

VCCS Student Success Snapshots: 2008-2011



Report No. 31-11

Compiled by:

Office of Institutional Research, Planning, and Assessment
Northern Virginia Community College

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STUDENT SUCCESS SNAPSHOT

Achieving Their Dreams: Trends in Enrollment and Success of Underserved Populations

"We give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened." – Virginia's Community Colleges Mission Statement

Achieve 2015 emphasizes increasing the number and success of underserved students, also called under-represented populations (URP). Three-fifths of all URP undergraduates attending Virginia public colleges are VCCS students¹.

Definitions:

Under-represented population (URP): students who meet at least one of the following criteria: *location* – live in localities with lower higher education participation rates; *low income* – Pell recipients; *first generation* – first in their family to attend college; and/or *minority race/ethnicity*.

Cohort: students who were enrolled in VCCS at any time in the corresponding academic year. The enrollment numbers are unduplicated systemwide.

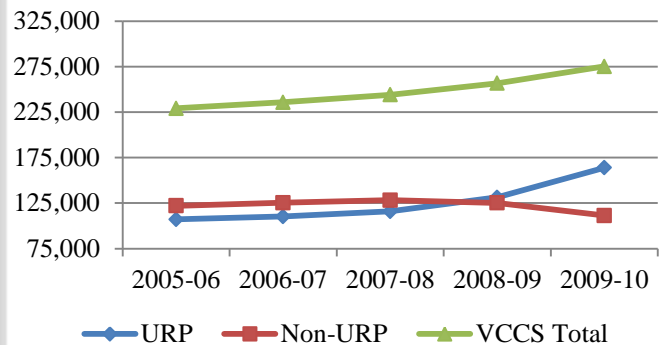
Highlights for 2009-10:

- Over 163,000 VCCS students were identified as URP – an increase of 24.5% over the previous year. First generation, minority, and Pell eligible students contributed almost equally to the growth.
- Nearly 35% of all students enrolled in non-credit workforce courses were considered URP (based on location and/or race only).
- Two-thirds (63%) of URP students were pursuing associate degrees, compared with 52% of non-URP. Enrollment in transfer degree programs is also higher for URP students – 41% vs. 36% for non-URP.
- A higher proportion of URP students enrolled in developmental education classes (40% vs. 25%). Furthermore, a lower percentage of URP students have a credit passing rate of 80% or more and a GPA of 2.0 or better.
- URP students graduated and/or transferred to 4 year institutions at a lower rate (19%) than non-URP students (28%).

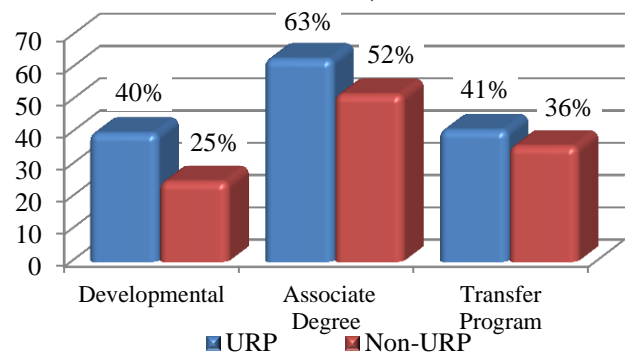
Reflections:

Virginia's Community Colleges play a critical role in providing access to postsecondary education for large numbers of URP students. To enhance attainment of graduation and transfer outcomes, colleges should seek early identification of URP students and direct them to existing support services such as tutoring and advising. Colleges should also consider implementing additional strategies and services targeted to URP students in order to move more of these students from access to success.

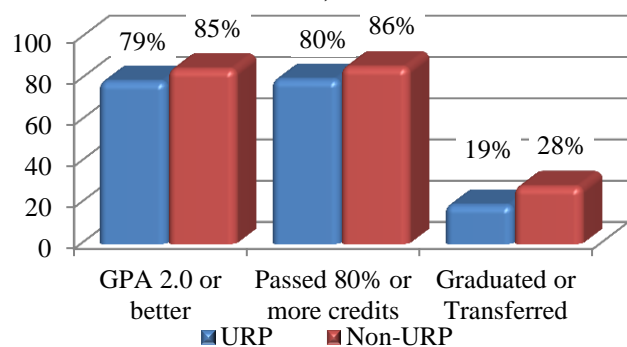
Five Year Trend for URP Enrollment



Academic Indicators of URP and non-URP Students, 2009-10



Success Rates for URP and non-URP Students, 2009-10



Profile and Success Measures for Students from Under-represented Populations (URP), 2009-10

College	Cohort	Profile						Success Measures						
		URP Students		Location	Low Income	Minority Race/Ethnicity	First Generation	Award Sought		Program		GPA 2.0 or better	Passing 80% or more credits	Graduated or Transferred
		N	%				Associate Degree	Certificate or Diploma	Transfer	Career Tech				
		N	%	% of cohort				% of URP Students						
Blue Ridge	6,610	3,384	51	15	24	15	18	61	18	42	37	79	80	19
Central Virginia	7,896	5,867	74	62	17	22	12	54	10	43	22	78	86	24
Dabney S. Lancaster	2,204	1,548	70	45	25	10	17	34	23	23	34	78	82	18
Danville	6,444	4,937	77	34	32	43	11	32	30	16	46	80	83	17
Eastern Shore	1,411	944	67	0	42	44	19	53	27	37	44	82	85	17
Germanna	9,590	4,296	45	0	16	27	16	55	27	46	36	78	76	17
J. Sargeant Reynolds	19,157	10,831	57	1	24	45	13	58	24	34	48	79	80	18
John Tyler	13,337	7,247	54	4	22	37	14	52	18	36	34	79	80	19
Lord Fairfax	8,823	4,484	51	18	20	14	18	52	21	41	32	81	82	18
Mountain Empire	4,444	2,754	62	24	42	3	17	54	28	27	54	79	75	18
New River	8,082	3,564	44	12	22	12	12	64	7	39	32	78	82	25
Northern Virginia	72,024	40,546	56	1	12	52	10	77	5	56	26	80	80	19
Patrick Henry	4,860	4,265	88	64	42	29	22	46	29	25	50	85	84	19
Paul D. Camp	2,407	1,566	65	2	34	44	21	49	23	32	40	81	80	15
Piedmont Virginia	7,307	3,509	48	14	18	24	13	68	6	57	17	80	82	18
Rappahannock	4,431	2,034	46	0	19	28	14	55	17	31	41	81	84	15
Southside Virginia	8,627	6,569	76	32	33	48	18	31	28	15	44	81	84	16
Southwest Virginia	5,480	3,537	65	31	35	4	19	49	28	28	48	85	80	19
Thomas Nelson	15,479	9,502	61	1	27	48	14	67	15	44	38	71	78	17
Tidewater	44,915	29,362	65	14	30	47	14	80	8	45	43	77	76	18
Virginia Highlands	3,732	3,449	92	86	34	4	19	49	19	30	38	84	85	22
Virginia Western	12,977	6,184	48	13	20	17	15	50	18	29	39	74	82	17
Wytheville	5,058	3,542	70	38	30	8	23	46	18	22	43	87	87	18
VCCS Total	275,295	163,921	60	13	22	38	14	63	14	41	37	79	80	19

How Were Data Generated?

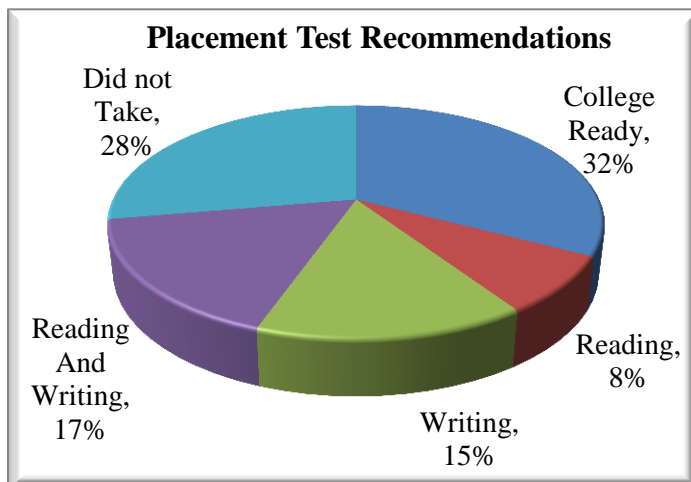
- CRT student and SCHEV financial aid files were used to identify URP students, to generate demographic data, and to determine Pell recipients. CRT class files were used to identify developmental students. GPA and credits earned files were used to produce intermediate success measures.
- Graduation and transfer to four-year institutions information was retrieved from VCCS graduate files and National Student Clearinghouse files.

For More Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

ⁱ Measure A.1.b: Under-represented Populations, 2010 IPS State Certification Report, State Council of Higher Education for Virginia, http://research.schev.edu/ips/review/ips_status.asp?ID=A1b.

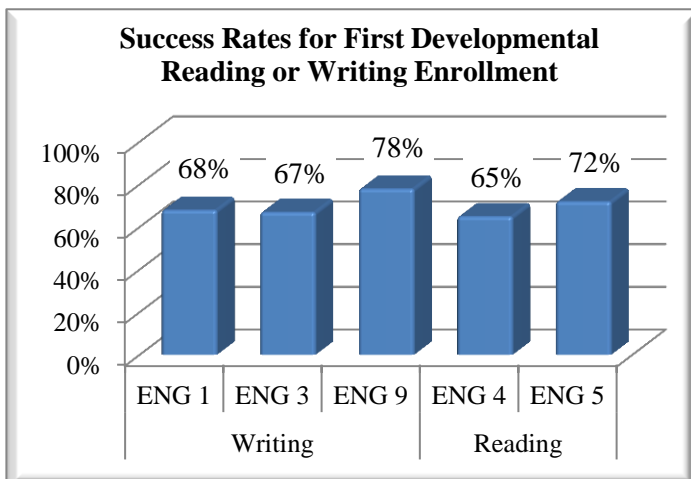
The Impact of Developmental English on Student Progression



The ability to read and write effectively is critical to success in college work. Within the VCCS, pathways through developmental reading and writing vary from college to college, clouding college readiness standards. Recognizing these inconsistencies and that many developmental English (reading and/or writing) students do not complete college courses at the same rates as their counterparts, system-wide developmental English redesign efforts are underway.

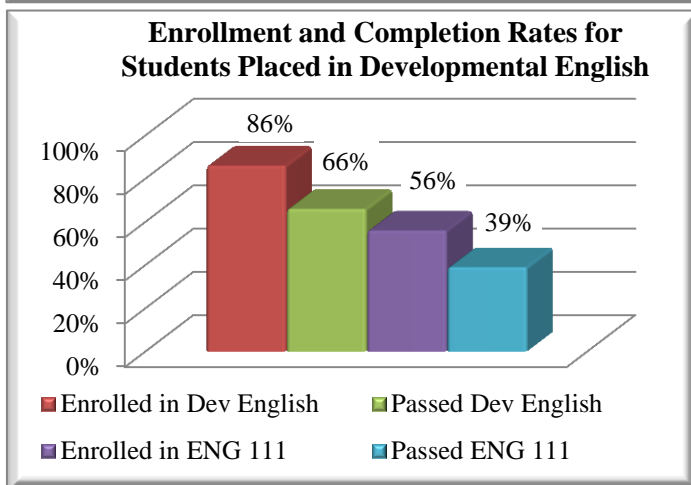
“The effectiveness of developmental programs in transitioning students to upper level classes is a crucial part of access to higher education.”¹

Cohort: Fall 2006, first-time-in-college students, placed in associate or certificate programs, comprise the cohort. Students who began their coursework in the preceding summer were included, while previously dual-enrolled students were excluded.



Highlights

- Of the 20,617 cohort students, three out of four (73%) took reading and/or writing placement tests, and 32% were considered college ready.
- ENG 9, a developmental writing course co-requisite with ENG 111, has much higher success rates (78%) than other developmental reading and writing courses.
- Of those placed into developmental English, less than half (39%) completed ENG 111 successfully.
- Developmental English students graduate or transfer at lower rates (29%) than those who took only college-level courses (38%).



Reflections

While success rates for developmental reading and writing courses are higher than for developmental mathematics courses, there is room for improvement and for greater consistency across courses and placement practices to foster a common college readiness pathway. In order to meet the *Achieve 2015* student success goal, it is incumbent upon community colleges to examine their policies and to support developmental English students in transitioning successfully into college-level work.

¹Paulson, E. J., & Armstrong, S. L. (2010). Current issues in postsecondary literacy instruction: Toward coherence in terminology, theory, and practice. *Journal of Developmental Education*, 33(3), 2-13.

**Four-Year Course Success and Graduation/Transfer Rates
for Developmental English* Students Fall 2006 Cohort**

	Cohort (N)	Developmental Reading Within Year 1		Developmental Writing Within Year 1		ENG 111 Pass Rate (%) within 4 Years		Graduation or Transfer Rate (%) Within 4 Years	
		Enroll Rate (%)	Pass Rate (%)	Enroll Rate (%)	Pass Rate (%)	Took Dev Eng	Did Not Take Dev Eng	Took Dev Eng	Did Not Take Dev Eng
Blue Ridge	651	13	81	24	63	81	79	20	36
Central Virginia	426	14	65	22	57	87	79	31	36
Dabney S. Lancaster	173	18	42	31	64	85	82	28	44
Danville	351	20	86	44	79	84	79	47	44
Eastern Shore	125	30	82	42	70	83	79	28	37
Germanna	773	16	71	25	50	81	75	27	44
J. Sargeant Reynolds	957	13	64	9	62	69	72	22	30
John Tyler	662	10	68	30	67	78	80	29	39
Lord Fairfax	727	16	57	21	59	76	82	23	37
Mountain Empire	288	21	67	37	59	70	61	30	29
New River	453	8	71	17	70	84	79	23	39
Northern Virginia	6,599	13	70	29	76	81	81	36	41
Patrick Henry	235	28	71	40	73	60	76	32	35
Paul D. Camp	180	14	48	20	50	65	65	17	32
Piedmont Virginia	555	8	77	18	78	71	81	18	42
Rappahannock	232	18	76	31	75	69	81	11	38
Southside Virginia	362	20	64	29	66	78	82	25	47
Southwest Virginia	399	4	75	15	69	77	83	22	35
Thomas Nelson	1,226	9	68	25	79	71	77	22	39
Tidewater	4,176	18	72	24	64	75	77	24	35
Virginia Highlands	283	23	59	27	68	74	73	23	40
Virginia Western	549	9	54	19	50	69	71	20	36
Wytheville	235	22	69	34	85	85	86	37	54
System	20,617	14	69	26	70	78	78	29	38

*ENG 1, 3, 4, 5, 9 courses were used in this analysis. BSK courses, offered at some colleges, were not included.

How Were Data Generated?

- VEE student, placement, and SCHEV financial aid files were used to generate demographic and placement data and to determine Pell recipients for first-time-in-college cohort.
- VEE class files were used to produce enrollment data. Only enrollments with valid grades were taken into consideration.
- Graduation and transfer to four-year institutions information was retrieved from graduate and National Student Clearinghouse files.

For More Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

Tech Prep: Pathways from High School to College through Career and Technical Education

“Tech Prep is a critical aspect of the effort to help young people develop a strong understanding of the career pathways that lead to life-long opportunities for their achievement of the American dream.”

—John Downey, President, Blue Ridge Community College

Tech Prep Career Pathways Programs serve employers by preparing young adults for high demand, high skills occupations by aligning high school and community college career and technical education programs and providing students with dual-enrollment, career coaching, work-based learning, early college placement testing and other opportunities. National performance standards for the program include postsecondary enrollment, graduation, and employment rates of students.

