

Award by Level, Gender, and Domicile Status at NOVA: 2010-11 through 2014-15

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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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Award by Level, Gender, and Domicile Status at NOVA: 2010-11 through 2014-15

Introduction

This Report presents data from the State Council of Higher Education for Virginia (SCHEV) on awards granted by level, gender, and domicile status at Northern Virginia Community College (NOVA) from 2010-11 through 2014-15. Overall, the number of students receiving awards from NOVA increased for all award types except awards of at least one but less than two academic years, which decreased. Award levels include an award of less than one academic year, an award of at least one but less than two academic years, and an Associate's degree.

Section 1. Award of Less Than One Academic Year by Gender and Domicile Status: 2010-11 through 2014-15

As shown in Table 1, the number of awards of less than one academic year steadily increased from 2010-11 through 2014-15. Total in-state students receiving an award of less than one academic year at NOVA increased by 111 percent, while out-of-state students increased by 233 percent during this time period.

Among in-state students, while the percentage of male students earning an award of less than one academic year increased more than that of female students (119 percent versus 106 percent), female in-state students nonetheless earned more awards in each academic year (Figure 1, next page). In contrast, among out-of-state students, the number of awards of less than one year granted to male students increased such that by 2014-15, they exceeded female students (Figure 2, next page).

Table 1. Award of Less Than One Academic Year by Domicile and Gender: 2010-11 through 2014-15

Domicile	2010-11	2011-12	2012-13	2013-14	2014-15	Change from 2010-11 to 2014-15	
						#	%
In-State							
Male	159	219	247	362	348	189	118.9%
Female	218	301	302	388	450	232	106.4%
Subtotal	378	522	549	751	798	420	111.1%
Out-of-State							
Male	1	6	10	12	11	10	1,000.0%
Female	5	8	11	13	9	4	80.0%
Subtotal	6	14	21	25	20	14	233.3%
Total In- and Out-of-State							
Male	160	225	257	374	359	199	124.4%
Female	223	309	313	401	459	236	105.8%
Total	384	536	570	776	818	434	113.0%

Source: SCHEV Report C09A.

Figures may not add to total.

Figure 1. Award of Less Than One Academic Year for In-State Students by Gender: 2010-11 through 2014-15

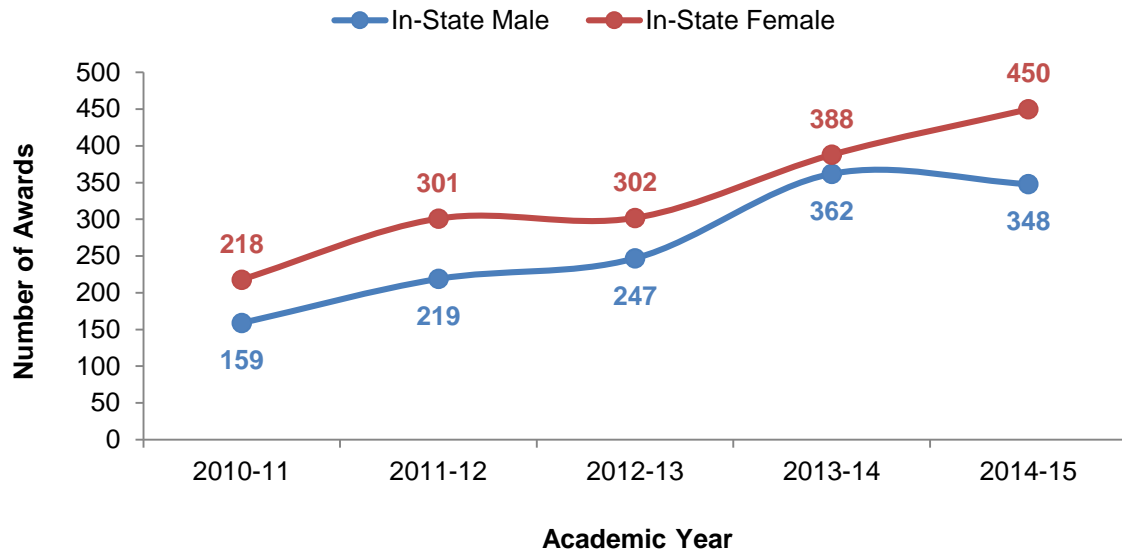
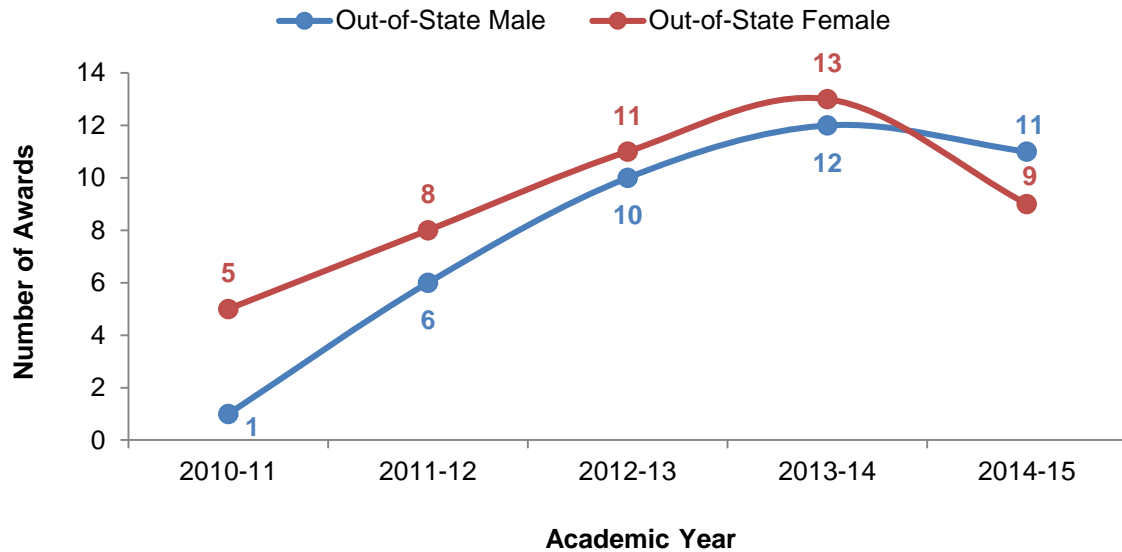


