Question #1 – According to the SENSE Survey, which student group were neutral or disagreed the most with the statement "At least one college staff member learned my name: 44% of white students were neutral or disagreed with statement

Possible Causes:

- Felt that instructors recognize faces instead of names.
- Class attendance or presentation may not make students memorable.
- If students don't show up or participate they don't care whether someone knew their name or not.
- Captive audiences are easier to learn names.
- Interpersonal relationship – On-line students
- High volume of students in short period
- Staff do not have a lot of contact with students.
- Some students are online and faculty and staff would not know their name.
- Less African-Americans in classes so few names to remember
- African-American names can sometimes be unique, easy to remember
- In teaching ZOOM or ITV classes, it's hard to see all the students
- The more entitled you are, the easier you may be offended
- How did students interpret the word "staff"?

Possible solutions:

- Encourage faculty/staff who have day-to-day (or week-to-week) contact with students to learn students' names
- Could be accomplished by making and utilizing name tents on desks (to be used during each class) for first few weeks
- Could use name tags/student IDs
- Take attendance by calling out names until faculty and other students learn each other's names
- Utilize seating chart
- Be sure to find out the name the student prefers to be called
- Provide workshops to assist faculty and staff in techniques to remember names
- Put pictures of students in Elearn.
- Students can wear name badges or lanyards.
- Do a better job in learning student names.
- Repetitively match names faces.
- Take time to learn name – Call by name – have students stand and introduce themselves at start of semester.
- If the survey is done to early, maybe alter the time the survey is done.
- Encourage faculty members to know their names.
- Change the perception that faculty and staff do not know their names.
- Becoming more involved with students
- More staff members in hallways greeting students
- Seating chart
- First day of class, have students introduce themselves and instructor to write down the information.
- Upward Bound takes students' pictures and puts the pictures with the names.
- Maybe we focus more on African American students and white students feel left out

What additional data is needed:

- Find the percentage of male and females
- Breakdown of the total number of each group.
- What time of the semester was the survey done.
- What was the sample size for each student group?
- Are these classes online? No.
- How did students interpret the word "staff"?

Question #2 – According to the CCSSE Survey, what student group responded the most negatively to the statement "someone at DSCC contacts me if I am struggling with my studies": 56% of academically underprepared (learning support requirements)

Possible Causes:

- Feel instructors reach out more to students who are struggling.
- Feel students to not acknowledge texts or emails from instructors.
- No response to instructors.
- Lack of internet access
- Ownership
- Barriers to communications don't read or respond to emails.
- The student may not understanding contacting. They may think it should be someone other than their faculty member.
- Students may not have internet access
- Students may struggle with technology
- Many students don't have voice mail set up on cell phones
- Students change cell phone numbers and don't report it
- EAB app not up and running properly
- Placing blame on others instead of themselves
- Warning letters are sent from a generic email address (argos-do-not-reply@dscc.edu). Students might not read them. Should come from an instructor's name.
- Instructors receive a summary email report, but only the advisor gets CCed on early warning emails sent to the student.
- There is a gap between the time they are assigned their email and start receiving class emails
- Acronyms are sometimes used and can be confusing
- Some students don't like being contacted
- Faculty might not be identifying those students that are failing
- Students might not know the difference between eLearn and MyDSCC

Possible solutions:

- Encourage faculty and advisors to make an appointment with students so there will be face-to-face contact with students struggling with their studies
- Send email to students via both e-Learn, DSCC email, and student's preferred personal email and Facebook messenger if they utilize that method

- Have students complete a note card at the beginning of the semester to obtain students' correct phone number and preferred email address
- The lack of correct student contact info in the DSCC system is a problem – note card and/or computer session where students update contact info is needed
- Contact them face-to-face in the classroom rather than emails or texts.
- Develop better way to reach students
- Invite SSS and ASC to talk with the classes. Science courses, Nursing and orientation classes are doing this currently.
- Have ASC and SSS talk with classes after early warning classes.
- Use text messages to communicate with students
- Make sure students can access their email
- Ensure that the EAB App is working so they can get messages
- Set up question boxes in classrooms
- Remind students again after 6 weeks about the ASC and tutoring resources
- Put forth more effort to get students into SSS if they qualify
- Use Faculty Feedback more often
- Relational advising with peer mentors might help
- Reword the emails they are receiving
- We need a consistent approach when contacting students
- Make sure student contact is correct

