

The Survey of Entering Student Engagement (*SENSE*)

Overview of 2015 Survey Results Walters State Community College

Introduction

The Survey of Entering Student Engagement (*SENSE*), a product and service of the Center for Community College Student Engagement, helps community colleges discover why some entering students persist and succeed and others do not.

Administered during the 4th and 5th weeks of the fall academic term, *SENSE* asks students to reflect on their earliest experiences (academic and services-related) with the college. *SENSE* serves as a complementary piece to the [Community College Survey of Student Engagement \(CCSSE\)](#), with a more specific focus on early student experiences.

SENSE Member Colleges

SENSE data analyses are based on a three-year cohort of entering student data from participating colleges. This approach increases the total number of institutions and students contributing to the national data set, which in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortium participation. If a college participated more than one time in the three-year period, the cohort includes data only from that college's most recent year of participation.

The *SENSE* 2015 (2013-2015) cohort includes 248 institutions in 39 states, the District of Columbia, and Nova Scotia. Ninety-nine 2015 cohort colleges are classified as small (<4,500), 56 as medium (4,500-7,999), 62 as large (8,000-14,999), and 31 as extra-large institutions (15,000 + credit students). Sixty-two of the colleges are classified as urban-serving, 49 as suburban-serving, and 137 as rural-serving.

SENSE Sampling

In *SENSE* sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from those courses most likely to enroll entering students, with a random sample pulled from all first college-level English and math courses, all developmental reading, writing, and math courses (excluding ESL courses), and student success courses.

Of those entering students sampled at WSCC, 690 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 86%. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

Excluded Respondents

Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
 - ✘ The respondent did not indicate whether he or she was an entering or returning student.
 - ✘ The respondent returned an invalid survey. A survey is invalid if a student answered all sub-items of Item 19 as either *never* or *four or more times*.
 - ✘ The student reported his or her age as under 18.
 - ✘ The student indicated that he or she had taken the survey in a previous class or did not respond to item 1.
 - ✘ Oversample respondents are not included because they are selected outside of *SENSE's* primary sampling procedures.
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2015 Student Respondent Profile

Enrollment Status

Eight percent of WSCC's entering student respondents report being less than full-time college students, compared to 25% of the 2015 *SENSE* Cohort colleges' entering student respondents. Ninety-two percent of WSCC's entering student respondents report attending college full-time, while 75% of the 2015 *SENSE* Cohort colleges' entering student respondents attended full-time. Population data¹ for all students at WSCC are 49% less than full-time and 51% full-time. Survey results are either weighted or disaggregated on the full-time/less than full-time variable so that reports will accurately reflect the underlying student population.

Age

Entering student respondents at WSCC range in age from 18 to 64 years old. Ninety-three percent are between 18 and 24 years old. Students at WSCC are younger than the 2015 *SENSE* Cohort respondents, of which 86% of students are between 18 and 24.

Sex

Thirty-nine percent of WSCC's entering student respondents are male and 58% are female, which is comparable to the 2015 *SENSE* Cohort, which is 44% male and 53% female.

Racial/Ethnic Identification

Eighty-five percent of WSCC's entering student respondents identified themselves as White, Non-Hispanic; 3% as Hispanic, Latino, Spanish; 4% as Black or African American, Non-Hispanic; and 1% as Asian, Asian American, or Pacific Islander. One percent of the student respondents are American Indian or Native American. One percent marked *other* when responding to the question, "What is your racial/ethnic identification?" WSCC's student sample is less diverse than the 2015 *SENSE* Cohort, which is comprised of 49% White/Non-Hispanic; 20% Hispanic, Latino, Spanish; 13% Black or African American, Non-Hispanic; 4% Asian, Asian American, or Pacific Islander; and 2% American Indian or Native American respondents.

International Students

Three percent of WSCC's entering students responded *yes* to the question, "Are you an international student or nonresident alien?" WSCC has less international students than in the 2015 *SENSE* Cohort, of which 5% are international.

¹ Population data are those reported for the most recent IPEDS enrollment report.

First-Generation Status

Forty-four percent of WSCC's entering student respondents indicate that neither parent has college experience; accordingly, these students are considered "first-generation."

The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Limited English Speaking Students

At WSCC, 4% of *SENSE* respondents are non-native English speakers.

Orientation

Eighty-two percent of WSCC's entering student respondents report attending an on-campus orientation prior to the beginning of classes, while 21% report attending an online orientation. Five percent of entering student respondents report enrolling in an orientation course during their first semester/quarter at the college.

Courses Dropped

Nine percent of WSCC's entering student respondents report dropping at least one course after the first day of class.

