

Office of Institutional Effectiveness and Student Success

May 2019

**ATD at NOVA Annual Summary: 2018-2019**

**Achieving the Dream at NOVA Annual Summary: 2018 – 2019**

Office of Institutional Effectiveness and Student Success

Northern Virginia Community College

May 2019

**Table of Contents**

[**Introduction** 1](#_Toc15643945)

[Core Team 2](#_Toc15643946)

[Annandale 4](#_Toc15643947)

[Alexandria 6](#_Toc15643948)

[Loudoun 8](#_Toc15643949)

[Manassas 10](#_Toc15643950)

[Medical Education 12](#_Toc15643951)

[Woodbridge 14](#_Toc15643952)

[Action Plan for 2019-2020 16](#_Toc15643953)

[Student Success Priority Goals 18](#_Toc15643954)

[Appendix A – Campus Teams’ Recommendations 4](#_Toc15643955)

**Introduction**

The annual summary for academic year 2018-2019, provides Core Team members and campus team leaders the opportunity to compile and reflect upon the work of Achieving the Dream at NOVA and to provide feedback for the coming year. The campus team leaders developed end-of the year summaries to demonstrate the work they have completed for student success at the campus level.

The campus team leaders were asked to provide: an overview of the campus activities and outcomes; overview of the items purchased from the team budget; recommendations for the next academic year; and share any comments or concerns to better support the student success agenda at NOVA.

These reports and recommendations have been assembled to give a College-wide view of the actions taken by the campus and core teams.

Contributors to the Annual Summary:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | **Title, Division:** | **Role:** | **Campus:** |
| George Gabriel | VP, Institutional Effectiveness and Student Success | Core Team Leader | College |
| Ritu Kansal | Professor, MSTB | Campus Chair | Annandale |
| Shon Grant | Associate Dean, LASS | Campus Chair | Alexandria |
| Steve Clarke | Professor, LASS | Campus Chair | Loudoun |
| Maryellen Ryan | Professor, LASS | Campus Chair | Manassas |
| Kathleen Odige | Dean, LTR | Campus Chair | Medical Education |
| Tamera Warren-Chinyani | Professor, LASS | Campus Chair | Woodbridge |
| Karen Doheney | Professor, LASS | Core Team coordinator | Loudoun |
| Courtney Boland | Coordinator | Core team member | College |

Core Team

**Overview of activities and outcomes:**

This year, the Core Team worked to establish its mission, vision, and core values. Activities and events were centered on building our teaching and learning capacity, a central pillar of ATD’s core values.

**Major Events**

* ATD College-Wide Team Meeting: Working toward Equity in Teaching and Learning*—*August 24, 2018 [(link to agenda)](https://drive.google.com/open?id=1QuM9vSw-rcAyo23wF1P9emI_0E7yxtmw)
* 4th Annual Supporting Reading and Writing in the Disciplines Conference—January 25, 2019 [(link to report)](https://drive.google.com/open?id=1A2dxlvFtgcAc57zSKuhj57qm2GNE0stQ)

**Conferences**

* #RealCollege Convening, Temple University Philadelphia, PA – September 29-30, 2018 [(link to report)](https://drive.google.com/open?id=1NaQwTLykk3VGrb4g4ZkE4ofUjiyypZzdB3HqCC5SGrM)
* DREAM 2019, Long Beach, CA—February 19-22, 2019 [(link to report)](https://drive.google.com/open?id=19pr8OjdzXWBEPloWNii-P1sAJQ-hIzpn)

