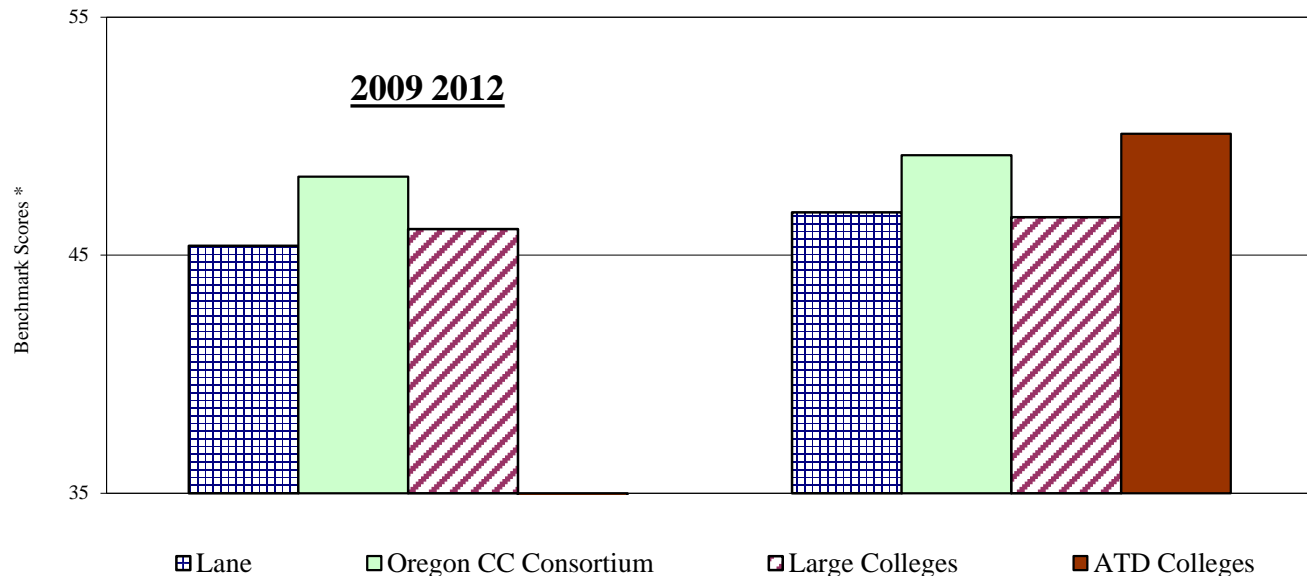


Key Benchmarks -- LANE Community College / SENSE

Early Connections

Entering/New Students

Description - 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.



Benchmark Scores*

	Lane	Oregon CC Consortium	Large Colleges	ATD Colleges
2009	45.4	48.3	46.1	na
2012	46.8	49.2	46.6	50.1

Survey items used to construct the Early Connections Benchmark:

- 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 *Yes or No:* A specific person was assigned to me so I could see him/her each time I needed information or assistance.

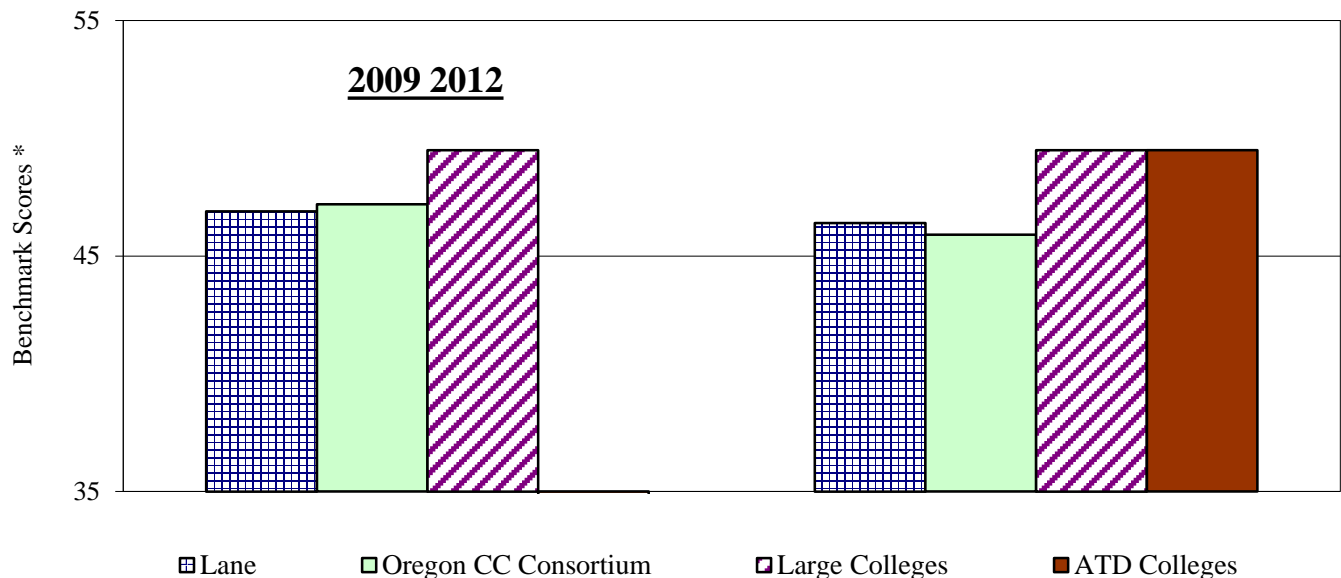
* See "Understanding Benchmark Scores" in accompanying [Overview of Entering Student Engagement Benchmarks](#).

