# Student Achievement Criteria at NOVA: Campus Evaluation Report 2019 – Medical Education Campus

**NORTHERN VIRGINIA COMMUNITY COLLEGE**

**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.

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| Introduction |
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Northern Virginia Community College (NOVA) is deeply committed to the values of student access and student success. NOVA demonstrates this commitment by using evidence-based decision making to improve opportunities for students to succeed. After a long-standing history of evaluating outcomes related to retention, graduation, and other evolving priorities, NOVA refocused efforts in 2019 on a more comprehensive evaluation of eight critical measures of student achievement.

**In This Report**

This campus-based report is a companion to the College-wide comprehensive report.[1] The College-wide comprehensive report identifies and describes NOVA's student achievement criteria; determines the College's minimum thresholds of acceptability as well as future achievement goals for each criterion; evaluates the outcomes and historical trends for each criterion; and presents information regarding related initiatives and programs designed to support the achievement goal.

The focus of this companion report is to compare trends at NOVA's Medical Education Campus to overall College-wide trends on each of the eight metrics of student achievement. **Such a systematic evaluation of the eight student achievement criteria both College-wide and at each of NOVA's six campuses can assess how well the College is achieving its mission, vision, and strategic plan goals, which are as follows:**

| NOVA's Mission | NOVA's Vision | NOVA's Strategic Plan |
|---|---|---|
| "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 postsecondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and a globally competitive workforce." [2] | "To be a learning-centered organization that promotes student success."[3] | "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. 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."[4] |

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[1] *Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2019*. Report 11-19. Office of Institutional Effectiveness and Student Success, Northern Virginia Community College.
[2] NOVA's Mission and Vision Statements: http://www.nvcc.edu/mission/index.html
[3] Ibid.
[4] *Pathway to the American Dream: Every Student Succeeds, Every Program Achieves, and Every Community Prospers.* Northern Virginia Community College. https://www.nvcc.edu/about/mission/strategic-plan2017-2023.pdf

## NOVA's Eight Student Achievement Criteria

Figure 1, below, shows NOVA's eight student achievement criteria. These eight metrics support NOVA's mission, the nature of the students it serves, and the kinds of programs it offers.

**Figure 1. NOVA's Eight Student Achievement Criteria**
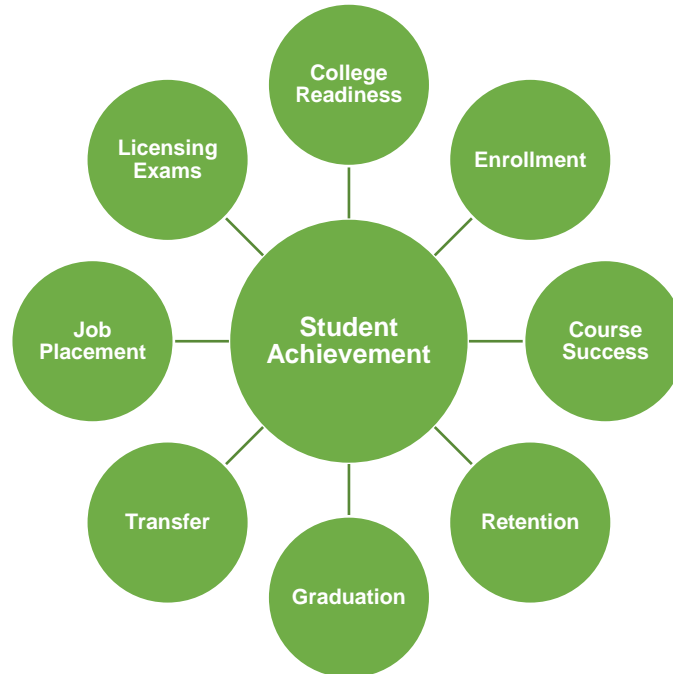


**The definitions of each criteria are as follows:**

1. **College Readiness**: The level of preparation a student needs to enroll and succeed in a credit-bearing, general education course without remediation.

2. **Enrollment**: The headcount of students enrolled in credit courses; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers; and high school students taking college courses for credit.

3. **Course Success**: Students are considered successful if they earn a grade of C or higher in a credit-bearing course, or a grade of S in a developmental course.

4. **Retention**: The percentage of first-time in college, program placed students who first enroll in a fall semester and subsequently re-enroll by the following spring (fall-to-spring retention) or fall (fall-to-fall retention) semester.

5. **Graduation:** Graduation is measured in two ways: 1) the graduation rate of first-time in college, full-time, program placed students; and 2) the total number of annual graduates.

6. **Transfer:** Transfer is measured in two ways: 1) the transfer-out rate of first-time in college, full-time, program placed students; and 2) the annual number of students who transfer to a four-year institution.

7. **Job Placement**: The percentage of graduates employed in the Commonwealth of Virginia within one year of graduation from NOVA.

8. **Licensing Exams**: The percentage of students who pass the licensing exam for their program within one year of graduation from NOVA.

**Achievement Goals and Thresholds of Acceptability**

For each criterion, NOVA sets a <u>College-wide</u> *threshold of acceptability,* as well as an achievement goal. The *threshold of acceptability* is the minimum level below which each measure should not fall. *Achievement goals* demonstrate NOVA's commitment to and goals for improvement relative to each criteria. Thresholds and goals were determined based on various internal and external factors. These factors include recent trends in higher education; national, Commonwealth of Virginia, and Virginia Community College System (VCCS) accountability benchmarks and peer analysis; programmatic accreditor standards; federal requirements; the NOVA policy changes implemented in Fall 2014; resource allocation; discussions with respective stakeholders; and evaluations of the regional economy, labor market conditions, and population growth.

This report presents Medical Education Campus data along with the <u>College-wide achievement goals and thresholds of acceptability</u>, which are described in more depth in the College-wide comprehensive report.[5] This allows for a comparison of campus trends to College-wide trends, as well as an understanding of where individual campuses are meeting College-wide goals and thresholds.

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[5] *Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2019.* Report 11-19. Office of Institutional Effectiveness and Student Success, Northern Virginia Community College.

**Key Findings**

## Criteria #1: College Readiness

*Note: Due to the small number of students who select the Medical Education Campus as their home campus when they initially enroll at NOVA, developmental placement data (which is based on a students' initial home campus) should be interpreted with caution.*

- ↑ Among the Fall 2018 GPS cohort, Medical Education Campus students placed into developmental English at a slightly lower rate compared to students overall at the College (19 versus 20 percent).
- → Among the Fall 2018 GPS cohort, Medical Education Campus students placed into developmental math at the same rate as students overall at the College (both 44 percent).

## Criteria #2: Enrollment

- ↓ From 2013-14 to 2017-18, annual unduplicated headcount decreased by 23 percent at the Medical Education Campus, compared to a decrease of six percent College-wide.
- ↓ From Fall 2014 to Fall 2018, fall headcount decreased by 23 percent at the Medical Education Campus, compared to a decrease of only one percent College-wide.

## Criteria #3: Course Success

- ↑ In Fall 2018, the course success rate was higher for courses taught at the Medical Education Campus compared to all NOVA courses (90 versus 74 percent).

## Criteria #4: Retention

*Note: Due to the small number of students who select the Medical Education Campus as their home campus when they initially enroll at NOVA, retention data (which is based on a students' initial home campus) should be interpreted with caution.*

- ↓ For the Fall 2017 first-time in college, program placed cohort, the fall-to-spring retention rate was lower at the Medical Education Campus than the College overall (77 versus 81 percent).
- ↓ For the Fall 2017 first-time in college, program placed cohort, the fall-to-fall retention rate was lower at the Medical Education Campus than the College overall (53 versus 65 percent).

## Key Findings (Cont'd)

### Criteria #5: Graduation

*Note: Due to the small number of students who select the Medical Education Campus as their home campus when they initially enroll at NOVA, graduate rate data (which is based on a students' initial home campus) should be interpreted with caution.*

- ↑ For the Fall 2015 first-time in college, full-time, program-placed cohort, students at the Medical Education Campus had a slightly higher graduation rate than the College-wide graduation rate (28 versus 26 percent).
- ↓ From 2013-14 to 2017-18, the annual number of graduates decreased by eight percent at the Medical Education Campus, compared to a College-wide decrease of four percent.

### Criteria #6: Transfer

*Note: Due to the small number of students who select the Medical Education Campus as their home campus when they initially enroll at NOVA, transfer-out rate data (which is based on a students' initial home campus) should be interpreted with caution.*

- ↓ For the Fall 2015 first-time in college, full-time, program placed cohort, students at the Medical Education Campus had a lower transfer-out rate than the College-wide transfer-out rate (11 versus 16 percent).
- ↓ From 2013-14 to 2017-18, the annual number of transfers to four-year institutions decreased by 13 percent at the Medical Education Campus. Conversely, the annual number of transfers across the College increased by 30 percent.

