



# Student Affairs Data Summit

April 9, 2019

Takoma Park/Silver Spring Campus  
Cultural Arts Theatre 1

# Today's Agenda

TIME	ACTIVITY
9:00 am	Keynote Address by Dr. Amelia Parnell
10:10 am	SENSE Data & PRACTICES Self-Assessment
11:00 am	BREAK/TRANSITION
11:15 am	Small Group Exercise <i>*breakout by units*</i>
11:45 am	BREAK/TRANSITION
12:00 pm	Wrap-Up/Report Out

# Our Keynote Speaker



**Dr. Amelia Parnell**  
Vice President for  
Research and Policy



# Survey of Entering Student Engagement > *SENSE*

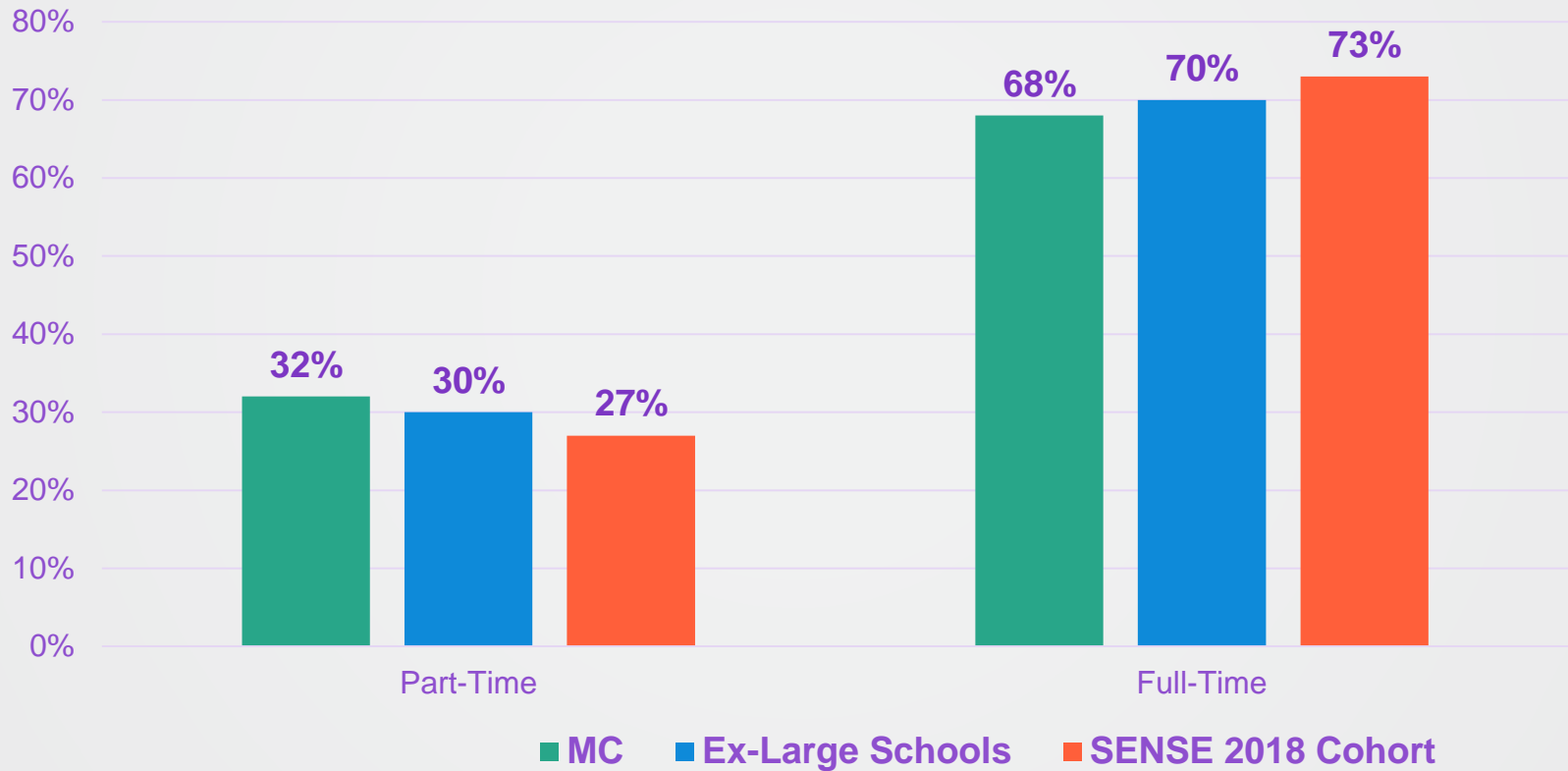
SENSE is an initiative of the Center for Community College Student Engagement (CCCSE). SENSE is a national survey of institutional practices and first-year, first-time student behaviors during the earliest weeks of college.



# ***SENSE* Administration**

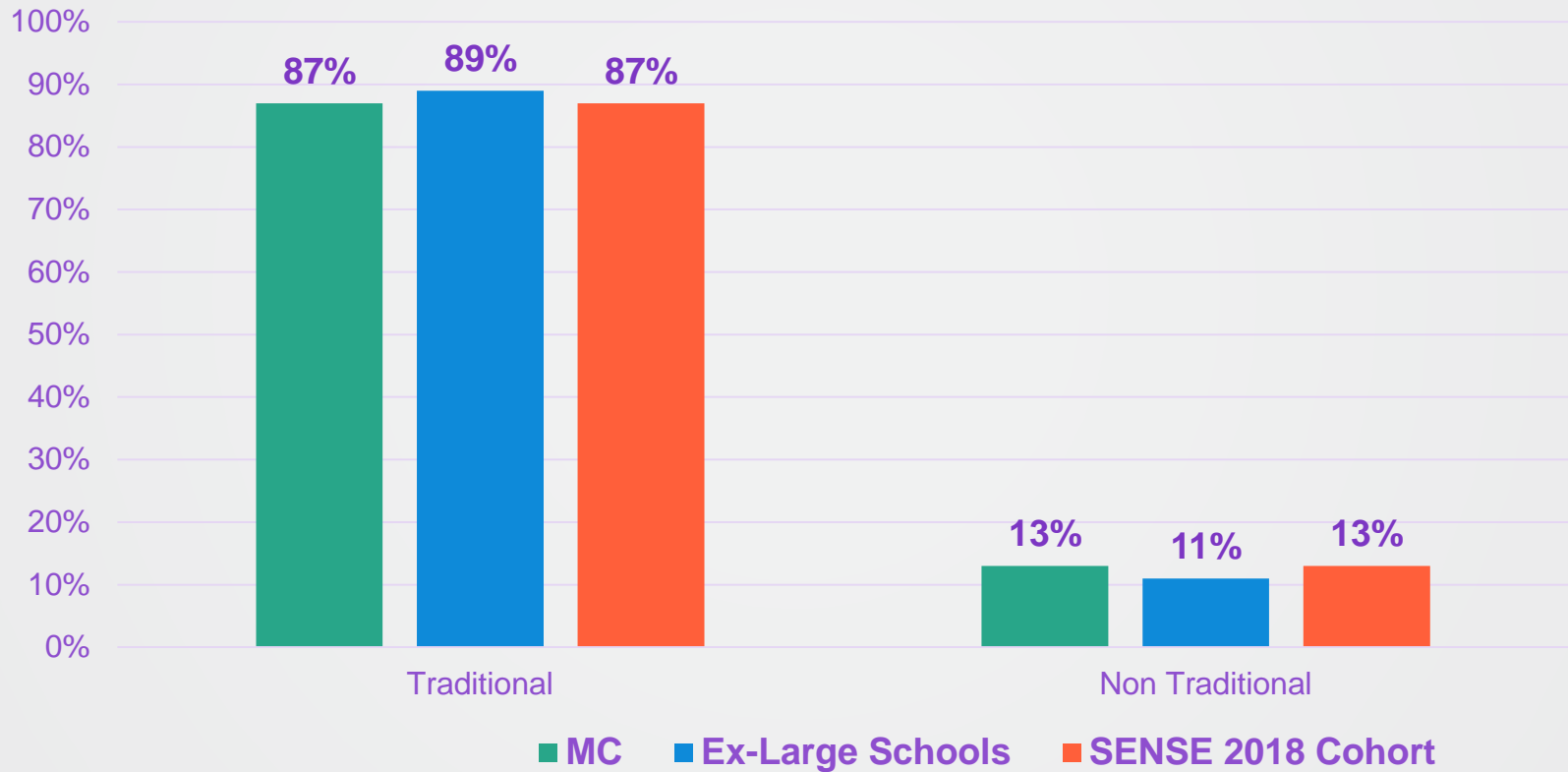
- Fall 2018 – Faculty administered the survey during the fourth and fifth class weeks in 119 collegewide classes randomly selected by CCCSE
- Included first-year English, math, developmental courses, some student success courses
- Special-focus survey on Guided Pathways experiences
- CCCSE analyses provide comparisons to the full 2018 SENSE cohort and to “extra-large colleges” in the cohort