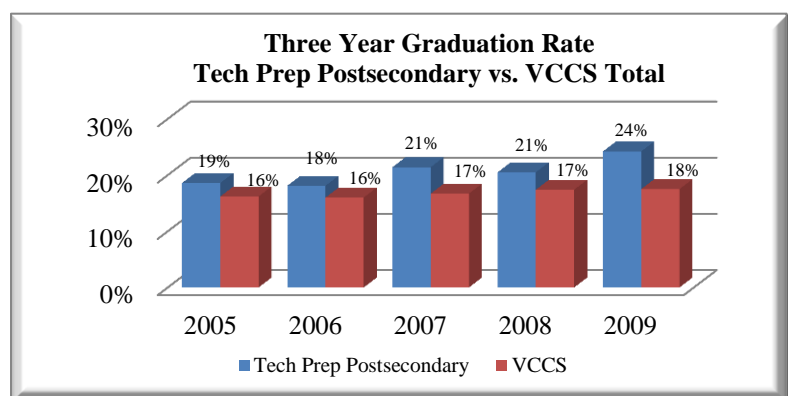
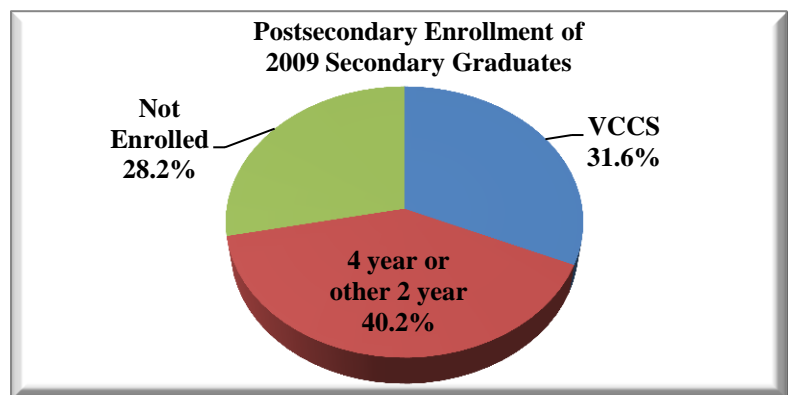
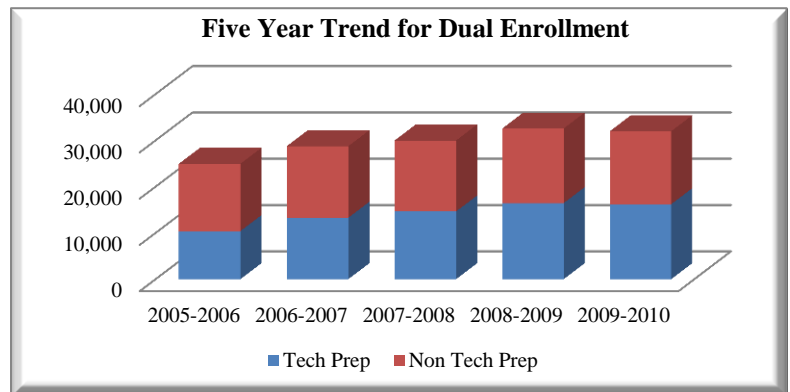
Definitions: Secondary Tech Prep students are those high school students enrolled in at least one career and technical (CTE) dual enrollment course. Postsecondary students are those who graduate and enroll in a two- or four- year college or university.

Highlights:

- Over 25,000 secondary and post secondary students were identified as Tech Prep in 2009-2010—a 66% increase over the past five years.
- Over half (51%) of VCCS dual enrolled students were classified as Tech Prep in 2009-2010.
- Nearly three-quarters (72%) of students who participate in Tech Prep enrolled in postsecondary education.
- Tech Prep students earn awards at a higher rate than a typical VCCS student. In 2009, nearly a quarter (24.2%) of Tech Prep students received an award within three years, compared to 18% of VCCS students.

Reflections:

The Tech Prep programs provide opportunities for students to explore careers, determine their plans for postsecondary education and earn college credits in high school, which contribute to the access, success, and workforce goals of *Achieve 2015*. Colleges should engage with local high schools to encourage students to participate in Tech Prep programs as a successful entry into higher education.



**Tech Prep Secondary Data and
Postsecondary Performance Measures for 2009-2010**

College	Profile of Secondary Tech Prep 2009-10					Tech Prep Performance Measures 2009-10 Reporting Period			
	Dual Enrolled	Tech Prep Enrolled ¹	% TP of Dual Enrolled	High School Graduates ²	Avg. Cred. Earned in HS-VCCS	Enrolled in VCCS ³	Enrolled other 2yr or 4yr ⁴	Received VCCS Award	Employed 12mth post grad ⁵
	N	N	%	N	N	%	%	%	%
Blue Ridge	964	480	49.8	263	7	37.2	38.3	34.3	78.6
Central Virginia	1,397	754	54.0	422	15	29.8	36.4	15.9	71.7
Dabney S. Lancaster	556	293	52.7	147	10	39.0	43.0	36.0	75.0
Danville	1,733	1,088	62.8	427	12	36.3	33.6	26.3	67.8
Eastern Shore	250	117	46.8	88	7	40.0	30.9	35.7	80.0
Germanna	1,322	166	12.6	118	13	28.3	61.7	33.3	72.2
J. Sargeant Reynolds	1,434	848	59.1	582	14	19.6	42.9	9.5	94.4
John Tyler	2,467	931	37.7	558	12	22.8	46.2	21.1	84.6
Lord Fairfax	1,870	804	43.0	381	18	32.1	53.7	26.7	63.5
Mountain Empire	1,025	636	62.0	282	20	51.0	32.1	36.4	62.8
New River	1,460	1,074	73.6	552	15	35.2	39.2	29.9	82.5
Northern Virginia	1,908	900	47.2	544	9	25.6	44.7	*	73.6
Patrick Henry	837	502	60.0	297	33	42.1	36.6	32.9	70.8
Paul D. Camp	503	329	65.4	122	15	28.7	42.6	29.4	100.0
Piedmont Virginia	1,363	253	18.6	156	14	22.3	56.8	*	70.0
Rappahannock	1,669	1,120	67.1	430	20	30.9	44.6	21.0	81.3
Southside Virginia	2,370	1,739	73.4	785	23	32.7	34.2	32.0	61.3
Southwest Virginia	963	479	49.7	208	18	50.0	23.7	36.4	75.0
Thomas Nelson	1,838	1,285	69.9	489	7	22.5	43.6	9.7	62.5
Tidewater	1,348	268	19.9	175	14	28.8	48.8	20.8	59.3
Virginia Highlands	826	478	57.9	235	12	46.3	27.3	30.9	63.9
Virginia Western	2,511	841	33.5	387	16	35.3	48.4	18.4	71.4
Wytheville	1,348	822	61.0	391	18	37.9	26.0	37.2	80.6
System	31,962	16,207	50.7	8,039	15	31.6	40.2	24.2	70.8

*Data are limited for these colleges due to low enrollment or inadequate data for the reporting time period. These data are expected to improve as dual enrollment data improve and the numbers in the program grow.

How Were Data Generated?

Measurement periods and cohorts vary for the performance measures provided.

¹Secondary Tech Prep students were identified based on enrollment in a CTE course as a dual enrolled student using VEE enrollment, class, and course files.

² Number of graduates is based on Tech Prep high school graduates who enrolled in 2007-2008 and graduated in 2010.

³Postsecondary Tech Prep students were based on 2008-09 high school students who graduated high school and enrolled in college or university within one-year.

⁴National Student Clearinghouse data were used for identifying enrollment in postsecondary education outside of the VCCS.

⁵ Employment rates were based upon whether a 2009 VCCS graduate was employed (according to the Virginia employment wage records) within one year of graduation from any postsecondary institution.

For More Information:

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

Transforming Career and College Planning: An Initial Review of the Virginia Education Wizard

Career and college planning increases student retention and graduation rates (Hull-Banks, et al, 2005)¹. Launched in March of 2009 by the VCCS, the Virginia Education Wizard (www.VaWizard.org) revolutionizes career and college planning by providing high-quality information that helps students and potential students select a career, find the right major and institution, pay for college, and transfer from Virginia's Community Colleges to universities.

"You've got to be very careful if you don't know where you are going, because you might not get there." ~ Yogi Berra

Definitions

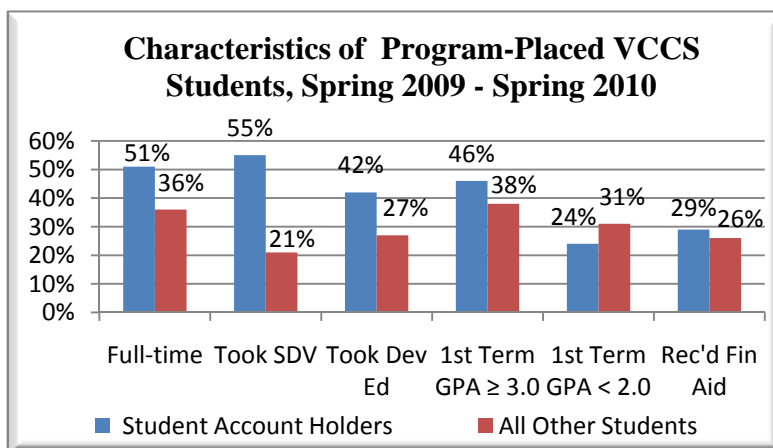
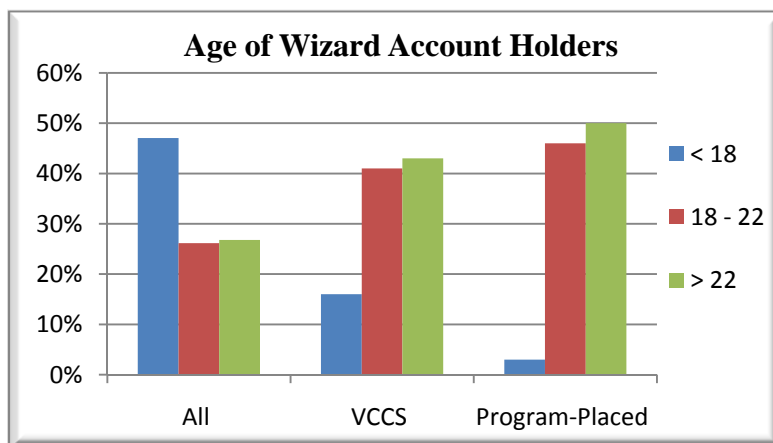
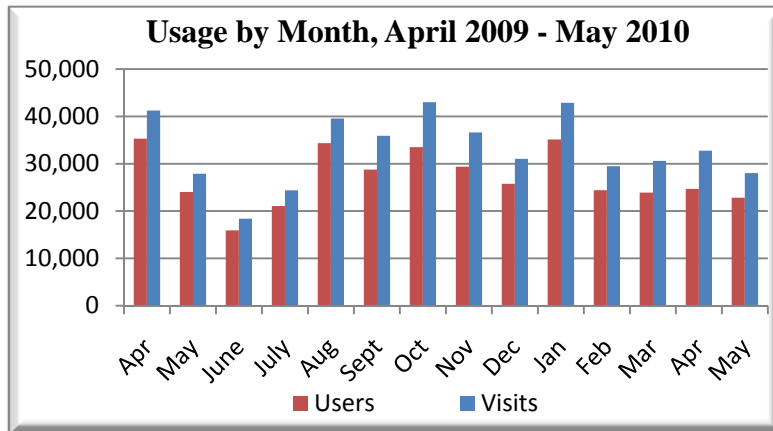
- Visits – total number of times the Wizard is accessed by users
- Users – individual clients of the Wizard's services and information
- Account Holders – registered users of the Wizard
- Student Account Holders – registered VCCS student users of the Wizard

Highlights

- In 15 months, the Wizard has helped 371,273 users through 487,889 visits in which 4,347,914 pages have been viewed.
- The career planning section of the Wizard has been used more than any other with 1,506,261 pageviews.
- Of the more than 90,000 users who created accounts, almost half are younger than age 18, and almost a third are VCCS students.
- The typical VCCS student account holder is more likely to attend full-time, have enrolled in SDV and in developmental education, earned a 3.0 GPA, and received financial aid when compared to other program-placed students.

Reflections

Early indicators of Wizard use point to a growing cadre of Virginians using the tool to initiate career and college planning. Through the Wizard, users, and account holders specifically, engage in planning activities that align with *Achieve 2015* by encouraging access to college, goal identification, progress towards goals, and student success. Colleges are urged to identify ways to use the Wizard to facilitate career planning, major selection, and transfer planning and to consider a growing population of students who will arrive on campus familiar with the Wizard.



Key Functions of the Wizard

The Wizard provides users with opportunities to interact with career and college information and to engage in a process of planning for their future. Three career assessments enable users to identify those occupations and clusters of careers that best match their interests, work values, and skills. The financial aid award estimator allows account holders to share personal information and in return receive a college-specific, student-specific financial aid award estimate complemented by interactive instructions on completing the FAFSA. The transfer planner poses a few simple questions and produces a step-by-step checklist guiding the student from the first semester in a community college to matriculation at a university.

Description and Activities of Account Holders by College ²									
College	Accounts Created			Rate of Account Creation Among Population Age 14-17			Results Saved to Profile		
	Service Region ²	All Students	Program-Placed Students	Accounts Created 14-17	Service Region Pop. 14-17	Rate	Career Assessments	Fin. Aid. Award Estimates	Transfer Plans
Blue Ridge	2,531	823	676	1,002	11,384	8.8%	3,322	174	220
Central Virginia	1,385	469	348	581	12,444	4.7%	1,640	100	122
Dabney S. Lancaster	1,919	418	179	1,433	4,555	31.5%	2,660	136	73
Danville	1,490	603	358	405	7,238	5.6%	1,638	113	160
Eastern Shore	857	185	142	365	2,823	12.9%	1,079	44	35
Germanna	2,594	696	549	900	23,914	3.8%	2,604	222	146
J. Sargeant Reynolds	5,715	1,354	1,110	1,894	35,599	5.3%	5,263	552	450
John Tyler	13,543	3,024	2,202	5,065	28,691	17.7%	19,501	1,550	1,287
Lord Fairfax	3,235	1,192	956	1,288	15,649	8.2%	3,512	248	403
Mountain Empire	1,287	431	265	530	5,216	10.2%	1,375	66	51
New River	3,274	1,194	854	1,448	6,728	21.5%	3,925	141	163
Northern Virginia	14,236	5,727	4,934	3,389	109,944	3.1%	9,367	1,136	2,259
Patrick Henry	3,612	929	623	1,743	6,709	26.0%	4,519	185	98
Paul D. Camp	1,590	350	297	633	8,201	7.7%	1,706	110	63
Piedmont Virginia	1,889	676	553	551	11,617	4.7%	1,329	300	211
Rappahannock	2,217	743	463	961	9,387	10.2%	3,029	106	139
Southside Virginia	2,381	780	403	1,129	9,244	12.2%	2,760	131	143
Southwest Virginia	1,541	640	442	793	5,442	14.6%	1,734	91	84
Thomas Nelson	8,583	2,638	2,274	3,679	26,608	13.8%	9,851	702	870
Tidewater	8,156	3,405	3,178	2,430	62,867	3.9%	7,580	694	1,124
Virginia Highlands	1,215	690	500	349	4,940	7.1%	1,607	87	111
Virginia Western	3,240	1,117	722	1,634	15,172	10.8%	4,034	194	223
Wytheville	3,742	1,291	691	1,952	5,767	33.8%	4,830	379	147
Total	90,232	29,375	22,719	36,048	494,429	7.3%	95,766	7,461	8,582

¹Hull-Blanks, E., Kurpius, S. E. R., Befort, C., Sollenberger, S., Nicpon, M. F., & Huser, L. (2005). Career goals and retention-related factors among college freshmen. *Journal of Career Development*, 32, 16-30.

²Account holders are automatically assigned to a primary community college by a zip code they provide. Account holders may change their primary community college following account creation.

How Were Data Generated?

