Accreditation Guide:
Using *CCSSE* & *SENSE* Data to Support Accreditation

(*CCSSE* 2017-present, *SENSE*)

Center for Community College Student Engagement

Introduction

Center surveys—the Community College Survey of Student Engagement (*CCSSE*) and the Survey of Entering Student Engagement (*SENSE*)—have long been a resource and a standard for measuring student engagement on community college campuses. However, what is not well known is that these tools can assist institutions in making the case for meeting accreditation standards. While Center survey data are not direct measures of student outcomes, they are measures of student behaviors: Center surveys measure the extent to which students are engaged in educationally meaningful activities that are empirically linked to student success. If used systematically over time, Center survey data can provide deep insights on the appropriateness of institutional goals and demonstrate the extent to which an institution is meeting its educational objectives. This guide serves as a tool for utilizing Center survey data (2017–present *CCSSE* and current *SENSE*) to support accreditation work.

Several examples of how student engagement data can be used in accreditation work include the following:

- Student engagement results are useful for communicating with different groups of stakeholders, both internal and external.

- Survey results can yield insights into, and often challenge, widely held assumptions about the nature of students' behaviors and experiences.

- The collection of information about student engagement and institutional effectiveness can be used as evidence of efforts to meet accrediting standards and continuously improve.

- In any given administration and reporting year, institutions can compare their performance against select peer groups and *CCSSE* and *SENSE* national norms.

- Institutions can set benchmarks, establish goals, and measure progress toward those objectives using item-level Center survey data.

This guide connects the dots between regional accrediting standards and Center survey data by demonstrating the connection between Center survey items and the overarching accreditation concepts that exist among the six regional accrediting bodies: Physical & Technical Resources, Teaching & Learning, Student Support Services, Institutional Effectiveness and Planning: Education Programs, and Institutional Effectiveness & Planning: Student Services.

Starting on page five, these concepts are matched to individual items found on the *CCSSE* and *SENSE* instruments. Additionally, both surveys include several demographic items (e.g., enrollment, developmental, and first-generation status; age; gender identity; and race/ethnicity) that allow for the disaggregation of responses based on these student characteristics. As standards vary across accrediting bodies, this guide serves as a general tool for using Center survey data to supplement an institution's accreditation work; therefore, not all concepts will apply to all accrediting bodies' standards and not all accrediting bodies' standards can be found within the guide.

It is important to note that you, as practitioners, are the student engagement experts at your institution, having firsthand knowledge on how institution-specific Center data align with individual accreditation standards. Because accreditation requirements vary by region, this guide serves as a general tool for using Center survey data to supplement institutional accreditation work. This guide also serves as a useful tool in periodic evaluation of both institutional mission and strategic goals, which is a requirement of all regional accrediting bodies.

One of the most powerful ways institutions can utilize the following information is by understanding how other institutions have worked with Center survey data in the accreditation process. Please see the vignette section of the accreditation guide webpage for examples of how others have incorporated Center survey data into accreditation work: cccse.org/accreditation.

If your institution would like to share how it has used Center survey data in the accreditation process, please contact us at info@cccse.org or 512-471-6807.

Contents

Accrediting Bodies' Common Concepts

In creating this tool, the Center synthesized each of the accrediting bodies' guidelines to inform the common concepts listed in the first column below. While this list does not represent all key themes and concepts found across accreditors, it highlights those that relate to Center survey items. The middle column provides a description of each concept, and the final column includes the names of each accrediting region's standards as they relate to the common concepts.

