Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2020

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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I. Introduction

Northern Virginia Community College (NOVA) has an extensive and well-documented history of evaluating student achievement to improve student outcomes. Following years of analyzing metrics related to Achieving the Dream initiatives, in early 2018 the College turned its focus to a set of eight student achievement criteria.

Identification and Establishment of Student Achievement Criteria

The eight student achievement criteria were selected to include long-standing critical outcome measures the College has always evaluated, such as retention and graduation. Additionally, the criteria include key indicators that assess how well the College is achieving its mission, vision, and strategic plan goals, such as transfer and job placement rates. The criteria are appropriate given the types of students NOVA serves and the types of programs the College offers. Through these metrics, the College evaluates and seeks to continually improve student outcomes.

The eight student achievement criteria at NOVA are:
1. College Readiness
2. Enrollment
3. Course Success
4. Retention
5. Graduation
6. Transfer
7. Job Placement
8. Licensing Exams

Annual Review and Evaluation of Student Achievement Criteria

Each year, NOVA assesses its progress toward established achievement goals and thresholds of acceptability for each student achievement criteria. This annual review is a collective process which enables College stakeholders to ensure measures appropriately address the student achievement criteria; and evaluate whether student outcomes at the College are improving. Further, the process provides stakeholders an opportunity to revise and update one-, two-, and three-year thresholds of acceptability and achievement goals given any changes in College policies, observed college-wide trends, or the service area region. The Office of Institutional Research (OIR) plays a lead role in this process by analyzing and providing data and recommending appropriate goals. Student achievement remains an ongoing priority for the College, and NOVA is dedicated to its continuous improvement.

This 2020 Report is an annual update to Report 11-19: *Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2019.* This Report provides the most recent available data on each of the eight student achievement criteria and assesses the College's performance in relation to established thresholds and achievement goals. Additionally, this Report provides several updates to some criteria, including changes to the measures and changes to the one-, two-, and three-year thresholds of acceptability and achievement goals previously established for future cohorts and terms. For each change, supporting evidence is presented to provide

justification and rationale for the update, including information on related College initiatives designed to increase student achievement.

For each student achievement criteria, this Report presents the measure(s) used to evaluate the criteria; threshold of acceptability and achievement goal for the current cohort or term; justification for future thresholds and goals; and an evaluation of outcomes that presents five-years of trend data on student outcomes and discusses the most recent data in relation to the established threshold of acceptability and achievement goal. The corresponding figure for each measure also displays the one-, two-, and three-year threshold of acceptability and achievement goal for future cohorts and terms.

(🟥) Did not meet the threshold of acceptability or the achievement goal

(🟨) Met the threshold of acceptability did not meet the achievement goal

(🟩) Met the achievement goal

1. **College Readiness:** In 2019, NOVA established a new measure for college readiness: progression from developmental coursework to college-level coursework. This measure can better assess how well NOVA is providing support to students not yet ready for a college-level curriculum.

    a. **Developmental English:** The Fall 2017 cohort did not meet the threshold of acceptability or the achievement goal for progression to college-level **English** (🟥).

    b. **Developmental Math:** The Fall 2017 cohort met the threshold of acceptability for progression to both college-level **math** courses. This cohort met the achievement goal for progression to MTH 163 (🟩) but did not meet the achievement goal for progression to MTH 151. (🟨).

2. **Enrollment:** From Fall 2018 to Fall 2019, **fall headcount** at NOVA increased but fell just below the achievement goal (🟨). **Annual enrollment** declined each year from 2014-15 to 2018-19, but remained in between the threshold and the achievement goal in 2018-19 (🟨).

3. **Course Success:** In 2019, NOVA modified its course success rate measures to include only the overall course success rate and the course success rate in five gatekeeper courses.

    a. In Fall 2019, NOVA met its **overall course success** achievement goal (🟩).

    b. For the 2018 first-time to NOVA cohort in **Gatekeeper Courses:** The College exceeded the achievement goal for the course success rate in ACC 211 (🟩). The course success rates were in between the threshold of acceptability and the achievement goal in two courses (BIO 101 and ENG 111) (🟨), and course success rates were below the threshold in two courses (MTH 154 and MTH 161) (🟥).

4. **Retention:** The **fall-to-spring** retention rate for the Fall 2018 cohort of first-time in college, program placed students fell just below the achievement goal (🟨). The **fall-to-fall** retention rate for the Fall 2018 cohort of first-time in college, program placed students fell below the threshold of acceptability (🟥).

5. **Graduation:** NOVA's **annual number of graduates** increased between the 2017-18 and 2018-19 academic years, and was just three students below the College's achievement goal in 2018-19 (🟨). The College's **graduation rate** continued to increase for the Fall 2016 cohort, and remains in between the threshold of acceptability and the achievement goal (🟨).

6. **Transfer:** The total number of transfers has increased each year between 2014-15 and 2018-19, showing progress toward reaching the achievement goal ( ). The transfer-out rate increased for the Fall 2016 cohort, and remains in between the threshold of acceptability and the achievement goal ( ).

7. **Job Placement:** The job placement rate declined slightly in 2017-18, exceeding the threshold of acceptability but falling just below the achievement goal ( ).

8. **Licensing Exams:** In 2019, four programs met the achievement goal of a 100 percent pass rate on the licensing exam ( ). Two programs had pass rates below the goal but above the threshold ( ), and seven programs had pass rates below the threshold of acceptability ( ).

III. Student Achievement Criteria at NOVA

Criteria 1. College Readiness

Measure

In Fall 2019, NOVA began measuring college readiness as the percentage of first-time to NOVA students who were enrolled in a developmental course in their first term and subsequently enrolled in a college-level course within two years of initial enrollment.

College readiness in English is measured based on the rate of progression of developmental English students to ENG 111: *College Composition I.* College readiness in math is measured based on the rate of progression of developmental math students to two separate college-level math courses: MTH 151/154: *Mathematics for the Liberal Arts I / Quantitative Reasoning* and MTH 163/161: *Pre-Calculus I.*[1]

Appropriateness

NOVA defines college readiness as students' ability to enroll in and succeed in credit-bearing, college-level courses. In the past, NOVA measured college readiness as the percentage of first-time to NOVA students who placed into developmental English and/or developmental math. However, it was determined that placement test results are a better indicator of high school preparation than teaching and learning at NOVA. Further, continued changes to NOVA's placement testing policy and requirements made reviewing trend data and assessing progress on placement outcomes difficult. Specifically, NOVA adopted a multiple measures placement policy in Fall 2018 in accordance with a Virginia Community College System (VCCS) policy change and trends at community colleges nationwide. In Fall 2020, the VCCS is piloting additional changes to placement policies and the developmental curriculum, such as instituting a direct enrollment approach and eliminating the Virginia Placement Tests.

The progression rate from developmental to college-level coursework was previously evaluated as one aspect of course success at NOVA. Progression rates were used to demonstrate the success of the remediation curriculum at NOVA. This measure will now be used to demonstrate how effectively NOVA is preparing its students in remediation for college-level coursework.

As an open access institution, NOVA serves students with varying educational backgrounds, which means many students are underprepared for college upon enrollment. While developmental courses in English and math can prepare students for college-level work, these courses do not count as college credit toward the requirements for a degree or certificate. As such, NOVA recognizes the importance of moving students into college-level coursework in order to limit time and money spent while in the developmental sequence. It is an institutional challenge to ensure that students receive the appropriate amount of support to succeed

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[1] In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced with MTH 154: *Quantitative Reasoning.* MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I.*

academically in a timely and cost-efficient manner. To this end, NOVA can better assess how well it is serving students by reviewing progression rates from developmental to college-level coursework. This measure will ensure NOVA is providing adequate support to all students, including those not yet ready for college-level coursework.

NOVA has engaged in a variety of reforms to support student progression from developmental to college-level coursework. As part of its participation in the Achieving the Dream National Reform Network, the College redesigned its developmental English program. The redesign introduced courses that integrated reading and writing skill development, which has helped to decrease the amount of time students spend in the developmental sequence. To further support student progression from developmental to college-level coursework, NOVA redesigned its developmental curriculum with an emphasis on co-enrolled courses. These courses enable students to enroll in a college-level course while also receiving support from a developmental course. Additionally, NOVA has implemented a multiple measures placement policy, which is intended to provide more accurate placement; reduce the number of students in the lowest levels of developmental coursework; and limit the amount of time students spend in the developmental sequence.

Threshold of Acceptability

English: For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental English to ENG 111 will be at least 86 percent.

Math: For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental math to MTH 151 will be at least 15 percent, and the rate of progression from developmental math to MTH 163 will be at least 7 percent.

Achievement Goal

English: For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental English to ENG 111 will be 88 percent.

Math: For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental math to MTH 151 will be 18 percent, and the rate of progression from developmental math to MTH 163 will 10 percent.

Justification

NOVA's thresholds of acceptability and achievement goals for progression to college-level coursework are appropriate because the College recognizes the importance of students having a timely path to degree completion. The thresholds of acceptability and achievement goals set for future cohorts of first-time to NOVA students consider a multitude of factors, including historical trends at NOVA; trends in remedial education at postsecondary institutions nationwide; the adoption of a multiple measures placement policy; and the implementation of co-requisite developmental and college-level courses.
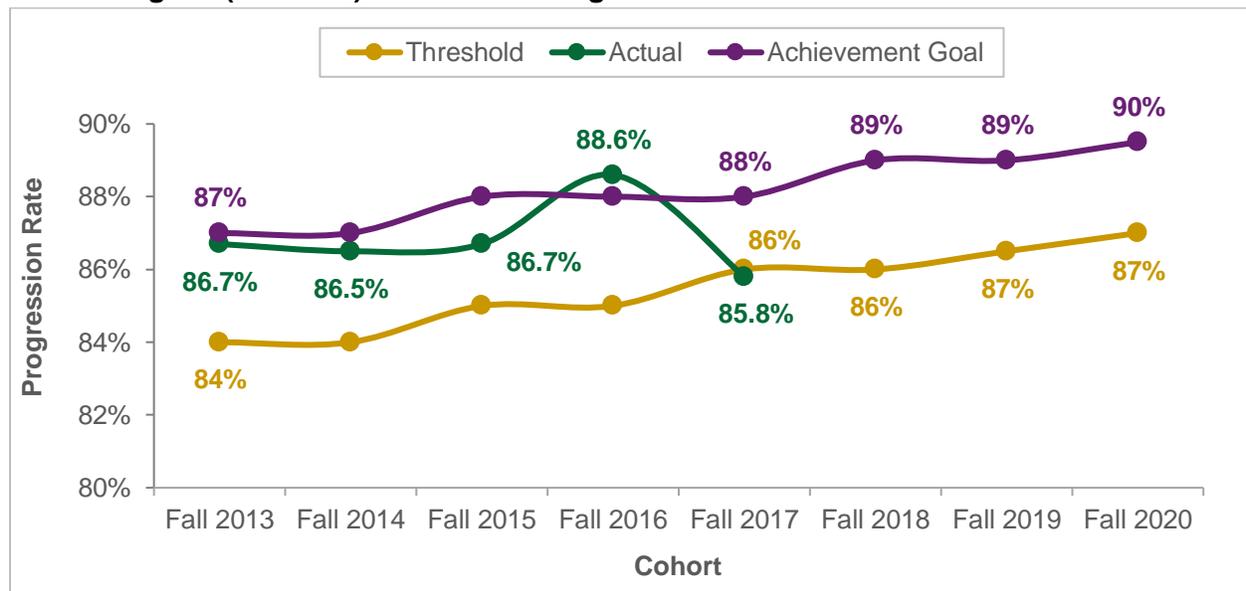
Evaluation of Outcomes

Developmental English Progression

For the Fall 2013 through Fall 2017 cohorts of first-time to NOVA students, between 86 and 89 percent of developmental English students progressed to English 111: *College Composition I* within two years of initial enrollment at the College.

