

GPS Student Success Outcomes by Select Demographics: Fall 2014 and Spring 2015



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OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES

The purpose of the Office of Institutional Effectiveness and Student Success Initiatives 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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Executive Summary

GPS Student Demographics

- Male students represented the majority across all population groups; however they represented the largest majority in the GPS population.
- In Fall 2014 the racial/ethnic composition of the GPS population mirrored the overall FTIC population: 50 percent White students and equal parts Black, Asian, and Hispanic students (around 16 percent each).
- In Fall 2014 the majority (64 percent) of GPS students attended NOVA full-time, compared to only 37 percent of non-GPS students and 48 percent of all FTIC students.
- A higher percentage of GPS students received financial aid compared to non-GPS students and the overall FTIC population. However within each group (GPS, non-GPS, all FTIC), the majority did not receive aid.

Success Outcomes by Demographics

Mean GPA

- In Fall 2014, the overall FTIC population attained a mean GPA higher than that of both the GPS and non-GPS populations. However in Spring 2015 this outcome was reversed, with the GPS and non-GPS populations attaining a higher mean GPA than the general FTIC population.
- For all groups, female students attained a higher mean GPA than male students.
- In the overall FTIC population of the Fall 2014 cohort, White and Asian students attained the highest mean GPA; while Black students attained the lowest mean GPA. In the Spring 2015 cohort, GPS White and Asian students attained the highest mean GPA.
- In both cohorts, full-time GPS students earned a higher mean GPA than part-time GPS students.
- Except for FTIC students in the Spring 2015 cohort, students who had received financial aid earned a lower mean GPA than students who had not. This was especially evident for the non-GPS population.

Retention

➤ Fall 2014 Cohort

- The non-GPS population had the lowest retention rates. The GPS population experienced similar Fall-to-Spring retention rates to the overall FTIC population but had the highest Fall-to-Fall retention rates.
- Across all populations, retention of female students was higher than retention of male students.

- Fall-to-Spring and Fall-to-Fall retention was highest for Asian students across all population groups. Fall-to-Spring retention rates were similar for White, Black, and Hispanic GPS students.
 - The full-time GPS and overall FTIC population experienced similar Fall-to-Spring retention rates (88 percent) and Fall-to-Fall retention rates (69 to 71 percent).
 - In each population, Fall-to-Spring retention rates were higher for students who received financial aid compared to those who did not.
- Spring 2015 Cohort
- Overall, the GPS population experienced higher Spring-to-Fall retention than both the non-GPS and the overall FTIC populations.
 - While the Asian GPS population experienced a Spring-to-Fall retention rate of 70 percent, GPS students within each of the other noted racial/ethnic groups experienced retention rates of 55 percent.
 - Spring-to-Fall retention was higher for full-time students than for part-time students for each population group. Spring-to-Fall retention of full-time students and part-time students was highest for GPS students
 - Receipt of financial aid did not appear to impact retention of GPS students (58 percent regardless of financial aid status).

Course Completion

- Overall, female students had higher completion rates than male students within each population group.
- For the Fall 2014 cohort, male and female GPS students experienced slightly lower completion rates than the overall FTIC population; while the non-GPS completion rate was similar to the overall FTIC population for both male and female students.
- Asian students had the highest completion rates among all population groups. Black and Hispanic students tended to have the lowest completion rates.
- For the Fall 2014 cohort across all population groups, generally completion rates were similar regardless of full-/part-time status. One exception was part-time GPS students who had the lowest completion rate (55 percent).
- Across all populations and both cohorts, students who received financial aid had lower completion rates.
- In the Fall 2014 and Spring 2015 cohorts, GPS students who received financial aid had the lowest completion rates.
- Students who received financial aid tended to have a lower GPA and course completion rate but had higher retention rates than students who did not.

Introduction

What is GPS for Success?

- GPS for Success is NOVA's comprehensive advising program for recent high school graduates who are first-time in college (FTIC) students.
- Focusing on early academic advising, GPS was developed as a part of NOVA's Quality Enhancement Plan (QEP) for reaccreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- The goal of GPS for Success is to help students succeed in college by fostering connections with professional advisors and faculty who will help students plan for and attain their academic goals.

In this Report

This Report compares data on students in GPS for Success at NOVA to non-GPS students and the overall FTIC population in Fall 2014 and Spring 2015. Specifically, this Report presents data on the following:

- FTIC demographics
 - Gender
 - Race/Ethnicity
 - Enrollment status (full-time vs. part-time)
 - Financial aid status
- Student success outcomes by demographics
 - Mean grade point average
 - Retention
 - Course completion rates

Data Notes

- **GPS students** are recent high school graduates or GED recipients from ages 17 through 24 who have never previously attended college (unless it was dual enrollment during high school), who are not members of the College Pathway Initiatives, and are not transient students.¹
- **Non-GPS students** are FTIC students outside the age limits of GPS, who are neither dual enrolled nor members of the College Pathway Initiatives.
- **All FTIC students** refers to all first-time in college students: GPS, non-GPS, College Pathway Initiatives, and dual enrolled.

¹ Transient students are "guest" students enrolled at another institution but taking classes at NOVA that will count towards their degree at their home institution.

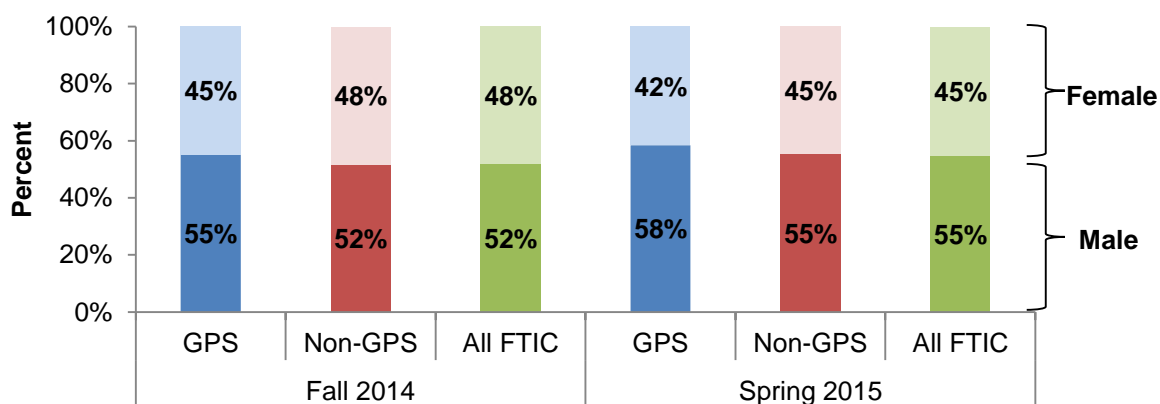
First-Time in College Student Demographics

This section presents demographic data (gender, ethnicity, enrollment status, and financial aid status) in order to compare the characteristics of the GPS and non-GPS student populations to the overall FTIC population.

Gender

Across all groups and in both cohorts, males represented the majority; however, each group within the Spring cohort had a slightly higher male majority than their counterparts in the Fall cohort. GPS students had the largest male majority in both cohorts, around 3 percentage points higher than non-GPS and all FTIC students.

