

Policy Change Implementation (PCI) Compliance by Campus: Fall 2015

Research Report No. 84-15

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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Introduction

In Fall 2014, NOVA implemented six policy changes to improve student success. This Report presents preliminary data on each campus’s compliance with those policy changes in Fall 2014 and Fall 2015. The six policies require students to do the following:

1. **Take the English and math placement tests** before registering for classes.
2. **Enroll in developmental courses** during the first semester, if placed.
3. **Attend a Student Orientation session.**
4. **Meet with a first-year advisor** at Student Orientation.
5. **Complete a one-credit Student Development (SDV) course** within the first year.
6. **Register for courses on-time** – by 11:59 p.m. the day before the session begins.

The first five policies apply only to GPS students, a subset of first-time in college (FTIC) students.¹ The on-time registration policy, policy 6 in the list above, applies to the entire student population.

Key Findings

As shown in Table 1, 49 percent of FTIC students in the Fall 2015 cohort were part of the GPS population and were enrolled in credit courses. The GPS population grew by 3 percent from the Fall 2014 cohort to the Fall 2015 cohort.

Policies with an increased rate of compliance from Fall 2014

- SDV Course: *enrollment* increased from 67 to 75 percent (+8 percentage points)²
- Placement Testing (English): increased from 82 to 86 percent (+4 percentage points)
- Placement Testing (math): increased from 90 to 93 percent (+3 percentage points)

Policies with a decreased rate of compliance from Fall 2014

- On-Time Registration: decreased from 94 to 93 percent (-1 percentage point)
- Enrollment in Developmental math: decreased from 64 to 62 percent (-2 percentage points)
- Student Orientation and Advising: decreased from 92 to 81 percent (-11 percentage points)

Table 1. FTIC and GPS Student Population: Fall 2014 and Fall 2015

Student Group	Fall 2014	Fall 2015	Population Change	
	#	#	#	%
FTIC Total	10,534	10,645	111	1%
GPS Population Enrolled in Credit Courses	5,036	5,199	163	3%

¹“GPS students” refers to students in the “GPS for Success” 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 The SDV policy requires that students *complete* SDV within their first year of enrollment at NOVA; however, the compliance status reported is based on student’s *enrollment* during the respective Fall semester.

College-wide, in Fall 2015, compliance was highest for the on-time registration policy and the policy requiring GPS students complete a math placement test (both 93 percent). College-wide compliance was lowest for the policy requiring placed students to enroll in developmental math (62 percent). Campus-level findings include the following:

- **Woodbridge Campus** had the highest rate of compliance for most of the policies.
- Enrollment in an SDV course was highest at the **Annandale Campus**.
- **Manassas Campus** experienced the highest percentage of students enrolled in developmental math but the lowest compliance of all campuses for the policies regarding student orientation and advising and mandatory completion of an SDV course.
- Compliance with on-time registration was lowest at the **Loudoun Campus**.
- The **Alexandria Campus** experienced the lowest compliance rates in all the policies relating to placement testing and enrollment in developmental courses.

Table 2. Highest and Lowest Compliance Rates by Policy: Fall 2015

Policy	Campus and Compliance Rate				
	Lowest			Highest	
Math Placement Test	AL 89%	LO 93%	AN 93%	MA 93%	WO 94%
Enroll in Developmental Math, If Placed	AL 58%	WO 59%	LO 62%	AN 63%	MA 67%
English Placement Test	AL 73%	AN 85%	LO 87%	MA 89%	WO 90%
Enroll in Developmental English, If Placed	AL 67%	LO 74%	AN 82%	MA 86%	WO 90%
Early Advising and Student Orientation	MA 76%	LO 77%	AL 80%	AN 84%	WO 87%
Student Development Course	MA 64%	AL 69%	WO 78%	LO 79%	AN 81%
On-Time Registration	LO 90%	AL 92%	MA 94%	AN 95%	WO 96%

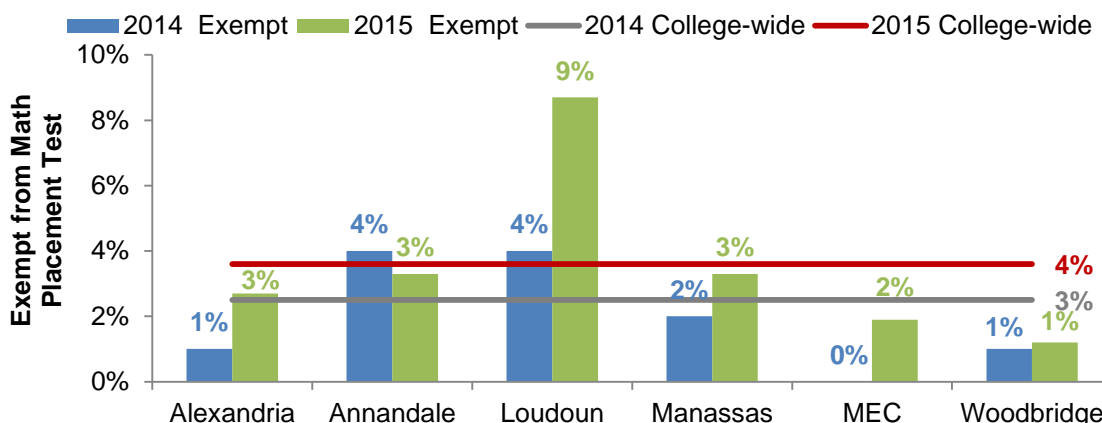
Data Note

Due to its small sample size, the Medical Education Campus (MEC) is excluded from the written analysis in this report. However MEC data is included in all figures and tables.

