



Courses to Employment: Sectoral Approaches to Community College-Nonprofit Partnerships

**Initial Education and Employment Outcomes Findings for Students Enrolled In
Business and Medical Office Administration Training 2007-2010**

**Training Futures: Northern Virginia Family Service and Northern Virginia Community
College Partnership
Fairfax County, Virginia**

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Introduction

This document describes initial findings from research on the education and employment outcomes of 253 students who enrolled in Training Futures between Fall 2007 and Spring 2010. Training Futures operates a six-month training program in office administration, with a focus on work in business and medical office environments. Training is offered in two cycles per year, and each cycle includes approximately 50 students. Findings reported in this document detail the characteristics and outcomes of students who enrolled in cycles 12 through 16. Training Futures has developed an “imaginal education” model, through which their low-income and mostly recent immigrant trainees are guided through activities designed to help them envision themselves as competent, confident and successful professionals. The curriculum provides 25 weeks of for-credit skills training, including a three-week internship. Most graduates are eligible to receive 17 college credits upon completion of the training. During training, Northern Virginia Family Service (NVFS), the non-profit organization that operates Training Futures, helps provide participants with a range of support services that are delivered by NVFS and other local service providers. In addition to providing services to address some of students’ financial barriers to attending the training program, Training Futures provides intensive English-language skills training, assistance navigating college enrollment and financial aid processes, and business immersion experience through internships, mentoring and coaching by volunteers from the business community. Northern Virginia Community College (NOVA) provides partial funding for instructor salaries, training space and training materials such as computers. The college has certified the program for credit articulation and also dedicates administrative staff to work with Training Futures staff and expedite their students’ transition into college. In 2010, Training Futures and NOVA piloted the Training Futures Special Counseling Project. The Counseling Project, staffed by two college counselors from NOVA, provided Training Futures’ participants in cycle 16 with college education workshops and individual counseling, with the goal of helping to identify and address barriers to continuing their education at NOVA beyond Training Futures. For additional information about the structure of the NVFS-NOVA partnership please see

<http://aspenwsi.org/CTEprofiles/TrainingFutures.pdf>¹

¹ For information about NVFS and Training Futures, please see <http://www.nvfs.org>. For information about Northern Virginia Community College, please see <http://www.nvcc.edu/>

Courses to Employment

Training Futures and Northern Virginia Community College have participated in a range of research and learning activities as part of the *Courses to Employment (CTE)* project. *CTE* is a three-year demonstration (2008-2010), funded by the Charles Stewart Mott Foundation and conducted by The Aspen Institute's Workforce Strategies Initiative (AspenWSI). *CTE* is designed to learn about how partnerships between community colleges and non-profit organizations can help low-income adults achieve greater success in post-secondary education and, ultimately, the workforce. *CTE* builds upon what has been learned through AspenWSI's research and evaluation conducted over the past decade—research that has identified the promise of sectoral approaches for improving low-income adults' employment outcomes.

A range of capacities and resources are needed for workforce development programming to effectively serve both business and low-income participants. Partnerships between community colleges and non-profit organizations are a promising approach to improving the effectiveness and scale of services for low-income populations. In many communities and for many industries, no one single education or community-based organization has all of the necessary capacities and resources in-house to implement a sectoral employment development strategy that is both effective at learning about and responding to the needs of industry and/or of sufficient scale to meet the needs of the large numbers of low-income adults who need quality workforce development services. We define a sectoral strategy as a systems approach to workforce development—typically on behalf of low-income individuals—that:

- **Targets a specific industry or cluster of occupations**, developing a deep understanding of the interrelationships between business competitiveness and the workforce needs of the targeted industry;
- **Intervenes through a credible organization, or set of organizations**, crafting workforce solutions tailored to that industry and its region;
- **Supports workers in improving their range of employment-related skills**, improving their ability to compete for work opportunities of higher quality;
- **Meets the needs of employers**, improving their ability to compete within the marketplace; and
- **Creates lasting change in the labor market system to the benefit of both workers and employers.**

Courses to Employment research and learning activities have been designed to learn in-depth about how, using a sectoral approach to education and employment development, six different partnerships between community colleges and non-profit organizations, working in a range of different industries and with a diverse set of community college-based education and training approaches, meet the needs of low-income adult learners and job-seekers. The six community college-non-profit partnerships were selected competitively from a pool of 89 applicants in late 2007.² AspenWSI has been conducting formative evaluations of the six partnership's activities as well as participant outcome assessments for each site. Grantees have been engaged extensively in research activities designed to promote learning throughout the demonstration. Specifically, the *CTE* project is working to inform the following learning questions:

- What are the roles, responsibilities, tasks and services involved in collaboration to better serve low-income adults? Which are taken on by colleges and which by non-profits?
- How do policies, funding, governing and capacity issues enable (or restrict) the college or non-profit organization in serving different roles or providing specific services? What institutional variables affect flexibility, authority, efficiency or other aspects of successful collaboration?
- How are the non-academic needs of low-income adults met, and how does this relate to education and employment persistence and success? What are the costs of non-academic support services and how are these funded?
- What are the education, employment and income experiences of participants? How do these relate to outcomes of similar groups outside this demonstration?
- What does a successful collaboration cost? What are the elements of these costs, and how are they financed? What financial and other benefits accrue over time, to the college, the non-profit, business, worker and other stakeholders? How are these benefits measured?
- Does this type of collaboration offer opportunities for "scaling up" to address a community-wide need in a more systemic way? Can collaboration between a college and non-profit strengthen the ability of partner organizations to address systemic problems? What types of problems? In what ways?
- Can collaboration impact how intensive and extensive relationships with businesses are managed and leveraged? How are the needs, interests, and outcomes for business balanced relative to those of low-income adult students?

²Profiles of all six partnerships are available at <http://www.aspenwsi.org/WSIwork-HigherEd.asp>.

Participant Outcomes Study Methodology

An important goal of *CTE* research activities is to not only inform key learning questions about the partnerships' activities and outcomes but also to help build capacity within each partnership for ongoing learning independent of AspenWSI. Toward this end, each of the six participant outcomes studies was designed based on the existing data management systems in use by the six partnerships. Having said this, each site received substantial technical assistance from AspenWSI researchers in assessing their existing systems, and all made significant modifications in response to specific input. In most cases, outside data sources were needed to inform key learning questions. In particular, gathering information about education progress and employment outcomes proved to be particularly challenging at each site. Each site implemented different processes and used a variety of different data sources to obtain the data needed to inform questions about outcomes. In no case did either the non-profit organization or the community college partner have all of the information needed to answer relevant questions about outcomes. Thus on a case-by-case basis, AspenWSI researchers worked with the different partners and outside data providers to build the datasets needed to answer questions both about education and employment outcomes.

In the early months of the CTE demonstration period, Training Futures developed and implemented a sophisticated new management information system that is web-based and allows program staff to input and use participant data. Staff collect information about a variety of demographic characteristics that is key to understanding the diverse population that Training Futures serves. These include native language, ethnicity, and educational history, among others. Training Futures staff obtains information about employment experiences (pre- and post-program) directly from students, and conducted special data collection efforts to update this information from year-to-year during the study period. Through a variety of methods, including phone calls, updating employment status when staff had contact with former students, and periodic on-line alumni surveys, Training Futures collects and maintains data on students' employment status, including start and end dates of different jobs over time, hourly wage, number of hours worked, employer name and job title. Post-training employment data such as this is notoriously difficult to collect and manage. However, Training Futures' personal involvement and close relationships with trainees after program completion clearly facilitated their success with data collection.

During the demonstration project, the partnership became increasingly interested in learning more about students' post-Training Futures educational experiences. Training Futures graduates can earn 17 college credits at Northern Virginia Community College (NOVA) for completing the program. Partnership leaders posited that the Training Futures classroom experience and earning credits were serving as a "bridge" for students to continue their education at NOVA. Anecdotal evidence pointed in this direction—staff knew that some students continued on at NOVA. In order to learn more about post-Training Futures education, Northern Virginia Community College's Office of Institutional Research approved the addition of an indicator or "flag" to the enrollment record for each Training Futures student (who were all registered at NOVA). As a result, Training Futures graduates' academic transcripts at NOVA can now be readily downloaded as a group.³ Academic transcript data for all Training Futures students was generated by NOVA staff and provided to AspenWSI for analysis.

College transcript data served not only to inform us about how many students went on and took additional courses at NOVA but also to verify how many Training Futures graduates received credits for their work at Training Futures. Previous to this arrangement, data on credits was collected by Training Futures staff directly from participants, and was as a result, less reliable (because it required students to have seen and be able to recall information from their transcripts). It should be noted that NOVA and Training Futures have yet to establish an on-going data-sharing agreement that would allow NOVA to share students' academic transcripts directly with Training Futures.

