

Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2021



Research Report No. 22-21

Office of Strategic Insights
DECEMBER 2021

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF STRATEGIC INSIGHTS

The purpose of the Office of Strategic Insights 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 Strategic Insights must be cited as the source.

4001 Wakefield Chapel Road
Annandale, VA 22003-3796
(703) 323-3129
www.nvcc.edu/OSI

Table of Contents

I. Introduction	1
II. Key Findings	3
III. Student Achievement Criteria at NOVA.....	5
Criteria 1. College Readiness	5
Criteria 2. Enrollment.....	9
Criteria 3. Course Success	11
Criteria 4. Retention	17
Criteria 5. Graduation	19
Criteria 6. Transfer	21
Criteria 7. Job Placement	23
Criteria 8. Licensing Exams	24
IV. Conclusion.....	26
V. Appendix: Data Tables	27

List of Figures

Figure 1. Developmental English Student Progression to College-Level English (ENG 111): Fall 2016 through Fall 2020 First-Time to NOVA Cohorts	7
Figure 2. Developmental Math Student Progression to College-Level Math (MTH 151/MTH 154): Fall 2016 through Fall 2020 First-Time to NOVA Cohorts	8
Figure 3. Developmental Math Student Progression to College-Level Math (MTH 163/MTH 161): Fall 2016 through Fall 2020 First-Time to NOVA Cohorts	9
Figure 4. Fall Headcount: Fall 2017 through Fall 2021	10
Figure 5. Annual Unduplicated Headcount: 2017-18 through 2021-22	11
Figure 6. Overall Course Success Rate: Fall 2017 through Fall 2021	13
Figure 7. Success Rate in ACC 211: <i>Principles of Accounting I</i> – Fall 2017 through Fall 2021 First-Time to NOVA Cohorts	14
Figure 8. Success Rate in BIO 101: <i>General Biology I</i> – Fall 2017 through Fall 2021 First-Time to NOVA Cohorts	14
Figure 9. Success Rate in ENG 111: <i>College Composition I</i> – Fall 2017 through Fall 2021 First-Time to NOVA Cohorts	15
Figure 10. Success Rate in MTH 151: <i>Math for the Liberal Arts I</i> – MTH 154: <i>Quantitative Reasoning</i> – Fall 2017 through Fall 2021 First-Time to NOVA Cohorts.....	15
Figure 11. Success Rate in MTH 163/161: <i>Pre-Calculus I</i> – Fall 2017 through Fall 2021 First-Time to NOVA Cohorts	16
Figure 12. Fall-to-Spring Retention Rate: Fall 2017 through Fall 2021 First-Time in College, Program Placed Cohorts.....	18
Figure 13. Fall-to-Fall Retention Rate: Fall 2017 through Fall 2021 First-Time in College, Program Placed Cohorts.....	18
Figure 14. Annual Number of Graduates: 2017-18 through 2021-22	20
Figure 15. Graduation Rate: Fall 2014 through Fall 2018 First-Time in College, Full-Time, Program Placed Cohorts.....	20
Figure 16. Annual Number of Transfers to Four-Year Institutions: 2016-17 through 2020-21	22
Figure 17. Transfer-Out Rate: Fall 2014 through Fall 2018 First-Time in College, Full-Time, Program Placed Cohorts.....	22
Figure 18. Overall Job Placement Rate of NOVA Graduates: 2016-17 through 2020-21.....	24
Figure 19. National and State Licensing Examination Pass Rate of NOVA Graduates: 2020	25

List of Tables

Table 1. Developmental English Student Progression to College-Level English: Fall 2016 through Fall 2019 First-Time to NOVA Cohorts	27
Table 2. Developmental Math Student Progression to College-Level Math by College-Level Math Course: Fall 2016 through Fall 2019 First-Time to NOVA Cohorts	27
Table 3. Annual Unduplicated Headcount and Fall Headcount: 2017-18 through 2020-2021	28
Table 4. Overall Course Success Rate: Fall 2017 through Fall 2020.....	28
Table 5. Success Rate in ACC 211: Principles of Accounting I: Fall 2017 through Fall 2020 First-Time to NOVA Cohorts	28
Table 6. Success Rate in BIO 101: General Biology I: Fall 2017 through Fall 2020 First-Time to NOVA Cohorts	29
Table 7. Success Rate in ENG 111: College Composition I: Fall 2017 through Fall 2020 First-Time to NOVA Cohorts	29
Table 8. Success Rate in MTH 151: Math for the Liberal Arts I / MTH 154: Quantitative Reasoning: Fall 2017 through Fall 2020 First-Time to NOVA Cohorts.....	29
Table 9. Success Rate in MTH 163/161: Pre-Calculus I: Fall 2017 through Fall 2020 First-Time to NOVA Cohorts	30
Table 10. Fall-to-Spring and Fall-to-Fall Retention Rates: Fall 2017 through Fall 2021 First-Time in College, Program Placed Cohorts	30
Table 11. Annual Number of Graduates: 2017-18 through 2020-21	30
Table 12. Graduation Rate: Fall 2014 through Fall 2017 First-Time in College, Full-Time, Program Placed Cohorts.....	31
Table 13. Annual Number of Transfers to Four-Year Institutions: 2016-17 through 2019-20	31
Table 14. Transfer-Out Rate: Fall 2014 through Fall 2017 First-Time in College, Full-Time, Program Placed Cohorts.....	31
Table 15. Job Placement Rate of NOVA Graduates: 2016-17 through 2019-20.....	32
Table 16. National and State Licensing Examination Pass Rate of NOVA Graduates by Program: 2017 through 2020	32

I. Introduction

Northern Virginia Community College (NOVA) has an extensive and well-documented history of evaluating student achievement to improve student outcomes. Following years of analyzing metrics related to Achieving the Dream initiatives, in early 2018 the College turned its focus to a set of eight student achievement criteria.

Identification and Establishment of Student Achievement Criteria

The eight student achievement criteria were selected to include long-standing critical outcome measures the College has always evaluated, such as retention and graduation. Additionally, the criteria include key indicators that assess how well the College is achieving its mission, vision, and strategic plan goals, such as transfer and job placement rates. The criteria are appropriate given the types of students NOVA serves and the types of programs the College offers. Through these metrics, the College evaluates and seeks to continually improve student outcomes.

The eight student achievement criteria at NOVA are:

1. College Readiness
2. Enrollment
3. Course Success
4. Retention
5. Graduation
6. Transfer
7. Job Placement
8. Licensing Exams

Review and Evaluation of Student Achievement Criteria




NOVA assesses its progress toward established achievement goals and thresholds of acceptability for each student achievement criteria. This review is a collective process which 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 one-, two-, and three-year thresholds of acceptability and achievement goals given any changes in College policies, observed college-wide trends, or the service area region. The Office of Strategic Insights (OSI) 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 2021 Report is an annual update to Report 29-20: *Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2020*. This Report provides the most recent available data on each of the eight student achievement criteria and assesses the College's performance in relation to established thresholds and achievement goals. Additionally, this Report provides several updates to some criteria, including changes to the measures and changes to the one-, two-, and three-year thresholds of acceptability and achievement goals previously established for future cohorts and terms. For each change, supporting evidence is presented to provide

justification and rationale for the update, including information on related College initiatives designed to increase student achievement.

For each student achievement criteria, this Report presents the measure(s) used to evaluate the criteria; threshold of acceptability and achievement goal for the current cohort or term; justification for future thresholds and goals; and an evaluation of outcomes that presents five years of trend data on student outcomes and discusses the most recent data in relation to the established threshold of acceptability and achievement goal. The corresponding figure for each measure also displays the one-year threshold of acceptability and achievement goal for future cohorts and terms.

II. Key Findings

- () Did not meet the threshold of acceptability or the achievement goal
- () Met the threshold of acceptability, did not meet the achievement goal
- () Met the achievement goal

1. **College Readiness:** In 2019, NOVA established a new measure for college readiness: progression from developmental coursework to college-level coursework. This measure can better assess how well NOVA is providing support to students not yet ready for a college-level curriculum.
 - a. **Developmental English:** The Fall 2019 cohort met the threshold of acceptability but did not meet the achievement goal for progression to college level **English** ()
 - b. **Developmental Math:** The Fall 2019 cohort met the threshold of acceptability and achievement goal for progression to both college-level **math** courses ()
2. **Enrollment:** From Fall 2019 to Fall 2020, **fall headcount** at NOVA increased but fell just below the achievement goal (). **Annual enrollment** increased sharply from 2019-20 to 2020-21 and met the achievement goal in 2020-21 ()
3. **Course Success:** In 2019, NOVA modified its course success rate measures to include only the overall course success rate and the course success rate in five gatekeeper courses.
 - a. In Fall 2020, NOVA met its **overall course success** threshold but not its achievement goal ()
 - b. For the Fall 2020 first-time to NOVA cohort in **Gatekeeper Courses:** The College exceeded the threshold and achievement goal for the course success rate in ACC 211, ENG 111 and MTH 163/161 (). The course success rates were in between the threshold of acceptability and the achievement goal in BIO 101 () , and course success rates were below the threshold in MTH 151/154 ()
4. **Retention:** The **fall-to-spring** retention rate for the Fall 2020 cohort of first-time in college, program placed students fell below both the threshold and achievement goals () . The **fall-to-fall** retention rate for the Fall 2020 cohort of first-time in college, program placed students fell below both the threshold and the achievement goal ()
5. **Graduation:** NOVA's **annual number of graduates** increased sharply between the 2019-20 and 2020-21 academic years and was above the achievement goal in both years () . The College's **graduation rate** continued to increase for the Fall 2017 cohort and fell just above the achievement goal ()

6. **Transfer:** In 2019-20, the annual number of transfers was between the threshold and the achievement goal (■). For the Fall 2017 cohort the transfer-out rate was below both the threshold and achievement goals (■).
7. **Job Placement:** The job placement rate for 2019-20 was below the threshold of acceptability (■).
8. **Licensing Exams:** In 2020, four programs met the achievement goal of a 100 percent pass rate on the licensing exam (■). Two programs had pass rates below the goal but above the threshold (■), and five programs had pass rates below the threshold of acceptability (■).

III. Student Achievement Criteria at NOVA

Criteria 1. College Readiness

Measure

In Fall 2019, NOVA began measuring college readiness 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.

College readiness in English is measured based on the rate of progression of developmental English students to ENG 111: *College Composition I*. College readiness in math is measured based on the rate of progression of developmental math students to two separate college-level math courses: MTH 151/154: *Mathematics for the Liberal Arts I / Quantitative Reasoning* and MTH 163/161: *Pre-Calculus I*.¹

Appropriateness

NOVA defines college readiness as students' ability to enroll in and succeed in credit-bearing, college-level courses. In the past, NOVA measured college readiness as the percentage of first-time to NOVA students who placed into developmental English and/or developmental math. However, it was determined that placement test results are a better indicator of high school preparation than teaching and learning at NOVA. Further, continued changes to NOVA's placement testing policy and requirements made reviewing trend data and assessing progress on placement outcomes difficult. Specifically, NOVA adopted a multiple measures placement policy in Fall 2018 in accordance with a Virginia Community College System (VCCS) policy change and trends at community colleges nationwide. In Fall 2020, the VCCS piloted additional changes to placement policies and the developmental curriculum, such as instituting a direct enrollment approach and eliminating the Virginia Placement Tests.

