



***SENSE* 2023** **Findings for** **Daytona State College**

Prepared by the Office of
Institutional Research



Presentation Overview

- *SENSE* Overview
- Student Respondent Profile
- *SENSE* Benchmarks
- Strategies to Promote Learning that Matters



SENSE Overview

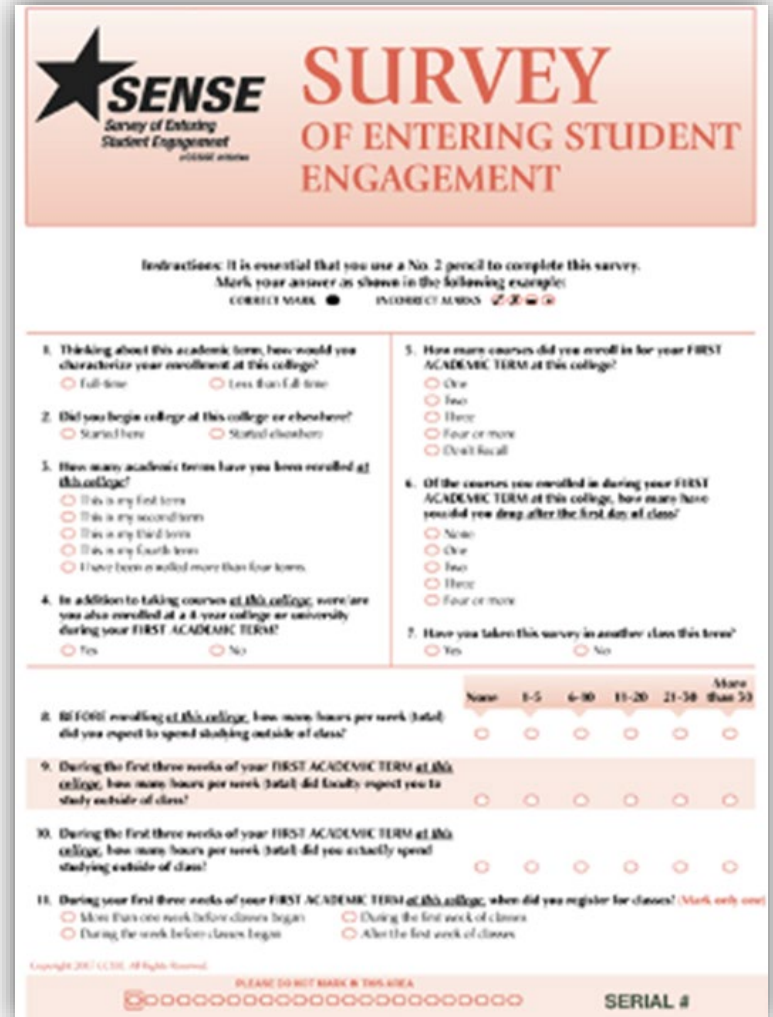
What is Student Engagement?

...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

The Survey of Entering Student Engagement (*SENSE*)

SENSE helps community and technical colleges understand the experience of entering students and engage these students in the earliest weeks of their college experience.



The image shows a sample of the SENSE survey form. At the top left is the SENSE logo, which includes a star and the text "SENSE Survey of Entering Student Engagement". To the right of the logo, the title "SURVEY OF ENTERING STUDENT ENGAGEMENT" is written in large, bold, red capital letters. Below the title, there are instructions: "Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answer as shown in the following examples: CORRECT MARK [example of a filled circle] INCORRECT MARKS [examples of partial or multiple marks]". The survey consists of 11 numbered questions. Questions 1 through 7 are multiple-choice questions with radio button options. Questions 8, 9, and 10 are Likert-scale questions with response options: None, 1-5, 6-10, 11-20, 21-30, and More than 30. Question 11 is a multiple-choice question with radio button options. At the bottom of the form, there is a copyright notice: "Copyright 2017 UCCS. All Rights Reserved." and a footer that says "PLEASE DO NOT MARK IN THIS AREA" followed by a series of empty circles for marking. On the far right of the footer, it says "SERIAL #".

SENSE
Survey of Entering
Student Engagement
critical success

**SURVEY
OF ENTERING STUDENT
ENGAGEMENT**

Instructions: It is essential that you use a No. 2 pencil to complete this survey.
Mark your answer as shown in the following examples:
CORRECT MARK: ☒ INCORRECT MARKS: ☐ ☐ ☐

1. Thinking about this academic term, how would you characterize your enrollment at this college?
☐ Full-time ☐ Less than full-time

2. Did you begin college at this college or elsewhere?
☐ Started here ☐ Started elsewhere

3. How many academic terms have you been enrolled at this college?
☐ This is my first term
☐ This is my second term
☐ This is my third term
☐ This is my fourth term
☐ I have been enrolled more than four terms.

4. In addition to taking courses at this college, were you also enrolled at a 4-year college or university during your FIRST ACADEMIC TERM?
☐ Yes ☐ No

5. How many courses did you enroll in for your FIRST ACADEMIC TERM at this college?
☐ One
☐ Two
☐ Three
☐ Four or more
☐ Don't recall

6. Of the courses you enrolled in during your FIRST ACADEMIC TERM at this college, how many have you did you drop after the first day of class?
☐ None
☐ One
☐ Two
☐ Three
☐ Four or more

7. Have you taken this survey in another class this term?
☐ Yes ☐ No

8. BEFORE enrolling at this college, how many hours per week (total) did you expect to spend studying outside of class?
None 1-5 6-10 11-20 21-30 More than 30

9. During the first three weeks of your FIRST ACADEMIC TERM at this college, how many hours per week (total) did faculty expect you to study outside of class?

10. During the first three weeks of your FIRST ACADEMIC TERM at this college, how many hours per week (total) did you actually spend studying outside of class?

11. During your first three weeks of your FIRST ACADEMIC TERM at this college, when did you register for classes? (Mark only one)
☐ More than one week before classes began ☐ During the first week of classes
☐ During the week before classes began ☐ After the first week of classes

