

2012 SENSE FINDINGS, OBSERVATIONS & RECOMMENDATIONS

Grand Rapids Community College



OVERVIEW

- ▶ This report is the work of six cross college teams that met twice to review and analyze the 2012 SENSE results for Grand Rapids Community College.
- ▶ These teams were grouped among the six benchmarks within the survey; Early Connections, High Expectations & Aspirations, Clear Academic Plan & Pathway, Effective Track & College Readiness, Engaged Learning, and Academic & Social Support Network

OVERVIEW – CONT.

- ▶ At the teams' first meeting they focused on how GRCC scores compared to those in our cohort (other very large urban community colleges).
- ▶ On their second meeting they focused on how our students responded to the questions based on various demographics.
- ▶ These demographic variables included enrollment status (part vs. full time), developmental education status, age (traditional vs. non-traditional), 1st generation status, race/ethnicity, and sex.

TEAMS

Early Connections

Stephanie Forrest (team lead), Financial Aid

Brune Garcia, Enrollment Center

Chris Sain, College Success Program

High Expectations and Aspirations

Fred Zomer (team lead), Counseling & Career Center

Tom Kaechele, Theater

Julie Bera, Dental Programs

Clear Academic Plan and Pathway

Erin Busscher (team lead), Records

Ron Ralya, Counseling & Career Center/Lakeshore

Britt Price, Physical Science

Effective Track to College Readiness

Domingo Hernandez-Gomez (team lead), College Success Program

Eric Kunnen, Distance Learning & Instructional Technology

Debora DeWitt, Music

Engaged Learning

Mike Schavey (team lead), Experiential Learning

Stacey Heisler, Counseling & Career Center

Dan Gendler, Secchia Institute for Culinary Education

Academic & Social Support

Holly Hoare (team lead), Academic Support Services

Evan Macklin, Student Life

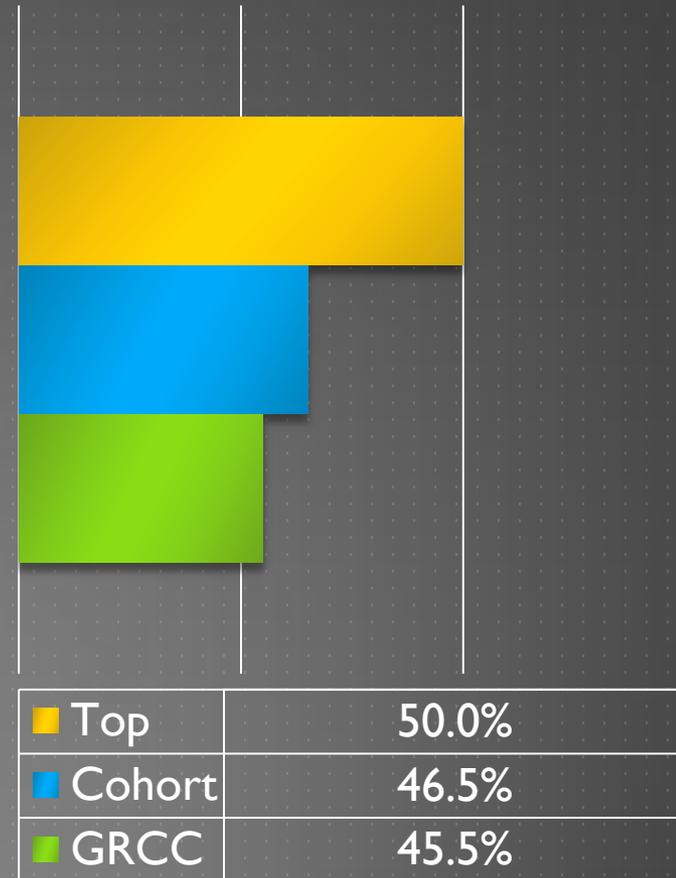
Lori DeBie, Library & Learning Commons

FINDINGS

- ▶ “Significant” findings relate to where SENSE indicates that our students’ responses were statistically significant compared to the cohort group
- ▶ “Noticeable” observations relate to when the team observed a response amount that was 5% different from the cohort or comparison groups, or where a trend was observed

EARLY CONNECTIONS

- ▶ Lower than cohorts but generally positive results
- ▶ Significantly lower responses related to, “a staff member helped me determine if I qualified for FA”
- ▶ Need a stronger physical welcome presence on campus
- ▶ Need stronger FA outreach and earlier communications
- ▶ Be more intentional to learn and use students’ names
- ▶ Stronger and more personalized communications plans – need to engage students earlier
- ▶ Generally, those that needed more help (i.e., first generation students) indicated higher scores in this area (but is it enough?)



