Successful Developmental English Course Completion of First-Time to NOVA Students by Full-/Part-Time Status and Demographics: Fall 2008 through Fall 2011 Cohorts

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND ASSESSMENT

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.

Table of Contents

List of Tables

List of Figures

Successful Developmental English Course Completion of First-Time to NOVA Students by Full-/Part-Time Status and Demographics: Fall 2008 through Fall 2011 Cohorts

Introduction

This Report examines successful developmental English course completion among four cohorts of first-time to NOVA students (Fall 2008 through Fall 2011) within two years of initial enrollment. Cohorts are comprised of students who were enrolled in developmental English in their first semester. Student enrollment in college-level English courses is used to measure successful developmental English course completion as developmental English students must satisfactorily complete all developmental English course requirements (grade of "S") before enrolling in college-level English. For the purposes of this analysis, the timeframe for enrollment in college-level English was considered to be within two years of initial enrollment. Extended Learning Institute (distance learning) sections were excluded from the base cohort data. Data are presented by enrollment status (either full-time or part-time) and by demographic sub-groups based on gender, age, race/ethnicity, and program placement. "Program-placed" refers to students who are enrolled in the A.A., A.S., A.A.A., or A.A.S. degree programs or in a certificate program.

The following is a summary of the data:

- Full-time students, by definition, are enrolled in a greater number of courses (12 or more credit hours), and accordingly, the data show that full-time students were more likely than part-time students to complete their developmental English coursework and progress to college-level English courses within two years of initial enrollment. This was also true across all demographic segments examined. Regardless of student gender, age, race/ethnicity, or program placement, full-time students were more likely to have completed their developmental English course requirements and progressed to college-level English courses in comparison to their part-time counterparts.

- Among both full-time and part-time students, female students were more likely to progress from developmental English to college-level English as compared to male students.

- Asian students were generally more likely to progress to college-level English courses within two years as compared to students in other racial/ethnic groups. This was true among both full-time and part-time students. Conversely, Black students were the least likely to progress from developmental English to college-level English when compared to students of other racial/ethnic backgrounds among both full-time and part-time students.

- Among full-time students, students in A.A. or A.S. degree programs were more likely to progress from developmental English to college-level English courses within two years. In contrast, those in certificate programs were the least likely to do so compared to full-time students in other degree programs.

- Among part-time students, students under 18 consistently had the highest rates of progression from developmental English to college-level English courses within two years, whereas students ages 18 to 21 were less likely to proceed as compared to students in other age groups.

Section 1. Successful Developmental English Course Completion of First-Time to NOVA Students by Full-/Part-Time Status: Fall 2008 through Fall 2011 Cohorts

Table 1 and Figure 1 present data on successful developmental English course completion by student enrollment status (full- or part-time) in their initial term of entry at NOVA. The data show that full-time students were more likely to complete their developmental English requirements and progress to college-level English within two years as compared to part-time students. However, part-time students exhibited a greater increase in the percentage of students who completed their developmental English requirements and progressed to college-level English across the cohorts examined – from 62 percent among the Fall 2008 cohort to 67 percent among the Fall 2011 cohort.

Table 1. Successful Developmental English Course Completion 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	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
		#	%		#	%		#	%		#	%
Full-Time	1,866	1,502	80.5	2,049	1,600	78.1	2,059	1,666	80.9	1,982	1,614	81.4
Part-Time	723	449	62.1	654	381	58.3	705	459	65.1	671	446	66.5
Total	**2,589**	**1,951**	**75.4**	**2,703**	**1,981**	**73.3**	**2,764**	**2,125**	**76.9**	**2,653**	**2,060**	**77.6**