AspenWSI researchers compiled a new dataset based on individual participant records forwarded by Training Futures' staff, conducted extensive data cleaning and review to address any data inconsistencies, and merged this dataset with participants' academic transcript records obtained from NOVA. The resulting dataset is the basis for findings reported in this document.

Commented [O1]: Bill, Sharon, Susan—is this correct?

³ Training Futures students sign waivers authorizing the release of their academic information for institutional research.

Highlights of Findings

Participant Demographics

- Training Futures' participants are typically low-income, immigrant, female and in their late 30s.
 - 74.7% of the participants are female.
 - Participants' median age at enrollment is 38.
 - Only 36% of Training Futures' participants are native English speakers
 - 26.1% of participants are Middle Eastern, 21.3% are African-American, 20.2% are Asian, 9.5% are Caucasian, and 7.5% are African
 - 78.9% have household incomes below 125% of the poverty level

Training Enrollment, Completion and Credits Earned for Training

- 93.7% of the participants successfully completed the Training Futures program. (237 of the 253 students included in this data study).
- 84.2% have received credits at NOVA for their Training Futures program completion.
 - The median number of credits earned for Training Futures coursework was 17.

Participant Pre- and Post-Training Employment and Earnings

- 52.1% of participants were employed at enrollment, most typically as cashiers, earning a median wage of \$10.29 per hour and working a median of 30 hours per week.
- After Training Futures, 79.4% of all participants and 84.4% of Training Futures' graduates were employed, most typically as administrative assistants. In their initial job after Training Futures, participants worked a median of 40 hours per week and earned a median wage of \$13.31 per hour, an increase of \$3.02 per hour or 29.3% for those who were working at enrollment.
 - Students found their initial job most commonly through their Training Futures internship.
 - Graduates take a median of one month after completing Training Futures to find an initial job.
- Sixty-five participants have changed jobs since their initial post-Training Futures position. These graduates are earning a median of \$14.00 per hour.

Continuing Education at Northern Virginia Community College After Training Futures

- 30.4% (or 77 of the 253 students in the study) enrolled in additional not-for-credit or credit coursework at NOVA after Training Futures.

- Students enrolled for a median of one additional semester, enrolled in and completed a median of two courses, and attempted and earned a median of three college credits subsequent to completing Training Futures.
- Only 11 (or 14.3% of the 77 students) had attended Northern Virginia Community College prior to Training Futures. 32 (or 41.6% of the 77 students) had never attended college—in the U.S. or any other country-- prior to Training Futures.
- Students most commonly enrolled in ESL, English, Information Technology/Computer, Business and Accounting classes.
- Students have successfully completed 76.3% of the coursework they have enrolled in post-Training Futures.
 - For coursework where a letter grade was awarded, students earned an A 16.8% of the time and a B 11.4% of the time.
 - Students completed 81.1% of the ESL classes they enrolled in (earning a satisfactory (S) grade).
- Five students received a two-semester scholarship from the Community Foundation for Northern Virginia to pursue studies in Phlebotomy at Northern Virginia Community College's Medical Campus.

Special Counseling Project for Training Futures Cycle 16 Participants

- The Counseling Project, staffed by two college counselors from NOVA, provided Training Futures' cycle 16 participants (who graduated March 2010) with college education workshops and individual counseling. The goal of their work was to help participants address barriers to continuing their education at NOVA.
 - 46% of the participants in cycle 16 returned to NOVA for additional coursework after Training Futures (compared to 26.6% of Training Futures participants in cycles 12 through 15 who returned for additional coursework at any point after Training Futures).
 - 44% of the participants in cycle 16 took college-level, credit-bearing courses at NOVA (compared to 21.2% of Training Futures participants in cycles 12 through 15 who took college-level, credit bearing courses at NOVA at any point after Training Futures).

Data Tables

Participant Demographics at Enrollment

Gender

	Frequency	Percent
Male	64	25.3%
Female	189	74.7%
Total	253	100%

Age at Enrollment

Valid	253
Missing	0
Mean	38.1
Median	38

Marital Status at Enrollment

	Frequency	Percent
Divorced	26	10.3%
Married	89	35.2%
Separated	31	12.3%
Single	104	41.1%
Widowed	3	1.2%
Total	253	100%