The progression rate from developmental to college-level coursework was previously evaluated as one aspect of course success at NOVA. Progression rates were used to demonstrate the success of the remediation curriculum at NOVA. This measure will now be used to demonstrate how effectively NOVA is preparing its students in remediation for college-level coursework.

As an open access institution, NOVA serves students with varying educational backgrounds, which means many students are underprepared for college upon enrollment. While developmental courses in English and math can prepare students for college-level work, these courses do not count as college credit toward the requirements for a degree or certificate. As such, NOVA recognizes the importance of moving students into college-level coursework in order to limit time and money spent while in the developmental sequence. It is an institutional challenge to ensure that students receive the appropriate amount of support to succeed

¹ 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*.

academically in a timely and cost-efficient manner. To this end, NOVA can better assess how well it is serving students by reviewing progression rates from developmental to college-level coursework. This measure will ensure NOVA is providing adequate support to all students, including those not yet ready for college-level coursework.

NOVA has engaged in a variety of reforms to support student progression from developmental to college-level coursework. As part of its participation in the Achieving the Dream National Reform Network, the College redesigned its developmental English program. The redesign introduced courses that integrated reading and writing skill development, which has helped to decrease the amount of time students spend in the developmental sequence. To further support student progression from developmental to college-level coursework, NOVA redesigned its developmental curriculum with an emphasis on co-enrolled courses. These courses enable students to enroll in a college-level course while also receiving support from a developmental course. Additionally, NOVA has implemented a multiple measures placement policy, which is intended to provide more accurate placement; reduce the number of students in the lowest levels of developmental coursework; and limit the amount of time students spend in the developmental sequence. NOVA will continue to follow and assess the trends and resulting impacts of these changes.

Threshold of Acceptability

English: For the Fall 2019 first-time to NOVA cohort, the rate of progression from developmental English to ENG 111 will be 86.5 percent.

Math: For the Fall 2019 first-time to NOVA cohort, the rate of progression from developmental math to MTH 151/MTH 154 will be at least 16 percent. The rate of progression from developmental math to MTH 163/MTH 161 will be 8 percent.

Achievement Goal

English: For the Fall 2019 first-time to NOVA cohort, the rate of progression from developmental English to ENG 111 will be 89 percent.

Math: For the Fall 2019 first-time to NOVA cohort, the rate of progression from developmental math to MTH 151/MTH 154 will be 19 percent. The rate of progression from developmental math to MTH 163/MTH 161 will be 11 percent.

Justification

NOVA's thresholds of acceptability and achievement goals for progression to college-level coursework are appropriate because the College recognizes the importance of students having a timely path to degree completion. The thresholds of acceptability and achievement goals set for future cohorts of first-time to NOVA students consider a multitude of factors, including historical trends at NOVA; trends in remedial education at postsecondary institutions nationwide; the adoption of a multiple measures placement policy; and the implementation of co-requisite developmental and college-level courses.

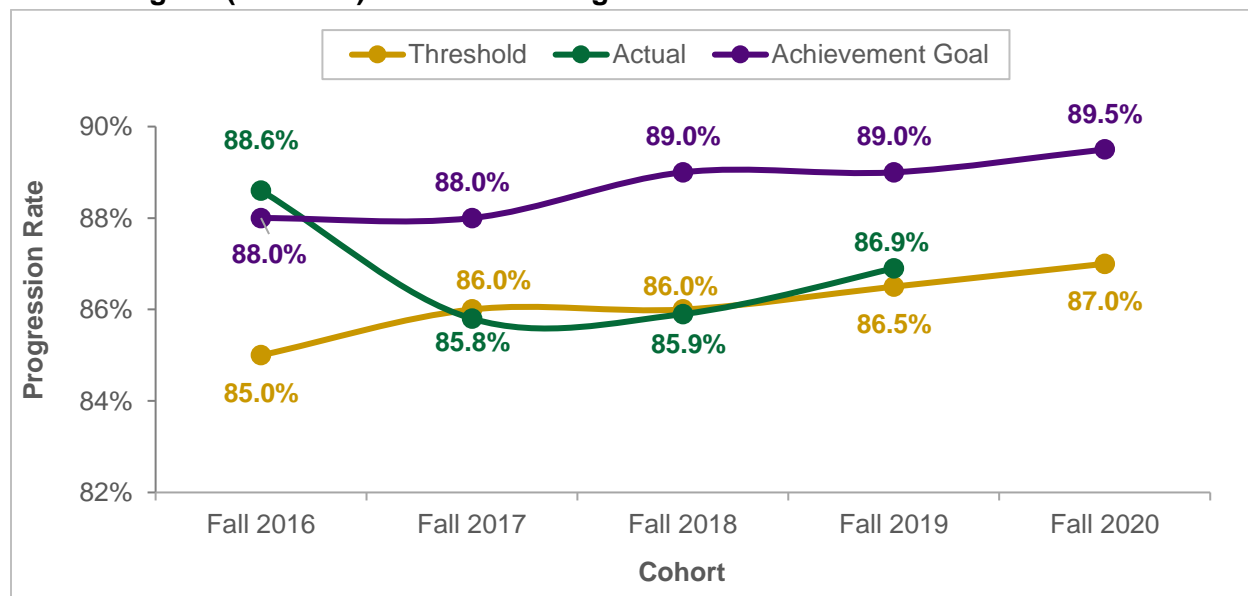
Evaluation of Outcomes

Developmental English Progression

For the Fall 2016 through Fall 2019 cohorts of first-time to NOVA students, between 86 and 89 percent of developmental English students progressed to English 111: *College Composition I* within two years of initial enrollment at the College.

For the Fall 2017 cohort, NOVA's English progression rate of 85.8 percent fell just below the threshold of acceptability set at 86 percent. However, NOVA anticipated correctly that the progression rate would increase for subsequent cohorts. For Fall 2018 the percent of developmental English students progressing to English 111 was 85.9 percent and for Fall 2019 it was 86.9 percent. The College reached the threshold of acceptability but did not reach the achievement goal for 2019. The College will continue to evaluate its developmental English curriculum to ensure adequate student support and continued increases in the progression rate toward the achievement goal.

Figure 1. Developmental English Student Progression to College-Level English (ENG 111): Fall 2016 through Fall 2020 First-Time to NOVA Cohorts



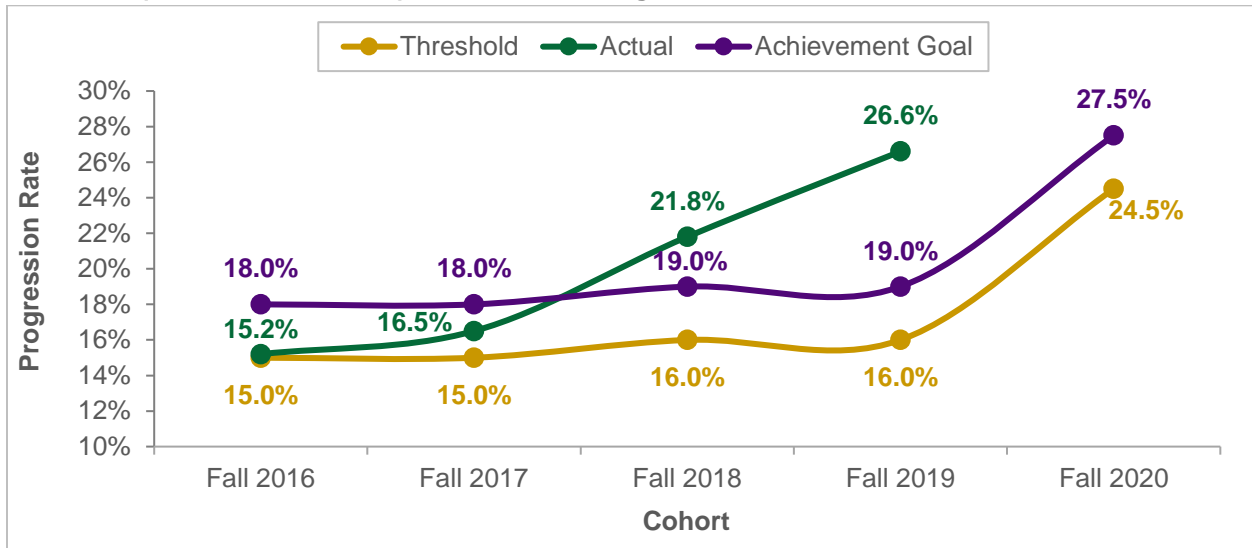
Notes: College-level English is ENG 111: *College Composition I*. Progression within two years of initial enrollment. Data include first-time to NOVA students who enrolled in developmental English during their first term of enrollment.

Developmental Math Progression

Progression from developmental math to either of two college-level math courses is substantially lower than developmental English progression rates; however, progress has been made in recent years.

Progression to MTH 151/MTH 154 (Figure 2): For the Fall 2019 cohort, 26.6 percent of developmental math students progressed into MTH 151/154: *Mathematics for the Liberal Arts I / Quantitative Reasoning* within two years of initial enrollment. This is an increase of nearly five percentage points from the Fall 2018 cohort. The progression rate to MTH 151/154 exceeded both the threshold of acceptability and the achievement goal.

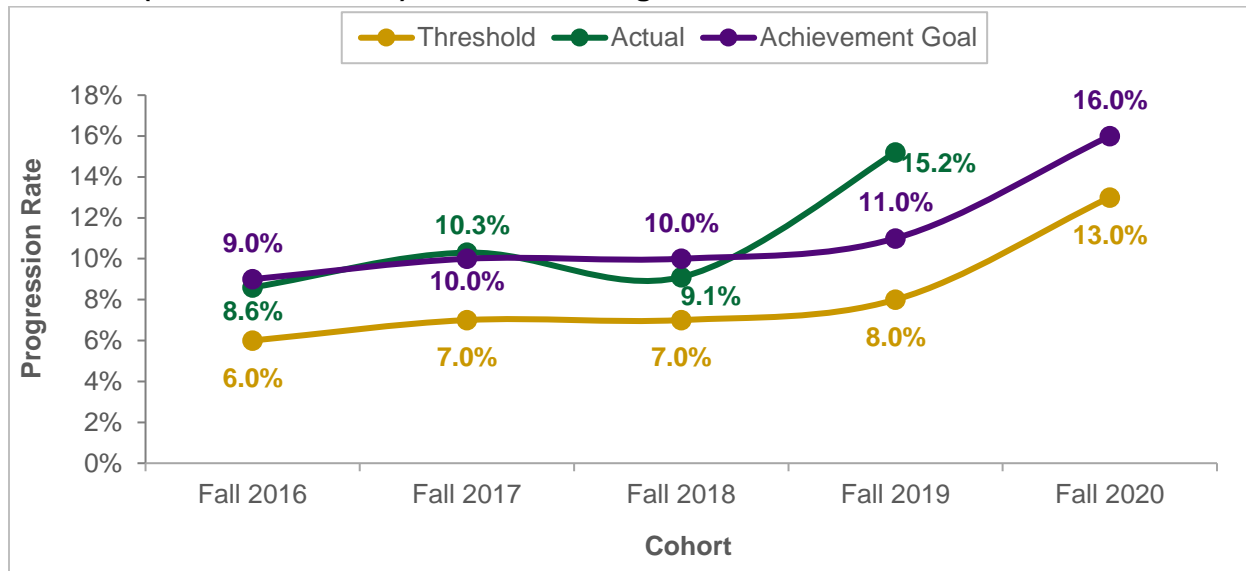
Figure 2. Developmental Math Student Progression to College-Level Math (MTH 151/MTH 154): Fall 2016 through Fall 2020 First-Time to NOVA Cohorts



Notes: MTH 151/154 is *Mathematics for the Liberal Arts I / Quantitative Reasoning*. Progression within two years of enrollment. Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Progression to MTH 163/MTH 161 (Figure 3, next page): 15.2 percent of the Fall 2019 cohort of developmental math students progressed into MTH 163/161: *Pre-Calculus I*. Until the Fall 2019 cohort, which had a progression rate that was over 4 percentage points higher than the achievement goal, NOVA has consistently had progression rates at or just below the achievement goal on this metric.