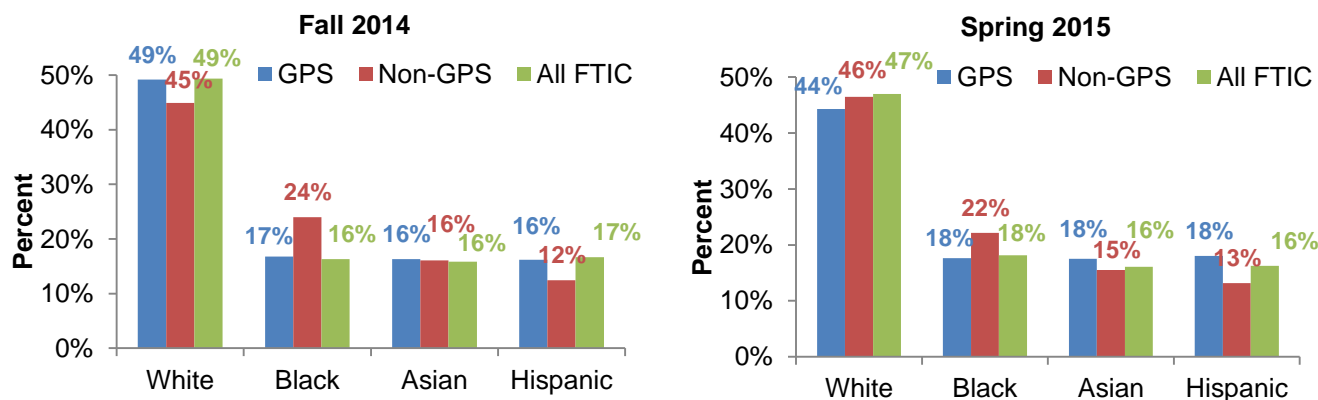
Figure 1. Gender Composition of FTIC Students by GPS Status: Fall 2014 and Spring 2015 Cohorts



Race/Ethnicity

In Fall 2014, the racial/ethnic composition of the GPS population mirrored the overall FTIC population and was composed of approximately 50 percent White students and nearly equal parts Black, Asian, and Hispanic students (around 16 percent each). In Spring 2015, White students represented a somewhat smaller proportion of the GPS population (44 percent). For both cohorts, the non-GPS population tended to comprise a higher proportion of Black students than the GPS and overall FTIC populations.

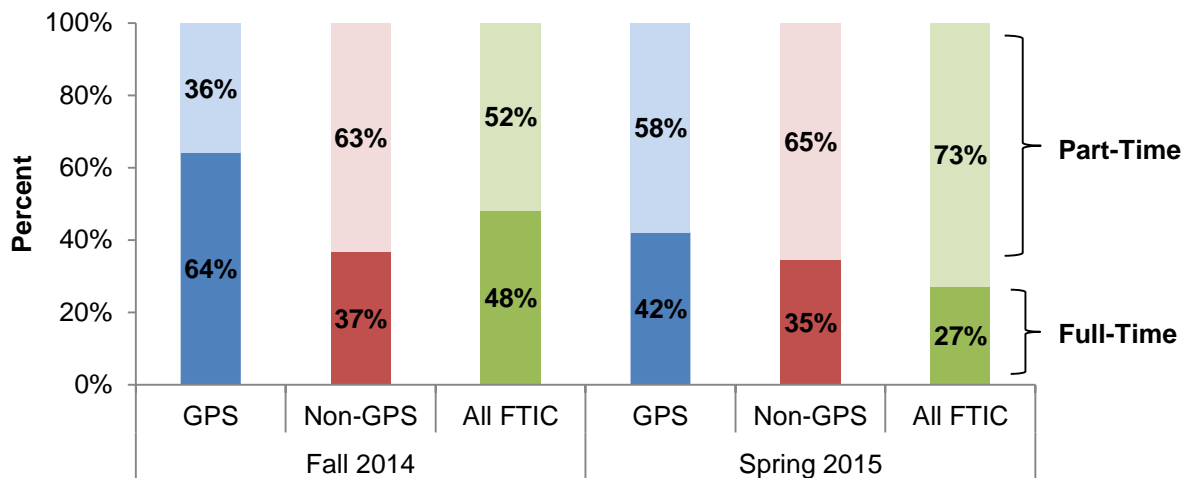
Figure 2. Race/Ethnicity of FTIC Students by GPS Status: Fall 2014 and Spring 2015 Cohorts



Enrollment Status

In general, with the exception of one group (Fall 2014 GPS students), the majority of students within each cohort enrolled part-time. The only group with a higher proportion of full-time to part-time students was GPS students in Fall 2014; 64 percent of these students enrolled full-time.

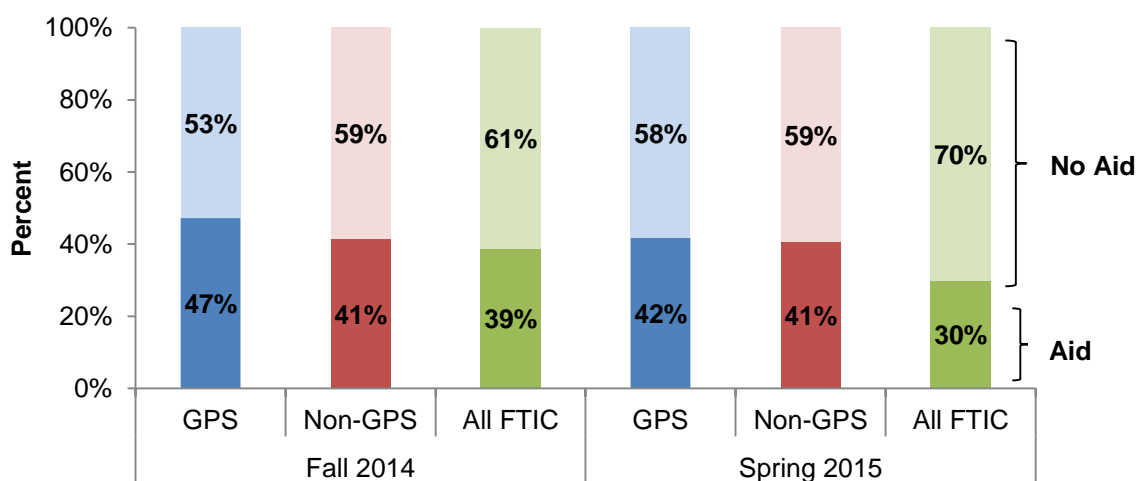
Figure 3. Full-/Part-Time Status of FTIC Students by GPS Status: Fall 2014 and Spring 2015 Cohorts



Financial Aid Status

Overall, the majority of each student group in both cohorts did not receive financial aid. For both cohorts and among all groups, GPS students received the highest percentage of financial aid (47 percent of GPS students received aid in Fall 2014, and 42 percent of GPS students received aid in Spring 2015). In a comparison of Fall 2014 to Spring 2015, the GPS population and the overall FTIC population in the Fall cohort were more likely to have received financial aid than their counterparts in the Spring cohort.

