

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

Research Report No. 96-20

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.

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

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## 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 Medical Education 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>

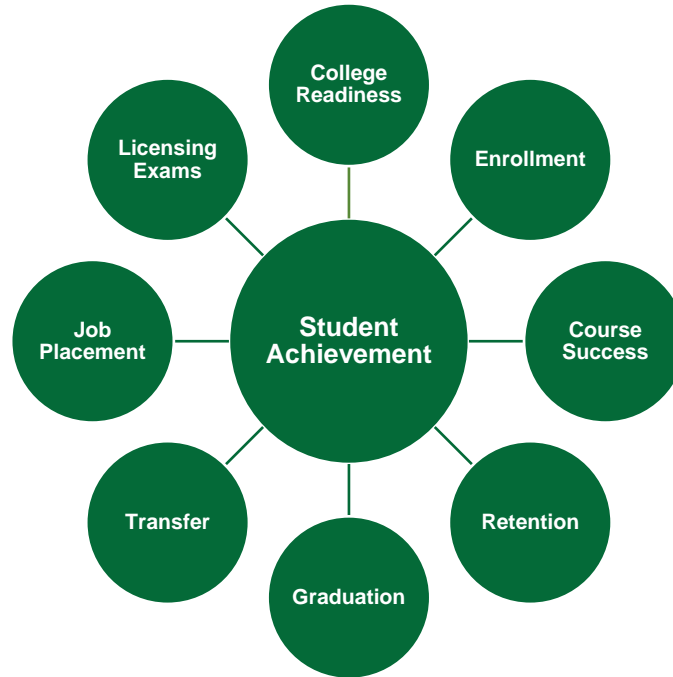
<sup>3</sup> Ibid.

<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 Medical Education 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**

Developmental courses are not offered at the Medical Education Campus.

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

- ↓ From Fall 2015 to Fall 2019, fall headcount decreased by 25 percent at the Medical Education Campus, compared to a decrease of less than one percent College-wide.
- ↓ From 2014-15 to 2018-19, annual unduplicated headcount decreased by 22 percent at the Medical Education Campus, compared to a decrease of four percent College-wide.

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

- ↑ In Fall 2019, the course success rate was higher for courses taught at the Medical Education Campus compared to all NOVA courses (91.4 versus 76.3 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 student's initial home campus) should be interpreted with caution.*

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

- ↓ The fall-to-spring retention rate was lower at the Medical Education Campus than the College overall (78.3 versus 81.5 percent).
- ↓ The fall-to-fall retention rate was lower at the Medical Education Campus than the College overall (60.0 versus 64.5 percent).

### **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, graduation rate data (which is based on a student's initial home campus) should be interpreted with caution.*

- ↓ From 2014-15 to 2018-19, the annual number of graduates decreased by 15 percent at the Medical Education Campus, compared to a College-wide decrease of less than one percent.
- ↓ For the Fall 2016 first-time in college, full-time, program-placed cohort, students at the Medical Education Campus had a lower graduation rate than the College-wide graduation rate (21.0 versus 27.4 percent).

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

### **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 student's initial home campus) should be interpreted with caution.*

- ↓ From 2014-15 to 2018-19, the annual number of transfers to four-year institutions decreased by 22 percent at the Medical Education Campus. Conversely, the annual number of transfers across the College increased by 32 percent.
- ↓ For the Fall 2016 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 (1.6 versus 17.2 percent).

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

- ↑ In 2017-18, graduates from the Medical Education Campus had a higher job placement rate than the College-wide job placement rate (72.7 versus 66.2 percent).

### **Criteria #8: Licensing Exam Pass**

- ↑ The licensing exam pass rate was 82 percent or higher for every program for which there is an associated licensing exam. In 2019, four out of 12 programs at the Medical Education Campus reached a 100 percent pass rate.

## 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 Medical Education Campus

#### Progression to College-Level English

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.

➤ *Developmental English courses are not offered at the Medical Education Campus. College-wide results are presented in OIR Report 29-20.*

#### Progression to College-Level Math

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.

➤ *Developmental math courses are not offered at the Medical Education Campus. College-wide results are presented in OIR Report 29-20.*

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<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*.

## Criteria 2. Enrollment

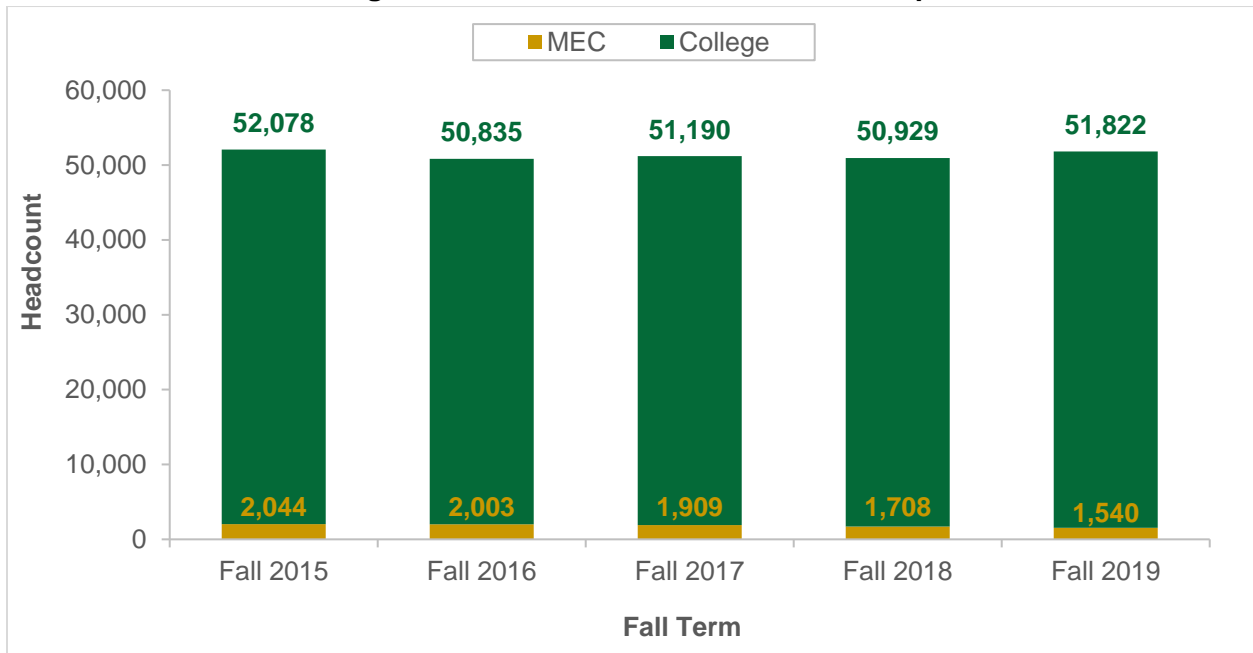
Enrollment is the headcount of students enrolled in credit courses; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers; and high school students taking college courses for credit. Enrollment is measured in two ways: 1) the 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 Medical Education Campus (Figures 2 and 3)

