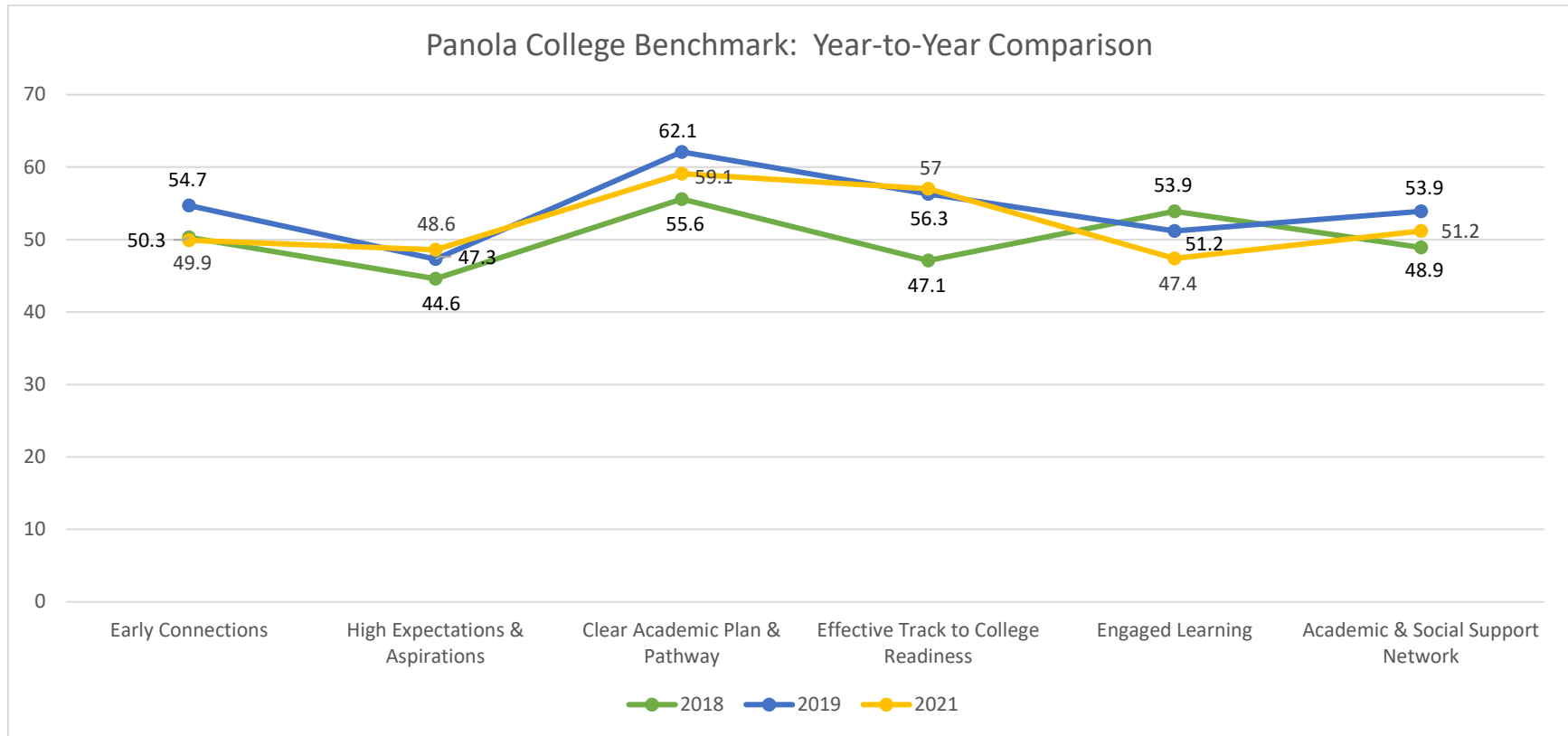


Benchmark Report

Panola College (Source: SENSE 2021)



NOTE: *There is an opportunity to help the large percentages of students who are neutral to gain a more positive and productive mindset to help increase academic engagement, effort, and success.*

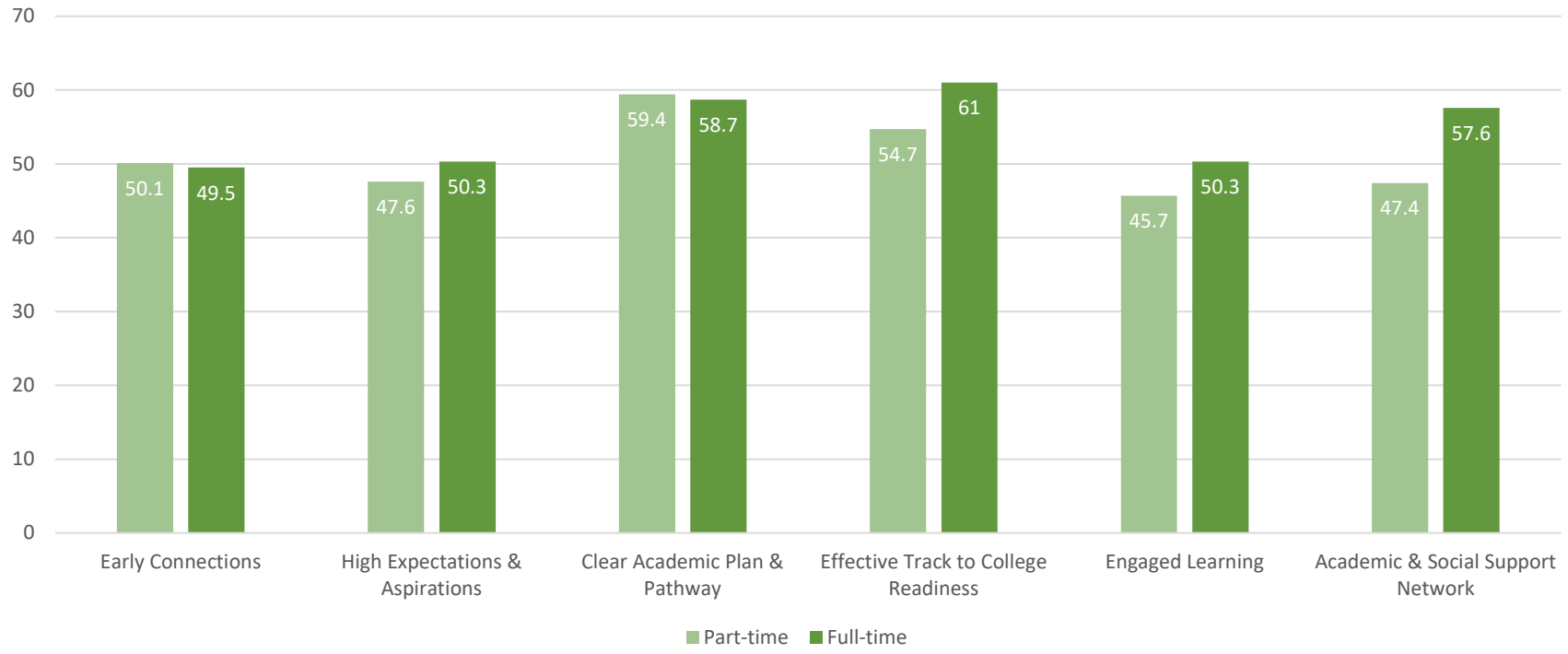
Panola College 2021 Benchmark scores reported by...