Figure 4. Financial Aid Status of FTIC Students by GPS Status: Fall 2014 and Spring 2015 Cohorts



First-Time in College Student Success Outcomes by Demographics

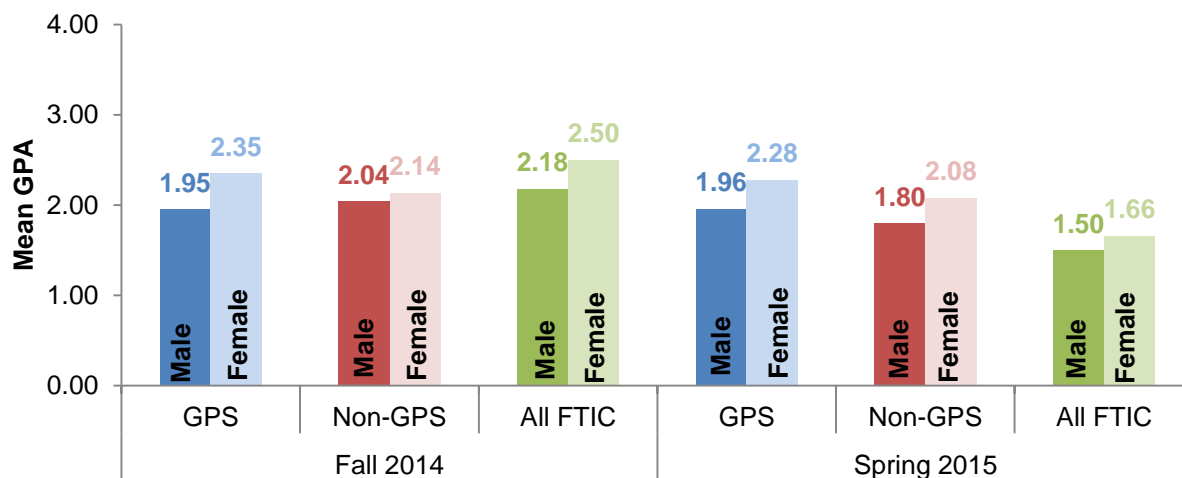
This section explores the student success outcomes of the GPS and non-GPS populations compared to the overall FTIC population. The outcomes of interest are grade point average, retention, and course completion. Furthermore, outcomes are disaggregated by the demographic characteristics outlined in the previous section.

Grade Point Average

Figures 5 through 8 report mean GPA for all population groups at the end of the respective term. In general, student groups in the Fall cohort attained a higher mean GPA than their comparable student groups in the Spring cohort. In Fall 2014, the overall FTIC population attained a higher mean GPA than both the GPS and non-GPS populations. However in Spring 2015 this outcome was reversed, with the GPS and non-GPS populations attaining a higher mean GPA than the general FTIC population.

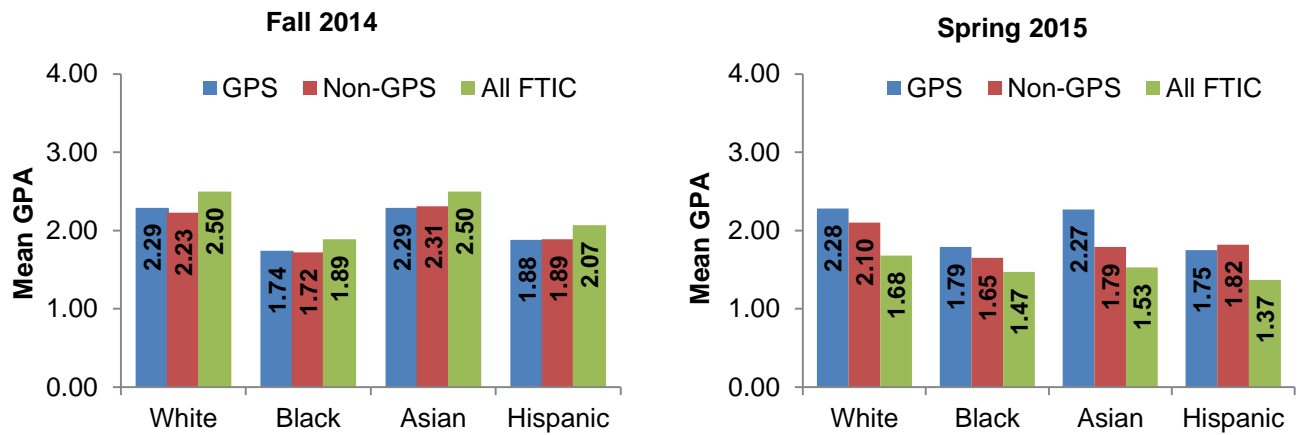
For all groups, female students attained a higher mean GPA than male students. The gender gap in mean GPA was largest for the Fall 2014 GPS population.

Figure 5. Mean End-of-Term GPA for FTIC Students by GPS Status and Gender: Fall 2014 and Spring 2015 Cohorts



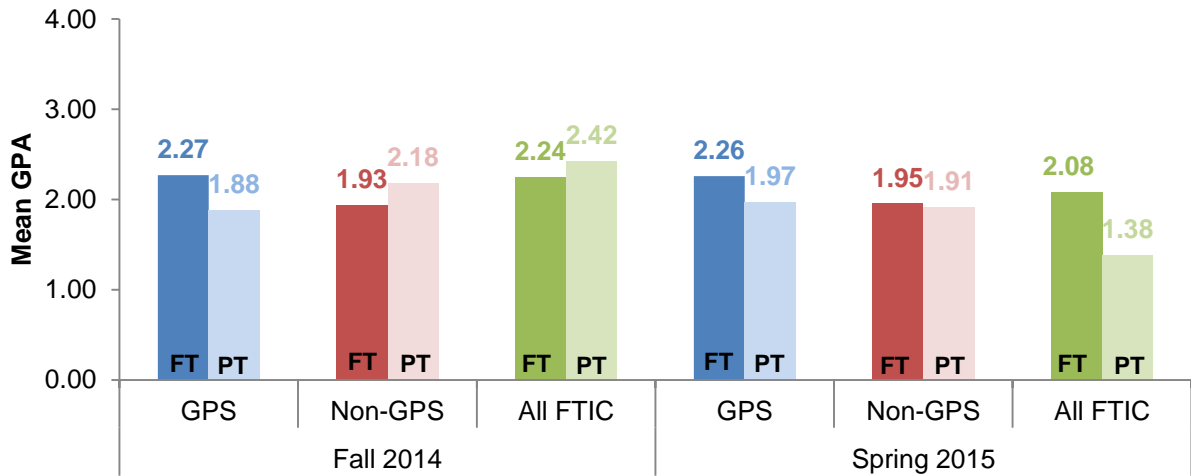
In Fall 2014, the overall FTIC population attained the highest mean GPA of all the population groups. Within the overall FTIC population, White and Asian students had the highest mean GPA and Black students had the lowest mean GPA. In the Spring 2015 cohort, the reverse was true; the overall FTIC group had the lowest mean GPA for each racial/ethnic group. In the Spring cohort, GPS White and Asian students attained the highest mean GPA (Figure 6, next page).

