



CCSSE / SENSE Crosswalk

The following crosswalk includes similar items from 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, assesses institutional practices and student behaviors correlated 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 focuses on the “front door” community college experience. Grounded in research about what works in retaining and supporting entering students, *SENSE* collects 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. *SENSE* data helps colleges understand students’ critical early experiences and improve institutional practices aimed at entering students.

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	-
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)	-
4i	Frequency: Participated in a community-based project (service-learning activity) as part of a regular course	-
4q	Frequency: Discussed ideas from your readings or classes with others outside of class	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	-
4e	Frequency: Come to class without completing readings or assignments	19f
6b	Number: Books read on your own (not assigned) for personal enjoyment or academic enrichment	
10a	Hours per week: Preparing for class	24a
12d1	Frequency of use: Peer or other tutoring	20d2 20e2
12e1	Frequency of use: Skill labs (writing, math, etc.)	20f2
12h1	Frequency of use: Computer lab	20h2
Student-Faculty Interaction		
4j	Frequency: Used e-mail to communicate with an instructor	19l
4k	Frequency: Discussed grades or assignments with an instructor	19m
4l	Frequency: Talked about career plans with an instructor or advisor	-
4m	Frequency: Discussed ideas from your readings or classes with instructors outside of class	19q
4n	Frequency: Received prompt feedback from instructors	19o
4p	Frequency: Worked with instructors on activities other than coursework	-

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CCSSE Item	Item Description	SENSE Item
Academic Challenge		
4o	Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations	-
5b	Emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory	-
5c	Emphasis in coursework: Forming a new idea or understanding from various pieces of information	-
5d	Emphasis in coursework: Making judgments about the value or soundness of information	-
5e	Emphasis in coursework: Applying theories or concepts to practical problems or in new situations	-
5f	Emphasis in coursework: Using information to perform a new skill	-
6a	Number: Assigned textbooks, manuals, books, or packets of course readings	-
6c	Number: Written papers or reports of any length	-
7	Extent to which your examinations have challenged you to do your best work	-
9a	Emphasis by college: Encouraging you to spend significant amounts of time studying	-
Support for Learners		
9b	Emphasis by college: Providing the support you need to succeed at the college	-
9c	Emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	-
9d	Emphasis by college: Helping you cope with your non-academic responsibilities	-
9e	Emphasis by college: Providing the support you need to thrive socially	-
9f	Emphasis by college: Providing the financial support you need to afford your education	-
12a1	Frequency of use: Academic advising/planning	20a2
12b1	Frequency of use: Career counseling	20b2

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CCSSE Item	Item Description	SENSE Item
Other Related Items		
4s	Frequency: Skipped class	19s
8b	Participation: ESL	17d
8c	Participation: Developmental reading	17a
8d	Participation: Developmental writing	17b
8e	Participation: Developmental math	17c
10b	Hours per week: Working for pay	24b
10c	Hours per week: Participating in college-sponsored activities	20i2
12a2	Satisfaction: Academic advising/planning	20a3
12b2	Satisfaction: Career counseling	20b3
12c1,2	Frequency of use and Satisfaction: Job placement assistance	20c2,3
12d2	Satisfaction: Peer or other tutoring	20d3 20e3
12e2	Satisfaction: Skill labs (writing, math, etc.)	20f3
12g1,2	Frequency of use and Satisfaction: Financial aid advising	20g2,3
12h2	Satisfaction: Computer lab	20h3
12i1,2	Frequency of use and Satisfaction: Student organizations	20i2,3
12j1,2	Frequency of use and Satisfaction: Transfer advising/planning	20j2,3
12l1,2	Frequency of use and Satisfaction: Services for students with disabilities	20k2,3
13	Registration before the first class session	10
14	Participation: Orientation	11
16	Participation during first academic term: Learning community	17f
17	Participation: Student success course	17e
18	Told to enroll and enrollment status during first academic term: Developmental education	13
20	An advisor helped me develop an academic plan before the end of my first academic term	18f
22	Frequency: Participation in supplemental instruction	19e
26a	Reason/goal for attending this college: Complete a certificate program	37a
26b	Reason/goal for attending this college: Obtain an associate degree	37b
26c	Reason/goal for attending this college: Transfer to a 4-year college or university	37c