

Student Success Metrics at NOVA



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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.

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

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Student Success Metrics at NOVA

Introduction

As part of the Strategic Planning for NOVA, the consulting firm of Keeling & Associates developed a list of potential student success metrics for the College to track.

This report presents the first round of student success data provided by OIR. Moving forward, a subset of metrics from this list will be utilized to track student success at NOVA through a dashboard provided by OIR.

List of Student Success Metrics¹

Metric	Regularly Tracked by OIR	Data Available	Difficult to Access/Compile
6-year Outcomes of Fall Cohort			
Graduate with a bachelor's degree	✓ Tables 5 (in VA) & 6		
Graduate with another type of credential (Associates, certificate, etc.)	✓ Table 6		
Earn above lower middle income threshold			✓
Number of Students Annually			
Complete college-level Math or English	✓ Table 34		
Complete a certificate	✓ Table 7		
Complete an industry-recognized credential/certification (Workforce)		✓	
Complete an Associate's degree	✓ Table 7		
Transfer with 16 or more credits		✓ Tables 12-15 (w/ no degree)	
Transfer and earn a Bachelor's degree		✓ Table 5 (in VA)	
Number of Underserved Students Annually			
Complete a credential		✓	
VCCS Chancellor's Goals			
Annual Applications		✓ Table 17	
Admissions Yield		✓ Table 17	
Fall-to-Spring Retention	✓ Table 3		
Fall-to-Fall Retention	✓ Table 3		
Credentials awarded annually	✓ Table 7		
Completion by Design KPIs			
Connection/Entry			
% of students coming directly from high school that place below college level	✓ Tables 26, 27, 30, 31		
Credit accumulation during student's first term		✓	
% of attempted credits completed during student's first term	✓ Table 1		

¹ List compiled by the consulting firm of Keeling & Associates and provided to the NOVA Strategic Planning Executive Committee.

Metric	Regularly Tracked by OIR	Data Available	Difficult to Access/ Compile
% of students persisting from term 1 to term 2	✓ Table 3		
% of developmental education students completing developmental education coursework within 1 year	✓ Tables 29 & 33 (not necessarily completing all nor just in 1 year)		
% of students completing college-level math and English on first attempt within 1 and 2 years	✓ Table 2 (does not regard # of attempts or time frame)		
Progress			
% of students persisting from year 1 to year 2	✓ Table 3		
% of students earning 12 and 24 college credits in years 1 and 2, respectively		✓ Tables 18-25	
% of students entering a program of study within 1 and 2 years		✓	
Completion			
% of students completing/transferring within 5 years		✓	
% of students earning excess college credits beyond 2-year degree		✓ Table 16 (% of excess credits not % of grads)	
CCRC Early Momentum Metrics			
Credit momentum			
% Attempting at least 15 semester credits in the first term		✓	
% Attempting at least 30 semester credits in the first academic year		✓	
Gateway momentum			
Success in pathway-appropriate, college-level math in the first academic year		✓	
Success in pathway-appropriate, college-level English in the first academic year		✓	
Program momentum			
Success in at least nine semester credits (three courses) in the student's field of study in the first academic year		✓ (for core courses)	
AACC Voluntary Framework of Accountability			
Developmental Education Progress Measures			
% of students referred who attempted their first math, English, or reading developmental education course	✓ Tables 28 & 32		
% of students referred who completed highest level math, English, or reading developmental education course	✓ Tables 29 & 33		
% of students referred who completed any college-level course in math, English, or reading	✓ Table 34 (incl. formerly dev enrolled not all referred)		
Two-Year Progress Measures			
% of credit hours successfully completed by cohort in the first term	✓ Table 1		
% of students who reached credit thresholds by end of year two (24 credits for part-time; 42 for full-time)		✓	

Metric		Regularly Tracked by OIR	Data Available	Difficult to Access/ Compile
% of students who were retained from fall (term one) to their next academic term or completed a formal award		✓ Table 4		
One Cohort	% of students who completed certificate or degree	✓ Table 11 (3-year outcome)		
	% of students who transferred to a 2-year or 4-year institution	✓ Table 11 (3-year outcome)		
	% of students still enrolled at initial institution	✓ Table 11 (3-year outcome)		
% of credit hours successfully completed by cohort at end of year two			✓	
% of students referred who completed all developmental education		✓ Table 34 (out of dev enrolled not out of referred)		
Six-Year Outcomes Measures				
% of students who earned an associate's degree – w/o transfer		✓ Tables 6 & 11 (3-year outcome)		
% of students who earned an associate's degree – with transfer		✓ Tables 6 & 11 (3-year outcome)		
AACC Guided Pathways Early Outcomes Key Performance Indicators				
Number of college credits earned in first term			✓	
Number of college credits earned in first year			✓	
Completion of gateway math and English courses in the student's first year			✓	
Persistence from term 1 to term 2		✓ Tables 3 & 4		
Rates of college-level course completion in students' first academic year		✓ Table 1		
Brookings Value-Added Approach				
The difference between the actual mid-career salary of alumni and an estimation of what a graduate from a similar school would have earned given his/her characteristics.				✓
Chetty Social Mobility Rankings				
Students' earnings vs. their parents' incomes				✓

Course Completion

**Table 1. Successful Course Completion Rates of FTIC Students:
Fall 2012 through Fall 2014 Cohorts**

Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
Total Enrolled	Successful		Total Enrolled	Successful		Total Enrolled	Successful	
	#	%		#	%		#	%
40,994	28,179	68.7%	41,797	28,246	67.6%	44,456	30,688	69.0%

Source: Research Brief 08-17 Achievement Gap Analysis Series – Successful Course Completion: Fall 2012 through Fall 2014

