

# Student Achievement Criteria at NOVA: Campus Evaluation Report 2020 – Annandale Campus

Research Report No. 93-20

Office of Institutional Effectiveness and Student Success  
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**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

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 2020, NOVA further refined these measures.

### In This Report

This campus-based report is a companion to the College-wide comprehensive evaluation report.<sup>1</sup> The College-wide comprehensive evaluation 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 the measures of 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 Annandale Campus to overall College-wide trends on each metric 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 <b>access</b> , opportunity, <b>student success</b> , 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." <sup>2</sup>	"To be a learning-centered organization that promotes student success." <sup>3</sup>	"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." <sup>4</sup>

<sup>1</sup> *Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2020*. Report 29-20. Office of Institutional Effectiveness and Student Success, Northern Virginia Community College.

<sup>2</sup> NOVA's Mission and Vision Statements: <https://www.nvcc.edu/about/mission/index.html>

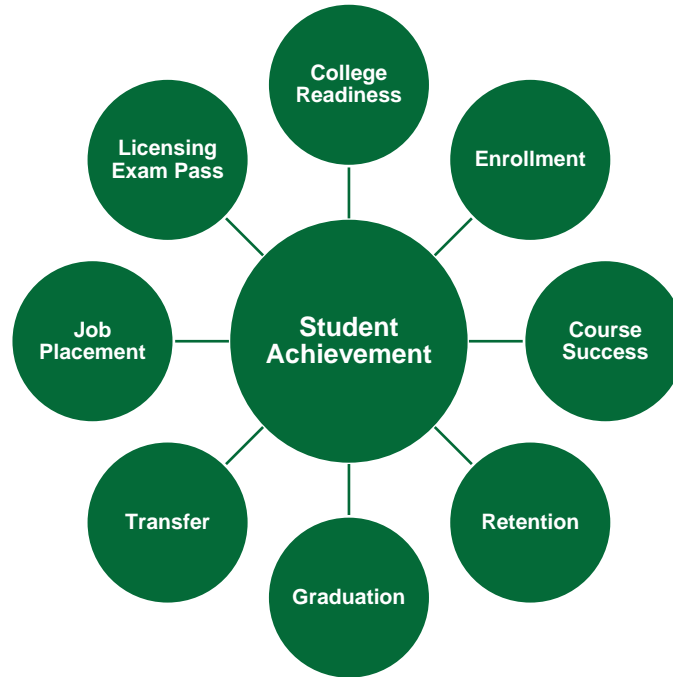
<sup>3</sup> Ibid.

<sup>4</sup> *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 criteria 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 measures of each criteria are as follows:

- 1. College Readiness:** College readiness is measured as the percentage of first-time to NOVA students who were enrolled in a developmental course in their first term and subsequently enrolled in a college-level course within two years of initial enrollment.
- 2. Enrollment:** Enrollment is measured in two ways: 1) the headcount of students enrolled in the fall semester; and 2) the unduplicated headcount of students enrolled at any time during the entire 12-month academic year (i.e., summer, fall, and spring semesters).
- 3. Course Success:** Course success is measured in two ways: 1) the overall course success rate; and 2) the success rate in five college-level gatekeeper courses: ACC 211, BIO 101, ENG 111, MTH 154, and MTH 161. Students are considered successful if they earn a grade of 'A', 'B', 'C', 'P', or 'S'.
- 4. Retention:** Retention is measured as: 1) the fall-to-spring retention, which is defined as 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 subsequent spring semester; and 2) the fall-to-fall retention rate, which is defined as 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.

5. **Graduation:** Graduation is measured as: 1) the total number of annual graduates; and 2) the graduation rate, which is defined as the percentage of first-time in college, full-time, program placed students who completed their program within 150 percent of normal time.
6. **Transfer:** Transfer is measured as: 1) the total number of annual transfers to four-year institutions (regardless of whether the student earned or did not earn a credential at NOVA prior to transferring); and 2) the transfer-out rate, which 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 and prior to earning a NOVA credential.
7. **Job Placement:** Job placement is measured as the percentage of graduates employed in the Commonwealth of Virginia within one year of graduation from NOVA.
8. **Licensing Exams:** The licensing exam pass rate is the percentage of graduates from programs with corresponding national or state licensing exams who pass the exam following graduation from NOVA.

### **Achievement Goals and Thresholds of Acceptability**

For each criterion, NOVA sets a College-wide threshold of acceptability, as well as a College-wide 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 criterion.

Each year, NOVA assesses its progress toward established thresholds of acceptability and achievement goals for each criterion. The annual review is a collective process that enables College stakeholders to ensure measures appropriately address the student achievement criteria and evaluate whether student outcomes at the College are improving. Further, the process provides stakeholders an opportunity to revise and update thresholds of acceptability and achievement goals given any changes in College policies, observed College-wide trends, or the service area region. The Office of Institutional Research (OIR) plays a lead role in this process by analyzing and providing data and recommending appropriate goals. Student achievement remains an ongoing priority for the College, and NOVA is dedicated to its continuous improvement.

This report presents Annandale Campus data along with the College-wide achievement goals and thresholds of acceptability, which are described in more depth in the College-wide comprehensive evaluation report.<sup>5</sup> 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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<sup>5</sup> *Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2020*. Report 29-20. Office of Institutional Effectiveness and Student Success, Northern Virginia Community College.



## Key Findings

### **Criteria #1: College Readiness**

Among the Fall 2017 first-time to NOVA cohort:

- ↑ Developmental English students from the Annandale Campus progressed to ENG 111 at a higher rate than developmental English students at the College overall (87.8 versus 85.8 percent).
- ↑ Developmental math students from the Annandale Campus progressed to MTH 151 at a higher rate than developmental math students at the College overall (17.5 versus 16.5 percent).
- ↑ Developmental math students from the Annandale Campus progressed to MTH 163 at a higher rate than developmental math students at the College overall (11.9 versus 10.3 percent).

### **Criteria #2: Enrollment**

- ↓ From Fall 2015 to Fall 2019, fall headcount decreased by 13 percent at the Annandale Campus, compared to a decrease of less than one percent College-wide.
- ↓ From 2014-15 to 2018-19, annual unduplicated headcount decreased by 16 percent at the Annandale Campus, compared to a four percent decrease College-wide.

### **Criteria #3: Course Success**

#### ***Overall Course Success Rate***

- ↓ In Fall 2019, the course success rate was lower for courses taught at the Annandale Campus, compared to the success rate in all courses taught across the College (73.8 versus 76.3 percent).

#### ***Gatekeeper Course Success Rate***

For the Fall 2018 first-time to NOVA cohort:

- ↓ ACC 211: **lower** than the College (64.5 versus 68.4 percent)
- BIO 101: **similar** as the College (77.6 versus 77.4 percent)
- ↑ ENG 111: **higher** than the College (76.0 versus 74.5 percent)
- ↑ MTH 154: **higher** than the College (65.6 versus 63.4 percent)
- ↓ MTH 161: **lower** than the College (49.0 versus 54.8 percent)

## **Key Findings (Cont'd)**

### **Criteria #4: Retention**

For the Fall 2018 cohort of first-time in college, program placed students:

- ↑ The fall-to-spring retention rate was higher at the Annandale Campus than the College overall (84.6 versus 81.5 percent).
- ↑ The fall-to-fall retention rate was higher at the Annandale Campus than the College overall (69.0 versus 64.5 percent).

### **Criteria #5: Graduation**

- ↓ From 2014-15 to 2018-19, the annual number of graduates decreased by three percent at the Annandale Campus, compared to a decrease of less than one percent at the College overall.
- ↓ For the Fall 2016 first-time in college, full-time, program placed cohort, students at the Annandale Campus had a lower graduation rate than the College-wide graduation rate (24.1 versus 27.4 percent).

### **Criteria #6: Transfer**

- ↓ From 2014-15 to 2018-19, the annual number of transfers to four-year institutions decreased by one percent at the Annandale Campus, while the College overall increased by 32 percent.
- ↑ For the Fall 2016 first-time in college, full-time, program placed cohort, students at the Annandale Campus had a higher transfer-out rate than the College-wide transfer-out rate (19.7 versus 17.2 percent).

### **Criteria #7: Job Placement**

- ↓ In 2017-18, graduates from the Annandale Campus had a lower job placement rate than the College-wide job placement rate (65.4 versus 66.2 percent).

### **Criteria #8: Licensing Exams**

There are no degree or certificate programs offered at the Annandale Campus for which there is a corresponding licensing exam.

## Criteria 1. College Readiness

College readiness is the level of preparation a student needs to enroll and succeed in a credit-bearing, general education course without remediation. In Fall 2019, NOVA began measuring college readiness as the percentage of first-time to NOVA students enrolled in a developmental course during their first term who subsequently enrolled in a college-level course within two years of initial enrollment.

### College Readiness at the Annandale Campus

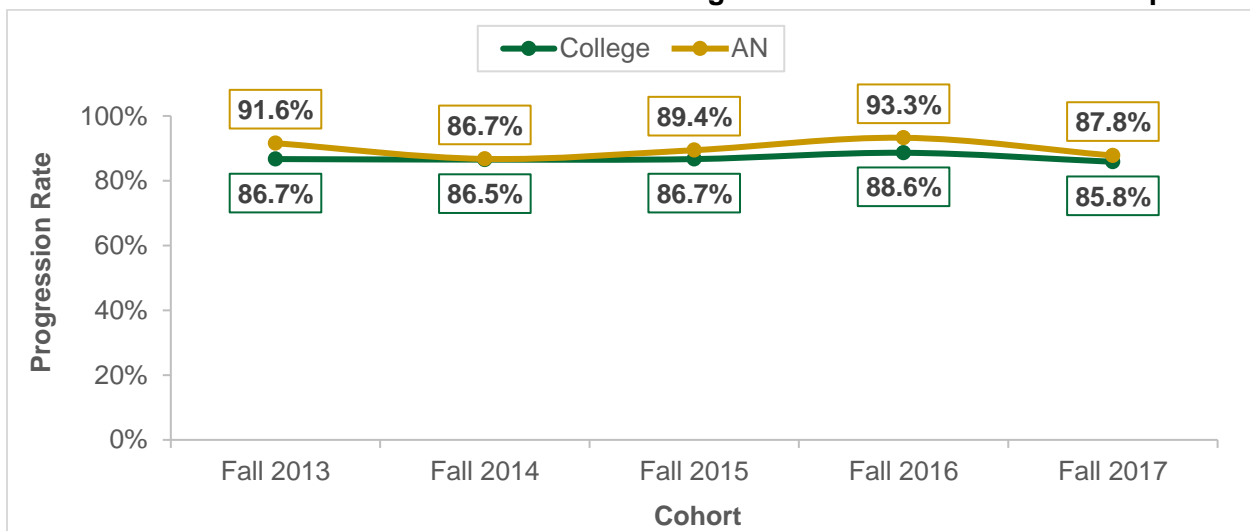
#### Progression to College-Level English (Figure 2)

College readiness in English is measured based on the rate of progression of developmental English students to ENG 111: *College Composition I*.

