

Achievement Gap Analysis Report 2

Fall-to-Spring Retention by Enrollment Status

(Fall 2011 through Fall 2013 Cohorts)

Research Report No. 09-16

Office of Institutional Effectiveness and Student Success Initiatives

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NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES

The purpose of the Office of Institutional Effectiveness and Student Success Initiatives is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

When citing data from this report, the Northern Virginia Community College (NOVA) Office of Institutional Effectiveness and Student Success Initiatives must be cited as the source.

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

Introduction

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

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

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

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

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

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

Executive Summary

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

- Overall, fall-to-spring retention rates ranged from 72 percent to 74 percent.

Enrollment Status

- Full-time students' retention rates remained around 86 to 87 percent across cohorts, while part-time students' fall-to-spring retention rates increased from 60 to 63 percent from the Fall 2011 cohort to the Fall 2013 cohort.

Gender

- Female students' fall-to-spring retention rates were slightly higher than those of male students for both full- and part-time students.

Age

- Younger students (ages 21 and under) had retention rates above the overall rate in each cohort, regardless of enrollment status.

Race/Ethnicity

- Regardless of enrollment status, fall-to-spring retention rates of Asian and Hispanic students were above the overall rates in each cohort, while those of Black and White students tended to be below the overall rate.

Program Placement

- A.S. degree students comprised the majority of program placed students and had fall-to-spring retention rates above the overall rate in each cohort, regardless of enrollment status.
- Part-time A.A.S. degree students' fall-to-spring retention rates increased from 57 percent in the Fall 2012 cohort to the highest part-time retention rate in the Fall 2013 cohort at 65 percent, an increase of 8 percentage points.

Fall-to-Spring Retention

This Report examines fall-to-spring retention rates for three cohorts of NOVA students from Fall 2011 through Fall 2013. Overall, fall-to-spring retention rates increased in each cohort, from 70 percent to 74 percent (Table 1).

Fall-to-Spring Retention by Enrollment Status (Table 1)

- Full-time student retention rates remained relatively stable (86 to 87 percent of each cohort), while part-time students' fall-to-spring retention increased from 60 to 63 percent over the three cohorts.
- Fall-to-Spring retention was consistently higher (by 24 to 27 percentage points) for full-time students than part-time students.

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

Status	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Returned		N	Returned		N	Returned	
		#	%		#	%		#	%
Full-Time	5,874	5,131	87.4	6,158	5,305	86.1	6,312	5,505	87.2
Part-Time	6,884	4,156	60.4	7,278	4,346	59.7	7,332	4,584	62.5
Total	12,758	9,287	72.8	13,436	9,651	71.8	13,644	10,089	73.9

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

- Regardless of enrollment status, fall-to-spring retention rates were slightly higher among female students than male students.
- Fall-to-spring retention rates showed little variation across cohorts, regardless of gender or enrollment status.