Developmental Math Placement Testing and Enrollment

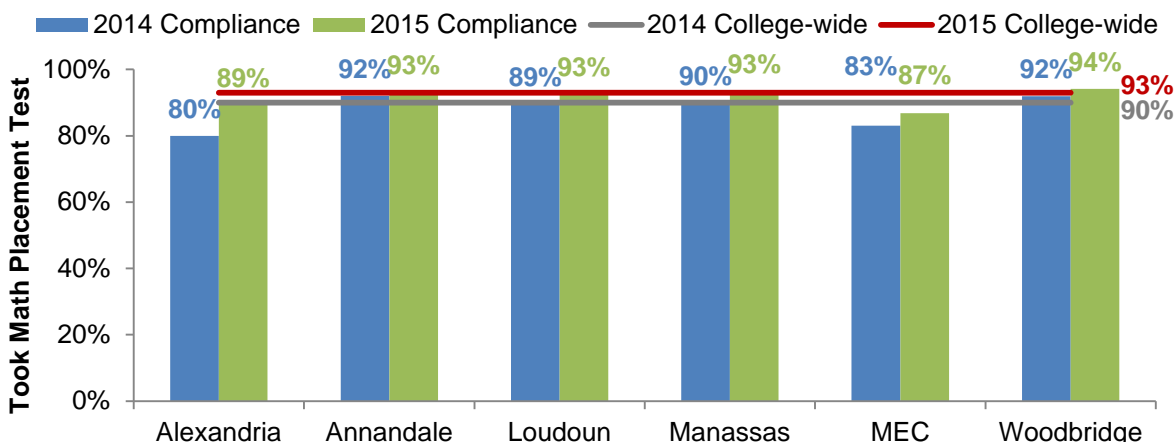
College-wide, about four percent of students were exempt from taking the math placement test in Fall 2015, up from three percent in Fall 2014. In the Fall 2015 cohort, the Loudoun Campus had the highest percentage of students exempt (9 percent) while the Woodbridge Campus had the lowest (1 percent). The percentage of exempt students increased from Fall 2014 to Fall 2015 at all campuses except Annandale Campus.

Figure 1. Proportion of Students Exempt from Taking the Math Placement Test by Campus: Fall 2014 and Fall 2015



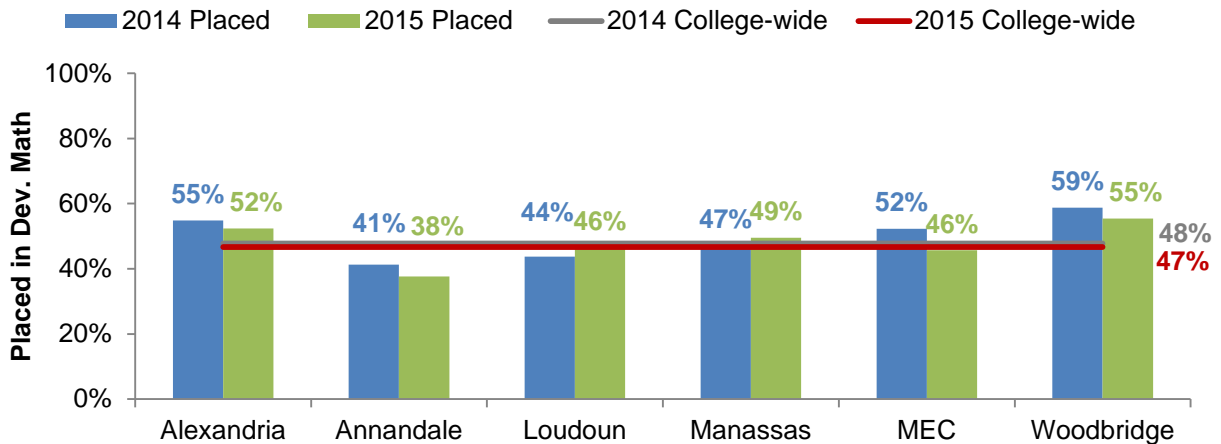
The percentage of students completing the math placement test increased from 90 percent in Fall 2014 to 93 percent in Fall 2015. In Fall 2015, most campuses experienced 93 to 94 percent of their students complying with the policy to take the math placement test, except for the Alexandria Campus (89 percent).

Figure 2. Compliance with the Policy to Complete the Math Placement Test by Campus: Fall 2014 and Fall 2015



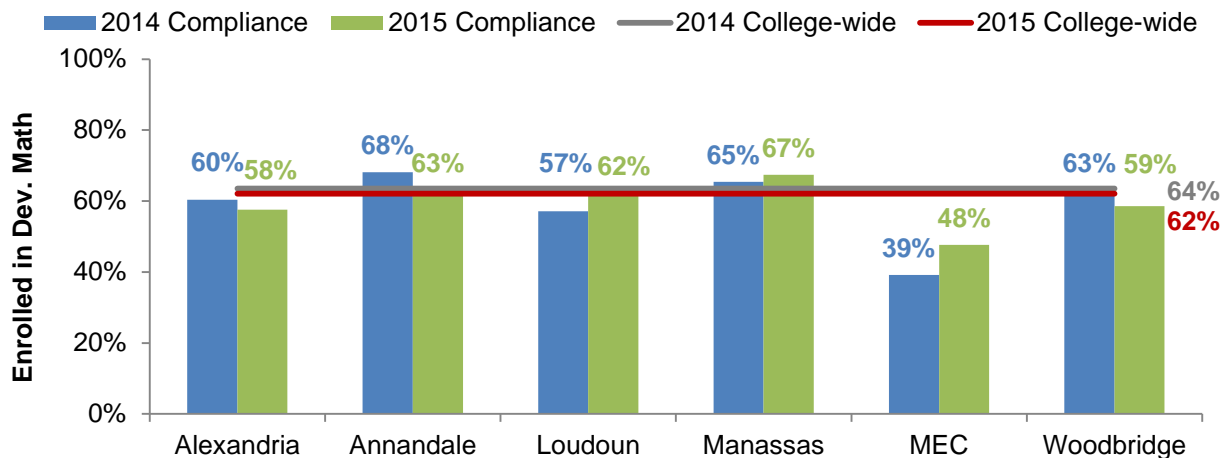
Overall, regarding the students who took the math placement test, the percentage of students who placed into developmental math was similar in Fall 2014 and Fall 2015 (48 percent and 47 percent, respectively). In Fall 2015, the Woodbridge Campus had the largest percentage of its students placed into developmental math (55 percent) while Annandale had the lowest (38 percent).

Figure 3. Proportion of Students Placed into Developmental Math by Campus: Fall 2014 and Fall 2015



College-wide compliance with the policy to enroll in developmental math, if placed, decreased slightly (2 percentage points) from 64 percent of the Fall 2014 cohort to 62 percent of the Fall 2015 cohort. Rates of compliance increased, however, by 5 percentage points at Loudoun Campus and 2 percentage points at Manassas Campus. The largest decrease in compliance from Fall 2014 to Fall 2015 was at Annandale Campus (5 percentage points).

