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**Tennessee Promise: Changing the Mindset and Closing the Achievement Gap for African  
American Male Students of TBR**

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2016 Maxine Smith Fellow

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**Abstract**

A disproportionate number of African American males enter college, are retained, and progress through graduation in comparison to their White male counterparts. In the Fall of 2015 the Tennessee Board of Regents surveyed first-year students who received the Tennessee Promise Scholarship, a last dollar scholarship program in response to Governor Haslam’s “Drive to 55” challenge to get 55% of Tennesseans equipped with a college degree or certificate by the year 2025. This survey was distributed to the students during the 1<sup>st</sup> 3 weeks of classes.

This project will research best practices and share data regarding the effects of the Tennessee Promise, program on African American Males’ academic mindset and recommendations for interventions to increase retention and academic success of African American males.

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**Introduction**

Tennessee Promise is both a scholarship and mentorship program focused on increasing the number of students attending college in the State of Tennessee. The Tennessee Board of Regents (TBR) has made intentional strides on strategies to best assist each student in becoming successful in their studies and career choices during their college tenure. In an effort to learn more about and get to know each student, the Tennessee Board of Regents implemented and distributed a “Mindset Survey”. This survey was designed to highlight how students differ with specific attention toward their attitudes, beliefs, personality traits, and perceptions of college as related to their college experiences.

Distributed to 6,000 students (of which 1,400 were Tennessee Promise recipients) during the 1<sup>st</sup> three weeks of classes, this 80-question survey resulted in a response rate of 300 students. The questions were categorized with responses coded to determine what impacted the mindset of the students.

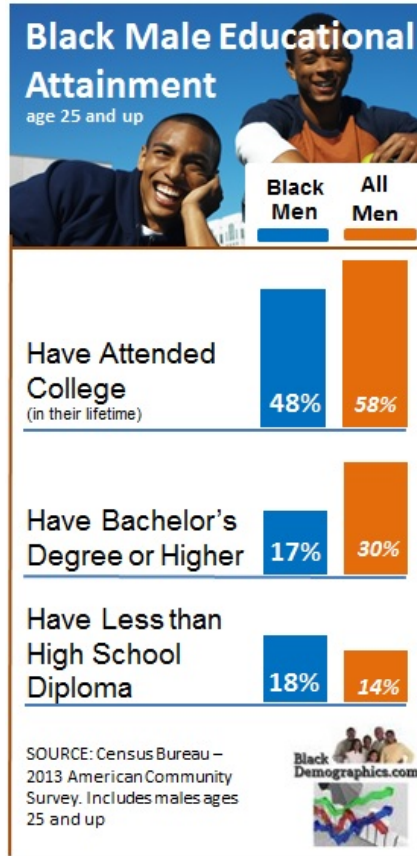
The Tennessee Board of Regents system is comprised of 46 separate institutions categorized as follows: six universities; 13 community colleges; and 27 colleges of applied technology. Each type of institution has its own individual mission. The universities educate students seeking bachelor's and advanced degrees and work to create new knowledge through research. The community colleges prepare students for transfer to a university as well as for direct entry into the workforce. The colleges of applied technology are focused on workforce development. Including institution centers as well as satellite and other off campus locations centers and other off-campus locations, TBR institutions offer classes across the state to some 200,000 students. Within the TBR system however, similar to the trends across the country, African American males are represented disproportionately. According to the official estimates

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from the United States Census Bureau, the Black male population in the United States was 21.5 million in 2013. 48% of Black men under the age of 25 have attended college in comparison the 58% of their other male counterparts. 17% of the population under the age of 25 have obtained a Bachelor's of higher degree in comparison to 30% of their other male counterparts. Finally, 18% of African American males have less than a High School diploma in comparison to 14% of their other male counterparts.

*Chart 1. Black Male Attainment.* This chart represents the educational attainment disparity between African American males and their male counterparts.

<b>EDUCATIONAL ATTAINMENT (25 &amp; up)</b>		
	<b><u>Black Men</u></b>	<b><u>All Men</u></b>
Less than high school diploma	<b>18%</b>	14%
High school graduate (or GED)	<b>35%</b>	28%
Some college, no degree	<b>24%</b>	21%
Associates degree	<b>7%</b>	7%
Bachelor's degree or higher	<b>17%</b>	30%
Attended College	<b>48%</b>	58%



**Research Purpose and Significance**

In September 2013, Governor Bill Haslam challenged the state of Tennessee with a critical new mission, “The Drive to 55” in an effort to get 55% of Tennesseans equipped with a college degree or certificate by the year 2025 in order to meet Tennessee’s current and future workforce and economic needs.

As a result of the governor’s challenge, Tennessee Promise, a last-dollar scholarship designed to cover college costs unmet from Pell, HOPE, and TSAA grants was created. This “promise” offers two years of tuition free community or technical college to Tennessee high

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school graduates beginning with the Class of 2015. Students are provided a mentor who assists students in the college application process.

The Pell Grant is a subsidy the U.S. federal government provides for students to pay for college. Federal Pell Grants are limited to students with financial need, who have not earned their first bachelor's degree, or who are enrolled in certain post-baccalaureate programs, through participating institutions.

The HOPE Scholarship is a 4-year scholarship that provides up to \$2000 per semester for students who attended high school and continue to college in the state of Tennessee. Students must earn a minimum ACT score of 21, or a minimum SAT score of 980 as well as an overall unweighted GPA of 3.0 or higher.

The Tennessee Student Assistance Award Program (TSAA) is intended to defray college costs for students who can demonstrate financial need and reside in Tennessee.

### **Literature Review**

A recent report from the Council of the Great City Schools states, "The nation's young Black males are in a state of crisis." Newspaper headlines, books and online sources affirm that this is the current state of affairs for Black male youth in education. And despite some claims that the "crisis" is exaggerated or imagined a bit, national data demonstrate that there is indeed cause for alarm. For instance, Black men are twice as likely to be unemployed, compared to White men. Black men, on average, earn 75 percent of what White men earn for comparable work. Black men are seven times more likely than Whites to be incarcerated, and they tend to receive jail sentences that are about 10 months longer than their White male counterparts. Only 43 percent of Black men who enter ninth grade leave with a regular diploma within four years, the lowest high school graduation rate among both sexes and all races. Even those Black men

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who complete high school are significantly less likely than their non-Black peers to enroll in college and, ultimately, earn a college degree (Strayhorn, 2008b).