- Enrollment Status
- First Generation
- Developmental Education
- Gender
- Age Group
- Ethnicity

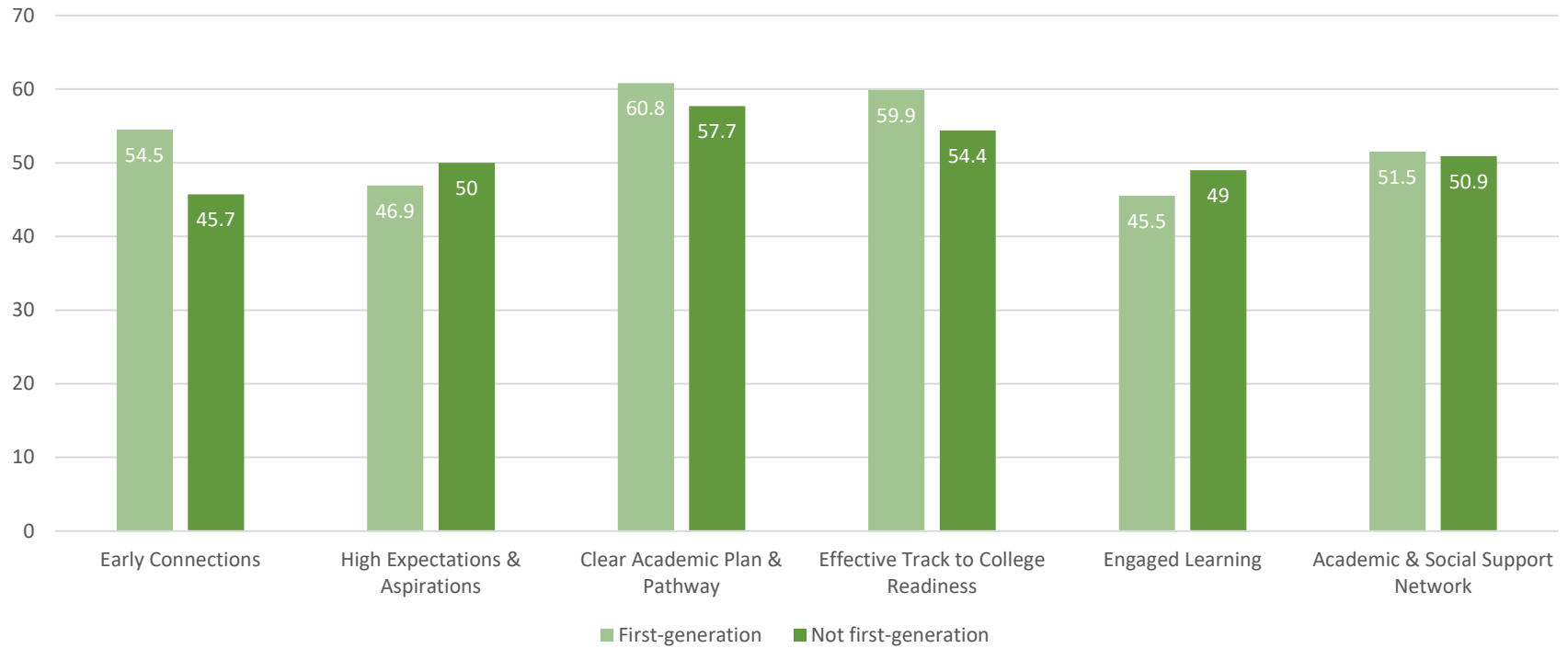
Benchmarks include...

- Early Connections
- High Expectations and Aspirations
- Clear Academic Plan and Pathway
- Effective Track to College Readiness
- Engaged Learning
- Academic and Social Support Network