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SERIAL #

***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

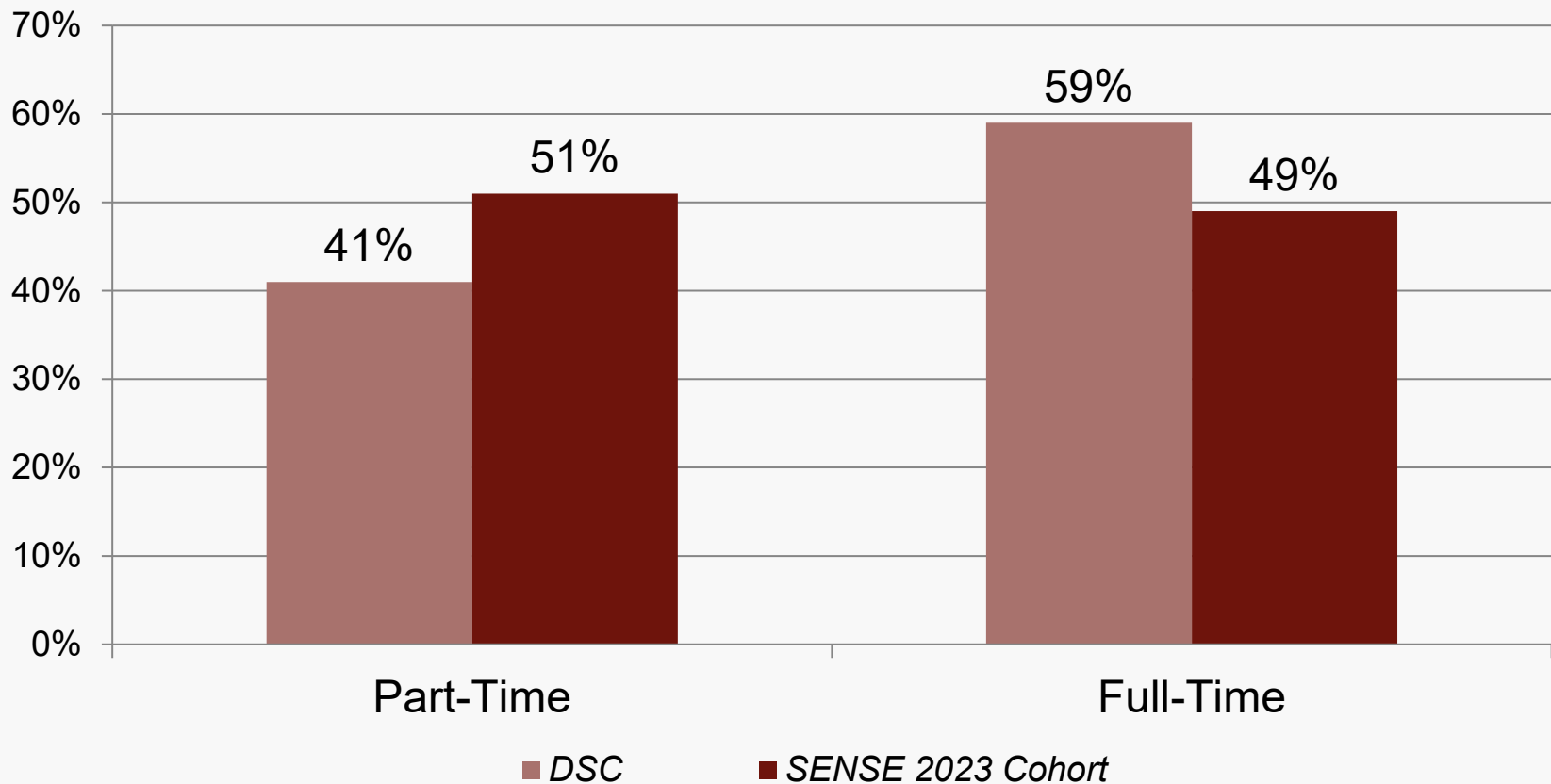


Student Respondent Profile at Daytona State College

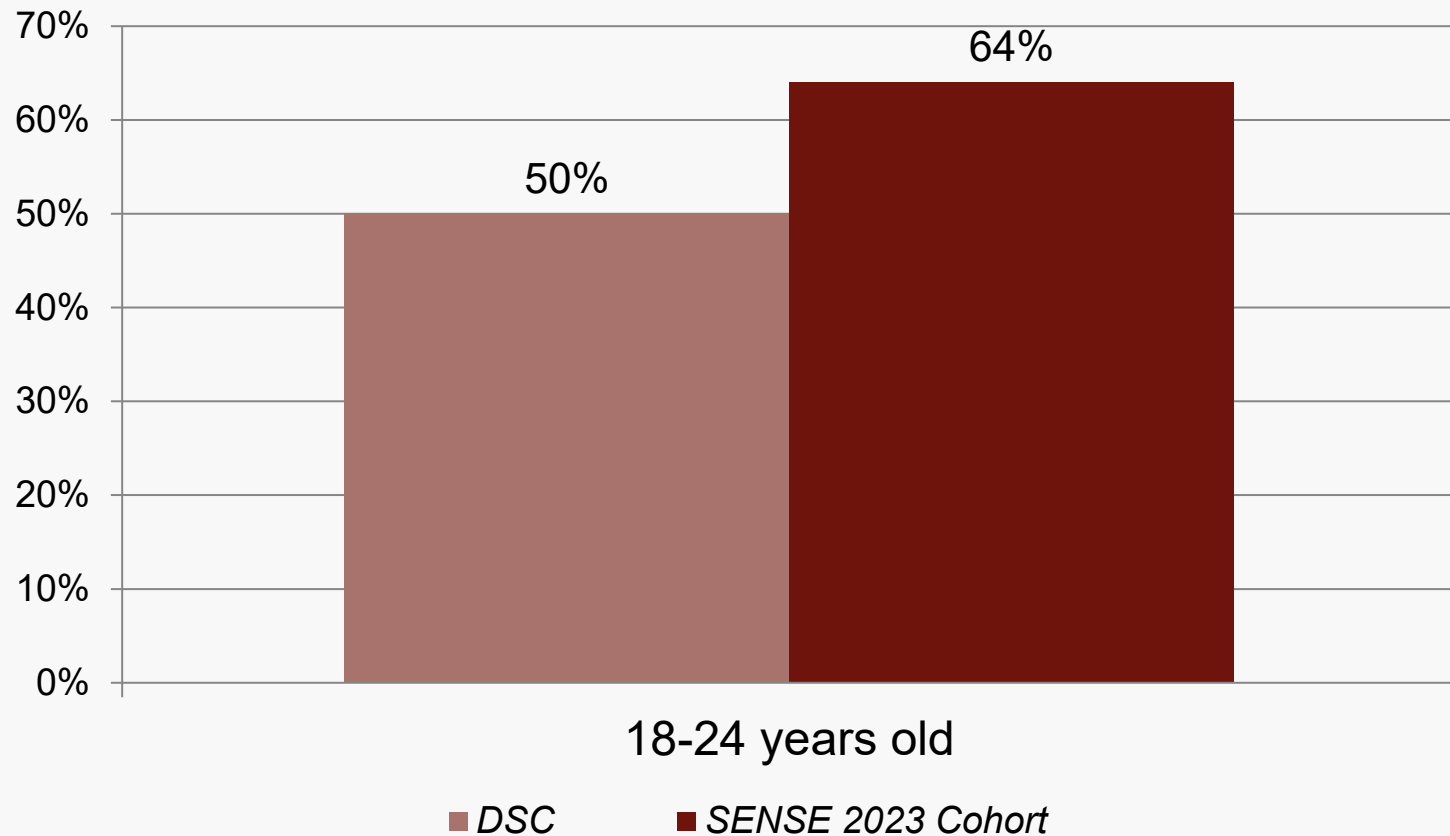
Excluded Respondents

- 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 returned an invalid survey
 - Respondent was under the age of 18
 - Respondent indicated previous survey submission
- Oversample respondents were also excluded

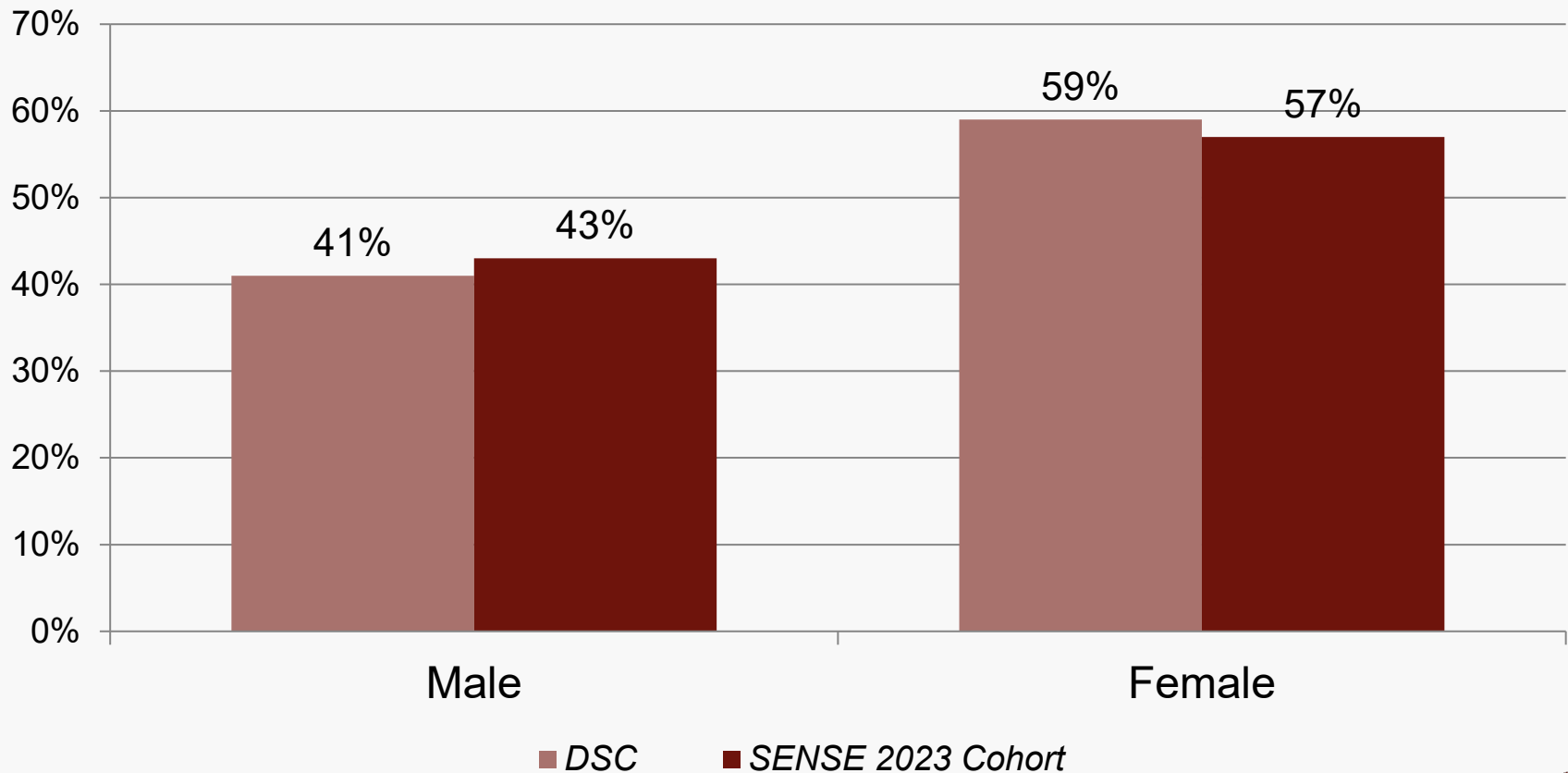
Student Respondent Profile: Enrollment Status