**Fall Headcount (Figure 2):** From Fall 2015 to Fall 2019 at the Medical Education Campus, fall headcount decreased by 25 percent (from 2,044 to 1,540). Conversely, 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.

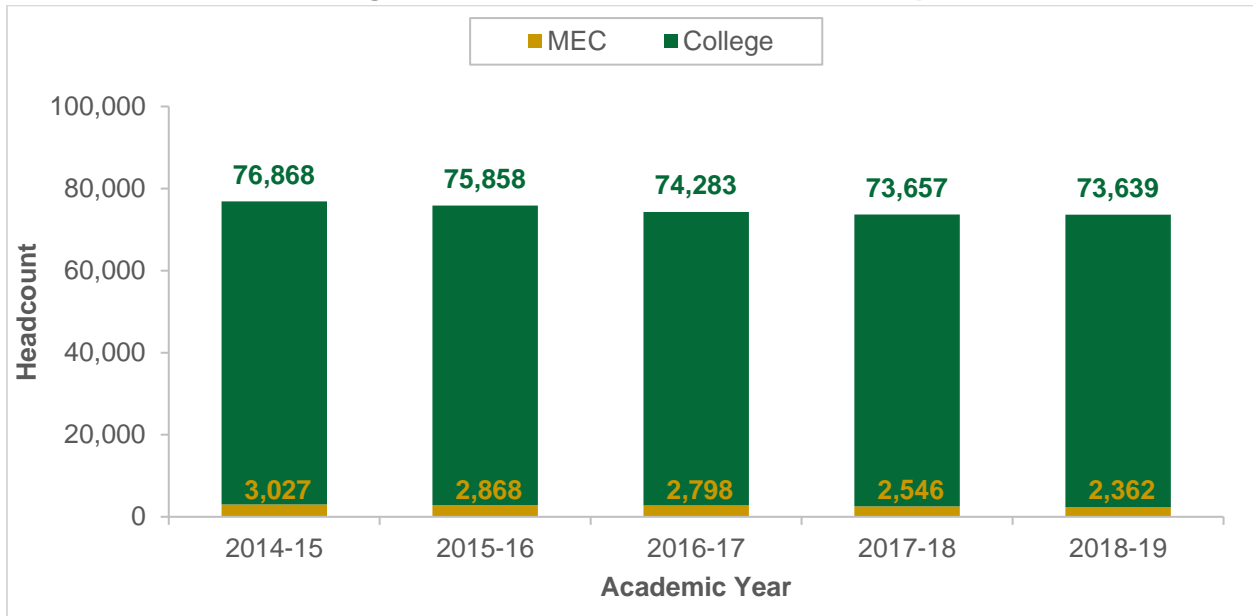
**Figure 2. Fall Headcount: Fall 2015 through Fall 2019 –  
College-wide versus Medical Education Campus**



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.

**Annual Unduplicated Headcount (Figure 3):** From 2013-14 to 2017-18 at the Medical Education Campus, annual unduplicated headcount decreased by 22 percent (from 3,027 to 2,362). College-wide annual headcount decreased by only four percent during this time period. 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 3. Annual Unduplicated Headcount: 2014-15 through 2018-19 – 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.

### 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'.

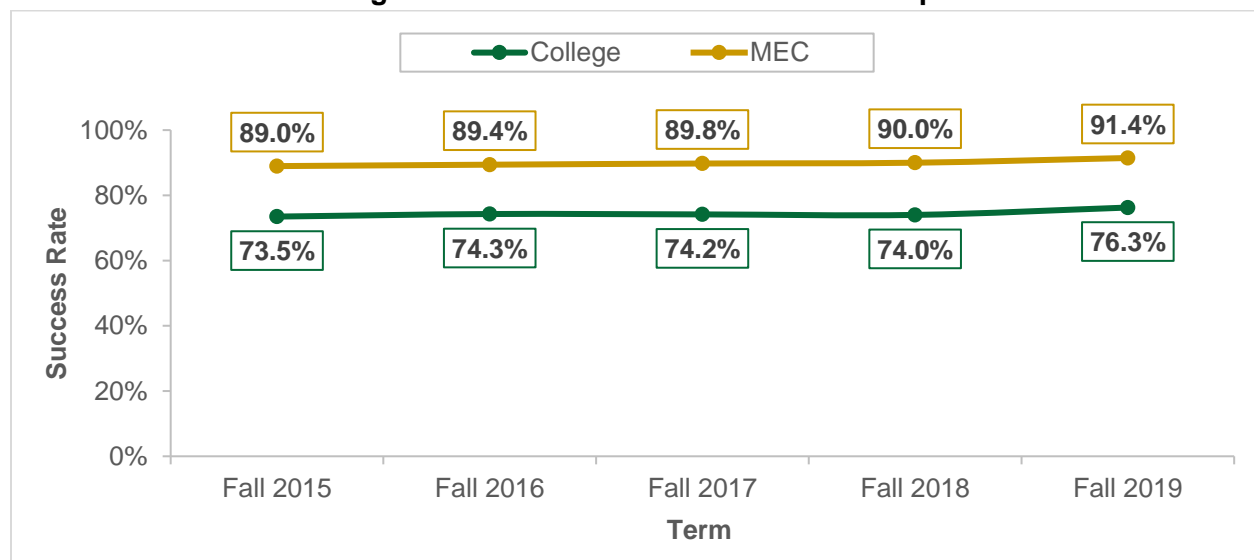
#### Course Success at the Medical Education Campus

