



SENSE 2011 Findings for Tarrant County College

Prepared by the Office of Institutional
Research, Planning and Effectiveness



Presentation Overview

- *SENSE* Overview
- Student Respondent Profile
- *SENSE* Benchmarks
- Strategies to Promote Learning that Matters
- Q & A



SENSE Overview


What is Student Engagement?

...the amount of time and energy students invest in meaningful educational practices

...the institutional practices and student behaviors that are highly correlated with student learning and retention

The Survey of Entering Student Engagement (*SENSE*)

SENSE helps community and technical colleges understand the experience of entering students and engage these students in the earliest weeks of their college experience.




SURVEY OF ENTERING STUDENT ENGAGEMENT

Instructions: It is essential that you use a No. 2 pencil to complete this survey.
 Mark your answer as shown in the following examples:
 CORRECT MARK ● INCORRECT MARKS ✗ ◯ ◩ ◪

| | |
|---|--|
| <p>1. Thinking about this academic term, how would you characterize your enrollment at this college? <input type="radio"/> Full-time <input type="radio"/> Less than full-time</p> <p>2. Did you begin college at this college or elsewhere? <input type="radio"/> Started here <input type="radio"/> Started elsewhere</p> <p>3. How many academic terms have you been enrolled at this college? <input type="radio"/> This is my first term <input type="radio"/> This is my second term <input type="radio"/> This is my third term <input type="radio"/> This is my fourth term <input type="radio"/> Have been enrolled more than four terms.</p> <p>4. In addition to taking courses at this college, were you also enrolled at a 4-year college or university during your FIRST ACADEMIC TERM? <input type="radio"/> Yes <input type="radio"/> No</p> | <p>5. How many courses did you enroll in for your FIRST ACADEMIC TERM at this college? <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three <input type="radio"/> Four or more <input type="radio"/> Don't know</p> <p>6. Of the courses you enrolled in during your FIRST ACADEMIC TERM at this college, how many have you dropped after the first day of class? <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three <input type="radio"/> Four or more</p> <p>7. Have you taken this survey in another class this term? <input type="radio"/> Yes <input type="radio"/> No</p> |
|---|--|

| | None | 1-5 | 6-10 | 11-20 | 21-30 | More than 30 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 8. BEFORE enrolling at this college, how many hours per week (total) did you expect to spend studying outside of class? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. During the first three weeks of your FIRST ACADEMIC TERM at this college, how many hours per week (total) did faculty expect you to study outside of class? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. During the first three weeks of your FIRST ACADEMIC TERM at this college, how many hours per week (total) did you actually spend studying outside of class? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. During your first three weeks of your FIRST ACADEMIC TERM at this college, when did you register for classes? (Mark only one) | | | | | | |
| <input type="radio"/> More than one week before classes began | | | | | | <input type="radio"/> During the first week of classes |
| <input type="radio"/> During the week before classes began | | | | | | <input type="radio"/> After the first week of classes |

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PLEASE DO NOT MARK IN THIS AREA


SERIAL #

SENSE: A Tool for Community Colleges

- As a tool for improvement, *SENSE* helps us
 - Understand students' critical early experiences
 - Identify and learn from practices that engage entering students
 - Identify areas in which we can improve
- Basic principles
 - Grounded in research about what works to retain and support entering students
 - Reports data publicly
 - Is committed to using data for improvement



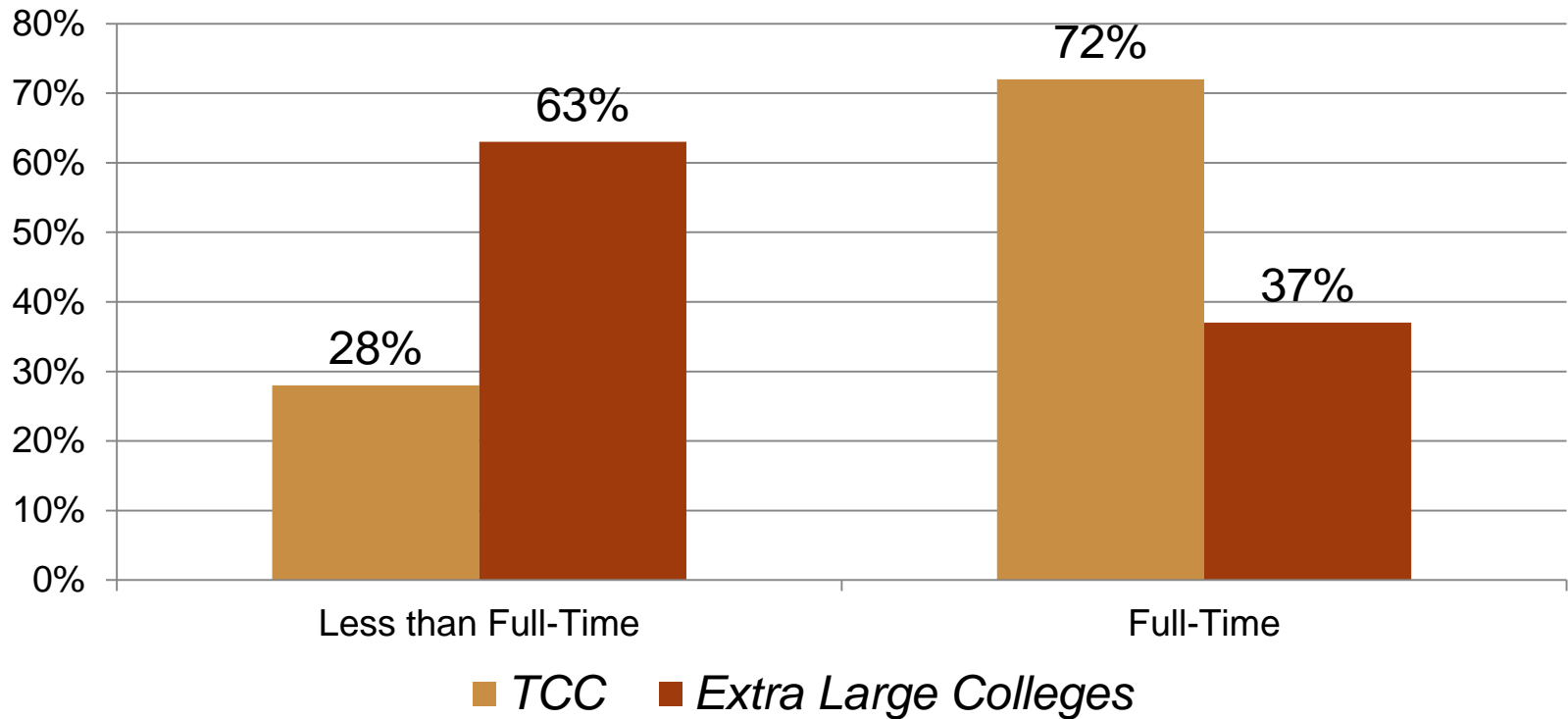
Student Respondent Profile at Tarrant County College