Concept	Description	Accrediting Body Terminology
Physical & Technical Resources	Institutions must provide evidence of adequate infrastructure, technical, and physical resources to support student learning and the learning environment. This includes traditional physical and technological resources, and also includes the practice learning environments and technology resources to support online learning. Center surveys provide the student-centered perspective on the effectiveness of technology and other infrastructure to support the learning environment.	**ACCJC**: Student Learning Programs and Support Services: Library and Learning Support Services; Resources: Physical Resources, Technology Resources **HLC**: Institutional Effectiveness, Resources, and Planning **MSCHE**: Planning, Resources, and Institutional Improvement **NECHE**: Institutional Resources: Information, Physical, and Technological Resources **NWCCU**: Governance, Resources and Capacity: Student Support Resources, Library and Information Resources, Physical and Technological Infrastructure **SACSCOC**: Library and Learning/Information Resources; Financial and Physical Resources
Teaching & Learning	All institutions, for each education program, must provide adequate evidence of student learning. The *CCSSE* instrument, in particular, is designed to measure key components of the teaching and learning process and provide insights into what is and is not working. It also provides data for common general education competencies such as writing, speaking, critical thinking, and cultural/diversity sensitivity.	**ACCJC**: Mission, Academic Quality and Institutional Effectiveness, and Integrity: Assuring Academic Quality and Institutional Effectiveness, Institutional Integrity; Student Learning Programs and Support Services: Instructional Programs; Resources: Human Resources **HLC**: Mission; Integrity: Ethical and Responsible Conduct; Teaching and Learning: Quality, Resources, and Support; Teaching and Learning: Evaluation and Improvement **MSCHE**: Mission and Goals; Ethics and Integrity; Design and Delivery of the Student Learning Experience; Support of the Student Experience; Educational Effectiveness Assessment; Planning, Resources, and Institutional Improvement **NECHE**: The Academic Program; Teaching, Learning, and Scholarship; Educational Effectiveness; Integrity, Transparency, and Public Disclosure: Integrity **NWCCU**: Student Success and Institutional Mission and Effectiveness: Improving Institutional Effectiveness; Student Learning; Student Achievement; Governance, Resources and Capacity: Policies and Procedures; Human Resources; Student Support Resources **SACSCOC**: Institutional Planning and Effectiveness; Educational Program Structure and Content; Educational Policies, Procedures, and Practices; Faculty

Concept	Description	Accrediting Body Terminology
Student Support Services	Institutions must provide a variety of services to support the diverse needs of student populations. These support services must be effective and efficient. Center surveys provide satisfaction, importance, and effectiveness assessment measures for a very wide variety of services. The *SENSE* instrument, in particular, is designed to provide a precision focus on the quality of services provided to first-time students. Data are also available to assess co-curricular activities on campus. Custom reporting and benchmarking will allow institutions to tell their story, showcase strengths, and demonstrate progress over time.	**ACCJC:** Student Learning Programs and Support Services: Student Support Services, Library and Learning Support Services; Resources: Human Resources **HLC:** Mission; Teaching and Learning: Quality, Resources and Support; Institutional Effectiveness, Resources, and Planning **MSCHE:** Ethics and Integrity; Support of the Student Experience **NECHE:** Students: Student Services and Co-Curricular Experiences; Teaching, Learning, and Scholarship: Faculty and Academic Staff **NWCCU:** Governance, Resources and Capacity: Human Resources; Student Support Resources; Library and Information Resources **SACSCOC:** Administration and Organization; Institutional Planning and Effectiveness; Educational Program Structure and Content; Academic and Student Support Services
Institutional Effectiveness & Planning: Education Programs	Assessment of instructional quality, to include student learning outcomes, must be ongoing for each education program. Center surveys provide assessment on student engagement with faculty and other students both in and out of the classroom, and provide insight into more intangible aspects of the learning environment at institutions.	**ACCJC:** Mission, Academic Quality, and Institutional Effectiveness, and Integrity: Assuring Academic Quality and Institutional Effectiveness; Student Learning Programs and Support Services: Instructional Programs **HLC:** Mission; Integrity: Ethical and Responsible Conduct; Teaching and Learning: Quality, Resources, and Support; Teaching and Learning: Evaluation and Improvement; Institutional Effectiveness, Resources, and Planning **MSCHE:** Mission and Goals; Ethics and Integrity; Design and Delivery of the Student Learning Experience; Educational Effectiveness Assessment; Planning, Resources, and Institutional Improvement **NECHE:** Planning and Evaluation; The Academic Program; Students; Teaching, Learning, and Scholarship; Integrity, Transparency, and Public Disclosure: Integrity **NWCCU:** Student Success and Institutional Mission and Effectiveness: Improving Institutional Effectiveness; Student Learning; Student Achievement **SACSCOC:** Institutional Planning and Effectiveness; Educational Program Structure and Content; Educational Policies, Procedures, and Practices; Faculty
Institutional Effectiveness & Planning: Student Services	Accreditation standards call for the comprehensive and systematic evaluation and improvement of various areas of the institution, including student programs and services. Center surveys have a wide variety of data points to inform, benchmark, and improve student learning and support services. Custom reporting allows institutions to explore and assess the quality of services across the many diverse student populations that they serve. Data will provide both satisfaction and effectiveness information to feed into institutional effectiveness and planning processes.	**ACCJC:** Mission, Academic Quality, and Institutional Effectiveness, and Integrity: Institutional Effectiveness; Student Learning Programs and Support Services: Library and Learning Support Services, Student Support Services; Resources: Human Resources, Physical Resources, Technology Resources **HLC:** Mission; Institutional Effectiveness, Resources, and Planning **MSCHE:** Mission and Goals; Support of the Student Experience; Educational Effectiveness Assessment; Planning, Resources, and Institutional Improvement **NECHE:** Students: Student Services and Co-Curricular Experiences; Teaching, Learning, and Scholarship: Faculty and Academic Staff; Educational Effectiveness **NWCCU:** Student Success and Institutional Mission and Effectiveness: Improving Institutional Effectiveness; Governance, Resources, and Capacity: Policies and Procedures; Human Resources; Student Support Resources; Library and Information Resources; Physical and Technology Infrastructure **SACSCOC:** Administration and Organization; Institutional Planning and Effectiveness; Educational Program Structure and Content; Academic and Student Support Services