Two reasons why Black men might struggle academically, thereby dropping out of high school or failing to pursue higher education, are inadequate academic preparation — what some refer to as college [un]readiness — and lack of supportive relationships, which research has shown to be critically important for students, especially Black men (Harper, 2006; Strayhorn, 2008a). In response to these concerns, colleges and universities have established pre-college outreach programs (PCOPs) to provide compensatory education to students at risk for academic failure or those with limited opportunities to learn.

While the weight of evidence suggests that PCOPs are certainly useful and believed to be effective, very little empirical evidence exists to guide programs in the adoption of specific components that prove helpful to students. Relatively little about the influence of PCOPs on the academic readiness of Black males and on the ways in which PCOPs promote parental involvement in the lives of Black male participants is known. This is the gap upon which this study was based.

In 2010, a qualitative dissertation study was conducted of the Neighborhood Academic Initiative (NAI), which is sponsored by the University of Southern California (USC). The NAI is a rigorous, six-year precollege enrichment program, established in 1989, that is designed to prepare low-income neighborhood students for admission to USC. The NAI program provides multiple educational opportunities for “scholars” and their parents (or families) to gain an understanding of self, others, leadership, and skills that are necessary for success in college. The program represents an espoused commitment by the university to youth in the local community through a fully funded academic scholarship to USC.



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The study consisted of in depth interviews with African American male participants, a recent alumnus, who was a current full time student at USC, NAI program staff, parents and teachers in an effort to identify the components of NAI that prepared the African American male participants for college enrollment and the ways in which NAI affected them. Interview data were collected using a semi-structured interview protocol that included questions divided into four major categories. Sample questions included: (a) Describe your academic experiences prior to NAI or (b) What components of NAI have in your opinion better prepared you for college?

Data were analyzed using Creswell's (2003) six steps for analysis which lead to three major findings: (a) NAI was critically important to Black males' preparation for and subsequent enrollment in college; (b) Parental involvement in the program is essential; and (c) Program staff and curriculum also play a role in nurturing Black males' aspirations, increasing their college readiness, and supporting them to college.

### **Theoretical Framework**

Building upon early work that posited a central idea in human development that all people need an appropriate balance of challenge and support in order to grow and succeed in particular environments (Adler, 1963; Festinger, 1957), Sanford (1966) explained that development occurs when challenges faced in the [college] environment are balanced by appropriate supports. *Challenges* refer to encounters or experiences that "upset the existing equilibrium, produce instability, and set in motion activity leading to stabilization on higher levels" (Sandford, 1966, p. 37). Challenging a student too much Sandford felt could cause students to give up and develop a negative outlook on the learning process. *Support*, on the other hand, refers to aspects of the human and material environment that provide students with security, sense of belonging, and even information needed to succeed. Sanford felt that too much

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support of a college student could result in an increased and unhealthy level of comfort which could result in a cocoon-like environment that students may never leave from, thus stifling their growth.

Taken together, Sanford hypothesized that academic and social development, in college, are functions of challenges faced in and supports provided by the *college environment*. Finally, in 1966 Sanford added the element of *readiness*. Whereas an individual cannot grow until they are physically or psychologically ready to grow. Figure 1, below illustrates the essence of Sanford's model. Figure 1 Sanford's Challenge and Support Theory

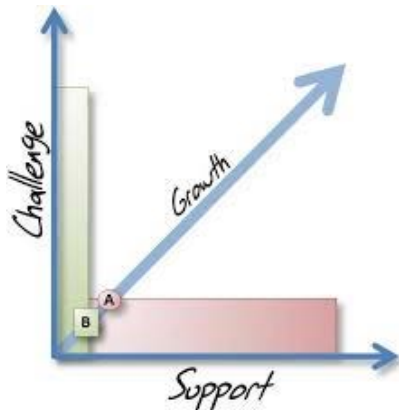


Figure 1 represents Sanford's (1967) notion that challenge and support when balanced equally create an increased growth for students. According to the 10-year annual report from the National Student Engagement Project (2007), the most important conditions for deep learning in a college environment must be intentionally structured and promoted in order for students to take advantage of them. Finding ways in which African American males find value in their education, thus developing a healthy mindset for their college experience, aligns with the aforementioned theories.

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As stated earlier, the Tennessee Promise serves as a last-dollar scholarship, meaning it covers college costs not met from the Pell, HOPE, or TSAA. In an effort to gain robust and in depth descriptions of the scholarship program's impact on students, An interview was conducted with Krissy De Alejandro, Executive Director of tnAchieves. I Tierney and Jun's (2001) three critical components of precollege outreach programs: (a) academic outreach, (b) family involvement, and (c) retention strategies were used to serve as a model for which to develop my brief questionnaire (*Appendix A*).

According to Ms. DeAlejandro, 14 % of the Class of 2015 were African American and 4% were Latino. She stated the "tnAchieves takes a holistic approach to student access and success. We understand that while the funding is critical, the support system provided by mentoring and consistent communication is also crucial to TN Promise success."

DeAlejandro further stated that "particularly first-generation students, need a resource and an encourager to ensure a smooth transition from high school into post-secondary education. We believe, and studies have shown, that our volunteer mentoring program provides students the foundation they make lack to complete post-secondary. Moreover, the first year of TN Promise resulted in a 4.6 increase in Tennessee's college-going rate. This one-year increase is more than the last 7 years combined!"

On March 29, 2016, the Tennessee Board of Regents (TBR) sponsored "Beyond Financial Aid" (BFA) on the campus of Tennessee State University. BFA serves as a tool-kit designed to help two and four-year institutions close attainment gaps for low-income students. BFA expands the concept of "financial supports" for college beyond grants, scholarships, and loans and utilizes six college-tested strategies for helping low-income students overcome the significant challenges created by limited resources.

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**Best Practices Regarding Scarcity of Mindset**

As noted earlier, Beyond Financial AID (BFA) serves as a best practice with regard to getting to know the whole student and how they navigate the college environment. BFA features a self-assessment that college teams can use to analyze their service capacities and an interpretation guide to help map out their first steps toward strengthening these capacities. As noted by Jamie P. Meristosis, President and CEO of BFA, “Beyond Financial Aid is more than a compendium of what works; it’s also a resource that can help you work better. BFA is designed to serve as a practical guide for institutions to improve their service to low-income students and thus increase the success of those students.”

