NOVA | **Northern Virginia Community College**

Student Achievement Criteria at NOVA: Campus Evaluation Report 2019 – Loudoun Campus

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

The purpose of the Office of Institutional Effectiveness and Student Success 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.

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Introduction

Northern Virginia Community College (NOVA) is deeply committed to the values of student access and student success. NOVA demonstrates this commitment by using evidence-based decision making to improve opportunities for students to succeed. After a long-standing history of evaluating outcomes related to retention, graduation, and other evolving priorities, NOVA refocused efforts in 2019 on a more comprehensive evaluation of eight critical measures of student achievement.

In This Report

This campus-based report is a companion to the College-wide comprehensive report.[1] The College-wide comprehensive report identifies and describes NOVA's student achievement criteria; determines the College's minimum thresholds of acceptability as well as future achievement goals for each criterion; evaluates the outcomes and historical trends for each criterion; and presents information regarding related initiatives and programs designed to support the achievement goal.

The focus of this companion report is to compare trends at NOVA's Loudoun Campus to overall College-wide trends on each of the eight metrics of student achievement. **Such a systematic evaluation of the eight student achievement criteria both College-wide and at each of NOVA's six campuses can assess how well the College is achieving its mission, vision, and strategic plan goals, which are as follows:**

NOVA's Mission	NOVA's Vision	NOVA's Strategic Plan
"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 postsecondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and a globally competitive workforce." [2]	"To be a learning-centered organization that promotes student success."[3]	"As its primary contributions to meeting the needs of the Commonwealth of Virginia, the Northern Virginia Community College pledges to advance the social and economic mobility of its students while producing an educated citizenry for the 21st Century. To deliver on this commitment NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals—success, achievement, and prosperity. It will strive to enable every student to succeed, every program to achieve, and every community to prosper."[4]

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[1] *Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2019*. Report 11-19. Office of Institutional Effectiveness and Student Success, Northern Virginia Community College.
[2] NOVA's Mission and Vision Statements: http://www.nvcc.edu/mission/index.html
[3] Ibid.
[4] *Pathway to the American Dream: Every Student Succeeds, Every Program Achieves, and Every Community Prospers.* Northern Virginia Community College. https://www.nvcc.edu/about/mission/strategic-plan2017-2023.pdf

NOVA's Eight Student Achievement Criteria

Figure 1, below, shows NOVA's eight student achievement criteria. These eight metrics support NOVA's mission, the nature of the students it serves, and the kinds of programs it offers.

Figure 1. NOVA's Eight Student Achievement Criteria
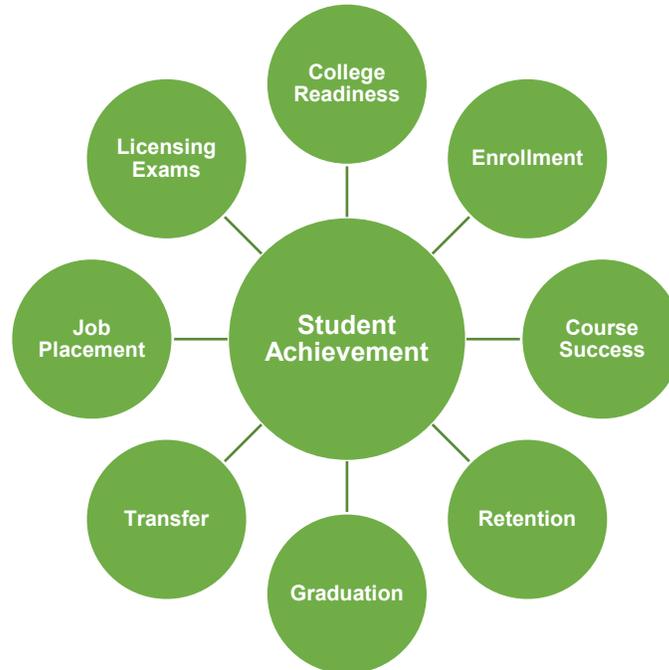
The definitions of each criteria are as follows:

1. **College Readiness**: The level of preparation a student needs to enroll and succeed in a credit-bearing, general education course without remediation.

2. **Enrollment**: The headcount of students enrolled in credit courses; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers; and high school students taking college courses for credit.

3. **Course Success**: Students are considered successful if they earn a grade of C or higher in a credit-bearing course, or a grade of S in a developmental course.

4. **Retention**: The percentage of first-time in college, program placed students who first enroll in a fall semester and subsequently re-enroll by the following spring (fall-to-spring retention) or fall (fall-to-fall retention) semester.

5. **Graduation:** Graduation is measured in two ways: 1) the graduation rate of first-time in college, full-time, program placed students; and 2) the total number of annual graduates.

6. **Transfer:** Transfer is measured in two ways: 1) the transfer-out rate of first-time in college, full-time, program placed students; and 2) the annual number of students who transfer to a four-year institution.

7. **Job Placement**: The percentage of graduates employed in the Commonwealth of Virginia within one year of graduation from NOVA.

8. **Licensing Exams**: The percentage of students who pass the licensing exam for their program within one year of graduation from NOVA.

Achievement Goals and Thresholds of Acceptability

For each criterion, NOVA sets a College-wide *threshold of acceptability,* as well as an achievement goal. The *threshold of acceptability* is the minimum level below which each measure should not fall. *Achievement goals* demonstrate NOVA's commitment to and goals for improvement relative to each criteria. Thresholds and goals were determined based on various internal and external factors. These factors include recent trends in higher education; national, Commonwealth of Virginia, and Virginia Community College System (VCCS) accountability benchmarks and peer analysis; programmatic accreditor standards; federal requirements; the NOVA policy changes implemented in Fall 2014; resource allocation; discussions with respective stakeholders; and evaluations of the regional economy, labor market conditions, and population growth.

This report presents Loudoun Campus data along with the College-wide achievement goals and thresholds of acceptability, which are described in more depth in the College-wide comprehensive report.[5] This allows for a comparison of campus trends to College-wide trends, as well as an understanding of where individual campuses are meeting College-wide goals and thresholds.

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[5] *Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2019*. Report 11-19. Office of Institutional Effectiveness and Student Success, Northern Virginia Community College.

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Key Findings

Criteria #1: College Readiness

↑ Among the Fall 2018 GPS cohort, Loudoun Campus students placed into developmental English at a lower rate compared to students overall al the College (17 versus 20 percent).

↑ Among the Fall 2018 GPS cohort, Loudoun Campus students placed into developmental math at a lower rate compared to students overall at the College (40 versus 44 percent).

Criteria #2: Enrollment

↑ From 2013-14 to 2017-18, annual unduplicated headcount increased by 24 percent at the Loudoun Campus, compared to a College-wide decrease of six percent.

↑ From Fall 2014 to Fall 2018, fall headcount increased by 32 percent at the Loudoun Campus, compared to a decrease of one percent College-wide.

Criteria #3: Course Success

Overall Course Success Rate

↑ In Fall 2018, the course success rate was slightly higher for courses taught at the Loudoun Campus (75 percent), compared to the success rate in all courses taught across the College (74 percent).

Developmental English Course Success Rate (Fall 2018 First-Time to NOVA Cohort)

↓ ENF 1: **lower** than the College (54 versus 57 percent)

↓ ENF 2: **lower** than the College (51 versus 53 percent)

↓ ENF 3: **lower** than the College (65 versus 71 percent)

Developmental Math Course Success Rate (Fall 2018 First-Time to NOVA Cohort)

↑ MTT 1: **higher** than the College (67 versus 43 percent)

↑ MTT 2: **higher** than the College (26 versus 23 percent)

↓ MTT 3: **lower** than the College (17 versus 24 percent)

↓ MTT 4: **lower** than the College (16 versus 17 percent)

Gatekeeper Course Success Rate (Fall 2018 First-Time to NOVA Cohort)

↑ ACC 211: **higher** than the College (68 versus 66 percent)

↓ BIO 101: **lower** than the College (65 versus 76 percent)

↓ ENG 111: **lower** than the College (73 versus 74 percent)

↓ MTH 151: **lower** than the College (57 versus 66 percent)

↓ MTH 163: **lower** than the College (53 versus 57 percent)

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Key Findings (Cont'd)

Criteria #4: Retention

→ For the Fall 2017 cohort of first-time in college, program placed students, the fall-to-spring retention rate was the same at the Loudoun Campus and the College overall (both 81 percent).

↓ For the Fall 2017 cohort of first-time in college, program placed students, the fall-to-fall retention rate was slightly lower at the Loudoun Campus than the College overall (64 versus 65 percent).

Criteria #5: Graduation

↓ For the Fall 2015 first-time in college, full-time, program placed cohort, students at the Loudoun Campus had a slightly lower graduation rate than the College-wide graduation rate (25 versus 26 percent).

↑ From 2013-14 to 2017-18, the annual number of graduates increased by ten percent at the Loudoun Campus, compared to a decrease of four percent College-wide.

Criteria #6: Transfer

↑ For the Fall 2015 first-time in college, full-time, program placed cohort, students at the Loudoun Campus had a higher transfer-out rate than the College-wide transfer-out rate (18 versus 16 percent).

↑ From 2013-14 to 2017-18, the annual number of transfers to four-year institutions increased by over 100 percent at the Loudoun Campus, compared to a 30 percent increase overall at the College.

Criteria #7: Job Placement

↑ In 2016-17, graduates from the Loudoun Campus had a higher job placement rate than the College-wide job placement rate (71 versus 67 percent).

Criteria #8: Licensing Exams

↓ Among all 2017 graduates of the Veterinary Technology program at NOVA, the national licensing exam pass rate was 76 percent.

College readiness is the level of preparation a student needs to enroll and succeed in a credit-bearing, general education course without remediation. College readiness is measured as the percentages of students who placed into developmental English and/or developmental math.

- **College-Wide Threshold of Acceptability**: For the Fall 2018 cohort of GPS students[6], the percentage who place into developmental English will be 18 percent or less. The percentage who place into developmental math will be 40 percent or less.

- **College-Wide Achievement Goals**: For the Fall 2018 cohort of GPS students[6], the percentage who place into developmental English will be 15 percent. The percentage who place into developmental math will be 35 percent.

College Readiness at the Loudoun Campus (Figures 2 and 3)

Developmental English Placement (Figure 2): For the Fall 2018 GPS cohort, Loudoun Campus students placed into developmental English at a lower rate than students at the College overall (17 versus 20 percent). For this cohort, the Loudoun Campus met the threshold of acceptability (18 percent or less), but not the achievement goal (15 percent) for placement into developmental English. The College met neither the threshold nor achievement goal.

Figure 2. Developmental English Placement Rate: Fall 2014 through Fall 2018 GPS Cohorts – College-wide versus Loudoun Campus
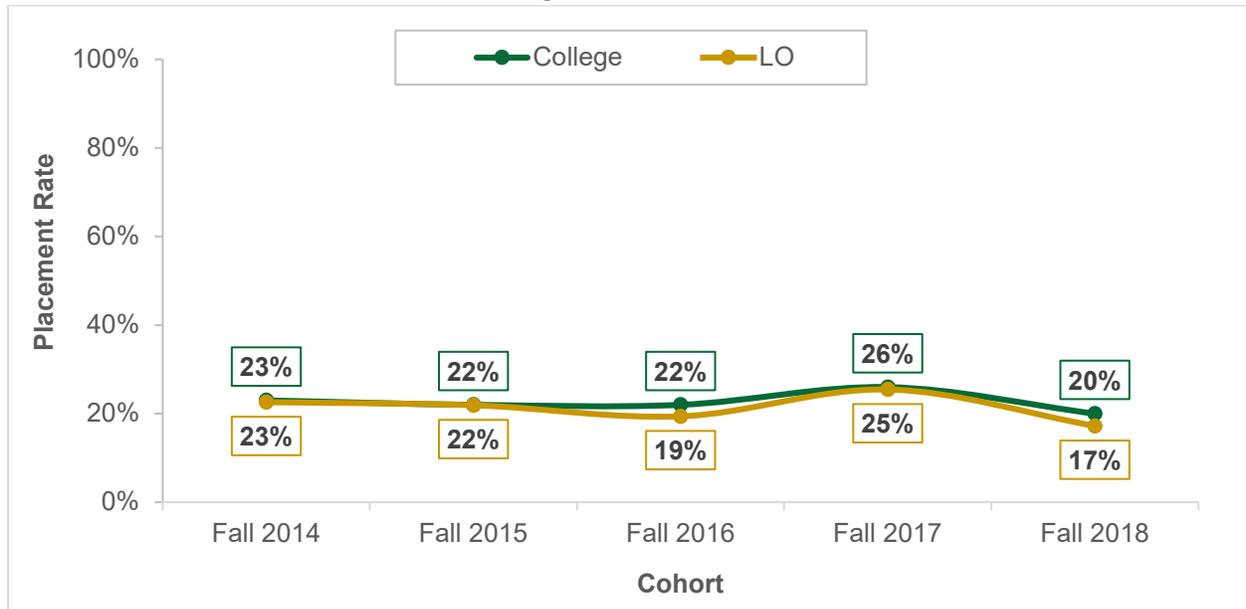
Notes: For the Fall 2014 through Fall 2016 cohorts, developmental English placement was determined by the Virginia English Placement Test (VPT-English). For the Fall 2017 and Fall 2018 cohorts, developmental English placement was determined by Multiple Measures. Data include students in the GPS population who were evaluated for placement. Campus was determined based on the students' home campus at the time of enrollment.

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[6] GPS refers to the population of recent high school graduates (ages 17-24) who are first-time in college (FTIC) students. In Fall 2014, NOVA implemented policy changes mandating placement testing and enrollment in developmental courses in the first semester for GPS students.

Developmental Math Placement (Figure 3): For the Fall 2018 GPS cohort, Loudoun Campus students placed into developmental math at a lower rate than students overall at the College (40 versus 44 percent). For this cohort, the Loudoun Campus met the threshold of acceptability (40 percent or less) but did not meet the achievement goal (35 percent) for placement into developmental math. The College overall met neither the threshold nor achievement goal.

Figure 3. Developmental Math Placement Rate: Fall 2014 through Fall 2018 GPS Cohorts – College-wide versus Loudoun Campus
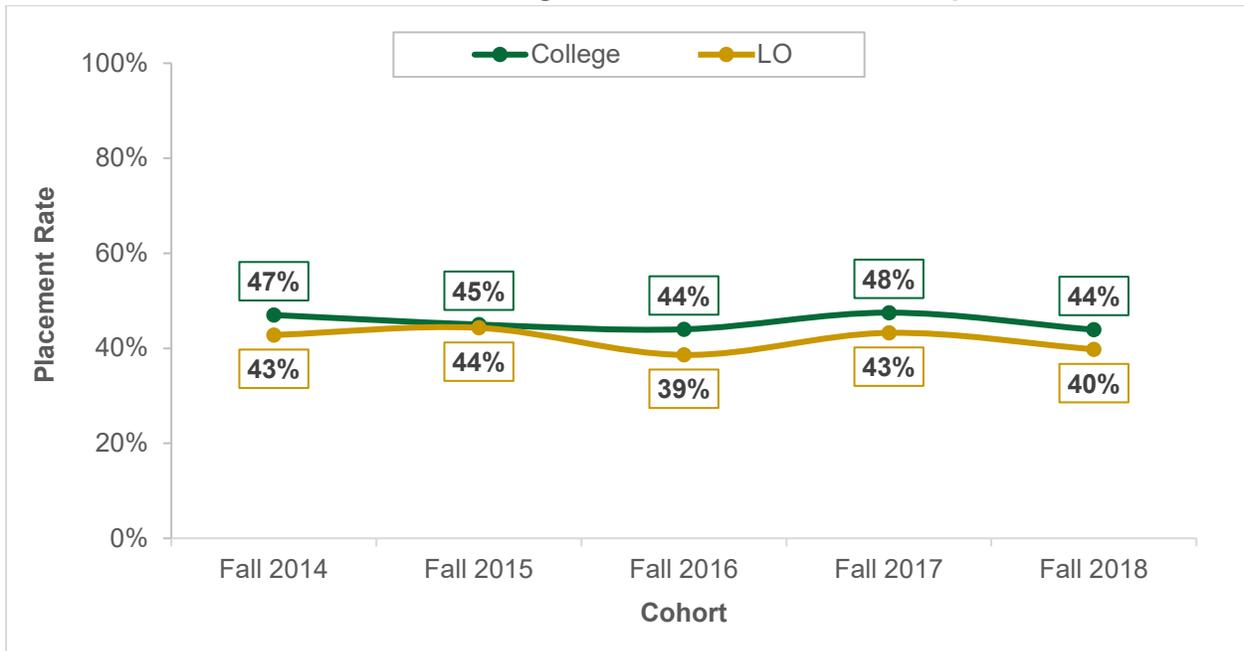
Notes: For the Fall 2014 through Fall 2016 cohorts, developmental math placement was determined by the Virginia Math Placement Test (VPT-Math). For the Fall 2017 and Fall 2018 cohorts, developmental math placement was determined by Multiple Measures. Data include students in the GPS population who were evaluated for placement. Campus was determined based on the students' home campus at the time of enrollment.

Enrollment is the headcount of students enrolled in credit courses; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers; and high school students taking college courses for credit.

- **College-Wide Threshold of Acceptability**: In 2017-18, annual enrollment will be at least 72,000. In Fall 2018, fall student enrollment will be at least 50,000.

