



SENSE 2012 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



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

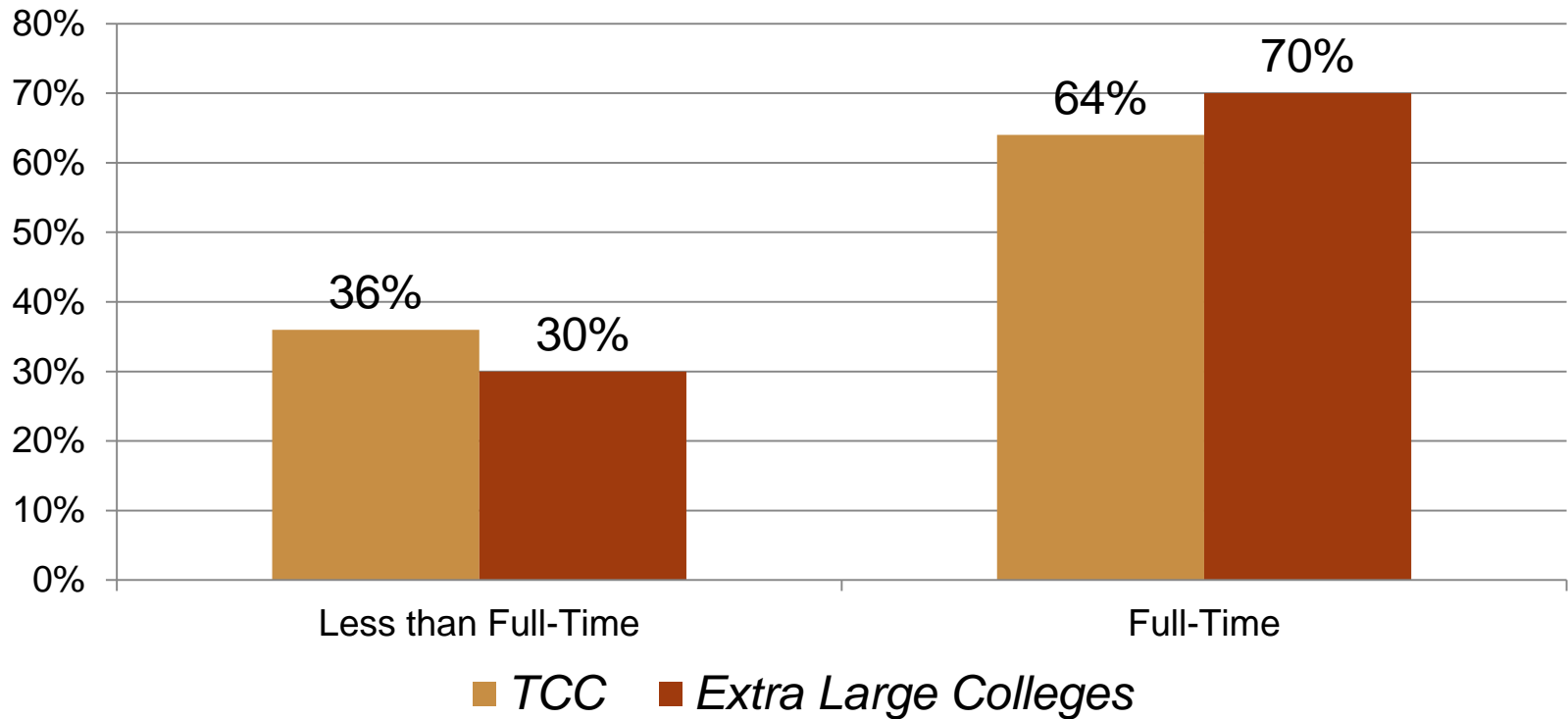


Survey Respondents

- 57% 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