Figure 1. Successful Developmental English Course Completion by Full-/Part-Time Status: Fall 2008 through Fall 2011 Cohorts
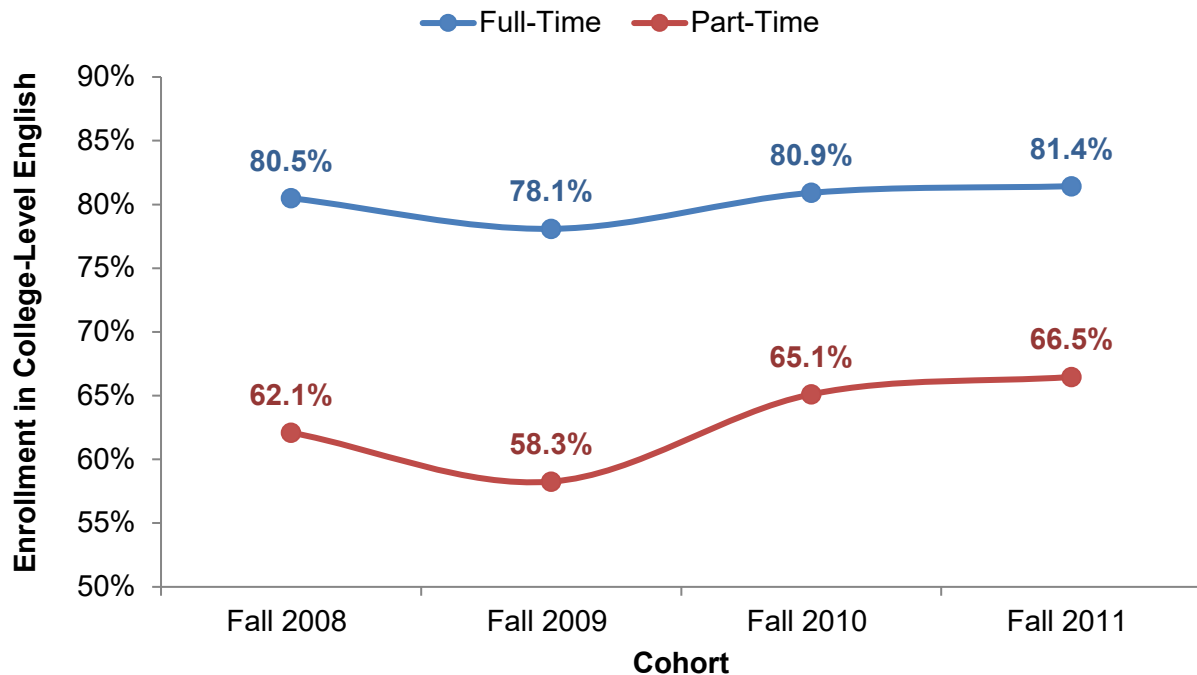
Section 2. Successful Developmental English Course Completion of First-Time to NOVA Students by Full-/Part-Time Status and Gender: Fall 2008 through Fall 2011 Cohorts

Table 2, Figure 2, and Figure 3 (see next page for Figure 3) provide successful developmental English course completion data broken down by student enrollment status and gender. Among both full-time and part-time students, female students were more likely to progress from developmental to college-level English. The percentage of full-time female students who progressed ranged from 81 to 84 percent compared to 75 to 80 percent of full-time male students. Among part-time students, female students progressing to college-level English ranged from 63 to 70 percent compared to 54 to 66 percent of male students.

Table 2. Successful Developmental English Course Completion 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	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
			#	%		#	%		#	%		#	%
Full-Time	Male	963	748	77.7	1,078	812	75.3	1,074	854	79.5	1,084	866	79.9
	Female	903	754	83.5	971	788	81.2	985	812	82.4	898	748	83.3
Part-Time	Male	360	198	55.0	330	177	53.6	358	218	60.9	316	207	65.5
	Female	363	251	69.1	324	204	63.0	347	241	69.5	355	239	67.3

