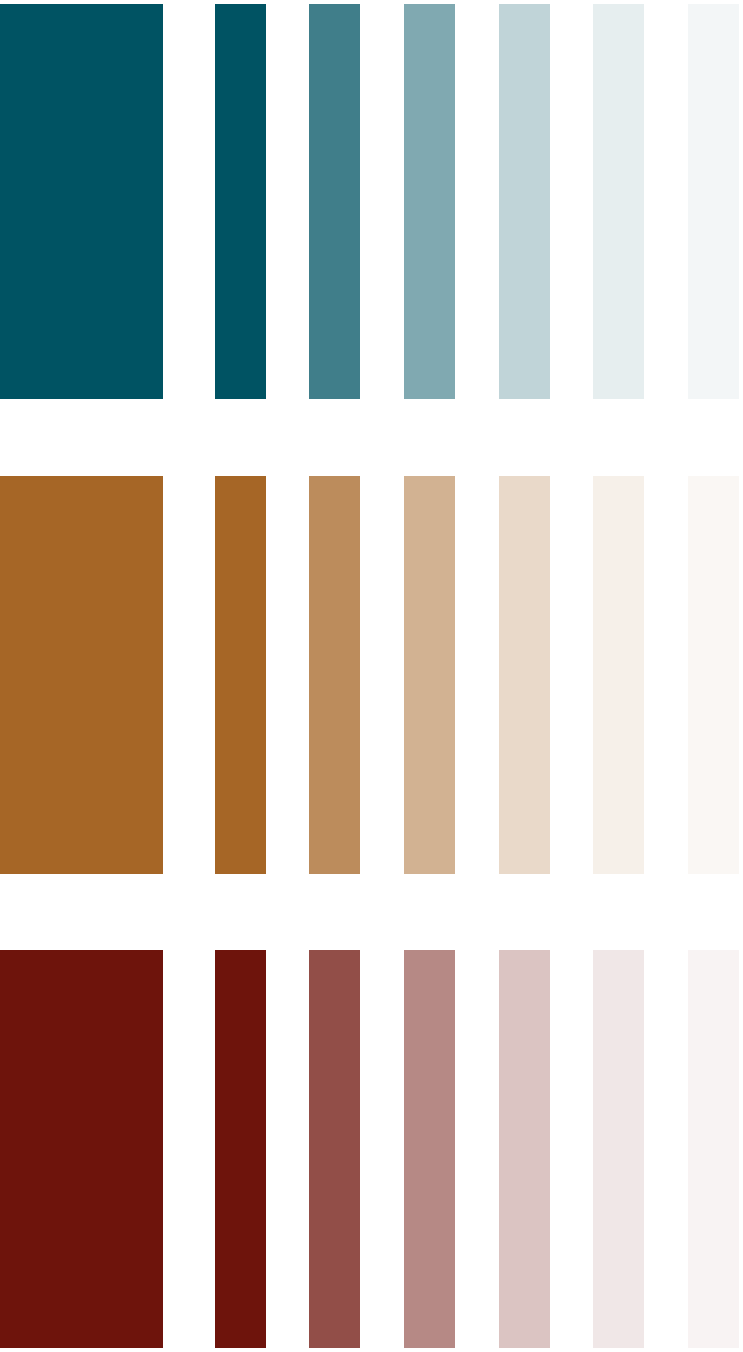

Aligning *SENSE*, *CCSSE*, and *DESSE* to the Next Frontiers of Community College Reform

CCCSE
INSIGHTS THAT MATTER

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Purpose of This Tool

This tool aligns items from three CCCSE-administered surveys—the Survey of Entering Student Engagement (*SENSE*), the Community College Survey of Student Engagement (*CCSSE*), and the Dual Enrollment Survey of Student Engagement (*DESSE*)—to priority reform areas outlined in *More Essential Than Ever: Community College Pathways to Educational and Career Success* (Community College Research Center, 2025).

The purpose of this tool is to help colleges examine how students experience institutional practices across the student lifecycle—from entry and onboarding, through ongoing engagement and persistence, and, for dual enrollment students, prior to formal matriculation. By viewing survey data together rather than in isolation, colleges can better assess whether reforms are coherent, well-aligned, and experienced by students as intended.

In addition to aligning survey items to reform priorities, this tool is designed to support structured, facilitated conversations. Each reform frontier includes grouped survey items, strategic planning questions, and a facilitation-friendly summary guide that highlights key signals to examine, discussion prompts for teams, and possible next steps. These elements are intended to help colleges move from data review to interpretation, reflection, and action.

This crosswalk is designed to support:

- Strategic and master planning
- Guided pathways implementation
- Inquiry into the student experience and outcomes
- Continuous improvement grounded in the student voice

It is intended as a diagnostic and planning resource, not a compliance checklist.

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How the Surveys Work Together

Survey of Entering Student Engagement (*SENSE*)

In 2025, CCCSE completed a comprehensive update of *SENSE*. The updated survey expands its focus to include basic needs security, learning modality preferences, and more robust tracking of academic, essential, and student support services.

While *SENSE* continues to capture students' experiences from the time they decide to attend the college through the first three weeks of the academic term, the updated instrument provides a more holistic view of early student experience—one that reflects the complex realities students bring with them as they enter college.

The revised *SENSE* enables colleges to better understand:

- Students' access to and awareness of institutional supports
- Early indicators of preparedness, belonging, and momentum
- Structural, financial, and non-academic barriers present at entry

Community College Survey of Student Engagement (*CCSSE*)

CCSSE captures students' ongoing engagement with teaching, learning, advising, and institutional supports later in their college experience. The survey provides evidence of how students experience instructional practices, interact with faculty, allocate their time, and use academic and support services.