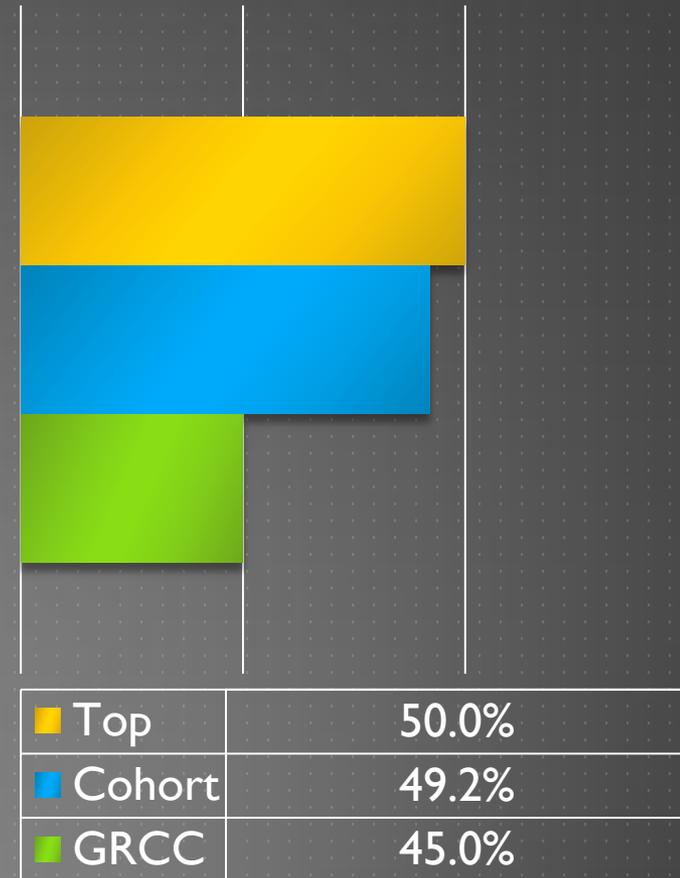
FINDINGS ACROSS VARIABLES

▶ Early Connections

- ▶ Part time students report having access to information more so than full time student and reported a higher rate of being assigned a staff person – team asked if this was a result of part time having a high concentration of non-traditional age students who are better informed (corroborated by same results when viewed by age – non-traditional had higher scores)
- ▶ Developmental students reported higher rates of receiving info on FA than non-developmental students – result of this population being more likely to qualify for FA?
- ▶ Developmental students reported higher rates of being assigned a staff member – makes sense in light of program design
- ▶ 1st generation students indicated higher levels of receiving FA info, having their names learned by staff, and being assigned assistance than non-1st generation students
- ▶ In addition, minority students (Black and Hispanic) indicated higher levels of receiving FA info, having their names learned by staff, and being assigned assistance than White students
- ▶ Women indicated higher rates of qualifying for FA and being assigned assistance

HIGH EXPECTATIONS & ASPIRATIONS

- ▶ Overall, generally lower but no significant differences compared to cohort
- ▶ Significantly lower responses related to, “I have the motivation to do what it takes to be successful...”
- ▶ Group recommendations consistent with current action plans – Mandatory orientation & CLS 100, Common Syllabus, more and earlier outreach to schools, and more middle college development
- ▶ Developmental and Non-traditional Age Students had higher ratings in this area
- ▶ When asked on motivation and preparedness, traditional age students had high rates – team wondered if this was inflated perception vs. actual readiness