- **College-Wide Achievement Goals**: In 2017-18, annual enrollment will be 74,500. In Fall 2018, fall student enrollment will be 52,000.

Enrollment at the Loudoun Campus (Figures 4 and 5)

Annual Unduplicated Headcount (Figure 4): Over the past five academic years at the Loudoun Campus, the annual unduplicated headcount increased by 24 percent (from 12,731 in 2013-14 to 15,752 in 2017-18). Conversely, enrollment across the College decreased by six percent during this time. College-wide annual enrollment exceeded the threshold of acceptability (72,000) but did not meet the achievement goal (74,500).

Figure 4. Annual Unduplicated Headcount: 2013-14 through 2017-18 – College-wide versus Loudoun Campus
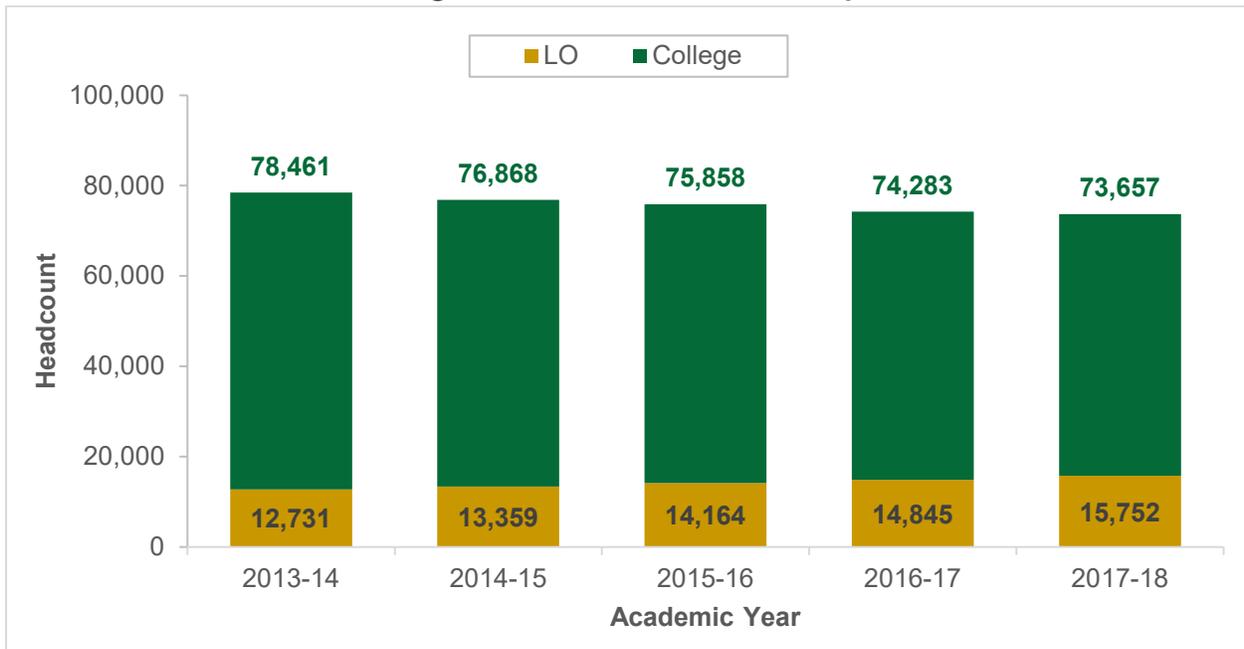
Notes: Campus data include students who listed the Loudoun Campus as their home campus during the indicated academic year, regardless of the campus(es) at which they took courses.

Fall Headcount (Figure 5): From Fall 2014 through Fall 2018, fall headcount increased by 32 percent at the Loudoun Campus (from 9,088 to 12,026). However, College-wide fall headcount decreased by one percent during that time period. College-wide fall enrollment exceeded the threshold of acceptability (50,000) but did not meet the achievement goal (52,000).

Figure 5. Fall Headcount: Fall 2014 through Fall 2018 – College-wide versus Loudoun Campus
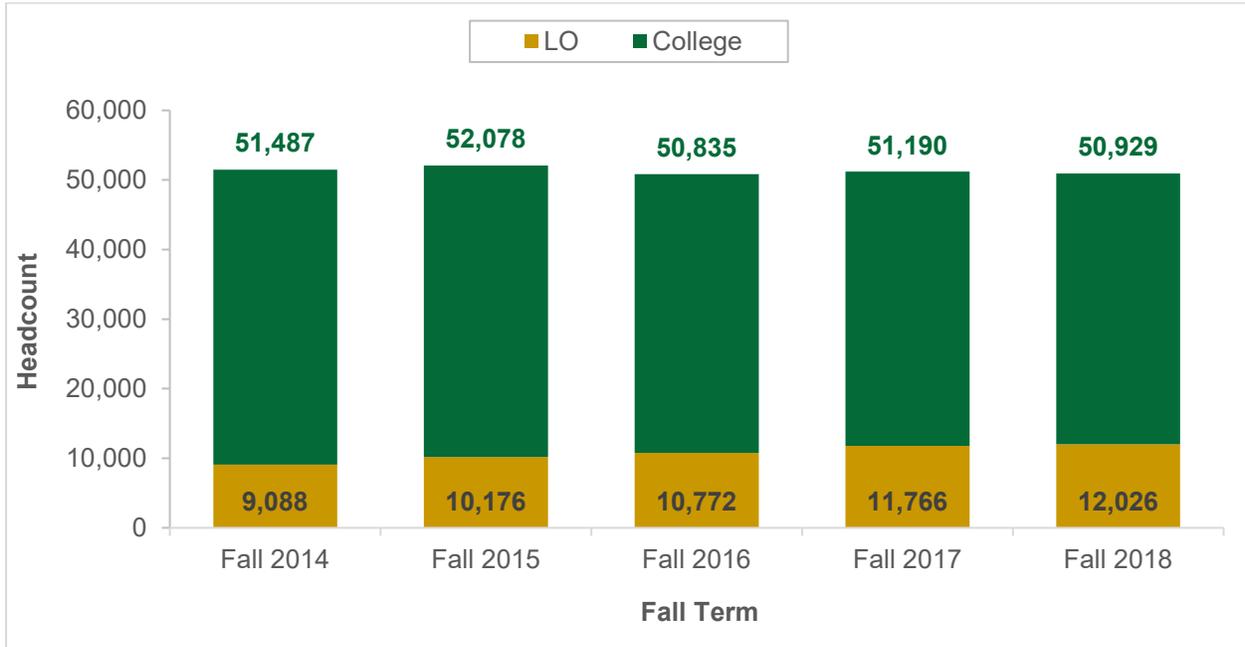
Fall Term	LO	College
Fall 2014	9,088	51,487
Fall 2015	10,176	52,078
Fall 2016	10,772	50,835
Fall 2017	11,766	51,190
Fall 2018	12,026	50,929

Notes: Campus data include students who listed the Loudoun Campus as their home campus during the indicated fall term, regardless of the campus(es) at which they took courses.

Criteria 3. Course Success Rates

NOVA evaluates the overall course success rate for all courses, as well as course success rates for specific courses, including developmental English courses, developmental math courses, and gatekeeper courses. Course success is defined as a grade of 'C' or higher in a credit-level course and a grade of 'S' in a developmental course. The College maintains separate thresholds of acceptability and achievement goals for each of these metrics.

Course Success at the Loudoun Campus

A. Overall Course Success (Figure 6)

- **College-Wide Threshold of Acceptability**: In Fall 2018, the overall course success rate will be at least 73 percent.

- **College-Wide Achievement Goals**: In Fall 2018, the overall course success rate will be 75 percent.

The overall course success rate was slightly higher for courses taught at the Loudoun Campus compared to all courses taught across the College. In Fall 2018, the course success rate was 75 percent for Loudoun Campus courses and 74 percent for all courses.

At the Loudoun Campus in Fall 2018, the course success rate exceeded the threshold of acceptability (at least 73 percent) and met the achievement goal (75 percent). The College's course success rate met the threshold of acceptability, but not the achievement goal.

Figure 6. Overall Course Success Rate: Fall 2014 through Fall 2018 – College-wide versus Loudoun Campus
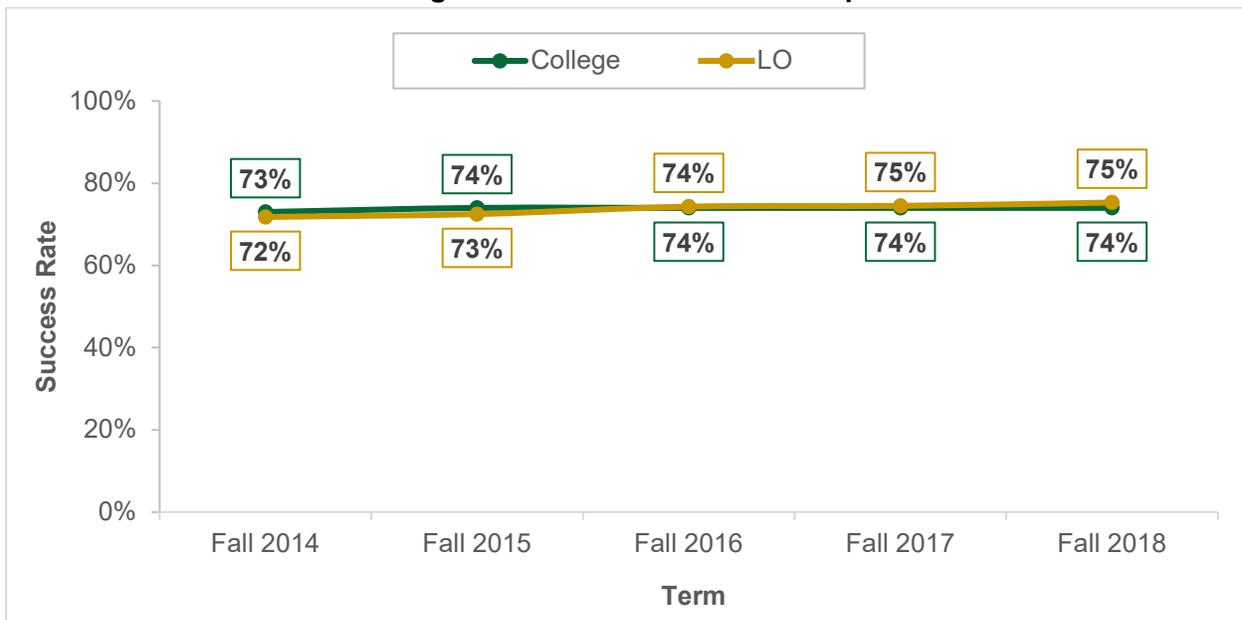
Notes: Grades of Audit, Missing, and Never Attending Student (NVRK) were excluded from the analysis. Total course enrollment is duplicated. Campus indicated is the campus at which the course was taught.

B. Developmental English Success at the Loudoun Campus

Success related to developmental English is measured using three metrics: 1) success rates in developmental English courses (ENF 1, ENF 2, and ENF 3); 2) the rate of progression from developmental English to college-level English; and 3) developmental English students' success in college-level English.[7]

B1. Success in Developmental English Courses (Figures 7 through 9)

- **College-Wide Threshold of Acceptability**: For the Fall 2018 first-time to NOVA cohort, success rates in developmental English will be at least 59 percent for ENF 1; 55 percent for ENF 2; and 72 percent for ENF 3.

- **College-Wide Achievement Goals**: For the Fall 2018 first-time to NOVA cohort, success rates in developmental English will be 60 percent for ENF 1; 56 percent for ENF 2; and 73 percent for ENF 3.

ENF 1 (Figure 7): Among the Fall 2018 cohort, the success rate was lower in ENF 1 courses taught at the Loudoun Campus compared to all ENF 1 courses at NOVA (54 versus 57 percent). However, percentages should be interpreted with caution due to the small number of students who enroll in ENF 1.

For this cohort, neither the Loudoun Campus nor the College met the threshold of acceptability (at least 59 percent) or achievement goal (60 percent) for success in ENF 1.

Figure 7. Success Rate in Developmental English (ENF 1): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
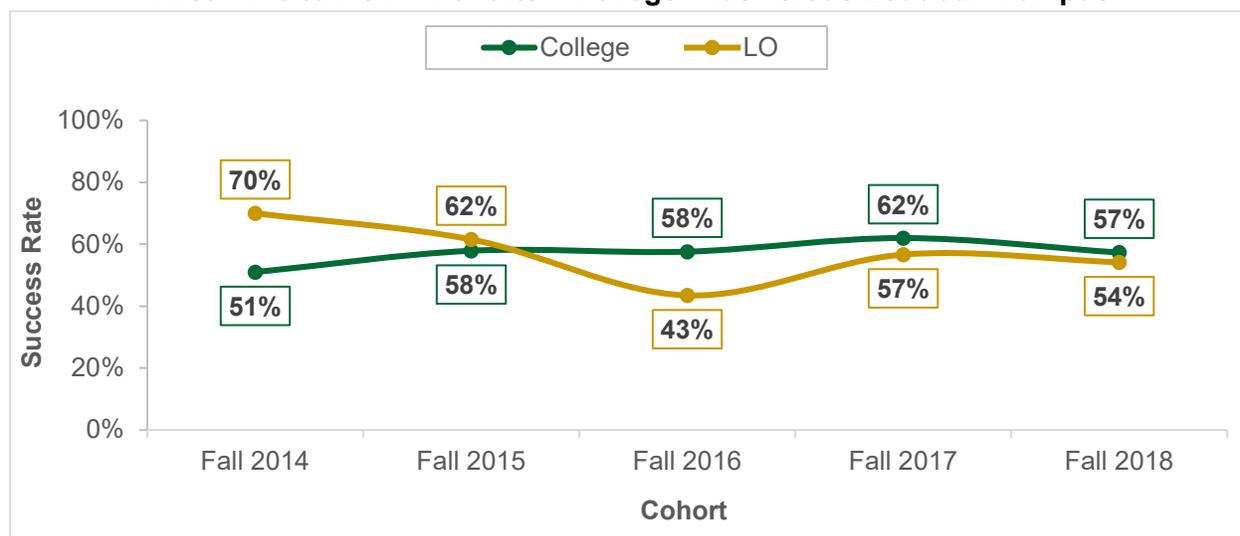
Notes: ENF 1 is Preparing for College English I, an eight-credit course. Campus data include first-time to NOVA students who enrolled in developmental English during their first term <u>at</u> the Loudoun Campus.

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[7] ENF 1 is Preparing for College English I, an eight-credit course. ENF 2 is Preparing for College English II, a four-credit course. ENF 3 is Preparing for College English III, a two-credit course that is co-enrolled with ENG 111, College Composition I, the entry-level college composition class (referred to as college-level English in this report).

ENF 2 (Figure 8): Among the Fall 2018 cohort, the success rate was lower in ENF 2 courses taught at the Loudoun Campus compared to all ENF 2 courses at NOVA (51 versus 53 percent). For this cohort, neither the Loudoun Campus nor the College met the threshold or acceptability (at least 55 percent) or the achievement goal (56 percent) for success in ENF 2.

Figure 8. Success Rate in Developmental English (ENF 2): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus

Notes: ENF 2 is Preparing for College English II, a four-credit course. Campus data include first-time to NOVA students who enrolled in developmental English during their first term at the Loudoun Campus.

ENF 3 (Figure 9): Among the Fall 2018 cohort, the success rate was lower in ENF 3 courses taught at the Loudoun Campus compared to all ENF 3 courses at NOVA (65 versus 71 percent). For this cohort, neither the Loudoun Campus nor the College met the threshold of acceptability (at least 72 percent) or the achievement goal (73 percent) for success in ENF 3.

Figure 9. Success Rates in Developmental English (ENF 3): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus

Notes: ENF 3 is Preparing for College English III, a two-credit course that is co-enrolled with ENG 111, College Composition I, the entry-level college composition class. Campus data include first-time to NOVA students who enrolled in developmental English during their first term at the Loudoun Campus.

B2. Developmental English Students' Progression to College-Level English (Figure 10)

- **College-Wide Threshold of Acceptability:** For the Fall 2016 first-time to NOVA cohort, the rate of progression from developmental English to college-level English will be at least 88 percent.

- **College-Wide Achievement Goals:** For the Fall 2016 first-time to NOVA cohort, the rate of progression from developmental English to college-level English will be 89 percent.

Among the Fall 2016 first-time to NOVA cohort, students who took developmental English courses at the Loudoun Campus progressed to college-level English within two years of initial enrollment at a slightly lower rate than developmental English students overall at the College (88 versus 89 percent).

For this cohort, both the Loudoun Campus and the College met the threshold of acceptability (at least 88 percent) for developmental students' progression to college-level English. While the College also met the achievement goal (89 percent), the Loudoun Campus did not.