Google Analytics was used to describe Wizard visits and users. Wizard database files were used to describe account holders and matched against VCCS student files based on the account holders' names and dates of birth to identify student account holders. JobsEQ® and the U.S. Census were used to describe the population, less than 18 years of age, by service region.

For More Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

Visit <https://www.VaWizard.org> to learn more about the Virginia Education Wizard.

A View of Library Resource Use in the VCCS

Over a century ago, John Dewey pointed out that the best learning is not based on simply the transmission of information, but rather on guided discovery, by research and creative exploration. In the academy one of the fundamental services that support this discovery is the library and the resources it provides. Over the last decade, this service has been greatly enhanced by the availability of electronic resources to supplement the traditional physical library resources. This snapshot examines the extent to which the library's electronic and print resources are being used within the VCCS.

Definitions

- FTES: Full-time equivalent student
- E-resources: subscription article databases
- Downloaded articles: saved to a personal computer for later use
- Full-text: complete text of an item, instead of a citation or summary

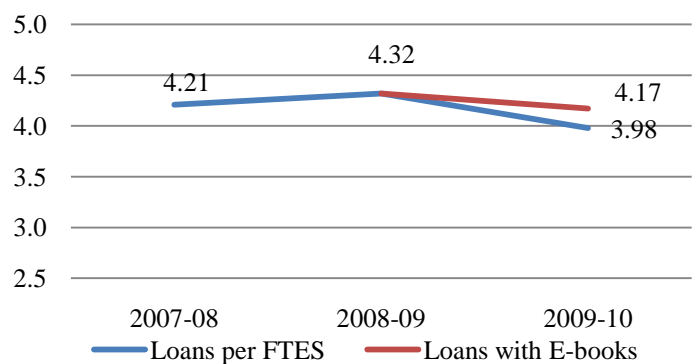
Observations

- Use of print and other more traditional library materials remains relatively stable over time. In 2009-10 VCCS libraries loaned 3.98 items per FTES, down from 4.21 items in 2007-08. Actual circulation increased by 14%, from 428,471 to 487,017 items.
- VCCS users downloaded 2,513,890 full-text articles in 2009-10, a 73% increase over three years. Use per FTES increased by 44%.
- The direct cost of providing access in 2009-10 was \$1.08 per article, down from \$1.46 per article in 2007-08.
- When the number of full-text downloads is compared to VCCS college transfer FTES, the pattern is similar to that of FTES downloads at Virginia's comprehensive four-year (non-doctoral) institutions.

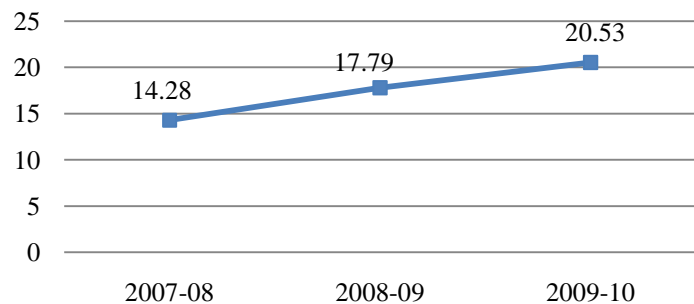
Reflections

Many factors are responsible for driving the level at which library resources are used. Perhaps the most significant are the levels to which discovery, research, and creative exploration that require library resources are integrated into the curriculum and the role that information literacy has in the overall objectives of undergraduate education. Colleges should explore the ways in which library resources are used by faculty and students as a means to strengthen student success.

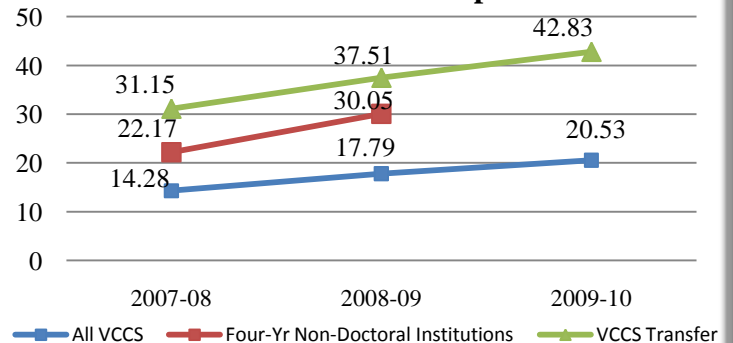
Annual Library Circulation per FTES



Annual Number of Full-Text Articles Downloaded per FTES



Comparison of Annual Number of Full-Text Articles Downloaded per FTES



Annual Number of Full-text Articles Downloaded per FTES by College

College	2007-08			2008-09			2009-10		
	Articles	Per College FTES	Per College Transfer FTES	Articles	Per College FTES	Per College Transfer FTES	Articles	Per College FTES	Per College Transfer FTES
Blue Ridge	97,408	37.14	71.05	78,550	28.03	55.08	110,437	35.41	68.64
Central Virginia	44,404	18.01	41.23	56,338	21.24	45.54	77,465	26.57	52.17
Dabney S. Lancaster	4,785	6.23	20.89	5,745	7.37	24.34	12,977	14.97	53.62
Danville	44,127	17.59	95.72	37,412	14.95	71.53	47,066	16.49	81.15
Eastern Shore	6,048	11.16	30.39	16,340	28.32	73.60	17,451	26.36	63.46
Germanna	33,351	9.90	17.69	39,892	10.74	19.63	59,856	14.10	26.73
J. Sargeant Reynolds	77,409	11.25	30.66	105,448	14.20	36.35	190,044	23.41	57.41
John Tyler	74,688	16.66	44.25	90,456	18.29	45.85	111,331	19.36	46.74
Lord Fairfax	66,647	21.67	41.45	74,188	21.88	38.98	95,864	24.96	52.16
Mountain Empire	16,757	8.74	32.99	18,676	9.67	36.84	25,813	12.08	46.26
New River	55,346	19.41	49.37	47,964	15.98	39.77	46,368	13.67	34.71
Northern Virginia	347,245	12.53	22.11	492,587	16.90	28.40	745,263	22.91	36.59
Patrick Henry	35,903	19.47	72.68	35,924	16.37	63.47	65,649	24.97	94.73
Paul D. Camp	11,708	13.47	31.90	10,572	11.55	29.21	21,277	21.67	58.61
Piedmont Virginia	57,878	23.57	39.75	69,347	25.99	42.65	81,825	28.43	46.23
Rappahannock	21,793	13.64	41.35	15,979	9.31	26.54	18,824	10.13	28.83
Southside Virginia	25,664	8.05	44.02	33,944	10.12	50.66	27,751	7.19	39.81
Southwest Virginia	13,715	5.90	17.67	18,359	7.82	22.75	11,128	4.30	12.92
Thomas Nelson	43,888	7.92	16.95	103,714	17.24	35.91	117,108	17.79	34.17
Tidewater	275,407	16.02	30.47	446,633	24.39	46.06	480,570	22.34	44.04
Virginia Highlands	18,911	12.03	31.89	18,165	11.30	29.54	9,375	5.16	14.36
Virginia Western	58,876	13.68	38.18	92,703	20.41	54.95	127,397	26.04	68.86
Wytheville	22,843	12.74	63.45	22,488	11.14	48.26	13,050	5.32	22.01
System	1,454,801	14.28	31.15	1,931,424	17.79	37.51	2,513,889	20.53	42.83

How Were Data Generated?

VIVA and e-resource vendor data were used to report e-resource user sessions.

VIVA and VCCS data were used to report FTES.

COUNTER, VIVA, and e-resource vendor data were used to report full-text article downloads.

The library catalog system was used to report circulation.

For More Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

Visit <http://library.vccs.edu/reference> to access the VCCS electronic library resources collection.

Visit <http://www.vivalib.org/> to learn more about VIVA, the Virtual Library of Virginia consortium.

Visit <http://www.projectcounter.org/> to learn more about the COUNTER Project.

Career Coaches: Targeting College Access for High School Students

Career Coaches open the door to college by empowering students to make informed decisions about their career and educational plans. Currently, over 120 community college career coaches work in high schools to provide students with such services as individual or small group coaching, administration of career assessments and assistance with financial aid and early college placement programs.

“Without a career coach, most of my work preparing for college would have gone undone. Through their hard work and determination, students like me are able to open the next chapter in our lives with ease.”

~Student, Bluestone High School

Definitions

- Recent Graduates: High school students who graduated and enrolled in community college within the following academic year
- CTE program: Student declared major in career and technical (CTE) programs, including transfer related CTE programs

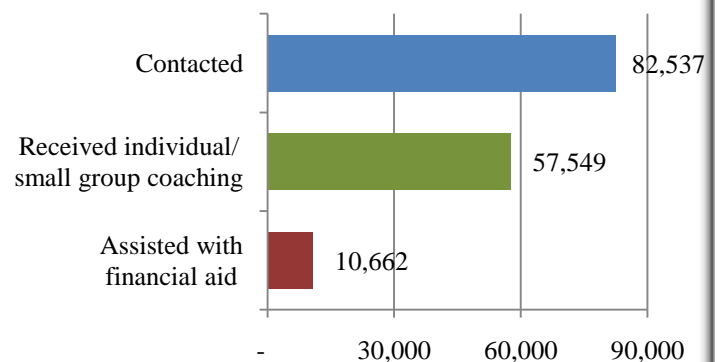
Highlights

- In 2008-09 coaches contacted over 66% of their high school population and provided individual and small group coaching to 46%
- Prior to a coach working in a high school, dual enrollments averaged 21% of the 11-12th grade population. After two years, enrollments increased to 27% and continued to increase up to 32% after 4 years
- Enrollments of recent graduates from high schools with a career coach increased from an average of 27% in the years prior to a coach to 35% after four years with a coach

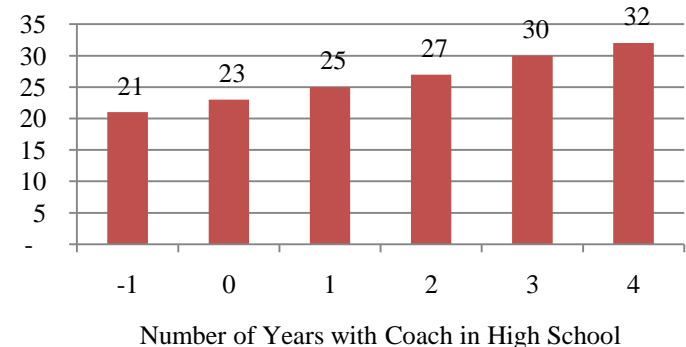
Reflections

The services and expected outcomes of the coach program are aligned with the student access and success goals of *Achieve 2015*. The VCCS plans to conduct additional analysis on other measures, including the impact of the program on developmental education and retention and credential attainment. Colleges should review their coaches' services and outcomes to assess the impact on successfully transitioning high school students into postsecondary education.

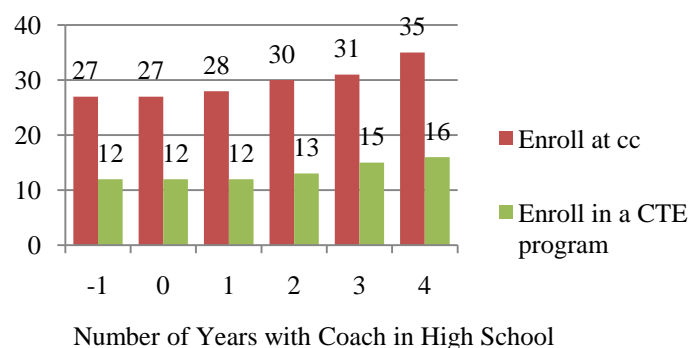
Number of High School Students Served by Career Coaches 2008-09



Percent Dual Enrollments of 11-12th Grade High School Population



Percent of Recent Graduates from High Schools Enrolled at Community College



Service and Enrollment Data by College for High Schools with a Career Coach

College	2008-09 Ind/Sm. Group Coaching*	Percent Dual Enrollments of 11-12th Grade High School Population				Percent Recent HS Graduates Enrolled at Community College			
		Years with Coach in High School				Years with Coach in High School			
		Year 0	Year 1	Year 2	Year 3	Year 0	Year 1	Year 2	Year 3
N	%	%	%	%	%	%	%	%	
Blue Ridge	982	22.1	25.1	32.3	-	24.5	27.0	24.2	-
Central Virginia	3,601	21.5	25.6	32.2	37.7	23.3	24.9	28.6	33.8
Dabney S. Lancaster	2,209	36.7	43.5	40.9	46.2	40.3	35.4	36.6	34.0
Danville	2,265	28.7	26.5	30.9	27.2	33.2	35.6	37.1	33.5
Eastern Shore	815	17.8	22.8	20.8	20.5	28.5	23.5	23.5	28.8
Germanna	931	8.4	12.1	20.6	21.8	23.9	24.0	25.6	26.3
J. Sargeant Reynolds	1,125	13.4	9.8	11.0	11.4	14.9	16.6	14.3	17.7
John Tyler	2,590	7.6	7.3	6.1	9.4	10.0	13.8	16.1	21.4
Lord Fairfax	1,324	24.9	21.9	21.0	21.6	28.6	31.9	25.8	28.6
Mountain Empire	2,615	34.8	40.1	40.6	-	39.2	39.4	40.5	-
New River	2,334	25.2	27.9	35.1	32.5	24.8	31.1	29.6	33.0
Northern Virginia	4,842	3.3	4.4	3.4	20.3	25.9	26.9	28.3	23.7
Patrick Henry	4,407	36.0	30.7	33.6	35.0	19.9	27.7	30.2	31.6
Paul D. Camp	1,417	16.7	13.1	17.1	16.3	28.0	26.6	31.3	29.7
Piedmont Virginia	3,478	30.2	29.1	30.3	19.5	20.4	23.1	23.1	25.7
Rappahannock	1,476	34.6	40.3	52.8	54.0	25.5	29.8	26.0	28.9
Southside Virginia	4,165	44.3	45.8	44.3	57.4	31.5	32.3	37.2	39.9
Southwest Virginia	3,729	23.5	32.7	35.2	38.5	56.3	50.4	49.4	52.1
Thomas Nelson	3,973	20.7	26.3	16.2	17.0	20.2	21.2	24.0	26.9
Tidewater	1,315	8.3	7.6	8.1	8.8	15.3	16.9	18.4	19.3
Virginia Highlands	2,879	25.9	27.7	33.4	35.7	39.8	39.0	38.1	40.3
Virginia Western	3,067	40.2	37.7	38.1	37.9	31.2	29.2	30.4	29.6
Wytheville	2,010	45.7	54.4	57.5	59.7	34.3	34.6	40.6	45.6
System	57,549	23.2	24.6	27.5	30.4	27.1	28.0	29.5	31.3

*Included in *Achieve 2015* access goal

-Data missing as these coaches with these colleges have not been in a high school for over three years

How Were Data Generated?

