

Mandatory Enrollment in Developmental Education Student Survey Results

Research Report No. 66-14

Office of Institutional Research, Planning, and Assessment
NOVEMBER 2014

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND ASSESSMENT

The purpose of the Office of Institutional Research, Planning, and Assessment is to conduct analytical studies and provide information in support of institutional planning, policy formulation and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

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Table of Contents

Introduction	1
Mandatory Enrollment in Developmental Education Student Survey: Key Findings.....	4
Mandatory Enrollment in Developmental Education Student Survey	5
Appendix.....	21

List of Tables

Table 1. At Which Campus(es) or Center(s) Do You Attend Courses? Select All That Apply.	5
Table 2. How Old Are You?.....	6
Table 3. What Is Your Program of Study?	7
Table 4. At Which Campus Did You Attend Student Orientation?	8
Table 5. Are You Aware That First-Time in College Students Are Required to Enroll in Developmental Courses (ENF and MTT) During Their First Semester If Placed Into Them?.....	9
Table 6. When Were You Informed of This Policy?	9
Table 7. How Did You Learn About This Policy? Select All That Apply.	10
Table 8. Were You Placed Into Developmental Math?	11
Table 9. Did You Enroll in Developmental Math During Your First Semester?	12
Table 10. Were You Able to Enroll in a Section of Developmental Math That Was Suitable for Your Schedule?	12
Table 11. At Which Campus Did You Enroll in Developmental Math?	13
Table 12. Were You Placed Into Developmental English?	14
Table 13. Did You Enroll in Developmental English During Your First Semester?.....	15
Table 14. Were You Able to Enroll in a Section of Developmental English That Was Suitable for Your Schedule?	15
Table 15. At Which Campus Did You Enroll in Developmental English?	16
Table 16. Do You Think Enrolling in Developmental Courses, If Placed, During the First Semester Increases Your Chances of Achieving Your Goals at NOVA?	17
Table 17. Do You Agree That a First-Time in College Student Should Be Required to Enroll in Developmental Courses, If Placed, During Their First Semester?	17
Table 18. How Might Developmental Education at NOVA Be Improved in the Future?	18
Table 19. Overall, How Satisfied Are You with Developmental Education at NOVA?	19

List of Figures

Figure 1. At Which Campus(es) or Center(s) Do You Attend Courses? Select All That Apply.	5
Figure 2. How Old Are You?	6
Figure 3. What Is Your Program of Study?	7
Figure 4. At Which Campus Did You Attend Student Orientation?	8
Figure 5. Are You Aware That First-Time in College Students Are Required to Enroll in Developmental Courses (ENF and MTT) During Their First Semester If Placed Into Them?.....	9
Figure 6. When Were You Informed of This Policy?	10
Figure 7. How Did You Learn About This Policy? Select All That Apply.	11
Figure 8. Were You Placed Into Developmental Math?	11
Figure 9. Did You Enroll in Developmental Math During Your First Semester?	12
Figure 10. Were You Able to Enroll in a Section of Developmental Math That Was Suitable for Your Schedule?	13
Figure 11. At Which Campus Did You Enroll in Developmental Math?	14
Figure 12. Were You Placed Into Developmental English?	14
Figure 13. Did You Enroll in Developmental English During Your First Semester?.....	15
Figure 14. Were You Able to Enroll in a Section of Developmental English That Was Suitable for Your Schedule?	16
Figure 15. At Which Campus Did You Enroll in Developmental English?	16
Figure 16. Do You Think Enrolling in Developmental Courses, If Placed, During the First Semester Increases Your Chances of Achieving Your Goals at NOVA?	17
Figure 17. Do You Agree That a First-Time in College Student Should Be Required to Enroll in Developmental Courses, If Placed, During Their First Semester?	18
Figure 18. How Might Developmental Education at NOVA Be Improved in the Future?	19
Figure 19. Overall, How Satisfied Are You with Developmental Education at NOVA?	20

Introduction

The current national focus on college completion and degree attainment has inspired many community colleges to examine existing practices and look for innovative solutions to achieve student success. Many of these colleges take part in an initiative created by Achieving the Dream (ATD), a nonprofit organization dedicated to evidence-based reform in community colleges.

Community colleges selected to participate in the ATD National Reform Network must commit to closing achievement gaps and working to increase transfer and graduation rates by using student success data to make evidence-based decisions. Participating colleges are encouraged to study data on student outcomes, identify areas for improvement, and pursue research-based methods of increasing student success.

Northern Virginia Community College (NOVA) became a member of the ATD National Reform Network in 2007. In 2010, ATD designated NOVA as a Leader College for having shown three years of sustained improvement and progress on ATD's five core principles: committed leadership, use of evidence to improve programs and services, broad engagement, systemic institutional improvement, and equity.¹

As part of NOVA's efforts to increase student success outcomes, NOVA enacted six policy changes in Fall 2014:

- Mandate Student Orientation for first-time in college students
- Mandate early advising for first-time in college students
- Mandate placement testing for first-time in college students
- Mandate enrollment in developmental courses for first-time in college students during the first semester (if placed)
- Enforce current policy on Student Development (SDV) completion within the first year for first-time in college students
- Mandate on-time registration for *all* students, requiring students register by 11:59 p.m. the day before the session begins

The first five policy changes target first-time in college (FTIC) students.² The combined goal of these policies is to promote a strong academic start for FTIC students at NOVA. The on-time registration policy is mandatory for *all* NOVA students. NOVA's motivation for implementing these policies is to increase the percentage of students who are "class ready" by the start of their first class meetings in each academic session and thereby improve student success at NOVA.

After the policy changes were implemented college-wide for the Fall 2014 semester, the Office of Institutional Effectiveness and Student Success Initiatives conducted online surveys from

¹ Visit the ATD website for more information.

² Recent high school graduates or GED recipients between the ages of 17 and 24 who have never previously attended college (unless they were dual enrolled during high school).

October 27 to November 6 to collect information on the opinions of the stakeholders most directly affected by the policy changes. Links to online surveys were directly emailed to the relevant populations. For the policy changes affecting only FTIC students, the FTIC student population was randomly divided into sub-groups and each sub-group was invited to participate in a survey on one of the policies. For the policy mandating on-time registration for all students, surveys were sent to all students and faculty.

The results for each survey are provided in individual reports. For further information on the background and implementation of the policy changes, resources are available at the website of the Office of Institutional Effectiveness and Student Success Initiatives.

Focus of Report

In this report, the results of the survey on mandatory enrollment in developmental education are presented. The actual survey is provided in the appendix. Developmental courses are designed to provide the basic skills and knowledge necessary for success in college-level courses. Courses are offered in English and mathematics. Based on placement test policy, FTIC students are required to take placement tests before they begin classes at NOVA. After receiving their placement test scores, students and their advisor then identify any areas where the student's skills and knowledge are below college entry-level. If students are placed into a developmental education course or courses, they are required to enroll in the course(s) during their first semester at NOVA.

NOVA emailed the survey to 1,081 FTIC students and 66 responded, resulting in a six percent response rate. However, the number of respondents varies by question as not all participants answered every question in the survey. Items on the survey address several topics:

- Student information: campuses at which student took courses; age; program of study; campus at which attended orientation (when applicable)
- Awareness of policy: if aware of policy; when student became aware; and the means by which the student received information on the policy
- Compliance with policy: if student, for instance, enrolled in required course(s) and where
- Student opinion: regarding the implementation of the policy change; if the policy change will affect student success at NOVA; if the policy change should, in fact, be a mandate; and suggestions for improvements to the policy change and/or its implementation.