For the Fall 2017 cohort, NOVA's English progression rate of 85.8 percent fell just below the threshold of acceptability set at 86 percent. The Fall 2017 cohort represents the lowest progression rate of the past five cohorts, and a three-percentage point decrease from the prior cohort. However, NOVA anticipates the progression rate will increase for subsequent cohorts. The College will continue to evaluate its developmental English curriculum to ensure adequate student support and continued increases in the progression rate toward the achievement goal.

Figure 1. Developmental English Student Progression to College-Level English (ENG 111): Fall 2013 through Fall 2020 First-Time to NOVA Cohorts

Notes: College-level English is ENG 111: *College Composition I*. Progression within two years of initial enrollment. Data include first-time to NOVA students who enrolled in developmental English during their first term of enrollment.

Developmental Math Progression

Progression from developmental math to either of two college-level math courses is substantially lower than developmental English progression rates.

Progression to MTH 151 (Figure 2, next page): For the Fall 2017 cohort, 16.5 percent of developmental math students progressed into MTH 151: *Mathematics for the Liberal Arts I* within two years of initial enrollment. This was an increase of over one percentage point over the Fall 2016 cohort. The progression rate to MTH 151 exceeded the threshold of acceptability (at least 15 percent) for the Fall 2017 cohort.

Figure 2. Developmental Math Student Progression to College-Level Math (MTH 151): Fall 2013 through Fall 2020 First-Time to NOVA Cohorts

Notes: MTH 151 is *Mathematics for the Liberal Arts I*. Progression within two years of enrollment. Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Progression to MTH 163 (Figure 3): As shown in Figure 3, 10.3 percent of the Fall 2017 cohort of developmental math students progressed into MTH 163: *Pre-Calculus I*. NOVA has consistently had progression rates at or just below the achievement goal on this metric. Given the overall low progression rate into MTH 163, however, NOVA is maintaining the modest increase previously set for the achievement goals for the Fall 2018 through Fall 2020 cohorts.

Figure 3. Developmental Math Student Progression to College-Level Math (MTH 163): Fall 2013 through Fall 2020 First-Time to NOVA Cohorts
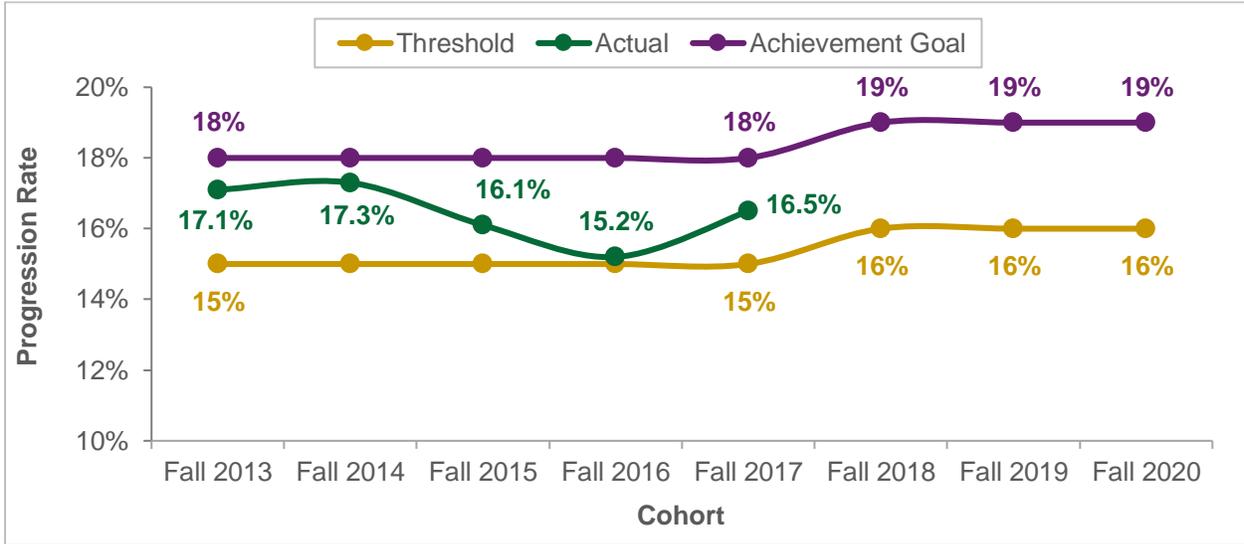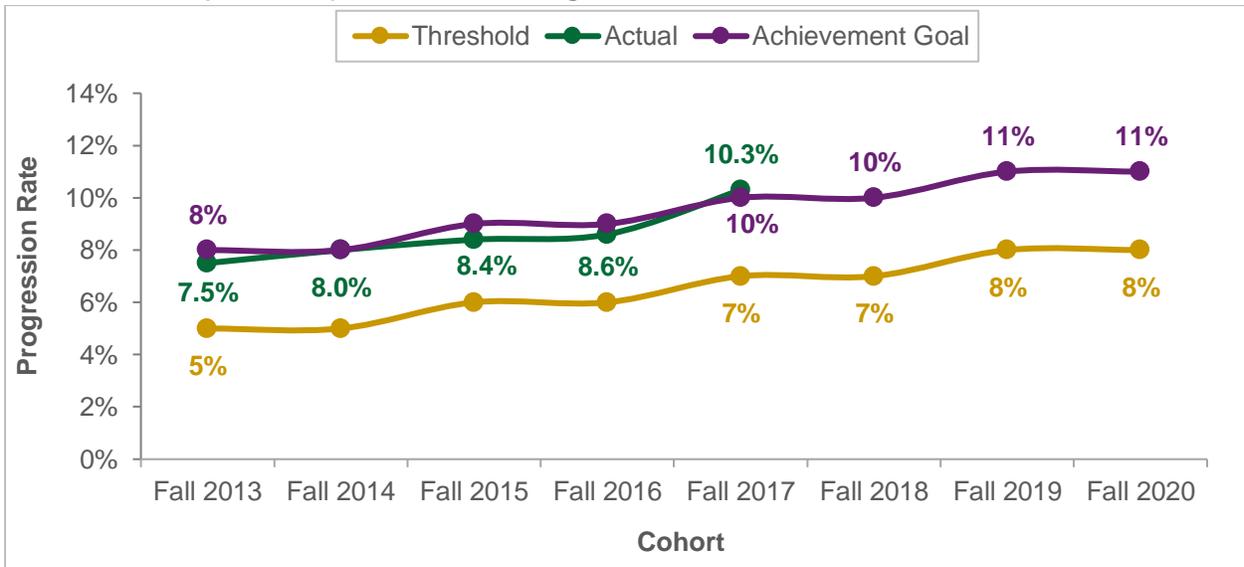

Notes: MTH 163 is *Pre-Calculus I*. Progression within two years of enrollment. Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Criteria 2. Enrollment

Measure

Enrollment is measured in two ways: 1) the headcount of students enrolled in the fall semester; and 2) the unduplicated headcount of students enrolled at any time during the entire 12-month academic year (i.e., summer, fall, and spring semesters).

Threshold of Acceptability

Fall Headcount: In Fall 2019, fall student enrollment will be at least 50,000.

Annual Enrollment: In 2018-19, annual enrollment will be at least 72,500.

Achievement Goal

Fall Headcount: In Fall 2019, fall student enrollment will be 52,000.

Annual Enrollment: In 2018-19, annual enrollment will be 75,000.

Justification

NOVA's thresholds of acceptability and achievement goals are determined based on an evaluation of historical enrollment at the College and peer institutions, as well as enrollment projections based on these historical trends. Additionally, thresholds and goals consider regional factors such as the population of recent high school graduates, new dual enrollment programs or partnerships, and economic conditions which would encourage college enrollment of adult populations, among other factors.

For Fall 2020 and beyond, NOVA decreased the thresholds of acceptability and achievement goals previously set for both measures of enrollment. Due to the COVID-19 pandemic, senior administrators monitored enrollment forecasts for postsecondary institutions and adjusted targets for future terms according to observed trends. Despite enrollment growth in Fall 2019, enrollment is expected to decline in Fall 2020 due to the uncertain local economy and the possibility of extended periods of remote learning. As such, NOVA reduced its thresholds and goals to reflect projected enrollment declines at colleges across the country.

However, the updated targets also reflect NOVA's efforts at stemming the projected enrollment decline as a result of COVID-19. With the region facing economic uncertainty and an increase in the local unemployment rate, NOVA is positioning itself as an affordable option for individuals who are out-of-work or seeking important skills to re-enter the job market. NOVA will also market itself as an opportunity for area high school graduates to take core courses while delaying entry into a four-year institution. The updated targets also take into consideration College-wide retention efforts which may help to mitigate some declines in enrollment.

Evaluation of Outcomes

Fall Headcount (Figure 4, next page): From Fall 2018 to Fall 2019, fall enrollment increased, falling just below the achievement goal in Fall 2019. Despite this recent increase, NOVA

anticipates significant declines in fall headcount in Fall 2020 due to the COVID-19 pandemic and has updated future thresholds of acceptability and achievement goals to reflect this expectation.

