

Executive Summary

SENSE 2018-2019

Introduction

Launched in 2007, SENSE helps community and technical colleges focus on the “front door” of the college experience. Grounded in research about what works in retaining and supporting entering students.

SENSE is administered in the fall academic term to students in courses randomly selected from those most likely to enroll entering students. According to the SENSE creators, SENSE was “developed by national experts in the field of community and technical college research and practice” and “is designed to provide a clear picture of both student behaviors in the earliest weeks in college and the institutional practices that affect students during this critical time (“About the Survey.” <http://www.ccsse.org/sense/aboutsurvey/index.cfm>). Specifically, SENSE data should be useful in improving course completion rates and the rate at which students persist beyond the first term of enrollment. Grayson College participated in SENSE for the first time in fall of _____.

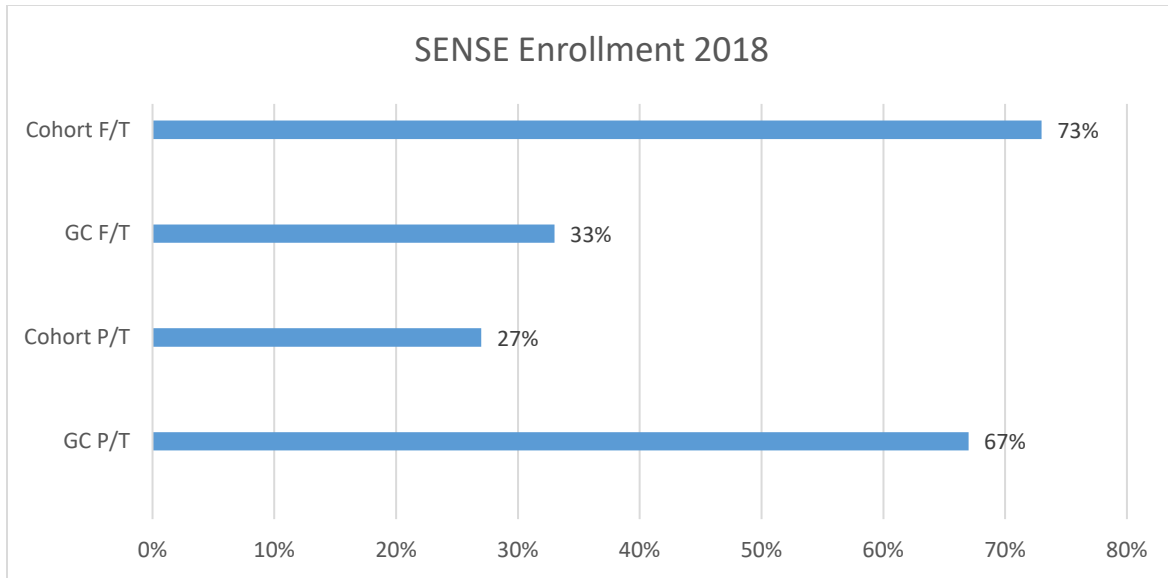
This report includes several analyses and comparisons:

- GC results by SENSE Benchmark
- Overall student responses at GC for part-time and full-time and all students
- MCC compared to other small community colleges by SENSE Benchmarks
- Comparison of GC student subgroups (e.g. age, gender, academic load, and so on...)
- Graphs of GC results for each item for all students and academic load.
- GC student responses to SENSE special focus questions
- GC Crosswalk from CCSSE to SENCE 2018 admiration

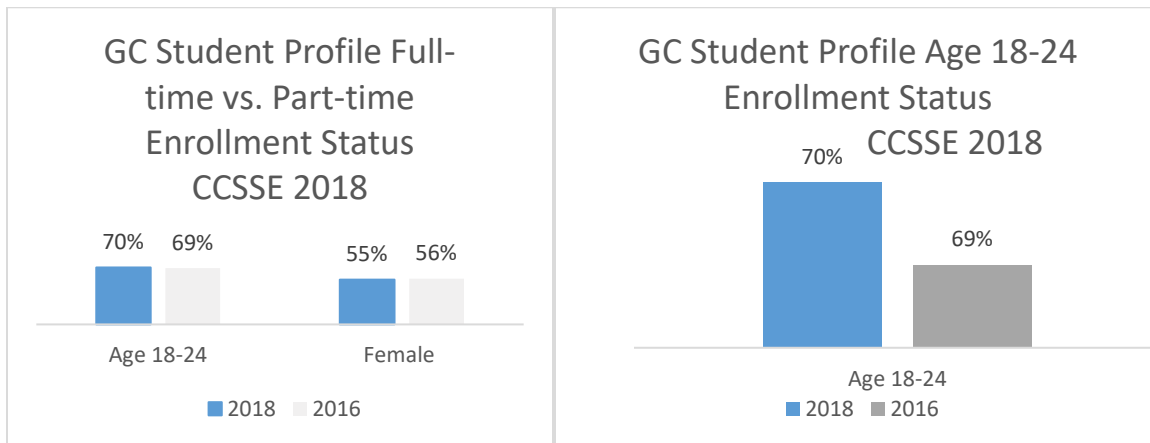
Highlighted Results

Part 1: Respondent Profile

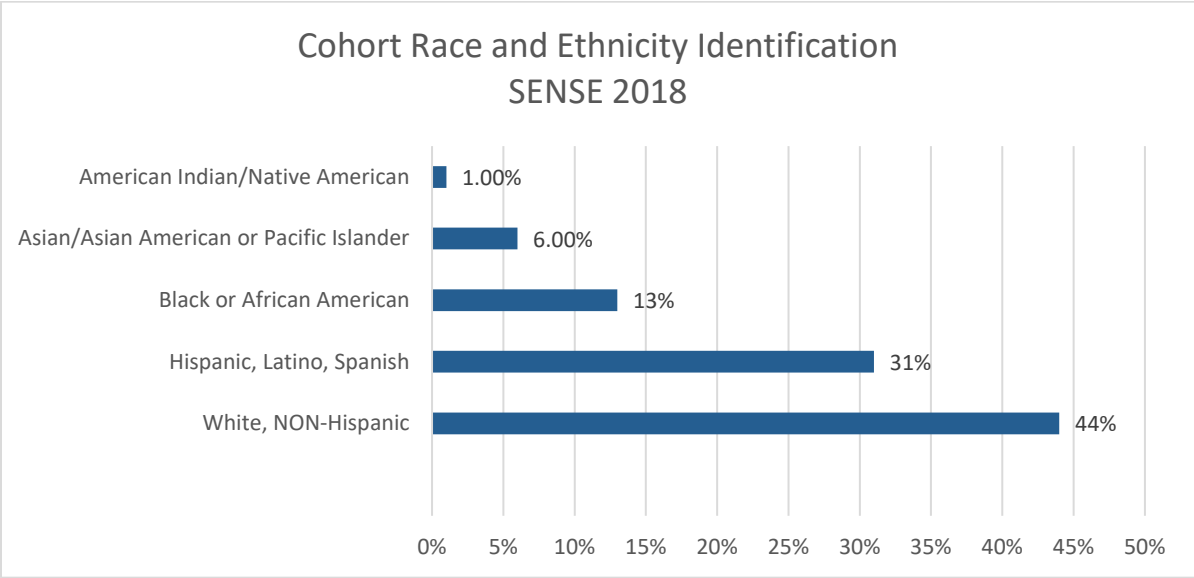
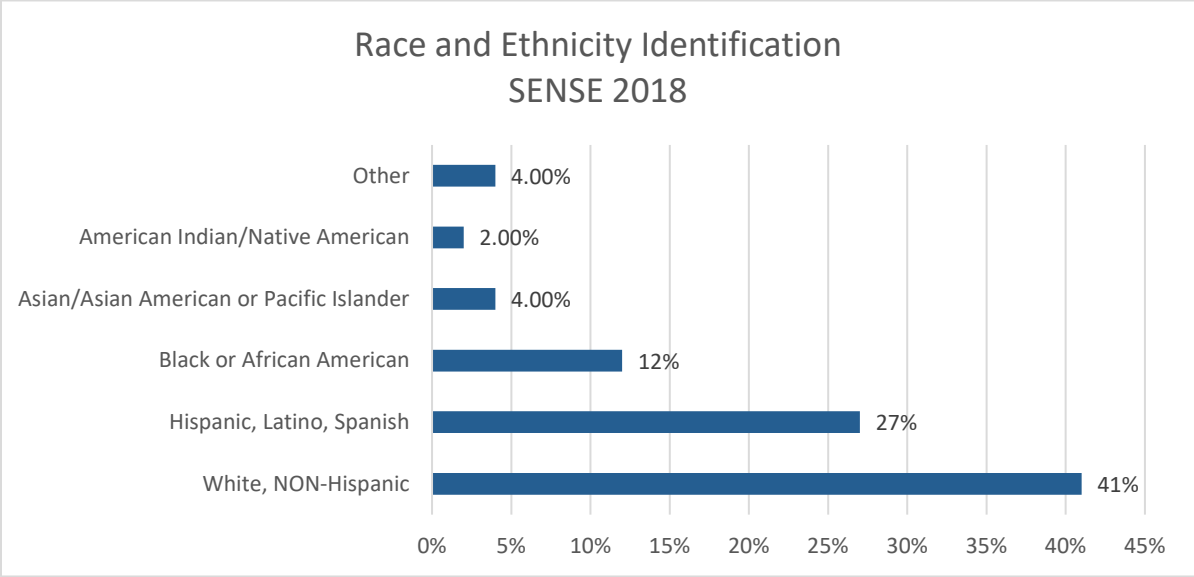
In 2018 SENSE, 67% of our students report being part-time compared to 27% of our 2018 cohort student profile and 33% of our entering students report attending college full-time, while 73% of our cohort college responded that they attend full-time.



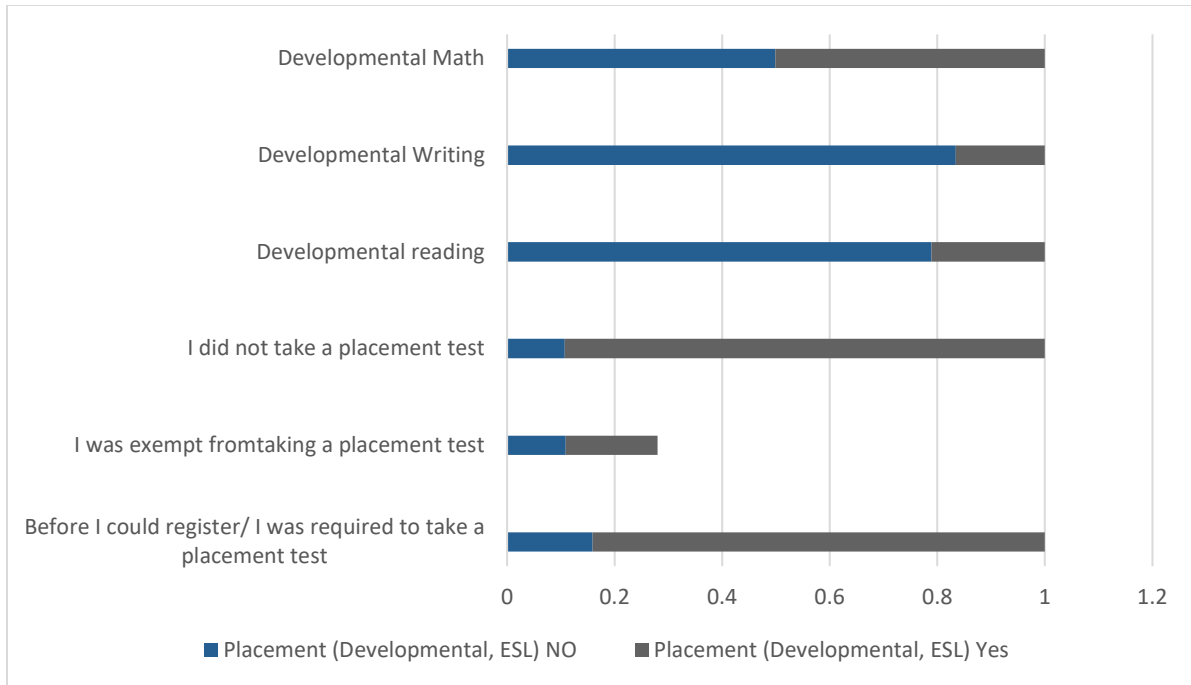
According to our 2018 CCSSE data, 69% of our students are part-time and 31% attend full-time, in 2016 they reported in at 59% and 41% respectively. There was a 1% increase in the percentage of students (70%) that report being aged 18 to 24, up from 69% in 2016. In addition, there was a slight decrease of 1% in the percentage of female students in the student population with 55% down from 56% in 2016.



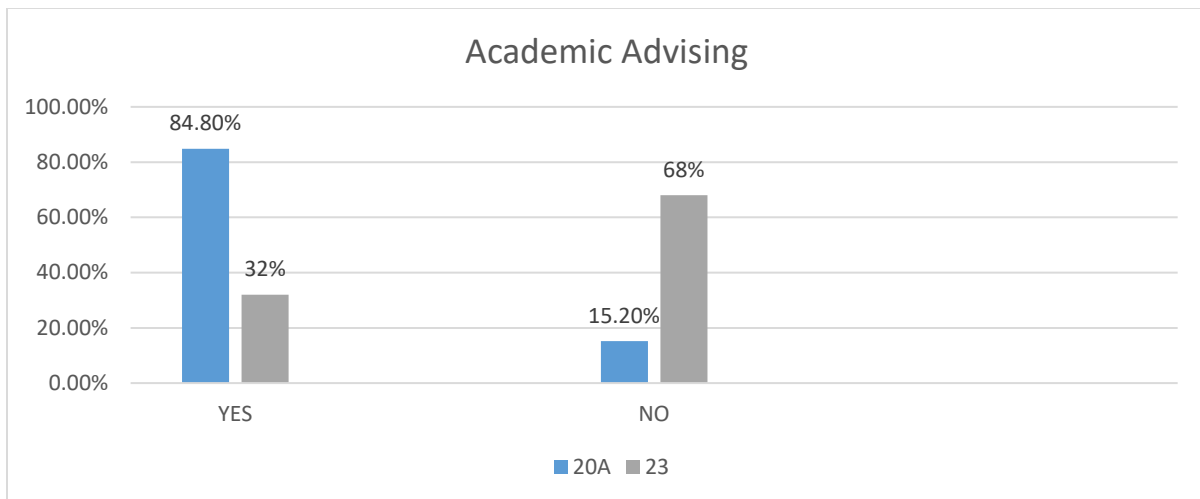
When considering race and ethnicity identification (SENSE), 41% of our entering student respondents identified themselves as White, Non-Hispanic; 27% as Hispanic, Latino, Spanish; 12% as Black or African American; and 4% as Asian, Asian American, or Pacific Islander. 2% of the student respondents are American Indian or Native American. 4% marked *other* when responding to the question, “What is your racial/ethnic identification?” Our student sample is less diverse compared to the 2018 *SENSE* Cohort, which is composed of 44% White/Non-Hispanic; 31% Hispanic, Latino, Spanish; 13% Black or African American; 6% Asian, Asian American, or Pacific Islander; and 1% American Indian or Native American respondents (Overview/ *SENSE* 2018 Cohort Overview/ Student Respondent Profile).

