

Achievement Gap Analysis Report 3

Fall-to-Fall Retention by Enrollment Status

(Fall 2011 through Fall 2013 Cohorts)

Research Report No. 10-16

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.

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Fall-to-Fall Retention of First-Time to NOVA Students by Enrollment Status and Demographics: Fall 2011 through Fall 2013 Cohorts

Introduction

NOVA's commitment to student success is supported by the College's participation in the Achieving the Dream (ATD) National Reform Network. ATD is a comprehensive nationwide, non-governmental reform movement for student success in which NOVA has been a member since 2007 and a Leader College since 2010.¹ NOVA's participation in ATD encourages continuous monitoring of student outcomes in order to identify areas for improvement and pursue research-based methods of increasing student success and closing achievement gaps. To support this endeavor, this Report is part of a series examining recent trends among first-time to NOVA students across the following indicators of student success:

- Four-Year Graduation Rates
- Fall-to-Fall and Fall-to-Spring Retention
- Success in Developmental Education Courses
- Developmental Student Success in College-Level Courses
- Success in Gatekeeper Courses
- Successful Course Completion (All Courses)

This Report examines data on Fall-to-Fall Retention. Fall-to-Fall retention indicates the rate at which the Fall cohort of first-time to NOVA students enrolled in the Fall semester of the next academic year. Retention rates are reported for the Fall 2011 through to Fall 2013 cohorts.

In consideration of the College's commitment to closing achievement gaps, the data are disaggregated and analyzed by student demographics: enrollment status (full-time or part-time), gender, age, race/ethnicity, and program placement.²

¹ Leader Colleges have demonstrated commitment to and progress on the five principles of Achieving the Dream and have shown at least three years of improvement on at least one of the Achieving the Dream measures of student success. For more information see <http://achievingthedream.org>

² All demographics are as of the student's first term.

Executive Summary

Fall-to-Fall retention indicates the rate at which the Fall cohort of first-time to NOVA students enrolled in the Fall semester of the next academic year. The following points represent the main findings in this report.

- Overall retention rates trended between 49 and 51 percent but were highest in Fall 2011.

Enrollment Status

- Fall-to-fall retention rates of full-time students were 29 to 30 percentage points higher than those of part-time students.
- Between 64 and 67 percent of each full-time cohort returned to NOVA the following fall semester, compared to 35 to 37 percent of each part-time cohort.

Gender

- In each cohort, female full-time students returned to the College the following fall at a higher rate than male full-time students.
- For part-time students, the fall-to-fall retention rates of male and female students were within one percentage point of each other for each cohort.

Age

- Younger full-time students tended to return in the fall at higher rates than older full-time students.
- Retention rates for full-time students ages 18-21 were between 68 and 70 percent, while retention rates for older full-time students were 57 percent or lower.
- Fall-to-fall retention rates were also lower among older part-time students than younger part-time students. Part-time students ages 18-21 had fall-to-fall retention rates between 45 to 47 percent, 10 percentage points higher than that of the overall part-time retention rate.

Race/Ethnicity

- For each full-time cohort, retention was highest for Asian students (78 percent) and lowest for Black students (55 to 57 percent).
- Hispanic students had retention rates above the average, while White students' retention rates were below the average, regardless of enrollment status.
- For part-time cohorts, there were some fluctuations among groups. Asian students had the highest retention rate in the Fall 2011 cohort, but Hispanic students had the highest rate in the Fall 2013 cohort.

Program Placement

- For both full-time and part-time students, those who were in the A.S. and A.A. programs generally had the highest retention rates among the program categories and across cohorts while those who were not program placed generally had the lowest retention rates.

Fall-to-Fall Retention

Fall-to-Fall Retention by Enrollment Status

- Overall retention rates trended between 49 and 51 percent but were highest in Fall 2011.
- Retention rates for full-time students declined slightly from 67 to 65 percent, while retention rates for part-time student fell from 37 to 35 percent.