Figure 4. Fall Headcount: Fall 2015 through Fall 2022
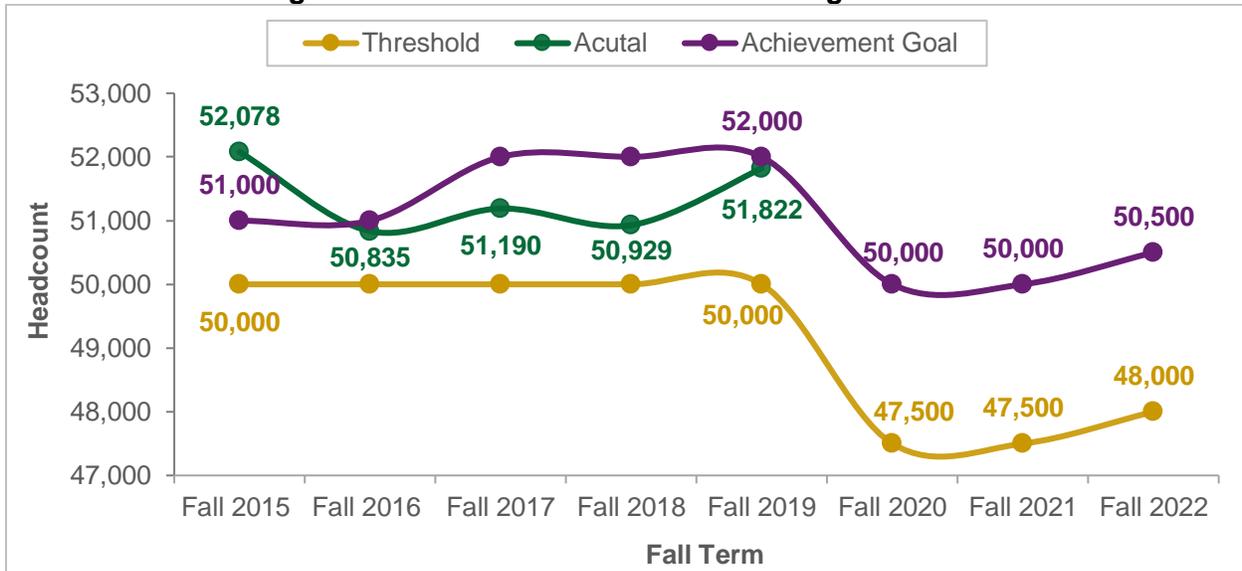
Annual Headcount (Figure 5): Despite increases in fall enrollment, annual enrollment has declined in recent years. Annual enrollment remained above the threshold of acceptability (set at 72,500 in 2018-19), but failed to reach the achievement goal in the last two years. For 2020-21 and 2021-22, NOVA lowered the threshold of acceptability and achievement goal for annual enrollment. New targets reflect both the recent trend of declining enrollment at the College and the expected decline in new enrollment in Fall 2020 and beyond due to the COVID-19 pandemic.

Figure 5. Annual Unduplicated Headcount: 2014-15 through 2021-22
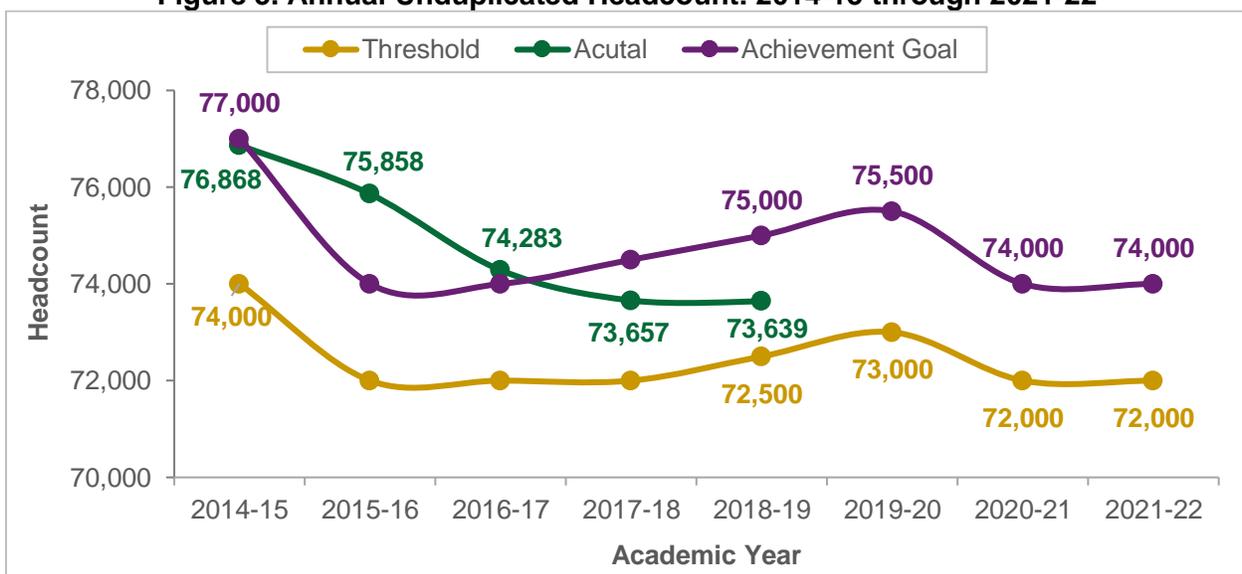
Criteria 3. Course Success

Measure

The measures for course success were updated in Fall 2019. Course success at NOVA is measured in two ways: 1) the overall course success rate; and 2) the success rate in five college-level gatekeeper courses: ACC 211, BIO 101, ENG 111, MTH 154, and MTH 161.[2] Students are considered successful if they earn a grade of 'A', 'B', 'C', 'P', or 'S'.

Appropriateness

In the past, NOVA considered four separate measures of course success: the overall course success rate; the success rates in gatekeeper courses; the success rates in developmental courses; and the success rates of developmental students in college-level courses. NOVA will no longer consider success rates in developmental courses or the success of developmental students in college-level courses as measures of course success. The College made this change because developmental course progression rates are now considered measures of college readiness and the measures for each criterion should be distinct.

The overall course success rate at the College provides a metric that can be benchmarked across other schools in the Virginia Community College System and with peer institutions nationwide. It provides an assessment of all student performance at the College and does not limit analysis to any subset of courses or students and is therefore an appropriate measure for student achievement.

Success in gatekeeper courses is an appropriate measure because these five college-level courses are required for many associate degree programs and, as such, are critical to students' future success in college. Success rates in these courses demonstrate NOVA's ability to provide students with a strong foundation and prepare them for more rigorous coursework both at NOVA and in their future academic pursuits.

Threshold of Acceptability

Overall Course Success: In Fall 2019, the overall course success rate will be at least 74 percent.

Success in Gatekeeper Courses: For the Fall 2018 first-time to NOVA cohort, the course success rate within one year of initial enrollment for each of the five gatekeeper courses will be:

- ACC 211 – *Principles of Accounting* I: At least 64 percent
- BIO 101 – *General Biology I*: At least 74 percent
- ENG 111 – *English Composition I*: At least 74 percent
- MTH 154 – *Quantitative Reasoning*: At least 68 percent
- MTH 161 – *Pre-Calculus I*: At least 56 percent

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[2] In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced with MTH 154: *Quantitative Reasoning.* MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I.*

Achievement Goal

Overall Course Success: In Fall 2019, the overall course success rate will be 76 percent.

Success in Gatekeeper Courses: For the Fall 2018 first-time to NOVA cohort, the success rate within one year of initial enrollment for each of the five gatekeeper courses will be:

- ACC 211 – *Principles of Accounting* I: 66 percent
- BIO 101 – *General Biology I*: 80 percent
- ENG 111 – *English Composition I*: 78 percent
- MTH 154 – *Quantitative Reasoning*: 72 percent
- MTH 161 – *Pre-Calculus I*: 61 percent

Justification

NOVA recognizes the importance of course success in a student's ability to achieve long-term higher education goals, such as graduating with a degree or credential and/or transferring to a four-year institution. Thresholds of acceptability and achievement goals demonstrate NOVA's commitment to ensuring all students succeed in their coursework.

For Fall 2021, NOVA increased its achievement goal for the overall course success rate from 76 to 77 percent and set the goal for Fall 2022 at 78 percent. These modest increases are justified by the College's success in reaching its achievement goal in Fall 2019 and its commitment to continuous improvement.

NOVA updated the targets for future cohorts' success in gatekeeper courses based on the performance of the Fall 2018 cohort and historical trends at the College. Given the recent declines in the success rate in ENG 111, MTH 154, and MTH 161, the College has decreased the achievement goals for future cohorts. Thresholds of acceptability and achievement goals also consider the College's redesign of college-level math courses in Fall 2018 and the impact of a new math curriculum on student learning. Once faculty become more familiar with the new curriculum, the College expects to observe improvements to the course success rate in MTH 161, as well as MTH 154.

Initiatives designed to support student learning and course success will help the College pursue these achievement goals. Additionally, NOVA will continue to support students through enhanced advising and an early alert warning system, which can help to identify struggling students before they are at risk of not succeeding in their courses.

Evaluation of Outcomes

Overall Course Success

Overall Course Success (Figure 6, next page): In Fall 2019, the overall course success rate was 76.3 percent, which slightly exceeded the College's achievement goal (76 percent) for this measure. This was a two percentage point increase over the prior year, in which the course success rate was 74 percent.

Figure 6. Overall Course Success Rate: Fall 2015 through Fall 2022
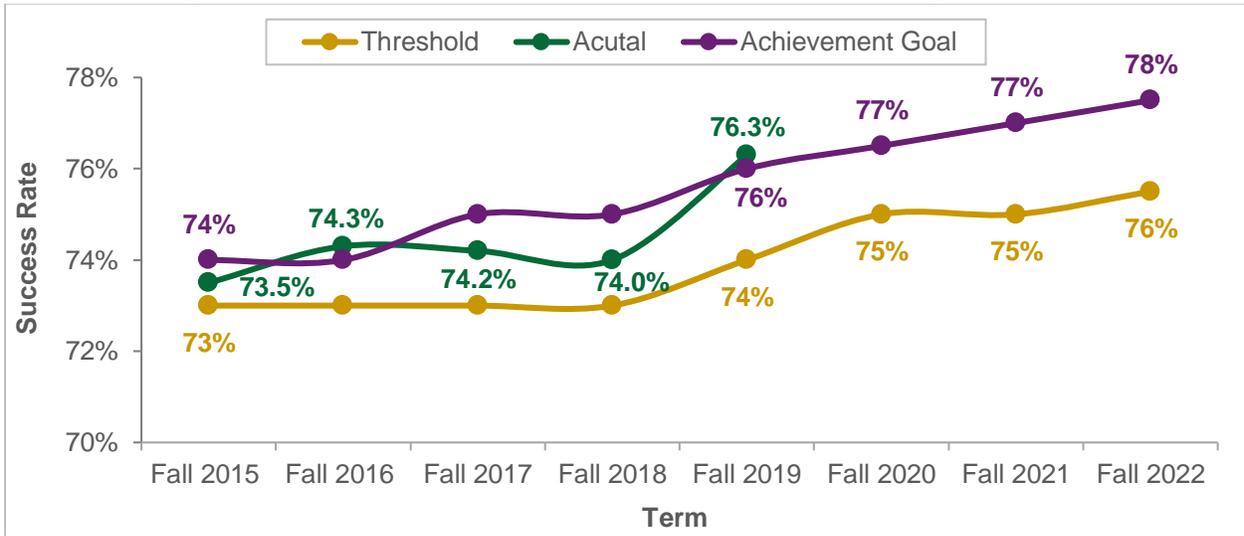
Notes: Grades of Audit, Missing, and Never Attending Student (NVRK) were excluded from the analysis. Total course enrollment is duplicated.