**Table 2. Gatekeeper Course Success Rates of FTIC Students:
Fall 2012 through Fall 2014 Cohorts**

Gatekeeper Course	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
	Total Enrolled	Successful		Total Enrolled	Successful		Total Enrolled	Successful	
		#	%		#	%		#	%
ACC 211	817	524	64.1%	660	422	63.9%	617	399	64.7%
BIO 101	1,886	1,342	71.2%	2,163	1,506	69.6%	1,862	1,377	74.0%
ENG 111	6,136	4,696	76.5%	6,556	4,941	75.4%	8,747	6,902	78.9%
MTH 151	1,343	894	66.6%	1,314	888	67.6%	1,283	930	72.5%
MTH 163	1,444	784	54.3%	1,594	924	58.0%	1,762	1,057	60.0%

Source: Research Brief 15-17 Achievement Gap Analysis Series – Gatekeeper Course Success: Fall 2012 through Fall 2014

Retention

**Table 3. Retention Rates for Full-Time, First-time to College Students:
Fall 2005 through Fall 2015 Cohorts**

Fall Cohort of FTIC Students	Retention Rate	
	Fall-to-Spring	Fall-to-Fall
Fall 2005	81.0%	64.1%
Fall 2006	83.9%	66.0%
Fall 2007	82.9%	64.2%
Fall 2008	85.8%	69.4%
Fall 2009	86.2%	67.5%
Fall 2010	86.6%	67.7%
Fall 2011	88.2%	70.4%
Fall 2012	87.8%	68.4%
Fall 2013	88.7%	68.6%
Fall 2014	87.9%	70.6%
Fall 2015	89.1%	72.0%

Source: Presentation for ATD conference March 2017

**Table 4. Persistence Rates of First-Time in College GPS Students:
Fall 2013 through Fall 2015 Cohorts**

Cohort	Total GPS Cohort	Fall-to-Spring Persistence		Fall-to-Fall Persistence	
		N	%	N	%
Fall 2013	4,122	3,420	83.0%	2,850	69.1%
Fall 2014	5,017	4,114	82.0%	3,427	68.3%
Fall 2015	5,297	4,390	82.9%	3,387	63.9%

Note: Fall 2015 to Fall 2016 data preliminary as of September 27, 2016. Persistence = the percentage of a Fall cohort of first-time GPS students who returned to NOVA or graduated or transferred within the designated timeframe.
Source: Research Brief 61-16 GPS Student Persistence Rates: Fall 2013 through Fall 2015 Cohorts.

Degree Completion

Table 5. Bachelor Degree Completion Rates of NOVA Students Transferring to Virginia Public Four-year Institutions: Transfer Years 2007-08 through 2009-10

Transfer Year	Within 3yrs	Within 4yrs	Within 5yrs	Within 6yrs
2007-08 Cohort	49%	64%	71%	74%
2008-09 Cohort	50%	67%	73%	76%
2009-10 Cohort	51%	67%	73%	75%

Data Source: State Council of Higher Education for Virginia (SCHEV)

**Table 6. Six-Year Completions of First-Time in College, Degree-Seeking NOVA Students:
Fall 2009 Cohort**

Cohort	Total FTIC, Degree-Seeking Enrolled (#)	Total Completion Rate	1 st Completion at Same Institution	1 st Completion at Different 2-Year Institution	1 st Completion at 4-Year Institution*	Subsequent Completion at 4-Year Institution**	Total 4-Year Institution Completion	Still Enrolled (At Any Institution)	Not Enrolled (At Any Institution)
Fall 2009	6,456	44.7%	34.0%	1.9%	8.9%	12.4%	21.2%	17.6%	37.7%

*Students who completed a four-year degree without having first earned a credential at a two-year institution.

**Students who earned a subsequent degree after a first completion awarded at a two-year institution.

Data Source: National Student Clearinghouse (NSC)

Source: Six-Year Outcomes from the National Student Clearinghouse Completions Benchmark Report: Fall 2009 Cohort

**Table 7. NOVA Graduates by Curriculum and Award Type: 2010-11 through 2014-15
(Duplicated Headcount)**

Curriculum	Major	2010-11	2011-12	2012-13	2013-14	2014-15
Award = A.A.						
529	Fine Arts	50	53	40	38	35
648	Liberal Arts	468	542	497	427	409
555	Music	4	14	7	7	6
	A.A. Total	522	609	544	472	450
Award = A.S.						
213	Business Administration	897	938	1,022	1,004	1,006
246	Computer Science	61	74	83	117	135
831	Engineering	115	138	131	151	154
699	General Studies	1,145	1,407	1,509	1,484	1,475
340	Information Technology	278	322	360	311	362
880	Science	267	333	346	370	369
882	Social Sciences	485	523	569	609	655
	A.S. Total	3,248	3,735	4,020	4,046	4,156
Award = A.A.A.						
530	Fine Arts	14	10	21	19	14
559	Music	10	23	4	12	7
	A.A.A. Total	24	33	25	31	21
Award = A.A.S.						

