCSSE 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.

### Deeper Data Dive

Sadly, we see slight declines in all areas across both SENSE and CCSSE, suggesting that both incoming and outgoing students indicated the College needs improvement related to one or more areas discussed in the surveys. These data points represent different cohorts of students from 2011 to 2018, which show different average age and reasons for attending Lane. The impact of Guided Pathways and other improvement efforts can make an impact on future survey results, but acknowledgement of the need for change and commitment to implementing meaningful reform will be required to make an impact on the student experience.

SENSE administered fall of:	2018	2015	2012
Early Connections	40.2	41.1	46.8
High Expectations and Aspirations	44.2	46.3	46.4
Clear Academic Plan and Pathway	37.4	39.4	41.7
Effective Track to College Readiness	51.0	52.0	52.0
Engaged Learning	49.2	49.3	51.4
Academic and Social Support Network	48.8	47.4	51.3

<b>CCSSE administered spring of:</b>	<b>2017</b>	<b>2014</b>	<b>2011</b>
Active and Collaborative Learning	48.8	52.4	53.5
Student Effort	51.4	50.2	52.0
Academic Challenge	48.0	51.2	52.0
Student-Faculty Interaction	48.1	51.1	54.2
Support for Learners	45.1	47.5	50.5

For a more in-depth disaggregation of data related to MFI 8, please see associated data at [www.lanec.edu/ir/surveys](http://www.lanec.edu/ir/surveys).

## 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.

<b>SENSE administered in 2018</b>	<b>Lane</b>	<b>Large CCs</b>	<b>CCSSE administered in 2017</b>	<b>Lane</b>	<b>Large CCs</b>
Early Connections	40.2	46.8	Active & Collaborative Learning	48.8	49.2
High Expectations and Aspirations	44.2	49.1	Student Effort	51.4	49.6
Clear Academic Plan and Pathway	37.4	48.3	Academic Challenge	48.0	49.7
Effective Track to College Readiness	51.0	49.9	Student-Faculty Interaction	48.1	48.3
Engaged Learning	49.2	50.4	Support for Learners	45.1	48.7
Academic and Social Support Network	48.8	49.9			

## Lessons Learned & Next Steps

Student Affairs has secured two grants to purchase and implement software that will increase efficiency for students and enable the College to engage in more proactive outreach to current and potential students. Over the past two years, Lane has moved from using Accuplacer for writing and math placement to a multiple measures system that allows students to self-report test scores, GPA, and other placement data using an online form in an effort to make these processes more accessible and relevant to the educational experiences of students from a variety of backgrounds. Lane is engaged in the second phase of Guided Pathways implementation, and one facet of this work is development of a Directed Self Placement system that will expand on this effort to create greater access to the College by applying more inclusive placement mechanisms for writing and math courses. In addition, a redesign of application and retention processes to make them more student ready is underway. All of this work will be supported by the development of customizable program maps that articulate a clear plan for students to follow from placement through degree completion.

CCSSE will be administered to students in spring 2021. Additionally, we will administer the Faculty CCSSE which asks faculty their perception of student engagement. When compared alongside each other, this may create an opportunity for campus discussions where students and faculty seem to be reporting divergent perceptions of the same experience. While an increase in SENSE and CCSSE scores is not anticipated the upcoming cycle due to the COVID 19 pandemic, the College is on track to exceed a 50% benchmark for both the CCSSE and SENSE.