**Work and Initiatives**

* Mission/Vision Statement for AtD at NOVA: At the August summit, work was begun to craft an equity statement for ATD at NOVA. This work proceeded and expanded to include a mission, vision, and broader values statement over the year and a final draft is ready for final approval. [(link)](https://drive.google.com/open?id=1ZKoL-ZlTOxjPe8otit6H8wFMJmpx8Wt2ZdfaqnH9TaM)
* #RealCollege Event: The conference focused on how colleges and universities can address food and housing insecurities, and their underlying causes, which can prevent otherwise capable students from finishing their degrees. NOVA is heading in the right direction, but that there is low-hanging fruit for us to work on as well as larger issues we can begin addressing. An immediate need is to address food pantries on the campuses to ensure easy access for students and to improve the kinds of food available in the pantry. The pantry at Temple provided a model for a food pantry that was both accessible and provided variety for students.
* ATD Coordinator: In November 2018, Dr. Gabriel hired a new ATD coordinator to provide support for campus teams to take action on interventions and events in support of student success. With the compensation restructuring and competing duties, faculty are often not able to find the time to get everything done. Our new coordinator began work in January 2019.
* Classroom Persistence Project: Part-time students make up two-thirds of NOVA students. Having a sense of belonging, academic performance, and financial stability are three important factors in persistence and retention, but the part-time students often cannot take part in mentoring programs such as Man-Up because they are seldom on campus and cannot make the time commitment. The team discussed how using a model developed by Oakton College could provide a way to reach out to students in the one place we know they will be.
* On October 24, 2018, Karen contacted Kathleen Odige (MEC), Tamara Warren Chinyani (WO), Maryellen Ryan (MA), Courtney Boland (AL), Shon Grant (AL), Ritu Kansal (AN), and Steve Clarke (LO) to form a subcommittee to develop a pilot for Classroom Persistence along the lines of the Oakton model, and asking them to:
  + Be a member of the Classroom Persistence Study Subcommittee, which would meet to plan the study and develop strategies to get this project off the ground. We can meet via telephone conference once a week or once every few weeks as needed.
  + Study and understand the Oakton Model in order to adapt it to our unique NOVA and campus needs and help develop ancillary study materials, including a research question and design, surveys, and materials for faculty participants.
  + Shepard a pilot study on your campus and help collect and analyze data.
  + Share your study results with your wider campus/college with the goal of getting wider participation in future semesters.
  + On November 13th, the subcommittee held a conference call and discussed concerns that some faculty have less experience in holding student conferences, a significant element of the Oakton plan. The committee agreed to use spring 2019 to develop a NOVA model and pilot this model in the fall. Two faculty members, Maryellen Ryan, psychology at Manassas, and Karen Sutter Doheney, English at Loudoun, conducted pilot studies. [(Link to report)](https://drive.google.com/open?id=1PdI07ryJ8YQNfv7jhhxxh-Y-1yySccY-2bK9JvKNWPQ)
* Transparency in Learning and Teaching/CETL Partnership: At the ATD summit in August, a plan was put in place to develop professional development for Transparent Assignment Design by Dr. Maryann Winkelmes. Karen Sutter Doheney (ATD) and Nicole Tong (CETL) co-wrote a proposal for grant funds to begin this work in the next academic year. [(Link to proposal)](https://drive.google.com/open?id=1BK3bxZPT9CfXbh1Ye7wIHKjnyIPBj0ScaeQYikHMtb8)
* QEP Discussion—Focus on Writing in 2019: Dr. Gabriel has asked the ATD Core Team to contribute to a QEP proposal to focus on writing. In the past, GPS for Success came through a collaboration between AtD and other college entities, and Dr. Gabriel pointed out that GPS has had a lasting impact on the new advising model we recently implemented. Work continues to submit a proposal for writing to be the College’s QEP.

Annandale

**Overview of activities and outcomes:**

* At Provost’s Welcome back in August - AtD team presented what we did previous year and laid out the theme for academic year 2018-19, which has been cultivating culture of care on campus and equity in teaching and learning for student success. We also shared data and its main characteristics, on Fall-to-Fall and Fall-to-Spring retention rates, transfer rates and graduation rates, difference in outcomes of First generation versus continuing generation students. As a result of this presentation, the faculty became more aware of what AtD does, its focus and future plans. AtD team introduced ‘Sense of belonging’ project and invited faculty to participate.
* For students - Resource Fair in collaboration with Student Life - with information on different resources available to students on campus. We actively invited faculty from different disciplines to set up the tables and be available to talk to students.
* Provost Forum on Sept. 28 – Provost Forums have been quite successful events, very well attended by deans, associate deans and faculty. There are great conversations which then lead to awareness and further actions. Theme was discussion on what our vision could be for our campus, how we can cultivate and nurture Culture of Care on campus. AtD team shared what we learnt about equity in teaching and learning at the DREAM conference 2018. Introduced Transparency in Learning and Teaching (TILT): A Path to Equity in the Classroom – Featuring work of Dr. Mary-Ann Winkelmes
* Launch of Sense of belonging project. Put forward the details of the project with dates of workshop series -Oct. 12, Nov.2 and Nov 9
* Advising Week Faculty participation in Advising Center – encouraged students and faculty for this very important step towards success
* NOVA Reads with Library and Melanie Medina – to promote the reading among students and build community
* Provost forum on 2/15 – More discussion on equity in teaching and learning. Student panel, conversation about improving sense of belonging on campus, what barriers students experience/perceive in their success, what we can do to remove those barriers. A transparent pedagogy and building better communication were the recurring ideas. Faculty and administration, along with representative students got a chance to brainstorm together and put forward some action items.
* Conversations and information on homelessness and hunger among our students with MSTB faculty on 2/27 – invited people from NOVACares, Financial stability, single stop and green bag programs, so that faculty knows about these resources and share such information with their students
* Career Services Major Madness on 3/5 - AtD encouraged students to explore majors and careers from various departments.
* Annandale Campus Community Social on 4/9 – For all faculty/students/staff, almost 125 students came by and enjoyed this community building event, and there was lot of informal advising and guidance.

