Student Affairs Data Summit

April 9, 2019
Takoma Park/Silver Spring Campus
Cultural Arts Theatre 1
## Today's Agenda

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Keynote Address by Dr. Amelia Parnell</td>
</tr>
<tr>
<td>10:10 am</td>
<td>SENSE Data &amp; PRACTICES Self-Assessment</td>
</tr>
<tr>
<td>11:00 am</td>
<td>BREAK/TRANSITION</td>
</tr>
</tbody>
</table>
| 11:15 am     | Small Group Exercise
*breakout by units*|
| 11:45 am     | BREAK/TRANSITION                              |
| 12:00 pm     | Wrap-Up/Report Out                            |
Our Keynote Speaker

Dr. Amelia Parnell
Vice President for Research and Policy
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

Source: 2018 SENSE data
Student Respondent Profile:
Traditional vs. Non Traditional

Source: 2018 SENSE data
Student Respondent Profile: Race & Ethnicity

Source: 2018 SENSE data
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

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

*Source: 2018 SENSE Data*
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree/Strongly Agree</th>
<th>Agree/Strongly Agree Ex-Large Schools</th>
<th>Agree/Strongly Agree Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>The very first time I came to this college I felt welcome</td>
<td>67.9%</td>
<td>73.3%</td>
<td>76.2%</td>
</tr>
<tr>
<td>The college provided me with adequate information about financial assistance</td>
<td>40.3%</td>
<td>49.4%</td>
<td>53.8%</td>
</tr>
</tbody>
</table>

*Source: 2018 SENSE Data*
## SENSE Early Connections

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

Source: 2018 SENSE Data
## SENSE Early Connections

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

*Source: 2018 SENSE Data*
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)

Source: 2018 SENSE Data
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).

*Source: 2018 SENSE Data*
Guided Pathways

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Requirement Description</th>
<th>Other Ex-Large Schools Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.9%</td>
<td>Indicate they are required to meet with an academic advisor before registering for classes this term</td>
<td>64.2%</td>
</tr>
<tr>
<td>68.2%</td>
<td>Said they are required to follow an academic plan that specifies which courses are required</td>
<td>65.5%</td>
</tr>
<tr>
<td>83.5%</td>
<td>Said they met with an academic advisor at least once during the fall semester</td>
<td>71.3%</td>
</tr>
<tr>
<td>43.3%</td>
<td>Said a staff member discussed about how long it will take to complete the chosen degree or certificate</td>
<td>42%</td>
</tr>
</tbody>
</table>

Source: 2018 SENSE Data
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

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

*Source: 2018 SENSE Data*
### Fall Registration

<table>
<thead>
<tr>
<th>Question</th>
<th>More Than One Week Before MC</th>
<th>More Than One Week Before Ex-Large Schools</th>
<th>More Than One Week Before SENSE 2018 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>When did you register for your courses for your first semester at this college?</td>
<td>80.8%</td>
<td>87.8%</td>
<td>86.6%</td>
</tr>
</tbody>
</table>

*Source: 2018 SENSE Data*
## Student Success Courses

<table>
<thead>
<tr>
<th>Question</th>
<th>MC</th>
<th>Ex-Large Schools</th>
<th>SENSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>15.8%</td>
<td>35.9%</td>
<td>37.9%</td>
</tr>
<tr>
<td></td>
<td>84.2%</td>
<td>64.1%</td>
<td>62.1%</td>
</tr>
</tbody>
</table>

**Source:** 2018 SENSE Data
## Personalized Attention

What has been your MAIN source of academic advising?

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

Source: 2018 SENSE Data
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>Would you recommend this college to a friend or family member?</td>
<td>Yes</td>
<td>94.4%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>5.6%</td>
</tr>
<tr>
<td>When do you plan to take classes at this college again?</td>
<td>Within the next 12 months</td>
<td>69.3%</td>
</tr>
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Source: 2018 SENSE Data
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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</tr>
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<td>12:00 pm</td>
<td>Wrap-Up/Report Out</td>
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“Don’t let what you cannot do interfere with what you can do.”