Because *CCSSE* reflects students' experiences after they have moved beyond initial onboarding, it is especially useful for assessing whether early aspirations are sustained and whether institutional reforms are embedded consistently across programs and courses.

Within this crosswalk, *CCSSE* serves as a lens on:

- The durability and quality of teaching and learning practices
- Students' access to and use of advising, academic, and financial supports
- Institutional conditions that promote—or hinder—timely and affordable completion

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Dual Enrollment Survey of Student Engagement (*DESSE*)

DESSE focuses on the experiences of dual enrollment students, many of whom encounter college for the first time while still in high school. These students often navigate college systems in different contexts—high schools, online environments, or mixed campuses—and with varying levels of support.

In *More Essential Than Ever* (2025), The Community College Research Center (CCRC) calls on colleges to rethink dual enrollment as an intentional and well-supported on-ramp to college and career success. In this crosswalk, *DESSE* is aligned in its entirety to that reform priority.

Rather than mapping individual *DESSE* items across multiple frontiers, this tool treats *DESSE* as a comprehensive indicator of institutional performance in designing, supporting, and scaling dual enrollment pathways.

How to Use This Tool

This tool is designed to support structured, collaborative conversations about student experience and institutional practice. It can be used in a single extended session or across multiple meetings, depending on institutional goals and timelines.

To use the tool effectively:

1. Start with a reform frontier.

Select one frontier area based on institutional priorities or current initiatives. Review the survey items that align to that frontier.

2. Examine patterns across surveys.

Look for alignment or misalignment between students' early experiences (*SENSE*) and their later experiences (*CCSSE*). Consider whether dual enrollment experiences (*DESSE*) reflect similar expectations and supports.

3. Use the facilitation summary guide.

Each frontier concludes with a facilitation-friendly summary that highlights what the data help examine, key signals to look for, discussion prompts, and possible next steps. Use these prompts to guide conversation and keep discussions focused on student experience rather than individual performance.

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4. Identify priorities for action.

Conclude each discussion by identifying a small number of priority questions, gaps, or opportunities for deeper investigation. The goal is not to resolve every issue, but to clarify where redesign, coordination, or further analysis is most needed.

5. Revisit and iterate.

As new *SENSE*, *CCSSE*, or *DESSE* results become available, return to the tool to reassess progress, test assumptions, and refine strategies over time.

This tool is most effective when used with cross-functional teams that include faculty, advisors, student support staff, and administrators, and when conversations remain grounded in student experience and oriented toward improvement. See Facilitator's Guide beginning on page 30.

Frontier One: Ensuring that programs lead to good jobs and further education

Why This Matters

Clear connections between programs, careers, and transfer are foundational to student success. When students understand how their coursework leads to meaningful employment or further education, they are more likely to persist, make efficient course choices, and complete credentials with value.

SENSE reveals whether students enter college with clear goals and early exposure to career and transfer information. *CCSSE* shows whether those connections are reinforced through instruction, advising, and applied learning opportunities as students progress. Misalignment between the two can indicate pathways that exist in design but not in practice.

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SENSE Items (Entering Student Experience)

Focus Area	*SENSE* Items
Educational and Career Goals at Entry	8. What are your goals for attending this college? 8a. Which is your main goal?
Transfer Intent and Clarity	8. What are your goals for attending this college? 8b. Do you know to which 4-year college or university you intend to transfer? 8c. Do you know the program or major you intend to pursue after you transfer?
Career Direction and Exploration	21. Do you know the career path you intend to pursue after college? 22. Has this college given you an opportunity to explore your interests, strengths, and skills and how they align with potential career paths? 22a. How were you given the opportunity to explore your interests, strengths, and skills and how they align with potential career paths?
Awareness and Use of Career and Transfer Services	24. Which of the following student services do you know about at this college? • Career counseling • Transfer advising/counseling » How often have you used [this student service]? » How satisfied have you been with your use of [this student service]?
Academic Advising and Planning	27. What has been your main source of academic advising (e.g., help with academic goal setting, planning, course recommendations, graduation requirements)?
Career Guidance and Labor Market Information	29. Has this college given you the opportunity to explore the following? k. Your career interests l. In-demand jobs in your local area m. Average earnings for careers in which you are interested n. Skills needed for your intended career path o. Employer shadowing opportunities p. Internship opportunities

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CCSSE Items (Ongoing Student Experience)

Focus Area	*CCSSE* Items
Engagement and Career Conversations	4. How often have you done each of the following? i. Participated in a community-based project (service-learning activity) as part of a regular course l. Talked about career plans with an instructor or advisor 8. Which of the following have you done, or are you currently doing at this college? a. Internship, field experience, co-op experience, or clinical assignment
Advising and Career Services	12. Indicate how often you have used the following services during the current academic year, how satisfied are you with the services, and how important the services are to you at this college? b. Career counseling c. Job placement assistance j. Transfer counseling
Skill Development Related to Career Direction	11. How much has your experience contributed to your knowledge, skills, and personal development in the following areas? a. Acquiring job- or work-related knowledge and skills h. Developing clearer career goals i. Gaining information about career opportunities

Strategic Planning Questions

- To what extent do students report having educational, career, and transfer goals at entry (*SENSE*), and how does that compare with students' later reports of career-related conversations, applied learning experiences, and career-related skill development (*CCSSE*)?
- On which survey items do students report awareness of career and transfer services without corresponding reports of use or satisfaction?
- What differences appear in students' reported experiences across student characteristics (e.g., enrollment status, modality, first-generation status)?
- In which areas do students report career exploration or career-related skill development without corresponding reports of career counseling, advising interactions, or instructional conversations?