Key Benchmarks -- LANE Community College / SENSE

High Expectations and Aspirations

Entering/New Students

Description - 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.



Benchmark Scores*

	Lane	Oregon CC Consortium	Large Colleges	ATD Colleges
2009	46.9	47.2	49.5	na
2012	46.4	45.9	49.5	49.5

Survey items used to construct the High Expectations and Aspirations Benchmark:

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

Frequency: During the first three weeks of your first semester or quarter at this college, how often did you:

19c. -- Turn in an assignment late

19d. -- Not turn in an assignment

19f. -- Come to class without completing readings or assignments

19s. -- Skip class

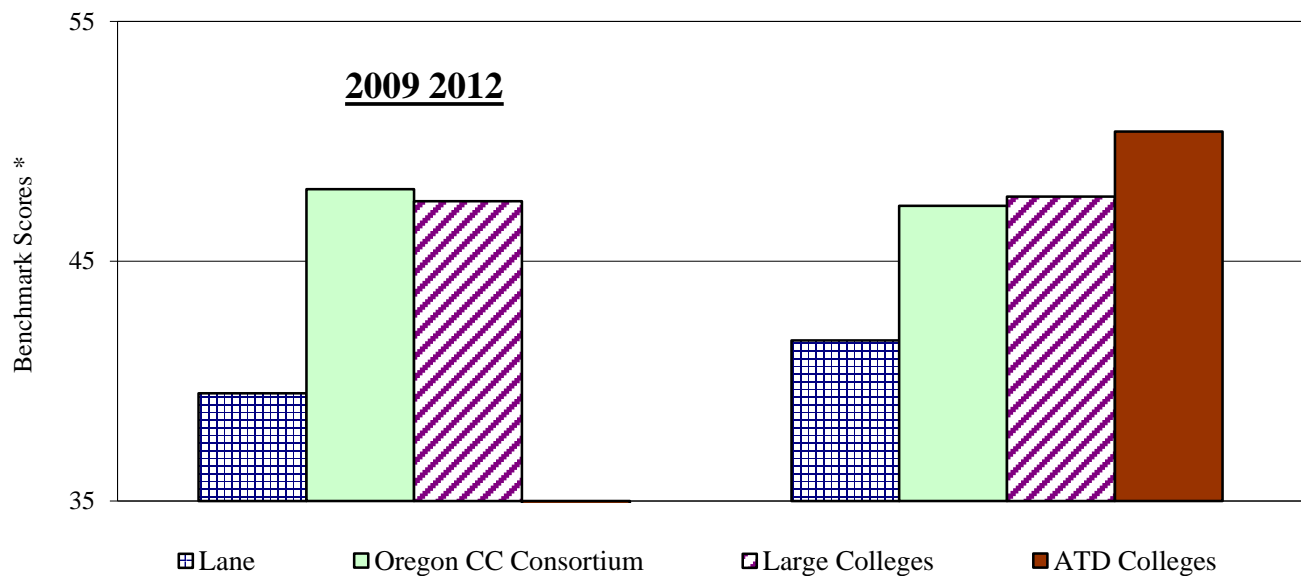
* See "Understanding Benchmark Scores" in accompanying [Overview of Entering Student Engagement Benchmarks](#).

Key Benchmarks -- LANE Community College / SENSE

Clear Academic Plan and Pathway

Entering/New Students

Description - 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.