Survey Respondents

- 58% completion rate
- The following were excluded from reporting:
 - Respondent not indicating enrollment status
 - Respondent not indicating whether he or she was an entering or returning student
 - Respondent marking invalid response selections
 - Respondent under the age of 18
 - Respondent indicating previous survey submission
 - Oversample respondents

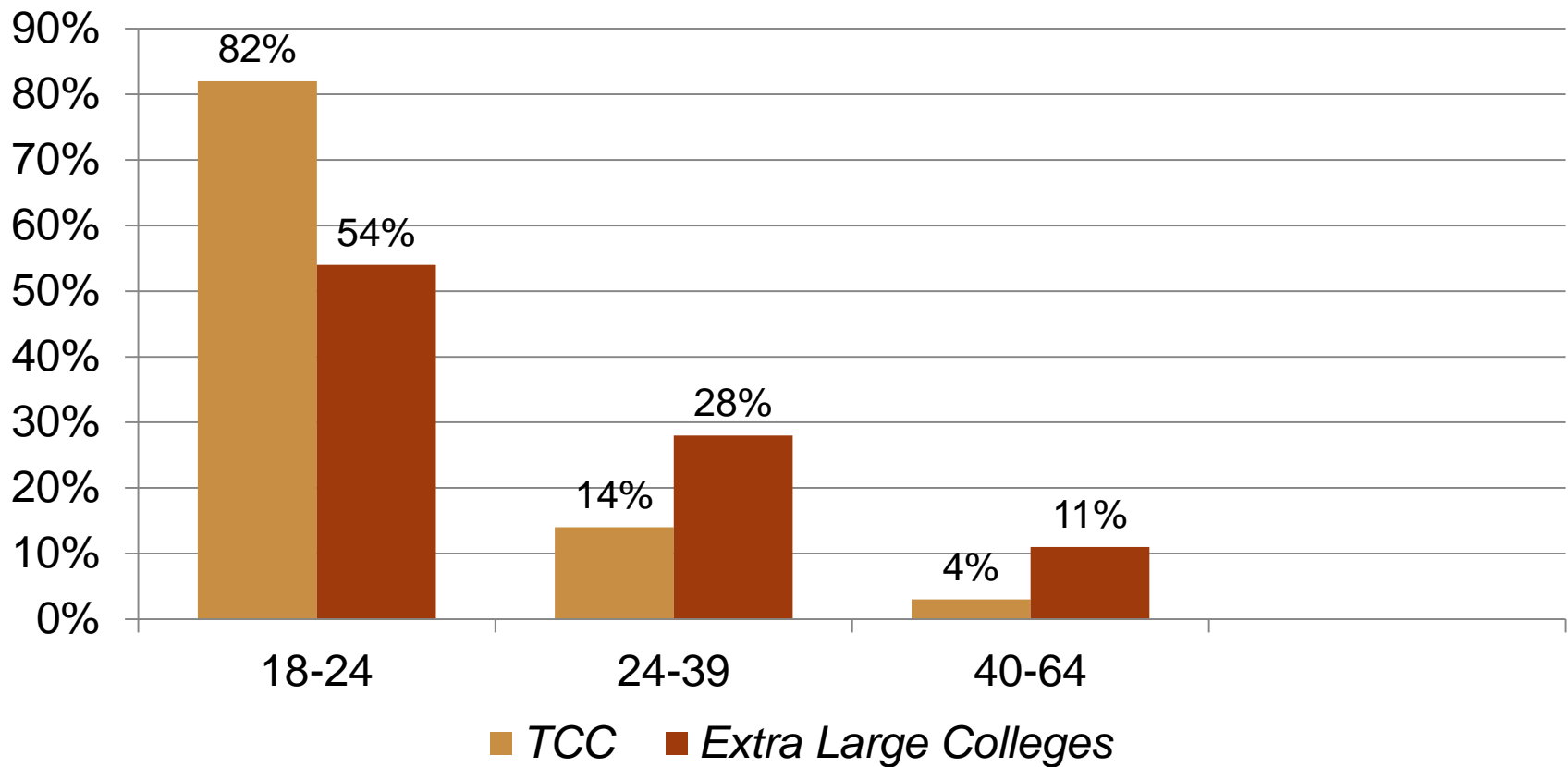
Source: 2011 SENSE data