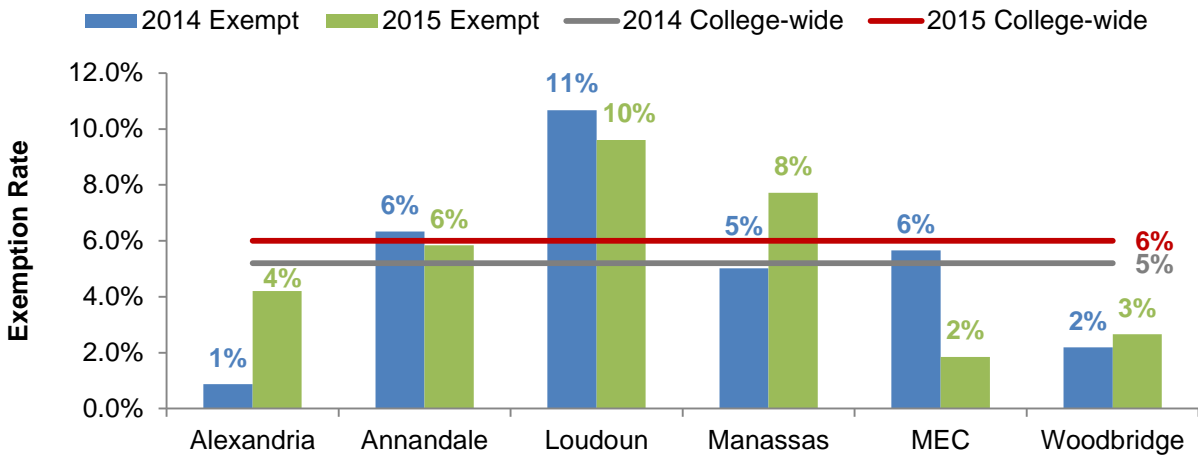
Figure 4. Compliance with the Policy to Enroll in Developmental Math, If Placed, by Campus: Fall 2014 and Fall 2015



Developmental English Placement Testing and Enrollment

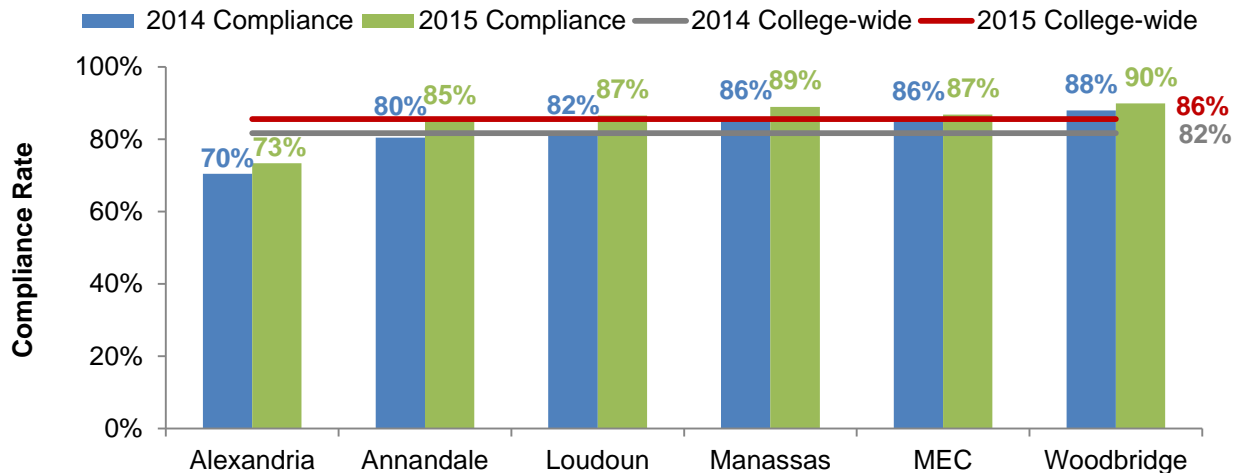
Overall, the percentage of students who were exempt from taking the English placement test was similar for the Fall 2014 and Fall 2015 cohorts (5 and 6 percent respectively). In both Fall 2014 and Fall 2015, Loudoun Campus had the highest percentage of exempt students while the Alexandria and Woodbridge Campuses had the lowest.

Figure 5. Proportion of Students Exempt from Taking the English Placement Test by Campus: Fall 2014 and Fall 2015



College-wide compliance with the policy to complete an English placement test increased from 82 percent in Fall 2014 to 86 percent in Fall 2015. Compliance also increased at each campus during this time period. Compliance in Fall 2015 was highest at the Woodbridge and Manassas Campuses (90 and 89 percent, respectively) and lowest at the Alexandria Campus (73 percent).

Figure 6. Compliance with the Policy to Complete the English Placement Test by Campus: Fall 2014 and Fall 2015



The policy mandating enrollment in developmental English (ENF) during the first semester, if placed, currently only applies to students placed in ENF levels 1 and 2, although there are three levels of ENF. The Fall 2014 cohort compliance figures include ENF 3, therefore it is not possible to make a direct comparison between the two cohorts concerning the policy.

On average, 8 percent of the Fall 2015 cohort that took the English placement test were placed in ENF 1 or ENF 2. At the campus level, the Alexandria Campus had the largest proportion of its students placed into ENF 1 or ENF 2 (13 percent) while the Loudoun Campus had the lowest proportion (6 percent).

Enrollment in ENF 1 or ENF 2 averaged 81 percent at the College but was highest at the Woodbridge Campus (90 percent) and lowest at the Alexandria Campus (67 percent).