**Table 1. Fall-to-Fall Retention Rates by Enrollment Status:
Fall 2011 through Fall 2013 Cohorts**

Status	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Returned		N	Returned		N	Returned	
		#	%		#	%		#	%
Full-Time	5,874	3,950	67.2	6,158	3,964	64.4	6,312	4,094	64.9
Part-Time	6,884	2,563	37.2	7,278	2,548	35.0	7,332	2,571	35.1
Total	12,758	6,513	51.1	13,436	6,512	48.5	13,644	6,665	48.8

Fall-to-Fall Retention by Gender (Figures 1 and 2)

- In each cohort, female full-time students returned to the College the following fall at a higher rate (65 to 69 percent) than male full-time students (63 to 66 percent).
- For part-time students, the fall-to-fall retention rates for both male and female students ranged from 35 to 37 percent.

**Figure 1. Fall-to-Fall Retention Rates of Full-Time Students by Gender:
Fall 2011 through Fall 2013 Cohorts**

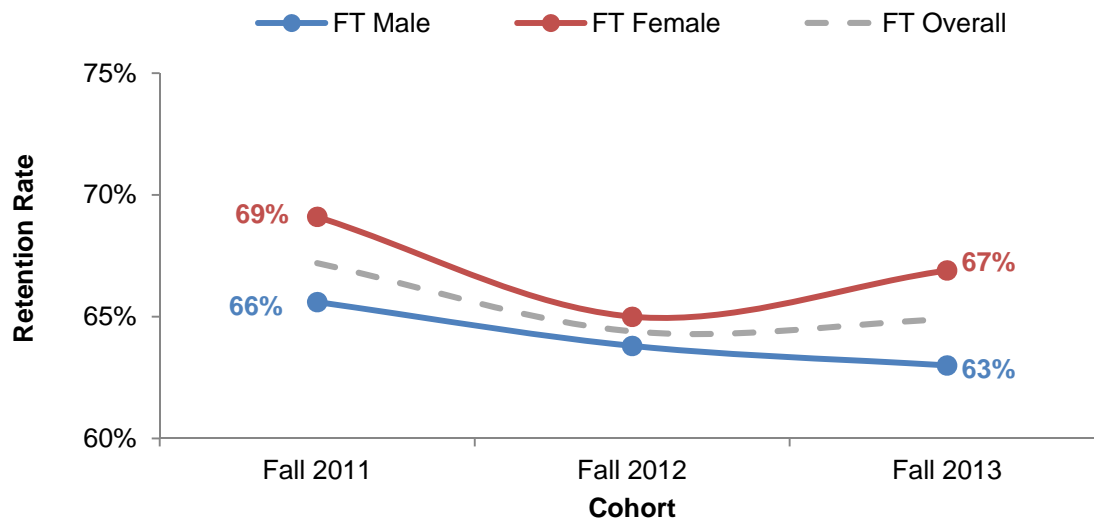
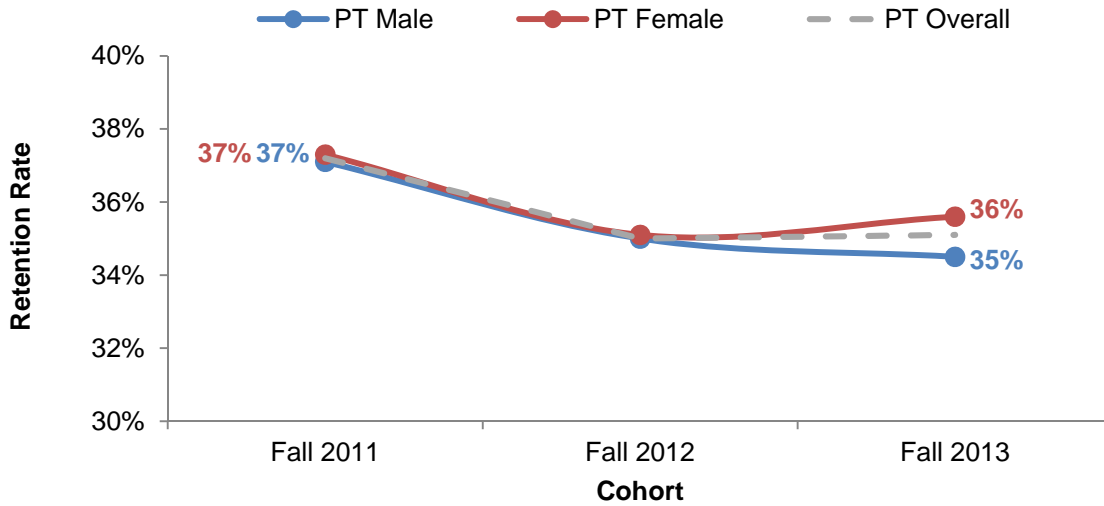