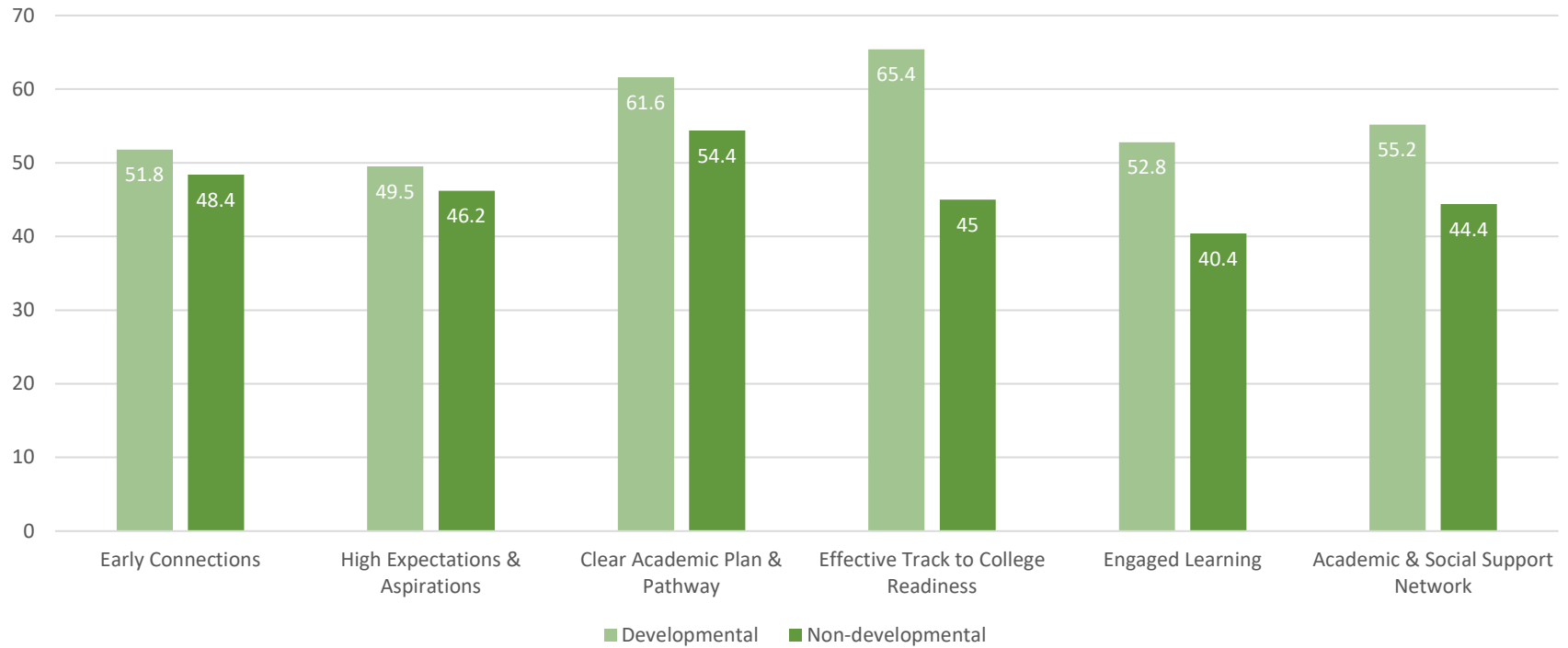
Enrollment Status



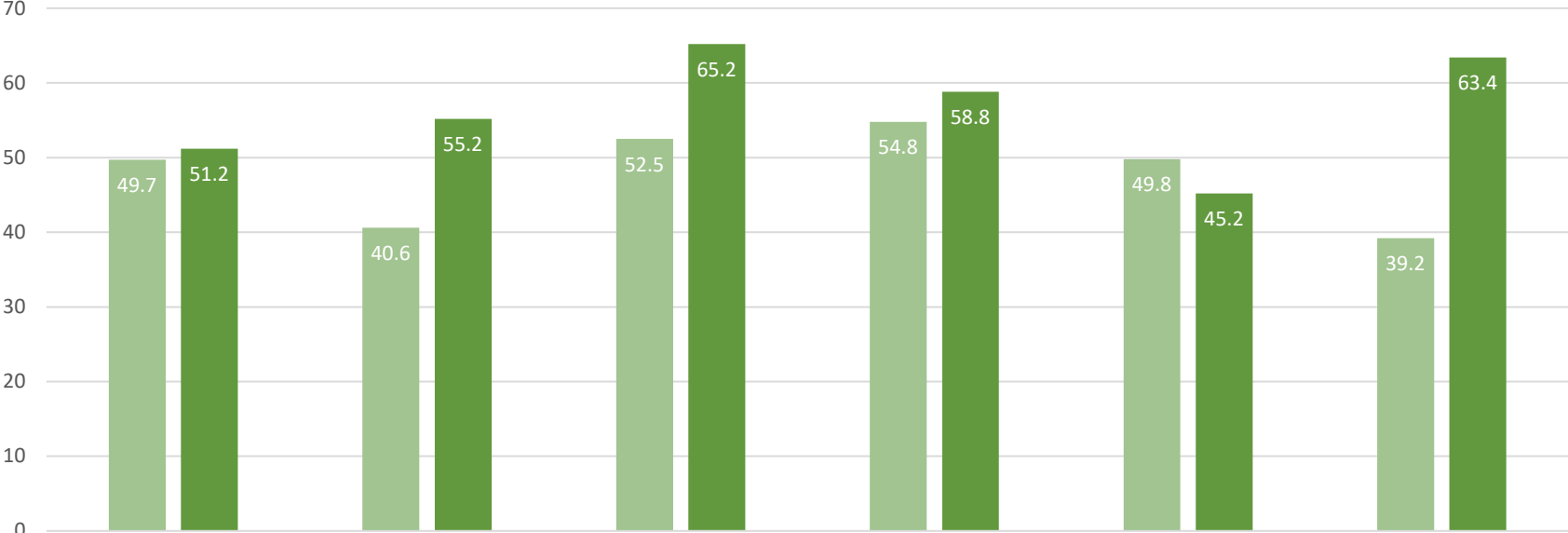
First-Generation Students



Developmental Education



Gender



Early Connections

High Expectations & Aspirations