Figure 10. Developmental English Student Progression to College-Level English: Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
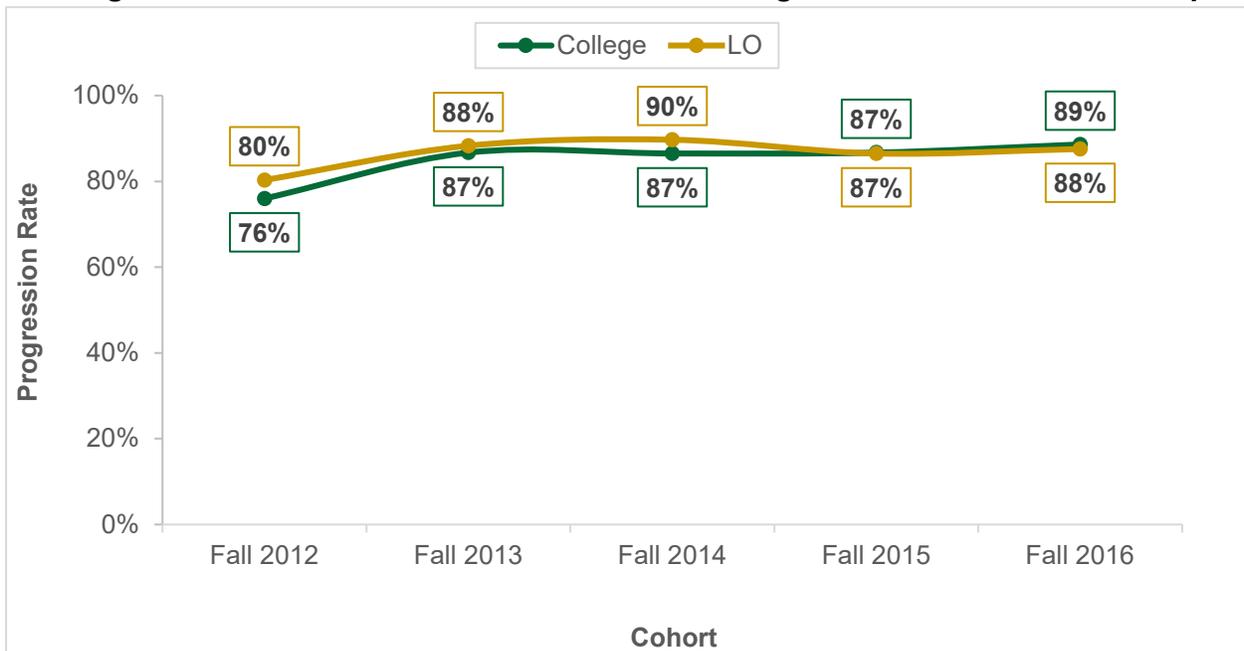
Notes: College-level English is ENG 111: College Composition I. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental English during their first term <u>at</u> the Loudoun Campus.

B3. Developmental English Students' Success in College-Level English (Figure 11)

- **College-Wide Threshold of Acceptability:** For the Fall 2016 first-time to NOVA cohort, the success rate for developmental English students in college-level English will be at least 74 percent.

- **College-Wide Achievement Goals:** For the Fall 2016 first-time to NOVA cohort, the success rate for developmental English students in college-level English will be 76 percent.

For the Fall 2016 cohort of developmental English students, those who took college-level English at the Loudoun Campus had a slightly higher success rate in college-level English (within two years of initial enrollment) than developmental English students at the College overall (76 versus 75 percent).

For this cohort, the Loudoun Campus exceeded the threshold of acceptability (at least 74 percent) and met the achievement goal (76 percent) for developmental English student success in college-level English. The College overall exceeded the threshold of acceptability but did not meet the achievement goal.

Figure 11. Developmental English Student Success in College-Level English: Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
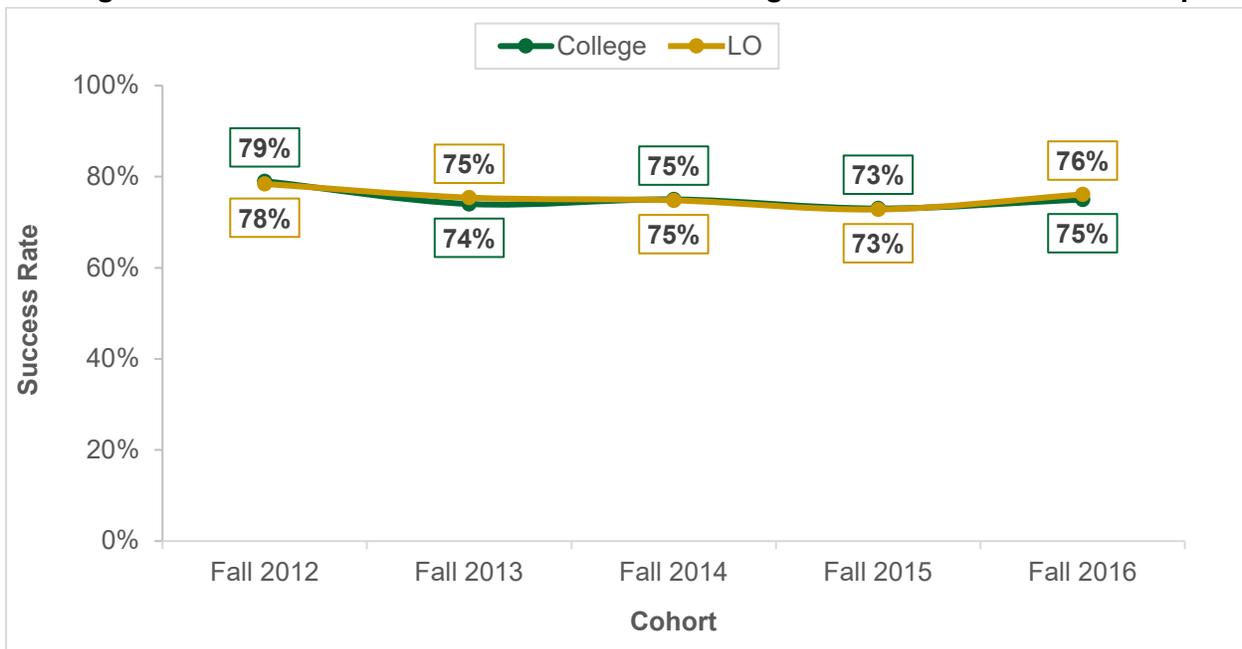
Notes: College-level English is ENG 111: College Composition I. Successful within two years of initial enrollment. Campus data include first-time to NOVA students who took developmental English in their first term and subsequently enrolled in ENG 111 at the Loudoun Campus (regardless of where the student took developmental English).

C. Developmental Math Success at the Loudoun Campus

Success related to developmental math is measured using three metrics: 1) overall success rates in developmental and co-requisite math courses (MTT 1, MTT 2, MTT 3, and MTT 4[8]; and MCR 4 and MCR 6[9]); 2) the rate of progression from developmental math to college-level math; and 3) developmental math students' success in college-level math.[10]

C1. Success in Developmental Math Courses (Figures 12 through 16)

- **College-Wide Threshold of Acceptability:** For the fall 2018 first-time to NOVA cohort, success rates in developmental math will be at least 44 percent for MTT 1; 25 percent for MTT 2 and MTT 3; and 18 percent for MTT 4. The success rate in co-requisite developmental math will be at least 67 percent for MCR 4 and 53 percent for MCR 6.

- **College-Wide Achievement Goals:** For the Fall 2018 first-time to NOVA cohort, success rates in developmental math will be 45 percent for MTT 1; 26 percent for MTT 2 and MTT 3; and 20 percent for MTT 4. The success rates in co-requisite developmental math will be 68 percent for MCR 4 and 54 percent for MCR 6.

MTT 1 (Figure 12): Among the Fall 2018 cohort, the success rate was higher in MTT 1 courses taught at the Loudoun Campus compared to all MTT 1 courses at NOVA (67 versus 43 percent). For this cohort, the Loudoun Campus exceeded both the threshold of acceptability (at least 44 percent) and achievement goal (45 percent) for success in MTT 1. The College overall met neither the threshold nor the achievement goal for this metric.

Figure 12. Success Rate in Developmental Math (MTT 1): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
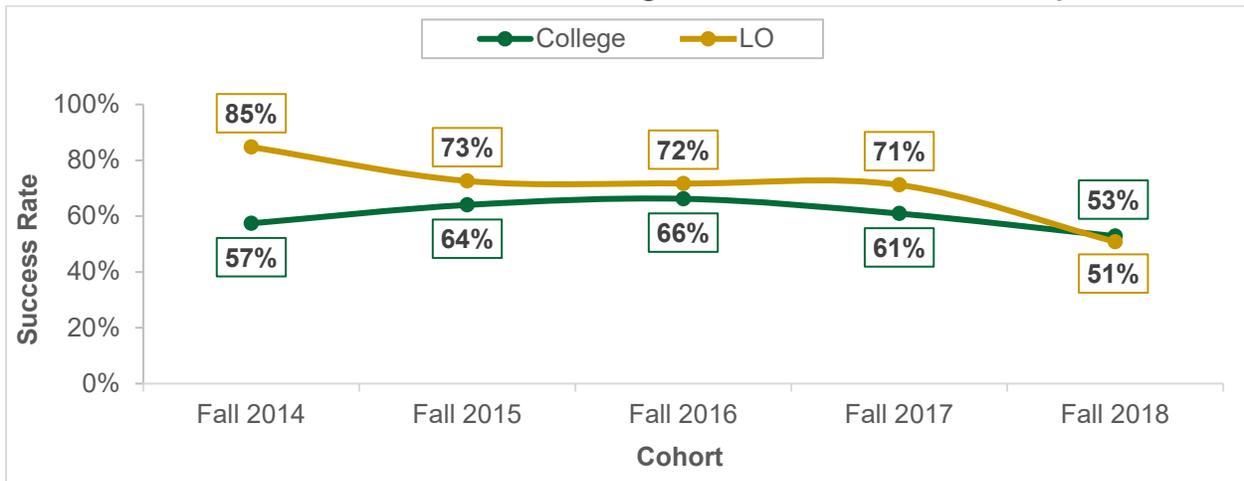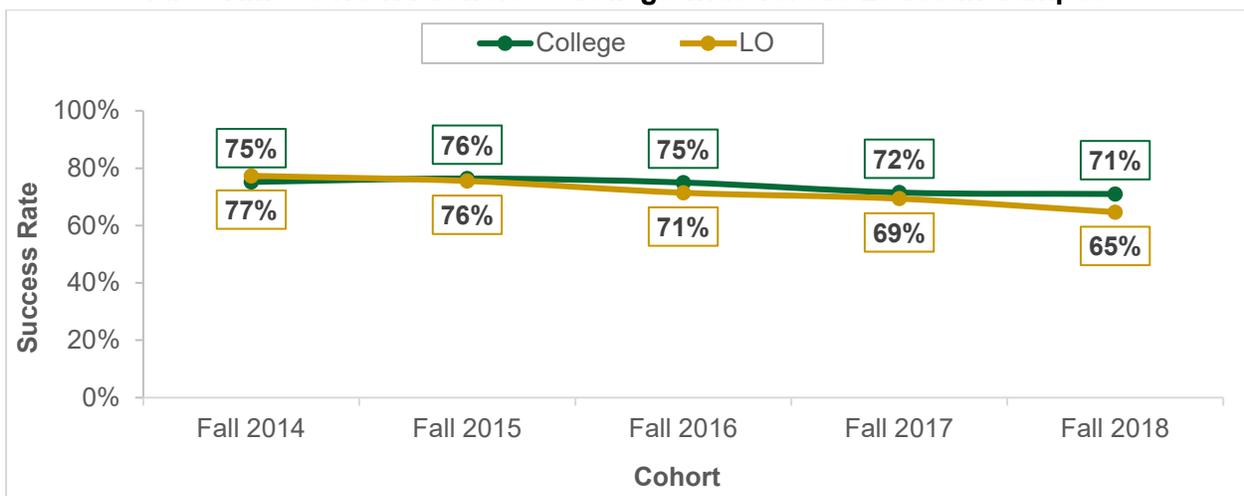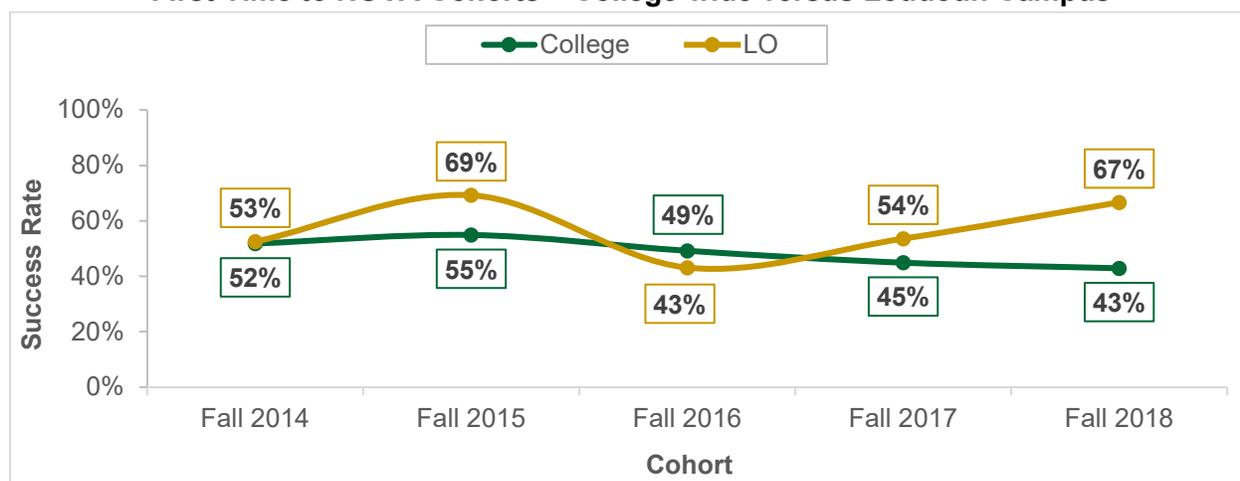

Notes: MTT 1 is Developmental Mathematics I. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Loudoun Campus.

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[8] MTT 1 is Developmental Mathematics I; MTT 2 is Developmental Mathematics II; MTT 3 is Developmental Mathematics III; and MTT 4 is Developmental Mathematics IV. Students who are required to complete four or more units (out of a possible nine units) are enrolled in MTT 4, students required to complete three units are enrolled in MTT 3, and so on.
[9] In Fall 2018, NOVA introduced co-requisite math courses for students to co-enroll in developmental and college-level math. Eligible students may co-enroll in MTH 154 with a required section of MCR 4, or MTH 161 with a required section of MCR 6.
[10] College-level math is MTH 151: Math for the Liberal Arts I or MTH 163: Precalculus I. In Fall 2018, MTH 151 was replaced with MTH 154 (Quantitative Reasoning) and MTH 163 was renumbered as MTH 161.

MTT 2 (Figure 13): Among the Fall 2018 cohort, the success rate was higher in MTT 2 courses taught at the Loudoun Campus compared to all MTT 2 courses at NOVA (26 versus 23 percent). For this cohort, the Loudoun Campus exceeded the threshold of acceptability (at least 25 percent) and met the achievement goal (26 percent) for success in MTT 2. The College overall met neither the threshold nor the achievement goal for this metric.

Figure 13. Success Rate in Developmental Math (MTT 2): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
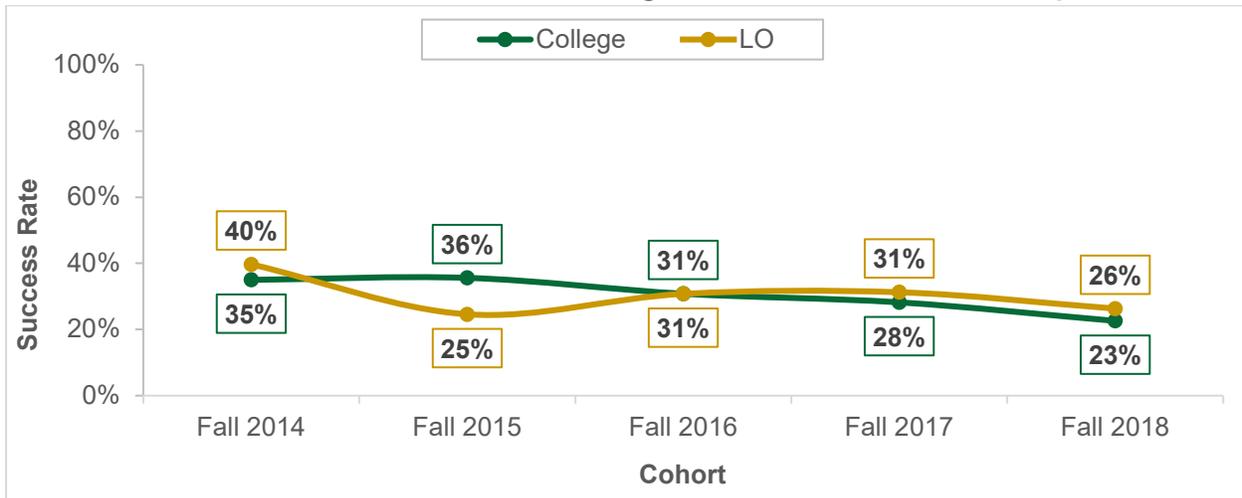
Notes: MTT 2 is Developmental Mathematics II. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Loudoun Campus.

MTT 3 (Figure 14): Among the Fall 2018 cohort, the success rate was lower in MTT 3 courses taught at the Loudoun Campus compared to all MTT 3 courses at NOVA (17 versus 24 percent). For this cohort, neither the Loudoun Campus nor the College overall met the threshold of acceptability (at least 25 percent) or the achievement goal (26 percent) for success in MTT 3.

