

Jackson State Community College
DREAM Committee
(Data + Resources + Equity + Action +Mastery)
March 28, 2019 (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 locally developed JSCC advising surveys. The surveys assist in gathering feedback on past/current advising experience and obtain information for future direction. The time period includes:

- Student and Faculty pilot in the spring 2017
 - Members were sent copies of:
 - 2017-2018 advising student and faculty questions (see attached)
 - 2018-2019 advising student and faculty questions (see attached)

Dr. Hamilton reviewed the attached PowerPoint presentation and Academic Advising Infographic.

3 – Other/Key observations/Wrap-up

- Student survey only included graduates.
- The Completion Coaching started with TN Promise in fall 2016, to scale fall 2018.
- Do students understand terms in the survey?
- There have been changes to advising in the recent years.
- Next year, we will take information from the following instruments to review academic advising.
 - National instrument
 - SENSE and CCSSE
 - Local instruments:
 - Advising Surveys
 - Student Withdrawal Survey
 - Banner Data

Looking at all this information collectively will let us know, what we are doing well and areas of improvement.

Follow up – Action items:

- Send PowerPoint Presentations and Academic Advising Infographic to DREAM members. – immediate
- Review survey questions for minor edits/tweaks -immediate
- Dr. Bailey and Mr. Gann will look at option to survey more than graduates and the timing of the survey. – Before May 2020-April 2021 survey cycle
- Define – Before May 2020-April 2021 survey cycle
 - Faculty definition of student prepared vs. Student definition of prepared
 - Advising vs. Completion Coach
 - Advising vs. Registration



DREAM – Spring 2019

Data + Resources + Equity + Action + Mastery

JSCC – March 28, 2019

Agenda

Welcome and Introductions

September Data Focus: Strategic Planning

October Data Focus: OBF and QA Funding

November Data Focus: SENSE and CCSSE

January Data Focus: Student Withdrawal
Survey

February Data Focus: GED/HiSET Students

March Data Focus: Advising Survey(s)

DREAM – January 2019 (1.31.19)

Next steps: (2.7.19 email)

1 - 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.

2 - 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.

3 - Fall 2019 – revised survey will be administered for the 2019-2020 academic year.

4 - Dr. Hamilton shall forward Dr. Bailey the academic-related files for review and discussion – COMPLETED/FORWARDED.

DREAM – February 2019 (2.28.19)

Next steps:

1 – JSCC IR to request TCAT GED data – COMPLETED

2 - Marketing/Recruiting – JSCC VPSS will work with Student Services to develop a strategy to market to adult education classes before students graduate.

3 – Explore/Research TN Adult Education Grant opportunities – JSCC VPAA will work with Academic Affairs, Business Services (Grants), and external grant writer to research grant opportunities to fund JSCC providing adult education programs. – IN PROGRESS

GED/HiSET Students By County (1.22.19 and 2.28.19)

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
TN-Benton	2	3	1	1
TN-Carroll	6	8	6	9
TN-Chester	11	6	6	5
TN-Crockett	1	5	9	11
TN-Decatur	6	5	1	2
TN-Dickson	0	1	1	0
TN-Dyer	2	3	1	3
TN-Fayette	0	0	1	1
TN-Gibson	21	20	20	23
TN-Hardeman	5	2	3	5
TN-Hardin	17	14	9	7
TN-Haywood	3	2	2	3
TN-Henderson	25	24	24	20
TN-Henry	2	3	3	4
TN-Humphreys	0	0	0	2
TN-Lawrence	0	1	0	0
TN-Madison	79	66	59	82
TN-Maury	0	1	0	0
TN-McNairy	7	13	11	15
TN-Obion		0	1	0
TN-Shelby	1	0	0	0
TN-Tipton	1	1	0	1
TN-Weakley	4	0	1	5
Grand Total	193	178	159	199

TCAT Enrollment with GED by County	
2017-18 academic year	
County	Enrollment*
Benton	5
Carroll	9
Chester	7
Crockett	7
Decatur	4
Gibson	12
Hardeman	8
Hardin	22
Haywood	6
Henderson	12
Henry	27
McNairy	12
Madison	23
Weakley	13
Total	167