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Facilitation Summary: Frontier One

Ensuring that programs lead to good jobs and further education

What the data helps us examine

- How students describe their educational, career, and transfer goals at entry
- Whether students later report talking with instructors or advisors about careers, participating in applied learning, or developing career-related skills
- Patterns of contrast between early goal reports and later reported experiences

Key signals to look for

- High reported goal definition at entry with lower reported frequency of career conversations or applied learning experiences later
- High reported awareness of services with lower reported use or satisfaction
- Differences in reported experiences across student groups
- Reports of career-related skill development without reports of career counseling or advising interactions

Discussion prompts

- In which survey items do students report developing or refining their educational, career, or transfer goals?
- Through which types of interactions do students report career-related conversations or experiences (e.g., instruction, advising)?
- In which responses do students indicate that career or transfer information was provided but not reinforced through continued interaction?
- What additional information would help explain these patterns?

Possible next steps

- Disaggregate results by student characteristics
- Examine gaps between reported awareness and reported use
- Pair survey findings with qualitative inquiry to provide context

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Frontier Two: Teaching versatile learners in a fast-changing world

Why This Matters

Teaching practices play a central role in preparing students for work, transfer, and civic life. Instruction that emphasizes active learning, interaction with faculty, and real-world application helps students develop transferable skills needed for success in changing economic and social contexts.

SENSE captures whether students encounter supportive and engaging teaching practices early in their experience, while *CCSSE* indicates whether those practices are sustained and embedded across courses and programs.

SENSE Items (Entering Student Experience)

Focus Area	*SENSE* Items
Early Instructional Engagement	13. How many of your current courses connect to topics you're personally interested in or passionate about? 17. Are you currently enrolled in a course specifically designed to teach skills and strategies to help students succeed in college (e.g., college success course, student success course, first-year experience course)?
Instructor Practices and Classroom Clarity	31. How many of your instructors at this college have done the following? a. Explained academic support services available (e.g., tutoring, skill labs, academic coaching) b. Explained essential student support services available at this college (e.g., food pantry, emergency funds, day care, mental health care) c. Learned your name d. Had activities to introduce students to one another e. Provided a syllabus on the first day of class f. Clearly explained class grading policies g. Clearly explained class attendance policy h. Provided contact information for reaching them outside of class
Course Modality and Learning Environment	15. How do you prefer to take your classes?

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CCSSE Items (Ongoing Student Experience)

Focus Area	*CCSSE* Items
Active and Collaborative Learning	4. How often have you done each of the following? a. Asked questions in class or contributed to class discussions b. Made a class presentation f. Worked with other students on projects during class g. Worked with classmates outside of class to prepare class assignments h. Tutored or taught other students (paid or voluntary) i. Participated in a community-based project (service-learning activity) as part of a regular course q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Academic Challenge and Instructor Expectations	4. How often have you done each of the following? o. Worked harder than you thought you could to meet an instructor's standards or expectations 5. During the current academic year, how much has your coursework at this college emphasized the following mental activities? a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form b. Analyzing the basic elements of an idea, experience, or theory c. Forming a new idea or understanding from various pieces of information d. Making judgments about the value or soundness of information, arguments, or methods e. Applying theories or concepts to practical problems or in new situations f. Using information you have read or heard to perform a new skill 6. During the current academic year, how much reading and writing have you done at this college? a. Number of assigned textbooks, manuals, books, or packets of course readings c. Number of written papers or reports of any length 7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college. 9. How much does this college emphasize the following? a. Encouraging you to spend significant amounts of time studying 19. During the current academic term at this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without a penalty.

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Focus Area	*CCSSE* Items
Student Effort	4. How often have you done each of the following? c. Prepared two or more drafts of a paper or assignment before turning it in d. Worked on a paper or project that required integrating ideas or information from various sources e. Come to class without completing readings or assignments 6. During the current academic year, how much reading and writing have you done at this college? b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment 10. About how many hours do you spend in a typical 7-day week doing each of the following? a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.) 12. Indicate how often you have used the following services during the current academic year, how satisfied are you with the services, and how important the services are to you at this college? d. Peer or other tutoring e Skill labs
Student-Faculty Interaction	4. How often have you done each of the following? j. Used e-mail to communicate with an instructor k. Discussed grades or assignments with an instructor l. Talked about career plans with an instructor or advisor m. Discussed ideas from your readings or classes with instructors outside of class n. Received prompt feedback (written or oral) from instructors on your performance p. Worked with instructors on activities other than coursework
Skill Development	4. How often have you done each of the following? d. Worked on a paper or project that required integrating ideas or information from various sources 11. How much has your experience contributed to your knowledge, skills, and personal development in the following areas? b. Writing clearly and effectively c. Speaking clearly and effectively d. Thinking critically and analytically f. Working effectively with others

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Strategic Planning Questions

- To what extent do students report experiencing engaging and supportive instructional practices early (*SENSE*), and how does that compare with students' later reports of active learning, academic challenge, and faculty interaction (*CCSSE*)?
- In which survey items do students report high academic challenge alongside lower reports that instructors clearly explained grades, attendance policies, or provided prompt feedback?
- What differences appear in reported instructional experiences across student characteristics (e.g., modality, enrollment intensity)?
- Which instructional practices do students report most frequently, and which are reported less consistently?