- **College-Wide Threshold of Acceptability:** For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental English to ENG 111 will be at least 86 percent.
- **College-Wide Achievement Goals:** For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental English to ENG 111 will be 88 percent.

Among the Fall 2017 first-time to NOVA cohort, students who took developmental English courses at the Annandale Campus progressed to college-level English at a higher rate than developmental English students overall at the College (87.8 versus 85.8 percent). For this cohort, the Annandale Campus exceeded the threshold of acceptability (at least 86 percent) but did not meet the achievement goal (88 percent) for progression to college-level English. The College overall fell just short of the threshold and did not meet the achievement goal.

**Figure 2. Developmental English Student Progression to ENG 111: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Annandale Campus**



Notes: ENG 111 is *College Composition I*. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental English at the Annandale Campus during their first term of enrollment.

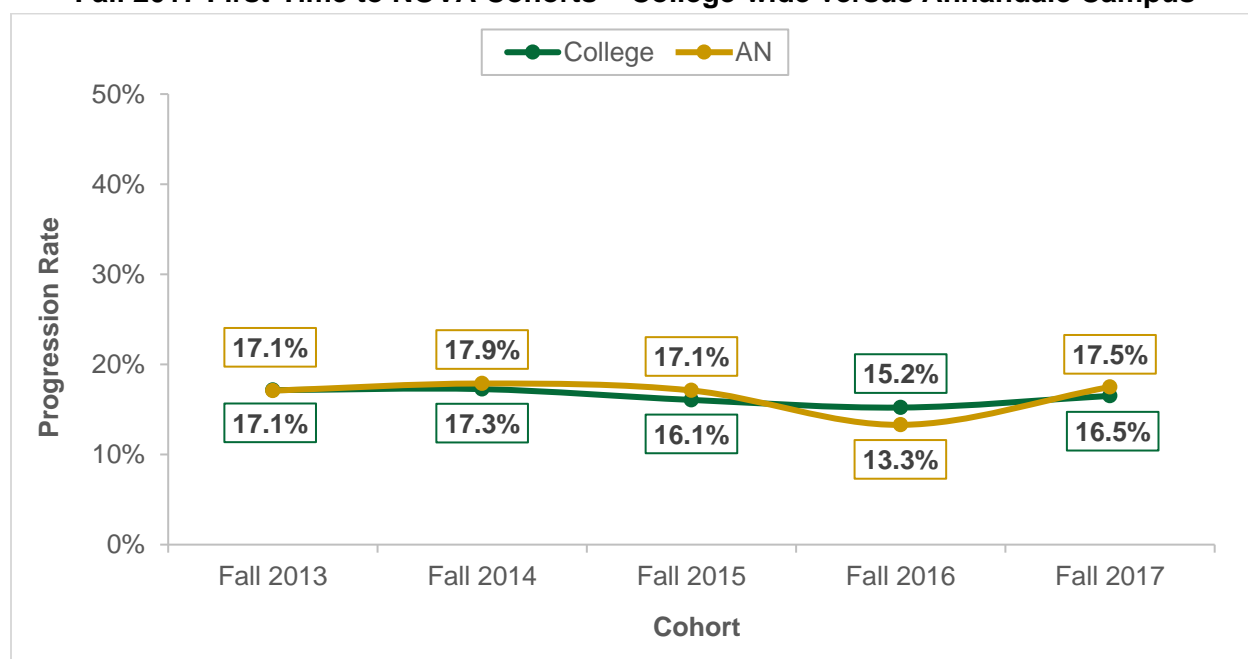
## Progression to College-Level Math (Figures 3 and 4)

College readiness in math is measured based on the rate of progression of developmental math students to two separate college-level math courses: MTH 151: *Mathematics for the Liberal Arts I* and MTH 163: *Pre-Calculus I*.<sup>6</sup>

- **College-Wide Threshold of Acceptability:** For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental math to MTH 151 will be at least 15 percent, and the rate of progression from developmental math to MTH 163 will be at least 7 percent.
- **College-Wide Achievement Goals:** For the Fall 2017 first-time to NOVA cohort, the rate of progression from developmental math to MTH 151 will be 18 percent, and the rate of progression from developmental math to MTH 163 will be 10 percent.

**MTH 151 (Figure 3):** Among the Fall 2017 first-time to NOVA cohort, students who took developmental math at the Annandale Campus progressed to MTH 151 at a higher rate than developmental math students overall at the College (17.5 versus 16.5 percent). For this cohort, both the Annandale Campus and the College exceeded the threshold of acceptability (at least 15 percent), but neither met the achievement goal (18 percent).

**Figure 3. Developmental Math Student Progression to MTH 151: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Annandale Campus**

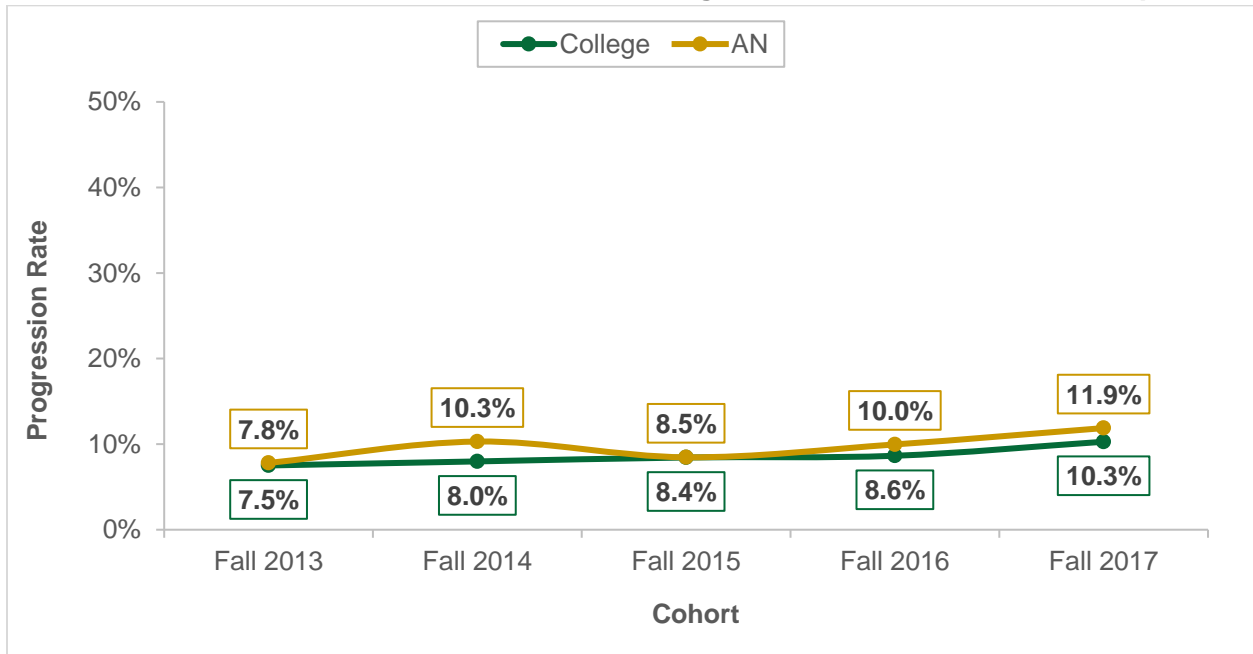


Notes: MTH 151 is *Mathematics for the Liberal Arts I*. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental math at the Annandale Campus during their first term of enrollment.

<sup>6</sup> In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced by MTH 154: *Quantitative Reasoning*. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I*.

**MTH 163 (Figure 4):** Among the Fall 2017 first-time to NOVA cohort, students who took developmental math at the Annandale Campus progressed to MTH 163 at a higher rate than students overall at the College (11.9 versus 10.3 percent). For this cohort, both the Annandale Campus and the College exceeded the threshold of acceptability (at least 7 percent) and met or exceeded the achievement goal (10 percent).

**Figure 4. Developmental Math Student Progression to MTH 163: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – College-wide versus Annandale Campus**



Notes: MTH 163 is *Pre-Calculus I*. Progression within two years of initial enrollment. Campus data include first-time to NOVA students who enrolled in developmental math at the Annandale Campus during their first term of enrollment.

