College of the Desert

SENSE 2022 Executive Summary of Results

CCCSE

INSIGHTS THAT MATTER

Standardized Benchmark Scores

Early Connections
67.1
37.9

High Expectations and Aspirations
60.6
36.7

Clear Academic Plan and Pathway
63.7
37.3

Effective Track to College Readiness
68.5
30.1

Engaged Learning
63.4
48.9

Academic and Social Support Network
60.2
47.3

0   10   20   30   40   50   60   70   80   90   100

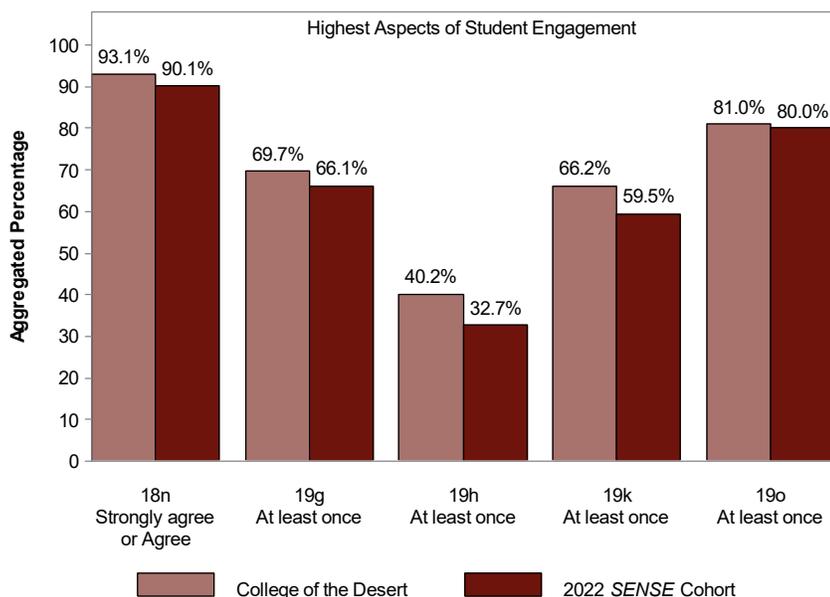◼ College of the Desert   ◼ Averaged Top 10% of Cohort
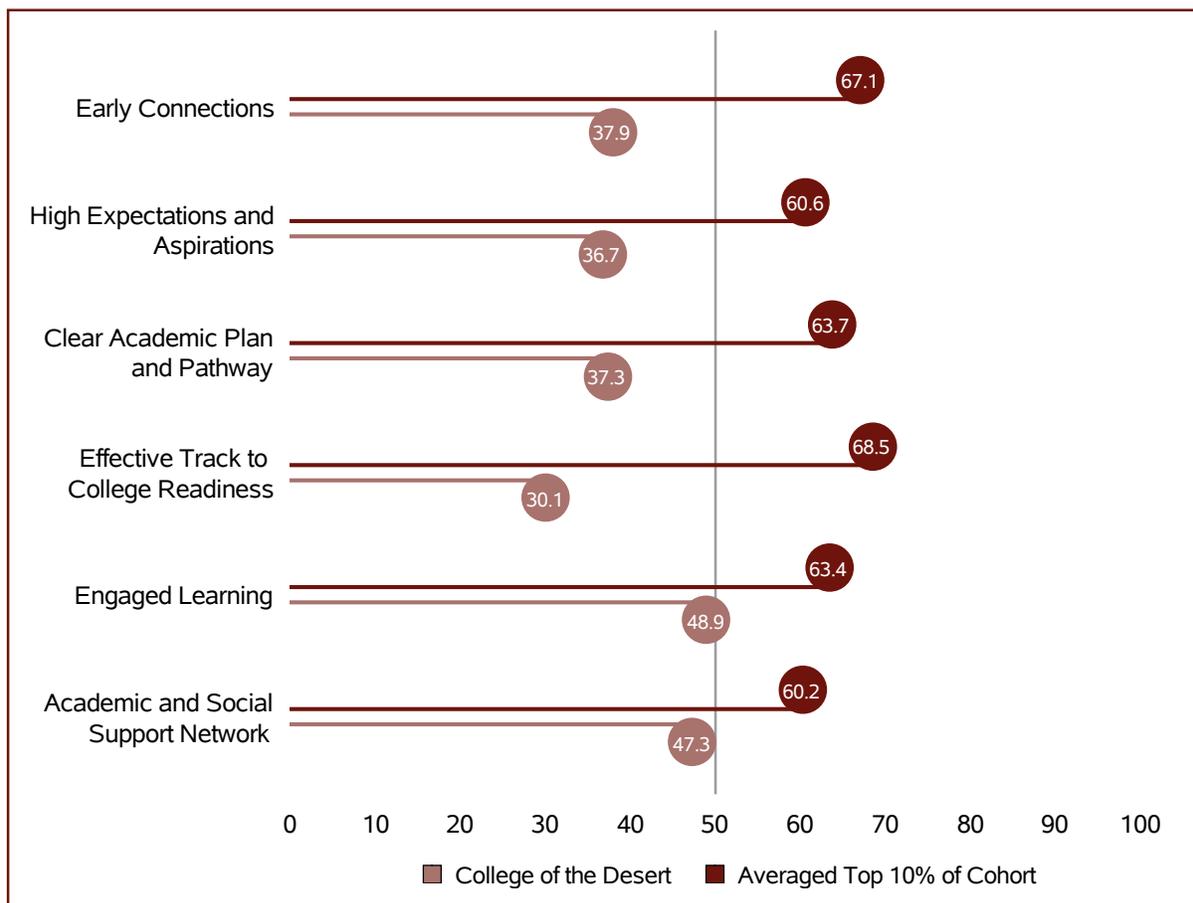
The *SENSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The six benchmarks denote areas that educational research has shown to be important to students' early college experiences and educational outcomes. Therefore, they provide colleges with 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.
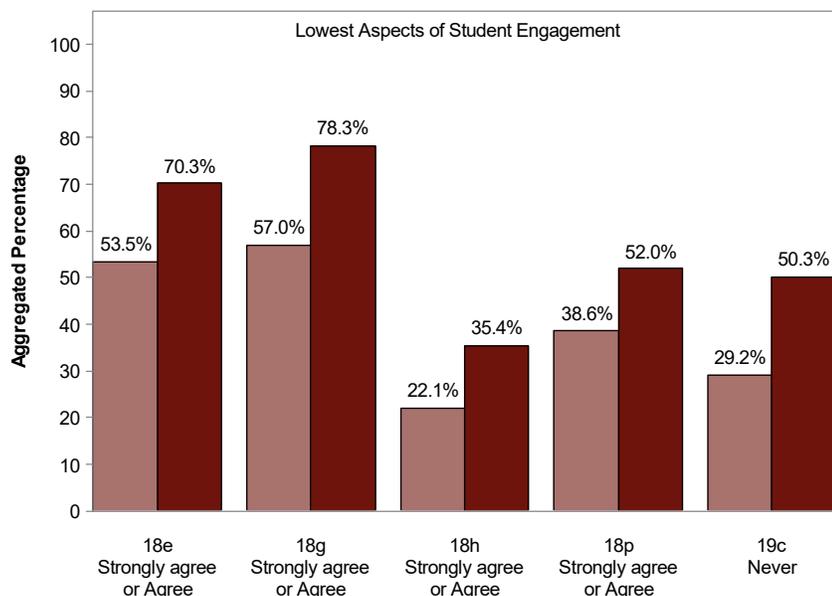
Therefore, provided above is a comparison of your college's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

