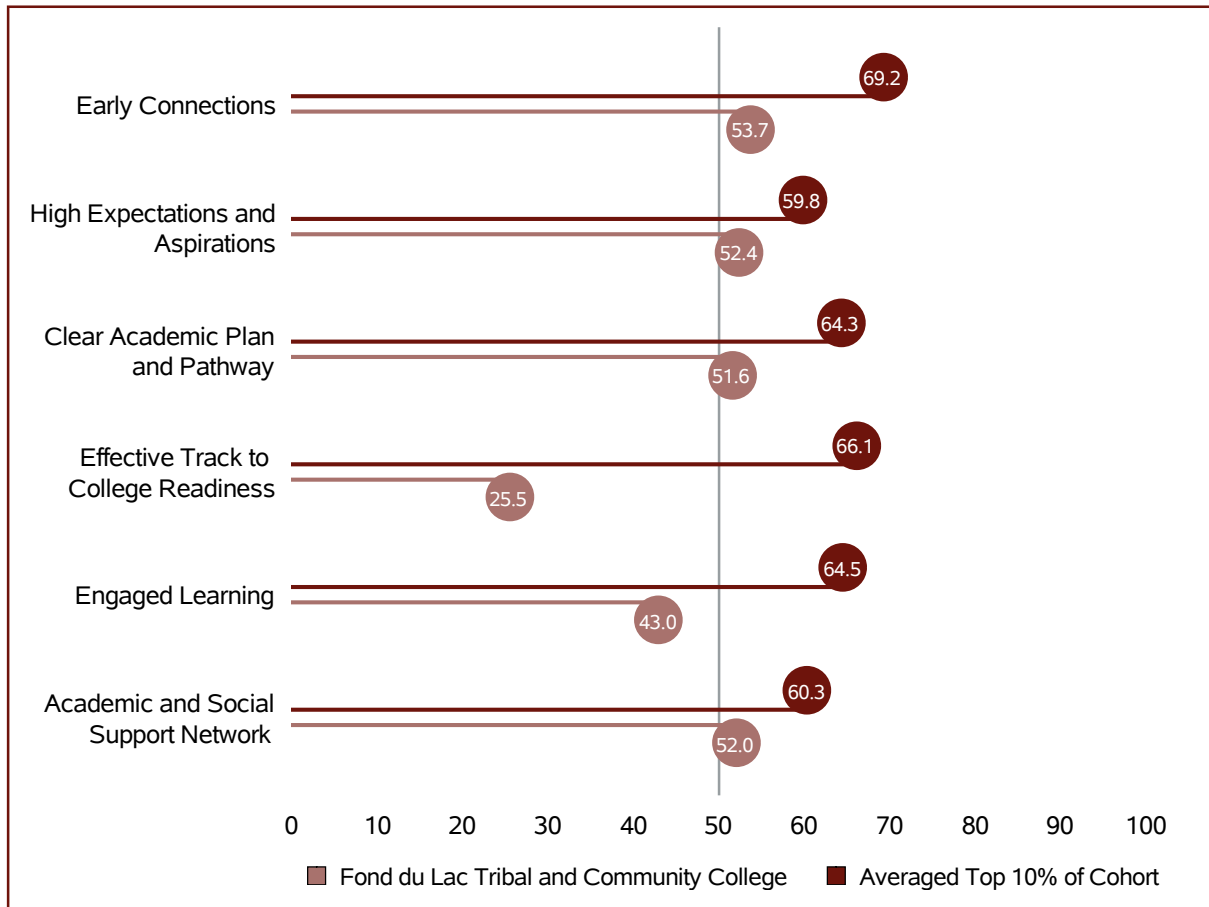


Fond du Lac Tribal and Community College

***SENSE* 2024 Executive Summary of Results**



Standardized Benchmark Scores



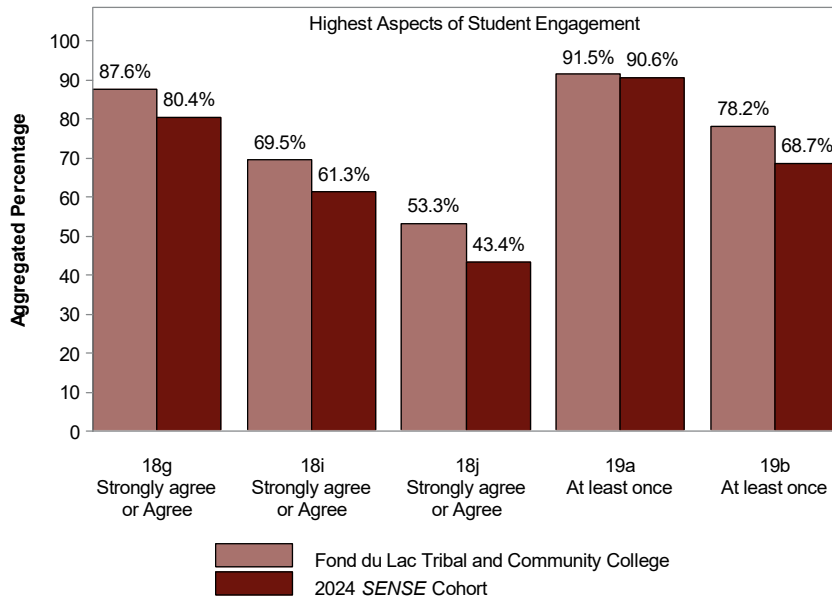
The *SENSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The six benchmarks denote areas that educational research has shown to be important to students' early college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

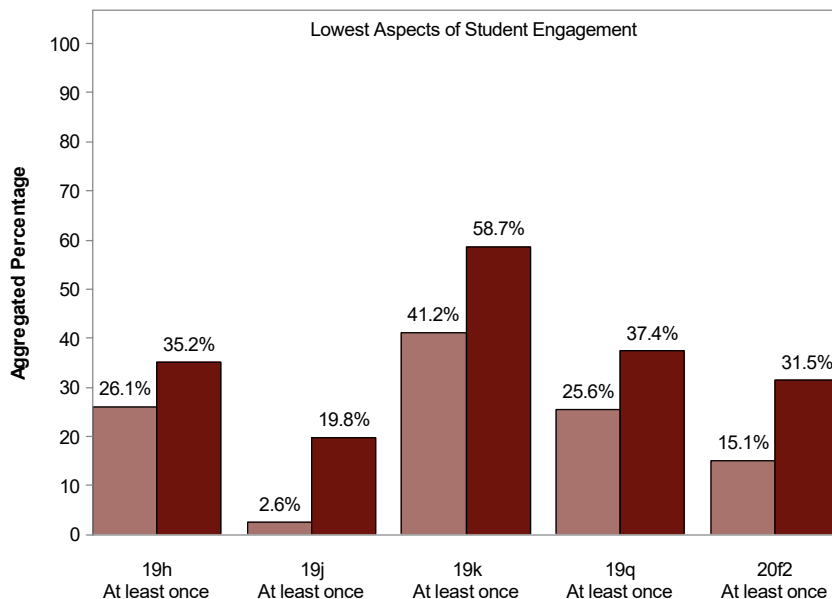
Therefore, provided above is a comparison of your college's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

For further information about *SENSE* benchmarks and how they are computed, please visit www.cccse.org.

Highest and Lowest Aspects of Student Engagement



Item	Benchmark
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	Clear Academic Plan & Pathway
18i. The college provided me with adequate information about financial assistance	Early Connections
18j. A college staff member helped me determine whether I qualified for financial assistance	Early Connections
19a. Frequency: Asked questions in class or contributed to class discussions	Engaged Learning
19b. Frequency: Prepared at least two drafts of a paper or assignment before turning it in	Engaged Learning



Item	Benchmark
19h. Frequency: Worked with classmates outside of class on class projects or assignments	Engaged Learning
19j. Frequency: Participated in a student-initiated study group outside of class	Engaged Learning
19k. Frequency: Used an electronic tool to communicate with another student about coursework	Engaged Learning
19q. Frequency: Discussed ideas from your readings or classes with instructors outside of class	Engaged Learning
20f2. Frequency: Used writing, math, or other skill lab	Engaged Learning

One way to dig more deeply into benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2024 *SENSE* Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *SENSE* online reporting system at www.cccse.org.

Notes:

For Item(s) 18, *strongly agree* and *agree* responses are combined.

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once, two or three times*, and *four or more times* responses are combined.

For Item(s) 20, *once, two or three times*, and *four or more times* responses are combined.



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