Economic Diversity and Student Outcomes at NOVA

NORTHERN VIRGINIA COMMUNITY COLLEGE

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

This Report presents findings from a study published in January 2017 by R. Chetty et al. in the *New York Times* titled, *Some Colleges Have More Students from the Top 1 Percent than the Bottom 60. Find Yours.*[1] The study highlights how well or how poorly colleges have built an economically diverse student body. The researchers traced 30 million students who were born between 1980 and 1991 and linked anonymized tax returns of both students and parents to student college attendance records from nearly every college in the U.S. Their analyses show how colleges shape a student's prospect of upward mobility and how more students can climb the income ladder through higher education.

According to the article, students attending NOVA have a 26% chance of becoming an affluent adult which ranks NOVA as 7th in the nation among 690 two-year colleges in moving students from the bottom 20% of income to the top 20% as adults. Some important considerations, such as the high cost-of-living in NOVA's region, are presented below.

1. *The data show that the median family income of NOVA students is $79,800. NOVA ranks 40th out of 748 two-year colleges, and NOVA enrolls only 9.7% of the students from the lowest income quintile.*
   Does it mean that NOVA underrepresents students from low-income families?
   Probably not, based on the following:

   - Compared to the median family income in the DC metropolitan area ($108,141), the median family income of NOVA students ($79,800) is almost $30,000 lower indicating the NOVA population, on average, is poorer than the regional population.

   - Moreover, when the median income is adjusted for the cost-of-living, it reduces from $79,800 to $66,834, indicating that the purchasing power of the dollar is much less in this region. In other words, NOVA may actually be serving a much greater proportion of lower-income students than what the unadjusted/raw income data in the article presents.

   - Since the cost-of-living adjustment would shift the income distribution downward, it would reclassify a significant proportion of the students who are currently in the high income strata into the lower income strata, affecting all the relevant metrics accordingly: the percentage of students from the top 1%, from the top 5%, from the top 10%, from the top 20%, and from the bottom 20%.

   Note: The original study describes that when cost-of-living was factored into the analyses, for verification purposes, the findings did not change much. However, it can be speculated that this conclusion was based on some specific metrics (e.g., mobility rate), overall trends, and aggregate data, which were the main focus of the study and were probably not as susceptible to cost-of-living adjustments, which occur at colleges in the extremes of the cost-of-living spectrum.

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[1] https://www.nytimes.com/interactive/2017/01/18/upshot/some-colleges-have-more-students-from-the-top-1-percent-than-the-bottom-60.html?_r=0

2. *The median student income at age 34 for NOVA students is $37,300, and NOVA ranks 13th out of 690 two-year colleges. Is this a significant ranking for NOVA?*
   If the above argument is extended to this metric and income is adjusted for the cost-of-living, the median student income at age 34 would reduce substantially. However, given the current high ranking, NOVA may still hold a decent ranking among two-year colleges.

3. *Student income at age 34 indicates that 19% of NOVA students moved up two or more quintiles in reference to their family/parent income (Overall Mobility Rate Index). Does the cost-of-living adjustment affect this rate?*
   Not necessarily. Since the cost-of-living adjustment would apply to both family income and student income, they would hold the same relative position, and therefore, this metric would likely remain the same.

4. *The data show that among the students who were in the bottom quintile of family/parent income, 26% moved to the top quintile as adults, and NOVA ranks 7th out of 690 two-year colleges in this category. How should one interpret this metric in the light of the new information?*
   The cost-of-living adjustment could move some of the students down who are currently bordering on the top quintile (based on income at age 34), which could diminish the percentage of the affluent students slightly. However, the cost-of-living adjustment could also put more students in the bottom quintile, increasing the pool of students that can potentially reach the top quintile. Overall, this metric could change, however, probably slightly.