- Individual and small group coaching based on data reported by coaches in the career coach annual report
- High school data for graduates based on “*High School Graduates and Completers*” reports and 11-12th grade population based on “*Fall Membership*” reports provided through the Virginia Department of Education http://www.doe.virginia.gov/statistics_reports/index.shtml
- Dual enrollments determined through VEE semester files for those students enrolled in dual enrollment academic plans (041, 042, and 043)
- Recent high school graduates enrolling at community college determined based on the high school graduation date provided in the VCCS student application and subsequent enrollment within one year (enrollment in summer, fall, or spring after graduation)
- Excludes career and technical education centers as data on high school enrollments, high school graduates and community college enrollments are unavailable for these schools
- Data are summarized at the college level based on high schools located in the college’s service area and not by the college where a high school student enrolls

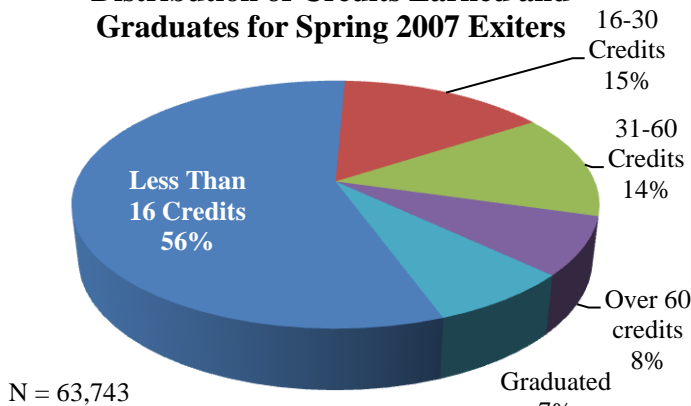
For More Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

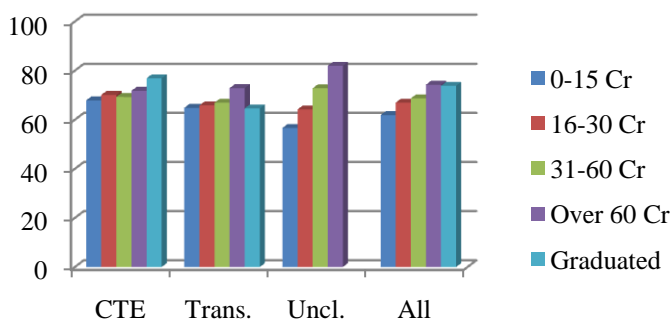
STUDENT SUCCESS SNAPSHOT

An Initial View of Student Success in the Workforce

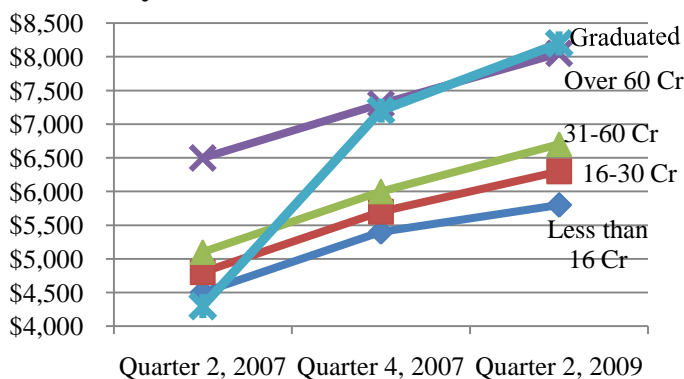
Distribution of Credits Earned and Graduates for Spring 2007 Exiters



Rates of Employment in Six Months for Spring 2007 Exiters by Curriculum Type



Comparison of Median Quarterly Wages by Credits Earned and Graduation



must work with students to align educational goals with awards, move students through to complete awards, and thereby infuse Virginia and the nation with a more highly credentialed workforce. Further analysis will help colleges meet the challenge of *Achieve 2015* to contribute to the economic and civic vitality of the commonwealth.

A skilled and knowledgeable workforce is vital to developing a vibrant economy. Virginia's Community Colleges serve a critical need by providing the education, training, and skills that students need to be successful in the workplace. This snapshot examines Unemployment Insurance (UI) wage records to explore job placement and wage information. While UI records have distinct limitations, some insights can be gained by tracking VCCS students' performance over time.

Definitions

Exiter: VCCS student enrolled in spring 2007 and not enrolled in a two- or four-year institution in fall 2007.
UI data: Wage data from VA, DC, and several nearby states: MD, NJ, OH, PA, and WV. Do not include self-employed, military, and federal employees.

Highlights

- About two-thirds (65%) of exiters were earning wages six months later. Exiters were fairly evenly split among CTE (35%), transfer (32%), and unclassified (33%) students.
- System wide, median wages increased 23% in six months and increased an additional 10% from six months to two years from exiting.
- Graduates not only had the highest wage gain (67%) in six months, but they also were earning the highest median wage (\$8200) in two years when compared to non-graduates by credits earned.

Reflections

In his January 2010 inaugural address, Governor McDonnell stated:

...a high school degree is no longer the finish line in a global economy. We must create affordable new pathways to earning a college degree and make a commitment to confer 100,000 additional degrees over the next 15 years. We must make our community colleges national leaders in workforce development and career training.

These UI data present a slice of information on how VCCS students perform in the workplace. Colleges

Rates of Quarterly Employment and Wages Earned for Spring 2007 Exiters
In Six Months and Two Years and a Three Quarter Retention Measure

College	Exiters N	For Spring 2007 Exiters Rates of Quarterly Employment and Median Wages at 3 Points in Time						Exiters Who Were Employed in Q3 2007 and Retained in Employment Two Subsequent Quarters		
		Spring 2007 %	In Six Mos %	In Two Years %	Spring 2007 Median	In Six Mos Median	In Two Years Median	Emp. In Q3	% of Exiters	% Retained
Blue Ridge	1396	79.7	78.1	71.1	4300	5700	6200	1117	80.0	87.8
Central Virginia	1818	75.4	74.8	69.6	5000	5900	6300	1388	76.3	87.9
Dabney S. Lancaster	522	66.3	64.4	63.0	3200	5100	5000	346	66.3	83.0
Danville	1645	64.1	68.7	58.7	3300	4300	4700	1118	68.0	83.6
Eastern Shore	628	68.3	65.9	64.3	3000	3600	4400	439	69.9	80.0
Germanna	1864	70.6	69.5	62.6	4300	5250	6100	1287	69.0	82.9
J. Sargeant Reynolds	4650	75.5	74.4	67.3	5600	6500	6900	3531	75.9	87.7
John Tyler	2606	74.8	73.2	66.2	4500	5600	6000	1968	75.5	85.5
Lord Fairfax	2136	66.8	64.8	58.5	4100	5300	5800	1455	68.1	82.3
Mountain Empire	1126	64.6	64.5	60.2	4100	4900	5600	709	63.0	84.2
New River	1719	72.8	75.9	66.7	3600	5400	5700	1328	77.3	86.9
Northern Virginia	15585	59.9	57.4	50.4	6600	7600	8500	9316	59.8	83.5
Patrick Henry	1066	70.8	70.3	58.4	3700	4800	5000	770	72.2	83.8
Paul D. Camp	694	66.0	64.1	60.4	3700	4500	5200	467	67.3	83.9
Piedmont Virginia	1741	69.4	67.6	61.1	4700	5900	6300	1225	70.4	85.1
Rappahannock	1052	65.0	64.4	63.0	3300	4300	4700	713	67.8	82.5
Southside Virginia	2339	61.3	62.9	58.2	3600	4500	5200	1480	63.3	84.5
Southwest Virginia	2002	60.9	61.6	57.5	4100	5200	6000	1250	62.4	83.4
Thomas Nelson	3571	70.9	67.5	60.4	4400	5500	5900	2567	71.9	83.2
Tidewater	10417	64.9	62.4	55.0	4700	5500	6200	6640	63.7	85.2
Virginia Highlands	793	59.4	62.2	55.4	2900	4200	4900	499	62.9	82.0
Virginia Western	3167	75.4	73.5	67.1	5700	6700	7150	2406	76.0	86.9
Wytheville	1206	68.2	70.2	64.8	3900	5000	5300	867	71.9	85.5
System*	63743	66.8	65.4	58.7	4800	5900	6500	42886	67.3	84.7

*Unduplicated headcount, students attending more than one college in fall or spring were assigned to college where highest number of college credits were earned. If equal numbers of credits were earned at multiple colleges, those colleges were arranged in alphabetical order and the student was assigned to the last college.

How Were Data Generated?

VEE student, course, and class files were used to determine demographic and enrollment data. Courses with missing grades, incompletes, or audits were eliminated from calculations. Graduate files were used to determine graduation information. National Student Clearinghouse data were used to determine enrollment in higher education. UI wage data from the Virginia Employment Commission were matched to VCCS student files to provide employment rates and wage calculations.

For More Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

STUDENT SUCCESS SNAPSHOT

Success at a Distance—A Comparison of Delivery Modes

Learners “expect to pursue academic studies with the same tools, convenience, and global reach as their work, entertainment, and social engagement” (King, 2009)¹. The flexibility and dynamic nature of distance learning (DL) provide solutions as students navigate the competing demands of work, home, and school.

Definitions

- Asynchronous – student and instructor not in same place or at same time
- Synchronous – student, classmates, and instructor meet at same time but not necessarily same place
- Hybrid – combination of asynchronous and traditional face-to-face meetings for content delivery, 50-99% online
- FTES – full-time equivalent students

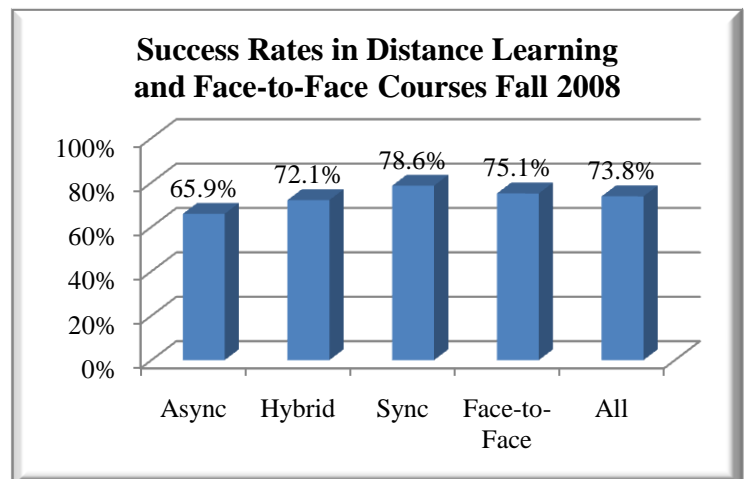
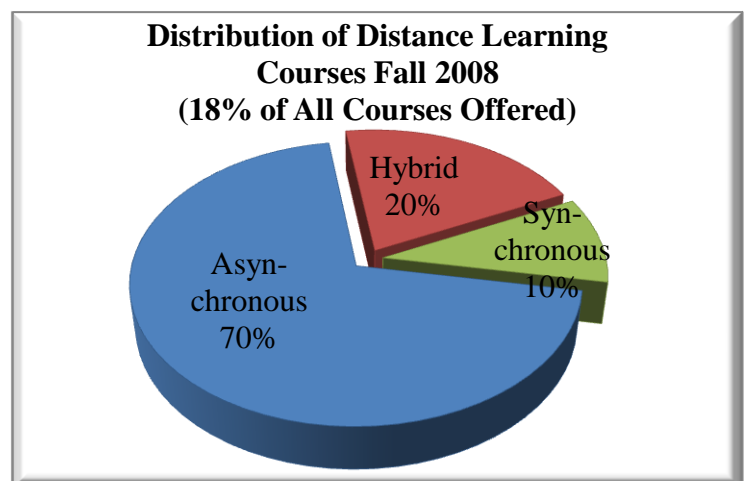
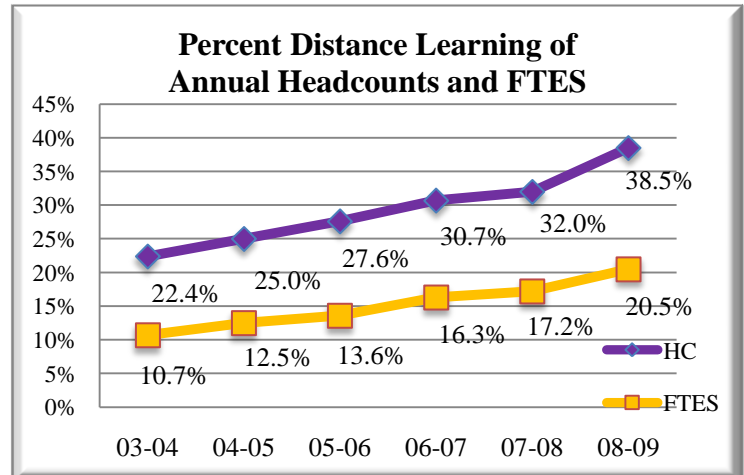
Highlights

- In five years, DL student headcount has doubled from 51,000+ to 101,000+. Percents of headcount increased from 22 to 39%, FTES from 11 to 21%.
- Success rates in asynchronous learning courses (66%) are lower than those in other distance modalities and than those in face-to-face courses (75%).
- The typical DL student is a part-time, older female student, enrolled in a transfer curriculum.

Reflections

The demand for DL courses continues to grow as the VCCS provides more learning options. DL instruction presents several challenges: 1) ensuring that students are ready to take DL courses, 2) redesigning courses, 3) preparing instructors to teach via new technologies and methodologies, 4) providing student support services remotely and for the many DL students who come to campus facilities to access services such as academic support centers and libraries and 5) assessing student learning outcomes.

Student success is at the heart of *Achieve 2015*. With the growth in and demand for DL throughout the VCCS, colleges must expand and enhance strategies to improve DL student success. Colleges are encouraged to explore and adapt innovations developed with support from the Chancellor's E-learning Enhancement and Development (CEED) Program.



Fall 2008 Course and Distance Learning Enrollments
and Course Success Numbers and Rates

College	Course Success Rates (Grade of C or Higher, S)										
	Head-count	% of HC in DL	Total Course Enrollments	Asynchronous		Hybrid		Synchronous		Face-to-Face	
	HC	%	N	N	%	N	%	N	%	N	%
Blue Ridge	4466	39.0	12886	972	72.5	638	62.1	103	88.8	7757	74.6
Central Virginia	5412	24.0	12771	955	67.6	162	68.4	177	73.8	8616	79.2
Dabney S. Lancaster	1272	48.4	3736	33	82.5	255	61.9	518	73.3	1956	75.9
Danville	4026	15.8	11263	591	75.2	87	78.4	.	.	8067	77.8
Eastern Shore	939	29.8	2586	252	66.5	22	75.9	11	84.6	1777	82.1
Germanna	6515	24.9	16565	1473	71.3	226	78.5	125	82.2	10428	74.2
J. Sargeant Reynolds	13079	20.5	31598	2590	71.9	331	73.2	.	.	19614	71.2
John Tyler	8776	27.2	21284	1721	66.7	826	77.1	.	.	13297	75.4
Lord Fairfax	5867	25.5	15771	888	69.7	234	75.5	411	77.3	10566	77.4
Mountain Empire	3075	48.3	8917	1548	65.0	233	77.2	85	77.3	4556	74.4
New River	4889	35.6	12980	1803	62.8	.	.	26	49.1	7723	76.8
Northern Virginia	42663	28.2	117241	6392	58.0	4723	72.6	130	88.4	73296	73.6
Patrick Henry	3109	53.3	9771	2035	75.3	79	70.5	129	58.1	5632	83.6
Paul D. Camp	1628	27.3	3843	288	65.0	192	65.5	24	85.7	2331	75.7
Piedmont Virginia	4874	20.5	12452	844	67.4	100	70.9	.	.	8266	74.8
Rappahannock	3307	42.3	7383	1015	69.3	67	95.7	816	79.2	4002	83.1
Southside Virginia	5606	26.3	14797	1449	67.6	209	69.0	57	77.0	10328	84.1
Southwest Virginia	3984	32.5	11027	1288	62.2	.	.	338	80.1	6881	80.6
Thomas Nelson	10557	22.8	26845	2213	66.7	328	74.7	9	81.8	16645	72.1
Tidewater	26898	36.7	74496	9693	65.1	1462	70.5	.	.	42036	73.1
Virginia Highlands	2650	28.4	7252	198	62.3	353	68.3	226	86.6	4654	75.6
Virginia Western	8532	23.8	20980	1726	68.4	415	75.1	201	93.1	13345	75.4
Wytheville	3363	45.5	8926	1508	74.9	313	86.0	402	82.6	5100	84.1
System*	175487	29.5	465370	41475	65.9	11255	72.1	3788	78.6	286873	75.1

*Duplicated headcount, duplicated course enrollments

How Were Data Generated?

VEE student, course, and class files were used to determine DL enrollments, courses, and grades. Courses with missing grades, incompletes, or audits were eliminated from calculations.

