

**Jackson State Community College**  
**DREAM Committee**  
**(Data + Resources + Equity + Action +Mastery)**  
**January 31, 2019 (2:30-3:30)**  
**Nursing, Room 203**  
**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**

The focus was on JSCC Student Withdrawal survey data for (2015-16; 2016-17; 2017-18; Fall 2018).

The review included:

- PowerPoint presentation - attached
- survey instrument -attached
- survey data -attached
- Banner data -attached
- history of the survey instrument

**3 – Other/Key observations**

- ✓ Survey was developed in ~2009-2010 prior to the beginning of the 2010-15 planning cycle with a focus on online learning. The survey has been slightly modified to include traditional delivery courses.
- ✓ Consensus of the group was the survey instrument should be revised to reflect JSCC 2019.
- ✓ Survey questions were reviewed as well as three year trend data. As part of the review, notes were made specific to survey and question construction.

Question (Q)	Notes
Q	Rephrase
Q8	Clarification as to <i>technology</i> ? A) access B) technology skillset C) type of technology
Q9	Rephrase Original design of question was for online courses
Q10	Did not review in general meeting as the question is academic-related and may include PII.

Q11	Original design of question was for online courses
Q14	Original design of question was for online courses Recommendation: revise to assess multiple modalities
Q15	Did not review in general meeting as the question is academic-related and may include PII.
Q16	Several comments regarding this question  a. Course withdrawal may have applicable to General Education categories rather than major courses. b. Possibly add a question - Did you discuss with an advisor before you withdrew from the course?
Q17-18	Question(s) will be developed to reflect customer service rather than conflict
Q19	Information shared as to COL 1030 curriculum
Q20	Data revealed students' primary reasons for withdrawal may not be they do not feel they fit in at JSCC or connect with any of their classmates. A three-year average was 5% of students who completed the withdrawal survey.  "I withdrew because I did not feel like I fit in at JSCC or connect with any of the classmates."
Topics to considered	Question relevant to students' self-responsibility should be considered.  Question relevant to students' initial expectations should be considered.  Question relevant to students' personal reasons for withdrawal with an emphasis on primary reason (e.g. childcare, transportation, job...)

**Follow up – Action items:**

- Send PowerPoint Presentations and documents to DREAM members

- A thorough review of the survey questions to include revisions by meeting attendees and units. For example, Dr. Bailey shall review with the deans, Dr. Holland will review with faculty, and Brian Gann shall review the Student Services units.
- A draft shall be reviewed by DREAM members and others, as appropriate. All DREAM members and others are encouraged to submit sample questions to Sara Vonderheide no later than April 1, 2019 for review and consideration for Fall 2019 survey.
- Fall 2019 – revised survey will be administered for the 2019-2020 academic year.
- Dr. Hamilton shall forward Dr. Bailey the academic-related files for review and discussion – COMPLETED/FORWARDED.



# DREAM – Spring 2019

Data + Resources + Equity + Action + Mastery

JSCC – January 31, 2019

# Agenda

Welcome and Introductions

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

November Data Focus: SENSE and CCSSE

January Data Focus: Student Withdrawal Survey

# What is it that we are trying to learn from the Student Withdrawal Survey?

Identify the reasons why students withdraw

Understand the reasons why students withdraw

Prevent student withdrawals

# Culture of Data and Use of Data

Instrument	Description of Instrument	Frequency	Implementation Schedule	Responsible Area	Who analyzes the data? (primary assessor(s))	Use of Results/Expected Outcomes
Withdrawal Survey	A survey sent to students who withdraw from at least one course during the regular drop period.	Each semester (not including summer)	Fall and Spring terms	Institutional Research	Results are shared with all employees. Any responses about specific courses or staff/faculty are shared with the appropriate dean and VP.	The survey provides valuable information about the students' perceptions of the college and roadblocks that they face that hinder their progress. The goal is to remove those barriers and make it possible for more students to continue enrollment.

