

NOVA Online Annual Headcounts and First-Time in College Students Completing A.A. and A.S. Degrees Through NOVA Online: 2013 to 2018

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OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

The purpose of the Office of Institutional Effectiveness and Student Success is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

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

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Section 1. NOVA Online Annual Headcounts

This report provides Northern Virginia Community College (NOVA) data for NOVA Online (NOL) students. The report presents the following data:

- The number of students enrolled in NOL courses for four years; and
- The number of students who completed Associate of Arts (A.A.) and Associate of Science (A.S.) degrees, both through NOL only and through more than 50 percent of NOL coursework.

Table 1 shows unduplicated annual headcounts of NOVA Online students and students who enrolled in *traditional instruction only* (i.e., in-person) for the 2015-16 through 2018-19 academic years. From the 2015-16 to 2018-19 academic years, the proportion of NOVA students who enrolled in at least one online course in a given academic year ranged from 23 to 25 percent (see Table 1 and Figure 1).

Table 1. Unduplicated Annual Headcounts by NOVA Online: 2015-16 to 2018-19

	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
NOVA Online*	18,724	24.7	18,797	25.3	18,012	24.5	17,263	23.4
Traditional Instruction Only**	57,134	75.3	55,486	74.7	55,645	75.5	56,376	76.6
Total	75,858	100.0	74,283	100.0	73,657	100.0	73,639	100.0

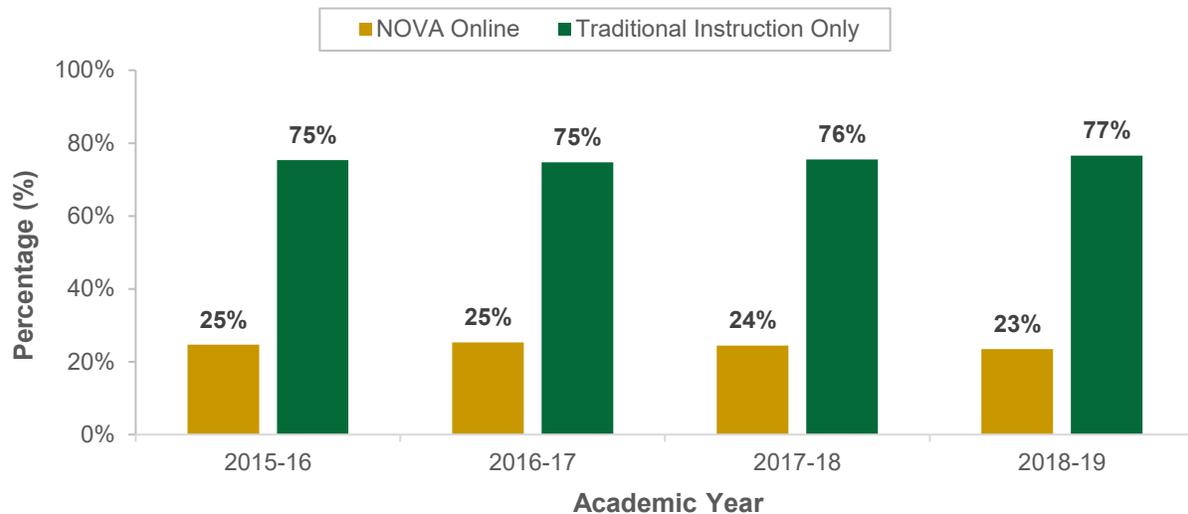
*Students categorized as NOVA Online enrolled in at least one online course in a given academic year.

**Students categorized as Traditional Instruction Only and did not enroll in any online courses in a given academic year.

Note: Data presented in tables and figures may vary due to rounding.

Source: IRIS

Figure 1. Annual Proportion of NOVA Online: 2015-16 to 2018-19



Note: Data presented in tables and figures may vary due to rounding.

Section 2. NOVA Online Fall Semester Headcounts: First-Time in College Students

Table 2 provides headcounts of NOVA Online students and students who enrolled in *traditional instruction only* (i.e., in-person) among full-time, program-placed, first-time in college (FTIC) cohorts for Fall 2015 through Fall 2018. From the Fall 2015 to Fall 2018 semesters, the proportion of full-time, program-placed, first-time in college students who enrolled in at least one online course during their first semester increased from 10 to 14 percent (see Table 2 and Figure 2).