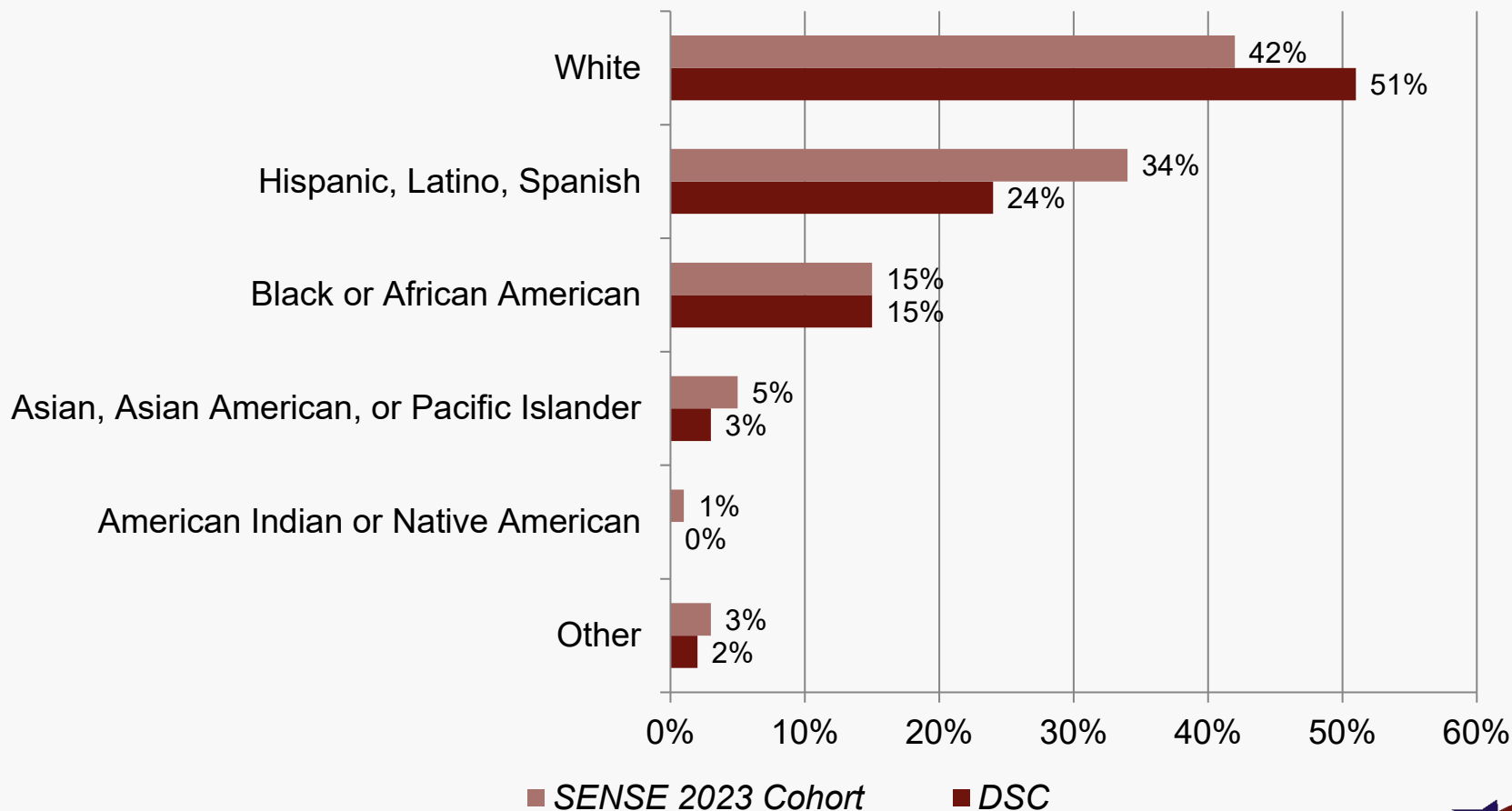
Student Respondent Profile: Age



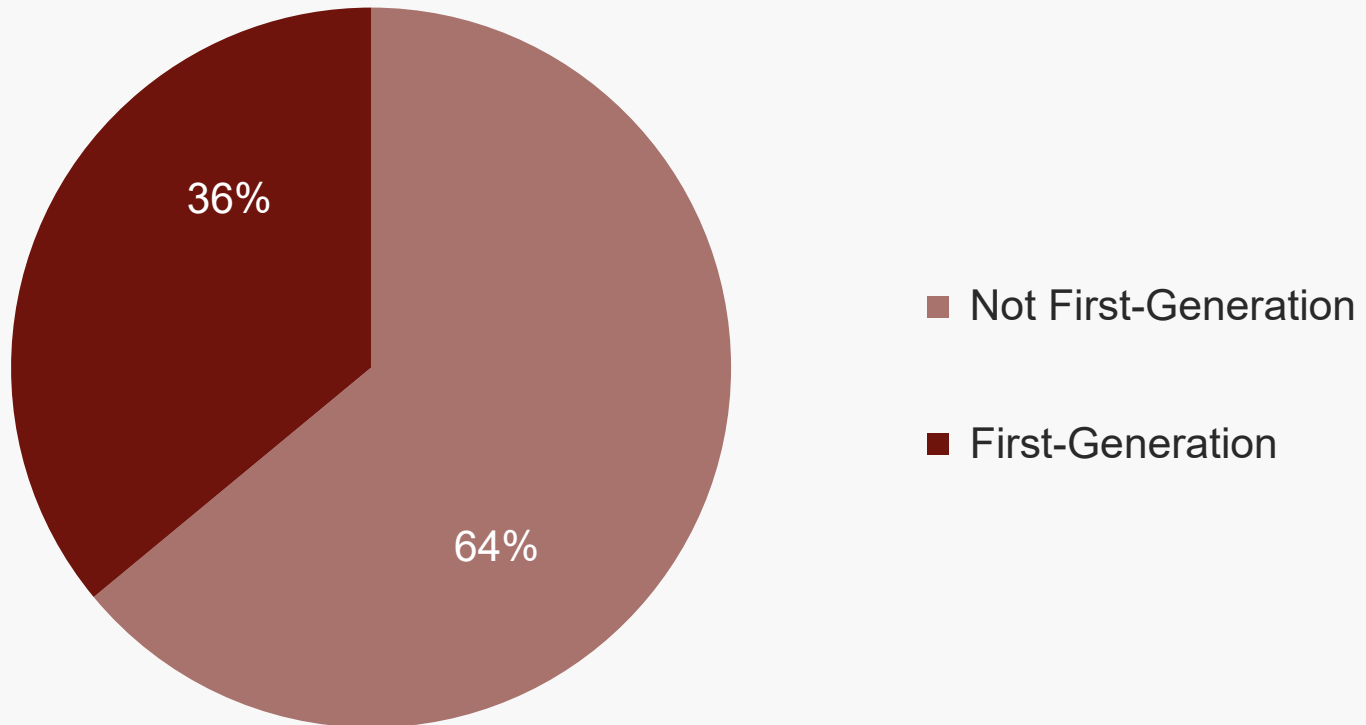
Student Respondent Profile: Sex



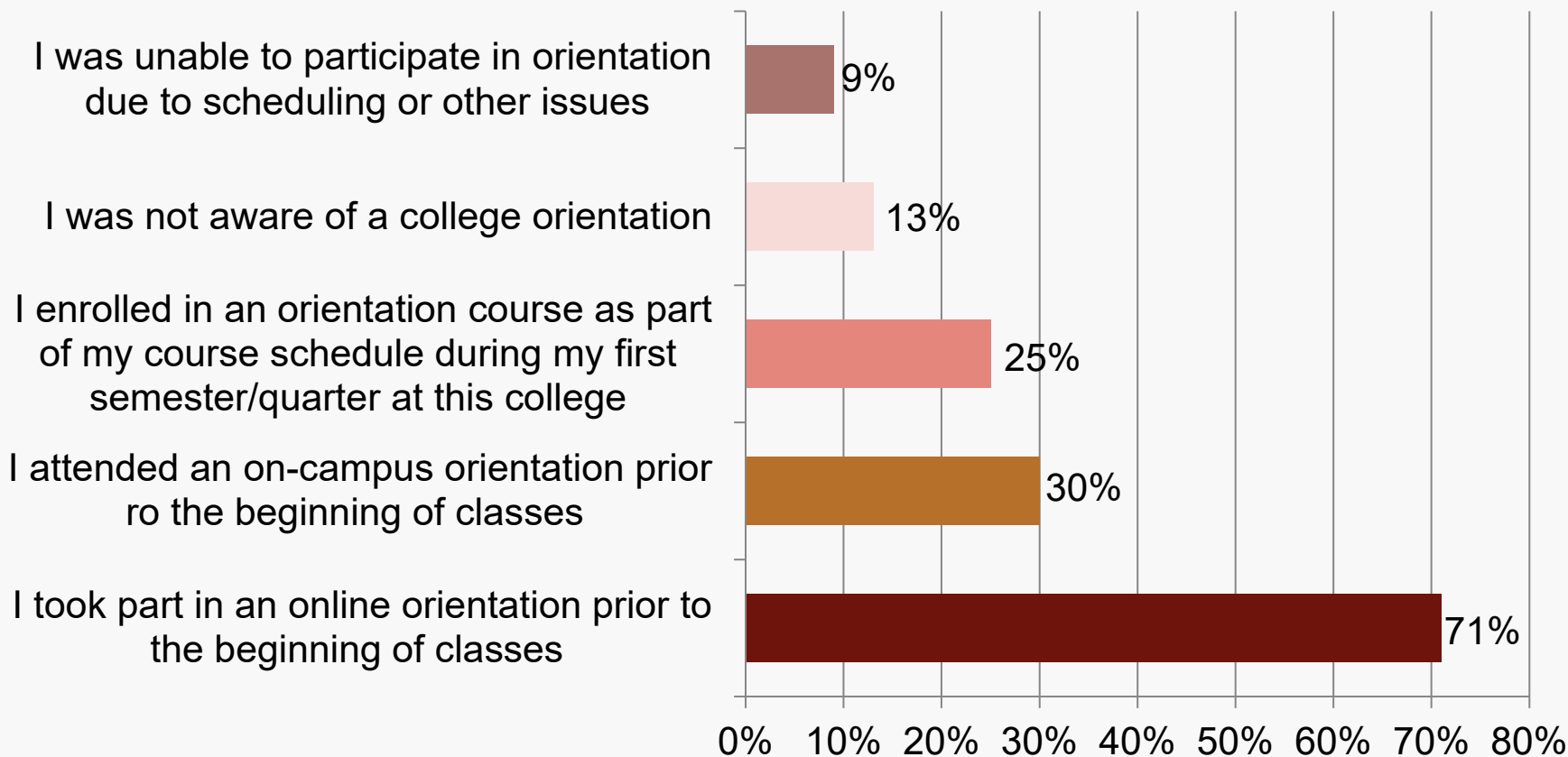
Student Respondent Profile: Racial/Ethnic Identification



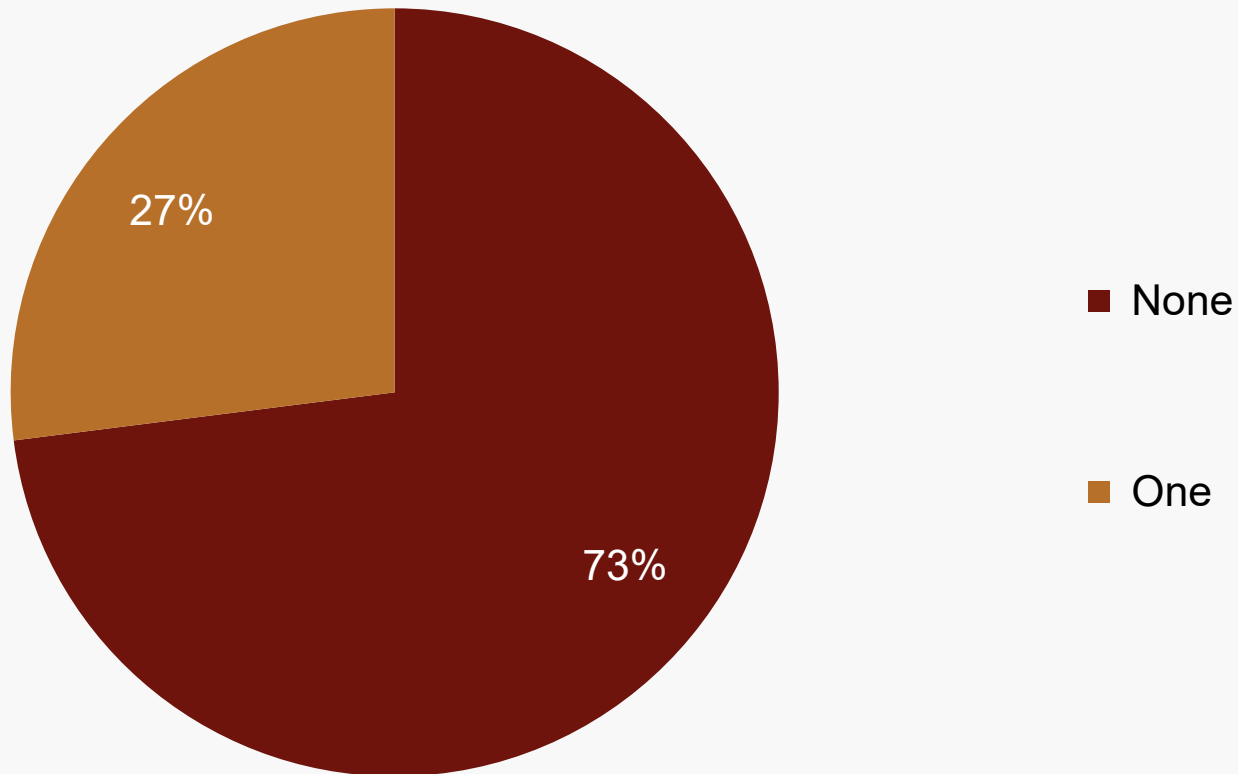
Student Respondent Profile: First-Generation Status