Figure 7. Proportion of Students Placed in ENF 1 or ENF 2 by Campus: Fall 2015

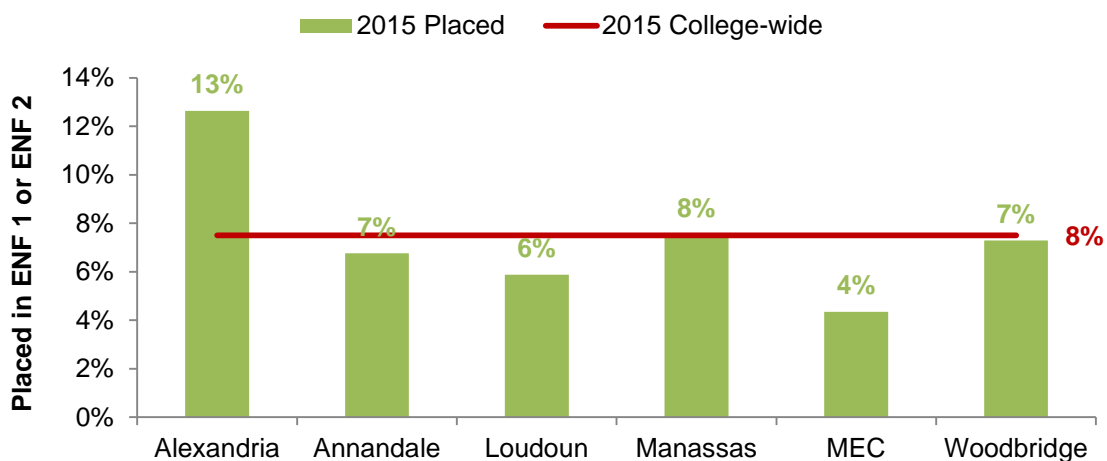
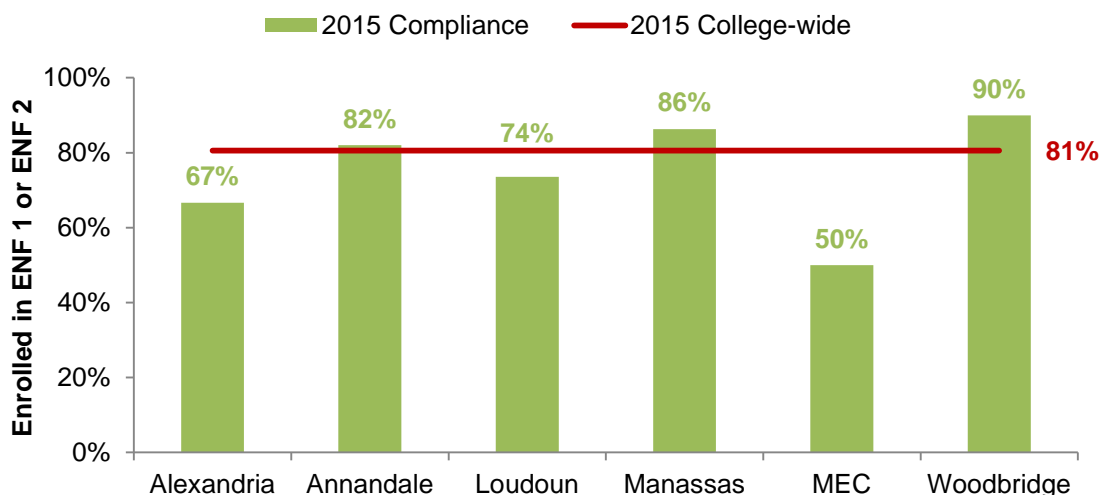


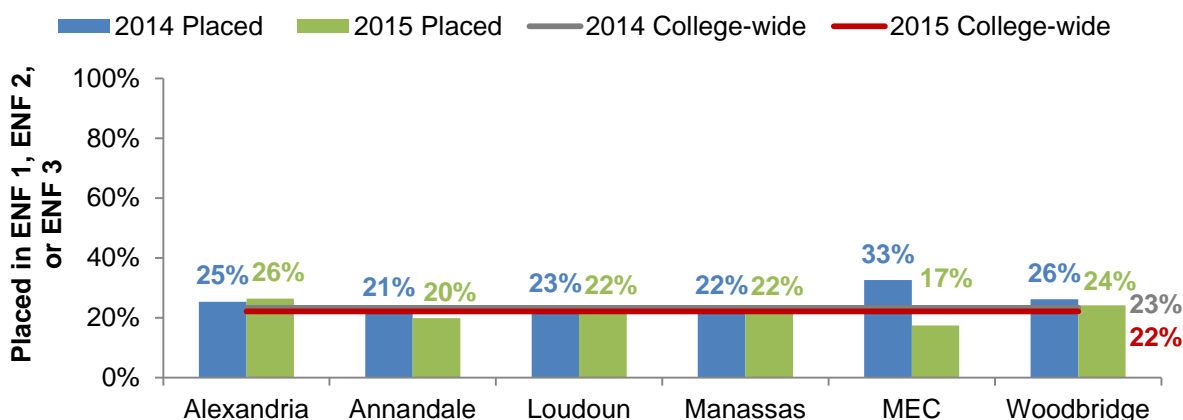
Figure 8. Compliance with the Policy to Enroll in Developmental English, If Placed by Campus: Fall 2015



Figures 9 and 10 do not address compliance with the policy regarding enrollment in developmental English, but rather present data on placement and enrollment into all levels of developmental English (ENF 1, ENF 2, and ENF 3).

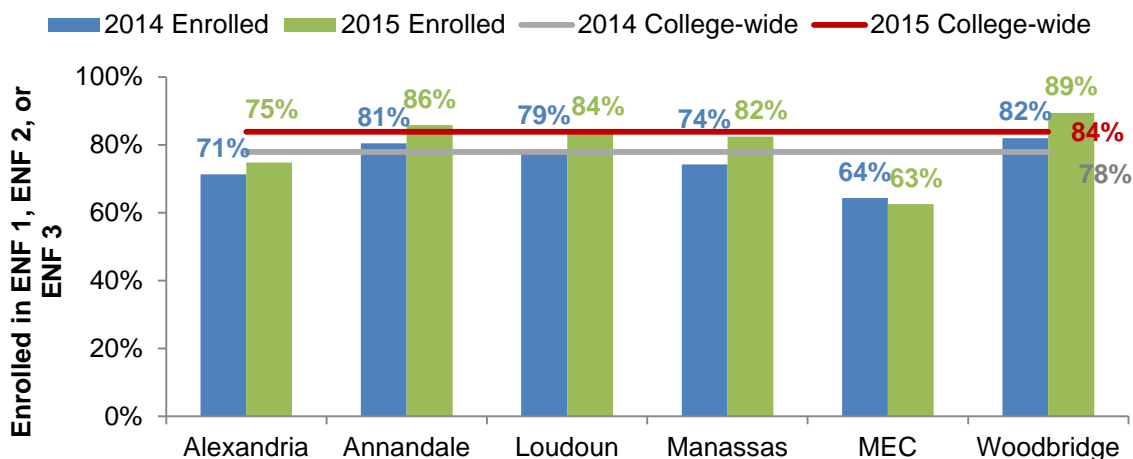
Figure 9 illustrates that placement into developmental English remained similar across cohorts (23 percent in Fall 2014 and 22 percent in Fall 2015). Developmental English placement was lowest in both cohorts at the Annandale Campus and highest at Woodbridge (Fall 2014) and Alexandria (Fall 2015).

Figure 9. Proportion of Students Placed in ENF 1, ENF 2, or ENF 3 by Campus: Fall 2014 and Fall 2015



Among students College-wide who placed into developmental English, the percentage who subsequently enrolled in a developmental English course increased from 78 percent in Fall 2014 to 84 percent in Fall 2015. Although enrollment increased at all campuses, Manassas Campus saw the greatest increase (8 percentage points) from Fall 2014 to Fall 2015.