## Criteria 2. Enrollment

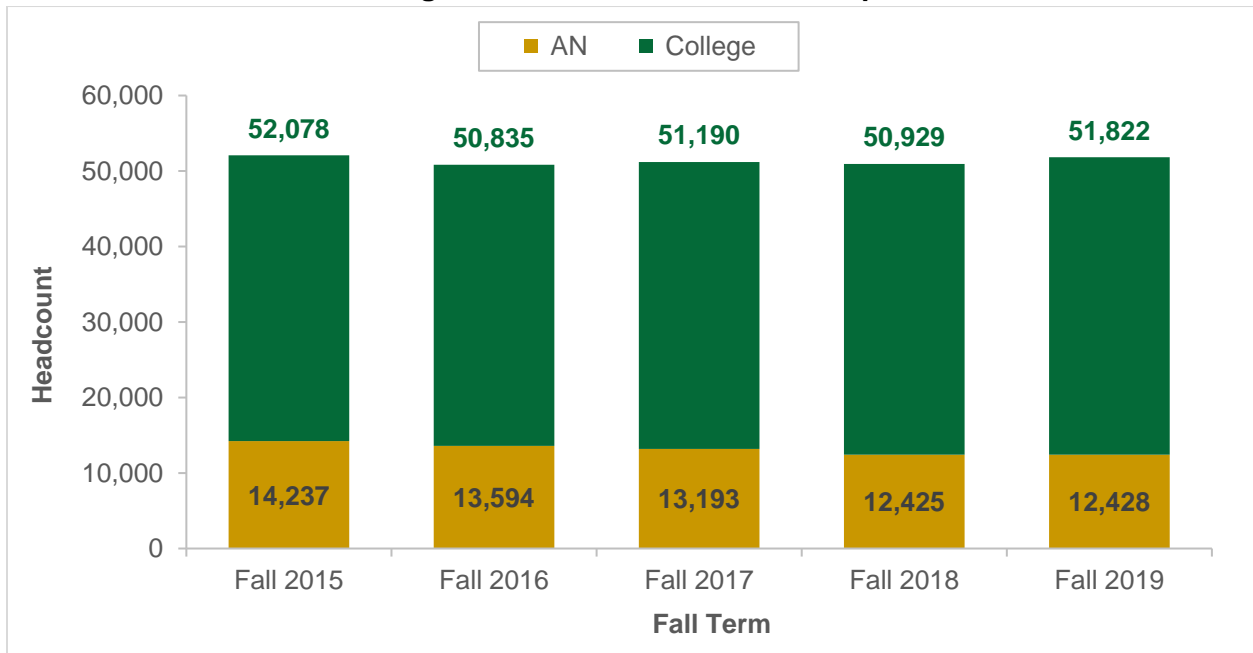
Enrollment is the headcount of students enrolled in credit courses; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers; and high school students taking college courses for credit. Enrollment is measured in two ways: 1) the headcount of students enrolled in the fall semester; and 2) the unduplicated headcount of students enrolled at any time during the entire 12-month academic year (i.e., summer, fall, and spring semesters).

- **College-Wide Threshold of Acceptability:** In Fall 2019, fall headcount will be at least 50,000. In 2018-19, annual unduplicated headcount will be at least 72,500.
- **College-Wide Achievement Goals:** In Fall 2019, fall headcount will be 52,000. In 2018-19, annual unduplicated headcount will be 75,000.

### Enrollment at the Annandale Campus (Figures 5 and 6)

**Fall Headcount (Figure 5):** From Fall 2015 to Fall 2019 at the Annandale Campus, fall headcount decreased by 13 percent (from 14,237 to 12,428). College-wide fall headcount decreased by less than one percent during this time period. In Fall 2019, the College exceeded the threshold of acceptability (at least 50,000) but did not meet the achievement goal (52,000) for fall headcount.

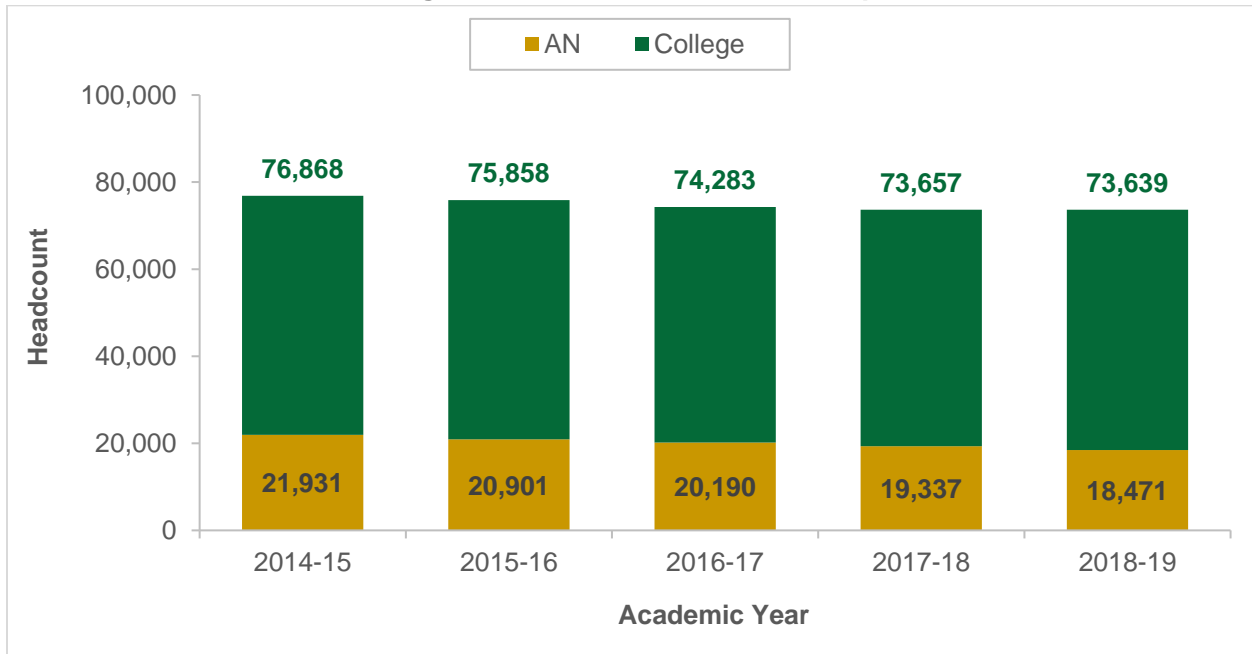
**Figure 5. Fall Headcount: Fall 2015 through Fall 2019 – College-wide versus Annandale Campus**



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

**Annual Unduplicated Headcount (Figure 6):** From 2014-15 to 2018-19 at the Annandale Campus, the annual unduplicated headcount decreased by 16 percent (from 21,931 to 18,471). College-wide annual headcount decreased by four percent during this time. In 2018-19, the College exceeded the threshold of acceptability (at least 72,500) but did not meet the achievement goal (75,000) for annual unduplicated headcount.

**Figure 6. Annual Unduplicated Headcount: 2014-15 through 2018-19 – College-wide versus Annandale Campus**



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

### Criteria 3. Course Success

NOVA evaluates the overall course success rate for all courses, as well as course success rates for specific gatekeeper courses. The measures for course success were updated in Fall 2019. Course success at NOVA is measured in two ways: 1) the overall course success rate; and 2) the success rate in five college-level gatekeeper courses: ACC 211, BIO 101, ENG 111, MTH 154, and MTH 161.<sup>7</sup> Students are considered successful if they earn a grade of 'A', 'B', 'C', 'P', or 'S'.

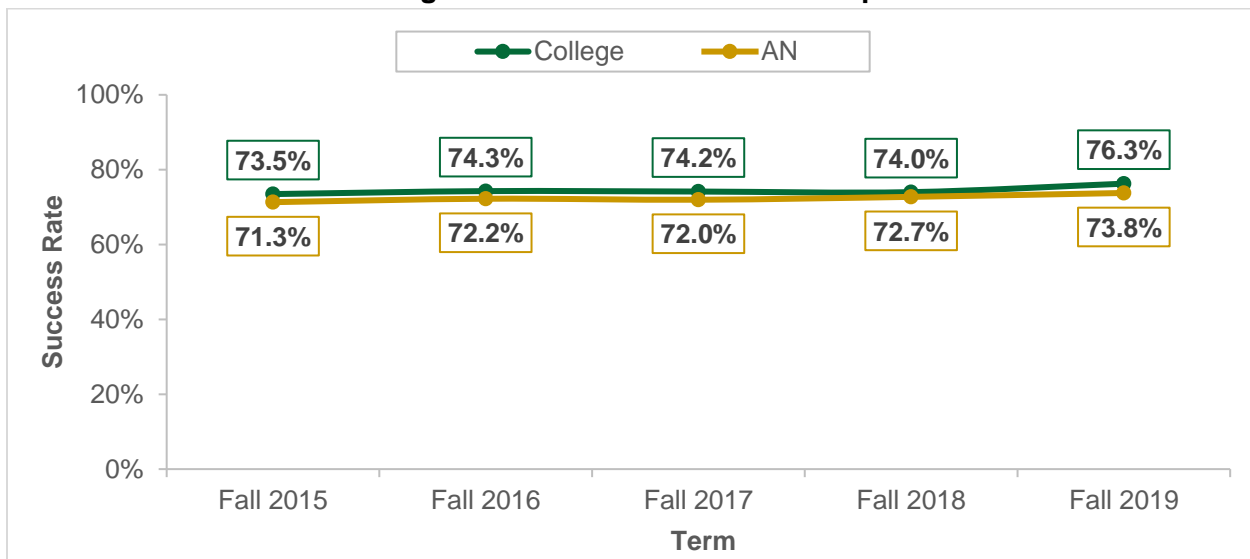
#### Course Success at the Annandale Campus

##### Overall Course Success (Figure 7)

- **College-Wide Threshold of Acceptability:** In Fall 2019, the overall course success rate will be at least 74 percent.
- **College-Wide Achievement Goals:** In Fall 2019, the overall course success rate will be 76 percent.

The overall course success rate was lower for courses taught at the Annandale Campus compared to all courses taught across the College. In Fall 2019, the course success rate was 73.8 percent for Annandale Campus courses and 76.3 percent for all courses. At the Annandale Campus in Fall 2019, the course success rate fell just short of the threshold of acceptability (at least 74 percent) and did not meet the achievement goal (76 percent). Conversely, the College's overall course success rate exceeded the threshold and met the achievement goal.

**Figure 7. Overall Course Success Rate: Fall 2015 through Fall 2019 – College-wide versus Annandale 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.

<sup>7</sup> In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced with MTH 154: *Quantitative Reasoning*. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I*.

