

NOVA's Key Performance Indicators (KPIs)



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Office of Institutional Effectiveness and Student Success Initiatives

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NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES

The purpose of the Office of Institutional Effectiveness and Student Success Initiatives 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 Initiatives must be cited as the source.

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Student Success Metrics at NOVA

Introduction

The following are nine metrics that will be used to track student success at NOVA. Section 1 describes the metrics and Section 2 gives baseline data for the metrics.

Section 1: List of Student Success Metrics

A. Mobility Index

1. **Economic Mobility:** The number and percentage of students in a Fall cohort who have completed 31 hours or more, who within six years of enrollment have completed a bachelor's degree or earned another NOVA credential (A.A.S., Certificate, Career Studies Certificate, or Workforce Credentials Certificate), and who live in the D.C. region earning above the lower middle class threshold (67 percent of median income for a family of four or \$62,506).

B. Overall Success

2. **Completion of Bachelor's Degree Within Six Years:** Number and percent of transfer degree students who complete a bachelor's degree within 6 years of enrollment.
3. **Completion of Associate Degree or Certificate Within Three Years:** Number and percent of non-transfer degree students who complete an Associate Degree, Certificate, Career Studies Certificate, or Workforce Credential Certification within 3 years of enrollment.

C. Progress

4. **College (Gateway) Level Math and English Composition:** Percentage of degree students (other than certificate) completing a college (gateway) level math and English composition within first year of enrollment.
5. **Completing Nine or More Core Credits:** Percentage of degree students completing at least 9 semester credits (3 core courses) in the student's field of study in the first academic year.
6. **Fall-to-Spring Retention:** Percentage of degree students (other than Career Studies Certificate) persisting in enrollment from Fall to Spring semester of first year.
7. **Fall-to-Fall Retention:** Percentage of degree students (other than Certificate or Career Studies Certificate) persisting in enrollment from Fall semester of first year to Fall semester of second year.
8. **Transferring With More Than 31 Credit Hours:** Percentage of transfer students successfully transferring with more than 31 credit hours.
9. **Ratio of Average Credits Earned at Graduation to Total Credits Required:** Ratio of average credits earned at graduation to total credits required for graduation by degree program and major.

Section 2. Baseline Data for the Student Success Metrics

A. Mobility Index

1. Economic Mobility

The number and percentage of students in a Fall cohort who have completed 31 hours or more, who within six years of enrollment have completed a bachelor's degree or earned another NOVA credential (A.A.S., Certificate, Career Studies Certificate, or Workforce Credentials Certificate), and who live in the D.C. region earning above the lower middle class threshold (67 percent of median income for a family of four or \$62,506).

[Data for this metric will be available at a later time]

B. Overall Success

2. Completion of Bachelor's Degree Within Six Years

Tables 1 through 6 present six-year bachelor's degree graduation rates for students placed in transfer degree programs at NOVA for the Fall 2010 first-time in college (FTIC) cohort.

- **Transfer degree programs include Associate of Arts (A.A.) and Associate of Science (A.S.).**
 - Seventeen percent of transfer degree-placed students at NOVA obtained a bachelor's degree within six years of their initial NOVA enrollment.
 - Nineteen percent of students placed in an A.A. program earned a bachelor's degree within six years compared to 16 percent of students placed in an A.S. program.

Table 1. Transfer Degree-Placed Students Who Completed a Bachelor's Degree Within Six Years of Initial Enrollment at NOVA: Fall 2010 FTIC Cohort

Program	Transfer Degree-Placed Students in the Fall 2010 FTIC Cohort (#)	Graduated Within 6 Years With a Bachelor's Degree	
		#	%
A.S.	3,596	584	16.2%
A.A.	907	175	19.3%
Total	4,503	759	16.9%

Note: "Transfer degree-placed students" refers to students enrolled in Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs at NOVA.

- The Manassas Campus had the highest percentage of transfer degree-placed students who obtained a bachelor’s degree within six years of initial NOVA enrollment (21 percent), while the Medical Education Campus had the lowest (9 percent).

Table 2. Transfer Degree-Placed Students Who Completed a Bachelor’s Degree Within Six Years of Initial Enrollment at NOVA by Campus: Fall 2010 FTIC Cohort

Campus	Transfer Degree-Placed Students in the Fall 2010 FTIC Cohort (#)	Graduated Within 6 Years With a Bachelor’s Degree	
		#	%
Alexandria	796	85	10.7%
Annandale	1,362	272	20.0%
Loudoun	687	116	16.9%
Manassas	709	146	20.6%
Medical Education	129	12	9.3%
Woodbridge	820	128	15.6%
College-Wide	4,503	759	16.9%

Note: “Transfer degree-placed students” refers to students enrolled in Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs at NOVA.

- Female transfer degree-placed students earned a bachelor’s degree within six years at a higher rate (20 percent) than male students (14 percent).

Table 3. Transfer Degree-Placed Students Who Completed a Bachelor’s Degree Within Six Years of Initial Enrollment at NOVA by Gender: Fall 2010 FTIC Cohort

Gender	Transfer Degree-Placed Students in the Fall 2010 FTIC Cohort (#)	Graduated Within 6 Years With a Bachelor’s Degree	
		#	%
Male	2,179	304	14.0%
Female	2,324	455	19.6%
Total	4,503	759	16.9%

Note: “Transfer degree-placed students” refers to students enrolled in Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs at NOVA.

- The percentage of students who graduated with a bachelor’s degree within six years of initial NOVA enrollment was highest for Asian students (26 percent), compared to the corresponding rates of 18 percent of White students, 14 percent of Hispanic students, and 10 percent of Black students (see Table 4, next page).

