

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

Research Report No. 93-19

Office of Institutional Effectiveness and Student Success

JUNE 2019

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.

When citing data from this report, the Northern Virginia Community College (NOVA) Office of Institutional Effectiveness and Student Success must be cited as the source.

4001 Wakefield Chapel Road
Annandale, VA 22003-3796
(703) 323-3129
www.nvcc.edu/oieess

Table of Contents

Introduction	1
Key Findings	4
Criteria 1. College Readiness.....	6
Criteria 2. Enrollment	8
Criteria 3. Course Success	10
Criteria 4. Retention	25
Criteria 5. Graduation.....	27
Criteria 6. Transfer	29
Criteria 7. Job Placement.....	31
Criteria 8. Licensing Exams.....	32
Appendix: Manassas Campus Data Tables.....	33

List of Figures

Figure 1. NOVA's Eight Student Achievement Criteria	2
Figure 2. Developmental English Placement Rate: Fall 2014 through Fall 2018 GPS Cohorts – College-wide versus Manassas Campus	6
Figure 3. Developmental Math Placement Rate: Fall 2014 through Fall 2018 GPS Cohorts – College-wide versus Manassas Campus	7
Figure 4. Annual Unduplicated Headcount: 2013-14 through 2017-18 – College-wide versus Manassas Campus.....	8
Figure 5. Fall Headcount: Fall 2014 through Fall 2018 – College-wide versus Manassas Campus.....	9
Figure 6. Overall Course Success Rate: Fall 2014 through Fall 2018 – College-wide versus Manassas Campus.....	10
Figure 7. Success Rate in Developmental English (ENF 1): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus.....	11
Figure 8. Success Rate in Developmental English (ENF 2): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus.....	12
Figure 9. Success Rate in Developmental English (ENF 3): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus.....	12
Figure 10. Developmental English Student Progression to College-Level English: Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – College-wide versus Manassas Campus.	13
Figure 11. Developmental English Student Success in College-Level English: Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – College-wide versus Manassas Campus	14
Figure 12. Success Rate in Developmental Math (MTT 1): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus.....	15
Figure 13. Success Rate in Developmental Math (MTT 2): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus.....	16
Figure 14. Success Rate in Developmental Math (MTT 3): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus.....	16
Figure 15. Success Rate in Developmental Math (MTT 4): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus.....	17
Figure 16. Success Rate in Co-Requisite Developmental Math (MCR 4 and MCR 5) by Course: Fall 2018 First-Time to NOVA Cohort – College-wide versus Manassas Campus	17
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 Manassas Campus.....	18

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 Manassas Campus.....	19
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 Manassas Campus.	20
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 Manassas Campus.	21
Figure 21. Success Rate in ACC 211: Principles of Accounting I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Manassas Campus	22
Figure 22. Success Rate in BIO 101: General Biology I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Manassas Campus.....	23
Figure 23. Success Rate in ENG 111: College Composition I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Manassas Campus	23
Figure 24. Success Rate in MTH 151: Math for the Liberal Arts I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Manassas Campus	24
Figure 25. Success Rate in MTH 163: Pre-Calculus I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Manassas Campus.....	24
Figure 26. Fall-to-Spring Retention Rate: Fall 2013 through Fall 2017 First-Time in College, Program-Placed Cohorts – College-wide versus Manassas Campus	25
Figure 27. Fall-to-Fall Retention Rate: Fall 2013 through Fall 2017 First-Time in College, Program-Placed Cohorts – College-wide versus Manassas Campus	26
Figure 28. Graduation Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Manassas Campus	27
Figure 29. Annual Number of Graduates: 2013-14 through 2017-18 – College-wide versus Manassas Campus.....	28
Figure 30. Transfer-Out Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Manassas Campus	29
Figure 31. Annual Number of Transfers to Four-Year Institutions: 2013-14 through 2017-18 – College-wide versus Manassas Campus	30
Figure 32. Overall Job Placement Rate of NOVA Graduates: 2013-14 through 2016-17 – College-wide versus Manassas Campus	31
Figure 33. Job Placement Rate of NOVA Graduates by NOVA Degree Type: 2016-17 – College-wide versus Manassas Campus	32

List of Tables

Table 1. Developmental Math and Developmental English Placement Rates: Fall 2014 through Fall 2018 GPS Cohorts – Manassas Campus	33
Table 2. Annual Unduplicated Headcount and Fall Headcount: 2013-14 through 2018-19 – Manassas Campus.....	33
Table 3. Overall Course Success Rate: Fall 2014 through Fall 2018 – Manassas Campus	34
Table 4. Success Rate in Developmental English by Course: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – Manassas Campus.....	34
Table 5. Developmental English Student Progression to College-Level English: Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – Manassas Campus	34
Table 6. Developmental English Student Success in College-Level English: Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – Manassas Campus	35
Table 7. Success Rate in Developmental Math by Course: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – Manassas Campus.....	35
Table 8. Success Rate in Co-Requisite Developmental Math (MCR 4 and MCR 6) by Course: Fall 2018 First-Time to NOVA Cohort – Manassas Campus.....	35
Table 9. Developmental Math Student Progression to College-Level Math by Course: Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – Manassas Campus	36
Table 10. Developmental Math Student Success in College-Level Math by Course: Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – Manassas Campus	36
Table 11. Success Rate in ACC 211: Principles of Accounting I: Fall 2013 through Fall 2017 Cohorts of First-Time to NOVA Students – Manassas Campus.....	36
Table 12. Success Rate in BIO 101: General Biology I: Fall 2013 through Fall 2017 Cohorts of First-Time to NOVA Students – Manassas Campus	37
Table 13. Success Rate in ENG 111: College Composition I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – Manassas Campus.....	37
Table 14. Success Rate in MTH 151: Math for the Liberal Arts I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – Manassas Campus.....	37
Table 15. Success Rate in MTH 163: Pre-Calculus I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – Manassas Campus	38
Table 16. Fall-to-Spring and Fall-to-Fall Retention Rates: Fall 2013 through Fall 2017 First-Time in College, Program Placed Cohorts – Manassas Campus	38
Table 17. Graduation Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – Manassas Campus	38
Table 18. Annual Number of Graduates: 2013-14 through 2017-18 – Manassas Campus	39
Table 19. Transfer-Out Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – Manassas Campus	39

Table 20. Annual Number of Transfers to Four-Year Institutions: 2013-14 through 2017-18 – Manassas Campus.....	39
Table 21. Job Placement Rate of NOVA Graduates by Degree Type: 2013-14 through 2016-17 – Manassas Campus.....	40

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 Manassas 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

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>

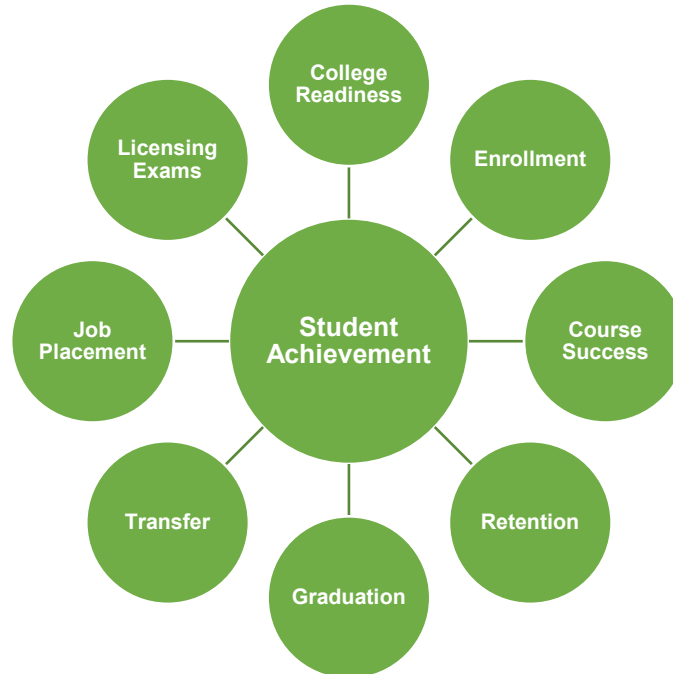
³ Ibid.

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 Manassas 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.

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

Key Findings

Criteria #1: College Readiness

- ↑ In Fall 2018, Manassas Campus students placed into developmental English at a lower rate compared to students overall at the College (19 versus 20 percent).
- ↓ In Fall 2018, Manassas Campus students placed into developmental math at a greater rate compared to students overall at the College (47 versus 44 percent).

Criteria #2: Enrollment

- ↑ From 2013-14 to 2017-18, the annual unduplicated headcount increased 1 percent at the Manassas Campus, compared to a decrease of 6 percent College-wide.
- ↑ From Fall 2014 to Fall 2018, fall headcount increased by 10 percent at the Manassas Campus, compared to a decrease of 1 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 Manassas Campus (75 percent), compared to all courses taught at the College (74 percent).

Developmental English Course Success Rate (Fall 2018 FTTN Cohort)

- ↓ ENF 1: **lower** than the College (47 versus 57 percent)
- ↓ ENF 2: **lower** than the College (45 versus 53 percent)
- ↑ ENF 3: **higher** than the College (75 versus 71 percent)

Developmental Math Course Success Rate (Fall 2018 FTTN Cohort)

- ↓ MTT 1: **lower** than the College (38 versus 43 percent)
- ↑ MTT 2: **higher** than the College (33 versus 23 percent)
- ↓ MTT 3: **lower** than the College (18 versus 24 percent)
- ↑ MTT 4: **higher** than the College (18 versus 17 percent)

Gatekeeper Course Success Rate (Fall 2018 FTTN Cohort)

- ACC 211: **same** as the College (both 66 percent)
- ↑ BIO 101: **higher** than the College (78 versus 76 percent)
- ↑ ENG 111: **higher** than the College (77 versus 74 percent)
- ↑ MTH 151: **higher** than the College (73 versus 66 percent)
- ↑ MTH 163: **higher** than the College (66 versus 57 percent)

Key Findings (Cont'd)

Criteria #4: Retention

- ↑ In Fall 2017, the fall-to-spring retention rate of first-time in college, program placed students at the Manassas Campus was higher than students overall at NOVA (82 versus 81 percent).
- ↑ In Fall 2017, fall-to-fall retention rate of first-time in college, program placed students at the Manassas Campus was higher than the College overall (66 versus 65 percent).

Criteria #5: Graduation

- ↑ Compared to the College overall, students at the Manassas Campus had a higher graduation rates (29 versus 26 percent for the Fall 2015 first-time in college, full-time, program placed cohort).
- ↑ From 2013-14 to 2017-18, the annual number of graduates increased 9 percent at the Manassas Campus, compared to a decrease of 4 percent College-wide.

Criteria #6: Transfer

- ↑ Compared to the College overall, students at the Manassas Campus had higher transfer-out rates (17 versus 16 percent for the Fall 2015 first-time in college, full-time, program placed cohort).
- ↑ From 2013-14 to 2017-18, the annual number of transfers to four-year institutions increased 36 percent at the Manassas Campus, compared to a 30 percent increase overall at the College.

Criteria #7: Job Placement

- ↑ In 2016-17, graduates from the Manassas Campus had a higher job placement rate than the College-wide job placement rate (73 versus 67 percent).

Criteria #8: Licensing Exams

There are no degree or certificate programs offered at the Manassas Campus for which there is a corresponding licensing exam.

Criteria 1. College Readiness

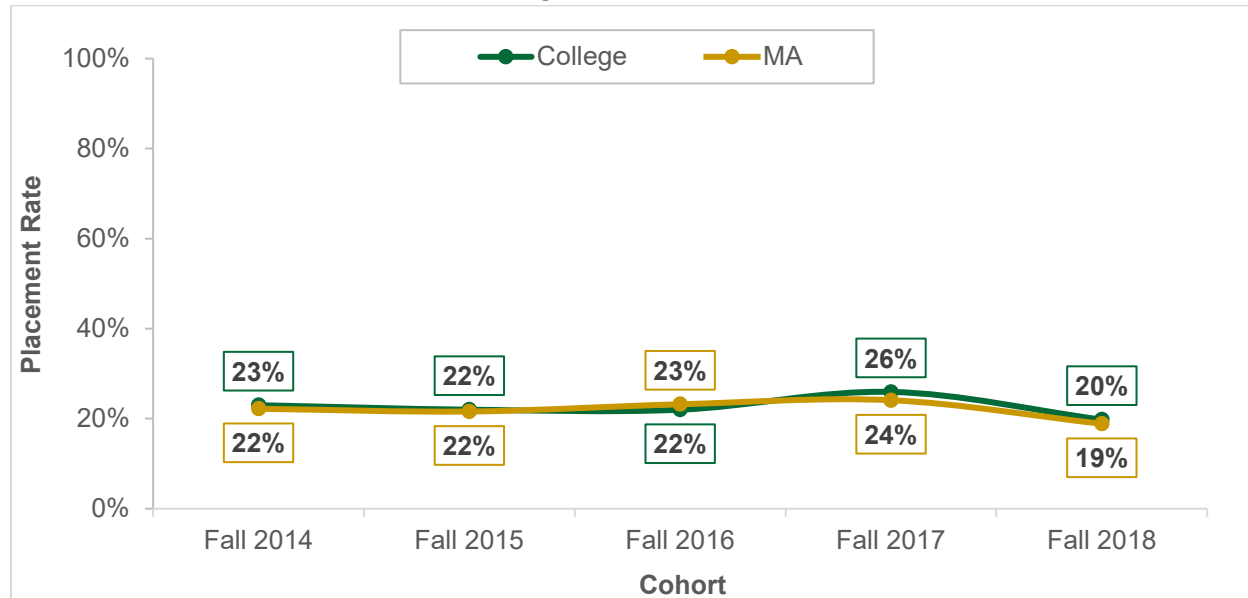
College readiness is the level of preparation a student needs to enroll and succeed in a credit-bearing, general education course without remediation. College readiness is measured as the percentages of students who placed into developmental English and/or developmental math.

- **College-Wide Threshold of Acceptability:** For the Fall 2018 cohort of GPS students⁶, 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 students⁶, 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 Manassas Campus (Figures 2 and 3)

Developmental English Placement (Figure 2): For the Fall 2018 GPS cohort, Manassas Campus students placed into developmental English at a slightly lower rate than students overall at the College (19 versus 20 percent). For this cohort, neither the College nor the Manassas Campus met the threshold of acceptability (18 percent or less) or achievement goal (15 percent) for placement into developmental English.