# CCSSE and SENSE (November 2018)

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 (November 2018)

Measurement: *Entering* student engagement/experiences

Time period: 4<sup>th</sup>/5<sup>th</sup> 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 (November 2018)

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

# Student Withdrawal Survey

Measurement: Students' reasons for course(s) withdrawal after the Census date until the last day to withdraw (Census date – Withdrawal date)

Time period: each fall and spring semester

Locally-developed survey/21 questions/anonymous

Survey administration: IR

Survey Results/Use of Data: ?

2 data sets: 1) Students completing the survey  
2) Banner data

## What data do we have?

- 1 - Survey questions
- 2 - Survey results
- 3 - Banner information (Pell, Race, Gender, Date of Birth)
- 4 - Academic-related: Top 10 WD Courses
- 5 - IR Newsletter (Infographics)

# Key Observations

# Next Steps

## Upon completion of January 2019 DREAM, the JSCC DREAM member should be able to...

- ✓ Identify the design of the current withdrawal survey instrument
- ✓ Understand the role of data/use of data re: Withdrawal Survey
- ✓ Implement strategies/interventions to reduce or prevent student withdrawal

# What is next?

~~December~~

~~January~~

February

March

April

May

June

<https://www.surveymonkey.com/r/JSCCDREAM>

## DREAM Assessment Survey

1. Which of the following institutional assessments would you be interested in learning about as it pertains to Jackson State's Strategic Planning and Student Success work? Please select up to five.

- Adult Learner Survey
- Advising Surveys (one for students and one for faculty)
- Campus Safety and Security Survey
- General Education Exit Exam Data
- Graduate Exit Survey
- IPEDS (summary) (Federal reporting system)
- Job Placement
- Outcomes Funding/Quality Assurance (in depth)
- Persistence to Graduation/Retention Data
- TBR Getting to Know You/Academic Mindset (pending data availability from TBR)
- Other (please specify)



1. Did you withdraw from more than one class?

- Yes
- No

2. Did you drop this course and add another section?

- Yes
- No

3. What type of class did you withdraw from? (check all that apply)

- Traditional or On-ground
- Hybrid
- Distance Learning/Broadcasting
- Online

4. At which JSCC location were you enrolled? (check all that apply)

- Main Campus-Jackson
- Humboldt Center
- Lexington Center
- Paris Location
- Savannah Center
- Other (please specify)

5. Which class(es) did you withdraw from?

**Reasons for Withdrawal**

**Please answer fully and honestly. All responses are anonymous.**

6. I did not have or understand the eLearn skills necessary to complete this course.

- |   |                                      |
|---|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Agree          |
| <input type="radio"/> Disagree          | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Not Sure          | <input type="radio"/> Not Applicable |

7. I did not initially understand the expectations of this course and/or instructor.

- |   |                                      |
|---|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Agree          |
| <input type="radio"/> Disagree          | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Not Sure          |                                      |

8. I did not have the technology needed (software, internet, etc.) to complete this course.

- |   |                                      |
|---|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Agree          |
| <input type="radio"/> Disagree          | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Not Sure          | <input type="radio"/> Not Applicable |

9. This course required too much time and effort (assignments, tests, etc.) for me to be successful.

- |   |                                      |
|---|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Agree          |
| <input type="radio"/> Disagree          | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Not Sure          |                                      |

10. I received very little feedback about my performance in this course.

- |   |                                      |
|---|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Agree          |
| <input type="radio"/> Disagree          | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Not Sure          |                                      |