Figure 6. Mean End-of-Term GPA for FTIC Students by GPS Status and Race/Ethnicity: Fall 2014 and Spring 2015 Cohorts



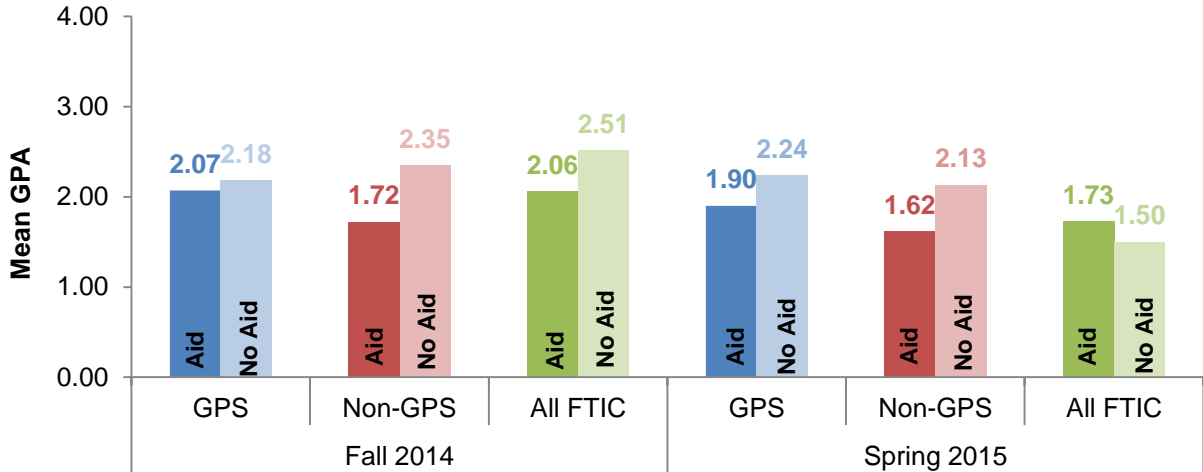
In both cohorts, full-time GPS students earned a higher mean GPA than part-time GPS students. For non-GPS students, part-time students had a higher mean GPA than full-time students in Fall 2014, while mean GPA was similar in Spring 2015 regardless of enrollment status. For the overall FTIC population in the Fall 2014 cohort, part-time students earned a higher mean GPA than full-time students. Conversely, for the overall FTIC group in Spring 2015, full-time students had a higher mean GPA than part-time students.

Figure 7. Mean End-of-Term GPA for FTIC Students by GPS Status and Full-/Part-Time Status: Fall 2014 and Spring 2015 Cohorts



Generally, except for FTIC students in the Spring 2015 cohort, students who had received financial aid earned a lower mean GPA than students who had not. This was especially evident for the non-GPS population.

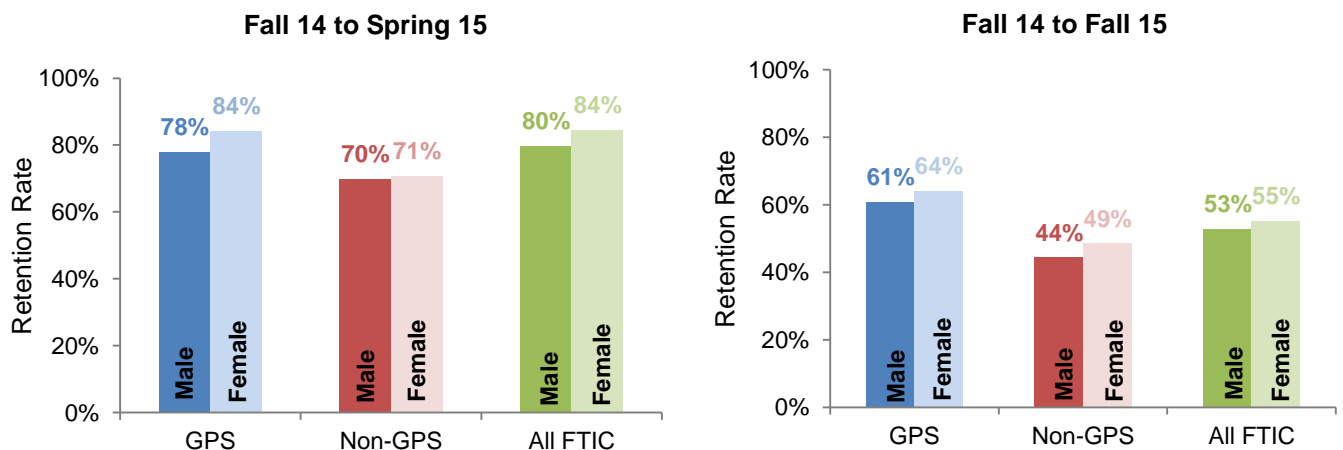
Figure 8. Mean End-of-Term GPA for FTIC Students by GPS Status and Financial Aid Status: Fall 2014 and Spring 2015 Cohorts



Retention

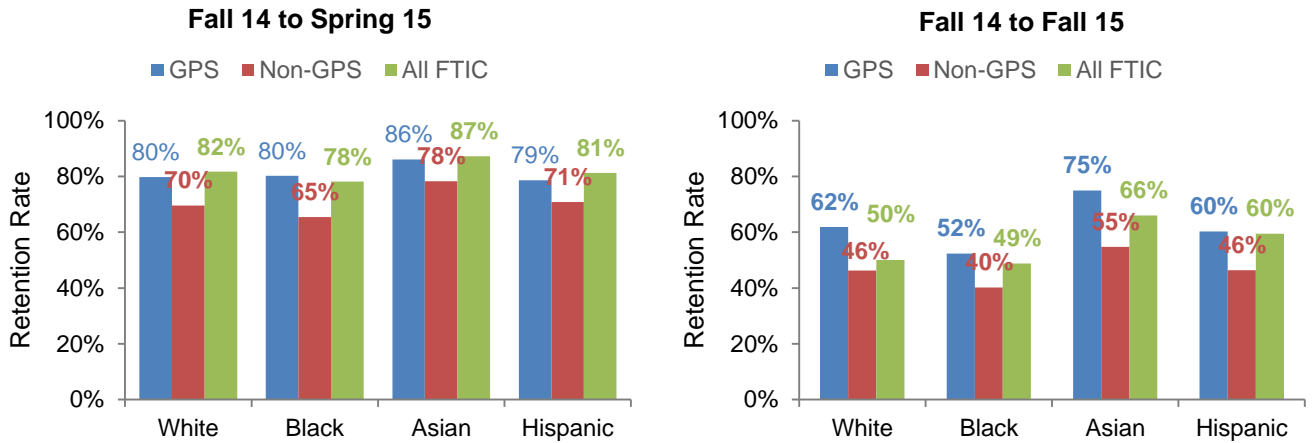
Figures 9 through 12 present retention rates for the Fall 2014 cohort: Fall-to-Spring and Fall-to-Fall retention. The GPS population experienced similar Fall-to-Spring retention rates to the overall FTIC population but had the highest Fall-to-Fall retention rates. The non-GPS population faced the lowest retention rates for both indicators. Across all populations, retention of female students was higher than retention of male students.

