

# Success of First-Time to NOVA Developmental Students in College-Level Courses by Full-/Part-Time Status and Demographics: Fall 2008 through Fall 2011 Cohorts

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## **NORTHERN VIRGINIA COMMUNITY COLLEGE**

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# Success of First-Time to NOVA Developmental Students in College-Level Courses by Full-/Part-Time Status and Demographics: Fall 2008 through Fall 2011 Cohorts

## Introduction

This Report presents success rates in college-level courses for four cohorts of first-time to NOVA students (Fall 2008, Fall 2009, Fall 2010, and Fall 2011) who were enrolled in developmental English and developmental math courses during their initial term of entry at NOVA. Success in a college-level course is defined by a grade of 'C' or better.

Success in college-level English (English 111) is examined for only those students who were enrolled in developmental English courses before progressing to English 111 within two years. Similarly, success in college-level math is examined in two math courses (Math 151 and Math 162) only for those students who were enrolled in developmental math before progressing to Math 151 or Math 163 within two years. Extended Learning Institute courses were excluded from the data used in this Report.

Data are presented by enrollment status (either full-time or part-time) and then by demographic sub-groups based on gender, age, race/ethnicity, and program placement. Results for each course are provided in their respective sections.

The following is a summary of the data:

### *Success in English 111*

- Full-time students were more likely to successfully complete English 111 than part-time students: across the four cohorts, between 83 and 85 percent of full-time students successfully completed the course, compared to 75 to 81 percent of part-time students.
- Among both full-time and part-time students, female students were more likely to successfully complete English 111 than male students.
- Among full-time students, Asian students were generally more likely to successfully complete English 111 than other racial/ethnic groups. Among part-time students, Hispanic students had the lowest English 111 completion rates in all but one cohort.
- The majority of students (both full- and part-time) were between the ages of 18 and 21. Between 82 and 85 percent of full-time students in this age group successfully completed English 111, compared to about 72 to 78 percent of part-time students.

### *Success in Math 151*

- Approximately 70 percent of full- and part-time students in each cohort successfully completed Math 151.
- Among both full-time and part-time students, female students were more likely to successfully complete Math 151 than male students.
- Among both full-time and part-time students, all age groups except students ages 18 to 21 lacked large enough sample sizes to make accurate comparisons.

- Among full-time students, Hispanic students had the highest successful completion rates in every cohort except Fall 2011. Among part-time students, all racial/ethnic groups except White students lacked the necessary sample size to draw accurate comparisons.
- Among full-time students, Not Placed students (those not enrolled in a degree or certificate program) had the lowest successful completion rates in three of the four cohorts. Part-time students lacked sufficient sample sizes to draw accurate comparisons across program placement groups.

#### *Success in Math 163*

- Across all four cohorts, full-time students were more likely to successfully complete Math 163 than part-time students.
- Among both full-time and part-time students, female students were more likely to successfully complete Math 163 than male students in the Fall 2008 and Fall 2009 cohorts. However, the opposite was true in the Fall 2010 and Fall 2011 cohorts, where a greater percentage of male students successfully completed the course as compared to female students.
- Among students ages 18 to 21, full-time students had higher successful completion rates than part-time students in every cohort except Fall 2010.
- Among full-time students, Asian students were more likely than other racial/ethnic groups to successfully complete Math 163.
- Among part-time students, sample sizes were insufficient to draw accurate comparisons based on age, race/ethnicity, and program placement.



**Section 1. Success of First-Time to NOVA Developmental English Students in English 111:  
Fall 2008 through Fall 2011 Cohorts**

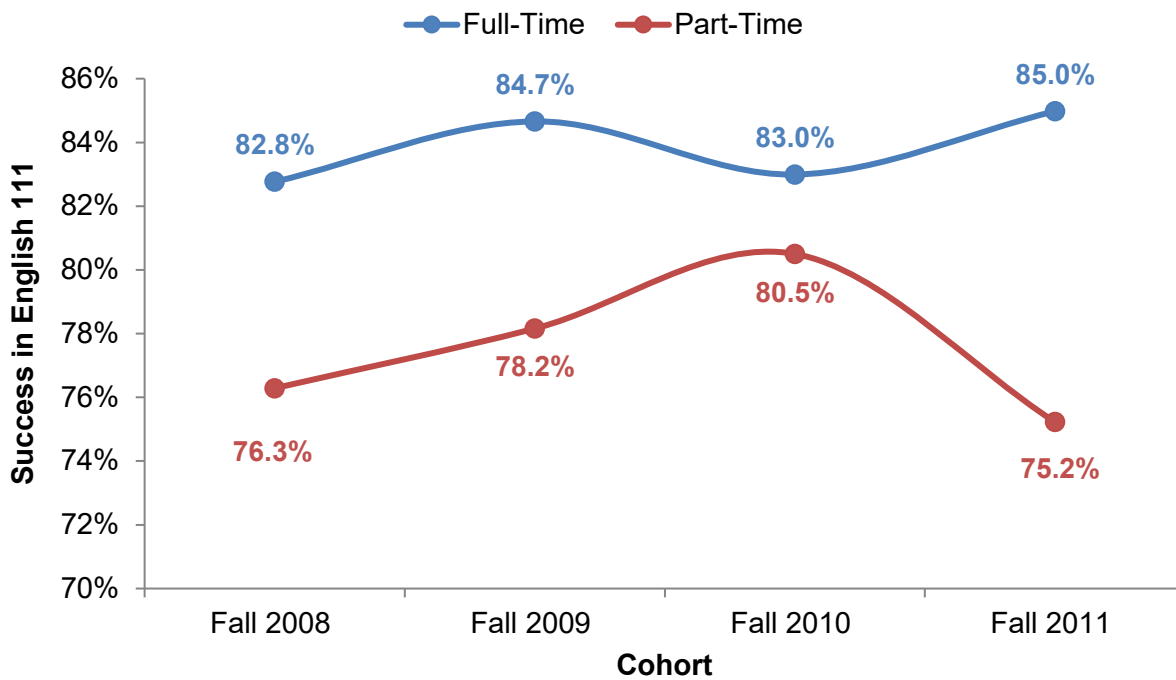
This section examines developmental English students' subsequent success in English 111 within two years and among four cohorts of first-time to NOVA students who were enrolled in developmental English during their initial term of entry at NOVA. Success in a college-level course is defined by a grade of 'C' or better.

Table 1 and Figure 1 below present information on developmental English student success in English 111 by full-/part-time status. Results show that 83 to 85 percent of full-time students and 75 to 81 percent of part-time students successfully completed English 111.

**Table 1. Developmental Student Success in English 111 by Full-/Part-Time Status: Fall 2008 through Fall 2011 Cohorts**

Status	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	Successful		N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%		#	%
Full-Time	1,497	1,239	82.8	1,597	1,352	84.7	1,658	1,376	83.0	1,611	1,369	85.0
Part-Time	447	341	76.3	380	297	78.2	457	368	80.5	444	334	75.2
<b>Total</b>	<b>1,944</b>	<b>1,580</b>	<b>81.3</b>	<b>1,977</b>	<b>1,649</b>	<b>83.4</b>	<b>2,115</b>	<b>1,744</b>	<b>82.5</b>	<b>2,055</b>	<b>1,703</b>	<b>82.9</b>

**Figure 1. Developmental Student Success in English 111 by Full-/Part-Time Status: Fall 2008 through Fall 2011 Cohorts**



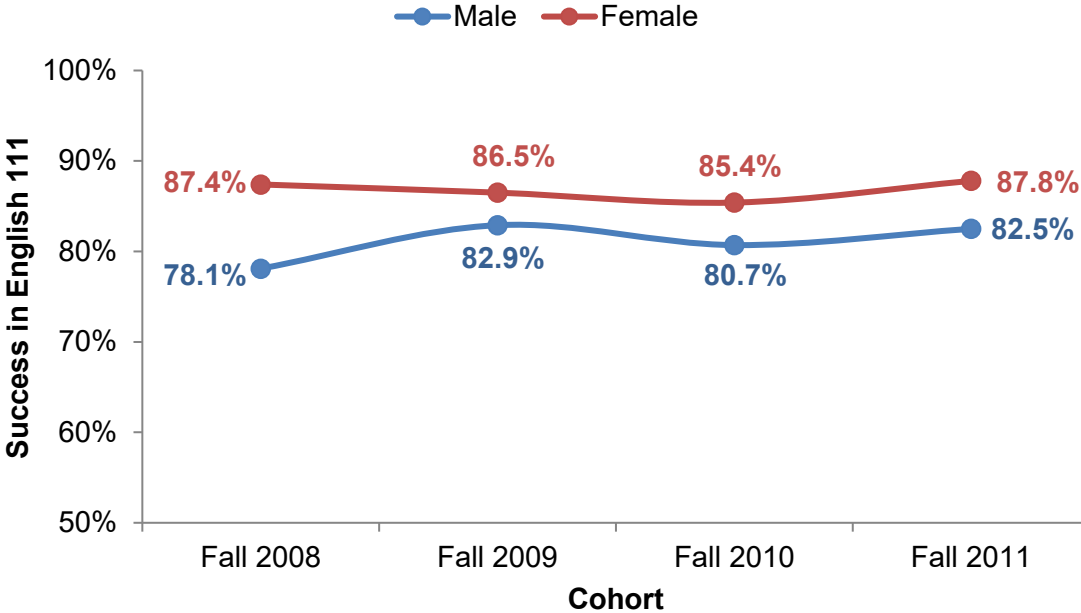
**Section 1.1. Developmental Student Success in English 111 by Full-/Part-Time Status and Gender**

Table 2 and Figure 2 below and Figure 3 (next page) provide data on developmental students' success in English 111 within two years by full-/part-time status and gender. Among both full-time and part-time students, female students were more likely to have successfully completed English 111 than their male counterparts. Notably, female part-time students had higher English 111 completion rates than full-time male students in three of the four cohorts examined.