Curriculum	Major	2010-11	2011-12	2012-13	2013-14	2014-15
203	Accounting	32	38	47	35	37
400	Administration of Justice	61	76	112	94	88
904	Air Conditioning And Refrigeration	17	29	31	28	33
640	American Sign Language to English Interpretation	8	9	9	9	8
901	Architecture Technology	15	19	20	14	25
909	Automotive Technology	26	29	40	31	29
149	Biotechnology	1	6	5	11	9
212	Business Management	35	48	55	59	50
511	Communication Design	27	33	30	28	35
731	Computer and Electronics Technology	7	3	3	1	0
917	Construction Management Technology	7	10	15	16	14
248	Contract Management	4	9	8	1	5
345	Cybersecurity	-	-	-	-	4
118	Dental Hygiene	38	29	31	32	37
109	Diagnostic Medical Sonography	7	11	11	10	8
636	Early Childhood Development	29	60	56	61	62
146	Emergency Medical Services	19	39	31	26	29
968	Engineering Technology	6	15	11	14	10
427	Fire Science Technology	1	9	7	13	2
152	Health Information Management	24	24	17	16	7
335	Horticulture Technology	5	7	4	15	5
775	Hospitality Management	23	22	24	27	25
480	Human Services Associate	1	-	-	-	-
299	Information Systems Technology	49	49	61	54	69
520	Interior Design	25	10	23	18	21
251	Marketing	6	7	6	10	8
151	Medical Laboratory Technology	15	16	11	13	16
156	Nursing	210	242	171	175	148
126	Occupational Therapy Assistant	-	-	-	-	12
260	Paralegal Studies	40	34	42	39	41
502	Photography and Media	13	8	18	11	12
180	Physical Therapist Assistant	30	31	24	26	29
172	Radiography	39	35	32	36	30
181	Respiratory Therapy	15	24	15	16	21
249	Travel and Tourism	2	6	2	1	1
188	Veterinary Technology	34	48	40	49	46
	A.A.S. Total	871	1,035	1,012	989	976
Award = Certificate						
406	Administration of Justice	19	24	39	28	17
903	Air Conditioning And Refrigeration	17	16	19	24	18
930	Architectural Drafting	9	9	5	5	9
984	Automotive Electrical Technician	7	3	2	1	0
910	Automotive Emissions	5	2	-	1	1
204	Bookkeeping	34	34	29	33	35
250	Contract Management	12	10	14	13	6
245	Culinary Arts	8	9	9	13	10
632	Early Childhood Development	35	33	25	28	35
925	Electronics Technician	1	1	1	-	-
241	Food Service Management	3	2	3	-	-
695	General Education	1,133	1,763	1,278	814	880
240	Hotel Management	3	4	-	-	-
267	Meeting, Event, and Exhibition Management	8	4	4	3	7
297	Multimedia Design	2	5	6	2	1
557	Music Recording Technology	4	4	7	6	6
265	Professional Writing for Business, Gov't, and Industry	3	3	3	3	2

Curriculum	Major	2010-11	2011-12	2012-13	2013-14	2014-15
457	Public Management	-	1	-	-	-
273	Real Estate Brokerage	0	0	0	0	1
232	Small Business Management	1	5	8	4	4
403	Substance Abuse Rehabilitation Counselor	9	10	18	24	16
243	Travel and Tourism	7	5	3	2	2
352	Web Design Manager	5	4	1	2	0
Certificate Total (Excludes Career Studies)		1,325	1,951	1,474	1,006	1,050
Award = Career Studies Certificate						
221-203-02	Accounting	35	43	51	47	47
221-648-01	African American Studies	0	0	0	1	0
221-640-01	American Sign Language	8	13	20	13	10
221-640-03	American Sign Language Interpreting	3	5	1	3	0
221-299-06	Application Programming	1	6	9	10	11
221-909-01	Automotive Maintenance and Light Repair	1	7	3	17	11
221-149-01	Biotechnology Lab Technician	0	3	2	5	5
221-212-15	Business Information Technology	46	56	51	108	155
221-212-04	Business Management Principles	4	7	9	7	6
221-648-02	Chinese Studies	0	0	2	3	0
221-152-01	Clinical Data Coding	15	25	15	7	16
221-909-10	Collision Repair Technology	3	5	9	3	6
221-172-02	Computed Tomography	1	-	-	-	-
221-729-01	Computer Aided Drafting and Design	21	21	12	19	18
221-917-01	Construction Supervision	3	8	5	5	8
221-732-09	Cyber Security	5	13	16	24	34
221-299-11	Database Specialist	2	10	15	26	21
221-299-04	Desktop Publishing	2	3	2	1	0
221-920-02	Diesel Mechanics Technology	1	2	2	5	0
221-882-01	Drivers Education	3	1	3	2	1
221-636-04	Early Childhood Development	19	29	24	47	69
221-251-01	Ecommerce	6	7	6	5	9
221-514-23	Electronic Media in Design, Rendering, and Animation	0	0	0	0	1
221-146-01	Emergency Medical Technician – Basic	-	0	14	31	14
221-146-03	Emergency Medical Technician – Intermediate	-	0	16	24	34
221-212-10	Entrepreneurship	0	3	4	3	2
221-460-01	Fitness	7	14	6	18	18
221-405-45	Forensic Investigation (Advanced)	1	3	2	0	2
221-405-43	Forensic Investigation (General)	7	5	9	3	3
221-719-71	Geographic Information Systems	8	11	7	8	10
221-152-02	Health Information Technology	-	-	0	3	3
221-190-01	Health Science	-	-	2	10	17
221-648-03	Historic Preservation	7	8	1	3	2
221-903-10	HVAC-R and Facilities Services Technology	10	15	11	26	23
221-636-06	Infant And Toddler Care	7	9	5	8	12
221-212-16	Information Processing	2	2	1	1	0
221-212-17	International Business	2	2	2	1	2
221-299-09	It Technical Support	7	15	17	18	22
221-648-04	Japanese Studies	1	2	5	3	2
221-915-01	Land Planning, Survey, and Development	1	0	0	1	0
221-648-05	Latin American Studies	1	2	7	1	6
221-212-13	Leadership Development	5	11	4	16	9
221-299-19	Linux Administration	1	2	-	-	-
221-299-20	Linux Programming and Development	0	1	-	-	-
221-172-04	Magnetic Resonance Imaging	2	-	-	-	-
221-251-02	Marketing	3	0	5	3	3
221-179-01	Massage Therapy	17	14	26	29	20