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

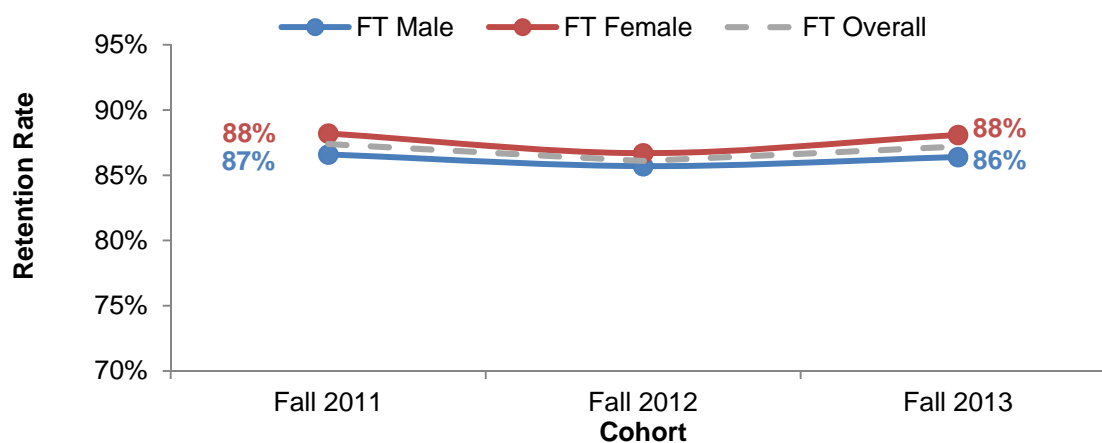
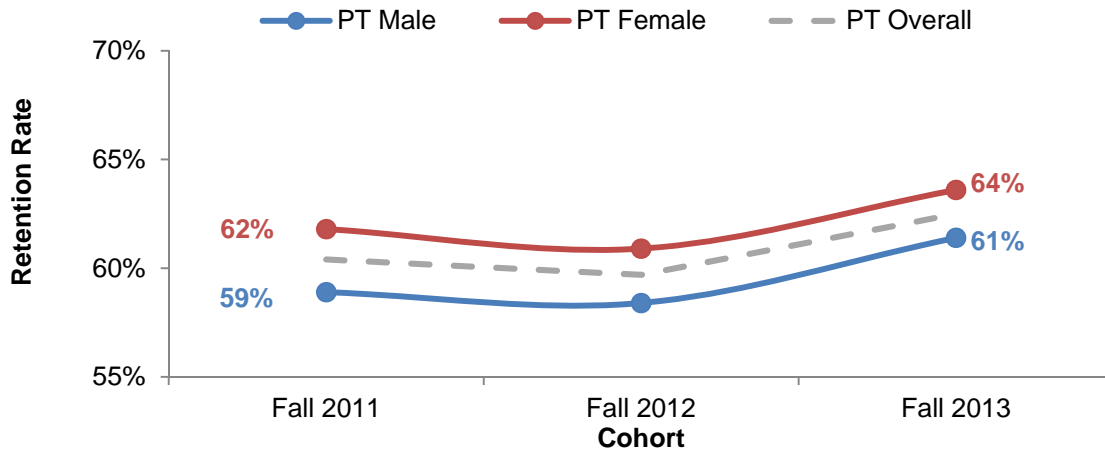


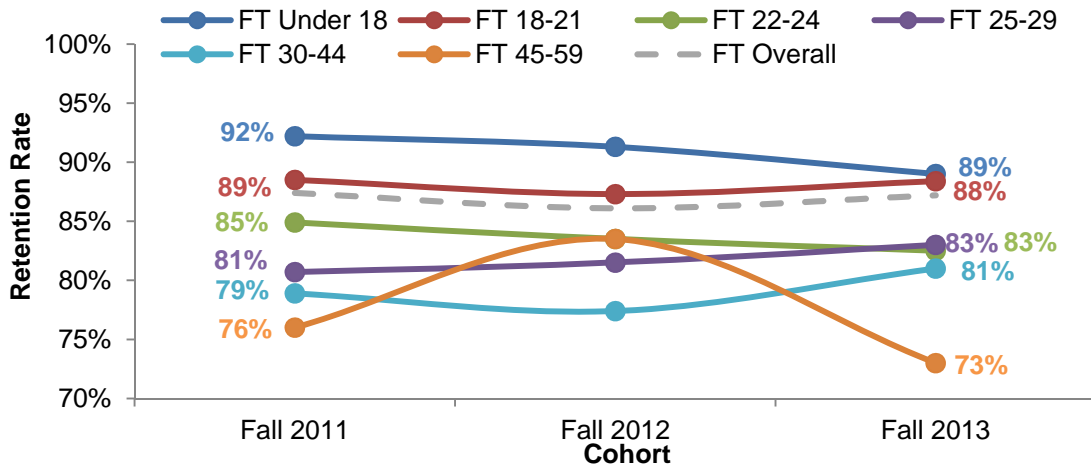
Figure 2. Fall-to-Spring Retention Rates of Part-Time Students by Gender: Fall 2011 through Fall 2013 Cohorts



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

- Students ages 18 to 21 comprised the largest age group. Fall-to-spring retention rates of these students were consistently above the full- and part-time rates.
- Students under the age of 18 had the highest retention rates, regardless of enrollment status (89 to 92 percent of full-time and 87 to 89 percent of part-time students). Part-time students in this age group had retention rates 26 to 28 percentage points above the part-time rate.³

