SENSE 2014 Findings for Tacoma Community College

Engaging Entering students

Institutional Research

Overview

- *SENSE* Overview

- Student Respondent Profile

- *SENSE* Benchmarks

- Surveys Page on the Portal

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.

- Actively engaged students learn, persist and attain goals.

- Half of the students prior to the second college year.

- Success in the first academic term and impact on retention

The Survey of Entering Student Engagement (*SENSE*)

Understand the experience of entering students and engage these students in the earliest weeks of their college experience.

Intentional engagement: start right, stay on course, and reach goals.

The first 3 weeks of the first academic term

Survey Respondents

Characteristics	Tacoma Community College	Medium colleges
Male	40%	42%
Female	56%	54%
Part-time	29%	27%
Full-time	71%	73%
18-24 year old	70%	82%
Majority race/ethnicity (White, Non-Hispanic)	49%	52%
Work more than 20 hours per week	32%	37%
Dependents (children)	20%	18%

What matters most for (entering) students

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

Benchmarks for Effective Educational Practice

Benchmark Scores for Tacoma Community College compared to Medium-sized colleges

	Early Connections	High Expectations and Aspirations	Clear Academic Plan and Pathway	Effective Track to College Readiness	Engaged Learning	Academic and Social Support Network
Tacoma Community College	52.8	50.8	44.6	54.1	56.3	55.6
Medium Colleges	51.3	50.2	50.5	50.3	50.5	50.7
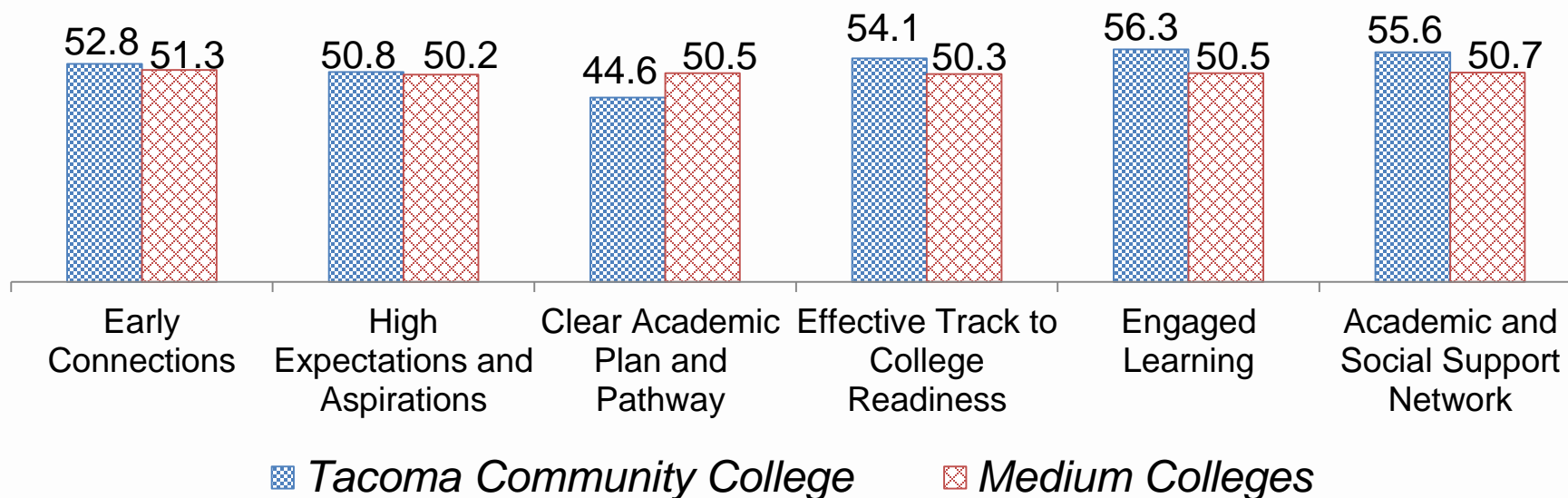
Source: 2014 SENSE data