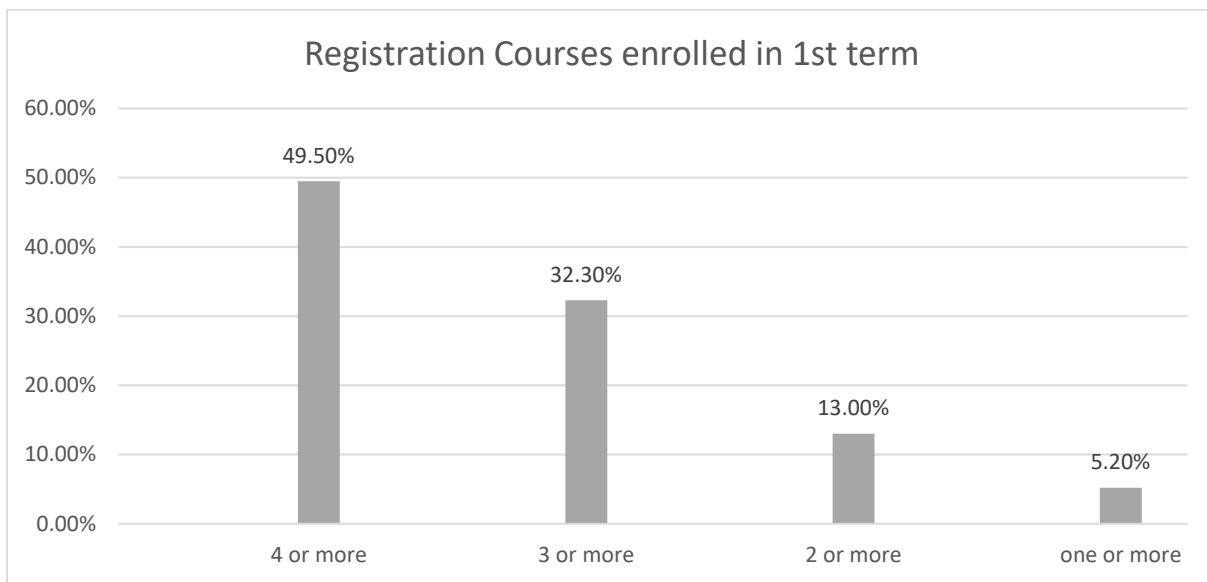
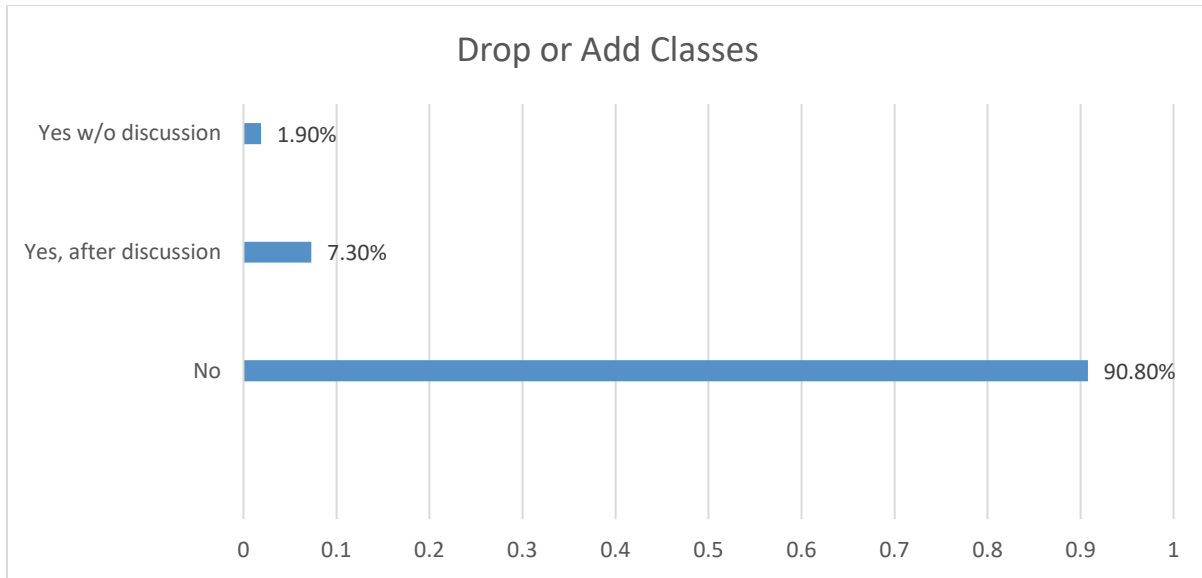


Emerging evidence suggests that if we as a college can help our students succeed through the equivalent of the first semester (12-15 hours), the chances that our students will attain further milestones, including certificates and degrees, are greatly enhanced. The following data reflects our efforts in these key areas:



As of fall 2018 Grayson College has implemented a coherent pathways academic and planning model. Grayson has improved student success and minimized ill-used time by creating clear and direct pathways that help student move through and engaging collegiate experience.

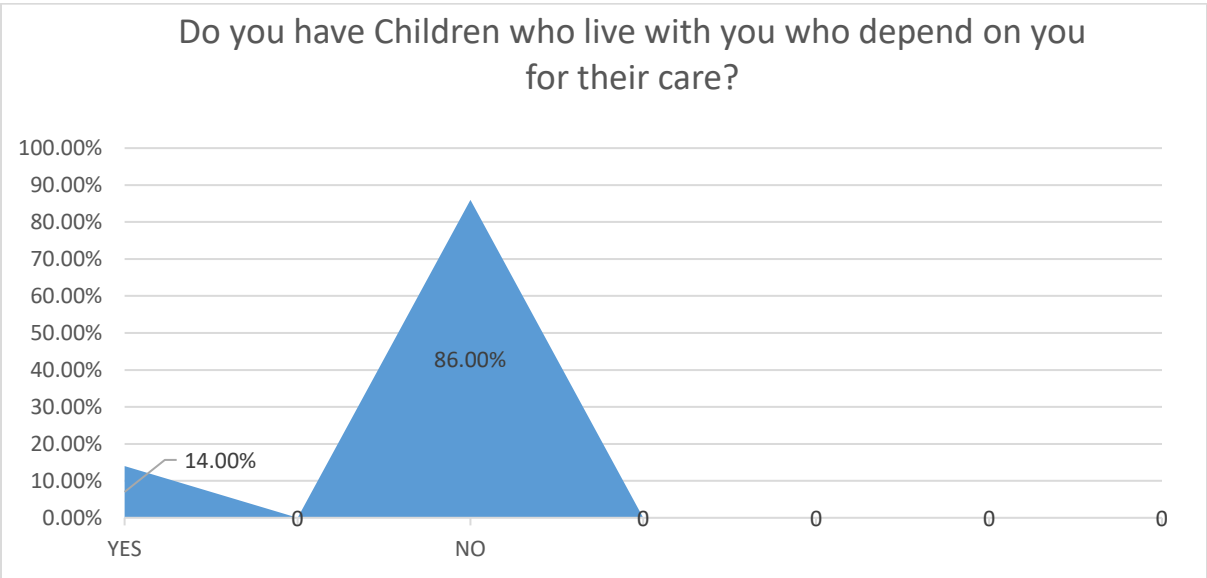
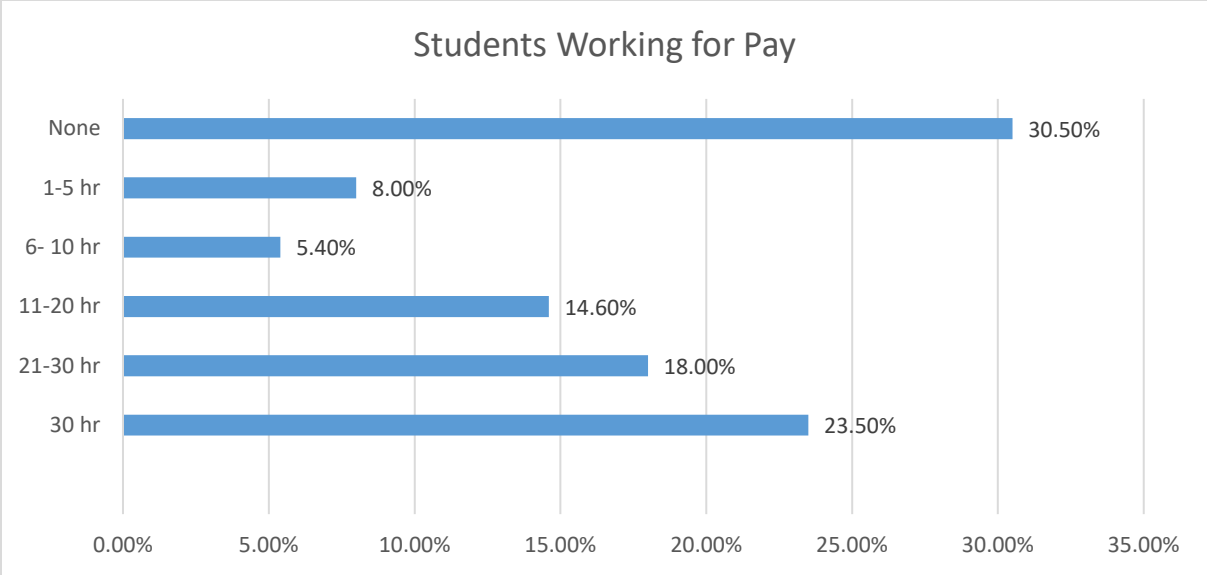




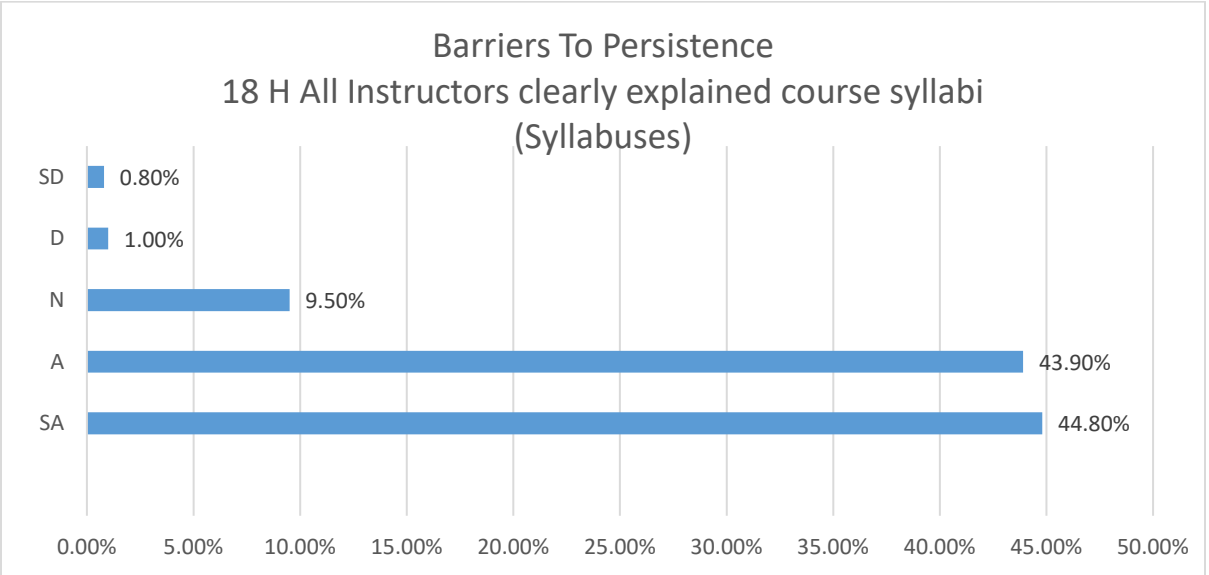
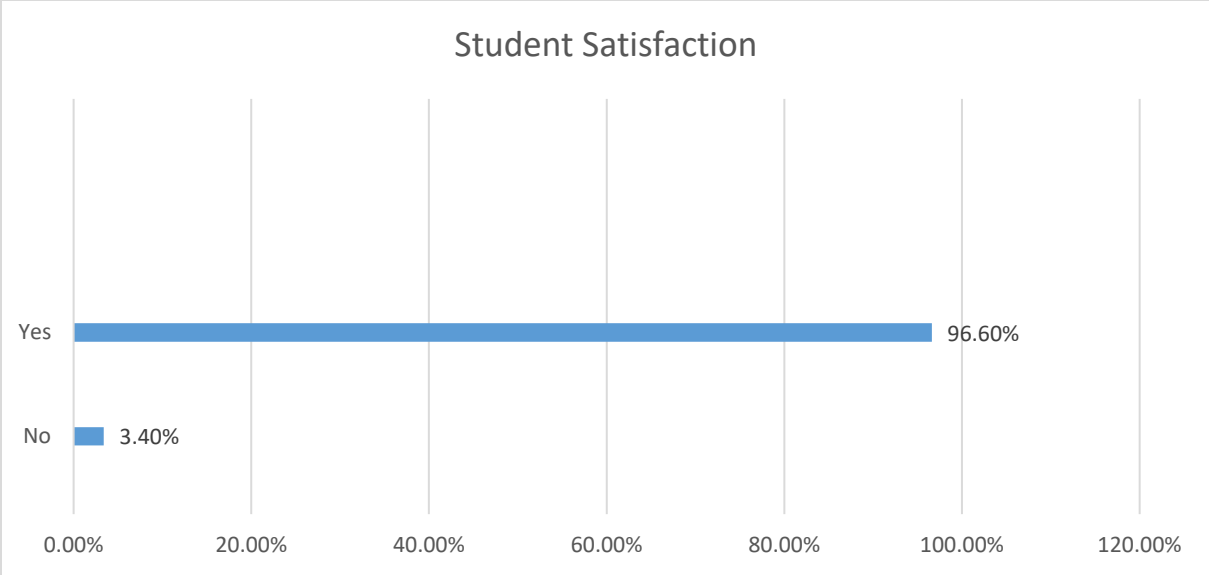
Characteristics of GC Students

Students Balance Priorities

Most students attend classes and study while working; caring for dependents; and juggling personal academic, and financial challenges. Colleges can help students plan their coursework around their other commitments and help students develop skills to manage the demands on their time. Students are still reporting that they 30.5% report that they are not working at all. Only 14.0% report taking care of dependents.

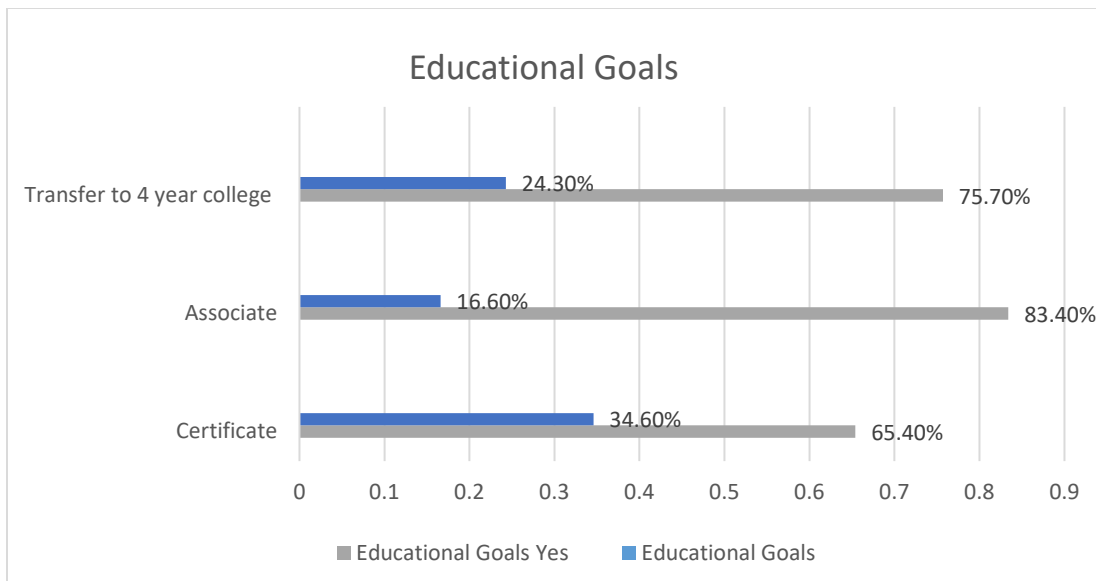


In the 2018 SENSE 96.6% of GC students state that they are satisfied with their collegiate experience. The college has meet a need or want and is a source of enjoyment.