Culture of Data and Use of Data

2018-2019 Inventory of Primary Assessments and Reports (DRAFT 2.13.19)

Instrument	Description of Instrument	Frequency	Implementation Schedule	Responsible Area	Who analyzes the data? (primary assessor(s))	Use of Results/Expected Outcomes
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JSCC 2015-2020 Strategic Plan ("Roadmap")

- a. Access
- b. Student Success/Completion
- c. Quality
- d. Efficiency/ Resourcefulness
- e. New: Workforce Development

Advising Surveys (Student + Faculty)

Instrument: Locally-developed (JSCC)

Survey type: Perception

Why: Gather feedback on past/current advising experience and obtain information for future direction

Time periods:

Student Perceptions	Faculty Perceptions
Spring 2017 Pilot 159 participants	Spring 2017 Pilot 9 participants
Fall 2018 102 participants *questions added to Graduate Exit	Fall 2018 53 participants

Key Observations

Next Steps

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)

Student Advising Survey 2017

Please use the following scale to rate items: (1) Disagree Strongly
(2) Disagree Somewhat
(3) Don't Know/No Opinion
(4) Agree Somewhat
(5) Agree Strongly

(circle your response)

1. Student learning is central to advising at Jackson State.

1 2 3 4 5

2. Advising at Jackson State included building a relationship with my advisor.

1 2 3 4 5

3. I took an active role in meetings with my advisor.

1 2 3 4 5

4. I kept appointments I made with my advisor.

1 2 3 4 5

5. I was well prepared for my advising appointments.

1 2 3 4 5

6. My advisor (check all that apply):

- is easy to get in touch with
- gives me as much time as I need when we meet
- encourages me to come by for help
- takes a personal interest in me
- encourages me to express my thoughts and feelings
- is a good listener
- gives me accurate information about course requirements
- helps me understand why required courses are important for my professional development and future plans
- considers my personal abilities, talents, and interests when advising me about courses or programs of study
- has assisted me in developing a long-term education plan
- helps me to connect with campus resources (academic assistance center, counseling services, financial aid, etc.)
- helps me make important educational decisions (selecting elective courses, exploring transfer options, etc.)

5. Overall, how satisfied were you with your faculty advisor?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

10. What type of impact did Academic Advising have on your success at JSCC?

- Highly Positive
- Positive
- No Impact
- Negative
- Highly Negative
- I never met with my assigned faculty advisor

11. If you did not meet with your faculty advisor, please explain why. (Mark all that apply.)

- I met with a faculty or staff member that was not my assigned advisor.
- I did not feel the need to meet with my advisor.
- I knew which courses I needed to take in order to achieve my goal.
- My advisor was never available when I could meet.
- I did not know that I had an assigned advisor.

Other (please specify)

12. Student learning is central to advising at Jackson State, meaning academic advising is a critical part of my educational success.

- Strongly Agree
- Agree
- I do not know/No opinion
- Disagree
- Strongly Disagree

13. Advising at Jackson State included building a relationship with my advisor.

- Strongly Agree

- Agree
- I do not know/No opinion
- Disagree
- Strongly Disagree

14. I took an active role in meetings with my advisor.

- Strongly Agree
- Agree
- I do not know/No opinion
- Disagree
- Strongly Disagree

15. I made and kept appointments with my advisor.

- Always
- Sometimes
- Never
- I did not meet with my advisor.

16. I was well prepared for my advising appointments.

- Strongly Agree
- Agree
- I do not know/No opinion
- Disagree
- Strongly Disagree

17. On average, how many times per semester did you meet with your faculty advisor outside of class?

- Zero
- 1-2
- 3-5

6 or more

18. My advisor is easy to get in touch with.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A

19. My advisor encourages me to come by for help.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A

20. My advisor encourages me to express my thoughts and feelings.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A

21. My advisor gives me accurate information about course requirements.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A

22. My advisor considers my personal abilities, talents, and interests when advising me about courses and programs of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A

23. My advisor has assisted me in developing a long-term education plan.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A

24. My advisor has helped me to connect with campus resources (academic assistance center, counseling services, financial aid, etc.).

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A

25. My advisor helps me make important educational decisions (selecting elective courses, exploring transfer options, etc.).

