



***SENSE* 2013 Findings for College of Southern Idaho**



Presentation Overview

- *SENSE* Overview
- Student Respondent Profile
- *SENSE* Benchmarks
- Community College Students and Stories
- Strategies to Promote Learning that Matters



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

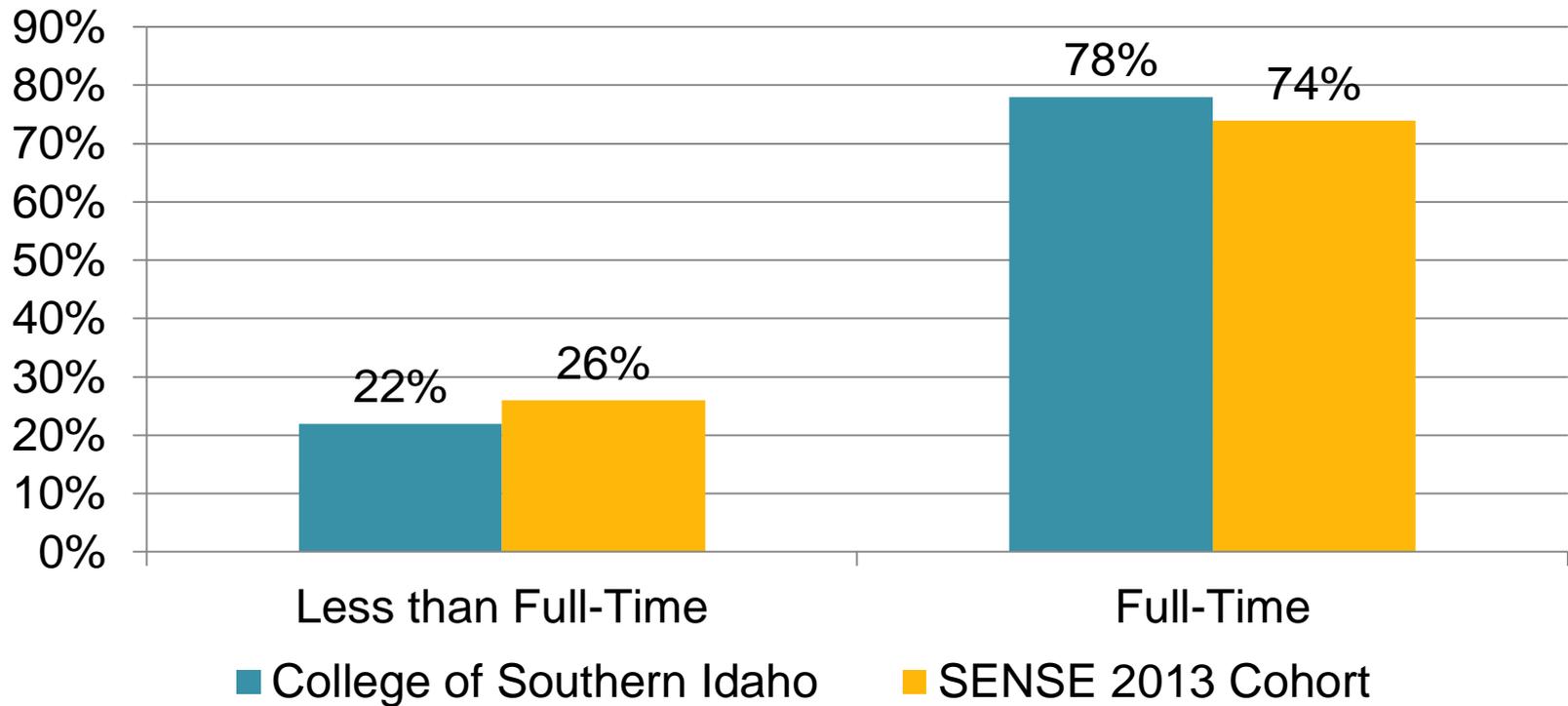


Student Respondent Profile at College of Southern Idaho

Excluded Respondents

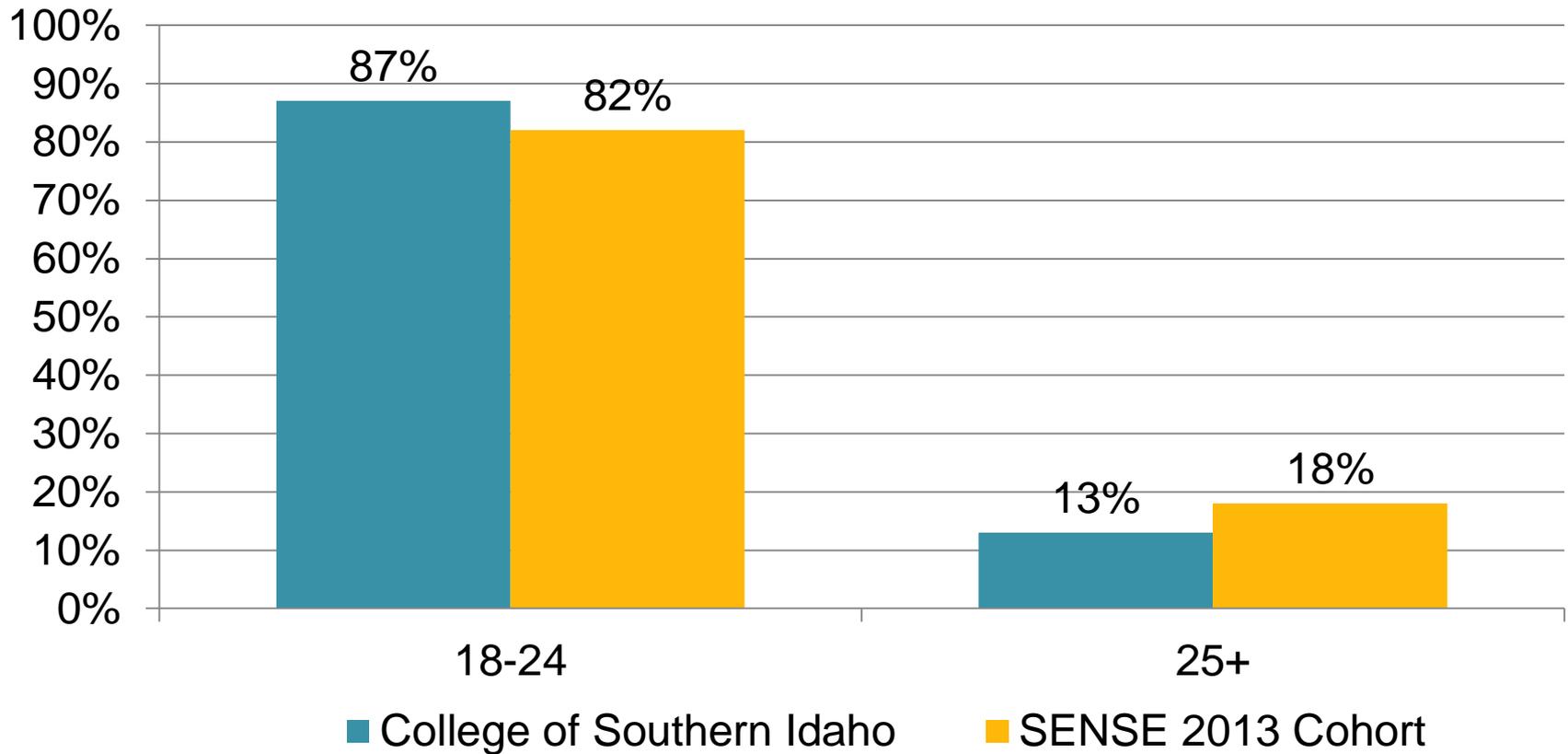
- The following respondents were excluded from reporting:
 - Respondent did not indicate enrollment status
 - Respondent did not indicate whether he or she was an entering or returning student
 - Respondent marked invalid response selections
 - Respondent under the age of 18
 - Respondent indicated previous survey submission
- Oversample respondents were also excluded.

