



# *SENSE* 2020 Findings for Daytona State College



**DAYTONA  
STATE COLLEGE**



*Center for  
Community College  
Student Engagement*

# Presentation Overview

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



# ***SENSE*** Overview

# What is Student Engagement?

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...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

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- 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

# Excluded Respondents

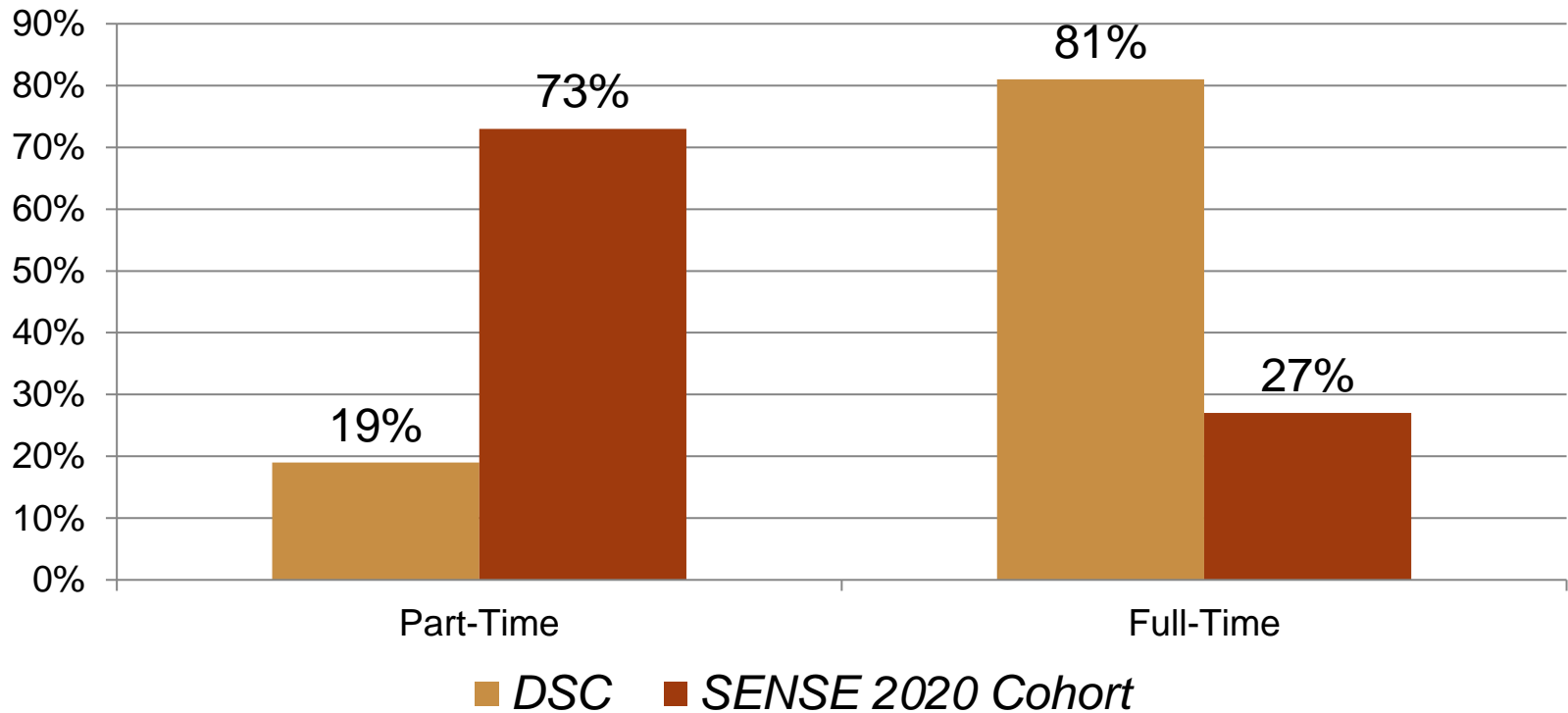
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- The following respondents were excluded from reporting:
  - Respondent did not indicate enrollment status
  - Respondent did not indicate whether he or she was an entering or returning student
  - Respondent returned an invalid survey
  - Respondent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



# Student Respondent Profile: Enrollment Status

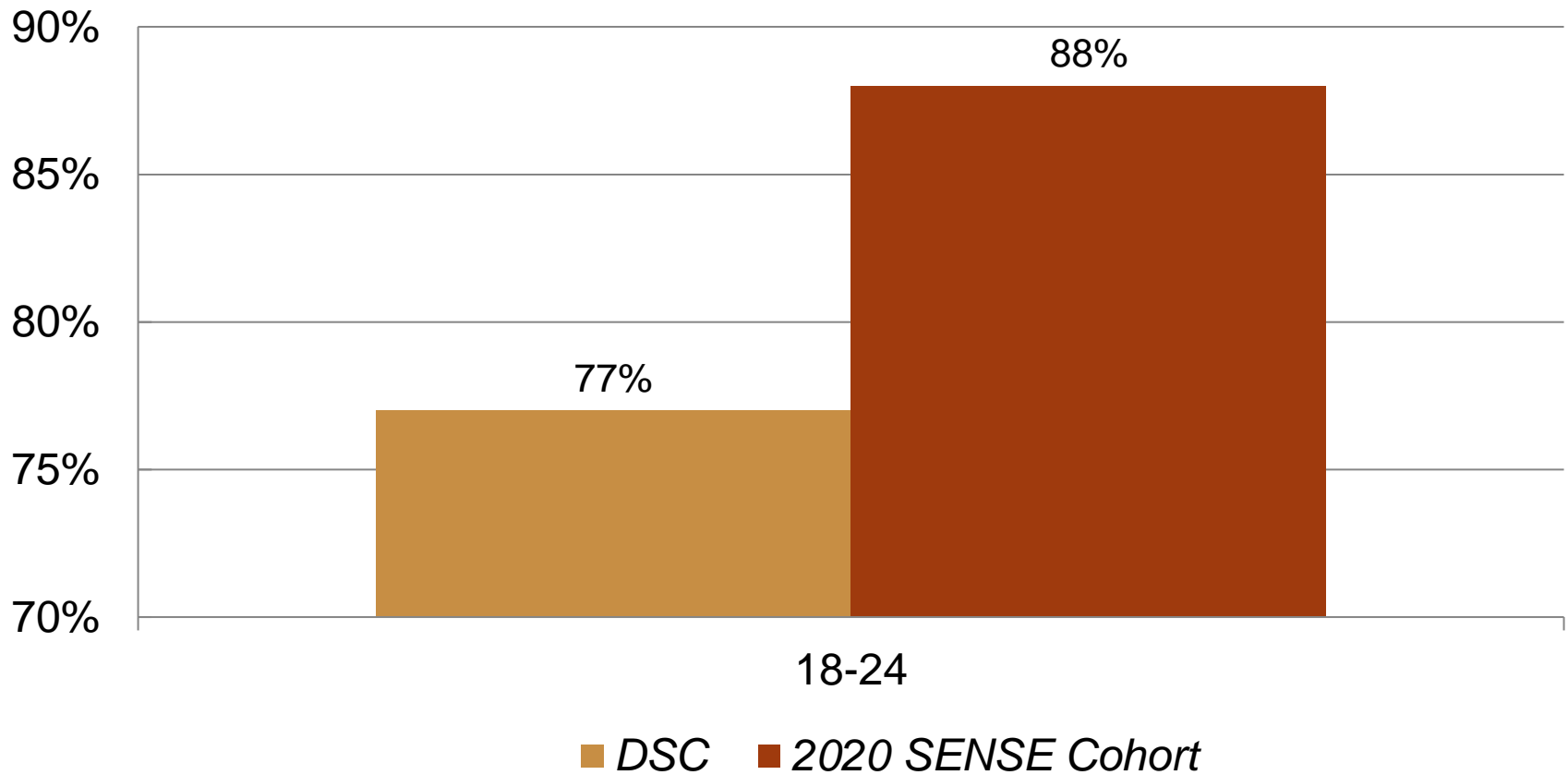
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Source: 2020 SENSE data