**Budget items:**

|  |  |  |
| --- | --- | --- |
| **Event** | **Item** | **Costs** |
| Provost forums (2 events) | Space reservation (435.88) | $871.76 |
| Provost forum breakfast | food | $234.18 |
| NOVA Reads | books | $200.00 |
| **Total** | | **$1,305.94** |

**Recommendations for the next academic year:**

* Get more specific data that can help faculty towards better retention and success.
* Focus on strategies on transparency in teaching and learning.
* Actively advertise all resources available to the students for their academic success and personal growth among both students and faculty
* Community building events especially at the time of advising and graduation to engage more students
* Spotlight on students who are doing well and share their tips to encourage others.
* Collaborate with Advising and CETL to help faculty and staff with Canvas/Navigate and advising updates
* Better and complete use of budget

**Comments / questions / concerns:**

* We probably should also have a statement of what is AtD’s role specifically.
* What does AtD do, or doesn’t do?
* At Annandale, sense of belonging project which probably started as offshoot of AtD (equity and student success), is sometimes like another entity. Almost all AtD team members are common to this project as well. I think this takes away from the broader AtD focus and overall team’s energy.

Alexandria

**Overview of activities and outcomes:**

* Faculty and Staff Success Conference (September) - Multi-day and multipronged event for faculty and staff. Included NISOD webinar, homebuyers workshop, 14 concurrent peer facilitated workshops​
  + AtD connection-  teaching and learning; equity
  + Data - 15 NISOD participants; 39 faculty and staff members in workshops
  + Feedback - Perhaps a day instead of 2 or more days; adding post online resources.  Overall faculty and staff appreciated the opportunity for in-house professional development from peer and directly connected to their classroom teaching. ​
* Linus Project as part of the NOVA MLK Day of Service (January) - Children created blankets for the Linus Project in conjunction with other AL campus MLK day of activities at the AL Campus.
  + AtD connection - engagement and communication; equity
  + Data - Volunteers created 30 no-sew fleece blankets for children in local hospitals and Title I schools.
  + Feedback - community school participants and, parents were enthusiastic about this fun, simple activity that makes a big impact locally.
  + [Link to the blog post about MLK Day overall](https://blogs.nvcc.edu/novaserves/2019/01/24/a-decade-of-service-with-impact-on-our-community/?fbclid=IwAR3mil12H894Iud8h5A6_fYDRIRSb5sgdL-H8ACZ6UZAmr3YpGLm8IPizIM)
  + [Post from the Linus Project Fairfax County regarding MLK Day at NOVA](https://www.facebook.com/plugins/post.php?href=https%3A%2F%2Fwww.facebook.com%2Fprojectlinusfairfaxcounty%2Fposts%2F2167824570213109)
* Human Library Project (March) - establishes safe conversational space in which a library  of people share their experiences and help people form a better understanding of those with whom they share their community.  Kudus: Voice of America came to the event and will feature HLP on its program to be broadcast worldwide and in multiple languages. ​
  + AtD connection-  engagement and communication ​
  + Data - 23 books; 80+ readers, 7 book categories; 182 book visits.
  + Feedback: 38 readers surveyed with majority giving 5 rating on a scale of 1-5.​
  + [Link to campus highlight for ATDigest](https://sway.office.com/5OknCKsneuPTtcRX?ref=Link)
* Cap and Gown Raffle (April) campus team purchased 4 caps and gowns to be given away to 4 candidates for graduation
  + AtD connection -  engagement and communication; equity
  + Data - 30 students entered the raffle; 4 confirmed AL graduates selected as winners of the 4 cap and gowns. 1 diploma frame to be raffled at the May graduation celebration.
  + Feedback: TBD - presentation and photo in mid-May
* Graduation Celebration & Student Leadership Awards (May) – opportunity for campus faculty and staff to celebrate with students who will be graduating from the Alexandria campus
  + AtD connection - engagement and communication