Student Respondent Profile: Enrollment Status



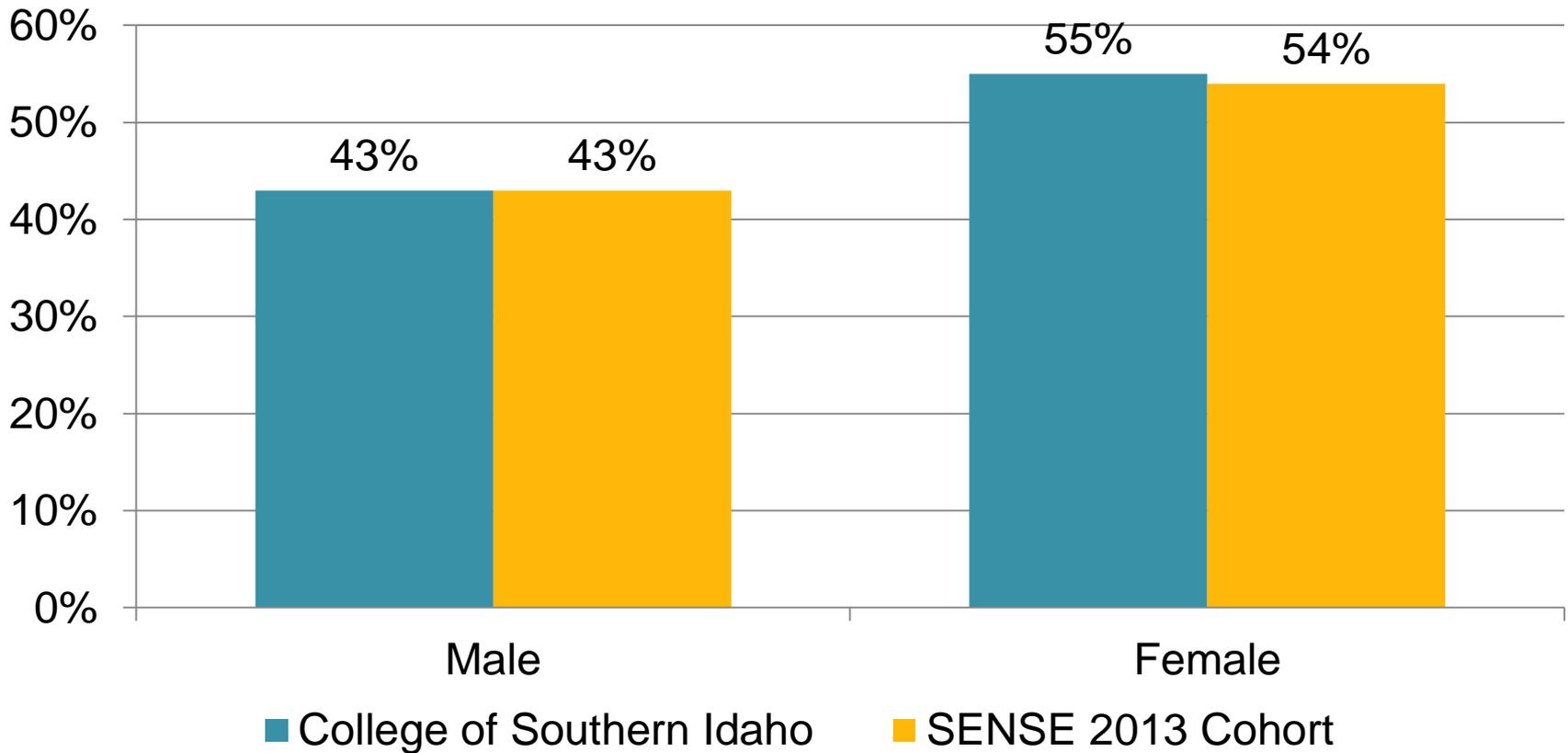
Source: 2013 SENSE data

Student Respondent Profile: Age



Source: 2013 SENSE data

Student Respondent Profile: Sex

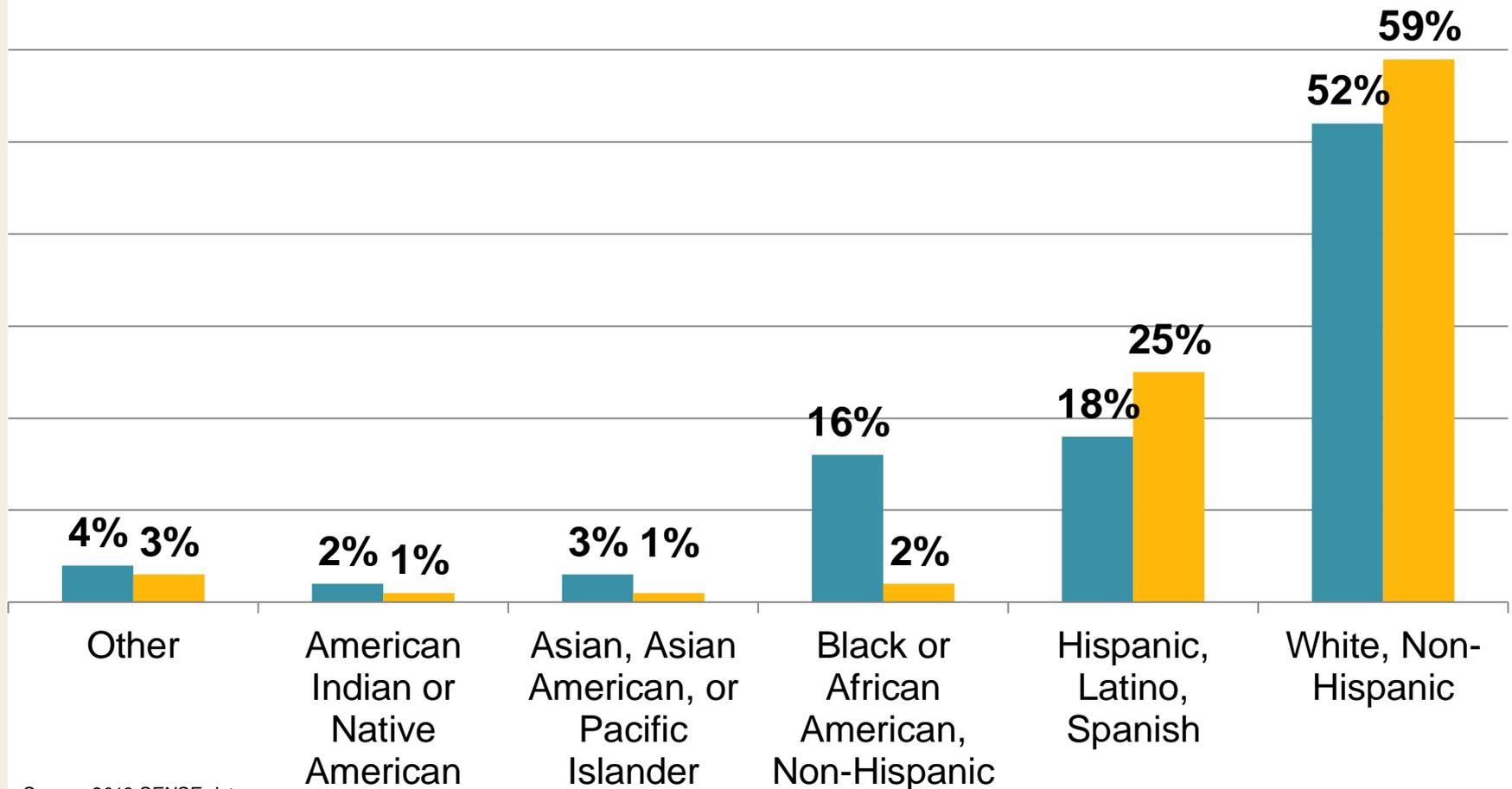


Source: 2013 SENSE data

Student Respondent Profile: Race & Ethnicity

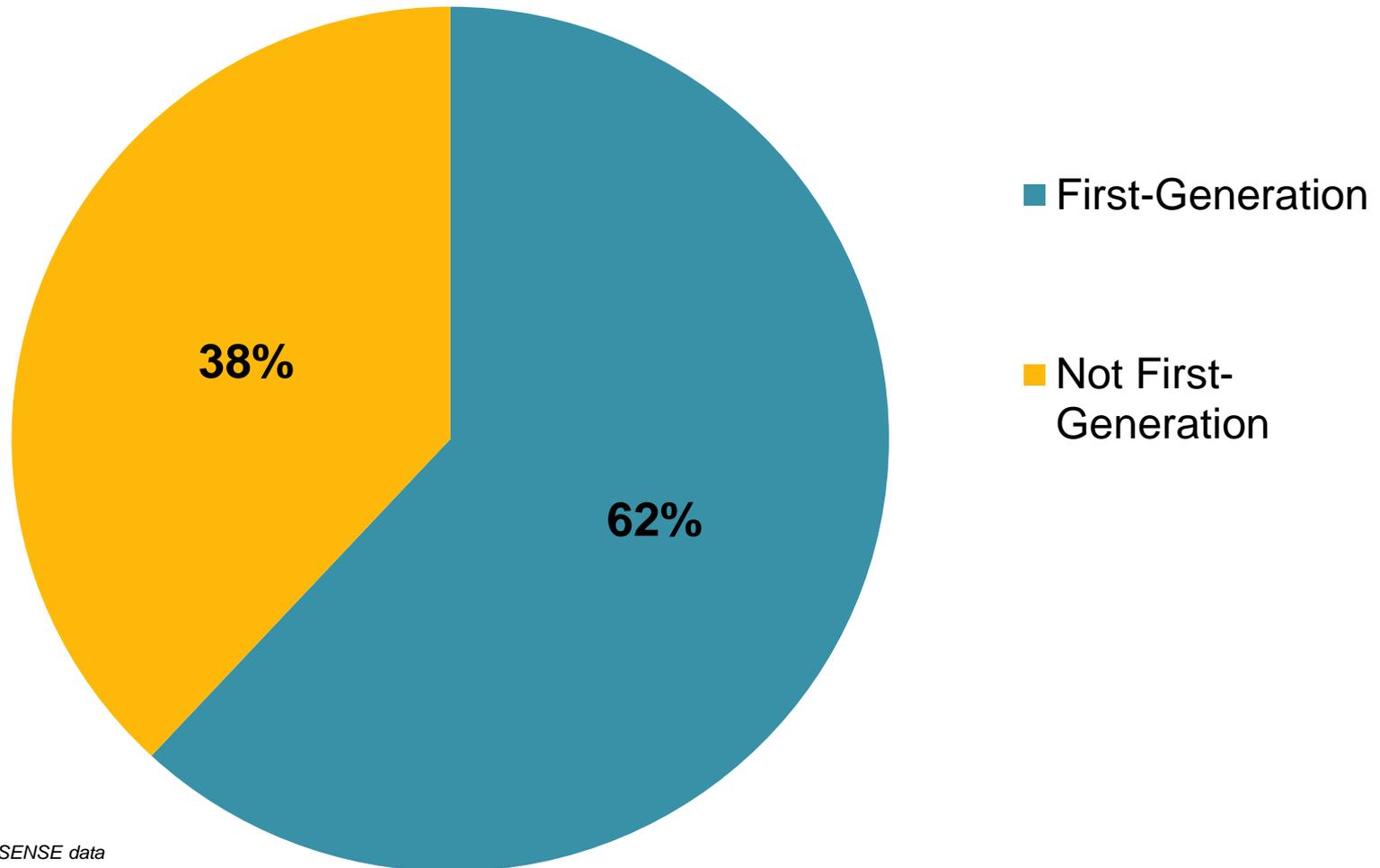
■ SENSE 2013 Cohort

■ College of Southern Idaho



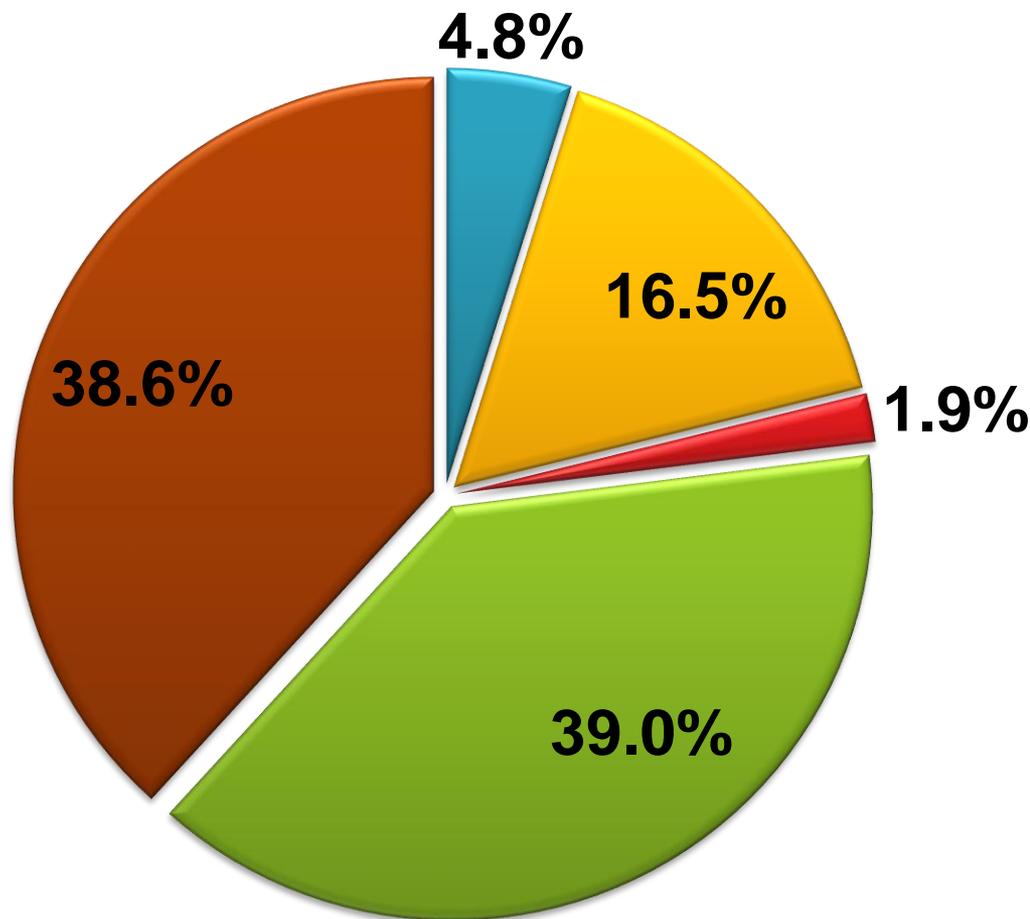
Source: 2013 SENSE data

Student Respondent Profile: First-Generation Status



Source: 2013 SENSE data

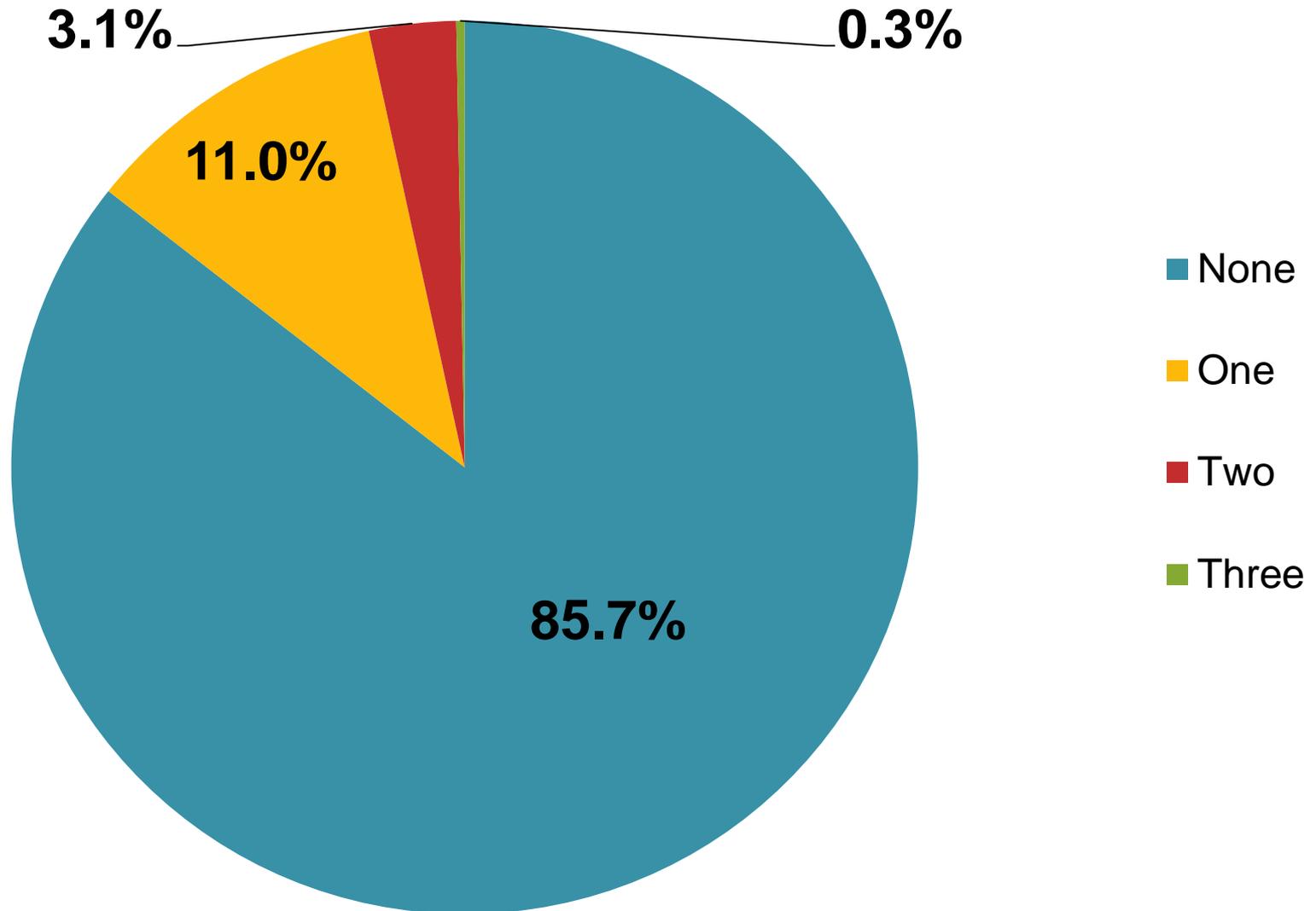
Student Respondent Profile: Orientation



- 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

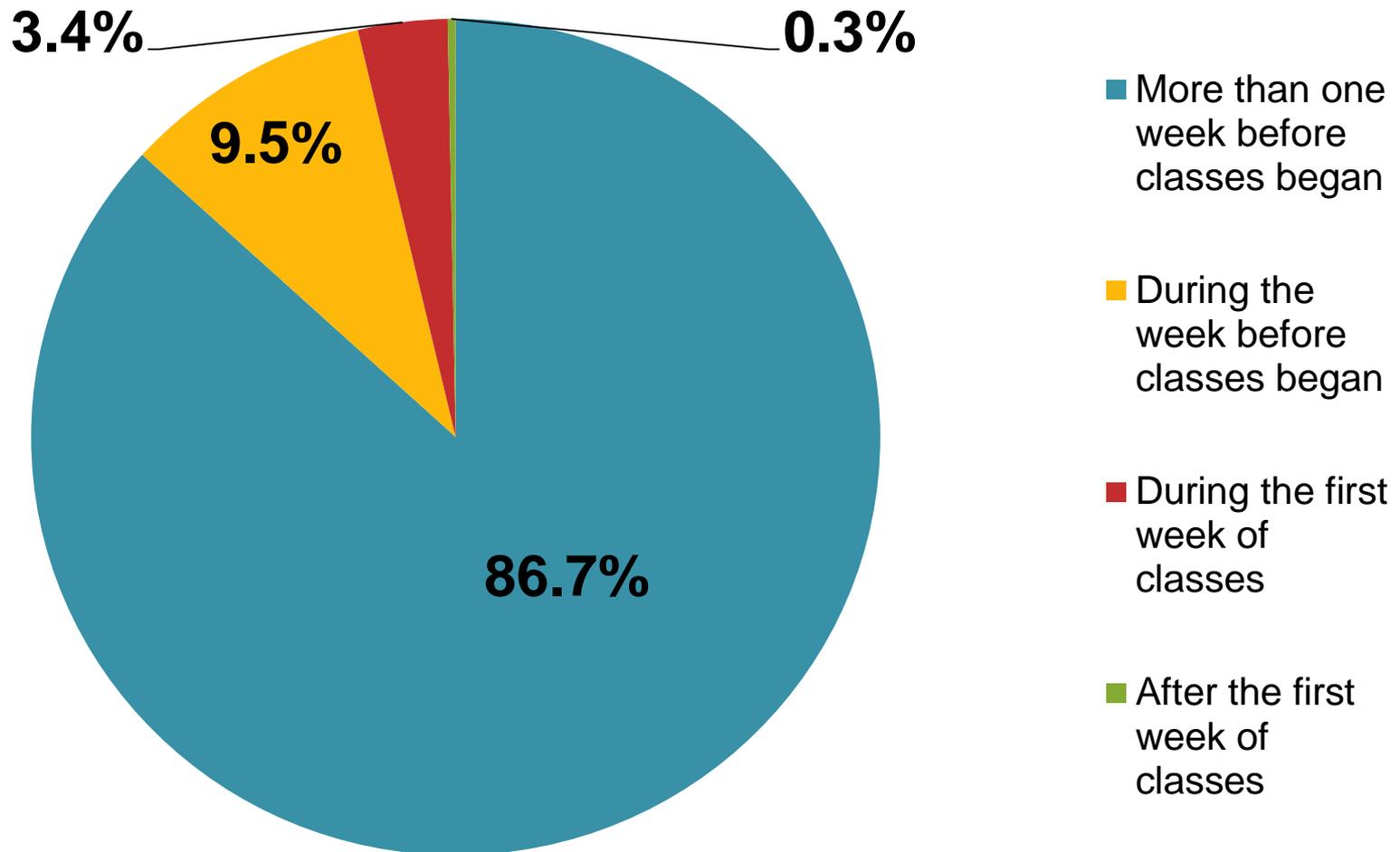
Source: 2013 SENSE data

Student Respondent Profile: Courses Dropped



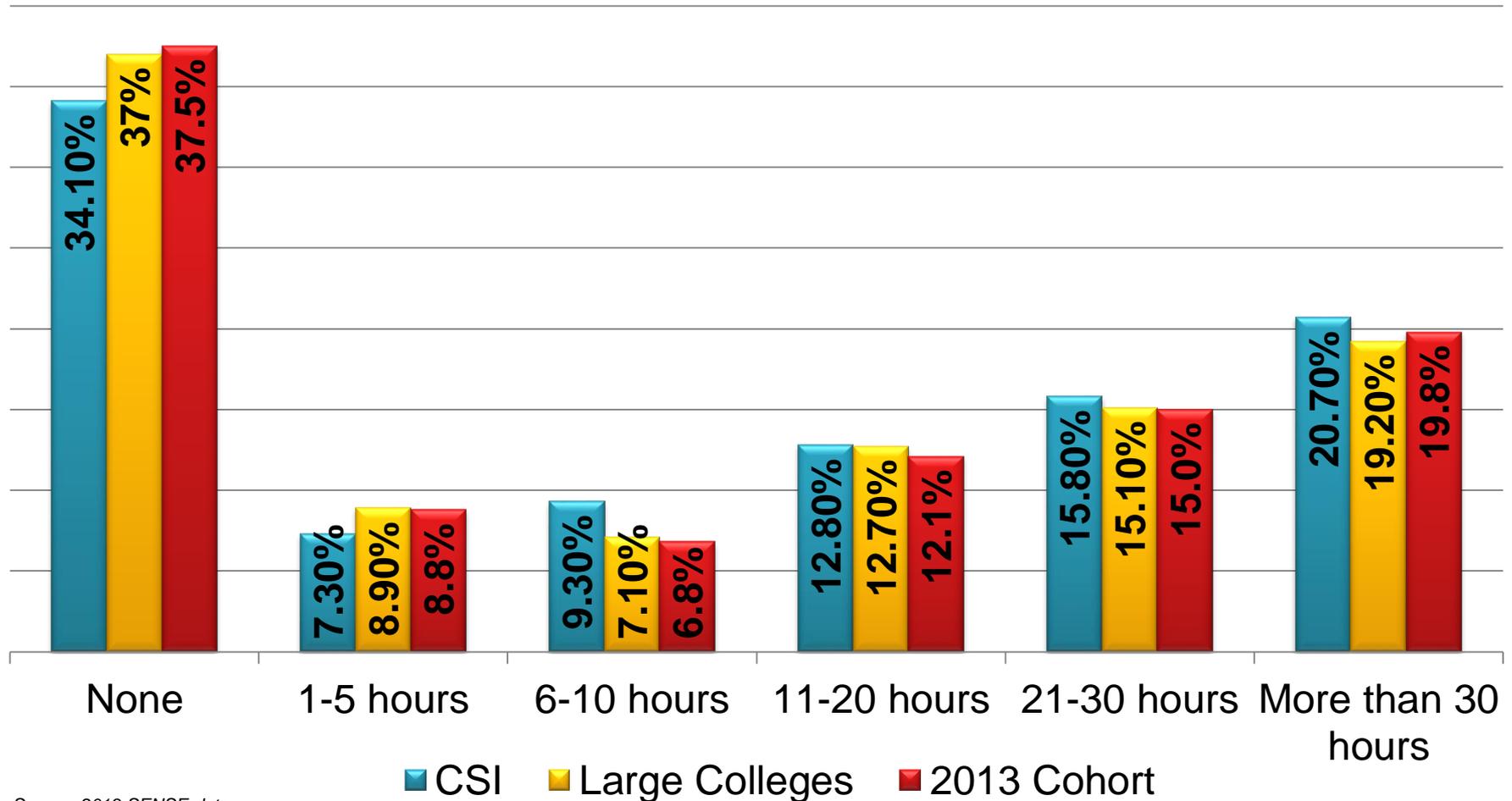
SOURCE: 2015 SENSE data

Student Respondent Profile: Course Registration



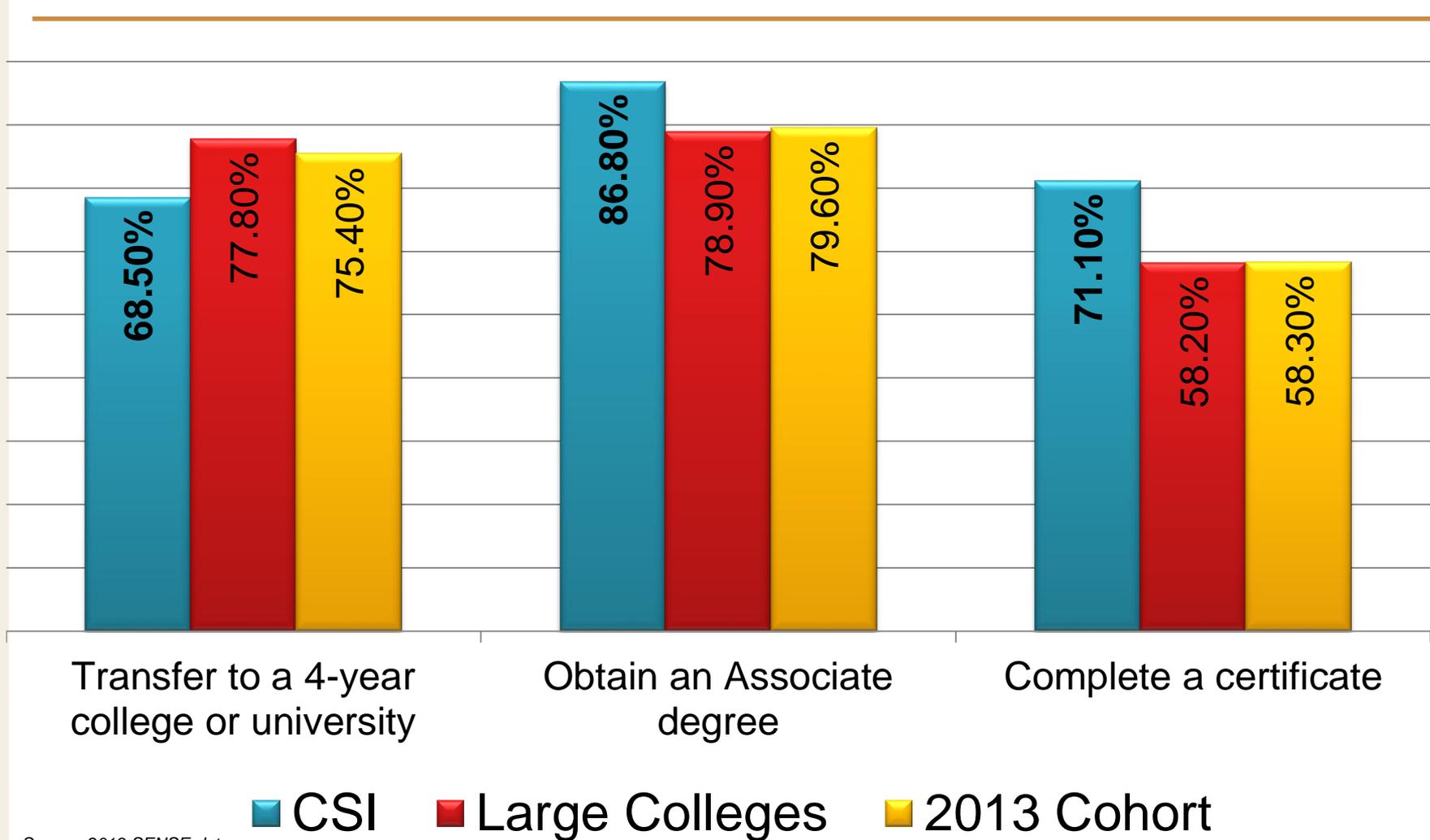
SOURCE: 2013 SENSE data

Student Respondent Profile: Employment



Source: 2013 SENSE data

Student Respondent Profile: Goals



Source: 2013 SENSE data



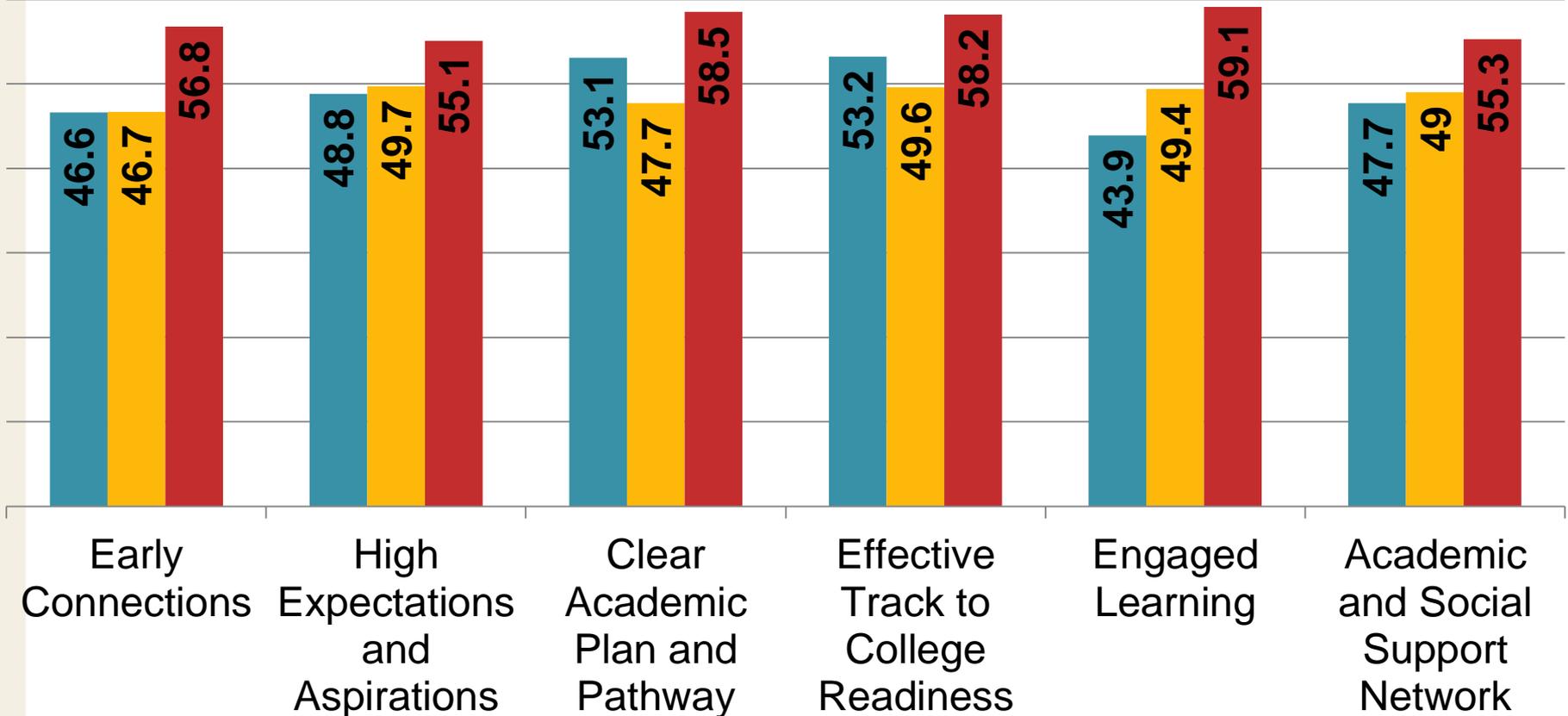
***SENSE* Benchmarks**

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

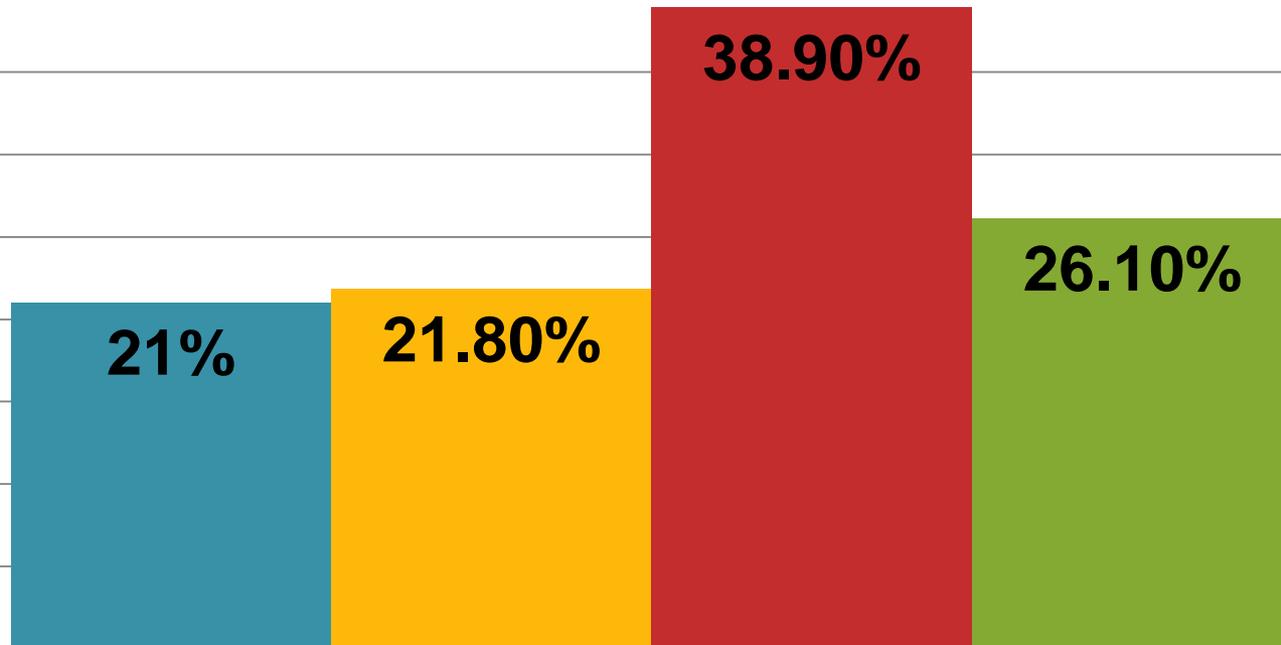
SENSE Benchmarks for Effective Educational Practice



Source: 2013 SENSE data

■ CSI ■ Large Colleges ■ Top Performing Colleges

Early Connections



A specific person was assigned to me so I could see him/her each time I needed information or assistance

■ CSI

■ Large Colleges

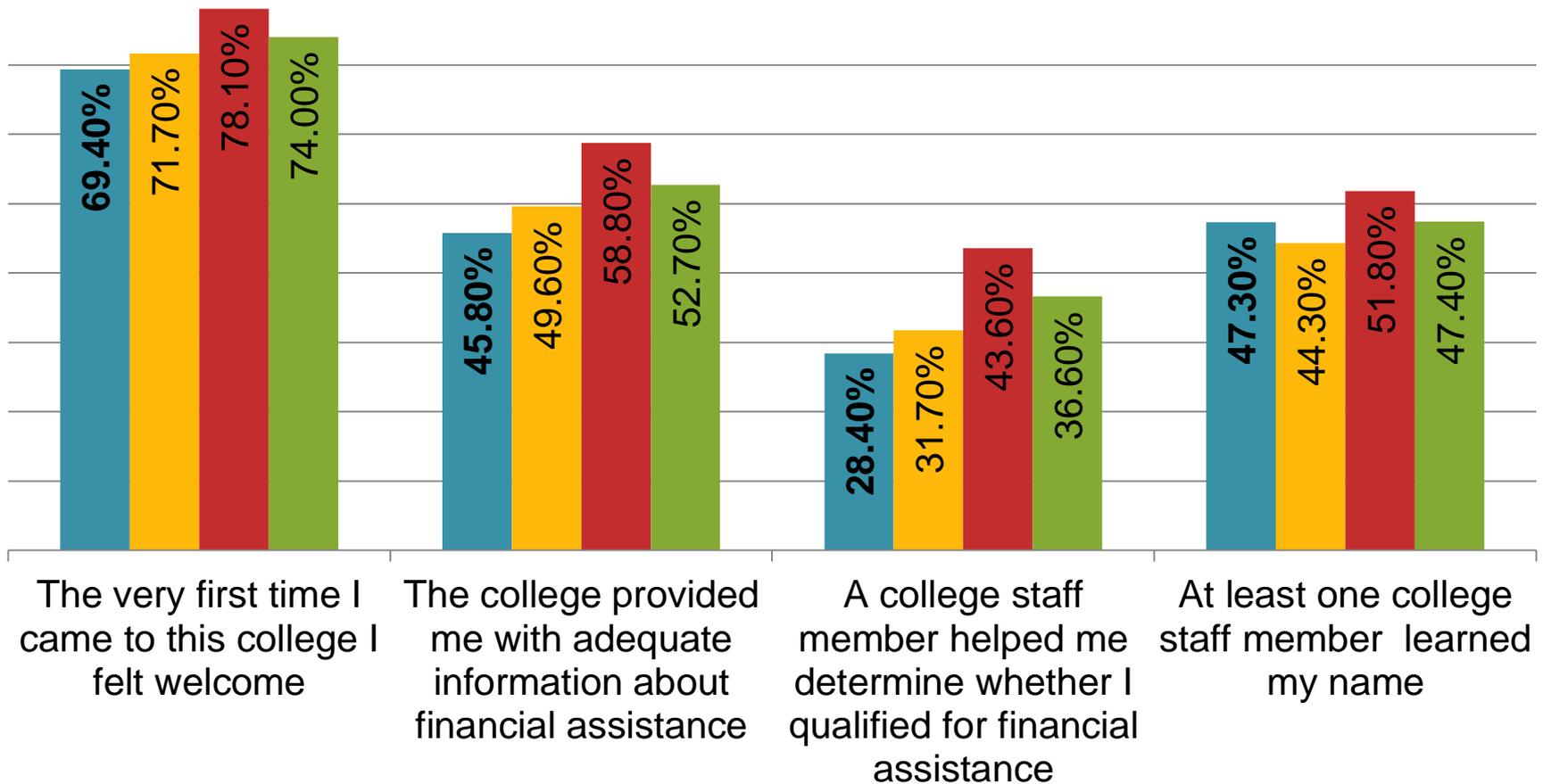
■ Top Performing Colleges