5. *Mobility Rate, or the share of students who moved from the bottom quintile to the top quintile according to the current data, is 2.5%. Would this change if the income is adjusted for the cost-of-living?*
   Mobility Rate = (% students from the bottom quintile) X (% students from the bottom quintile that moved to top quintile as adults) = 9.7% X 26% = 2.5%.

   Since the cost-of-living adjustment would affect both components which go into the mobility rate calculation, this rate may be considerably different and likely in favor of NOVA.

Section 1. Economic Diversity and Student Outcomes at NOVA

This Report presents findings from a study published in January 2017 by R. Chetty et al. in the *New York Times* titled, *Some Colleges Have More Students from the Top 1 Percent than the Bottom 60. Find Yours.*[2] The study highlights how well or how poorly colleges have built an economically diverse student body. The researchers traced 30 million students who were born between 1980 and 1991 and linked anonymized tax returns of both students and parents to student college attendance records from nearly every college in the US. Their analyses show how colleges shape a student's prospect of upward mobility and how more students can climb the income ladder through higher education.

This Report focuses on NOVA data presented in the article in an effort to understand its significance and implications to NOVA as a college. The article reports data on various metrics such as the proportion of NOVA students coming from various strata of family/parent income, how the NOVA students fare later in life, median student income at age 34, comparison of family income vs. student income later in life, and comparison of NOVA with other two-year colleges on most of these metrics.

The original study, the *Mobility Report Cards* (MRC) research project (Chetty et al., 2017)[3] attempts to identify the rate of intergenerational income mobility at colleges nationwide. Based on over 30 million de-identified tax records, the researchers focus on students who attended a post-secondary institution between the ages of 18 and 22 (refer to Appendix A for more methodological notes). The study presents overall trends on Mobility Rate and other metrics. The interactive dashboard in the article published on the *New York Times* website further allows readers to view and explore individual college data in comparison with other peer colleges.[2]

Before proceeding further, however, it is important to note a few items about the data:
First, the aforementioned metrics are based on income data. Since income can be sensitive to regional cost-of-living, comparisons based on income can present a different outcome when adjusted for this factor. Accordingly, in order to verify the robustness of the findings, the original study describes taking cost-of-living into account, but the authors note that the findings did not change much based on this factor. However, we speculate that this conclusion was based on some specific metrics (e.g., mobility rate), overall trends and aggregate data, which were the main focus of the study and were probably not as susceptible to cost-of-living adjustments as some of the individual colleges' data, especially for the colleges at the extremes of the cost-of-living spectrum. Thus, in exploring and explaining NOVA data in this Report, references to cost-of-living adjustments are made. Second, it is also useful to note that in order to refer to various income strata, the data uses the term 'quintile'[4], which refers to "one fifth of the population when the population is divided into five equal parts (based on income, in this case)."

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[2] https://www.nytimes.com/interactive/2017/01/18/upshot/some-colleges-have-more-students-from-the-top-1-percent-than-the-bottom-60.html?_r=0

[3] Chetty, R., Friedman, J., Saez, E., Turner, N., & Yagan, D. (2017). *Mobility Report Cards: The Role of Colleges in Intergenerational Mobility.* Available at http://www.equality-of-opportunity.org

[4] According to the dictionary, a quintile is "any of five equal groups into which a population can be divided according to the distribution of values of a particular variable." In the present case, the variable of interest is family/parent income.

Section 2. Median Family/Parent Income and Proportion of Students from Various Income Strata

The data show that the median income of NOVA parents is $79,800 (Table 1). Also, NOVA enrolls very few students from the lowest quintile of parental income (9.7%; Table 2), and conversely, NOVA enrolls a relatively large proportion of students from the top quintile (36%).