Figure 2. Successful Developmental English Course Completion of <u>Full-Time</u> Students by Gender: Fall 2008 through Fall 2011 Cohorts
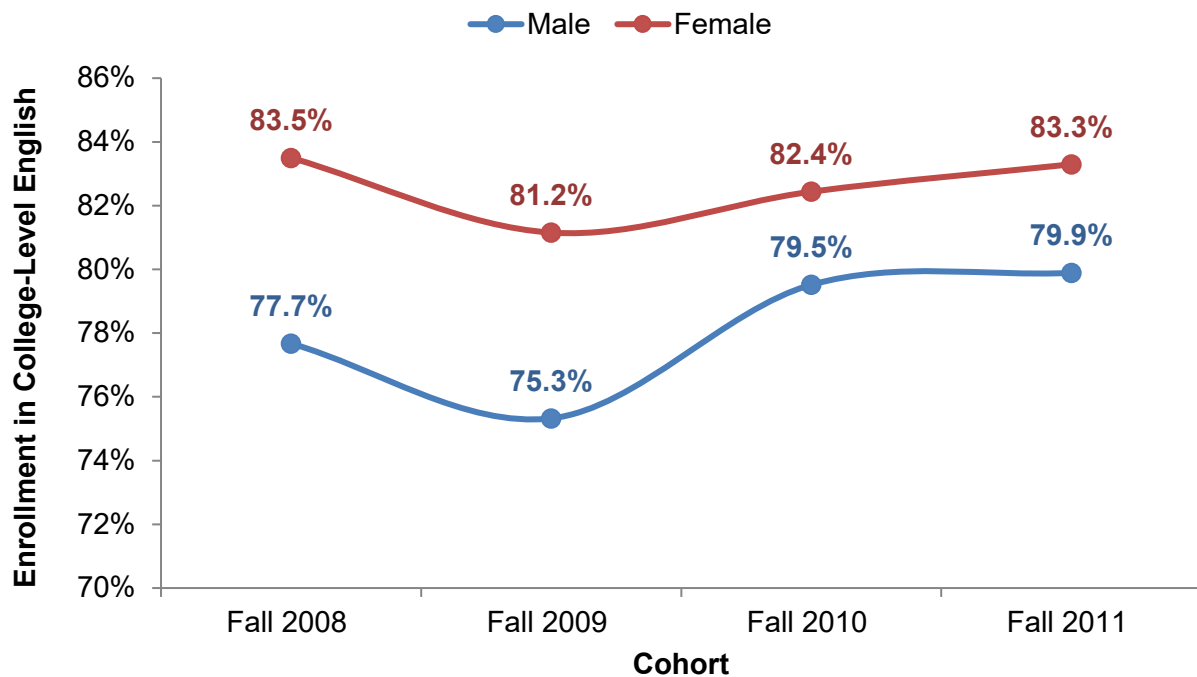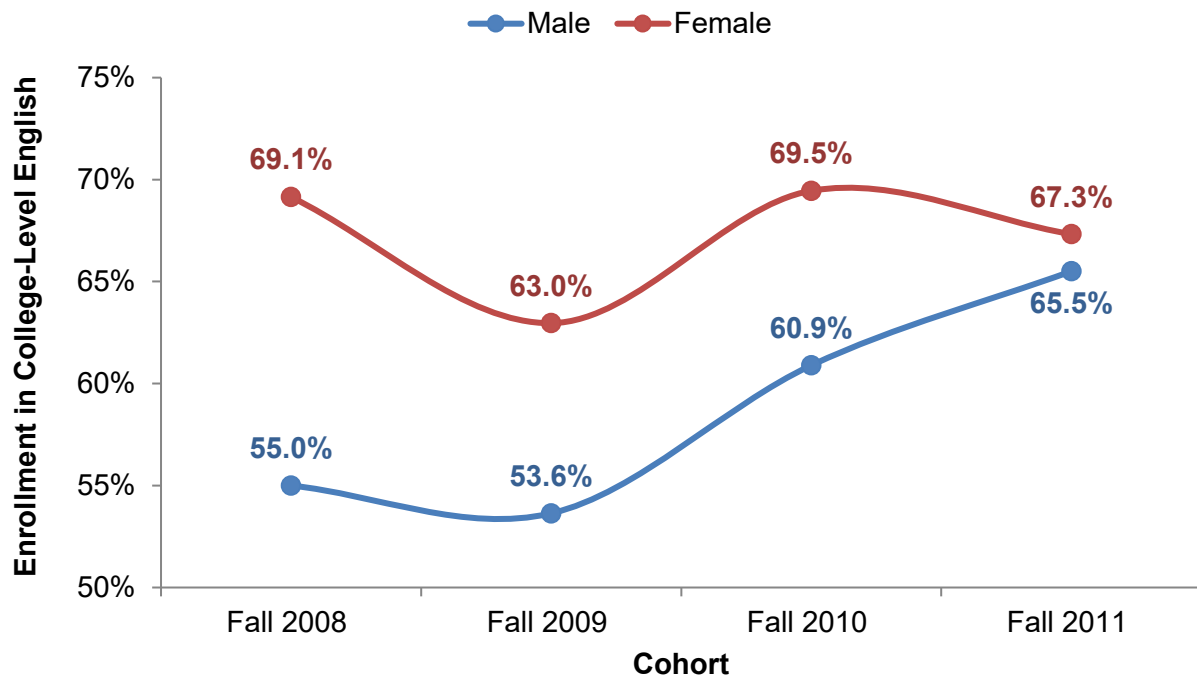
Figure 3. Successful Developmental English Course Completion of <u>Part-Time</u> Students by Gender: Fall 2008 through Fall 2011 Cohorts