### Criteria #7: Job Placement

- ↑ In 2016-17, graduates from the Medical Education Campus had a higher job placement rate than the College-wide job placement rate (74 versus 67 percent).

### Criteria #8: Licensing Exam Pass

- ↑ The licensing exam pass rates are high for every program for which there is an associated licensing exam. In 2017, five out of 12 programs at the Medical Education Campus reached a 100 percent pass rate.

College readiness is the level of preparation a student needs to enroll and succeed in a credit-bearing, general education course without remediation. College readiness is measured as the percentages of students who placed into developmental English and/or developmental math.

- **College-Wide Threshold of Acceptability**: For the Fall 2018 cohort of GPS students[6], the percentage who place into developmental English will be 18 percent or less. The percentage who place into developmental math will be 40 percent or less.

- **College-Wide Achievement Goals**: For the Fall 2018 cohort of GPS students[6], the percentage who place into developmental English will be 15 percent. The percentage who place into developmental math will be 35 percent.

## College Readiness at the Medical Education Campus (Figure 2 and 3)

*Due to the small number of students who select the Medical Education Campus as their home campus when they initially enroll at NOVA, developmental placement data (which is based on a students' initial home campus) should be interpreted with caution.*

**Developmental English Placement (Figure 2)**: For the Fall 2018 cohort, Medical Education Campus students placed into developmental English at a slightly lower rate than students at the College overall (19 versus 20 percent). For this cohort, neither the College nor the Medical Education Campus met the threshold of acceptability (18 percent or less) or achievement goal (15 percent) for placement into developmental English.

**Figure 2. Developmental English Placement Rate: Fall 2014 through Fall 2018 GPS Cohorts – College-wide versus Medical Education Campus**
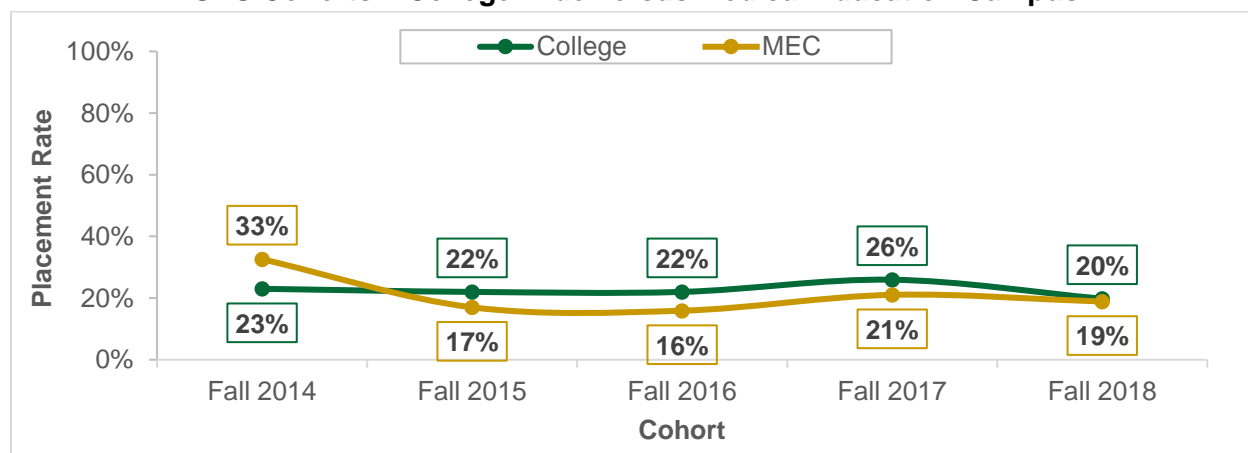


Notes: For the Fall 2014 through Fall 2016 cohorts, developmental English placement was determined by the Virginia English Placement Test (VPT-English). For the Fall 2017 and Fall 2018 cohorts, developmental English placement was determined by Multiple Measures. Data include students in the GPS population who were evaluated for placement. Campus was determined based on the students' home campus at the time of enrollment.

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[6] GPS refers to the population of recent high school graduates (ages 17-24) who are first-time in college (FTIC) students. In Fall 2014, NOVA implemented policy changes mandating placement testing and enrollment in developmental courses in the first semester for GPS students.

**Developmental Math Placement (Figure 3)**: For the Fall 2018 cohort, Medical Education Campus students placed into developmental math at the same rate as students overall at the College (both 44 percent). For this cohort, neither the College nor the Medical Education Campus met the threshold of acceptability (40 percent or less) or achievement goal (35 percent) for placement into developmental math.

**Figure 3. Developmental Math Placement Rate: Fall 2014 through Fall 2018
GPS Cohorts – College-wide versus Medical Education Campus**



Notes: For the Fall 2014 through Fall 2016 cohorts, developmental math placement was determined by the Virginia Math Placement Test (VPT-Math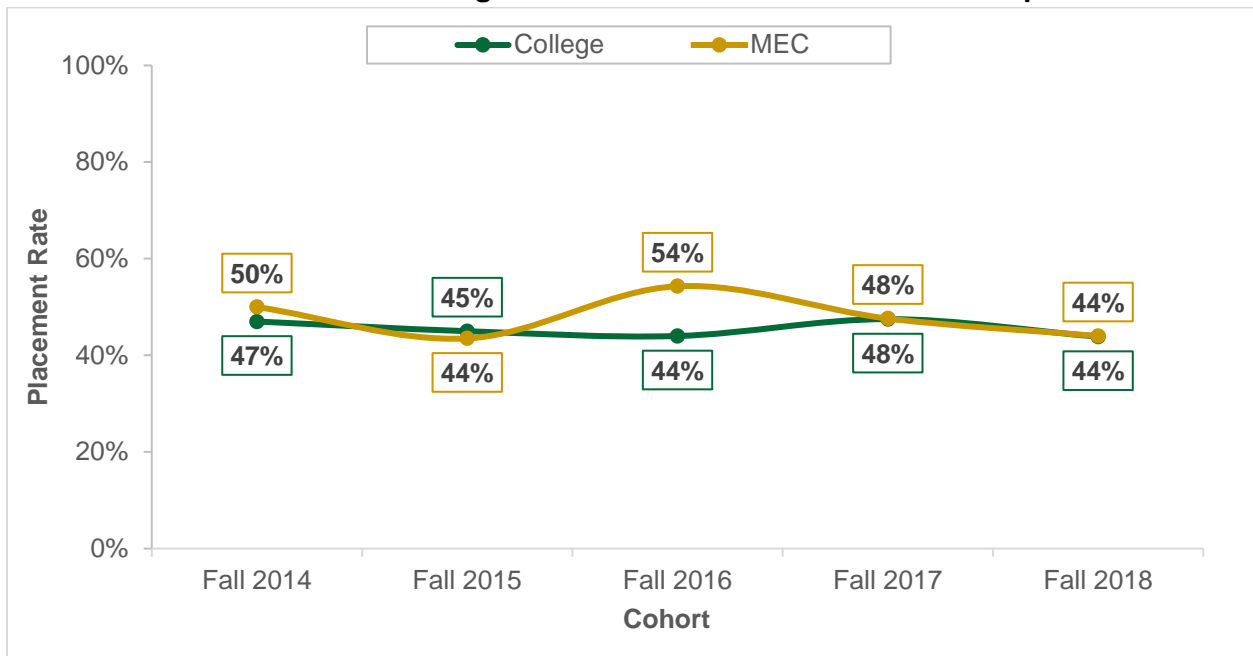). For the Fall 2017 and Fall 2018 cohorts, developmental math placement was determined by Multiple Measures. Data include students in the GPS population who were evaluated for placement. Campus was determined based on the students' home campus at the time of enrollment.

## Criteria 2. Enrollment

Enrollment is the headcount of students enrolled in credit courses; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers; and high school students taking college courses for credit.

- **College-Wide Threshold of Acceptability**: In 2017-18, annual enrollment will be at least 72,000. In Fall 2018, fall student enrollment will be at least 50,000.

- **College-Wide Achievement Goals**: In 2017-18, annual enrollment will be 74,500. In Fall 2018, fall student enrollment will be 52,000.

### Enrollment at the Medical Education Campus (Figures 4 and 5)

**Annual Unduplicated Headcount (Figure 4)**: Over the past five academic years at the Medical Education Campus (2013-14 to 2017-18), annual unduplicated headcount decreased substantially (23 percent). In contrast, College-wide annual enrollment decreased by only six percent during this time period. College-wide annual enrollment exceeded the threshold of acceptability (72,000) but did not meet the achievement goal (74,500).

