

SENSE 2019 Findings
for
Asnuntuck
Community College

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ACC
STUDENT SUCCESS
TEAM

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Presentation Overview

- *SENSE* Overview
- Student Respondent Profile
- *SENSE* Benchmarks
- Discussions

What is Student Engagement?

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

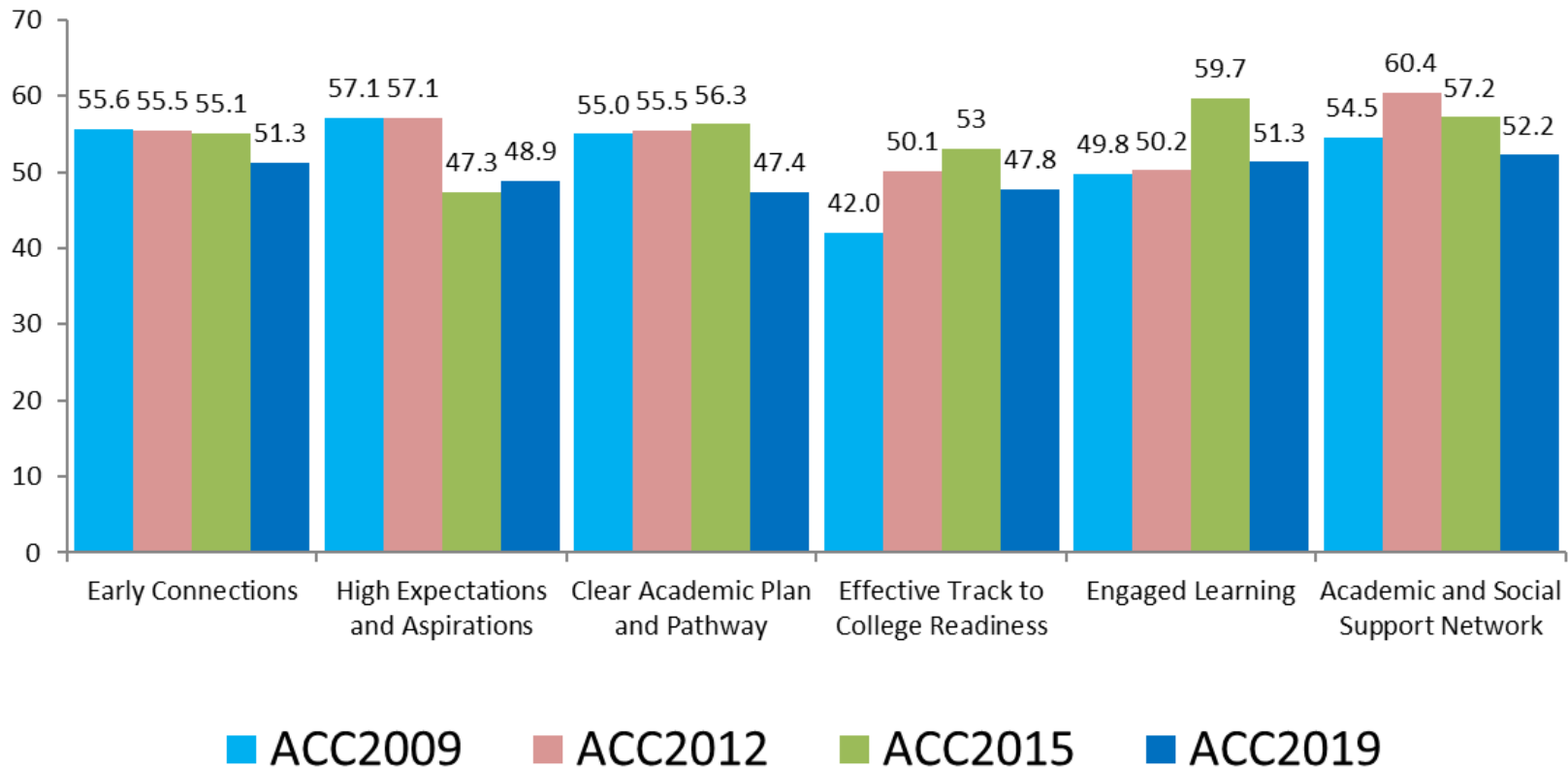
...the institutional practices and student behaviors that are highly correlated with student learning and retention