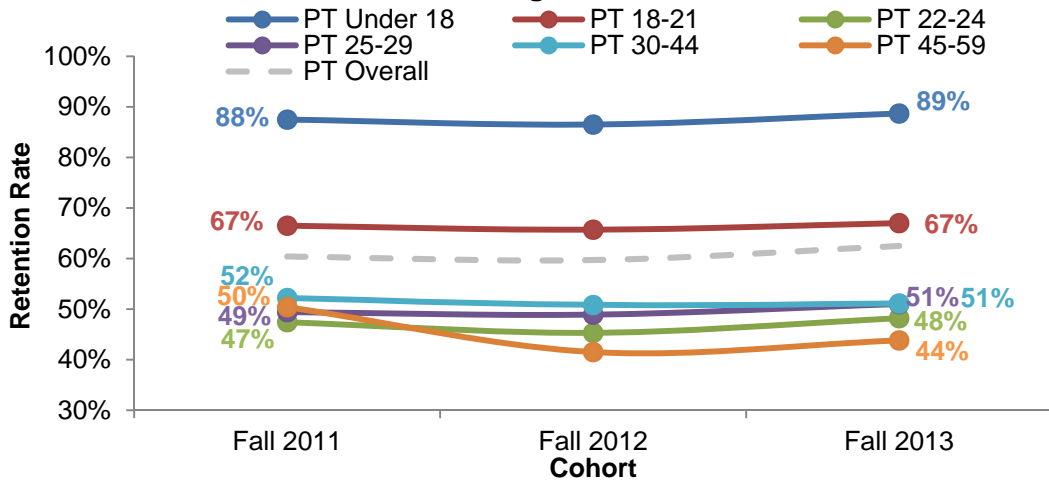
Figure 3. Fall-to-Spring Retention Rates of Full-Time Students by Age: Fall 2011 through Fall 2013 Cohorts



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

³ Dual enrollment students comprised between 93 and 97 percent of part-time students under the age of 18.