Gatekeeper Course Success

ACC 211: *Principles of Accounting I* **(Figure 7):** Among the Fall 2014 to Fall 2018 first-time to NOVA cohorts, the course success rate in ACC 211 has fluctuated. Despite a decline among the Fall 2017 cohort compared to the Fall 2016 cohort, the College still met the achievement goal for that year (65.5 percent). Among the Fall 2018 cohort, the College exceeded both the threshold of acceptability and the achievement goal for success in ACC 211.

Figure 7. Success Rate in ACC 211: *Principles of Accounting I* **–
Fall 2014 through Fall 2021 First-Time to NOVA Cohorts**
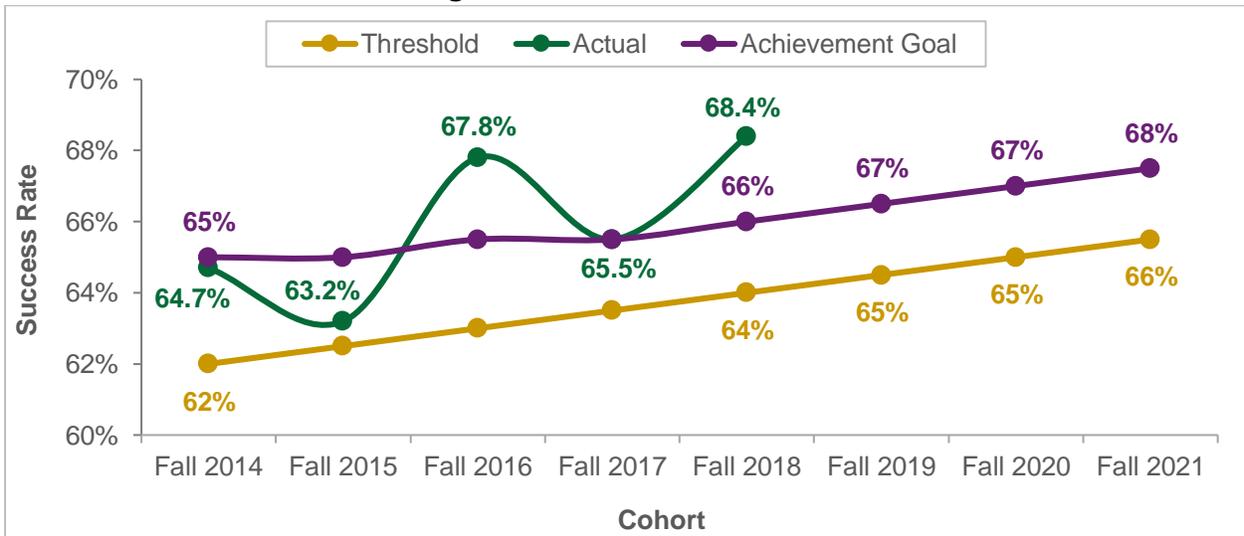
Note: Data include first-time to NOVA students enrolled in ACC 211 who were successful within one year of initial enrollment.

BIO 101: *General Biology I* **(Figure 8, next page)***:* Among the Fall 2014 through Fall 2018 cohorts, the course success rate in BIO 101 has increased each year. While each of these five

cohorts exceeded their respective threshold of acceptability, none reached the achievement goal for success in BIO 101.

Figure 8. Success Rate in BIO 101: *General Biology I –* **Fall 2014 through Fall 2021 First-Time to NOVA Cohorts**
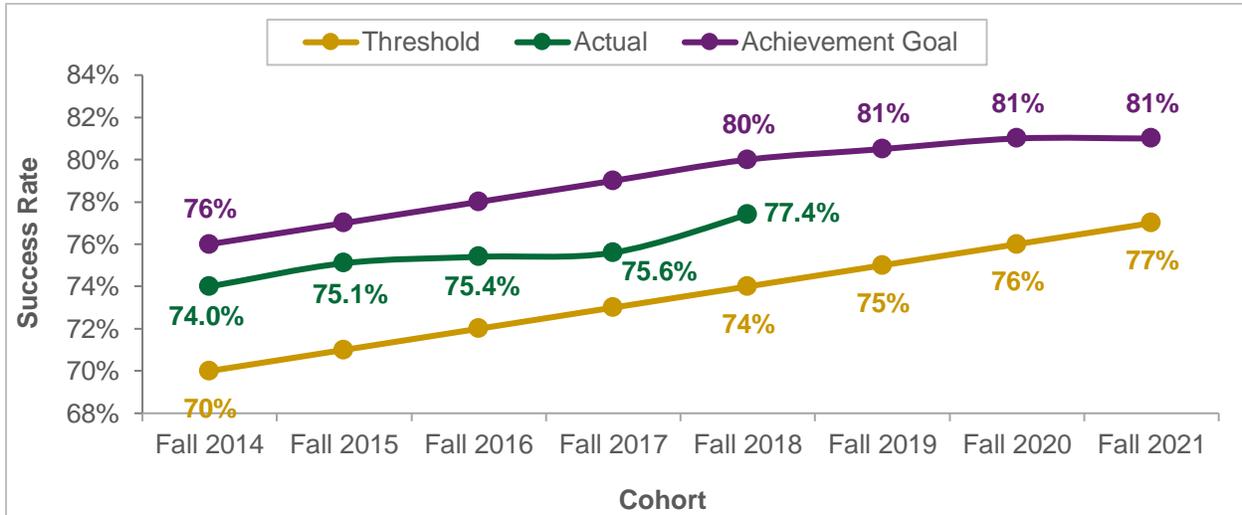
Note: Data include first-time to NOVA students enrolled in BIO 101 who were successful within one year of initial enrollment.

ENG 111: *College Composition I* **(Figure 9):** From the Fall 2014 through Fall 2018 cohorts, the course success rate in ENG 111 has declined. However, NOVA has maintained a success rate above the threshold of acceptability. Given the decline from the Fall 2016 cohort to the Fall 2017 and Fall 2018 cohorts, NOVA maintained the achievement goal at a modest level for future cohorts. The College maintained an increase in the threshold for each of the next three cohorts.

Figure 9. Success Rate in ENG 111: *College Composition I –* **Fall 2014 through Fall 2021 First-Time to NOVA Cohorts**
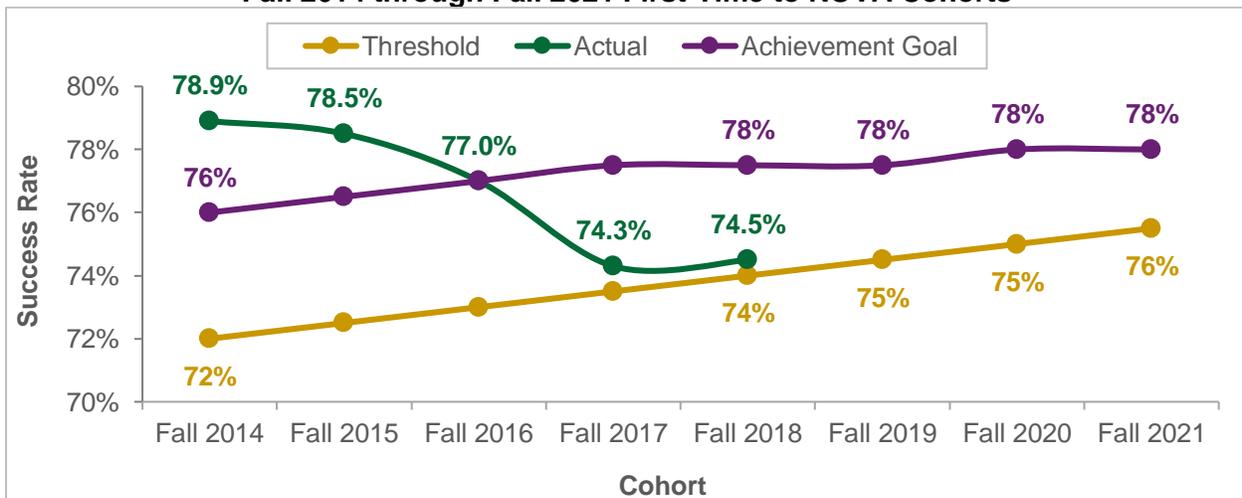
Note: Data include first-time to NOVA students enrolled in ENG 111 who were successful within one year of initial enrollment.

MTH 151/154: (Figure 10): From the Fall 2014 to Fall 2018 cohorts, the success rate in MTH 154 has declined. The decline in Fall 2018 can be attributed in part to the implementation of a new math gatekeeper course, which replaced the prior course (MTH 151). As faculty teach subsequent semesters of MTH 154, it is expected that they will be better prepared to teach the content to students, leading to an increase in the success rate.

Figure 10. Success Rate in MTH 151: *Math for the Liberal Arts I* **/ MTH 154:**
***Quantitative Reasoning* – Fall 2014 through Fall 2021 First-Time to NOVA Cohorts**
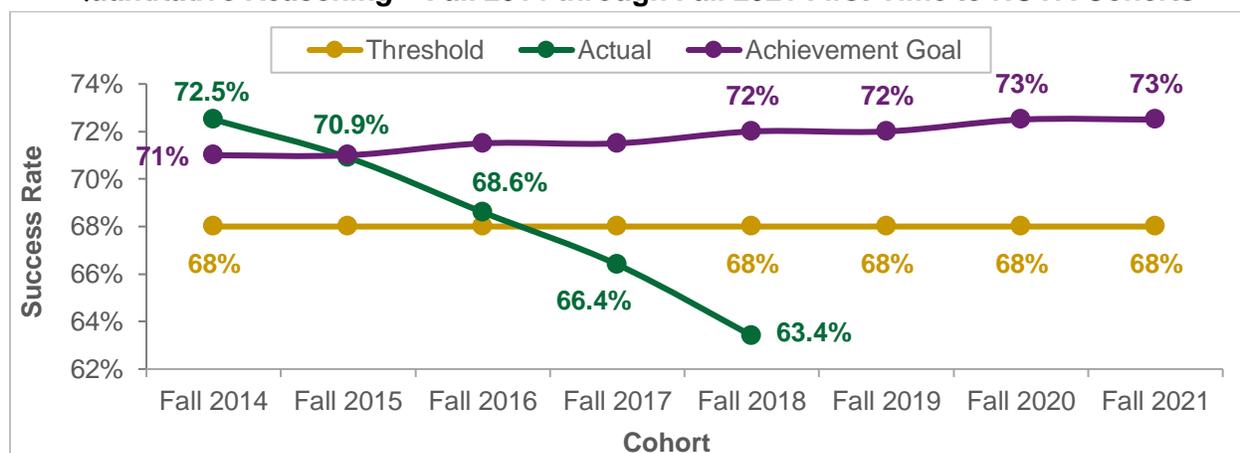
Notes: In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced with MTH 154: *Quantitative Reasoning.* Data include first-time to NOVA students enrolled in MTH 151/154 who were successful within one year of initial enrollment.