Figure 14. Success Rate in Developmental Math (MTT 3): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
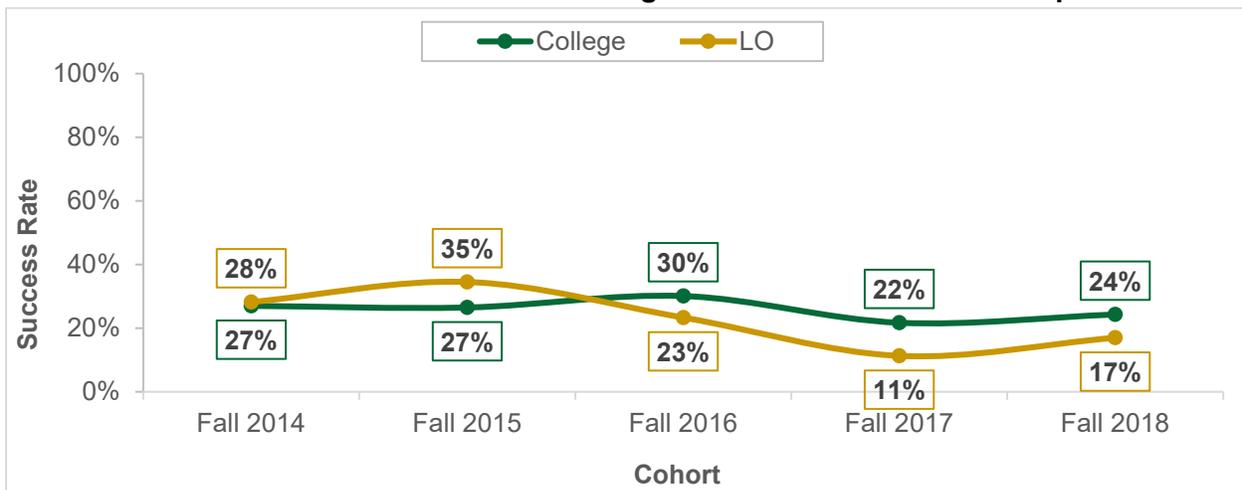
Notes: MTT 3 is Developmental Mathematics III. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Loudoun Campus.

MTT 4 (Figure 15): Among the Fall 2018 cohort, the success rate was slightly lower for MTT 4 courses taught at the Loudoun Campus compared to all MTT 4 courses at NOVA (16 versus 17 percent). For this cohort, neither the Loudoun Campus nor the College overall met the threshold of acceptability (at least 18 percent) or the achievement goal (20 percent) for success in MTT 4.

Figure 15. Success Rate in Developmental Math (MTT 4): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus

Notes: MTT 4 is Developmental Mathematics IV. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Loudoun Campus.

MCR 4 and MCR 6 (Figure 16): Among the Fall 2018 cohort, the success rate was slightly higher at the Loudoun Campus than the College overall in MCR 4 (66 versus 65 percent) and lower than the College in MCR 6 (17 versus 51 percent). Neither the Loudoun Campus nor the College met the threshold of acceptability (67 percent) or achievement goal (68 percent) for success in MCR 4. For MCR 6, neither the Campus nor the College met the threshold (53 percent) or achievement goal (54 percent).

Figure 16. Success Rate in Co-Requisite Developmental Math (MCR 4 and MCR 6) by Course: Fall 2018 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
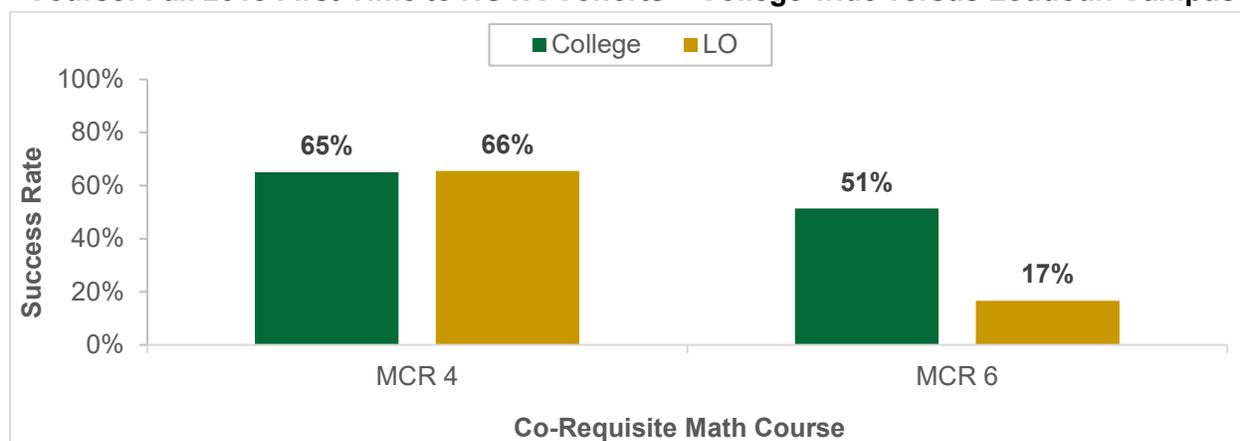
Notes: First offered in Fall 2018, co-requisite developmental math courses (MCR 4 and MCR 6) are co-enrolled with college-level math courses. Courses are for students who need one or two units of developmental math to satisfy course requirements. Campus data include first-time to NOVA students who enrolled in co-requisite math during their first term <u>at</u> the Loudoun Campus.

C2. Developmental Math Students' Progression to College-Level Math (Figures 17 and 18)[11]

- **College-Wide Threshold of Acceptability**: For the Fall 2016 first-time to NOVA cohort, developmental math student progression to MTH 151 will be at least 17 percent, and developmental math student progression to MTH 163 will be at least 10 percent.

- **College-Wide Achievement Goals**: For the Fall 2016 first-time to NOVA cohort, developmental math student progression to MTH 151 will be 18 percent, and developmental math student progression to MTH 163 will be 11 percent.

MTH 151 (Figure 17): Among the Fall 2016 cohort, students who took developmental math at the Loudoun Campus progressed to MTH 151 within two years of initial enrollment at a higher rate than developmental math students overall at the College (18 versus 15 percent). For this cohort, the Loudoun Campus exceeded the threshold of acceptability (at least 17 percent) and met the achievement goal (18 percent) for developmental math students' progression to MTH 151. The College overall met neither the threshold nor achievement goal.

Figure 17. Developmental Math Student Progression to College-Level Math (MTH 151): Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
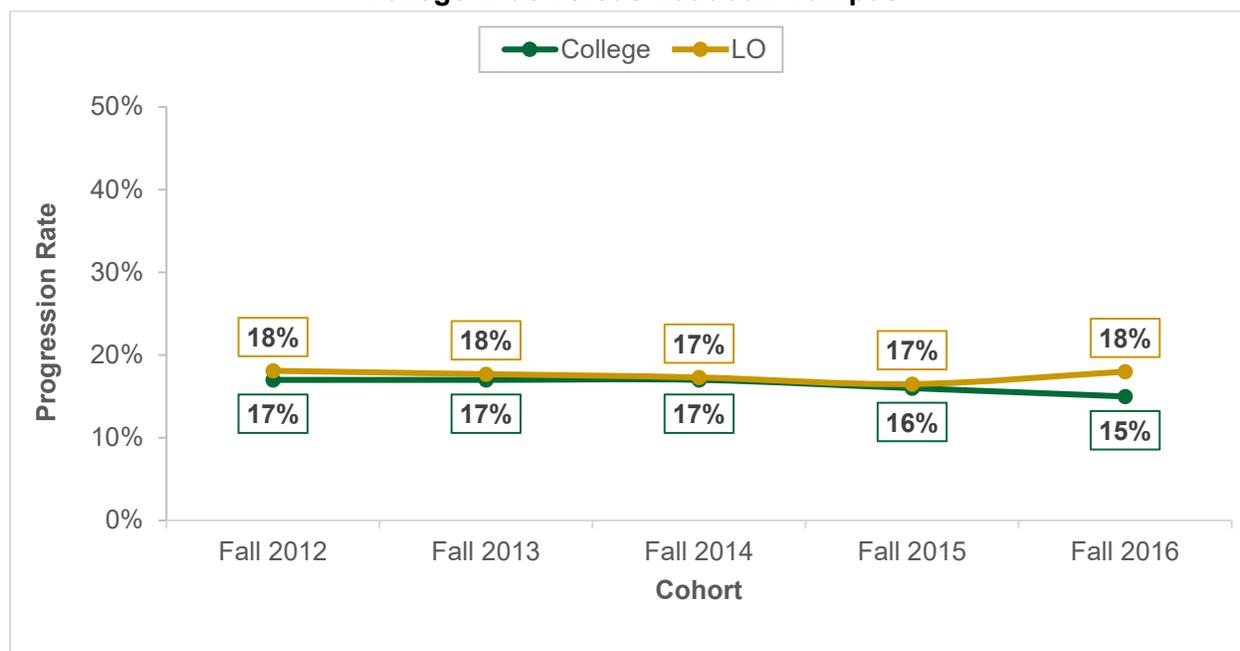
Notes: MTH 151 is Math for the Liberal Arts I. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Loudoun Campus.

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[11] College-level math is MTH 151 (Math for the Liberal Arts I) or MTH 163 (Precalculus I). In Fall 2018, MTH 151 was replaced by MTH 154 (Quantitative Reasoning). MTH 163 was renumbered as MTH 161.

MTH 163 (Figure 18): Among the Fall 2016 cohort, students who took developmental math at the Loudoun Campus progressed to MTH 163 within two years of initial enrollment at a higher rate than students overall at the College (10 versus 9 percent). For this cohort, the Loudoun Campus met the threshold of acceptability (at least 10 percent) but not the achievement goal (11 percent) for progression from developmental math to MTH 163. The College overall met neither the threshold nor the achievement goal.

Figure 18. Developmental Math Student Progression to College-Level Math (MTH 163): Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
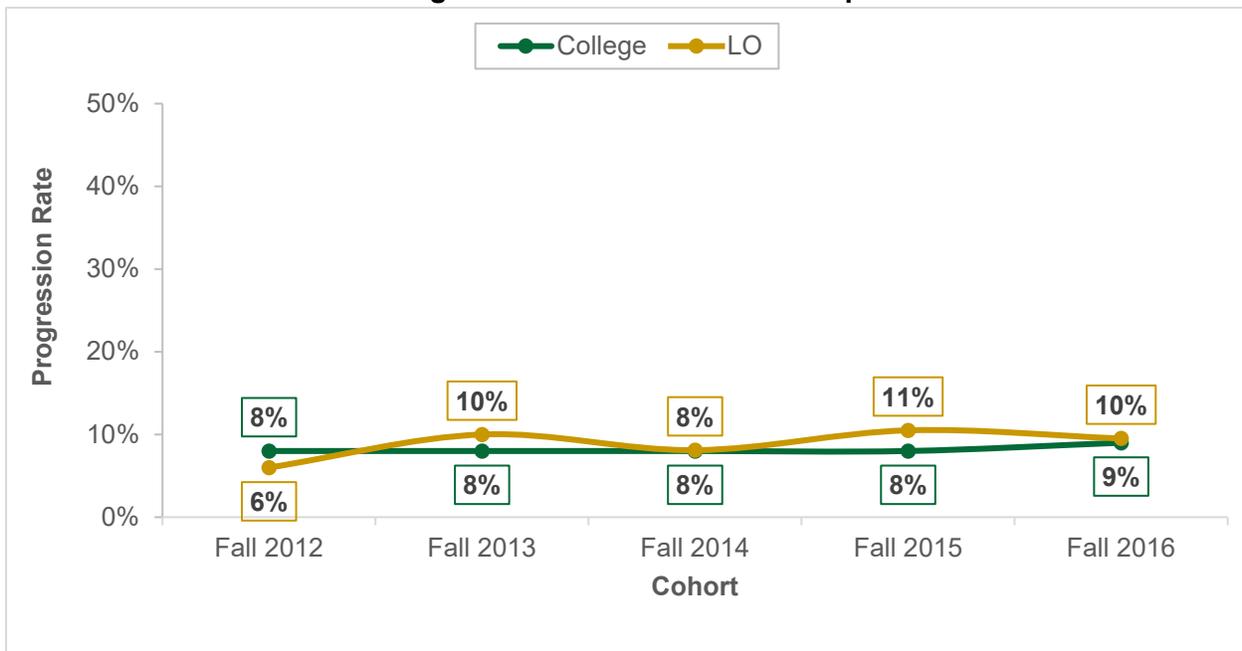
Notes: MTH 163 is Precalculus I. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Loudoun Campus.

C3. Developmental Math Students' Success in College-Level Math (Figures 19 and 20)[12]

- **College-Wide Threshold of Acceptability:** For the Fall 2016 first-time to NOVA cohort, the success rate for developmental math students in college-level math will be at least 69 percent in MTH 151 and at least 67 percent in MTH 163.

- **College-Wide Achievement Goals:** For the Fall 2016 first-time to NOVA cohort, the success rate for developmental math students in college-level math will be 70 percent in MTH 151 and 68 percent in MTH 163.

MTH 151 (Figure 19): Among the Fall 2016 cohort, developmental math students who took MTH 151 at the Loudoun Campus had a lower success rate in MTH 151 within two years of initial enrollment than developmental math students at the College overall (57 versus 67 percent). For this cohort, neither the Loudoun Campus nor the College overall met the threshold of acceptability (at least 69 percent) or the achievement goal (70 percent) for developmental math student success in MTH 151.
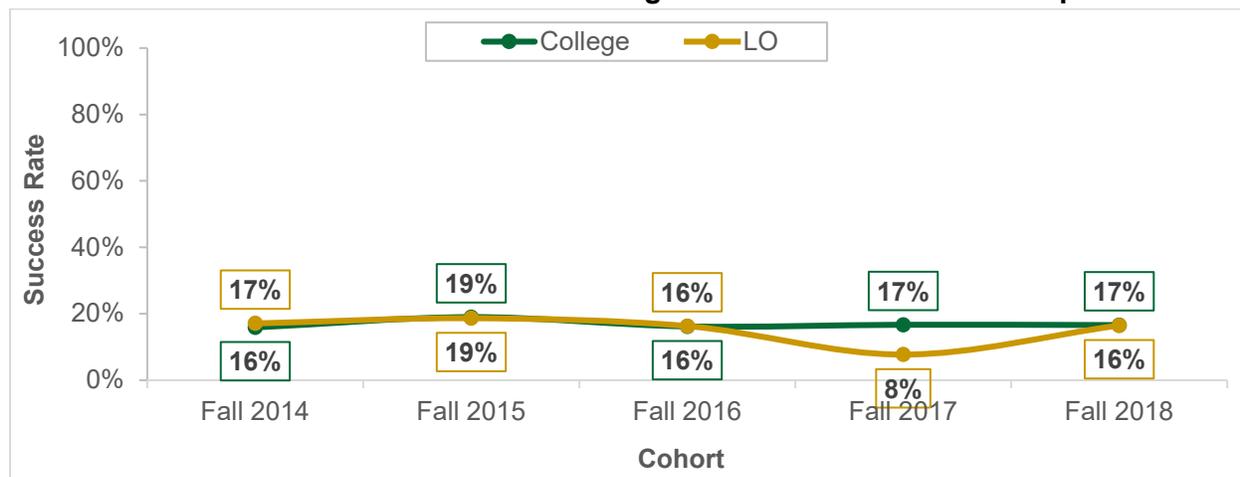
Figure 19. Developmental Math Student Success in College-Level Math (MTH 151): Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
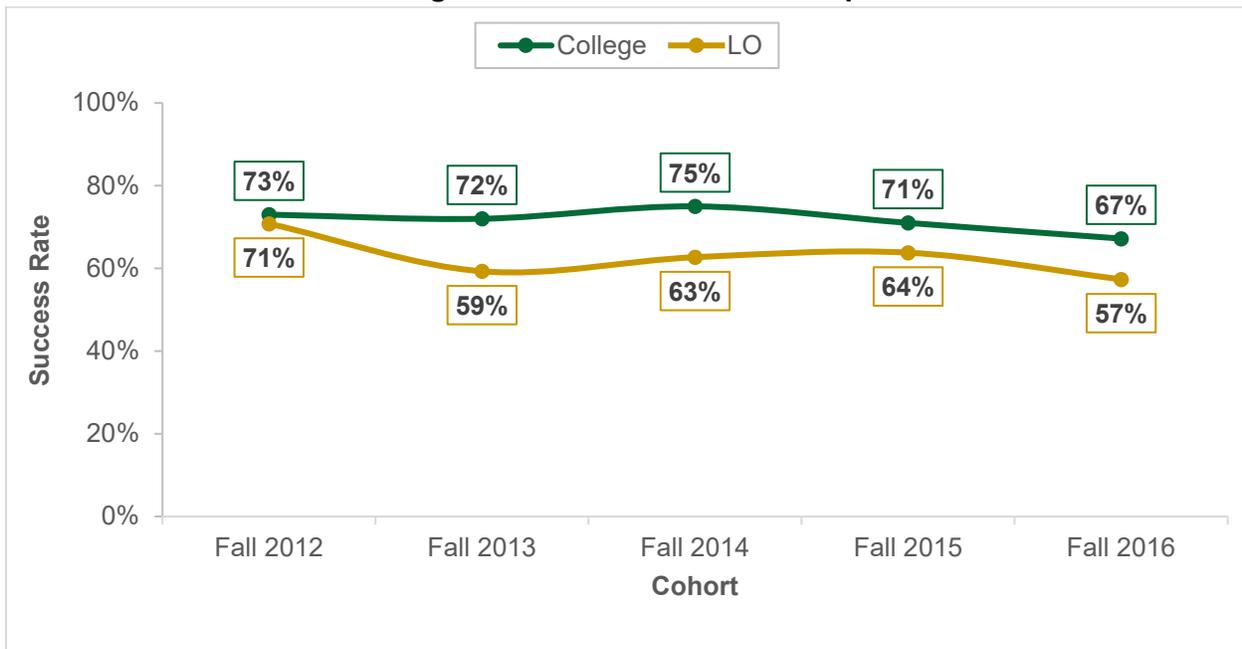
Notes: MTH 151 is Math for the Liberal Arts I. Successful within two years of initial enrollment. Campus data include first-time to NOVA students who took developmental math in their first term and subsequently enrolled in MTH 151 <u>at</u> the Loudoun Campus (regardless of where the student took developmental math).