**Budget items:**

|  |  |  |
| --- | --- | --- |
| **Event** | **Item** | **Costs** |
| MLK Day of Service | fabric and other materials to support the children's activity | $786.39 |
| Human Library Project | t-shirts | $425.00 |
| Cap and Gown Raffle / Graduation Celebration & Student Leadership Awards | four cap/gowns and one diploma frame | $298.00 |
| **Total** | | **$1,509.39** |

**Recommendations for the next academic year​**

* Repeat Human Library Project, Student Success Conference and Faculty and Staff Success Conferences. These are our keystone campus activities in engaging students, faculty and staff.
* Work with campus Provost to have AtD participate in some aspect of registration/advising week both fall and spring in creating and leading at least 1 organized student focused activity to engage students and encourage them to see their faculty advisors and register for classes​
* Work with Donnell Smith of Man Up to create a pilot activity aimed at increasing success in MTT 4. ​

Loudoun

**Overview of activities and outcomes:**

* Fall Advising Week Campaign: The goal was to broadly communicate the need to seek first year or faculty advising and register for Spring 2019 classes. We selected a location with much foot traffic (near LC café) and had laptops available for faculty/staff/admin to look up student advisor's name and location. We obtained card readers to collect student ID #'s to track students for Spring 2019 registration. We distributed reminder cards with the name and location of advisor with stapled Encourage-mint. Students who turned their reminder card in to their advisor became eligible for a few giveaways. While our philosophy was to promote meeting with an advisor, we attempted to talk briefly with students about their academic plans and encourage them to make thoughtful decisions with the support services available on campus and at the college.
* Spring Advising Week Campaign: The goal was to communicate to students in targeted classes, ENG 112 and ENG 125, whom we thought would fall in the 30-credit range, the need to seek advising and register for Summer and Fall 2019 classes. Identified faculty members were provided reminder cards with "Just Keep Swimming" gummy fish as well as directions for how to discuss a few things about SIS (looking up advisor information, viewing the Degree Progress Report).
* Reading and Writing Across the Disciplines Mini-Conference: A smaller version of the college-wide conference, created and organized by Karen Doheney and Cheri Spiegel, and led by Steve Clarke. We used a shorter, more targeted version of the same materials on threshold concepts and discussed how to use small, informal writing assignments to help students develop their disciplinary knowledge.

**Budget items:**

|  |  |  |
| --- | --- | --- |
| **Event** | **Item** | **Costs** |
| Fall Advising Week Campaign | Tee shirts for volunteers with the slogan: Let’s Get Ready for Next Semester  Reminder cards printing  Prizes for students who met with advisor and gave them their Reminder Card | $1,200 |
| Spring Advising Week Campaign | Reminder cards and treats | $75 |
| Reading and Writing Across the Disciplines Mini-Conference | Food - Funds for food obtained from Loudoun Campus LASS Division | $0 |
| **Total** | | **$1,275** |

**Recommendations for the next academic year:**

* Student-centered workshops that focus on soft skills like notetaking, scheduling, preparing for the semester arc, which is different than high school
* Loudoun data summit

**Comments / questions / concerns:**

* The use of a shared drive as well as the development of ATDigest should help with communication between campuses. Often, when we hear about plans and programs at other campuses, we need to wait until the next semester to implement, but now it will be possible to share more efficiently, which means campuses can adapt programs/events to their own campuses.
* The Loudoun Campus looks forward to Michael Wallace acting as our data representative for 2019-2020.

