

# Point-in-Time Comparisons of Student Enrollment Trends in Light of Policy Change Initiatives: Fall 2015 Versus Fall 2014 – July 30, 2015

Research Report No. 44-15

Office of Institutional Effectiveness and Student Success Initiatives

AUGUST 2015

## **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](http://www.nvcc.edu/oir)

## **Point-in-Time Comparisons of Student Enrollment Trends in Light of Policy Change Initiatives: Fall 2015 Versus Fall 2014 – July 30, 2015**

In light of the Policy Change Initiative, this document compares registration at corresponding points in time for Fall 2014 and Fall 2015 at NOVA. The metrics help answer questions such as:

- How many students are retained from previous fall semesters?
- What proportions of the students are enrolled in developmental education?
- How many of the developmental education students are enrolling in other courses?
- How many FTES are being generated by developmental students and what proportion of those FTES are being generated by their enrollment in other courses?

All data are presented by campus and college-wide (in the last row of each By Campus table). Campus data are presented based on students' home campus. Data presented are from Thursday, 7/31/2014 for Fall 2014 and from Thursday, 7/30/2015 for Fall 2015.

### **1. Retention from Previous Fall Semester**

- Fall-to-Fall retention is similar to the levels from the previous year. Twenty nine percent of the Fall 2014 students are enrolled in Fall 2015 currently, which is the same as the percentage of the Fall 2013 students enrolled in Fall 2014 semester at a similar point in time last year.
  - Of the six campuses, Medical Education campus showed the highest decrease in Fall-to-Fall retention – from 41 percent between Fall 2013 and Fall 2014 to 39 percent between Fall 2014 and Fall 2015.

### **2. Developmental Education Students**

- The percentage of students enrolled in developmental courses remained fairly consistent from Fall 2014 to Fall 2015, at both the college-wide and campus levels. College-wide, around 6 percent to 7 percent of all the students enrolled in developmental English and 9 percent to 10 percent enrolled in developmental math.
- Similarly, the number of FTES contributed by these students has remained fairly constant. Developmental English students generated 7 percent of the total college FTES in Fall 2014 and Fall 2015 and developmental math students generated 11 percent in both the semesters.

### **3. Developmental English Students Enrollment in Other Courses<sup>1</sup>**

- FTES generated by developmental English students from enrollment in courses other than developmental English decreased from Fall 2014 to Fall 2015. In Fall 2014, 83 percent of developmental English students' FTES were from their enrollment in other courses. In Fall 2015 only 77 percent of these students' FTES were from courses other than developmental English.
- This decline was noticeable across all campuses<sup>2</sup>.

---

<sup>1</sup> Other Courses includes all courses other than developmental English – including developmental Math and SDV.

<sup>2</sup> Although Medical Education campus doesn't offer developmental courses, the data are based on students who chose Medical Education as their home campus and may be taking courses elsewhere.

- AL: -5 percentage points (81% vs 76%)
- AN: -5 percentage points (84% vs 79%)
- LO: -5 percentage points (83% vs 78%)
- MA: -7 percentage points (82% vs 75%)
- ME: -9 percentage points (82% vs 73%)
- WO: -4 percentage points (82% vs 78%)

#### **4. Developmental Math Students Enrollment in Other Courses<sup>3</sup>**

- The FTES generated by developmental math students from enrollment in courses other than developmental Math decreased by 9 percentage points from Fall 2014 to Fall 2015. In Fall 2014, 81 percent of their FTES were from enrollment in courses other than developmental math; this fell to 72 percent in Fall 2015.
- This decline was noticeable across all campuses.
  - AL: -12 percentage points (83% vs 71%)
  - AN: -10 percentage points (82% vs 72%)
  - LO: -9 percentage points (82% vs 73%)
  - MA: -8 percentage points (80% vs 72%)
  - ME: -14 percentage points (84% vs 70%)
  - WO: -7 percentage points (79% vs 72%)

---

<sup>3</sup> Other Courses includes all courses other than developmental Math – including developmental English and SDV.

**Table 1. Students Retained from the Previous Fall Semester**

Campus	Fall 2013 HC	Retention in Fall 2014		Fall 2014 HC	Retention in Fall 2015	
		#	%		#	%
AL	11,690	3,076	26.3%	11,123	2,901	26.1%
AN	14,870	4,421	29.7%	14,572	4,271	29.3%
LO	8,321	2,456	29.5%	9,088	2,602	28.6%
MA	7,021	2,140	30.5%	7,056	2,097	29.7%
ME	2,342	950	40.6%	2,229	871	39.1%
WO	7,559	2,210	29.2%	7,419	2,265	30.5%
<b>College</b>	<b>51,803</b>	<b>15,253</b>	<b>29.4%</b>	<b>51,487</b>	<b>15,007</b>	<b>29.1%</b>