##### Overall Course Success (Figure 4)

- **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 higher for courses taught at the Medical Education Campus compared to all courses taught across the College. In Fall 2019, the course success rate was 91.4 percent for Medical Education Campus courses and 76.3 percent for all courses. In Fall 2019, the Medical Education Campus exceeded both the threshold of acceptability (at least 74 percent) and the achievement goal (76 percent). The College overall exceeded the threshold and met the achievement goal.

Figure 4. Overall Course Success Rate: Fall 2015 through Fall 2019 – 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.

<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**

- **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.
- *Gatekeeper courses are not offered at the Medical Education Campus. College-wide results are presented in OIR Report 29-20.*

## 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.

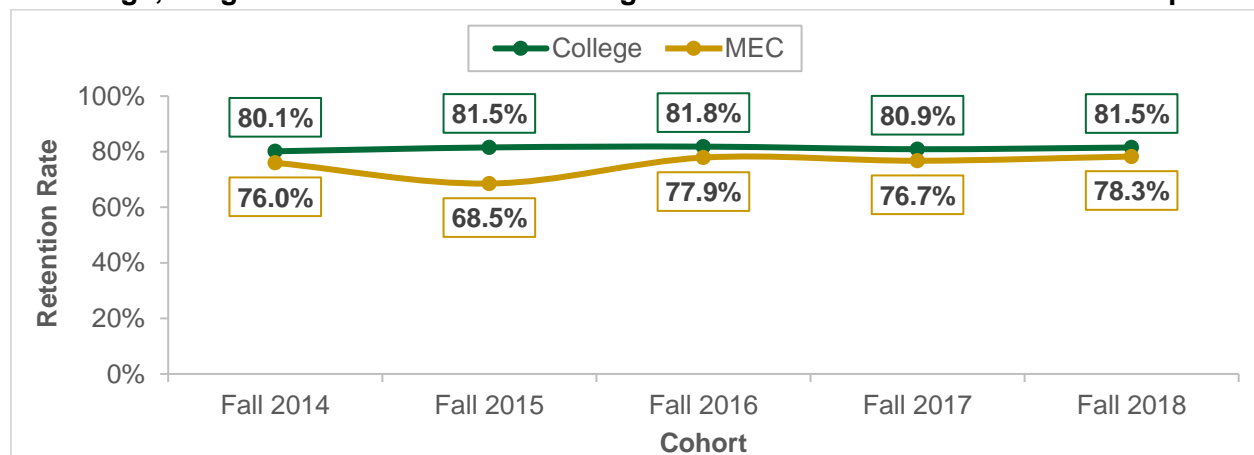
- **College-Wide Threshold of Acceptability:** For the Fall 2018 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be at least 79 percent and the fall-to-fall retention rate will be at least 65 percent.
- **College-Wide Achievement Goals:** For the Fall 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 Medical Education Campus (Figures 5 and 6)

*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 student's initial home campus) should be interpreted with caution.*

**Fall-to-Spring Retention (Figure 5):** For the Fall 2018 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 (78.3 versus 81.5 percent). For this cohort, the Medical Education Campus met neither the threshold of acceptability (at least 79 percent) nor the achievement goal (82 percent) for fall-to-spring retention. Conversely, the College overall exceeded the threshold but did not meet the achievement goal.

**Figure 5. Fall-to-Spring Retention Rate: Fall 2014 through Fall 2018 First-Time in College, Program Placed Cohorts – College-wide versus Medical Education Campus**