Curriculum	Major	2010-11	2011-12	2012-13	2013-14	2014-15
221-407-95	National Security	-	3	8	6	4
221-732-01	Network Administration	7	12	15	6	14
221-732-04	Network Engineering (Specialist)	8	28	15	18	24
221-460-20	Outdoor Recreation and Resource Management	0	0	0	1	0
221-146-05	Paramedic	-	12	20	16	19
221-629-03	Paraprofessional Teacher Assistant	8	6	7	11	8
221-151-02	Phlebotomy	23	7	21	28	25
221-251-03	Promotion and Public Relations	2	2	5	5	2
221-273-03	Real Estate Brokerage	0	0	0	-	1
221-460-30	Recreation Programming and Administration	1	0	0	0	0
221-251-04	Retail Management	1	0	0	1	3
221-400-02	Security Management	1	1	2	5	1
221-529-02	Theatre	4	9	4	3	2
221-249-02	Tour Guiding	3	2	0	0	3
221-352-03	Web Design and Development	4	10	13	16	12
221-352-02	Web Design Specialist	12	7	3	7	9
221-995-01	Welding/Basic Techniques	1	7	11	5	12
221-298-13	Word Processing	0	1	1	3	0
	Career Studies Certificate Total	344	490	526	699	771
	Total College Awards	6,334	7,853	7,601	7,243	7,424

Note: "-" – Program not offered. "0" – Program offered but there were no graduates.
Data Source: OIR Fact Book

Table 8. Number of Graduates: 2005-06 through 2015-16

Academic Year	Number of Graduates
2005-06	2,928
2006-07	2,934
2007-08	3,099
2008-09	3,289
2009-10	4,016
2010-11	5,795
2011-12	6,926
2012-13	6,680
2013-14	6,598
2014-15	6,771
2015-16	6,939

Note: This is an unduplicated headcount of graduates; graduates may earn more than one credential in a given academic year.
Data Source: OIR Fact Book

Table 9. NOVA Graduation Rates: 2005-06 through 2014-15

Academic Year	Graduation Rate*
2005-06	12%
2006-07	12%
2007-08	13%
2008-09	13%
2009-10	16%
2010-11	18%
2011-12	22%
2012-13	23%
2013-14	23%
2014-15	23%

*IPEDS defines graduation rate as the percent of first-time, full-time degree or certificate-seeking students who complete a degree or certificate within 150% of normal time.

Data Source: Integrated Postsecondary Education Data System (IPEDS)

Transfer

**Table 10. NOVA Transfers to Public and Private Four-Year Institutions:
2013-14 and 2014-15**

Institution Type	2013-14		2014-15	
	#	%	#	%
Public 4-Year Institutions	5,933	68.7%	6,578	71.5%
Private 4-Year Institutions	2,705	31.3%	2,622	28.5%

Data Source: NSC

Source: Report 79-16: Transfer Trends and Patterns Series: Report 2

Table 11. Three-Year Outcomes: Fall 2013 First-Time in College Cohort

Three-Year Outcome	Fall 2013 FTIC Cohort	
	#	%
Transferred to a Four-Year Institution	1,663	20.3%
<i>Transferred & Graduated from NOVA</i>	688	8.4%
<i>Transferred & Did Not Graduate from NOVA</i>	975	11.9%
Graduated from NOVA, Did Not Transfer	694	8.5%
Remained Enrolled at NOVA	1,635	19.9%
Did Not Graduate, Remain Enrolled, or Transfer	4,219	51.4%
Total	8,211	100.0%

Source: Research Brief 57-16 Three-Year Transfer Analysis: Fall 2013 First-Time in College Cohort

Table 12. Transfer Rates for Students with 16+ Credits without a Degree by Enrollment Status: Fall FTIC 2012

Initial Enrollment Status	Fall 2012 FTIC Cohort (#)	Transferred with 16+ Credits w/o Degree	
		#	%
Full-Time	5,156	739	14.3%
Part-Time	3,481	240	6.9%

Data Source: VCCS

Source: Report 78-16: Transfer Trends and Patterns Series: Report 1

Table 13. Transfer Rates for Students with 16+ Credits without a Degree by Gender and Enrollment Status: Fall 2012 FTIC Cohort

Initial Enrollment Status	Gender	Fall 2012 FTIC Cohort (#)	Transferred with 16+ Credits w/o Degree	
			#	%
Full-Time	Male	2,744	405	14.8%
	Female	2,412	334	13.8%
Part-Time	Male	1,832	116	6.3%
	Female	1,649	124	7.5%

Data Source: VCCS

Source: Report 78-16: Transfer Trends and Patterns Series: Report 1

Table 14. Transfer Rates for Students with 16+ Credits without a Degree by Program Placement and Enrollment Status: Fall 2012 FTIC Cohort

Initial Enrollment Status	Initial Program Placement	Fall 2012 FTIC Cohort (#)	Transferred with 16+ Credits w/o Degree	
			#	%
Full-Time	A.A.	669	96	14.3%
	A.S.	3,341	463	13.9%
	A.A.A.	34	2	5.9%
	A.A.S.	725	92	12.7%
	Certificate	159	21	13.2%
	Not Placed	228	65	28.5%
Part-Time	A.A.	354	28	7.9%
	A.S.	1,821	128	7.0%
	A.A.A.	28	3	10.7%
	A.A.S.	662	39	5.9%
	Certificate	192	7	3.6%
	Not Placed	424	35	8.3%