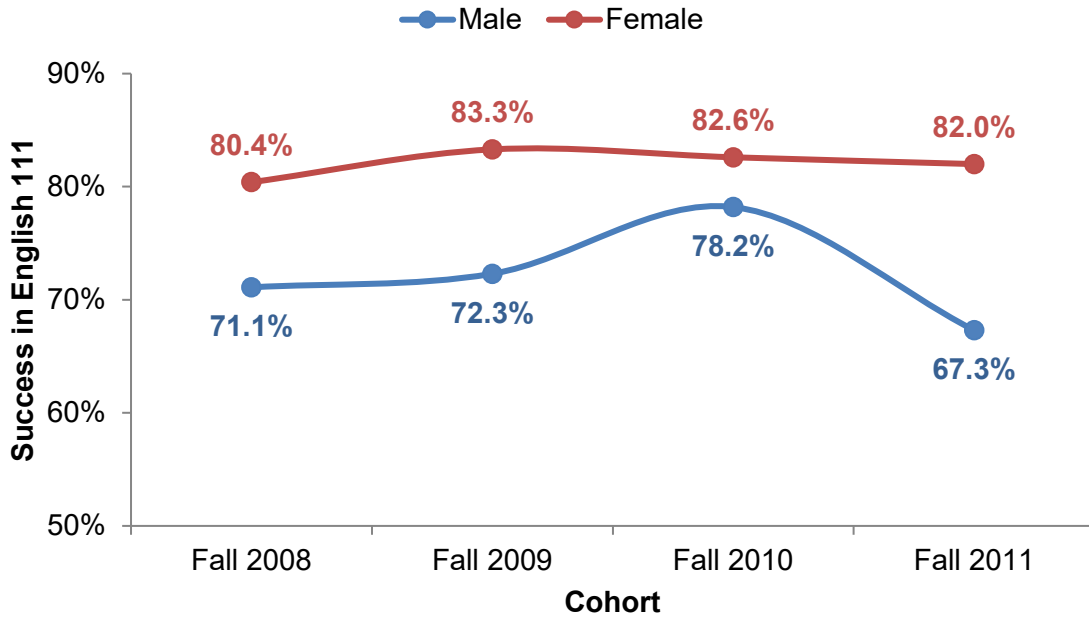
**Table 2. Developmental Student Success in English 111 by Full-/Part-Time Status and Gender: Fall 2008 through Fall 2011 Cohorts**

Status	Gender	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	Male	744	581	78.1	811	672	82.9	848	684	80.7	865	714	82.5
	Female	753	658	87.4	786	680	86.5	810	692	85.4	746	655	87.8
Part-Time	Male	197	140	71.1	177	128	72.3	216	169	78.2	205	138	67.3
	Female	250	201	80.4	203	169	83.3	241	199	82.6	239	196	82.0

**Figure 2. Developmental Student Success in English 111 of Full-Time Students by Gender: Fall 2008 through Fall 2011 Cohorts**



**Figure 3. Developmental Student Success in English 111 of Part-Time Students by Gender: Fall 2008 through Fall 2011 Cohorts**



## Section 1.2. Developmental Student Success in English 111 by Full-/Part-Time Status and Age

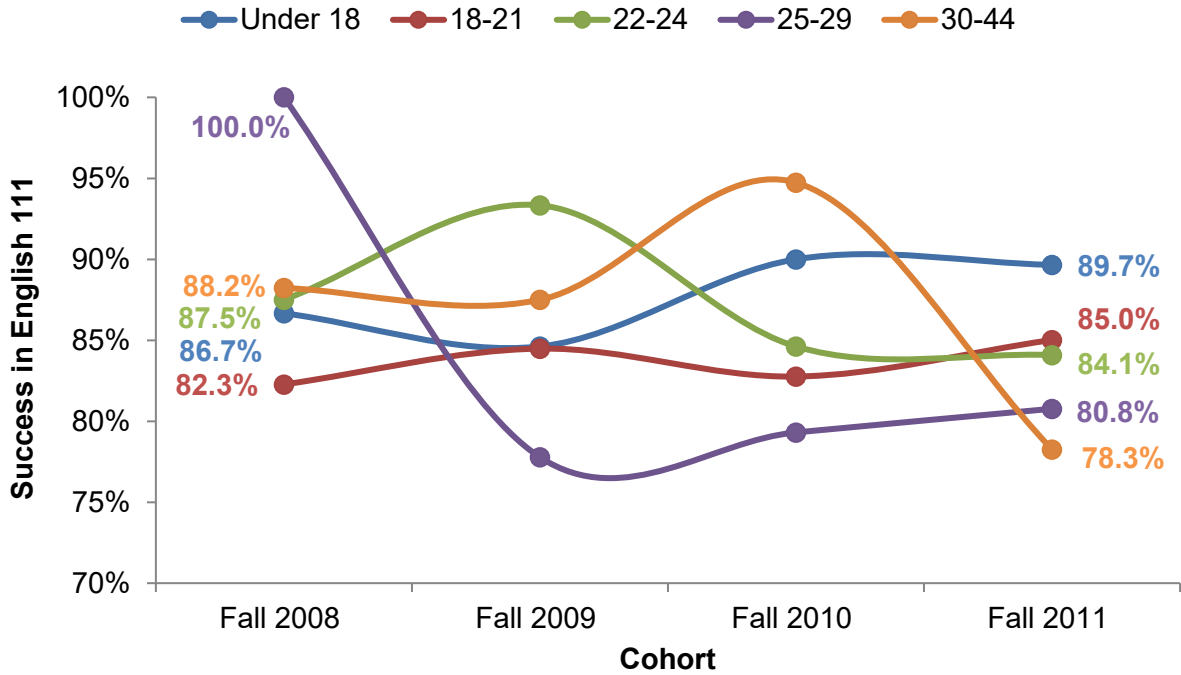
Table 3 (below) and Figures 4 and 5 (next page) provide data on developmental student success in English 111 broken down by full-/part-time status and age. In the Fall 2011 cohort, full-time students under 18 had the highest percentage of students successfully completing English 111 (90 percent). In contrast, full-time students ages 18 to 21 were least likely to successfully complete the course across three of the four cohorts examined. Similarly, part-time students ages 18 to 21 generally had the lowest successful completion rates (between 72 and 78 percent) of all the age groups.

**Table 3. Developmental Student Success in English 111 by Full-/Part-Time Status and Age: Fall 2008 through Fall 2011 Cohorts**

Status	Age	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	Under 18	30	26	86.7	26	22	84.6	20	18	90.0	29	26	89.7
	18-21	1,399	1,151	82.3	1,463	1,236	84.5	1,537	1,272	82.8	1,482	1,260	85.0
	22-24	32	28	87.5	45	42	93.3	52	44	84.6	44	37	84.1
	25-29	17	17	100.0	36	28	77.8	29	23	79.3	26	21	80.8
	30-44	17	15	88.2	24	21	87.5	19	18	94.7	23	18	78.3
	45 & Over*	2	2	100.0	3	3	100.0	1	1	100.0	7	7	100.0
Part-Time	Under 18	17	16	94.1	11	9	81.8	10	7	70.0	14	12	85.7
	18-21	351	260	74.1	270	211	78.1	319	249	78.1	330	238	72.1
	22-24	21	16	76.2	26	17	65.4	28	22	78.6	29	24	82.8
	25-29	20	15	75.0	35	30	85.7	35	32	91.4	27	20	74.1
	30-44	29	25	86.2	29	24	82.8	54	48	88.9	40	36	90.0
	45 & Over*	9	9	100.0	9	6	66.7	11	10	90.9	4	4	100.0

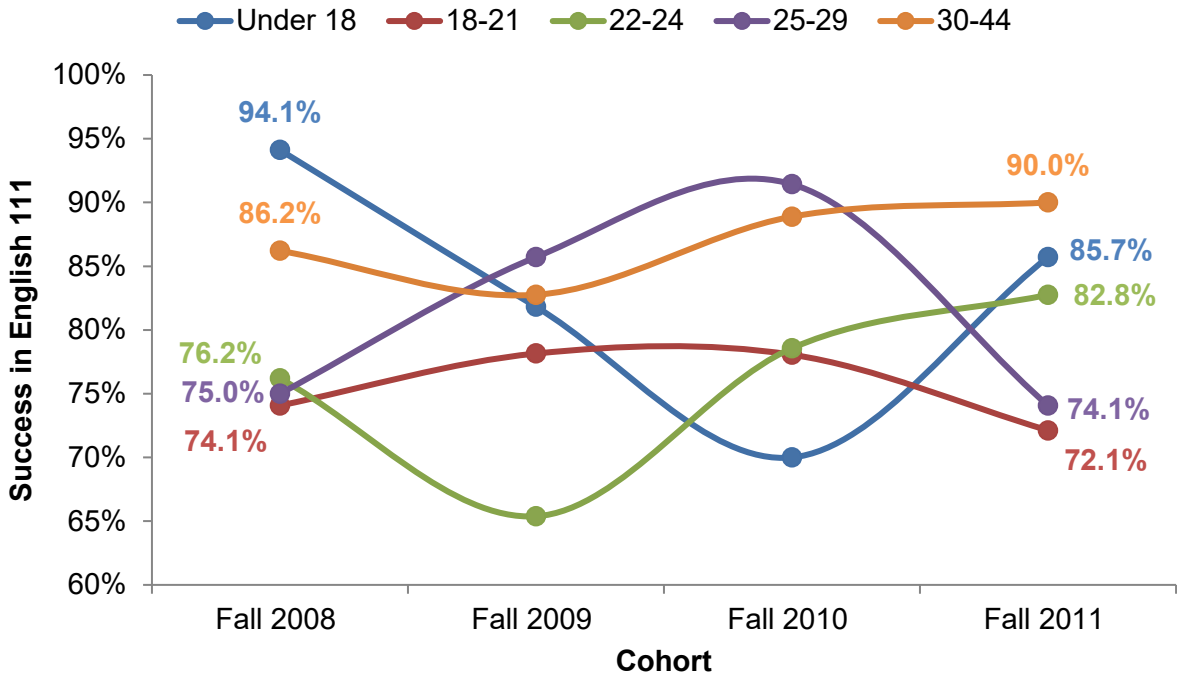
\*Sample size is too small to make accurate comparisons.