Figure 3. Developmental Math Student Progression to College-Level Math (MTH 163/MTH 161): Fall 2016 through Fall 2020 First-Time to NOVA Cohorts



Notes: MTH 163/161 is *Pre-Calculus I*. Progression within two years of enrollment. Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Criteria 2. Enrollment

Measure

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).

Threshold of Acceptability

Fall Headcount: In Fall 2020, fall student enrollment will be at least 51,000.

Annual Enrollment: In 2020-21, annual enrollment will be at least 72,000.

Achievement Goal

Fall Headcount: In Fall 2020, fall student enrollment will be 53,000.

Annual Enrollment: In 2020-21, annual enrollment will be 74,000.

Justification

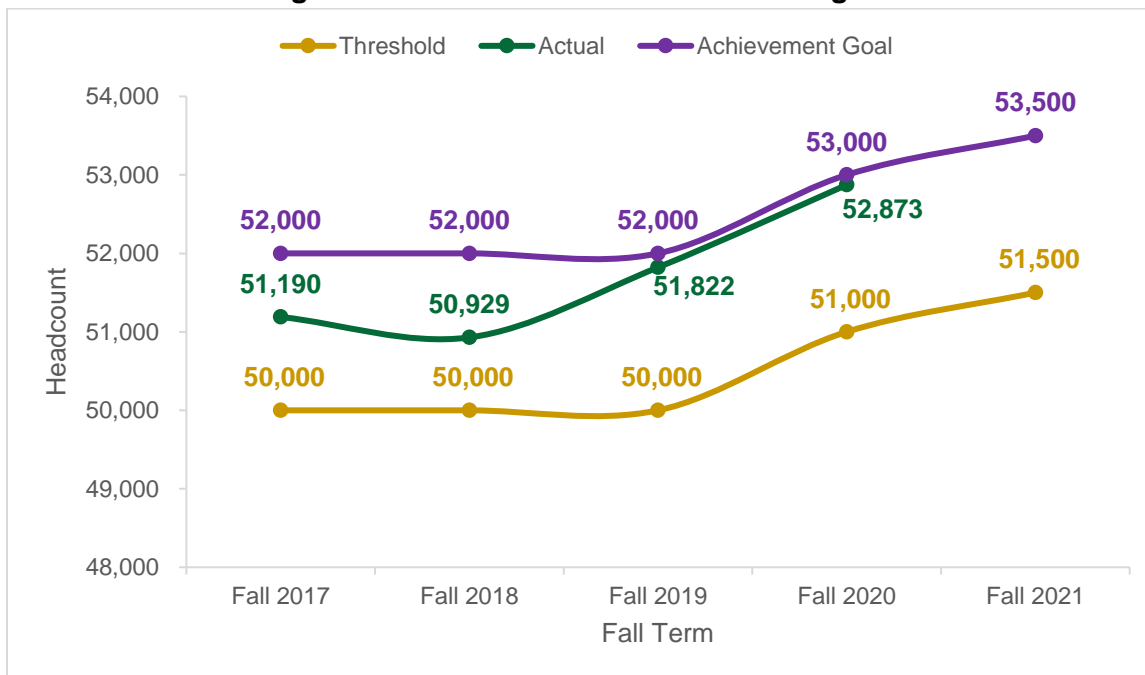
NOVA's thresholds of acceptability and achievement goals are determined based on an evaluation of historical enrollment at the College and peer institutions, as well as enrollment projections based on these historical trends. Additionally, thresholds and goals consider regional factors such as the population of recent high school graduates, new dual enrollment programs or partnerships, and economic conditions which would encourage college enrollment of adult populations, among other factors.

For Fall 2020, NOVA increased the threshold of acceptability and achievement goal previously set for fall enrollment. However, NOVA decreased the threshold of acceptability and the achievement goal for annual headcount, due to the projected continued effects of the COVID-19 pandemic. Due to a modest increase in fall headcount in Fall 2020 and a large increase in annual enrollment in 2020-21, NOVA increased its thresholds of acceptability and achievement goals for both measures in 2021-22.

Evaluation of Outcomes

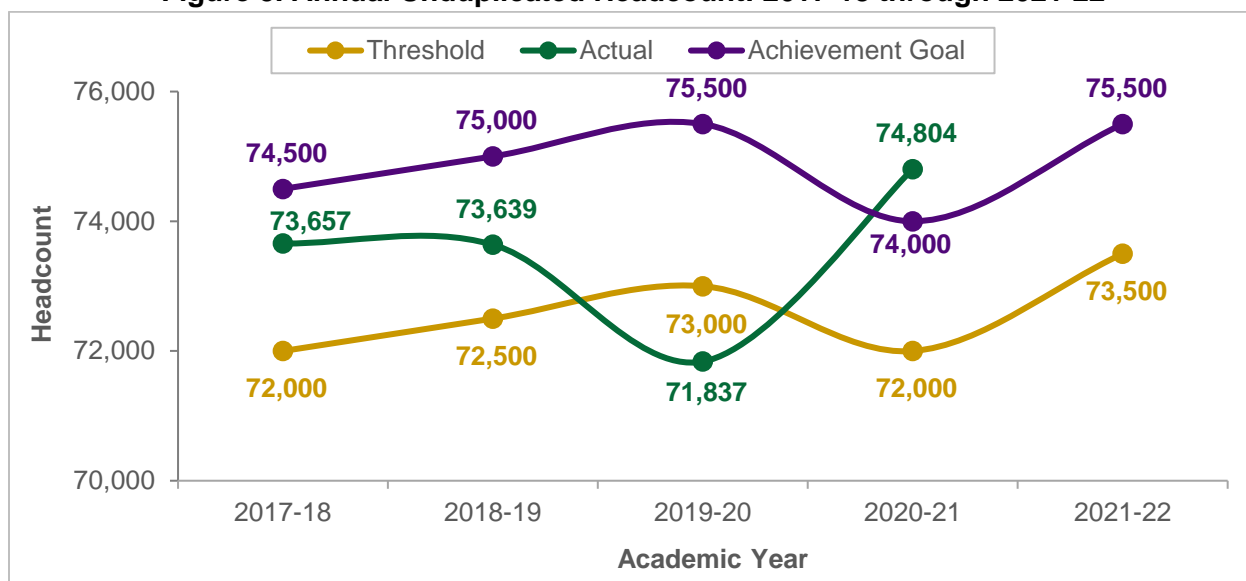
Fall Headcount (Figure 4): From Fall 2019 to Fall 2020, fall enrollment increased by about 1,000, falling above the threshold of acceptability and just below the achievement goal in both years.

Figure 4. Fall Headcount: Fall 2017 through Fall 2021



Annual Headcount (Figure 5, next page): Despite increases in fall enrollment, annual enrollment has fluctuated. Annual enrollment decreased sharply from 2018-19 to 2019-20 but increased by almost 3,000 in 2020-21. Despite falling below both the achievement goal and the threshold in 2019-20, annual enrollment exceeded the achievement goal in 2020-21.

Figure 5. Annual Unduplicated Headcount: 2017-18 through 2021-22



Criteria 3. Course Success

Measure

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 161.² Students are considered successful if they earn a grade of 'A', 'B', 'C', 'P', or 'S'.

Appropriateness

In the past, NOVA considered four separate measures of course success: the overall course success rate; the success rates in gatekeeper courses; the success rates in developmental courses; and the success rates of developmental students in college-level courses. NOVA will no longer consider success rates in developmental courses or the success of developmental students in college-level courses as measures of course success. The College made this change because developmental course progression rates are now considered measures of college readiness and the measures for each criterion should be distinct.

The overall course success rate at the College provides a metric that can be benchmarked across other schools in the Virginia Community College System and with peer institutions nationwide. It provides an assessment of all student performance at the College and does not limit analysis to any subset of courses or students and is therefore an appropriate measure of student achievement.

² 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*.

Success in gatekeeper courses is an appropriate measure because these five college-level courses are required for many associate degree programs and, as such, are critical to students' future success in college. Success rates in these courses demonstrate NOVA's ability to provide students with a strong foundation and prepare them for more rigorous coursework both at NOVA and in their future academic pursuits.

Threshold of Acceptability

Overall Course Success: In Fall 2020, the overall course success rate will be at least 75 percent.

Success in Gatekeeper Courses: For the Fall 2020 first-time to NOVA cohort, the course success rate within one year of initial enrollment for each of the five gatekeeper courses will be:

- ACC 211 – *Principles of Accounting I*: At least 65 percent
- BIO 101 – *General Biology I*: At least 76 percent
- ENG 111 – *English Composition I*: At least 75 percent
- MTH 154 – *Quantitative Reasoning*: At least 68 percent
- MTH 161 – *Pre-Calculus I*: At least 57 percent

Achievement Goal

Overall Course Success: In Fall 2020, the overall course success rate will be 76.5 percent.

Success in Gatekeeper Courses: For the Fall 2020 first-time to NOVA cohort, the success rate within one year of initial enrollment for each of the five gatekeeper courses will be:

- ACC 211 – *Principles of Accounting I*: 67 percent
- BIO 101 – *General Biology I*: 81 percent
- ENG 111 – *English Composition I*: 78 percent
- MTH 154 – *Quantitative Reasoning*: 73 percent
- MTH 161 – *Pre-Calculus I*: 60 percent

Justification

NOVA recognizes the importance of course success in a student's ability to achieve long-term higher education goals, such as graduating with a degree or credential and/or transferring to a four-year institution. Thresholds of acceptability and achievement goals demonstrate NOVA's commitment to ensuring all students succeed in their coursework.

For Fall 2020, NOVA increased its achievement goal for the overall course success rate from 76 to 76.5 percent and set the goal for Fall 2021 at 77 percent. For Fall 2020 and Fall 2021, NOVA increased its threshold of acceptability to 75 percent. These modest increases are justified by the College's success in reaching its threshold of acceptability each year and its commitment to continuous improvement.

NOVA updated the targets for future cohorts' success in gatekeeper courses based on the performance of the Fall 2019 cohort and historical trends at the College. Given the increase in

the success rate in ACC 211, BIO 101, and ENG 111 in Fall 2019, the College has increased the thresholds of acceptability and/or the achievement goals for Fall 2020 and Fall 2021. Given the recent declines in the success rate in MTH 154, the College has decreased the achievement goal for Fall 2021. Thresholds of acceptability and achievement goals also consider the College’s redesign of college-level math courses in Fall 2018 and the impact of a new math curriculum on student learning. Once faculty become more familiar with the new curriculum, the College expects to observe improvements to the course success rate in MTH 161, as well as MTH 154.