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

Note: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents.

Highest and Lowest Aspects of Student Engagement

Highest Aspects of Student Engagement

	College of the Desert	2022 SENSE Cohort
18n Strongly agree or Agree	93.1%	90.1%
19g At least once	69.7%	66.1%
19h At least once	40.2%	32.7%
19k At least once	66.2%	59.5%
19o At least once	81.0%	80.0%

Legend: ▇ College of the Desert ▇ 2022 SENSE Cohort

Item	Benchmark
18n. All instructors clearly explained course syllabi (syllabuses)	Academic & Social Support Network
19g. Frequency: Worked with other students on a project or assignment during class	Engaged Learning
19h. Frequency: Worked with classmates outside of class on class projects or assignments	Engaged Learning
19k. Frequency: Used an electronic tool to communicate with another student about coursework	Engaged Learning
19o. Frequency: Received prompt written or oral feedback from instructors on your performance	Engaged Learning

Lowest Aspects of Student Engagement

	College of the Desert	2022 SENSE Cohort
18e Strongly agree or Agree	53.5%	70.3%
18g Strongly agree or Agree	57.0%	78.3%
18h Strongly agree or Agree	22.1%	35.4%
18p Strongly agree or Agree	38.6%	52.0%
19c Never	29.2%	50.3%

Item	Benchmark
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
18h. A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take	Clear Academic Plan & Pathway
18p. At least one college staff member (other than an instructor) learned my name	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.