CCSSE Items Matched to Accreditation Concepts

The table below matches the accreditation concepts from the previous section to each item on the 2017–present *CCSSE* instrument. Please note that every institution might use the guide differently due to different accreditation mandates—feel free to edit the table to use in a manner that best supports your institution's individual accreditation process.

CCSSE — Item	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
1. Did you begin college at this college or elsewhere?					
2. Thinking about this current academic term, how would you characterize your enrollment at this college?					
3. Have you taken this survey in another class this academic term?					
4. In your experiences at this college during the current academic year, about how often have you done each of the following?					
a. Asked questions in class or contributed to class discussions		✓		✓	
b. Made a class presentation		✓		✓	
c. Prepared two or more drafts of a paper or assignment before turning it in		✓		✓	
d. Worked on a paper or project that required integrating ideas or information from various sources		✓		✓	
e. Come to class without completing readings or assignments		✓		✓	
f. Worked with other students on projects during class		✓		✓	
g. Worked with classmates outside of class to prepare class assignments		✓		✓	
h. Tutored or taught other students (paid or voluntary)		✓	✓		
i. Participated in a community-based project (service-learning activity) as a part of a regular course		✓		✓	
j. Used e-mail to communicate with an instructor	✓	✓		✓	
k. Discussed grades or assignments with an instructor		✓		✓	
l. Talked about career plans with an instructor or advisor		✓		✓	
m. Discussed ideas from your readings or classes with instructors outside of class		✓		✓	
n. Received prompt feedback (written or oral) from instructors on your performance		✓		✓	

	Item	Accreditation Concept				
		Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
o.	Worked harder than you thought you could to meet an instructor's standards or expectations		✓		✓	
p.	Worked with instructors on activities other than coursework		✓		✓	
q.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)		✓		✓	
r.	Had serious conversations with students who differ from you		✓		✓	
s.	Skipped class					
5.	During the current academic year, how much has your coursework at this college emphasized the following mental activities?					
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form		✓		✓	
b.	Analyzing the basic elements of an idea, experience, or theory		✓		✓	
c.	Forming a new idea or understanding from various pieces of information		✓		✓	
d.	Making judgments about the value or soundness of information, arguments, or methods		✓		✓	
e.	Applying theories or concepts to practical problems or in new situations		✓		✓	
f.	Using information you have read or heard to perform a new skill		✓		✓	
6.	During the current academic year, how much reading and writing have you done at this college?					
a.	Number of assigned textbooks, manuals, books, or packets of course readings		✓		✓	
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment		✓		✓	
c.	Number of written papers or reports of any length		✓		✓	
7.	Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college.		✓		✓	
8.	Which of the following have you done, or are you currently doing at this college?					
a.	Internship, field experience, co-op experience, or clinical assignment		✓	✓		