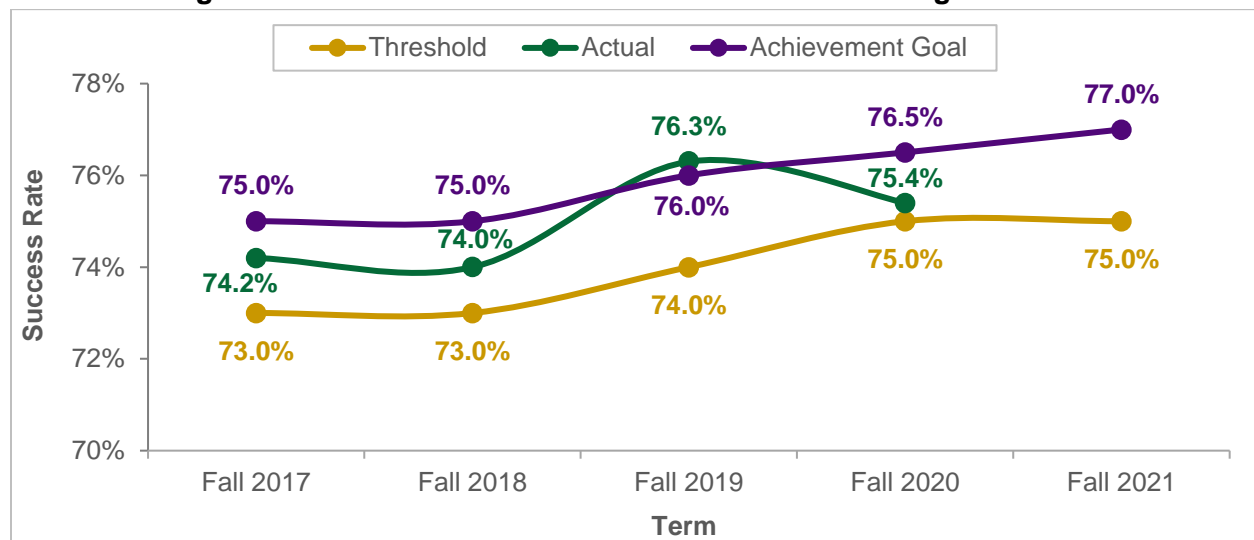
Initiatives designed to support student learning and course success will help the College pursue these achievement goals. Additionally, NOVA will continue to support students through enhanced advising and an early alert warning system, which can help to identify struggling students before they are at risk of not succeeding in their courses.

Evaluation of Outcomes

Overall Course Success

Overall Course Success (Figure 6): In Fall 2020 the overall course success rate was 75.4 percent, a slight decrease from the previous year. This was below the achievement goal and just above the threshold of acceptability.

Figure 6. Overall Course Success Rate: Fall 2017 through Fall 2021

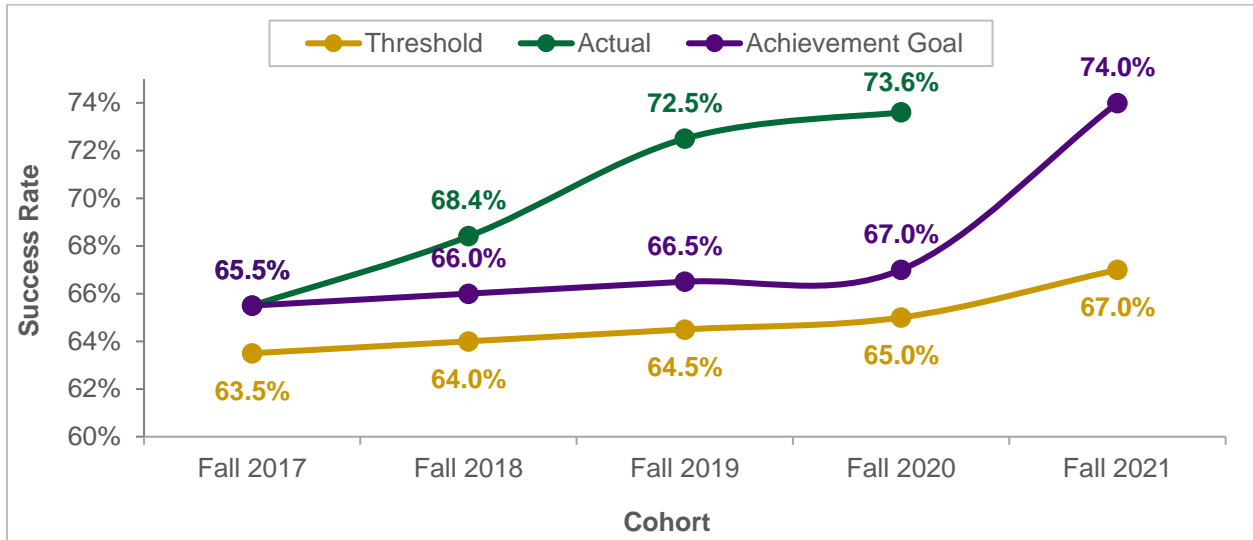


Notes: Grades of Audit, Missing, and Never Attending Student (NVRK) were excluded from the analysis. Total course enrollment is duplicated.

Gatekeeper Course Success

ACC 211: Principles of Accounting I (Figure 7, next page): Since the Fall 2018 cohort, the College has exceeded both the threshold of acceptability and the achievement goal for success in ACC 211. For the Fall 2020 cohort, the success rate was 73.6 percent, which was nearly 7 percentage points higher than the achievement goal.

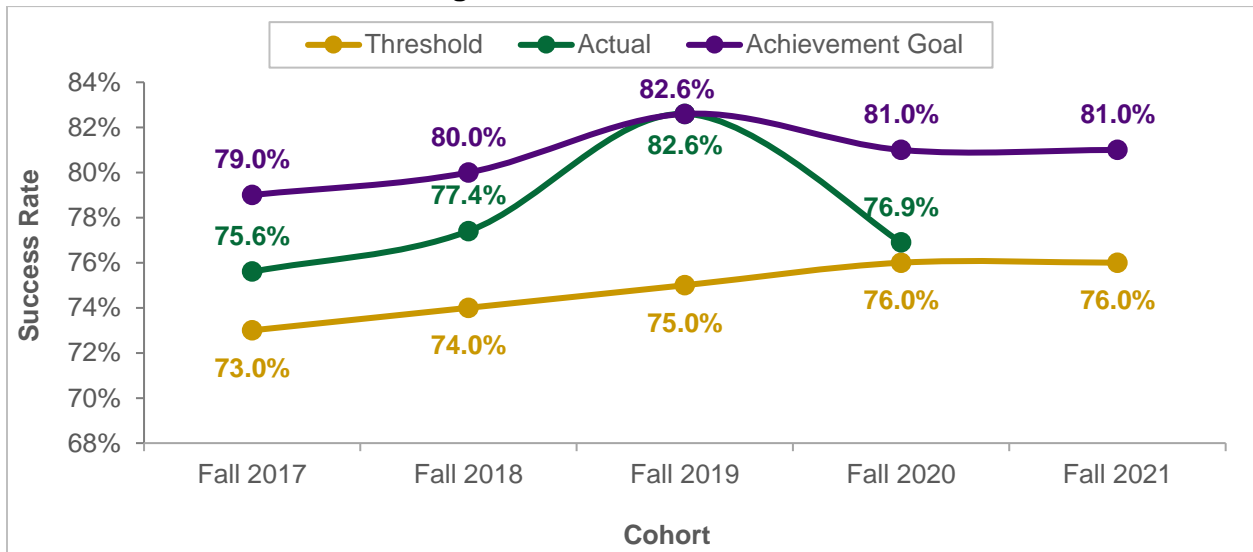
Figure 7. Success Rate in ACC 211: *Principles of Accounting I* – Fall 2017 through Fall 2021 First-Time to NOVA Cohorts



Note: Data include first-time to NOVA students enrolled in ACC 211 who were successful within one year of initial enrollment.

BIO 101: *General Biology I* (Figure 8): For the Fall 2020 cohort, the success rate in BIO 101 was 76.9 percent, which was slightly above the threshold but below the achievement goal. This success rate is nearly 6 percentage points lower than in Fall 2019, when the actual course success rate was equal to the achievement goal.

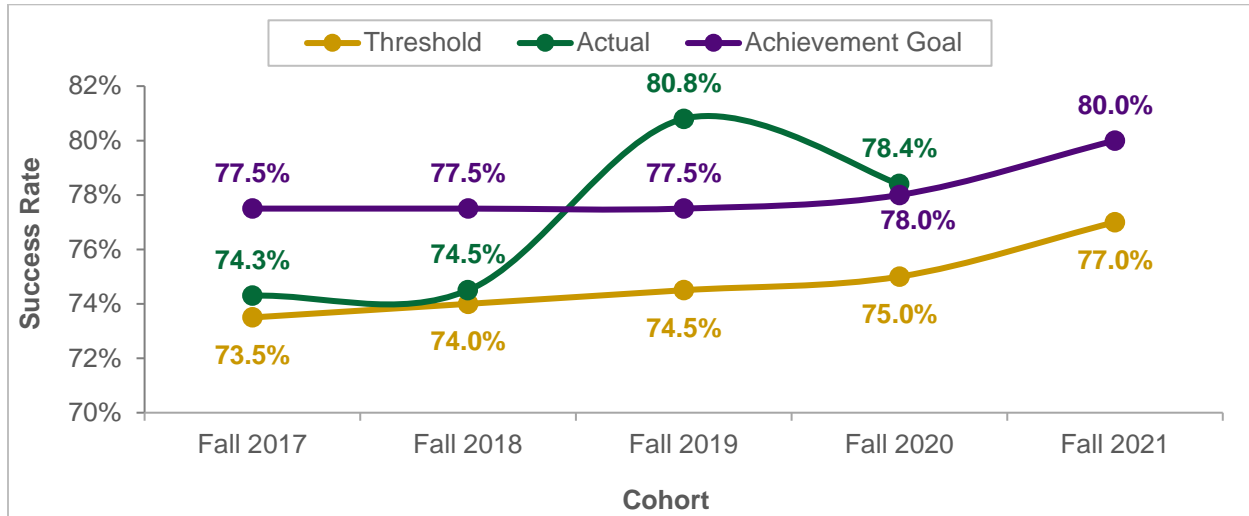
Figure 8. Success Rate in BIO 101: *General Biology I* – Fall 2017 through Fall 2021 First-Time to NOVA Cohorts



Note: Data include first-time to NOVA students enrolled in BIO 101 who were successful within one year of initial enrollment.

ENG 111: *College Composition I* (Figure 9, next page): For the Fall 2020 cohort, the success rate in ENG 111 was 78.4 percent, just above the achievement goal of 78 percent. However, this is lower than the success rate in Fall 2019, which was over 80 percent, 3 percentage points higher than the achievement goal.

