

Jackson State Community College
DREAM Committee
(Data + Resources + Equity + Action +Mastery)
November 28, 2018 (3:00-4:00 p.m.)
Student Center - Conference Room
Notes

1 – Welcome

Dr. Hamilton welcomed members.

The purpose of the committee is to review data from nationally recognized and locally-developed assessment measures and to use the data to guide the decision making for the college. It will be a high level data review, where we look for themes in data that then can be passed along to the Strategic Planning Committee or others for further review. The ultimate goal is to increase student retention and graduation rates.

2- Data Review

Today we will focus on two nationally recognized instruments.

- CCSSE – Community College Survey of Student Engagement
 - CCESE is given during the spring semester to returning students
 - Focuses on educational practice and looks at ways to improve programs and services for student retention
- SENSE- Survey of Entering Student Engagement -
 - SENSE is given in the 4th-5th week of the fall semester for first-time incoming freshmen.
 - Focuses on student’s early experiences to help colleges determine why some persist and succeed where others do not.

Dr. Hamilton reviewed the attached PowerPoint presentation and sample data from the SENSE Fall 2017 key findings and the CCSSEE Spring 2017 key findings.

3 – Other/Wrap-up

- The committee agreed the next meeting would be held in January. A list of the types of data instruments that leaders should be aware of will be sent to the group.
- The meeting adjourned at 4:12 p.m.



DREAM – Fall 2018

Data + Resources + Equity + Action + Mastery

JSCC – November 28, 2018

Agenda

Welcome and Introductions

JSCC's *2015-20 Strategic Plan* and 5 Key
Priorities

November Data Focus: SENSE and CCSSE

Timeline

2015-2020 Strategic Plan versus 2015-2025 Strategic Plan

2015-25: “Go Live” of Strategic Plan (JSCC 2015-20)

2016-17

2017-18

2018-19

2019-20: JSCC develops a 2020-25 Strategic Plan with plans for submission for TBR approval at March 2020 TBR Quarterly Board meeting.

2020-25: “Go Live” of Strategic Plan

2015-20 Quality Assurance Funding (QAF) Standards

Standard	Pts Possible	JSCC Avg	CC Avg
General Education	15	15	14.9
Major Field Assessment	15	14.7	13.8
Academic Programs	15	12	12.4
Institutional Satisfaction	10	9	9.6
Adult Learner Success	10	9	8.6
TN Job Market Placement	10	10	9.9
Student Access & Success	25	21	20.2
TOTAL	100	90.3	89.3

QAF: Institutional Satisfaction (Cycle Year Activity/Instruments)

2015-16: Survey of Entering Student Engagement (SENSE)

2016-17: Community College Survey of Student Engagement (CCSSE)

2017-18: SENSE & SENSE/CCSSE Qualitative Report

2018-19: Community College Survey of Student Engagement (CCSSE)

2019-20: Comprehensive Report
CCSSE – Spring 2019
SENSE – Fall 2019

CCSSE and SENSE

Instrument: National instrument (Community College/JSCC)
Center for Community College Engagement – Univ. Texas at Austin

Measurement: Student Engagement/Experiences
(Can we correlate engagement and experiences with student learning and student retention?)

Survey: Perception surveys

Peer Group Classification: Medium Colleges (4,500-7,999 students)

SENSE

Measurement: *Entering* student engagement/experiences

Time period: 4th/5th weeks of the initial academic term (fall semester)

6 Standardized Benchmarks:

- 1) Early Connections
- 2) High Expectations
- 3) Clear Academic Plan and Pathway
- 4) Effective Track to College Readiness
- 5) Engaged Learning
- 6) Academic and Social Support Network

CCSSE

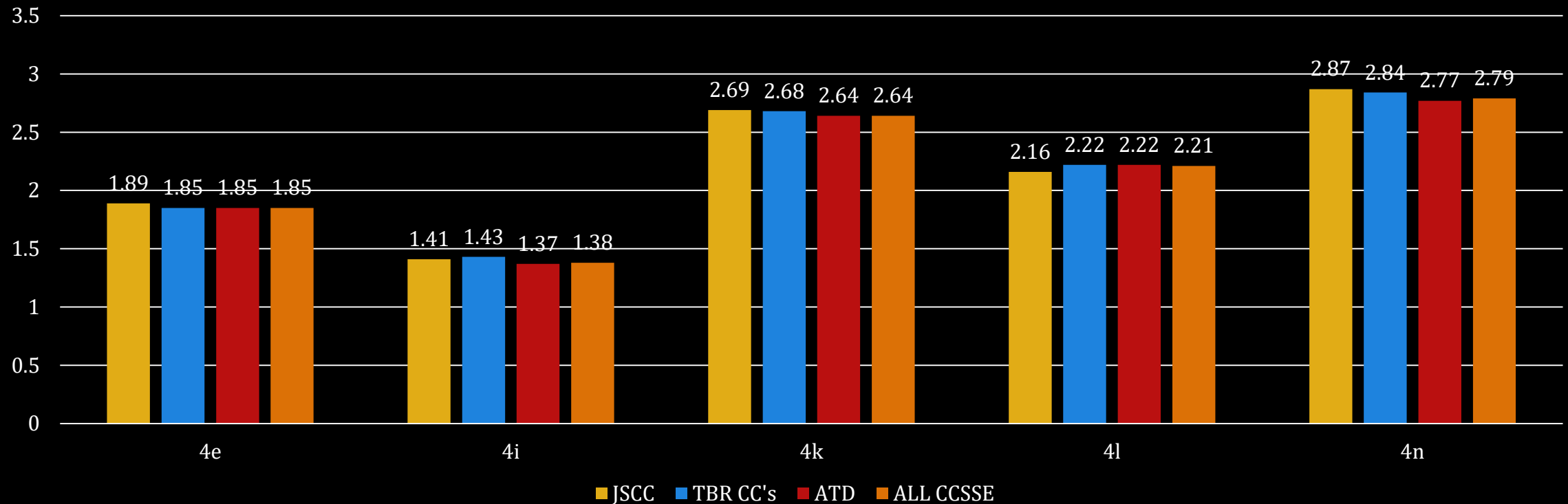
Measurement: administered to *returning* students on engagement

Time period: spring semester

5 Standardized Benchmarks:

- 1) Active and Collaborative Learning
- 2) Student Effort
- 3) Academic Challenge
- 4) Student-Faculty Interaction
- 5) Support for Learners

