

Policy Change Implementation: Compliance and Outcomes - Fall 2014



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Office of Institutional Effectiveness and Student Success Initiatives

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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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Executive Summary

Introduction

- As part of NOVA's efforts to increase student success outcomes, NOVA enacted six policy changes in Fall 2014, making the following mandatory for GPS students: **placement testing, enrollment in developmental courses (if placed), Student Orientation, early advising, enrollment in Student Development (SDV) course;** and making **on-time registration** mandatory for *all* students.
- The total **GPS population** includes all first-time to college students, namely 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), are not members of the College Pathway Initiative program, and are not transient students¹.

Section 1: Placement Tests

- The compliance of GPS students with taking the math placement test increased from 76 percent in Fall 2013 to 88 percent in Fall 2014.
- The compliance of GPS students with taking the English placement test increased from 73 percent in Fall 2013 to 80 percent in Fall 2014.

Section 2: Enrollment in Developmental Courses (if Placed)

- Enrollment in developmental math was higher (65 percent) in Fall 2014 than in Fall 2013 (61 percent) for GPS students placed into developmental math.
- Enrollment in developmental English was higher (78 percent) in Fall 2014 than in Fall 2013 (75 percent) for GPS students placed into developmental English.
- Placed students who enrolled in developmental English courses in Fall 2014 as required had an **overall success rate of 54 percent** which is higher than the Fall 2014 cohort overall (52 percent) and the Fall 2013 cohort overall (53 percent).
- Placed students who enrolled in developmental math as required **returned to NOVA in Spring 2015 at a greater rate (80 percent)** than both the Fall 2014 cohort overall (75 percent) and the Fall 2013 cohort overall (78 percent).
- Placed students who enrolled in developmental English as required **returned to NOVA in Spring 2015 at a greater rate (81 percent)** than both the Fall 2014 cohort overall (75 percent) and the Fall 2013 cohort overall (77 percent).

Section 3: Student Orientation and Advising

- Students who complied with the student orientation and early advising policies **returned to NOVA in Spring 2015 at a greater rate (81 percent)** than the Fall 2014 cohort overall (80 percent) and the same as the Fall 2013 cohort overall (81 percent).

¹Transient students are students who attend NOVA for the limited purpose of taking a few classes while maintaining primary enrollment at another college /university (their home institution).

Section 4: Enroll in Student Development (SDV)

- Enrollment in SDV was higher (53 percent) in Fall 2014 than in Fall 2013 (42 percent).
- Students who enrolled in SDV in Fall 2014 as required had an **overall success rate of 73 percent** which is higher than both the Fall 2014 cohort overall (64 percent) and the Fall 2013 cohort overall (64 percent).
- Students who enrolled in SDV as required **returned to NOVA in Spring 2015 at a greater rate (91 percent)** than both the Fall 2014 cohort overall (80 percent) and the Fall 2013 cohort overall (81 percent).

Section 5: On-Time Registration

- The percentage of all students registering for all of their courses on-time (by 11:59 p.m. the day before the session began) increased from 78 percent in Fall 2013 to 94 percent in Fall 2014.

Impact of Policy Changes on Student Success Outcomes

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 improve student success. Many of these colleges take part in initiatives 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 cultivating 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 equity².

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

1. Mandate placement testing for first-time in college students.
2. Mandate enrollment in developmental courses for first-time in college students during the first semester (if placed).
3. Mandate Student Orientation for first-time in college students.
4. Mandate early advising for first-time in college students.
5. Mandate Student Development (SDV) completion within the first year for first-time in college students.
6. 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 NOVA's **GPS population**: first-time to college students ages 17-24³. **GPS for Success: Teaching and Learning through Advising** is the name of NOVA's Quality Enhancement Plan (QEP), which is an action plan to improve student learning. GPS for Success focuses on the Goals, Plans, and Strategies that students must develop to attain their academic objectives and involves a case management approach to holistic, intrusive academic advising with a focus on development of the student. GPS for Success promotes early engagement, class readiness, student preparedness, and goal attainment. The combined goal

²Visit AchievingtheDream.org for more details.

³Recent high school graduates or GED recipients between the ages of 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 Initiative program and are not transient students .

of these five policies is to promote a strong academic start for first-time to college students at NOVA.

The on-time registration policy is mandatory for *all* NOVA students. NOVA's motivation for implementing this policy 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.

There are five sections in this report. The first four sections compare student success outcomes for the GPS populations in Fall 2013 and Fall 2014 based on compliance with each of the first five policy changes (data on student orientation and advising are presented together). In the fifth section, student success outcomes are compared for all NOVA students in Fall 2013 and Fall 2014, reflecting the impact of the on-time registration policy change for all students. These comparisons indicate the initial impact of each of the six policy changes that occurred in Fall 2014.

Table 1 presents the total numbers in the Fall 2013 and Fall 2014 GPS populations at NOVA. The GPS populations include all first-time to college students, namely 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) and are not members of the College Pathway Initiative program and are not transient students. Within certain sections of this report, subsets (cohorts) of the GPS population are used to make more accurate comparisons.

Table 1. GPS Population: Fall 2013 and Fall 2014

	Fall 2013	Fall 2014
Total GPS Population	4,895	5,142

Section I – Policy: Take Placement Tests before Registration

This section addresses the policy change of mandatory placement testing for GPS students, under which all GPS students must take placement tests before enrolling in courses at NOVA.

In this section, compliance with the placement testing policy will be analyzed separately for the math and English placement tests (Sections IA and IB). Also, the cohorts (subsets) of the GPS population that are used for comparison and analysis are only those students who were required to take the placement test (i.e., excluding those who were exempt from placement testing for reasons such as sufficient SAT or ACT scores).

Section IA – Policy: Take Placement Tests before Registration – Math Placement Test

Within Section IA, the *Math Placement Test Cohorts* exclude those students who were exempt from math placement testing based on their math scores on the SAT or ACT tests (refer to Table 2). The purpose of using these subsets is to isolate only those students to whom this policy is applicable.

Table 2. Math Placement Test Cohorts of the GPS Population: Fall 2013 and Fall 2014

Cohort	Fall 2013	Fall 2014
Math Placement Test Cohort	4,864	5,018
<i>Exempt from VPT-Math</i>	31	124
Total GPS Population	4,895	5,142

As seen in Table 3 and Figure 1 (next page), the compliance of GPS students not exempt from math placement testing (Math Placement Test Cohort) increased from 76 percent in Fall 2013 to 88 percent in Fall 2014. The policy for mandatory placement testing went in to effect in Fall 2014.

Table 3. Compliance with Math Placement Testing for Math Placement Test Cohorts: Fall 2013 and Fall 2014

Compliance Status	Fall 2013 Cohort		Fall 2014 Cohort	
	#	%	#	%
Took Math Placement Test	3,717	76.4%	4,398	87.6%
Did Not Take Test	1,147	23.6%	620	12.4%
Math Placement Test Cohort	4,864	100.0%	5,018	100.0%

Figure 1. Compliance with Math Placement Testing for Math Placement Test Cohorts: Fall 2013 and Fall 2014

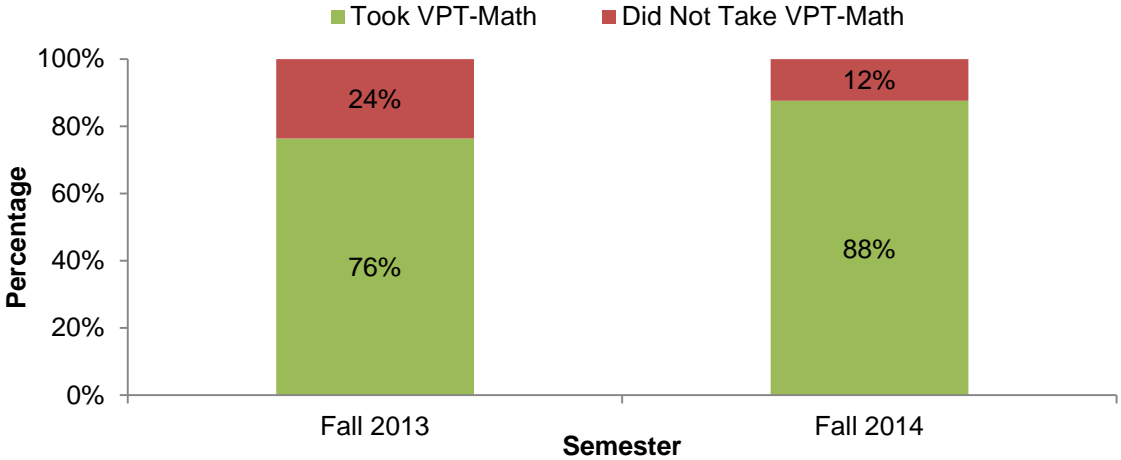


Table 4 and Figure 2 present the total number and average number of credit hours taken by the Math Placement Test Cohorts in Fall 2013 and Fall 2014. Of the Fall 2014 cohort, those who took the VPT-Math as required enrolled on average in a slightly higher number of credit hours (11.7) than the overall Fall 2014 cohort (11.5) and the Fall 2013 cohort (11.6).

Table 4. Semester Credit Hours for Math Placement Test Cohorts: Fall 2013 and Fall 2014

	Fall 2013 Cohort	Fall 2014 Cohort	
		All Cohort	Took VPT-Math
Total Credit Hours	54,759	56,262	51,305
Average Number of Credit Hours	11.6	11.5	11.7

Figure 2. Semester Credit Hours for Math Placement Test Cohorts: Fall 2013 and Fall 2014

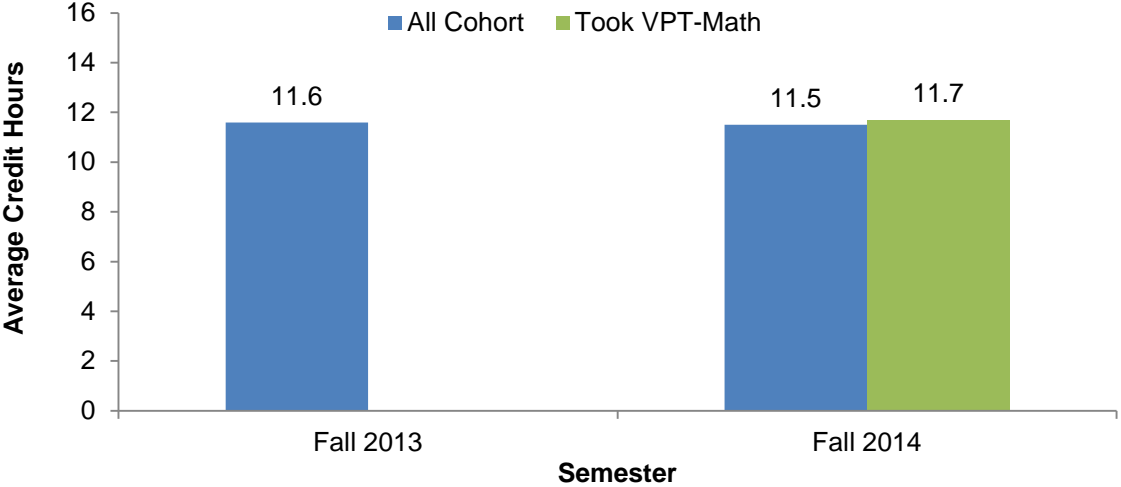


Table 5 and Figure 3 present the GPA ranges for the GPS students not exempt from taking the math placement test (Math Placement Test Cohorts) in Fall 2013 and Fall 2014. In Fall 2014, students who complied with the placement testing policy by taking the math placement test were slightly less likely to earn a GPA of a 3.0 or above compared to the overall Fall 2014 cohort (35 percent vs. 36 percent, respectively).

Table 5. Semester GPA for Math Placement Test Cohorts: Fall 2013 and Fall 2014

GPA Range	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Took VPT-Math	
	#	%	#	%	#	%
0.0 – 0.9	1,091	23.0%	1,209	24.6%	1,070	24.4%
1.0 – 1.9	608	12.8%	729	14.8%	690	15.7%
2.0 – 2.9	1,203	25.4%	1,204	24.5%	1,104	25.1%
3.0 – 3.9	1,377	29.1%	1,295	26.4%	1,152	26.2%
4.0	456	9.6%	475	9.7%	375	8.5%
Total	4,735	100.0%	4,912	100.0%	4,391	100.0%
Average GPA	2.2		2.1		2.1	

Note: 129 students of the Fall 2013 cohort and 106 students of the Fall 2014 cohort, including 7 students in the 'Took VPT Math' group, did not enroll in credit courses and, therefore, are not reflected in the data/totals above.

Figure 3. Semester GPA for Math Placement Test Cohorts: Fall 2013 and Fall 2014

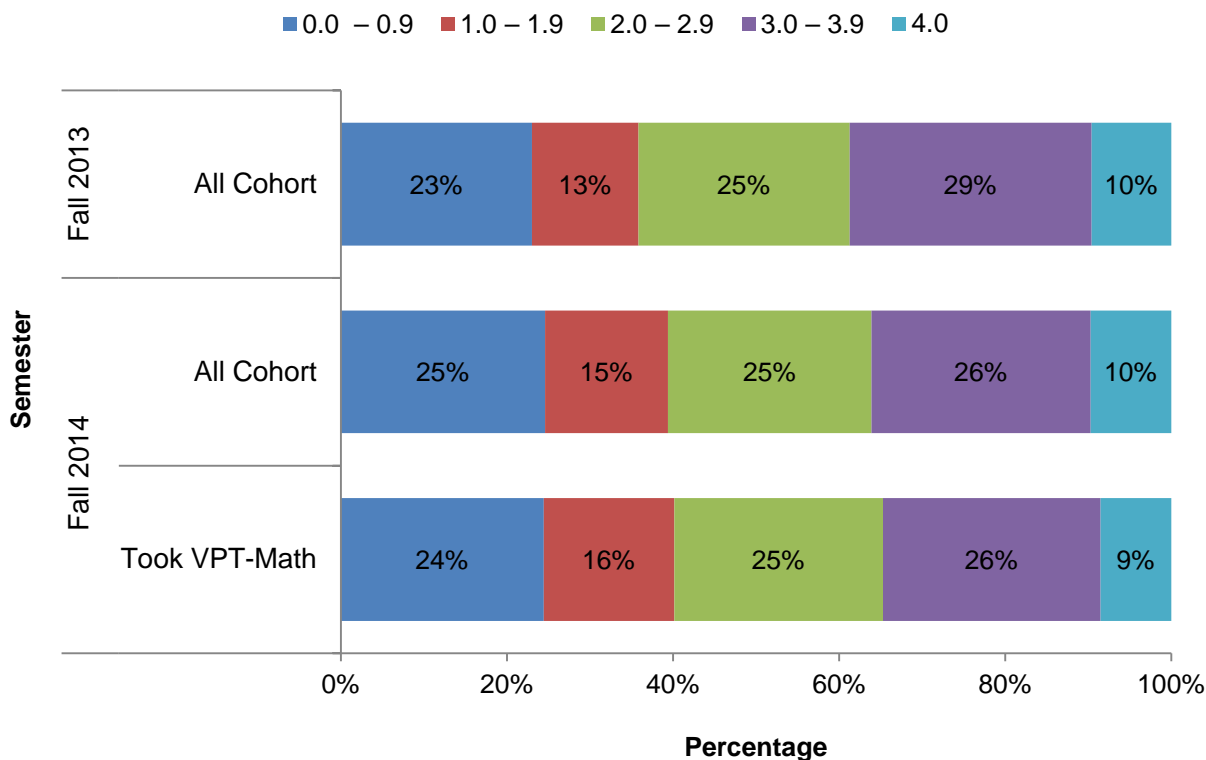


Table 6 and Figure 4 present the overall success rates of the Math Placement Test Cohorts for Fall 2013 and Fall 2014. Earning a grade of 'C' or higher is considered an indicator of success in credit courses. Students who complied with the math placement testing policy implemented in Fall 2014 have an overall success rate of 63 percent which is slightly lower than the Fall 2014 cohort overall (64 percent) and the Fall 2013 cohort overall (64 percent).