Other comments

11. I did not understand the design of the course including where to find materials, due dates, grades, etc.

Strongly Disagree

Agree

Disagree

Strongly Agree

Not Sure

12. Please explain any other only issues with this course that caused you to withdraw.

Does not apply

Please explain

13. My instructor did not communicate with me in a timely manner.

Strongly Disagree

Agree

Disagree

Strongly Agree

Not Sure

14. I learn better with a different teaching method.

Strongly Disagree

Agree

Disagree

Strongly Agree

Not Sure

15. The course materials and instructions were not clear and easy to understand.

Strongly Disagree

Agree

Disagree

Strongly Agree

Not Sure

16. I did not need this course to graduate.

Strongly Disagree

Agree

Disagree

Strongly Agree

Not Sure

17. I had a personality conflict with the instructor.

Strongly Disagree

Agree

Disagree

Strongly Agree

Not Sure

18. I had a personality conflict with a JSCC staff member.

Strongly Disagree

Agree

Disagree

Strongly Agree

Not Sure

19. I withdrew from this class because I took too many classes and felt overwhelmed.

Strongly Disagree

Agree

Disagree

Strongly Agree

Not Sure

20. I withdrew because I did not feel like I fit in at JSCC or connect with any of my classmates.

Strongly Disagree

Agree

Disagree

Strongly Agree

Not Sure

21. Please provide any other comments concerning issues that you had which caused you to drop this course. If you would like to be contacted about an issue with a course, please leave your name and a phone number, and someone from JSCC will contact you. All responses are kept confidential.

Information presented at DREAM January 2019 meeting (have inserted % of total population)

Banner Data - PELL

Fall 2015			Fall 2016			Fall 2017			Fall 2018		
Row Labels	Count of Pell	% of total population	Row Labels	Count of Pell	% of total population	Row Labels	Count of Pell	% of total population	Row Labels	Count of Pell	% of total population
No	219	5%	No	223	5%	No	203	4%	No	206	4%
Yes	213	4%	Yes	224	5%	Yes	236	5%	Yes	272	6%
<b>Grand Total</b>	<b>432</b>		<b>Grand Total</b>	<b>447</b>		<b>Grand Total</b>	<b>439</b>		<b>Grand Total</b>	<b>478</b>	
49% of Ws were Pell			50% of Ws are Pell			53.7% of Ws were Pell			56% of Ws were Pell		
Spring 2016			Spring 2017			Spring 2018					
Row Labels	Count of Pell	% of total population	Row Labels	Count of Pell	% of total population	Row Labels	Count of Pell	% of total population			
No	191	4%	No	176	4%	No	189	4%			
Yes	240	5%	Yes	218	5%	Yes	234	5%			
<b>Grand Total</b>	<b>431</b>		<b>Grand Total</b>	<b>394</b>		<b>Grand Total</b>	<b>423</b>				
55.6% of Ws were Pell			55% of Ws are Pell			55%					
*There appears to be a slow but steady upward trend of students receiving pell withdrawing from classes.											

Banner Data - Race

all 2016			Fall 2017			Fall 2018		
Row Labels	Count of Race	% of total population	Row Labels	Count of Race	% of total population	Row Labels	Count of Race	% of total population
American Indian	2	0.04%	Asian	5	0.10%	American Indian	1	0.02%
Asian	3	0.06%	Black or African American	92	1.93%	Asian	2	0.04%
Black or African American	93	1.99%	White	314	6.59%	Black or African American	127	2.61%
White	316	6.76%	Hispanic or Latino	8	0.17%	White	308	6.34%
Hispanic or Latino	14	0.30%	Multi-racial	14	0.29%	Hispanic or Latino	15	0.31%
Multi-racial	17	0.36%	Unknown	6	0.13%	Multi-racial	18	0.37%
Unknown	2	0.04%	<b>Grand Total</b>	<b>439</b>	<b>9.21%</b>	Unknown	7	0.14%
<b>Grand Total</b>	<b>447</b>	<b>9.57%</b>				<b>Grand Total</b>	<b>478</b>	<b>9.84%</b>
Spring 2017			Spring 2018					
Row Labels	Count of Race	% of total population	Row Labels	Count of Race	% of total population			
Asian	5	0.12%	Asian	4	0.09%			
Black or African American	87	2.05%	Black or African American	92	2.16%			
White	275	6.50%	White	291	6.83%			
Hispanic or Latino	10	0.24%	Hispanic or Latino	19	0.45%			
Multi-racial	16	0.38%	Multi-racial	14	0.33%			
Unknown	1	0.02%	Unknown	3	0.07%			
<b>Grand Total</b>	<b>394</b>	<b>9.31%</b>	<b>Grand Total</b>	<b>423</b>	<b>9.92%</b>			

