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

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

The purpose of the Office of Institutional Effectiveness and Student Success is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

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Introduction

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

In This Report

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

The focus of this companion report is to compare trends at NOVA's Alexandria 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
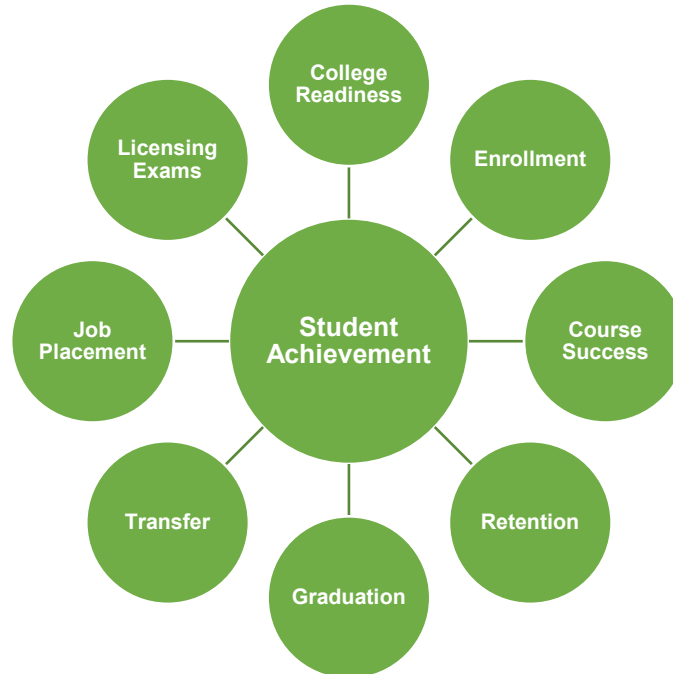
The definitions of each criteria are as follows:

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

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

Key Findings

Criteria #1: College Readiness

↓ Among the Fall 2018 GPS cohort, Alexandria Campus students placed into developmental English at a greater rate compared to students overall at the College (25 versus 20 percent).

↓ Among the Fall 2018 GPS cohort, Alexandria Campus students placed into developmental math at a greater rate compared to students overall at the College (49 versus 44 percent).

Criteria #2: Enrollment

↓ From 2013-14 to 2017-18, annual unduplicated headcount decreased by 19 percent at the Alexandria Campus, compared to a six percent decrease College-wide.

↓ From Fall 2014 to Fall 2018, fall headcount decreased by 15 percent at the Alexandria Campus, compared to a decrease of one percent College-wide.

Criteria #3: Course Success

Overall Course Success Rate

↓ In Fall 2018, the course success rate was slightly lower for courses taught at the Alexandria Campus (73 percent), compared to the success rate in all courses taught across the College (74 percent).

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

↑ ENF 1: **higher** than the College (73 versus 57 percent)

↓ ENF 2: **lower** than the College (39 versus 53 percent)

↓ ENF 3: **lower** than the College (66 versus 71 percent)

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

↓ MTT 1: **lower** than the College (33 versus 43 percent)

↓ MTT 2: **lower** than the College (11 versus 23 percent)

↑ MTT 3: **higher** than the College (25 versus 24 percent)

↓ MTT 4: **lower** than the College (15 versus 17 percent)

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

↑ ACC 211: **higher** than the College (69 versus 66 percent)

↓ BIO 101: **lower** than the College (70 versus 76 percent)

↓ ENG 111: **lower** than the College (68 versus 74 percent)

↓ MTH 151: **lower** than the College (65 versus 66 percent)

→ MTH 163: **the same** as the College (both 57 percent)

Key Findings (Cont'd)

Criteria #4: Retention

- ↓ For the Fall 2017 cohort of first-time in college, program placed students, the fall-to-spring retention rate was lower at the Alexandria Campus then the College overall (77 versus 81 percent).

- ↓ For the Fall 2017 cohort of first-time in college, program placed students, the fall-to-fall retention rate was lower at the Alexandria Campus than the College overall (60 versus 65 percent).

Criteria #5: Graduation

- ↓ For the Fall 2015 first-time in college, full-time, program placed cohort, students at the Alexandria Campus had a lower graduation rate than the College-wide graduation rate (23 versus 26 percent).

- ↓ From 2013-14 to 2017-18, the annual number of graduates decreased by 17 percent at the Alexandria Campus, compared to a decrease of four percent College-wide.

Criteria #6: Transfer

- ↓ For the Fall 2015 first-time in college, full-time, program placed cohort, students at the Alexandria Campus had a lower transfer-out rate than the College-wide transfer-out rate (12 versus 16 percent).

- ↑ From 2013-14 to 2017-18, the annual number of transfers to four-year institutions increased by 11 percent at the Alexandria Campus, however the increase overall at the College was much greater (30 percent).

Criteria #7: Job Placement

- ↓ In 2016-17, graduates from the Alexandria Campus had a lower job placement rate than the College-wide job placement rate (57 versus 67 percent).

Criteria #8: Licensing Exams

There are no degree or certificate programs offered at the Alexandria 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 students[6], the percentage who place into developmental English will be 18 percent or less. The percentage who place into developmental math will be 40 percent or less.

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

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

Developmental English Placement (Figure 2): For the Fall 2018 GPS cohort, Alexandria Campus students placed into developmental English at a higher rate than students at the College overall (25 versus 20 percent). For this cohort, neither the Alexandria Campus nor the College 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 Alexandria Campus
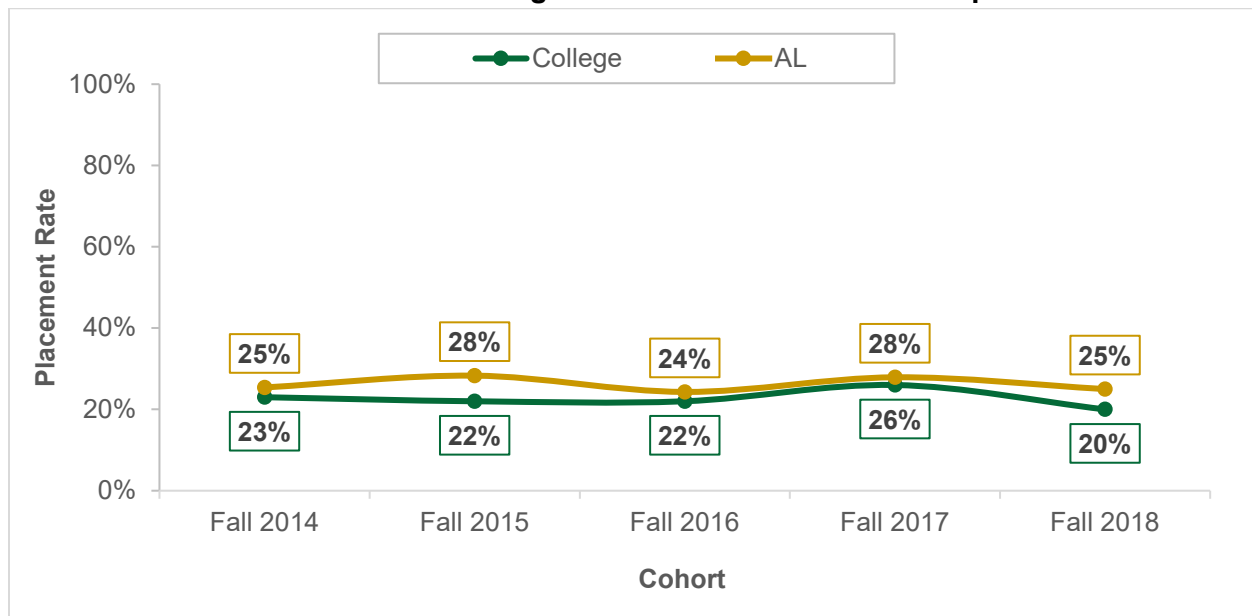
Notes: For the Fall 2014 through Fall 2016 cohorts, developmental English placement was determined by the Virginia English Placement Test (VPT-English). For the Fall 2017 and Fall 2018 cohorts, developmental English placement was determined by Multiple Measures. Data include students in the GPS population who were evaluated for placement. Campus was determined based on the students' home campus at the time of enrollment.

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

Developmental Math Placement (Figure 3): For the Fall 2018 GPS cohort, Alexandria Campus students placed into developmental math at a higher rate than students overall at the College (49 versus 44 percent). For this cohort, neither the Alexandria 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 Alexandria Campus
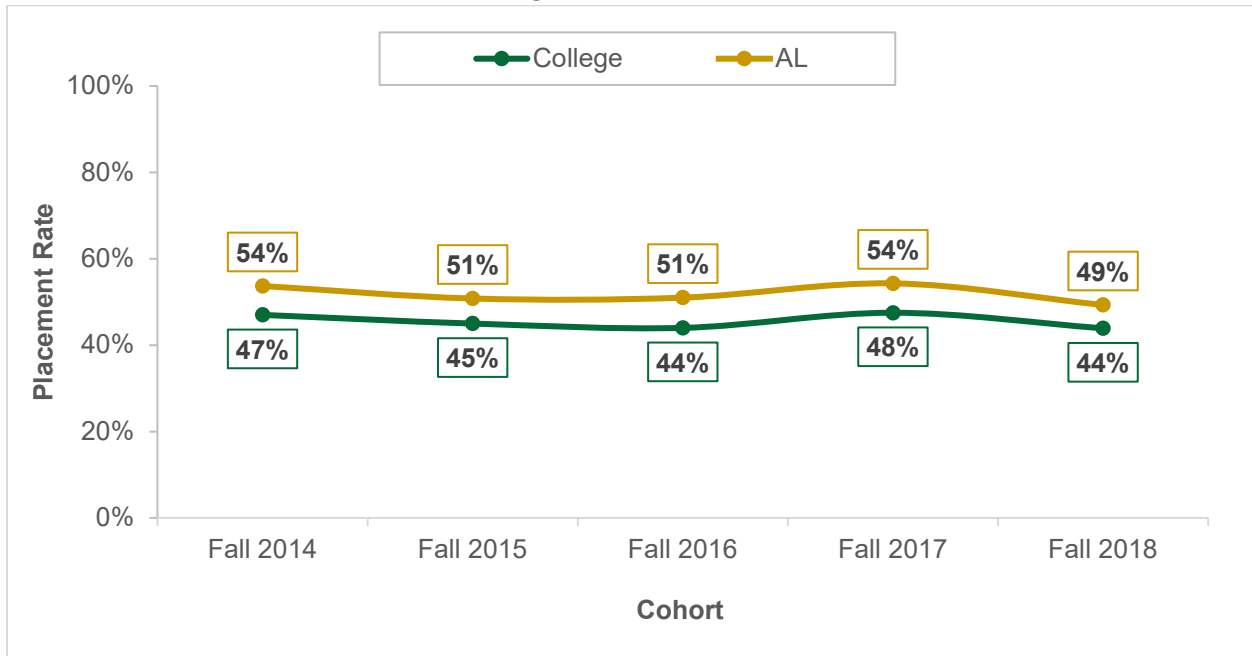
Notes: For the Fall 2014 through Fall 2016 cohorts, developmental math placement was determined by the Virginia Math Placement Test (VPT-Math). For the Fall 2017 and Fall 2018 cohorts, developmental math placement was determined by Multiple Measures. Data include students in the GPS population who were evaluated for placement. Campus was determined based on the students' home campus at the time of enrollment.

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

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

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

Enrollment at the Alexandria Campus (Figures 4 and 5)

Annual Unduplicated Headcount (Figure 4): Over the past five academic years at the Alexandria Campus, annual unduplicated headcount decreased by 19 percent (from 18,286 in 2013-14 to 14,766 in 2017-18). Enrollment across the College decreased by six percent during this time. College-wide annual enrollment exceeded the threshold of acceptability (72,000) but did not meet the achievement goal (74,500).

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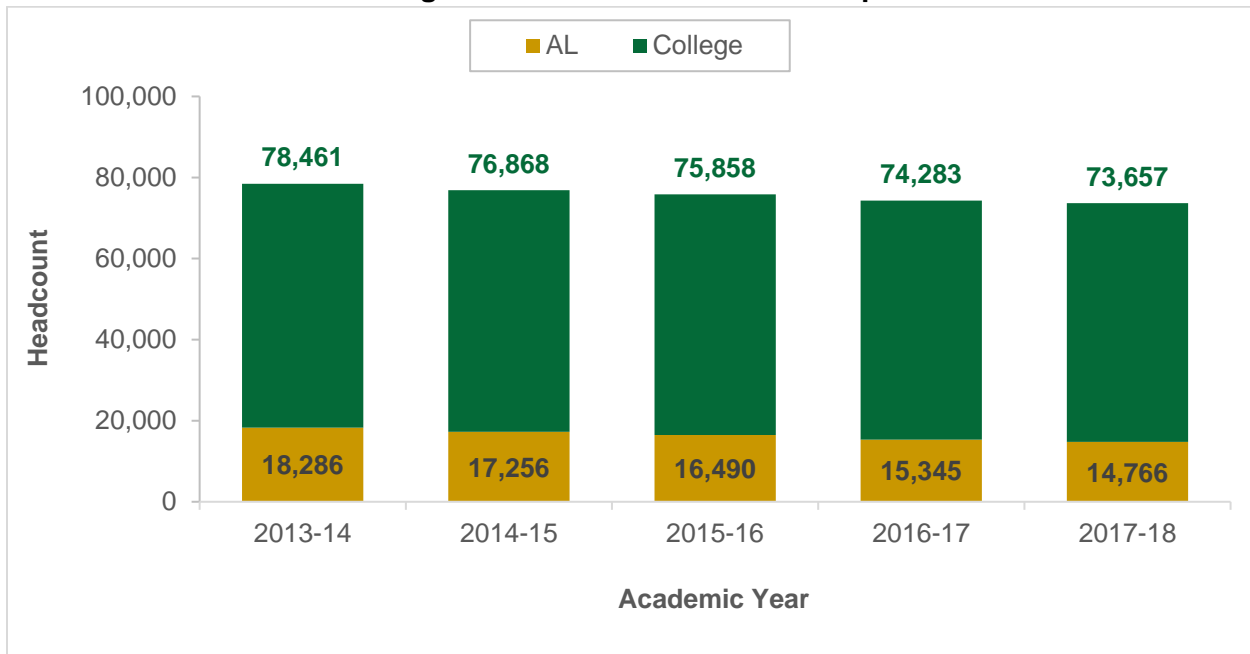
Notes: Campus data include students who listed the Alexandria Campus as their home campus during the indicated academic year, regardless of the campus(es) at which they took courses.

