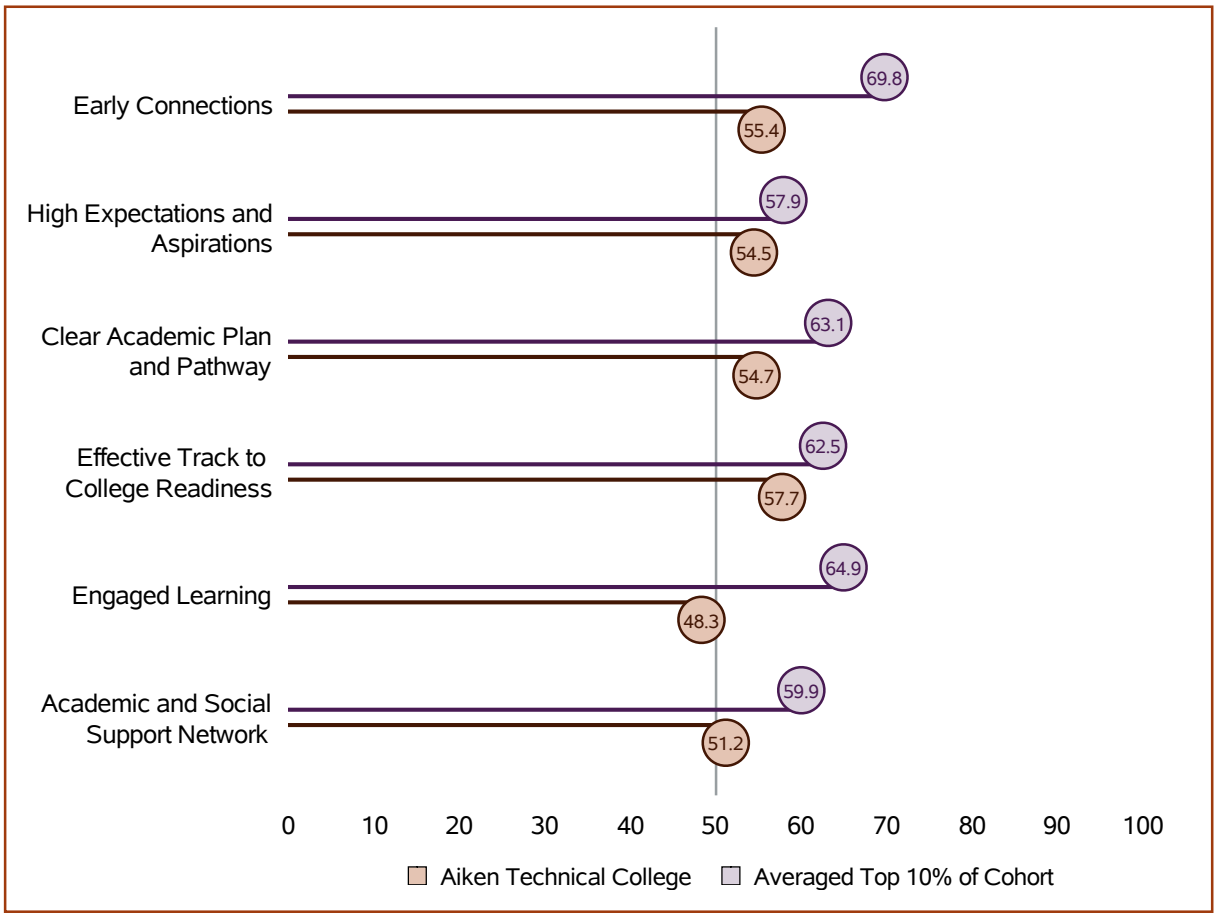
Aiken Technical College

SENSE 2019 Executive Summary of Results



Center for
Community College
Student Engagement

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.

