DREAM – Summer 2019

Data + Resources + Equity + Action + Mastery

JSCC – July 10, 2019

Agenda

1 - Welcome and Introductions

2 - 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/July Data Focus: Use of Results with 2018-19 analyses

3 - DREAM 2019-20

JSCC *2015-2020 Strategic Plan* ("Roadmap")

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

Culture of Data and Use of Data

2019-20 Inventory of Primary Assessments and Reports (July 2019)

Instrument	Description of Instrument	Frequency	Implementation Schedule	Responsible Area	Who analyzes the data? (primary assessor(s)	Use of Results/Expected Outcomes

Internal Office Notes:

JSCC IPAR Development: 2017-18 and 2018-19

JSCC IPAR jWeb Posting: July 2019

JSCC IPAR Annual Revision Dates: July 2019

DREAM – January 2019 (1.31.19)

<u>Next steps</u>: (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; AWARDED GRANT IN 3 COUNTIES 5.23.19; GRANT TRAINING 7.8-11.19

A. ~~Hardin, Henderson, and~~ Madison
B. Gibson, Henry

DREAM – June/July 2019

Data Focus/Foci:

    a. IPEDS - https://nces.ed.gov/ipeds/
    b. Student Retention Rates
    c. Student Graduation Rates (3 year)

IPEDS – Enrollment and Sample Data

Questions	2015	2016	2017	2018
Total enrollment (census date counts)	4746	4689	4745	4849
First time Full Time Freshmen	991	1039	987	994
Student/Faculty ratio	21 to 1	24 to 1	21 to 1	23 to 1
% female	63%	62%	63%	65%
% male	37%	38%	37%	35%
% white	75%	76%	75%	70%
% African American	16%	16%	17%	19%
% first-time freshmen receiving Pell Grants	63%	67%	66%	To be reported 2019-20

IPEDS – Fall-to-Fall Retention Rates (FTFTF or FTPTF)

Fall cohort year	Full-time Freshmen	Part-time Freshmen
2013	48%	41%
2014	51%	34%
2015	52%	44%
2016	52%	37%
2017	52%	35%

IPEDS – 3-year Graduation Rates (FTFTF)

Fall cohort year	2 year graduation rate	3 year graduation rate
2013 Cohort (N=250)	6%	10%
2014 (N=359)	7%	16%
2015 (N=1032)	11.5%	22.5%
2016 (N=1030)	9.9%	
2017		

THEC – Outcomes-Based Funding Formula

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

JSCC Graduation Data: Summary and Summary Breakdown

See attached documents

JSCC DREAM: 2019-20

2019-20
September Data Focus: Strategic Planning
October Data Focus: OBF and QA Funding
November Data Focus:
January Data Focus:
February Data Focus:
March Data Focus:
April Data Focus:
May Data Focus:
June Data Focus:

Excerpt from a student (May 2019 graduate)

"My name is JSCC Student. Thank you for the lovely Award you sent me for my graduation GPA. I moved to XX and could not attend the ceremony.

My experience at JSCC was truly wonderful, and I miss it quite badly. I was XX when I enrolled there at the XX campus. I loved going to the main campus in Jackson - any excuse to make the trip would do. It was a thrill for me to actually fulfill my dream of returning to school, and completing it.

I loved my teachers and all the kind students who helped me with the computer and with my school work.

I will always remember and cherish my experience in your school."

1) Which class(es) did you withdraw from?
   [TEXT BOX]
2) Is this class required for your program of study?
   a. Yes
   b. No
   c. I do not know.
3) Did you discuss your decision to withdraw from this class with your advisor?
   a. Yes
   b. No
   c. COMMENT BOX
4) Did you withdraw from this class because of any of these non-academic reasons?
   a. Transportation issues
   b. Childcare or eldercare
   c. Health issues
   d. Job changes
   e. Other [TEXT BOX]
5) I did not have or was not taught the eLearn skills necessary to complete this course.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree
6) I did not understand the requirements of this course prior to enrolling in it (i.e. technology needs, schedule, testing, etc.).
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree
7) I did not have the technology needed (software, computer, internet access, etc.) to complete this course.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree
8) I underestimated the time required to successfully complete this course.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

9) I need a class that provides more feedback about my performance than I received.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

10) I did not understand the design of the course including where to find materials, due dates, grades, etc.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

11) The teaching style of the instructor was not compatible to my learning style. (i.e. I learn better in-person than online; I am a more visual learner; or I learn better in a hands-on environment.)
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

12) I did not understand the course materials and instructions.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

13) I withdrew because of my experience with this instructor.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

14) I withdrew because of my experience with a Jackson State staff member.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

15) I withdrew from this class because I took too many classes and felt overwhelmed.
    a. Strongly disagree
    b. Disagree
    c. Neither agree nor disagree
    d. Agree
    e. Strongly agree
16) I withdrew because I did not feel like I fit in at Jackson State or connect with any of my classmates.
    a. Strongly disagree
    b. Disagree
    c. Neither agree nor disagree
    d. Agree
    e. Strongly agree
17) Please provide any other comments concerning issues that you had which caused you to withdraw from your course(s). If you would like to be contacted about an issue with a course, please leave your name and a phone number, and someone from Jackson State will contact you. All responses are kept confidential.
[TEXT BOX]

ACADEMIC INVENTORY
Degrees by Major Areas of Concentration
2018-2019

Degrees Reported to TBR	Summer 2018	Fall 2018	Spring 2019	Total
Associate of Arts	4	6	18	28
Associate of Science	44	63	156	263
Associate of Applied Science	26	58	118	202
Associate of Science in Teaching	2	2	3	7
Certificates	10	64	108	182
				682