Technical Notes

For several items, respondents were given the opportunity to provide multiple responses. The total number of responses is divided by the number of respondents to calculate the percentage of respondents. Therefore, percentages do not always add up to 100 percent.

The survey contains several “free response” items. Through reading each response carefully, a set of broad categories was generated for each relevant question. The resulting categories are sorted within tables by how frequently the response was mentioned overall.

Mandatory Enrollment in Developmental Education Student Survey: Key Findings

The following points present key findings from the survey emailed to first-time in college (FTIC) students at NOVA requesting their feedback on the policy requiring that all FTIC students placed into developmental courses enroll in those courses in their first semester.

- Around three-quarters of respondents (50 respondents, 77 percent) were aware of the policy mandating enrollment in developmental courses for FTIC students, if placed, during the first semester.
- Sixty-three percent of respondents (31 respondents) indicated that they were informed of the policy at least one month before the start of classes. Sixteen percent of respondents (8 respondents) indicated that they were informed of the policy less than a week before the start of classes.
- The most frequently mentioned methods through which respondents were notified of the policy were Student Orientation (26 respondents, 53 percent), an advisor (20 respondents, 41 percent), the NOVA website (15 respondents, 31 percent), and email (13 respondents, 27 percent).
- Forty-eight percent of respondents (31 respondents) indicated that they were placed into developmental math. All respondents complied with the policy and enrolled in developmental math during their first semester, if placed.
- Twenty-three percent of respondents (15 respondents) indicated that they were placed into developmental English. All 15 of these respondents also indicated that they enrolled in developmental English during their first semester.
- Around 50 percent of respondents (33 respondents, 53 percent) were very or mostly satisfied with developmental education at NOVA.
- The majority of respondents (40 respondents, 65 percent) agreed that FTIC students should be required to enroll in developmental courses in their first semester, if placed.

Mandatory Enrollment in Developmental Education Student Survey

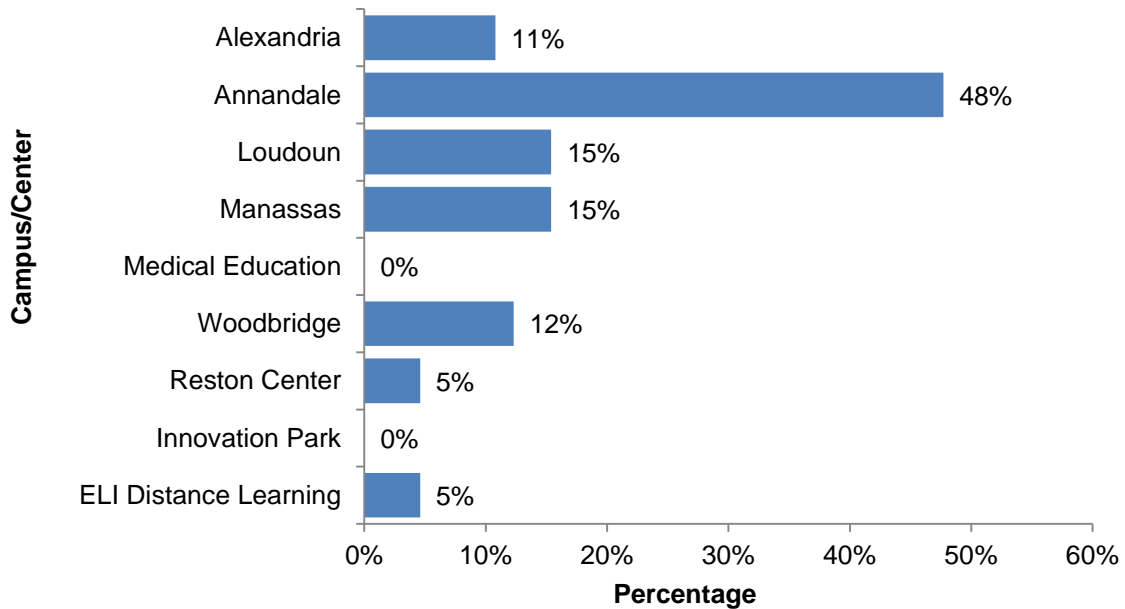
Survey respondents were asked to indicate the campuses or centers at which they attend courses.³ Respondents had the option to list more than one location. Figure 1 and Table 1 show that most respondents (31 respondents, 48 percent) attended the Annandale Campus followed by the Loudoun and Manassas Campuses (10 respondents each, 15 percent each).

Table 1. At Which Campus(es) or Center(s) Do You Attend Courses? Select All That Apply.

Campus/Center	Responses	
	#	%
Alexandria	7	10.8%
Annandale	31	47.7%
Loudoun	10	15.4%
Manassas	10	15.4%
Medical Education	0	0.0%
Woodbridge	8	12.3%
Reston Center	3	4.6%
Innovation Park	0	0.0%
ELI Distance Learning	3	4.6%
Total Respondents	65	

Note: As respondents could choose more than one option, totals may not equal 100 percent.

Figure 1. At Which Campus(es) or Center(s) Do You Attend Courses? Select All That Apply.



³ In a separate question, students were also asked to list their preferred campus but due to a low number of responses (2) those results are not reported.

Almost three-quarters of the survey respondents were under age 19 (48 respondents, 74 percent). One quarter of the respondents were ages 19 to 21 (16 respondents, 25 percent). See Table 2 and Figure 2 for data on the age of survey respondents.

Table 2. How Old Are You?

Age Group	Responses	
	#	%
Under 19 years old	48	73.9%
19-21 years old	16	24.6%
22-25 years old	1	1.5%
26 years or older	0	0.0%
Total Respondents	65	100.0%

Figure 2. How Old Are You?

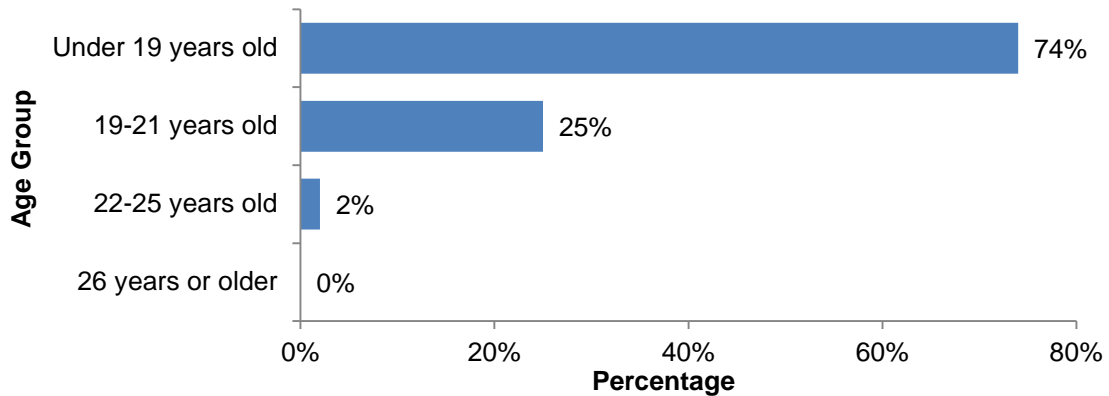


Table 3 and Figure 3 (both next page) show that Business Administration (14 respondents, 22 percent) and Sciences/Math and Liberal Arts (8 respondents each, 13 percent each) were the top three programs of study designated by respondents.