■ 2013 Cohort

Source: 2013 SENSE data

Early Connections

Agree or Strong Agree



Source: 2013 SENSE data

■ CSI ■ Large Colleges ■ Top Performing Colleges ■ 2013 Cohort

High Expectations and Aspirations

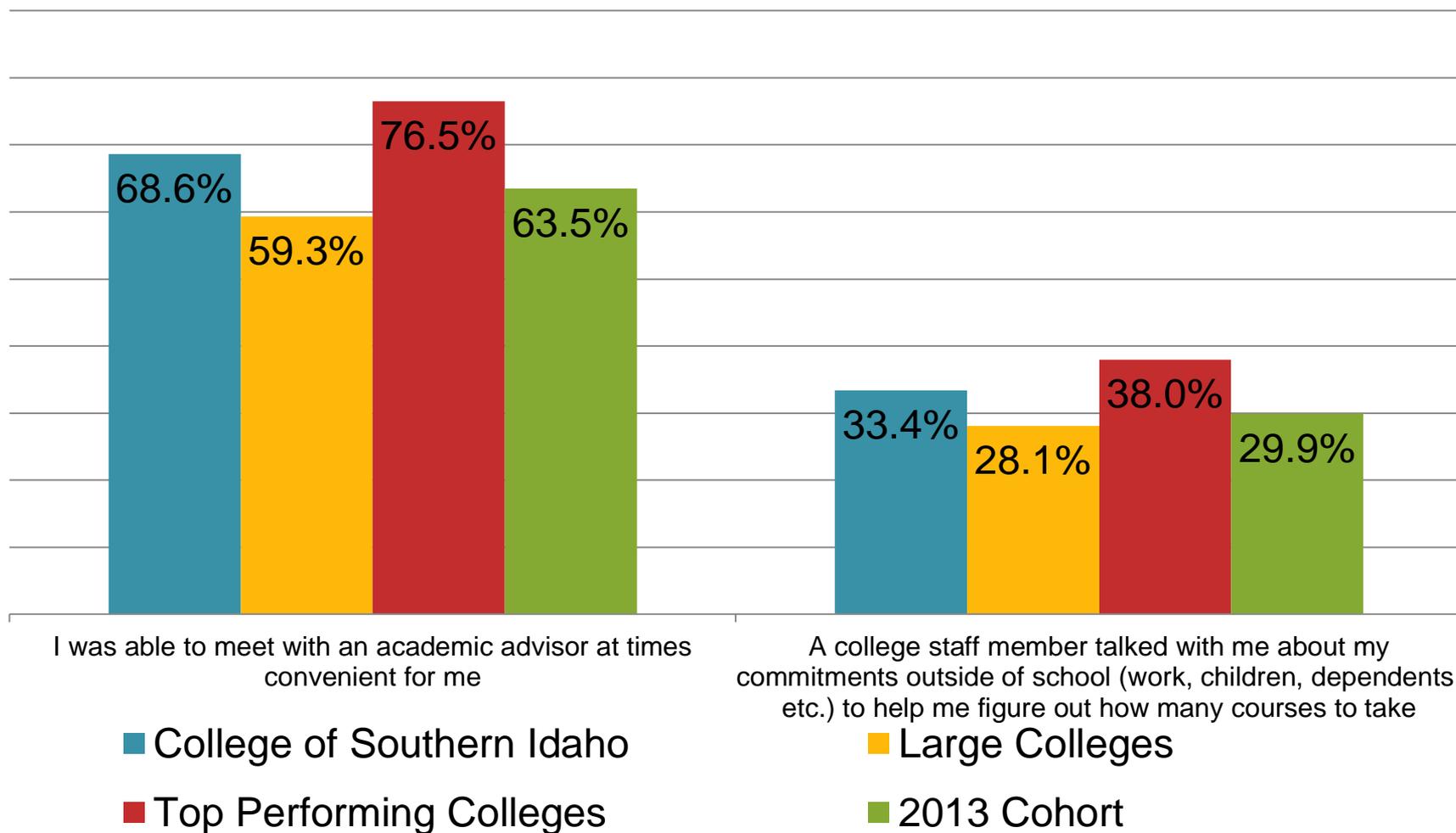
Percent of Student who <u>AGREED OR STRONGLY AGREED</u> with the following statements	CSI	Large Colleges	Top Performing Colleges	2013 Cohort
I have the motivation to do what it takes to succeed in college	91.8%	90.2%	92.7%	90.2%
I am prepared academically to succeed in college	84.2%	85.6%	89.2%	76.0%
The instructors at this college want me to succeed	87.8%	86.8%	89%	87.7%

High Expectations and Aspirations

Percent of Student who responded <u>Never or Once</u> :	CSI	Large Colleges	Top Performing Colleges	2013 Cohort
Turned in an assignment late	93.3%	92.3%	94.2%	92.2%
Did Not turn in an assignment	92.6%	92.6%	94.9%	92.9%
Went to class without completing readings or assignments	86.8%	86.3%	90%	86%
Skipped class	87.2%	92%	92.5%	91.8%

Clear Academic Plan and Pathway

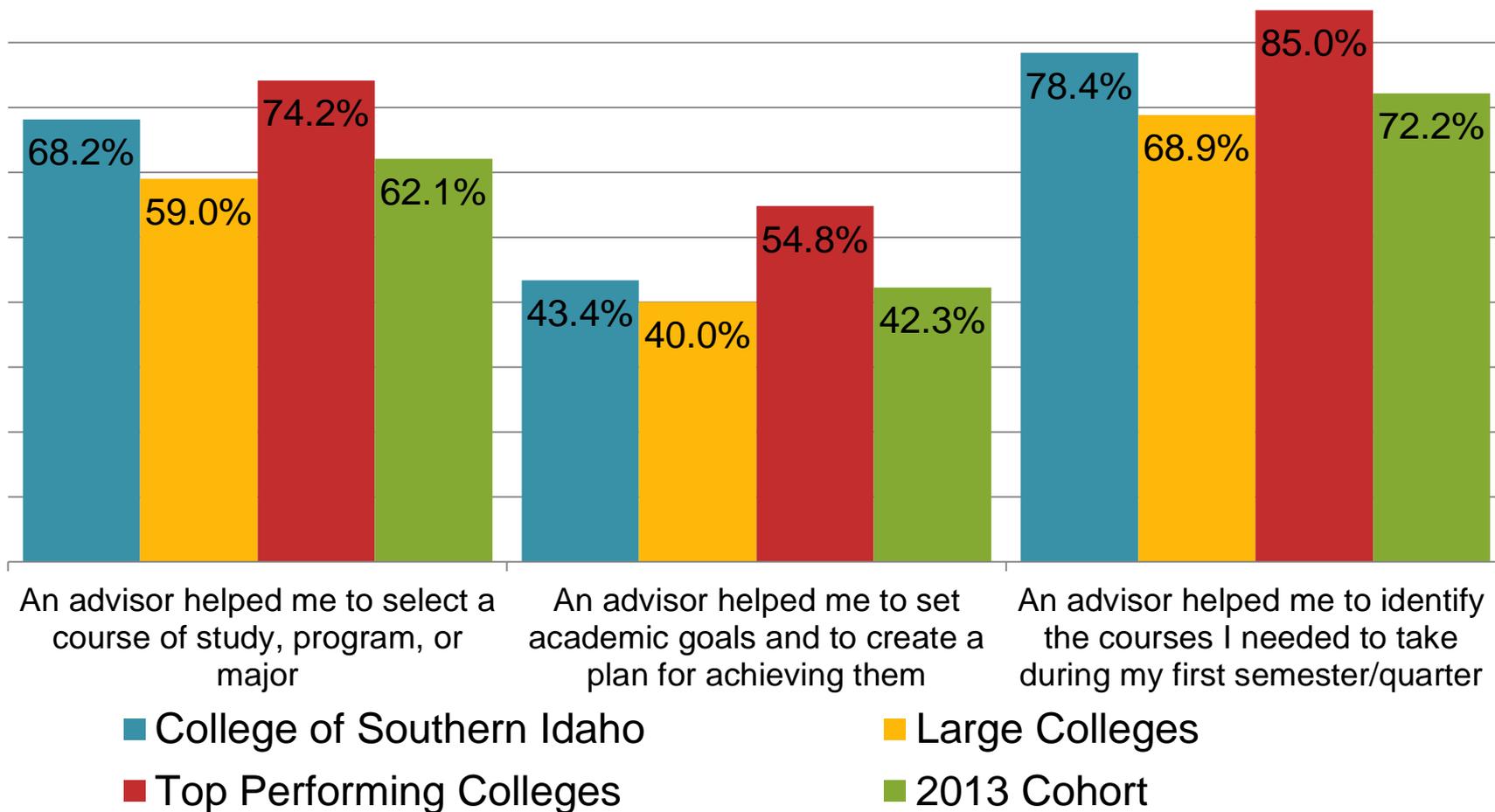
Agree or Strongly Agree



Source: 2013 SENSE data

Clear Academic Plan and Pathway

Agree or Strongly Agree



Source: 2013 SENSE data

Effective Track to College Readiness

Percent of students who agreed with the following statements.	CSI	Large Colleges	Top Performing Colleges	2013 Cohort
Before I could register for classes I was required to take a placement test to assess my skills in reading, writing, and/or math	93.8%	82.9%	94.4%	84.9%
I took a placement test	96.2%	86.2%	95.4%	88.6%
This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter	78.4%	70%	87.1%	71.2%

