

## SET 15: SENSE 2018 PROFILE SUMMARY

### Profile Summary – Survey of Entering Student Engagement (SENSE), Los Medanos College 2018

The Survey of Entering Student Engagement (SENSE) benchmarks are groups of conceptually related survey items that address key areas of student engagement; thus, providing colleges with a useful starting point for examining institutional results.

SENSE benchmark scores simultaneously enable colleges to measure and monitor their performance in a variety of areas of entering student engagement while also allowing them to compare their performance to other participating groups of colleges. While an institution's academic and goal-setting policies might be ostensibly mandatory, they may not be implemented in ways that ensure success for all students (e.g., nationally, most community college students are enrolled less than full-time).

- **Benchmarks of Effective Educational Practice – “Top Performing Colleges = score in top 10%”**
  - **Summary** - LMC scored lower than cohort group in five of six data categories (except *Academic and Social Support Network*), and substantially lower than top performing colleges in all five of six categories (except *Engaged Learning*). This gap (noted here as a “percentage gap”) reveals opportunities for future planned actions.
    - Early Connections – Percentage Gap 30.2%
      - Top Performing - 69.7%; LMC - 39.5%
    - High Expectations and Aspirations – Percentage Gap 23.4%
      - Top Performing – 58.2%; LMC – 34.8%
    - Clear Academic Plan and Pathway – Percentage Gap 22%
      - Top Performing – 62.3%; LMC – 40.3%
    - Effective Track to College Readiness – Percentage Gap 21.4%
      - Top Performing – 60.5%; LMC – 39.1%
    - Engaged Learning – Percentage Gap .9%
      - Top Performing – 64.4%; LMC – 63.5%
    - Academic and Social Support Network – Percentage Gap 9.5%
      - Top Performing – 59.4%; LMC – 49.6%
- **Aspects of Highest Student Engagement**
  - **Summary - Engaged Learning – At Least Once (Top 3 of 5 Data Categories)**
    - Worked with other students on a project or assignment during class (91.8%)
    - Used an electronic tool to communicate with another student about coursework (78%)
    - Used writing, math, or other skill lab (68.6%)
- **Aspects of Lowest Student Engagement**
  - **Summary** - Clear Academic Plan and Pathway – roughly half of students reported receiving help from an advisor in choosing a course of study, program, major, or courses to take.
    - An advisor helped me to select a course of study, program, or major (49.5%)
    - An advisor helped me to identify the courses I needed to take during my first semester/quarter (53.9%)
  - **Summary** - Early Connections

- A college staff member helped me determine whether I qualified for financial assistance (38.2%)
  - At least one college staff member (other than an instructor) learned my name (39%)
- **Summary** - High Expectations and Aspirations – nearly 40% (38.1%) of students reported coming to class unprepared.
- **Guided Pathways (Highest Percentage Responses)**
  - Staff member talked with you about the types of jobs your program, major, or pathway of study might lead to? NO = 56.9%
  - Staff member talked with you about how long it will take to complete your certificate or degree? NO = 58%
  - Staff member talked with you about which credits will transfer toward your intended program or major at the four-year institution of your choice? YES = 35.9%
  - Staff member talked with you about the overall process for transferring to a four-year institution (application, financial aid)? NO = 50.9%
- **Academic Goal Setting and Planning** – wide ranging results; see survey report for details.