High School Diploma or GED Earned Prior to Training Futures Enrollment

	Frequency	Percent
Yes	229	90.5%
No	24	9.5%
Total	253	100%

Attended College in the U.S. or any Other Country Prior to Training Futures

	Frequency	Percent
Yes	125	49.4%
No	128	50.6%
Total	253	100.0%

Attended College in the U.S. Prior to Training Futures

	Frequency	Percent
Yes	67	26.5%
No	186	73.5%
Total	253	100.0%

Attended College in Another Country (not U.S.) Prior to Training Futures

	Frequency	Percent
Yes	70	27.7%
No	183	72.3%
Total	253	100.0%

Earned a College Degree or Credential in the U.S. Prior to Training Futures

	Frequency	Percent
Yes	35	26.5%
No	218	73.5%
Total	253	100.0%

Citizenship and Residency Status at Enrollment

	Frequency	Percent
Asylum / Refugee	6	2.4%
Citizen	141	55.7%
Permanent Resident	95	37.5%
Work Permit	11	4.3%
Total	253	100.0%

Ethnicity/Origin

	Frequency	Percent
African	19	7.5%
African-American	54	21.3%
Asian	51	20.2%
Caucasian	24	9.5%
Hispanic/Latino	37	14.6%
Middle Eastern	66	26.1%
Multi-Ethnic	2	0.8%
Total	253	100%

Native Language

	Frequency	Percent
Amharic	27	10.7%
Arabic	27	10.7%
Chinese	6	2.4%
English	91	36.0%
Farsi	2	0.8%
French	7	2.8%
Japanese	2	0.8%
Korean	6	2.4%
Malay	2	0.8%
Nepali	7	2.8%
Other	15	5.9%
Russian	6	2.4%
Spanish	29	11.5%
Tibetan	5	2.0%
Tigrinya	3	1.2%
Urdu	6	2.4%
Uyghur	5	2.0%

Vietnamese	7	2.8%
Total	253	100.0%

Household Income Lower than 125% of Poverty Level at Enrollment

	Frequency	Percent
No	54	21.3%
Yes	199	78.7%
Total	253	100

Pre-Training Futures Individual Annual Earnings

Valid	251
Missing	2
Mean	\$10,107.82
Median	\$4,800.00

Training Futures Enrollment and Completion

The table below details how many students enrolled in and completed Training Futures during the study period.

Cycle	Graduation Date	Enrolled	Graduated	Graduation Rate
12	Dec. 2007	50	48	96%
13	July 2008	50	47	94%
14	Feb. 2009	52	48	92.3%
15	Aug. 2009	51	47	92.2%
16	March 2010	50	47	94%
Total		253	237	93.7%

Employment Status at Enrollment

The table below details participants' employment status, wage, hours worked, and most common job title at the time they enrolled in training.

Cycle	Graduation Date	Employed at Enrollment	Median Wage at Enrollment	Mean Wage at Enrollment	Median Hours Worked	Mean Hours Worked	Most Common Job Title
Cycle 12 50 enrolled	Dec. 2007	30 (62.5%)	\$10.59	\$10.36	30	29.6	Cashier
Cycle 13 50 enrolled	July 2008	35 (74.5%)	\$10.50	\$10.39	35	32.3	Cashier
Cycle 14 52 enrolled	Feb. 2009	16 (33.3%)	\$11.00	\$10.61	34.5	29.5	Cashier
Cycle 15 51 enrolled	Aug. 2009	25 (55.6%)	\$10.15	\$11.00	24	24.9	Sales Related
Cycle 16 50 enrolled	March 2010	16 (34.8%)	\$8.89	\$8.61	25	24.3	Sales/Cashier
Total		122 (52.1%)	\$10.29	\$10.24	30	28.4	Cashier

Employment Post-Training Futures (Initial Placement)

The table below details employment outcomes for Training Futures' participants after training.

Cycle	Graduation Date	Initial Placement	Median # of Months to Placement	Median Placement Wage	Mean Placement Wage	Median Hours Worked	Mean Hours Worked	Most Common Job Title
Cycle 12 50 enrolled	Dec. 2007	44 (88%)	1	\$14.00	\$14.04	40	38.8	Administrative Assistant
Cycle 13 50 enrolled	July 2008	39 (78%)	0	\$12.50	\$13.25	40	40	Administrative Assistant
Cycle 14 52 enrolled	Feb. 2009	43 (82.7%)	1	\$12.00	\$13.83	40	37.3	Filing Clerk
Cycle 15 51 enrolled	Aug. 2009	40 (78.4%)*	1	\$13.00	\$13.25	40	38.5	Filing Clerk
Cycle 16 50 enrolled	March 2010	35 (70%)	0	\$14.00	\$14.72	40	36.2	Administrative Assistant
Total	-----	201 (79.4%)**	1	\$13.31	\$13.80	40	38.2	Administrative Assistant