**Table 2. Headcount of Developmental English and Developmental Math Students**

Campus	Developmental English						Developmental Math					
	Fall 2014			Fall 2015			Fall 2014			Fall 2015		
	HC	Dev English Students		HC	Dev English Students		HC	Dev Math Students		HC	Dev Math Students	
		#	%		#	%		#	%		#	%
AL	5,686	379	6.7	5,329	327	6.1	5,686	490	8.6	5,329	434	8.1
AN	8,111	550	6.8	7,543	449	6.0	8,111	745	9.2	7,543	585	7.8
LO	4,839	322	6.7	4,977	290	5.8	4,839	473	9.8	4,977	450	9.0
MA	4,262	269	6.3	4,228	276	6.5	4,262	506	11.9	4,228	518	12.3
ME	1,568	36	2.3	1,360	24	1.8	1,568	59	3.8	1,360	42	3.1
WO	4,448	315	7.1	4,542	280	6.2	4,448	631	14.2	4,542	610	13.4
<b>College</b>	<b>28,914</b>	<b>1,871</b>	<b>6.5</b>	<b>27,979</b>	<b>1,646</b>	<b>5.9</b>	<b>28,914</b>	<b>2,904</b>	<b>10.0</b>	<b>27,979</b>	<b>2,639</b>	<b>9.4</b>

**Table 3. Developmental English and Developmental Math Student FTES**

Campus	Fall 2014			Fall 2015			Fall 2014			Fall 2015		
	FTES 2014	Dev English Students FTES		FTES 2015	Dev English Students FTES		FTES 2014	Dev Math Students FTES		FTES 2015	Dev Math Students FTES	
	#	#	%	#	#	%	#	#	%	#	#	%
AL	4,041	294.0	7.3	3,382	242	7.2	4,041	393.6	9.7	3,382	331.4	9.8
AN	6,351	466.6	7.3	5,280	356.5	6.8	6,351	624.2	9.8	5,280	453.9	8.6
LO	3,672	272.1	7.4	3,451	227.3	6.6	3,672	399.5	10.9	3,451	367.1	10.6
MA	3,244	229.7	7.1	2,874	209.1	7.3	3,244	418.9	12.9	2,874	401.3	14.0
ME	1,033	29.8	2.9	853	17.1	2.0	1,033	41.5	4.0	853	28.9	3.4
WO	3,330	259.0	7.8	3,061	218.4	7.1	3,330	510.9	15.3	3,061	476.3	15.6
<b>College</b>	<b>21,671.3</b>	<b>1,551.2</b>	<b>7.2</b>	<b>18,901</b>	<b>1,270.46</b>	<b>6.7</b>	<b>21,671.3</b>	<b>2,388.5</b>	<b>11.0</b>	<b>18,901</b>	<b>2,058.8</b>	<b>10.9</b>

Note: FTES are based on all the courses these students took, including non-developmental courses.

**Table 2. Developmental English Students' FTES in Other Courses**

Campus	Course	Fall 2014		Fall 2015	
		#	%	#	%
AL	Other than Developmental English Courses	239.1	81.3	183.9	76.0
	All Courses	294.0		242.0	
AN	Other than Developmental English Courses	392.2	84.1	279.9	78.5
	All Courses	466.6		356.5	
LO	Other than Developmental English Courses	225.7	82.9	176.7	77.7
	All Courses	272.1		227.3	
MA	Other than Developmental English Courses	188.9	82.2	156.0	74.6
	All Courses	229.7		209.1	
ME	Other than Developmental English Courses	24.5	82.1	12.5	72.8
	All Courses	29.8		17.1	
WO	Other than Developmental English Courses	211.5	81.7	169.7	77.7
	All Courses	259.0		218.4	
College	<b>Other than Developmental English Courses</b>	<b>1,281.9</b>	<b>82.6</b>	<b>978.6</b>	<b>77.0</b>
	<b>All Courses</b>	<b>1,551.2</b>		<b>1,270.5</b>	

**Table 5. Developmental Math Students' FTES in Other Courses**

Campus	Course	Fall 2014		Fall 2015	
		#	%	#	%
AL	Other than Developmental Math Courses	327.6	83.2	236.1	71.2
	All Courses	393.6		331.4	
AN	Other than Developmental Math Courses	508.9	81.5	327.7	72.2
	All Courses	624.2		453.9	
LO	Other than Developmental Math Courses	327.7	82.0	268.8	73.2
	All Courses	399.5		367.1	
MA	Other than Developmental Math Courses	336.1	80.2	288.9	72.0
	All Courses	418.9		401.3	
ME	Other than Developmental Math Courses	34.8	83.9	20.2	70.0
	All Courses	41.5		28.9	
WO	Other than Developmental Math Courses	401.4	78.6	343.8	72.2
	All Courses	510.9		476.3	
College	<b>Other than Developmental Math Courses</b>	<b>1,936.4</b>	<b>81.1</b>	<b>1,485.5</b>	<b>72.2</b>
	<b>All Courses</b>	<b>2,388.5</b>		<b>2,058.8</b>	

## ***NOVA Mission and Strategic Goals: 2005 – 2015***

### **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  
Community College**

**703-323-3000 | [www.nvcc.edu](http://www.nvcc.edu)**