**Figure 4. Developmental Student Success in English 111 of Full-Time Students by Age: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

**Figure 5. Developmental Student Success in English 111 of Part-Time Students by Age: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

### Section 1.3. Developmental Student Success in English 111 by Full-/Part-Time Status and Race/Ethnicity

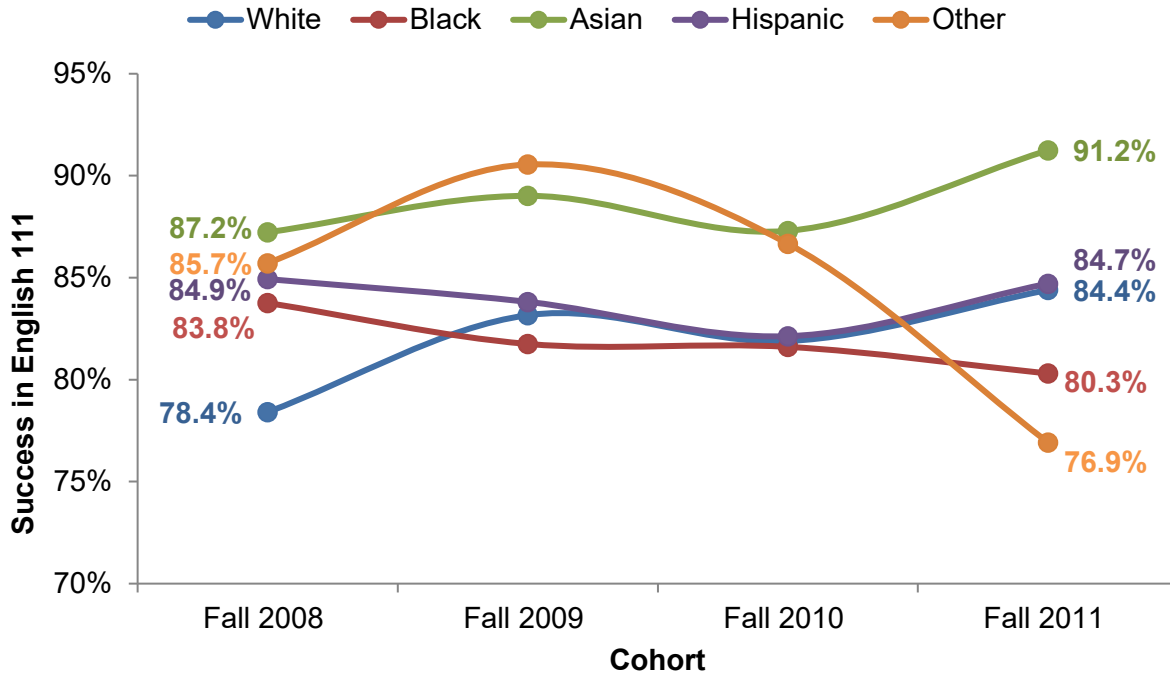
Table 4 (below) and Figures 6 and 7 (next page) provide data on student success in English 111 by enrollment status and race/ethnicity. Among full-time students, Asian students generally had the highest successful completion rates (between 87 and 91 percent). Black students had the lowest successful completion rates (ranging from 80 to 84 percent) in three out of four cohorts. The lowest completion rate among full-time students was in the Fall 2008 cohort among White students (78 percent). Among part-time students, completion rates varied considerably for most racial/ethnic groups across cohorts. The highest completion rate among part-time students was in the Fall 2010 cohort among Asian students (86.2 percent); the lowest was in the Fall 2011 cohort of Other students (50 percent).

**Table 4. Developmental Student Success in English 111 by Full-/Part-Time Status and Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts**

Status	Race/ Ethnicity	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	White	579	454	78.4	582	484	83.2	707	579	81.9	690	582	84.4
	Black	234	196	83.8	274	224	81.8	261	213	81.6	264	212	80.3
	Asian	274	239	87.2	264	235	89.0	307	268	87.3	297	271	91.2
	Hispanic	292	248	84.9	346	290	83.8	319	262	82.1	327	277	84.7
	Native American*	6	6	100.0	4	4	100.0	4	2	50.0	7	7	100.0
	Other	112	96	85.7	127	115	90.6	60	52	86.7	26	20	76.9
Part-Time	White	161	130	80.8	113	92	81.4	182	146	80.2	191	141	73.8
	Black	78	59	75.6	83	64	77.1	93	77	82.8	93	73	78.5
	Asian	57	45	79.0	63	43	68.3	58	50	86.2	62	50	80.7
	Hispanic	128	90	70.3	85	71	83.5	112	85	75.9	92	67	72.8
	Native American*	0	0	0.0	2	2	100.0	1	1	100.0	0	0	0.0
	Other	23	17	73.9	34	25	73.5	11	9	81.8	6	3	50.0

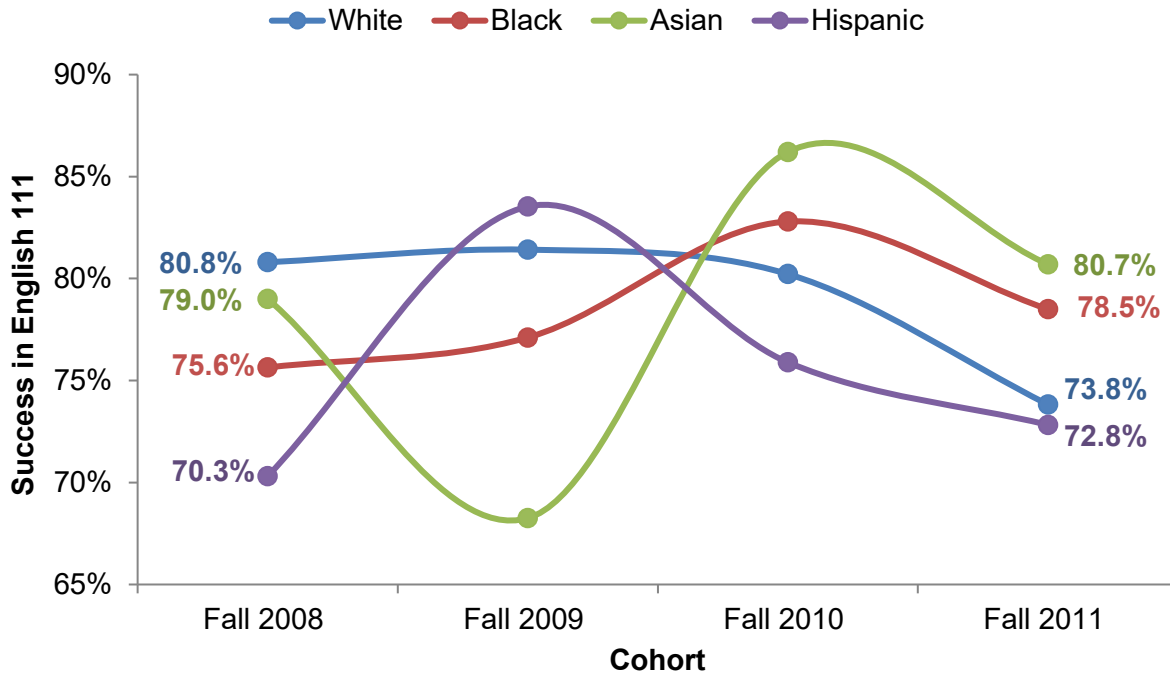
\*Sample size is too small to make accurate comparisons.

**Figure 6. Developmental Student Success in English 111 of Full-Time Students by Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

**Figure 7. Developmental Student Success in English 111 of Part-Time Students by Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

### Section 1.4. Developmental Student Success in English 111 by Full-/Part-Time Status and Program Placement

Table 5 (below) and Figures 8 and 9 (next page) show student success in English 111 broken down by full-/part-time status and program placement. “Program placement” refers to a student’s enrollment in the A.A., A.S., A.A.A., or A.A.S. degree programs or in a certificate program. Among full-time students, students in A.A. degree programs had the highest overall English 111 completion rates in the Fall 2010 and Fall 2011 cohorts. Among part-time students, students in A.A degree programs had the highest success rates among the Fall 2008 and Fall 2011 cohorts, but the lowest success rates among the Fall 2009 and Fall 2010 cohorts.

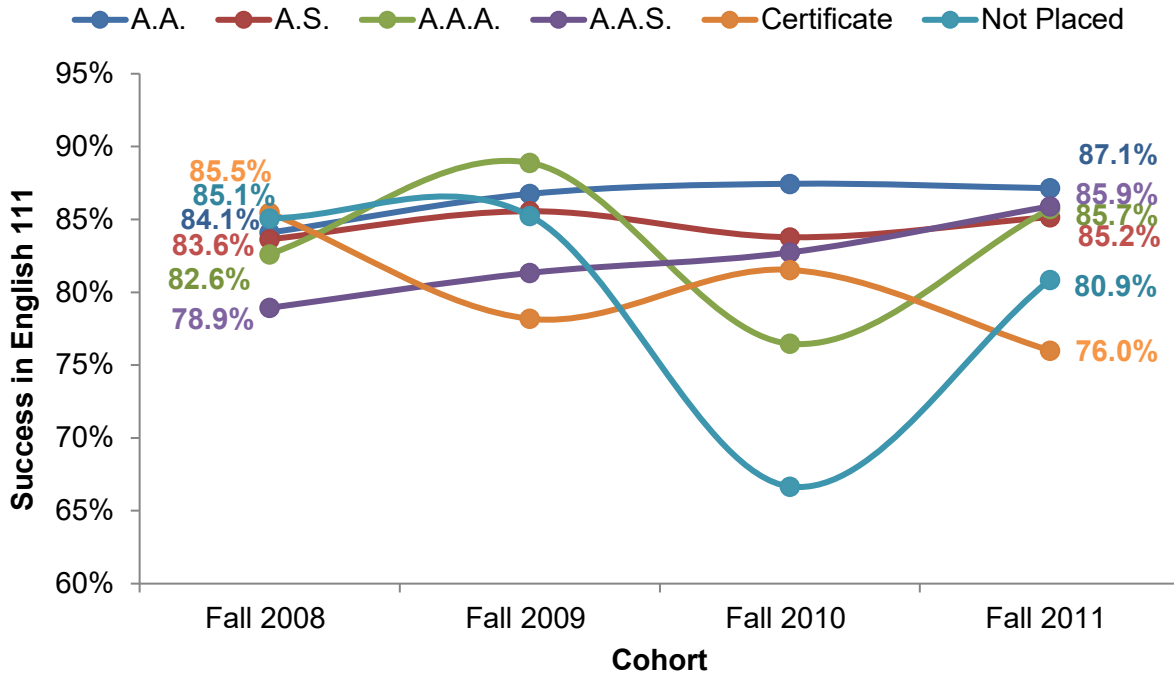
**Table 5. Developmental Student Success in English 111 by Full-/Part-Time Status and Program Placement: Fall 2008 through Fall 2011 Cohorts**