Effective Track to College Readiness

Percent of students who agreed or Strongly Agreed with the following statements.	CSI	Large Colleges	Top Performing Colleges	2013 Cohort
I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	67.2%	73.4%	77.4%	74.2%
I learned to understand my academic strengths and weaknesses	65.9%	71.2%	73.6%	71.6%
I learned skills and strategies to improve my test-taking ability	49.8%	55.5%	59.2%	58.8%

Engaged Learning

Percent of students answering “ Never ” to the following questions:	CSI	Large Colleges	Top Performing Colleges	2013 Cohort
Prepare at least two drafts of a paper or assignment before turning it in	28.1%	28.3%	28.7%	28.2%
Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	74.9%	68.2%	64.2%	68.3%
Participate in a student-initiated (not required) study group outside of class	85.7%	82.2%	77%	82.2%

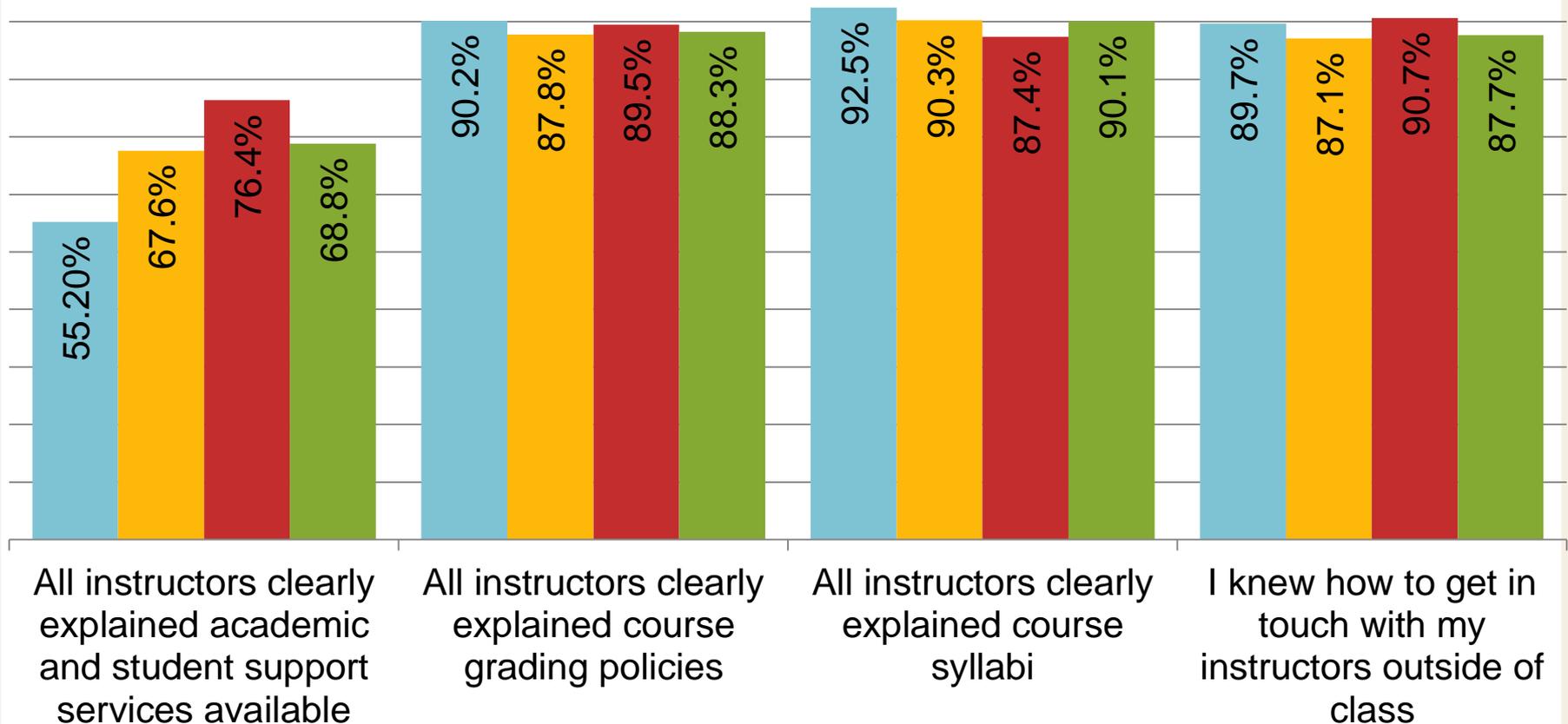
Engaged Learning

Percent of students answering “Never” to the following questions:	CSI	Large Colleges	Top Performing Colleges	2013 Cohort
Discuss an assignment or grade with an instructor	35.7%	33.3%	27.5%	33.0%
Ask for help from an instructor regarding questions or problems related to a class	27.2%	23.4%	16.1%	23.5%
Receive prompt written or oral feedback from instructors on your performance	29.9%	24.9%	18.1%	24.9%
Discuss ideas from readings or classes with instructors outside of class	73.8%	65.3%	57.8%	65.7%

Academic and Social Support Network

Agree or Strong Agree

■ CSI ■ Large Colleges ■ Top Performing Colleges ■ 2013 Cohort

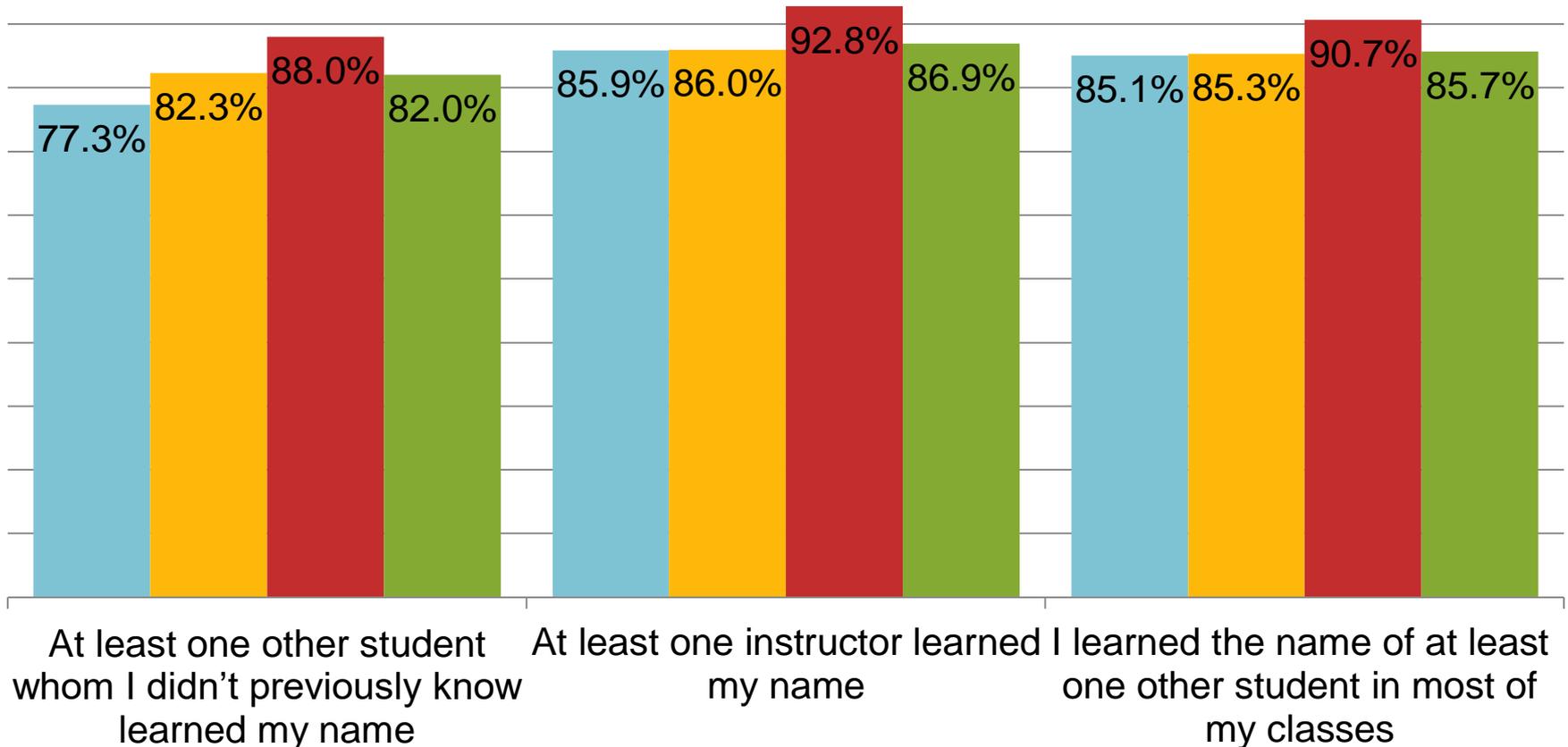


Source: 2013 SENSE data

Academic and Social Support Network

Agree or Strong Agree

■ CSI ■ Large Colleges ■ Top Performing Colleges ■ 2013 Cohort



Source: 2013 SENSE data

Benchmarking – and Reaching for Excellence

The most important comparison:

*where we are now,
compared with
where we want to be.*

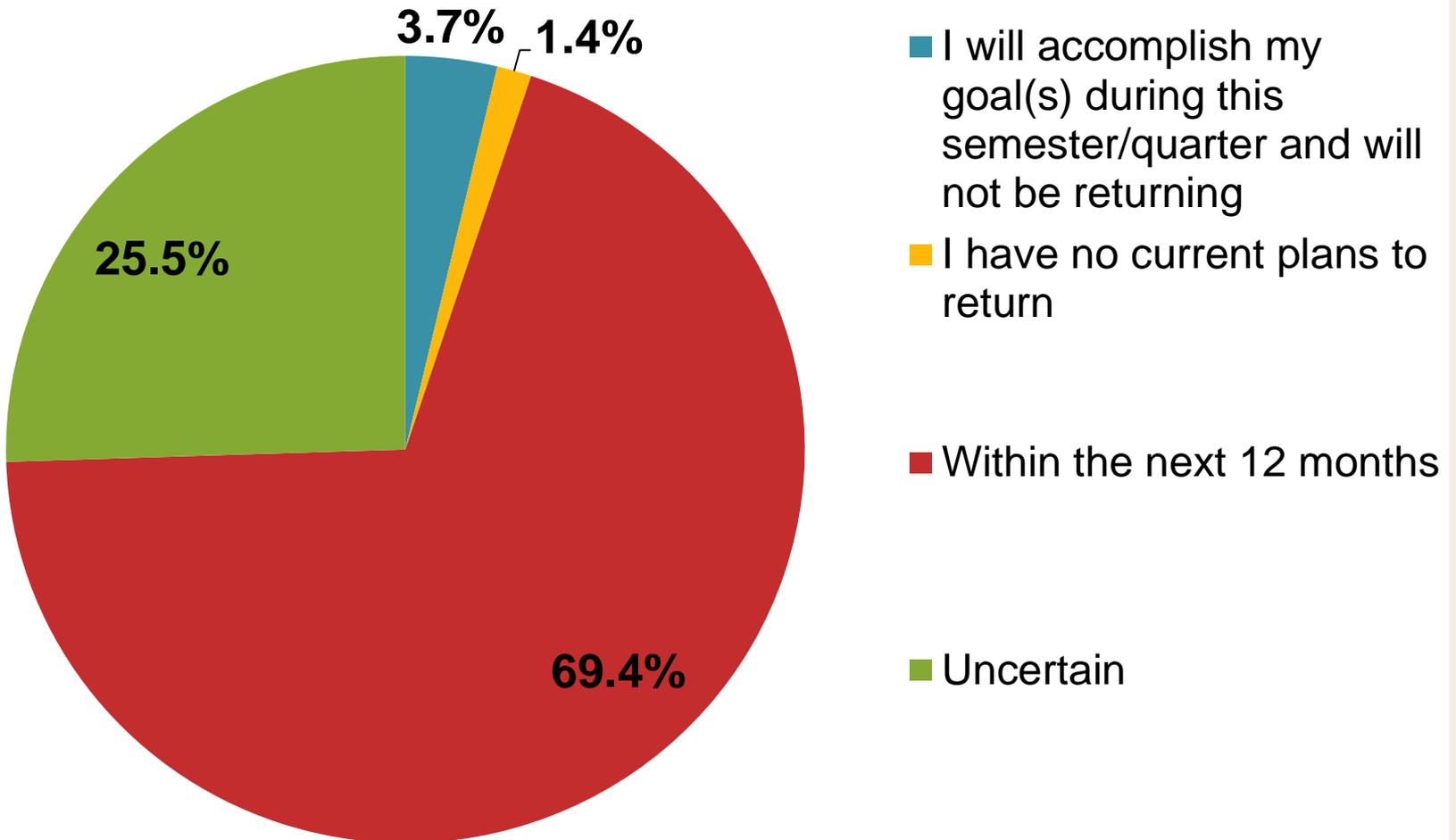




Community College Students and Stories

Student Persistence: Future Plans

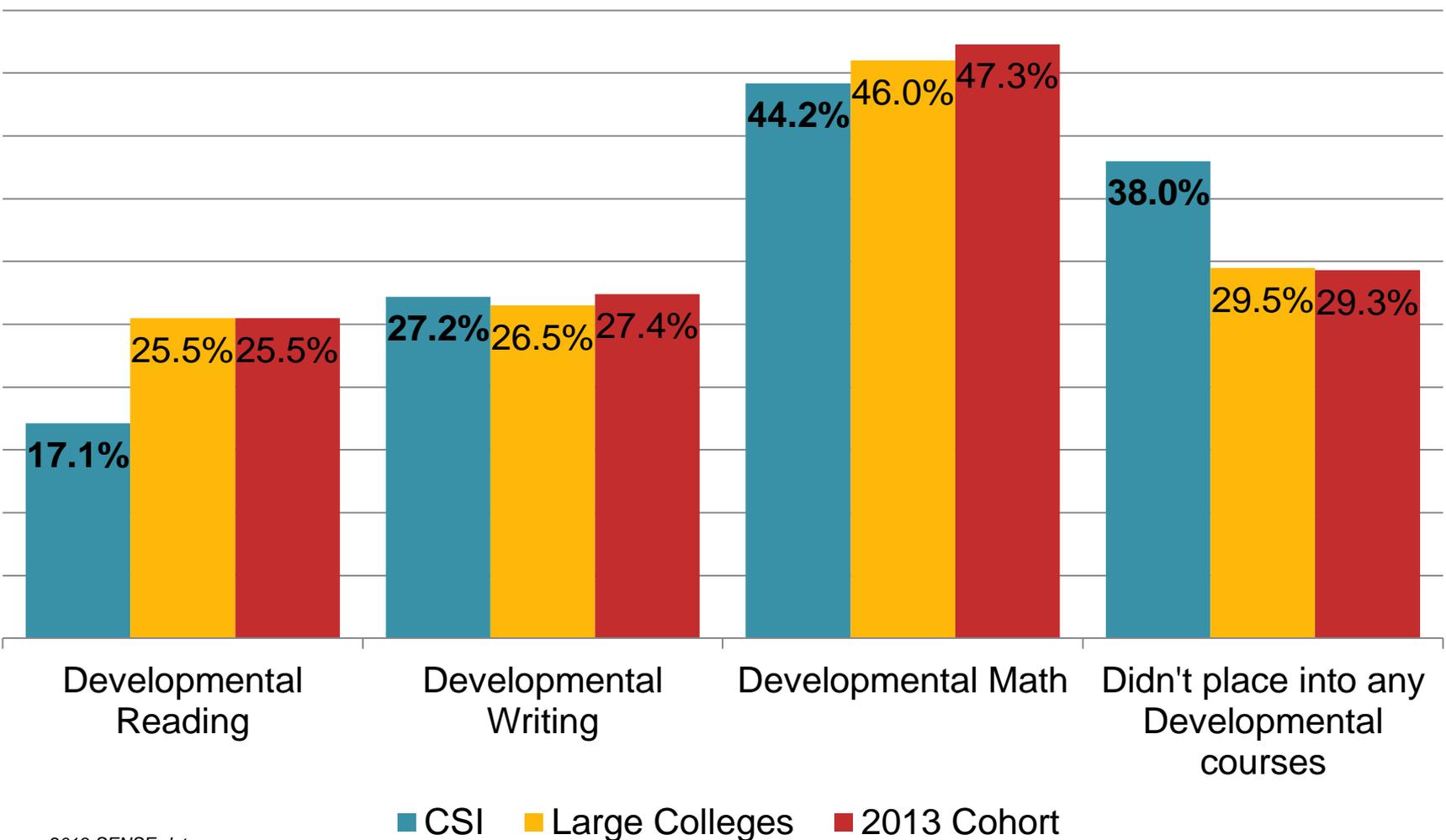
When do you plan to take classes at this college again?