1. What matters most: Early/Personal connections

First Impression of the college

The very first time I came to this college, I felt welcome

75% *agree or strongly agree*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

1.9% 0.7%
22.4% 29.5%
45.5%

What matters most: Early/Personal connections

First Impression of the college

The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)**

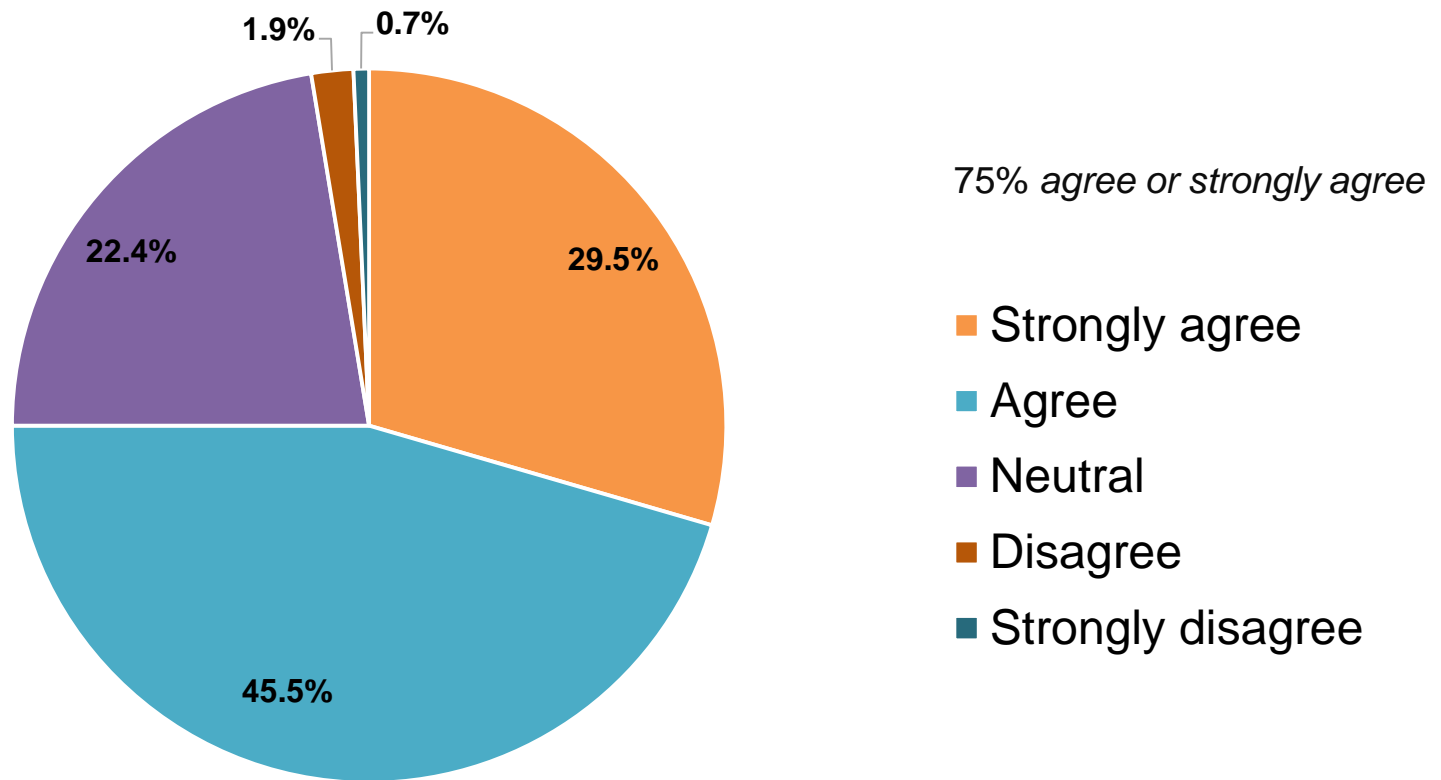> 46% *agree or strongly agree*

A college staff member helped me determine whether I qualified for financial assistance**