Figure 9. Retention of FTIC Students by GPS Status and Gender: Fall 2014 Cohort



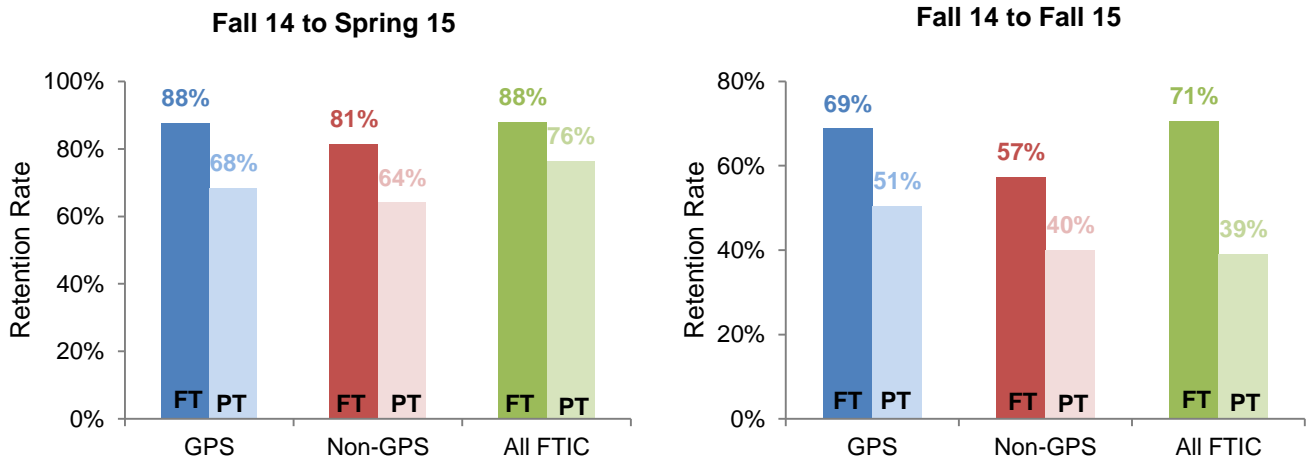
Among the three population groups, Asian students were retained at the highest rate from both Fall-to-Spring and Fall-to-Fall. Fall-to-Spring retention rates for GPS students comprising the other three racial/ethnic groups were similar (around 80 percent). Fall-to-Fall retention was lowest for Black students across all population groups (Figure 10, next page).

Figure 10. Retention of FTIC Students by GPS Status and Race/Ethnicity: Fall 2014 Cohort



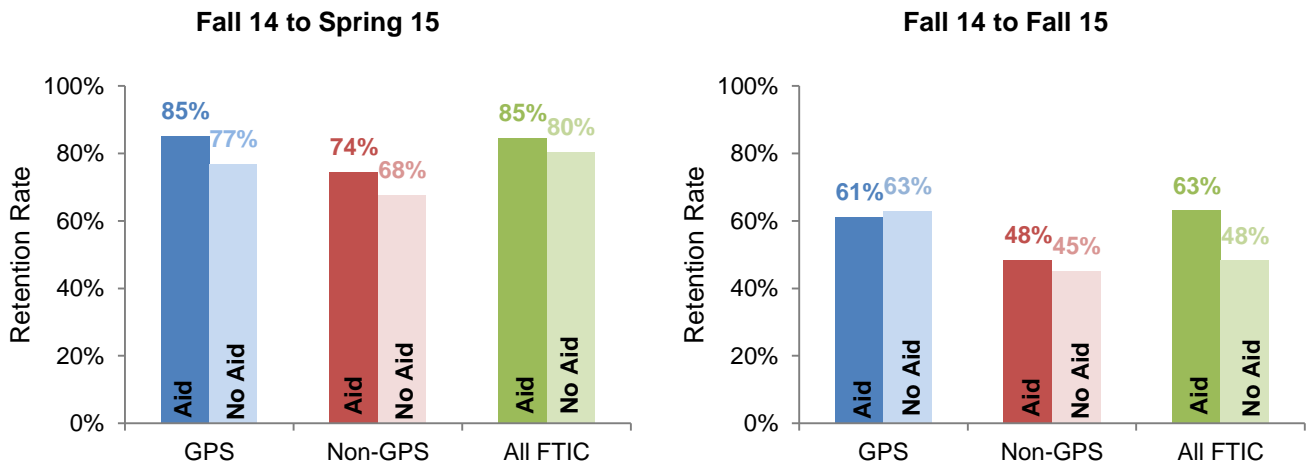
The full-time GPS and overall FTIC populations experienced similar Fall-to-Spring retention rates (88 percent) and Fall-to-Fall retention rates (69 to 71 percent). The full-time non-GPS population experienced notably lower retention than the other full-time groups. The greatest difference in full-time to part-time retention rates within a population group is seen in Fall-to-Fall retention for all FTIC students (71 percent full-time retention rate; 39 percent part-time retention rate).

Figure 11. Retention of FTIC Students by GPS Status and Full-/Part-Time Status: Fall 2014 Cohort



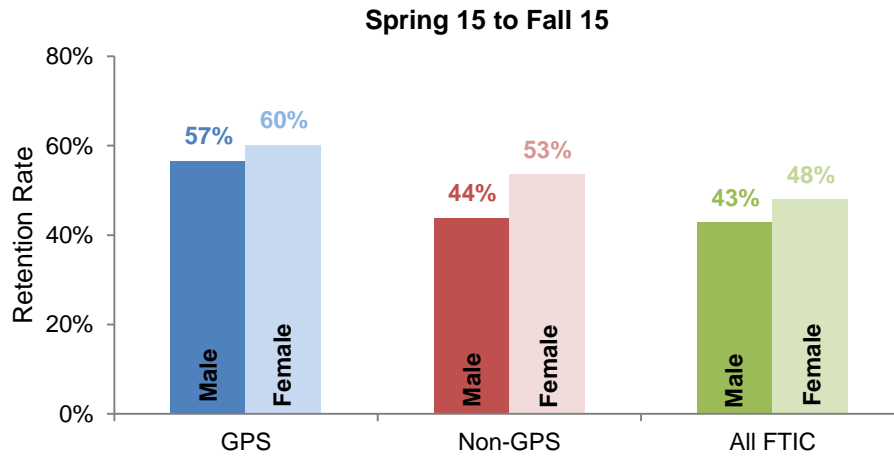
Fall-to-Spring retention rates were higher for students who received financial aid; even though, as shown in Figure 8 in the previous section, financial aid recipients tended to have a lower mean GPA. Financial aid status did not present much disparity in Fall-to-Fall retention for GPS and non-GPS students (Figure 12, next page). However, for the overall FTIC population, the Fall-to-Fall retention rate was higher for financial aid recipients.

Figure 12. Retention of FTIC Students by GPS Status and Financial Aid Status: Fall 2014 Cohort



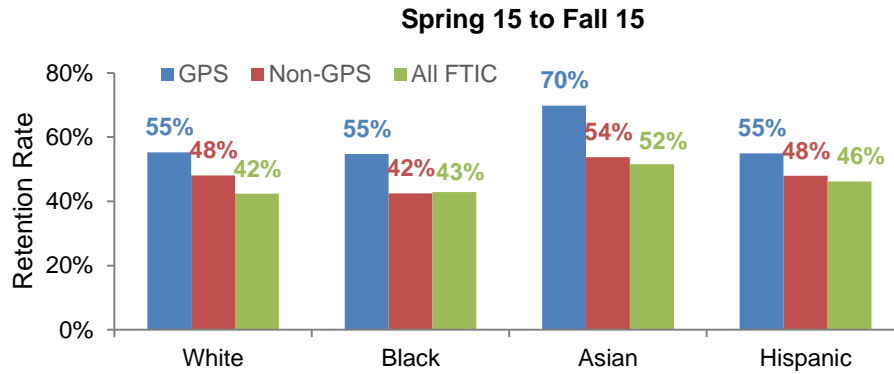
Figures 13 to 16 illustrate Spring-to-Fall retention for the Spring 2015 cohort. Again, female students experienced higher retention rates than male students. Overall, GPS students experienced higher retention than both non-GPS students and all FTIC students. The male non-GPS population retention rate was similar to the male overall FTIC retention rate, while the female non-GPS retention rate was slightly higher than that of the female overall FTIC population.