Data Source: VCCS

Source: Report 78-16: Transfer Trends and Patterns Series: Report 1

Table 15. Transfer Rates for Students with 16+ Credits without a Degree by Race/Ethnicity and Enrollment Status: Fall 2012 FTIC Cohort

Initial Enrollment Status	Race/Ethnicity	Fall 2012 FTIC Cohort (#)	Transferred with 16+ Credits w/o Degree	
			#	%
Full-Time	White	1,813	316	17.4%
	Black/African American	860	143	16.6%
	Hispanic/Latino	1,213	125	10.3%
	Asian	926	100	10.8%
	American Indian/Alaska Native	6	0	0.0%
	Hawaiian/Pacific Islander	29	5	17.2%
	Two or More Races	231	43	18.6%
	Not Specified	4	1	25.0%
	Unknown	74	6	8.1%
Part-Time	White	1,323	96	7.3%
	Black/African American	720	57	7.9%
	Hispanic/Latino	840	42	5.0%
	Asian	376	23	6.1%
	American Indian/Alaska Native	11	1	9.1%
	Hawaiian/Pacific Islander	15	1	6.7%
	Two or More Races	149	11	7.4%
	Not Specified	-	-	-
	Unknown	47	9	19.1%

Data Source: VCCS

Source: Report 78-16: Transfer Trends and Patterns Series: Report 1

Excess Credits

**Table 16. Average Credits of NOVA Graduates by Curriculum and Award Type:
2015-16 Graduates**

Curriculum	Major	2015-16				
		Number Of Graduates	Total Credits Required For Graduation	Average Credits At Graduation	Excess Credits At Graduation	
					#	%
Award = A.A.						
529	Fine Arts	31	60	79	19	24%
555	Music	11	60	76	16	21%
648	Liberal Arts	406	60	74	14	19%
Award = A.S.						
246	Computer Science	169	60	78	18	23%
831	Engineering	176	67-68	86	18	21%
880	Science	371	60-64	80	16	20%
340	Information Technology	373	62	75	13	17%
699	General Studies	1,565	60	71	11	15%
882	Social Sciences	638	61	72	11	15%
213	Business Administration	1,015	61-65	71	6	8%
Award = A.A.A.						
559	Music	5	65	105	40	38%
530	Fine Arts	11	65-67	72	5	7%
Award = A.A.S						
427	Fire Science Technology	3	67	128	61	48%
109	Diagnostic Medical Sonography	13	68	103	35	34%
146	Emergency Medical Services	22	67	100	33	33%
901	Architecture Technology	10	67-68	99	31	31%
156	Nursing	156	69	100	31	31%
152	Health Information Management	13	72	101	29	29%
172	Radiography	43	70	99	29	29%
640	American Sign Language	5	65-66	92	26	28%
511	Communication Design	34	67-68	93	25	27%
181	Respiratory Therapy	9	71	94	23	24%
345	Cybersecurity	24	66	88	22	25%
151	Medical Laboratory Technology	17	69	91	22	24%
126	Occupational Therapy Assistant	11	70	92	22	24%
968	Engineering Technology	9	67-68	88	20	23%
904	Air Conditioning & Refrigeration	21	67	86	19	22%
248	Contract Management	3	69	87	18	21%
118	Dental Hygiene	34	72	89	17	19%
299	Information Systems Technology	54	67	84	17	20%
180	Physical Therapist Assistant	29	69	86	17	20%
212	Business Management	36	69	85	16	19%
775	Hospitality Management	24	65	81	16	20%
203	Accounting	38	66	80	14	18%
400	Administration of Justice	74	66	80	14	18%
636	Early Childhood Development	60	67-68	82	14	17%
251	Marketing	12	66	80	14	18%
335	Horticulture Technology	7	67-68	80	12	15%
909	Automotive Technology	43	67-68	79	11	14%
917	Construction Management Tech.	4	68	77	9	12%
260	Paralegal Studies	41	65	74	9	12%
502	Photography and Media	12	65-66	75	9	12%
249	Travel and Tourism	1	65	74	9	12%
188	Veterinary Technology	52	68	77	9	12%
149	Biotechnology	10	65-67	75	8	11%
520	Interior Design	17	65-66	69	3	4%
Total		5,712	--	76	--	

Notes: Headcount is duplicated. Average credits includes credits taken outside of the student's major field of study. Certificate programs are not included as Certificate program students are often co-enrolled in a degree program and accumulate excess credits relative to their certificate program requirements.

Data Source: Total credits required for graduation attained from NOVA Catalog.

Source: Research Brief 30-17 Excess Credits Accumulated by NOVA Graduates by Curriculum and Award Type

Applications and Admissions Yield

Table 17. Fall Admission Applications and Enrollment at NOVA: Fall 2011 through Fall 2014

Cohort	NOVA	
	Applications (#)	Applicants Who Enrolled (%)
Fall 2011	26,907	44.0%
Fall 2012	28,567	43.0%
Fall 2013	27,520	45.0%
Fall 2014	26,904	47.0%

Note: Applications for and enrollment in credit-bearing classes in the Fall term for all admit types.

Source: Research Brief 23-16 Loss/Momentum Framework at NOVA: Connection-Related Data for Student Sub-Groups

Progress 12 & Progress 24

A. Progress 12: The number and percentage of fall cohort students who completed 12 college credits with a cumulative GPA of 2.0 or higher by the end of the spring of the same academic year.

