

Revamping Achieving the Dream at NOVA

History of ATD at NOVA

NOVA joined Achieving the Dream (ATD) in 2007 and had many early achievements in the area of student success. By implementing Learning Communities, New Student Orientation, and the course redesigns of developmental math, English, and student development (SDV), NOVA demonstrated “sustained student success improvement,” thus becoming an ATD Leader College in 2009. Receiving the Leader College designation in just two years was an achievement at that time because network colleges usually take three years to receive this designation. Through ATD, NOVA has been at the forefront of several initiatives, hosted numerous professional development events, and presented at national conferences. ATD at NOVA has helped to implement several major initiatives to support student success, including the following:

- Learning Communities (LCs) – 2008
- New Student Orientation (NSO) – 2009
- First-Year Experience (FYE) – 2009
- Developmental English (Redesign) – 2013
- Developmental Math (Redesign) – 2013
- Revamping SDV – 2013
- Start Strong Initiative – 2014
- GPS for Success – 2014
- Financial Stability Program (FSP) – 2014

Impact on Student Outcomes

NOVA demonstrates commitment to student access and student success through well-established processes that are in place to evaluate and improve these student outcomes. Table 1 presents student outcome data. Over this time period, the College has implemented several initiatives without significant improvement in its student achievement metrics.

Table 1. Student Outcomes

Metric	Fall 2013 Cohort	Fall 2017 Cohort
Fall-to-Fall Retention	77%	81%
Fall-to-Spring Retention	61%	65%
Metric	Fall 2011 Cohort	Fall 2015 Cohort
Graduation Rate	23%	26%
Transfer-Out Rate	15%	16%

Proposed Reorganizing of the ATD Structure

Like many other ATD Colleges, the ATD-focused work at NOVA has slowed due to many priorities, such as implementing Guided Pathways and restructuring advising. At the start of the Spring 2019 semester, the College hired a new ATD Coordinator to provide support for campus teams and to coordinate interventions in support of student success.

NOVA is poised to revamp its commitment to ATD at NOVA with the specific goal of attaining the Aspen Prize in the near future. To achieve that goal, the College needs to change how ATD is structured at NOVA and set achievement criteria to address the ATD and Aspen measures for success.

Reorganization of the Core Team

The ATD Core Team comprises campus team chairs and other ATD stakeholders. As NOVA reorganizes the Core Team, it plans to include more members from the College's senior leadership—as well as more members of the Campus Teams who are student services professionals—to provide more input and build a better structure. The Core Team will comprise College leadership and faculty who will work collaboratively to develop and implement the mission of improving student success at NOVA. The Core Team membership includes:

- George Gabriel, VP (Core Team Leader)
- Frances Villagran-Glover, VP
- Molly Lynch, Provost – Manassas
- Julie Leidig, Provost – Loudoun
- Sharon Robertson, AVP for Academic Affairs
- Courtney Boland, ATD Coordinator
- Dean of Mathematics, Sciences, Technologies, and Business
- Dean of Languages, Arts, and Social Sciences
- Dean of Students
- Dean of Learning and Technology Resources
- Campus Team Chair – Alexandria
- Campus Team Chair – Annandale
- Campus Team Chair – Loudoun
- Campus Team Chair – Manassas
- Campus Team Chair – Medical Education
- Campus Team Chair – Woodbridge

Strengthen the ATD Campus Teams

Campus Teams comprise highly motivated and engaged faculty and student support staff. Each team facilitates campus and institutional change by serving as champions for student success at NOVA. Campus Teams implement key initiatives for ATD at NOVA and make recommendations to the Core Team for further action as appropriate. To strengthen the Campus Teams, the campus Provost, with the support of the Campus Chair, will increase the campus membership to build a culture of evidence and increase the campus ATD activity. The Provost and one campus Dean, of the Provost's choice, must serve as part of the Campus Team.