**Figure 4. Annual Unduplicated Headcount: 2013-14 through 2017-18 – College-wide versus Medical Education Campus**
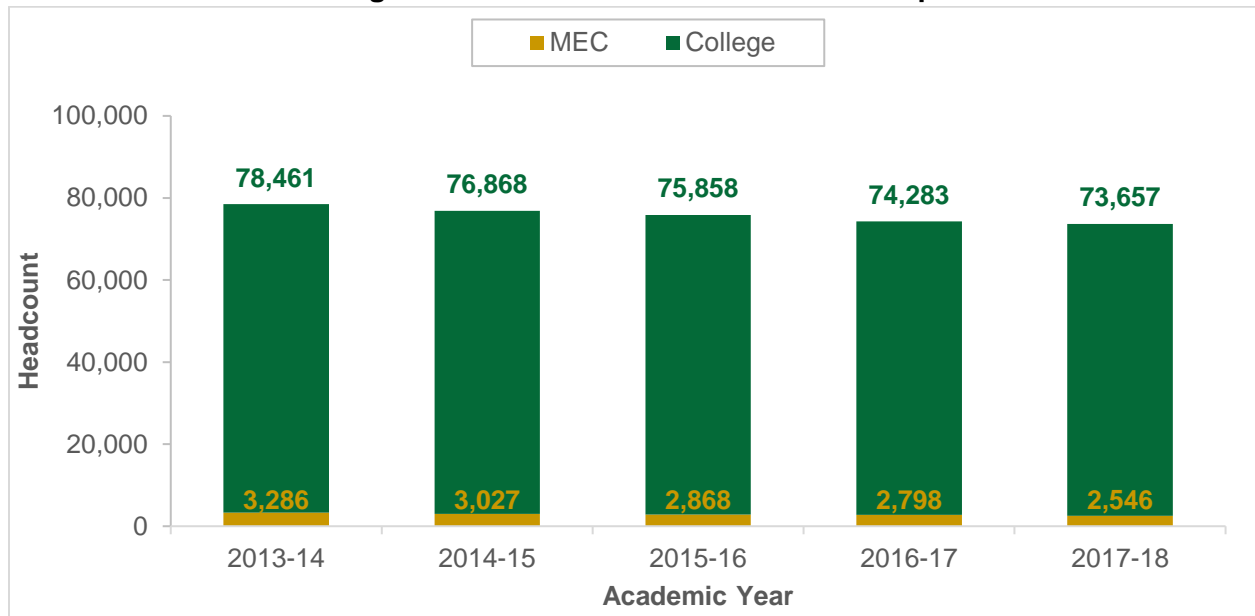


Notes: Campus data include students who listed the Medical Education Campus as their home campus during the indicated academic year, regardless of the campus(es) at which they took courses.

**Fall Headcount (Figure 5)**: From Fall 2014 to Fall 2018, fall enrollment decreased by 23 percent at the Medical Education Campus (from 2,229 to 1,708). College-wide fall enrollment decreased by only one percent during that time period. College-wide fall enrollment exceeded the threshold of acceptability (50,000) but did not meet the achievement goal (52,000).

**Figure 5. Fall Headcount: Fall 2014 through Fall 2018 – College-wide versus Medical Education Campus**
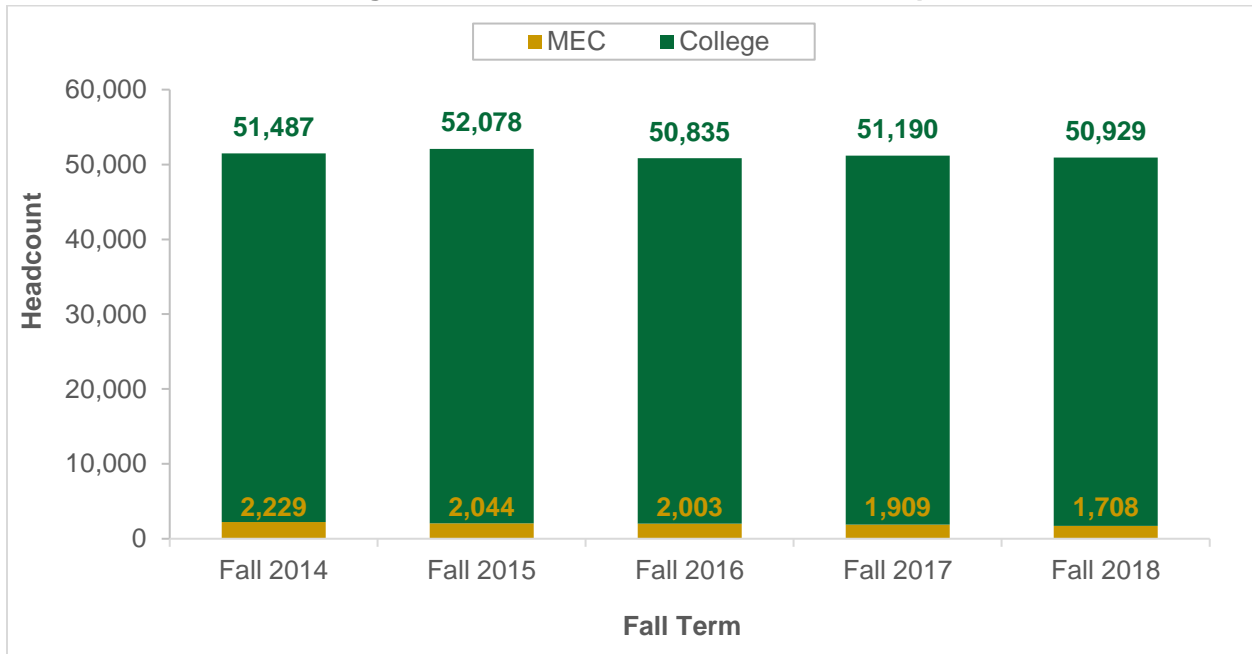


Notes: Campus data include students who listed the Medical Education Campus as their home campus during the indicated fall term, regardless of the campus(es) at which they took courses.

| Criteria 3. Course Success |
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NOVA evaluates the overall course success rate for all courses, as well as course success rates for specific courses, including developmental English courses, developmental math courses, and gatekeeper courses. Course success is defined as a grade of 'C' or higher in a credit-level course and a grade of 'S' in a developmental course. The College maintains separate thresholds of acceptability and achievement goals for each of these metrics.

## Course Success at the Medical Education Campus

## A. Overall Course Success (Figure 6)

- **College-Wide Threshold of Acceptability**: In Fall 2018, the overall course success rate will be at least 73 percent.

- **College-Wide Achievement Goals**: In Fall 2018, the overall course success rate will be 75 percent.

The overall course success rate was substantially higher for courses taught at the Medical Education Campus compared to all courses taught across the College. In Fall 2018, the course success rate was 90 percent for Medical Education Campus courses and 74 percent for all courses.

At the Medical Education Campus in Fall 2018, the course success rate exceeded both the threshold of acceptability (at least 73 percent) and the achievement goal (75 percent). Conversely, the College met the threshold but not the achievement goal for course success.

**Figure 6. Overall Course Success Rate: Fall 2014 through Fall 2018 – College-wide versus Medical Education Campus**
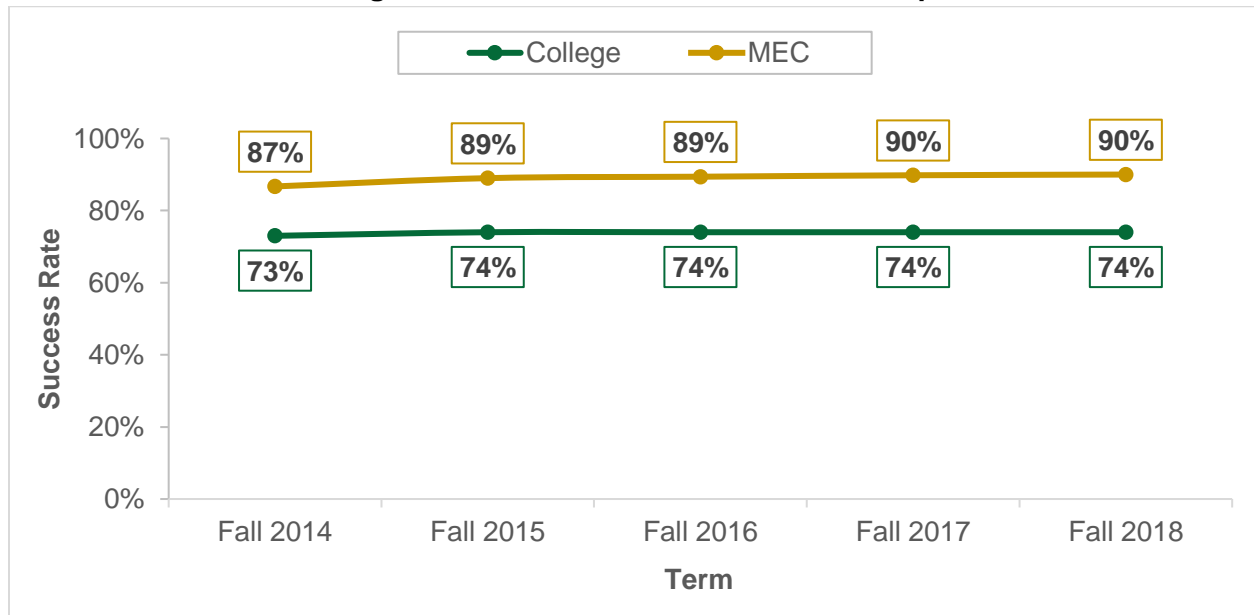


Notes: Grades of Audit, Missing, and Never Attending Student (NVRK) were excluded from the analysis. Total course enrollment is duplicated. Campus indicated is the campus at which the course was taught.