Banner Data - Gender

Fall 2016			Fall 2017			Fall 2018		
Row Labels	Count of gender	% of total population	Row Labels	Count of gender	% of total population	Row Labels	Count of gender	% of total population
Female	272	6%	Female	268	6%	Female	311	6%
Male	175	4%	Male	171	4%	Male	167	3%
<b>Grand Total</b>	<b>447</b>	<b>10%</b>	<b>Grand Total</b>	<b>439</b>	<b>9%</b>	<b>Grand Total</b>	<b>478</b>	<b>10%</b>
Spring 2017			Spring 2018					
Row Labels	Count of gender	% of total population	Row Labels	Count of gender	% of total population			
Female	246	6%	Female	291	7%			
Male	148	3%	Male	132	3%			
<b>Grand Total</b>	<b>394</b>	<b>9%</b>	<b>Grand Total</b>	<b>423</b>	<b>10%</b>			

**Banner Data - Age**

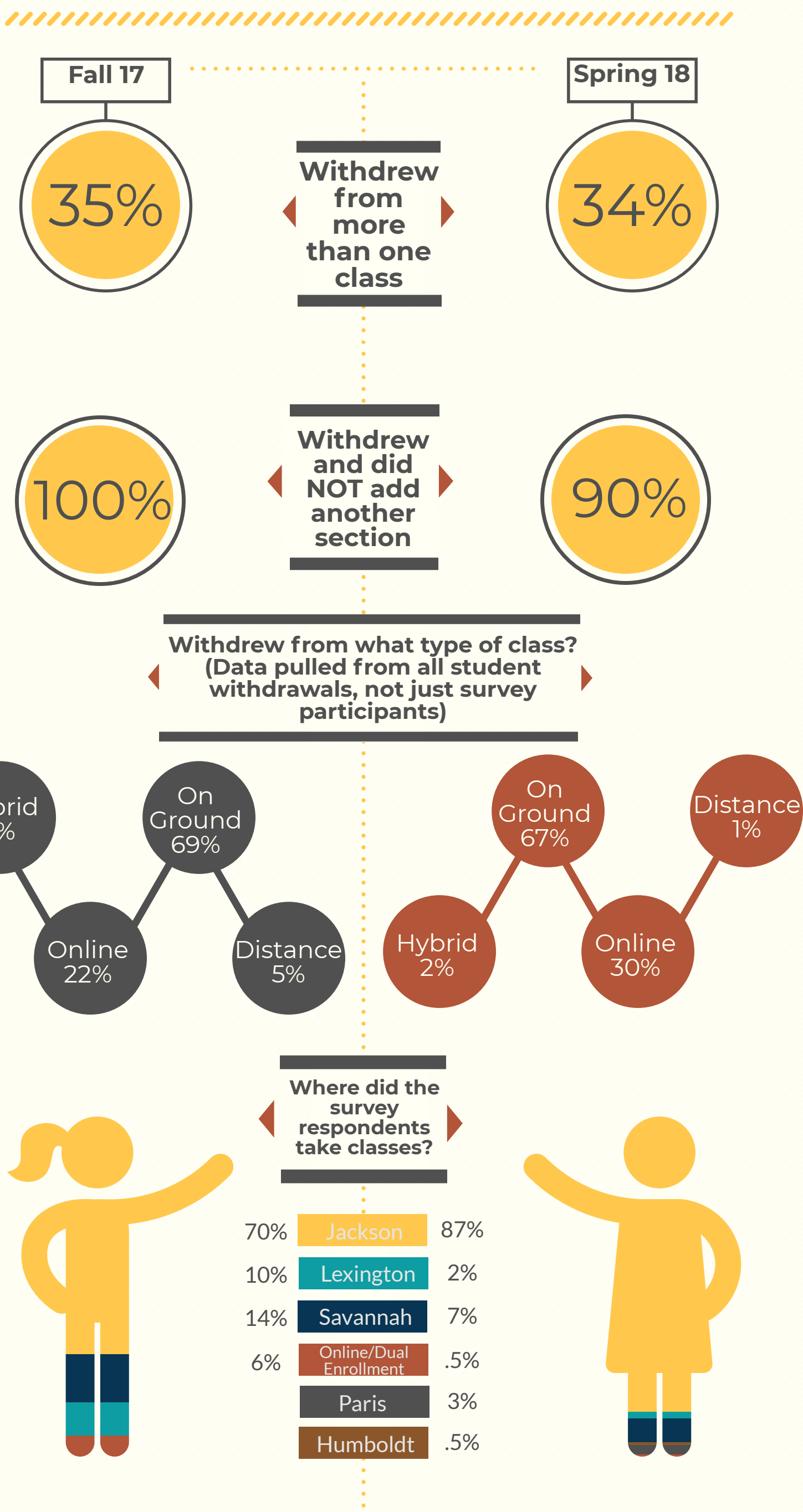
	A	B	C	D	E	F	G	H	I	J	K	L	M			
2	Fall 2015				Fall 2016				Fall 2017				Fall 2018			
3	Row Labels	Count of DOB	% of total population		Row Labels	Count of DOB			Row Labels	Count of DOB			Row Labels	Count of DOB		
4	18-20	183	3.8%		18-20	181	3.9%		18-20	170	3.6%		18-20	181	3.7%	