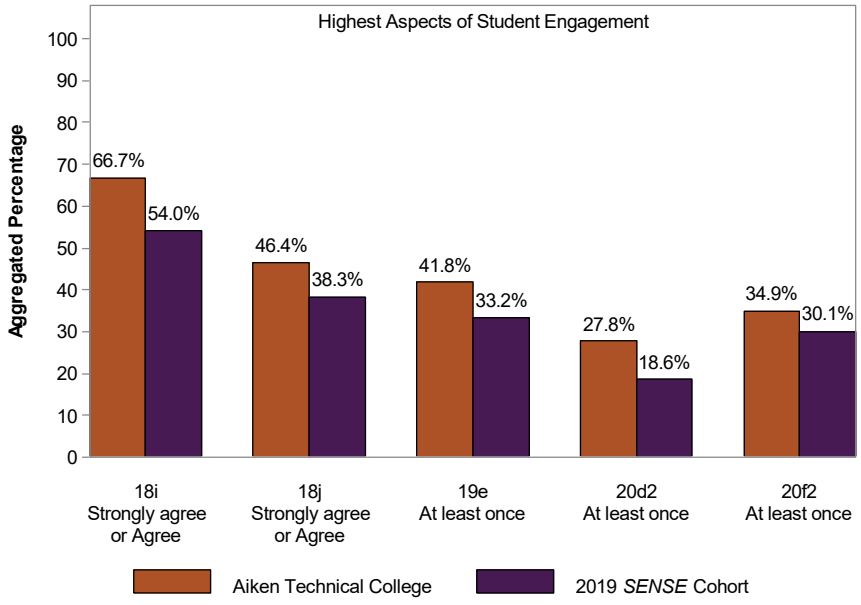
Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

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.

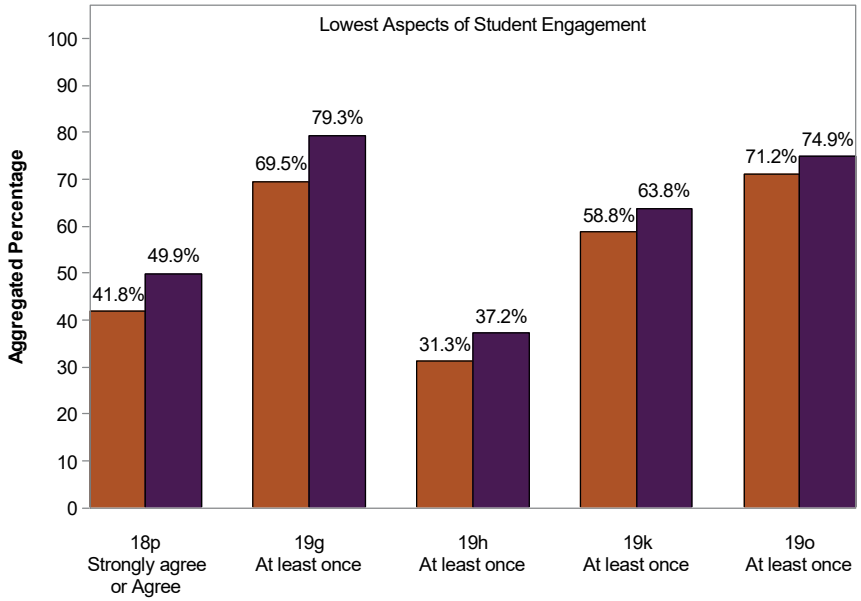
For further information about *SENSE* benchmarks and how they are computed, please visit www.cccse.org.

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



Item	Benchmark
18i. The college provided me with adequate information about financial assistance	Early Connections
18j. A college staff member helped me determine whether I qualified for financial assistance	Early Connections
19e. Frequency: Participated in supplemental instruction	Engaged Learning
20d2. Frequency: Used face-to-face tutoring	Engaged Learning
20f2. Frequency: Used writing, math, or other skill lab	Engaged Learning



Item	Benchmark
18p. At least one college staff member (other than an instructor) learned my name	Early Connections
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

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 2019 *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) 20, *once*, *two or three times*, and *four or more times* responses are combined.



Center for Community College Student Engagement

Program in Higher Education Leadership
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