



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



# Presentation Overview

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



# Student Respondent Profile at Daytona State College

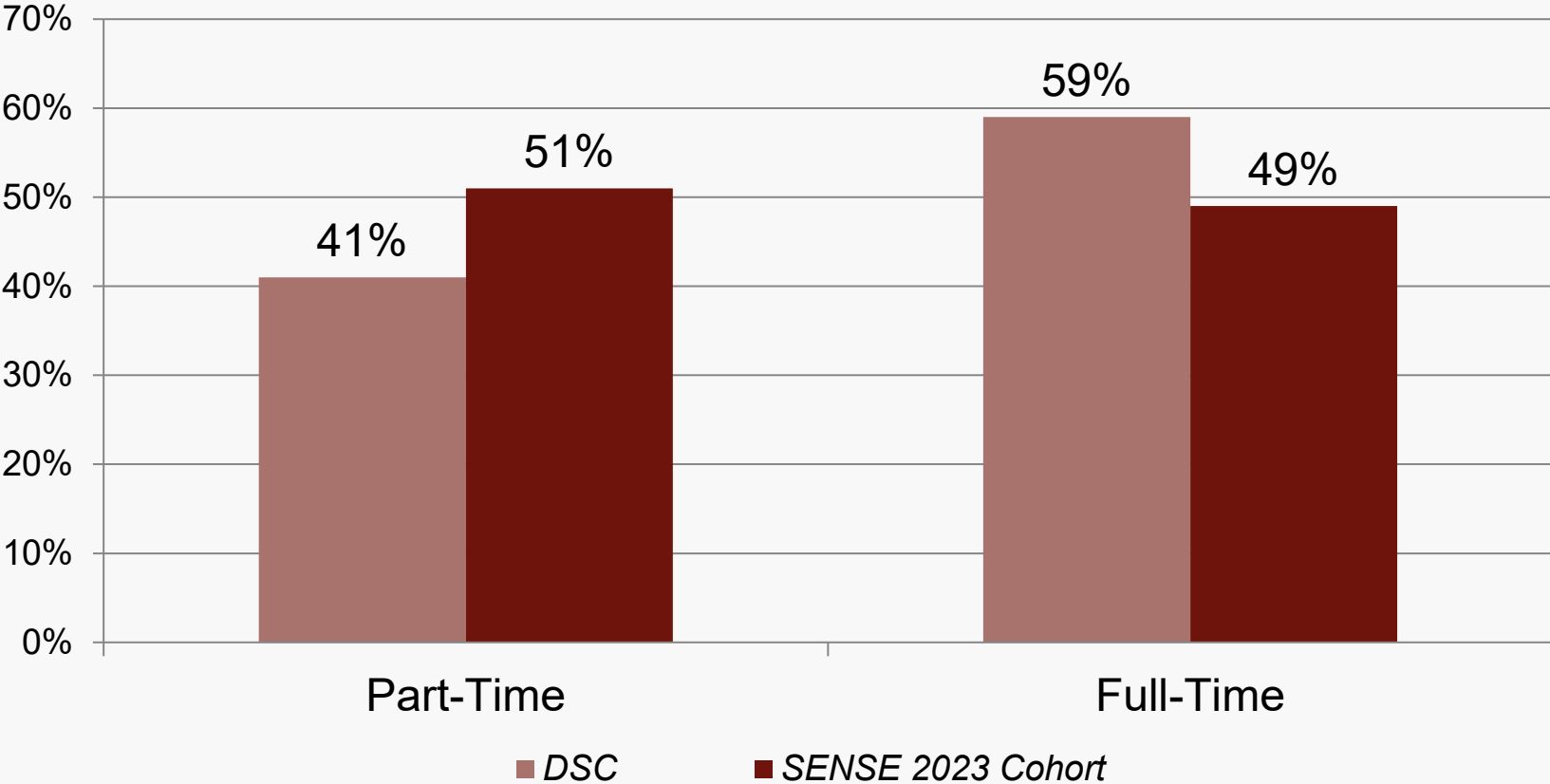
# Excluded Respondents

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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