| | Accreditation Concept | | | | |
Item	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
b. An English course taught specifically for students whose first language is not English (ESL, ESOL)					
c. Developmental/remedial reading course (also referred to as Basic Skills, College Prep, etc.)					
d. Developmental/remedial writing course (also referred to as Basic Skills, College Prep, etc.)					
e. Developmental/remedial math course (also referred to as Basic Skills, College Prep, etc.)					
f. Honors course		✓	✓	✓	✓
9. How much does this college emphasize each of the following?					
a. Encouraging you to spend significant amounts of time studying		✓		✓	
b. Providing the support you need to help you succeed at this college		✓		✓	
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		✓		✓	
d. Helping you cope with your non-academic responsibilities (work, family, etc.)		✓		✓	
e. Providing the support you need to thrive socially			✓		✓
f. Providing the financial support you need to afford your education			✓		✓
10. About how many hours do you spend in a typical 7-day week doing each of the following?					
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)					
b. Working for pay					
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate, intramural sports, etc.)					
d. Providing care for dependents living with you (parents, children, spouse, etc.)					
e. Commuting to and from classes					
11. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?					
a. Acquiring job or work-related knowledge and skills			✓		✓

Item	Accreditation Concept				
	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
b. Writing clearly and effectively		✓		✓	
c. Speaking clearly and effectively		✓		✓	
d. Thinking critically and analytically		✓		✓	
e. Solving numerical problems		✓		✓	
f. Working effectively with others		✓		✓	
g. Learning effectively on your own		✓		✓	
h. Developing clearer career goals			✓		✓
i. Gaining information about career opportunities			✓		✓
12. This section has three parts. Please answer all three sections, indicating (1) how often you use the following services during the current academic year, (2) how satisfied you are with the services, and (3) how important the services are to you at this college.					
a.1 Academic advising/planning (Frequency of Use)			✓		
a.2 Academic advising/planning (Satisfaction)			✓		✓
a.3 Academic advising/planning (Importance)			✓		✓
b.1 Career counseling (Frequency of Use)			✓		✓
b.2 Career counseling (Satisfaction)	✓		✓		✓
b.3 Career counseling (Importance)			✓		✓
c.1 Job placement assistance (Frequency of Use)			✓		✓
c.2 Job placement assistance (Satisfaction)	✓		✓		✓
c.3 Job placement assistance (Importance)			✓		✓
d.1 Peer or other tutoring (Frequency of Use)			✓		✓
d.2 Peer or other tutoring (Satisfaction)	✓		✓		✓
d.3 Peer or other tutoring (Importance)			✓		✓
e.1 Skill labs (writing, math, etc.) (Frequency of Use)			✓		✓
e.2 Skill labs (writing, math, etc.) (Satisfaction)	✓		✓		✓
e.3 Skill labs (writing, math, etc.) (Importance)			✓		✓
f.1 Child care (Frequency of Use)			✓		✓
f.2 Child care (Satisfaction)	✓		✓		✓
f.3 Child care (Importance)			✓		✓
g.1 Financial aid advising (Frequency of Use)			✓		✓
g.2 Financial aid advising (Satisfaction)			✓		✓
g.3 Financial aid advising (Importance)			✓		✓
h.1 Computer lab (Frequency of Use)			✓		✓

	Accreditation Concept				
Item	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
h.2 Computer lab (Satisfaction)	✓		✓		✓
h.3 Computer lab (Importance)			✓		✓
i.1 Student organizations (Frequency of Use)			✓		✓
i.2 Student organizations (Satisfaction)			✓		✓
i.3 Student organizations (Importance)			✓		✓
j.1 Transfer advising/planning (Frequency of Use)			✓		✓
j.2 Transfer advising/planning (Satisfaction)			✓		✓
j.3 Transfer advising/planning (Importance)			✓		✓
k.1 Library resources and services (Frequency of Use)			✓		✓
k.2 Library resources and services (Satisfaction)	✓		✓		✓
k.3 Library resources and services (Importance)			✓		✓
l.1 Services to students with disabilities (Frequency of Use)			✓		✓
l.2 Services to students with disabilities (Satisfaction)			✓		✓
l.3 Services to students with disabilities (Importance)			✓		✓
m.1 Services for active military and veterans (Frequency of Use)			✓		✓
m.2 Services for active military and veterans (Satisfaction)			✓		✓
m.3 Services for active military and veterans (Importance)			✓		✓
13. During the current academic term at this college, I completed registration before the first class session(s).		✓	✓	✓	✓
14. The one response that best describes my experience with orientation when I first came to this college is...		✓	✓	✓	✓
15. During my first academic year at this college, I participated in a first-year experience program.		✓	✓	✓	✓
16. During my first academic term at this college, I participated in an organized learning community (a formal program in which groups of students take two or more classes together).		✓	✓	✓	✓