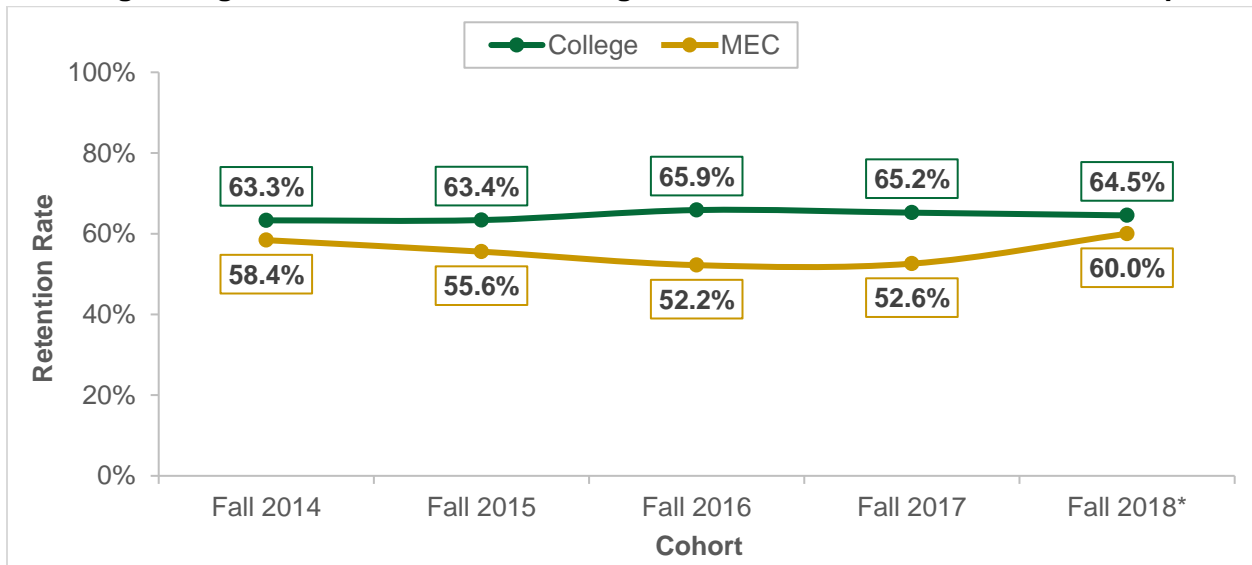


Notes: Fall-to-spring retention is the percentage of first-time in college, program placed students who entered in the fall and either re-enrolled or successfully completed their program by the following spring semester. Campus data include students who selected the Medical Education Campus as their 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 6):** For the Fall 2018 first-time in college, program placed cohort, Medical Education Campus students had a lower fall-to-fall retention rate than students overall at the College (60.0 versus 64.5 percent). For this cohort, neither the Medical Education Campus nor the College met the threshold of acceptability (at least 65 percent) or the achievement goal (67 percent) for fall-to-fall retention.

**Figure 6. Fall-to-Fall Retention Rate: Fall 2014 through Fall 2018 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 successfully completed their program by the following fall semester. Campus data include students who selected the Medical Education 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.

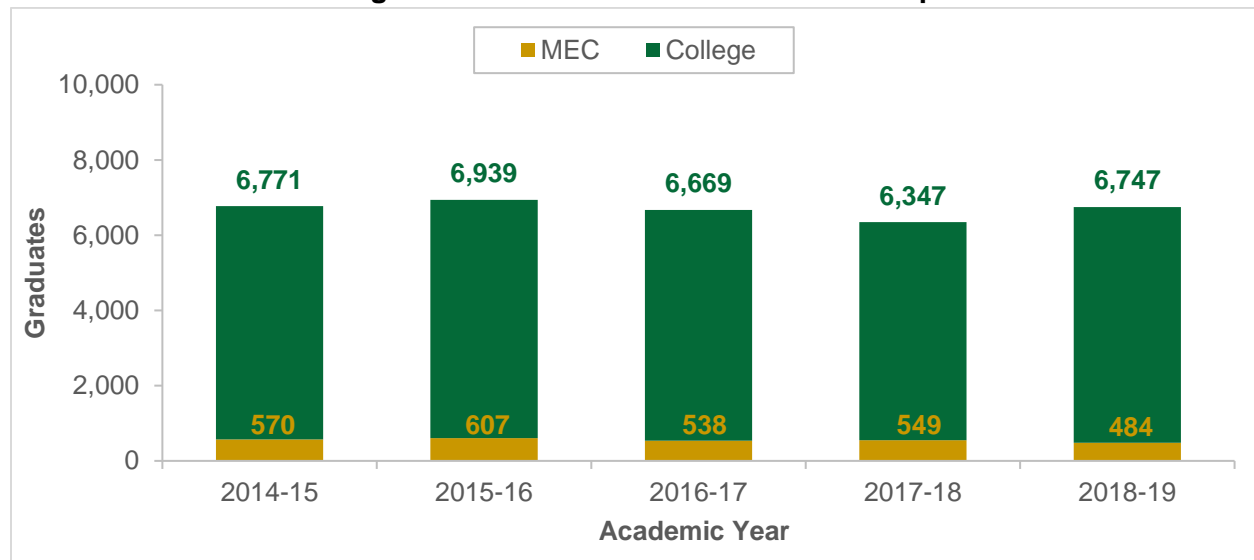
- **College-Wide Threshold of Acceptability:** In 2018-19, the total number of annual graduates will be at least 6,560. For the Fall 2016 cohort of first-time in college, full-time, program placed students, the graduation rate will be at least 25 percent.
- **College-Wide Achievement Goals:** In 2018-19, 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 Medical Education Campus (Figures 7 and 8)

*Note: 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 student's initial home campus) should be interpreted with caution.*

**Annual Number of Graduates (Figure 7):** From 2014-15 to 2018-19 at the Medical Education Campus, the annual number of graduates declined by 15 percent (from 570 to 484 graduates). In contrast, 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) for annual number of graduates.