Benchmark Scores*

	Lane	Oregon CC Consortium	Large Colleges	ATD Colleges
2009	39.5	48.0	47.5	na
2012	41.7	47.3	47.7	50.4

Survey items used to construct the Clear Academic Plan and Pathway Benchmark:

- 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

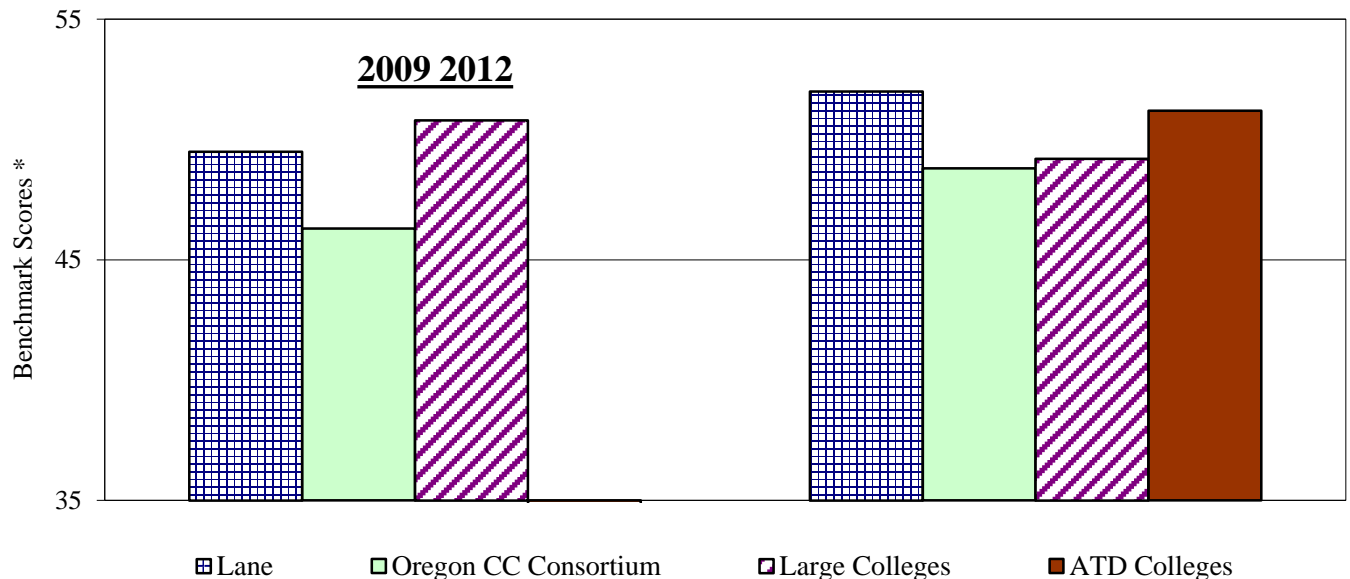
* See "Understanding Benchmark Scores" in accompanying [Overview of Entering Student Engagement Benchmarks](#).

Key Benchmarks -- LANE Community College / SENSE

Effective Track to College Readiness

Entering/New Students

Description - Nationally, more than six in ten 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.



Benchmark Scores*

	Lane	Oregon CC Consortium	Large Colleges	ATD Colleges
2009	49.5	46.3	50.8	na
2012	52.0	48.8	49.2	51.2

Survey items used to construct the Effective Track to College Readiness Benchmark:

- 12a. *Yes or No:* 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. *Yes or No:* I took a placement test (COMPASS, ASSET ACCUPLACER, SAT, ACT, etc.)
- 14 *Yes or No:* 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

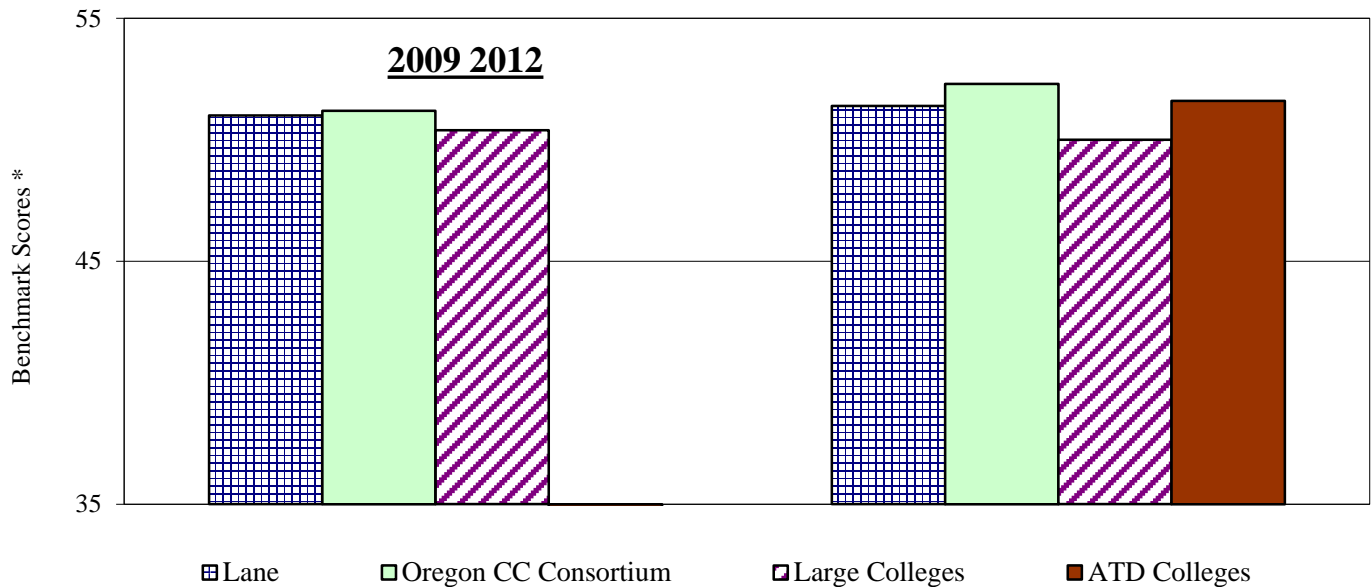
* See "Understanding Benchmark Scores" in accompanying Overview of Entering Student Engagement Benchmarks.