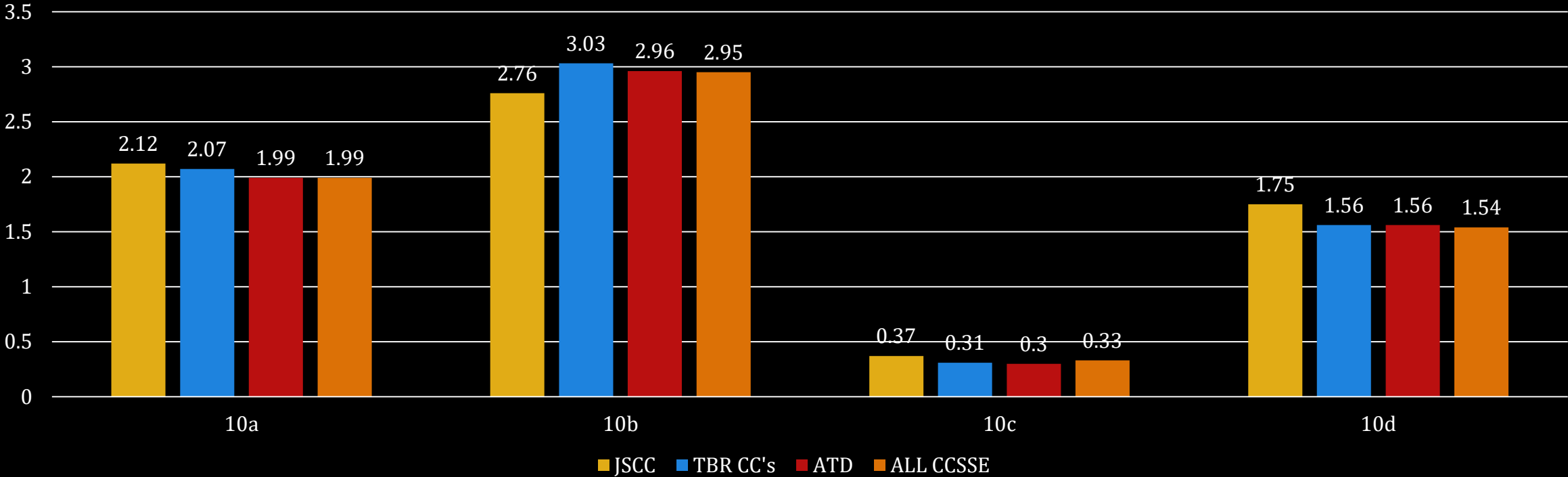
In your experiences at this college during the current academic year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often



- 4e. Come to class without completing readings or assignments (15.6%-often or very often)
- 4i. Participated in a community-based project (service learning) as part of a regular course (71%-never)
- 4k. Discussed grades or assignments with an instructor (52.6%-often or very often)
- 4l. Talked about career plans with an instructor or advisor (30%-never)
- 4n. Received prompt feedback (written or oral) from instructors on your performance (66.7%-often or very often)

About how many hours do you spend in a typical 7-day week doing each of the following?

0=none, 1=1-5, 2=6-10, 3=11-20, 4=21-30, 5=more than 30



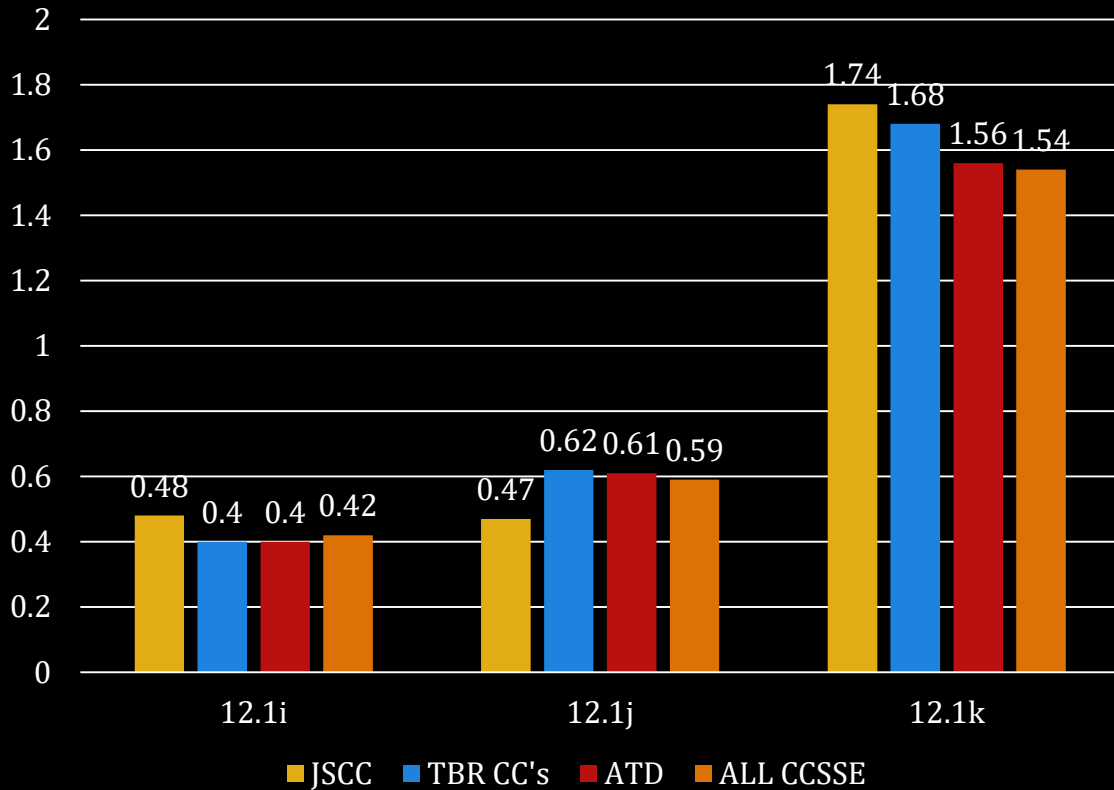
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program). (40.1%-5 or less)

10b. Working for pay. (46.5%-21 or more)