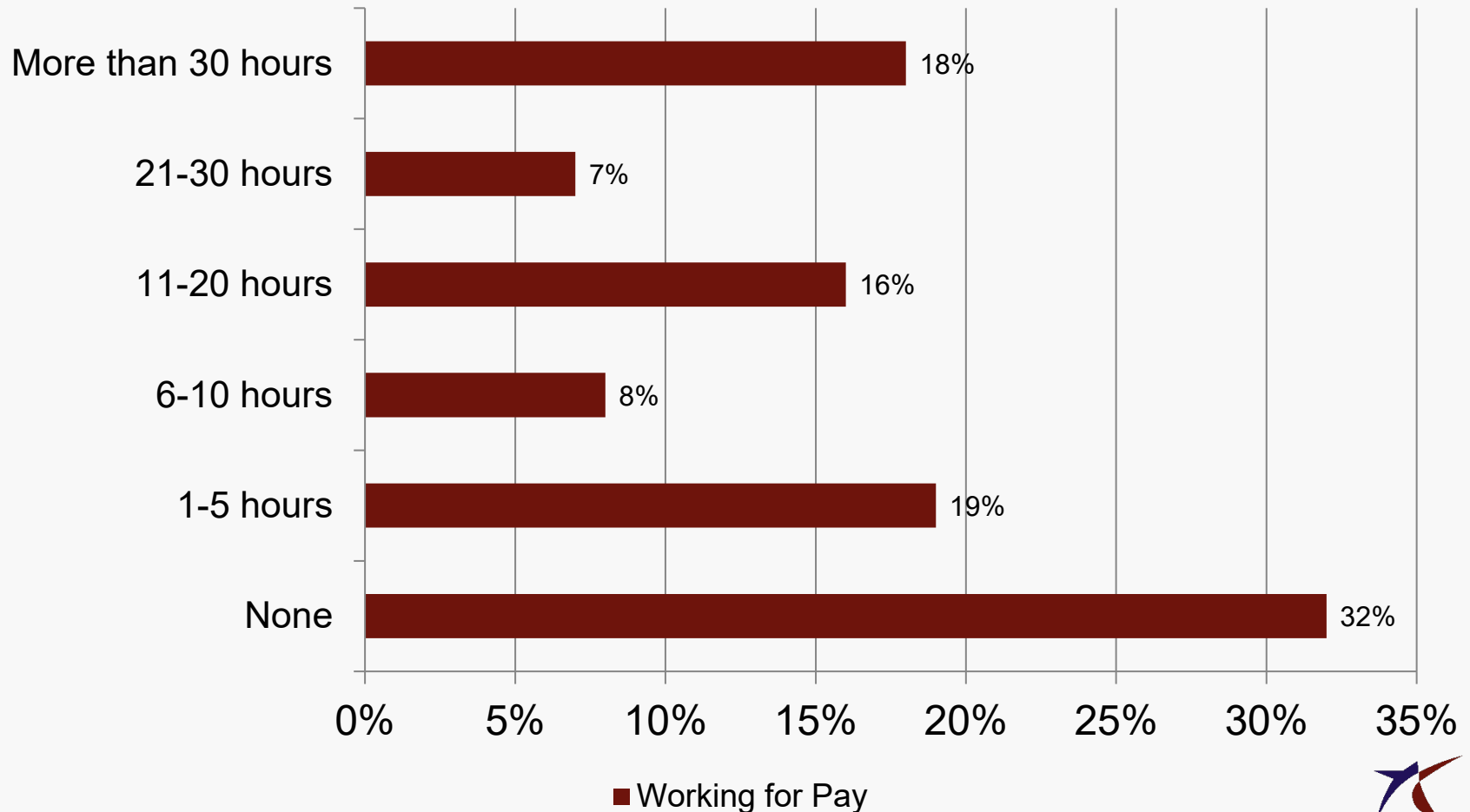
Student Respondent Profile: Orientation



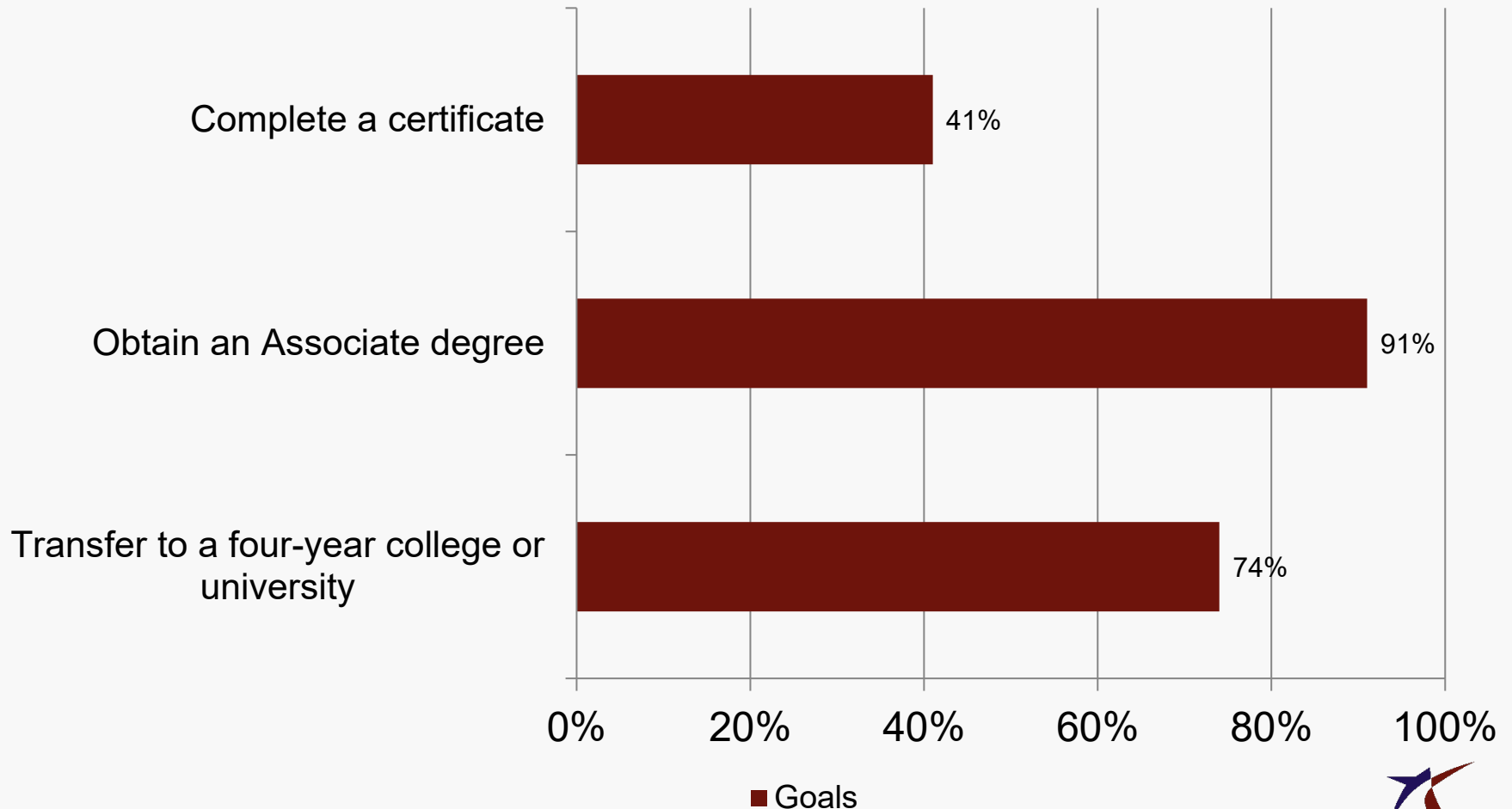
Student Respondent Profile: Courses Dropped



Student Respondent Profile: Employment



Student Respondent Profile: Goals





SENSE Benchmarks

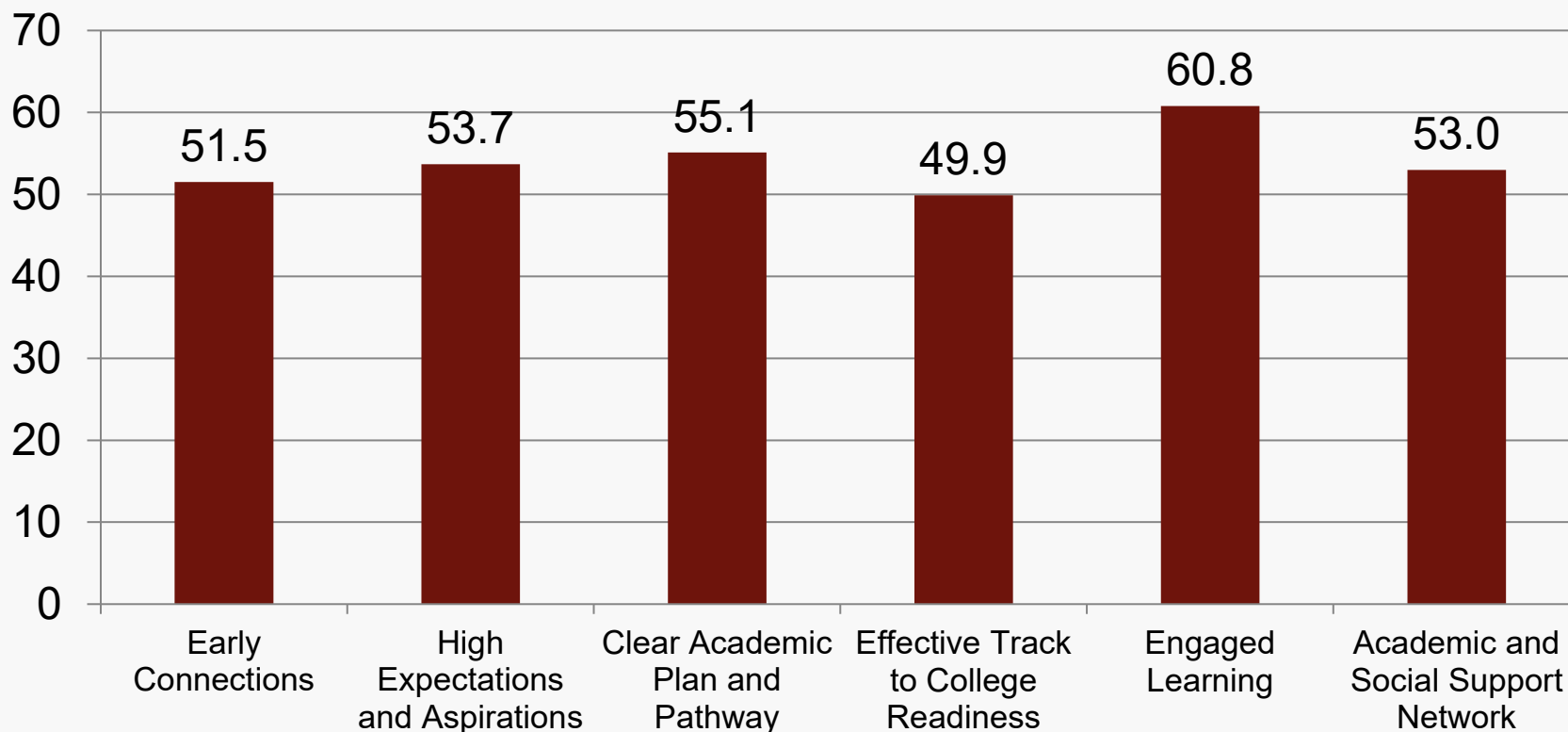
***SENSE* Benchmarks of Effective Practice with Entering Students**