Table 6. Success in Credit Courses for Math Placement Test Cohorts: Fall 2013 and Fall 2014

Course Outcome	Fall 2013 Cohort		Fall 2014 Cohort			
	#	%	All Cohort		Took VPT-Math	
			#	%	#	%
Success	12,068	63.7%	12,788	64.0%	11,555	63.1%
Fail	6,888	36.3%	7,192	36.0%	6,760	36.9%
Total	18,956	100.0%	19,980	100.0%	18,315	100.0%
Average Success Rate in Courses*	2.0		2.0		2.0	

Note: In the Fall 2013 cohort, there were 14 missing grades; and in the Fall 2014 cohort, there were 22 missing grades including 18 of the 'Took VPT-Math' group. The totals are duplicated headcounts.

*Calculation based on the following scale: 'A' = 4, 'B' = 3, 'C,S,P' = 2, 'D' = 1, 'F,I,R,U,W' = 0 (excludes missing grades).

Figure 4. Success in Credit Courses for Math Placement Test Cohorts: Fall 2013 and Fall 2014

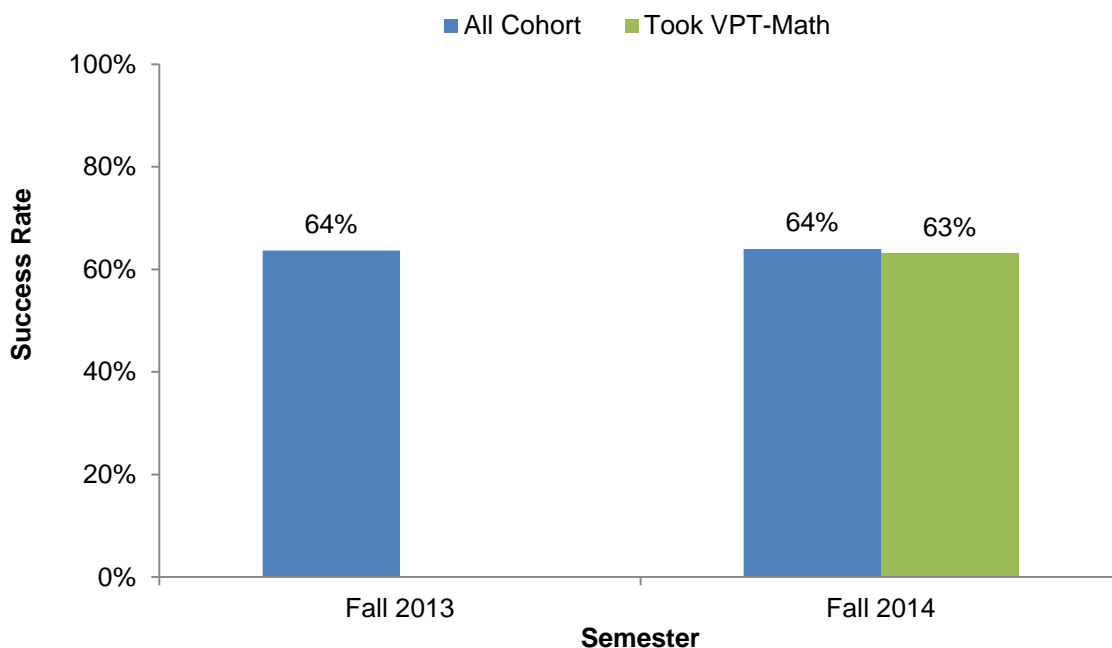


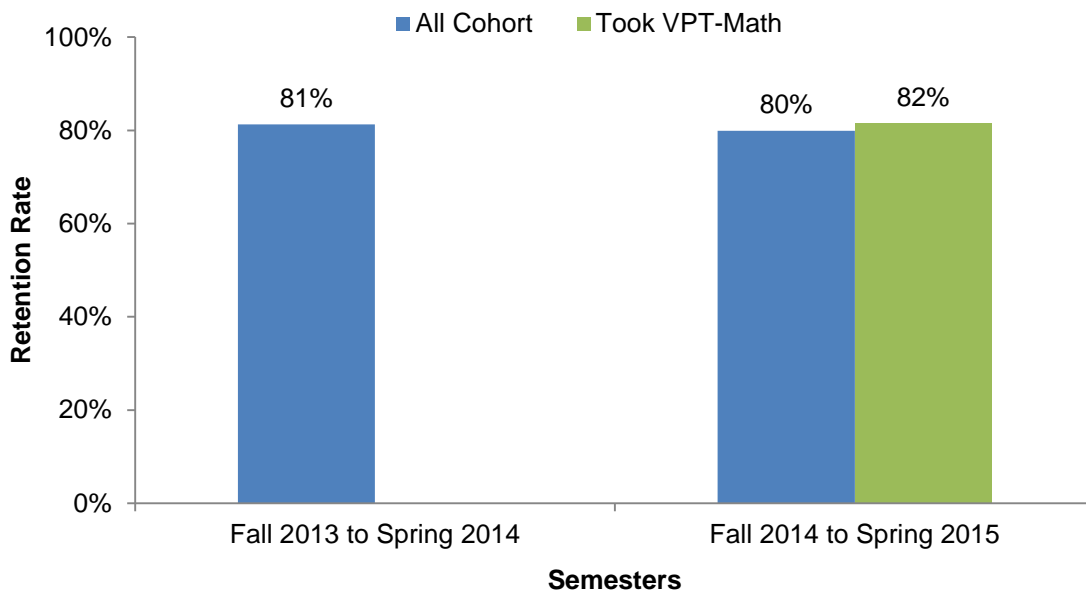
Table 7 and Figure 5 present the fall-to-spring retention rates of the Math Placement Test Cohorts for Fall 2013 and Fall 2014. GPS students who were not exempt from taking the math placement test are included in these cohorts. Students who complied with the placement testing policy returned to NOVA in Spring 2015 at a greater rate (82 percent) than both the Fall 2014 cohort overall (80 percent) and the Fall 2013 cohort overall (81 percent).

Table 7. Fall to Spring Retention of Math Placement Test Cohorts: Fall 2013 and Fall 2014

Retention Status	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Took VPT-Math	
	#	%	#	%	#	%
Returned Following Spring	3,848	81.3%	3,924	79.9%	3,579	81.5%
Did Not Return Following Spring	887	18.7%	988	20.1%	812	18.5%
Total	4,735	100.0%	4,912	100.0%	4,391	100.0%

Note: Spring 2015 retention data from PeopleSoft as of February 24th, 2015. 129 students of the Fall 2013 cohort and 106 students of the Fall 2014 cohort, including 7 students in the 'Took VPT Math' group, did not enroll in credit courses and, therefore, are excluded from retention analyses.

Figure 5. Fall to Spring Retention of Math Placement Test Cohort: Fall 2013 and Fall 2014



Section IB – Policy: Take Placement Tests before Registration – English Placement Test

Within Section IB, the *English Placement Test Cohorts* exclude GPS students who were exempt from English placement testing because of reasons such as sufficient reading/writing scores on the SAT or ACT tests (refer to Table 8). The purpose of using this subset is to isolate only those students for whom this policy is applicable.

Table 8. English Placement Test Cohorts of the GPS Population: Fall 2013 and Fall 2014

Cohort	Fall 2013	Fall 2014
English Placement Test Cohort	4,705	4,878
<i>Exempt from English Placement Test</i>	190	264
Total GPS Population	4,895	5,142

As seen in Table 9 and Figure 6, the percentage of GPS students taking the VPT-English increased from 73 percent in Fall 2013 to 80 percent in Fall 2014. The policy for mandatory placement testing went in to effect in Fall 2014.

Table 9. Compliance with English Placement Testing for the English Placement Test Cohorts: Fall 2013 and Fall 2014

Compliance Status	Fall 2013 Cohort		Fall 2014 Cohort	
	#	%	#	%
Took English Placement Test	3,439	73.1%	3,898	79.9%
Did Not Take Test	1,266	26.9%	980	20.1%
English Placement Test Cohort	4,705	100.0%	4,878	100.0%

Figure 6. Compliance with English Placement Testing for the English Placement Test Cohorts: Fall 2013 and Fall 2014

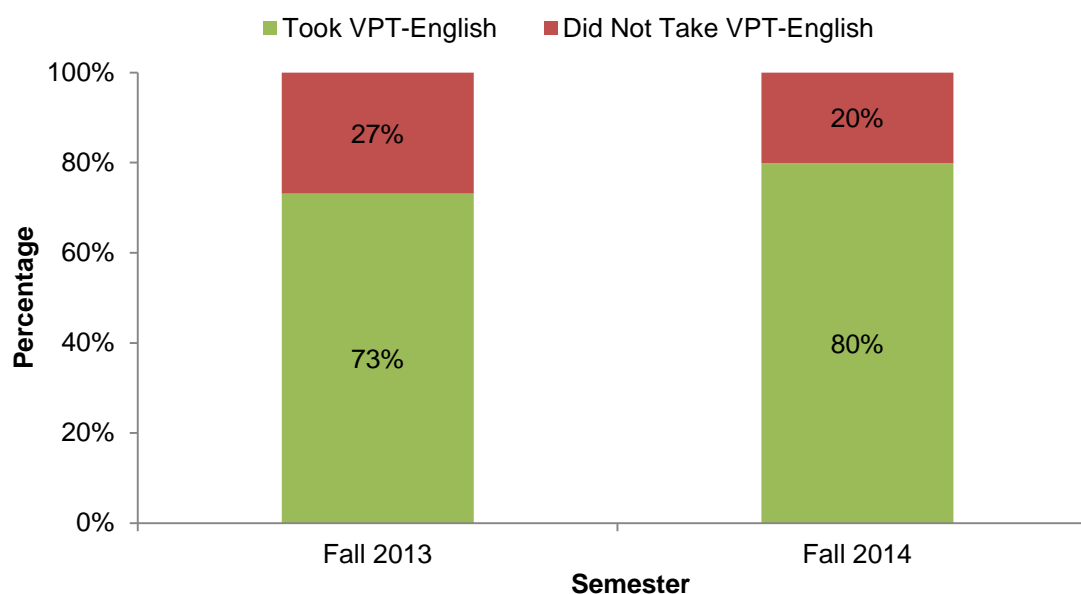


Table 10 and Figure 7 present the total number and average number of credit hours taken by the English Placement Test Cohorts in Fall 2013 and Fall 2014. On average, of the Fall 2014 cohort, those who took the VPT-English as required enrolled in the same number of credit hours (11.4) as the overall Fall 2014 cohort (11.4) and slightly fewer than the Fall 2013 cohort (11.5).

Table 10. Semester Credit Hours for English Placement Test Cohorts: Fall 2013 and Fall 2014

	Fall 2013 Cohort	Fall 2014 Cohort	
		All Cohort	Took VPT-English
Total Credit Hours	52,671	54,520	44,563
Average Credit Hours	11.5	11.4	11.4

Figure 7. Semester Credit Hours for English Placement Test Cohorts: Fall 2013 and Fall 2014

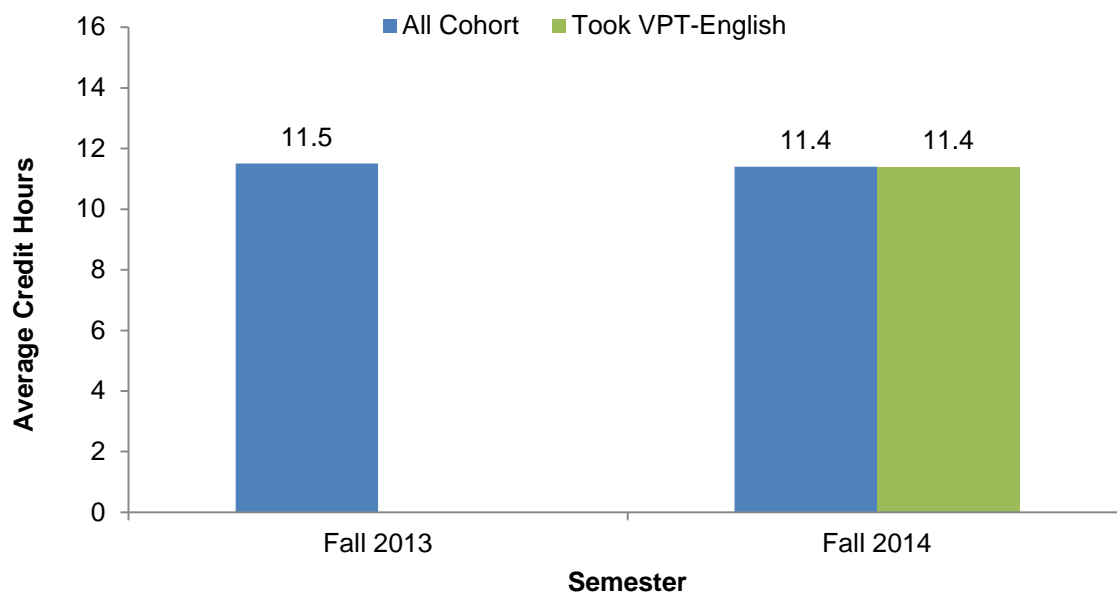


Table 11 and Figure 8 (both next page) present the GPA ranges for the GPS students not exempt from taking the English placement test (English Placement Test Cohorts) in Fall 2013 and Fall 2014. In Fall 2014, students who complied with the placement testing policy by taking the English placement test were less likely to earn a GPA of 3.0 and higher (32 percent) when compared to the Fall 2014 cohort overall (35 percent) and the Fall 2013 overall (38 percent).

Table 11. Semester GPA for English Placement Test Cohorts: Fall 2013 and Fall 2014

GPA Range	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Took VPT-English	
	#	%	#	%	#	%
0.0 – 0.9	1,074	23.5%	1,194	25.0%	980	25.2%
1.0 – 1.9	597	13.0%	721	15.1%	658	16.9%
2.0 – 2.9	1,165	25.5%	1,177	24.7%	1,016	26.1%
3.0 – 3.9	1,310	28.6%	1,236	25.9%	981	25.2%
4.0	430	9.4%	444	9.3%	260	6.7%
Total	4,576	100.0%	4,772	100.0%	3,895	100.0%
Average GPA	2.2		2.1		2.0	

Note: 129 students of the Fall 2013 cohort and 106 students of the Fall 2014 cohort did not enroll in credit courses and therefore, are not reflected in the data/totals above.

Figure 8. Semester GPA for English Placement Test Cohorts: Fall 2013 and Fall 2014

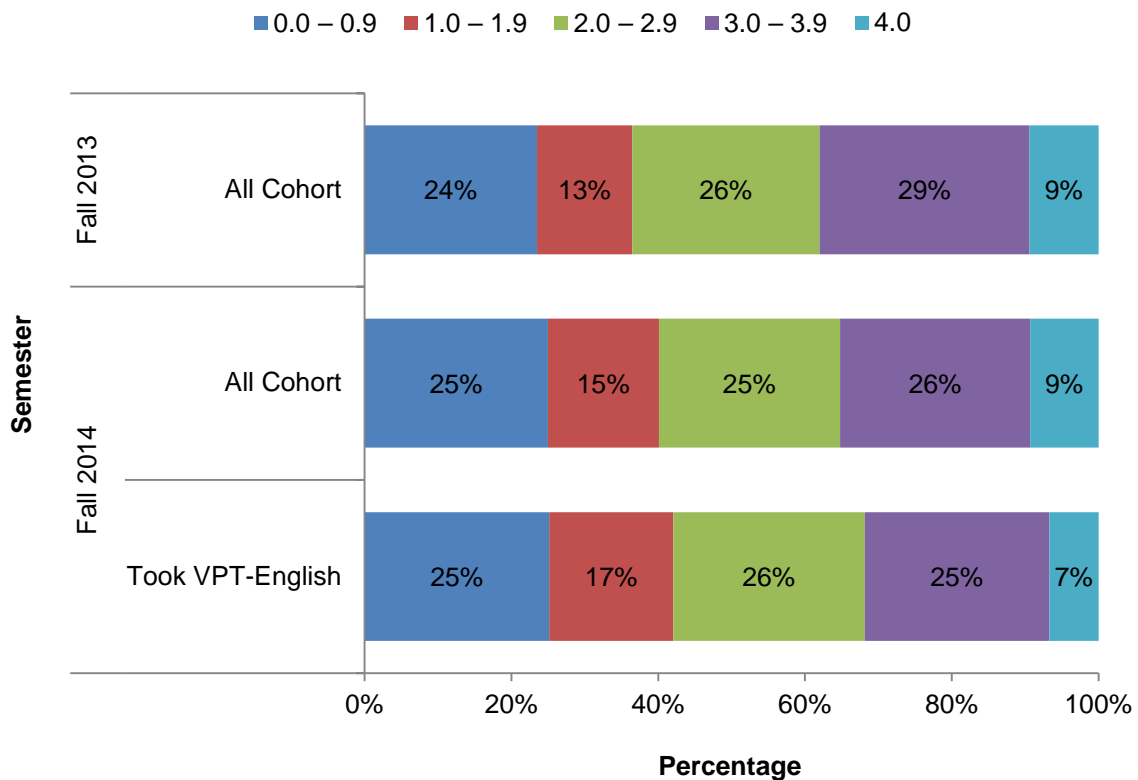


Table 12 and Figure 9 present the overall success rates of the English Placement Test Cohorts for Fall 2013 and Fall 2014. All GPS students who were not exempt from taking the English placement test are included in these cohorts. Earning a grade of 'C' or higher is considered an indicator of success in credit course. Students who complied with the placement testing policy implemented in Fall 2014 have an overall success rate of 61 percent which is slightly lower than the Fall 2014 cohort overall (63 percent) and the Fall 2013 cohort overall (63 percent).