Membership comprises a minimum of 15 members including:

- One Campus Chair
- One Campus Data Representative
- Two Teaching Faculty from Mathematics, Sciences, Technologies, and Business
- Two Teaching Faculty from Languages, Arts, and Social Sciences
- One Professional from Learning and Technology Resources
- Two Professionals from Student Services
- Campus Provost
- Campus Dean

Reorganization of the Data Team

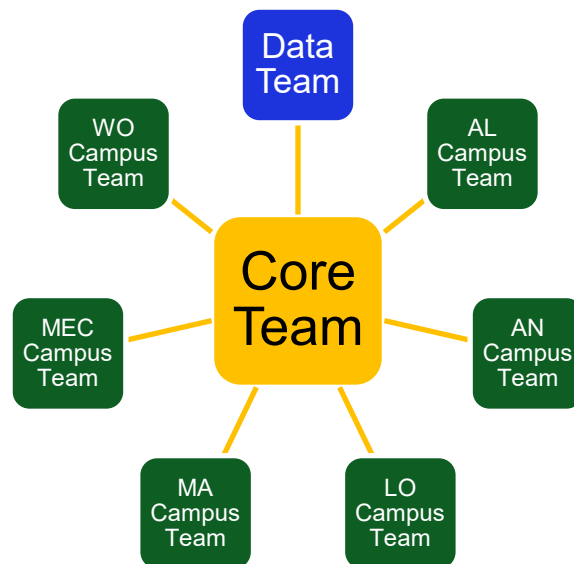
The ATD Data Team has been reinstated and now comprises members from each campus team who are responsible for requesting, collecting, analyzing, and sharing data with the Campus and Core Teams. Members of the Data Team champion campus and College efforts by synthesizing the data and sharing it with stakeholders College-wide. Through this new approach, their efforts will better inform Campus and College decisions. Membership includes:

- Team Chair
- Six campus representatives
- Office of Institutional Research (OIR) staff liaison
- ATD Coordinator

Organization of ATD at NOVA

The reorganized Core Team and Campus Teams will work collaboratively with the Data Team to develop and execute goals for the College. The ATD organizational chart is shown in Figure 1.

Figure 1. ATD Organization

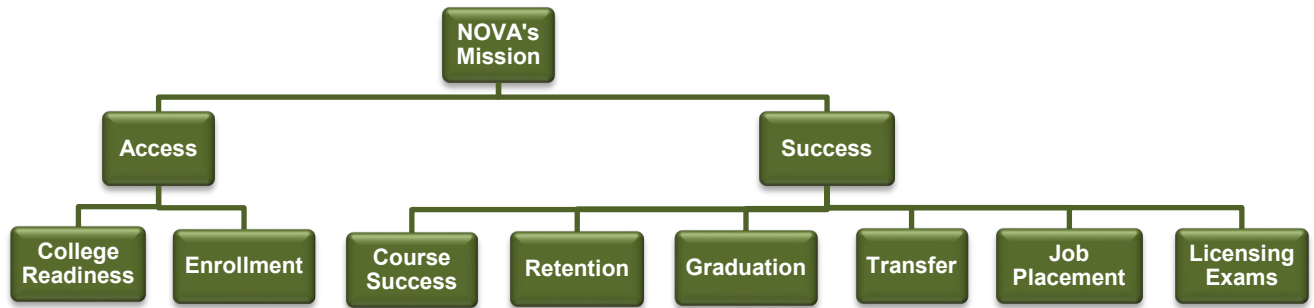


NOVA’s Metrics for Student Success Presented to SACSCOC

NOVA’s Student Achievement Criteria

In March 2019, NOVA reorganized its student achievement criteria into two classifications, **access** and **success**, and integrated them into the College’s mission (see Figure 2). Within these classifications are the eight, primary student achievement criteria for the College.

Figure 2. Student Achievement Criteria at NOVA¹



NOVA tracks student success metrics as they are defined by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accrediting body, the Virginia Community College System (VCCS), and other advocacy organizations such as the Community College Research Center (CCRC), the American Association of Community Colleges (AACC), and others.

NOVA’s Office of Institutional Research (OIR) also reviews the process for data collection and dissemination for the Achieving the Dream metrics and the Aspen Institute measures. As discussed below, both ATD and the Aspen Institute share several commonalities with respect to their defined metrics and measures.

Achieving the Dream National Network

Achieving the Dream is a national advocacy nonprofit leader in championing evidence-based institutional improvement for community colleges and beyond. Achieving the Dream champions long-term and sustainable commitments to improving student success.²

Table 2 outlines the Key Performance Indicators (KPI) that ATD uses to support and evaluate its network colleges. Within these KPIs, ATD network colleges describe both their improvement in three or more metrics and the equity gap that the college narrowed on at least two metrics.