Manassas

**Overview of activities and outcomes:**

* Data Analysis:
  + Expand Noel Levitz Survey Collection: identified characteristics of both borderline and probation students: 50 student survey (AY 2018-2019)
  + Expand Math Dashboard Data: focus on gateway MTH courses after Math revamp: MTH 161, 261
    - % students earning a C or better in course
    - % or credits complete in 1st 1 ½ years
  + Part time student preliminary data report.
* Student focused activities:
  + Speaker Series: Todd Zakrajsek:
    - For Students: “Study Less and Learn…Is It Possible”
    - For Faculty: “Are You Ready to Teach if They Aren’t Ready to Learn?”
  + Advising Week/Graduation activities:
    - Advising Week Faculty participation in Advising Center ( good feedback)
    - Regalia Raffle: apply for graduation – 3 winners
    - Advising Raffle: Enroll in classes: Two Fall 2019 parking passes
    - NOVA Reads: w/ Student Life and Melanie Medina
    - Improving Retention: Faculty to provide link to returning students for online survey and remove barriers.
    - FYA: Faculty Handoff: Email campaign to Faculty to reach out to Advisees
    - SGA Visionary Scholarship Donation to support SGA

**Budget items:**

|  |  |  |
| --- | --- | --- |
| **Event** | **Item** | **Costs** |
| Noel Levitz Survey | Survey | $459.00 |
| Regalia Raffle | 3 sets of regalia | $165.21 |
| NOVA Reads | books | $245.00 |
| Todd Z Speaker Series | Speaker fee | $200.00 |
| SGA Visionary Scholarship | Paid to NOVA Education Foundation | $250.00 |
| Advising Week Raffle | Parking Permits | $180.00 |
| **Total** | | **$1,499.21** |

**Recommendations for the next academic year:**

* Professional Development for Students:
  + Share and advertise resources to prepare students for future academic and professional careers
* Loaning Technology: investigate loaning of laptops/better us of iPad carts
* Knowledge Base: increased campus communication
  + Effective communication of resource availability: summary slide in faculty PPT; Google Calendar Link
  + Encourage student use of Navigate resources once student facing
  + Disseminating Updates in Advising Information: counseling/deans to discipline chairs to steering committee to campus faculty and staff;
    - Advising Button in Canvas, Graduation timeline by credits visible in Canvas/Navigate

**Comments / questions / concerns:**

* Participation of campus chairs over the summer is an excellent idea and the strategies to be discussed are both interesting and exciting!
* Clarifying the AtD Brand to stakeholders: What does AtD do, what doesn’t AtD do?
* Working across campuses to share good ideas/projects
* Look into availability of grants to support these projects

Medical Education

**Overview of activities and outcomes:**

* Your Student Success Conference - October 18, 2018 in Foley Forum
  + Mini workshops and tabling of resources available to students on campus to keep them successful. Students collected stamps to reflect they’ve engaged/participated and return to participate in a raffle. Prizes: (3) Fire tablets, (3) Fire TV sticks
* Preparing for finals: Tips for relieving stress and anxiety November 16, 2018 in Foley Forum. Are you starting to feel the pressure as finals week is quickly approaching? To help combat the pressure, the MEC Achieving the Dream Team is hosting an event led by Lynne Bauer (CMA RSMT) to help NOVA students, faculty, and staff get in the right state of mind to tackle these feelings and reduce stress levels. The event will consist of three topics of 20-minute segments each covering:
  + Tips for individual study/classroom at 12:00p and 1:00p
  + Tips for everyday stress reduction at 12:20p and 1:20p
  + Tips to use before a test, or anxiety event at 12:40p and 1:40p
* Distributed AtD books, *Switch* and *Managing Transitions*… to campus administrators and other faculty/staff who wanted copies
* Data request from OIR for spring Welcome Back Data Summit
  + specifically gathered data to examine achievement gaps, equity in the classroom, race, persistence, retention, attrition, student performance in pre-requisite/program coursework
* What’s “Mindset” got to do with it?—April 4, 2019 at 2-4P in room 352 (MEC)
  + Vicky Krug is an Associate Professor of College Literacy, Psychology, Critical Thinking and Freshman Experience at Westmoreland County Community College and the Community College of Allegheny County. Her most recent graduate degree is from the Johns Hopkins University, School of Education in Mind, Brain and Teaching…With advances in technology, neurological research findings, and ever-increasing diversity of our population, life seems ever more complex. Teaching, learning, leadership and living life can be improved and enhanced if we have the appropriate “Mindset.”

