

Student Achievement Criteria at NOVA: Campus Evaluation Report 2020 – Woodbridge Campus

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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.

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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 2020, NOVA further refined these measures.

In This Report

This campus-based report is a companion to the College-wide comprehensive evaluation report.¹ The College-wide comprehensive evaluation 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 the measures of 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 Woodbridge Campus to overall College-wide trends on each metric 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 2020*. Report 29-20. Office of Institutional Effectiveness and Student Success, Northern Virginia Community College.

² NOVA's Mission and Vision Statements: <https://www.nvcc.edu/about/mission/index.html>

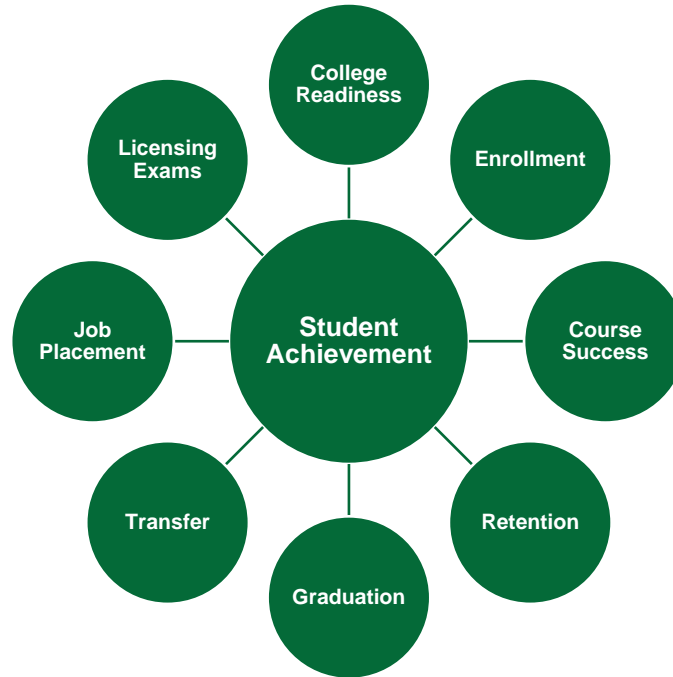
³ Ibid.

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 criteria 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 measures of each criteria are as follows:

- 1. College Readiness:** College readiness is measured as the percentage of first-time to NOVA students who were enrolled in a developmental course in their first term and subsequently enrolled in a college-level course within two years of initial enrollment.
- 2. Enrollment:** Enrollment is measured in two ways: 1) the headcount of students enrolled in the fall semester; and 2) the unduplicated headcount of students enrolled at any time during the entire 12-month academic year (i.e., summer, fall, and spring semesters).
- 3. Course Success:** Course success is measured in two ways: 1) the overall course success rate; and 2) the success rate in five college-level gatekeeper courses: ACC 211, BIO 101, ENG 111, MTH 154, and MTH 161. Students are considered successful if they earn a grade of 'A', 'B', 'C', 'P', or 'S'.
- 4. Retention:** Retention is measured as: 1) the fall-to-spring retention, which is defined as the percentage of first-time in college, program placed students who enter in the fall and either re-enroll or successfully complete their program by the subsequent spring semester; and 2) the fall-to-fall retention rate, which is defined as 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.

5. **Graduation:** Graduation is measured as: 1) the total number of annual graduates; and 2) the graduation rate, which is defined as the percentage of first-time in college, full-time, program placed students who completed their program within 150 percent of normal time.
6. **Transfer:** Transfer is measured as: 1) the total number of annual transfers to four-year institutions (regardless of whether the student earned or did not earn a credential at NOVA prior to transferring); and 2) the transfer-out rate, which is defined as the percentage of first-time in college, full-time, program placed students who transferred out of NOVA to another two- or four-year institution within 150 percent of normal time to program completion and prior to earning a NOVA credential.
7. **Job Placement:** Job placement is measured as the percentage of graduates employed in the Commonwealth of Virginia within one year of graduation from NOVA.
8. **Licensing Exams:** The licensing exam pass rate is the percentage of graduates from programs with corresponding national or state licensing exams who pass the exam following graduation from NOVA.

Achievement Goals and Thresholds of Acceptability

For each criterion, NOVA sets a College-wide threshold of acceptability, as well as a College-wide 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 criterion.

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

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

⁵ *Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2020*. Report 29-20. Office of Institutional Effectiveness and Student Success, Northern Virginia Community College.

Key Findings

Criteria #1: College Readiness

Among the Fall 2017 first-time to NOVA cohort:

- ↑ Developmental English students from the Woodbridge Campus progressed to ENG 111 at a slightly higher rate than developmental English students at the College overall (86.3 versus 85.8 percent).
- ↑ Developmental math students from the Woodbridge Campus progressed to MTH 151 at a higher rate than developmental math students at the College overall (18.0 versus 16.5 percent).
- ↓ Developmental math students from the Woodbridge Campus progressed to MTH 163 at a slightly lower rate as developmental math students at the College overall (9.6 versus 10.3 percent).

Criteria #2: Enrollment

- From Fall 2015 to Fall 2019, fall headcount decreased by less than one percent at the Woodbridge Campus, which was consistent with College-wide enrollment decline.
- From 2014-15 to 2018-19, annual unduplicated headcount decreased by two percent at the Woodbridge Campus, compared to a four percent decrease College-wide.

Criteria #3: Course Success

Overall Course Success Rate

- ↓ In Fall 2019, the course success rate was slightly lower for courses taught at the Woodbridge Campus, compared to the success rate in all courses taught across the College (75.7 versus 76.3 percent).

Gatekeeper Course Success Rate

For the Fall 2018 first-time to NOVA cohort:

- ↑ ACC 211: **higher** than the College (70.1 versus 68.4 percent)
- ↓ BIO 101: **lower** than the College (70.9 versus 77.4 percent)
- ↓ ENG 111: **lower** than the College (72.8 versus 74.5 percent)
- ↓ MTH 154: **lower** than the College (62.3 versus 63.4 percent)
- ↑ MTH 161: **higher** than the College (66.3 versus 54.8 percent)

Key Findings (Cont'd)

Criteria #4: Retention

For the Fall 2018 cohort of first-time in college, program placed students:

- ↓ The fall-to-spring retention rate was lower at the Woodbridge Campus than the College overall (80.4 versus 81.5 percent).
- ↓ The fall-to-fall retention rate was lower at the Woodbridge Campus than the College overall (62.0 versus 64.5 percent).

Criteria #5: Graduation

- ↑ From 2014-15 to 2018-19, the annual number of graduates increased by four percent at the Woodbridge Campus, compared to a decrease of less than one percent at the College overall.
- ↑ For the Fall 2016 first-time in college, full-time, program placed cohort, students at the Woodbridge Campus had a higher graduation rate than the College-wide graduation rate (31.4 versus 27.4 percent).

Criteria #6: Transfer

- From 2014-15 to 2018-19, the annual number of transfers to four-year institutions increased by 10 percent at the Woodbridge Campus, however the increase overall at the College was much greater (32 percent).
- ↓ For the Fall 2016 first-time in college, full-time, program placed cohort, students at the Woodbridge Campus had a lower transfer-out rate than the College-wide transfer-out rate (13.9 versus 17.2 percent).

Criteria #7: Job Placement

- ↑ In 2017-18, graduates from the Woodbridge Campus had a higher job placement rate than the College-wide job placement rate (67.5 versus 66.2 percent).

Criteria #8: Licensing Exams

There are no degree or certificate programs offered at the Woodbridge 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. In Fall 2019, NOVA began measuring college readiness as the percentage of first-time to NOVA students enrolled in a developmental course during their first term who subsequently enrolled in a college-level course within two years of initial enrollment.

College Readiness at the Woodbridge Campus

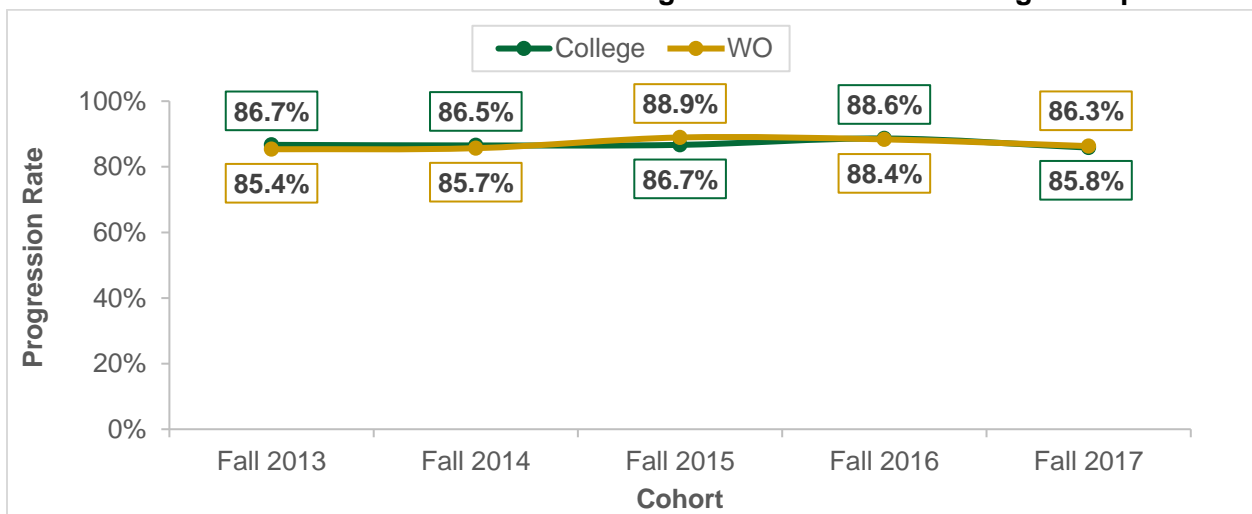
Progression to College-Level English (Figure 2)

College readiness in English is measured based on the rate of progression of developmental English students to ENG 111: *College Composition I*.