Table 2: ATD Key Performance Indicators³

#	Key Performance Indicators
1	Completion of Gateway Math and/or English in Year One

¹ Office of Institutional Effectiveness and Student Success Research Brief 08-19 *Student Achievement Criteria at NOVA*

² Achieving the Dream Network <https://www.achievingthedream.org/about-us>

³ Office of Institutional Effectiveness and Student Success Research Brief 20-19 *Streamlining Data Metrics at NOVA*

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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 (B.A. or B.S.) 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.)

The Aspen Institute

“The Aspen Institute is a nonpartisan forum for values-based leadership and the exchange of ideas.”⁴ The Aspen Institute offers numerous programs relating to its mission, including its College Excellence Program. The Aspen Prize for Community College Excellence honors 1-2 Community Colleges every two years with a \$1 million award.

To award this esteemed prize, the Aspen Institute developed an intensive, three round process to narrow down community colleges to determine the top institutionally performing colleges. Using nationally available data, Aspen begins the narrowing process with their team of experts, who review the top 150 community colleges identified as eligible for the award. The metrics in Table 3 are used in Round 1 of the Aspen review process.

Table 3: Aspen Measures Used for Selection/Eligibility⁵

#	Measures	Definitions/Calculations
1	First-Year Retention Rate	Percent of Fall first-time (full- and part-time) students returning the following Fall semester. The measure combines the most recent three years (2013, 2014, and 2015). Calculation: $[(\text{Still enrolled or completed Fall 2015, 2014, 2013}) / (\text{First-time fall 2014, 2013, 2012})] * 100$
2	Three-Year Graduation Rate	Percent of Fall first-time full-time degree/certificate-seeking undergraduates completing any formal award within 150% of normal program time or transferring out to another institution within 3 years. The measure combines the most recent three years available (2013, 2014, and 2015). Calculation: $(\text{Completers of any formal award within 150\% of normal program time} + \text{transfer-outs by Summer 2013, 2014 and 2015}) / (\text{Fall 2010, 2011, and 2012 cohorts of first-time full-time undergraduates seeking any formal award}) * 100$.
3	Undergraduate Credentials Awarded per 100 FTE Undergraduate Students	Undergraduate certificates of one year and more, associate and bachelor's degrees awarded per 100 full-time equivalent undergraduates. The measure combines the most recent three years (2013, 2014, and 2015). Calculation: $[(\text{undergraduate credentials awarded annually in 2014-15, 2013-14, and 2012-13}) / (\text{credit hour generated annual undergraduate enrollment 2014-15, 2013- 14, 2012-13})] * 100$
5	Change Over Time: Credentials Awarded per 100 FTE Students	Average annual percent increase in "undergraduate credentials awarded per 100 FTE undergraduate students" from 2010-11 to 2014-15.
6	Minority Three-Year Graduation Rate	Same calculation described above for the combination of Blacks, Hispanics, and Native Americans.
7	Minority Credentials Awarded per 100 FTE Undergraduate Students	Same calculation described above for the combination of Blacks, Hispanics, and Native Americans.
8	Median Family Income of Location	2015 median family income of the Census defined Public Use Microdata Area (PUMA) where each college is located. In some cases, the defined PUMA for calculating median family income includes bordering PUMA's as well (densely populated inner city locations, or where an institution lies on the border of their defined PUMA). PUMAs are roughly 100,000 to 150,000 residents - smaller than counties in densely populated areas and larger than counties in sparsely populated rural areas.

⁴ The Aspen Institute <https://www.aspeninstitute.org/about/>

⁵ Office of Institutional Effectiveness and Student Success Research Brief 20-19 *Streamlining Data Metrics at NOVA*

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In Table 4 (next page), NOVA states a set of student success metrics that combines all of the commonalities of the accrediting and advocacy bodies within NOVA's primary criteria.

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Table 4: NOVA's Comprehensive Student Success Metrics

#	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: Overall course success rates for the college Success in gatekeeper courses ⁶ Success in developmental English courses 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

⁶ 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.

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#	Criteria	Measures/Metric	Definition/Calculation	Goal	Affiliates (Accrediting/Advocacy)
5	Graduation	The College tracks: Graduation rates of first-time in college, full-time, program-placed students and 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 and 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.	

Conclusion

This comprehensive set of metrics (Table 4) demonstrates the integration of the metrics from ATD and the Aspen Institute within the framework of the SACSCOC expectation of student achievement. Using these metrics and a revised organizational framework for ATD will facilitate revitalization of student success efforts. The reorganization of the Core Team, with increased senior leadership will forge a stronger link between the Core Team and the Campus Teams. This will result in a better focus on the student success agenda at NOVA.