Student Respondent Profile: Enrollment Status



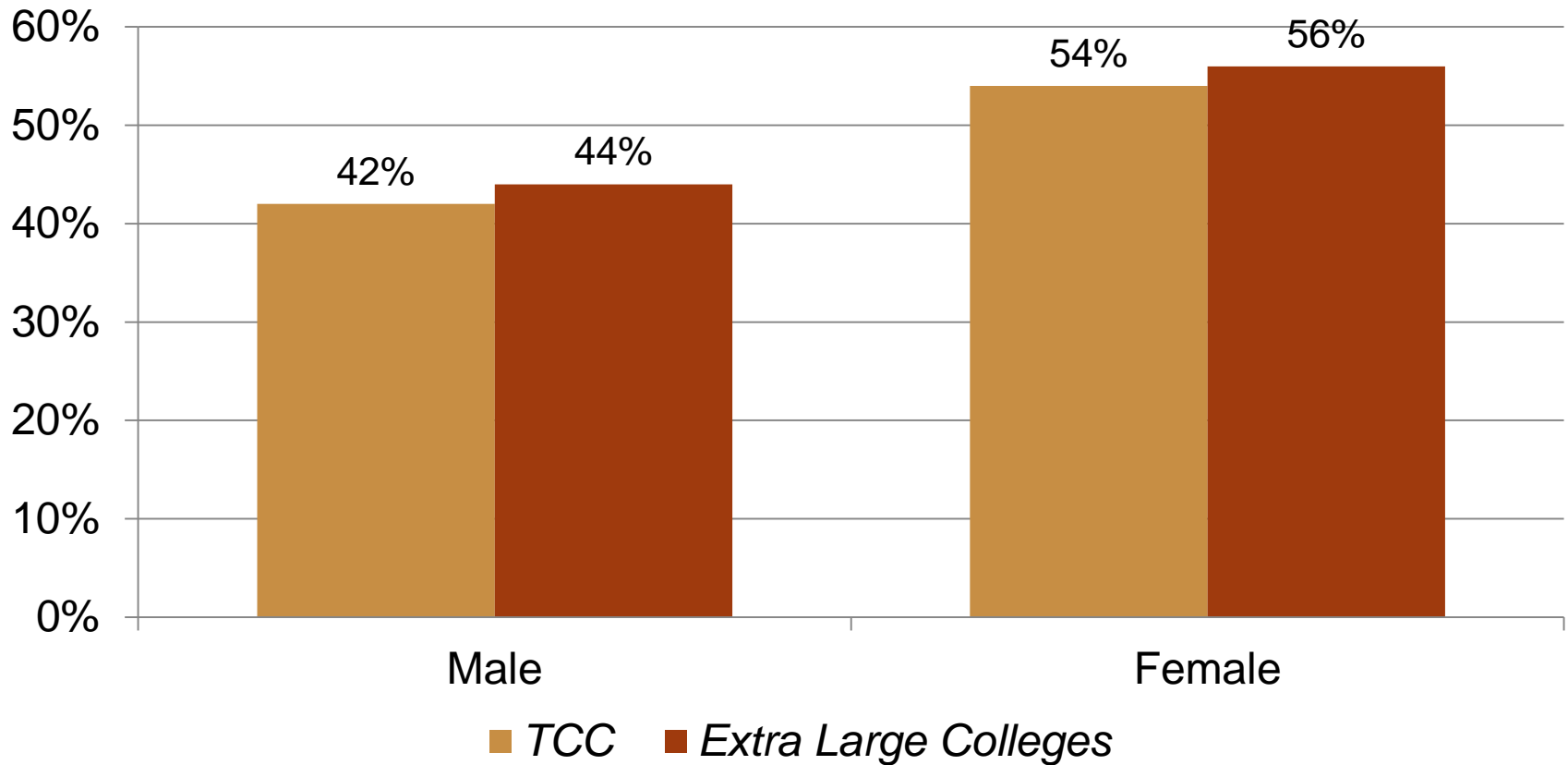
Source: 2011 SENSE data

Student Respondent Profile: Age



Source: 2011 SENSE data

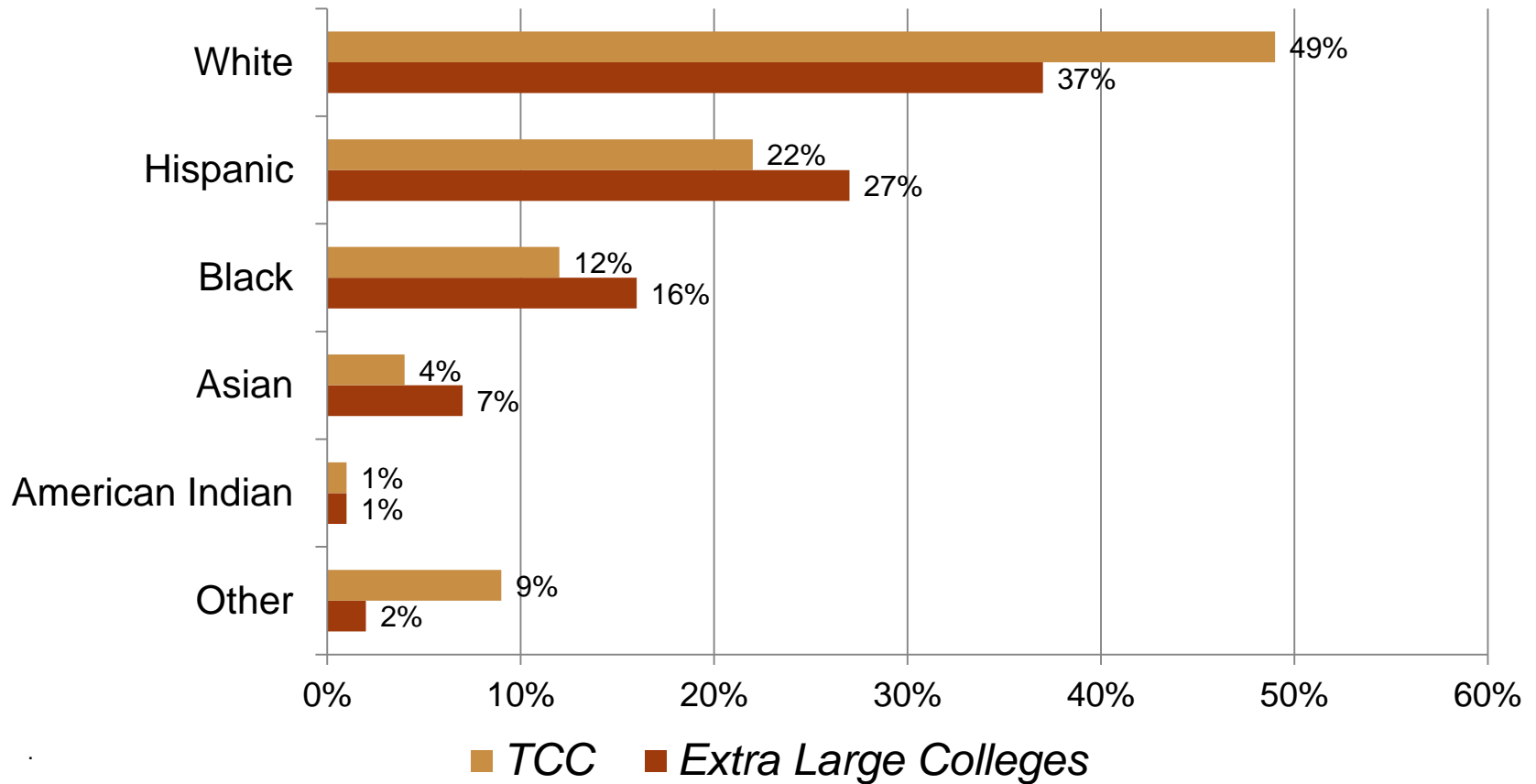
Student Respondent Profile: Gender



Source: 2011 SENSE data

4% didn't report gender

Student Respondent Profile: Race & Ethnicity



Source: 2011 SENSE data

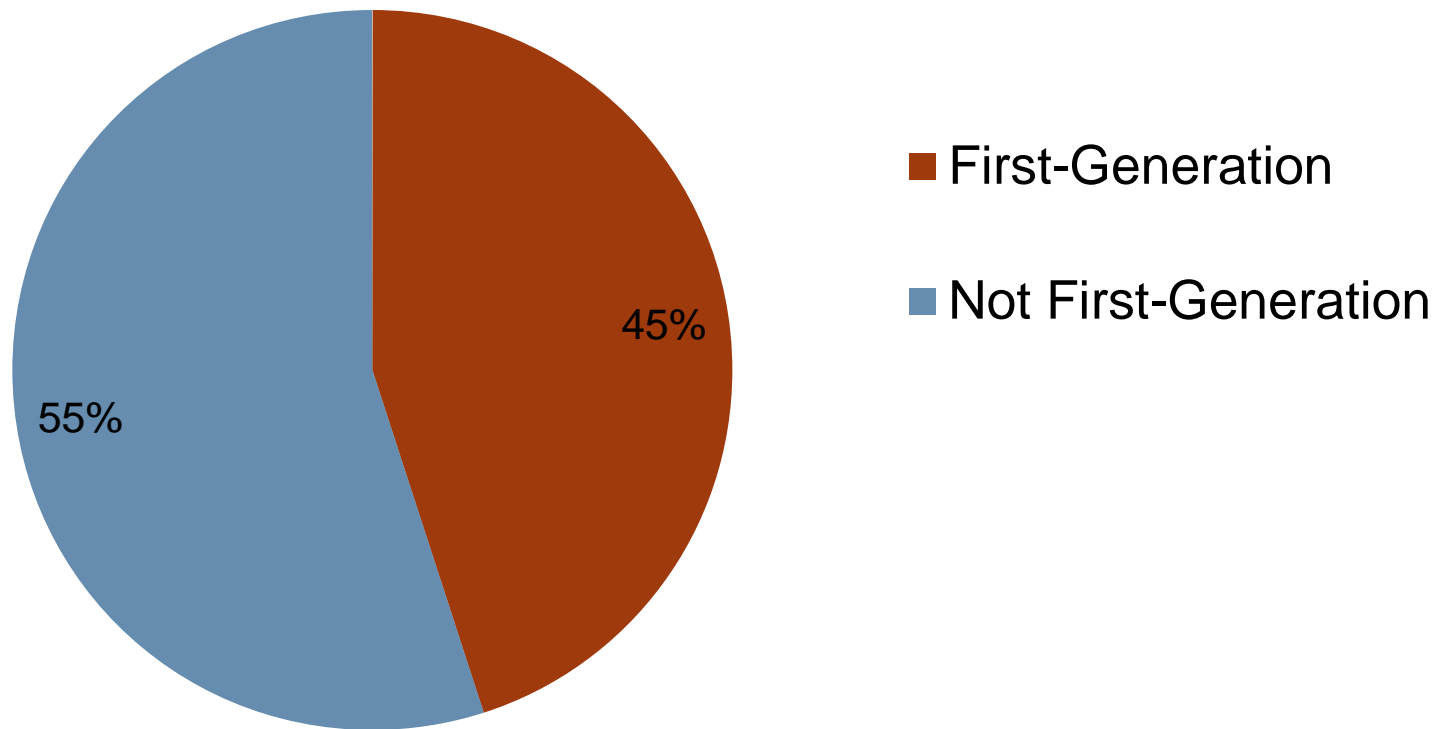
Totals do not equal 100% due to non-responses.