> 26% *agree or strongly agree*

At least one college staff member (other than an instructor) learned my name

> 41.5% *agree or strongly agree*

Was a specific person assigned to you so you could see him/her each time you needed information or assistance?
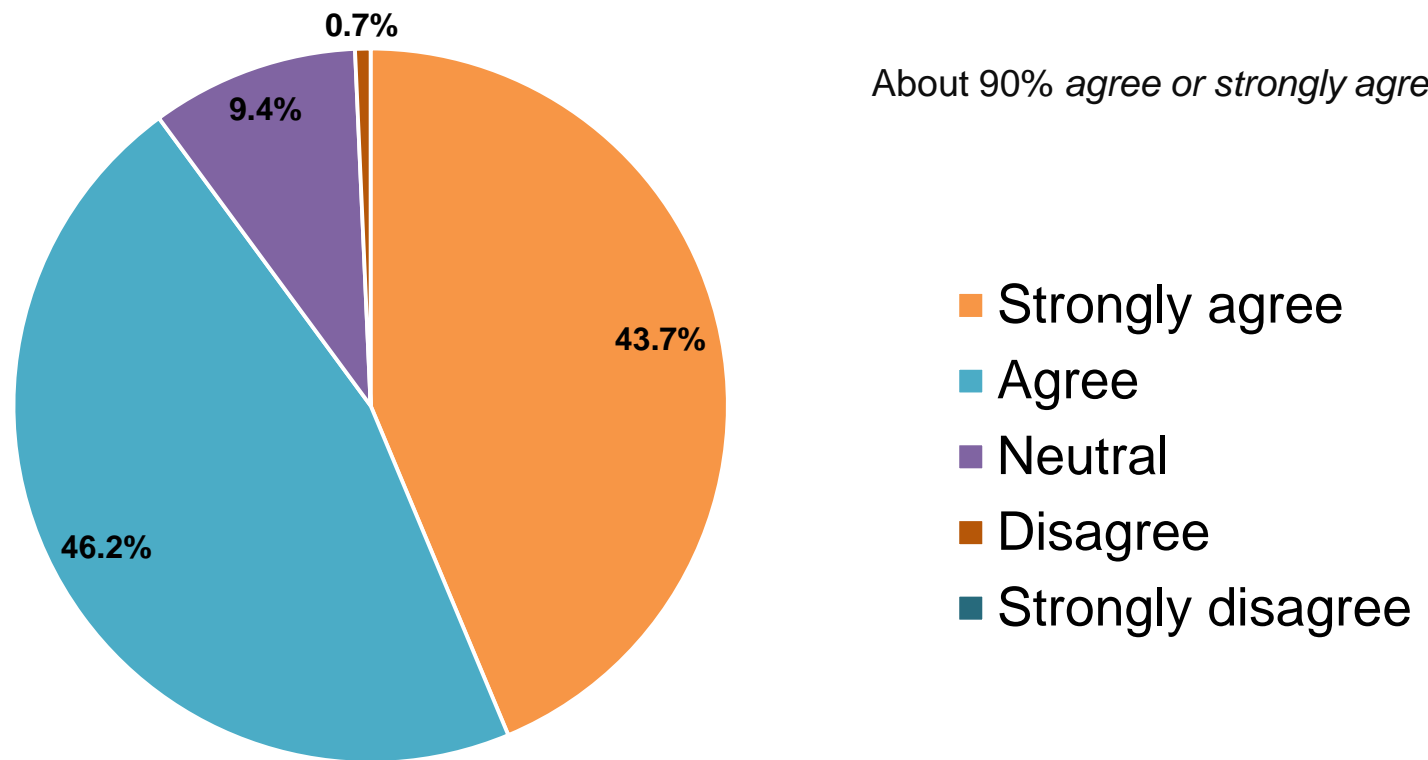
> 55% *said yes*