Entering Students' Aspirations

GC Students aim to complete

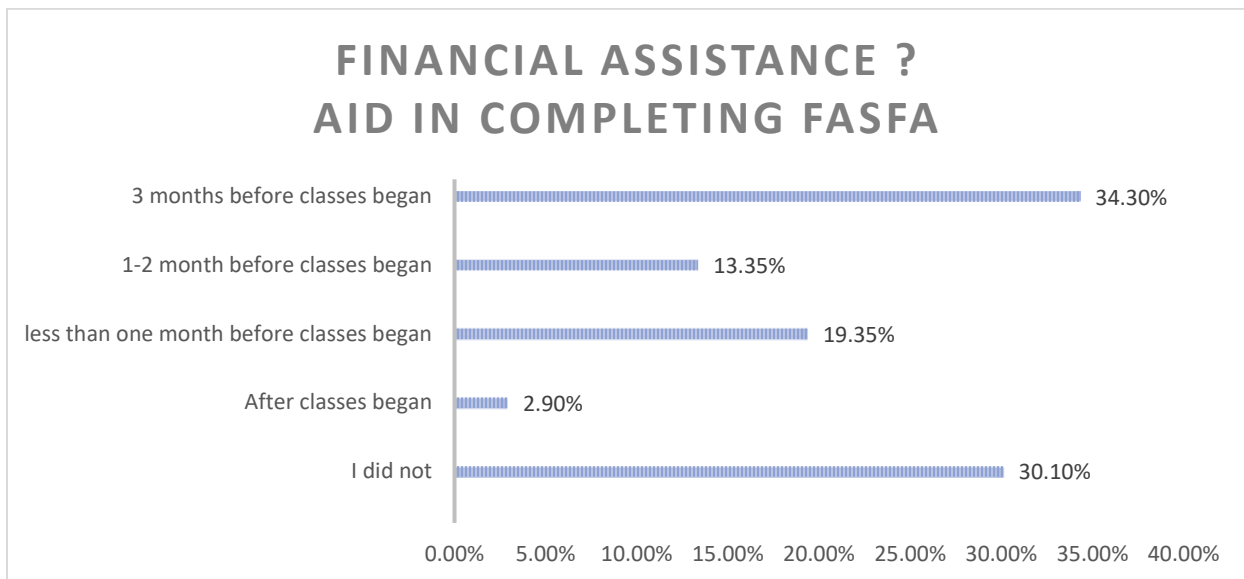
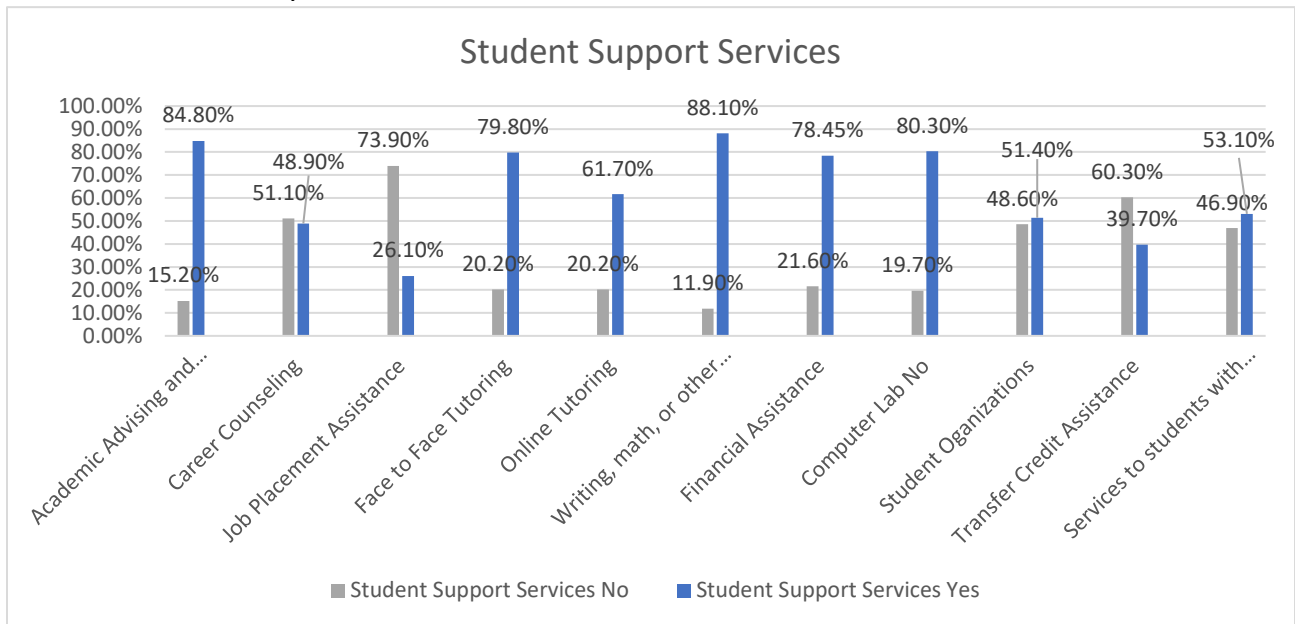


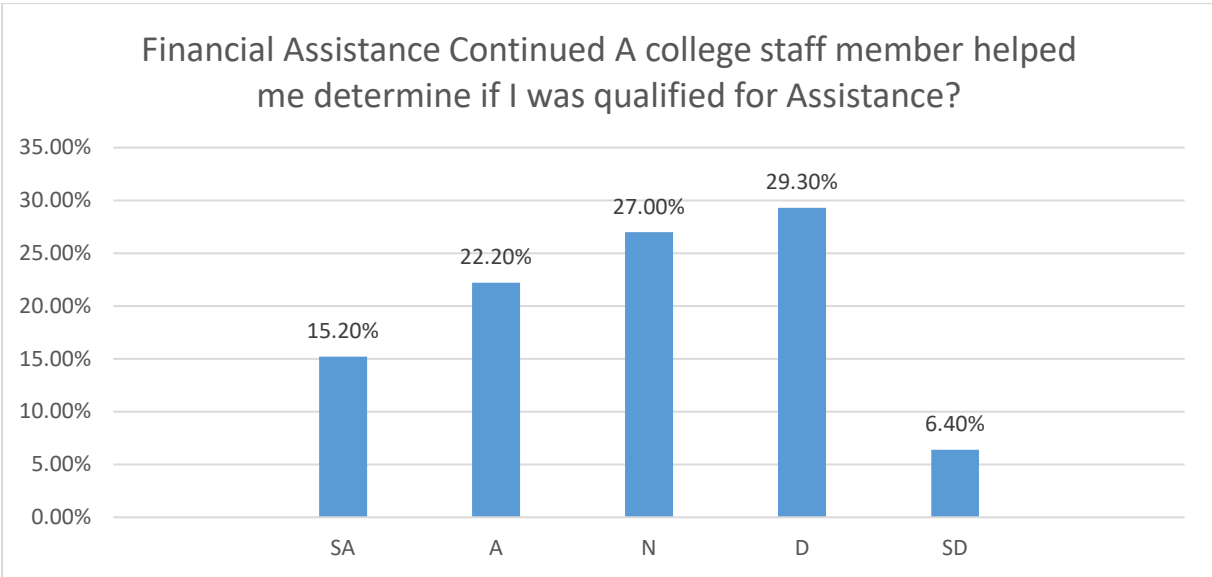
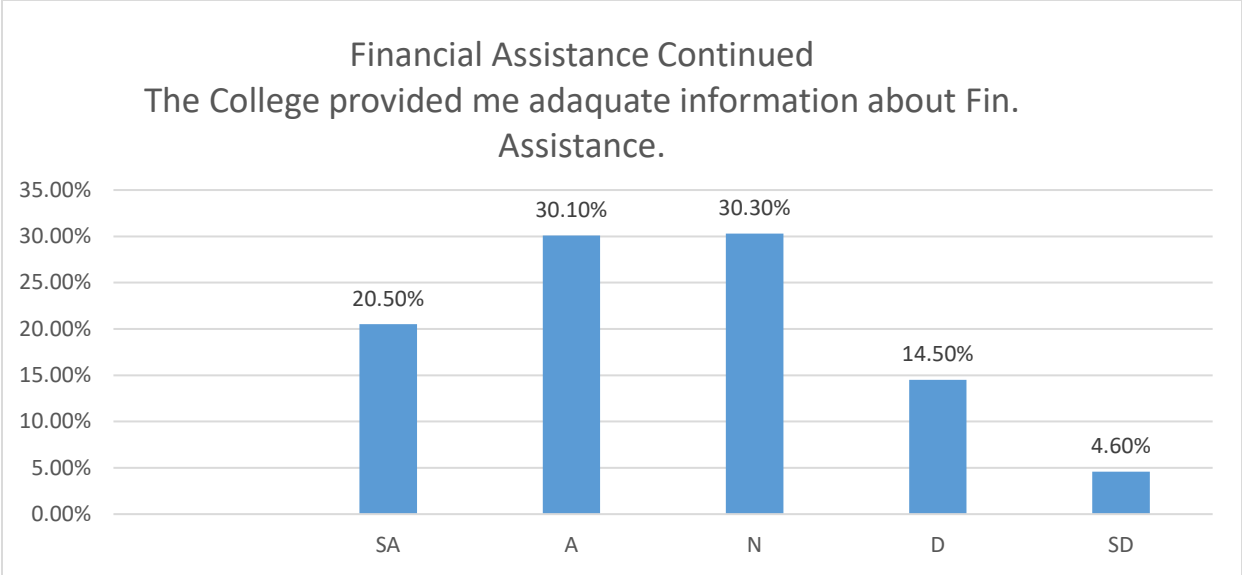
In the 2018 SENSE sample, 75.7% of students reported that they are planning to transfer to a four-year college or university as a goal, while 83.4% of students report wanting to obtain an Associate's degree and 65.4% identified completing a certificate program as a goal.

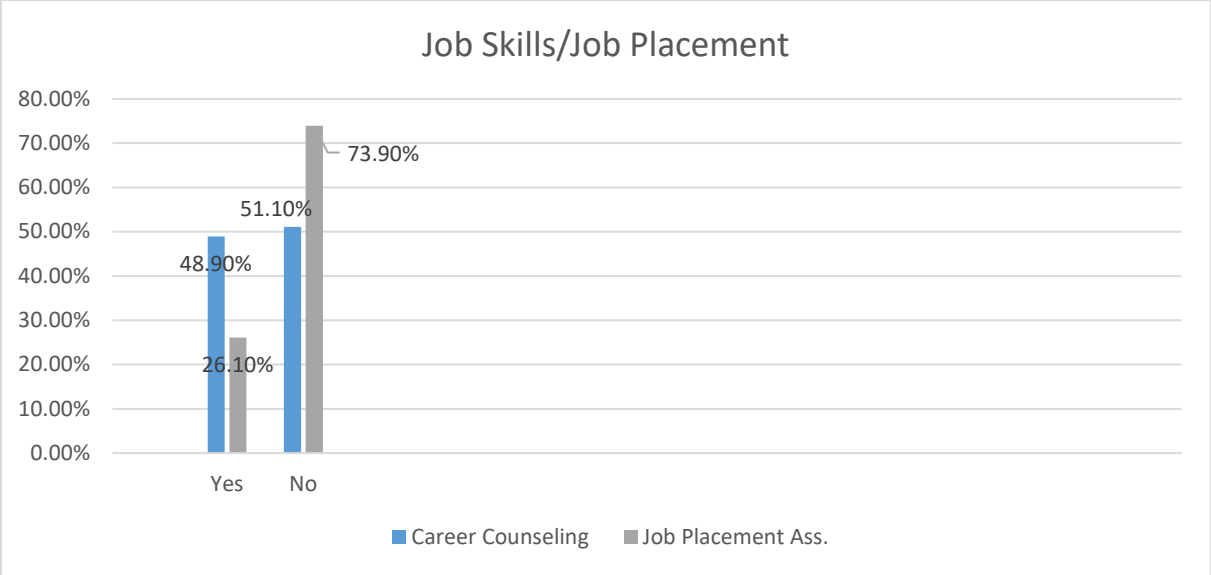
Student Support Services

Academic advising and planning, Tutoring in all modalities, Financial Assistance, Computer Labs and other services to students at GC are reported at a higher rate in the 2018 SENSE administration. GC still shows a need for career focused experiences, Job Skills/Job Placement, Career Advising/Career Counseling. 73.9% of students reported not having Job Placement and

63.3% stated that they did not receive transfer credit assist

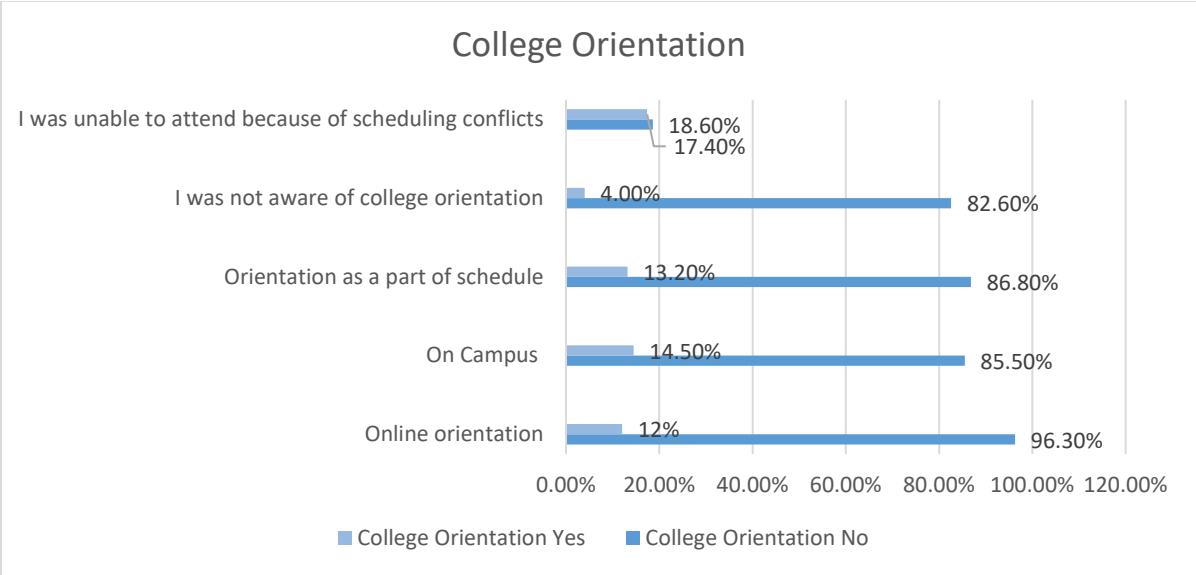


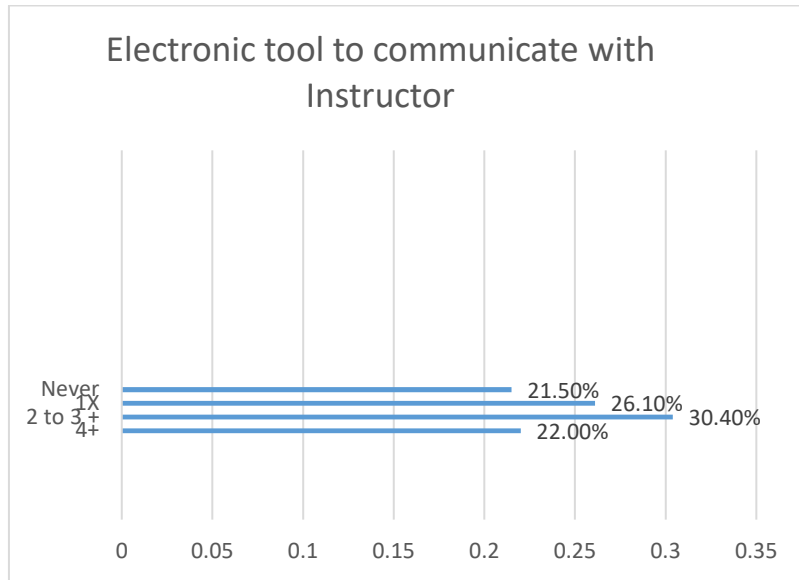
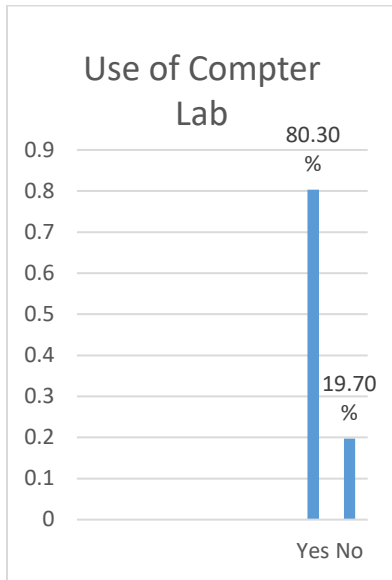