MTH 163/161 (Figure 11): For the Fall 2014 through Fall 2018 cohorts, the success rate in MTH 161 has fluctuated. The Fall 2018 cohort fell below the threshold of acceptability of 56 percent. MTH 161 is the same curriculum as the former MTH 163, so the change in course number should not have led to disruptions in student learning. Faculty and administrators will continue to review trends and determine appropriate supports to ensure a greater success rate.

Figure 11. Success Rate in MTH 163/161: *Pre-Calculus I* –
Fall 2014 through Fall 2021 First-Time to NOVA Cohorts

Notes: In Fall 2018, the math curriculum was redesigned. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I.* Data include first-time to NOVA students enrolled in MTH 163/161 who were successful within one year of initial enrollment.

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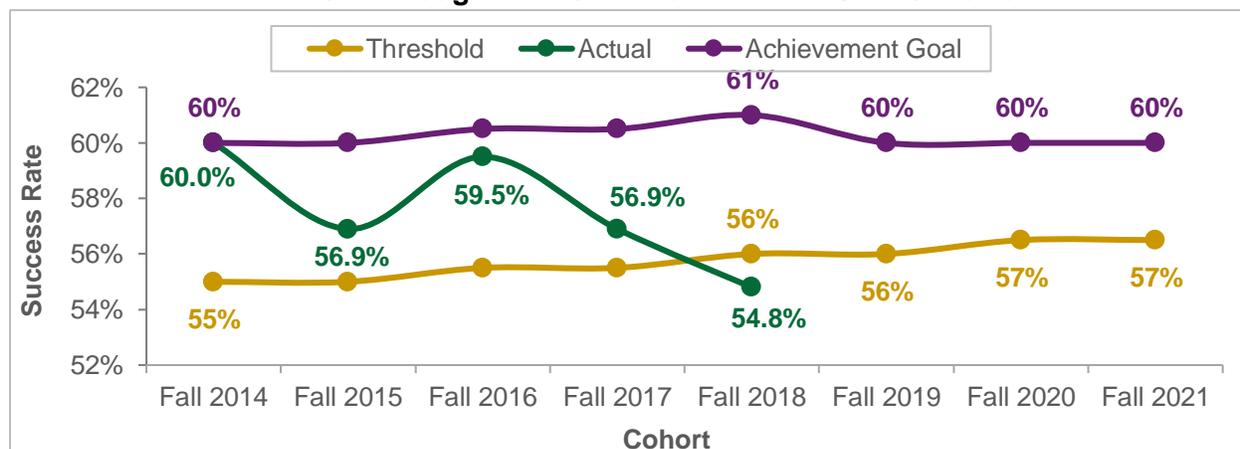
Criteria 4. Retention

Measure

Retention is measured through two metrics: 1) the fall-to-spring retention rate 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 subsequent spring semester; and 2) the fall-to-fall retention rate 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.

Threshold of Acceptability

Fall-to-Spring Retention: For the Fall 2018 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be at least 79 percent.

Fall-to-Fall Retention: For the Fall 2018 cohort of first-time in college, program placed students, the fall-to-fall retention rate will be at least 65 percent.

Achievement Goal

Fall-to-Spring Retention: For the Fall 2018 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be 82 percent.

Fall-to-Fall Retention: For the Fall 2018 cohort of first-time in college, program placed students, the fall-to-fall retention rate will be 67 percent.

Justification

The College sets thresholds of acceptability and achievement goals for fall-to-spring and fall-to-fall retention based on historical trends in retention as well as external factors, such as the potential impact of the COVID-19 pandemic on future student enrollment, including the re-enrollment of existing students. Additionally, NOVA maintains targets that are consistent with VCCS trends, as well as the retention rates of community college students nationwide.

For the Fall 2019 through Fall 2021 cohorts, NOVA updated both the thresholds of acceptability and achievement goals for fall-to-spring retention. The College has historically exceeded its achievement goals, but fell just below the achievement goal for the Fall 2018 cohort. For fall-to-fall retention, the College slightly decreased thresholds and goals to account for a decline in retention since the Fall 2016 cohort. The achievement goals for both fall-to-spring and fall-to-fall retention represent modest increases in the retention rate for subsequent cohorts.

Evaluation of Outcomes

Fall-to-Spring Retention (Figure 12, next page): From the Fall 2014 through Fall 2018 cohorts, NOVA observed modest increases in its fall-to-spring retention rate. The fall-to-spring retention rate for the Fall 2018 cohort of 81.5 percent fell just below the achievement goal set at 82 percent. NOVA's modest improvement in fall-to-spring retention since the Fall 2014 cohort indicates the College is well-suited to meet its increasing achievement goals.

Figure 12. Fall-to-Spring Retention Rate: Fall 2014 through Fall 2021 First-Time in College, Program Placed Cohorts
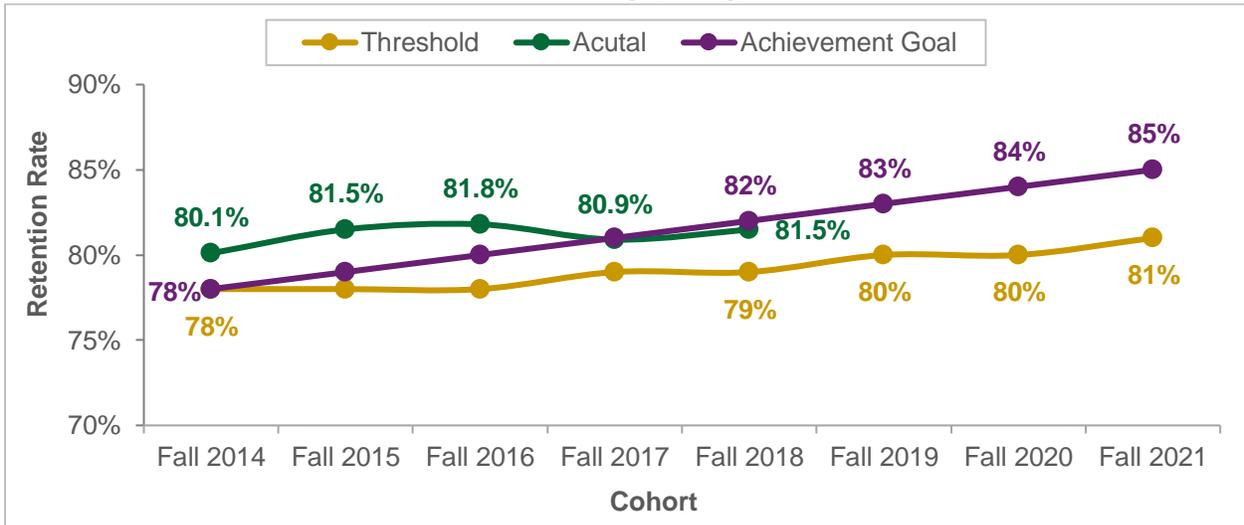
Notes: Data include first-time in college, program placed students who entered in the fall and either re-enrolled or successfully completed their program by the following spring semester.

Fall-to-Fall Retention (Figure 13): Compared to fall-to-spring retention, NOVA's fall-to-fall retention rate has fluctuated. From the Fall 2017 to Fall 2018 cohorts, the fall-to-fall retention rate declined and fell slightly below the threshold of acceptability (set at 65 percent for the Fall 2018 cohort). Due to this decline, NOVA slightly decreased the thresholds of acceptability and achievement goals previously set for the Fall 2019 through Fall 2021 cohorts.

Figure 13. Fall-to-Fall Retention Rate: Fall 2014 through Fall 2021 First-Time in College, Program Placed Cohorts
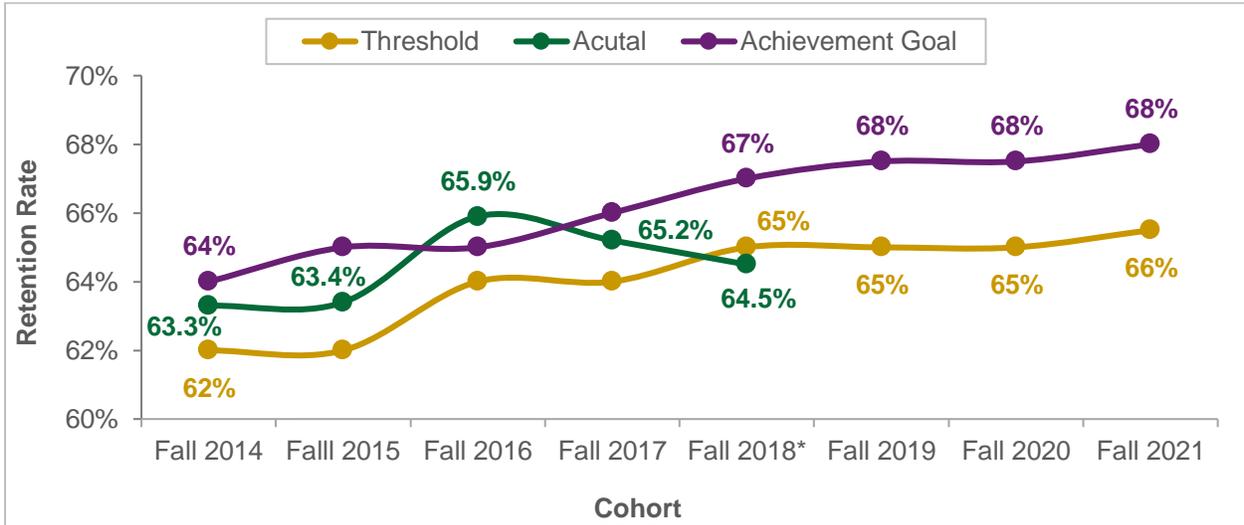

Notes: Data include first-time in college, program placed students who entered in the fall and either re-enrolled or successfully completed their program by the following fall semester.
*Fall 2018 data is preliminary due to delayed award completions.

Measure

Graduation is measured in two ways: 1) the total number of annual graduates; and 2) the graduation rate, which is defined as the percentage of first-time in college, full-time, program placed students who completed their program within 150 percent of normal time.

Threshold of Acceptability

Annual Number of Graduates: In 2018-19, the total number of annual graduates will be at least 6,560.

Graduation Rate: For the Fall 2016 cohort of first-time in college, full-time, program placed students, the graduation rate will be at least 25 percent.

Achievement Goal

Annual Number of Graduates: In 2018-19, the total number of annual graduates will be 6,750.

Graduation Rate: For the Fall 2016 cohort of first-time in college, full-time, program placed students, the graduation rate will be 28 percent.

Justification

NOVA's thresholds of acceptability and achievement goals for future cohorts consider several initiatives at NOVA that are designed to facilitate graduation. For example, the ADVANCE partnership with George Mason University allows students to co-enroll at both institutions; and guided pathways helps students to stay on track in their academic programs.

For the annual number of graduates, the threshold of acceptability was increased slightly for 2021-22, from 6,500 to 6,605. Likewise, the achievement goal was increased from 6,800 to 6,900. These changes consider the number of graduates in 2018-19, which exceeded the threshold for that year by nearly two hundred students, and fell below the achievement goal by only three students. These updates provide NOVA with attainable goals that also allow the College to focus its efforts on continuous improvement.