For More Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

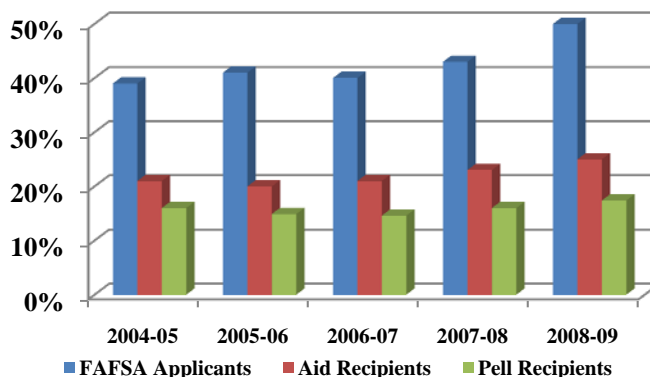
¹ King, K. (2009). Trends and lessons from the history of contemporary distance learning. In Wang, V. C., *Handbook of research on e-learning applications for career and technical education: Technologies for vocational training* (pp. 297-311). IGI Global.

Financial Aid – Bridging the Gap Making College Affordable

Applying for financial aid is essential to the academic success of low and moderate income community college students who without financial aid could not otherwise afford to pursue postsecondary education. According to a recent report, “Finances unquestionably undermine access and persistence.”¹

One of the draft goals in the new strategic plan is to increase the number of students receiving financial assistance through grants and scholarships. To do so, the number of students who apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA) must first increase. This snapshot examines applicant and award trends in the VCCS.

Financial Aid Applicant and Award Trends as Percents of Annual Headcount



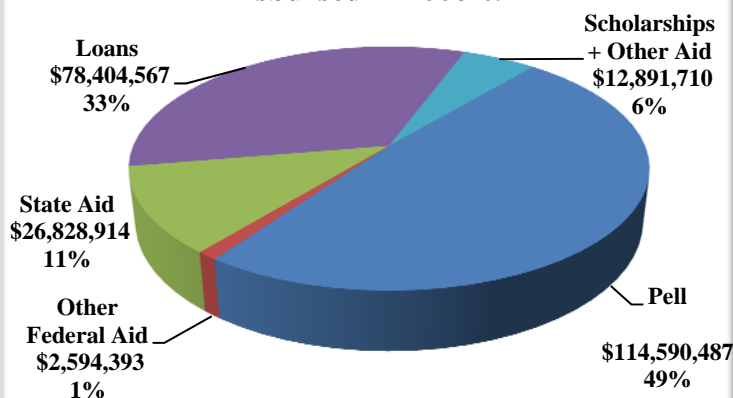
Definitions

- Pell - a federal need-based grant program for low-income undergraduate students
- Other Federal Aid - work-study and grants other than Pell
- State Aid - grants from state sources
- Loans - all types of loans
- Scholarships & Other Aid - scholarships and all other non-federal and state grants

Highlights

- From 2004-05 to 2008-09, the number of FAFSA applicants increased 45% from 91,425 to 132,270. In the same timeframe, the number of FAFSA applicants receiving aid increased 37% from 48,736 to 66,865, while annual headcount increased 13%.
- In 2008-09, one of every two students applied for financial aid and of those applicants, one of every two received some form of aid.
- The average annual Pell Grant award was \$2,512 in 2008-09.
- The VCCS created a new financial aid grant program in 2008-09 funded by tuition set-aside monies to assist financially needy students.

Sources of Financial Aid Disbursed in 2008-09



Reflections

Additional increases in applications and awards are expected for 2009-10 as a result of the current economic climate. Colleges are encouraged to continue exploring and developing options for reaching students with the message that they should apply for financial aid. Colleges can make current and prospective students aware of the *Cost Calculator*, *Award Estimator*, and *Apply for Financial Aid* features found in the Paying for College tab of the Virginia Education Wizard (www.vawizard.org). Access to financial aid is crucial to enable low and moderate income students to maximize their opportunity to succeed.

2008-09 Financial Aid Applicants and Awards

College	Headcount	FAFSA				Total Awards	
		Applicants		Applicants Awarded Aid		Total Disbursed	Awards % of Headcount
		Total Applicants	Applicants % of Headcount	Total Awarded	Awards % of Applicants		
		N	%	N	%	\$	%
Blue Ridge	6,393	3,302	52	1,819	55	6,759,000	28
Central Virginia	7,898	3,351	42	1,326	40	3,251,525	17
Dabney S. Lancaster	1,886	1,035	55	615	59	2,329,299	33
Danville	6,525	4,047	62	1,998	49	6,498,298	31
Eastern Shore	1,332	963	72	583	61	1,695,979	44
Germanna	9,117	4,005	44	1,465	37	3,580,869	16
J. Sargeant Reynolds	19,571	11,293	58	4,522	40	17,759,710	23
John Tyler	12,608	7,195	57	3,142	44	11,414,452	25
Lord Fairfax	8,114	3,538	44	1,682	48	4,018,357	21
Mountain Empire	4,440	2,947	66	2,166	73	6,161,725	49
New River	7,807	3,237	41	1,701	53	5,147,660	22
Northern Virginia	67,175	21,969	33	9,818	45	42,789,514	15
Patrick Henry	4,605	3,538	77	2,040	58	5,494,033	44
Paul D. Camp	2,487	1,638	66	828	51	2,359,681	33
Piedmont Virginia	6,910	3,174	46	1,523	48	4,797,716	22
Rappahannock	4,417	1,679	38	961	57	2,423,599	22
Southside Virginia	8,564	5,025	59	3,106	62	8,222,185	36
Southwest Virginia	5,976	2,922	49	2,210	76	7,011,045	37
Thomas Nelson	15,512	9,181	59	4,635	50	16,547,399	30
Tidewater	40,407	26,677	66	14,448	54	54,910,178	36
Virginia Highlands	3,591	2,518	70	1,410	56	4,059,983	39
Virginia Western	12,676	6,054	48	3,380	56	13,375,253	27
Wytheville	4,433	2,982	67	1,487	50	4,702,611	34
System	262,444	132,270	50	66,865	51	235,310,071	25

How Were Data Generated?

- Financial aid data were obtained through queries; these data are unofficial and used internally for research purposes.
- VCCS 2008-09 Annual Unduplicated Enrollment

For More Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

¹A Report of the Advisory Committee on Student Financial Assistance, *Apply to Succeed: Ensuring Community College Students Benefit from Need-Based Financial Aid*,

<http://www.ed.gov/about/bdscomm/list/acsfa/applytosucceed.pdf> (September 2008).

On the Road to Success—Some Intermediate Milestones

In order for students to reach the finish line – either transfer or earn an award – there must be progress to milestones along the way. Comprised of representatives from 12 states in the Achieving the Dream Initiative, the Cross State Data Work Group (CSDWG) is developing indicators for attainment of first-year, second-year, and third-year milestones. The CSDWG is examining results disaggregated by age, program type, race/ethnicity, full-time/part-time status, course taking patterns, under-represented population (URP) status, and Pell status.

Cohort Definition

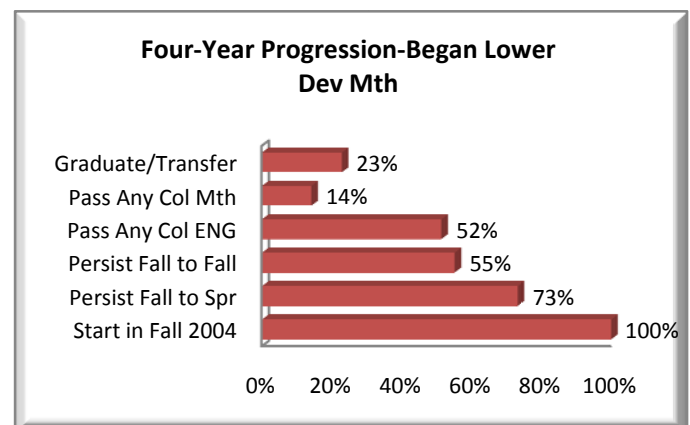
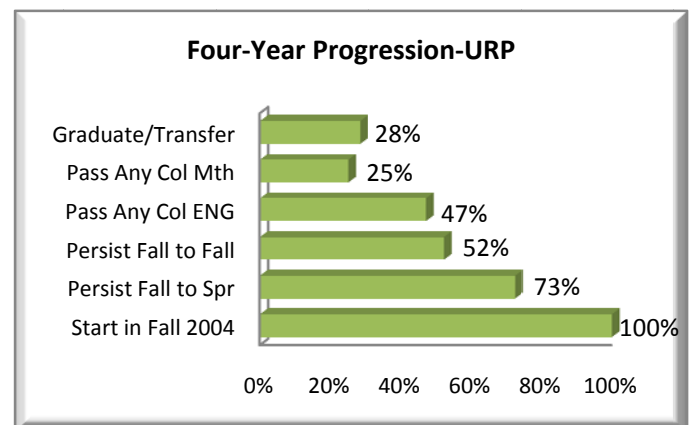
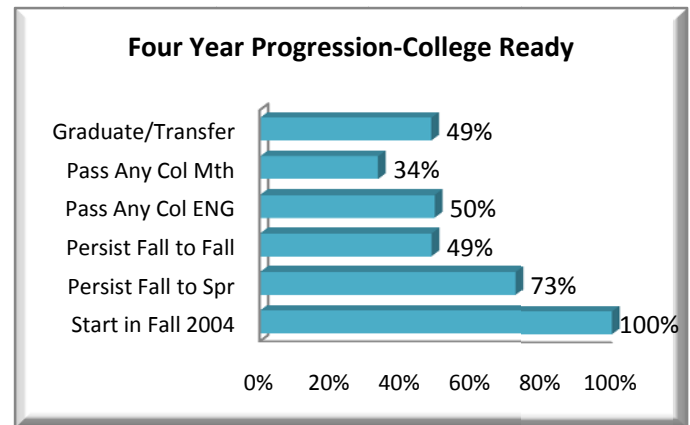
Fall 2004, first-time-in-college (FTIC), program-placed students comprise the cohort. Students who began their coursework during the prior summer or who were formerly dual enrolled were also included in the cohort.

Highlights

- Three out of four students (73%) persist from fall to spring, which is consistent across the various disaggregations.
- While students complete college-level English courses at similar rates (47-52%), they complete college-level mathematics courses at very different rates—14% for students starting in the first levels of developmental mathematics to 25% for URPs to 34% for college-ready students.
- Just over half (50.2%) of the students complete 80% or more of all credits attempted in the first year.
- College-ready students are most likely to graduate or transfer within four years (49%) while URP and students beginning in lower levels of developmental mathematics are much less likely to graduate or transfer (28%, 23%).

Reflections

Colleges are encouraged to explore achievement of intermediate milestones as a mechanism to enhance understanding of the steps involved in moving students from entry into college to graduation or transfer. By focusing efforts to have more students achieve these milestones, colleges will increase student success and help students attain their higher education goals.



Selected Intermediate Milestones for Fall 2004 First-Time-in-College Cohort

	N	Year 1 Measures			Year 2 Measures		Year 3 Measures	
		Persist Fall to Spring	Pass 80%+ of Credits	Complete 24 Credits	Persist Fall to Fall	Complete 42+ Credits (FT)	Pass Any College English	Pass Any College Math
		%	%	%	%	%	%	%
BRCC	742	73.0	47.8	27.5	58.6	0.5	62.8	32.6
CVCC	727	71.8	49.0	26.1	44.7	2.8	46.9	34.3
DLCC	206	72.8	54.4	30.1	55.8	1.1	53.4	25.2
DCC	594	73.9	53.2	28.6	56.4	7.1	53.0	19.2
ESCC	162	76.5	47.5	26.5	48.1	2.2	48.8	20.4
GCC	1019	74.6	54.2	26.7	51.8	1.9	56.8	23.0
JSRCC	1581	73.4	49.1	23.1	50.6	1.4	54.7	24.6
JTCC	664	75.6	50.2	27.0	55.4	0.8	50.2	32.7
LFCC	919	71.7	50.2	24.0	48.9	3.3	62.5	41.9
MECC	486	75.9	52.7	30.2	50.4	4.1	41.2	17.9
NRCC	594	74.1	49.8	25.6	54.2	3.6	60.1	31.0
NVCC	6299	71.9	49.1	22.0	55.3	0.3	43.1	26.0
PHCC	622	74.0	51.8	27.3	49.8	8.3	51.3	27.3
PDCC	269	73.2	53.2	29.0	44.2	1.2	38.3	15.6
PVCC	635	72.3	50.1	24.3	55.9	2.3	59.4	30.6
RCC	382	74.1	53.4	23.6	54.7	1.3	63.1	29.8
SsVCC	607	75.0	49.9	27.3	43.0	4.4	45.8	26.7
SwVCC	677	75.6	50.1	24.2	51.3	3.1	49.8	29.2
TNCC	1570	72.2	50.3	23.8	48.5	1.6	53.6	24.3
TCC	3781	73.6	50.7	23.1	54.2	0.4	50.5	25.3
VHCC	405	74.6	49.9	28.6	55.8	2.9	55.8	36.3
VWCC	1040	73.7	49.6	26.3	52.2	1.8	56.0	31.3
WCC	384	75.3	51.0	25.3	52.1	13.6	62.5	32.3
All*	24365	73.2	50.2	24.4	52.8	2.1	50.8	27.2

* System total is unduplicated. If a student is shared between two colleges, s/he was assigned arbitrarily to one of them.

How Were Data Generated?

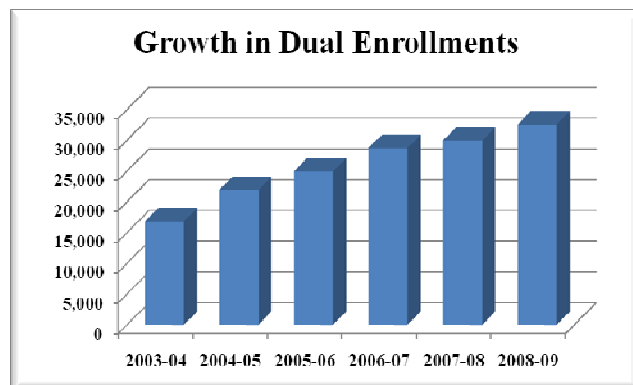
- VEE files were used to determine first time in college cohort and courses taken. Students with missing grades were eliminated from calculations.
- GPA and placement data were retrieved from SIS database.
- Financial aid files 2004-05 were used to determine Pell recipients.

For More Information

Visit <http://www.vccs.edu/studentssuccess> to learn more about student success. Additional data by college can be found on the student success website or by contacting the Office of Institutional Research and Effectiveness.

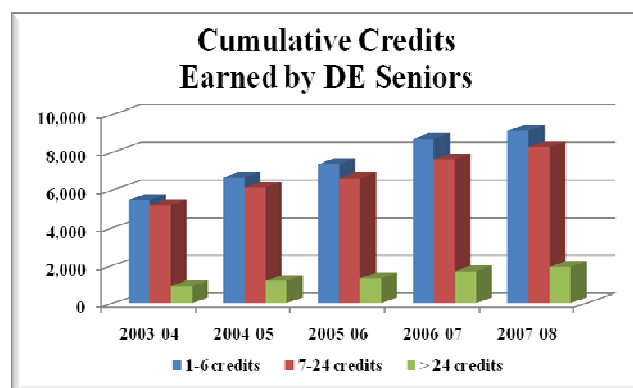
Dual Enrollment: An On-Ramp to Success in Postsecondary

Increasingly, high school students have enrolled in dual enrollment courses to begin meeting college requirements. Typically, dual enrolled (DE) students are high school seniors, juniors, or home schooled students who take college-level transfer or career/technical (CTE) courses. Almost 16,000 more students were dual enrolled in the VCCS in 2008-09 than in 2003-04. This increase demonstrates significant progress towards achievement of the dual enrollment goal in *Dateline 2009* and affirms dual enrollment as a vehicle for access to postsecondary education. Through the lens of student success, this snapshot presents credit accumulation and progression to postsecondary of dual enrolled seniors.