Miscellaneous Student Demographics

SENSE 2011 provided the following data regarding entering students:

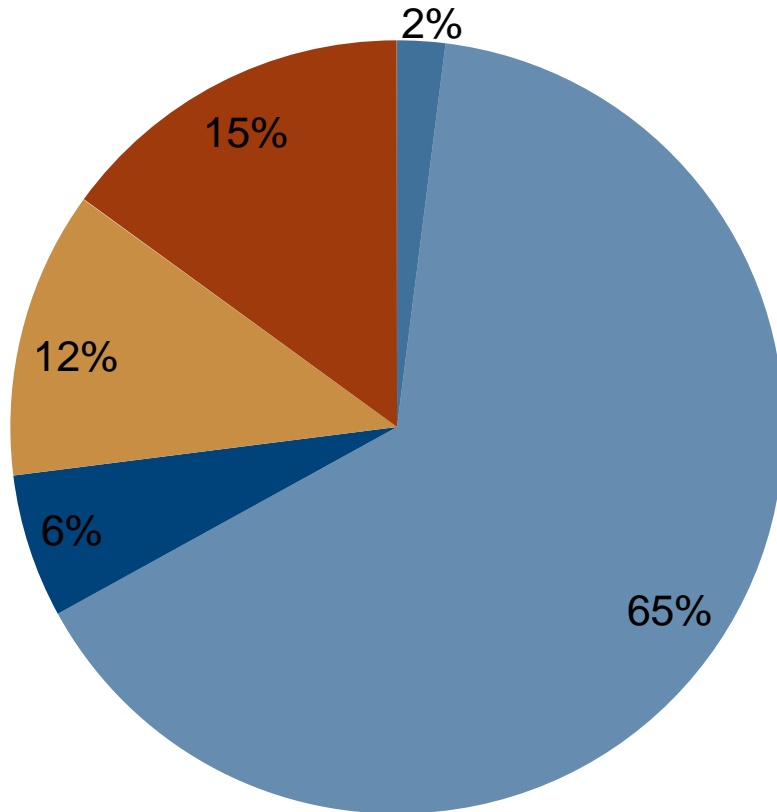
- 12% are married
- 20% have children
- 24% speak English as a second language

Student Respondent Profile: First-Generation Status



Source: 2011 SENSE data

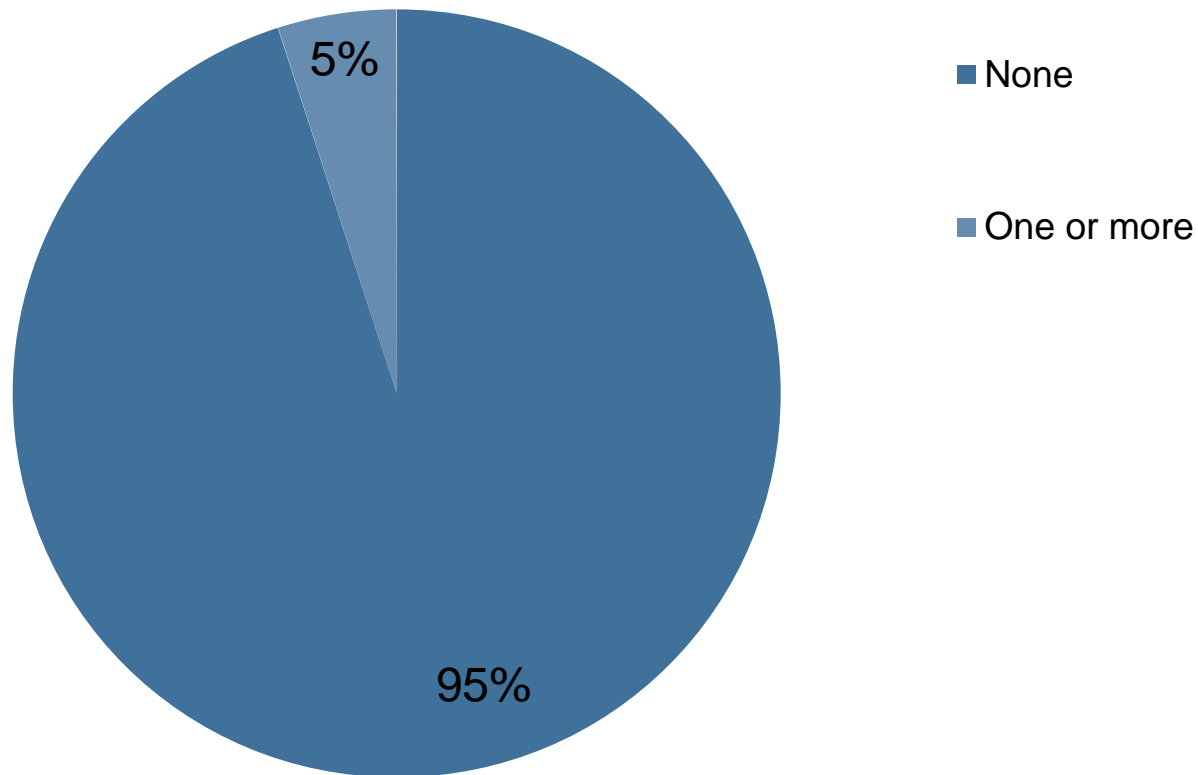
Student Respondent Profile: Orientation



- 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 semester/quarter at this college
- I was not aware of a college orientation
- I was unable to participate in orientation due to scheduling or other issues

