

NOVA's Key Performance Indicators (KPIs)



Research Report No. 12-20

Office of Institutional Effectiveness and Student Success
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NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

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

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

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

Table of Contents

Introduction	1
Data for the Key Performance Indicators	3
Mobility Index	3
1. Economic Mobility	3
Overall Student Success Indicators	3
2. Completion of Bachelor's Degree Within Six Years	3
3. Completion of Associate Degree or Certificate Within Three Years.....	4
Academic Progress Indicators	5
4. Gateway Math and Gateway English Completion	5
5. Completing Nine or More Core Credits	6
6. Fall-to-Spring Retention:	7
7. Fall-to-Fall Retention.....	8
8. Transferring with More than 31 Credit Hours	9
9. Ratio of Average Total Earned Credits at Graduation to Average Total Required Credits for Graduation (Excess Credits)	10
Appendix: Data Tables.....	12

List of Figures

Figure 1. Six-Year Bachelor’s Degree Completion Rate: Fall 2011 through Fall 2013 First-Time in College, Transfer Degree Placed Cohorts.....	3
Figure 2. Three-Year Graduation Rate from NOVA: Fall 2013 through Fall 2016 First-Time in College, Non-Transfer Degree Placed Cohorts.....	4
Figure 3. Gateway Math and Gateway English Completion Rate: Fall 2015 through Fall 2017 First-Time in College, Associate Degree Placed Cohorts	5
Figure 4. Nine or More Core Credits Completed within First Year of Enrollment: Fall 2016 through Fall 2018 First-Time in College, Program Placed Cohorts.....	6
Figure 5. Fall-to-Spring Retention Rate: Fall 2015 through Fall 2018 First-Time in College, Program Placed Cohorts	7
Figure 6. Fall-to-Fall Retention Rate: Fall 2015 through Fall 2018 First-Time in College, Program Placed Cohorts.....	8
Figure 7. Students who Transferred with More than 31 Credit Hours by Transfer Year: Fall 2014 through Fall 2016 Cohorts of First-Time in College, Associate Degree Placed Students Who Transferred within Three Years.....	9
Figure 8. Ratio of Average Total Credits Earned at Graduation to Average Total Required Credits by Degree Type: 2018-19 Associate Degree Graduates	10
Figure 9. Top 5 Programs with Excess Credits at Graduation by Ratio of Average Total Credits Earned to Average Total Required Credits: 2018-19 Associate Degree Graduates	11

List of Appendix Tables

Table 1. Six-Year Bachelor's Degree Completion Rate: Fall 2011 through Fall 2013 First-Time in College, Transfer Degree Placed Cohorts	12
Table 2. Three-Year Graduation Rate from NOVA: Fall 2013 through Fall 2016 First-Time in College, Non-Transfer Degree Placed Cohorts.....	12
Table 3. Gateway Math Completion: Fall 2015 through Fall 2017 First-Time in College, Associate Degree Placed Cohorts	12
Table 4. Gateway English Completion: Fall 2015 through Fall 2017 First-Time in College, Associate Degree Placed Cohorts	12
Table 5. Gateway Math and Gateway English Completion: Fall 2015 through Fall 2017 First-Time in College, Associate Degree Placed Cohorts	13
Table 6. Nine or More Core Credits Completed within First Year of Enrollment: Fall 2016 through Fall 2018 First-Time in College, Program Placed Cohorts.....	13
Table 7. Fall-to-Spring Retention Rate: Fall 2015 through Fall 2018 First-Time in College, Program Placed Cohorts.....	13
Table 8. Fall-to-Fall Retention Rate: Fall 2015 through Fall 2018 First-Time in College, Program Placed Cohorts.....	13
Table 9. Students who Transferred with More than 31 Credit Hours by Transfer Year: Fall 2014 through Fall 2016 Cohorts of First-Time in College, Associate Degree Placed Students Who Transferred within Three Years.....	14
Table 10. Ratio of Average Total Credits Earned at Graduation to Average Total Required Credits by Degree Type: 2016-17 through 2018-19 Associate Degree Graduates.....	14
Table 11. Ratio of Average Total Credits Earned at Graduation to Average Total Required Credits by Program: 2016-17 through 2018-19 Associate Degree Graduates.....	14

Introduction

Northern Virginia Community College (NOVA) is committed to improving both access to and success in higher education. To this end, the College has an extensive and well-established history of identifying, evaluating, and publishing goals and outcomes related to student achievement. The systematic evaluation of student achievement is consistent with the College's mission and vision, and with the goals articulated in the strategic plan.¹

During the most recent strategic planning process, the College identified Key Student Performance Indicators (KPIs). KPIs highlight the importance of student success at NOVA and give special prominence to indicators that measure important milestones in student progress and academic goal completion. The KPIs include metrics the College has evaluated since its inception and are part of NOVA's student achievement criteria—such as retention and graduation—but also include more specific success metrics that allow the College to dive deeper into student success trends that align with College goals and strategic priorities.

List of Key Performance Indicators

Mobility Index

1. **Economic Mobility:** Percentage of students in a fall cohort who have completed 31 hours or more, who within six years of enrollment have completed a bachelor's degree or earned another NOVA credential (A.A.S., Certificate, Career Studies Certificate, or Workforce Credentials Certificate), and who live in the D.C. region earning above the lower middle class threshold (67 percent of median income for a family of four or \$65,979).²

Overall Student Success Indicators

2. **Completion of Bachelor's Degree Within Six Years:** Percentage of first-time in college, transfer degree students who complete a bachelor's degree within 6 years of enrollment.
3. **Completion of Associate Degree or Certificate Within Three Years:** Percentage of first-time in college, non-transfer degree students who complete a NOVA associate degree, Certificate, Career Studies Certificate, or Workforce Credential Certification within 3 years of enrollment.

¹ NOVA Strategic Plan 2017-2023: *Pathway to the American Dream*. Northern Virginia Community College. <https://www.nvcc.edu/about/mission/strategic-plan2017-2023.pdf>

² Updated 2020. <https://www.pewresearch.org/fact-tank/2020/07/23/are-you-in-the-american-middle-class/>

Academic Progress Indicators

4. **Gateway Math and Gateway English Completion:** Percentage of first-time in college, associate degree placed students successfully completing gateway math and gateway English courses within the first year of enrollment.³
5. **Completing Nine or More Core Credits:** Percentage of first-time in college, program placed students completing at least 9 semester credits (3 core courses) in the student's field of study in the first academic year.
6. **Fall-to-Spring Retention:** Percentage of first-time in college, associate degree or certificate placed students persisting in enrollment from the fall semester to the spring semester.
7. **Fall-to-Fall Retention:** Percentage of first-time in college, associate degree or certificate placed students persisting in enrollment from the fall semester to the following fall semester.
8. **Transferring with More Than 31 Credit Hours:** Of the first-time in college, associate degree placed students who transferred from NOVA to a four-year institution within three years of initial enrollment at NOVA, the percentage who transferred with more than 31 credit hours.
9. **Ratio of Average Earned Credits at Graduation to Total Required Credits for Graduation (Excess Credits):** Ratio of average earned credits at graduation to total required credits for graduation by degree program.