** T-test: 2-tailed

2. What matters most: High expectations and aspirations

Clear and high expectations

The instructors at this college want me to succeed

About 90% *agree or strongly agree*

0.7%
9.4%
43.7%
46.2%

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

What matters most: High expectations and aspirations

Clear and high expectations

- I have the motivation to do what it takes to succeed in college
    91.3% *agree or strongly agree*
- I am prepared academically to succeed in college
    88.1% *agree or strongly agree*
- How often did you turn in an assignment late
    63.5% *Never*
- How often did you not turn in an assignment
    73.8% *Never*
- How often did you come to class without completing readings or assignments
    57.9% *Never*
- How often did you skip class
    69.3% *Never*

3. What matters most: Clear academic plan and pathway

A plan and a pathway to success

An advisor helped me to set academic goals and to create a plan for achieving them
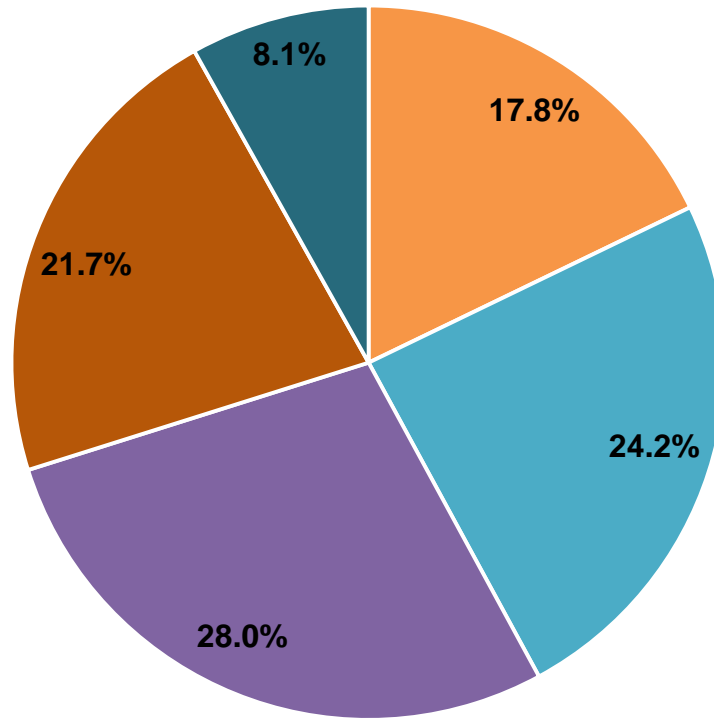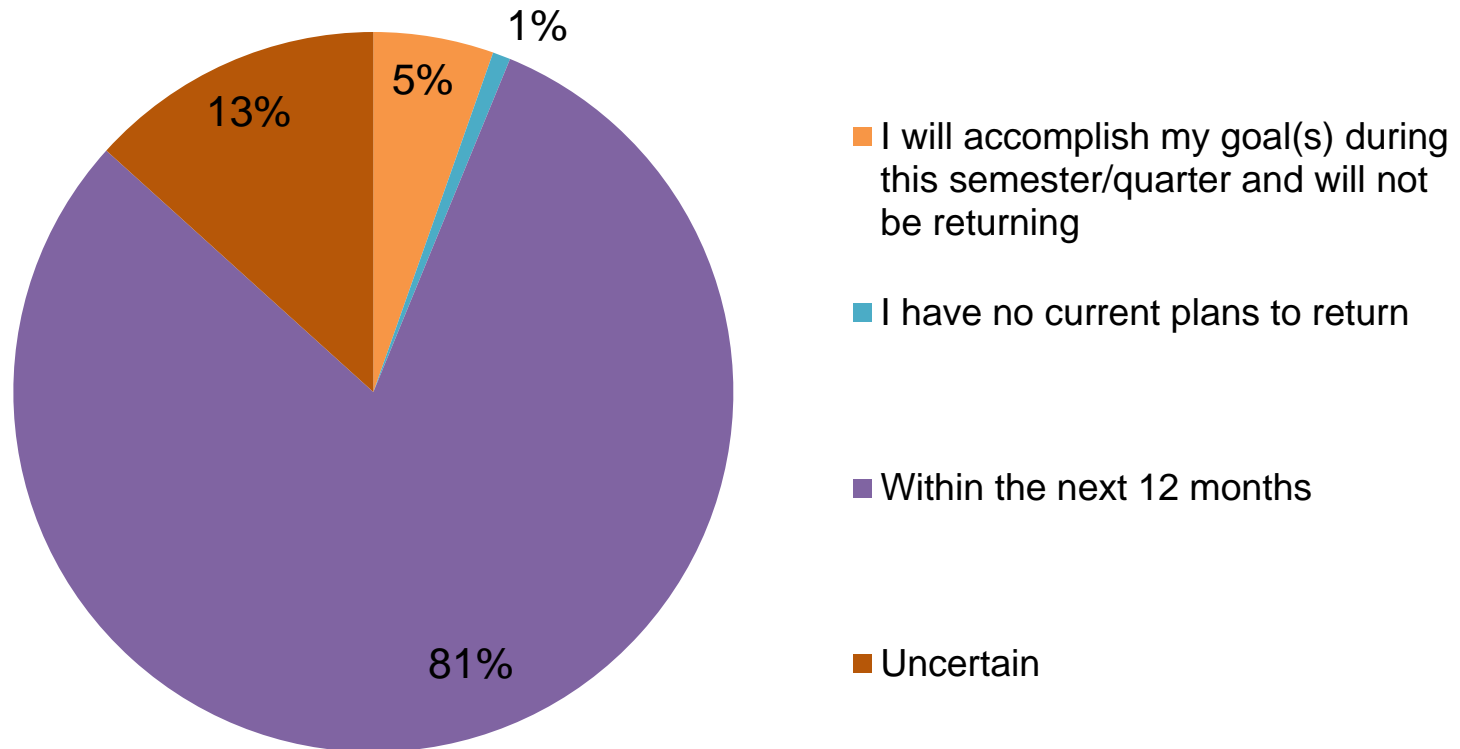