Facilitation Summary: Frontier Two

Teaching versatile learners in a fast-changing world

What the data helps us examine

» Student-reported exposure to specific instructional practices early and later

» How students describe the relationship between academic challenge and instructor communication about expectations or feedback

» Patterns in faculty interaction and skill development

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Key signals to look for

- Strong early engagement with lower reported frequency of active learning or faculty interaction later
- High academic challenge paired with lower reported explanation of grades, attendance policies, or lower reported receipt of feedback
- Differences in instructional experiences across student groups
- Reports of student effort without corresponding reports of supportive interaction or feedback

Discussion prompts

- In which survey items do students report instructors explaining expectations, policies, or providing feedback?
- Which instructional practices are most and least frequently reported?
- What differences appear across student groups?
- What additional data would help interpret these patterns?

Possible next steps

- Disaggregate results by student characteristics
- Review survey items related to instructor expectations, feedback, and interaction
- Supplement survey results with qualitative input from students or faculty

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Frontier Three: Creating a more engaging recruitment and onboarding experience

Why This Matters

The early weeks of college shape students' sense of belonging, confidence, and likelihood of persistence. Confusing processes, delayed advising, or missed onboarding opportunities can derail students before academic challenges begin.

SENSE provides real-time insight into front-door experiences, while *CCSSE* reflects whether those experiences translate into sustained engagement and support later in the student journey.

***SENSE* Items (Entering Student Experience)**

Focus Area	*SENSE* Items
Sense of Belonging and Early Connection	9. This college has a welcoming environment. 10. I have made meaningful connections with others at this college (e.g., faculty, staff, students).
Academic Advising and Registration Timing	11. Before registering for classes this academic term, did you meet with an academic advisor? 12. When did you register for your classes at this college?
Course Availability and Scheduling	18. All the classes I needed to take during this academic term were available at times convenient for me.
Orientation Participation and Access	19. Did you participate in any type of college orientation? 19a. How and where did you attend orientation? 19b. What was the main reason you did not attend orientation?
Early Academic Behaviors and Risk Signals	30. Which of the following are true about your experiences at this college? • (Missed first day of class; missed two or more classes; not turned in assignments; unable to purchase course materials; none of the above)

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CCSSE Items (Ongoing Student Experience)

Focus Area	*CCSSE* Items
Orientation and First-Year Participation	13. During the current academic term at this college, I completed registration before the first class session(s). 14. The one response that best describes my experience with orientation when I first came to this college is: • I took part in an online orientation prior to the beginning of classes • I attended an on-campus orientation prior to the beginning of classes • I enrolled in an orientation course as part of my course schedule during my first academic term • I was not aware of a college orientation • I was unable to participate in orientation due to scheduling or other issues 15. During my first academic year at this college, I participated in a first-year experience program. 16. During my first academic term at this college, I participated in an organized learning community. 17. During my first academic term at this college, I participated in a student success course.
Advising and Early Outreach	12. Indicate how often you have used the following services during the current academic year, how satisfied are you with the services, and how important the services are to you at this college? a. Academic advising/planning 20. Before the end of my first academic term at this college, an advisor helped me develop an academic plan. 21. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.

Strategic Planning Questions

- How do students report experiencing orientation, advising, and registration processes during their earliest weeks (*SENSE*)?
- How do those reports compare with students' later reports of connection, advising, and outreach (*CCSSE*)?
- In which survey items do students report early risk indicators (e.g., missed classes, delayed registration), and how do these vary across student groups?
- In which items do students report valuing or being aware of onboarding elements without reporting participation?

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Facilitation Summary: Frontier Three

Creating a more engaging recruitment and onboarding experience

What the data helps us examine

- How students describe their early transition into college
- Whether students later report continued connection and outreach
- Patterns linking early reported experiences with later reported engagement

Key signals to look for

- High reported value of orientation with lower reported participation
- Early reports of missed classes or delayed registration
- Differences in onboarding experiences across student groups
- Limited continuity between early and later reported engagement

Discussion prompts

- In which survey responses do students report confusion or difficulty during onboarding?
- Which early experiences do students most frequently report as helpful?
- How do onboarding experiences differ across student groups?
- What additional information would help explain early risk indicators?

Possible next steps

- Disaggregate onboarding-related items by student characteristics
- Review student-reported points of confusion or delay
- Use findings to inform follow-up inquiry or outreach

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Frontier Four: Helping students complete programs on schedule and affordably

Why This Matters

Timely completion depends on coordinated academic planning, financial support, and access to essential services. External pressures—work, caregiving, transportation, housing, and food insecurity—can significantly affect students' ability to stay enrolled and make steady progress.

SENSE identifies early barriers and unmet needs, while *CCSSE* reveals whether students later experience sufficient support and institutional responsiveness to remain on track.