Table 1. Median Parent Income

Category	Rank (N=748)	Institution Name	Metro Area	State	Parents Median Income ($)
Top 10	1	Carroll CC	Baltimore	MD	100,400
	2	Las Positas College	San Francisco	CA	100,200
	3	Cascadia CC	Seattle	WA	97,700
	4	College of Southern Maryland	Washington, DC	MD	94,900
	5	Raritan Valley CC	Newark	NJ	93,200
	6	Saddleback College	Los Angeles	CA	93,200
	7	County College of Morris	Newark	NJ	91,400
	8	Frederick CC	Washington, DC	MD	90,700
	9	Latter Day Saints Business College	Salt Lake City	UT	90,100
	10	Williston State College	Williston	ND	89,700
DC Metro Area	**40**	**NOVA**	**Washington, DC**	**VA**	**79,800**
	178	Montgomery College	Washington, DC	MD	61,600
	279	Prince George's CC	Washington, DC	MD	56,200

Note: Data relates to the 1991 Birth Cohort, roughly the class of 2013. This is the most recent cohort available in the study.
The table includes two-year not-for-profit public and private institutions only.

Table 2. Low-Income Access

Category	Rank (N=748)	Institution Name	Metro Area	State	Low-Income Access
Top 10	1	Professional Business College	New York	NY	56%
	2	Wayne County CC District	Detroit	MI	40%
	3	J. F. Drake State Community and Technical College	Huntsville	AL	39%
	4	Albany Technical College	Albany	GA	38%
	5	Atlanta Technical College	Atlanta	GA	37%
	6	Robeson CC	Fayetteville	NC	37%
	7	Mississippi Delta CC	Greenville	MS	37%
	8	Ozarka College	Batesville	AR	37%
	9	Okefenokee Technical College	Waycross	GA	36%
	10	Bainbridge State College	Bainbridge	GA	36%
DC Metro Area	615	Montgomery College	Washington, DC	MD	11%
	654	Prince George's CC	Washington, DC	MD	10%
	697	**NOVA**	**Washington, DC**	**VA**	**10%**
	725	College of Southern Maryland	Washington, DC	MD	7%
	742	Frederick CC	Washington, DC	MD	6%

Note: Data relates to the 1991 Birth Cohort, roughly the class of 2013. This is the most recent cohort available in the study.
Low-Income Access is defined as the percent of students who had parents in the bottom quintile of the income distribution.
The table includes two-year not-for-profit public and private institutions only.

The data uses the following cut-offs to define family income quintiles which is applicable to all colleges:

> Top One Percent: Families who made about $630,000 or more per year.
> Top fifth: Families who made about $110,000 or more per year.
> Bottom fifth: Families who made about $20,000 or less per year.

These findings are somewhat surprising given that the NOVA student population is diverse in terms of race/ethnicity, age, educational, and socio-cultural backgrounds. It only feels intuitive that NOVA must represent all the socio-economic strata. Thus, a closer examination is in order.

For a clearer picture, the data needs to be viewed in context of the area income. That is, a college draws its students mostly from the region it is located in and therefore, the students' family income distribution is likely to be similar to the population income distribution of the region. Thus, if a college is located in a region with higher average family income, then the student distribution accordingly shifts in comparison with the national data such that there are more students enrolled from the higher income group. Data from the Census Bureau indicates that in 2015, the median family income for the nation was $66,011, whereas for the Washington metropolitan area,[5] it was much higher at $108,141. Thus, even though in comparison with the national average, NOVA family median income seems high ($79,800 vs. $66,011), it is almost $30,000 lower than the regional median income ($79,800 vs. $108,141). In other words, NOVA may not be selectively attracting students from the higher income bracket when considering the context of the area income distribution (see Appendix B for more supporting information). Furthermore, high income does not necessarily mean high purchasing power. The Northern Virginia area may have a high median income, but the purchasing power may be much less than the dollar value, owing to the cost of the goods and services in the region.

Thus, it is useful to consider Regional Price Parities (RPPs) when using income data. RPP takes into account the differences in the price of goods and services across different states/regions and allows for comparison of income in terms of purchasing power of the dollar amount. This index sets the national RPP at 100, and regional RPPs reflect how the price in a particular region compares with the national average. In 2014, RPP for the DC metro area was 119.4 (see Appendix C). Thus, the purchasing power of $79,800 (median income) in the DC metro area would be $66,834.17 ($79,800/1.194), which is much lower than the dollar amount and closer to the national average.