### B. Developmental English Course Success at the Medical Education Campus

Developmental English courses are not taught at the Medical Education Campus. College-wide results are presented in Report 11-19.

### C. Developmental Math Success at the Medical Education Campus

Developmental math courses are not taught at the Medical Education Campus. College-wide results are presented in Report 11-19.

### D. Success in Gatekeeper Courses at the Medical Education Campus

Gatekeeper courses are not taught at the Medical Education Campus. College-wide results are presented in Report 11-19.

Retention is defined as the rate at which students re-enroll or successfully complete their program by subsequent semesters. Fall-to-spring retention is measured as the percentage of first-time in college, program placed students who enter in the fall and either reenroll or successfully complete their program by the subsequent spring semester. Fall-to-fall retention is the percentage of first-time in college, program placed students who enter in the fall and either re-enroll or successfully complete their program by the following fall semester.

- **College-Wide Threshold of Acceptability:** For the Fall 2017 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be at least 79 percent. The fall-to-fall retention rate will be at least 64 percent.

- **College-Wide Achievement Goals:** For the Fall 2017 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be 81 percent. The fall-to-fall retention rate will be 66 percent.

### Retention at the Medical Education Campus (Figures 7 and 8)

*Due to the small number of students who select the Medical Education Campus as their home campus when they initially enroll at NOVA, retention data (which is based on a students' initial home campus) should be interpreted with caution.*

**Fall-to-Spring Retention (Figure 7)**: For the Fall 2017 first-time in college, program placed cohort, Medical Education Campus students had a lower fall-to-spring retention rate than students overall at the College (77 versus 81 percent). For this cohort, the Medical Education Campus met neither the threshold of acceptability (at least 79 percent) nor the achievement goal (81 percent) for fall-to-spring retention. Conversely, the College overall exceeded the threshold and met the achievement goal.

**Figure 7. Fall-to-Spring Retention Rate: Fall 2013 through Fall 2017 First-Time in College, Program Placed Cohorts – College-wide versus Medical Education Campus**



Notes: Fall-to-spring retention is the percentage of first-time in college, program placed students who entered in the fall and either re-enrolled or successfully completed their program by the following spring semester. Campus data include first-time in college, program placed students who selected the Medical Education Campus as their home campus, regardless of the campus(es) at which they took classes. Students may have re-enrolled at a different campus.

**Fall-to-Fall Retention (Figure 8)**: For the Fall 2017 first-time in college, program placed cohort, Medical Education Campus students had a substantially lower fall-to-fall retention rate than students overall at the College (53 versus 65 percent). For this cohort, the Medical Education Campus met neither the threshold of acceptability (at least 64 percent) nor the achievement goal (66 percent) for fall-to-fall retention. Conversely, the College overall exceeded the threshold but did not meet the achievement goal for this metric.

**Figure 8. Fall-to-Fall Retention Rate: Fall 2013 through Fall 2017 First-Time in College, Program Placed Cohorts – College-wide versus Medical Education Campus**
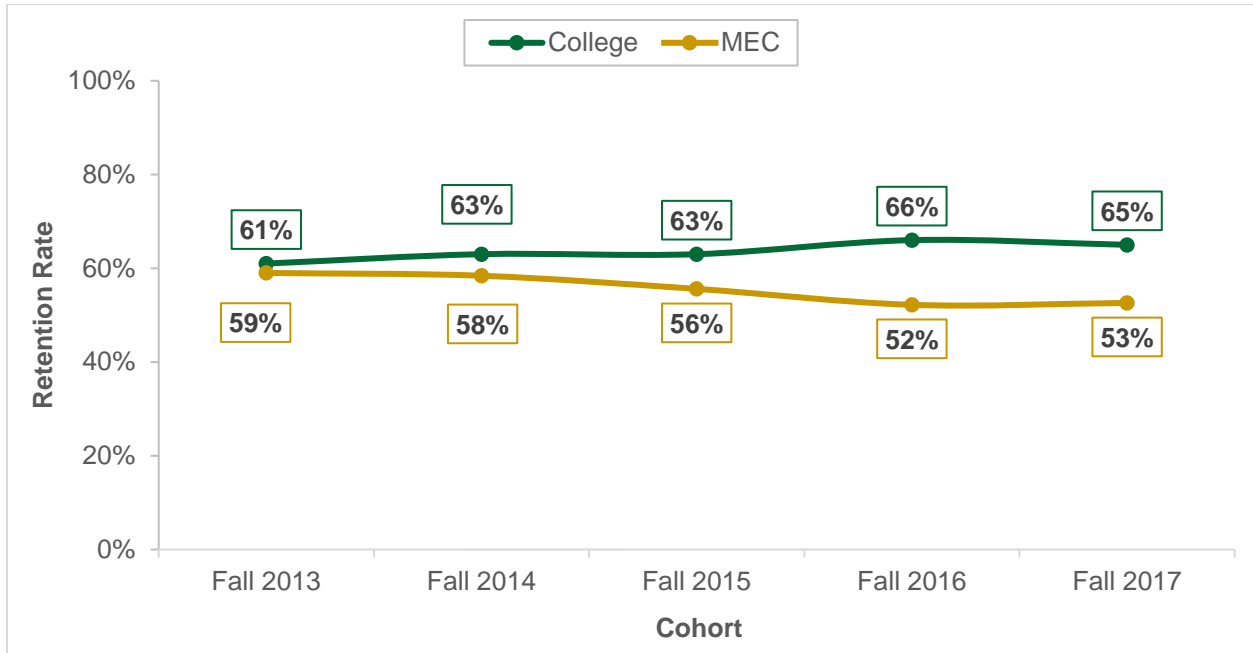


Notes: Fall-to-fall retention is the percentage of first-time in college, program placed students who entered in the fall and either re-enrolled or succe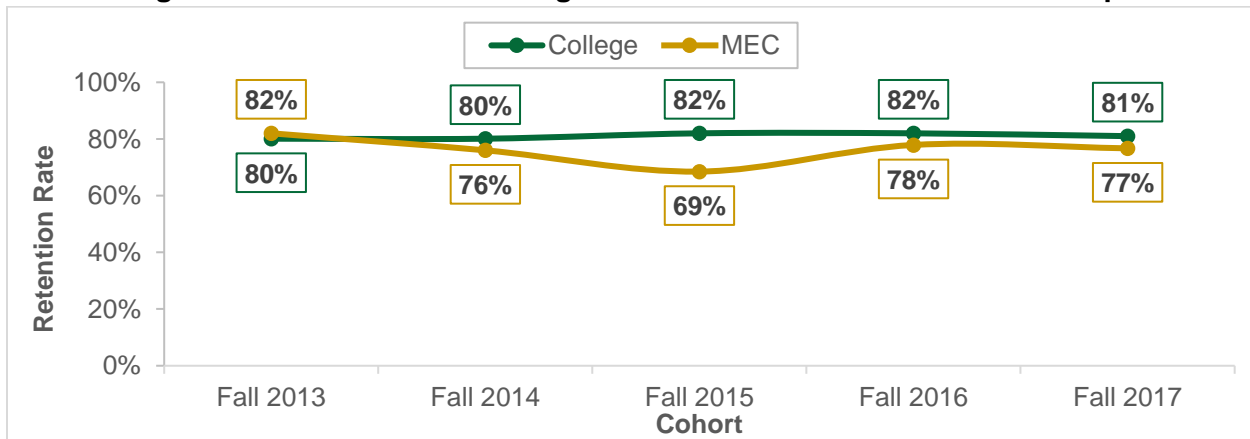ssfully completed their program by the following fall semester. Campus data include first-time in college, program placed students who selected the Medical Education Campus as their home campus, regardless of the campus(es) at which they took classes. Students may have re-enrolled at a different campus.

Completion of an academic program is a key goal for students of any institution of higher education. The College tracks the total number of annual graduates, as well as the graduation rate. The graduation rate is defined as the percentage of first-time in college, full-time, program placed students who complete their program within 150 percent of normal time.

- **College-Wide Threshold of Acceptability:** For the Fall 2015 cohort of first-time in college, full-time, program placed students, the graduation rate will be at least 25 percent. In 2017-18, the total number of annual graduates will be at least 6,545.