Fall Headcount (Figure 5): From Fall 2014 through Fall 2018, fall headcount decreased by 15 percent at the Alexandria Campus (from 11,123 to 9,445). This was a substantially larger decrease than College-wide trends during that period, in which fall headcount decreased slightly (-1 percent). 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 Alexandria Campus
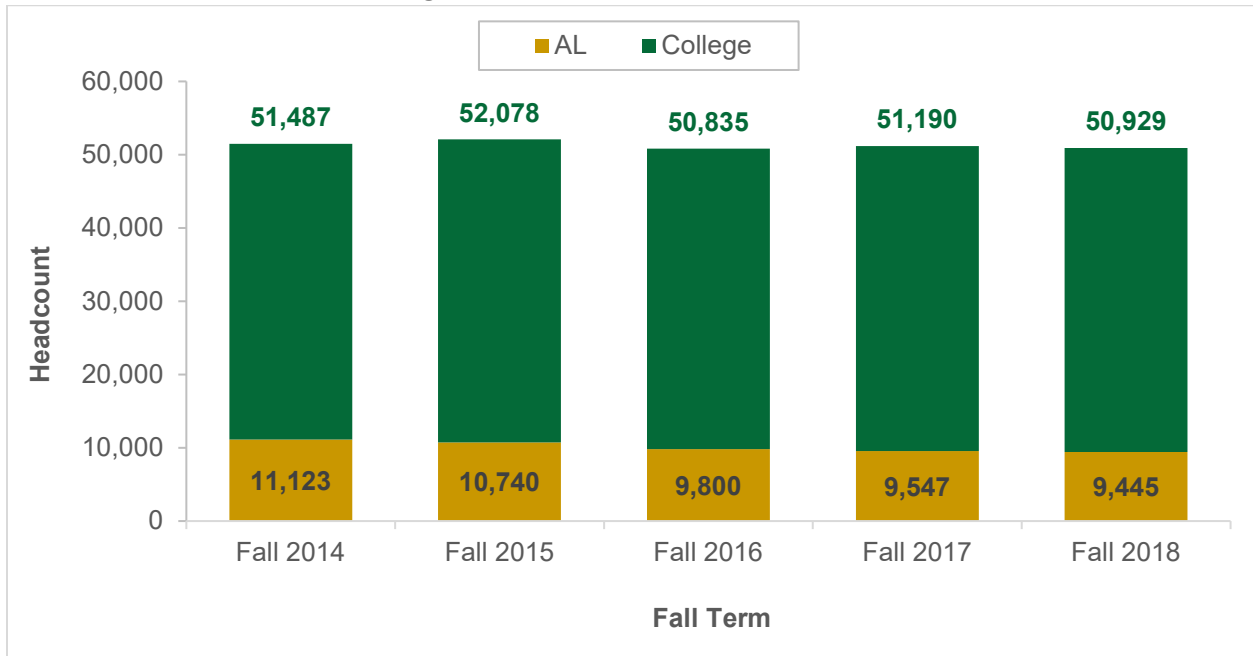
Notes: Campus data include students who listed the Alexandria Campus as their home campus during the indicated fall term, regardless of the campus(es) at which they took courses.

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 Alexandria 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 lower for courses taught at the Alexandria Campus compared to all courses taught across the College. In Fall 2018, the course success rate was 73 percent for Alexandria Campus courses and 74 percent for all courses.

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

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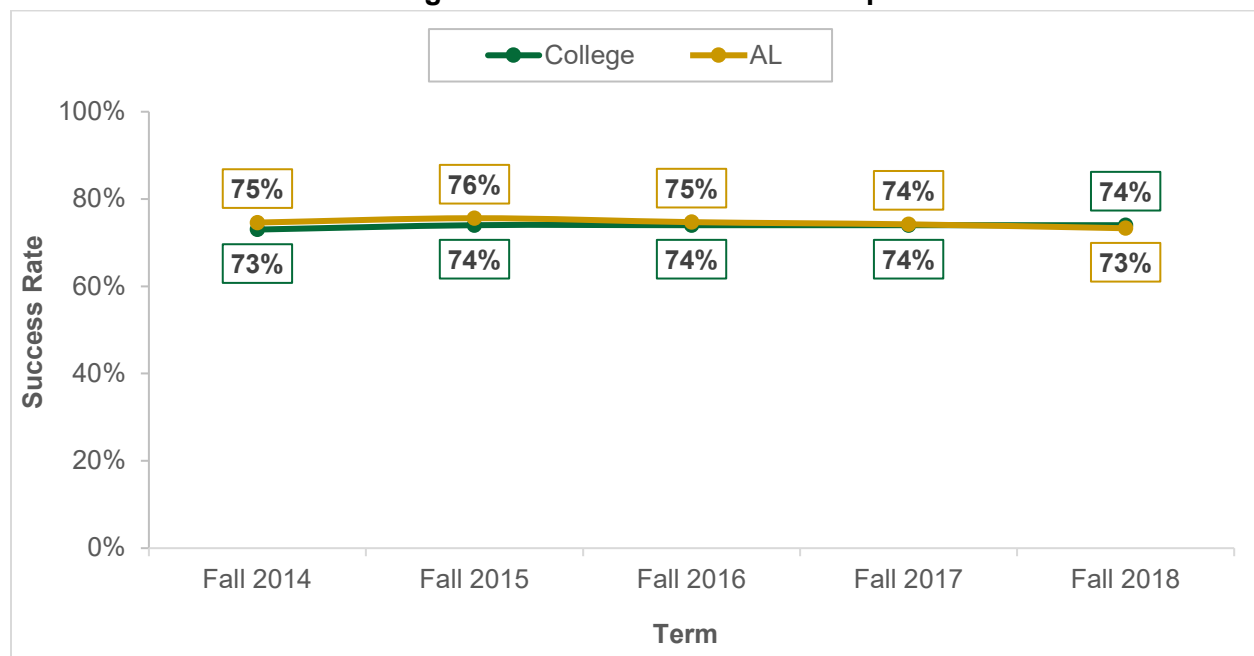
Notes: Grades of Audit, Missing, and Never Attending Student (NVRK) were excluded from the analysis. Total course enrollment is duplicated. Campus indicated is the campus at which the course was taught.

B. Developmental English Success at the Alexandria Campus

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

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

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

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

ENF 1 (Figure 7): Among the Fall 2018 cohort, the success rate was higher in ENF 1 courses taught at the Alexandria Campus compared to all ENF 1 courses at NOVA (73 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, the Alexandria Campus exceeded both the threshold of acceptability (at least 59 percent) and achievement goal (60 percent) for success in ENF 1. The College overall met neither the threshold nor the achievement goal for this metric.

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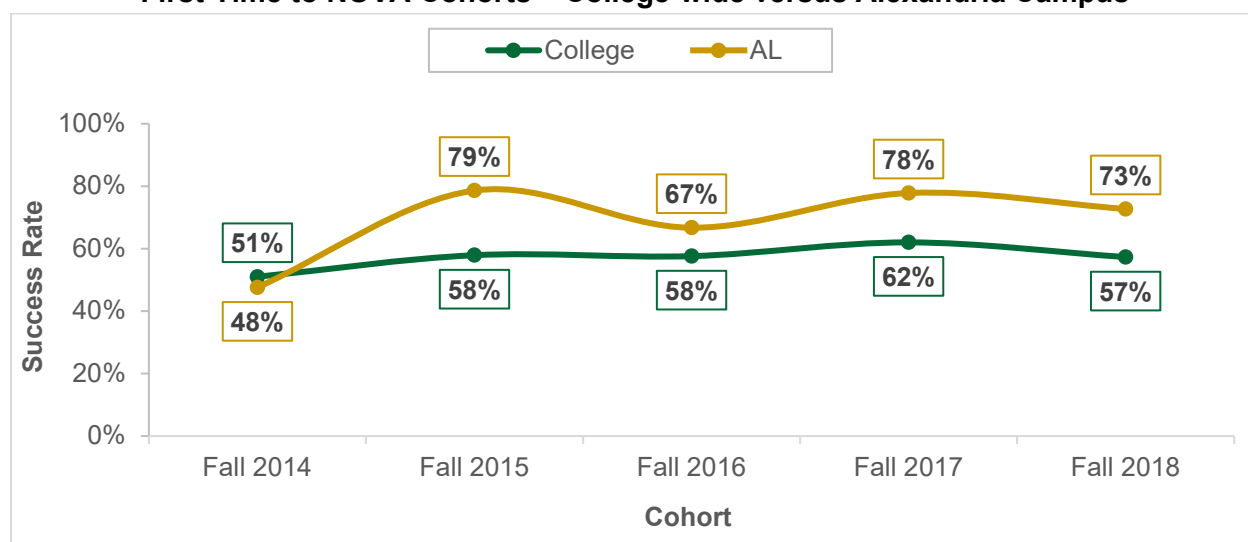
Notes: ENF 1 is Preparing for College English I, an eight-credit course. Campus data include first-time to NOVA students who enrolled in developmental English during their first term at the Alexandria Campus.

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

ENF 2 (Figure 8): Among the Fall 2018 cohort, the success rate was lower in ENF 2 courses taught at the Alexandria Campus compared to all ENF 2 courses at NOVA (39 versus 53 percent). For this cohort, neither the Alexandria 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 Alexandria 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 <u>at</u> the Alexandria Campus.

ENF 3 (Figure 9): Among the Fall 2018 cohort, the success rate was lower in ENF 3 courses taught at the Alexandria Campus compared to all ENF 3 courses at NOVA (66 versus 71 percent). For this cohort, neither the Alexandria Campus nor the College met the threshold of acceptability (at least 72 percent) or the achievement goal (73 percent) for success in ENF 3.

Figure 9. Success Rate in Developmental English (ENF 3): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Alexandria 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 <u>at</u> the Alexandria Campus.

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

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

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

Among the Fall 2016 first-time to NOVA cohort, students who took developmental English courses at the Alexandria Campus progressed to college-level English within two years of initial enrollment at the same rate as developmental English students overall at the College (both 89 percent). For this cohort, both the Alexandria Campus and the College exceeded the threshold of acceptability (at least 88 percent) and met the achievement goal (89 percent) for developmental students' progression to college-level English.

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

Notes: College-level English is ENG 111: College Composition I. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental English during their first term <u>at</u> the Alexandria Campus.

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

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

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

For the Fall 2016 cohort of developmental English students, those who took college-level English at the Alexandria Campus had a lower success rate in college-level English (within two years of initial enrollment) than developmental English students at the College overall (63 versus 75 percent). For this cohort, the Alexandria Campus did not meet the threshold of acceptability (at least 74 percent) or the achievement goal (76 percent) for developmental English student success in college-level English. The College overall exceeded the threshold of acceptability but did not meet the achievement goal.