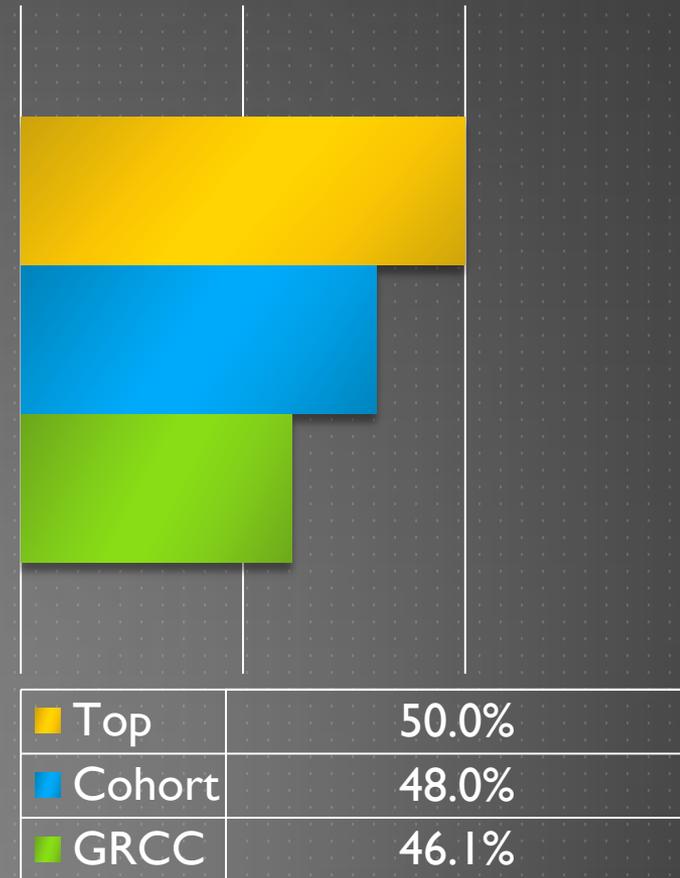
FINDINGS ACROSS VARIABLES

▶ High Expectations & Aspirations

- ▶ Developmental students reported higher levels in this area than non-developmental students – team attributed some of this to the work of our developmental education faculty and staff (help build confidence and motivation)
- ▶ Traditional age students reported higher levels in this area than non-traditional students. Team did not see this necessarily as a positive – rather, wondered if traditional age students have a misperception regarding their readiness
- ▶ Men seem to have an inflated sense of their self efficacy – the team clarified that their experience seemed to suggest that men seem to over state the positive related to their actual academic performance, where as women seem to be more realistic in their assessment of their efficacy to do well in class

CLEAR ACADEMIC PLAN & PATHWAY

- ▶ Overall, generally lower but no significant differences compared to cohort
- ▶ Noticeably lower related to “An advisor helped me to set academic goals and to create a plan for achieving them.”
- ▶ Although touched upon in orientation, more advising needs to focus on balance between school and outside commitments
- ▶ Developmental and first generation students reported more positive engagement in these areas – likely the result of receiving more direct and targeted programs and services