- Strongly Agree
- Agree
- Disagree
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- N/A

5. Overall, how satisfied were you with your faculty advisor?

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Other (please specify)

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- Strongly Agree
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- Strongly Disagree
- N/A

24. My advisor has helped me to connect with campus resources (academic assistance center, counseling services, financial aid, etc.).

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A

25. My advisor helps me make important educational decisions (selecting elective courses, exploring transfer options, etc.).

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A

Faculty Advising Survey-Spring 2017

1. I feel that student learning is central to advising

Agree Strongly Agree Neutral / No Opinion Disagree Disagree Strongly

2. Building collaborative relationships is key to advising students.

Agree Strongly Agree Neutral / No Opinion Disagree Disagree Strongly

3. Which one of the following best captures your perception of student attitudes toward the advising process?

Students find the advising process pleasant and rewarding

Students have neither very positive nor very negative feelings about the advising process

Students find the advising process unpleasant and frustrating

4. My academic advising experience is best characterized by the following (check as many as apply):

Students often do not keep appointments.

Students often do not come with any pre-planned schedule.

I give accurate advice and answers on curricular requirements.

I give accurate advice and answers to student questions relating to their options after graduation.

I serve as a resource person to my advisees on matters relating to choice of a college major.

I serve as a resource person to my advisees on matters relating to career choice.

I help my advisees to resolve their personal problems.

I refer my advisees to campus support services for assistance on matters that are beyond my expertise.

I encourage my advisees to become involved in campus life and off-campus community service.

5. Overall, how would you rate the academic advisement system at our college?

Extremely Effective Very Effective Moderately Effective Slightly Effective Not Effective

6. What do you find to be the most rewarding aspect of academic advising?

7. What do you find to be the most frustrating or dissatisfying aspect of academic advising?

8. In what ways might our academic advising system be improved?

9. What type(s) of additional personal or institutional support do you think would make the advising process more effective and/or more satisfying for advisors?

10. What additional questions do you think this institution should ask in future advising surveys?

Fall 2018 Faculty Advising Survey

1. I feel that student learning is central to advising, meaning academic advising is a critical part of educational success.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

2. Building collaborative relationships is key to advising students.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

3. Which one of the following best captures your perception of student attitudes toward the advising process?

- Students find the advising process pleasant and rewarding.
- Students have neither very positive nor very negative feelings about the advising process.
- Students find the advising process unpleasant and frustrating.

4. I advise my students to come prepared and to take an active role in their advising sessions.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

5. On average, how many times per week do you meet with advisees who have scheduled appointments during regular office hours?

- More than ten

- Five to ten
- Fewer than five

6. On average, how many times per week do you meet with advisees who do not have scheduled appointments but find you during office hours?

- More than ten
- Five to ten
- Fewer than five

7. My academic advising experience is best characterized by the following (check as many as apply):

- Students often do not keep appointments.
- Students often do not come with any pre-planned schedule.
- I give accurate advice and answers on curricular requirements.
- I give accurate advice and answers to student questions relating to their transfer options to a university.
- I serve as a resource person to my advisees on matters relating to choice of a college major.
- I serve as a resource person to my advisees on matters relating to career choice.
- I serve as a resource person to my advisees on matters of job placement upon graduation.
- I help my advisees to resolve their personal problems.
- I refer my advisees to campus support services for assistance on matters that are beyond my expertise.
- I encourage my advisees to become involved in campus life and off-campus community service.

8. How would you rate yourself as an academic advisor?

- I am a skilled advisor who serves as an example to my colleagues.
- I am an experienced advisor, but there are areas within advising in which I struggle.
- I am an adequate advisor.

- I am new to or uncomfortable with academic advising.
- Other

Additional comments:

9. Overall, how would you rate the academic advisement system at our college?

- Extremely Effective
- Very Effective
- Moderately Effective
- Slightly Effective
- Not Effective

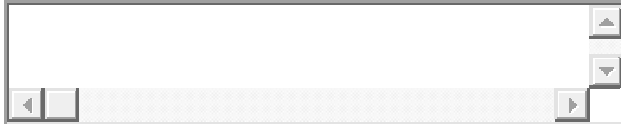
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11. What do you find to be the most frustrating or dissatisfying aspect of academic advising?