Section 3. Successful Developmental English Course Completion of First-Time to NOVA Students by Full-/Part-Time Status and Age: Fall 2008 through Fall 2011 Cohorts
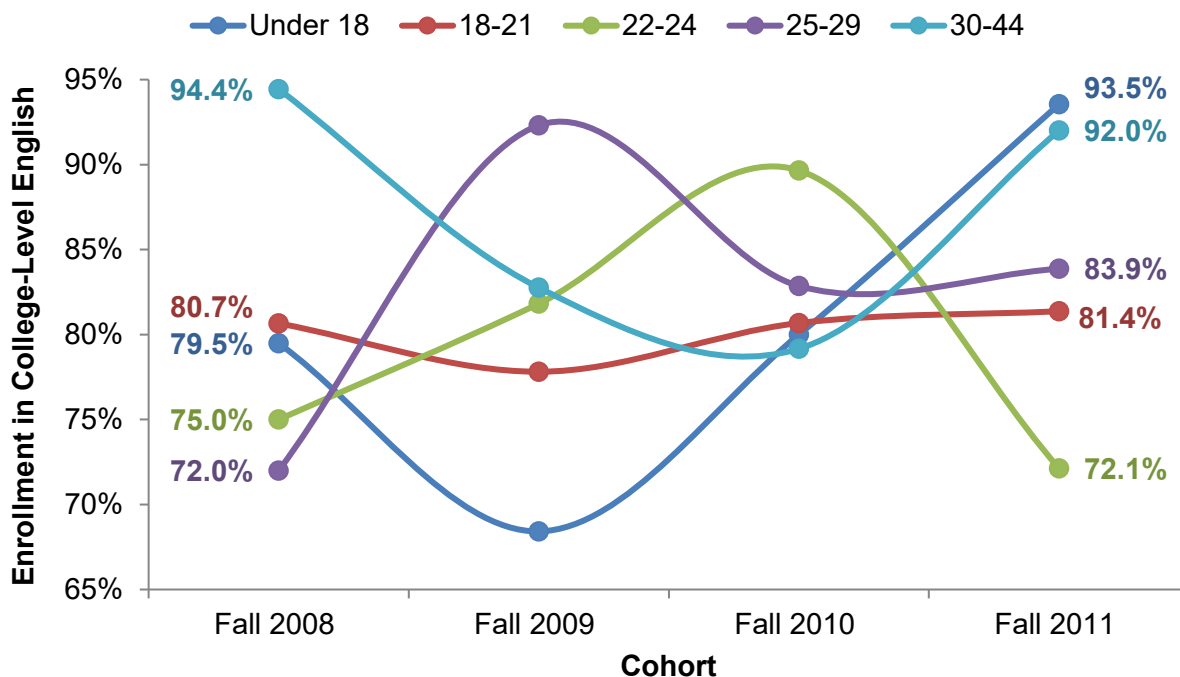
Table 3, Figure 4, Figure 5 (see next page for both figures) show successful developmental English course completion data broken down by student enrollment status and age. Among full-time students, results within age groups varied across cohorts. Within full-time students ages 44 and under, the highest rate of progression was by students ages 30 to 44 in the Fall 2008 cohort (94 percent). The lowest rate of progression for this group was for the same age group in the Fall 2009 cohort (68 percent). Within part-time students, students under 18 consistently had the highest rates of progression to college-level English within two years (81 to 100 percent) while students in the 18 to 21 age range had the lowest percentage of students who progressed across three of the four cohorts (55 to 64 percent).

Table 3. Successful Developmental English Course Completion 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	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
			#	%		#	%		#	%		#	%
Full-Time	Under 18	39	31	79.5	38	26	68.4	25	20	80.0	31	29	93.5
	18-21	1,737	1,401	80.7	1,884	1,466	77.8	1,915	1,545	80.7	1,825	1,485	81.4
	22-24	44	33	75.0	55	45	81.8	58	52	89.7	61	44	72.1
	25-29	25	18	72.0	39	36	92.3	35	29	82.9	31	26	83.9
	30-44	18	17	94.4	29	24	82.8	24	19	79.2	25	23	92.0
	45 & Over*	3	2	66.7	4	3	75.0	2	1	50.0	9	7	77.8
Part-Time	Under 18	21	17	81.0	13	11	84.6	12	10	83.3	14	14	100.0
	18-21	584	353	60.4	492	270	54.9	526	320	60.8	516	331	64.1
	22-24	38	21	55.3	47	26	55.3	42	28	66.7	40	29	72.5
	25-29	29	20	69.0	46	35	76.1	44	35	79.5	40	28	70.0
	30-44	38	29	76.3	44	30	68.2	66	54	81.8	54	40	74.1
	45 & Over*	13	9	69.2	12	9	75.0	15	12	80.0	7	4	57.1

*Sample size is too small to make accurate comparisons.