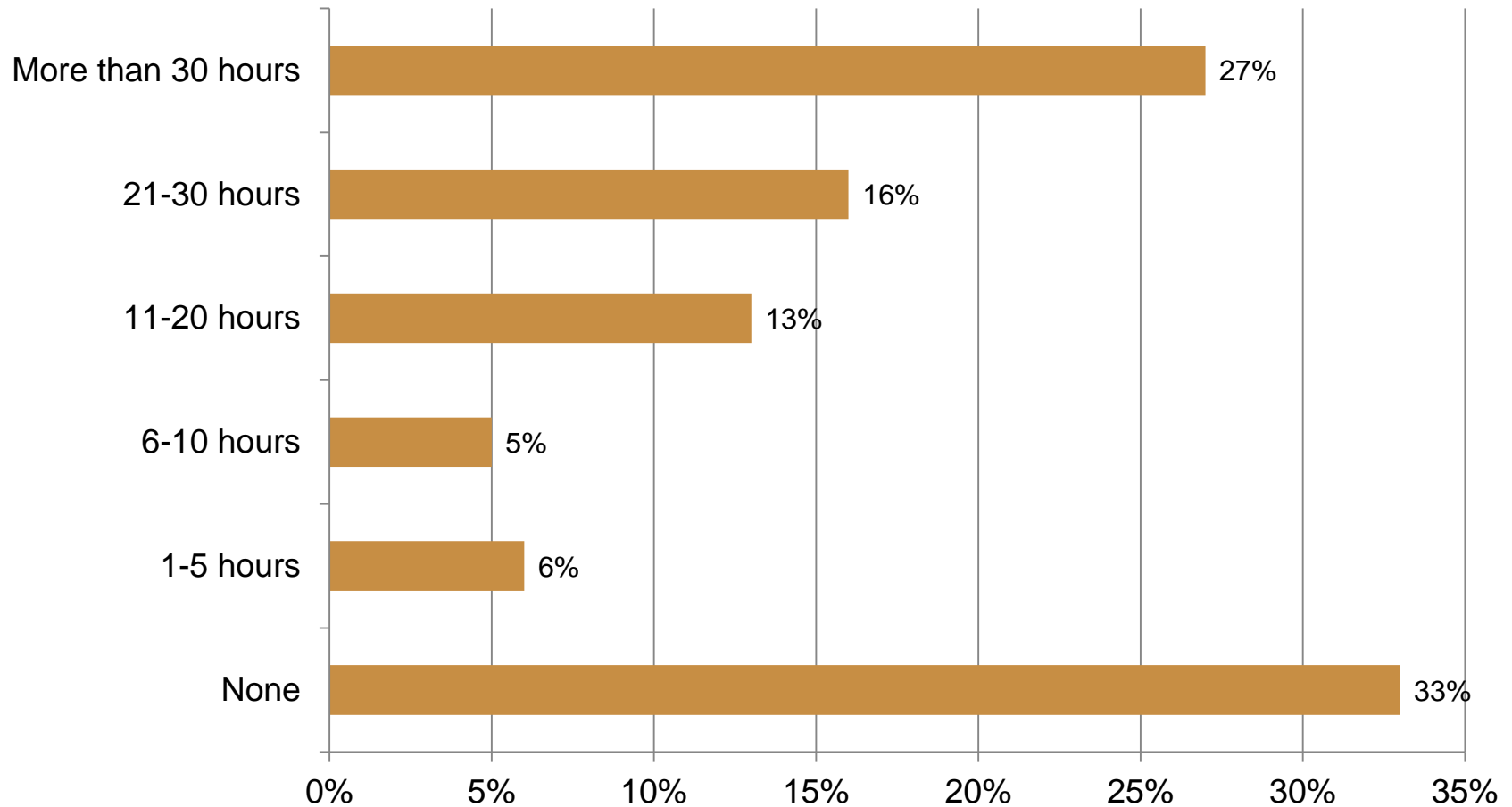
Source: 2011 SENSE data

Student Respondent Profile: Courses Dropped after first class day



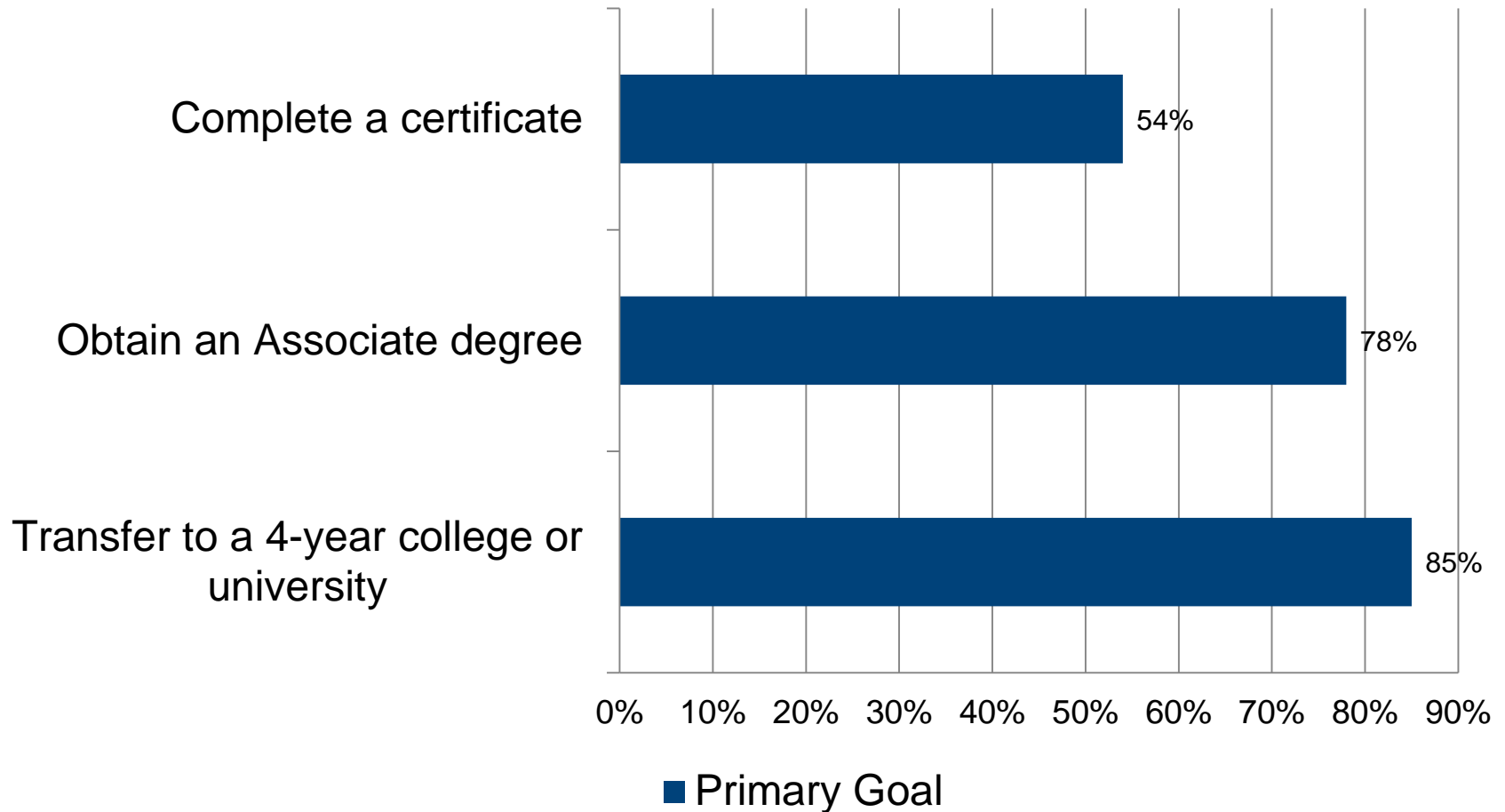
Source: 2011 SENSE data

Student Respondent Profile: Employment



Source: 2011 SENSE data

Student Respondent Profile: Goals



Source: 2011 SENSE data



SENSE Benchmarks

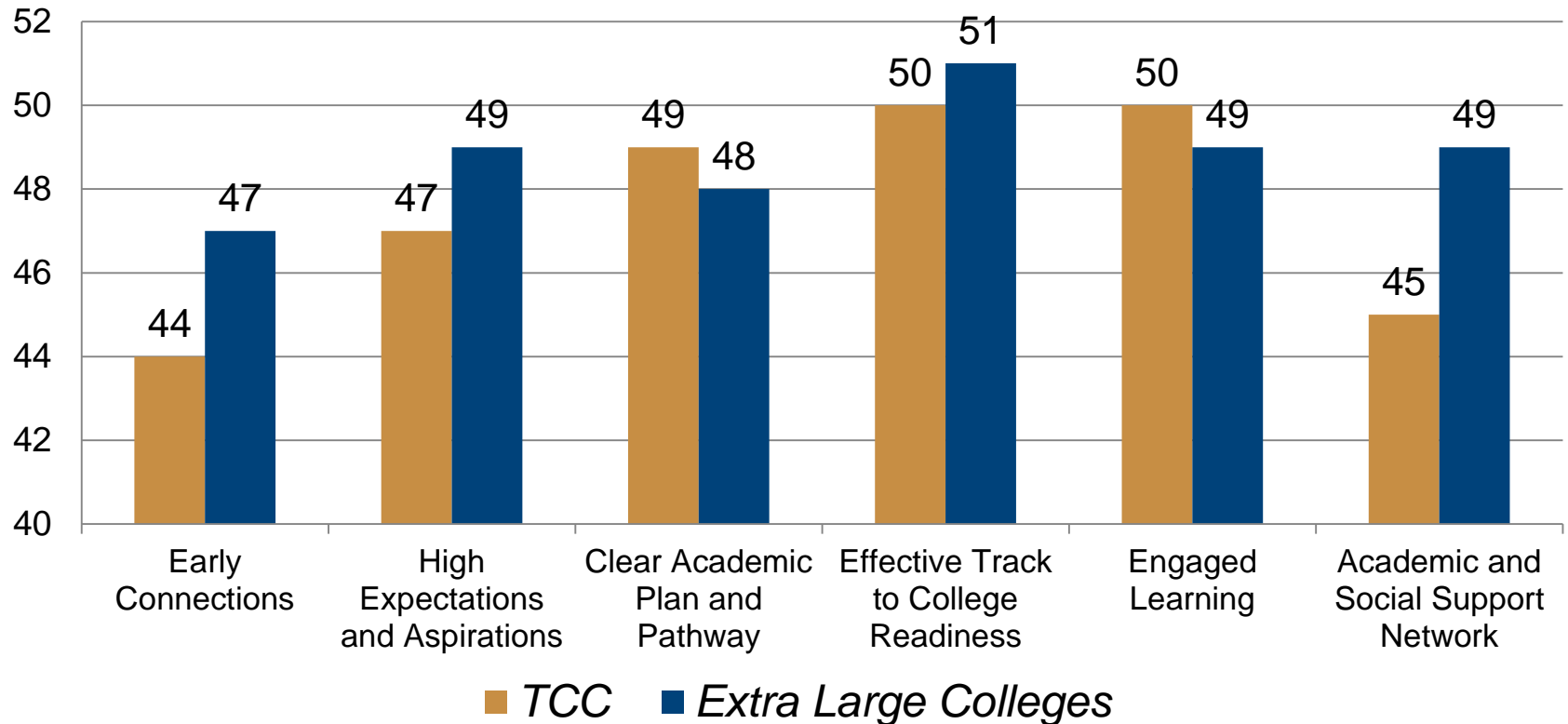
SENSE Benchmarks of Effective Practice with Entering Students

The six *SENSE* benchmarks are:

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

SENSE Benchmarks for Effective Educational Practice

SENSE Benchmark Scores for [College Name] compared to [Comparison Group]



Source: 2011 SENSE data

Early Connections

- Percentage of students noting **non-agreement** with the following statements:
 - The very first time I came to this college I felt welcome: **41%**
 - The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.): **57%**
 - A college staff member helped me determine whether I qualified for financial assistance: **73%**
 - At least one college staff member (other than an instructor) learned my name: **64%**
 - A specific person was assigned to me so I could see him/her each time I needed information or assistance: **79%**

Source: 2011 SENSE data

High Expectations and Aspirations

- During the first three weeks of your first semester, how often did you (response of one or more times):
 - Turn in an assignment late: **28%**
 - Not turn in an assignment: **35%**
 - Come to class without completing readings or assignments: **48%**
 - Skip class: **25%**

Source: 2011 SENSE data

Clear Academic Plan and Pathway

- Percentage of students noting non-agreement with the following statements:
 - I was able to meet with an academic advisor at times convenient for me: **36%**
 - An advisor helped me to select a course of study, program, or major: **47%**
 - An advisor helped me to set academic goals and to create a plan for achieving them: **61%**
 - An advisor helped me to identify the courses I needed to take during my first semester/quarter: **33%**