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13. What type(s) of additional personal or institutional support do you think would make the advising process more effective and/or more satisfying for advisors?

14. What additional questions do you think this institution should ask in future advising surveys?

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Academic Advising: Student and Faculty Surveys



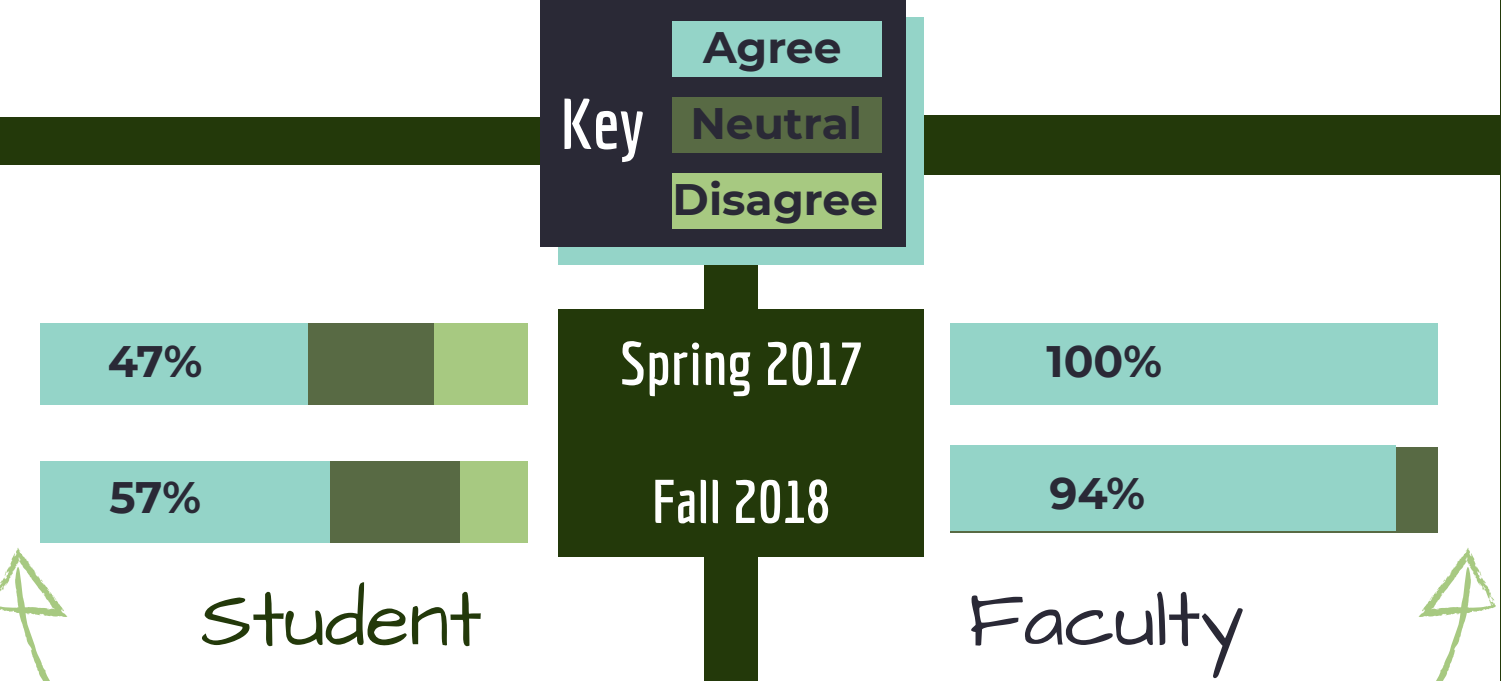
Jackson State
COMMUNITY COLLEGE
Spring 2019

This infographic looks at the results from four surveys to compare student and faculty perceptions of Academic Advising.

Student	Faculty
1. Spring 2017: Advising Survey Pilot* 159 Participants	1. Spring 2017: Academic Advising Survey Pilot 9 Participants/24 Invited Faculty Advisors
2. Fall 2018: Graduate Exit Survey 102 Participants	2. Fall 2018: Academic Advising Survey 53 Participants/109 Invited Faculty Advisors

*These questions were added to Graduate Exit Survey after the pilot.