Figure 10. Proportion of Placed Students Enrolled in ENF 1, ENF 2, or ENF 3 by Campus: Fall 2014 and Fall 2015

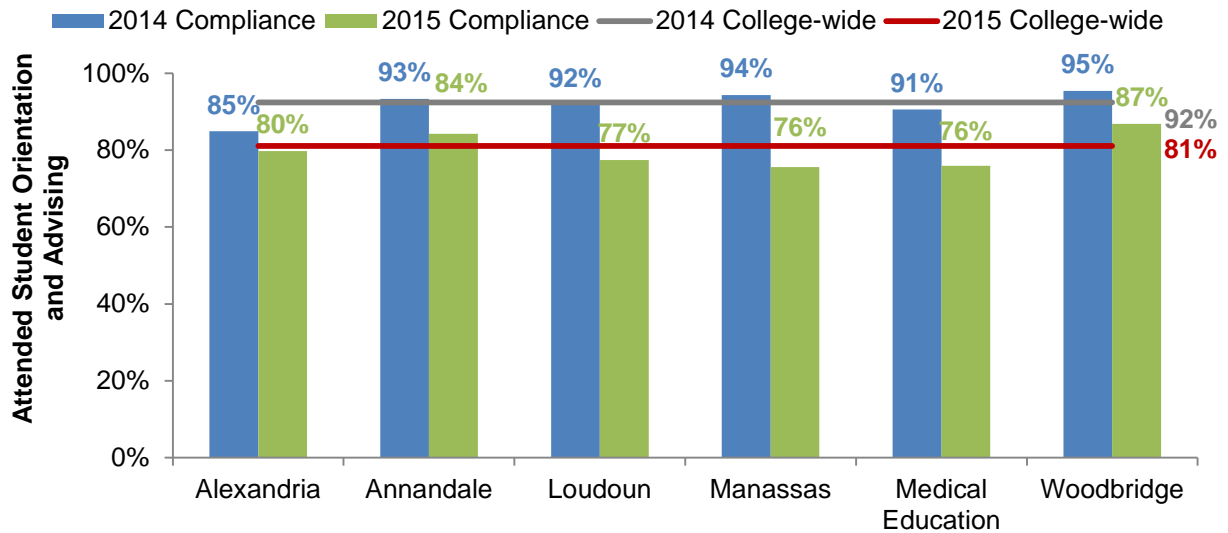


Student Orientation and Advising

Overall, compliance with the policies to attend orientation and participate in advising decreased substantially, from 92 percent in Fall 2014 to 81 percent in Fall 2015 (an 11 percentage point decrease).

The Manassas and Loudoun Campuses experienced the largest declines from Fall 2014 to Fall 2015, declining by 18 percentage points and 15 percentage points, respectively. Woodbridge Campus attained the highest rate of compliance in both Fall 2014 and Fall 2015 although compliance decreased by 8 percentage points.

Figure 11. Compliance with the Policy to Attend Student Orientation and Participate in Advising by Campus: Fall 2014 and Fall 2015

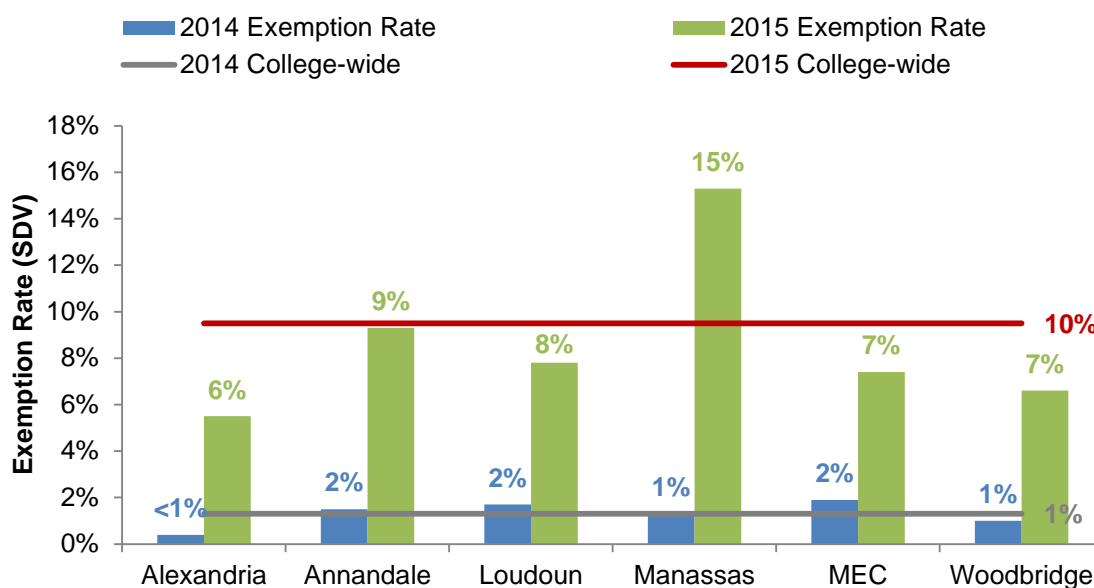


Student Development Course

There was a significant increase (from 1 percent in Fall 2014 to 10 percent in Fall 2015) in the College-wide proportion of students exempt from the policy to complete an SDV course within the first year of enrollment. This increase in exemptions may have been due to an increase in the number of students who took the Assessment by Local Examination (ABLE), as students who pass the ABLE are not required to enroll in an SDV course.

In Fall 2015, Manassas Campus had the highest percentage of students who were exempt from the policy (15 percent), while Alexandria Campus had the lowest (6 percent).

Figure 12. Proportion of Students Exempt from Enrolling in an SDV Course by Campus: Fall 2014 and Fall 2015



Enrollment in an SDV course increased at all campuses and College-wide compliance moved from 67 percent to 75 percent (Figure 13 next page). Incidentally, Manassas Campus, which had the highest exemption rate in Fall 2015, had the lowest enrollment rate in both Fall 2014 and Fall 2015. However, Manassas Campus also showed the largest increase in enrollment (14 percentage points) from Fall 2014 to Fall 2015. Annandale Campus had the highest SDV enrollment in both Fall 2014 and Fall 2015.

Importantly, Figure 13 only indicates fall semester *enrollment* in an SDV course; however, the policy requires enrollment *and* successful completion of an SDV course.³ As such, the data are an incomplete indicator of actual compliance with the policy.

³ The SDV policy requires that students *complete* SDV within their first year of enrollment at NOVA; however, the compliance status reported is based on student's *enrollment* during the respective Fall semester. Fall 2014 data is end of term data, while Fall 2015 is as of October 2015.