Table 12. Success in Credit Courses for English Placement Test Cohort: Fall 2013 and Fall 2014

Course Outcome	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Took VPT-English	
	#	%	#	%	#	%
Success	11,541	63.2%	12,290	63.4%	9,813	60.6%
Fail	6,707	36.8%	7,093	36.6%	6,376	39.4%
Total	18,248	100.0%	19,383	100.0%	16,189	100.0%
Average Success Rate in Courses*	2.0		2.0		1.9	

Note: In the Fall 2013 cohort, there were 14 missing grades, and in the Fall 2014 cohort, there were 21 missing grades including 16 of the 'Took VPT-English' group. The totals are duplicated headcounts.

*Calculation based on the following scale: 'A' = 4, 'B' = 3, 'C,S,P' = 2, 'D' = 1, 'F,I,R,U,W' = 0 (excludes missing grades).

Figure 9. Success in Credit Courses for English Placement Test Cohort: Fall 2013 and Fall 2014

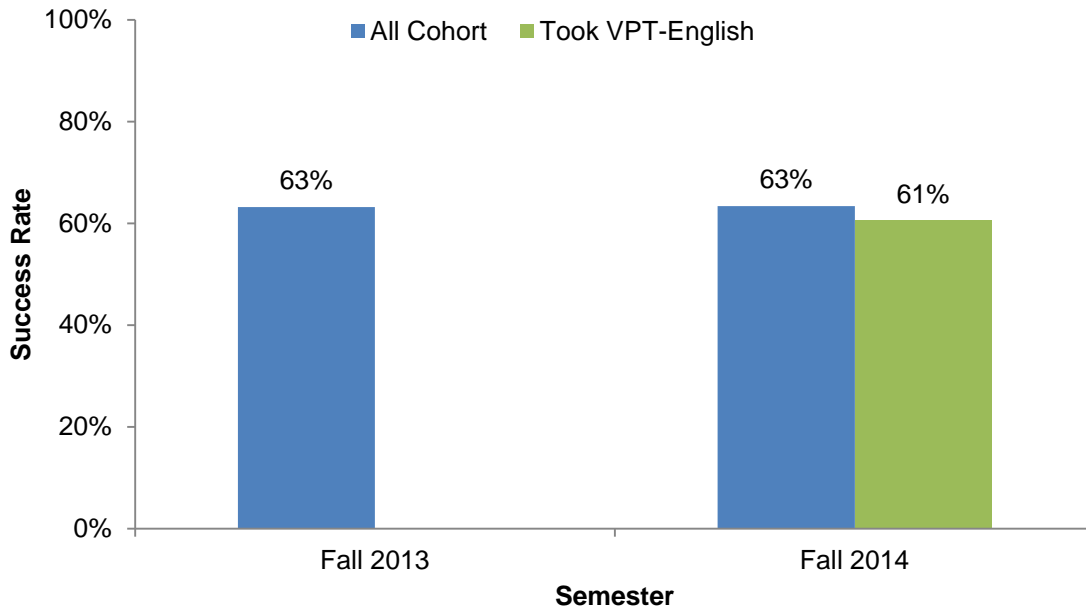


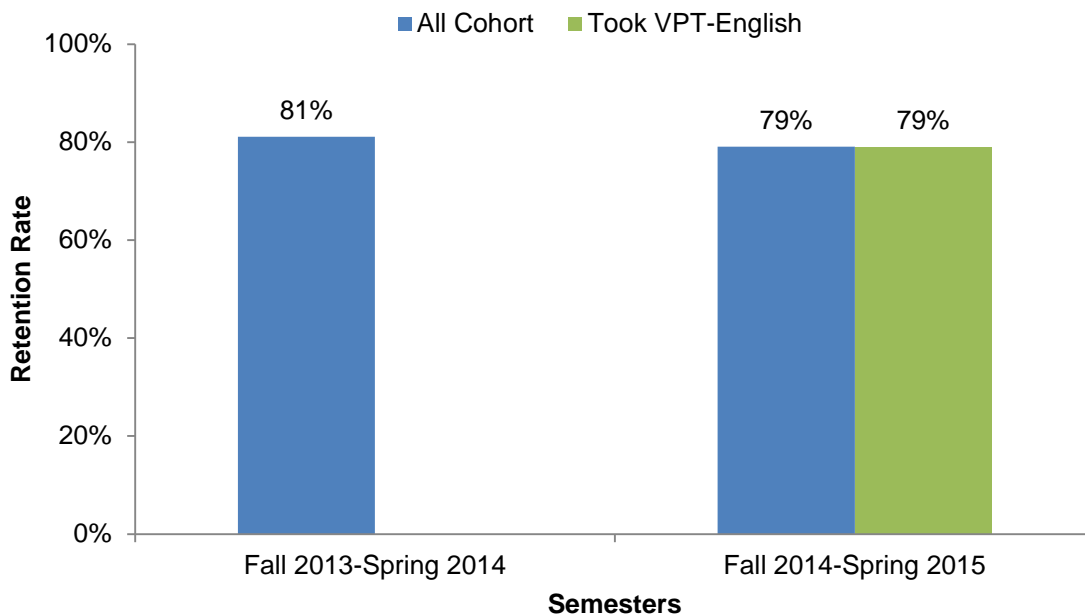
Table 13 and Figure 10 present the fall-to-spring retention rates of the English Placement Test Cohorts for Fall 2013 and Fall 2014. All GPS students who were not exempt from taking the English placement test are included in these cohorts. Fall 2014 students who complied with the English placement testing policy returned to NOVA in Spring 2015 at the same rate (79 percent) as the Fall 2014 cohort overall (79 percent) and at the lower rate than the Fall 2013 cohort overall (81 percent).

Table 13. Fall to Spring Retention of English Placement Test Cohort: Fall 2013 and Fall 2014

Retention Status	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Took VPT-English	
	#	%	#	%	#	%
Returned Following Spring	3,709	81.1%	3,776	79.1%	3,078	79.0%
Did Not Return Following Spring	867	18.9%	996	20.9%	817	21.0%
Total	4,576	100.0	4,772	100.0	3,895	100.0

Note: Spring 2015 retention data from PeopleSoft as of February 24th, 2015. 129 students of the Fall 2013 cohort and 106 students of the Fall 2014 cohort, including 3 students in the 'Took VPT English' group did not enroll in credit courses and are excluded from retention analyses.

Figure 10. Fall to Spring Retention of English Placement Test Cohort: Fall 2013 and Fall 2014



Section II – Policy: Enroll in Developmental Courses, if Placed

This section addresses the policy change of mandatory enrollment in developmental courses for all students placed in developmental education through placement testing. All GPS students must enroll in developmental courses, if placed.

In this section, compliance with the developmental education policy will be addressed separately for developmental math and for developmental English (Sections IIA and IIB, respectively). Also, the cohorts (subsets) of the GPS population that are used for comparison and analysis are only those students who took the corresponding placement tests and were placed into developmental education. The purpose of using these subsets is to isolate only those students for whom this policy is applicable.

Section IIA – Policy: Enroll in Developmental Courses, if Placed – Developmental Math

Within Section IIA, the *Developmental Math Placed Cohorts* include GPS students who took the math placement test and were placed into any level of developmental math. As seen in Table 14 and Figure 11, a higher percentage of students who took the VPT-Math were placed into developmental math in Fall 2014 (47 percent) than in Fall 2013 (43 percent).

Table 14. Developmental Math Placement of Students Who Took Math Placement Test: Fall 2013 and Fall 2014

Developmental Math Placement	Fall 2013 Cohort		Fall 2014 Cohort	
	#	%	#	%
Developmental Math Placed Cohort	1,594	42.9%	2,043	46.5%
Not Placed	2,123	57.1%	2,355	53.5%
Total (Who Took VPT-Math)	3,717	100.0%	4,398	100.0%

Figure 11. Developmental Math Placement of Students Who Took Math Placement Test: Fall 2013 and Fall 2014

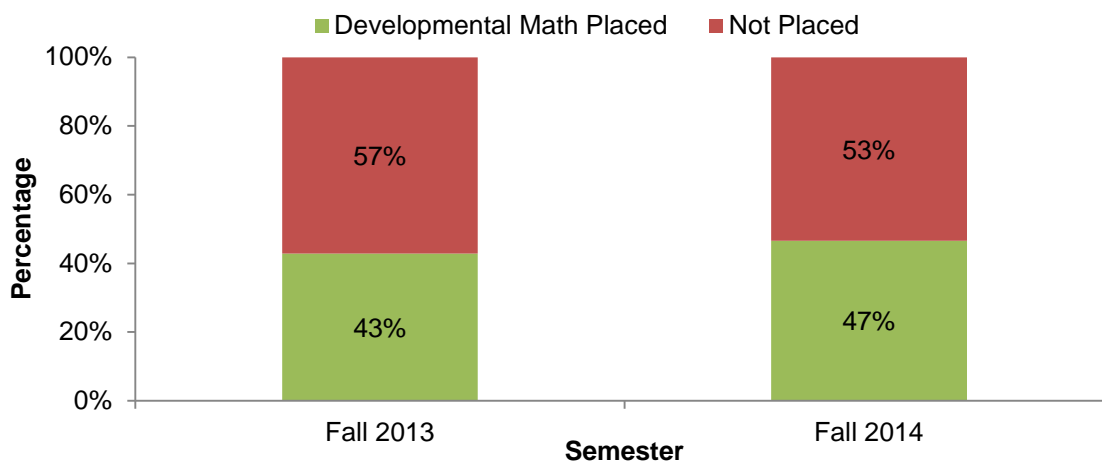


Table 15 and Figure 12 present the enrollment status of students who were placed into developmental math for Fall 2013 and Fall 2014. The percentage of enrollment in developmental math was higher (65 percent) in Fall 2014 than in Fall 2013 (61 percent). The policy stating that, if placed, students must enroll in developmental education was implemented in Fall 2014.

Table 15. Compliance with Developmental Math Enrollment Policy for Developmental Math Placed Cohorts: Fall 2013 and Fall 2014

Compliance Status ⁴	Fall 2013 Cohort		Fall 2014 Cohort	
	#	%	#	%
Enrolled in Developmental Math	970	60.9%	1,337	65.4%
Did Not Enroll in Developmental Math	624	39.1%	706	34.6%
Developmental Math Placed Cohort	1,594	100.0%	2,043	100.0%

Figure 12. Compliance with Developmental Math Enrollment Policy for Developmental Math Placed Cohorts: Fall 2013 and Fall 2014

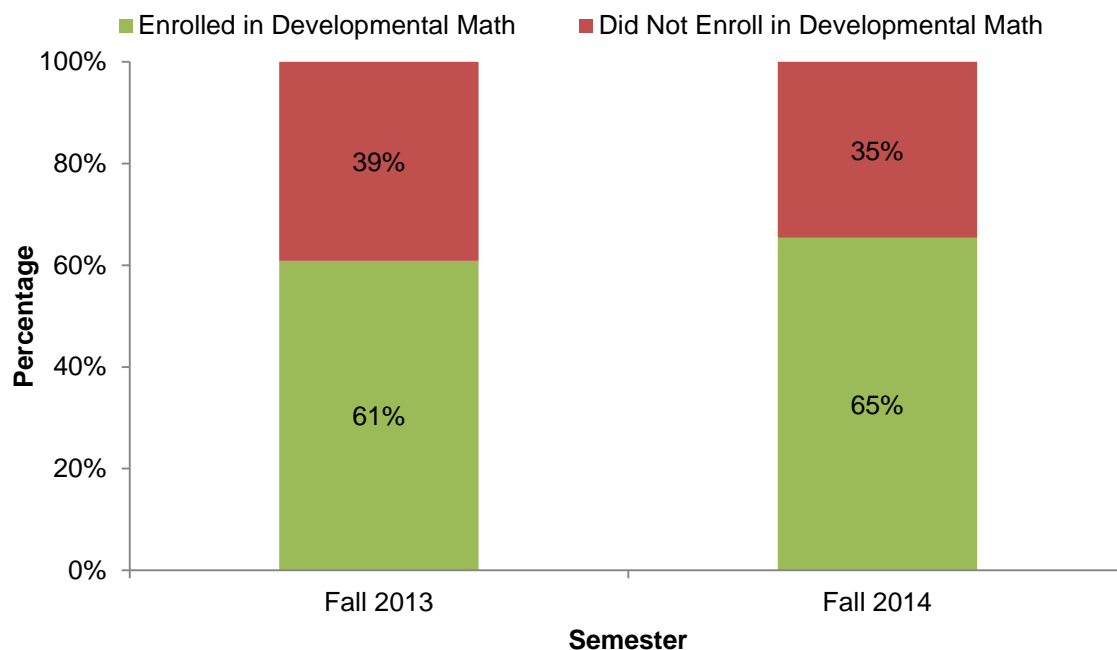


Table 16 and Figure 13 (both next page) display the total and average credit hours for the cohorts of first-time students ages 17-24 who were placed in developmental math in Fall 2013 and Fall 2014. On average, Developmental Math Placed students in Fall 2014 who enrolled in developmental math as required enrolled in a higher number of credit hours (11.7) than the Fall 2014 cohort overall (10.9) and the Fall 2013 cohort overall (11.3).

⁴ Enrollment in developmental math is taken as a proxy for compliance for this policy. Actual compliance may involve additional parameters.

Table 16. Semester Credit Hours for Developmental Math Placed Cohorts: Fall 2013 and Fall 2014

	Fall 2013 Cohort	Fall 2014 Cohort	
		All Cohort	Enrolled in Dev. Math
Total Credit Hours	18,001	22,121	15,663
Average Credit Hours	11.3	10.9	11.7

Figure 13. Semester Credit Hours for Developmental Math Placed Cohorts: Fall 2013 and Fall 2014

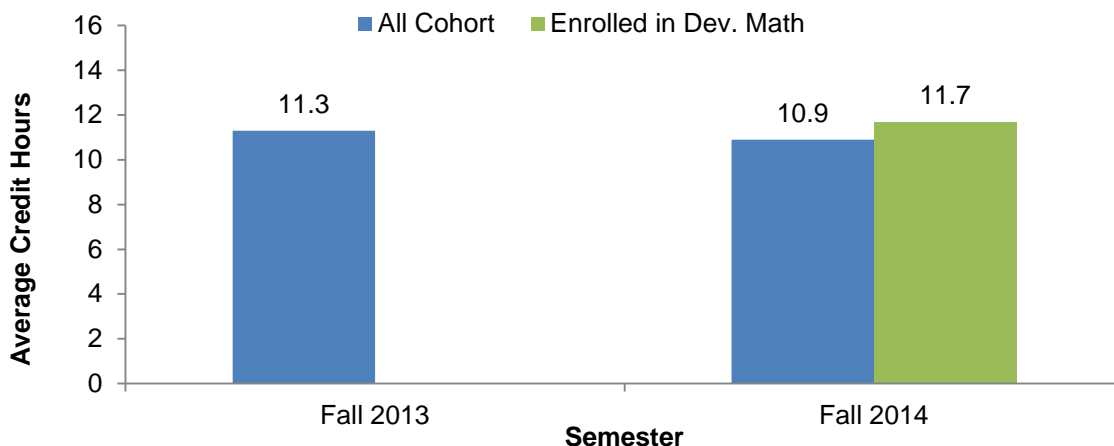


Table 17 and Figure 14 (next page) display semester GPA for the cohorts of GPS students who were placed in developmental math in Fall 2013 and Fall 2014. A similar percentage of the Developmental Math Placed students in Fall 2014 who enrolled in developmental math as required earned GPAs that were 0.9 and below (32 percent) when compared to the Fall 2014 cohort overall (33 percent).