What additional data is needed:

- They might have misunderstood the question.
- What does the student consider contacting them - Ie …. Early warning grades are set up.
- Do they think someone other than their faculty member should be contacting them
- The question may not be clear to students.
- Know the number of students that check their email
- Are these students reaching out and asking for help or sitting back waiting for it to come to them?
- Students can email teachers with their strengths/weaknesses
- Will EAB have alerts on academic concerns?
- How do the students interpret "struggling"?
- Isn't Student Services contacting students?

Question #3 – According to the SENSE Survey, the percentage of traditional age students (under age 25) who responded that they never or only once participated in supplemental instruction (extra class session with instructor, tutor, etc.) within the first 3 weeks of school is: Students (83%)

Possible Causes:

- First 3 weeks is too early to worry about passing or failing. If it was later on in the semester they would use the services.
- Services are not used as a preventative.

- Students aren't willing to put in additional time outside of class until last minute.
- Instructors can be difficult to reach out to and students are discouraged by instructors not responding to emails.
- If instructors are not in their office for office hours the students are not able to speak with them.
- Instructors get busy.
- Students may not realize they need tutoring because they haven't received their grades yet.
- Do not want to be seen as different needing help.
- Students in denial don't want to admit they need assistance
- Not much going on extra supplemental instruction going on within the first three weeks
- Procrastination
- Haven't had first test yet
- Too soon to know if they need help
- Might seem intimidating
- Students experiencing independence for the first time don't always make good choices
- Students might not understand what supplemental instruction is
- Might have external responsibilities so no time for extra instruction
- Students might overload themselves
- Students lack time management skills

Possible solutions:

- Instructors are not aware of students' learning styles. This would help them to provide teaching techniques that address instructional style that works best with students
- Mandate orientation class for ALL students and include the determination of learning styles and document the style in EAB system for instructors to look up
- Request faculty offer specific days/times for students to contact and/or meet with faculty to obtain assistance with course material – could meet with them as a group and/or individually
- Instructors encourage students.
- Have student services come speak with students in the first 3 weeks.
- Instructors be more diligent on grading so students can know their grades early on so they can use the services if needed.
- Have tutoring available for students.
- Have student support classes to come speak with them early on.
- Encourage students to seek tutoring to maintain good grades not just when failing.
- Students do not believe that they can't overcome any bad grade at that point and may not ask for help.
- Make sure they are aware of whether or not they need help
- Donuts with Deans idea – meet and greet, relaxed and casual environment
- Be mindful of language used when explaining services available
- Early assessment
- Faculty need to keep eLearn regularly

What additional data is needed:

- Gather data throughout the entire semester rather than the first three weeks.
- Determine what is going on during the first three weeks
- How many drop within the first three weeks

Question #4 - According to the CCSSE Survey, what percentage of academically underprepared students (needing learning support) responded that they had never used or used peer/other tutoring only one time? 56% .

Possible Causes:
- Students may not be eligible.
- Adult students may not think they have the time for tutoring with their busy schedules
- Some students are embarrassed, have time constraints, are not sure if they qualify for tutoring services, unsure if there is a cost
- Some students don't realize they need help until mid-term grading
- High schools do not make the students responsible for their grades. The culture has shifted.
- Students don't want to ask for help
- Students have other responsibilities (jobs, families, sports)
- Students have made comments that ball players monopolize the ASC just doing their regular homework so they don't feel welcomed or feel there is room for anyone else
- Peer tutoring – process with application and FA data requirement
- Group tutoring – can't get to everyone
- Poor study habits already in place from high school
- Students become defensive; feels labeled
- Students aren't attending math labs even though they might be required
- Students might not consider required lab time as tutoring