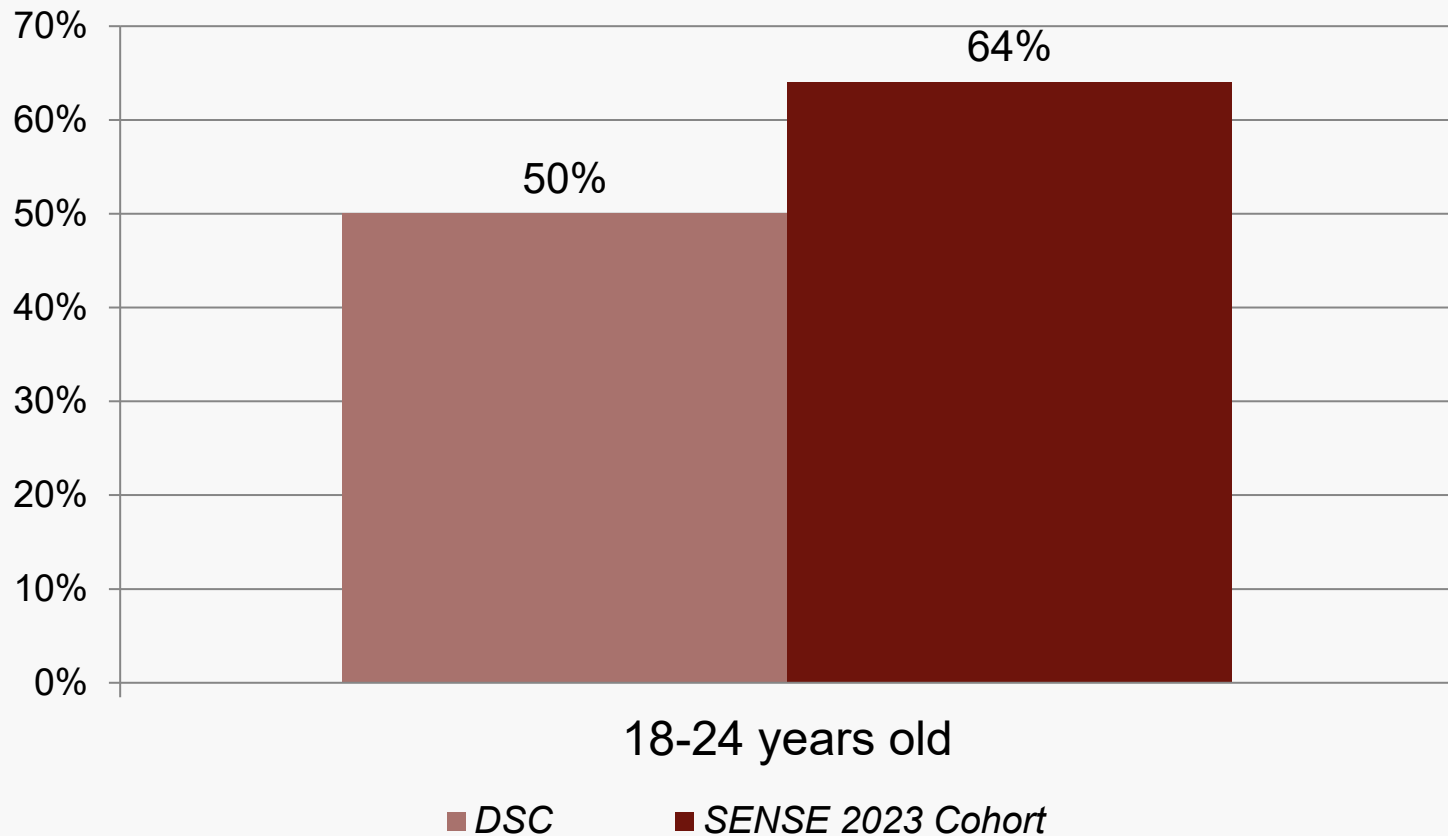


# Student Respondent Profile: Enrollment Status



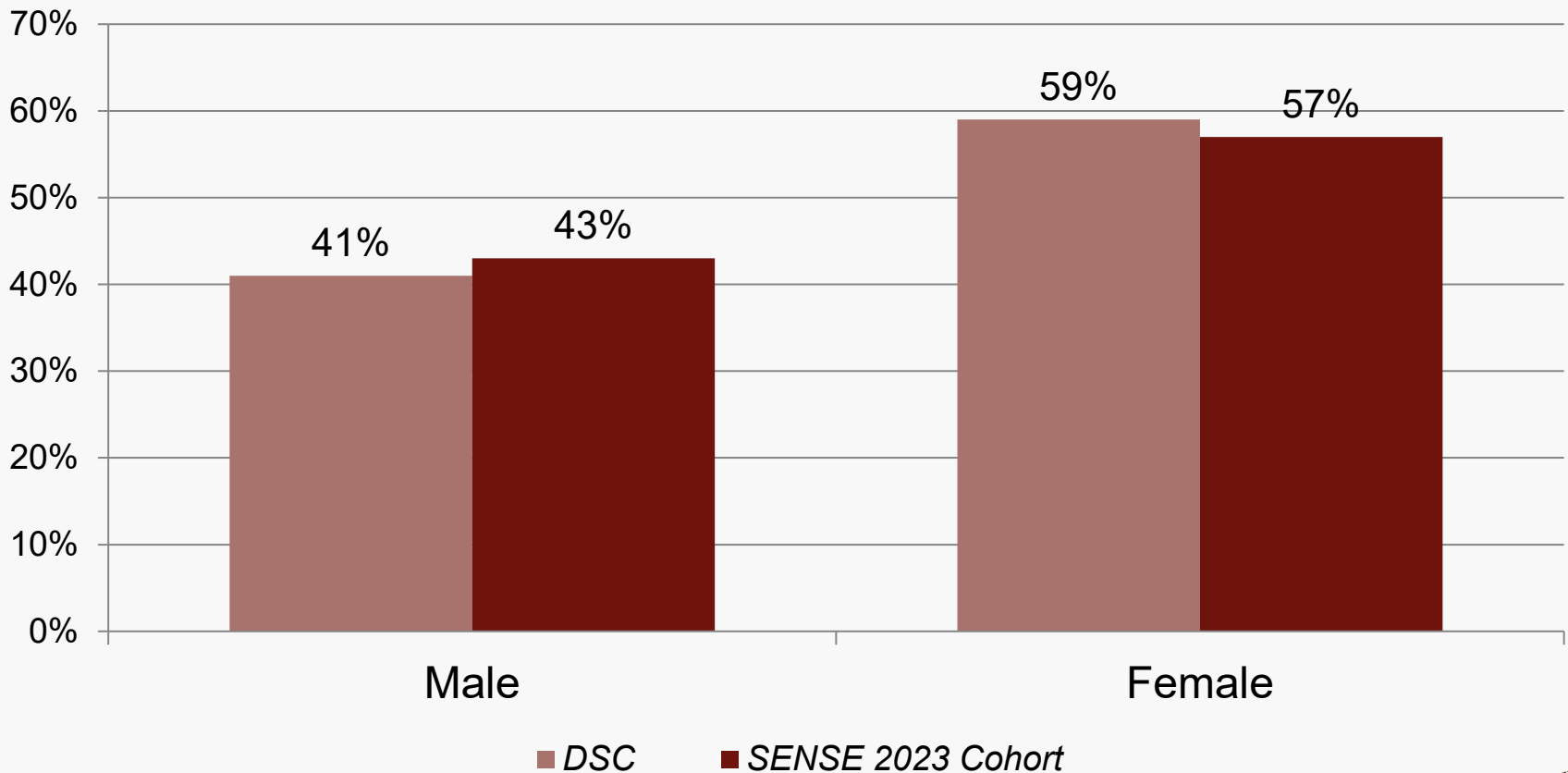
# Student Respondent Profile: Age

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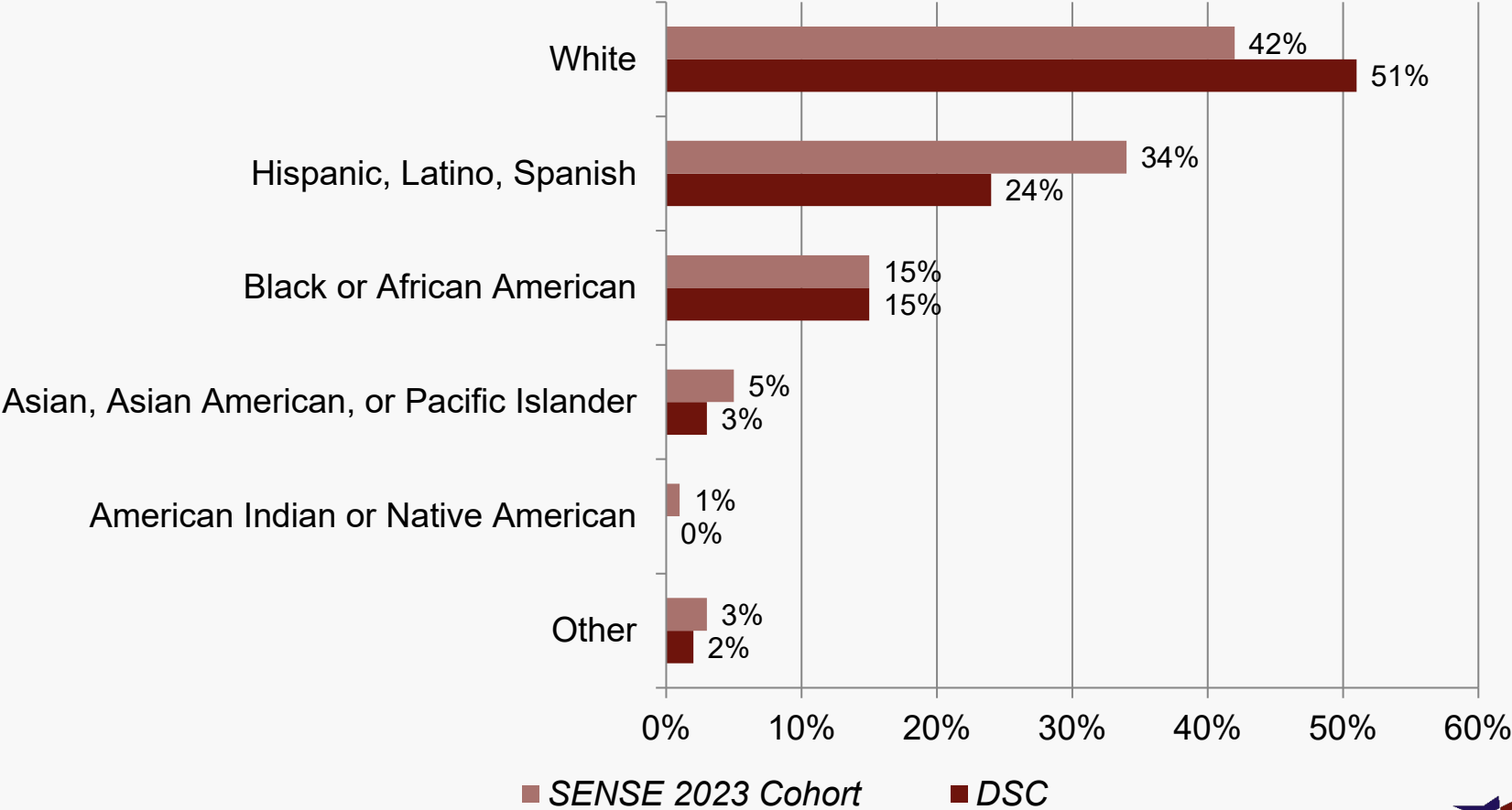


# Student Respondent Profile: Sex

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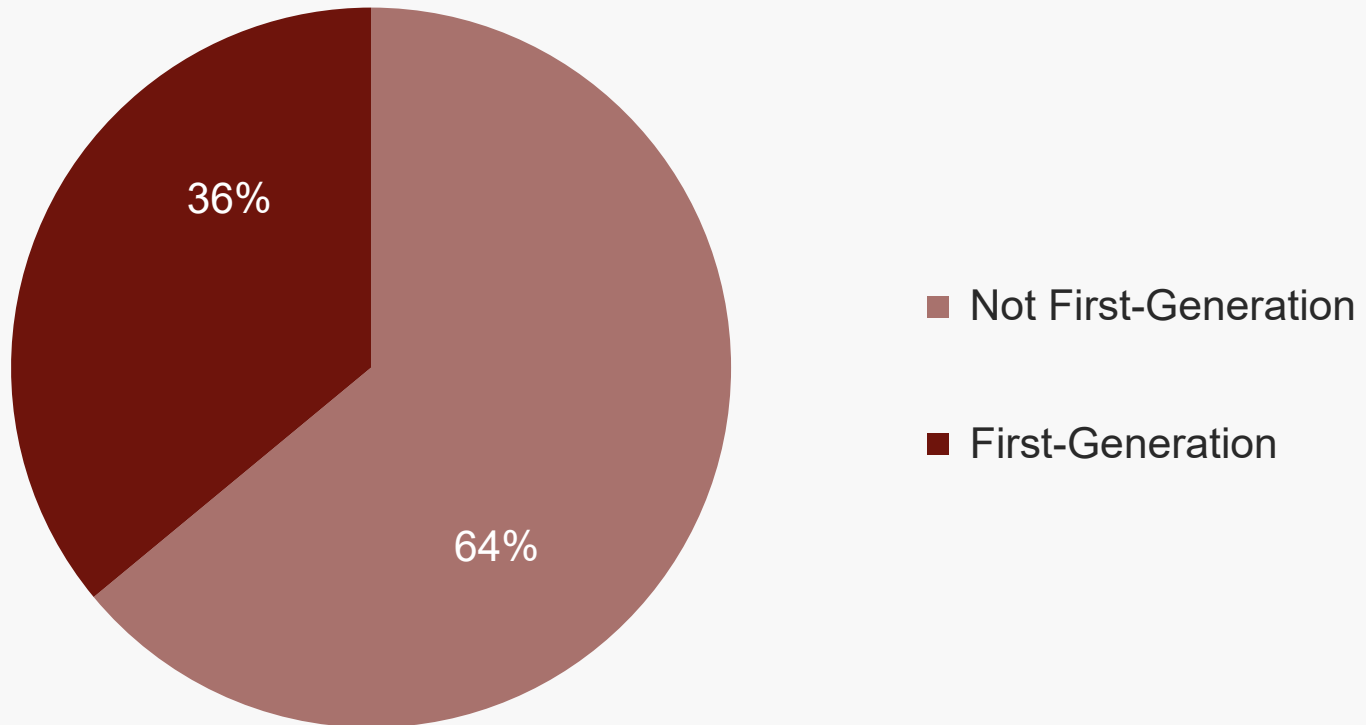