Table 2. Full-Time, Program-Placed, FTIC Cohorts by NOVA Online: Fall 2015 to Fall 2018

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%
NOVA Online*	585	9.9	723	12.5	744	13.5	796	14.0
Traditional Instruction Only**	5,296	90.1	5,070	87.5	4,761	86.5	4,871	86.0
Cohort Total	5,881	100.0	5,793	100.0	5,505	100.0	5,667	100.0

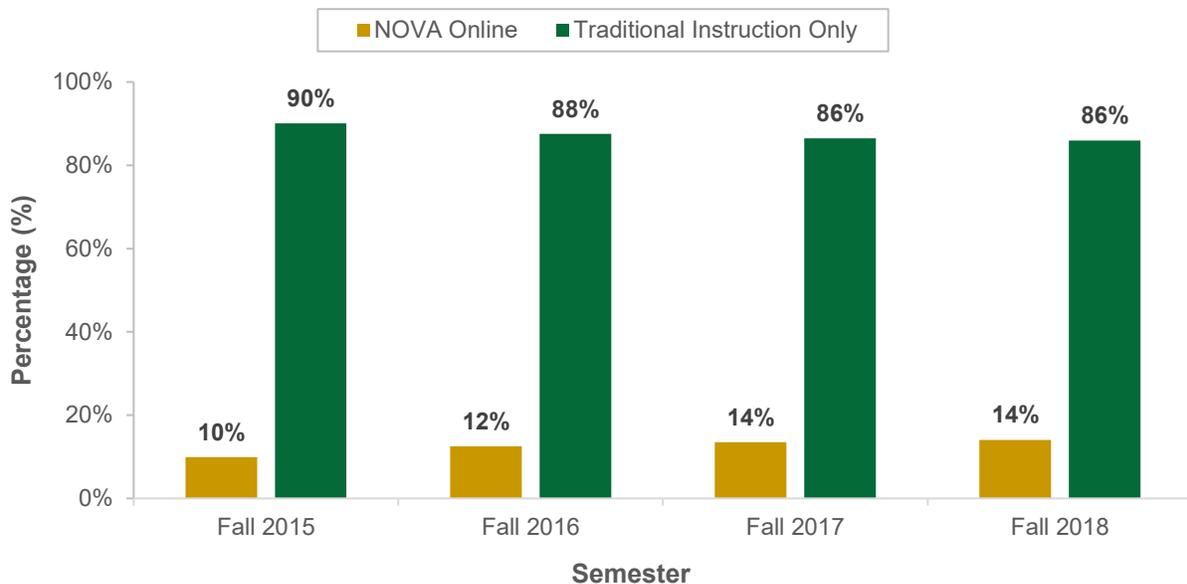
*Students categorized as NOVA Online enrolled in at least one online course during their first semester.

**Students categorized as Traditional Instruction Only did not enroll in any online courses during their first semester.

Note: Data presented in tables and figures may vary due to rounding.

Source: IRIS

Figure 2. Full-Time, Program-Placed, FTIC Cohorts by NOVA Online: Fall 2015 to Fall 2018



Note: Data presented in tables and figures may vary due to rounding.

Section 3. A.A. Degree Completers: First-Time in College Students

Table 3 shows proportion of NOVA Online coursework for A.A. degree completers (within three years) among full-time, program-placed, first-time in college cohorts for Fall 2013 through Fall 2016. Among full-time, program-placed, first-time in college students who completed an A.A. degree within three years, the proportion of students who only enrolled in traditional instruction (i.e., in-person) decreased from 90 percent for the Fall 2013 cohort to 88 percent for the 2016 cohort.

Table 3. Full-Time, Program-Placed, FTIC Cohorts Completing A.A. Awards Within Three Years by Proportion of NOVA Online Coursework: Fall 2013 to Fall 2016

Proportion of NOVA Online Coursework	Fall 2013 (N = 5,819)		Fall 2014 (N = 5,818)		Fall 2015 (N = 5,881)		Fall 2016* (N = 5,793)	
	#	%	#	%	#	%	#	%
NOVA Online: 100%	4	3.0	0	0.0	0	0.0	2	1.6
NOVA Online: 50% to 99%	2	1.5	3	1.7	1	0.8	3	2.4
NOVA Online: 1% to 49%	7	5.2	9	5.2	11	8.7	10	8.0
Traditional Instruction Only**	122	90.4	160	93.0	115	90.6	110	88.0
Total A.A. Graduates	135	100.0	172	100.0	127	100.0	125	100.0