Status	Program Placement	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	A.A.	220	185	84.1	234	203	86.8	231	202	87.4	210	183	87.1
	A.S.	709	593	83.6	852	729	85.6	974	816	83.8	1031	878	85.2
	A.A.A.	23	19	82.6	18	16	88.9	17	13	76.5	14	12	85.7
	A.A.S.	356	281	78.9	316	257	81.3	278	230	82.7	212	182	85.9
	Certificate	55	47	85.5	55	43	78.2	65	53	81.5	50	38	76.0
	Not Placed	134	114	85.1	122	104	85.3	93	62	66.7	94	76	80.9
Part-Time	A.A.	53	45	84.9	35	24	68.6	30	21	70.0	52	42	80.8
	A.S.	201	149	74.1	189	154	81.5	259	208	80.3	275	213	77.5
	A.A.A.*	5	4	80.0	4	4	100.0	8	7	87.5	1	0	0.0
	A.A.S.	109	84	77.1	88	66	75.0	102	84	82.4	60	46	76.7
	Certificate	18	13	72.2	10	9	90.0	22	17	77.3	18	10	55.6
	Not Placed	61	46	75.4	54	40	74.1	36	31	86.1	38	23	60.5

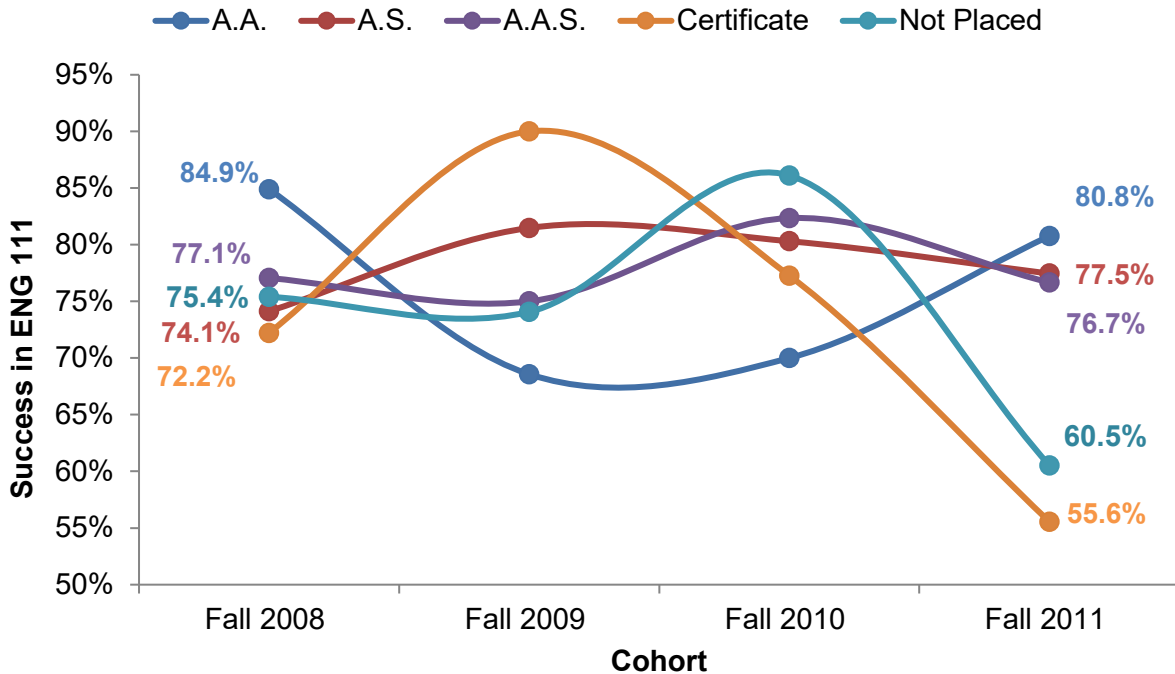
\*Sample size is too small to make accurate comparisons.



**Figure 8. Developmental Student Success in English 111 of Full-Time Students and Program Placement: Fall 2008 through Fall 2011 Cohorts**



**Figure 9. Developmental Student Success in English 111 of Part-Time Students and Program Placement: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

**Section 2. Success of First-Time to NOVA Developmental Math Students in Math 151: Fall 2008 through Fall 2011 Cohorts**

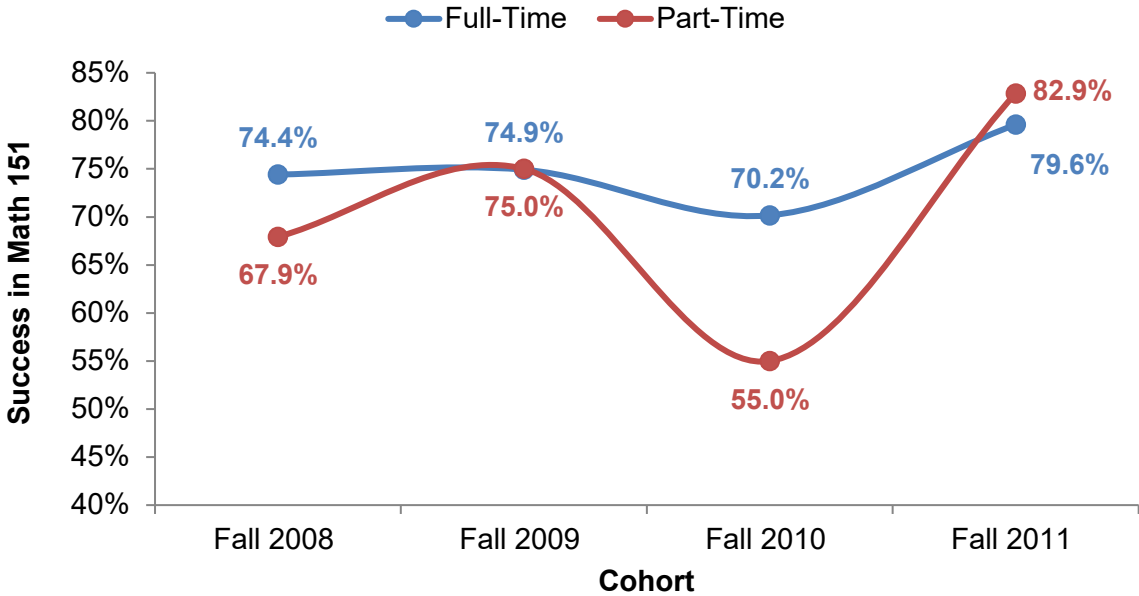
Section 2 examines developmental math students' subsequent success (within two years) in Math 151 among four cohorts of first-time to NOVA students who were enrolled in developmental math during their initial term of entry at NOVA. Success in college-level courses is defined as a grade of 'C' or better.

Table 6 and Figure 10 present information on developmental math students' success in Math 151 broken down by full-/part-time status. Results show that close to 70 percent of full-time and part-time students in each cohort successfully completed Math 151. In the Fall 2011 cohort, students enrolled part-time successfully completed Math 151 at a higher rate (83 percent) than full-time students (80 percent). However, in the Fall 2008 and Fall 2010 cohorts, full-time students had higher successful completion rates than part-time students. Results for the Fall 2009 cohort were about the same for both full- and part-time students (75 percent each).

**Table 6. Developmental Student Success in Math 151 by Full-/Part-Time Status: Fall 2008 through Fall 2011 Cohorts**

Status	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	Successful		N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%		#	%
Full-Time	254	189	74.4	303	227	74.9	305	214	70.2	358	285	79.6
Part-Time	53	36	67.9	56	42	75.0	60	33	55.0	70	58	82.9
<b>Total</b>	<b>307</b>	<b>225</b>	<b>73.3</b>	<b>359</b>	<b>269</b>	<b>74.9</b>	<b>365</b>	<b>247</b>	<b>67.7</b>	<b>428</b>	<b>343</b>	<b>80.1</b>

**Figure 10. Developmental Student Success in Math 151 by Full-/Part-Time Status: Fall 2008 through Fall 2011 Cohorts**



## Section 2.1. Developmental Student Success in Math 151 by Full-/Part-Time Status and Gender

Table 7 and Figure 11 below and Figure 12 (next page) provides data on student success in Math 151 broken down by full-/part-time status and gender. Among full-time students, female students successfully completed Math 151 at a higher rate than male students in three of the four cohorts. Female students also had higher completion rates than males among part-time students. Completion rates showed wider variation from cohort to cohort among part-time students. The lowest completion rates for part-time students were in the Fall 2010 cohort for both male and female students; in the following cohort (Fall 2011), however, completion rates peaked at 83 percent for both male and female part-time students.