Orientation is an experience that helps students know what they need before classes begin. Research shows that orientation services lead to a higher student satisfaction, greater use of student support services, and improved retention of at-risk-students (Boylan, H., Saxon, D. (2002). *What works in remediation: Lessons from 30 years of research*. Prepared for the League for Innovation in the Community College. Retrieved from <http://inpathways.net/Boylan—What%20Works.pdf>

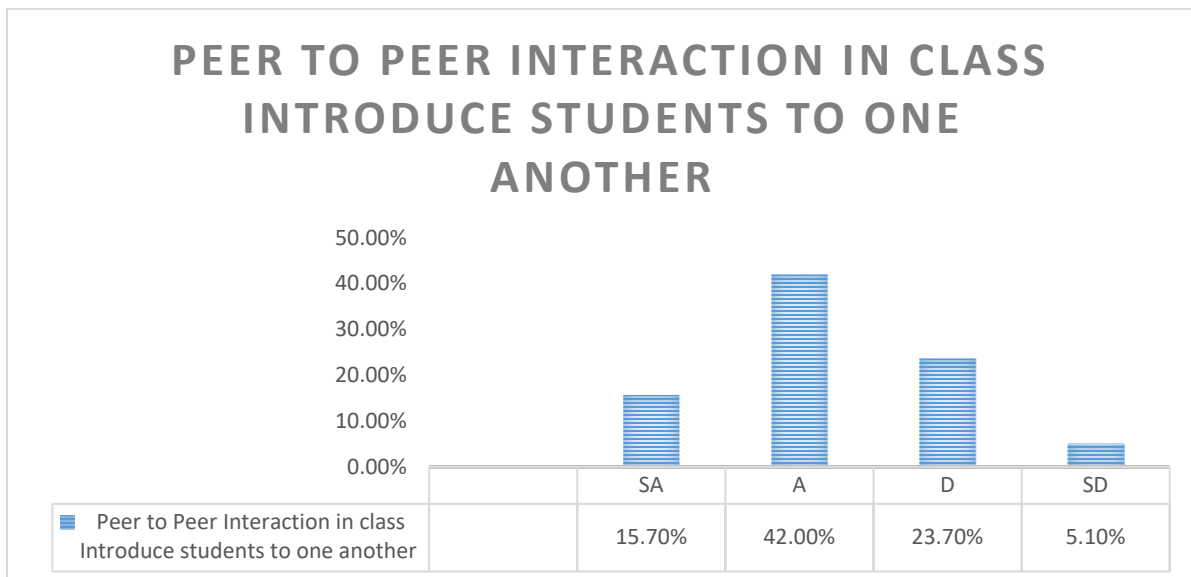
In the 2018 SENSE, Orientation continues to be an area of needed improvement for GC. 82.6% of students report that they were not aware of a college orientation, 86.8% stated that Orientation was not a part of their schedule and 85.5% reported that they attended on campus and 96.3% participated in an online orientation at GC.

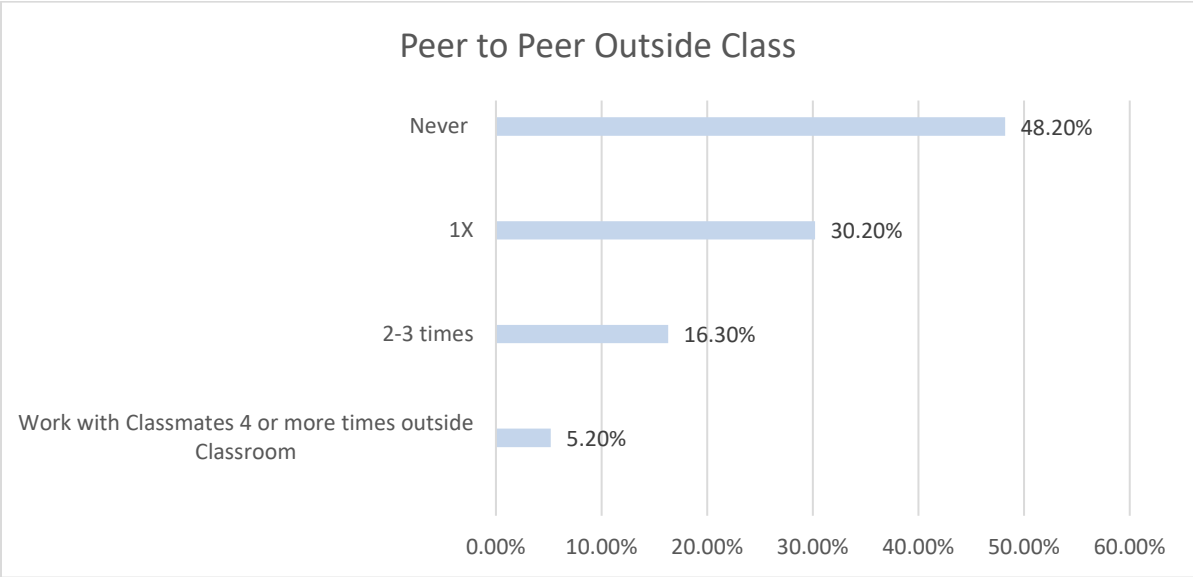
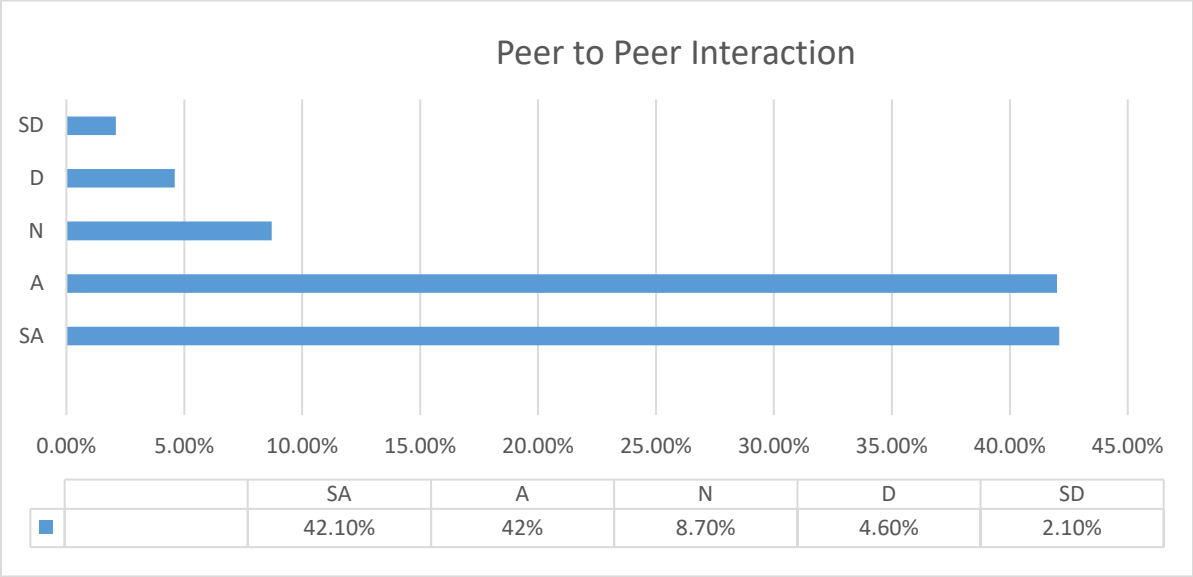




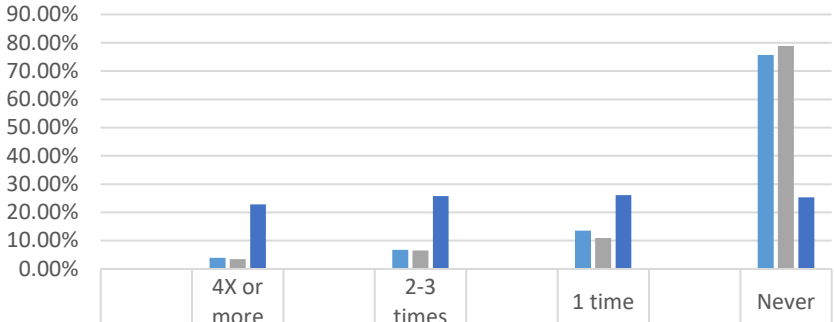
Peer to Peer Interaction

Peer mentoring, staff care and support had a direct, positive relationship with belonging (Supiano, B. 2018).



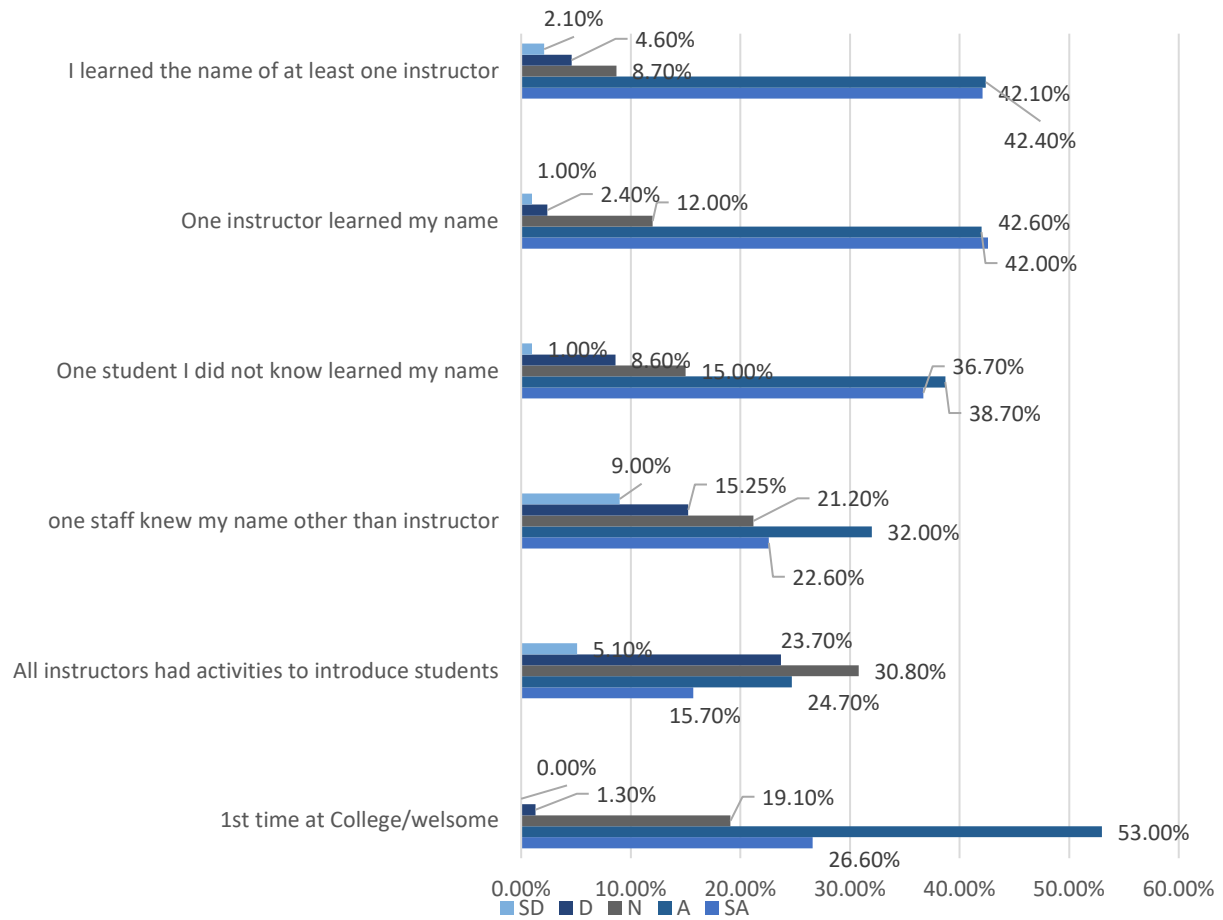


Peer to Peer Interaction Outside of Class



■ Participant in a required group study	4.00%	6.80%	13.60%	75.70%
■ Participant in a non-required group study	3.50%	6.60%	11.00%	78.90%
■ Use an electronic tool to communicate	22.80%	25.80%	26.10%	25.30%

Relationships at GC



SENSE 2018 - 2016

Benchmarks of Effective Educational Practice with Entering Students

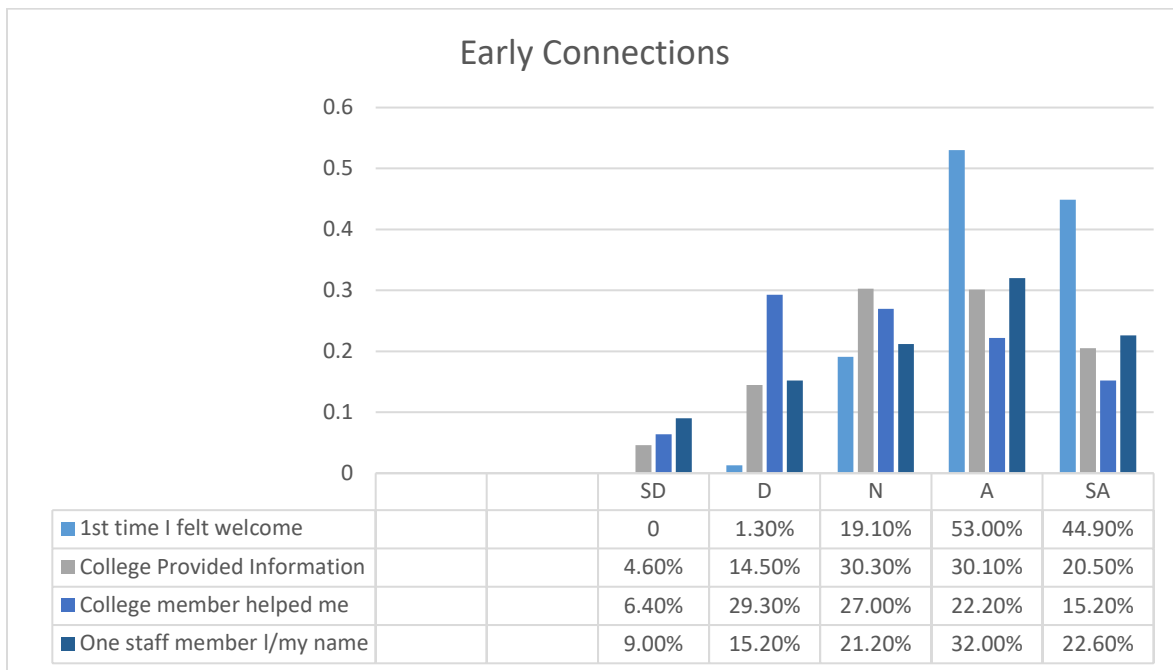
Part II: Overall GC Results by Benchmark