Figure 13. Enrollment in an SDV Course During Students' First Semester at NOVA by Campus: Fall 2014 and Fall 2015

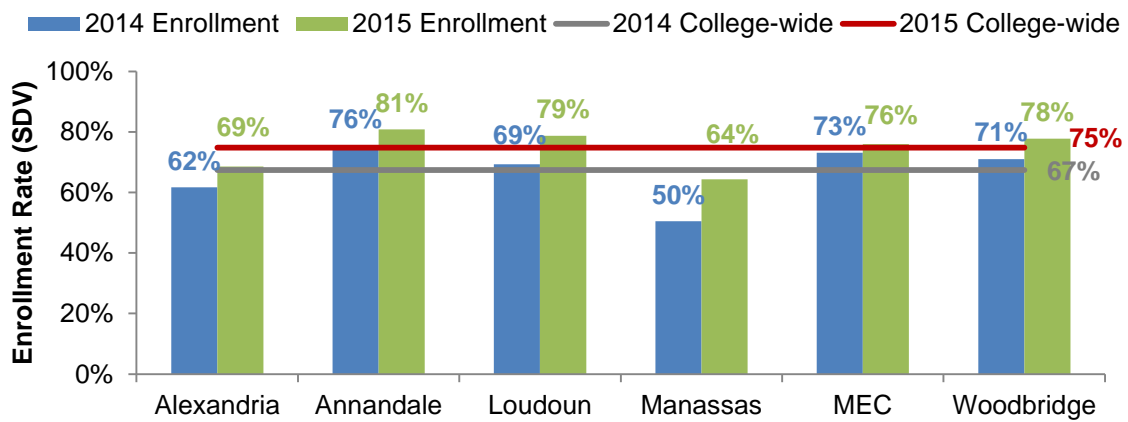
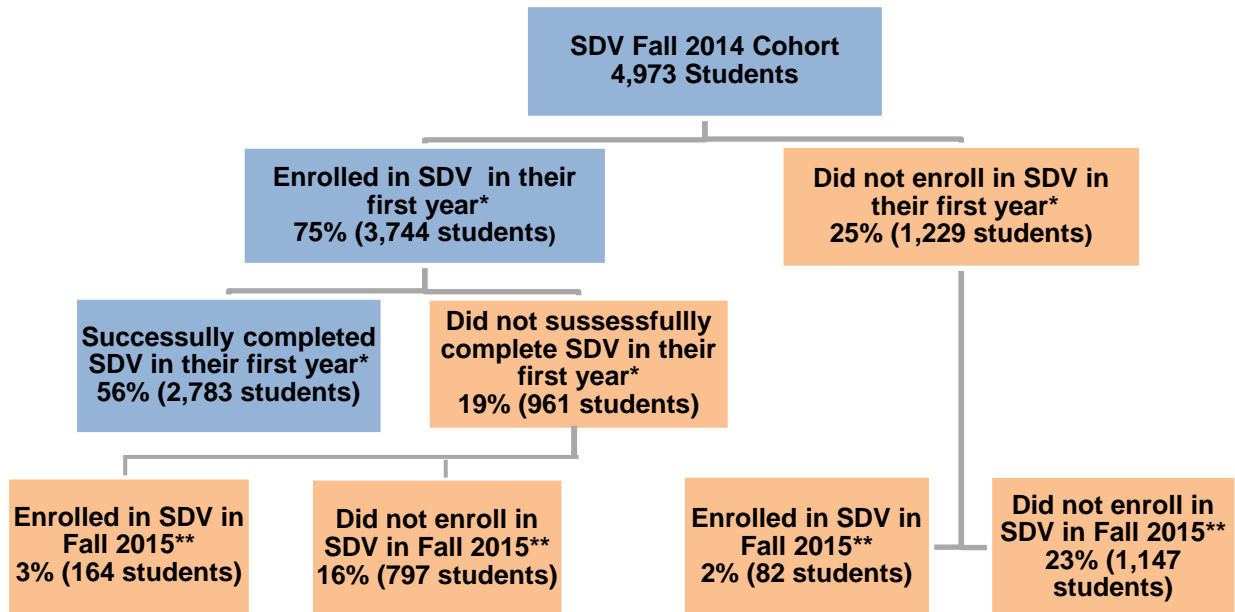


Figure 14 shows how the Fall 2014 cohort progressed through SDV courses within their first year at NOVA and into the Fall of their second year. Although 75 percent of the Fall 2014 cohort enrolled in SDV in their first year, only 56 percent of the cohort successfully completed the course and were in compliance with the policy. Nineteen percent of students in the Fall 2014 cohort enrolled but did not successfully complete the course within their first year. In the fall of the cohort's second year at NOVA, most students who had failed the course did not attempt to re-take it and 23 percent of the cohort had yet to enroll in an SDV course for the first time.

Figure 14. Progression through SDV 100/101: Fall 2014 Cohort



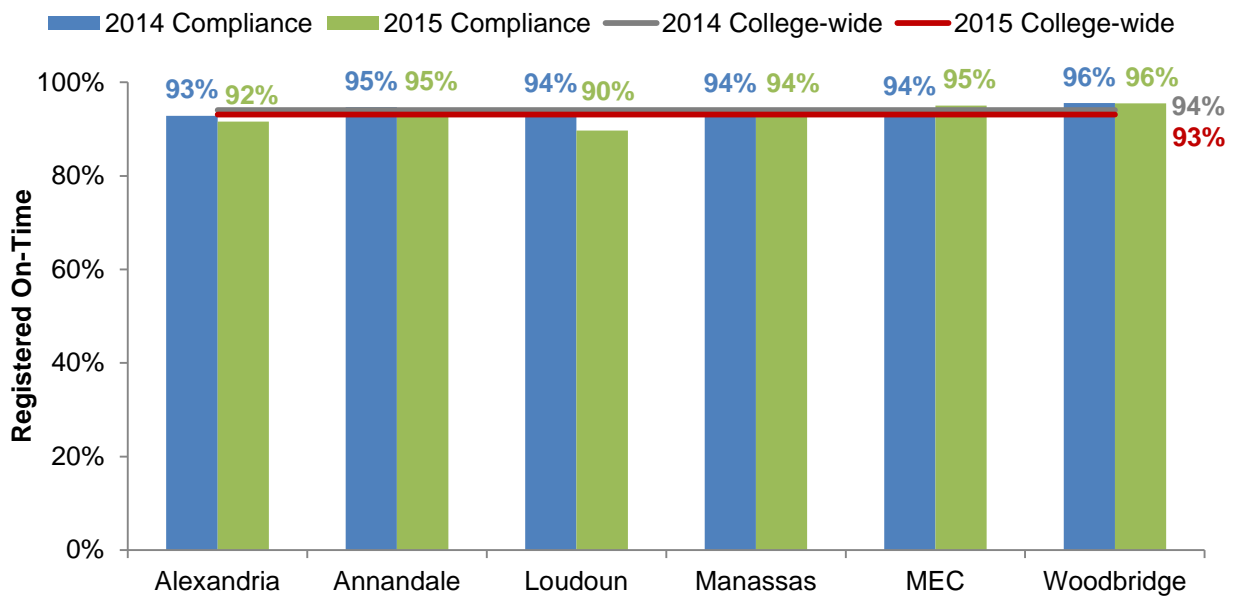
*Fall 2014, Spring 2015, and Summer 2015

**As of October in Fall 2015

On-Time Registration

A similar proportion of students in both semesters complied with the on-time registration policy: 94 percent in Fall 2014 and 93 percent in Fall 2015. In fact, compliance rates were at or above 90 percent at all campuses in both Fall 2014 and Fall 2015. Compliance was highest at Woodbridge Campus, which had 96% compliance in both semesters. However Annandale Campus (95 percent), Manassas Campus (94 percent), and MEC (95 percent) attained similar rates of compliance.