About 42% *agree or strongly agree*

- ■ Strongly agree
- ■ Agree
- ■ Neutral
- ■ Disagree
- ■ Strongly disagree

What matters most: Clear academic plan and pathway

Student Persistence/Future Plans

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

Pie chart:
- 81% Within the next 12 months (purple)
- 13% Uncertain (brown)
- 5% I will accomplish my goal(s) during this semester/quarter and will not be returning (orange)
- 1% I have no current plans to return (teal)

Legend:
- I will accomplish my goal(s) during this semester/quarter and will not be returning
- I have no current plans to return
- Within the next 12 months
- Uncertain

Source: 2014 SENSE data

What matters most: Clear academic plan and pathway

A plan and a pathway to success

- I was able to meet with an academic advisor at times convenient for me

  61.7% agree or strongly agree

- An advisor helped me to select a course of study, program, or major**

  47.1% *agree or strongly agree*

- An advisor helped me to identify the courses I needed to take during my first semester/quarter**

  60.8% *agree or strongly agree*

- 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

  22.7% *agree or strongly agree*

** T-test: 2-tailed

4. What matters most: Effective track to college readiness

Entering students and college-level preparation

I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)
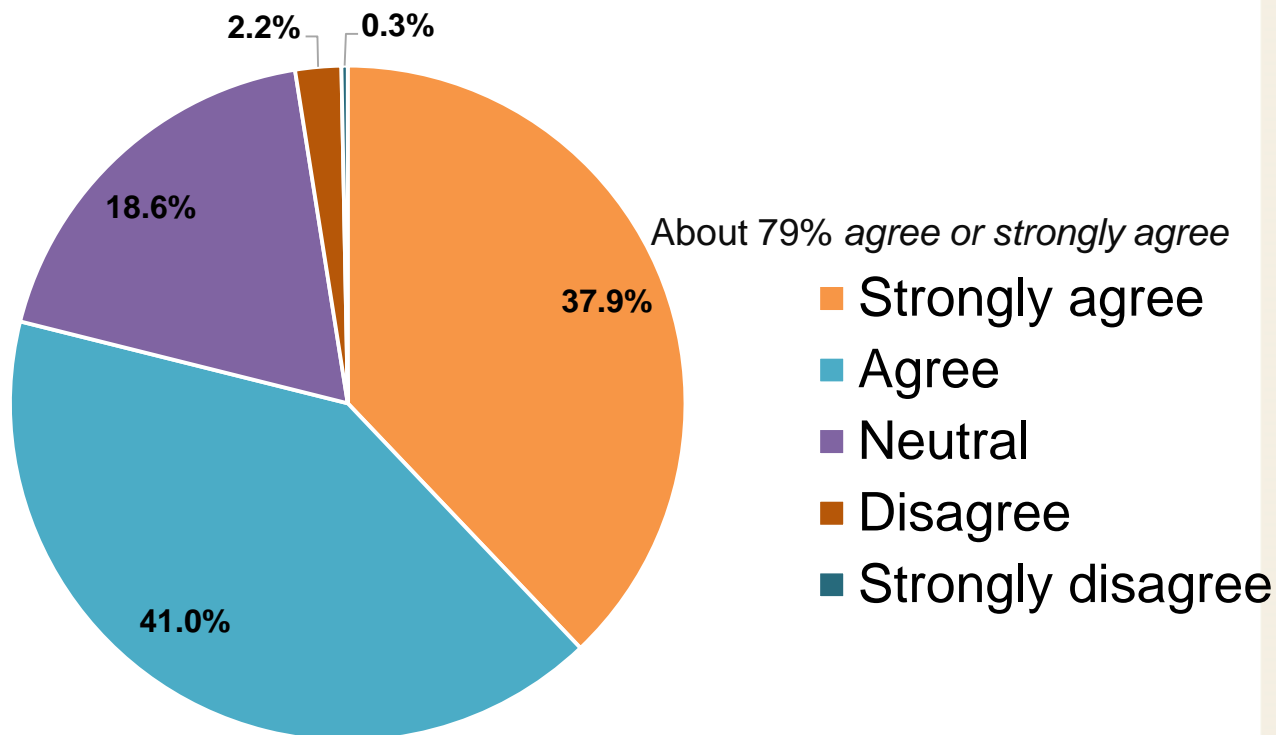
Nationally, more than 60% (six in 10) entering community college students are underprepared for college-level work (AACC). Less than one quarter of community college students who enroll in developmental education complete a degree or certificate within eight years of enrollment. In comparison, almost 40 percent of community college students who do not enroll in any developmental education course complete college in the same time period(CCRC).

2.2% 0.3%

18.6%

37.9%

41.0%

About 79% *agree or strongly agree*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

What matters most: Effective track to college readiness

Entering students and college-level preparation

- Before I could register for classes I was required to take a placement test to assess my skills in reading, writing, and/or math