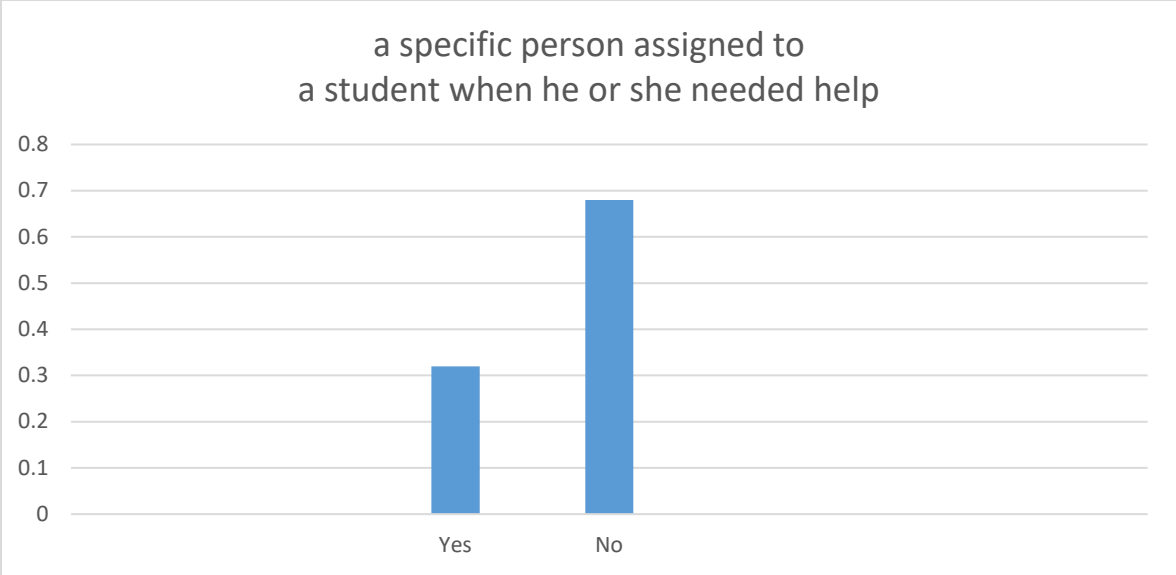
SENSE Benchmarks 2018

SENSE Benchmark scores are standardized so that the weighted mean for each score is 50. The following graphs depict GC's benchmark scores. Clear Academic Plan and Pathway is highest and falls at the mean, with High Expectations and Aspirations ranking lowest.

Early Connections

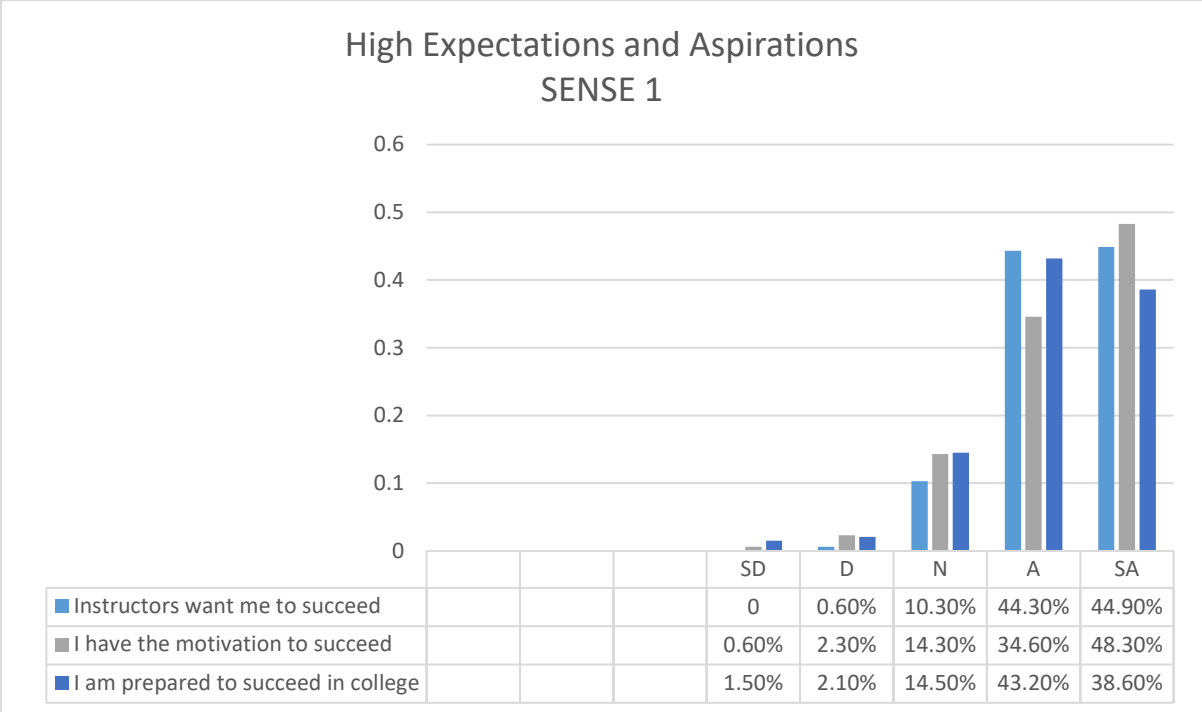
At GC, a majority of entering students said they felt welcome at college on their first visit (44.9%), but smaller percentages of students report that one staff member knew their name and received personalized attention from staff.



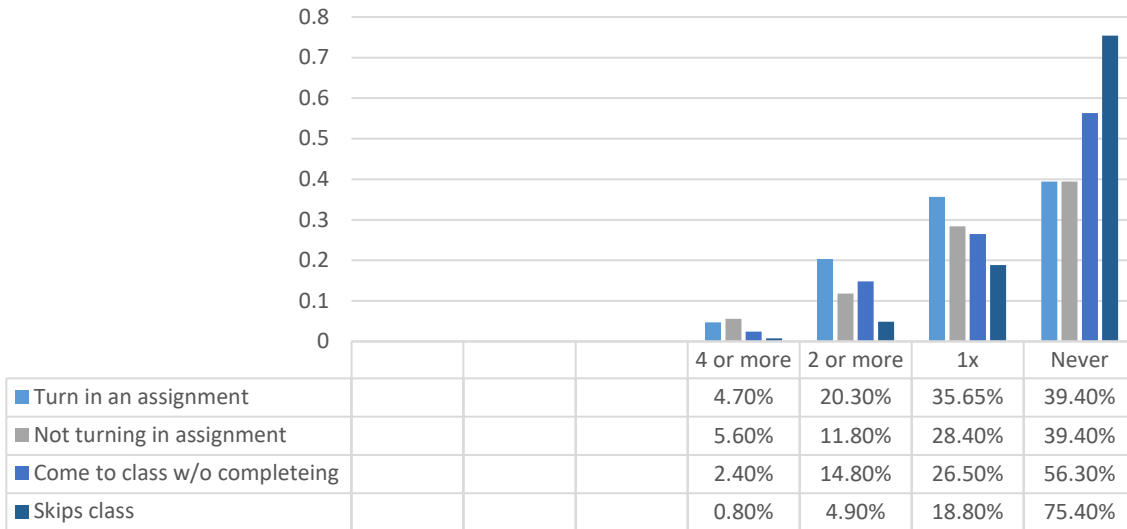


High Expectations and Aspirations

Entering GC students say they have high motivation and strong preparation: 48.3% strongly agree that they have the motivation to succeed in college. However, students’ reports of their first weeks of college indicate that many are adapting academic behaviors that do not lead to success. Within the reporting of this survey many students reported skipping class at least once (18.8%), turning in an assignment late at least once (28.4%), and failing to turn in an assignment (26.5%).



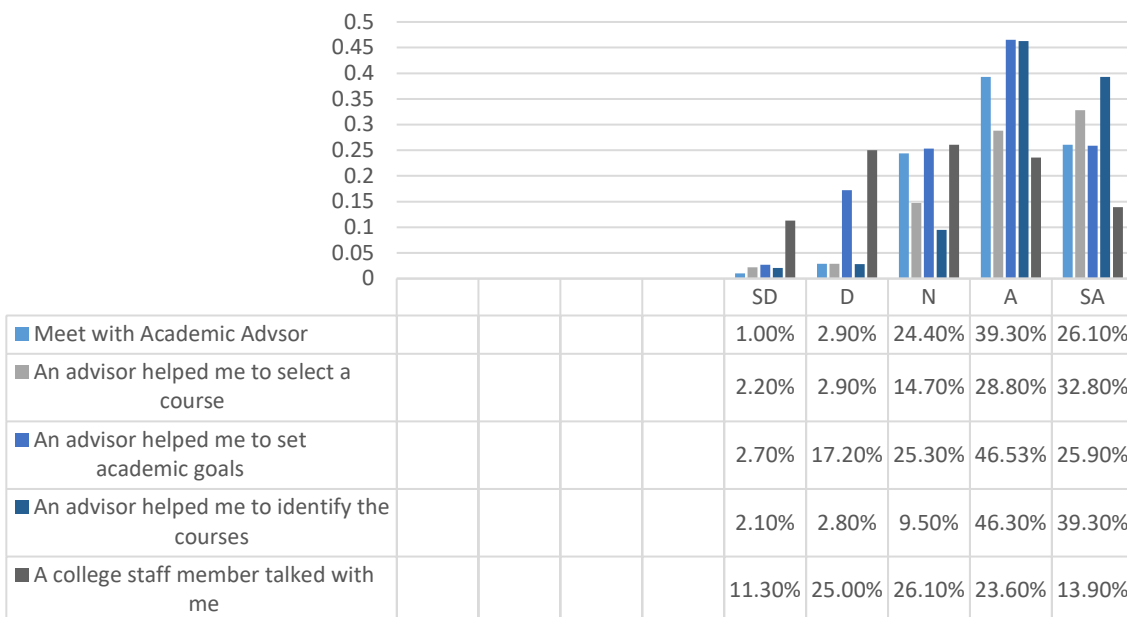
High Expectations and Aspirations SENSE 2



Clear Academic Plan and Pathway

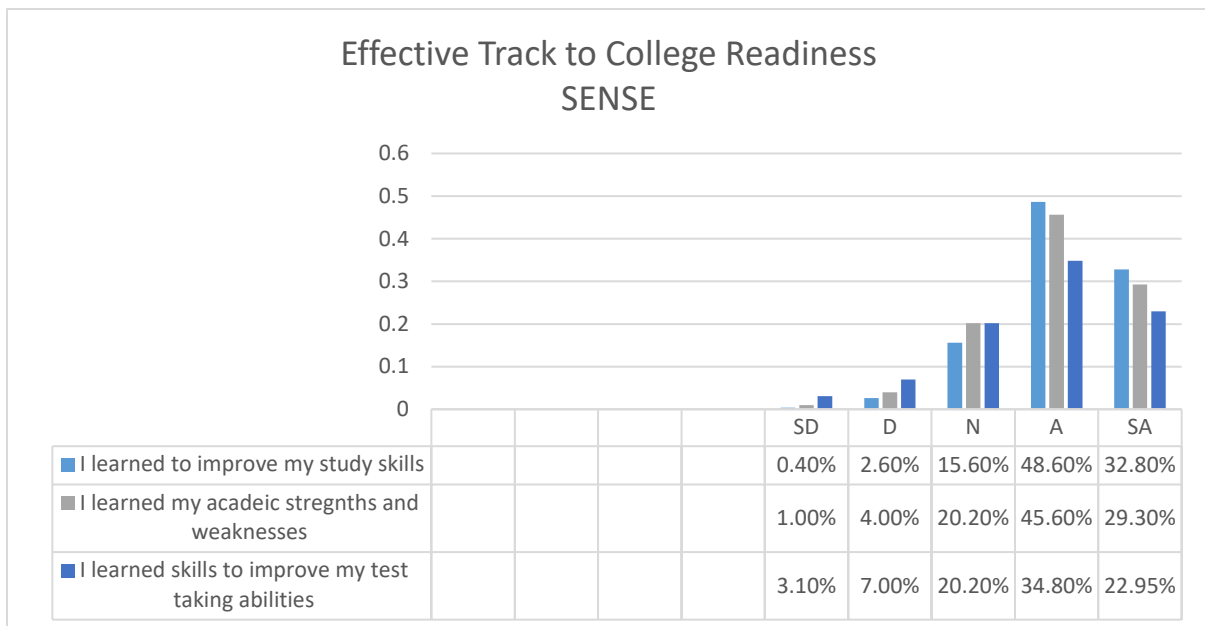
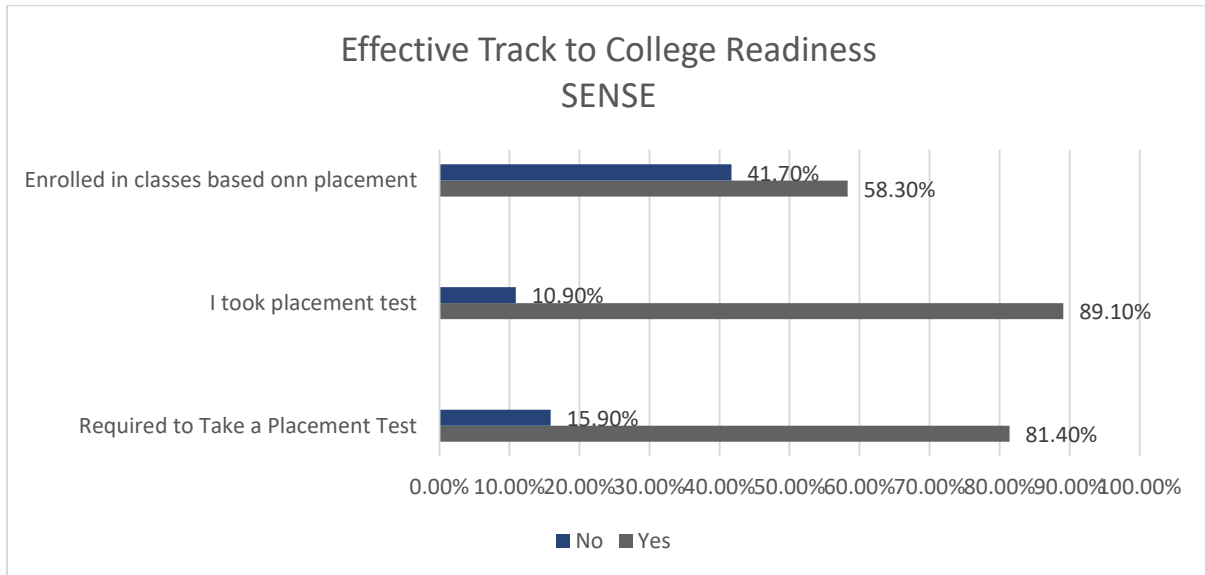
39.3% of GC students had an advisor help them to identify their courses, but a smaller percentage say they meet with an academic advisor (26.1%) and (32.8%) had an advisor helped students to select a course.