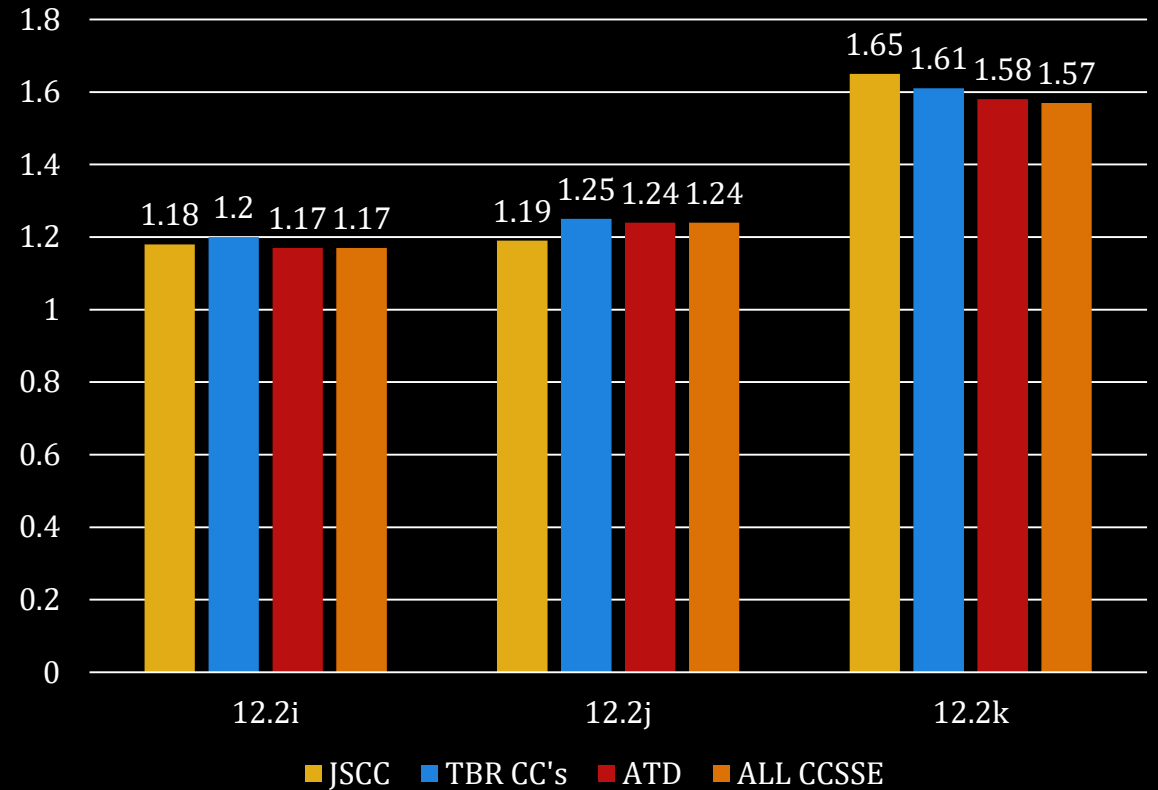
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.). (93.5%-5 or less)

10d. Providing care for dependents living with you (parents, children, spouse, etc.). (32.2%-11 or more)

How often have you used the following services during the current academic year?
 0=never, 1=1 time, 2=2-4 times, 3=5 or more times



How satisfied are you with the services?
 0=not at all, 1=somewhat, 2=very



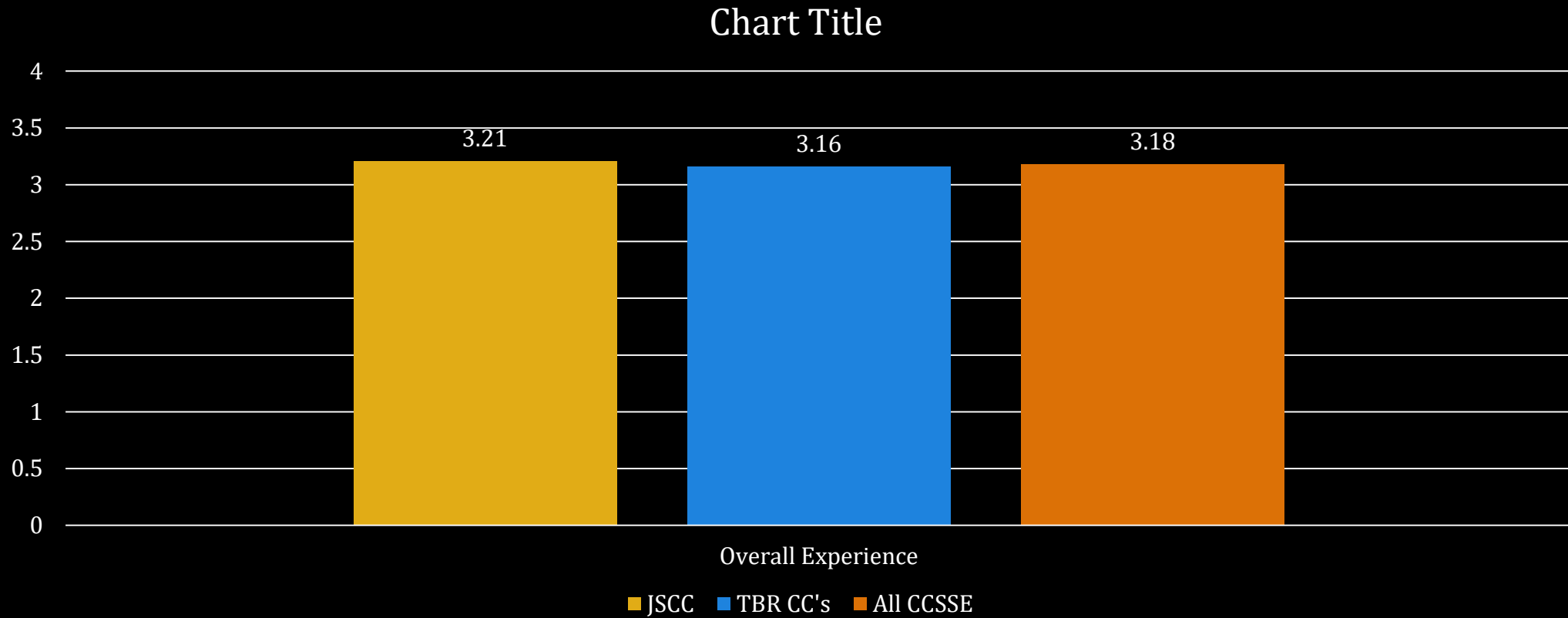
12.1/12.2i: Student organizations (73.8%-never used) (12.7%-very satisfied)

12.1/12.2j: Transfer advising/planning (71.2%-never used) (13.4%-very satisfied)

12.1/12.2k: Library resources and services* (25%-never used) (52.1%-very satisfied)

*Library resources and services was ranked highest in usage, satisfaction, and importance.

Overall Satisfaction: 1=Poor, 2=Fair, 3=Good, 4=Excellent



Upon completion of November 2018
DREAM, the JSCC DREAM member should be
able to...

- ✓ Distinguish between SENSE and CCSSE
- ✓ Understand the role of data/use of data

Culture of Data and Use of Data

3	Instrument	Description of Instrument	Frequency	Implementation Schedule	Responsible Area	Who analyzes the data? (primary assessor(s))	Use of Results/Expected Outcomes
5	Community College Survey of Student Engagement	A survey for college students (not including dual enrollment) who are taking classes on campus to gauge engagement in and out of the classroom. The survey provides JSCC with information about the student experience that is not captured elsewhere.	Every other academic year	spring terms	Institutional Research	Key Findings are shared with campus as a whole. Specific pieces of data are shared with various groups on campus who are focused on different subgroups of students.	CCSSE is used as part of the Quality Assurance Funding report, and it is scored using JSCC's previous scores as well as CCSSE's overall data. This survey provides JSCC with information on the student experience that we cannot/do not get elsewhere. The data can be broken down into very specific subsets in order to really view the experience of a particular type of student.

Culture of Data and Use of Data

Community College of Student Engagement			spring terms	Institutional Research	different subgroups of students.	view the experience of a particular type of student.
Survey of Entering Student Engagement	A survey for new to college students who are taking entry-level classes on campus to gauge engagement in and out of the classroom. The survey provides JSCC with information about the student experience that is not captured elsewhere.	Every other academic year	fall terms	Institutional Research	Key Findings are shared with campus as a whole. Specific pieces of data are used by various groups on campus who are focused on different subgroups of students.	SENSE is used as part of the Quality Assurance Funding report, and it is scored using JSCC's previous scores as well as SENSE's overall data. This survey provides JSCC with information on the student experience that we cannot/do not get elsewhere. The data can be broken down into very specific subsets in order to really view the experience of a particular type of student.