Traditional forms of Financial Aid are no longer enough to assist students when one-third of all undergraduates qualify as low-income. Today’s college students struggle financially to meet basic needs such as housing, transportation, and child care. Furthermore, the most academically promising students in the lowest income bracket graduate at a rate of only 26 percent. According to the LUMINA Foundation, a more holistic approach is needed to offer students a range of culturally sensitive, innovative, and effective services to strengthen their financial stability hence the title “Beyond Financial Aid.” The following represents the premise of BFA:

- 1) **Know** the low-income students at your institution.
- 2) **Provide** supports to help low-income students overcome practical barriers.
- 3) **Leverage** external partnerships for service delivery on campus.
- 4) **Empower** low-income students to use available resources.
- 5) **Review** your internal processes. Institutional policies and processes are created to fit specific conditions. However, as time passes, what was designed as a convenient

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policy or a reasonable process may have unintended negative impacts (e.g., academic, financial) on low-income students

- 6) **Implement** effective practices to strengthen the academic progression of all students.

After a careful review of the BFA checklist for institutions, the Tennessee Board of Regents implemented a Mindset Survey. The survey was distributed during the Fall 2016 semester to 6000 first year students. In an effort to get to know the students as using BFA framework and to best help each student become successful in their studies and career choices, TBR distributed the 80-question survey to the students with about 1,400 of the 6,000 labeled as Tennessee Promise Scholarship recipients. The survey (*Appendix B*) was completed in its totality by 300 students (N=300).

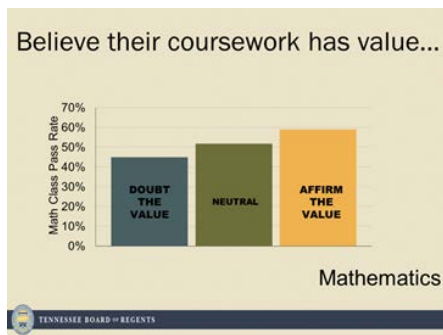
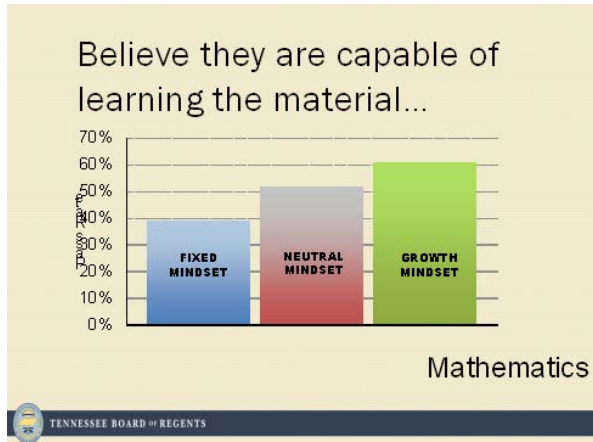
The survey was categorized intentionally as follows:

- a) How students spent their time outside of high school classroom hours; b) How students felt about themselves (mindset); c) Students' thoughts about intelligence; d) How students decided upon their chosen major; e) How students approached their goals; f) Expectations students had of their college/university; and g) How students felt about their studies in relation to their future career goals.

Figure 2

Results of the TBR Mindset Survey

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Findings

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The results of the survey indicated that mindset, as it relates to engagement and resiliency, garnered successful experiences for the students surveyed. The minority promise students had less “grit,” although, their self-assessment changed from a fixed mindset to that of a growth mindset. An analysis of the co-requisite requirements indicated that the TN promise students not only scored higher than the non-Promise students, but they also closed the achievement gap in comparison. The African American promise students started off with a lower self-confidence than their African American peers and their self- efficacy increased through the course of the semester, thus closing the achievement gap. Figure 2 above illustrates these findings. Overall, the Tennessee Promise minority students passed the co-requisite coursework at a 65% rate while minority non-Tennessee Promise students passed at only a 54% rate.

Left unanswered is the specific component of the program that accounted for the results. .

One TBR institution has glowing results with regard to the survey - Volunteer State Community College (VSCC). An interview was conducted with Dr. Michael Torrence, Assistant Vice President of Academic Affairs at VSCC where it was noted that the 1<sup>st</sup> TN Promise cohort at VSCC enrolled 1500 students in the Fall of 2015. 6% of the incoming freshman were TN Promise recipients and 9% of the total student population were African American. When asked what contributed to the success of the students with regard to mindset, he stated “VSCC 1<sup>st</sup> generation college students as a result of TN Promise, utilized the resources provided to them.” The resources included :

- 1) Academic support
- 2) On-line tutoring
- 3) Saturday learning support

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- 4) Supplemental instruction
- 5) Healthy transition from high school to college

Dr. Torrence further stated that the Co-requisite models increased students' success as well as the Guided Pathway System (GPS) which provided students with a clearer picture similar to Degree Works. The results garnered from the survey and interviews with Dr. Torrence further illustrate the power of mindset and the ways in which students can train themselves to do better academically and socially as highlighted by the 1957 study of Cognitive Dissonance (Festinger, 1957). Overall the mindset of students who completed the survey had a large impact on the aforementioned success of said students. The following are some common themes that emerged with regard to the feedback from students: a) sense of belonging; b) believing in themselves; c) having a growth instead of a fixed mindset; d) the connections and correlations between classroom learning, career goals, and future success potential; and e) structured support makes a difference.

“Tennessee Promise students, especially African American students did significantly better regardless of income and preparation level. Mindset is the key!” –Dr. Denley, Vice Chancellor for Academic Affairs, Tennessee Board of Regents.

