



SENSE / 2017–Present CCSSE Crosswalk

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

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. These data can help colleges understand students’ critical early experiences and improve institutional practices that affect student success in the first college year. The Center has established six benchmarks of effective practice with entering students in community colleges: early connections, high expectations and aspirations, clear academic plan and pathway, effective track to college readiness, engaged learning, and academic and social support network.

CCSSE provides information on student engagement, a key indicator of learning. The survey, administered in the spring to a sample of community college students at participating institutions, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and retention.

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

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SENSE Item	Item Description	CCSSE Item
Early Connections		
18a	Agreement: The very first time I came to this college I felt welcome	-
18i	Agreement: The college provided me with adequate information about financial assistance	-
18j	Agreement: A college staff member helped me determine whether I qualified for financial assistance	-
18p	Agreement: At least one college staff member (other than an instructor) learned my name	-
23	Specific person assigned to you so you could see him/her each time you needed information or assistance?	-
High Expectations and Aspirations		
18b	Agreement: The instructors at this college want me to succeed	-
18t	Agreement: I have the motivation to do what it takes to succeed in college	-
18u	Agreement: I am prepared academically to succeed in college	-
19c	Frequency: Turn in an assignment late	-
19d	Frequency: Not turn in an assignment	-
19f	Frequency: Come to class without completing readings/assignments	4e
19s	Frequency: Skip class	4s
Clear Academic Plan and Pathway		
18d	Agreement: I was able to meet with an academic advisor at times convenient for me	-
18e	Agreement: An advisor helped me to select a course of study/program/major	-
18f	Agreement: An advisor helped me to set academic goals and to create a plan for achieving them	20
18g	Agreement: An advisor helped me to identify the courses I needed to take during my first semester/quarter	-
18h	Agreement: A college staff member talked with me about my commitments outside of school	-
Effective Track to College Readiness		
12a	Placement testing required before class registration	-
12b	Took placement test	-
14	First semester/quarter enrollment in courses indicated by placement test required	-
21a	Agreement: I learned to improve my study skills	-
21b	Agreement: I learned to understand my academic strengths and weaknesses	-
21c	Agreement: I learned to improve my test-taking ability	-

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Engaged Learning		
19a	Frequency: Ask questions in class or contribute to class discussions	4a
19b	Frequency: Prepare at least two drafts of a paper/assignment before turning it in	4c
19e	Frequency: Participate in supplemental instruction	22
19g	Frequency: Work with other students on a project/assignment during class	4f
19h	Frequency: Work with classmates outside of class on class projects/assignments	4g
19i	Frequency: Participate in a required study group	-
19j	Frequency: Participate in a student-initiated study group	-
19k	Frequency: Use an electronic tool to communicate with another student about coursework	-
19l	Frequency: Use an electronic tool to communicate with an instructor about coursework	4j
19m	Frequency: Discuss an assignment/grade with an instructor	4k
19n	Frequency: Ask for help from an instructor regarding questions/problems related to a class	-
19o	Frequency: Receive prompt feedback from instructors on your performance	4n
19q	Frequency: Discuss ideas from readings or classes with instructors outside of class	4m
20d2	Frequency of use: Face-to-face tutoring	12d1
20f2	Frequency of use: Writing, math, or other skill lab	12e1
20h2	Frequency of use: Computer lab	12h1
Academic and Social Support Network		
18l	Agreement: All instructors clearly explained academic and student support services available at this college	-
18m	Agreement: All instructors clearly explained course grading policies	-
18n	Agreement: All instructors clearly explained course syllabi (syllabuses)	-
18o	Agreement: I knew how to get in touch with my instructors outside of class	-
18q	Agreement: At least one other student whom I didn't previously know learned my name	-
18r	Agreement: At least one instructor learned my name	-
18s	Agreement: I learned the name of at least one other student in most of my classes	-

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SENSE Item	Item Description	CCSSE Item
Other Related Items		
11	Extent of participation: College orientation	14
17a	Enrollment: Developmental reading	8c
17b	Enrollment: Developmental writing	8d
17c	Enrollment: Developmental math	8e
17d	Enrollment: ESL	8b
17e	Enrollment: Student success course	17
17f	Enrollment: Learning community	16
19r	Frequency: Discuss ideas from readings or classes with others outside of class	4q
20a2,3	Frequency of use and Satisfaction: Academic advising/planning	12a1,2
20b2,3	Frequency of use and Satisfaction: Career counseling	12b1,2
20c2,3	Frequency of use and Satisfaction: Job placement assistance	12c1,2
20d2,3	Frequency of use and Satisfaction: Face-to-face tutoring	12d1,2
20e2,3	Frequency of use and Satisfaction: Online tutoring	12d1,2
20f2,3	Frequency of use and Satisfaction: Writing, math, or other skill lab	12e1,2
20g2,3	Frequency of use and Satisfaction: Financial assistance advising	12g1,2
20i2,3	Frequency of use and Satisfaction: Student organizations	12i1,2 10c
20j2,3	Frequency of use and Satisfaction: Transfer credit assistance	12j1,2
20k2,3	Frequency of use and Satisfaction: Services to students with disabilities	12i1,2
24a	Hours spent per week: Preparing for class	10a
24b	Hours spent per week: Working for pay	10b
27	Would you recommend this college to a friend or family member?	35
37a	Goal: Complete a certificate	26a
37b	Goal: Associate degree	26b
37c	Goal: Transfer to a 4-year college or university	26c