# Student Respondent Profile: Racial/Ethnic Identification



# Student Respondent Profile: First-Generation Status

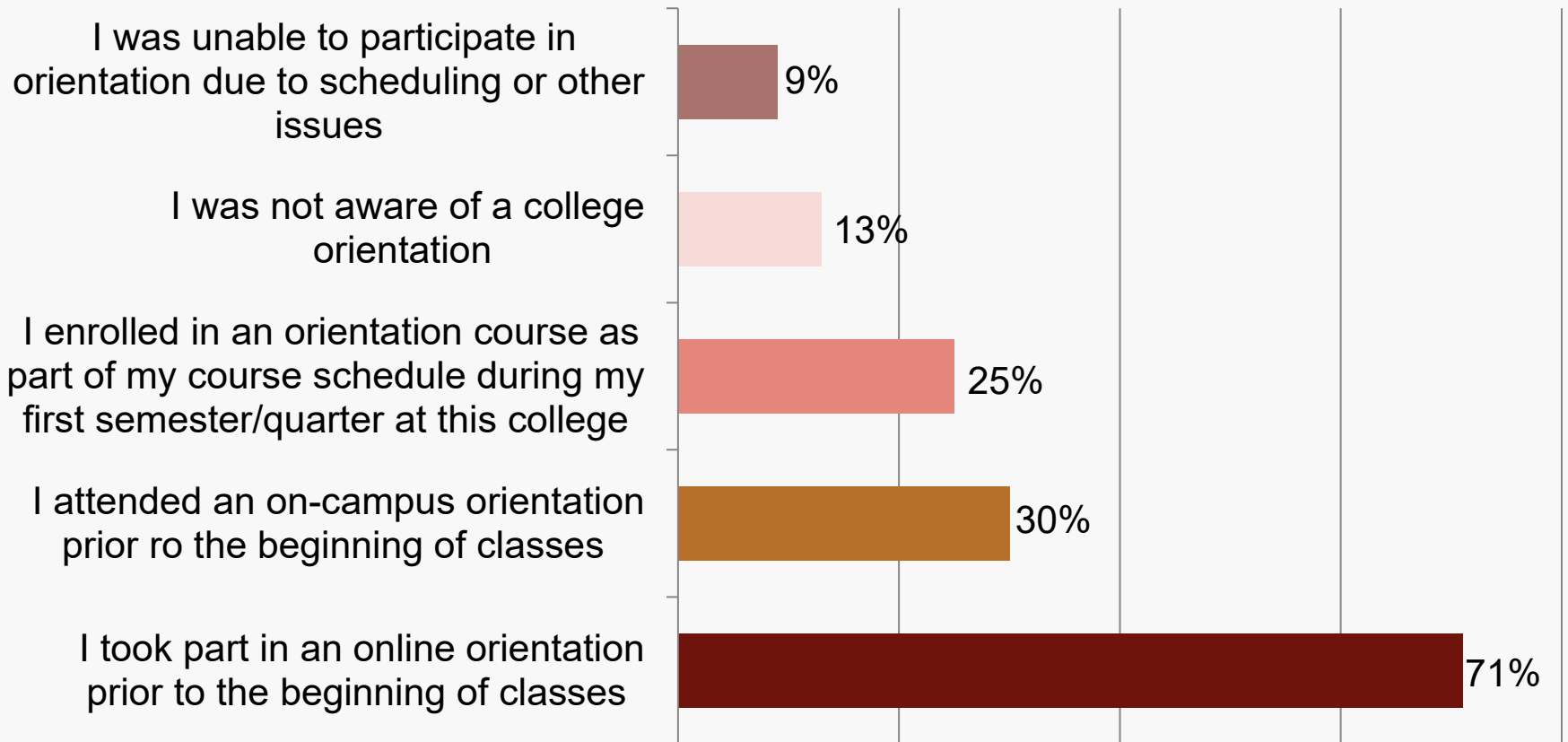
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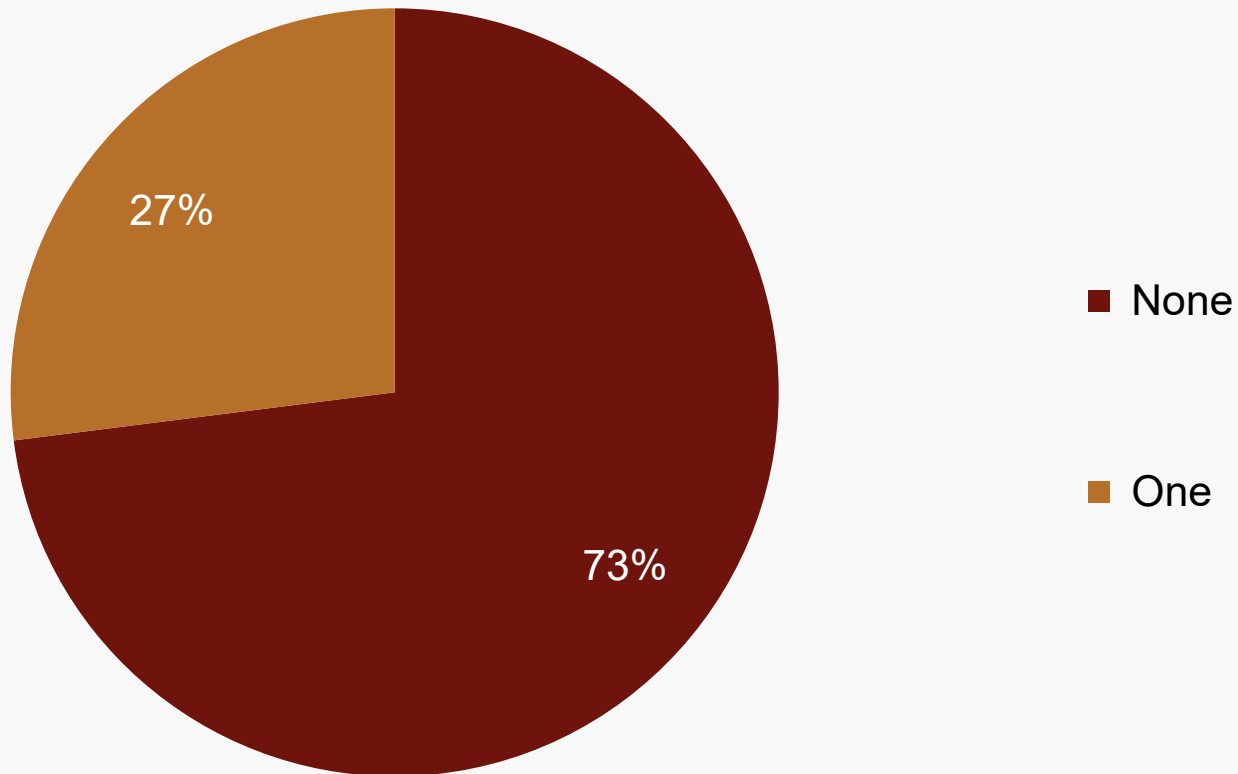
# Student Respondent Profile: Orientation

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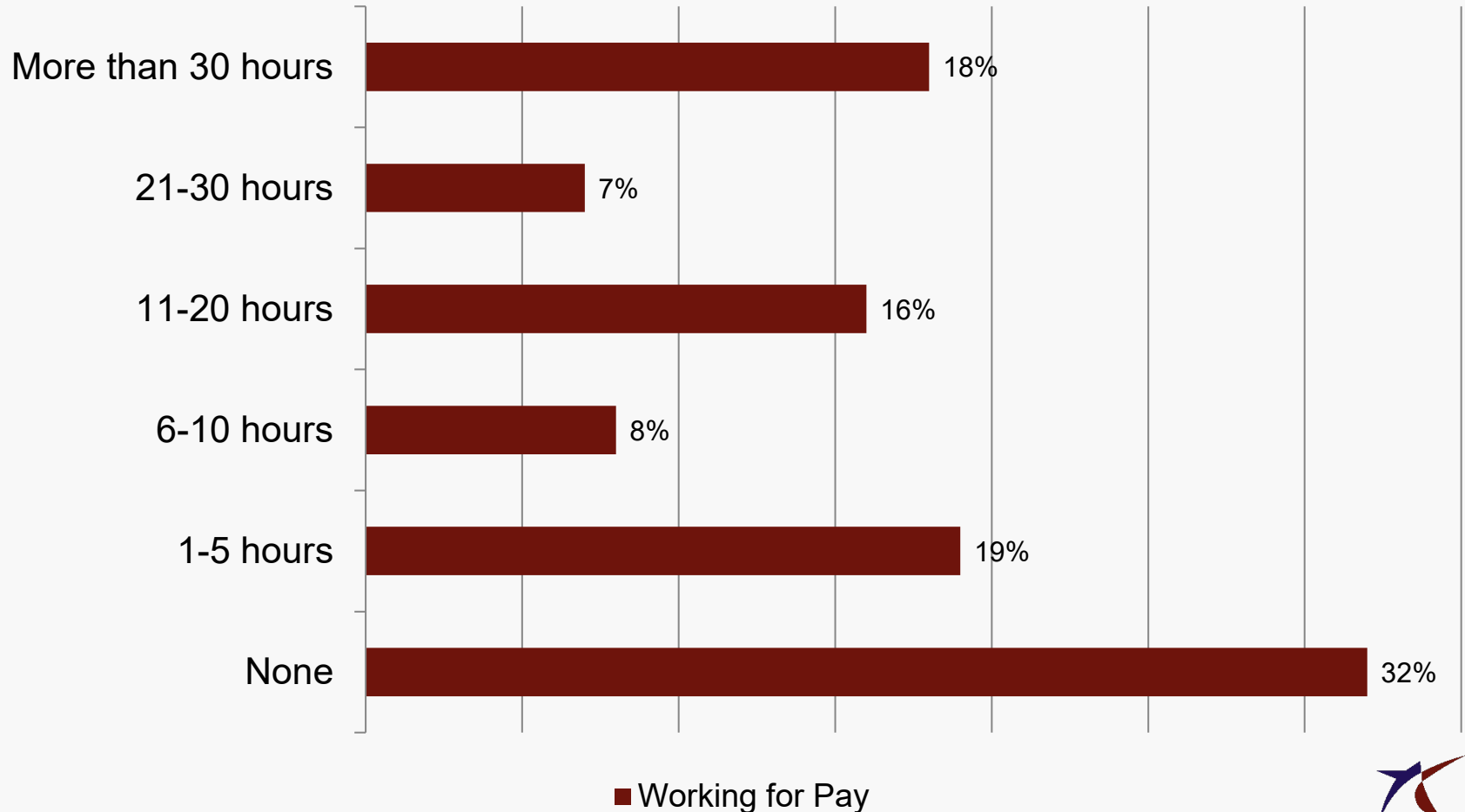
# Student Respondent Profile: Courses Dropped