**Budget items:**

|  |  |  |
| --- | --- | --- |
| **Event** | **Item** | **Costs** |
| Your Student Success Conference | Raffle items | $347.70 |
| Final exams stress relief | Speaker fee | $200.00 |
| What’s Mindset Got to do with it? | Speaker fee | $400.00 |
| Light refreshments for mindset event | Beverages, fruit, desserts | $150.00 |
| MEC AtD Olympic event-postponed until fall NOVA Day to collaborate with Student Life | Medals for winners | $584.44 |
| **Total** | | **$1,682.14** |

**Recommendations for the next academic year:**

* Ramp up more members who are willing to work. There are great ideas, but hardly anyone available/willing to do multiple tasks to make initiatives come to fruition.
* Continue with different phases of Data Summit so faculty and staff can see the value of what they worked on from the previous academic year.

Woodbridge

**Overview of activities and outcomes:**

* Data Analysis:
  + A student survey was developed to determine what types of resources, students would like to have as part of their student experience.
  + The survey received was created in November and distributed during the month of December; challenges included:
    - Sample size was too small (fewer than 100 responses)
    - Student needs included transportation support, additional communication concerning advising, and tutoring opportunities
    - Survey will need to be updated for continued use
* Student focused activities:
  + The following workshop series were offered during the month of February for students:
    - Resume and Scholarship Writing Workshop
    - Planning for Your Future (Career Advising)
    - Mathitude: Changing Your Attitude and Conquering Your Anxiety (cancelled due to inclement weather)
    - Can You Feel the Love- College Resources (cancelled due to inclement weather)
  + Woodbridge campus graduation celebration

**Budget items:**

|  |  |  |
| --- | --- | --- |
| **Event** | **Item** | **Costs** |
| ATD Woodbridge Campus Graduation Reception | NOVA Graduation Frames | $1496.00 |
| **Total** | | **$1496.00** |

* We did not use paid presenters for the workshops that were offered this year, all of the workshops were supported from and presented by faculty or staff. The budget allocation was used for the first annual ATD Woodbridge Campus Graduation Reception (May 9th)

**Recommendations for the next academic year:**

* Continue to recruit new faculty and staff to participate in ATD. Now that we have created the vision and mission of ATD; it will be much easier to recruit faculty and staff engagement. However, new chairs may need more directives in terms of the expectations of the position and the role of the AtD members. It was very difficult to get people to volunteer their time consistently for a school year without long term and short-term goals.
* Establishing the coordinator position made a tremendous impact in identifying short term objectives. It also incentivized members to understand their role in serving as an ATD member.

**Comments / questions / concerns:**

* There are always several questions about the purpose of ATD; it is always difficult to justify ATD without having a clear mission, objective, etc. (this issue will be resolved now).
* Right now, ATD seems to focus more so on events and programs it will be nice to shift the focus back to more evidence-based programming.
* Even though each campus has its own unique identity, there are some events and activities that should be standard across all 5 campuses.
* Since chairs will be working this summer, hopefully you can start doing long-term planning and building out activities

Action Plan for 2019-2020

The 2019-20 action plan is developed from the recommendations from campus reports (Appendix A) and were within 4 major categories:

* data
* teaching and learning
* student success
* support for campus team/chair

Action plan for Data:

* Relaunch the data team
* Create campus specific data presentations
* Create a College-wide data summit for Spring 2020 to discuss student success metrics at the college and receive feedback and recommendations for how to improve

Action plan for Teaching and Learning:

* Establish a calendar of collaborations with CETL to support teaching and learning
* Create consistent, evidence-based programming
* Create a pilot for:
  + TILT
  + Developmental Math

Action Plan for Student Success:

* Complete a college-wide data for course completion rates
* Campus Teams will conduct focus groups to determine actions to take to prevent students from leaving without their attaining their goals
* At the beginning of the fall and spring semesters, OIR will prepare a list, by campus, of the students who have completed 45 or more credit hours. The list of students, including contact and pertinent information, will be divided among campus members to contact students to discuss graduation/transfer plans. Campus team will devise communication plan and assemble campus/College resources available to help students stay enrolled to completion of goal (graduation and/or transfer).

Action plan for Campus Team/Chair Support:

* Create a chair handbook:
  + Budget process
  + Chair and member position descriptions
* Create ATD calendar to plan ATD events
* Create marketing materials for communication and clarification about ATD at NOVA
* Create platform for collaboration across campuses
* Establish relationships with campus team and campus leadership for increased team support
  + Increase opportunities for committee to connect with campus faculty/staff
* Increase campus team members
* Create short term and long term objectives for team/chair
* Central office to facilitate monthly lunch and learns for campus communities

Student Success Priority Goals

In order for NOVA to maintain its ATD Leader College designation, the College needs to demonstrate improvement in three student outcome metrics including at least one lagging indicator such as completion or transfer. In addition, NOVA needs to demonstrate the narrowing of equity gaps on at least two metrics. The chart below articulates the ATD Key Performance Indicators (KPIs).