Student Respondent Profile at ACC

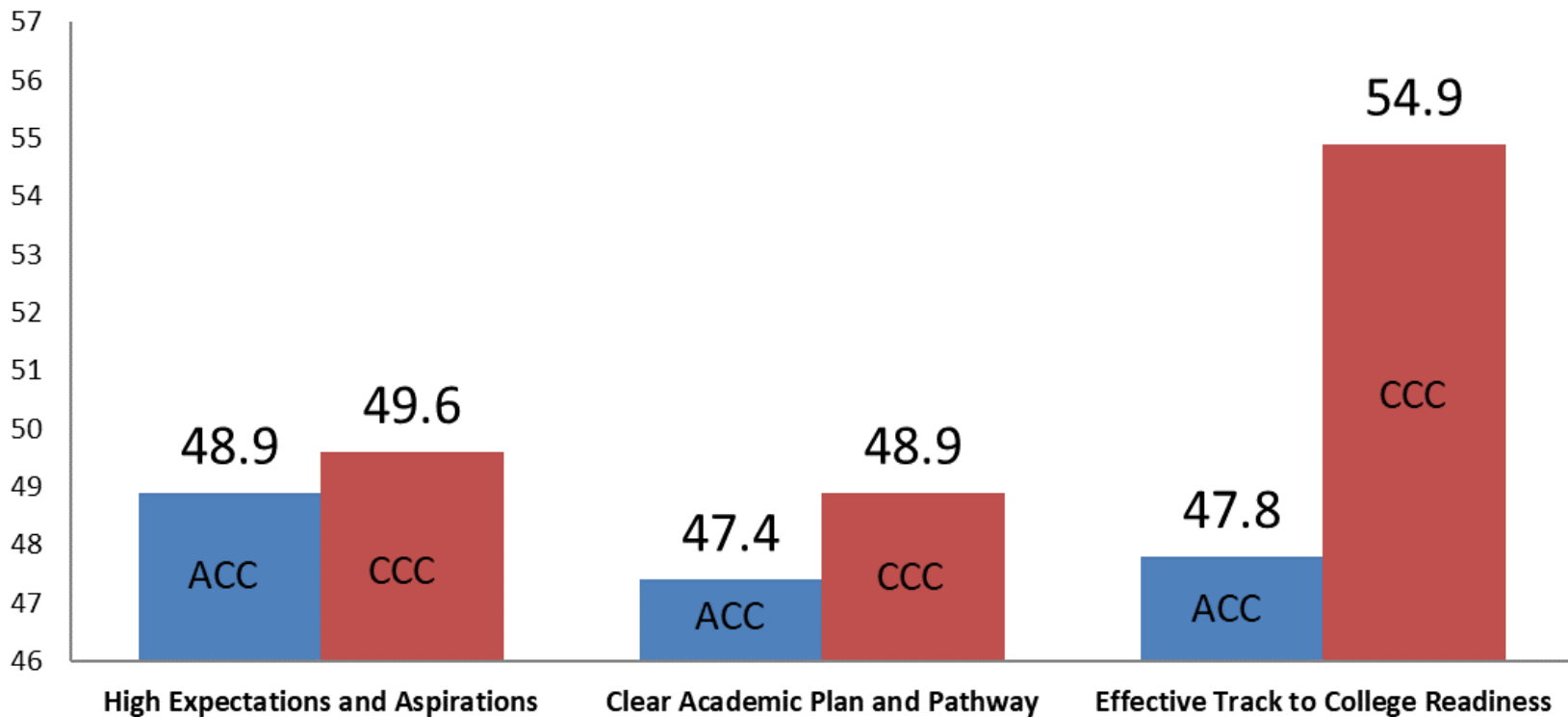
- Overall – 132 responses collected.
- Enrollment Status - 68% FT, 32% PT
- Age – 88% under age of 25
- Sex – Male/Female – 48%/48%
- Race & Ethnicity – 67% White, 11% Hispanic, 8% Black
- First-Generation Status – 30%

Note: Survey results are weighted based on the most recent publicly available IPEDS enrollment figures - in order to apply the appropriate representation of less than full-time and full-time student responses to SENSE data.