The themes emerging from this study, align nicely with the already existing research as it relates to African American male success including, “Experiences of African American Males Accessing the Pipeline of Higher Education through the Neighborhood Academic Initiative (Hodges, 2011). Parental Involvement, structured support, and high expectations were also themes that emerged. The recommendations of Hodges, 2011 doctoral research are serendipitously aligned with the findings of the scarcity of mindset research as well as the

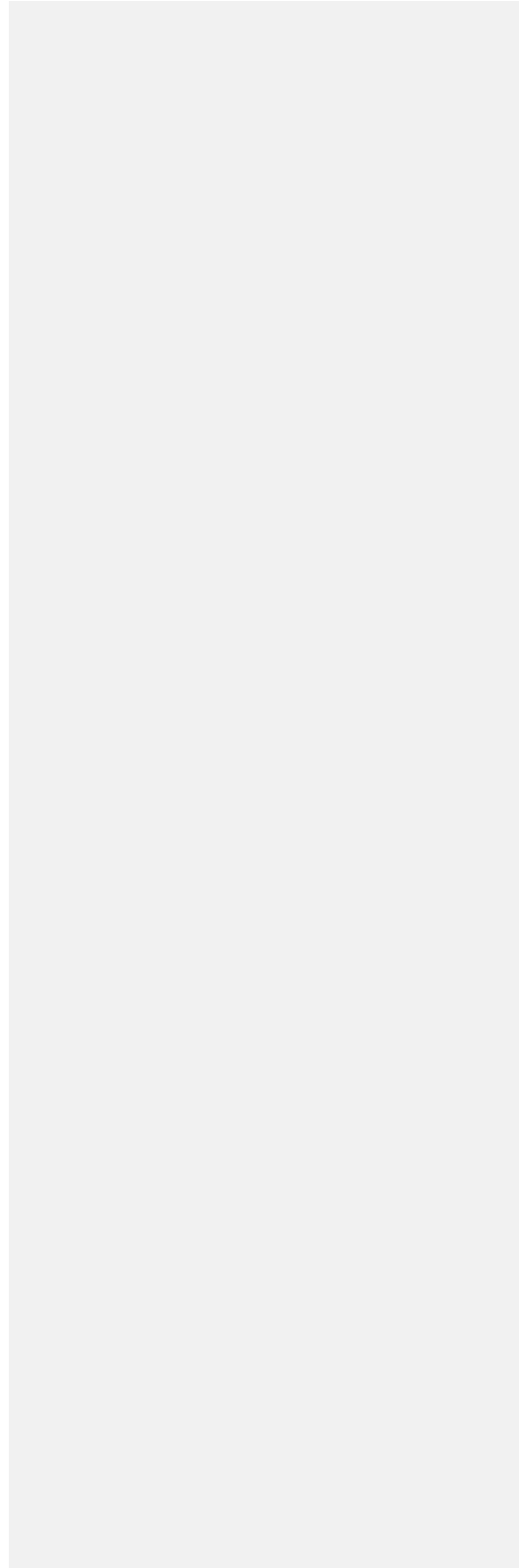


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information documented in Beyond Financial Aid and the overall premise of the TN Promise Program.

It is imperative to publish articles and conduct further research on the impact that TN Promise has on the overall mindset of African American Males as we continue to develop data driven decisions to equal the playing field of access and academic success for African American males in the pipeline of Higher Education.

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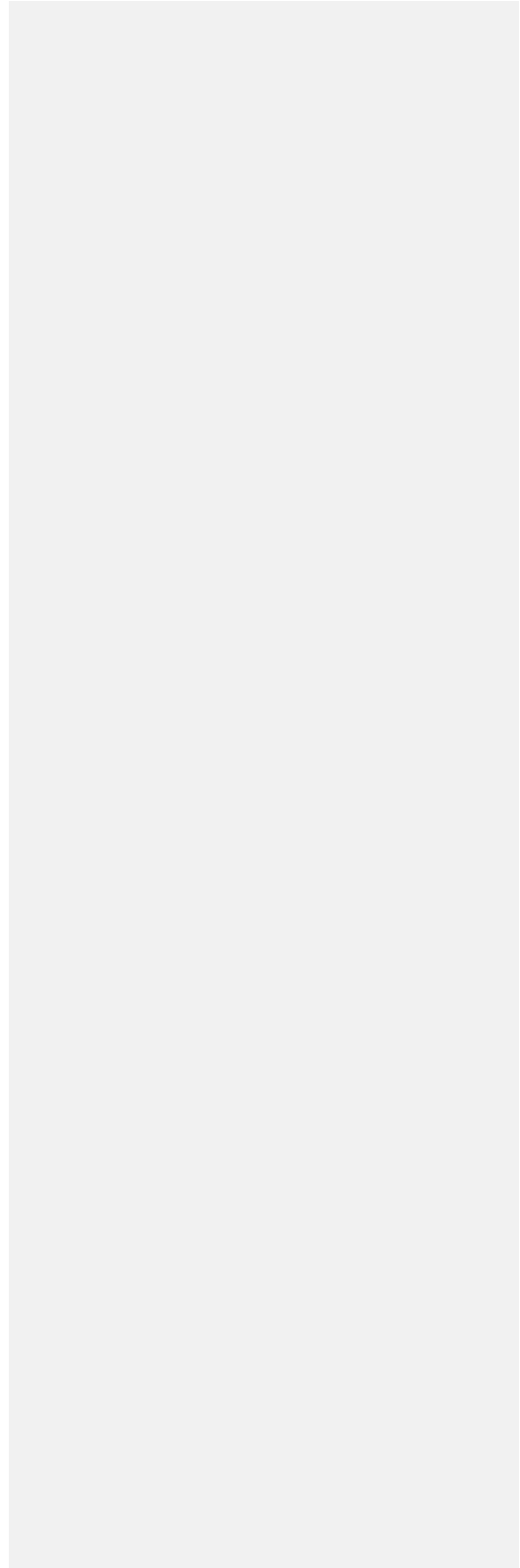


**Appendix A**

Commented [JK1]: label

1. What is your role with Tennessee Achieves?
2. How did you get connected to the program?
3. What impact does TN Promise have on students of color?
  - a. Is there a difference in gender experiences and impact?
  - b. Are there more males or females of color who participate in the program?
4. How can TBR and other institutions adopt what we know about scarcity mindset to provide better experiences and outcomes for students of color at Historically Black Colleges and Universities (HBCU's) and Predominantly White Institutions (PWI's)?
5. What resources are needed to better prepare institutions for this demographic of students?
6. How was Tennessee Promise created via Tennessee Achieves?
  - a. Please elaborate on the connection between the two.