ACADEMIC INVENTORY
Degrees by Major Areas of Concentration
2017-2018

Degrees Reported to TBR	Summer 2017	Fall 2017	Spring 2018	Total
Associate of Arts	4	13	13	30
Associate of Science	50	89	164	303
Associate of Applied Science	24	51	130	205
Associate of Science in Teaching	0	1	3	4
Certificates	48	105	52	205
				747

ACADEMIC INVENTORY
Degrees by Major Areas of Concentration
2016-2017

Degrees Reported to TBR	Summer 2016	Fall 2016	Spring 2017	Total
Associate of Arts	5	9	26	40
Associate of Science	24	59	148	231
Associate of Applied Science	27	44	141	212
Associate of Science in Teaching	0	3	1	4
Certificates	15	126	78	219
				706

ACADEMIC INVENTORY
Degrees by Major Areas of Concentration
2015-2016

Degrees Reported to TBR	Summer 2015	Fall 2015	Spring 2016	Total
Associate of Arts	5	10	11	26
Associate of Science	29	61	115	205
Associate of Applied Science	34	74	114	222
Associate of Science in Teaching	1	1	2	4
Certificates	3	57	137	197
				654

ACADEMIC INVENTORY
Degrees by Major Areas of Concentration
2014-2015

Degrees Reported to TBR	Summer 2014	Fall 2014	Spring 2015	Total
Associate of Arts	4	5	15	24
Associate of Science	24	44	136	204
Associate of Applied Science	35	69	133	237
Associate of Science in Teaching	0	1	2	3
Certificates	181	69	63	313
				781

ACADEMIC INVENTORY
Degrees by Major Areas of Concentration
2013-2014

Degrees Reported to TBR	Summer 2013	Fall 2013	Spring 2014	Total
Associate of Arts	4	9	17	30
Associate of Science	33	56	80	169
Associate of Applied Science	31	89	137	257
Associate of Science in Teaching	5	5	4	14
Certificates	21	40	52	113
				583

ACADEMIC INVENTORY
Degrees by Major Areas of Concentration
2012-2013

Degrees Reported to TBR	Summer 2012	Fall 2012	Spring 2013	Total
Associate of Arts	3	8	14	25
Associate of Science	32	40	93	165
Associate of Applied Science	40	76	191	307
Associate of Science in Teaching	4	2	6	12
Certificates	10	59	65	134
				643

ACADEMIC INVENTORY
Degrees by Major Areas of Concentration
2018-2019

Degrees Reported to TBR	Summer 2018	Fall 2018	Spring 2019	Total
Associate of Arts	4	6	18	28
Associate of Science	44	63	156	263
Associate of Applied Science	26	58	118	202
Associate of Science in Teaching	2	2	3	7
Certificates	10	64	108	182
				682

Breakdown of Associate of Arts	Summer 2018	Fall 2018	Spring 2019	Total
General Studies	0	0	10	10
TTP Art (Studio)	1	0	2	3
TTP Criminal Justice	0	0	1	1
TTP English	0	0	1	1
TTP Foreign Language	2	1	3	6
TTP Mass Communication	0	1	0	1
TTP Political Science	1	0	0	1
TTP Psychology	0	1	0	1
TTP Social Work	0	3	1	4
				28

Breakdown of Associate of Science	Summer 2018	Fall 2018	Spring 2019	Total
General Studies	30	50	121	201
TTP Accounting	2	2	3	7
TTP Animal Science	1	1	1	3
TTP Biology	0	0	3	3
TTP Business Administration	4	3	4	11
TTP Criminal Justice	0	2	3	5
TTP Electrical Engineering	0	1	0	1
TTP History	1	0	2	3
TTP Information Systems	0	0	1	1
TTP Mass Communication	1	0	1	2
TTP Mechanical Engineering	0	0	4	4
TTP Physics	0	0	1	1
TTP Political Science	0	0	1	1
TTP Pre-Health Professions	0	1	2	3
TTP Pre-Physical Therapy	1	1	0	2
TTP Psychology	0	1	8	9
TTP Social Work	3	1	1	5
TTP Sociology	1	0	0	1
				263

Breakdown of Associate of Applied Science	Summer 2018	Fall 2018	Spring 2019	Total
Business	0	8	5	13
Computer Information Technology	3	2	15	20
EMS Paramedic	1	0	0	1
Engineering Systems Technology	1	6	18	25
Health Sciences	0	1	8	9
Medical Laboratory Technician	0	0	10	10
Nursing	0	41	29	70
Occupational Therapy Assistant	0	0	11	11
Physical Therapist Assistant	0	0	22	22
Radiologic Technology	21	0	0	21
				202

Breakdown of Associate of Science in Teaching	Summer 2018	Fall 2018	Spring 2019	Total
Teaching	2	2	3	7

Breakdown of Certificate Programs	Summer 2018	Fall 2018	Spring 2019	Total
Emergency Medical Technician	0	20	10	30
Advanced Emergency Medical Technician	0	7	17	24
EMT – Paramedic	6	0	0	6
Health Care Technician	0	4	21	25
General Education for AA/AS	0	1	0	1
General Education for AAS	4	26	58	88
Pre-Allied Health	0	6	2	8
				182

Reverse Transfer	Fall 2018	Spring 2019	Total
	16	19	35

For informational purposes only. The reverse transfer degrees are already added into the totals reported to TBR and the breakdown by major.