External Commitments

Thirty-three percent of WSCC's entering student respondents work 21 or more hours per week.

Goals

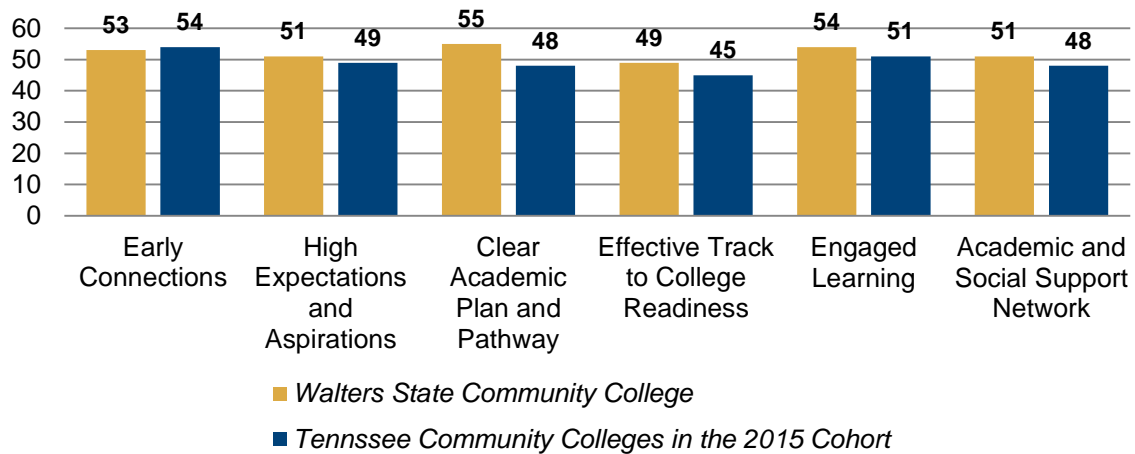
Entering student respondents were asked to indicate their reasons or goals for attending WSCC; students could choose more than one goal. Sixty-nine percent indicated that completing a certificate is a goal, 88% indicated that obtaining an associate degree is a goal, and 78% indicated that transfer to a 4-year college is a goal.

SENSE Benchmarks of Effective Educational Practice

To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective practice with entering students in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

SENSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement early in the college experience—and that are positively related to student learning and persistence. Benchmarks are used to compare each institution's performance to that of similar institutions and with the *SENSE* Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are then standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. The six benchmarks of effective educational practice with entering students in community colleges are early connections, high expectations and aspirations, clear academic plan and pathway, effective track to college readiness, engaged learning, and academic and social support network.

SENSE Benchmark Scores for Walters State Community College compared to Tennessee Community Colleges



Early Connections

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.

- 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 (scholarships, grants, loans, etc.)
- 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 Was a specific person assigned to you so you could see him/her each time you needed information or assistance?

High Expectations and Aspirations

Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

- 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 or assignments
- 19s Frequency: Skip class

Clear Academic Plan and Pathway

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. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

- 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, or major
- 18f Agreement: An advisor helped me to set academic goals and to create a plan for achieving them
- 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 (work, children, dependents, etc.) to help me figure out how many courses to take

Effective Track to College Readiness

Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

- 12a Before I could register for classes I was required to take a placement test (COMPASS, ASSET ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math
- 12b I took a placement test (COMPASS, ASSET ACCUPLACER, SAT, ACT, etc.)
- 14 This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter
- 21a Agreement: Within a class or through another experience at this college, I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)
- 21b Agreement: Within a class or through another experience at this college, I learned to understand my academic strengths and weaknesses
- 21c Agreement: Within a class or through another experience at this college, I learned skills and strategies to improve my test-taking ability

Engaged Learning

Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.

- 19a Frequency: Ask questions in class or contribute to class discussions
- 19b Frequency: Prepare at least two drafts of a paper or assignment before turning it in
- 19e Frequency: Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)
- 19g Frequency: Work with other students on a project or assignment during class
- 19h Frequency: Work with classmates outside of class on class projects or assignments
- 19i Frequency: Participate in a required study group outside of class
- 19j Frequency: Participate in a student-initiated (not required) study group outside of class
- 19k Frequency: Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework
- 19l Frequency: Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework
- 19m Frequency: Discuss an assignment or grade with an instructor
- 19n Frequency: Ask for help from an instructor regarding questions or problems related to a class
- 19o Frequency: Receive prompt written or oral feedback from instructors on your performance
- 19q Frequency: Discuss ideas from readings or classes with instructors outside of class
- 20d2 Frequency of use: Face-to-face tutoring
- 20f2 Frequency of use: Writing, math, or other skill lab
- 20h2 Frequency of use: Computer lab

Academic and Social Support Network

Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

- 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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Selected Findings-WSCC

Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy students invest in their academic work and spend collaborating with others. *SENSE* asks students to respond to several survey items in order to gauge how actively they are involved in their education. While some students are highly involved in their academic experience (those who marked *two or more times*), others are less engaged, as illustrated by their responses of *never*.