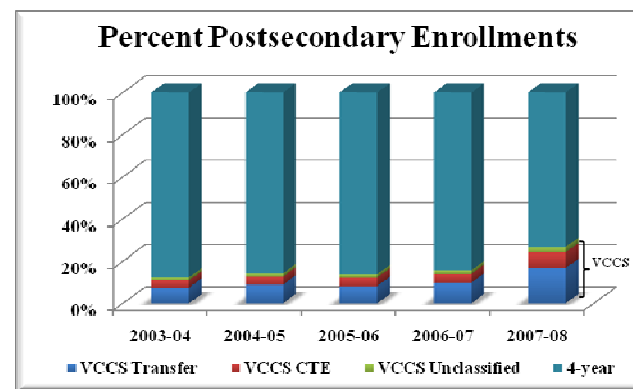
Dual Enrolled Highlights:

- Dual enrolled students earned an average of 97% of credits attempted from 2003-04 to 2007-08.
- In fall 2008, CTE courses with highest enrollments were information technology, business, and administration of justice, while transfer courses with highest enrollments included English, biology and history.
- Of 2007-08 dual enrolled seniors:
 - One in two completed one or two college courses.
 - One in ten accumulated more than one year of college (more than 24 credits).
 - One in twenty accumulated more than three semesters of college (more than 36 credits).



Postsecondary Highlights:

- An average of 70% of dual enrolled seniors continued to postsecondary in Fall 2004 through Fall 2007.
- Twenty percent more 2007-08 dual enrolled seniors continued to postsecondary at a VCCS college as compared with the prior year.
- Two in three dual enrolled seniors in 2007-08 entering postsecondary at a VCCS college enrolled in a transfer program, while over one in four enrolled in a CTE program. Frequent program choices included Business Administration, Education, Nursing, Science, and Liberal Arts.
- The percent of VCCS graduates who were previously dual enrolled doubled to 10% in 2007-08 over 2003-04.
- Over one in ten dual enrolled seniors in 2004-05 enrolled at a VCCS college. Of those, three in five earned a VCCS award and over two in five graduated from a 4-year institution.



Reflections:

- Dual enrollment creates an important pipeline into career and technical programs.
- Colleges can develop strategies to engage more dual enrolled students in postsecondary opportunities.
- Dual enrollment represents a critical postsecondary access vehicle and supports a seamless transition from high school to college.

Cumulative Credits Earned by 2007-08 Dual Enrolled High School Seniors

College	2007-08 Cumulative Credits by Category and Percent of College Total												Total DE Seniors
	1-3 Credits		4-6 Credits		7-12 Credits		13-24 Credits		25-36 Credits		>36 Credits		
	N	%	N	%	N	%	N	%	N	%	N	%	
Blue Ridge	76	25.9	100	34.1	63	21.5	51	17.4	2	0.7	1	0.3	293
Central Virginia	103	12.7	347	42.7	183	22.5	136	16.7	38	4.7	5	0.6	812
Dabney S. Lancaster	50	16.3	96	31.4	66	21.6	78	25.5	7	2.3	9	2.9	306
Danville	208	19.4	247	23.1	243	22.7	193	18.0	60	5.6	119	11.1	1,070
Eastern Shore	19	10.7	50	28.2	41	23.2	45	25.4	21	11.9	1	0.6	177
Germanna	105	13.4	384	48.9	191	24.3	84	10.7	6	0.8	16	2.0	786
J. Sargeant Reynolds	233	13.8	697	41.4	349	20.7	331	19.6	55	3.3	20	1.2	1,685
John Tyler	91	5.9	851	54.9	375	24.2	201	13.0	25	1.6	8	0.5	1,551
Lord Fairfax	131	10.7	342	28.0	310	25.4	314	25.7	74	6.1	51	4.2	1,222
Mountain Empire	59	11.3	149	28.5	117	22.4	119	22.8	51	9.8	28	5.4	523
New River	203	26.1	235	30.2	145	18.6	111	14.3	37	4.8	47	6.0	778
Northern Virginia	276	32.0	253	29.3	179	20.7	117	13.6	23	2.7	15	1.7	863
Patrick Henry	53	9.5	110	19.7	95	17.1	148	26.6	88	15.8	63	11.3	557
Paul D. Camp	21	6.0	121	34.4	102	29.0	76	21.6	26	7.4	6	1.7	352
Piedmont Virginia	78	9.8	335	42.1	214	26.9	140	17.6	26	3.3	3	0.4	796
Rappahannock	94	8.7	259	23.8	292	26.9	283	26.1	46	4.2	112	10.3	1,086
Southside Virginia	77	5.2	201	13.6	309	20.9	420	28.5	178	12.1	291	19.7	1,476
Southwest Virginia	57	11.4	129	25.9	121	24.3	144	28.9	31	6.2	16	3.2	498
Thomas Nelson	299	38.0	239	30.4	143	18.2	92	11.7	11	1.4	3	0.4	787
Tidewater	86	10.1	462	54.1	133	15.6	107	12.5	56	6.6	10	1.2	854
Virginia Highlands	109	21.1	116	22.4	162	31.3	115	22.2	11	2.1	4	0.8	517
Virginia Western	118	7.9	503	33.6	414	27.7	357	23.9	78	5.2	26	1.7	1,496
Wytheville	109	14.0	207	26.5	207	26.5	147	18.8	64	8.2	47	6.0	781
System	2,655	13.8	6,433	33.4	4,454	23.1	3,809	19.8	1,014	5.3	901	4.7	19,266

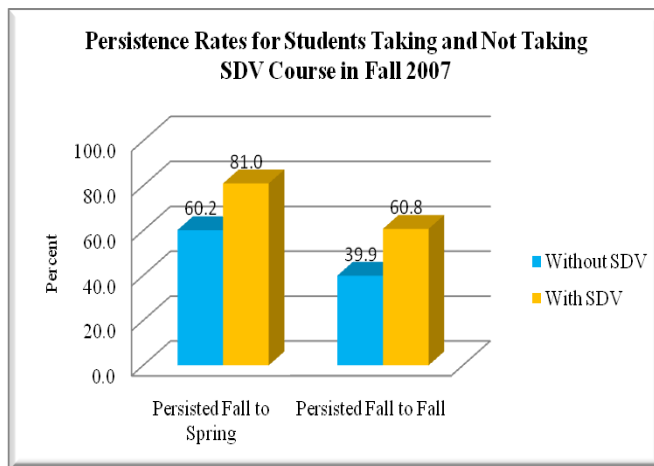
How Were Data Generated?

- UDT files, course files, graduation files, and student files were used to determine students still enrolled and cumulative credits earned.
- National Student Clearinghouse data were used to establish enrollment in and graduation from four-year institutions.

Where Can I Learn More? Visit <http://www.vccs.edu/studentssuccess> to learn more about student success.

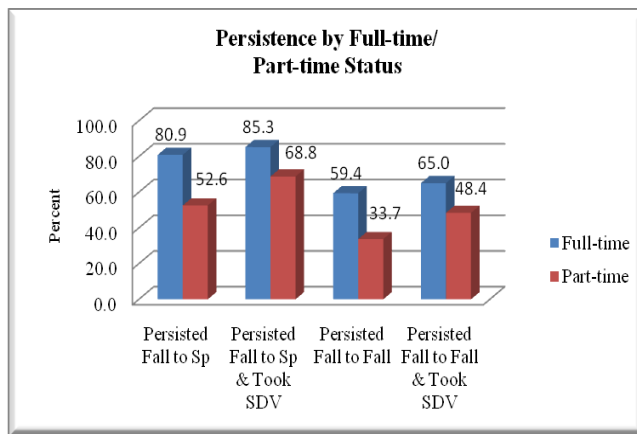
Building Relationships Between Students and Institutions: The Impact of College Success Skills Courses on Student Success in the VCCS

Student success courses are designed to help students learn about the college, receive course advice, and develop stronger study skills in order to succeed in college. Enrollment in college survival skills courses have positive effects on students' chances of earning a credential, persisting, or transferring (*Zeidenberg et al., 2007). According to the field test results of the Survey of Entering Student Engagement (SENSE), among entering students who took a success course, 63% reported the course helped them develop skills to become a better student. This snapshot examines college success skills (SDV) course- taking patterns, grades, and persistence for students enrolling in those courses.



Definitions

- Student success skills courses included in this study were SDV100, 101, and 108.
- Fall 2007 first-time-in-college (FTIC), program-placed students comprise the cohort. Students who began their coursework during the prior summer or who were formerly dual enrolled were also included in the cohort.
- Students who “persisted” to a given term are those still enrolled in that term.



Observations

- Although VCCS policy recommends that students take SDV within their first 15 credits, slightly more than one-third (37%) enrolled in their first term, and only 43% took the course within 15 credits.
- Significantly higher persistence rates were found for students who took SDV in their first term than for all students. For example, 68% of FTIC students persisted fall to spring terms, while 81% of those who took SDV persisted fall to spring.
- Increased persistence rates for those taking SDV were true across disaggregations of data as well—by gender, race/ethnicity, age, full-time/part-time status, Pell status, and developmental status.

Reflections

The SDV course appears to drive greater student success for first-time-in-college, program-placed students. These data should serve to guide system- and college-level policy and practice decisions about the student success course. The SDV Task Force will build upon this and other research to help VCCS colleges improve their success skills courses. Colleges should seek new and innovative ways to enhance the SDV course and foster greater student success.

* Zeidenberg, M., Jenkins, D., and Calcagno, J. (June 2007) *Do student success courses actually help community college students succeed?* CCRC Research Brief #36.

**Persistence Rates for Fall 2007 First-Time-in-College (FTIC) Students
Taking Student Success Courses (SDV) in Fall 2007***

	FTIC Cohort	Took SDV	% of Cohort Taking SDV	Persisted Fall to Spring			Persisted Fall to Fall		
				From FTIC Cohort	%	Took SDV %	n	%	Took SDV %
Blue Ridge	1037	333	32.1	728	70.2	79.9	519	50.0	60.4
Central Virginia	908	291	32.0	571	62.9	76.3	398	43.8	54.3
Dabney S. Lancaster	285	120	42.1	177	62.1	83.3	117	41.1	59.2
Danville	835	349	41.8	502	60.1	80.2	321	38.4	59.9
Eastern Shore	181	81	44.8	132	72.9	81.5	76	42.0	56.8
Germanna	1314	573	43.6	938	71.4	78.2	660	50.2	56.4
J. Sargeant Reynolds	2020	566	28.0	1365	67.6	81.3	913	45.2	57.4
John Tyler	1354	536	39.6	956	70.6	79.9	669	49.4	60.1
Lord Fairfax	1161	644	55.5	833	71.7	79.7	589	50.7	59.8
Mountain Empire	567	265	46.7	376	66.3	84.2	258	45.5	58.9
New River	894	169	18.9	577	64.5	84.6	383	42.8	59.8
Northern Virginia	9634	2178	22.6	6662	69.2	83.8	4921	51.1	67.4
Patrick Henry	573	282	49.2	388	67.7	78.0	253	44.2	56.0
Paul D. Camp	386	165	42.7	231	59.8	81.8	156	40.4	55.2
Piedmont Virginia	916	419	45.7	637	69.5	78.0	443	48.4	63.5
Rappahannock	552	209	37.9	379	68.7	83.3	223	40.4	56.0
Southside Virginia	1088	365	33.5	678	62.3	81.1	410	37.7	56.4
Southwest Virginia	706	255	36.1	418	59.2	83.9	284	40.2	60.4
Thomas Nelson	1798	924	51.4	1214	67.5	75.4	795	44.2	52.4
Tidewater	5554	2682	48.3	3868	69.6	82.0	2758	49.7	63.0
Virginia Highlands	500	346	69.2	337	67.4	77.2	251	50.2	61.0
Virginia Western	1412	557	39.4	913	64.7	83.7	640	45.3	62.3
Wytheville	638	323	50.6	411	64.4	83.3	296	46.4	58.8
All**	34313	12632	36.8	23291	67.9	81.0	16333	47.6	60.8

* If student jump-started academic career and took SDV in summer, those were included in calculations of taking SDV.
 ** System total may have duplicates--includes students who were co-enrolled in two or more institutions in fall 2007. Students with missing grades were eliminated from calculations.

How Were Data Generated?

- Summer and fall 2007 AKT files were used to determine first time in college cohort and SDV courses taken. Students with missing grades were eliminated from calculations.
- Subsequent spring, summer, and fall 2008 AKT files were used to determine students still enrolled, credit accumulations, and SDV enrollments.
- GPA and placement data were retrieved from SIS database.
- Financial aid files 2007-08 were used to determine Pell recipients.

For More Information

Visit <http://www.vccs.edu/studentssuccess> to learn more about student success. Additional data by college can be found on the student success website.

STUDENT SUCCESS SNAPSHOT

An Improved Measure of CTE Student Success: New Perkins Completion Measure

New measures of student success expand the definition, the educational pathway, and the criteria for success. Similarly, Perkins IV broadens the definition of student success, establishes more relevant performance measures, and increases the focus on accountability including a greater emphasis on credentialing, awards, and career pathway development. The new Perkins IV completion measure is more closely aligned with the VCCS mission and commitment to student success. Other measures of success expand the definition to include graduates and those continuing their pursuit of education. When applying these same criteria to the CTE (career and technical education) *concentrators*, success exceeds 75%.

Measuring Success

The new completion measure provides an academic year snapshot of **concentrators**, **graduates**, and **exitters**.

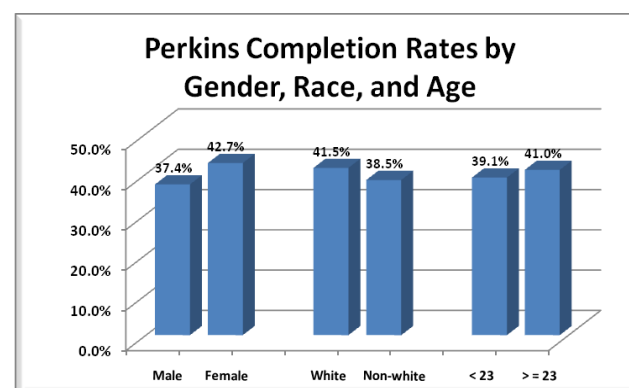
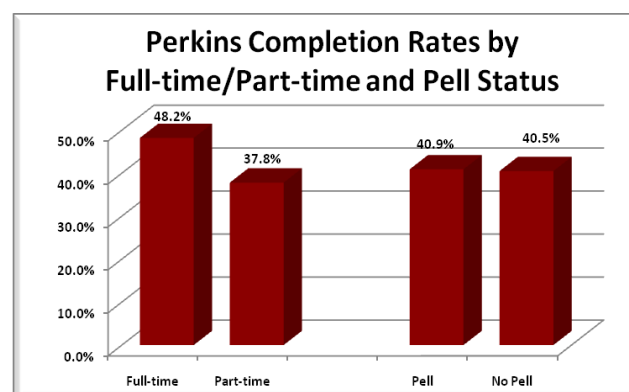
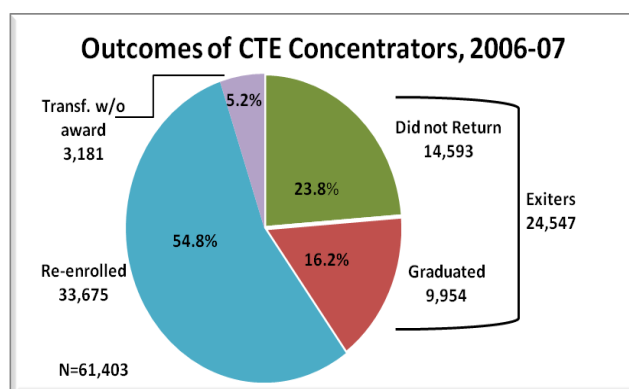
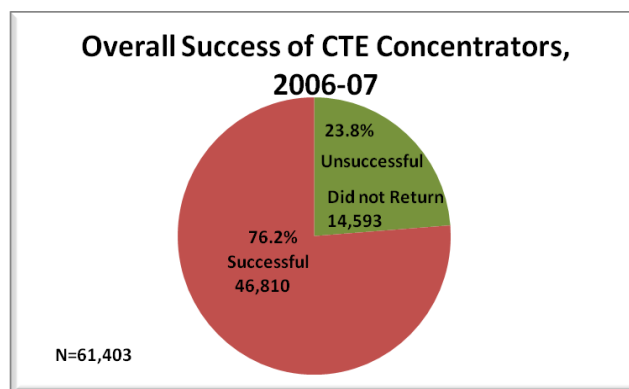
- **Concentrators** are CTE majors (including related transfer programs) who have earned 12 or more college-level credits.
- **Graduates** are concentrators who have earned a CTE award during that year.
- **Exitters** are graduates plus those who did not return to postsecondary education the next year.
- The **completion measure** is the **percent of exitters who are graduates**. This measure more accurately reflects part-time and continuing student patterns of enrollment through counts of CTE students meeting a threshold of credit hours who graduate in that same year.

