

The SENSE Survey

2009 – 2012 – 2015 – **2018**

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What is it?



“Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. These data can help colleges understand students' critical early experiences and improve institutional practices that affect student success in the first college year.”

- Enrollment
- Placement testing
- Financial assistance
- Types of courses taken in first term (ABS, ESL, CG100)
- Earliest experiences at RCC
- Course-related student behavior
- Knowledge, use, and satisfaction with college services
- Academic advising
- Demographics

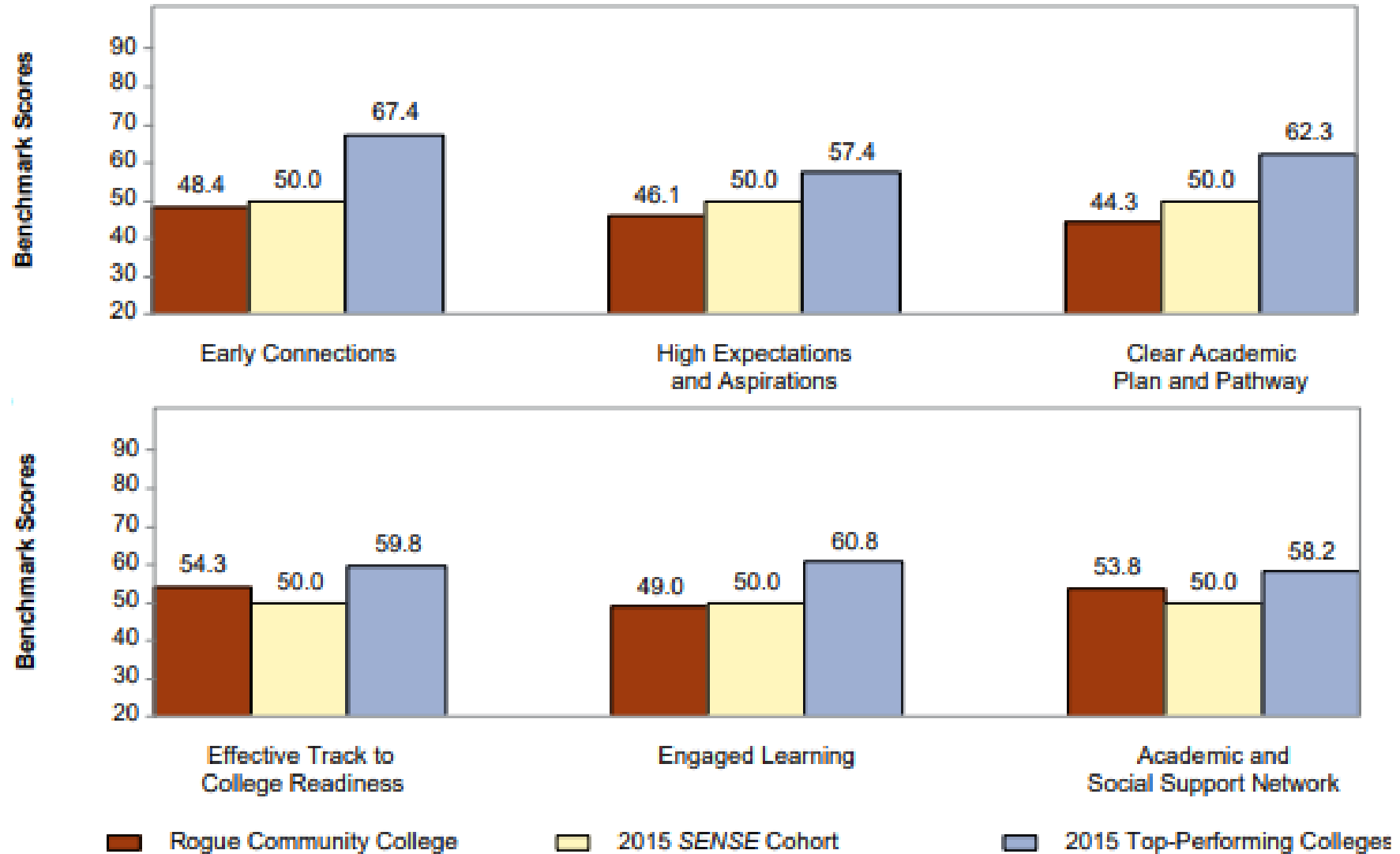
How does it help *me*?

- Evidence suggests that if colleges can help their students succeed through the equivalent of the first semester (12-15 credit hours), the chances that those students will attain further milestones, including certificates and degrees, are greatly enhanced.
- SENSE data should be useful in **improving course completion rates** and the rate at which students **persist beyond the first term** of enrollment.
- Allows us to pinpoint weaknesses in our students' "front door" experience so that we can set data-informed goals and direct energy and resources at making appropriate improvements.

Benchmarks:

- Groups of conceptually related survey items that address key areas of entering student engagement.
- The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results.
- Early Connections
- High Expectations and Aspirations
- Clear Academic Plan and Pathway
- Effective Track to College Readiness
- Engaged Learning
- Academic and Social Support Network

2015 Benchmarks



*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.

2015 Aspects of Highest Student Engagement

Figure 2

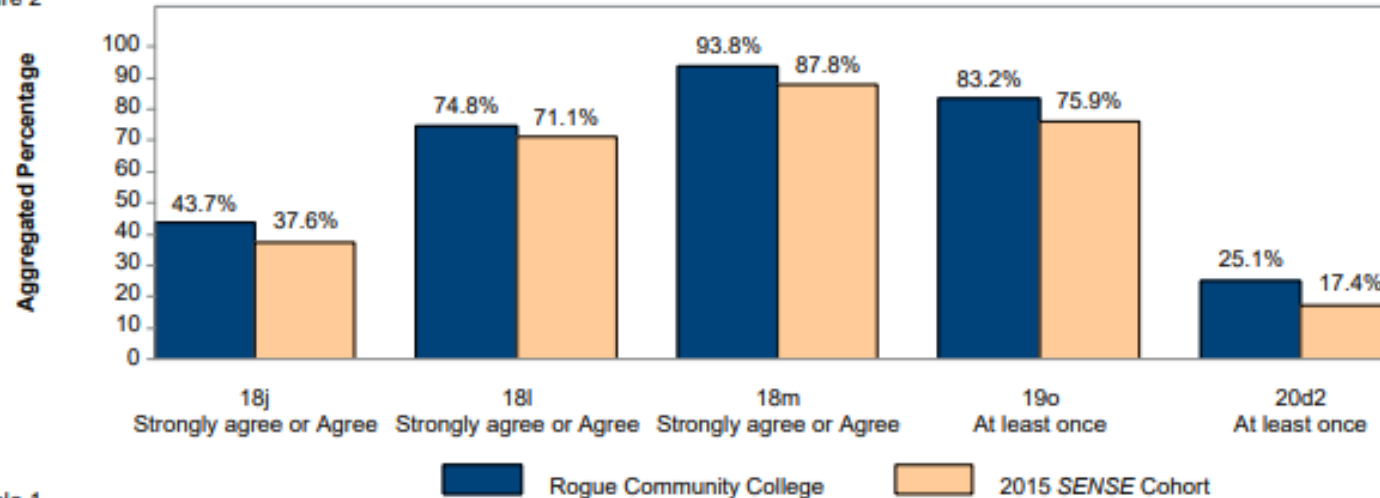


Table 1

Benchmark	Item Number	Item
Early Connections	18j	A college staff member helped me determine whether I qualified for financial assistance
Academic and Social Support Network	18l	All instructors clearly explained academic and student support services available at this college
Academic and Social Support Network	18m	All instructors clearly explained course grading policies
Engaged Learning	19o	Frequency: Received prompt written or oral feedback from instructors on your performance
Engaged Learning	20d2	Frequency: Used face-to-face tutoring

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.