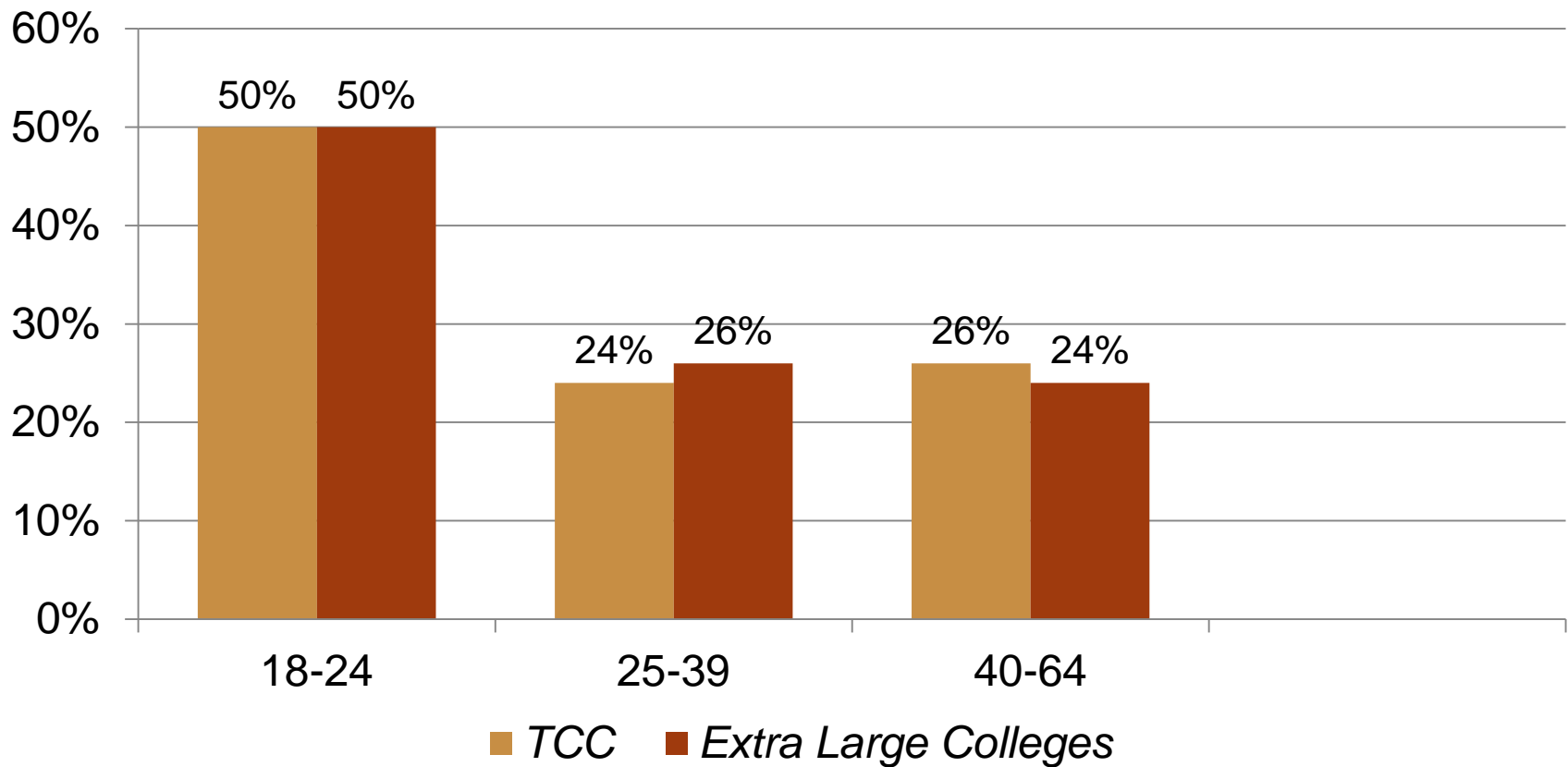
Source: 2012 SENSE data

Student Respondent Profile: Enrollment Status



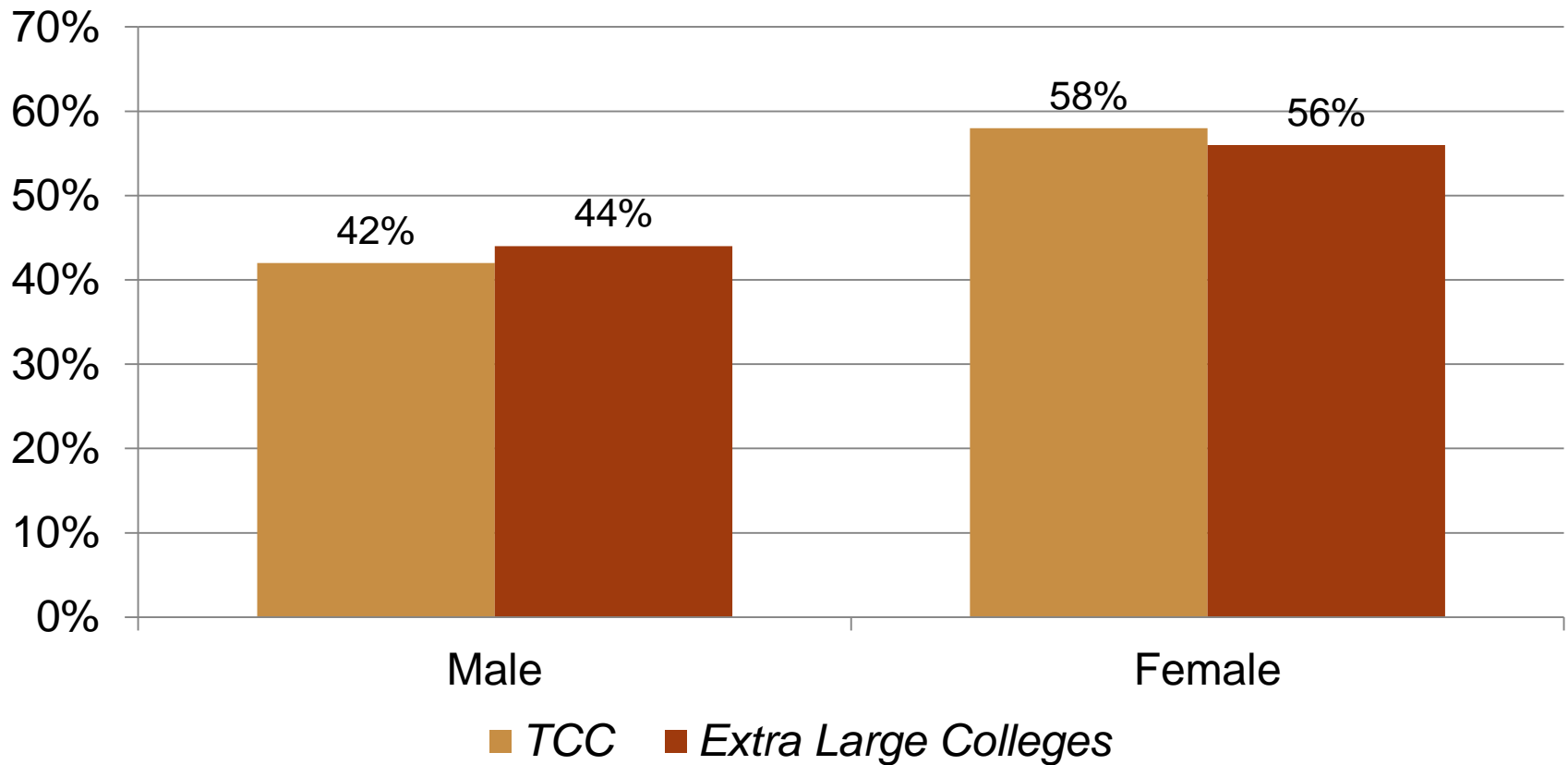
Source: 2012 SENSE data

Student Respondent Profile: Age



Source: 2012 SENSE data

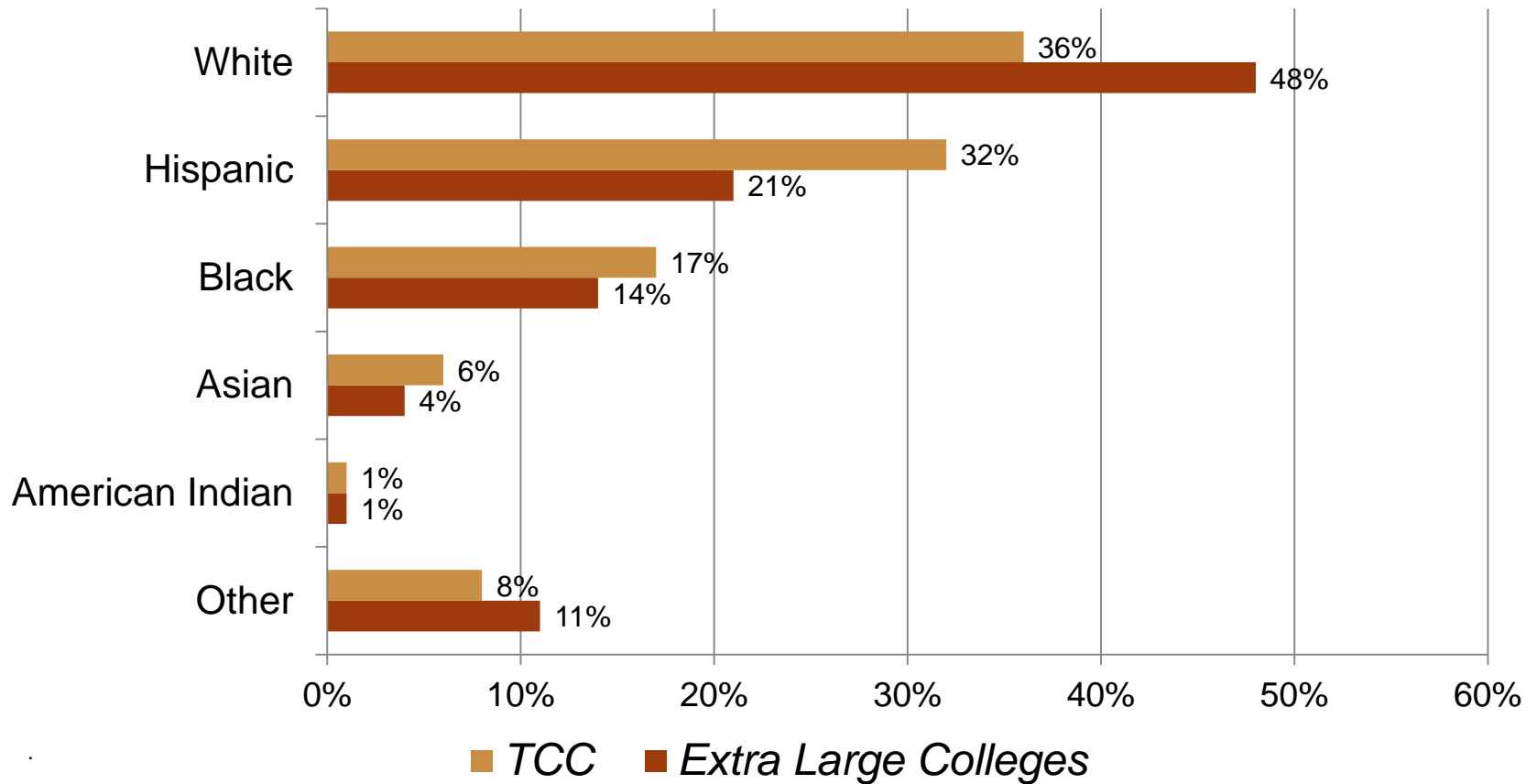