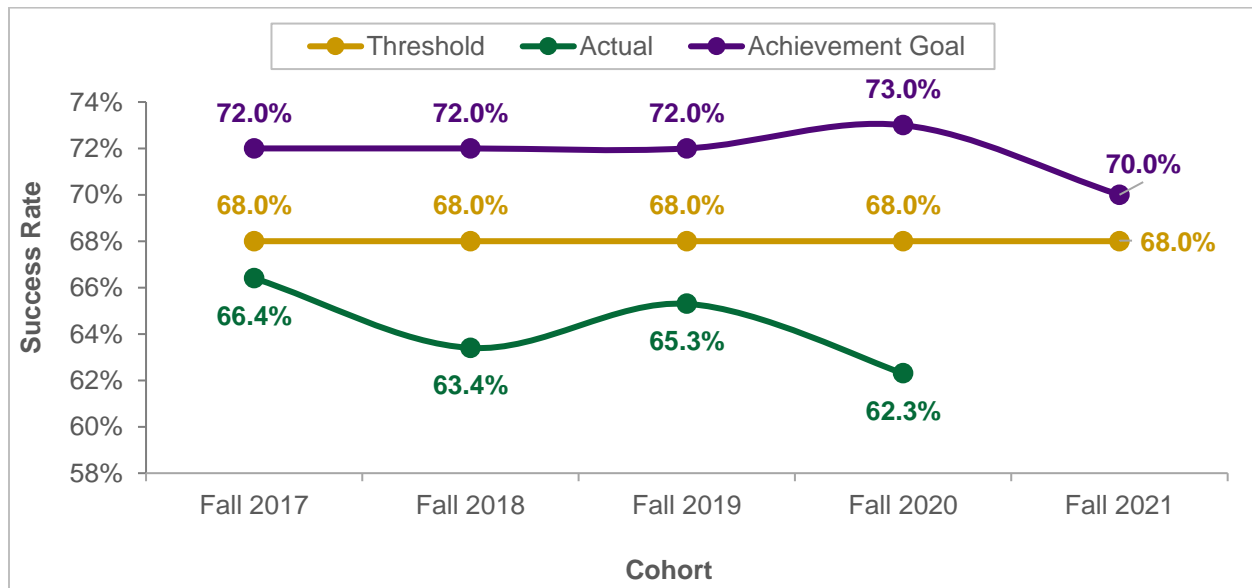
Figure 9. Success Rate in ENG 111: College Composition I – Fall 2017 through Fall 2021 First-Time to NOVA Cohorts



Note: Data include first-time to NOVA students enrolled in ENG 111 who were successful within one year of initial enrollment.

MTH 151/154: (Figure 10): The threshold and achievement goal for MTH 151/154 have remained relatively constant in the past few years, but success rates have continued to be below the threshold. The success rate in Fall 2020 was 62.3 percent, nearly 6 percentage points lower than the threshold.

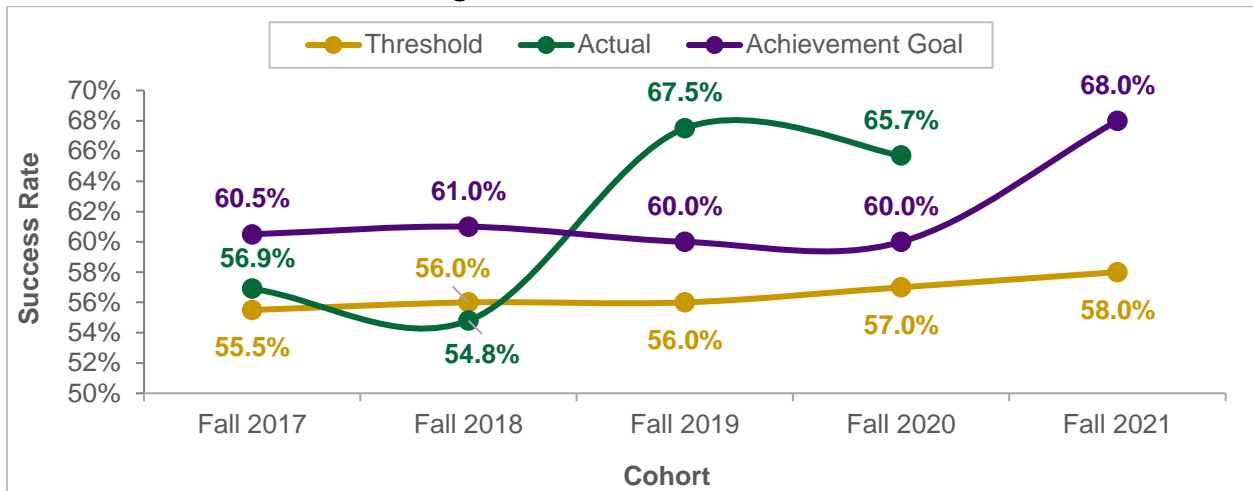
Figure 10. Success Rate in MTH 151: Math for the Liberal Arts I – MTH 154: Quantitative Reasoning – Fall 2017 through Fall 2021 First-Time to NOVA Cohorts



Notes: In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced with MTH 154: *Quantitative Reasoning*. Data include first-time to NOVA students enrolled in MTH 151/154 who were successful within one year of initial enrollment.

MTH 163/161 (Figure 11): The success rate in MTH 163/161 has fluctuated, despite a relatively constant threshold and achievement goal. However, the success rates in both Fall 2019 and Fall 2020 – 67.5 percent and 65.7 percent, respectively – were significantly higher than the achievement goals. Faculty and administrators will continue to review trends and determine appropriate supports to continue to ensure a greater success rate.

Figure 11. Success Rate in MTH 163/161: *Pre-Calculus I* – Fall 2017 through Fall 2021 First-Time to NOVA Cohorts



Notes: In Fall 2018, the math curriculum was redesigned. MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I*. Data include first-time to NOVA students enrolled in MTH 163/161 who were successful within one year of initial enrollment.

Criteria 4. Retention

Measure

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.

Threshold of Acceptability

Fall-to-Spring Retention: For the Fall 2020 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be at least 80 percent.

Fall-to-Fall Retention: For the Fall 2020 cohort of first-time in college, program placed students, the fall-to-fall retention rate will be at least 66 percent.

Achievement Goal

Fall-to-Spring Retention: For the Fall 2020 cohort of first-time in college, program placed students, the fall-to-spring retention rate will be 84 percent.

Fall-to-Fall Retention: For the Fall 2020 cohort of first-time in college, program placed students, the fall-to-fall retention rate will be 68 percent.

Justification

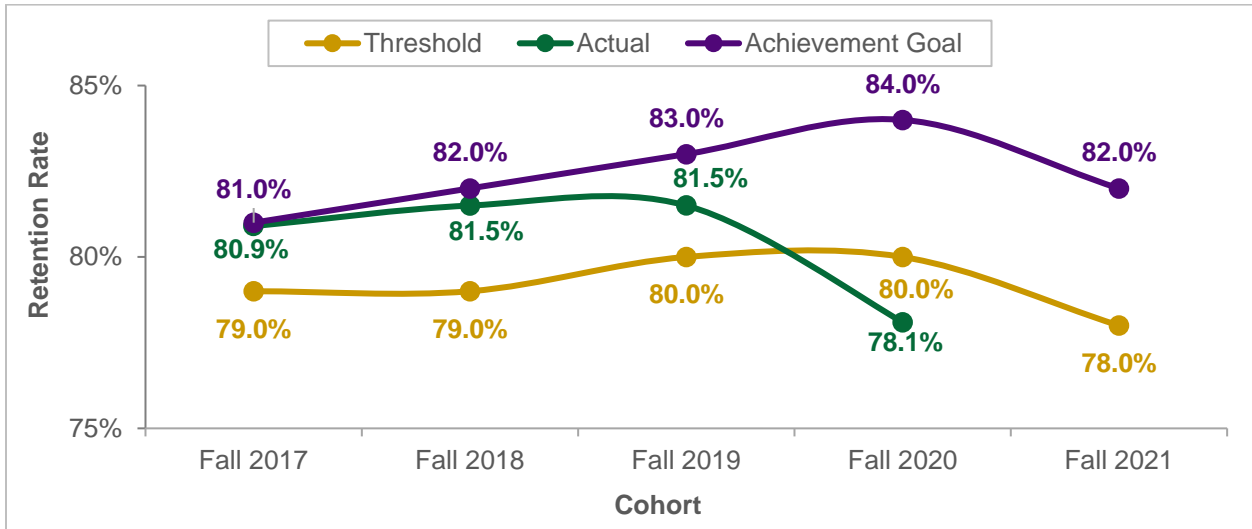
The College sets thresholds of acceptability and achievement goals for fall-to-spring and fall-to-fall retention based on historical trends in retention as well as external factors, such as the potential impact of the COVID-19 pandemic on future student enrollment, including the re-enrollment of existing students. Additionally, NOVA maintains targets that are consistent with VCCS trends, as well as the retention rates of community college students nationwide.

For the Fall 2021 cohort, NOVA updated both the thresholds of acceptability and achievement goals for fall-to-spring retention. The College has historically exceeded its threshold of acceptability but fell just below the achievement goal for the Fall 2020 cohort. For fall-to-fall retention, the College slightly decreased thresholds and goals to account for a decline in retention in recent years.

Evaluation of Outcomes

Fall-to-Spring Retention (Figure 12, next page): The fall-to-spring retention rate for the Fall 2020 cohort was 78.1 percent. This was a decline of over three percentage points from the Fall 2019 cohort, and it was below the threshold of acceptability.

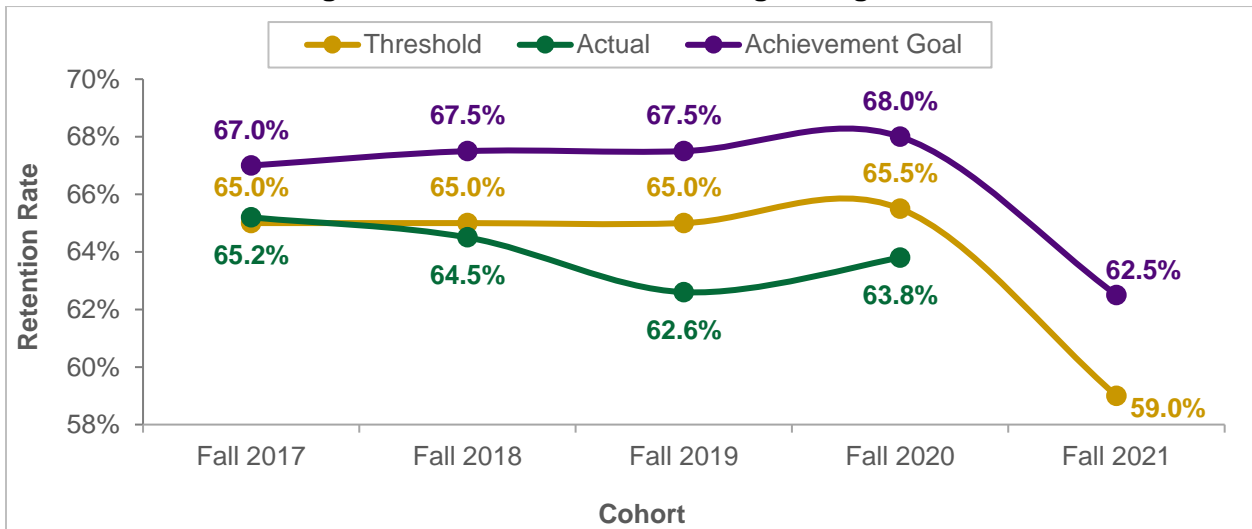
**Figure 12. Fall-to-Spring Retention Rate:
Fall 2017 through Fall 2021 First-Time in College, Program Placed Cohorts**



Notes: Data include 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.