Figure 13. Retention of FTIC Students by GPS Status and Gender: Spring 2015 Cohort



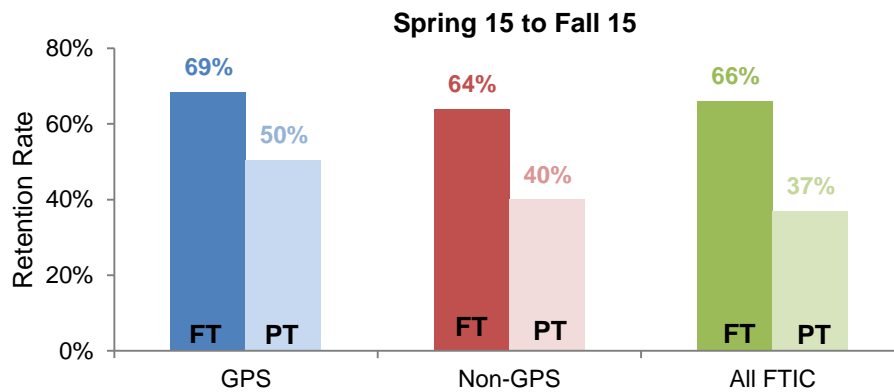
The Asian population of the Spring 2015 cohort experienced the highest retention rates in a comparison of GPS population groups (Figure 14, next page). While the Asian GPS population had a Spring-to-Fall retention rate of 70 percent, GPS students in each of the other noted racial/ethnic groups had retention rates of 55 percent. In the non-GPS population, White and Hispanic students experienced similar retention rates (each 48 percent), while Black students had the lowest retention rate (42 percent). For the overall FTIC population, White and Black students had similar retention rates (42 to 43 percent).

Figure 14. Retention of FTIC Students by GPS Status and Race/Ethnicity: Spring 2015 Cohort



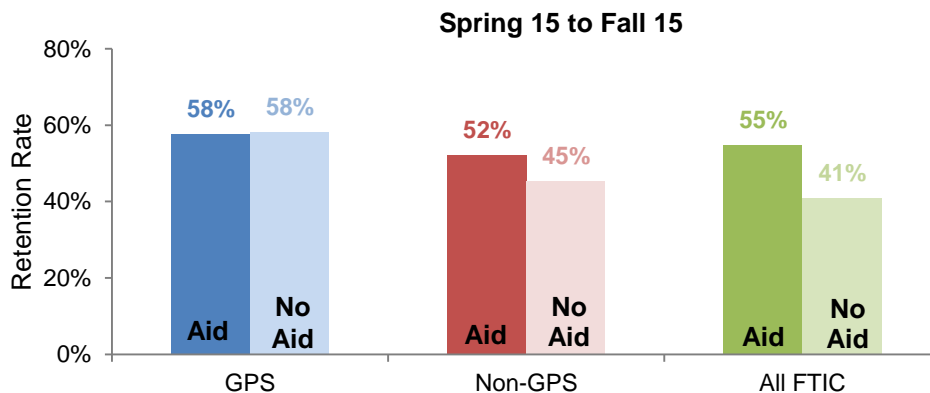
Spring-to-Fall retention was higher for full-time students than for part-time students for each population group. Spring-to-Fall retention of full-time students and part-time students was highest for GPS students (69 percent and 50 percent, respectively).

Figure 15. Retention of FTIC Students by GPS Status and Full-/Part-Time Status: Spring 2015 Cohort



Receipt of financial aid did not appear to impact retention of GPS students (58 percent regardless of financial aid status). For the non-GPS and overall FTIC population, students who received financial aid had higher retention rates than students who did not.

Figure 16. Retention of FTIC Students by GPS Status and Financial Aid Status: Spring 2015 Cohort

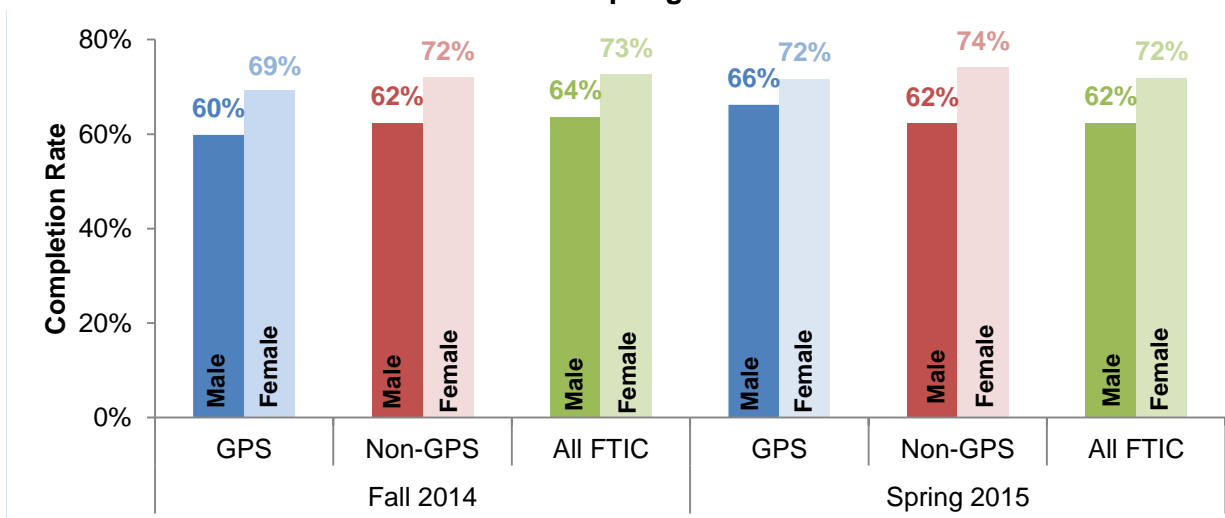


Course Completion

In this section, in Figures 17 through 20, course completion refers to the rate at which students successfully completed the courses they attempted in the semester. Success is defined as a 'C' grade or higher, or a 'Pass' or 'Satisfactory' for courses that do not assign letter grades.

