College-wide Meeting
Northern Virginia Community College
October 29, 2010
The Initiative

- Achieving the Dream is a national initiative to help community colleges provide the best opportunity for success for all students.

- The initiative is particularly concerned with student groups who face the most significant barriers to success.

- Colleges work within a culture of evidence where decisions are informed by student success data.

Success is what counts.
Goals

- Improved success in developmental courses
- Successful transition from developmental courses to credit-bearing courses
- Improved success in gatekeeper courses
- Increased persistence
- Increased graduation and certificate completion
Where did we start?
Original Implementation Plan Goals

- To improve success rates in developmental math (MTH 3)
- To increase persistence rates
Initial Interventions

- Development of learning communities pairing MTH 3 and SDV 100

- Development of New Student Orientation

- Revision and implementation of SDV 100
What have we learned?
NSO – Promising Results

- Early findings
  - Positive effects on GPA and retention
  - Positive impact on 18-21 year old target group
  - Signs of narrowing achievement gap for some subgroups
Comparison of Retention Rates of NSO Attendees and All First-Time to NOVA Students: Fall 2008 Cohort

Success is what counts.
Comparison of Retention Rate of NSO Attendees and All Other First-Time Students by Race (Fall 2009)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Retention Rate of NSO Attendees</th>
<th>Retention Rate of All Other First-Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>White</td>
<td>659</td>
<td>86.1%</td>
</tr>
<tr>
<td>Black</td>
<td>281</td>
<td>81.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>192</td>
<td>94.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>277</td>
<td>86.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>11</td>
<td>100.0%</td>
</tr>
<tr>
<td>Other</td>
<td>97</td>
<td>92.4%</td>
</tr>
</tbody>
</table>
Comparison of Average GPA of NSO Attendees and All Other First-Time Students by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>NSO Attendees</th>
<th>All Other First-Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>GPA</td>
</tr>
<tr>
<td>White</td>
<td>765</td>
<td>2.32</td>
</tr>
<tr>
<td>Black</td>
<td>347</td>
<td>1.81</td>
</tr>
<tr>
<td>Asian</td>
<td>204</td>
<td>2.45</td>
</tr>
<tr>
<td>Hispanic</td>
<td>322</td>
<td>2.16</td>
</tr>
<tr>
<td>Native American</td>
<td>11</td>
<td>2.66</td>
</tr>
<tr>
<td>Other</td>
<td>96</td>
<td>2.41</td>
</tr>
</tbody>
</table>
SDV 100

Early findings

- Students enrolled in SDV 100 during their 1st semester on average have 0.5 higher semester GPA than non-enrollees.
MTH 3/SDV 100 Learning Communities

Mixed Results

- For MTH 3 - no increase in student success over students in non-learning community MTH 3 classes
- Increased retention noted for MTH 3 students in learning communities over those in non-learning community classes
Where are we now?
First Year Experience

• Created at the Woodbridge Campus, now a college-wide initiative in partnership with Achieving the Dream

• Designed to provide academic, career, and social support to NOVA freshmen

• 3 guiding principles
  • Connection
  • Critical Thinking
  • Community Building
First Year Experience

CONVOCATION
Wednesday
September 15, 2010
12:30 p.m. – 2:00 p.m.
Theater

A special information program to welcome all first year students.
Sponsored by the Division of Student Services

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FYE Critical Components

1. Early College Advising and Planning
2. Peer Mentoring and Support
3. FYE Convocation
4. Early Alert
5. FYE SDV
6. Common Reader
7. Social Events
8. First Year Advisors
9. FYE Curriculum Cohort
Peer Mentoring

• Second critical component of FYE

• Currently, each campus is either in implementation or enhancement stage

• Woodbridge Campus has seen great success, received positive feedback from participating students and mentors
Developmental English Learning Communities

- **Two or more linked courses**
  - Common theme
  - Cohort of students

- **Provides learning experiences**
  - Builds community
  - Enhances learning
  - Fosters connections between disciplines

Success is what counts.
NOVA’s Reading/Writing Connection
English 003/English 005

- Links Developmental Reading and Writing
- First learning community with a hybrid component
- 77.8% pass rate compared to 64.1% college-wide (Fall 2004 cohort)

Success is what counts.
New Student Orientation

Student Leaders at NSO

- An opportunity for students and their parents to learn about NOVA
- An opportunity for students and their parents to meet faculty advisors, counselors, financial aid specialists and student leaders