Fall-to-Fall Retention (Figure 13): NOVA’s fall-to-fall retention rate has fluctuated but has stayed at or below the threshold in recent years. The fall-to-fall retention rate for the Fall 2020 cohort was 63.8 percent, which was below the threshold of acceptability.

**Figure 13. Fall-to-Fall Retention Rate:
Fall 2017 through Fall 2021 First-Time in College, Program Placed Cohorts**



Notes: Data include 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.

Criteria 5. Graduation

Measure

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.

Threshold of Acceptability

Annual Number of Graduates: In 2020-21, the total number of annual graduates will be at least 6,590.

Graduation Rate: For the Fall 2017 cohort of first-time in college, full-time, program placed students, the graduation rate will be at least 26 percent.

Achievement Goal

Annual Number of Graduates: In 2020-21, the total number of annual graduates will be 6,850.

Graduation Rate: For the Fall 2017 cohort of first-time in college, full-time, program placed students, the graduation rate will be 29 percent.

Justification

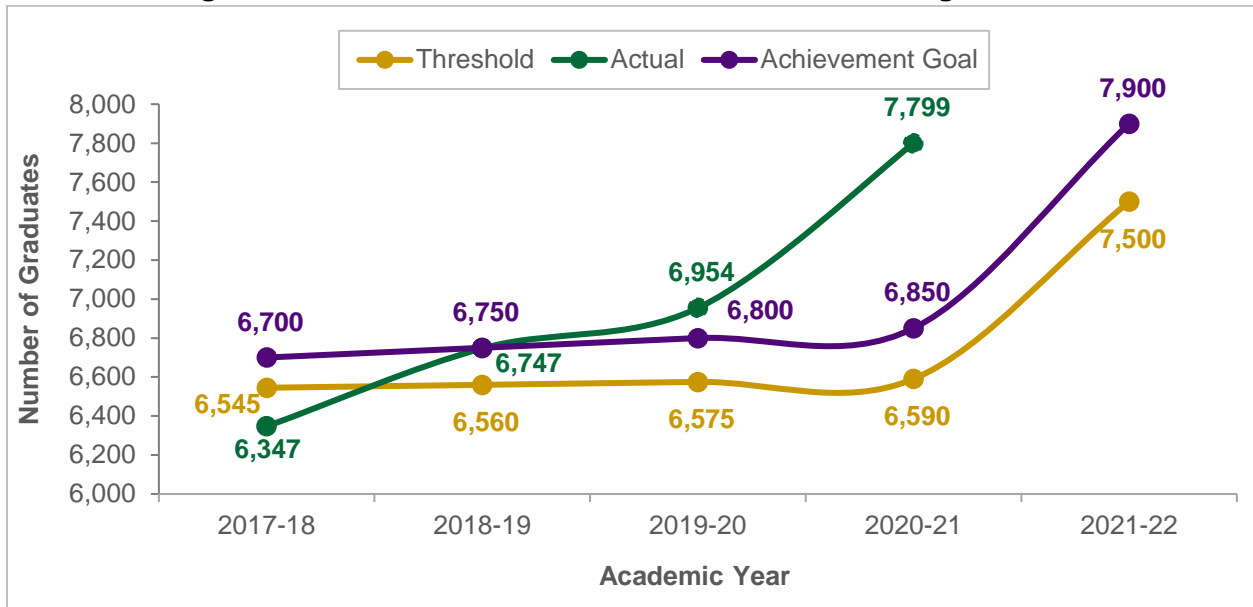
NOVA's thresholds of acceptability and achievement goals for future cohorts consider several initiatives at NOVA that are designed to facilitate graduation. For example, the ADVANCE partnership with George Mason University allows students to co-enroll at both institutions; and guided pathways help students to stay on track in their academic programs.

For the annual number of graduates, the threshold of acceptability was increased for 2021-22, from 6,590 to 7,500. Likewise, the achievement goal was increased from 6,850 to 7,900. These changes take into account the large increase in the number of graduates from 2019-20 to 2020-21. These updates provide NOVA with attainable goals that also allow the College to focus its efforts on continuous improvement.

Evaluation of Outcomes

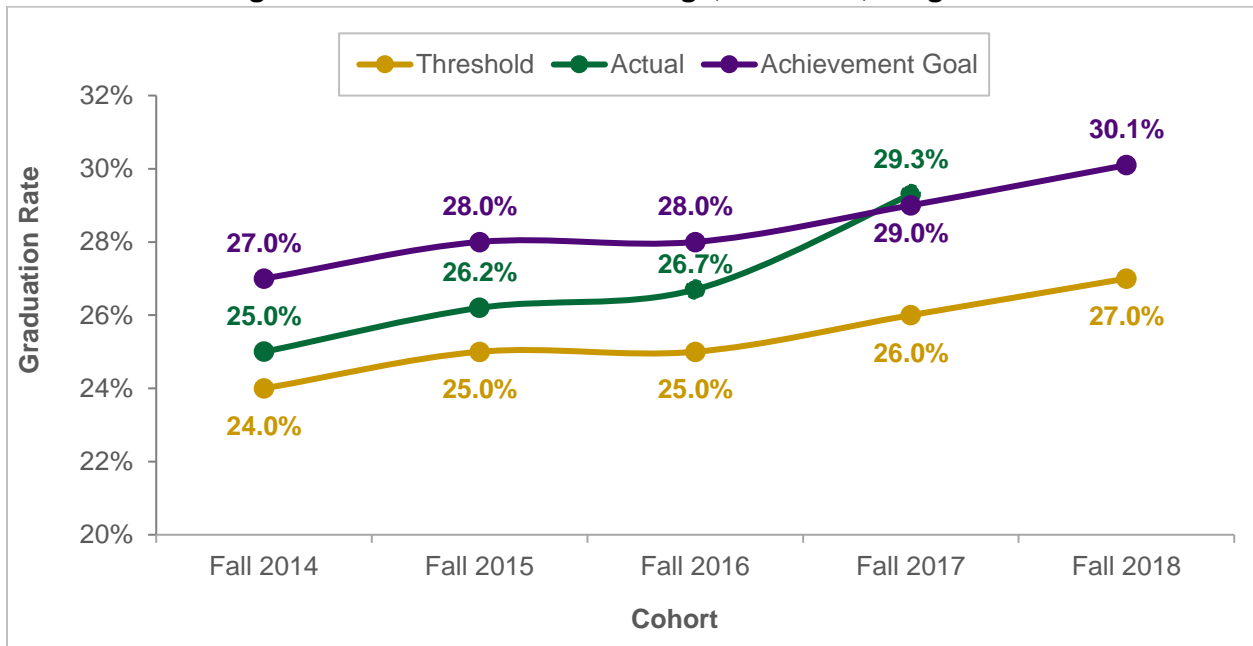
Annual Number of Graduates (Figure 14, next page): In 2017-18, the number of NOVA graduates was below the threshold. However, since then, the number of graduates has continued to increase. In 2019-20, the number of graduates rose above the achievement goal, and after a sharp increase the following year, the number of graduates was nearly 1,000 above the achievement goal in 2020-21.

Figure 14. Annual Number of Graduates: 2017-18 through 2021-22



Graduation Rate (Figure 15): From the Fall 2014 to the Fall 2016 cohorts, NOVA's graduation rate increased steadily each year. For the Fall 2017 cohort, the graduation rate of 29.3 percent exceeded the threshold and was just above the achievement goal of 29 percent.

Figure 15. Graduation Rate: Fall 2014 through Fall 2018 First-Time in College, Full-Time, Program Placed Cohorts



Notes: Data include first-time in college, full-time, program placed students who completed their program at NOVA within 150 percent of normal time, including summer.

Criteria 6. Transfer

Measure

Transfer is measured 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.

Threshold of Acceptability

Annual Number of Transfers: In 2019-20, the annual number of students transferring to four-year institutions will be at least 11,250.

Transfer-Out Rate: For the Fall 2017 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be at least 17 percent.

Achievement Goal

Annual Number of Transfers: In 2019-20, the annual number of students transferring to four-year institutions will be 12,600.

Transfer-Out Rate: For the Fall 2017 cohort of first-time in college, full-time, program placed students, the transfer-out rate will be 19.6 percent.

Justification

NOVA sets thresholds of acceptability and achievement goals for transfer metrics that consider initiatives and policies created to support transfer pathways. Additionally, the College considers historical trends as well as the trends of peer institutions and community colleges nationwide. The implementation of guided pathways and the creation of additional articulation agreements will help ensure NOVA is able to exceed its threshold of acceptability as well as strive to meet its achievement goals for both measures of transfer.

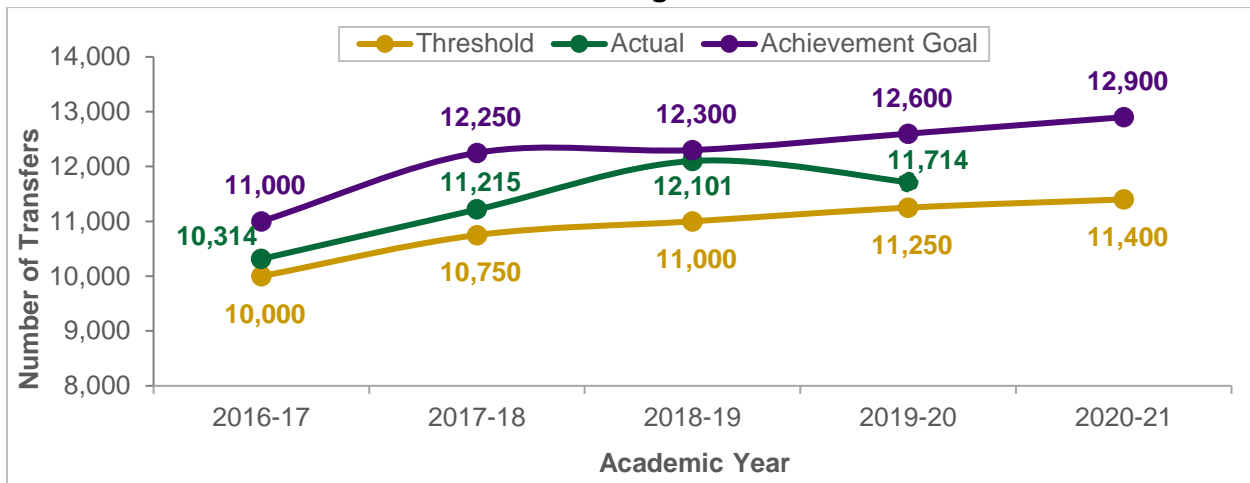
For the annual number of transfers, NOVA increased future achievement goals. This change is justified by the recent five-year trend of an increase in the number of annual transfers each year. For the transfer-out rate, NOVA established achievement goals that would align the College's transfer-out rate with the median transfer-out rate of its IPEDS peer comparison group.³ As a lagging indicator, it can take time for NOVA's efforts at an increased transfer-out rate to take effect. However, the College's ADVANCE partnership with George Mason University is expected to increase the transfer-out rate for subsequent cohorts. In addition, the impacts of the pandemic will be taken into account.

³ IPEDS Data Feedback Report 2019. https://www.nvcc.edu/oieess/_docs/oir/IPEDSDFR2019_232946.pdf

Evaluation of Outcomes

Annual Number of Transfers (Figure 16): In 2019-20, the annual number of transfers (11,714) was above the threshold of 11,250 but below the achievement goal of 12,600 students. The College will continue to watch the number of transfers as the impacts of the pandemic become clearer.