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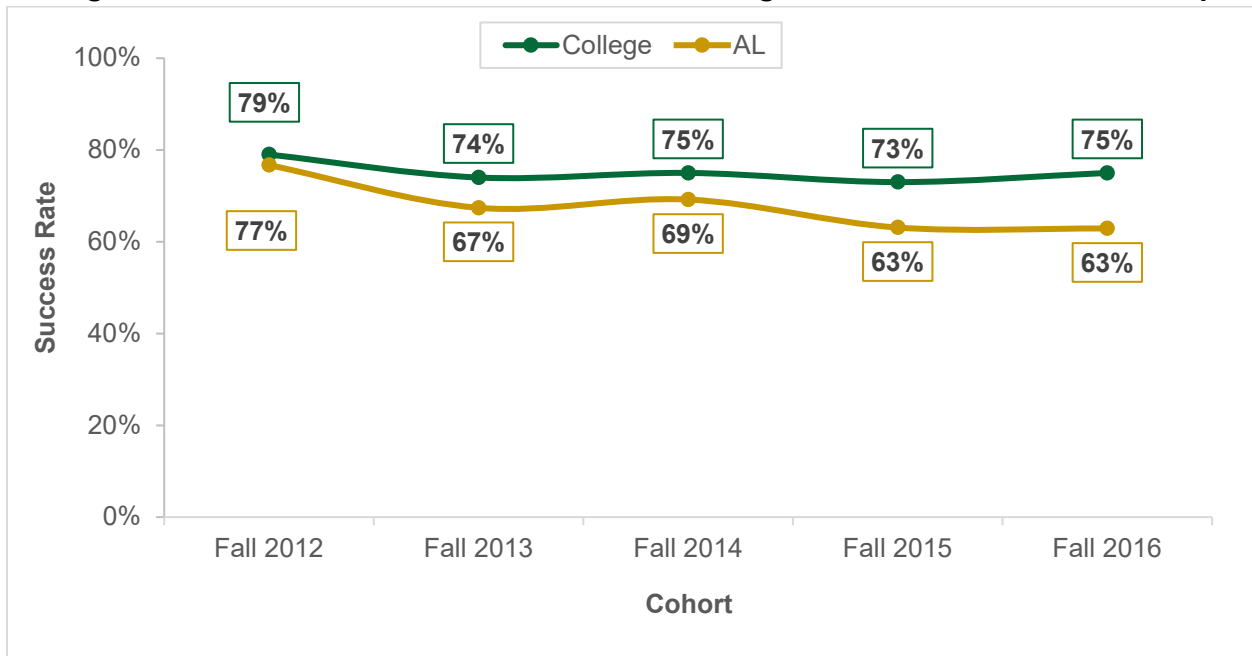
Notes: College-level English is ENG 111: College Composition I. Successful within two years of initial enrollment. Campus data include first-time to NOVA students who took developmental English in their first term and subsequently enrolled in ENG 111 at the Alexandria Campus (regardless of where the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

C. Developmental Math Success at the Alexandria Campus

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

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

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

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

MTT 1 (Figure 12): Among the Fall 2018 cohort, the success rate was lower in MTT 1 courses taught at the Alexandria Campus compared to all MTT 1 courses at NOVA (33 versus 43 percent). For this cohort, neither the Alexandria Campus nor the College met the threshold of acceptability (at least 44 percent) or the achievement goal (45 percent) for success in MTT 1.

Figure 12. Success Rate in Developmental Math (MTT 1): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Alexandria Campus
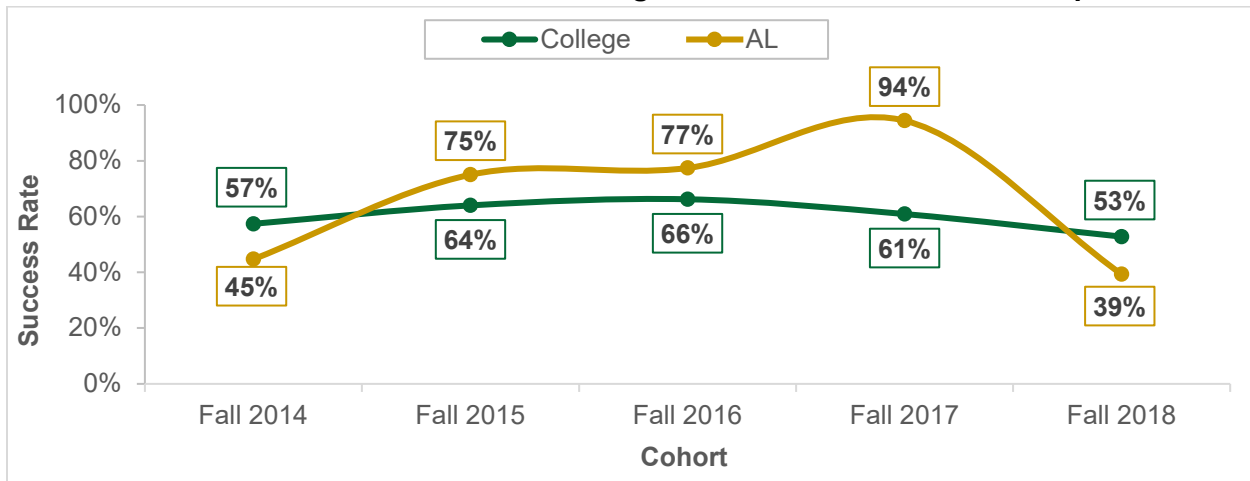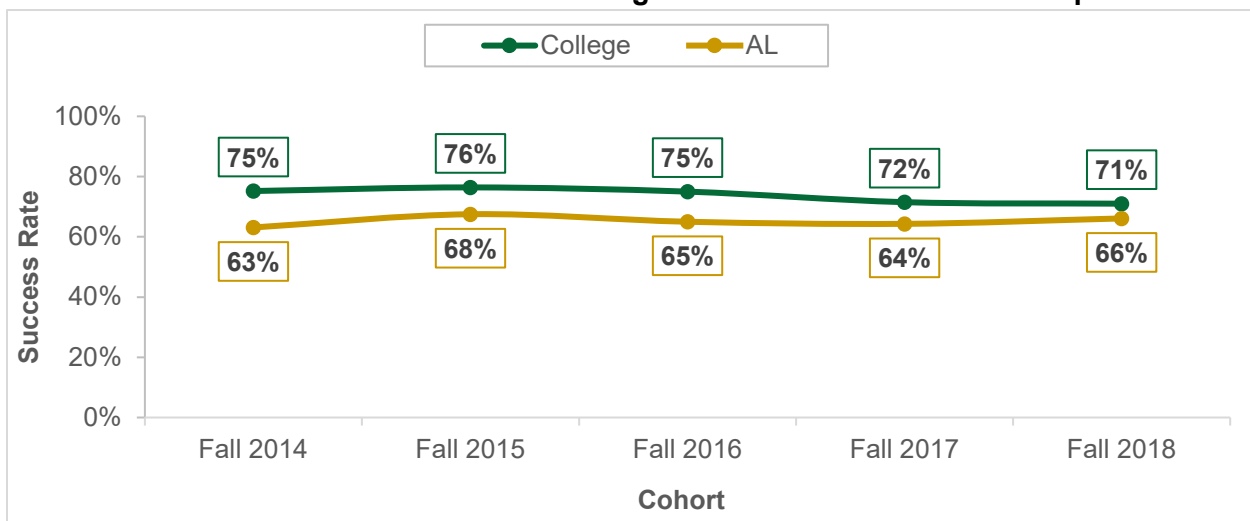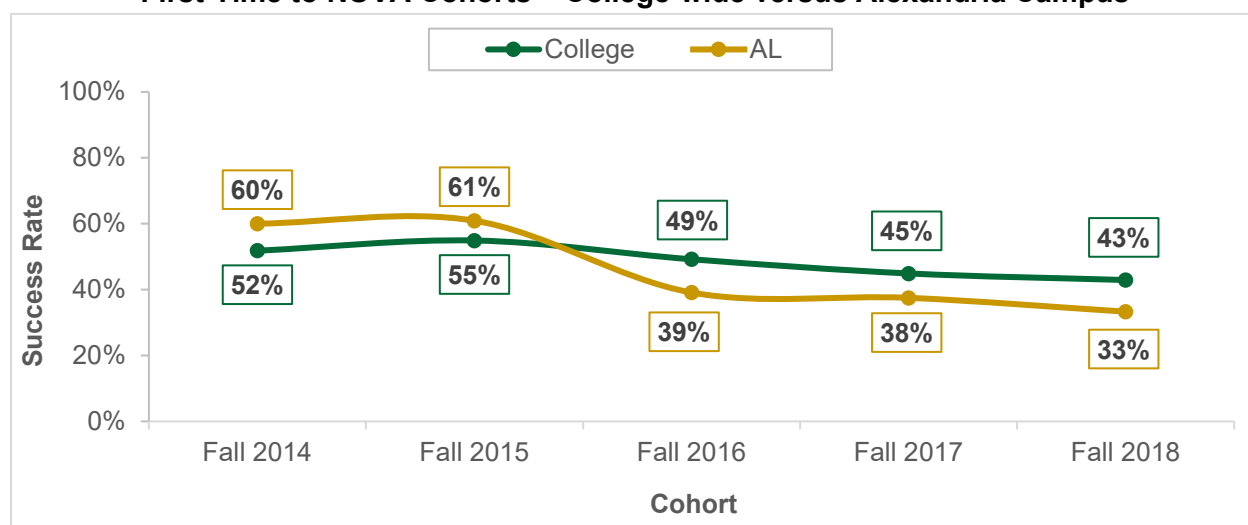
Notes: MTT 1 is Developmental Mathematics I. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Alexandria Campus.

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[8] MTT 1 is Developmental Mathematics I; MTT 2 is Developmental Mathematics II; MTT 3 is Developmental Mathematics III; and MTT 4 is Developmental Mathematics IV. Students who are required to complete four or more units (out of a possible nine units) are enrolled in MTT 4, students required to complete three units are enrolled in MTT 3, and so on.

[9] In Fall 2018, NOVA introduced co-requisite math courses for students to co-enroll in developmental and college-level math. Eligible students may co-enroll in MTH 154 with a required section of MCR 4, or MTH 161 with a required section of MCR 6.

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

MTT 2 (Figure 13): Among the Fall 2018 cohort, the success rate was lower in MTT 2 courses taught at the Alexandria Campus compared to all MTT 2 courses at NOVA (11 versus 23 percent). For this cohort, neither the Alexandria Campus nor the College met the threshold of acceptability (at least 25 percent) or the achievement goal (26 percent) for success in MTT 2.

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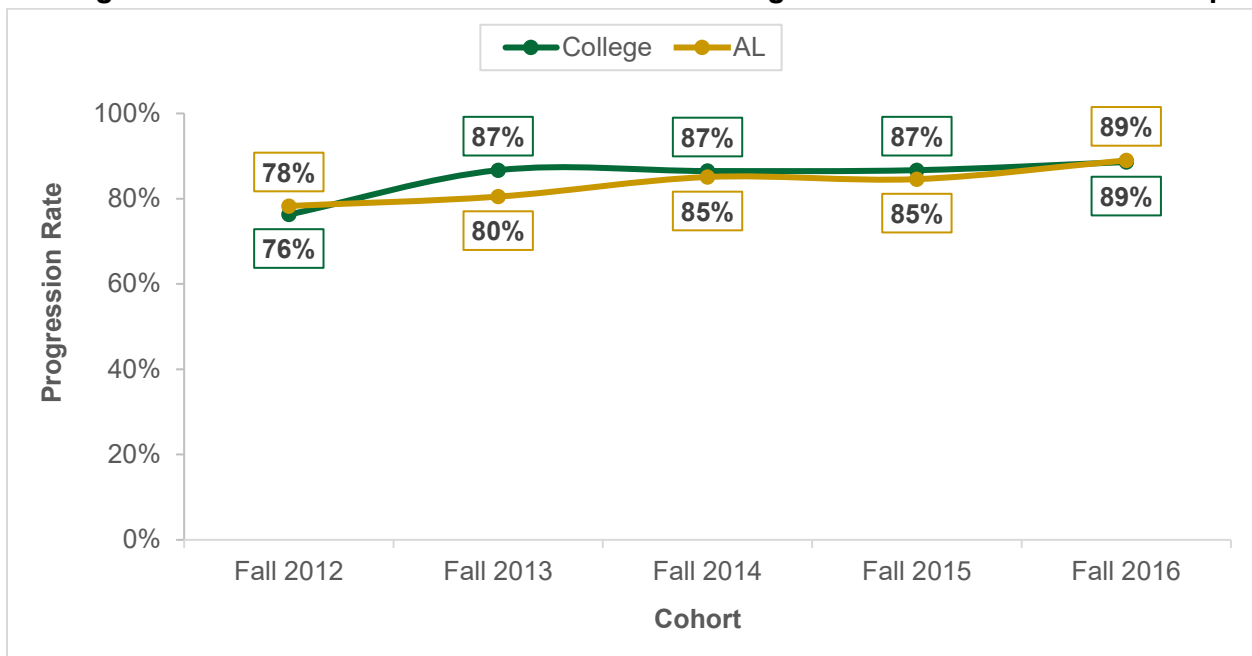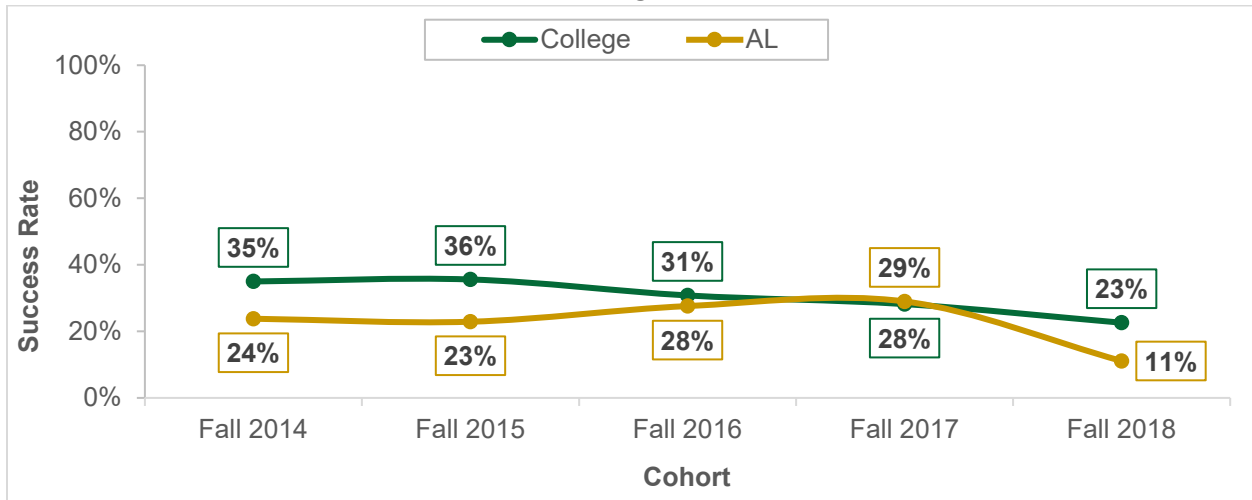

Notes: MTT 2 is Developmental Mathematics II. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Alexandria Campus.