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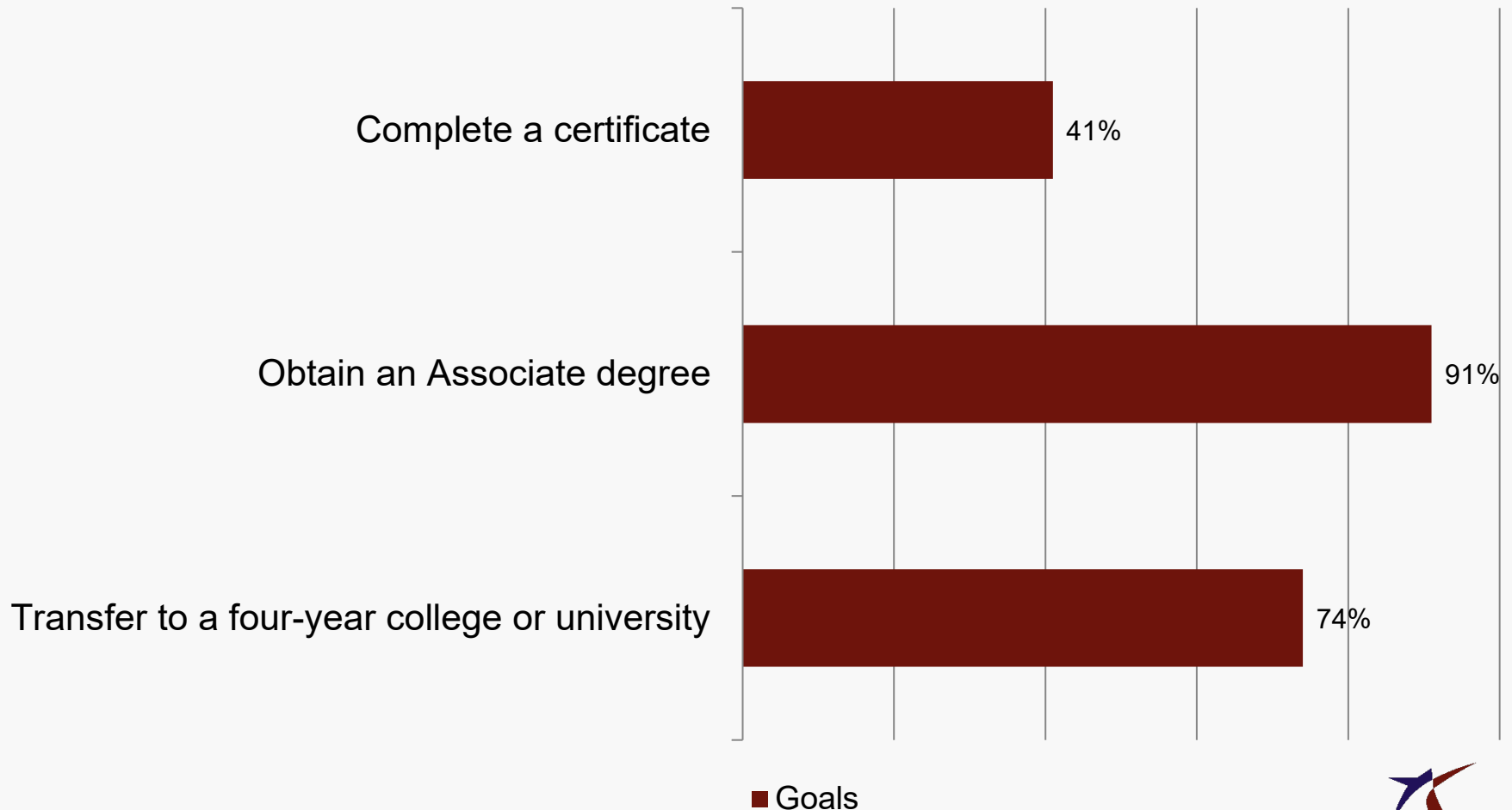
# Student Respondent Profile: Employment

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# Student Respondent Profile: Goals

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# *SENSE* Benchmarks



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

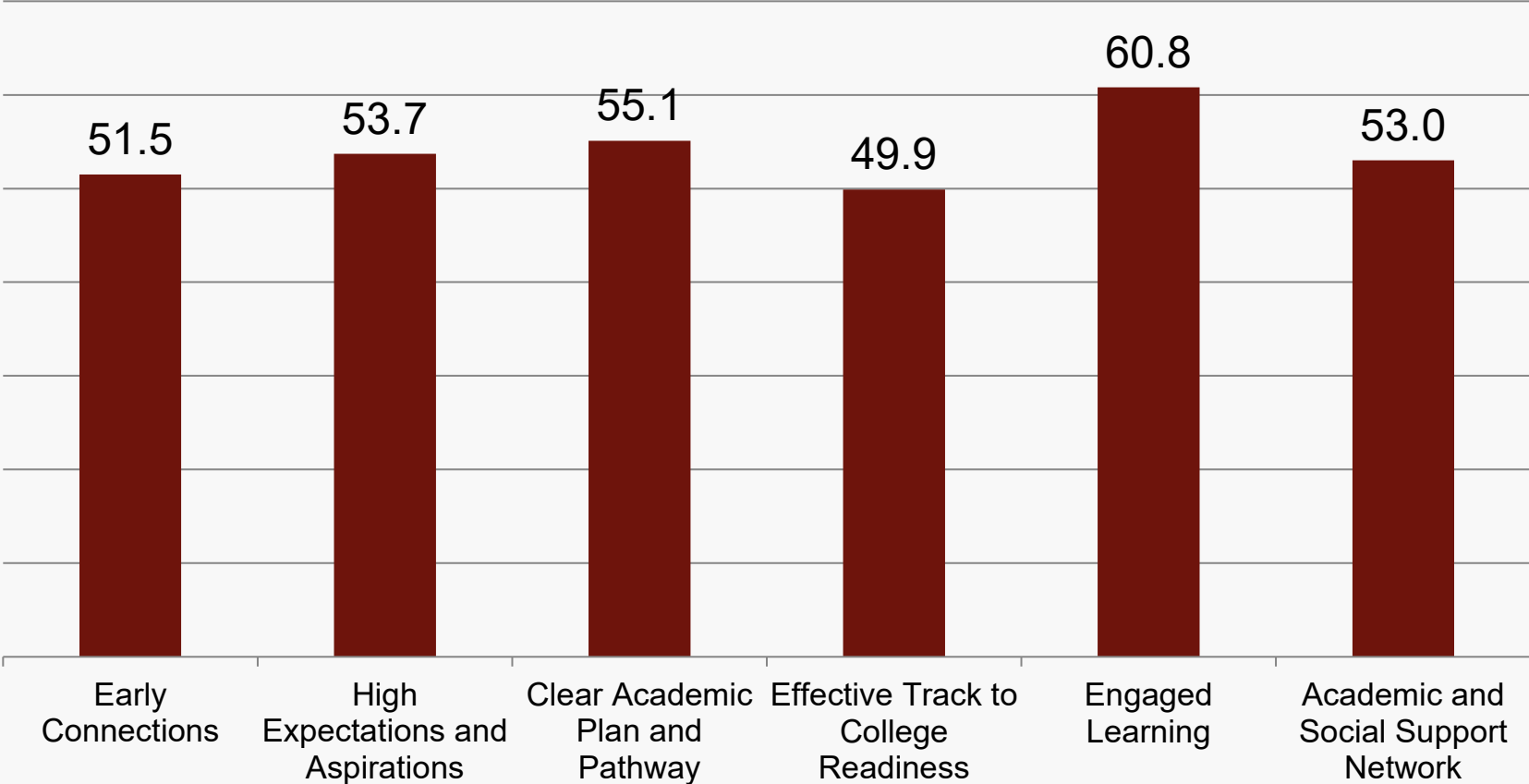
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The six *SENSE* benchmarks are:

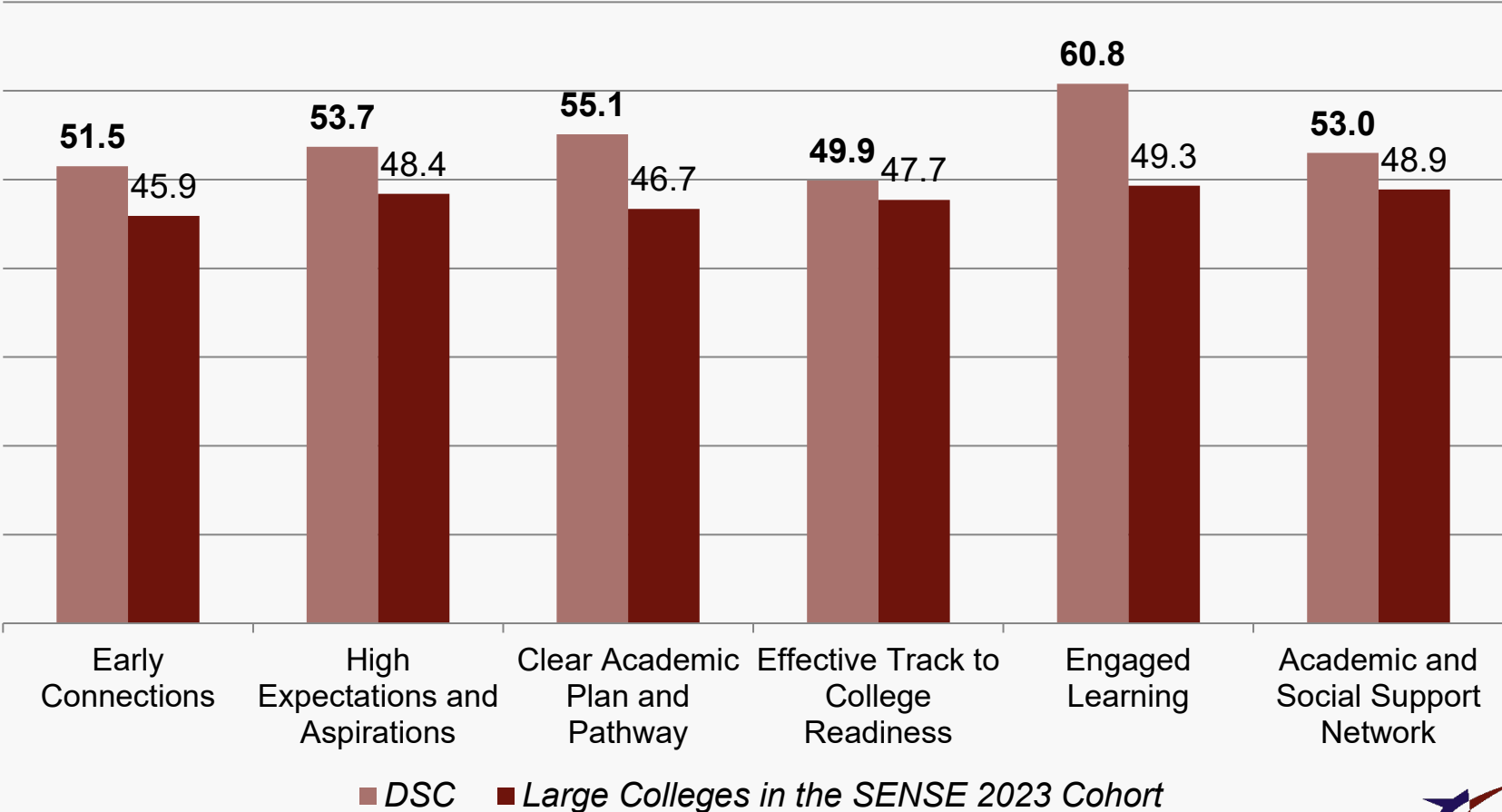
- Early Connections
- High Expectations and Aspirations
- Clear Academic Plan and Pathway
- Effective Track to College Readiness
- Engaged Learning
- Academic and Social Support Network

# SENSE Benchmarks for Effective Educational Practice

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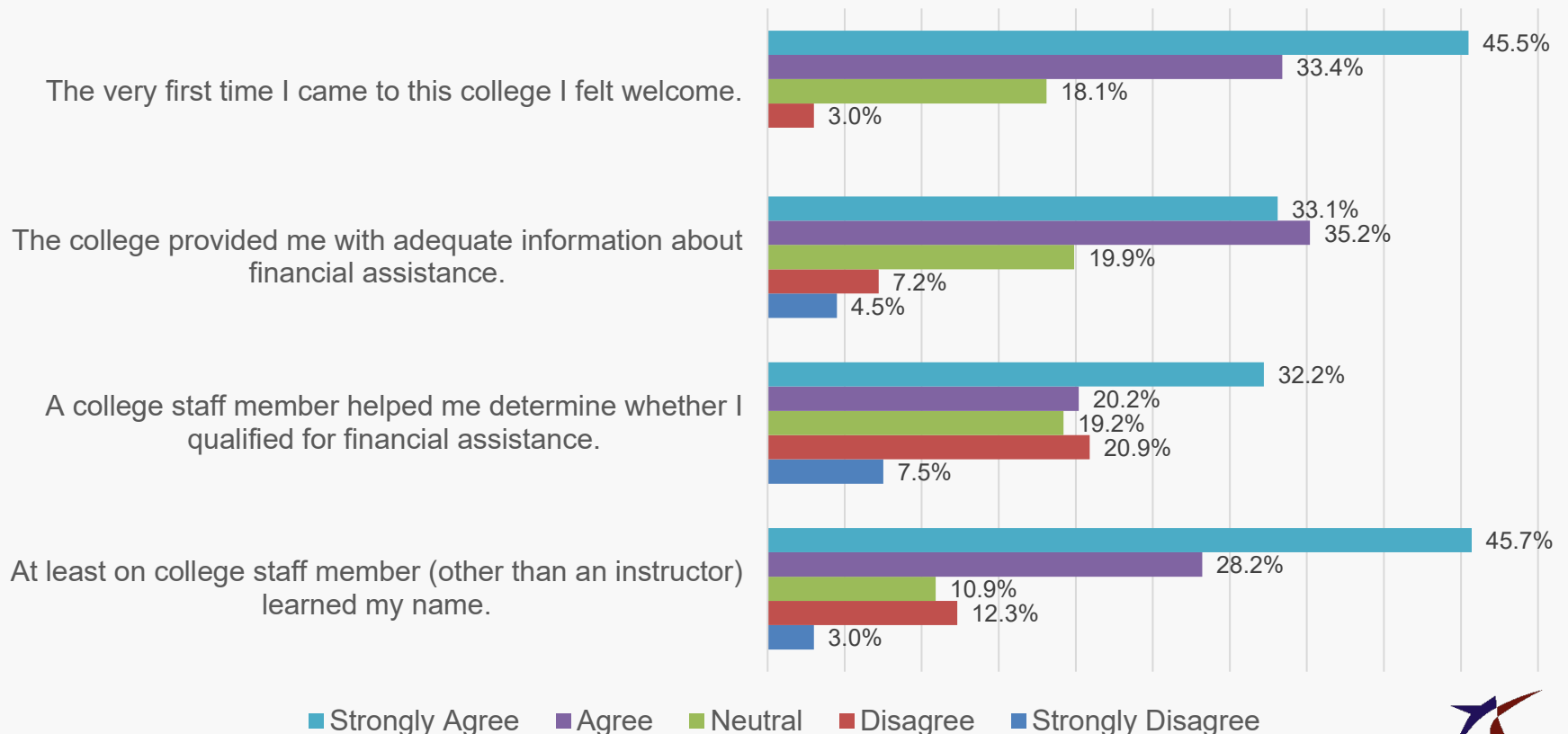