Students are given the opportunity to respond to items such as the following:

- How often did you:
 - Item 19a – Ask questions in class or contribute to class discussion.
 - 66% Two or more times
 - 10% Never
 - Item 19g – Work with other students on projects or assignments during class.
 - 57% Two or more times
 - 18% Never
 - Item 19h – Work with classmates outside of class on class projects or assignments.
 - 25% Two or more times
 - 51% Never

Academic Advising/Planning

SENSE asks students to respond to several survey items in order to gauge academic advising/planning. Students are given the opportunity to respond to items such as the following:

- Item 18d – I was able to meet with an academic advisor at times convenient for me.
 - 74% Strongly Agree or Agree
 - 6% Strongly Disagree or Disagree
- Item 18e – An advisor helped me to select a course of study, program, or major.
 - 69% Strongly Agree or Agree
 - 15% Strongly Disagree or Disagree
- Item 18f – An advisor helped me to set academic goals and to create a plan for achieving them.
 - 50% Strongly Agree or Agree
 - 21% Strongly Disagree or Disagree

- Item 18g – An advisor helped me to identify the courses I needed to take during my first semester/quarter.
 - 83% Strongly Agree or Agree
 - 7% Strongly Disagree or Disagree
- Item 20.1a – Did you know about academic advising/planning?
 - 79% Yes
 - 21% No
- Item 20.2a – How often did you use academic advising/planning?
 - 23% Two or more times
 - 42% Never
- Item 20.3a – How satisfied were you with academic advising/planning?
 - 31% Very often
 - 3% Not at all
- Item 23 – Was a specific person assigned to you so you could see him/her each time you needed information or assistance?
 - 27% Yes
 - 73% No

Barriers to Persistence

SENSE asks students to respond to several survey items in order to gauge barriers to persistence. Students are given the opportunity to respond to items such as the following:

- Item 18h – 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.
 - 39% Strongly Agree or Agree
 - 35% Strongly Disagree or Disagree
- Item 24b – During the first three weeks of your first semester/quarter at this college, about how many hours did you spend in a typical 7-day week working for pay?
 - 37% Twenty-one or more hours
 - 35% None
- Item 32 – Do you have children who live with and depend on you for their care?
 - 13% Yes
 - 87% No

Educational Goals/Reasons for Attending College

SENSE asks students to respond to several survey items in order to gauge educational goals. Students were asked to indicate whether their goal(s) for attending this college include the following:

- Item 37a – To complete a certificate.
 - 67% Yes
 - 33% No
- Item 37b – To obtain an Associate degree.
 - 85% Yes
 - 15% No
- Item 37c – To transfer to a 4-year college or university.
 - 77% Yes
 - 23% No

Financial Assistance

SENSE asks students to respond to several survey items in order to gauge financial assistance. Students are given the opportunity to respond to items such as the following:

- Item 15a – I applied for financial assistance.
 - 87% Yes
 - 13% No
- Item 15b – I was notified I was eligible to receive financial assistance.
 - 76% Yes
 - 24% No
- Item 15c – I received financial assistance funds before classes began.
 - 63% Yes
 - 37% No
- Item 16 – When did you first apply for financial assistance?
 - 81% One or more months before classes began
 - 1% After classes began
- Item 18i - The College provided me with adequate information about financial assistance (scholarships, grants, loans, etc.).
 - 56% Strongly Agree or Agree
 - 19% Strongly Disagree or Disagree
- Item 18j – A college staff member helped me determine whether I qualified for financial assistance.
 - 48% Strongly Agree or Agree
 - 25% Strongly Disagree or Disagree
- Item 20.1g – Did you know about financial assistance advising?
 - 76% Yes
 - 24% No
- Item 20.2g – How often did you use financial assistance advising?
 - 25% Two or more times
 - 49% Never
- Item 20.3g – How satisfied were you with financial assistance advising?
 - 26% Very
 - 7% Not at all

Job Skills/Job Placement

SENSE asks students to respond to several survey items in order to gauge job skills/job placement. Students are given the opportunity to respond to items such as the following:

- Item 20.1b – Did you know about career counseling?
 - 43% Yes
 - 57% No
- Item 20.2b – How often did you use career counseling?
 - 5% Two or more times
 - 85% Never
- Item 20.3b – How satisfied were you with career counseling?
 - 9% Very
 - 2% Not at all
- Item 20.1c – Did you know about job placement assistance?
 - 29% yes
 - 71% No
- Item 20.2c – How often did you use job placement assistance?
 - 1% Two or more times
 - 94% Never

- Item 20.3c – How satisfied were you with job placement assistance?
 - 3% Very
 - 3% Not at all

Orientation and Registration

SENSE asks students to respond to several survey items in order to gauge orientation and registration. Students are given the opportunity to respond to items such as the following:

- Item 7 – How many courses did you enroll in for your first semester/quarter at this college?
 - 68% Four or more
 - 32% Three or less
- Item 8 – Did you add or drop any classes within the first three weeks of your first semester/quarter at this college?
 - 85% No
 - 15% Yes
- Item 9 – Of the courses you enrolled in during your first semester/quarter at this college, how many did you drop after the first day of class?
 - 93% None
 - 8% One or more
- Item 10 – When did you register for your courses for your first semester/quarter at this college?
 - 91% More than one week before classes began
 - 2% During or after the first week of classes
- Item 11 – Regarding this college’s orientation for new students:
 - 22% took part in an online orientation prior to the beginning of classes.
 - 75% attended an on-campus orientation prior to the beginning of classes.
 - 7% enrolled in an orientation course as part of their course schedule during the first semester/quarter at this college.
 - 7% were not aware of a college orientation.
 - 6% were unable to participate in orientation due to scheduling or other issues.

Peer-to-peer interaction in class

SENSE asks students to respond to several survey items in order to gauge peer-to-peer interaction in class. Students are given the opportunity to respond to items such as the following:

- Item 18k – All instructors had activities to introduce students to one another.
 - 49% Strongly Agree or Agree
 - 23% Strongly Disagree or Disagree
- Item 18s – I learned the name of at least one other student in most of my classes.
 - 90% Strongly Agree or Agree
 - 3% Strongly Disagree or Disagree
- Item 19a – Ask questions in class or contribute to class discussions.
 - 66% Two or more times
 - 10% Never
- Item 19g – Work with other students on a project or assignment during class.
 - 57% Two or more times
 - 18% Never

Peer-to-Peer interaction out of class

SENSE asks students to respond to several survey items in order to gauge peer-to-peer interaction out of class. Students are given the opportunity to respond to items such as the following:

- Item 19h – Work with classmates outside of class on class projects or assignments.
 - 25% Two or more times
 - 51% Never
- Item 19i – Participate in a required study group outside of class.
 - 8% Two or more times
 - 78% Never
- Item 19j – Participate in a student-initiated (not required) study group outside of class.
 - 9% Two or more times
 - 76% Never
- Item 19k – Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework.
 - 43% Two or more times
 - 32% Never

Placement (Developmental, ESL)

SENSE asks students to respond to several survey items in order to gauge placement (developmental, ESL). Students are given the opportunity to respond to items such as the following:

- Item 12a – Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math.
 - 76% Yes
 - 25% No
- Item 12b – I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)
 - 85% Yes
 - 15% No
- Item 12c – I was exempt from taking a placement test at this college.
 - 21% Yes
 - 79% No
- Item 13 – My placement test scores indicated that I needed to take a Developmental course in the following areas:
 - 17% Didn't take a placement test
 - 34% Developmental Reading
 - 22% Developmental Writing
 - 45% Developmental Math
 - 20% Didn't place into any Developmental courses.
- Item 14 – This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter.
 - 68% Yes
 - 32% No
- Item 17 – In which of the following types of courses were you enrolled during your first semester/quarter at this college?
 - 39% Developmental Reading
 - 20% Developmental Writing
 - 41% Developmental Math
 - 3% An English course taught specifically for students whose first language is not English

Relationships

SENSE asks students to respond to several survey items in order to gauge relationships. Students are given the opportunity to respond to items such as the following:

- Item 18a – The very first time I came to this college I felt welcome.
 - 80% Strongly Agree or Agree
 - 2% Strongly Disagree or Disagree
- Item 18k – All instructors had activities to introduce students to one another.
 - 49% Strongly Agree or Agree
 - 23% Strongly Disagree or Disagree
- Item 18p – At least one college staff member (other than an instructor) learned my name.
 - 56% Strongly Agree or Agree
 - 26% Strongly Disagree or Disagree
- Item 18q – At least one other student whom I didn't previously know learned my name.
 - 82% Strongly Agree or Agree
 - 8% Strongly Disagree or Disagree
- Item 18r – At least one instructor learned my name.
 - 88% Strongly Agree or Agree
 - 5% Strongly Disagree or Disagree
- Item 18s – I learned the name of at least one other student in most of my classes.
 - 90% Strongly Agree or Agree
 - 3% Strongly Disagree or Disagree