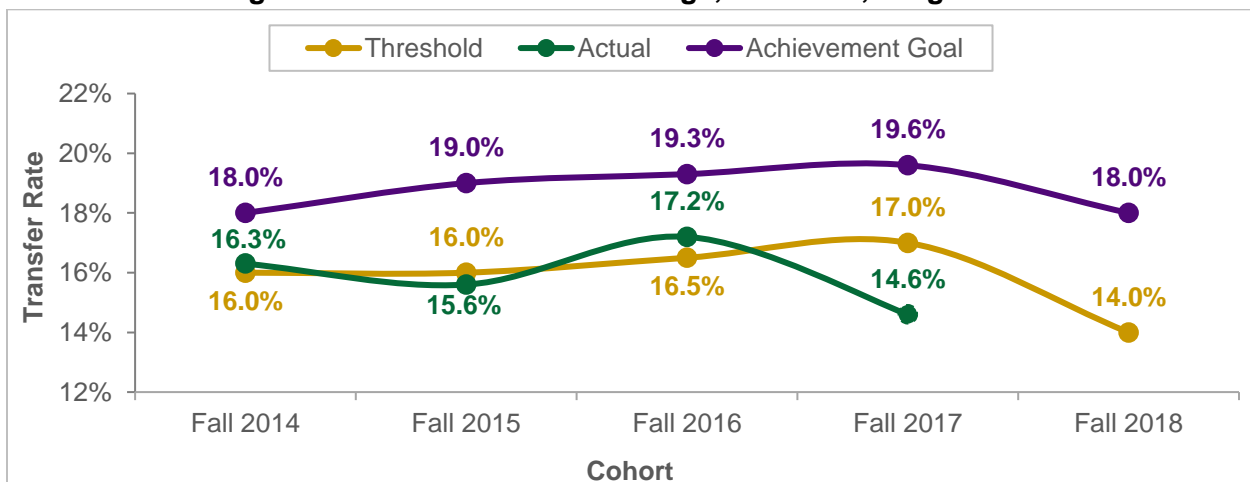
Figure 16. Annual Number of Transfers to Four-Year Institutions: 2016-17 through 2020-21



Note: 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).

Transfer-Out Rate (Figure 17): The transfer-out rate has continued to fluctuate. For the Fall 2017 cohort the transfer-out rate was 14.6 percent, more than two percentage points below the threshold.

Figure 17. Transfer-Out Rate: Fall 2014 through Fall 2018 First-Time in College, Full-Time, Program Placed Cohorts



Notes: Data include first-time in college, full-time, program placed students who transferred out of NOVA within 150 percent of normal time to program completion without earning a NOVA credential.

Criteria 7. Job Placement

Measure

The job placement rate is the percentage of graduates employed in the Commonwealth of Virginia within one year of graduation from NOVA.

Threshold of Acceptability

The job placement rate of 2019-20 NOVA graduates will be at least 66 percent.

Achievement Goal

The job placement rate of 2019-20 NOVA graduates will be 68 percent.

Justification

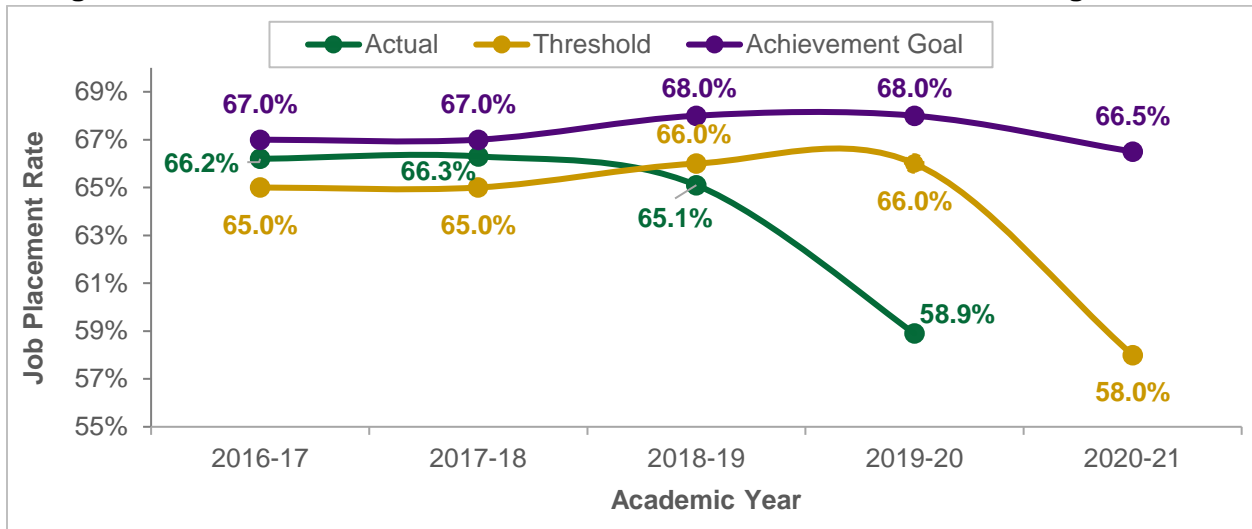
Thresholds and goals for the job placement rate were determined by analyzing the following factors: unemployment rates, local economic stability, and in-demand skillsets. Targets also consider the College's proximity to Washington, D.C., since many students will find jobs in Washington, D.C. that will not be captured by Virginia Employment Commission (VEC) data. Further, NOVA has considered that many of its students transfer and enroll in four-year institutions and thus do not seek employment within one year of graduation.

While the job placement rate was expected to remain consistent in 2019-20, the COVID-19 pandemic is likely to impact regional employment rates and job growth for future graduates. The College will continue to evaluate area unemployment and hiring trends to establish future targets.

Evaluation of Outcomes

Job Placement Rate (Figure 18, next page): The job placement rate for 2019-20 graduates was 58.9 percent, which was below the threshold of acceptability. This was a decrease of about six percentage points from the previous year, likely reflecting the early impacts of the COVID-19 pandemic.

Figure 18. Overall Job Placement Rate of NOVA Graduates: 2016-17 through 2020-21



Note: 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.

Criteria 8. Licensing Exams

Measure

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.

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.

Achievement Goal

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.

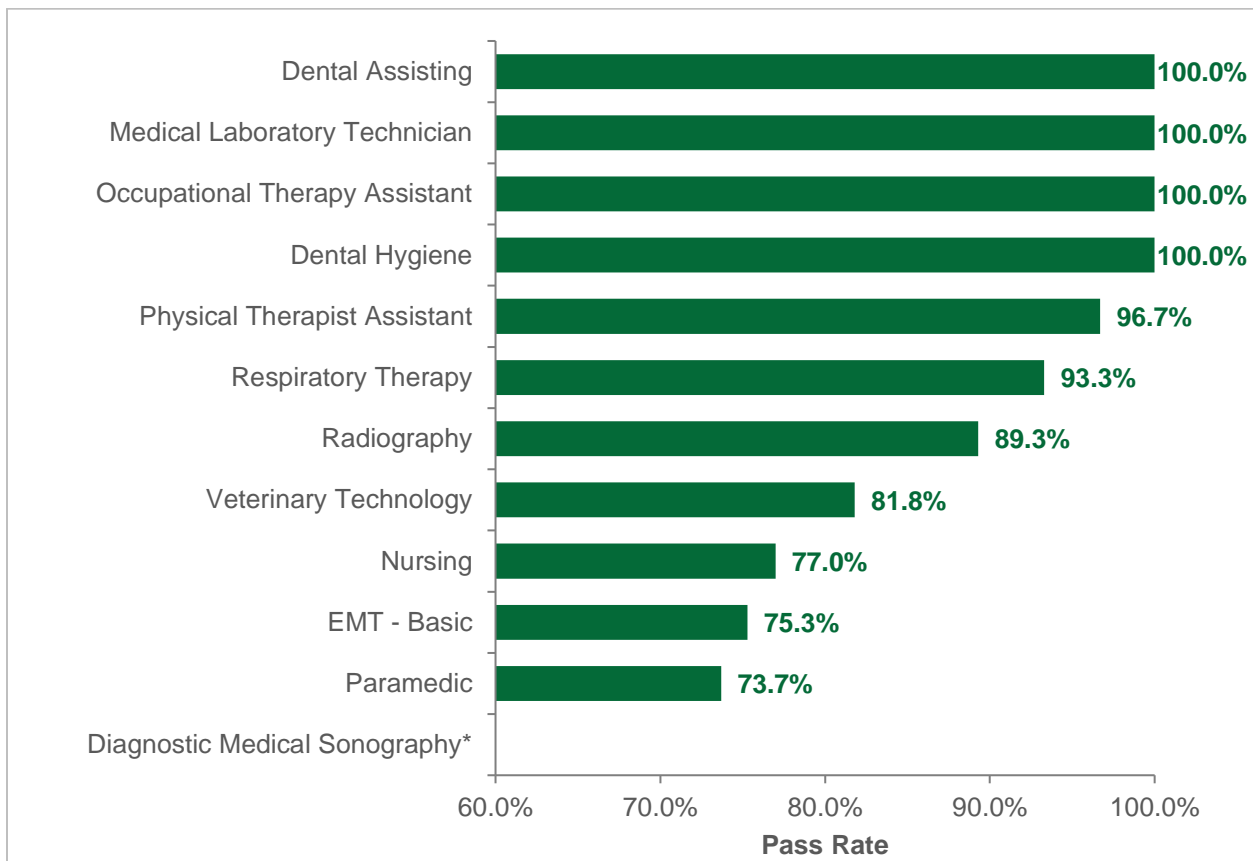
Justification

NOVA is committed to preparing its students to enter and succeed in the workforce. The College is not achieving its mission and vision if its students are not prepared to pass licensing examinations following the completion of their degree programs. Therefore, the College has established and will maintain a threshold of acceptability of 90 percent each year for every program for which there is a corresponding national or state licensing exam. The College wants every graduate to be prepared for the workforce. Therefore, an achievement goal of 100 percent ensures the College is committed to providing quality academic programs that prepare students to succeed in their careers.

Evaluation of Outcomes

In 2020, four of NOVA's programs had licensing exam pass rates of 100 percent, reaching the achievement goal. Two additional programs had rates above 90 percent, the threshold of acceptability. However, five programs had exam pass rates below the threshold of acceptability in 2020. NOVA needs to work to ensure that students in these programs are supported and are learning the core program requirements that will prepare them to be successful on licensing exams and in their careers.

Figure 19. National and State Licensing Examination Pass Rate of NOVA Graduates: 2020



*Diagnostic Medical Sonography-No students tested in 2020 due to COVID-19.

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

IV. Conclusion

This document presents several years of detailed student success data for NOVA's eight primary student achievement criteria. The Report provides an assessment of NOVA's success in meeting its thresholds of acceptability and achievement goals over these years, as well as presents future goals and thresholds for the following year. When necessary, future thresholds and achievement goals were updated to reflect changes in College policies, initiatives, and/or external factors, such as the COVID-19 pandemic or fluctuations in the regional economy.

For most measures, NOVA is performing at a level in between its minimum threshold of acceptability and its achievement goal. NOVA continues to implement new initiatives and policies in support of student learning and achievement, as well as improve and maintain existing policies and initiatives. This commitment to improving opportunities for student learning will continue to improve outcomes on each of the eight student achievement criteria.