Item	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
17. During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college).		✓	✓	✓	✓
18. I was told that I should enroll in a developmental/remedial course (also referred to as Basic Skills, College Prep, etc.) in my first academic term at this college, and I...		✓	✓	✓	✓
19. During the current academic term at this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without a penalty.		✓		✓	
20. Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of course for completing a college certificate or degree and/or for transferring to a 4-year college or university).		✓	✓	✓	✓
21. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.		✓	✓	✓	✓
22. During the current academic year at this college, I have participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).		✓	✓	✓	✓
23. How likely is it that the following issues would cause you to withdraw from class or from this college?					
a. Working full-time			✓		✓
b. Caring for dependents			✓		✓
c. Academically unprepared			✓		✓
d. Lack of finances			✓		✓
e. Transfer to a 4-year college or university			✓		✓
24. How supportive are your friends of your attending this college?					
25. How supportive is your immediate family of your attending this college?					
26. Indicate which of the following are your reasons/goals for attending this college.					
a. Complete a certificate program		✓		✓	
b. Obtain an associate degree		✓		✓	
c. Transfer to a 4-year college or university		✓		✓	
d. Obtain or update job-related skills		✓		✓	
e. Change careers		✓		✓	

		Accreditation Concept				
CCSSE Community College Survey of Student Engagement	Item	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
f.	Self-improvement/personal enjoyment		✓		✓	
27.	Indicate which of the following are sources you use to pay your tuition <u>at this college</u>?					
a.	My own income/savings					
b.	Income/savings from family					
c.	Employer contributions					
d.	Active military or veteran benefits					
e.	Grants					
f.	Scholarships					
g.	Student loans (bank, etc.)					
h.	Public assistance					
28.	When do you plan to take classes <u>at this college</u> again?					
29.	<u>At this college</u>, in what range is your overall <u>college</u> grade point average (GPA)?					
30.	In what range was your overall <u>high school</u> grade point average (GPA)?					
31.	When do you most frequently take classes <u>at this college</u>?					
32.	During this academic term, how many classes are you taking...					
a. Face-to-face (a class in which all instruction is face-to-face in a classroom)						
b. Online (a class in which all instruction is online)						
c. Hybrid (a class that is a mixture of face-to-face and online instruction)						
33.	How many <u>total</u> credit hours have you earned <u>at this college</u>, not counting the courses you are currently taking this term?					
34.	How many <u>total</u> academic terms have you been enrolled <u>at this college</u>?					
35.	Would you recommend <u>this college</u> to a friend or family member?					
36.	How would you evaluate your entire educational experience <u>at this college</u>?					
37.	Do you have children who live with you?					
38.	Mark your age group.					
39.	Your gender identity:					
40.	Are you married?					
41.	Is English your native (first) language?					
42.	Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?					

	Accreditation Concept				
Item	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
43. Are you an international student or non-resident alien?					
44. Are you a student-athlete on a team sponsored by this college's athletics department?					
45. What is your racial or ethnic identification?					
46. What is the highest academic credential you have earned?					
47. Who in your family has attended at least some college?					

SENSE Items Matched to Accreditation Concepts

The table below matches the accreditation concepts from the Common Concepts section (pages 3–4) to each item on the *SENSE* instrument. Please note that every institution might use the guide differently due to different accreditation mandates—feel free to edit the table to use in a manner that best supports your institution's individual accreditation process.

