

Jackson State Community College
DREAM Committee
(Data + Resources + Equity + Action +Mastery)
April 29, 2019 (2:30-3:30 p.m.)
Student Center - Conference Room
Notes

1 – Welcome

Dr. Hamilton welcomed members. Dr. Soon Flynn, JSCC's ATD Data Coach attended the meeting. Introductions were made by the team 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- Review Dr. Hamilton reviewed the attached PowerPoint presentation.

- We review the semester's work by the DREAM team
 - September 2018, the Strategic Planning Committee met.
 - October 2018, college leaders reviewed the Outcomes Based Funding Formula and the Quality Assurance Funding
 - November 2018 – March 2019, the DREAM team reviewed national, state, and local data to get an idea of what types of data are available to guide student success.
- Everything we do ties back to the college's mission and strategic plan. The DREAM team focused on student success/completion data. We will use this data to help make informed decisions to improve student success/completion or celebrate our accomplishments.
- Examples were reviewed from the DREAMs work this year and action taken from the review.

3 – Other/Key observations/Wrap-up

- The draft of the Inventory of Primary Assessments Report (IPAR) was shared with the team. Not all assessment reports are tied to student success/completion. They are the campus wide assessments. The document will go live to campus in July. If you have or know of a campus wide assessment not listed, please notify Sara Vonderheide.
- No meeting will be held in May.
- In June we will plan for the 2019-2020 year.
- We need to review data for our strategic plan to make JSCC the best for our students.

Follow up – Action items:

- Vice Presidents review membership for 2019-2020 year.



DREAM – Spring 2019

Data + Resources + Equity + Action + Mastery

JSCC – April 29, 2019

Agenda

Welcome and Introductions

2018-19

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)

April Data Focus: Summary and Next Steps

May Data Focus: Working Groups

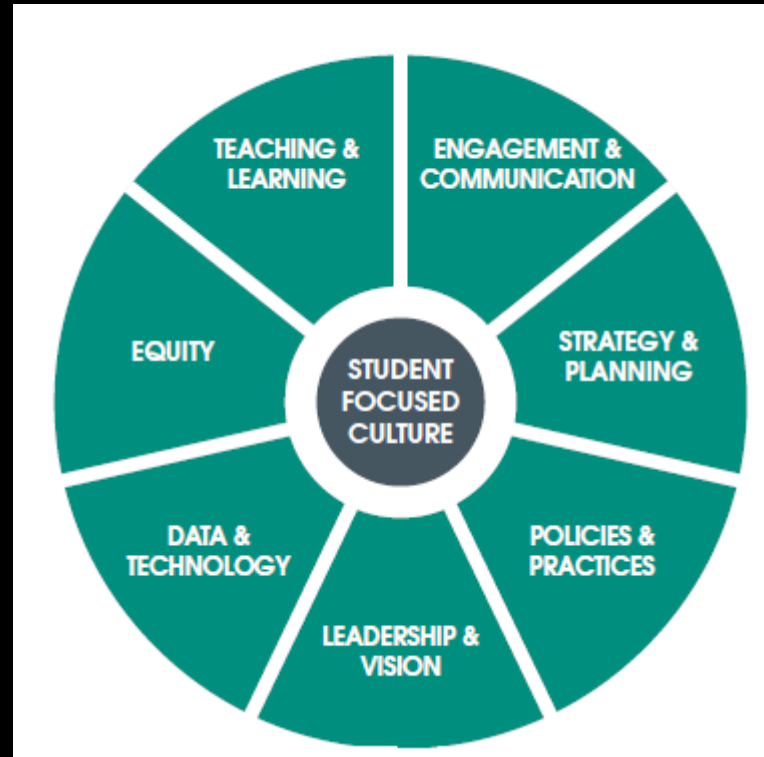
June Data Focus: Use of Results with 2018-19 analyses

Institutional Planning/Student Achievement

SACSCOC 7.1 The institution engages in **ongoing, comprehensive, and integrated research-based planning and evaluation processes** that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional **goals and outcomes consistent with its mission.**

SACSCOC 8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The **institution uses multiple measures to document student success.**

ATD: Capacity Framework



JSCC *2015-2020 Strategic Plan* (“Roadmap”)