    90.1% said yes

- I took a placement test

    95.2% said yes

- This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter

    73.1% said yes

- I learned to understand my academic strengths and weaknesses

    72.5% agree or strongly agree

- I learned skills and strategies to improve my test-taking ability
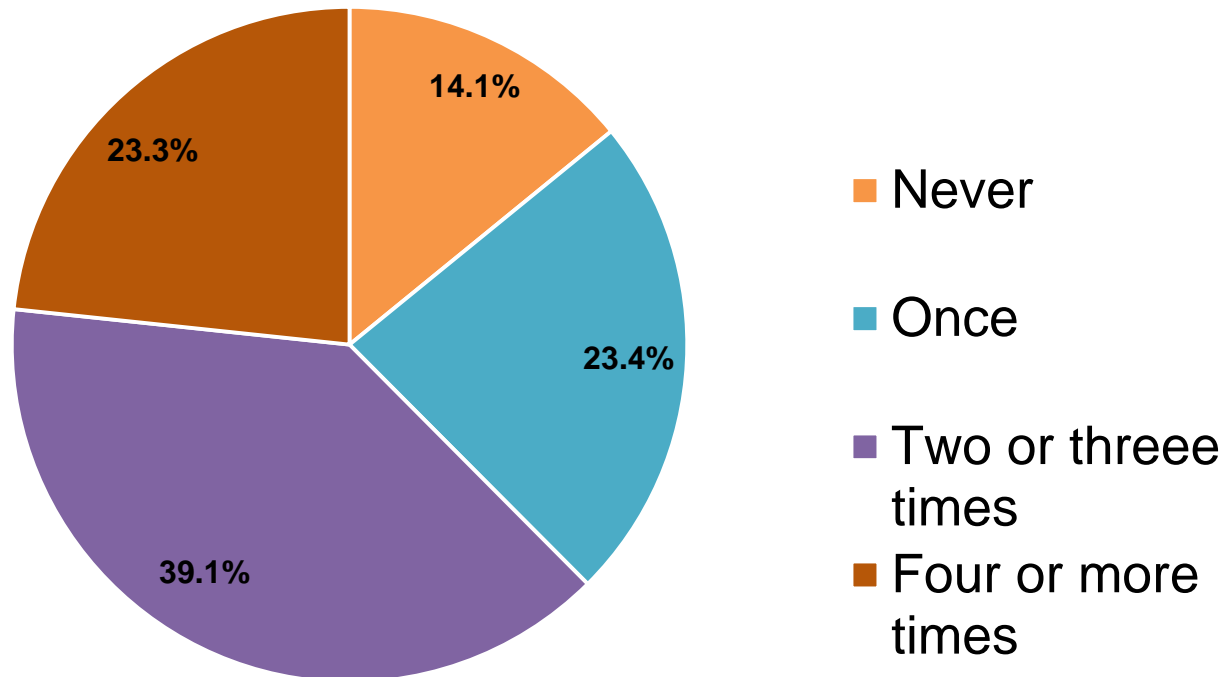