**Table 7. Developmental Student Success in Math 151 by Full-/Part-Time Status and Gender: Fall 2008 through Fall 2011 Cohorts**

Status	Gender	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	Male	112	80	71.4	128	86	67.2	143	101	70.6	150	108	72.0
	Female	142	109	76.8	175	141	80.6	162	113	69.8	208	177	85.1
Part-Time	Male	27	17	63.0	27	16	59.3	31	15	48.4	29	24	82.8
	Female	26	19	73.1	29	26	89.7	29	18	62.1	41	34	82.9

**Figure 11. Developmental Student Success in Math 151 of Full-Time Students by Gender: Fall 2008 through Fall 2011 Cohorts**

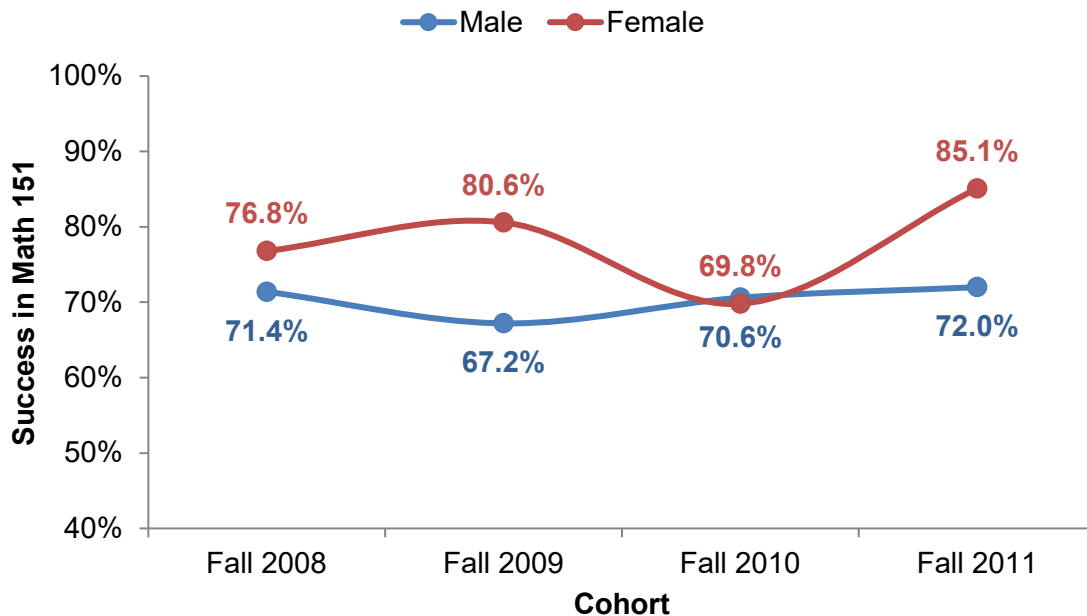
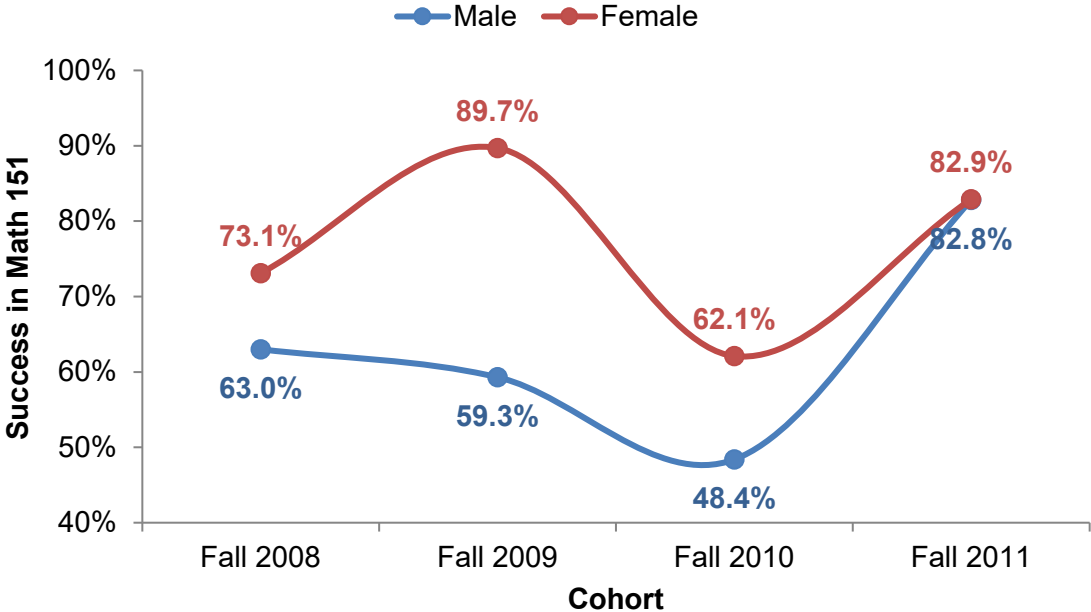


Figure 12. Developmental Student Success in Math 151 of Part-Time Students by Gender: Fall 2008 through Fall 2011 Cohorts



## Section 2.2. Developmental Student Success in Math 151 by Full-/Part-Time Status and Age

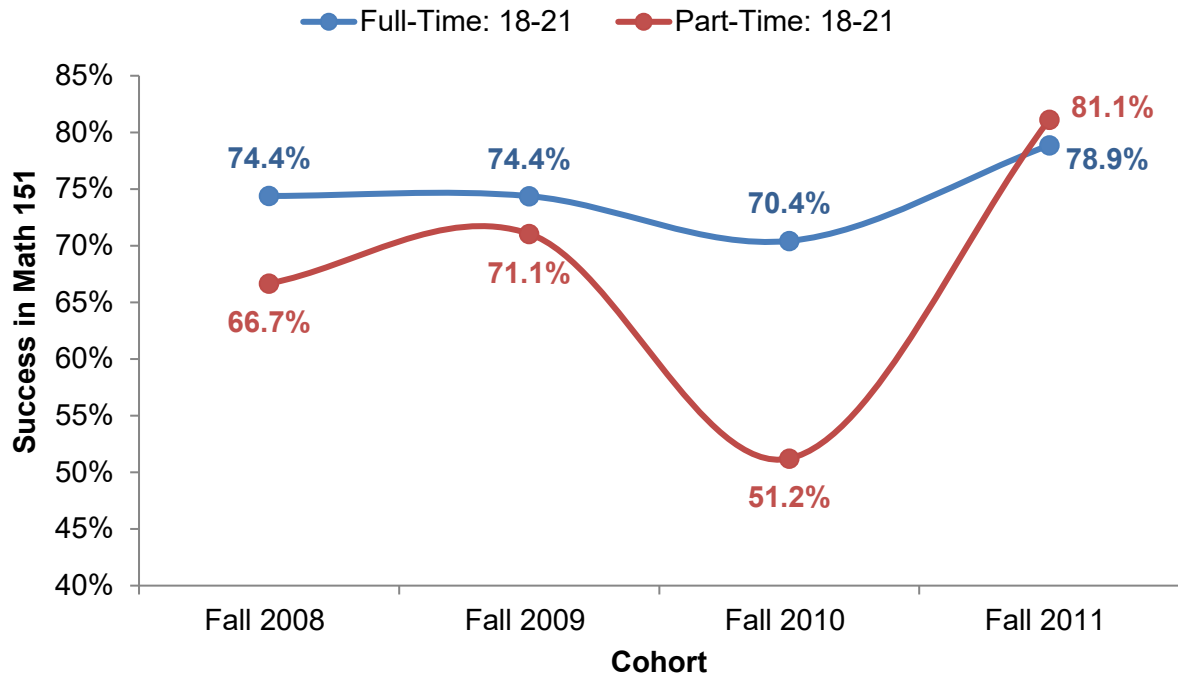
Table 8 (below) and Figure 13 (next page) provide data on student success in Math 151 broken down by full-/part-time status and age. Among both full- and part-time students, almost all age groups (with the exception of students ages 18 to 21) lacked a sufficient sample size to draw accurate comparisons. The percentage of students ages 18 to 21 who successfully completed Math 151 ranged from 70 to 79 percent. There was a wider variation among part-time students in this age group, with the percentage of students who successfully completed the course ranging from 51 to 81 percent.

**Table 8. Developmental Student Success in Math 151 by Full-/Part-Time Status and Age: Fall 2008 through Fall 2011 Cohorts**

Status	Age	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	Under 18*	2	2	100.0	4	3	75.0	5	3	60.0	4	4	100.0
	18-21	246	183	74.4	281	209	74.4	284	200	70.4	336	265	78.9
	22-24*	2	1	50.0	9	7	77.8	5	4	80.0	10	9	90.0
	25-29*	3	2	66.7	4	3	75.0	7	4	57.1	4	4	100.0
	30-44*	1	1	100.0	5	5	100.0	3	3	100.0	4	3	75.0
	45 & Over*	0	0	0.0	0	0	0.0	1	0	0.0	0	0	0.0
Part-Time	Under 18*	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
	18-21	51	34	66.7	38	27	71.1	41	21	51.2	53	43	81.1
	22-24*	0	0	0.0	4	3	75.0	7	4	57.1	1	0	0.0
	25-29*	0	0	0.0	7	6	85.7	5	4	80.0	7	7	100.0
	30-44*	2	2	100.0	5	4	80.0	6	4	66.7	7	6	85.7
	45 & Over*	0	0	0.0	2	2	100.0	1	0	0.0	2	2	100.0

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

**Figure 13. Developmental Student Success in Math 151 by Full-/Part-Time Status and Age: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

### Section 2.3. Developmental Student Success in Math 151 by Full-/Part-Time Status and Race/Ethnicity

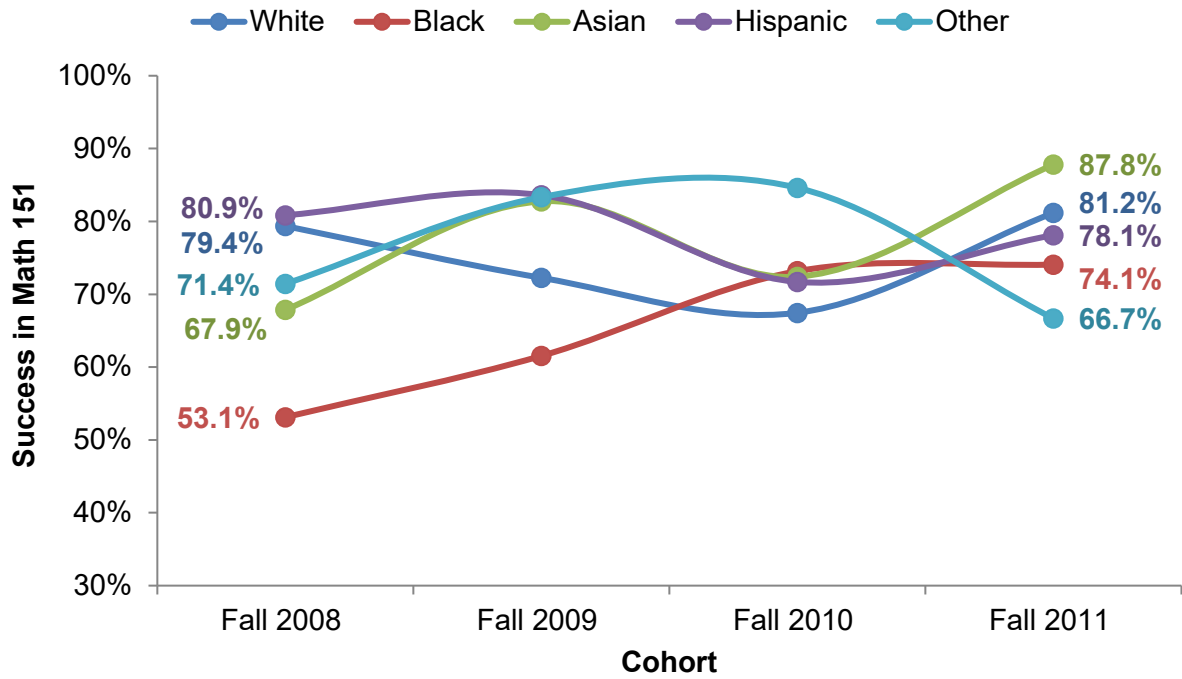
Table 9 (below) and Figure 14 (next page) provide data on developmental student success in Math 151 broken down by enrollment status and race/ethnicity. Full-time Asian students showed the highest success rates in the Fall 2009 (92 percent) and Fall 2011 (88 percent) cohorts, while Hispanic students showed the highest rate in the Fall 2008 cohort (81 percent) and Other students performed the highest in the Fall 2010 cohort (85 percent). All racial/ethnic groups of part-time students except White students lacked the necessary sample sizes to draw accurate comparisons.