Figure 2. Developmental English Placement Rate: Fall 2014 through Fall 2018 GPS Cohorts – College-wide versus Manassas Campus

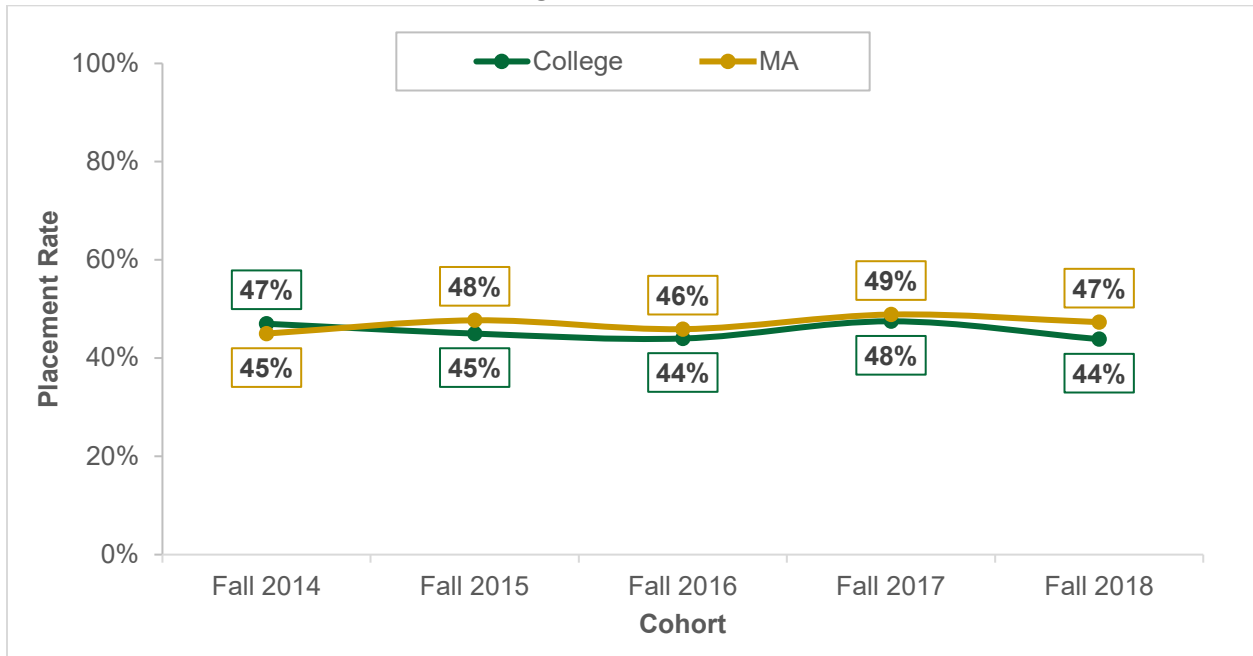


Notes: For the Fall 2014 through Fall 2016 cohorts, developmental English placement was determined by the Virginia English Placement Test (VPT-English). For the Fall 2017 and Fall 2018 cohorts, developmental English placement was determined by Multiple Measures. Data include students in the GPS population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

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, Manassas Campus students placed into developmental math at a slightly higher rate than students overall at the College (47 versus 44 percent). For this cohort, neither the Manassas Campus nor the College met the threshold of acceptability (40 percent or less) or achievement goal (35 percent) for placement into developmental math.

**Figure 3. Developmental Math Placement Rate: Fall 2014 through Fall 2018
GPS Cohorts – College-wide versus Manassas 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.

Criteria 2. Enrollment

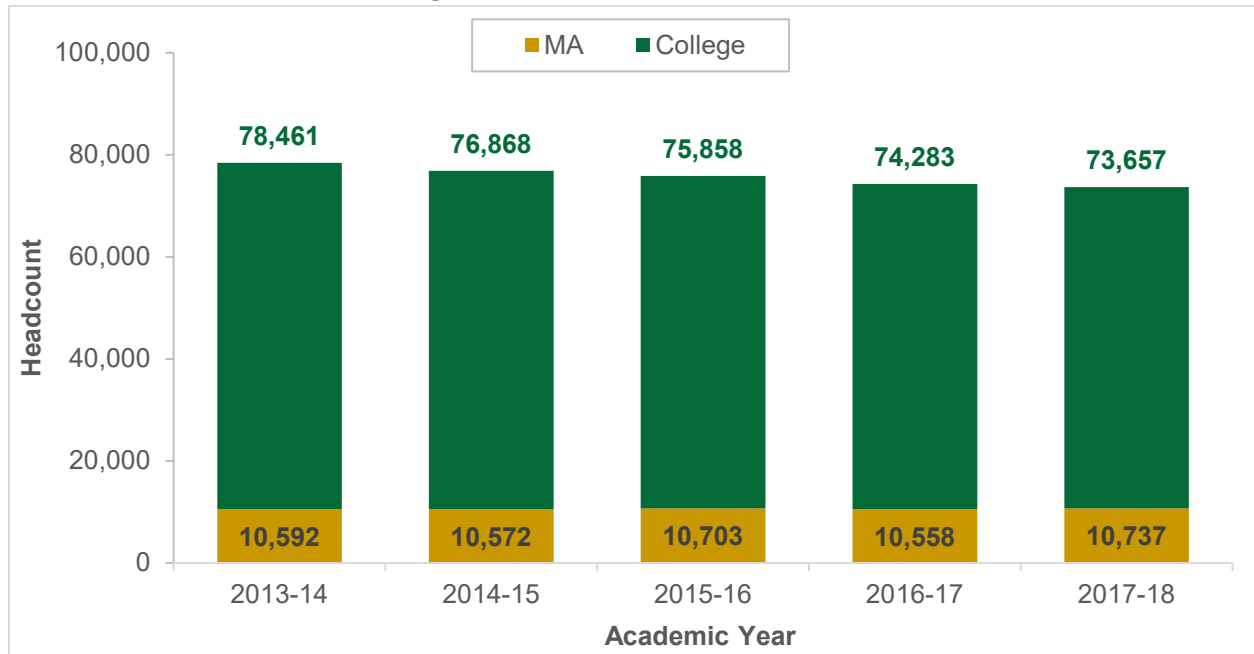
Enrollment is the headcount of students enrolled in credit courses; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers; and high school students taking college courses for credit.

- **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 Manassas Campus (Figures 4 and 5)

Annual Unduplicated Headcount (Figure 4): Over the past five academic years at the Manassas Campus, annual unduplicated headcount increased by one percent (from 10,592 to 10,737). Conversely, the College-wide annual enrollment decreased by six percent during this time period. College-wide annual enrollment exceeded the threshold of acceptability (72,000) but did not meet the achievement goal (74,500).

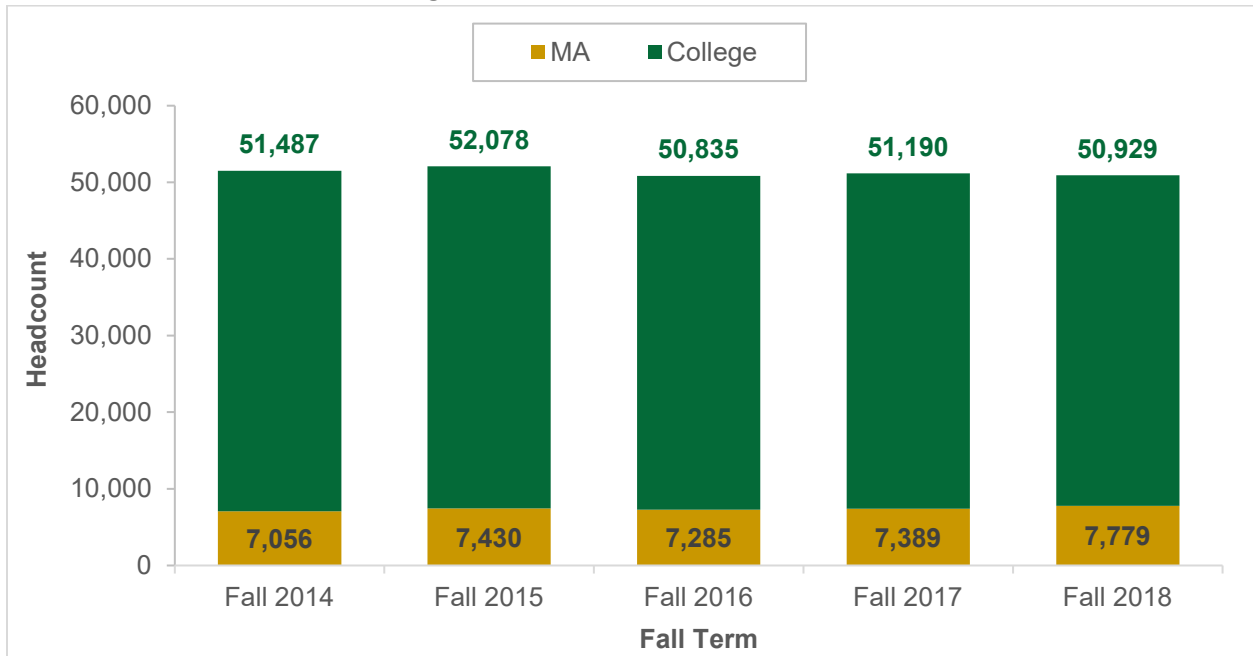
Figure 4. Annual Unduplicated Headcount: 2013-14 through 2017-18 – College-wide versus Manassas Campus



Notes: Campus data include students who listed the Manassas 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 to Fall 2018, fall headcount at the Manassas Campus increased by ten percent (from 7,056 to 7,779). Conversely, the College-wide fall headcount decreased by one percent during this 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 Manassas Campus



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

Criteria 3. Course Success

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 Manassas Campus

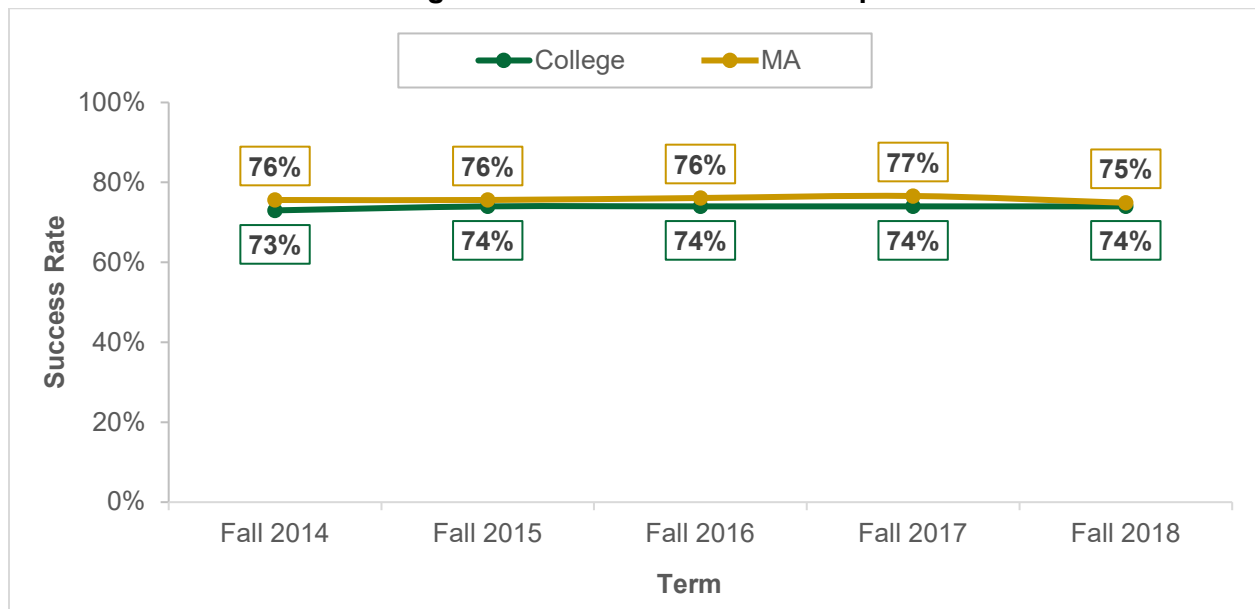
A. Overall Course Success (Figure 6)

- **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 Manassas Campus compared to all courses across the College. In Fall 2018, the course success rate was 75 percent for Manassas Campus courses and 74 percent for all NOVA courses.

For this cohort, the Manassas Campus exceeded the threshold of acceptability (at least 73 percent) and met the achievement goal (75 percent) for course success. The College overall exceeded the threshold but did not meet the achievement goal.