- **College-Wide Achievement Goals:** For the Fall 2015 cohort of first-time in college, full-time, program placed students, the graduation rate will be 28 percent. In 2017-18, the total number of annual graduates will be 6,700.

## Graduation at the Medical Education Campus (Figures 9 and 10)

*Due to the small number of students who select the Medical Education Campus as their home campus when they initially enroll at NOVA, graduation data (which is based on a students' initial home campus) should be interpreted with caution.*

**Graduation Rate (Figure 9)**: For the Fall 2015 first-time in college, full-time, program placed cohort, Medical Education Campus students had a slightly higher graduation rate than students overall at the College (28 versus 26 percent). For this cohort, the Medical Education Campus exceeded the threshold of acceptability (at least 25 percent) and met the achievement goal (28 percent) for graduation rate. The College overall exceeded the threshold but did not meet the achievement goal.

**Figure 9. Graduation Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Medical Education Campus**
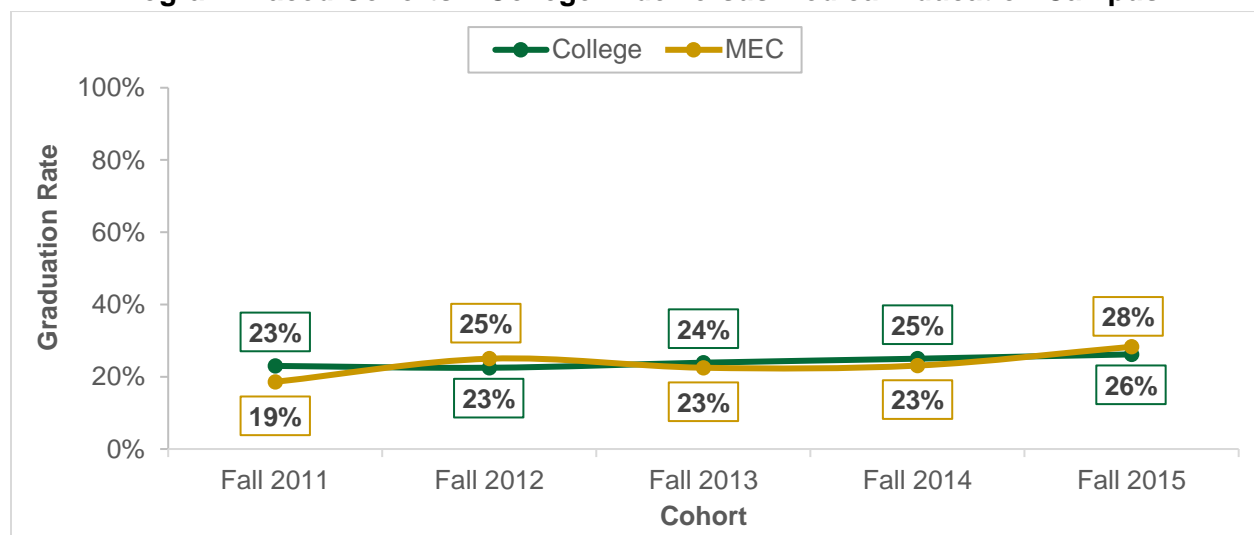


Notes: Campus data include first-time in college, full-time, program placed students who selected the Medical Education Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took classes. Graduates include students who graduated within 150 percent of normal time to program completion, including summer.

**Annual Number of Graduates (Figure 10):** Over the past five academic years, the annual number of graduates from the Medical Education Campus declined by eight percent (from 595 graduates in 2013-14 to 549 graduates in 2017-18). In contrast, the College-wide annual number of graduates declined by four percent during that period. For the 2017-18 academic year, the College overall met neither the threshold of acceptability (6,545) nor the achievement goal (6,700) for annual number of graduates.

**Figure 10. Annual Number of Graduates: 2013-14 through 2017-18 – College-wide versus Medical Education Campus**
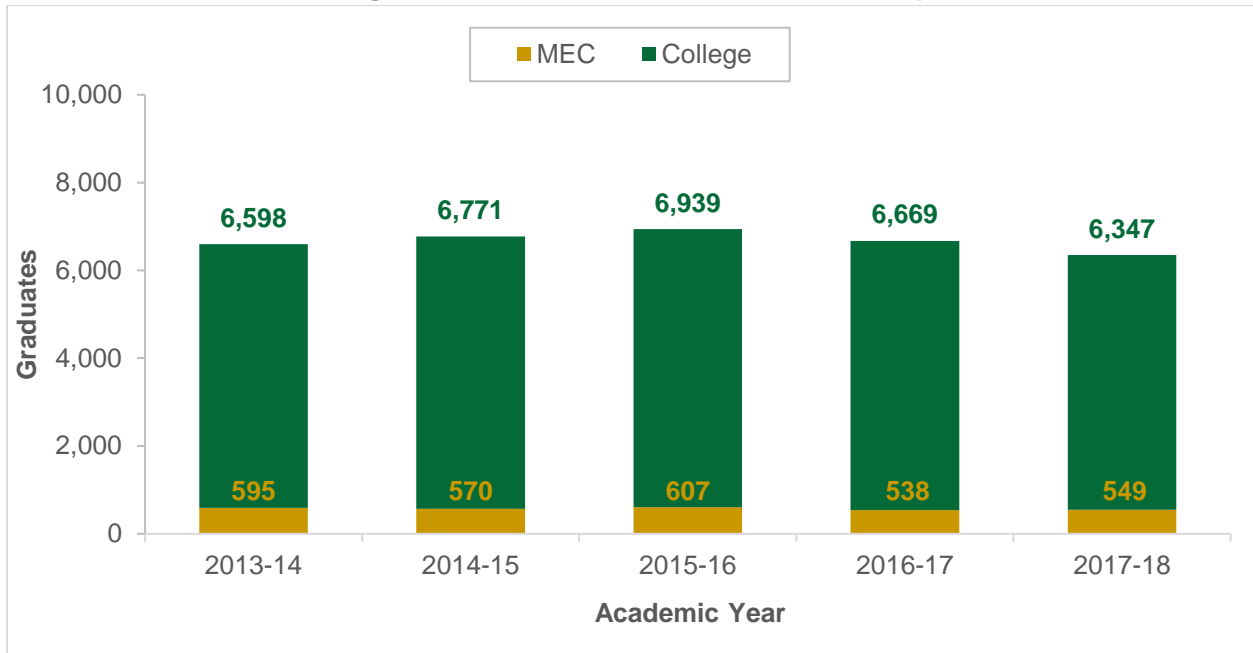


Notes: Campus data include students who selected the Medical Education Campus as their home campus at the time of graduation, regardless of the campus(es) at which they took classes.

| Criteria 6. Transfer |
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In addition to graduation with a degree or credential, transferring is an important goal for many community college students. To this end, the College tracks the transfer-out rate, as well as the annual number of transfers. The transfer-out rate is defined as the percentage of first-time in college, full-time, program placed students who transferred out of NOVA to another two-or four-year institution within 150 percent of normal time to program completion. The annual number of transfers refers to NOVA students who transferred to a four-year institution each year.

- **College-Wide Threshold of Acceptability:** For the Fall 2015 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be at least 16 percent. In 2017-18, the annual number of students transferring to four-year institutions will be at least 10,750.

- **College-Wide Achievement Goals:** For the Fall 2015 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be 19 percent. In 2017-18, the annual number of students transferring to four-year institutions will be 12,250.

### Transfers from the Medical Education Campus (Figures 11 and 12)

*Due to the small number of students who select the Medical Education Campus as their home campus when they initially enroll at NOVA, transfer-out data (which is based on a students' initial home campus) should be interpreted with caution.*

**Transfer-Out Rate (Figure 11)**: Among the Fall 2015 first-time in college, full-time, program placed cohort, Medical Education Campus students had a lower transfer-out rate compared to the College overall (11 versus 16 percent). For this cohort, the Medical Education Campus met neither the threshold of acceptability (at least 16 percent) nor the achievement goal (19 percent) for transfer-out rate. The College overall met the threshold but not the achievement goal.

**Figure 11. Transfer-Out Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Medical Education Campus**



Notes: Campus data include first-time in college, full-time, program placed students who selected the Medical Education Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took classes. Transfers includes students who transferred out of NOVA to another two- or four-year institution within 150 percent of normal time to program completion, including summer, but does not include students who graduated from NOVA prior to transferring.

**Annual Number of Transfers to Four-Year Institutions (Figure 12):** From 2013-14 to 2017-18, the annual number of transfers at the Medical Education Campus decreased by 13 percent (from 338 to 294). In contrast, the annual number of transfers across the College increased substantially during that period (30 percent). In 2017-18, the College overall exceeded the threshold of acceptability (10,750) but did not meet the achievement goal (12,250) for annual number of transfers.