**Table 1: ATD Key Performance Indicators**

|  |  |
| --- | --- |
| **#** | **Key Performance Indicators** |
| 1 | Completion of Gateway Math and/or English in Year One |
| 2 | Persistence from Year One to Year Two (Fall-to-Fall Retention) |
| 3 | Courses attempted/ completed with C or higher grade within one year of initial enrollment |
| 4 | Completion of a certificate or degree within three years of initial enrollment |
| 5 | Transfer metric and earned baccalaureate (BA or BS) degree within six years |
| 6 | Credit accumulation in first year |
| 7 | Zero credits earned in the first semester |
| 8 | Demonstrate, through disaggregation, the narrowing of equity gaps on at least **two** student characteristics (ethnicity, gender, income status, veteran status, first-generation, etc.) |
| 9 | Other (please list) |

In effort to continually track and evaluate ATD Key performance indicators, the Office of Institutional Effectiveness and Student Success will develop an annual booklet to communicate the ATD at NOVA Key Performance Indicators. The booklet will be shared with stakeholders and published on the ATD at NOVA page.

Table 2 reflects NOVA’s Comprehensive Student Success Metrics. These metrics were developed to address concerns within the Student Achievement Criteria and have been streamlined to address the ATD Key Performance Indicators. These metrics are now referred to as the ATD at NOVA Student Success Priority Goals. Campus Teams will be charged to look at their local data and develop actions plans to help move the student success needle in specific target areas.

**Table 2: NOVA’s Student Success Priority Goals**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Criteria** | **Measures / Metric** | **Definition / Calculation** | **Goal** | **Affiliates (accrediting / advocacy)** |
| 1 | College Readiness | Math/English for credit placement | Percentage of students placed into developmental math and/or developmental English | By Fall 2021, the percentage of students placing into developmental math will be 35 percent and into developmental English will be 15 percent. | ATD #1 |
| 2 | Enrollment | Number of students enrolled in credit courses | Measures of enrollment include the headcount of students enrolled in fall semester, and the unduplicated headcount of students enrolled at any time during the entire 12-month academic year (annual = summer, fall, and spring) | By Fall 2021, the fall semester student enrollment will be 55,000, and the annual enrollment will be 80,000. |  |
| 3 | Course Success | Success in a credit-level course is defined as a grade of C or higher, and success in a developmental course is defined as a grade of S | Measures of course success include:   1. Overall course success rates for the college 2. Success in gatekeeper courses[[1]](#footnote-1) 3. Success in developmental English courses 4. Success in developmental math courses | By Fall 2021, the achievement goals for course success rates will be as follows:  **Overall Success**: The overall course success rates for the college will be 76 percent.  **Gatekeeper Course Success**: Gatekeeper course success rates will be 77 percent for ENG 111 and BIO 101, 69 percent for MTH 151 and ACC 211, and 60 percent for MTH 163.  **Developmental English Course Success**: Developmental English course success rates will be 62 percent for ENF 1, 65 percent for ENF 2, and 73 percent for ENF 3.  **Developmental Math Course Success**: Developmental math course success rates will be 57 percent for MTT 1, 33 percent for MTT 2 and MTT3, and 20 percent for MTT 4. | ATD #3 |
| 4 | Retention | Fall-to-Fall Retention | The fall-to-fall retention rate is the percentage of first-time, program-placed (degree/certificate-seeking) students who enter in fall and either re-enroll or successfully complete their program by the following fall semester. | By Fall 2021, the fall-to-spring retention rate will be 85 percent, and the fall-to-fall retention rate will be 70 percent. | ATD #2  Aspen #1 |
| 5 | Graduation | The College tracks:  Graduation rates of first-time in college, full-time, program-placed students &  The total number of annual graduates | The graduation rate is the percentage of first-time in college, full-time, program-placed (degree/certificate-seeking) students completing their program within 150 percent of normal time. | By Fall 2021, the graduation rate will be 30 percent, and the total number of annual graduates will be 6,800. | ATD #4  Aspen #2  Aspen #3  Aspen #5 |
| 6 | Transfer | The College tracks:  Transfer-out rates of first-time in college, full-time, program-placed students &  the annual number of students who transfer to four-year institutions | The transfer-out rate is the percentage of first-time in college, full-time, program-placed (degree/certificate-seeking) students who transferred out of NOVA within 150 percent of normal time to program completion. | By Fall 2021, the transfer-out rate will be 20 percent, and the annual number of students transferring out to four-year institutions will be 12,500. | ATD #5 |
| 7 | Job Placement | Employment data from the Virginia Employment Commission (VEC) | The job placement rate is the percentage of graduates employed in the commonwealth of Virginia within one year of graduation from NOVA | By Fall 2021, the job placement rate will be 70 percent |  |
| 8 | Licensing Exams | Passing a licensing exam demonstrates the level of knowledge and skill required to succeed in a profession, occupation, or role | The licensing exam pass rate is the percentage of graduates who pass the licensing exam for their program following graduation from NOVA | By Fall 2021, the licensing exam pass rate will be 100 percent |  |