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								your immediate peers?	in the future?
3 _____ -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="radio"/> Typical (e.g., team member) <input type="radio"/> Moderate (e.g., vice president, assistant manager) <input type="radio"/> Highest (e.g., captain, MVP, employee of the year)	<input type="radio"/> yes
4 _____ -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="radio"/> Typical (e.g., team member) <input type="radio"/> Moderate (e.g., vice president, assistant manager) <input type="radio"/> Highest (e.g., captain, MVP, employee of the year)	<input type="radio"/> yes
5 _____ -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="radio"/> Typical (e.g., team member) <input type="radio"/> Moderate (e.g., vice president, assistant manager) <input type="radio"/> Highest (e.g.,	<input type="radio"/> yes

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									captain, MVP, employee of the year)	
--	--	--	--	--	--	--	--	--	---	--

6. What did you like to do to relax when you were in high school? (Check all that apply):

- watch TV
- use Facebook
- surf the Internet
- play video games
- text or talk to friends, socialize
- watch or play sports,
- exercise
- read for pleasure
- listen to music
- other

HOURS PER DAY

0 ½ 1 1½ 2 3 4 5 6 7+

7. How many hours per day, during a typical high school day, did you spend relaxing?

8. How many hours per day, during a typical high school day, did you spend studying or doing homework?

**ABOUT ME**

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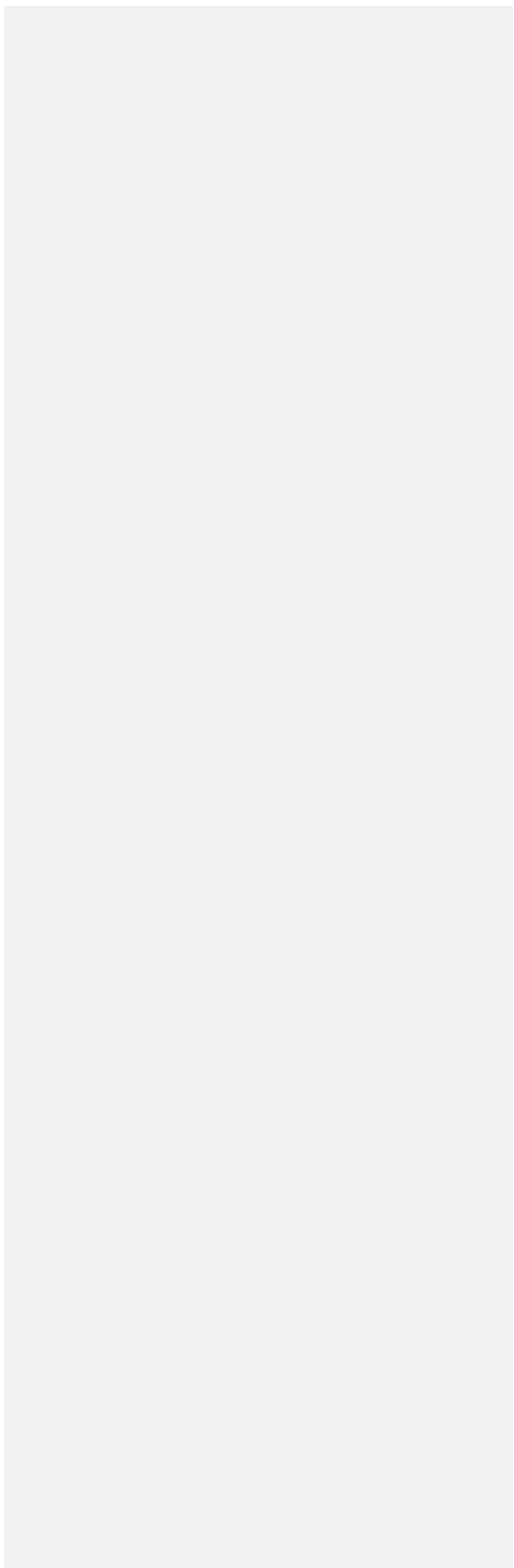
People often have very different work styles. Please respond to the following 12 items. Be honest – there are no right or wrong answers!

	Very Much	Mostly	Somewhat	Not Much	Not
at All	Like Me	Like Me	Like Me	Like Me	Like
Me					
9. I am curious about many different things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>					
10. Setbacks don't discourage me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>					
11. I have very few artistic interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>					
12. I have been obsessed with a certain idea for a short time but lost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>					
interest later.					
13. I am diligent. People say I am an extremely hard worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>					
14. I am ingenious. I like to think deeply about ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>					
15. I often set a goal but later choose to pursue a different one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>					
16. I have difficulty maintaining my focus on projects that take more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>					
than a few months to complete.					
17. I am creative. I enjoy inventing things and have an active imagination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>					



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- 18. I finish whatever I begin.
- 
- 19. I am original. I very often come up with new ideas.
- 
- 20. I value beauty, whether in music, literature, art, or nature.
- 



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## YOUR THOUGHTS ABOUT INTELLIGENCE

*For the next set of questions, read each sentence and mark the choice that shows how much you agree with it. Remember, there are no right or wrong answers.*

	Strongly	Disagree	Somewhat	Somewhat	Agree
Strongly					
Disagree					
Agree					
21. You can learn new things, but you can't really change you basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> intelligence.					
22. Your intelligence is something about you that you can't change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> very much.					
23. You have a certain amount of intelligence and you really can't do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> much to change it.					

## DECIDING ON A MAJOR

*The following item explores what has influenced you to select your current major:*

24. Please check all of the following that played a role in you selecting your current major.

- My interests lie in this area.