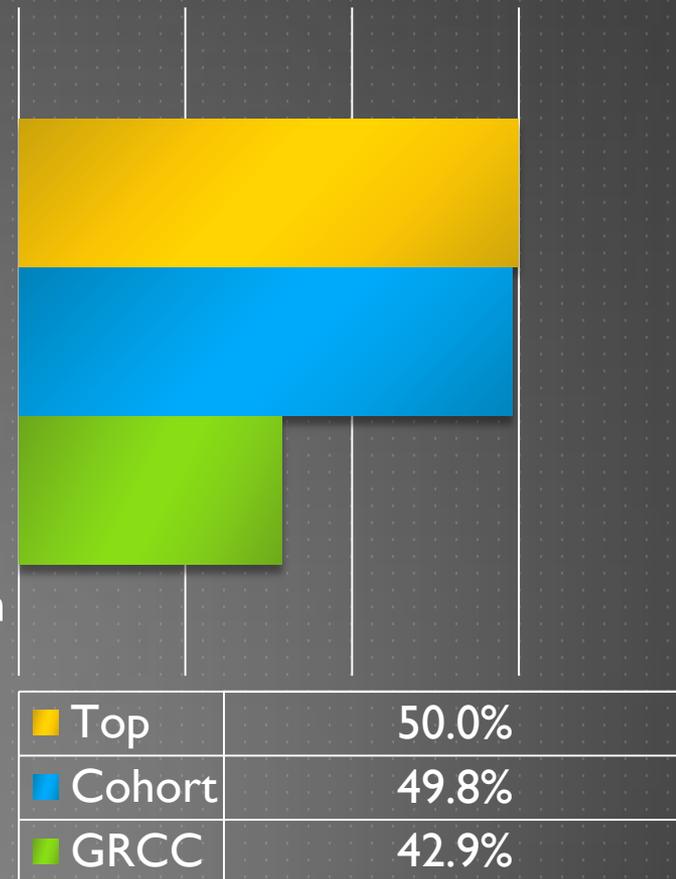
FINDINGS ACROSS VARIABLES

▶ Clear Academic Plan & Pathway

- ▶ Developmental students reported higher rates than non-developmental students. Again, makes sense based on amount of specific programs and resources focused on this group
- ▶ The same was true of generation status, 1st generation students reported higher rates than other students. Again, makes sense based on amount of specific programs and resources focused on this group
- ▶ There was a noticeable difference based on gender with females reporting higher levels

EFFECTIVE TRACK TO COLLEGE READINESS

- ▶ Noticeable overall smaller responses compared to top-performing colleges
- ▶ Fewer GRCC students report being required to take a placement exam, instances of taking a placement exam, and being placed into a class
- ▶ Team seemed perplexed by results – felt we were on track with changes to testing, placement, and mandatory classes. Suggested longitudinal review to see if these are having any significant changes on student success



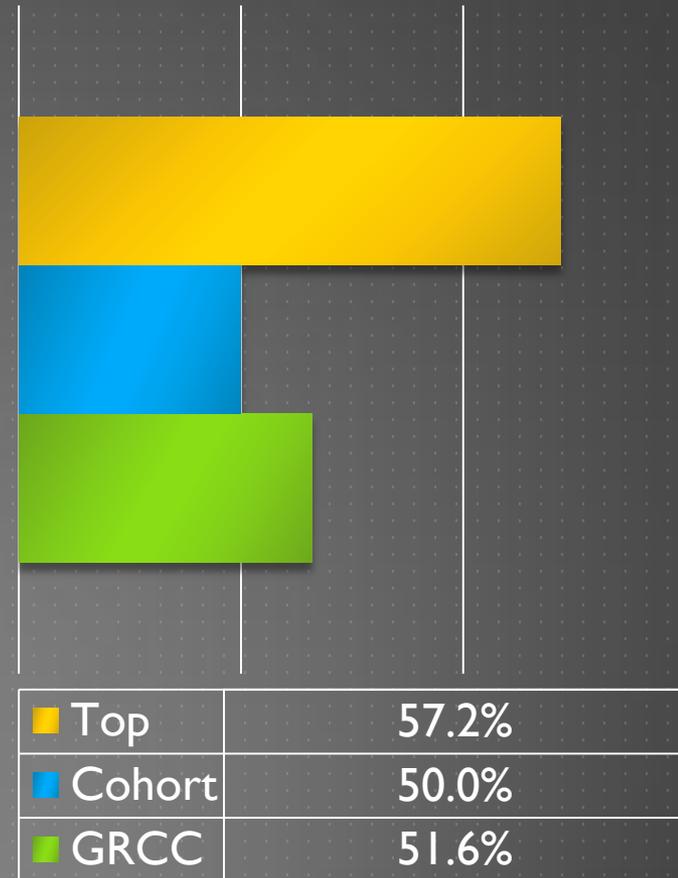
FINDINGS ACROSS VARIABLES

▶ Effective Track to College Readiness

- ▶ 1st generation students had a noticeably higher reporting rate of being required to be placed in a required class
- ▶ Developmental students reported noticeably higher levels of learning to improve their study skills
- ▶ Non-traditional age students had noticeably higher rates of learning to improve their study skills and test taking abilities
- ▶ African-American students reported a noticeably higher rate of strongly agree responses to having improved their study skills compared to other ethnic groups