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

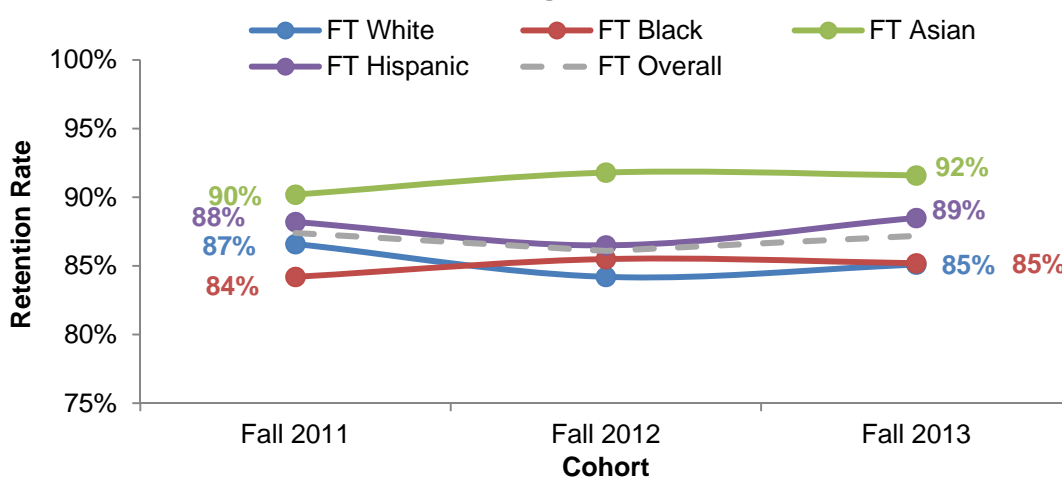


Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

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

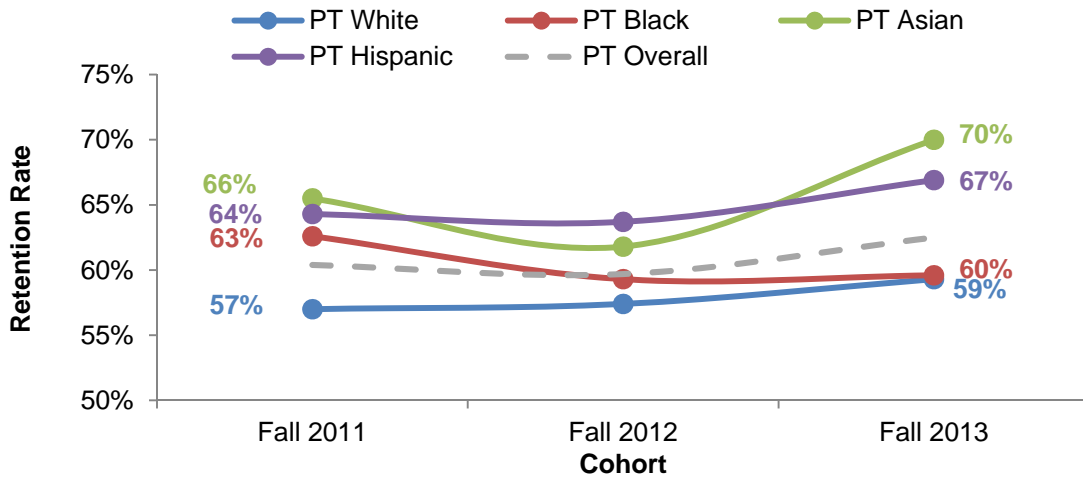
- Regardless of enrollment status, fall-to-spring retention rates of Asian and Hispanic students were above the overall rate in each cohort, while those of Black and White students tended to be slightly below the overall rate.
- Among full-time students, Asian students had the highest fall-to-spring retention rates, ranging from 90 to 92 percent.
- Among part-time students, White students consistently had the lowest retention rates, ranging from 57 to 59 percent.
- Retention rates of part-time students increased in each cohort for all racial/ethnic groups except Black students, which decreased from 63 to 60 percent.

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



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

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

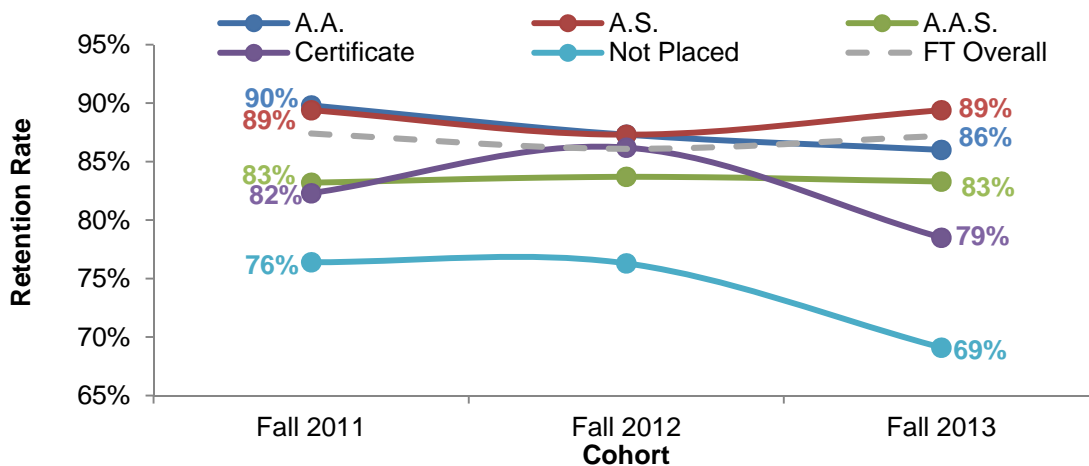


Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

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

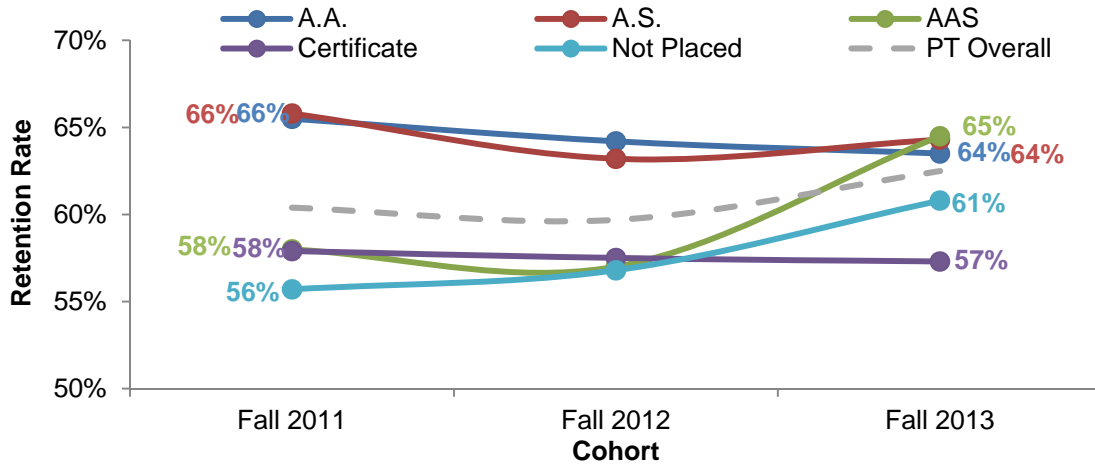
- A.S. degree students comprised the majority of full-time students. Their fall-to-spring retention rates ranged from 87 to 90 percent and were above the full-time rate in each cohort.
- Retention rates declined by 7 percentage points among full-time Certificate and Not Placed students in the Fall 2013 cohort, but increased by 5 percentage points among part-time Not Placed students over the same time period.
- A.A.S. fall-to-spring part-time retention rates increased from one of the lowest rates in the Fall 2012 cohort (57 percent) to the highest part-time retention rate in the Fall 2013 cohort at 65 percent, an increase of 8 percentage points.

