Agenda

- 12:00-12:30  Welcome and Lunch
- 12:30-1:00   Presentation about the SENSE data (Dr. Laura Franklin and Dr. George Gabriel)
- 1:00-1:45    Round I –Tips and Discussion
- 1:45-2:00   Feedback from groups, drawing for door prize
- 2:05 -2:45   Round II –Tips and Discussion
- 2:45-3:00 Feedback, drawing for door prize

Success is what counts.
The Initiative

Achieving the Dream is a national initiative to help community colleges provide the best opportunity for success for all students.

The initiative is particularly concerned with student groups who face the most significant barriers to success.

Colleges work within a culture of evidence where decisions are informed by student success data.

Success is what counts.
Goals

- Improved success in developmental courses
- Successful transition from developmental courses to credit-bearing courses
- Improved success in gatekeeper courses
- Increased persistence
- Increased graduation and certificate completion

Success is what counts.
A Focus on Critical Issues

- SDV – 1st 15 hours
- NSO- requirement
- Reduction of late registration period
- Early Advising
- Developmental English and Math
- Gaps in Achievement

Success is what counts.
What’s next on the agenda?  
*Student Engagement*
Next Steps

- Development of strategies for credit gatekeeper courses

- Development of recommendations for closing achievement gaps in gatekeeper courses and graduation rates

- Development of recommendations for early engagement
Early Engagement

Data support the role of early engagement in student persistence and success

- Many students leave U.S. community colleges within the first three weeks of classes
- Nationally, many students do not earn a single college credit in their first semester

Success is what counts.
Benchmark Survey Results
SENSE Respondents
Click on a link underneath individual benchmark to see means and frequencies for that benchmark.

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

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Survey of Entering Student Engagement (SENSE)

- A National measure of early student engagement
- 6 Benchmarks
  - Early Connections
  - High Expectations and Aspirations
  - Clear Academic Plan and Pathway
  - Effective Track to College Readiness
  - Engaged Learning
  - Academic and Social Support Network

Success is what counts.
Early Connections

Thinking about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester or quarter, respond to each item (using a five-point scale from strongly agree to strongly disagree):

- The very first time I came to this college I felt welcome (18a)
- The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) (18i)
Early Connections

- A college staff member helped me determine whether I qualified for financial assistance (18j)
- At least one college staff member (other than an instructor) learned my name (18p)
- A specific person was assigned to me so I could see him/her each time I needed information or assistance (23)

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High Expectations and Aspirations

Thinking about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester or quarter, respond to each item (using a five-point scale from strongly agree to strongly disagree):

- The instructors at this college want me to succeed (18b)
- I have the motivation to do what it takes to succeed in college (18t)
- I am prepared academically to succeed in college (18u)
During the first three weeks of your first semester or quarter at this college, how often did you:

- Turn in an assignment late (19c)
- Not turn in an assignment (19d)
- Come to class without completing readings or assignments (19f)
- Skip class (19s)
Clear Academic Plan and Pathway

Thinking about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester or quarter, respond to each item (using a five-point scale from strongly agree to strongly disagree):

- I was able to meet with an academic advisor at times convenient for me (18d)
- An advisor helped me to identify the courses I needed to take during my first semester/quarter (18g)

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Clear Academic Plan and Pathway

- An advisor helped me to select a course of study, program, or major (18e)
- An advisor helped me to set academic goals and to create a plan for achieving them (18f)
- 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 (18h)

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Effective Track to College Readiness

- Before I could register for classes I was required to take a placement test to assess my skills in reading, writing, and/or math (12a)
- I took a placement test (12b)
- This college *required* me to enroll in classes indicated by my placement test scores during my first semester/quarter (14)

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Effective Track to College Readiness

- I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) (21a)
- I learned to understand my academic strengths and weaknesses (21b)
- I learned skills and strategies to improve my test-taking ability (21c)
Engaged Learning

- Work with other students on a project or assignment during class (19g)
- Work with classmates outside of class on class projects or assignments (19h)
- Participate in a required study group outside of class (19i)
- Participate in a student-initiated (not required) study group outside of class (19j)
- Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class website.) with classmates

Success is what counts.
Engaged Learning

- Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class website, etc.) to communicate with an instructor about coursework (19l)
- Discuss an assignment or grade with an instructor (19m)
- Ask for help from an instructor regarding questions or problems related to a class (19n)
- Receive prompt written or oral feedback from instructors on your performance (19o)
Engaged Learning

- Discuss ideas from readings or classes with instructors outside of class (19q)
- Use face-to-face tutoring (20d2)
- Use writing, math, or other skill lab (20f2)
- Use computer lab (20h2)
Engaged Learning

During the first three weeks of your first semester or quarter at this college, how often did you:

- Ask questions in class or contribute to class discussions (19a)
- Prepare at least two drafts of a paper or assignment before turning it in (19b)
- Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) (19e)

Success is what counts.
Academic and Social Support

Thinking about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester or quarter, respond to each item (using a five-point scale from strongly agree to strongly disagree):

- All instructors clearly explained academic and student support services available at this college (18I)
- All instructors clearly explained course grading policies (18m)

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Academic and Social Support

- All instructors clearly explained course syllabi (syllabuses) (18n)
- I knew how to get in touch with my instructors outside of class (18o)
- At least one other student whom I didn’t previously know learned my name (18q)
- At least one instructor learned my name (18r)
- I learned the name of at least one other student in most of my classes (18s)

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NOVA’s SENSE Data 2010

- Early Connection 38.6
- High Expectations and Aspirations 45
- Clear Academic Plan and Pathway 39.9
- Effective Track to College Readiness 47.8
- Engaged Learning 47.3
- Academic and Social Support Network 46.3

- National Benchmark 50

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