* One participant who was employed after training did not graduate from Training Futures. This participant was the only non-graduating student known to have obtained employment after Training Futures. Placement rate for the 237 graduates is 84.4%

**52 students did not have an initial placement after Training Futures:

5 (8.9%) were full-time students (2 in Cycle 13, 2 in Cycle 16, 1 in Cycle 15)

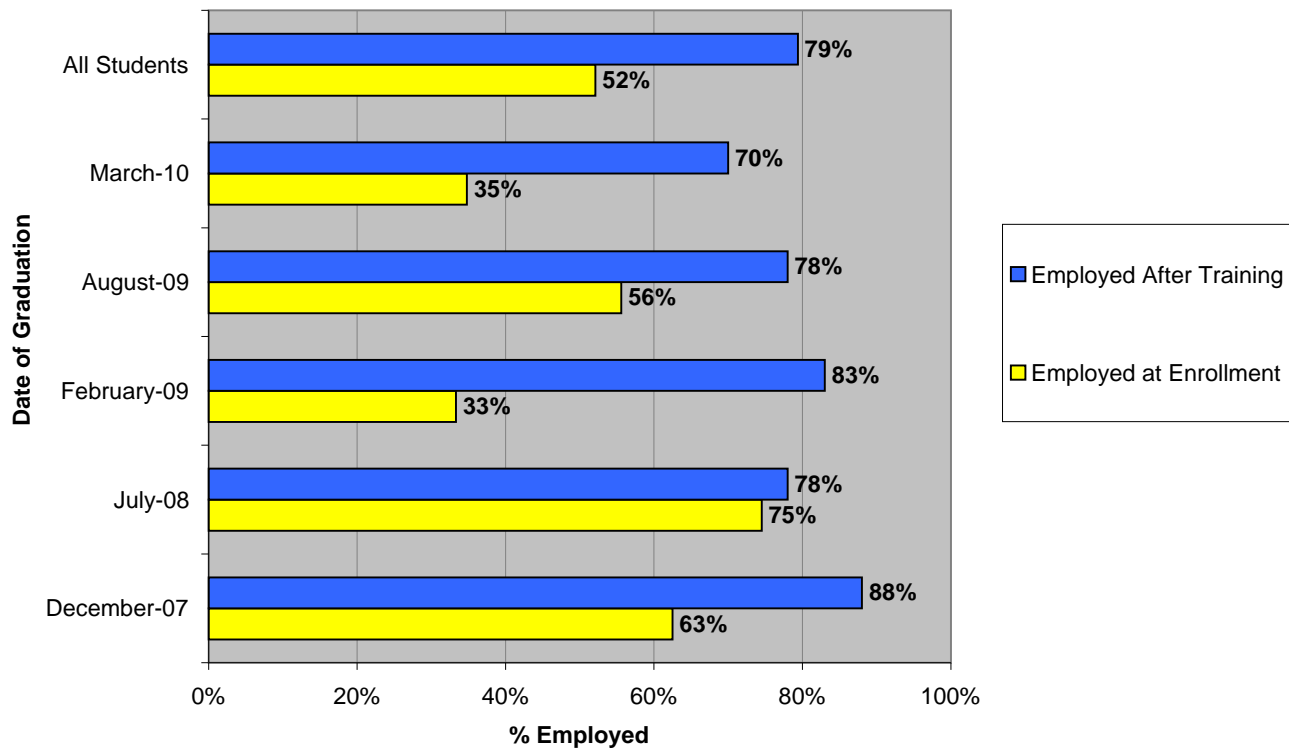
3 (5.4%) were pregnant (2 in Cycle 13, 1 in Cycle 15)

7 (12.5%) had health issues (3 in Cycle 15, 2 in Cycle 12, 2 in Cycle 13)