Clear Academic Plan and Pathway SENSE



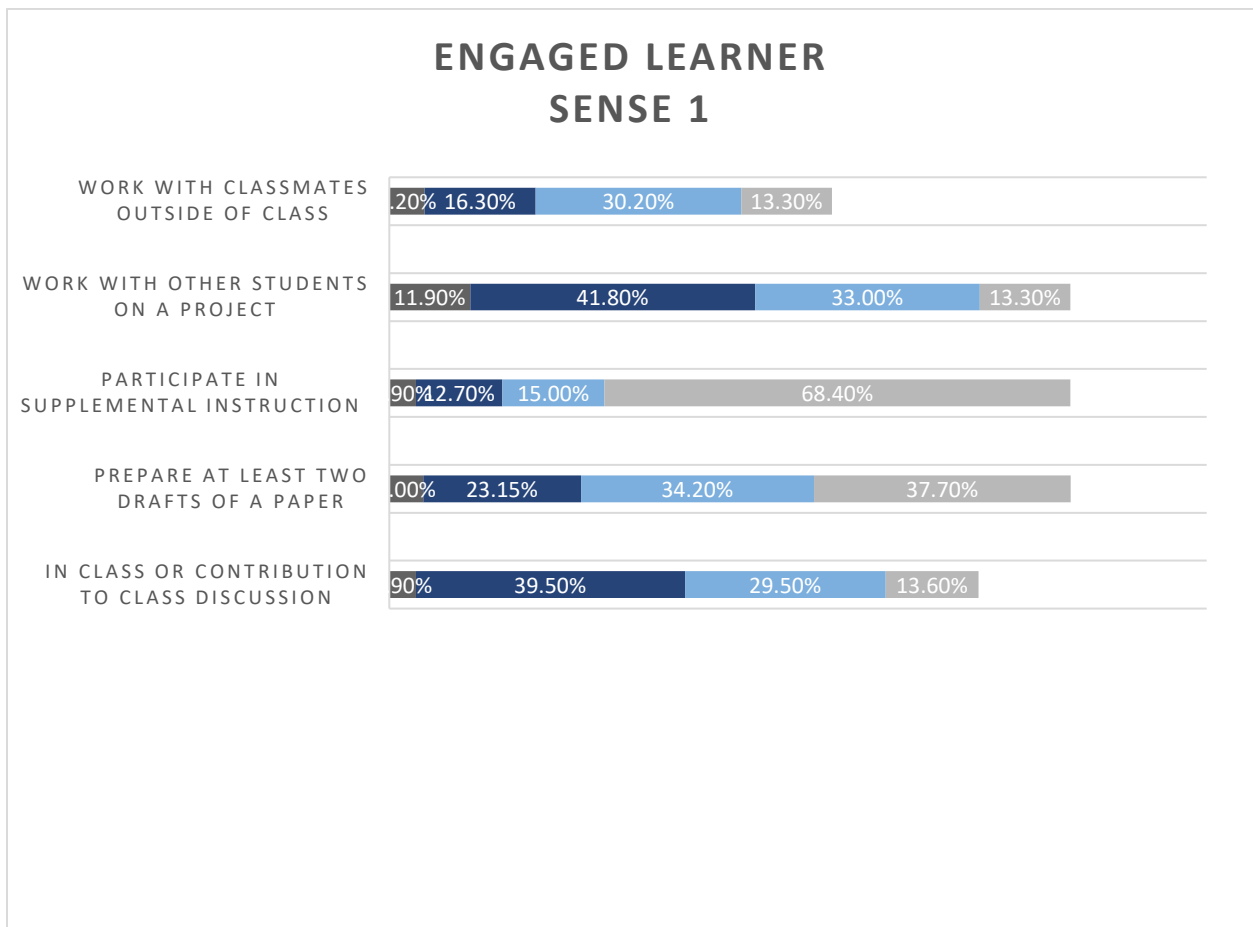
Effective Track to College Readiness

While nearly all entering GC students report that they were required to take a placement (81.4%), a lower percentage report that they were required to enroll in classes indicated by their placement tests (58.3%).

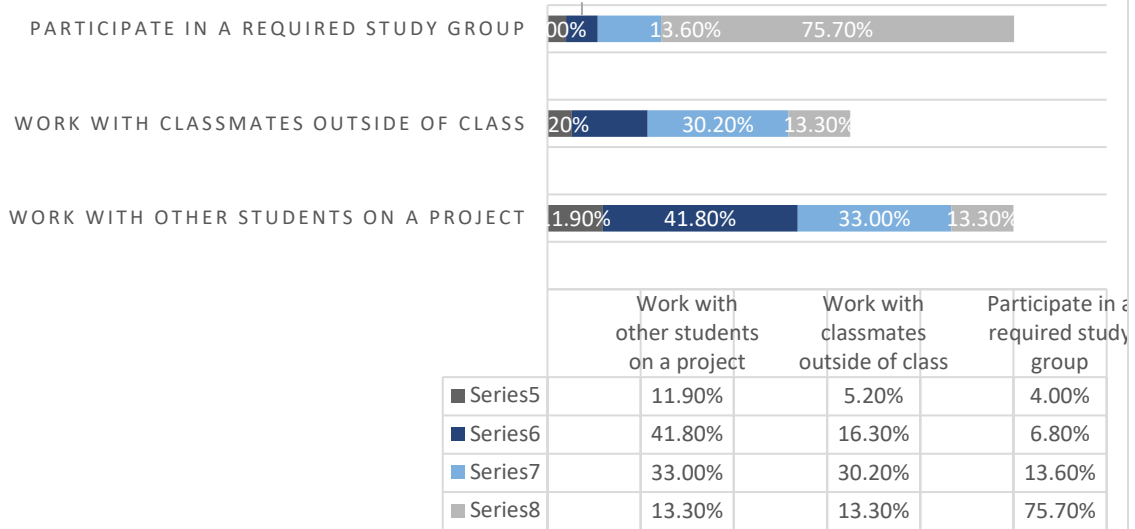


Engaged Learner

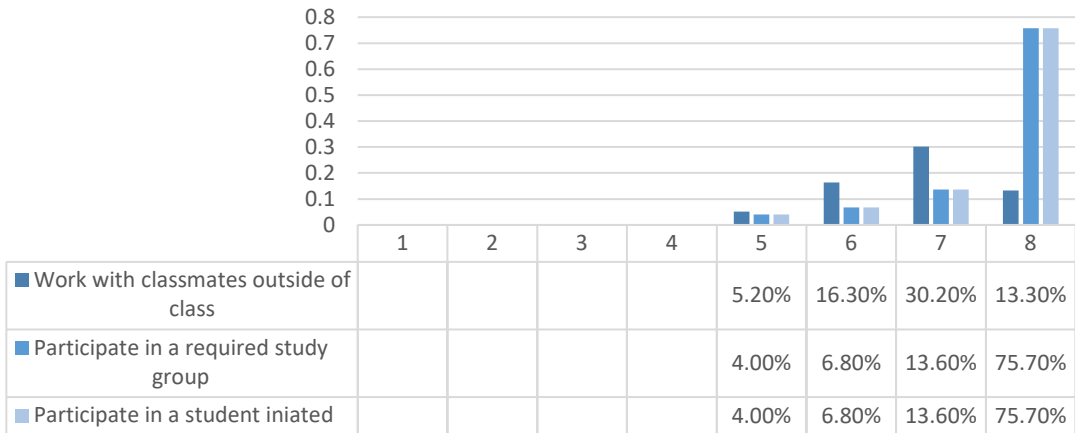
Grayson is promoting student engagement is the overarching feature of successful program design. Engagement must be inescapable for students. Overall, many entering GC students keep their learning activities confined to the classroom. For example, only 30.2% % of entering students reported working with classmates outside of class time at least once, only 16.3% reported attending a student led-study group outside of class time, and 26,1% of respondents have electronically communicated (email, text, Facebook, MySpace, etc.) with other students about coursework.



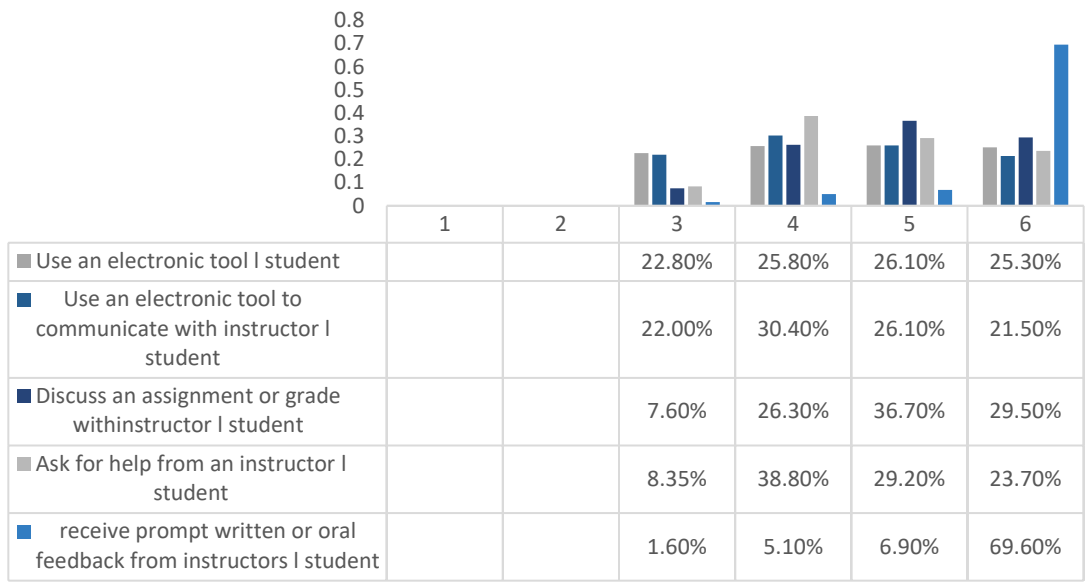
ENGAGED LEARNER SENCE 2



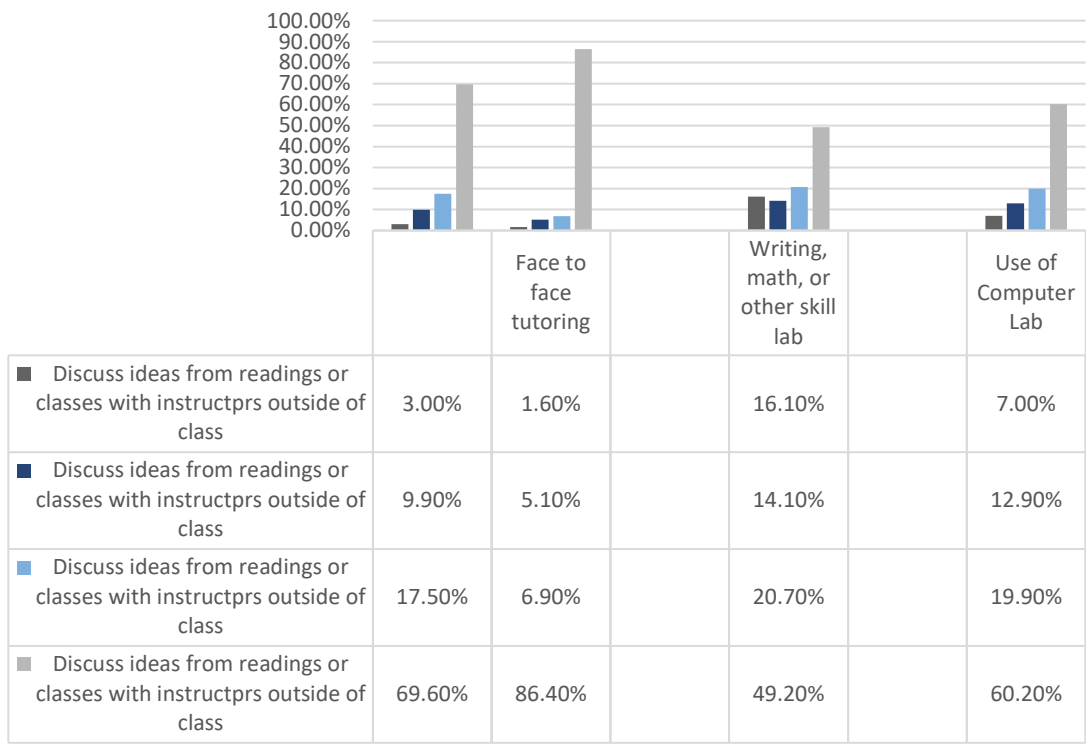
Engaged Learner SENCE 3



Engaged Learner SENSE 4

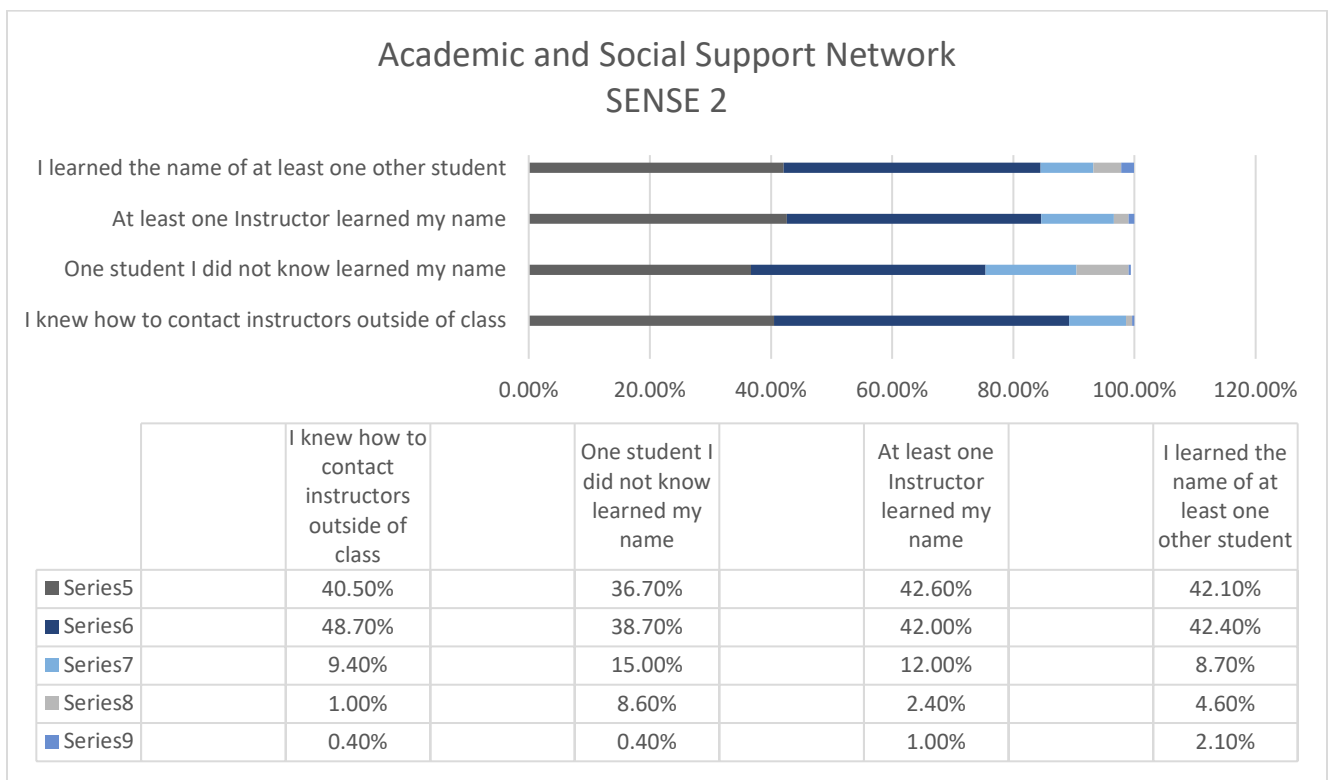
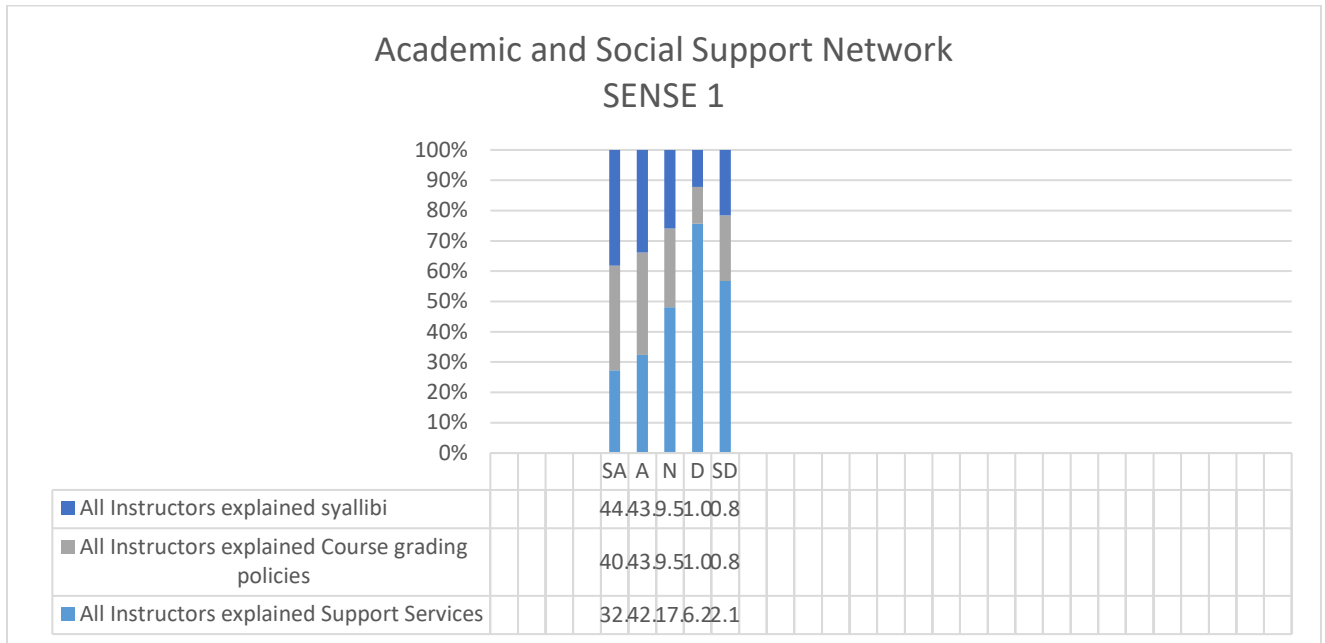