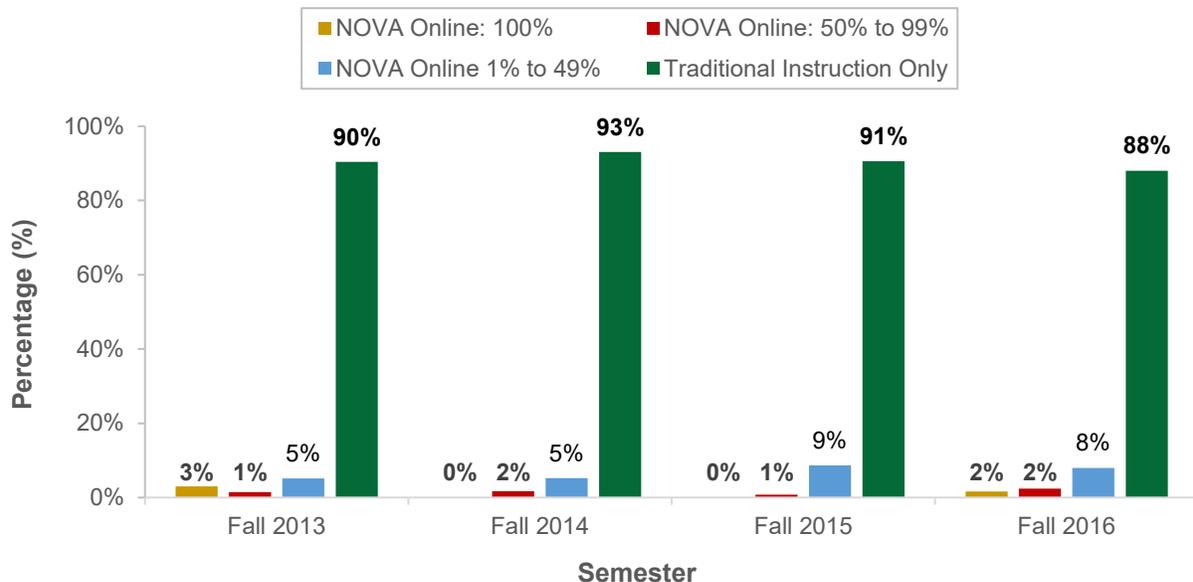
*Preliminary data

**Students categorized as Traditional Instruction Only did not enroll in any online courses while completing their A.A. degree.

Note: Data presented in tables and figures may vary due to rounding.

Source: IRIS

Figure 3. Full-Time, Program-Placed, FTIC Cohorts Completing A.A. Awards Within Three Years by Proportion of NOVA Online Coursework: Fall 2013 to Fall 2016



Note: Data presented in tables and figures may vary due to rounding.

Section 4. A.S. Degree Completers: First-Time in College Students

Table 4 provides proportion of NOVA Online coursework for A.S. degree completers (within three years) among full-time, program-placed, FTIC cohorts for Fall 2013 through Fall 2016. Among full-time, program-placed, first-time in college students who completed an A.S. degree within three years, the proportion of students who only enrolled in traditional instruction (i.e., in-person) decreased from 92 percent for the Fall 2013 cohort to 90 percent for the 2016 cohort.

Table 4. Full-Time, Program-Placed, FTIC Cohorts Completing A.S. Awards Within Three Years by Proportion of NOVA Online Coursework: Fall 2013 to Fall 2016

Proportion of NOVA Online Coursework	Fall 2013 (N = 5,819)		Fall 2014 (N = 5,818)		Fall 2015 (N = 5,881)		Fall 2016* (N = 5,793)	
	#	%	#	%	#	%	#	%
NOVA Online: 100%	4	0.4	7	0.6	9	0.7	9	0.8
NOVA Online: 50% to 99%	10	0.9	10	0.9	12	1.0	6	0.5
NOVA Online: 1% to 49%	78	6.9	73	6.5	87	6.9	107	9.2
Traditional Instruction Only**	1,034	91.8	1,040	92.0	1,148	91.4	1,041	89.5
Total A.S. Graduates	1,126	100.0	1,130	100.0	1,256	100.0	1,163	100.0