**Figure 12. Annual Number of Transfers to Four-Year Institutions:**
**2013-14 through 2017-18 – College-wide versus Medical Education Campus**
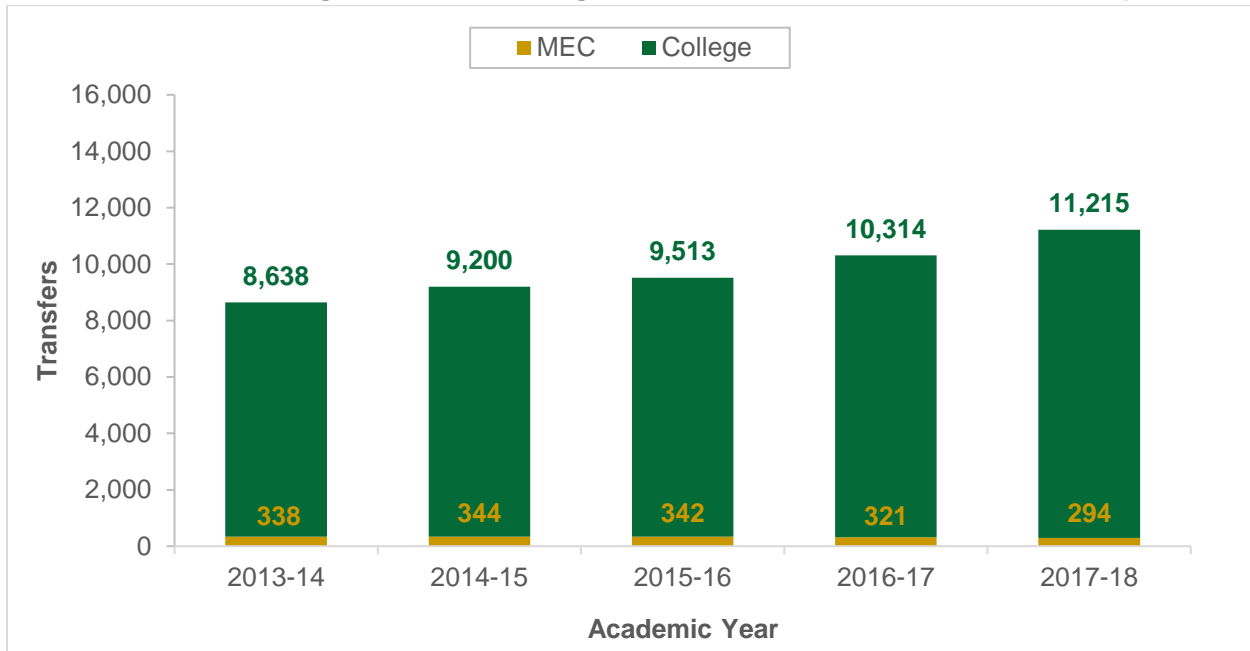


Notes: Data include students who previously attended NOVA within the prior eight years, e.g., for 2017-18, data include students who attended NOVA between 2010-11 and 2017-18 and transferred to a four-year institution during the 2017-18 academic year (regardless of when they were last enrolled at NOVA). Campus was determined based on the home campus listed during the student's last term of enrollment.

## Criteria 7. Job Placement

The College is focused on supplying the Northern Virginia region and the Commonwealth of Virginia with an educated population and a globally competitive workforce. The job placement rate is the percentage of graduates who are employed in the Commonwealth of Virginia within one year of graduation from NOVA.

- **College-Wide Threshold of Acceptability:** The job placement rate of 2016-17 NOVA graduates will be at least 65 percent.

- **College-Wide Achievement Goals:** The job placement rate of 2016-17 NOVA graduates will be 67 percent.

### Job Placement at the Medical Education Campus (Figures 13 and 14)

**Overall Job Placement (Figure 13):** In 2016-17, graduates from the Medical Education Campus had a substantially higher job placement rate than the College-wide job placement rate (74 versus 67 percent). For this year, both the Medical Education Campus and the College overall met the threshold of acceptability (at least 65 percent) and the achievement goal (67 percent) for job placement rate.

**Figure 13. Overall Job Placement Rate of NOVA Graduates: 2013-14 through 2016-17 – College-wide versus Medical Education Campus**
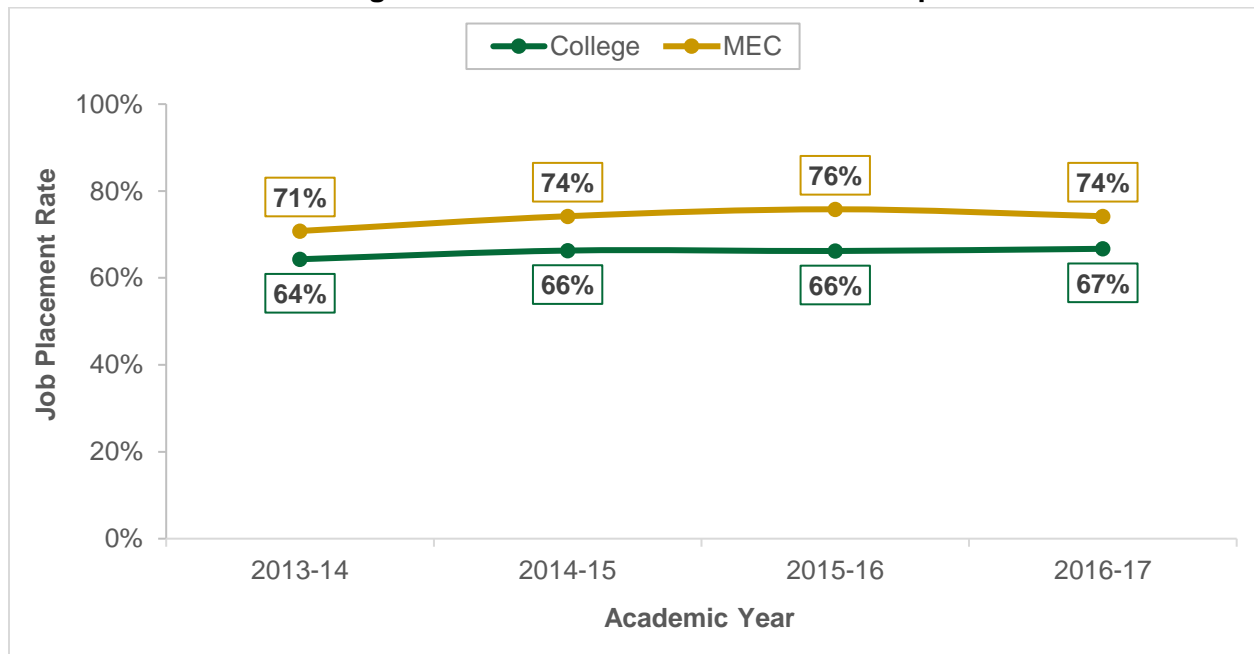


Notes: Data include students who selected the Medical Education Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took classes) and were employed in the Commonwealth of Virginia within one year of graduation. Data exclude military personnel, federal civilian employees, and self-employed individuals.

**Job Placement by NOVA Degree Type (Figure 14):** In 2016-17 at the Medical Education Campus, the job placement rate was highest among A.A.A./A.A.S. degree graduates (78 percent) and lowest among certificate graduates (62 percent). Among A.A. degree, A.S. degree, and A.A.A./A.A.S. degree graduates, the job placement rate was higher at the Medical Education Campus than the College overall. The job placement rate for certificate graduates was lower at the Medical Education Campus than the College.

*Note: There are fewer than ten A.A. degree graduates who selected the Medical Education Campus as their home campus at the time of graduation, so data for this degree type should be interpreted with caution.*

**Figure 14. Job Placement Rate of NOVA Graduates by NOVA Degree Type: 2016-17 – College-wide versus Medical Education Campus**



Notes: Data include students who selected the Medical Education Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took classes) and were employed in the Commonwealth of Virginia within one year of graduation. Data exclude military personnel, federal civilian employees, and self-employed individuals.