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- My parents recommended it.
- I know someone else who majored in this area.
- The salary potential is attractive to me.
- My high school/college advisor suggested it.
- I have a mentor or role model who studied/works in this field.
- I had to pick something.
- I have not selected a major yet.
- Not applicabl

### ASSESSING HOW YOU APPROACH YOUR GOALS

*In the next items you are asked to estimate your overall ability to perform successfully in a wide variety of situations or how confident you are that you can perform effectively across different tasks and situations.*

Strongly Disagree Undecided Agree

Strongly

Disagree

Agree

25. I will be able to achieve most of the goals that I have set for myself.

26. When facing difficult tasks, I am certain that I will accomplish them.

27. In general, I think that I can obtain outcomes that are important to me.

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- 
- 28. I believe I can succeed at most any endeavor to which I set my mind.
- 
- 29. I will be able to successfully overcome many challenges.
- 
- 30. I am confident that I can perform effectively on many different tasks.
- 
- 31. Compared to other people, I can do most tasks very well.
- 
- 32. Even when things are tough, I can perform quite well.
- 

**HOW CONFIDENT ARE YOU ABOUT SCHOOL-RELATED ACTIVITIES**

*Levels of confidence vary from person to person. If you are extremely confident, mark a 10. If you are not at all confident, mark "1". If you are more or less confident, find the number between "10" and "1" that best describes you.*

- |                                       | Not at all<br>confident |   |   |   |   |   |   |   |   |    | Extremely<br>confident |
|---------------------------------------|-------------------------|---|---|---|---|---|---|---|---|----|------------------------|
| 33. Talk to college/university staff. | 1                       | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |                        |
| 34. Manage time effectively.          | 1                       | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |                        |
| 35. Participate in class discussions. | 1                       | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |                        |

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- 36. Research a term paper. 1 2 3 4 5 6 7 8 9 10
- 37. Do well on your exams. 1 2 3 4 5 6 7 8 9 10
- 38. Talk to your professors. 1 2 3 4 5 6 7 8 9 10
- 39. Ask a professor a question. 1 2 3 4 5 6 7 8 9 10
- 40. Take good class notes. 1 2 3 4 5 6 7 8 9 10
- 41. Understand your textbooks. 1 2 3 4 5 6 7 8 9 10
- 42. Keep up to date with your schoolwork. 1 2 3 4 5 6 7 8 9 10
- 43. Write course papers. 1 2 3 4 5 6 7 8 9 10

YOUR EXPECTATIONS OF THIS COLLEGE/UNIVERSITY

The following items refer to your general feelings about being at your current college or university. Please rate your level of agreement/disagreement with each statement.

- |  | Strongly Disagree     | Undecided             | Agree                 |
|--|-----------------------|-----------------------|-----------------------|
| <p>44. I can get what I need at this college/university.</p> <p><input type="radio"/></p>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <p>45. This college/university helps me fulfill my needs.</p> <p><input type="radio"/></p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <p>46. I feel like a member of this college/university.</p> <p><input type="radio"/></p>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TENNESSEE PROMISE

- 47. I belong at this college/university.
- 
- 48. I have a say about what goes on at this college/university.
- 
- 49. People at this college/university are good at influencing each another.
- 
- 50. I feel connected to this college/university.
- 
- 51. I have a good bond with others at this college/university.
- 

HOW YOU THINK ABOUT YOUR STUDIES AND FUTURE CAREERS

Strongly Disagree Undecided Agree Strongly

Not

Disagree

Agree Applicable

- 52. My academic work this year will help me succeed in my chosen career
- 
- field.
- 53. I understand how my academic work has prepared me for my chosen
-

TENNESSEE PROMISE

career field.

54. I believe that my academic work is not directly related to my chosen

career field and is a waste of time.

55. I understand the difference between skills that help me secure

employment and skills that will help me advance my career.

56. Current career goal \_\_\_\_\_

Please read the following questions and all the possible answers carefully. Choose the best response for each question and select the appropriate box.

	Yes, I have been for . . .		No, but I intend to in the next...		No, and I do NOT intend to in the next 6 months
	<u>More</u> than 6 months	<u>Less</u> than 6 months	30 days	60 days	
57. Do you consistently use career preparation resources on campus, in the community or on the Web?					
58. Have you explored self, in terms of					

## TENNESSEE PROMISE

your values, interests, skills, etc.?					
59. Have you identified and committed to an academic major that fits with your perceived strengths, abilities and preferences?					
60. Have you identified a list of potential occupational matches?					
61. Have you researched reliable sources of occupational information?					
62. Have you engaged in appropriate networking activities for making professional connections?					
63. Have you sought out and completed an internship, co-op, externship, or similar field experience?					
64. Have you conducted informational interviews/job shadowing experiences?					
65. Have you researched potential employers or graduate schools?					
66. Have you attended job or graduate school fairs to make connections for jobs or graduate study?					
67. Have you prepared for a job search or					



## TENNESSEE PROMISE

application process for graduate school?					
68. Have you developed a 10-year career plan?					

Answer each of the remaining general **demographic questions**.

69. What influenced your decision to enroll in the number of credit hours you are registered for this semester? Please mark all that apply.

- I enrolled in what I can afford to take.
- This is the number of credit hours I think I am prepared to take and succeed.
- My advisor recommended I take this many hours.
- I have children and my time is limited.
- I work in addition to attending classes.
- Other

Using the scale below, please respond to the following statements.

TENNESSEE PROMISE

	Strongly	Disagree	Undecided	Agree	Strongly	
Not						
	Disagree				Agree	Applicable
70. I feel (felt) confident about choosing a major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<input type="radio"/> 71. My academic work this semester will help me get a job when I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<input type="radio"/> 72. I plan to return to this college/university next semester.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<input type="radio"/> <input type="radio"/>						
73. I plan to attend a different college/university next semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<input type="radio"/>						
74. I do not plan on returning to any college/university next semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<input type="radio"/>						

75. What is your marital status? (drop down menu Single, Married, Partnered, Divorced, Widowed)

76. If you have children who live with you, please indicate how many (drop down menu 1-10 including NA)

77. How do you perceive your Socioeconomic Status?

(drop down \_\_ Upper Class \_\_ Upper

Middle Class \_\_ Middle Class \_\_ Lower Middle Class \_\_ Lower Class \_\_Prefer not to answer)

78. What kind of setting did you spend the majority of life prior to attending college/university?

(drop down \_\_ Urban \_\_ Suburban \_\_ Small City \_\_ Small Town \_\_ Rural)