Possible solutions:
- Find ways to remove the "stigma" of seeking help with coursework
- Encourage faculty to invite tutoring services to visit their classroom to provide info regarding tutoring availability
- Include tutoring information on syllabi
- Faculty/staff don't always pay attention to all the tutoring available to students – need to find ways to make sure faculty are aware of availability and details
- Advertise tutoring availability to students continuously and in various ways
- Encourage faculty to offer an incentive of some sort (perhaps extra credit) to students who visit tutoring services
- If students did utilize tutoring services once or twice, find out why they didn't come back
- Could require students to participate in tutoring services a certain number of hours/semester (would need to set up a method to confirm their participation)
- Be sure students are aware that tutoring is available in the specific subject area they need
- Make tutoring available on Saturdays in the LRC.
- Promoting online tutoring.
- Group discussion board.
- Have set times for students to login to online tutoring with zoom.
- Online review sessions before every test.
- Target certain groups to reach out to and encourage them to get help. Reinforce the resources that are available to them.
- Required tutoring
- Start these learning habits of going to tutoring during the learning support classes.

- Break the stigma of going to tutoring
- Campaigns to "Ask For Help" for classes.
- Give bonus points to test for those who go to tutoring.
- Have more tutoring opportunities at JNC and GCC centers
- Let students know they need tutoring before they are failing
- Nursing students in 3rd and 4th semester do not have access to tutoring
- New faculty need orientation session on what services are available to their students
- Centralize tutoring
- Create support groups
- Use Zoom for tutoring
- Be mindful of language used when explaining services available
- Use Tutor Track to see if students have been attending

What additional data is needed:

- Know whether the students have full jobs.
- Know student schedules.
- What classes do they need the most help in
- How many students left because they couldn't get help

Question #5 – The fall 2017 to fall 2018 overall retention rate for first-time, full-time freshman was 49%. The retention rate for male students was: 42%.

Possible Causes:

- 18 year olds.
- Males do not ask as many questions as females.
- Want to go to tech schools instead.
- Money or job offers.
- Feel they need to be the provider instead of attending classes
- Employment issue, less prone to seek assistance than females.
- Competition with TCATs.
- Males need to get a job and work for their family.
- College is optional, life demands is not.
- Immaturity
- Males overall have better job opportunities in this area
- Females are better are juggling multiple things

Possible solutions:

- Need to determine the personal circumstances of our students such as are they married have kids, employed, financial struggles, transportation issues, do they have family support, etc.
- Then attempt to meet those needs as best as possible. May be referrals to agencies that can help (ex. WIOA, community resources, etc.).
- Perhaps establish scholarships and/or internships to provide a means to earn money.

- Tap into book loan resources
- Follow-up with students who are struggling.
- Establish a consistent way to meet individually with each student (via faculty and/or advisor, etc.)
- Document issues in EAB system so other advisors, faculty, staff can review the notes and stay abreast of students' issues).
- Help them connect with the long term goal of a college degree.
- Opportunity to work with TCATs to encourage men to take classes that will help with communication and other skills.
- Night classes and support staff at night.
- Mentorships.
- Any financial help?
- Help the male students connect with the college/community
- Make them understand its ok to ask for help
- New Student Orientation to include Career Coach (Interest Inventory).
- Have individual students complete survey online from Career Coach.
- Upward Bound students take the Strong's Interest Inventory and Myers Briggs. SSS staff could use that information for any of the Upward Bound students who qualify for SSS
- Hire more male personnel

What additional data is needed:

- What was the mean number of the male students
- Is this data consistent
- TCAT enrollment data for males
- Do male students typically take Orientation 1010 their first semester?

Question #6 – The difference in the fall 2017 to fall 2018 retention rate for first-time, full-time freshman with Learning Support requirements compared to those without Learning Support requirements was: 8%

Possible Causes:

- High schools not promoting all learning resources and institutions.
- Students come to DSCC for a year before parents will pay for the student to go to a university.
- Students are getting free tuition
- Making learning support a co-requisite with a college-level class overwhelms students
- If in a learning community, and they pass the learning support course and fail the college-level course, they are out of sync timing-wise.
- High Schools students don't fully understand the implications of their ACT scores

Possible solutions:

- Determine what LS support students received that non-LS students did not. Such as more availability to faculty, more office hours available to them, more one-on-one interactions with instructors, more in-class activities, etc.
- If so, these things probably resulted in LS students feeling a sense of belonging to the college and the classroom, which enhances retention
- The extra support also results in sense of accomplishment as they progressed
- These LS course attributes need to be expanded into non-LS coursework whenever possible
- In the first 3 weeks offer support and keep students informed on support services.
- Parent Portal – how to go to college.
- Information available to parents to help with college experience
- We look over the students who we think are academically prepared
- Don't offer learning support courses as co-requisites
- Students place themselves instead of standardized tests
- Place books/materials out for students to choose

What additional data is needed:

- Are they coming straight out of high school?
- Were they successful in learning support?
- Is it different depending on Pell eligibility?
- What happened to Skill Builder during the summers?