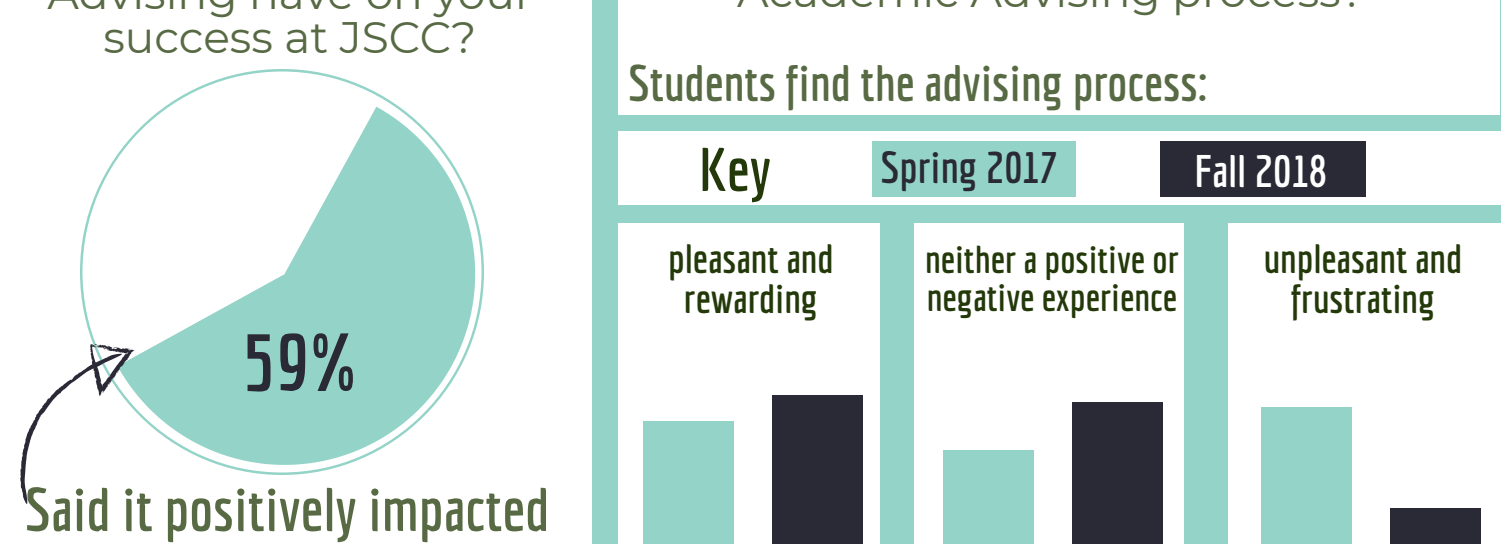
Student learning is central to advising.



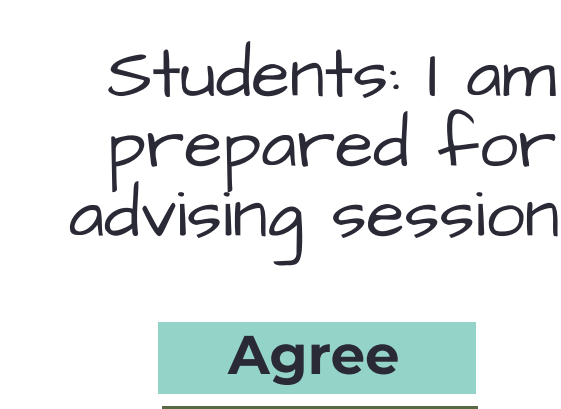
Key

- Agree
- Neutral
- Disagree

Building relationships is a key part of advising.



Students: What type of impact did Academic Advising have on your success at JSCC?



*Fall 2018 only

Faculty: What is your perception of student attitudes toward the Academic Advising process?