SENSE Items (Entering Student Experience)

Focus Area	*SENSE* Items
Financial Aid Access and Timing	20. Did you apply for financial assistance (e.g., FAFSA, state aid, scholarships, loans)? 20a. Did you receive financial assistance? 20a1. Did you receive a Pell grant as part of your financial assistance?
Basic Needs and Essential Supports	23. Has this college given you an opportunity to express concerns about basic needs (e.g., food, housing, transportation, childcare, healthcare)? 23a. How were you given the opportunity to express concerns about basic needs?
Awareness and Use of Academic, Support, and Essential Services	24. Which of the following student services do you know about at this college? a. Academic advising/counseling b. Career counseling c. Transfer advising/counseling d. Services for active military and veterans e. Services for students with disabilities » How often have you used [this service]? » How satisfied have you been with your use of [this service]? 25. Which of the following academic support services at this college do you know about? a. Tutoring services b. Computer lab(s) c. Academic coaching d. Library services » How often have you used [this service]? » How satisfied have you been with your use of [this service]? 26. Which of the following essential services at this college do you know about? a. Childcare services b. Transportation services c. Mental health services d. Health care services e. Housing assistance f. Food assistance » How often have you used [this service]? » How satisfied have you been with your use of [this service]?

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Focus Area	*SENSE* Items
Academic Planning and Advising	28. Has a specific person been assigned to help you whenever you need information or assistance? 29. Has this college given you the opportunity to explore the following? a. Your goals for attending college b. Developing an academic plan that specifies which courses are required to complete a certificate or degree c. How long it will take to complete your program of study d. Your commitments outside of school (e.g., work, family obligations, extracurricular activities) to determine how many classes to take e. When your next advising session should be
Time Use and Competing Responsibilities	32. How many hours a week do you spend on each of the following activities? b. Working for pay c. Providing care for dependents living with you d. Commuting to and from class
Withdrawal Risk and Barriers	33. Currently, are any of the following issues likely to cause you to withdraw from one or more of your current classes (e.g., caring for dependents; struggling with coursework; lack of transportation; lack of housing; lack of food; lack of money; lack of access to technology; lack of classroom accommodations; mental health issues; physical health issues)?

CCSSE Items (Ongoing Student Experience)

Focus Area	*CCSSE* Items
Use and Importance of Support Services	12. Indicate how often you have used the following services during the current academic year, how satisfied are you with the services, and how important the services are to you at this college? a. Academic advising/planning b. Career counseling c. Job placement assistance g. Financial aid advising j. Transfer counseling 20. Before the end of my first academic term at this college, an advisor helped me develop an academic plan.
Time Allocation	10. About how many hours do you spend in a typical 7-day week doing each of the following? a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.) b. Working for pay d. Providing care for dependents living with you e. Commuting to and from classes

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Focus Area	*CCSSE* Items
Institutional Support and Outreach	9. How much does this college emphasize the following? a. Encouraging you to spend significant amounts of time studying b. Providing the support you need to help you succeed at this college c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds d. Helping you cope with your non-academic responsibilities (work, family, etc.) e. Providing the support you need to thrive socially f. Providing the financial support you need to afford your education
Persistence Risk Factors	23. How likely is it that the following issues would cause you to withdraw from class? a. Working full-time b. Caring for dependents c. Academically unprepared d. Lack of finances

Strategic Planning Questions

- What academic, financial, or basic-needs challenges do students report early (*SENSE*), and how do those reports compare with later reports of support use and time demands (*CCSSE*)?
- In which survey items do students report awareness of supports without corresponding reports of use or satisfaction?
- How do students report external responsibilities (work, caregiving, commuting), and how do these vary across student groups?
- In which items do students report concerns that could affect continued enrollment?

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Facilitation Summary: Frontier Four

Helping students complete programs on schedule and affordably

What the data helps us examine

- Student-reported financial, academic, and basic-needs challenges
- Patterns in support awareness, use, and satisfaction
- How students describe time use and external responsibilities

Key signals to look for

- High awareness of services with low reported use or satisfaction
- Early reports of financial or basic-needs stress
- Significant time demands outside of school
- Differences in reported barriers across student groups

Discussion prompts

- Which barriers do students report most frequently?
- In which survey items do students report knowing about supports but not using them?
- How do time demands differ across student groups?
- What questions remain unanswered by survey data alone?

Possible next steps

- Disaggregate results by student characteristics
- Identify gaps between reported needs and reported support use
- Pair survey findings with qualitative or administrative data

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Frontier Five: Rethinking dual enrollment as an on-ramp to college and career opportunity

Why This Matters

Dual enrollment is a critical access point to college and career pathways, but its effectiveness depends on how clearly students understand expectations, how well they are supported, and how intentionally dual enrollment experiences connect to longer-term academic and career goals.

DESSE provides a comprehensive view of whether dual enrollment students experience the college as accessible, supportive, and coherent—or as a set of fragmented systems that limit momentum after high school.

DESSE Items (Dual Enrollment Student Experience)

Focus Area	*DESSE* Items
Barriers to Persistence	32. Which of the following have you discussed with someone who works for this college? a. Financial assistance for dual enrollment courses (help paying for dual enrollment courses, supplies, and books) b. Financial assistance for college after high school graduation (help paying for college after graduating high school) c. Basic needs assistance (help with food, housing, transportation, child care, etc.) d. Mental health services e. None of the above 33. Which of the following make it difficult to take dual enrollment courses through this college? a. Access to technology (internet, Wi-Fi, laptop, computer, phone, tablet, etc.) b. Accessing information or resources on college website c. Being academically underprepared d. Cost e. Scheduling conflicts f. College registration process g. Where the courses are offered h. Transportation i. Balancing workload between dual enrollment and non-dual enrollment courses j. None of the above k. Other (please specify)