5	21-24	118	2.5%		21-24	129	2.8%		21-24	135	2.8%		21-24	111	2.3%	
6	25-40	94	2.0%		25-40	103	2.2%		25-40	99	2.1%		25-40	138	2.8%	
7	over 40	26	0.5%		over 40	27	0.6%		over 40	31	0.7%		over 40	36	0.7%	
8	under 18	11	0.2%		under 18	7	0.1%		under 18	4	0.1%		under 18	12	0.2%	
9	<b>Grand Total</b>	<b>432</b>	<b>9.0%</b>		<b>Grand Total</b>	<b>447</b>	<b>9.6%</b>		<b>Grand Total</b>	<b>439</b>	<b>9.2%</b>		<b>Grand Total</b>	<b>478</b>	<b>9.8%</b>	
0																*likely attributed to TNR students
1																
2	Spring 2016				Spring 2017				Spring 2018							
3	Row Labels	Count of DOB	% of total population		Row Labels	Count of DOB			Row Labels	Count of DOB						
4	18-20	145	3.3%		18-20	155	3.7%		18-20	151	3.5%					
5	21-24	145	3.3%		21-24	132	3.1%		21-24	140	3.3%					
6	25-40	112	2.5%		25-40	91	2.1%		25-40	109	2.6%					
7	over 40	28	0.6%		over 40	15	0.4%		over 40	23	0.5%					
8	under 18	1	0.0%		under 18	1	0.0%		<b>Grand Total</b>	<b>423</b>	<b>9.9%</b>					
9	<b>Grand Total</b>	<b>431</b>	<b>9.7%</b>		<b>Grand Total</b>	<b>394</b>	<b>9.3%</b>									