MTT 3 (Figure 14): Among the Fall 2018 cohort, the success rate was higher in MTT 3 courses taught at the Alexandria Campus compared to all MTT 3 courses at NOVA (25 versus 24 percent). For this cohort, the Alexandria Campus met the threshold of acceptability (at least 25 percent) but not the achievement goal (26 percent) for success in MTT 3. Conversely, the College overall met neither the threshold nor the achievement goal for this metric.

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

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

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

Figure 15. Success Rate in Developmental Math (MTT 4): Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Alexandria Campus
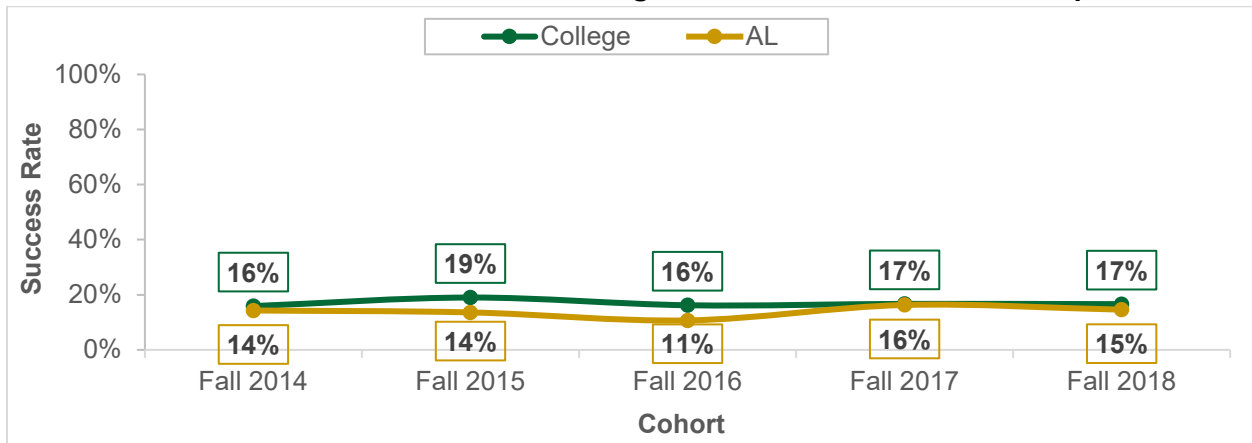
Notes: MTT 4 is Developmental Mathematics IV. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Alexandria Campus.

MCR 4 and MCR 6 (Figure 16): Among the Fall 2018 cohort, success rates were lower at the Alexandria Campus than the College overall in both co-requisite math courses (MCR 4 and MCR 6). Neither the Alexandria Campus nor the College met the threshold of acceptability (at least 67 percent) or the achievement goal (68 percent) for success in MCR 4. Similarly, neither the Alexandria Campus nor the College met the threshold of acceptability (at least 53 percent) or achievement goal (54 percent) for success in MCR 6.

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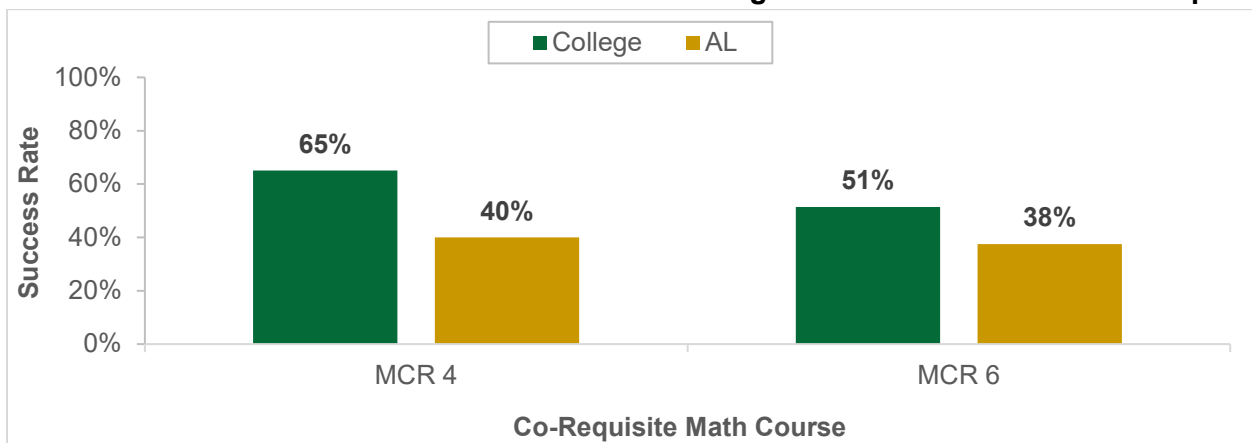
Notes: First offered in Fall 2018, co-requisite developmental math courses (MCR 4 and MCR 6) are co-enrolled with college-level math courses. Courses are for students who need one or two units of developmental math to satisfy course requirements. Campus data include first-time to NOVA students who enrolled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

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

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

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

MTH 151 (Figure 17): Among the Fall 2016 cohort, students who took developmental math at the Alexandria Campus progressed to MTH 151 within two years of initial enrollment at a lower rate than developmental math students overall at the College (11 versus 15 percent). For this cohort, neither the Alexandria Campus nor the College met the threshold of acceptability (at least 17 percent) or the achievement goal (18 percent) for developmental math students' progression 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 Alexandria Campus
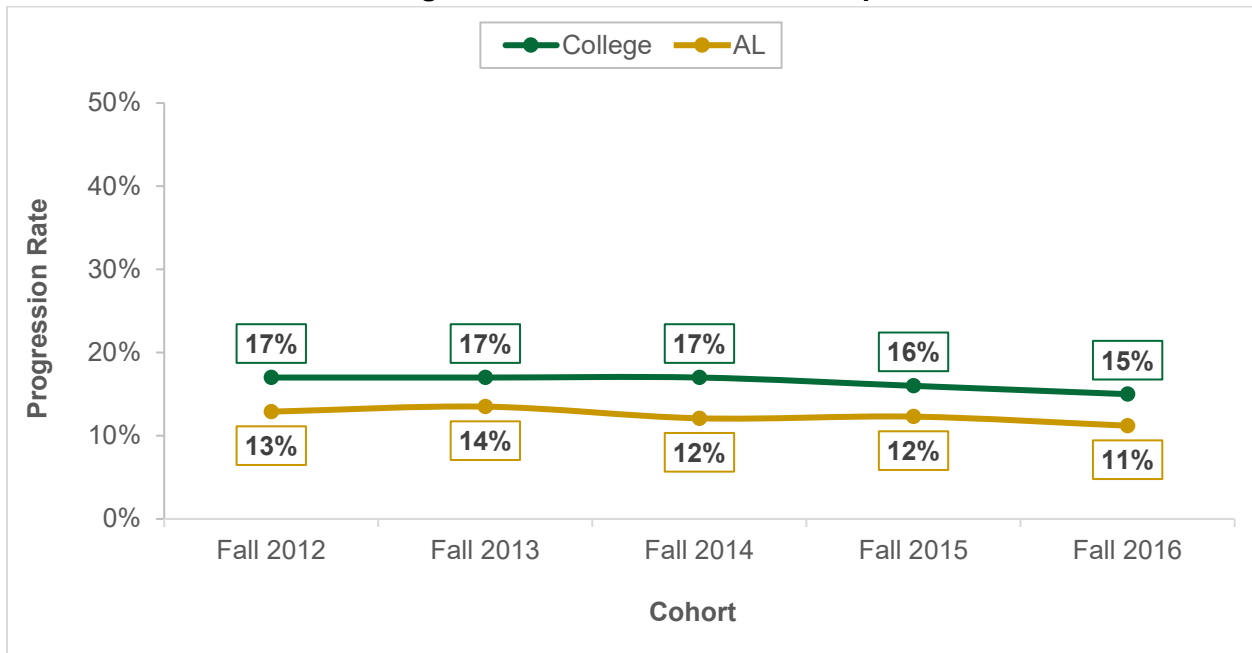
Notes: MTH 151 is Math for the Liberal Arts I. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Alexandria Campus.

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

MTH 163 (Figure 18): Among the Fall 2016 cohort, students who took developmental math at the Alexandria Campus progressed to MTH 163 within two years of initial enrollment at a lower rate than students overall at the College (8 versus 9 percent). For this cohort, neither the Alexandria Campus nor the College met the threshold of acceptability (at least 10 percent) or the achievement goal (11 percent) for progression from developmental math to MTH 163.

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 Alexandria Campus
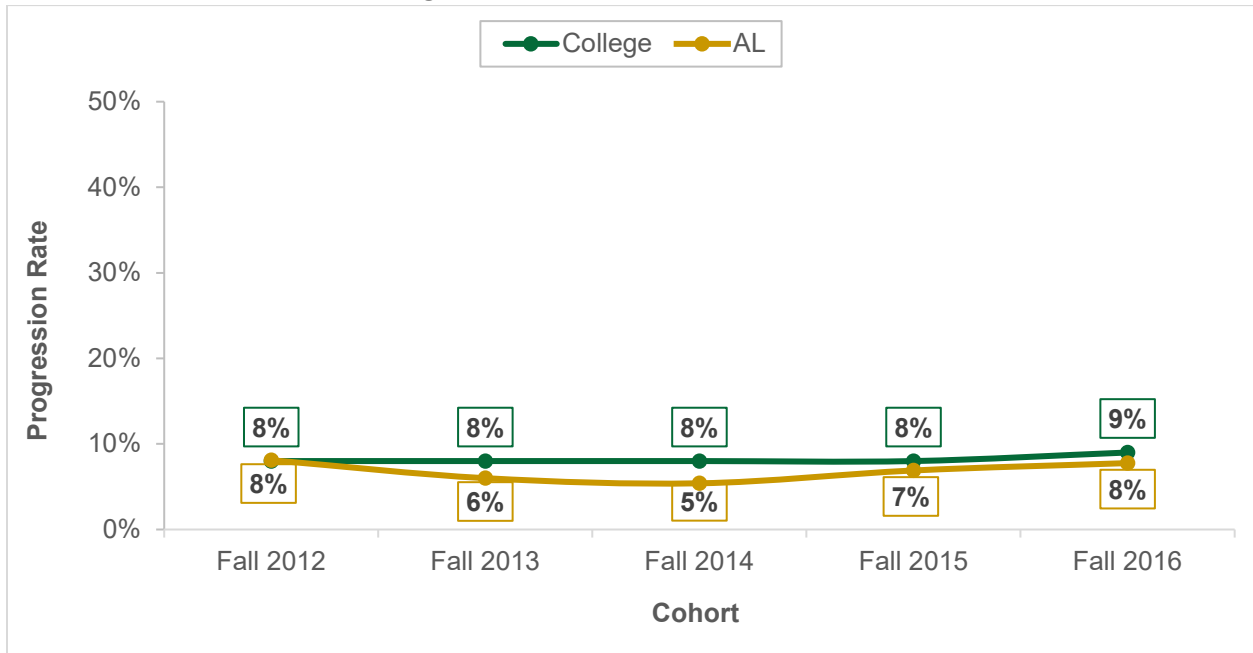
Notes: MTH 163 is Precalculus I. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental math during their first term <u>at</u> the Alexandria Campus.