2015 Aspects of Lowest Student Engagement

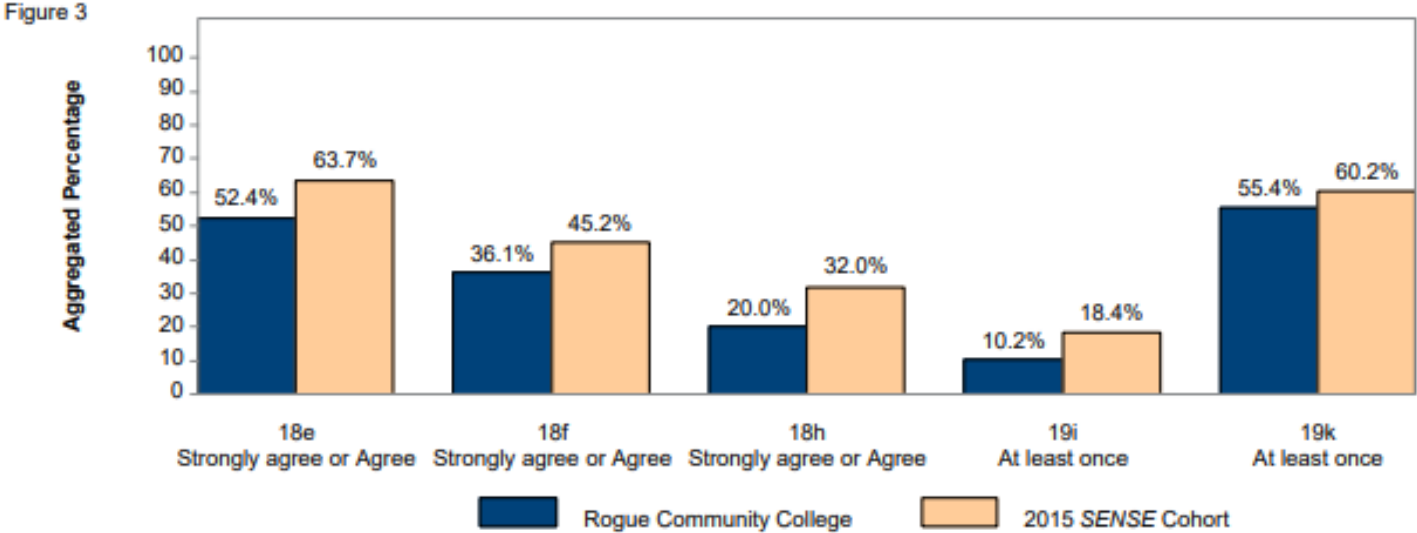


Table 2

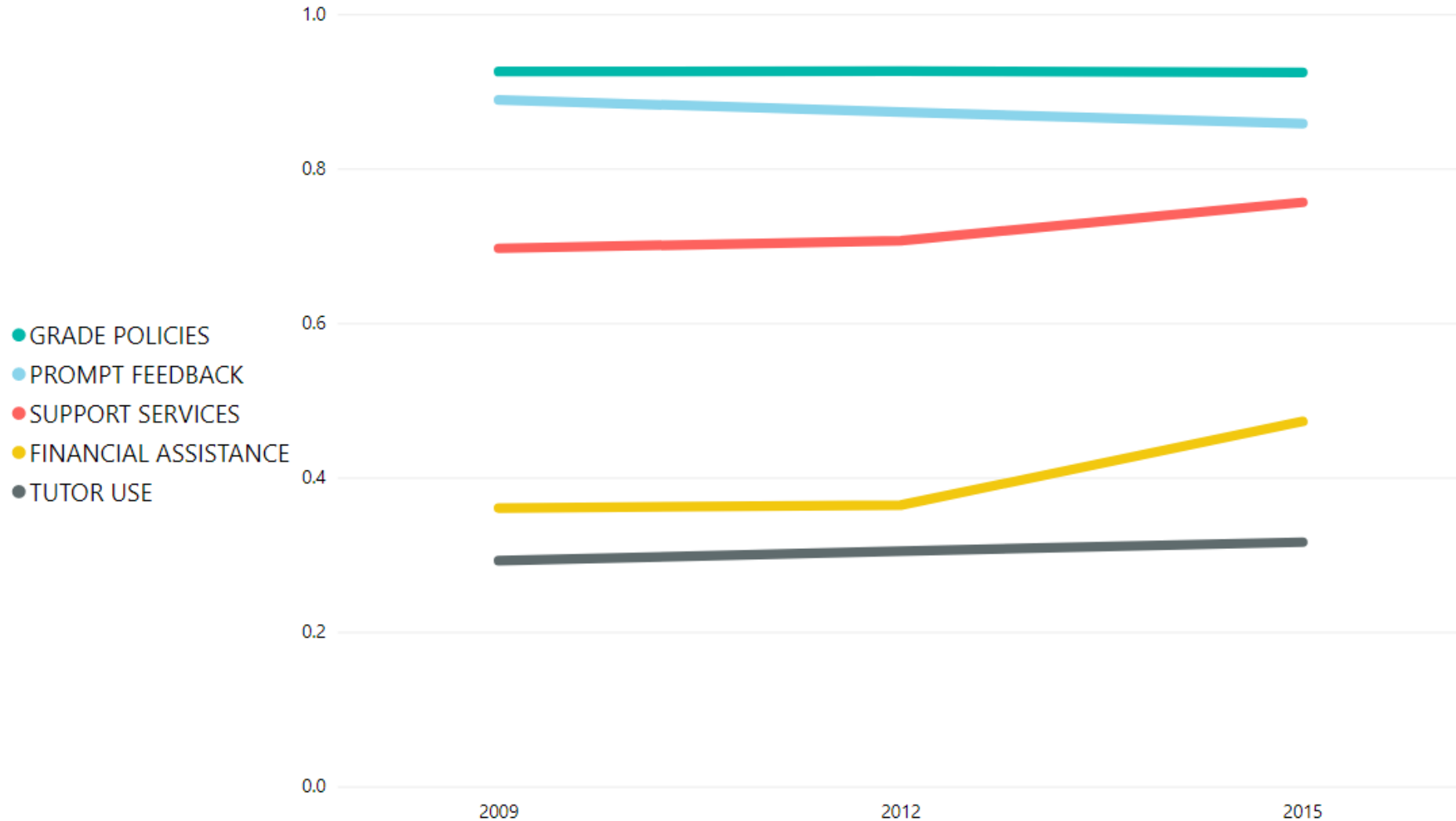
Benchmark	Item Number	Item
Clear Academic Plan and Pathway	18e	An advisor helped me to select a course of study, program, or major
Clear Academic Plan and Pathway	18f	An advisor helped me to set academic goals and to create a plan for achieving them
Clear Academic Plan and Pathway	18h	A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take
Engaged Learning	19i	Frequency: Participated in a required study group outside of class
Engaged Learning	19k	Frequency: Used an electronic tool to communicate with another student about coursework