# Student Respondent Profile: *Enrollment Status*

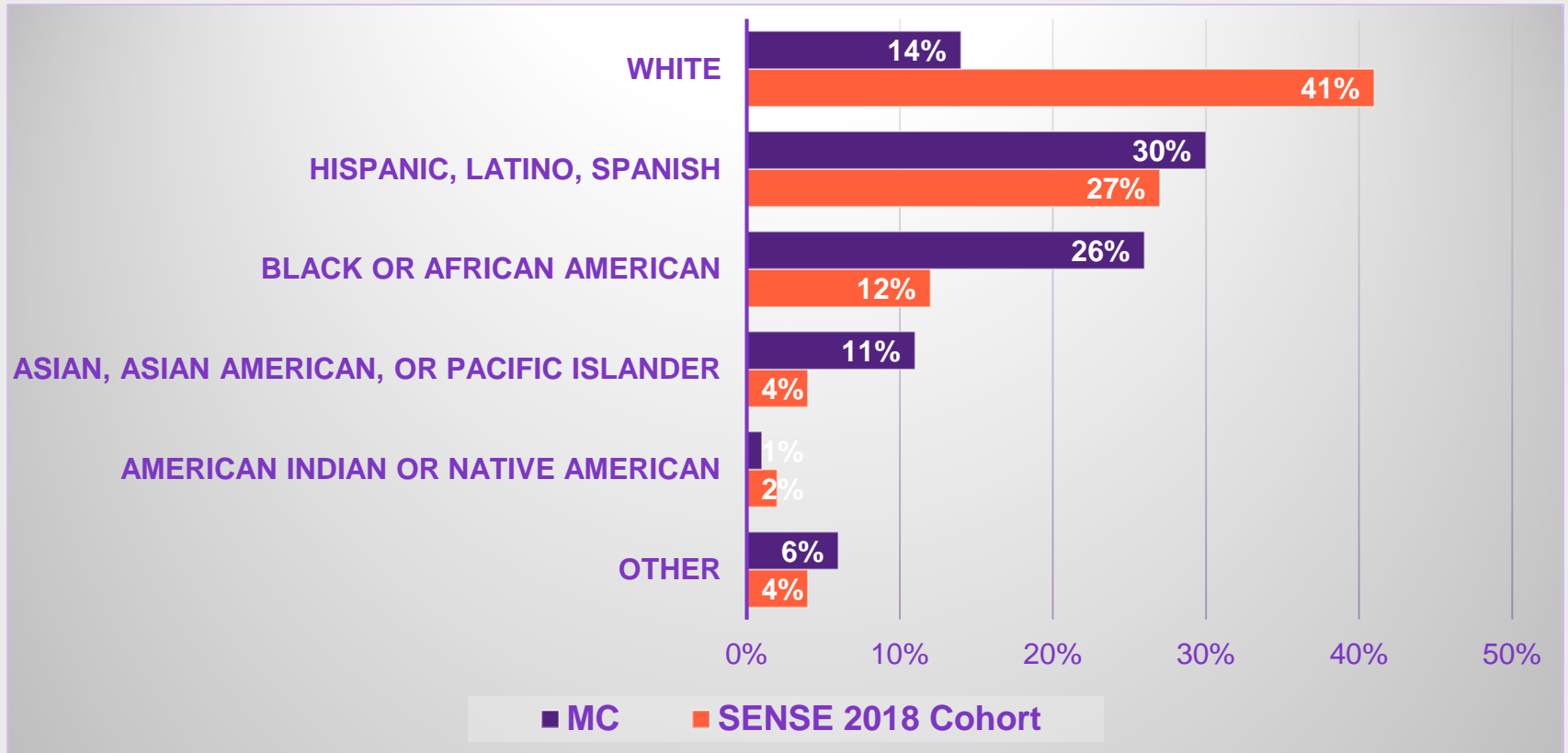


# Student Respondent Profile: *Traditional vs. Non Traditional*

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# Student Respondent Profile: *Race & Ethnicity*





# ***SENSE* Benchmarks**

- Groups of conceptually related survey items
- Used to compare each institution's performance to that of similar size institutions and with the *SENSE* Cohort
  - 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

	Montgomery College	Extra-Large Colleges	Top Performing Colleges
Benchmark	Score	Score	Score
Early Connections	39.6	45.7	69.7
High Expectations and Aspirations	51.9	49.5	58.2
Clear Academic Plan and Pathway	47.9	46.7	62.3
Effective Track to College Readiness	55.9	49.6	60.5
Engaged Learning	50.2	47.6	64.4
Academic and Social Support Network	49.1	47.7	59.4

# ***SENSE* Benchmarks**

- Highest areas of student engagement are in Effective Track to College Readiness, High Expectations and Aspirations, and Engaged Learning
- The area of lowest student engagement is Early Connections, when students describe their early college experiences
- *SENSE* does not include any questions about the admission application or recruiting

# ***SENSE* Benchmarks**

- Benchmarks are a starting point -- each college should determine its own goals; some of the peer-group averages may be low
- Matching or exceeding like-size school's benchmarks is a reasonable initial strategy, but the goal should be to match or exceed top-performing colleges in the cohort
- Use the feedback to design effective engagement opportunities for entering students
- Comparisons to ATD schools in the cohort are also available

# SENSE Early Connections

Question	Agree/Strongly Agree MC	Agree/Strongly Agree Ex-Large Schools	Agree/Strongly Agree Cohort
The very first time I came to this college I felt welcome	67.9%	73.3%	76.2%
The college provided me with adequate information about financial assistance	40.3%	49.4%	53.8%

# SENSE Early Connections

Question	Agree/Strongly Agree MC	Agree/Strongly Agree Ex-Large Schools	Agree/Strongly Agree Cohort
A college staff member helped me determine whether I qualified for financial assistance	27.3%	33.5%	38.3%
At least one college staff member (other than an instructor) learned my name	47.1%	42.2%	49.7%

# SENSE Early Connections

	MC		Ex-Large Schools		2018 Cohort	
	Percent		Percent		Percent	
Question	Yes	No	Yes	No	Yes	No
Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	15.3	84.7	28.8	71.2	31	69

# Early Connections – Financial Aid

- **69%** of students applied for financial assistance (73.9% at other ex-large schools)

- **43.6%** used financial aid advising services at least once (44% at other ex-large schools)

- **85% Very/Somewhat satisfied** with financial assistance advising of those who used it (88% at other ex-large schools)



# Clear Academic Plan and Pathway

- **82.5%** of students indicate obtaining an **associate degree** is a primary goal for attending college

- **79.8% Strongly Agreed/Agreed** that an advisor helped identify the courses needed to take during the first semester (73% at other ex-large schools)

- **66.9% Strongly Agreed/Agreed** they were able to meet with an academic advisor at convenient times (61.4% at other ex-large schools)

- **94% Very/Somewhat satisfied** with academic advising/planning of those who used it; (94% at other ex-large schools)

# Guided Pathways

- **77.9%** indicate they are required to meet with an academic advisor before registering for classes this term (64.2% at other ex-large colleges)

- **68.2%** said they are required to follow an academic plan that specifies which courses are required (65.5% at other ex-large schools)

- **83.5%** said they met with an academic advisor at least once during the fall semester (71.3% at other ex-large schools)

- **43.3%** said a staff member discussed about how long it will take to complete the chosen degree or certificate (42% at other ex-large schools)

# SENSE Personalized Attention

Question	Agree/Strongly Agree MC	Agree/Strongly Agree Ex-Large Schools	Agree/Strongly Agree Cohort
The instructors at the college want me to succeed	85%	85.8%	87.7%
I knew how to get in touch with my instructors outside of class	89.1%	87.1%	87.9%

# SENSE Personalized Attention

Question	At Least Once MC	At Least Once Ex-Large Schools	At Least Once SENSE 2018 Cohort
Ask for help from an instructor regarding questions or problems related to a class	78%	74.2%	76.4%
Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site) to communicate with an instructor about coursework	39.5%	36.2%	40.7%

# Fall Registration

Question	More Than One Week Before MC	More Than One Week Before Ex-Large Schools	More Than One Week Before SENSE 2018 Cohort
When did you register for your courses for your first semester at this college?	80.8%	87.8%	86.6%

# Student Success Courses

Question	MC		Ex-Large Schools		SENSE Cohort	
	Yes	No	Yes	No	Yes	No
Are you enrolled in a course specifically designed to teach skills and strategies to help students succeed in college? (e.g., a college success or student success course)	15.8%	84.2%	35.9%	64.1%	37.9%	62.1%

# Personalized Attention

- What has been your MAIN source of academic advising?

