

Historical GPS Student Success Outcomes: Fall 2011 through Fall 2014



Research Report No. 17-16

Office of Institutional Effectiveness and Student Success Initiatives

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NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES

The purpose of the Office of Institutional Effectiveness and Student Success Initiatives 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.

When citing data from this report, the Northern Virginia Community College (NOVA) Office of Institutional Effectiveness and Student Success Initiatives must be cited as the source.

4001 Wakefield Chapel Road
Annandale, VA 22003-3796
(703) 323-3129
www.nvcc.edu/oir

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GPS for Success – Comparing Student Success Outcomes: Fall 2011 through Fall 2014

Executive Summary

Enrollment and Credits Attempted

Data from Fall 2011 through Fall 2014 show that students in the GPS populations:¹

- Enrolled in, on average, a higher **number of courses** than all FTIC students; and took a larger **average credit load** than all FTIC students.
- Were more likely to enroll in **developmental courses** and attempted a greater number of developmental courses than all FTIC students.
- Were more likely to enroll in **gatekeeper courses** and attempted a greater number of gatekeeper courses per student than all FTIC students.

Success Rates

- **Overall course success rates** were higher for all FTIC students than the GPS populations from Fall 2011 through Fall 2014.
- The average GPA of all FTIC students was slightly higher than that of the GPS populations, with the exception of the Fall 2013 cohort.
- In Fall 2011, the **developmental course success rates** were roughly the same for GPS Comparison students and all FTIC students. However, from Fall 2012 through Fall 2014, the developmental course success rates for all FTIC students were slightly higher than those of GPS students.
- **The gatekeeper course success rates** were slightly higher for all FTIC students than for the GPS populations for all cohorts except Fall 2011.

Retention

- **Fall-to-Fall retention rates** were higher among the GPS populations than FTIC students for all cohorts from Fall 2011 through Fall 2014.
- **Fall-to-Spring retention rates** were higher among the GPS populations than all FTIC students for the Fall 2011, Fall 2012, and Fall 2013 cohorts.

¹For data analysis purposes, 'GPS populations' refers to GPS students and students in the GPS Comparison group. See Data notes (page 2).

Introduction

What is GPS for Success?

- GPS for Success is NOVA's comprehensive advising program for recent high school graduates who are first-time in college (FTIC) students.
- Focusing on early academic advising, GPS was developed as a part of NOVA's Quality Enhancement Plan (QEP) for reaccreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- The goal of GPS for Success is to help students succeed in college by fostering connections with professional advisors and faculty who will help students plan for and attain their academic goals.
- In Fall 2012, the Loudoun and Woodbridge Campuses served as pilot campuses for the GPS for Success program. In Fall 2013, the Alexandria, Annandale, and Manassas Campuses joined the program. The GPS program was implemented College-wide in Fall 2014.

In this Report

This Report presents data on students eligible for the GPS program. The success outcomes of these students are examined pre- and post-implementation of the GPS program, from Fall 2011 through Fall 2014. Outcomes of students who match the GPS definition are compared to the outcomes of the general FTIC population. Specifically, this Report presents the following data:

- Overall course enrollment and success rates
- End-of-semester GPA
- Average credits attempted
- Enrollment and success rates in developmental courses
- Enrollment and success rates in gatekeeper courses
- Fall-to-Spring and Fall-to-Fall retention rates

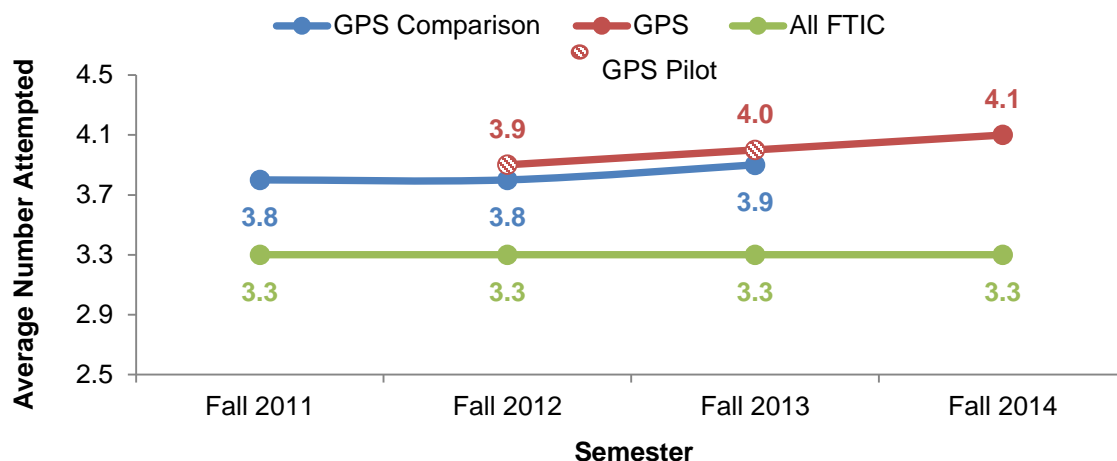
Data Notes

- The **GPS** population is defined as recent high school graduates or GED recipients between the ages 17 and 24 who have never previously attended college (unless it was dual enrollment during high school), who are not members of the College Pathway Initiatives, and are not transient students.
- The **GPS Comparison** population is comprised of all students who matched the parameters of the GPS Program before it was implemented College-wide.
- The **All FTIC** population includes all first-time in college students: GPS, non-GPS, College Pathway Initiatives, transient, and dual enrolled.