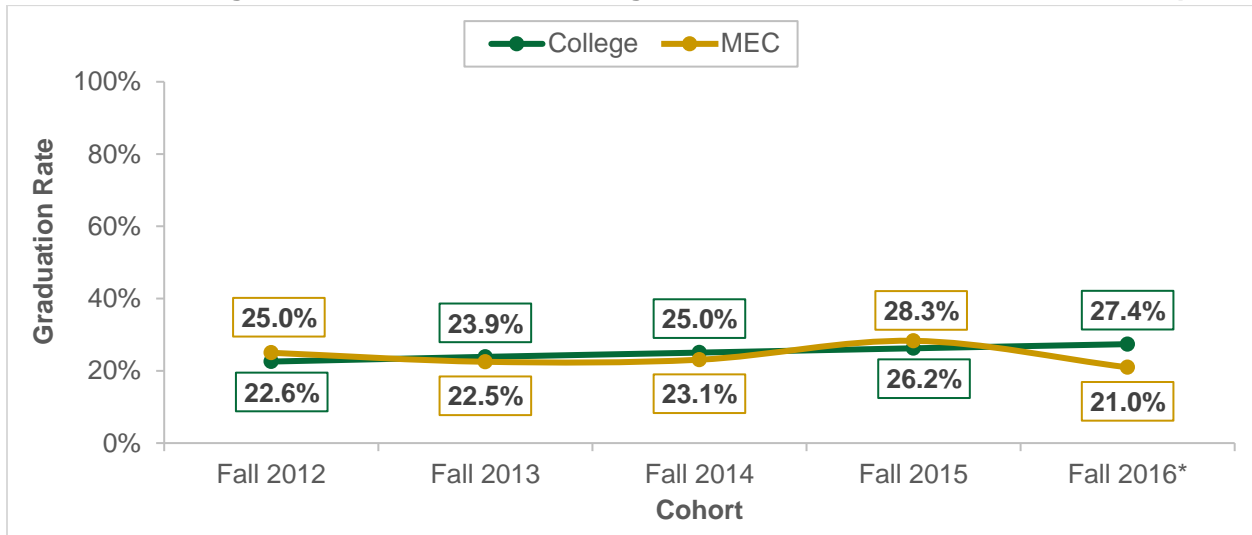
**Figure 7. Annual Number of Graduates: 2014-15 through 2018-19 –  
College-wide versus Medical Education Campus**



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 courses.

**Graduation Rate (Figure 8):** For the Fall 2016 first-time in college, full-time, program placed cohort, Medical Education Campus students had a lower graduation rate than students overall at the College (21.0 versus 27.4 percent). For this cohort, the Medical Education 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 but did not meet the achievement goal.

**Figure 8. Graduation Rate: Fall 2012 through Fall 2016 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Medical Education 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 Medical Education 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.

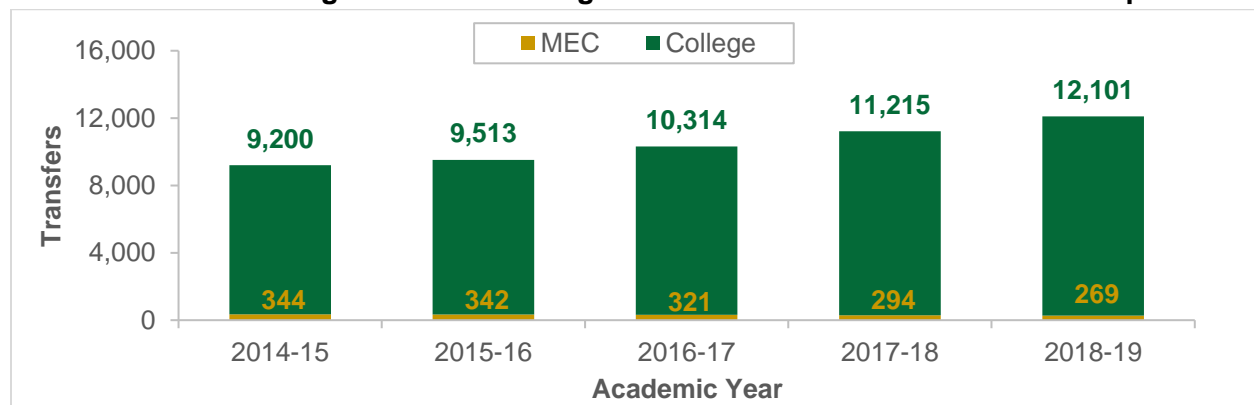
- **College-Wide Threshold of Acceptability:** In 2018-19, the annual number of students transferring to four-year institutions will be at least 11,000. For the Fall 2016 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be at least 17 percent.
- **College-Wide 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 Medical Education Campus (Figures 9 and 10)

*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 data (which is based on a student's initial home campus) should be interpreted with caution.*

**Annual Number of Transfers to Four-Year Institutions (Figure 9):** From 2014-15 to 2018-19 at the Medical Education Campus, the annual number of transfers decreased by 22 percent (from 344 to 269). In contrast, across the College, the annual number of transfers increased substantially during that period (32 percent). In 2018-19, the College overall exceeded the threshold of acceptability (at least 11,000) but did not meet the achievement goal (12,300).

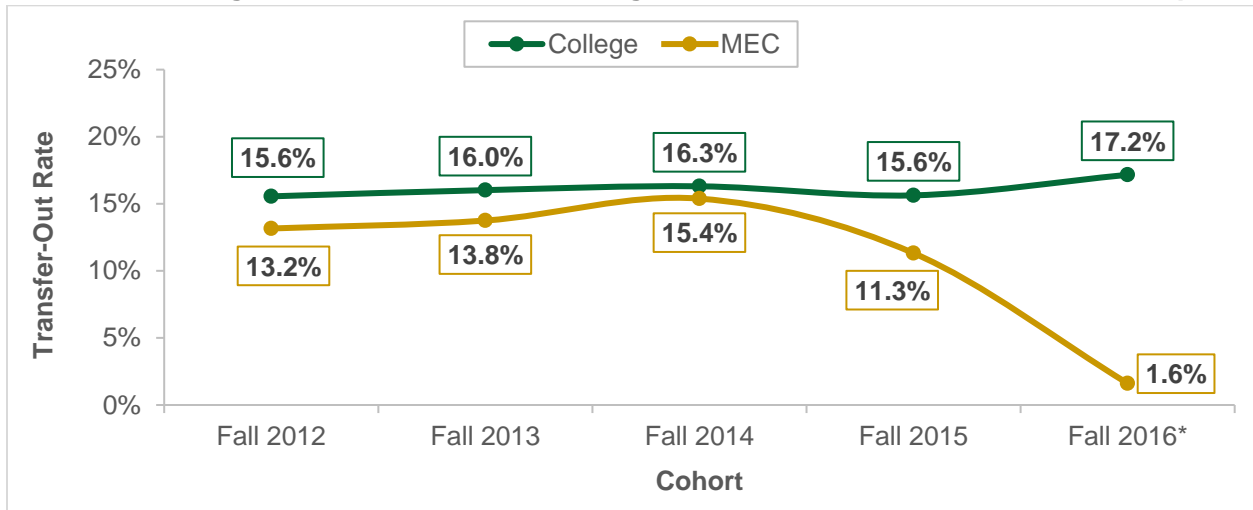
**Figure 9. Annual Number of Transfers to Four-Year Institutions:  
2014-15 through 2018-19 – College-wide versus Medical Education Campus**