Notes:

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

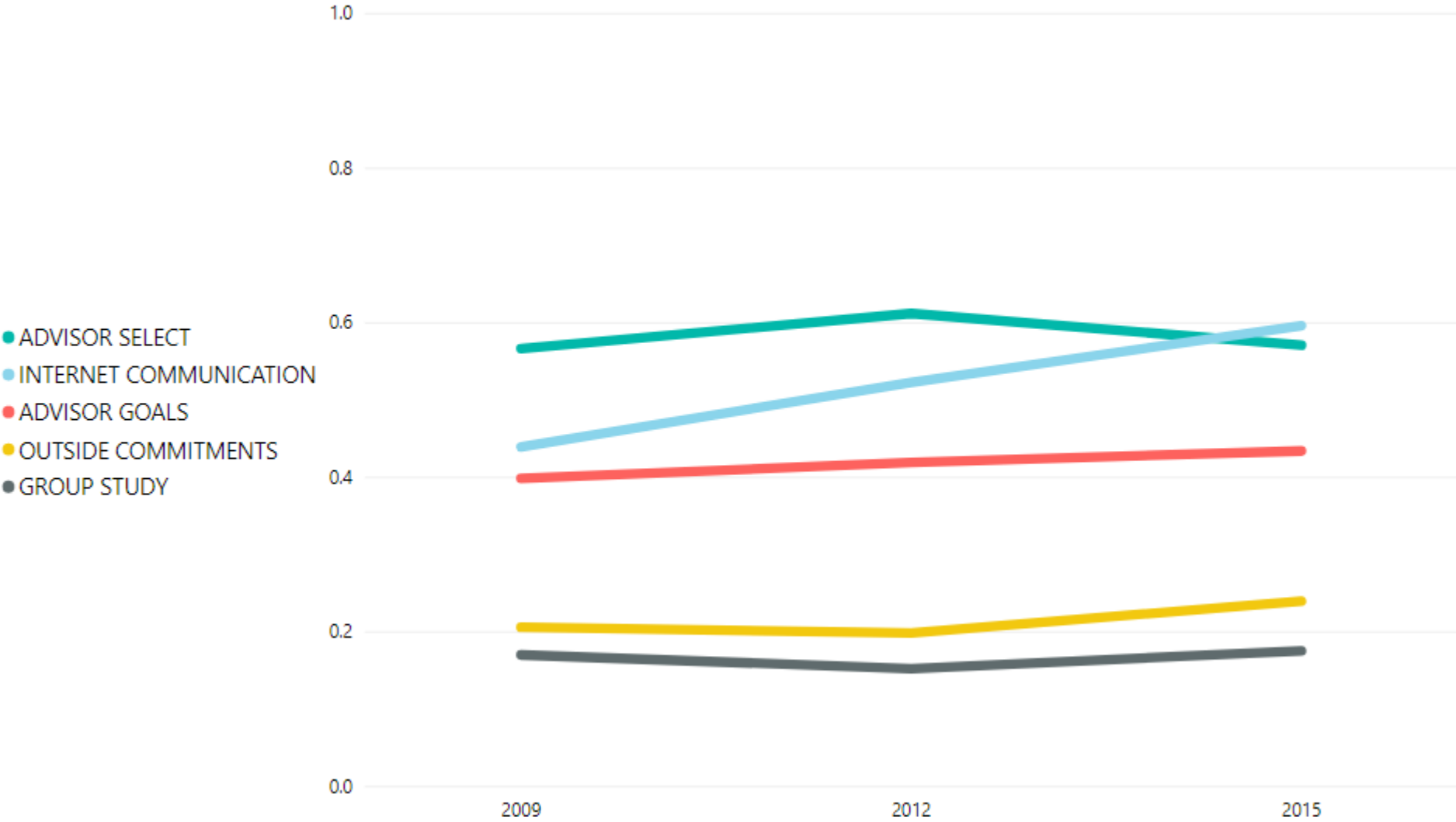
For Item(s) 19, except 19c, 19d, 19f, and 19s, *once*, *two or three times*, and *four or more times* responses are combined.

Aspects of Highest Engagement Over Time



AVERAGE OF RESPONDENTS ANSWERING AGREE/STRONGLY AGREE OR AT LEAST ONCE

Aspects of Lowest Engagement Over Time



AVERAGE OF RESPONDENTS ANSWERING AGREE/STRONGLY AGREE OR AT LEAST ONCE

Focus Group Guides

<http://www.ccsse.org/focusgrouptoolkit/>



Focus Group Discussion Guides



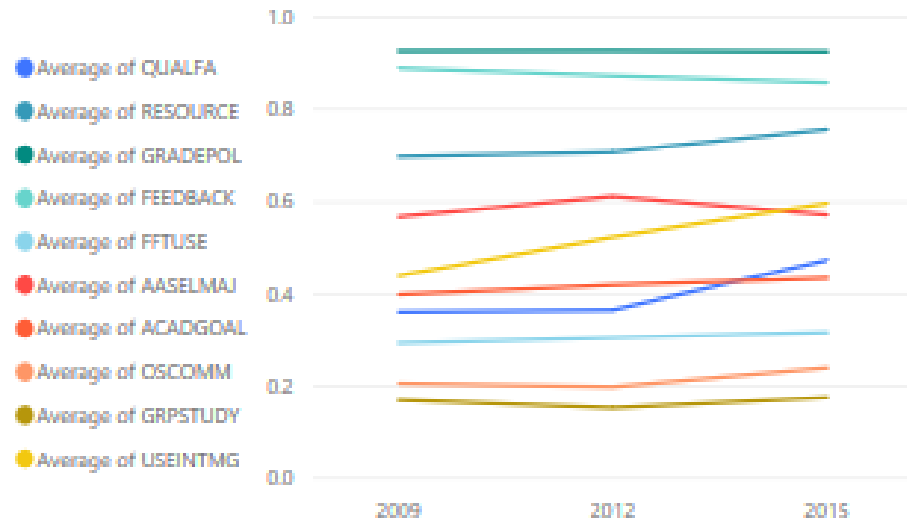
SENSE Survey Results for 10 Key Points

YEAR	Count of SURVEYNO
2009	815
2012	759
2015	627
Total	2201

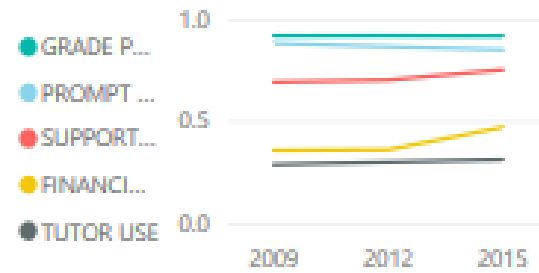
ENROLLMENT

- (Blank)
- Full-time
- Less than full-time

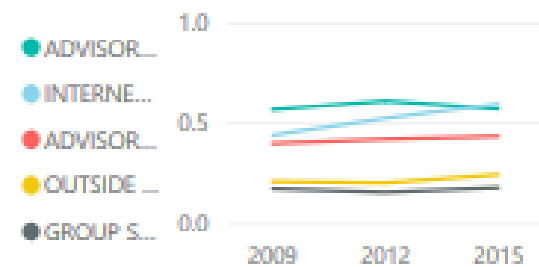
Ten Key Points From 2009 to 2015



Average of Respondents Answering Agre...