Overall Course Enrollment and Success Rates

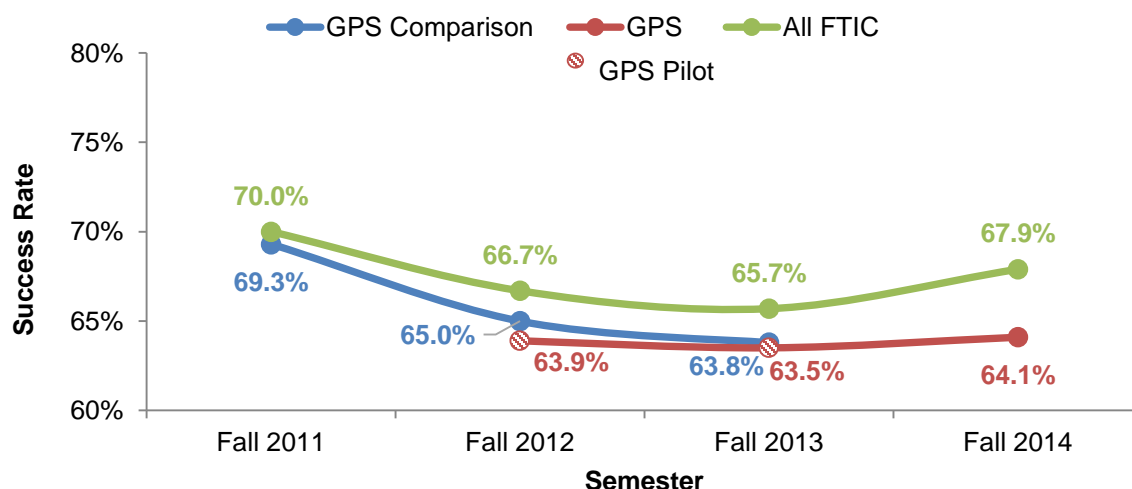
GPS Comparison and GPS students enrolled in a higher number of courses, on average, than all FTIC students from Fall 2011 through Fall 2014. Within the GPS populations, the average number of courses attempted appeared to increase slightly after the implementation of the GPS program.

Figure 1. Average Number of Courses Attempted Per FTIC Student by GPS Status: Fall 2011 through Fall 2014



Overall course success rates were higher for all FTIC students than for GPS Comparison and GPS students from Fall 2011 through Fall 2014. Between Fall 2011 and Fall 2012, success rates declined for GPS Comparison students but remained stable thereafter at around 64 percent for GPS students. Success is defined as achieving a grade of 'C' or better in a course.

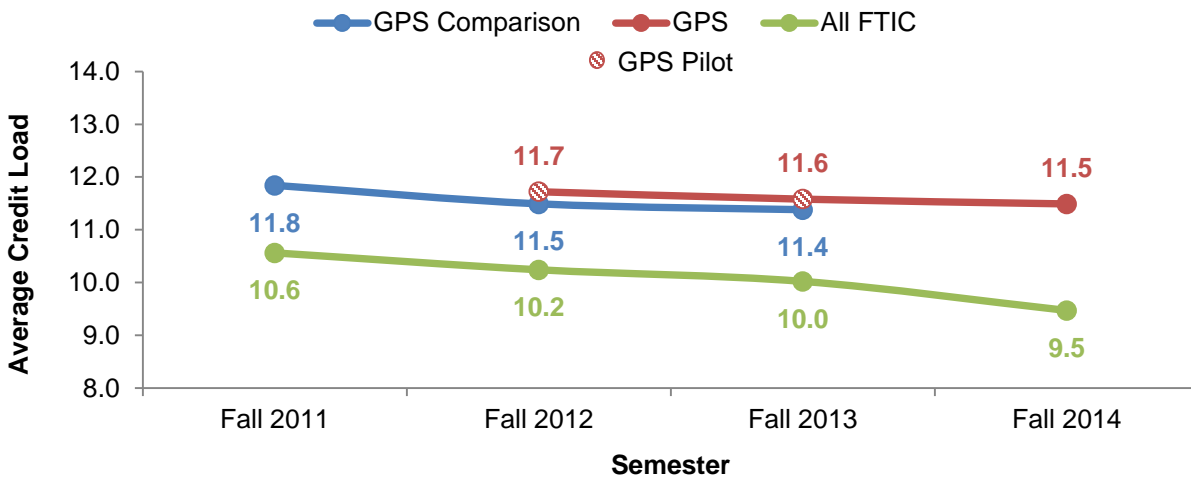
Figure 2. Overall Course Success Rates of FTIC Students by GPS Status: Fall 2011 through Fall 2014



Average Credit Load

GPS Comparison and GPS students took a larger credit load, on average, than all FTIC students from Fall 2011 through Fall 2014. Although the average credit load declined among all groups over this time period, the decline was smaller for GPS Comparison and GPS students than for all FTIC students.