Source	MC	Ex-Large Colleges	SENSE 2018 Cohort
Instructors	28.7%	25%	27.6%
Staff (not instructors)	15.2%	14.3%	14%
<b>Friends, family, other students</b>	<b>43.5</b>	<b>47.1%</b>	<b>45.6%</b>
Computerized degree advisor system	.3%	1.9%	1.6%
College web site	8.5%	7.9%	7.5%
Other college materials	3.8%	3.8%	3.7%

Question	Response	Percent
Would you recommend this college to a friend or family member?	Yes	94.4%
	No	5.6%
When do you plan to take classes at this college again?	Within the next 12 months	69.3%



# Survey Limitations

- Do students understand the roles of individuals at the College?
  - Advisor
  - Instructor
  - Staff
- Information is self-reported (When did you register for classes? When did you apply for financial aid?)

# Now What?

- Continue to unpack data from the *SENSE* and share with various groups, such as ATD, Guided Pathways, Academic Affairs, Student Affairs units
- Repeat the *SENSE* in fall 2019 and fall 2020
- Conduct Listening Sessions or Focus Groups with students, faculty, staff to share *SENSE* results and assess initiatives and programs
- Survey responses tell us the “what” about our students’ experiences, focus groups help us understand the “why” and how we can improve students’ experiences
- *SENSE* results are a starting point

# P.R.A.C.T.I.C.E.S.

- April 1 – April 30, 2019 NASPA self-assessment
- The P.R.A.C.T.I.C.E.S. framework helps student affairs divisions self-assess and strengthen various functions within student affairs practice
- April 1 – April 30, 2019
- P.R.A.C.T.I.C.E.S. consists of nine areas, which NASPA refers to as elements
- NASPA provides reports to identify areas of strength and potential growth

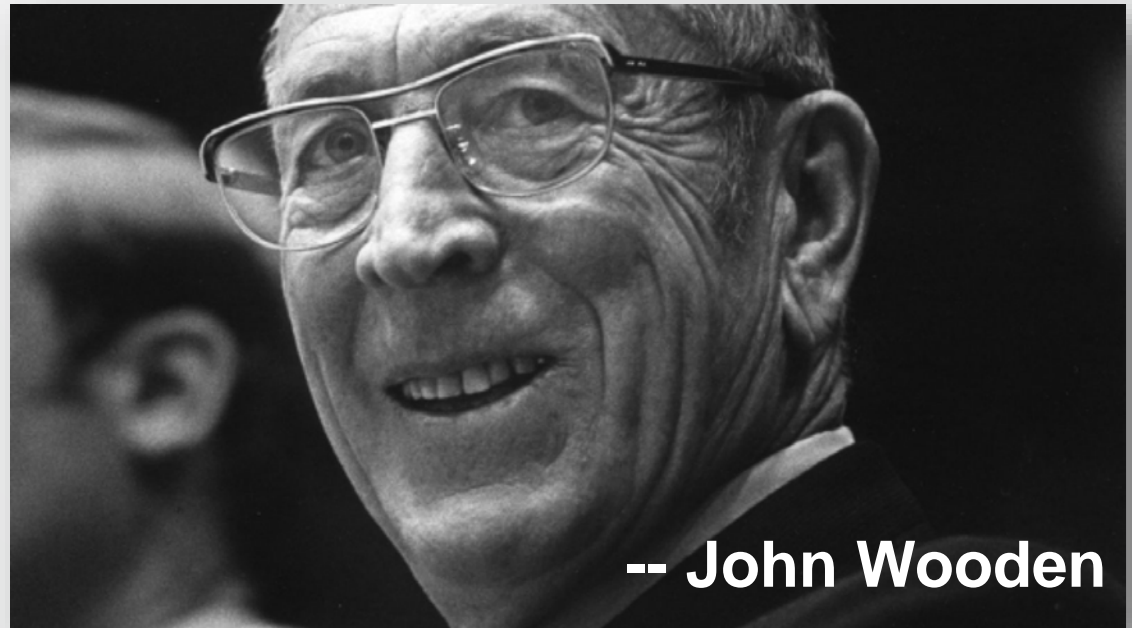
# P.R.A.C.T.I.C.E.S.

- Policy
- Resources
- Academics
- Compliance
- Technology
- Inclusion
- Community
- Evidence
- Students

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***“Don’t let what you cannot do interfere with what you can do.”***



**-- John Wooden**

**MC** MONTGOMERY  
COLLEGE



# Seven Truths about Data

Strategies for Using  
Analytics to Improve the  
Student Experience

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Amelia Parnell, Ph.D.

Montgomery College Student Affairs  
Data Summit

April 9, 2019





# Agenda

- About Amelia
- About NASPA
- Current Descriptions of Student Success
- Seven Truths for a Common Student Experience
- Seven Truths about Data
- Resources
- Questions



- First visit to Montgomery College
- Grew up on a farm
- Former college athlete
- Auditioned for *The Amazing Race*
- Recently asked 15 friends if they thought their undergraduate experience was successful



## About Amelia

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Dreamer | Researcher | Connector | Friend

NASPA addresses **common functional areas within student affairs** (housing, advising, conduct, assessment) as well as **broad higher education themes** (access, persistence, and degree completion).



Our work provides high-quality professional development, advocacy, and research for **16,000 members** in all 50 states, 25 countries, and 8 U.S. territories.

## About NASPA

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession.

# Student Success Is Everywhere at Our Institutions!



## Positions

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**Student Success**  
Coach

Director of **Student Success**



## Programs

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Campus-Wide  
**Student Success**  
Initiatives

**Student Success**  
Summit



## Departments

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Office of **Student Success**

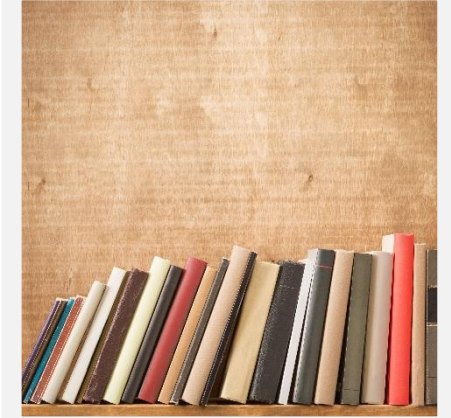
**Student Success**  
Center



## Metrics

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**Student Success**  
Goals, Objectives,  
and Indicators



## Mission

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Strategic dedication  
and commitment to  
**student success**



# Current Descriptions of Student Success

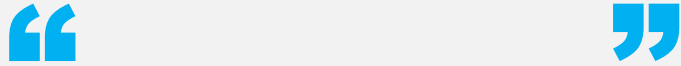
Institution Perspectives & Student Reflections

# How Are We Currently Defining Student Success?

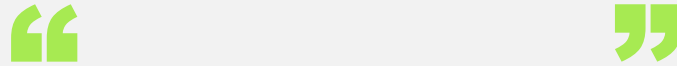
- Retention
- Persistence
- Graduation



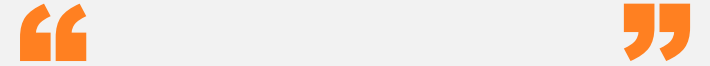
# Why Are Some Former Students Saying Their Undergraduate Experience Was **Not** Successful?



I didn't make the most of it. I **didn't** challenge myself to **try new things**. I was too risk averse.



I had to be a grown up at the same time I was in college. The **administration was not there** for me.



My experience in my field has **given me more knowledge** than any class I took as an undergraduate.

# Why Are Some Former Students Saying Their Undergraduate Experience Was Successful?



It shaped my life at a time when I was very impressionable. I got a glimpse of the real world at a time when I really needed it.



My path was successful because I worked on campus and that led to networking opportunities.



My undergrad experience prepared me to be a critical thinker, strong writer, and locally and globally aware and sensitive.



# Let's Expand Our Descriptions of Student Success

In addition to remaining enrolled and earning a credential, a successful student:

## Understands

- their own needs and the needs of others and knows **how to balance competing individual and community priorities**

## Knows

- **how to manage resources**, both those for which they are individually responsible and those they share responsibility for with others

## Realizes

- their unique contributions to the world and is prepared to leverage **their abilities to improve the conditions around them**

# Montgomery College Students Are Great Examples!

“ My goal is to become an orthodontist and **reach out to countries and communities that cannot afford dental care.** ”

“ Now...I can finally put everything I've learned to work to **create some really great content for you.** ”

“ [Students] can reach for the stars and **accomplish anything** they want here at MC. ”



# **Seven Truths for a Common Student Experience**

**Excerpts from the MC Student  
Affairs Master Plan (StAMP)**

# Seven Truths for a Common Student Experience

Smart Start

Maintain a Foundation of Support Opportunities

Get Connected

Build Community

Enhance the Classroom Experience

Encourage Student Success Every Step of the Way

Plan to Cross the Finish Line

Effective data strategies must address the intersection of **people**, **processes**, and **priorities**.