Table 4. Transfer Degree-Placed Students Who Completed a Bachelor's Degree Within Six Years of Initial Enrollment at NOVA by Race/Ethnicity: Fall 2010 FTIC Cohort

Race/Ethnicity	Transfer Degree-Placed Students in the Fall 2010 FTIC Cohort (#)	Graduated Within 6 Years With a Bachelor's Degree	
		#	%
White	1,684	307	18.2%
Black	776	81	10.4%
Asian	658	170	25.8%
Hispanic	993	136	13.7%
Other	392	65	16.6%
Total	4,503	759	16.9%

Note: "Transfer degree-placed students" refers to students enrolled in Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs at NOVA.

- Eighteen percent of transfer degree-placed students ages 24 and under graduated with a bachelor's degree within six years of initial NOVA enrollment, as compared to 5 percent of students ages 25 to 44 and 2 percent of students ages 45 and over.

Table 5. Transfer Degree-Placed Students Who Completed a Bachelor's Degree Within Six Years of Initial Enrollment at NOVA by Age: Fall 2010 FTIC Cohort

Age	Transfer Degree-Placed Students in the Fall 2010 FTIC Cohort (#)	Graduated Within 6 Years With a Bachelor's Degree	
		#	%
24 & Under	4,063	739	18.2%
25 to 44	399	19	4.8%
45 & Over	41	1	2.4%
Total	4,503	759	16.9%

Note: "Transfer degree-placed students" refers to students enrolled in Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs at NOVA.

- Twenty-two percent of full-time transfer degree-placed students graduated with a bachelor's degree within six years, compared to 7 percent of part-time students.

Table 6. Transfer Degree-Placed Students Who Completed a Bachelor's Degree Within Six Years of Initial Enrollment at NOVA by Enrollment Status: Fall 2010 FTIC Cohort

Enrollment Status	Transfer Degree-Placed Students in the Fall 2010 FTIC Cohort (#)	Graduated Within 6 Years With a Bachelor's Degree	
		#	%
Full-Time	3,018	659	21.8%
Part-Time	1,485	100	6.7%
Total	4,503	759	16.9%

Note: "Transfer degree-placed students" refers to students enrolled in Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs at NOVA.

3. Completion of Associate Degree or Certificate Within Three years

Tables 7 through 12 present three-year NOVA graduation rates of students placed in non-transfer degree programs for the Fall 2013 FTIC cohort. NOVA awards granted within three years include Associate degrees, Certificates, or Career Studies Certificates.

- **Non-transfer degree programs include Applied Associate of Arts (A.A.A.), Applied Associate of Science (A.A.S.), Certificate, or Career Studies Certificate (CSC) programs.**
 - Thirteen percent of non-transfer degree-placed students graduated from NOVA within three years.
 - Of the students placed in an A.A.S. program at NOVA, 14 percent graduated from NOVA within three years, compared to 3 percent of A.A.A. students and 10 percent of students placed in a Certificate or CSC program.

Table 7. Non-Transfer Degree-Placed Students Who Graduated Within Three Years from NOVA: Fall 2013 FTIC Cohort

Program	Non-Transfer Degree-Placed Students in the Fall 2013 FTIC Cohort (#)	Graduated Within 3 Years	
		#	%
A.A.S.	1,045	146	14.0%
A.A.A.	39	1	2.6%
Certificate/CSC	282	29	10.3%
Total	1,366	176	12.9%

Note: "Non-transfer degree-placed students" refers to students enrolled in Applied Associate of Arts (A.A.A.), Applied Associate of Science (A.A.S.), Certificate, or Career Studies Certificate programs at NOVA.

- The three-year graduation rates of non-transfer degree-placed students were highest at the Alexandria and Annandale Campuses (both 14 percent) and lowest at Woodbridge (11 percent).

Table 8. Non-Transfer Degree-Placed Students Who Graduated Within Three Years from NOVA by Campus: Fall 2013 FTIC Cohort

Campus	Non-Transfer Degree-Placed Students in the Fall 2013 FTIC Cohort (#)	Graduated Within 3 Years	
		#	%
Alexandria	314	44	14.0%
Annandale	370	51	13.8%
Loudoun	217	26	12.0%
Manassas	234	29	12.4%
Medical Education	6	1	16.7%
Woodbridge	225	25	11.1%
College-Wide	1,366	176	12.9%

Note: "Non-transfer degree-placed students" refers to students enrolled in Applied Associate of Arts (A.A.A.), Applied Associate of Science (A.A.S.), Certificate, or Career Studies Certificate programs at NOVA.

- Fourteen percent of female non-transfer degree-placed students graduated in three years from NOVA compared to 12 percent of male students.

Table 9. Non-Transfer Degree-Placed Students Who Graduated Within Three Years from NOVA by Gender: Fall 2013 FTIC Cohort

Gender	Non-Transfer Degree-Placed Students in the Fall 2013 FTIC Cohort (#)	Graduated Within 3 Years	
		#	%
Male	815	100	12.3%
Female	551	76	13.8%
Total	1,366	176	12.9%

Note: "Non-transfer degree-placed students" refers to students enrolled in Applied Associate of Arts (A.A.A.), Applied Associate of Science (A.A.S.), Certificate, or Career Studies Certificate programs at NOVA.

- Sixteen percent of Asian students placed in non-transfer degree programs graduated from NOVA within three years compared to 15 percent of Hispanic students, 14 percent of White students, and 10 percent of Black students.

Table 10. Non-Transfer Degree-Placed Students Who Graduated Within Three Years from NOVA by Race/Ethnicity: Fall 2013 FTIC Cohort

Race/Ethnicity	Non-Transfer Degree-Placed Students in the Fall 2013 FTIC Cohort (#)	Graduated Within 3 Years	
		#	%
White	506	71	14.0%
Black	282	27	9.6%
Asian	160	25	15.6%
Hispanic	323	47	14.6%
Other	95	6	6.3%
Total	1,366	176	12.9%

Note: "Non-transfer degree-placed students" refers to students enrolled in Applied Associate of Arts (A.A.A.), Applied Associate of Science (A.A.S.), Certificate, or Career Studies Certificate programs at NOVA.