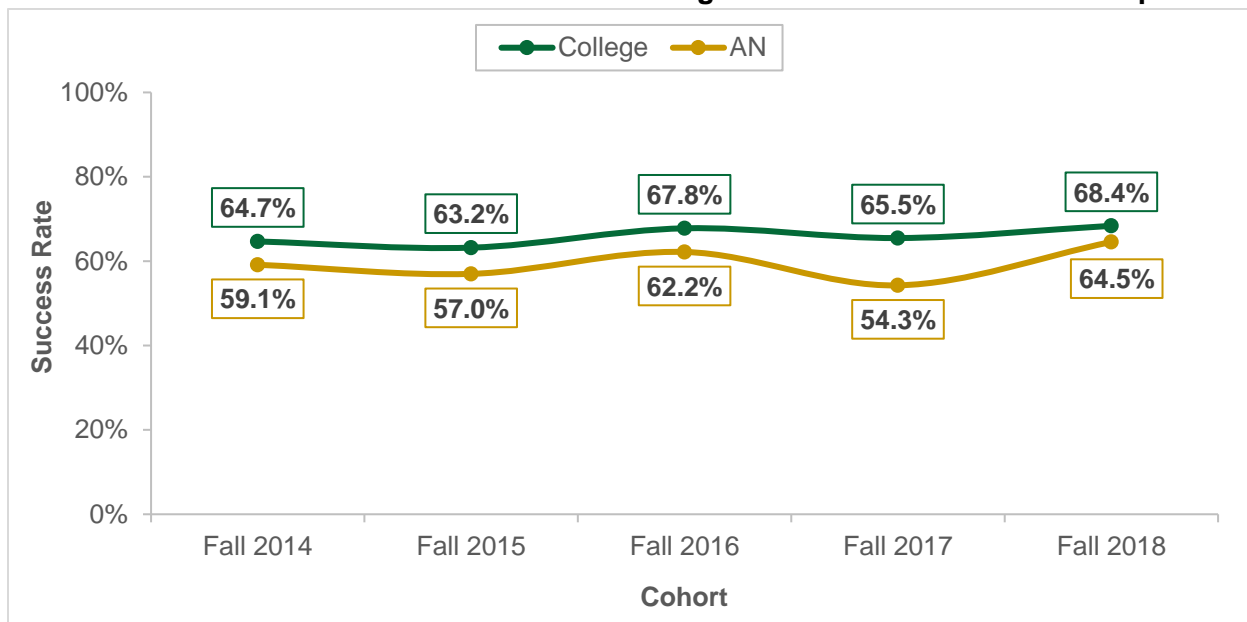


## Gatekeeper Course Success (Figures 8 through 12)

- College-Wide Threshold of Acceptability:** For the Fall 2018 first-time to NOVA cohort, the success rates of students enrolled in gatekeeper courses will be at least 64 percent for ACC 211; 74 percent for BIO 101; 74 percent for ENG 111; 68 percent for MTH 154; and 56 percent for MTH 161.
- College-Wide Achievement Goals:** For the Fall 2018 first-time to NOVA cohort, the success rates of students enrolled in gatekeeper courses will be 66 percent for ACC 211; 80 percent for BIO 101; 78 percent for ENG 111; 72 percent for MTH 154; and 61 percent for MTH 161.

**ACC 211 (Figure 8):** Among the Fall 2018 first-time to NOVA cohort, the success rate was lower in ACC 211 courses taught at the Annandale Campus compared to all ACC 211 at NOVA (64.5 versus 68.4 percent). For this cohort, both the Annandale Campus and the College met the threshold of acceptability (at least 64 percent) for success in ACC 211. The College also met the achievement goal (66 percent), whereas the Annandale Campus did not.

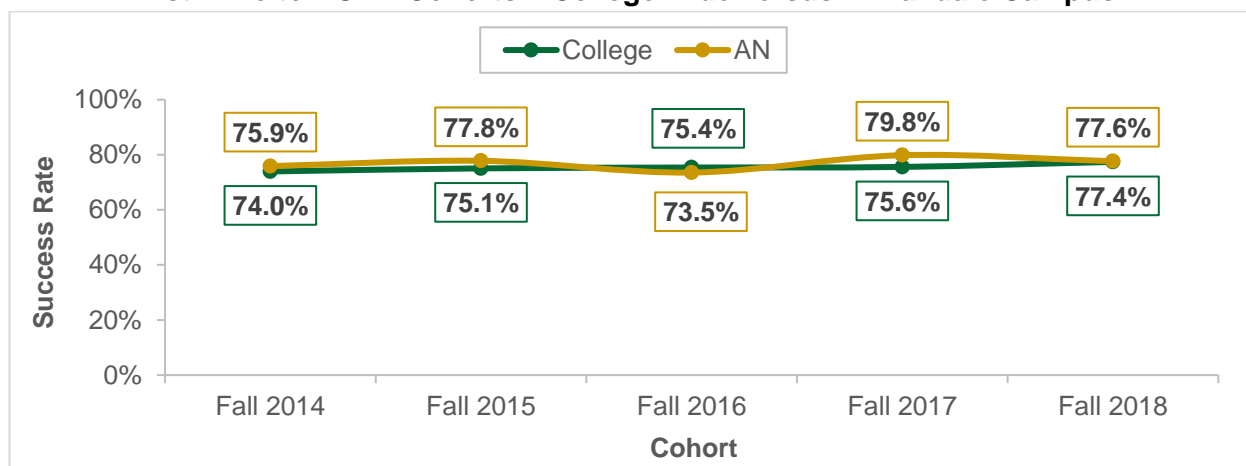
**Figure 8. Success Rate in ACC 211: *Principles of Accounting I*: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Annandale Campus**



Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in ACC 211 at the Annandale Campus, regardless of the students' home campus.

**BIO 101 (Figure 9):** Among the Fall 2018 first-time to NOVA cohort, the success rate was similar in BIO 101 courses taught at the Annandale Campus compared to all BIO 101 courses at NOVA (77.6 versus 77.4 percent). For this cohort, both the Annandale Campus and the College exceeded the threshold of acceptability (at least 74 percent), but neither met the achievement goal (80 percent).

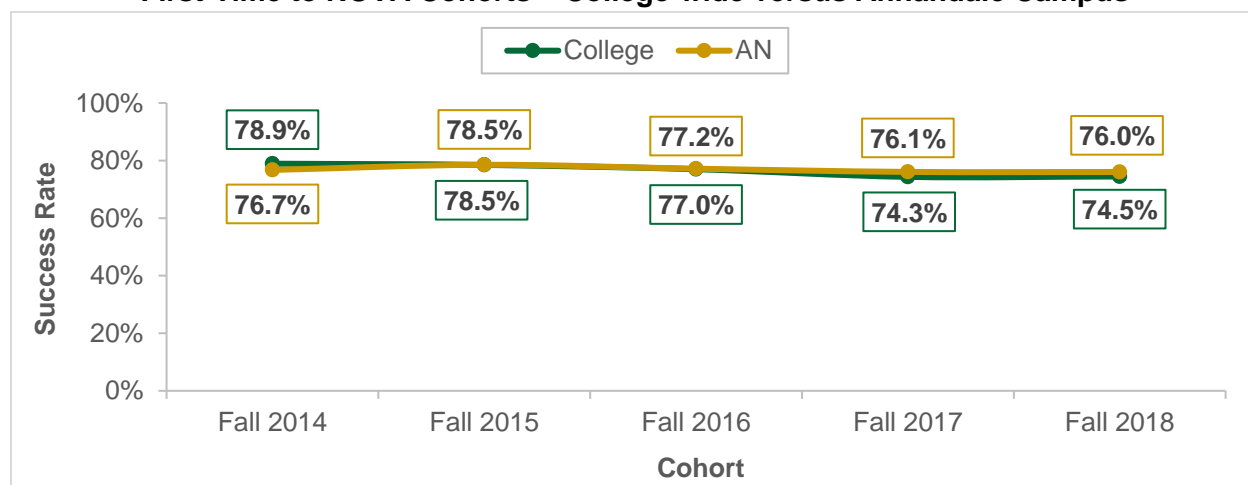
**Figure 9. Success Rate in BIO 101: *General Biology I*: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Annandale Campus**



Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in BIO 101 at the Annandale Campus, regardless of the students' home campus.

**ENG 111 (Figure 10):** Among the Fall 2018 first-time to NOVA cohort, the success rate was higher in ENG 111 courses taught at the Annandale Campus compared to all ENG 111 courses at NOVA (76.0 versus 74.5 percent). For this cohort, both the Annandale Campus and the College met the threshold of acceptability (at least 74 percent), but neither met the achievement goal (78 percent).

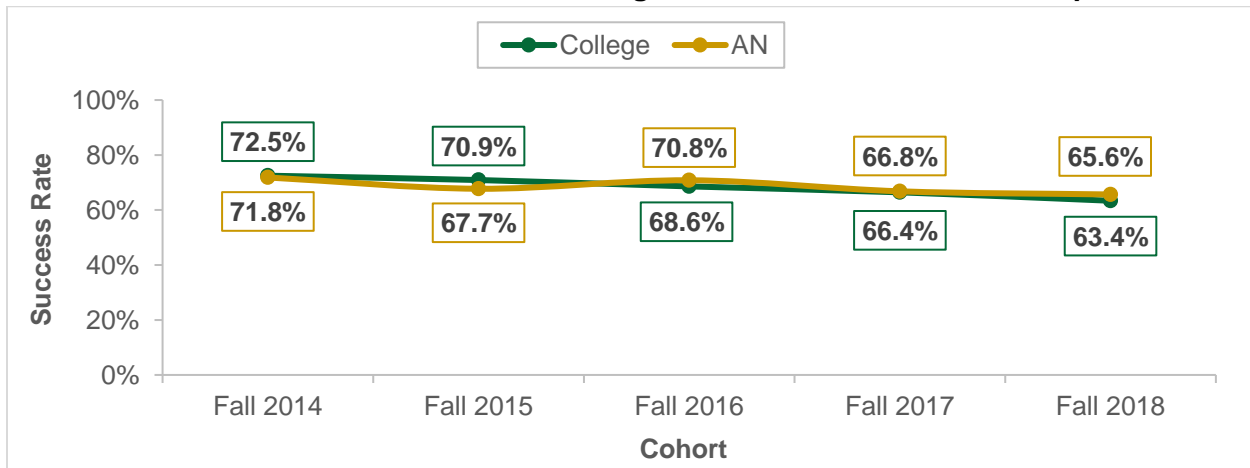
**Figure 10. Success Rate in ENG 111: *College Composition I*: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – College-wide versus Annandale Campus**



Notes: Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in ENG 111 at the Annandale Campus, regardless of the students' home campus.

**MTH 151/MTH 154 (Figure 11):** Among the Fall 2018 first-time to NOVA cohort, the success rate was higher in MTH 154 courses taught at the Annandale Campus compared to all MTH 154 courses at NOVA (65.6 versus 63.4 percent). For this cohort, neither the Annandale Campus nor the College met the threshold (at least 68 percent) or the achievement goal (72 percent).