# SENSE Benchmarks for Effective Educational Practice



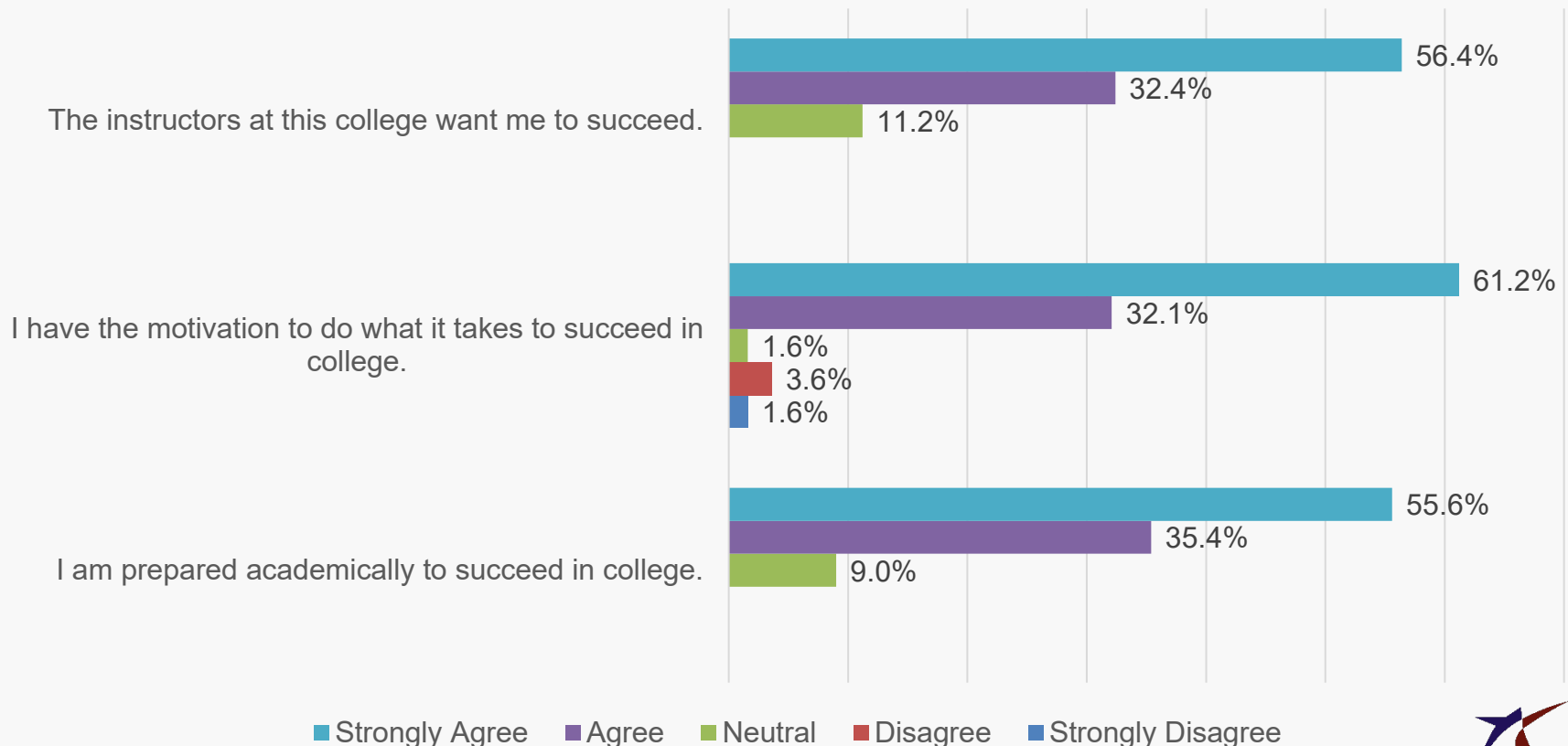
# Early Connections

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

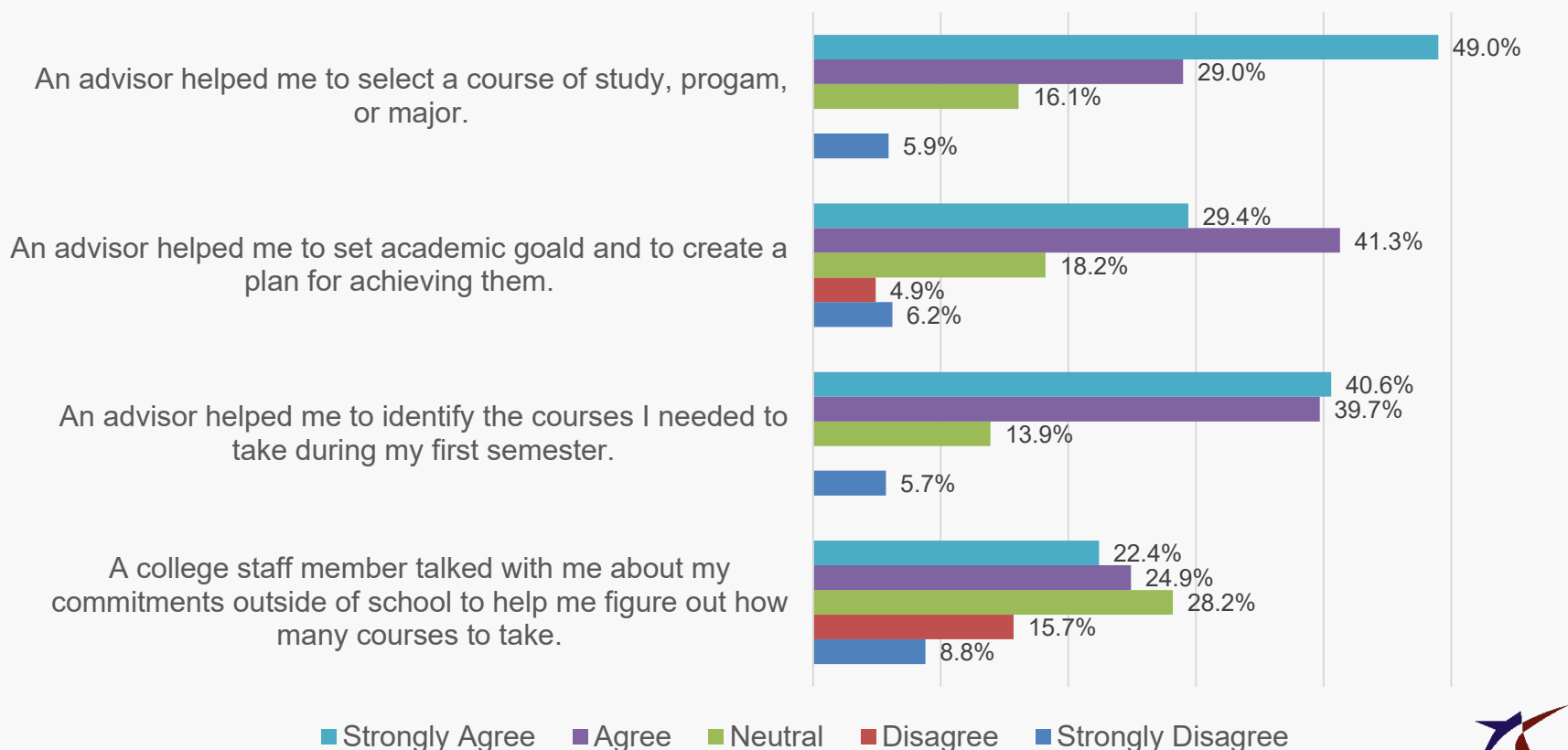
Think about your experiences from the time of your decision to attend DSC through the end of the first three weeks of your first semester...





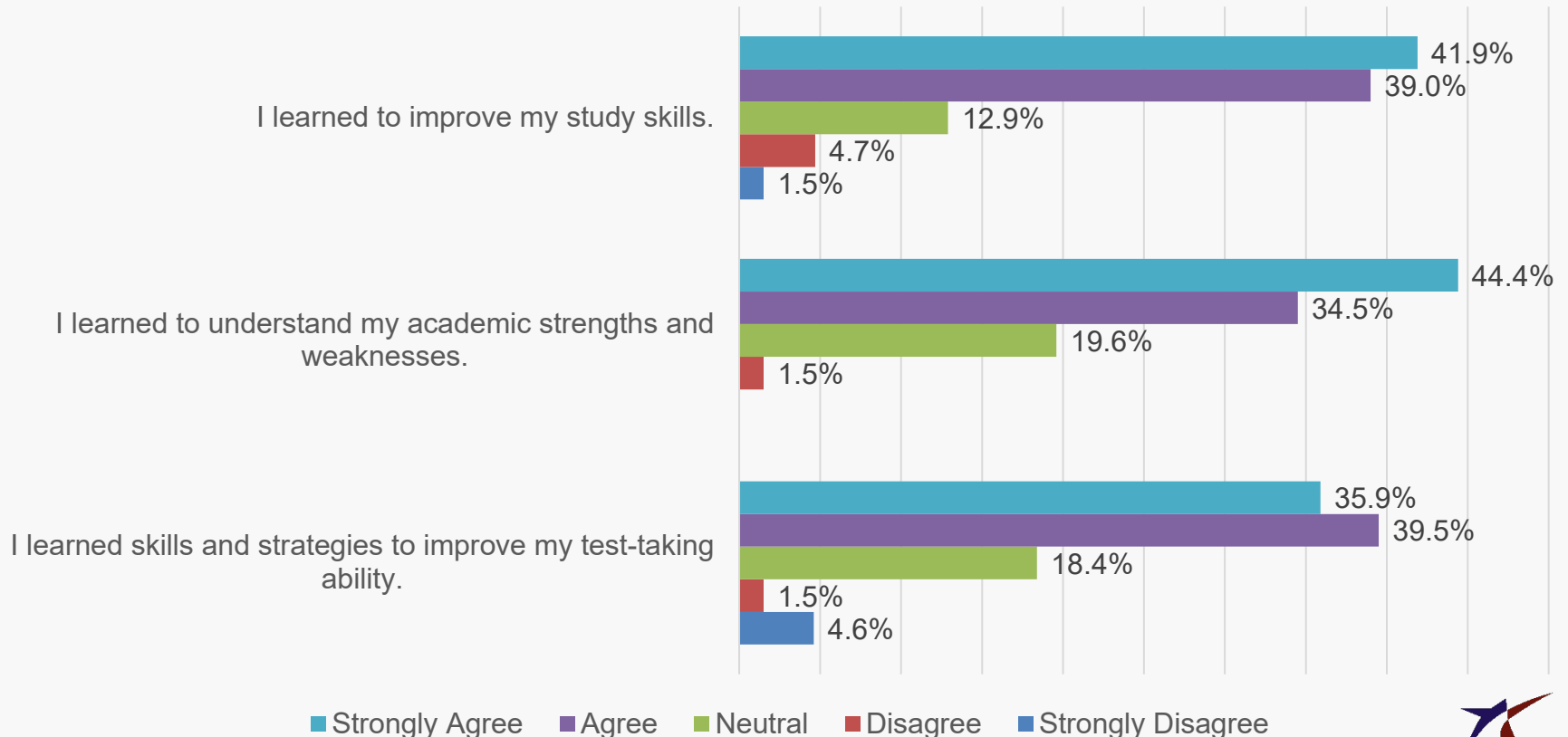
# Clear Academic Plan and Pathway

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...



