



CCSSE/SENSE Crosswalk

The following crosswalk includes similar items that are asked on both the Community College Survey of Student Engagement (*CCSSE*) and the Survey of Entering Student Engagement (*SENSE*), arranged first by *CCSSE* benchmark and then by other related items.

CCSSE provides information on student engagement, a key indicator of learning. The survey, administered to a random sample of students at participating institutions, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and retention. The Center has established five *CCSSE* benchmarks of effective educational practice in community colleges: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

SENSE helps community colleges focus on the “front door” of the college experience. Grounded in research about what works in retaining and supporting entering students, *SENSE* collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. *SENSE* is administered during the fourth and fifth class weeks of the fall academic term to a random sample of students from courses in which entering students are most likely to enroll. These data can help colleges understand students’ critical early experiences and improve institutional practices that affect student success in the first college year.

This crosswalk is organized in columns. The left column shows the *CCSSE* item number, followed by an item description in the center column, and the corresponding *SENSE* item number in the right column. For colleges that participate in both *CCSSE* and *SENSE*, or are considering participation in both, this crosswalk provides a mechanism for comparing specific institutional practices and student behaviors for two distinct student populations: returning students (*CCSSE*) and entering students (*SENSE*).

CCSSE/SENSE Crosswalk

CCSSE Item #	Item Description	SENSE Item #
Active and Collaborative Learning		
4a	Frequency: Asked questions in class or contribute to class discussions	19a
4b	Frequency: Made a class presentation	N/A
4f	Frequency: Worked with other students on projects during class	19g
4g	Frequency: Worked with classmates outside of class to prepare class assignments	19h
4h	Frequency: Tutored or taught other students (paid or voluntary)	N/A
4i	Frequency: Participated in a community-based project as part of a regular course	N/A
4r	Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	19r
Student Effort		
4c	Frequency: Prepared two or more drafts of a paper or assignment before turning it in	19b
4d	Frequency: Worked on a paper or project that required integrating ideas or information from various sources	N/A
4e	Frequency: Come to class without completing readings or assignments	19f
10a	Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	24a
13d1	Frequency of use: Peer or other tutoring	20d2 20e2
13e1	Frequency of use: Skill labs (writing, math, etc.)	20f2
13h1	Frequency of use: Computer lab	20h2
Academic Challenge		
4p	Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations	N/A
5b	Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory	N/A
5c	Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways	N/A
5d	Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods	N/A
5e	Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations	N/A
5f	Amount of emphasis in coursework: Using information you have read or heard to perform a new skill	N/A
6a	Number of assigned textbooks, manuals, books, or book-length packs of course reading	N/A

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CCSSE Item #	Item Description	SENSE Item #
Academic Challenge (continued)		
6c	Number of written papers or reports of any length	N/A
7	Rate the extent to which your examinations have challenged you to do your best work	N/A
9a	Amount of emphasis by college: Encouraging you to spend significant amounts of time studying	N/A
Student-Faculty Interaction		
4k	Frequency: Used e-mail to communicate with an instructor	19l
4l	Frequency: Discussed grades or assignments with an instructor	19m
4m	Frequency: Talked about career plans with an instructor or advisor	N/A
4n	Frequency: Discussed ideas from your readings or classes with instructors outside of class	19q
4o	Frequency: Received prompt feedback (written or oral) from instructors on your performance	19o
4q	Frequency: Worked with instructors on activities other than coursework	N/A
Support for Learners		
9b	Amount of emphasis by college: Providing the support you need to help you succeed at the college	N/A
9c	Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	N/A
9d	Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)	N/A
9e	Amount of emphasis by college: Providing the support you need to thrive socially	N/A
9f	Amount of emphasis by college: Providing the financial support you need to afford your education	N/A
13a1	Frequency of use: Academic advising/planning	20a2
13b1	Frequency of use: Career counseling	20b2
Other Related Items		
4u	Frequency: Skipped class	19s
8b	Extent of participation: English as a second language course	17d
8c	Extent of participation: Developmental/remedial reading course	17a
8d	Extent of participation: Developmental/remedial writing course	17b

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CCSSE Item #	Item Description	SENSE Item #
Other Related Items (continued)		
8e	Extent of participation: Developmental/remedial math course	17c
8f	Extent of participation: Study skills course	17e
8h	Extent of participation: College orientation program or course	11
8i	Extent of participation: Organized learning communities (linked courses/study groups led by faculty or counselors)	17f
10b	Hours spent per week: Working for pay	24b
10c	Hours spent per week: Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	20i2
13a2	Satisfaction: Academic advising/planning	20a3
13b2	Satisfaction: Career counseling	20b3
13c1 13c2	Frequency of use and Satisfaction: Job placement assistance	20c2 20c3
13d2	Satisfaction: Peer or other tutoring	20e2 20e3
13e2	Satisfaction: Skill labs (writing, math, etc.)	20f3
13g1 13g2	Frequency of use and Satisfaction: Financial aid advising	20g2 20g3
13h2	Satisfaction: Computer lab	20h3
13i1 13i2	Frequency of use and Satisfaction: Student organizations	20i2 20i3
13j1 13j2	Frequency of use and Satisfaction: Transfer credit assistance	20j2 20j3
13k1 13k2	Frequency of use and Satisfaction: Services to students with disabilities	20k2 20k3
17a	Reason/goal for attending this college: Complete a certificate program	37a
17b	Reason/goal for attending this college: Obtain an associate degree	37b
17c	Reason/goal for attending this college: Transfer to a 4-year college or university	37c