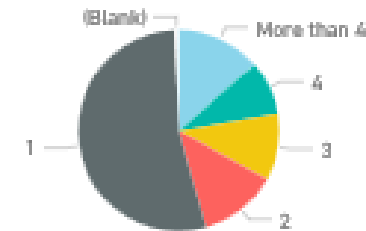
Average of Respondents Answering Agr...



%GT Count of SURVEYNO by GE...



%GT Count of SURVEYNO by TERMS ENL...



GEN...

- (Blank)
- Female
- Male

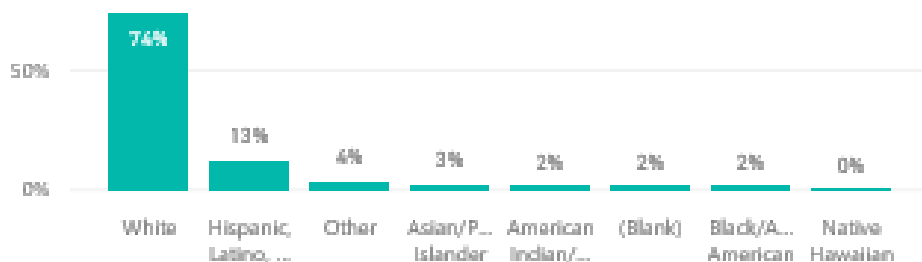
TERMS ENROL...

- (Blank)
- 1
- 2
- 3
- 4
- More than 4

AGE

- (Blank)
- 18 to 19
- 20 to 21
- 22 to 24
- 25 to 29
- 30 to 39
- 40 to 49
- 50 to 64
- 65+

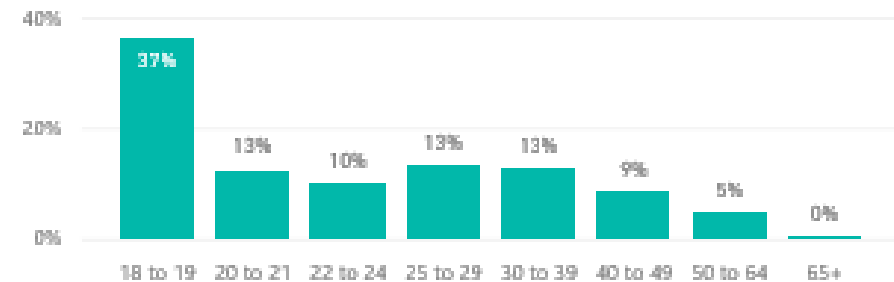
Participation by Race/Ethnicity



PIGMENT

- (Blank)
- No
- Yes

%GT Count of SURVEYNO by AGE



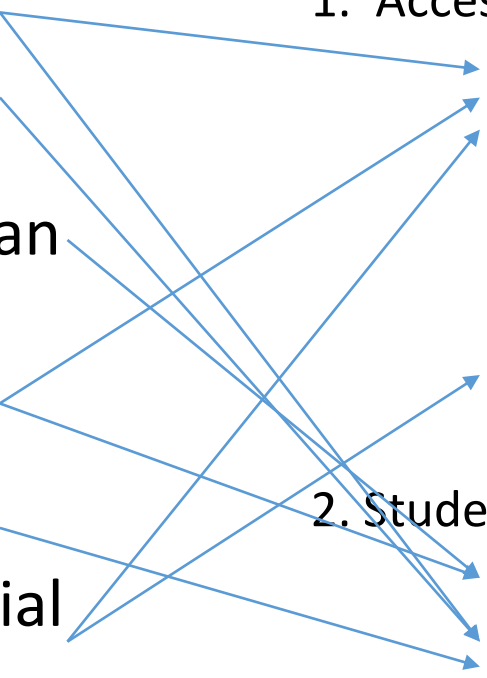
Benchmarks Mapped to Strategic Plan

BENCHMARKS

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

GOALS AND OBJECTIVES

- 1. Access to Educational Opportunities
 - Obj. 1: Improve access to education and support systems for current and prospective students
 - Obj. 2: Increase participation of under-served populations in our programs.
 - Obj. 3: Create collaborative learning spaces that connect students to other students, faculty, staff, and local employers.
- 2. Student Success
 - Obj. 4: Construct guided educational pathways.
 - Obj. 5: Increase effective student engagement strategies.



Learn More!!!