³ Gateway courses are also referred to as gatekeeper courses. Gateway math courses are Math 151 (*Mathematics for the Liberal Arts I*) or Math 163 (*Pre-Calculus I*), and the gateway English course is English 111 (*College Composition I*).

Data for the Key Performance Indicators

Mobility Index

1. Economic Mobility

Economic Mobility is the percentage of students in a fall cohort who have completed 31 hours or more, who within six years of enrollment have completed a bachelor's degree or earned another NOVA credential (A.A.S., Certificate, Career Studies Certificate, or Workforce Credentials Certificate), and who live in the D.C. region earning above the lower middle class threshold (67 percent of median income for a family of four or \$65,979).⁴

[Data for this metric will be available at a later time.]

Overall Student Success Indicators

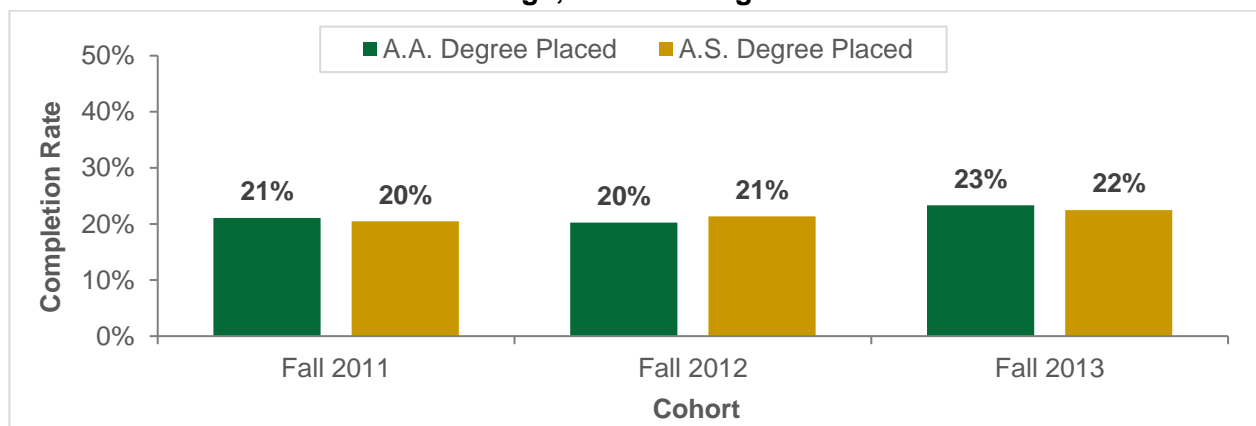
2. Completion of Bachelor's Degree Within Six Years

Six-year bachelor's degree completion is the percentage of first-time in college, transfer degree students who complete a bachelor's degree within 6 years of enrollment.

Figure 1, below, presents the six-year bachelor's degree completion rate for the Fall 2011 through Fall 2013 first-time in college (FTIC), transfer degree placed cohorts. Transfer degree programs at NOVA include Associate of Arts (A.A.) and Associate of Science (A.S.).

- For the Fall 2013 cohort, the six-year graduation rate for FTIC students placed in transfer degree programs was similar for A.A. and A.S. degree programs (23 versus 22 percent, respectively).
- From the Fall 2011 through Fall 2013 cohorts, at least one-fifth of transfer degree placed FTIC students obtained a bachelor's degree within six years of their initial enrollment at the College.

Figure 1. Six-Year Bachelor's Degree Completion Rate: Fall 2011 through Fall 2013 First-Time in College, Transfer Degree Placed Cohorts



Note: Transfer Degree Placed refers to students enrolled in Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs at NOVA.

⁴ Updated 2020. <https://www.pewresearch.org/fact-tank/2020/07/23/are-you-in-the-american-middle-class/>

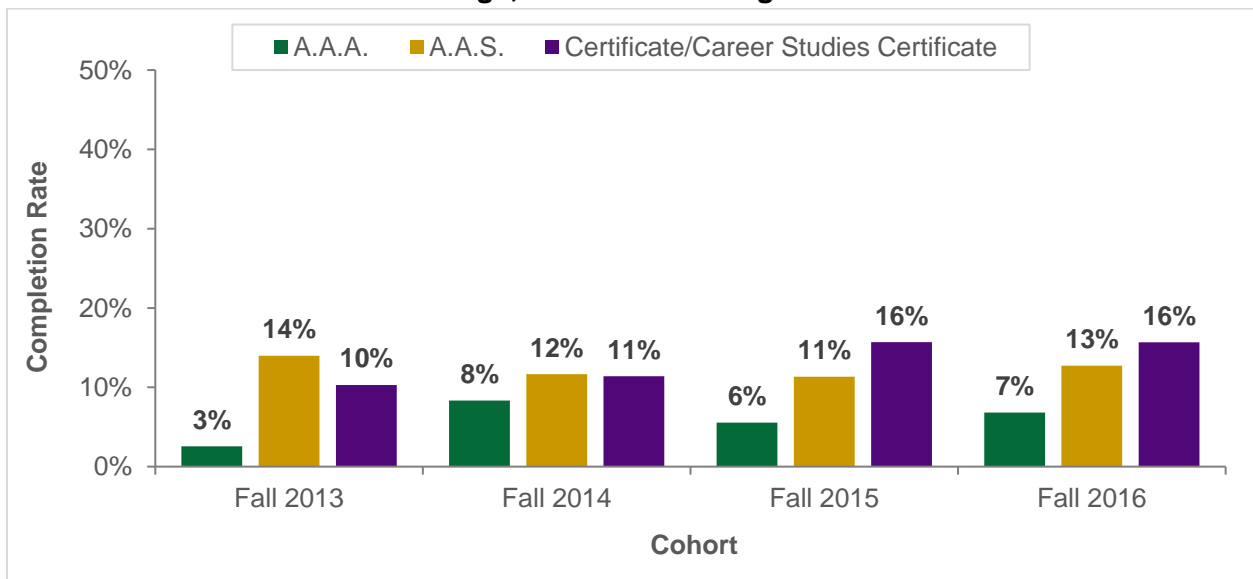
3. Completion of Associate Degree or Certificate Within Three Years

Three-year associate degree or certificate completion is the percentage of first-time in college, non-transfer degree students who complete a NOVA associate degree, Certificate, Career Studies Certificate, or Workforce Credentials Certificate within 3 years of enrollment.