What is next?

~~December~~

January

February

March

April

May

June

Community College Survey of Student Engagement

Jackson State Community College

2017 Key Findings

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<i>CCFSSE</i>	8

Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2017 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five CCSSE special-focus items. Select faculty survey data are also highlighted.

Colleges participating in CCSSE 2017 received a refreshed survey instrument. Most of the items on the survey did not change at all, and the majority of those items that were revised underwent only minor adjustments to wording or response categories. Items that were no longer providing relevant data (e.g., outdated technology items) were eliminated, and the updated instrument includes several high-impact practices items that were not previously on the core survey. The refreshed survey also includes items about library and active military/veteran services, as well as new demographic items about active military/veteran and college athlete status.

This year, reporting will be based on a one-year cohort; 2018 reporting will use a two-year cohort and 2019 reporting will use a three-year cohort of participating colleges in survey analyses.

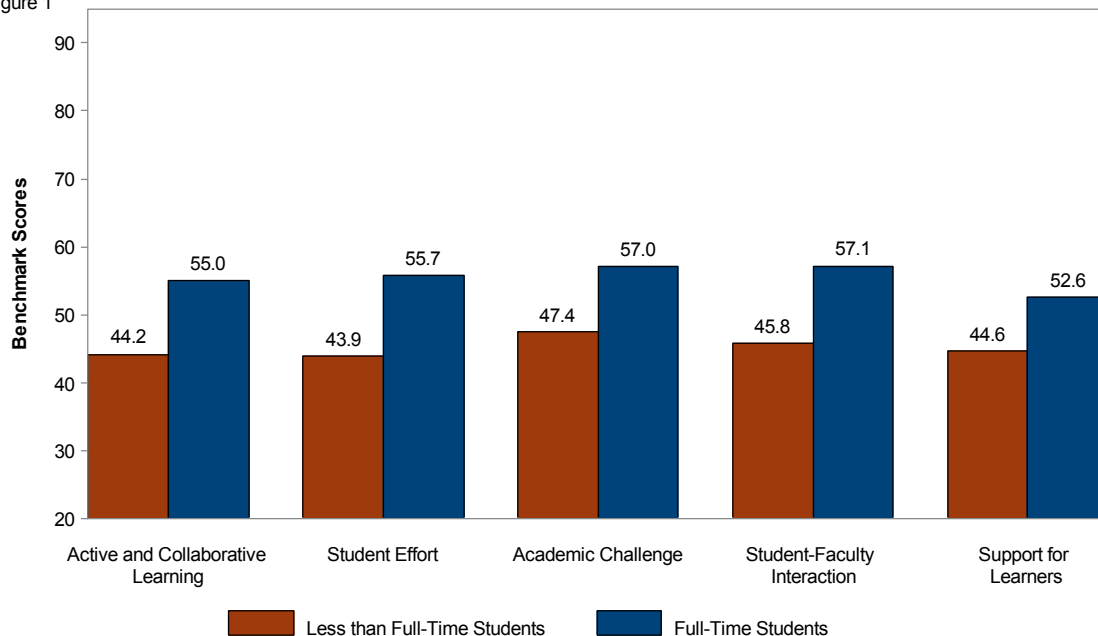
Academic Advising and Planning

In each annual administration, the Center for Community College Student Engagement has included special-focus items on CCSSE to allow participating colleges and national researchers to delve more deeply into student experiences and areas of institutional performance of greatest interest to the field. Five items designed to elicit information about Academic Advising & Planning among community college students were added to the 2017 CCSSE administration. The results of these findings are on pages 6–7 of this report.

Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's CCSSE benchmark scores by student enrollment status.

Figure 1



Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of *CCSSE* and *SENSE* Data,” available at www.cccse.org.

The current one-year cohort for the refreshed *CCSSE* is referred to as the 2017 *CCSSE* Cohort throughout all reports.

CCSSE Benchmarks

★ Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

★ Student-Faculty Interaction

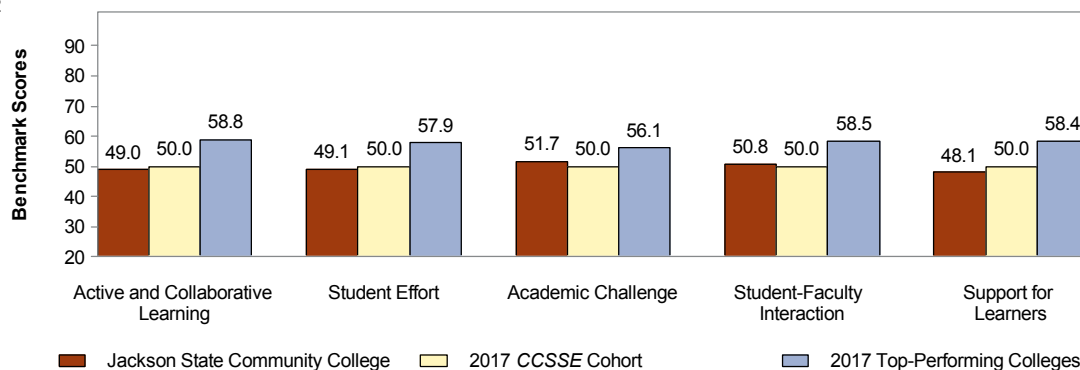
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit www.cccse.org.

Figure 2



*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.

Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2017 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2017 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college’s goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at www.ccse.org.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2017 *CCSSE* Cohort. For instance, 14.9% of Jackson State Community College students, compared with 11.9% of other students in the cohort, responded *often* or *very often* on item 4p. It is important to note that some colleges’ highest mean scores might be lower than the cohort mean.

Figure 3

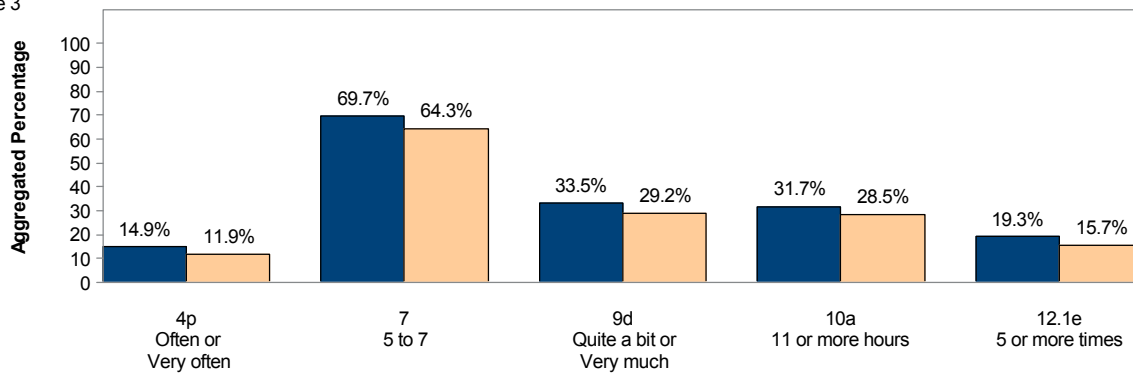


Table 1

Benchmark	Item Number	Item
Student-Faculty Interaction	4p	Worked with instructors on activities other than coursework
Academic Challenge	7	Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college
Support For Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
Student Effort	12.1e	Skill labs (writing, math, etc.)