79. Do you use public transportation to attend college? Yes/No/Sometimes

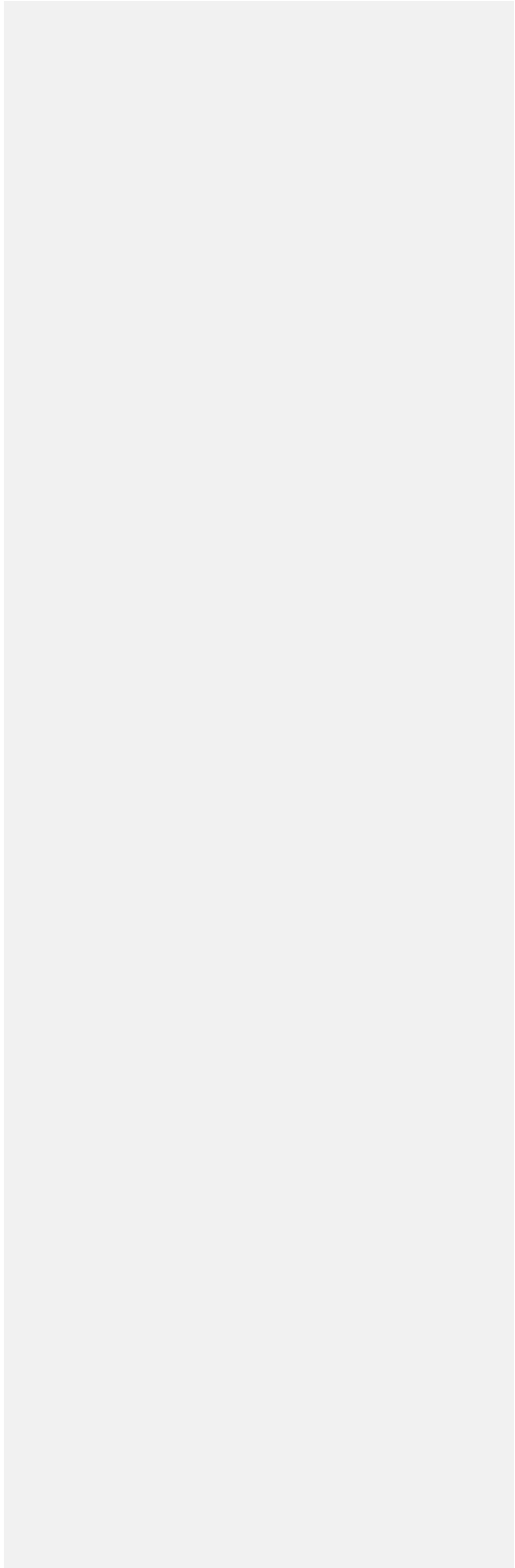
80. What language(s) is/are spoken in your home? [open-ended item - primary and secondary]

TENNESSEE PROMISE

81. Do you have a disability as recognized by the American Disabilities Act?  Yes  No

I prefer not to respond to this item

82. If yes, are you registered with your campus Office of Disabled Services?  Yes  No



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83. What is highest level of education completed by your parent/guardian/parental-figure and any of your siblings?

Father	Education Level Completed
<b>Mother</b>	
<b>Guardian/Parental</b>	
<b>Figure</b>	
<b>Siblings Brothers</b>	
<b>Sisters</b>	
	Some high school
	High School Graduate
	Post high school vocational training
	Some College
	Associate's Degree
	Bachelor's Degree
	Post Graduate Degree (masters, doctorate, etc.)

TENNESSEE PROMISE

### Tennessee Board of Regents Informed Consent

**Project Title:** Getting to Know Our Students Survey

**Purpose of Project:** The purpose of the study is to gain a better understanding of how our students differ such as attitudes, beliefs, personality traits, and perceptions of college as related to their college experiences.

**Procedures:** There are several phases to this project. You are being asked to complete this survey during the first two weeks of the semester and again during the last two weeks of the semester. Completing the survey will take approximately 20 - 30 minutes. If you are unable to complete the survey when you first start it, do not close the survey window. As long as you leave the window open you may return to the survey to complete it. **PLEASE NOTE: Once you complete the survey, submit it and print the verification notice and share it with your teacher(s). It is possible that you will receive this study request in more than one of your classes this semester. Only complete it one time.**

**Risks/Benefits:** There are no personal risks or benefits associated with completing this survey. Your time is what we are asking you to contribute. Over your college career, we may contact you as part of a smaller group to complete additional measures for us.

**Confidentiality:** We will follow your academic experiences during the coming year and beyond.

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In order to do this, we will need to collect your student ID# and your home institution. By participating in this study, you are giving us permission to access your academic records and to potentially contact you during the coming year in order to complete a few brief measures related to your college experiences. All of your data will remain strictly confidential – meaning that only the researchers will have access to it. Only summary data from all students in your college and all institutions across the TBR system of schools will be made public. No teachers or administrators from your own college will have access to any of the data which can be connected to you personally. Once all the data have been collected, the personally identifiable information will be destroyed.

**Principal Investigator/ Contact Information:** Dr. Pam Knox, Associate Vice Chancellor, TBR Office of Academic Affairs ([Pamela.Knox@tbr.edu](mailto:Pamela.Knox@tbr.edu) or 615.366.3975)

Participating in this project is voluntary, and refusal to participate or withdrawing from participation at any time during the project will involve no penalty or loss of benefits to which you might otherwise be entitled. All efforts, within reason, will be made to keep the personal information in your research record private but total privacy cannot be promised, for example, your information may be shared with the Tennessee Board of Regents Institutional Review Board. In the event of questions or difficulties of any kind during or following participation, you may contact the Principal Investigator as indicated above. For additional information about giving consent or your rights as a participant in this study, please feel free to contact the Principal Investigator.

**Consent**

I have read the above information and my questions have been answered satisfactorily by project staff. I believe I understand the purpose, benefits, and risks of the study and give my informed and free consent to be a participant.

- I Agree       I choose not to participate and will not be contacted in the future on this project.

Appendix C

Tennessee Colleges of Applied Technology

Enrollment by Ethnicity, Race and Gender

Year-end 2014-2015

MALES

	Hispanic	Unknown	Alaskan Nat	Am. Indian	Asian	Black	White	Hawaiian Pacific Islander	Multi Race	Grand Total
Athens	12	1		3	2	10	200		2	230
Chattanooga	28	20		2	3	203	967	1	17	1,241
Covington	2	4				52	218		2	278
Crossville	4			1		2	372		2	381
Crump		2		1	1	18	276		3	301
Dickson	21			1	6	51	419	1	15	514

