

**Vernon College**  
**Assessment Activity/Report Communication Form**  
**2019-2020**

**Title:** Survey of Entering Student Engagement (SENSE)

**Date of completion:** March 03, 2020

**Highlights of data: The SENSE gathers data on the following benchmarks:** Early Connections, High Expectations and Aspirations, Clear Academic Plan and Pathway, Effective Track to College Readiness, Engaged Learning, Academic and Social Support Network. Significant positives and areas for improvement are as follows (highlights and lowlights):

**Data highlights:**

**Clear Academic Plan and Pathway:** For the question, *“An advisor helped me to select a course of study, program, or major,”* the small college cohort mean was 3.93, whereas the Vernon College score was 4.22, resulting in a significantly positive effect size of .28.

For the question, *“An advisor helped me to set academic goals and to create a plan for achieving them,”* the small college cohort mean was 3.53, whereas the Vernon College score was 3.86, resulting in a significantly positive effect size of .30.

For the question, *“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,”* the small college cohort mean was 3.10, whereas the Vernon College score was 3.36, resulting in a significantly positive effect size of .22.

**Note:** The above notations regarding *“Clear Academic Plan and Pathway”* are exemplary within the 2019 SENSE report. A new *“Pathways”* advising model is currently under construction and due for implementation during the 2020-2021 academic year. With the new initiative, such an exemplary trend in all areas of the *“Clear Academic Plan and Pathway”* may be possible.

**Data Lowlights:**

**Engaged Learning.** For the question, *“Ask questions in class or contribute to class discussions,”* the small college cohort mean was 2.80, whereas the Vernon College score was 2.59, resulting in a significantly negative effect size of .22. For the question, *“Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework,”* the small college cohort mean was 2.32, whereas the Vernon College score was 2.06, resulting in a significantly negative effect size of .26. For the question, *“Discuss ideas from your readings or classes with instructors outside of class,”* the small college cohort mean was 1.62, whereas the Vernon College score was 1.44, resulting in a significantly negative effect size of .20.

**Note:** The above notations regarding *“Engaged Learning”* within the 2019 SENSE report warrants attention. According to the [Vernon College Mission Statement](#), *“the College encourages open inquiry, personal and social responsibility, critical thinking, and life-long learning for students, faculty, and other individuals within its service area. The College takes as its guiding educational principle the proposition that, insofar as available resources permit, instruction should be adapted to student needs. This principle requires both flexibility in instructional strategies and maintenance of high academic standards. Strong programs of assessment and accountability complement this educational principle.”*

- \* To be shared with the Student Success Data and College Effectiveness Committees as well as Vernon College constituents.

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With that, the current QEP, "[Success through Inquiry](#)," speaks to both aspects of "*Engaged Learning*" and the college mission. "Success through Inquiry" is an active learning initiative designed to spark curiosity, ignite investigation, create engagement—whereby increasing opportunities for information literacy, critical thinking, teamwork, communication, and motivation (marketable skills) within students, thus fortifying aspects of retention, completion, and overall student success.

The "Success through Inquiry" QEP initiative centers on students' ability to 1) formulate/respond to an essential question or hypothesis related to course materials 2) collect relevant and appropriate information/data from a variety of references (stipulated by the instructor), 3) analyze and evaluate that data/information, and 4) subsequently share their findings in a discipline appropriate manner (demonstration, presentation, research paper, etc.).

The heart of the QEP is based in active and collaborative learning strategies. As the "Success through Inquiry" QEP is currently in the implementation phase 2019-2024, is it expected that all areas of the "*Engaged Learning*" benchmark might be fortified.

**Use of data:** *SENSE* utilizes a three-year cohort (2017 through 2019) of participating colleges in all of its data analyses, including the computation of benchmark scores. This cohort is referred to as the 2019 *SENSE* Cohort. The 2019 *SENSE* Cohort participants include [270 institutions](#) from 42 states and the District of Columbia. One-hundred and twenty-one colleges are classified as small (<4,500), 53 as medium (4,500-7,999), 57 as large (8,000-14,999), and 39 as extra-large institutions (15,000 + credit students). Vernon College analyzes the small cohort results, Vernon College

**How associated to Student Success?** The Survey of Entering Student Engagement (*SENSE*), a product and service of the Center for Community College Student Engagement, helps community colleges discover why some entering students persist and succeed and others do not. Administered during the 4th and 5th weeks of the fall academic term, *SENSE* asks students to reflect on their earliest experiences (academic and services-related) with the college. *SENSE* serves as a complementary piece to the Community College Survey of Student Engagement (*CCSSE*), with a more narrowed focus on early student experiences. By studying results of the (*SENSE*) Vernon College is able to identify achievement gaps within entering populations and, subsequently develop/implement appropriate interventions.

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**Where the report can be found:** Office of the Director of Quality Enhancement

**Submitted by:** Donnie Kirk **Date:** 03-04-2020  
(Responsible Party)

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(Date)

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