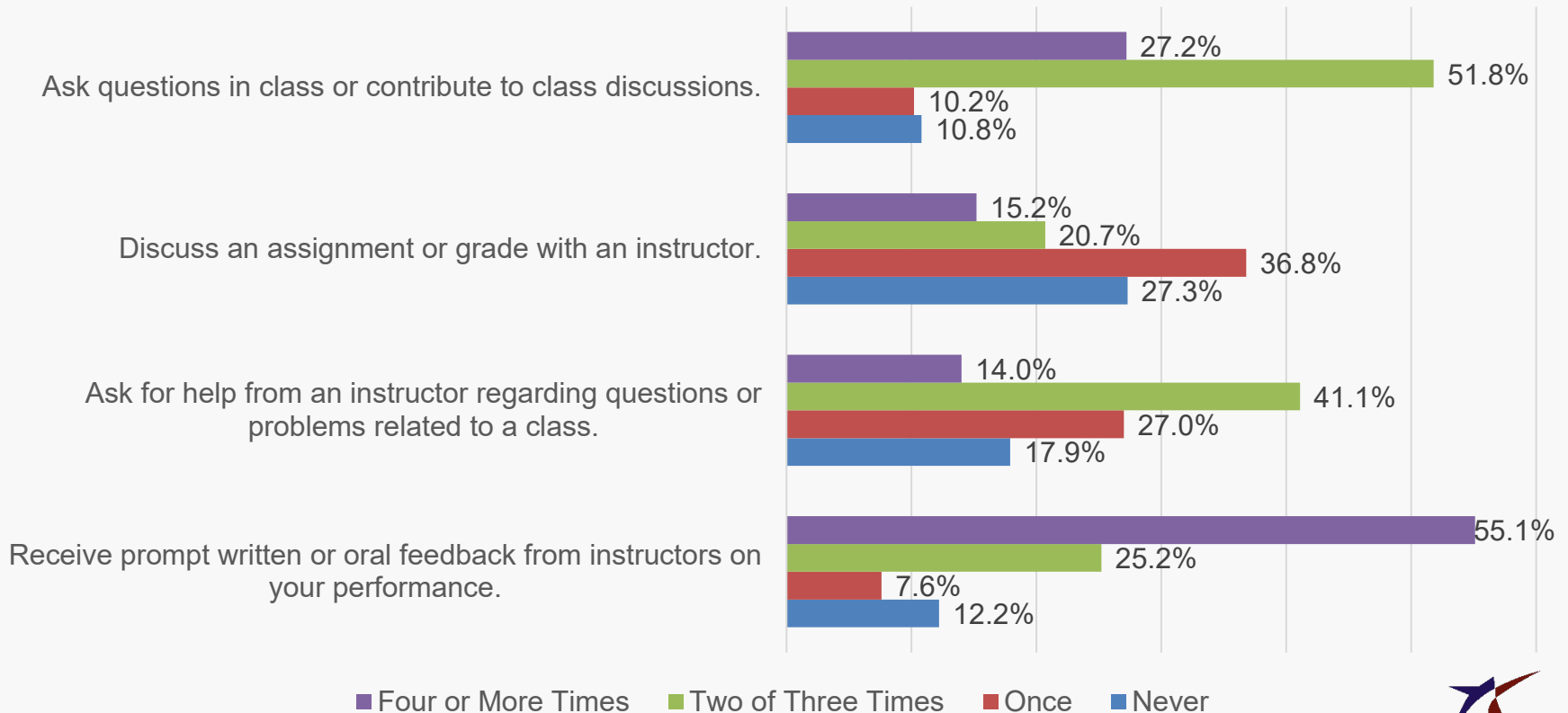
# Effective Track to College Readiness

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...



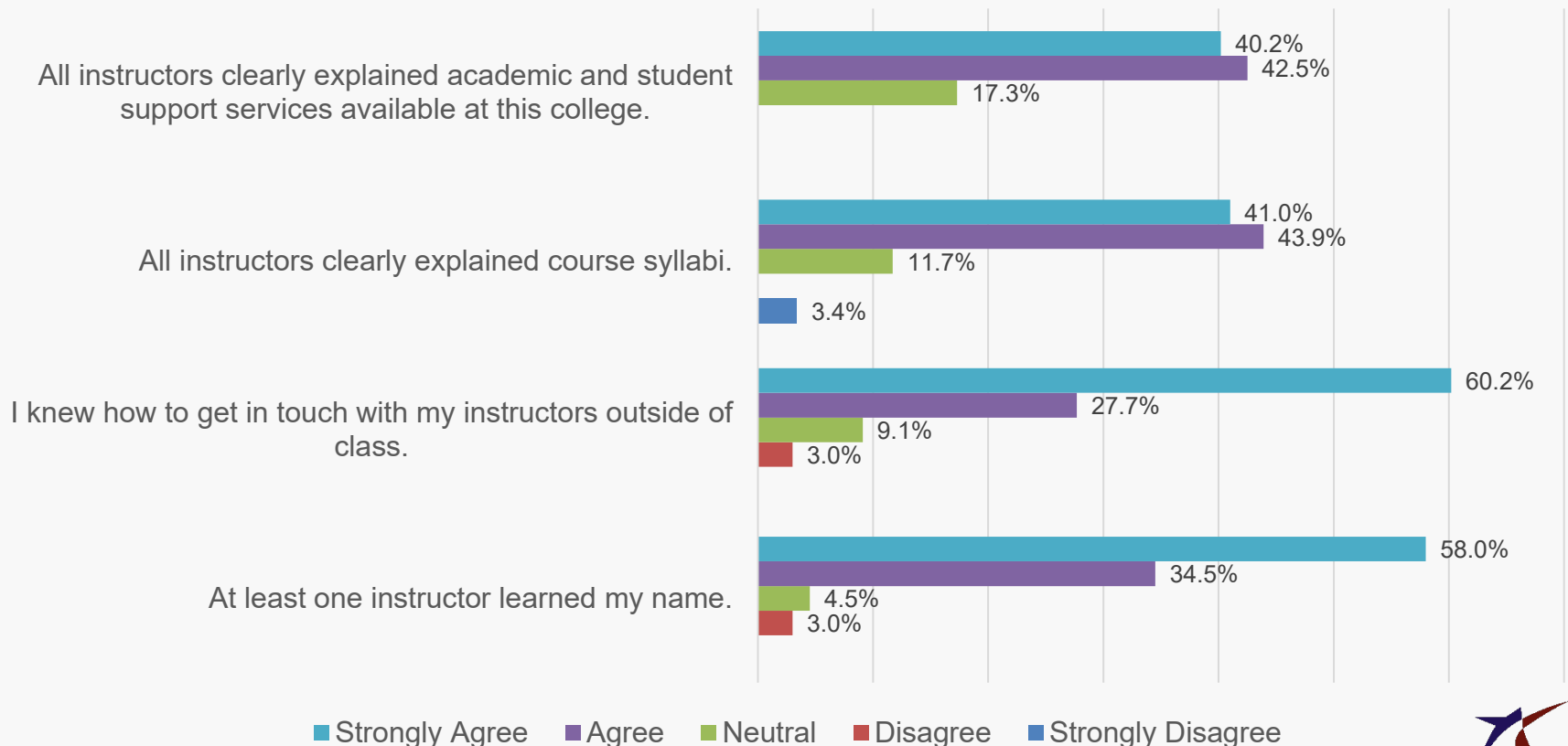
# Engaged Learning

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

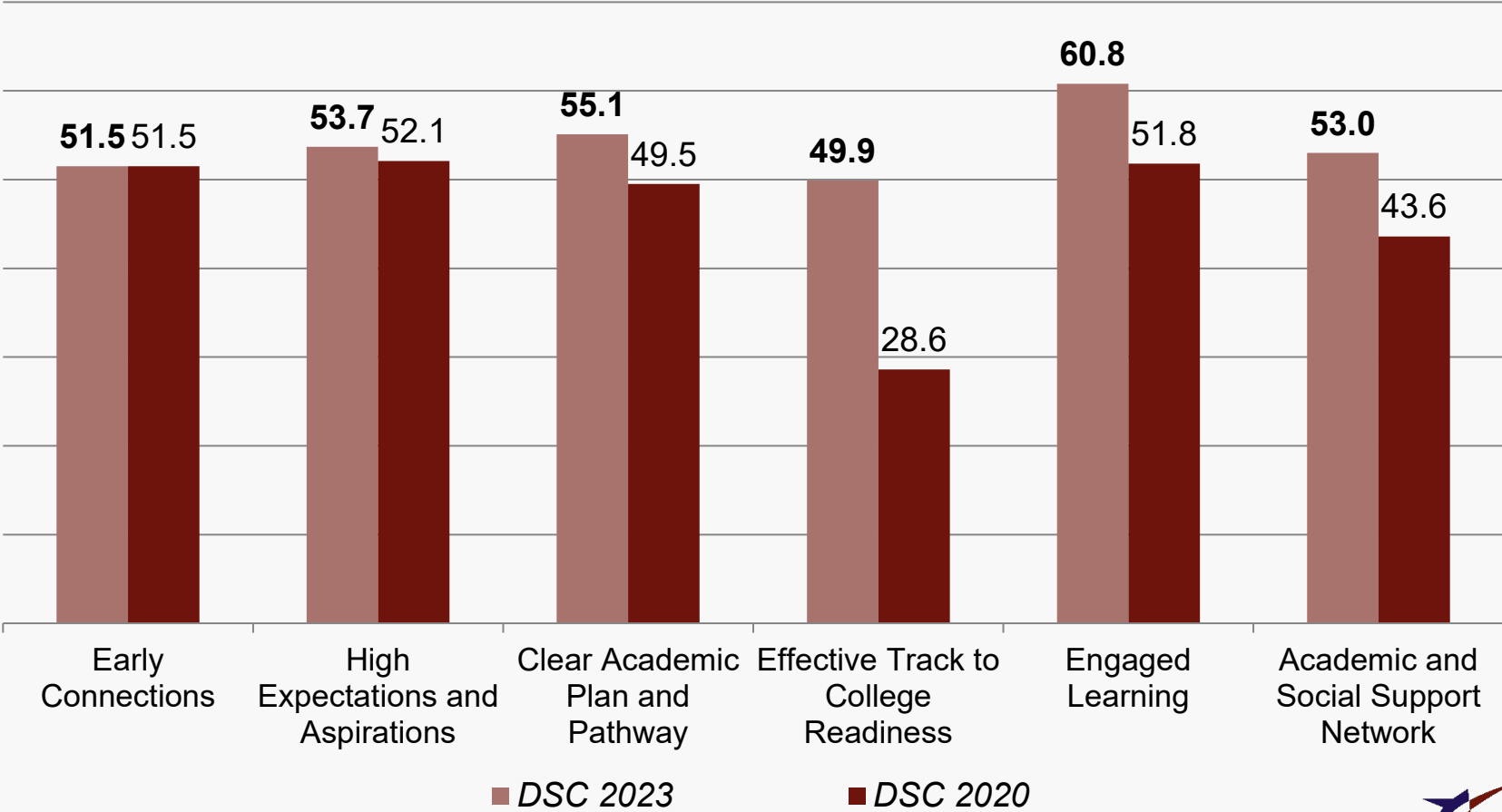


# Academic and Social Support Network

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





# Strategies to Promote Learning that Matters

# Strategies to Promote Learning that Matters: Key Strategies

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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

