SENSE 2019 Findings for Asnuntuck Community College

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Presentation Overview

- SENSE Overview
- Student Respondent Profile
- SENSE Benchmarks
- Discussions
The Survey of Entering Student Engagement (SENSE)

SENSE helps us understand the experience of entering students and engage these students in the earliest weeks of their college experience.
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.
Asnuntuck Community College vs. Connecticut Community Colleges
Selective SENSE Benchmarks
2019
• 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

| 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 |
| 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 |
• Respond to each item using a five-point scale from \textit{Strongly agree} to \textit{Strongly disagree}: 
  
  \begin{itemize}
    \item I was able to meet with an academic advisor at times convenient for me (18d)
    \item An advisor helped me to select a course of study, program, or major (18e)
    \item An advisor helped me to set academic goals and to create a plan for achieving them (18f)
    \item An advisor helped me to identify the courses I needed to take during my first semester/quarter (18g)
    \item 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)
  \end{itemize}
### Clear Academic Plan and Pathway

| 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 |

| % of Students who responded "AGREE or STRONGLY AGREE" |
|---|---|---|---|
| 2009 | 2012 | 2015 | 2019 |

Clear Academic Plan and Pathway
• 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

<table>
<thead>
<tr>
<th>Statement</th>
<th>2009</th>
<th>2012</th>
<th>2015</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>77.8</td>
<td>85.4</td>
<td>83.2</td>
<td>67.5</td>
</tr>
<tr>
<td>12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)</td>
<td>80.3</td>
<td>89.8</td>
<td>85.0</td>
<td>80.8</td>
</tr>
<tr>
<td>14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter</td>
<td>58.7</td>
<td>70.0</td>
<td>70.7</td>
<td>56.5</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)</td>
<td>74.8</td>
<td>71.3</td>
<td>79.6</td>
<td>79.3</td>
</tr>
<tr>
<td>21b. I learned to understand my academic strengths and weaknesses</td>
<td>68.0</td>
<td>74.1</td>
<td>80.3</td>
<td>72.6</td>
</tr>
<tr>
<td>21c. I learned skills and strategies to improve my test-taking ability</td>
<td>54.7</td>
<td>51.1</td>
<td>59.4</td>
<td>58.9</td>
</tr>
</tbody>
</table>
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
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 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.
Q & A

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