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[12] College-level math is MTH 151 (Math for the Liberal Arts I) or MTH 163 (Precalculus I). In Fall 2018, MTH 151 was replaced by MTH 154 (Quantitative Reasoning). MTH 163 was renumbered as MTH 161.

MTH 163 (Figure 20): Among the Fall 2016 cohort, developmental math students who took MTH 163 at the Loudoun Campus had a lower success rate in MTH 163 (within two years of initial enrollment) compared to developmental math students overall at the College (54 versus 65 percent). For this cohort, neither the Loudoun Campus nor the College overall met the threshold of acceptability (at least 67 percent) or the achievement goal (68 percent) for developmental math student success in MTH 163.

Figure 20. Developmental Math Student Success in College-Level Math (MTH 163): Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
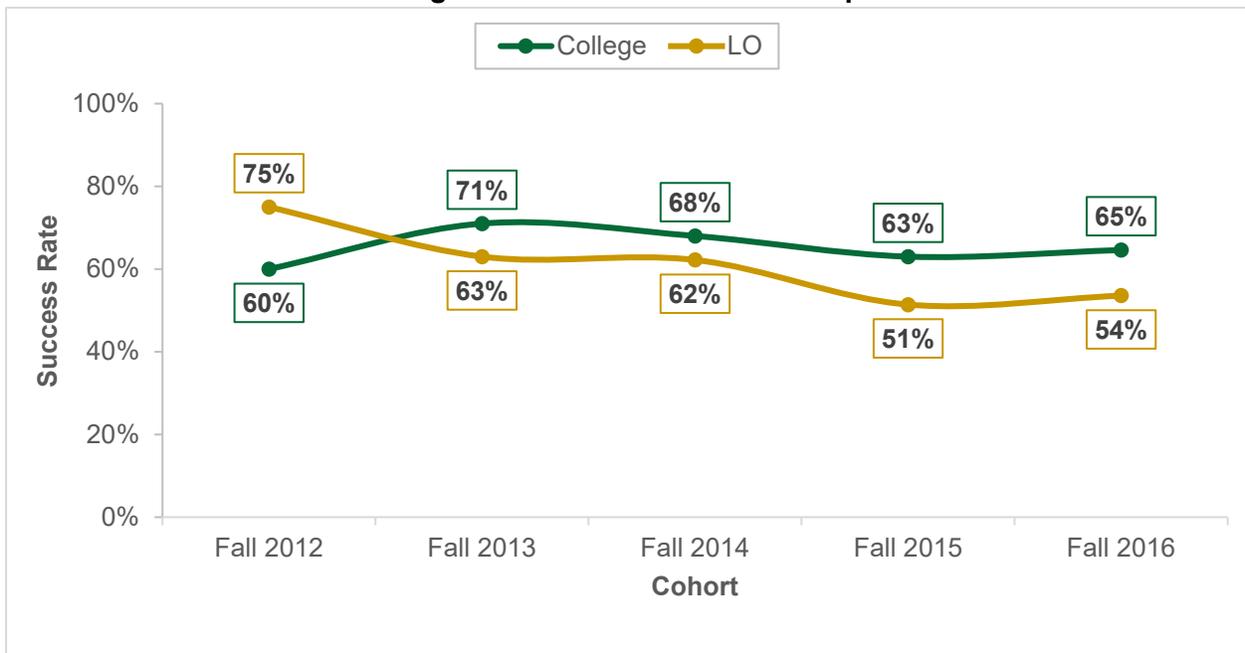
Notes: MTH 163 is Precalculus I. Successful within two years of initial enrollment. Campus data include first-time to NOVA students who took developmental math in their first term and subsequently enrolled in MTH 163 <u>at</u> the Loudoun Campus (regardless of where the student took developmental math).

D. Success in Gatekeeper Courses at the Loudoun Campus (Figures 21 through 25)

- **College-Wide Threshold of Acceptability**: For the Fall 2017 first-time to NOVA cohort, the success rates of students enrolled in gatekeeper courses will be at least 66 percent for ACC 211; 77 percent for BIO 101; 76 percent for ENG 111; 68 percent for MTH 151; and 57 percent for MTH 163.

- **College-Wide Achievement Goals**: For the Fall 2017 first-time to NOVA cohort, the success rates of students enrolled in gatekeeper courses will be 68 percent for ACC 211; 83 percent for BIO 101; 80 percent for ENG 111; 73 percent for MTH 151; and 62 percent for MTH 163.

Accounting 211 (Figure 21): Among the Fall 2017 cohort, the success rate was higher in ACC 211 courses taught at the Loudoun Campus compared to all ACC 211 courses at NOVA (68 versus 66 percent). The Loudoun Campus exceeded the threshold of acceptability (at least 66 percent) and met the achievement goal (68 percent) for success in ACC 211. The College overall met the threshold of acceptability, but not the achievement goal.

Figure 21. Success Rate in ACC 211: Principles of Accounting I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
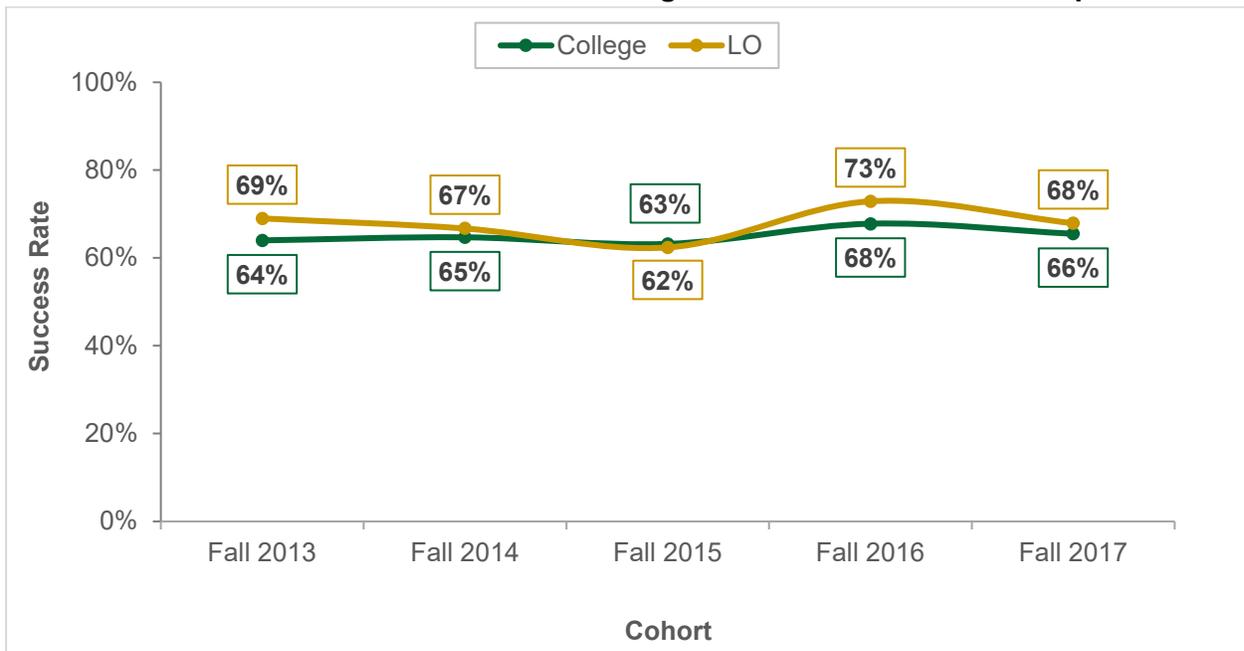
Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in ACC 211 at the Loudoun Campus, regardless of the students' home campus.

Biology 101 (Figure 22): Among the Fall 2017 cohort, the success rate was lower in BIO 101 courses taught at the Loudoun Campus compared to all BIO 101 courses at NOVA (65 versus 76 percent). For this cohort, neither the Loudoun Campus nor the College overall met the threshold of acceptability (at least 77 percent) or the achievement goal (83 percent) for success in this course.

Figure 22. Success Rate in BIO 101: General Biology I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
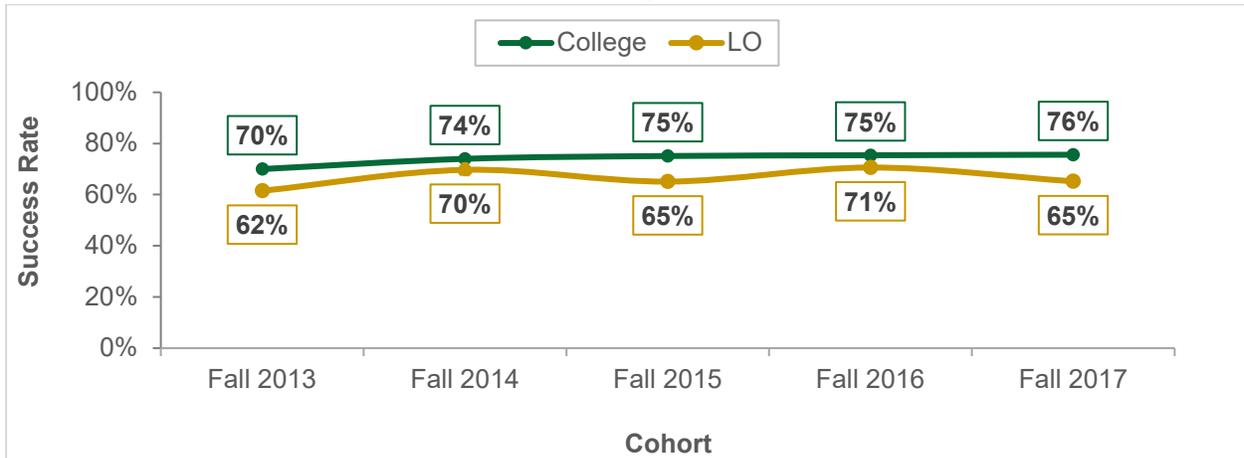
Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in BIO 101 <u>at</u> the Loudoun Campus, regardless of the students' home campus.

English 111 (Figure 23): Among the Fall 2017 cohort, the success rate was slightly lower in ENG 111 courses taught at the Loudoun Campus compared to all ENG 111 courses at NOVA (73 versus 74 percent). Neither the Loudoun Campus nor the College met the threshold of acceptability (at least 76 percent) or the achievement goal (80 percent) for success in this course.

Figure 23. Success Rate in ENG 111: College Composition I: Fall 2013 through Fall 2017 First-Time in NOVA Cohorts – College-wide versus Loudoun Campus
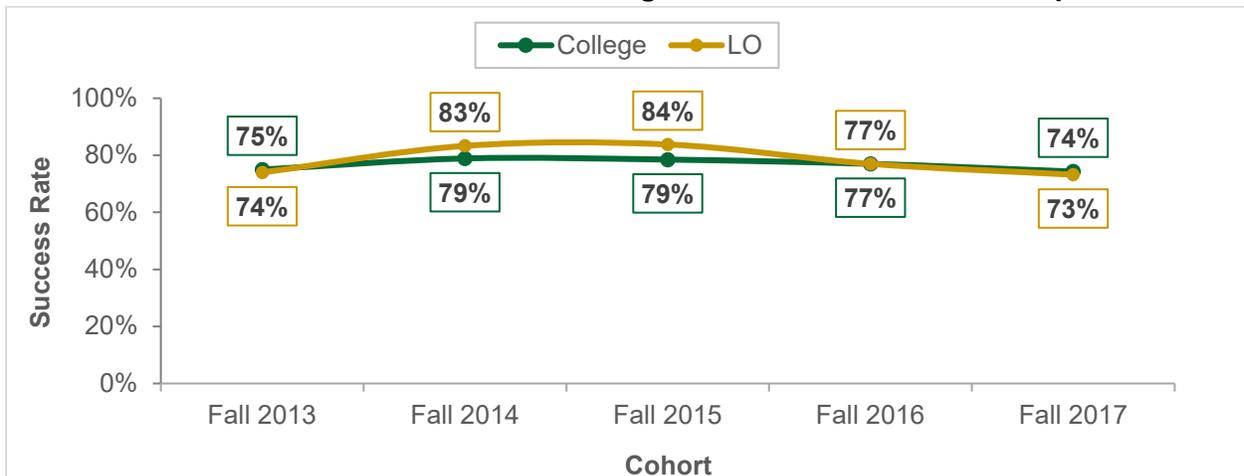
Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in ENG 111 <u>at</u> the Loudoun Campus, regardless of the students' home campus.

Math 151 (Figure 24): Among the Fall 2017 cohort, the success rate was lower in MTH 151 courses taught at the Loudoun Campus compared to all MTH 151 courses at NOVA (57 versus 66 percent). For this cohort, neither the Loudoun Campus nor the College overall met the threshold of acceptability (at least 68 percent) or the achievement goal (70 percent) for success in MTH 151.

Figure 24. Success Rate in MTH 151: Math for Liberal Arts I: Fall 2013 through Fall 2017 First-Time in NOVA Cohorts – College-wide versus Loudoun Campus
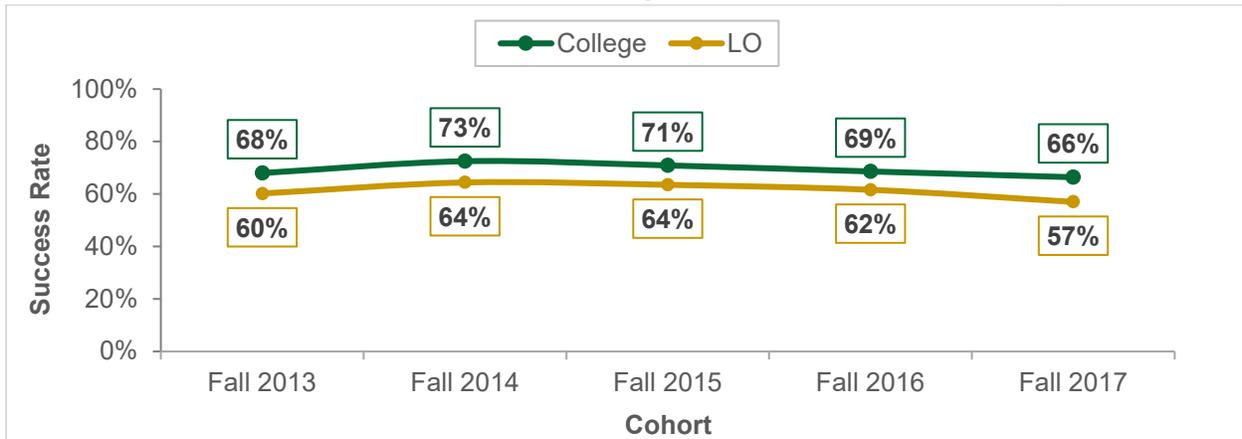
Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in MTH 151 at the Loudoun Campus, regardless of the students' home campus.

Math 163 (Figure 25): Among the Fall 2017 cohort, the success rate was lower in MTH 163 courses taught at the Loudoun Campus compared to all MTH 163 courses at NOVA (53 versus 57 percent). The Loudoun Campus met neither the threshold of acceptability (at least 57 percent) nor the achievement goal (62 percent) for success in MTH 163. The College overall met the threshold but not the achievement goal.

Figure 25. Success Rate in MTH 163: Pre-Calculus I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Loudoun Campus
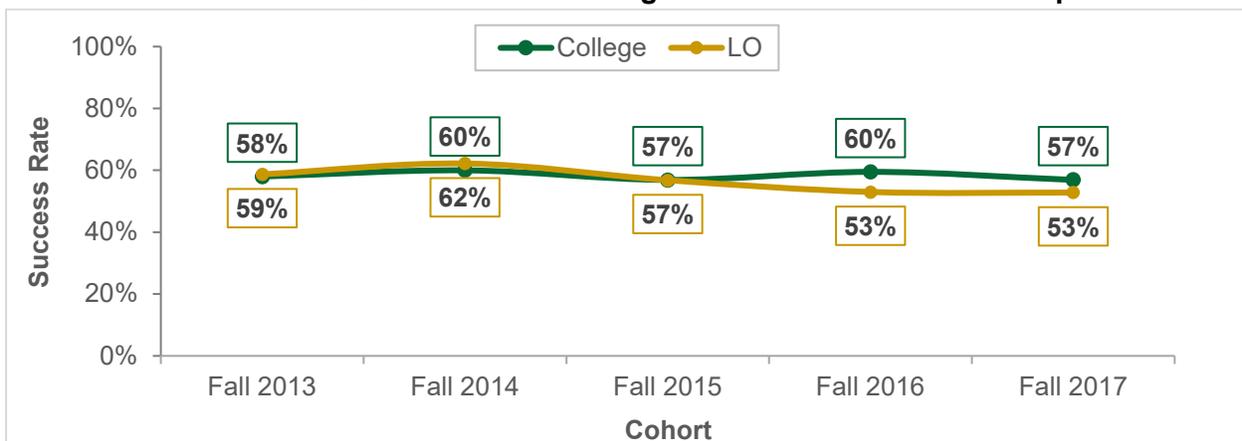
Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in MTH 163 at the Loudoun Campus, regardless of the students' home campus.