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 Medical Education 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 10):** Among the Fall 2016 first-time in college, full-time, program placed cohort, Medical Education Campus students had a lower transfer-out rate compared to the College overall (1.6 versus 17.2 percent). For this cohort, the Medical Education Campus met neither the threshold of acceptability (at least 17 percent) nor the achievement goal (19 percent). The College overall met the threshold but did not meet the achievement goal.

**Figure 10. Transfer-Out Rate: Fall 2012 through Fall 2016 First-Time in College, Full-Time, Program Placed Cohorts – College-wide versus Medical Education 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 Medical Education 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

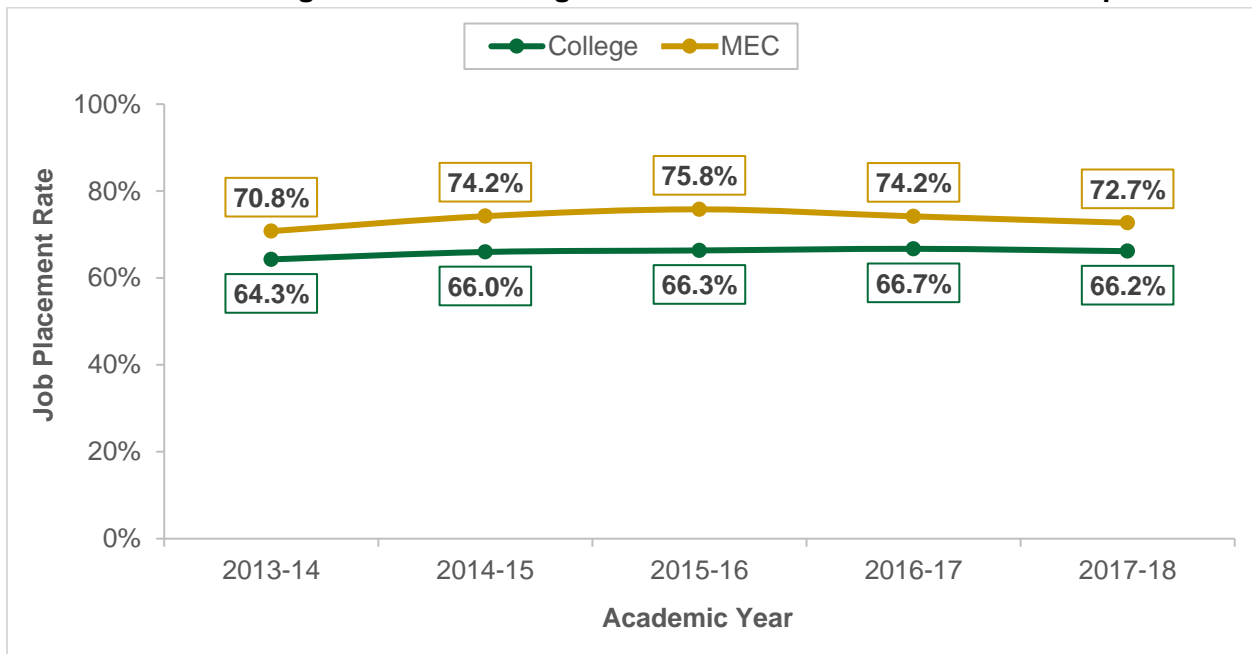
The College is focused on supplying the Northern Virginia region and the Commonwealth of Virginia with an educated population and a globally competitive workforce. The job placement rate is the percentage of graduates employed in the Commonwealth of Virginia within one year of graduation from NOVA.

- **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 Medical Education Campus (Figures 11 and 12)

**Overall Job Placement (Figure 11):** In 2017-18, graduates from the Medical Education Campus had a higher job placement rate than the College-wide job placement rate (72.7 versus 66.2 percent). For this year, both the Medical Education Campus and the College overall exceeded the threshold of acceptability (at least 65 percent). The Medical Education Campus also exceeded the achievement goal (67 percent) whereas the College overall did not.

**Figure 11. Overall Job Placement Rate of NOVA Graduates:  
2013-14 through 2017-18 – College-wide versus Medical Education Campus**

