ADMINISTRATIVE COUNCIL PLANNING RETREAT:
JULY 2011

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Office of Institutional Research, Planning, and Assessment
Northern Virginia Community College

July 2011
The purpose of the Office of Institutional Research, Planning, and Assessment 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 Research, Planning, and Assessment must be cited as the source.

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Planning Retreat 2011

Office of Institutional Research, Planning, and Assessment
Northern Virginia Community College
July 21, 2011
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Background

I. AtD initiatives: Since 2008, the focus of the AtD initiative at NOVA has been on 3 areas:

A. NSO – a critical component of FYE

B. Developmental Education
   • Learning Communities
   • Redesigned Math

C. Revamping of SDV course
Based on 3 year evaluations of AtD initiatives, recommendations have been made by the AtD team at NOVA (Strategy Institute – Indianapolis, February 2011):

A. Mandate NSO for first-time students*
B. Mandate placement testing for first-time students
C. Mandate enrollment in developmental courses during first semester, if placed
D. Enforce current policy on SDV enrollment within first year for first-time students
E. Eliminate late registration
F. Mandate early advising for first-time students

*First-time students refer to students who have never attended a college previously. Approximately 85% of these students are recent high school graduates or home-schooled students.
Background (Cont’d)

III. Recommendations by AtD team supported by CCSSE and SENSE data

A. NOVA Evaluation

B. CCSSE data (4 cycles)

C. SENSE data (2 cycles)

D. Best Practices (ESSI – Santa Fe, April 2011)
New Student Orientation (NSO)
Mandatory New Student Orientation for First-Time Students

New Student Orientation (NSO) is designed to help first-time college students adjust to the first year of college. At NOVA, NSO supports students through registering for first semester courses, mapping out academic and career goals, and learning about essential college resources necessary for success in the first year.

National research supports that students who attend new student orientation programs have higher retention rates (Fike & Fike, 2008), (Kuh, 2001).
Mandatory New Student Orientation for First-Time Students

Between Fall 2008 and Fall 2010, the fall to spring retention rate of first-time NOVA students who attended NSO was on average 19% higher than first-time students who did not attend NSO.

By implementing mandatory NSO, the following impacts are expected:
- Decrease of 5% in enrollment (headcount) in Fall 2013
- Increase of 12% in F to S retention by Spring 2017
Mandatory NSO: First-Time Fall Students Returning in Spring – Spring Headcount

12% Increase in F to S Retention due to Mandatory NSO

Actual First-Time Fall Students returning in Spring (Headcount)

5% Decrease in Fall First-Time Students in F13 due to Mandatory NSO

Net Effect

Source: Office of Institutional Research, NOVA
Impact of Mandatory NSO for First-Time Students on Annual College FTES

- 2013-14 (Year 1): - 16 college annual FTES
- 2014-15 (Year 2): + 6 college annual FTES
- 2015-16 (Year 3): + 83 college annual FTES
- 2016-17 (Year 4): + 162 college annual FTES
- 2017-18 (Year 5): + 184 college annual FTES

Conclusion: Mandatory NSO results in a decrease in college annual FTES in year 1, but a steady increase in annual FTES in subsequent years.
Mandatory NSO: Impact on College Annual FTES

Source: Office of Institutional Research, NOVA
Student Development Course (SDV)
Mandatory SDV for First-Time Students

NOVA students who enroll in SDV have higher retention rates than NOVA students who do not enroll in SDV. By implementing mandatory SDV enrollment within the first year of college, all first-time students will receive the skills to improve their chances for success.

