

**Tennessee Higher Education Commission**  
**2015-20 Quality Assurance Funding**  
**Institutional Satisfaction**

The Institutional Satisfaction standard is designed to provide incentives for institutions to improve the quality of their undergraduate programs as evaluated by surveys of students at different points in their academic career.

**Walters State Community College**



**Year 1: 2015-16**

Year 2: 2016-17

Year 3: 2017-18

Year 4: 2018-19

Year 5: 2019-20

**Schedule**

**Survey of Entering Student Engagement (SENSE)**

Community College Survey of Student Engagement

SENSE & Qualitative Report

Community College Survey of Student Engagement

Comprehensive Satisfaction Report

**Maximum Points: 10**  
**Recommended Points: 9**

**Year 1: 2015-16**

**Survey of Entering Student Engagement**

2015-16 SENSE Engagement Themes	Institution	Peer Group*	Difference	Points
<b>EARLY CONNECTIONS</b>				
18a. The very first time I came to this college I felt welcome	4.10	4.03	0.07	1
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)	3.53	3.47	0.06	1
18j. A college staff member helped me determine whether I qualified for financial assistance	3.36	3.08	0.28	1
<b>HIGH EXPECTATIONS AND ASPIRATIONS</b>				
18b. The instructors at this college want me to succeed	4.30	4.28	0.02	1
<b>CLEAR ACADEMIC PLAN AND PATHWAY</b>				
18e. An advisor helped me to select a course of study, program, or major	3.82	3.68	0.14	1
18f. An advisor helped me to set academic goals and to create a plan for achieving them	3.44	3.29	0.15	1
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	4.10	3.90	0.20	1
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	3.10	2.91	0.19	1
<b>EFFECTIVE TRACK TO COLLEGE READINESS</b>				
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	3.98	3.96	0.02	1
21b. I learned to understand my academic strengths and weaknesses	3.98	3.91	0.07	1
21c. I learned skills and strategies to improve my test-taking ability	3.67	3.59	0.08	1
<b>ENGAGED LEARNING</b>				
19a. Ask questions in class or contribute to class discussions	2.72	2.84	-0.12	0
19b. Prepare at least two drafts of a paper or assignment before turning it in	2.11	2.13	-0.02	1
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	1.47	1.50	-0.03	0
19g. Work with other students on a project or assignment during class	2.53	2.52	0.01	1

Survey of Entering Student Engagement				
2015-16 SENSE Engagement Themes	Institution	Peer Group*	Difference	Points
19h. Work with classmates outside of class on class projects or assignments	1.81	1.58	0.23	1
19i. Participate in a required study group outside of class	1.31	1.27	0.04	1
19j. Participate in a student-initiated (not required) study group outside of class	1.36	1.29	0.07	1
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class website, etc.) to communicate with an instructor about coursework	2.44	2.29	0.15	1
19m. Discuss an assignment or grade with an instructor	2.22	2.08	0.14	1
19n. Ask for help from an instructor regarding questions or problems related to a class	2.46	2.34	0.12	1
19o. Receive prompt written or oral feedback from instructors on your performance	2.44	2.37	0.07	1
19q. Discuss ideas from readings or classes with instructors outside of class	1.66	1.55	0.11	1
19r. Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)	2.25	2.16	0.09	1
20f. Use writing, math, or other skill lab	1.76	1.74	0.02	1
20h. Use computer lab	2.30	2.09	0.21	1
20d. Use face-to-face tutoring	1.25	1.27	-0.02	1
<b>ACADEMIC AND SOCIAL SUPPORT NETWORK</b>				
18l. All instructors clearly explained academic and student support services available at this college	3.91	3.86	0.05	1
18m. All instructors clearly explained course grading policies	4.21	4.26	-0.05	0
18n. All instructors clearly explained course syllabi	4.31	4.36	-0.05	0
<b>Total</b>				<b>26</b>

\*Peer group determined by the Center for Community College Student Engagement based on institutional enrollment size during the administration term.

#### **Institution Peer Group Classification**

Small Colleges (fewer than 4,499 students)

Medium Colleges (4,500-7,999 students)

Large Colleges (8,000-14,999 students)

Extra-Large Colleges (15,000 or more students)

Institution Fall 2015 enrollment:

5,947