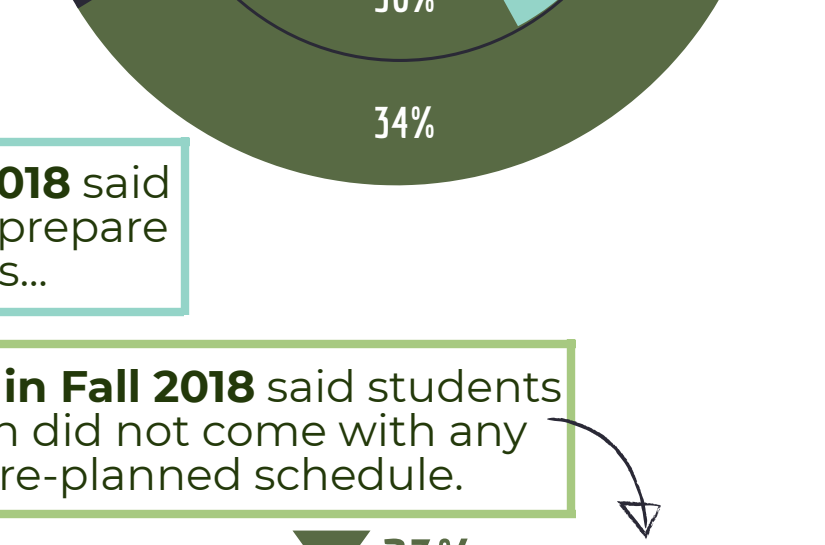
Students find the advising process:

Key	Spring 2017	Fall 2018
pleasant and rewarding	22%	25%
neither a positive or negative experience	45%	58%
unpleasant and frustrating	33%	17%

Students: I am prepared for advising sessions

Key

- Agree
- Neutral
- Disagree



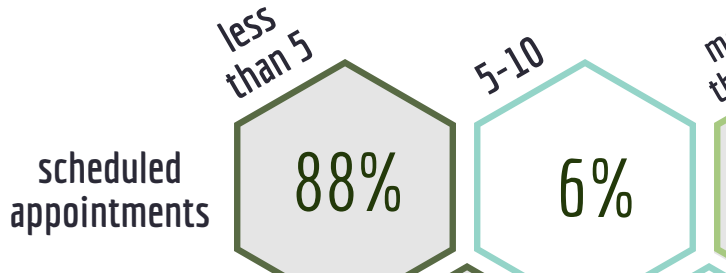
While 91% of Faculty in Fall 2018 said they encouraged students to prepare for their advising sessions...

...66% in Fall 2018 said students often did not come with any pre-planned schedule.

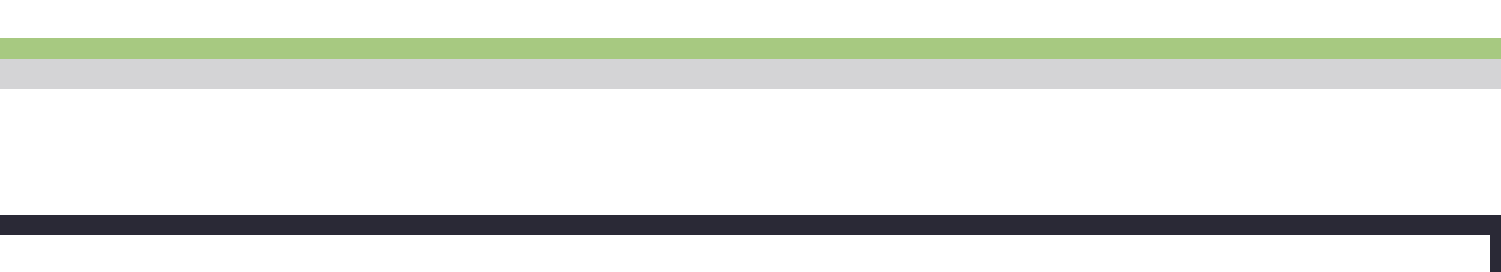
23% from Spring 2017

Good to Note! The implementation of creating course outlines in College to Career Navigation may have impacted this positive change.

Do students often keep their advising appointments?