Parnell, 9 months ago.

A diverse group of young people, likely students, are smiling and walking in a hallway. The group includes a man in a teal tank top, a woman with curly hair in a green shirt, a woman with long dark hair in a grey shirt, and a man in a yellow polo shirt with a backpack. The background is slightly blurred, showing other people and a warm, indoor setting.

# Seven Truths about Data

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Strategies for Using Analytics to Improve the  
Student Experience

# Seven Truths about Data

**Collaboration** is key.

Data should **inform an action**.

Data can describe **more than outcomes**.

Privacy can be addressed with **communication and governance**.

There are **rules**.

**Qualitative data** are as **rich and informative** as quantitative data.

Data work can be **fun!**

“The development of an **analytics culture that is widespread and positive** is one of the most important steps that can be taken to harness the analytics revolution.”





**1. Collaboration is key.**

# 7 Truths about Data

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“In the case of higher education,  
the democratization of data  
analytics has fueled  
**unprecedented – and often  
overwhelming** – demands for  
information.”

“I have a really good relationship with the IR director and I can call at any time. That is good because **data is power.**”

Anonymous VP for Student Affairs, 2017.

# Many institutions have fewer than 3 full-time IR staff

Director and Professional OIR Staff	2-Year Institutions	4-Year Institutions
Less than 1 FTE	1%	1%
<b>1 FTE to fewer than 2 FTE</b>	<b>17%</b>	<b>18%</b>
<b>2 FTE to fewer than 3 FTE</b>	<b>41%</b>	<b>35%</b>
3 FTE to fewer than 5 FTE	28%	26%
5 FTE to fewer than 10 FTE	12%	17%
10 FTE or more	1%	3%
N = 1,506 (459 responses from 2-year and 1,047 responses from 4-year institutions)		

# National Landscape Analysis

- Partnership with the Association of Institutional Research (AIR) and EDUCAUSE
- Focused on four core areas:
  - Types of student success data projects
  - Structures in place
  - Level of coordination
  - Programs, interventions and outcomes



# Methodology

- Surveyed members of AIR, EDUCAUSE, and NASPA
- Data collected from October to December 2017
- 970 responses (894 distinct institutions)

	Frequency	Percentage
AIR	627	65%
NASPA	256	26%
EDUCAUSE	87	9%
Public, 4-year	317	33%
Private non-profit, 4-year	388	40%
Public, 2-year	222	23%
Other	43	4%

# Good news: cross-functional collaboration is happening!

- IT, IR, and student affairs professionals share several responsibilities
  - 60% of institutional researchers reported involvement in assessing the impact of interventions
  - **59% of student affairs professionals reported involvement in developing the institution-wide data strategy**
  - 30% of information technology professionals reported involvement in managing the early-alert system



# 7 Truths about Data

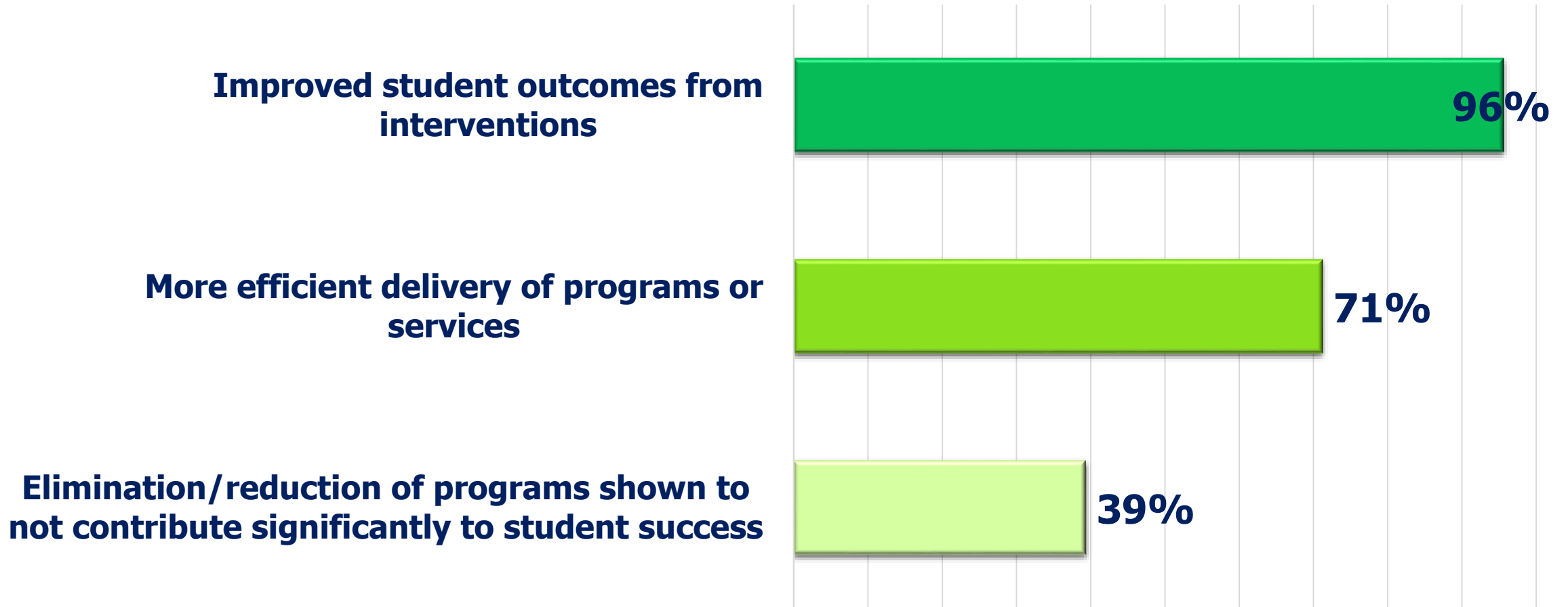
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1. Collaboration is key.