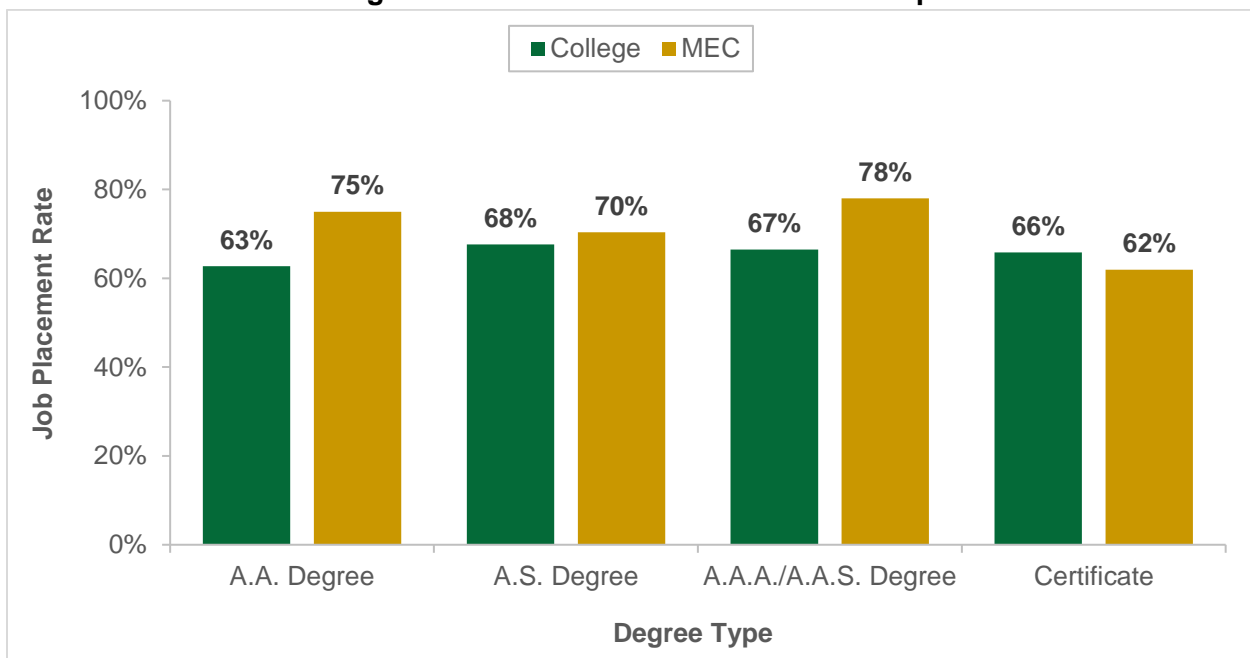## Criteria 8. Licensing Exams

Passing a licensing exam demonstrates the level of knowledge and skill required to succeed in a profession, occupation, or role. The licensing exam pass rate is the percentage of graduates who pass the licensing exam for their program following graduation from NOVA.

- **College-Wide Threshold of Acceptability:** In 2017, the licensing exam pass rate will be at least 90 percent for each program for which there is a corresponding national or state licensing exam.

- **College-Wide Achievement Goals:** In 2017, the licensing exam pass rate will be 100 percent for each program for which there is a corresponding national or state licensing exam.

### Licensing Exams at the Medical Education Campus (Figure 15)

For each program at the Medical Education Campus, most students passed the corresponding licensing exam. In 2017, five out of 12 programs reached a 100 percent pass rate. However, four programs did not meet the threshold of acceptability (at least 90 percent) for licensing exam pass rate: EMT Basic (84 percent), Nursing (89 percent), Paramedic (88 percent), and Radiography (87 percent).

**Figure 15. National and State Licensing Examination Pass Rate of NOVA Graduates by Program: 2017 – Medical Education Campus**
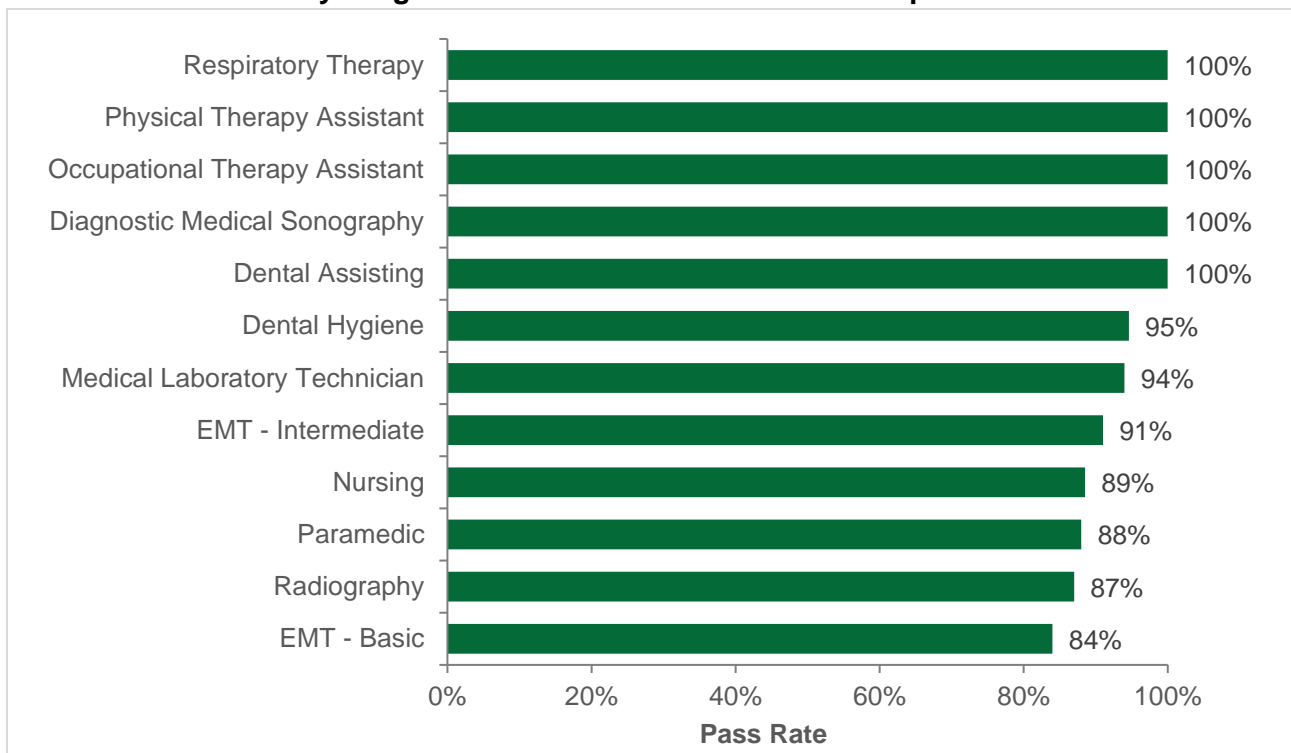


Notes: Data include all program graduates who took the licensing exam for their program in the indicated year, regardless of the year in which they graduated from NOVA. Data may include more than one exam attempt or students retaking the exam. Campus indicated is the campus at which the program is offered.

## Appendix: Medical Education Campus Data Tables

### Criteria 1. College Readiness

**Table 1. Developmental Math and Developmental English Placement Rates:
Fall 2014 through Fall 2018 GPS Cohorts – Medical Education Campus**

| GPS Cohort | Developmental Math Placement | | | | | Developmental English Placement | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Placed | | Not Placed | | Total Cohort | Placed | | Not Placed | | Total Cohort |
| | # | % | # | % | | # | % | # | % | |
| Fall 2014 | 22 | 50.0 | 22 | 50.0 | **44** | 14 | 32.6 | 29 | 67.4 | **43** |
| Fall 2015 | 20 | 43.5 | 26 | 56.5 | **46** | 8 | 17.0 | 39 | 83.0 | **47** |
| Fall 2016 | 25 | 54.3 | 21 | 45.7 | **46** | 7 | 15.9 | 37 | 84.1 | **44** |
| Fall 2017 | 20 | 47.6 | 22 | 52.4 | **42** | 8 | 21.1 | 30 | 78.9 | **38** |
| Fall 2018 | 22 | 44.0 | 28 | 56.0 | **50** | 10 | 18.9 | 43 | 81.1 | **53** |

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: For the Fall 2014 through Fall 2016 cohorts, developmental placement was determined by the Virginia Math Placement Test (VPT-Math) and Virginia English Placement Test (VPT-English). For the Fall 2017 and Fall 2018 cohorts, developmental placement was determined by Multiple Measures. Total includes students in the GPS population (ages 17-24 who are first-time in college students) who were evaluated for placement. Campus was determined based on the students' home campus at the time of enrollment.

### Criteria 2. Enrollment

**Table 2. Annual Unduplicated Headcount and Fall Headcount:
2013-14 through 2018-19 – Medical Education Campus**

| Academic Year | Annual Unduplicated Headcount | | Fall Headcount | |
|---|---|---|---|---|
| | Headcount | Growth Rate (%) | Headcount | Growth Rate (%) |
| 2013-14 | 3,286 | -- | 2,342 | -- |
| 2014-15 | 3,027 | -7.9 | 2,229 | -4.8 |
| 2015-16 | 2,868 | -5.3 | 2,044 | -8.3 |
| 2016-17 | 2,798 | -2.4 | 2,003 | -2.0 |
| 2017-18 | 2,546 | -9.0 | 1,909 | -4.7 |
| 2018-19 | -- | -- | 1,708 | -10.5 |

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include students who listed the Medical Education Campus as their home campus during the indicated academic year or fall term. The growth rate is calculated as the percent change over the previous year. 2018-19 annual unduplicated headcount was unavailable at the time of publication.