Figure 2, below, presents the three-year graduation rate from NOVA for the Fall 2013 through Fall 2016 cohorts of first-time in college (FTIC) students placed in non-transfer degree programs. These students may or may not have graduated from the NOVA program in which they were initially placed. Non-transfer degree programs include Applied Associate of Arts (A.A.A.), Applied Associate of Science (A.A.S.), Certificate, or Career Studies Certificate (CSC) programs.

- For the Fall 2016 cohort, 7 percent of students placed in an A.A.A. program, 13 percent of students placed in an A.A.S. program, and 16 percent of students in a Certificate or CSC program graduated from NOVA within three years.
- Overall, less than 20 percent of non-transfer degree placed students graduated from NOVA within three years.

**Figure 2. Three-Year Graduation Rate from NOVA: Fall 2013 through Fall 2016
First-Time in College, Non-Transfer Degree Placed Cohorts**



Note: Non-Transfer Degree Placed refers to students enrolled in Applied Associate of Arts (A.A.A.), Applied Associate of Science (A.A.S.), Certificate, or Career Studies Certificate (CSC) programs at NOVA.

Academic Progress Indicators

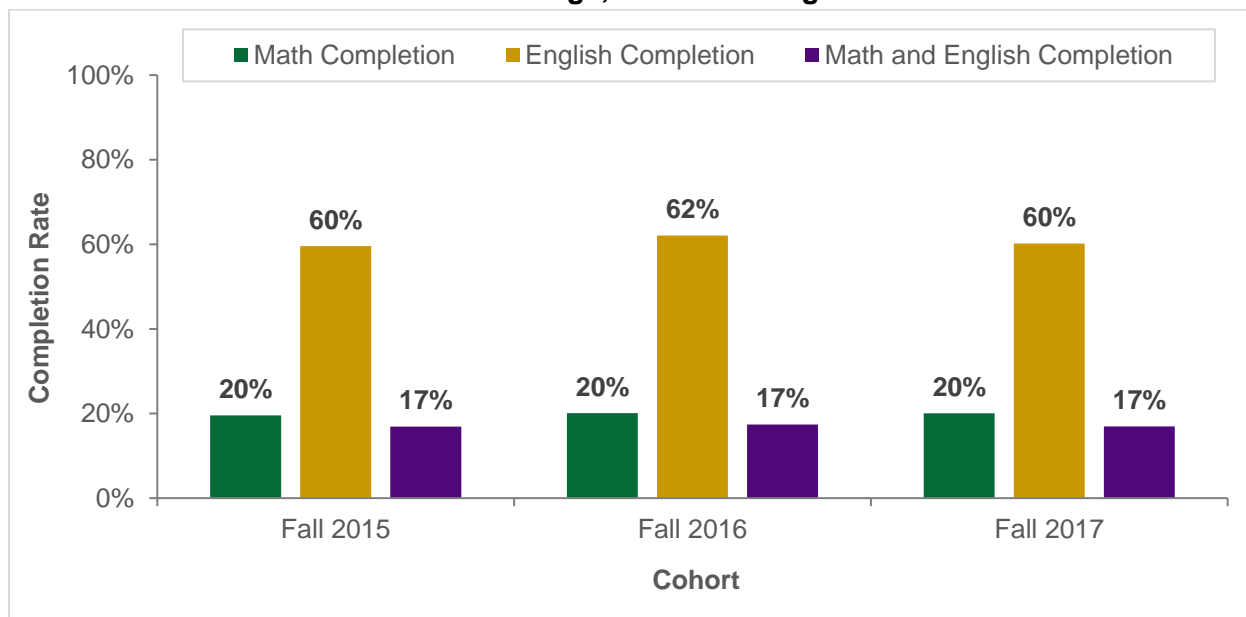
4. Gateway Math and Gateway English Completion

Gateway math and gateway English completion is the percentage of first-time in college, associate degree placed students successfully completing gateway math and gateway English courses within first year of enrollment.⁵

Figure 3, below, shows the percentage of first-time in college (FTIC) students placed in associate degree programs who successfully completed a gateway English and/or gateway math course with a grade of C or better within their first year of enrollment at NOVA.

- For the Fall 2015 through Fall 2017 cohorts, 20 percent of FTIC students placed in associate degree programs successfully completed a gateway math course with a grade of C or better within their first year of enrollment.
- For these cohorts, between 60 and 62 percent of FTIC students placed in associate degree programs successfully completed the gateway English course within their first year of enrollment.
- For each of these cohorts, 17 percent of FTIC students placed in associate degree programs successfully completed a gateway math course and the gateway English course within their first year of enrollment.

Figure 3. Gateway Math and Gateway English Completion Rate: Fall 2015 through Fall 2017 First-Time in College, Associate Degree Placed Cohorts



Notes: The gateway math courses are Math 151 (*Mathematics for the Liberal Arts I*) or Math 163 (*Pre-Calculus I*), and the gateway English course is English 111 (*College Composition I*). Associate Degree Placed refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.). Successful completion within one year of initial enrollment. Success is a grade of C or better.

⁵ Gateway courses are also referred to as gatekeeper courses. Gateway math courses are Math 151 (*Mathematics for the Liberal Arts I*) or Math 163 (*Pre-Calculus I*), and the gateway English course is English 111 (*College Composition I*).