**Table 9. Developmental Student Success in Math 151 by Full-/Part-Time Status and Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts**

Status	Race/ Ethnicity	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	White	126	100	79.4	155	112	72.3	169	114	67.5	186	151	81.2
	Black	32	17	53.1	39	24	61.5	41	30	73.2	54	40	74.1
	Asian	28	19	67.9	29	24	82.8	29	21	72.4	41	36	87.8
	Hispanic	47	38	80.9	61	51	83.6	53	38	71.7	64	50	78.1
	Native American*	0	0	0.0	1	1	100.0	0	0	0.0	1	0	0.0
	Other	21	15	71.4	18	15	83.3	13	11	84.6	12	8	66.7
Part-Time	White	23	17	73.9	30	22	73.3	29	18	62.1	42	38	90.5
	Black*	10	6	60.0	6	4	66.7	9	4	44.4	9	6	66.7
	Asian*	7	6	85.7	3	1	33.3	7	2	28.6	6	4	66.7
	Hispanic*	8	4	50.0	14	12	85.7	12	6	50.0	12	10	83.3
	Native American*	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
	Other*	5	3	60.0	3	3	100.0	3	3	100.0	1	0	0.0

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

**Figure 14. Developmental Student Success in Math 151 of Full-Time Students by Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.



## Section 2.4. Developmental Student Success in Math 151 by Full-/Part-Time Status and Program Placement

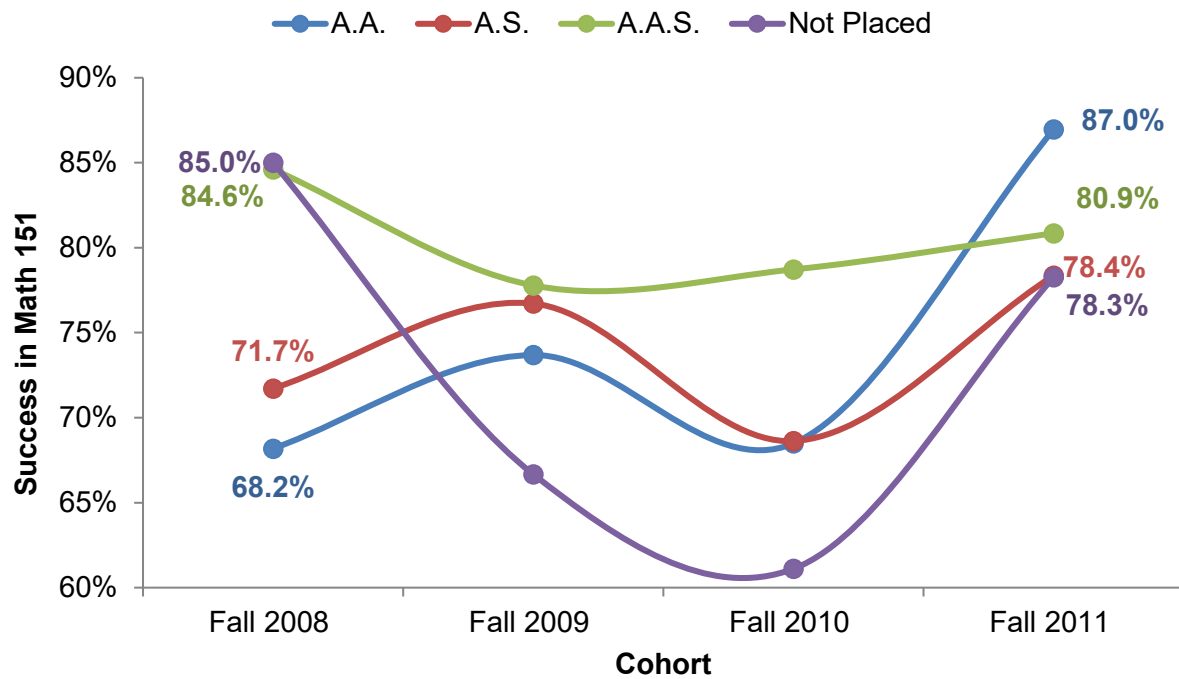
Table 10 (below) and Figure 15 (next page) show developmental student success in Math 151 broken down by full-/part-time status and program placement. Among full-time students, Not Placed students had the lowest successful completion rates in three of the four cohorts. The highest completion rate overall among full-time students was among A.A. students in the Fall 2011 cohort, at 87 percent. Among part-time students, all but one program placement group (A.A. degree students) was too small to draw accurate comparisons. In each cohort, between 50 and 77 percent of part-time students enrolled in A.A. degree programs successfully completed Math 151.

**Table 10. Developmental Student Success in Math 151 by Full-/Part-Time Status and Program Placement: Fall 2008 through Fall 2011 Cohorts**

Status	Program Placement	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	A.A.	66	45	68.2	57	42	73.7	73	50	68.5	69	60	87.0
	A.S.	99	71	71.7	146	112	76.7	153	105	68.6	208	163	78.4
	A.A.A.*	6	4	66.7	2	2	100.0	5	5	100.0	4	2	50.0
	A.A.S.	52	44	84.6	54	42	77.8	47	37	78.7	47	38	80.9
	Certificate*	11	8	72.7	14	9	64.3	9	6	66.7	7	4	57.1
	Not Placed	20	17	85.0	30	20	66.7	18	11	61.1	23	18	78.3
Part-Time	A.A.*	11	7	63.6	9	6	66.7	7	6	85.7	12	10	83.3
	A.S.	24	17	70.8	26	19	73.1	26	13	50.0	39	30	76.9
	A.A.A.*	0	0	0.0	1	1	100.0	3	2	66.7	1	1	100.0
	A.A.S.*	10	6	60.0	15	11	73.3	11	5	45.5	9	8	88.9
	Certificate*	0	0	0.0	2	2	100.0	5	2	40.0	4	4	100.0
	Not Placed*	8	6	75.0	3	3	100.0	8	5	62.5	5	5	100.0

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

**Figure 15. Developmental Student Success in Math 151 of Full-Time Students and Program Placement: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

**Section 3. Success of First-Time to NOVA Developmental Math Students in Math 163: Fall 2008 through Fall 2011 Cohorts**

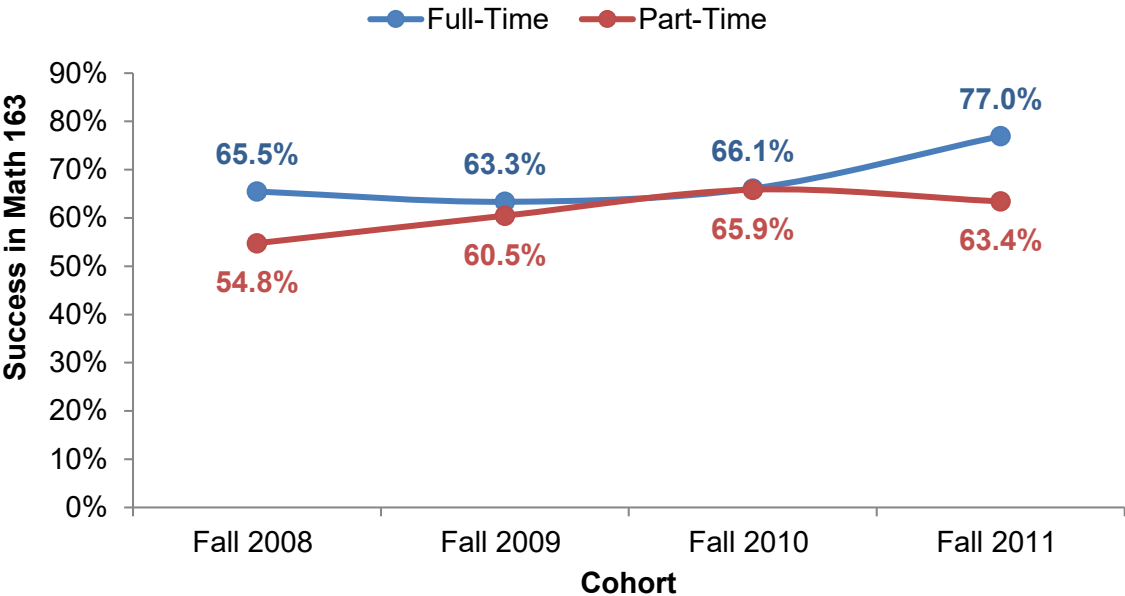
Section 3 examines developmental math students' subsequent success (within two years) in Math 163 among four cohorts of first-time to NOVA students who were enrolled in developmental math during their initial term of entry at NOVA. Success in a college-level course is defined as a grade of 'C' or better.

Table 11 and Figure 16 below present information on developmental math students' subsequent success in Math 163 broken down by full-/part-time status. Results show that a higher percentage of full-time students in each cohort successfully completed Math 163 compared to part-time students. Differences in the completion rates of full-time and part-time students varied widely across cohorts, ranging from less than one percentage point difference between full- and part-time students in the Fall 2010 cohort to a 14 percentage point difference in the Fall 2011 cohort.