Figure 2. Award of Less Than One Academic Year for Out-of-State Students by Gender: 2010-11 through 2014-15



Section 2. Award of At Least One But Less Than Two Academic Years by Gender and Domicile Status: 2010-11 through 2014-15

Table 2 and Figures 3 and 4 (both next page) display data for students receiving an award of at least one but less than two academic years at NOVA by domicile and gender from 2010-11 through 2014-15. Total in-state students receiving an award of at least one but less than two academic years at NOVA decreased by 21 percent, while out-of-state students increased by 21 percent during this time period.

Among in-state students, the gap in the percentage of awards granted to male versus female students steadily narrowed over time, with male students comprising 46 percent of students earning awards of at least one but less than two years in 2014-15 compared to 42 percent in 2010-11.

Table 2. Award of At Least One But Less Than Two Academic Years by Domicile and Gender: 2010-11 through 2014-15

Domicile	2010-11	2011-12	2012-13	2013-14	2014-15	Change from 2010-11 to 2014-15	
						#	%
In-State							
Male	554	855	653	432	480	-74	-13.4%
Female	778	1,104	840	576	569	-209	-26.9%
Subtotal	1,332	1,960	1,494	1,008	1,050	-282	-21.2%
Out-of-State							
Male	3	6	7	4	7	4	133.3%
Female	11	22	12	8	10	-1	-9.1%
Subtotal	14	28	19	12	17	3	21.4%
Total In- and Out-of-State							
Male	557	861	660	436	487	-70	-12.6%
Female	789	1,126	852	584	579	-210	-26.6%
Total	1,346	1,988	1,513	1,020	1,067	-279	-20.7%

Source: SCHEV Report C09A.
 Figures may not add to total.

Figure 3. Award of At Least One But Less Than Two Academic Years for In-State Students by Gender: 2010-11 through 2014-15