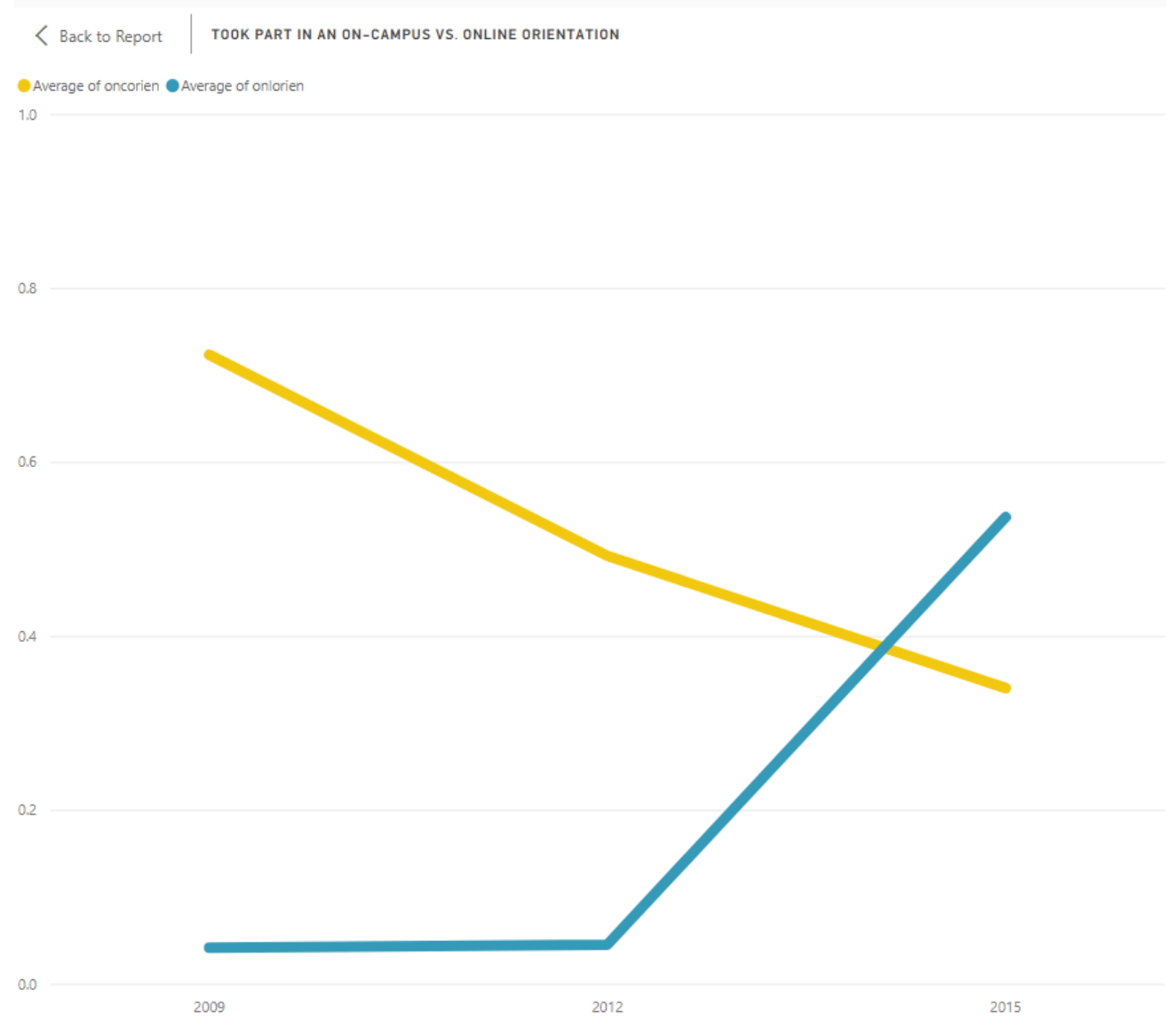
- Example Survey:
http://www.ccsse.org/sense/aboutsurvey/surveys_PDF/Sample%20SENSE%20survey%202009.pdf
- 2015 Executive Summary:
http://www.ccsse.org/sense/members/reports/2015/key_findings/SENSE_2015_7F1788CE60_ExecSum.pdf
- SENSE Benchmarks:
http://www.ccsse.org/sense/tools/docs/working_with_results/SENSE_Benchmarks.pdf
- CCSSE Validation Research:
<http://www.ccsse.org/aboutsurvey/docs/CCSSE%20Validation%20Summary.pdf>
- More!: <http://www.ccsse.org/sense/>

Student Services SENSE Slides: 4 Important Questions

- What facts do the data present?
- What questions do the data raise?
- Can you draw any conclusions based on the data?
- What might be some “closing-the-loop” suggestions based on the data (and current research/best practice/Guided Pathways/ATD)?

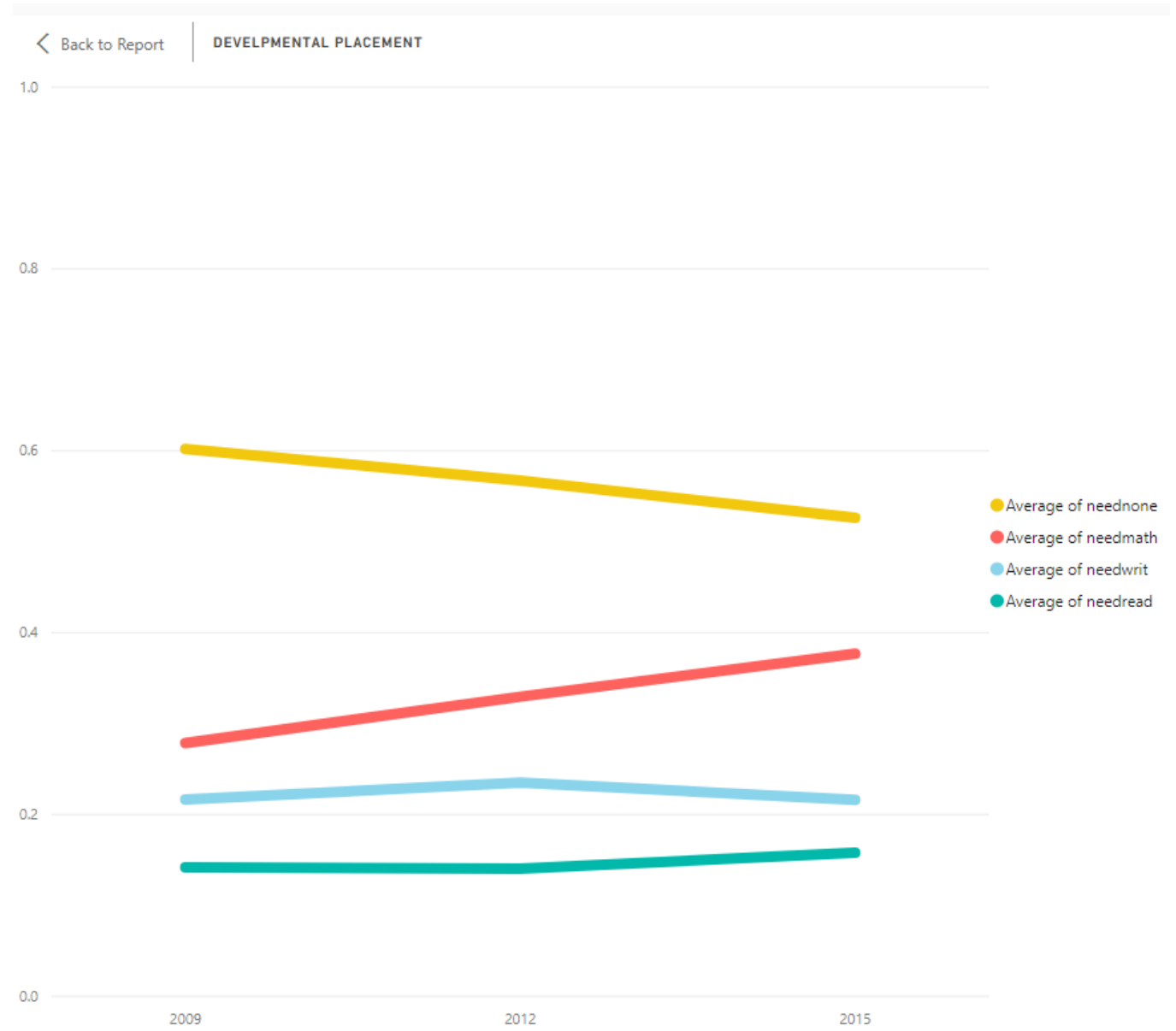
Orientation

- Participation of entering students in **on-campus orientation** declined and was overtaken by **online orientation**.
- Are students getting what they need from online orientation?
- Are they getting what they need from on-campus orientation?