- Thirteen percent of non-transfer degree-placed students ages 24 and under graduated in three years compared to 11 percent of students ages 25 to 44 and 14 percent of students ages 45 and over.

Table 11. Non-Transfer Degree-Placed Students Who Graduated Within Three Years from NOVA by Age: Fall 2013 FTIC Cohort

Age	Non-Transfer Degree-Placed Students in the Fall 2013 FTIC Cohort (#)	Graduated Within 3 Years	
		#	%
24 & Under	1,047	139	13.3%
25 to 44	255	28	11.0%
45 & Over	64	9	14.1%
Total	1,366	176	12.9%

Note: "Non-transfer degree-placed students" refers to students enrolled in Applied Associate of Arts (A.A.A.), Applied Associate of Science (A.A.S.), Certificate, or Career Studies Certificate programs at NOVA.

- Non-transfer degree-placed students enrolled full-time graduated in three years from NOVA at a rate 12 percentage points higher than that of part-time students (19 percent compared to 7 percent).

Table 12. Non-Transfer Degree-Placed Students Who Graduated Within Three Years from NOVA by Enrollment Status: Fall 2013 FTIC Cohort

Enrollment Status	Non-Transfer Degree Students in the Fall 2013 FTIC Cohort (#)	Graduated Within 3 Years	
		#	%
Full-Time	686	129	18.8%
Part-Time	680	47	6.9%
Total	1,366	176	12.9%

Note: "Non-transfer degree-placed students" refers to students enrolled in Applied Associate of Arts (A.A.A.), Applied Associate of Science (A.A.S.), Certificate, or Career Studies Certificate programs at NOVA.

C. Progress

4. College (Gateway) Level Math and English Composition

Tables 13 through 30 show the number and percentage of students in degree programs (other than Certificate programs) who successfully completed a college-level (gateway) English and/or math course with a grade of C or better within their first year at NOVA.

- **Gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I). The gateway English course is English 111 (College Composition I).**

a. Gateway Math Completion

- Overall, 20 percent of students placed in associate degree programs successfully completed a gateway math course with a grade of C or better in their first year.
- The Manassas Campus had the highest gateway math completion rate (23 percent), while the Medical Education Campus had the lowest (11 percent).

Table 13. Gateway Math Completion of Associate Degree-Placed Students within First Year: Fall 2015 FTIC Cohort

Campus	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math in First Year	
		#	%
AL	1,256	198	15.8%
AN	2,267	478	21.1%
LO	1,316	248	18.8%
MA	1,278	292	22.8%
ME	94	10	10.6%
WO	1,383	260	18.8%
Total	7,594	1,486	19.6%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Female students placed in associate degree programs completed a gateway math course at a rate of 20 percent compared to 19 percent of male students.

Table 14. Gateway Math Completion of Associate Degree-Placed Students within First Year by Gender: Fall 2015 FTIC Cohort

Gender	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math in First Year	
		#	%
Male	4,124	780	18.9%
Female	3,470	706	20.3%
Total	7,594	1,486	19.6%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Black students placed in associate degree programs had the lowest gateway math completion rates (14 percent), up to 10 percentage points lower than that of any other racial/ethnic group.

Table 15. Gateway Math Completion of Associate Degree-Placed Students within First Year by Race/Ethnicity: Fall 2015 FTIC Cohort

Race/Ethnicity	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math in First Year	
		#	%
White	2,412	517	21.4%
Black	1,332	187	14.0%
Asian	1,148	277	24.1%
Hispanic	2,115	400	18.9%
Other	587	105	17.9%
Total	7,594	1,486	19.6%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Students ages 24 and under comprised the majority of the cohort, and 21 percent of these students completed gateway math in their first year, compared to 5 percent of students ages 25 to 44 and 3 percent of students ages 45 and over.

Table 16. Gateway Math Completion of Associate Degree-Placed Students within First Year by Age: Fall 2015 FTIC Cohort

Age	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math in First Year	
		#	%
24 & Under	6,990	1,456	20.8%
25 to 44	536	28	5.2%
45 & Over	68	2	2.9%
Total	7,594	1,486	19.6%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Gateway math completion rates were 13 percentage points higher for full-time students (24 percent) than part-time students (11 percent).

Table 17. Gateway Math Completion of Associate Degree-Placed Students within First Year by Enrollment Status: Fall 2015 FTIC Cohort

Enrollment Status	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math in First Year	
		#	%
Full-Time	4,827	1,174	24.3%
Part-Time	2,767	312	11.3%
Total	7,594	1,486	19.6%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Students in A.A. degree programs had the highest gateway math completion rates (24 percent), while those in A.A.S. programs had the lowest (13 percent).

Table 18. Gateway Math Completion of Associate Degree Placed Students within First Year by Program Placement: Fall 2015 FTIC Cohort

Program Placement	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math in First Year	
		#	%
A.A.	857	209	24.4%
A.S.	5,863	1,162	19.8%
A.A.A.	36	7	19.4%
A.A.S.	838	108	12.9%
Total	7,594	1,486	19.6%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

b. Gateway English Completion

- Overall, 60 percent of students placed in associate degree programs successfully completed the gateway English course with a grade of C or better within their first year.
- The Annandale Campus had the highest gateway English completion rate (64 percent), while the Alexandria Campus had the lowest (46 percent).