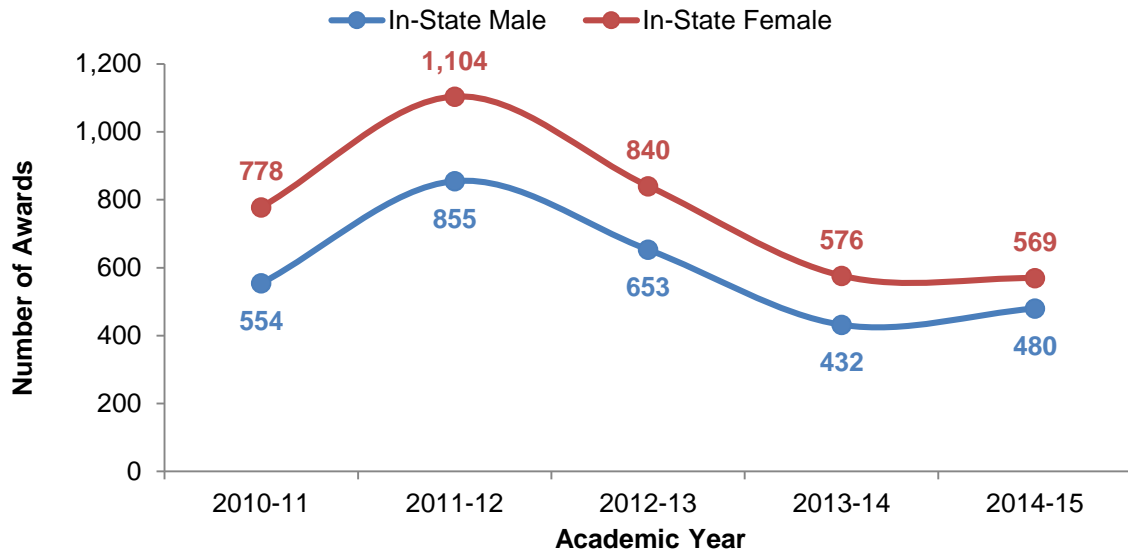
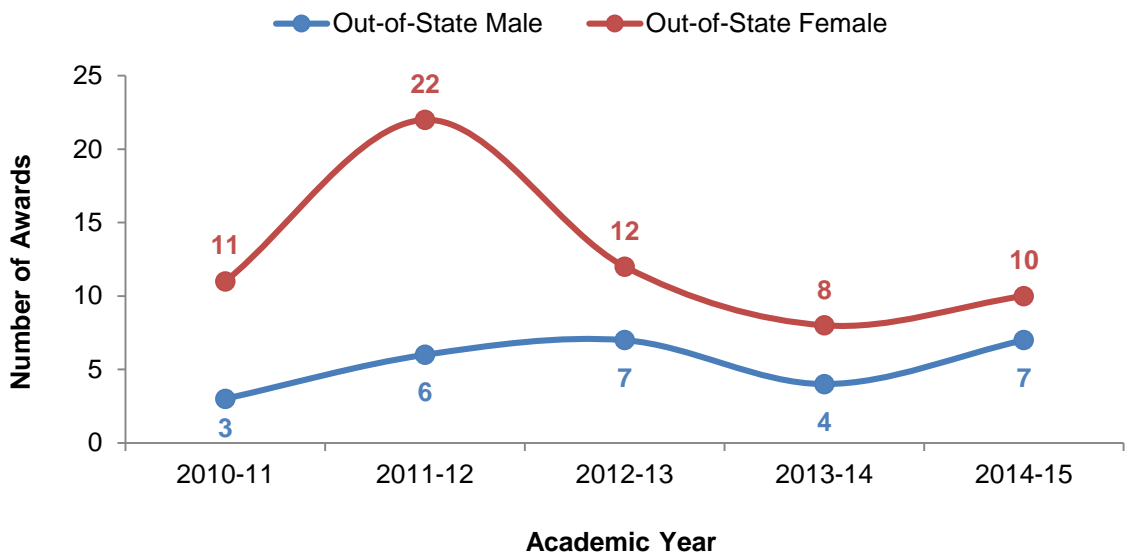


Figure 4. Award of At Least One But Less Than Two Academic Years for Out-of-State Students by Gender: 2010-11 through 2014-15



Section 3. Award of an Associate's Degree by Gender and Domicile Status: 2010-11 through 2014-15

Table 3 and Figures 5 and 6 (next page) show data for students receiving an Associate's degree at NOVA by domicile and gender from 2010-11 through 2014-15. The total number of in-state students receiving an Associate's degree at NOVA increased by 20 percent, while out-of-state students increased by 32 percent during this time period.

Among in-state students, while the number of Associate's degrees increased among both male and female students, males consistently comprised between 43 and 45 percent of students earning Associate's degrees each year from 2010-11 through 2014-15. In contrast, among out-of-state students, the percentage of male students earning Associate's degrees increased from 25 percent in 2010-11 to 40 percent in 2014-15.

Table 3. Award of an Associate's Degree by Domicile and Gender: 2010-11 through 2014-15

Domicile	2010-11	2011-12	2012-13	2013-14	2014-15	Change from 2010-11 to 2014-15	
						#	%
In-State							
Male	1,987	2,332	2,467	2,410	2,427	440	22.1%
Female	2,585	2,991	3,025	2,960	3,059	474	18.3%
Subtotal	4,575	5,326	5,499	5,371	5,486	911	19.9%
Out-of-State							
Male	24	32	40	71	51	27	112.5%
Female	72	63	72	105	76	4	5.6%
Subtotal	96	95	112	176	127	31	32.3%
Total In- and Out-of-State							
Male	2,011	2,364	2,507	2,481	2,478	467	23.2%
Female	2,657	3,054	3,097	3,065	3,135	478	18.0%
Total	4,671	5,421	5,611	5,547	5,613	942	20.2%

Source: SCHEV Report C09A.
 Figures may not add to total.