Clear Academic Plan & Pathway

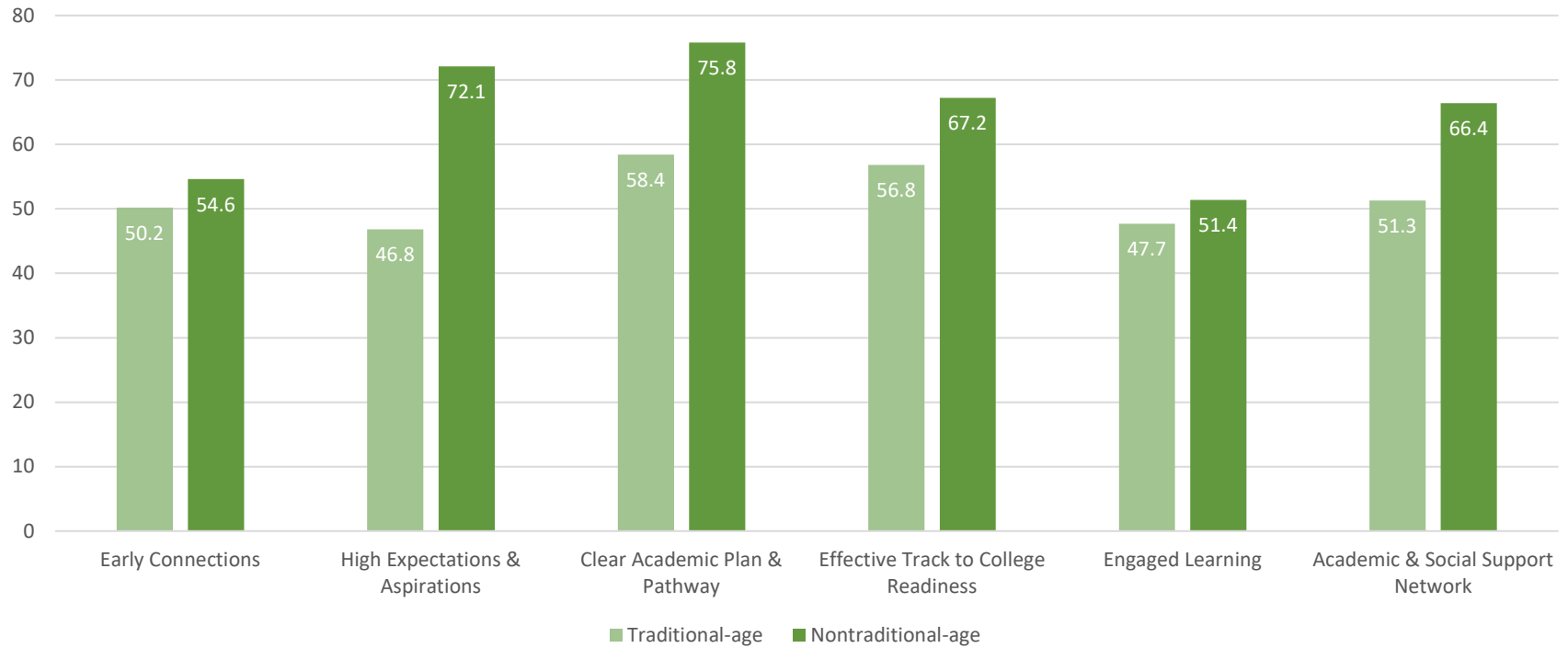
Effective Track to College Readiness

Engaged Learning

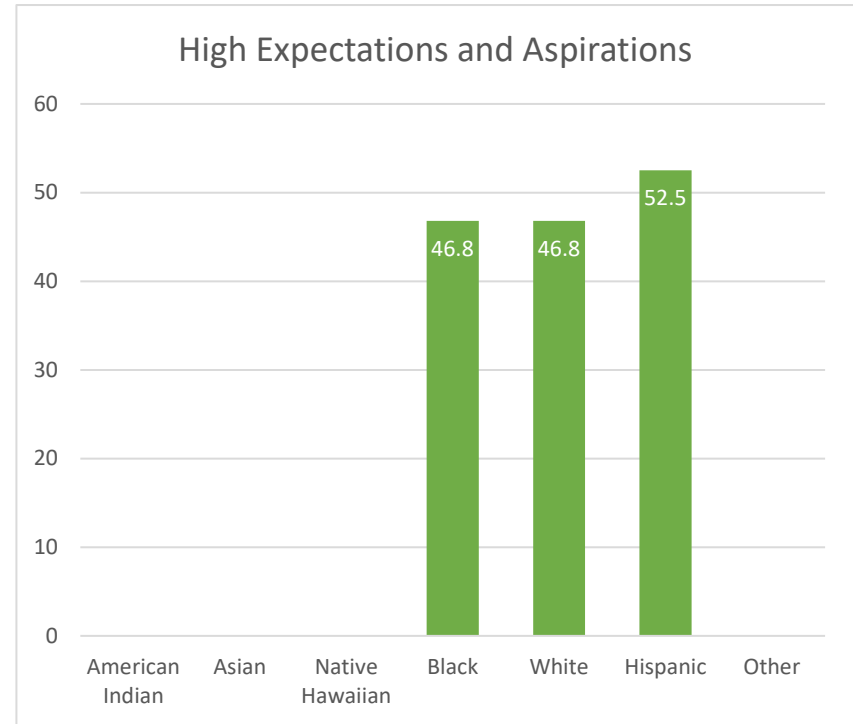
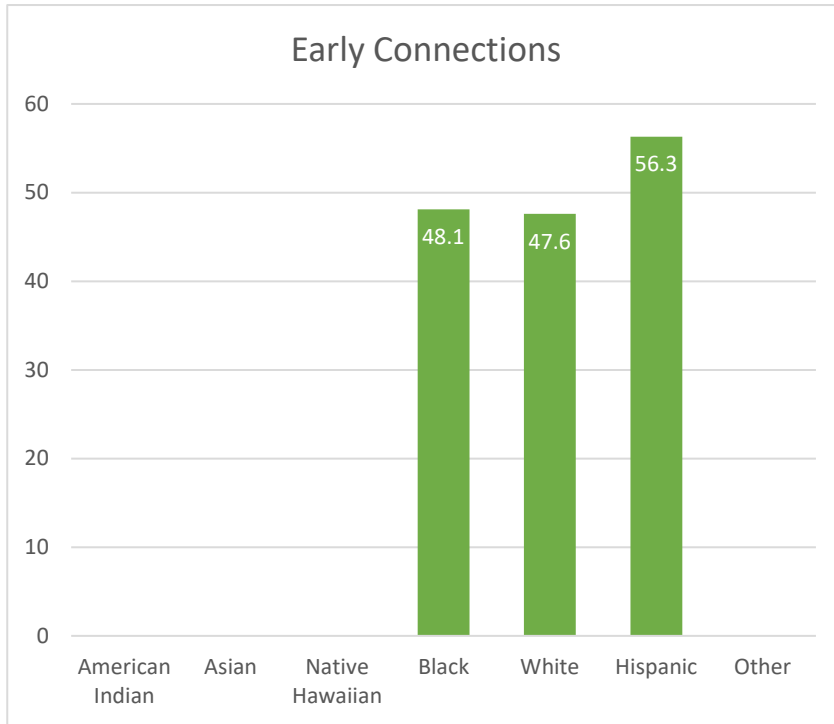
Academic & Social Support Network