Question #7 - Which of the following <u>combined groups</u> (full-time, first-time freshman) had the lowest fall 2017-fall 2018 retention rate: Traditional-age Males (41%)

Possible Causes:

- The age of the male student.
- Males wanting to work instead of earn a degree.
- Looking for a quick way to earn money.
- Change in the economy- more jobs are available.
- Education is not held up high as it should.
- Some students come for the Pell and leave
- Financial aid and orientation courses do not express the consequences of dropping out and trying to get back in later
- TCATS offer more night time programs
- Gen Ed course requirement – TCAT doesn't have
- More advancement opportunities for men without a degree

Possible solutions:

- Offer courses at alternate times and methods that meet student needs – must find out FROM students the times and methods they need to be most successful.
  (evening, weekends, hybrid, OL, traditional, etc.)
- Absolutely make sure our male students know how to "navigate" the information and resources on the DSCC website, as well as the services available "in-person." Males may tend NOT to ask for assistance.
- Interactions with students need to be documented in EAB system.
- Be sure to follow-up with our male students more often to intervene and assist with issues that may threaten their retention.
- Be sure ALL students participate in some form of career-advising/assessment either in person or online to reinforce commitment to academic major and ultimately career choice. This exploration would also assist in bringing additional options into awareness and may determine a need to change career choice and major (again, document in EAB).
- Inform male students of the benefits of a college degree.
- Male mentorships
- Teach students importance of maintain full time status
- Add an alert when they try to drop
- Night classes and tutoring at night
- Hands on tutoring
- Faculty Feedback also has "Time Management" listed.
- Need to add resources on Faculty Feedback such as: Mental Health Counseling, Career Counseling, ADA Coordination, Academic Success Coach, Academic Success Center, etc.

What additional data is needed:

- Do students understand they may have to pay back money

Question #8 – In fall 2018, the percentage of first-time, full-time freshmen that earned 6 or less <u>college-level</u> credit hours (meaning they withdrew or failed 50% of their enrolled courses) during their first term was: 39%

Possible Causes:

- They get discouraged when an issue occurs so it is easier to quit
- First semester is a shock for many students
- Students don't want to read all of the information they are given
- High schools not preparing students
- Going to college because its "free" but not knowing what they want to do
- Parents said "get a job or go to school"
- Transportation issues
- May have lost childcare resource
- High schools are encouraged to pass all students even if they don't deserve to. They may expect to be treated the same in college.
- Do we make it too easy to withdraw?

- Some students may be attending for financial aid with the intent to withdraw

Possible solutions:

- Assist these students in obtaining both inside (DSCC) and outside (family, church, etc.) support
- Assist these students in "navigating" online coursework, managing their time, and the fear and doubt they often experience, especially if they are a first-generation and/or LS student. Students often enter college with self-doubt and uncertainty if they can "do this."
- Many do not have outside support
- Faculty are often key – build positive relationship with students.
  Particularly important since many students enter college feeling intimidated by instructors and college in general (Important for faculty, staff, and advisors to acknowledge these fears and reassure students of their ability to succeed and the resources available to them to do so).
- Faculty need to continue to explore the learning styles of their students and understand that the traditional thought that everyone learns the same way is not valid
- Again, go to the source; the students.
  Find out from students why they were unable to remain a full-time student and/or were unable to complete all of their full-time coursework.
- Are the issues academic or personal or both? Knowing the answer to these questions will provide the basis for any assistance needed.
- Have to determine what the issues of why the FTFTF are withdrawing or failing courses.
- Make sure guidance counselors at high schools know what is paid for and what is not
- Meet with high school seniors to explain the details of "free college"
- Possible help:
- WIOA, Connie Stewart with DSCC Campus and GCC
- Grant Associates, with JNC
- Offer Media Literacy and/or Technology classes in the Summer
- Continue with computer training workshops by Desiree Dolan
- Continue to offer Help Desk in person and by phone.