Figure 5. Award of an Associate’s Degree for In-State Students by Gender: 2010-11 through 2014-15

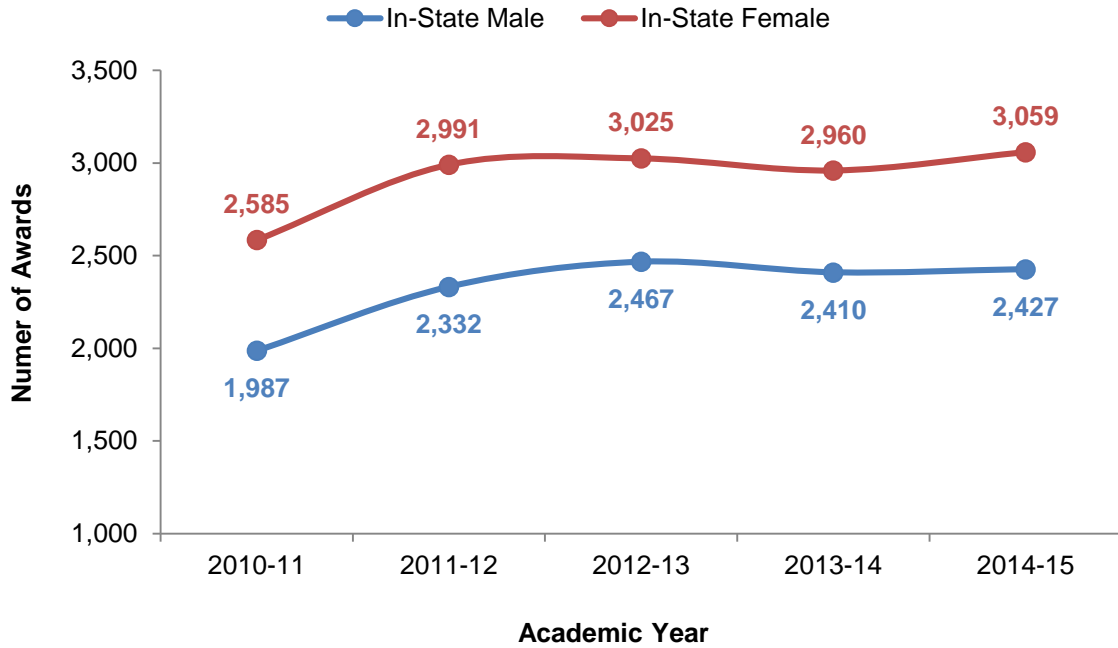
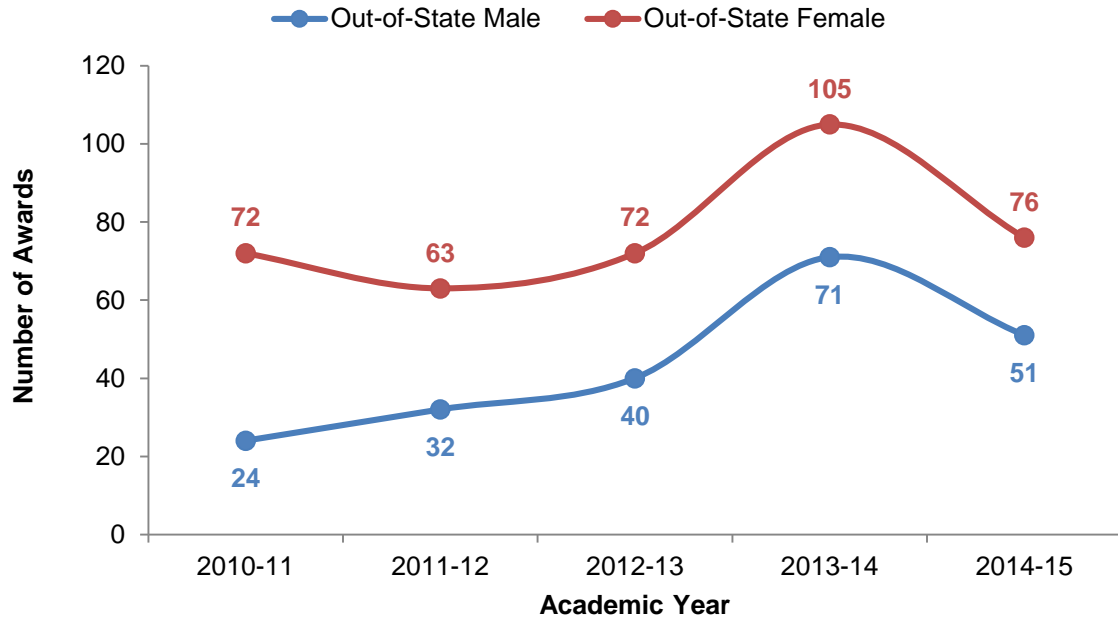


Figure 6. Award of an Associate’s Degree for Out-of-State Students by Gender: 2010-11 through 2014-15



NOVA Mission and Strategic Goals: 2005 – 2015

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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