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Focus Area	*DESSE* Items
Career Counseling	9. Why are you taking dual enrollment courses through this college? l. To explore potential careers or college programs/majors 17. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, about how often have you done each of the following? 17g. Talked about career plans with an instructor 26. Are you aware of the following services provided by this college? b. Career counseling 27a. During the past year, how often have you used academic advising/counseling services? 27a1. When you used academic advising/counseling services, what did you discuss? (i) Your career interests (j) Average earnings for careers in which you are interested 27b. During the past year, how often have you used career counseling services? 28b. How satisfied have you been with your use of career counseling services during the last year?
Course Taking	13. In which of the following subject areas have you taken or are you currently taking dual enrollment courses? a. Humanities (English, arts, foreign languages, communications, journalism, etc.) b. Social Sciences (history, psychology, economics, criminal justice, government, etc.) c. Science (anatomy, biology, biotechnology, chemistry, physics, etc.) d. Technology (animation, computer science, robotics, nanotechnology, digital communications, etc.) e. Engineering f. Math (algebra, statistics, calculus, etc.) g. Business (entrepreneurship, accounting, etc.) h. Career and Technical Education/CTE (agriculture, information technology, health sciences, culinary, law enforcement, automotive technology, skilled trades, etc.) i. College Success/First-Year Experience (FYE) Course j. Other (please specify) 15. During this academic term, how often have you been to this college campus for reasons other than attending a class? (e.g., meetings, advising, tutoring, events, or any other activities)? 34. How do you prefer to take your dual enrollment courses?

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Focus Area	*DESSE* Items
Getting Started	7. From what source did you first learn about the opportunity to take dual enrollment courses? a. Someone who works for this college b. Someone who works for your middle or high school c. Friends, peers, or classmates d. Family members e. Digital or print materials from the college (college website, social media, billboards, advertisements, etc.) f. Digital or print materials from your middle or high school (middle or high school website, social media, billboards, advertisements, etc.) g. Other (please specify) 8. Who most encouraged you to start taking dual enrollment courses? a. Someone who works for this college b. Someone who works for your middle or high school c. Friends, peers, or classmates d. Family members e. Self f. Other (please specify) 9. Why are you taking dual enrollment courses through this college? a. To provide a boost to your high school grade point average or class rank b. To take courses for Career and Technical Education (CTE) training (agriculture, information technology, manufacturing, health sciences, law enforcement, skilled trades, etc.) c. To earn credit toward a certificate or industry credential d. To earn college credit e. To earn an associate degree while in high school f. To save money on college g. To take more challenging courses h. To take more interesting courses i. To take courses that are not available at your high school j. To take courses that better fit your schedule k. To see what it is like to be a college student l. To explore potential careers or college programs/majors m. Other reasons not listed above (please specify) 10. Did you participate in an orientation for dual enrollment courses through this college? 11. How was the process to initially sign up for dual enrollment courses offered through this college?

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Focus Area	*DESSE* Items
Goals	9. Why are you taking dual enrollment courses through this college? a. To provide a boost to your high school grade point average or class rank b. To take courses for Career and Technical Education (CTE) training (agriculture, information technology, manufacturing, health sciences, law enforcement, skilled trades, etc.) c. To earn credit toward a certificate or industry credential d. To earn college credit e. To earn an associate degree while in high school f. To save money on college g. To take more challenging courses h. To take more interesting courses i. To take courses that are not available at your high school j. To take courses that better fit your schedule k. To see what it is like to be a college student l. To explore potential careers or college programs/majors m. Other reasons not listed above (please specify) 37. What do you plan to be doing 6 months after you graduate from high school? a. Attending a community or technical college b. Attending a 4-year college or university c. Working for pay d. Being in the military e. Undecided f. Other (please specify) 37a. Which community or technical college do you plan to attend? *(Only displays if response to Item 37 is A)* 37b. Which college or university do you plan to attend? *(Only displays if response to Item 37 is B)* 37c. What are your reasons for planning to attend a 4-year college or university instead of a community college? *(Only displays if response to Item 37 is B)*
Instructor Expectations	18. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, how many of your instructors did the following? 18c. Provided a syllabus on the first day of class 18d. Clearly explained class grading policies 18e. Clearly explained the class attendance policy 18f. Clearly explained academic and student support services available at this college 23. Do the instructors of the dual enrollment classes you are taking or have taken this academic term expect less, about the same, or more than the instructors of the non-dual enrollment high school classes you have taken?
Motivation and Preparedness	20. I am motivated to do what it takes to succeed in my dual enrollment courses. 21. My academic background has prepared me to succeed in my dual enrollment courses. 35. While in high school, have you taken any of the following types of courses? a. Advanced Placement (AP) b. International Baccalaureate (IB) c. Cambridge (AICE) d. None of the above 38. Has taking dual enrollment courses through this college made you less confident or more confident that you could be successful in college after high school?

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Focus Area	*DESSE* Items
Sense of Belonging	18. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, how many of your instructors did the following? 18a. Learned your name 18b. Had activities to introduce students to one another 19. I feel like part of the community at this college. 29. Because you are currently taking or have taken dual enrollment courses, have you participated in any college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)?
Stigma	30. Prior to taking dual enrollment courses, what was your opinion of attending a community college after high school? 31. Has your dual enrollment experience changed your perception about attending a community college? a. It made my perception worse b. It made my perception better c. No 31a. What about your dual enrollment experience changed your perception about attending a community college for the worse? *(Only displays if response to Item 31 is a)*
Student Effort	17. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, about how often have you done each of the following? 17a. Asked questions in class or contributed to class discussions 17b. Worked on a paper or project that required integrating ideas or information from various sources 17h. Worked harder than you thought you could to meet an instructor's standards or expectations 17i. Come to class without completing readings or assignments 17l. Not turned in an assignment
Student-Faculty Interaction	16. Who teaches the dual enrollment courses you are taking right now? 17. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, about how often have you done each of the following? 17e. Discussed grades or assignments with an instructor 17f. Asked for help from an instructor regarding questions or problems related to a class 17g. Talked about career plans with an instructor 17h. Worked harder than you thought you could to meet an instructor's standards or expectations 17j. Communicated with an instructor through the course website or email 17k. Received timely feedback (written or oral) from instructors on your performance 18. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, how many of your instructors did the following? 18a. Learned your name 22. I know how to get in touch with my dual enrollment instructors outside of class.