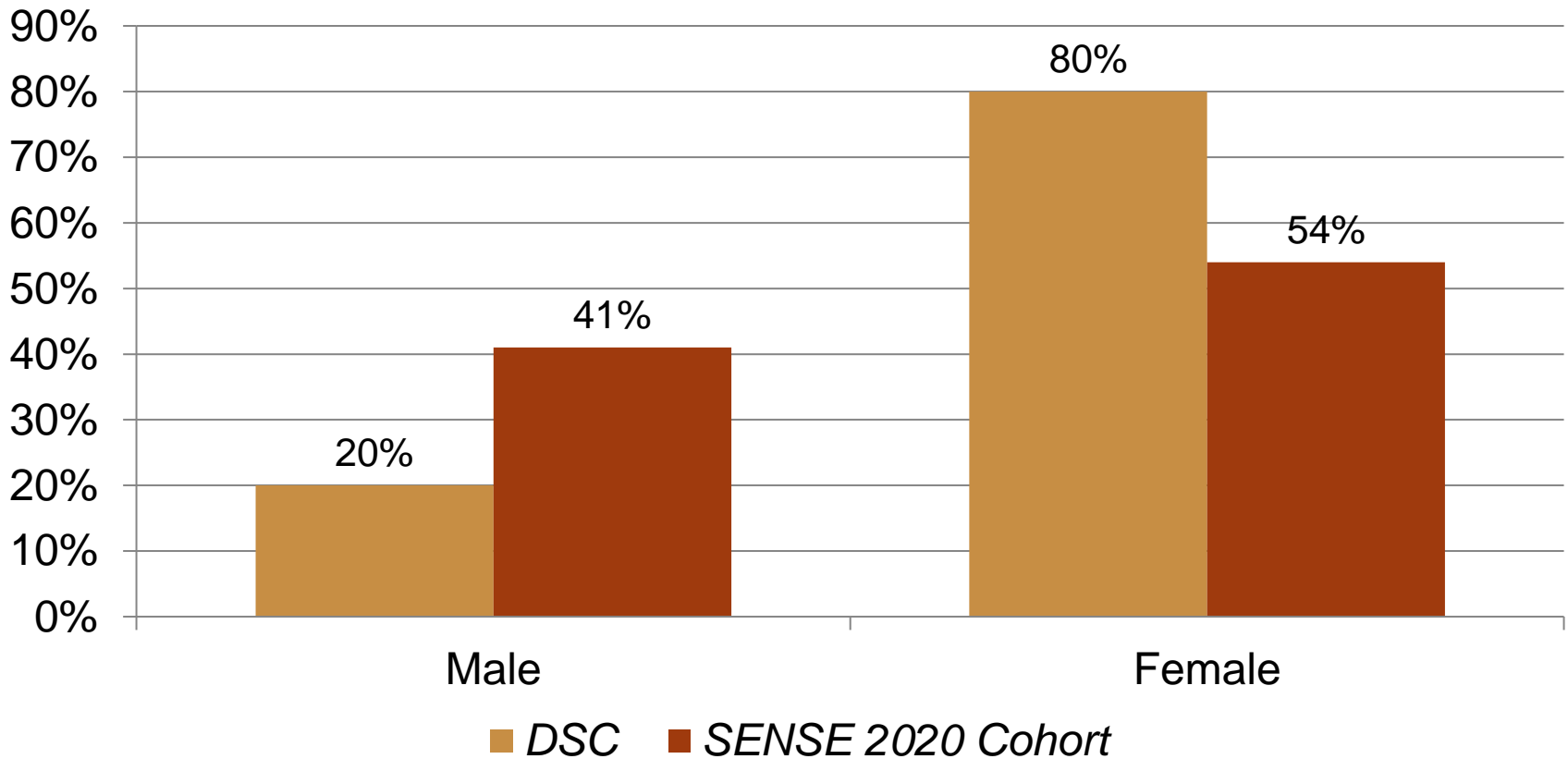
# Student Respondent Profile: Age

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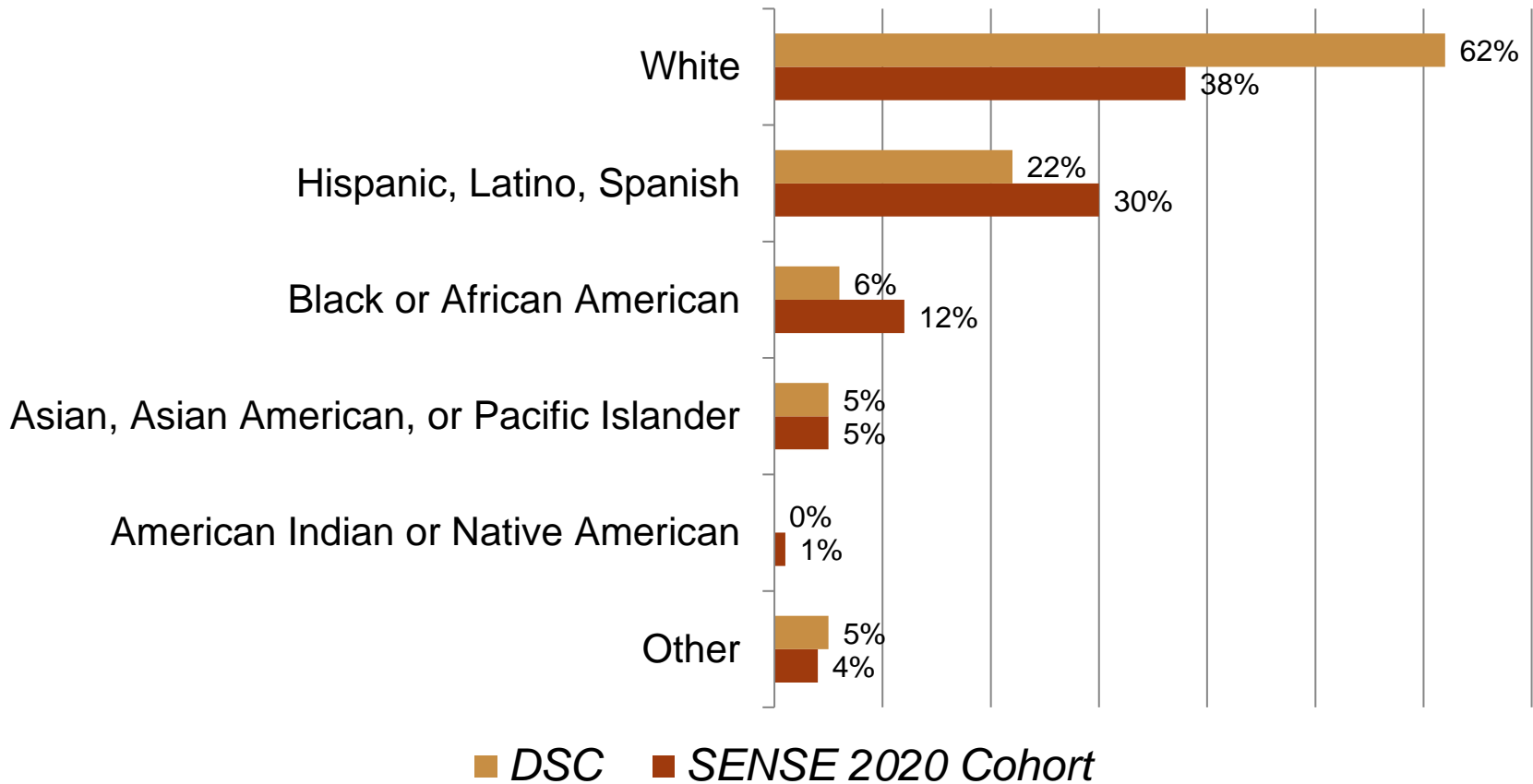
Source: 2020 SENSE data

# Student Respondent Profile: Sex



Source: 2020 SENSE data

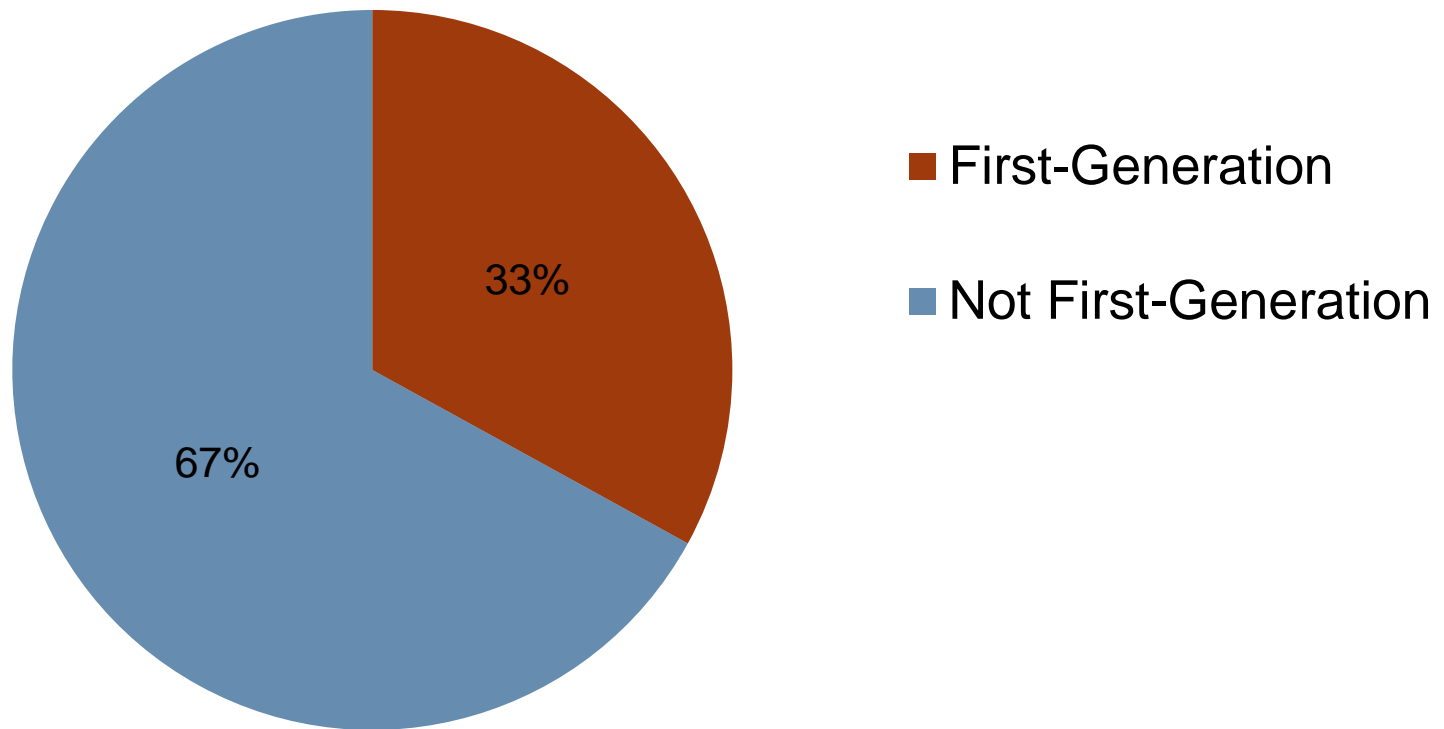
# Student Respondent Profile: Race & Ethnicity



Source: 2020 SENSE data

# Student Respondent Profile: First-Generation Status

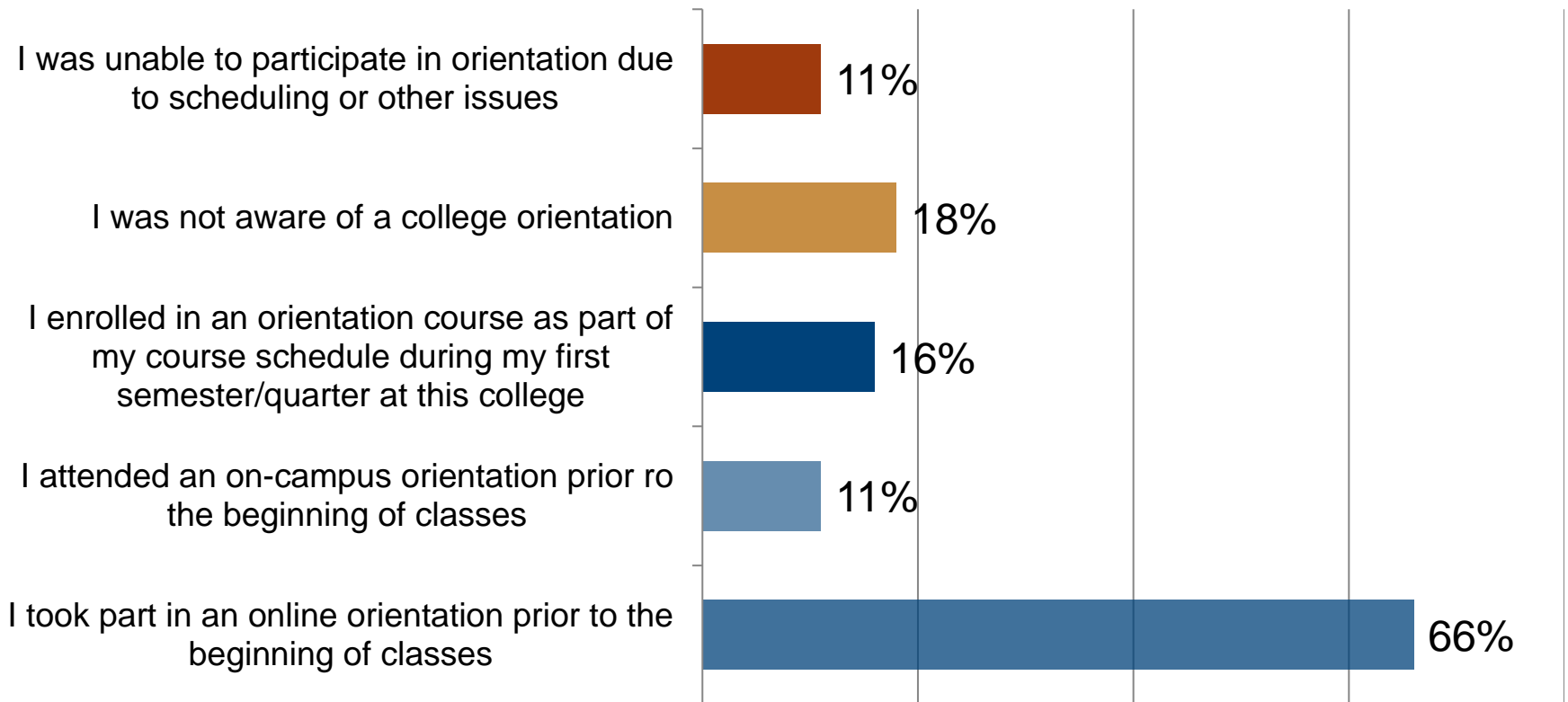
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Source: 2020 SENSE data