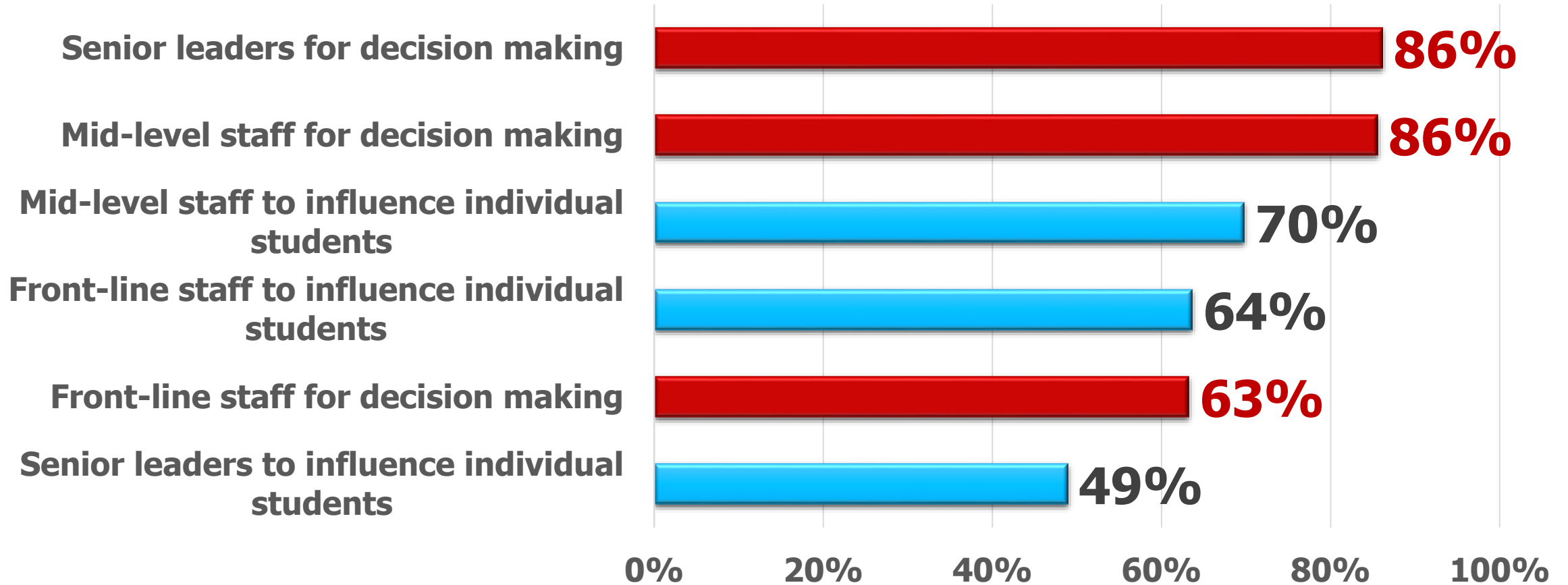
**2. Data should inform an action.**



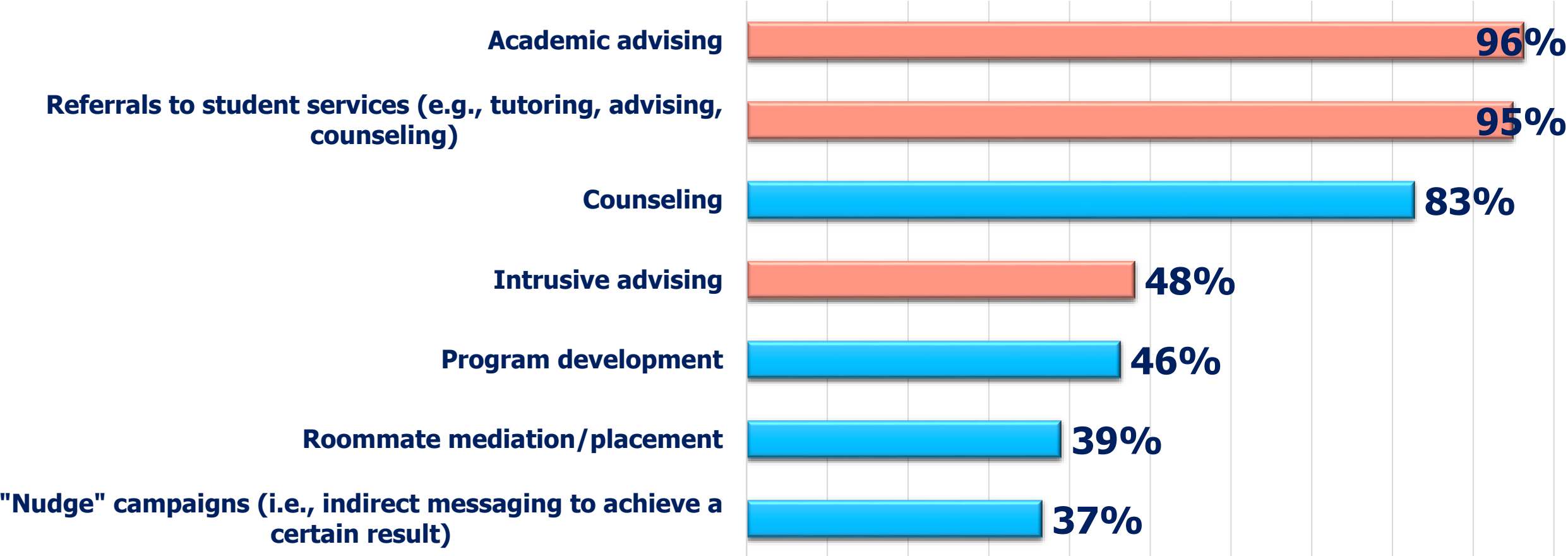
# Most institutions have data goals related to improving student success



# Studies are more often used to make decisions than to influence students



# Institutions are using lots of interventions; student affairs primarily responsible



Source: 2017 NASPA/AIR/EDUCAUSE National Survey (N=444)



# 7 Truths about Data

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1. Collaboration is key.
2. Data should inform an action.
- 3. Data can describe more than outcomes.**

# A thorough assessment should address 3 core areas

## Needs

- gaps between current and desired programs, resources, or services

## Processes

- how programs, resources, policies, or services are delivered for the purpose of improving efficiency or effectiveness

## Outcomes

- results of a program, resource, policy, or service

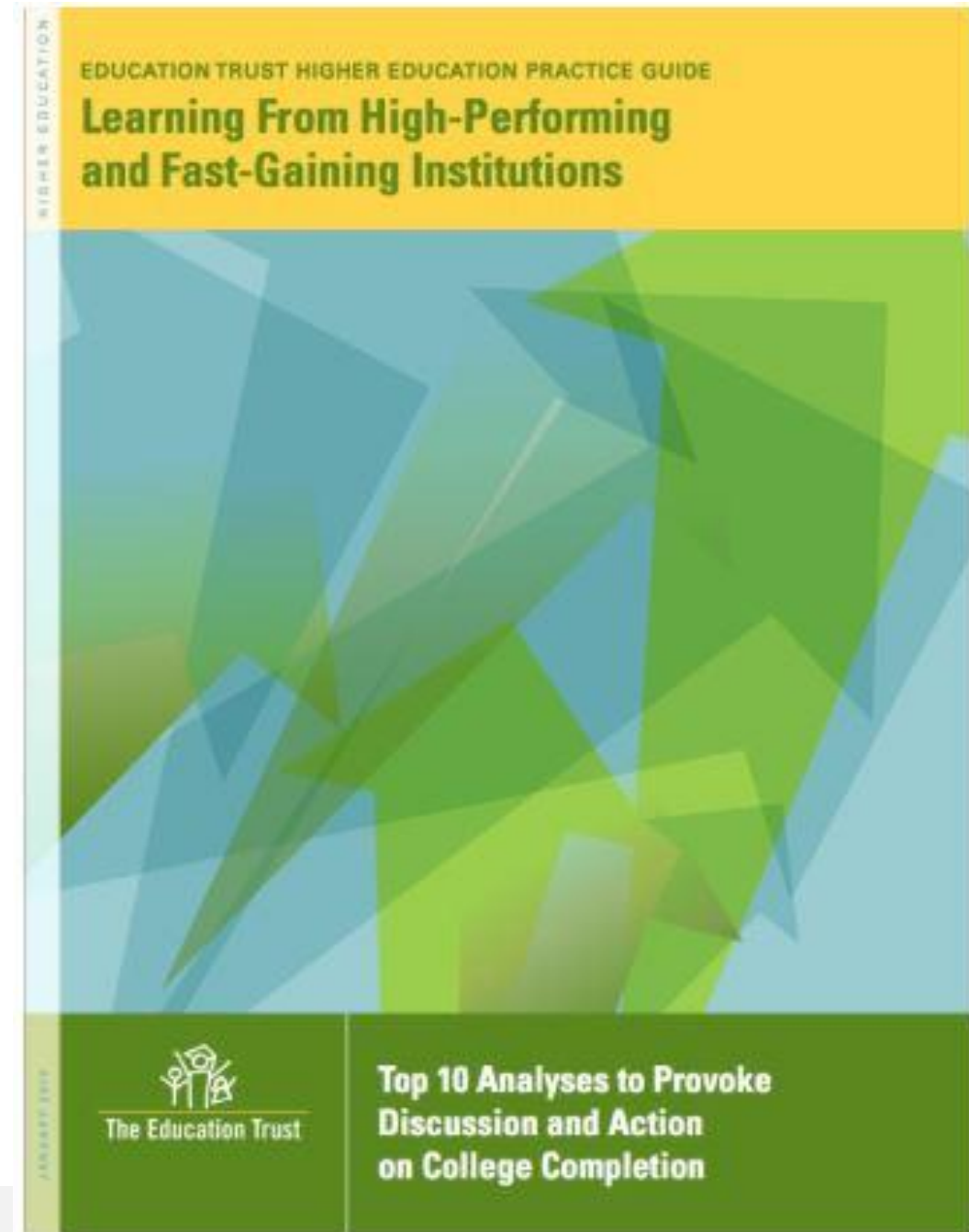
# Three needs and process questions to examine with data

1. Are any of your students using the health and wellness center facilities early in the morning or late at night?
2. Did the student's method of payment change from one semester to the next?
3. Are course schedules aligned well with public transportation schedules?

# Must-Have Report

## *Learning from High-Performing and Fast-Gaining Institutions*

- “Why aren’t our students accumulating the credits they need to be on track?”
  - Analyzing the Impact of Course Withdrawals
- “What are some of the other reasons our students aren’t accumulating the credits they need?”
  - Analyzing Success Rates in the 25-35 Courses with the Largest Enrollment





# 7 Truths about Data

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1. Collaboration is key.
2. Data should inform an action.
3. Data can describe more than outcomes.
- 4. Privacy can be addressed with communication and governance.**



# Must-Have Report

## *The Promise and Peril of Predictive Analytics in Higher Education*

### ○ Features:

- Campus examples
- Discussions of data privacy
- Common challenges with using predictive models
- Types of interventions informed by predictive models
- Themes of communication throughout the report





# 7 Truths about Data

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1. Collaboration is key.
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3. Data can describe more than outcomes.
4. Privacy can be addressed with communication and governance.
- 5. There are rules.**

# Amelia's Data Rules

Everyone should be **data literate**.