The College also increased future achievement goals for the graduation rate. NOVA established goals that represent an increase in the graduation rate for each subsequent cohort. This update is supported by increases in the graduation rate for each of the five most recent cohorts.

Evaluation of Outcomes

Annual Number of Graduates (Figure 14, next page): From 2015-16 to 2017-18, the annual number of NOVA graduates declined each year, and fell below the threshold in 2017-18. However, this was followed by a substantial increase in the annual number of graduates in 2018-19. For this year, NOVA exceeded the threshold and was just three graduates below its achievement goal. Following the two-year period of decline in the number of graduates, the College expects the annual number of graduates will continue to increase.

Figure 14. Annual Number of Graduates: 2014-15 through 2021-22
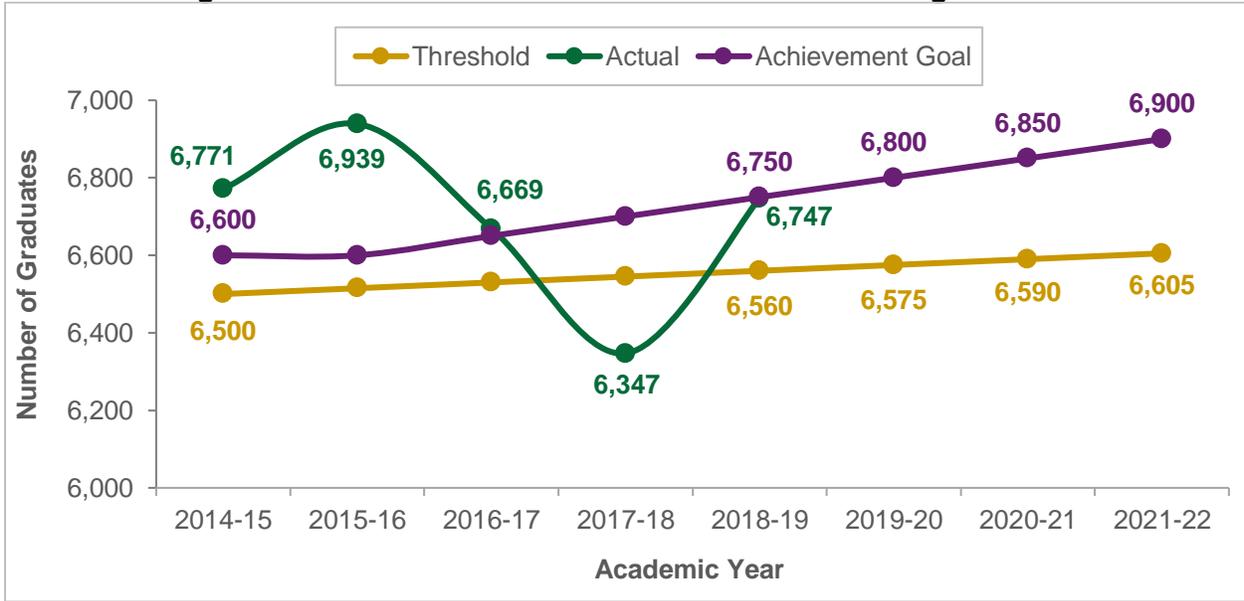
Graduation Rate (Figure 15): From the Fall 2012 to the Fall 2016 cohorts, NOVA's graduation rate increased steadily each year. For the Fall 2016 cohort, the graduation rate of 27.4 percent exceeded the threshold but fell below the achievement goal of 28 percent.

Figure 15. Graduation Rate: Fall 2012 through Fall 2019
First-Time in College, Full-Time, Program Placed Cohorts
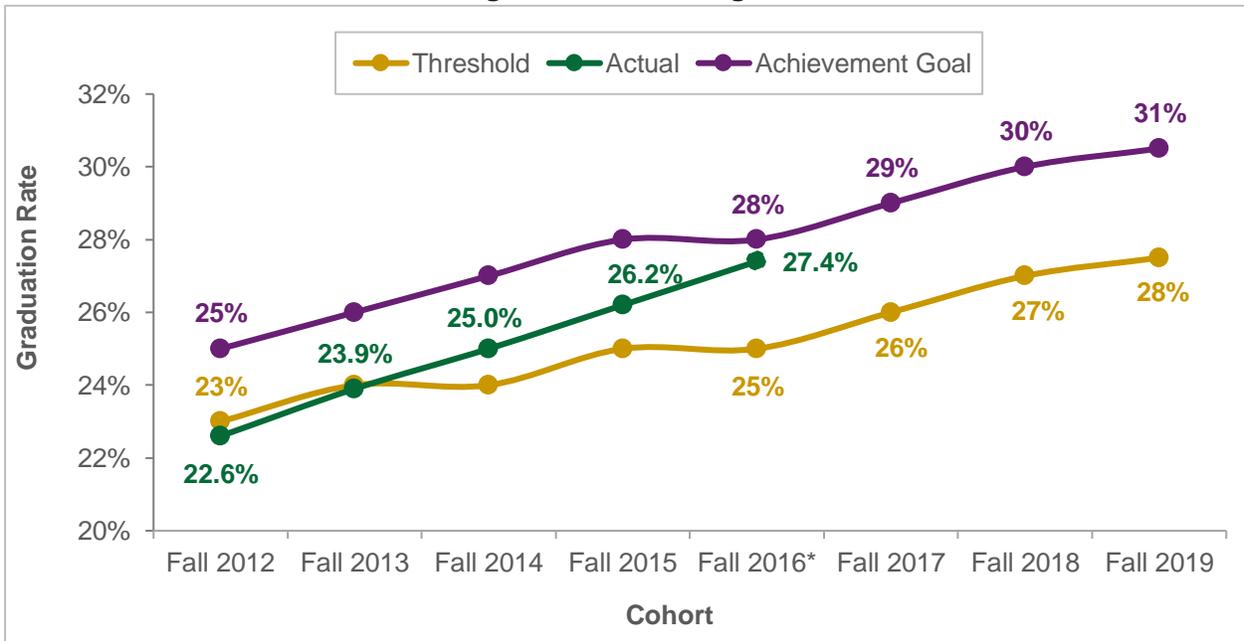
Notes: Data include first-time in college, full-time, program placed students who completed their program at NOVA within 150 percent of normal time, including summer.
*Fall 2016 data is preliminary due to delayed award completions.

Criteria 6. Transfer

Measure

Transfer is measured using two metrics: 1) the total number of annual transfers to four-year institutions (regardless of whether the student earned or did not earn a credential at NOVA prior to transferring); and 2) the transfer-out rate, which 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 and prior to earning a NOVA credential.

Threshold of Acceptability

Annual Number of Transfers: In 2018-19, the annual number of students transferring to four-year institutions will be at least 11,000.

Transfer-Out Rate: For the Fall 2016 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be at least 17 percent.

Achievement Goal

Annual Number of Transfers: In 2018-19, the annual number of students transferring to four-year institutions will be 12,300.

Transfer-Out Rate: For the Fall 2016 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be 19 percent.

Justification

NOVA sets thresholds of acceptability and achievement goals for transfer metrics that consider initiatives and policies created to support transfer pathways. Additionally, the College considers historical trends as well as the trends of peer institutions and community colleges nationwide. The implementation of guided pathways and the creation of additional articulation agreements will help ensure NOVA is able to exceed its threshold of acceptability as well as strive to meet its achievement goals for both measures of transfer.

For the annual number of transfers, NOVA increased future achievement goals. This change is justified by the recent five-year trend of an increase in the number of annual transfers each year. For the transfer-out rate, NOVA established achievement goals that would align the College's transfer-out rate with the median transfer-out rate of its IPEDS peer comparison group.[3] As a lagging indicator, it can take time for NOVA's efforts at an increased transfer-out rate to take effect. As such, the College is maintaining its threshold and goals for the Fall 2019 cohort. However, the College's ADVANCE partnership with George Mason University is expected to increase the transfer-out rate for subsequent cohorts.

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[3] IPEDS Data Feedback Report 2019. https://www.nvcc.edu/oiess/_docs/oir/IPEDSDFR2019_232946.pdf

Evaluation of Outcomes

Annual Number of Transfers (Figure 16): Between 2014-15 and 2018-19, the annual number of transfers increased each year. In 2018-19, the annual number of transfers fell just below the achievement goal of 12,300 students. If the annual number of transfers continues to increase at a similar rate, NOVA will incrementally increase the achievement goal each year.

Figure 16. Annual Number of Transfers to Four-Year Institutions: 2014-15 through 2021-22
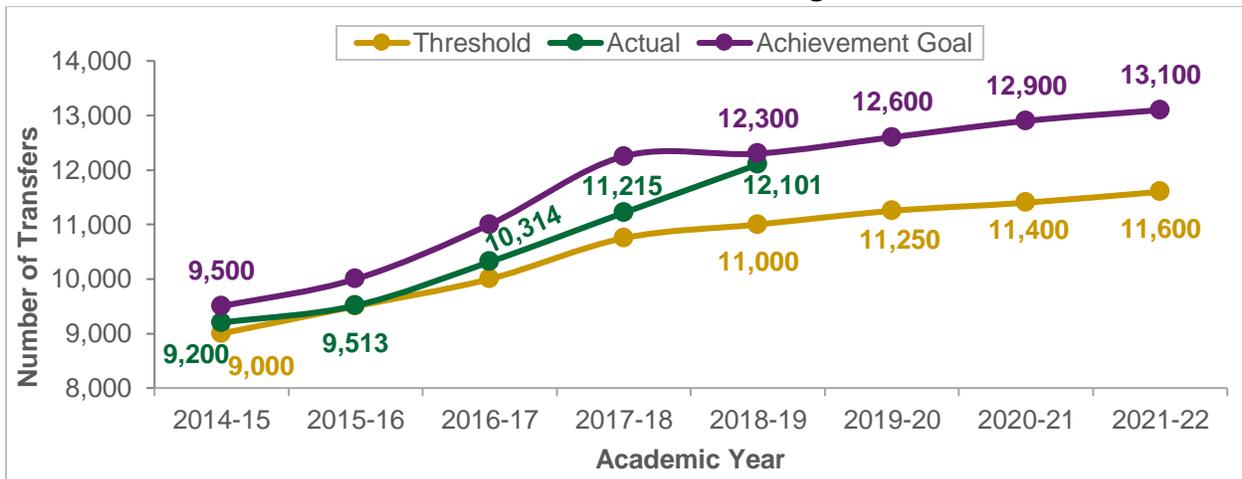
Note: Data include students who previously attended NOVA within the prior eight years, e.g., for 2018-19, data include students who attended NOVA between 2011-12 and 2018-19 and transferred to a four-year institution during the 2018-19 academic year (regardless of when they were last enrolled at NOVA).