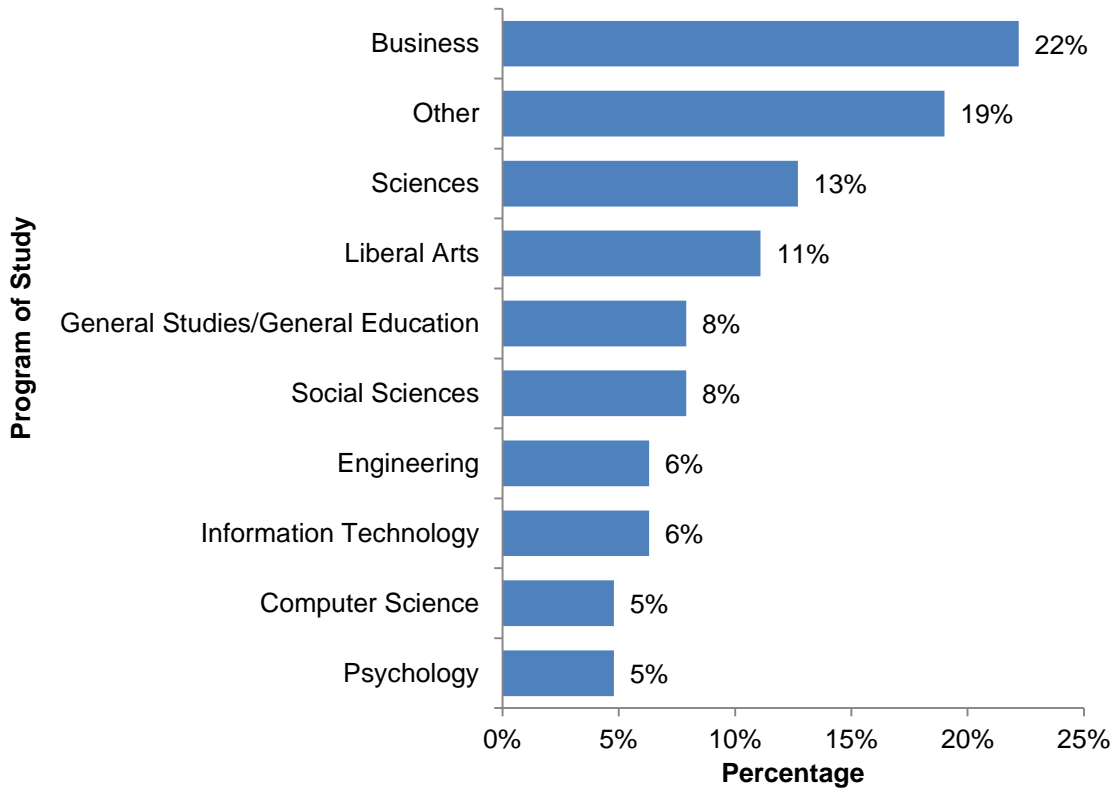
Table 3. What Is Your Program of Study?

Program of Study	Responses	
	#	%
Business	14	22.2%
Other*	9	14.3%
Sciences/Math	8	12.7%
Liberal Arts	8	12.7%
Social Sciences	5	7.9%
General Studies/General Education	5	7.9%
Information Technology	4	6.3%
Engineering	4	6.3%
Psychology	3	4.8%
Computer Science	3	4.8%
Unspecified	3	4.8%
Total Respondents	63	

Note: As respondents could list more than one option, totals may not equal 100 percent.

**Other* includes all responses indicated by fewer than three respondents.

Figure 3. What Is Your Program of Study?



Respondents were asked to indicate the campus at which they attended Student Orientation. Table 4 and Figure 4 (both next page) show that the campuses mentioned most frequently were

Annandale (29 respondents, 45 percent), Manassas (11 respondents, 17 percent), Loudoun (9 respondents, 14 percent), and Woodbridge (8 respondents, 12 percent).

Table 4. At Which Campus Did You Attend Student Orientation?

Student Orientation Campus	Responses	
	#	%
Alexandria	6	9.2%
Annandale	29	44.6%
Loudoun	9	13.8%
Manassas	11	16.9%
Medical Education*	0	0.0%
Woodbridge	8	12.3%
ELI Online Learning	1	1.5%
Did not attend Orientation	1	1.5%
Total Respondents	65	100.0%

*Student Orientation is not offered at the Medical Education Campus

Figure 4. At Which Campus Did You Attend Student Orientation?

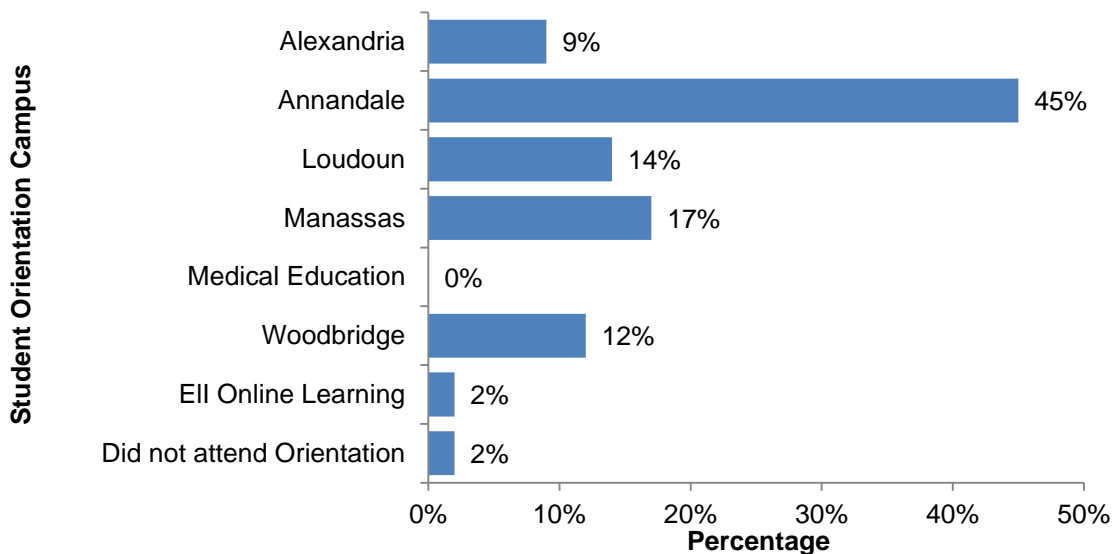
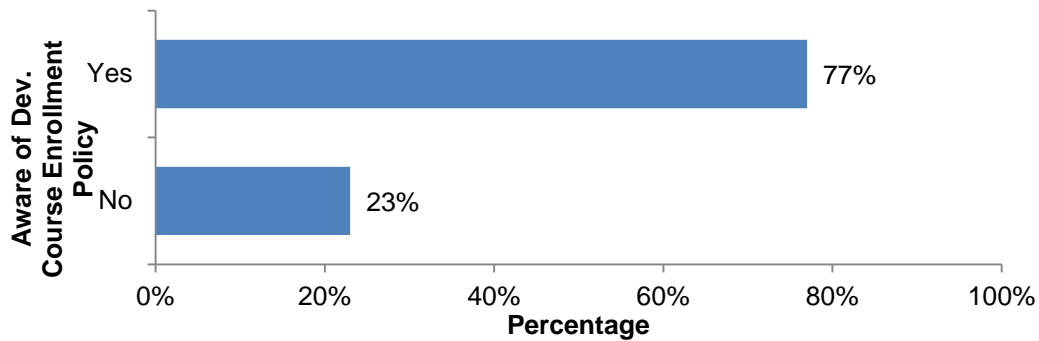


Table 5 and Figure 5 (both next page) show that over three-quarters of survey respondents indicated they were aware that first-time in college students are required, if placed, to enroll in developmental courses (ENF and MTT) during their first semester (50 respondents, 77 percent). Less than a quarter of the respondents stated they were unaware of the policy (15 respondents, 23 percent).