Retention is defined as the rate at which students re-enroll or successfully complete their program by subsequent semesters. Fall-to-spring retention is measured as the percentage of first-time in college, program placed students who enter in the fall and either reenroll or successfully complete their program by the subsequent spring semester. Fall-to-fall retention is the percentage of first-time in college, program placed students who enter in the fall and either re-enroll or successfully complete their program by the following fall semester.

- **College-Wide Threshold of Acceptability:** For the Fall 2017 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be at least 79 percent. The fall-to-fall retention rate will be at least 64 percent.

- **College-Wide Achievement Goals:** For the Fall 2017 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be 81 percent. The fall-to-fall retention rate will be 66 percent.

Retention at the Loudoun Campus (Figures 26 and 27)

Fall-to-Spring Retention (Figure 26): For the Fall 2017 first-time in college, program placed cohort, Loudoun Campus students had the same fall-to-spring retention rate as students overall at the College (both 81 percent). For this cohort, both the Loudoun Campus and the College overall exceeded the threshold of acceptability (at least 79 percent) and met the achievement goal (81 percent) for fall-to-spring retention.

Figure 26. Fall-to-Spring Retention Rate: Fall 2013 through Fall 2017 First-Time in College, Program Placed Cohorts – College-wide versus Loudoun Campus
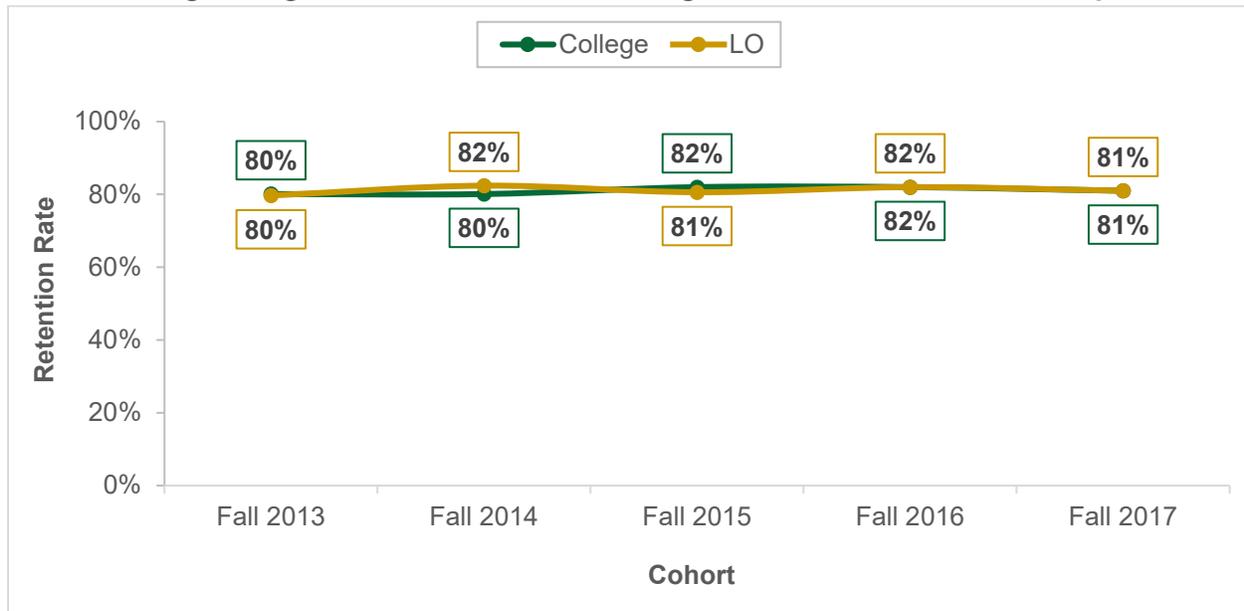
Notes: Fall-to-spring retention is the percentage of first-time in college, program placed students who entered in the fall and either re-enrolled or successfully completed their program by the following spring semester. Campus data include first-time in college, program placed students who selected the Loudoun Campus as their home campus, regardless of the campus(es) at which they took classes. Students may have re-enrolled at a different campus.

Fall-to-Fall Retention (Figure 27): For the Fall 2017 first-time in college, program placed cohort, Loudoun Campus students had a slightly lower fall-to-fall retention rate than students at the College overall (64 versus 65 percent). For this cohort, both the Loudoun Campus and the College overall met the threshold of acceptability (at least 64 percent) but neither met the achievement goal (66 percent) for fall-to-fall retention.

Figure 27. Fall-to-Fall Retention Rate: Fall 2013 through Fall 2017 First-Time in College, Program Placed Cohorts – College-wide versus Loudoun Campus
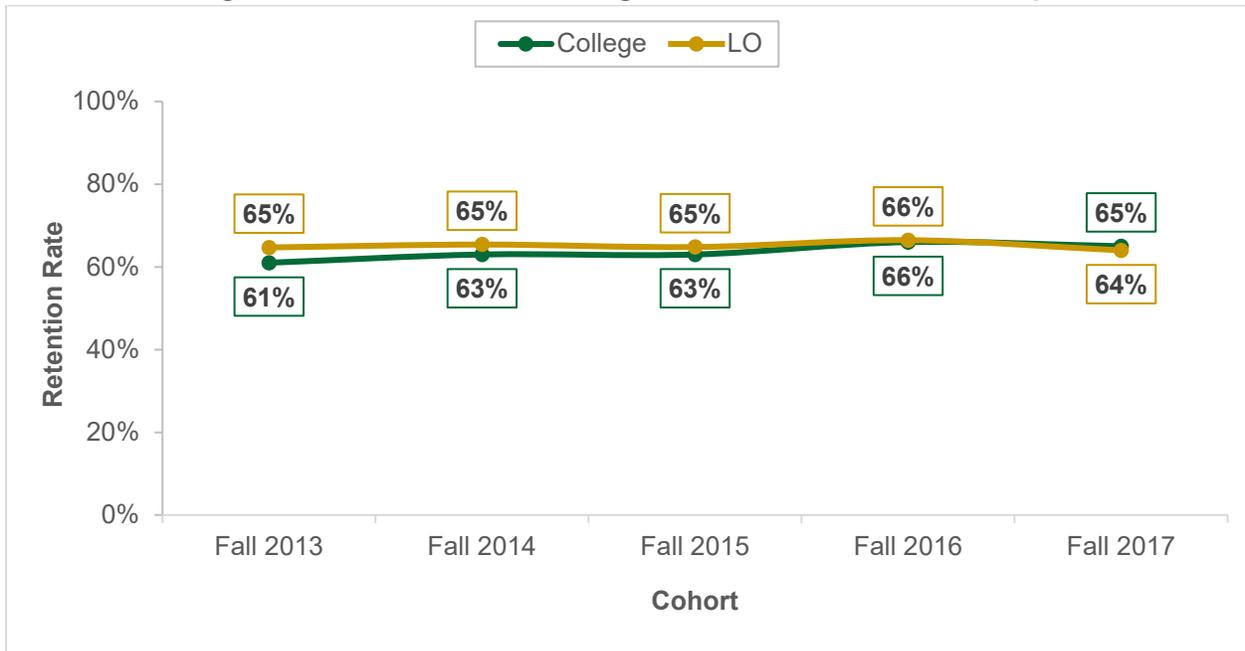
Notes: Fall-to-fall retention is the percentage of first-time in college, program placed students who entered in the fall and either re-enrolled or successfully completed their program by the following fall semester. Campus data include first-time in college, program placed students who selected the Loudoun Campus as their home campus, regardless of the campus(es) at which they took classes. Students may have re-enrolled at a different campus.

Criteria 5. Graduation

Completion of an academic program is a key goal for students of any institution of higher education. The College tracks the total number of annual graduates, as well as the graduation rate. The graduation rate is defined as the percentage of first-time in college, full-time, program placed students who complete their program within 150 percent of normal time.

- **College-Wide Threshold of Acceptability:** For the Fall 2015 cohort of first-time in college, full-time, program placed students, the graduation rate will be at least 25 percent. In 2017-18, the total number of annual graduates will be at least 6,545.

- **College-Wide Achievement Goals:** For the Fall 2015 cohort of first-time in college, full-time, program placed students, the graduation rate will be 28 percent. In 2017-18, the total number of annual graduates will be 6,700.

Graduation at the Loudoun Campus (Figures 28 and 29)

Graduation Rate (Figure 28): For the Fall 2015 first-time in college, full-time, program placed cohort, Loudoun Campus students had a slightly lower graduation rate than students overall at the College (25 versus 26 percent). For this cohort, the Loudoun Campus met the threshold of acceptability (at least 25 percent) but not the achievement goal (28 percent) for graduation rate. The College overall exceeded the threshold but did not meet the achievement goal.

Figure 28. Graduation Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Loudoun Campus
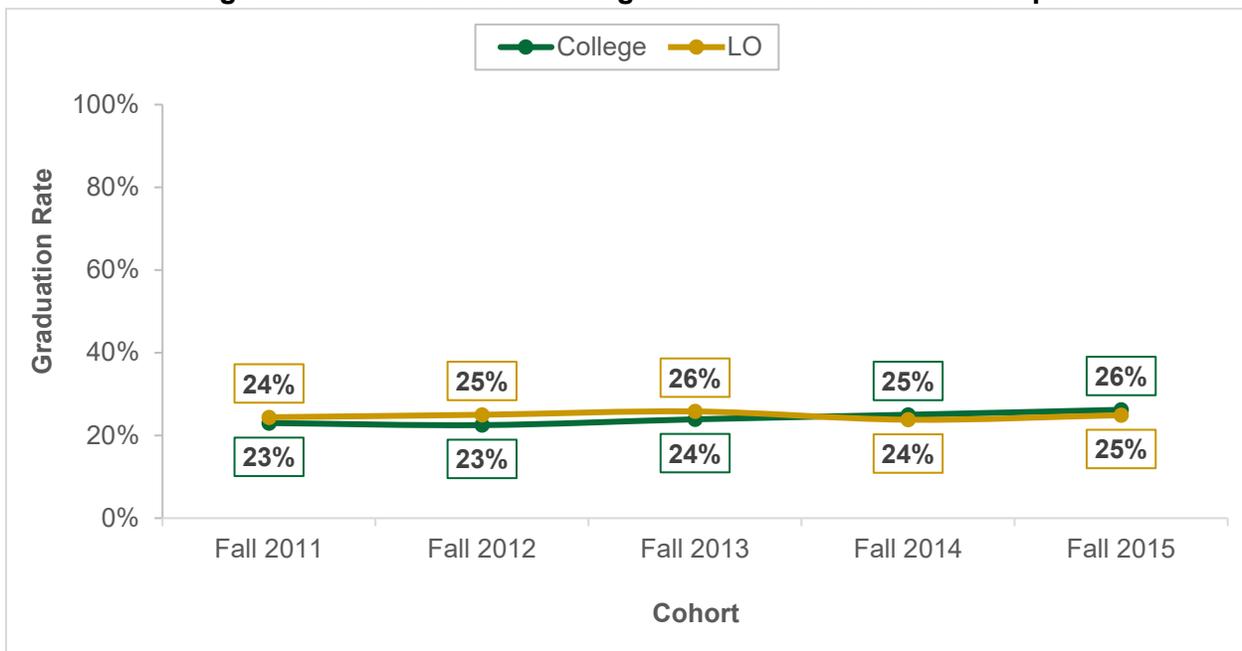
Notes: Campus data include first-time in college, full-time, program placed students who selected the Loudoun Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took classes. Graduates include students who graduated within 150 percent of normal time to program completion, including summer.

Annual Number of Graduates (Figure 29): Over the past five academic years, the annual number of graduates increased by 10 percent at the Loudoun Campus (there were 972 graduates in 2013-14 and 1,070 graduates in 2017-18). In contrast, the College-wide annual number of graduates declined by four percent during that period. For the 2017-18 academic year, the College overall met neither the threshold of acceptability (6,545) nor the achievement goal (6,700) for annual number of graduates.

Figure 29. Annual Number of Graduates: 2013-14 through 2017-18 – College-wide versus Loudoun Campus
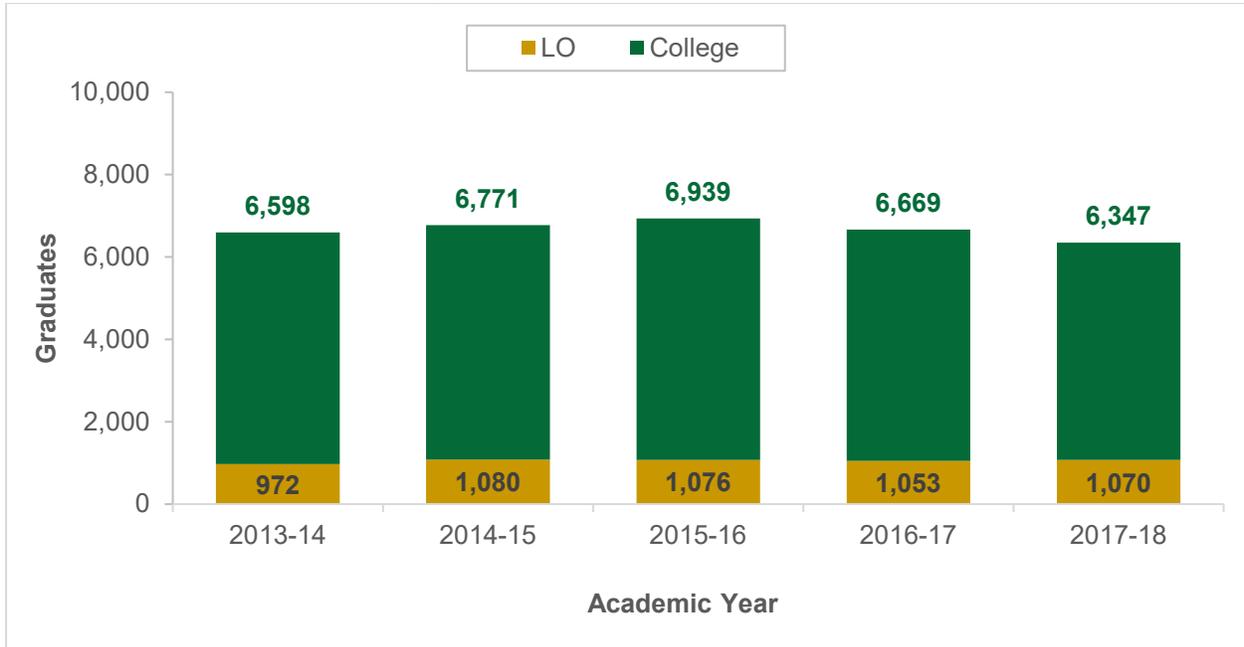
Notes: Campus data include students who selected the Loudoun Campus as their home campus at the time of graduation, regardless of the campus(es) at which they took classes.

Criteria 6. Transfer

In addition to graduation with a degree or credential, transferring is an important goal for many community college students. To this end, the College tracks the transfer-out rate, as well as the annual number of transfers. The transfer-out rate is defined as the percentage of first-time in college, full-time, program placed students who transferred out of NOVA to another two-or four-year institution within 150 percent of normal time to program completion. The annual number of transfers refers to NOVA students who transferred to a four-year institution each year.

- **College-Wide Threshold of Acceptability:** For the Fall 2015 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be at least 16 percent. In 2017-18, the annual number of students transferring to four-year institutions will be at least 10,750.

- **College-Wide Achievement Goals:** For the Fall 2015 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be 19 percent. In 2017-18, the annual number of students transferring to four-year institutions will be 12,250.

Transfers from the Loudoun Campus (Figures 30 and 31)

Transfer-Out Rate (Figure 30): Among the Fall 2015 first-time in college, full-time, program placed cohort, Loudoun Campus students had a higher transfer-out rate compared to the College overall (18 versus 16 percent). For this cohort, the Loudoun Campus exceeded the threshold of acceptability (at least 16 percent) but did not meet the achievement goal (19 percent) for transfer-out rate. The College overall met the threshold but not the achievement goal for this metric.

Figure 30. Transfer-Out Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Loudoun Campus

Notes: Campus data include first-time in college, full-time, program placed students who selected the Loudoun Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took classes. Transfers includes students who transferred out of NOVA to another two- or four-year institution within 150 percent of normal time to program completion, including summer, but does not include students who graduated from NOVA prior to transferring.

Annual Number of Transfers to Four-Year Institutions (Figure 31): Over the past five academic years, the annual number of transfers at the Loudoun Campus increased by over 100 percent. There were 1,436 transfers in 2013-14, which increased to 3,118 transfers in 2017-18. At the College overall, the annual number of transfers increased by 30 percent during that time period. In 2017-18, the College overall exceeded the threshold of acceptability (10,750) but did not meet the achievement goal (12,250) for annual number of transfers.