**Table 11. Developmental Student Success in Math 163 by Full-/Part-Time Status: Fall 2008 through Fall 2011 Cohorts**

Status	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	N	Successful		N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%		#	%
Full-Time	252	165	65.5	311	197	63.3	298	197	66.1	230	177	77.0
Part-Time	42	23	54.8	43	26	60.5	41	27	65.9	41	26	63.4
<b>Total</b>	<b>294</b>	<b>188</b>	<b>63.9</b>	<b>354</b>	<b>223</b>	<b>63.0</b>	<b>339</b>	<b>224</b>	<b>66.1</b>	<b>271</b>	<b>203</b>	<b>74.9</b>

**Figure 16. Developmental Student Success in Math 163 by Full-/Part-Time Status: Fall 2008 through Fall 2011 Cohorts**



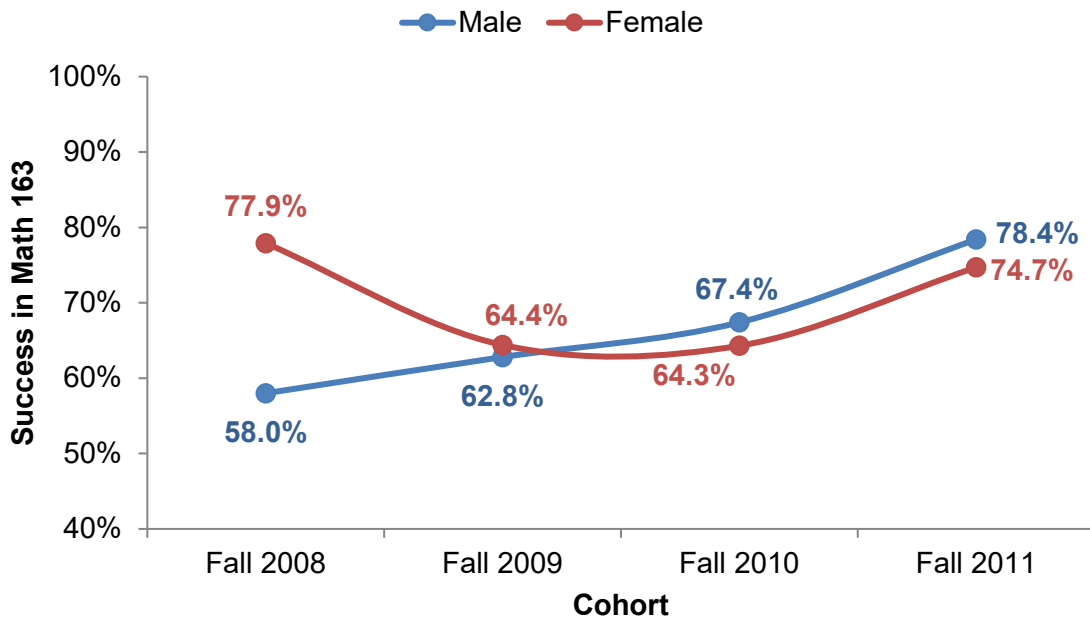
**Section 3.1. Developmental Student Success in Math 163 by Full-/Part-Time Status and Gender**

Table 12 (below) and Figures 17 and 18 (next page) provide data on developmental students' success in Math 163 by full-/part-time status and gender. Among both full- and part-time students, female students successfully completed Math 163 at a higher rate than male students in the Fall 2008 and Fall 2009 cohorts, whereas male students performed better in the Fall 2010 and Fall 2011 cohorts.

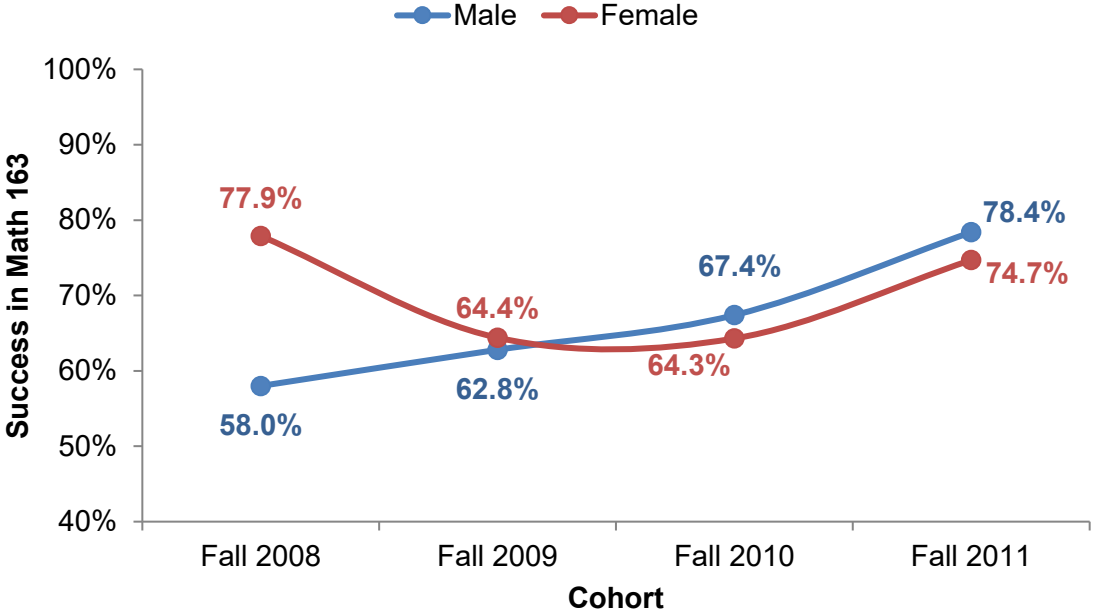
**Table 12. Developmental Student Success in Math 163 by Full-/Part-Time Status and Gender: Fall 2008 through Fall 2011 Cohorts**

Status	Gender	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	Male	157	91	58.0	207	130	62.8	172	116	67.4	139	109	78.4
	Female	95	74	77.9	104	67	64.4	126	81	64.3	91	68	74.7
Part-Time	Male	21	11	52.4	25	13	52.0	27	19	70.4	27	19	70.4
	Female	21	12	57.1	18	13	72.2	14	8	57.1	14	7	50.0

**Figure 17. Developmental Student Success in Math 163 of Full-Time Students by Gender: Fall 2008 through Fall 2011 Cohorts**



**Figure 18. Developmental Student Success in Math 163 of Part-Time Students by Gender: Fall 2008 through Fall 2011 Cohorts**



### Section 3.2. Developmental Student Success in Math 163 by Full-/Part-Time Status and Age

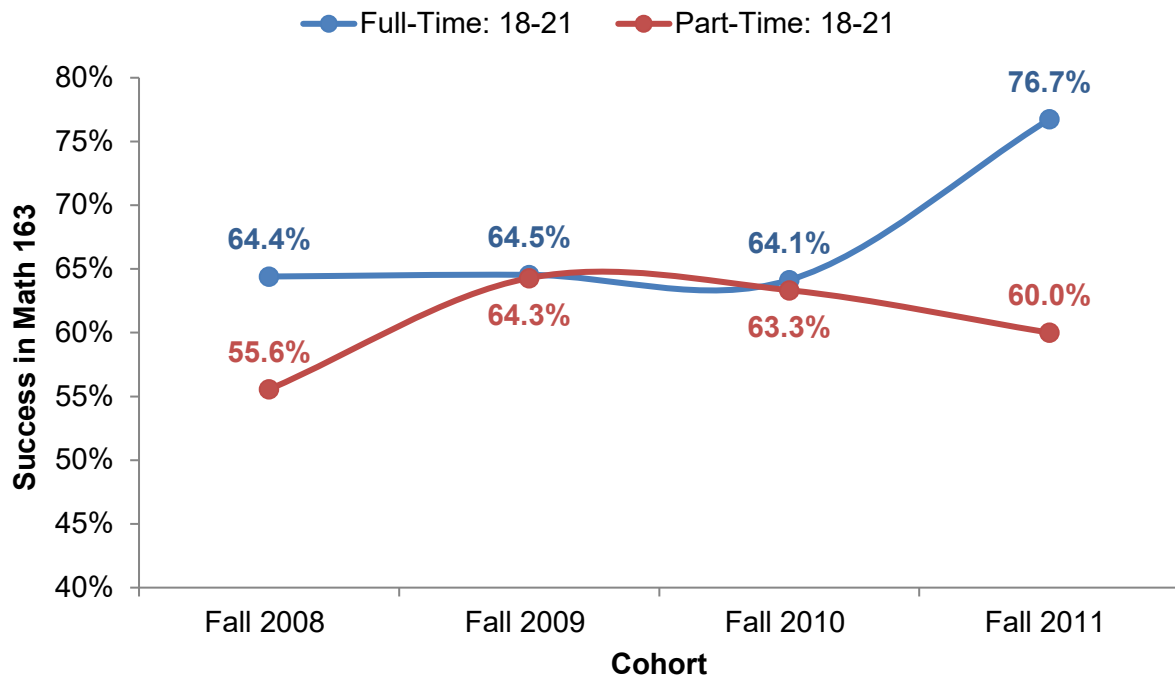
Table 13 (below) and Figure 19 (next page) provide data on developmental students' success in Math 163 by full-/part-time status and age. Among both full-time and part-time students, almost all age groups (with the exception of students ages 18 to 21) lacked the sample size necessary to draw accurate comparisons. Among full-time students, the percentage of students ages 18 to 21 who successfully completed Math 163 ranged from 64 to 77 percent. Among part-time students, between 55 to 65 percent of students in this age group successfully completed Math 163.