 - 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: **73%**

Source: 2011 SENSE data

Effective Track to College Readiness

- Percentage of students noting **non-agreement** with the following statements:
 - I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.): **28%**
 - I learned to understand my academic strengths and weaknesses: **35%**
 - I learned skills and strategies to improve my test-taking ability: **50%**

Source: 2011 SENSE data

Engaged Learning

- During the first three weeks of your first semester, how often did you (response of never):
 - Work with classmates outside of class on class projects or assignments: **62%**
 - Participate in a required study group outside of class: **82%**
 - Receive prompt written or oral feedback from instructors on your performance: **31%**
 - Discuss ideas from readings or classes with instructors outside of class: **70%**
 - Use face-to-face tutoring: **85%**
 - Use writing, math, or other skill lab: **52%**

Source: 2011 SENSE data

Academic and Social Support Network

- Percentage of students noting **non-agreement** with the following statements:
 - All instructors clearly explained academic and student support services available at this college: **36%**
 - At least one other student whom I didn't previously know learned my name: **25%**
 - I learned the name of at least one other student in most of my classes: **20%**

Source: 2011 SENSE data



Strategies to Promote Learning that Matters

Strategies to Promote Learning that Matters

The Center describes four key strategies to promote strengthened classroom experiences:

- Strengthen classroom engagement
- Integrate student support into learning experiences
- Focus institutional policies on creating the conditions for learning
- Expand professional development focused on engaging entering students

Strengthen Classroom Engagement

- Raise expectations
- Promote active, engaged learning
- Build and encourage relationships
- Ensure that students know where they stand

Raise Expectations

Instructors should set high standards and communicate them clearly, deliberately, and consistently.