Overall VCCS Perkins Completion Performance

- Of all concentrators leaving the VCCS, 40.6% left with an award.
- 70% of VCCS colleges had completion rates over 40%.
- Of completers, older students (41%) and full-time students (48%) were more likely to complete than younger students (39%) and part-time students (38%).
- Non-white students (39%) were nearly as likely to complete as White students (42%).

Next Steps for Colleges

- In spring 2009, VCCS staff will work with each college to establish annual Perkins performance targets.
- Colleges can affect CTE success by designing strategies that increase the number of graduates and decrease the number departing postsecondary education.



Perkins Completion Rates by College for 2006-07

	Concentrators (Earned 12 or more Credit Hours in Given Year)					Perkins Completion* (Graduates as a Percent of All Leaving)
	Total Concentrators	Remained Enrolled in Postsecondary		Left Postsecondary (Exiters)		
		Still Enrolled	Transferred Without Award	Graduated (Earned a VCCS Award)	Did Not Return	
Blue Ridge	1,230	727	45	207	251	45.2%
Central Virginia	1,484	754	57	295	378	43.8%
Dabney S. Lancaster	565	284	29	118	134	46.8%
Danville	2,094	1,072	62	486	474	50.6%
Eastern Shore	292	147	.	74	71	51.0%
Germanna	2,072	1,155	102	345	470	42.3%
J. Sargeant Reynolds	5,279	2,859	312	812	1,296	38.5%
John Tyler	2,079	1,226	82	320	451	41.5%
Lord Fairfax	1,692	858	57	383	394	49.3%
Mountain Empire	1,606	766	41	286	513	35.8%
New River	1,641	882	88	311	360	46.3%
Northern Virginia	13,638	8,000	998	1,636	3,004	35.3%
Patrick Henry	1,320	674	58	275	313	46.8%
Paul D. Camp	504	251	26	88	139	38.8%
Piedmont Virginia	1,280	689	74	242	275	46.8%
Rappahannock	677	345	18	143	171	45.5%
Southside Virginia	2,322	1,047	89	562	624	47.4%
Southwest Virginia	2,086	964	71	397	654	37.8%
Thomas Nelson	4,028	2,144	211	681	992	40.7%
Tidewater	10,025	5,842	494	1,274	2,415	34.5%
Virginia Highlands	1,231	602	61	282	286	49.6%
Virginia Western	2,853	1,617	167	395	674	37.0%
Wytheville	1,405	770	39	342	254	57.4%
System	61,403	33,675	3,181	9,954	14,593	40.6%

* Calculation for system:
$$\frac{\text{Graduates}}{\text{Total Leaving Postsecondary}} = \frac{9,954}{(9,954+14,593)}$$

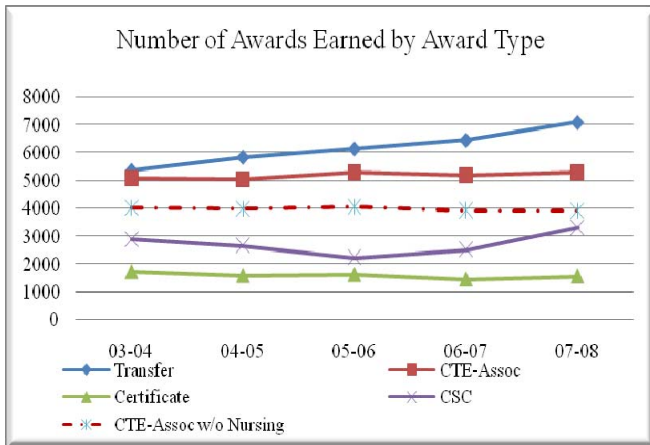
How Were Data Generated?

- PeopleSoft extracts of cumulated credits by student (PS_STDNT_CAR_TERM) were used to identify individuals with 12 or more credits during the 2006-07 academic year and matched with enrollment (AKT/VEE) files for the same time frame to identify students with a Perkins declared major.
- Graduate files for 2006-07 were used to determine those who earned an award. In addition, graduates with a Perkins major but who had no enrollment activity for that year were added to the graduate and concentrators figures for the reporting timeframe.
- National Student Clearinghouse data were used to establish enrollment in a four-year institution in 2007-08.
- Enrollment (AKT/VEE) files for the 2007-08 academic year were used to determine students still enrolled.

Where Can I Learn More?

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success. This snapshot along with successful outcomes analyzed by full-time/part-time, age, gender, race, and Pell award status can be found on the website.

Balancing the Mission—A Five Year Historical Perspective of Graduation, Enrollment, and Persistence of Career and Technical Education (CTE) and Transfer Students



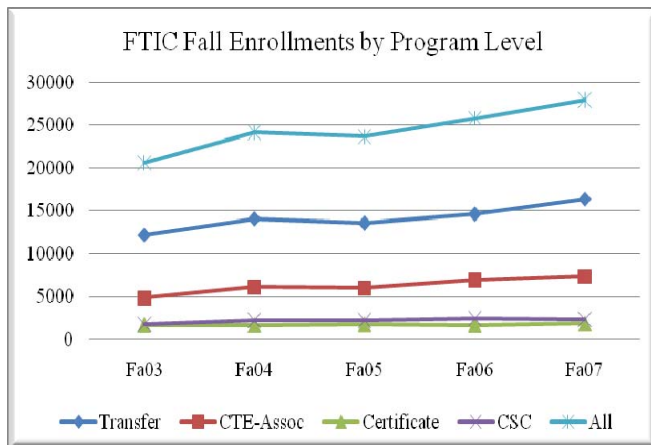
While the number of transfer awards has steadily increased over the last five years, the number of CTE awards has remained flat. This snapshot explores graduation, enrollment and persistence data in transfer and CTE areas to seek a better understanding of student progress.

Graduation Numbers

- The number of transfer associate degree earners climbed 32% over the past five years from 5374 to 7098.
- On the other hand, the number of CTE awards did not change significantly, except for CSC awards which showed a 15% increase over the five years.

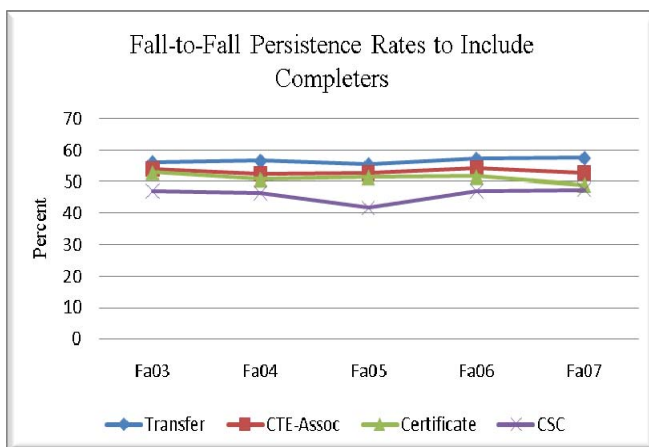
Enrollments

- Overall, enrollments increased 36% from 20,556 in fall 2003 to 27,976 in fall 2007.
- Less than half of all program-placed, first-time-in-college students selected CTE curricula.
- Associate-level curricular enrollments experienced the most growth—CTE associate degree seekers increased over 50% from 4854 to 7368, while transfer degree seekers increased 34% from 12,238 to 16,416.
- Certificate and CSC total enrollments represent only 15% of all program-placed students. However, certificate enrollments increased only 8%, but CSC enrollments increased 33%.



Fall-to-Fall Persistence Rates

- Rates in each category of award have remained fairly constant over the past five years.
- Transfer students have the highest persistence rates at 58%; CTE associate degree seekers returned or completed at 53%; and just below half (49%) of certificate and CSC seekers returned or completed an award.



Observations

Looking to the future, Virginia's workforce requires more workers in CTE fields. Even though Virginia's Community Colleges prepare large numbers of workers in CTE careers, the demand is outpacing the supply. Therefore, it is important to balance the mission and to support those programs that have direct links to the workplace.

Graduation Numbers by Award Type for Past Three Years

	Transfer-Assoc			CTE-Assoc			Certificate			CSC		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
BR	201	255	273	191	167	225	20	13	10	29	45	50
CV	89	120	175	78	145	152	22	33	25	59	116	87
DSL	24	42	29	63	61	62	53	51	80	57	22	56
D	60	63	71	192	172	213	161	188	244	162	175	251
ES	38	32	27	18	13	19	17	7	32	37	44	39
G	268	302	332	119	123	112	71	27	23	132	195	178
JSR	243	304	286	404	462	417	85	106	94	152	169	206
JT	166	224	225	297	275	295	56	19	28	79	53	218
LF	298	283	312	158	146	159	54	61	69	96	97	84
ME	66	52	50	160	140	187	89	79	104	87	102	177
NR	152	124	144	273	205	207	50	26	37	45	55	76
NV	1858	2002	2141	847	813	832	111	75	109	299	187	225
PH	106	101	93	254	130	121	128	73	68	116	98	97
PDC	67	66	67	63	60	63	12	8	12	24	23	31
PV	164	175	165	98	119	100	24	17	17	42	32	36
R	108	112	113	51	60	51	53	50	28	23	45	34
SV	135	161	173	157	167	155	84	115	108	194	245	301
SwV	145	131	146	171	169	157	105	96	75	116	173	248
TN	355	353	414	373	346	351	136	141	111	186	255	361
T	1210	1188	1452	685	823	818	91	87	84	143	171	184
VH	86	81	89	119	122	136	54	70	52	44	87	147
VW	240	236	250	321	261	252	58	39	48	86	74	96
W	72	56	71	187	207	212	93	79	114	35	64	132
All	6151	6463	7098	5279	5186	5296	1627	1460	1572	2243	2527	3314

How Were Data Generated?

- Fall and Summer 2003 through 2007 AKT files were used to build the first time in college cohort.
- The previous four years of UDT annual files for each FTIC cohort were used to determine students who were formerly dual enrolled.
- Graduate files 2006-07 were used to determine who had earned awards.
- Subsequent fall AKT files were used to determine students still enrolled.
- Financial aid files 2003-04 through 2006-07 were used to determine Pell recipients.

For More Information

Visit <http://www.vccs.edu/studentssuccess> to learn more about student success. Additional data by college can be found on the student success website.

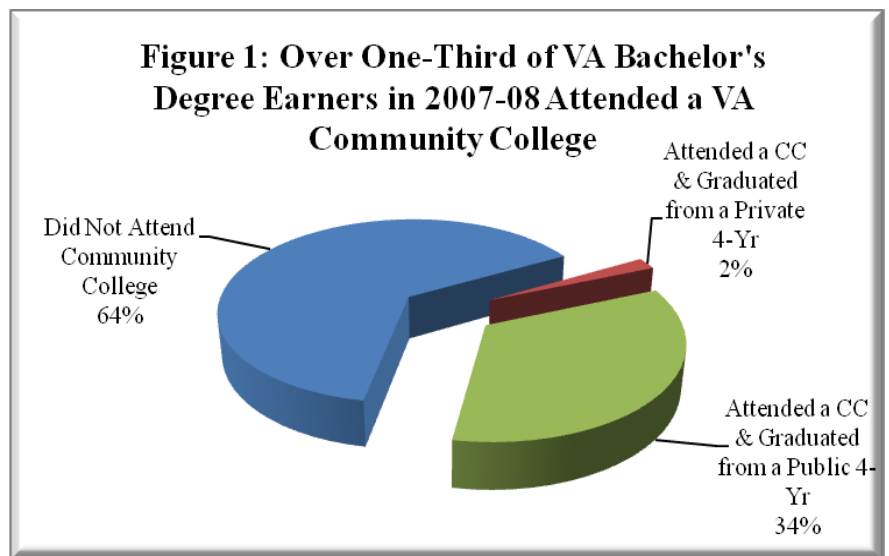
Virginia Community Colleges' Contributions to 2007-08 Virginia Bachelor's Degree Recipients*: A Retrospective Look

“In the culture of transfer, transfer is not the bottom line, it’s the *consummation* of transfer by subsequent student history in the four-year sector that tells the tale” (Adelman, 2008). In order to determine what role the VCCS played in a bachelor’s degree attainment, the VCCS partnered with the National Student Clearinghouse (NSC) to take a retrospective look at bachelor’s degree recipients in Virginia between September 1, 2007 and August 31, 2008.

Highlights

Of the Virginia public and private bachelor’s degree recipients in 2008:

- Over one-third (36%) had Virginia community college experience
- One in four (27%) earned an associate degree
- One in three (35%) come for less than a semester’s worth of credits, earning 12 or less credits, to supplement their four-year experience
- Almost three in five (57%) students “swirl”-follow non-traditional enrollment patterns moving back and forth or co-enrolling in the two- and four-year institutions
- Of those who earned an associate degree in addition to a bachelor’s degree, almost half (48%) took developmental education coursework.



Observations

In today’s society and the society of the future, the road to the bachelor’s degree for many students will be through the community college. Virginia’s community colleges already play a key role in bachelor’s degree completion. That role has expanded beyond the traditional enrollment pattern of beginning at the two-year and transferring to the four-year. Some come to the community college for a few classes, some for remedial work, some to complete degrees; some take dual enrollment classes and others take classes while home for the summer. In addition, community colleges fill a unique niche for the underprepared student by taking them from where they are to where they need to be in order to be successful in higher education.

*National Student Clearinghouse identified 28,222 unique individuals from schools participating in its services. This represents about 70% of the bachelor degrees awarded throughout the Commonwealth according to SCHEV.

http://research.schev.edu/Completions/CI_report.asp .

A Closer Look at Who Attended a Community College En Route to a Bachelor's Degree in Virginia

The typical community college student earning a bachelor's degree in 2007-08 was a white female, under 23 years of age, who attended part-time, took no developmental education courses, was not dual enrolled in high school, and did not take a traditional path through community college to a bachelor's degree.

In terms of credits earned, about one-third of bachelor's degree recipients received 12 credits or less at the community college level and about one-third earned over 60 credits or received an associate degree.