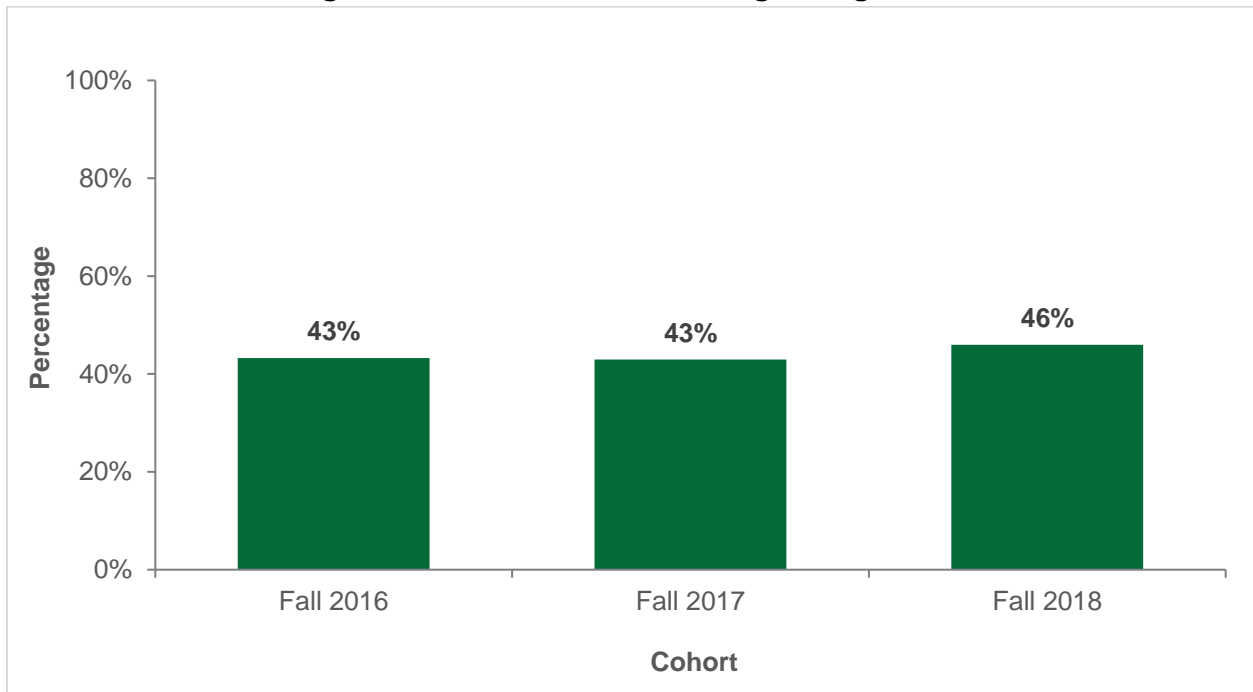
5. Completing Nine or More Core Credits

Nine or more core credit completion is the percentage of first-time in college, program placed students completing at least 9 semester credits (3 core courses) in the student's field of study in the first academic year.

Figure 4, below, shows the percentage of first-time in college (FTIC), program placed students who completed nine or more core credits in their field of study within their first year of enrollment at NOVA.

- From the Fall 2016 through Fall 2018 cohorts, between 43 and 46 percent of FTIC program placed students completed nine or more core credits in their field of study within their first year of enrollment at NOVA.

**Figure 4. Nine or More Core Credits Completed within First Year of Enrollment:
Fall 2016 through Fall 2018 First-Time in College, Program Placed Cohorts**



Note: Core Courses are courses that are required to earn a particular degree or certificate, excluding electives.

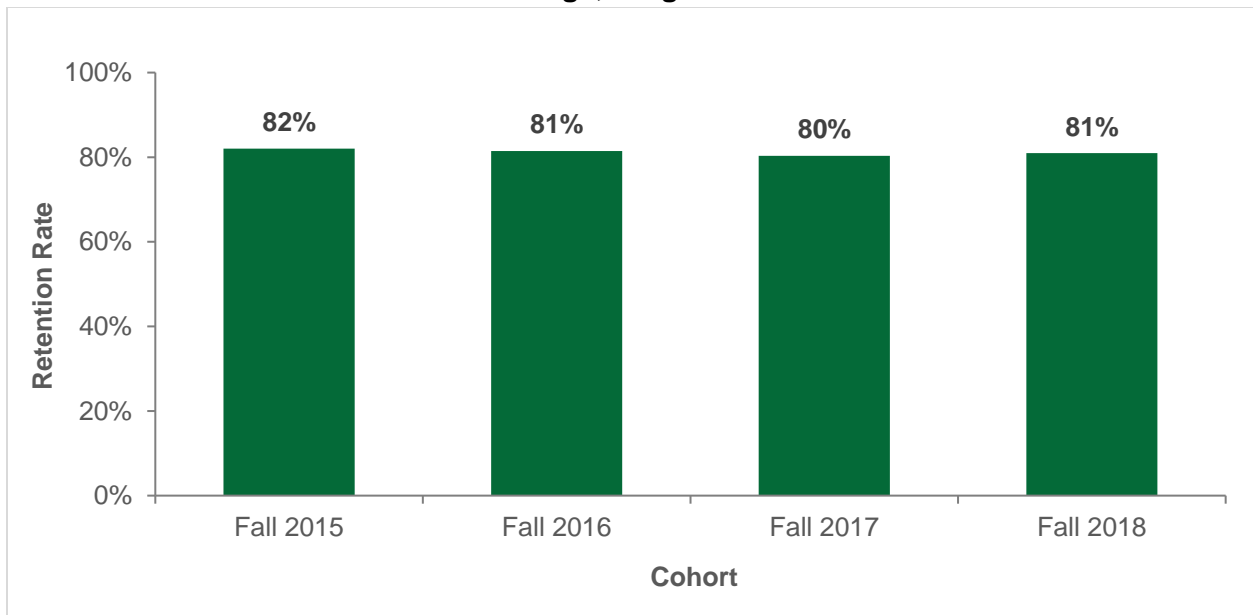
6. Fall-to-Spring Retention:

Fall-to-spring retention is the percentage of first-time in college, associate degree or certificate placed students persisting in enrollment from the fall semester to the spring semester.

Figure 5, below, presents the fall-to-spring retention rates for the Fall 2015 through Fall 2018 cohorts. Fall-to-spring retention is defined as the percentage of first-time in college (FTIC), program placed students who first enroll at NOVA in a fall semester and then re-enroll at the College for the following spring semester. In this case, program placed includes FTIC students who were enrolled in an associate degree (A.A., A.S., A.A.A., A.A.S., or A.F.A.) or Certificate program in their initial fall semester and excludes students enrolled in Career Studies Certificate programs.

- For the Fall 2015 through Fall 2018 cohorts, between 80 and 82 percent of FTIC, program placed students returned to NOVA for the following spring semester.

**Figure 5. Fall-to-Spring Retention Rate: Fall 2015 through Fall 2018
First-Time in College, Program Placed Cohorts**



Note: In this case, Program Placed refers to students who were enrolled in an associate degree (A.A./A.S./A.A.A./A.A.S./A.F.A.) or Certificate program but excludes students enrolled in Career Studies Certificate (CSC) programs.

