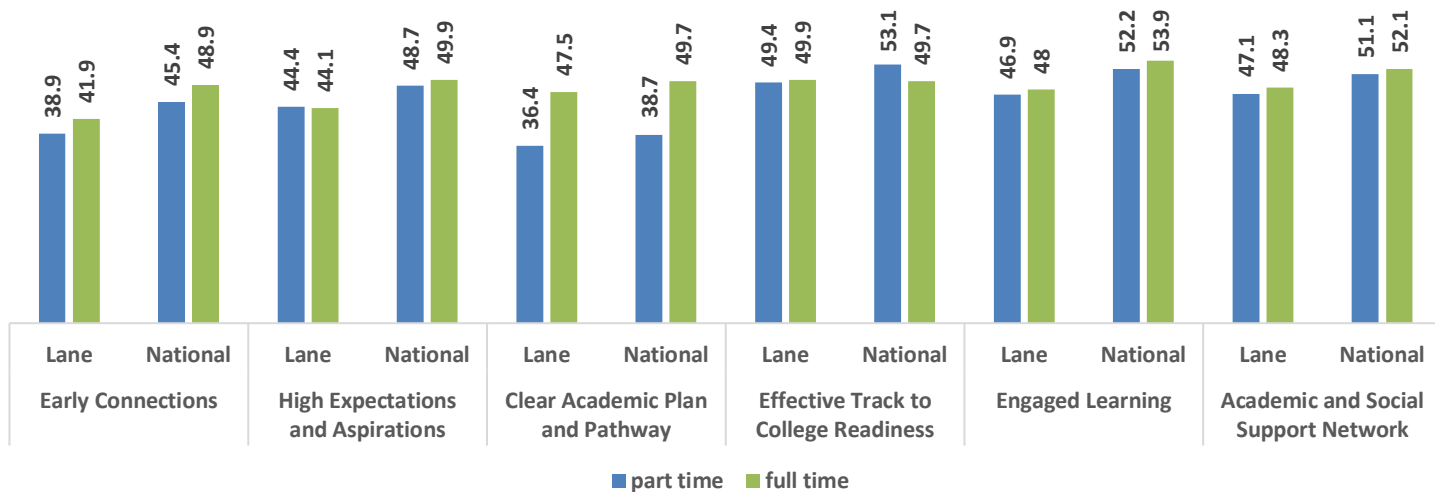


First Impressions — Students’ Initial Experience at Lane

Every three years, Lane administers the Survey of Entering Student Engagement (SENSE) to assess **how new students experience their first few weeks at the college**. The Center for Community College Student Engagement compiles data to create standardized scores for six **benchmarks of effective practice**. Broken down by part and full time status, Lane’s 2018 benchmark scores are charted here with those of a national comparison group of colleges.



Lane scored lower than national colleges in 11 of 12 comparisons, for example on the benchmarks of *Early Connections* and *High Expectations and Aspirations*, where students were asked their level of agreement with statements such as:

- The instructors at this college want me to succeed;
- At least one college staff member (other than an instructor) learned my name;
- The very first time I came to this college I felt welcome.

*“When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.”**

*“Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so.”**

Part time students scored lower than full time students in 10 of 12 comparisons, with the largest deficit on the benchmark of *Clear Academic Plan and Pathway*. Students were asked their level of agreement with statements such as:

- I was able to meet with an academic advisor at times convenient for me;
- An advisor helped me to set academic goals and create a plan for achieving them;
- A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take.

*“When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track.”**

In the next edition of TIPSS we will look at whether and how Lane’s SENSE data have changed over time.

*All quotations are from *Benchmarks of Effective Practice with Entering Students*, Center for Community College Student Engagement, The University of Texas at Austin, 2019. More information is available at <https://www.lanecollege.edu/ir/surveys>.