Source: 2013 SENSE data

Developmental Education

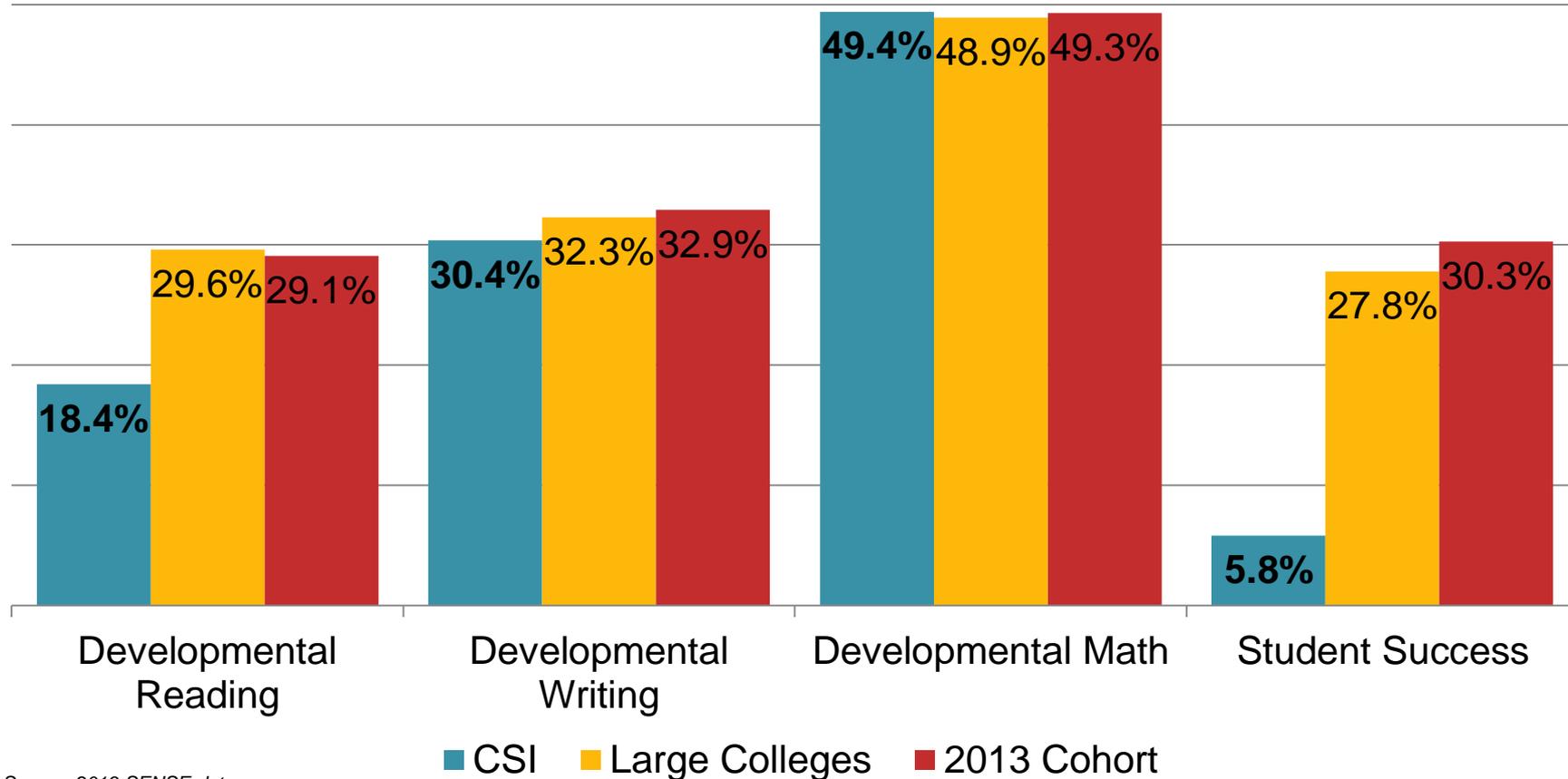
Placement into Developmental Courses



Source: 2013 SENSE data

Developmental Education

Enrollment in the first semester



Source: 2013 SENSE data



Strategies to Promote Learning that Matters

Strategies to Promote Learning that Matters

The Center describes 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

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

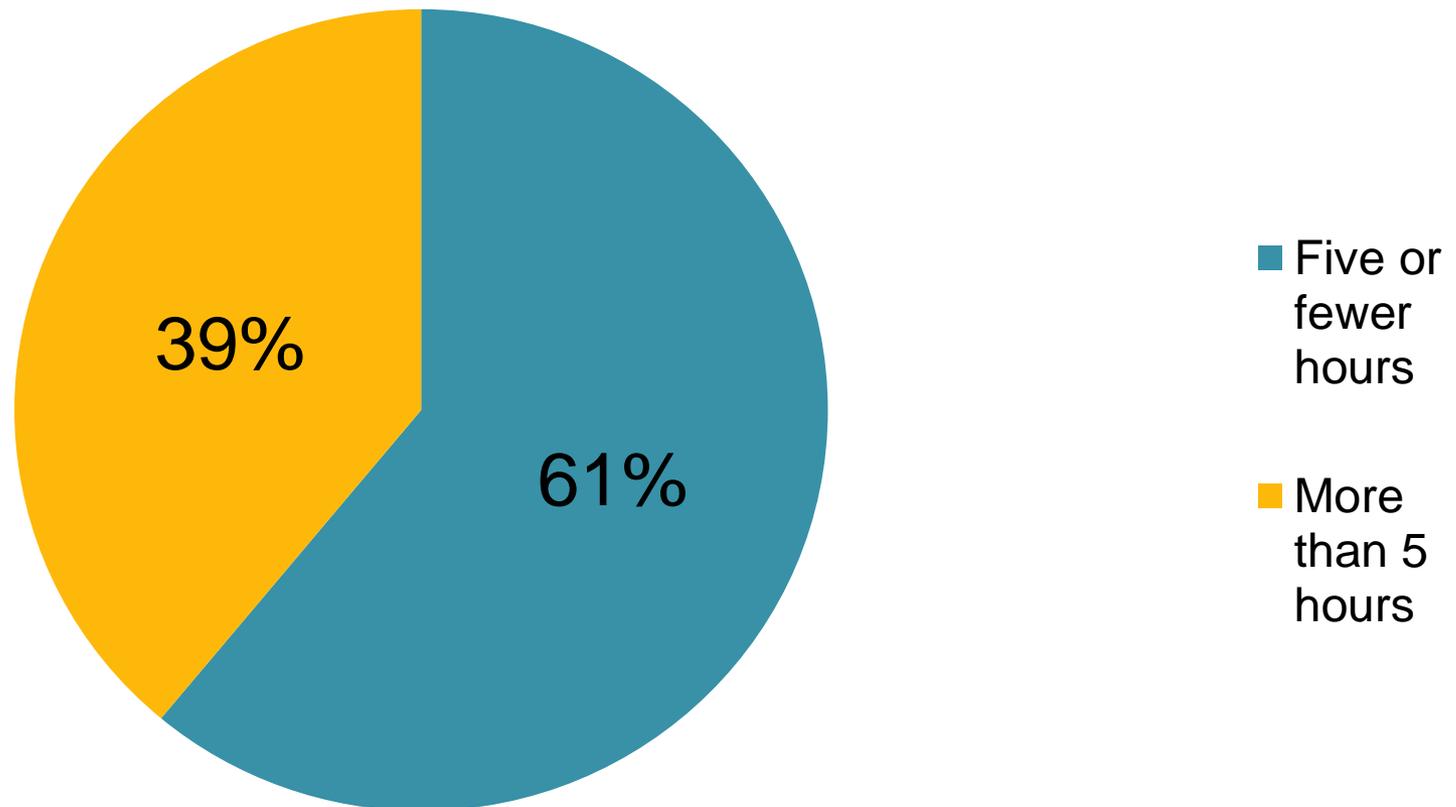
Students report that they are motivated to succeed:

- 91.8% 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:

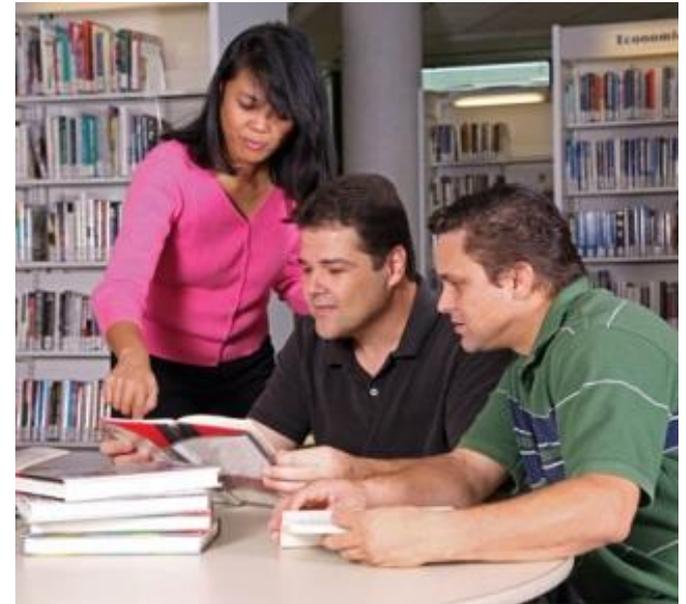
Time Spent Studying



Source: 2013 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.

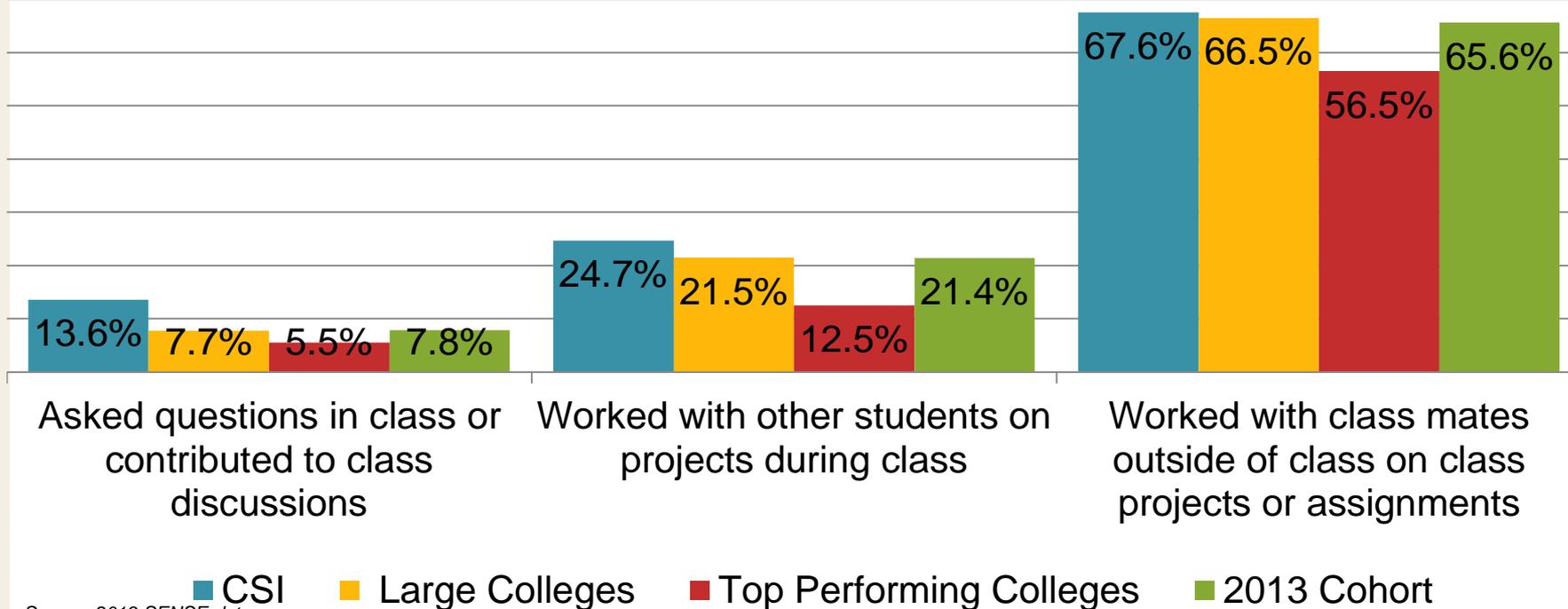


Promote Active, Engaged Learning

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?

Percentage of students responding **NEVER**



Source: 2013 SENSE data

Build and Encourage Relationships

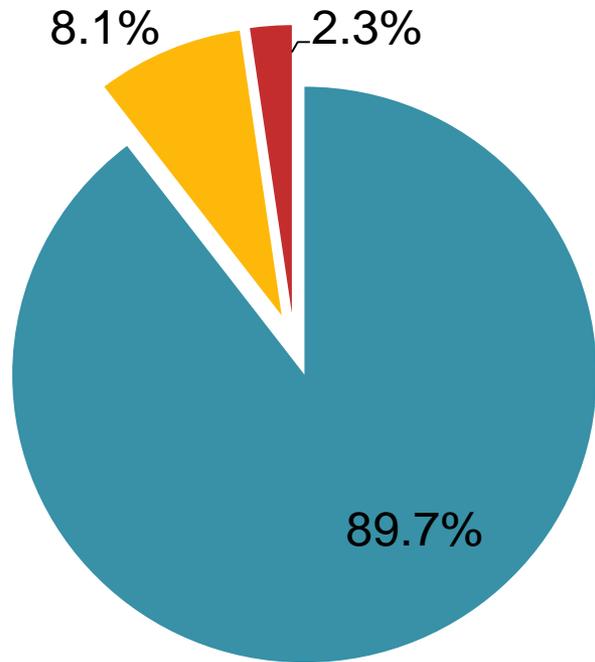
Personal connections are a critical factor in student success



Build and Encourage Relationships

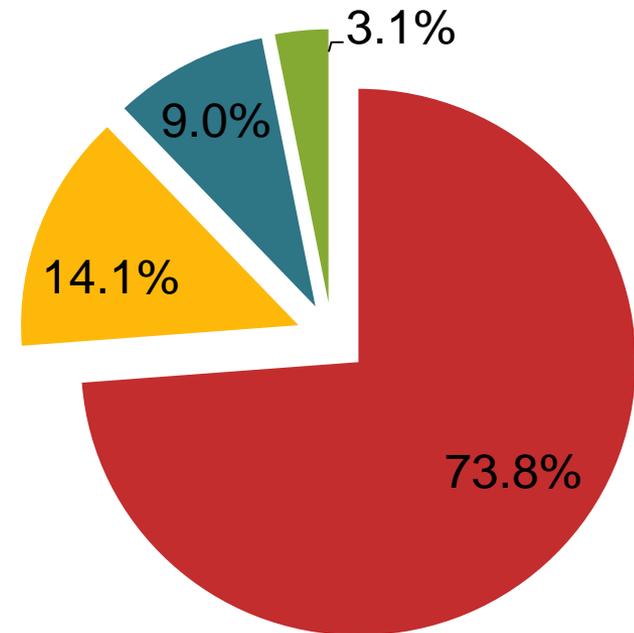
Entering Students' Interaction with Faculty

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



■ Agree or Strongly Agree
■ Neutral
■ Disagree or Strongly Disagree

Discussed ideas from readings or classes with instructors outside of class.



■ Never ■ Once ■ Two or Three Times ■ Four or more times

Source: 2013 SENSE data

Ensure that Students Know Where They Stand

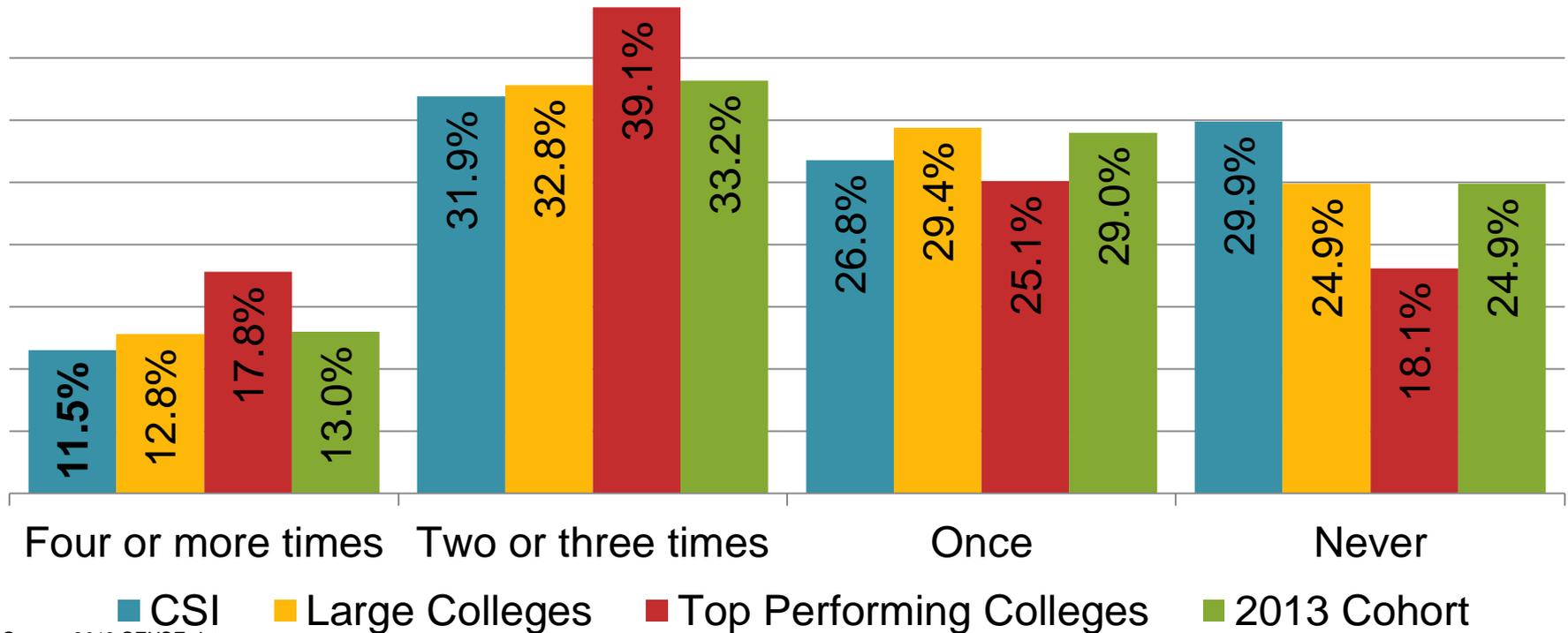
Feedback on academic performance greatly affects student retention