Table 17. Semester GPA for Developmental Math Placed Cohorts: Fall 2013 and Fall 2014

GPA Range	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Enrolled in Dev. Math	
	#	%	#	%	#	%
0.0 – 0.9	474	29.8%	663	32.6%	429	32.1%
1.0 – 1.9	265	16.6%	340	16.7%	233	17.4%
2.0 – 2.9	421	26.4%	522	25.6%	340	25.4%
3.0 – 3.9	352	22.1%	398	19.6%	272	20.3%
4.0	81	5.1%	113	5.5%	63	4.7%
Total	1,593	100.0%	2,036	100.0%	1,337	100.0%
Average GPA	1.8		1.8		1.8	

Note: One student of the Fall 2013 cohort and 7 students of the Fall 2014 cohort did not enroll in credit courses and, therefore, are not reflected in the data/totals above.

Figure 14. Semester GPA for Developmental Math Placed Cohorts: Fall 2013 and Fall 2014

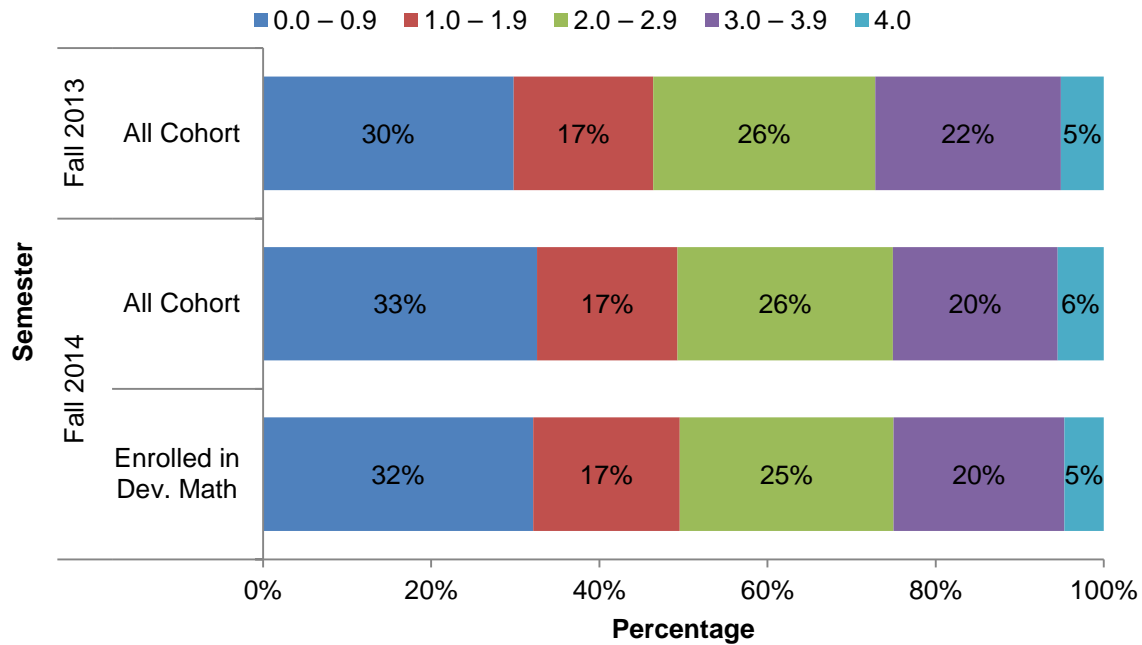


Table 18 and Figure 15 (next page) display the overall success rates of the cohorts of GPS students who were placed in developmental math in Fall 2013 and Fall 2014. Earning a grade of 'C' or higher is considered an indicator of success in credit courses. Students who enrolled in developmental math courses in Fall 2014 as required had an overall success rate of 50 percent which is slightly lower than the Fall 2014 cohort overall (53 percent) and the Fall 2013 cohort overall (52 percent).

Table 18. Success in Credit Courses for Developmental Math Placed Cohorts: Fall 2013 and Fall 2014

Course Outcome	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Enrolled in Dev. Math	
	#	%	#	%	#	%
Success	3,353	52.4%	4,305	52.6%	2,909	50.2%
Fail	3,051	47.6%	3,878	47.4%	2,881	49.8%
Total	6,404	100.0%	8,183	100.0%	5,790	100.0%
Average Success Rate in Courses*	1.6		1.6		1.5	

Note: In the Fall 2013 cohort, there were 9 missing grades, and in the Fall 2014 cohort, there were 11 missing grades including 7 of the 'Enrolled in Dev. Math' group. The totals are duplicated headcounts.

*Calculation based on the following scale: 'A' = 4, 'B' = 3, 'C,S,P' = 2, 'D' = 1, 'F,I,R,U,W' = 0 (excludes missing grades).

Figure 15. Success in Credit Courses for Developmental Math Placed Cohorts: Fall 2013 and Fall 2014

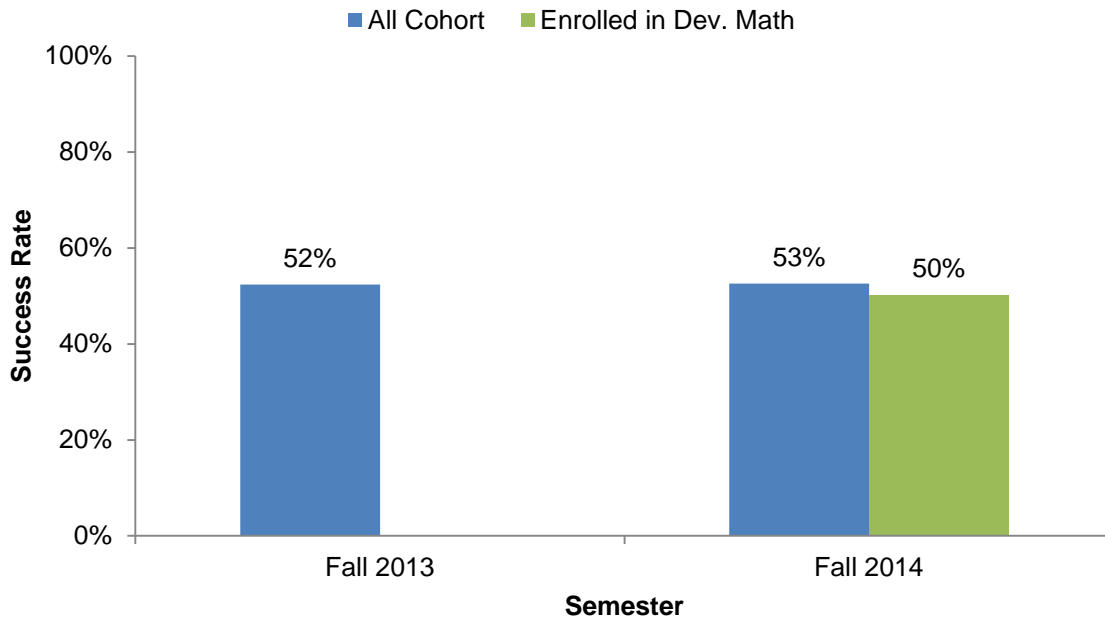


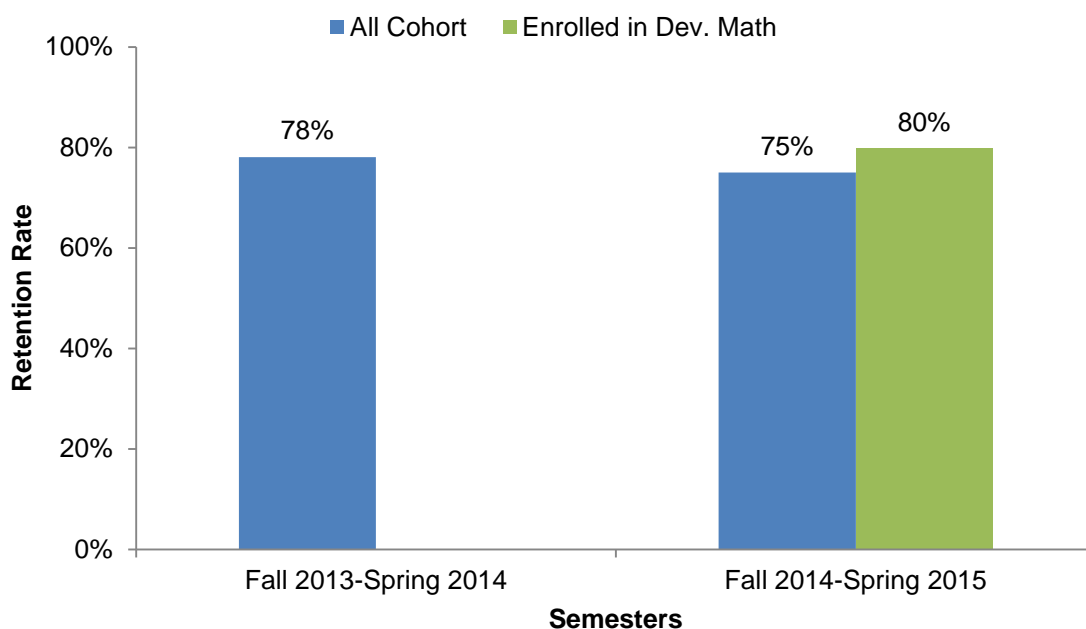
Table 19 and Figure 16 (next page) present the fall-to-spring retention rates of the cohorts of GPS students who were placed in developmental math in Fall 2013 and Fall 2014. Fall 2014 students who enrolled in developmental math as required returned to NOVA in Spring 2015 at a greater rate (80 percent) than both the Fall 2014 cohort overall (75 percent) and the Fall 2013 cohort overall (78 percent).

Table 19. Fall to Spring Retention of Developmental Math Placed Cohorts: Fall 2013 through Spring 2015

Retention Status	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Enrolled in Dev. Math	
	#	%	#	%	#	%
Returned Following Spring	1,245	78.2%	1,532	75.2%	1,067	79.8%
Did Not Return Following Spring	348	21.8%	504	24.8%	270	20.2%
Total	1,593	100.0%	2,036	100.0%	1,337	100.0%

Note: Spring 2015 retention data from PeopleSoft as of February 24th, 2015. One student of the Fall 2013 cohort and 7 students of the Fall 2014 cohort did not enroll in credit courses and are excluded from retention analyses.

Figure 16. Fall to Spring Retention of Developmental Math Placed Cohorts: Fall 2013 through Spring 2015



Section IIB – Policy: Enroll in Developmental Courses, if Placed – Developmental English

Within Section IIB, the *Developmental English Placed Cohorts* include GPS students who took the English placement test and were placed into any level of developmental English. As seen in Table 20 and Figure 17 (next page), a smaller percentage of students who took the VPT-English were placed into developmental English in Fall 2014 (23 percent) than in Fall 2013 (30 percent).

Table 20. Developmental English Placement of Students Who Took English Placement Test: Fall 2013 and Fall 2014

Developmental English Placement	Fall 2013 Cohort		Fall 2014 Cohort	
	#	%	#	%
Developmental English Placed Cohort	1,027	29.9%	908	23.3%
Not Placed	2,412	70.1%	2,990	76.7%
Total (Who Took VPT-English)	3,439	100.0%	3,898	100.0%

Figure 17. Developmental English Placement of Students Who Took English Placement Test: Fall 2013 and Fall 2014

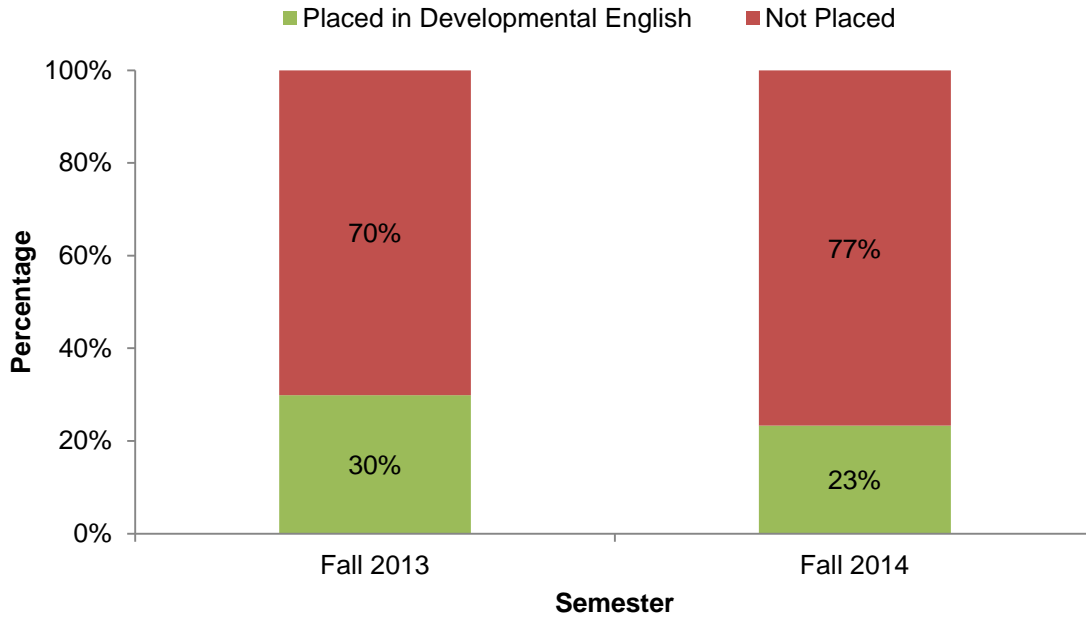


Table 21 and Figure 18 (next page) present the enrollment of GPS students who were placed into developmental English for Fall 2013 and Fall 2014. Enrollment in developmental English was higher (78 percent) in Fall 2014 than in Fall 2013 (75 percent). The policy stating that, if placed, students must enroll in developmental education was implemented in Fall 2014.

Table 21. Compliance with Developmental English Enrollment Policy for Developmental English Placed Cohorts: Fall 2013 and Fall 2014

Compliance Status ⁵	Fall 2013 Cohort		Fall 2014 Cohort	
	#	%	#	%
Enrolled in Developmental English	765	74.5%	708	78.0%
Did Not Enroll in Developmental English	262	25.5%	200	22.0%
Developmental English Placed Cohort	1,027	100.0%	908	100.0%

⁵Enrollment in developmental English is taken as a proxy for compliance for this policy. Actual compliance may involve additional parameters.