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item 7, 5, 6, and 7 responses on the 1–7 challenge scale are combined.

For Item(s) 9, *quite a bit* and *very much* responses are combined.

For Item 10a, 11–20, 21–30, and *more than 30* responses are combined.

Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2017 CCSSE Cohort. For instance, 27.3% of Jackson State Community College students, compared with 34.4% of other students in the cohort, responded *often* or *very often* on item 4b. It is important to note that some colleges' lowest mean scores might be higher than the cohort mean.

Figure 4

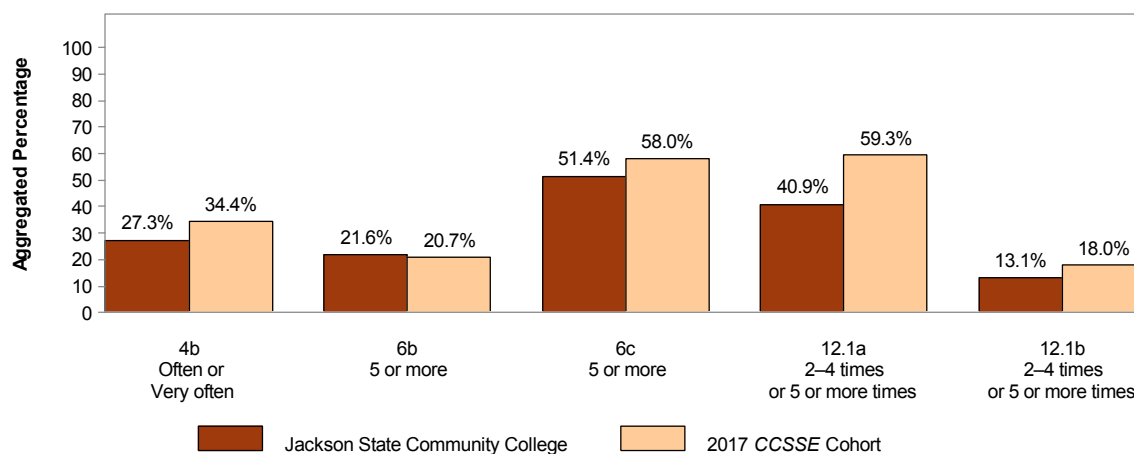


Table 2

Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Student Effort	6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
Academic Challenge	6c	Number of written papers or reports of any length
Support For Learners	12.1a	Academic advising / planning
Support For Learners	12.1b	Career counseling

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 6, 5–10, 11–20, and *more than 20* responses are combined.

For Item(s) 12.1a and 12.1b, *2–4 times* and *5 or more times* responses are combined.

2017 CCSSE Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2017 special-focus items elicit new information about students' experiences associated with academic advising and planning such as whether students were required to meet with an advisor before registering for classes, how many times they met with an advisor over the course of one academic term, and whether they met with the same person each time. Frequency results from the first five special-focus items for your college and the 2017 *CCSSE* Academic Advising and Planning item-set respondents are displayed across pages 6 and 7.

Figure 5: Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?

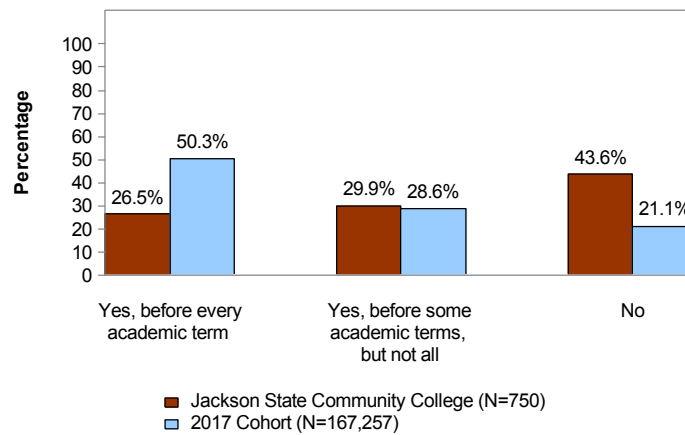


Figure 6: Prior to registering for classes before this academic term at this college, were you required to meet (in person or online) with an academic advisor?

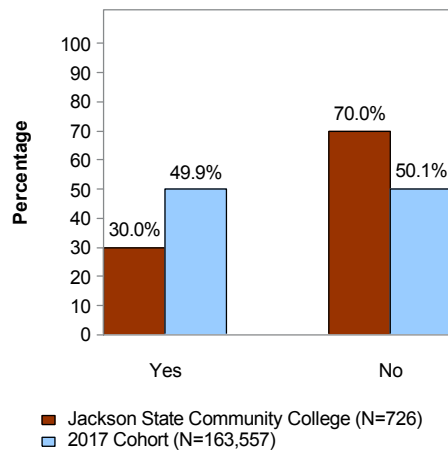


Figure 7: During this academic term at this college, how many times have you met (in person or online) with an academic advisor?

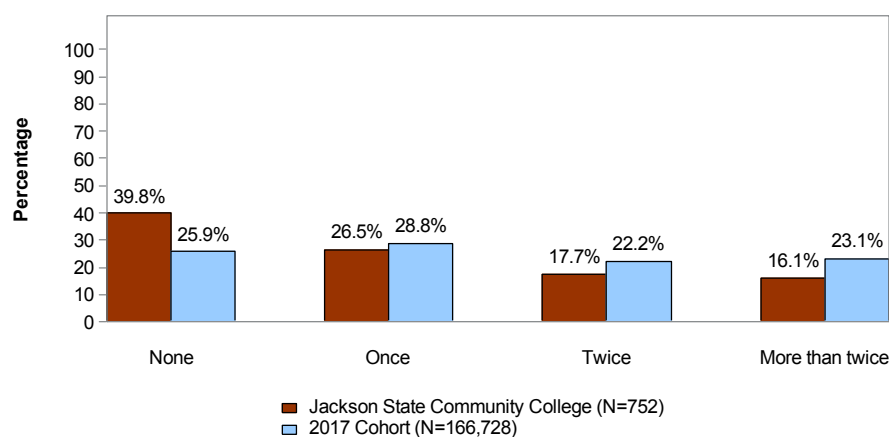


Figure 8: During this academic term at this college, if you have met (in person or online) with an academic advisor more than once, did you meet with the same academic advisor each time?