**Everyone** is a decision maker.

**Do not rush.**

Know as much as possible about your students (**but don't be creepy**).

Make your data goals clear for everyone, including **students**.

# We Are Using Data But We Could Do More



**63%**

- Of institutions conduct studies related to students' **career pathways and post-graduation outcomes every year**



**46%**

- Of institutions **do not** conduct studies of **students ability to afford higher education**

Source: 2017 NASPA/AIR/EDUCAUSE National Survey



## 7 Truths about Data

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1. Collaboration is key.
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3. Data can describe more than outcomes.
4. Privacy can be addressed with communication and governance.
5. There are rules.
6. Qualitative data are as rich as quantitative data.

# We Need Leadership (and Help) At All Levels



**39%**

- Of students reported feeling so **depressed** that it was difficult to function during the past 12 months



**55%**

- Of public institutions reported providing some type of aid to address **food insecurity**

Source: 2016 American College Health Association Student Survey; 2016 NASPA Landscape Analysis of Emergency Aid Programs

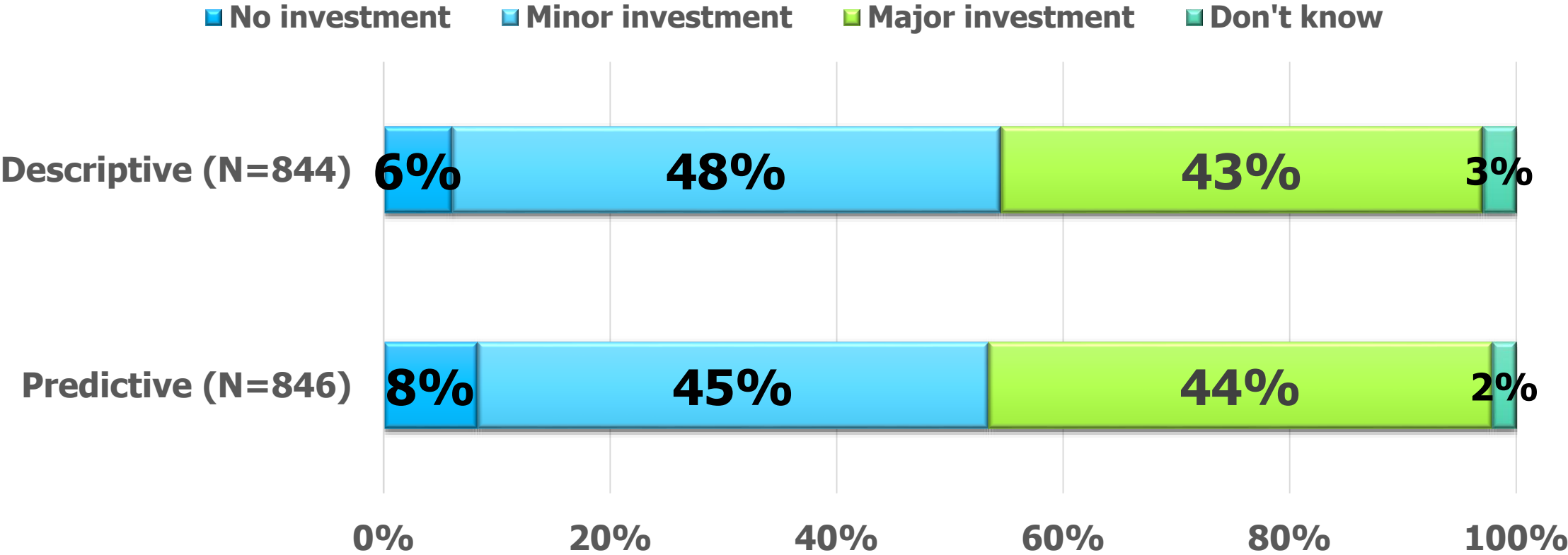


## 7 Truths about Data

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4. Privacy can be addressed with communication and governance.
5. There are rules.
6. Qualitative data are as rich as quantitative data.
- 7. Data work can be fun!**

# Most Institutions Are Investing in Data and Analytics Projects



Source: 2017 NASPA/AIR/EDUCAUSE National Survey





**Where Do We Go from  
Here?**

- **Institutional culture** – building consensus about what success is for your student population
- **Ethical use of data and communications** – avoiding inherent bias and deficit-based messaging
- **Evolution of supports** – improving delivery of effective resources
- **Student perspectives** – asking students what they believe will be a successful college experience



## **Additional Considerations**

For weaving student success into your data work and the institutional fabric

# Resources

## The Data-Enabled Executive: Using Analytics for Student Success and Sustainability

**ACE**® American  
Council on  
Education®  
100 Years of Leadership and Advocacy

JONATHAN S. GAGLIARDI  
JONATHAN M. TURK

## INSTITUTIONS' USE OF DATA AND ANALYTICS FOR STUDENT SUCCESS

*Results from a National Landscape Analysis*

Amelia Parnell, Darlena Jones, Alexis Wesaw, and D. Christopher Brooks



NASPA  
National Student Affairs Administrators  
in Higher Education

AIR  
Association for Institutional Research  
United Research in Higher Education

EDUCAUSE

CENTER FOR  
FIRST-GENERATION  
STUDENT SUCCESS  
AN OUTREACH OF NASPA AND THE COOPER FOUNDATION

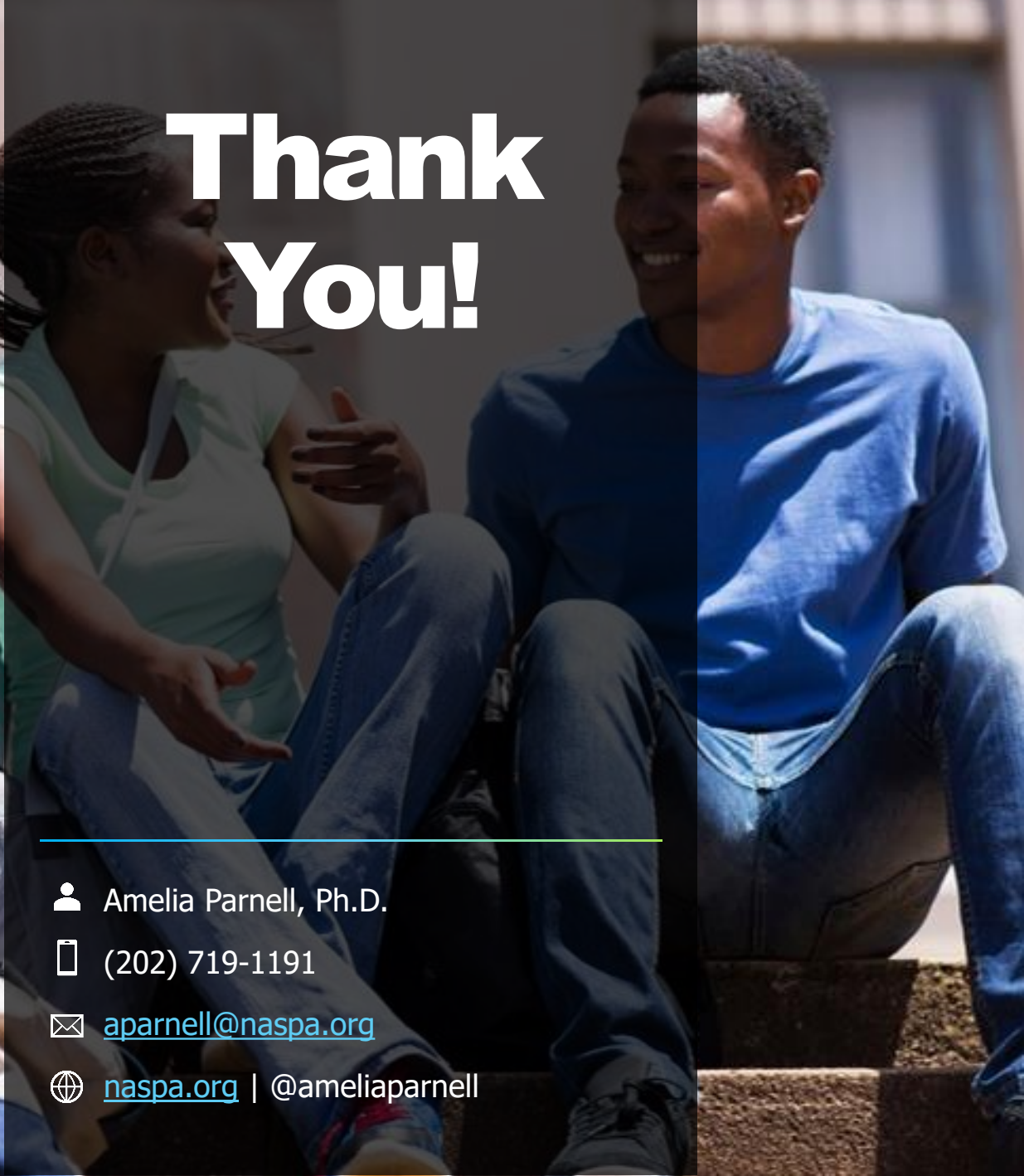


## FIRST-GENERATION STUDENT SUCCESS: A LANDSCAPE ANALYSIS OF PROGRAMS AND SERVICES AT FOUR-YEAR INSTITUTIONS

Sarah E. Whitley, Ph.D., Grace Benson, Alexis Wesaw


NASPA  
Student Affairs Administrators  
in Higher Education


# Questions?




# Thank You!

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 Amelia Parnell, Ph.D.

