



RESEARCH BRIEF

OIR

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Implementation of Mandatory Placement Testing and Enrollment in Developmental Math (If Placed): Fall 2014

As part of NOVA's efforts to increase student success outcomes, NOVA enacted six policy changes in Fall 2014. Two of these policy changes mandate that all GPS students 1) Take Virginia Placements Tests (VPT) and 2) Enroll in developmental courses, if placed.¹ This Research Brief examines the testing and enrollment for developmental math.² The proportion of GPS students taking the math placement test increased from 68 percent of Fall 2013 GPS students (5,701 students) to 72 percent of Fall 2014 GPS students (6,464 students).

Table 1. Math Placement Testing of GPS Students: Fall 2013 and Fall 2014

Status	Fall 2013		Fall 2014	
	#	%	#	%
Took VPT-Math	5,701	67.9	6,464	71.6
Did Not Take VPT-Math	2,696	32.1	2,558	28.4
Total GPS Population	8,397	100.0	9,022	100.0

Table 2 and Figure 1 (both next page) present data on the number and percentage of GPS students who took the VPT-math, disaggregated by students' home campus. The percentage of GPS students taking the VPT-math increased at all campuses except Loudoun, where the rate decreased from 62 percent in Fall 2013 to 52 percent in Fall 2014. While Manassas experienced a 4 percentage point increase between Fall 2013 and Fall 2014, Alexandria, Annandale, MEC and Woodbridge all experienced 10 to 11 percentage point increases over the same time period.

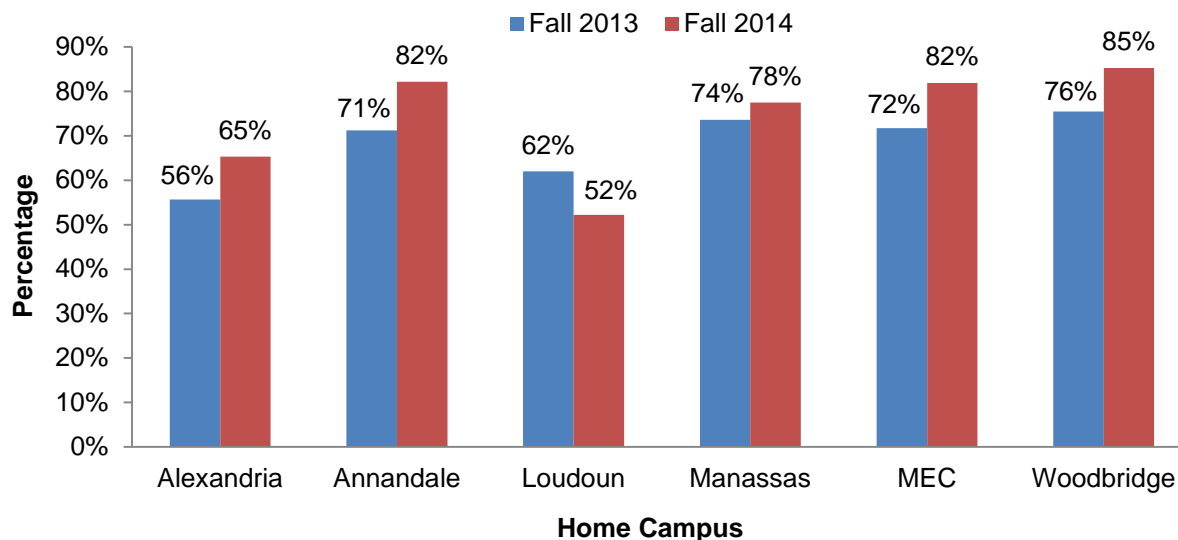
¹NOVA's GPS population: Recent high school graduates or GED recipients between the ages of 17 and 24 who have never previously attended college (unless it was dual enrollment during high school) who are not members of the College Pathway Initiative program and are not transient students.

² A separate Research Brief examines the testing and enrollment in Developmental English.