Figure 4. Successful Developmental English Course Completion of <u>Full-Time</u> 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. Successful Developmental English Course Completion of <u>Part-Time</u> Students by Age: Fall 2008 through Fall 2011 Cohorts
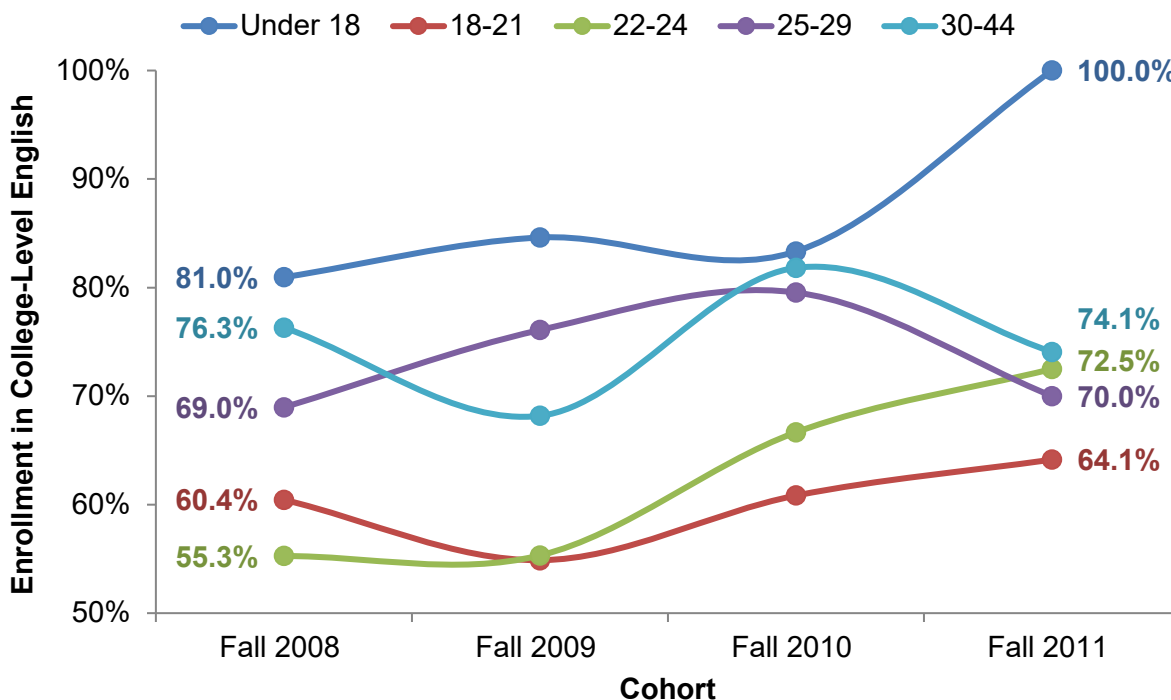
Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.

6

Section 4. Successful Developmental English Course Completion of First-Time to NOVA Students by Full-/Part-Time Status and Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts

Table 4, Figure 6, and Figure 7 (see next page for both figures) provide successful developmental English course completion data broken down by student enrollment status and race/ethnicity. Among full-time students, Asian students were generally more likely than other students to progress to college-level English within two years (87 to 90 percent). In contrast, Black students were the least likely to do so (70 to 73 percent). Similar results were also seen among part-time students, with Black students progressing from developmental English to college-level English at a lower rate of 51 to 61 percent. Part-time Asian students in each cohort also progressed to college-level English at a higher rate (69 to 72 percent) than other racial/ethnic groups.

Table 4. Successful Developmental English Course Completion 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	College-Level ENG		N	College-Level ENG		N	College-Level ENG		N	College-Level ENG	
			#	%		#	%		#	%		#	%
Full-Time	White	717	582	81.2	726	583	80.3	861	710	82.5	843	691	82.0
	Black	325	235	72.3	395	276	69.9	375	265	70.7	365	265	72.6
	Asian	306	275	89.9	305	264	86.6	353	308	87.3	332	297	89.5
	Hispanic	364	292	80.2	458	346	75.5	395	319	80.8	401	328	81.8
	Native American*	12	6	50.0	6	4	66.7	5	4	80.0	12	7	58.3
	Other	142	112	78.9	159	127	79.9	70	60	85.7	29	26	89.7
Part-Time	White	238	161	67.6	181	113	62.4	262	182	69.5	284	192	67.6
	Black	156	79	50.6	162	84	51.9	168	94	56.0	153	94	61.4
	Asian	81	58	71.6	91	63	69.2	81	58	71.6	86	62	72.1
	Hispanic	207	128	61.8	170	85	50.0	174	113	64.9	141	92	65.2
	Native American*	1	0	0.0	4	2	50.0	1	1	100.0	0	0	0.0
	Other	40	23	57.5	46	34	73.9	19	11	57.9	7	6	85.7

*Sample size is too small to make accurate comparisons.