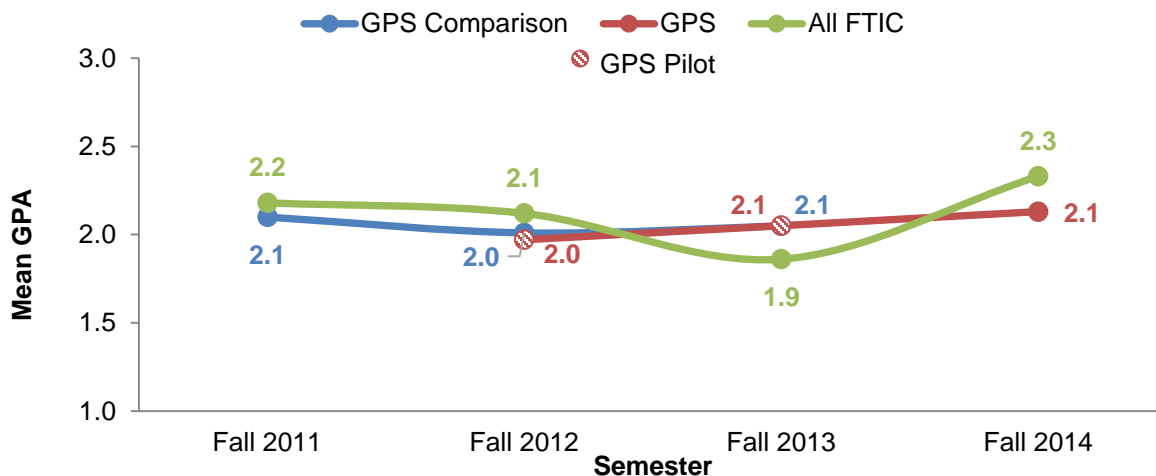
Figure 3. Average Credit Load of FTIC Students by GPS Status: Fall 2011 through Fall 2014



Mean End-of-Semester GPA

The mean end-of-semester GPA of all FTIC students was slightly higher than that of the GPS populations (combined trends of the GPS Comparison and GPS groups), with the exception of the Fall 2013 cohort. Mean GPA remained at 2.0 to 2.1 for the GPS populations, pre- and post-implementation of the GPS program.

Figure 4. Mean End-of-Semester GPA of FTIC Students by GPS Status: Fall 2011 through Fall 2014



Developmental Course Enrollment and Success Rates

Enrollment in developmental courses was slightly higher among GPS Comparison and GPS students than all FTIC students in each semester. Additionally, developmental course enrollment decreased overall from Fall 2011 to Fall 2014 among all FTIC students (a 5 percentage point decrease).

Developmental course success rates were similar for the GPS populations and all FTIC students, with no more than a 2 percentage point difference between the two groups in any semester. Developmental success rates declined by 18 to 20 percentage points for both groups from Fall 2011 to Fall 2014. Success in developmental courses is defined as an 'S' (Satisfactory) grade.

Figure 5. Developmental Course Enrollment Rates of FTIC Students by GPS Status: Fall 2011 through Fall 2014