■ Male ■ Female

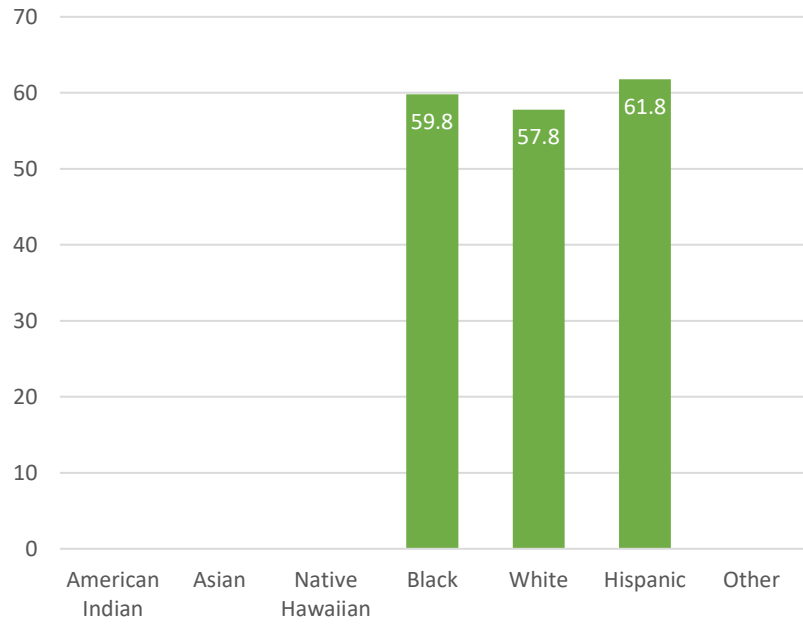
Age Group



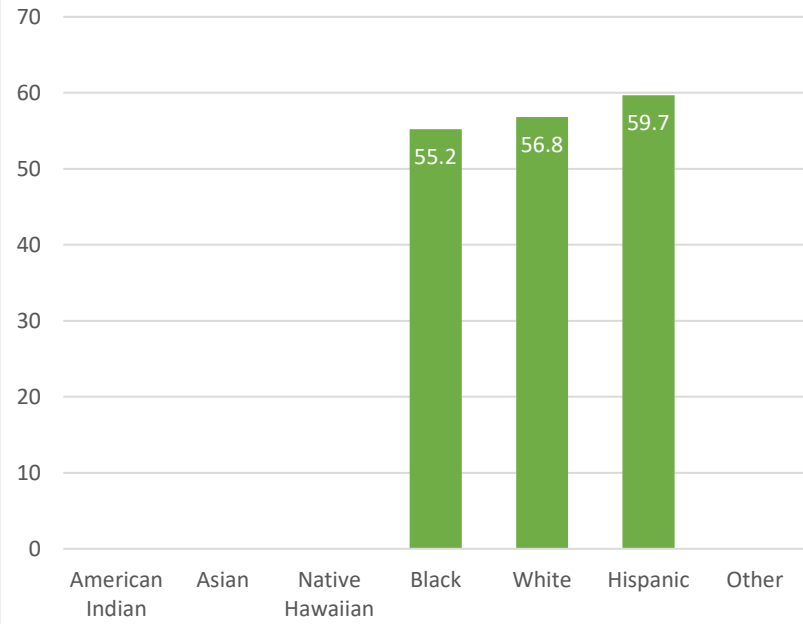
Ethnicity by Benchmark



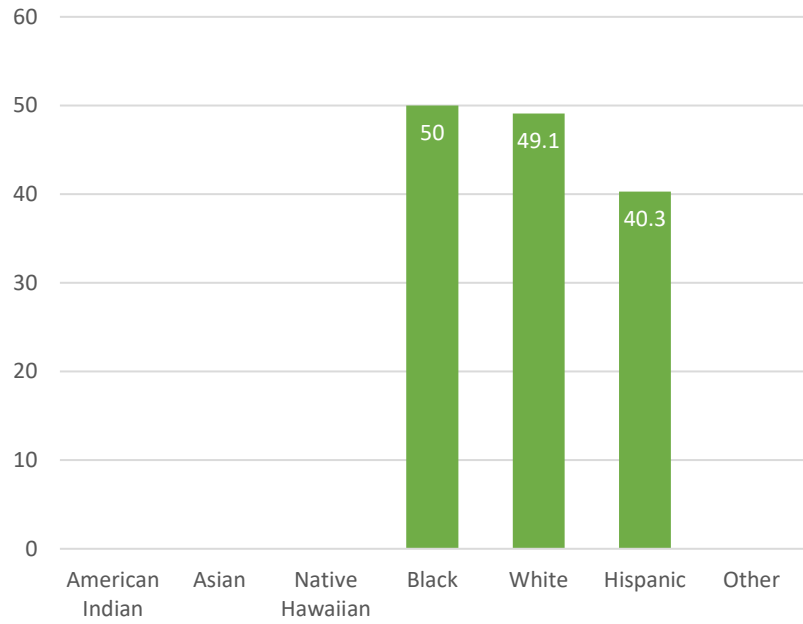
Clear Academic Plan and Pathway



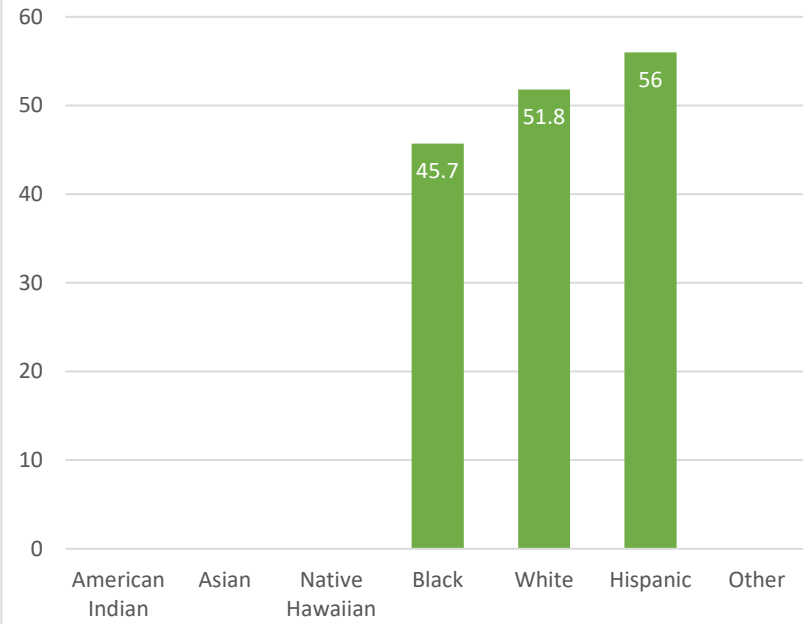
Effective Track to College Readiness



Engaged Learning

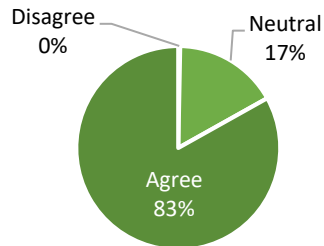


Academic and Social Support Network

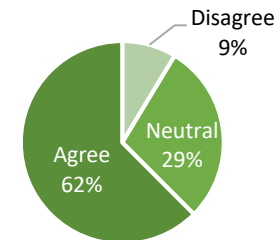


Early Connections

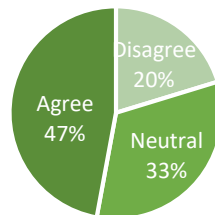
The very first time I came to this college, I felt welcome.



