

More First Impressions — Lane SENSE data over Time

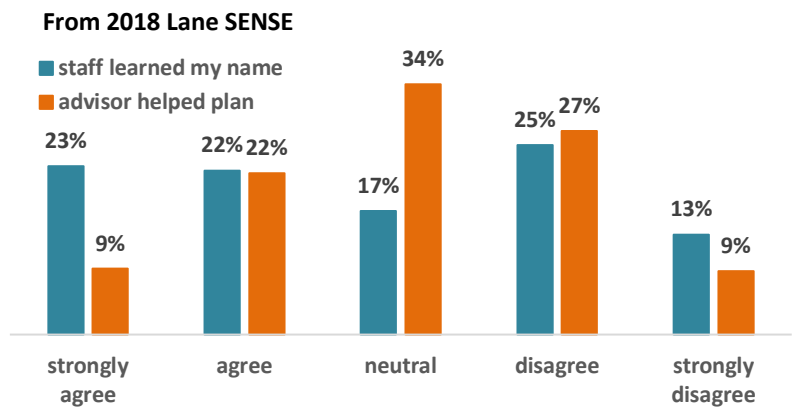
In TIPSS #30 we compared Lane’s 2018 Survey of Entering Student Engagement (SENSE) results to those of a national group of colleges for both part time and full time students across six *benchmarks of effective practice*, finding that **Lane underperformed in 11 of 12 comparisons**.

To explore whether and how students’ initial experience at Lane may be changing, we compared SENSE scores from 2012, 2015, and 2018. As seen in examples below, **these results have been quite stable**.

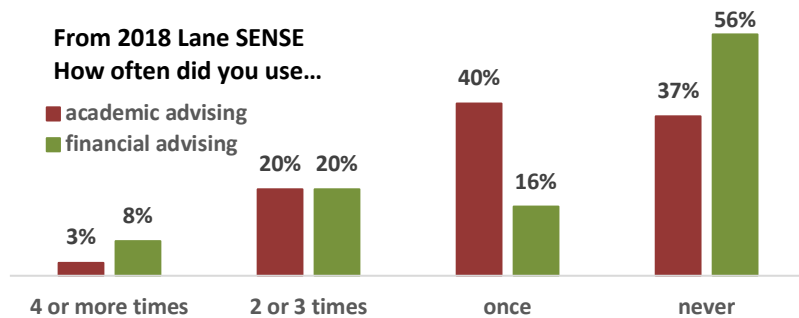
Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Do you agree with each statement? <i>(strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1)</i>	Mean Response		
	2012	2015	2018
1. The very first time I came to this college I felt welcome.	3.9	3.9	4.0
2. The instructors at this college want me to succeed.	4.3	4.3	4.2
3. At least one college staff member (other than an instructor) learned my name.	3.1	3.1	3.1
4. An advisor helped me to set academic goals and create a plan for achieving them.	3.1	3.1	3.1
5. The courses I needed to take during my first quarter were available at convenient times.	3.6	3.8	3.7

On the whole, students’ first impressions of Lane have been relatively mediocre and unchanging.

More nuanced information may be gained by drilling down in the data. Distributions of responses provide more insight than means. For example, although means for statements 3 and 4 are identical, 2018 responses to “**staff learned my name**” are distributed almost uniformly while those to “**advisor helped plan**” are clustered near *neutral*.



One positive finding was that the use of academic advising increased between 2012 (54% used once or more) and 2015 (64% used once or more). Still, large percentages of students reported in 2018 that they *never* used **academic advising** or that they *never* used **financial advising**. Respectively, 89% and 71% of students said they knew these services were available.



Can we improve students’ early experiences at Lane and as a result help more of them persist and succeed?

Explore more data from SENSE and other surveys at <https://www.lanec.edu/ir/surveys>.