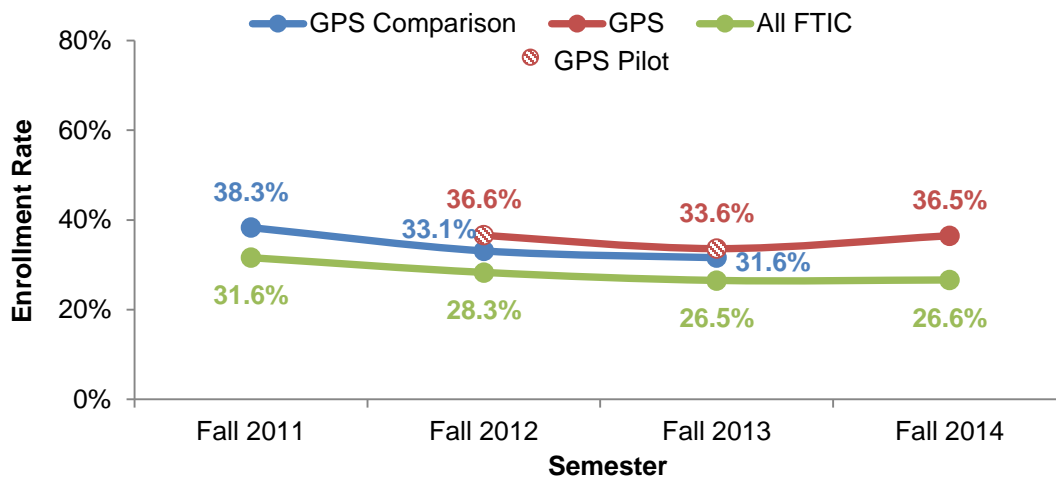
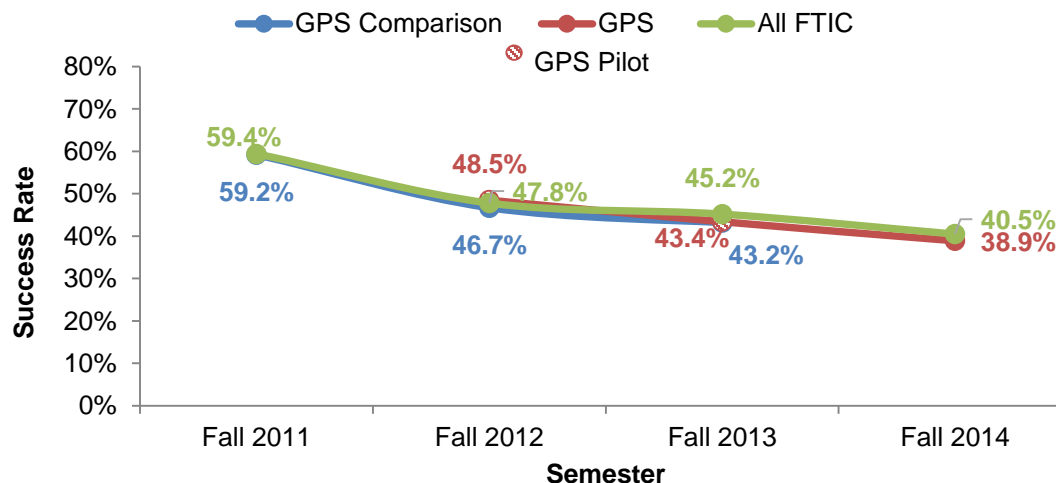


Figure 6. Developmental Course Success Rates of FTIC Students by GPS Status: Fall 2011 through Fall 2014



Gatekeeper Course Enrollment and Success Rates

Gatekeeper courses are defined as those that are critical to future success in college, such as general education or prerequisite courses, which have high enrollment and low success rates. NOVA's five gatekeeper courses are: Principles of Accounting I (ACC 211), College Composition I (ENG 111), General Biology I (BIO 101), Mathematics for the Liberal Arts I (MTH 151), and Pre-calculus I (MTH 163).

Enrollment in gatekeeper courses at NOVA increased substantially from Fall 2011 to Fall 2014 – by 23 percentage points for the GPS populations and 27 percentage points for all FTIC students. As with developmental courses, gatekeeper course enrollment was slightly higher among the GPS populations than among all FTIC students (Figure 7). In addition, GPS population students attempted, on average, a greater number of gatekeeper courses than all FTIC students (Figure 8).

Figure 7. Gatekeeper Course Enrollment Rates of FTIC Students by GPS Status: Fall 2011 to Fall 2014

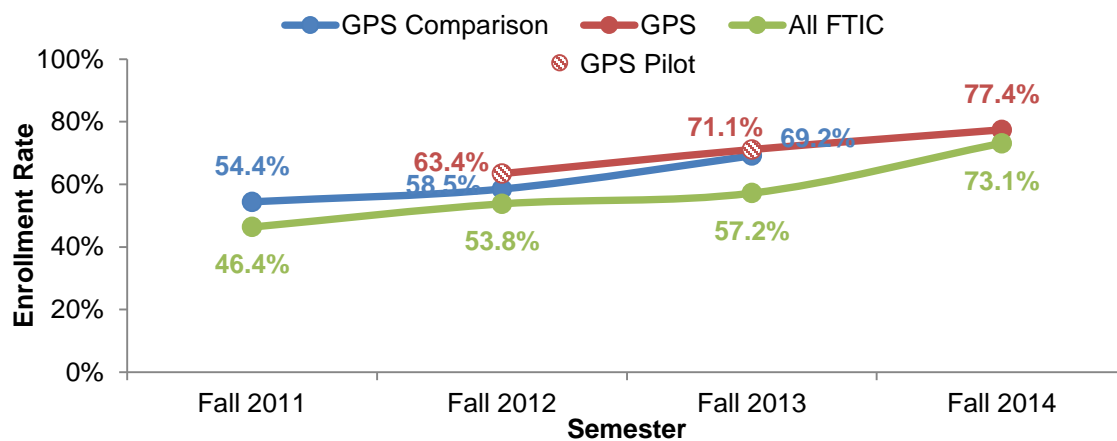
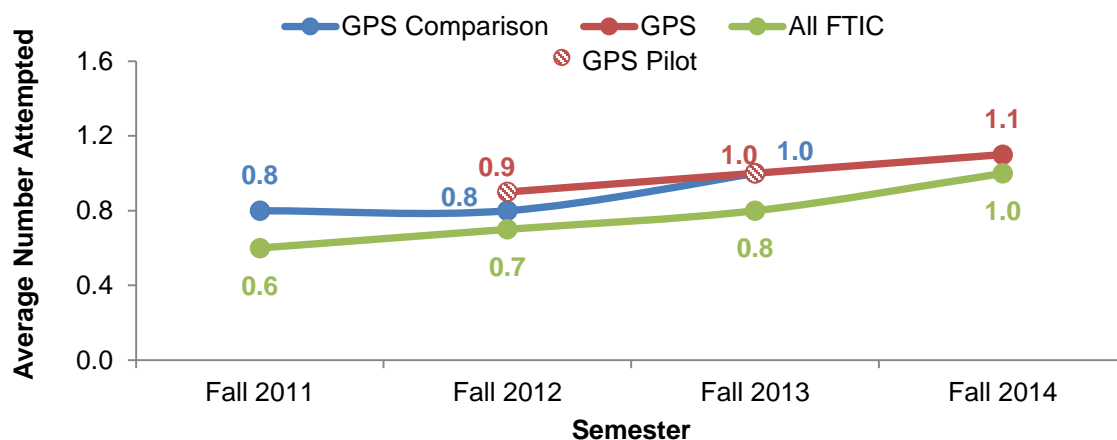