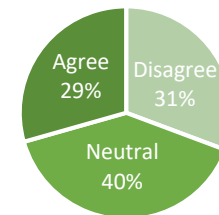
The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.).



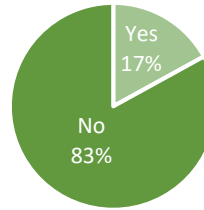
A college staff member helped me determine whether I qualified for financial assistance.



At least one college staff member (other than an instructor) learned my name.

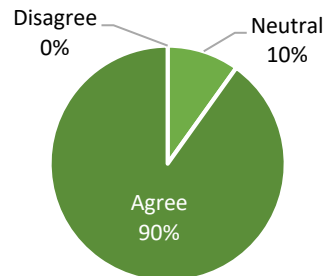


Was a specific person assigned to you so you could see him/her each time you needed information or assistance?

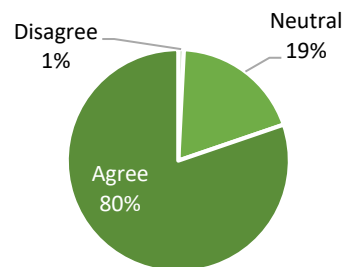


High Expectations & Aspirations

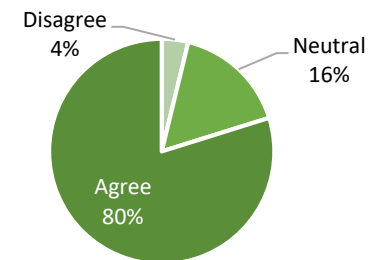
The instructors at this college want me to succeed.



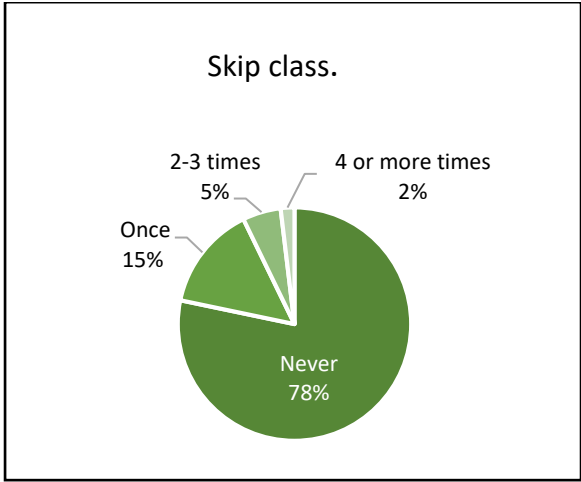
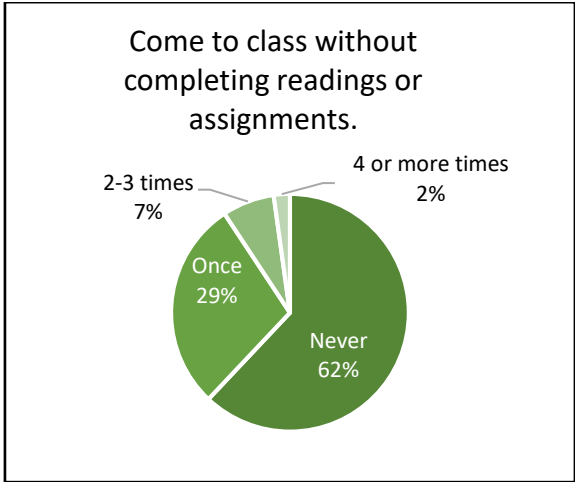
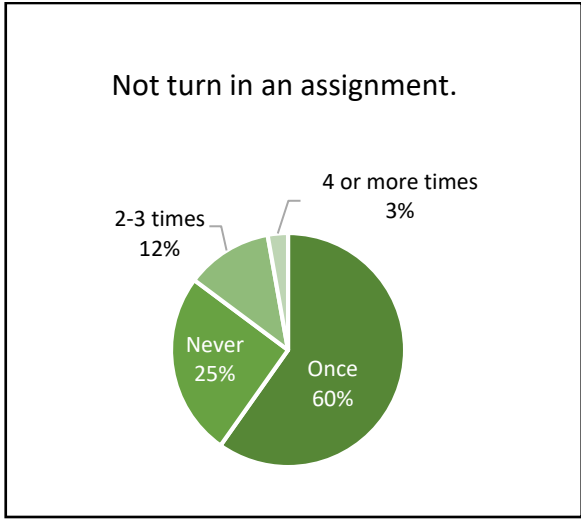
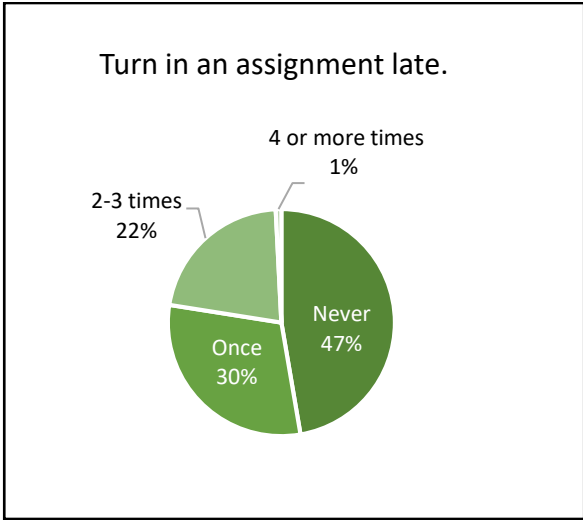
I have the motivation to do what it takes to succeed in college.