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: 2013 SENSE data

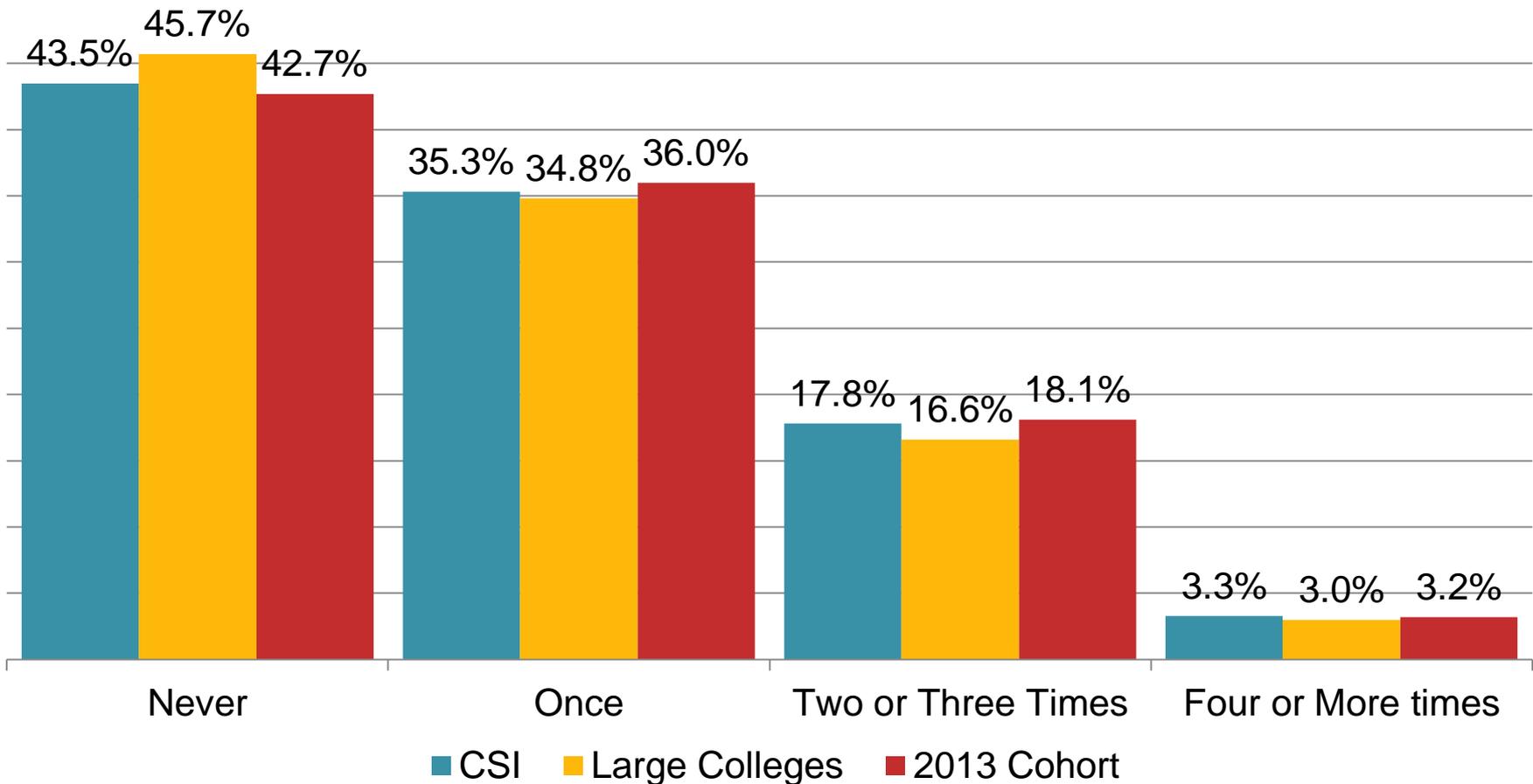
Integrate Student Support into Learning Experiences

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



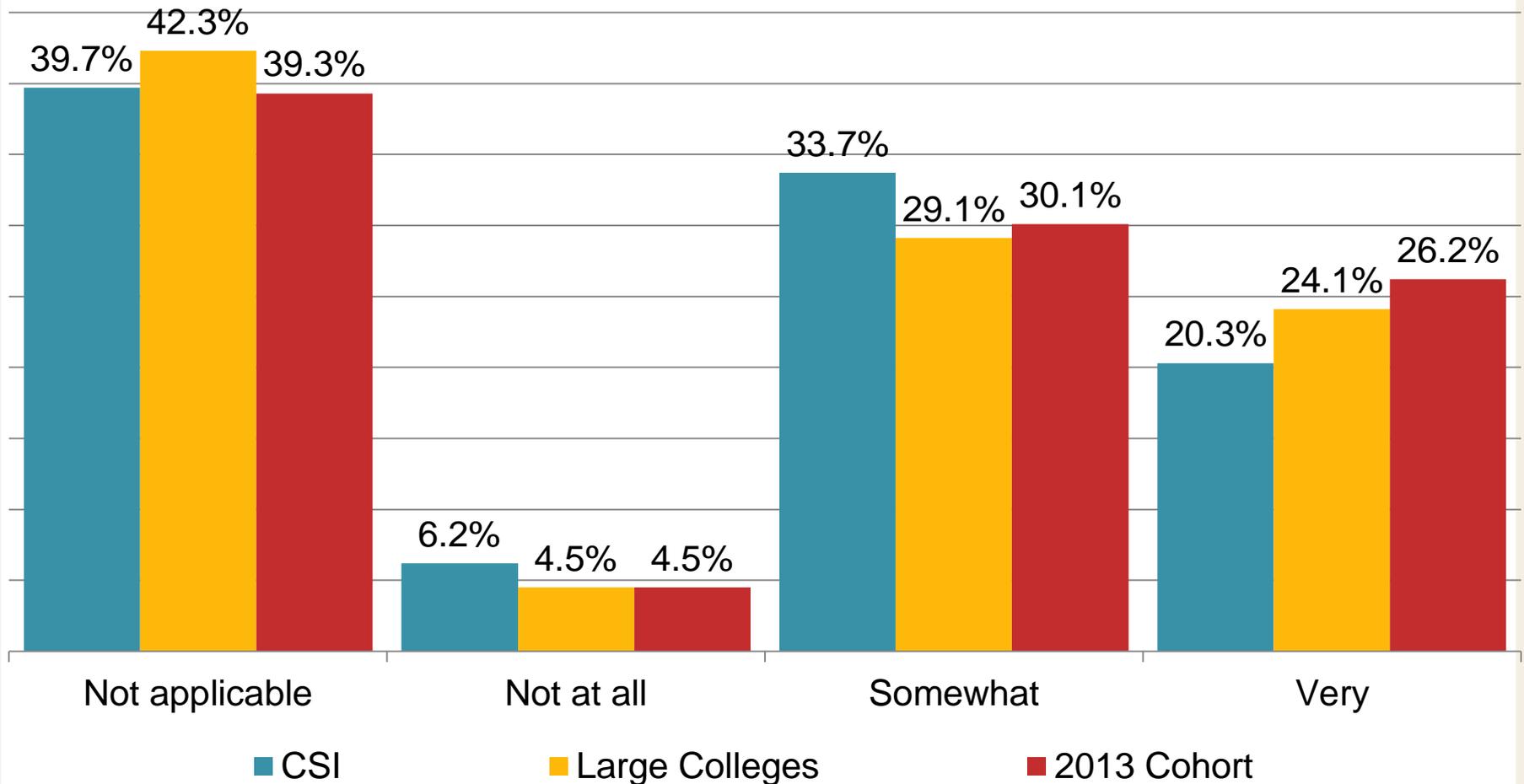
Integrate Student Support into Learning Experiences

How often did you use Academic Advising?



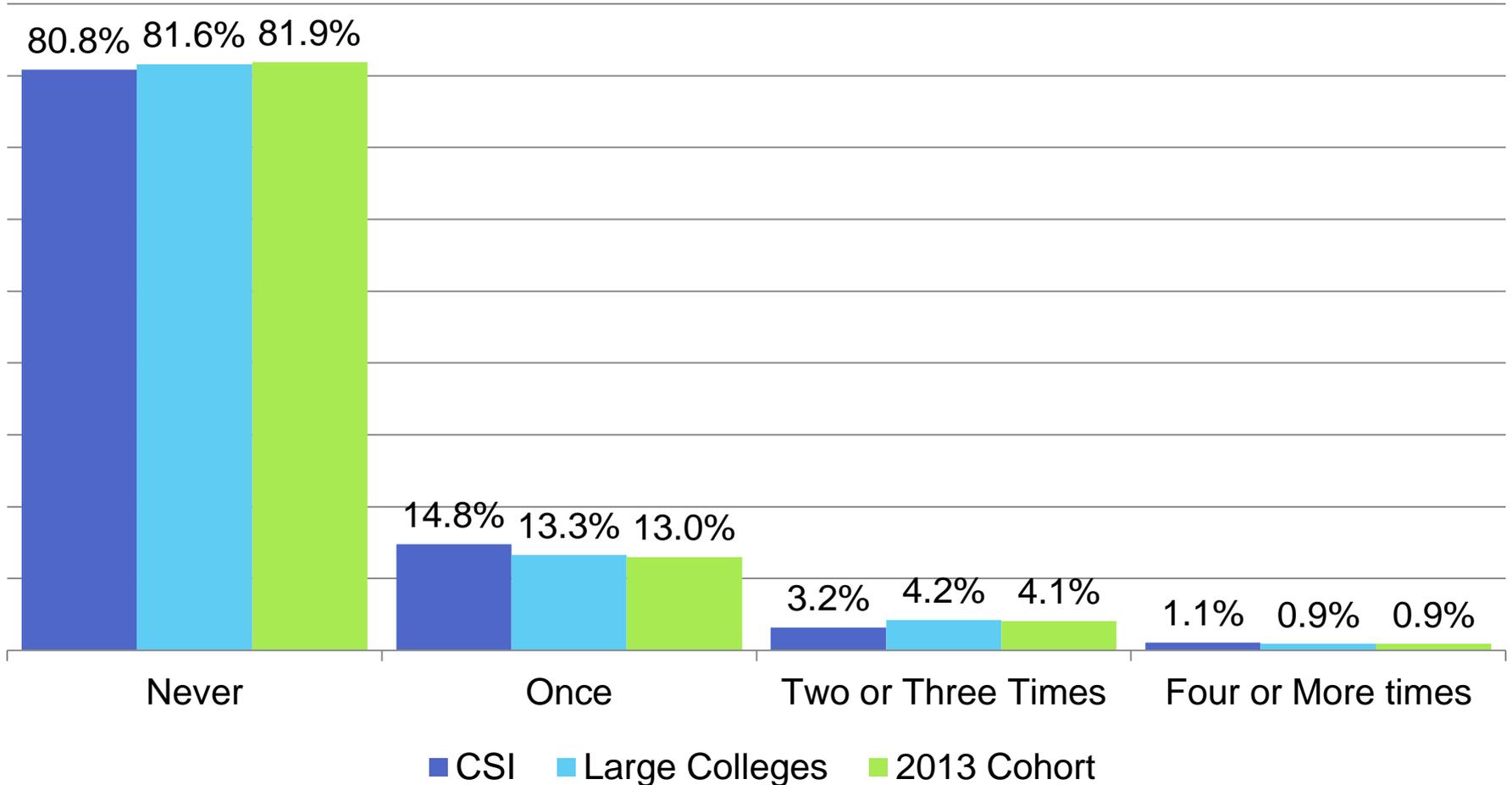
Integrate Student Support into Learning Experiences

How satisfied were you with Academic Advising?



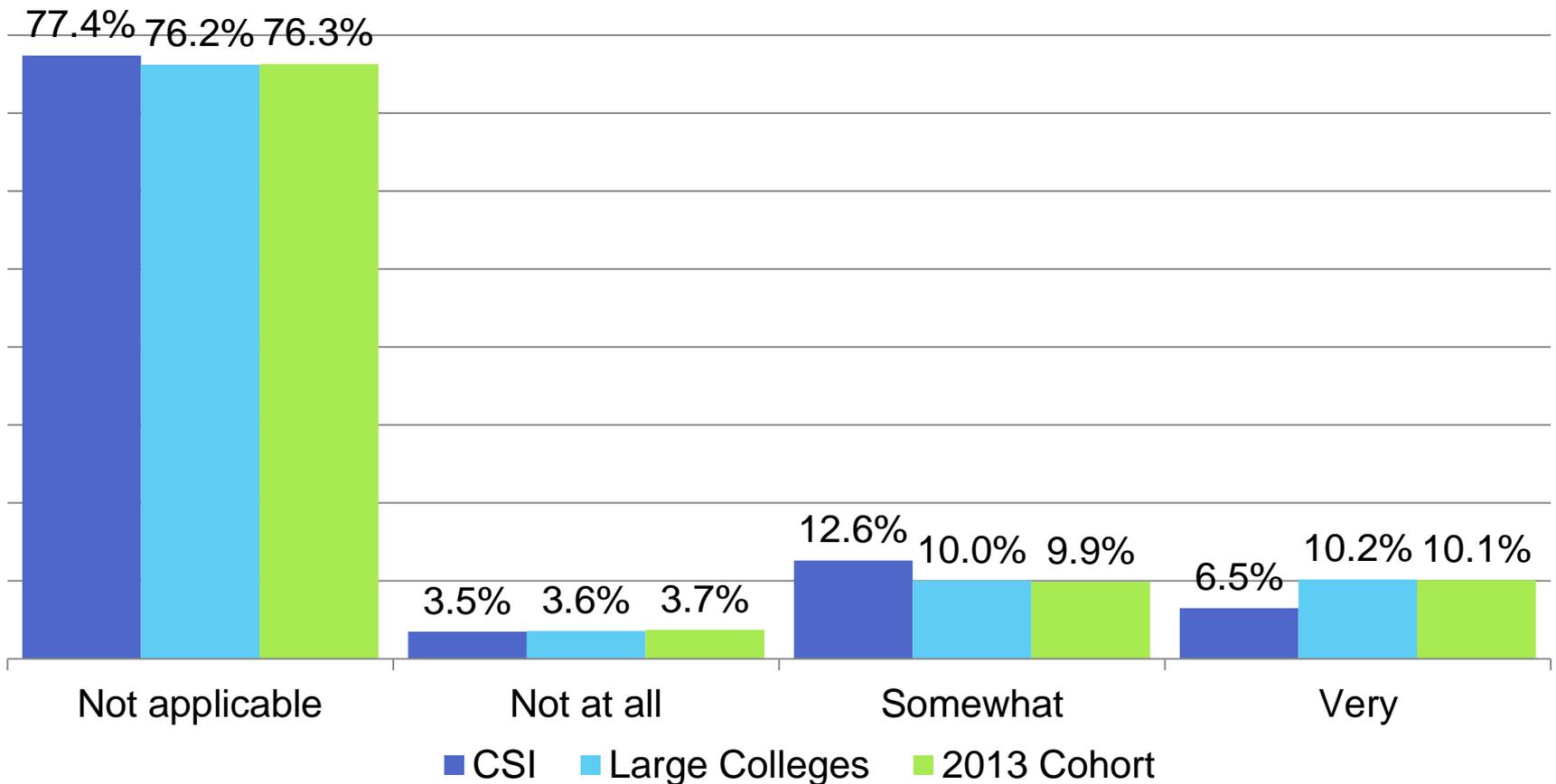
Integrate Student Support into Learning Experiences

How often did you use Career Counseling?



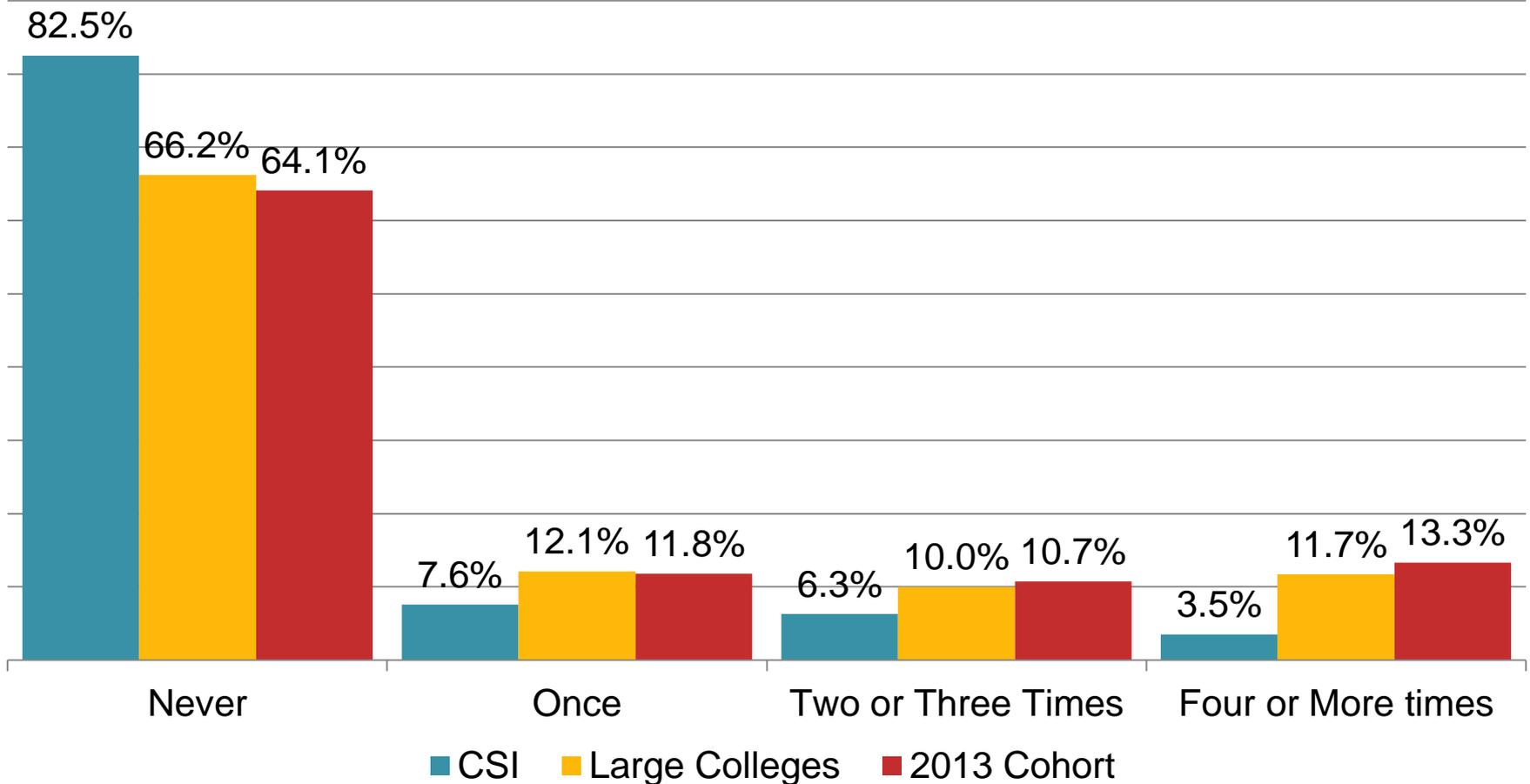
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How satisfied were you with Career Counseling?



