

BACKGROUND INFORMATION FOR PLANNING WORKSHOP
INTERNAL SCANNING REPORT

Trends and Patterns in Access and Student Success at NOVA

Office of Institutional Effectiveness and Student Success Initiatives
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Trends and Patterns in Access and Student Success at NOVA



Research Report 92-15

Office of Institutional Effectiveness and Student Success Initiatives
Northern Virginia Community College

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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 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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Foreword

The Office of Institutional Effectiveness and Student Success Initiatives at Northern Virginia Community College (NOVA) is pleased to present the following reports:

- *Demographic and Economic Profile of the Washington, D.C. Metropolitan Area: Historical Trends and Future Outlook* and
- *Trends and Patterns in Access and Student Success at NOVA*.

The *Demographic and Economic Profile of the Washington, D.C. Metropolitan Area: Historical Trends and Future Outlook* report contains data on economic indicators with sections on the region's population demographics, educational attainment, occupations, major employers, federal government procurement, income, and real estate. The *Trends and Patterns in Access and Student Success at NOVA* report presents NOVA student access and student success metrics, which include enrollment, course completion, retention, persistence, graduation, and transfer rates. The reports are designed to serve as readily-available sources of information about the region and the College.

The Office of Institutional Effectiveness and Student Success Initiatives staff is acknowledged for compiling the reports. The staff conducted extensive research, collected relevant data, and drafted the reports. The contributions of the staff are greatly appreciated. The reports will be referenced during the NOVA College Board Retreat to plan for Strategic Vision 2021.

George E. Gabriel, Ph.D.
Vice President of Institutional Effectiveness
and Student Success Initiatives

Introduction

In 2003, NOVA held a planning workshop to determine its goals going forward in the new century, resulting in *Gateway to the American Dream*, the College's Strategic Plan. Based in part on a foundation resulting from that previous Strategic Planning session, NOVA has transformed itself into one of the leading community colleges in the country. At the same time over the past ten years, there has been an increase in expectations regarding accountability and higher education. Nationwide, institutions place ever-increasing emphasis on evidence-based decision-making. NOVA has been at the forefront of this, continually examining data to determine areas of strength and possible areas for improvement and to evaluate its accomplishments and contributions.

Within this context of added rigor expected of higher education institutions in their policy-making, NOVA has compiled this report to guide its continued progress. A review of recent trends at NOVA can help the College articulate its plans for further developing opportunities and identifying possible challenges. This internal scanning report presents a variety of key issues facing the College regarding access (enrollment) and student success. Student success and access are two of the major strategic goals NOVA established as a result of the 2003 planning session; these strategic goals help guide the College in how it responds to the region's challenges and achieves its own vision. The progress NOVA has made in both enrollment and outcomes is directly related to these two strategic goals. As recognized by such initiatives and organizations as Achieving the Dream and the Lumina Foundation, NOVA has become a leading example of best practices related to access and student success.

By reviewing data related to access and student success, NOVA is able to focus on addressing the educational and professional needs of the region. NOVA's commitment to evidence-based decision-making is seen in an expansion of the types of metrics used by the College to evaluate how well it is meeting its strategic goals. To review its progress related to increasing the number and diversity of students who have access to NOVA, the Office of Institutional Effectiveness and Student Success Initiatives has compiled in this report data on areas such as: enrollment as shown by headcount and FTES; enrollment by demographics; enrollment by student characteristics; and enrollment for the Extended Learning Institute (ELI). In addition to access, information on the strategic goal of student success is also provided, including: developmental course placement and completion; college-level course

completions; persistence and retention; transfers; and graduation. Moreover, data related to both strategic goals were often broken down by subgroups, including by gender, race/ethnicity, age, full-time/part-time status, program placement, international students, Pell grant status, and first-generation students. Based on the data for these metrics, possible findings and implications have also been identified. Careful examination of information contained in this report can provide guidance as NOVA and the College Board move forward with its strategic plan for the coming years.

In its mission and vision, NOVA emphasizes its role as a learning-centered organization that promotes student success in order to ensure an educated population and globally competitive workforce. As NOVA proceeds with developing its next strategic plan, information contained in this report should prompt meaningful discussions and plans for actions on many levels. A goal of this planning workshop is to begin a dialogue on setting priorities for the College's future. These priorities will help propel NOVA to be one of the top institutions of higher education in Virginia with dedication to higher education access and the promotion of student success.

Summary of Findings

Finding 1: The participation rate remained stable. However, the participation rate for high school students, which compares the number of service area high school graduates with the number of those students who attended NOVA, increased steadily during this time.

Finding 2: After initial increases through Fall 2007 and Fall 2009, both headcount and FTES have leveled off.

Finding 3: The number of male students at NOVA increased at a faster rate than the number of female students, although female students were still the majority.

Finding 4: Since Fall 2006, the majority of NOVA students have been racial/ethnic minorities. The proportions of Black and Asian students have increased at a faster rate than that of Hispanic students.

Finding 5: The number of Black, Asian, and Hispanic male students increased at a higher rate than that of their female counterparts. While the college-wide headcount increased by 39% from Fall 2004 to Fall 2013, the number of Black male students increased by 85% over the same time period.

Finding 6: Students ages 18 to 21 represented the largest proportion of students at NOVA and were also the fastest growing age group from Fall 2004 to Fall 2013.

Finding 7: Although the majority of NOVA students attended part-time, the proportion of full-time students increased.

Finding 8: From Fall 2004 through Fall 2013, the percentage of program-placed students increased, while the percentage of non-program-placed students steadily decreased. Students in A.S. degree programs comprised the largest proportion of program-placed students.

Finding 9: The increase in the number of international students from Fall 2004 through Fall 2013 did not mirror the overall growth

Finding 10: International students consistently had a higher proportion of full-time students when compared to all students college-wide.

Finding 11: The proportion of students receiving Pell grants steadily increased since Fall 2005.

Finding 12: Growth in the number of students varied widely across the campuses.

Finding 13: The increase in headcount at all the centers was not mirrored by an increase in FTES, which suggests that some centers may have attracted increasing numbers of students taking lower course loads.

Finding 14: Increases in headcount and FTES for ELI exceeded those of the College overall.

Finding 15: ELI enrolls a higher percentage of female students than the College overall.

Finding 16: Less racial/ethnic diversity was found among students enrolled in ELI courses than in the College overall.

Finding 17: The percentage of students moving directly from a service area high school to NOVA increased.

Finding 18: Prior to the policy change eliminating late registration, the majority of students registered for courses on time.

Finding 19: Students enrolled in ESL courses have decreased as a percentage of college-wide headcount.

Finding 20: While the percentage of students enrolled in developmental English and math decreased overall from Fall 2004 through Fall 2013, the decrease was greater for English than for Math.

Finding 21: For both English and math, the percentage of FTIC students taking the placement exam increased, while the percentage of students placed in developmental courses decreased.

Finding 22: The percentage of students who successfully completed developmental course requirements and progressed to college-level courses within one year increased overall for both developmental English and developmental math students. However, increases were greater among developmental English students.

Finding 23: Developmental English students showed higher rates of success in college-level English than developmental math students showed in college-level math courses.

Finding 24: In general, the percentage of FTIC students who successfully completed gatekeeper courses increased. However, slight decreases were observed in the completion rate of Math 163.

Finding 25: All subgroups saw an overall increase in the percentage of students who were successfully retained from a fall semester to the following spring semester.

Finding 26: Fall-to-Fall retention rates showed similar patterns to Fall-to-Spring retention rates, with an overall increase in Fall-to-Fall retention from Fall 2004 through Fall 2012.

Finding 27: The persistence rate of all full-time, first-time in college students declined overall from Fall 2004 to Fall 2012. In general, minority students persisted at higher rates than non-minority students, and students receiving Pell grants persisted at higher rates than those who did not receive Pell grants.

Finding 28: Among students who transferred to Virginia four-year institutions, the percentage of minority students increased, particularly the percentage of minority male students.

Finding 29: The percentage of students who graduated within three years increased overall for all full-time, FTIC students. Increases were also observed in nearly every sub-group.

1. Participation Rates

Data:

- The total in-district ratio of students enrolled at NOVA in a given semester compared to the service area population (participation rate) remained relatively stable, around 2%, from Fall 2004 to Fall 2013.
- Among area high school graduates, the participation rate increased from 12% in Fall 2004 to 22% in Fall 2013.

Finding: The participation rate remained stable. However, the participation rate for high school students, which compares the number of service area high school graduates with the number of those students who attended NOVA, increased steadily during this time.

Implication: The compilation of participation rates by jurisdiction, race, gender, and age may reveal which subgroups have been underrepresented at NOVA.

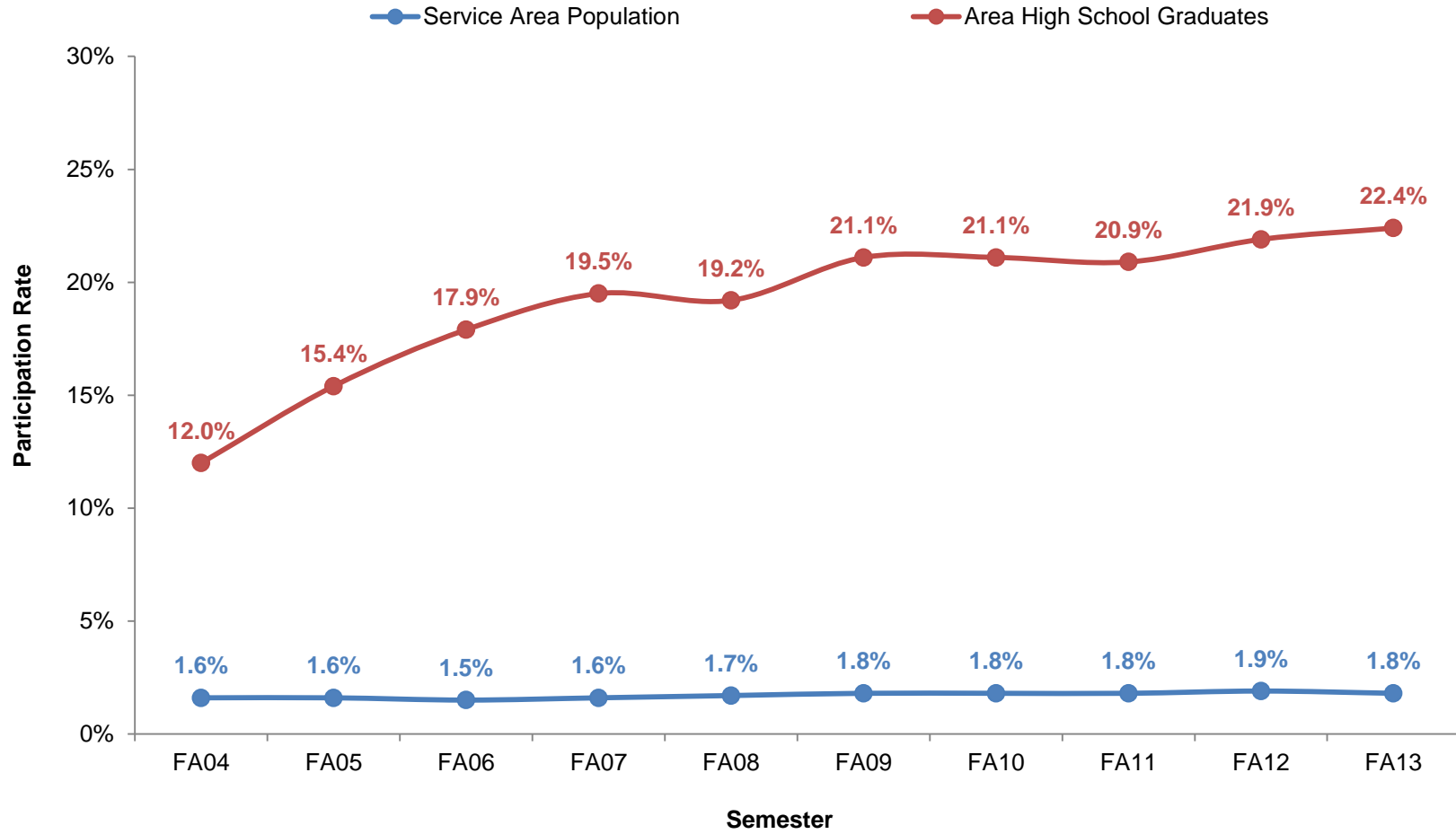
Table 1. Participation Rates: Fall 2004 through Fall 2013

Participation Rate	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Service Area Population	2,021,168	2,055,151	2,066,362	2,082,915	2,114,348	2,161,948	2,242,493	2,281,761	2,325,903	2,367,605
# Attended NOVA	32,908	33,005	31,835	34,340	35,921	39,116	40,908	41,582	43,239	43,161
% Attended NOVA	1.6	1.6	1.5	1.6	1.7	1.8	1.8	1.8	1.9	1.8
Area High School Graduates	19,157	20,291	20,430	21,854	22,833	23,967	24,524	24,841	25,101	25,675
# Attended NOVA	2,302	3,132	3,663	4,272	4,391	5,067	5,170	5,185	5,497	5,756
% Attended NOVA	12.0	15.4	17.9	19.5	19.2	21.1	21.1	20.9	21.9	22.4

Source for In-District Rates: Virginia Community College System (VCCS)

Source for Area High School Graduates: NOVA OIR

Figure 1. Participation Rates: Fall 2004 through Fall 2013



2. College-Wide Headcount and FTES

Data:

- From Fall 2004 to Fall 2013, college-wide headcount increased overall by 39% and college-wide full-time equivalent students (FTES) increased by 48%.
- Given that the growth in the number of FTES outpaced that of college-wide headcount, this suggests that students on average may have been taking more credits per semester.

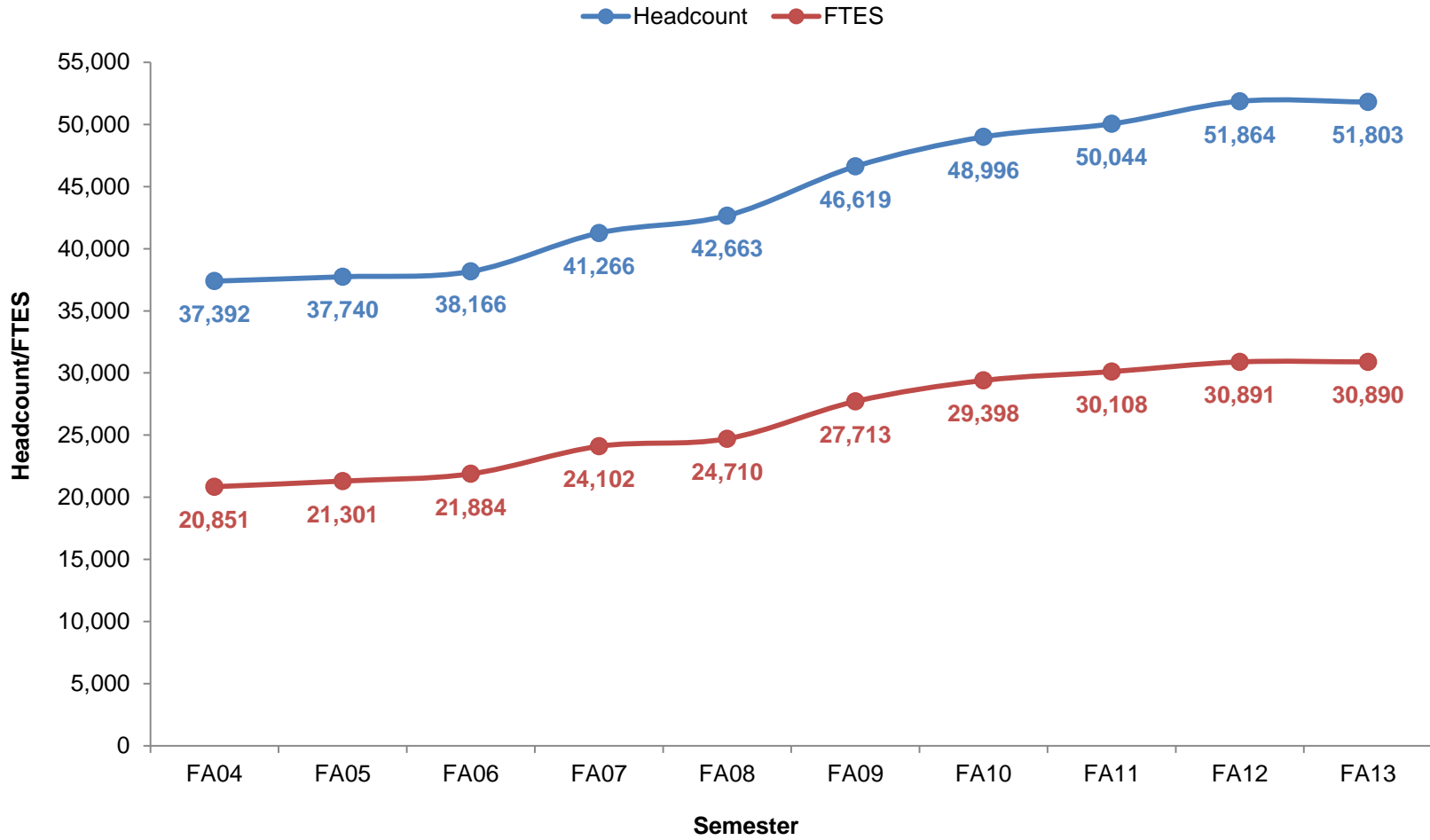
Finding: After initial increases through Fall 2007 and Fall 2009, both headcount and FTES have leveled off.

Implication: The Fall headcount and FTES increased steadily from Fall 2004 through Fall 2012, but declined slightly in Fall 2013. The slight decline may have been due to improvements in the area economy and employer hiring. A survey of regional employers could show areas of expertise currently in high demand as well as those with declining demand. This knowledge would allow NOVA to make adjustments to its course and program offerings.

Table 2. College-Wide Headcount and FTES: Fall 2004 through Fall 2013

College-Wide	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Headcount	37,392	37,740	38,166	41,266	42,663	46,619	48,996	50,044	51,864	51,803
% Change from Previous Year	-	0.9	1.1	8.1	3.4	9.3	5.1	2.1	3.6	-0.1
FTES	20,851	21,301	21,884	24,102	24,710	27,713	29,398	30,108	30,891	30,890
% Change from Previous Year	-	2.2	2.7	10.1	2.5	12.2	6.1	2.4	2.6	0.0

Figure 2. College-Wide Headcount and FTES: Fall 2004 through Fall 2013



3. Headcount and FTES by Gender

Data:

- The female student headcount consistently comprised a larger proportion of the overall student headcount than male students.
- However, the gap between the proportion of male and female students narrowed in recent years from a difference of 10% in Fall 2004 to only 2% in Fall 2013.
- The gap between the genders in terms of FTES also decreased in the past 10 years, to the point that the proportion of FTES was equal for both genders in Fall 2013.

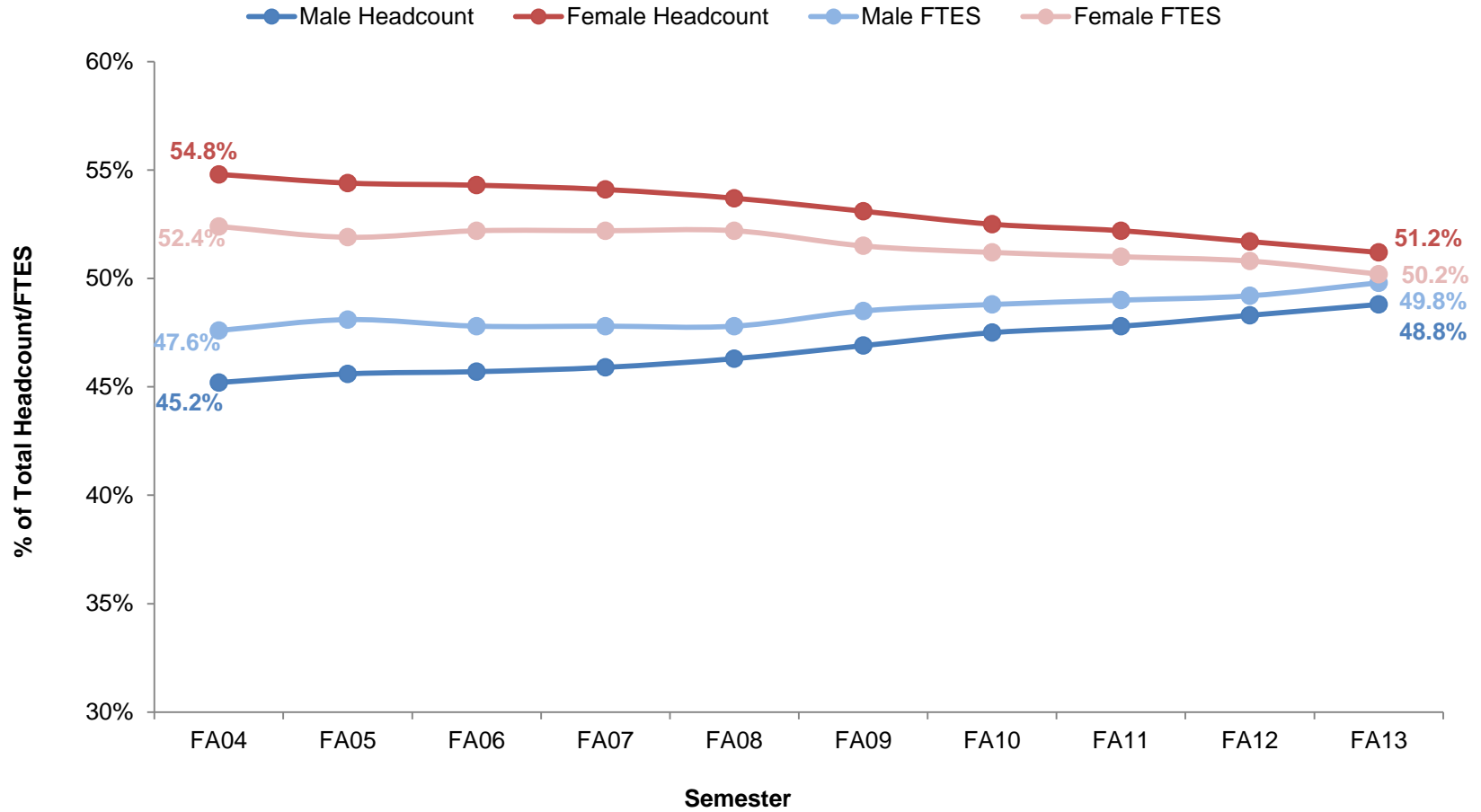
Finding: The number of male students at NOVA increased at a faster rate than the number of female students, although female students were still the majority.

Implication: From Fall 2004 through Fall 2013, the proportion of male FTES exceeded the proportion of the male headcount. The reverse is true for female students, where the proportion of female FTES was lower than the proportion of the female headcount. Thus, on a per-student basis, male students tended to generate more FTES than female students. Student surveys could reveal why female students have been more likely to take lighter course loads.

Table 3. Headcount and FTES by Gender: Fall 2004 through Fall 2013

Gender	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Male Headcount	16,890	17,210	17,444	18,936	19,762	21,861	23,256	23,935	25,037	25,260
% of Total Headcount	45.2	45.6	45.7	45.9	46.3	46.9	47.5	47.8	48.3	48.8
Female Headcount	20,502	20,530	20,722	22,330	22,901	24,758	25,740	26,109	26,827	26,543
% of Total Headcount	54.8	54.4	54.3	54.1	53.7	53.1	52.5	52.2	51.7	51.2
Male FTES	9,926	10,251	10,457	11,526	11,817	13,437	14,355	14,763	15,206	15,384
% of Total FTES	47.6	48.1	47.8	47.8	47.8	48.5	48.8	49.0	49.2	49.8
Female FTES	10,924	11,051	11,427	12,577	12,893	14,276	15,043	15,346	15,685	15,507
% of Total FTES	52.4	51.9	52.2	52.2	52.2	51.5	51.2	51.0	50.8	50.2

Figure 3. Headcount and FTES by Gender: Fall 2004 through Fall 2013



4. Headcount by Race/Ethnicity

Data:

- Asian and Black students comprised the largest racial/ethnic minority groups at NOVA; these groups also saw the largest increases in terms of percentage of the total headcount.
- The proportion of Asian students increased by 3 percentage points (from 14% to 17%) from Fall 2004 to Fall 2013, and the proportion of Black students increased from 15% to 18% over the same time period. Similarly, the proportion of Hispanic students increased from 12% to 14%.
- After a period of steady decline, the White student headcount increased beginning with Fall 2009.

Finding: Since Fall 2006, the majority of NOVA students have been racial/ethnic minorities. The proportions of Black and Asian students have increased at a faster rate than that of Hispanic students.