Table 19. Gateway English Completion of Associate Degree-Placed Students within First Year: Fall 2015 FTIC Cohort

Campus	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway English in First Year	
		#	%
AL	1,256	577	45.9%
AN	2,267	1,457	64.3%
LO	1,316	804	61.1%
MA	1,278	785	61.4%
ME	94	46	48.9%
WO	1,383	854	61.7%
Total	7,594	4,253	59.6%

Notes: The gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Gateway English completion rates were nearly 8 percentage points higher for female students (64 percent) than male students (56 percent).

Table 20. Gateway English Completion of Associate Degree-Placed Students within First Year by Gender: Fall 2015 FTIC Cohort

Gender	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway English in First Year	
		#	%
Male	4,124	2,312	56.1%
Female	3,470	2,211	63.7%
Total	7,594	4,523	59.6%

Notes: The gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Black students had the lowest gateway English completion rates at 49 percent. Black students' rates were up to 15 percentage points lower than that of any other racial/ethnic group.

Table 21. Gateway English Completion of Associate Degree-Placed Students within First Year by Race/Ethnicity: Fall 2015 FTIC Cohort

Race/Ethnicity	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway English in First Year	
		#	%
White	2,412	1,505	62.4%
Black	1,332	650	48.8%
Asian	1,148	734	63.9%
Hispanic	2,115	1,279	60.5%
Other	587	355	60.5%
Total	7,594	4,523	59.6%

Notes: The gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Students ages 24 and under comprised the majority of the cohort, and 62 percent of these students completed gateway English in their first year, compared to 30 percent of students ages 25 to 44 and 18 percent of students ages 45 and over.

Table 22. Gateway English Completion of Associate Degree-Placed Students within First Year by Age: Fall 2015 FTIC Cohort

Age	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway English in First Year	
		#	%
24 & Under	6,990	4,352	62.3%
25 to 44	536	159	29.7%
45 & Over	68	12	17.6%
Total	7,594	4,523	59.6%

Notes: The gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Gateway English completion rates were 24 percentage points higher for full-time students (68 percent) than part-time students (44 percent).

Table 23. Gateway English Completion of Associate Degree-Placed Students within First Year by Enrollment Status: Fall 2015 FTIC Cohort

Enrollment Status	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway English in First Year	
		#	%
Full-Time	4,827	3,304	68.4%
Part-Time	2,767	1,219	44.1%
Total	7,594	4,523	59.6%

Notes: The gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Students in both A.A. and A.S. degree programs had a gateway English completion rate of 62 percent. Students in A.A.S. programs had the lowest completion rate, 39 percent.

Table 24. Gateway English Completion of Associate Degree Placed Students within First Year by Program Placement: Fall 2015 FTIC Cohort

Program Placement	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway English in First Year	
		#	%
A.A.	857	533	62.2%
A.S.	5,863	3,648	62.2%
A.A.A.	36	18	50.0%
A.A.S.	838	324	38.7%
Total	7,594	4,523	59.6%

Notes: The gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

c. Gateway Math and English Completion

- Overall, 17 percent of students placed in associate degree programs successfully completed a gateway math course and the gateway English course with grades of C or better within their first year.
- The Annandale and Manassas Campuses had the highest completion rates for gateway math and English (both 19 percent), while the Medical Education Campus had the lowest (10 percent).

Table 25. Gateway Math and English Completion of Associate Degree-Placed Students within First Year: Fall 2015 FTIC Cohort

Campus	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math and English in First Year	
		#	%
AL	1,256	166	13.2%
AN	2,267	421	18.6%
LO	1,316	220	16.7%
MA	1,278	245	19.2%
ME	94	9	9.6%
WO	1,383	223	16.1%
Total	7,594	1,284	16.9%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I), and the gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Female students placed in associate degree programs were more likely to complete both gateway courses than male students, with 18 percent of female students completing both courses in their first year, compared to 16 percent of male students.

Table 26. Gateway Math and English Completion of Associate Degree-Placed Students within First Year by Gender: Fall 2015 FTIC Cohort

Gender	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math and English in First Year	
		#	%
Male	4,124	649	15.7%
Female	3,470	635	18.3%
Total	7,594	1,284	16.9%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I), and the gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Asian students placed in associate degree programs had the highest completion rate for gateway math and English (20 percent), while Black students had the lowest (12 percent).

Table 27. Gateway Math and English Completion of Associate Degree-Placed Students within First Year by Race/Ethnicity: Fall 2015 FTIC Cohort

Race/Ethnicity	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math and English in First Year	
		#	%
White	2,412	456	18.9%
Black	1,332	160	12.0%
Asian	1,148	228	19.9%
Hispanic	2,115	357	16.9%
Other	587	83	14.1%
Total	7,594	1,284	16.9%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I), and the gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- In the largest age group (24 and under), 18 percent of students completed both gateway math and gateway English.

Table 28. Gateway Math and English Completion of Associate Degree-Placed Students within First Year by Age: Fall 2015 FTIC Cohort

Age	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math and English in First Year	
		#	%
24 & Under	6,990	1,264	18.1%
25 to 44	536	19	3.5%
45 & Over	68	1	1.5%
Total	7,594	1,284	16.9%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I), and the gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- The percentage of students who completed both gateway courses was 13 percentage points higher for full-time students than part-time students (22 percent compared to 9 percent).

Table 29. Gateway Math and English Completion of Associate Degree-Placed Students within First Year by Enrollment Status: Fall 2015 FTIC Cohort

Enrollment Status	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math and English in First Year	
		#	%
Full-Time	4,827	1,042	21.6%
Part-Time	2,767	242	8.7%
Total	7,594	1,284	16.9%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I), and the gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

- Students in A.A. degree programs had the highest completion rates for both gateway courses (21 percent), while those in A.A.S. programs had the lowest (10 percent).