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



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

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



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

Appendix. Data Tables

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

Status	Gender	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
		N	Returned		N	Returned		N	Returned	
			#	%		#	%		#	%
Full-Time	Male	3,125	2,707	86.6	3,244	2,779	85.7	3,284	2,838	86.4
	Female	2,749	2,424	88.2	2,914	2,526	86.7	3,028	2,667	88.1
	Subtotal	5,874	5,131	87.4	6,158	5,305	86.1	6,312	5,505	87.2
Part-Time	Male	3,307	1,947	58.9	3,495	2,041	58.4	3,519	2,160	61.4
	Female	3,577	2,209	61.8	3,783	2,305	60.9	3,813	2,424	63.6
	Subtotal	6,884	4,156	60.4	7,278	4,346	59.7	7,332	4,584	62.5
Total		12,758	9,287	72.8	13,436	9,651	71.8	13,644	10,089	73.9

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

Status	Age	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
		N	Returned		N	Returned		N	Returned	
			#	%		#	%		#	%
Full-Time	Under 18	90	83	92.2	92	84	91.3	91	81	89.0
	18-21	4,707	4,168	88.5	4,840	4,223	87.3	5,067	4,481	88.4
	22-24	438	372	84.9	462	386	83.5	416	343	82.5
	25-29	322	260	80.7	362	295	81.5	329	273	83.0
	30-44	266	210	78.9	319	247	77.4	337	273	81.0
	45-59	50	38	76.0	79	66	83.5	63	46	73.0
	60 & Over	1	1	100.0	4	4	100.0	9	8	88.9
	Subtotal	5,874	5,131	87.4	6,158	5,305	86.1	6,312	5,505	87.2
Part-Time	Under 18	759	664	87.5	911	788	86.5	1,120	993	88.7
	18-21	2,665	1,773	66.5	2,918	1,916	65.7	3,021	2,025	67.0
	22-24	806	382	47.4	817	370	45.3	767	370	48.2
	25-29	930	459	49.4	928	454	48.9	833	425	51.0
	30-44	1,221	637	52.2	1,178	598	50.8	1,085	554	51.1
	45-59	407	205	50.4	424	176	41.5	413	181	43.8
	60 & Over	96	36	37.5	102	44	43.1	93	36	38.7
	Subtotal	6,884	4,156	60.4	7,278	4,346	59.7	7,332	4,584	62.5
Total		12,758	9,287	72.8	13,436	9,651	71.8	13,644	10,089	73.9

Table A.3. Fall-to-Spring Retention by Enrollment Status and Race/Ethnicity: Fall 2011 through Fall 2013 Cohorts