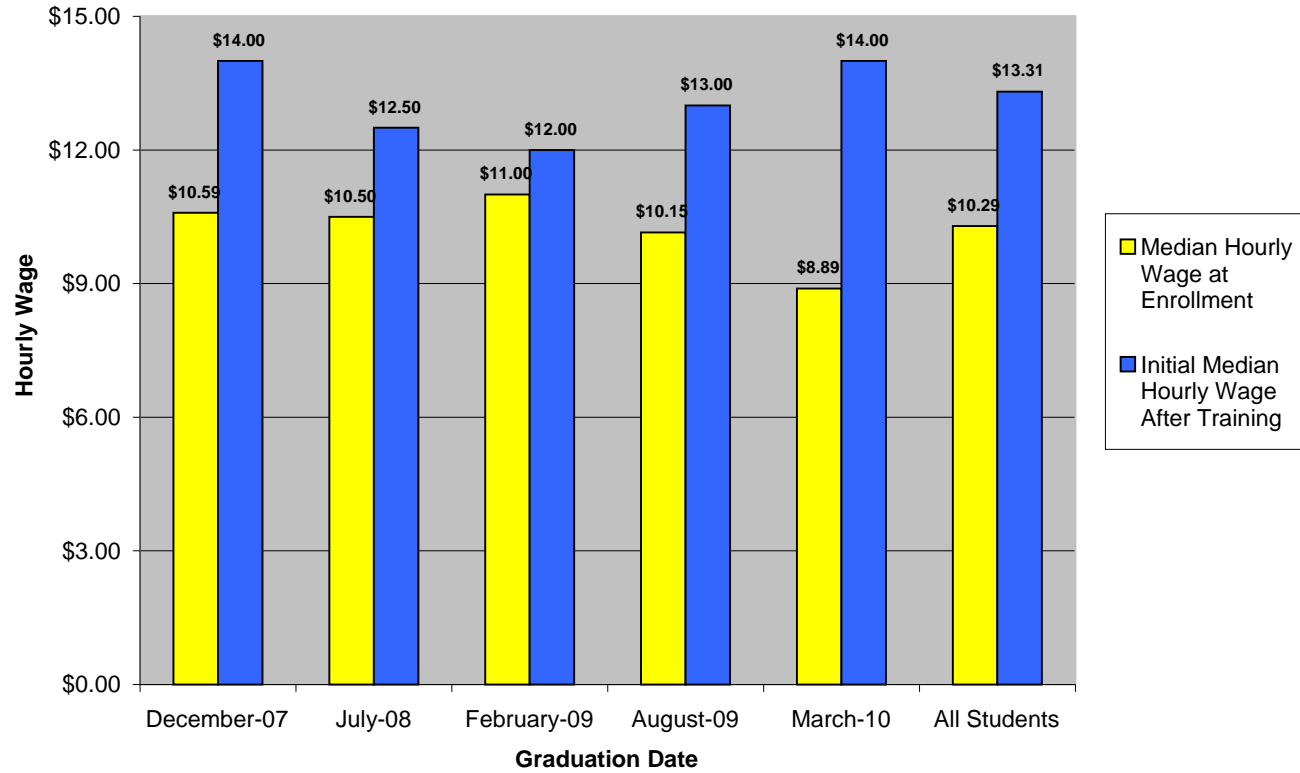
3 (5.4%) students moved (2 in Cycle 15, 1 in Cycle 14)

34 (65.4%) students could not be contacted and/or are presumed to have not entered employment (4 in Cycle 12, 5 in Cycle 13, 8 in Cycle 14, 5 in Cycle 15, and 12 in Cycle 16)

Training Futures Participants (2007 to 2010) Pre- and Post-Training Employment Rates



Training Futures Participants (2007 to 2010) Pre- and Post- Training Median Hourly Wages



Most Common Sources for Finding Initial Job

The bullets below describe how Training Futures participants found or were referred to their initial job after training.

- 48 (23.9%) through Training Futures including 23 (11.4%) through Training Futures' employer job developers
- 41 (20.4%) through Training Futures internship
- 28 (13.9%) through staffing agencies
- 24 (11.9%) through job fairs
- 19 (9.5%) through personal references (family, friends, colleagues, elevator conversations, etc.)
- 10 (5.0%) through the internet (job search engine, website, internet application)
- 6 (3%) through newspapers
- 25 (12.4%) unknown

Second Job after Training Futures

65 students moved to a second job (changed jobs) after Training Futures. The tables below show their wages, hours worked, and number of months worked in their initial job after Training Futures.

Cycle	# of Students Switching Jobs	Median (Mean) Months at Initial Job	Median Wage at Second Job post-TF	Mean Wage at Second Job post-TF	Median Hours Worked at Second Job post-TF	Mean Hours Worked at Second Job post-TF	Most Common Job Title at Second Job post-TF
Cycle 12 50 enrolled	22	19.5 (16)	\$15.00	\$14.37	40	36.8	Receptionist
Cycle 13 50 enrolled	15	8 (8)	\$12.00	\$12.49	40	35.5	Administrative Assistant
Cycle 14 52 enrolled	13	3 (4.1)	\$13.00	\$13.25	40	36.3	Clerk
Cycle 15 51 enrolled	9	3 (2.3)	\$14.00	\$12.27	40	34	Receptionist, Customer Service
Cycle 16 50 enrolled	6	0 (1.7)	\$14.85	\$14.62	40	37.5	Receptionist, Scanner
Total	65	3 (5.1)	\$14.00	\$13.60	40	36.2	Receptionist

Third Job after Training Futures

11 students moved to a third job (changed jobs) after Training Futures. The tables below show their wages, hours worked, and number of months worked in their previous jobs.