Student Respondent Profile: Gender



Source: 2012 SENSE data

4% didn't report gender

Student Respondent Profile: Race & Ethnicity



Source: 2012 SENSE data

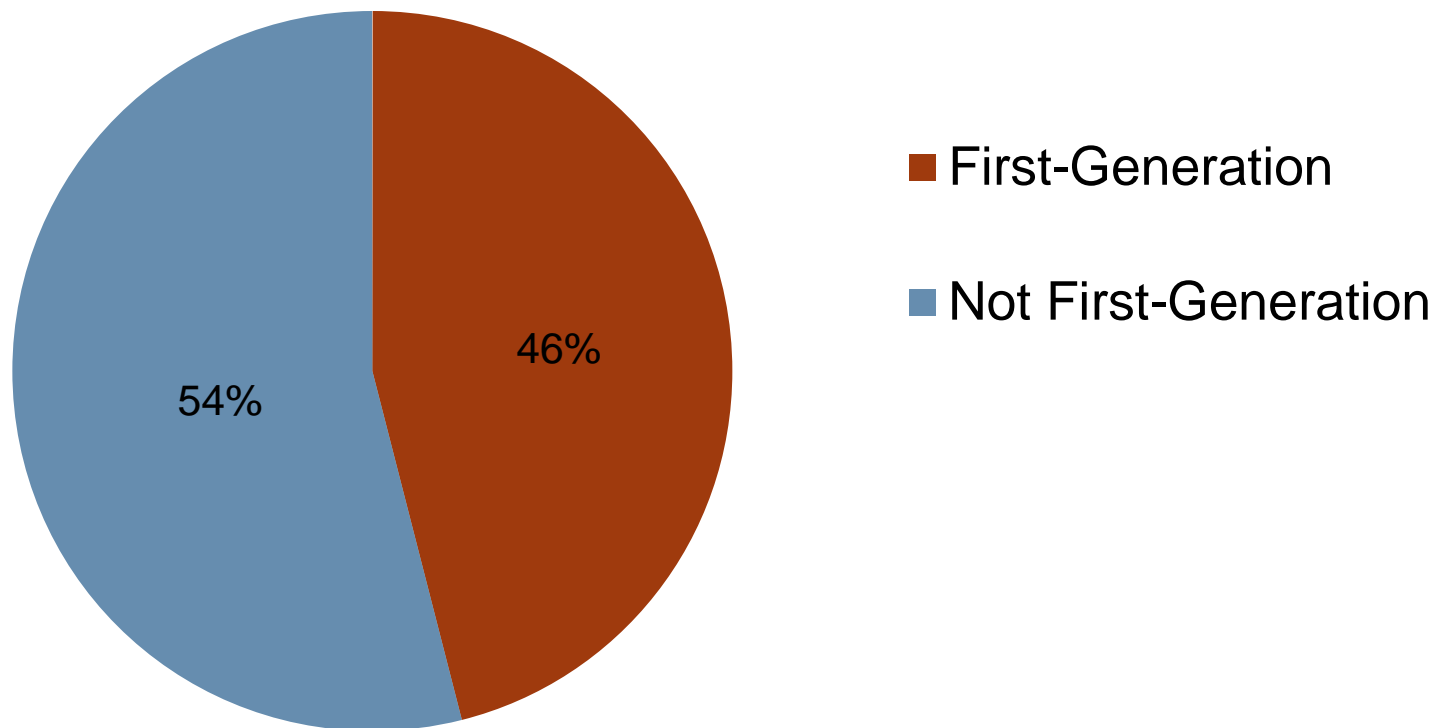
Totals do not equal 100% due to non-responses.