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

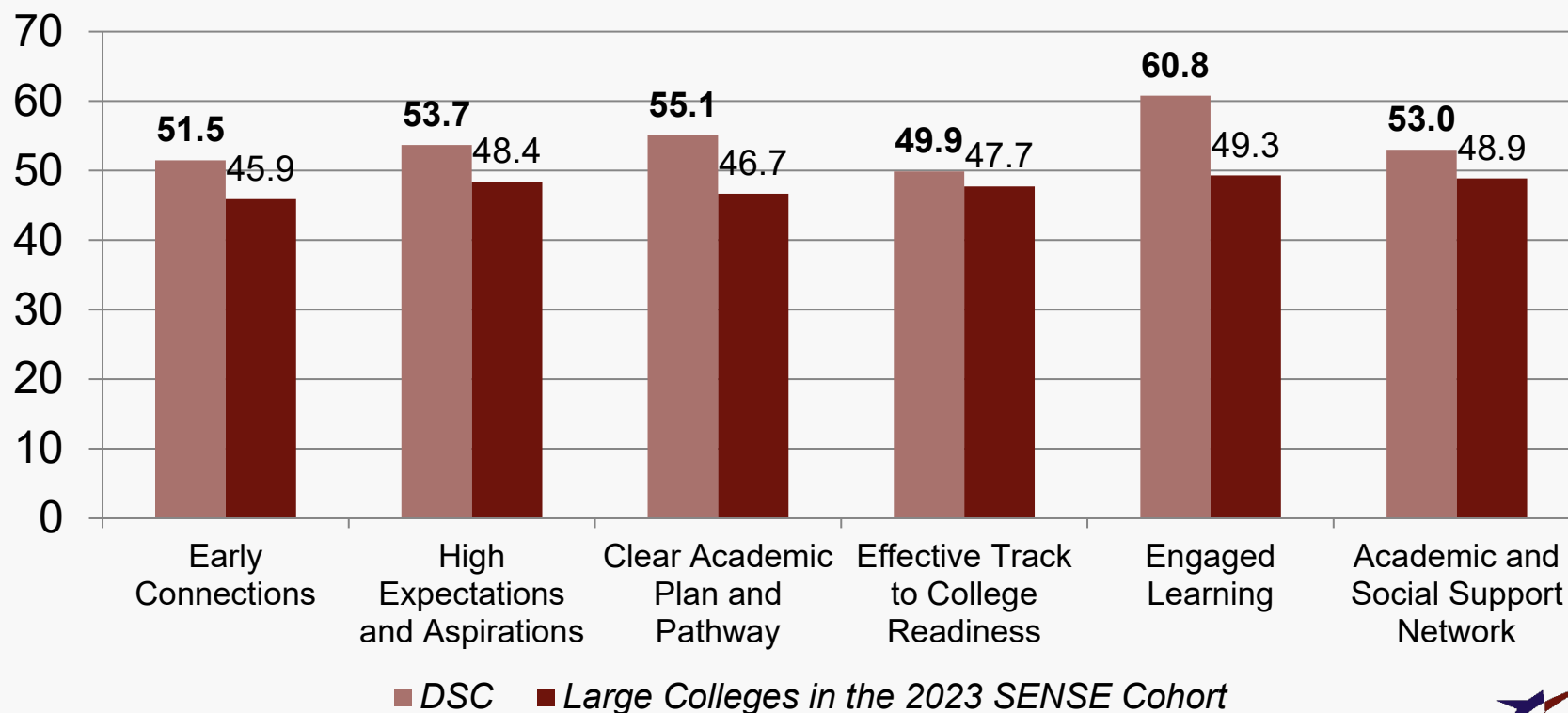
SENSE Benchmarks for Effective Educational Practice

SENSE Benchmark Scores for DSC



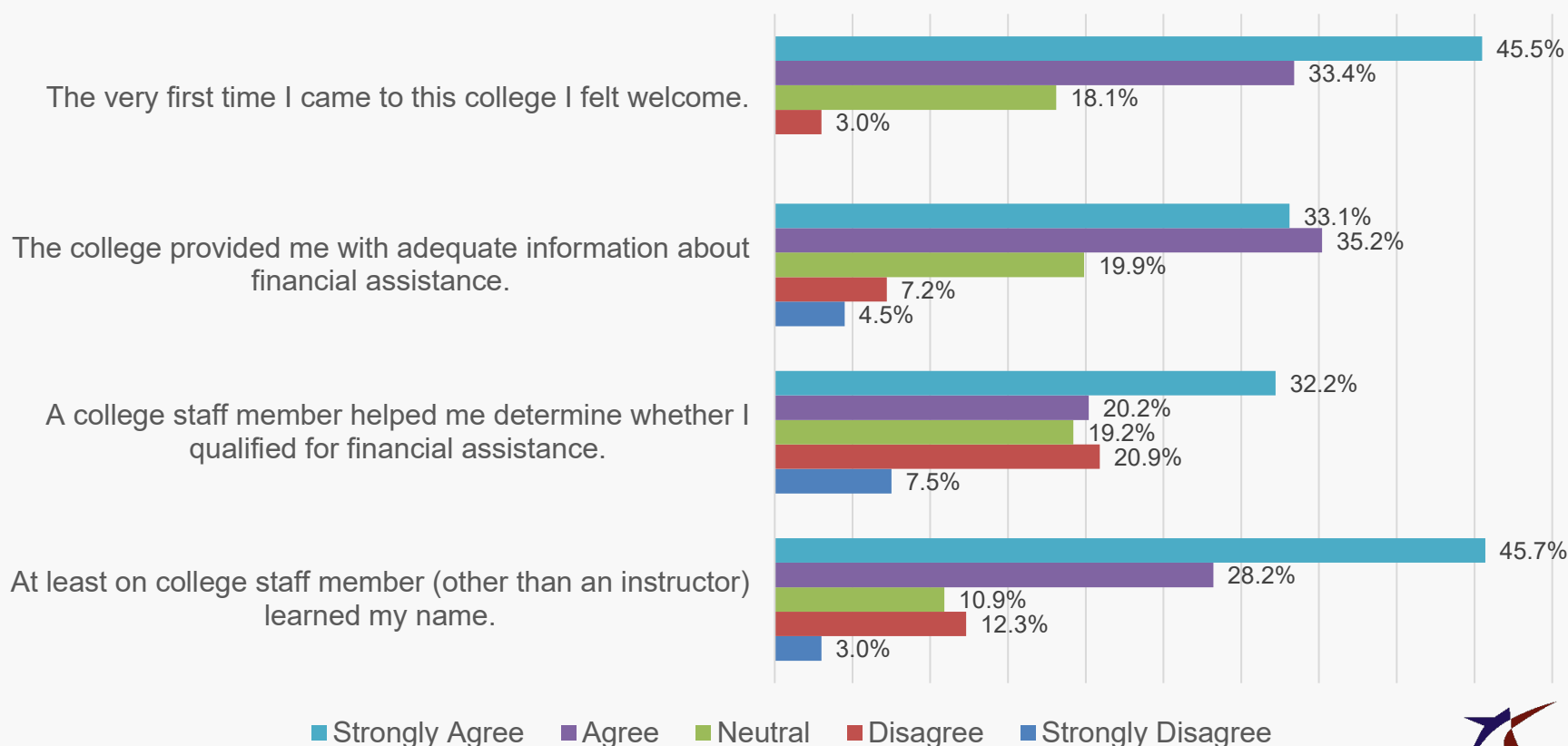
***SENSE* Benchmarks for Effective Educational Practice (cont.)**