Figure 8. Average Number of Attempted Gatekeeper Courses of FTIC Students by GPS Status: Fall 2011 through Fall 2014



Success rates in gatekeeper courses were very similar among the GPS populations and all FTIC students over the Fall 2011 through Fall 2013 time period (Figure 9). The average success rates for all FTIC students was slightly higher, though the difference was not more than 2 percentage points until Fall 2014, when all FTIC students' gatekeeper course success rate was 5 percentage points higher than that of GPS students.

In contrast, the average number of gatekeeper courses successfully completed by students in the GPS populations was slightly higher than or equal to that of all FTIC students in each semester (Figure 10).

Figure 9. Gatekeeper Course Success Rates of FTIC Students: Fall 2011 through Fall 2014

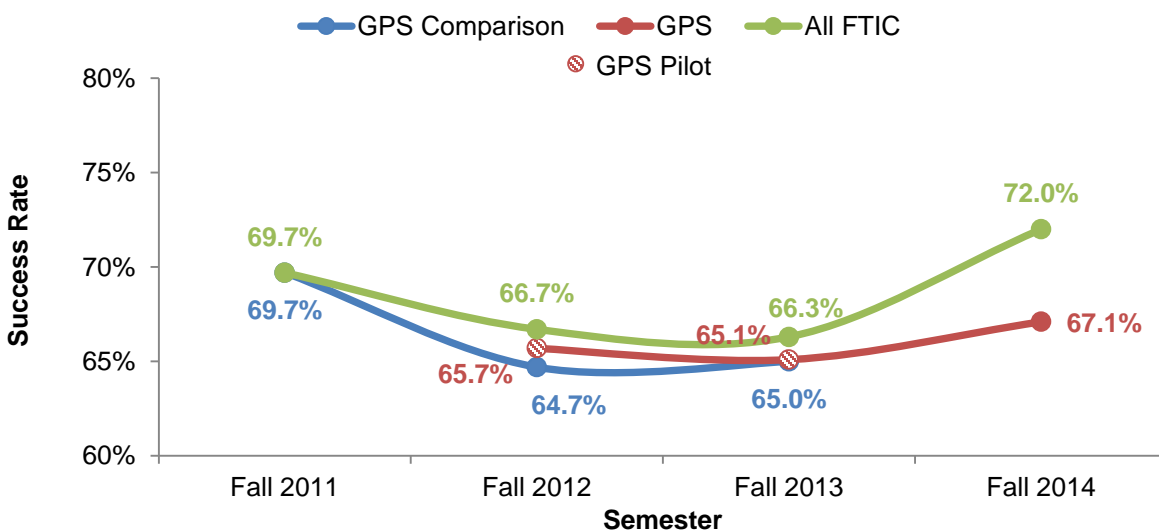
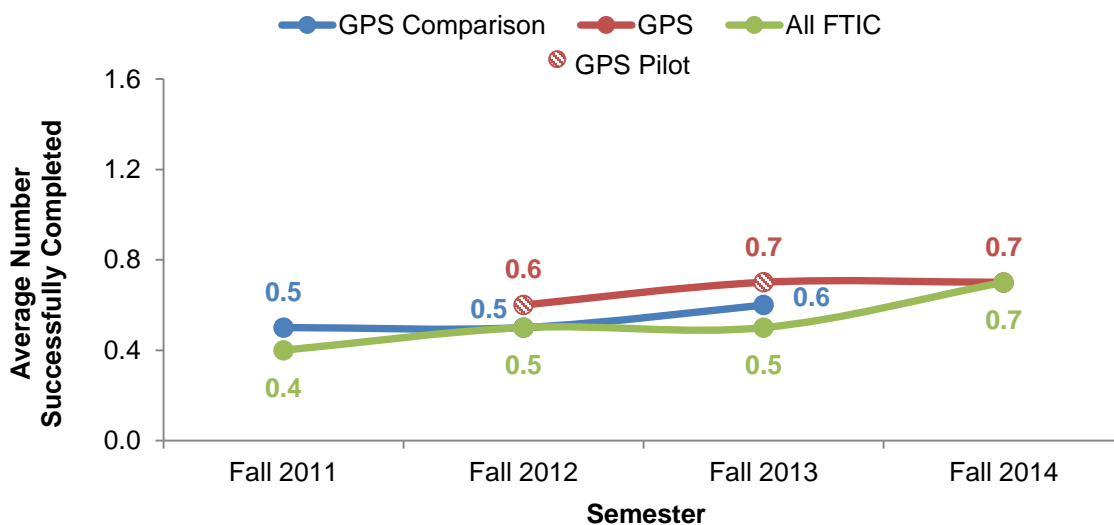