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- 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

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



# Raise Expectations: Survey Data

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Students report that they are motivated to succeed:

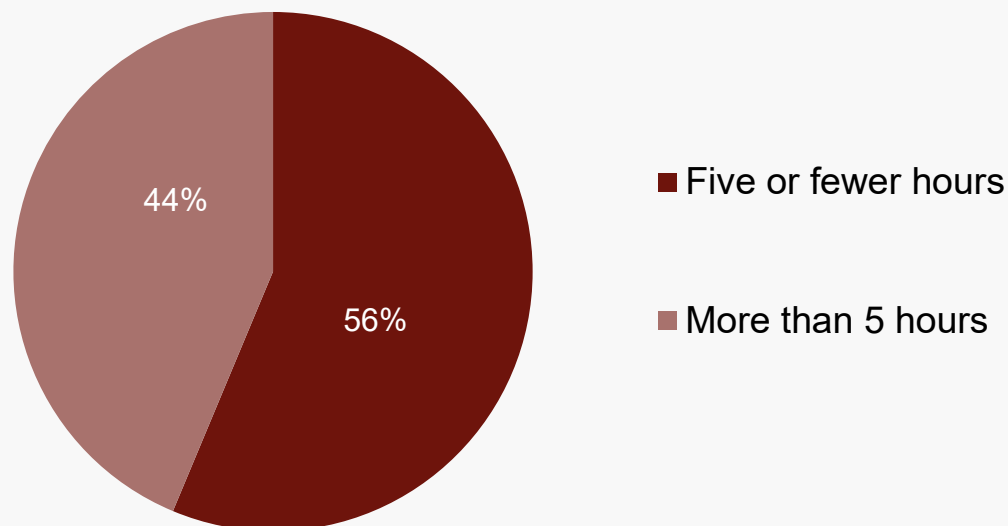
- 93.3% of students *Agree* or *Strongly agree* that they have the motivation to do what it takes to succeed in college

# Raise Expectations: Survey Data

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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

# 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.

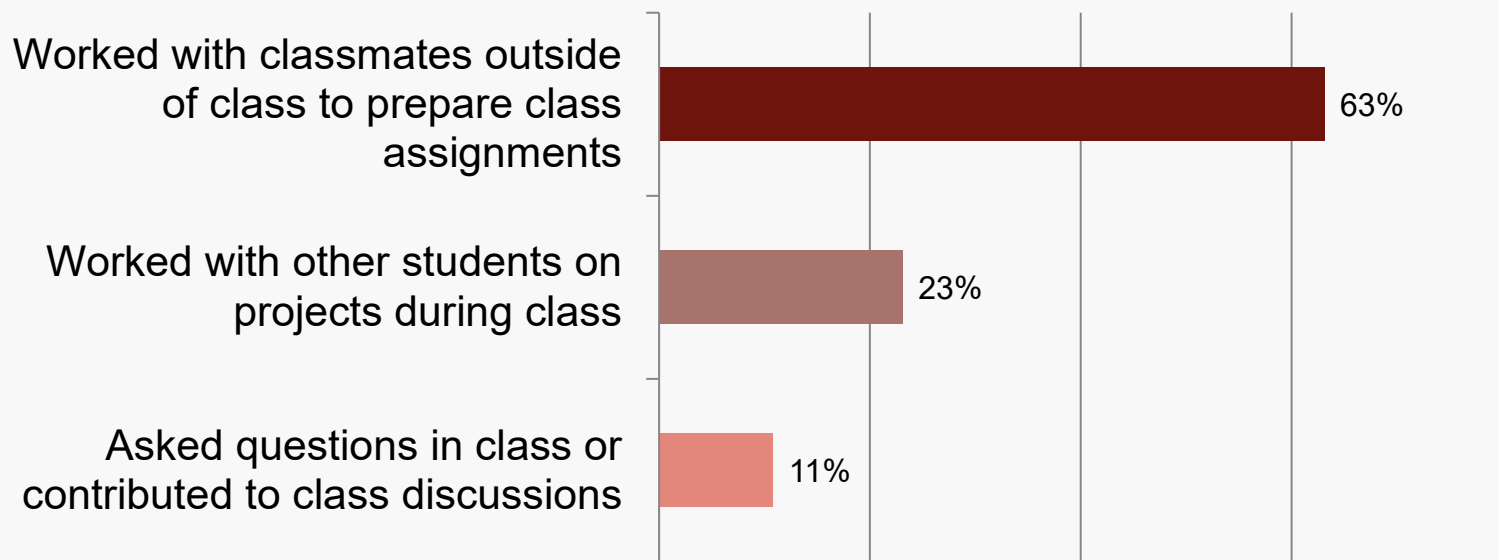


# Promote Active, Engaged Learning: Survey Data

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## 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

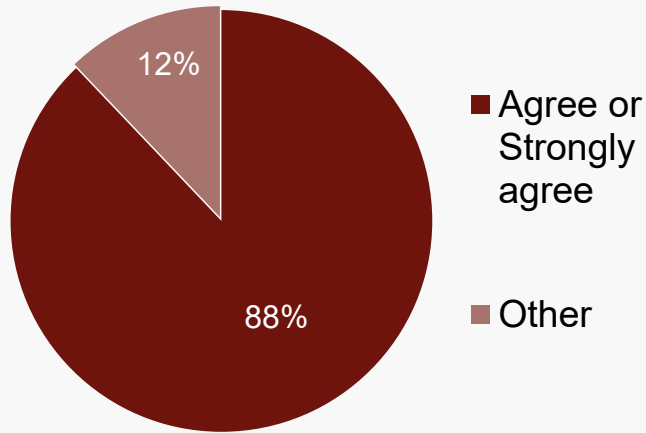
Personal connections are a critical factor in student success.



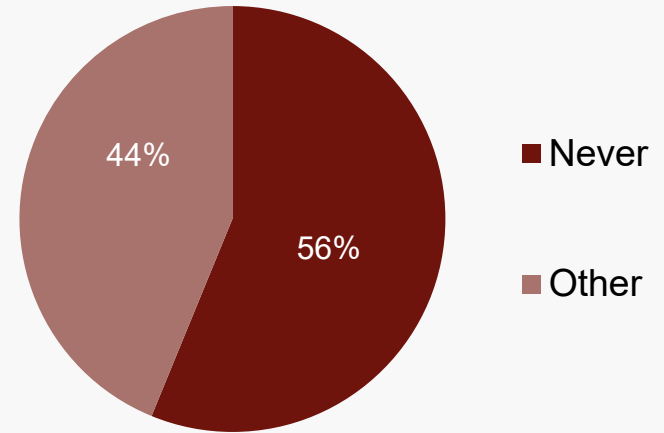
# Build and Encourage Relationships: Survey Data

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## 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.



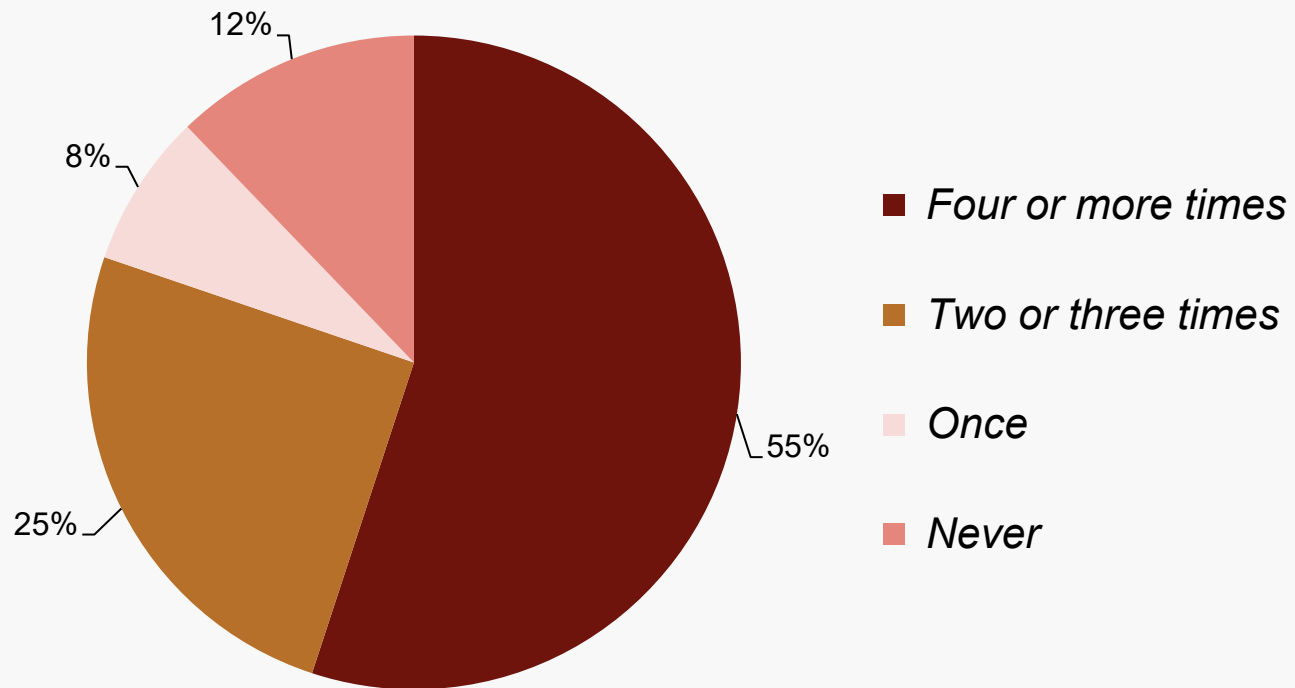


# Ensure that Students Know Where They Stand: Survey Data

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## 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

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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: Survey Data

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## 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

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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: Survey Data

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## Class Attendance

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