- **College-Wide Threshold of Acceptability:** For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental English to ENG 111 will be at least 86 percent.
- **College-Wide Achievement Goals:** For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental English to ENG 111 will be 88 percent.

Among the Fall 2017 first-time to NOVA cohort, students who took developmental English courses at the Woodbridge Campus progressed to college-level English at a slightly higher rate than developmental English students overall at the College (86.3 versus 85.8 percent). For this cohort, the Woodbridge Campus met the threshold of acceptability (at least 86 percent), but not the achievement goal (89 percent) for developmental students' progression to college-level English. The College met neither the threshold nor the achievement goal.

Figure 2. Developmental English Student Progression to ENG 111: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Woodbridge Campus



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

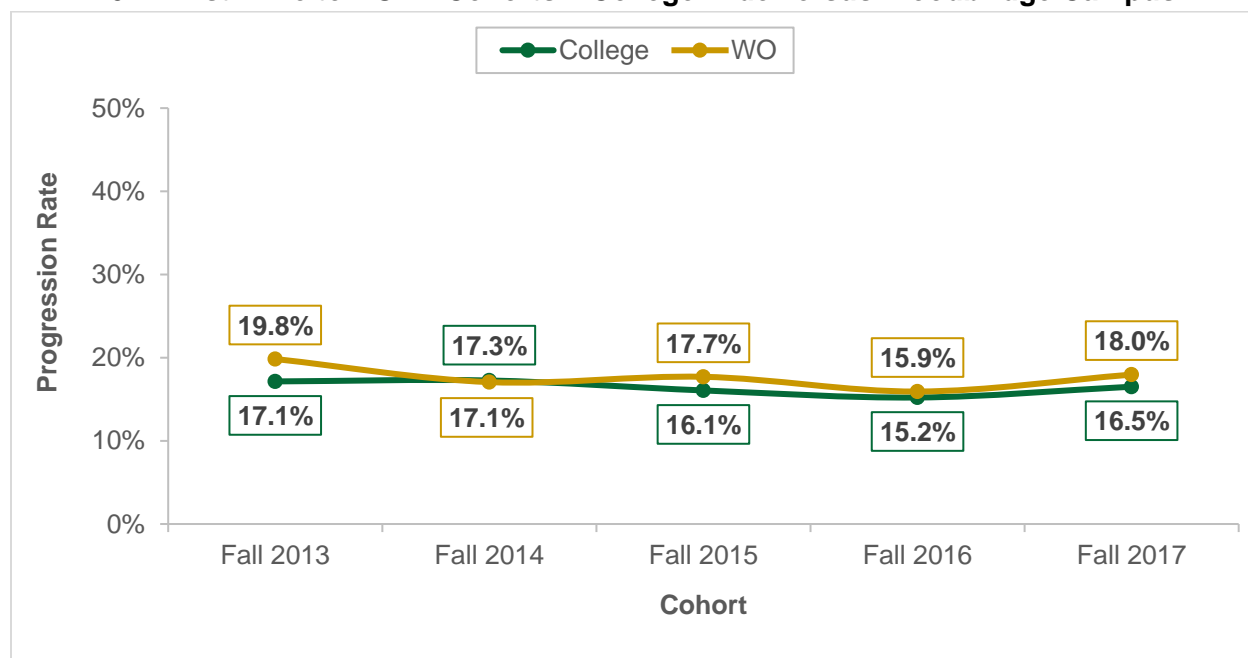
Progression to College-Level Math (Figures 3 and 4)

College readiness in math is measured based on the rate of progression of developmental math students to two separate college-level math courses: MTH 151: *Mathematics for the Liberal Arts I* and MTH 163: *Pre-Calculus I*.⁶

- **College-Wide Threshold of Acceptability:** For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental math to MTH 151 will be at least 15 percent, and the rate of progression from developmental math to MTH 163 will be at least 7 percent.
- **College-Wide Achievement Goals:** For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental math to MTH 151 will be 18 percent, and the rate of progression from developmental math to MTH 163 will be 10 percent.

MTH 151 (Figure 3): Among the Fall 2017 cohort, students who took developmental math at the Woodbridge Campus progressed to MTH 151 at a higher rate than developmental math students overall at the College (18.0 versus 16.5 percent). For this cohort, both the Woodbridge Campus and the College exceeded the threshold of acceptability (at least 15 percent). The Woodbridge Campus also met the achievement goal (18 percent), whereas the College did not.

Figure 3. Developmental Math Student Progression to MTH 151: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Woodbridge Campus

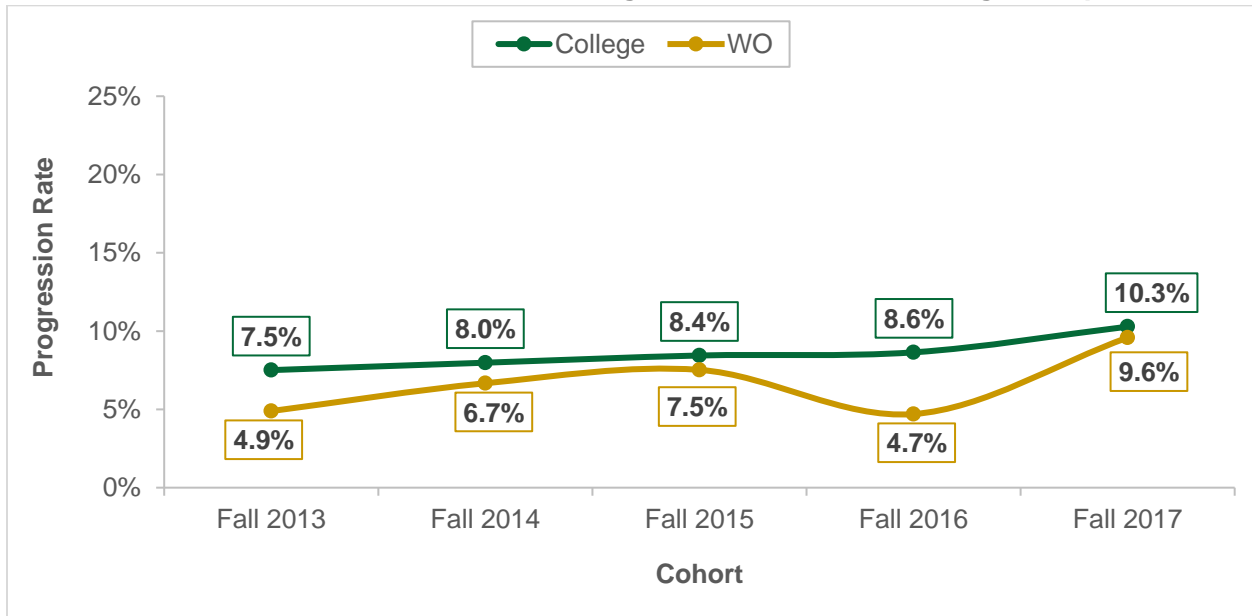


Notes: MTH 151 is *Mathematics for the Liberal Arts I*. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental math at the Woodbridge Campus during their first term of enrollment.

⁶ In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced by MTH 154: *Quantitative Reasoning*. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I*.

MTH 163 (Figure 4): Among the Fall 2017 cohort, students who took developmental math at the Woodbridge Campus progressed to MTH 163 at a lower rate than students overall at the College (9.6 versus 10.3 percent). For this cohort, both the Woodbridge Campus and the College exceeded the threshold of acceptability (at least 7 percent). The College overall also met the achievement goal (10 percent), whereas the Woodbridge Campus did not.

Figure 4. Developmental Math Student Progression MTH 163: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Woodbridge Campus



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

Criteria 2. Enrollment

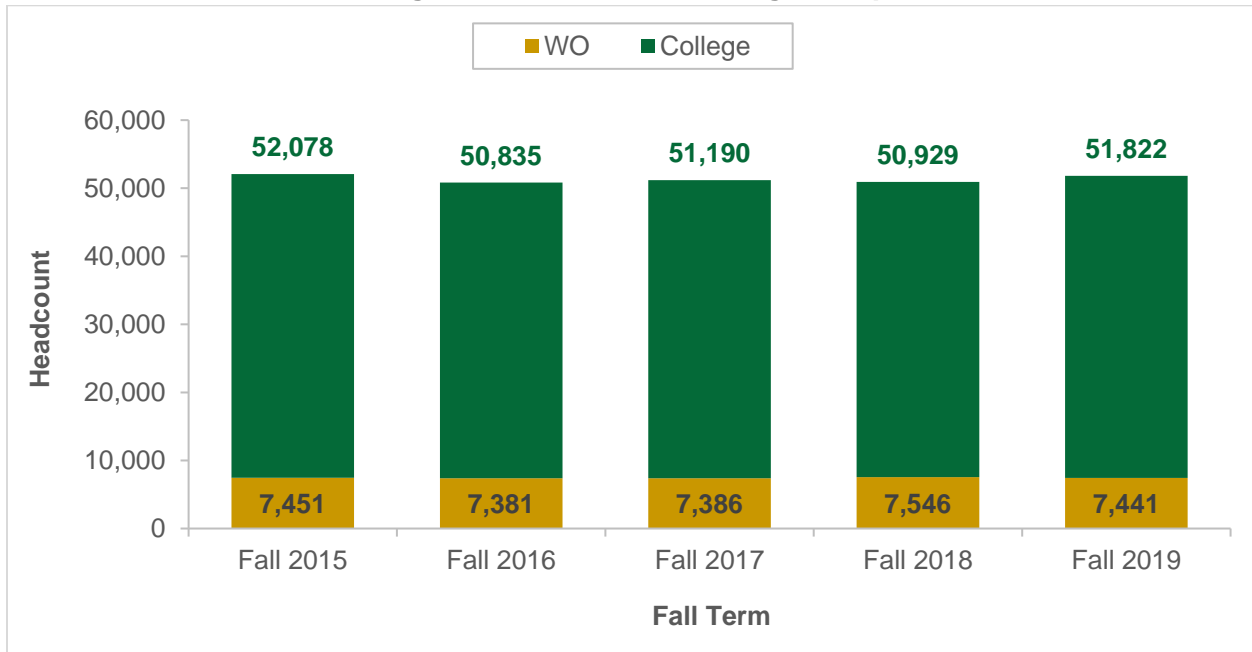
Enrollment is the headcount of students enrolled in credit courses; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers; and high school students taking college courses for credit. Enrollment is measured in two ways: 1) the headcount of students enrolled in the fall semester; and 2) the unduplicated headcount of students enrolled at any time during the entire 12-month academic year (i.e., summer, fall, and spring semesters).