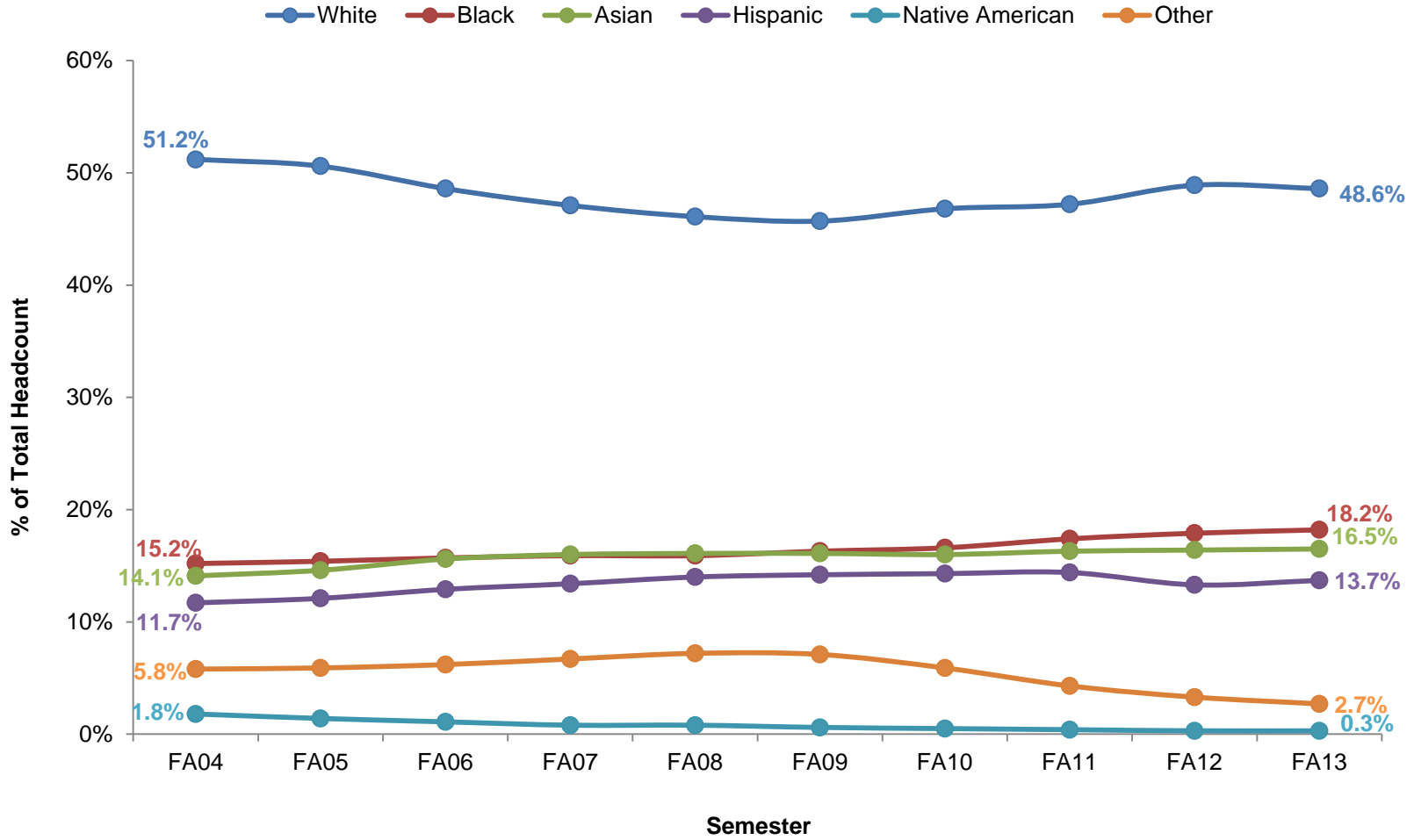
Implication: In order to better understand the changes in NOVA’s population, it may be useful to investigate any demographic changes that occurred in NOVA’s service area over the same time period.

Table 4. Headcount by Race/Ethnicity: Fall 2004 through Fall 2013

Race/Ethnicity	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
White	19,162	19,098	18,538	19,451	19,669	21,288	22,935	23,629	25,356	25,169
% of Total Headcount	51.2	50.6	48.6	47.1	46.1	45.7	46.8	47.2	48.9	48.6
Black	5,699	5,830	5,986	6,562	6,765	7,621	8,115	8,703	9,269	9,416
% of Total Headcount	15.2	15.4	15.7	15.9	15.9	16.3	16.6	17.4	17.9	18.2
Asian	5,288	5,500	5,943	6,589	6,885	7,504	7,837	8,152	8,491	8,568
% of Total Headcount	14.1	14.6	15.6	16.0	16.1	16.1	16.0	16.3	16.4	16.5
Hispanic	4,378	4,569	4,934	5,535	5,966	6,637	6,991	7,189	6,880	7,089
% of Total Headcount	11.7	12.1	12.9	13.4	14.0	14.2	14.3	14.4	13.3	13.7
Native American	683	511	403	346	321	274	242	211	177	137
% of Total Headcount	1.8	1.4	1.1	0.8	0.8	0.6	0.5	0.4	0.3	0.3
Other	2,182	2,232	2,362	2,783	3,057	3,295	2,876	2,160	1,691	1,424
% of Total Headcount	5.8	5.9	6.2	6.7	7.2	7.1	5.9	4.3	3.3	2.7

Note: “Other” includes students who did not explicitly identify one of the listed race/ethnicity categories or who did not select a category.

Figure 4. Headcount by Race/Ethnicity: Fall 2004 through Fall 2013



5. Headcount by Gender and Race/Ethnicity

Data:

- Among male students, the proportion of Black students increased the most compared to the other racial/ethnic groups: from 14% in Fall 2004 to 17% in Fall 2013. The proportion of Black female students to the overall female student population also increased by 3 percentage points (from 16% to 19%).
- The proportion of Asian male and Asian female students each increased by 2 percentage points.
- The proportion of Hispanic female students increased from 12% to 15% from Fall 2004 to Fall 2013, while the proportion of Hispanic male students increased overall from 11% to 13% over the same time period.
- The proportion of White male students varied with each cohort, but declined overall from Fall 2004 (52%) to Fall 2013 (50%). The proportion of White female students showed a similar pattern, decreasing from 50% in Fall 2004 to 48% in Fall 2013.

Finding: The number of Black, Asian, and Hispanic male students increased at a higher rate than that of their female counterparts. While the college-wide headcount increased by 39% from Fall 2004 to Fall 2013, the number of Black male students increased by 85% over the same time period.

Implication: For the largest racial/ethnic groups, both male and female student headcounts experienced substantial increases. However, for each of the following groups, the percent increase in male student headcount noticeably outpaced that of the female student headcount: Black students (85% for males vs. 51% for females), Asian students (73% vs. 52%), Hispanic students (70% vs. 56%), and White students (42% vs. 22%). An in-depth study may be necessary to find out why this was the case.

Table 5. Male Headcount by Race/Ethnicity: Fall 2004 through Fall 2013

Race/Ethnicity	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
White	8,841	8,874	8,700	9,165	9,356	10,215	11,230	11,657	12,496	12,543
% of Male Headcount	52.3	51.6	49.9	48.4	47.3	46.7	48.3	48.7	49.9	49.7
Black	2,342	2,454	2,473	2,840	2,965	3,387	3,585	3,875	4,195	4,341
% of Male Headcount	13.9	14.3	14.2	15.0	15.0	15.5	15.4	16.2	16.8	17.2
Asian	2,530	2,668	2,876	3,161	3,349	3,671	3,859	4,032	4,284	4,370
% of Male Headcount	15.0	15.5	16.5	16.7	16.9	16.8	16.6	16.8	17.1	17.3
Hispanic	1,873	1,946	2,140	2,377	2,578	2,949	3,112	3,240	3,119	3,190
% of Male Headcount	11.1	11.3	12.3	12.6	13.0	13.5	13.4	13.5	12.5	12.6
Native American	329	244	189	151	135	138	113	100	90	70
% of Male Headcount	1.9	1.4	1.1	0.8	0.7	0.6	0.5	0.4	0.4	0.3
Other	975	1,024	1,066	1,242	1,379	1,501	1,357	1,031	853	746
% of Male Headcount	5.8	6.0	6.1	6.6	7.0	6.9	5.8	4.3	3.4	3.0

Table 6. Female Headcount by Race/Ethnicity: Fall 2004 through Fall 2013

Race/Ethnicity	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
White	10,321	10,224	9,838	10,286	10,313	11,073	11,705	11,972	12,860	12,626
% of Female Headcount	50.3	49.8	47.5	46.1	45.0	44.7	45.5	45.9	47.9	47.6
Black	3,357	3,376	3,513	3,722	3,800	4,234	4,530	4,828	5,074	5,075
% of Female Headcount	16.4	16.4	17.0	16.7	16.6	17.1	17.6	18.5	18.9	19.1
Asian	2,758	2,832	3,067	3,428	3,536	3,833	3,978	4,120	4,207	4,198
% of Female Headcount	13.5	13.8	14.8	15.4	15.4	15.5	15.5	15.8	15.7	15.8
Hispanic	2,505	2,623	2,794	3,158	3,388	3,688	3,879	3,949	3,761	3,899
% of Female Headcount	12.2	12.8	13.5	14.1	14.8	14.9	15.1	15.1	14.0	14.7
Native American	354	267	214	195	186	136	129	111	87	67
% of Female Headcount	1.7	1.3	1.0	0.9	0.8	0.5	0.5	0.4	0.3	0.3
Other	1,207	1,208	1,296	1,541	1,678	1,794	1,519	1,129	838	678
% of Female Headcount	5.9	5.9	6.3	6.9	7.3	7.2	5.9	4.3	3.1	2.6

Note: "Other" includes students who did not explicitly identify one of the listed race/ethnicity categories or who did not select a category.

Figure 5. Male Headcount by Race/Ethnicity: Fall 2004 through Fall 2013

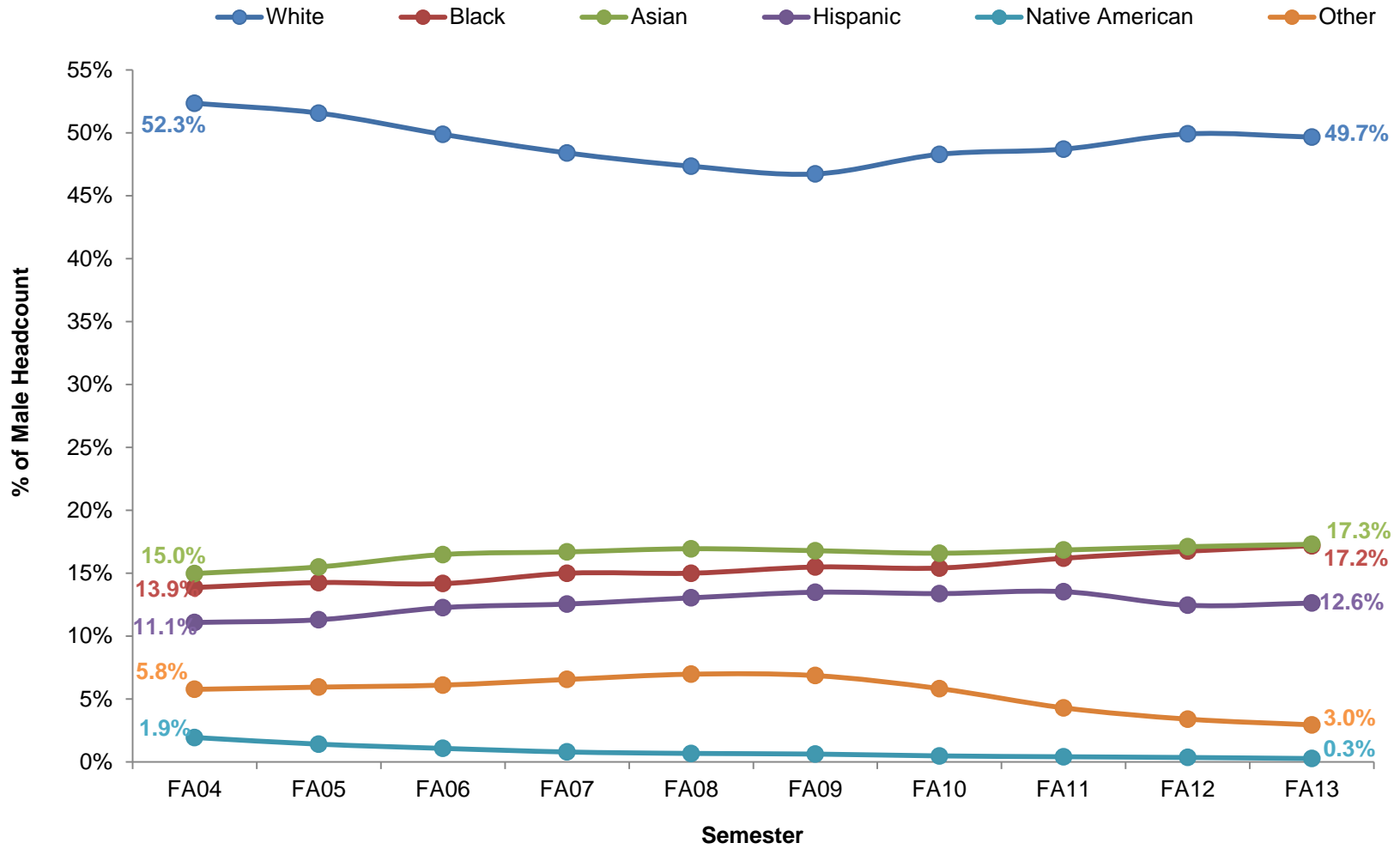
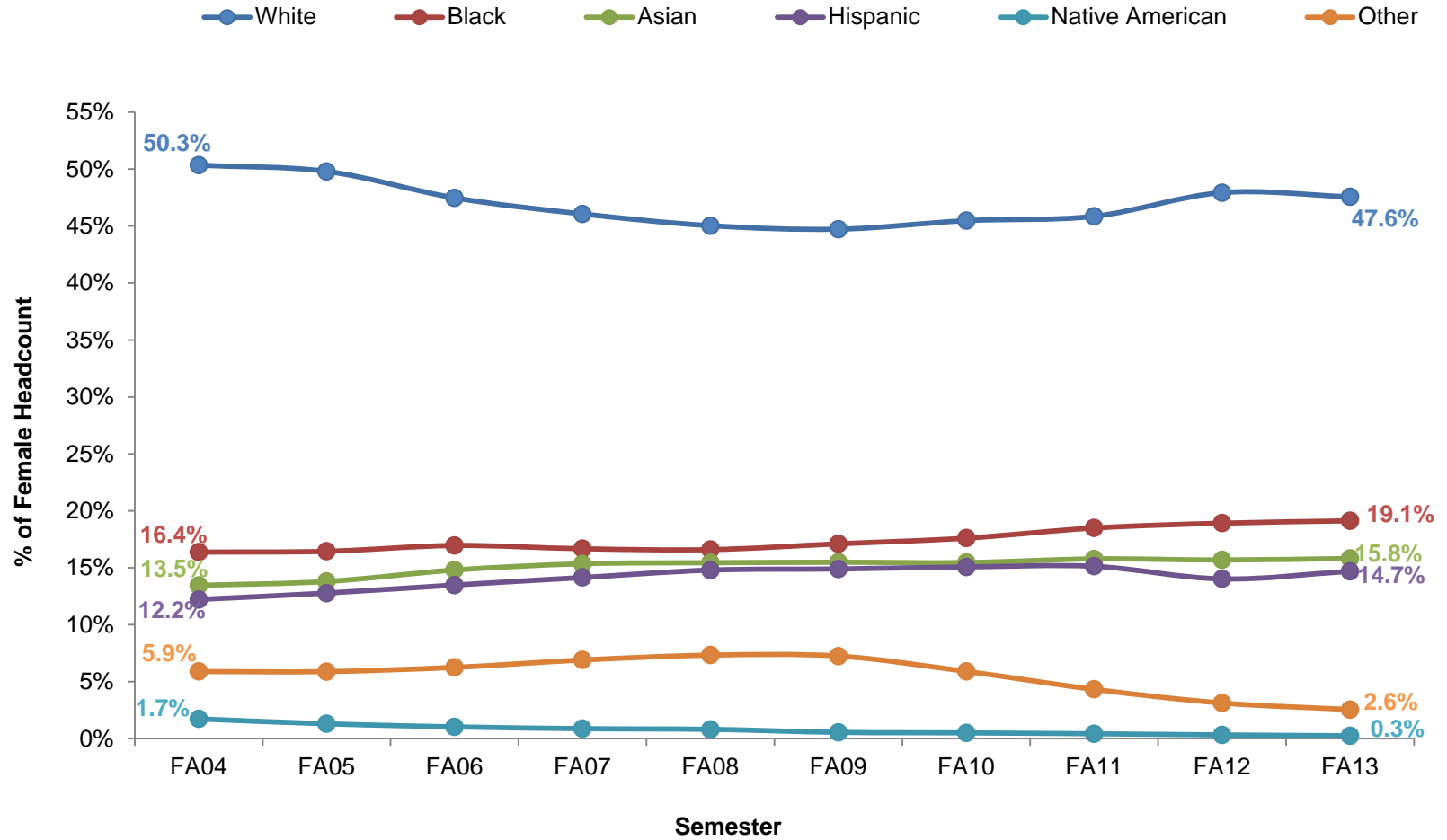


Figure 6. Female Headcount by Race/Ethnicity: Fall 2004 through Fall 2013



6. Headcount by Age

Data:

- The largest increase as a percentage of total headcount was seen among students ages 18 to 21. The percentage of students in this age group increased from 36% in Fall 2004 to 41% in Fall 2013.
- The largest decrease as a percentage of total headcount was among students ages 30 to 44; this group decreased by 4 percentage points from 21% in Fall 2004 to 17% in Fall 2013.

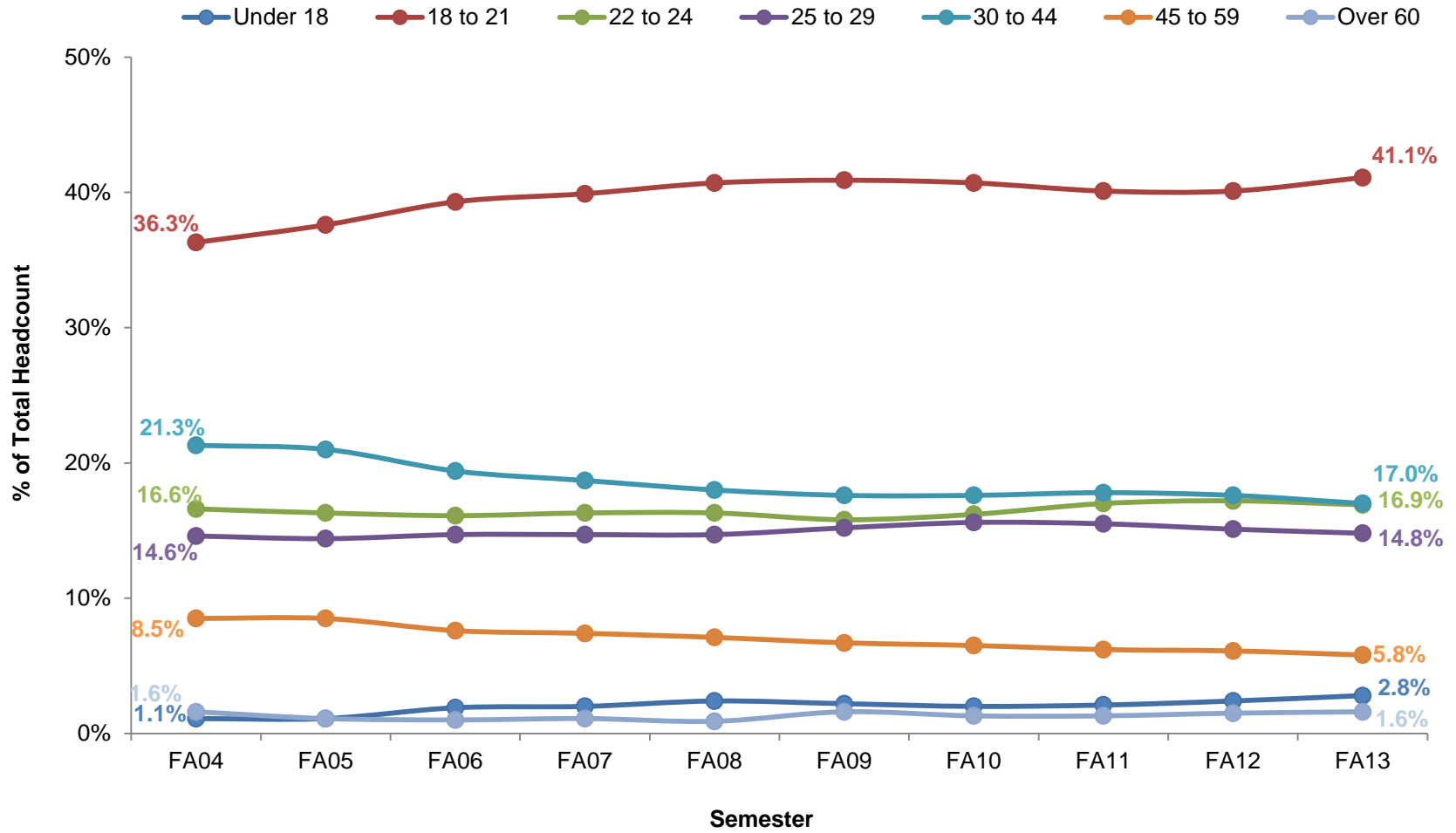
Finding: Students ages 18 to 21 represented the largest proportion of students at NOVA and were also the fastest growing age group from Fall 2004 to Fall 2013.

Implication: High school graduation rates and enrollment caps at four-year institutions can be useful metrics to examine with respect to sustaining the growth of traditional-age students. To learn more about how best to attract non-traditional students, it may be helpful to look at distance learning course enrollments, emphasizing credit for prior learning, or improving partnerships with business and industry.

Table 7. Headcount by Age: Fall 2004 through Fall 2013

Age	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Under 18	429	422	727	814	1,003	1,031	991	1,037	1,228	1,465
% of Total Headcount	1.1	1.1	1.9	2.0	2.4	2.2	2.0	2.1	2.4	2.8
18 to 21	13,585	14,178	15,001	16,456	17,350	19,085	19,932	20,081	20,789	21,277
% of Total Headcount	36.3	37.6	39.3	39.9	40.7	40.9	40.7	40.1	40.1	41.1
22 to 24	6,214	6,157	6,159	6,732	6,945	7,360	7,925	8,519	8,919	8,757
% of Total Headcount	16.6	16.3	16.1	16.3	16.3	15.8	16.2	17.0	17.2	16.9
25 to 29	5,463	5,446	5,606	6,062	6,273	7,082	7,652	7,738	7,854	7,662
% of Total Headcount	14.6	14.4	14.7	14.7	14.7	15.2	15.6	15.5	15.1	14.8
30 to 44	7,953	7,911	7,387	7,697	7,684	8,192	8,633	8,894	9,148	8,826
% of Total Headcount	21.3	21.0	19.4	18.7	18.0	17.6	17.6	17.8	17.6	17.0
45 to 59	3,167	3,197	2,896	3,051	3,009	3,117	3,208	3,120	3,148	3,001
% of Total Headcount	8.5	8.5	7.6	7.4	7.1	6.7	6.5	6.2	6.1	5.8
Over 60	581	429	390	454	399	752	655	655	778	815
% of Total Headcount	1.6	1.1	1.0	1.1	0.9	1.6	1.3	1.3	1.5	1.6

Figure 7. Headcount by Age: Fall 2004 through Fall 2013



7. Headcount and FTES by Full-/Part-Time Status

Data:

- Part-time students comprised the majority of the student population in every semester in terms of headcount.
- The percentage of part-time students decreased from 67% of total headcount in Fall 2004 to 62% in Fall 2013. Conversely, the percentage of full-time students increased from 33% in Fall 2004 to 38% in Fall 2013.
- The majority of the FTES were generated by full-time students across all Fall semesters. Moreover, the percentage of FTES generated by full-time students increased from 54% in Fall 2004 to 58% in Fall 2013.

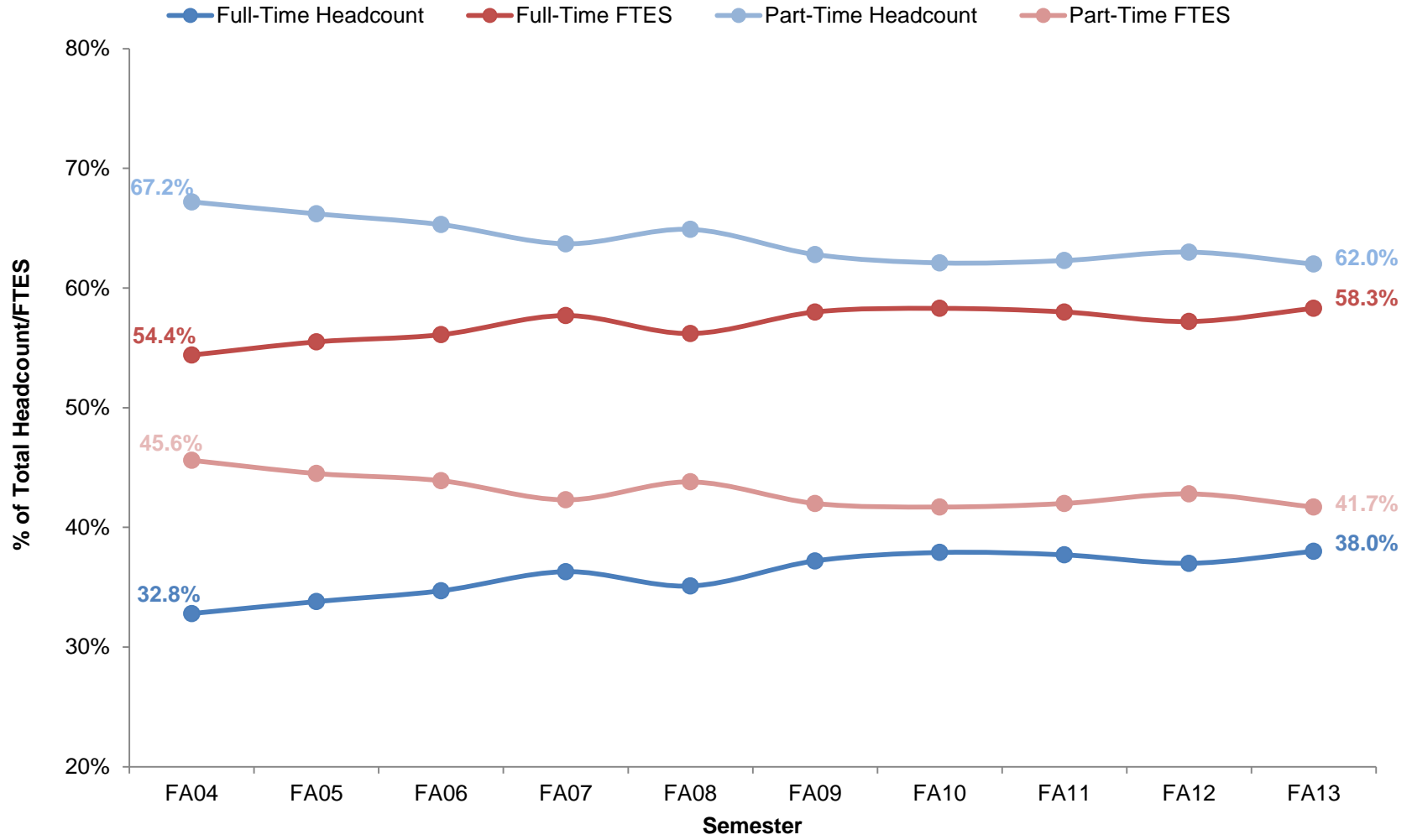
Finding: Although the majority of NOVA students attended part-time, the proportion of full-time students increased.