As indicated before, it should be noted that the authors state that taking cost-of-living into account yields results similar to the ones reported with non-adjusted, raw income data. However, the conclusion was based on certain metrics (e.g., mobility rate) and the overall trends and aggregate data, which were the primary focus of the study and were not as

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[5] Washington metro area (Washington-Arlington-Alexandria, DC-VA-MD-WV) is used as a proxy for Northern Virginia area in the Census Data.

susceptible to the cost-of-living adjustments as individual college data could be, especially for the colleges at the extremes of the cost-of-living spectrum.

In addition, in a metropolitan area like Northern Virginia, there are more families with both parents in the workforce, which leads to a higher family income than families where only one parent is working. However, an above average family income does not necessarily mean that the students are benefitting from the other factors that are usually associated with a high income family background. For example, to be able to support and sustain the family in this area, both parents may join the workforce; however, they may both be unskilled workers. This would not mean that the child is going to benefit from the positive qualities usually associated with high parent income, such as, higher parental education, better guidance for the child, socialization, parental time for children when growing up, etc. Thus, at least in some cases, even though NOVA may be serving students from high income families, they may not be experiencing the same quality of life that another students from a typical high income family does. They may be more similar to low-income families for most practical purposes.

To summarize, NOVA students have a higher median family income compared to national average; however, this median is much lower than the median income of the region, indicating that NOVA has a greater proportion of students from the lower income background than the proportion of low income families seen in the area population. Also, the median income adjusted for the cost-of-living is much lower and closer to the national average. Thus, the median income data and the proportion of students from a lower income background are likely to be much different and in favor of NOVA when adjusted incomes are used instead of raw income data. Accordingly, the other related metrics are susceptible to similar bias such as percentage of students from the top 1%, from the top 5%, from the top 10%, and from the top 20%.

Section 3. Median Student Income at Age 34

The median student income at age 34 for NOVA students is reported to be $37,300 (Table 3). Using the method above, if the income is adjusted for cost-of-living then the value of the students' income at age 34 would get deflated substantially. NOVA is ranked 13th out of 690 two-year colleges.

Table 3. Median Individual Earnings of Student in Adulthood

Category	Rank (N=690)	Institution Name	Metro Area	State	Median Child Indiv. Earnings Ages 32-34 ($)
Top 10	1	Perry Technical Institute	Yakima	WA	52,200
	2	Pittsburgh Institute of Aeronautics	Pittsburgh	PA	52,100
	3	New Mexico Military Institute	Roswell	NM	49,300
	4	North Dakota State College of Science	Fargo	ND	43,500
	5	Mitchell Technical Institute	Mitchell	SD	41,400
	6	North Central Kansas Technical College	Beloit	KS	40,600
	7	Southeast Technical Institute	Sioux Falls	SD	40,200
	8	Northwest Iowa Community College	Sioux Center	IA	38,900
	9	College of Southern Maryland	Washington DC	MD	38,800
	10	Ohlone College	San Francisco	CA	38,500
DC Metro Area	**13**	**NOVA**	**Washington, DC**	**VA**	**37,300**
	23	Frederick Community College	Washington, DC	MD	36,500
	25	Montgomery College	Washington, DC	MD	36,100
	34	Prince George's Community College	Washington, DC	MD	35,700

Note: Data relates to students born between 1980 and 1982, who are around the age of 35 (the age at which relative income rank stabilizes).
The table includes two-year not-for-profit public and private institutions only.

However, it should be noted that there may be factors other than cost-of-living that can influence this metric. For example, different colleges offer different types of programs. The colleges which offer programs geared toward high paying occupations may show higher income for their students and also higher mobility from lower quintiles to higher quintiles. For example, Perry Technical Institute ranks first for Median Student Income at Age 34. This could be because of the kind of technical programs offered at the institute. As the name indicates, it mostly offers technology, IT, construction, and manufacturing-oriented programs.