***SENSE* Benchmark Scores for DSC compared to Large Colleges in the 2023 *SENSE* Cohort**



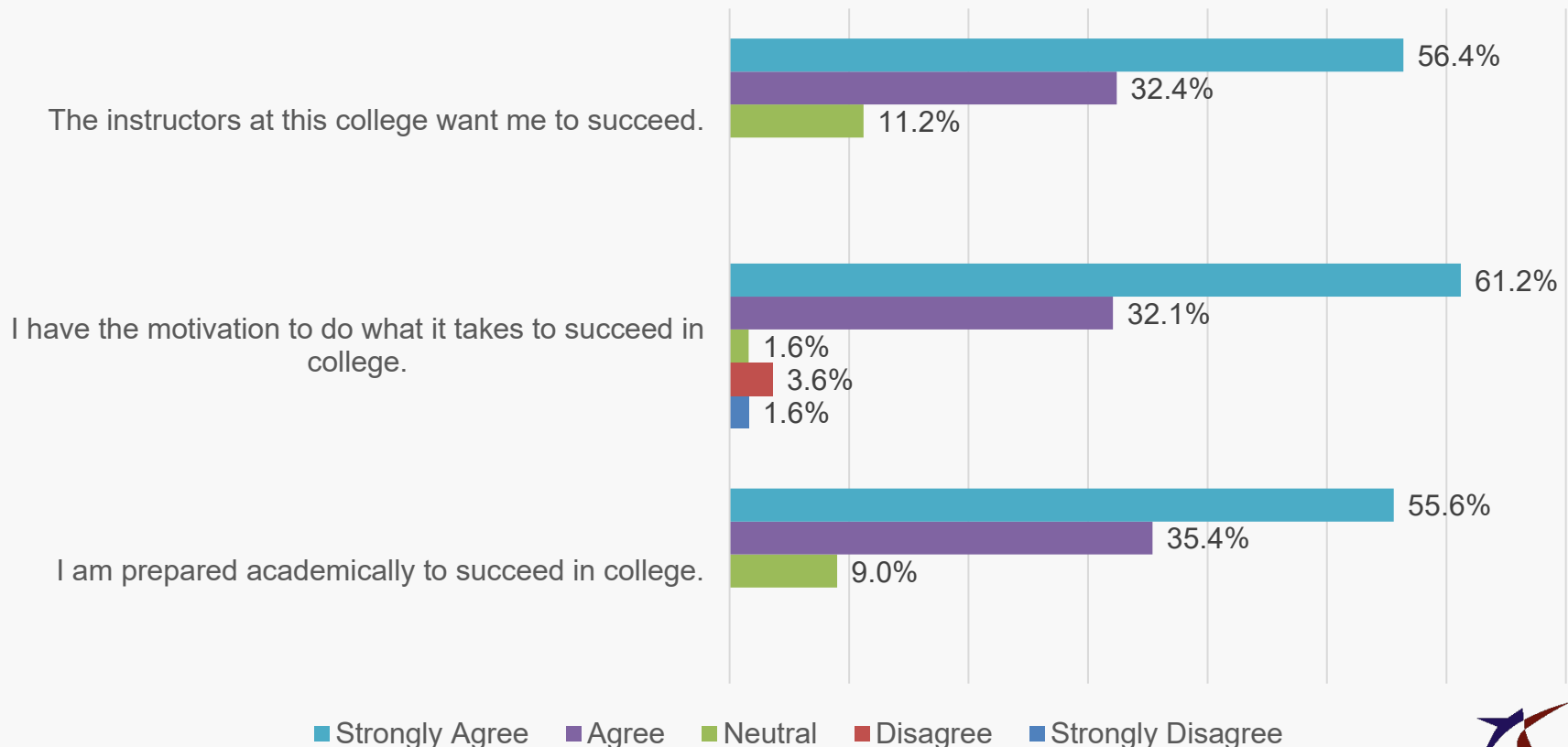
Early Connections

Think about your experiences from the time of your decision to attend DSC through the end of the first three weeks of your first semester...



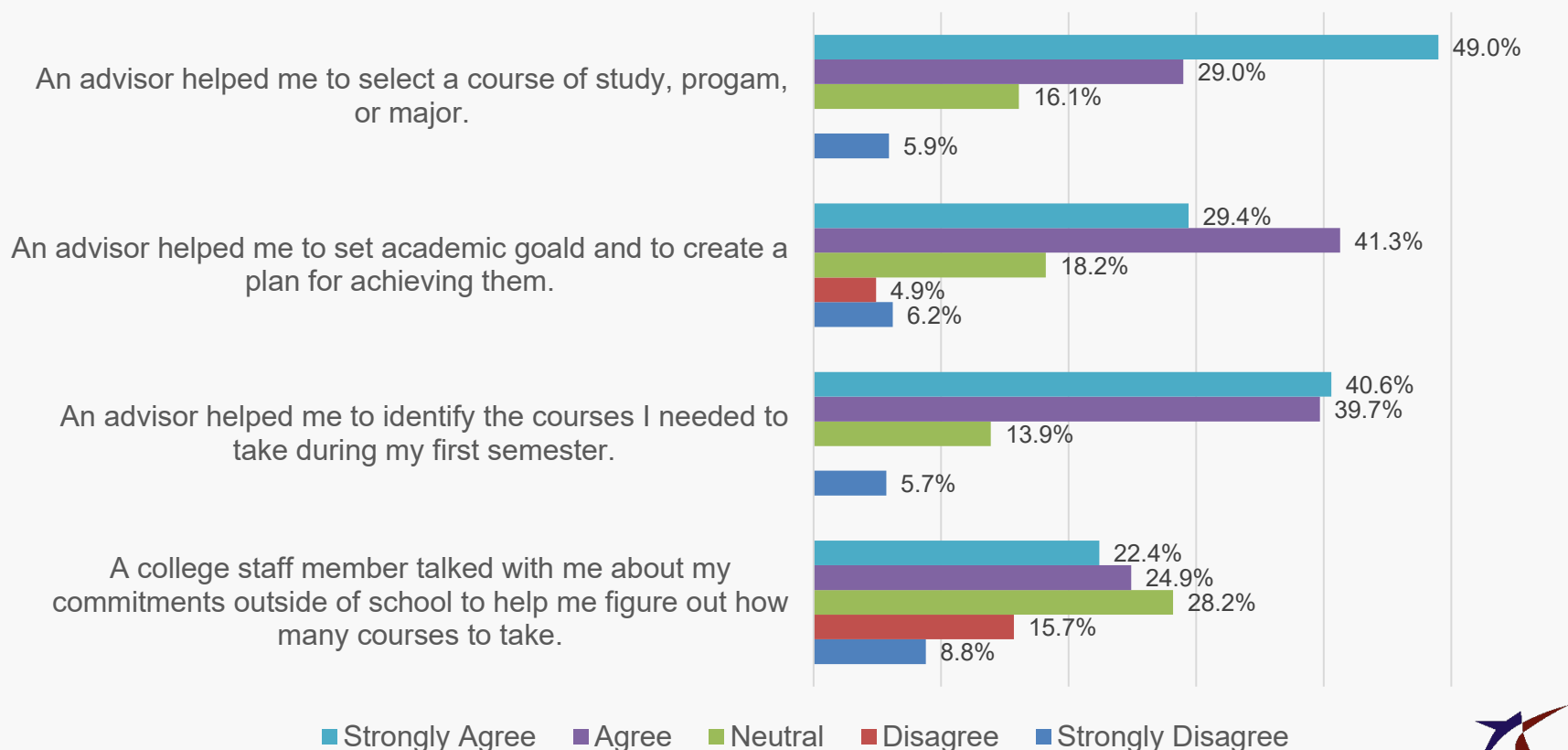
High Expectations and Aspirations

Think about your experiences from the time of your decision to attend DSC through the end of the first three weeks of your first semester...



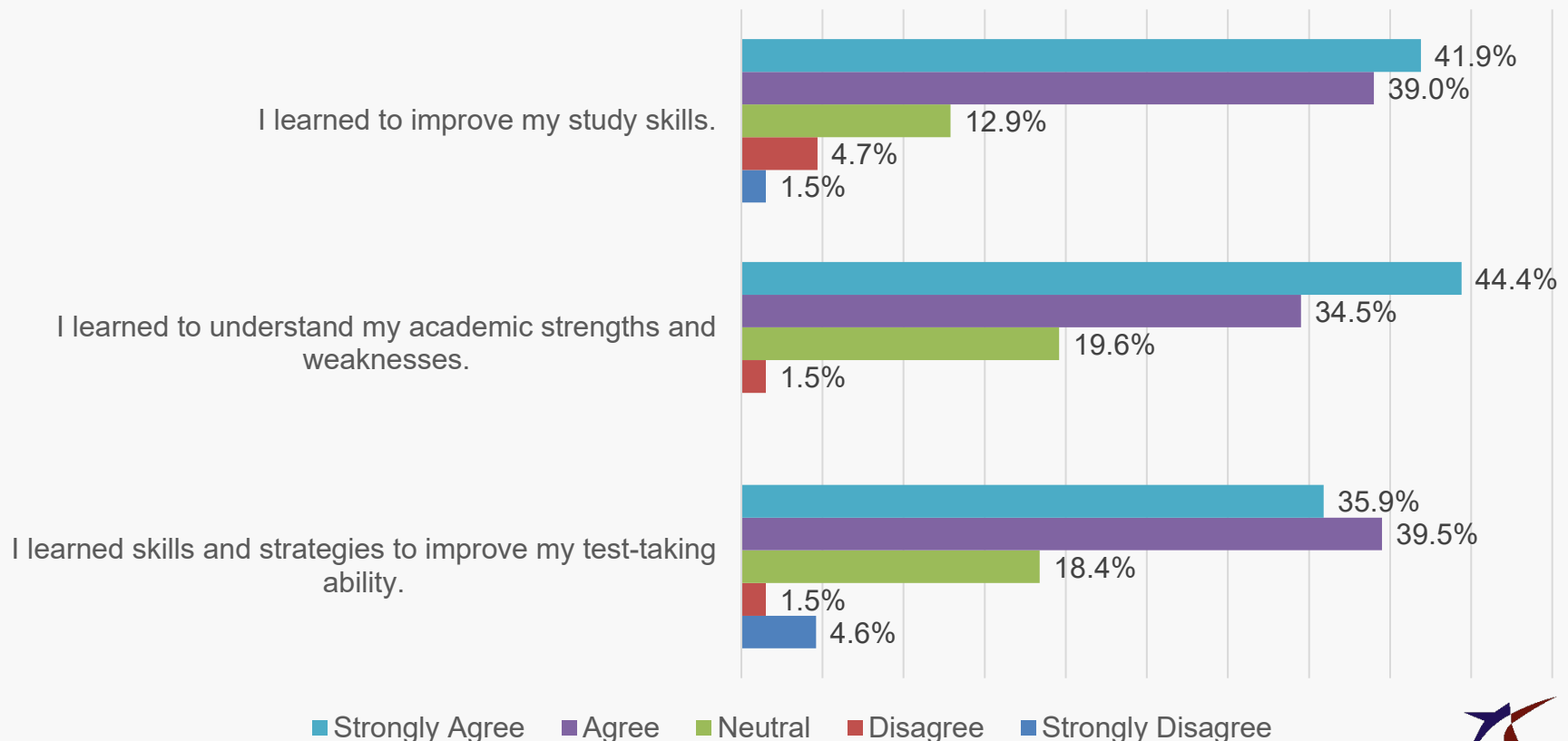
Clear Academic Plan and Pathway

Think about your experiences from the time of your decision to attend DSC through the end of the first three weeks of your first semester...