Figure 6. Overall Course Success Rate: Fall 2014 through Fall 2018 – College-wide versus Manassas 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 Manassas 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

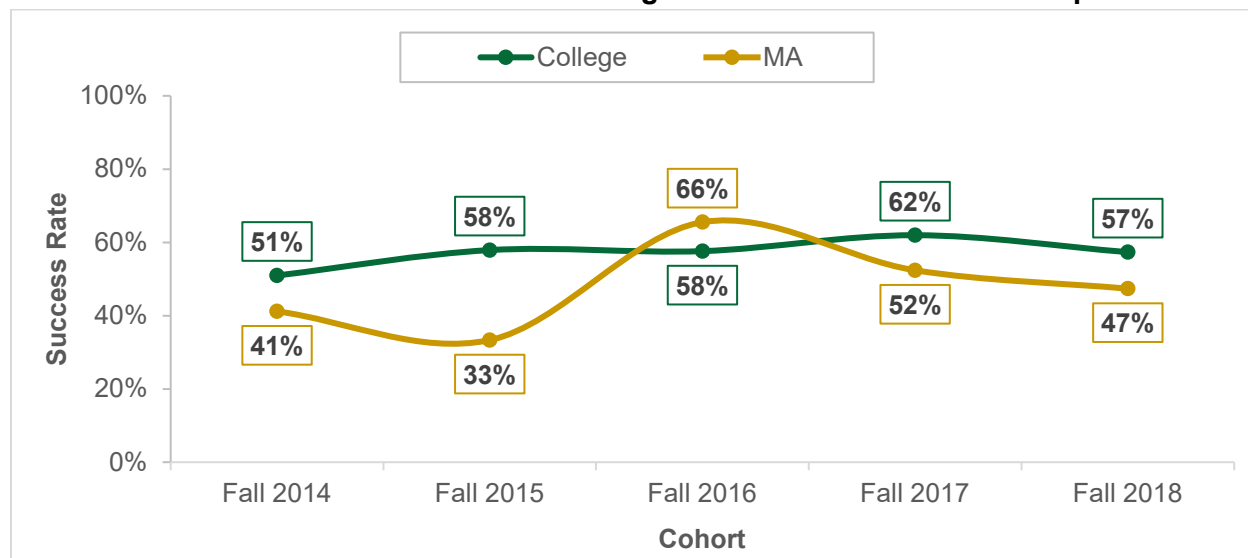
B1. Success in Developmental English Courses (Figures 7 through 9)

- **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 rates was lower in ENF 1 courses taught at the Manassas Campus compared to all ENF 1 courses at NOVA (47 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 Manassas Campus nor the College overall met the threshold of acceptability (at least 59 percent) or the 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 Manassas Campus

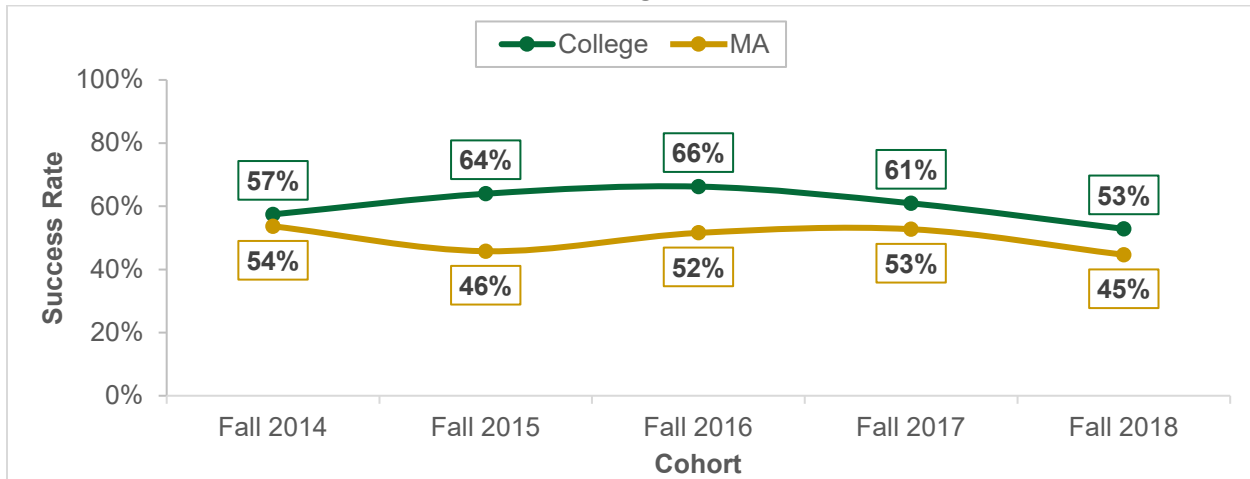


Notes: ENF 1 is Preparing for College English I, an eight-credit course. Campus data include first-time to NOVA students who enrolled in developmental English during their first term at the Manassas Campus.

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 Manassas Campus compared to all ENF 2 courses at NOVA (45 versus 53 percent). For this cohort, neither the Manassas Campus nor the College met the threshold or acceptability (at least 55 percent) or the achievement goal (56 percent) for success in ENF 2.

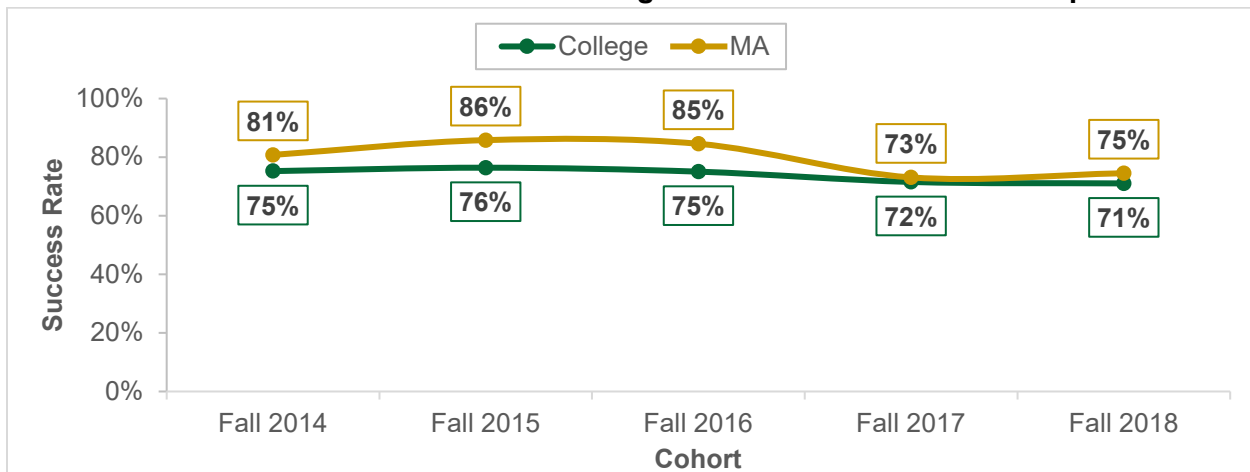
Figure 8. Success Rate in Developmental English (ENF 2): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus



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 Manassas Campus.

ENF 3 (Figure 9): Among the Fall 2018 cohort, the success rate was higher in ENF 3 courses taught at the Manassas Campus compared to all ENF 3 courses at NOVA (75 versus 71 percent). For this cohort, the Manassas Campus exceeded the threshold of acceptability (at least 72 percent) and the achievement goal (73 percent) for success in ENF 3. The College overall met neither the threshold nor the goal.

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

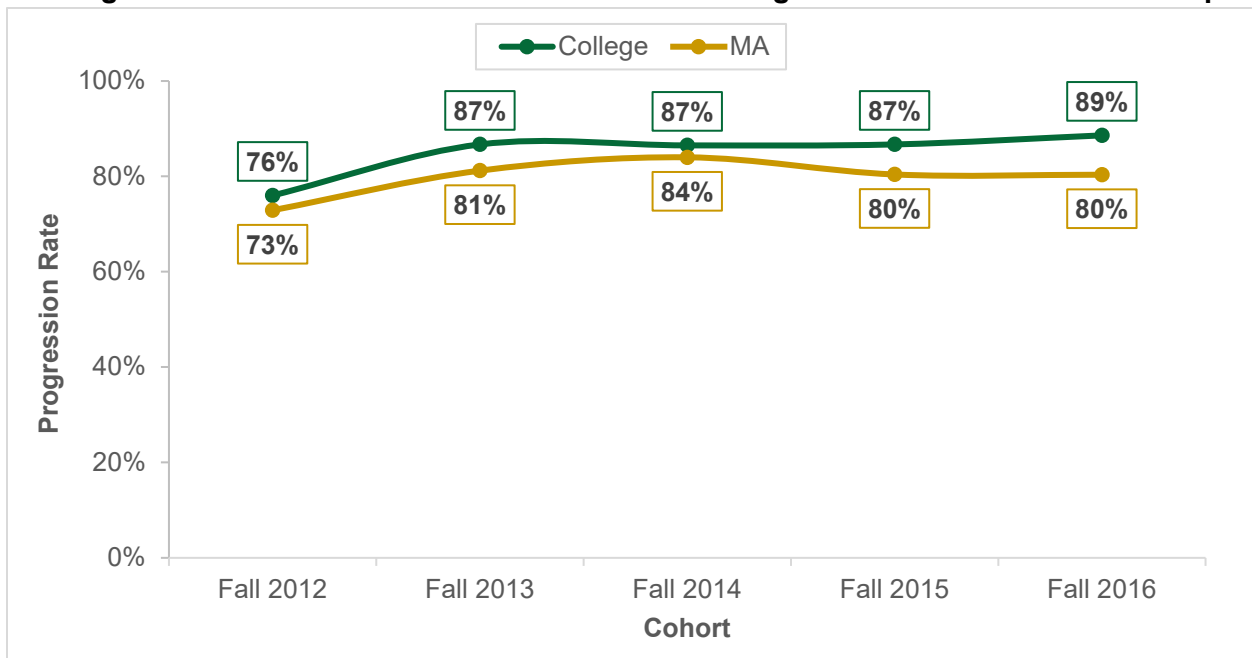
B2. Developmental English Students' Progression to College-Level English (Figure 10)

- **College-Wide Threshold of Acceptability:** For the Fall 2016 cohort, the rate of progression from developmental English to college-level English (ENG 111) will be at least 88 percent.
- **College-Wide Achievement Goals:** For the Fall 2016 cohort, the rate of progression from developmental English to college-level English (ENG 111) will be 89 percent.

In recent years, students who took developmental English courses at the Manassas Campus progressed to college-level English within two years of initial enrollment at a lower rate than developmental English students overall at the College (80 versus 89 percent in the Fall 2016 first-time to NOVA cohort).

For the Fall 2016 first-time to NOVA cohort, the Manassas Campus did not meet the threshold of acceptability or the achievement goal for progression to college-level English (at least 88 percent). The College overall met the achievement goal for this criteria (89 percent).

Figure 10. Developmental English Student Progression to College-Level English: Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – College-wide versus Manassas 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 at the Manassas Campus.

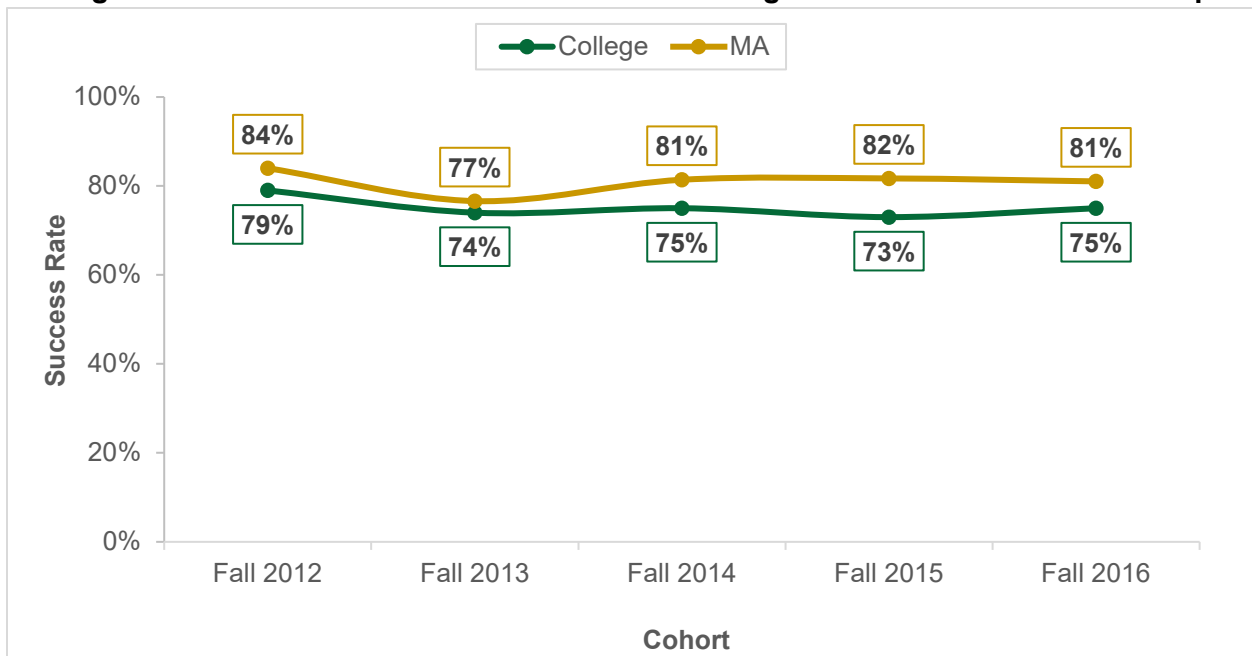
B3. Developmental English Students' Success in College-Level English (Figure 11)

- **College-Wide Threshold of Acceptability:** For the Fall 2016 cohort, the success rate for developmental English students in college-level English (ENG 111) will be at least 74 percent.
- **College-Wide Achievement Goals:** For the Fall 2016 cohort, the success rate for developmental English students in college-level English (ENG 111) will be 76 percent.

For the Fall 2016 first-time to NOVA cohort, developmental English students who took college-level English at the Manassas Campus had higher success rates in college-level English (within two years of initial enrollment) than developmental English students in the College overall (81 versus 75 percent).

The Manassas Campus exceeded the threshold of acceptability (74 percent) and the achievement goal (76 percent) for this criteria. 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 Manassas 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 Manassas Campus (regardless of where the student took developmental English).