# Student Respondent Profile: Orientation

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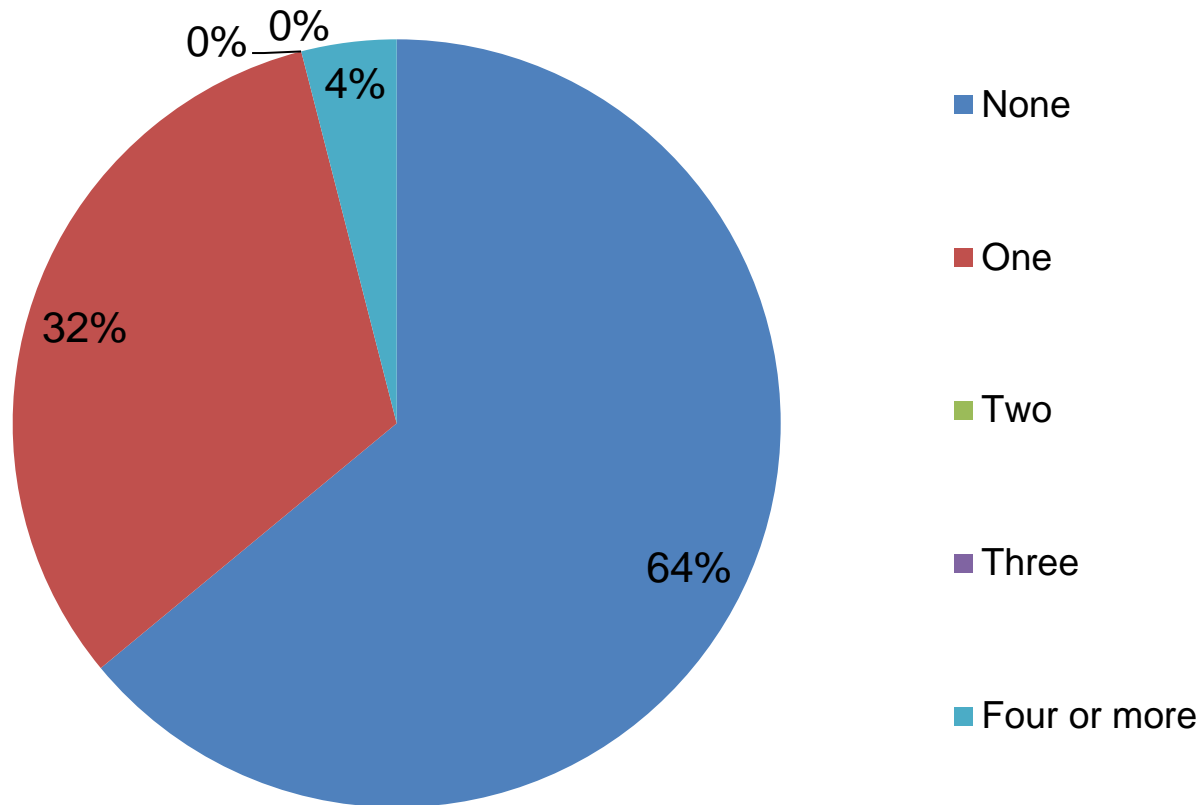


Source: 2020 SENSE data



# Student Respondent Profile: Courses Dropped

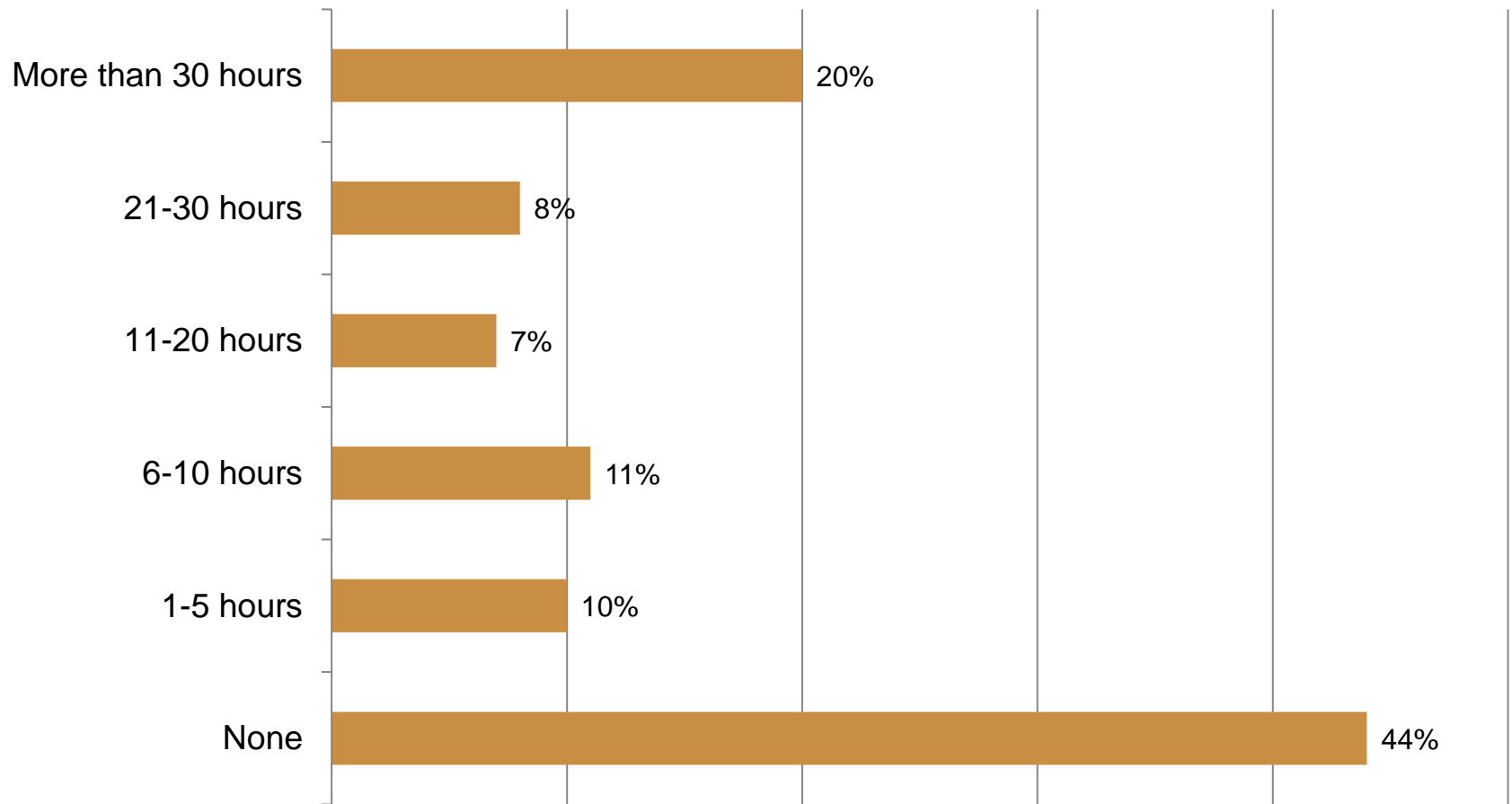
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Source: 2020 SENSE data

# Student Respondent Profile: Employment

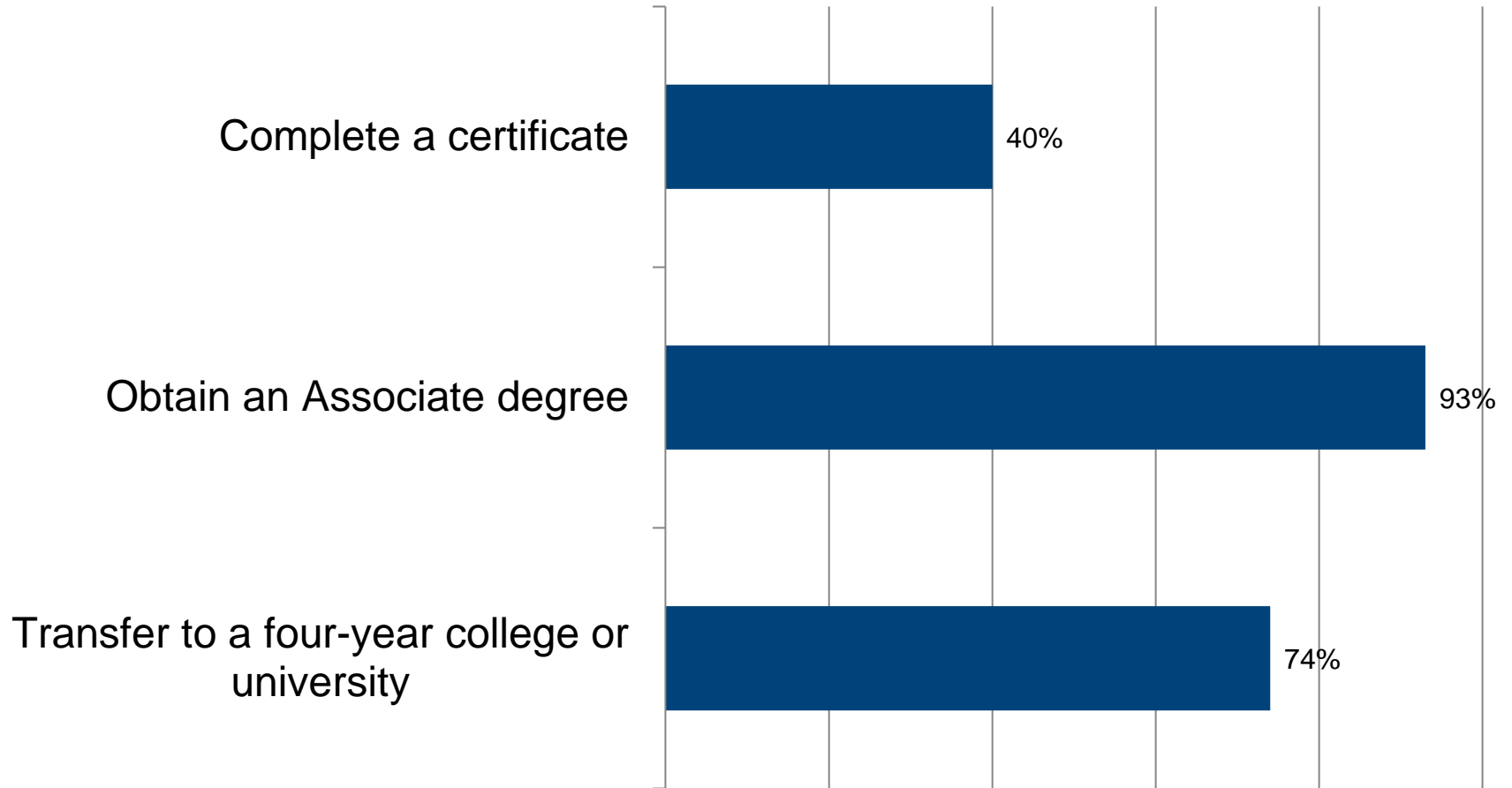
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Source: 2020 SENSE data