By implementing mandatory SDV enrollment within a student’s first year at NOVA, the following impacts are expected:

- Decrease of 2% in enrollment (headcount) in Fall 2013
- Increase of 10% in F to S retention by Spring 2017
Mandatory SDV: First-Time Fall Students Returning in Spring – Spring Headcount

- 10% Increase in F to S Retention due to Mandatory SDV first year
- Actual First-Time Fall Students returning in Spring (Headcount)
- 2% Decrease in Fall First-Time Students in F13 due to Mandatory SDV in first year
- Net Effect

Source: Office of Institutional Research, NOVA
Impact of SDV Initiative on Annual College FTES

The overall college-wide impact of implementing mandatory SDV enrollment in a student’s first year is estimated as follows:

- 2013-2014 (Year 1): + 23 annual FTES
- 2014-2015 (Year 2): + 77 annual FTES
- 2015-2016 (Year 3): + 139 annual FTES
- 2016-2017 (Year 4): + 202 annual FTES
- 2017-2018 (Year 5): + 216 annual FTES

Conclusion: Mandatory SDV will increase the overall college FTES annually.
Mandatory SDV: Impact on Annual College FTES

Source: Office of Institutional Research, NOVA
College Readiness
College Readiness Initiative for High School Students

Instituting a College Readiness program in local high schools will prepare under-performing high school students to enter college ready to enroll in college credit courses and reduce the number of students who enroll in developmental courses.

By intervening in the high schools and preparing students for college-level courses, the following impacts are expected:

- Decrease of 8% in enrollment (headcount) in Fall 2013
- Increase of 8% in F to S retention by Spring 2017
College Readiness: First-Time Fall Students Returning in Spring – Spring Headcount

- 8% Increase in F to S Retention due to college readiness program in HS
- Actual First-Time Fall Students returning in Spring (Headcount)
- 8% Decrease in Fall First-Time Students in F13 due to college readiness program in HS
- Net Effect

Source: Office of Institutional Research, NOVA
Impact of College Readiness Initiative on Annual College FTES

The overall college-wide impact of implementing a college readiness program in high school is estimated as follows:

- 2013-2014 (Year 1): - 108 annual FTES
- 2014-2015 (Year 2): - 206 annual FTES
- 2015-2016 (Year 3): - 172 annual FTES
- 2016-2017 (Year 4): - 137 annual FTES
- 2017-2018 (Year 5): - 139 annual FTES

Conclusion: College Readiness will decrease the overall college FTES for the first five years shown here.
College Readiness: Impact on Annual College FTES

Source: Office of Institutional Research, NOVA
Early Advising
Implementation of Early Advising for First-Time Students

Early Advising is a part of NOVA’s QEP Enhancing Academic Advising Initiative. The goal of early advising is to improve students’ academic planning skills through early engagement with academic advisors.

By implementing early advising for first-time students, the Fall to Spring retention rate is expected to increase 2%.
Early Advising: First-Time to NOVA Fall Students Returning in Spring – Spring Headcount

Sp 2007: 6,761
Sp 2008: 7,195
Sp 2009: 5,916
Sp 2010: 6,385
Sp 2011: 6,114
Sp 2012: 6,114
Sp 2013: 6,285
Sp 2014: 6,445
Sp 2015: 6,609
Sp 2016: 6,777
Sp 2017: 6,912
Sp 2018: 6,731

Spring Headcount

2\% Increase in F to S Retention due to Early Advising

Source: Office of Institutional Research, NOVA
Impact of Early Advising on Annual College FTES

- 2013-14 (Year 1): + 20 college annual FTES
- 2014-15 (Year 2): + 51 college annual FTES
- 2015-16 (Year 3): + 73 college annual FTES
- 2016-17 (Year 4): + 96 college annual FTES
- 2017-18 (Year 5): + 109 college annual FTES

Conclusion: Early Advising will increase the overall college FTES annually.
Early Advising: Impact on Annual College FTES

Source: Office of Institutional Research, NOVA
Mandatory On-Time Registration
Mandatory On-Time Registration

NOVA’s current late registration policy allows students to enroll in courses within three weeks of the first day of class. NOVA data show, on average, 18% of students each semester register late for at least one course.

By implementing mandatory on-time registration, the following impacts are expected:

• In the 1\textsuperscript{st} semester of implementation (Fall 2013), NOVA loses 50% of the students who do not register on time.
• In the 2\textsuperscript{nd} semester (Spring 2014), NOVA loses 40% of the students who do not register on time.
• In following semesters (Summer 2014, Fall 2014, Spring 2015), the attrition due to mandatory on-time registration is 30%, 20%, and 10% of students who do not register on time.
• By the 6\textsuperscript{th} semester (Summer 2015), the elimination of late registration no longer impacts student enrollment.