The authors state that they have looked at this aspect in the context of mobility rates and conclude that differences in the programs offered account for only a small variation in mobility rates. However, analyzing the institutes that rank higher than NOVA gives an impression that there are quite a few colleges that seem more technically-oriented than NOVA (the bullet numbers indicate college ranks):
1. Perry Technical Institute
2. Pittsburgh Institute of Aeronautics
3. New Mexico Military Institute
4. North Dakota State College of Science
5. Mitchell Technical Institute
6. North Central Kansas Technical

Section 4. Overall Mobility Index and Mobility Rates

These metrics compare family/parent income with the student's income at age 34. The overall Mobility Index represents the percentage of students who moved up two or more quintiles compared to their family income. The data for this metric would remain roughly the same even if cost-of-living is taken into consideration. The reason, this metric compares two incomes (family vs. individual/student) and both would be subject to the same RPP and therefore, would move together and hold the same relative position when adjusted for cost-of-living. Moreover, the authors have confirmed doing this and finding results mostly consistent with the original data.

Thus, the Overall Mobility Index data for NOVA can be used as such:
Share of NOVA students who moved up two or more income quintiles = 19%
Mobility Rate, on the other hand, is a product of access and success.
Mobility Rate = (% students from the bottom quintile) X (% students from the bottom quintile that moved to top quintile as adults) = 9.7% X 26% = 2.5%.

Logically speaking, the cost-of-living adjustment can potentially move a lot of students that are currently in the fourth and perhaps third quintile into the bottom quintile, increasing the percent of students in the bottom quintile (currently 2.5%), which in turn would increase the mobility rate substantially. Thus, the mobility rate for NOVA may be higher than the reported 2.5%.

Table 4. Mobility Rate

Category	Rank (N=690)	Institution Name	Metro Area	State	Mobility Rate
Top 10	1	Glendale Community College	Los Angeles	CA	7.1
	2	Laredo Community College	Laredo	TX	6.7
	3	CUNY Borough of Manhattan Community College	New York	NY	6.1
	4	Texas State Technical College Harlingen	Brownsville	TX	6.1
	5	Southwest Texas Junior College	Uvalde	TX	5.7
	6	Queensborough Community College-CUNY	New York	NY	5.5
	7	Imperial Valley College	Yuma	CA	4.8
	8	Pasadena City College	Los Angeles	CA	4.8
	9	El Paso Community College	El Paso	TX	4.8
	10	Reid State Technical College	Atmore	AL	4.8
DC Metro Area	48	Montgomery College	Washington, DC	MD	3.0
	95	**NOVA**	**Washington, DC**	**VA**	**2.5**
	102	Prince George's Community College	Washington, DC	MD	2.5
	395	College of Southern Maryland	Washington, DC	MD	1.3
	596	Frederick Community College	Washington, DC	MD	0.9

Note: Data relates to students born between 1980 and 1982. The table includes two-year not-for-profit public and private institutions only. The mobility rate is the percent of children who come from the bottom quintile and reach top quintile.

Section 5. Chance a Poor Student Has to Become an Affluent Adult

This metric represents the share of the students from the bottom quintile of income that moved to top quintile as adults. The data shows that 26% of NOVA students who were in the bottom quintile moved to the top quintile as adults (Table 5).

The cost-of-living adjustment could move some of the students currently bordering on the top quintile (based on income at age 34) to lower quintiles, which could diminish the percentage of the affluent students slightly. However, the cost-of-living adjustment could also put more students in the bottom quintile, increasing the pool of students that can potentially reach the top quintile. Overall, this metric could change, but probably only slightly.