7

Figure 6. Successful Developmental English Course Completion of <u>Full-Time</u> Students by Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts
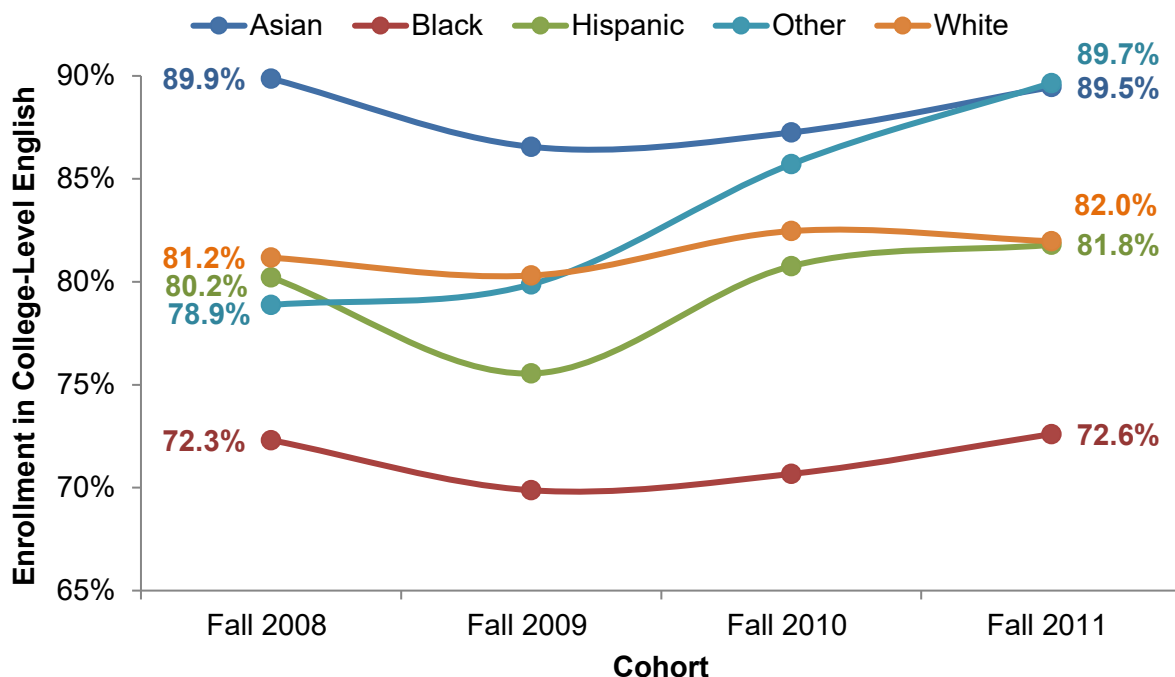
Note: Sub-groups with small sample sizes are not displayed because they are too small to make accurate comparisons.
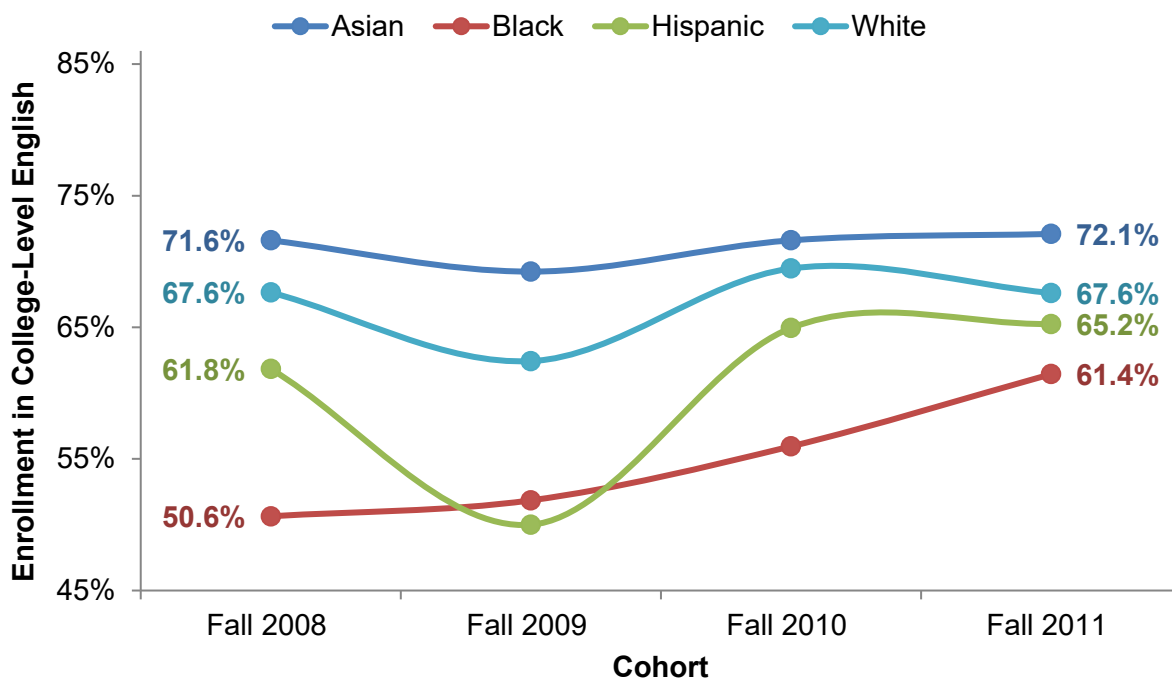
Figure 7. Successful Developmental English Course Completion of <u>Part-Time</u> Students by Race/Ethnicity: Fall 2008 through Fall 2011 Cohorts