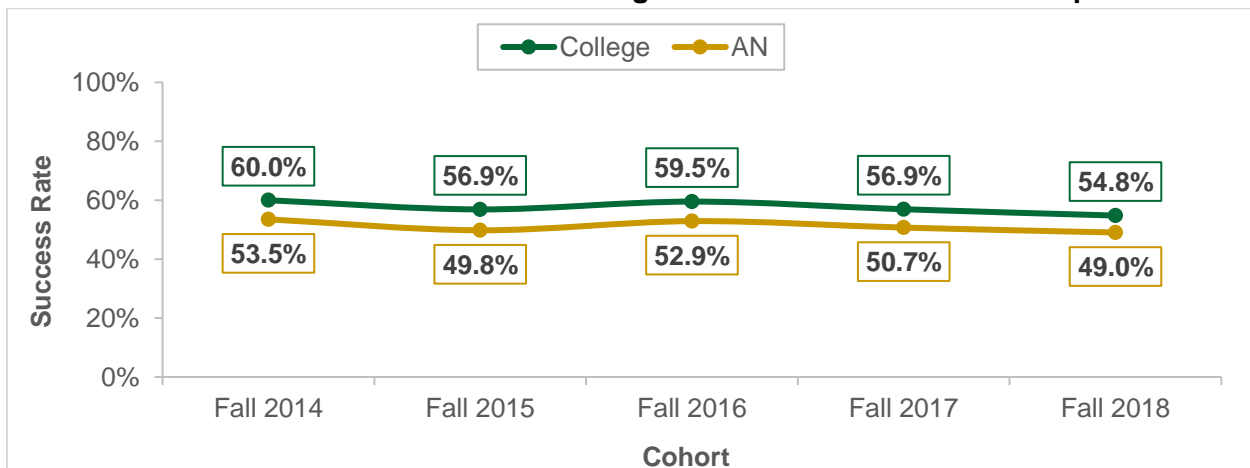
**Figure 11. Success Rate in MTH 151: *Mathematics for the Liberal Arts I* and MTH 154: *Quantitative Reasoning: Fall 2014 through Fall 2018* First-Time to NOVA Cohorts – College-wide versus Annandale Campus**



Notes: In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced by MTH 154: *Quantitative Reasoning*. Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in MTH 151/MTH 154 at the Annandale Campus, regardless of the students' home campus.

**MTH 163/MTH 161 (Figure 12):** Among the Fall 2018 first-time to NOVA cohort, the success rate was lower in MTH 161 courses taught at the Annandale Campus compared to all MTH 161 courses at NOVA (49.0 versus 54.8 percent). For this cohort, neither the Annandale Campus nor the College met the threshold (at least 56 percent) or the achievement goal (61 percent).

**Figure 12. Success Rate in MTH 163/MTH 161: *Pre-Calculus I: Fall 2014 through Fall 2018* First-Time to NOVA Cohorts – College-wide versus Annandale Campus**



Notes: In Fall 2018, the math curriculum was redesigned. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I*. Successful within one year of initial enrollment. Campus data include first-time to NOVA students who enrolled in MTH 163/MTH 161 at the Annandale Campus, regardless of the students' home campus.

## Criteria 4. Retention

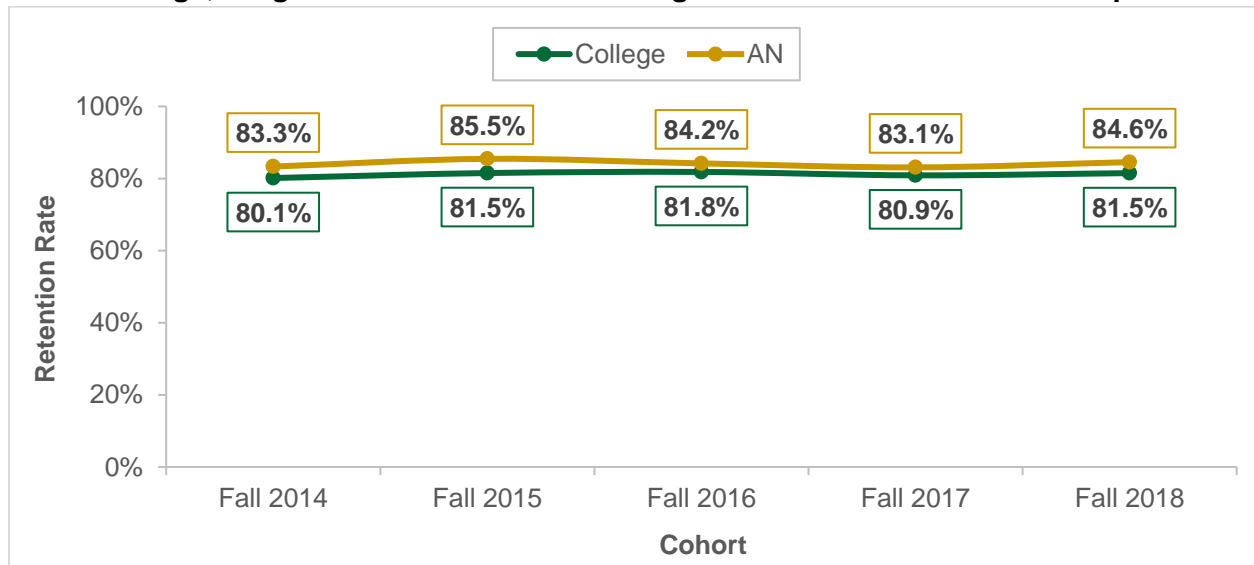
Retention is measured through two metrics: 1) the fall-to-spring retention rate is the percentage of first-time in college, program placed students who enter in the fall and either re-enroll or successfully complete their program by the subsequent spring semester; and 2) the fall-to-fall retention rate 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 2018 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be at least 79 percent and the fall-to-fall retention rate will be at least 65 percent.
- **College-Wide Achievement Goals:** For the Fall 2018 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be 82 percent and the fall-to-fall retention rate will be 67 percent.

### Retention at the Annandale Campus (Figures 13 and 14)

**Fall-to-Spring Retention (Figure 13):** For the Fall 2018 first-time in college, program placed cohort, Annandale Campus students had a higher fall-to-spring retention rate than students overall at the College (84.6 versus 81.5 percent). For this cohort, the Annandale Campus exceeded both the threshold of acceptability (at least 79 percent) as well as the achievement goal (82 percent) for fall-to-spring retention. The College overall exceeded the threshold but did not meet the achievement goal.

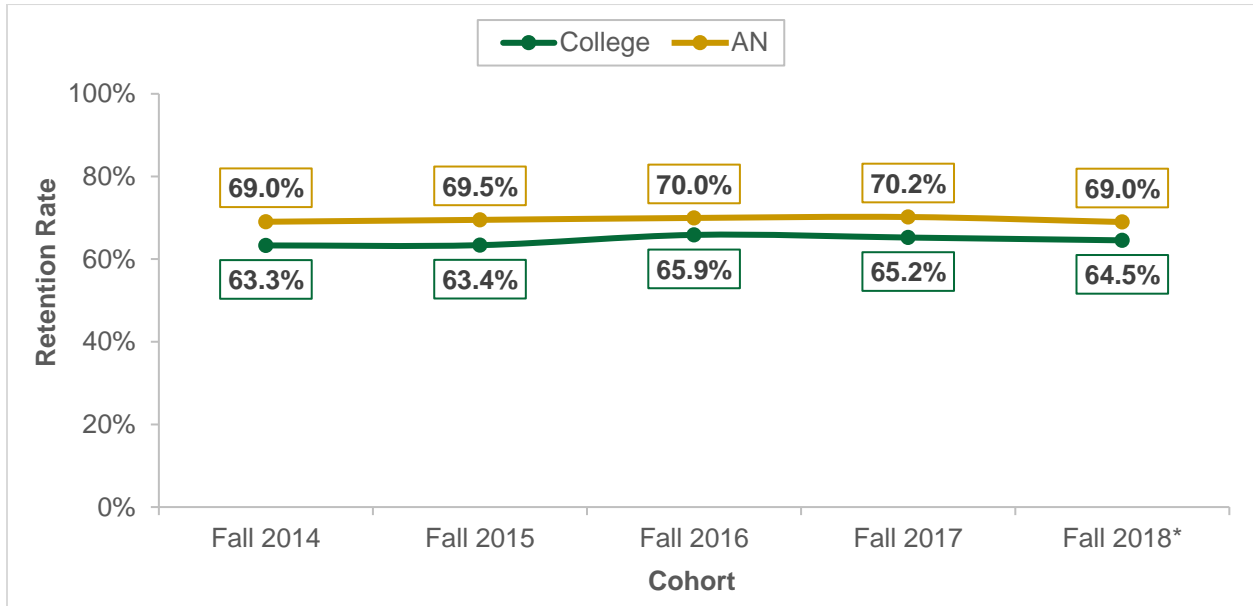
**Figure 13. Fall-to-Spring Retention Rate: Fall 2014 through Fall 2018 First-Time in College, Program Placed Cohorts – College-wide versus Annandale Campus**



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 students who selected the Annandale Campus as their home campus, regardless of the campus(es) at which they took courses. Students may have re-enrolled at a different campus.

**Fall-to-Fall Retention (Figure 14):** For the Fall 2018 cohort of first-time in college, program placed cohort, Annandale Campus students had a higher fall-to-fall retention rate than students at the College overall (69.0 versus 64.5 percent). For this cohort, the Annandale Campus exceeded both the threshold of acceptability (at least 65 percent) as well as the achievement goal (67 percent) for fall-to-fall retention. The College overall met neither the threshold nor the achievement goal.

**Figure 14. Fall-to-Fall Retention Rate: Fall 2014 through Fall 2018 First-Time in College, Program Placed Cohorts – College-wide versus Annandale 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 successfully completed their program by the following fall semester. Campus data include students who selected the Annandale Campus as their home campus, regardless of the campus(es) at which they took courses. Students may have re-enrolled at a different campus.

\*Data for the Fall 2018 cohort are preliminary due to delayed award completions at the time of publication.