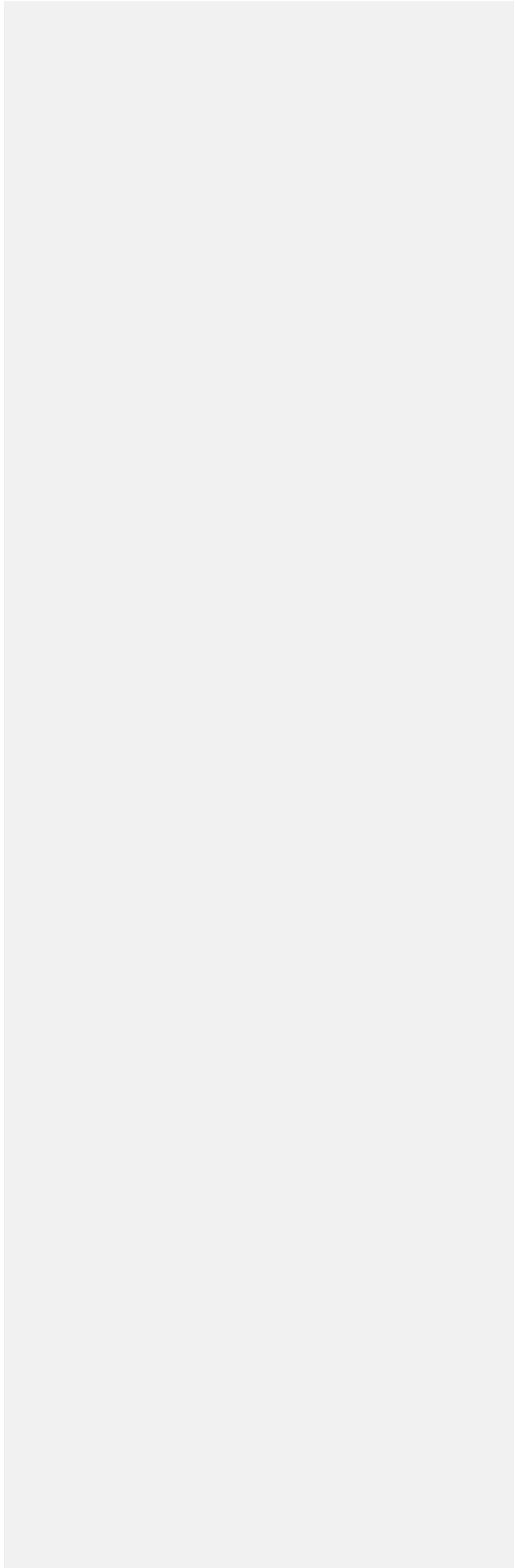


## TENNESSEE PROMISE

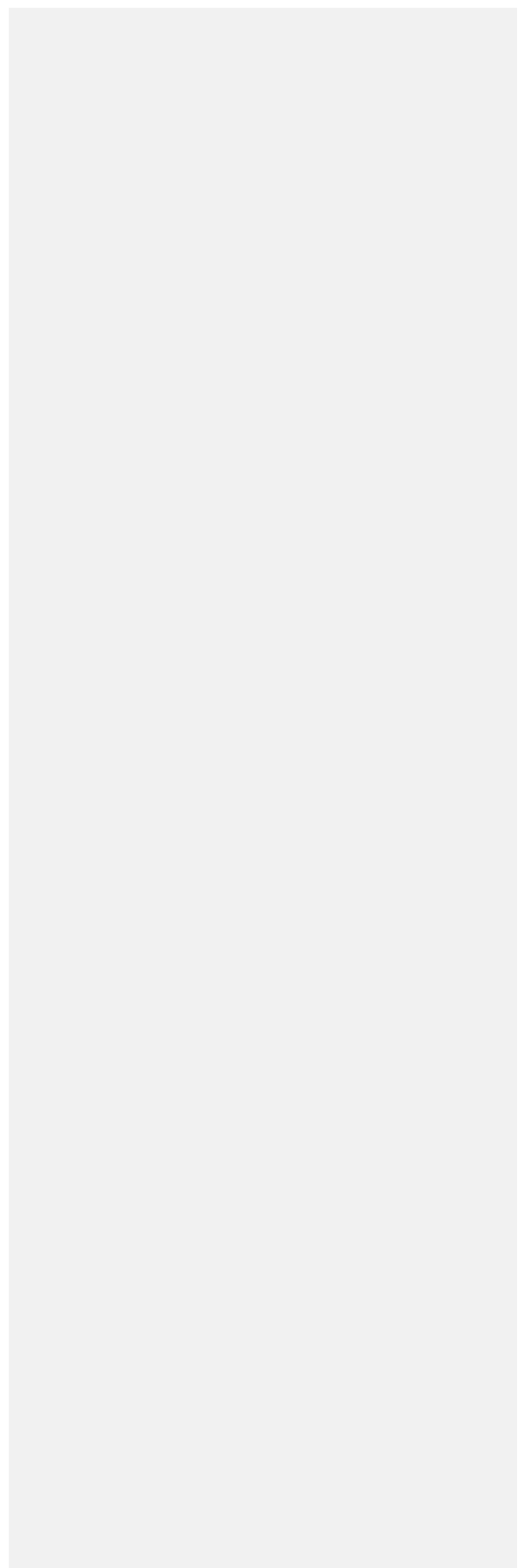
Elizabethton	3	96		1		13	216	1		330
Harriman	1	14				1	178		3	197
Hartsville	11				2	11	431		4	459
Hohenwald	9	28		2	1	6	293		2	341
Jacksboro		6		1		1	149		1	158
Jackson	45	12	1	3	3	241	489		9	803
Knoxville	14	7		4	9	61	521	1	7	624
Livingston	8	4		1		19	891		10	933
McKenzie	1	1		1		8	209		5	225
McMinnville	9			2	1	11	232	1	3	259
Memphis	15	6			20	775	155	1	7	979
Morristown	24					10	608		11	653
Murfreesboro	21	347		3	24	61	3743		4	4,203
Nashville	49	2		8	23	217	409	4	9	721
Newbern	11	2		1	2	42	254	1	1	314
Oneida	1	4				1	258		1	265
Paris	6		1			34	200		3	244
Pulaski	79	8		10	57	103	757	24	48	1,086
Ripley	7	2		2	1	103	159		2	276
Shelbyville	40	6			1	28	475		5	555
Whiteville	9	1		1		138	126	2	6	283
Total										16,853
	430	573	2	48	156	2,220	13,205	37	182	

TENNESSEE PROMISE

*Note- Students reported as Hispanic combined with one of the race categories are counted as Hispanic.*



TENNESSEE PROMISE



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