Engaged Learner SENSE 5

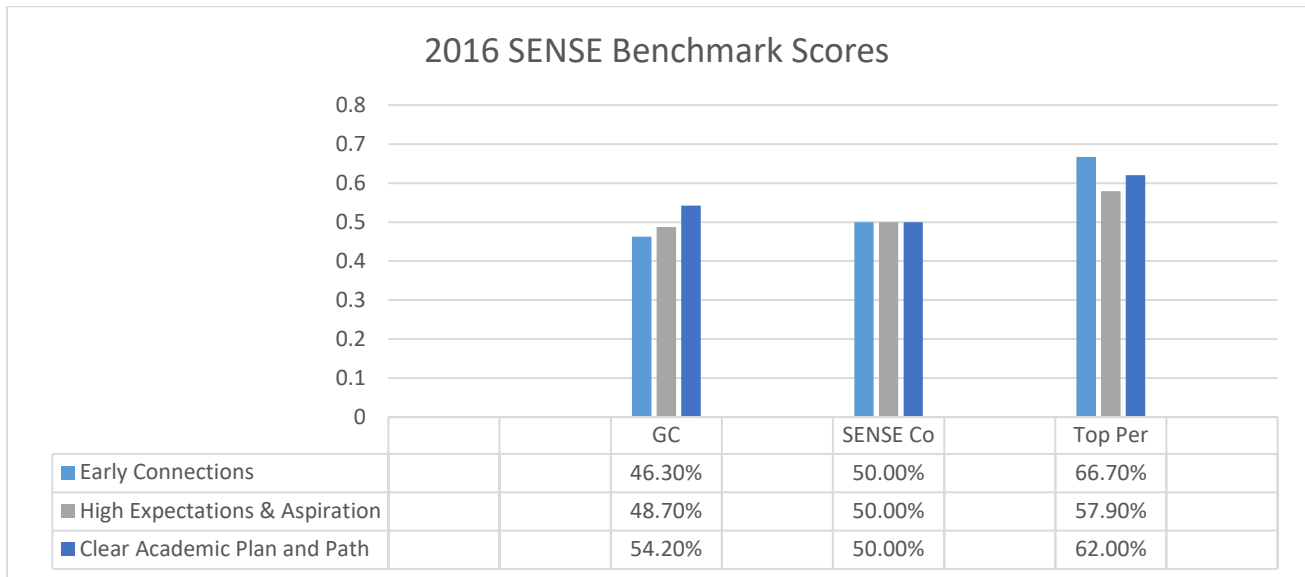
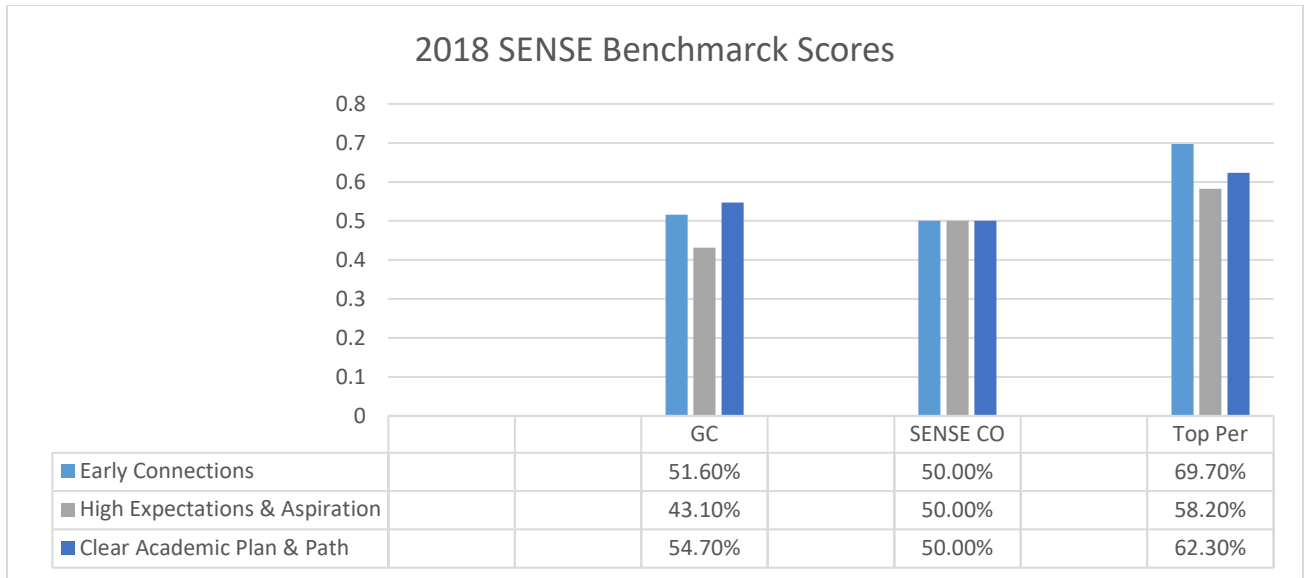


Academic and Social Support Network

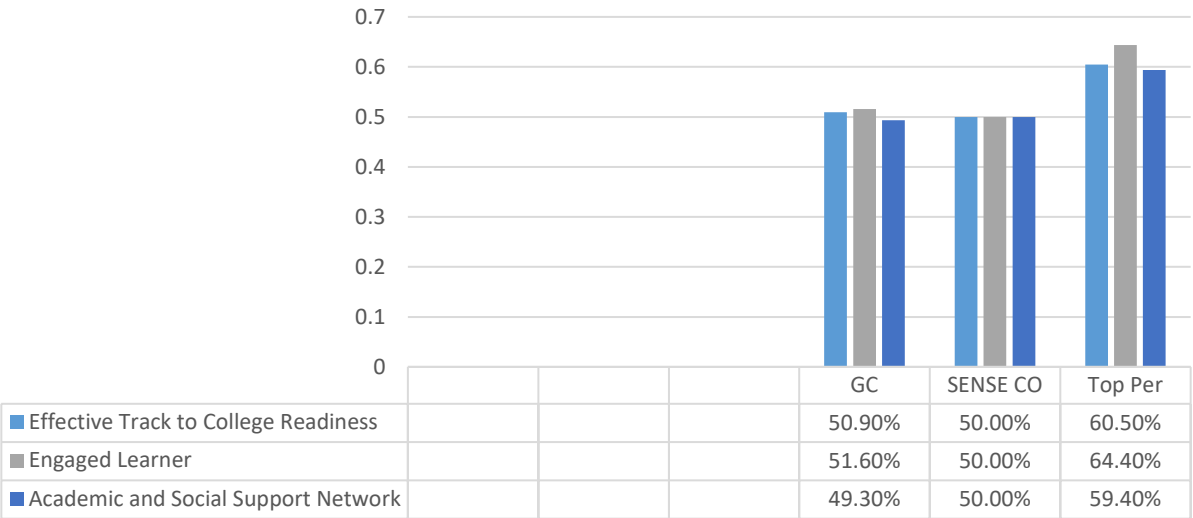
The majority of students respond positively to survey items in this benchmark that measure interaction and support between students, their peers, and instructors. Large percentages of entering students reported receiving clear explanations from instructors about course policies and syllabi, as well as having communicating on a first-name basis with instructors.



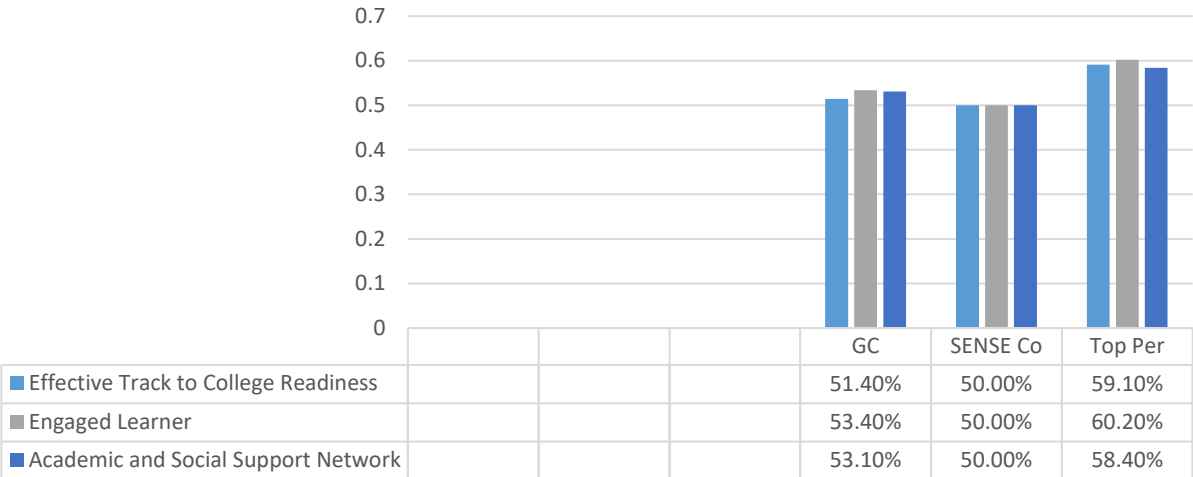
2018 SENSE Benchmark Scores

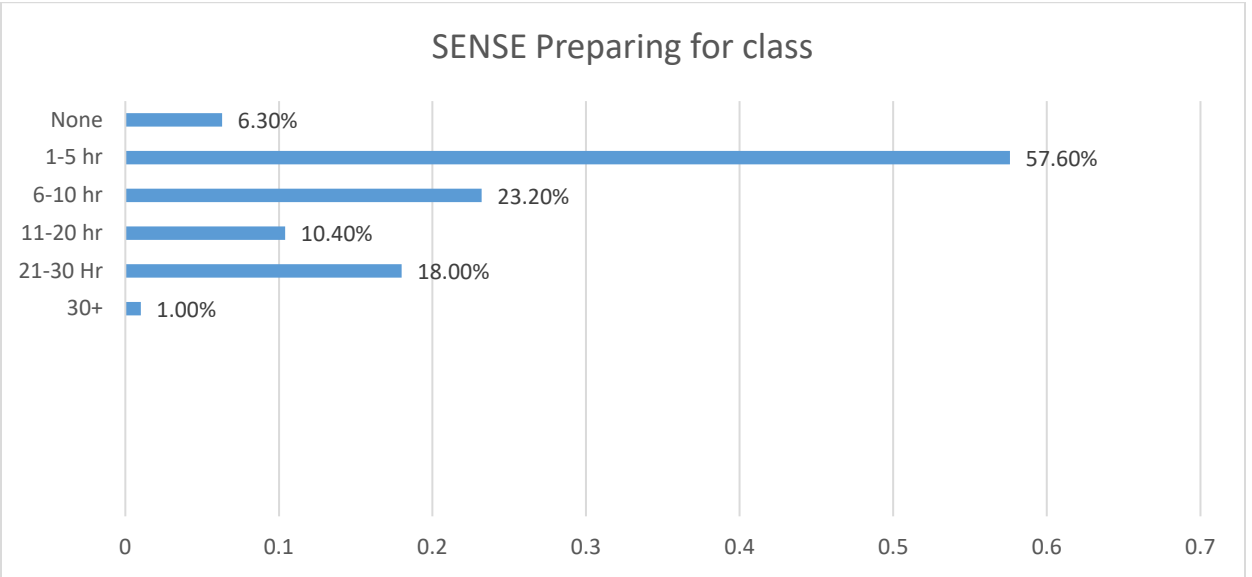
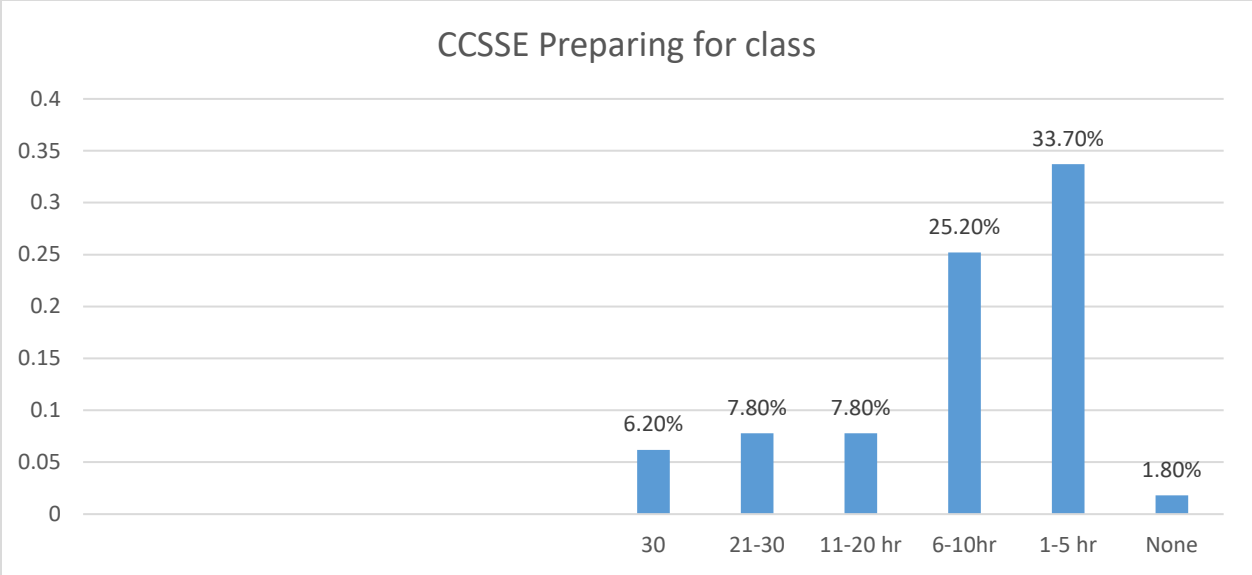