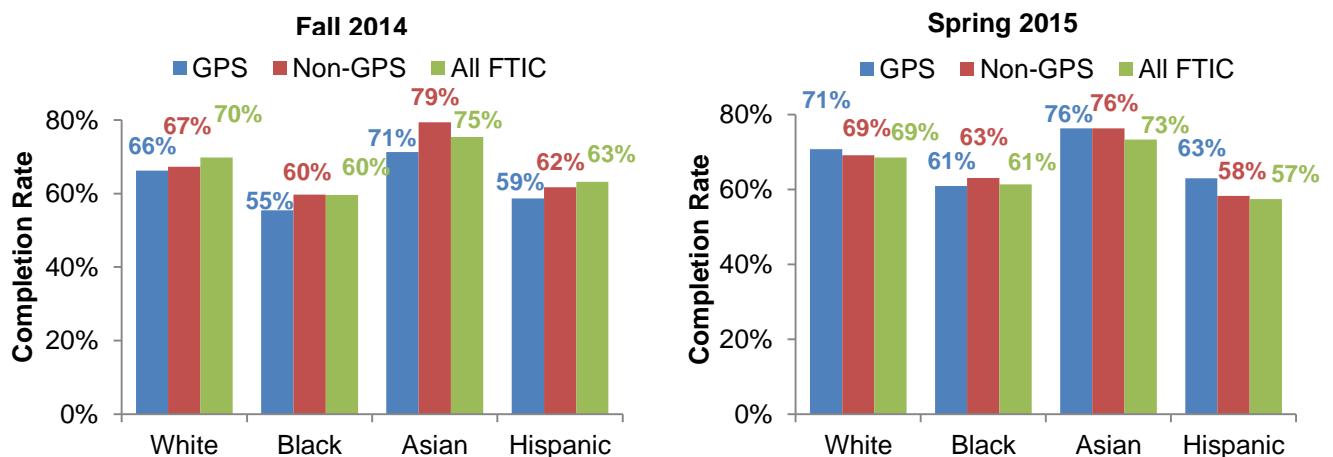
Overall, female students had higher completion rates than male students. For the Fall 2014 cohort, male and female GPS students experienced slightly lower completion rates than those of non-GPS students and all FTIC students. However, in Spring 2015, the course completion rate for male GPS students was higher than that for male non-GPS and male overall FTIC students. The course completion rate for female GPS students equaled that of female overall FTIC students and was two percentage points lower than that of female non-GPS students.

Figure 17. Course Completion Rates for FTIC Students by GPS Status and Gender: Fall 2014 and Spring 2015 Cohorts



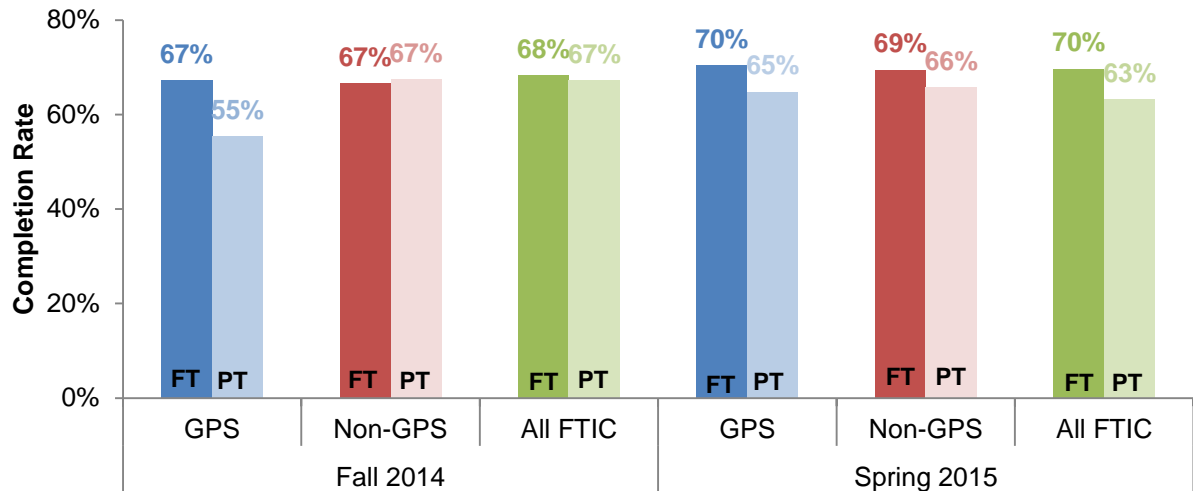
Similar to the results seen for mean GPA and retention, Asian students had the highest completion rates by GPS population group. Black and Hispanic students tended to have lower completion rates, with Black GPS students in the Fall 2014 cohort having the lowest completion rate of all groups.

Figure 18. Course Completion Rates for FTIC Students by GPS Status and Ethnicity: Fall 2014 and Spring 2015 Cohorts



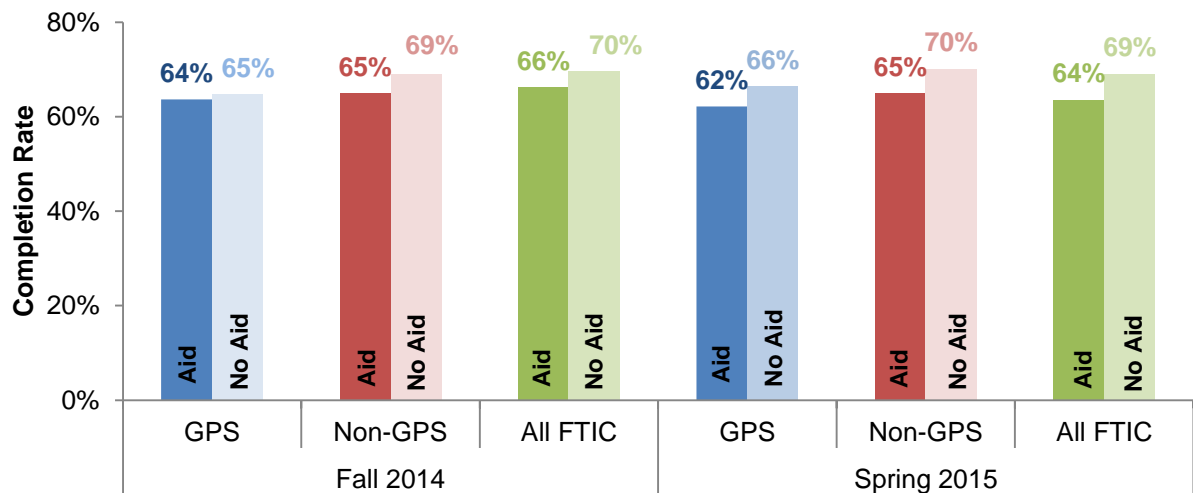
For the Fall 2014 cohort, completion rates were similar regardless of enrollment status, with the exception of part-time GPS students. Part-time GPS students completed courses at the lowest rate (55 percent), around 12 percentage points lower than other groups in the cohort. For all GPS status categories in the Spring 2015 cohort, full-time students completed courses at higher rates (69 to 70 percent) compared to part-time students (63 to 66 percent).

Figure 19. Course Completion Rates for FTIC Students by GPS Status and Full-Part/Time Status: Fall 2014 and Spring 2015 Cohorts



For the GPS populations of both semester cohorts, students who received financial aid completed courses at lower rates compared to their counterparts who did not receive aid. Within each cohort, the lowest completion rate among all groups was that of GPS students who had received financial aid.