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 [naspa.org](https://naspa.org) | [@ameliaparnell](https://twitter.com/ameliaparnell)



11. The following statements are about this college's orientation for new students. (Mark all that apply)

- I took part in an online orientation prior to the beginning of classes
- I attended an on-campus orientation prior to the beginning of classes
- I enrolled in an orientation course as part of my course schedule during my first semester/quarter at this college
- I was not aware of a college orientation
- I was unable to participate in orientation due to scheduling or other issues

12. This set of items asks you about your earliest experiences *at this college*. To respond, please think 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/QUARTER.

Yes No

a. Before I could register for classes I was **required** to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math

b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)

c. I was exempt from taking a placement test at this college

13. My placement test scores indicated that I needed to take a Developmental course (also referred to as Basic Skills, College Prep, etc.) in the following areas. (Mark all that apply)

- Didn't take a placement test
- Developmental Reading
- Developmental Writing
- Developmental Math
- Didn't place into any Developmental courses

14. This college **required** me to enroll in classes indicated by my placement test scores during my FIRST SEMESTER/QUARTER.

- Yes  No

15. With regard to financial assistance (scholarships, grants, or loans, etc.) to help with your college costs, mark a response for each of the following items.

Yes No

a. I applied for financial assistance (scholarships, grants, or loans, etc.)

b. I was notified I was eligible to receive financial assistance (scholarships, grants, or loans, etc.)

c. I received financial assistance funds (scholarships, grants, or loans, etc.) before classes began

16. When did you first apply for financial assistance. (Mark only ONE)

- 3 or more months before classes began  Less than 1 month before classes began  I did not apply for financial assistance
- 1 to 2 months before classes began  After classes began

17. In which of the following types of courses were you enrolled during your FIRST SEMESTER/QUARTER *at this college*? (Respond to each item)

Enrolled Not enrolled

a. Developmental Reading (also referred to as Basic Skills, College Prep, etc.)

b. Developmental Writing (also referred to as Basic Skills, College Prep, etc.)

c. Developmental Math (also referred to as Basic Skills, College Prep, etc.)

d. An English course taught specifically for students whose first language is not English (ESL, ESOL)

e. A course specifically designed to teach skills and strategies to help students succeed in college (e.g., a college success or student success course)

f. An organized "learning community" (two or more courses that a group of students take together)

18. This set of items asks you about your earliest experiences *at this college*. To respond, please think 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/QUARTER. (Respond to each item)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. The very first time I came to this college I felt welcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The instructors at this college want me to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. All the courses I needed to take during my first semester/quarter were available at times convenient for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I was able to meet with an academic advisor at times convenient for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. An advisor helped me to select a course of study, program, or major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. An advisor helped me to set academic goals and to create a plan for achieving them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. A college staff member helped me determine whether I qualified for financial assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. All instructors had activities to introduce students to one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. All instructors clearly explained academic and student support services available at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. All instructors clearly explained course grading policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. All instructors clearly explained course syllabi (syllabuses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I knew how to get in touch with my instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. At least one college staff member (other than an instructor) learned my name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. At least one other student whom I didn't previously know learned my name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. At least one instructor learned my name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. I learned the name of at least one other student in most of my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. I have the motivation to do what it takes to succeed in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. I am prepared academically to succeed in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?

- Yes  No

24. During the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER at this college, about how many hours did you spend in a typical 7-day week doing each of the following?

	None	1-5	6-10	11-20	21-30	More than 30
a. Preparing for class (in a typical 7-day week)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working for pay (in a typical 7-day week)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- 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

26. While in high school, did you

	Yes	No	N/A
a. Take math every school year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Take math during your senior year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Would you recommend this college to a friend or family member?

- Yes  No

28. In what range was your overall high school grade average?

- A  A- to B+  B  B- to C+  C  C- or lower

29. Your sex:

- Male  Female

30. Mark your age group.

- Under 18  20 to 21  25 to 29  40 to 49  65+  
 18 to 19  22 to 24  30 to 39  50 to 64

	Yes	No
31. Are you married?	<input type="radio"/>	<input type="radio"/>
32. Do you have children who live with you and depend on you for their care?	<input type="radio"/>	<input type="radio"/>
33. Is English your native (first) language?	<input type="radio"/>	<input type="radio"/>
34. Are you an international student or nonresident alien?	<input type="radio"/>	<input type="radio"/>

35. What is your racial/ethnic identification? (Mark only ONE)

- American Indian or Native American  
 Asian, Asian American, or Pacific Islander  
 Native Hawaiian  
 Black or African American, Non-Hispanic  
 White, Non-Hispanic  
 Hispanic, Latino, Spanish  
 Other

36. What is the highest academic certificate or degree you have earned? (Mark only ONE)

- None  Vocational/technical certificate  Bachelor's degree  
 GED  Associate degree  Master's/Doctoral/Professional degree  
 High school diploma

37. Please indicate whether your goal(s) for attending this college include the following:  
 (Respond to all three)

Yes	No
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

a. To complete a certificate

b. To obtain an Associate degree

c. To transfer to a 4-year college or university

38. Who in your family has attended at least some college? (Mark all that apply)

- Mother
- Spouse/Partner
- Father
- Legal Guardian
- Brother/Sister
- None of the above
- Child

39. Please provide your student identification number by filling in the corresponding ovals. For example, in the first column, indicate the first number or letter in your student ID number, and so forth. (OPTIONAL)

(Please begin here)

1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

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Additional Items  
(Please respond to these items if requested)

- |    |     |     |     |     |     |    |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|
| 1  | (A) | (B) | (C) | (D) | (E) | 13 | (A) | (B) | (C) | (D) | (E) |
| 2  | (A) | (B) | (C) | (D) | (E) | 14 | (A) | (B) | (C) | (D) | (E) |
| 3  | (A) | (B) | (C) | (D) | (E) | 15 | (A) | (B) | (C) | (D) | (E) |
| 4  | (A) | (B) | (C) | (D) | (E) | 16 | (A) | (B) | (C) | (D) | (E) |
| 5  | (A) | (B) | (C) | (D) | (E) | 17 | (A) | (B) | (C) | (D) | (E) |
| 6  | (A) | (B) | (C) | (D) | (E) | 18 | (A) | (B) | (C) | (D) | (E) |
| 7  | (A) | (B) | (C) | (D) | (E) | 19 | (A) | (B) | (C) | (D) | (E) |
| 8  | (A) | (B) | (C) | (D) | (E) | 20 | (A) | (B) | (C) | (D) | (E) |
| 9  | (A) | (B) | (C) | (D) | (E) | 21 | (A) | (B) | (C) | (D) | (E) |
| 10 | (A) | (B) | (C) | (D) | (E) | 22 | (A) | (B) | (C) | (D) | (E) |
| 11 | (A) | (B) | (C) | (D) | (E) | 23 | (A) | (B) | (C) | (D) | (E) |
| 12 | (A) | (B) | (C) | (D) | (E) | 24 | (A) | (B) | (C) | (D) | (E) |

***Your responses will remain confidential.  
No individual responses will be reported.***

**Thank you for sharing your views.**



# Survey of Entering Student Engagement (SENSE) – Montgomery College

## Executive Summary

### Survey Background and Administration

The Survey of Entering Student Engagement (SENSE) is an initiative of the Center for Community College Student Engagement (CCCSE). SENSE is a national survey of institutional practices and student behaviors during the earliest weeks of college.

Montgomery College (MC) conducted the survey for the first time in fall 2018. Faculty administered the survey during the fourth and fifth class weeks of the academic term in 119 collegewide classes that were randomly selected by CCCSE. CCCSE pulled the sample from data provided by the College of classes that traditionally have a high proportion of first-year student enrollment. These include first-year English, math, developmental courses, and some student success courses.