Figure 15. Compliance with the On-Time Registration Policy by Campus: Fall 2014 and Fall 2015



Appendix: Data Tables

Table 1. Number of Students Required to Take the Math Placement Test by Campus: Fall 2014 and Fall 2015

Home Campus	Fall 2014			Fall 2015		
	GPS Students	Exempt*		GPS Students	Exempt*	
		#	%		#	%
Alexandria	689	5	0.7	642	17	2.6
Annandale	1,721	64	3.7	1,645	54	3.3
Loudoun	760	27	3.6	739	64	8.7
Manassas	896	18	2.0	1,179	39	3.3
MEC	53	0	0.0	54	1	1.9
Woodbridge	914	10	1.1	940	11	1.2
Total	5,033	124	2.5	5,199	186	3.6

*Exemption is based on SAT scores

Table 2. Compliance with the Policy to Complete the Math Placement Test by Campus: Fall 2014 and Fall 2015

Home Campus	Fall 2014				Fall 2015			
	Took Math Placement Test		Did Not Take Test		Took Math Placement Test		Did Not Take Test*	
	#	%	#	%	#	%	#	%
Alexandria	547	80.0	137	20.0	558	89.3	67	10.7
Annandale	1,525	92.0	132	8.0	1,483	93.2	108	6.8
Loudoun	656	89.5	77	10.5	625	92.6	50	7.4
Manassas	791	90.1	87	9.9	1,065	93.4	75	6.6
MEC	44	83.0	9	17.0	46	86.8	7	13.2
Woodbridge	831	91.9	73	8.1	875	94.2	54	5.8
Total	4,394	89.5	515	10.5	4,652	92.8	361	7.2

*'Did not take test' may include students who took the test after 08/24/2015

Table 3. Number and Proportion of Students Placed into Developmental Math by Campus: Fall 2014 and Fall 2015

Home Campus	Fall 2014					Fall 2015				
	N*	Placed in Dev. Math		Not Placed in Dev. Math		N*	Placed in Dev. Math		Not Placed in Dev. Math	
		#	%	#	%		#	%	#	%
Alexandria	547	300	54.8	247	45.2	558	292	52.3	266	47.7
Annandale	1,525	630	41.3	894	58.6	1,483	559	37.7	923	62.2
Loudoun	656	287	43.8	369	56.3	625	290	46.4	335	53.6
Manassas	791	373	47.2	418	52.8	1,065	527	49.5	538	50.5
MEC	44	23	52.3	21	47.7	46	21	45.7	25	54.4
Woodbridge	831	488	58.7	343	41.3	875	485	55.4	390	44.6
Total	4,394	2,101	47.8	2,292	52.2	4,652	2,174	46.7	2,477	53.3

*GPS students who took the test

**Table 4. Compliance with the Policy to Enroll in Developmental Math, if Placed
by Campus: Fall 2014 and Fall 2015**

Home Campus	Fall 2014					Fall 2015				
	GPS Students Placed in Dev. Math	Enrolled in Dev. Math		Not Enrolled in Dev. Math		GPS Students Placed in Dev. Math	Enrolled in Dev. Math		Not Enrolled in Dev. Math	
		#	%	#	%		#	%	#	%
Alexandria	300	181	60.3	119	39.7	292	168	57.5	124	42.5
Annandale	630	429	68.1	201	31.9	559	353	63.1	206	36.9
Loudoun	287	164	57.1	123	42.9	290	181	62.4	109	37.6
Manassas	373	244	65.4	129	34.6	527	355	67.4	172	32.6
MEC	23	9	39.1	14	60.9	21	10	47.6	11	52.4
Woodbridge	488	308	63.1	180	36.9	485	284	58.6	201	41.4
Total	2,101	1,335	63.5	766	36.5	2,174	1,351	62.1	823	37.9

**Table 5. Number and Proportion of Students Required to Take the English
Placement Test by Campus: Fall 2014 and Fall 2015**

Home Campus	Fall 2014			Fall 2015		
	GPS Students	Exempt*		GPS Students	Exempt*	
		#	%		#	%
Alexandria	689	6	0.9	642	27	4.2
Annandale	1,721	109	6.3	1,645	96	5.8
Loudoun	760	81	10.7	739	71	9.6
Manassas	896	45	5.0	1,179	91	7.7
MEC	53	3	5.7	54	1	1.9
Woodbridge	914	20	2.2	940	25	2.7
Total	5,033	264	5.2	5,199	311	6.0

*Exemption is based on SAT scores

**Table 6. Compliance with the Policy to Complete the English Placement Test by
Campus: Fall 2014 and Fall 2015**

Home Campus	Fall 2014				Fall 2015 ¹⁻⁴			
	Took English Placement Test		Did Not Take Test		Took English Placement Test		Did Not Take Test	
	#	% of Non-Exempt Students	#	% of Non-Exempt Students	#	% of Non-Exempt Students	#	% of Non-Exempt Students
Alexandria	481	70.4	202	29.6	451	73.3	164	26.7
Annandale	1,297	80.5	315	19.5	1,317	85.0	232	15.0
Loudoun	557	82.2	121	17.8	578	86.5	90	13.5
Manassas	734	86.2	118	13.8	968	89.0	120	11.0
MEC	43	86.0	7	14.0	46	86.8	7	13.2
Woodbridge	782	87.5	112	12.5	823	89.9	92	10.1
Total	3,894	81.7	875	18.3	4,183	85.6	705	14.4

1. Data reflects only VPT tests (August 25th, 2013 to August 24th, 2015).

2. As COMPASS scores are valid for three years, 'Did not take test' may include students who had valid COMPASS scores and did not need VPT.

3. 'Did not take test' may include students who took the test after 8/24/2015.