Figure 20. Course Completion Rates for FTIC Students by GPS Status and Financial Aid Status: Fall 2014 and Spring 2015 Cohorts



Appendix Tables

Table 1. Success Outcomes by Student Group and Demographics: Fall 2014 Cohort

GPS Population								
Characteristic	Fall 2014 GPS		GPA	Fall 14 to Spring 15 Retention		Fall 14 to Fall 15 Retention		Course Completion
	#	%		#	%	#	%	%
Male	2,474	55.1	1.95	1,928	77.9	1503	60.8	59.8
Female	2,013	44.9	2.35	1,695	84.2	1289	64.0	69.4
White	2,206	49.2	2.29	1,759	79.7	1366	61.9	66.2
Black	754	16.8	1.74	605	80.2	395	52.4	55.4
Native Am.	8	0.2	2.84	8	100.0	4	50.0	73.0
Asian	732	16.3	2.29	630	86.1	549	75.0	71.3
Hispanic	725	16.2	1.88	570	78.6	437	60.3	58.6
Other	62	1.4	2.21	51	82.3	41	66.1	68.4
Full-time	2,878	64.1	2.27	2,522	87.6	1980	68.8	67.2
Part-time	1,609	35.9	1.88	1,101	68.4	812	50.5	55.3
Aid	2,119	47.2	2.07	1,806	85.2	1,303	61.5	63.6
No Aid	2,368	52.8	2.18	1,817	76.7	1,489	62.9	64.7
Non-GPS Population								
Characteristic	Fall 2014 Non-GPS		GPA	Fall 14 to Spring 15 Retention		Fall 14 to Fall 15 Retention		Course Completion
	#	%		#	%	#	%	%
Male	1,157	51.6	2.04	810	70.0	513	44.3	62.4
Female	1,084	48.4	2.14	767	70.8	526	48.5	72.0
White	1,006	44.9	2.23	700	69.6	465	46.2	67.2
Black	538	24.0	1.72	352	65.4	216	40.1	59.7
Native Am.	6	0.3	2.90	4	66.7	1	16.7	75.0
Asian	360	16.1	2.31	282	78.3	197	54.7	79.4
Hispanic	278	12.4	1.89	197	70.9	129	46.4	61.7
Other	53	2.4	2.55	42	79.3	31	58.5	82.1
Full-time	824	36.8	1.93	670	81.3	473	57.4	66.6
Part-time	1,417	63.2	2.18	907	64.0	566	39.9	67.5
Aid	929	41.5	1.72	691	74.4	449	48.3	64.9
No Aid	1,312	58.5	2.35	886	67.5	590	45.0	69.0
All FTIC Population								
Characteristic	Fall 2014 All FTIC		GPA	Fall 14 to Spring 15 Retention		Fall 15 Retention		Course Completion
	#	%		#	%	#	%	%
Male	5,469	51.9	2.18	4,362	79.8	2,890	52.8	63.7
Female	5,065	48.1	2.50	4,276	84.4	2,792	55.1	72.7
White	5,198	49.3	2.50	4,246	81.7	2,599	50.0	69.8
Black	1,715	16.3	1.89	1,340	78.1	837	48.8	59.6
Native Am.	19	0.2	2.57	16	84.2	7	36.8	76.1
Asian	1,667	15.8	2.50	1,455	87.3	1,101	66.0	75.4
Hispanic	1,756	16.7	2.07	1,426	81.2	1,045	59.5	63.2
Other	179	1.7	2.61	155	86.6	93	52.0	74.3
Full-time	5,081	48.2	2.24	4,467	87.9	3,585	70.6	68.3
Part-time	5,453	51.8	2.42	4,171	76.5	2,097	38.5	67.1
Aid	4,083	38.8	2.06	3,453	84.6	2,573	63.0	66.2
No Aid	6,451	61.2	2.51	5,185	80.4	3,109	48.2	69.6

Table 2. Success Outcomes by Student Group and Demographics: Spring 2015 Cohort

GPS Population						
Characteristic	Spring 2015 GPS		GPA	Spring 15 to Fall 15 Retention		Course Completion
	#	%		#	%	%
Male	454	58.4	1.96	257	56.6	66.2
Female	323	41.6	2.28	194	60.1	71.8
White	344	44.3	2.28	190	55.2	70.8
Black	137	17.6	1.79	75	54.7	60.9
Native Am.	2	0.3	1.75	2	100.0	71.4
Asian	136	17.5	2.27	95	69.9	76.3
Hispanic	140	18.0	1.75	77	55.0	63.0
Other	18	2.3	2.34	12	66.7	79.3
Full-time	327	42.1	2.26	224	68.5	70.4
Part-time	450	57.9	1.97	227	50.4	64.8
Aid	324	41.7	1.90	187	57.7	62.2
No Aid	453	58.3	2.24	264	58.3	66.4
Non-GPS Population						
Characteristic	Spring 2015 Non-GPS		GPA	Spring 15 to Fall 15 Retention		Course Completion
	#	%		#	%	%
Male	711	55.33	1.80	312	43.9	62.3
Female	574	44.67	2.08	307	53.5	74.1
White	597	46.46	2.1	287	48.1	69.2
Black	285	22.18	1.65	121	42.5	63.1
Native Am.	3	0.23	3.41	3	100.0	77.8
Asian	199	15.49	1.79	107	53.8	76.4
Hispanic	169	13.15	1.82	81	47.9	58.3
Other	32	2.49	2.29	20	62.5	81.2
Full-time	445	34.63	1.95	284	63.8	69.4
Part-time	840	65.37	1.91	335	39.9	65.7
Aid	522	40.6	1.62	273	52.3	64.9
No Aid	763	59.4	2.13	346	45.4	70.1
All FTIC Population						
Characteristic	Spring 2015 All FTIC		GPA	Spring 15 to Fall 15 Retention		Course Completion
	#	%		#	%	%
Male	1,605	54.82	1.50	686	42.7	62.36
Female	1,323	45.18	1.66	634	47.9	71.97
White	1,375	46.96	1.68	583	42.4	68.6
Black	531	18.14	1.47	228	42.9	61.4
Native Am.	7	0.24	1.96	6	85.7	78.6
Asian	471	16.09	1.53	243	51.6	73.3
Hispanic	476	16.26	1.37	220	46.2	57.4
Other	68	2.32	1.89	40	58.8	84.9
Full-time	797	27.22	2.08	526	66.0	69.7
Part-time	2,131	72.78	1.38	794	37.3	63.1
Aid	875	29.9	1.73	479	54.7	63.5
No Aid	2,053	70.1	1.50	841	41.0	69.1

NOVA Mission and Strategic Goals

Mission

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 post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Strategic Goals

- I. **STUDENT SUCCESS** – Northern Virginia Community College will move into the top tier of community colleges with respect to the college readiness, developmental course completion, retention, graduation, transfer, and career placement of its students.
- II. **ACCESS** – Northern Virginia Community College will increase the number and diversity of students being served to mirror the population growth of the region.
- III. **TEACHING AND LEARNING** – Northern Virginia Community College will focus on student success by creating an environment of world-class teaching and learning.
- IV. **EXCELLENCE** – Northern Virginia Community College will develop ten focal points of excellence in its educational programs and services that will be benchmarked to the best in the nation and strategic to building the College's overall reputation for quality.
- V. **LEADERSHIP** – Northern Virginia Community College will serve as a catalyst and a leader in developing educational and economic opportunities for all Northern Virginians and in maintaining the quality of life and economic competitiveness of the region.
- VI. **PARTNERSHIPS** – Northern Virginia Community College will develop strategic partnerships to create gateways of opportunity and an integrated educational system for Northern Virginians who are pursuing the American Dream.
- VII. **RESOURCES** – Northern Virginia Community College will increase its annual funding by \$100 million and expand its physical facilities by more than one million square feet in new and renovated space. This includes the establishment of two additional campuses at epicenters of the region's population growth, as well as additional education and training facilities in or near established population centers.
- VIII. **EMERGENCY PREPAREDNESS AND CONTINUITY OF OPERATIONS** – Northern Virginia Community College will be recognized as a leader among institutions of higher education in Virginia for its development and testing of emergency response and continuity of operation plans.

NOVA

**Northern Virginia
Community College**

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