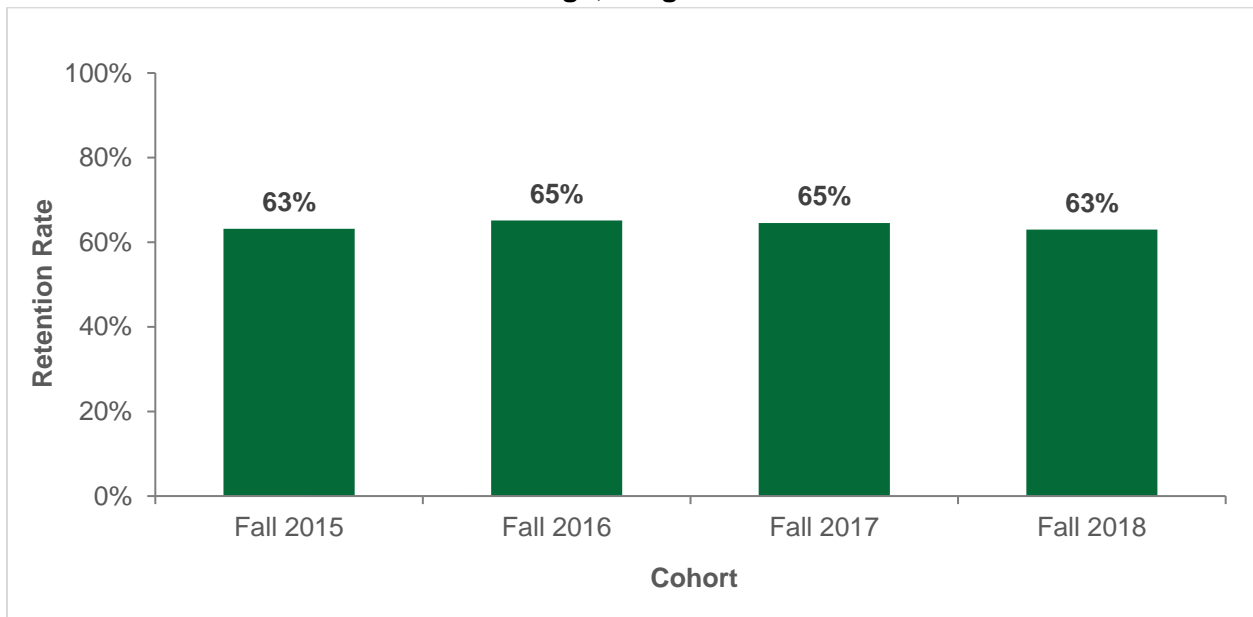
7. Fall-to-Fall Retention

Fall-to-fall retention is the percentage of first-time in college, associate degree or certificate placed students persisting in enrollment from the fall semester to the following fall semester.

Figure 6, below, presents the fall-to-fall retention rates for the Fall 2015 through Fall 2018 cohorts. Fall-to-fall retention is defined as the percentage of first-time in college (FTIC), program placed students who first enroll at NOVA in a fall semester and then re-enroll at the College for the following fall semester. In this case, program placed includes FTIC students who were enrolled in an associate degree (A.A., A.S., A.A.A., A.A.S., or A.F.A.) or Certificate program in their initial fall semester and excludes students enrolled in Career Studies Certificate programs.

- For the Fall 2015 through Fall 2018 cohorts, between 63 and 65 percent of FTIC, program placed students returned to NOVA for the following fall semester.

**Figure 6. Fall-to-Fall Retention Rate: Fall 2015 through Fall 2018
First-Time in College, Program Placed Cohorts**



Note: In this case, Program Placed refers to students who were enrolled in an associate degree (A.A./A.S./A.A.A./A.A.S./A.F.A.) or Certificate program but excludes students enrolled in Career Studies Certificate (CSC) programs.

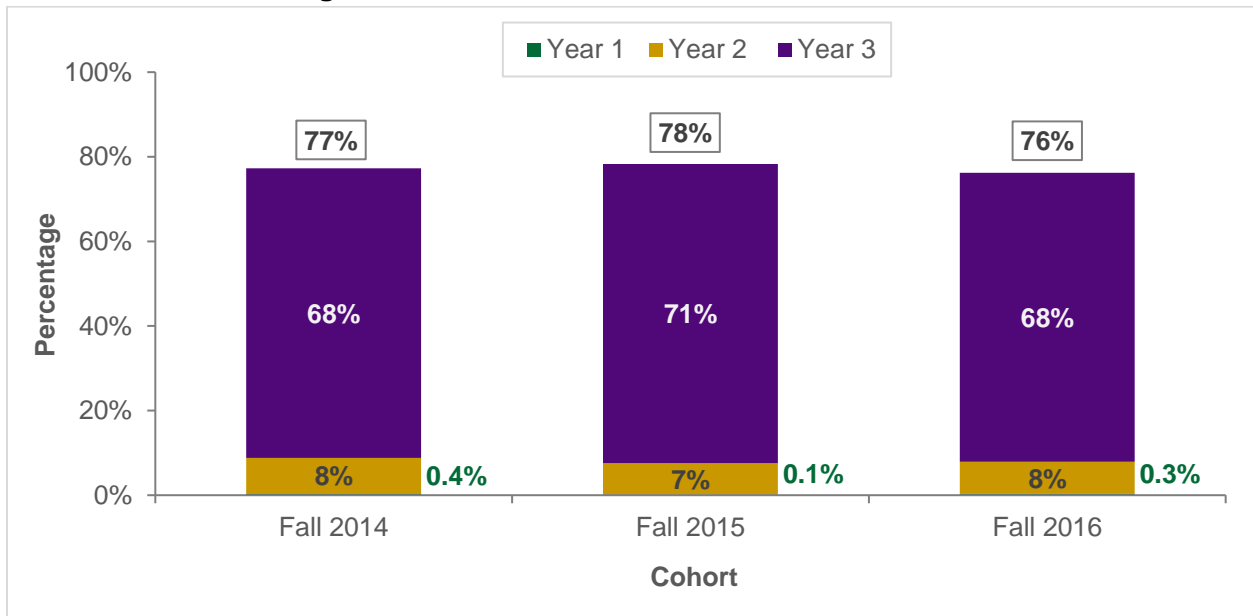
8. Transferring with More than 31 Credit Hours

Transferring with more than 31 credit hours is the percentage of first-time in college, associate degree placed students who transferred from NOVA to a four-year institution within three years of initial enrollment at NOVA who transferred with more than 31 credit hours.

Figure 7, below, presents data on students who transferred from NOVA to four-year institutions with more than 31 credit hours. The cohorts include first-time in college (FTIC) students placed in A.A. or A.S. degree programs at NOVA who transferred to a four-year institution within three years of their initial enrollment at NOVA.

- Of the FTIC students from the Fall 2014 through Fall 2016 cohorts who were placed in an A.A. or A.S. program and transferred to a four-year institution within three years at NOVA, between 76 and 78 percent transferred with more than 31 credits.
- Among these cohorts, the majority of FTIC associate degree placed students who transferred to a four-year institution did so during their third year of enrollment.

Figure 7. Students who Transferred with More than 31 Credit Hours by Transfer Year: Fall 2014 through Fall 2016 Cohorts of First-Time in College, Associate Degree Placed Students Who Transferred within Three Years



Note: Transfer may be at any point during the indicated year (first, second, or third year at NOVA). Associate Degree Placed refers to students enrolled in A.A. or A.S. programs at NOVA and who transferred to four-year institutions within three years of initial enrollment.