Raise Expectations

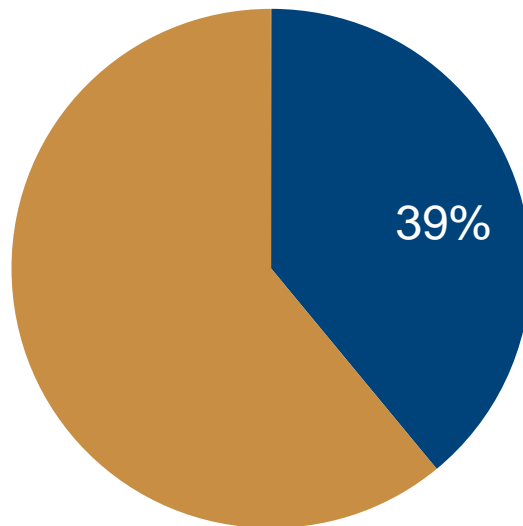
Students report that they are motivated to succeed:

- 89% of students “Agree” or “Strongly Agree” that they have the motivation to do what it takes to succeed in college

Raise Expectations

But expectations may not be as high as they need to be:

Time Spent Studying



Percentage of full-time students who report spending *five or fewer hours per week* preparing for class

Source: 2011 SENSE data

Promote Active, Engaged Learning

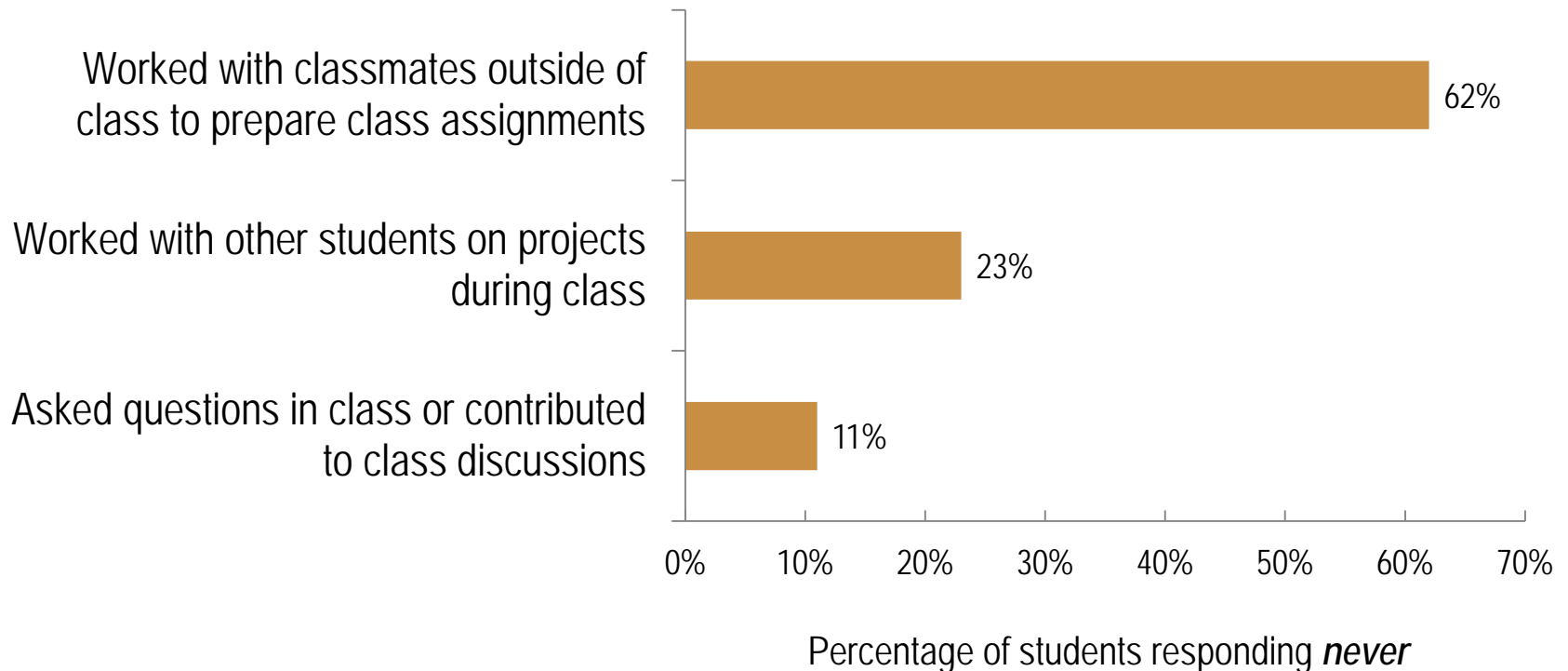
Students learn and retain more information — and persist and succeed at higher levels — when they are actively involved in learning rather than passively receiving information.



Promote Active, Engaged Learning

Student Perceptions of Engaged Learning

During the first three weeks of your first semester/quarter at this college, about how often have you done each of the following activities?



Source: 2011 SENSE data

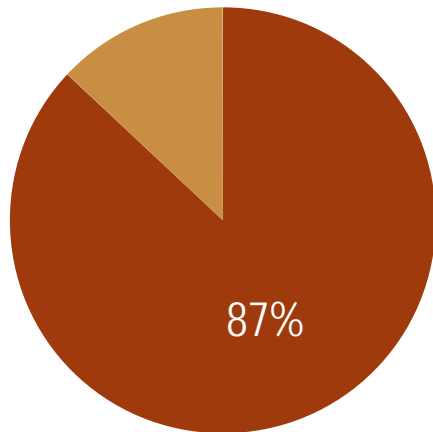
Build and Encourage Relationships

Personal connections are a critical factor in student success

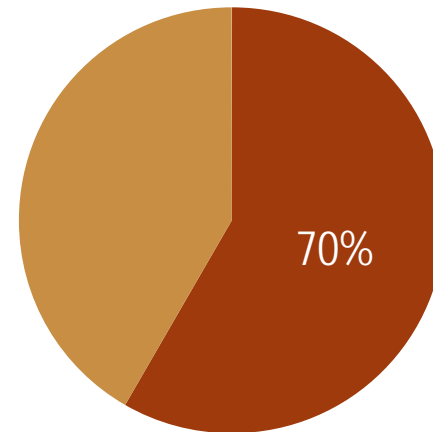


Build and Encourage Relationships

Entering Students' Interaction with Faculty



Percentage of entering students who *agree* or *strongly agree* that they knew how to get in touch with their instructors outside of class