Table 30. Gateway Math and English Completion of Associate Degree-Placed Students within First Year by Program Placement: Fall 2015 FTIC Cohort

Program Placement	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed Gateway Math and English in First Year	
		#	%
A.A.	857	180	21.0%
A.S.	5,863	1,011	17.2%
A.A.A.	36	6	16.7%
A.A.S.	838	87	10.4%
Total	7,594	1,284	16.9%

Notes: The gateway math courses are Math 151 (Math for the Liberal Arts I) or Math 163 (Pre-Calculus I), and the gateway English course is English 111 (College Composition I). "Associate Degree-Placed Students" refers to students enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.).

5. Completing Nine or More Core Credits

Tables 31 and 35 show the percentage of students in A.S. degree programs who completed 9 or more core credits (at least 3 courses) in their field of study within their first year at NOVA.

- Overall, 32 percent of students enrolled in A.S. programs completed 9 or more core credits in their field of study within their first year at NOVA.
- The Annandale Campus had the highest percentage of A.S. students who completed 9 or more credits in their field of study (36 percent), while the Medical Education Campus had the lowest (7 percent).

Table 31. Core Credits Completed by Students in A.S. Programs within First Year by Campus: Fall 2015 FTIC Cohort

Campus	A.S. Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed 9 or More Credits in First Year	
		#	%
AL	929	221	23.8%
AN	1,796	643	35.8%
LO	1,036	358	34.6%
MA	930	307	33.0%
ME	91	6	6.6%
WO	1,081	361	33.4%
Total	5,863	1,896	32.3%

- Male students enrolled in A.S. programs were more likely to complete at least 9 credits in their field of study compared to female students (34 percent versus 30 percent).

Table 32. Core Credits Completed by Students in A.S. Programs within First Year by Gender: Fall 2015 FTIC Cohort

Gender	A.S. Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed 9 or More Credits in First Year	
		#	%
Male	3,213	1,104	34.4%
Female	2,650	792	29.9%
Total	5,863	1,896	32.3%

- Disaggregated by race/ethnicity, Asian students enrolled in A.S. programs had the highest percentage who completed at least 9 credits in their field of study (39 percent), while Black students had the lowest (24 percent).

Table 33. Core Credits Completed by Students in A.S. Programs within First Year by Race/Ethnicity: Fall 2015 FTIC Cohort

Race/Ethnicity	A.S. Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed 9 or More Credits in First Year	
		#	%
White	2,537	852	33.6%
Black	1,059	254	24.0%
Asian	1,041	410	39.4%
Hispanic	1,133	345	30.5%
Other	93	35	37.6%
Total	5,863	1,896	32.3%

- For the largest age group of students enrolled in A.S. programs, students ages 24 and under, 34 percent completed 9 or more core credits in their first year, compared to 12 percent of students ages 25 to 44 and 8 percent of students ages 45 and over (see Table 34, next page).

**Table 34. Core Credits Completed by Students in A.S. Programs within First Year by Age:
Fall 2015 FTIC Cohort**

Age	A.S. Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed 9 or More Credits in First Year	
		#	%
24 & Under	5,463	1,849	33.8%
25 to 44	362	44	12.2%
45 & Over	38	3	7.9%
Total	5,863	1,896	32.3%

- Students enrolled in A.S. programs who attended full-time were more likely than part-time students to complete at least 9 credits in their field of study (42 percent of full-time compared to 15 percent of part-time students).

Table 35. Core Credits Completed by Students in A.S. Programs within First Year by Enrollment Status: Fall 2015 FTIC Cohort

Enrollment Status	A.S. Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Completed 9 or More Credits in First Year	
		#	%
Full-Time	3,859	1,601	41.5%
Part-Time	2,004	295	14.7%
Total	5,863	1,896	32.3%

6. Fall-to-Spring Retention

Tables 36 through 41 present the Fall-to-Spring retention rates of the Fall 2015 FTIC cohort who were enrolled in a degree (A.A., A.S., A.A.A., or A.A.S.) or certificate program (“program placed”).

- Eighty-two percent of program placed students from the Fall 2015 FTIC cohort returned to NOVA in Spring 2016.
- Annandale had the highest Fall-to-Spring retention rate (86 percent) and the Medical Education campus had the lowest (69 percent).

**Table 36. Fall-to-Spring Retention of Program Placed Students by Campus:
Fall 2015 FTIC Cohort**

Campus	Program Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Spring 2016	
		#	%
Alexandria	1,262	1,019	80.7%
Annandale	2,279	1,956	85.8%
Loudoun	1,320	1,055	79.9%
Manassas	1,289	1,041	80.8%
Medical Education	94	65	69.1%
Woodbridge	1,390	1,126	81.0%
College-Wide	7,634	6,262	82.0%

Note: “Program Placed Students” refers to students who were enrolled in a degree (A.A./A.S./A.A.A./A.A.S.) or certificate program, and excludes CSC programs.

- Female students enrolled in associate degree or certificate programs had higher Fall-to-Spring retention rates (84 percent) than male students (80 percent).

**Table 37. Fall-to-Spring Retention of Program Placed Students by Gender:
Fall 2015 FTIC Cohort**

Gender	Program Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Spring 2016	
		#	%
Male	4,149	3,336	80.4%
Female	3,485	2,926	84.0%
College-Wide	7,634	6,262	82.0%

Note: "Program Placed Students" refers to students who were enrolled in a degree (A.A./A.S./A.A.A./A.A.S.) or certificate program, and excludes CSC programs.

- Asian students enrolled in associate degree or certificate programs had the highest Fall-to-Spring retention rate (91 percent) and Black students had the lowest (79 percent).