SENSE Item	Accreditation Concept				
	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
1. Have you taken this survey in another class THIS SEMESTER/QUARTER?					
2. Thinking about THIS SEMESTER/QUARTER, how would you describe your enrollment at this college?					
3. Did you begin college at this college or elsewhere?					
4. While in high school, did you earn college credit for one or more courses?					
5. In addition to taking courses at this college, were/are you also enrolled at a 4-year college or university during YOUR FIRST SEMESTER/QUARTER?					
6. How many semesters/quarters have you been enrolled at this college?					
7. How many courses did you enroll in for YOUR FIRST SEMESTER/QUARTER at this college?					
8. Did you add or drop any classes within the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER at this college?					
9. Of the courses you enrolled in during YOUR FIRST SEMESTER/QUARTER at this college, how many did you drop after the first day of class?					
10. When did you register for your courses for YOUR FIRST SEMESTER/QUARTER at this college?					
11. The following statements are about this college's orientation for new students.					
12. This set of items asks you about your earliest experiences at this college. To respond, please 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.					
a. Before I could register for classes I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math					
b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)					

		Accreditation Concept				
	Item	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
c.	I was exempt from taking a placement test at this college					
13.	My placement test scores indicated that I needed to take a Developmental course (also referred to as Basic Skills, College Prep, etc.) in the following areas.					
14.	This college required me to enroll in classes indicated by my placement test scores during my FIRST SEMESTER/QUARTER.					
15.	With regard to financial assistance (scholarships, grants, or loans, etc.) to help with your college costs, mark a response for each of the following items.					
a.	I applied for financial assistance (scholarships, grants, or loans, etc.)					
b.	I was notified I was eligible to receive financial assistance (scholarships, grants, or loans, etc.)					
c.	I received financial assistance funds (scholarships, grants, or loans, etc.) before classes began					
16.	When did you first apply for financial assistance.					
17.	In which of the following types of courses were you enrolled during your FIRST SEMESTER/QUARTER at this college?					
a.	Developmental Reading (also referred to as Basic Skills, College Prep, etc.)					
b.	Developmental Writing (also referred to as Basic Skills, College Prep, etc.)					
c.	Developmental Math (also referred to as Basic Skills, College Prep, etc.)					
d.	An English course taught specifically for students whose first language is not English (ESL, ESOL)					
e.	A course specifically designed to teach skills and strategies to help students succeed in college					
f.	An organized "learning community" (two or more courses that a group of students take together)					
18.	This set of items asks you about your earliest experiences at this college. To respond, please 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.					
a.	The very first time I came to this college I felt welcome			✓		✓
b.	The instructors at this college want me to succeed					

	Item	Accreditation Concept				
		Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
c.	All the courses I needed to take during my first semester/quarter were available at times convenient for me			✓		✓
d.	I was able to meet with an academic advisor at times convenient for me			✓		✓
e.	An advisor helped me to select a course of study, program, or major			✓		✓
f.	An advisor helped me to set academic goals and to create a plan for achieving them			✓		✓
g.	An advisor helped me to identify the courses I needed to take during my first semester/quarter			✓		✓
h.	A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take			✓		✓
i.	The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)			✓		✓
j.	A college staff member helped me determine whether I qualified for financial assistance			✓		✓
k.	All instructors had activities to introduce students to one another			✓		✓
l.	All instructors clearly explained academic and student support services available at this college			✓		✓
m.	All instructors clearly explained course grading policies		✓		✓	
n.	All instructors clearly explained course syllabi (syllabuses)		✓		✓	
o.	I knew how to get in touch with my instructors outside of class		✓		✓	
p.	At least one college staff member (other than an instructor) learned my name					
q.	At least one other student whom I didn't previously know learned my name					
r.	At least one instructor learned my name					
s.	I learned the name of at least one other student in most of my classes					
t.	I have the motivation to do what it takes to succeed in college			✓		✓
u.	I am prepared academically to succeed in college			✓		✓

	Item	Accreditation Concept				
	![SENSE] Survey of Entering Student Engagement	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
19.	During the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER at this college, about how often did you do the following?					
a.	Ask questions in class or contribute to class discussions		✓		✓	
b.	Prepare at least two drafts of a paper or assignment before turning it in		✓		✓	
c.	Turn in an assignment late		✓		✓	
d.	Not turn in an assignment		✓		✓	
e.	Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)		✓		✓	
f.	Come to class without completing readings or assignments		✓		✓	
g.	Work with other students on a project or assignment during class		✓		✓	
h.	Work with classmates outside of class on class projects or assignments		✓		✓	
i.	Participate in a required study group outside of class		✓		✓	
j.	Participate in a student-initiated (not required) study group outside of class		✓		✓	
k.	Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework	✓	✓		✓	
l.	Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework	✓	✓		✓	
m.	Discuss an assignment or grade with an instructor		✓		✓	
n.	Ask for help from an instructor regarding questions or problems related to a class		✓		✓	
o.	Receive prompt written or oral feedback from instructors on your performance		✓		✓	
p.	Receive grades or points on assignments, quizzes, tests, or papers, etc.		✓		✓	
q.	Discuss ideas from your readings or classes with instructors outside of class		✓		✓	
r.	Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)		✓		✓	
s.	Skip class					