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

Strategic Planning Committee 2018-19 Reviews/Themes

- ✓ Summer 2018 (6.6.18): JSCC/THEC Retreat
- ✓ 9.27.18: Strategic Planning Committee
- ✓ 10.12.18 (10:00-11:30 am) – THEC Team reviews Outcomes-Based Funding Formula and Quality Assurance
- ✓ October-March: Data Review/Use of Data
- ✓ April 2019: Strategic Planning Committee

Inventory of Primary
Assessments and
Reports (IPAR)

Data

Strategic Plan

SPOL Software

Funding

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 |
|------------|---------------------------|-----------|-------------------------|------------------|---|----------------------------------|
| | | | | | | |

THEC – Outcomes-Based Funding Formula (5 year data and community college comparison)

Student accumulating 12 hours, 24 hours, 36 hours

Dual Enrollment

Associate degrees

Long-term certificates

Short-term certificates

Job placement

Transfer out with 12 hours

Workforce training (contact hours)

Awards per 100 FTE

THEC – Quality Assurance Funding Formula

2015-20 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 |

DREAM – November 28, 2018

Next steps:

Sense 2017 Key Findings (6 benchmarks) and SENSE 2019 Key Findings (6 benchmarks)

CCSSE 2017 Key Findings (5 benchmarks) and CCSSE 2019 Key Findings (5 benchmarks)

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. IN PROGRESS

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. – SUBMITTED GRANT APPLICATIONS 4.17.19

A. Hardin, Henderson, and Madison

B. Gibson, Henry

DREAM – March 2019 (3.28.19)

Next steps:

- 1 - Review survey questions for minor edits/tweaks
- 2 - 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
- 3 – Define/Terminology – 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 – June 2019

1 – Review: 2018-19 next steps/action items

2 - Data Focus/Foci:

a. IPEDS

b. Student Retention Rates

c. Student Graduation Rates (3 year)

3 – 2019-20 Planning

“I went by your office today and they said they you were gone for a few days and I can’t wait that long to tell you that I got accepted to the XX program at XXXX. I cannot express how grateful I am for everything JSCC has done for me. Thank you a million times for allowing me to reach my goals.”

| 2018-19 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 | | | | | | | |
| 1 | IPEDS | U.S. Department of Education mandated questionnaires | Annually | Typically, September through April | Institutional Research | | Institutional data used to improve programs and services | | | | | | |
| 2 | Community College Survey of Student Engagement (CCSSE) | A survey for college students (not including dual enrollment) who are taking classes on campus to assess 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. | | | | | | |
| 3 | Survey of Entering Student Engagement (SENSE) | A survey for new to college students who are taking entry-level classes on campus to assess 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. | | | | | | |
| 4 | Title VI Annual Reporting | | Annually | July | Human Resources | | | | | | | | |
| 5 | Title IX Annual Report | | Annually | August | Human Resources | | | | | | | | |
| 6 | Affirmative Action Plan and Reporting | | Annually | January | Human Resources | | | | | | | | |
| 7 | Compensation Plan Revisions to TBR | | Annually | March | Human Resources | | For approval at June TBR Board Meeting. | | | | | | |
| 8 | Salary file to TBR | | Annually | August | Human Resources | | For state salary database updates (public record) | | | | | | |
| 9 | VETS4212 Federal Contract Reporting to TBR | | Annually | September | Human Resources | | | | | | | | |
| 10 | Compensation Reporting to TBR | | Quarterly | | Human Resources | | For TBR Board review and approval in accordance with TBR policy | | | | | | |
| 11 | Access and Diversity funding report to TBR | | Semi-Annually | January and August | Human Resources | | | | | | | | |
| 12 | TBR College Profile Report | TBR profile report for JSCC | updated February 2018 | Spring terms | President's Office | Executive Council | Institutional data used to continuously improve JSCC programs and services (enrollment, retention, and persistence to graduation efforts). | | | | | | |
| 13 | TBR Athletic Interests and Abilities Survey | TBR conducts this survey to assess interest in collegiate and intramural athletics. | Every two to three years | Spring term | Athletics/Institutional Research | Athletics/TBR | A taskforce put together by TBR CC members determines if changes need to be made to the athletic programs in the system. No recommendations have been made thus far. | | | | | | |
| 14 | TBR Getting to Know You/Academic Mindset | TBR conducts this survey to understand how students differ in attitudes, beliefs, personality traits, and perceptions of college. | Annually | Fall terms | Academic Affairs | TBR/JSCC IR Office if data is made available | This information helps TBR to learn how best to help each student be successful in their studies and career choices. This survey is designed for first-year students. This information gives TBR guidance when developing student success initiatives. | | | | | | |
| 15 | TBR Equity in Athletics Disclosure Act Report | Conducted by the Director of Athletics and submitted to the Department of Education. This report is to ensure that institutional funds are distributed equitably between male and female athletes. | Annually | Mid-October (3-year cycle per TBR) | Athletics Director/President | Department of Education | To inform the college if there are inequities in funding between male and female athletes. | | | | | | |
| 16 | TBR Risk Assessment | A risk assessment is conducted annually on areas included in the audit universe to determine the priority of risk based audits included in the audit plan. | Annually | Spring term (begins in March and is due to TBR by May 31) | Finance/Internal Audit | Financial Analyst and Director of Internal Audit | All risks are identified for the area under review, and adequate controls are in place to mitigate the risks. This is then reported to TBR. | | | | | | |
| 17 | TBR Low-Producing Program Report | TBR report of low-producing programs. | Annually | Fall terms (~November) | VPAA | Academic Deans | Continuously improve JSCC's academic programs. | | | | | | |
| 18 | TBR Post-approval Monitoring Report (PAM) | TBR report of recently implemented academic programs (last 3 years) | Annually | | VPAA | Academic Deans | Continuously improve JSCC's academic programs. | | | | | | |