**Table 38. Fall-to-Spring Retention of Program Placed Students by Race/Ethnicity:
Fall 2015 FTIC Cohort**

Race/Ethnicity	Program Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Spring 2016	
		#	%
White	2,426	1,946	80.2%
Black/African American	1,344	1,058	78.7%
Hispanic/Latino	2,125	1,725	81.2%
Asian	1,148	1,044	90.9%
Other	591	489	82.7%
College-Wide	7,634	6,262	82.0%

Note: "Program Placed Students" refers to students who were enrolled in a degree (A.A./A.S./A.A.A./A.A.S.) or certificate program, and excludes CSC programs.

- Students ages 24 and under who were enrolled in associate degree or certificate programs had higher Fall-to-Spring retention rates (83 percent) than students ages 25 to 44 (72 percent) and students ages 45 and over (68 percent).

**Table 39. Fall-to-Spring Retention of Program Placed Students by Age:
Fall 2015 FTIC Cohort**

Age	Program Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Spring 2016	
		#	%
24 & Under	6,993	5,807	83.0%
25 to 44	564	403	71.5%
45 & Over	77	52	67.5%
College-Wide	7,634	6,262	82.0%

Note: "Program Placed Students" refers to students who were enrolled in a degree (A.A./A.S./A.A.A./A.A.S.) or certificate program, and excludes CSC programs.

- Students enrolled in associate degree or certificate programs who were enrolled full-time had higher Fall-to-Spring retention rates (89 percent) than those enrolled part-time (70 percent).

Table 40. Fall-to-Spring Retention of Program Placed Students by Enrollment Status: Fall 2015 FTIC Cohort

Enrollment Status	Program Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Spring 2016	
		#	%
Full-Time	4,840	4,316	89.2%
Part-Time	2,794	1,946	69.6%
College-Wide	7,634	6,262	82.0%

Note: "Program Placed Students" refers to students who were enrolled in a degree (A.A./A.S./A.A.A./A.A.S.) or certificate program, and excludes CSC programs.

- Students enrolled in an A.S. program had the highest Fall-to-Spring retention rate (83 percent), whereas students enrolled in an A.A.S. program had the lowest Fall-to-Spring retention rate (74 percent).

Table 41. Fall-to-Spring Retention of Program Placed Students by Program Placement: Fall 2015 FTIC Cohort

Program Placement	Program Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Spring 2016	
		#	%
A.A.	857	705	82.3%
A.S.	5,863	4,874	83.1%
A.A.A.	36	28	77.8%
A.A.S.	838	622	74.2%
Certificate	40	33	82.5%
College-Wide	7,634	6,262	82.0%

Note: "Program Placed Students" refers to students who were enrolled in a degree (A.A./A.S./A.A.A./A.A.S.) or certificate program, and excludes CSC programs.

7. Fall-to-Fall Retention

Tables 42 through 47 present the Fall-to-Fall retention rates of the Fall 2015 FTIC cohort who were enrolled in an associate degree program (A.A., A.S., A.A.A., or A.A.S).

- Sixty-three percent of associate degree students from the Fall 2015 FTIC cohort returned to NOVA in Fall 2016 (see Table 42, next page).
- Annandale had the highest Fall-to-Fall retention rate of students enrolled in associate degree programs (70 percent) and the Medical Education campus had the lowest (52 percent) (see Table 42 next page).

**Table 42. Fall-to-Fall Retention of Associate Degree-Placed Students by Campus:
Fall 2015 FTIC Cohort**

Campus	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Fall 2016	
		#	%
Alexandria	1,256	710	56.5%
Annandale	2,267	1,587	70.0%
Loudoun	1,316	828	62.9%
Manassas	1,278	804	62.9%
Medical Education	94	49	52.1%
Woodbridge	1,383	826	59.7%
College-Wide	7,594	4,804	63.3%

Note: "Associate Degree-Placed Students" refers to students who were enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.) and excludes certificate and CSC programs.

- Female students enrolled in associate degree programs had a slightly higher Fall-to-Fall retention rate (65 percent) than male students (62 percent).

**Table 43. Fall-to-Fall Retention of Associate Degree-Placed Students by Gender:
Fall 2015 FTIC Cohort**

Gender	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Fall 2016	
		#	%
Male	4,124	2,562	62.1%
Female	3,470	2,242	64.6%
College-Wide	7,594	4,804	63.3%

Note: "Associate Degree-Placed Students" refers to students who were enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.) and excludes certificate and CSC programs.

- Asian students enrolled in associate degree programs had the highest Fall-to-Fall retention rate (77 percent) and Black students had the lowest (55 percent).

**Table 44. Fall-to-Fall Retention of Associate Degree-Placed Students by Race/Ethnicity:
Fall 2015 FTIC Cohort**

Race/Ethnicity	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Fall 2016	
		#	%
White	3,414	2,103	61.6%
Black	1,376	752	54.7%
Asian	1,245	954	76.6%
Hispanic	1,424	916	64.3%
Other	135	79	58.5%
College-Wide	7,594	4,804	63.3%

Note: "Associate Degree-Placed Students" refers to students who were enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.) and excludes certificate and CSC programs.

- Students ages 24 and under who were enrolled in associate degree programs had a higher Fall-to-Fall retention rate (65 percent) than students ages 25 to 44 (44 percent) and students ages 45 and over (39 percent).

**Table 45. Fall-to-Fall Retention of Associate Degree-Placed Students by Age:
Fall 2015 FTIC Cohort**

Age	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Fall 2016	
		#	%
24 & Under	6,967	4,531	65.0%
25 to 44	556	245	44.1%
45 & Over	71	28	39.4%
College-Wide	7,594	4,804	63.3%

Note: "Associate Degree-Placed Students" refers to students who were enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.) and excludes certificate and CSC programs.

- Students enrolled in associate degree programs who were enrolled full-time had a higher Fall-to-Fall retention rate (73 percent) than those enrolled part-time (47 percent).