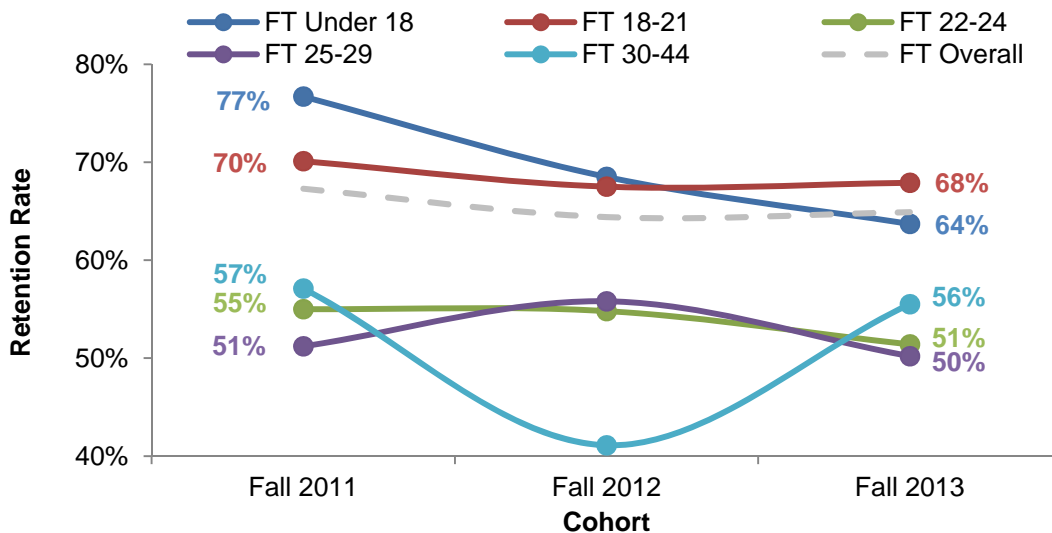
Figure 2. Fall-to-Fall Retention Rates of Part-Time Students by Gender: Fall 2011 through Fall 2013 Cohorts



Fall-to-Fall Retention by Age (Figures 3 and 4)

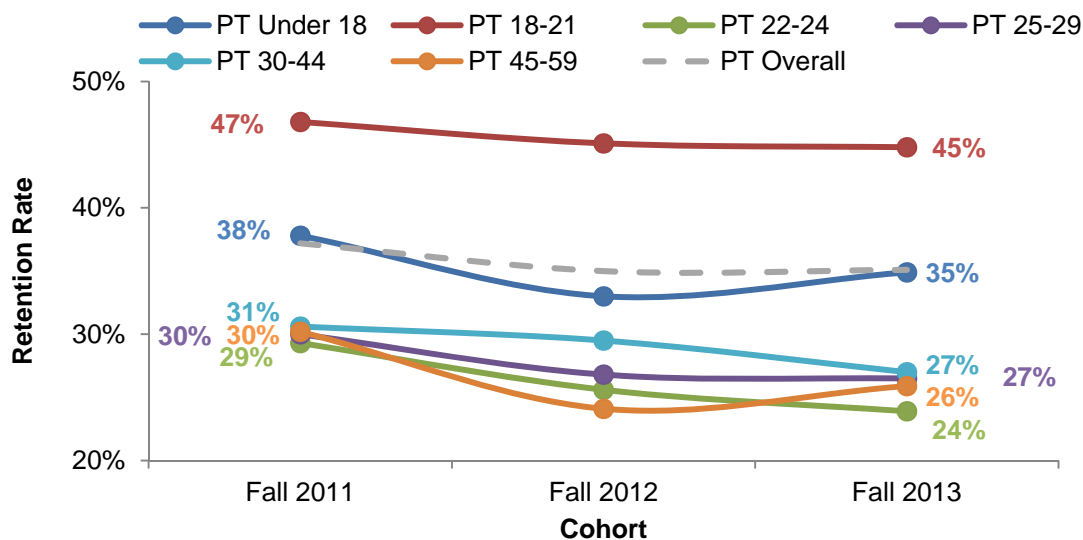
- Fall-to-fall retention rates decreased for all age groups, full-time and part-time.
- Students ages 18-21 comprised the largest age group for both full- and part-time students. The retention rates for these students decreased slightly for full-time students from 70 percent in Fall 2011 to 68 percent in Fall 2013, and for part-time students from 47 to 45 percent during the same time period.
- Retention rates in age groups over 21 were 57 percent or lower for full-time students, and 31 percent or lower for part-time students.