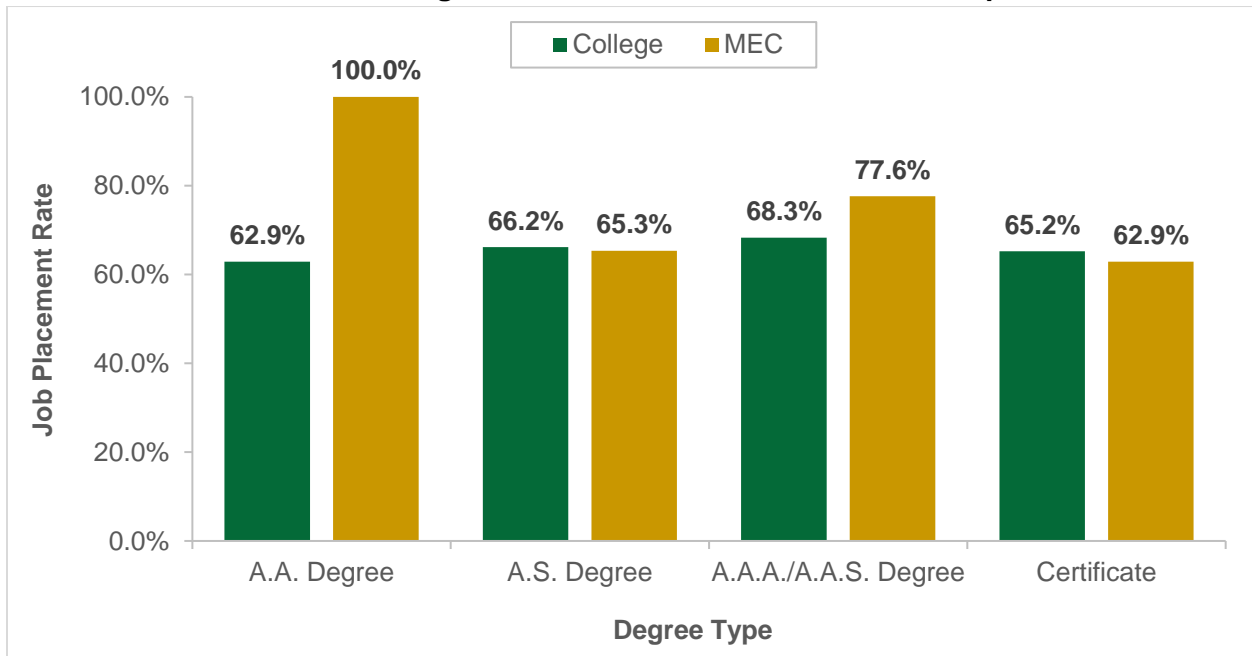


Notes: Data include students who were employed in the Commonwealth of Virginia within one year of graduation. Data exclude military personnel, federal civilian employees, and self-employed individuals. Campus data include students who selected the Medical Education Campus as their home campus at the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

**Job Placement by NOVA Degree Type (Figure 12):** In 2017-18 at the Medical Education Campus, the job placement rate (for programs with more than ten graduates) was highest among A.A.A./A.A.S. degree graduates (77.6 percent). The job placement rate was lowest among certificate graduates (62.9 percent). Among A.A.A./A.A.S. degree graduates, the job placement rate was higher at the Medical Education Campus than the College overall.

*Note: There are fewer than five 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 12. Job Placement Rate of NOVA Graduates by NOVA Degree Type: 2017-18 – College-wide versus Medical Education 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 Medical Education Campus as their home campus at the time of graduation (regardless of the campus(es) at which they took courses).

## Criteria 8. Licensing Exams

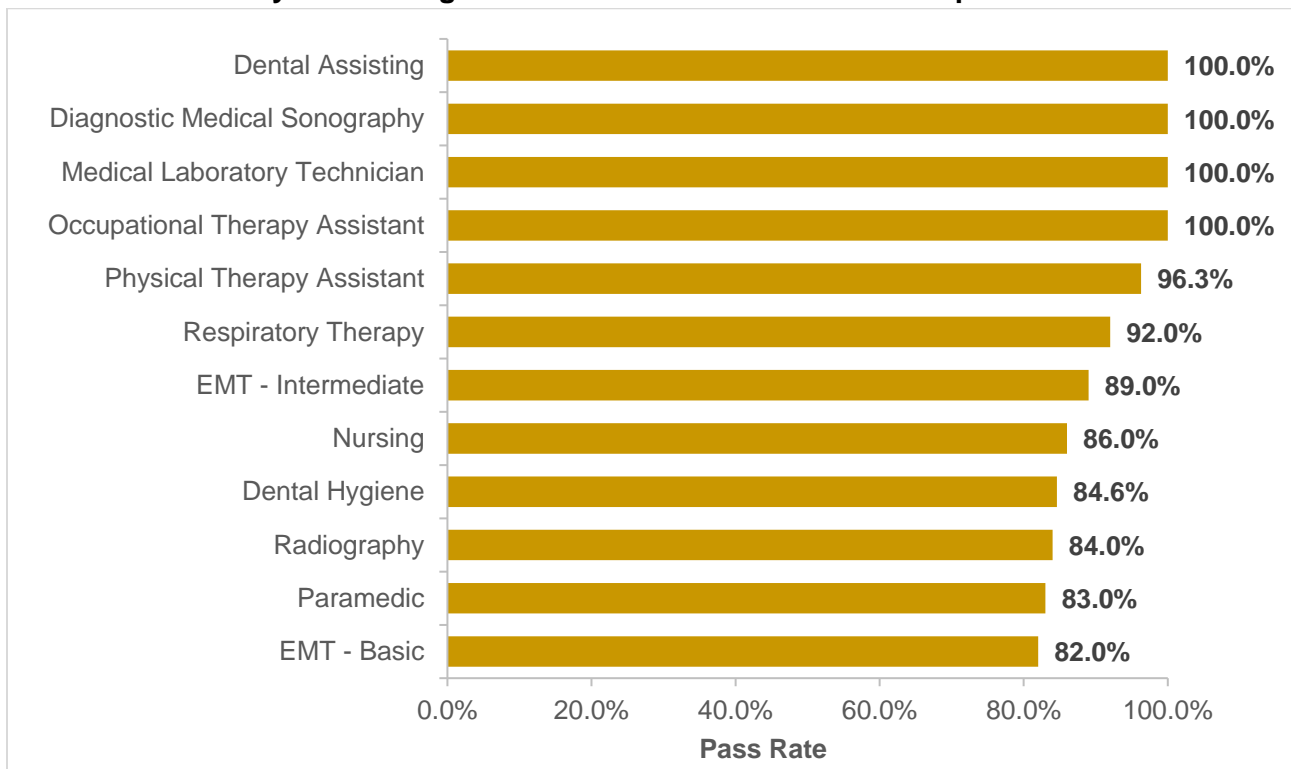
Passing a licensing exam demonstrates the level of knowledge and skill required to succeed in a profession, occupation, or role. The licensing exam pass rate is the percentage of graduates from programs with corresponding national or state licensing exams who pass the exam following graduation from NOVA.