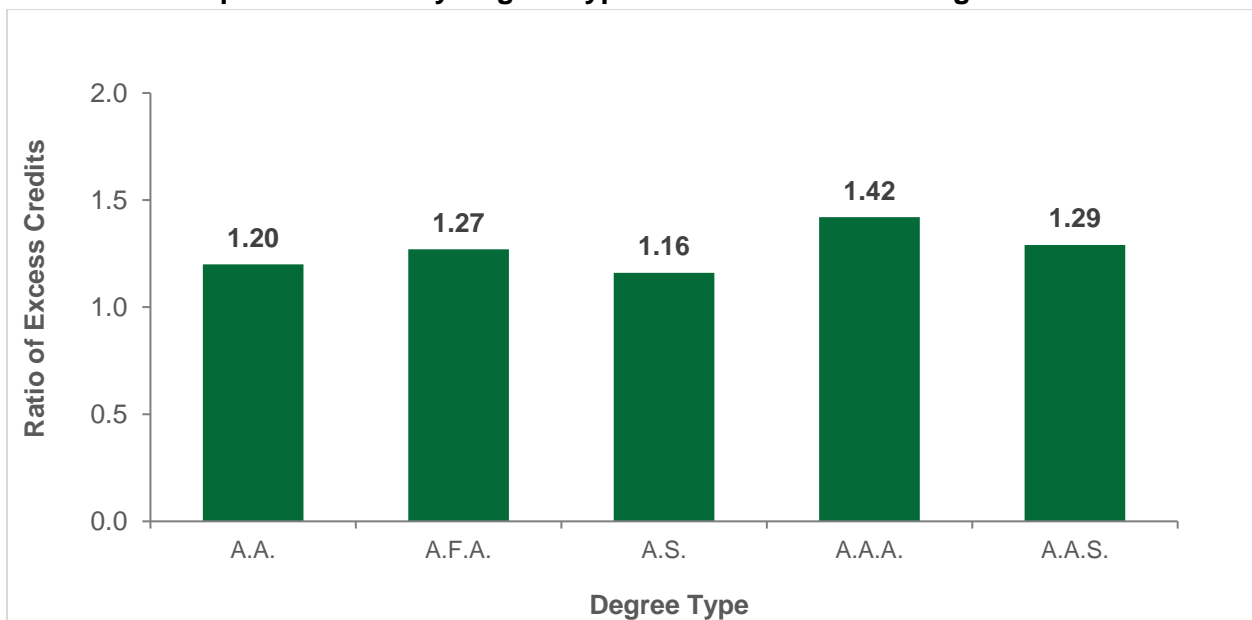
9. Ratio of Average Total Earned Credits at Graduation to Average Total Required Credits for Graduation (Excess Credits)

Excess credits are the ratio of average earned credits at graduation to total required credits for graduation by degree program.

Figure 8, below, provides the ratio of average earned credits at graduation to average total required credits by degree type, which is also referred to as excess credits.

- On average, graduates from A.A.A. programs earned 42 percent more credits than the average required number of credits for their program, which was the largest ratio of excess credits (1.42).
- On average, graduates from A.S. programs earned 16 percent more credits than the average required number of credits for their program, which was the smallest ratio of excess credits (1.16).

Figure 8. Ratio of Average Total Credits Earned at Graduation to Average Total Required Credits by Degree Type: 2018-19 Associate Degree Graduates

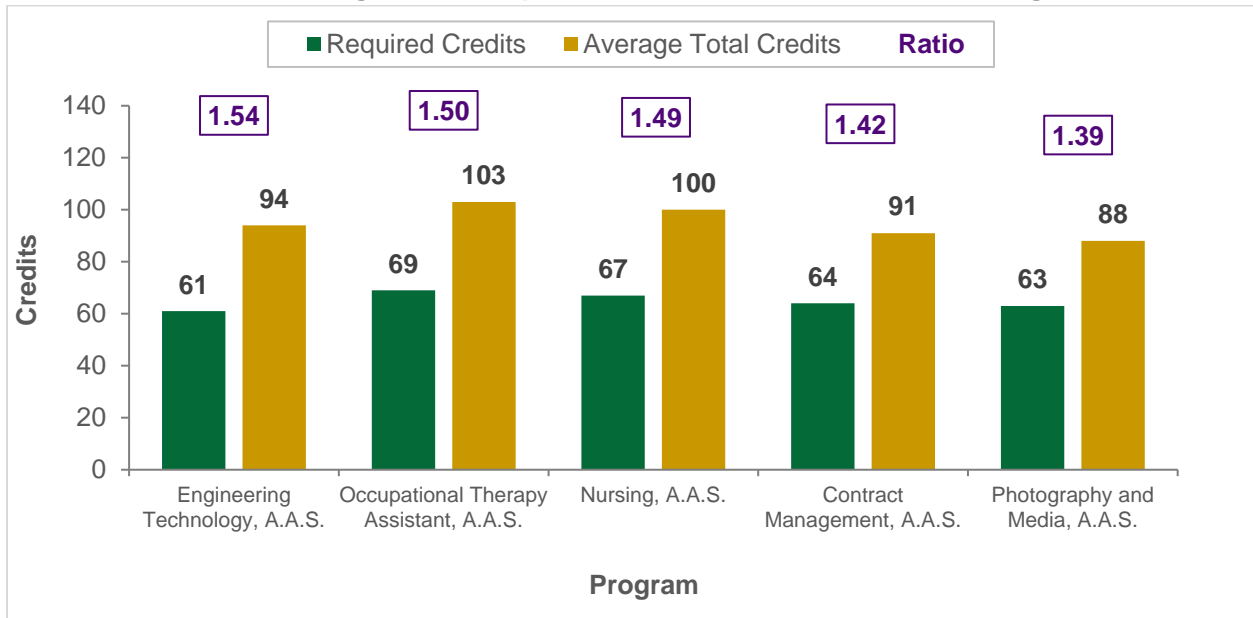


Notes: The total credits required for graduation are for students' respective graduation year catalog. However, students are held to the requirements of the catalog that was in effect at the time of admission to their degree program. Given that any changes in the required credits are usually minor, any major shifts in the required credits are unlikely. All graduates in degree specialization are included under the parent degree program. Listed total credits required are for the parent degree program. Some specializations may have slightly different credit requirements.

Figure 9, below, provides the top five programs by highest ratio of average total earned credits at graduation to average total required credits for graduation.