    56.2% agree or strongly agree

What matters most: Engaged Learning

Engaging experiences

Receive prompt written or oral feedback from instructors on your performance

About 86% received feedback once or more than once

14.1%

23.3%

23.4%

39.1%

- Never
- Once
- Two or threee times
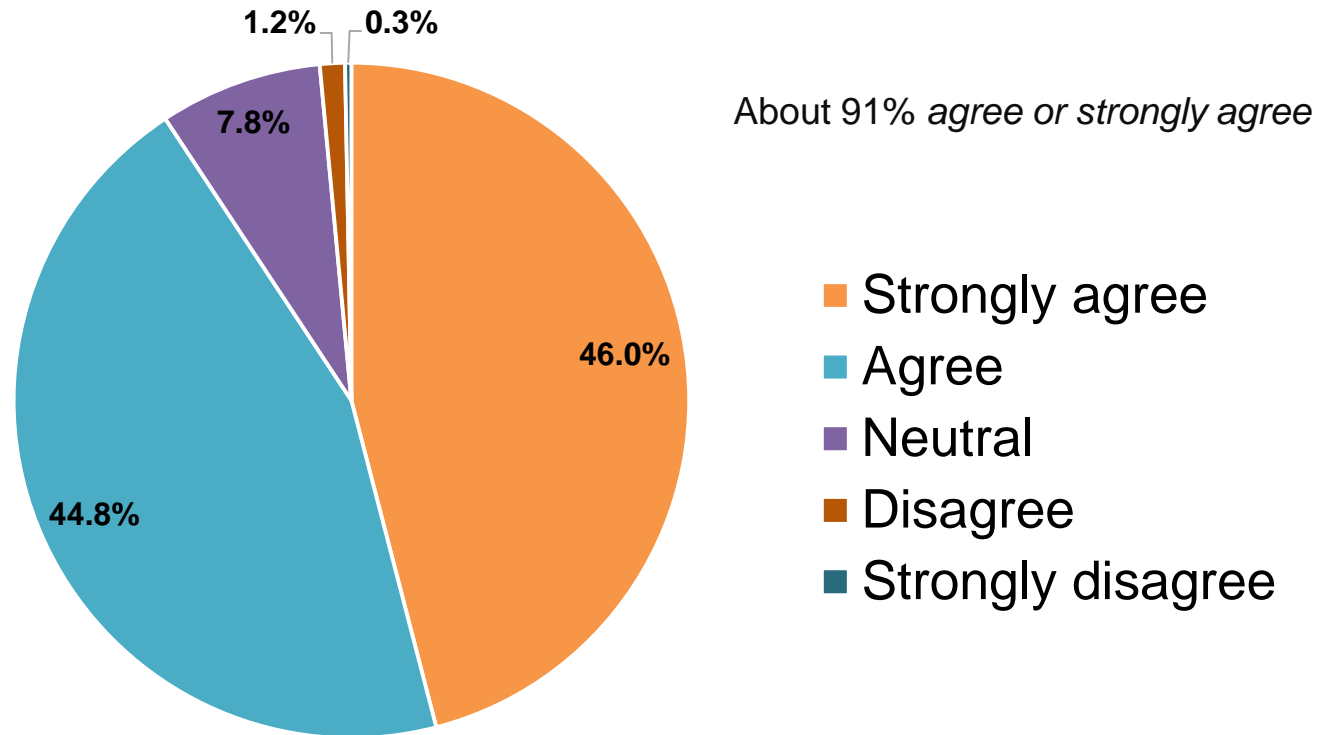- Four or more times