Figure 10. Average Number of Successfully Completed Gatekeeper Courses of FTIC Students by GPS Status: Fall 2011 through Fall 2014



Fall-to-Spring and Fall-to-Fall Retention Rates

Fall-to-Spring retention rates were similar for GPS Comparison, GPS students, and all FTIC students over the Fall 2011 through Fall 2014 time period; however, the largest difference occurred in Fall 2013 when GPS students' Fall-to-Spring retention was 3 percentage points higher than that of the GPS Comparison students (Figure 11).

In contrast, Fall-to-Fall retention rates were consistently higher for GPS students, ranging from 61 to 62 percent for GPS students compared to 53 to 55 percent for all FTIC students from Fall 2012 to Fall 2014 (Figure 12).

Figure 11. Fall-to-Spring Retention Rates of FTIC Students by GPS Status: Fall 2011 through Fall 2014

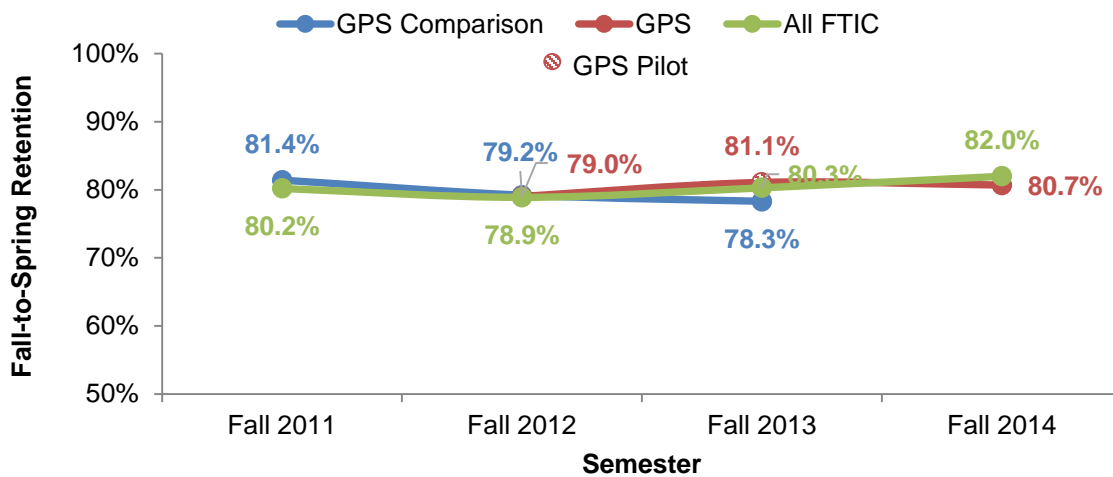
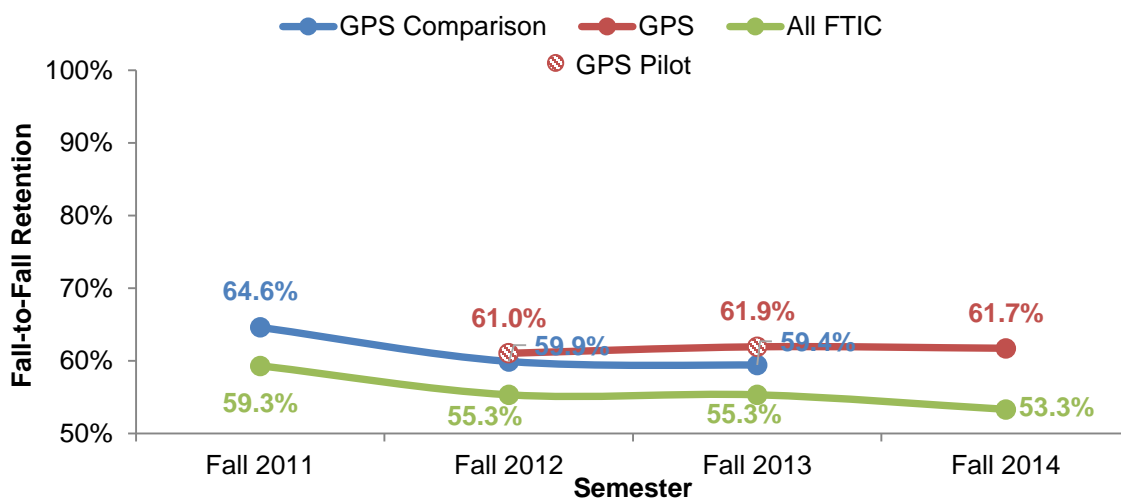