Figure 31. Annual Number of Transfers to Four-Year Institutions: 2013-14 through 2017-18 – College-wide versus Loudoun Campus
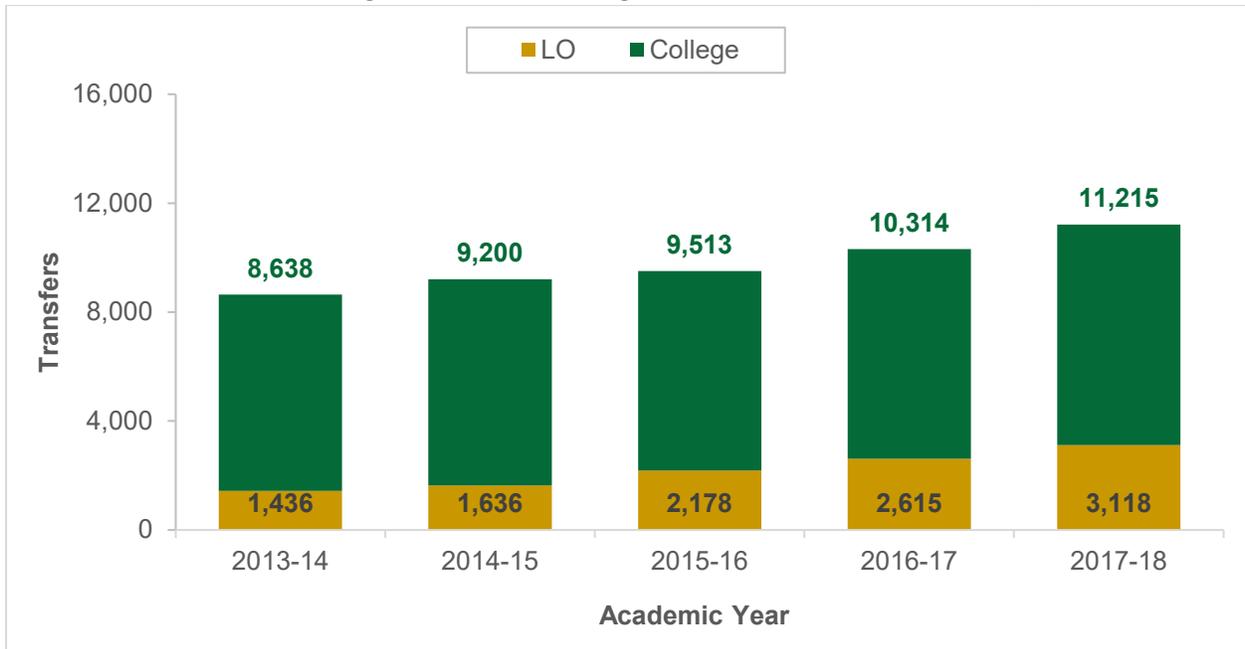
Notes: Data include students who previously attended NOVA within the prior eight years, e.g., for 2017-18, data include students who attended NOVA between 2010-11 and 2017-18 and transferred to a four-year institution during the 2017-18 academic year (regardless of when they were last enrolled at NOVA). Campus was determined based on the home campus listed during the student's last term of enrollment.

Criteria 7. Job Placement

The College is focused on supplying the Northern Virginia region and the Commonwealth of Virginia with an educated population and a globally competitive workforce. The job placement rate is the percentage of graduates who are employed in the Commonwealth of Virginia within one year of graduation from NOVA.

- **College-Wide Threshold of Acceptability:** The job placement rate of 2016-17 NOVA graduates will be at least 65 percent.

- **College-Wide Achievement Goals:** The job placement rate of 2016-17 NOVA graduates will be 67 percent.

Job Placement at the Loudoun Campus (Figures 32 and 33)

Overall Job Placement (Figure 32): In 2016-17, graduates from the Loudoun Campus had a higher job placement rate than graduates from the College overall (71 versus 67 percent). In this year, the Loudoun Campus exceeded both the threshold of acceptability (at least 65 percent) and the achievement goal (67 percent) for job placement rate. The College overall exceeded the threshold and met the achievement goal.

Figure 32. Overall Job Placement Rate of NOVA Graduates: 2013-14 through 2016-17 – College-wide versus Loudoun Campus
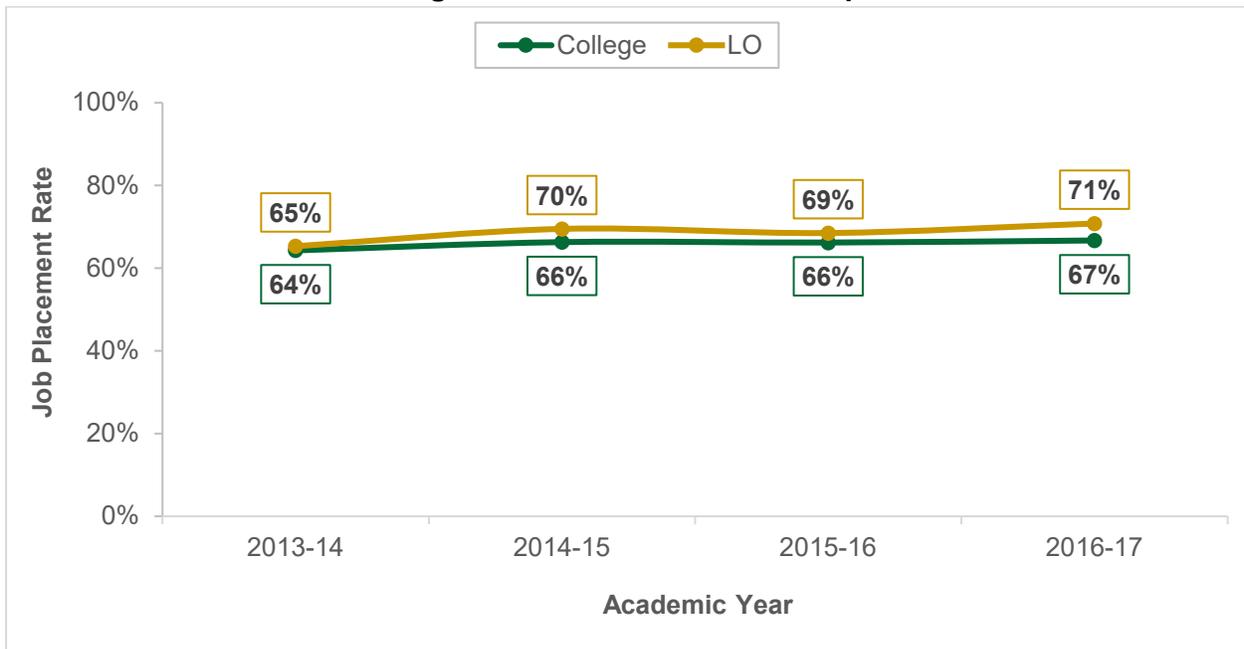
Notes: Campus data include students who selected the Loudoun Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took classes) and were employed in the Commonwealth of Virginia within one year of graduation. Data exclude military personnel, federal civilian employees, and self-employed individuals.

Job Placement by NOVA Degree Type (Figure 33): In 2016-17 at the Loudoun Campus, the job placement rate was highest among A.S. degree graduates (72 percent) and lowest among A.A. degree graduates (60 percent). Additionally, Loudoun Campus job placement rates were higher than the College among A.S. degree and certificate graduates and lower than the College among A.A. degree and A.A.A./A.A.S. degree graduates.

Figure 33. Job Placement Rate of NOVA Graduates by NOVA Degree Type: 2016-17 – College-wide versus Loudoun Campus

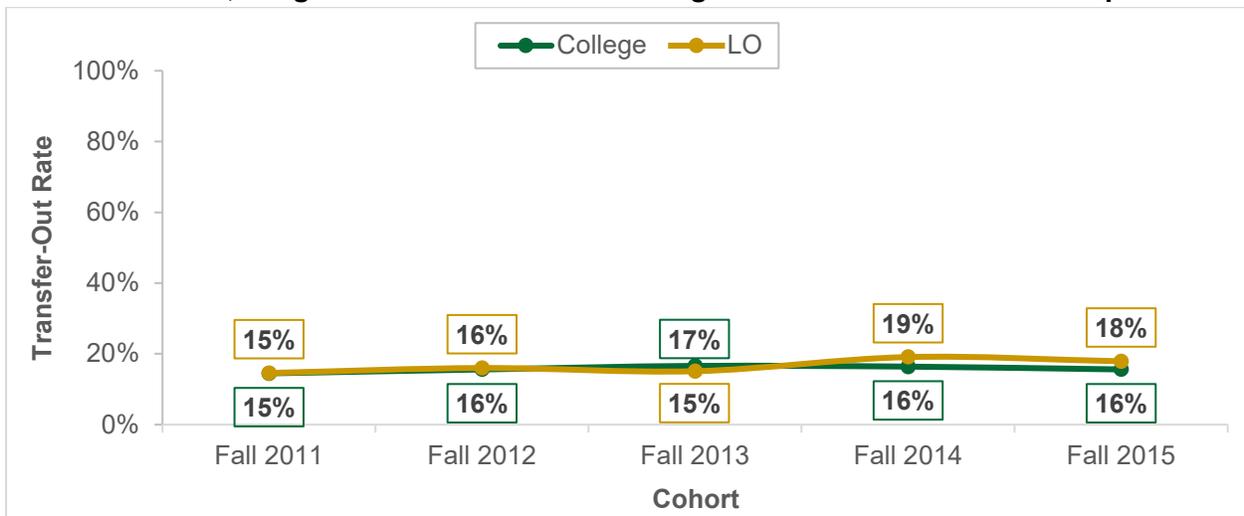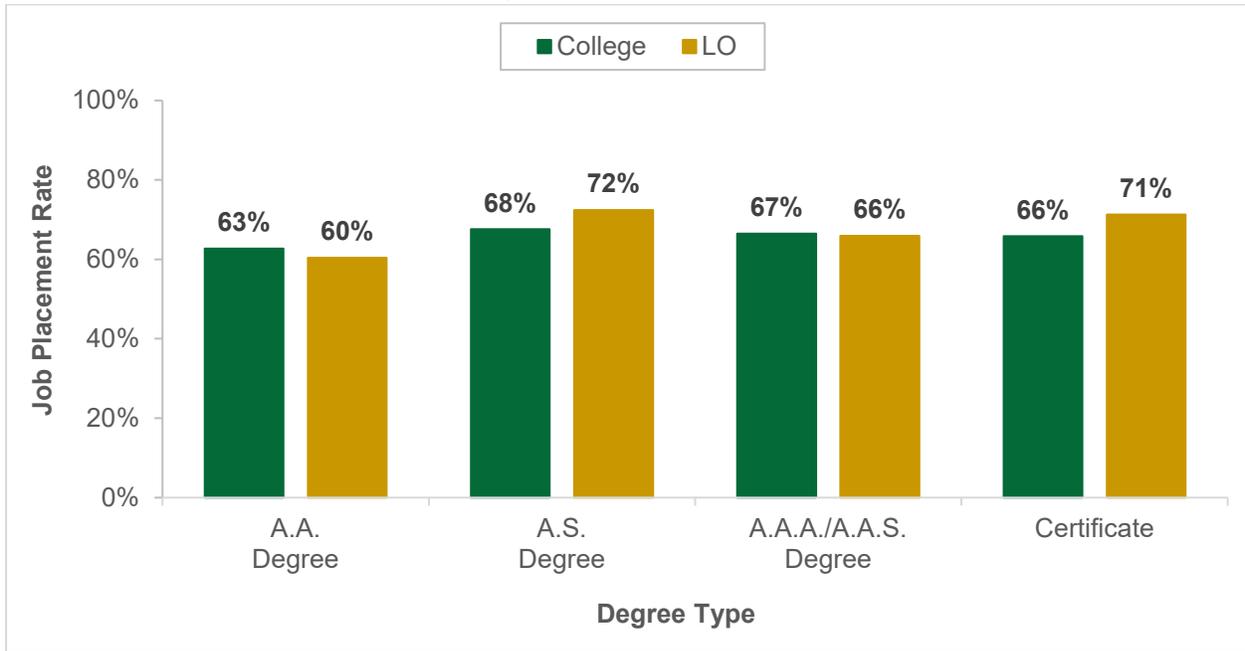Notes: Campus data include students who selected the Loudoun Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took classes) and were employed in the Commonwealth of Virginia within one year of graduation. Data exclude military personnel, federal civilian employees, and self-employed individuals.

Criteria 8. Licensing Exams

Passing a licensing exam demonstrates the level of knowledge and skill required to succeed in a profession, occupation, or role. The licensing exam pass rate is the percentage of graduates who pass the licensing exam for their program following graduation from NOVA.

- **College-Wide Threshold of Acceptability:** In 2017, the licensing exam pass rate will be at least 90 percent for each program for which there is a corresponding national or state licensing exam.

- **College-Wide Achievement Goals:** In 2017, the licensing exam pass rate will be 100 percent for each program for which there is a corresponding national or state licensing exam.

Licensing Exams at the Loudoun Campus (Figure 34)

The Loudoun Campus offers one program for which there is a corresponding national licensing exam. Among all 2017 graduates of the Veterinary Technology program at NOVA, the national licensing exam pass rate was 76 percent. This pass rate did not meet the threshold of acceptability (at least 90 percent) or the achievement goal (100 percent).

Figure 34. National and State Licensing Examination Pass Rate of NOVA Graduates by Program: 2017 – Loudoun Campus
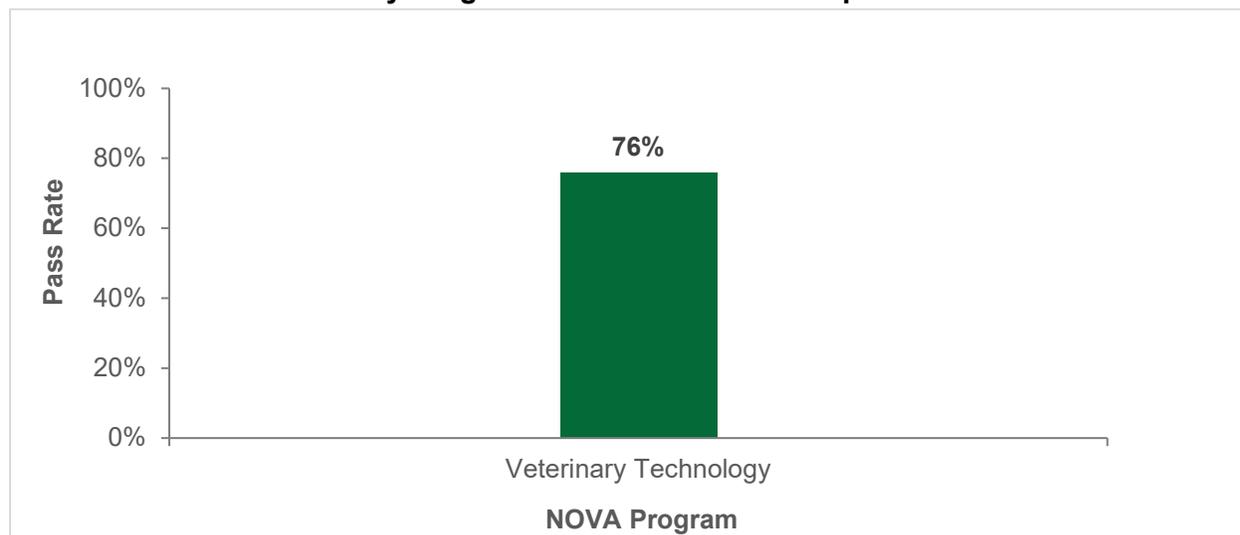
Notes: Data include all program graduates who took the licensing exam for their program in the indicated year, regardless of the year in which they graduated from NOVA. Data may include more than one exam attempt or students retaking the exam. Campus indicated is the campus at which the program is offered.

Criteria 1. College Readiness

Table 1. Developmental Math and Developmental English Placement Rates:
Fall 2014 through Fall 2018 GPS Cohorts – Loudoun Campus

GPS Cohort	Developmental Math Placement					Developmental English Placement				
	Placed		Not Placed		*Total*	Placed		Not Placed		*Total*
	#	%	#	%		#	%	#	%	
Fall 2014	281	42.8	375	57.2	*656*	126	22.6	431	77.4	*557*
Fall 2015	274	44.3	345	55.7	*619*	126	21.9	449	78.1	*575*
Fall 2016	263	38.6	418	61.4	*681*	116	19.4	481	80.6	*597*
Fall 2017	269	43.2	353	56.8	*622*	138	25.5	404	74.5	*542*
Fall 2018	294	39.8	445	60.2	*739*	126	17.2	605	82.8	*731*

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: For the Fall 2014 through Fall 2016 cohorts, developmental placement was determined by the Virginia Math Placement Test (VPT-Math) and Virginia English Placement Test (VPT-English). For the Fall 2017 and Fall 2018 cohorts, developmental placement was determined by Multiple Measures. Total includes students in the GPS population (ages 17-24 who are first-time in college students) who were evaluated for placement. Campus was determined based on the students' home campus at the time of enrollment.

Criteria 2. Enrollment

Table 2. Annual Unduplicated Headcount and Fall Headcount:
2013-14 through 2018-19 – Loudoun Campus

Academic Year	Annual Unduplicated Headcount		Fall Headcount	
	Headcount	Growth Rate (%)	Headcount	Growth Rate (%)
2013-14	12,731	--	8,321	--
2014-15	13,359	4.9	9,088	9.2
2015-16	14,164	6.0	10,176	12.0
2016-17	14,845	4.8	10,772	5.9
2017-18	15,752	6.1	11,766	9.2
2018-19	--	--	12,026	2.2

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include students who listed the Loudoun Campus as their home campus during the indicated academic year or fall term. The growth rate is calculated as the percent change over the previous year. 2018-19 annual unduplicated headcount was unavailable at the time of publication.