- **College-Wide Threshold of Acceptability:** In Fall 2019, fall headcount will be at least 50,000. In 2018-19, annual unduplicated headcount will be at least 72,500.
- **College-Wide Achievement Goals:** In Fall 2019, fall headcount will be 52,000. In 2018-19, annual unduplicated headcount will be 75,000.

Enrollment at the Woodbridge Campus (Figures 5 and 6)

Fall Headcount (Figure 5): From Fall 2015 through Fall 2019 at the Woodbridge Campus, fall headcount decreased by less than one percent (from 7,451 to 7,441), consistent with College-wide declines in enrollment (also less than one percent). College-wide fall headcount exceeded the threshold of acceptability (50,000) but did not meet the achievement goal (52,000).

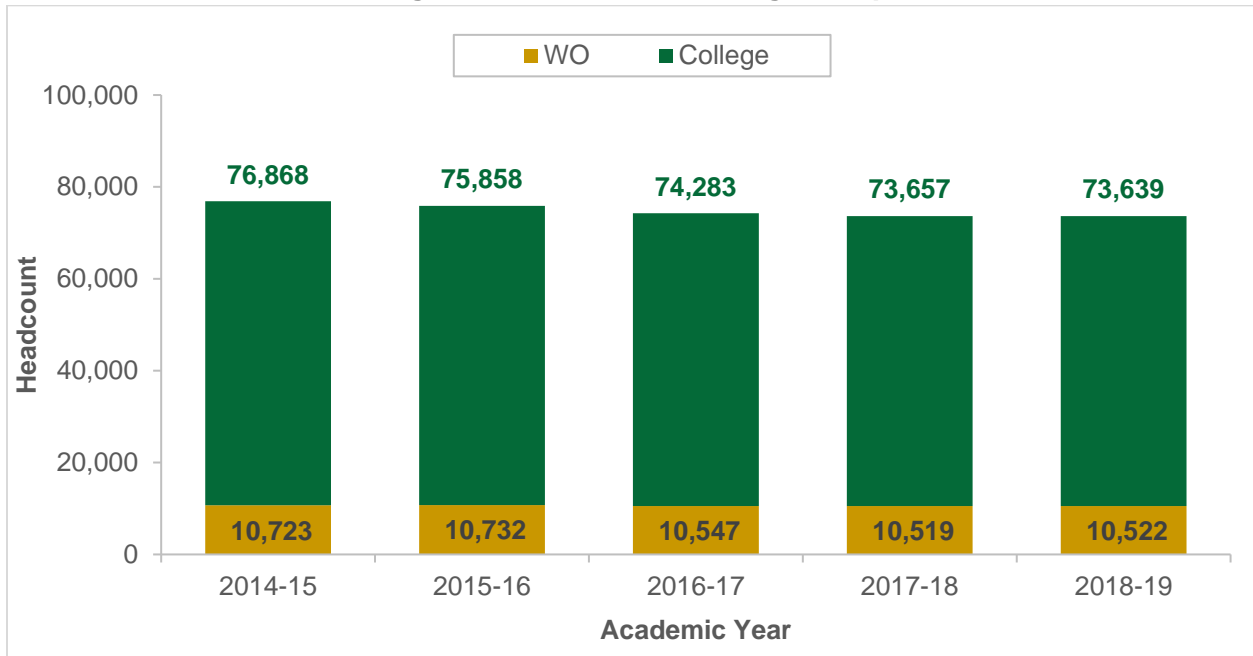
**Figure 5. Fall Headcount: Fall 2015 through Fall 2019 –
College-wide versus Woodbridge Campus**



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

Annual Unduplicated Headcount (Figure 6): From 2014-15 to 2018-19 at the Woodbridge Campus, annual unduplicated headcount decreased by two percent (from 10,723 to 10,522). Annual headcount across the College decreased by four percent during this time. College-wide annual unduplicated headcount exceeded the threshold of acceptability (72,500) but did not meet the achievement goal (75,000).

Figure 6. Annual Unduplicated Headcount: 2014-15 through 2018-19 – College-wide versus Woodbridge Campus



Notes: Campus data include students who listed the Woodbridge Campus as their home campus during the indicated academic year, 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 gatekeeper courses. The measures for course success were updated in Fall 2019. Course success at NOVA is measured in two ways: 1) the overall course success rate; and 2) the success rate in five college-level gatekeeper courses: ACC 211, BIO 101, ENG 111, MTH 154, and MTH 161.⁷ Students are considered successful if they earn a grade of 'A', 'B', 'C', 'P', or 'S'.

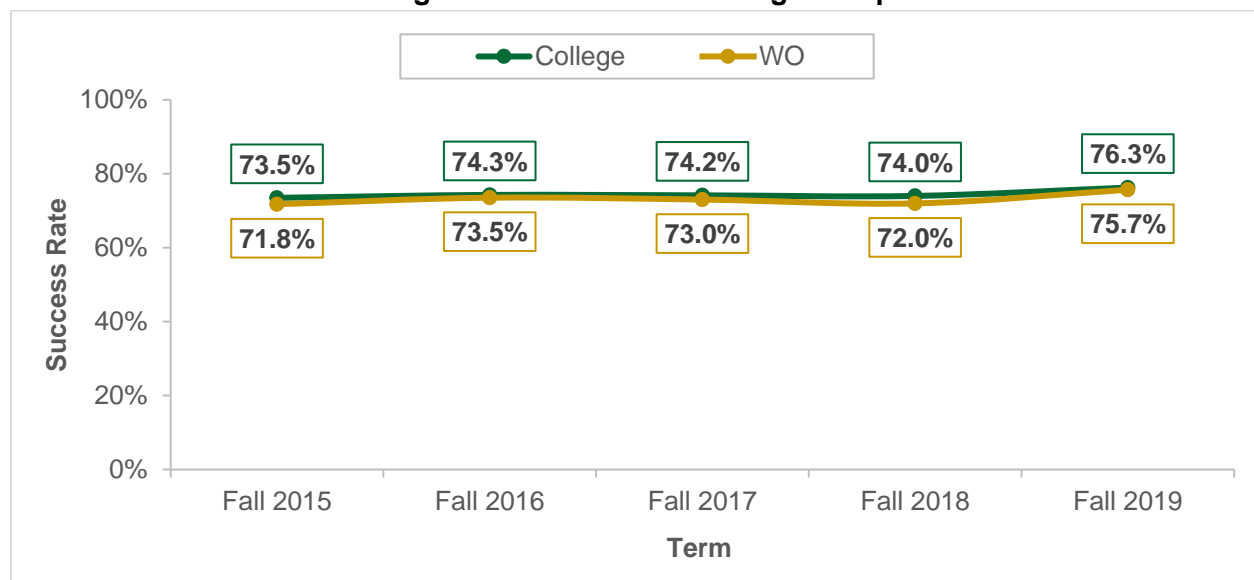
Course Success at the Woodbridge Campus

Overall Course Success (Figure 7)

- **College-Wide Threshold of Acceptability:** In Fall 2019, the overall course success rate will be at least 74 percent.
- **College-Wide Achievement Goals:** In Fall 2019, the overall course success rate will be 76 percent.

The overall course success rate was slightly lower for courses taught at the Woodbridge Campus compared to all courses at NOVA. In Fall 2019, the course success rate was 75.7 percent for Woodbridge Campus courses and 76.3 percent for all courses. At the Woodbridge Campus in Fall 2019, the course success rate exceeded the threshold of acceptability (at least 74 percent) but did not meet the achievement goal (76 percent). The College's course success rate exceeded the threshold of acceptability and met achievement goal.

Figure 7. Overall Course Success Rate: Fall 2015 through Fall 2019 – College-wide versus Woodbridge 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.