Miscellaneous Student Demographics

SENSE 2012 provided the following data regarding entering students:

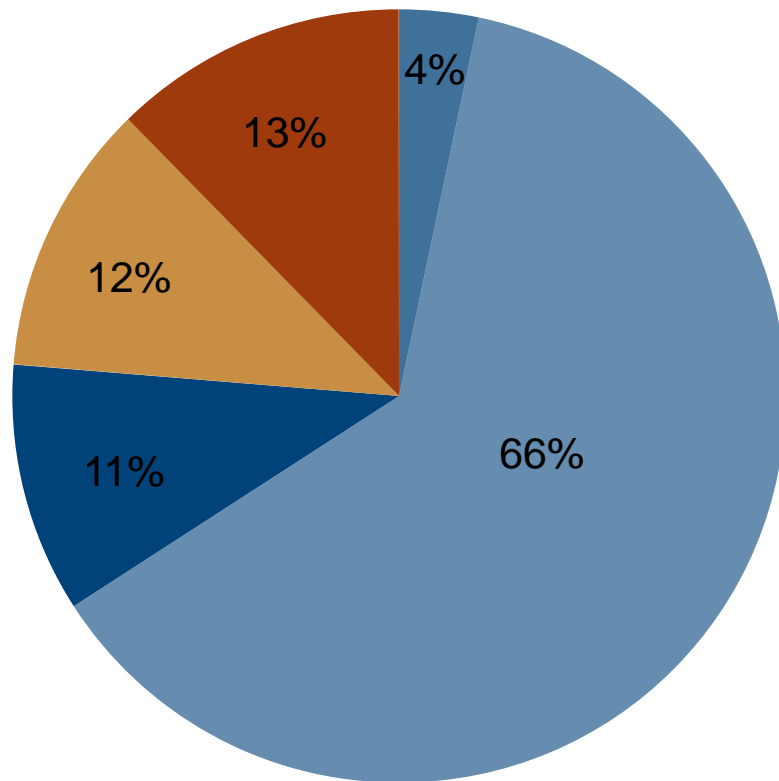
- 12% are married
- 21% have children
- 27% speak English as a second language