-- John Wooden
Seven Truths about Data

Strategies for Using Analytics to Improve the Student Experience

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
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**
- **Student Success Coach**
- Director of **Student Success**

**Programs**
- Campus-Wide **Student Success** Initiatives
- **Student Success Summit**

**Departments**
- Office of **Student Success**
- **Student Success Center**

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

**Mission**
- 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:

<table>
<thead>
<tr>
<th>Understands</th>
<th>Knows</th>
<th>Realizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• their own needs and the needs of others and knows <strong>how to balance competing individual and community priorities</strong></td>
<td>• <strong>how to manage resources</strong>, both those for which they are individually responsible and those they share responsibility for with others</td>
<td>• <strong>their unique contributions to the world and is prepared to leverage their abilities to improve the conditions around them</strong></td>
</tr>
</tbody>
</table>
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.”

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

“Now...I can finally put everything I’ve learned to work to create some really great content for you.”
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.
Seven Truths about Data

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.”

Gagliardi and Turk, 2017.
1. Collaboration is key.
“In the case of higher education, the democratization of data analytics has fueled unprecedented – and often overwhelming – demands for information.”

Gagliardi and Turk, 2017.
“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**

<table>
<thead>
<tr>
<th>Director and Professional OIR Staff</th>
<th>2-Year Institutions</th>
<th>4-Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 FTE</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>1 FTE to fewer than 2 FTE</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>2 FTE to fewer than 3 FTE</td>
<td>41%</td>
<td>35%</td>
</tr>
<tr>
<td>3 FTE to fewer than 5 FTE</td>
<td>28%</td>
<td>26%</td>
</tr>
<tr>
<td>5 FTE to fewer than 10 FTE</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>10 FTE or more</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

N = 1,506 (459 responses from 2-year and 1,047 responses from 4-year institutions)

Source: Association for Institutional Research, 2016 National Survey of IR Offices
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)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR</td>
<td>627</td>
<td>65%</td>
</tr>
<tr>
<td>NASPA</td>
<td>256</td>
<td>26%</td>
</tr>
<tr>
<td>EDUCAUSE</td>
<td>87</td>
<td>9%</td>
</tr>
<tr>
<td>Public, 4-year</td>
<td>317</td>
<td>33%</td>
</tr>
<tr>
<td>Private non-profit, 4-year</td>
<td>388</td>
<td>40%</td>
</tr>
<tr>
<td>Public, 2-year</td>
<td>222</td>
<td>23%</td>
</tr>
<tr>
<td>Other</td>
<td>43</td>
<td>4%</td>
</tr>
</tbody>
</table>
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

Source: 2017 NASPA/AIR/EDUCAUSE National Survey
7 Truths about Data

1. Collaboration is key.

2. Data should inform an action.
Most institutions have data goals related to improving student success

- Improved student outcomes from interventions: 96%
- More efficient delivery of programs or services: 71%
- Elimination/reduction of programs shown to not contribute significantly to student success: 39%

Source: 2017 NASPA/AIR/EDUCAUSE National Survey (N=389)
Studies are more often used to make decisions than to influence students.

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior leaders for decision making</td>
<td>86%</td>
</tr>
<tr>
<td>Mid-level staff for decision making</td>
<td>86%</td>
</tr>
<tr>
<td>Mid-level staff to influence individual students</td>
<td>70%</td>
</tr>
<tr>
<td>Front-line staff to influence individual students</td>
<td>64%</td>
</tr>
<tr>
<td>Front-line staff for decision making</td>
<td>63%</td>
</tr>
<tr>
<td>Senior leaders to influence individual students</td>
<td>49%</td>
</tr>
</tbody>
</table>

Source: 2017 NASPA/AIR/EDUCAUSE National Survey (N=506)
Institutions are using lots of interventions; student affairs primarily responsible

Source: 2017 NASPA/AIR/EDUCAUSE National Survey (N=444)
7 Truths about Data

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

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

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.
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
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.
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
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.

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
Questions?
Thank You!