ENGAGED LEARNING

- ▶ Overall, higher than cohort
- ▶ The team thought the first three weeks is a small window to evaluate “engaged learning”
- ▶ Noticeably lower responses to using a writing, math or other skill lab
- ▶ Higher marks on
 - ▶ Use an electronic tool to communicate w/ another student about an assignment
 - ▶ Participated in a peer group project or assignment (significantly higher)
 - ▶ Received prompt written or oral feedback from professor



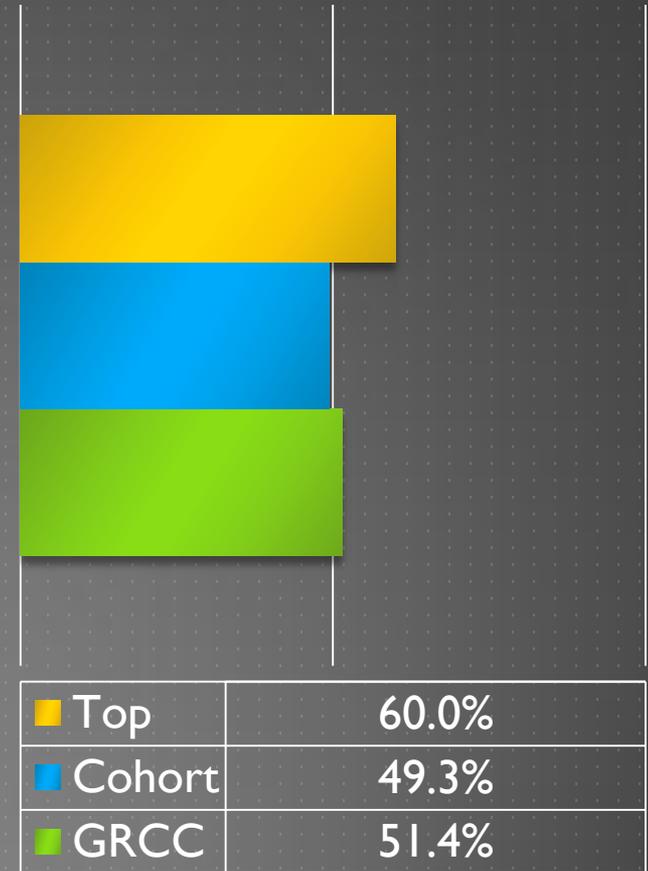
FINDINGS ACROSS VARIABLES

▶ Engaged Learning

- ▶ Non-traditional age students report a noticeably higher rate of asking a question in class and preparing at least 2 drafts of a paper
- ▶ African-American students have noticeably higher rates of asking a question in class

ACADEMIC & SOCIAL SUPPORT

- ▶ Overall, higher than cohort
- ▶ Noticeably higher in areas where faculty learned students name (significantly higher), and students met and learned other students' names
- ▶ Although slightly, students responded lower in knowing info related to syllabus
- ▶ Team asked, "Why aren't GRCC students getting the information they need from their course syllabi?"
- ▶ Recommended common syllabi elements, have students sign agreement of knowing information, and post/send syllabi prior to classes starting, ensuring adjunct are connecting with students,



FINDINGS ACROSS VARIABLES

▶ Academic & Social Support

- ▶ Part time students reported a noticeably higher response rate to having faculty clearly explain expectation and syllabi
- ▶ Non-developmental student had a noticeably higher rate of knowing how to contact their faculty outside of class
- ▶ Non-traditional students reported a trend of knowing how to be prepared more so than traditional age students
- ▶ Females had a trend of scoring higher in these areas than men

NEXT STEPS

- ▶ Review with Enrollment Management Team
- ▶ Share with Student Affairs and Student Success & Retention groups
- ▶ Share with Street to Completion Teams
- ▶ Share with SLT?