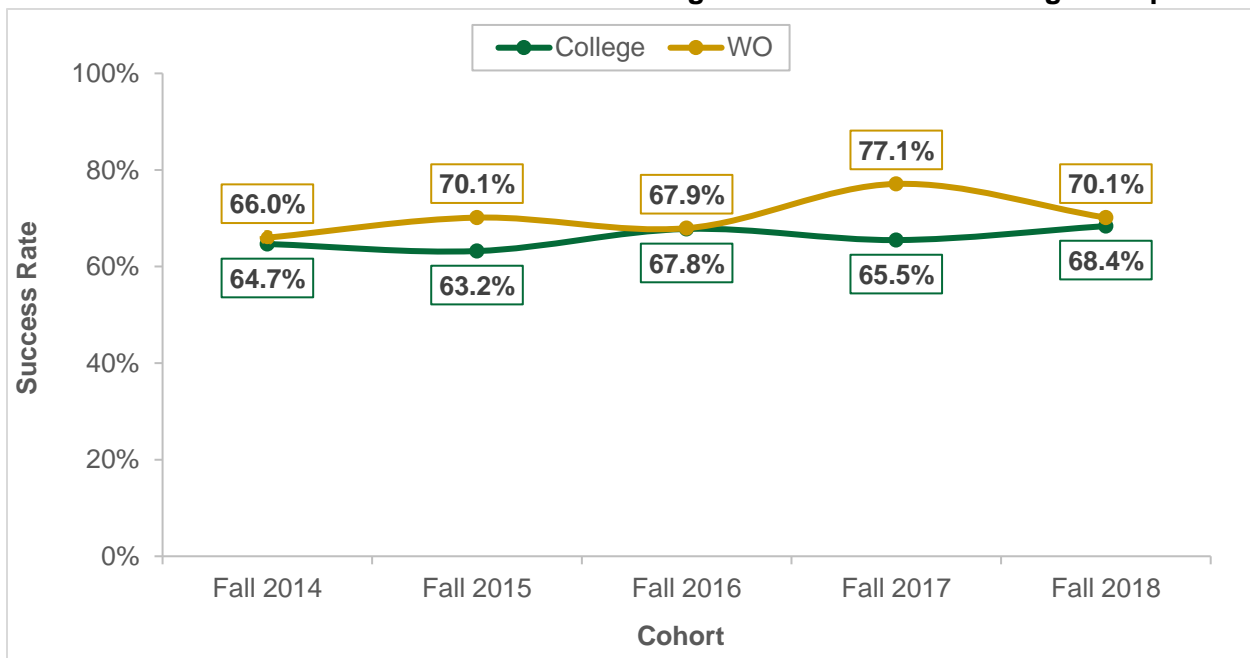
⁷ In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced with MTH 154: *Quantitative Reasoning*. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I*.

Gatekeeper Course Success (Figures 8 through 12)

- College-Wide Threshold of Acceptability:** For the Fall 2018 first-time to NOVA cohort, the success rates of students enrolled in gatekeeper courses will be at least 64 percent for ACC 211; 74 percent for BIO 101; 74 percent for ENG 111; 68 percent for MTH 154; and 56 percent for MTH 161.
- College-Wide Achievement Goals:** For the Fall 2018 first-time to NOVA cohort, the success rates of students enrolled in gatekeeper courses will be 66 percent for ACC 211; 80 percent for BIO 101; 78 percent for ENG 111; 72 percent for MTH 154; and 61 percent for MTH 161.

ACC 211 (Figure 8): Among the Fall 2018 first-time to NOVA cohort, the success rate was higher in ACC 211 courses taught at the Woodbridge Campus compared to all ACC 211 courses at NOVA (70.1 versus 68.4 percent). For this cohort, both the Woodbridge Campus and the College exceeded the threshold of acceptability (at least 64 percent) as well as the achievement goal (66 percent) for success in ACC 211.

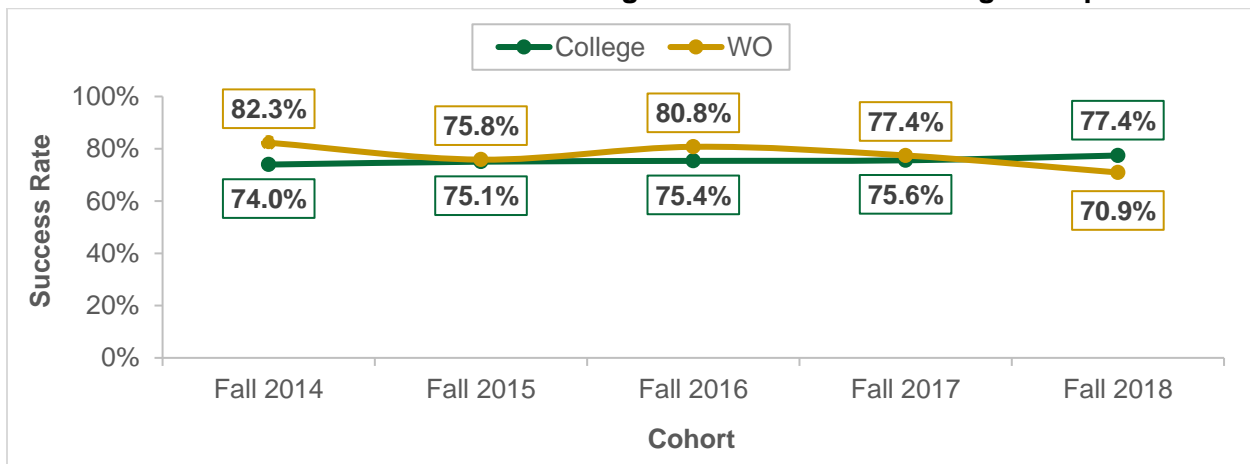
Figure 8. Success Rate in ACC 211: *Principles of Accounting I*: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Woodbridge Campus



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

BIO 101 (Figure 9): Among the Fall 2018 first-time to NOVA cohort, the success rate was lower in BIO 101 courses taught at the Woodbridge Campus compared to all BIO 101 courses at NOVA (70.9 versus 77.4 percent). For this cohort, the Woodbridge Campus met neither the threshold of acceptability (at least 74 percent) nor the achievement goal (80 percent). The College overall exceeded the threshold but did not meet the achievement goal.

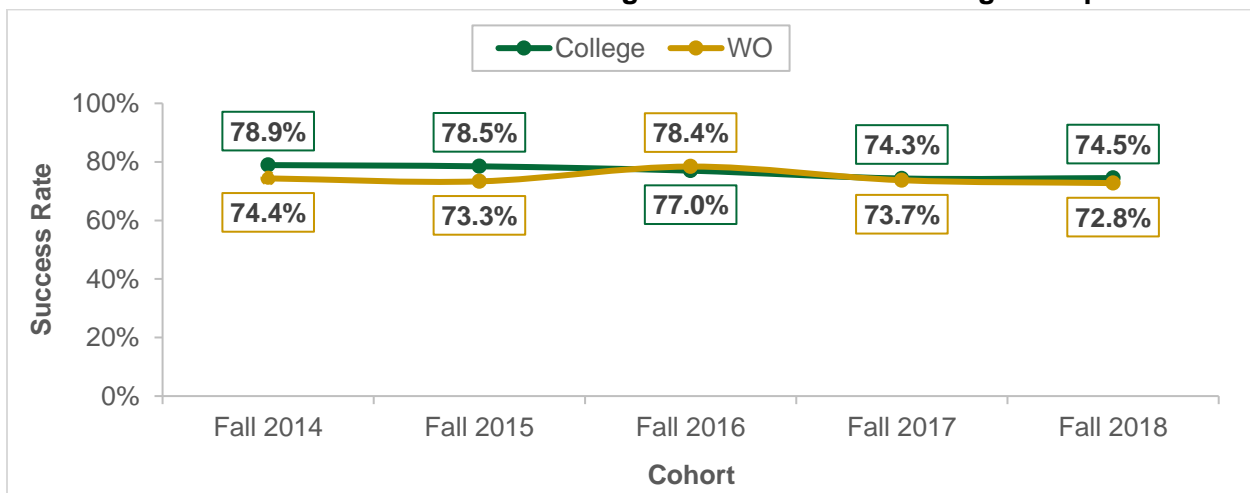
Figure 9. Success Rate in BIO 101: *General Biology I*: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Woodbridge Campus



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

ENG 111 (Figure 10): Among the Fall 2018 first-time to NOVA cohort, the success rate was lower in ENG 111 courses taught at the Woodbridge Campus compared to all ENG 111 courses at NOVA (72.8 versus 74.5 percent). For this cohort, the Woodbridge Campus met neither the threshold of acceptability (at least 74 percent) nor the achievement goal (78 percent). The College overall met the threshold but not the achievement goal.

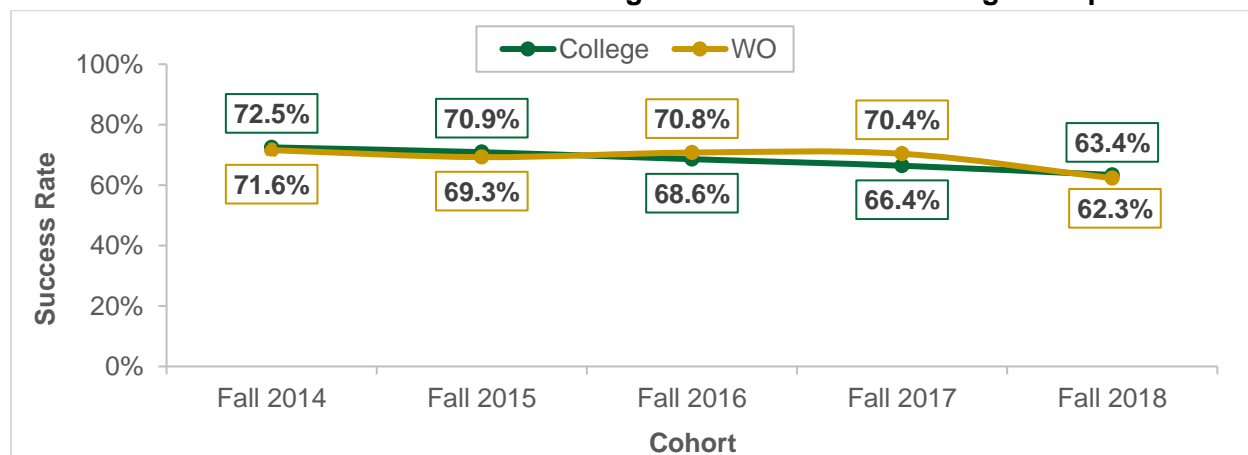
Figure 10. Success Rate in ENG 111: *College Composition I*: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Woodbridge Campus



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

MTH 151/MTH 154 (Figure 11): Among the Fall 2018 first-time to NOVA cohort, the success rate was lower in MTH 154 courses taught at the Woodbridge Campus compared to all MTH 154 courses at NOVA (62.3 versus 63.4 percent). For this cohort, neither the Woodbridge Campus nor the College met the threshold (at least 68 percent) or the achievement goal (72 percent).