CCCSE adds special-focus items to the SENSE each year. The 2018 special-focus module collected information on students' Guided Pathways experiences, such as selecting a program, time to program completion, program costs, and transferability of credits. This information as well as other analyses will be provided to MC's Achieving the Dream (ATD) coaches in August 2019.

The targeted number of surveys for administration was 1,500, based on the size of the College. CCCSE categorizes MC as an extra-large college. SENSE utilizes a three-year cohort (2016 through 2018) of participating colleges in all of its data analyses, including the computation of benchmark scores. This cohort is referred to as the 2018 SENSE Cohort. The 2018 SENSE Cohort participants include 269 institutions from 40 states and the District of Columbia. Thirty-nine colleges are classified as extra-large institutions.

Montgomery College submitted 1,511 valid surveys to CCCSE, which does not include surveys completed incorrectly and any students under the age of 18 who are automatically excluded. CCCSE also intentionally excludes certain surveys from the analyses based on student responses, such as those who indicate they are returning students or did not specify if they are new or returning students. Oversampled respondents are not included because they are selected outside of SENSE's primary sampling procedures.

Montgomery College's adjusted survey count for analysis was 717. A chart of the College's completion rates compared to all colleges in the cohort and to all extra-large colleges is below:

	Overall Completion Rate	Within Class Completion Rate	Percentage of Selected Classes Surveyed
Montgomery College	53%	72%	74%
All Extra-Large Colleges in Cohort	52%	69%	76%
All Colleges in 2018 SENSE Cohort	43%	51%	77%

## Student Respondent Profile

	Montgomery College Respondents	Montgomery College Population (IPEDS)	Ex-Large Colleges Comparison Population	2018 Cohort Colleges Population
	Percent	Percent	Percent	Percent
<b>Gender</b>				
Male	44%	47%	45%	44%
Female	51%	53%	55%	56%
<b>Race or Ethnicity</b>				
Native American	1%	0%	0%	1%
Asian Am. or Pacific Islander	11%	11%	7%	6%
Black or African American, Non-Hispanic	26%	28%	12%	13%
White, Non-Hispanic	14%	24%	34%	44%
Hispanic, Latino, Spanish	30%	24%	40%	31%
Other	6%	0%	3%	4%
International Student or nonresident alien	10%	9%	3%	2%
<b>Enrollment Status</b>				
Part-time	32%	64%	70%	66%
Full-time	68%	36%	30%	34%

## Benchmark Reports

SENSE benchmarks are groups of conceptually related survey items that focus on institutional practices and behaviors that promote engagement among entering students. Benchmarks are used to compare each institution's performance to that of similar institutions and with the SENSE Cohort. The six SENSE benchmarks are Early Connections, High Expectations and Aspirations, Clear Academic Plan and Pathway, Effective Track to College Readiness, Engaged Learning, and Academic and Social Support Network.

SENSE benchmark scores are computed by averaging the scores on survey items composing the benchmarks. Benchmark scores are standardized to have a mean of 50, a standard deviation of 25 at the individual respondent level, and weighted by full-time and part-time enrollment status. The scores provide an overview of how the college is performing in particular areas compared to the full 2018 Cohort, to other extra-large colleges, and to top-performing colleges.

	Montgomery College	Ex-Large Colleges	2018 Cohort Colleges	Top Performing Colleges
Benchmark	Score	Score	Score	Score
Early Connections	39.6	45.7	50.0	69.7
High Expectations and Aspirations	51.9	49.5	50.0	58.2
Clear Academic Plan and Pathway	47.9	46.7	50.0	62.3
Effective Track to College Readiness	55.9	49.6	50.0	60.5
Engaged Learning	50.2	47.6	50.0	64.4
Academic and Social Support Network	49.1	47.7	50.0	59.4

Some of the College’s areas of highest student engagement are in Effective Track to College Readiness, High Expectations and Aspirations, and Engaged Learning. The area of lowest student engagement is Early Connections, when students describe their early college experiences. Only 27% of respondents strongly agreed or agreed that “a college staff member talked with me about my commitments outside of school to help me figure out how many courses to take” or “a college staff member helped me determine whether I qualified for financial assistance.” (Note that the question language refers to a staff member. At MC, faculty assist students with course selection.)

However, a comparison of first generation and non-first generation students shows that first generation students report higher engagement in Early Connections, although still lower than benchmarks at other extra-large colleges and the full 2018 cohort:

		Montgomery College	Ex-Large Colleges		2018 Cohort	
Benchmark	Breakout Group	Score	Score	Difference	Score	Difference
Early Connections	First-generation	41.0	46.9	-6.0	54.5	-13.5
	Not first-generation	38.4	44.7	-6.3	52.0	-13.6

CCCSE encourages colleges to use the benchmark comparisons as a starting point to design effective engagement opportunities for entering students. Some of the peer-group averages may be low. Matching or exceeding like-size school’s benchmarks is a reasonable initial strategy, but the goal should be to match or exceed top-performing colleges in the cohort.

### Guided Pathways

Responses to the Guided Pathways module provide additional comparisons of students’ early experiences with academic plans and advising:

Question	Responses	Montgomery College	Ex-Large Colleges	2018 Cohort
		Percent	Percent	Percent
At this college, are you required to follow an academic plan that specifies which courses you are required to take?	Yes	68.2	65.5	66.8
	I do not have an academic plan	14.2	15.0	14.4
	No	17.6	19.5	18.9
Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?	Yes	77.9	64.2	66.7
	No	22.1	35.8	33.3

### Summary

Additional review of the raw data files may yield strategies to improve the College’s engagement with first-time students. Analyses can be run using various identifiers, depending on what questions the College chooses to explore further in determining which initiatives to supplement or program outcomes to measure. The identifiers include enrollment level (FT/PT), gender, ethnicity, developmental



education status, first generation college, work performed outside of college, native (first) language, or intended goals. The College can also compare benchmarks and responses for individual questions to those of ATD schools in the cohort. MC plans to participate in the SENSE during fall 2019 and fall 2020, which can help demonstrate if activities pursued due to 2018 responses have a positive effect.

Finally, to end on a high note, this response from the SENSE participants is a result of positive student engagement:

Question	Response	Percent
Would you recommend this college to a friend or family member?	Yes	94.4
	No	5.6

**SENSE 2018 Special-Focus Module:  
Guided Pathways**

**Please mark your responses on the back page of the survey under *Additional Items*  
and not on this sheet.**

**Mark only one response for each item.**

- 1. Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?**
  - a. Yes
  - b. No
  
- 2. During this academic term at this college, how many times have you met (in person or online) with an academic advisor?**
  - a. None
  - b. 1 time
  - c. 2 times
  - d. More than 2 times
  
- 3. Prior to registering for classes your first academic term at this college, had you decided on a job or career that you wanted to pursue?**
  - a. Yes
  - b. I am not attending this college to pursue a job or career
  - c. No
  
- 4. Did a staff member at this college help you decide on a program, major, or pathway of study?**
  - a. Yes
  - b. I had already decided on a program, major, or pathway of study on my own
  - c. I talked with a college staff member about possible programs, majors, and pathways of study, but I have not decided on one
  - d. No
  
- 5. Has a staff member at this college talked with you about the types of jobs your program, major, or pathway of study might lead to?**
  - a. Yes
  - b. I have not decided on a program, major, or pathway of study
  - c. No
  
- 6. Have you used this college's website to explore career options?**
  - a. Yes
  - b. My college does not have career options on its website that I know about
  - c. No

7. Has a staff member at this college talked with you about how long it will take to complete your certificate or degree?
- Yes
  - I plan to transfer without completing a certificate or degree
  - I am not seeking a certificate or degree
  - No
8. Has a staff member at this college talked with you about the total cost to complete your certificate or degree?
- Yes
  - I plan to transfer without completing a certificate or degree
  - I am not seeking a certificate or degree
  - No
9. Has a staff member at this college talked with you about which credits will transfer toward your intended program or major at the four-year institution of your choice?
- Yes
  - I am not planning to transfer
  - I plan to transfer, but have not chosen a four-year institution
  - I have not decided on a program, major, or pathway of study at this college
  - No
10. Has a staff member at this college talked with you about the overall process for transferring to a four-year institution (application, financial aid)?
- Yes
  - I am not planning to transfer
  - No
11. At this college, are you required to follow an academic plan that specifies which courses you are required to take?
- Yes
  - I do not have an academic plan
  - No
12. If you were interested in changing your program, major, or pathway of study at this college, do you know how to go about doing this?
- Yes
  - I am not sure
  - No