- Graduates from these five programs earned between 39 and 54 percent more credits than the required number of credits for their program, the highest of all NOVA associate degree programs in 2018-19: Photography and Media, A.A.S. (1.39), Contract Management, A.A.S. (1.42), Nursing, A.A.S. (1.49), Occupational Therapy Assistant, A.A.S. (1.50), and Engineering Technology, A.A.S. (1.54).

Figure 9. Top 5 Programs with Excess Credits at Graduation by Ratio of Average Total Credits Earned to Average Total Required Credits: 2018-19 Associate Degree Graduates



Notes: The total credits required for graduation are for students' respective graduation year catalog. However, students are held to the requirements of the catalog that was in effect at the time of admission to their degree program. Given that any changes in the required credits are usually minor, any major shifts in the required credits are unlikely. All graduates in degree specialization are included under the parent degree program. Listed total credits required are for the parent degree program. Some specializations may have slightly different credit requirements.

Appendix: Data Tables

**Table 1. Six-Year Bachelor's Degree Completion Rate: Fall 2011 through Fall 2013
First-Time in College, Transfer Degree Placed Cohorts**

Cohort	A.A. Degree Placed			A.S. Degree Placed			Total		
	N	Bachelor's Degree within 6 Years		N	Bachelor's Degree within 6 Years		N	Bachelor's Degree within 6 Years	
		#	%		#	%		#	%
Fall 2011	944	199	21.1	4,196	859	20.5	5,140	1,058	20.6
Fall 2012	949	192	20.2	4,626	988	21.4	5,575	1,180	21.2
Fall 2013	917	214	23.3	5,485	1,233	22.5	6,402	1,447	22.6

Note: Transfer Degree Placed refers to students enrolled in Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs at NOVA.

**Table 2. Three-Year Graduation Rate from NOVA: Fall 2013 through Fall 2016
First-Time in College, Non-Transfer Degree Placed Cohorts**

Cohort	A.A.A.			A.A.S.			Certificate/CSC			Total		
	N	3-Year Completion Rate		N	3-Year Completion Rate		N	3-Year Completion Rate		N	3-Year Completion Rate	
		#	%		#	%		#	%		#	%
Fall 2013	39	1	2.6	1,045	146	14.0	282	29	10.3	1,366	176	12.9
Fall 2014	24	2	8.3	918	107	11.7	237	27	11.4	1,179	136	11.5
Fall 2015	36	2	5.6	838	95	11.3	153	24	15.7	1,027	121	11.8
Fall 2016	44	3	6.8	683	87	12.7	134	21	15.7	861	111	12.9

Note: Non-Transfer Degree Placed refers to students enrolled in Applied Associate of Arts (A.A.A.), Applied Associate of Science (A.A.S.), Certificate, or Career Studies Certificate (CSC) programs at NOVA.

**Table 3. Gateway Math Completion: Fall 2015 through Fall 2017
First-Time in College, Associate Degree Placed Cohorts**

Cohort	Total (N)	Completed Gateway Math in First Year	
		#	%
Fall 2015	7,594	1,486	19.6
Fall 2016	7,195	1,446	20.1
Fall 2017	6,811	1,366	20.1

Notes: The gateway math courses are Math 151 (*Mathematics for the Liberal Arts I*) or Math 163 (*Pre-Calculus I*). Associate Degree Placed refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.). Successful completion within one year of initial enrollment. Success is a grade of C or better.

**Table 4. Gateway English Completion: Fall 2015 through Fall 2017
First-Time in College, Associate Degree Placed Cohorts**

Cohort	Total (N)	Completed Gateway English in First Year	
		#	%
Fall 2015	7,594	4,523	59.6
Fall 2016	7,195	4,465	62.1
Fall 2017	6,811	4,100	60.2

Notes: The gateway English course is English 111 (*College Composition I*). Associate Degree Placed refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.). Successful completion within one year of initial enrollment. Success is a grade of C or better.

**Table 5. Gateway Math and Gateway English Completion: Fall 2015 through Fall 2017
First-Time in College, Associate Degree Placed Cohorts**

Cohort	Total (N)	Completed Gateway Math and Gateway English	
		#	%
Fall 2015	7,594	1,284	16.9
Fall 2016	7,195	1,253	17.4
Fall 2017	6,811	1,154	16.9

Notes: The gateway math courses are Math 151 (*Mathematics for the Liberal Arts I*) or Math 163 (*Pre-Calculus I*), and the gateway English course is English 111 (*College Composition I*). Associate Degree Placed refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.). Successful completion within one year of initial enrollment. Success is a grade of C or better.

**Table 6. Nine or More Core Credits Completed within First Year of Enrollment:
Fall 2016 through Fall 2018 First-Time in College, Program Placed Cohorts**

Cohort	Total (N)	Completed 9 or More Credits in First Year	
		#	%
Fall 2016	8,400	3,633	43.3
Fall 2017	8,141	3,497	43.0
Fall 2018	7,912	3,637	46.0

Note: Core Courses are courses that are required to earn a particular degree or certificate, excluding electives.

**Table 7. Fall-to-Spring Retention Rate: Fall 2015 through Fall 2018
First-Time in College, Program Placed Cohorts**

Cohort	Total (N)	Returned in Spring	
		#	%
Fall 2015	7,634	6,262	82.0
Fall 2016	7,230	5,888	81.4
Fall 2017	6,853	5,504	80.3
Fall 2018	6,744	5,460	81.0

Note: In this case, Program Placed refers to students who were enrolled in an associate degree (A.A./A.S./A.A.A./A.A.S./A.F.A.) or certificate program but excludes students enrolled in career studies certificate (CSC) programs.

**Table 8. Fall-to-Fall Retention Rate: Fall 2015 through Fall 2018
First-Time in College, Program Placed Cohorts**

Cohort	Program Placed Students (N)	Returned in Fall	
		#	%
Fall 2015	7,634	4,822	63.2
Fall 2016	7,230	4,709	65.1
Fall 2017	6,853	4,423	64.5
Fall 2018	6,744	4,248	63.0

Note: In this case, Program Placed refers to students who were enrolled in an associate degree (A.A./A.S./A.A.A./A.A.S./A.F.A.) or certificate program but excludes students enrolled in career studies certificate (CSC) programs.

**Table 9. Students who Transferred with More than 31 Credit Hours by Transfer Year:
Fall 2014 through Fall 2016 Cohorts of First-Time in College,
Associate Degree Placed Students Who Transferred within Three Years**

Cohort	Total (N)	Transferred with More than 31 Credit Hours							
		Year 1		Year 2		Year 3		Total Within 3 Years	
		#	%	#	%	#	%	#	%
Fall 2014	1,506	6	0.4	126	8.4	1,031	68.5	1,163	77.2
Fall 2015	1,484	2	0.1	111	7.5	1,049	70.7	1,162	78.3
Fall 2016	1,535	5	0.3	116	7.6	1,048	68.3	1,169	76.2

Note: Transfer may be at any point during the indicated year (first, second, or third year at NOVA). Associate Degree Placed refers to students enrolled in A.A. or A.S. programs at NOVA and who transferred to four-year institutions within three years of initial enrollment.