ACC SENSE Benchmarks



Asnuntuck Community College vs. Connecticut Community Colleges Selective SENSE Benchmarks 2019



High Expectations and Aspirations

- Respond to each item using a five-point scale from *Strongly agree* to *Strongly disagree*:
 - The instructors at this college want me to succeed (18b)
 - I have the motivation to do what it takes to succeed in college (18t)
 - I am prepared academically to succeed in college (18u)
- During the first three weeks of your first semester, how often did you:
 - Turn in an assignment late (19c)
 - Not turn in an assignment (19d)
 - Come to class without completing readings or assignments (19f)
 - Skip class (19s)

High Expectations and Aspirations

High Expectations and Aspirations

	% of Students who responded "AGREE or STRONGLY AGREE"			
	2009	2012	2015	2019
18b. The instructors at this college want me to succeed	87.9	91.1	91.6	93.7
18t. I have the motivation to do what it takes to succeed in college	91.5	92.6	87.3	80.3
18u. I am prepared academically to succeed in college	88.1	91.6	85.2	79.9

	% of Students who responded "2 OR MORE TIMES"			
	2009	2012	2015	2019
19c. Turn in an assignment late	4.2	2.9	12.3	13.5
19d. Not turn in an assignment	3.7	5.5	11.2	7.5
19f. Come to class without completing readings or assignments	9.4	14.5	18.3	15.5
19s. Skip class	4.2	4.4	13.1	7.4

Clear Academic Plan and Pathway

- Respond to each item using a five-point scale from *Strongly agree* to *Strongly disagree*:
 - I was able to meet with an academic advisor at times convenient for me (18d)
 - An advisor helped me to select a course of study, program, or major (18e)
 - An advisor helped me to set academic goals and to create a plan for achieving them (18f)
 - An advisor helped me to identify the courses I needed to take during my first semester/quarter (18g)
 - 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 (18h)

Clear Academic Plan and Pathway

Clear Academic Plan and Pathway

	% of Students who responded "AGREE or STRONGLY AGREE"			
	2009	2012	2015	2019
18d. I was able to meet with an academic advisor at times convenient for me	73.3	73.2	70.2	58.4
18e. An advisor helped me to select a course of study, program, or major	68.6	69	71.5	65.5
18f. An advisor helped me to set academic goals and to create a plan for achieving them	34.9	37.9	48.9	34.4
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	70.4	74.9	73.3	70.7
18h. 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	34.3	35.8	41	33.8

Effective Track to College Readiness

- Respond with *Yes* or *No*:
 - Before I could register for classes I was required to take a placement test to assess my skills in reading, writing, and/or math (12a)
 - I took a placement test (12b)
 - This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter (14)
- Respond to each item using a five-point scale from *Strongly agree* to *Strongly disagree*:
 - I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) (21a)
 - I learned to understand my academic strengths and weaknesses (21b)
 - I learned skills and strategies to improve my test-taking ability (21c)

Effective Track to College Readiness

	2009	2012	2015	2019
	% of Students who responded "YES"			
12a. 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	77.8	85.4	83.2	67.5
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)	80.3	89.8	85.0	80.8
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter	58.7	70.0	70.7	56.5

	% of Students who responded "AGREE or STRONGLY AGREE"			
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	74.8	71.3	79.6	79.3
21b. I learned to understand my academic strengths and weaknesses	68.0	74.1	80.3	72.6
21c. I learned skills and strategies to improve my test-taking ability	54.7	51.1	59.4	58.9

Effective Track to College Readiness

Six SENSE Benchmarks

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

Strategies to Promote Learning that Matters

The Center describes key strategies to promote learning that matters:

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

Strengthen
classroom
engagement

Integrate
Student
Support into
Learning
Experiences

- Raise expectations
 - Promote active, engaged learning
 - Build and encourage relationships
 - Ensure that students know where they stand
-
- Students are most likely to succeed when expectations are high and they receive the support they need to rise to those expectations

Expand PD

Focus Institutional Policies on Creating the Conditions for Learning

- Expand professional development focused on engaging students
- 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

QUESTIONS AND CONTACTS



Q & A

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