## Criteria 5. Graduation

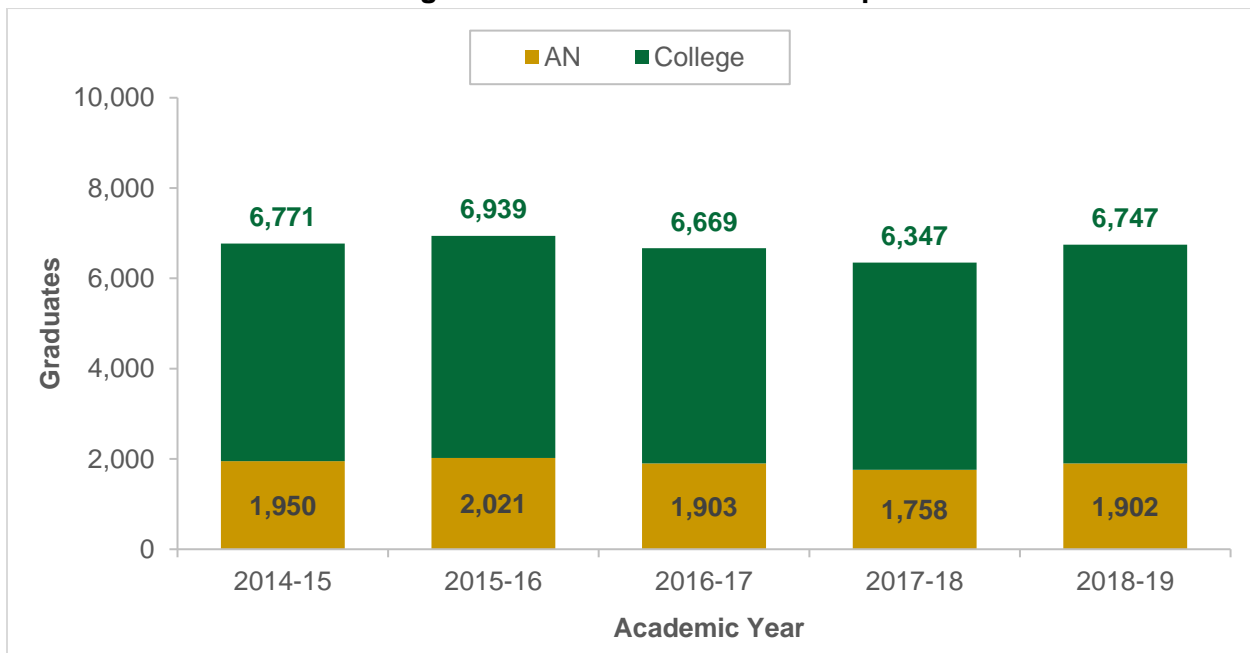
Completion of an academic program is a key goal for students of any institution of higher education. Graduation is measured in two ways: 1) the total number of annual graduates; and 2) the graduation rate, which is defined as the percentage of first-time in college, full-time, program placed students who completed their program within 150 percent of normal time.

- **College-Wide Threshold of Acceptability:** In 2018-19, the total number of annual graduates will be at least 6,560. For the Fall 2016 cohort of first-time in college, full-time, program placed students, the graduation rate will be at least 25 percent.
- **College-Wide Achievement Goals:** In 2018-19, the total number of annual graduates will be 6,750. For the Fall 2016 cohort of first-time in college, full-time, program placed students, the graduation rate will be 28 percent.

### Graduation at the Annandale Campus (Figures 15 and 16)

**Annual Number of Graduates (Figure 15):** From 2014-15 to 2018-19 at the Annandale Campus, the annual number of graduates decreased by three percent (from 1,950 to 1,902). The College-wide annual number of graduates declined by less than one percent during this time period. In 2018-19, the College overall exceeded the threshold of acceptability (at least 6,560) but fell just three graduates short of the achievement goal (6,750).

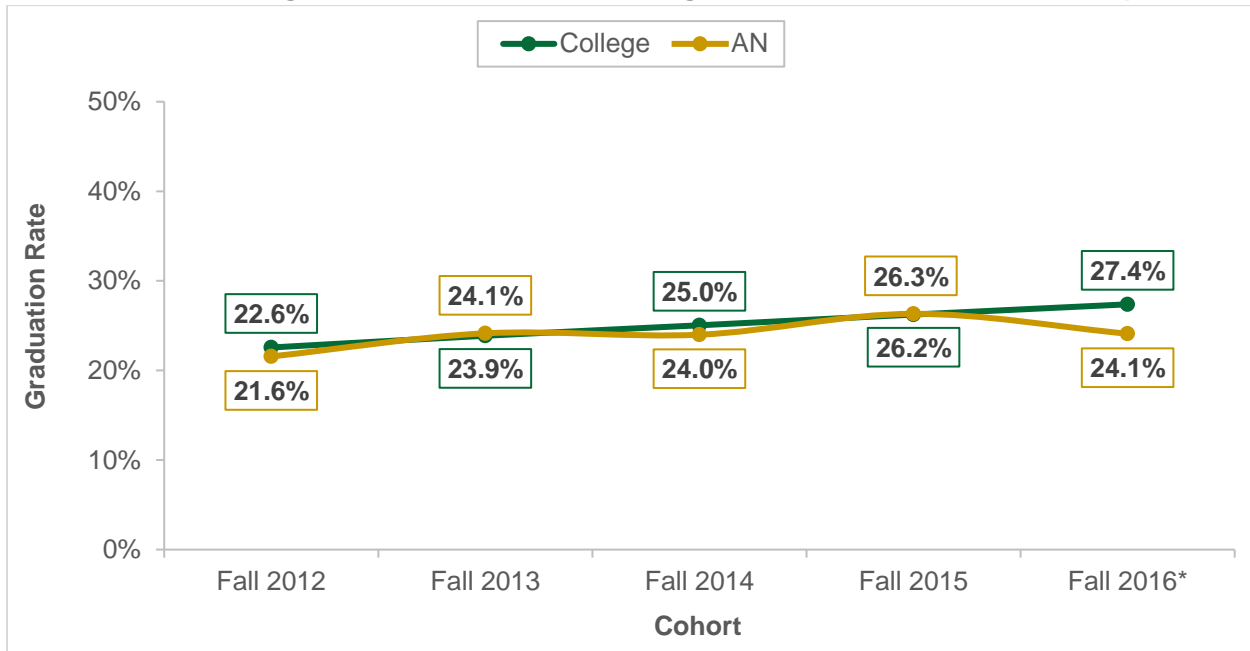
**Figure 15. Annual Number of Graduates: 2014-15 through 2018-19 – College-wide versus Annandale Campus**



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

**Graduation Rate (Figure 16):** For the Fall 2016 first-time in college, full-time, program placed cohort, Annandale Campus students had a lower graduation rate than students overall at the College (24.1 versus 27.4 percent). For this cohort, the Annandale Campus met neither the threshold of acceptability (at least 25 percent) nor the achievement goal (28 percent) for graduation rate. The College overall exceeded the threshold of acceptability but did not meet the achievement goal.

**Figure 16. Graduation Rate: Fall 2012 through Fall 2016 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Annandale Campus**



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

\*Data for the Fall 2016 cohort are preliminary due to delayed award completions at the time of publication.

## Criteria 6. Transfer

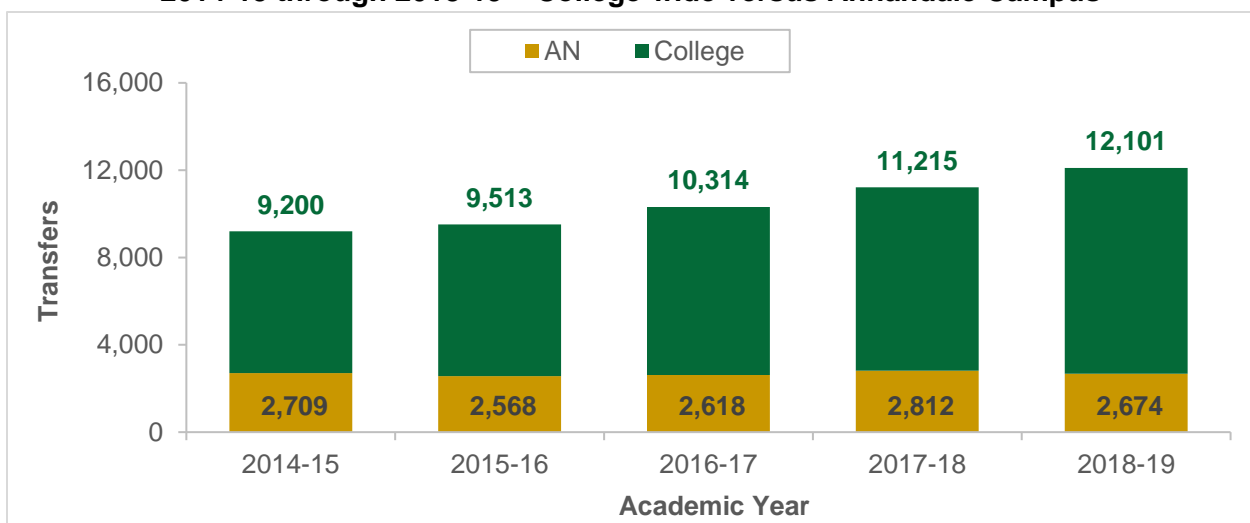
In addition to graduation with a degree or credential, transferring is an important goal for many community college students. To this end, the College measures transfers using two metrics: 1) the total number of annual transfers to four-year institutions (regardless of whether the student earned or did not earn a credential at NOVA prior to transferring); and 2) the transfer-out rate, which 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 and prior to earning a NOVA credential.

- **College-Wide Threshold of Acceptability:** In 2018-19, the annual number of students transferring to four-year institutions will be at least 11,000. For the Fall 2016 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be at least 17 percent.
- **College-Wide Achievement Goals:** In 2018-19, the annual number of students transferring to four-year institutions will be 12,300. For the Fall 2016 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be 19 percent.

### Transfers from the Annandale Campus (Figures 17 and 18)

**Annual Number of Transfers to Four-Year Institutions (Figure 17):** From 2014-15 to 2018-19 at the Annandale Campus, the annual number of transfers to four-year institutions decreased by one percent (from 2,709 to 2,674). At the College overall, the annual number of transfers to four-year institutions increased by 32 percent during this time period. In 2018-19, the College exceeded the threshold of acceptability (at least 11,000) but did not meet the achievement goal (12,300) for annual transfers to four-year institutions.