Transfer-Out Rate (Figure 17): From the Fall 2012 to Fall 2016 cohorts, the transfer-out rate has fluctuated. Among the Fall 2016 cohort, the transfer-out rate increased from the prior cohort, falling above the threshold but below the achievement goal.

Figure 17. Transfer-Out Rate: Fall 2012 through Fall 2019 First-Time in College, Full-Time, Program Placed Students Cohorts
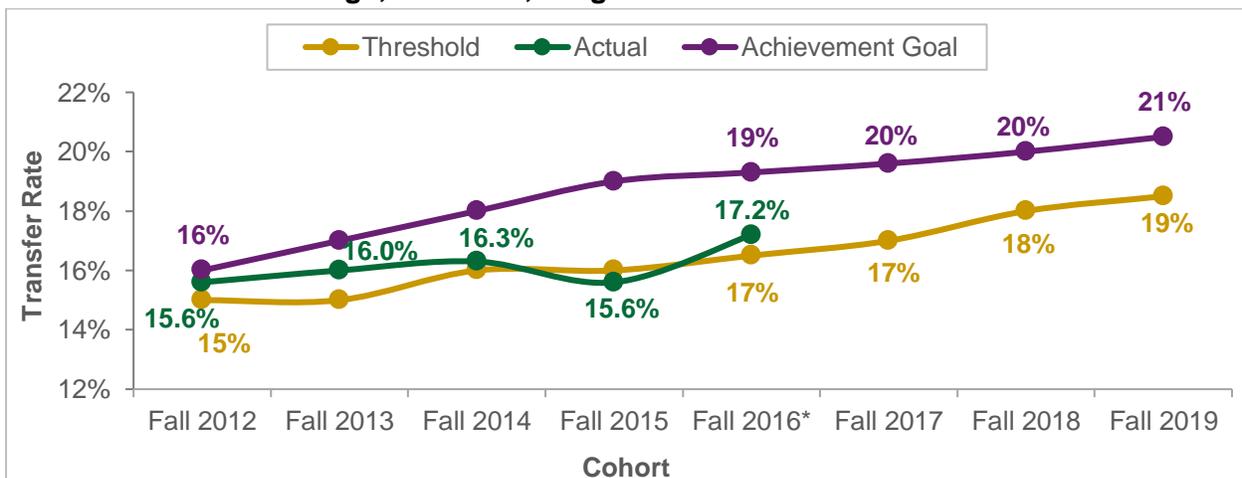
Notes: Data include first-time in college, full-time, program placed students who transferred out of NOVA within 150 percent of normal time to program completion without earning a NOVA credential.
*Fall 2016 data is preliminary due to delayed award completions.

Criteria 7. Job Placement

Measure

The job placement rate is the percentage of graduates employed in the Commonwealth of Virginia within one year of graduation from NOVA.

Threshold of Acceptability

The job placement rate of 2017-18 NOVA graduates will be at least 65 percent.

Achievement Goal

The job placement rate of 2017-18 NOVA graduates will be 67 percent.

Justification

Thresholds and goals for the job placement rate were determined by analyzing the following factors: unemployment rates, local economic stability, and in-demand skillsets. Targets also consider the College's proximity to Washington, D.C., since many students will find jobs in Washington, D.C. that will not be captured by Virginia Employment Commission (VEC) data. Further, NOVA has considered that many of its students transfer and enroll in four-year institutions and thus do not seek employment within one year of graduation.

While the job placement rate is expected to remain consistent in 2018-19, the COVID-19 pandemic is likely to impact regional employment rates and job growth for future graduates. The College has updated its two- and three-year targets to hold them level with 2018-19 targets and will continue to evaluate area unemployment and hiring trends to establish future targets.

Evaluation of Outcomes

Job Placement Rate (Figure 18, next page): Since 2013-14, the job placement rate of NOVA graduates increased. NOVA consistently has job placement rates near or above its achievement goals. In 2017-18, the placement rate fell just below the achievement goal for the second year in a row (66.2 percent compared to 67 percent).

Figure 18. Overall Job Placement Rate of NOVA Graduates: 2013-14 through 2020-21
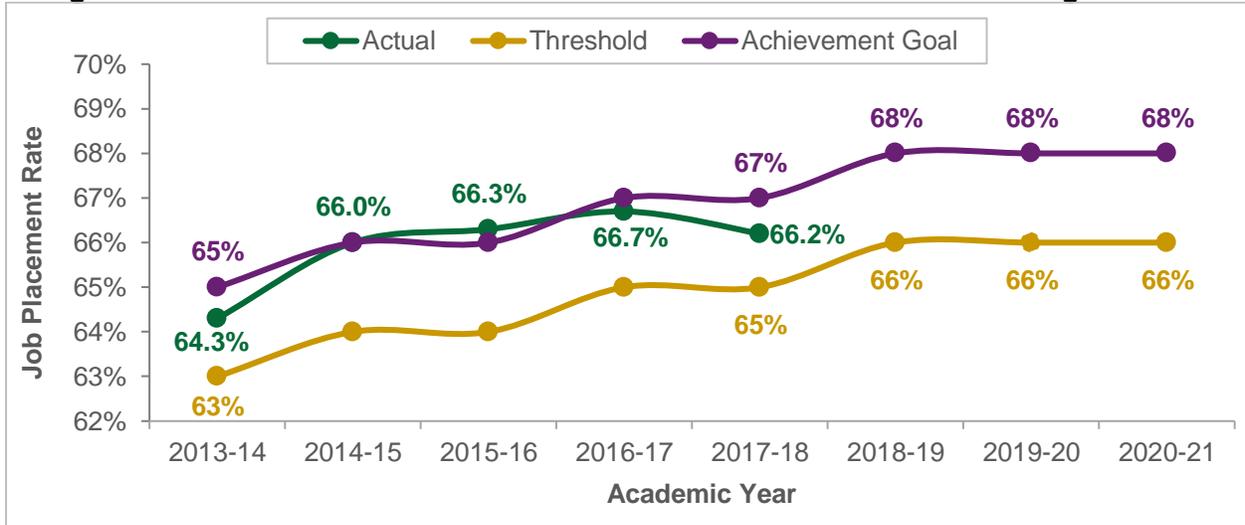
Note: Data include students who were employed in the Commonwealth of Virginia within one year of graduation. Data exclude military personnel, federal civilian employees, and self-employed individuals.

Criteria 8. Licensing Exams

Measure

The licensing exam pass rate is the percentage of graduates from programs with corresponding national or state licensing exams who pass the exam following graduation from NOVA.

Threshold of Acceptability

Each year, 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.

Achievement Goal

Each year, the licensing exam pass rate will be 100 percent for each program for which there is a corresponding national or state licensing exam.

Justification

NOVA is committed to preparing its students to enter and succeed in the workforce. The College is not achieving its mission and vision if its students are not prepared to pass licensing examinations following the completion of their degree programs. Therefore, the College has established and will maintain a threshold of acceptability of 90 percent each year for every program for which there is a corresponding national or state licensing exam. The College wants every graduate to be prepared for the workforce. Therefore, an achievement goal of 100 percent ensures the College is committed to providing quality academic programs that prepare students to succeed in their careers.

Evaluation of Outcomes

In 2019, four of NOVA's programs had licensing exam pass rates of 100 percent, reaching the achievement goal. Two additional programs had rates above 90 percent, the threshold of acceptability. However, seven programs had exam pass rates below the threshold of acceptability in 2019. NOVA needs to work to ensure that students in these programs are supported and are learning the core program requirements that will prepare them to be successful on licensing exams and in their careers.

Figure 19. National and State Licensing Examination Pass Rate of NOVA Graduates: 2019
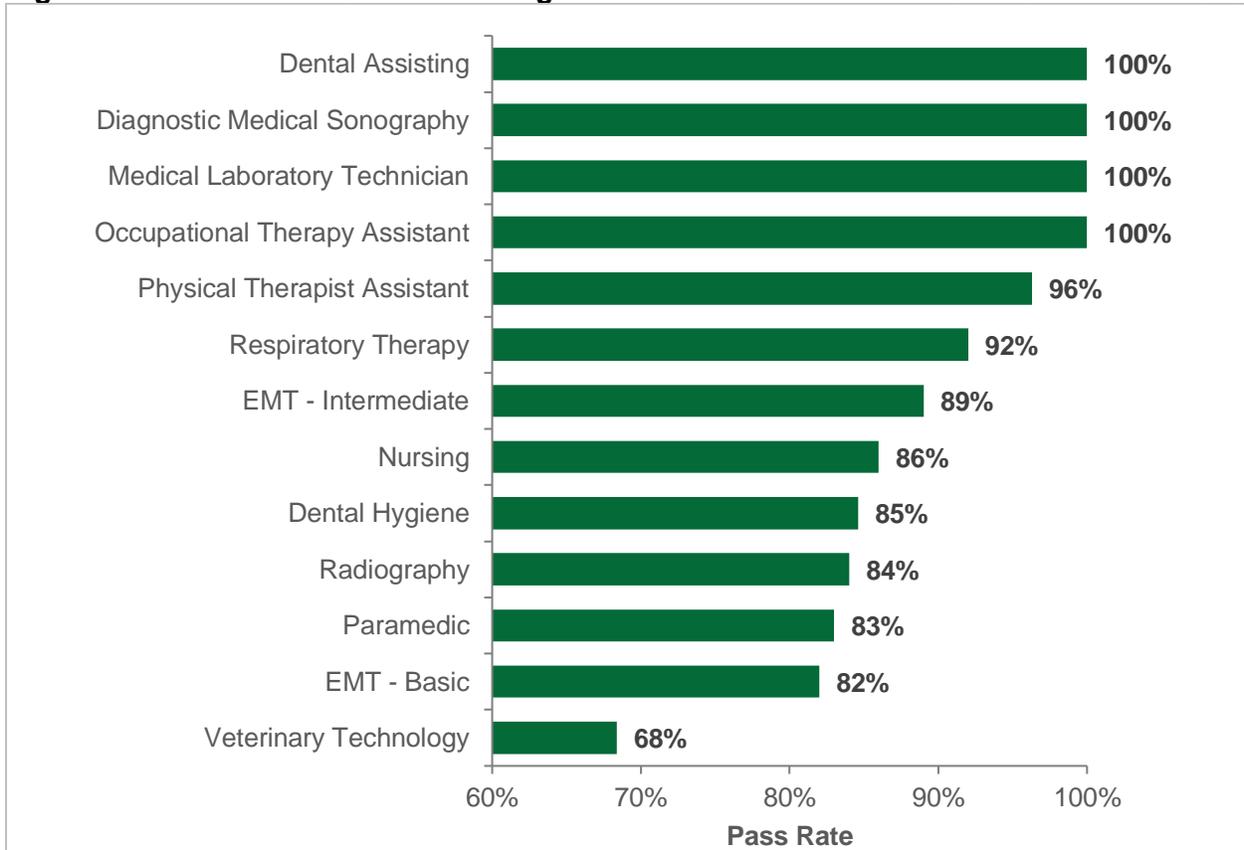
Notes: Data include all program graduates who took the licensing exam for their program in the indicated year, regardless of the year they graduated from NOVA. Data may include more than one exam attempt or students retaking the exam.