Table 5. Success Rate

Category	Rank (N=690)	Institution Name	Metro Area	State	Success Rate
Top 10	1	Perry Technical Institute	Yakima	WA	36.5
	2	Mitchell Technical Institute	Mitchell	SD	31.7
	3	North Dakota State College of Science	Fargo	ND	30.6
	4	Ohlone College	San Francisco	CA	29.0
	5	West Valley-Mission CC District	San Jose	CA	27.4
	6	Pittsburgh Institute of Aeronautics	Pittsburgh	PA	26.1
	7	**NOVA**	**Washington, DC**	**VA**	**26.0**
	8	Hesston College	Newton	KS	25.7
	9	San Mateo County CC District	San Francisco	CA	24.4
	10	Warren County CC	Newark	NJ	23.1
DC Metro Area	11	Montgomery College	Washington, DC	MD	22.8
	32	Prince George's CC	Washington, DC	MD	19.8
	55	College of Southern Maryland	Washington, DC	MD	18.7
	84	Frederick CC	Washington, DC	MD	16.9

Note: Data relates to students born between 1980 and 1982. The table includes two-year not-for-profit public and private institutions only.
The success rate measures the percent of children in the top quintile among those with parents in bottom quintile.

Appendix A: Methodological Notes

Methodological notes useful to consider in interpreting the data

Does the report appropriately identify and match students to the correct institution (and how are transfer students handled)?

- Measures of outcomes and mobility in the report focus on the birth cohort of 1980-1982: these students attended college between 1999 and 2004 (the ages 19-22— excludes students who attended later in life); and their income level is measured in 2014 (ages 32-34 years old).
- A college is assigned to a student based on the institution the student attended for the most years between the ages 19 to 22 (inclusive).
  - Students who attend NOVA for a few semesters before transferring may be categorized under the transfer institution. However, if a student attends two or more colleges for the same number of years, the student's college is defined as the first college he or she attended.
- Data does not allow identification of degree-seekers versus other types of students, i.e., the data only shows that the student enrolled at a post-secondary institution between ages 19-22.
  - This may be an important distinction as community college students tend to have more diversity in goals (workforce development, attain an Associate's degree, transfer, etc.) than students at four-year institutions (attain a Bachelor's degree).

Does the data reflect current outcomes at NOVA?

The report constructs success and mobility rates for the 1980-1982 birth cohorts. These students attended NOVA in the early 2000s and outcomes may have shifted since then.

Appendix B: Analysis of Student Access

Does NOVA really perform poorly in terms of ensuring access to students from the bottom quintile of the income distribution?

The Office of Institutional Effectiveness and Student Success Initiatives (OIR) analyzed the community colleges in the dataset provided by the authors and found that the colleges that had the highest access rates tended to be located in areas with high poverty rates (See Figure B1). The correlation between access and the local area poverty rate was 0.71 (note that 1.00 indicates perfect correlation). This suggests that NOVA's access rate is, in part, driven by its location.

- Access was also found to be correlated with local area median household income, but to a lesser degree (correlation= -0.51; see Figure B2).

Local Area Poverty, Local Area Median Household Income, and Access

The following figures explore the relationship between low-income access and local area poverty rates and local area median household income. In the dataset provided online by the authors, the county in which each college is located is provided. The local area estimates are based on these counties. However, there are limitations to this data as colleges often serve more than one county. For example, in the dataset, NOVA is associated with Fairfax County when in fact NOVA's service area includes seven other jurisdictions. In Fall 2014, only 35 percent of NOVA's FTES were generated by students from Fairfax County.