C. Developmental Math Success at the Manassas Campus

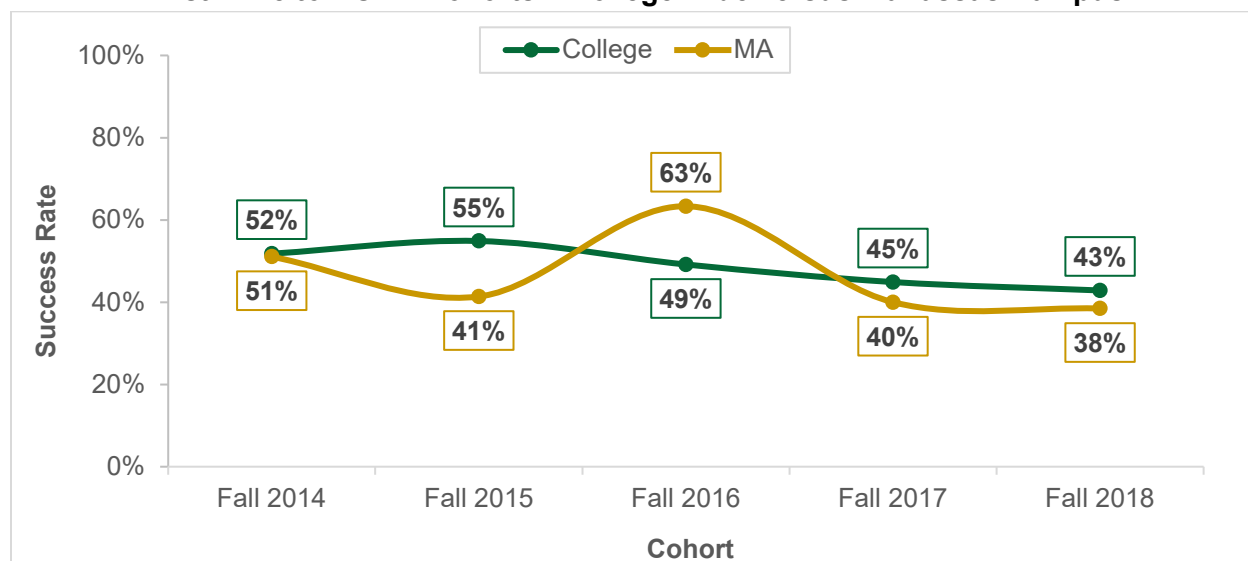
Course success in developmental math is measured using four metrics: 1) overall success rates in developmental and co-requisite math courses (MTT 1, MTT 2, MTT 3, and MTT 4⁸; and MCR 4 and MCR 6⁹); 2) the rate of progression from developmental math to college-level math; and 3) developmental math students' success rates in college-level math.¹⁰

C1. Success in Developmental Math Courses (Figures 12 through 15)

- College-Wide Threshold of Acceptability:** In Fall 2018, success rates in developmental math for first-time to NOVA students 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 will be at least 67 percent for MCR 4, and 53 percent for MCR 6.
- College-Wide Achievement Goals:** In Fall 2018, success rates in developmental math for first-time to NOVA students will be 45 percent for MTT 1, 26 percent for MTT 2 and MTT 3, and 20 percent for MTT 4. The success rate will be 68 percent for MCR 4, and 54 percent for MCR 6.

MTT 1 (Figure 12): Among the Fall 2018 first-time to NOVA cohort, success rates were lower than the College in MTT 1 (38 versus 43 percent). The Manassas Campus and the College overall met neither the threshold nor the goal for MTT 1.

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

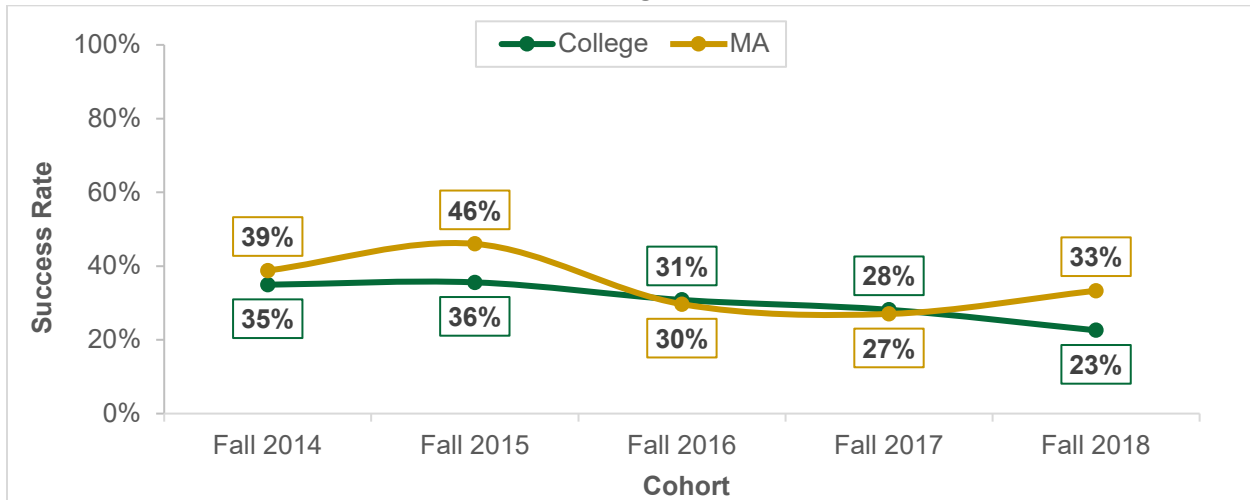
⁸ MTT 1 is Developmental Mathematics I; MTT 2 is Developmental Mathematics II; MTT 3 is Developmental Mathematics III; and MTT 4 is Developmental Mathematics IV. Students who are required to complete four or more units (out of a possible nine units) are enrolled in MTT 4, students required to complete 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 first-time to NOVA cohort, success rates were higher at the Manassas Campus than the College overall in MTT 2 (33 versus 23 percent). For this cohort, the Manassas Campus exceeded both the threshold of acceptability (at least 25 percent) and the achievement goal (26 percent) for the success rate in MTT 2. The College overall met neither the threshold nor the goal for MTT 2.

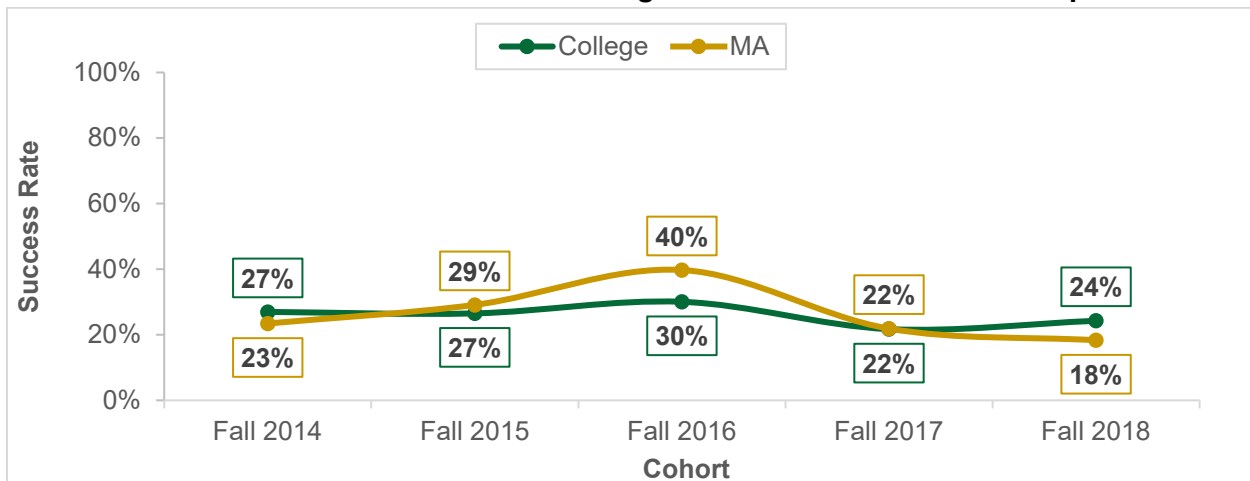
Figure 13. Success Rate in Developmental Math (MTT 2): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus



Notes: MTT 2 is Developmental Mathematics II. Campus data include first-time to NOVA students who enrolled in developmental math during their first term at the Manassas Campus.

MTT 3 (Figure 14): Among the Fall 2018 first-time to NOVA cohort, success rates were lower at the Manassas Campus than the College overall in MTT 3 (18 versus 24 percent). For this cohort, neither the Manassas Campus nor the College overall met the threshold (at least 25 percent) nor the goal (26 percent) for success in MTT 3.

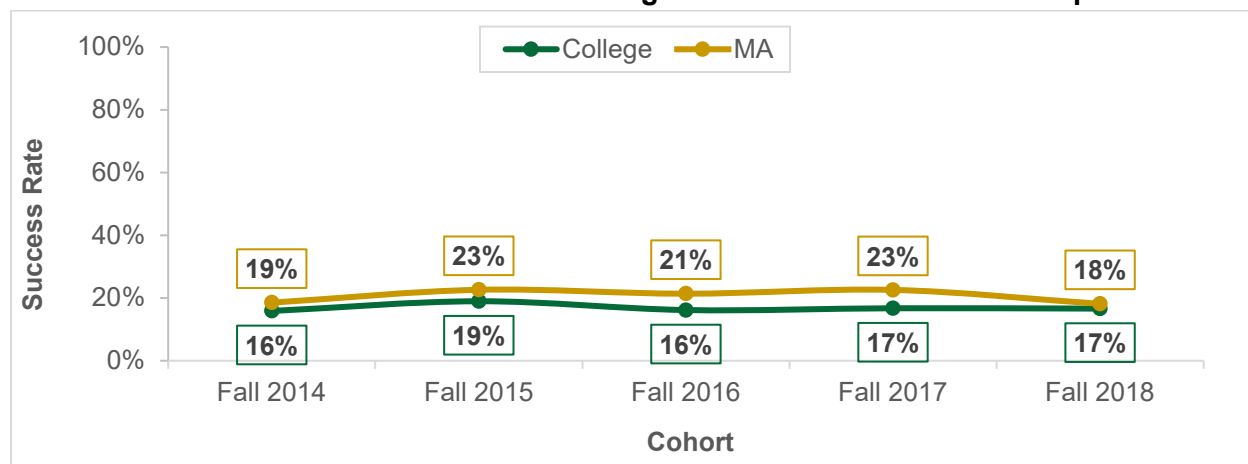
Figure 14. Success Rate in Developmental Math (MTT 3): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus



Notes: MTT 3 is Developmental Mathematics III. Campus data include first-time to NOVA students who enrolled in developmental math during their first term at the Manassas Campus.

MTT 4 (Figure 15): Among the Fall 2018 first-time to NOVA cohort, success rates were higher at the Manassas Campus than the College overall in MTT 4 (18 versus 17 percent). For this cohort, the Manassas Campus met the threshold (at least 18 percent) for MTT 4 but not the goal (20 percent). The College overall met neither the threshold nor the goal for MTT 4.

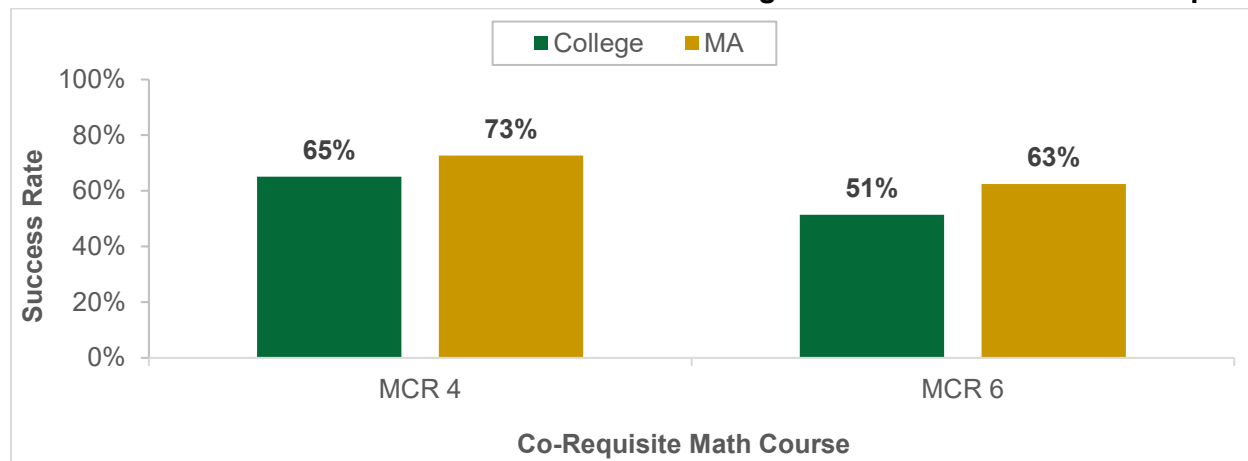
Figure 15. Success Rate in Developmental Math (MTT 4): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Manassas Campus



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

MCR 4 and MCR 6 (Figure 16): Among the Fall 2018 cohort of first-time to NOVA students, success rates were higher at the Manassas Campus than the College overall in both co-requisite math courses (MCR 4 and MCR 6). The College met neither the threshold of acceptability (67 percent) nor achievement goal for MCR 4 (68 percent). The College met neither the threshold of acceptability (53 percent) or achievement goal for MCR 6 (54 percent). The Manassas Campus exceeded the achievement goals for both courses.

Figure 16. Success Rate in Co-Requisite Developmental Math (MCR 4 and MCR 5) by Course: Fall 2018 First-Time to NOVA Cohort – College-wide versus Manassas Campus



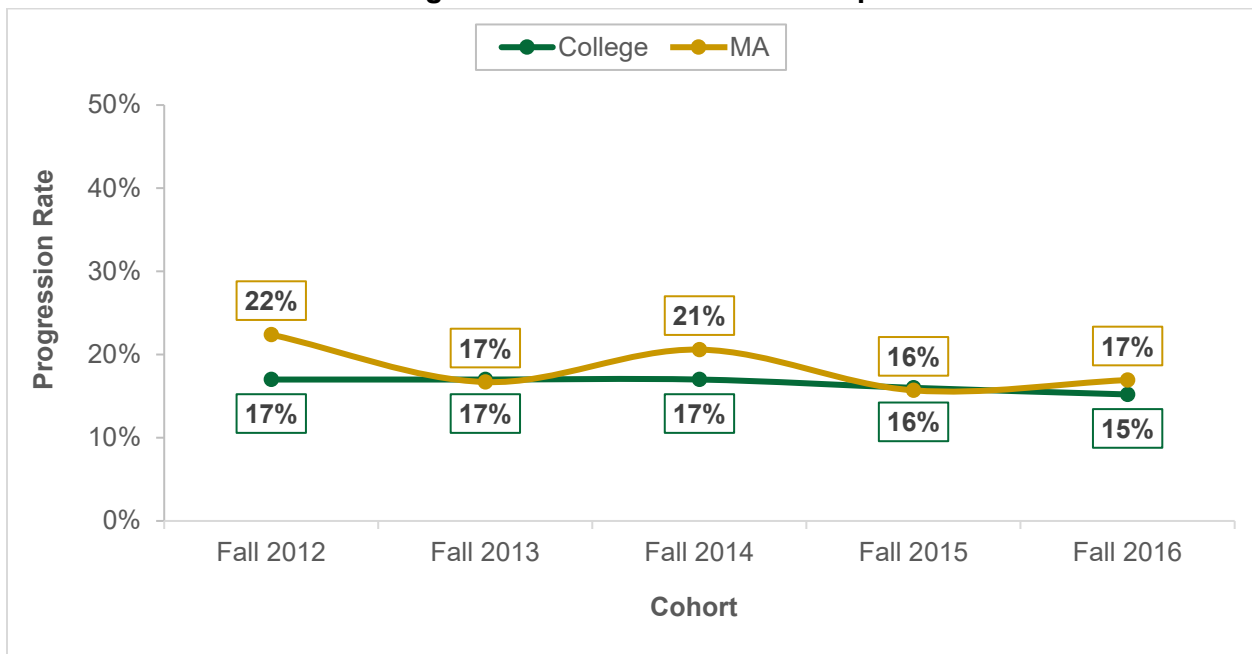
Notes: First offered in Fall 2018, co-requisite developmental math courses (MCR 4 and MCR 6) are co-enrolled with college-level math courses. Courses are for students who need one or two units of developmental math to satisfy course requirements. Campus data include first-time to NOVA students who enrolled in co-requisite math during their first term at the Manassas 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 first-time to NOVA cohort, students who took developmental math courses at the Manassas Campus progressed to MTH 151 within two years of initial enrollment at a higher rate than developmental math students overall at the College (17 versus 15 percent). For this cohort, the Manassas Campus met the threshold (at least 17 percent) but did not meet the goal (18 percent). The College overall met neither the threshold of acceptability nor the achievement goal for progression from developmental math to MTH 151.