4. 'Did not take test' may include students who are non-native English speakers that needed ACCUPLACER instead of VPT.

**Table 7. Number and Proportion of Students Placed into Developmental English
by Campus: Fall 2014 and Fall 2015**

Home Campus	Fall 2014				Fall 2015							
	Placed in ENF 1/ENF 2/ENF 3		Not Placed		Placed in ENF 1/ENF 2/ENF 3		Not Placed		Placed in ENF 1/ENF 2		Not Placed	
	#	%	#	%	#	%	#	%	#	%	#	%
Alexandria	122	25.4	359	74.6	119	26.4	332	73.6	57	12.6	394	87.4
Annandale	277	21.4	1,020	78.6	261	19.8	1,056	80.2	89	6.8	1,228	93.2
Loudoun	126	22.6	431	77.4	127	22.0	451	78.0	34	5.9	544	94.1
Manassas	163	22.2	571	77.8	210	21.7	758	78.3	73	7.5	895	92.5
MEC	14	32.6	29	67.4	8	17.4	38	82.6	2	4.3	44	95.7
Woodbridge	205	26.2	577	73.8	199	24.2	624	75.8	60	7.3	763	92.7
Total	907	23.3	2,987	76.7	924	22.1	3,259	77.9	315	7.5	3,868	92.5

Table 8. Compliance with the Policy to Enroll in Developmental English, If Placed, by Campus: Fall 2014 and Fall 2015

Home Campus	Fall 2014				Fall 2015							
	Enrolled in ENF 1, ENF 2 or ENF 3		Did Not Enroll		Enrolled in ENF 1, ENF 2 or ENF 3		Did Not Enroll*		Enrolled in EN1 or ENF 2		Did Not Enroll*	
	#	%	#	%	#	%	#	%	#	%	#	%
Alexandria	87	71.3	35	28.7	89	74.8	30	25.2	38	66.7	19	33.3
Annandale	223	80.5	54	19.5	224	85.8	37	14.2	73	82.0	16	18.0
Loudoun	99	78.6	27	21.4	106	83.5	21	16.5	25	73.5	9	26.5
Manassas	121	74.2	42	25.8	173	82.4	37	17.6	63	86.3	10	13.7
MEC	9	64.3	5	35.7	5	62.5	3	37.5	1	50.0	1	50.0
Woodbridge	168	82.0	37	18.0	178	89.4	21	10.6	54	90.0	6	10.0
Total	707	77.9	200	22.1	775	83.9	149	16.1	254	80.6	61	19.4

*Includes students who took both VPT and ACCUPLACER and subsequently enrolled in an ESL course. Also includes students who enrolled and then dropped the course.

Table 9. Compliance with the Policy to Attend Orientation and Participate in Advising by Campus: Fall 2014 and Fall 2015

Home Campus	Fall 2014				Fall 2015			
	Orientation Attendees		Did not Comply		Orientation Attendees		Did not Comply	
	#	%	#	%	#	%	#	%
Alexandria	585	84.9	104	15.1	512	79.8	130	20.2
Annandale	1,606	93.3	115	6.7	1,386	84.3	259	15.7
Loudoun	697	91.7	63	8.3	572	77.4	167	22.6
Manassas	845	94.3	51	5.7	891	75.6	288	24.4
Medical Education	48	90.6	5	9.4	41	75.9	13	24.1
Woodbridge	872	95.4	42	4.6	816	86.8	124	13.2
Total	4,653	92.4	380	7.6	4,218	81.1	981	18.9

Table 10. Number of Students Required to Take an SDV Course by Campus: Fall 2014 and Fall 2015

Home Campus	Fall 2014				Fall 2015			
	SDV Cohort		Exempt*		SDV Cohort		Exempt*	
	#	%	#	%	#	%	#	%
Alexandria	686	99.6	3	0.4	607	94.5	35	5.5
Annandale	1,696	98.5	25	1.5	1,492	90.7	153	9.3
Loudoun	747	98.3	13	1.7	681	92.2	58	7.8
Manassas	884	98.7	12	1.3	999	84.7	180	15.3
MEC	52	98.1	1	1.9	50	92.6	4	7.4
Woodbridge	905	99.0	9	1.0	878	93.4	62	6.6
Total	4,970	98.7	63	1.3	4,707	90.5	492	9.5

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

Table 11. Compliance with the Policy to Complete a SDV Course within First Year by Campus: Fall 2014 and Fall 2015

Home Campus	Fall 2014				Fall 2015			
	Enrolled in SDV		Did Not Enroll in SDV		Enrolled in SDV		Did Not Enroll in SDV	
	#	%	#	%	#	%	#	%
Alexandria	423	61.7	263	38.3	416	68.5	191	31.5
Annandale	1,281	75.5	415	24.5	1,207	80.9	285	19.1
Loudoun	518	69.3	229	30.7	536	78.7	145	21.3
Manassas	446	50.5	438	49.5	643	64.4	356	35.6
MEC	38	73.1	14	26.9	38	76.0	12	24.0
Woodbridge	643	71.0	262	29.0	683	77.8	195	22.2
Total	3,349	67.4	1,621	32.6	3,523	74.8	1,184	25.2

Note: The SDV policy requires that students *complete* SDV within their first year of enrollment at NOVA; however, the compliance status reported in the above table is based on student's enrollment during the respective fall semester. Fall 2014 data is end of term data, while Fall 2015 is as of October 2015.

Table 12. Compliance with the On-Time Registration Policy by Campus: Fall 2014 and Fall 2015

Home Campus	Fall 2014				Fall 2015			
	Registered On-Time		Did Not Comply		Registered On-Time		Did Not Comply	
	#	% of all Students	#	% of all Students	#	% of all Students	#	% of all Students
Alexandria	10,320	92.9	794	7.1	9,378	91.6	860	8.4
Annandale	13,780	94.6	779	5.4	13,116	94.5	763	5.5
Loudoun	8,540	94.2	523	5.8	8,901	89.7	1,020	10.3
Manassas	6,642	94.2	408	5.8	6,889	94.2	421	5.8
MEC	2,087	93.6	142	6.4	1,937	95.0	102	5.0
Woodbridge	7,085	95.5	330	4.5	7,048	95.5	332	4.5
Unknown	37	49.3	38	50.7	--	--	--	--
Total	48,491	94.1	3,014	5.9	47,269	93.1	3,498	6.9

Note: Since table provides headcount, if a student registered late for even one course, the student was counted under 'Did not comply.' Students who registered late with permission were considered as late-registrants.

NOVA Mission and Strategic Goals: 2005 – 2015

Mission

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

Strategic Goals

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

NOVA

**Northern Virginia
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