

# 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 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

<i>CCSSE</i> Item	Item Description	<i>SENSE</i> Item
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
<b>Student-Faculty Interaction</b>		
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	-
<b>Academic Challenge</b>		
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	-
<b>Support for Learners</b>		
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

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