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 Manassas Campus

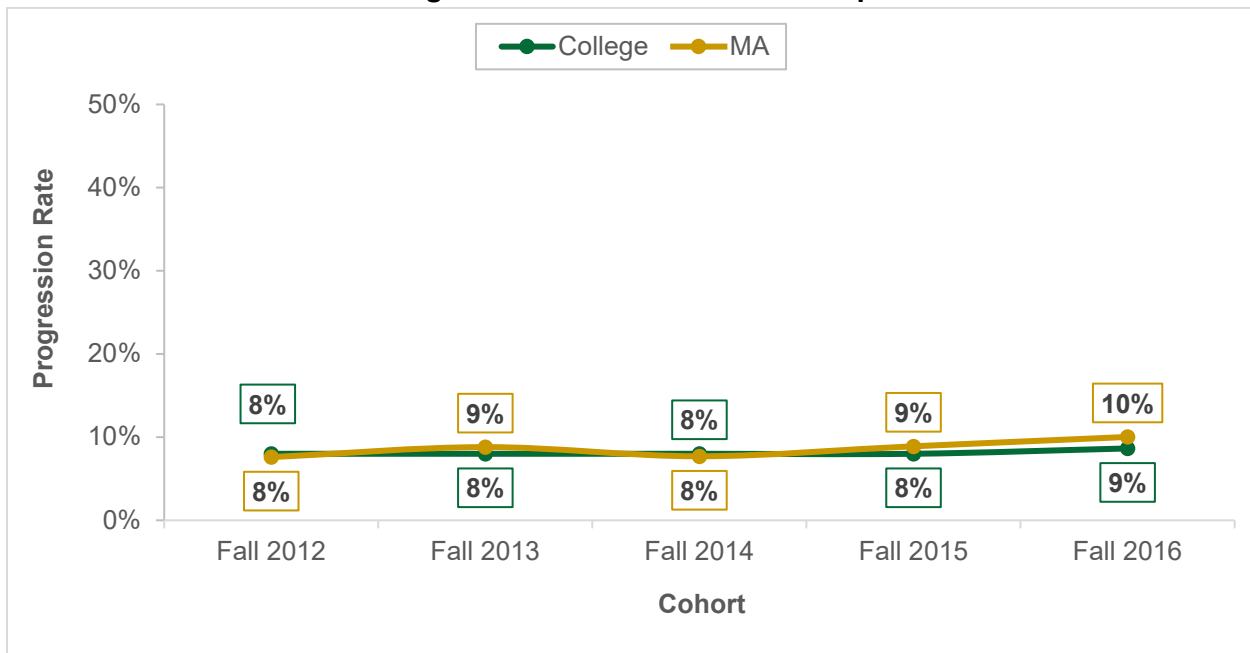


Notes: MTH 151 is Math for the Liberal Arts I. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental math during their first term at the Manassas Campus.

¹¹ College-level math is MTH 151 (Math for the Liberal Arts I) or MTH 163 (Precalculus I). Note: 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 courses at the Manassas Campus progressed to MTH 163 within two years of initial enrollment at a higher rate than developmental math students overall at the College (10 versus 9 percent). For this cohort, the Manassas Campus met the threshold (at least 10 percent) but did not meet the goal (11 percent) for progression to MTH 163. The College overall met neither the threshold of acceptability 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 Manassas 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 at the Manassas Campus.

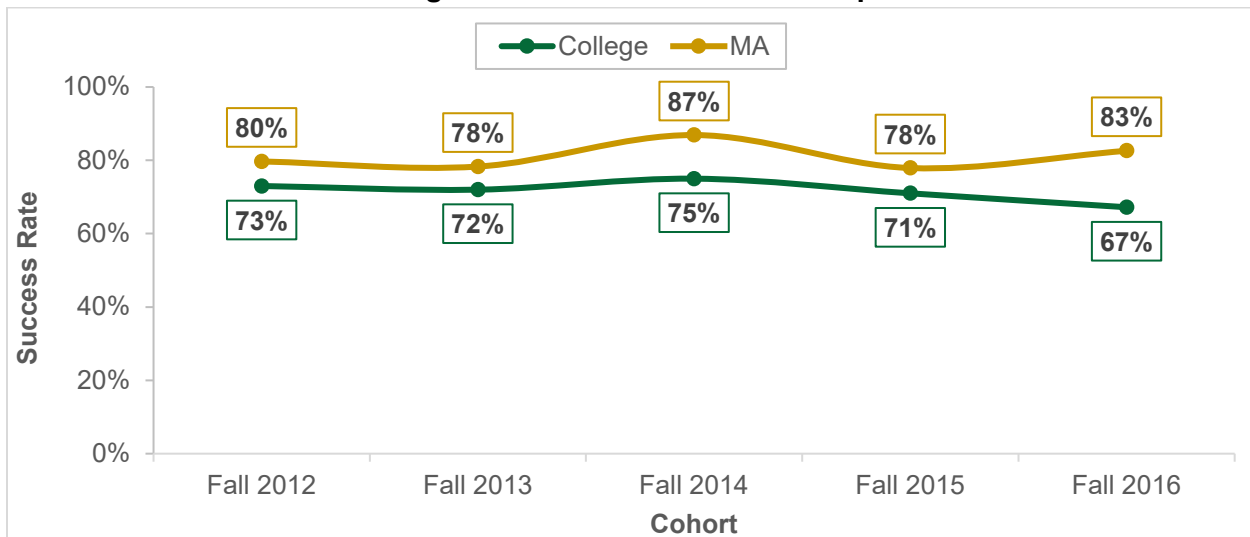
C3. Developmental Math Students' Success in College-Level Math (Figures 19 and 20)¹²

- **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 Manassas Campus had higher success rates within two years of initial enrollment (83 versus 67 percent) compared to developmental math students at the College overall.

The Manassas Campus exceeded both the threshold of acceptability (at least 69 percent) and the achievement goal (70 percent) for developmental math student success in MTH 151. The College overall met neither the threshold nor the goal.

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 Manassas Campus



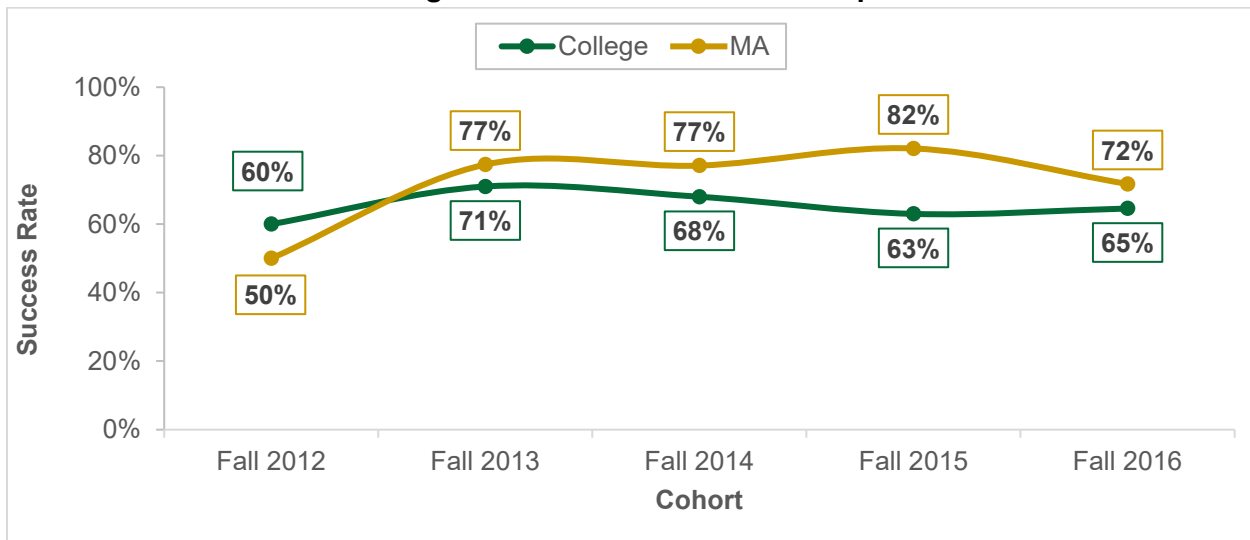
Notes: MTH 151 is Math for the Liberal Arts I. Successful within two years of initial enrollment. Campus data include first-time to NOVA students who took developmental math in their first term and subsequently enrolled in MTH 151 at the Manassas Campus (regardless of where the student took developmental math).

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 first-time to NOVA cohort, developmental math students who took MTH 163 at the Manassas Campus had higher success rates within two years of initial enrollment (72 versus 65 percent) compared to developmental math students overall at the College.

The Manassas Campus exceeded both the threshold of acceptability (at least 67 percent) and the achievement goal (68 percent) for developmental math student success in MTH 163. The College overall met neither the threshold nor the goal.

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 Manassas Campus



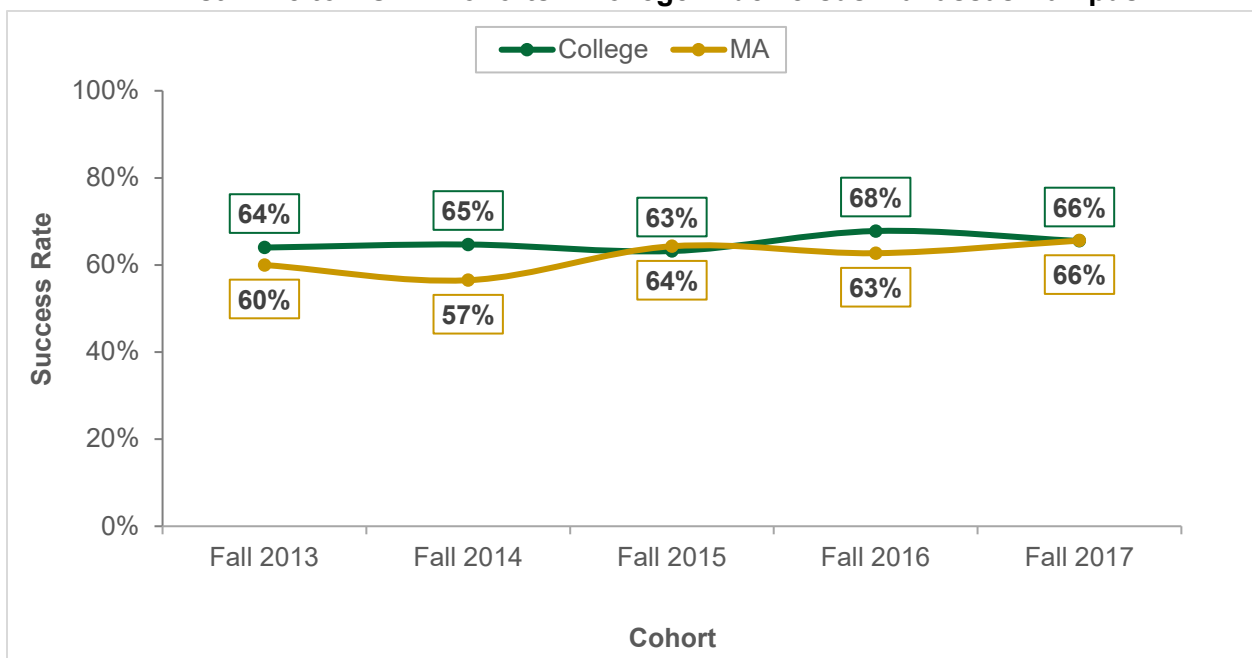
Notes: MTH 163 is Precalculus I. Successful within two years of initial enrollment. Campus data include first-time to NOVA students who took developmental math in their first term and subsequently enrolled in MTH 163 at the Manassas Campus (regardless of where the student took developmental math).

**D. Success in Gatekeeper Courses at the Manassas 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 first-time to NOVA cohort, the success rate in ACC 211 courses taught at the Manassas Campus was the same as the College (both 66 percent). The Manassas Campus and the College overall met the threshold (at least 66 percent) for ACC 211, but did not meet the goal (68 percent).