Criteria 3. Course Success

Criteria 3A. Overall Course Success

Table 3. Overall Course Success Rate: Fall 2014 through Fall 2018 – Loudoun Campus

Term	Total Course Enrollment	Success Rate	
		#	%
Fall 2014	24,992	17,944	71.8
Fall 2015	26,421	19,159	72.5
Fall 2016	27,530	20,467	74.3
Fall 2017	28,337	21,103	74.5
Fall 2018	28,649	21,567	75.3

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Grades of Audit, Missing, and Never Attending Student (NVRK) were excluded from the analysis. Total course enrollment is duplicated. Campus indicated is the campus at which the course was taught.

Criteria 3B. Success in Developmental English

Table 4. Success Rate in Developmental English by Course:
Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – Loudoun Campus

Cohort	ENF 1			ENF 2			ENF 3			Total		
	N	Succeeded		N	Succeeded		N	Succeeded		N	Succeeded	
		#	%		#	%		#	%		#	%
Fall 2014	20	14	70.0	59	50	84.7	203	157	77.3	282	221	78.4
Fall 2015	26	16	61.5	62	45	72.6	188	142	75.5	276	203	73.6
Fall 2016	23	10	43.5	53	38	71.7	189	135	71.4	265	183	69.1
Fall 2017	30	17	56.7	52	37	71.2	160	111	69.4	242	165	68.2
Fall 2018	24	13	54.2	61	31	50.8	167	108	64.7	252	152	60.3

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: ENF 1: Preparing for College English I, an eight-credit course; ENF 2: Preparing for College English II, a four-credit course; ENF 3: Preparing for College English III, a two-credit course that is co-enrolled with ENG 111: College Composition I, the entry-level college composition class. Data include first-time to NOVA students who enrolled in developmental English during their first term <u>at</u> the Loudoun Campus.

Table 5. Developmental English Student Progression to College-Level English:
Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – Loudoun Campus

Cohort	N	Progressed	
		#	%
Fall 2012	462	371	80.3
Fall 2013	299	264	88.3
Fall 2014	282	253	89.7
Fall 2015	282	244	86.5
Fall 2016	265	232	87.5

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: College-level English is ENG 111: College Composition I. Progression within two years of initial enrollment (e.g., Fall 2016 = progressed between Fall 2016 and Summer 2018). Data include first-time to NOVA students who enrolled in developmental English during their first term <u>at</u> the Loudoun Campus.

Table 6. Developmental English Student Success in College-Level English:
Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – Loudoun Campus

Cohort	N	Succeeded	
		#	%
Fall 2012	388	304	78.4
Fall 2013	264	199	75.4
Fall 2014	242	181	74.8
Fall 2015	239	174	72.8
Fall 2016	226	172	76.1

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: College-level English is ENG 111: College Composition I. Successful within two years of initial enrollment (e.g., Fall 2016 = successful between Fall 2016 and Summer 2018). Data include first-time to NOVA students who took developmental English in their first term and subsequently enrolled in ENG 111 <u>at</u> the Loudoun Campus (regardless of where the student took developmental English).

Criteria 3C. Success in Developmental Math

Table 7. Success Rate in Developmental Math by Course: Fall 2014 through Fall 2018
First-Time to NOVA Cohorts – Loudoun Campus

Cohort	MTT 1			MTT 2			MTT 3			MTT 4			Total		
	N	Succeeded		N	Succeeded		N	Succeeded		N	Succeeded		N	Succeeded	
		#	%		#	%		#	%		#	%		#	%
Fall 2014	40	21	52.5	68	27	39.7	78	22	28.2	269	46	17.1	455	116	25.5
Fall 2015	26	18	69.2	61	15	24.6	84	29	34.5	225	42	18.7	396	104	26.3
Fall 2016	51	22	43.1	52	16	30.8	60	14	23.3	233	38	16.3	396	90	22.7
Fall 2017	28	15	53.6	32	10	31.3	62	7	11.3	220	17	7.7	342	49	14.3
Fall 2018	3	2	66.7	19	5	26.3	53	9	17.0	194	32	16.5	269	48	17.8

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: MTT 1: Developmental Mathematics I; MTT 2: Developmental Mathematics II; MTT 3: Developmental Mathematics III; MTT 4: Developmental Mathematics IV. Students who are required to complete four (or more) units out of a possible nine units are enrolled in MTT 4, students required to complete three units are enrolled in MTT 3, etc. Data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Loudoun Campus. Data include duplicated enrollments, such that if a student enrolled in the same developmental math course more than one time during the semester, each enrollment is included in the table.

Table 8. Success Rate in Co-Requisite Developmental Math (MCR 4 and MCR 6)
by Course: Fall 2018 First-Time to NOVA Cohort – Loudoun Campus

Course	N	Succeeded	
		#	%
MCR 4	29	19	65.5
MCR 6	12	2	16.7

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: First offered in Fall 2018, co-requisite developmental math courses (MCR 4 and MCR 6) are co-enrolled with college-level math courses. These courses are for students who need one or two units of developmental math to satisfy course requirements. Data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Loudoun Campus. Data include duplicated enrollments, such that if a student enrolled in the same developmental math course more than one time during the semester, each enrollment is included in the table.

Table 9. Developmental Math Student Progression to College-Level Math by Course:
Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – Loudoun Campus

Cohort	MTH 151			MTH 163		
	N	Progressed		N	Progressed	
		#	%		#	%
Fall 2012	331	60	18.1	331	20	6.0
Fall 2013	300	53	17.7	300	30	10.0
Fall 2014	446	77	17.3	446	36	8.1
Fall 2015	389	64	16.5	389	41	10.5
Fall 2016	389	70	18.0	389	37	9.5

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: MTH 151: Math for the Liberal Arts I; MTH 163: Pre-Calculus I. Progression within two years of initial enrollment (e.g., Fall 2016 = progressed between Fall 2016 and Summer 2018). Data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Loudoun Campus.

Table 10. Developmental Math Student Success in College-Level Math by Course:
Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – Loudoun Campus

Cohort	MTH 151			MTH 163		
	N	Succeeded		N	Succeeded	
		#	%		#	%
Fall 2012	65	46	70.8	20	15	75.0
Fall 2013	54	32	59.3	27	17	63.0
Fall 2014	75	47	62.7	37	23	62.2
Fall 2015	69	44	63.8	35	18	51.4
Fall 2016	68	39	57.4	28	15	53.6

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: MTH 151: Math for the Liberal Arts I; MTH 163: Pre-Calculus I. Successful within two years of initial enrollment (e.g., Fall 2016 = successful between Fall 2016 and Summer 2018). Data include first-time to NOVA students who took developmental math in their first term and subsequently enrolled in college-level math (MTH 151 or MTH 163) <u>at</u> the Loudoun Campus (regardless of where the student took developmental math).

Criteria 3D. Success in Gatekeeper Courses

Table 11. Success Rate in ACC 211: Principles of Accounting I:
Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – Loudoun Campus

Cohort	ACC 211		
	N	Succeeded	
		#	%
Fall 2013	126	87	69.0
Fall 2014	150	100	66.7
Fall 2015	165	103	62.4
Fall 2016	118	86	72.9
Fall 2017	109	74	67.9

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Successful within one year of initial enrollment (e.g., Fall 2017 = successful between Fall 2017 and Summer 2018). Data include first-time to NOVA students who enrolled in ACC 211 <u>at</u> the Loudoun Campus, regardless of the students' home campus.

Table 12. Success Rate in BIO 101: General Biology I:
Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – Loudoun Campus

Cohort	BIO 101		
	N	Succeeded	
		#	%
Fall 2013	374	230	61.5
Fall 2014	402	280	69.7
Fall 2015	327	213	65.1
Fall 2016	303	214	70.6
Fall 2017	230	150	65.2

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Successful within one year of initial enrollment (e.g., Fall 2017 = successful between Fall 2017 and Summer 2018). Data include first-time to NOVA students who enrolled in BIO 101 <u>at</u> the Loudoun Campus, regardless of the students' home campus.

Table 13. Success Rate in ENG 111: College Composition I:
Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – Loudoun Campus

Cohort	ENG 111		
	N	Succeeded	
		#	%
Fall 2013	1,139	843	74.0
Fall 2014	2,329	1,940	83.3
Fall 2015	2,335	1,957	83.8
Fall 2016	1,332	1,026	77.0
Fall 2017	1,262	924	73.2

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Successful within one year of initial enrollment (e.g., Fall 2017 = successful between Fall 2017 and Summer 2018). Data include first-time to NOVA students who enrolled in ENG 111 <u>at</u> the Loudoun Campus, regardless of the students' home campus.

Table 14. Success Rate in MTH 151: Math for the Liberal Arts I:
Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – Loudoun Campus

Cohort	MTH 151		
	N	Succeeded	
		#	%
Fall 2013	261	157	60.2
Fall 2014	270	174	64.4
Fall 2015	260	165	63.5
Fall 2016	245	151	61.6
Fall 2017	221	126	57.0

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Successful within one year of initial enrollment (e.g., Fall 2017 = successful between Fall 2017 and Summer 2018). Data include first-time to NOVA students who enrolled in MTH 151 <u>at</u> the Loudoun Campus, regardless of the students' home campus.

Table 15. Success Rate in MTH 163: Pre-Calculus I:
Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – Loudoun Campus

Cohort	MTH 163		
	N	Succeeded	
		#	%
Fall 2013	366	215	58.7
Fall 2014	368	229	62.2
Fall 2015	333	189	56.8
Fall 2016	332	176	53.0
Fall 2017	286	151	52.8

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Successful within one year of initial enrollment (e.g., Fall 2017 = successful between Fall 2017 and Summer 2018). Data include first-time to NOVA students who enrolled in MTH 163 <u>at</u> the Loudoun Campus, regardless of the students' home campus.

Criteria 4. Retention

Table 16. Fall-to-Spring and Fall-to-Fall Retention Rates: Fall 2013 through Fall 2017
First-Time in College, Program Placed Cohorts – Loudoun Campus

Cohort	Fall-to-Spring Retention			Fall-to-Fall Retention		
	N	Retained		N	Retained	
		#	%		#	%
Fall 2013	1,483	1,182	79.7	1,483	959	64.7
Fall 2014	1,677	1,382	82.4	1,677	1,096	65.4
Fall 2015	1,749	1,410	80.6	1,749	1,133	64.8
Fall 2016	1,741	1,427	82.0	1,741	1,157	66.5
Fall 2017	1,816	1,471	81.0	1,816	1,162	64.0

Sources: Office of Institutional Research, Northern Virginia Community College.
Notes: Fall-to-spring retention is the percentage of first-time in college, program placed students who enter in the fall and either re-enroll or successfully complete their program by the following spring semester. Fall-to-fall retention is the percentage of first-time in college, program placed students who enter in the fall and either re-enroll or successfully complete their program by the following fall semester. Data include first-time in college, program placed students who selected the Loudoun Campus as their home campus at initial enrollment (regardless of the campus(es) at which they took classes). Students may have re-enrolled at a different campus.

Criteria 5. Graduation

Table 17. Graduation Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time,
Program Placed Cohorts – Loudoun Campus

Cohort	N	Completers	Graduation Rate (%)
Fall 2011	747	182	24.4
Fall 2012	900	225	25.0
Fall 2013	1,003	259	25.8
Fall 2014	1,102	262	23.8
Fall 2015	1,179	294	24.9

Sources: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include first-time in college, full-time, program placed students who selected the Loudoun Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took classes. Graduates includes students who graduated within 150 percent of normal time to program completion, including summer.

Table 18. Annual Number of Graduates: 2013-14 through 2017-18 – Loudoun Campus

Academic Year	Graduates	Growth Rate (%)
2013-14	972	--
2014-15	1,080	11.1
2015-16	1,076	-0.4
2016-17	1,053	-2.1
2017-18	1,070	1.6

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include students who selected the Loudoun Campus as their home campus at the time of graduation, regardless of the campus(es) at which they took classes. The growth rate is the percent change over the previous year.

Criteria 6. Transfer

Table 19. Transfer-Out Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – Loudoun Campus

Cohort	N	Transfers	Transfer-Out Rate (%)
Fall 2011	747	109	14.6
Fall 2012	900	144	16.0
Fall 2013	1,003	151	15.1
Fall 2014	1,102	210	19.1
Fall 2015	1,179	211	17.9

Sources: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include first-time in college, full-time, program placed students who selected the Loudoun Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took classes. Transfers includes students who transferred out of NOVA to another two- or four-year institution within 150 percent of normal time to program completion, including summer, but does not include students who graduated from NOVA prior to transferring.

Table 20. Annual Number of Transfers to Four-Year Institutions: 2013-14 through 2017-18 – Loudoun Campus

Academic Year	Number of Transfers	Growth Rate (%)
2013-14	1,436	--
2014-15	1,636	13.9
2015-16	2,178	33.1
2016-17	2,615	20.1
2017-18	3,118	19.2

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include students who previously attended NOVA within the prior eight years, e.g., for 2016-17, data include students who attended NOVA between 2009-10 and 2016-17 and transferred to a four-year institution during the 2016-17 academic year (regardless of when they were last enrolled at NOVA). Campus is determined based on the home campus listed during the student's last term of enrollment. The growth rate is calculated as the percent change over the previous year.

Criteria 7. Job Placement

**Table 21. Job Placement Rate of NOVA Graduates by Degree Type:
2013-14 through 2016-17 – Loudoun Campus**

Academic Year	A.A. Degree			A.S. Degree			A.A.A./A.A.S. Degree			Certificate			Total		
	N	Employed		N	Employed		N	Employed		N	Employed		N	Employed	
		#	%		#	%		#	%		#	%		#	%
2013-14	69	48	69.6	623	413	66.3	122	72	59.0	158	102	64.6	972	635	65.3
2014-15	78	51	65.4	700	487	69.6	127	88	69.3	175	125	71.4	1,080	751	69.5
2015-16	63	46	73.0	699	499	71.4	116	68	58.6	198	124	62.6	1,076	737	68.5
2016-17	53	32	60.4	651	471	72.4	126	83	65.9	223	159	71.3	1,053	745	70.8

Source: Office of Institutional Research, Northern Virginia Community College and Virginia Employment Commission (VEC).
Notes: Data include students who selected the Loudoun Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took classes) and were employed in the Commonwealth of Virginia within one year of graduation from NOVA. Data exclude military personnel, federal civilian employees, and self-employed individuals.

Criteria 8. Licensing Exams

**Table 22. National Licensing Examination Pass Rate of NOVA Graduates by Program:
2014 through 2017 – Loudoun Campus**

NOVA Program	2014		2015		2016		2017	
	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)
Veterinary Technology	49	89.5	46	81.4	52	78.5	46	75.9

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Exam Takers includes all program graduates who took the licensing exam for their program in the indicated year, regardless of the year in which they graduated from NOVA. Data may include more than one exam attempt or students retaking the exam. Campus indicated is the campus at which the program is offered.

PATHWAY TO THE AMERICAN DREAM—NOVA'S STRATEGIC PLAN 2017-2023

THE NOVA COMMITMENT

As its primary contributions to meeting the needs of the Commonwealth of Virginia, the Northern Virginia Community College pledges to advance the social and economic mobility of its students while producing an educated citizenry for the 21st Century.

THE STRATEGIC PLAN GOALS AND OBJECTIVES

To deliver on this commitment NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals—success, achievement, and prosperity. It will strive to enable **Every Student to Succeed, Every Program to Achieve,** and **Every Community to Prosper.**

To advance the completion agenda described above, thereby promoting students' success and enhancing their social mobility, ensuring that programs achieve, and producing an educated citizenry for the 21st Century, the following goals and objectives are adopted:

GOAL 1: Every Student Succeeds

- **Objective 1:** Develop a College-wide approach to advising that ensures all students are advised and have access to support throughout their time at NOVA
- **Objective 2:** Implement VIP-PASS System as the foundational technology based on NOVA Informed Pathways for student self-advising, assignment and coordination of advisors, and course registration

GOAL 2: Every Program Achieves

- **Objective 3:** Develop comprehensive, fully integrated Informed Pathways for every program to ensure seamless transitions from high school and other entry points to NOVA, and from NOVA to four-year transfer institutions or the workforce
- **Objective 4:** Develop effective processes and protocols for programmatic College-wide collective decisions that include consistent, accountable leadership and oversight of each academic program with designated "owners," active advisory committees, clear student learning outcomes and assessments, and program reviews in all modalities of instruction
- **Objective 5:** Align NOVA's organizational structures, position descriptions, and expectations for accountability with its overarching mission to support student engagement, learning, success and institutional effectiveness

GOAL 3: Every Community Prospers

- **Objective 6:** Enhance the prosperity of every community in Northern Virginia by refocusing and prioritizing NOVA's workforce development efforts
- **Objective 7:** Further develop NOVA's IT and Cybersecurity programs to support regional job demand and position NOVA as the leading IT community college in the nation
- **Objective 8:** Re-envision workforce strategies and integrate workforce development into a NOVA core focus
- **Objective 9:** Plan to expand the breadth and reach of NOVA's healthcare and biotechnology programs, and prioritize future programs to support regional economic development goals

NOVA

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