Implication: Under current conditions, in order to sustain FTES growth, the number of full-time students at the College must continue to increase. With a decline in the part-time student population from Fall 2012 to Fall 2013, the current credit hour load for part-time students must remain stable or improve in order to avoid a large decline in FTES generated by this group.

Table 8. Headcount and FTES by Full-/Part-Time Status: Fall 2004 through Fall 2013

Full-/Part-Time Status	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Full-Time Headcount	12,267	12,740	13,238	14,971	14,966	17,350	18,579	18,887	19,209	19,700
% of Total Headcount	32.8	33.8	34.7	36.3	35.1	37.2	37.9	37.7	37.0	38.0
Full-Time FTES	11,337	11,821	12,285	13,905	13,892	16,082	17,130	17,460	17,666	18,010
% of Total FTES	54.4	55.5	56.1	57.7	56.2	58.0	58.3	58.0	57.2%	58.3
Part-Time Headcount	25,125	25,000	24,928	26,295	27,697	29,269	30,417	31,157	32,655	32,103
% of Total Headcount	67.2	66.2	65.3	63.7	64.9	62.8	62.1	62.3	63.0	62.0
Part-Time FTES	9,513	9,481	9,599	10,198	10,818	11,631	12,269	12,648	13,225	12,880
% of Total FTES	45.6	44.5	43.9	42.3	43.8	42.0	41.7	42.0	42.8	41.7

Figure 8. Headcount by Full-/Part-Time Status: Fall 2004 through Fall 2013



8. Headcount by Program Placement

Data:

- The percentage of students who were program placed increased by 14 percentage points, from 72% in Fall 2004 to 86% in Fall 2013.
- Students placed in A.S. degree programs were the only group to see an overall increase in proportion of total headcount for the ten-year period. The percentage of students who were placed in an A.S. degree program grew from 34% in Fall 2004 to 58% in Fall 2013.
- The largest decrease of program-placed students in proportion of total headcount was seen for students placed in A.A.S. degree programs. This group decreased from 21% in Fall 2004 to 15% in Fall 2013.

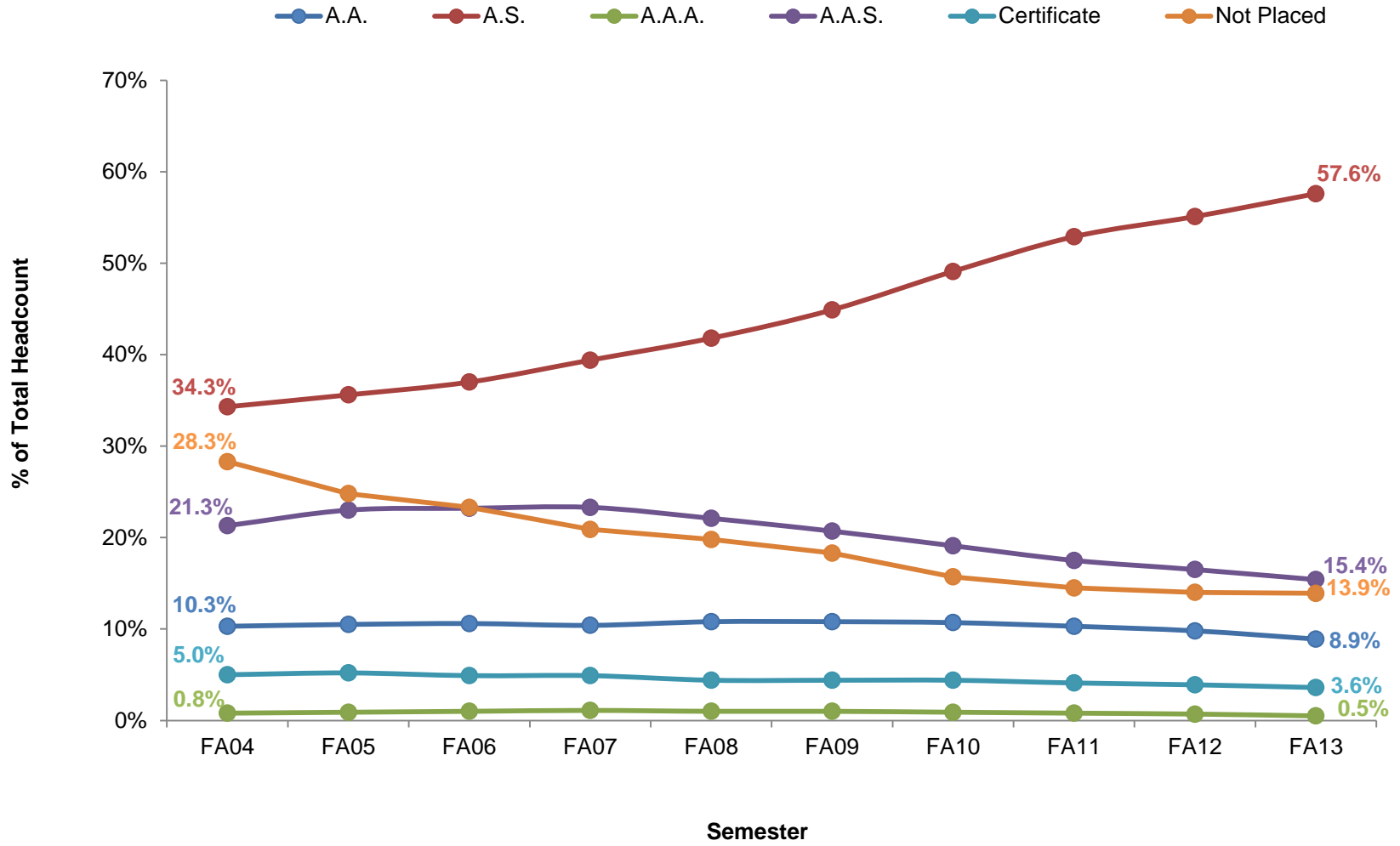
Finding: From Fall 2004 through Fall 2013, the percentage of program-placed students increased, while the percentage of non-program-placed students steadily decreased. Students in A.S. degree programs comprised the largest proportion of program-placed students.

Implication: A larger percentage of students being program placed in recent semesters could be an outcome of the GPS for Success initiative and other first-year experience initiatives. Practical solutions to avoid delay in students' choice of a degree program would be to include more orientation and first year experience programs, career assessments, and exploratory workshops.

Table 9. Headcount by Program Placement: Fall 2004 through Fall 2013

Program Placement	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
A.A.	3,847	3,951	4,061	4,285	4,618	5,047	5,252	5,133	5,059	4,592
% of Total Headcount	10.3	10.5	10.6	10.4	10.8	10.8	10.7	10.3	9.8	8.9
A.S.	12,834	13,422	14,116	16,264	17,812	20,911	24,039	26,457	28,597	29,853
% of Total Headcount	34.3	35.6	37.0	39.4	41.8	44.9	49.1	52.9	55.1	57.6
A.A.A.	308	355	372	445	426	452	437	391	352	269
% of Total Headcount	0.8	0.9	1.0	1.1	1.0	1.0	0.9	0.8	0.7	0.5
A.A.S.	7,954	8,696	8,858	9,604	9,448	9,628	9,380	8,772	8,561	7,995
% of Total Headcount	21.3	23.0	23.2	23.3	22.1	20.7	19.1	17.5	16.5	15.4
Certificate	1,864	1,944	1,861	2,026	1,898	2,039	2,180	2,055	2,026	1,883
% of Total Headcount	5.0	5.2	4.9	4.9	4.4	4.4	4.4	4.1	3.9	3.6
Not Placed	10,585	9,372	8,898	8,642	8,461	8,542	7,708	7,236	7,269	7,211
% of Total Headcount	28.3	24.8	23.3	20.9	19.8	18.3	15.7	14.5	14.0	13.9

Figure 9. Headcount by Program Placement: Fall 2004 through Fall 2013



9. International Student Headcount

Data:

- The headcount for international students increased from Fall 2004 to Fall 2013 by 14%. This rate of growth is lower than the overall increase for the College, which was 39%.
- The percentage of international students to the overall student population decreased overall from 20% to 16%.

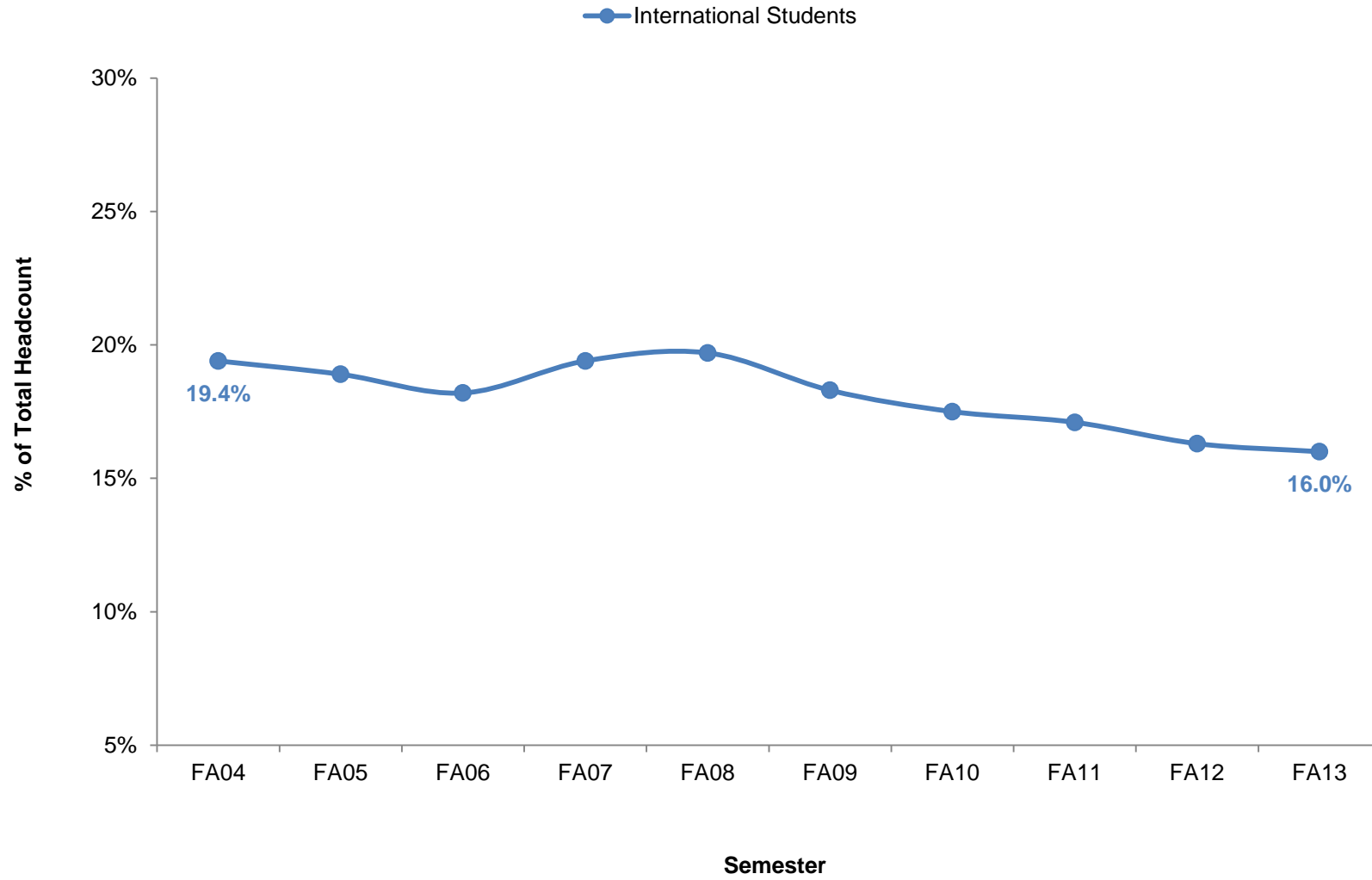
Finding: The increase in the number of international students from Fall 2004 through Fall 2013 did not mirror the overall growth shown in the college-wide headcount over the same time period.

Implication: The decrease in the proportion of international students could be due to both real and perceived barriers and laws aimed at discouraging visa seekers/holders. A further detailed analysis on the diversity of these students could help in identifying where the greatest decreases have been occurring.

Table 10. Headcount of International Students: Fall 2004 through Fall 2013

International Students	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Headcount	7,237	7,125	6,952	8,015	8,396	8,530	8,572	8,574	8,474	8,266
% of Total Headcount	19.4	18.9	18.2	19.4	19.7	18.3	17.5	17.1	16.3	16.0

Figure 10. Headcount of International Students: Fall 2004 through Fall 2013



10. Headcount of International Students by Full-/Part-Time Status

Data:

- The number of full-time students college-wide increased by almost 50% from Fall 2006 to Fall 2013. The growth in full-time international students mirrored that of all full-time students, increasing by 51% from Fall 2006 to Fall 2013.
- The number of part-time international students decreased by 1% since Fall 2006. In contrast, the number of part-time students overall at the College increased by 29% during this time period.
- Although the majority of international students were part-time for each year from Fall 2006 to Fall 2013, this majority shrunk from 62% to 51%.

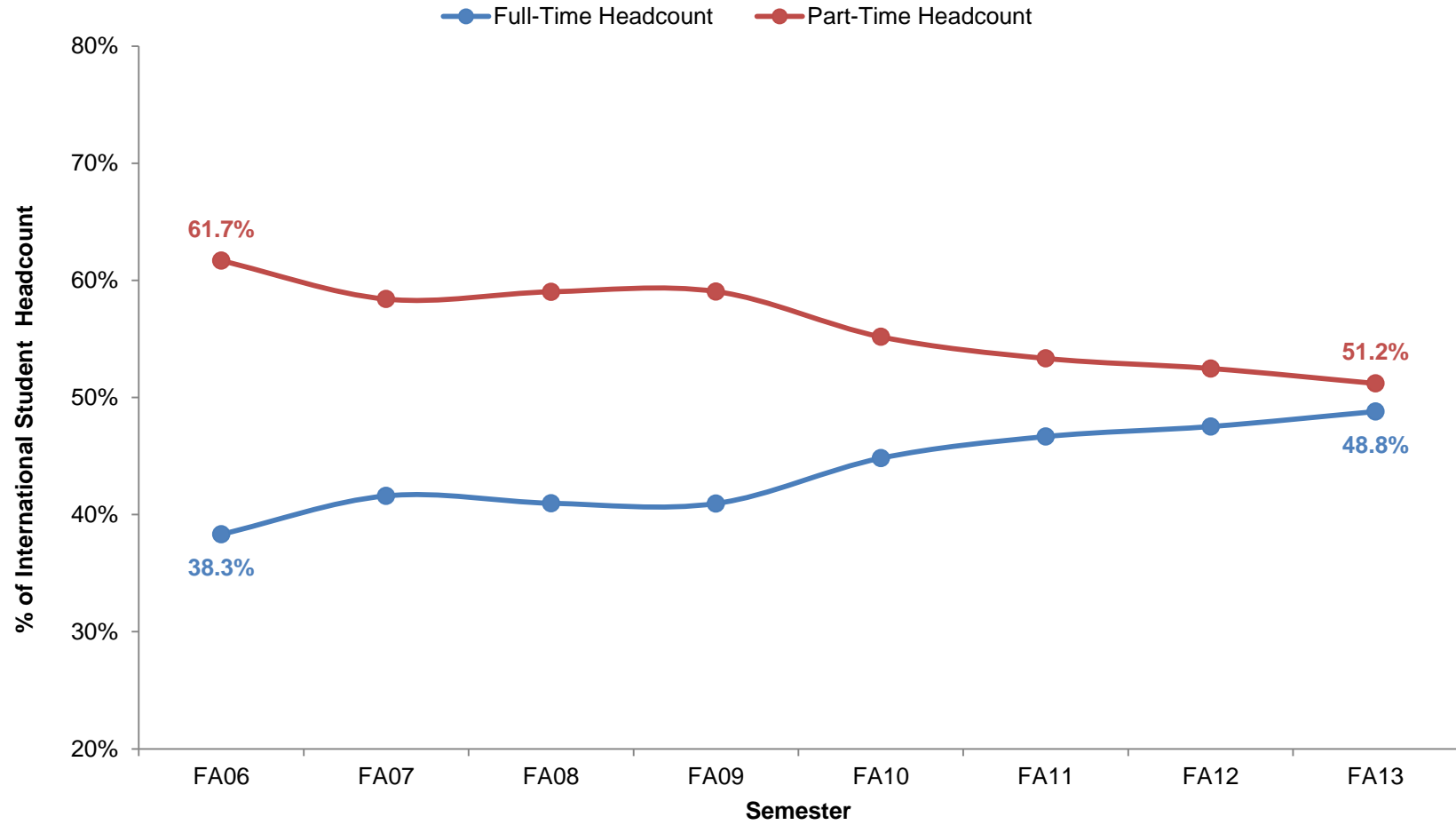
Finding: International students consistently had a higher proportion of full-time students when compared to all students college-wide.

Implication: As with students college-wide, the proportion of part-time international students declined. However, given that international students have generally had a higher proportion of full-time students than students college-wide, it may be valuable to explore whether international students' reasons for attending part-time differ from those of non-international students. For example, NOVA may want to examine whether factors such as English as a second language or the availability of academic and social support services have an impact on international students' decisions to attend full-time or part-time.

Table 11. Headcount of International Students by Full-/Part-Time Status: Fall 2006 through Fall 2013

Full-/Part-Time Status	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Full-Time Headcount	2,664	3,334	3,440	3,493	3,842	4,001	4,027	4,034
% of International Student Headcount	38.3	41.6	41.0	40.9	44.8	46.7	47.5	48.8
Part-Time	4,288	4,681	4,956	5,037	4,730	4,573	4,447	4,232
% of International Student Headcount	61.7	58.4	59.0	59.1	55.2	53.3	52.5	51.2

Figure 11. Headcount of International Students by Full-/Part-Time Status: Fall 2006 through Fall 2013



11. Headcount by Pell Grant Status

Data:

- From Fall 2004 through Fall 2013, there was a more than 300% increase in the number of students receiving Pell grants at NOVA.
- Students receiving Pell grants comprised only 8% of all students in Fall 2004, but comprised over a quarter of all students in Fall 2013.

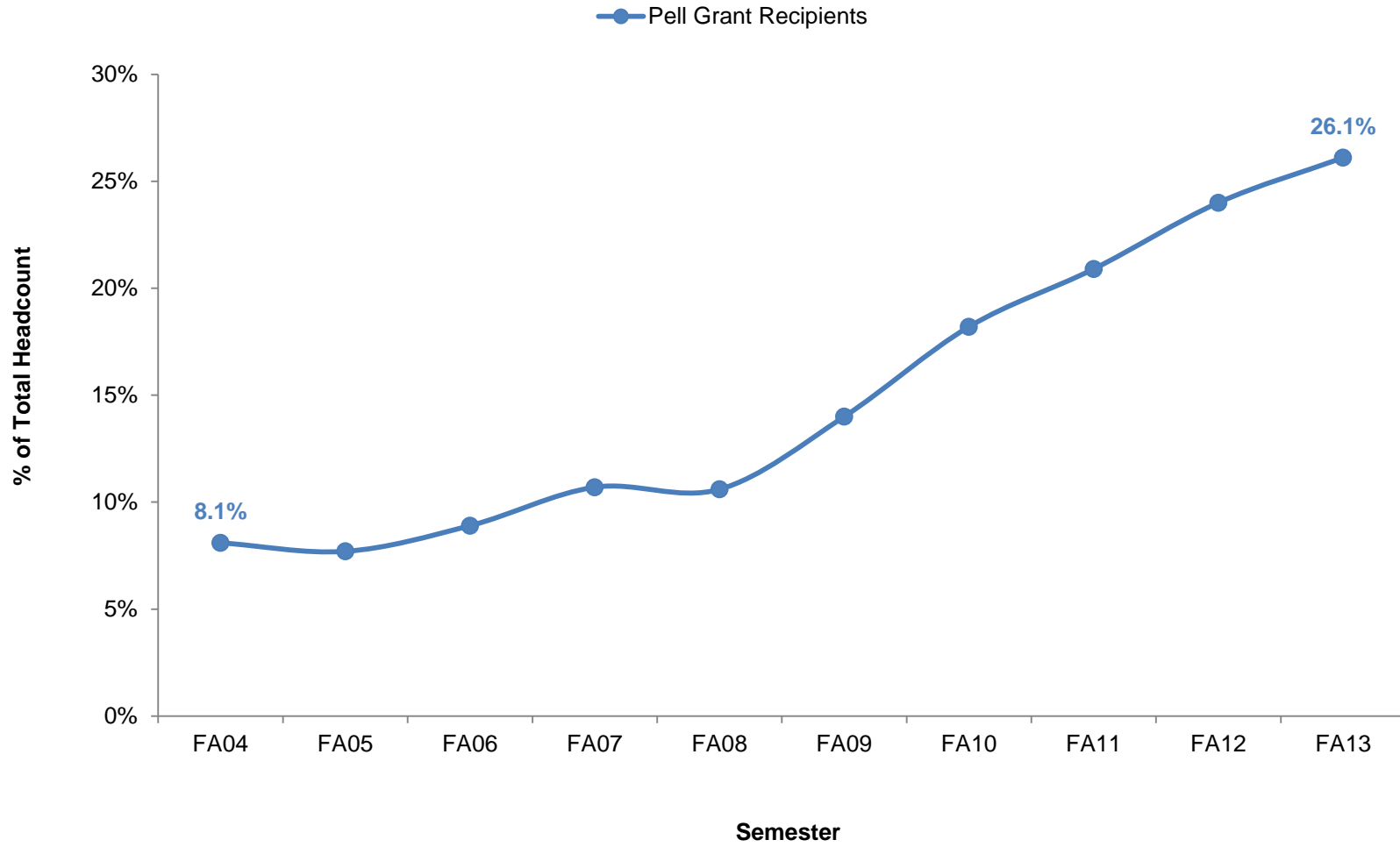
Finding: The proportion of students receiving Pell grants steadily increased since Fall 2005.

Implication: The percentage of students receiving Pell Grants increased dramatically since Fall 2004. In order to investigate possible causes for this large increase, the College should learn more about these students, including their goals for attending NOVA and how NOVA can serve them better.

Table 12. Headcount by Pell Grant Status: Fall 2004 through Fall 2013

Pell Grant Status	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Pell Grant Recipients	3,022	2,899	3,387	4,398	4,504	6,545	8,906	10,478	12,444	13,532
% of Total Headcount	8.1	7.7	8.9	10.7	10.6	14.0	18.2	20.9	24.0	26.1

Figure 12. Headcount by Pell Grant Status: Fall 2004 through Fall 2012



12. Headcount by Campus

Data:

- Four campuses had increases in headcount larger than that of the College (39%) from Fall 2004 through Fall 2013. The largest increase took place at the Medical Education Campus, where headcount increased by 84% (from Fall 2005). Headcount increased by 65% at the Manassas Campus and by 54% at the Loudoun Campus. Headcount at the Woodbridge Campus increased by 42%.
- Headcount at the two largest campuses increased at a lower rate than the College overall: headcount at the Alexandria Campus increased by 32%, while headcount increased at the Annandale Campus by 10%.
- For both Annandale and Alexandria Campuses, the proportion of campus headcount to the college-wide headcount decreased (by 8 percentage points and 1 percentage point, respectively). Increases were seen for Loudoun and Manassas Campuses (2 percentage points each) and for Medical Education and Woodbridge Campuses (1 percentage point each).

Finding: Growth in the number of students varied widely across the campuses.