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naspa.org | @ameliaparnell
1. Have you taken this survey in another class this semester/quarter?
   - Yes
   - No

2. Thinking about this semester/quarter, how would you describe your enrollment at this college?
   - Full-time
   - Less than full-time

3. Did you begin college at this college or elsewhere?
   - Started here
   - Started elsewhere

4. While in high school, did you earn college credit for one or more courses? (Mark all that apply)
   - No
   - Yes, at this college
   - Yes, at a different college
   - Yes, at my high school

5. In addition to taking courses at this college, were/are you also enrolled at a four-year college or university during your first semester/quarter?
   - Yes
   - No

6. How many semesters/quarters have you been enrolled at this college?
   - This is my first semester/quarter
   - This is my second semester/quarter
   - This is my third semester/quarter
   - This is my fourth semester/quarter
   - I have been enrolled more than four semesters/quarters

7. How many courses did you enroll in for your first semester/quarter at this college?
   - One
   - Two
   - Three
   - Four or more

8. Did you add or drop any classes within the first three weeks of your first semester/quarter at this college?
   - Yes, without discussing my decision with a college staff member or instructor
   - Yes, after discussing my decision with a college staff member or instructor
   - No, I did not add or drop any courses

9. Of the courses you enrolled in during your first semester/quarter at this college, how many did you drop after the first day of class?
   - None
   - One
   - Two
   - Three
   - Four or more

10. When did you register for your courses for your first semester/quarter at this college? (Mark only one)
    - More than one week before classes began
    - During the week before classes began
    - During the first week of classes
    - After the first week of classes
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.

a. I applied for financial assistance (scholarships, grants, or loans, etc.) [ ] Yes [ ] No

b. I was notified I was eligible to receive financial assistance (scholarships, grants, or loans, etc.) [ ] Yes [ ] No

c. I received financial assistance funds (scholarships, grants, or loans, etc.) before classes began [ ] Yes [ ] No

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 [ ]
- 1 to 2 months before classes began [ ]
- After classes began [ ]
- I did not apply for financial assistance [ ]

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

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)

<table>
<thead>
<tr>
<th>Strongly</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once</th>
<th>Two or three times</th>
<th>Four or more times</th>
</tr>
</thead>
</table>
a. Ask questions in class or contribute to class discussions | ☐ | ☐ | ☐ | ☐ |
b. Prepare at least two drafts of a paper or assignment before turning it in | ☐ | ☐ | ☐ | ☐ |
c. Turn in an assignment late | ☐ | ☐ | ☐ | ☐ |
d. Not turn in an assignment | ☐ | ☐ | ☐ | ☐ |
e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) | ☐ | ☐ | ☐ | ☐ |
f. Come to class without completing readings or assignments | ☐ | ☐ | ☐ | ☐ |
g. Work with other students on a project or assignment during class | ☐ | ☐ | ☐ | ☐ |
h. Work with classmates outside of class on class projects or assignments | ☐ | ☐ | ☐ | ☐ |
i. Participate in a required study group outside of class | ☐ | ☐ | ☐ | ☐ |
j. Participate in a student-initiated (not required) study group outside of class | ☐ | ☐ | ☐ | ☐ |
k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework | ☐ | ☐ | ☐ | ☐ |
l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework | ☐ | ☐ | ☐ | ☐ |
m. Discuss an assignment or grade with an instructor | ☐ | ☐ | ☐ | ☐ |
n. Ask for help from an instructor regarding questions or problems related to a class | ☐ | ☐ | ☐ | ☐ |
o. Receive prompt written or oral feedback from instructors on your performance | ☐ | ☐ | ☐ | ☐ |
p. Receive grades or points on assignments, quizzes, tests, or papers, etc. | ☐ | ☐ | ☐ | ☐ |
q. Discuss ideas from your readings or classes with instructors outside of class | ☐ | ☐ | ☐ | ☐ |
r. Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.) | ☐ | ☐ | ☐ | ☐ |
s. Skip class | ☐ | ☐ | ☐ | ☐ |
20. This section asks three questions about a variety of college services. Answer ALL THREE QUESTIONS for each service indicating (1) whether you knew about it, (2) how often you used it, and (3) how satisfied you were. 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.

<table>
<thead>
<tr>
<th>Service</th>
<th>(1) Did you know about it?</th>
<th>(2) How often did you use it?</th>
<th>(3) How satisfied were you with it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Academic advising/planning</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>b. Career counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Job placement assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Face-to-face tutoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Online tutoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Writing, math, or other skill lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Financial assistance advising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Computer lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Student organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Transfer credit assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Services to students with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. 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)

Within a class, or through another experience at this college:

a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)

b. I learned to understand my academic strengths and weaknesses

c. I learned skills and strategies to improve my test-taking ability

22. 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/QUARTER, what has been your MAIN source of academic advising (help with academic goal-setting, planning, course recommendations, graduation requirements, etc.)?