**Table 46. Fall-to-Fall Retention of Associate Degree-Placed Students
by Enrollment Status: Fall 2015 FTIC Cohort**

Enrollment Status	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Fall 2016	
		#	%
Full-Time	4,827	3,500	72.5%
Part-Time	2,767	1,304	47.1%
College-Wide	7,594	4,804	63.3%

Note: "Associate Degree-Placed Students" refers to students who were enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.) and excludes certificate and CSC programs.

- Students enrolled in an A.S. degree program had the highest Fall-to-Fall retention rate (66 percent), whereas students enrolled in an A.A.A. degree program had the lowest retention rate (47 percent).

**Table 47. Fall-to-Fall Retention of Associate Degree-Placed Students
by Program Placement: Fall 2015 FTIC Cohort**

Program Placement	Associate Degree-Placed Students in the Fall 2015 FTIC Cohort (#)	Returned in Fall 2016	
		#	%
A.A.	857	530	61.8%
A.S.	5,863	3,849	65.6%
A.A.A.	36	17	47.2%
A.A.S.	838	408	48.7%
College-Wide	7,594	4,804	63.3%

Note: "Associate Degree-Placed Students" refers to students who were enrolled in an associate degree program (A.A./A.S./A.A.A./A.A.S.) and excludes certificate and CSC programs.

8. Transferring With More Than 31 Credit Hours

Tables 48 through 53 present data on students who transferred to four-year institutions with more than 31 credit hours. The data includes only students placed in A.A. or A.S. degree programs at NOVA who were first-time in college students in Fall 2013 and who transferred to a four-year institution within three years of their initial enrollment at NOVA.

- Of the students placed in an A.A. program who transferred, 69 percent transferred with more than 31 credits after three years at NOVA.
- Of the students placed in an A.S. program who transferred, 76 percent transferred with more than 31 credits after three years at NOVA.

Table 48. Students in A.A. or A.S. Programs at NOVA Who Transferred with More than 31 Credit Hours: Fall 2013 FTIC Cohort

Program	Transfers in the Fall 2013 FTIC Cohort (#)	First Year		Second Year		Third Year		Total Within 3 Years	
		#	%	#	%	#	%	#	%
A.A.	218	0	0.0%	17	7.8%	133	61.0%	150	68.8%
A.S.	1,191	3	0.3%	95	8.0%	810	68.0%	908	76.2%
Total	1,409	3	0.2%	112	7.9%	943	66.9%	1,058	75.1%

Note: Transfer may be at any point during the indicated year (first, second, or third year at NOVA). Cohort includes students in A.A. or A.S. programs at NOVA who transferred.

- Of the Annandale students placed in an A.A. or A.S. program who transferred, 78 percent transferred with more than 31 credits within three years of initial enrollment at NOVA; this was the highest.

Table 49. Students in A.A. or A.S. Programs at NOVA Who Transferred within Three Years with More than 31 Credit Hours by Campus: Fall 2013 FTIC Cohort

Campus	Transfers in the Fall 2013 FTIC Cohort (#)	Transferred within Three Years with More than 31 Credits	
		#	%
Alexandria	185	131	70.8%
Annandale	495	384	77.6%
Loudoun	247	190	76.9%
Manassas	243	188	77.4%
Medical Education	13	6	46.2%
Woodbridge	226	159	70.4%
Total	1,409	1,058	75.1%

Note: Cohort includes students in A.A. or A.S. programs at NOVA who transferred.

- Female students placed in an A.A. or A.S. program who transferred within three years, transferred with more than 31 credits at a rate that was nearly 3 percentage points higher than their male counterparts (76 percent compared to 73 percent) (see Table 50, next page).

Table 50. Students in A.A. or A.S. Programs at NOVA Who Transferred with Three Years with More than 31 Credit Hours by Gender: Fall 2013 FTIC Cohort

Gender	Transfers in the Fall 2013 FTIC Cohort (#)	Transferred within Three Years with More than 31 Credits	
		#	%
Male	633	463	73.1%
Female	776	595	75.7%
Total	1,409	1058	75.1%

Note: Cohort includes students in A.A. or A.S. programs at NOVA who transferred.

- Asian students in the cohort had the highest percentage of students who transferred with more than 31 credit hours (90 percent of transfers), while Black students had the lowest (58 percent).

Table 51. Students in A.A. or A.S. Programs at NOVA Who Transferred with Three Years with More than 31 Credit Hours by Race/Ethnicity: Fall 2013 FTIC Cohort

Race/Ethnicity	Transfers in the Fall 2013 FTIC Cohort (#)	Transferred within Three Years with More than 31 Credits	
		#	%
White	512	357	69.7%
Black	212	123	58.0%
Asian	301	271	90.0%
Hispanic	282	226	80.1%
Other	102	81	79.4%
Total	1,409	1,058	75.1%

Note: Cohort includes students in A.A. or A.S. programs at NOVA who transferred.

- Students ages 24 and under made up the largest age group in the cohort, and 76 percent of transfers in this age group did so with more than 31 credits, compared to 58 percent of students ages 25 to 44.

Table 52. Students in A.A. or A.S. Programs at NOVA Who Transferred with Three Years with More than 31 Credit Hours by Age: Fall 2013 FTIC Cohort

Age	Transfers in the Fall 2013 FTIC Cohort (#)	Transferred within Three Years with More than 31 Credits	
		#	%
24 & Under	1,376	1,043	75.8%
25 to 44	32	14	58.3%
45 & Over	1	1	100.0%
Total	1,409	1,058	75.1%

Note: Cohort includes students in A.A. or A.S. programs at NOVA who transferred.

- The percentage of full-time students who transferred and did so with more than 31 credits was 28 percentage points higher than that of part-time students (80 percent compared to 52 percent).

