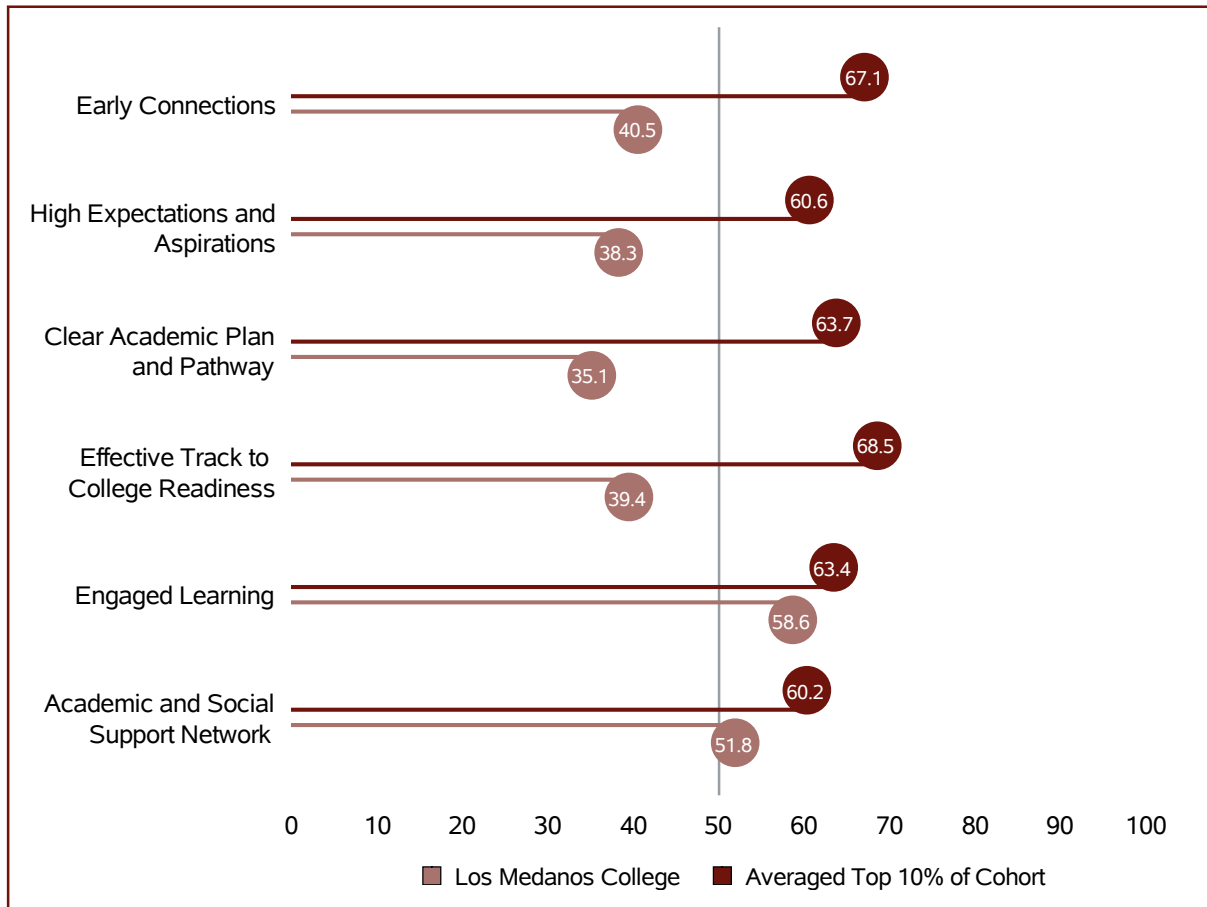


Los Medanos College

***SENSE 2022* Executive Summary of Results**



Standardized Benchmark Scores



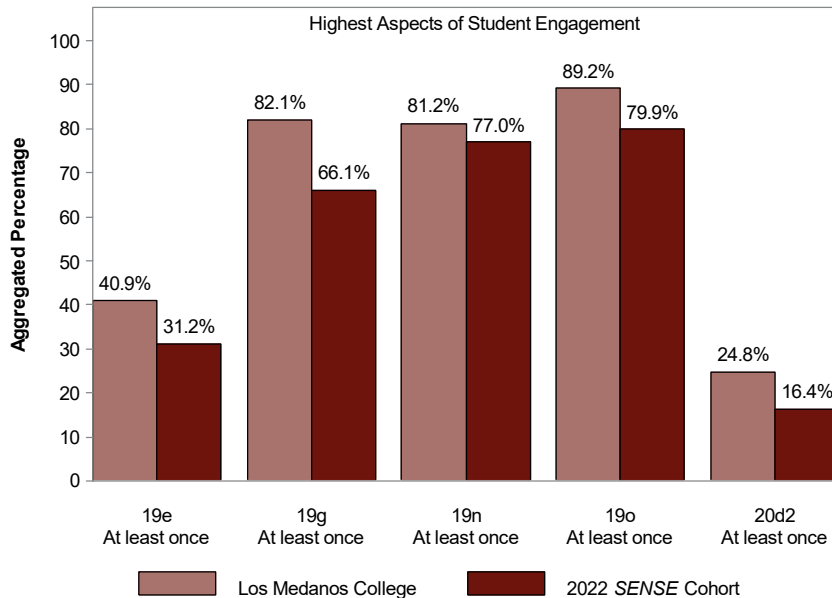
The *SENSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The six benchmarks denote areas that educational research has shown to be important to students' early college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

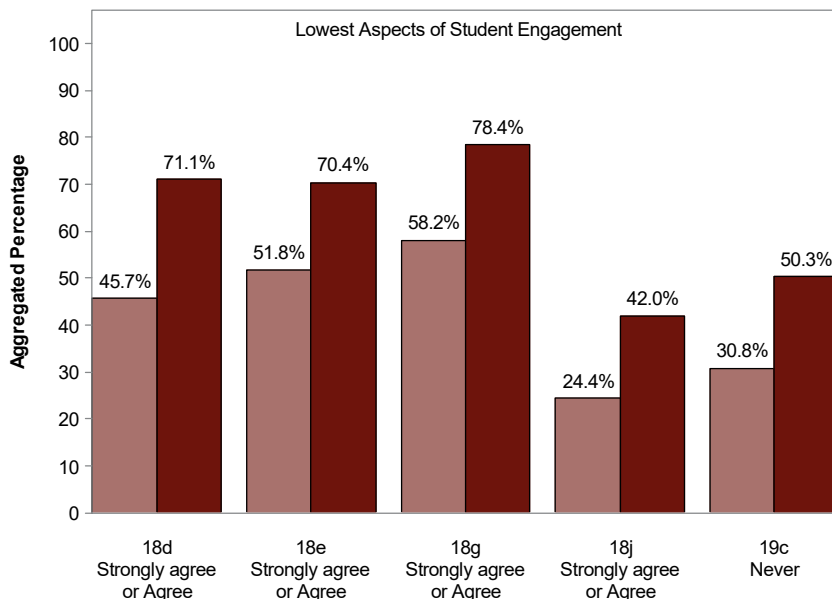
Therefore, provided above is a comparison of your college's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

For further information about *SENSE* benchmarks and how they are computed, please visit www.cccse.org.

Highest and Lowest Aspects of Student Engagement



Item	Benchmark
19e. Frequency: Participated in supplemental instruction	Engaged Learning
19g. Frequency: Worked with other students on a project or assignment during class	Engaged Learning
19n. Frequency: Asked for help from an instructor regarding questions or problems related to a class	Engaged Learning
19o. Frequency: Received prompt written or oral feedback from instructors on your performance	Engaged Learning
20d2. Frequency: Used face-to-face tutoring	Engaged Learning



Item	Benchmark
18d. Able to meet with an academic advisor at times convenient for me	Clear Academic Plan & Pathway
18e. An advisor helped me to select a course of study, program, or major	Clear Academic Plan & Pathway
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	Clear Academic Plan & Pathway
18j. A college staff member helped me determine whether I qualified for financial assistance	Early Connections
19c. Frequency: Turned in an assignment late	High Expectations & Aspirations

One way to dig more deeply into benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2022 *SENSE* Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *SENSE* online reporting system at www.cccse.org.

Notes:

For Item(s) 18, *strongly agree* and *agree* responses are combined.

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once, two or three times*, and *four or more times* responses are combined.

For Item(s) 19c, d, f, and s, responses have been reversed. The frequency displayed is the percentage of students who report *never* doing the activities described in the items.

For Item(s) 20, *once, two or three times*, and *four or more times* responses are combined.



CCCSE

Department of Educational Leadership and Policy
College of Education
The University of Texas at Austin
3316 Grandview Street
Austin, TX 78705
512-471-6807

info@cccse.org
www.cccse.org