Table 2. GPS Students Who Took the Math Placement Test by Home Campus: Fall 2013 and Fall 2014

Home Campus	Fall 2013			Fall 2014		
	Total GPS Students	Took VPT-Math		Total GPS Students	Took VPT-Math	
		#	%		#	%
Alexandria	1,380	769	55.7	1,351	882	65.3
Annandale	2,628	1,872	71.2	2,588	2,127	82.2
Loudoun	1,654	1,025	62.0	2,326	1,214	52.2
Manassas	1,383	1,018	73.6	1,394	1,081	77.5
MEC	92	66	71.7	83	68	81.9
Woodbridge	1,260	951	75.5	1,280	1,092	85.3
Total	8,397	5,701	67.9	9,022	6,464	71.6

Figure 1. GPS Students Who Took the Math Placement Test by Home Campus: Fall 2013 and Fall 2014



Placement Status in Developmental Math of GPS Students

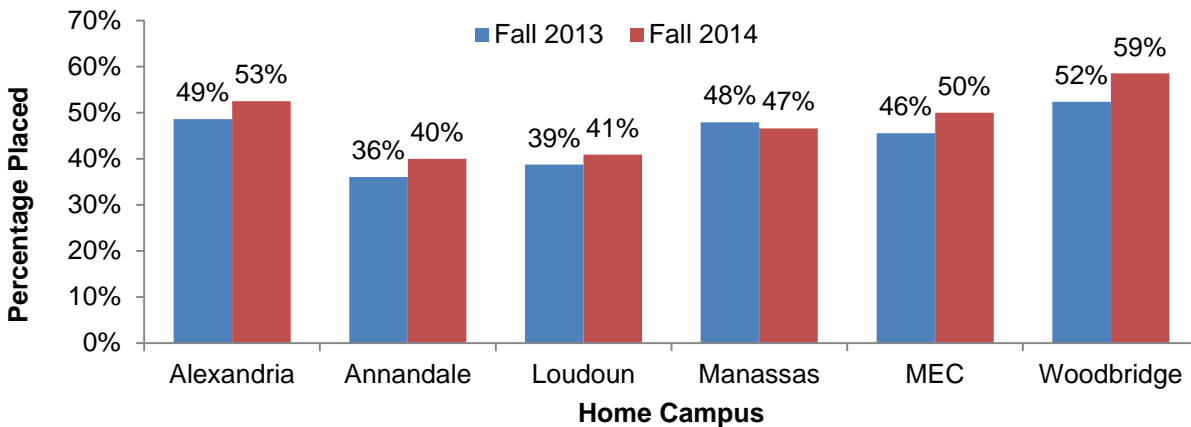
As shown in Table 3, between Fall 2013 and Fall 2014, the proportion of GPS students placed into developmental math increased from 43 percent (2,459 students) to 46 percent (2,987 students).

The percentage of students placed into developmental math varied across NOVA campuses (Table 3 and Figure 2, both next page). Of the students who took the VPT-math in Fall 2014, 40 percent of GPS students (850 students) at the Annandale Campus and 41 percent of GPS students (497 students) at the Loudoun Campus were placed into a developmental math course (see Table 3 and Figure 2, both next page). These were below the college average of 46 percent. In the same year, the Woodbridge Campus (59 percent, 639 students) and the Alexandria Campus (53 percent, 463 students) had the largest percentages of GPS students placed into a developmental math course. The percentage of students being placed into developmental math increased at all campuses except for Manassas.

Table 3. GPS Students Placed in Developmental Math by Home Campus: Fall 2013 and Fall 2014

Home Campus	Fall 2013			Fall 2014		
	GPS Students who took VPT Math	Placed in Dev. Math		GPS Students who took VPT Math	Placed in Dev. Math	
		#	%		#	%
Alexandria	769	374	48.6	882	463	52.5
Annandale	1,872	673	36.0	2,127	850	40.0
Loudoun	1,025	397	38.7	1,214	497	40.9
Manassas	1,018	488	47.9	1,081	504	46.6
MEC	66	30	45.5	68	34	50.0
Woodbridge	951	497	52.3	1,092	639	58.5
Total Students	5,701	2,459	43.1	6,464	2,987	46.2

Figure 2. GPS Students Placed in Developmental Math by Home Campus: Fall 2013 and Fall 2014