Table 53. Students in A.A. or A.S. Programs at NOVA Who Transferred with Three Years with More than 31 Credit Hours by Enrollment Status: Fall 2013 FTIC Cohort

Enrollment Status	Transfers in the Fall 2013 FTIC Cohort (#)	Transferred within Three Years with More than 31 Credits	
		#	%
Full-Time	1,172	936	79.9%
Part-Time	237	122	51.5%
Total	1,409	1,058	75.1%

Note: Cohort includes students in A.A. or A.S. programs at NOVA who transferred.

9. Ratio of Average Credits Earned at Graduation to Total Credits Required

Table 54 provides the ratio of average credits earned at graduation to total credits required for graduation.

- Graduates from A.A.S. programs generally had a higher ratio of excess credits than graduates from A.A. or A.S. programs.
- The General Studies A.S. program had the highest number of graduates. On average, 11 extra credits were earned by these graduates.
- The Business Administration A.S. program had the second highest number of graduates. On average, 10 extra credits were earned by these graduates.
- The Nursing A.A.S. program had the highest number of graduates among A.A.S. programs. On average, 31 extra credits were earned by these graduates.

Table 54. Ratio of Average Credits Earned to Total Credits Required for Graduation: 2015-16

Curriculum	Major	2015-16			
		Number of Graduates	Total Credits Required for Graduation	Average Credits at Graduation	Ratio of Avg. Credits Earned to Total Credits Required
Award = A.A.					
529	Fine Arts	31	60	79	1.32
555	Music	11	60	76	1.27
648	Liberal Arts	406	60	74	1.23
Award = A.S.					
246	Computer Science	169	60	78	1.30
831	Engineering	176	67-68	86	1.28
880	Science	371	60-64	80	1.33
340	Information Technology	373	62	75	1.21
699	General Studies	1,565	60	71	1.18
882	Social Sciences	638	61	72	1.18
213	Business Administration	1,015	61-65	71	1.16

Curriculum	Major	2015-16			
		Number of Graduates	Total Credits Required for Graduation	Average Credits at Graduation	Ratio of Avg. Credits Earned to Total Credits Required
Award = A.A.A.					
559	Music	5	65	105	1.62
530	Fine Arts	11	65-67	72	1.11
Award = A.A.S					
427	Fire Science Technology	3	67	128	1.91
109	Diagnostic Medical Sonography	13	68	103	1.51
146	Emergency Medical Services	22	67	100	1.49
901	Architecture Technology	10	67-68	99	1.48
156	Nursing	156	69	100	1.45
152	Health Information Management	13	72	101	1.40
172	Radiography	43	70	99	1.41
640	American Sign Language	5	65-66	92	1.42
511	Communication Design	34	67-68	93	1.39
181	Respiratory Therapy	9	71	94	1.32
345	Cybersecurity	24	66	88	1.33
151	Medical Laboratory Technology	17	69	91	1.32
126	Occupational Therapy Assistant	11	70	92	1.31
968	Engineering Technology	9	67-68	88	1.31
904	Air Conditioning & Refrigeration	21	67	86	1.28
248	Contract Management	3	69	87	1.26
118	Dental Hygiene	34	72	89	1.24
299	Information Systems Technology	54	67	84	1.25
180	Physical Therapist Assistant	29	69	86	1.25
212	Business Management	36	69	85	1.23
775	Hospitality Management	24	65	81	1.25
203	Accounting	38	66	80	1.21
400	Administration of Justice	74	66	80	1.21
636	Early Childhood Development	60	67-68	82	1.22
251	Marketing	12	66	80	1.21
335	Horticulture Technology	7	67-68	80	1.19
909	Automotive Technology	43	67-68	79	1.18
917	Construction Management Tech.	4	68	77	1.13
260	Paralegal Studies	41	65	74	1.14
502	Photography And Media	12	65-66	75	1.15
249	Travel & Tourism	1	65	74	1.14
188	Veterinary Technology	52	68	77	1.13
149	Biotechnology	10	65-67	75	1.15
520	Interior Design	17	65-66	69	1.06
Total		5,712	--	76	--

NOVA Mission and Strategic Goals

Mission

With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Strategic Goals

- I. **STUDENT SUCCESS** – Northern Virginia Community College will move into the top tier of community colleges with respect to the college readiness, developmental course completion, retention, graduation, transfer, and career placement of its students.
- II. **ACCESS** – Northern Virginia Community College will increase the number and diversity of students being served to mirror the population growth of the region.
- III. **TEACHING AND LEARNING** – Northern Virginia Community College will focus on student success by creating an environment of world-class teaching and learning.
- IV. **EXCELLENCE** – Northern Virginia Community College will develop ten focal points of excellence in its educational programs and services that will be benchmarked to the best in the nation and strategic to building the College's overall reputation for quality.
- V. **LEADERSHIP** – Northern Virginia Community College will serve as a catalyst and a leader in developing educational and economic opportunities for all Northern Virginians and in maintaining the quality of life and economic competitiveness of the region.
- VI. **PARTNERSHIPS** – Northern Virginia Community College will develop strategic partnerships to create gateways of opportunity and an integrated educational system for Northern Virginians who are pursuing the American Dream.
- VII. **RESOURCES** – Northern Virginia Community College will increase its annual funding by \$100 million and expand its physical facilities by more than one million square feet in new and renovated space. This includes the establishment of two additional campuses at epicenters of the region's population growth, as well as additional education and training facilities in or near established population centers.
- VIII. **EMERGENCY PREPAREDNESS AND CONTINUITY OF OPERATIONS** – Northern Virginia Community College will be recognized as a leader among institutions of higher education in Virginia for its development and testing of emergency response and continuity of operation plans.

NOVA

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