**Figure 17. Annual Number of Transfers to Four-Year Institutions:  
2014-15 through 2018-19 – College-wide versus Annandale Campus**

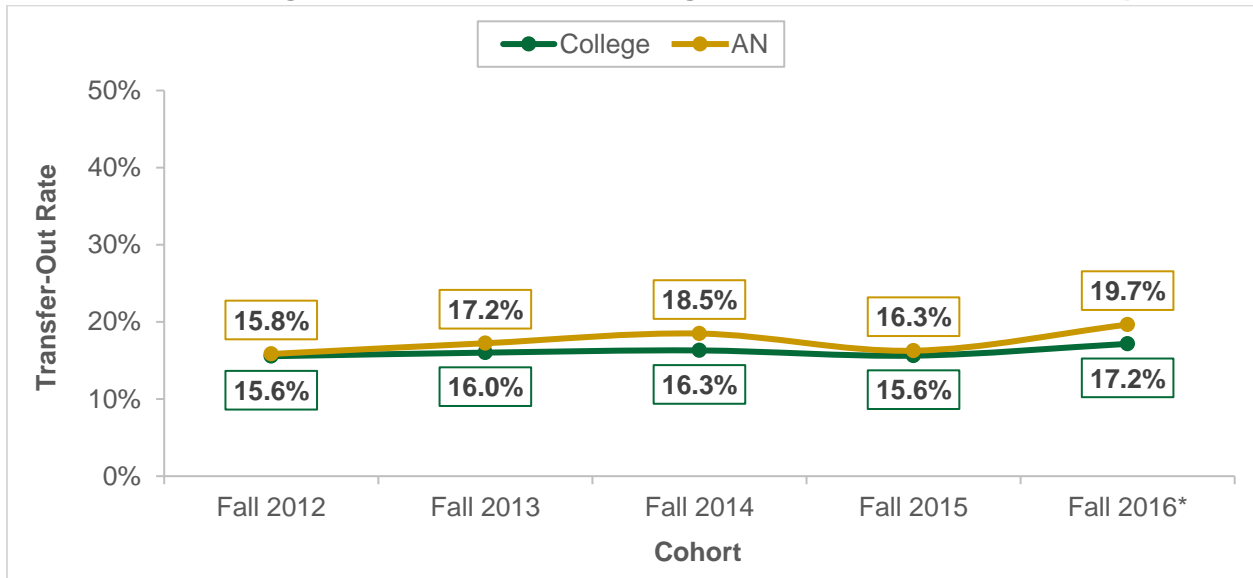


Notes: Data include students who previously attended NOVA within the prior eight years, e.g., for 2018-19, data include students who attended NOVA between 2011-12 and 2018-19 and transferred to a four-year institution during the 2018-19 academic year (regardless of when they were last enrolled at NOVA). Campus data include students who selected the Annandale Campus as their home campus during their last term of enrollment, regardless of the campus(es) at which they took courses.



**Transfer-Out Rate (Figure 18):** Among the Fall 2016, first-time in college, full-time, program placed cohort, Annandale Campus students had a higher transfer-out rate than students at the College overall (19.7 versus 17.2 percent). For this cohort, the Annandale Campus exceeded the threshold of acceptability (at least 17 percent) and met the achievement goal (19 percent) for transfer-out rate. The College overall met the threshold but not the achievement goal.

**Figure 18. Transfer-Out Rate: Fall 2012 through Fall 2016 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Annandale Campus**



Notes: Data include 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, including summer, but does not include students who graduated from NOVA prior to transferring. Campus data include students who selected the Annandale Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took courses.

\*Data for the Fall 2016 cohort are preliminary due to delayed award completions at the time of publication.

## Criteria 7. Job Placement

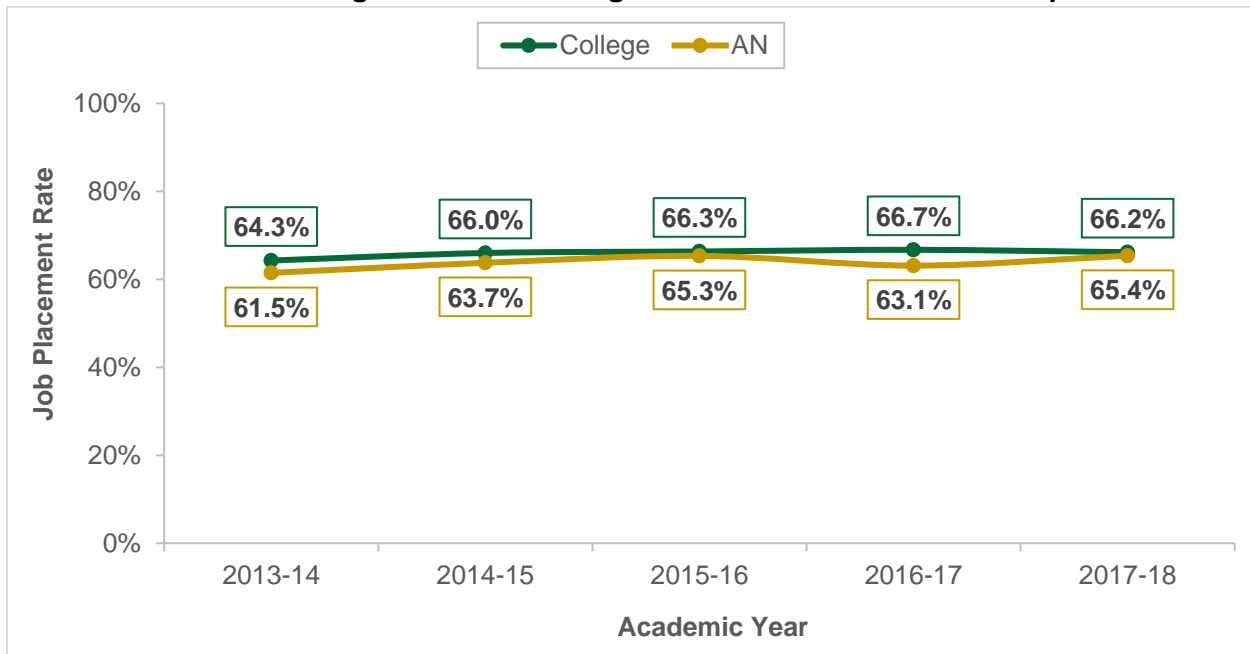
The College is focused on supplying the Northern Virginia region and the Commonwealth of Virginia with an educated population and a globally competitive workforce. The job placement rate is the percentage of graduates who are employed in the Commonwealth of Virginia within one year of graduation from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

- **College-Wide Threshold of Acceptability:** The job placement rate of 2017-18 NOVA graduates will be at least 65 percent.
- **College-Wide Achievement Goals:** The job placement rate of 2017-18 NOVA graduates will be 67 percent.

### Job Placement at the Annandale Campus (Figures 19 and 20)

**Overall Job Placement (Figure 19):** In 2017-18, graduates from the Annandale Campus had a lower job placement rate than all graduates of the College (65.4 versus 66.2 percent). In 2017-18, both the Annandale Campus and the College met the threshold of acceptability (at least 65 percent), but neither met the achievement goal (67 percent) for job placement rate.

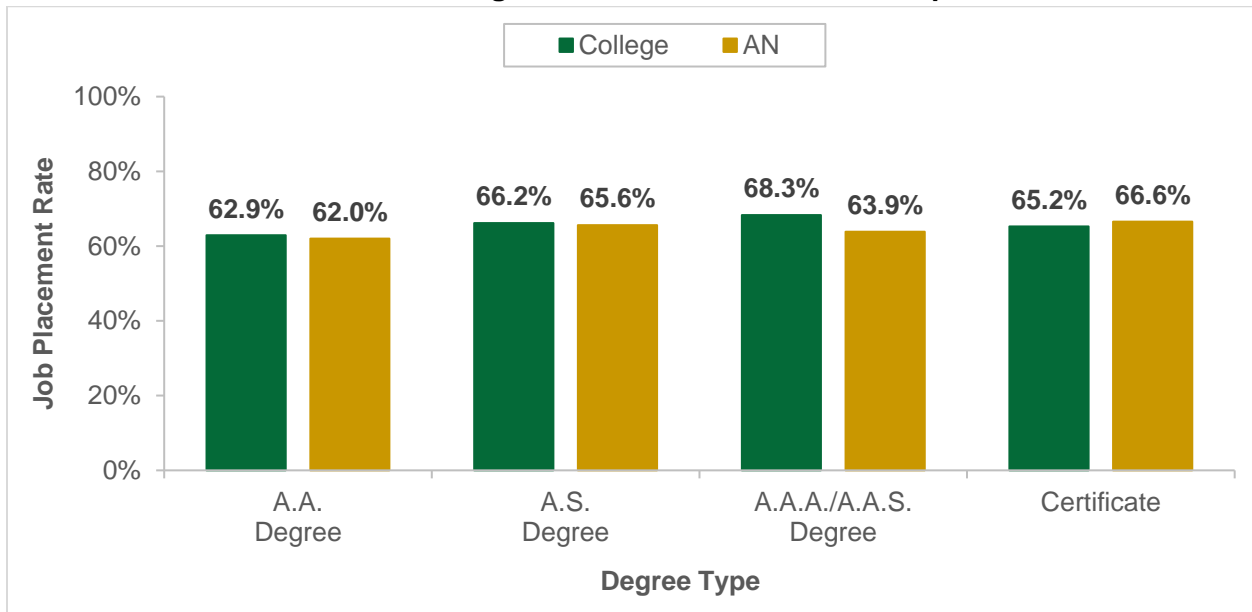
**Figure 19. Overall Job Placement Rate of NOVA Graduates:  
2013-14 through 2017-18 – College-wide versus Annandale Campus**



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

**Job Placement by NOVA Degree Type (Figure 20):** In 2017-18 at the Annandale Campus, the job placement rate was highest among A.S. degree and Certificate graduates (65.6 and 66.6 percent, respectively). The job placement rate was lowest among A.A. degree graduates (62.0 percent). Among A.A., A.S., and A.A.A./A.A.S. degree graduates, the job placement rate was lower at the Annandale Campus than the College overall.

**Figure 20. Job Placement Rate of NOVA Graduates by NOVA Degree Type: 2017-18 – College-wide versus Annandale Campus**



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

**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 from programs with corresponding national or state licensing exams who pass the exam following graduation from NOVA.