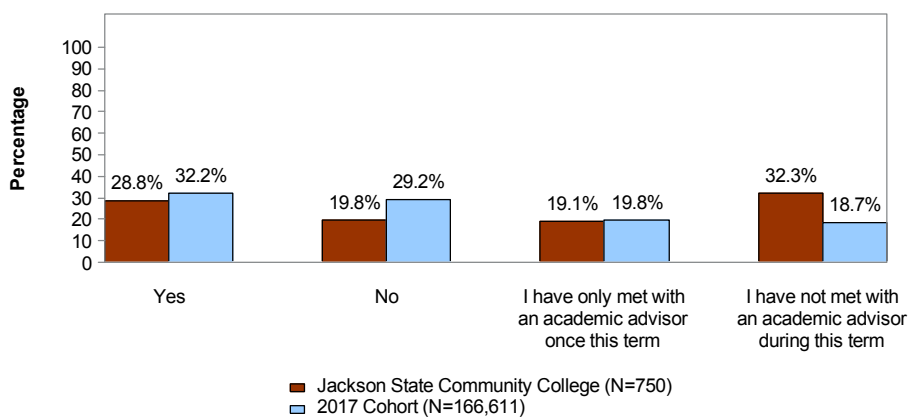
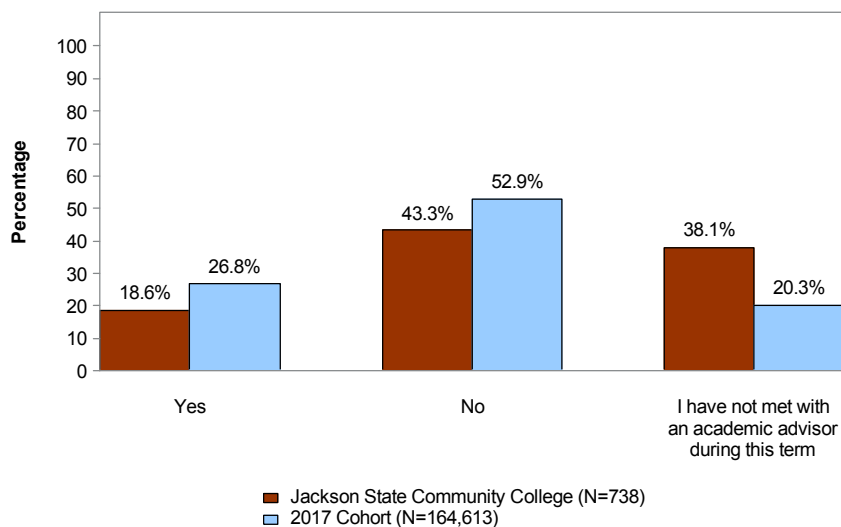


Figure 9: During your most recent meeting (in person or online) with an academic advisor during this academic term at this college, he or she discussed when your next advising session should be.



Survey of Entering Student Engagement

Jackson State Community College

2017 Key Findings

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Benchmarks of Effective Educational Practice With Entering Students

SENSE Benchmarks

★ Early Connections

When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.

★ High Expectations and Aspirations

Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

★ Clear Academic Plan and Pathway

When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

Continued on Page 3

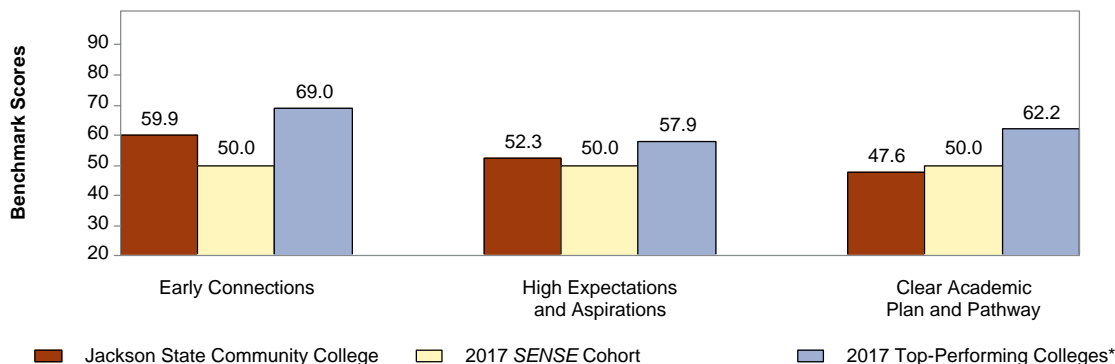
The Survey of Entering Student Engagement (*SENSE*) benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results.

Ideally, colleges engage entering students in all six benchmark areas, beginning with a student's first contact with the institution and continuing through completion of the first three weeks of the initial academic term. This time is decisive because current research indicates that helping students succeed through the first academic term can dramatically improve subsequent success, including completing courses and earning certificates and degrees.

While many student behaviors and institutional practices measured by the benchmarks can and should continue throughout students' college careers, the *SENSE* items and the resulting data focus on this critical entering student timeframe.

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 and standard deviation of 25 across all entering student respondents.

Figure 1a



*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.

Benchmarks of Effective Educational Practice With Entering Students

The standardized benchmark scores allow colleges to gauge and monitor their performance in areas of entering student engagement. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of CCSSE and SENSE Data,” available at www.cccse.org.

SENSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2017 SENSE Cohort (2015-2017) throughout all reports.

SENSE Benchmarks

Continued from Page 2

★ Effective Track to College Readiness

Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

★ Engaged Learning

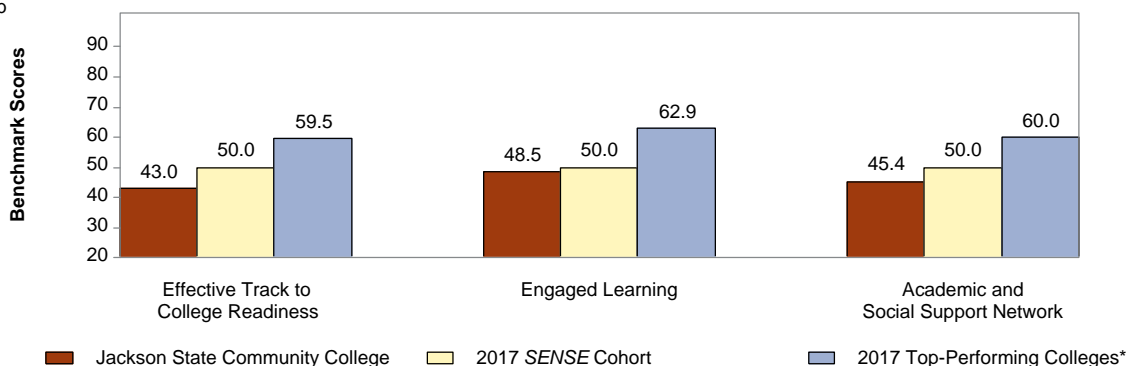
Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.

★ Academic and Social Support Network

Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

For further information about SENSE benchmarks, please visit www.cccse.org.

Figure 1b



*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.

Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *SENSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored most favorably and the five items on which the college scored least favorably relative to the 2017 *SENSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2017 *SENSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college’s goals; thus, it is important to review all institutional reports on the *SENSE* online reporting system at www.cccse.org.

Figure 2 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2017 *SENSE* Cohort. For instance, 84.1% of Jackson State Community College students, compared with 76.2% of other students in the cohort, responded *strongly agree* or *agree* on Item 18a. It is important to note that some colleges’ highest scores might be lower than the cohort mean.

Figure 2

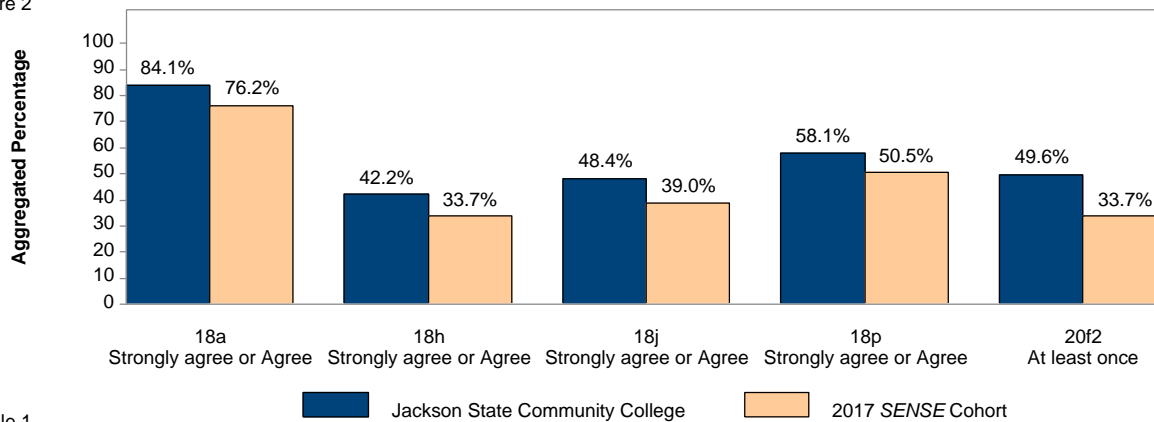


Table 1

Benchmark	Item Number	Item
Early Connections	18a	Felt welcomed at this college
Clear Academic Plan and Pathway	18h	A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take
Early Connections	18j	A college staff member helped me determine whether I qualified for financial assistance
Early Connections	18p	At least one college staff member (other than an instructor) learned my name
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab

Notes:

For Item(s) 18, *strongly agree* and *agree* responses are combined.

For Item(s) 20, *once*, *two or three times*, and *four or more times* responses are combined.

Aspects of Lowest Student Engagement

Figure 3 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2017 *SENSE* Cohort. For instance, 58.7% of Jackson State Community College students, compared with 67.1% of other students in the cohort, responded *strongly agree* or *agree* on Item 18d. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 3

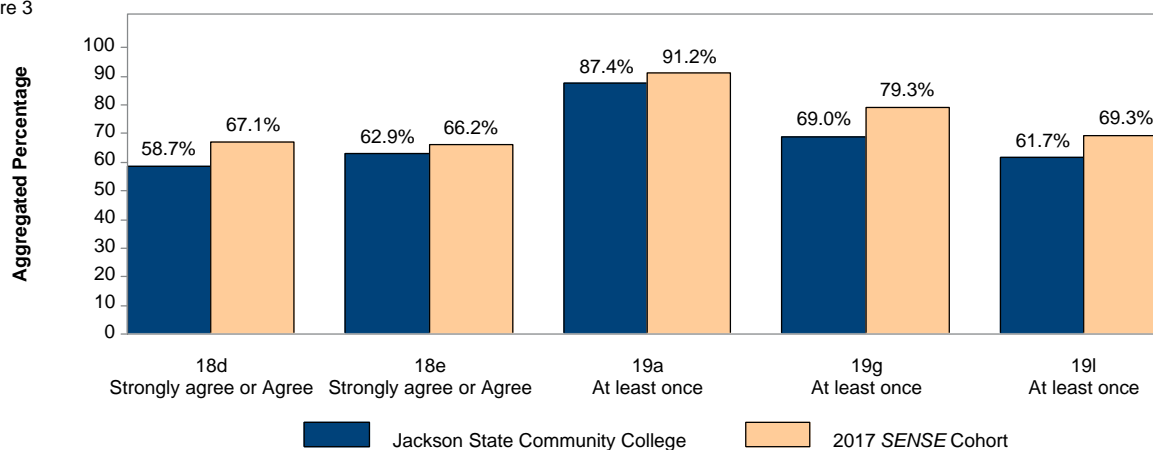


Table 2

Benchmark	Item Number	Item
Clear Academic Plan and Pathway	18d	Able to meet with an academic advisor at times convenient for me
Clear Academic Plan and Pathway	18e	An advisor helped me to select a course of study, program, or major
Engaged Learning	19a	Frequency: Asked questions in class or contributed to class discussions
Engaged Learning	19g	Frequency: Worked with other students on a project or assignment during class
Engaged Learning	19l	Frequency: Used an electronic tool to communicate with an instructor about coursework

Notes:

For Item(s) 18, *strongly agree* and *agree* responses are combined.

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once*, *two or three times*, and *four or more times* responses are combined.

Academic and Student Support Services

The bar charts across pages 6 and 7 display frequency results for five items related to academic and student support services. Figure 4 focuses on whether or not faculty communicated information regarding these services to students by the end of the third week of the academic term. Figures 4–12 focus on whether or not students knew about specific support services, and if so, how often they reported using those services by the end of the third week of the academic term. To access complete frequency reports, please visit the *SENSE* online reporting system via www.cccse.org.

Figure 4: All instructors clearly explained academic and student support services available at this college.

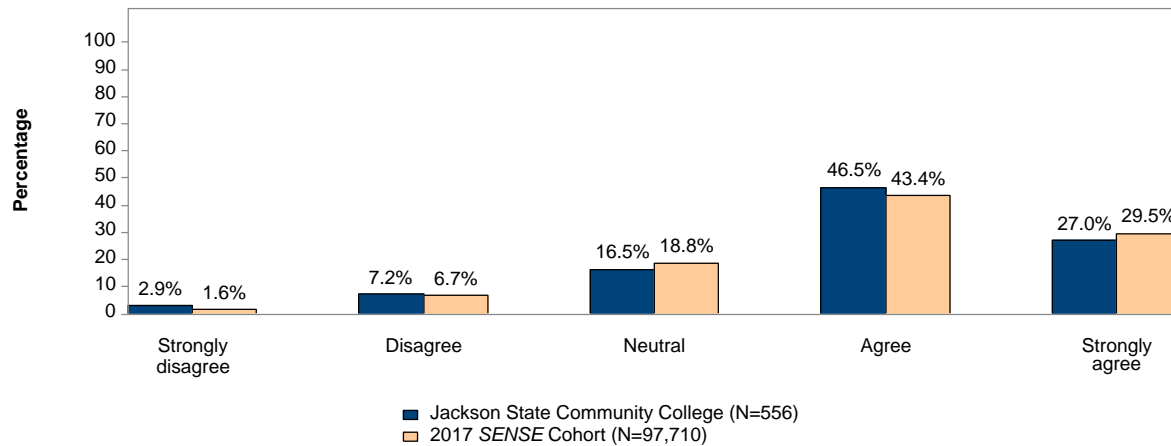


Figure 5: Did you know about academic advising/planning services?