What additional data is needed:

- How many are signing up for online courses.
- Can students drop ALL of their classes online?
- Can a mandatory reason field be added when they drop classes online because we need to know the reason they are dropping.
- When students fail to attend and are contacted for a reason why, can this be recorded in Banner somewhere to be pulled for reports.
- Look at learning support courses also

Question #9 – In fall 2018, the percentage of first-time, full-time freshmen that were age 25 and older, that earned zero <u>college-level</u> credit hours during their first term was: 24%

Possible Causes:
- Students that come back have forgotten a great percentage of what they learned compared to first coming out of high school
- Technology has greatly advanced and has a greater presence
- Came back because its "free" but really not prepared

Possible solutions:
- Identify and directly address the barriers students experience such as time constraints, financial hardships, childcare needs, health issues (own and family members), work and other obligations
- Need to find some method to readily identify the barriers students are experiencing
- Incorporate retention strategies directly into the coursework
  (Collaborate with other faculty to determine most effective manner to do this across differing curricula)
- Provide technology workshops to provide students with the skills necessary to successfully navigate online resources and coursework, etc.
- Provide childcare services and/or collaborate with childcare facilities to assist students in meeting their childcare needs during classtimes
- Be sure students are aware of tutoring services. Could take students to the tutoring centers to overcome any fear or embarrassment they may experience
- Provide more online courses (with adequate support)
- Schedule courses at alternative timeframes that meet students needs (will need to obtain the timeframes needed from students)
- Find ways to assist students with financial assistance if needed
- Specific orientation that is mandatory for adult students
- Offer an additional training for online/eCampus after classes have began
- Group counseling about coming back to school
- Better awareness about fees and books
- Introduce them to the eLearn buttons

What additional data is needed:
- What were the reasons they did not earn credits? Grades? Attendance? Withdrawing?
- Are adults that are paying themselves displaying greater success?
- Look at learning support also

Question #10 – Out of 549 first-time, full-time freshman in fall 2018, what percentage earned at least 12 college-level credit hours during their first term: 40%

Possible Causes:

- TN promise- some students come to college and they are not ready for college. They are not understanding the responsibilities of college.
- They may have started with only 12 credit hours then change or drop a class

Possible solutions:

- Determine the prominent issues first term students are dealing with (childcare, financial issues, no funds for books, transportation issues, etc.)
- Once issues are determined, assist students in meeting those needs via available college and community resources.
- By acknowledging and discussing obstacles, students often remark their feeling that "someone actually cares and will help them." Provides an attachment to DSCC and the faculty/staff assisting them.
- At beginning of each semester, acknowledge to students in class that the first semester is a learning process and students often run into roadblocks. Encourage them to speak with instructor and advisor about these obstacles and let them know we are here to help and guide them through possible solutions.
- Assist them with the transition into college. Orientation class certainly helps with this. Again, utilize EAB system to communicate issues and potential solutions and steps students are taking or have been made aware of.
- Follow-up with these students is particularly important. EAB system notes have been an excellent resource for communication from one faculty/staff member to the next.
- Continue workshops on use and benefits of EAB
- Changing perceptions
- FOR Learning Support (LS) students, must find ways to keep them motivated since their LS coursework does not count toward their degree program. Some become frustrated, stop attending and eventually drop-out. This is a population in need of particular attention.
- Encourage tutoring
- Help bridge the gap for students who change majors

What additional data is needed:

- How many of these students are in co-requisite courses.
- Could we compare those who get TN Promise vs those who do not.
- What is the students ACT range.
- The number of students that change majors
- How many of these students were Pell eligible?
- How many had learning support requirements?