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 Alexandria Campus had a lower success rate in MTH 151 within two years of initial enrollment than developmental math students at the College overall (53 versus 67 percent). For this cohort, neither the Alexandria Campus nor the College met the threshold of acceptability (at least 69 percent) or the achievement goal (70 percent) for developmental math student success in MTH 151.
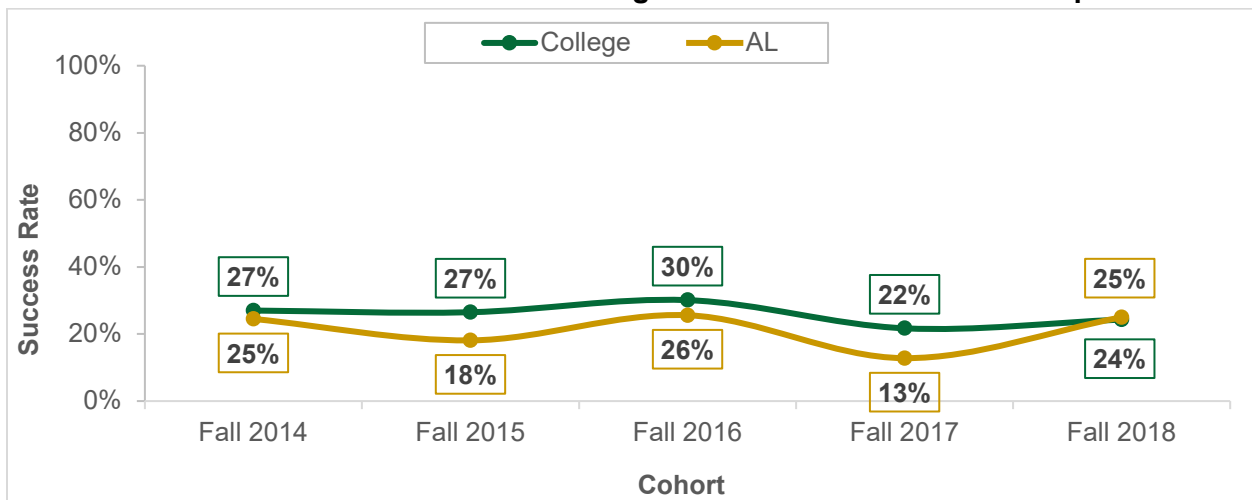
Figure 19. Developmental Math Student Success in College-Level Math (MTH 151): Fall 2012 through Fall 2016 First-Time to NOVA Cohorts – College-wide versus Alexandria Campus
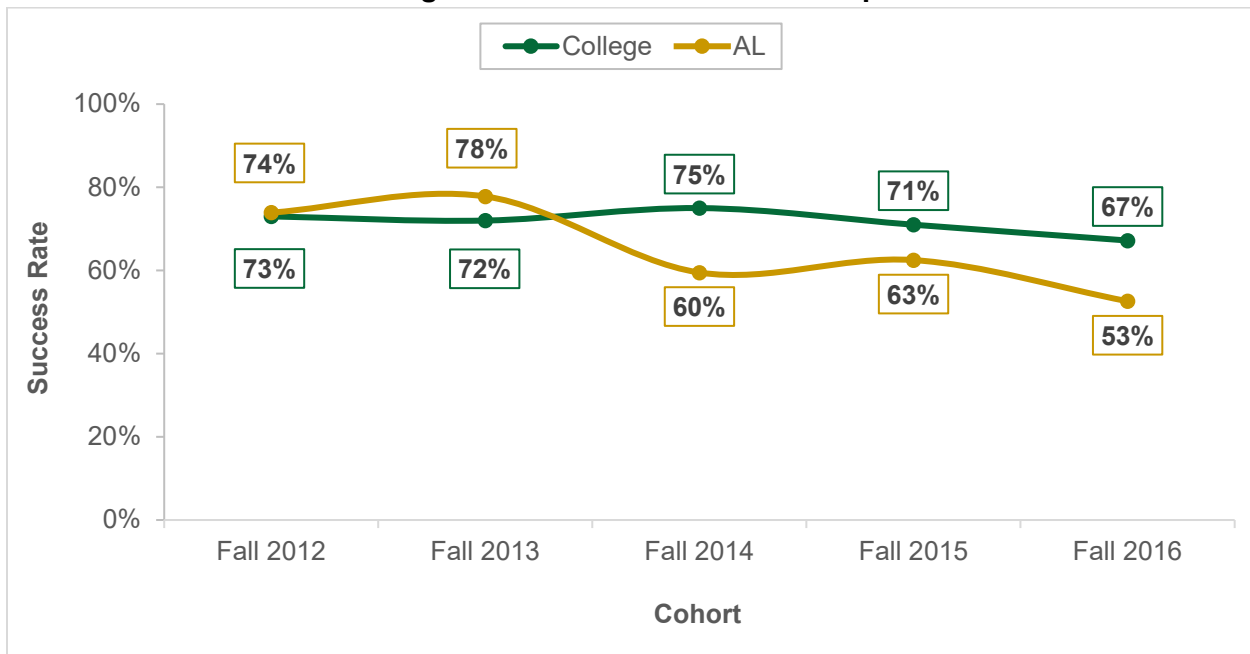
Notes: MTH 151 is Math for the Liberal Arts I. Successful within two years of initial enrollment. Campus data include first-time to NOVA students who took developmental math in their first term and subsequently enrolled in MTH 151 <u>at</u> the Alexandria Campus (regardless of where the student took developmental math).

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

MTH 163 (Figure 20): Among the Fall 2016 cohort, developmental math students who took MTH 163 at the Alexandria Campus had a lower success rate in MTH 163 (within two years of initial enrollment) than developmental math students overall at the College (61 versus 65 percent). For this cohort, neither the Alexandria Campus nor the College met the threshold of acceptability (at least 67 percent) or the achievement goal (68 percent) for developmental math student success in MTH 163.

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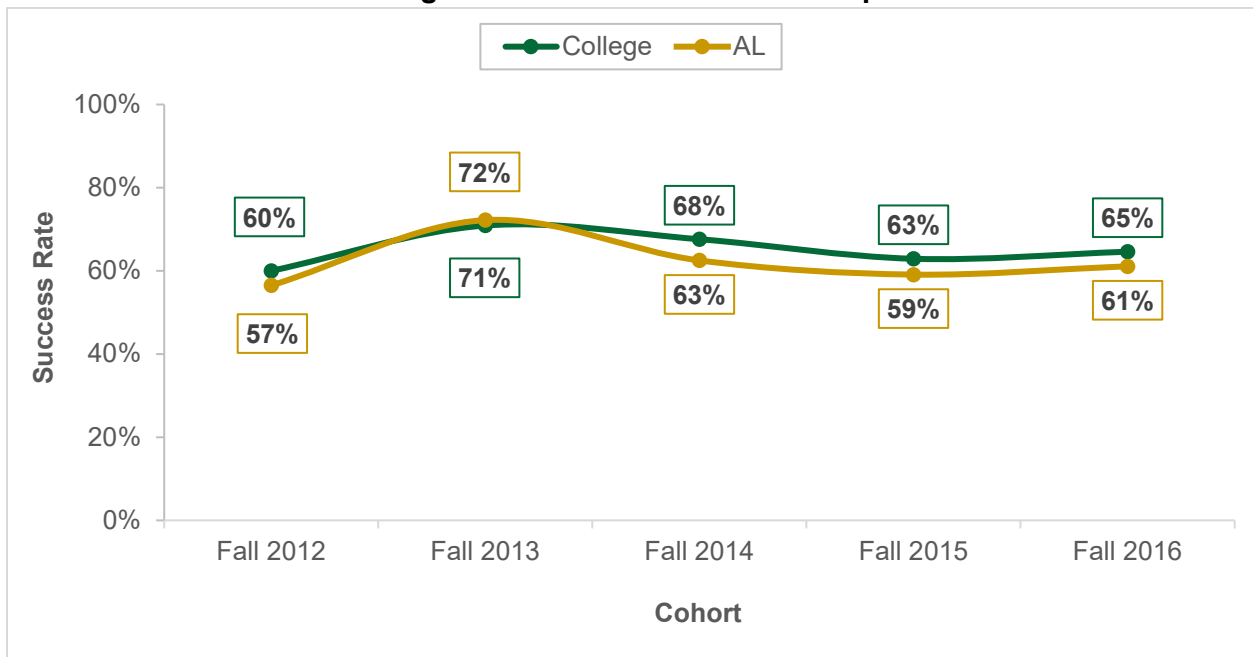
Notes: MTH 163 is Precalculus I. Successful within two years of initial enrollment. Campus data include first-time to NOVA students who took developmental math in their first term and subsequently enrolled in MTH 163 <u>at</u> the Alexandria Campus (regardless of where the student took developmental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

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

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

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

Accounting 211 (Figure 21): Among the Fall 2017 cohort, the success rate was higher in ACC 211 courses taught at the Alexandria Campus compared to all ACC 211 courses at NOVA (69 versus 66 percent). The Alexandria Campus exceeded both the threshold of acceptability (at least 66 percent) and the achievement goal (68 percent) for success in ACC 211. The College overall met the threshold, but not the achievement goal.

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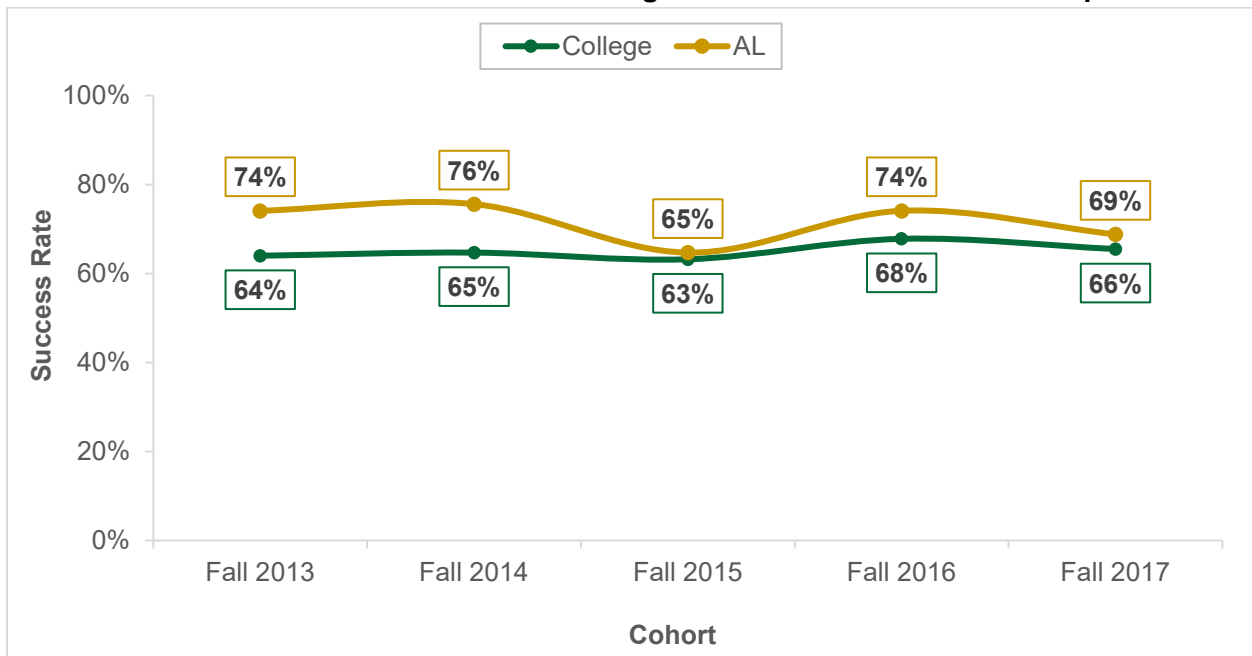
Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in ACC 211 <u>at</u> the Alexandria Campus, regardless of the students' home campus.

Biology 101 (Figure 22): Among the Fall 2017 cohort, the success rate was lower in BIO 101 courses taught at the Alexandria Campus compared to all BIO 101 courses at NOVA (70 versus 76 percent). For this cohort, neither the Alexandria Campus nor the College met the threshold of acceptability (at least 77 percent) or the achievement goal (83 percent) for success in 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 Alexandria Campus
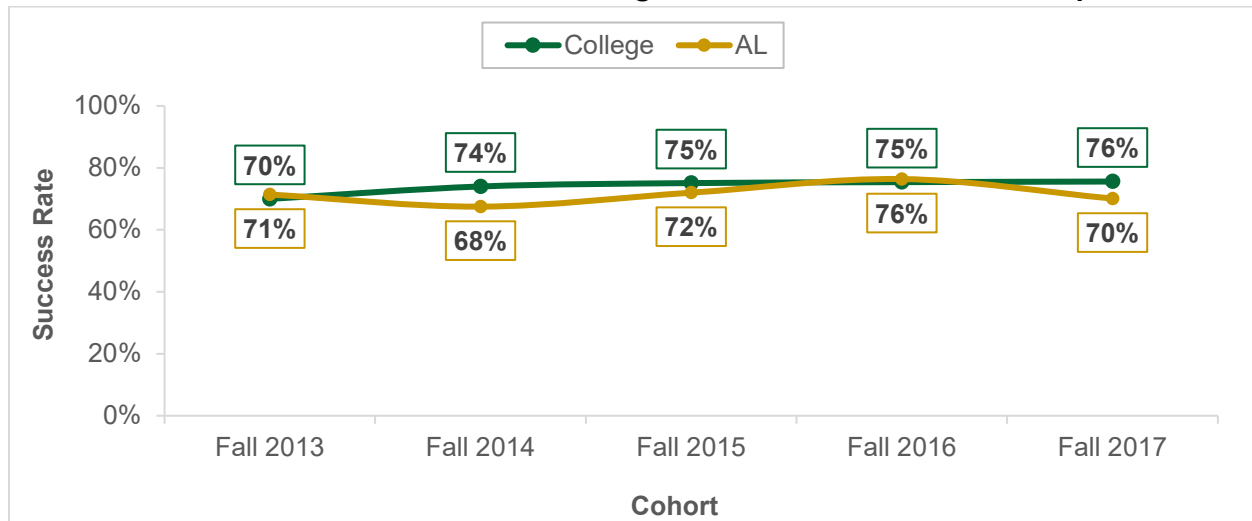
Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in BIO 101 at the Alexandria Campus, regardless of the students' home campus.

English 111 (Figure 23): Among the Fall 2017 cohort, the success rate was lower in ENG 111 courses taught at the Alexandria Campus than all ENG 111 courses at NOVA (68 versus 74 percent). Neither the Alexandria Campus nor the College met the threshold of acceptability (at least 76 percent) or the achievement goal (80 percent) for success in this course.