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Focus Area	*DESSE* Items
Support Services	18. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, how many of your instructors did the following? 18f. Clearly explained academic and student support services available at this college 25. Have you struggled academically in the dual enrollment classes you are taking or have taken this academic term? 25a. Has someone from this college contacted you when you have struggled academically with your dual enrollment coursework to help you get the assistance you need? 26. Are you aware of the following services provided by this college? a. Academic advising/counseling b. Career counseling c. Tutoring d. Writing, math, or other skill lab e. Transfer counseling to a 4-year college or university f. Services for students with disabilities 27a. During the past year, how often have you used academic advising/counseling services? 27a1. When you used academic advising/counseling services, what did you discuss? (*Mark all that apply*) (a) Developing an academic plan that specifies which courses you are required to take to complete a college certificate or degree (b) Continuing your degree at this community college after graduating high school (c) Which courses will transfer toward your intended program or major at a 4-year college (d) How college courses are different than high school courses (e) How well you are doing in your dual enrollment courses (f) Academic support services (tutoring, writing center, math skill lab, etc.) available to you at the college (g) Your commitments outside of school (work, family obligations, extra-curricular activities, etc.) to determine how many dual enrollment courses to take (h) When your next advising session should be (i) Your career interests (j) Average earnings for careers in which you are interested (k) Entering the workforce after high school (l) Other (please specify) 27b. During the past year, how often have you used career counseling services? 27c. During the past year, how often have you used tutoring services? 27d. During the past year, how often have you used writing, math, or other skill lab services? 27e. During the past year, how often have you used transfer counseling services? 27f. During the past year, how often have you used services for students with disabilities? 28a. How satisfied have you been with your use of academic advising/counseling services during the last year? 28b. How satisfied have you been with your use of career counseling services during the last year? 28c. How satisfied have you been with your use of tutoring services during the last year? 28d. How satisfied have you been with your use of writing, math, or other skill lab services during the last year?

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Focus Area	*DESSE* Items
Support Services *(continued)*	28e. How satisfied have you been with your use of transfer counseling services during the last year? 28f. How satisfied have you been with your use of services for students with disabilities during the last year? 32. Which of the following have you discussed with someone who works for this college? a. Financial assistance for dual enrollment courses (help paying for dual enrollment courses, supplies, and books) b. Financial assistance for college after high school graduation (help paying for college after graduating high school) c. Basic needs assistance (help with food, housing, transportation, child care, etc.) d. Mental health services e. None of the above

Strategic Planning Questions

- How do dual enrollment students report understanding their goals, expectations, and next steps?
- In which survey items do students report variation in access to advising, supports, or information?
- How do students describe their sense of belonging and academic preparedness?
- What differences appear across student characteristics or delivery contexts based on student reports?

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Facilitation Summary: Frontier Five

Rethinking dual enrollment as an on-ramp to college and career opportunity

What the data helps us examine

- How dual enrollment students describe their experiences, supports, and goals
- The extent to which students report understanding expectations, goals, and next steps related to college and career pathways
- Patterns in support use, expectations, and confidence

Key signals to look for

- Strong participation with limited reported understanding of next steps
- Inconsistent experiences across delivery contexts
- Reports of confidence without corresponding reports of guidance or advising
- Differences across student groups or settings

Discussion prompts

- How do dual enrollment students describe their interactions with instructors, advisors, or college staff?
- In which survey responses do students report missing or inconsistent support?
- What aspects of the experience appear most variable?
- What additional information would help contextualize these reports?

Possible next steps

- Disaggregate results by student characteristics or context
- Review survey items indicating confusion or lack of understanding
- Align findings with local qualitative or process-mapping efforts

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Facilitator's Guide:

This document is intentionally designed to function as both a **survey crosswalk** and a **facilitation-ready planning tool**. It brings together aligned *SENSE*, *CCSSE*, and *DESSE* items, strategic planning questions, and facilitation summaries to support evidence-informed conversations about student experience and institutional practice.

Rather than separating analysis from facilitation, this tool integrates both. Each frontier includes:

- Clearly grouped survey items from *SENSE*, *CCSSE*, and *DESSE*
- Engaging prompts to guide interpretation
- A friendly summary to help teams surface patterns, identify priorities, and consider next steps

Intended Use and Audience

This tool is designed for cross-functional teams engaged in strategic planning, guided pathways implementation, and institutional improvement work. It is most effective when used collaboratively by individuals who shape both policy and practice.

Recommended participants include:

- Faculty (full-time and adjunct), representing multiple disciplines and instructional modalities
- Deans, department chairs, and academic administrators
- Advising, student success, and support services leaders
- Institutional effectiveness and research staff
- Executive leadership, as appropriate to the session goals

Including faculty as full partners is essential. Many of the practices examined in this tool—teaching approaches, classroom engagement, and academic expectations—are experienced by students primarily through their courses. Faculty perspectives help distinguish between intended design, implementation, and lived student experience.