Question 11 – In fall 2018, the course with the largest gap in success rates (grades A, B, C) between female students and male students was: Math 1530 (females were 15% higher)

Possible Causes:
- Females statistically do worse than males in math.
- Confidence issues with math makes them discouraged.
- The Students instruction and mindset.
- Stats is a difficult course.
- Males engage differently
- Males do not want to go to tutoring
- Is there an assumption that male students are better in math?
- The reading that goes along with statistics can cause a problem also
- Software issue – ALEX? Even tutorials are not good

Possible solutions:
- First, check to see if there is also a gap in attendance rate for that course. Are male students attending class less often than females? The knowledge gained in class builds the skills and knowledge for the next class, if students do not regularly attend, they get behind in coursework, skill and knowledge quickly in mathematics courses.
- Develop focus groups consisting of male students who are in Math 1530 to obtain their insights into the reasons why the gap exists.
- Female math instructors present in orientation that it is not true that males are better than females in math.
- Change the student's mindset.
- Needs hand-on labs
- Keep male students separated in the classroom and in group settings
- Hire more male teachers

What additional data is needed:
- What percentage received tutoring?
- How would the numbers change if we enrolled more males?

Question 12 – In fall 2018, the course with the largest gap in success rates (grades A, B, C) between white students and African American students was: PSYC (Whites were 19% higher than African Americans)

Possible Causes:
- The environment of the psychology issues that are students are raised in.
- How the students perceive it.
- The lack of preparation for elementary school and high school.
- The format of the class has changed.

Possible solutions:

- Another question that needs to be answered is if there are cultural differences regarding any stigmas attached to exploring, identifying, and obtaining assistance with psychological issues
- Exploring our own belief system regarding psychological issues, adjustment issues, and identifying and discussing psychological disorders is a common part of Psych 1030. Are these topics uncomfortable for some populations to explore?
- Important for faculty to explain the significance and relevance of learning and understanding psychological principles in all academic majors and how it is utilized in the workplace
- Expose the students to the cultural

What additional data is needed:

- Co-req changing, looking at historical data on how percentages have changed over last few years.
- Who is teaching the class? Full-time or adjunct?
- Online or on-ground?
- Is course material diversified? Include African-American authors, etc.

Question 13 – In fall 2018, African American students had the highest success rate in which course? Introduction to Art (69% success rate) and the lowest success rate in Introduction to Statistics (27%)

Possible Causes:

- They feel the courses are easier.
- They are more interested in Art rather than Statistics.
- Our full time art teacher is creative and is full time instead of part time.
- Very limited introduction to Statistics in middle and high school

Possible Solutions:

- Give more support for all of the lower achieving classes

What additional data is needed:

- Do the students feel more belonging and sense with an African American instructor
- Was the faculty full-time or adjunct?

Question 14 - . Which capacity was rated the highest on the Institutional Capacity Assessment Tool by faculty and staff? Policies and Procedures (rated 3.5).

Possible Causes:

- People who surveyed just picked the answer
- We are a policy driven facility.
- We just had a SACSCOC Reaffirmation
- New policies and changes in existing policies are discussed in Administrative Counsel.

What additional data is needed:

- How were the questions worded?

General Comments:

First, the focus group recommends that the individuals in the group(s) that are experiencing the barriers/gaps be contacted to gain the specific type of barriers they experience and to obtain potential solutions from their point of view. They are the ones with the most relevant insights into their own issues and potential solutions (ex. Obtain info specifically from male students regarding what they need to lessen the gap).

Secondly, the focus group would like specific info regarding the # of participants/students we obtained the data from and the number of students who are included in each of the categories
(Ex. Females, Males, African American, Caucasian, Learning Support students, Non-Learning Support students, etc.).

Thirdly, many of the questions are confusing as written.
Suggestion from focus group is to re-word the questions in a more clear, concise, and direct manner.
(Ex. Question #6 – with the way the question was written, the group wasn't sure if the learning support (LS) students were retained at a higher rate or if non-LS students were the ones retained at higher rate).

Fourthly, continue to provide training and encourage the usage of EAB notes. This provides a method to communicate vital info from one advisor, faculty, staff member to another.

GENERAL COMMENTS AT THE END:

- Need more explanation on Faculty Feedback for the Instructors to utilize it fully.

- More professional development for everyone: adjuncts also.

- Navigate app has gps maps to the buildings. Need more students using the app.

- EAB advising for scheduling.

- All M.A.'s need to enter Report on Appointment for each advising appointment.

- M.A.'s to use Degree Works and Student Educational Plan.