Table 5. Are You Aware That First-Time in College Students Are Required to Enroll in Developmental Courses (ENF and MTT) During Their First Semester If Placed Into Them?

Aware of Dev. Course Enrollment Policy	Responses	
	#	%
Yes	50	76.9%
No	15	23.1%
Total Respondents	65	

Figure 5. Are You Aware That First-Time in College Students Are Required to Enroll in Developmental Courses (ENF and MTT) During Their First Semester If Placed Into Them?

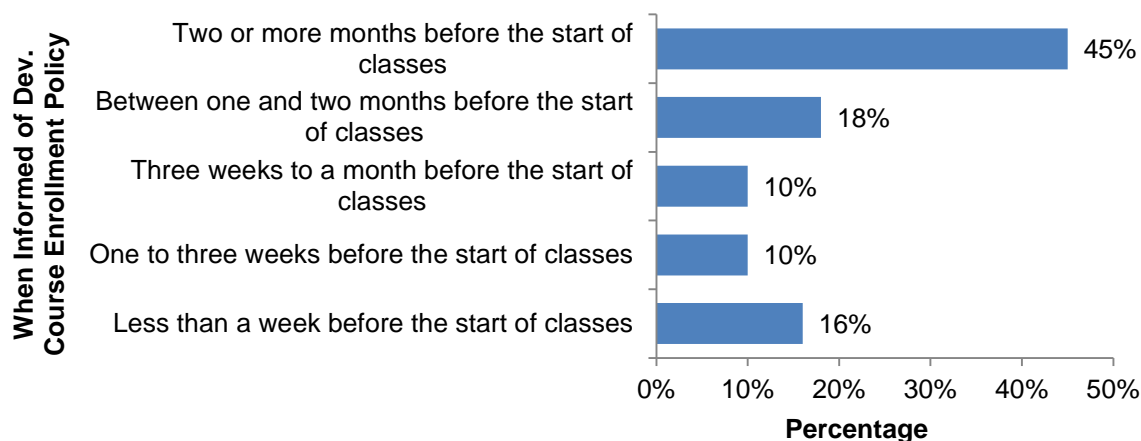


Of those survey respondents who stated they were aware of the developmental course enrollment policy, nearly half were informed two or more months before the start of classes (22 respondents, 45 percent). The second most frequently indicated responses was “between one and two months before the start of classes” (9 respondents, 18 percent) followed by “less than a week before the start of classes” (8 respondents, 16 percent). See Table 6 and Figure 6 for data on when students learned of the developmental course enrollment policy.

Table 6. When Were You Informed of This Policy?

When Informed of Dev. Course Enrollment Policy	Responses	
	#	%
Two or more months before the start of classes	22	44.9%
Between one and two months before the start of classes	9	18.4%
Three weeks to a month before the start of classes	5	10.2%
One to three weeks before the start of classes	5	10.2%
Less than a week before the start of classes	8	16.3%
Total Respondents	49	100.0%

Figure 6. When Were You Informed of This Policy?



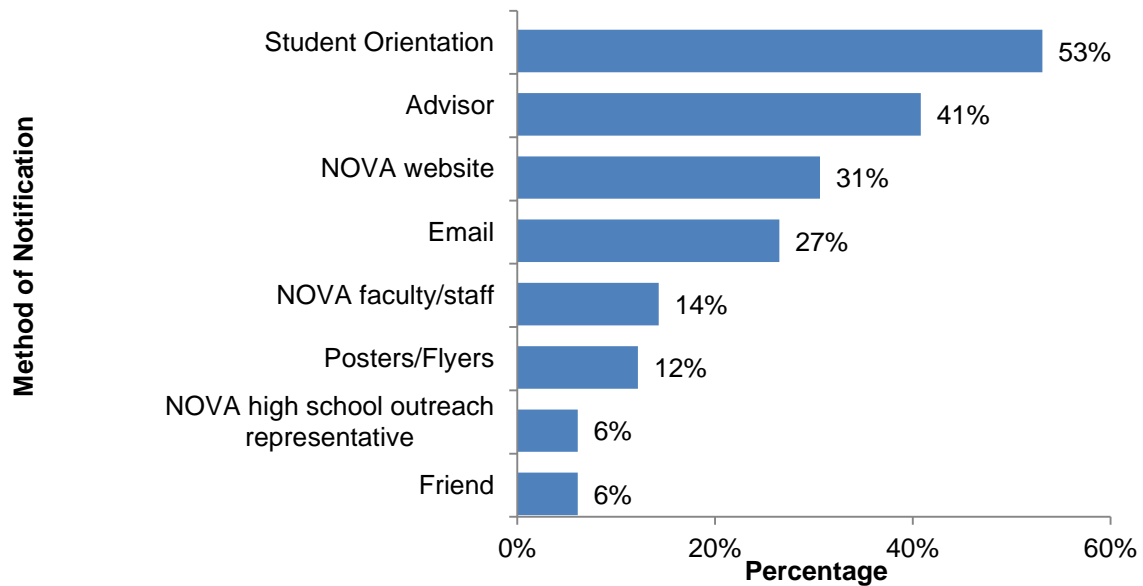
Over half of the survey respondents learned about the developmental course enrollment policy at Student Orientation (26 respondents, 53 percent). Speaking with an advisor (20 respondents, 41 percent), via the NOVA website (15 respondents, 31 percent), and by email (13 respondents, 27 percent) were also among the most frequently selected methods through which respondents were notified of the policy. Table 7 and Figure 7 (next page) show how respondents learned of the developmental course enrollment policy.

Table 7. How Did You Learn About This Policy? Select All That Apply.

Method of Notification	Responses	
	#	%
Student Orientation	26	53.1%
Advisor	20	40.8%
NOVA website	15	30.6%
Email	13	26.5%
NOVA faculty/staff	7	14.3%
Posters/Flyers	6	12.2%
Friend	3	6.1%
NOVA high school outreach representative	3	6.1%
Total Respondents	49	

Note: As respondents could choose more than one option, totals may not equal 100 percent.

Figure 7. How Did You Learn About This Policy? Select All That Apply.

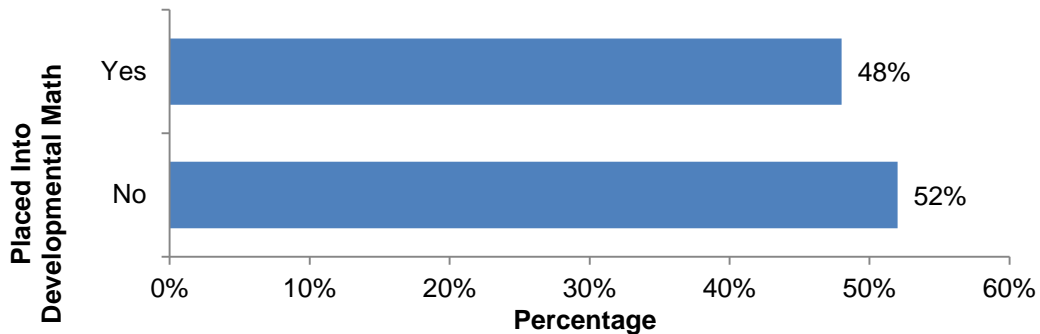


There was an almost even split between the respondents who stated that they had been placed in developmental math (31 respondents, 48 percent) and those who stated they were not placed in developmental math (33 respondents 52 percent). These data are shown in Table 8 and Figure 8.

Table 8. Were You Placed Into Developmental Math?

Placed Into Dev. Math	Responses	
	#	%
Yes	31	48.4%
No	33	51.6%
Total Respondents	64	100.0%

Figure 8. Were You Placed Into Developmental Math?