Figure 18. Compliance with Developmental English Enrollment Policy for Developmental English Placed Cohorts: Fall 2013 and Fall 2014

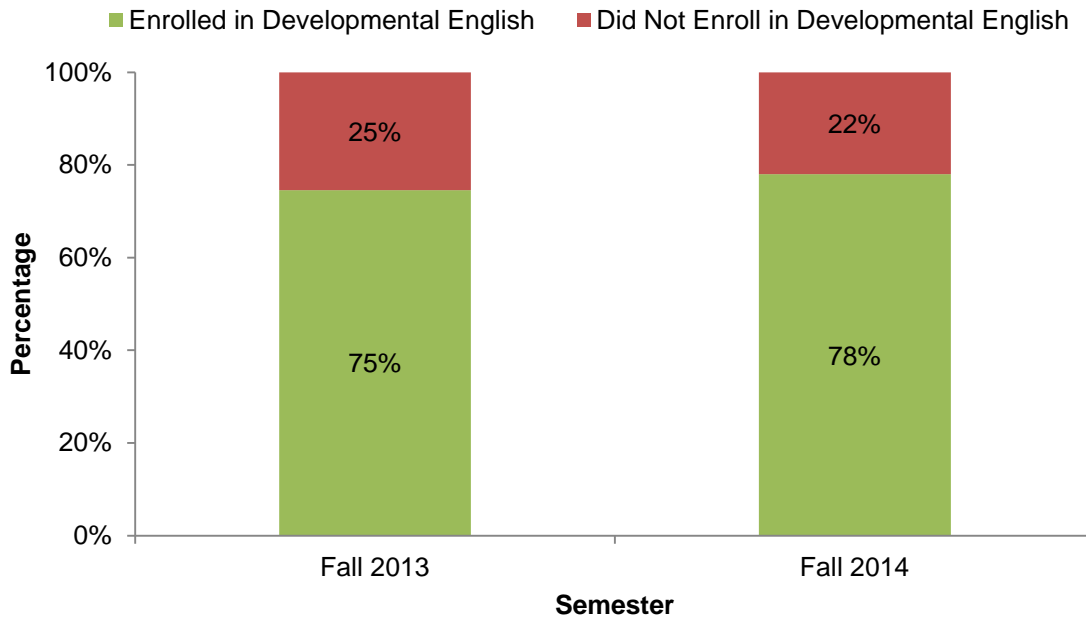


Table 22 and Figure 19 (next page) display the total and average credit hours for the cohorts of GPS students who were placed in developmental English in Fall 2013 and Fall 2014. Developmental English Placed students in Fall 2014 who enrolled in developmental English as required, enrolled in a higher number of credit hours (11.7) than the Fall 2014 cohort overall (10.9) and the Fall 2013 cohort overall (11.2) on average.

Table 22. Semester Credit Hours for Developmental English Placed Cohorts: Fall 2013 and Fall 2014

	Fall 2013 Cohort	Fall 2014 Cohort	
		All Cohort	Enrolled in Dev. English
Total Credit Hours	11,550	9,886	8,282
Average Credit Hours	11.2	10.9	11.7

Figure 19. Semester Credit Hours for Developmental English Placed Cohorts: Fall 2013 and Fall 2014

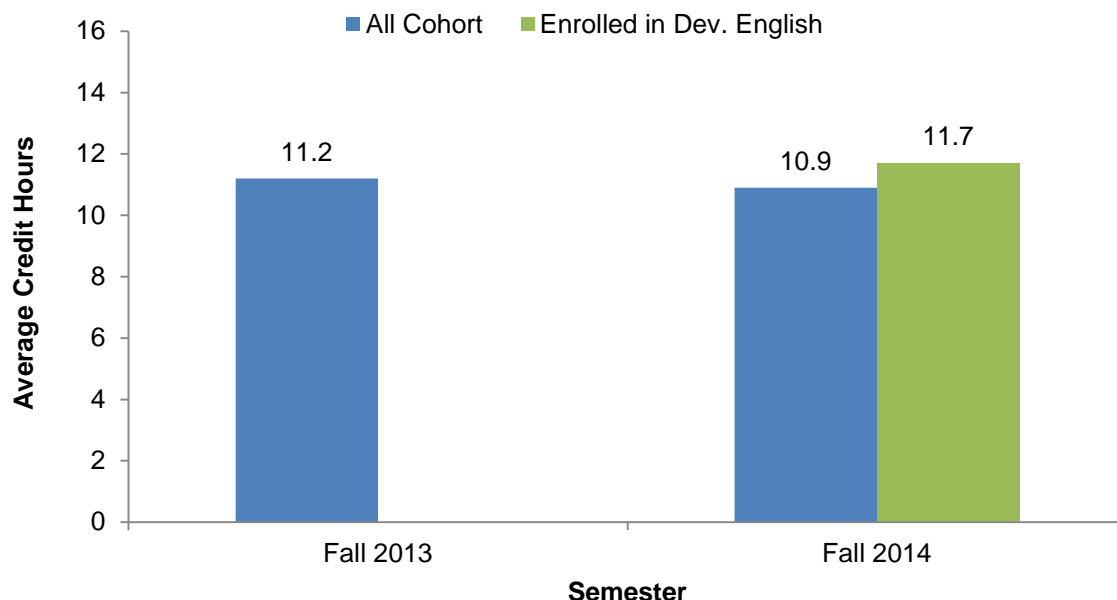


Table 23 and Figure 20 (next page) display semester GPA for the cohorts of GPS students who were placed in developmental English in Fall 2013 and Fall 2014. Developmental English Placed students in Fall 2014 who enrolled in developmental English as required were less likely to earn the lowest level GPA of 0.9 and below (34 percent) than the Fall 2014 cohort overall (37 percent).

Table 23. Semester GPA for Developmental English Placed Cohorts: Fall 2013 and Fall 2014

GPA Range	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Enrolled in Dev. English	
	#	%	#	%	#	%
0.0 – 0.9	330	32.2%	333	36.7%	241	34.0%
1.0 – 1.9	172	16.7%	145	16.0%	121	17.1%
2.0 – 2.9	275	26.8%	229	25.2%	189	26.7%
3.0 – 3.9	199	19.4%	160	17.6%	132	18.6%
4.0	51	5.0%	41	4.5%	25	3.5%
Total	1,027	100.0%	908	100.0%	708	100.0%
Average GPA	1.7		1.6		1.7	

Figure 20. Semester GPA for Developmental English Placed Cohorts: Fall 2013 and Fall 2014

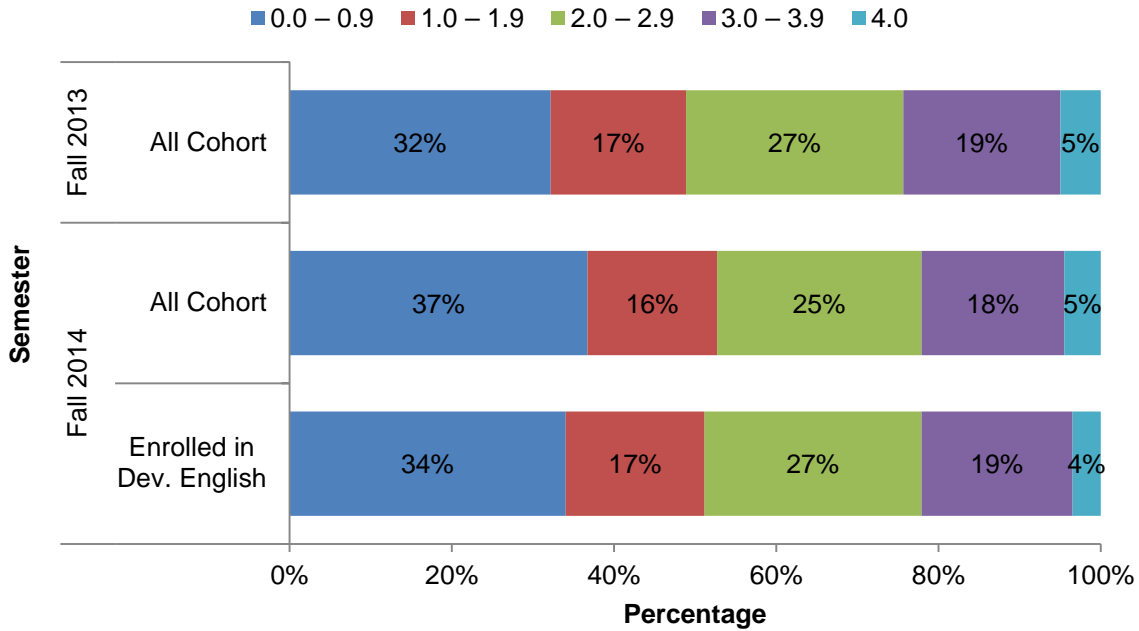


Table 24 and Figure 21 (next page) display the overall success rates of the GPS students who were placed in developmental English in Fall 2013 and Fall 2014. Earning a grade of ‘C’ or higher is considered an indicator of success in credit courses. Students who enrolled in developmental English courses in Fall 2014 as required had an overall success rate of 54 percent which is higher than the Fall 2014 cohort overall (52 percent) and the Fall 2013 cohort overall (53 percent).

Table 24. Success in Credit Courses for Developmental English Placed Cohorts: Fall 2013 and Fall 2014

Course Outcome	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Enrolled in Dev. English	
	#	%	#	%	#	%
Success	2,218	53.2%	1,910	52.0%	1,669	54.4%
Fail	1,952	46.8%	1,764	48.0%	1,400	45.6%
Total	4,170	100.0%	3,674	100.0%	3,069	100.0%
Average Success Rate in Courses*	1.5		1.5		1.5	

Note: In the Fall 2013 cohort, there were 4 missing grades, and in the Fall 2014 cohort, there were 8 missing grades including 5 of the ‘Enrolled in Dev. English.’ The totals are duplicated headcounts.

*Calculation based on the following scale: ‘A’ = 4, ‘B’ = 3, ‘C,S,P’ = 2, ‘D’ = 1, ‘F,I,R,U,W’ = 0 (excludes missing grades).

Figure 21. Success in Credit Courses for Developmental English Placed Cohorts: Fall 2013 and Fall 2014

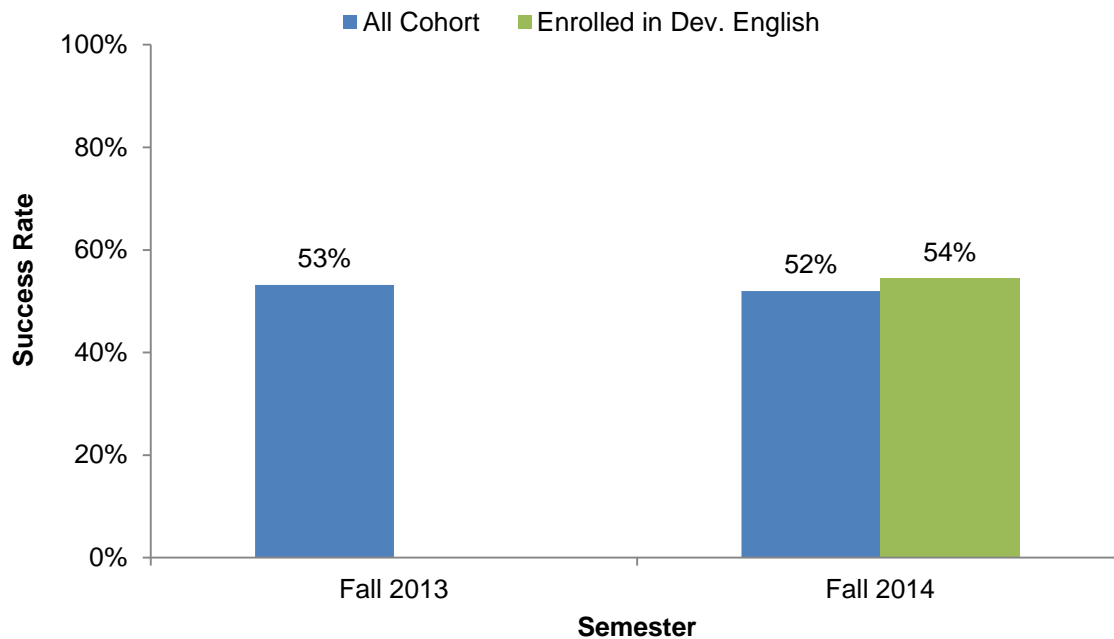


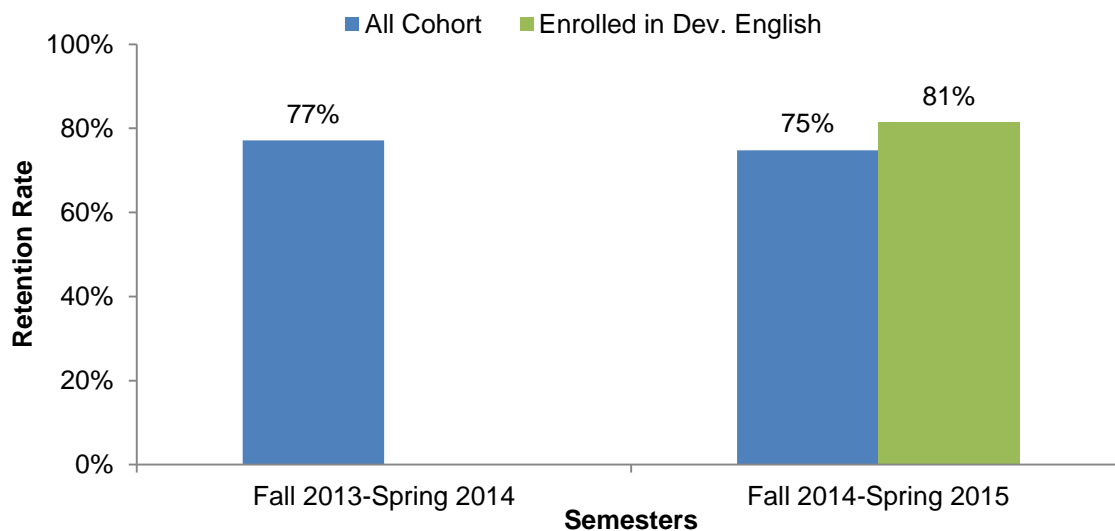
Table 25 and Figure 22 (next page) present the fall-to-spring retention rates of the cohorts of GPS students who were placed in developmental English in Fall 2013 and Fall 2014. Students who enrolled in developmental English as required returned to NOVA in Spring 2015 at a greater rate (81 percent) than both the Fall 2014 cohort overall (75 percent) and the Fall 2013 cohort overall (77 percent).

Table 25. Fall to Spring Retention of Developmental English Placed Cohorts: Fall 2013 and Fall 2014

Retention Status	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Enrolled in Dev. English	
	#	%	#	%	#	%
Returned Following Spring	792	77.1%	679	74.8%	576	81.4%
Did Not Return Following Spring	235	22.9%	229	25.2%	132	18.6%
Total	1,027	100.0%	908	100.0%	708	100.0%

Note: Spring 2015 retention data from PeopleSoft as of February 24th, 2015.

Figure 22. Fall to Spring Retention of Developmental English Placed Cohorts: Fall 2013 and Fall 2014



Section III – Policy: Attend Orientation and Participate in Advising

This section addresses two policy changes: student orientation and early advising. All GPS students: first-time to college students, namely recent high school graduates or GED recipients, between the ages of 17 and 24 who have never previously attended college (not counting dual enrollment during high school) ⁶ must attend student orientation and meet with an advisor before enrolling in courses at NOVA. Student orientations at NOVA are led by first-year advisors, college teaching faculty, and student orientation leaders. At student orientation, students take part in the following activities: interpretation of placement test scores, developing academic goals, meeting with a first-year advisor, creating a class schedule and registering for courses, and learning about payment options and Financial Aid.

Meeting with an advisor is a part of student orientation via group sessions or through personal sessions. Since the population for analysis (GPS Population) remains the same for both these policies, data are presented together in this section.

Table 26. GPS Population by Compliance with Orientation and Advising Policies: Fall 2013 and Fall 2014

Compliance Status	Fall 2013*		Fall 2014	
	#	%	#	%
Attended Orientation and Advising	--	--	4,683	91.1%
Did Not Attend	--	--	459	8.9%
Total GPS Population	4,895	100.0%	5,142	100.0%

*Orientation/Advising status not available for Fall 2013.

⁶Students who are not members of the College Pathway Initiative program and are not transient students.

Table 27 and Figure 23 present the total number and average number of credit hours taken by the GPS populations in Fall 2013 and Fall 2014. On average, in Fall 2014, those who attended orientation and received advising as required enrolled in a slightly lower number of credit hours (11.2) than the overall Fall 2014 cohort (11.5) and the Fall 2013 cohort (11.6).