Figure B1. The Relationship between Low-Income Access Rates and Local Area Under-18 Poverty Rates

$y = 0.9076x + 0.0841$
$R^2 = 0.5077$
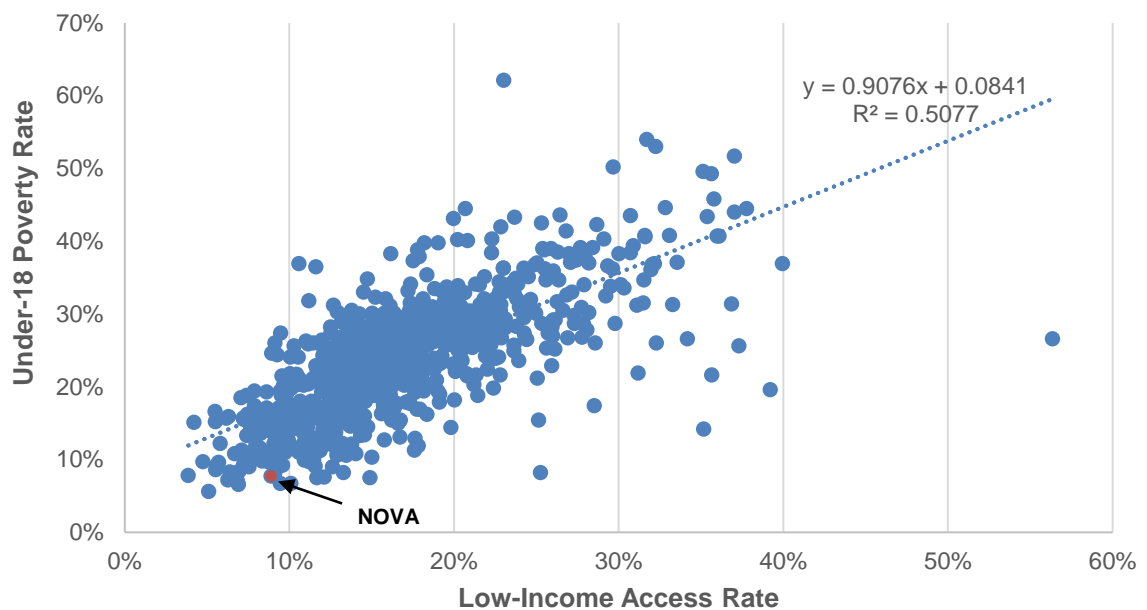
Correlation = 0.71

Figure B2. The Relationship between Low-Income Access Rates and Local Area Median Household Income
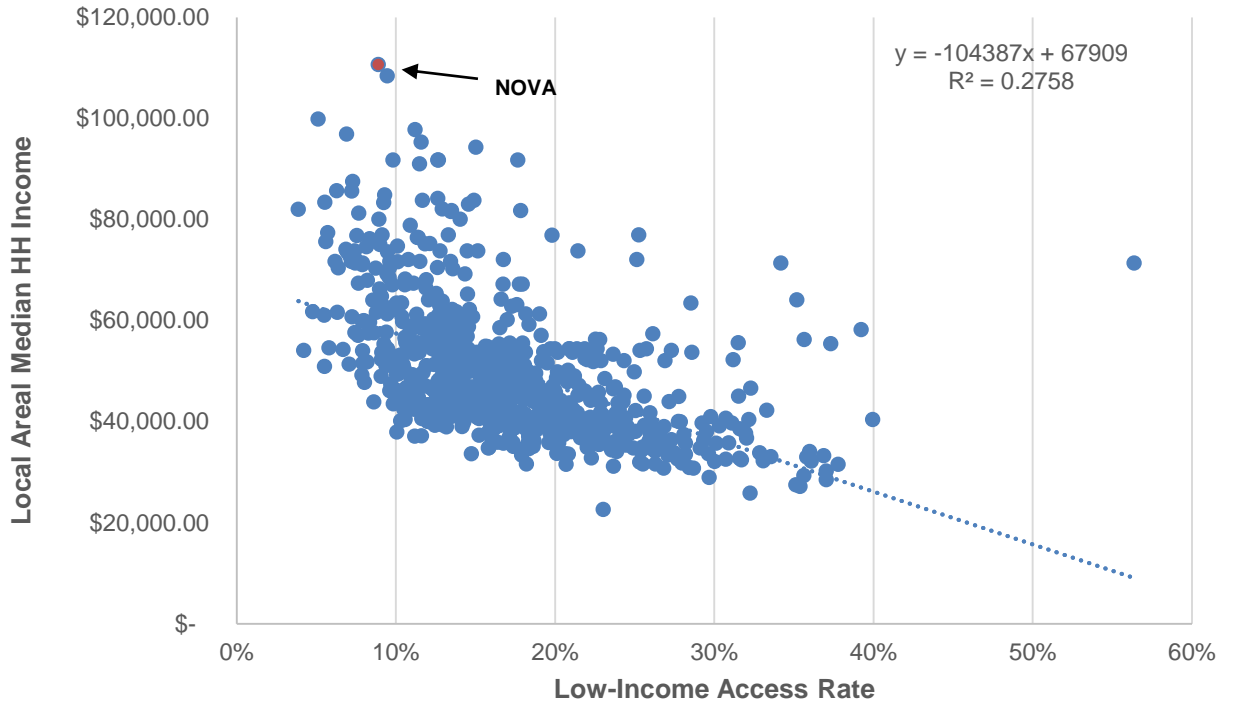
Correlation = -0.53
Source: United Stats Census Bureau (Under-18 poverty rate); Chetty et al. 2017 (low income access rate)
Note: access rates (proportion of students who had parents in the bottom quintile) based on 1991 cohort (students who attended NOVA around 2013); under age 18 poverty rates pulled from census.gov Small Area and Income Poverty Estimates for 2013; median household income rates pulled from census.gov Small Area and Income Poverty Estimates for 2013.