What matters most: Engaged Learning

Engaging experiences

- How often did you ask questions in class or contribute to class discussions

   95.4% said one or more times

- Work with other students on a project or assignment during class

   91.2% said one or more times

- Work with classmates outside of class on class projects or assignments

   46.8% said one or more times

- Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class website, etc.) to communicate with another student about coursework

   67.1% said one or more times

- Receive prompt written or oral feedback from instructors on your performance

   85.8% said one or more times

- How often did you use writing, math, or other skill lab**

   75% Never (even though 80% reporting knowing about the services)

** T-test: 2-tailed

What matters most: Academic and Social Support Network

Support

All instructors clearly explained course grading policies

About 91% *agree or strongly agree*

Legend:
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Pie chart values: 46.0%, 44.8%, 7.8%, 1.2%, 0.3%

What matters most: Academic and Social Support Network

Support

- All instructors clearly explained academic and student support services available at this college

  76.5% agree or strongly agree

- All instructors clearly explained course syllabi (syllabuses)

  94.6% agree or strongly agree

- I knew how to get in touch with my instructors outside of class

  92% agree or strongly agree

- At least one other student whom I didn't previously know learned my name

  84.9% agree or strongly agree

- At least one instructor learned my name

  91.2% agree or strongly agree

- I learned the name of at least one other student in most of my classes

  91% agree or strongly agree

Surveys Page on the Portal

MY TCC

| Main | **College Info** | Campus Services | Instruction | Learning Resources | Student Services | Personal |

🔵 **Tip #12: The Weather portlet lets you add other locations, so you can dream of vacationing in Hawaii or Aspen** ⊕

Surveys

↩Back
Organizational Learning & Effectiveness » Institutional Research » Surveys

SURVEY SCHEDULE 2010-2021 📄

Survey of Entering Student Engagement (SENSE):

- 2014 Survey 🌐 (Username: ▮▮▮ Password: Y▮▮▮; Benchmark Scores Report 📄
- 2011 Survey Benchmark Scores Report 📄

Community College Survey of Student Engagement (CCSSE):

- 2014 Survey 🌐 (Username: ▮▮▮ Password: Y▮▮▮; Benchmark Scores Report 📄 and 2014 CCSSE presentation 📄
- 2011 Survey Benchmark Scores Report 📄

Student Satisfaction Inventory (SSI):

- 2012 SSI Survey 🌐 and Powerpoint 📄
- 2009 SSI Survey 🌐

Personal Assessment of the College Environment (PACE):

- 2013 Survey 📄
- 2009 Survey 📄

Closing Remarks

- Student engagement *by design*
  - Policies and practices
  - High impact practices/ intentional student support structures: orientation, advising, SI, tutoring, student success courses
- Choice is good but too much choice is bad: paralyzing, time and energy consuming. Simplify choices with default roadmaps.
- Moving the needle takes time
  - Impact of changes