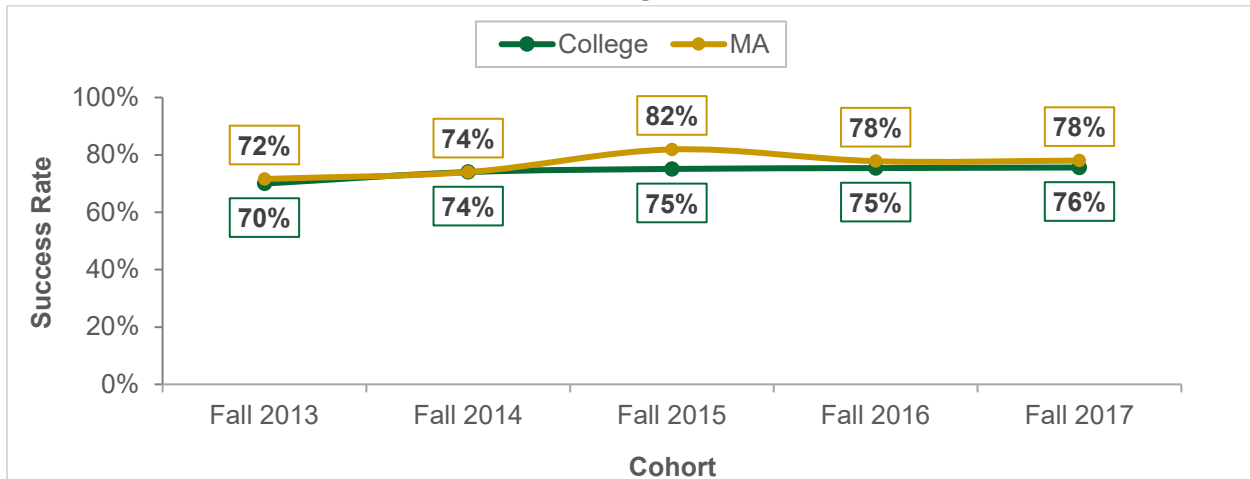
Figure 21. Success Rate in ACC 211: Principles of Accounting I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Manassas Campus



Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in ACC 211 at the Manassas Campus, regardless of the students' home campus.

Biology 101 (Figure 22): Among the Fall 2017 cohort, success rates were higher than the College in BIO 101 courses taught at the Manassas Campus (78 versus 76 percent). The Manassas Campus met the threshold (at least 77 percent) but not the goal (83 percent) for success in BIO 101. The College overall met neither the threshold nor the goal for BIO 101.

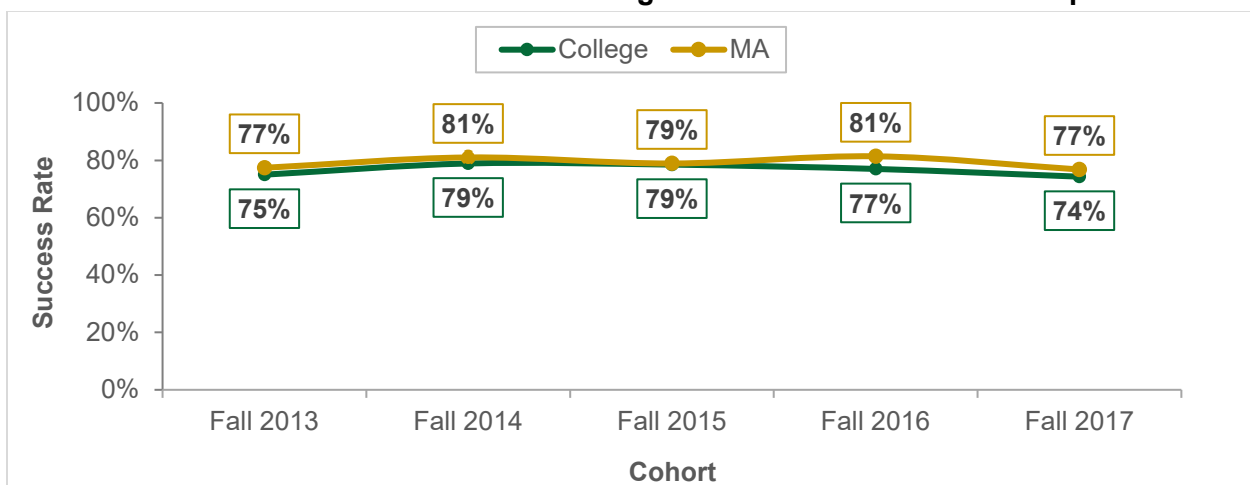
Figure 22. Success Rate in BIO 101: General Biology I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Manassas Campus



Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in BIO 101 at the Manassas Campus, regardless of the students' home campus.

English 111 (Figure 23): Among the Fall 2017 cohort, success rates were higher than the College in ENG 111 courses taught at the Manassas Campus (77 versus 74 percent). The Manassas Campus met the threshold (at least 76 percent) but not the goal (80 percent) for success in ENG 111. The College overall met neither the threshold nor the goal for ENG 111.

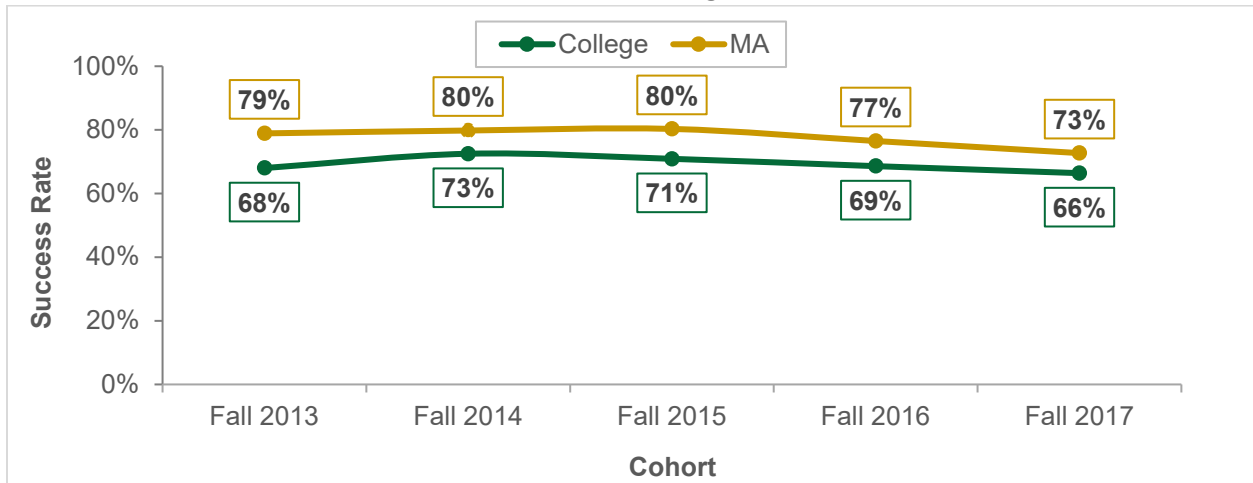
Figure 23. Success Rate in ENG 111: College Composition I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Manassas Campus



Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in ENG 111 at the Manassas Campus, regardless of the students' home campus.

Math 151 (Figure 24): Among the Fall 2017 cohort, success rates were higher than the College MTH 151 courses taught at the Manassas Campus (73 versus 66 percent). The Manassas Campus exceeded the threshold (at least 68 percent) and the goal (70 percent) for success in MTH 151. The College overall met neither the threshold nor the goal for MTH 151.

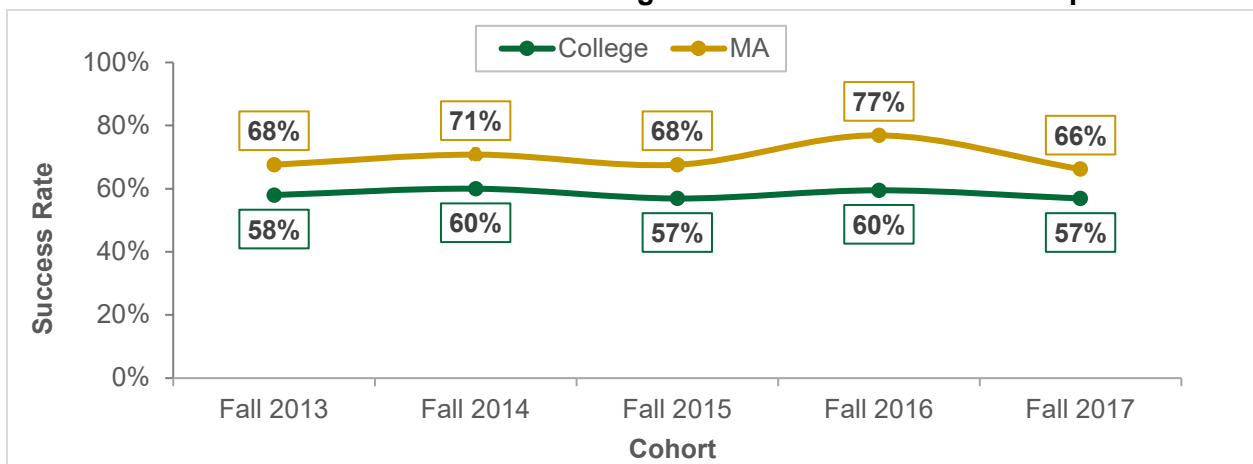
Figure 24. Success Rate in MTH 151: Math for the Liberal Arts I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Manassas Campus



Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in MTH 151 at the Manassas Campus, regardless of the students' home campus.

Math 163 (Figure 25): Among the Fall 2017 cohort, success rates were higher than the College in MTH 163 courses taught at the Manassas Campus (66 versus 57 percent). The Manassas Campus exceeded the threshold (at least 57 percent) and the goal (62 percent) for success in MTH 163. The College overall the threshold but not the goal for MTH 163.

Figure 25. Success Rate in MTH 163: Pre-Calculus I: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Manassas Campus



Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in MTH 163 at the Manassas Campus, regardless of the students' home campus.

Criteria 4. Retention

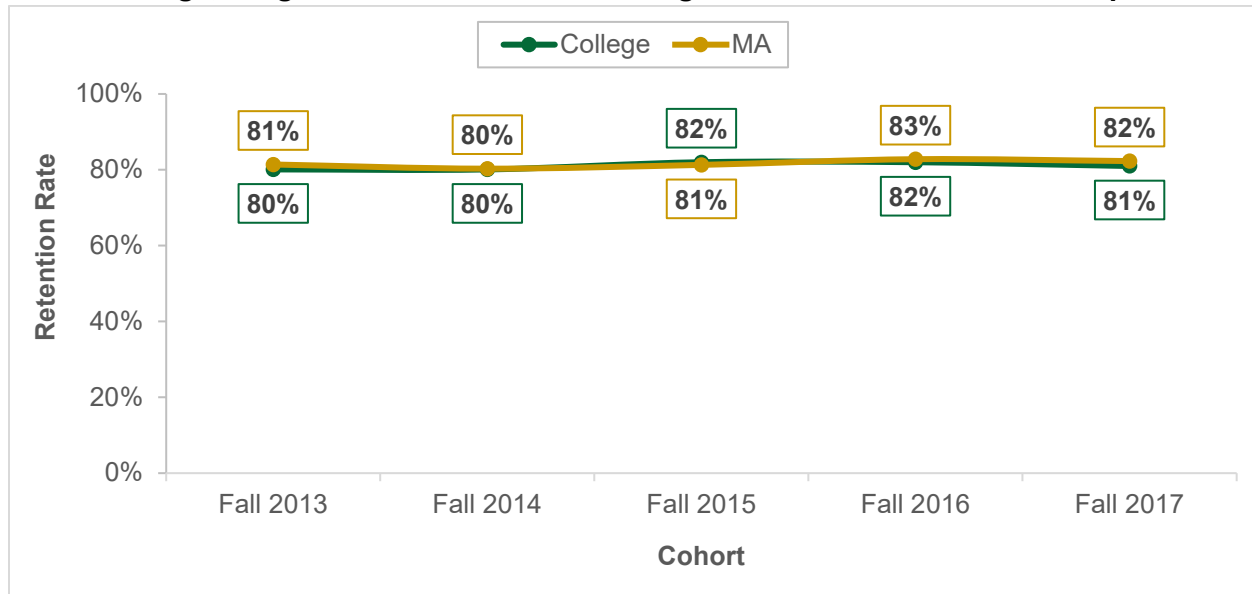
Retention is defined as the rate at which students re-enroll or successfully complete their program by subsequent semesters. Fall-to-spring retention is measured as the percentage of first-time in college, program placed students who enter in the fall and either reenroll or successfully complete their 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 Manassas Campus (Figures 26 and 27)

Fall-to-Spring Retention (Figure 26): Compared to the College overall, students at the Manassas Campus had slightly higher fall-to-spring retention rates (82 versus 81 percent for the Fall 2017 cohort). For this criteria, the Manassas Campus exceeded both the threshold (at least 79 percent) and the goal (81 percent); the College overall exceeded the threshold and met the goal.

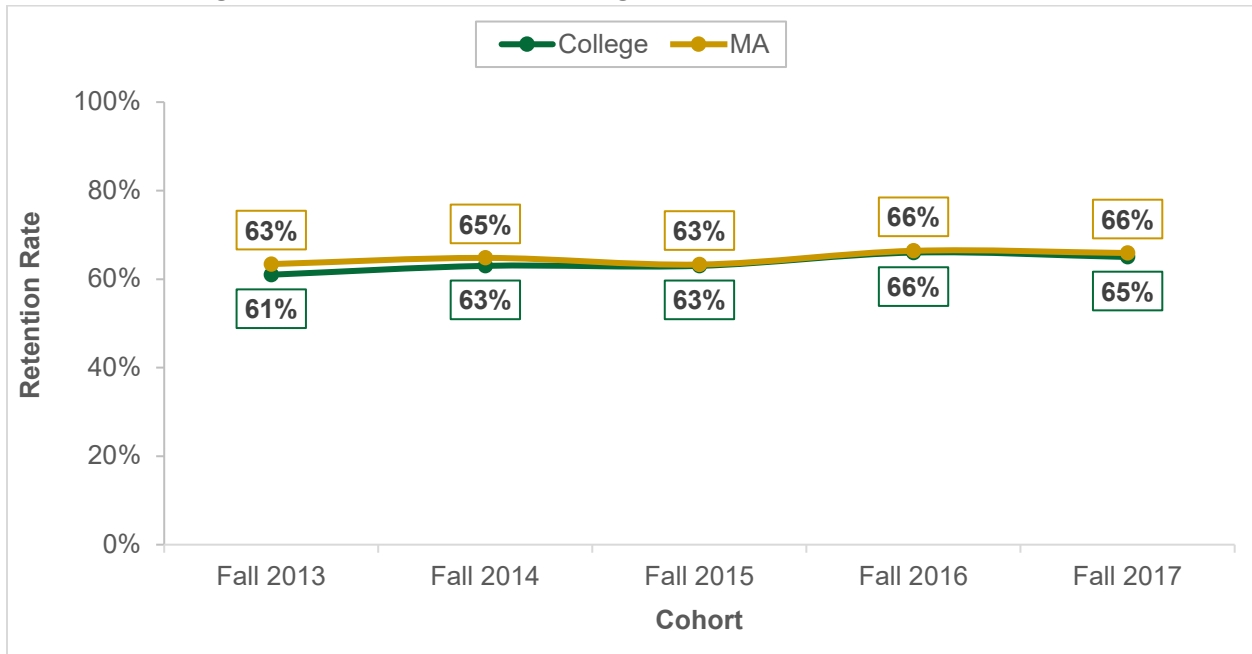
Figure 26. Fall-to-Spring Retention Rate: Fall 2013 through Fall 2017 First-Time in College, Program-Placed Cohorts – College-wide versus Manassas Campus



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 Manassas 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): The Manassas Campus had a slightly higher fall-to-fall retention rates (66 versus 65 percent for the Fall 2017 cohort). For fall-to-fall retention, the Manassas Campus exceeded the threshold (at least 64 percent) and met the goal (66 percent); the College overall exceeded the threshold but did not meet the goal.