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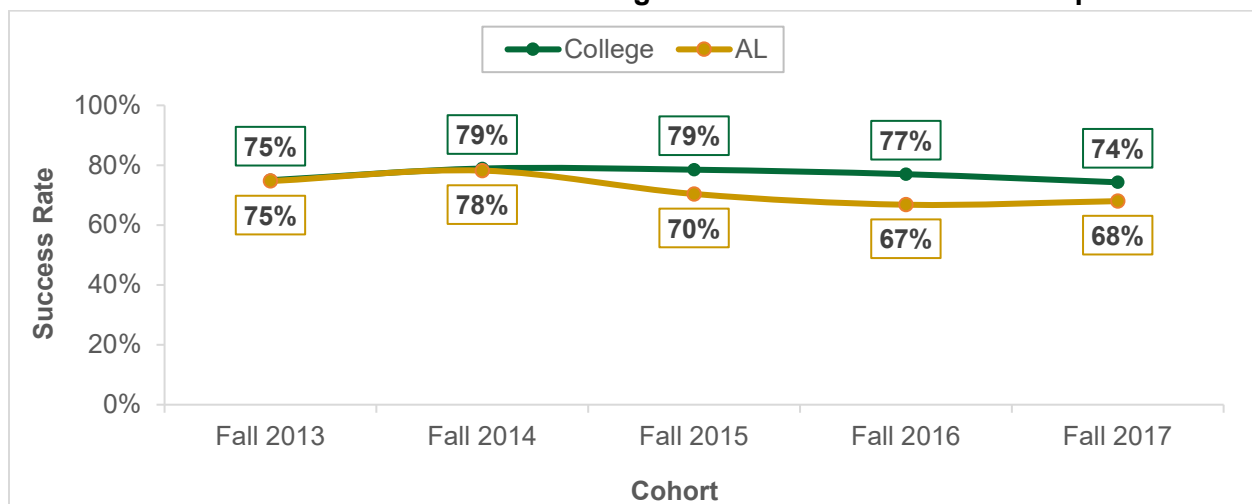
Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in ENG 111 at the Alexandria Campus, regardless of the students' home campus.

Math 151 (Figure 24): Among the Fall 2017 cohort, the success rate was slightly lower in MTH 151 courses taught at the Alexandria Campus compared to all MTH 151 courses at NOVA (65 versus 66 percent). For this cohort, neither the Alexandria Campus nor the College met the threshold of acceptability (at least 68 percent) or the achievement goal (70 percent) for success in MTH 151.

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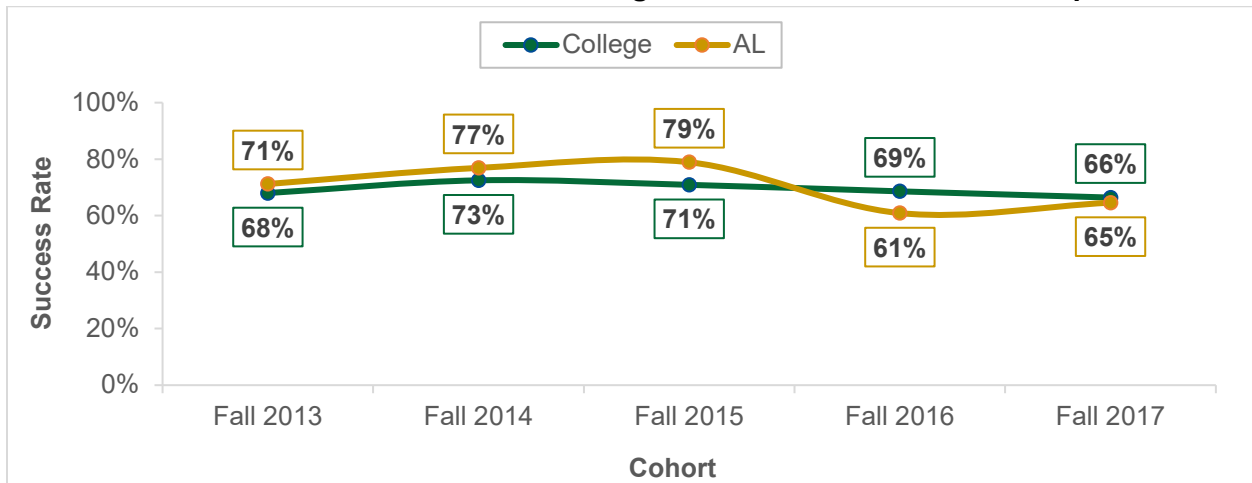
Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in MTH 151 <u>at</u> the Alexandria Campus, regardless of the students' home campus.

Math 163 (Figure 25): Among the Fall 2017 cohort, the success rate was the same in MTH 163 courses taught at the Alexandria Campus compared to all MTH 163 courses at NOVA (both 57 percent). Both the Alexandria Campus and the College met the threshold of acceptability (at least 57 percent) but not the achievement goal (62 percent) for success in 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 Alexandria Campus
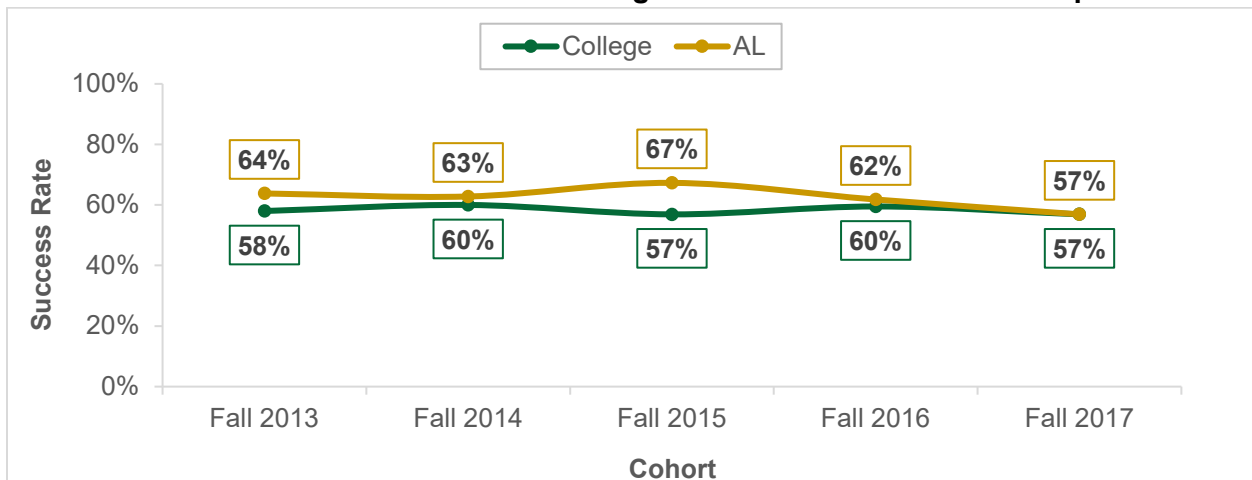
Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in MTH 163 <u>at</u> the Alexandria Campus, regardless of the students' home campus.

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

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

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

Retention at the Alexandria Campus (Figures 26 and 27)

Fall-to-Spring Retention (Figure 26): For the Fall 2017 first-time in college, program placed cohort, Alexandria Campus students had a lower fall-to-spring retention rate than students overall at the College (77 versus 81 percent). For this cohort, the Alexandria Campus met neither the threshold of acceptability (at least 79 percent) nor the achievement goal (81 percent) for fall-to-spring retention. However, the College overall exceeded the threshold and met the achievement goal.

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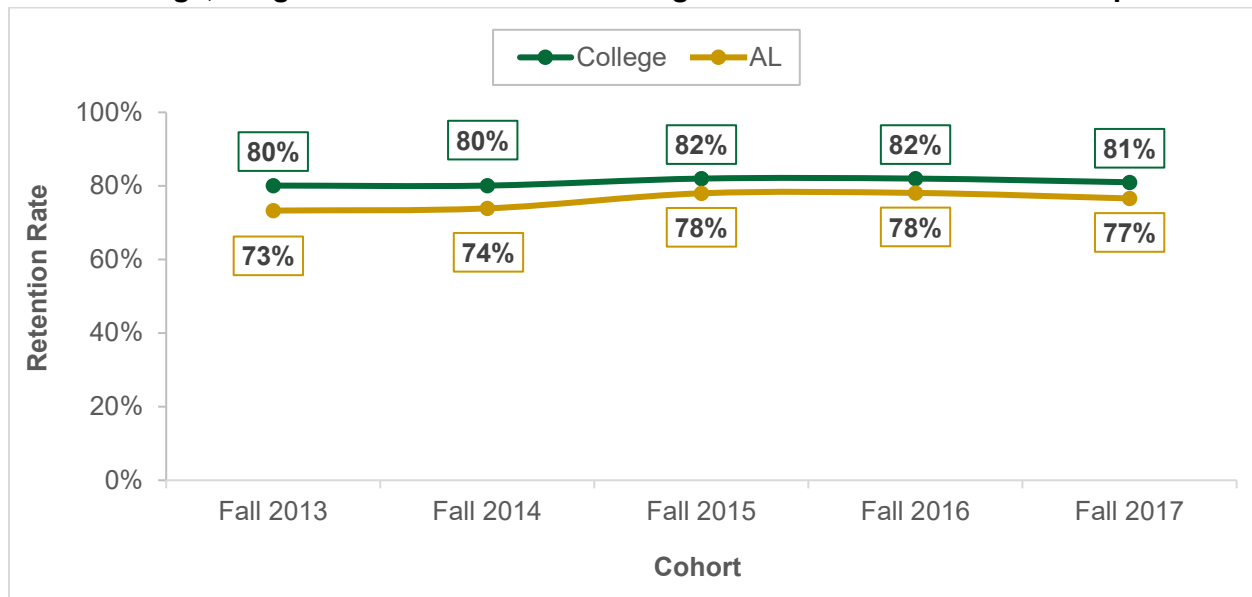
Notes: Fall-to-spring retention is the percentage of first-time in college, program placed students who entered in the fall and either re-enrolled or successfully completed their program by the following spring semester. Campus data include first-time in college, program placed students who selected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

25

Fall-to-Fall Retention (Figure 27): For the Fall 2017 first-time in college, program placed cohort, Alexandria Campus students had a lower fall-to-fall retention rate than students at the College overall (60 versus 65 percent). For this cohort, the Alexandria Campus met neither the threshold of acceptability (at least 64 percent) nor the achievement goal (66 percent) for fall-to-fall retention. The College overall exceeded the threshold but did not meet the achievement goal for this metric.

Figure 27. Fall-to-Fall Retention Rate: Fall 2013 through Fall 2017 First-Time in College, Program Placed Cohorts – College-wide versus Alexandria 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 Alexandria Campus as their home campus, regardless of the campus(es) at which they took classes. Students may have re-enrolled at a different campus.

Criteria 5. Graduation

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

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

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

Graduation at the Alexandria Campus (Figures 28 and 29)

Graduation Rate (Figure 28): For the Fall 2015 first-time in college, full-time, program placed cohort, Alexandria Campus students had a lower graduation rate than students overall at the College (23 versus 26 percent). For this cohort, the Alexandria Campus met neither the threshold of acceptability (at least 25 percent) nor the achievement goal (28 percent) for graduation rate. The College exceeded the threshold but did not meet the achievement goal.

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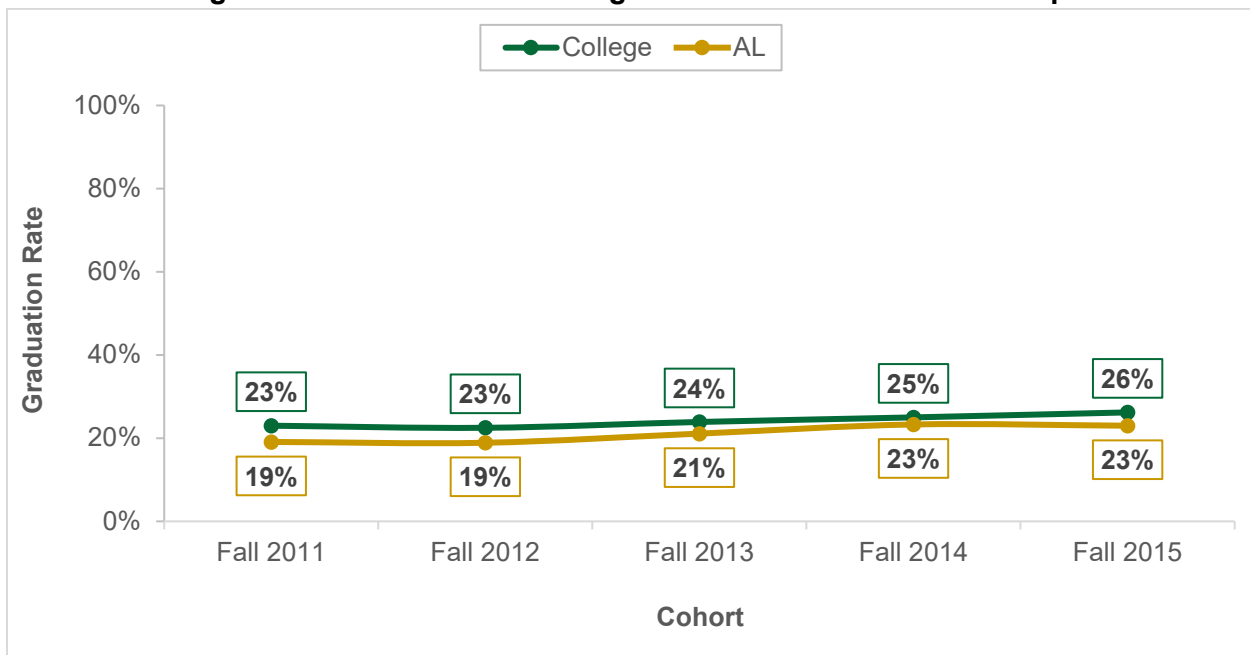
Notes: Campus data include first-time in college, full-time, program placed students who selected the Alexandria Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took classes. Graduates include students who graduated within 150 percent of normal time to program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

Annual Number of Graduates (Figure 29): Over the past five academic years, the annual number of graduates decreased by 17 percent at the Alexandria Campus (there were 1,275 graduates in 2013-14 and 1,058 graduates in 2017-18). In contrast, the College-wide annual number of graduates declined by only four percent during that period. For the 2017-18 academic year, the College overall met neither the threshold of acceptability (6,545) nor the achievement goal (6,700) for annual number of graduates.