Status	Race/Ethnicity	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
		N	Returned		N	Returned		N	Returned	
			#	%		#	%		#	%
Full-Time	White	2,217	1,921	86.6	2,298	1,934	84.2	2,232	1,900	85.1
	Black	1,009	850	84.2	1,121	958	85.5	1,139	970	85.2
	Asian	1,015	916	90.2	1,039	954	91.8	1,053	965	91.6
	Hispanic	1,217	1,074	88.2	1,307	1,131	86.5	1,427	1,263	88.5
	American Indian	17	15	88.2	9	7	77.8	12	9	75.0
	Native Hawaiian	38	35	92.1	34	33	97.1	26	22	84.6
	Two or More Races	274	243	88.7	258	216	83.7	328	287	87.5
	Unknown	67	61	91.0	85	68	80.0	89	84	94.4
	Not Specified	20	16	80.0	7	4	57.1	6	5	83.3
	Subtotal	5,874	5,131	87.4	6,158	5,305	86.1	6,312	5,505	87.2
Part-Time	White	3,367	1,919	57.0	3507	2013	57.4	3388	2,010	59.3
	Black	1,126	705	62.6	1315	780	59.3	1230	733	59.6
	Asian	772	506	65.5	795	491	61.8	844	591	70.0
	Hispanic	1,168	751	64.3	1190	758	63.7	1312	878	66.9
	American Indian	24	11	45.8	18	12	66.7	19	14	73.7
	Native Hawaiian	28	20	71.4	31	19	61.3	42	24	57.1
	Two or More Races	267	169	63.3	302	199	65.9	318	210	66.0
	Unknown	114	61	53.5	111	68	61.3	164	117	71.3
	Not Specified	18	14	77.8	9	6	66.7	15	7	46.7
	Subtotal	6,884	4,156	60.4	7,278	4,346	59.7	7,332	4,584	62.5
Total	12,758	9,287	72.8	13,436	9,651	71.8	13,644	10,089	73.9	

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

Status	Program Placement	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
		N	Returned		N	Returned		N	Returned	
			#	%		#	%		#	%
Full-Time	A.A.	787	707	89.8	773	675	87.3	677	582	86.0
	A.A.A.	65	56	86.2	40	35	87.5	24	16	66.7
	A.A.S.	916	762	83.2	984	824	83.7	762	635	83.3
	A.S.	3,537	3,161	89.4	3,843	3,355	87.3	4,454	3,983	89.4
	Certificate	175	144	82.3	210	181	86.2	172	135	78.5
	Not Placed	394	301	76.4	308	235	76.3	223	154	69.1
	Subtotal	5,874	5,131	87.4	6,158	5,305	86.1	6,312	5,505	87.2
Part-Time	A.A.	455	298	65.5	486	312	64.2	479	304	63.5
	A.A.A.	39	25	64.1	39	25	64.1	27	14	51.9
	A.A.S.	996	578	58.0	1,021	582	57.0	879	567	64.5
	A.S.	2,379	1,566	65.8	2,648	1,673	63.2	2,676	1,722	64.3
	Certificate	406	235	57.9	374	215	57.5	347	199	57.3
	Not Placed	2,609	1,454	55.7	2,710	1,539	56.8	2,924	1,778	60.8
	Subtotal	6,884	4,156	60.4	7,278	4,346	59.7	7,332	4,584	62.5
Total	12,758	9,287	72.8	13,436	9,651	71.8	13,644	10,089	73.9	

NOVA Mission and Strategic Goals

Mission

With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Strategic Goals

- I. **STUDENT SUCCESS** – Northern Virginia Community College will move into the top tier of community colleges with respect to the college readiness, developmental course completion, retention, graduation, transfer, and career placement of its students.
- II. **ACCESS** – Northern Virginia Community College will increase the number and diversity of students being served to mirror the population growth of the region.
- III. **TEACHING AND LEARNING** – Northern Virginia Community College will focus on student success by creating an environment of world-class teaching and learning.
- IV. **EXCELLENCE** – Northern Virginia Community College will develop ten focal points of excellence in its educational programs and services that will be benchmarked to the best in the nation and strategic to building the College's overall reputation for quality.
- V. **LEADERSHIP** – Northern Virginia Community College will serve as a catalyst and a leader in developing educational and economic opportunities for all Northern Virginians and in maintaining the quality of life and economic competitiveness of the region.
- VI. **PARTNERSHIPS** – Northern Virginia Community College will develop strategic partnerships to create gateways of opportunity and an integrated educational system for Northern Virginians who are pursuing the American Dream.
- VII. **RESOURCES** – Northern Virginia Community College will increase its annual funding by \$100 million and expand its physical facilities by more than one million square feet in new and renovated space. This includes the establishment of two additional campuses at epicenters of the region's population growth, as well as additional education and training facilities in or near established population centers.
- VIII. **EMERGENCY PREPAREDNESS AND CONTINUITY OF OPERATIONS** – Northern Virginia Community College will be recognized as a leader among institutions of higher education in Virginia for its development and testing of emergency response and continuity of operation plans.

NOVA

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