I am prepared academically to succeed in college.

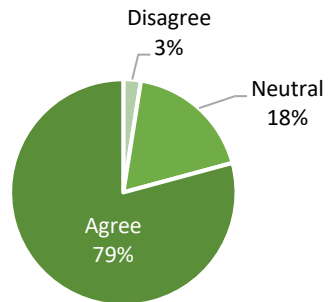


During the first three weeks of your first semester/quarter at this college, about how often did you do the following?

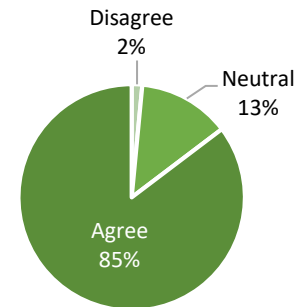


Clear Academic Plan & Pathway

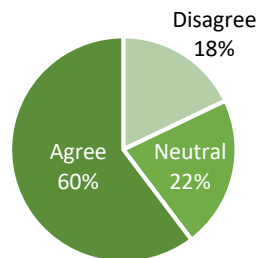
I was able to meet with an academic advisor at times convenient for me.



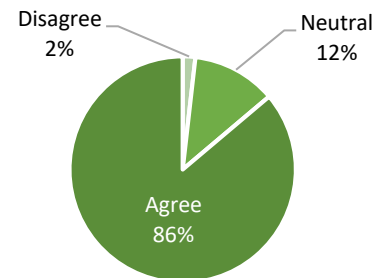
An advisor helped me to select a course of study, program, or major.



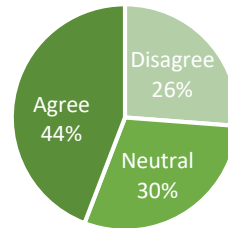
An advisor helped me to set academic goals and to create a plan for achieving them.



An advisor helped me to identify the courses I needed to take during my first semester/quarter.

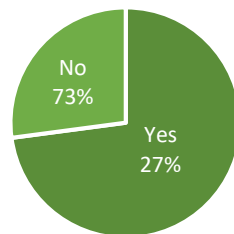


A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help them figure out how many courses to take.

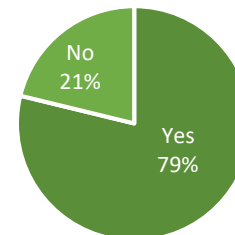


Effective Track to College Readiness

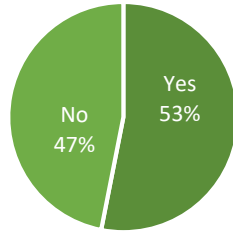
Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math.



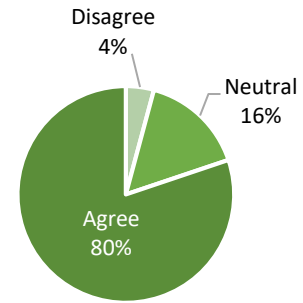
I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)



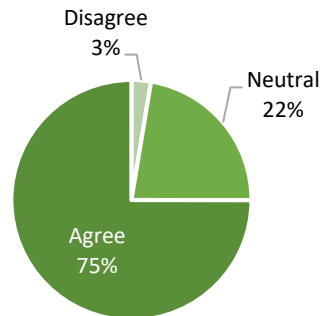
This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter.



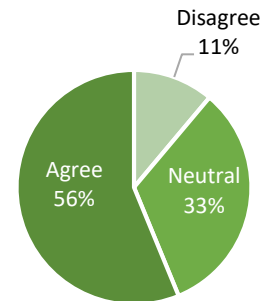
I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.).



I learned to understand my academic strengths and weaknesses.

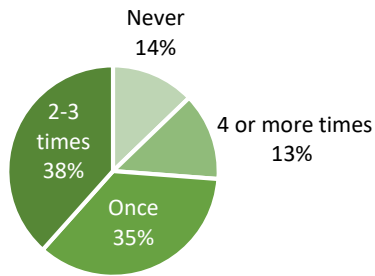


I learned skills and strategies to improve my test-taking ability.

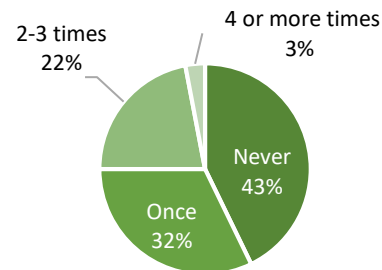


Engaged Learning

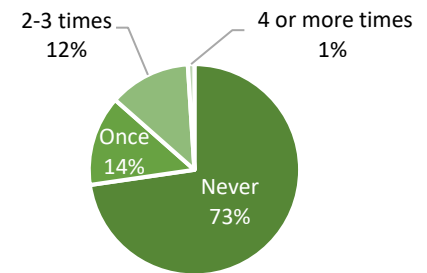
Ask questions in class or contribute to class discussions.



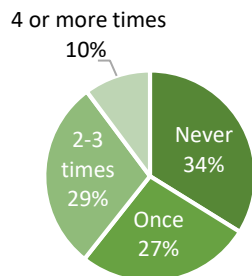
Prepare at least two drafts of a paper or assignment before turning it in.



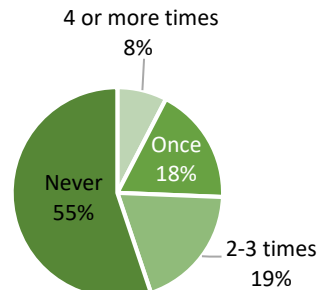
Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student).



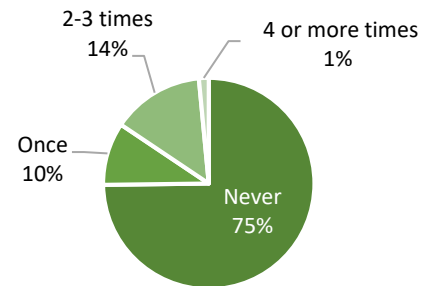
Work with other students on a project or assignment during class.