Student Respondent Profile: First-Generation Status



Source: 2012 SENSE data

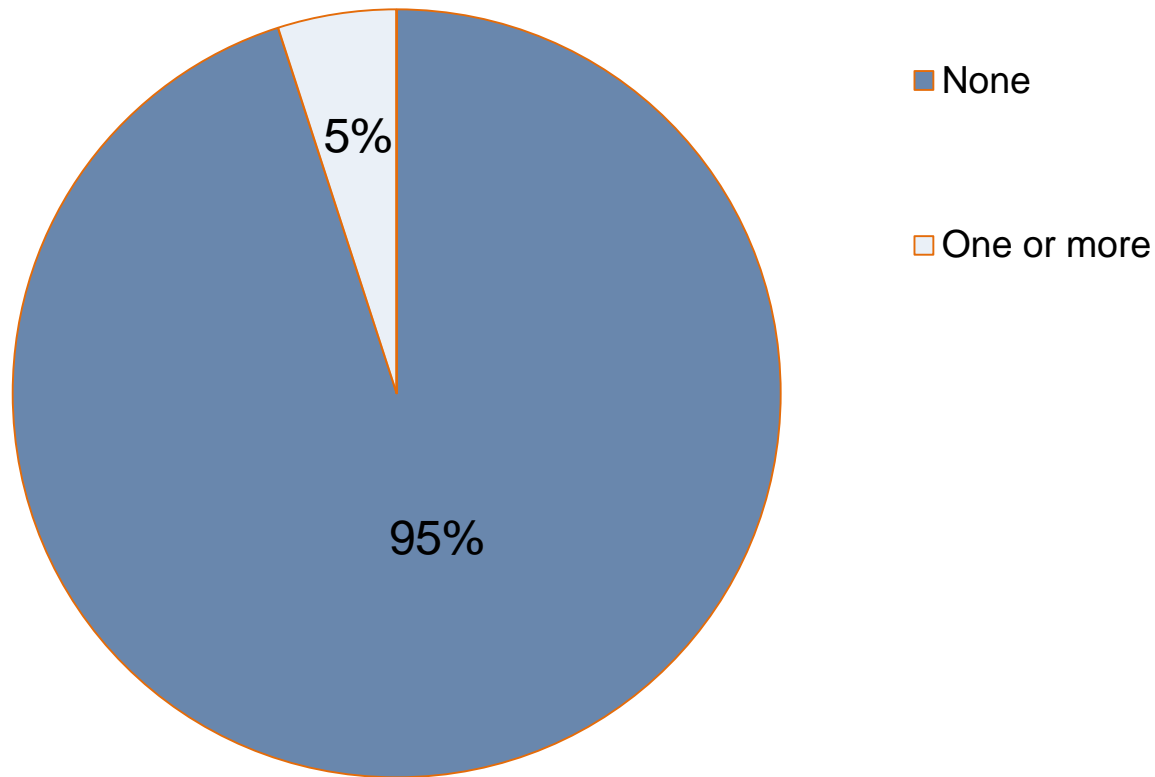
Student Respondent Profile: Orientation



- 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

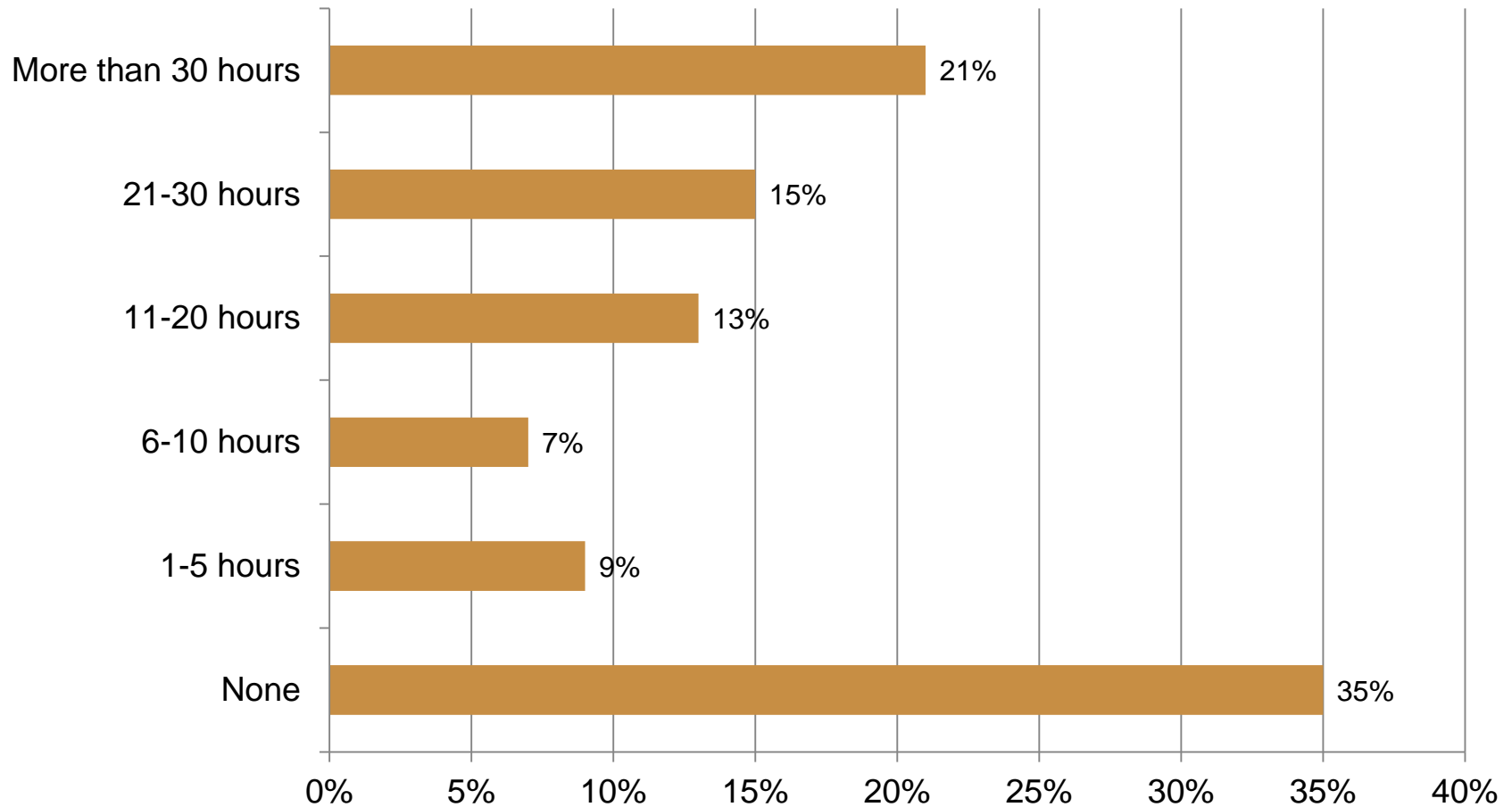
Source: 2012 SENSE data

Student Respondent Profile: Courses Dropped after first class day



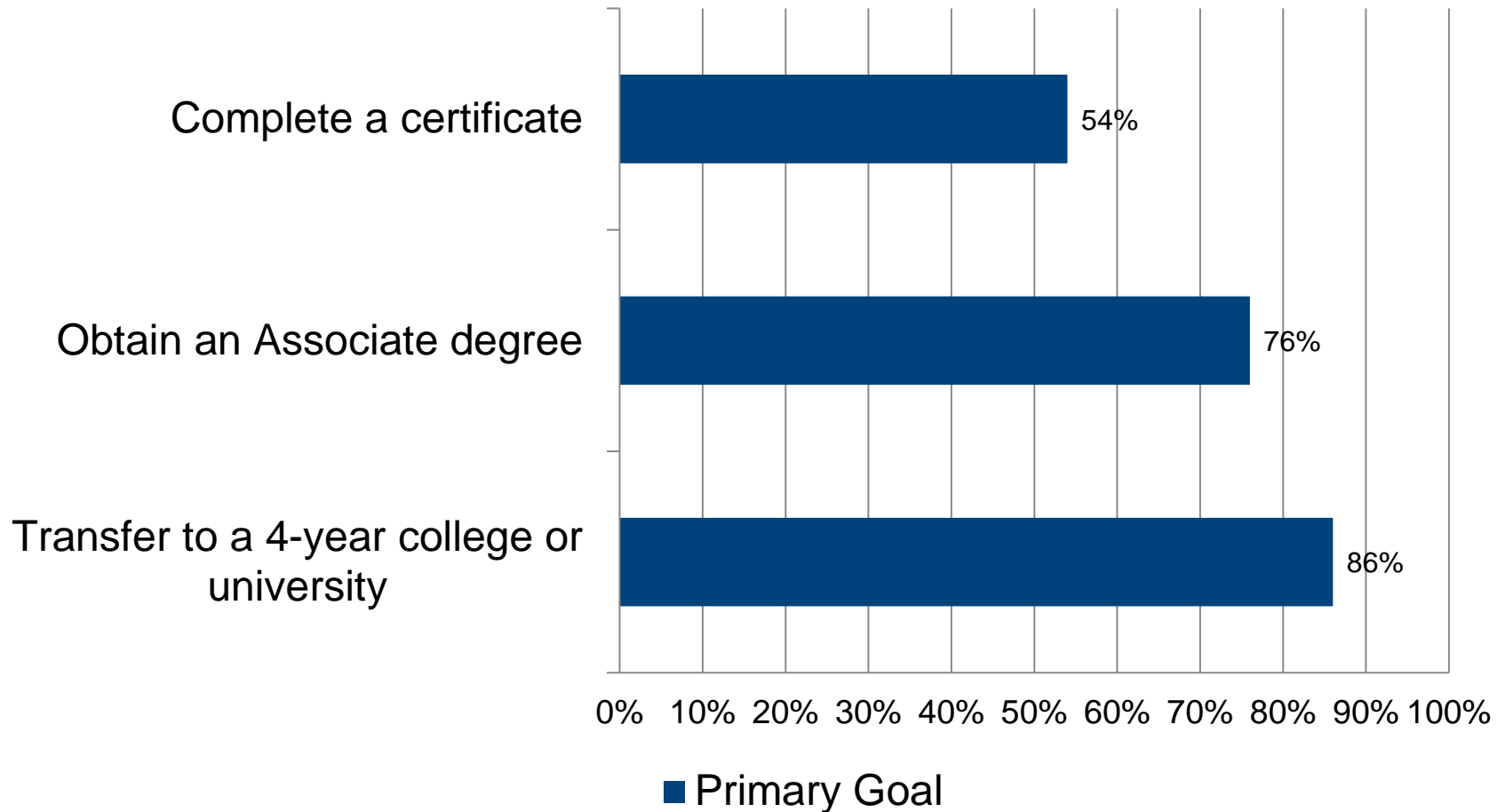
Source: 2012 SENSE data

Student Respondent Profile: Employment



Source: 2012 SENSE data

Student Respondent Profile: Goals



Source: 2012 SENSE data



SENSE Benchmarks



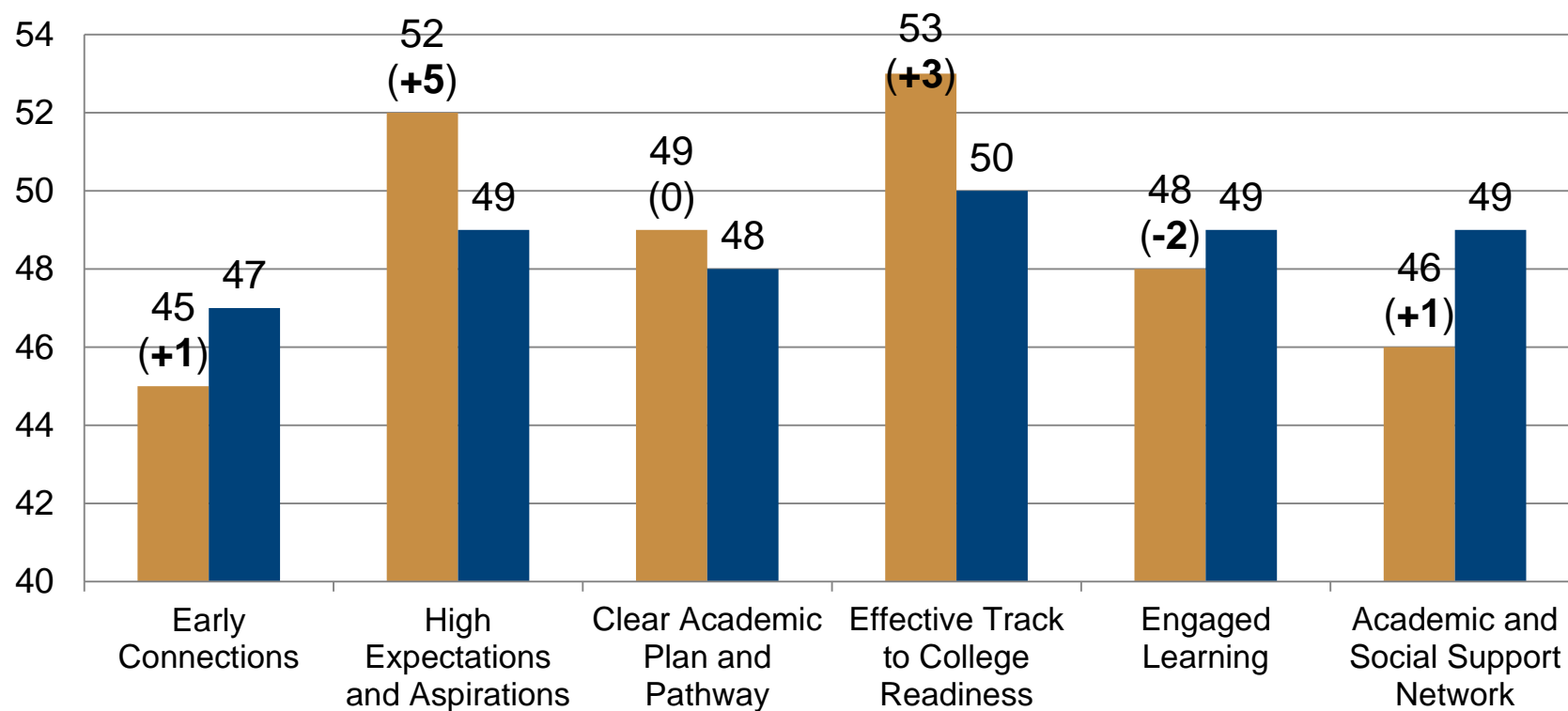
SENSE Benchmarks of Effective Practice with Entering Students

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 TCCD compared to Extra Large Colleges and SENSE 2011 Benchmark Scores (+/-)



Source: 2012 SENSE data

■ TCC ■ Extra Large Colleges

Early Connections

- Percentage of students not choosing *agree* or *strongly agree* for the following statements:
 - The very first time I came to this college I felt welcome: **32%**
 - The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.): **52%**
 - A college staff member helped me determine whether I qualified for financial assistance: **74%**
 - At least one college staff member (other than an instructor) learned my name: **63%**
 - A specific person was assigned to me so I could see him/her each time I needed information or assistance: **77%**

Source: 2012 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: **27%**
 - Not turn in an assignment: **26%**
 - Come to class without completing readings or assignments: **42%**
 - Skip class: **22%**

Source: 2012 SENSE data



Effective Track to College Readiness

- Percentage of students not choosing ***agree*** or ***strongly agree*** for the following statements:
 - I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.): **24%**
 - I learned to understand my academic strengths and weaknesses: **29%**
 - I learned skills and strategies to improve my test-taking ability: **42%**