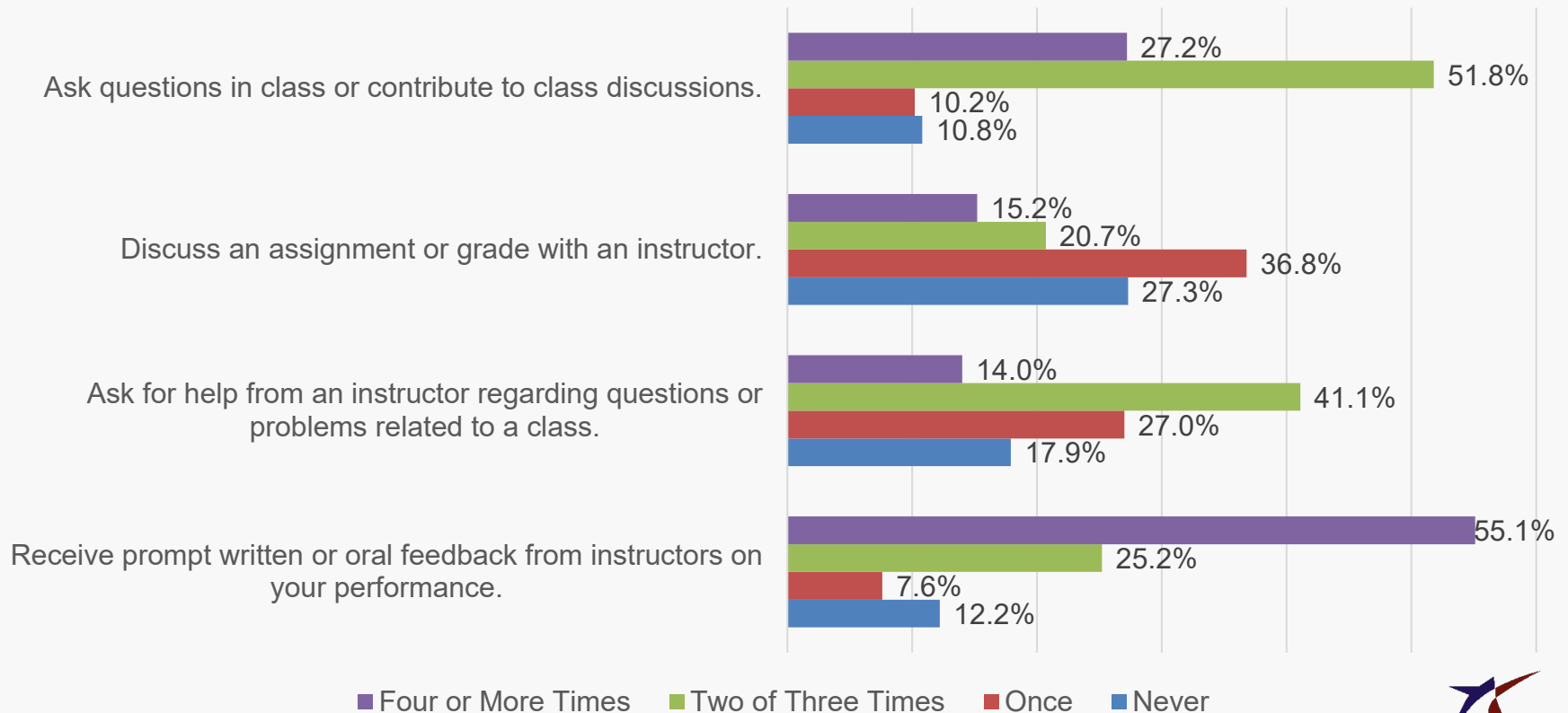
Effective Track to College Readiness

Think about your experiences from the time of your decision to attend DSC through the end of the first three weeks of your first semester...



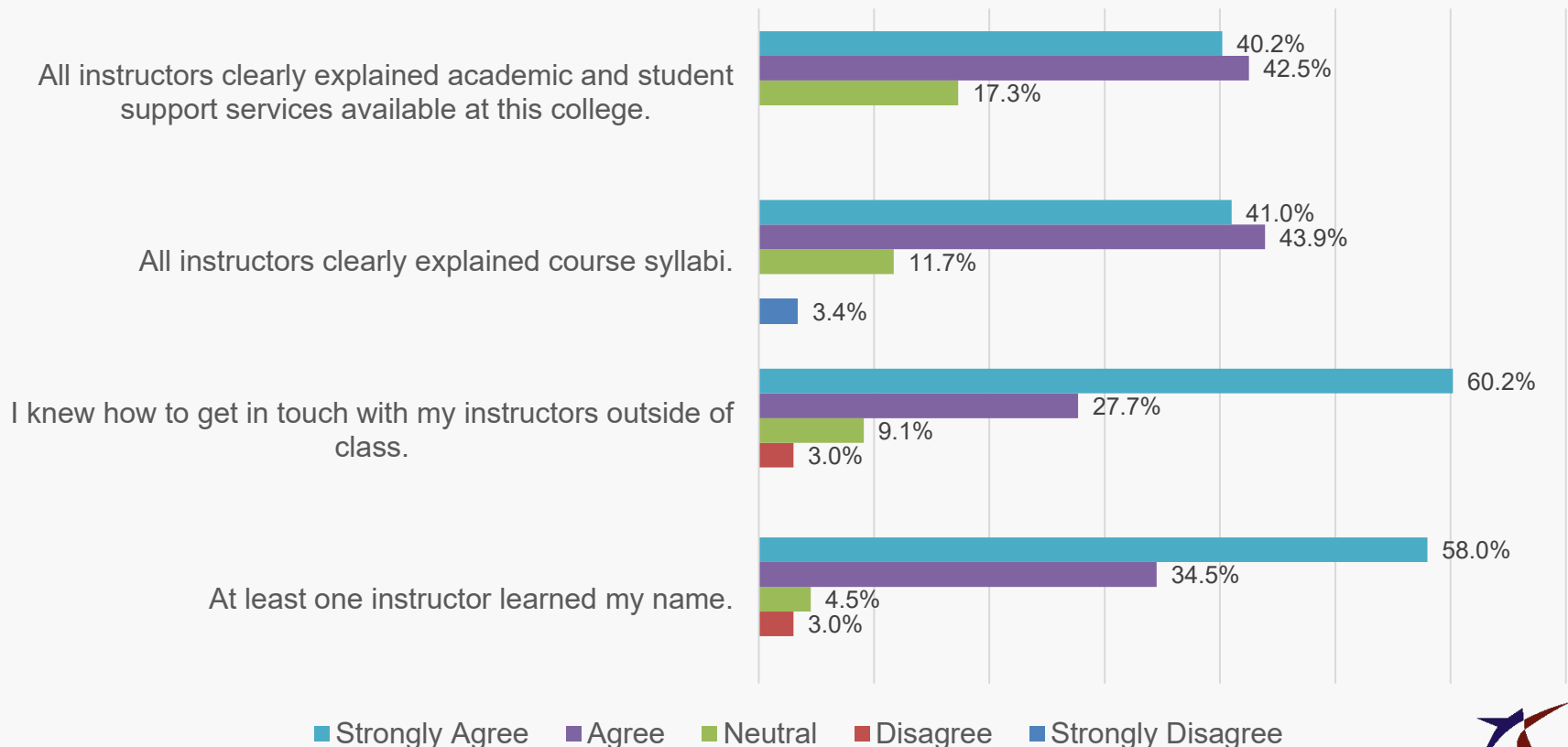
Engaged Learning

During the first three weeks of your first semester at DSC,
about how often did you do the following?



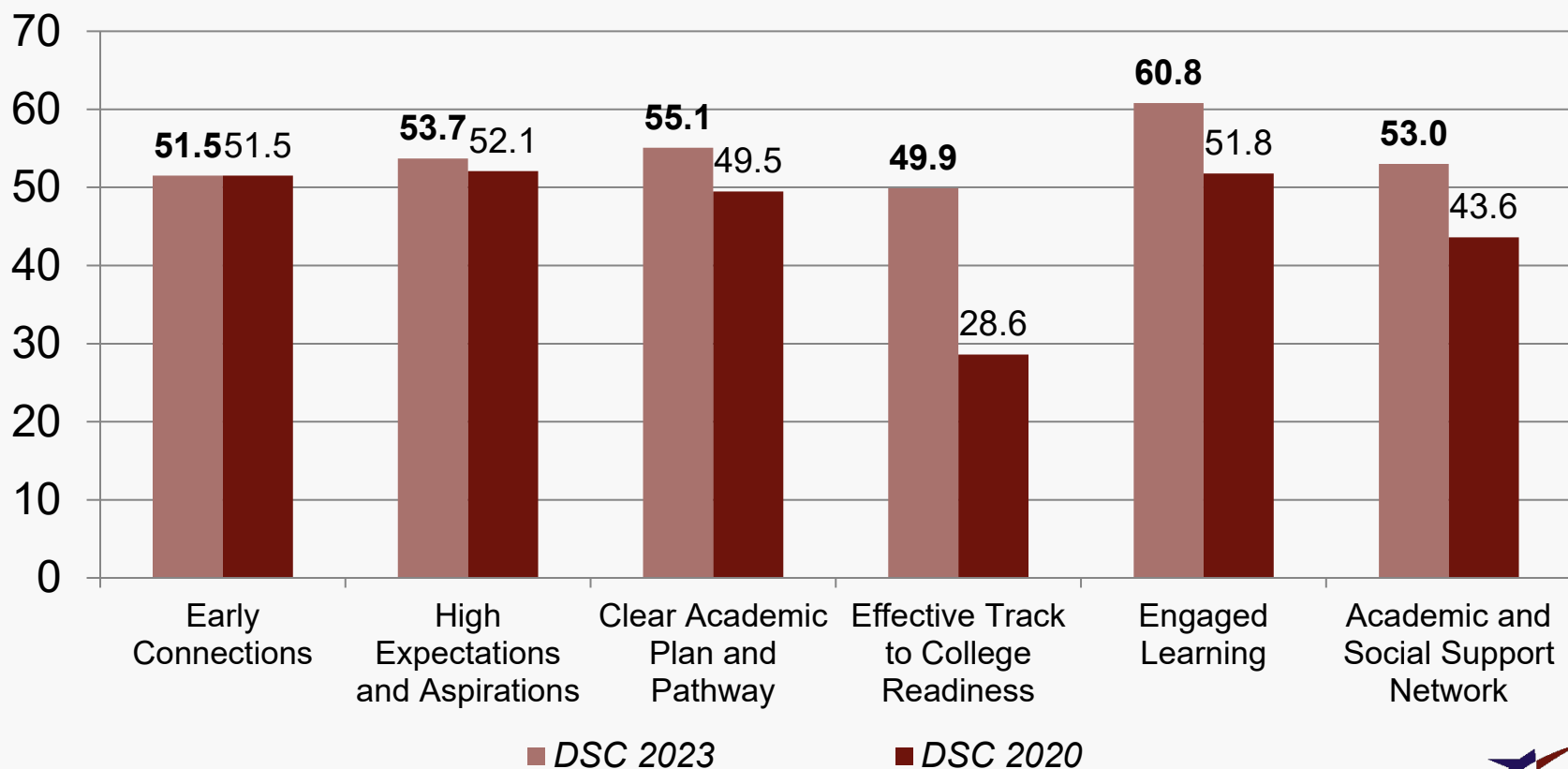
Academic and Social Support Network

Think about your experiences from the time of your decision to attend DSC through the end of the first three weeks of your first semester...