Figure 3. Fall-to-Fall Retention Rates of Full-Time Students by Age: Fall 2011 through Fall 2013 Cohorts



Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

**Figure 4. Fall-to-Fall Retention Rates of Part-Time Students by Age:
Fall 2011 through Fall 2013 Cohorts**

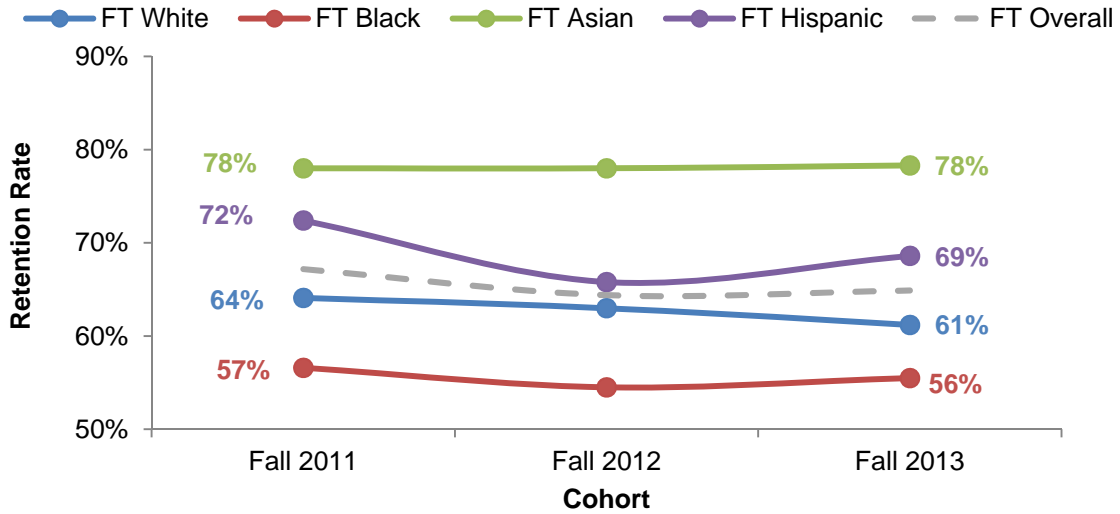


Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

Fall-to-Fall Retention by Race/Ethnicity (Figures 5 and 6)

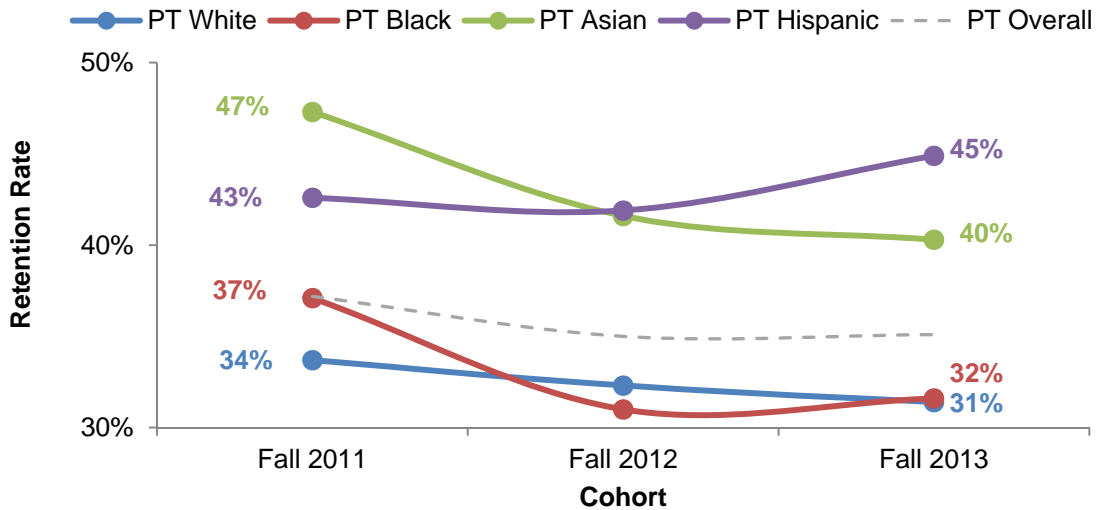
- Among both full-time and part-time students, Asian and Hispanic students had retention rates above the overall rates, while White and Black students' were below the overall rates.
- For full-time students, Asian students' fall-to-fall retention rates were highest at 78 percent for each cohort. Black students' retention rates were lowest, declining slightly from 57 to 56 percent.
- Full-time White and Hispanic students' fall-to fall retention rates declined 3 percentage points each from 64 to 61 percent for White students and 72 to 69 percent for Hispanic students.
- For part-time cohorts, Asian students had the highest retention rate in the Fall 2011 cohort at 47 percent and then declined to 40 percent in the Fall 2013 cohort.
- Hispanic students' fall-to-fall retention rates increased by 2 percentage points from the Fall 2011 cohort at 43 percent to the Fall 2013 cohort at 45 percent; a rate of 5 percentage points higher than Asian students in the Fall 2013 cohort.
- For two of the three part-time cohorts (Fall 2011 and Fall 2013), White students had the lowest retention rates among the groups at 34 and 31 percent, respectively.