Source: 2012 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: **65%**
 - Participate in a required study group outside of class: **81%**
 - Receive prompt written or oral feedback from instructors on your performance: **32%**
 - Discuss ideas from readings or classes with instructors outside of class: **71%**
 - Use face-to-face tutoring: **77%**
 - Use writing, math, or other skill lab: **50%**

Source: 2012 SENSE data



Academic and Social Support Network

- Percentage of students not choosing *agree* or *strongly agree* for 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: **22%**
 - I learned the name of at least one other student in most of my classes: **18%**

Source: 2012 SENSE data



Clear Academic Plan and Pathway

- Percentage of students not choosing *agree* or *strongly agree* for the following statements:
 - I was able to meet with an academic advisor at times convenient for me: **31%**
 - An advisor helped me to select a course of study, program, or major: **44%**
 - An advisor helped me to set academic goals and to create a plan for achieving them: **59%**
 - An advisor helped me to identify the courses I needed to take during my first semester/quarter: **30%**
 - 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: **72%**

Source: 2012 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

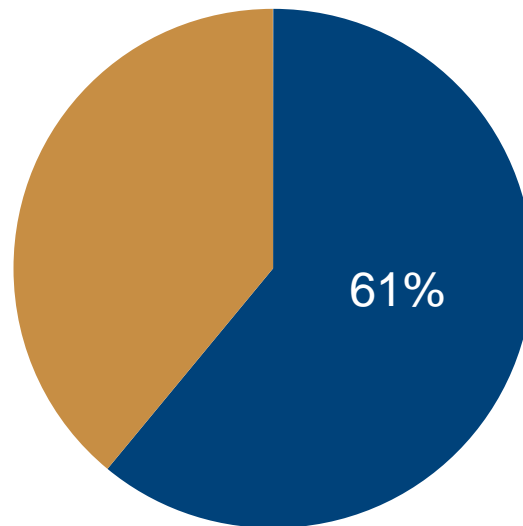
Students report that they are motivated to succeed:

- 90% 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 students who report spending *five or fewer hours per week* preparing for class

Source: 2012 SENSE data

Promote Active, Engaged Learning

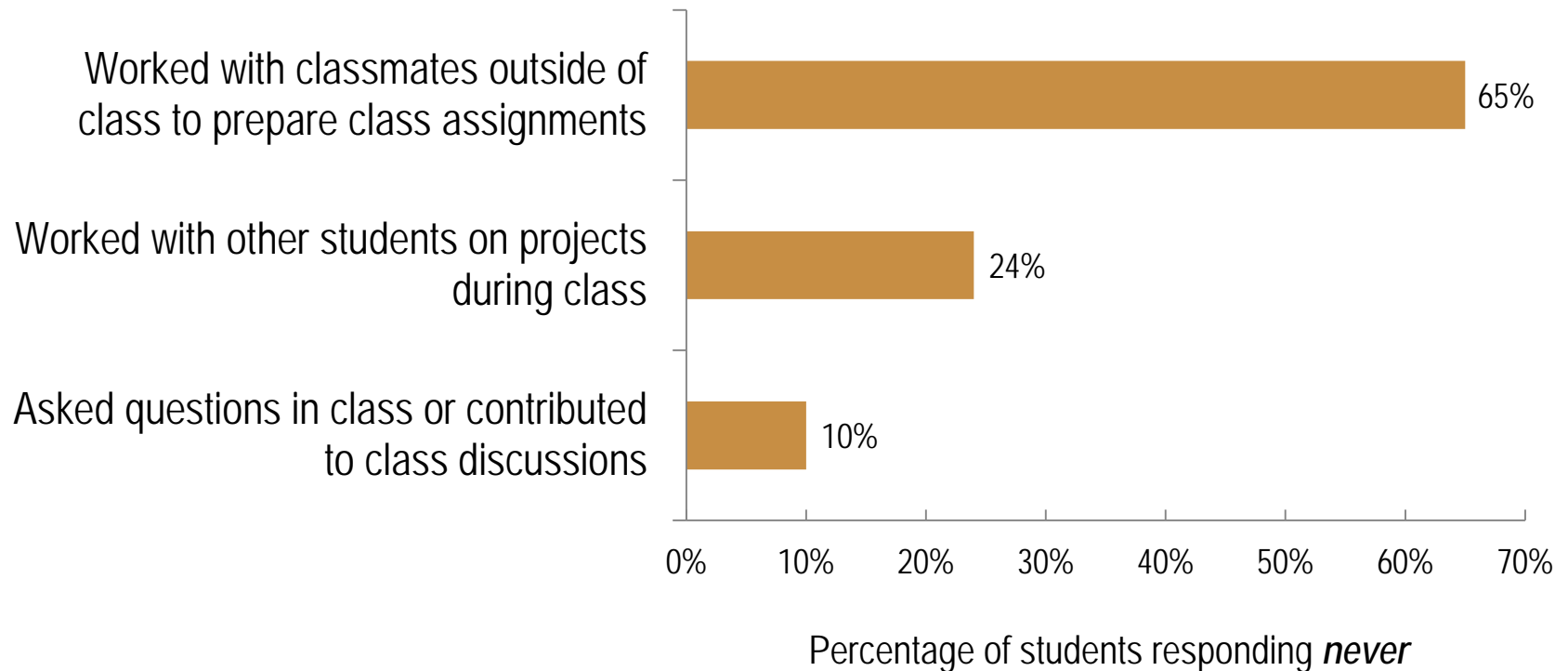
Students learn and retain more information — and persist and succeed at higher levels — when they are actively involved in learning rather than passively receiving information.