Cycle	# of Students Switching to Third Job post-TF	Median (Mean) Months at First Job	Median (Mean) Months at Second Job	Median Wage at Third Job post-TF	Mean Wage at 3 rd Job post-TF	Median Hours Worked at 3 rd Job post-TF	Mean Hours Worked at 3 rd Job post-TF
Cycle 12 50 enrolled	4	19.5	10	\$15.93	\$15.71	40	40
Cycle 13 50 enrolled	4	8 (8)	NA*	\$15.50	\$15.75	40	40
Cycle 14 52 enrolled	1	3 (3)	NA*	NA*	NA	NA	NA
Cycle 15 51 enrolled	2	3 (2.25)	0	\$14.38	\$14.38	40	40
Cycle 16 50 enrolled	0	-	-	-	-	-	-
Total	11	3 (5.1)	5 (5)	\$15.13	\$15.46	40	40

* Data not available.

Participants Most Recent Hourly Wage

The table below shows the most recent hourly wage for participants. For example, for Cycle 12, 44 participants were placed in jobs following Training Futures graduation. However, 22 people moved on to a second job, and 4 moved on to a third job. The table below therefore represents for Cycle 12 the median and mean wage for 22 participants in their initial job, 18 in their second job, and four in their third job.

Cycle	Median Wage	Mean Wage
12	\$15.00	\$14.37
13	\$13.00	\$13.45
14	\$13.00	\$14.10
15	\$13.00	\$13.01
16	\$14.35	\$14.44
All	\$13.50	\$13.78

College Credits Received for Training Futures at Northern Virginia Community College

Participants may be eligible to receive up to 17 credits at NOVA for completing Training Futures. The table below shows how many students received credits for Training Futures as well as the median and mean average for the number of credits they received.

Cycle	# of Students Receiving Credit for TF	Median	Mean
Cycle 12 50 enrolled	43 (86%)	14	11.8
Cycle 13 50 enrolled	47 (94%)	17	14.1
Cycle 14 52 enrolled	47 (90.4%)	17	12.3
Cycle 15 51 enrolled	37 (72.5%)	17	10.6
Cycle 16 50 enrolled	39 (78%)	17	12
Total	213 (84.2%)	17	12.1

Continued Education at Northern Virginia Community College after Training Futures

The remaining tables in this document show the experiences of students at Northern Virginia Community College (NOVA) after they completed Training Futures. Data collection on students' continuing education initially ended in June 2010 (based on transcripts ending with the Spring 2010 semester). At that time, 11 students from cycle 16 had continued their education at Northern Virginia Community College. To evaluate Training Futures' Special Counselor's Project (described in the introduction) additional data was collected through September 2010 for cycle 16. At that point, 12 additional students from the cycle had continued their education. As a result, data for students in cycles 12-15 includes NOVA experiences through June 2010, and data for cycle 16 includes NOVA experiences through September 2010.

# and % of Students Continuing at NOVA	# and % of Students Continuing at NOVA who Earned Training Futures Credits	# and % of Students Continuing at NOVA Who Didn't Earn Training Futures Credits	# and % of Students Continuing at NOVA Who Had Attended NOVA prior to Training Futures	# and % of Students Who Had Previously Attended College in the U.S. or in Another Country	# and % of Students Who Had Previously Attended College in the U.S.
77 (30.4%)	74 (96% of those who continued at NOVA)	3 (4% of those who continued at NOVA)	11 (14.3% of those who continued at NOVA)	45 (58.4% of those who continued at NOVA)	25 (32.5% of those who continued at NOVA)

Continuing Education at NOVA and Credits Attempted/Earned

The table below details the number and percent of students who took college level, credit-bearing coursework at NOVA after Training Futures. ESL and remedial coursework are excluded.