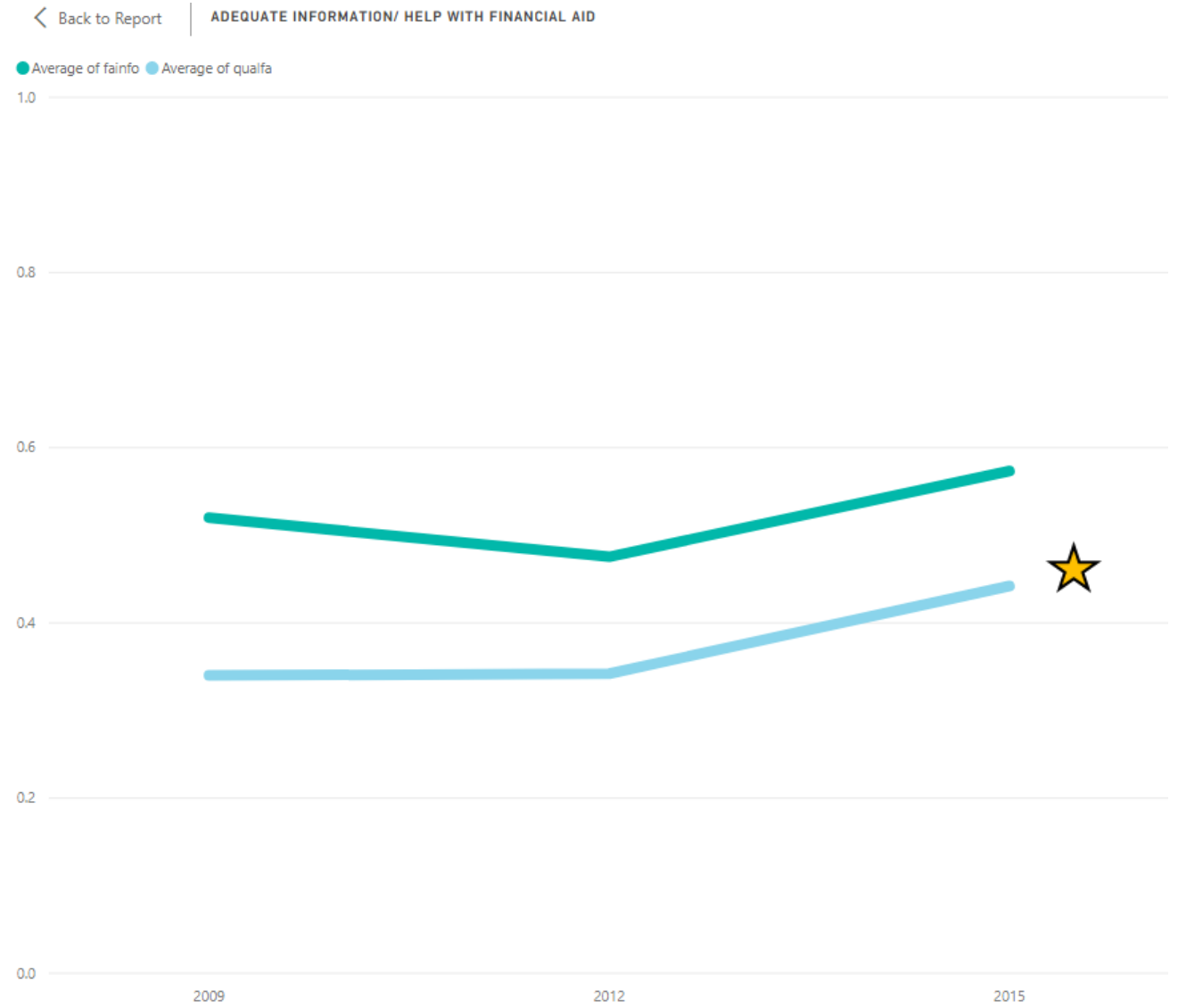
Placement Testing

- The percentage of entering students reporting that they **didn't need any developmental classes** decreased
- 47% of entering students reported that they placed into at least one developmental class in 2015 (up from 40% in 2009)
- The percentage of entering students reporting that they **needed developmental classes in math** increased



Financial Assistance

- 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



Services

Computer Labs / Advising / Face-to-Face Tutoring / Financial Aid /
Disability Services / Skill Labs / Career Counseling / Student Organizations /
Transfer Credit Assistance / Online Tutoring / Job Placement