Sessions typically work best with 10–30 participants, with faculty comprising a meaningful portion of the group.

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Suggested Ways to Use the Tool

This tool can be used flexibly, depending on institutional context and goals. Common approaches include:

Single deep-dive session (2.5–3 hours):

Best for retreats or dedicated planning meetings focused on one or two frontier areas.

Series of shorter sessions (60–90 minutes each):

One session per frontier, supporting sustained inquiry across a planning cycle.

In either format, teams are encouraged to focus on patterns across surveys and time, rather than on individual items in isolation.

Suggested Norms for Use

To support productive and constructive conversations, teams may find it helpful to establish shared norms such as:

- Focus on student experience, not individual performance
- Treat survey results as signals, not verdicts
- Expect and value different perspectives
- Stay oriented toward improvement and redesign

These norms reinforce the tool's purpose: learning from students' reported experiences to improve institutional practice.

Moving From Data to Action

The facilitation summary box at the end of each frontier is designed to help teams move beyond review toward interpretation and action. Teams should conclude each discussion by identifying:

- What patterns or misalignments stand out
- Which questions warrant deeper investigation
- What decisions, redesigns, or follow-up work the data suggests

The goal is not to resolve every issue immediately, but to clarify where attention, coordination, or change is most needed.

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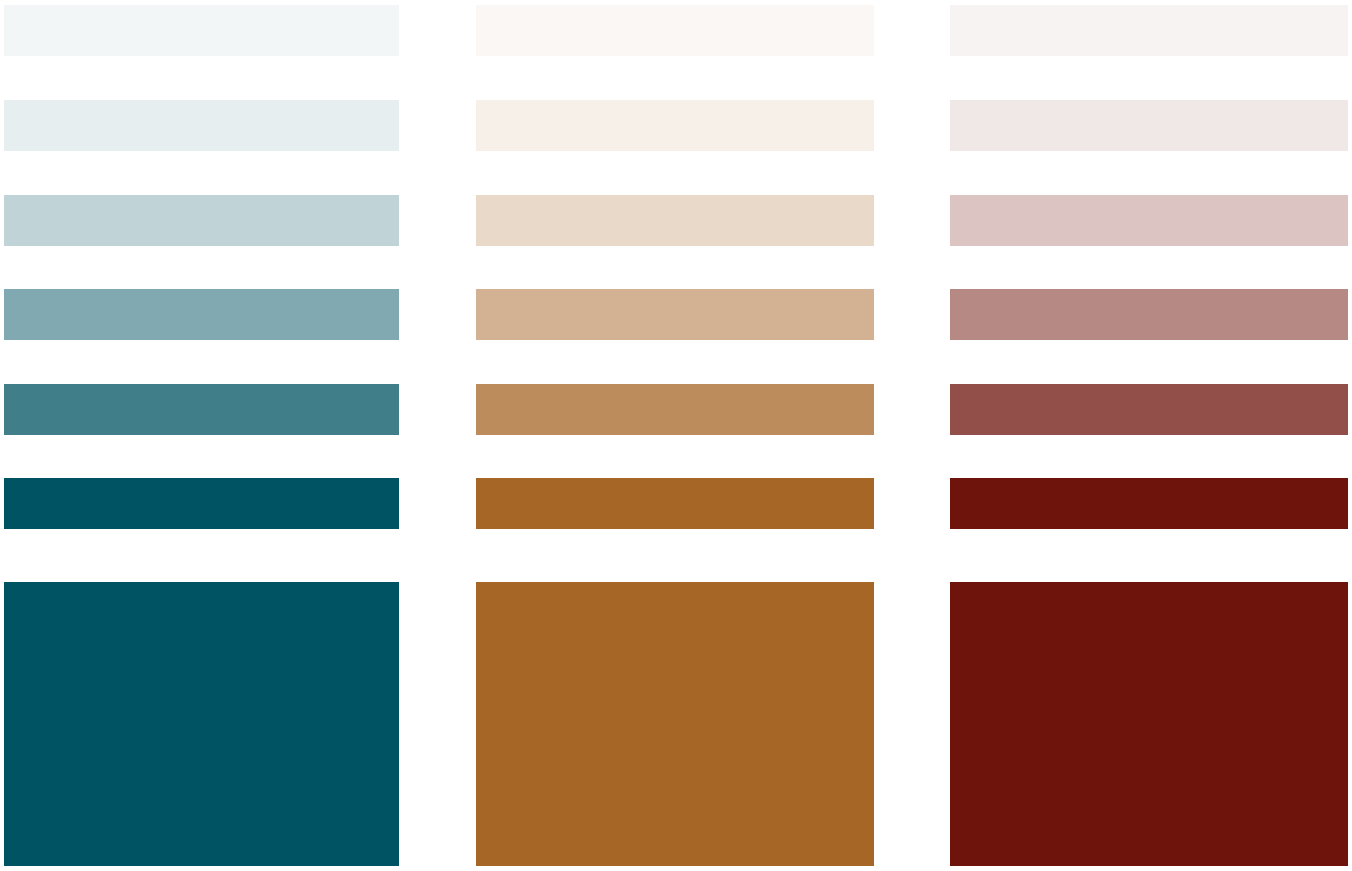
Final Note

The value of this tool lies not in any single survey item, but in the connections across surveys, across time, and across student experiences. When used as intended, it supports shared understanding, informed decision-making, and ongoing improvement grounded in student voice.



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