## Criteria 3. Course Success

### Table 3. Overall Course Success Rate: Fall 2014 through Fall 2018 – Medical Education Campus

| Term | Total Course Enrollment | Success Rate | |
|---|---|---|---|
| | | # | % |
| Fall 2014 | 4,635 | 4,018 | 86.7 |
| Fall 2015 | 4,630 | 4,119 | 89.0 |
| Fall 2016 | 4,271 | 3,818 | 89.4 |
| Fall 2017 | 4,119 | 3,697 | 89.8 |
| Fall 2018 | 3,700 | 3,330 | 90.0 |

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Grades of Audit, Missing, and Never Attending Student (NVRK) were excluded from the analysis. Total course enrollment is duplicated. Campus indicated is the campus at which the course was taught.

## Criteria 4. Retention

### Table 4. Fall-to-Spring and Fall-to-Fall Retention Rates: Fall 2013 through Fall 2017 First-Time in College, Program Placed Cohorts – Medical Education Campus

| Cohort | Fall-to-Spring Retention | | | Fall-to-Fall Retention | | |
|---|---|---|---|---|---|---|
| | N | Retained | | N | Retained | |
| | | # | % | | # | % |
| Fall 2013 | 139 | 114 | 82.0 | 139 | 82 | 59.0 |
| Fall 2014 | 125 | 95 | 76.0 | 125 | 73 | 58.4 |
| Fall 2015 | 108 | 74 | 68.5 | 108 | 60 | 55.6 |
| Fall 2016 | 113 | 88 | 77.9 | 113 | 59 | 52.2 |
| Fall 2017 | 116 | 89 | 76.7 | 116 | 61 | 52.6 |

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Fall-to-spring retention is the percentage of first-time in college, program placed students who enter in the fall and either re-enroll or successfully complete their program by the following spring semester. Fall-to-fall retention is the percentage of first-time in college, program placed students who enter in the fall and either re-enroll or successfully complete their program by the following fall semester. Data include first-time in college, program placed students who selected the Medical Education Campus as their home campus at initial enrollment (regardless of the campus(es) at which they took classes). Students may have re-enrolled at a different campus.

## Criteria 5. Graduation

### Table 5. Graduation Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – Medical Education Campus

| Cohort | N | Completers | Graduation Rate (%) |
|---|---|---|---|
| Fall 2011 | 70 | 13 | 18.6 |
| Fall 2012 | 76 | 19 | 25.0 |
| Fall 2013 | 80 | 18 | 22.5 |
| Fall 2014 | 65 | 15 | 23.1 |
| Fall 2015 | 53 | 15 | 28.3 |

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include first-time in college, full-time, program placed students who selected the Medical Education Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took classes. Graduates includes students who graduated within 150 percent of normal time to program completion, including summer.

## Table 6. Annual Number of Graduates: 2013-14 through 2017-18 – Medical Education Campus

| Academic Year | Graduates | Growth Rate (%) |
|---|---|---|
| 2013-14 | 595 | -- |
| 2014-15 | 570 | -4.2 |
| 2015-16 | 607 | 6.5 |
| 2016-17 | 538 | -11.4 |
| 2017-18 | 549 | 2.0 |

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include students who selected the Medical Education Campus as their home campus at the time of graduation, regardless of the campus(es) at which they took classes. The growth rate is the percent change over the previous year.

## Criteria 6. Transfer

## Table 7. Transfer-Out Rate: Fall 2011 through Fall 2015 First-Time in College, Full-Time, Program Placed Cohorts – Medical Education Campus

| Cohort | N | Transfers | Transfer-Out Rate (%) |
|---|---|---|---|
| Fall 2011 | 70 | 11 | 15.7 |
| Fall 2012 | 76 | 10 | 13.2 |
| Fall 2013 | 80 | 11 | 13.8 |
| Fall 2014 | 65 | 10 | 15.4 |
| Fall 2015 | 53 | 6 | 11.3 |

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include first-time in college, full-time, program placed students who selected the Medical Education Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took classes. Transfers includes students who transferred out of NOVA to another two- or four-year institution within 150 percent of normal time to program completion, including summer, but does not include students who graduated from NOVA prior to transferring.

## Table 8. Annual Number of Transfers to Four-Year Institutions: 2013-14 through 2017-18 – Medical Education Campus

| Academic Year | Number of Transfers | Growth Rate (%) |
|---|---|---|
| 2013-14 | 338 | -- |
| 2014-15 | 344 | 1.8 |
| 2015-16 | 342 | -0.6 |
| 2016-17 | 321 | -6.1 |
| 2017-18 | 294 | -8.4 |

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Data include students who previously attended NOVA within the prior eight years, e.g., for 2016-17, data include students who attended NOVA between 2009-10 and 2016-17 and transferred to a four-year institution during the 2016-17 academic year (regardless of when they were last enrolled at NOVA). Campus is determined based on the home campus listed during the student's last term of enrollment. The growth rate is calculated as the percent change over the previous year.

## Criteria 7. Job Placement

**Table 9. Job Placement Rate of NOVA Graduates by Degree Type:
2013-14 through 2016-17 – Medical Education Campus**

| Academic Year | A.A. Degree | | | A.S. Degree | | | A.A.A./A.A.S. Degree | | | Certificate | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Employed | | N | Employed | | N | Employed | | N | Employed | | N | Employed | |
| | | # | % | | # | % | | # | % | | # | % | | # | % |
| 2013-14 | 6 | 5 | 83.3 | 179 | 125 | 69.8 | 315 | 220 | 69.8 | 95 | 71 | 74.7 | 595 | 421 | 70.8 |
| 2014-15 | 2 | 2 | 100.0 | 153 | 107 | 69.9 | 304 | 233 | 76.6 | 111 | 81 | 73.0 | 570 | 423 | 74.2 |
| 2015-16 | 9 | 7 | 77.8 | 177 | 127 | 71.8 | 325 | 260 | 80.0 | 96 | 66 | 68.8 | 607 | 460 | 75.8 |
| 2016-17 | 4 | 3 | 75.0 | 135 | 95 | 70.4 | 336 | 262 | 78.0 | 63 | 39 | 61.9 | 538 | 399 | 74.2 |

Source: Office of Institutional Research, Northern Virginia Community College and Virginia Employment Commission (VEC).
Notes: Data include students who selected the Medical Education Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took classes) and were employed in the Commonwealth of Virginia within one year of graduation from NOVA. Data exclude military personnel, federal civilian employees, and self-employed individuals.

## Criteria 8. Licensing Exams

**Table 10. National and State Licensing Examination Pass Rate of NOVA Graduates
by Program: 2014 through 2017 – Medical Education Campus**

| NOVA Program | 2014 | | 2015 | | 2016 | | 2017 | |
|---|---|---|---|---|---|---|---|---|
| | Exam Takers | Pass Rate (%) | Exam Takers | Pass Rate (%) | Exam Takers | Pass Rate (%) | Exam Takers | Pass Rate (%) |
| Dental Assisting | -- | -- | -- | -- | 8 | 100.0 | 13 | 100.0 |
| Dental Hygiene | 32 | 100.0 | 37 | 91.4 | 34 | 94.2 | 35 | 94.6 |
| Diagnostic Medical Sonography | 10 | 100.0 | 8 | 100.0 | 13 | 100.0 | 13 | 100.0 |
| EMT – Basic | 31 | 85.0 | 14 | 90.0 | 19 | 84.0 | 10 | 84.0 |
| EMT – Intermediate | 24 | 87.0 | 34 | 90.0 | 22 | 91.0 | 15 | 91.0 |
| Medical Laboratory Technician | 13 | 94.0 | 16 | 100.0 | 17 | 87.0 | 17 | 94.0 |
| Nursing | 175 | 82.0 | 148 | 91.0 | 156 | 88.0 | 158 | 88.5 |
| Occupational Therapy Assistant | -- | -- | 12 | 100.0 | 11 | 100.0 | 16 | 100.0 |
| Paramedic | 16 | 81.0 | 19 | 93.0 | 26 | 95.0 | 8 | 88.0 |
| Physical Therapist Asst. | 26 | 92.9 | 29 | 92.9 | 29 | 100.0 | 26 | 100.0 |
| Radiography | 36 | 92.0 | 30 | 85.0 | 43 | 80.0 | 33 | 87.0 |
| Respiratory Therapy | 16 | 100.0 | 21 | 100.0 | 9 | 100.0 | 17 | 100.0 |

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Exam Takers includes all program graduates who took the licensing exam for their program in the indicated year, regardless of the year in which they graduated from NOVA. Data may include more than one exam attempt or students retaking the exam. Campus indicated is the campus at which the program is offered. The Dental Assisting program had its first graduates in 2016. The Occupational Therapy Assistant program had its first graduates in 2015.

**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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## Community College

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