All 31 of the survey respondents who placed into developmental math enrolled in the course during their first semester (100 percent). Table 9 and Figure 9 show this information.

Table 9. Did You Enroll in Developmental Math During Your First Semester?

Enrolled in Dev. Math	Responses	
	#	%
Yes	31	100.0%
No	0	0.0%
Total Respondents	31	100.0%

Figure 9. Did You Enroll in Developmental Math During Your First Semester?

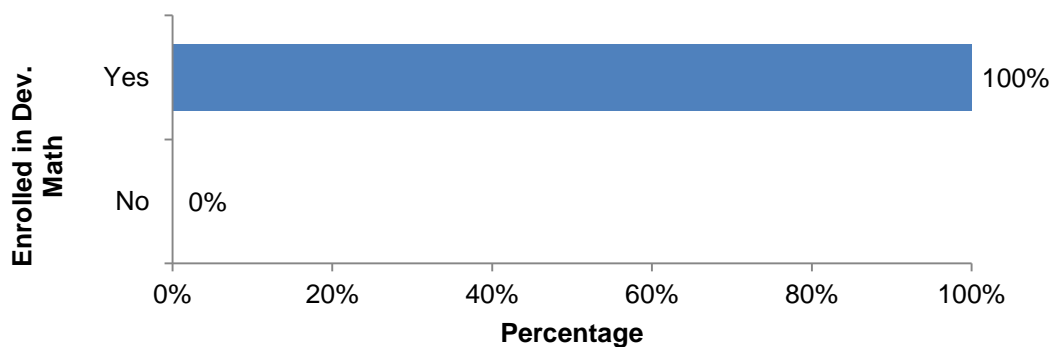
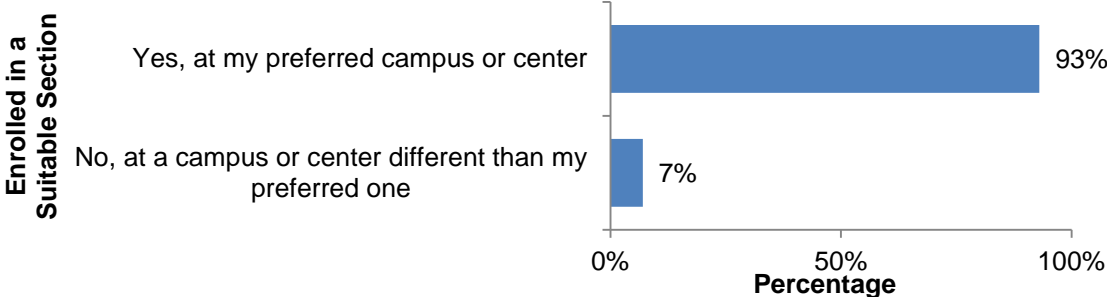


Table 10 and Figure 10 show that the majority of respondents indicated that they were able to enroll in a section of developmental math that was suitable for their schedule (28 respondents, 93 percent). Only two respondents were unable to do so (7 percent).

Table 10. Were You Able to Enroll in a Section of Developmental Math That Was Suitable for Your Schedule?

Enrolled in a Suitable Section of Dev. Math	Responses	
	#	%
Yes, at my preferred campus or center	28	93.3%
No, at a campus or center different than my preferred one	2	6.7%
Total Respondents	30	100.0%

Figure 10. Were You Able to Enroll in a Section of Developmental Math That Was Suitable for Your Schedule?

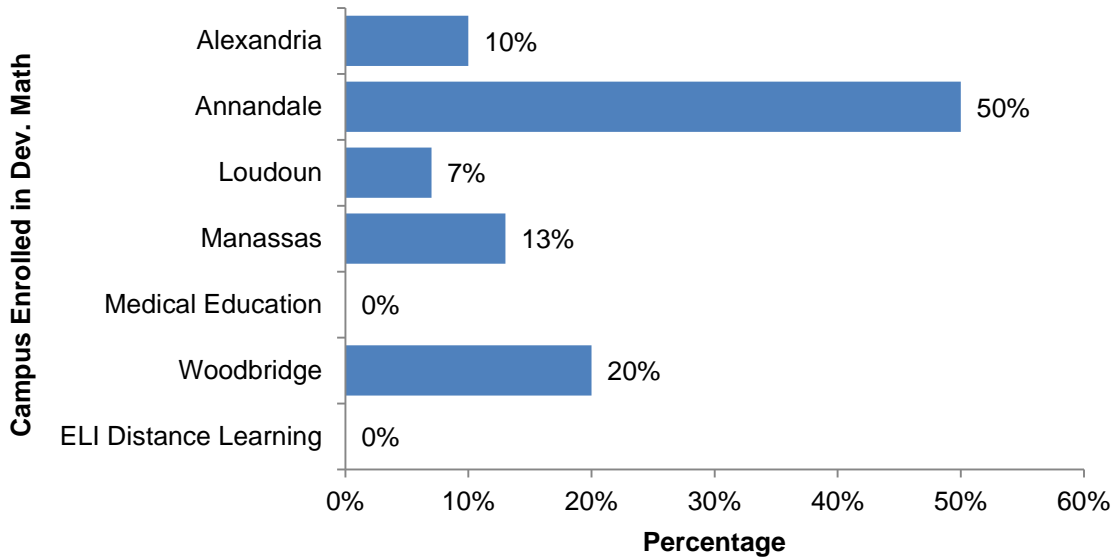


As shown in Table 11 and Figure 11 (next page), fifty percent of the respondents enrolled in developmental math at the Annandale Campus (15 respondents). The other campuses mentioned included Woodbridge (6 respondents, 20 percent), Manassas (4 respondents, 13 percent), Alexandria (3 respondents, 10 percent), and Loudoun (2 respondents, 7 percent).

Table 11. At Which Campus Did You Enroll in Developmental Math?

Campus Enrolled in Dev. Math	Responses	
	#	%
Alexandria	3	10.0%
Annandale	15	50.0%
Loudoun	2	6.7%
Manassas	4	13.3%
Medical Education	0	0.0%
Woodbridge	6	20.0%
ELI Distance Learning	0	0.0%
Total Respondents	30	100.0%

Figure 11. At Which Campus Did You Enroll in Developmental Math?



Over three-quarters of the respondents said that they were not placed into developmental English (50 respondents, 77 percent), while nearly a quarter of the respondents said they were placed (15 respondents, 23 percent). These data are presented in Table 12 and Figure 12.

Table 12. Were You Placed Into Developmental English?

Placed Into Dev. English	Responses	
	#	%
Yes	15	23.1%
No	50	76.9%
Total Respondents	65	100.0%

Figure 12. Were You Placed Into Developmental English?

