



# RESEARCH BRIEF

**OIR**

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## Successful Developmental English Course Completion of NOVA Students by Full-/Part-Time Status

This Research Brief examines successful developmental English course completion among four cohorts of first-time to NOVA students (Fall 2008 through Fall 2011) by enrollment status (either full-time or part-time) and demographics. Cohorts are comprised of students who were enrolled in developmental English in their first semester. Student enrollment in college-level English courses is used to measure successful developmental English course completion as developmental English students must satisfactorily complete all developmental English course requirements (grade of “S”) before enrolling in college-level English. For the purposes of this analysis, the timeframe for enrollment in college-level English was considered to be within two years of initial enrollment. Extended Learning Institute (distance learning) sections are excluded from the base cohort data.

Overall, results show that full-time students completed their developmental English coursework and progressed to college-level English courses within two years at a higher rate than part-time students. This was also true across all demographic segments (gender, age, and race/ethnicity) examined. Among both full-time and part-time students, female students were more likely to progress from developmental to college-level English within two years than male students. Among the four largest race/ethnic groups, Asian students were more likely to progress, while Black students were the least likely to do so, regardless of full-or part-time status. Among part-time students, students under 18 consistently had the highest rates of progression, whereas students ages 18 to 21 were less likely to proceed.

Table 1 and Figure 1 (next page) present data on successful developmental English course completion of first-time to NOVA students based on enrollment status. Full-time students were more likely to complete developmental English and progress to college-level English within two years as compared to part-time students. Part-time students, however, exhibited a greater increase in the percentage of students who progressed to college-level English across the four cohorts examined – from 62 percent among the Fall 2008 cohort to 67 percent among the Fall 2011 cohort.

**Table 1. Successful Developmental English Course Completion by Full-/Part-Time Status: Fall 2008 through Fall 2011 Cohorts**

Status	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
		#	%		#	%		#	%		#	%
Full-Time	1,866	1,502	80.5	2,049	1,600	78.1	2,059	1,666	80.9	1,982	1,614	81.4
Part-Time	723	449	62.1	654	381	58.3	705	459	65.1	671	446	66.5
<b>Total</b>	<b>2,589</b>	<b>1,951</b>	<b>75.4</b>	<b>2,703</b>	<b>1,981</b>	<b>73.3</b>	<b>2,764</b>	<b>2,125</b>	<b>76.9</b>	<b>2,653</b>	<b>2,060</b>	<b>77.6</b>

**Figure 1. Successful Developmental English Course Completion by Full-/Part-Time Status: Fall 2008 through Fall 2011 Cohorts**

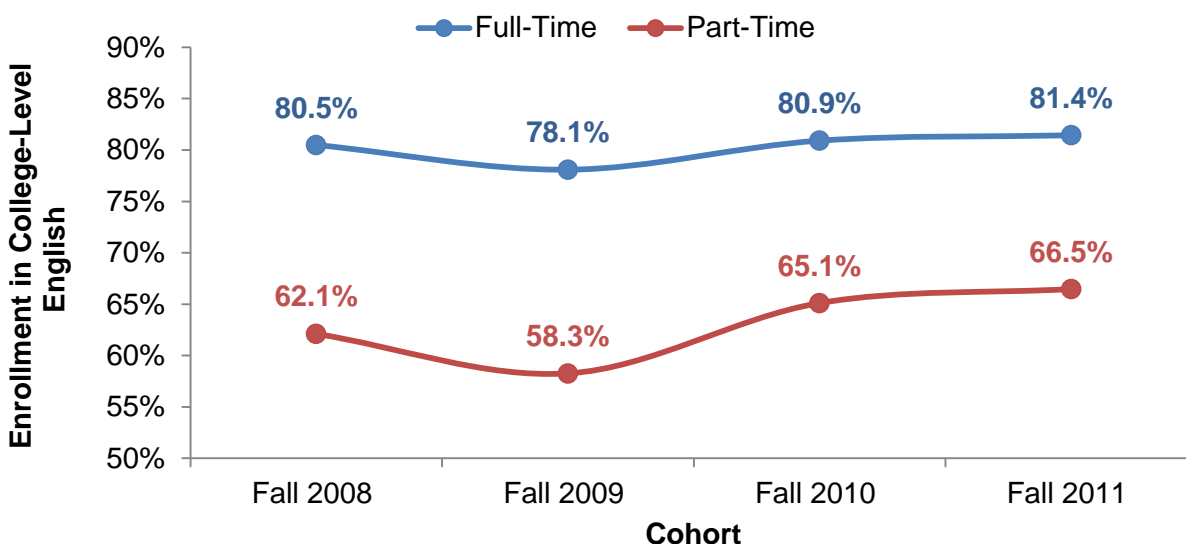


Table 2 displays developmental English course completion data for full-time, first-time to NOVA students broken down by gender. Across all cohorts examined, female students progressed from developmental to college-level English within two years at a higher rate (81 to 84 percent) as compared to male students (75 to 80 percent).

**Table 2. Successful Developmental English Course Completion of Full-Time First-time to NOVA Students by Gender: Fall 2008 through Fall 2011 Cohorts**

Gender	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
		#	%		#	%		#	%		#	%
Male	963	748	77.7	1,078	812	75.3	1,074	854	79.5	1,084	866	79.9
Female	903	754	83.5	971	788	81.2	985	812	82.4	898	748	83.3

Table 3 (next page) shows successful developmental English course completion data for part-time, first-time to NOVA students broken down by gender. Results were similar to patterns observed among full-time students. In each cohort, part-time female students progressed from developmental to college-level English at a higher rate (63 to 70 percent) as compared to male students (54 to 66 percent).