NOVA evaluates its outcomes on these student success metrics each year. These evaluations are made publicly available on NOVA's website through reports and data dashboards; distributed directly to key stakeholders; and are used to support evidence-based decision making at all levels across the College. Student success remains an ongoing priority for the College, and NOVA is dedicated to continuous improvement in support of its mission, vision, and strategic priorities.

V. Appendix: Data Tables

Criteria 1. College Readiness

Table 1. Developmental English Student Progression to College-Level English: Fall 2016 through Fall 2019 First-Time to NOVA Cohorts

Cohort	N	Progressed	
		#	%
Fall 2016	1,390	1,232	88.6
Fall 2017	1,201	1,031	85.8
Fall 2018	1,235	1,061	85.9
Fall 2019	1,494	1,299	86.9

Source: Office of Strategic Insights, 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 during their first term of enrollment.

Table 2. Developmental Math Student Progression to College-Level Math by College-Level Math Course: Fall 2016 through Fall 2019 First-Time to NOVA Cohorts

Cohort	MTH 151/154			MTH 163/161		
	N	Progressed		N	Progressed	
		#	%		#	%
Fall 2016	2,025	308	15.2	2,025	175	8.6
Fall 2017	1,702	281	26.5	1,702	175	10.3
Fall 2018	1,401	305	21.8	1,401	128	9.1
Fall 2019	1,126	300	26.6	1,126	171	15.2

Source: Office of Strategic Insights, Northern Virginia Community College.

Notes: MTH 151/154 is *Mathematics for the Liberal Arts I / Quantitative Reasoning*. MTH 163/161 is *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 during their first term of enrollment.

Criteria 2. Enrollment

Table 3. Annual Unduplicated Headcount and Fall Headcount: 2017-18 through 2020-2021

Academic Year	Annual Unduplicated Headcount		Fall Headcount	
	Headcount	Growth Rate (%)	Headcount	Growth Rate (%)
2017-18	73,657	--	51,190	--
2018-19	73,639	0.0	50,929	-0.5
2019-20	71,837	-2.4	51,822	1.8
2020-21	74,804	4.1	52,873	2.0

Source: Office of Strategic Insights, Northern Virginia Community College.

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

Criteria 3. Course Success

Criteria 3A. Overall Course Success

Table 4. Overall Course Success Rate: Fall 2017 through Fall 2020

Term	Total Course Enrollment	Success Rate	
		#	%
Fall 2017	141,179	104,696	74.2
Fall 2018	138,507	102,495	74.0
Fall 2019	135,426	103,274	76.3
Fall 2020	132,904	100,271	75.4

Source: Office of Strategic Insights, Northern Virginia Community College.

Notes: Grades of Audit, Missing, and Never Attending Student (NVRK) were excluded from the analysis. Total course enrollment is duplicated.

Criteria 3B. Success in Gatekeeper Courses

Table 5. Success Rate in ACC 211: Principles of Accounting I: Fall 2017 through Fall 2020 First-Time to NOVA Cohorts

Cohort	ACC 211		
	N	Succeeded	
		#	%
Fall 2017	449	294	65.5
Fall 2018	408	279	68.4
Fall 2019	386	280	72.5
Fall 2020	379	279	73.6

Source: Office of Strategic Insights, Northern Virginia Community College.

Notes: Data include first-time to NOVA students enrolled in ACC 211 who were successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019).

**Table 6. Success Rate in BIO 101: General Biology I:
Fall 2017 through Fall 2020 First-Time to NOVA Cohorts**

Cohort	BIO 101		
	N	Succeeded	
		#	%
Fall 2017	1,327	1,003	75.6
Fall 2018	1,594	1,234	77.4
Fall 2019	1,373	1,134	82.6
Fall 2020	1,274	980	76.9

Source: Office of Strategic Insights, Northern Virginia Community College.

Notes: Data include first-time to NOVA students enrolled in BIO 101 who were successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019).

**Table 7. Success Rate in ENG 111: College Composition I:
Fall 2017 through Fall 2020 First-Time to NOVA Cohorts**

Cohort	ENG 111		
	N	Succeeded	
		#	%
Fall 2017	6,505	4,835	74.3
Fall 2018	6,593	4,910	74.5
Fall 2019	8,116	6,556	80.8
Fall 2020	9,006	7,064	78.4

Source: Office of Strategic Insights, Northern Virginia Community College.

Notes: Data include first-time to NOVA students enrolled ENG 111 who were successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019).

**Table 8. Success Rate in MTH 151: Math for the Liberal Arts I / MTH 154:
Quantitative Reasoning: Fall 2017 through Fall 2020 First-Time to NOVA Cohorts**

Cohort	MTH 151/MTH 154		
	N	Succeeded	
		#	%
Fall 2017	977	649	66.4
Fall 2018	1,788	1,133	63.4
Fall 2019	1,954	1,275	65.3
Fall 2020	1,997	1,244	62.3

Source: Office of Strategic Insights, Northern Virginia Community College.

Notes: In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced with MTH 154: *Quantitative Reasoning*. Data include first-time to NOVA students enrolled in MTH151/154 who were successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019).

**Table 9. Success Rate in MTH 163/161: Pre-Calculus I:
Fall 2017 through Fall 2020 First-Time to NOVA Cohorts**

Cohort	MTH 163/161		
	N	Succeeded	
		#	%
Fall 2017	1,790	1,019	56.9
Fall 2018	1,690	926	54.8
Fall 2019	1,688	1,139	67.5
Fall 2020	1,744	1,147	65.7

Source: Office of Strategic Insights, 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*. Data include first-time to NOVA students enrolled in MTH 163/161 who were successful within one year of initial enrollment (e.g., Fall 2018 = successful between Fall 2018 and Summer 2019).

Criteria 4. Retention

**Table 10. Fall-to-Spring and Fall-to-Fall Retention Rates:
Fall 2017 through Fall 2021 First-Time in College, Program Placed Cohorts**

Cohort	Fall-to-Spring Retention			Fall-to-Fall Retention		
	N	Retained		N	Retained	
		#	%		#	%
Fall 2017	8,619	6,971	80.9	8,619	5,621	65.2
Fall 2018	8,799	7,171	81.5	8,799	5,679	64.5
Fall 2019	8,404	6,847	81.5	8,404	5,730	62.6
Fall 2020	8,728	6,817	78.1	8,728	5,569	63.8

Sources: Office of Strategic Insights, 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.

Criteria 5. Graduation

Table 11. Annual Number of Graduates: 2017-18 through 2020-21

Academic Year	Graduates	Growth Rate (%)
2017-18	6,347	--
2018-19	6,747	6.3
2019-20	6,954	3.1
2020-21	7,799	12.1

Source: Office of Strategic Insights, Northern Virginia Community College.

Notes: The growth rate is the percent change over the previous year.

**Table 12. Graduation Rate: Fall 2014 through Fall 2017
First-Time in College, Full-Time, Program Placed Cohorts**

Cohort	N	Completers	Graduation Rate (%)
Fall 2014	5,815	1,456	25.0
Fall 2015	5,881	1,543	26.2
Fall 2016	5,793	1,548	26.7
Fall 2017	5,505	1,613	29.3

Sources: Office of Strategic Insights, Northern Virginia Community College.

Notes: Graduates includes first-time in college, full-time, program placed students who graduated within 150 percent of normal time to program completion, including summer.

Criteria 6. Transfer

Table 13. Annual Number of Transfers to Four-Year Institutions: 2016-17 through 2019-20

Academic Year	Number of Transfers	Growth Rate (%)
2016-17	10,314	--
2017-18	11,215	8.7
2018-19	12,101	7.9
2019-20	11,714	-3.2

Source: Office of Strategic Insights, 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). The growth rate is calculated as the percent change over the previous year.

**Table 14. Transfer-Out Rate: Fall 2014 through Fall 2017
First-Time in College, Full-Time, Program Placed Cohorts**

Cohort	N	Transfers	Transfer-Out Rate (%)
Fall 2014	5,815	948	16.3
Fall 2015	5,881	919	15.6
Fall 2016	5,793	994	17.2
Fall 2017	5,505	804	14.6

Sources: Office of Strategic Insights, Northern Virginia Community College.

Notes: Transfers includes 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.

Criteria 7. Job Placement

Table 15. Job Placement Rate of NOVA Graduates: 2016-17 through 2019-20

Academic Year	N	Employed	
		#	%
2016-17	6,669	4,412	66.2
2017-18	6,347	4,208	66.3
2018-19	6,747	4,389	65.1
2019-20	6,954	4,093	58.9

Sources: Office of Strategic Insights, Northern Virginia Community College; and Virginia Employment Commission (VEC).

Notes: Data include students who were employed in the Commonwealth of Virginia within one year of graduation from NOVA.

Data exclude military personnel, federal civilian employees, and self-employed individuals.

Criteria 8. Licensing Exams

Table 16. National and State Licensing Examination Pass Rate of NOVA Graduates by Program: 2017 through 2020

NOVA Program	2017		2018		2019		2020	
	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)	Exam Takers	Pass Rate (%)
Dental Assisting	11	100.0	7	100.0	7	100.0	2	100.0
Dental Hygiene	37	94.6	31	93.5	39	84.6	27	100
Diagnostic Medical Sonography	12	100.0	17	100.0	15	100.0	0	0.0
EMT – Basic	107	92.0	111	81.0	79	82.0	67	75.3
Medical Laboratory Technician	16	94.0	9	100.0	13	100.0	5	100.0
Nursing	156	88.5	145	87.0	127	86.0	72	77.0
Occupational Therapy Assistant	16	100.0	17	100.0	15	100.0	2	100.0
Paramedic	29	86.0	25	88.0	24	83.0	28	73.7
Physical Therapist Assistant	26	100.0	34	100.0	27	96.3	29	96.7
Radiography	31	87.0	33	94.0	32	84.0	25	89.3
Respiratory Therapy	17	100.0	15	100.0	13	92.0	14	93.3
Veterinary Technology	46	75.9	58	86.2	38	68.4	27	81.8

Source: Office of Strategic Insights, 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 they graduated from NOVA. Data may include more than one exam attempt or students retaking the exam. Diagnostic Medical Sonography-no testing in 2020 due to COVID.

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, 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 OBJECTIVES⁴

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**. These strategic goals are grounded in our college's commitment to equity, excellence, empathy, evidence, and economic and social mobility (NOVA's 5Es).

GOAL 1: Every Student Succeeds

- **Objective 1:** Adopt a college-wide approach to advising
- **Objective 2:** Achieve equity in student outcomes

GOAL 2: Every Program Achieves

- **Objective 3:** Establish comprehensive, fully-integrated, Informed Pathways (high school to NOVA to four-year college/university) for every program
- **Objective 4:** Sustain and, where needed, establish effective, equity-minded NOVA collegewide processes, protocols, policies, and accountabilities for services and programs
- **Objective 5:** Align NOVA's culture, structure, and talent management/development with its access and equity mission and commitment to inclusive excellence
- **Objective 6:** Stabilize, grow, and sustain resources required to support mission and innovation

GOAL 3: Every Community Prospers

- **Objective 7:** Elevate and empower NOVA as the region's leading workforce provider across all essential and high demand industry sectors

⁴ Strategic Plan Objectives were revised in Fall 2020.

NOVA

**Northern Virginia
Community College**

703-323-3000 | www.nvcc.edu