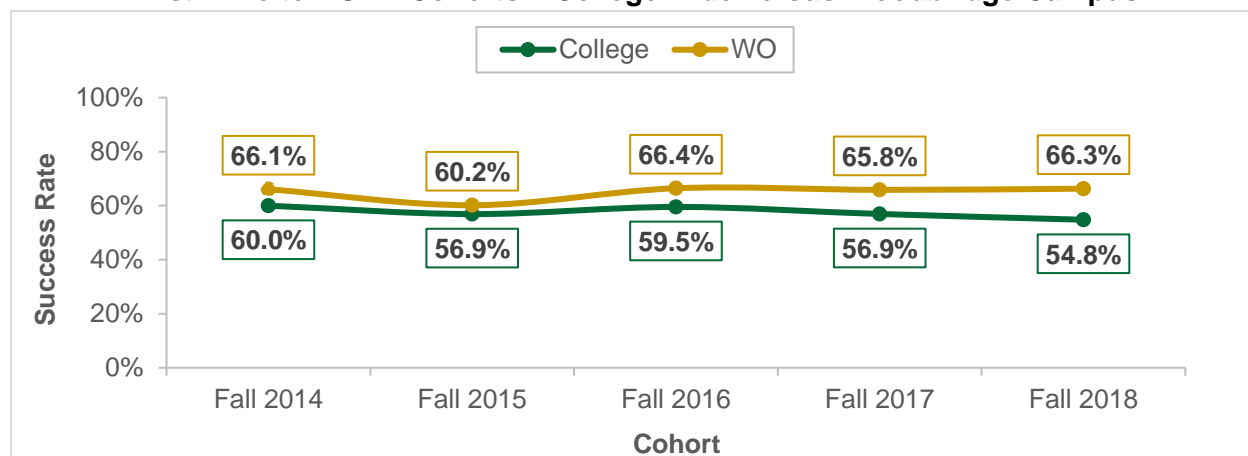
Figure 11. Success Rate in MTH 151: *Mathematics for the Liberal Arts I* and MTH 154: *Quantitative Reasoning: Fall 2014 through Fall 2018* First-Time to NOVA Cohorts – College-wide versus Woodbridge Campus



Notes: In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced by MTH 154: *Quantitative Reasoning*. Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in MTH 151/MTH 154 at the Woodbridge Campus, regardless of the students' home campus.

MTH 163/MTH 161 (Figure 12): Among the Fall 2018 first-time to NOVA cohort, the success rate was higher in MTH 161 courses taught at the Woodbridge Campus compared to all MTH 161 courses at NOVA (66.3 versus 54.8 percent). For this cohort, the Woodbridge Campus exceeded both the threshold (at least 56 percent) and the achievement goal (61 percent). The College overall met neither the threshold nor achievement goal.

Figure 12. Success Rate in MTH 163/MTH 161: *Pre-Calculus I: Fall 2014 through Fall 2018* First-Time to NOVA Cohorts – College-wide versus Woodbridge Campus



Notes: In Fall 2018, the math curriculum was redesigned. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I*. Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in MTH 163/MTH 161 at the Woodbridge Campus, regardless of the students' home campus.

Criteria 4. Retention

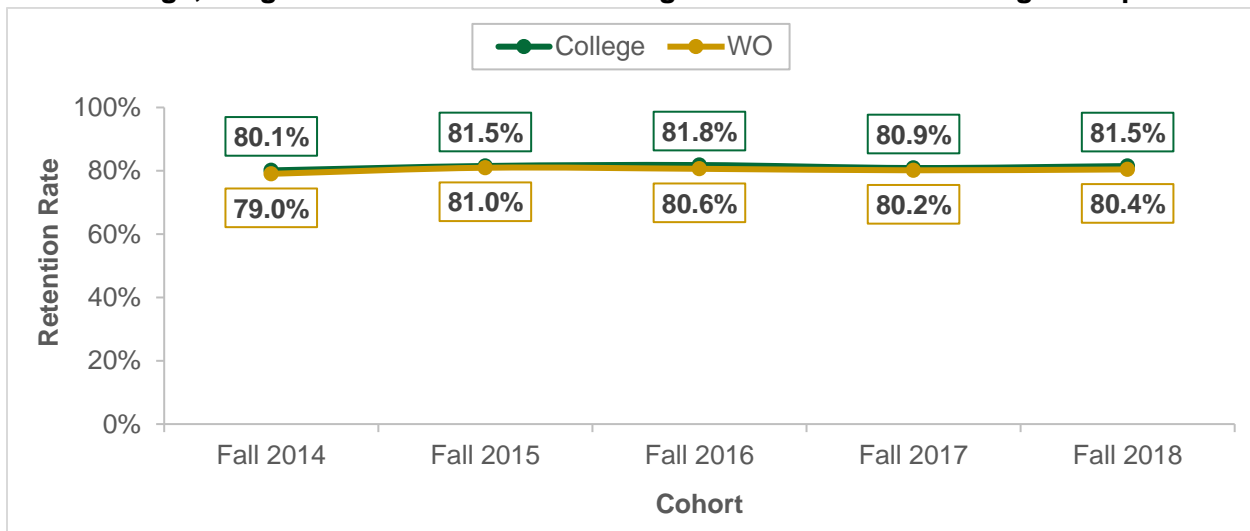
Retention is measured through two metrics: 1) the fall-to-spring retention rate is the percentage of first-time in college, program placed students who enter in the fall and either re-enroll or successfully complete their program by the subsequent spring semester; and 2) the fall-to-fall retention rate is the percentage of first-time in college, program placed students who enter in the fall and either re-enroll or successfully complete their program by the following fall semester.

- **College-Wide Threshold of Acceptability:** For the Fall 2018 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be at least 79 percent and the fall-to-fall retention rate will be at least 65 percent.
- **College-Wide Achievement Goals:** For the Fall 2018 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be 82 percent and the fall-to-fall retention rate will be 67 percent.

Retention at the Woodbridge Campus (Figures 13 and 14)

Fall-to-Spring Retention (Figure 13): For the Fall 2018 first-time in college, program placed cohort, Woodbridge Campus students had a slightly lower fall-to-spring retention rate than students overall at the College (80.4 versus 81.5 percent). For this cohort, both the Woodbridge Campus and the College exceeded the threshold of acceptability (at least 79 percent). Neither the Woodbridge Campus nor the College met the achievement goal (82 percent).

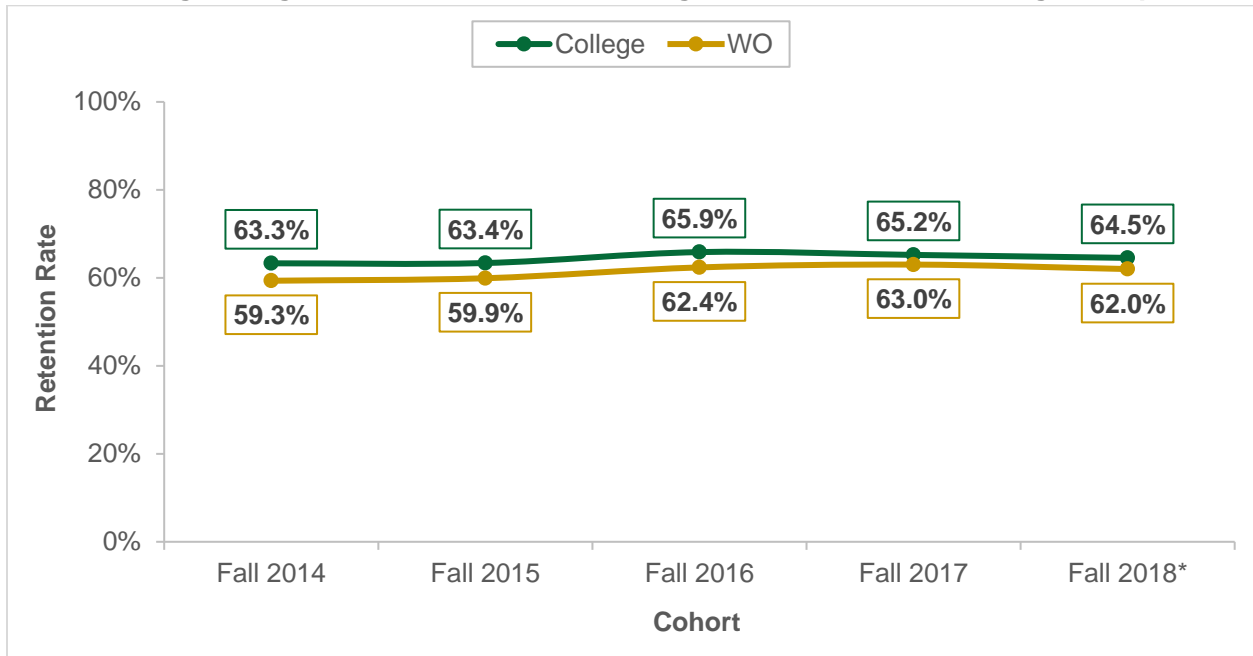
Figure 13. Fall-to-Spring Retention Rate: Fall 2014 through Fall 2018 First-Time in College, Program Placed Cohorts – College-wide versus Woodbridge Campus



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 students who selected the Woodbridge Campus as their home campus, regardless of the campus(es) at which they took courses. Students may have re-enrolled at a different campus.

Fall-to-Fall Retention (Figure 14): For the Fall 2018 first-time in college, program placed cohort, Woodbridge Campus students had a lower fall-to-fall retention rate than students at the College overall (62.0 versus 64.5 percent). For this cohort, neither the Woodbridge Campus or the College met the threshold of acceptability (at least 65 percent) or the achievement goal (67 percent) for fall-to-fall retention.

Figure 14. Fall-to-Fall Retention Rate: Fall 2014 through Fall 2018 First-Time in College, Program Placed Cohorts – College-wide versus Woodbridge 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 students who selected the Woodbridge Campus as their home campus, regardless of the campus(es) at which they took courses. Students may have re-enrolled at a different campus.