Figure 27. Fall-to-Fall Retention Rate: Fall 2013 through Fall 2017 First-Time in College, Program-Placed Cohorts – College-wide versus Manassas 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 Manassas 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

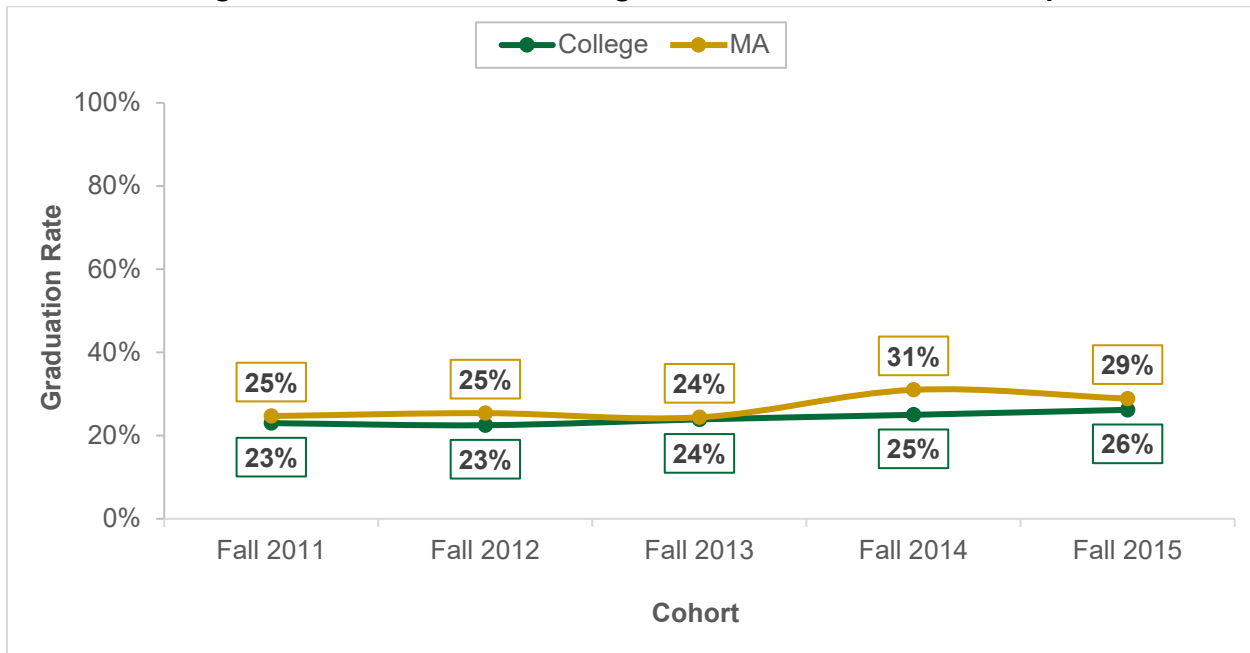
Completion of academic programs is a key goal of any institution of higher education. The College tracks the total number of annual graduates, as well as the graduation rate. The graduation rate is defined as the percentage of first-time in college, full-time, program placed students who complete their 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 Manassas Campus (Figures 28 and 29)

Graduation Rate (Figure 28): Compared to the College overall, students at the Manassas Campus had moderately higher graduation rates (29 percent versus 26 percent for the Fall 2015 first-time in college, full-time, program placed cohort). The Manassas Campus exceeded both the threshold of acceptability (at least 25 percent) and the achievement goal (28 percent) for graduation rate. The College overall exceeded the threshold but did not meet the goal.

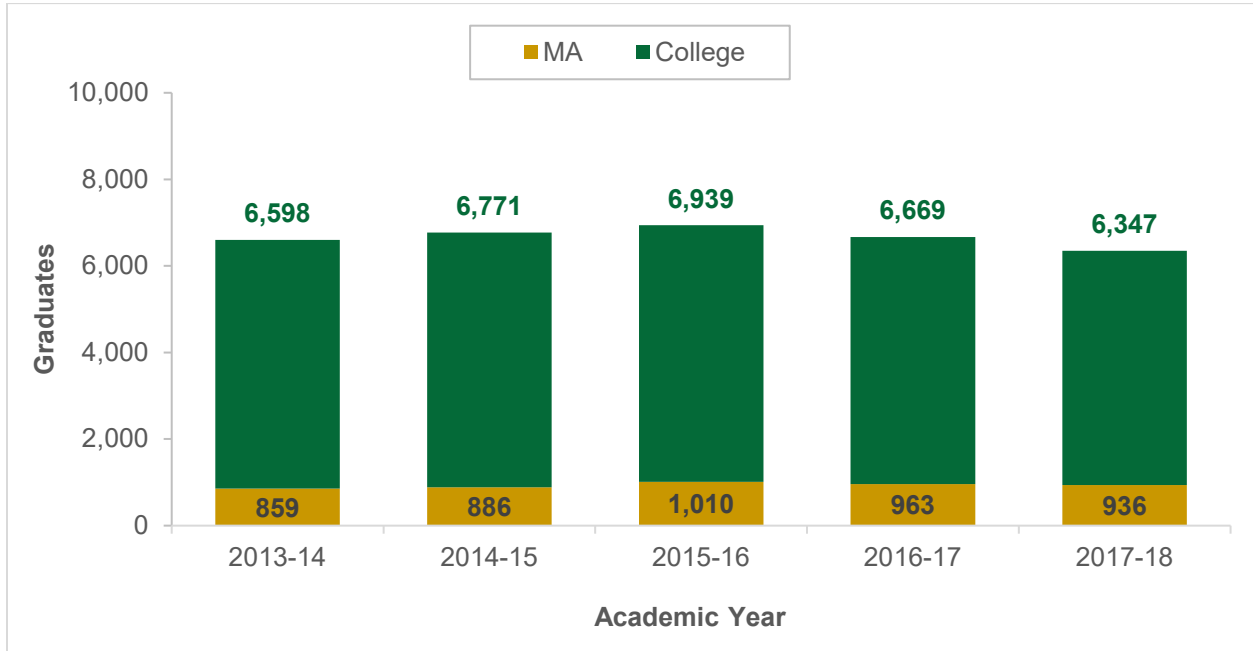
Figure 28. Graduation Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Manassas Campus



Notes: Campus data include first-time in college, full-time, program placed students who selected the Manassas 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): The annual number of graduates at the Manassas Campus increased 9 percent over the past five academic years; there were 859 graduates in 2013-14, which increased to 936 graduates in 2017-18. This is in contrast to the College-wide trend in which the annual number of graduates declined moderately (-4 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 Manassas Campus



Notes: Campus data include students who selected the Manassas Campus as their home campus at the time of graduation, regardless of the campus(es) at which they took classes.

Criteria 6. Transfer

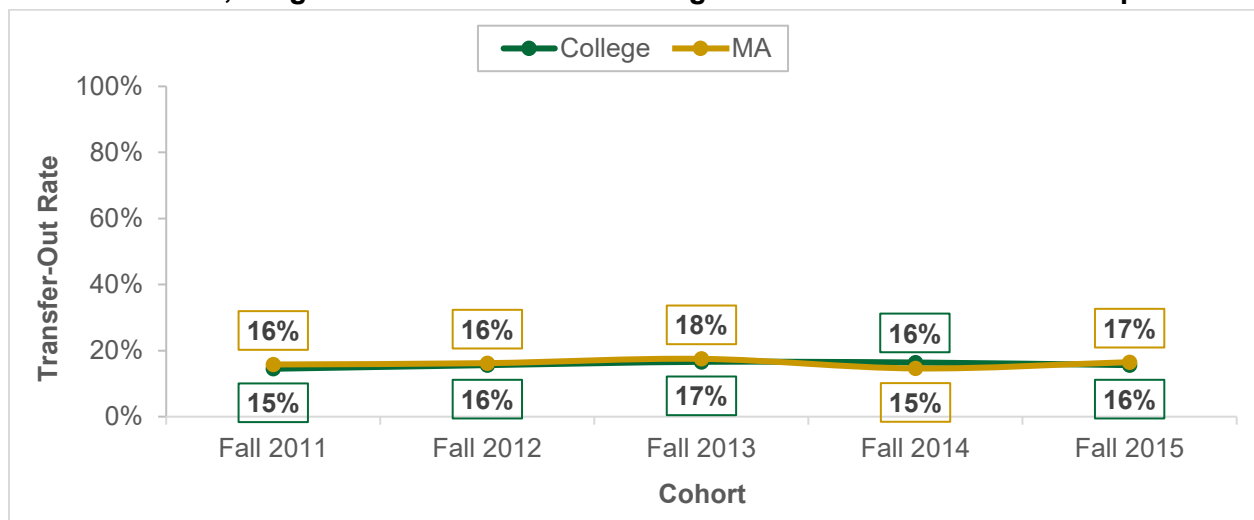
In addition to graduation with a degree or credential, transferring is an important goal for many community college students. To this end, the College tracks the transfer-out rate, as well as the annual number of transfers. The transfer-out rate is defined as the percentage of first-time in college, 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 Manassas Campus (Figures 30 and 31)

Transfer-Out Rate (Figure 30): Compared to the College overall, students at the Manassas Campus had slightly higher rates of transfer to four-year institutions (17 versus 16 percent for the Fall 2015 first-time in college, full-time, program placed cohort). The Manassas Campus as well as the College overall met the threshold (at least 16 percent) but did not meet the goal (19 percent) for transfer rate in the Fall 2015 cohort.

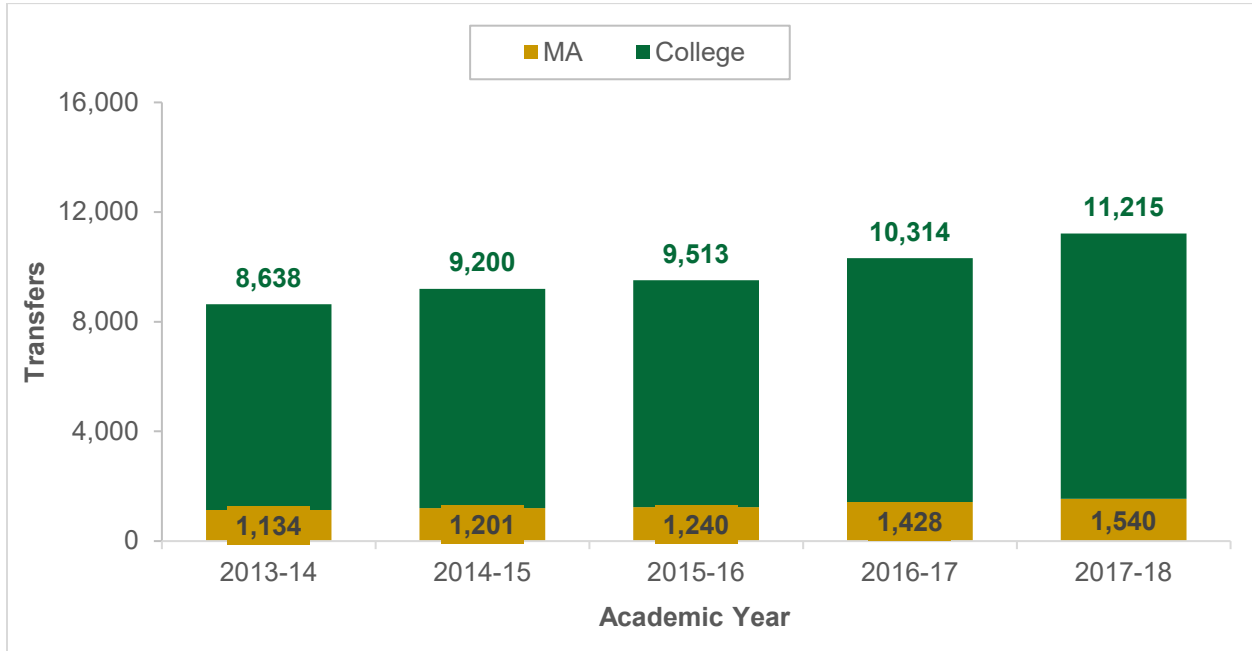
Figure 30. Transfer-Out Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Manassas Campus



Notes: Campus data include first-time in college, full-time, program placed students who selected the Manassas 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): Consistent with trends observed at the College overall (30 percent increase), the annual number of transfers at the Manassas Campus increased 36 percent over the past five academic years. There were 1,134 transfers at the Manassas Campus in 2013-14, which increased to 1,540 transfers in 2017-18. 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 Manassas 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.