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

Section 5. Successful Developmental English Course Completion of First-Time to NOVA Students by Full-/Part-Time Status and Program Placement: Fall 2008 through Fall 2011 Cohorts

Table 5, Figure 8, and Figure 9 (see next page for both figures) provide successful developmental English course completion data broken down by student enrollment status and program placement. Among full-time students, students in A.A and A.S. degree programs had the highest rates of progression from developmental to college-level English courses (80 to 85 percent) in three of the four cohorts. Students in certificate programs were the least likely to progress (64 to 71 percent). Among part-time students, those in A.S. programs had the highest rates of progression to college-level English (63 to 74 percent) compared to part-time students in other programs in three of the four cohorts.

Table 5. Successful Developmental English Course Completion by Full-/Part-Time Status and Program Placement: Fall 2008 through Fall 2011 Cohorts

| Status | Program Placement | Fall 2008 Cohort | College-Level ENG | | Fall 2009 Cohort | College-Level ENG | | Fall 2010 Cohort | College-Level ENG | | Fall 2011 Cohort | College-Level ENG | |
		N	#	%	N	#	%	N	#	%	N	#	%
Full-Time	A.A.	266	220	82.7	293	235	80.2	280	232	82.9	254	212	83.5
	A.A.A.	26	23	88.5	26	18	69.2	24	17	70.8	17	14	82.4
	A.A.S.	458	356	77.7	429	316	73.7	374	281	75.1	302	212	70.2
	A.S.	869	712	81.9	1,047	854	81.6	1,160	978	84.3	1,222	1,032	84.5
	Certificate	79	56	70.9	85	55	64.7	102	65	63.7	76	50	65.8
	Not Placed	168	135	80.4	169	122	72.2	119	93	78.2	111	94	84.7
Part-Time	A.A.	74	53	71.6	68	36	52.9	57	30	52.6	79	52	65.8
	A.A.A.*	7	5	71.4	10	4	40.0	11	8	72.7	3	1	33.3
	A.A.S.	196	109	55.6	156	88	56.4	156	102	65.4	120	61	50.8
	A.S.	320	202	63.1	298	189	63.4	376	260	69.1	374	276	73.8
	Certificate	37	18	48.6	27	10	37.0	41	22	53.7	34	18	52.9
	Not Placed	89	62	69.7	95	54	56.8	64	37	57.8	61	38	62.3

*Sample size is too small to make accurate comparisons.