**Table 18. Progress 12 Students by Gender and Enrollment Status:
Fall 2012 through Fall 2014 Cohorts**

Status	Gender	Cohort					
		Fall 2012		Fall 2013		Fall 2014	
		#	%	#	%	#	%
Full-Time	Male	1,636	59.6%	1,796	60.3%	1,741	60.3%
	Female	1,576	65.3%	1,804	68.5%	1,778	69.3%
Part-Time	Male	540	29.5%	574	31.3%	577	32.5%
	Female	615	37.3%	662	38.7%	674	41.4%

Source: Research Brief 25-16 Loss/Momentum Framework at NOVA: Progress-Related Data for Student Sub-Groups

**Table 19. Progress 12 Students by Age and Enrollment Status:
Fall 2012 through Fall 2014 Cohorts**

Status	Age	Cohort					
		Fall 2012		Fall 2013		Fall 2014	
		#	%	#	%	#	%
Full-Time	24 and Younger	3,003	62.6%	3,334	64.4%	3,285	64.8%
	25-44	190	57.2%	239	60.7%	213	60.5%
	45 and Older	19	63.3%	27	62.8%	21	61.8%
Part-Time	24 and Younger	929	35.0%	956	36.0%	1,021	38.4%
	25-44	202	30.0%	233	34.5%	207	33.1%
	45 and Older	24	16.1%	47	22.4%	23	19.2%

Source: Research Brief 25-16 Loss/Momentum Framework at NOVA: Progress-Related Data for Student Sub-Groups

**Table 20. Progress 12 Students by Race/Ethnicity and Enrollment Status:
Fall 2012 through Fall 2014 Cohorts**

Status	Race/Ethnicity	Cohort					
		Fall 2012		Fall 2013		Fall 2014	
		#	%	#	%	#	%
Full-Time	White	1,185	65.4%	1,267	67.3%	1,171	68.0%
	Black	453	52.7%	523	54.1%	507	55.3%
	Hispanic/Latino	710	58.5%	850	62.5%	888	59.8%
	Asian	649	70.1%	705	71.6%	721	74.3%
	American Indian/Alaska Native	2	33.3%	8	72.7%	8	72.7%
	Hawaiian/Pacific Islander	18	62.1%	9	37.5%	20	64.5%
	Two or More Races	147	63.6%	171	58.2%	152	62.3%
	Not Specified	1	25.0%	3	60.0%	1	50.0%
	Unknown	47	63.5%	64	76.2%	51	68.9%
Part-Time	White	446	33.7%	420	33.9%	466	39.1%
	Black	232	32.2%	271	35.1%	221	31.3%
	Hispanic/Latino	258	30.7%	296	33.9%	308	34.3%
	Asian	135	35.9%	153	39.9%	158	42.5%
	American Indian/Alaska Native	2	18.2%	1	12.5%	5	62.5%
	Hawaiian/Pacific Islander	7	46.7%	6	27.3%	12	63.2%
	Two or More Races	54	36.2%	51	30.4%	62	37.8%
	Not Specified	0	-	1	16.7%	0	0.0%
	Unknown	21	44.7%	37	52.1%	19	39.6%

Source: Research Brief 25-16 Loss/Momentum Framework at NOVA: Progress-Related Data for Student Sub-Groups

**Table 21. Progress 12 Students by Program Placement and Enrollment Status:
Fall 2012 through Fall 2014 Cohorts**

Status	Program Placement	Cohort					
		Fall 2012		Fall 2013		Fall 2014	
		#	%	#	%	#	%
Full-Time	A.A.	417	62.3%	422	67.8%	420	65.2%
	A.S.	2,139	64.0%	2,658	64.8%	2,648	65.4%
	A.A.A.	15	44.1%	16	76.2%	11	61.1%
	A.A.S.	426	58.8%	345	57.8%	326	59.6%
	Certificate	75	47.2%	70	53.0%	51	52.6%
	Not Placed	140	61.4%	89	65.0%	63	65.6%
Part-Time	A.A.	138	39.0%	128	34.9%	129	37.4%
	A.S.	663	36.4%	729	36.8%	807	39.0%
	A.A.A.	10	35.7%	2	10.5%	6	54.5%
	A.A.S.	188	28.4%	250	40.4%	194	37.3%
	Certificate	51	26.6%	57	31.3%	51	31.5%
	Not Placed	105	24.8%	70	18.6%	64	21.6%

Source: Research Brief 25-16 Loss/Momentum Framework at NOVA: Progress-Related Data for Student Sub-Groups

B. Progress 24: The number and percentage of fall cohort students who completed 24 college credits with a cumulative GPA of 2.0 or higher by the end of the spring of the next academic year.

**Table 22. Progress 24 Students by Gender and Enrollment Status:
Fall 2012 through Fall 2014 Cohorts**

Status	Gender	Cohort					
		Fall 2012		Fall 2013		Fall 2014	
		#	%	#	%	#	%
Full-Time	Male	1,374	50.1%	1,495	50.2%	1,470	50.9%
	Female	1,313	54.4%	1,524	57.9%	1,510	58.9%
Part-Time	Male	86	4.7%	96	5.2%	109	6.1%
	Female	95	5.8%	104	6.1%	106	6.5%

Source: Research Brief 25-16 Loss/Momentum Framework at NOVA: Progress-Related Data for Student Sub-Groups

**Table 23. Progress 24 Students by Age and Enrollment Status:
Fall 2012 through Fall 2014 Cohorts**

Status	Age	Cohort					
		Fall 2012		Fall 2013		Fall 2014	
		#	%	#	%	#	%
Full-Time	24 and Younger	2,518	52.5%	2,800	54.1%	2,804	55.3%
	25-44	154	46.4%	198	50.3%	161	45.7%
	45 and Older	15	50.0%	21	48.8%	15	44.1%
Part-Time	24 and Younger	147	5.5%	162	6.1%	182	6.8%
	25-44	33	4.9%	34	5.0%	31	5.0%
	45 and Older	1	0.7%	4	1.9%	2	1.7%