- **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 Medical Education Campus (Figure 13)

For each program at the Medical Education Campus, most graduates who took the corresponding licensing exam for their program passed the exam. In 2019, four out of 12 programs reached a 100 percent pass rate. However, six programs did not meet the threshold of acceptability (at least 90 percent) for licensing exam pass rate.

**Figure 13. National and State Licensing Examination Pass Rate of NOVA Graduates by NOVA Program: 2019 – 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

*Developmental courses are not offered at the Medical Education Campus. College-wide results are presented in OIR Report 29-20.*

### Criteria 2. Enrollment

**Table 1. Fall Headcount and Annual Unduplicated Headcount:  
2014-15 through 2019-20 – Medical Education Campus**

Academic Year	Fall Headcount		Annual Unduplicated Headcount	
	Headcount	Growth Rate (%)	Headcount	Growth Rate (%)
2014-15	2,229	--	3,027	--
2015-16	2,044	-8.3	2,868	-5.3
2016-17	2,003	-2.0	2,798	-2.4
2017-18	1,909	-4.7	2,546	-9.0
2018-19	1,708	-10.5	2,362	-7.2
2019-20	1,540	-9.8	--	--

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 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 2. Overall Course Success Rate:  
Fall 2015 through Fall 2019 – Medical Education Campus**

Term	Total Course Enrollment	Success Rate	
		#	%
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
Fall 2019	4,078	3,729	91.4

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.

*Gatekeeper courses are not offered at the Medical Education Campus. College-wide results are presented in OIR Report 29-20.*

### Criteria 4. Retention

**Table 3. Fall-to-Spring and Fall-to-Fall Retention Rates: Fall 2014 through Fall 2018 First-Time in College, Program Placed Cohorts – Medical Education Campus**

Cohort	Fall-to-Spring Retention			Fall-to-Fall Retention		
	N	Retained		N	Retained	
		#	%		#	%
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
Fall 2018*	115	90	78.3	115	69	60.0

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 students who selected the Medical Education 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.

\*The 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 4. Annual Number of Graduates: 2014-15 through 2018-19 – Medical Education Campus**

Academic Year	Graduates	Growth Rate (%)
2014-15	570	--
2015-16	607	6.5
2016-17	538	-11.4
2017-18	549	2.0
2018-19	484	-11.8

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 courses. The growth rate is calculated as the percent change over the previous year.

**Table 5. Graduation Rate: Fall 2012 through Fall 2016 First-Time in College, Full-Time, Program Placed Cohorts – Medical Education Campus**

Cohort	N	Graduates	Graduation Rate (%)
Fall 2012	76	19	25.0
Fall 2013	80	18	22.5
Fall 2014	65	15	23.1
Fall 2015	53	15	28.3
Fall 2016*	62	13	21.0

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 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 6. Annual Number of Transfers to Four-Year Institutions:  
2014-15 through 2018-19 – Medical Education Campus**

Academic Year	Number of Transfers	Growth Rate (%)
2014-15	344	--
2015-16	342	-0.6
2016-17	321	-6.1
2017-18	294	-8.4
2018-19	269	-8.5

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 Medical Education 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 7. Transfer-Out Rate: Fall 2012 through Fall 2016 First-Time in College, Full-Time, Program Placed Cohorts – Medical Education Campus**

Cohort	N	Transfers	Transfer-Out Rate (%)
Fall 2012	76	10	13.2
Fall 2013	80	11	13.8
Fall 2014	65	10	15.4
Fall 2015	53	6	11.3
Fall 2016*	62	1	1.6

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 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 8. Job Placement Rate of NOVA Graduates by NOVA Degree Type:  
2013-14 through 2017-18 – 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
2017-18	2	2	100.0	150	98	65.3	335	260	77.6	62	39	62.9	549	399	72.7

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 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.

<b>Criteria 8. Licensing Exams</b>
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**Table 9. National and State Licensing Examination Pass Rate of NOVA Graduates  
by NOVA Program: 2015 through 2019 – Medical Education Campus**

NOVA Program	2015		2016		2017		2018		2019	
	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)
Dental Assisting	--	--	8	100.0	13	100.0	7	100.0	7	100.0
Dental Hygiene	37	91.4	34	94.2	35	94.6	31	93.5	39	84.6
Diagnostic Medical Sonography	8	100.0	13	100.0	13	100.0	17	100.0	15	100.0
EMT – Basic	14	90.0	19	84.0	10	84.0	111	81.0	79	82.0
EMT – Intermediate	34	90.0	22	91.0	15	91.0	5	100.0	9	89.0
Medical Laboratory Technician	16	100.0	17	87.0	17	94.0	9	100.0	13	100.0
Nursing	148	91.0	156	88.0	158	88.5	145	87.0	127	86.0
Occupational Therapy Assistant	12	100.0	11	100.0	16	100.0	17	100.0	15	100.0
Paramedic	19	93.0	26	95.0	8	88.0	25	88.0	24	83.0
Physical Therapist Assistant	29	92.9	29	100.0	26	100.0	34	100.0	27	96.3
Radiography	30	85.0	43	80.0	33	87.0	33	94.0	32	84.0
Respiratory Therapy	21	100.0	9	100.0	17	100.0	15	100.0	13	92.0

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.

## **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

**Northern Virginia  
Community College**

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