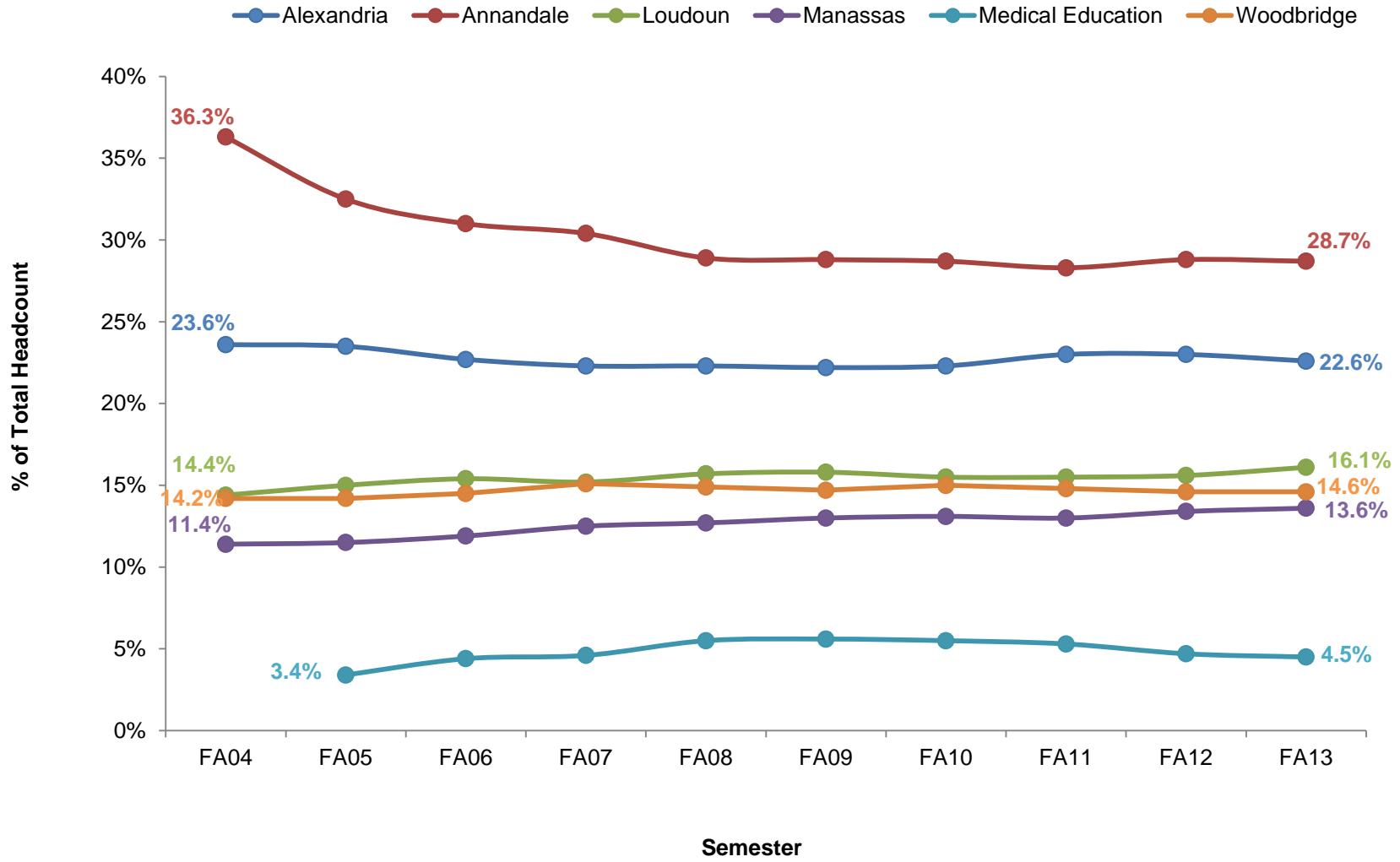
Implication: The College could examine external data to see if population growth in Loudoun, Manassas, and Woodbridge service areas aligns with changes in enrollment for those campuses.

Table 13. Headcount by Campus: Fall 2004 through Fall 2013

Headcount by Campus	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Alexandria	8,842	8,859	8,682	9,189	9,517	10,344	10,915	11,515	11,923	11,690
% of Total Headcount	23.6	23.5	22.7	22.3	22.3	22.2	22.3	23.0	23.0	22.6
Annandale	13,577	12,255	11,841	12,532	12,347	13,430	14,061	14,175	14,913	14,870
% of Total Headcount	36.3	32.5	31.0	30.4	28.9	28.8	28.7	28.3	28.8	28.7
Loudoun	5,396	5,655	5,878	6,257	6,700	7,355	7,576	7,780	8,094	8,321
% of Total Headcount	14.4	15.0	15.4	15.2	15.7	15.8	15.5	15.5	15.6	16.1
Manassas	4,254	4,325	4,530	5,178	5,397	6,038	6,406	6,514	6,953	7,021
% of Total Headcount	11.4	11.5	11.9	12.5	12.7	13.0	13.1	13.0	13.4	13.6
Medical Education	-	1,276	1,685	1,886	2,342	2,599	2,685	2,655	2,430	2,342
% of Total Headcount	-	3.4	4.4	4.6	5.5	5.6	5.5	5.3	4.7	4.5
Woodbridge	5,323	5,370	5,550	6,224	6,360	6,853	7,353	7,405	7,551	7,559
% of Total Headcount	14.2	14.2	14.5	15.1	14.9	14.7	15.0	14.8	14.6	14.6

Note: Medical Education Campus data are only available beginning in Fall 2005.

Figure 13. Headcount by Campus: Fall 2004 through Fall 2013



13. Headcount and FTES by Center

Data:

- Changes in headcount at each center were inconsistent. The number of students enrolled at Reston Center more than doubled from Fall 2005 through Fall 2013. Signal Hill headcount more than quadrupled from Fall 2009 to Fall 2013.
- Headcount at Innovation Park increased by 63% and FTES increased by 12% from Fall 2008 through Fall 2013.
- The rate of growth in FTES at Reston Center and Signal Hill was comparable to their respective headcounts.

Finding: The increase in headcount at all the centers was not mirrored by an increase in FTES, which suggests that some centers may have attracted increasing numbers of students taking lower course loads.

Implication: The College could examine more closely possible reasons for the fluctuations in center enrollments. Areas to investigate could include the educational goals of part-time students, course offerings and availability at the centers, and possible barriers preventing them from taking more courses.

Table 14. Headcount and FTES by Center: Fall 2005 through Fall 2013

Headcount/FTES by Center	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Arlington Headcount	-	689	1,032	573	516	257	121	270	-
% of Total Headcount	-	1.8	2.5	1.3	1.1	0.5	0.2	0.5	-
Reston Headcount	653	1,065	1,472	1,607	1,983	1,913	1,713	1,607	1,831
% of Total Headcount	1.7	2.8	3.6	3.8	4.3	3.9	3.4	3.1	3.5
Innovation Park Headcount	-	-	-	502	1,020	1,103	1,292	587	820
% of Total Headcount	-	-	-	1.2	2.2	2.3	2.6	1.1	1.6
Signal Hill Headcount	-	-	-	-	390	1,239	1,664	1,261	1,765
% of Total Headcount	-	-	-	-	0.8	2.5	3.3	2.4	3.4
Arlington FTES	-	164	282	137	103	55	19	52	-
% of Total FTES	-	0.8	1.2	0.6	0.4	0.2	0.1	0.2	-
Reston FTES	169	306	428	481	615	543	475	430	496
% of Total FTES	0.8	1.4	1.8	1.9	2.2	1.8	1.6	1.4	1.6
Innovation Park FTES	-	-	-	146	286	299	376	138	164
% of Total FTES	-	-	-	0.6	1.0	1.0	1.2	0.4	0.5
Signal Hill FTES	-	-	-	-	109	313	425	293	430
% of Total FTES	-	-	-	-	0.4	1.1	1.4	0.9	1.4

Note: Data provided for Fall semesters in which the centers were open.

Figure 14. Headcount by Center: Fall 2004 through Fall 2013

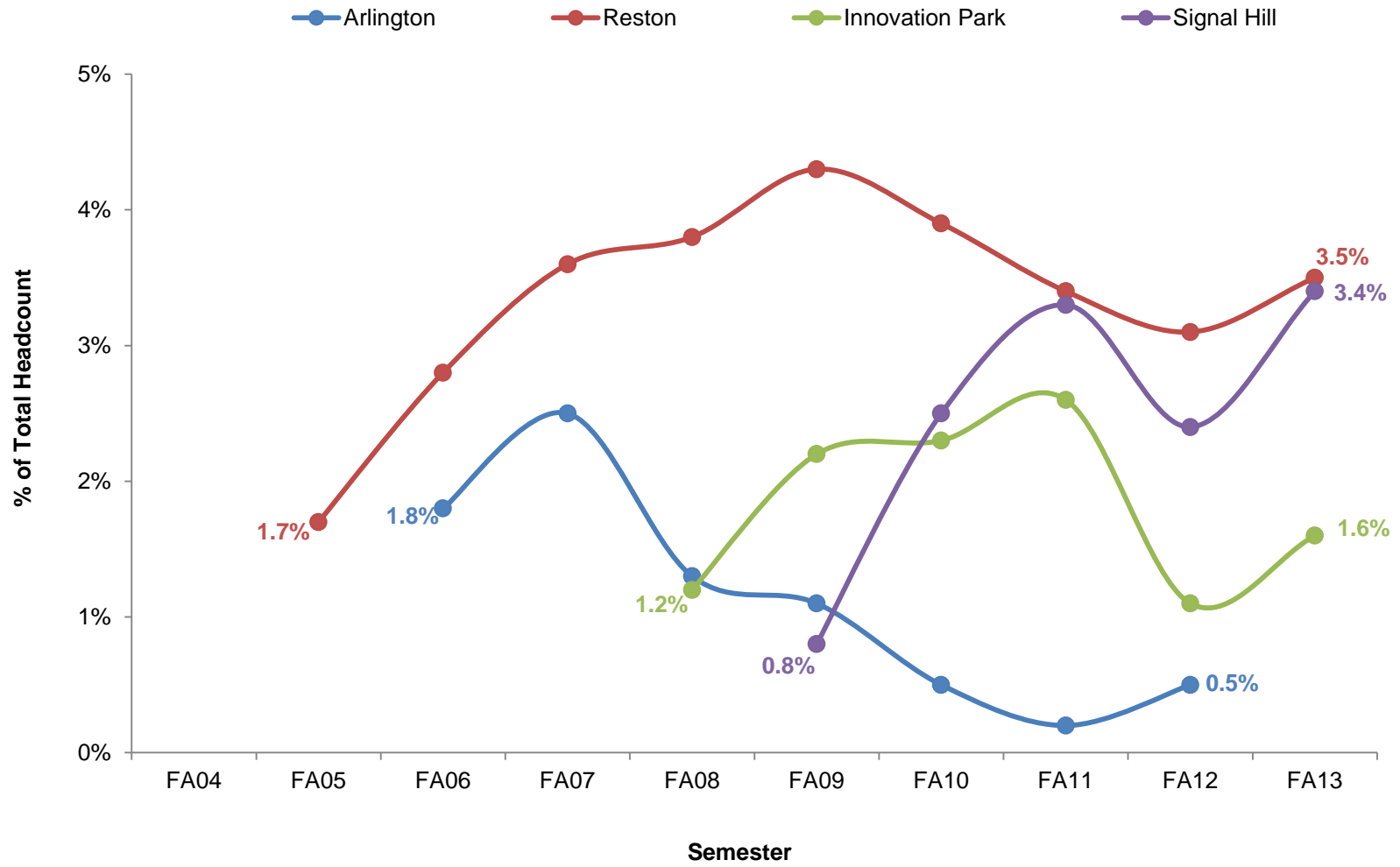
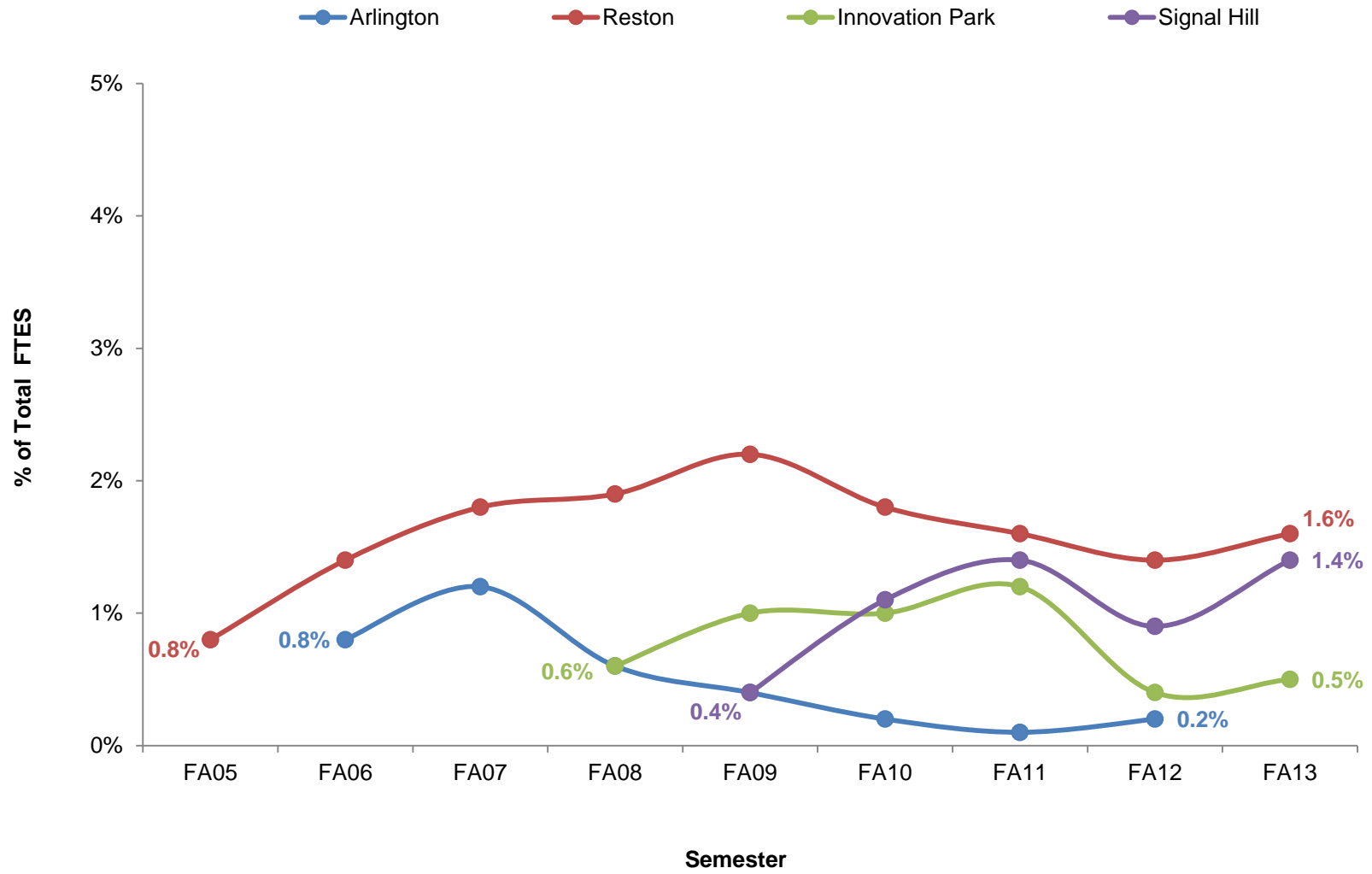


Figure 15. FTES by Center: Fall 2005 through Fall 2013



14. Extended Learning Institute (ELI) Headcount and FTES

Data:

- Both headcount and FTES at ELI more than doubled over time, with headcount increasing 150% from Fall 2004 through Fall 2013, and ELI FTES increasing by over 170% during the same time period.
- The largest increase in both headcount and FTES occurred in Fall 2009. ELI headcount increased 24% from the previous year, while FTES were up 29%. This increase exceeded but coincided with the College overall, which also saw its largest increase in headcount and FTES that year (with an increase of 9% and 12%, respectively; see Section 2).
- ELI's proportion of total headcount also increased, from 14% in Fall 2004 to 25% in Fall 2013. Additionally, ELI's share of total FTES grew, from 8% to 14%.

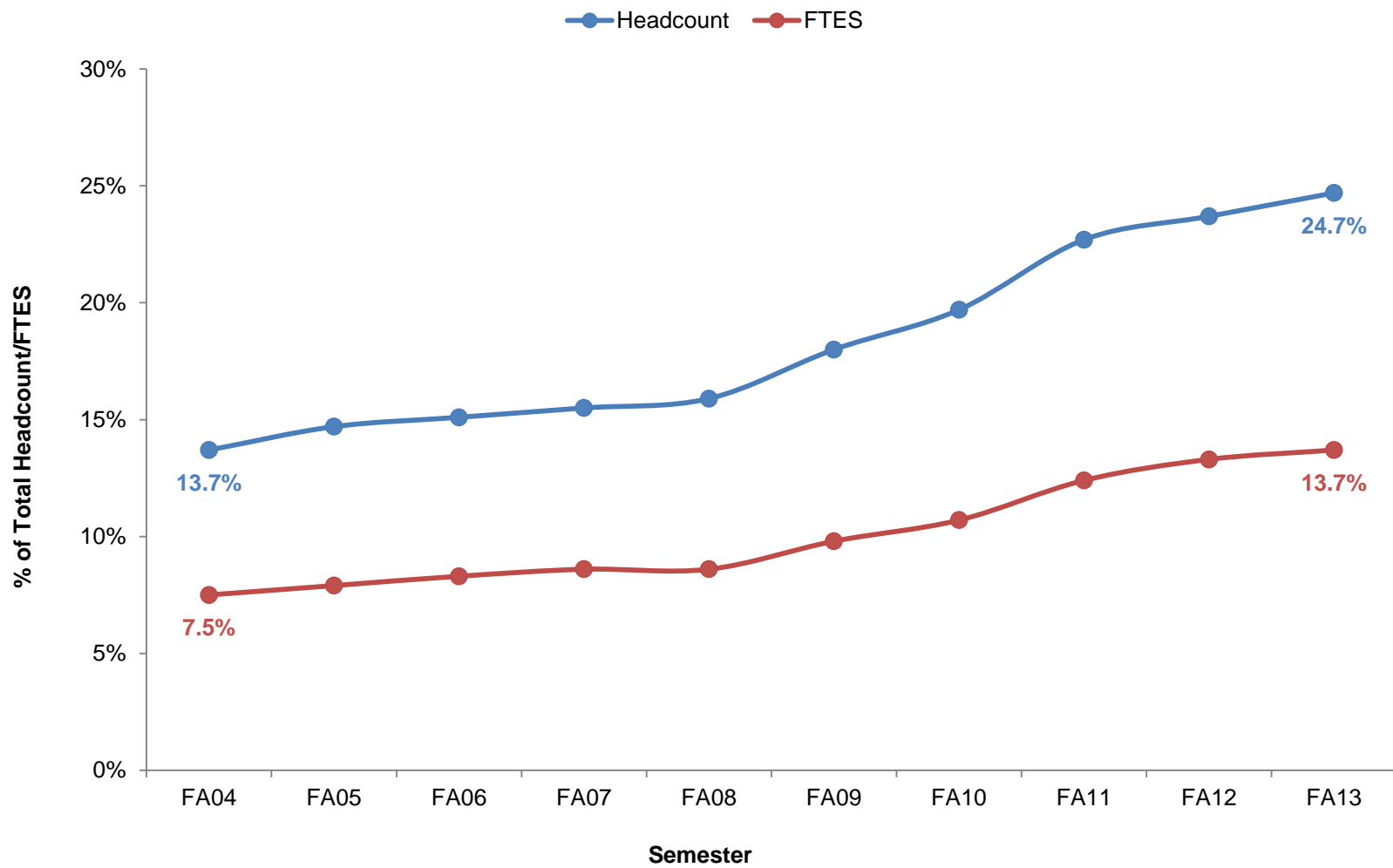
Finding: Increases in headcount and FTES for ELI exceeded those of the College overall.

Implication: ELI headcount and FTES have both more than doubled over time. The College could study the ELI student population and their needs in order to improve service to this growing student group.

Table 15. ELI Headcount and FTES: Fall 2004 through Fall 2013

ELI	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Headcount	5,120	5,533	5,767	6,392	6,784	8,408	9,673	11,348	12,272	12,811
% of Total Headcount	13.7	14.7	15.1	15.5	15.9	18.0	19.7	22.7	23.7	24.7
FTES	1,561	1,684	1,809	2,067	2,118	2,726	3,147	3,747	4,097	4,232
% of Total FTES	7.5	7.9	8.3	8.6	8.6	9.8	10.7	12.4	13.3	13.7

Figure 16. ELI Headcount and FTES: Fall 2004 through Fall 2013



15. ELI Headcount by Gender

Data:

- As with the college-wide headcount, female students made up the majority of ELI students. However, the difference between the two genders was larger for ELI than for the College overall: in Fall 2013, 38% of ELI students were male and 62% were female, compared to 49% and 51%, respectively, for the College that semester.
- Additionally, the gap between the two genders narrowed from Fall 2004 to Fall 2013 by only 1 percentage point for ELI students compared to 3 percentage points college-wide.

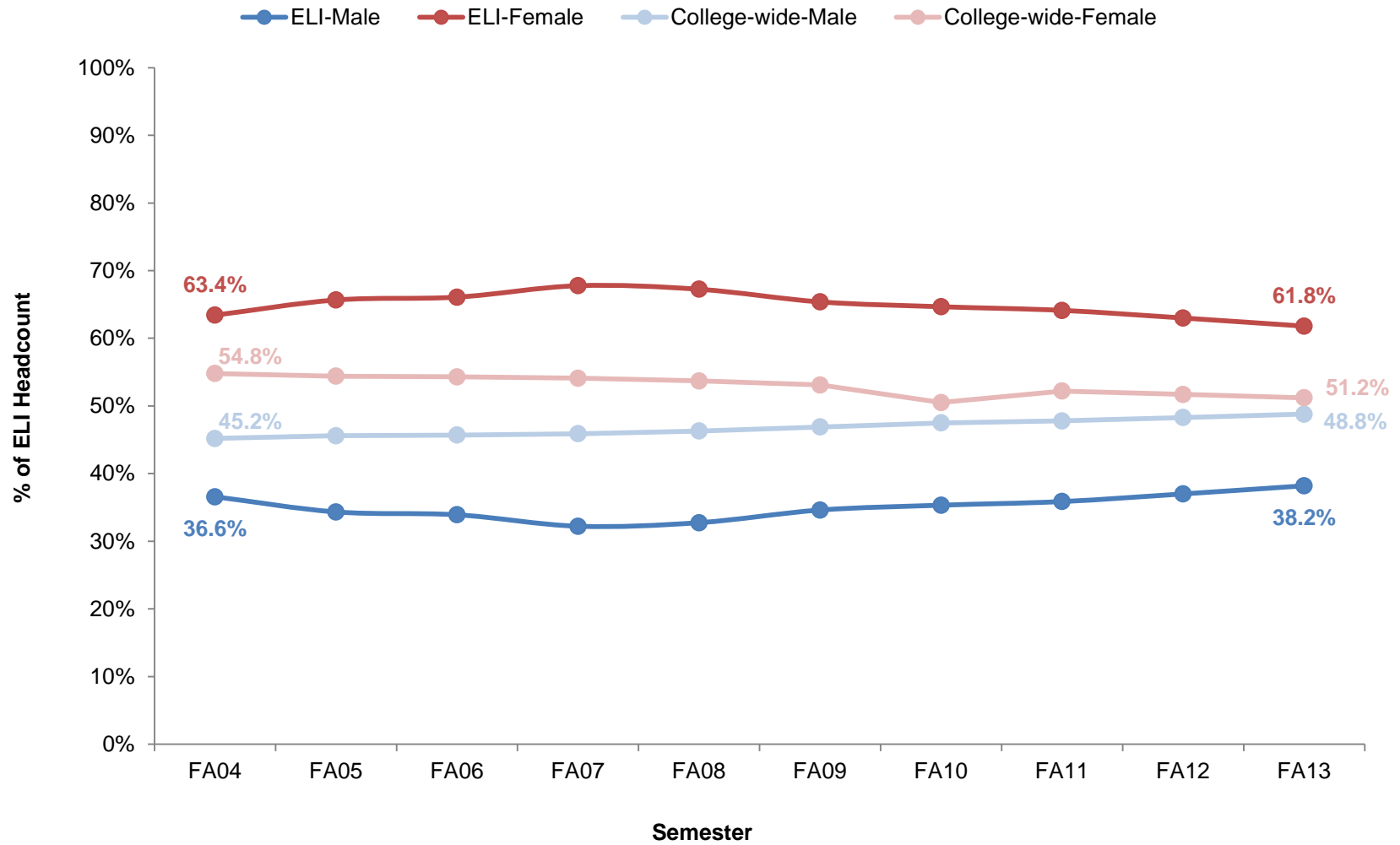
Finding: ELI enrolls a higher percentage of female students than the College overall.

Implication: The difference between male and female enrollment patterns could be investigated to determine why more females take ELI courses.

Table 16. ELI Headcount by Gender: Fall 2004 through Fall 2013

ELI by Gender	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Male	1,873	1,900	1,956	2,060	2,222	2,911	3,418	4,071	4,541	4,894
% of ELI Headcount	36.6	34.3	33.9	32.2	32.8	34.6	35.3	35.9	37.0	38.2
Female	3,247	3,633	3,811	4,332	4,562	5,497	6,255	7,277	7,731	7,917
% of ELI Headcount	63.4	65.7	66.1	67.8	67.2	65.4	64.7	64.1	63.0	61.8

Figure 17. ELI Headcount by Gender: Fall 2004 through Fall 2013



16. ELI Headcount by Race/Ethnicity

Data:

- The percentage of White students enrolled in ELI courses declined from Fall 2004 to Fall 2013 (from 63% of ELI headcount to 56%). While this decrease mirrored that of the College overall (from 51% to 49%), the decrease was larger for ELI.
- The largest increase as a proportion of total ELI headcount occurred among Asian students, with an increase from 9% in Fall 2004 to 14% in Fall 2013. In contrast, the proportion of Asian students college-wide increased by 2 percentage points.
- The proportion of Black students increased from 15% to 18%, and Hispanic students increased from 7% to 9% of ELI students. Similarly, the College saw a 3 percentage point increase for Black students and a 2 percentage point increase for Hispanic students.