Figure 12. Fall-to-Fall Retention Rates of FTIC Students by GPS Status: Fall 2011 through Fall 2014



Appendix: Data Tables

Table 1. Overall Course Enrollment of FTIC Students by GPS Status: Fall 2011 through Fall 2014

Semester	Population	# of Students	# of Courses	Average # Courses Per Student
Fall 2011	GPS Comparison Population	5,793	22,085	3.8
	All FTIC	8,333	27,332	3.3
Fall 2012	GPS Comparison Population	5,947	22,404	3.8
	GPS Pilot	1,401	5,409	3.9
	All FTIC	8,888	29,517	3.3
Fall 2013	GPS Comparison Population	5,575	21,824	3.9
	GPS Pilot	4,122	16,440	4.0
	All FTIC	9,657	31,935	3.3
Fall 2014	GPS Population	4,487	18,380	4.1
	All FTIC	10,534	35,079	3.3

Table 2. Overall Course Success Rates of FTIC Students by GPS Status: Fall 2011 through Fall 2014

Semester	Population	# of Courses	Successful Completion		
			#	%	Average # Per Student
Fall 2011	GPS Comparison Population	22,085	15,295	69.3%	2.6
	All FTIC	27,332	19,142	70.0%	2.3
Fall 2012	GPS Comparison Population	22,404	14,558	65.0%	2.4
	GPS Pilot	5,409	3,457	63.9%	2.5
	All FTIC	29,517	19,697	66.7%	2.2
Fall 2013	GPS Comparison Population	21,824	13,932	63.8%	2.5
	GPS Pilot	16,440	10,436	63.5%	2.5
	All FTIC	31,935	20,987	65.7%	2.2
Fall 2014	GPS Population	18,380	11,783	64.1%	2.6
	All FTIC	35,079	23,825	67.9%	2.3

Table 3. Average Credit Load of FTIC Students by GPS Status: Fall 2011 through Fall 2014

Semester	Population	# of Students	Average Credit Load
Fall 2011	GPS Comparison Population	5,793	11.8
	All FTIC	8,333	10.6
Fall 2012	GPS Comparison Population	5,947	11.5
	GPS Pilot	1,401	11.7
	All FTIC	8,888	10.2
Fall 2013	GPS Comparison Population	5,575	11.4
	GPS Pilot	4,122	11.6
	All FTIC	9,657	10.0
Fall 2014	GPS Population	4,487	11.5
	All FTIC	10,534	9.5

Table 4. Mean End-of-Semester GPA of FTIC Students by GPS Status: Fall 2011 through Fall 2014

Semester	Population	# of Students	GPA
Fall 2011	GPS Comparison Population	5,793	2.10
	All FTIC	8,333	2.18
Fall 2012	GPS Comparison Population	5,947	2.01
	GPS Pilot	1,401	1.97
	All FTIC	8,888	2.12
Fall 2013	GPS Comparison Population	5,575	2.05
	GPS Pilot	4,122	2.05
	All FTIC	9,657	1.86
Fall 2014	GPS Population	4,487	2.13
	All FTIC	10,534	2.33

Table 5. Developmental Course Enrollment Rates of FTIC Students by GPS Status: Fall 2011 through Fall 2014

Semester	Population	# of Students	Developmental Course Enrollment	
			#	%
Fall 2011	GPS Comparison Population	5,793	2,220	38.3%
	All FTIC	8,333	2,630	31.6%
Fall 2012	GPS Comparison Population	5,947	1,970	33.1%
	GPS Pilot	1,401	513	36.6%
	All FTIC	8,888	2,511	28.3%
Fall 2013	GPS Comparison Population	5,575	1,759	31.6%
	GPS Pilot	4,122	1,384	33.6%
	All FTIC	9,657	2,556	26.5%
Fall 2014	GPS Population	4,487	1,639	36.5%
	All FTIC	10,534	2,805	26.6%

Table 6. Average Number of Developmental Courses Attempted per FTIC Student by GPS Status: Fall 2011 through Fall 2014