**Table 3. Successful Developmental English Course Completion of Part-Time First-time to NOVA Students by Gender: Fall 2008 through Fall 2011 Cohorts**

Gender	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
		#	%		#	%		#	%		#	%
Male	360	198	55.0	330	177	53.6	358	218	60.9	316	207	65.5
Female	363	251	69.1	324	204	63.0	347	241	69.5	355	239	67.3

Table 4 presents successful developmental English course completion data for full-time, first-time to NOVA students by age. Results within age groups were not consistent. However, among students ages 44 and under, students between ages 30 to 44 in the Fall 2008 cohort progressed from developmental to college-level English at the highest rate (94 percent), followed by students under 18 in the Fall 2011 cohort (94 percent). Among students ages 44 and under, students under 18 in the Fall 2009 cohort had the lowest percentage of students who progressed to college-level English (68 percent).

**Table 4. Successful Developmental English Course Completion of Full-Time First-time to NOVA Students by Age: Fall 2008 through Fall 2011 Cohorts**

Age	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
		#	%		#	%		#	%		#	%
Under 18	39	31	79.5	38	26	68.4	25	20	80.0	31	29	93.5
18-21	1,737	1,401	80.7	1,884	1,466	77.8	1,915	1,545	80.7	1,825	1,485	81.4
22-24	44	33	75.0	55	45	81.8	58	52	89.7	61	44	72.1
25-29	25	18	72.0	39	36	92.3	35	29	82.9	31	26	83.9
30-44	18	17	94.4	29	24	82.8	24	19	79.2	25	23	92.0
45 & Over*	3	2	66.7	4	3	75.0	2	1	50.0	9	7	77.8

\*Sample size is too small to make accurate comparisons.

Table 5 presents successful developmental English course completion data for part-time, first-time to NOVA students by age. In each cohort, students under 18 progressed to college-level English within two years at the highest rates (81 to 100 percent). In contrast, students ages 18 to 21 generally had the lowest percentage of students who progressed to college-level English (44 to 64 percent).

**Table 5. Successful Developmental English Course Completion of Part-Time First-time to NOVA Students by Age: Fall 2008 through Fall 2011 Cohorts**

Age	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
		#	%		#	%		#	%		#	%
Under 18	21	17	81.0	13	11	84.6	12	10	83.3	14	14	100.0
18-21	584	353	60.4	492	270	54.9	526	320	60.8	516	331	64.1
22-24	38	21	55.3	47	26	55.3	42	28	66.7	40	29	72.5
25-29	29	20	69.0	46	35	76.1	44	35	79.5	40	28	70.0
30-44	38	29	76.3	44	30	68.2	66	54	81.8	54	40	74.1
45 & Over*	13	9	69.2	12	9	75.0	15	12	80.0	7	4	57.1

\*Sample size is too small to make accurate comparisons.

Table 6 provides successful developmental English course completion data for full-time, first-time to NOVA students broken down by race/ethnicity. Among the four largest racial/ethnic groups, a higher percentage of Asian students progressed to college-level English within two years as compared to other racial/ethnic groups (87 to 90 percent). In contrast, Black students had the lowest percentage of students who progressed as compared to the other four largest racial/ethnic groups (70 to 73 percent).

**Table 6. Successful Developmental English Course Completion of Full-Time First-time to NOVA Students by Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts**

Race/ Ethnicity	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
		#	%		#	%		#	%		#	%
White	717	582	81.2	726	583	80.3	861	710	82.5	843	691	82.0
Black	325	235	72.3	395	276	69.9	375	265	70.7	365	265	72.6
Asian	306	275	89.9	305	264	86.6	353	308	87.3	332	297	89.5
Hispanic	364	292	80.2	458	346	75.5	395	319	80.8	401	328	81.8
Native American*	12	6	50.0	6	4	66.7	5	4	80.0	12	7	58.3
Other	142	112	78.9	159	127	79.9	70	60	85.7	29	26	89.7

\*Sample size is too small to make accurate comparisons.

Table 7 provides successful developmental English course completion data for part-time, first-time to NOVA students broken down by race/ethnicity. Results were similar to patterns observed among full-time students (Table 6). In a comparison of the four largest racial/ethnic groups, a higher percentage of Asian students in each cohort progressed to college-level courses (69 to 72 percent) while Black students generally had the lowest percentage of students who progressed (51 to 61 percent).

**Table 7. Successful Developmental English Course Completion of Part-Time First-time to NOVA Students by Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts**

Race/ Ethnicity	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
		#	%		#	%		#	%		#	%
White	238	161	67.6	181	113	62.4	262	182	69.5	284	192	67.6
Black	156	79	50.6	162	84	51.9	168	94	56.0	153	94	61.4
Asian	81	58	71.6	91	63	69.2	81	58	71.6	86	62	72.1
Hispanic	207	128	61.8	170	85	50.0	174	113	64.9	141	92	65.2
Native American*	1	0	0.0	4	2	50.0	1	1	100.0	0	0	0.0
Other	40	23	57.5	46	34	73.9	19	11	57.9	7	6	85.7

\*Sample size is too small to make accurate comparisons.