# Student Respondent Profile: Goals

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Source: 2020 SENSE data



# ***SENSE* Benchmarks**

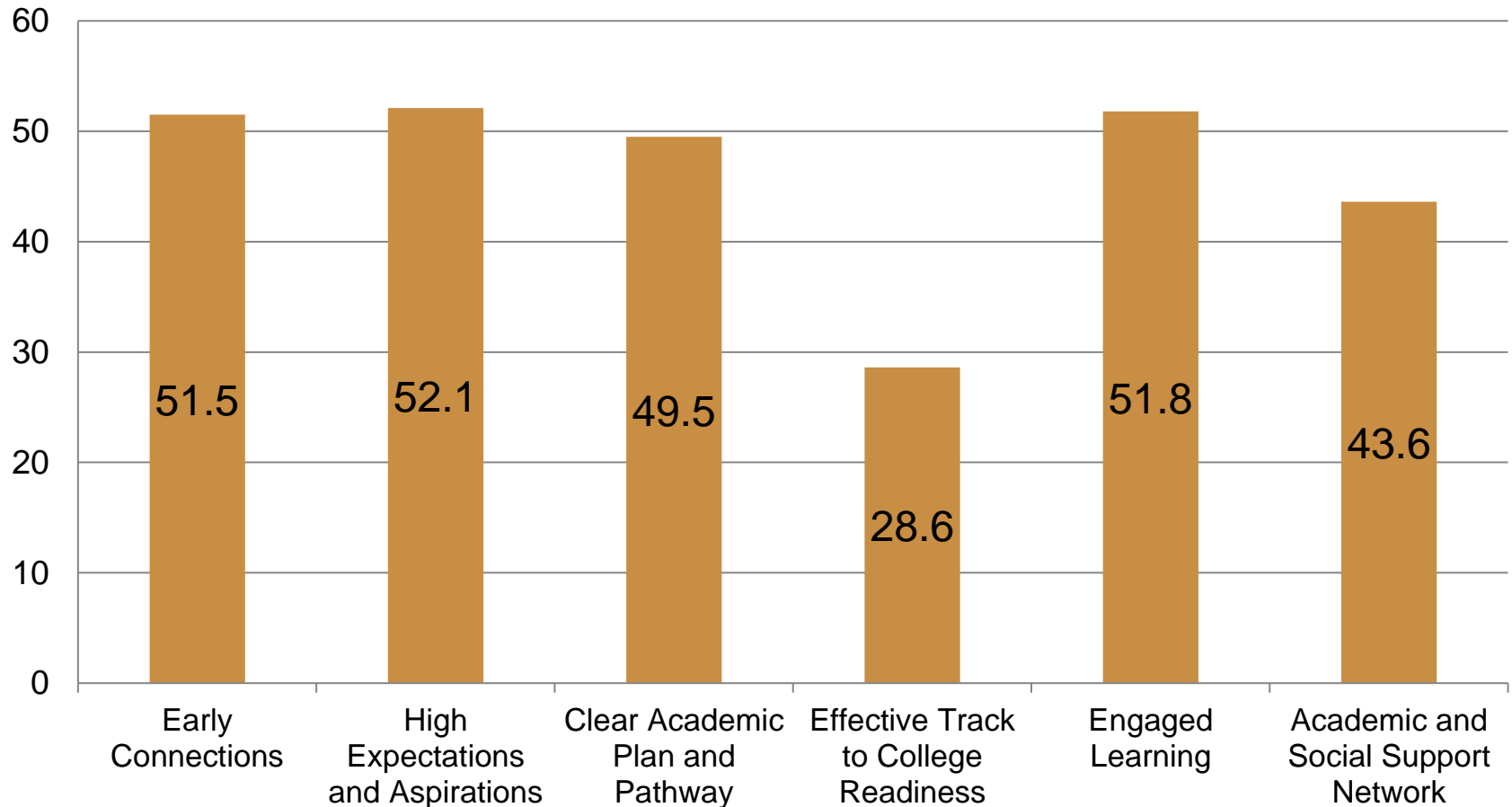
# ***SENSE* Benchmarks of Effective Practice with Entering Students**

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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

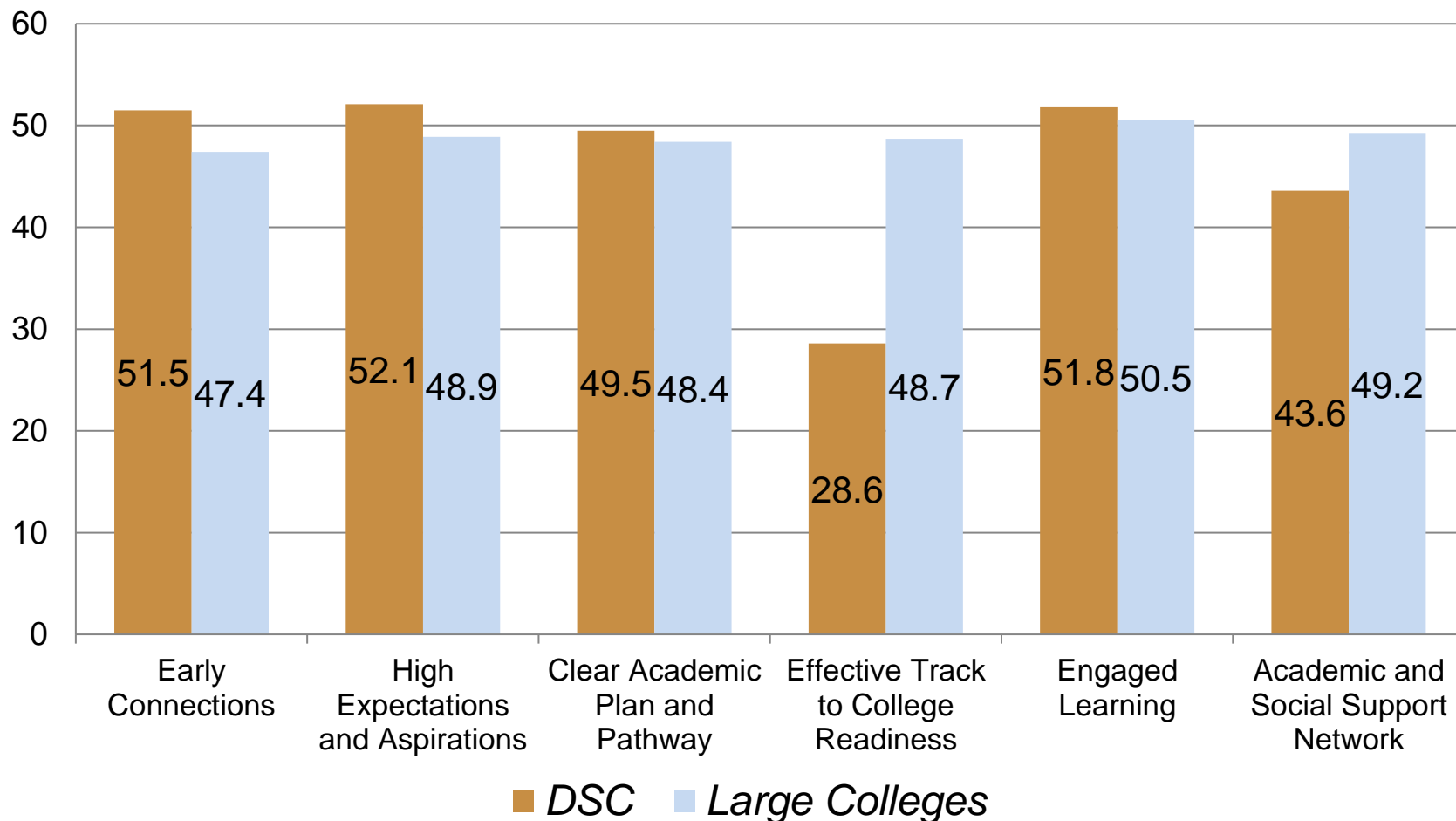
# SENSE Benchmarks for Effective Educational Practice



Source: 2020 SENSE data



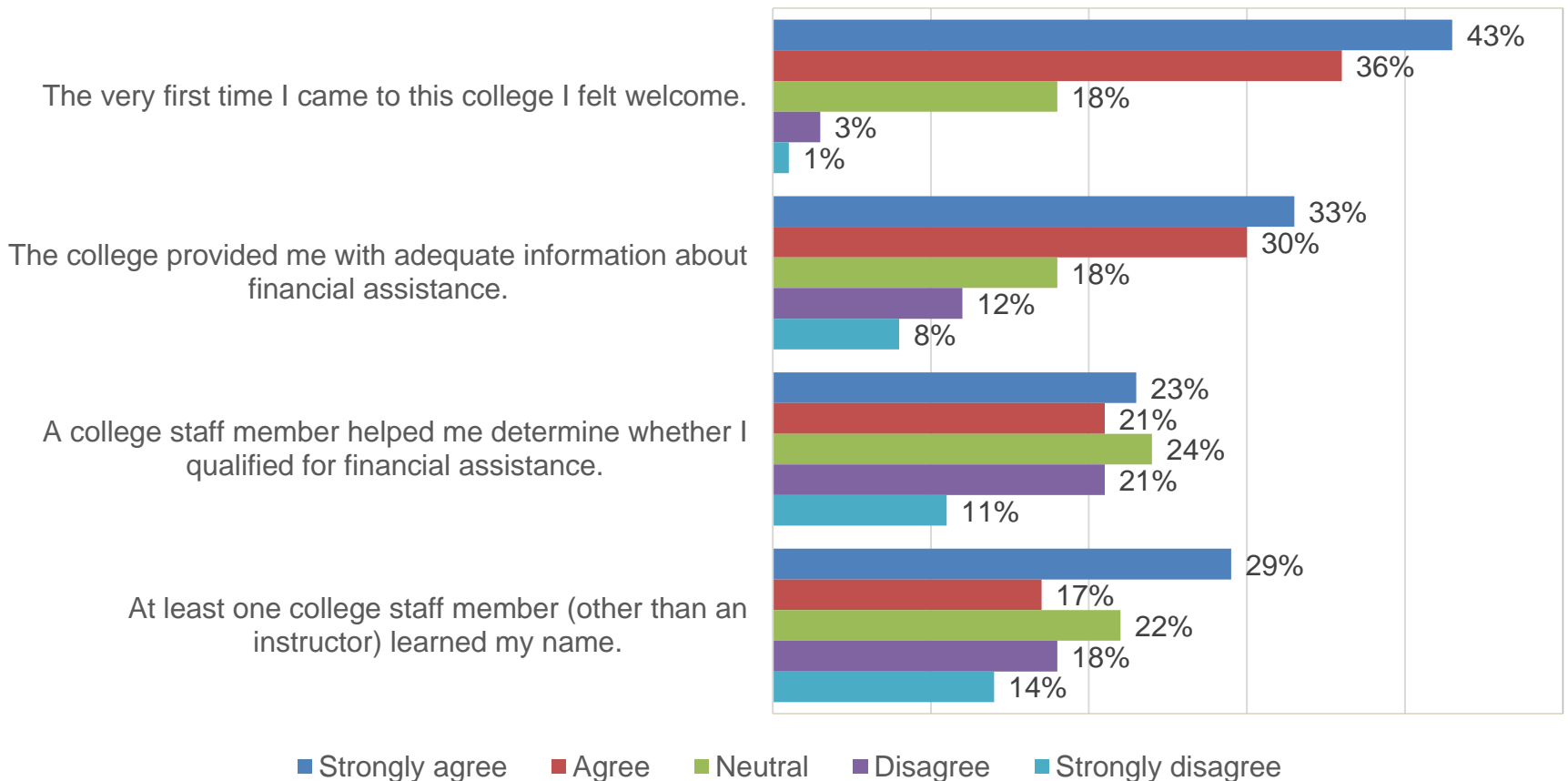
# SENSE Benchmarks for Effective Educational Practice