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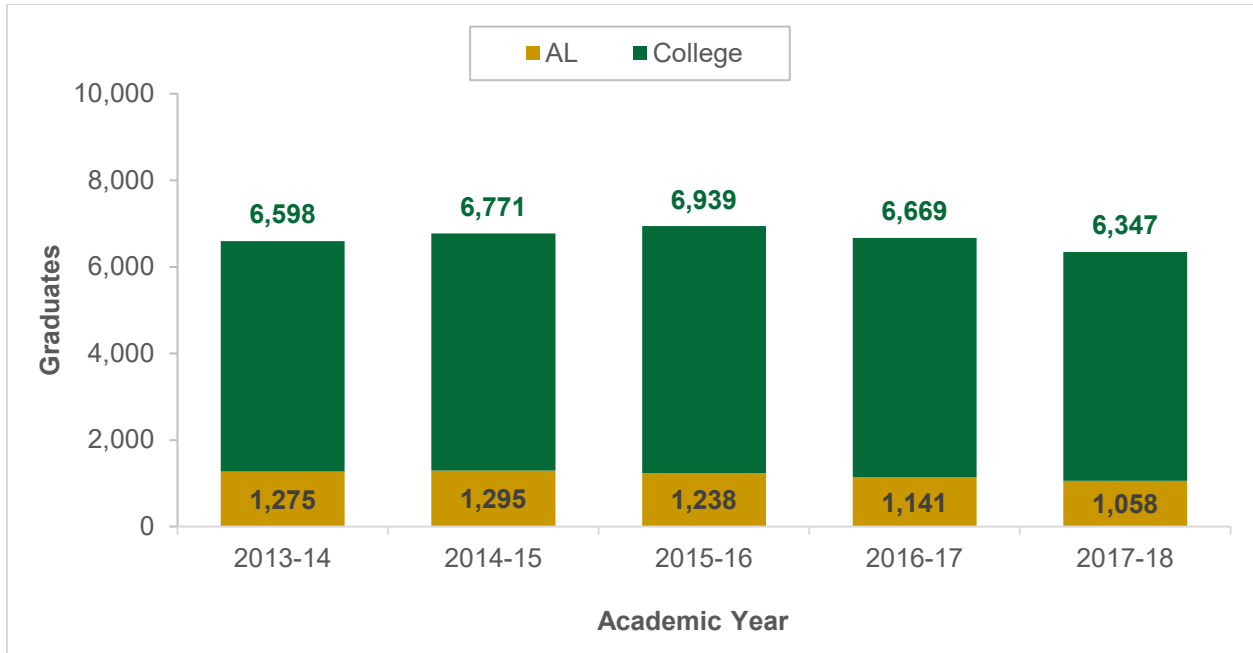
Notes: Campus data include students who selected the Alexandria Campus as their home campus at the time of graduation, regardless of the campus(es) at which they took classes.

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 Alexandria Campus (Figures 30 and 31)

Transfer-Out Rate (Figure 30): Among the Fall 2015 first-time in college, full-time, program placed cohort, Alexandria Campus students had a lower transfer-out rate than students at the College overall (12 versus 16 percent). For this cohort, the Alexandria Campus met neither the threshold of acceptability (at least 16 percent) nor the achievement goal (19 percent) for transfer-out rate. The College overall met the threshold but not the achievement goal.

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

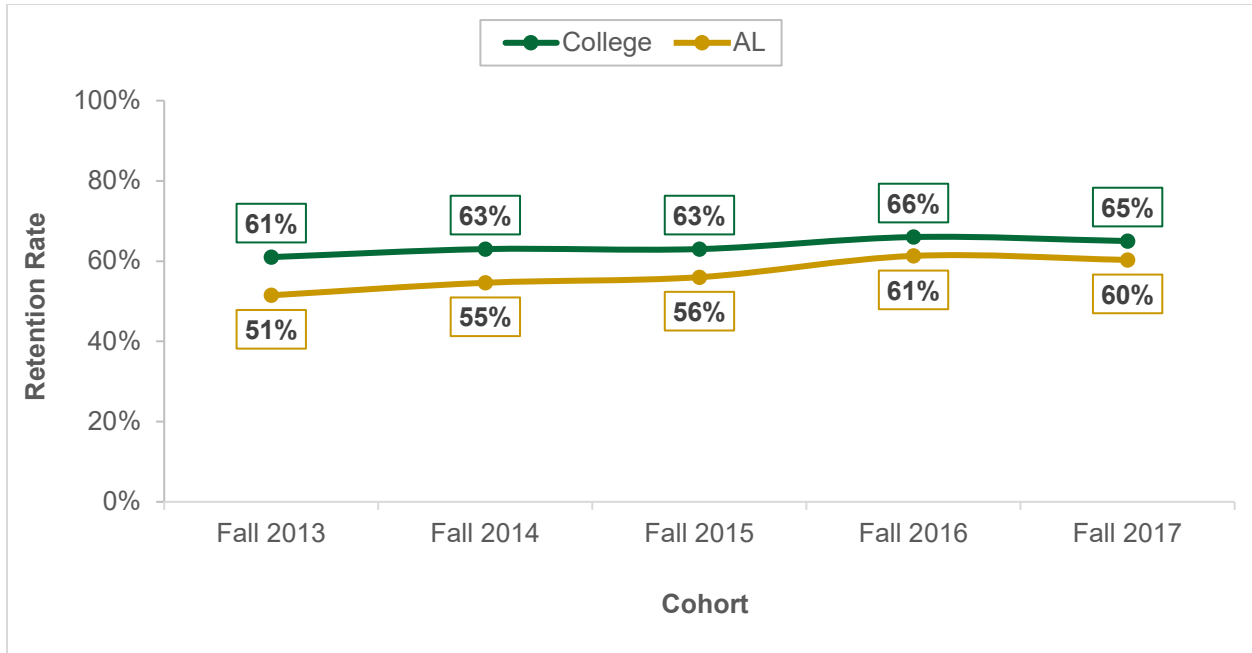Notes: Campus data include first-time in college, full-time, program placed students who selected the Alexandria Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took classes. Transfers includes students who transferred out of NOVA to another two- or four-year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

Annual Number of Transfers to Four-Year Institutions (Figure 31): Over the past five academic years at the Alexandria Campus (2013-14 to 2017-18), the annual number of transfers to four-year institutions increased by 11 percent (from 1,882 to 2,089). Overall at the College, the annual number of transfers to four-year institutions increased by 30 percent. The College-wide annual number of transfers to four-year institutions exceeded the threshold of acceptability (10,750) but did not meet the achievement goal (12,250).

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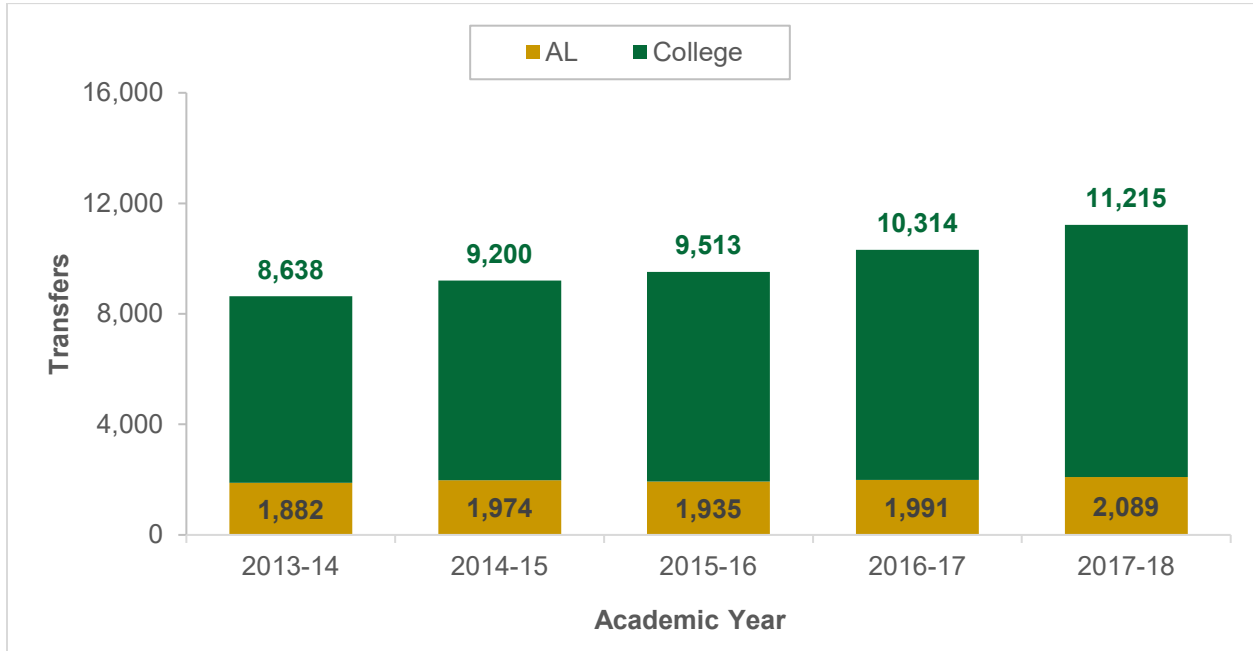
Notes: Data include students who previously attended NOVA within the prior eight years, e.g., for 2017-18, data include students who attended NOVA between 2010-11 and 2017-18 and transferred to a four-year institution during the 2017-18 academic year (regardless of when they were last enrolled at NOVA).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

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 Alexandria Campus (Figures 32 and 33)

Overall Job Placement (Figure 32): In 2016-17, graduates from the Alexandria Campus had a lower job placement rate than all graduates of the College (57 versus 67 percent). The Alexandria Campus met neither the threshold of acceptability (at least 65 percent) nor the achievement goal (67 percent) for job placement rate. The College overall exceeded the threshold and met the achievement goal.

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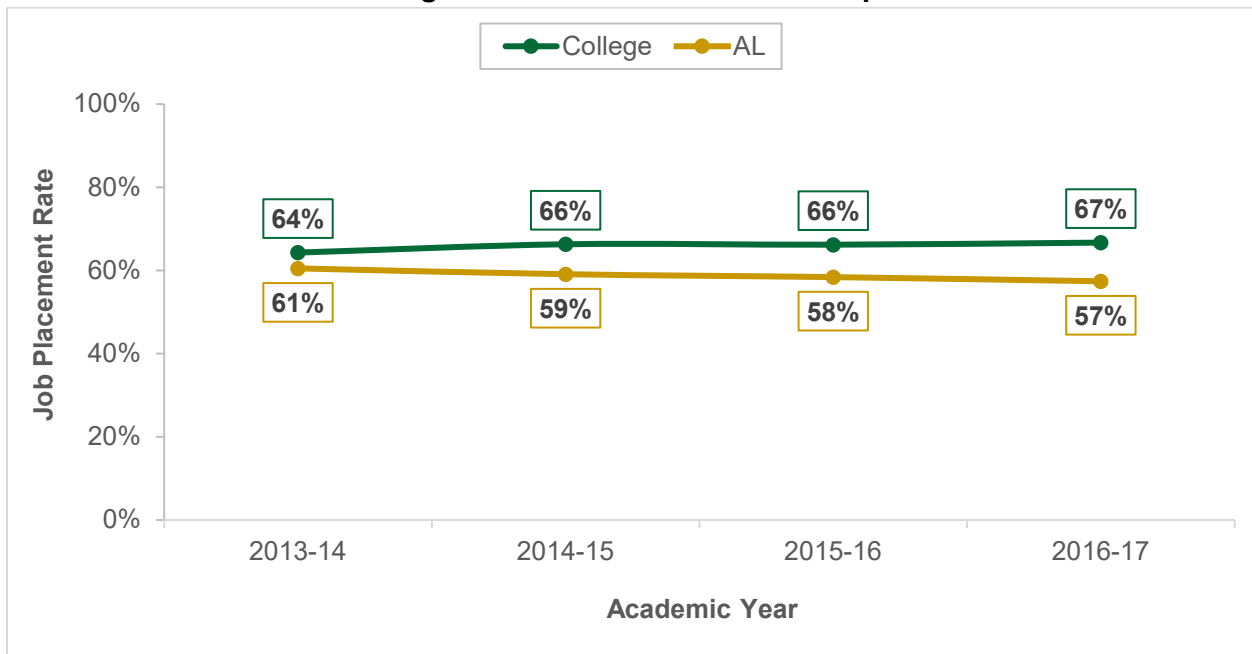
Notes: Campus data include students who selected the Alexandria Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took classes) and were employed in the Commonwealth of Virginia within one year of graduation. Data exclude military personnel, federal civilian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

Job Placement by NOVA Degree Type (Figure 33): In 2016-17 at the Alexandria Campus, the job placement rate was highest among A.S. degree graduates (61 percent) and lowest among A.A. degree and A.A.A./A.A.S. degree graduates (each 51 percent). Among graduates of each credential, the job placement rate was lower at the Alexandria Campus compared to all College graduates.