*Data for the Fall 2018 cohort are preliminary due to delayed award completions at the time of publication.

Criteria 5. Graduation

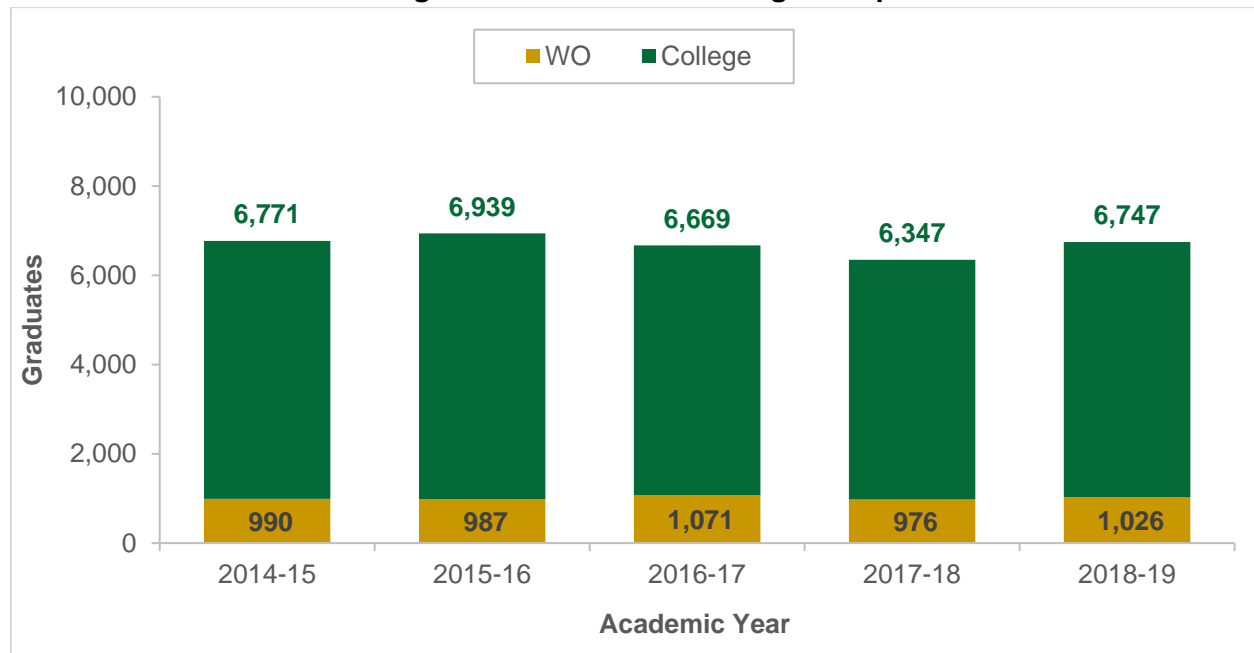
Completion of an academic program is a key goal for students of any institution of higher education. Graduation is measured in two ways: 1) the total number of annual graduates; and 2) the graduation rate, which is defined as the percentage of first-time in college, full-time, program placed students who completed their program within 150 percent of normal time.

- **College-Wide Threshold of Acceptability:** In 2018-19, the total number of annual graduates will be at least 6,560. For the Fall 2016 cohort of first-time in college, full-time, program placed students, the graduation rate will be at least 25 percent.
- **College-Wide Achievement Goals:** In 2018-19, the total number of annual graduates will be 6,750. For the Fall 2016 cohort of first-time in college, full-time, program placed students, the graduation rate will be 28 percent.

Graduation at the Woodbridge Campus (Figures 15 and 16)

Annual Number of Graduates (Figure 15): From 2014-15 to 2018-19 at the Woodbridge Campus, the annual number of graduates increased by four percent (from 990 to 1,026). In contrast, the College-wide annual number of graduates declined by less than one percent during that period. In 2018-19, the College overall met the threshold of acceptability (6,560) but fell just three graduates short of the achievement goal (6,750).

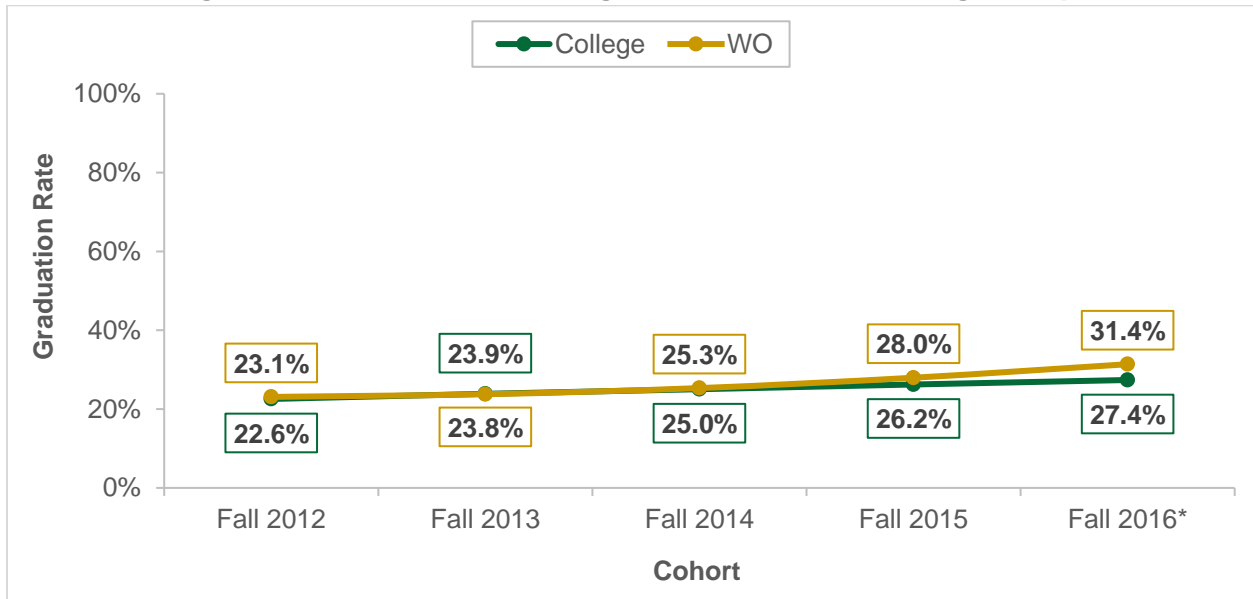
Figure 15. Annual Number of Graduates: 2014-15 through 2018-19 – College-wide versus Woodbridge Campus



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

Graduation Rate (Figure 16): For the Fall 2016 cohort of first-time in college, full-time, program placed students, the Woodbridge Campus had a higher graduation rate than students overall at the College (31.4 versus 27.4 percent). For this cohort, the Woodbridge Campus exceeded both the threshold of acceptability (at least 25 percent) and the achievement goal (28 percent) for graduation rate. The College exceeded the threshold but did not meet the achievement goal.

Figure 16. Graduation Rate: Fall 2012 through Fall 2016 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Woodbridge Campus



Notes: Data include first-time in college, full-time, program placed students who graduated within 150 percent of normal time to program completion, including summer. Campus data include students who selected the Woodbridge Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took courses.

*Data for the Fall 2016 cohort are preliminary due to delayed award completions at the time of publication.

Criteria 6. Transfer

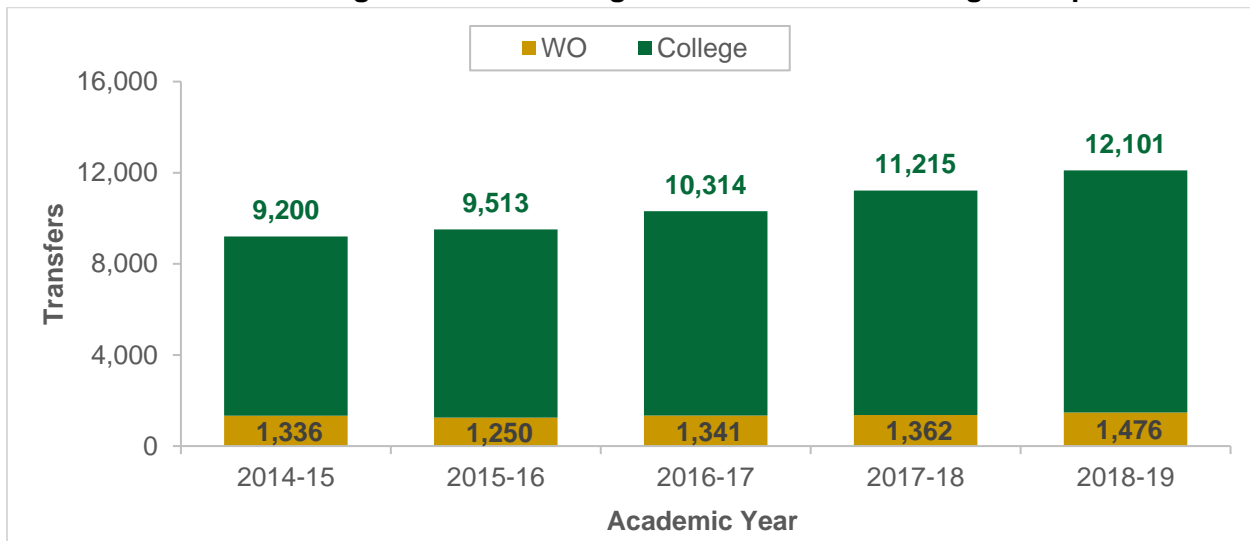
In addition to graduation with a degree or credential, transferring is an important goal for many community college students. To this end, the College measures transfers using two metrics: 1) the total number of annual transfers to four-year institutions (regardless of whether the student earned or did not earn a credential at NOVA prior to transferring); and 2) the transfer-out rate, which is defined as the percentage of first-time in college, full-time, program placed students who transferred out of NOVA to another two- or four-year institution within 150 percent of normal time to program completion and prior to earning a NOVA credential.