Source: 2020 SENSE data

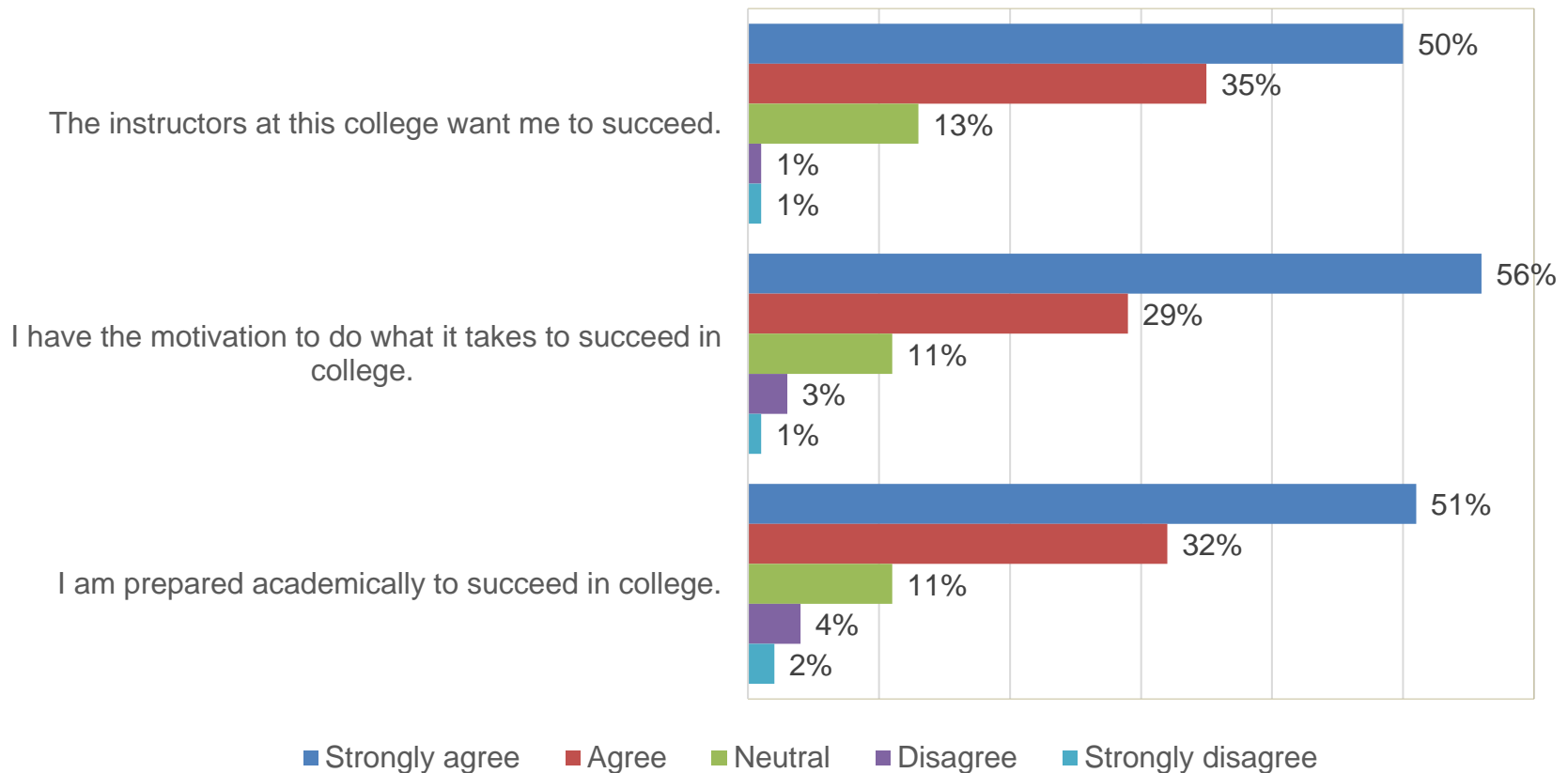
# Early Connections

From the time of my decision to attend DSC through the end of the first three weeks of my first semester...



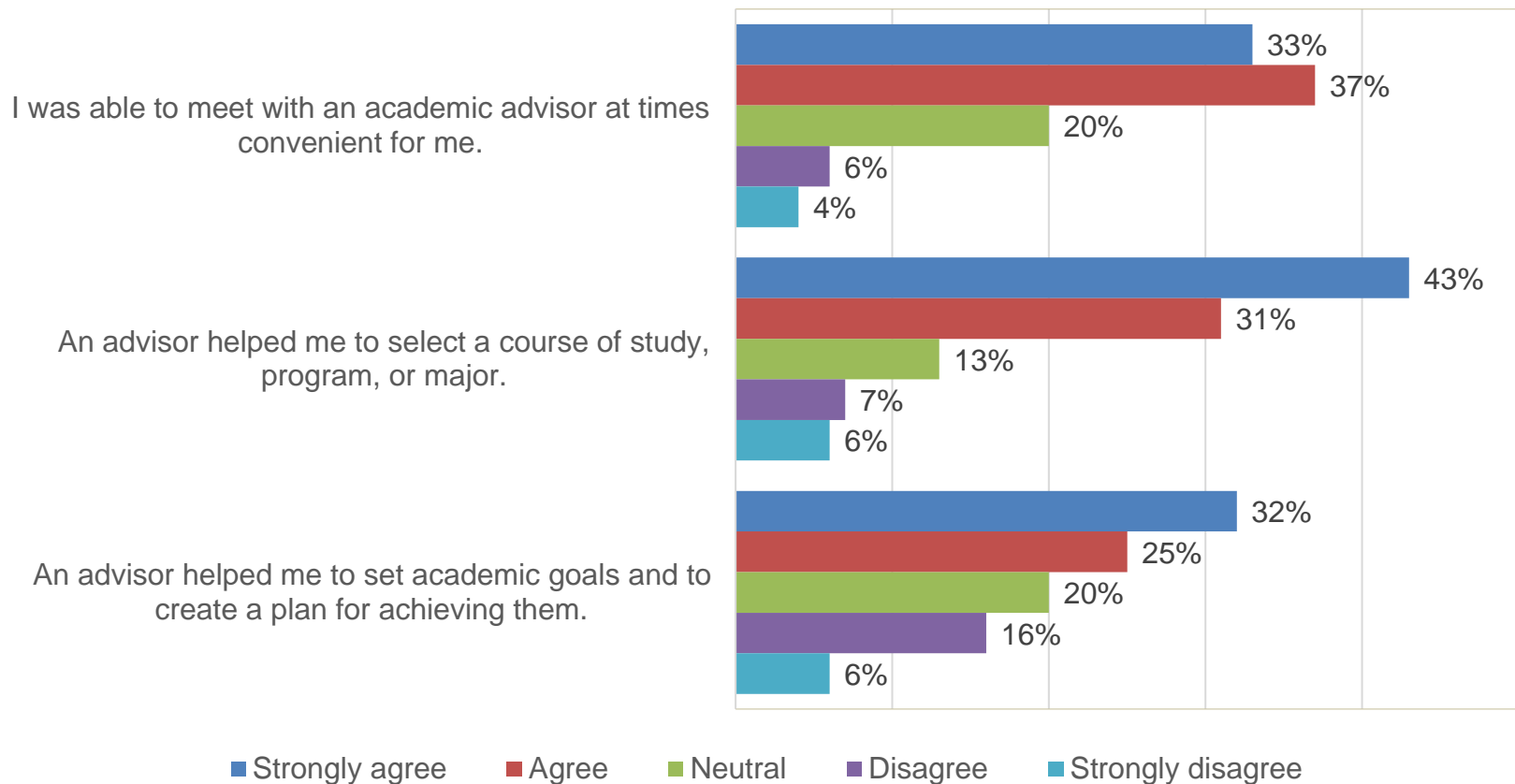
# High Expectations and Aspirations

From the time of my decision to attend DSC through the end of the first three weeks of my first semester...