Semester	Population	# of Students	Developmental Course Enrollment	
			# of Courses	Average # Per Student
Fall 2011	GPS Comparison Population	5,793	3,249	0.6
	All FTIC	8,333	3,829	0.5
Fall 2012	GPS Comparison Population	5,947	2,803	0.5
	GPS Pilot	1,401	732	0.5
	All FTIC	8,888	3,572	0.4
Fall 2013	GPS Comparison Population	5,575	2,160	0.4
	GPS Pilot	4,122	1,719	0.4
	All FTIC	9,657	3,155	0.3
Fall 2014	GPS Population	4,487	2,052	0.5
	All FTIC	10,534	3,485	0.3

Table 7. Developmental Course Success Rates of FTIC Students by GPS Status: Fall 2011 through Fall 2014

Semester	Population	# of Developmental Courses	Developmental Course Successful Completion		
			#	%	Average # Per Student
Fall 2011	GPS Comparison Population	3,249	1,925	59.2%	0.3
	All FTIC	3,829	2,275	59.4%	0.3
Fall 2012	GPS Comparison Population	2,803	1,308	46.7%	0.2
	GPS Pilot	732	355	48.5%	0.3
	All FTIC	3,572	1,709	47.8%	0.2
Fall 2013	GPS Comparison Population	2,160	933	43.2%	0.2
	GPS Pilot	1,719	746	43.4%	0.2
	All FTIC	3,155	1,426	45.2%	0.1
Fall 2014	GPS Population	2,052	798	38.9%	0.2
	All FTIC	3,485	1,410	40.5%	0.1

Table 8. Gatekeeper Course Enrollment Rates of FTIC Students by GPS Status: Fall 2011 through Fall 2014

Semester	Population	# of Students	Gatekeeper Course Enrollment	
			#	%
Fall 2011	GPS Comparison Population	5,793	3,153	54.4%
	All FTIC	8,333	3,869	46.4%
Fall 2012	GPS Comparison Population	5,947	3,481	58.5%
	GPS Pilot	1,401	888	63.4%
	All FTIC	8,888	4,780	53.8%
Fall 2013	GPS Comparison Population	5,575	3,859	69.2%
	GPS Pilot	4,122	2,932	71.1%
	All FTIC	9,657	5,523	57.2%
Fall 2014	GPS Population	4,487	3,472	77.4%
	All FTIC	10,534	7,704	73.1%

Table 9. Average Number of Gatekeeper Courses Attempted per FTIC Student by GPS Status: Fall 2011 through Fall 2014

Semester	Population	# of Students	Gatekeeper Course Enrollment	
			# of Courses	Average # Per Student
Fall 2011	GPS Comparison Population	5,793	4,360	0.8
	All FTIC	8,333	5,234	0.6
Fall 2012	GPS Comparison Population	5,947	5,016	0.8
	GPS Pilot	1,401	1,258	0.9
	All FTIC	8,888	6,544	0.7
Fall 2013	GPS Comparison Population	5,575	5,560	1.0
	GPS Pilot	4,122	4,229	1.0
	All FTIC	9,657	7,949	0.8
Fall 2014	GPS Population	4,487	4,873	1.1
	All FTIC	10,534	10,203	1.0

Table 10. Gatekeeper Course Success Rates of FTIC Students: Fall 2011 through Fall 2014

Semester	Population	# of Gatekeeper Courses	Gatekeeper Course Successful Completion		
			#	%	Average # Per Student
Fall 2011	GPS Comparison Population	4,360	3,038	69.7%	0.5
	All FTIC	5,234	3,648	69.7%	0.4
Fall 2012	GPS Comparison Population	5,016	3,247	64.7%	0.5
	GPS Pilot	1,258	827	65.7%	0.6
	All FTIC	6,544	4,365	66.7%	0.5
Fall 2013	GPS Comparison Population	5,560	3,613	65.0%	0.6
	GPS Pilot	4,229	2,751	65.1%	0.7
	All FTIC	7,949	5,271	66.3%	0.5
Fall 2014	GPS Population	4,873	3,268	67.1%	0.7
	All FTIC	10,203	7,347	72.0%	0.7

Table 11. Retention Rates of FTIC Students by GPS Status: Fall 2011 through Fall 2014

Semester	Population	# of Students	Fall-to-Spring Retention		Fall-to-Fall Retention	
			#	%	#	%
Fall 2011	GPS Comparison Population	5,793	4,716	81.4%	3,744	64.6%
	All FTIC	8,333	6,681	80.2%	4,940	59.3%
Fall 2012	GPS Comparison Population	5,947	4,711	79.2%	3,561	59.9%
	GPS Pilot	1,401	1,107	79.0%	854	61.0%
	All FTIC	8,888	7,013	78.9%	4,916	55.3%
Fall 2013	GPS Comparison Population	5,575	4,368	78.3%	3,312	59.4%
	GPS Pilot	4,122	3,343	81.1%	2,551	61.9%
	All FTIC	9,657	7,753	80.3%	5,343	55.3%
Fall 2014	GPS Population	4,487	3,623	80.7%	2,769	61.7%
	All FTIC	10,534	8,638	82.0%	5,612	53.3%

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

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