Source: Research Brief 25-16 Loss/Momentum Framework at NOVA: Progress-Related Data for Student Sub-Groups

**Table 24. Progress 24 Students by Race/Ethnicity and Enrollment Status:
Fall 2012 through Fall 2014 Cohorts**

Status	Race/Ethnicity	Cohort					
		Fall 2012		Fall 2013		Fall 2014	
		#	%	#	%	#	%
Full-Time	White	1,013	55.9%	1,074	57.0%	1,000	58.1%
	Black	328	38.1%	405	41.9%	404	44.1%
	Hispanic/Latino	582	48.0%	696	51.2%	743	50.0%
	Asian	589	63.6%	629	63.9%	637	65.7%
	American Indian/Alaska Native	2	33.3%	5	45.5%	7	63.6%
	Hawaiian/Pacific Islander	14	48.3%	7	29.2%	15	48.4%
	Two or More Races	123	53.2%	145	49.3%	127	52.0%
	Not Specified	--	--	2	40.0%	1	50.0%
	Unknown	36	48.6%	56	66.7%	46	62.2%
Part-Time	White	74	5.6%	72	5.8%	84	7.1%
	Black	28	3.9%	39	5.1%	32	4.5%
	Hispanic/Latino	40	4.8%	42	4.8%	44	4.9%
	Asian	30	8.0%	32	8.4%	42	11.3%
	American Indian/Alaska Native	0	0.0%	0	0.0%	0	0.0%
	Hawaiian/Pacific Islander	0	0.0%	0	0.0%	1	5.3%
	Two or More Races	8	5.4%	11	6.5%	11	6.7%
	Not Specified	--	--	0	0.0%	0	0.0%
Unknown	1	2.1%	4	5.6%	1	2.1%	

Source: Research Brief 25-16 Loss/Momentum Framework at NOVA: Progress-Related Data for Student Sub-Groups

**Table 25. Progress 24 Students by Program Placement and Enrollment Status:
Fall 2012 through Fall 2014 Cohorts**

Status	Program Placement	Cohort					
		Fall 2012		Fall 2013		Fall 2014	
		#	%	#	%	#	%
Full-Time	A.A.	363	54.3%	352	56.6%	363	56.4%
	A.S.	1,852	55.4%	2,258	55.0%	2,312	57.1%
	A.A.A.	12	35.3%	11	52.4%	8	44.4%
	A.A.S.	288	39.7%	281	47.1%	226	41.3%
	Certificate	58	36.5%	56	42.4%	34	35.1%
	Not Placed	114	50.0%	61	44.5%	37	38.5%
Part-Time	A.A.	32	9.0%	19	5.2%	15	4.3%
	A.S.	106	5.8%	145	7.3%	164	7.9%
	A.A.A.	1	3.6%	0	0.0%	1	9.1%
	A.A.S.	21	3.2%	25	4.0%	20	3.8%
	Certificate	7	3.6%	2	1.1%	7	4.3%
	Not Placed	14	3.3%	9	2.4%	8	2.7%

Source: Research Brief 25-16 Loss/Momentum Framework at NOVA: Progress-Related Data for Student Sub-Groups

Developmental Education

A. Developmental Math

**Table 26. Compliance with Math Placement Testing Policy:
Fall 2013 through Fall 2016 Cohorts**

Status	Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort		Fall 2016 Cohort	
	#	%	#	%	#	%	#	%
Took VPT-Math	3,717	76.4%	4,398	87.6%	4,663	89.3%	4,710	86.8%
Did Not Take VPT-Math	1,147	23.6%	620	12.4%	561	10.7%	717	13.2%
Math Placement Test Cohort	4,864	100.0%	5,018	100.0%	5,224	100.0%	5,427	100.0%

Note: "Math Placement Test Cohort" includes only those students not exempt from taking the math placement test.

Source: Report 24-17: Start Strong Policy Evaluation Series – Policies 1 & 4: Placement Testing and Enrollment in Developmental Math: Fall 2013 through Fall 2016

**Table 27. Developmental Math Placement of Students Who Took the VPT-Math:
Fall 2013 through Fall 2016 Cohorts**

Developmental Math Placement	Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort		Fall 2016 Cohort	
	#	%	#	%	#	%	#	%
Placed in Dev. Math	1,594	42.9%	2,043	46.5%	2,090	44.8%	2,047	43.5%
<i>Lower Level (0-5)</i>	1,244	33.5%	1,687	38.4%	1,714	36.8%	1,632	34.6%
<i>Higher Level(6-9)</i>	350	9.4%	356	8.1%	376	8.1%	415	8.8%
Not Placed in Dev. Math	2,123	57.1%	2,355	53.5%	2,573	55.2%	2,663	56.5%
Total (Who Took VPT-Math)	3,717	100.0%	4,398	100.0%	4,663	100.0%	4,710	100.0%

Source: Report 24-17: Start Strong Policy Evaluation Series – Policies 1 & 4: Placement Testing and Enrollment in Developmental Math: Fall 2013 through Fall 2016

**Table 28. Compliance with Developmental Math Enrollment Policy:
Fall 2013 through Fall 2016 Cohorts**

Status	Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort		Fall 2016 Cohort	
	#	%	#	%	#	%	#	%
Enrolled in Dev. Math	970	60.9%	1,337	65.4%	1,331	63.7%	1,301	63.6%
Did Not Enroll in Dev. Math	624	39.1%	706	34.6%	759	36.3%	746	36.4%
Total Placed in Dev. Math	1,594	100.0%	2,043	100.0%	2,090	100.0%	2,047	100.0%