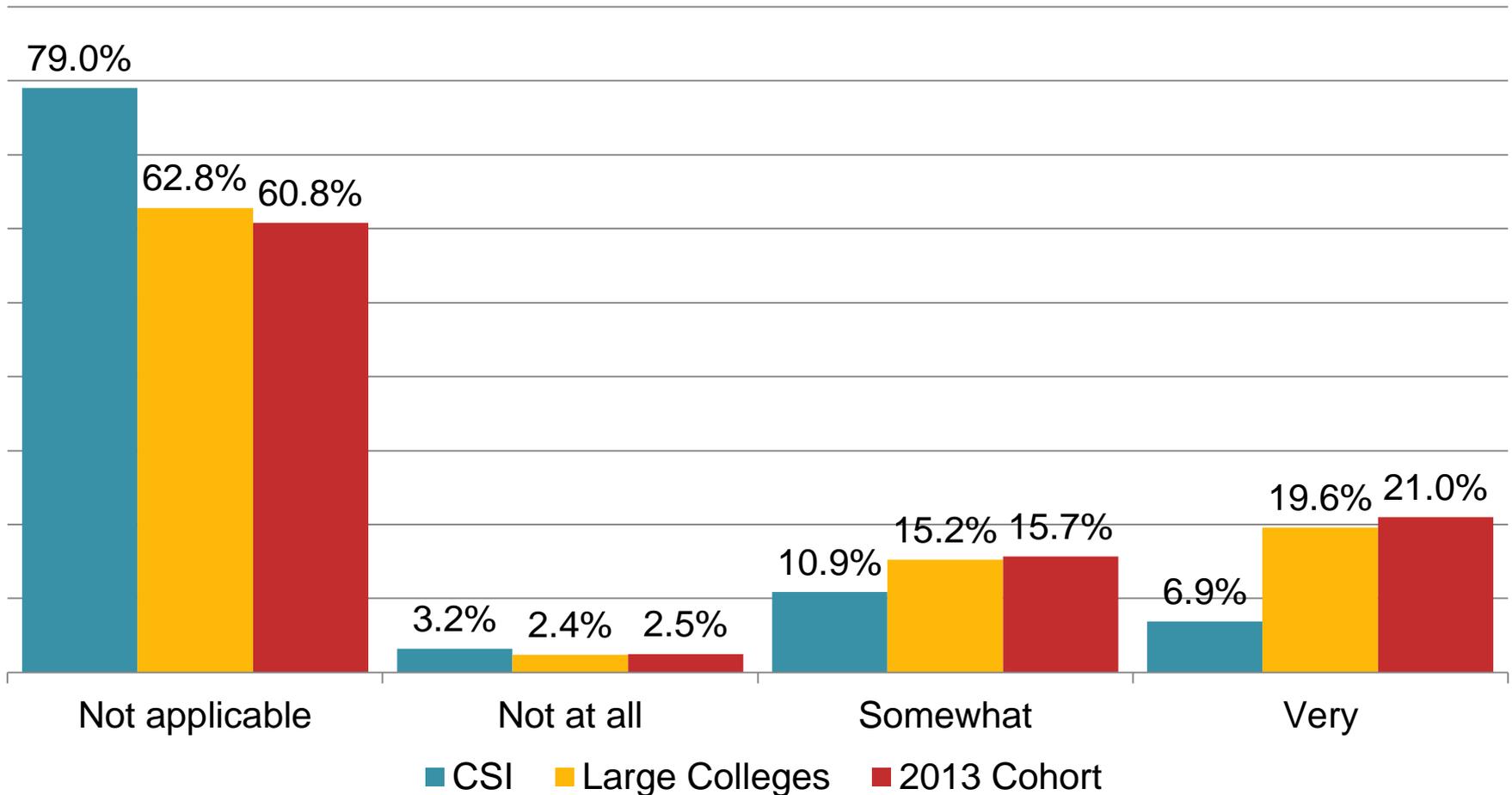
Integrate Student Support into Learning Experiences

How often did you use Skill Labs?



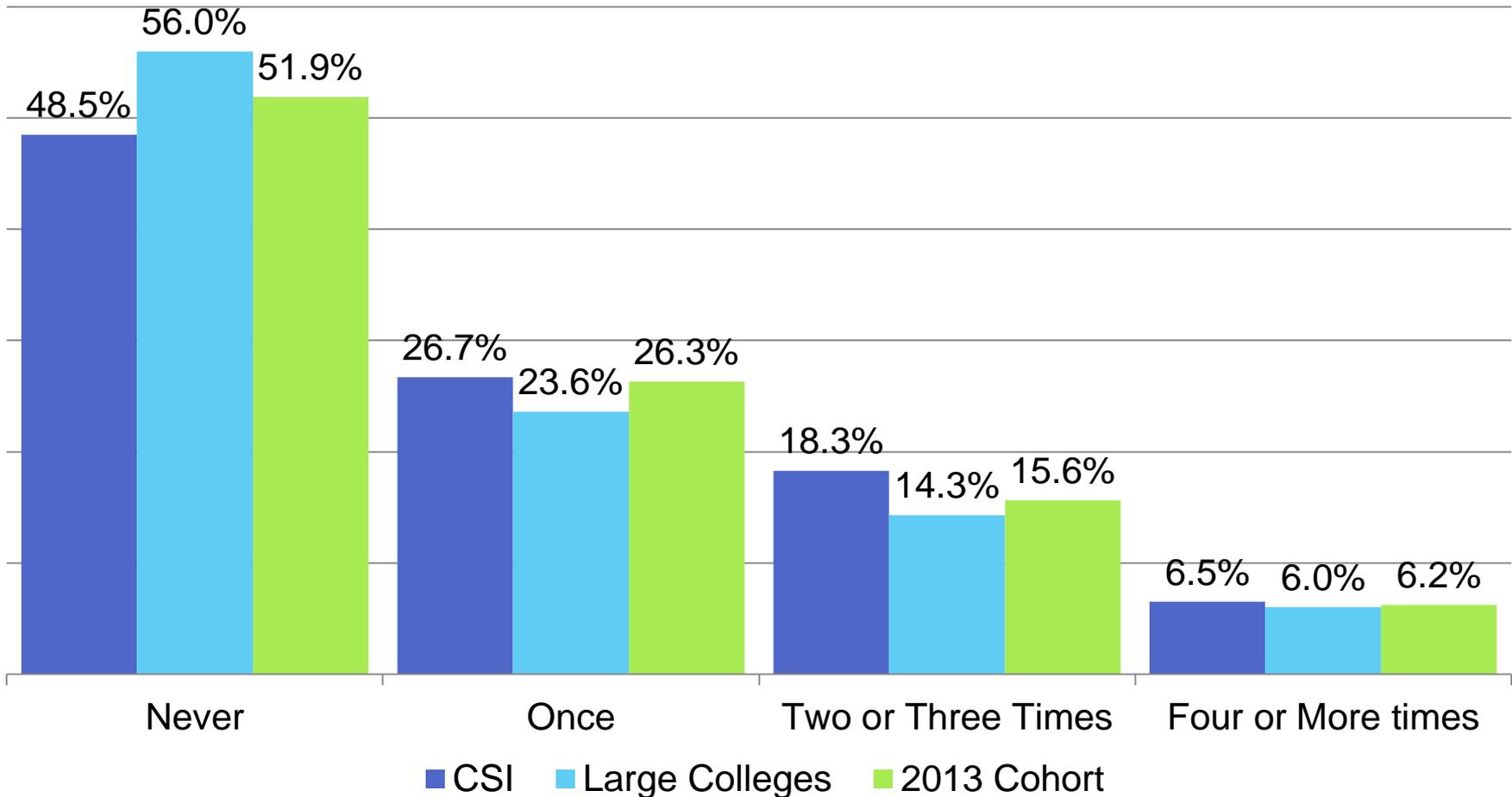
Integrate Student Support into Learning Experiences

How satisfied were you with skill labs?



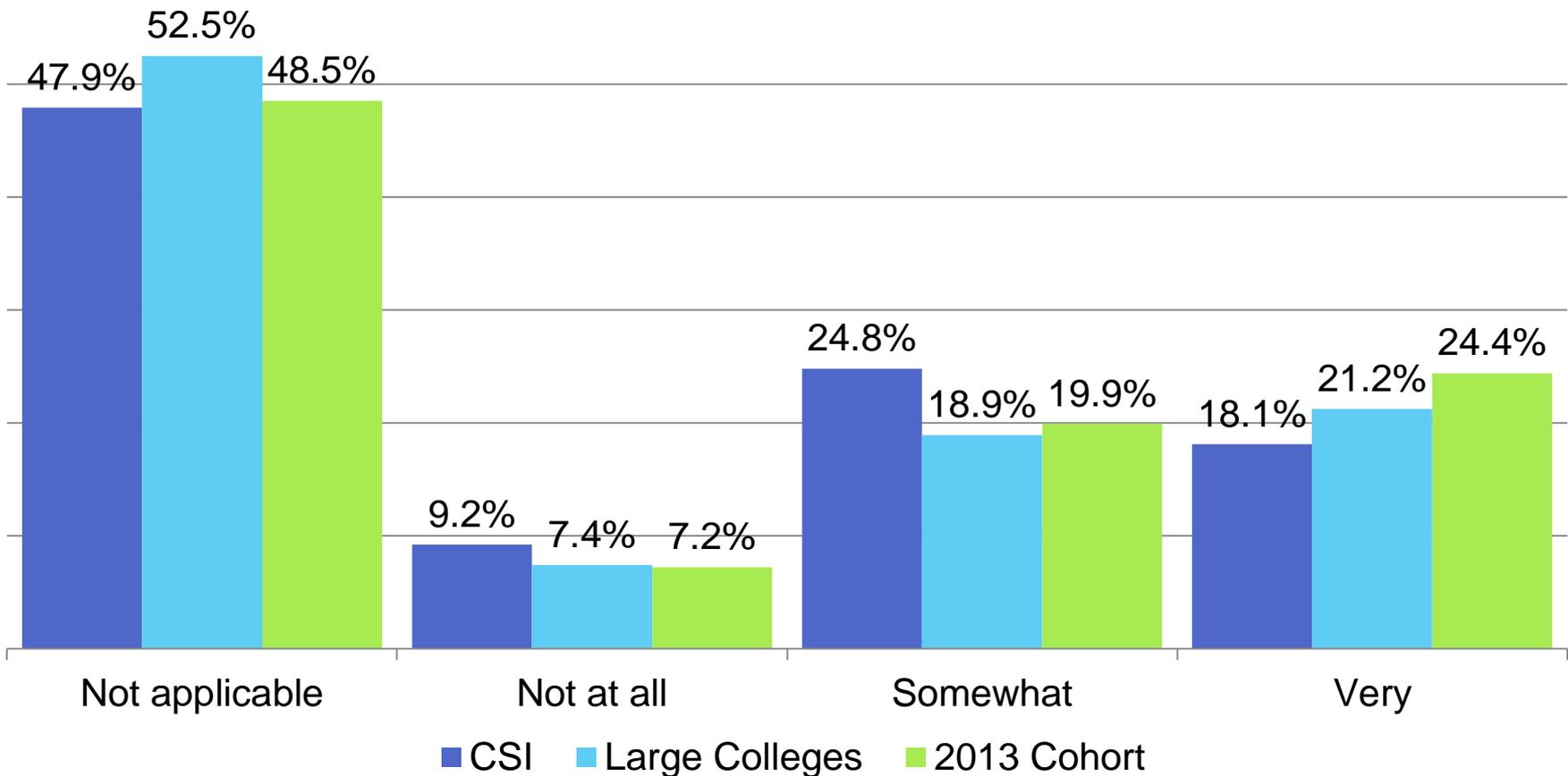
Integrate Student Support into Learning Experiences

How often did you use Financial Aid Advising?



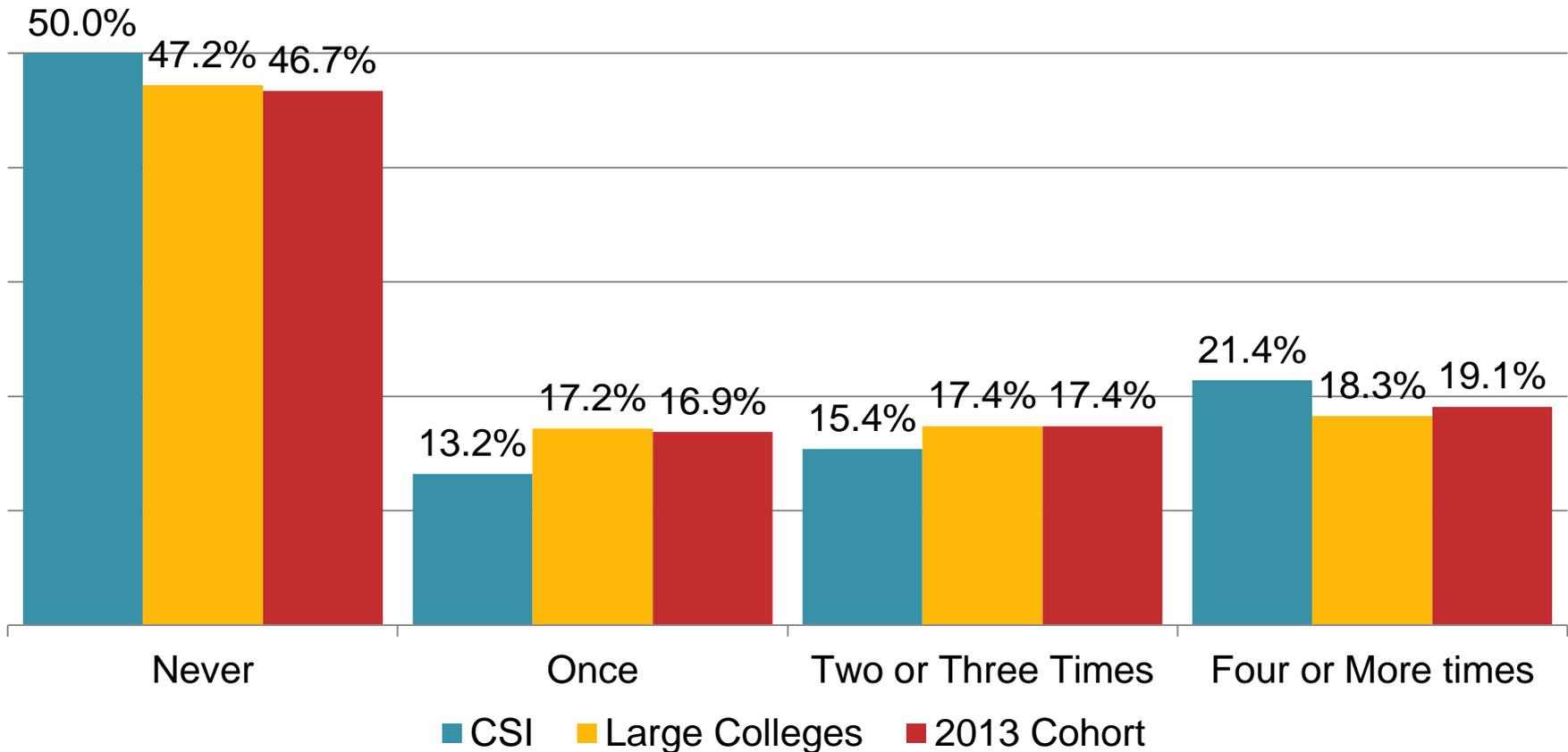
Integrate Student Support into Learning Experiences

How satisfied were you with Financial Aid Advising?



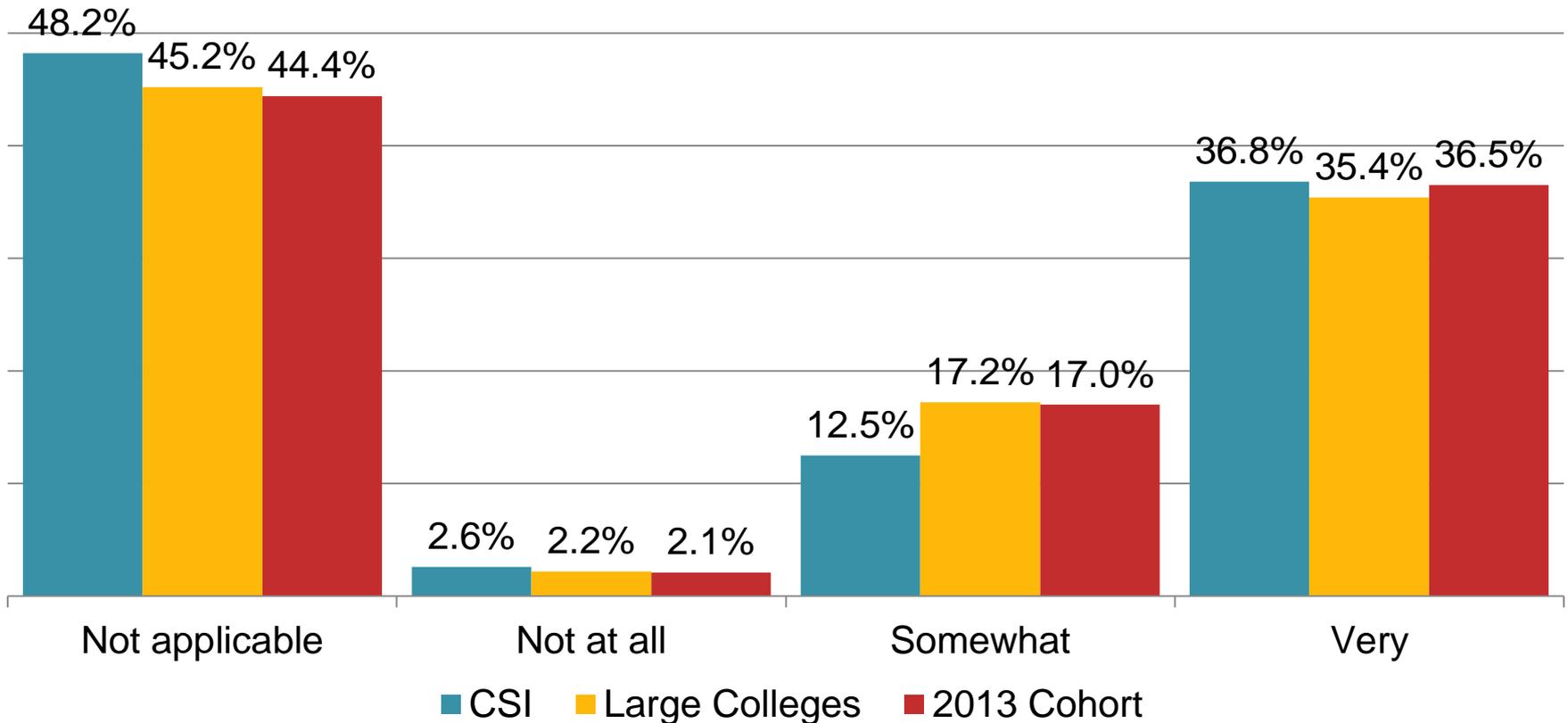
Integrate Student Support into Learning Experiences

How often did you use Computer Lab?