Finding: Less racial/ethnic diversity was found among students enrolled in ELI courses than in the College overall.

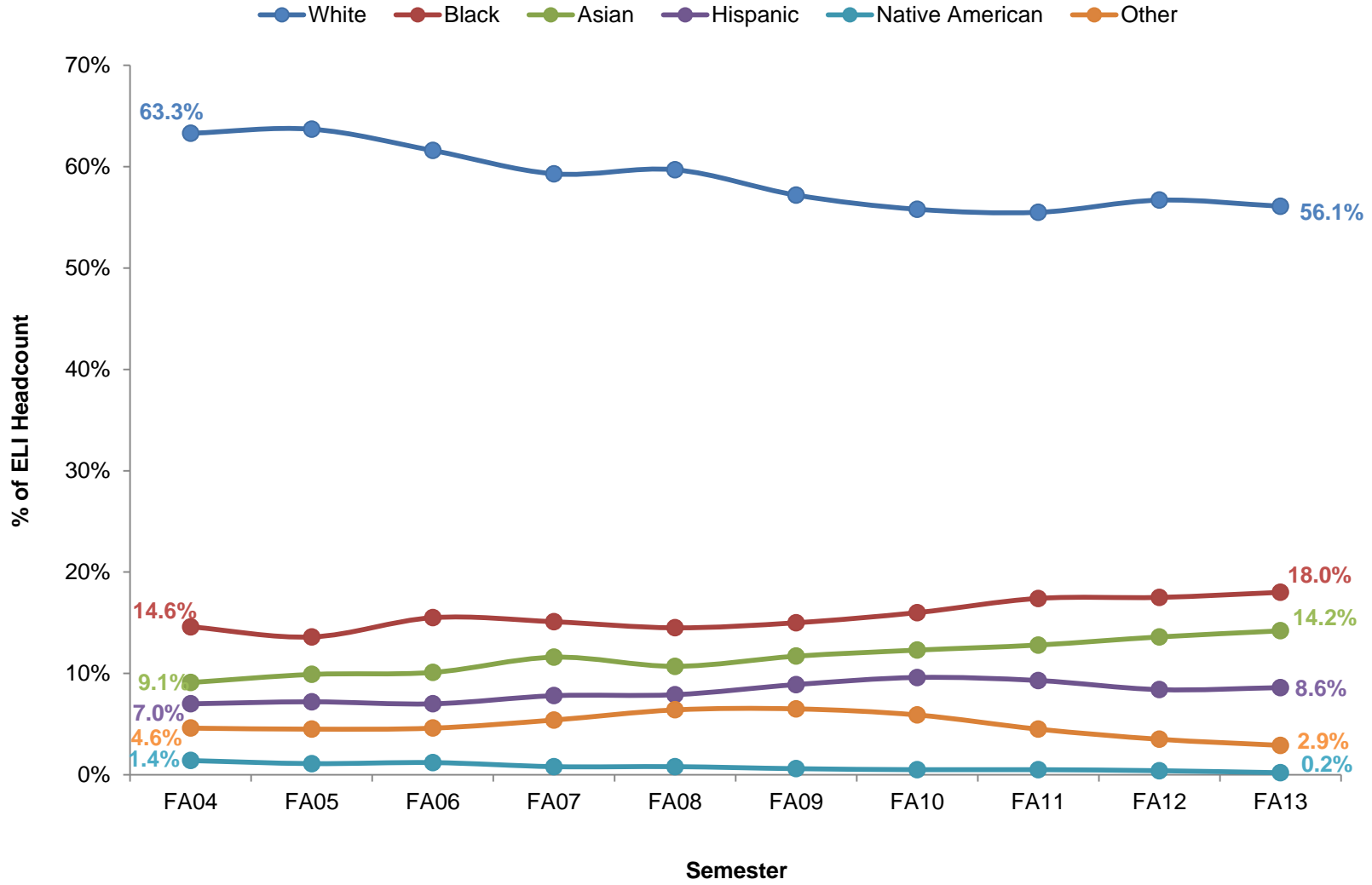
Implication: NOVA's efforts to attract a more diverse student body that mirrors the diversity of the region have been less successful among ELI students. It may be valuable to consider barriers that may exist to minority students who could benefit from ELI courses.

Table 17. ELI Headcount by Race/Ethnicity: Fall 2004 through Fall 2013

ELI by Race/Ethnicity	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
White	3,243	3,523	3,554	3,788	4,052	4,809	5,394	6,295	6,962	7,190
% of ELI Headcount	63.3	63.7	61.6	59.3	59.7	57.2	55.8	55.5	56.7	56.1
Black	746	751	892	967	985	1,265	1,545	,1979	2,149	2,300
% of ELI Headcount	14.6	13.6	15.5	15.1	14.5	15.0	16.0	17.4	17.5	18.0
Asian	465	547	583	744	724	987	1,193	1,451	1,665	1,817
% of ELI Headcount	9.1	9.9	10.1	11.6	10.7	11.7	12.3	12.8	13.6	14.2
Hispanic	357	401	401	501	536	749	924	1,055	1,026	1,107
% of ELI Headcount	7.0	7.2	7.0	7.8	7.9	8.9	9.6	9.3	8.4	8.6
Native American	71	63	71	49	55	50	49	55	46	27
% of ELI Headcount	1.4	1.1	1.2	0.8	0.8	0.6	0.5	0.5	0.4	0.2
Other	238	248	266	343	432	548	568	513	424	370
% of ELI Headcount	4.6	4.5	4.6	5.4	6.4	6.5	5.9	4.5	3.5	2.9

Note: "Other" includes students who did not explicitly identify one of the listed race/ethnicity categories or who did not select a category.

Figure 18. ELI Headcount by Race/Ethnicity: Fall 2004 through Fall 2013



17. Headcount of NOVA Service Area High School Graduates

Data:

- The number of NOVA students who were recent high school graduates from the service area increased by 150% from Fall 2004 to Fall 2013.
- The percentage of the total headcount almost doubled for NOVA service area high school graduates from 6% in Fall 2004 to 11% in Fall 2013.

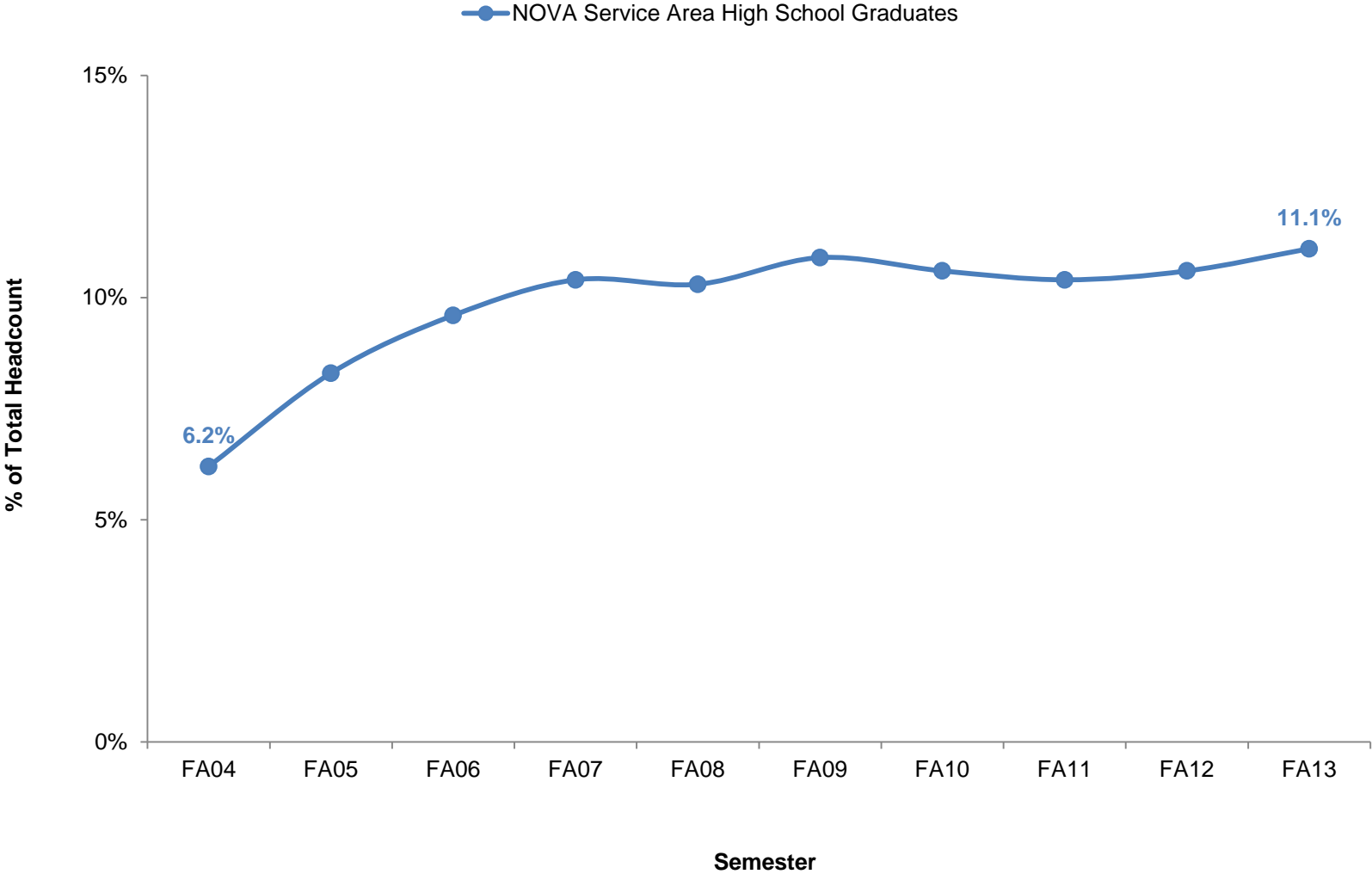
Finding: The percentage of students moving directly from a service area high school to NOVA increased.

Implication: While the percentage of students at NOVA who are recent area high school graduates has increased, it might be helpful to look at the data in more detail to determine if the number of these NOVA students is proportionate to the student population at the individual high schools. If not, then successful outreach practices at high schools that have contributed a higher percentage could be reviewed for possible implementation at other high schools.

Table 18. Headcount of NOVA Service Area High School Graduates: Fall 2004 through Fall 2013

NOVA Service Area High School Graduates	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Headcount	2,302	3,132	3,663	4,272	4,391	5,067	5,170	5,185	5,497	5,756
% of Total Headcount	6.2	8.3	9.6	10.4	10.3	10.9	10.6	10.4	10.6	11.1

Figure 19. Headcount of NOVA Service Area High School Graduates: Fall 2004 through Fall 2013



18. Course Registration

Data:

- From Fall 2004 through Fall 2013, most NOVA students (between 76% and 80%) registered on-time for all their courses.
- Each year, between 20% and 24% of students registered late for at least one course.

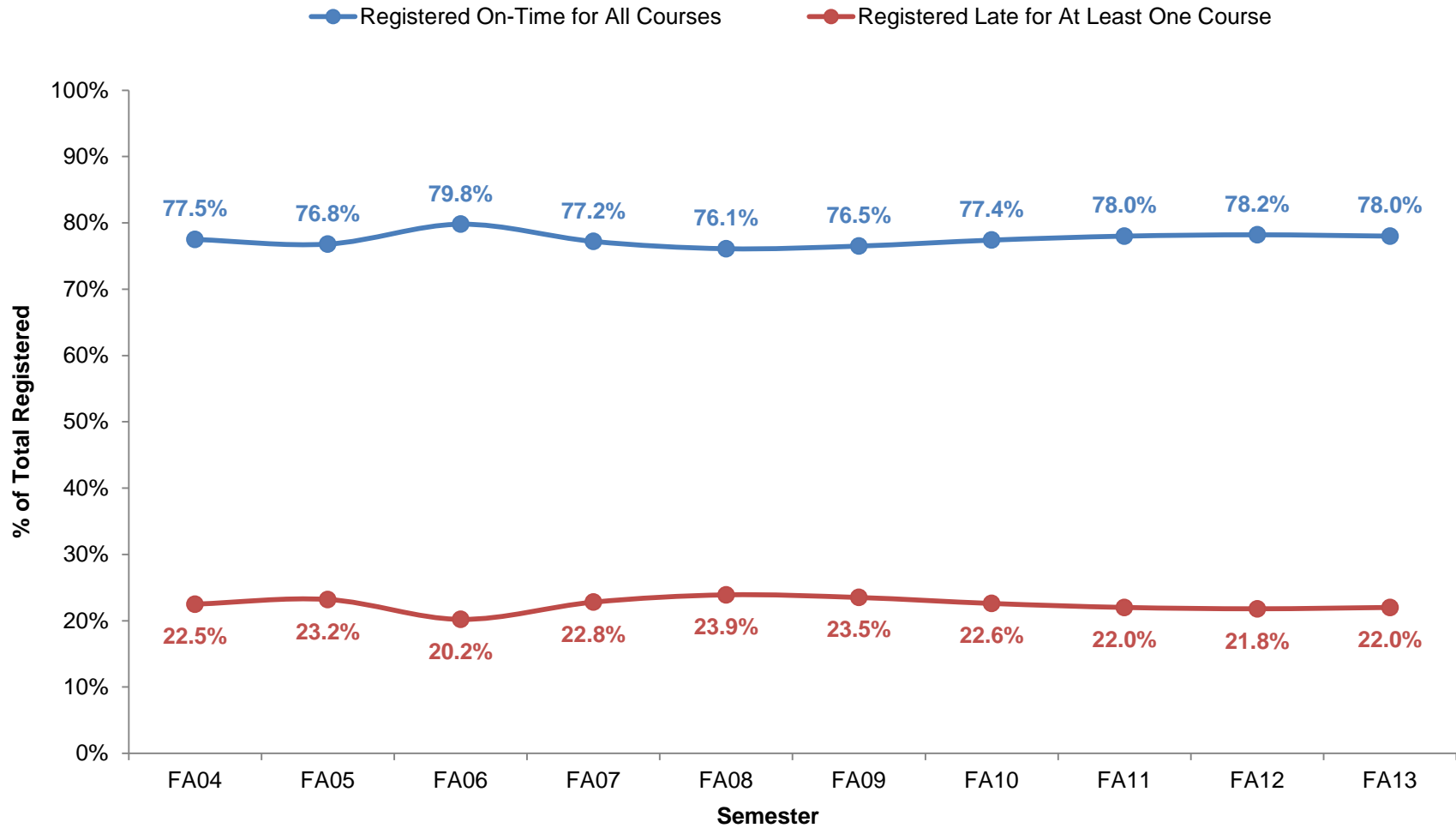
Finding: Prior to the policy change eliminating late registration, the majority of students registered for courses on time.

Implication: NOVA implemented mandatory on-time registration in Fall 2014. Future analysis will have to be done to understand the impact the change may have.

Table 19. Course Registration: Fall 2004 through Fall 2013

	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Registered On-Time for All Courses	28,972	28,985	30,447	31,838	32,478	35,671	37,929	39,021	40,576	40,431
% of Total Registered	77.5	76.8	79.8	77.2	76.1	76.5	77.4	78.0	78.2	78.0
Registered Late for at Least One Course	8,420	8,755	7,719	9,428	10,185	10,948	11,067	11,023	11,288	11,372
% of Total Registered	22.5	23.2	20.2	22.8	23.9	23.5	22.6	22.0	21.8	22.0
Total Headcount	37,392	37,740	38,166	41,266	42,663	46,619	48,996	50,044	51,864	51,803

Figure 20. Course Registration: Fall 2004 through Fall 2013



19. Headcount and FTES for ESL Courses

Data:

- The percentage of students enrolled in ESL courses at NOVA varied from year to year, but generally decreased overall since Fall 2007.
- Fall 2013 showed the lowest percentage of students enrolled in ESL courses in the past ten years (5%).

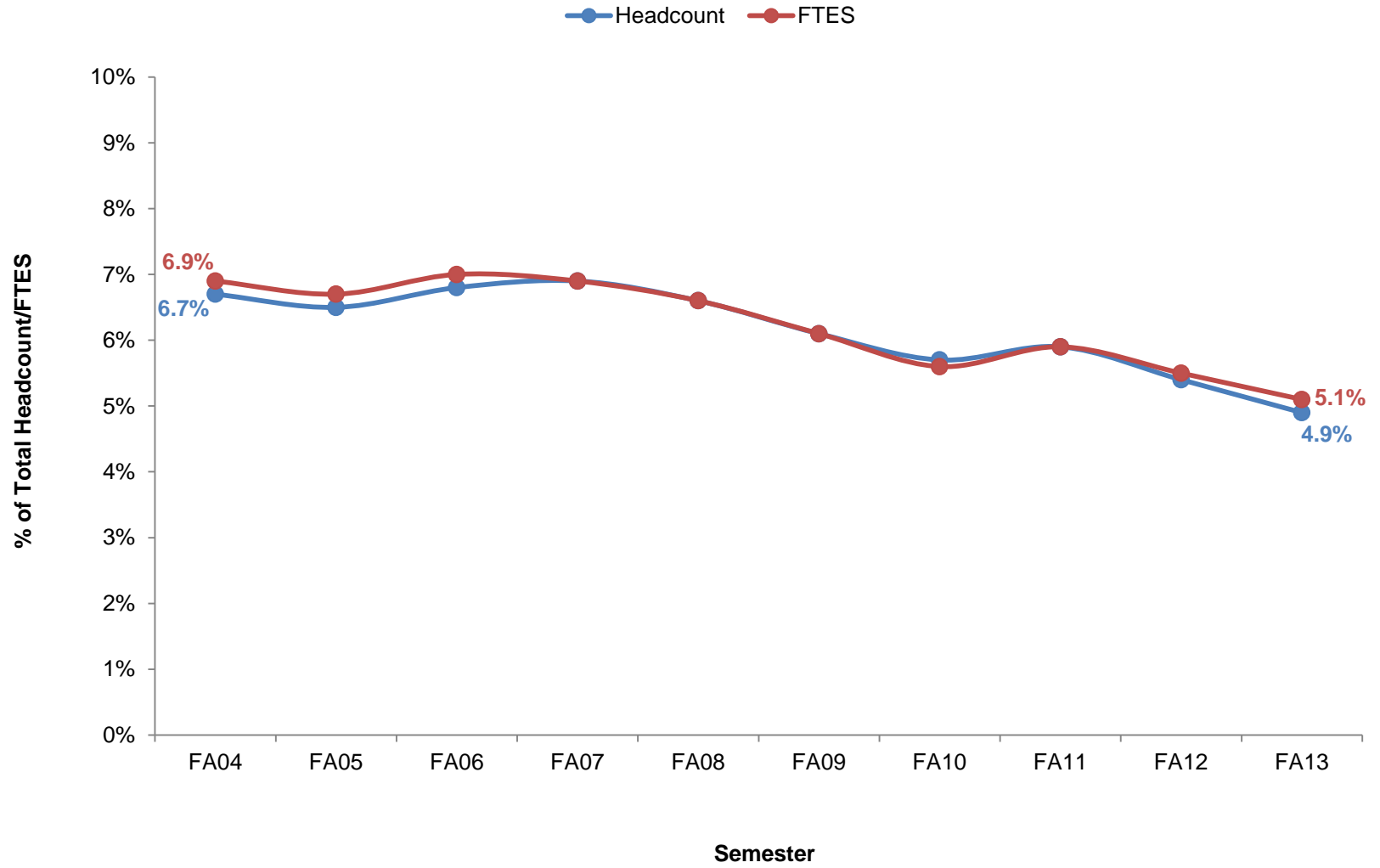
Finding: Students enrolled in ESL courses have decreased as a percentage of college-wide headcount.

Implication: To identify reasons for the decrease in enrollment in ESL courses, trends in the international student population over the same time period could be explored.

Table 20. Headcount and FTES for ESL Courses: Fall 2004 through Fall 2013

ESL Students	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Headcount	2,513	2,456	2,581	2,829	2,831	2,853	2,781	2,929	2,779	2,547
% of Total Headcount	6.7	6.5	6.8	6.9	6.6	6.1	5.7	5.9	5.4	4.9
FTES	1,444	1,432	1,527	1,655	1,636	1,686	1,658	1,780	1,699	1,575
% of Total FTES	6.9	6.7	7.0	6.9	6.6	6.1	5.6	5.9	5.5	5.1

Figure 21. Headcount and FTES for ESL Courses Fall 2004 through Fall 2013



20. Headcounts and FTES for Developmental English and Math

Data:

- From Fall 2004 through Fall 2012, between 9% and 11% of NOVA's students enrolled in developmental English each year. In Fall 2013, however, 7% enrolled in developmental English.
- Similarly, students enrolled in developmental English generated between 5% and 6% of all FTES each year from Fall 2004 through Fall 2012. In Fall 2013, this dropped to 2% of all FTES.
- Between Fall 2004 and Fall 2013, approximately 8% to 10% of NOVA's students were enrolled in developmental math. The percentage of students enrolled in developmental math was lowest in Fall 2013, at 8%.
- Likewise, FTES generated by developmental math students were also lowest in Fall 2013, at 3% of all FTES.

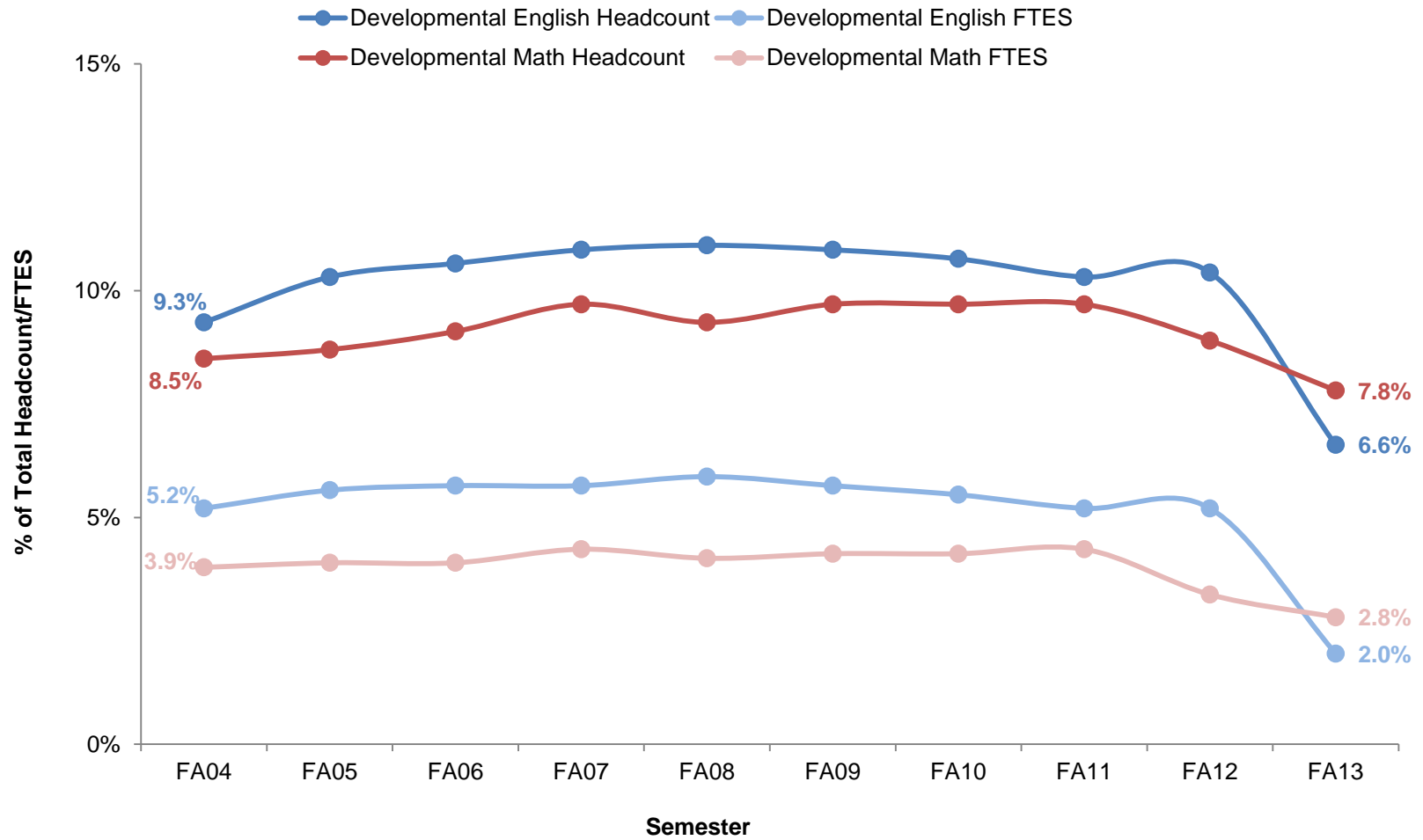
Finding: While the percentage of students enrolled in developmental English and math decreased overall from Fall 2004 through Fall 2013, the decrease was greater for English than for Math.

Implication: Given NOVA's recent redesign of developmental courses, it is difficult to predict how developmental education headcount and FTES will be affected moving forward.