**Table 13. Developmental Student Success in Math 163 by Full-/Part-Time Status and Age: Fall 2008 through Fall 2011 Cohorts**

Status	Age	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	Under 18*	2	1	50.0	5	2	40.0	3	2	66.7	8	6	75.0
	18-21	236	152	64.4	282	182	64.5	276	177	64.1	215	165	76.7
	22-24*	8	8	100.0	8	4	50.0	11	10	90.9	5	4	80.0
	25-29*	3	3	100.0	9	7	77.8	5	5	100.0	2	2	100.0
	30-44*	2	1	50.0	7	2	28.6	3	3	100.0	0	0	0.0
	45 & Over*	1	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Part-Time	Under 18*	1	1	100.0	0	0	0.0	1	0	0.0	0	0	0.0
	18-21	36	20	55.6	28	18	64.3	30	19	63.3	30	18	60.0
	22-24*	4	1	25.0	6	4	66.7	4	3	75.0	2	1	50.0
	25-29*	1	1	100.0	5	2	40.0	1	1	100.0	4	4	100.0
	30-44*	0	0	0.0	3	2	66.7	4	3	75.0	5	3	60.0
	45 & Over*	0	0	0.0	1	0	0.0	1	1	100.0	0	0	0.0

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

**Figure 19. Developmental Student Success in Math 163 by Full-/Part-Time Status and Age: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

### Section 3.3. Developmental Student Success in Math 163 by Full-/Part-Time Status and Race/Ethnicity

Table 14 (below) and Figure 20 (next page) provide data on developmental students' success in Math 163 by full-/part-time status and race/ethnicity. Among full-time students, Asian students had the highest successful completion rates of any racial/ethnic group in every cohort. Among part-time students, all racial/ethnic groups except White students lacked the necessary sample size to draw accurate comparisons. The percentage of White students who successfully completed Math 163 ranged from 27 to 59 percent of each cohort.

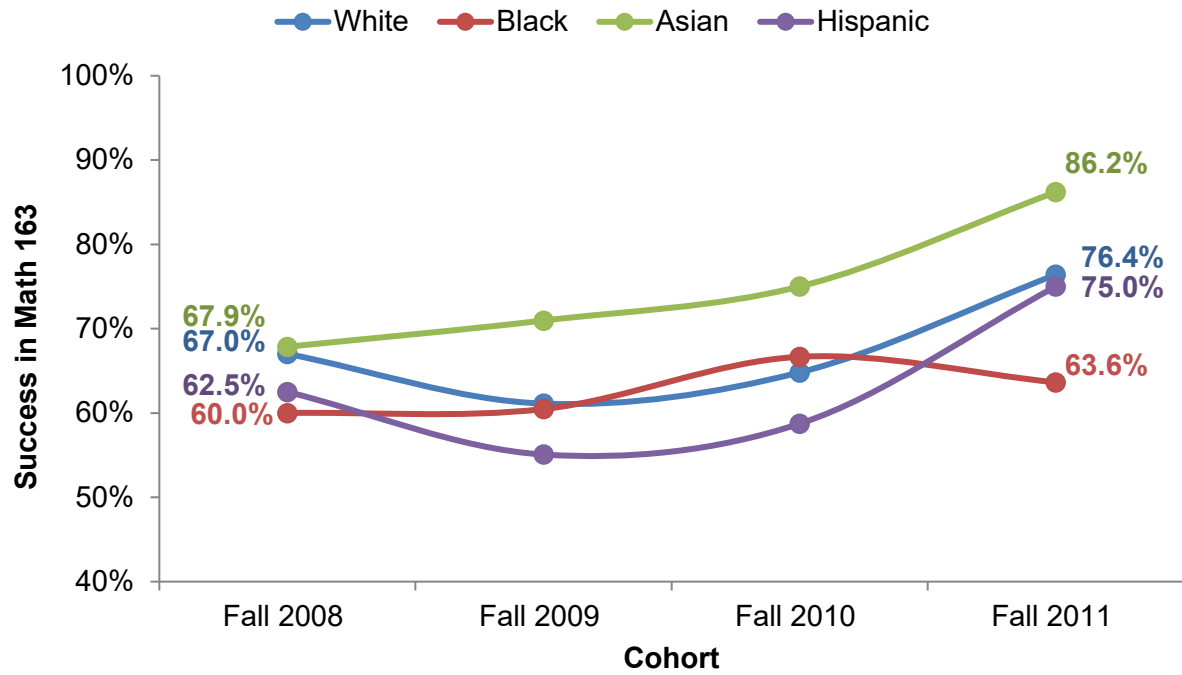
**Table 14. Developmental Student Success in Math 163 by Full-/Part-Time Status and Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts**

Status	Race/ Ethnicity	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	White	97	65	67.0	108	66	61.1	108	70	64.8	89	68	76.4
	Black	30	18	60.0	43	26	60.5	45	30	66.7	33	21	63.6
	Asian	56	38	67.9	62	44	71.0	72	54	75.0	58	50	86.2
	Hispanic	48	30	62.5	69	38	55.1	63	37	58.7	48	36	75.0
	Native American*	1	1	100.0	3	3	100.0	0	0	0.0	1	1	100.0
	Other*	20	13	65.0	26	20	76.9	10	6	60.0	1	1	100.0
Part-Time	White	11	3	27.3	18	8	44.4	17	10	58.8	21	11	52.4
	Black*	5	3	60.0	6	2	33.3	6	3	50.0	5	5	100.0
	Asian*	10	5	50.0	4	3	75.0	8	7	87.5	4	2	50.0
	Hispanic*	15	11	73.3	11	10	90.9	8	6	75.0	11	8	72.7
	Native American*	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
	Other*	1	1	100.0	4	3	75.0	2	1	50.0	0	0	0.0

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



**Figure 20. Developmental Student Success in Math 163 of Full-Time Students by Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

### Section 3.4. Developmental Student Success in Math 163 by Full-/Part-Time Status and Program Placement

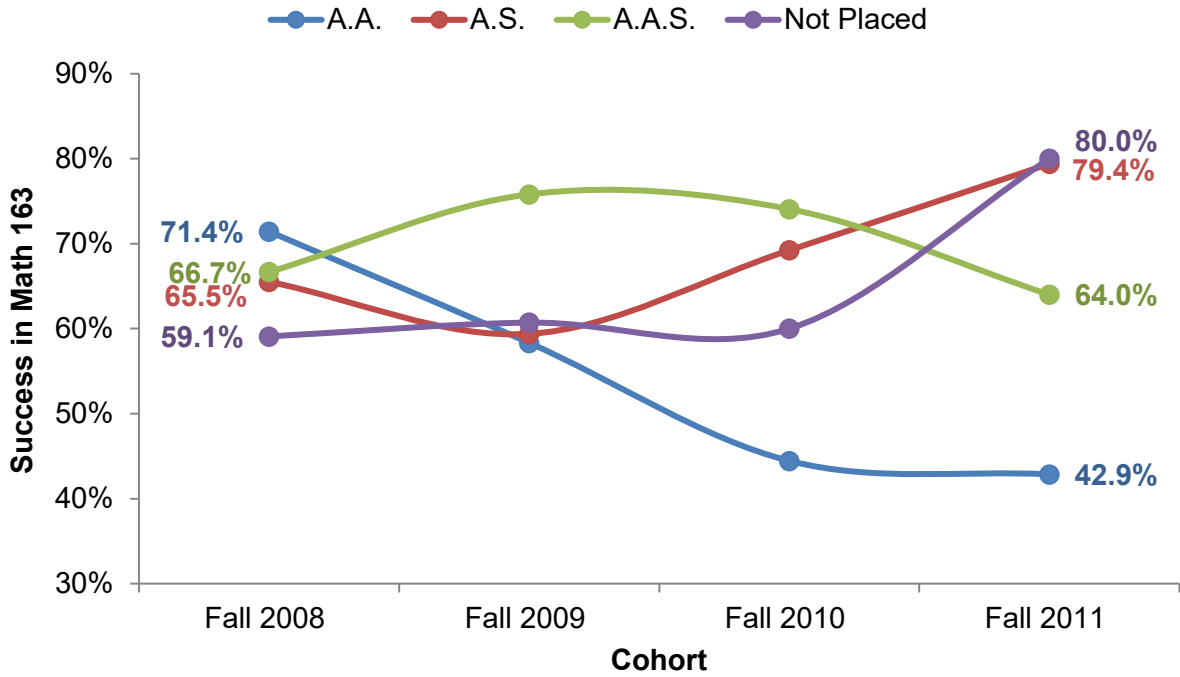
Table 15 (below) and Figure 21 (next page) show developmental student success in Math 163 broken down by full-/part-time status and program placement. Among full-time students, those enrolled in A.A.S degree programs had the highest successful completion rates in the Fall 2009 (76 percent) and Fall 2010 (74 percent) cohorts, while those in A.A. degree programs had the highest rate (71 percent) in the Fall 2008 cohort and Not Placed students had the highest rate (80 percent) in the Fall 2011 cohort. Students enrolled in A.A. degree programs had the lowest completion rates in Math 163 in three of the four cohorts. Among part-time students, the sample sizes of all program placement groups were too small to draw accurate comparisons.

**Table 15. Developmental Student Success in Math 163 by Full-/Part-Time Status and Program Placement: Fall 2008 through Fall 2011 Cohorts**

Status	Program Placement	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
		N	Successful		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%		#	%
Full-Time	A.A.	21	15	71.4	12	7	58.3	18	8	44.4	7	3	42.9
	A.S.	116	76	65.5	197	117	59.4	195	135	69.2	184	146	79.4
	A.A.A.*	1	0	0.0	2	2	100.0	1	1	100.0	0	0	0.0
	A.A.S.	81	54	66.7	62	47	75.8	54	40	74.1	25	16	64.0
	Certificate*	11	7	63.6	10	7	70.0	15	4	26.7	4	4	100.0
	Not Placed	22	13	59.1	28	17	60.7	15	9	60.0	10	8	80.0
Part-Time	A.A.*	2	0	0.0	1	1	100.0	1	0	0.0	1	1	100.0
	A.S.	16	11	68.8	23	15	65.2	21	17	81.0	30	19	63.3
	A.A.A.*	0	0	0.0	0	0	0.0	1	1	100.0	0	0	0.0
	A.A.S.*	16	7	43.8	15	7	46.7	12	5	41.7	7	4	57.1
	Certificate*	0	0	0.0	0	0	0.0	2	1	50.0	1	1	100.0
	Not Placed*	8	5	62.5	4	3	75.0	4	3	75.0	2	1	50.0

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

**Figure 21. Developmental Student Success in Math 163 of Full-Time Students and Program Placement: Fall 2008 through Fall 2011 Cohorts**



Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

## ***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  
Community College**

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