Table 1: Profile of Virginia Community College Students Contributing to 07-08 Bachelor's Degree Recipients

	N	%
Gender		
Male	3848	41.01
Female	5535	58.99
Race		
White	6831	72.80
African American	1173	12.50
American Indian	67	0.71
Asian	661	7.04
Hispanic	342	3.64
Unknown	309	3.29
Age		
22 or younger	7213	76.9
23 to 45	2034	21.7
Older than 45	136	1.4
FT/PT Status		
Full-Time	2892	30.82
Part-Time	6491	69.18
Previously Dual Enrolled		
Yes	3518	37.5
No	5865	62.5
Took Developmental Courses		
Yes	2281	24.3
No	7102	75.7
Total*	9383	100.0

*Students who completed either developmental and/or college credits at the community college

Figure 2: Percent of Students by Categories of Community College Credits Earned

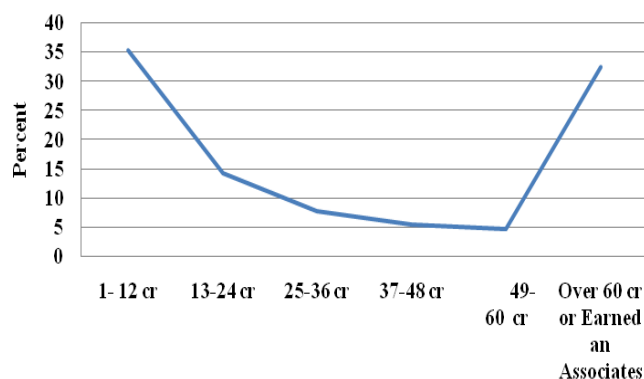
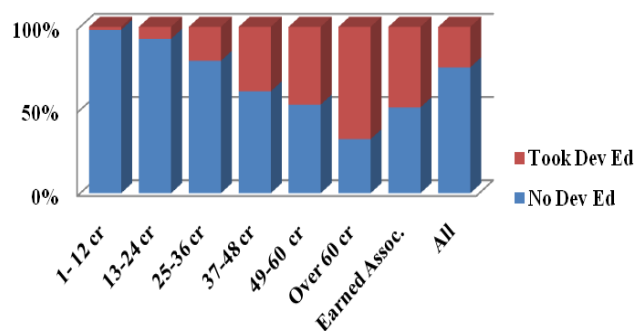


Figure 3: Community College Credits Earned by Developmental Education Course Taking for Bachelor's Degree Recipients 2007-08



How Were Data Generated?

NSC identified 28,222 individuals who earned a bachelor's degree between September 1, 2007, and August 31, 2008, from a Virginia institution participating in NSC's DegreeVerify service and had enrollment histories identified through NSC's StudentTracker research service (full-time, half-time, and less-than half-time enrollments were used for the analysis). Once the VCCS students were identified, the VCCS matched those students with system files to determine demographic information, degrees awarded, and credits accumulated.

For more Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

Momentum: A Focus on First Term Success and Persistence to Spring Term

One of the most important and challenging problems facing community colleges is the persistence of students. Although our students have access to higher educational opportunities, many students drop out before completing an award or achieving their academic goals. Cliff Adelman suggests that what we need to work on is meaningful participation in college, where students succeed in their classes and persist through graduation.¹

This Snapshot examines student success during the first fall term of enrollment in terms of percent of credits completed and subsequent rates of persistence to the following spring term.

Cohort

Fall 2006, first-time-in-college, program-placed students comprise the cohort. Students who began their coursework during the prior summer or who were formerly dual enrolled were also included in the cohort.

Definitions

In order for students to be considered “persisters” to a given term, students either enrolled in that term or completed an award by that term.

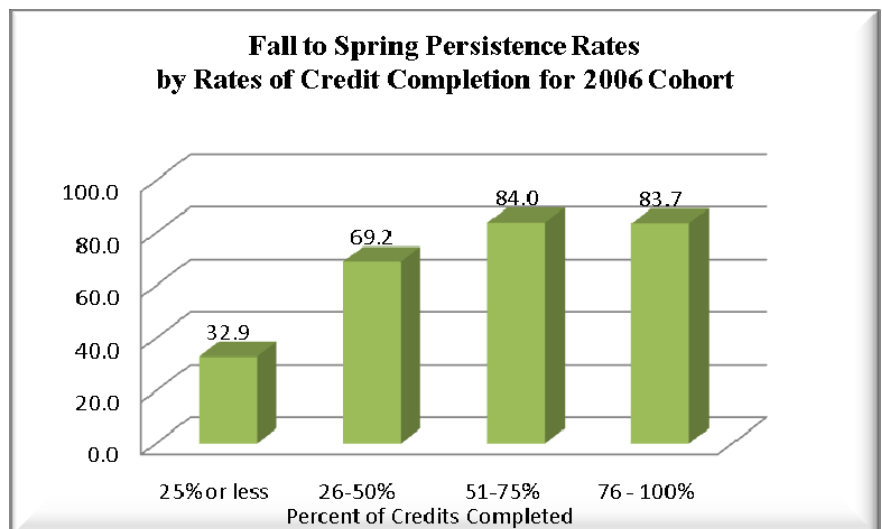
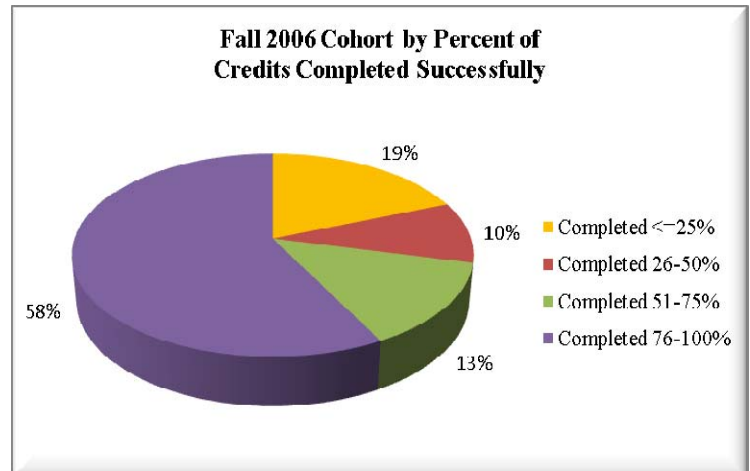
Successful completion of a course means the student received a grade of A, B, C, P, or S.

Highlights

- Systemwide, only 70% of credits attempted were completed.
- Three in four students (73%) returned the subsequent spring.
- Students who completed more than half of the credits they attempted returned at much higher rates (84%) than those who completed less than half of the credits (69% and 33%).

Reflections

- Non-success is costly to the student in terms of lost momentum and having to repeat courses. It is also costly to the institution in terms of less efficient use of faculty and staff and support services.
- The more colleges can do to support students to be successful in first term, the more likely students are to maintain momentum—to persist and ultimately attain success.



¹January/February 2008 Educational Equity Brief. Downloaded August 6, 2008 from www.marineducationfund.org/downloads/EquityBrief-JanFeb_2008.pdf.

**Mean Percent of Credits Completed Successfully in First Term and Persistence Rates
for the Fall 2006 Cohort of First-Time-in-College, Program-Placed Students**

	Cohort	Percent of Credits Completed	Fall to Spring Persistence Rates by Quartile							
			25% or less Credits Completed		26-50% Credits Completed		51-75% Credits Completed		76 - 100% Credits Completed	
			N	% Persist	N	% Persist	N	% Persist	N	% Persist
Blue Ridge	765	66.6	168	29.8	75	69.3	116	85.3	406	87.4
Central Virginia	720	72.6	134	27.6	63	60.3	77	75.3	446	82.3
Dabney S. Lancaster	229	70.2	39	25.6	23	65.2	36	86.1	131	87.8
Danville	568	79.1	69	31.9	40	75.0	66	77.3	393	92.1
Eastern Shore	181	80.0	23	4.4	11	54.6	16	75.0	131	85.5
Germanna	1051	71.6	180	36.1	118	67.0	130	76.2	623	84.4
J. Sargeant Reynolds	1267	65.4	321	30.5	118	62.7	136	78.7	692	82.5
John Tyler	925	70.1	154	41.6	109	72.5	165	86.7	497	91.4
Lord Fairfax	972	71.1	196	25.5	77	59.7	108	82.4	591	85.6
Mountain Empire	527	67.0	127	23.6	41	68.3	63	85.7	296	75.7
New River	573	70.6	95	31.6	72	69.4	78	82.1	328	86.6
Northern Virginia	6995	71.1	1292	39.3	666	73.1	934	86.5	4103	82.3
Patrick Henry	501	73.8	88	21.6	39	74.4	57	75.4	317	87.4
Paul D. Camp	267	70.3	55	21.8	24	75.0	30	73.3	158	83.5
Piedmont Virginia	728	74.1	119	24.4	56	67.9	107	82.2	446	84.1
Rappahannock	379	71.9	65	32.3	44	68.2	40	82.5	230	83.5
Southside Virginia	620	76.6	86	26.7	57	73.7	73	76.7	404	81.2
Southwest Virginia	546	74.6	90	18.9	36	63.9	69	87.0	351	82.6
Thomas Nelson	1638	69.4	319	29.2	161	63.4	230	83.0	928	79.0
Tidewater	4435	68.0	869	38.8	518	69.3	696	87.1	2352	82.6
Virginia Highlands	402	67.3	86	32.6	44	65.9	63	81.0	209	86.1
Virginia Western	974	64.0	253	22.5	89	73.0	137	83.2	495	88.7
Wytheville	388	78.8	50	12.0	33	60.6	33	78.8	272	90.4
System	25651	70.4	4878	32.9	2514	69.2	3460	84.0	14799	83.7

How Were Data Generated?

- Fall and Summer 2006 AKT files were used to build the first time in college cohort. Courses where students audited, received an incomplete, or had missing grades were eliminated from the calculations.
- The previous four years of UDT annual files were used to determine students who were formerly dual enrolled.
- Graduate files 2006-07 were used to determine who had earned awards.
- Spring 2007 AKT files were used to determine students still enrolled.
- Financial aid files 2006-07 were used to determine Pell recipients.

Where Can I Learn More?

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success. Data in this Snapshot were analyzed by full-time/part-time status, age, developmental course taking in Fall 06, and Pell award status. These data can be found on the student success website.

Why Consider Expanded Success Measures?

Virginia, along with several other founding member states in the *Achieving the Dream: Community Colleges Count* initiative, is looking at an effort to expand the traditional IPEDS definition of success to be more reflective of the community college mission. This expanded definition of success recognizes that:

- Most students attend part-time and often take longer than three years to complete a credential.
- Most students need developmental education which extends their higher education career.
- Many students complete coursework and enter four-year institutions without earning a two-year credential.
- Improved knowledge about student success will enable community colleges to serve their students in new and better ways.

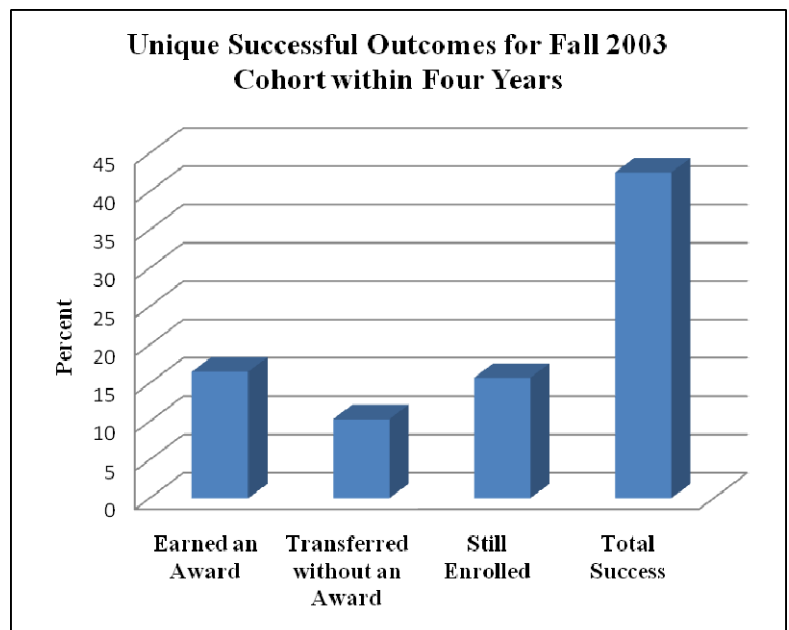
Who is Part of the Cohort?

Students who were first time in college*, program-placed in fall 2003 comprise the cohort.

What is Success for Students in Virginia Community Colleges?

Students were placed in the following unique categories:

- *Earned an award*—Students who completed a certificate, diploma, or degree
- *Transferred without award*—Enrollment in a four-year institution in subsequent three years (fall 2004 through spring 2007) without having earned an award at community college and were not still enrolled at the community college
- *Still Enrolled*—Students who took classes at the community college in fall and/or spring in fourth academic year 2006-07



What are Some Highlights from the Data?

- Overall, 42.6% of entering students in fall 2003 achieved a measure of success within four years—16.5% earned an award, 10.3% transferred without an award, and 15.7% were still enrolled.
- While one in seven (16.5%) students earned an award system-wide, the proportions of students earning an award by college ranged from 10.9% to 36.7%.
- While this shift in definition of student success is more reflective of the community college mission, the percent of students who do not meet a success measure continues to challenge community college leaders to develop success strategies for all students.

*Fall 2003 first time in college students include students who began in the preceding summer and exclude formerly dual-enrolled students.

Unique Successful Outcomes within Four Years by College for Fall 2003 Cohort

	Cohort	Success Measures								Not Meeting a Success Measure	
		Earned an Award		Transferred w/o Award		Still Enrolled		Total Success		n	%
		n	%	n	%	n	%	n	%		
Blue Ridge	660	142	21.5	52	7.9	91	13.8	285	43.2	375	56.8
Central Virginia	634	91	14.4	75	11.8	74	11.7	240	37.9	394	62.1
Dabney S. Lancaster	220	59	26.8	21	9.5	14	6.4	94	42.7	126	57.3
Danville	479	152	31.7	25	5.2	42	8.8	219	45.7	260	54.3
Eastern Shore	142	32	22.5	.	.	16	11.3	48	33.8	94	66.2
Germanna	835	144	17.2	91	10.9	102	12.2	337	40.4	498	59.6
J. Sargeant Reynolds	1409	200	14.2	162	11.5	195	13.8	557	39.5	852	60.5
John Tyler	449	56	12.5	53	11.8	83	18.5	192	42.8	257	57.2
Lord Fairfax	737	197	26.7	80	10.9	74	10.0	351	47.6	386	52.4
Mountain Empire	454	82	18.1	21	4.6	66	14.5	169	37.2	285	62.8
New River	658	133	20.2	85	12.9	77	11.7	295	44.8	363	55.2
Northern Virginia	2960	423	14.3	513	17.3	630	21.3	1566	52.9	1394	47.1
Patrick Henry	468	118	25.2	19	4.1	49	10.5	186	39.7	282	60.3
Paul D. Camp	316	39	12.3	24	7.6	33	10.4	96	30.4	220	69.6
Piedmont Virginia	392	52	13.3	45	11.5	69	17.6	166	42.3	226	57.7
Rappahannock	304	50	16.4	20	6.6	26	8.6	96	31.6	208	68.4
Southside Virginia	445	101	22.7	20	4.5	41	9.2	162	36.4	283	63.6
Southwest Virginia	549	124	22.6	32	5.8	57	10.4	213	38.8	336	61.2
Thomas Nelson	1484	192	12.9	156	10.5	185	12.5	533	35.9	951	64.1
Tidewater	3550	388	10.9	286	8.1	803	22.6	1477	41.6	2073	58.4
Virginia Highlands	323	70	21.7	28	8.7	32	9.9	130	40.2	193	59.8
Virginia Western	796	124	15.6	84	10.6	127	16.0	335	42.1	461	57.9
Wytheville	259	95	36.7	16	6.2	21	8.1	132	51.0	127	49.0
All	18523	3064	16.5	1908	10.3	2907	15.7	7879	42.5	10644	57.5

How Were Data Generated?

- Fall and Summer 2003 AKT files were used to build the first time in college cohort.
- Graduate files 2003-04 through 2006-07 were used to determine who had earned awards.
- National Student Clearinghouse data were used to establish enrollment in a four-year institution.
- Fall 2006 and Spring 2007 AKT files were used to determine students still enrolled.

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