Percentage of entering students who report that they *never* discussed ideas from readings or classes with instructors outside of class

Source: 2011 SENSE data

Ensure that Students Know Where They Stand

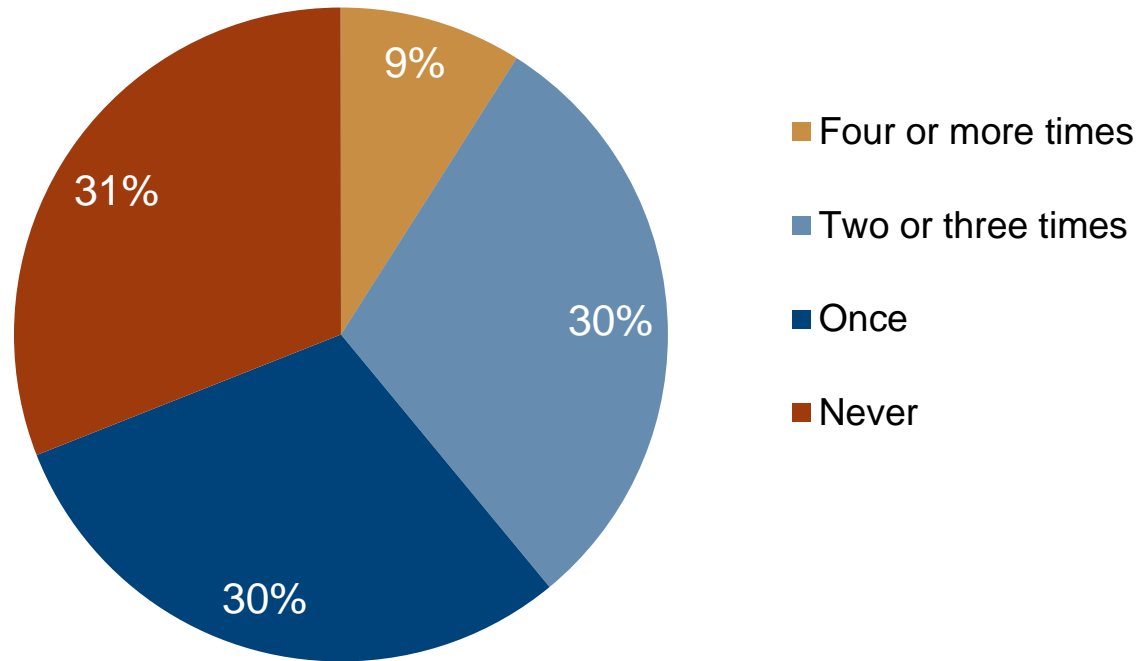
Feedback on academic performance greatly affects student retention



Ensure that Students Know Where They Stand

Student Perceptions of Feedback

During the first three weeks of your first semester/quarter at this college, about how often have you received prompt written or oral feedback from instructors on your performance?



Source: 2011 SENSE data

Integrate Student Support into Learning Experiences

Students are most likely to succeed when expectations are high and they receive the support they need to rise to those expectations



Integrate Student Support into Learning Experiences

Student Use of and Satisfaction with Student Services

How often did you use the services?

| | Very | Not at all |
|----------------------------------|------|------------|
| Academic advising/planning | 3% | 40% |
| Career counseling | 2% | 80% |
| Financial aid advising | 5% | 55% |
| Skill labs (writing, math, etc.) | 14% | 52% |

How satisfied were you with the services?

| | Rarely/ Never |
|----------------------------------|------------------|
| Academic advising/planning | 6% |
| Career counseling | 4% |
| Financial aid advising | 7% |
| Skill labs (writing, math, etc.) | 4% |

Source: 2011 SENSE data

Focus Institutional Policies on Creating the Conditions for Learning

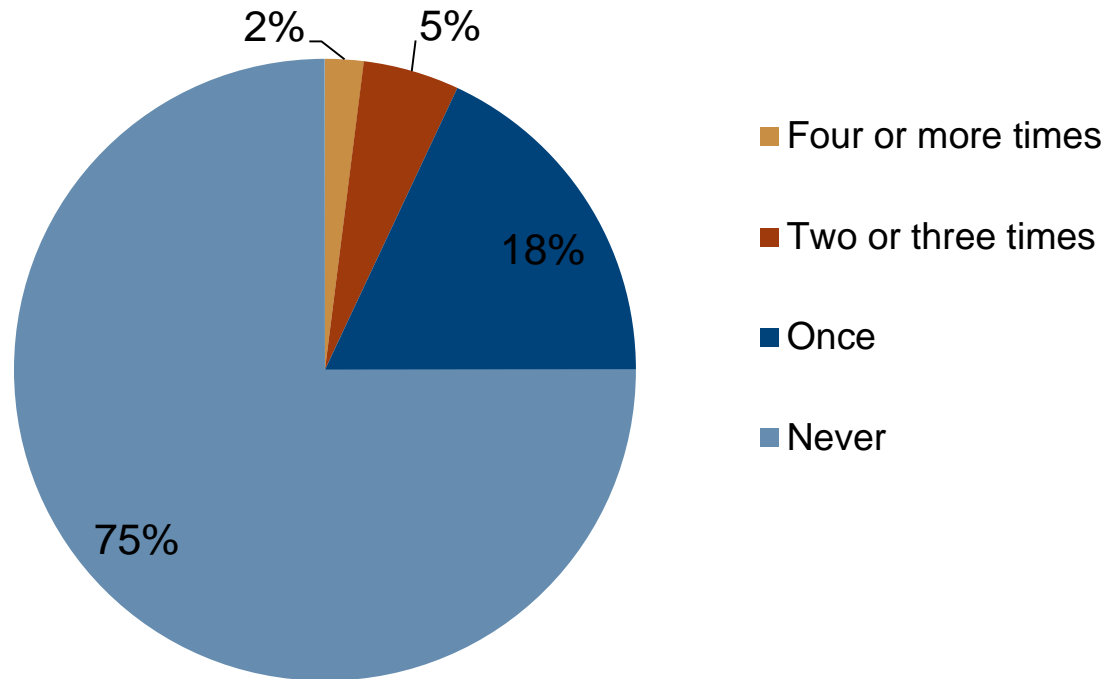
Institutional policies focused on student success are most effective when colleges mandate student participation in activities that are shown to increase persistence and improve student outcomes



Focus Institutional Policies on Creating the Conditions for Learning

Class Attendance

During the first three weeks of your first semester/quarter at this college, about how often have you skipped class?



Source: 2011 SENSE data

Expand Professional Development Focused on Engaging Entering Students

- Instructors—both part- and full-time— must be given the opportunities to learn about effective teaching strategies.
- *SENSE* can help launch dialogue on effective strategies to promote learning, persistence and college completion for larger numbers of students.

Source: 2011 CCFSSSE data



Questions?