Benchmarking for Continuous Improvement

SENSE Benchmark Scores Comparison for DSC





Strategies to Promote Learning that Matters

Strategies to Promote Learning that Matters: Key Strategies

CCCSE 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
- Expand professional development focused on engaging students

Strengthen Classroom Engagement

- Raise expectations
- Promote active, engaged learning
- Build and encourage relationships
- Ensure that students know where they stand
- Integrate student support into learning experiences
- Focus institutional policies on creating the conditions for learning

Raise Expectations

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



Raise Expectations: Survey Data

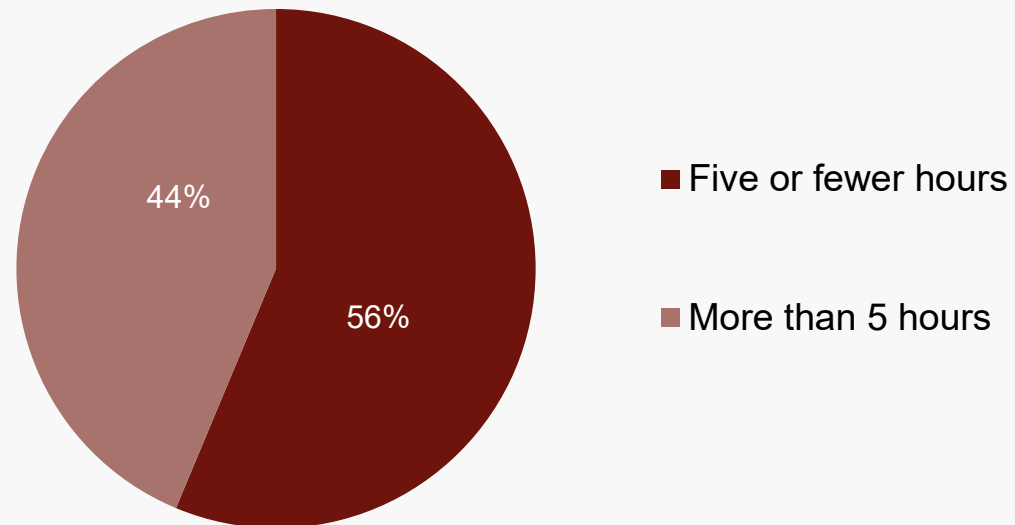
Students report that they are motivated to succeed:

- 93.3% of students *Agree* or *Strongly agree* that they have the motivation to do what it takes to succeed in college

Raise Expectations: Survey Data (cont.)

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

Promote Active, Engaged Learning

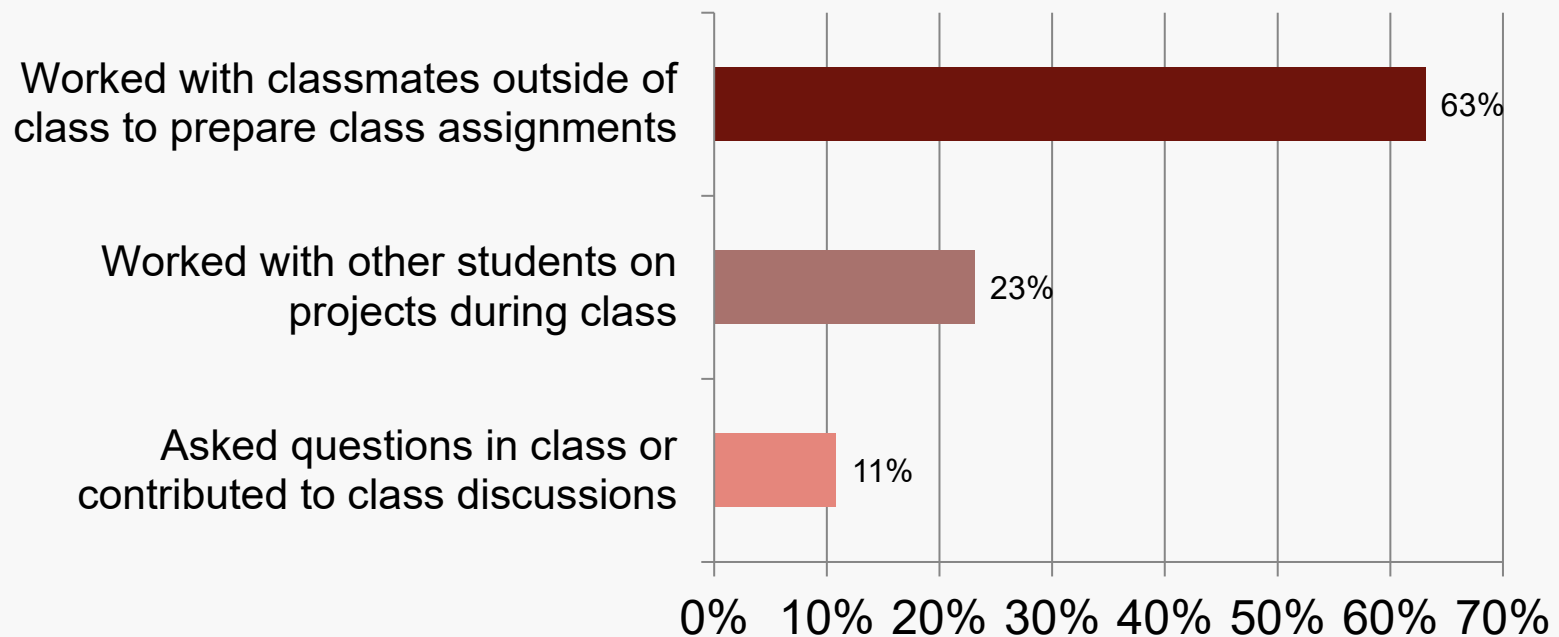
Students learn and retain more information — and persist and succeed at higher levels — when they are actively involved in learning rather than passively receiving information.



Promote Active, Engaged Learning: Survey Data

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*

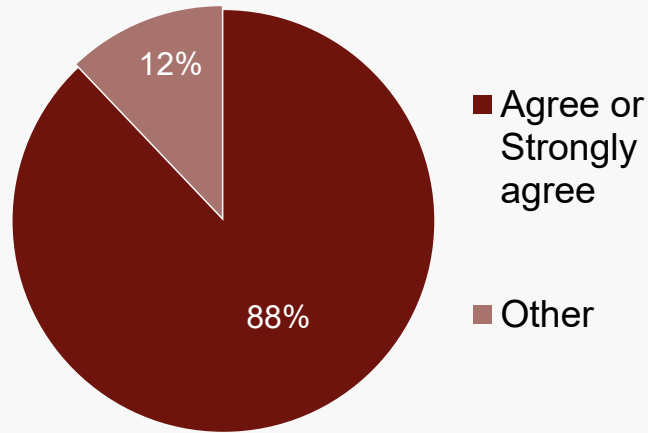
Build and Encourage Relationships

Personal connections are a critical factor in student success.

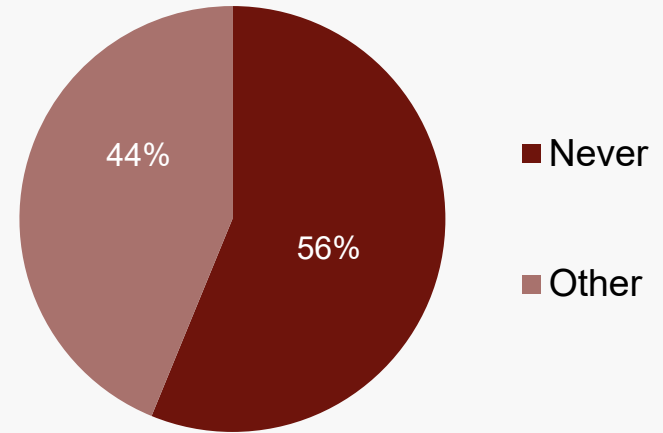


Build and Encourage Relationships: Survey Data

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

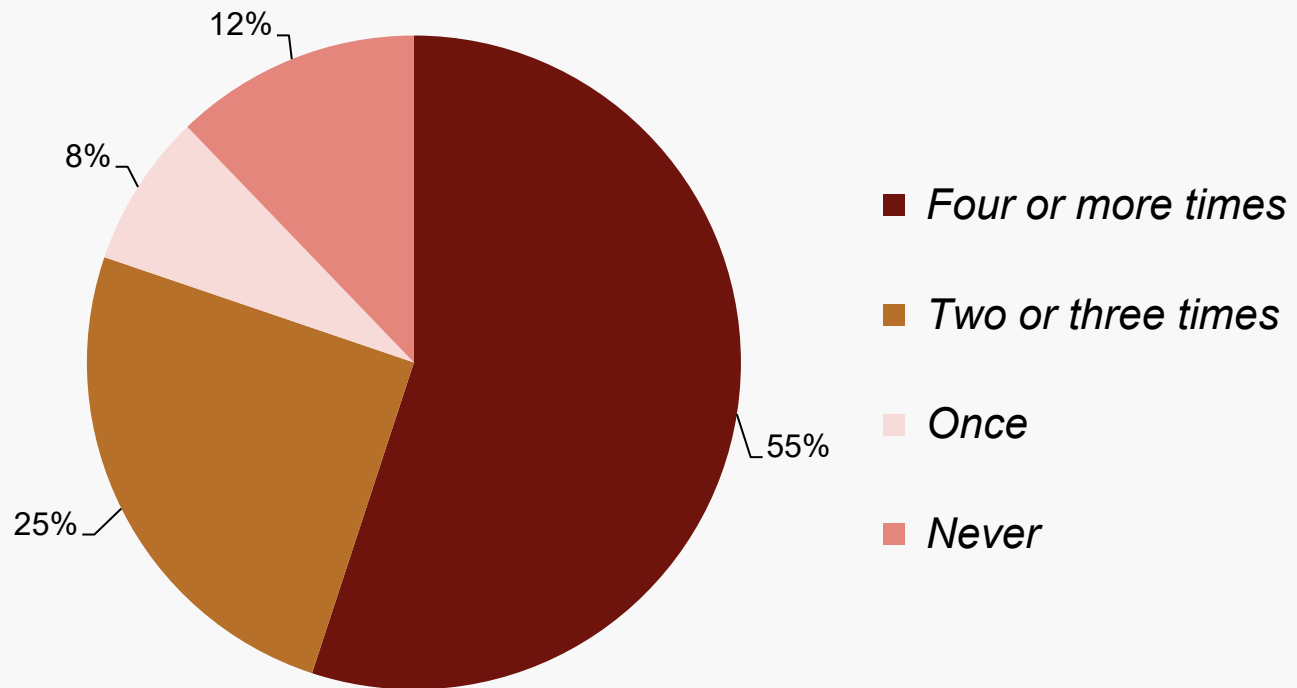
Feedback on academic performance greatly affects student retention.



Ensure that Students Know Where They Stand: Survey Data

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?



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: Survey Data

Student Use of Student Services

How often did you use the services?

	Never
Academic advising/planning	22.5%
Career counseling	90.8%
Financial assistance advising	45.4%
Writing, math, or other skill lab	59.8%

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: Survey Data

Class Attendance

During the first three weeks of your first semester/quarter at this college, about how often have you skipped class?

