

## 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.

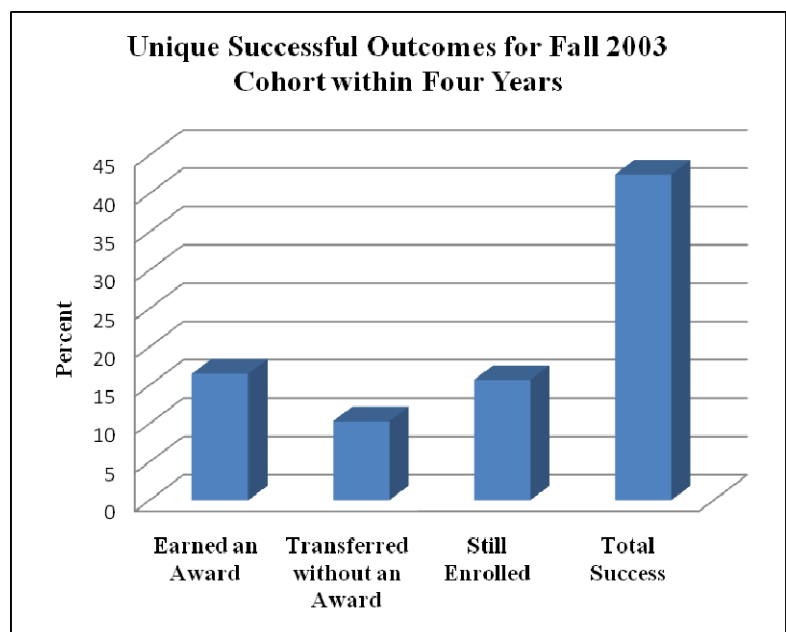
## Who is Part of the Cohort?

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.

### Where Can I Learn More?

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