Table 21. Headcounts and FTES for Developmental English and Math: Fall 2004 through Fall 2013

Developmental Students	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Developmental English Headcount	3,463	3,894	4,062	4,478	4,710	5,067	5,233	5,151	5,386	3,433
% of Total Headcount	9.3	10.3	10.6	10.9	11.0	10.9	10.7	10.3	10.4	6.6
Developmental English FTES	1,080	1,194	1,257	1,382	1,454	1,579	1,606	1,579	1,599	624
% of Total FTES	5.2	5.6	5.7	5.7	5.9	5.7	5.5	5.2	5.2	2.0
Developmental Math Headcount	3,169	3,301	3,470	4,006	3,959	4,512	4,758	4,874	4,598	4,041
% of Total Headcount	8.5	8.7	9.1	9.7	9.3	9.7	9.7	9.7	8.9	7.8
Developmental Math FTES	804	842	882	1,032	1,022	1,163	1,222	1,303	1,014	868
% of Total FTES	3.9	4.0	4.0	4.3	4.1	4.2	4.2	4.3	3.3	2.8

Figure 22. Headcounts and FTES for Developmental English and Math: Fall 2004 through Fall 2013



21. Developmental English and Math Placement

Data:

- Considering only first-time in college (FTIC) students, the percentage of these students who took the English placement exam increased overall from 52% in Fall 2004 to 68% in Fall 2013.
- Of those FTIC students who completed the placement test, the percentage of these students who were placed into a developmental English course increased overall from 23% in Fall 2004 to 31% in Fall 2012, before decreasing to 18% in Fall 2013.
- The percentage of FTIC students taking the math placement test increased substantially during the six-year time period from 47% of FTIC students in Fall 2008 to 62% in Fall 2013.
- The percentage of FTIC students placed in developmental math gradually decreased, from 38% in Fall 2010 to 27% in Fall 2013.

Finding: For both English and math, the percentage of FTIC students taking the placement exam increased, while the percentage of students placed in developmental courses decreased.

Implication: In Fall 2013, NOVA implemented a new placement test; therefore, additional data for upcoming years will be necessary to discern any trends.

Table 22. Developmental English Placement: Fall 2004 through Fall 2013

Developmental English Placement	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13
# of Placement Test Takers	3,731	4,021	5,148	5,575	4,984	5,602	5,477	5,816	6,401	6,562
% of Total FTIC	51.7	59.9	52.6	53.5	62.5	67.7	69.4	69.8	72.0	68.0
# Placed	1,681	1,800	2,217	2,442	2,304	2,444	2,501	2,664	2,753	1,772
% of Total FTIC	23.3	26.8	22.7	23.4	28.9	29.6	31.7	32.0	31.0	18.3

Note: For developmental placement, only first-time in college (FTIC) student data were examined.

Table 23. Developmental Math Placement: Fall 2008 through Fall 2013

Developmental Math Placement	FA08	FA09	FA10	FA11	FA12	FA13
# of Placement Test Takers	3,782	3,623	3,917	3,769	5,838	6,028
% of Total FTIC	47.4	43.8	49.6	45.2	65.7	62.4
# Placed	2,925	2,808	3,023	2,833	2,587	2,641
% of Total FTIC	36.7	34.0	38.3	34.0	29.1	27.3

Note: Data are only available from Fall 2008.

Source for Fall 2008 through Fall 2011 data: VCCS. These data include only recent graduates from Northern Virginia area high schools. Additionally, students could have been attending any VCCS institution. While it is likely that they attended NOVA first, data may not be exclusively for first-time to NOVA students.

Source for Fall 2012 and Fall 2013 data: Virginia Placement Test

Figure 23. Developmental English Placement: Fall 2004 through Fall 2013

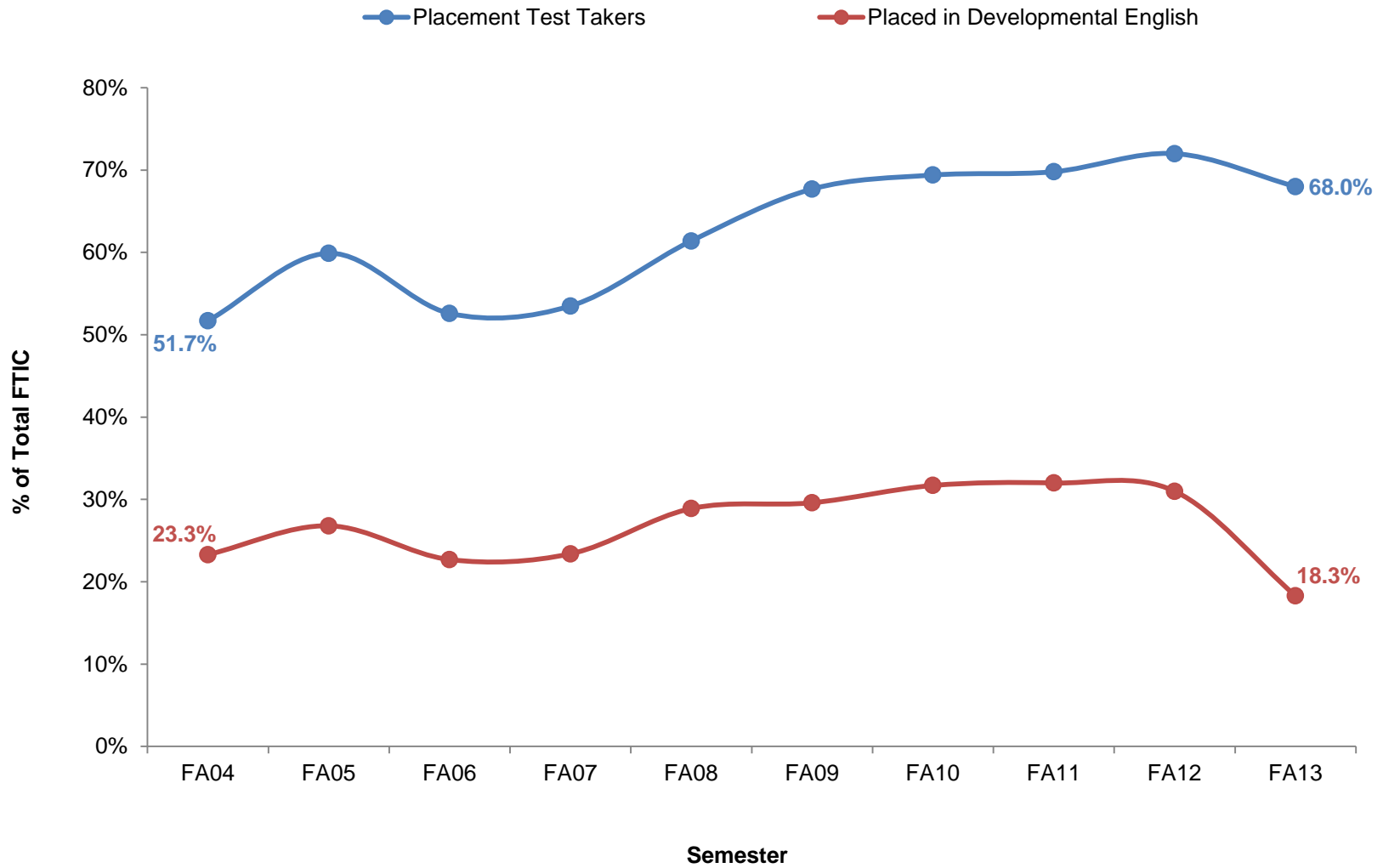
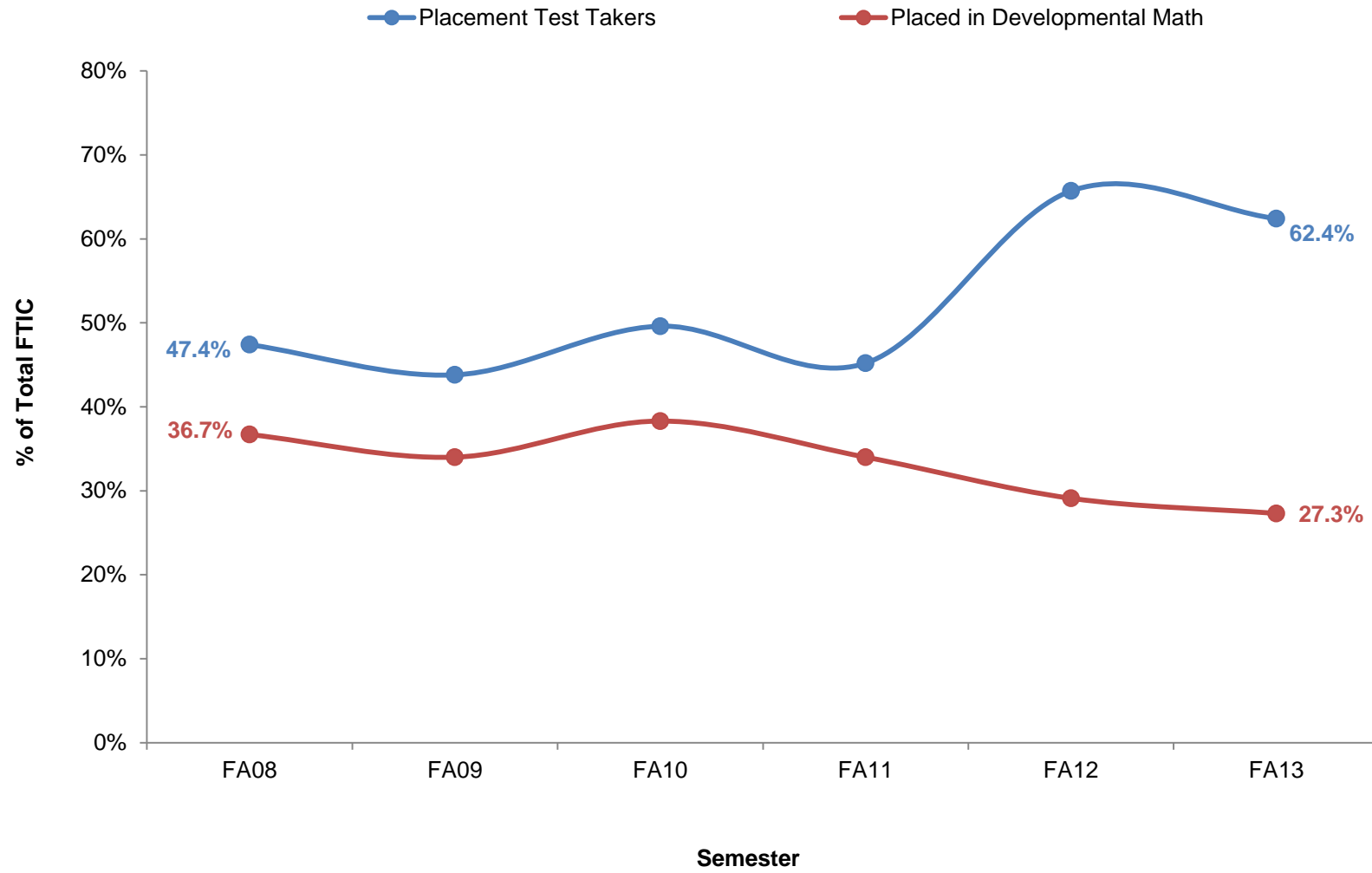


Figure 24. Developmental Math Placement: Fall 2008 through Fall 2013



22. Developmental Course Completion

Data:

- The percentage of FTIC students who successfully completed developmental English and progressed to college-level courses within one year steadily increased from Fall 2004 (63%) through Fall 2012 (73%).
- From Fall 2004 through Fall 2010, developmental math completion rates increased from 17% to 26%. Since Fall 2010, however, these rates declined, with 18% of developmental math students successfully completing their courses in Fall 2012.

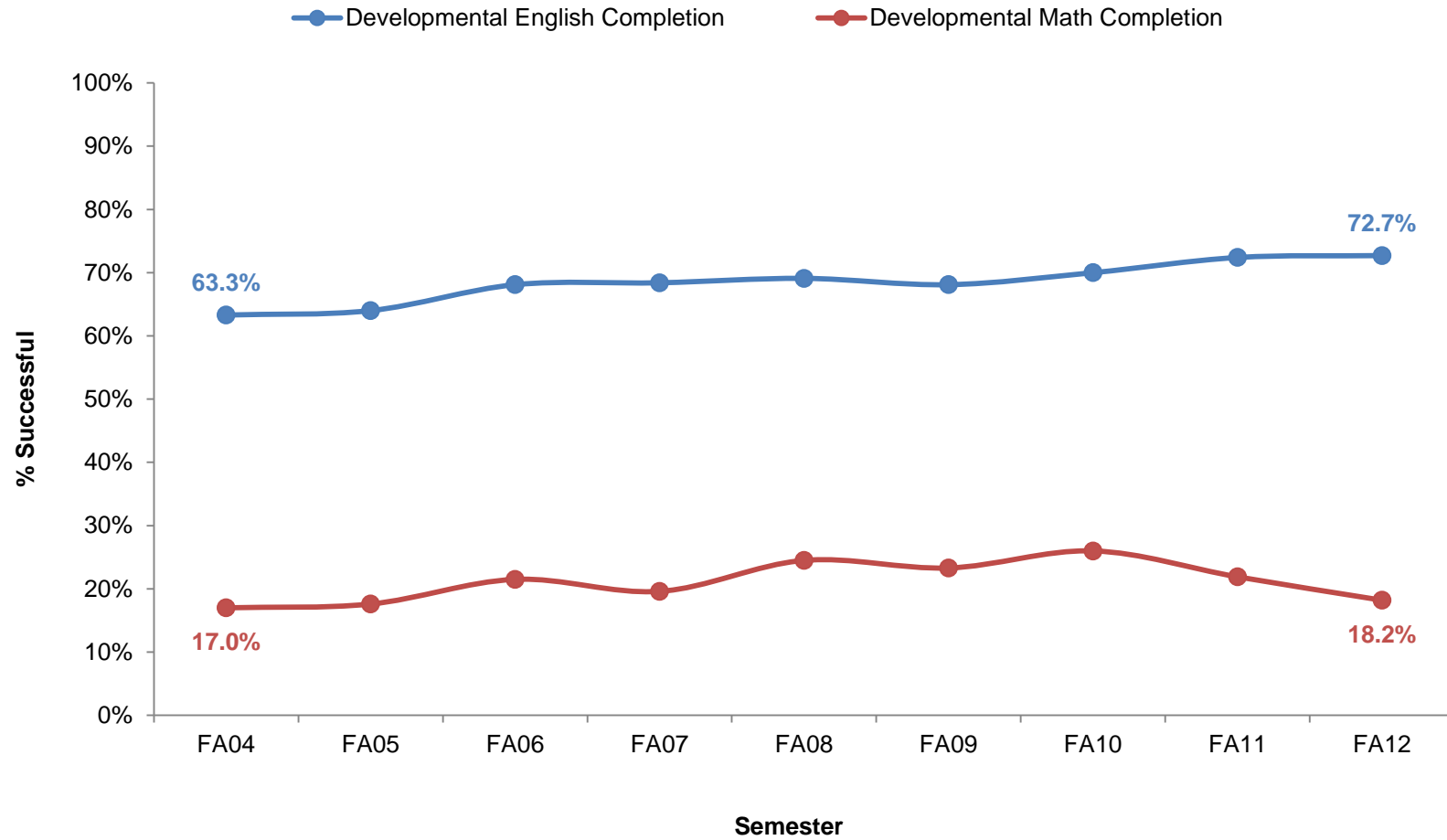
Finding: The percentage of students who successfully completed developmental course requirements and progressed to college-level courses within one year increased overall for both developmental English and developmental math students. However, increases were greater among developmental English students.

Implication: Trends at other VCCS colleges could be reviewed to see if the rate of completion of developmental courses and progression to college-level courses is typically higher for English than math. The decrease in the percentage of students completing developmental math courses in Fall 2012 compared to the previous few Fall semesters also needs to be explored in light of the recently redesigned curriculum.

Table 24. Successful Developmental Course Completion within One Year for First-Time in College Students: Fall 2004 through Fall 2012

Developmental Completion	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12
Developmental English Students	1,897	2,037	2,381	2,627	2,460	2,549	2,528	2,476	2,616
# Successful	1,201	1,303	1,621	1,797	1,699	1,735	1,770	1,792	1,901
% Successful	63.3	64.0	68.1	68.4	69.1	68.1	70.0	72.4	72.7
Developmental Math Students	1,355	1,335	1,705	1,810	1,630	1,805	1,779	1,884	1,591
# Successful	230	235	366	355	399	421	463	413	289
% Successful	17.0	17.6	21.5	19.6	24.5	23.3	26.0	21.9	18.2

**Figure 25. Successful Developmental Course Completion within One Year for First-Time in College Students:
Fall 2004 through Fall 2013**



23. Developmental Students' Success in College-Level Courses

Data:

- Of the three college-level courses examined, English 111 consistently had the highest rates of successful completion among developmental students, while Math 163 had the lowest.
- The highest success rate for each of the college-level courses was in Fall 2011, with decreases following in Fall 2012.
- The success rate of students completing developmental English courses and then successfully completing English 111 within one year increased 5 percentage points overall, from 72% in Fall 2004 to 77% in Fall 2012.
- For both math courses, the change in the success rate varied from year to year with neither steady increases nor steady decreases. While the success rate for Math 151 increased overall from Fall 2004 to Fall 2012 (from 64% to 67%), successful course completion decreased overall for Math 163 over the same time period (from 62% to 54%).

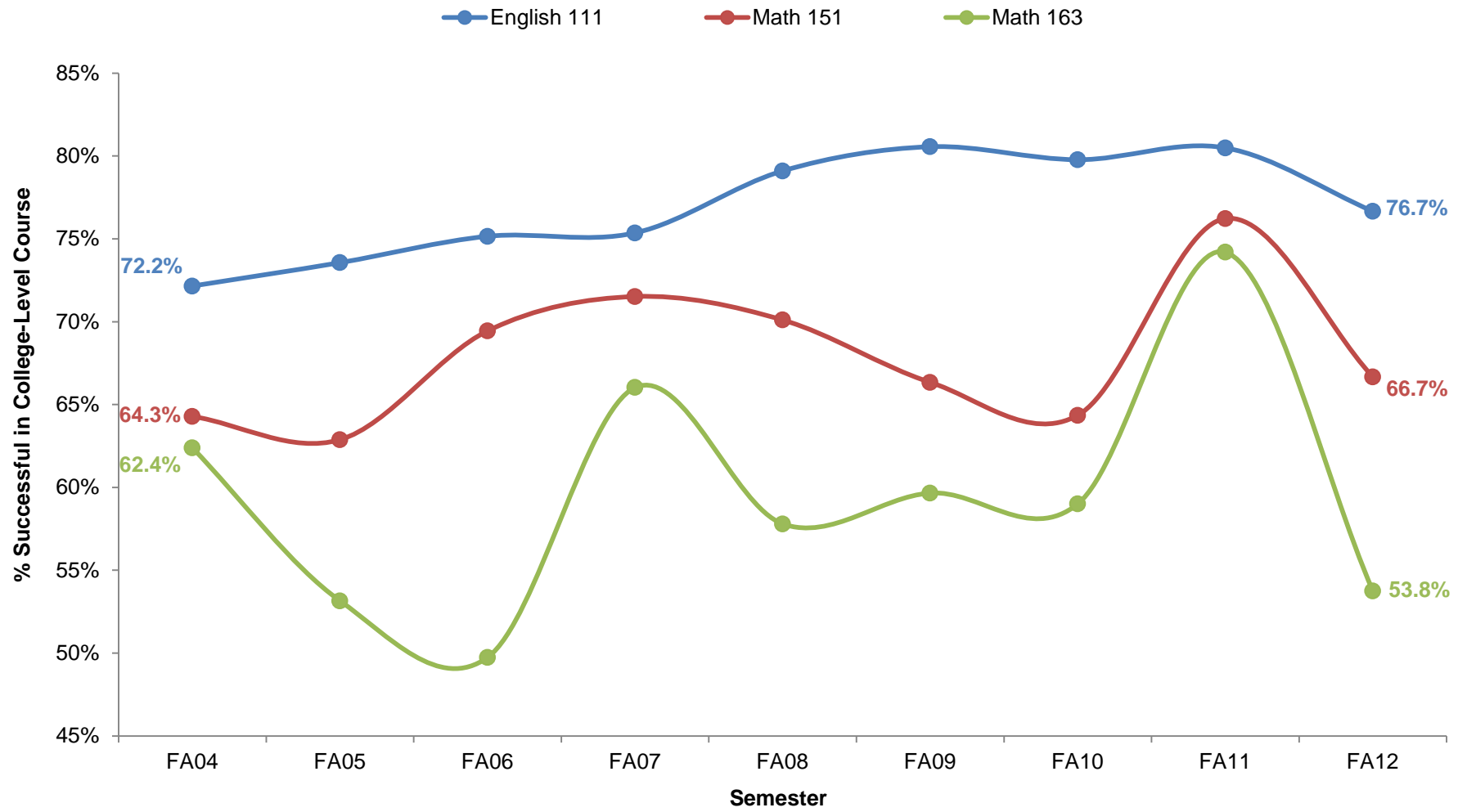
Finding: Developmental English students showed higher rates of success in college-level English than developmental math students showed in college-level math courses.

Implication: It could be explored if the difference in the trends for English and math mirrors other VCCS colleges. Additionally, the substantial difference in the percentage of developmental math students successfully completing college-level math for Fall 2011 compared to Fall 2012 could be explored in light of the newly implemented redesign curriculum.

Table 25. Developmental Students' Success in College-Level Courses within One Year: Fall 2004 through Fall 2012

College-Level Course		FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12
English 111	# of Developmental English Students	1,203	1,305	1,622	1,802	1,706	1,749	1,780	1,799	1,911
	# Successful	868	960	1,219	1,358	1,349	1,409	1,420	1,448	1,465
	% Successful	72.2	73.6	75.2	75.4	79.1	80.6	79.8	80.5	76.7
Math 151	# of Developmental Math Students	126	132	180	158	194	205	216	265	216
	# Successful	81	83	125	113	136	136	139	202	144
	% Successful	64.3	62.9	69.4	71.5	70.1	66.3	64.4	76.2	66.7
Math 163	# of Developmental Math Students	109	111	193	209	213	233	261	155	80
	# Successful	68	59	96	138	123	139	154	115	43
	% Successful	62.4	53.2	49.7	66.0	57.8	59.7	59.0	74.2	53.8

Figure 26. Developmental Students' Success in College-Level Courses within One Year: Fall 2004 through Fall 2012



24. Gatekeeper Course Completion

Data:

- NOVA designated 5 courses as gatekeeper courses (e.g., courses with high enrollments but low success rates): ACC 211, BIO 101, ENG 111, MTH 151, and MTH 163 (see glossary for more information).
- In general, the success rate for FTIC students in the five gatekeeper courses varied between 63% and 73%. There was an overall gain of 7 percentage points from Fall 2004 through Fall 2012.
- Of the five gatekeeper courses, English 111 had the highest success rate (ranging from 68% to 77%) for completion within one year.
- For six of the nine Fall semesters, Accounting 211 had the lowest success rate for completion within one year. For the other three Fall semesters, Math 163 had the lowest success rate.
- Biology 101 saw the largest overall increase from Fall 2004 (58%) to Fall 2012 (70%).
- Math 163 was the only gatekeeper course that saw an overall decrease in success rates from Fall 2004 (55%) to Fall 2012 (53%).

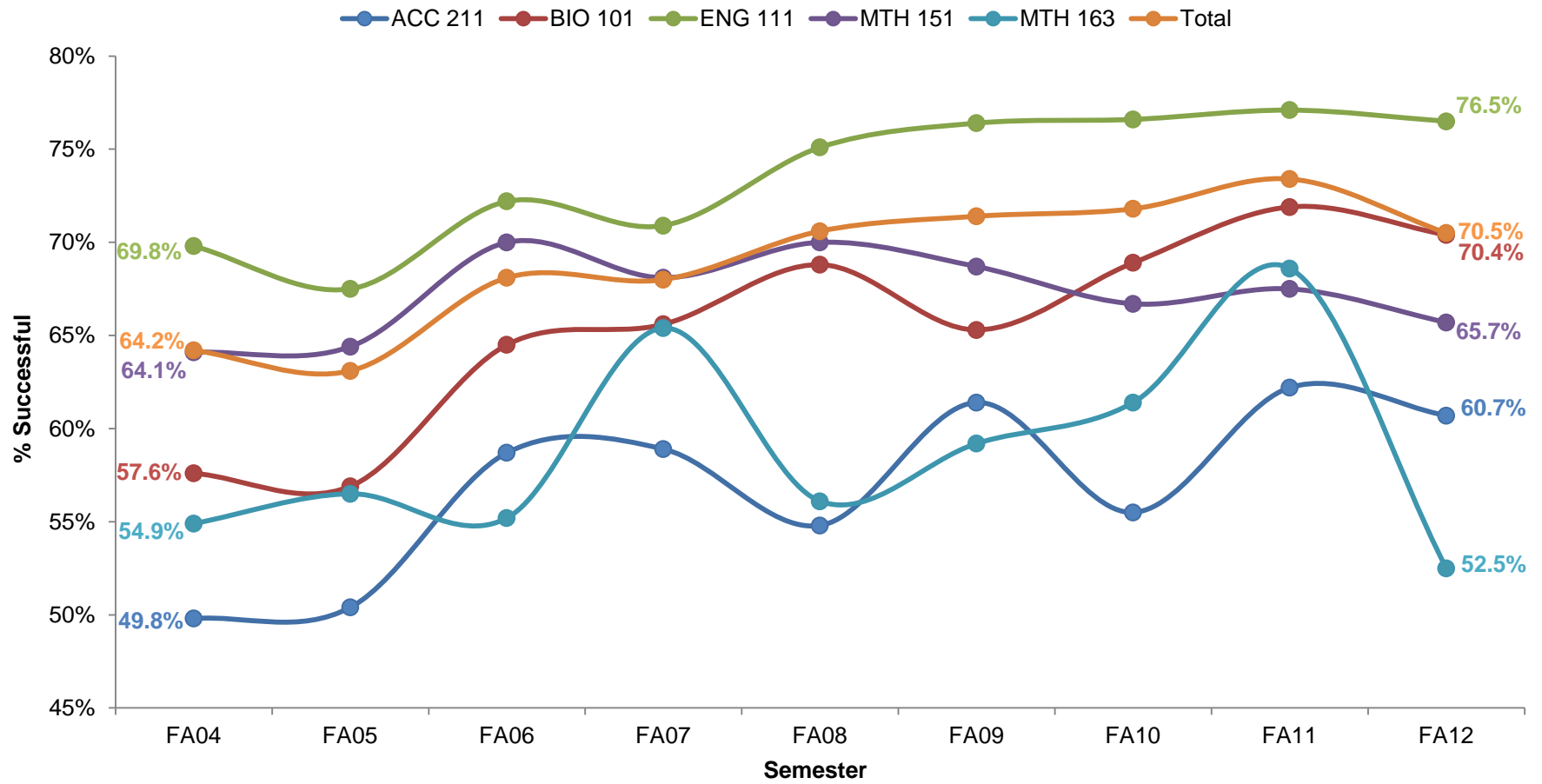
Finding: In general, the percentage of FTIC students who successfully completed gatekeeper courses increased. However, slight decreases were observed in the completion rate of Math 163.