(Mark only ONE)

- Instructors
- Friends, family, or other students
- College staff (not instructors)
- Computerized degree advisor system
- College Web site
- Other college materials
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?

<table>
<thead>
<tr>
<th>Activity</th>
<th>None</th>
<th>1-5</th>
<th>6-10</th>
<th>11-20</th>
<th>21-30</th>
<th>More than 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for class (in a typical 7-day week)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Working for pay (in a typical 7-day week)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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
   a. Take math every school year?
   - Yes
   - No
   - N/A
   b. Take math during your senior year?

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

31. Are you married?
   - Yes
   - No

32. Do you have children who live with you and depend on you for their care?
   - Yes
   - No

33. Is English your native (first) language?
   - Yes
   - No

34. Are you an international student or nonresident alien?
   - Yes
   - No

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
   - GED
   - High school diploma
   - Vocational/technical certificate
   - Associate degree
   - Bachelor's degree
   - Master's/Doctoral/Professional degree
37. Please indicate whether your goal(s) for attending [this college] include the following: (Respond to all three)
   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
   ○ Father
   ○ Brother/Sister
   ○ Child
   ○ Spouse/Partner
   ○ Legal Guardian
   ○ None of the above

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)
Thank you for sharing your views.

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:

<table>
<thead>
<tr>
<th></th>
<th>Overall Completion Rate</th>
<th>Within Class Completion Rate</th>
<th>Percentage of Selected Classes Surveyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery College</td>
<td>53%</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>All Extra-Large Colleges in Cohort</td>
<td>52%</td>
<td>69%</td>
<td>76%</td>
</tr>
<tr>
<td>All Colleges in 2018 SENSE Cohort</td>
<td>43%</td>
<td>51%</td>
<td>77%</td>
</tr>
</tbody>
</table>
Student Respondent Profile

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>44%</td>
<td>47%</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>Female</td>
<td>51%</td>
<td>53%</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Race or Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian Am. or Pacific Islander</td>
<td>11%</td>
<td>11%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Black or African American, Non-Hispanic</td>
<td>26%</td>
<td>28%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>14%</td>
<td>24%</td>
<td>34%</td>
<td>44%</td>
</tr>
<tr>
<td>Hispanic, Latino, Spanish</td>
<td>30%</td>
<td>24%</td>
<td>40%</td>
<td>31%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
<td>0%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>International Student or nonresident alien</td>
<td>10%</td>
<td>9%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Enrollment Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>32%</td>
<td>64%</td>
<td>70%</td>
<td>66%</td>
</tr>
<tr>
<td>Full-time</td>
<td>68%</td>
<td>36%</td>
<td>30%</td>
<td>34%</td>
</tr>
</tbody>
</table>

**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.

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

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Breakout Group</th>
<th>Score</th>
<th>Score</th>
<th>Difference</th>
<th>Score</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Connections</td>
<td>First-generation</td>
<td>41.0</td>
<td>46.9</td>
<td>-6.0</td>
<td>54.5</td>
<td>-13.5</td>
</tr>
<tr>
<td></td>
<td>Not first-generation</td>
<td>38.4</td>
<td>44.7</td>
<td>-6.3</td>
<td>52.0</td>
<td>-13.6</td>
</tr>
</tbody>
</table>

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:

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

**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:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you recommend this college to a friend or family member?</td>
<td>Yes</td>
<td>94.4</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>5.6</td>
</tr>
</tbody>
</table>
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?
   a. Yes
   b. I plan to transfer without completing a certificate or degree
   c. I am not seeking a certificate or degree
   d. No

8. Has a staff member at this college talked with you about the total cost to complete your certificate or degree?
   a. Yes
   b. I plan to transfer without completing a certificate or degree
   c. I am not seeking a certificate or degree
   d. 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?
   a. Yes
   b. I am not planning to transfer
   c. I plan to transfer, but have not chosen a four-year institution
   d. I have not decided on a program, major, or pathway of study at this college
   e. 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)?
    a. Yes
    b. I am not planning to transfer
    c. No

11. At this college, are you required to follow an academic plan that specifies which courses you are required to take?
    a. Yes
    b. I do not have an academic plan
    c. 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?
    a. Yes
    b. I am not sure
    c. No