Key Benchmarks -- LANE Community College / SENSE

Engaged Learning

Entering/New Students

Description - 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.



Benchmark Scores*

	Lane	Oregon CC Consortium	Large Colleges	ATD Colleges
2009	51.0	51.2	50.4	na
2012	51.4	52.3	50.0	51.6

Survey items used to construct the Engaged Learning Benchmark (Note: Following are 5 of the 16 items that comprise this Benchmark):

- 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

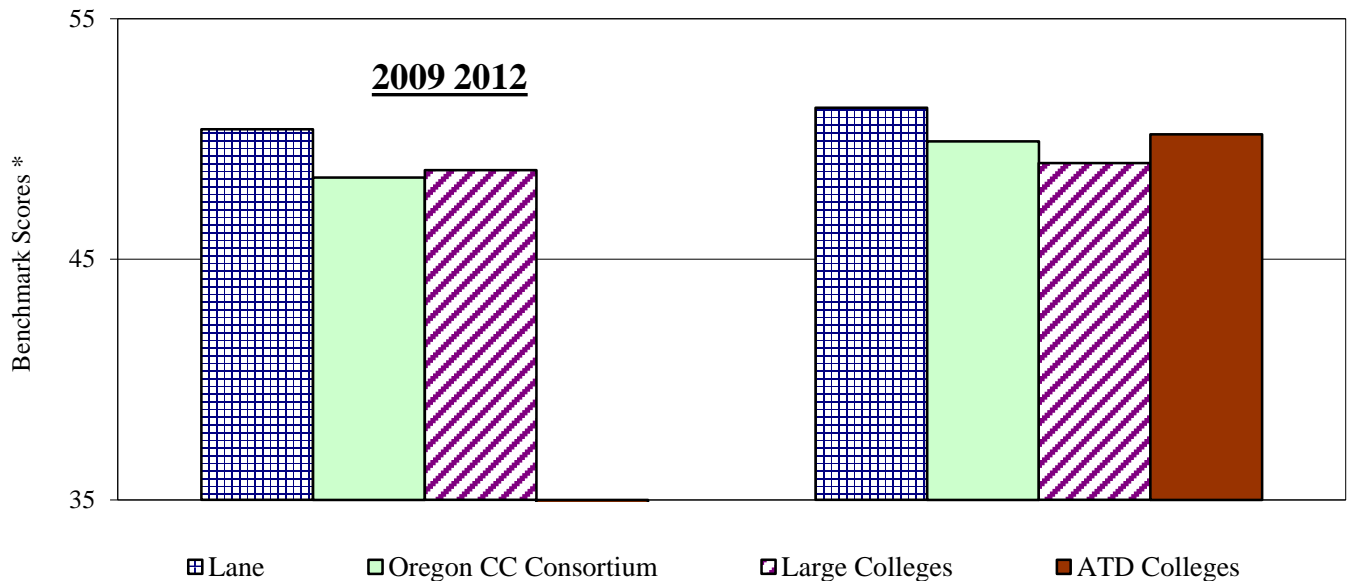
* See "Understanding Benchmark Scores" in accompanying [Overview of Entering Student Engagement Benchmarks](#).

Key Benchmarks -- LANE Community College / SENSE

Academic and Social Support Network

Entering/New Students

Description - 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.



Benchmark Scores*

	Lane	Oregon CC Consortium	Large Colleges	ATD Colleges
2009	50.4	48.4	48.7	na
2012	51.3	49.9	49.0	50.2

Survey items used to construct the Academic and Social Support Network Benchmark:

- 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

* See "Understanding Benchmark Scores" in accompanying [Overview of Entering Student Engagement Benchmarks](#).