SENCE 2018 Benchmark Scores

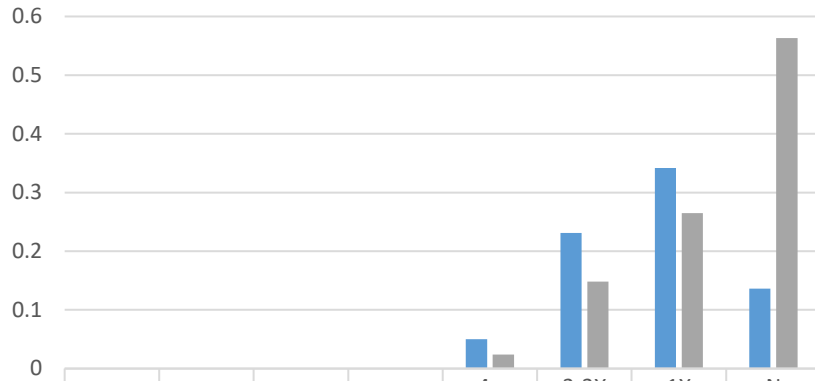


SENCE 2016 Benchmark Scores



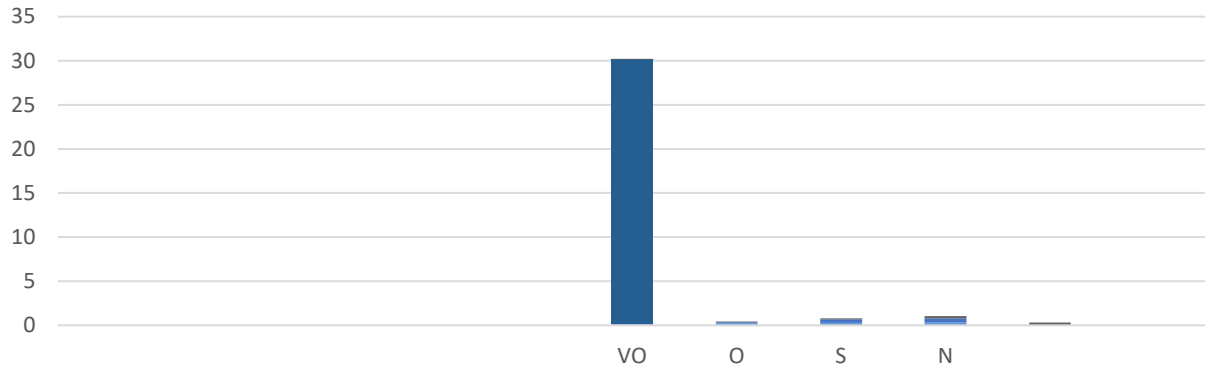


SENSE Student Effort



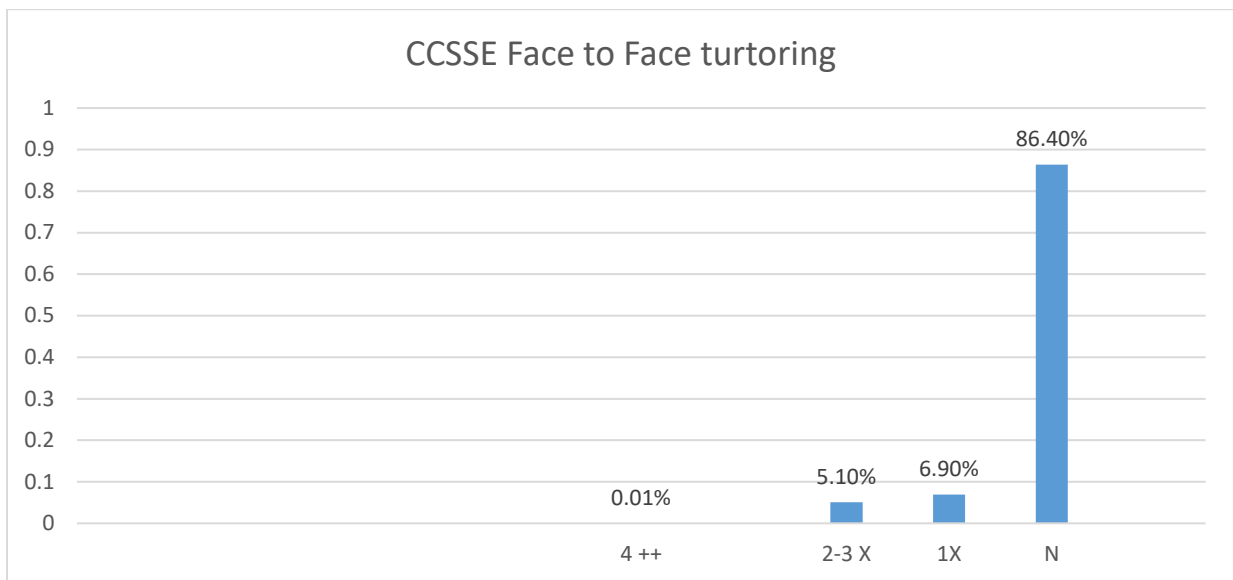
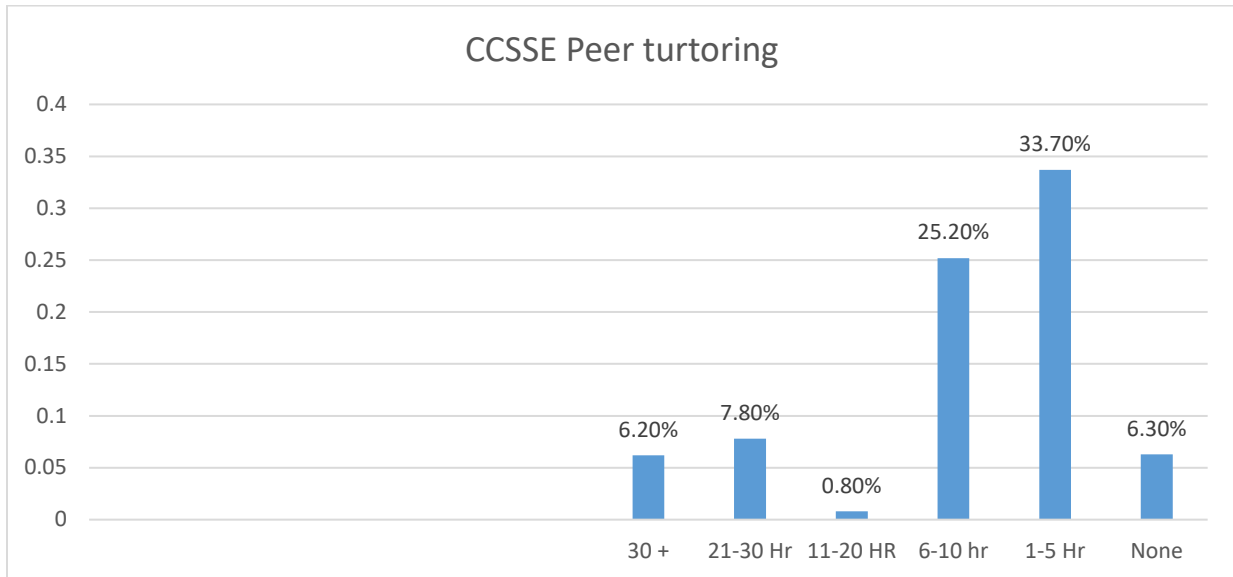
■ Prepared two or more drafts of a paper or assignments	5.00%	23.10%	34.20%	13.60%
■ Come to class w/o completeing readings and assignments	2.40%	14.80%	26.50%	56.30%

Student Effort CCSSE

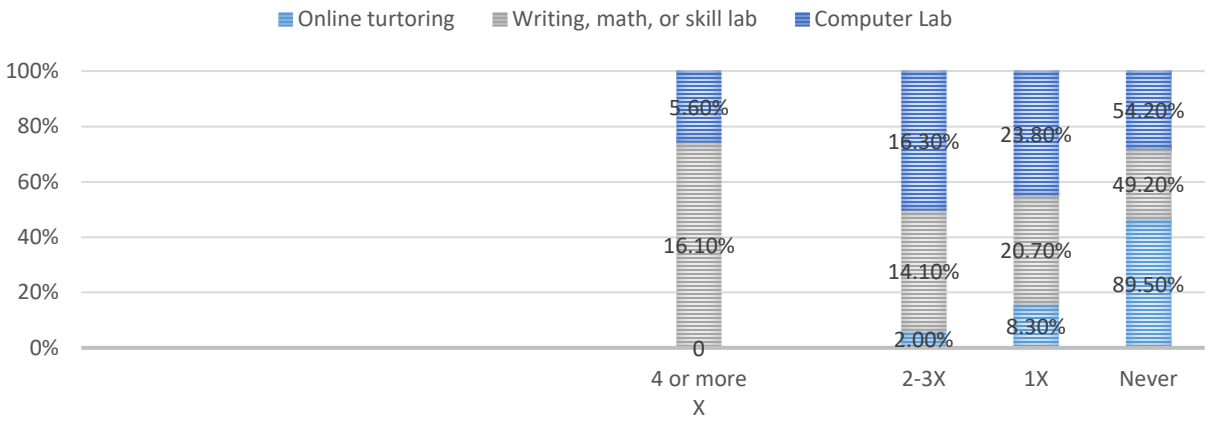


■ Prepared two or more drafts of a paper or assignments ■ Preparing for class

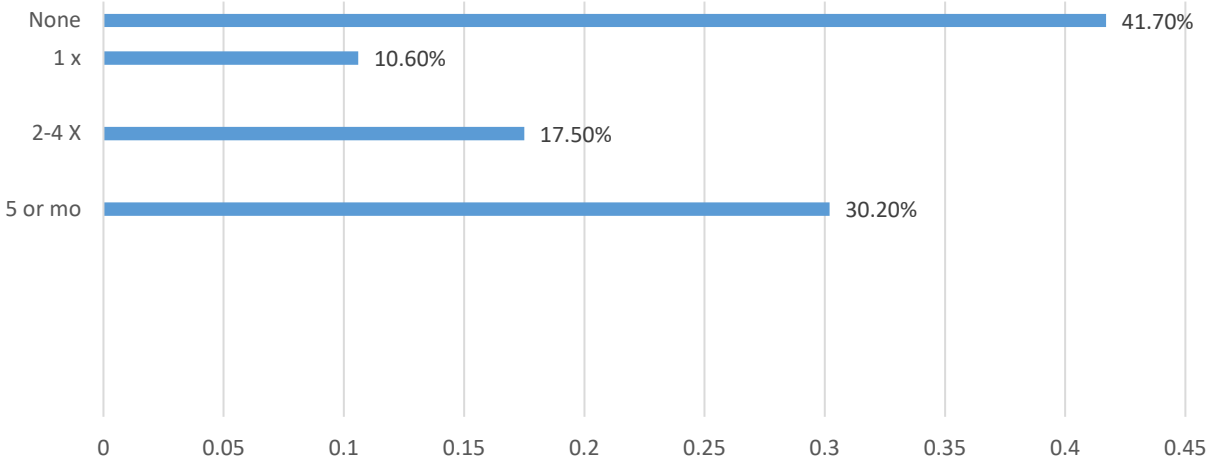
Tutoring



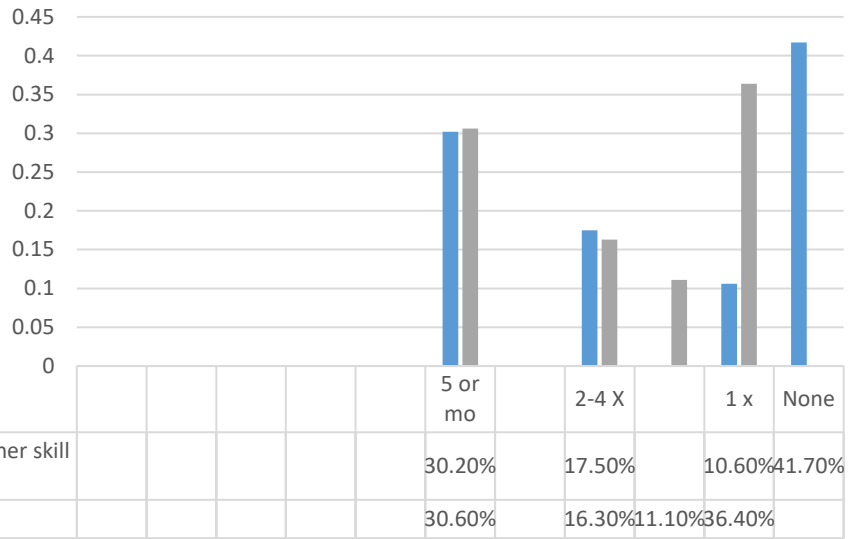
SENSE STUDENT EFFORT



CCSSE Student Effort Skills labs, (Writing, math, or other skill lab)

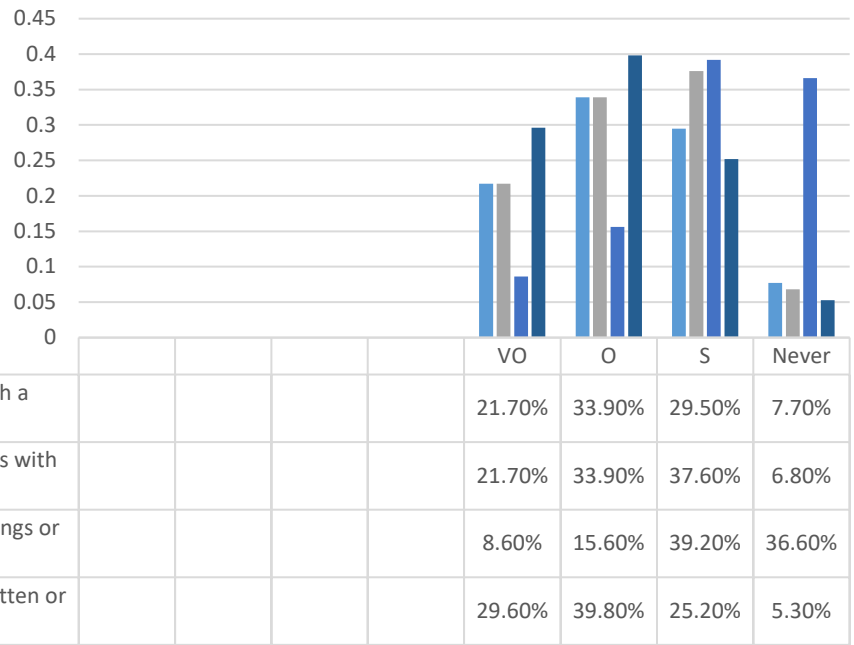


SENSE Student Effort Skills Labs



CCSSE 2018

Student Faculty Interaction



SENSE 2018 Support for Learners