Cycle	Continued at NOVA (% of Total)	Of Those Who Continued Had Attended NOVA Prior to TF (% of Total who Continued)	Took For-Credit Coursework after Training Futures (% of Total)	Median Credits Attempted after Training Futures	Median Credits Earned after Training Futures	Mean Credits Attempted after Training Futures	Mean Credits Earned after Training Futures
Cycle 12 50 enrolled	24 (48%)	1 (4.2%)	20 (40%)	3	3	8.8	6.2
Cycle 13 50 enrolled	8 (16%)	0 (0%)	6 (12%)	3	1	3.1	3.6
Cycle 14 52 enrolled	13 (25%)	5 (38.5%)	10 (19.2%)	3	3	4.5	3
Cycle 15 51 enrolled	9 (17.6%)	3 (33.3%)	7 (13.7%)	3	3	4.2	2.6
Cycle 16 50 enrolled	23 (46%)	2 (8.7%)	22 (44%)	6.5	6.0	8.9	6.3
Total	77 (30.4%)	11 (14.3%)	65 (25.7%)	3	3	6.9	4.9

Number of Semesters, Courses Attempted, Courses Completed at NOVA

The table below details the mean and median number of semesters students enrolled at NOVA subsequent to Training Futures, and the number of courses attempted and completed. All courses, including ESL and remedial or developmental coursework, were included in these calculations.

Cycle	Median # of Additional Semesters	Mean # of Additional Semesters	Median # of Courses Attempted	Median # of Courses Completed	Mean # of Courses Attempted	Mean # of Courses Completed
Cycle 12 50 enrolled	1	2.3	2.5	2	4.7	3.3
Cycle 13 50 enrolled	3	2.8	7.5	5.5	6.3	4.8
Cycle 14 52 enrolled	1	1.4	2	1	2.7	2.1
Cycle 15 51 enrolled	1	1.1	1	1	1.8	1
Cycle 16 50 enrolled	2	1.8	3	2	3	2.15
Total	1	1.9	2	2	3.7	2.7

Subjects, Grades, and Course Completion Rates for Classes Taken Post-Training Futures at NOVA

Grades	Accounting	English		Math		ESL	Business	Medical Laboratory Tech.	Communication	IT/Computer Related	Other	Total
		Remedial	College Level	Remedial	College Level							
A	6	-	1	-	2	-	8	3	10	6	14	50 (16.8%)
B	7	-	4	-	-	-	5	5	1	6	6	34 (11.4%)
C	2	-	8	-	-	-	-	-	2	3	8	23 (7.7%)
D	1	-	2	-	1	-	3	-	-	2	3	12 (4.0%)
F	2	-	2	-	-	-	1	-	-	3	13	21 (7.0%)
W (Withdraw)	1	-	4	2	-	-	1	-	-	1	12	21 (7.0%)
In Progress or Grade Not Yet Reported	-	5	3	2	1	-	-	2	2	1	16	32 (10.7%)
S (Satisfactory)	-	5	-	1	-	73	-	-	-	-	4	83 (27.9%)
U (Unsatisfactory)	-	2	-	1	-	3	-	-	-	-	-	6 (2.0%)
R (Must repeat course)	-	-	-	-	-	14	-	-	-	-	-	14 (4.7%)
Incomplete	-	-	-	1	-	-	-	-	-	-	1	2 (6.7%)
Total Courses Attempted	19	12	24	7	4	90	18	10	15	22	77	298
Total Courses Completed Successfully	16	5	15	1	3	73	16	8	13	18	35	203
Completion Percentage (In Progress Excluded)	84.2%	71.4%	71.4%	20%	100%	81.1%	88.9%	100%	100%	85.7%	57.4%	76.3%

Not for Credit Hours Attempted, ESL Classes

Students who continued at NOVA enrolled in a very high number of ESL courses. The table below details enrollment and completion for these courses.

Cycle	Median ESL Hours Attempted	Median ESL Hours Completed	Mean ESL Hours Attempted	Mean ESL Hours Completed	Median # of ESL Courses Attempted	Median # of ESL Courses Completed
12	7	5	9	6.2	2	2
13	20	17.5	17.4	2.8	6.5	6
14	0	0	5.6	5.2	2	2
15	0	0	2.1	1.3	1	1
16	0	0	1.4	1	2	2
Total	4	0	7.8	6	2	2

Remedial or Development Education at NOVA after Training Futures

Several students enrolled in remedial math and English after Training Futures. The table below shows how many of these courses (mean and median) students attempted and completed.

Cycle	Median Developmental/Remedial Courses Attempted	Median Developmental/Remedial Courses Completed	Mean Developmental/Remedial Courses Attempted	Mean Developmental/Remedial Courses Completed
12	1	0	1.3	.3
13	1	.5	1	.5
14	1	1	1	1
15	0	0	0	0
16	1	1	2	1
Total	1	0	1.5	0.6