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| 19 | THEC Quality Assurance Review Report | THEC report documenting institutional results for the THEC QA Funding Standards | Annually | Summer terms | President's Office | Executive Council | Continuously improve JSCC's programs, services, retention, graduation rates, and teaching/learning outcomes. | | | |
| 20 | THEC Persistence to Graduation Report | THEC report of the persistence to graduation rates of JSCC's first-time full-time freshmen as determined six years after their initial fall semester. | Annually | Spring 2017 | Institutional Research | Executive Council, Presidents Cabinet, Academic Affairs, Students Affairs | Institutional data used to continuously improve JSCC programs and services (enrollment, retention, and persistence to graduation efforts). | | | |
| 21 | 14th Day Enrollment Data | Official report of each semester's enrollment data. | Each semester | Summer, Fall, Spring | VPiE and VPSS | Executive Council; President's Cabinet; Student Affairs Divisional meetings; Academic Deans meetings | Continuously improve JSCC's programs, services, retention, and graduation rates, as appropriate. | | | |
| 22 | Academic Awards | Official report of college's graduates (program completers) | Annually | Summer terms | VPiE and VPSS | Executive Council; President's Cabinet; Student Affairs Divisional meetings; Academic Deans meetings | Continuously improve JSCC's programs, services, retention, and graduation rates, as appropriate. | | | |
| 23 | Academic Program: Accreditation | Assessment of academic programs by discipline-specific accreditation agencies. | Variable | Variable | VPAA | Variable | Continuously improve JSCC's programs, services, retention, graduation rates, and teaching/learning outcomes. | | | |
| 24 | Academic Program: Academic Audit | Assessment of non-accredited programs. | Each non-accredited degree program is reviewed once every five years (per THEC QA cycle) | THEC QA cycle | Academic Affairs/Academic Divisions | VPAA; Academic Deans; Program Directors and Faculty | Continuously improve JSCC's programs, services, retention, graduation rates, and teaching/learning outcomes. | | | |
| 25 | Assessment of Administrators Survey (Internal Constituents Survey) | Assessment of internal constituents' satisfaction with college administrators. | TBD | Spring terms | President's Office and Assessment of Administrators Committee | President's Office; Executive Council | These results are used as part of the annual vice president evaluations (done by President) and provide vice presidents with suggestions as to how to continuously improve the quality of the work environment. | | | |
| 26 | Budget | JSCC Financial Budget | Spring/Fall terms | May/October | VPFAA | President's Office; Executive Council | Continuously improve JSCC's financial planning. | | | |
| 27 | Compensation Equity Plan | TBD | TBD | TBD | TBD | TBD | TBD | | | |
| 28 | Affirmative Action Plan | TBD | TBD | TBD | TBD | TBD | TBD | | | |
| 29 | Job Placement | Placement is tracked for all technical certificate completers and AAS graduates to see how many are working in the field of study. | Annually | Spring/Summer terms | Institutional Research/Academic Secretaries/Faculty | Program Directors/Institutional Research/ Perkins Coordinator | This data is part of the annual federal Perkins reporting done by IR. It shows gaps in employment in gender and ethnicity. It provides program directors information necessary for program improvement. | | | |
| 30 | General Education Competency Exit Exam: ETS Proficiency Profile | General Education Exit exam required of all degree completers. | Annually | Summer terms | Institutional Research | Institutional Research/Academic Deans | These results show the proficiency of JSCC graduates in multiple areas including humanities, social studies, math, etc. This data is disaggregated by academic division based on the students' program of study. | | | |
| 31 | Graduate Exit Survey | A survey of upcoming graduates to get feedback and satisfaction levels on multiple areas of the college. | Annually | Summer 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 highlight areas that JSCC is excelling at while also showing those that need improvement. Satisfaction concerning specific functions of the college are collected here. | | | |
| 32 | Student Ratings of Instruction: IDEA | A survey that serves as a course evaluation in which faculty receive feedback on students' perceptions of their learning on specific learning objectives. | Annually | Fall/spring terms (half of the faculty are evaluated each term) | Institutional Research | Academic Deans and individual faculty | These results are used as part of the annual faculty evaluations (done by division deans) and provide faculty with suggestions of teaching methods to increase or begin using based on the learning objectives deemed significant for that course. | | | |
| 33 | Student Ratings of Instruction: IOTA360 (new 2018-19) | A survey that serves as a course evaluation in which faculty receive feedback on students' perceptions of their learning on specific learning objectives. | Annually | Fall/spring terms (half of the faculty are evaluated each term) | Institutional Research | Academic Deans and individual faculty | These results are used as part of the annual faculty evaluations (done by division deans) and provide faculty with suggestions of teaching methods to increase or begin using based on the learning objectives deemed significant for that course. | | | |