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: 2012 SENSE data

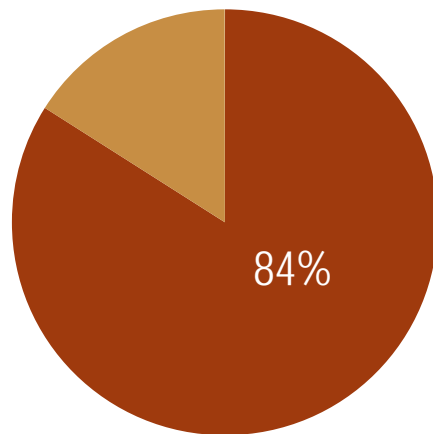
Build and Encourage Relationships

Personal connections are a critical factor in student success

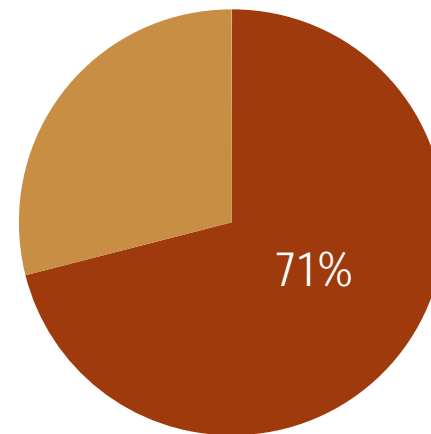


Build and Encourage Relationships

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: 2012 SENSE data

Ensure that Students Know Where They Stand

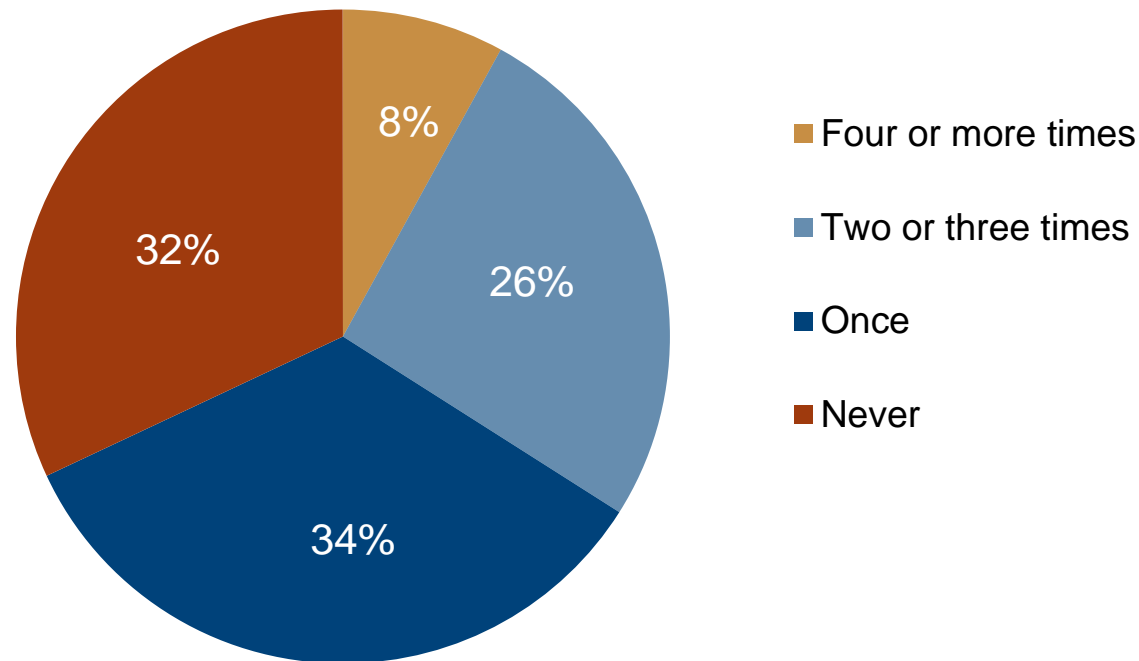
Feedback on academic performance greatly affects student retention



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: 2012 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?

	Once	Never
Academic advising/planning	34%	38%
Career counseling	17%	77%
Financial aid advising	26%	55%
Skill labs (writing, math, etc.)	14%	50%

How satisfied were you with the services?

	Very
Academic advising/planning	29%
Career counseling	13%
Financial aid advising	23%
Skill labs (writing, math, etc.)	35%

Source: 2012 SENSE data

Focus Institutional Policies on Creating the Conditions for Learning

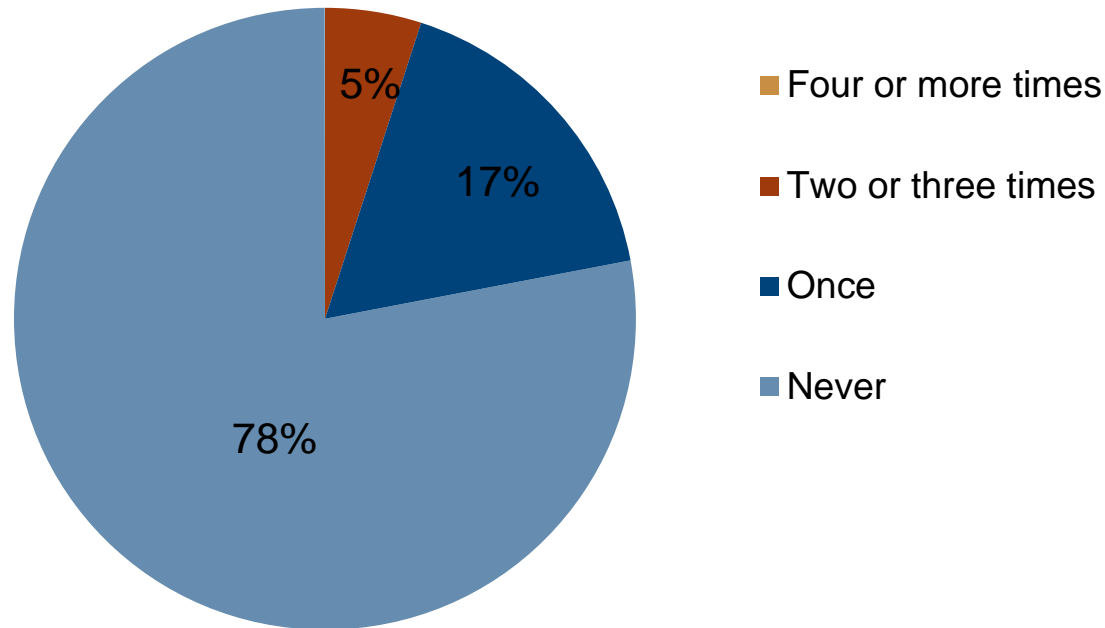
Institutional policies focused on student success are most effective when colleges mandate student participation in activities that are shown to increase persistence and improve student outcomes



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: 2012 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: 2012 CCFSSSE data



Questions?