Implication: To explore reasons for the decrease in the completion rate for MTH 163 in Fall 2012 (which was preceded by an initial increase in Fall 2011), performance of the different groups of students who took MTH 163 could be reviewed: students who had not taken any developmental math before enrolling in MTH 163, students who had taken traditional developmental math, and students who had taken the redesigned developmental math courses. In addition, it can be explored whether there is a change in demographic trends (especially race and gender) for the students enrolled in the courses across the semesters.

**Table 26. Successful Gatekeeper Course Completion within One Year for First-Time-in-College Students:
Fall 2004 through Fall 2012**

Course		FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12
Accounting 211	# FTIC	526	502	809	859	500	459	391	426	428
	# Successful	262	253	475	506	274	282	217	265	260
	% Successful	49.8	50.4	58.7	58.9	54.8	61.4	55.5	62.2	60.7
Biology 101	# FTIC	1,037	967	1,285	1,315	1,194	1,462	1,294	1,310	1,466
	# Successful	597	550	829	862	822	955	891	942	1,032
	% Successful	57.6	56.9	64.5	65.6	68.8	65.3	68.9	71.9	70.4
English 111	# FTIC	3,121	3,163	3,972	4,369	3,961	4,611	4,454	4,441	5,352
	# Successful	2,180	2,134	2,868	3,096	2,973	3,523	3,411	3,425	4,092
	% Successful	69.8	67.5	72.2	70.9	75.1	76.4	76.6	77.1	76.5
Math 151	# FTIC	774	809	992	1,035	954	1,198	1,195	1,295	1,089
	# Successful	496	521	694	705	668	823	797	874	716
	% Successful	64.1	64.4	70.0	68.1	70.0	68.7	66.7	67.5	65.7
Math 163	# FTIC	328	333	453	557	499	520	484	477	1,244
	# Successful	180	188	250	364	280	308	297	327	653
	% Successful	54.9	56.5	55.2	65.4	56.1	59.2	61.4	68.6	52.5
Total (Duplicated)	# FTIC	5,786	5,774	7,511	8,135	7,108	8,250	7,818	7,949	9,579
	# Successful	3,715	3,646	5,116	5,533	5,017	5,891	5,613	5,833	6,753
	% Successful	64.2	63.1	68.1	68.0	70.6	71.4	71.8	73.4	70.5

**Figure 27. Successful Gatekeeper Course Completion within One Year for First-Time-in-College Students:
Fall 2004 through Fall 2012**



25. Fall-to-Spring Retention of Full-Time, First-Time in College Students

Data:

- The Fall-to-Spring retention rate for all full-time, FTIC students increased overall from 80% for the Fall 2004 cohort to 87% for the Fall 2012 cohort.
- Retention rates were higher for minority students than non-minority students for most years. Fall-to-Spring retention of minority students ranged from 81% to 89%; non-minority student retention ranged from 79% to 89%.
- Students receiving Pell grants had consistently higher Fall-to-Spring retention rates than those who did not receive Pell grants. Rates for students who received Pell grants ranged from 88% to 93%, while Fall-to-Spring retention rates of non-Pell grant students ranged from 79% to 87%.
- Fall-to-Spring retention rates of first-generation to college students and non-first-generation students were generally similar (ranging from 86% to 88%) for most years.

Finding: All subgroups saw an overall increase in the percentage of students who were successfully retained from a fall semester to the following spring semester.

Implication: The College could review its policies and practices for the past ten years to see if any changes coincided with increases or decreases in the following years.

Table 27. Fall-to-Spring Retention Rates of Full-Time, First-Time in College Students: Fall 2004 through Fall 2012

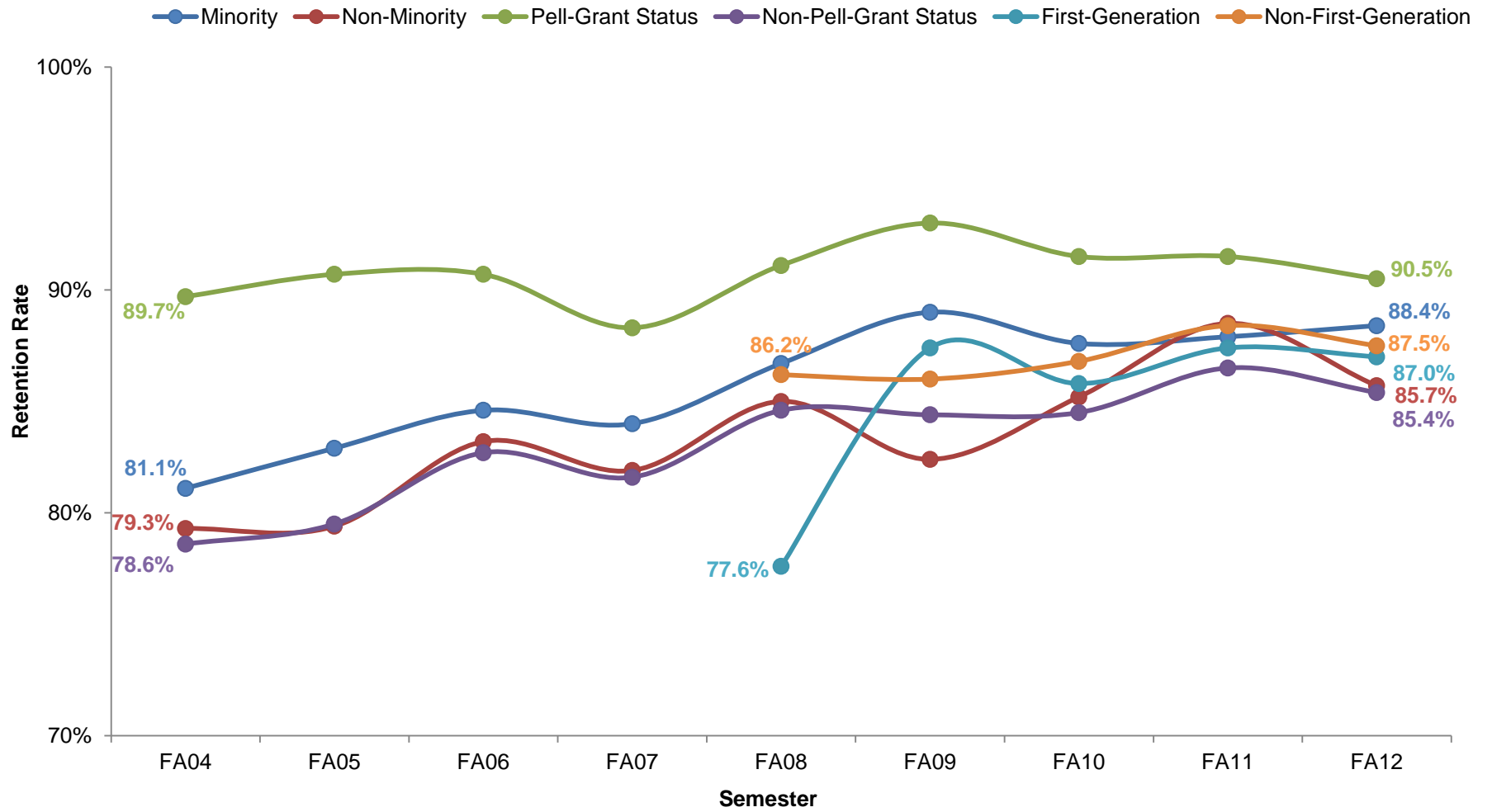
Sub-Group	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12
Minority	1,610	1,645	2,190	2,476	2,007	2,733	2,499	2,877	2,974
# Retained	1,306	1,363	1,853	2,080	1,741	2,433	2,189	2,530	2,628
% Retained	81.1	82.9	84.6	84.0	86.7	89.0	87.6	87.9	88.4
Non-Minority	1,937	1,986	2,439	2,713	2,147	2,002	1,891	1,712	1,747
# Retained	1,537	1,577	2,030	2,222	1,824	1,650	1,612	1,515	1,497
% Retained	79.3	79.4	83.2	81.9	85.0	82.4	85.2	88.5	85.7
Pell Grant Recipients	485	471	667	997	762	1,025	1,286	1,525	1,846
# Retained	435	427	605	880	694	953	1,177	1,396	1,671
% Retained	89.7	90.7	90.7	88.3	91.1	93.0	91.5	91.5	90.5
Non-Pell Grant Recipients	3,062	3,160	3,962	4,192	3,392	3,710	3,104	3,064	2,875
# Retained	2,408	2,513	3,278	3,422	2,871	3,130	2,624	2,649	2,454
% Retained	78.6	79.5	82.7	81.6	84.6	84.4	84.5	86.5	85.4
First-Generation	-	-	-	-	174	871	886	1,036	1,027
# Retained	-	-	-	-	135	761	760	905	894
% Retained	-	-	-	-	77.6	87.4	85.8	87.4	87.0
Non-First-Generation	-	-	-	-	3,980	3,864	3,504	3,553	3,694
# Retained	-	-	-	-	3,430	3,322	3,041	3,140	3,231
% Retained	-	-	-	-	86.2	86.0	86.8	88.4	87.5
Total Full-Time FTIC	3,547	3,631	4,629	5,189	4,154	4,735	4,390	4,589	4,721
# Retained	2,843	2,940	3,883	4,302	3,565	4,083	3,801	4,045	4,125
% Retained	80.2	81.0	83.9	82.9	85.8	86.2	86.6	88.1	87.4

Note: Data on first-generation to college students are only available beginning in Fall 2008.

Source: VCCS

Minority: Students are considered of minority status if their race/ethnicity value is anything other than White, Unknown, or Not Specified; this excludes non-resident aliens.

**Figure 28. Fall-to-Spring Retention Rates of Full-Time, First-Time in College Students by Student Type:
Fall 2004 through Fall 2012**



26. Fall-to-Fall Retention of Full-Time, First-Time in College Students

Data:

- Fall-to-Fall retention rates of all full-time, first-time in college students increased overall from Fall 2004 (64%) to Fall 2012 (67%).
- As with Fall-to-Spring, Fall-to-Fall retention rates were consistently higher among minority students than non-minority students, although the gap between the rates of the two groups narrowed in recent years (68% of minority and 61% of non-minority students retained in Fall 2004 compared to 68% and 67%, respectively, in Fall 2012).
- Also similar to Fall-to-Spring, Fall-to-Fall retention rates were consistently higher among students receiving Pell grants than among those who did not. Fall-to-Fall retention rates of Pell grant recipients ranged from 66% to 73%, while rates for non-Pell grant recipients ranged from 63% to 70%.
- Fall-to-Fall retention rates of non-first-generation to college students were generally similar to those of first-generation to college students, except in the Fall 2008 cohort, where the Fall-to-Fall retention rate of non-first-generation students was 10 percentage points higher than that of first-generation students.

Finding: Fall-to-Fall retention rates showed similar patterns to Fall-to-Spring retention rates, with an overall increase in Fall-to-Fall retention from Fall 2004 through Fall 2012.

Implication: With the lack of a clear trend and inconsistent gains and losses, changes to NOVA's policies and practices for the past ten years and how they were implemented across the College and the student subgroups could be reviewed.

**Table 28. Fall-to-Fall Retention Rates of Full-Time, First-Time in College Students by Student Type:
Fall 2004 through Fall 2012**

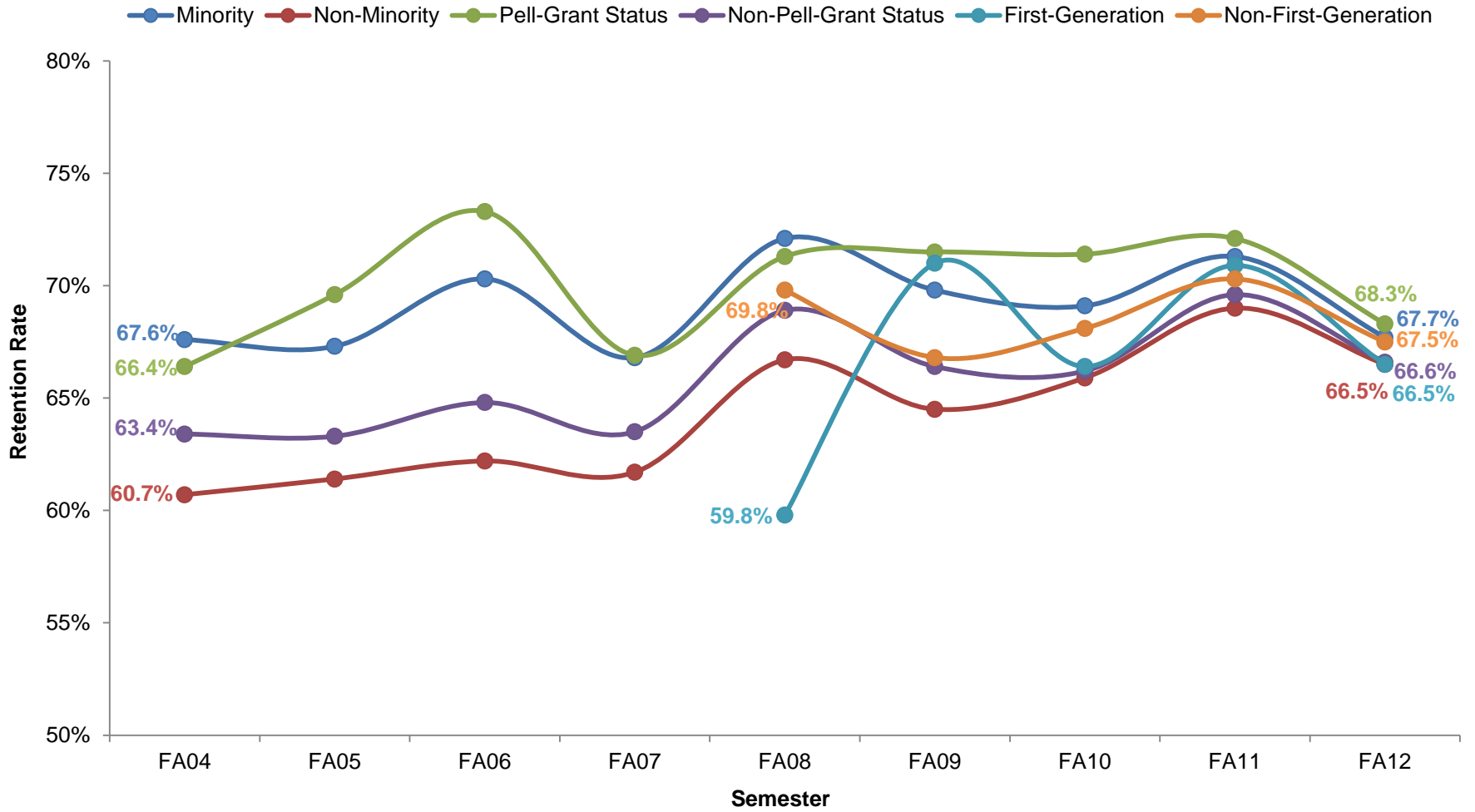
Sub-Group	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12
Minority	1,610	1,645	2,190	2,476	2,007	2,733	2,499	2,877	2,974
# Retained	1,088	1,107	1,539	1,654	1,448	1,907	1,727	2,051	2,014
% Retained	67.6	67.3	70.3	66.8	72.1	69.8	69.1	71.3	67.7
Non-Minority	1,937	1,986	2,439	2,713	2,147	2,002	1,891	1,712	1,747
# Retained	1,175	1,220	1,517	1,675	1,433	1,291	1,247	1,181	1,161
% Retained	60.7	61.4	62.2	61.7	66.7	64.5	65.9	69.0	66.5
Pell Grant Recipients	485	471	667	997	762	1,025	1,286	1,525	1,846
# Retained	322	328	489	667	543	733	918	1,100	1,260
% Retained	66.4	69.6	73.3	66.9	71.3	71.5	71.4	72.1	68.3
Non-Pell Grant Recipients	3,062	3,160	3,962	4,192	3,392	3,710	3,104	3,064	2,875
# Retained	1,941	1,999	2,567	2,662	2,338	2,465	2,056	2,132	1,915
% Retained	63.4	63.3	64.8	63.5	68.9	66.4	66.2	69.6	66.6
First-Generation	-	-	-	-	174	871	886	1,036	1,027
# Retained	-	-	-	-	104	618	588	735	683
% Retained	-	-	-	-	59.8	71.0	66.4	70.9	66.5
Non-First-Generation	-	-	-	-	3,980	3,864	3,504	3,553	3,694
# Retained	-	-	-	-	2,777	2,580	2,386	2,497	2,492
% Retained	-	-	-	-	69.8	66.8	68.1	70.3	67.5
Total Full-Time FTIC	3,547	3,631	4,629	5,189	4,154	4,735	4,390	4,589	4,721
# Retained	2,263	2,327	3,056	3,329	2,881	3,198	2,974	3,232	3,175
% Retained	63.8	64.1	66.0	64.2	69.4	67.5	67.7	70.4	67.3

Note: Data on first-generation to college students are only available beginning in Fall 2008.

Source: VCCS

Minority: Students are considered of minority status if their race/ethnicity value is anything other than White, Unknown, or Not Specified; this excludes non-resident aliens.

**Figure 29. Fall-to-Fall Retention Rates of Full-Time, First-Time in College Students by Student Type:
Fall 2004 through Fall 2012**



27. Persistence Rates of Full-Time, First-Time in College Students

Data:

- The persistence rate – the rate at which students persist in their educational goals (i.e., retention, graduation, and transfer) – for all full-time, FTIC students has varied from cohort to cohort; there was an overall decrease from 75% of students either being retained, graduating, and/or transferring for the Fall 2004 cohort to 69% for the Fall 2012 cohort.
- Although minority students had higher persistence rates in most years than non-minority students, persistence rates for both groups declined overall from Fall 2004 to Fall 2012. A similar trend was observed for Pell grant recipients and non-Pell grant recipients.
- Persistence rates of non-first generation to college students ranged from 69% to 77% (although there was an overall decline for this group from Fall 2008 to Fall 2012).

Finding: The persistence rate of all full-time, first-time in college students declined overall from Fall 2004 to Fall 2012. In general, minority students persisted at higher rates than non-minority students, and students receiving Pell grants persisted at higher rates than those who did not receive Pell grants.

Implication: Given that persistence is comprised of three sub-metrics (retention, graduation, and transfer), it should be viewed alongside retention, graduation, and transfer data to see which of the three components may be causing the decline.

Table 29. Persistence Rates of Full-Time, First-Time in College Students: Fall 2004 through Fall 2012

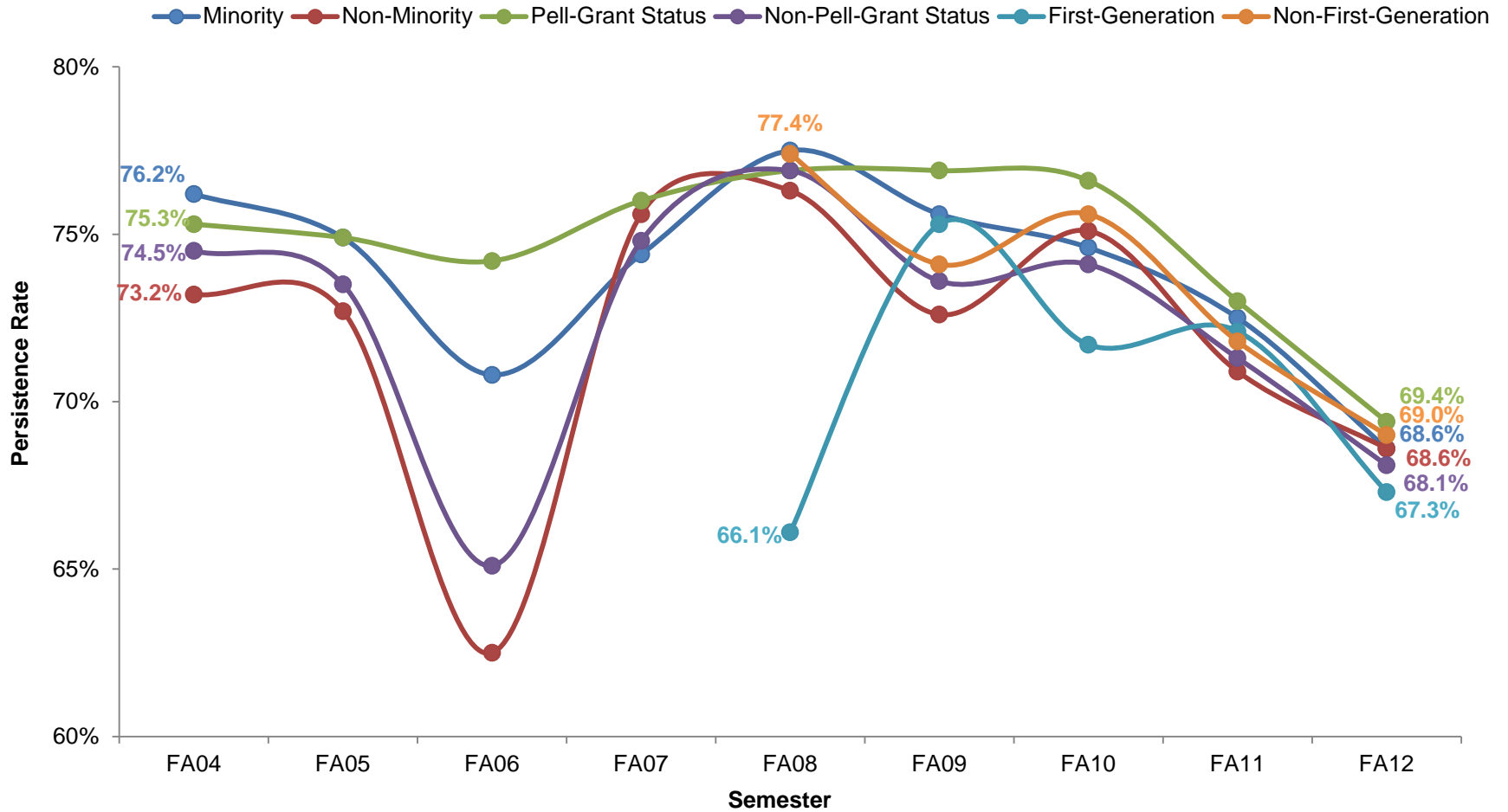
Sub-Group	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12
Minority	1,610	1,645	2,190	2,476	2,007	2,733	2,499	2,877	2,974
# Persisted	1,227	1,232	1,551	1,843	1,556	2,066	1,864	2,085	2,041
% Persisted	76.2	74.9	70.8	74.4	77.5	75.6	74.6	72.5	68.6
Non-Minority	1,937	1,986	2,439	2,713	2,147	2,002	1,891	1,712	1,747
# Persisted	1,418	1,443	1,525	2,051	1,638	1,453	1,421	1,213	1,199
% Persisted	73.2	72.7	62.5	75.6	76.3	72.6	75.1	70.9	68.6
Pell Grant Recipients	485	471	667	997	762	1,025	1,286	1,525	1,846
# Persisted	365	353	495	758	586	788	985	1,114	1,282
% Persisted	75.3	74.9	74.2	76.0	76.9	76.9	76.6	73.0	69.4
Non-Pell Grant Recipients	3,062	3,160	3,962	4,192	3,392	3,710	3,104	3,064	2,875
# Persisted	2,280	2,322	2,581	3,136	2,608	2,731	2,300	2,184	1,958
% Persisted	74.5	73.5	65.1	74.8	76.9	73.6	74.1	71.3	68.1
First-Generation	-	-	-	-	174	871	886	1,036	1,027
# Persisted	-	-	-	-	115	656	635	747	691
% Persisted	-	-	-	-	66.1	75.3	71.7	72.1	67.3
Non-First-Generation	-	-	-	-	3,980	3,864	3,504	3,553	3,694
# Persisted	-	-	-	-	3,079	2,863	2,650	2,551	2,549
% Persisted	-	-	-	-	77.4	74.1	75.6	71.8	69.0
Full-Time FTIC	3,547	3,631	4,629	5,189	4,154	4,735	4,390	4,589	4,721
# Persisted	2,645	2,675	3,076	3,894	3,194	3,519	3,285	3,298	3,240
% Persisted	74.6	73.7	66.5	75.0	76.9	74.3	74.8	71.9	68.6

Note: Data on first-generation to college students are only available beginning in Fall 2008.