Appendix C: RPP1 Regional Price Parities

Table C1. RPP1 Regional Price Parities

Geo Fips	Geo Name (Metropolitan Statistical Area)	Line Code	Description	2014
47900	Washington-Arlington-Alexandria, DC-VA-MD-WV	1	RPPs: All items	119.4
47900	Washington-Arlington-Alexandria, DC-VA-MD-WV	2	RPPs: Goods	107.1
47900	Washington-Arlington-Alexandria, DC-VA-MD-WV	3	RPPs: Services: Rents	170.8
47900	Washington-Arlington-Alexandria, DC-VA-MD-WV	4	RPPs: Services: Other	109.7

Source: Bureau of Economic Analysis
The 2008-14 Regional Price Parities (RPPs) were estimated using statistical area delineations published by the Office of Management and Budget in February 2013. Last updated: July 7, 2016-- new estimates for 2014; revised estimates for 2012-2013.

Appendix D: Family Income in Washington Metro Area Compared to Nation

Table D1. Family Income: United States vs. Washington-Arlington-Alexandria, DC-VA-MD-WV Metro Area

Subject	United States		Washington-Arlington-Alexandria, DC-VA-MD-WV Metro Area	
	Estimate	Margin of Error	Estimate	Margin of Error
Total	77,260,546	+/-214,164	1,408,440	+/-5,830
Less than $10,000	4.70%	+/-0.1	2.40%	+/-0.1
$10,000 to $14,999	3.10%	+/-0.1	1.50%	+/-0.1
$15,000 to $24,999	7.90%	+/-0.1	3.80%	+/-0.1
$25,000 to $34,999	8.80%	+/-0.1	4.70%	+/-0.1
$35,000 to $49,999	12.80%	+/-0.1	7.60%	+/-0.2
$50,000 to $74,999	18.80%	+/-0.1	13.40%	+/-0.2
$75,000 to $99,999	14.10%	+/-0.1	12.40%	+/-0.2
$100,000 to $149,999	16.30%	+/-0.1	21.40%	+/-0.2
$150,000 to $199,999	6.60%	+/-0.1	14.00%	+/-0.2
$200,000 or more	6.80%	+/-0.1	18.80%	+/-0.2
Median income (dollars)	66,011	+/-191	108,141	+/-572
Mean income (dollars)	88,153	+/-204	135,837	+/-606

Source: https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_5YR_S1901&prodType=table
Income in the past 12 months in 2015 inflation-adjusted dollars

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

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