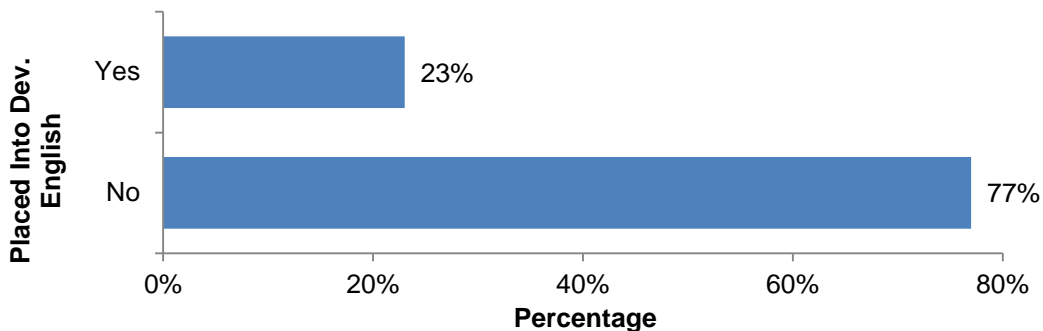
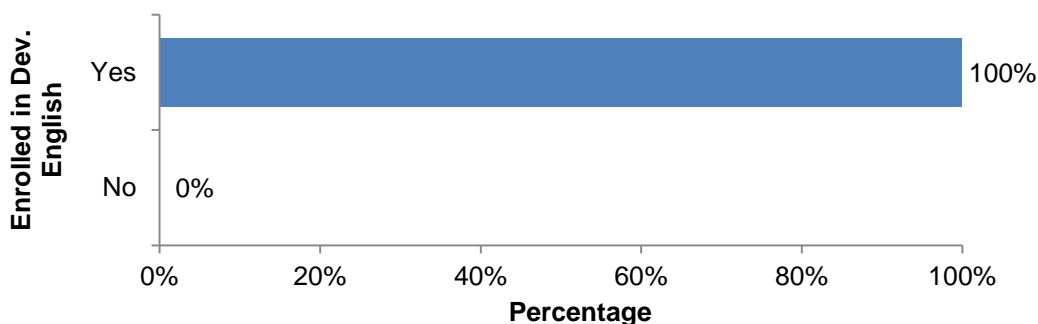


Table 13 and Figure 13 show that all of the respondents who indicated that they enrolled in developmental English did so in their first semester (15 respondents, 100 percent).

Table 13. Did You Enroll in Developmental English During Your First Semester?

Enrolled in Dev. English	Responses	
	#	%
Yes	15	100.0%
No	0	0.0%
Total Respondents	15	100.0%

Figure 13. Did You Enroll in Developmental English During Your First Semester?

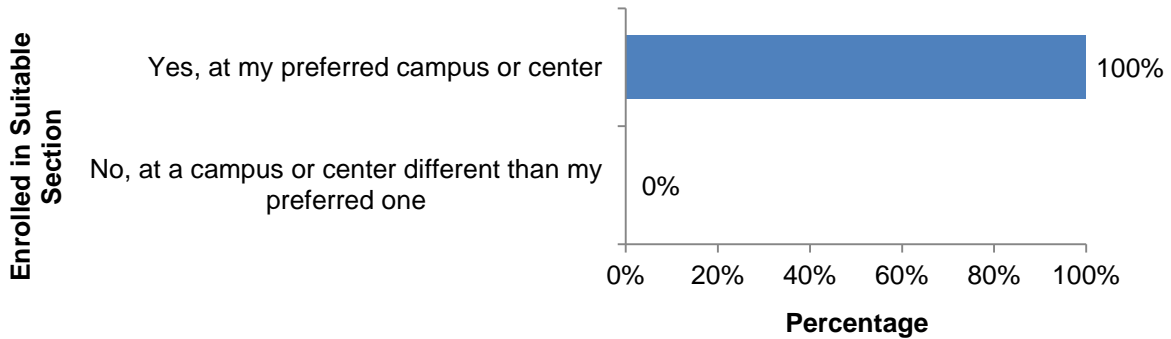


Of the survey respondents who enrolled in developmental English, thirteen stated they were able to enroll in a section of developmental English that was suitable for their schedule (100 percent). Table 14 and Figure 14 (next page) show this information.

Table 14. Were You Able to Enroll in a Section of Developmental English That Was Suitable for Your Schedule?

Enrolled in a Suitable Section of Dev. English	Responses	
	#	%
Yes, at my preferred campus or center	13	100.0%
No, at a campus or center different than my preferred one	0	0.0%
Total Respondents	13	100.0%

Figure 14. Were You Able to Enroll in a Section of Developmental English That Was Suitable for Your Schedule?

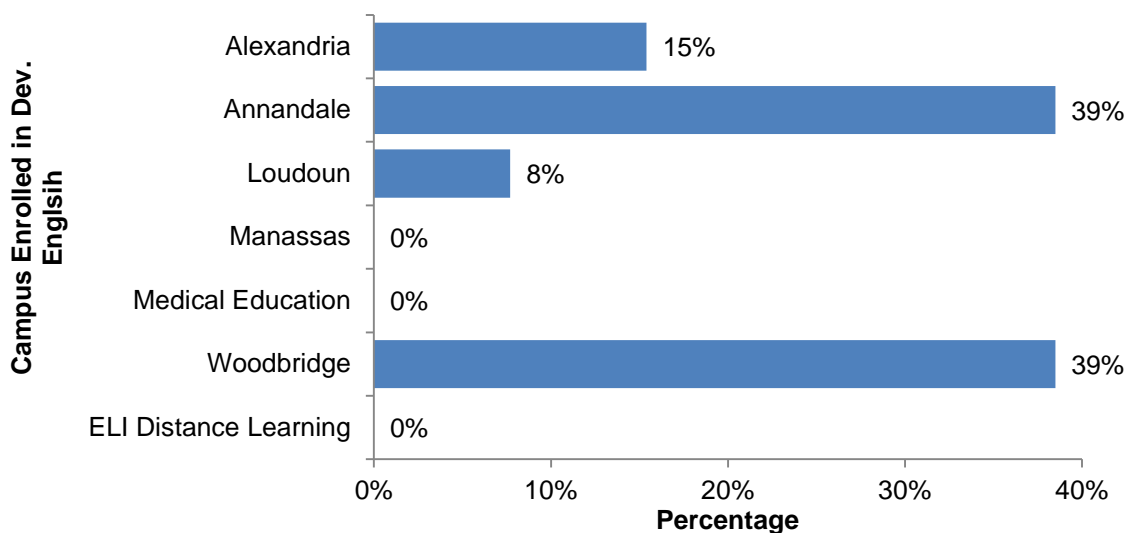


The majority of survey participants enrolled in developmental English at the Annandale and Woodbridge Campuses (5 respondents, 39 percent each). Two respondents enrolled at the Alexandria Campus (15 percent). See Table 15 and Figure 15 for the campuses where survey respondents were enrolled in developmental English.

Table 15. At Which Campus Did You Enroll in Developmental English?

Campus Enrolled in Dev. English	Responses	
	#	%
Alexandria	2	15.4%
Annandale	5	38.5%
Loudoun	1	7.7%
Manassas	0	0.0%
Medical Education	0	0.0%
Woodbridge	5	38.5%
ELI Distance Learning	0	0.0%
Total Respondents	13	100.0%

Figure 15. At Which Campus Did You Enroll in Developmental English?

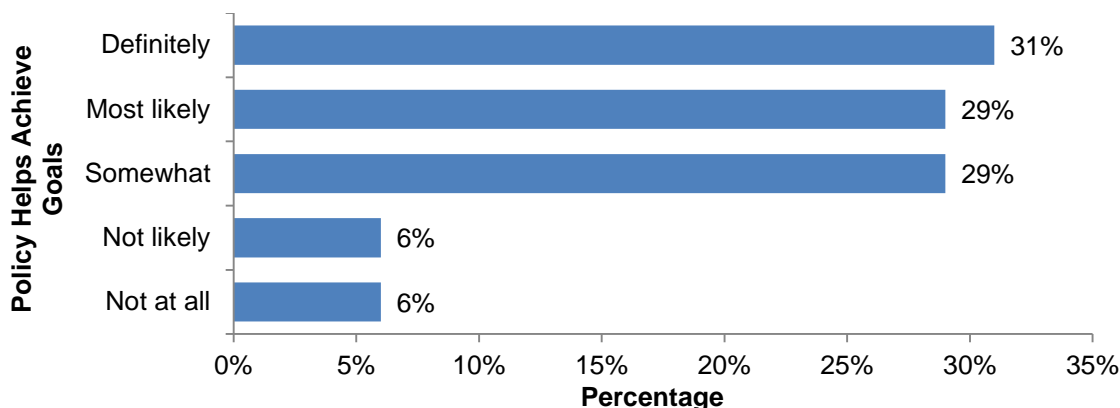


Respondents were asked, “Do you think enrolling in developmental courses, if placed, during the first semester increases your chances of achieving your goals at NOVA?” Eleven respondents (31 percent) said definitely, 10 respondents (29 percent) said most likely, and 10 respondents (29 percent) said somewhat. Two respondents said not likely, and 2 said not at all (6 percent each). These data are shown in Table 16 and Figure 16.