Source: VCCS

Minority: Students are considered of minority status if their race/ethnicity value is anything other than White, Unknown, or Not Specified; this excludes non-resident aliens.

Figure 30. Persistence Rates of Full-Time, First-Time in College Students: Fall 2004 through Fall 2012



28. Transfers to Virginia Four-Year Institutions by Demographics

Data:

- The number of students who transferred from NOVA to a four-year institution in Virginia increased by 73% from 2005-06 to 2012-13.
- Consistent with the college-wide headcount, a larger percentage of students who transferred to a Virginia four-year institution were female students than male students. However, transfer students also mirrored the general NOVA population in that the difference in the number of female versus male students decreased.
- The percentage of non-minority transfer students decreased from 64% in 2005-06 to 52% in 2012-13. Conversely, the percentage of minority transfer students steadily increased from 36% in 2005-06 to 48% in 2012-13.
- The percentage of minority male students as a percent of total transfers increased by 8 percentage points from 2005-06 to 2012-13, while the proportion of minority female students increased by 4 percentage points over the same time period.

Finding: Among students who transferred to Virginia four-year institutions, the percentage of minority students increased, particularly the percentage of minority male students.

Implication: It is possible that changes in enrollments coincided with later changes in transfers. The College could review enrollment figures for this and investigate further where there were differences.

Table 30. Transfers to Virginia Four-Year Institutions by Demographics: 2005-06 through 2012-13

Subgroup	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Male	1,248	1,314	1,485	1,605	1,771	1,989	2,217	2,406
% of Total Transfers	44.7	45.3	45.9	46.7	47.6	47.6	47.5	49.9
Female	1,547	1,588	1,752	1,834	1,937	2,192	2,450	2,420
% of Total Transfers	55.3	54.7	54.1	53.3	52.0	52.4	52.5	50.1
Non-Minority Students	1,782	1,773	2,235	2,362	2,232	2,299	2,416	2,517
% of Total Transfers	63.8	61.1	69.0	68.7	60.0	55.0	51.8	52.2
Minority Students	1,013	1,129	1,002	1,077	1,490	1,882	2,251	2,309
% of Total Transfers	36.2	38.9	31.0	31.3	40.0	45.0	48.2	47.8
Non-Minority Male	818	793	1,012	1,102	1,072	1,123	1,142	1,306
% of Male Students	65.5%	60.4%	68.1%	68.7%	60.5%	56.5%	51.5%	54.3%
% of Total Transfers	29.3	27.3	31.3	32.0	28.8	26.9	24.5	27.1
Minority Male Students	430	521	473	503	699	866	1,075	1,100
% of Male Students	34.5%	39.6%	31.9%	31.3%	39.5%	43.5%	48.5%	45.7%
% of Total Transfers	15.4	18.0	14.6	14.6	18.8	20.7	23.0	22.8
Non-Minority Female	964	980	1,223	1,260	1,150	1,176	1,274	1,211
% of Female Students	62.3%	61.7%	69.8%	68.7%	59.4%	53.6%	52.0%	50.0%
% of Total Transfers	34.5	33.8	37.8	36.6	30.9	28.1	27.3	25.1
Minority Female Students	583	608	529	574	787	1,016	1,176	1,209
% of Female Students	37.7%	38.3%	30.2%	31.3%	40.6%	46.4%	48.0%	50.0%
% of Total Transfers	20.9	21.0	16.3	16.7	21.1	24.3	25.2	25.1
Total Transfers	2,795	2,902	3,237	3,439	3,722	4,181	4,667	4,826

Source: State Council for Higher Education in Virginia (SCHEV)

Minority: Includes all students reported to SCHEV with ethnicity of Hispanic and/or specified race categories other than "White", "Unknown", or "Unreported", and excludes non-resident aliens.

Figure 31. Transfers to Virginia Four-Year Institutions by Gender: 2005-06 through 2012-13

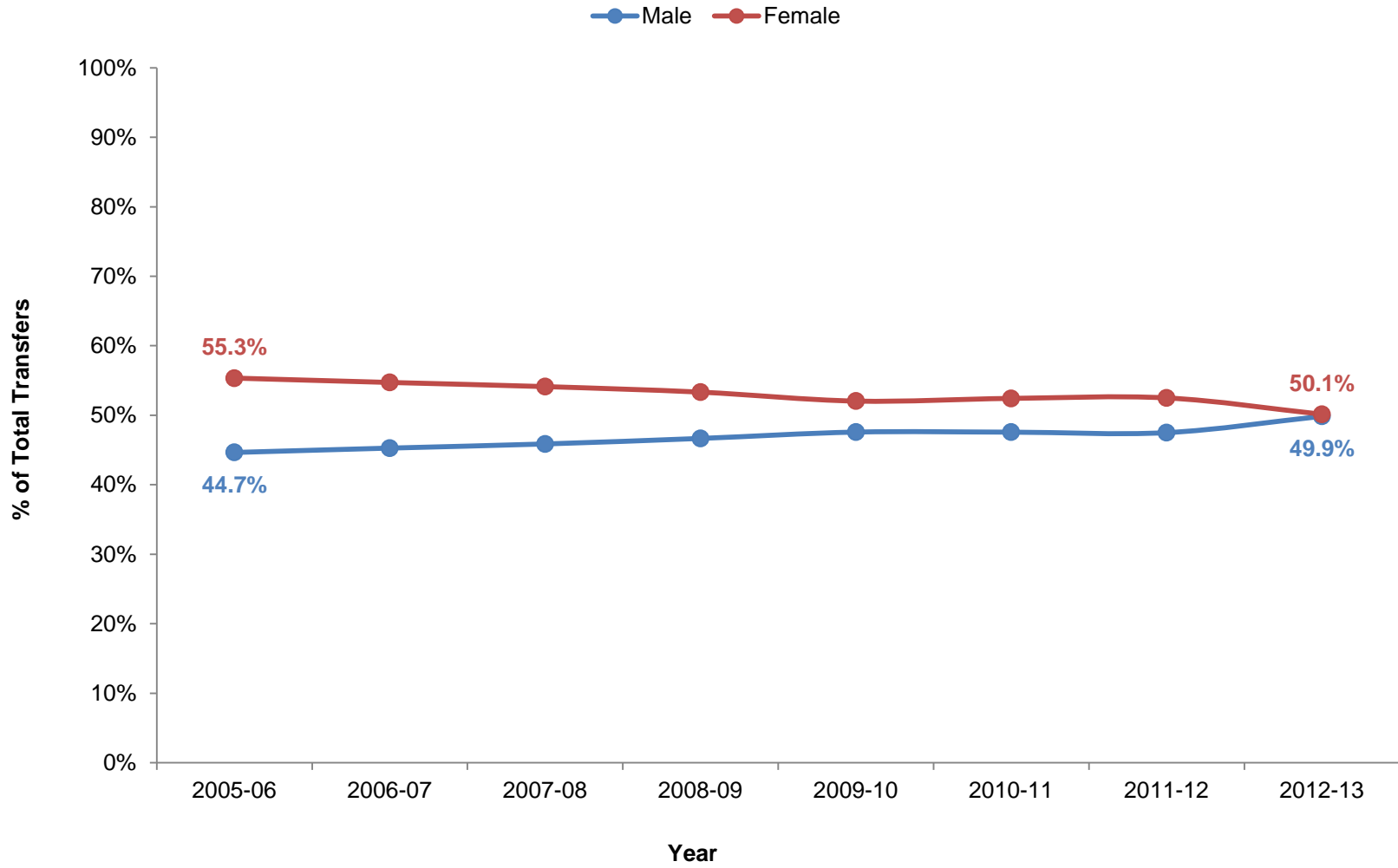


Figure 32. Transfers to Virginia Four-Year Institutions by Minority Status: 2005-06 through 2012-13

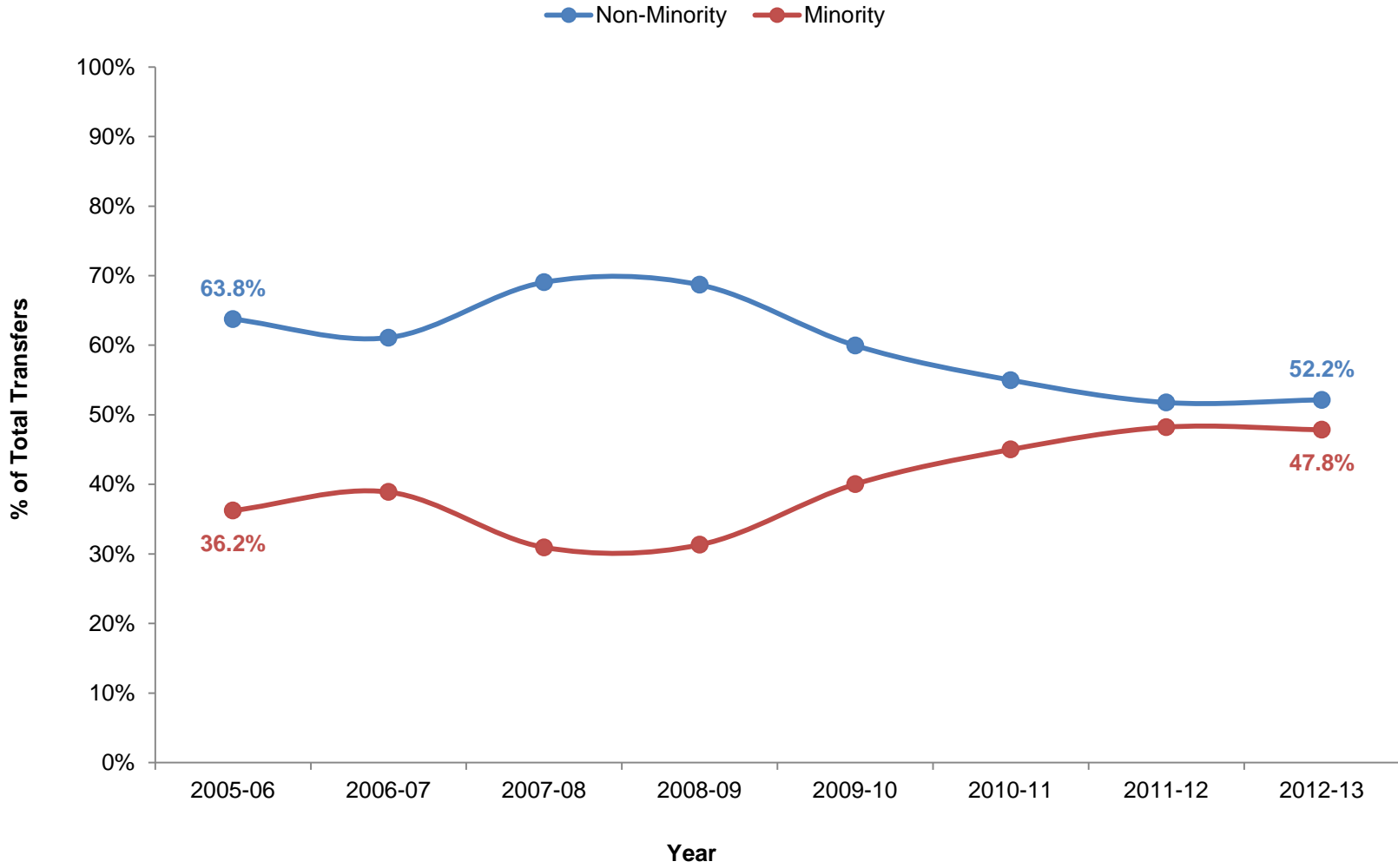
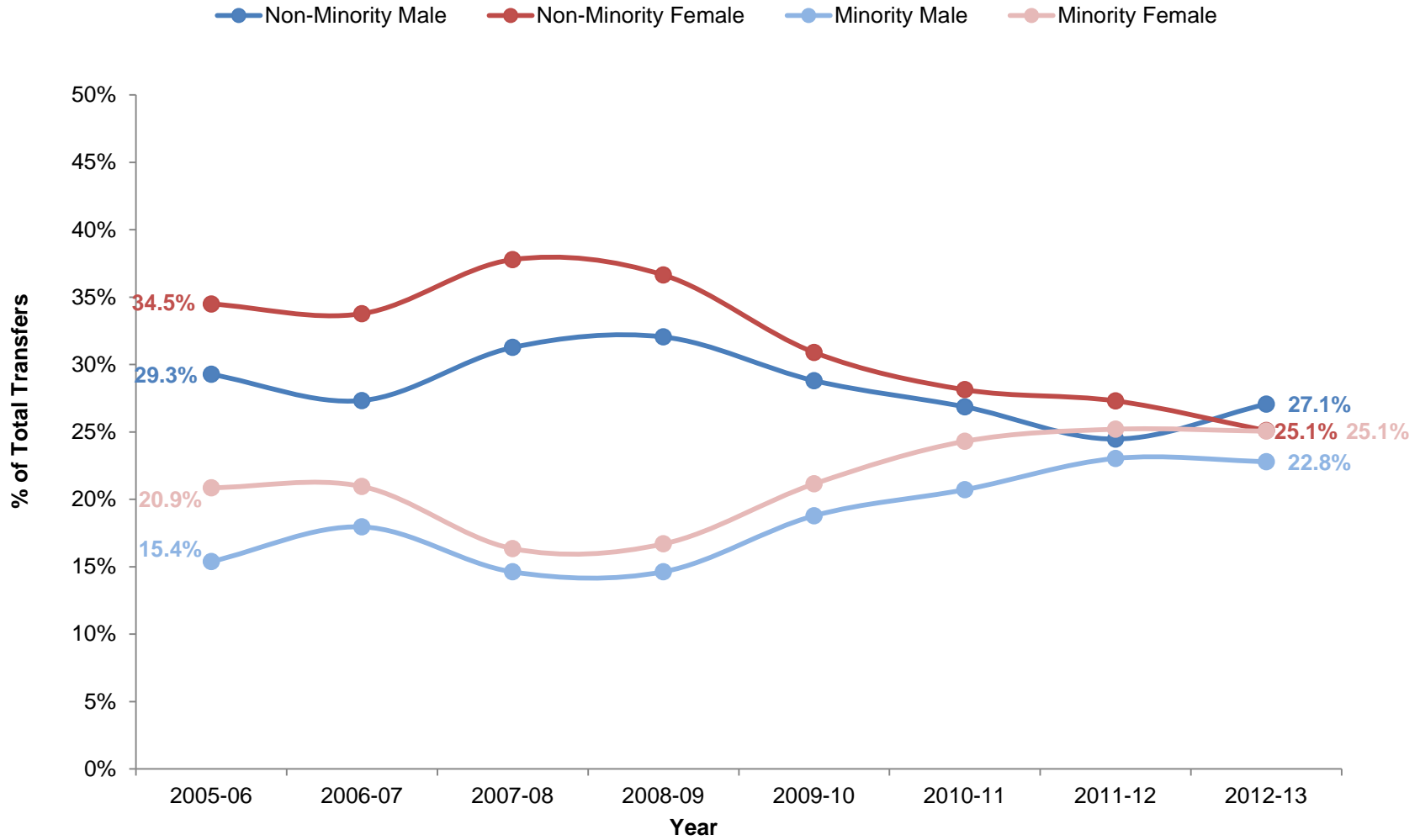


Figure 33. Transfers to Virginia Four-Year Institutions by Minority Status and Gender: 2005-06 through 2012-13



29. Three-Year Graduation Rates of Full-Time, First-Time in College Students

Data:

- The three-year graduation rate for all full-time, FTIC students increased overall from Fall 2004 (13%) to Fall 2010 (21%).
- The largest increase in the graduation rate for a sub-group was seen for non-minority students (from 13% to 21%).
- Non-minority students had higher graduation rates in most years than minority students.
- Students who received Pell grants generally had higher graduation rates than those who did not.
- Since Fall 2008 (the first year of data regarding first-generation status), the percentage of first-generation students who graduated within three years increased, while there was a slight decrease for non-first-generation students.
- Although the three-year graduation rate increased overall from Fall 2004, there was a decline from the Fall 2009 cohort to the Fall 2010 cohort for each sub-group.

Finding: The percentage of students who graduated within three years increased overall for all full-time, FTIC students. Increases were also observed in nearly every sub-group.

Implication: Although there was an overall increase in the three-year graduation rate, possible reasons for the decrease seen for the most recent cohort (Fall 2010) could be investigated. This could include looking at enrollment patterns, course completion rates, regional/national trends, and any recent changes to policies and practices at NOVA.

Table 31. Graduation Rates of Full-Time, First-Time in College Students: Fall 2004 through Fall 2010

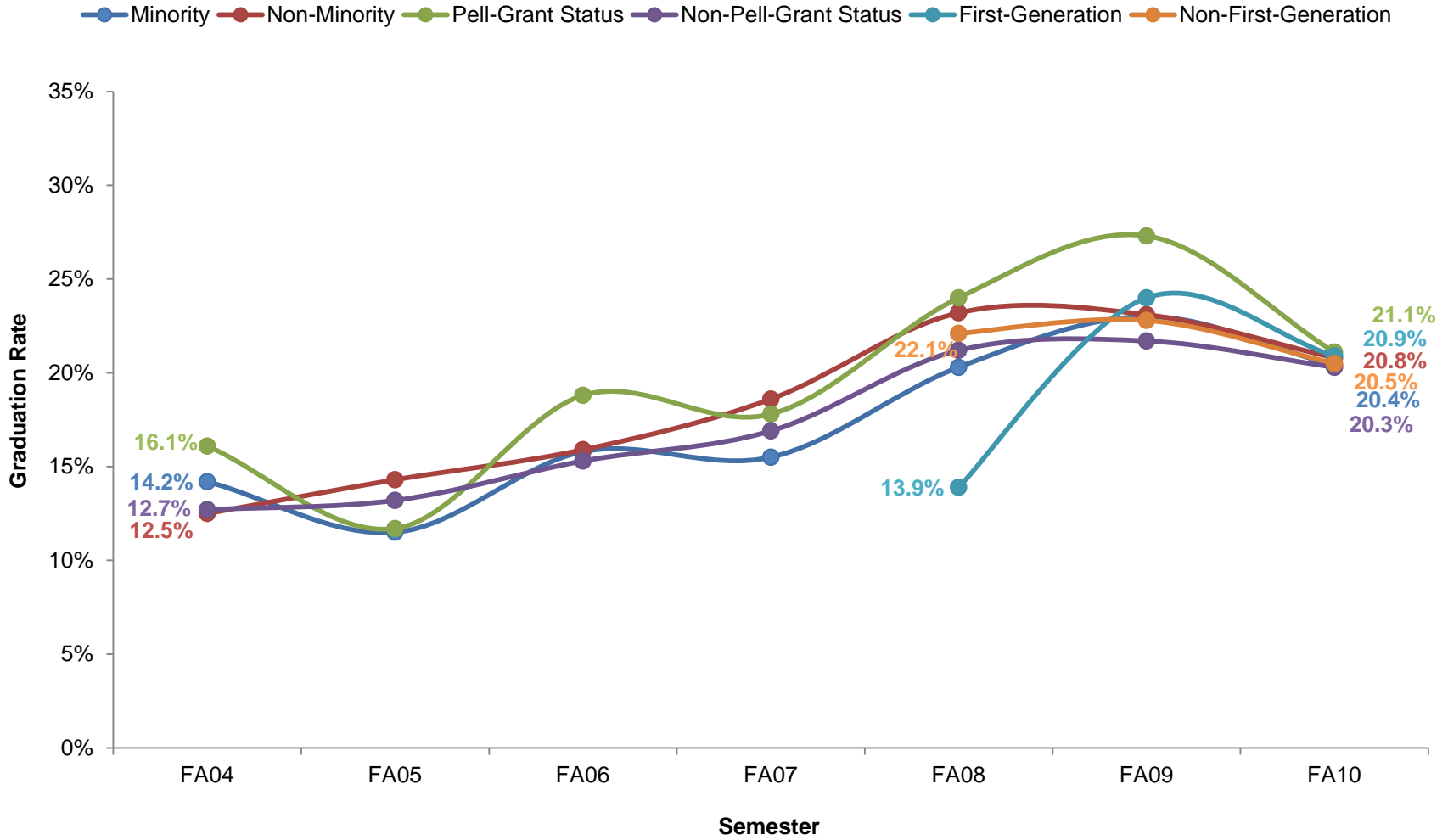
Sub-Groups		FA04	FA05	FA06	FA07	FA08	FA09	FA10
Minority	N	1,382	1,416	1,904	2,240	1,819	2,517	2,358
	# Graduated within 3 Years	196	163	300	348	369	578	481
	% Graduated within 3 Years	14.2	11.5	15.8	15.5	20.3	23.0	20.4
Non-Minority	N	1,633	1,655	2,055	2,346	1,883	1,732	1,718
	# Graduated within 3 Years	204	236	327	437	436	400	357
	% Graduated within 3 Years	12.5	14.3	15.9	18.6	23.2	23.1	20.8
Pell Grant Recipients	N	472	454	633	989	755	1,019	1,282
	# Graduated within 3 Years	76	53	119	176	181	278	270
	% Graduated within 3 Years	16.1	11.7	18.8	17.8	24.0	27.3	21.1
Non-Pell Grant Recipients	N	2,543	2,617	3,326	3,597	2,947	3,230	2,794
	# Graduated within 3 Years	324	346	508	609	624	700	568
	% Graduated within 3 Years	12.7	13.2	15.3	16.9	21.2	21.7	20.3
First-Generation	N	-	-	-	-	151	803	839
	# Graduated within 3 Years	-	-	-	-	21	193	175
	% Graduated within 3 Years	-	-	-	-	13.9	24.0	20.9
Non-First-Generation	N	-	-	-	-	3,551	3,446	3,237
	# Graduated within 3 Years	-	-	-	-	784	785	663
	% Graduated within 3 Years	-	-	-	-	22.1	22.8	20.5
Total	N	3,015	3,071	3,959	4,586	3,702	4,249	4,076
	# Graduated within 3 Years	400	399	627	785	805	978	838
	% Graduated within 3 Years	13.3	13.0	15.8	17.1	21.7	23.0	20.6

Note: Data on first-generation to college students are only available beginning in Fall 2008.

Source: VCCS

Minority: Students are considered of minority status if their race/ethnicity value is anything other than White, Unknown, or Not Specified; this excludes non-resident aliens.

Figure 34. Graduation Rates of Full-Time, First-Time in College Students: Fall 2004 through Fall 2010



Glossary

Area High School Graduates

Graduates from high schools located in Planning District 8 (PD8) (see Planning District 8, below).

Course Completion

Completion of a course with a final grade of “C” or better.

First-Generation to College

Students who represent the first-generation in their families to attend college.

First-Time in College (FTIC) Students

Students who are attending any college for the first time.

FTES

Full-time equivalent student; calculated by dividing total credit hours by 15.

Full-Time/Part-Time Status

A student is considered full-time if the student enrolled in 12 or more credits of course work in a semester. A student is considered part-time if the student enrolled in fewer than 12 credits of course work in a semester.

Gatekeeper Courses

Courses that are critical to future success in college, such as general education or prerequisite courses, which have high enrollments and low success rates. Five courses are designated as gatekeeper courses at NOVA. These courses are ACC 211: Principles of Accounting I, BIO 101: General Biology I, ENG 111: College Composition I, MTH 151: Mathematics for the Liberal Arts I, and MTH 163: Precalculus I.

GPS for Success

As part of the reaffirmation of accreditation process, NOVA developed a Quality Enchantment Plan, which is GPS for Success. The goal of GPS for Success is to improve student learning, emphasizing the development of Goals, Plans, and Strategies to attain academic goals. As a part of GPS for Success, first-time to college students (ages 17-24) are required to attend Student Orientation to meet with a first-year advisor and register for classes.

Graduation Rates

For the purposes of this report: the percentage of full-time, first-time in college students who graduate within three years.

Headcount

The number of students enrolled in classes at NOVA in a given semester. A student is counted once, regardless of the number of classes he/she took in that semester.

In-District

See Planning District 8, below.

NOVA Service Area

See Planning District 8, below.

Pell Grant

Federal student loan awarded to undergraduate students based on factors including: financial need, cost of attendance, and full-/part-time status.

Participation Rate

Ratio of the number of students enrolled at NOVA in a given semester to the total population of Planning District 8.

Persistence

Rate at which students persist in their educational goals. For the purposes of this document, persistence is a compound metric consisting of retention, graduation, and transfer. The persistence rate is equal to the sum of all retained, graduated, and transferred students divided by the total number of students in the initial cohort.

Planning District 8

Planning District 8 (PD8) is NOVA's Service Area and is composed of the following jurisdictions: Arlington County, Fairfax County, Loudoun County, Prince William County, Alexandria City, Fairfax City, Falls Church City, Manassas City, Manassas Park City.

Program Placed

Students enrolled in an academic program (A.A., A.S., A.A.A., A.A.S., Certificates (including Career Studies Certificates)).

Retention

Rate at which students from a Fall cohort/semester return to enroll in courses in the subsequent Fall or Spring semester. The retention rate is equal to the number of students who returned in the subsequent Fall or Spring semester divided by the total number of students in the initial Fall cohort.



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