Student-Faculty Interaction

SENSE asks students to respond to several survey items in order to gauge student-faculty interaction. Students are given the opportunity to respond to items such as the following:

- Item 18r – At least one instructor learned my name.
 - 88% Strongly Agree or Agree
 - 5% Strongly Disagree or Disagree
- Item 19l – Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework.
 - 49% Two or more times
 - 25% Never
- Item 19m – Discuss an assignment or grade with an instructor.
 - 37% Two or more times
 - 25% Never
- Item 19n – Ask for help from an instructor regarding questions or problems related to a class.
 - 51% Two or more times
 - 19% Never
- Item 19o – Receive prompt written or oral feedback from instructors on your performance.
 - 49% Two or more times
 - 21% Never
- Item 19q – Discuss ideas from your readings or classes with instructors outside of class.
 - 85% Two or more times
 - 3% Never

Student Satisfaction

SENSE asks students to respond to several survey items in order to gauge student satisfaction. Students are given the opportunity to respond to items such as the following:

- Item 27 – Would you recommend this college to a friend or family member?
 - 96% Yes
 - 4% No

Support Services

SENSE asks students to respond to several survey items in order to gauge support services. For each item, students were asked if they knew about the service, how often they used the service, and how satisfied they were with the service.

- Item 20.1 Did you know about the following services?
 - a. Academic advising/planning
 - 79% Yes
 - 21% No
 - b. Career counseling
 - 43% Yes
 - 57% No
 - c. Job placement assistance
 - 29% Yes
 - 71% No
 - d. Face-to-face tutoring
 - 83% Yes
 - 18% No
 - e. Online tutoring
 - 44% Yes
 - 56% No
 - f. Writing, math, or other skill lab
 - 75% Yes
 - 25% No
 - g. Financial assistance advising
 - 76% Yes
 - 24% No
 - h. Computer lab
 - 88% Yes
 - 12% no
 - i. Student organizations
 - 59% Yes
 - 41% No
 - j. Transfer credit assistance
 - 44% Yes
 - 56% No
 - k. Services to students with disabilities
 - 53% Yes
 - 47% No
- Item 20.2 How often did you use the following services?
 - a. Academic advising/planning
 - 23% Two or more times
 - 42% Never

- b. Career counseling
 - 5% Two or more times
 - 85% Never
- c. Job placement assistance
 - 1% Two or more times
 - 94% Never
- d. Face-to-face tutoring
 - 6% Two or more times
 - 83% Never
- e. Online tutoring
 - 5% Two or more times
 - 93% Never
- f. Writing, math, or other skill lab
 - 26% Two or more times
 - 63% Never
- g. Financial assistance advising
 - 25% Two or more times
 - 49% Never
- h. Computer lab
 - 26% Two or more times
 - 38% Never
- i. Student organizations
 - 5% Two or more times
 - 89% Never
- j. Transfer credit assistance
 - 1% Two or more times
 - 97% Never
- k. Services to students with disabilities
 - 2% Two or more times
 - 97% Never
- Item 20.3 How satisfied were you with the following services?
 - a. Academic advising/planning
 - 31% Very
 - 3% Not at all
 - b. Career counseling
 - 9% Very
 - 2% Not at all
 - c. Job placement assistance
 - 3% Very
 - 3% Not at all
 - d. Face-to-face tutoring
 - 11% Very
 - 3% Not at all
 - e. Online tutoring
 - 6% Very
 - 2% Not at all
 - f. Writing, math, or other skill lab
 - 22% Very
 - 4% Not at all
 - g. Financial assistance advising
 - 26% Very
 - 7% Not at all

- h. Computer lab
 - 41% Very
 - 3% Not at all
- i. Student organizations
 - 7% Very
 - 4% Not at all
- j. Transfer credit assistance
 - 7% Very
 - 4% Not at all
- k. Services to students with disabilities
 - 7% Very
 - 3% Not at all

Technology

SENSE asks students to respond to several survey items in order to gauge technology. Students are given the opportunity to respond to items such as the following:

- Item 19k – Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework.
 - 43% Two or more times
 - 32% Never
- Item 19l – Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework.
 - 49% Two or more times
 - 25% Never
- Item 20.1h – Did you know about the computer labs?
 - 88% Yes
 - 12% No
- Item 20.2h – How often did you use the computer labs?
 - 26% Two or more times
 - 38% Never
- Item 20.3h – How satisfied were you with the computer labs?
 - 41% Very
 - 3% Not at all