YEAR

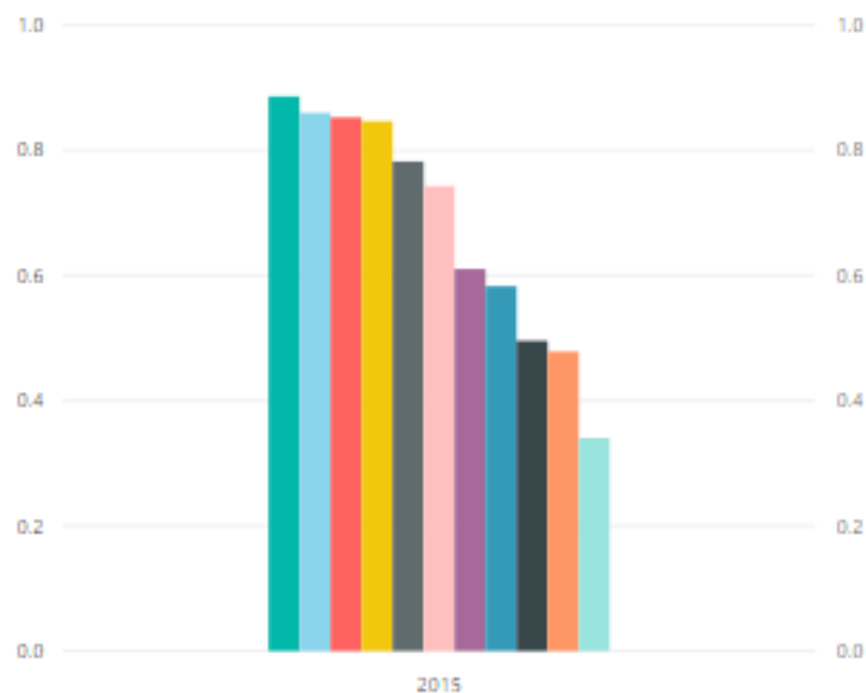
2009

2012

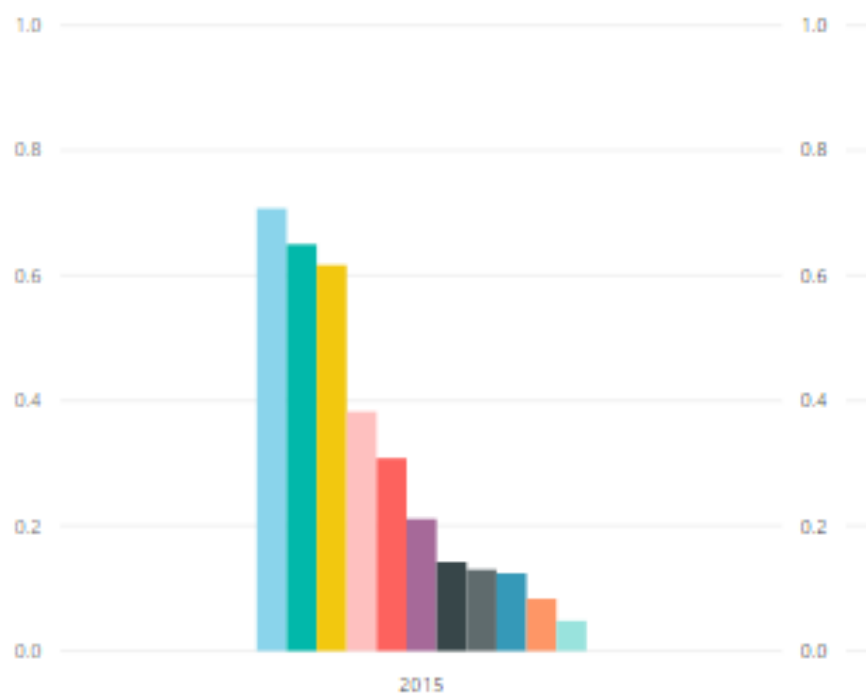
2015



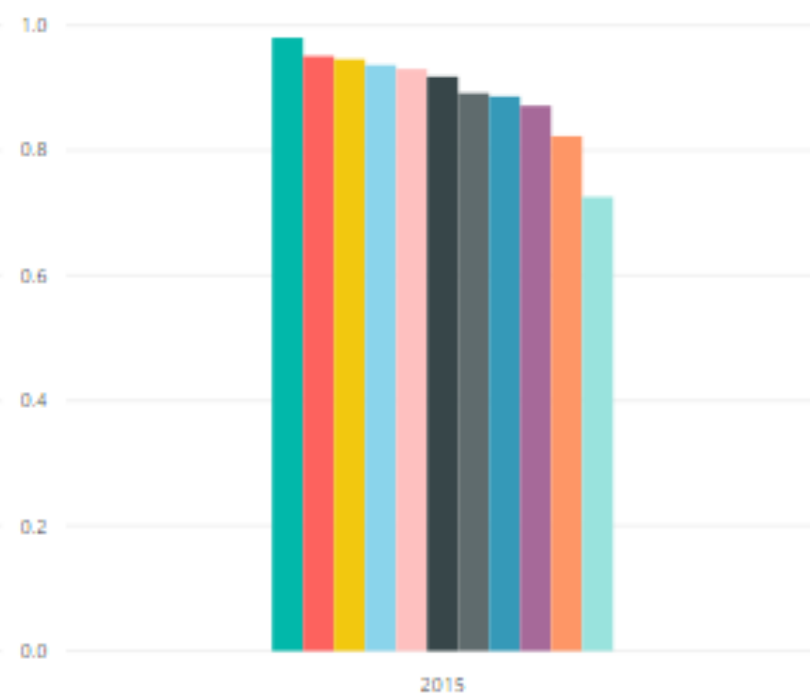
Did you know about the following services?



How often did you use the service?

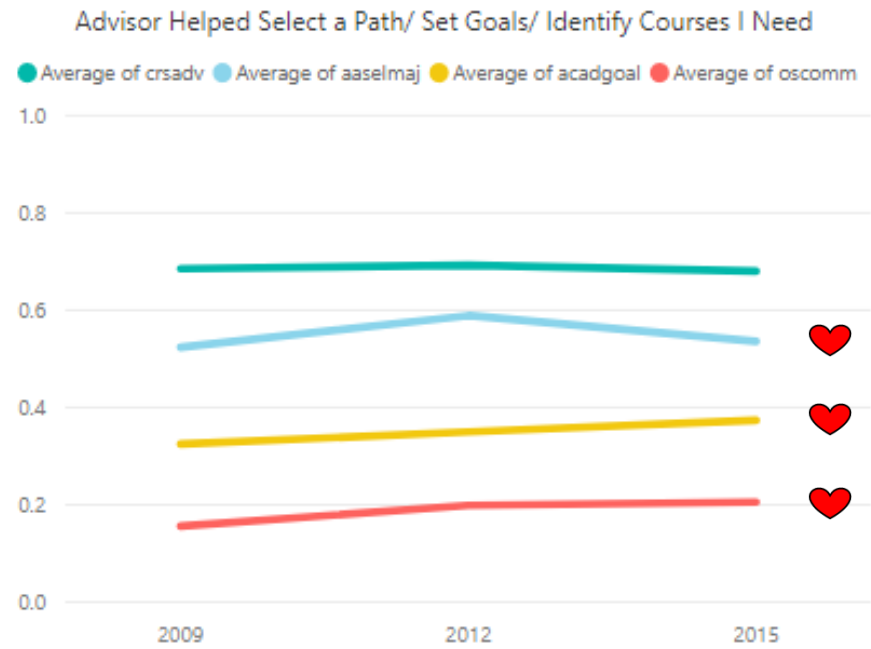


How satisfied were you with the service?



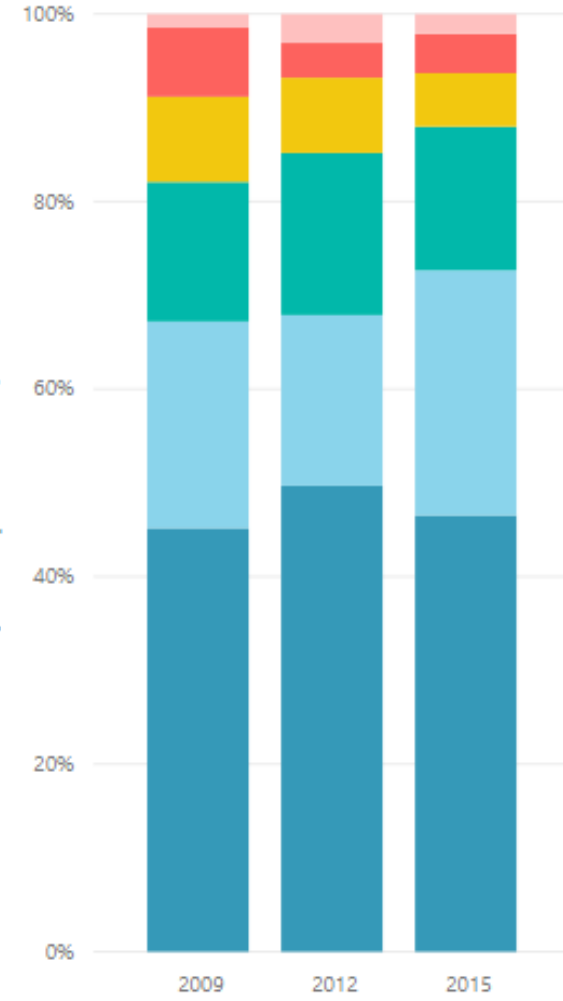
Advising

- An advisor helped me identify the courses I needed to take during my first term.
- An advisor helped me select a course of study, program, or major.
- Ad advisor helped me set academic goals and create a plan for achieving them.
- 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.
- What has been your MAIN source of academic advising (help with academic goal-setting, planning, course recommendations, graduation requirements, etc.)?