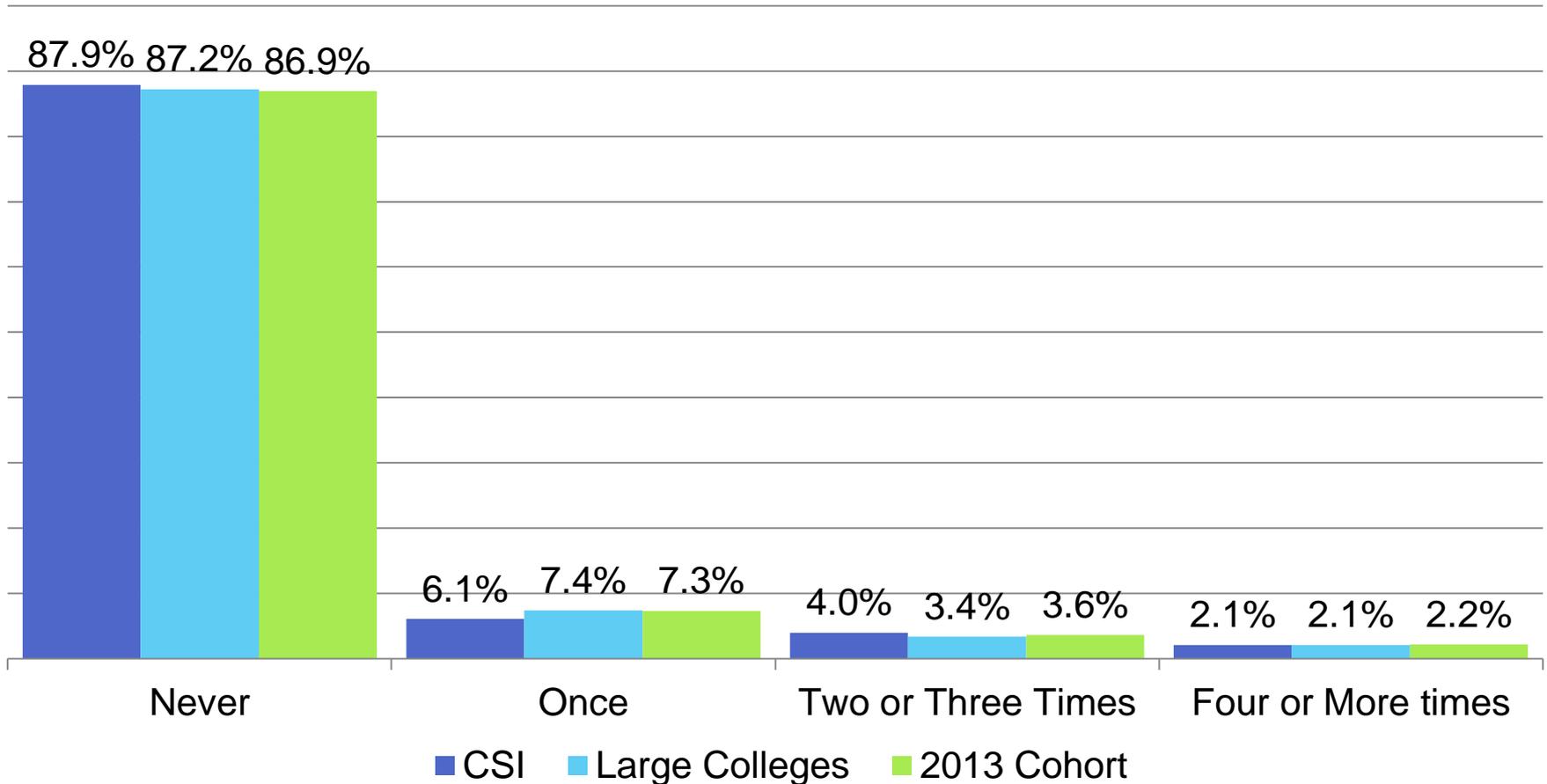
Integrate Student Support into Learning Experiences

How satisfied were you with Computer Lab?



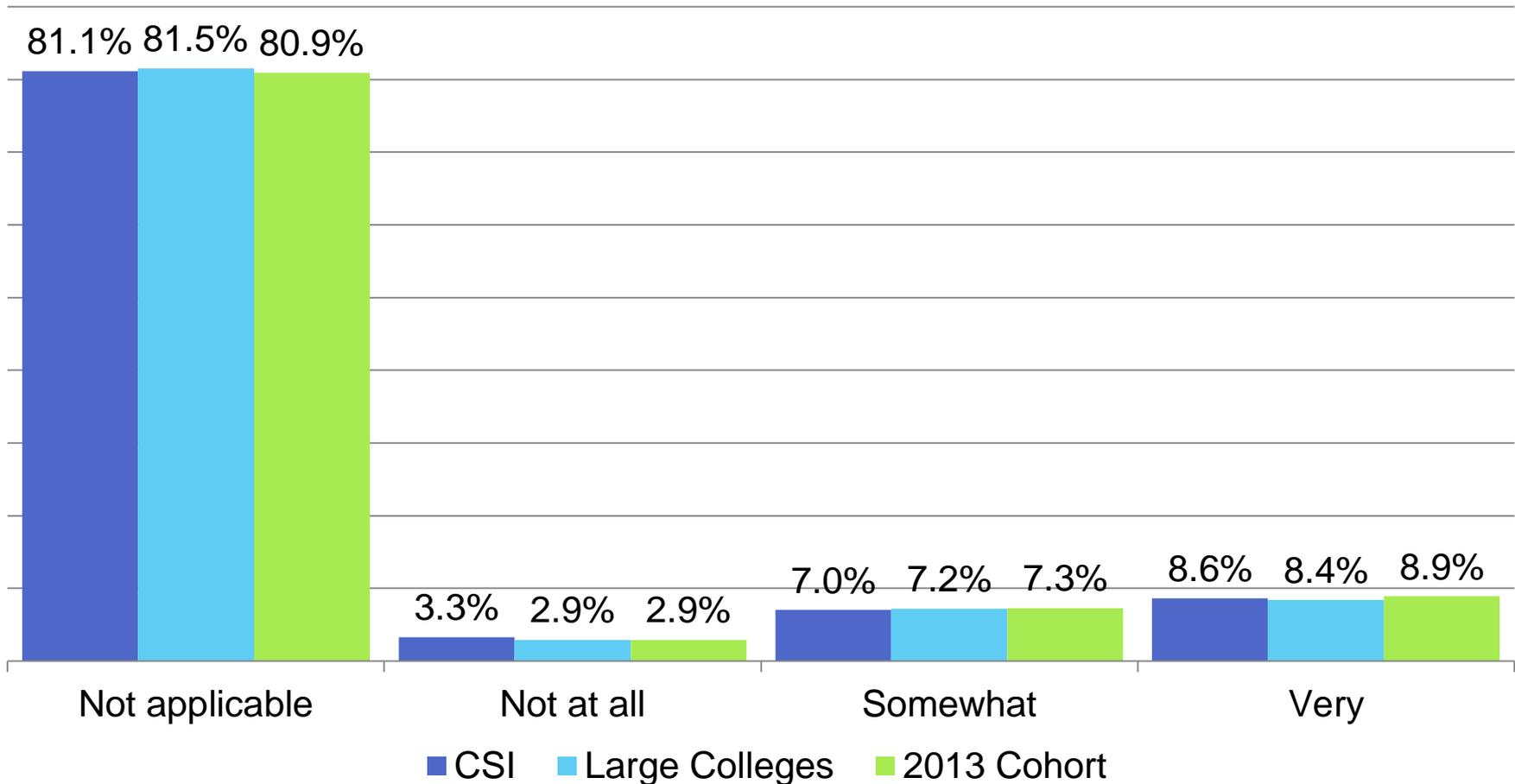
Integrate Student Support into Learning Experiences

How often did you use Student Organizations?



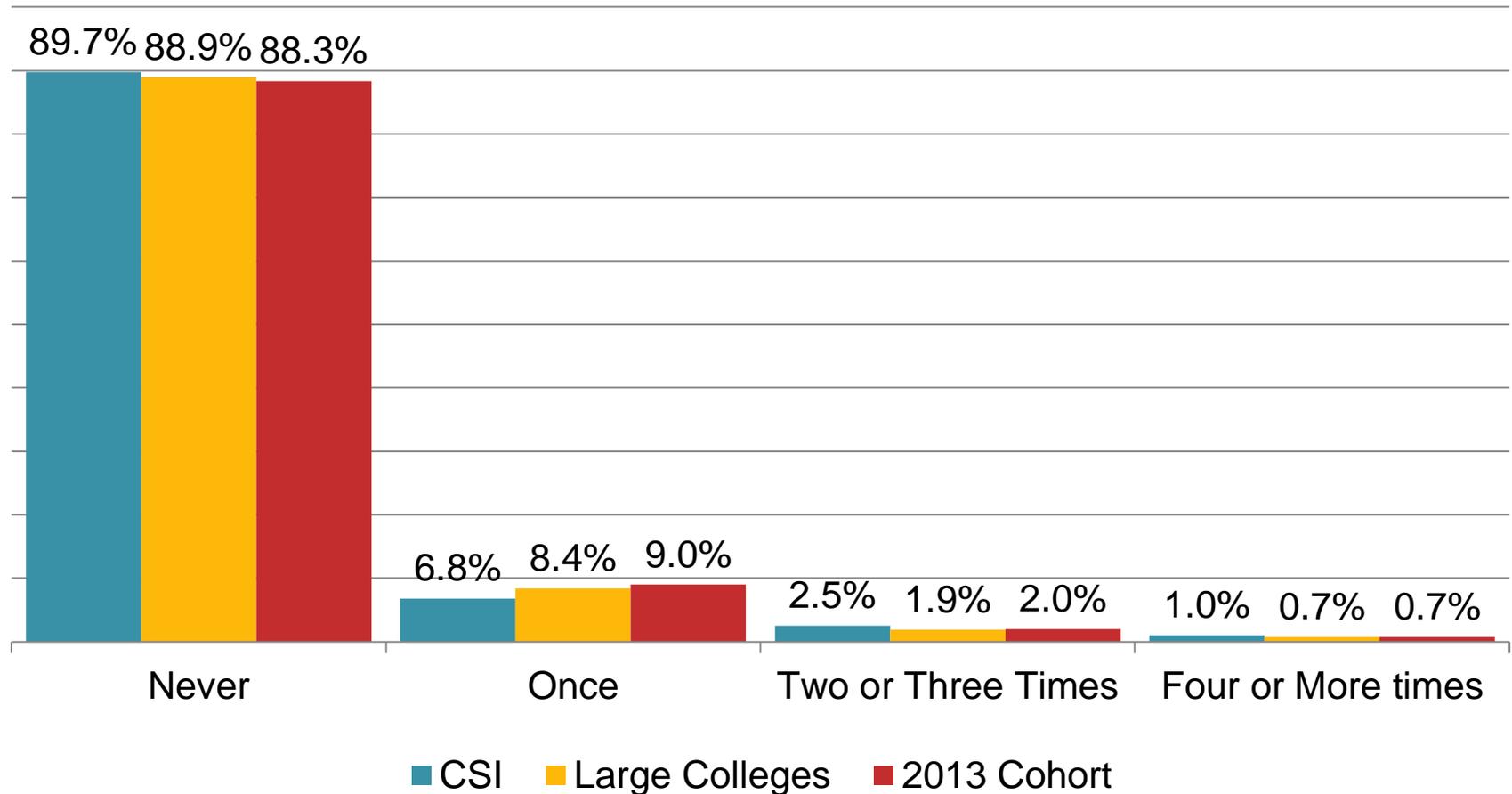
Integrate Student Support into Learning Experiences

How satisfied were you with Student Organizations?



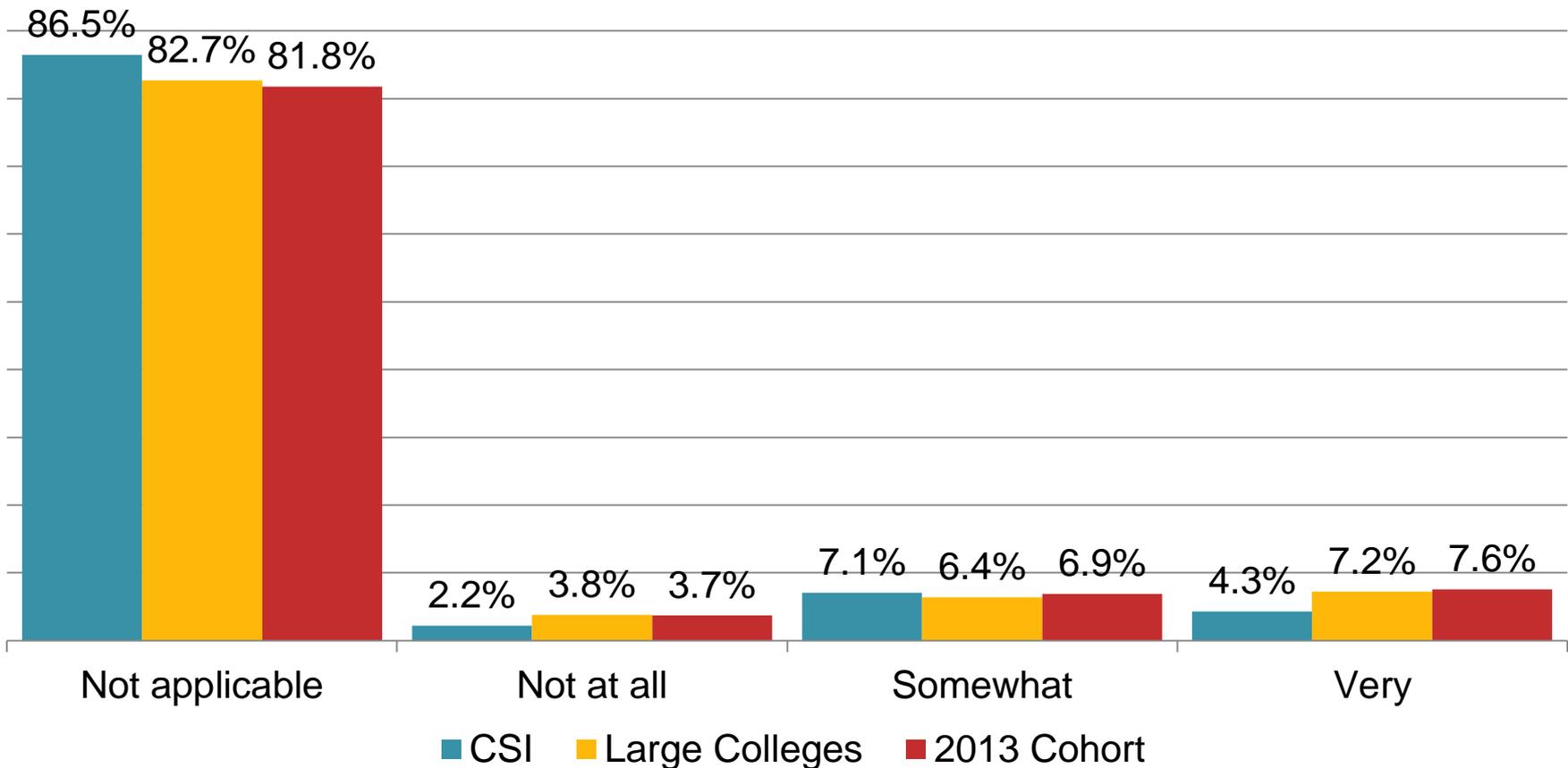
Integrate Student Support into Learning Experiences

How often did you use Transfer Credit Assistance?



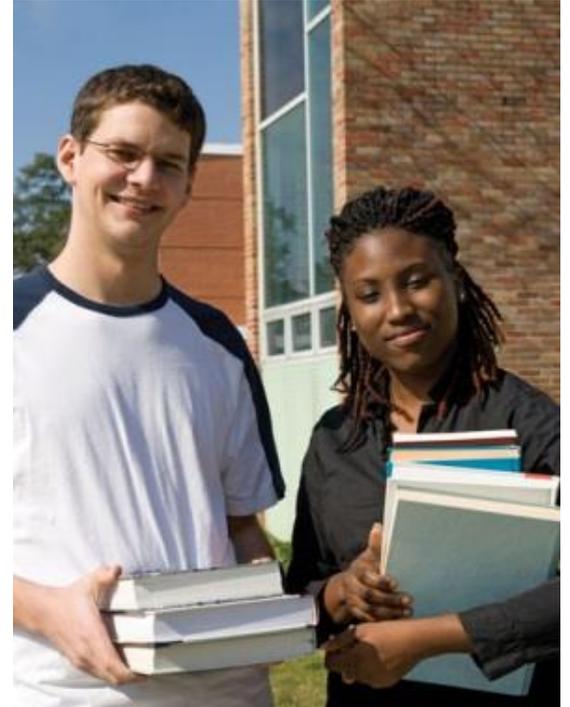
Integrate Student Support into Learning Experiences

How satisfied were you with Transfer Credit Assistance?



Focus Institutional Policies on Creating the Conditions for Learning

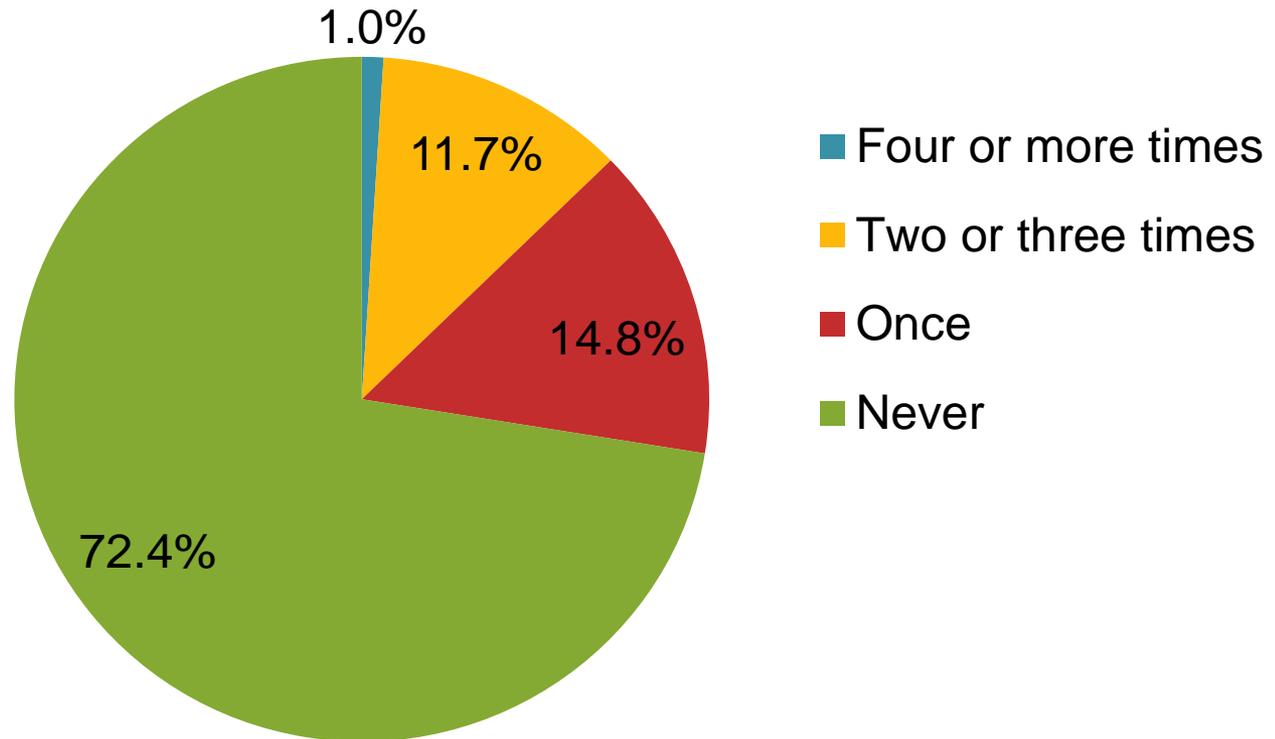
Institutional policies focused on student success are most effective when colleges mandate student participation in activities that are shown to increase persistence and improve student outcomes



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: 2013 SENSE data