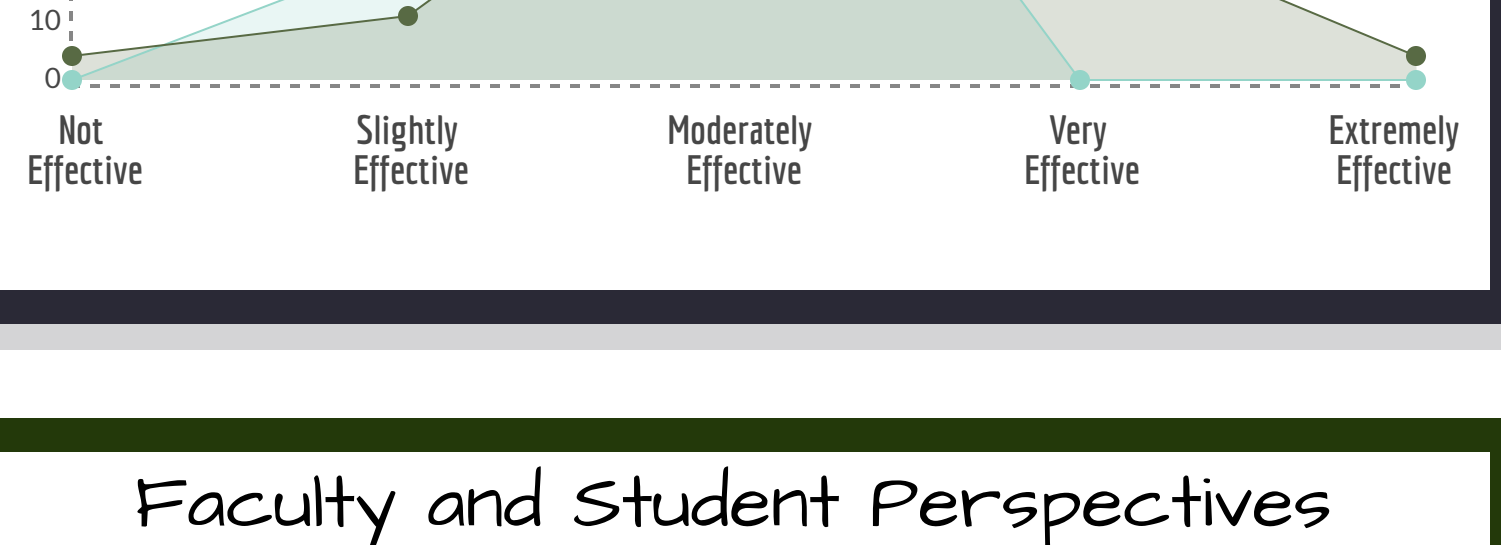


Students: How often did you meet with your advisor this semester*? *Fall 2018 only



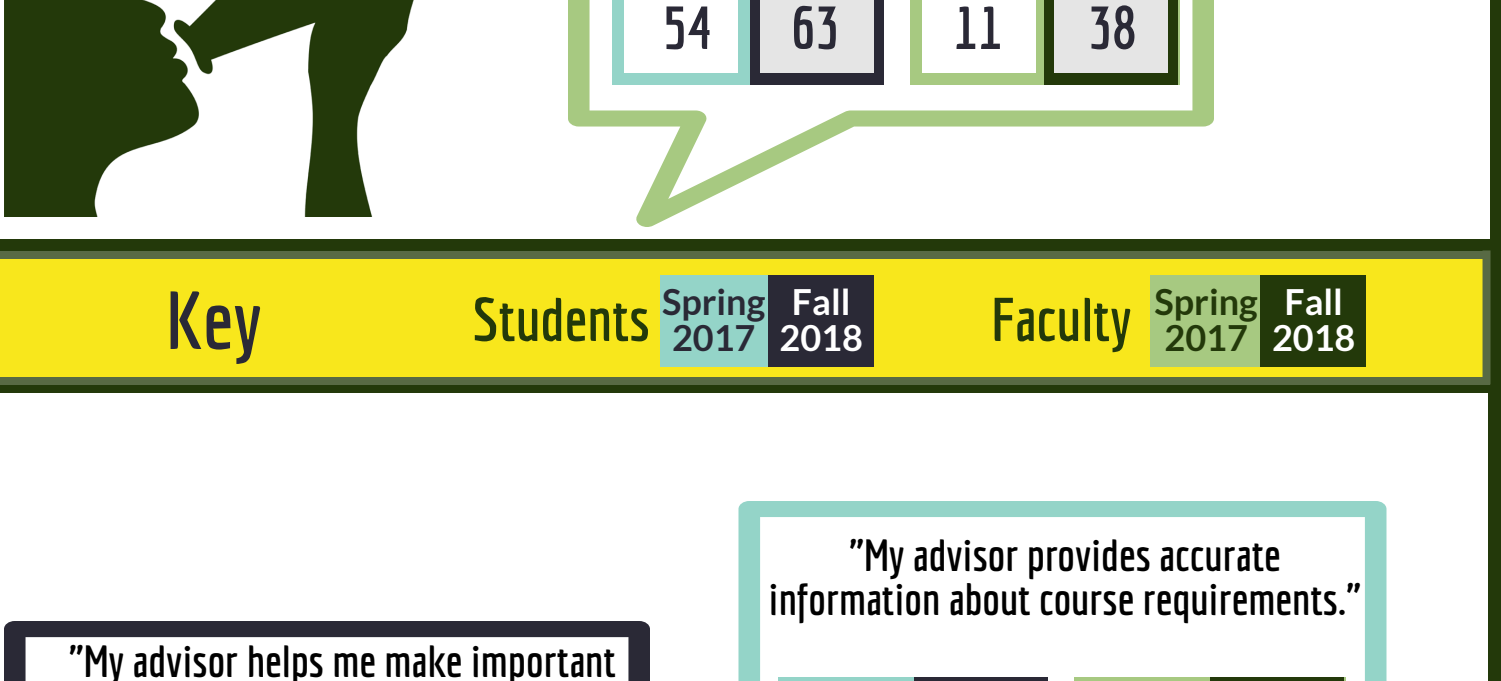
Faculty hours spent on advising appointments and walk-ins per week in Fall 2018