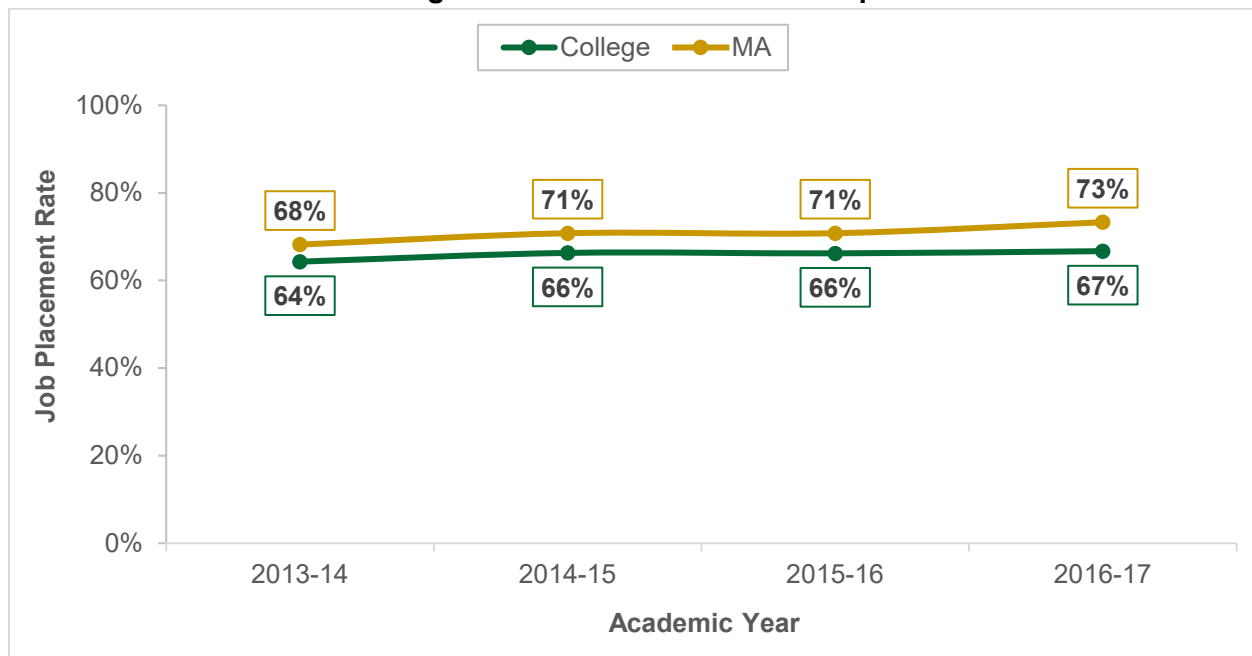
- **College-Wide Threshold of Acceptability:** The job placement rate of 2016-17 NOVA graduates will be at least 65 percent.
- **College-Wide Achievement Goals:** The job placement rate of 2016-17 NOVA graduates will be 67 percent.

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

Overall Job Placement (Figure 31): In 2016-17, graduates from the Manassas Campus had moderately higher job placement rates than the College-wide job placement rate (73 percent versus 67 percent).

Both the Manassas Campus and the College overall met or exceeded the achievement goal (67 percent) for job placement in 2016-17.

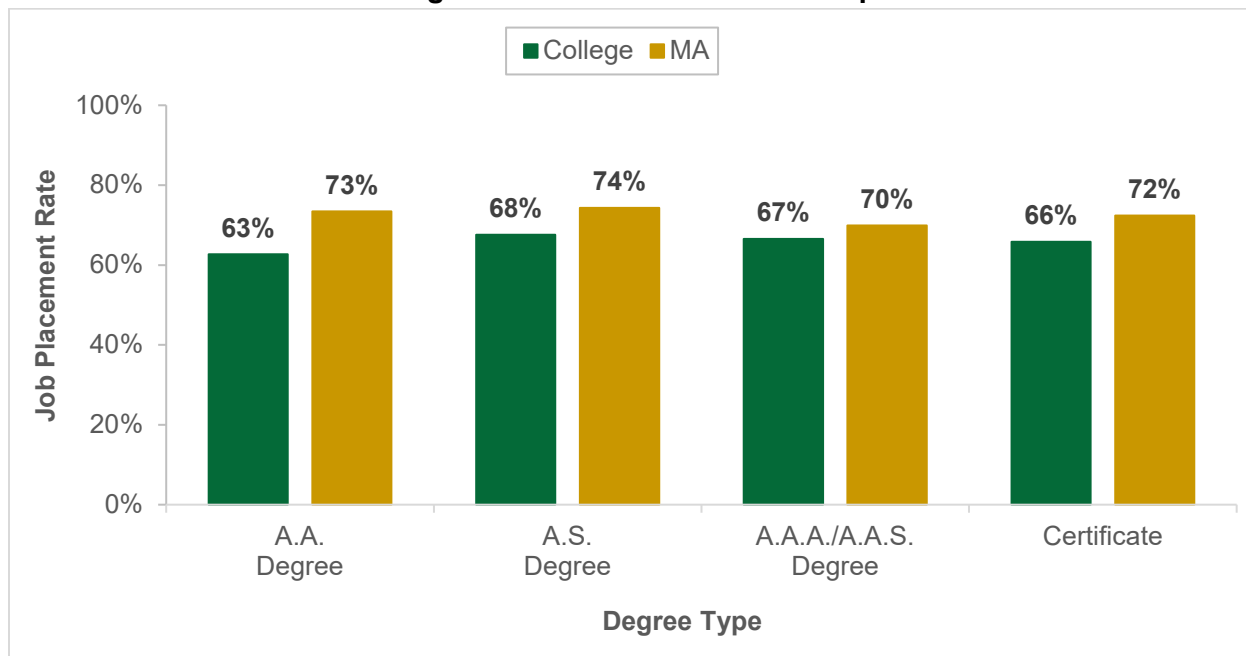
Figure 32. Overall Job Placement Rate of NOVA Graduates: 2013-14 through 2016-17 – College-wide versus Manassas Campus



Notes: Campus data include students who selected the Manassas 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): At the Manassas Campus in 2016-17, job placement rates were highest among A.S. degree graduates (74 percent) and lowest among A.A.A./A.A.S. degree graduates (70 percent).

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



Notes: Campus data include students who selected the Manassas 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 Manassas Campus

There are no degree or certificate programs offered at the Manassas Campus for which there is a corresponding licensing exam.

Appendix: Manassas Campus Data Tables

Criteria 1. College Readiness

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

GPS Cohort	Developmental Math Placement					Developmental English Placement				
	Placed		Not Placed		Total	Placed		Not Placed		Total
	#	%	#	%		#	%	#	%	
Fall 2014	356	45.0	435	55.0	791	163	22.2	571	77.8	734
Fall 2015	506	47.7	555	52.3	1,061	209	21.6	760	78.4	969
Fall 2016	423	45.9	499	54.1	922	195	23.2	646	76.8	841
Fall 2017	413	48.9	432	51.1	845	188	24.1	592	75.9	780
Fall 2018	460	47.3	512	52.7	972	197	18.9	847	81.1	1,044

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 – Manassas Campus**

Academic Year	Annual Unduplicated Headcount		Fall Headcount	
	Headcount	Growth Rate (%)	Headcount	Growth Rate (%)
2013-14	10,592	--	7,021	--
2014-15	10,572	-0.2	7,056	0.5
2015-16	10,703	1.2	7,430	5.3
2016-17	10,558	-1.4	7,285	-2.0
2017-18	10,737	1.7	7,389	1.4
2018-19	--	--	7,779	5.3

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: Data include students who listed the Manassas 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 – Manassas Campus

Term	Total Course Enrollment	Success Rate	
		#	%
Fall 2014	18,159	13,726	75.6
Fall 2015	19,372	14,653	75.6
Fall 2016	19,230	14,642	76.1
Fall 2017	19,801	15,161	76.6
Fall 2018	19,433	14,551	74.9

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 – Manassas Campus**

Cohort	ENF 1			ENF 2			ENF 3			Total		
	N	Succeeded		N	Succeeded		N	Succeeded		N	Succeeded	
		#	%		#	%		#	%		#	%
Fall 2014	17	7	41.2	41	22	53.7	130	105	80.8	188	134	71.3
Fall 2015	18	6	33.3	59	27	45.8	148	127	85.8	225	160	71.1
Fall 2016	29	19	65.5	64	33	51.6	136	115	84.6	229	167	72.9
Fall 2017	21	11	52.4	55	29	52.7	104	76	73.1	180	116	64.4
Fall 2018	19	9	47.4	56	25	44.6	102	76	74.5	177	110	62.1

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 at the Manassas Campus.

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

Cohort	N	Progressed	
		#	%
Fall 2012	442	322	72.9
Fall 2013	250	203	81.2
Fall 2014	188	158	84.0
Fall 2015	225	181	80.4
Fall 2016	229	184	80.3

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 at the Manassas Campus.

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

Cohort	N	Succeeded	
		#	%
Fall 2012	324	272	84.0
Fall 2013	201	154	76.6
Fall 2014	156	127	81.4
Fall 2015	175	143	81.7
Fall 2016	174	141	81.0

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 at the Manassas 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 – Manassas Campus**

Cohort	MTT 1			MTT 2			MTT 3			MTT 4			Total		
	N	Succeeded		N	Succeeded		N	Succeeded		N	Succeeded		N	Succeeded	
		#	%		#	%		#	%		#	%		#	%
Fall 2014	47	24	51.1	67	26	38.8	64	15	23.4	216	40	18.5	394	105	26.6
Fall 2015	29	12	41.4	63	29	46.0	79	23	29.1	283	64	22.6	454	128	28.2
Fall 2016	30	19	63.3	64	19	29.7	83	33	39.8	248	53	21.4	425	124	29.2
Fall 2017	25	10	40.0	37	10	27.0	64	14	21.9	217	49	22.6	343	83	24.2
Fall 2018	13	5	38.5	24	8	33.3	60	11	18.3	215	39	18.1	312	63	20.2

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 at the Manassas 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 – Manassas Campus**

Course	N	Succeeded	
		#	%
MCR 4	22	16	72.7
MCR 6	16	10	62.5

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 at the Manassas 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 – Manassas Campus**

Cohort	MTH 151			MTH 163		
	N	Progressed		N	Progressed	
		#	%		#	%
Fall 2012	370	83	22.4	370	28	7.6
Fall 2013	377	63	16.7	377	33	8.8
Fall 2014	389	80	20.6	389	30	7.7
Fall 2015	451	71	15.7	451	40	8.9
Fall 2016	419	71	16.9	419	42	10.0

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 at the Manassas Campus.

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

Cohort	MTH 151			MTH 163		
	N	Succeeded		N	Succeeded	
		#	%		#	%
Fall 2012	74	59	79.7	30	15	50.0
Fall 2013	60	47	78.3	31	24	77.4
Fall 2014	84	73	86.9	35	27	77.1
Fall 2015	68	53	77.9	39	32	82.1
Fall 2016	69	57	82.6	46	33	71.7

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) at the Manassas 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 Cohorts of First-Time to NOVA Students – Manassas Campus**

Cohort	ACC 211		
	N	Succeeded	
		#	%
Fall 2013	60	36	60.0
Fall 2014	69	39	56.5
Fall 2015	84	54	64.3
Fall 2016	51	32	62.7
Fall 2017	64	42	65.6

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 at the Manassas Campus, regardless of the students' home campus.

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

Cohort	BIO 101		
	N	Succeeded	
		#	%
Fall 2013	394	282	71.6
Fall 2014	315	233	74.0
Fall 2015	309	253	81.9
Fall 2016	316	246	77.8
Fall 2017	268	209	78.0

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 BIO 101 at the Manassas 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 – Manassas Campus

Cohort	ENG 111		
	N	Succeeded	
		#	%
Fall 2013	1,004	777	77.4
Fall 2014	1,268	1,027	81.0
Fall 2015	1,339	1,057	78.9
Fall 2016	1,123	914	81.4
Fall 2017	1,136	873	76.8

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 ENG 111 at the Manassas 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 – Manassas Campus

Cohort	MTH 151		
	N	Succeeded	
		#	%
Fall 2013	223	176	78.9
Fall 2014	253	202	79.8
Fall 2015	223	179	80.3
Fall 2016	179	137	76.5
Fall 2017	205	149	72.7

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 at the Manassas 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 – Manassas Campus**

Cohort	MTH 163		
	N	Succeeded	
		#	%
Fall 2013	219	148	67.6
Fall 2014	209	148	70.8
Fall 2015	272	184	67.6
Fall 2016	260	200	76.9
Fall 2017	314	208	66.2

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 MTH 163 at the Manassas 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 – Manassas Campus**

Cohort	Fall-to-Spring Retention			Fall-to-Fall Retention		
	N	Retained		N	Retained	
		#	%		#	%
Fall 2013	1,417	1,154	81.4	1,417	898	63.4
Fall 2014	1,388	1,115	80.3	1,388	900	64.8
Fall 2015	1,560	1,268	81.3	1,560	987	63.3
Fall 2016	1,429	1,183	82.8	1,429	949	66.4
Fall 2017	1,473	1,212	82.3	1,473	970	65.9

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 Manassas 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 – Manassas Campus**

Cohort	N	Completers	Graduation Rate (%)
Fall 2011	745	184	24.7
Fall 2012	747	190	25.4
Fall 2013	893	218	24.4
Fall 2014	833	258	31.0
Fall 2015	954	276	28.9

Sources: Office of Institutional Research, Northern Virginia Community College.

Notes: Data include first-time in college, full-time, program placed students who selected the Manassas 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 – Manassas Campus

Academic Year	Graduates	Growth Rate (%)
2013-14	859	--
2014-15	886	3.1
2015-16	1,010	14.0
2016-17	963	-4.7
2017-18	936	-2.8

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: Data include students who selected the Manassas 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 – Manassas Campus

Cohort	N	Transfers	Transfer-Out Rate (%)
Fall 2011	745	118	15.8
Fall 2012	747	121	16.2
Fall 2013	893	156	17.5
Fall 2014	833	122	14.6
Fall 2015	954	157	16.5

Sources: Office of Institutional Research, Northern Virginia Community College.

Notes: Data include first-time in college, full-time, program placed students who selected the Manassas 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 – Manassas Campus

Academic Year	Number of Transfers	Growth Rate (%)
2013-14	1,134	--
2014-15	1,201	5.9
2015-16	1,240	3.2
2016-17	1,428	15.2
2017-18	1,540	7.8

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 – Manassas 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	70	50	71.4	530	358	67.5	77	55	71.4	182	123	67.6	859	586	68.2
2014-15	69	50	72.5	531	378	71.2	82	56	68.3	204	143	70.1	886	627	70.8
2015-16	79	51	64.6	617	447	72.4	83	56	67.5	231	161	69.7	1,010	715	70.8
2016-17	79	58	73.4	560	416	74.3	103	72	69.9	221	160	72.4	963	706	73.3

Source: Office of Institutional Research, Northern Virginia Community College and Virginia Employment Commission (VEC).

Notes: Data include students who selected the Manassas 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.

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

**Northern Virginia
Community College**

703-323-3000 | www.nvcc.edu