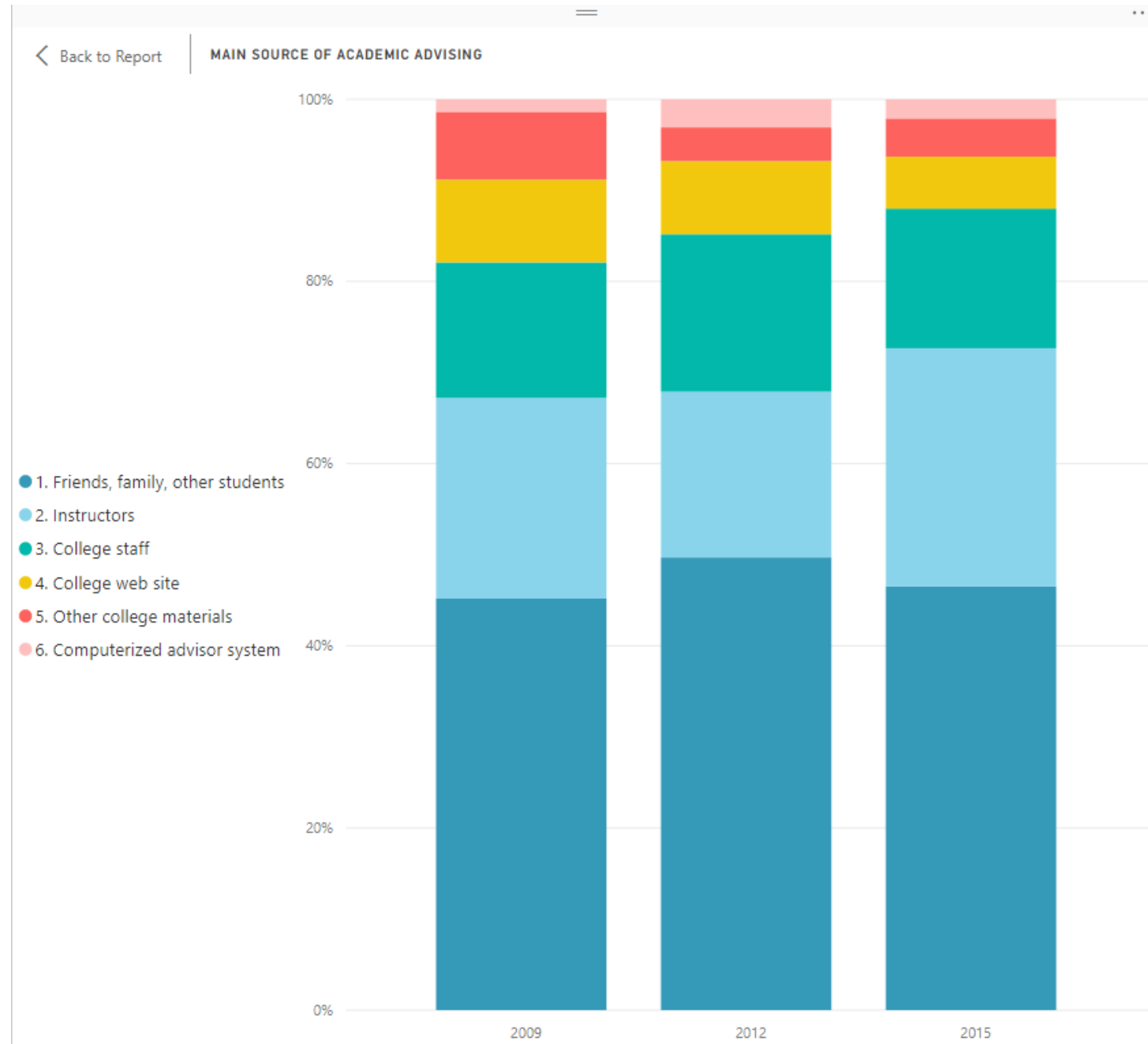
- 1. Friends, fami...
 - 2. Instructors
 - 3. College staff
 - 4. College web ...
 - 5. Other colleg...
 - 6. Computerize...
- termsnr
- (Blank)
 - 1
 - 2
 - 3
 - 4
 - 5

MAIN Source of Academic Advising



The Importance of Faculty Participation in Student Success Strategies

- Instructors have the most interaction with students and the greatest opportunity to connect them with services.
- 84% of RCC instructors are part-time faculty. (IPEDS, 2017)
- “On average, part-time faculty reported being less than ‘somewhat knowledgeable’ about a number of student services, including student life, financial aid, academic advising, and counseling services.” (Bickerstaff and Chauvarin, 2018)
- Strategies must work in concert across the institution, and faculty need to be at the center of sustained, college-wide efforts to improve student success. (Jenkins, 2011)



Redesigning Community Colleges for Completion (Jenkins, 2011)

Functional alignment: “Studies of effective undergraduate institutions emphasize the importance of coordinating instruction and student support services... Student support services generally are not well integrated with instructional programs; rather, students must take initiative to seek them out. The students most likely to use these services tend to be those who are better prepared to succeed in college, leaving more disadvantaged students to fend for themselves.”

Two Best Practices of Functional Alignment between Student Services and Academic Programs

Excerpt from *Premise and Promise: Developing New Pathways for Community College Students* (McClenny, Dare, & Thomason; 2013) found in *A Matter of Degrees: Practices to Pathways – High-Impact Practices for Community College Student Success* (CCCSSE, 2014)

Integrating Student Learning and Support

“The pathway model calls for one or more advisors to be embedded in each pathway... Students receive assistance through small group advising sessions that help them set goals and balance school with family and work obligations. They learn about academic and career options, including information about post-credential opportunities in the labor market or through continuing education at colleges and universities. Discussions focus on course sequences, prerequisites, expected learning outcomes, and realistic timelines for completion.

During their first semester, students complete a plan for navigating the pathway to completion. Thereafter, they and their advisors regularly monitor their progress.

Another feature of the model is a pathway-specific student success course. Also, academic support is integrated into regular coursework, limiting the number of students who don't get help when they most need it. Syllabi and daily practice incorporate supplemental instruction, required study groups, lab work, and tutoring in ways appropriate to the subject matter, ensuring that academic support is an inescapable part of every student's experience.”

Merging Curricular and Co-Curricular Learning

“In a world where 81% of community college students do not participate in college-sponsored extracurricular activities, valuable engagement opportunities are lost. The pathway model pulls in selected co-curricular activities, connects them to programs of study, and integrates them into students’ educational experiences.

In an arts and design pathway, for example, students might attend campus cultural events as structured assignments that involve advance reading, observation rubrics, and post-event reflection. Students in a social sciences and human services pathway might systematically identify the emergency assistance needs of their fellow students and work with the student government to address those needs. Students in a STEM (science/technology/engineering/math) pathway might work through Phi Theta Kappa to create social media campaigns for promoting college completion.”

Learn *Even More!!!*

- Jenkins, 2011. Redesigning Community Colleges for Completion: Lessons from Research on High-Performance Organizations. <https://ccrc.tc.columbia.edu/media/k2/attachments/redesigning-community-colleges-completion.pdf>
- Bickerstaff and Chavarin, 2018. Understanding the Needs of Part-Time Faculty at Six Community Colleges. <https://ccrc.tc.columbia.edu/media/k2/attachments/understanding-part-time-faculty-community-colleges.pdf>
- CCCSE, 2014. A Matter of Degrees: Practices to Pathways – High-Impact Practices for Community College Student Success. http://www.ccsse.org/docs/Matter_of_Degrees_3.pdf
- McClenny, Dare, Thomason, 2013. Premise and Promise: Developing New Pathways for Community College Students. <http://www.aacc21stcenturycenter.org/wp-content/uploads/2014/04/McClenney-Reprint.pdf>