Enrollment in Developmental Math after Placement of GPS Students

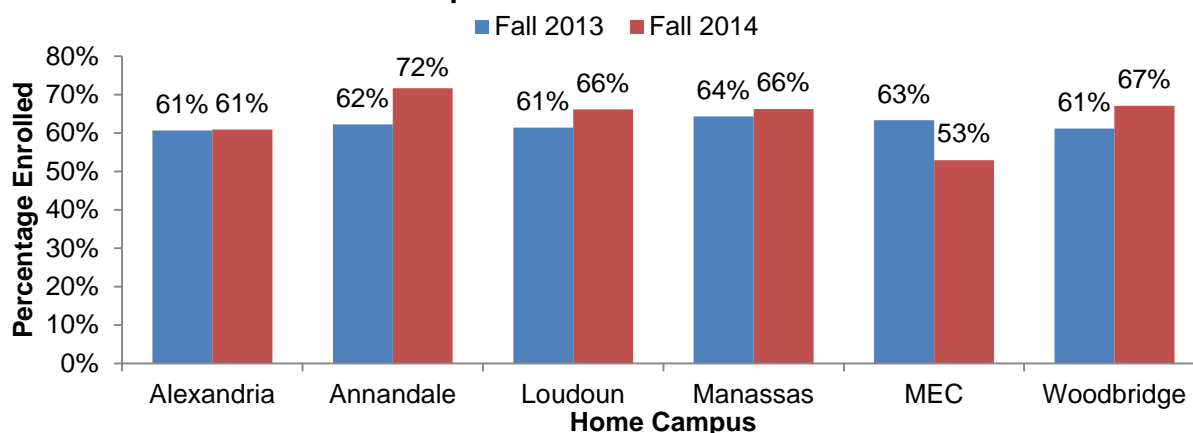
As can be seen in Table 4 and Figure 3 (next page), the rate at which developmental math placed students enrolled in developmental math increased from 62 percent (1,527 students) in Fall 2013 to 67 percent (2,001 students) in Fall 2014.

In Fall 2013, there was some variation across campuses in the percentage of GPS students who enrolled in developmental math after placement. Alexandria (61 percent, 227 students) experienced the lowest percentage while Annandale experienced the highest percentage (72 percent, 609 students). In Fall 2014, all campuses (except MEC) increased their developmental math enrollment rate; however the increase in enrollment varied significantly across campuses. Annandale increased the most, by 9 percentage points, from 62 percent (419 students) to 72 percent (609 students). The rate of enrollment at Alexandria was unchanged at 61 percent (227 students in Fall 2013 and 282 students in Fall 2014).

Table 4. GPS Students Enrolled in Developmental Math after Placement by Home Campus: Fall 2013 and Fall 2014

Campus	Fall 2013			Fall 2014		
	GPS Students Placed in Dev. Math	Enrolled in Dev. Math		GPS Students Placed in Dev. Math	Enrolled in Dev. Math	
		#	%		#	%
Alexandria	374	227	60.7	463	282	60.9
Annandale	673	419	62.3	850	609	71.6
Loudoun	397	244	61.5	497	329	66.2
Manassas	488	314	64.3	504	334	66.3
MEC	30	19	63.3	34	18	52.9
Woodbridge	497	304	61.2	639	429	67.1
Total Students	2,459	1,527	62.1	2,987	2,001	67.0

Figure 3. GPS Students Enrolled in Developmental Math after Placement by Home Campus: Fall 2013 and Fall 2014



MTT Courses Taken by GPS Students Who Were Placed in Developmental Math

Table 5 presents data on developmental math (MTT) courses taken by GPS students at NOVA in Fall 2013 and Fall 2014. On average there was little change between Fall 2013 and Fall 2014 in the composition of MTT and basic skills (BSK) courses taken by GPS students who were placed in developmental math. The majority of students (59 percent, 1,290 students) enrolled in MTT 4 in 2014. Three percent (63 students) started their developmental math track on the lowest level, in Basic Skills (BSK) 1.

Table 5. MTT Courses Taken by GPS Students Who Were Placed in Developmental Math: Fall 2013 and Fall 2014

Course	Fall 2013		Fall 2014	
	#	%	#	%
BSK 1	37	2.2	63	2.9
MTT 1	133	8.0	197	9.1
MTT 2	210	12.7	303	14.0
MTT 3	247	14.9	318	14.6
MTT 4	1,032	62.2	1,290	59.4
Total Enrolled	1,659	100.0	2,171	100.0