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| 34 | Employee Exit Interviews | Human Resources conducts an interview at the time of a full-time employee exiting the college. Issues such as benefits, final paycheck, and collecting company items are addressed. Some questions about the employee's tenure are also asked. | Ongoing/As needed | Ongoing/As needed | Human Resources | Human Resources | When an issue can be shared with a supervisor, HR does so in order to improve operations and communication. This is done in hopes of addressing issues at the college and to improve internal customer service. | | | |
| 35 | Campus Safety and Security Survey | Annual survey that collects information relevant to campus safety and security. - Criminal offenses (on campus, Non campus, public property) - Hate crimes (on campus, Non campus, public property) - VAWA offenses (on campus, Non campus, public property) - Arrests (on campus, Non campus, public property) - Disciplinary actions (on campus, Non campus, public property) - Unfounded crimes (on campus, Non campus, public property) | Annually | Mid-October | Director of Environmental Health and Safety (Police Dept) | Will be made public for any stakeholders to view | Awareness of activities and potential safety issues on campus. | | | |
| 36 | Professional Privilege taxes for JSCC employees | 2 CPAs, Licensed Counselor | Annually | March | Human Resources | | | | | |
| 37 | 1095's for employees | Required documents for employees for Healthcare Reporting | Annually | April | Human Resources | | | | | |
| 28 | Edison extract for annual enrollment | Updates submitted for annual enrollment sent to PayFlex and Benefits Administration | Annually | August | Human Resources | | | | | |
| | Others: | | | | | | | | | |
| | ECSI Reports | | | | | | | | | |
| | Dual Enrollment Conversions by County Report | | | | | | | | | |
| | JSCC GED/HISET Report | | | | | | | | | |
| | JSCC Student Withdrawal Survey | | | | | | | | | |
| | New Student Orientation Satisfaction Survey (?) | | | | | | | | | |
| | Strategic Planning/Budget Survey (?) | | | | | | | | | |
| | Master Plan | A plan of college facilities | 10-year plan (with annual assessment ?) | Ongoing | Director of Physical Plant/VPFAA | President's Office; Executive Council; | Used for long-range planning | | | |
| | TBR Physical Facilities Inventory and Survey (PFIS) (?) | A report of all college owned and leased facilities. Inventory is a record of building spaces, square feed, roof types, HVAC, etc. | Ongoing | Ongoing | Director of Physical Plant/VPFAA | President's Office; Executive Council; | Used to mointor the conditions of buildings, space utilization, and managed related needs. | | | |
| | Academic Advising Survey (for advisors) | An academic advising survey that gauges | Annual (fall) | Ongoing | IR/QEP | IR Director/QEP Coordinator | Used in QEP Impact Report and continuing improvements in advising practices. | | | |