Figure 5. Fall-to-Fall Retention Rates of Full-Time Students by Race/Ethnicity: Fall 2011 through Fall 2013 Cohorts



Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

Figure 6. Fall-to-Fall Retention Rates of Part-Time Students by Race/Ethnicity: Fall 2011 through Fall 2013 Cohorts



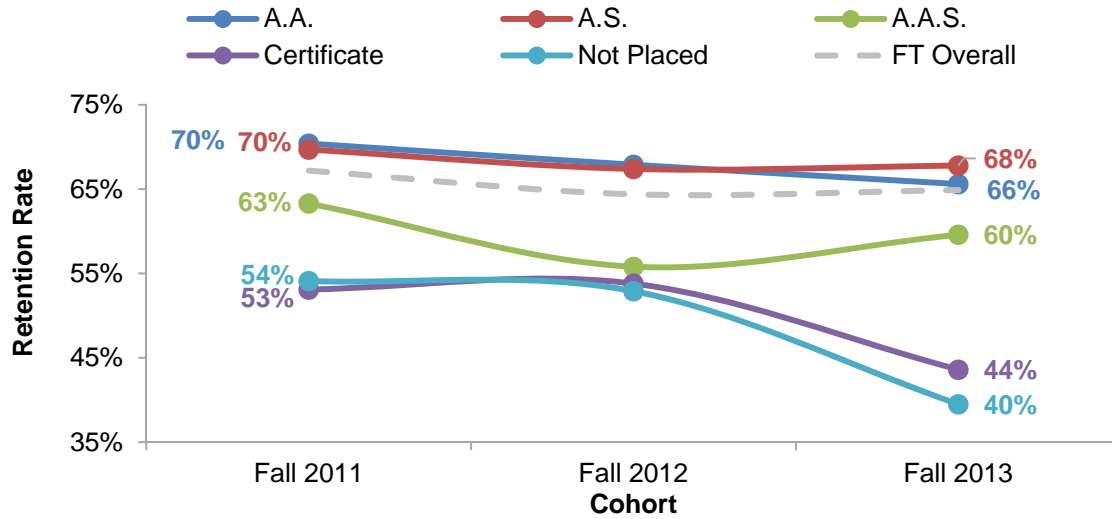
Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

Fall-to-Fall Retention by Program Placement (Figures 7 and 8)

- Fall-to-fall retention rates decreased for all program placements, full-time and part-time, except for part-time A.A.S. students whose retention rate increased slightly from 40 to 41 percent.
- Full-time students in the A.A. and A.S. degree programs (i.e., transfer programs) had the highest retention rates (66 to 70 percent) compared to full-time students in other programs and those not placed.