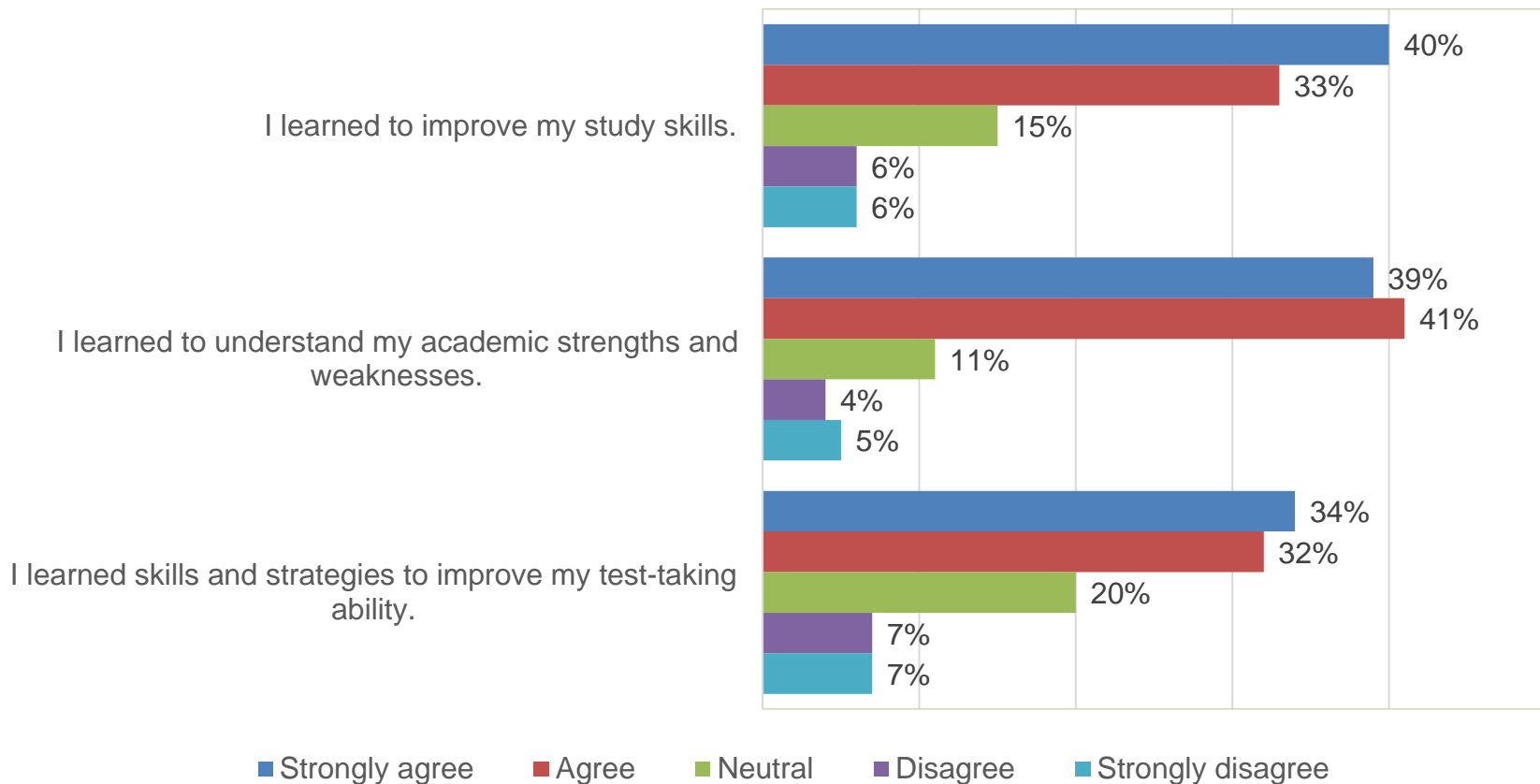
# Clear Academic Plan and Pathway

From the time of my decision to attend DSC through the end of the first three weeks of my first semester...



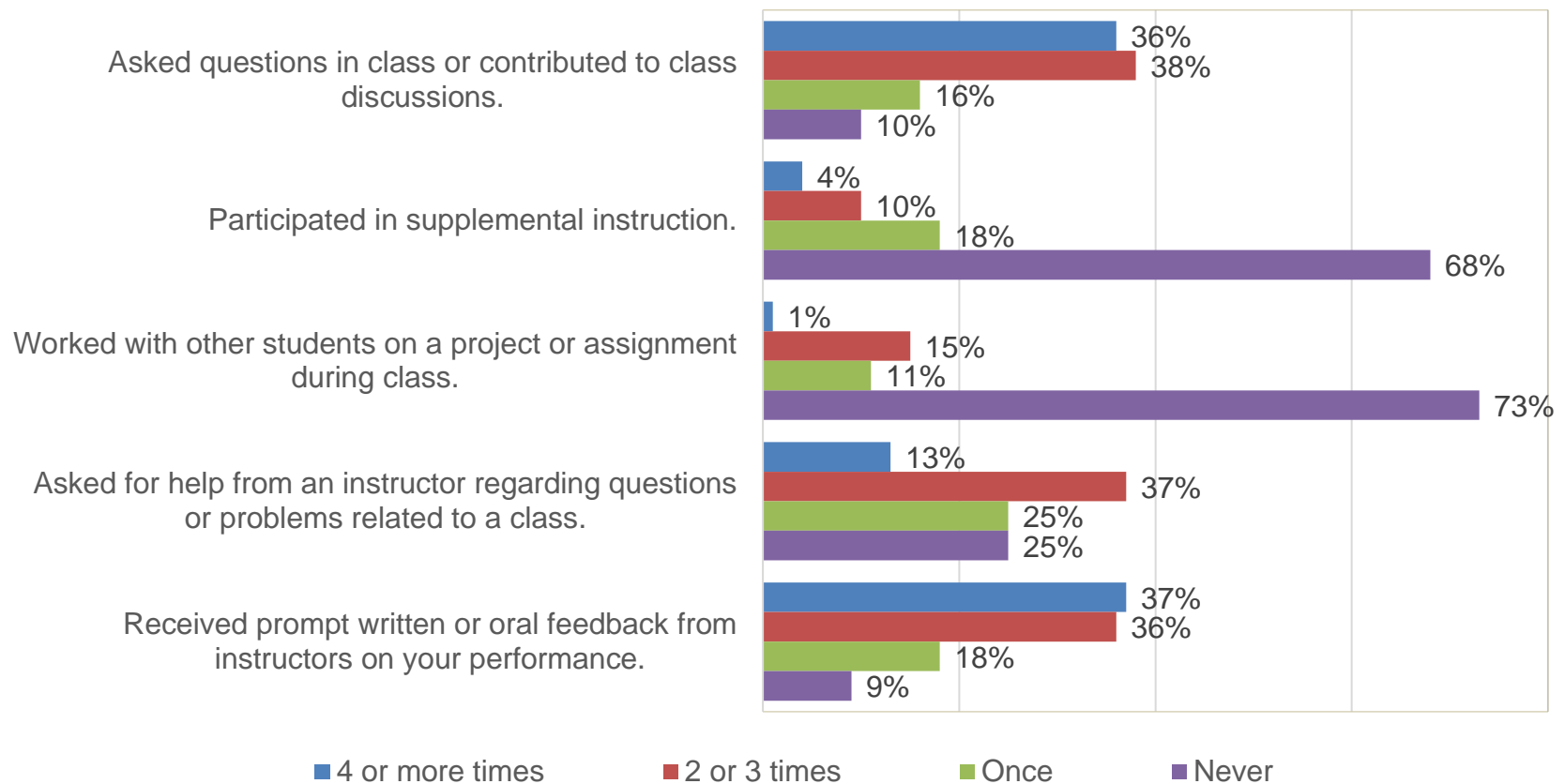
# Effective Track to College Readiness

From the time of my decision to attend DSC through the end of the first three weeks of my first semester...



# Engaged Learning

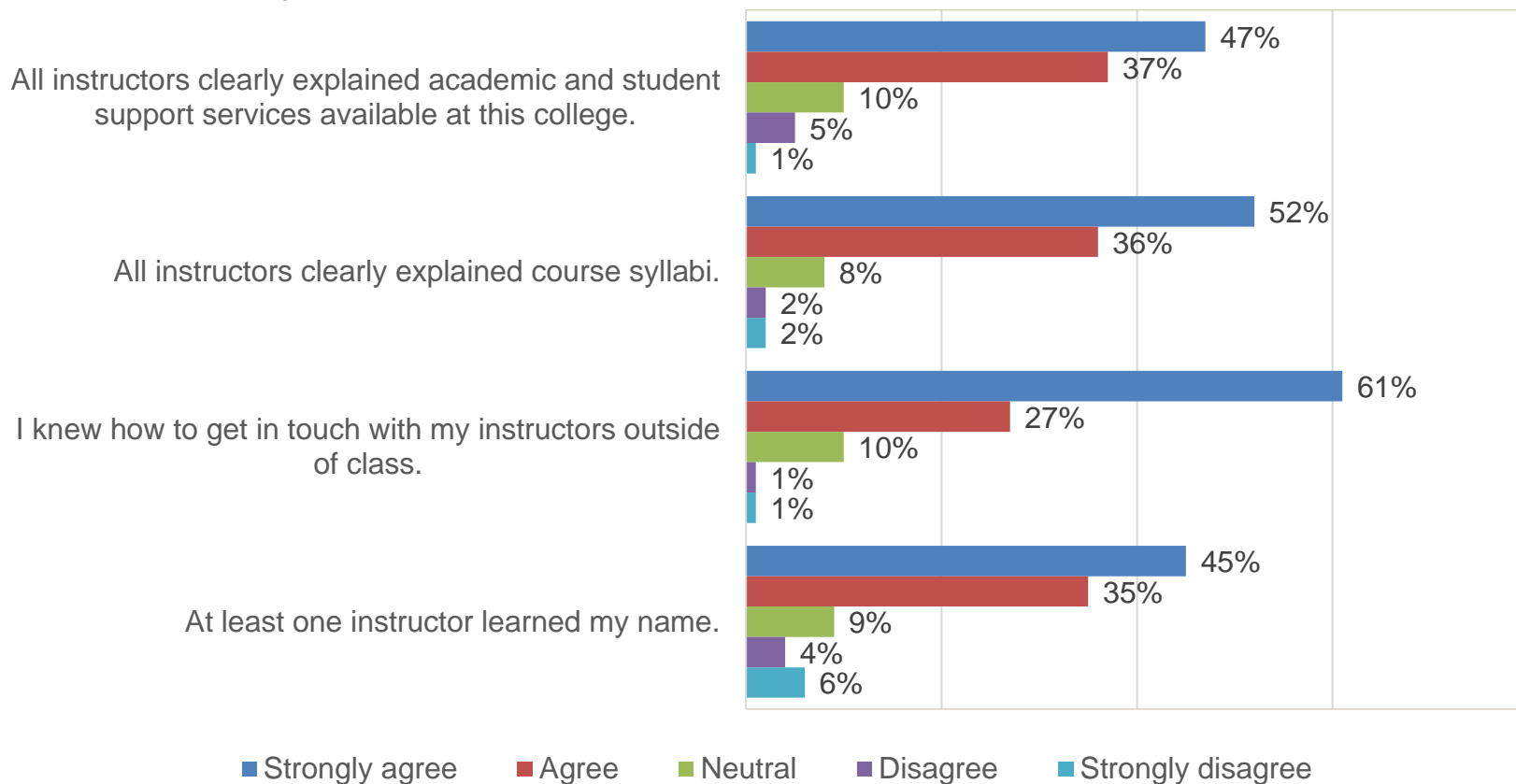
During the first three weeks of my first semester at DSC...





# Academic and Social Support Network

From the time of my decision to attend DSC through the end of the first three weeks of my first semester...