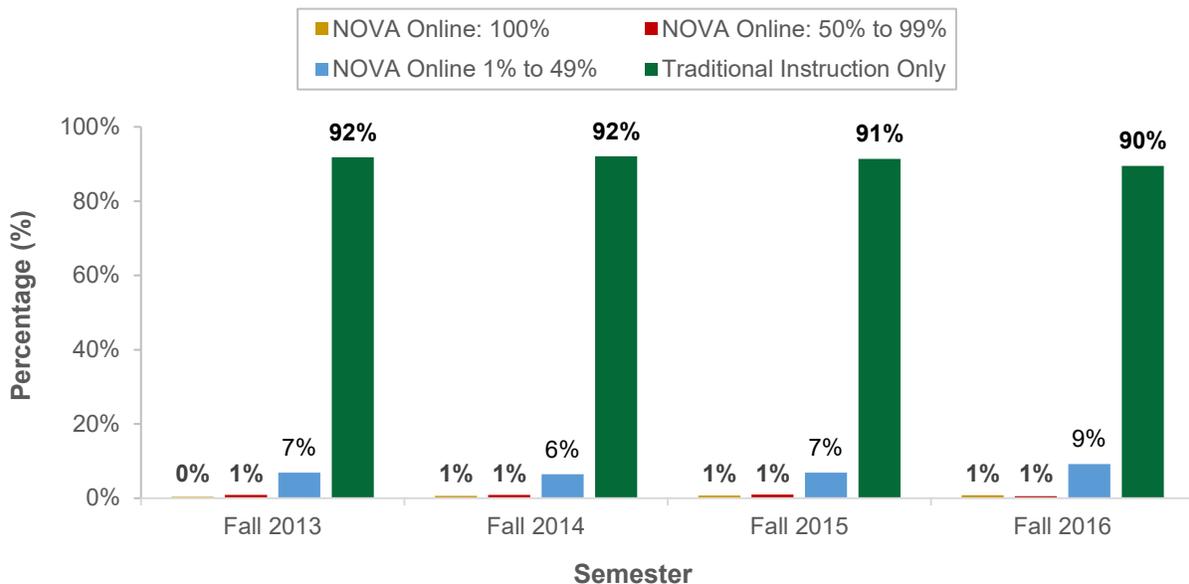
*Preliminary data

**Students categorized as Traditional Instruction Only did not enroll in any online courses while completing their A.S. degree.

Note: Data presented in tables and figures may vary due to rounding.

Source: IRIS

Figure 4. Full-Time, Program-Placed, FTIC Cohorts Completing A.S. Awards Within Three Years by Proportion of NOVA Online Coursework: Fall 2013 to Fall 2016



Note: Data presented in tables and figures may vary due to rounding.

PATHWAY TO THE AMERICAN DREAM—NOVA'S STRATEGIC PLAN 2017-2023

THE NOVA COMMITMENT

As its primary contributions to meeting the needs of the Commonwealth of Virginia, the Northern Virginia Community College pledges to advance the social and economic mobility of its students while producing an educated citizenry for the 21st Century.

THE STRATEGIC PLAN GOALS AND OBJECTIVES

To deliver on this commitment NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals—success, achievement, and prosperity. It will strive to enable **Every Student to Succeed, Every Program to Achieve, and Every Community to Prosper.**

To advance the completion agenda described above, thereby promoting students' success and enhancing their social mobility, ensuring that programs achieve, and producing an educated citizenry for the 21st Century, the following goals and objectives are adopted:

GOAL 1: Every Student Succeeds

- **Objective 1:** Develop a College-wide approach to advising that ensures all students are advised and have access to support throughout their time at NOVA
- **Objective 2:** Implement VIP-PASS System as the foundational technology based on NOVA Informed Pathways for student self-advising, assignment and coordination of advisors, and course registration

GOAL 2: Every Program Achieves

- **Objective 3:** Develop comprehensive, fully integrated Informed Pathways for every program to ensure seamless transitions from high school and other entry points to NOVA, and from NOVA to four-year transfer institutions or the workforce
- **Objective 4:** Develop effective processes and protocols for programmatic College-wide collective decisions that include consistent, accountable leadership and oversight of each academic program with designated "owners," active advisory committees, clear student learning outcomes and assessments, and program reviews in all modalities of instruction
- **Objective 5:** Align NOVA's organizational structures, position descriptions, and expectations for accountability with its overarching mission to support student engagement, learning, success and institutional effectiveness

GOAL 3: Every Community Prospers

- **Objective 6:** Enhance the prosperity of every community in Northern Virginia by refocusing and prioritizing NOVA's workforce development efforts
- **Objective 7:** Further develop NOVA's IT and Cybersecurity programs to support regional job demand and position NOVA as the leading IT community college in the nation
- **Objective 8:** Re-envision workforce strategies and integrate workforce development into a NOVA core focus
- **Objective 9:** Plan to expand the breadth and reach of NOVA's healthcare and biotechnology programs, and prioritize future programs to support regional economic development goals

NOVA

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