# Withdrawal Survey

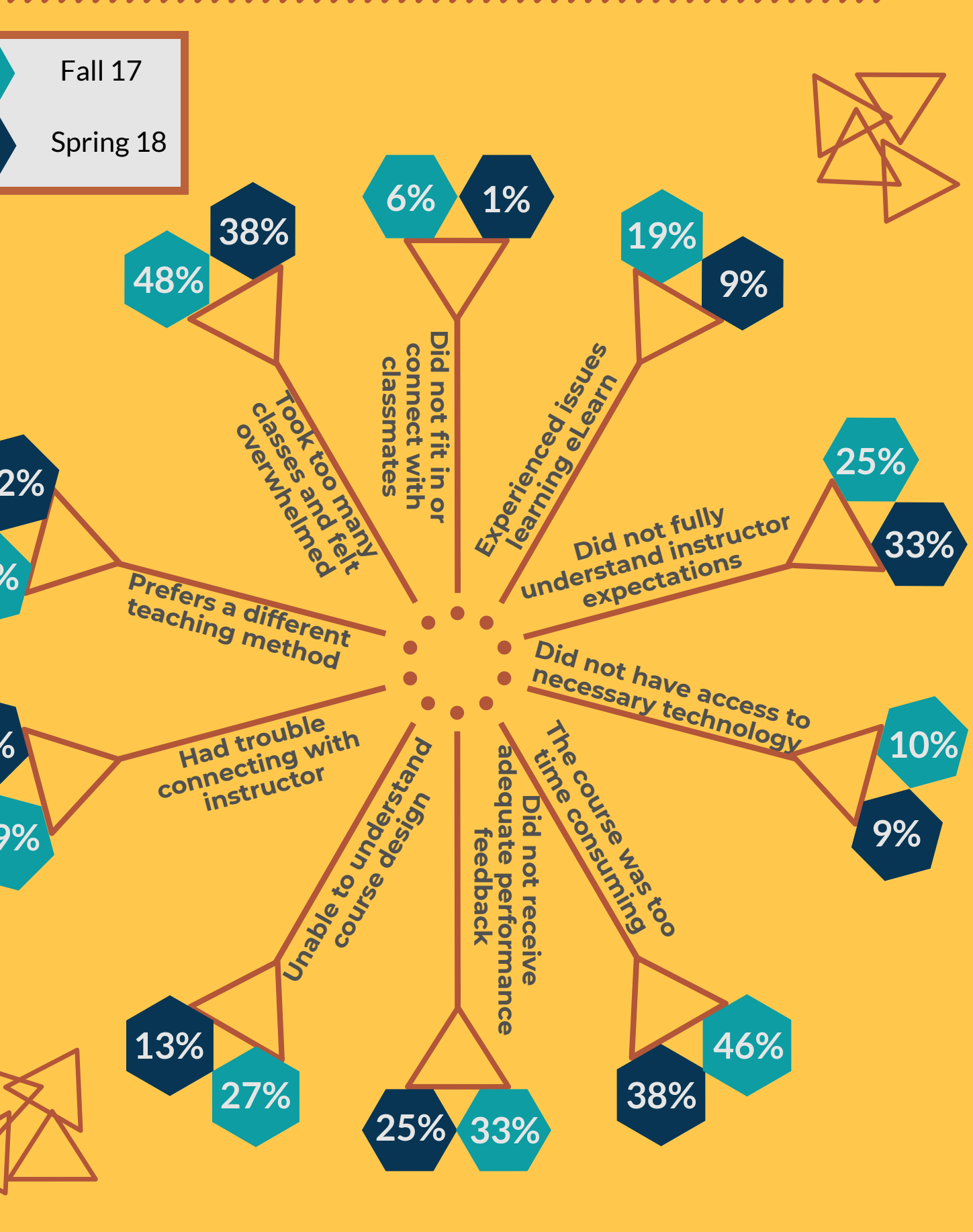
Fall 2017 & Spring 2018

Fall 2017 = 48 participants	<b>17-18 ANNUAL SURVEY</b>	Spring 2018 = 110 participants
The office of Institutional Research sent a survey to all students who withdrew from at least one course during the academic year. Comparisons of semester over semester answers are below.		



## Why? Reasons Students Withdrew

Students were given situations such as issues with technology and overall preparedness for the course and were asked to rate each on a sliding scale from "Strongly Agree" to "Strongly Disagree". Below are the combined answers for those who answered "Agree" and "Strongly Agree".



**60%** of Fall 2017 survey respondents said the course they withdrew from was necessary to graduate.

**63%** of Spring 2018 survey respondents said the course they withdrew from was necessary to graduate.

**SOURCE** Information for this infographic was gathered from SurveyMonkey.com and JSCC's data resources.