\textbf{Source}: Office of Institutional Research, NOVA
Impact of On-Time Registration on College Annual FTES

- 2013-14 (Year 1): - 7.9% annual FTES
- 2014-15 (Year 2): - 3.6% annual FTES
- 2015-16 (Year 3): no change in annual FTES
- 2016-17 (Year 4): no change in annual FTES
- 2017-18 (Year 5): no change in annual FTES

Conclusion: By year 2015-16, the elimination of late registration will have no impact on college annual FTES.
Mandatory On-Time Registration: Impact on Annual FTES

Source: Office of Institutional Research, NOVA
Cumulative Impact on College Annual FTES
Cumulative Impact of Initiatives on College Annual FTES

The overall college-wide impact of implementing these initiatives (mandatory NSO & SDV, college readiness in HS, on-time registration, and early advising) is expected to result in an increase in annual FTES after an initial decrease in enrollment upon implementation (Fall 2013).

Cumulative impact is as follows:

- 2013-2014 (Year 1): - 613 annual FTES (- 1.62%)
- 2014-2015 (Year 2): - 293 annual FTES (- 0.75%)
- 2015-2016 (Year 3): + 28 annual FTES (0.07%)
- 2016-2017 (Year 4): + 69 annual FTES (0.17%)
- 2017-2018 (Year 5): + 74 annual FTES (0.17%)
Cumulative Effect of Fall 2013 Initiatives on Annual FTES: 2006-07 to 2017-18

- Cumulative Effect of Fall 2013 Initiatives on Annual FTES: 2006-07 to 2017-18
  - 2006-07: 25,702
  - 2007-08: 27,725
  - 2008-09: 29,154
  - 2009-10: 32,537
  - 2010-11: 34,697
  - 2011-12: 35,737
  - 2012-13: 36,810
  - 2013-14: 37,914
  - 2014-15: 39,051
  - 2015-16: 40,223
  - 2016-17: 41,429
  - 2017-18: 42,672

- Cumulative Change in FTES
  - 2006-07: -1.62%
  - 2007-08: -0.75%
  - 2008-09: 0.07%
  - 2009-10: 0.17%
  - 2010-11: 0.17%
  - 2011-12: 0.17%
  - 2012-13: 0.17%
  - 2013-14: 0.17%
  - 2014-15: 0.17%
  - 2015-16: 0.17%
  - 2016-17: 0.17%
  - 2017-18: 0.17%

Source: Office of Institutional Research, NOVA
Cumulative Effect of Fall 2013 Initiatives on Annual FTES: 2010-11 to 2017-18

Source: Office of Institutional Research, NOVA
Gap in Student Success Services
Gap in Student Success Services

To better define the resources needed as a result of policy changes, a Gap in Student Success Services analysis follows. For each topic presented in the previous slides, the Gap in Student Success Services shows:

• The number and percentage of students currently served out of the total number of first-time students; and

• The number of additional students who will need to be served with a revised policy.

For example, in Fall 2010, 2,448 students (31.0%) attended NSO. However, by revising the current practice of optional attendance at NSO to mandatory attendance at NSO, an additional 5,449 students will need to be served.
## Gap in Student Success Services

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Semester</th>
<th>Total Number of First-time students</th>
<th>Students Currently Served</th>
<th>Gap (Students Not Served)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory NSO</td>
<td>Fall 2010</td>
<td>7,897</td>
<td>2,448</td>
<td>5,449</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td>3,132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory SDV</td>
<td>Fall 2010</td>
<td>7,897</td>
<td>2,914</td>
<td>4,983</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td>3,132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Placement Testing</td>
<td>Fall 2010</td>
<td>7,897</td>
<td>6,018 took placement test</td>
<td>1,879</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td>3,132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Enrollment in Developmental Courses if Placed</td>
<td>Fall 2010</td>
<td>3,731 placed into developmental course</td>
<td>2,892 enrolled in dev. course</td>
<td>839</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td>3,132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Advising</td>
<td>Fall 2010</td>
<td>7,897</td>
<td>1,974</td>
<td>5,923</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td>3,132</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Semester</th>
<th>Northern Virginia Public High School Graduates Who Registered at NOVA</th>
<th>No. VA Public HS Grads Who Needed to Enroll in Developmental Courses</th>
<th>Gap (Reduction Needed in Number of HS grads enrolled in Dev. Courses*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Readiness in high school</td>
<td>Fall 2010</td>
<td>5,113</td>
<td>2,761</td>
<td>716</td>
</tr>
</tbody>
</table>