IV. Conclusion

This document presents five years of detailed student success data for NOVA's eight primary student achievement criteria. The Report provides an assessment of NOVA's success in meeting its thresholds of acceptability and achievement goals over these five years, as well as presents future goals and thresholds for the following three years. When necessary, future thresholds and achievement goals were updated to reflect changes in College policies, initiatives, and/or external factors, such as the COVID-19 pandemic or fluctuations in the regional economy.

For most measures, NOVA is performing at a level in between its minimum threshold of acceptability and its achievement goal. NOVA continues to implement new initiatives and policies in support of student learning and achievement, as well as improve and maintain existing policies and initiatives. This commitment to improving opportunities for student learning will continue to improve outcomes on each of the eight student achievement criteria.

NOVA evaluates its outcomes on these student success metrics each year. These evaluations are made publicly available on NOVA's website through reports and data dashboards; distributed directly to key stakeholders; and are used to support evidence-based decision making at all levels across the College. Student success remains an ongoing priority for the College, and NOVA is dedicated to continuous improvement in support of its mission, vision, and strategic priorities.

V. Appendix: Data Tables

Criteria 1. College Readiness

Table 1. Developmental English Student Progression to College-Level English: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts

Cohort	N	Progressed	
		#	%
Fall 2013	1,675	1,452	86.7
Fall 2014	1,468	1,270	86.5
Fall 2015	1,434	1,243	86.7
Fall 2016	1,390	1,232	88.6
Fall 2017	1,201	1,031	85.8

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 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental English during their first term of enrollment.

Table 2. Developmental Math Student Progression to College-Level Math by College-Level Math Course: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts

Cohort	MTH 151			MTH 163		
	N	Progressed		N	Progressed	
		#	%		#	%
Fall 2013	1,785	306	17.1	1,785	134	7.5
Fall 2014	2,318	400	17.3	2,318	185	8.0
Fall 2015	2,192	352	16.1	2,192	185	8.4
Fall 2016	2,025	308	15.2	2,025	175	8.6
Fall 2017	1,702	281	16.5	1,702	175	10.3

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 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Criteria 2. Enrollment

Table 3. Annual Unduplicated Headcount and Fall Headcount: 2014-15 through 2019-20

Academic Year	Annual Unduplicated Headcount		Fall Headcount	
	Headcount	Growth Rate (%)	Headcount	Growth Rate (%)
2014-15	76,868	--	51,487	--
2015-16	75,858	-1.3	52,078	1.1
2016-17	74,283	-2.1	50,835	-2.4
2017-18	73,657	-0.8	51,190	0.7
2018-19	73,639	0.0	50,929	-0.5
2019-20	--	--	51,822	1.8

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: The growth rate is calculated as the percent change over the previous year. 2019-20 annual unduplicated headcount was unavailable at the time of publication.

Criteria 3. Course Success

Criteria 3A. Overall Course Success

Table 4. Overall Course Success Rate: Fall 2015 through Fall 2019

Term	Total Course Enrollment	Success Rate	
		#	%
Fall 2015	148,622	109,214	73.5
Fall 2016	142,480	105,825	74.3
Fall 2017	141,179	104,696	74.2
Fall 2018	138,507	102,495	74.0
Fall 2019	135,426	103,274	76.3

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.

Criteria 3B. Success in Gatekeeper Courses

Table 5. Success Rate in ACC 211: Principles of Accounting I:
Fall 2014 through Fall 2018 First-Time to NOVA Cohorts

Cohort	ACC 211		
	N	Succeeded	
		#	%
Fall 2014	617	399	64.7
Fall 2015	674	426	63.2
Fall 2016	537	364	67.8
Fall 2017	449	294	65.5
Fall 2018	408	279	68.4

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include first-time to NOVA students enrolled in ACC 211 who were successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019).

Table 6. Success Rate in BIO 101: General Biology I:
Fall 2014 through Fall 2018 First-Time to NOVA Cohorts

Cohort	BIO 101		
	N	Succeeded	
		#	%
Fall 2014	1,862	1,377	74.0
Fall 2015	1,744	1,309	75.1
Fall 2016	1,595	1,202	75.4
Fall 2017	1,327	1,003	75.6
Fall 2018	1,594	1,234	77.4

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include first-time to NOVA students enrolled in BIO 101 who were successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019).

Table 7. Success Rate in ENG 111: College Composition I:
Fall 2014 through Fall 2018 First-Time to NOVA Cohorts

Cohort	ENG 111		
	N	Succeeded	
		#	%
Fall 2014	8,747	6,902	78.9
Fall 2015	8,236	6,464	78.5
Fall 2016	6,857	5,280	77.0
Fall 2017	6,505	4,835	74.3
Fall 2018	6,593	4,910	74.5

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include first-time to NOVA students enrolled ENG 111 who were successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019).

Table 8. Success Rate in MTH 151: Math for the Liberal Arts I / MTH 154:
Quantitative Reasoning: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts

Cohort	MTH 151/MTH 154		
	N	Succeeded	
		#	%
Fall 2014	1,283	930	72.5
Fall 2015	1,148	814	70.9
Fall 2016	939	644	68.6
Fall 2017	977	649	66.4
Fall 2018	1,788	1,133	63.4

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced with MTH 154: *Quantitative Reasoning.* Data include first-time to NOVA students enrolled in MTH151/154 who were successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019).

Table 9. Success Rate in MTH 163/161: Pre-Calculus I:
Fall 2014 through Fall 2018 First-Time to NOVA Cohorts

Cohort	MTH 163/161		
	N	Succeeded	
		#	%
Fall 2014	1,762	1,057	60.0
Fall 2015	1,867	1,062	56.9
Fall 2016	1,920	1,143	59.5
Fall 2017	1,790	1,019	56.9
Fall 2018	1,690	926	54.8

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: In Fall 2018, the math curriculum was redesigned. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I*. Data include first-time to NOVA students enrolled in MTH 163/161 who were successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019).

Criteria 4. Retention

Table 10. Fall-to-Spring and Fall-to-Fall Retention Rates:
Fall 2014 through Fall 2018 First-Time in College, Program Placed Cohorts

Cohort	Fall-to-Spring Retention			Fall-to-Fall Retention		
	N	Retained		N	Retained	
		#	%		#	%
Fall 2014	9,141	7,325	80.1	9,141	5,787	63.3
Fall 2015	9,330	7,606	81.5	9,330	5,913	63.4
Fall 2016	8,884	7,269	81.8	8,884	5,851	65.9
Fall 2017	8,619	6,971	80.9	8,619	5,621	65.2
Fall 2018*	8,799	7,171	81.5	8,799	5,679	64.5

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.
*The fall-to-fall retention data for the fall 2018 cohort is preliminary due to delayed award completions.

Criteria 5. Graduation

Table 11. Annual Number of Graduates: 2014-15 through 2018-19

Academic Year	Graduates	Growth Rate (%)
2014-15	6,771	--
2015-16	6,939	2.5
2016-17	6,669	-3.9
2017-18	6,347	-4.8
2018-19	6,747	6.3

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: The growth rate is the percent change over the previous year.

Table 12. Graduation Rate: Fall 2012 through Fall 2016
First-Time in College, Full-Time, Program Placed Cohorts

Cohort	N	Completers	Graduation Rate (%)
Fall 2012	5,137	1,159	22.6
Fall 2013	5,819	1,389	23.9
Fall 2014	5,815	1,456	25.0
Fall 2015	5,881	1,543	26.2
Fall 2016*	5,793	1,586	27.4

Sources: Office of Institutional Research, Northern Virginia Community College.
Notes: Graduates includes first-time in college, full-time, program placed students who graduated within 150 percent of normal time to program completion, including summer.
*Fall 2016 data is preliminary due to delayed award completions.

Criteria 6. Transfer

Table 13. Annual Number of Transfers to Four-Year Institutions: 2014-15 through 2018-19

Academic Year	Number of Transfers	Growth Rate (%)
2014-15	9,200	--
2015-16	9,513	3.4
2016-17	10,314	8.4
2017-18	11,215	8.7
2018-19	12,101	7.9

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 2018-19, data include students who attended NOVA between 2011-12 and 2018-19 and transferred to a four-year institution during the 2018-19 academic year (regardless of when they were last enrolled at NOVA). The growth rate is calculated as the percent change over the previous year.

Table 14. Transfer-Out Rate: Fall 2012 through Fall 2016
First-Time in College, Full-Time, Program Placed Cohorts

Cohort	N	Transfers	Transfer-Out Rate (%)
Fall 2012	5,137	799	15.6
Fall 2013	5,819	932	16.0
Fall 2014	5,815	948	16.3
Fall 2015	5,881	919	15.6
Fall 2016*	5,793	994	17.2

Sources: Office of Institutional Research, Northern Virginia Community College.
Notes: Transfers includes 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, including summer, but does not include students who graduated from NOVA prior to transferring.
*Fall 2016 data is preliminary due to delayed award completions.

Criteria 7. Job Placement

Table 15. Job Placement Rate of NOVA Graduates: 2013-14 through 2017-18

Academic Year	N	Employed	
		#	%
2013-14	6,598	4,240	64.3
2014-15	6,771	4,467	66.0
2015-16	6,939	4,602	66.3
2016-17	6,669	4,448	66.7
2017-18	6,347	4,199	66.2

Sources: Office of Institutional Research, Northern Virginia Community College; and Virginia Employment Commission (VEC).
Notes: Data include students who 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 16. National and State Licensing Examination Pass Rate of NOVA Graduates by Program: 2016 through 2019

NOVA Program	2016		2017		2018		2019	
	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)
Dental Assisting	8	100.0	13	100.0	7	100.0	7	100.0
Dental Hygiene	34	94.2	35	94.6	31	93.5	39	84.6
Diagnostic Medical Sonography	13	100.0	13	100.0	17	100.0	15	100.0
EMT – Basic	19	84.0	10	84.0	111	81.0	79	82.0
EMT – Intermediate	22	91.0	15	91.0	5	100.0	9	89.0
Medical Laboratory Technician	17	87.0	17	94.0	9	100.0	13	100.0
Nursing	156	88.0	158	88.5	145	87.0	127	86.0
Occupational Therapy Assistant	11	100.0	16	100.0	17	100.0	15	100.0
Paramedic	26	95.0	8	88.0	25	88.0	24	83.0
Physical Therapist Asst.	29	100.0	26	100.0	34	100.0	27	96.3
Radiography	43	80.0	33	87.0	33	94.0	32	84.0
Respiratory Therapy	9	100.0	17	100.0	15	100.0	13	92.0
Veterinary Technology	52	78.5	46	75.9	58	86.2	38	68.4

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 they graduated from NOVA. Data may include more than one exam attempt or students retaking the exam.

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