- **College-Wide Threshold of Acceptability:** In 2018-19, the annual number of students transferring to four-year institutions will be at least 11,000. For the Fall 2016 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be at least 17 percent.
- **College-Wide Achievement Goals:** In 2018-19, the annual number of students transferring to four-year institutions will be 12,300. For the Fall 2016 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be 19 percent.

Transfers from the Woodbridge Campus (Figures 17 and 18)

Annual Number of Transfers to Four-Year Institutions (Figure 17): From 2014-15 to 2018-19 at the Woodbridge Campus, the annual number of transfers to four-year institutions increased by 10 percent (from 1,336 to 1,476). In contrast, the annual number of transfers across the College increased substantially during that period (32 percent). In 2018-19, the College exceeded the threshold of acceptability (11,000) but did not meet the achievement goal (12,300).

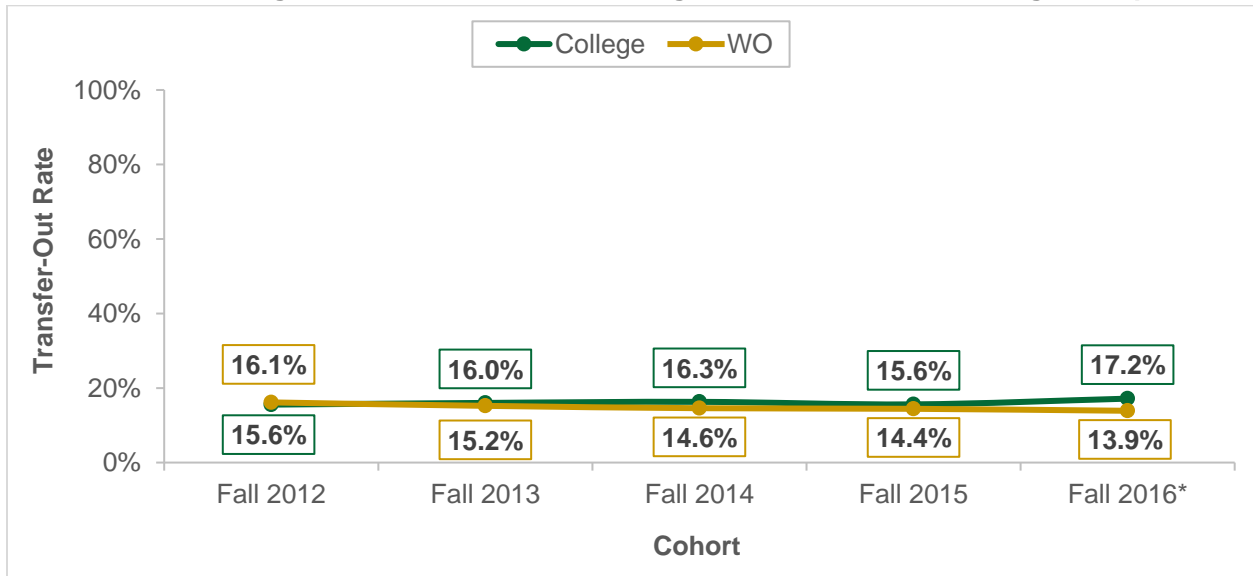
**Figure 17. Annual Number of Transfers to Four-Year Institutions:
2014-15 through 2018-19 – College-wide versus Woodbridge Campus**



Notes: Data include students who previously attended NOVA within the prior eight years, e.g., for 2018-19, data include students who attended NOVA between 2011-12 and 2018-19 and transferred to a four-year institution during the 2018-19 academic year (regardless of when they were last enrolled at NOVA). Campus data include students who selected the Woodbridge Campus as their home campus during their last term of enrollment, regardless of the campus(es) at which they took courses.

Transfer-Out Rate (Figure 18): Among the Fall 2016 cohort of first-time in college, full-time, program placed students, the Woodbridge Campus had a lower transfer-out rate compared to the College overall (13.9 versus 17.2 percent). For this cohort, the Woodbridge Campus met neither the threshold of acceptability (at least 17 percent) nor the achievement goal (19 percent) for transfer-out rate. The College overall met the threshold but not the achievement goal.

Figure 18. Transfer-Out Rate: Fall 2012 through Fall 2016 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Woodbridge Campus



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

*Data for the Fall 2016 cohort are preliminary due to delayed award completions at the time of publication.

Criteria 7. Job Placement

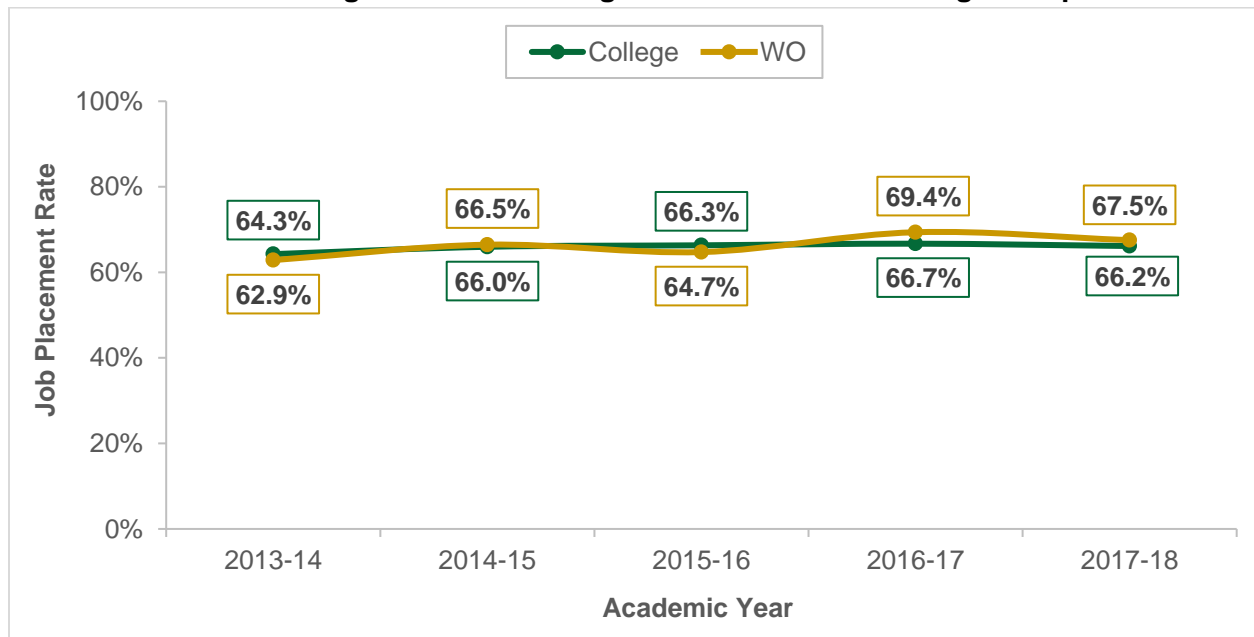
The College is focused on supplying the Northern Virginia region and the Commonwealth of Virginia with an educated population and a globally competitive workforce. The job placement rate is the percentage of graduates employed in the Commonwealth of Virginia within one year of graduation from NOVA.

- **College-Wide Threshold of Acceptability:** The job placement rate of 2017-18 NOVA graduates will be at least 65 percent.
- **College-Wide Achievement Goals:** The job placement rate of 2017-18 NOVA graduates will be 67 percent.

Job Placement at the Woodbridge Campus (Figures 19 and 20)

Overall Job Placement (Figure 19): In 2017-18, graduates from the Woodbridge Campus had a higher job placement rate than the College-wide rate (67.5 versus 66.2 percent). Both the Woodbridge Campus and the College overall met the threshold of acceptability (at least 65 percent). While the Woodbridge Campus also met the achievement goal (67 percent), the College overall did not.

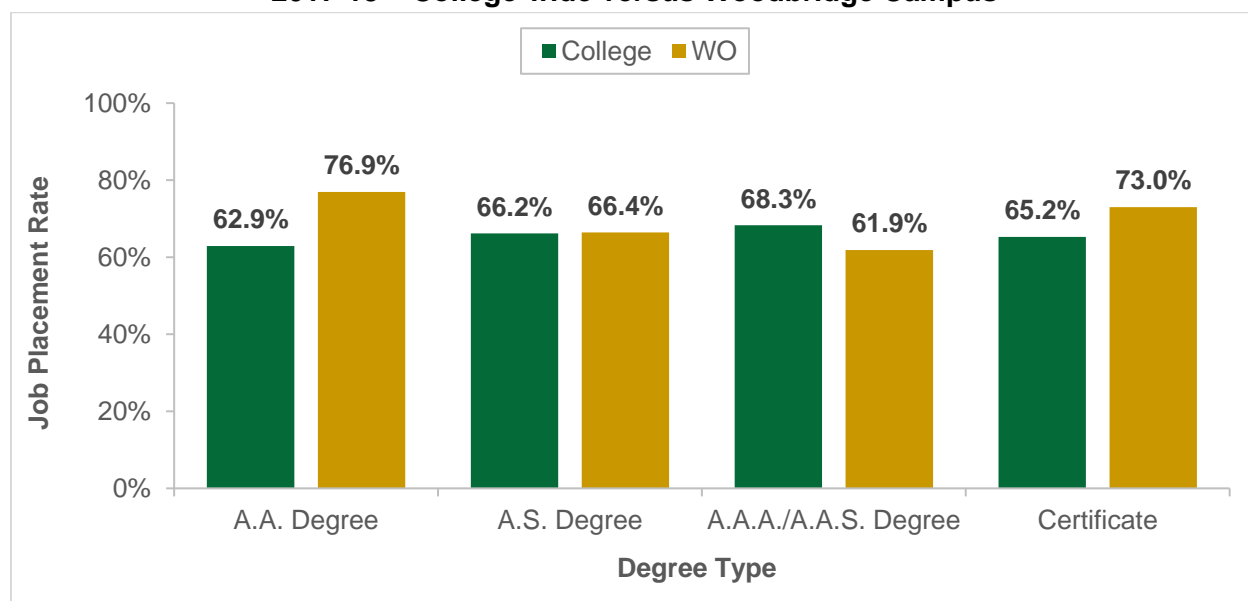
**Figure 19. Overall Job Placement Rate of NOVA Graduates:
2013-14 through 2017-18 – College-wide versus Woodbridge Campus**



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

Job Placement by NOVA Degree Type (Figure 20): In 2017-18, the job placement rate at the Woodbridge Campus was highest among A.A. degree graduates (76.9 percent) and lowest among A.A.A./A.A.S. degree graduates (61.9 percent). Additionally, the job placement rates for A.A. degree, A.S. degree, and certificate graduates were higher at the Woodbridge Campus than the College overall.