Faculty: How would you rate Academic Advising at JSCC?

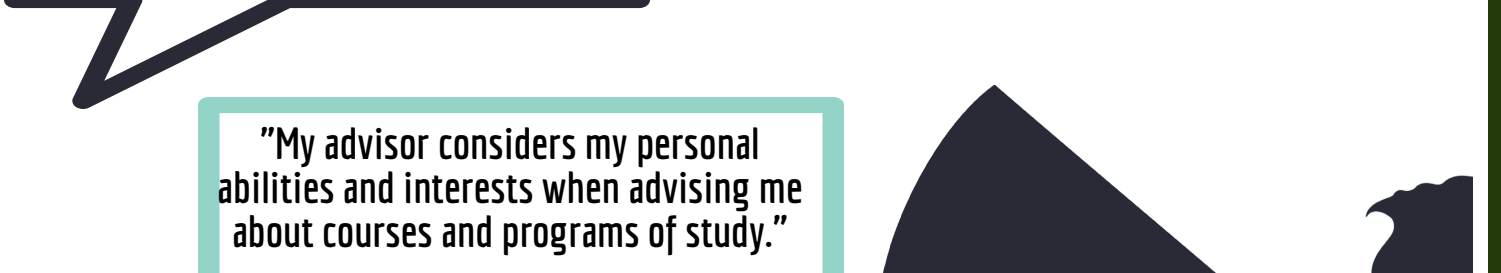


Faculty and Student Perspectives

% of those who agree with each statement



Key Students Spring 2017 Fall 2018 Faculty Spring 2017 Fall 2018



Faculty Feedback

The most rewarding aspect of Academic Advising is...

- building relationships with students.
- student success and graduation.
- academic planning.

The most frustrating aspect/s of Academic Advising is/are...

- student attitude, expectations, and preparedness.
- systematic problems and a need for training.
- advising for areas unfamiliar to me.

In what ways might our Academic Advising system be improved?

- More professional/staff gap advisors
- Better communication regarding changes and updates
- Assign advisors faster/update when students change major
- GE/pre-semester overhaul
- More training

Your voice matters! Here are some things we are working on:

- A compulsory intake survey for incoming students (beginning this Fall) will act as an early alert system to enable us to link those in need to vital resources.
- Completion Coaches are now trained to assist with gap advising.
- The advisor assignment process has been streamlined to better and more rapidly assign advisors when necessary.

Stay tuned as we work to provide better access to Academic Advising training materials and resources to aid in student success!