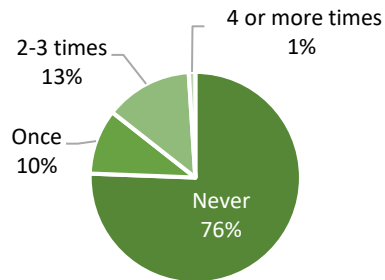
Work with classmates outside of class on class projects or assignments.



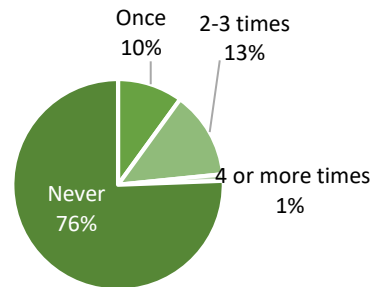
Participate in a required study group outside of class.



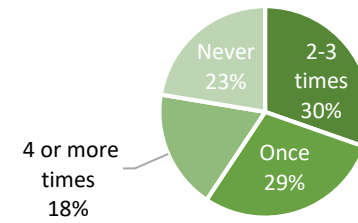
Participate in a student initiated (not required) study group outside of class.



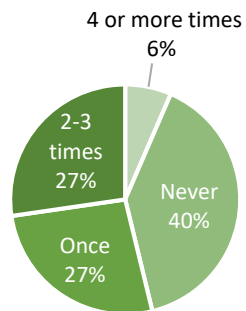
Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework.



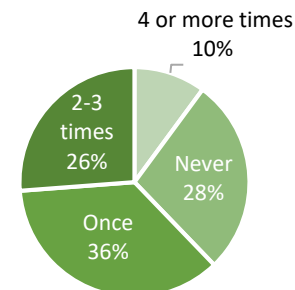
Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework.



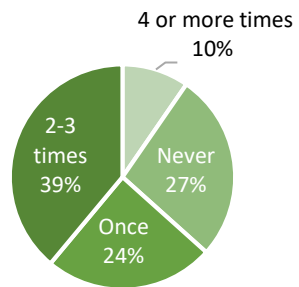
Discuss an assignment or grade with an instructor.



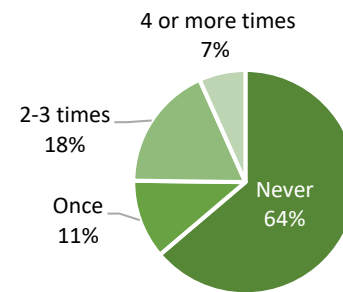
Ask for help from an instructor regarding questions or problems related to a class.



Receive prompt written or oral feedback from instructors on your performance.

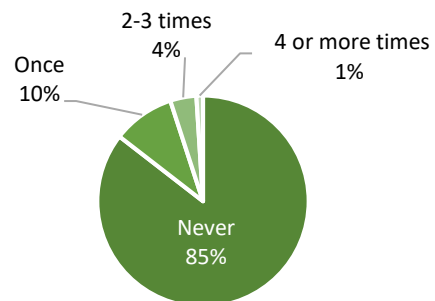


Discuss ideas from your readings or classes with instructors outside of class.

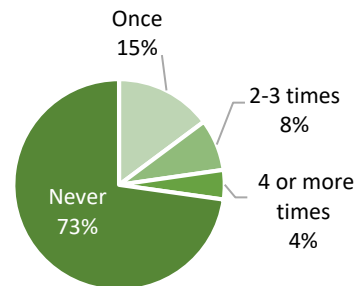


Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?

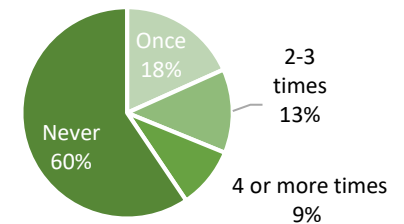
Face-to-face tutoring



Writing, math, or other skill lab

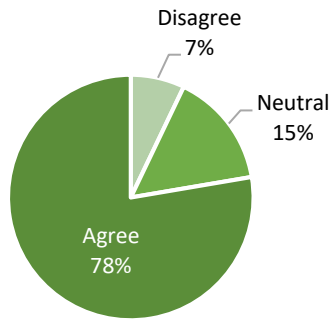


Computer lab

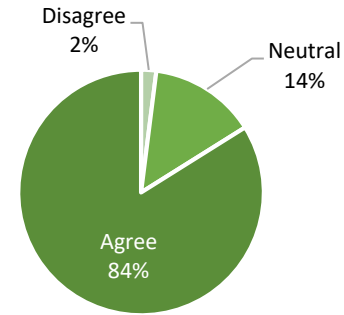


Academic & Social Network

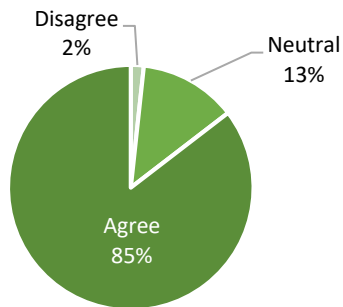
All instructors clearly explained academic and student support services available at this college.



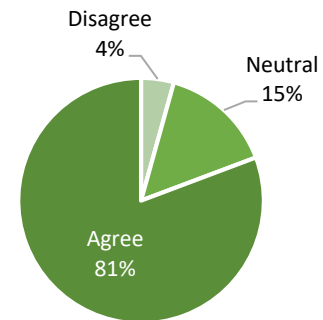
All instructors clearly explained course grading policies.



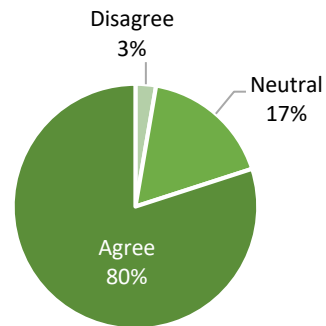
All instructors clearly explained course syllabi (syllabuses).



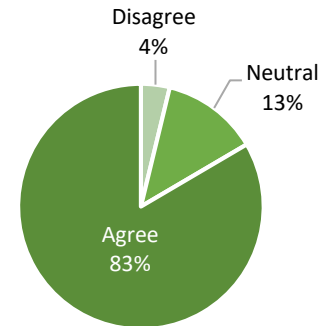
I knew how to get in touch with my instructors outside of class.



At least one other student whom I didn't previously know learned my name.



At least one instructor learned my name.



I learned the name of at least one other student in most of my classes.