Figure 20. Job Placement Rate of NOVA Graduates by NOVA Degree Type: 2017-18 – College-wide versus Woodbridge Campus



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

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 from programs with corresponding national or state licensing exams who pass the exam following graduation from NOVA.

- **College-Wide Threshold of Acceptability:** Each year, the licensing exam pass rate will be at least 90 percent for each program for which there is a corresponding national or state licensing exam.
- **College-Wide Achievement Goals:** Each year, the licensing exam pass rate will be 100 percent for each program for which there is a corresponding national or state licensing exam.

Licensing Exams at the Woodbridge Campus

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

Appendix: Woodbridge Campus Data Tables

Criteria 1. College Readiness

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

Cohort	N	Progressed	
		#	%
Fall 2013	314	268	85.4
Fall 2014	307	263	85.7
Fall 2015	262	233	88.9
Fall 2016	249	220	88.4
Fall 2017	241	208	86.3

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

Notes: College-level English is ENG 111: *College Composition I*. Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental English at the Woodbridge Campus during their first term of enrollment.

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

Cohort	MTH 151			MTH 163		
	N	Progressed		N	Progressed	
		#	%		#	%
Fall 2013	368	73	19.8	368	18	4.9
Fall 2014	510	87	17.1	510	34	6.7
Fall 2015	452	80	17.7	452	34	7.5
Fall 2016	383	61	15.9	383	18	4.7
Fall 2017	334	60	18.0	334	32	9.6

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

Notes: College-level math is MTH 151: *Mathematics for the Liberal Arts I* and MTH 163: *Pre-Calculus I*. Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math at the Woodbridge Campus during their first term of enrollment.

Criteria 2. Enrollment

**Table 3. Fall Headcount and Annual Unduplicated Headcount:
2014-15 through 2019-20 – Woodbridge Campus**

Academic Year	Fall Headcount		Annual Unduplicated Headcount	
	Headcount	Growth Rate (%)	Headcount	Growth Rate (%)
2014-15	7,419	--	10,723	--
2015-16	7,451	0.4	10,732	0.1
2016-17	7,381	-0.9	10,547	-1.7
2017-18	7,386	0.1	10,519	-0.3
2018-19	7,546	2.2	10,522	<0.1
2019-20	7,441	-1.4	--	--

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

Notes: Data include students who listed the Woodbridge Campus as their home campus during the indicated fall term or academic year. The growth rate is calculated as the percent change over the previous year. 2019-20 annual unduplicated headcount was unavailable at the time of publication.

Criteria 3. Course Success

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

Term	Total Course Enrollment	Success Rate	
		#	%
Fall 2015	21,914	15,726	71.8
Fall 2016	20,983	15,428	73.5
Fall 2017	21,912	16,000	73.0
Fall 2018	21,964	15,809	72.0
Fall 2019	21,134	15,994	75.7

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.

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

Cohort	ACC 211		
	N	Succeeded	
		#	%
Fall 2014	144	95	66.0
Fall 2015	154	108	70.1
Fall 2016	131	89	67.9
Fall 2017	83	64	77.1
Fall 2018	77	54	70.1

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

Notes: Successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019). Data include first-time to NOVA students who enrolled in ACC 211 at the Woodbridge Campus, regardless of the students' home campus.

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

Cohort	BIO 101		
	N	Succeeded	
		#	%
Fall 2014	260	214	82.3
Fall 2015	236	179	75.8
Fall 2016	265	214	80.8
Fall 2017	226	175	77.4
Fall 2018	227	161	70.9

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

Notes: Successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019). Data include first-time to NOVA students who enrolled in BIO 101 at the Woodbridge Campus, regardless of the students' home campus.

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

Cohort	ENG 111		
	N	Succeeded	
		#	%
Fall 2014	1,412	1,050	74.4
Fall 2015	1,313	963	73.3
Fall 2016	1,264	991	78.4
Fall 2017	1,268	935	73.7
Fall 2018	1,178	857	72.8

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

Notes: Successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019). Data include first-time to NOVA students who enrolled in ENG 111 at the Woodbridge Campus, regardless of the students' home campus.

**Table 8. Success Rate in MTH 151: *Mathematics for the Liberal Arts I*
and MTH 154: *Quantitative Reasoning*: Fall 2014 through Fall 2018
First-Time to NOVA Cohorts – Woodbridge Campus**

Cohort	MTH 151/MTH 154		
	N	Succeeded	
		#	%
Fall 2014	204	146	71.6
Fall 2015	205	142	69.3
Fall 2016	195	138	70.8
Fall 2017	216	152	70.4
Fall 2018	350	218	62.3

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

Notes: In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced by MTH 154: *Quantitative Reasoning*. Successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019). Data include first-time to NOVA students who enrolled in MTH 151/MTH 154 at the Woodbridge Campus, regardless of the students' home campus.

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

Cohort	MTH 163/MTH 161		
	N	Succeeded	
		#	%
Fall 2014	227	150	66.1
Fall 2015	251	151	60.2
Fall 2016	307	204	66.4
Fall 2017	284	187	65.8
Fall 2018	264	175	66.3

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

Notes: In Fall 2018, the math curriculum was redesigned. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I*. Successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019). Data include first-time to NOVA students who enrolled in MTH 163/MTH 161 at the Woodbridge Campus, regardless of the students' home campus.

Criteria 4. Retention

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

Cohort	Fall-to-Spring Retention			Fall-to-Fall Retention		
	N	Retained		N	Retained	
		#	%		#	%
Fall 2014	1,594	1,260	79.0	1,594	946	59.3
Fall 2015	1,634	1,323	81.0	1,634	979	59.9
Fall 2016	1,616	1,303	80.6	1,616	1,008	62.4
Fall 2017	1,552	1,244	80.2	1,552	978	63.0
Fall 2018*	1,595	1,283	80.4	1,595	989	62.0

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

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

*The fall-to-fall retention data for the Fall 2018 cohort are preliminary due to delayed award completions at the time of publication.

Criteria 5. Graduation

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

Academic Year	Graduates	Growth Rate (%)
2014-15	990	--
2015-16	987	-0.3
2016-17	1,071	8.5
2017-18	976	-8.9
2018-19	1,026	5.1

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

Notes: Data include students who selected the Woodbridge Campus as their home campus at the time of graduation, regardless of the campus(es) at which they took courses. The growth rate is calculated as the percent change over the previous year.

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

Cohort	N	Graduates	Graduation Rate (%)
Fall 2012	836	193	23.1
Fall 2013	913	217	23.8
Fall 2014	1,007	255	25.3
Fall 2015	998	279	28.0
Fall 2016*	1,007	316	31.4

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

Notes: Data include first-time in college, full-time, program placed students who selected the Woodbridge Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took courses. Graduates includes students from the cohort who graduated within 150 percent of normal time to program completion, including summer.

*Data for the Fall 2016 cohort are preliminary due to delayed award completions at the time of publication.

Criteria 6. Transfer

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

Academic Year	Number of Transfers	Growth Rate (%)
2014-15	1,336	--
2015-16	1,250	-6.4
2016-17	1,341	7.3
2017-18	1,362	1.6
2018-19	1,476	8.4

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

Notes: Data include students who previously attended NOVA within the prior eight years, e.g., for 2018-19, data include students who attended NOVA between 2011-12 and 2018-19 and transferred to a four-year institution during the 2018-19 academic year (regardless of when they were last enrolled at NOVA). Data include students who selected the Woodbridge Campus as their home campus during their last term of enrollment, regardless of the campus(es) at which they took courses. The growth rate is calculated as the percent change over the previous year.

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

Cohort	N	Transfers	Transfer-Out Rate (%)
Fall 2012	836	135	16.1
Fall 2013	913	139	15.2
Fall 2014	1,007	147	14.6
Fall 2015	998	144	14.4
Fall 2016*	1,007	140	13.9

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

Notes: Data include first-time in college, full-time, program placed students who selected the Woodbridge Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took courses. Transfers includes students from the cohort 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.

*Data for the Fall 2016 cohort are preliminary due to delayed award completions at the time of publication.

Criteria 7. Job Placement

**Table 15. Job Placement Rate of NOVA Graduates by NOVA Degree Type:
2013-14 through 2017-18 – Woodbridge 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	60	40	66.7	580	371	64.0	118	76	64.4	222	129	58.1	980	616	62.9
2014-15	80	56	70.0	587	409	69.7	121	74	61.2	202	119	58.9	990	658	66.5
2015-16	62	45	72.6	593	379	63.9	104	65	62.5	228	150	65.8	987	639	64.7
2016-17	87	60	69.0	653	453	69.4	116	80	69.0	215	150	69.8	1,071	743	69.4
2017-18	52	40	76.9	643	427	66.4	118	73	61.9	163	119	73.0	976	659	67.5

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

Notes: Data include students who selected the Woodbridge Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took courses) 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. Data from VEC are updated at regular intervals and may vary slightly from prior reports.

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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