Source: Report 24-17: Start Strong Policy Evaluation Series – Policies 1 & 4: Placement Testing and Enrollment in Developmental Math: Fall 2013 through Fall 2016

**Table 29. Success in Developmental Math by Course:
Fall 2013 Through Fall 2016 Cohorts**

Developmental Math Course	Fall 2013 Cohort			Fall 2014 Cohort			Fall 2015 Cohort			Fall 2016 Cohort		
	N	Successful		N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%		#	%
MTT1	81	34	42.0%	132	65	49.2%	97	57	58.8%	110	59	53.6%
MTT2	127	35	27.6%	186	62	33.3%	173	65	37.6%	178	49	27.5%
MTT3	148	34	23.0%	194	42	21.6%	236	63	26.7%	246	75	30.5%
MTT4	620	109	17.6%	820	128	15.6%	818	147	18.0%	759	121	15.9%
BSK1	17	7	41.2%	40	15	37.5%	34	16	47.1%	25	7	28.0%
Total	993	219	22.1%	1,372	312	22.7%	1,358	348	25.6%	1,318	311	23.6%

Note: Data contains duplicates as some students enrolled in more than one developmental math course; thus, totals do not sum to 100 percent. Total is based on the unduplicated number of students in developmental math.

Source: Report 24-17: Start Strong Policy Evaluation Series – Policies 1 & 4: Placement Testing and Enrollment in Developmental Math: Fall 2013 through Fall 2016

B. Developmental English

**Table 30. Compliance with English Placement Testing Policy:
Fall 2013 through Fall 2016 Cohorts**

Status	Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort		Fall 2016 Cohort	
	#	%	#	%	#	%	#	%
Took VPT-English	3,439	73.1%	3,898	79.9%	4,251	83.3%	4,080	77.9%
Did Not Take VPT-English	1,266	26.9%	980	20.1%	851	16.7%	1,158	22.1%
English Placement Test Cohort	4,705	100.0%	4,878	100.0%	5,102	100.0%	5,238	100.0%

Note: "English Placement Test Cohort" includes only those students not exempt from taking the English placement test.

Source: Report 25-17: Start Strong Policy Evaluation Series – Policies 1 & 4: Placement Testing and Enrollment in Developmental English: Fall 2013 through Fall 2016

**Table 31. Developmental English Placement of Students Who Took the VPT-English:
Fall 2013 through Fall 2016 Cohorts**

Developmental English Placement	Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort		Fall 2016 Cohort	
	#	%	#	%	#	%	#	%
Placed in Dev. English	1,028	29.9%	909	23.3%	953	22.4%	903	22.1%
<i>ENF 1</i>	83	2.4%	74	1.9%	88	2.1%	85	2.1%
<i>ENF 2</i>	269	7.8%	214	5.5%	238	5.6%	248	6.1%
<i>ENF 3</i>	676	19.7%	621	15.9%	627	14.7%	570	14.0%
Not Placed in Dev. English	2,411	70.1%	2,989	76.7%	3,298	77.6%	3,177	77.9%
Total (Who Took VPT-English)	3,439	100.0%	3,898	100.0%	4,251	100.0%	4,080	100.0%

Source: Report 25-17: Start Strong Policy Evaluation Series – Policies 1 & 4: Placement Testing and Enrollment in Developmental English: Fall 2013 through Fall 2016

**Table 32. Compliance with Developmental English Enrollment Policy:
Fall 2013 through Fall 2016 Cohorts**

Status	Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort		Fall 2016 Cohort	
	#	%	#	%	#	%	#	%
Enrolled in Dev. English	830	80.7%	745	82.0%	778	81.6%	744	82.4%
Did Not Enroll in Dev. English	198	19.3%	164	18.0%	175	18.4%	159	17.6%
Total Placed in Dev. English	1,028	100.0%	909	100.0%	953	100.0%	903	100.0%

Source: Report 25-17: Start Strong Policy Evaluation Series – Policies 1 & 4: Placement Testing and Enrollment in Developmental English: Fall 2013 through Fall 2016

**Table 33. Success in Developmental English by Course:
Fall 2013 Through Fall 2016 Cohorts**

Dev. English Course	Fall 2013 Cohort			Fall 2014 Cohort			Fall 2015 Cohort			Fall 2016 Cohort		
	N	Successful		N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%		#	%
ENF1	62	24	38.7%	62	36	58.1%	60	30	50.0%	59	34	57.6%
ENF2	217	135	62.2%	178	85	47.8%	189	111	58.7%	201	124	61.7%
ENF3	550	384	69.8%	502	359	71.5%	526	373	70.9%	484	340	70.2%
Total	829	543	65.5%	742	480	64.7%	775	514	66.3%	744	498	66.9%

Source: Report 25-17: Start Strong Policy Evaluation Series – Policies 1 & 4: Placement Testing and Enrollment in Developmental English: Fall 2013 through Fall 2016

Table 34. Successful Completion in ENG 111, MTH 151 and MTH 163 by Developmental Education Students: Fall 2011 through Fall 2013 Cohorts

Courses	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
ENG 111	2,079	1,699	81.7%	2,195	1,738	79.2%	1,447	1,076	74.4%
MTH 151	393	306	77.9%	307	224	73.0%	306	219	71.6%
MTH 163	239	183	76.6%	142	86	60.6%	133	95	71.4%
Total	2,711	2,188	80.7%	2,644	2,048	77.5%	1,886	1,390	73.7%

Source: Report 14-17: Achievement Gap Analysis Series – Success in College Level Courses: Fall 2011 through Fall 2013

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.

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