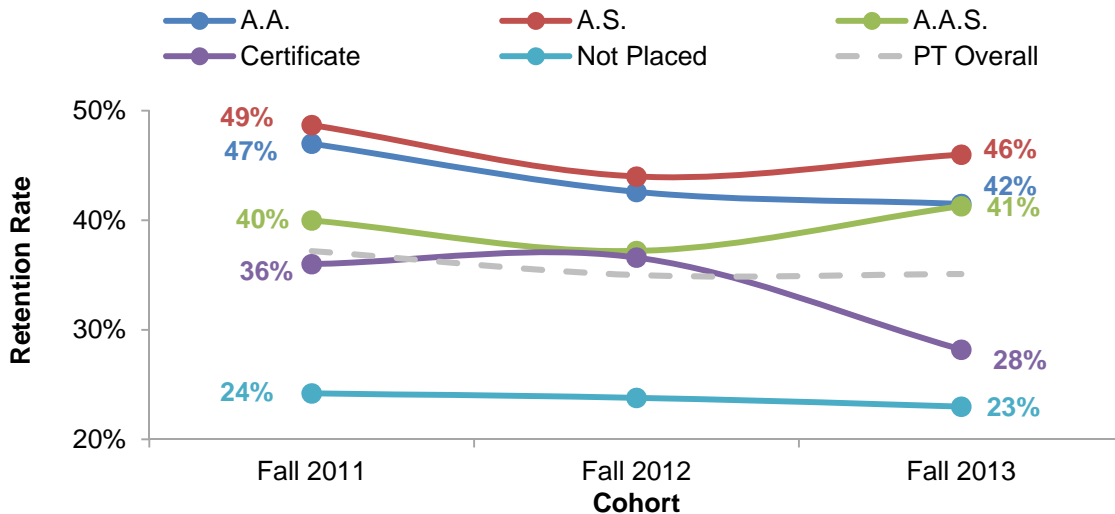
- Similarly, part-time students in the A.A. and A.S. degree programs had the highest retention rates (42 to 49 percent) compared to part-time students in other programs and those not placed.
- Part-time students who were not program placed represented the largest group in each part-time cohort. These students had the lowest retention rates (23 to 24 percent).

Figure 7. Fall-to-Fall Retention Rates of Full-Time Students by Program Placement: Fall 2011 through Fall 2013 Cohorts



Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

Figure 8. Fall-to-Fall Retention Rates of Part-Time Students by Program Placement: Fall 2011 through Fall 2013 Cohorts



Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

Appendix: Data Tables

**Table A.1. Fall-to-Fall Retention Rates by Enrollment Status and Gender:
Fall 2011 through Fall 2013 Cohorts**

Status	Gender	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
		N	Returned		N	Returned		N	Returned	
			#	%		#	%		#	%
Full-Time	Male	3,125	2,050	65.6	3,244	2,071	63.8	3,284	2,068	63.0
	Female	2,749	1,900	69.1	2,914	1,893	65.0	3,028	2,026	66.9
	Subtotal	5,874	3,950	67.2	6,158	3,964	64.4	6,312	4,094	64.9
Part-Time	Male	3,307	1,228	37.1	3,495	1,222	35.0	3,519	1,213	34.5
	Female	3,577	1,335	37.3	3,783	1,326	35.1	3,813	1,358	35.6
	Subtotal	6,884	2,563	37.2	7,278	2,548	35.0	7,332	2,571	35.1
Total		12,758	6,513	51.1	13,436	6,512	48.5	13,644	6,665	48.8

**Table A.2. Fall-to-Fall Retention Rates by Enrollment Status and Age:
Fall 2011 through Fall 2013 Cohorts**

Status	Age	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
		N	Returned		N	Returned		N	Returned	
			#	%		#	%		#	%
Full-Time	Under 18	90	69	76.7	92	63	68.5	91	58	63.7
	18-21	4,707	3,299	70.1	4,840	3,268	67.5	5,067	3,443	67.9
	22-24	438	241	55.0	462	253	54.8	416	214	51.4
	25-29	322	165	51.2	362	202	55.8	329	165	50.2
	30-44	266	152	57.1	319	131	41.1	337	187	55.5
	45-59	50	24	48.0	79	43	54.4	63	24	38.1
	60 & Over	1	0	0.0	4	4	100.0	9	3	33.3
	Subtotal	5,874	3,950	67.2	6,158	3,964	64.4	6,312	4,094	64.9
Part-Time	Under 18	759	287	37.8	911	301	33.0	1,120	391	34.9
	18-21	2,665	1,246	46.8	2,918	1,317	45.1	3,021	1,352	44.8
	22-24	806	236	29.3	817	209	25.6	767	183	23.9
	25-29	930	279	30.0	928	249	26.8	833	221	26.5
	30-44	1,221	374	30.6	1,178	348	29.5	1,085	293	27.0
	45-59	407	123	30.2	424	102	24.1	413	107	25.9
	60 & Over	96	18	18.8	102	22	21.6	93	24	25.8
	Subtotal	6,884	2,563	37.2	7,278	2,548	35.0	7,332	2,571	35.1
Total		12,758	6,513	51.1	13,436	6,512	48.5	13,644	6,665	48.8