Table 27. GPS Population by Orientation/Advising Attendance and Semester Credit Hours: Fall 2013 and Fall 2014

	Fall 2013 GPS Population	Fall 2014 GPS Population	
		All GPS Population	Attended Orientation/ Advising
Total Credit Hours	55,144	57,842	53,723
Average Credit Hours	11.6	11.5	11.2

Figure 23. GPS Population by Orientation/Advising Attendance and Semester Credit Hours: Fall 2013 and Fall 2014

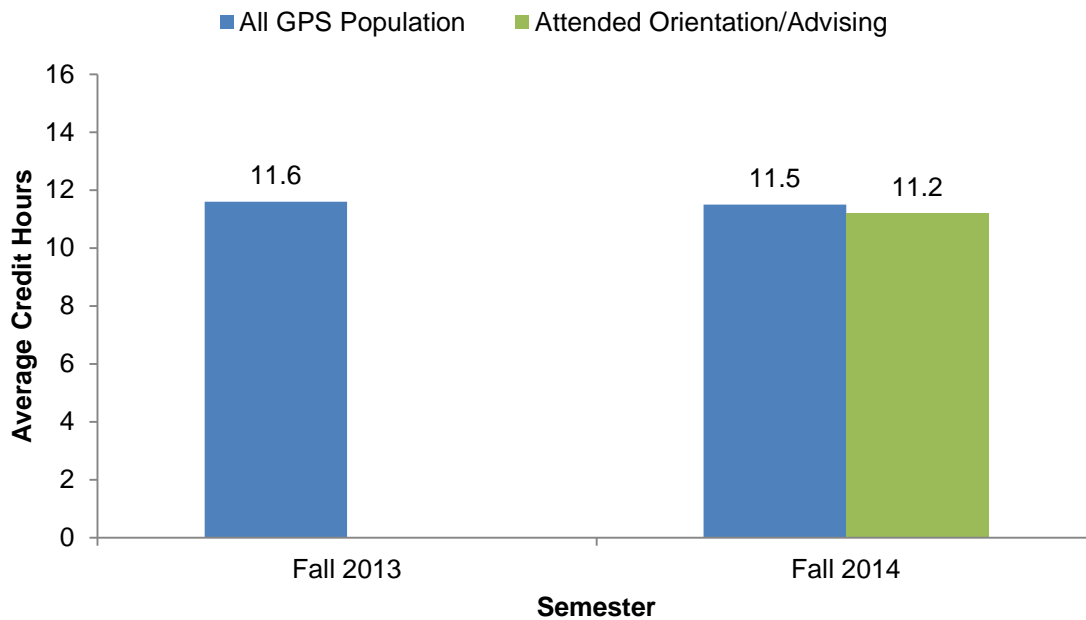


Table 28 and Figure 24 (both next page) present the GPA ranges for the GPS students in Fall 2013 and Fall 2014. In Fall 2014, students who complied with the policies to attend orientation and receive advising were somewhat less likely (36 percent) to earn GPAs of 3.0 and higher when compared the Fall 2014 cohort overall (37 percent) and the Fall 2013 cohort overall (39 percent).

Table 28. GPS Population by Orientation/Advising Attendance and Semester GPA: Fall 2013 and Fall 2014

GPA Range	Fall 2013 GPS Population		Fall 2014 GPS Population			
			All GPS Population		Attended Orientation/Advising	
	#	%	#	%	#	%
0.0 – 0.9	1,098	23.0%	1,227	24.4%	1,142	24.6%
1.0 – 1.9	609	12.8%	745	14.8%	705	15.2%
2.0 – 2.9	1,215	25.5%	1,224	24.3%	1,118	24.0%
3.0 – 3.9	1,386	29.1%	1,344	26.7%	1,233	26.5%
4.0	458	9.6%	496	9.8%	453	9.7%
Total	4,766	100.0%	5,036	100.0%	4,651	100.0%
Average GPA	2.2		2.1		2.1	

Note: 129 students of the Fall 2013 cohort and 106 students of the Fall 2014 cohort, including 32 students in the 'Attended Orientation/Advising' group did not enroll in credit courses and therefore, are not reflected in the data/totals above.

Figure 24. GPS Population by Orientation/Advising Attendance and Semester GPA: Fall 2013 and Fall 2014

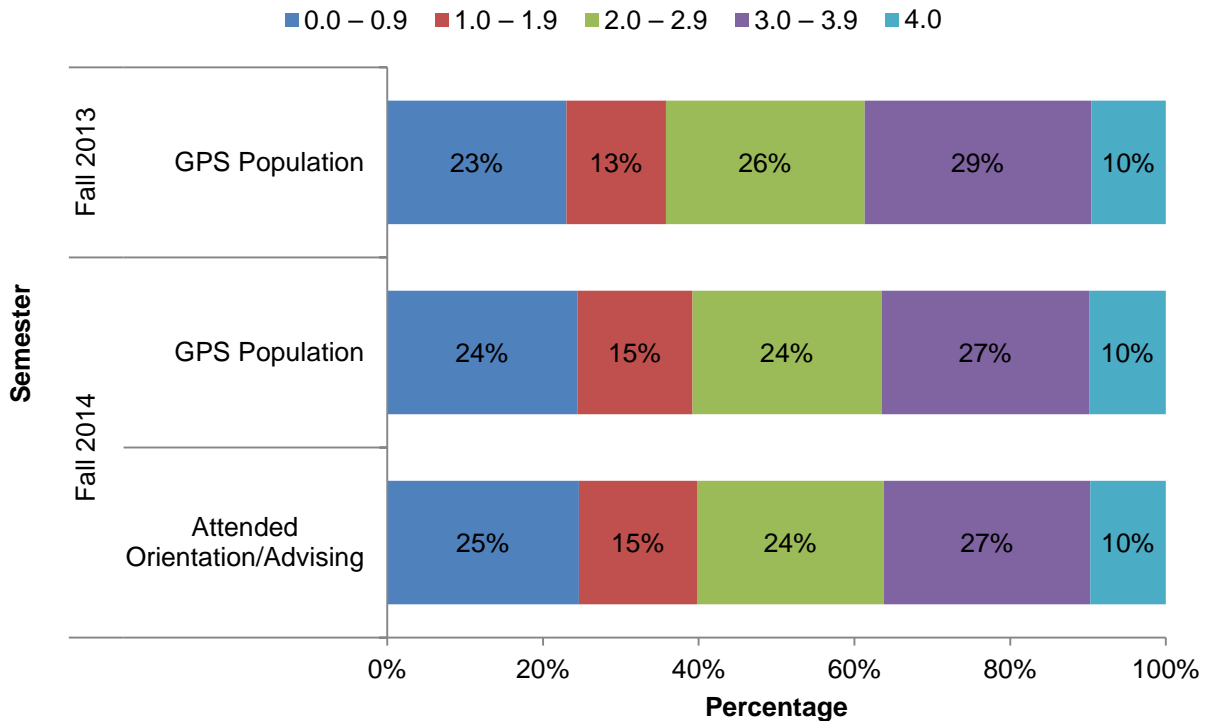


Table 29 and Figure 25 present the overall success rates of the GPS Populations for Fall 2013 and Fall 2014. All GPS students are included in these cohorts. Earning a grade of 'C' or higher is considered an indicator of success in credit courses. Students who complied with the policies to attend student orientation and receive advising in Fall 2014 have an overall success rate of 64 percent which is equivalent to both the Fall 2014 cohort overall (64 percent) and the Fall 2013 cohort overall (64 percent).

Table 29. Success in Credit Courses of GPS Population by Orientation/Advising Attendance: Fall 2013 and Fall 2014

Course Outcome	Fall 2013 GPS Population		Fall 2014 GPS Population			
			All GPS Population		Attended Orientation/Advising	
	#	%	#	%	#	%
Success	12,160	63.7%	13,209	64.3%	12,191	63.8%
Fail	6,932	36.3%	7,326	35.7%	6,910	36.2%
Total	19,092	100.0%	20,535	100.0%	19,101	100.0%
Average Success Rate in Courses*	2.0		2.1		2.0	

Note: In the Fall 2013 cohort, there were 14 missing grades, and in the Fall 2014 cohort, there were 22 missing grades including 18 of the 'Attended Students.' The totals are duplicated headcounts.

*Calculation based on the following scale: 'A' = 4, 'B' = 3, 'C,S,P' = 2, 'D' = 1, 'F,I,R,U,W' = 0 (excludes missing grades).

Figure 25. Success in Credit Courses of GPS Population by Orientation/Advising Attendance: Fall 2013 and Fall 2014

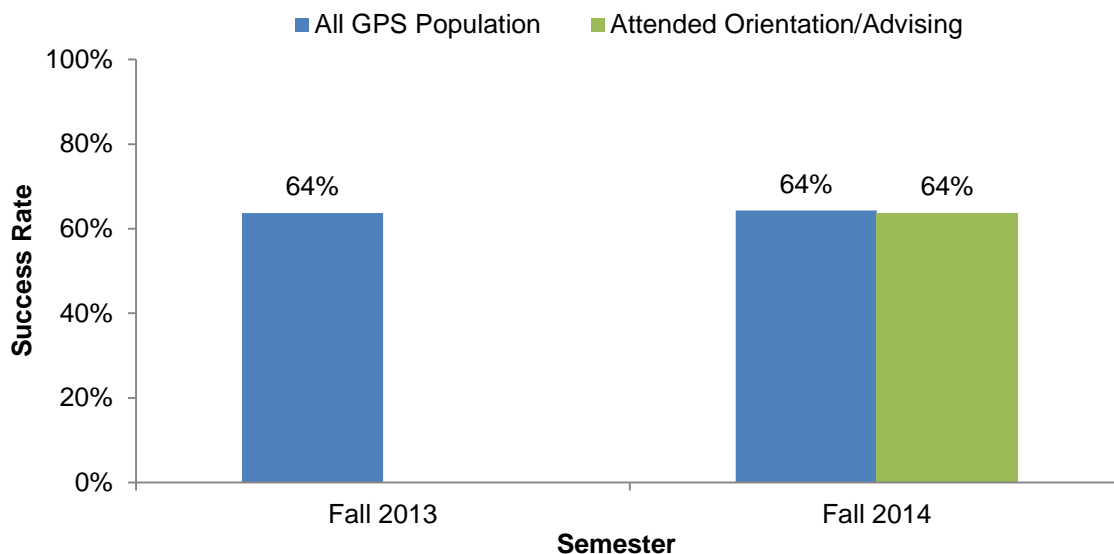


Table 30 and Figure 26 present the fall-to-spring retention rates of the GPS Population for Fall 2013 and Fall 2014. All GPS students are included in these cohorts. Students who complied with the student orientation and early advising policies returned to NOVA in Spring 2015 at a greater rate (81 percent) than the Fall 2014 cohort overall (80 percent) and the same as the Fall 2013 cohort overall (81 percent).

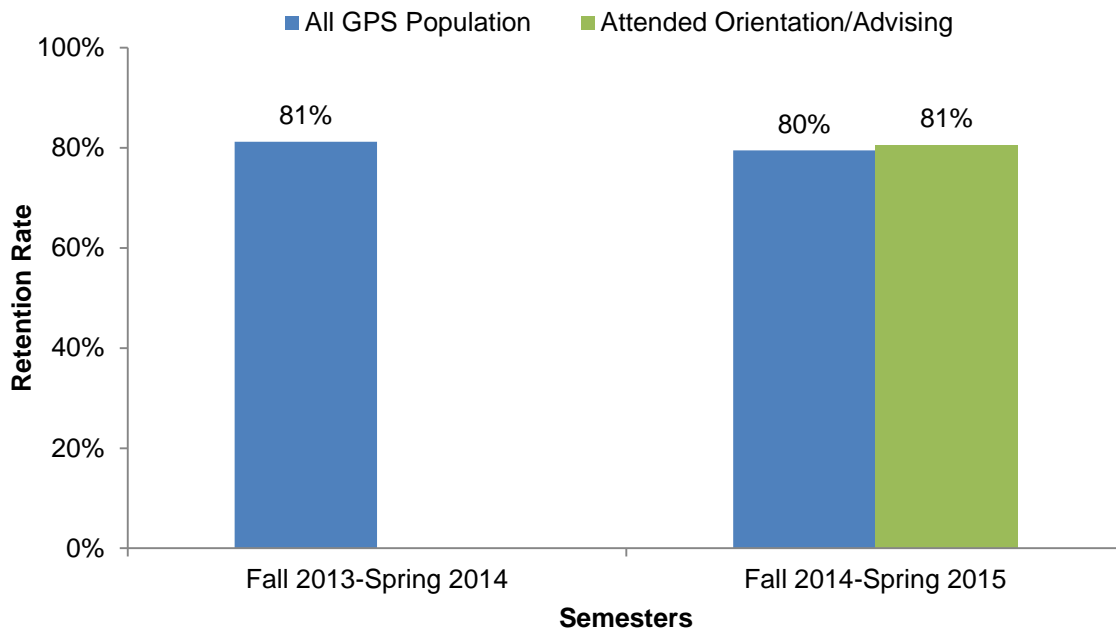
Table 30. Fall to Spring Retention of GPS Population by Orientation/Advising Attendance: Fall 2013 and Fall 2014

Retention Status	Fall 2013 GPS Population		Fall 2014 GPS Population			
			All GPS Population		Attended Orientation/Advising	
	#	%	#	%	#	%
Returned Following Spring	3,871	81.2%	4,004	79.5%	3,749	80.6%
Did Not Return Following Spring	895	18.8%	1,032	20.5%	902	9.4%
Total	4,766	100.0%	5,036	100.0%	4,651	100.0%

Note: Spring 2015 retention data from PeopleSoft as of February 24th, 2015.

129 students of the Fall 2013 cohort and 106 students of the Fall 2014 cohort, including 32 students in the 'Attended Orientation/Advising' group did not enroll in credit courses and are excluded from retention analyses.

Figure 26. Fall to Spring Retention of GPS Population by Orientation/Advising Attendance: Fall 2013 and Fall 2014



Section IV – Policy: Complete Student Development (SDV) Course Within the First Year

This section presents data on the policy change regarding mandatory completion of a Student Development (SDV) course. SDV 100/101 is a one-credit success course on subjects such as time management, note taking and test preparation, academic planning, career decision making, financial literacy and critical thinking. All GPS students: first-time to college students, namely recent high school graduates or GED recipients, between the ages of 17 and 24 who have never previously attended college (not counting dual enrollment during high school) ⁷ must complete SDV 100 or 101 during their first year at NOVA.

In this section, the cohorts (subsets) of the GPS population that are used for comparison and analysis are only those students who were not exempt from taking SDV 100 or 101. The purpose of using these subsets is to isolate only those students for whom this policy is applicable.

Table 31. SDV Cohort of the GPS Population: Fall 2013 and Fall 2014

	Fall 2013	Fall 2014
SDV Cohort	4,865	5,079
<i>Exempt from SDV 100*</i>	30	63
Total GPS Population	4,895	5,142

*Some students may fulfill the SDV requirement by passing the Assessment by Local Examination (ABLE).

Table 32 and Figure 27 (next page) present the completion status of GPS students who were required to take SDV (SDV Cohort) in Fall 2013 and Fall 2014. A higher percentage of GPS students completed SDV in Fall 2014 (53 percent) than in Fall 2013 (42 percent). The policy stating that students must complete SDV in their first year at NOVA was implemented in Fall 2014.

Table 32. Compliance with the SDV Requirement for SDV Cohort: Fall 2013 and Fall 2014

Compliance Status	Fall 2013 Cohort		Fall 2014 Cohort	
	#	%	#	%
Completed SDV Requirement*	1,995	42.1%	2,629	52.9%
Did Not Complete SDV	2,869	57.9%	2,450	47.1%
SDV Cohort	4,865	100.0%	5,079	100.0%

Note: The SDV policy requires that students complete SDV within their first year of enrollment at NOVA, however, the compliance status reported in the above table is based on student's first semester only. Students who completed SDV 100/101 during their first semester at NOVA with a grade of 'A', 'B', 'C' or 'D' are considered to have complied with the policy (Completed SDV). However, if the students with other grades reenrolled in SDV 100/101 in the following Spring semester, they are also considered to have complied with the policy.

⁷Students who are not members of the College Pathway Initiative program and are not transient students.