- **College-Wide Threshold of Acceptability:** Each year, 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:** Each year, 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 Annandale Campus**

There are no degree or certificate programs offered at the Annandale Campus for which there is a corresponding licensing exam.

## Appendix: Annandale Campus Data Tables

### Criteria 1. College Readiness

**Table 1. Developmental English Student Progression to College-Level English:  
Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – Annandale Campus**

Cohort	N	Progressed	
		#	%
Fall 2013	571	523	91.6
Fall 2014	490	425	86.7
Fall 2015	464	415	89.4
Fall 2016	475	443	93.3
Fall 2017	368	323	87.8

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: College-level English is ENG 111: *College Composition I*. Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental English at the Annandale Campus during their first term of enrollment.

**Table 2. Developmental Math Student Progression to College-Level Math by College-Level Math Course: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts – Annandale Campus**

Cohort	MTH 151			MTH 163		
	N	Progressed		N	Progressed	
		#	%		#	%
Fall 2013	474	81	17.1	474	37	7.8
Fall 2014	660	118	17.9	660	68	10.3
Fall 2015	567	97	17.1	567	48	8.5
Fall 2016	602	80	13.3	602	60	10.0
Fall 2017	463	81	17.5	463	55	11.9

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: College-level math is MTH 151: *Mathematics for the Liberal Arts I* and MTH 163: *Pre-Calculus I*. Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math at the Annandale Campus during their first term of enrollment.

### Criteria 2. Enrollment

**Table 3. Fall Headcount and Annual Unduplicated Headcount:  
2014-15 through 2019-20 – Annandale Campus**

Academic Year	Fall Headcount		Annual Unduplicated Headcount	
	Headcount	Growth Rate (%)	Headcount	Growth Rate (%)
2014-15	14,572	--	21,931	--
2015-16	14,237	-2.3	20,901	-4.7
2016-17	13,594	-4.5	20,190	-3.4
2017-18	13,193	-2.9	19,337	-4.2
2018-19	12,425	-5.8	18,471	-4.5
2019-20	12,428	0.0	--	--

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: Data include students who listed the Annandale Campus as their home campus during the indicated fall term or academic year. The growth rate is calculated as the percent change over the previous year. 2019-20 annual unduplicated headcount was unavailable at the time of publication.

**Criteria 3. Course Success**

**Table 4. Overall Course Success Rate: Fall 2015 through Fall 2019 – Annandale Campus**

Term	Total Course Enrollment	Success Rate	
		#	%
Fall 2015	49,671	35,428	71.3
Fall 2016	47,207	34,101	72.2
Fall 2017	44,475	32,009	72.0
Fall 2018	42,519	30,930	72.7
Fall 2019	39,606	29,220	73.8

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.

**Table 5. Success Rate in ACC 211: *Principles of Accounting I*: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – Annandale Campus**

Cohort	ACC 211		
	N	Succeeded	
		#	%
Fall 2014	164	97	59.1
Fall 2015	186	106	57.0
Fall 2016	156	97	62.2
Fall 2017	129	70	54.3
Fall 2018	110	71	64.5

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: Successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019). Data include first-time to NOVA students who enrolled in ACC 211 at the Annandale Campus, regardless of the students' home campus.

**Table 6. Success Rate in BIO 101: *General Biology I*: Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – Annandale Campus**

Cohort	BIO 101		
	N	Succeeded	
		#	%
Fall 2014	630	478	75.9
Fall 2015	626	487	77.8
Fall 2016	533	392	73.5
Fall 2017	476	380	79.8
Fall 2018	510	396	77.6

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: Successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019). Data include first-time to NOVA students who enrolled in BIO 101 at the Annandale Campus, regardless of the students' home campus.

**Table 7. Success Rate in ENG 111: *College Composition I*:  
Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – Annandale Campus**

Cohort	ENG 111		
	N	Succeeded	
		#	%
Fall 2014	2,601	1,996	76.7
Fall 2015	2,454	1,927	78.5
Fall 2016	2,439	1,882	77.2
Fall 2017	2,138	1,626	76.1
Fall 2018	2,110	1,604	76.0

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: Successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019). Data include first-time to NOVA students who enrolled in ENG 111 at the Annandale Campus, regardless of the students' home campus.

**Table 8. Success Rate in MTH 151: *Mathematics for the Liberal Arts I*  
and MTH 154: *Quantitative Reasoning*: Fall 2014 through Fall 2018  
First-Time to NOVA Cohorts – Annandale Campus**

Cohort	MTH 151/MTH 154		
	N	Succeeded	
		#	%
Fall 2014	387	278	71.8
Fall 2015	313	212	67.7
Fall 2016	233	165	70.8
Fall 2017	256	171	66.8
Fall 2018	524	344	65.6

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced by MTH 154: *Quantitative Reasoning*. Successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019). Data include first-time to NOVA students who enrolled in MTH 151/MTH 154 at the Annandale Campus, regardless of the students' home campus.

**Table 9. Success Rate in MTH 163/MTH 161: *Pre-Calculus I*:  
Fall 2014 through Fall 2018 First-Time to NOVA Cohorts – Annandale Campus**

Cohort	MTH 163/MTH 161		
	N	Succeeded	
		#	%
Fall 2014	767	410	53.5
Fall 2015	812	404	49.8
Fall 2016	767	406	52.9
Fall 2017	688	349	50.7
Fall 2018	724	355	49.0

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: In Fall 2018, the math curriculum was redesigned. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I*. Successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019). Data include first-time to NOVA students who enrolled in MTH 163/MTH 161 at the Annandale Campus, regardless of the students' home campus.

#### Criteria 4. Retention

**Table 10. Fall-to-Spring and Fall-to-Fall Retention Rates: Fall 2014 through Fall 2018 First-Time in College, Program Placed Cohorts – Annandale Campus**

Cohort	Fall-to-Spring Retention			Fall-to-Fall Retention		
	N	Retained		N	Retained	
		#	%		#	%
Fall 2014	2,697	2,247	83.3	2,697	1,862	69.0
Fall 2015	2,593	2,216	85.5	2,593	1,802	69.5
Fall 2016	2,550	2,147	84.2	2,550	1,784	70.0
Fall 2017	2,318	1,926	83.1	2,318	1,627	70.2
Fall 2018*	2,369	2,003	84.6	2,369	1,634	69.0

Sources: 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 students who selected the Annandale Campus as their home campus at initial enrollment (regardless of the campus(es) at which they took courses). Students may have re-enrolled at a different campus.

\*Fall-to-fall retention data for the Fall 2018 cohort are preliminary due to delayed award completions at the time of publication.

#### Criteria 5. Graduation

**Table 11. Annual Number of Graduates: 2014-15 through 2018-19 – Annandale Campus**

Academic Year	Graduates	Growth Rate (%)
2014-15	1,950	--
2015-16	2,021	3.6
2016-17	1,903	-5.8
2017-18	1,758	-7.6
2018-19	1,902	8.2

Source: Office of Institutional Research, Northern Virginia Community College.

Notes: Data include students who selected the Annandale Campus as their home campus at the time of graduation, regardless of the campus(es) at which they took courses. The growth rate is calculated as the percent change over the previous year.

**Table 12. Graduation Rate: Fall 2012 through Fall 2016 First-Time in College, Full-Time, Program Placed Cohorts – Annandale Campus**

Cohort	N	Graduates	Graduation Rate (%)
Fall 2012	1,679	362	21.6
Fall 2013	1,926	465	24.1
Fall 2014	1,855	445	24.0
Fall 2015	1,801	474	26.3
Fall 2016*	1,776	428	24.1

Sources: Office of Institutional Research, Northern Virginia Community College.

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

\*Data for the Fall 2016 cohort are preliminary due to delayed award completions at the time of publication.

## Criteria 6. Transfer

**Table 13. Annual Number of Transfers to Four-Year Institutions:  
2014-15 through 2018-19 – Annandale Campus**

Academic Year	Number of Transfers	Growth Rate (%)
2014-15	2,709	--
2015-16	2,568	-5.2
2016-17	2,618	1.9
2017-18	2,812	7.4
2018-19	2,674	-4.9

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 2018-19, data include students who attended NOVA between 2011-12 and 2018-19 and transferred to a four-year institution during the 2018-19 academic year (regardless of when they were last enrolled at NOVA). Data include students who selected the Annandale Campus as their home campus during their last term of enrollment, regardless of the campus(es) at which they took courses. The growth rate is calculated as the percent change over the previous year.

**Table 14. Transfer-Out Rate: Fall 2012 through Fall 2016 First-Time  
in College, Full-Time, Program Placed Cohorts – Annandale Campus**

Cohort	N	Transfers	Transfer-Out Rate (%)
Fall 2012	1,679	266	15.8
Fall 2013	1,926	332	17.2
Fall 2014	1,855	343	18.5
Fall 2015	1,801	293	16.3
Fall 2016*	1,776	349	19.7

Sources: Office of Institutional Research, Northern Virginia Community College.

Notes: Data include first-time in college, full-time, program placed students who selected the Annandale Campus as their home campus at initial enrollment, regardless of the campus(es) at which they took courses. Transfers includes students from the cohort 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.

\*Data for the Fall 2016 cohort are preliminary due to delayed award completions at the time of publication.

## Criteria 7. Job Placement

**Table 15. Job Placement Rate of NOVA Graduates by NOVA Degree Type:  
2013-14 through 2017-18 – Annandale 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	164	108	65.9	1,277	764	59.8	165	109	66.1	311	197	63.3	1,917	1,178	61.5
2014-15	139	87	62.6	1,266	810	64.0	157	98	62.4	388	248	63.9	1,950	1,243	63.7
2015-16	147	100	68.0	1,317	863	65.5	154	99	64.3	403	258	64.0	2,021	1,320	65.3
2016-17	123	73	59.3	1,233	792	64.2	156	85	54.5	391	251	64.2	1,903	1,201	63.1
2017-18	129	80	62.0	1,181	775	65.6	155	99	63.9	293	195	66.6	1,758	1,149	65.4

Source: Office of Institutional Research, Northern Virginia Community College and Virginia Employment Commission (VEC).

Notes: Data include students who selected the Annandale Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took courses) 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. Data from VEC are updated at regular intervals and may vary slightly from prior reports.



# **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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