Appendix A – Campus Teams’ Recommendations

Compiled list of recommendations from Campus Teams:

* Get more specific data that can help faculty towards better retention and success.
* Focus on strategies on transparency in teaching and learning.
* Actively advertise all resources available to the students for their academic success and personal growth among both students and faculty
* Community building events especially at the time of advising and graduation to engage more students
* Spotlight on students who are doing well and share their tips to encourage others.
* Collaborate with Advising and CETL to help faculty and staff with Canvas/Navigate and advising updates
* Better and complete use of budget
* We probably should also have a statement of what is AtD’s role specifically.
* What does AtD do, or doesn’t do?
* Repeat Human Library Project, Student Success Conference and Faculty and Staff Success Conferences. These are our keystone campus activities in engaging students, faculty and staff.
* Work with campus Provost to have AtD participate in some aspect of registration/advising week both fall and spring in creating and leading at least 1 organized student focused activity to engage students and encourage them to see their faculty advisors and register for classes​
* Work with Donnell Smith of Man Up to create a pilot activity aimed at increasing success in MTT 4. ​
* Student-centered workshops that focus on soft skills like notetaking, scheduling, preparing for the semester arc, which is different than high school
* Loudoun data summit
* Professional Development for Students:
  + Share and advertise resources to prepare students for future academic and professional careers
* Loaning Technology: investigate loaning of laptops/better us of iPad carts
* Knowledge Base: increased campus communication
  + Effective communication of resource availability: summary slide in faculty PPT; Google Calendar Link
  + Encourage student use of Navigate resources once student facing
  + Disseminating Updates in Advising Information: counseling/deans to discipline chairs to steering committee to campus faculty and staff;
    - Advising Button in Canvas, Graduation timeline by credits visible in Canvas/Navigate
* Clarifying the AtD Brand to stakeholders: What does AtD do, what doesn’t AtD do?
* Working across campuses to share good ideas/projects
* Look into availability of grants to support these projects
* Ramp up more members who are willing to work. There are great ideas, but hardly anyone available/willing to do multiple tasks to make initiatives come to fruition.
* Continue with different phases of Data Summit so faculty and staff can see the value of what they worked on from the previous academic year.
* Continue to recruit new faculty and staff to participate in ATD. Now that we have created the vision and mission of ATD; it will be much easier to recruit faculty and staff engagement. However, new chairs may need more directives in terms of the expectations of the position and the role of the AtD members. It was very difficult to get people to volunteer their time consistently for a school year without long term and short-term goals.
* Establishing the coordinator position made a tremendous impact in identifying short term objectives. It also incentivized members to understand their role in serving as an ATD member.
* There are always several questions about the purpose of ATD; it is always difficult to justify ATD without having a clear mission, objective, etc. (this issue will be resolved now).
* Right now, ATD seems to focus more so on events and programs it will be nice to shift the focus back to more evidence-based programming.
* Even though each campus has its own unique identity, there are some events and activities that should be standard across all 5 campuses.
* Since chairs will be working this summer, hopefully you can start doing long-term planning and building out activities

1. Gatekeeper courses are five college-level courses with high enrollment that are often critical to students’ future success in college: ACC 211: Principles of Accounting I; BIO 101: General Biology I; ENG 111: College Composition I; MTH 151: Mathematics for the Liberal Arts I; MTH 163: Pre-Calculus I. [↑](#footnote-ref-1)