Figure 27. Compliance with the SDV Requirement for SDV Cohort: Fall 2013 and Fall 2014

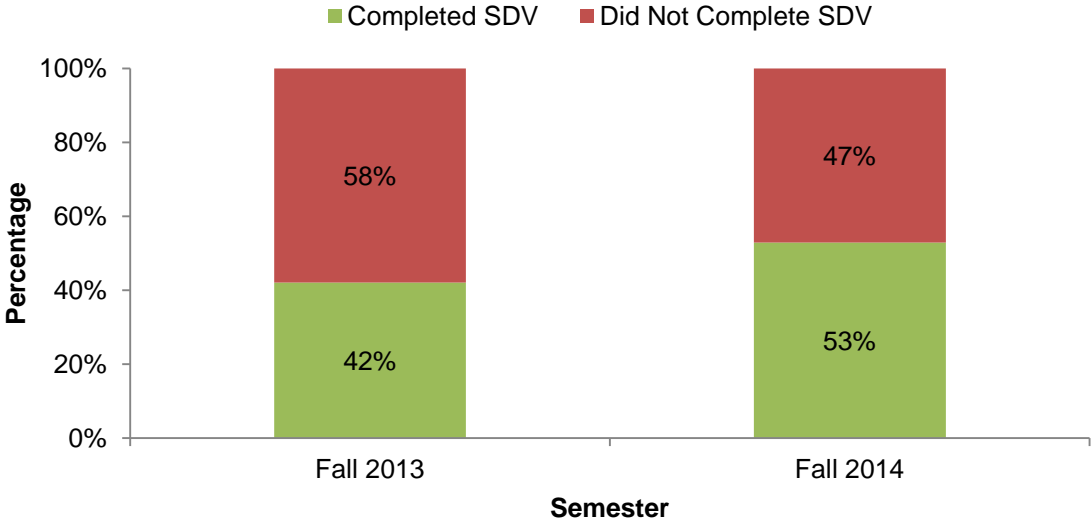


Table 33 and Figure 28 display the total and average credit hours for GPS students who were not exempt from taking SDV (SDV Cohort) in Fall 2013 and Fall 2014. On average, students in Fall 2014 who completed SDV as required enrolled in a higher number of credit hours (12.0) than the Fall 2014 cohort overall (11.5) and the Fall 2013 cohort overall (11.6).

Table 33. Semester Credit Hours for SDV Cohorts: Fall 2013 and Fall 2014

	Fall 2013 Cohort	Fall 2014 Cohort	
		All Cohort	Completed SDV
Total Credit Hours	54,739	56,964	31,522
Average Credit Hours	11.6	11.5	12.0

Figure 28. Semester Credit Hours for SDV Cohorts: Fall 2013 and Fall 2014

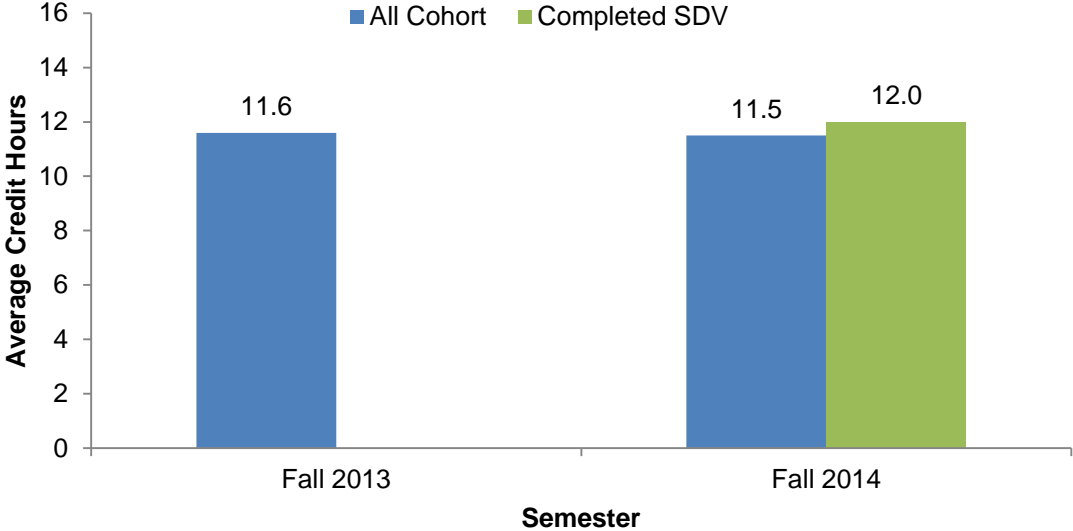


Table 34 and Figure 29 display semester GPA for GPS students who were not exempt from taking SDV (SDV Cohort) in Fall 2013 and Fall 2014. Students in Fall 2014 who completed SDV as required were more likely to earn a GPA of 3.0 and above (44 percent) than both the Fall 2014 cohort overall (36 percent) and the Fall 2013 overall (39 percent). The percentage of 0.0 to 0.9 GPAs for the students who enrolled in SDV is around half (12 percent) that of the Fall 2014 cohort overall (25 percent).

Table 34. Semester GPA for SDV Cohorts: Fall 2013 and Fall 2014

GPA Range	Fall 2013 Cohort		Fall 2014 Cohort			
	#	%	All Cohort		Completed SDV	
			#	%	#	%
0.0 – 0.9	1,095	23.1%	1,224	24.6%	323	12.3%
1.0 – 1.9	606	12.8%	739	14.9%	406	15.4%
2.0 – 2.9	1,209	25.5%	1,209	24.3%	753	28.6%
3.0 – 3.9	1,369	28.9%	1,315	26.4%	845	32.1%
4.0	456	9.6%	486	9.8%	302	11.5%
Total	4,735	100.0%	4,973	100.0%	2,629	100.0%
Average GPA	2.2		2.1		2.5	

Note: 129 students of the Fall 2013 cohort and 106 students of the Fall 2014 cohort did not enroll in credit courses and therefore, are not reflected in the data/totals above.

Figure 29. Semester GPA for SDV Cohorts: Fall 2013 and Fall 2014

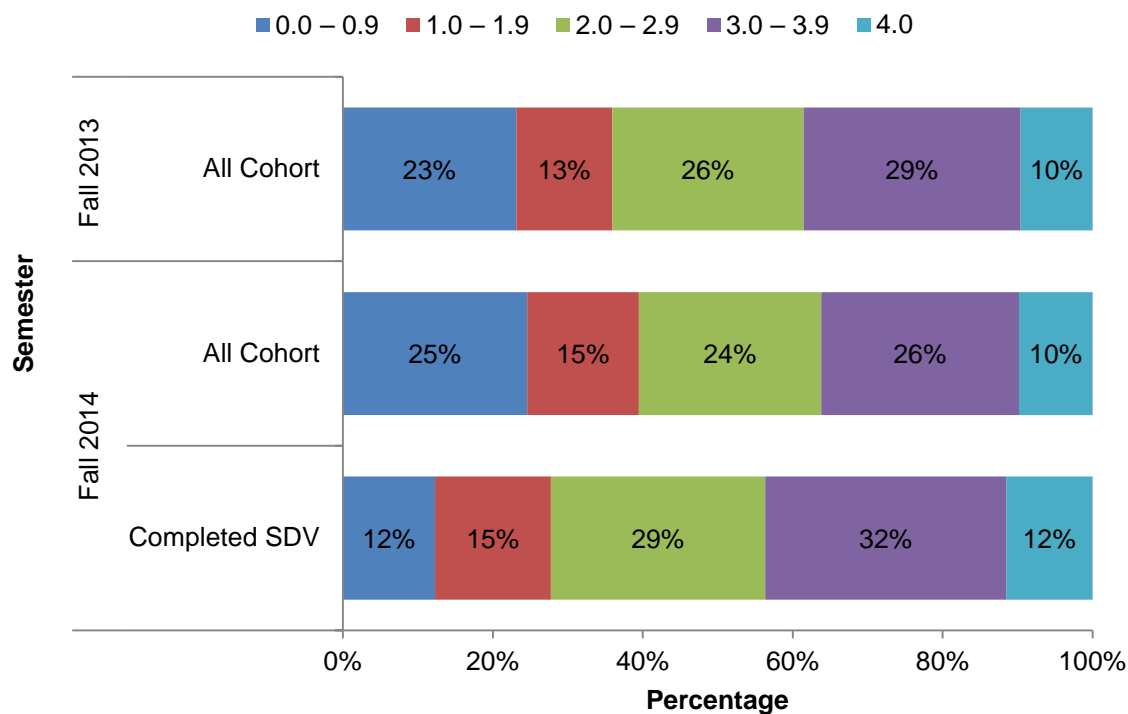


Table 35 and Figure 30 display the overall success rates of the cohorts of GPS students who were not exempt from SDV in Fall 2013 and Fall 2014. Earning a grade of 'C' or higher is considered an indicator of success in credit courses. Students who completed SDV in Fall 2014 as required had an overall success rate of 73 percent which is much higher than both the Fall 2014 cohort overall (64 percent) and the Fall 2013 cohort overall (64 percent).

Table 35. Success in Credit Courses for SDV Cohorts: Fall 2013 and Fall 2014

Course Outcome	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Completed SDV	
	#	%	#	%	#	%
Success	12,058	63.6%	12,989	64.1%	8,629	73.0%
Fail	6,898	36.4%	7,272	35.9%	3,197	27.0%
Total	18,956	100.0%	20,261	100.0%	11,826	100.0%
Average Success Rate in Courses*	2.0		2.0		2.3	

Note: In the Fall 2013 cohort, there were 15 missing grades, and in the Fall 2014 cohort, there were 25 missing grades including 10 of the 'Completed SDV' group. The totals are duplicated headcounts.

*Calculation based on the following scale: 'A' = 4, 'B' = 3, 'C,S,P' = 2, 'D' = 1, 'F,I,R,U,W' = 0 (excludes missing grades).

Figure 30. Success in Credit Courses for SDV Cohorts: Fall 2013 and Fall 2014

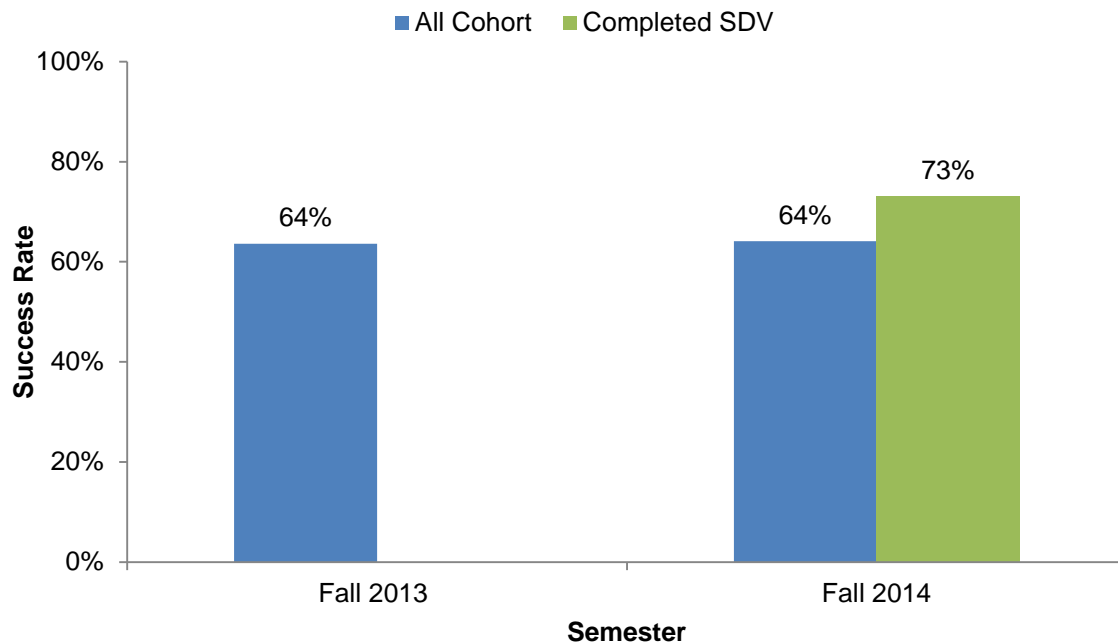


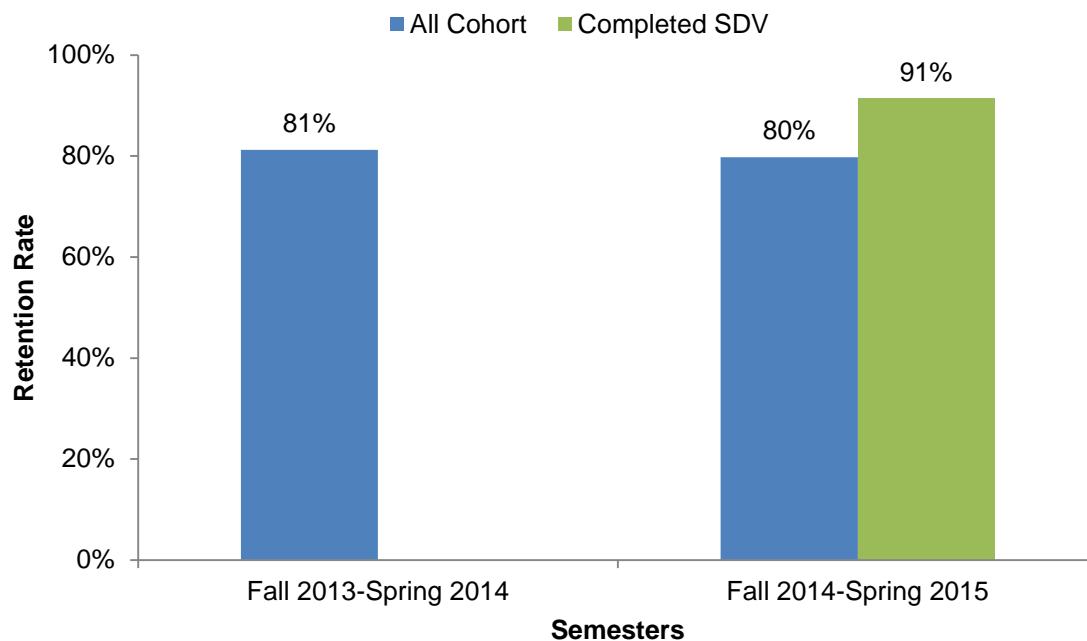
Table 36 and Figure 31 present the fall-to-spring retention rates of the cohorts of GPS students who were not exempt from SDV in Fall 2013 and Fall 2014. Students who completed SDV as required returned to NOVA in Spring 2015 at a greater rate (91 percent) than both the Fall 2014 cohort overall (80 percent) and the Fall 2013 cohort overall (81 percent).

Table 36. Fall to Spring Retention of SDV Cohorts: Fall 2013 through Spring 2015

Retention Status	Fall 2013 Cohort		Fall 2014 Cohort			
			All Cohort		Completed SDV	
	#	%	#	%	#	%
Returned Following Spring	3,843	81.2%	3,969	79.8%	2,403	91.4%
Did Not Return Following Spring	892	18.8%	1,004	20.2%	226	8.6%
Total	4,735	100.0%	4,973	100.0%	2,629	100.0%

Note: Spring 2015 retention data from PeopleSoft as of February 24th, 2015. 129 students of the Fall 2013 cohort and 106 students of the Fall 2014 cohort did not enroll in credit courses and are excluded from retention analyses.

Figure 31. Fall to Spring Retention of SDV Cohorts: Fall 2013 through Spring 2015



Section V – Policy: On-Time Registration

The on-time registration policy is mandatory for *all* NOVA students and requires that students register by 11:59 p.m. the day before the session begins. The purpose of this policy 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.

As seen in Table 37 and Figure 32, the percentage of all students registering for all of their courses on-time (by 11:59 p.m. the day before the session began) increased from 78 percent in Fall 2013 to 94 percent in Fall 2014. For the purpose of this analysis, even students who registered late with permission in Fall 2014 were considered as late-registrants.

Table 37. Compliance with On-Time Registration Policy: Fall 2013 and Fall 2014

Compliance Status	Fall 2013		Fall 2014	
	#	%	#	%
Registered On-Time	40,370	78.0%	48,491	94.1%
Did Not Comply	11,370	22.0%	3,014	5.9%
All Students	51,740	100.0%	51,505	100.0%

Note: Since table provides headcounts, if a student registered late for any course, the student was counted under 'Did not comply.'