Table 16. Do You Think Enrolling in Developmental Courses, If Placed, During the First Semester Increases Your Chances of Achieving Your Goals at NOVA?

Policy Helps Achieve Goals	Responses	
	#	%
Definitely	11	31.4%
Most likely	10	28.6%
Somewhat	10	28.6%
Not likely	2	5.7%
Not at all	2	5.7%
Total Respondents	35	100.0%

Figure 16. Do You Think Enrolling in Developmental Courses, If Placed, During the First Semester Increases Your Chances of Achieving Your Goals at NOVA?

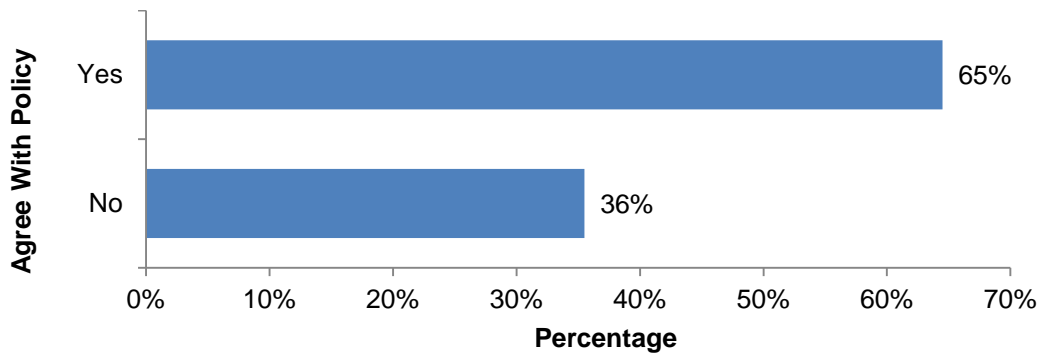


The majority of respondents agreed that first-time in college students should be required to enroll in developmental courses, if placed, during their first semester (40 respondents, 65 percent), while 22 respondents (36 percent) did not agree with the policy (see Table 17 and Figure 17, next page).

Table 17. Do You Agree That a First-Time in College Student Should Be Required to Enroll in Developmental Courses, If Placed, During Their First Semester?

Agree With Policy	Responses	
	#	%
Yes	40	64.5%
No	22	35.5%
Total Respondents	62	100.0%

Figure 17. Do You Agree That a First-Time in College Student Should Be Required to Enroll in Developmental Courses, If Placed, During Their First Semester?



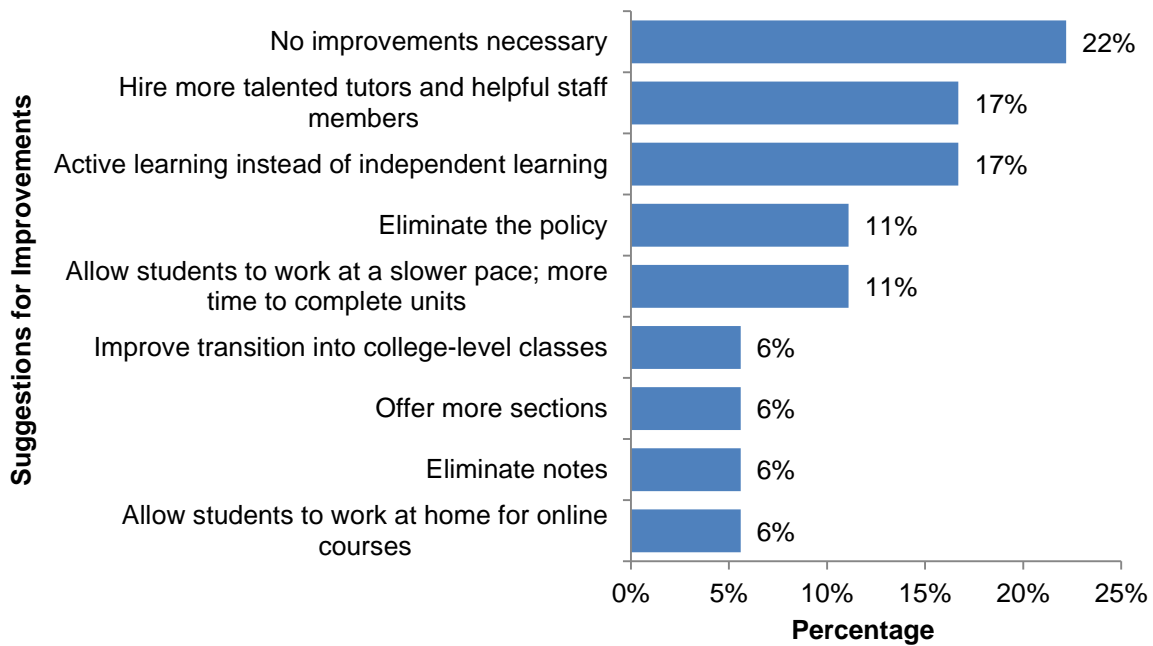
Eighteen respondents offered comments or suggestions regarding how developmental education at NOVA might be improved in the future. Responses included: no improvements were needed (4 respondents, 22 percent), active learning instead of independent learning (3 respondents, 17 percent), and more talented tutors and helpful staff members (3 respondents, 17 percent). Table 18 and Figure 18 (next page) show the suggestions for improvement provided by survey respondents.

Table 18. How Might Developmental Education at NOVA Be Improved in the Future?

Suggestions for Improvements	Responses	
	#	%
No improvements necessary	4	22.2%
Active learning instead of independent learning	3	16.7%
Hire more talented tutors and helpful staff members	3	16.7%
Allow students to work at a slower pace; more time to complete units	2	11.1%
Eliminate the policy	2	11.1%
Allow students to work at home for online courses	1	5.6%
Eliminate notes	1	5.6%
Offer more sections	1	5.6%
Improve the transition into college-level classes	1	5.6%
Total Respondents	18	

Note: As respondents could list more than one option, totals may not equal 100 percent.

Figure 18. How Might Developmental Education at NOVA Be Improved in the Future?