	Item	Accreditation Concept				
		Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
20.	This section asks three questions about a variety of college services. Answer ALL THREE QUESTIONS for each service indicating (1) whether you knew about it, (2) how often you used it, and (3) how satisfied you were. To respond, please 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.					
	a.1 Academic advising/planning (Know About It)			✓		✓
	a.2 Academic advising/planning (Use It)			✓		✓
	a.3 Academic advising/planning (Satisfied)			✓		✓
	b.1 Career counseling (Know About It)			✓		✓
	b.2 Career counseling (Use It)			✓		✓
	b.3 Career counseling (Satisfied)			✓		✓
	c.1 Job placement assistance (Know About It)			✓		✓
	c.2 Job placement assistance (Use It)			✓		✓
	c.3 Job placement assistance (Satisfied)			✓		✓
	d.1 Face-to-face tutoring (Know About It)			✓		✓
	d.2 Face-to-face tutoring (Use It)			✓		✓
	d.3 Face-to-face tutoring (Satisfied)			✓		✓
	e.1 Online tutoring (Know About It)			✓		✓
	e.2 Online tutoring (Use It)			✓		✓
	e.3 Online tutoring (Satisfied)			✓		✓
	f.1 Writing, math, or other skill lab (Know About It)			✓		✓
	f.2 Writing, math, or other skill lab (Use It)			✓		✓
	f.3 Writing, math, or other skill lab (Satisfied)			✓		✓
	g.1 Financial assistance advising (Know About It)			✓		✓
	g.2 Financial assistance advising (Use It)			✓		✓
	g.3 Financial assistance advising (Satisfied)			✓		✓
	h.1 Computer lab (Know About It)			✓		✓
	h.2 Computer lab (Use It)			✓		✓
	h.3 Computer lab (Satisfied)			✓		✓
	i.1 Student organizations (Know About It)			✓		✓
	i.2 Student organizations (Use It)			✓		✓
	i.3 Student organizations (Satisfied)			✓		✓
	j.1 Transfer credit assistance (Know About It)			✓		✓
	j.2 Transfer credit assistance (Use It)			✓		✓
	j.3 Transfer credit assistance (Satisfied)			✓		✓

		Accreditation Concept				
	Item	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
k.1	Services to students with disabilities (Know About It)			✓		✓
k.2	Services to students with disabilities (Use It)			✓		✓
k.3	Services to students with disabilities (Satisfied)			✓		✓
21.	This set of items asks you about your earliest experiences at this college. To respond, please 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.					
a.	I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)		✓	✓		✓
b.	I learned to understand my academic strengths and weaknesses			✓		✓
c.	I learned skills and strategies to improve my test-taking ability			✓		✓
22.	Thinking 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, what has been your MAIN source of academic advising (help with academic goal-setting, planning, course recommendations, graduation requirements, etc.)?					
23.	Was a specific person assigned to you so you could see him/her each time you needed information or assistance?					
24.	During the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER at this college, about how many hours did you spend in a typical 7-day week doing each of the following?					
a.	Preparing for class (in a typical 7-day week)					
b.	Working for pay (in a typical 7-day week)					
25.	When do you plan to take classes at this college again?					
26.	While in high school, did you					
a.	Take math every school year?					
b.	Take math during your senior year?					
27.	Would you recommend this college to a friend or family member?					
28.	In what range was your overall high school grade average?					
29.	Your sex					
30.	Mark your age group.					

Item	Accreditation Concept				
	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
31. Are you married?					
32. Do you have children who live with you and depend on you for their care?					
33. Is English your native (first) language?					
34. Are you an international student or nonresident alien?					
35. What is your racial/ethnic identification?					
36. What is the highest academic certificate or degree you have earned?					
37. Please indicate whether your goal(s) for attending this college include the following:					
a. To complete a certificate					
b. To obtain an Associate degree					
c. To transfer to a 4-year college or university					
38. Who in your family has attended at least some college?					