Figure 8. Successful Developmental English Course Completion of <u>Full-Time</u> Students and Program Placement: Fall 2008 through Fall 2011 Cohorts
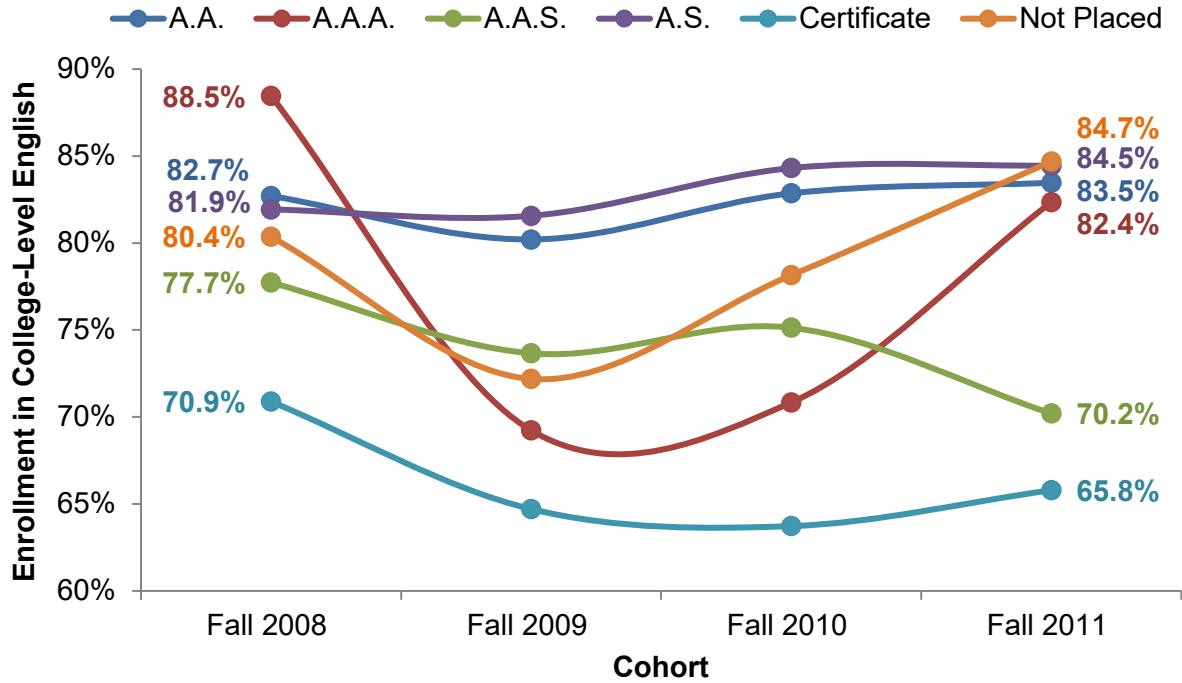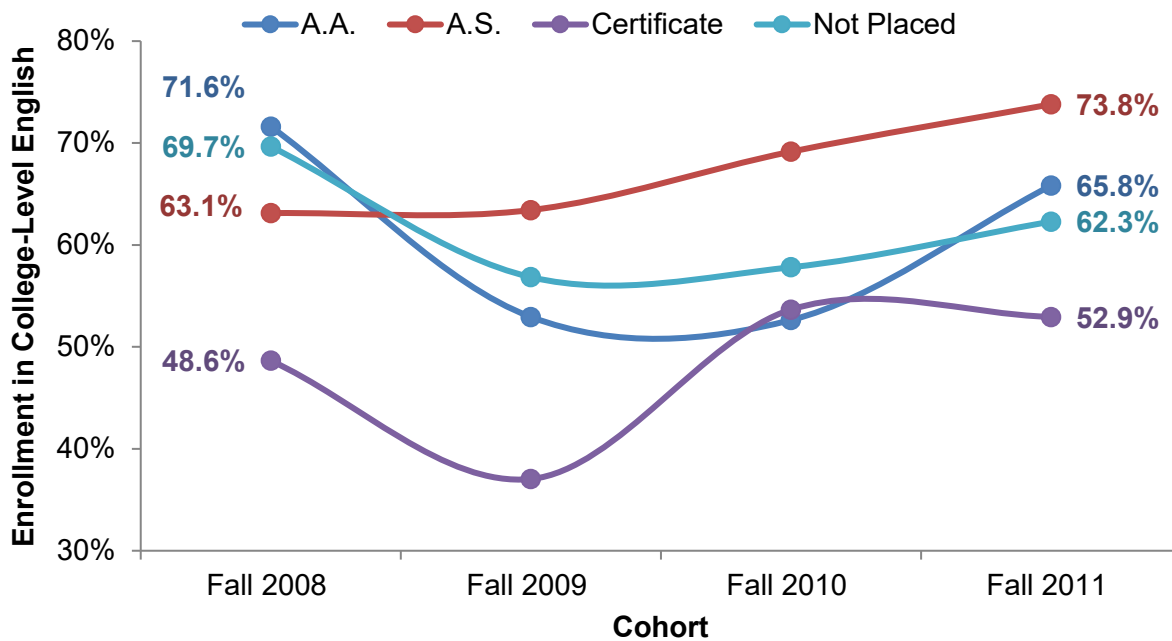

Figure 9. Successful Developmental English Course Completion of <u>Part-Time</u> Students and Program Placement: Fall 2008 through Fall 2011 Cohorts

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

10

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

703–323–3000 | *www.nvcc.edu*