

Chancellor Presentation
State Council TJ 21 Implementation Committee
July 15, 3:30 pm – 5:00 pm

“Committee members would like to hear your plans for improving retention and graduation such that the VCCS will meet degree targets with stable enrollment growth.” This item will be placed at the beginning of the agenda.

Enrollment Trends

- Hard for community colleges to project enrollment
 - Declining enrollments in community colleges reflect a **national** trend that began in 2010. In May 2013, the National Student Clearinghouse reported that two-year public colleges saw a spring-to-spring enrollment decline of 3.6 percent, while four-year publics saw their student bodies drop by 1.1 percent from spring 2012 to spring 2013. Spring-to-spring enrollments fell more among students older than 24 (3.6 percent) than for those 24 or younger (1.4 percent).
- VCCS hit a high in enrollment in 2011-12 with 282,474 students enrolled during the year.
- The VCCS is serving nearly 31,000 more students than in 2007-2008.
- High school graduation rates have been steadily increasing in Virginia, but the overall numbers of students enrolling in high schools has been declining for the past few years.
 - According to a WICHE report, “Virginia surpassed 86,000 public and nonpublic high school graduates in 2008-09 and projections indicate that they stayed at this level through 2010-11. After this, graduates will dip to between 82,000 and 84,300 for several years, through 2016-17, before gradually rising to a new high of 93,000 graduates by 2023-24, followed thereafter by declines but ending the projections period 2% higher than 2008-09.”
- For the past three years, VCCS fall enrollments consisted of 70% returning students, 17% first time in college (FTIC) students, and 13% dual enrolled students. Nearly two-thirds of FTIC students have recently graduated from high school.
- **With declines in high school attendees and graduates, VCCS will need to retain more students and attract more populations who have been traditionally underserved by higher education.**

Retention and Persistence

- VCCS retention Fall to Spring has been increasing for the past four years. In 2007, 64% of all students enrolled in the Fall returned for the Spring term. In 2012, 67.4% of all students returned in Spring. For FTIC, 73% of students enrolled in Fall 2007 returned in Spring 2008; 75.6% enrolled in Fall 2012 returned in Spring 2013.
- VCCS retention Fall to Fall has held relatively steady in the past four years fluctuating between 41% and 43%. Fall to Fall retention is slightly higher for FTIC students, fluctuating between 73% and 76%.
- The three-year VCCS graduation rate has increased from 16.7% for the fall 2004 cohort to 18.2% for the fall 2008 cohort.

Dual Enrollment

- Dual enrollment provides high school students with access to postsecondary education while in high school. VCCS colleges offer robust dual enrollment offerings to high school juniors and seniors across the Commonwealth.
- The dual enrollment program has recently been enhanced to provide a pathway for a high school student to earn a general education certificate or an associate's degree concurrent with high school graduation.
- By completing dual enrollment courses or a credential, students not only save money on the total cost of their postsecondary career, but have a head start on understanding the rigors and opportunities associated with studying at the collegiate level.

Developmental Education Redesign

- The VCCS has involved hundreds of our community college leaders in developing and implementing a 23-college, at-scale redesign of developmental education to advance student success.
- Three over-arching goals provided the framework for the system's developmental education redesign:
 - Reduce the overall need for developmental education in the Commonwealth.
 - Design developmental education in a way that reduced the time to complete developmental reading, writing, and mathematics requirements for most VCCS students to one academic year.
 - Increase the number of developmental education students graduating or transferring in four years from 1 in 4 students (25%) to at least 1 in 3 students (33%).
- The VCCS developed a customized placement test tailored to the content offered in VCCS courses including a diagnostics for the mathematics modularized curriculum and an essay for the English component of the test.
- As part of the redesign, we now require students who need at least one developmental education course to take the student success course in their first semester of enrollment at the community college.
- The VCCS has implemented several pilot projects that integrate academic and student support services in the developmental education class.
- The VCCS has implemented a continuous improvement process (DMIST, RISE) to review, evaluate, and disseminate practices that best support student success.
- Preliminary results are showing indicators in the right direction.

Student Success Coach Initiative

- 9 of the VCCS smaller colleges are participating in a two-year pilot program (Dabney Lancaster, Eastern Shore, Mountain Empire, Patrick Henry, Paul D. Camp, Rappahannock, Southwest Virginia, Virginia Highlands, and Wytheville).
- 2 full-time college success coaches and a part-time program specialist are employed at each of the pilot colleges.
- Each coach has 100 students on his/her case load for a total of 200 students or 1,800 being served each year at the 9 colleges.
- Focus on interventions that foster persistence and lead to success: graduation, transfer, or a career readiness certificate.

- Target underserved students in one or more of three criteria: race/ethnicity, Pell status, and first generation, and who have completed 14 or fewer college credits.
- One college reported an 85% student retention rate from Fall to Spring semester.

Early Alert System

- An early system is being implemented at Virginia's 23 community colleges in support of the *Achieve 2015* student success goal.
- The automated early alert system will assist college personnel in identifying and providing interceptive guidance to students demonstrating behaviors that correlate with risk of not succeeding academically.
 - Example 1: If a student is struggling with assignments, a faculty member may identify and communicate the challenge to the appropriate faculty/staff to provide tutoring or assistance with homework. By providing this support when the challenge is first recognized, there is a greater chance to positively impact the student's trajectory and result in successful course outcome (grade).
 - Example 2: If a student is showing up to class late because of child care difficulties, the faculty member may report the issue so that the appropriate college personnel can try to help the student navigate the issues in order to get to class on time.
- The system will allow for enhanced communication between instructors and support staff in order to provide a more holistic approach to student success.
- Faculty may easily track attendance and report "never attended" students early in the semester.
- The system will be piloted this fall with developmental education courses and fully released for use with all credit courses in Spring 2014.
- The implementation of the early alert system is being supported by the Department of Labor TAA-CCCT grant.

Virginia Education Wizard

Since the Wizard was launched in March 2009, the site has experienced:

- **1,396,330** Unique visitors
- **1,956,396** Visits
- **21,917,536** Page Views
- **602,569** Accounts created
- **233,434** K-12 accounts created since August 2010

Using the Wizard, a student can:

- Complete interests, skills and values assessments,
- Explore careers matching interests, skills and values
- Learn about what careers pay in the local market
- Search colleges, estimate and compare their costs
- Find and apply for financial aid and scholarships
- Plan their transfer from a community college to a four-year institution
- **NEW**: Create and share an academic planner based on career interests (The Career and Course Planner)
 - Provides an academic roadmap toward degree completion
 - Integrates Wizard and student information system information to create a plan that can be shared with advisors, counselors, faculty, and even parents

- **NEW:** Wizard Mobile App Available October 2013 – **being developed with partial funding from SCHEV**
 - Utilizes mobile technology on which students are increasingly reliant upon to receive information, and will be available on several platforms to include the iPhone, iPad, Android, and Android-based tablets
 - App will place important course, major, and financial planning information in the hands of prospective students thereby enhancing their efforts to select courses, majors, and programs that lead to efficient completion