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

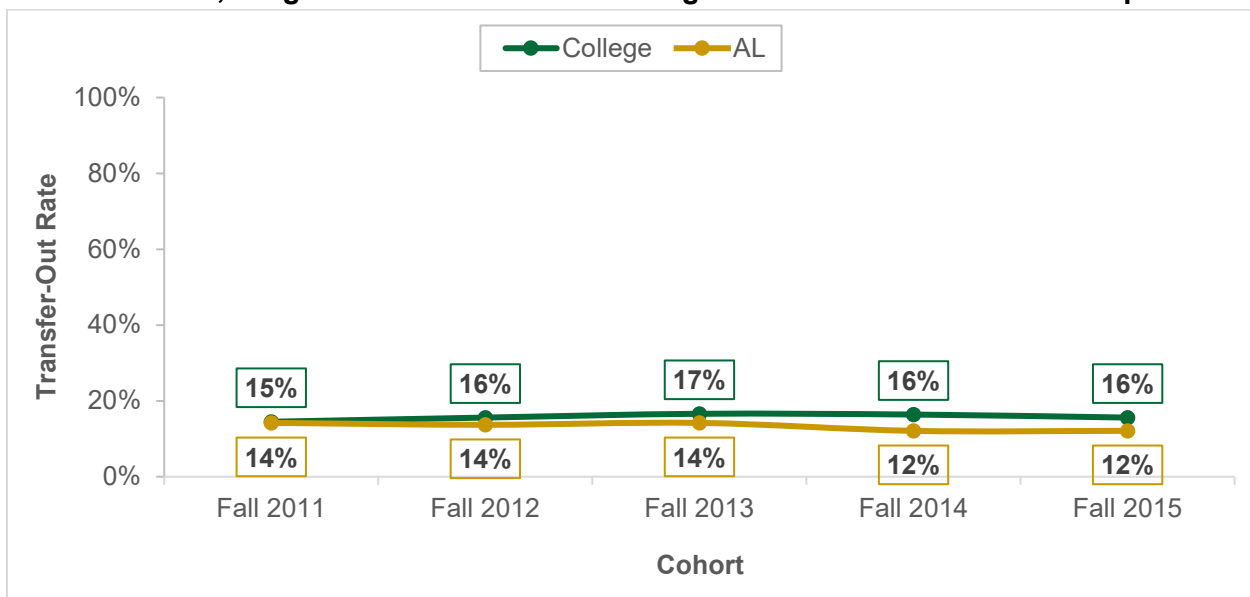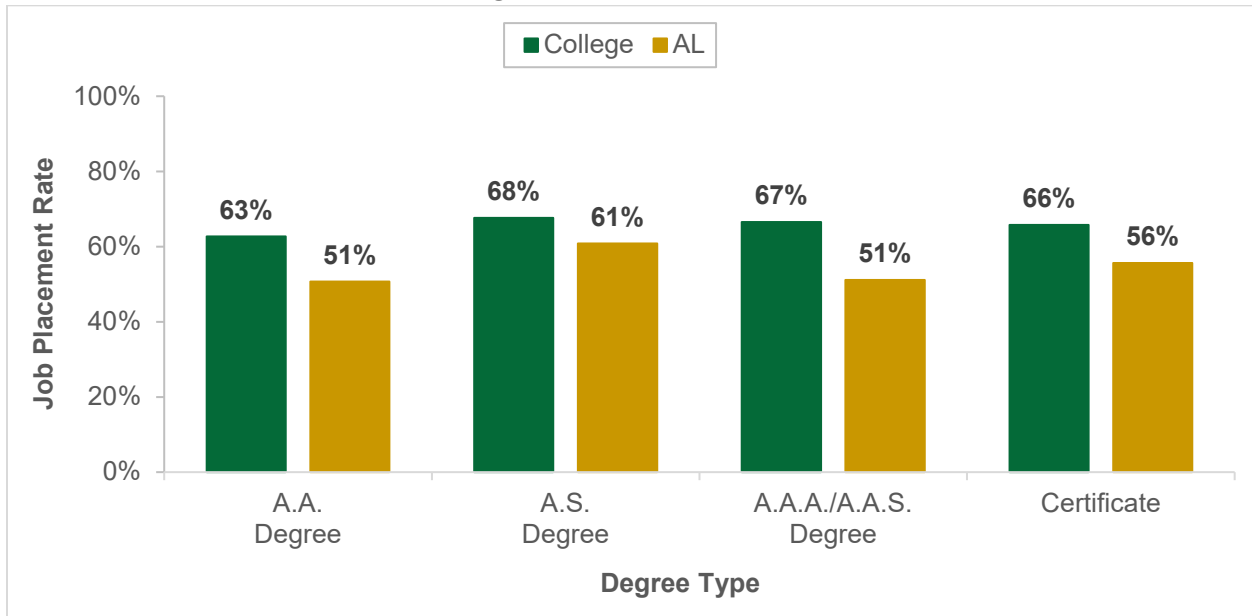Notes: Campus data include students who selected the Alexandria Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took classes) and were employed in the Commonwealth of Virginia within one year of graduation. Data exclude military personnel, federal civilian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

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

Appendix: Alexandria Campus Data Tables

Criteria 1. College Readiness

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

GPS Cohort	Developmental Math Placement					Developmental English Placement				
	Placed		Not Placed		Total	Placed		Not Placed		Total
	#	%	#	%		#	%	#	%	
Fall 2014	293	53.7	253	46.3	**546**	122	25.4	359	74.6	**481**
Fall 2015	286	50.8	277	49.2	**563**	143	28.3	362	71.7	**505**
Fall 2016	290	51.0	279	49.0	**569**	106	24.3	330	75.7	**436**
Fall 2017	250	54.3	210	45.7	**460**	105	27.9	272	72.1	**377**
Fall 2018	241	49.3	248	50.7	**489**	111	25.0	333	75.0	**444**

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 – Alexandria Campus

Academic Year	Annual Unduplicated Headcount		Fall Headcount	
	Headcount	Growth Rate (%)	Headcount	Growth Rate (%)
2013-14	18,286	--	11,690	--
2014-15	17,256	-5.6	11,123	-4.9
2015-16	16,490	-4.4	10,740	-3.4
2016-17	15,345	-6.9	9,800	-8.8
2017-18	14,766	-3.8	9,547	-2.6
2018-19	--	--	9,445	-1.1

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include students who listed the Alexandria 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 – Alexandria Campus

Term	Total Course Enrollment	Success Rate	
		#	%
Fall 2014	28,413	21,193	74.6
Fall 2015	26,614	20,129	75.6
Fall 2016	23,291	17,390	74.7
Fall 2017	22,565	16,747	74.2
Fall 2018	22,249	16,314	73.3

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

Criteria 3B. Success in Developmental English

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

Cohort	ENF 1			ENF 2			ENF 3			Total		
	N	Succeeded		N	Succeeded		N	Succeeded		N	Succeeded	
		#	%		#	%		#	%		#	%
Fall 2014	21	10	47.6	38	17	44.7	141	89	63.1	200	116	58.0
Fall 2015	14	11	78.6	64	48	75.0	123	83	67.5	201	142	70.6
Fall 2016	18	12	66.7	31	24	77.4	123	80	65.0	172	116	67.4
Fall 2017	18	14	77.8	36	34	94.4	115	74	64.3	169	122	72.2
Fall 2018	11	8	72.7	28	11	39.3	118	78	66.1	157	97	61.8

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 Alexandria Campus.

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

Cohort	N	Progressed	
		#	%
Fall 2012	383	300	78.3
Fall 2013	241	194	80.5
Fall 2014	201	171	85.1
Fall 2015	201	170	84.6
Fall 2016	172	153	89.0

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 Alexandria Campus.

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

Cohort	N	Succeeded	
		#	%
Fall 2012	287	220	76.7
Fall 2013	193	130	67.4
Fall 2014	172	119	69.2
Fall 2015	160	101	63.1
Fall 2016	143	90	62.9

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 Alexandria 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 – Alexandria Campus**

Cohort	MTT 1			MTT 2			MTT 3			MTT 4			Total		
	N	Succeeded		N	Succeeded		N	Succeeded		N	Succeeded		N	Succeeded	
		#	%		#	%		#	%		#	%		#	%
Fall 2014	35	21	60.0	42	10	23.8	53	13	24.5	189	27	14.3	319	71	22.3
Fall 2015	23	14	60.9	35	8	22.9	72	13	18.1	206	28	13.6	336	63	18.8
Fall 2016	23	9	39.1	29	8	27.6	39	10	25.6	140	15	10.7	231	42	18.2
Fall 2017	16	6	37.5	31	9	29.0	39	5	12.8	147	24	16.3	233	44	18.9
Fall 2018	3	1	33.3	9	1	11.1	20	5	25.0	123	18	14.6	155	25	16.1

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 Alexandria 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 – Alexandria Campus**

Course	N	Succeeded	
		#	%
MCR 4	10	4	40.0
MCR 6	8	3	37.5

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 Alexandria 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 – Alexandria Campus

Cohort	MTH 151			MTH 163		
	N	Progressed		N	Progressed	
		#	%		#	%
Fall 2012	248	32	12.9	248	20	8.1
Fall 2013	266	36	13.5	266	16	6.0
Fall 2014	313	38	12.1	313	17	5.4
Fall 2015	334	41	12.3	334	23	6.9
Fall 2016	232	26	11.2	232	18	7.8

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

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

Cohort	MTH 151			MTH 163		
	N	Succeeded		N	Succeeded	
		#	%		#	%
Fall 2012	23	17	73.9	23	13	56.5
Fall 2013	36	28	77.8	18	13	72.2
Fall 2014	42	25	59.5	16	10	62.5
Fall 2015	32	20	62.5	22	13	59.1
Fall 2016	19	10	52.6	18	11	61.1

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

Criteria 3D. Success in Gatekeeper Courses

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

Cohort	ACC 211		
	N	Succeeded	
		#	%
Fall 2013	108	80	74.1
Fall 2014	90	68	75.6
Fall 2015	85	55	64.7
Fall 2016	81	60	74.1
Fall 2017	64	44	68.8

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 ACC 211 <u>at</u> the Alexandria Campus, regardless of the students' home campus.

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

Cohort	BIO 101		
	N	Succeeded	
		#	%
Fall 2013	402	287	71.4
Fall 2014	255	172	67.5
Fall 2015	246	177	72.0
Fall 2016	178	136	76.4
Fall 2017	127	89	70.1

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

Cohort	ENG 111		
	N	Succeeded	
		#	%
Fall 2013	926	692	74.7
Fall 2014	1,137	889	78.2
Fall 2015	795	560	70.4
Fall 2016	699	467	66.8
Fall 2017	701	477	68.0

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 ENG 111 at the Alexandria Campus, regardless of the students' homecampus.

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

Cohort	MTH 151		
	N	Succeeded	
		#	%
Fall 2013	156	111	71.2
Fall 2014	169	130	76.9
Fall 2015	147	116	78.9
Fall 2016	87	53	60.9
Fall 2017	79	51	64.6

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 MTH 151 <u>at</u> the Alexandria 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 – Alexandria Campus

Cohort	MTH 163		
	N	Succeeded	
		#	%
Fall 2013	224	143	63.8
Fall 2014	191	120	62.8
Fall 2015	199	134	67.3
Fall 2016	254	157	61.8
Fall 2017	218	124	56.9

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

Cohort	Fall-to-Spring Retention			Fall-to-Fall Retention		
	N	Retained		N	Retained	
		#	%		#	%
Fall 2013	1,783	1,307	73.3	1,783	918	51.5
Fall 2014	1,660	1,226	73.9	1,660	907	54.6
Fall 2015	1,686	1,315	78.0	1,686	944	56.0
Fall 2016	1,435	1,121	78.1	1,435	879	61.3
Fall 2017	1,344	1,029	76.6	1,344	811	60.3

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 Alexandria 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 – Alexandria Campus

Cohort	N	Completers	Graduation Rate (%)
Fall 2011	982	188	19.1
Fall 2012	899	170	18.9
Fall 2013	1,004	212	21.1
Fall 2014	956	223	23.3
Fall 2015	896	206	23.0

Sources: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include first-time in college, full-time, program placed students who selected the Alexandria 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 – Alexandria Campus

Academic Year	Graduates	Growth Rate (%)
2013-14	1,275	--
2014-15	1,295	1.6
2015-16	1,238	-4.4
2016-17	1,141	-7.8
2017-18	1,058	-7.3

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include students who selected the Alexandria 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 – Alexandria Campus

Cohort	N	Transfers	Transfer-Out Rate (%)
Fall 2011	982	139	14.2
Fall 2012	899	123	13.7
Fall 2013	1,004	143	14.2
Fall 2014	956	116	12.1
Fall 2015	896	108	12.1

Sources: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include first-time in college, full-time, program placed students who selected the Alexandria 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 – Alexandria Campus

Academic Year	Number of Transfers	Growth Rate (%)
2013-14	1,882	--
2014-15	1,974	4.9
2015-16	1,935	-2.0
2016-17	1,991	2.9
2017-18	2,089	4.9

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 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 – Alexandria 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	103	47	45.6	728	457	62.8	149	94	63.1	295	173	58.6	1,275	771	60.5
2014-15	78	44	56.4	787	462	58.7	149	75	50.3	281	184	65.5	1,295	765	59.1
2015-16	85	51	60.0	765	450	58.8	136	71	52.2	252	151	59.9	1,238	723	58.4
2016-17	75	38	50.7	615	374	60.8	174	89	51.1	277	154	55.6	1,141	655	57.4

Source: Office of Institutional Research, Northern Virginia Community College and Virginia Employment Commission (VEC).
Notes: Data include students who selected the Alexandria 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

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