Figure 32. Compliance with On-Time Registration Policy: Fall 2013 and Fall 2014

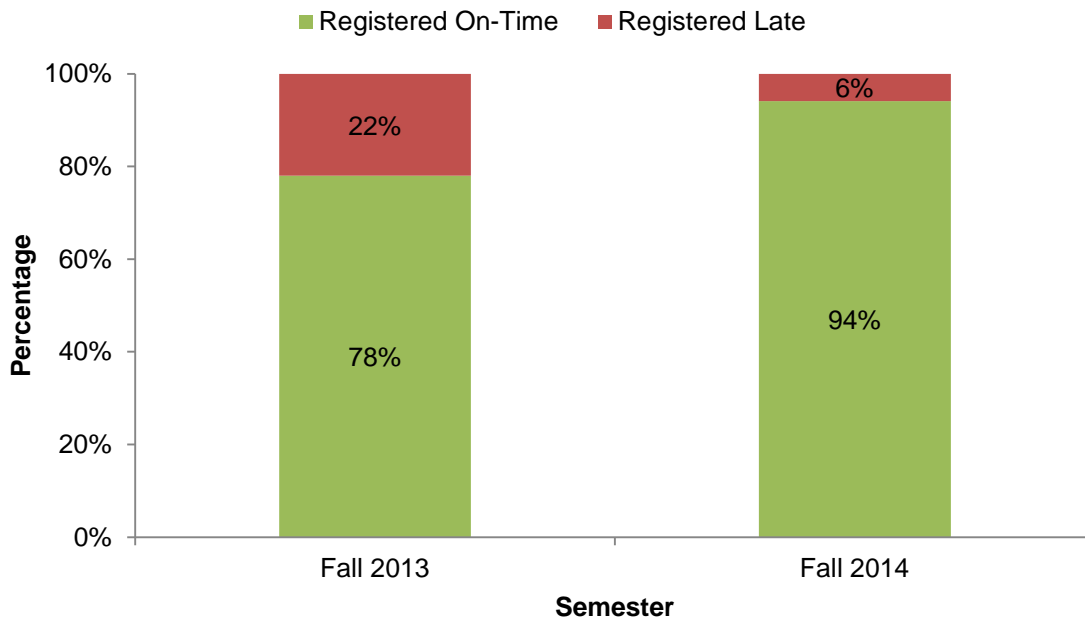


Table 38 and Figure 33 present the total number and average number of credit hours taken by all students in Fall 2013 and Fall 2014. On average, in Fall 2014, those who registered on time as required enrolled in a slightly higher number of credit hours (8.9) than the overall Fall 2014 cohort (8.8) and the same number of average credit hours as the Fall 2013 cohort (8.9).

Table 38. Semester Credit Hours by Compliance with On-Time Registration: Fall 2013 and Fall 2014

	Fall 2013	Fall 2014	
		All Students	Registered On-Time
Total Credit Hours	462,750	454,360	432,194
Average credit Hours	8.9	8.8	8.9

Figure 33. Semester Credit Hours by Compliance with On-Time Registration: Fall 2013 and Fall 2014

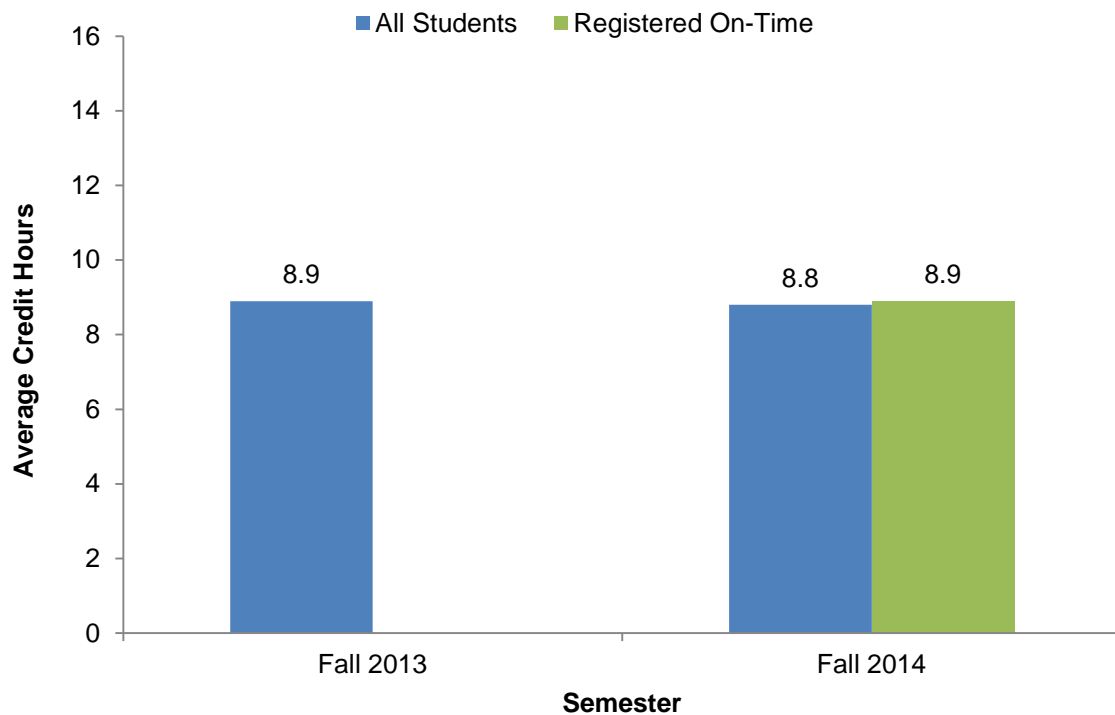


Table 39 and Figure 34 present the GPA ranges for all NOVA students in Fall 2013 and Fall 2014. In Fall 2014, students who complied with the on-time registration earned GPAs mostly equivalent to the Fall 2014 cohort overall.

Table 39. Semester GPA by Compliance with On-Time Registration: Fall 2013 and Fall 2014

GPA Range	Fall 2013		Fall 2014			
			All Students		Registered On-Time	
	#	%	#	%	#	%
0.0 – 0.9	9,896	19.1%	10,701	20.8%	9,725	20.1%
1.0 – 1.9	4,229	8.2%	5,064	9.8%	4,842	10.0%
2.0 – 2.9	10,720	20.7%	10,244	19.9%	9,755	20.1%
3.0 – 3.9	16,150	31.2%	15,212	29.5%	14,433	29.8%
4.0	10,745	20.8%	10,284	20.0%	9,736	20.1%
Total	51,740	100.0%	51,505	100.0%	48,491	100.0%
Average GPA	2.5		2.4		2.4	

Figure 34. Semester GPA by Compliance with On-Time Registration: Fall 2013 and Fall 2014

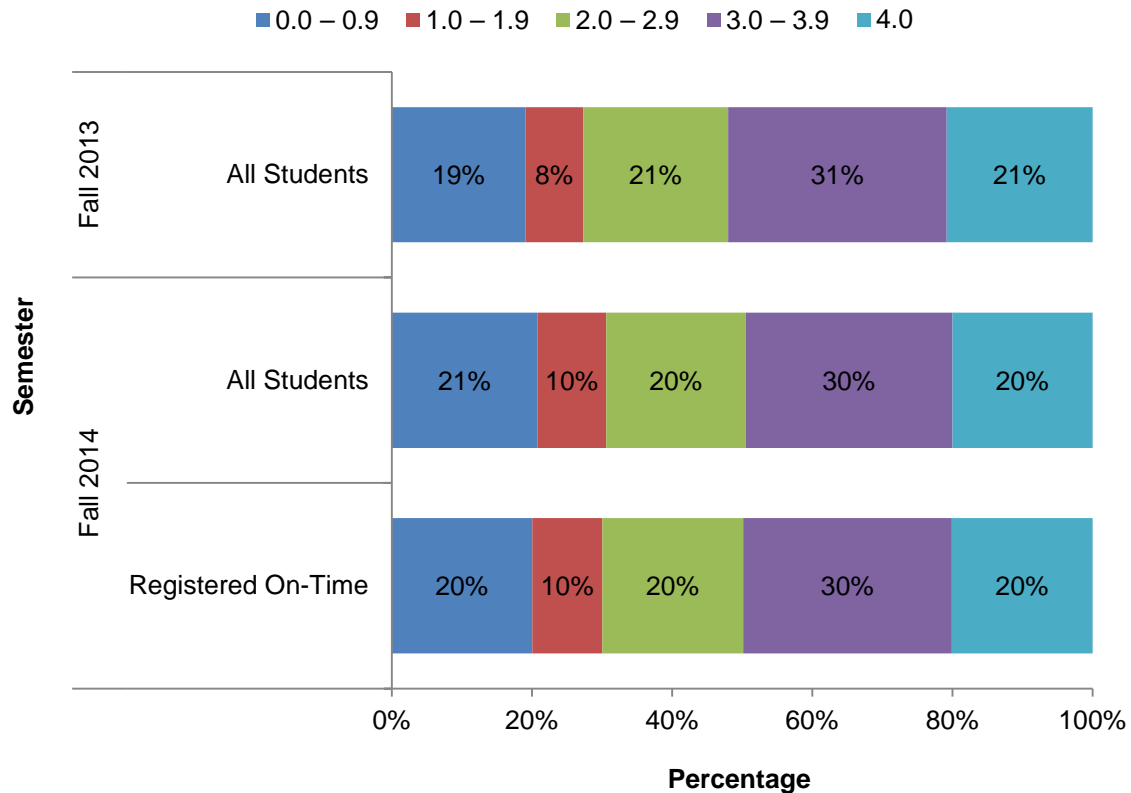


Table 40 and Figure 35 present the overall success rates of all NOVA students for Fall 2013 and Fall 2014. Earning a grade of 'C' or higher is considered an indicator of success in credit courses. Students who complied with the on-time registration policy in Fall 2014 had an overall success rate of 72 percent which is equivalent to both the Fall 2014 cohort overall (72 percent) and the Fall 2013 cohort overall (72 percent).

Table 40. Success in Credit Courses by Compliance with On-Time Registration: Fall 2013 and Fall 2014

Course Outcome	Fall 2013		Fall 2014			
	#	%	All Students		Registered On-Time	
			#	%	#	%
Success	108,220	71.9%	107,138	72.4%	102,156	72.4%
Fail	42,363	28.1%	40,741	27.6%	39,016	27.6%
Total	150,583	100.0%	147,879	100.0%	141,172	100.0%
Average Success Rate in Courses*	2.3		2.4		2.4	

Note: In the Fall 2013 cohort, there were 162 missing grades, and in the Fall 2014 cohort, there were 1,070 missing grades including 507 of the 'Registered On-time' group. The totals are duplicated headcounts.

*Calculation based on the following scale: 'A' = 4, 'B' = 3, 'C,S,P' = 2, 'D' = 1, 'F,I,R,U,W' = 0 (excludes missing grades).

Figure 35. Success in Credit Courses by Compliance with On-Time Registration: Fall 2013 and Fall 2014

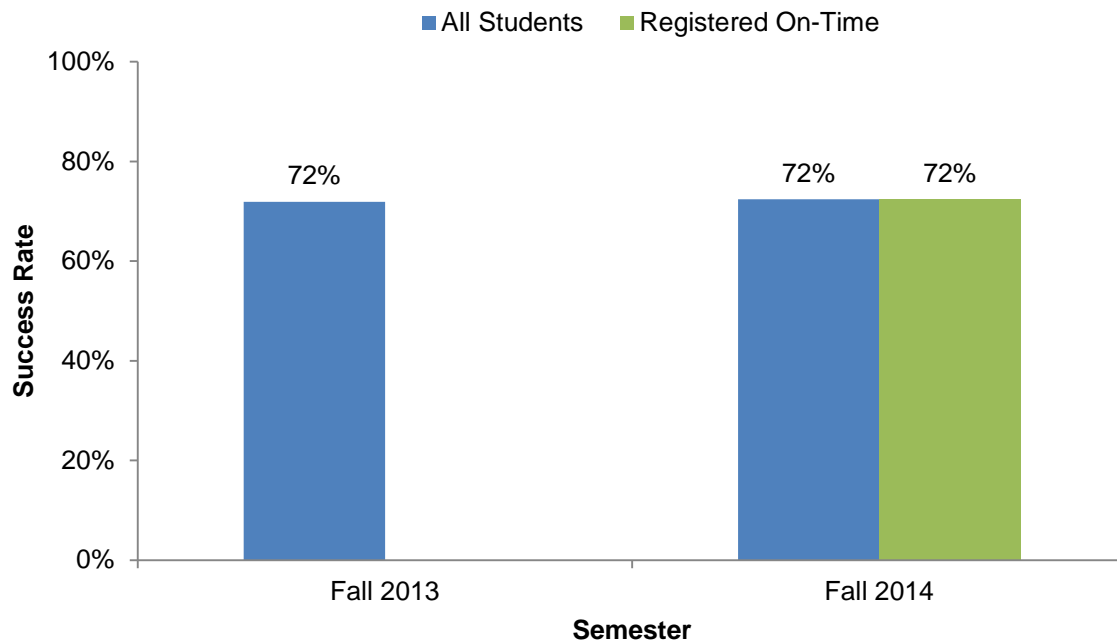


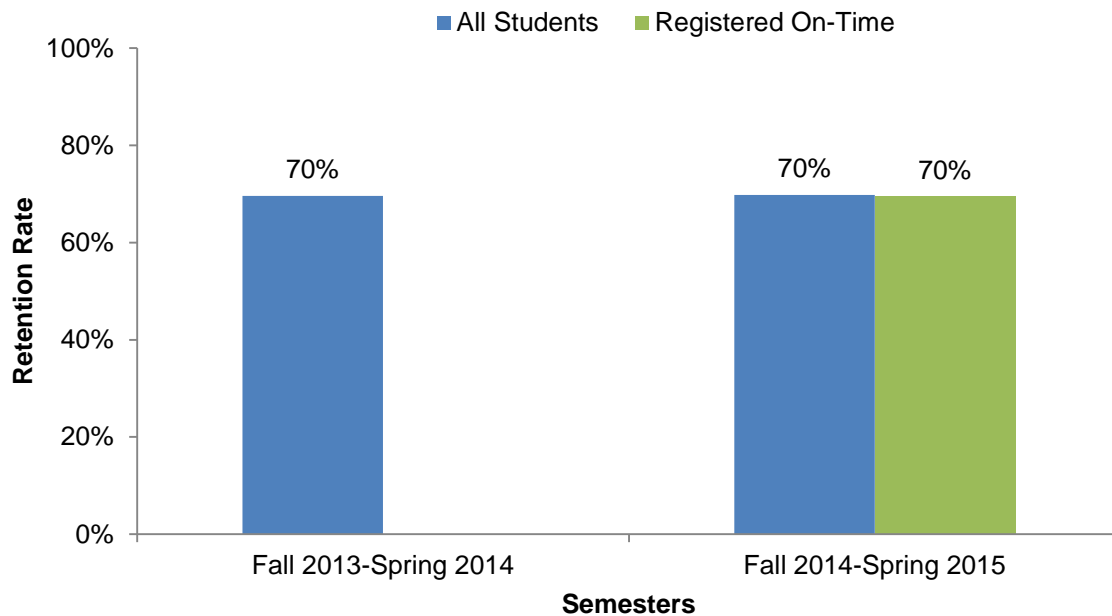
Table 41 and Figure 36 present the fall-to-spring retention rates of all NOVA students for Fall 2013 and Fall 2014. Students who complied with the on-time registration policy returned to NOVA in Spring 2015 at the same rate (70 percent) as both the Fall 2014 cohort overall (70 percent) and the Fall 2013 cohort overall (70 percent).

Table 41. Fall to Spring Retention by Compliance with On-Time Registration: Fall 2013 through Spring 2015

Retention Status	Fall 2013		Fall 2014			
			All Students		Registered On-Time	
	#	%	#	%	#	%
Returned Following Spring	36,007	69.6%	35,939	69.8%	33,708	69.5%
Did Not Return Following Spring	15,733	30.4%	15,566	30.2%	14,783	30.5%
Total	51,740	100.0%	51,505	100.0%	48,491	100.0%

Note: Spring 2015 retention data from PeopleSoft as of February 24th, 2015.

Figure 36. Fall to Spring Retention by Compliance with On-Time Registration: Fall 2013 through Spring 2015



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
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