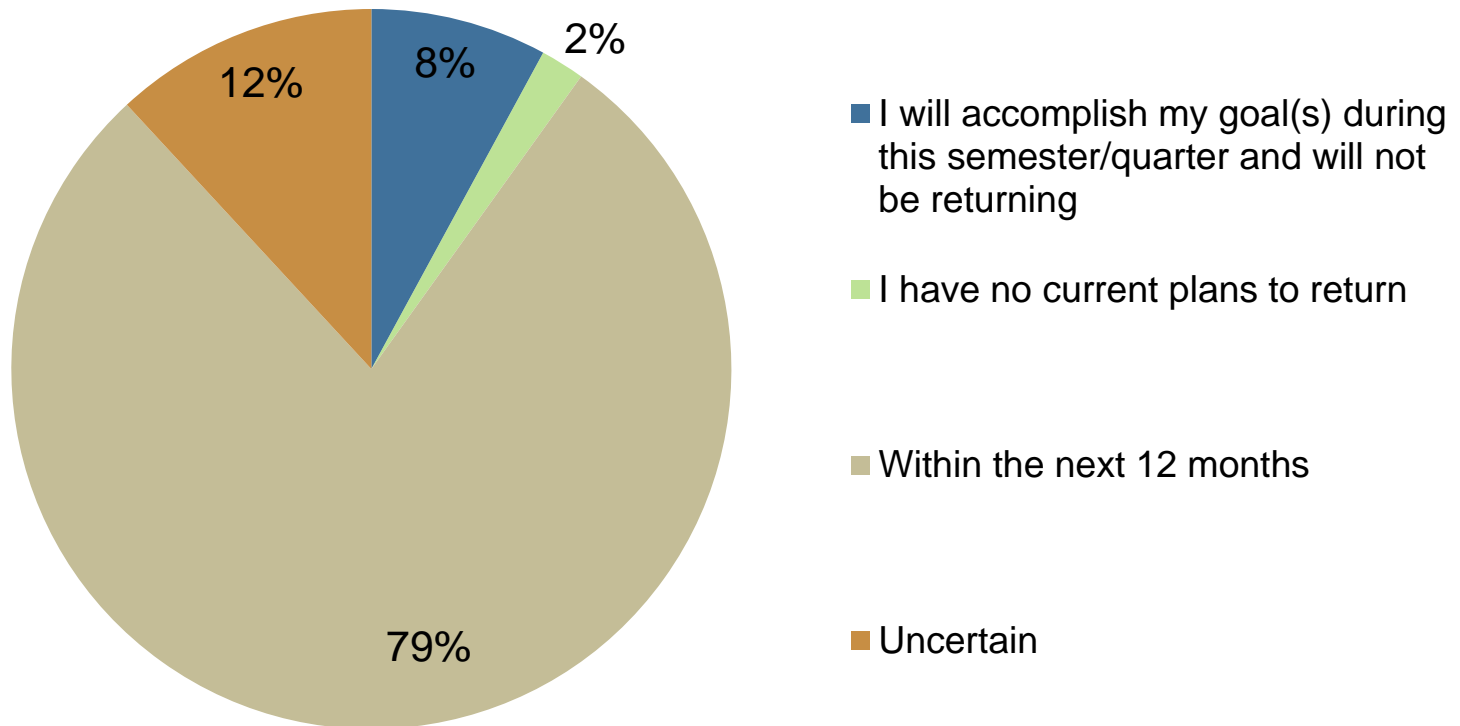
# Community College Students and Stories

# Student Persistence

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## Future Plans

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

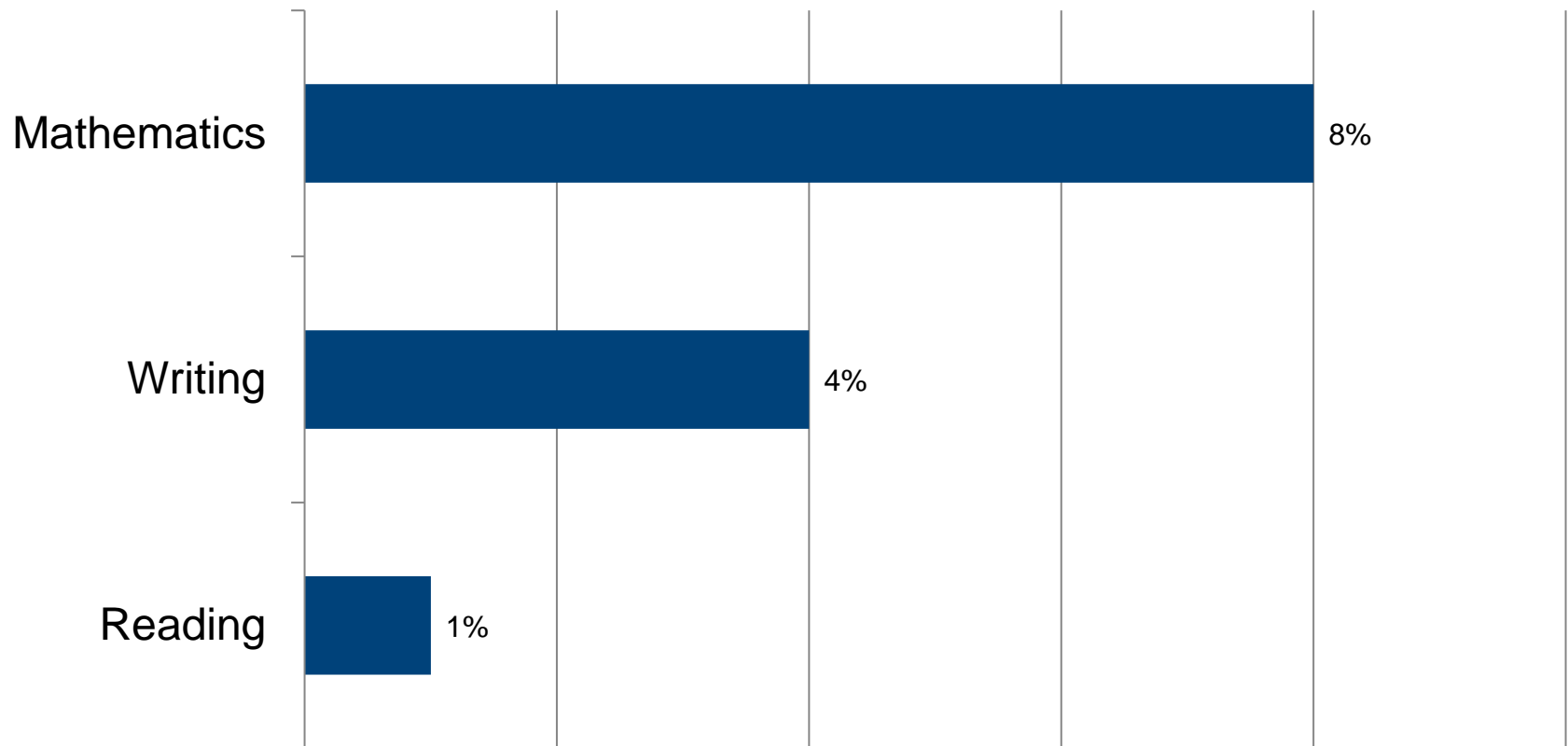


Source: 2020 SENSE data

# Developmental Education

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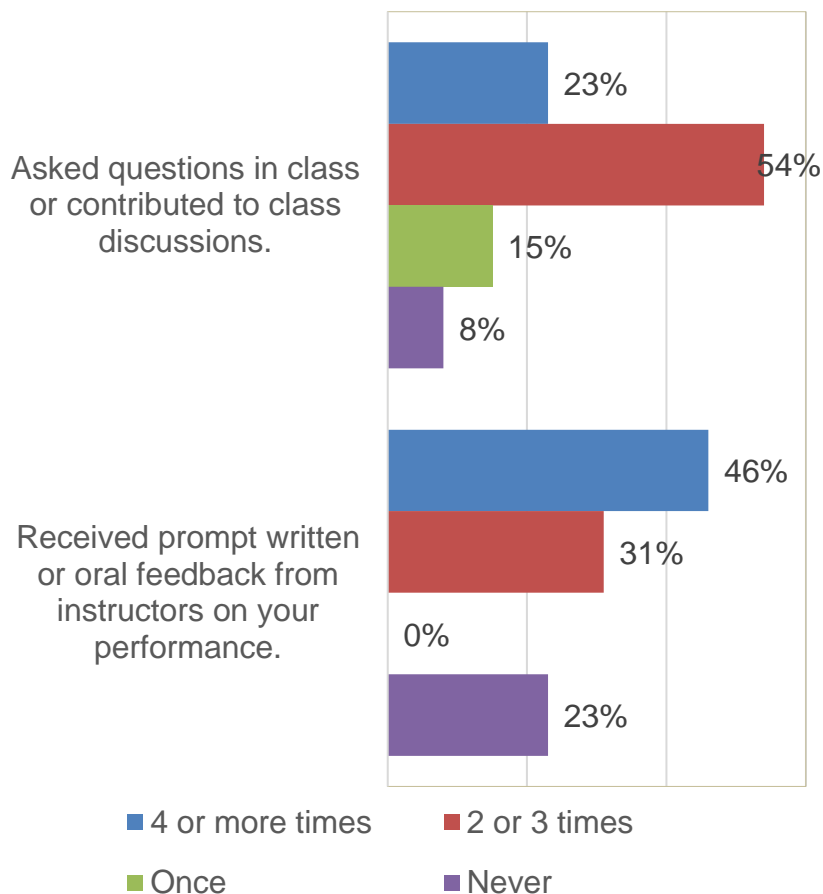
My placement test scores indicated that I needed to take a Developmental course in the following areas...



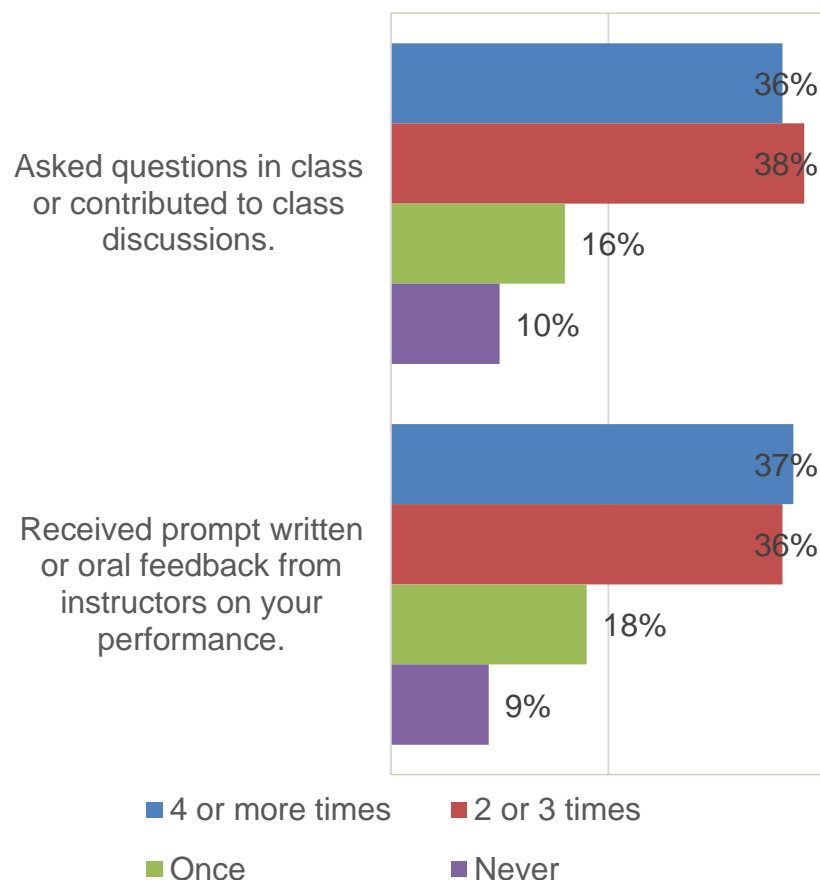
Source: 2020 SENSE data

# Developmental Education Comparison

Taking at least one Developmental Course



Not taking any Developmental Courses



Source: 2020 SENSE data



# Strategies to Promote Learning that Matters



# Strategies to Promote Learning that Matters

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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

