



SENSE Data Review Template

Institution Name:

Introduction: An in-depth review of your college's Survey of Entering Student Engagement (*SENSE*) results is a key element in more fully understanding your entering students' experiences at the college. It also provides a means for building data capacity—reviewing and discussing these data on a consistent basis, with a broad constituency, will help the college expand the understanding and use of student engagement data across the college.

Directions: Below is a four-step guide for reviewing your college's *SENSE* results. Each step includes several questions that the team reviewing the data is to respond to during the review process. Please record the team's response to each question on this template.

Accessing Data: Access your college's most recent *SENSE* results by logging on to the *SENSE* online reporting system at www.ccsse.org/sense/members. Using your college's *SENSE* Members Only username and password, enter the site and click on the link to your college's most recent year of participation. Read through the "Overview" and "Understanding Survey Results" sections of the site. Then proceed to the "Standard Reports" section to view and print your college's Key Findings booklet and benchmark, means, and frequency reports. For step 3—"Disaggregate the Data"—proceed to the "Custom Report Requests" page to request the specified breakout reports.

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Review Steps	Guiding Questions	Responses
<p>1. SENSE Key Findings Review <i>(access the college's Key Findings booklet via the Standard Reports page of the SENSE online reporting system at www.ccsse.org/sense/members/archive.cfm)</i></p> <p>A. Compare benchmark scores with peer and/or consortium institutions</p>	<p>What benchmark-level comparisons capture the attention/concern of the college?</p> <p>What specific findings have particular pertinence to the college's current or anticipated student success work?</p>	
<p>B. Review areas of highest and lowest engagement</p>	<p>What item-level comparisons capture the attention/concern of the college?</p> <p>What specific findings have particular pertinence to the college's current or anticipated student success work?</p>	
<p>2. In-depth Benchmark and Item-level Review <i>(access aggregated benchmark, means, and frequency reports via the Standard Reports page of the SENSE online reporting system at www.ccsse.org/sense/members/archive.cfm)</i></p> <p>Examine items comprising each benchmark as well as the non-benchmark items for which the college's results differ significantly (+ or -) from the aggregate results for peer or consortium colleges.</p>	<p>What findings from this comparison capture the attention/concern of the college team?</p> <p>What specific findings point to actionable data?</p> <p>Which specific areas of the college should be engaged in discussions about these findings?</p>	

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<p>3. Disaggregate the Data (access breakout reports via the Custom Report Requests page of the SENSE online reporting system at www.ccsse.org/sense/members/archive.cfm)</p> <p>Examine at the benchmark and item-level key breakout analyses</p>	<p><i>NOTE: Be sure to check the number of students (n) in each breakout group to ascertain whether the numbers are large enough to support interpretation of the results.</i></p>	
<p>A. Full-time vs. part-time students</p>	<p>What findings from this comparison capture the attention/concern of the college?</p> <p>Where do the data demonstrate that different groups of entering students are having very different experiences?</p> <p>What specific findings point to actionable data?</p>	
<p>B. Developmental vs. non-developmental students</p>	<p>What findings from this comparison capture the attention/concern of the college?</p> <p>Where do the data demonstrate that different groups of entering students are having very different experiences?</p> <p>What specific findings point to actionable data?</p>	

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<p>C. Traditional vs. non-traditional college entry age students</p>	<p>What findings from this comparison capture the attention/concern of the college?</p> <p>Where do the data demonstrate that different groups of entering students are having very different experiences?</p> <p>What specific findings point to actionable data?</p>	
<p>D. First-generation vs. non-first-generation</p>	<p>What findings from this comparison capture the attention/concern of the college?</p> <p>Where do the data demonstrate that different groups of entering students are having very different experiences?</p> <p>What specific findings point to actionable data?</p>	
<p>4. Additional Data Collection/Analysis</p>	<p>What additional questions are raised through this initial review of survey results?</p> <p>How do these findings relate to other data the college has examined (e.g., student success data, program evaluations, satisfaction surveys, etc.)</p>	

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	<p>What additional data (quantitative, disaggregated, or qualitative) are needed to more fully understand students' experiences at the college?</p> <p>How will the college collect and analyze the data?</p> <p>Who will be responsible for data collection and analyses?</p> <p>With whom will the data be discussed?</p>	