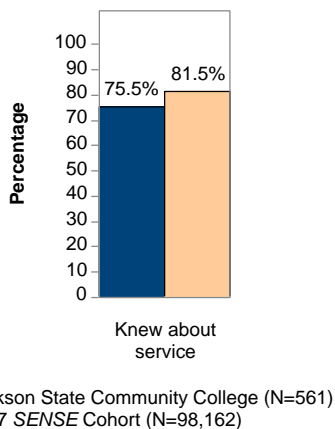


Figure 6: If so, how often did you use academic advising/planning services?

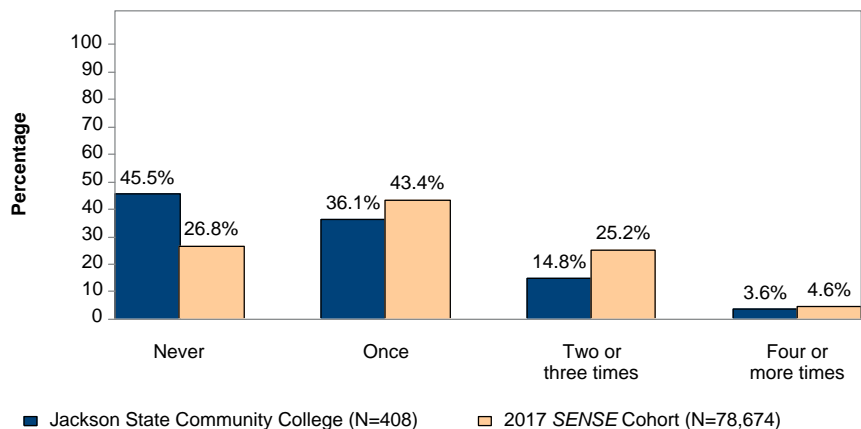


Figure 7: Did you know about career counseling services?

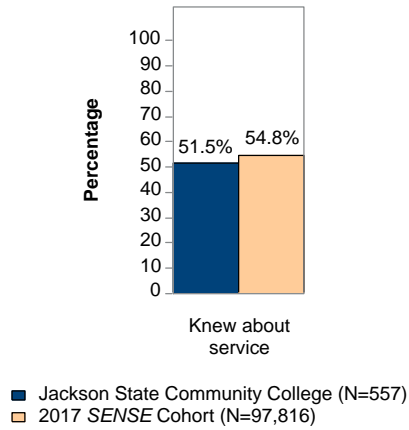


Figure 8: If so, how often did you use career counseling services?

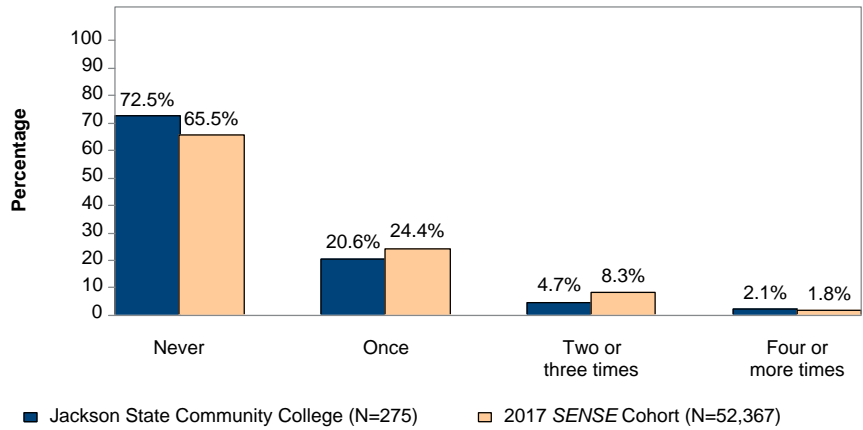


Figure 9: Did you know about face-to-face tutoring services?

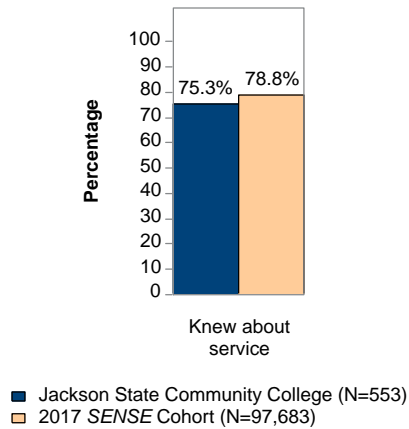


Figure 10: If so, how often did you use face-to-face tutoring services?

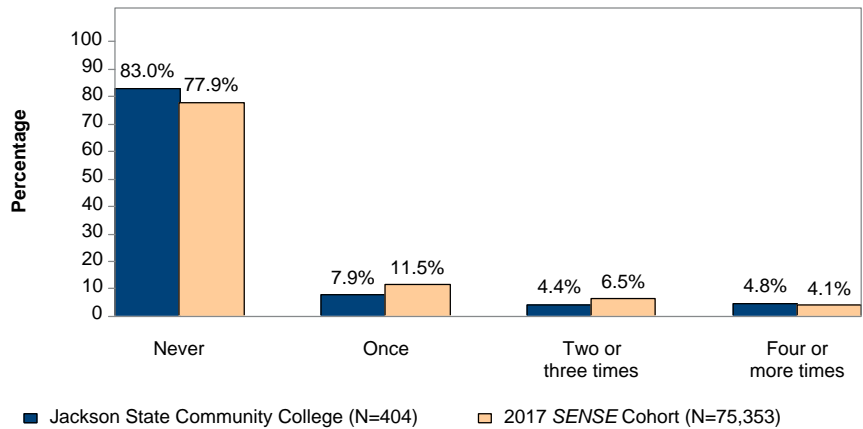


Figure 11: Did you know about writing, math, or other skill lab services?

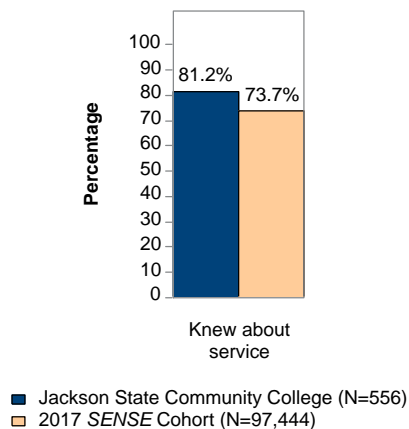


Figure 12: If so, how often did you use writing, math, or other skill lab services?