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

# Raise Expectations

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



# Raise Expectations

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Students report that they are motivated to succeed:

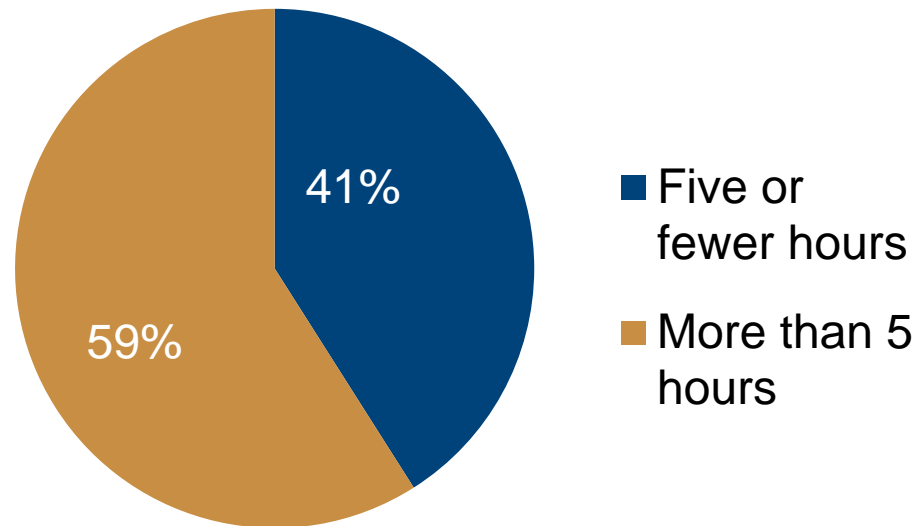
- **85%** of students *Agree* or *Strongly agree* that they have the motivation to do what it takes to succeed in college

# Raise Expectations

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

Time Spent Preparing for Class



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

Source: 2020 SENSE data

# Promote Active, Engaged Learning

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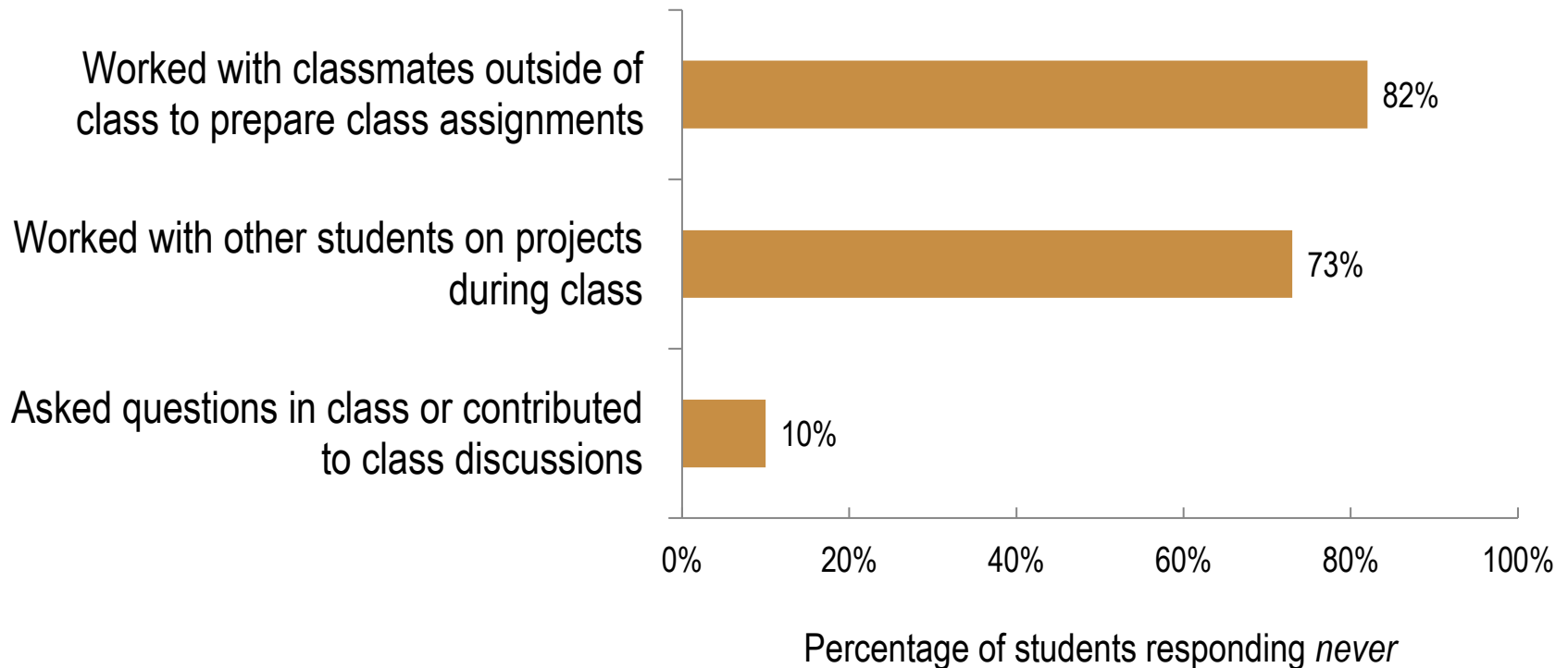
Students learn and retain more information — and persist and succeed at higher levels — when they are actively involved in learning rather than passively receiving information.



# Promote Active, Engaged Learning

## Student Perceptions of Engaged Learning

During the first three weeks of your first semester at DSC, about how often have you done each of the following activities? Below is the percentage of students who responded *never*.



Source: 2020 SENSE data

# Build and Encourage Relationships

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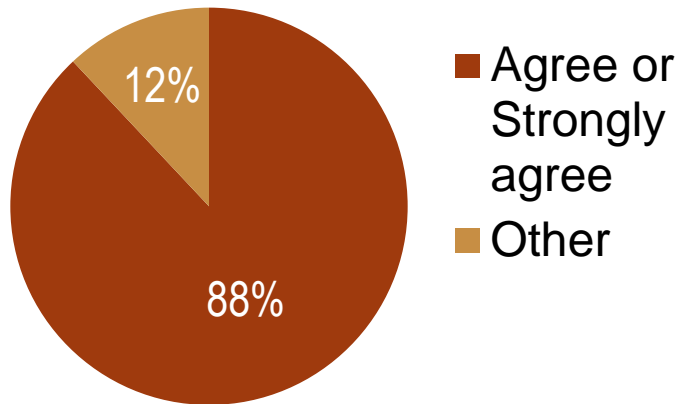
Personal connections are a critical factor in student success



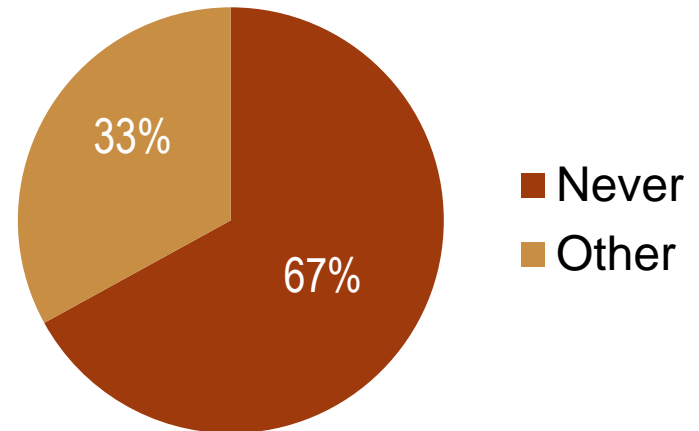


# Build and Encourage Relationships

## 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

# Ensure that Students Know Where They Stand

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Feedback on academic performance greatly affects student retention



# Integrate Student Support into Learning Experiences

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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

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## Student Use of Student Services

How often did you use the services?

	Never
Academic advising/planning	22%
Career counseling	72%
Financial aid advising	31%
Online Tutoring	75%

Source: 2020 SENSE data

# Focus Institutional Policies on Creating the Conditions for Learning

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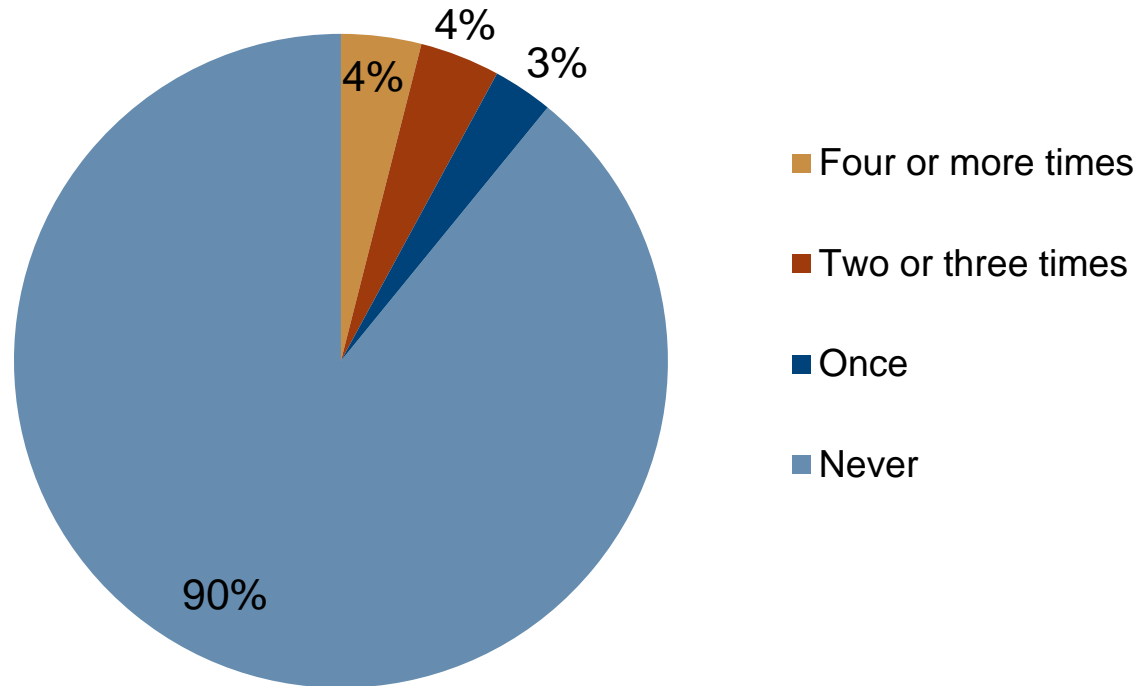
Institutional policies focused on student success are most effective when colleges mandate student participation in activities that are shown to increase persistence and improve student outcomes.



# 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: 2020 SENSE data



# Final Remarks and Questions