

Core Thomas Nelson Student Success Indicators

2020 Report on Current Data and Goals for Student Achievement

Thomas Nelson Community College evaluates itself with respect to student achievement using a set of indicators that align with its institutional mission and goals. In particular, these indicators are aligned with Thomas Nelson's Focus 2020 Strategic Plan goal to *Improve the Overall Success of Students*.

This report provides details on the College's core indicators for tracking the success of its students. Each indicator includes two performance levels: (1) a baseline historical level of achievement for the College from 2015, and (2) an aspirational target level of achievement that the College seeks to attain by 2020 through interventions and continuous improvement efforts. Student success data from the full five years of Focus 2020 (2016 through 2020) are also included. These data are updated and reviewed annually, and are made publically available on the College's website.

Table 1, below, summarizes historical and current data for each indicator, as well as the College's established targets for each by the year 2020. Detailed definitions for each indicator are included below the table on the following page.

Table 1. Core Student Success Indicators, with Performance Data from 2015 (Baseline) to Present

Indicator Description	Level of Performance by Reporting Year						
	Baseline	2016	2017	2018	2019	2020	Target
Student Entry and Progress							
Early Completion of Mathematics*	44.8%	50.6%	49.4%	48.7%	39.4%	44.0%	55%
Retention (Fall-to-Spring)*	87.8%	85.3%	86.8%	84.2%	85.2%	86.1%	90%
Retention (Fall-to-Fall)*	61.7%	57.1%	61.0%	59.4%	58.1%	61.9%	65%
Progression to 12 Credit Hours*	45.6%	48.1%	52.3%	54.0%	54.8%	51.8%	58%
Student Completion and Transfer							
Completion/Transfer (150%)*	31.4%	35.7%	37.2%	35.0%	36.5%	42.8%	38%
Completion at Any College (6-Year)	38.2%	37.5%	38.0%	36.0%	37.8%	42.1%	42%
Transfer with an Associate Degree*	52.5%	50.7%	53.5%	54.5%	56.7%	62.4%	60%
Student and Graduate Feedback							
Satisfaction with Academic Advising	64.4%	65.9%	69.8%	72.8%	71.6%	74.0%	75%
Satisfaction with Instruction	81.9%	81.9%	85.5%	84.9%	79.9%	78.1%	87%
Preparation for Transfer	90.5%	92.5%	93.5%	92.3%	91.8%	---	95%
Preparation for Career	91.2%	94.1%	92.0%	89.9%	93.6%	---	95%

Notes: Definitions for each Indicator of Achievement are included below. Data from the most recent year are highlighted in green in cases where performance has increased from the baseline and in red in cases where it has decreased. Graduate survey results for the final two metrics on preparation for transfer and career are not yet available for the 2020 reporting year.

Thomas Nelson is currently working with its students, faculty, staff, and community stakeholders on the development of its next strategic plan. Student success data from Focus 2020 are helping to inform that plan, and the College will likely continue to track many of these same metrics even after the new strategic plan is adopted.

Indicator Definitions and Data Sources

- (a) **Early Completion of Mathematics** – The percentage of fall semester first-time-in-college, degree-seeking students demonstrating college readiness in mathematics on the Virginia Placement Test (VPT) that successfully complete a college-level mathematics course within three terms of their first enrollment.
Source: VCCS Performance Funding Model Output Reports
- (b) **Retention (Fall-to-Spring)** – The percentage of fall semester full-time, first-time-in-college, degree-seeking students that enroll in the spring semester of the same academic year.
Source: VCCS Performance Funding Model Output Reports
- (c) **Retention (Fall-to-Fall)** – The percentage of fall semester full-time, first-time-in-college, degree-seeking students that enroll in the fall semester of the subsequent academic year.
Source: VCCS Performance Funding Model Output Reports
- (d) **Progression to 12 Credit Hours** – The percentage of fall semester first-time-in-college, degree-seeking students that complete 12 credit hours with a cumulative GPA of 2.0 or higher by the end of their first academic year.
Source: VCCS Performance Funding Model Output Reports
- (e) **Completion/Transfer (150%)** – The percentage of fall semester full-time, first-time-in-college, degree/certificate-seeking students that graduate from Thomas Nelson or transfer to another institution of higher education within 150% of the intended time for their declared program (e.g., three years for an associate degree program).
Source: IPEDS Graduation Rate Survey
- (f) **Completion at Any College (6-Year)** – The percentage of fall semester first-time-in-college, degree/certificate-seeking students that graduate from any institution of higher education within six years.
Source: National Student Clearinghouse (NSC) Six-Year Completions Reports
- (g) **Transfer with an Associate Degree** – The percentage of Thomas Nelson transfers to 4-year Virginia institutions of higher education within the year that earned an associate degree prior to transfer.
Source: SCHEV Transfer Feedback Reports
- (h) **Satisfaction with Academic Advising** – The percentage of spring semester student survey respondents that indicate they are satisfied or very satisfied with academic advising.
Source: Thomas Nelson Student Experience Survey
- (i) **Satisfaction with Instruction** – The percentage of spring semester student survey respondents that indicate they are satisfied or very satisfied with the overall quality of instruction.
Source: Thomas Nelson Student Experience Survey
- (j) **Preparation for Transfer** – The percentage of recent graduate survey respondents that indicate that Thomas Nelson prepared them well or very well for success at their transfer institution.
Source: Thomas Nelson Graduate Follow-up Survey
- (k) **Preparation for Career** – The percentage of recent graduate survey respondents that indicate that Thomas Nelson prepared them well or very well for their job/career.
Source: Thomas Nelson Graduate Follow-up Survey