Table 10. Ratio of Average Total Credits Earned at Graduation to Average Total Required Credits by Degree Type: 2016-17 through 2018-19 Associate Degree Graduates

Degree Type	2016-17 Graduates			2017-18 Graduates			2018-19 Graduates		
	Average Required Credits	Average Total Credits	Ratio	Average Required Credits	Average Total Credits	Ratio	Average Required Credits	Average Total Credits	Ratio
A.A.	60	72	1.20	60	72	1.20	60	72	1.20
A.F.A.	--	--	--	--	--	--	62	79	1.27
A.S.	61	72	1.18	61	72	1.18	61	71	1.16
A.A.A.	65	81	1.25	62	81	1.31	65	92	1.42
A.A.S.	67	87	1.30	67	86	1.28	66	85	1.29

Notes: The total credits required for graduation are for students' respective graduation year catalog. However, students are held to the requirements of the catalog that was in effect at the time of admission to their degree program. Given that any changes in the required credits are usually minor, any major shifts in the required credits are unlikely. All graduates in degree specialization are included under the parent degree program. Listed total credits required are for the parent degree program. Some specializations may have slightly different credit requirements.

Table 11. Ratio of Average Total Credits Earned at Graduation to Average Total Required Credits by Program: 2016-17 through 2018-19 Associate Degree Graduates

Program Name	Degree Type	Required Credits	2016-17 Graduates		2017-18 Graduates		2018-19 Graduates	
			Average Total Credits	Ratio of Average to Required	Average Total Credits	Ratio of Average to Required	Average Total Credits	Ratio of Average to Required
Accounting	A.A.S.	64-66	88	1.34	80	1.21	86	1.35
Administration of Justice	A.A.S.	66	81	1.23	85	1.29	78	1.18
Air Conditioning & Refrigeration	A.A.S.	67	86	1.28	80	1.20	82	1.22
ASL to English Interpretation	A.A.S.	65	90	1.38	91	1.39	85	1.30
Architecture Technology	A.A.S.	67-71	87	1.24	86	1.22	87	1.29
Automotive Technology	A.A.S.	66-67	79	1.18	77	1.17	78	1.19
Biotechnology	A.A.S.	64-65	77	1.19	90	1.41	74	1.15
Business Administration	A.S.	61-62	70	1.13	70	1.13	69	1.14
Business Management	A.A.S.	66	87	1.31	85	1.29	86	1.30
Computer Science	A.S.	60-63	78	1.30	77	1.22	77	1.26

Program Name	Degree Type	Required Credits	2016-17 Graduates		2017-18 Graduates		2018-19 Graduates	
			Average Total Credits	Ratio of Average to Required	Average Total Credits	Ratio of Average to Required	Average Total Credits	Ratio of Average to Required
Construction Management Tech.	A.A.S.	68-71	80	1.12	84	1.19	84	1.23
Contract Management	A.A.S.	64-69	93	1.35	84	1.30	91	1.42
Cybersecurity	A.A.S.	65-66	90	1.36	81	1.25	82	1.26
Dental Hygiene	A.A.S.	72	94	1.31	89	1.24	92	1.27
Diagnostic Medical Sonography	A.A.S.	68-70	77	1.14	92	1.32	91	1.31
Early Childhood Development	A.A.S.	62-67	80	1.19	78	1.20	81	1.30
Emergency Medical Services	A.A.S.	67	94	1.40	83	1.24	82	1.23
Engineering	A.S.	64-67	84	1.25	83	1.24	84	1.31
Engineering Technology	A.A.S.	61-68	81	1.19	80	1.18	94	1.54
Fine Arts	A.A.	60	78	1.29	76	1.27	--	--
	A.A.A.	61-65	83	1.28	80	1.30	--	--
Fire Science Technology	A.A.S.	67	84	1.25	81	1.21	70	1.04
General Studies	A.S.	60	69	1.15	69	1.16	68	1.13
Graphic Design*	A.A.S.	64-67	93	1.38	84	1.32	81	1.27
Health Information Management	A.A.S.	72	106	1.48	100	1.38	82	1.14
Horticulture Technology	A.A.S.	63-67	103	1.54	78	1.24	71	1.12
Hospitality Management	A.A.S.	62-65	81	1.24	78	1.26	73	1.17
Information Systems Technology	A.A.S.	65-67	82	1.22	84	1.29	77	1.19
Information Technology	A.S.	61-62	74	1.20	74	1.21	72	1.18
Interior Design	A.A.S.	64-65	88	1.36	84	1.31	74	1.15
Liberal Arts	A.A.	60	71	1.19	71	1.18	72	1.20
Marketing	A.A.S.	61	77	1.26	79	1.30	73	1.20
Medical Laboratory Technology	A.A.S.	69-70	94	1.36	77	1.10	95	1.35
Music	A.A.	60	84	1.39	87	1.45	77	1.28
	A.A.A.	65	78	1.19	84	1.29	77	1.18
Nursing	A.A.S.	67-69	99	1.44	101	1.46	100	1.49
Occupational Therapy Assistant	A.A.S.	69-70	90	1.29	84	1.20	103	1.50
Paralegal Studies	A.A.S.	63-65	73	1.13	88	1.39	72	1.14
Photography and Media	A.A.S.	63-65	79	1.22	71	1.13	88	1.39
Physical Therapist Assistant	A.A.S.	69	83	1.20	90	1.30	81	1.17
Radiography	A.A.S.	70	92	1.31	89	1.27	93	1.32
Respiratory Therapy	A.A.S.	71	91	1.28	97	1.36	95	1.34
Science	A.S.	60	77	1.29	77	1.28	75	1.26
Social Sciences	A.S.	60-61	71	1.17	71	1.16	69	1.16
Veterinary Technology	A.A.S.	68	78	1.15	76	1.12	75	1.10
Visual Arts	A.F.A.	62	--	--	--	--	79	1.27

Notes: The total credits required for graduation are for students' respective graduation year catalog. However, students are held to the requirements of the catalog that was in effect at the time of admission to their degree program. Given that any changes in the required credits are usually minor, any major shifts in the required credits are unlikely. All graduates in degree specialization are included under the parent degree program. Listed total credits required are for the parent degree program. Some specializations may have slightly different credit requirements.

*Formerly Communication Design.

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**

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