Success is what counts.
Beginning the Transition to College

- Two components
  - **Student Orientation Advising and Registration (SOAR)** – First semester advising, development of class schedules, information about interpreting placement test results, NOVAConnect training, opportunity to register for classes
  - **New Student Orientation (NSO)** – information about transfer and career resources, financial aid, and academic offerings; an opportunity to meet students and faculty; a campus tour
AtD: Student Development (SDV) at NOVA

- Implementation Proposal (2008)
  - Using the information from the program evaluation of SDV 100 and examining best practices on the First Year Experience, refine, and implement a mandatory comprehensive Student Development Course for first year students.
Four Categories of Student Learning Outcomes

- Campus/College Community, Policies and Procedures
- Skills for Academic Success
- Self-Management
- Decision-making (Academic, Personal and Career)
AtD: Student Development (SDV) at NOVA

Future Agenda

- 16th Credit Requirement
  - Enrollment Capacity
  - Qualifications for Instruction
- Expand SDV Faculty Training
- Update SDV ABLE examination
- Continue to Strengthen Connection with NSO and FYE Taskforces
- Maintain Participation with VCCS Workgroup
NCAT

- National Center for Academic Transformation
- Underlying principle: students learn math by doing math
- Emporium Model: uses interactive computer software combined with personalized, on-demand assistance and mandatory student participation
- To be piloted on all campuses in Spring 2011
Four Principles of Redesign

1. **Face Time**
   - One-on-one interaction between instructors and students
   - Face time with the instructor for guidance, encouragement, monitoring, bonding and help

2. **Time on Task**
   - Students must complete assignments and homework
   - Students learn by doing
Principles of Redesign

3. Computer-Based
- MyMathLab
- Computer software removes most of the roadblocks that arise when students do math on their own

4. Less Time for Remediation
- Failing the course does not mean restarting at the beginning
- Students can test out of material
- Exit point is based on the student’s personal degree program

Success is what counts.
NCAT Status

- Committee of 13 formed (2 faculty from each of the 5 campuses that teach developmental math, 2 from ELI and 1 administrator)
- Applied for and received NCAT Grant
- Pilot planned for Spring 2011 semester
- Full implementation planned for Fall 2011
- Common book selected; objectives for each unit written and divided into modules
- Secured computers from administration
Where have we made progress?
NOVA Selected as AtD “Leader College”

- Strong administrative support for student success
- Strong data component
- Growing culture of evidence
- Involvement of a broad range of constituents
- Strong professional development
- College implementation of a promising major intervention – New Student Orientation

Success is what counts.
Active Teams

- “Brown bag” lunches and forums
- Newsletters
- Summer Bridge Program
- Orientation Webinars
- Assistance to adjuncts
- Developmental English Orientation
- College readiness meetings with local high school representatives

Success is what counts.
Collaboration with College-wide Task Forces

- First Year Experience
- Developmental Math
- Developmental English
- NCAT
- SDV revision
- NSO
Professional Development and Faculty Engagement

- **Learning communities presentation**
  - Kingsborough Community College

- **Cooperative learning presentation**
  - Patrick Henry Community College

- **Power up your Pedagogy (PUP) presentations**
  - AtD team members
A Focus on Critical Issues

- SDV – 1st 15 hours
- NSO- requirement
- Reduction of late registration period
- Early Advising
- Developmental English and Math
- Gaps in Achievement
What’s next on the agenda?
Next Steps

- Development of strategies for credit gatekeeper courses

- Development of recommendations for closing achievement gaps in gatekeeper courses and graduation rates

- Development of recommendations for early engagement
Early Engagement

- Data support the role of early engagement in student persistence and success
  
  - Many students leave U.S. community colleges within the first three weeks of classes
  
  - Nationally, many students do not earn a single college credit in their first semester
Survey of Entering Student Engagement (SENSE)

- A National measure of early student engagement
- 6 Benchmarks
  - Early Connections
  - High Expectations and Aspirations
  - Clear Academic Plan and Pathway
  - Effective Track to College Readiness
  - Engaged Learning
  - Academic and Social Support Network

Success is what counts.
NOVA’s SENSE Data

- Early Connection 39.3
- High Expectations and Aspirations 46.9
- Clear Academic Plan and Pathway 38.9
- Effective Track to College Readiness 50.8
- Engaged Learning 48.6
- Academic and Social Support Network 46.3

- National Average 50