**Table A.3. Fall-to-Fall Retention Rates by Enrollment Status and Race:
Fall 2011 through Fall 2013 Cohorts**

Status	Race/Ethnicity	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
		N	Returned		N	Returned		N	Returned	
			#	%		#	%		#	%
Full-Time	White	2,217	1,421	64.1	2,298	1,447	63.0	2,232	1,366	61.2
	Black	1,009	571	56.6	1,121	611	54.5	1,139	632	55.5
	Asian	1,015	792	78.0	1,039	810	78.0	1,053	824	78.3
	Hispanic	1,217	881	72.4	1,307	860	65.8	1,427	979	68.6
	American Indian	17	13	76.5	9	5	55.6	12	7	58.3
	Native Hawaiian	38	30	78.9	34	25	73.5	26	18	69.2
	Two or More Races	274	187	68.2	258	148	57.4	328	198	60.4
	Not Specified	20	13	65.0	7	2	28.6	6	6	100.0
	Unknown	67	42	62.7	85	56	65.9	89	64	71.9
	Subtotal	5,874	3,950	67.2	6,158	3,964	64.4	6,312	4,094	64.9
Part-Time	White	3,367	1,135	33.7	3,507	1,133	32.3	3,388	1,063	31.4
	Black	1,126	418	37.1	1,315	408	31.0	1,230	389	31.6
	Asian	772	365	47.3	795	331	41.6	844	340	40.3
	Hispanic	1,168	498	42.6	1,190	499	41.9	1,312	589	44.9
	American Indian	24	7	29.2	18	5	27.8	19	9	47.4
	Native Hawaiian	28	12	42.9	31	15	48.4	42	20	47.6
	Two or More Races	267	90	33.7	302	110	36.4	318	112	35.2
	Not Specified	18	7	38.9	9	3	33.3	15	1	6.7
	Unknown	114	31	27.2	111	44	39.6	164	48	29.3
	Subtotal	6,884	2,563	37.2	7,278	2,548	35.0	7,332	2,571	35.1
Total	12,758	6,513	51.1	13,436	6,512	48.5	13,644	6,665	48.8	

**Table A.4. Fall-to-Fall Retention Rates by Enrollment Status and Program Placement:
Fall 2011 through Fall 2013**

Status	Program	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
		N	Returned		N	Returned		N	Returned	
			#	%		#	%		#	%
Full-Time	A.A.	787	554	70.4	773	525	67.9	677	444	65.6
	A.A.A.	65	43	66.2	40	25	62.5	24	12	50.0
	A.A.S.	916	580	63.3	984	549	55.8	762	454	59.6
	A.S.	3,537	2,467	69.7	3,843	2,589	67.4	4,454	3,021	67.8
	Certificate	175	93	53.1	210	113	53.8	172	75	43.6
	Not Placed	394	213	54.1	308	163	52.9	223	88	39.5
	Subtotal	5,874	3,950	67.2	6,158	3,964	64.4	6,312	4,094	64.9
Part-Time	A.A.	455	214	47.0	486	207	42.6	479	199	41.5
	A.A.A.	39	14	35.9	39	15	38.5	27	7	25.9
	A.A.S.	996	398	40.0	1,021	380	37.2	879	363	41.3
	A.S.	2,379	1,159	48.7	2,648	1,164	44.0	2,676	1,232	46.0
	Certificate	406	146	36.0	374	137	36.6	347	98	28.2
	Not Placed	2,609	632	24.2	2,710	645	23.8	2,924	672	23.0
	Subtotal	6,884	2,563	37.2	7,278	2,548	35.0	7,332	2,571	35.1
Total	12,758	6,513	51.1	13,436	6,512	48.5	13,644	6,665	48.8	

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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