*To reduce need to enroll in developmental courses from 54% to 40% of northern Virginia public high school graduates registering at NOVA.

Source: Office of Institutional Research, NOVA
Mandatory NSO:
Gap in Student Success Services

In Fall 2010, 2,448 students (31.0%) attended New Student Orientation (NSO).

With the implementation of mandatory NSO for all students, an additional 5,449 students will need to be served.
Mandatory NSO: Gap in Student Success Services

- 2,448, 31% (Students Currently Served)
- 5,449, 69% (Students Not Served)

Source: Office of Institutional Research, NOVA
Mandatory SDV Course: Gap in Student Success Services

In Fall 2010, 2,914 students (36.9%) enrolled in SDV 100 during their first semester.

Of the Fall 2010 first-time student cohort, 3,467 (45.9%) took SDV within their first year at NOVA.

With the implementation of mandatory SDV for all students, an additional 4,430 students will need to be served.
Mandatory SDV: Gap in Student Success Services

- 3,467, 44%
- 4,430, 56%

Source: Office of Institutional Research, NOVA
Early Advising:  
Gap in Student Success Services

In Fall 2010, 1,974 students (25.0%) received early advising services.

With the implementation of early advising services for all students, an additional 5,923 students will need to be served.
Early Advising:  
Gap in Student Success Services
Mandatory Placement Testing: Gap in Student Success Services

In Fall 2010, 6,018 students (76.2%) took a placement test upon registration.

With the implementation of mandatory assessment of basic skills in math and English, an additional 1,879 students will need to be served.

Source: Office of Institutional Research, NOVA
Mandatory Placement Testing: Gap in Student Success Services

- Students Currently Served: 6,018, 76%
- Students Not Served: 1,879, 24%

Source: Office of Institutional Research, NOVA
Mandatory Enrollment in Developmental Courses if Placed: Gap in Student Success Services

In Fall 2010, 2,892 students (77.5% of students who were placed into developmental courses) enrolled in developmental courses.

With the implementation of mandatory enrollment in developmental courses for all students who place into developmental courses, an additional 839 students will need to be served.
Mandatory Enrollment in Developmental Courses if Placed: Gap in Student Success Services

Students Currently Served: 2,892, 78%

Students Not Served: 839, 22%

Source: Office of Institutional Research, NOVA
Mandatory Placement Testing and Enrollment in Developmental Courses (if Placed)

The following chart shows changes that would occur with the implementation of mandatory placement testing and mandatory enrollment in developmental courses if placed.

The number of students served under the current practice of optional testing and placement (shown in blue) is compared to the number of students who would be served under a revised policy of mandatory testing and enrollment in developmental courses if placed (shown in red).
Mandatory Placement Testing and Enrollment in Developmental Courses (if Placed)

- **Take Placement Test**
  - Current Scenario: 6,018
  - Changes starting Fall 2013: 7,897

- **Placed into Developmental**
  - Current Scenario: 3,731
  - Changes starting Fall 2013: 4,896

- **Enroll in Developmental**
  - Current Scenario: 2,892
  - Changes starting Fall 2013: 4,896

**Source:** Office of Institutional Research, NOVA
NORTHERN VIRGINIA COMMUNITY COLLEGE

College 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.


I. STUDENT SUCCESS - Northern Virginia Community College will move into the top tier of community colleges with respect to the key indicators of student success: 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 $150 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.