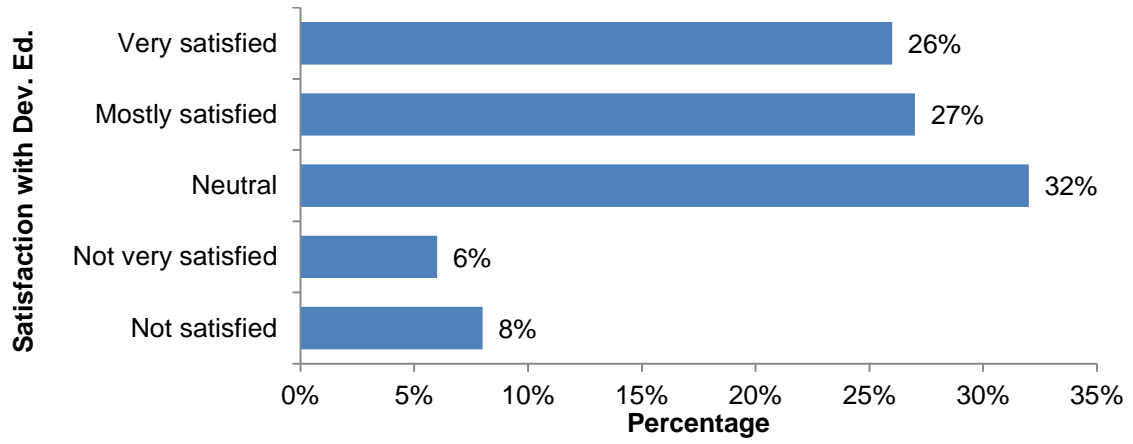


When asked about overall satisfaction with developmental education at NOVA, 33 respondents (53 percent) said they were very or mostly satisfied, 20 respondents (32 percent) chose neutral, and 9 respondents (15 percent), said they were not very satisfied or not satisfied. See Table 19 and Figure 19 (next page) for the breakdown of responses for how satisfied survey respondents were with developmental education at NOVA.

Table 19. Overall, How Satisfied Are You with Developmental Education at NOVA?

Satisfaction with Dev. Ed.	Responses	
	#	%
Very satisfied	16	25.8%
Mostly satisfied	17	27.4%
Neutral	20	32.3%
Not very satisfied	4	6.5%
Not satisfied	5	8.1%
Total Respondents	62	100.0%

Figure 19. Overall, How Satisfied Are You with Developmental Education at NOVA?



Appendix

Mandatory Enrollment in Developmental Courses During First Semester, If Placed Policy Feedback Survey

1. Which campus(es) or center(s) do you attend (take courses at)? Select all that apply.
 - a. Alexandria
 - b. Annandale
 - c. Loudoun
 - d. Manassas
 - e. Medical Education
 - f. Woodbridge
 - g. Reston Center
 - h. Innovation Park Center
 - i. ELI Distance Learning
2. How old are you?
 - a. (drop-down box)
3. What is your program of study?
 - a. Free response (working on a drop-down list)
4. At which campus or center did you attend Student Orientation?
 - a. Alexandria
 - b. Annandale
 - c. Loudoun
 - d. Manassas
 - e. Medical Education
 - f. Woodbridge
 - g. ELI
 - h. I did not attend an orientation
5. Are you aware that first-time in college students (those who have never attended a college/university previously) are required to enroll in developmental courses (ENF and MTT) during their first semester if placed into them?
 - a. Yes
 - b. No
6. (If 'Yes' to Q5) When were you informed of this policy?
 - a. Two or more months before the start of classes
 - b. Between one and two months before the start of classes
 - c. Three weeks to a month before the start of classes
 - d. One to three weeks before the start of classes
 - e. Less than a week before the start of classes
7. (If 'Yes' to Q5) How did you learn about this policy? Select all that apply.
 - a. Posters/flyers
 - b. NOVA website
 - c. Email
 - d. Student Orientation

- e. Advisor
 - f. NOVA high school outreach representative
 - g. Other NOVA faculty/staff
 - h. Friend
 - i. Other (free response)
8. Were you placed into developmental math?
- a. Yes
 - b. No
9. (If 'Yes' to Q8) Did you enroll in developmental math during your first semester?
- a. Yes
 - b. No. Why not? (free response)
10. (If 'Yes' to Q8 and 'Yes' to Q9) Were you able to enroll in a section of developmental math that was suitable for your schedule?
- a. Yes, at my preferred campus or center
 - b. No, at a campus or center different than my preferred one
11. (If 'Yes' to Q9) At which campus or center did you enroll in developmental math?
- a. Alexandria
 - b. Annandale
 - c. Loudoun
 - d. Manassas
 - e. Medical Education
 - f. Woodbridge
 - g. Reston Center
 - h. Innovation Park Center
 - i. ELI Distance Learning
12. Were you placed into developmental English?
- a. Yes
 - b. No
13. (If 'Yes' to Q12) Did you enroll in developmental English during your first semester?
- a. Yes
 - b. No. Why not? (free response)
14. (If 'Yes' to Q12 and 'Yes' to Q13) Were you able to enroll in a section of developmental English that was suitable for your schedule?
- a. Yes, at my preferred campus or center
 - b. No, at a campus or center different than my preferred one
15. (If 'Yes' to Q13) At which campus or center did you enroll in developmental English?
- a. Alexandria
 - b. Annandale
 - c. Loudoun
 - d. Manassas
 - e. Medical Education
 - f. Woodbridge
 - g. Reston Center
 - h. Innovation Park Center

- i. ELI Distance Learning
16. (If “b’ to Q10 or Q14) Which is your preferred campus or center?
- a. Alexandria
 - b. Annandale
 - c. Loudoun
 - d. Manassas
 - e. Medical Education
 - f. Woodbridge
 - g. Reston Center
 - h. Innovation Park Center
 - i. ELI Distance Learning
17. (If ‘Yes’ to Q8 or Q13) Do you think enrolling in developmental courses, if placed, during the first semester increases your chances of achieving your goals at NOVA?
- a. 1 – Definitely
 - b. 2 – Most likely
 - c. 3 – Somewhat
 - d. 4 – Not really
 - e. 5 – Not at all
18. Do you agree that first-time in college student should be required to enroll in developmental courses, if placed, during their first semester?
- a. Yes
 - b. No
19. (If ‘Yes’ to Q9 or Q13) How might developmental education at NOVA be improved in the future?
- a. Free response
20. Overall, how satisfied are you with developmental education at NOVA?
- a. 1 – Very satisfied
 - b. 2 – Mostly satisfied
 - c. 3 – Neutral
 - d. 4 – Not very satisfied
 - e. 5 – Not at all satisfied
21. Any additional comments?
- a. Free response

NOVA Mission and Strategic Goals

Mission

With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Strategic Goals

- I. **STUDENT SUCCESS** – Northern Virginia Community College will move into the top tier of community colleges with respect to the college readiness, developmental course completion, retention, graduation, transfer, and career placement of its students.
- II. **ACCESS** – Northern Virginia Community College will increase the number and diversity of students being served to mirror the population growth of the region.
- III. **TEACHING AND LEARNING** – Northern Virginia Community College will focus on student success by creating an environment of world-class teaching and learning.
- IV. **EXCELLENCE** – Northern Virginia Community College will develop ten focal points of excellence in its educational programs and services that will be benchmarked to the best in the nation and strategic to building the College's overall reputation for quality.
- V. **LEADERSHIP** – Northern Virginia Community College will serve as a catalyst and a leader in developing educational and economic opportunities for all Northern Virginians and in maintaining the quality of life and economic competitiveness of the region.
- VI. **PARTNERSHIPS** – Northern Virginia Community College will develop strategic partnerships to create gateways of opportunity and an integrated educational system for Northern Virginians who are pursuing the American Dream.
- VII. **RESOURCES** – Northern Virginia Community College will increase its annual funding by \$100 million and expand its physical facilities by more than one million square feet in new and renovated space. This includes the establishment of two additional campuses at epicenters of the region's population growth, as well as additional education and training facilities in or near established population centers.
- VIII. **EMERGENCY PREPAREDNESS AND CONTINUITY OF OPERATIONS** – Northern Virginia Community College will be recognized as a leader among institutions of higher education in Virginia for its development and testing of emergency response and continuity of operation plans.

NOVA

**Northern Virginia
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