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 U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics must be cited as the source.
Introduction

This report presents data from the Integrated Postsecondary Education Data System (IPEDS)\(^1\) on selected indicators related to student access and success including enrollment, retention, and graduation rates. Data for Northern Virginia Community College (NOVA) are compared with those of a group of comparison institutions. The characteristics used to select comparison institutions include public, two-year, degree-granting institutions with similar enrollment. A complete listing of the comparison institutions is shown on page 2.

IPEDS publishes this benchmark report annually so that institutions can identify and review institutional trends and determine how their indicators compare to those of other institutions with similar characteristics. The data in this report were provided by institutions to IPEDS during the 2014-15 survey year\(^2\).

\(^{1}\) IPEDS is a division of the U.S. Department of Education, National Center for Education Statistics.

\(^{2}\) Each year, IPEDS surveys most postsecondary institutions and collects data on a variety of areas including institutional characteristics, completions, enrollment, human resources, finance, student financial aid, and graduation rates.
COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution’s statistics. If your institution did not define a custom comparison group for this report by July 17, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter/) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Northern Virginia Community College includes the following 14 institutions:

- Austin Community College District (Austin, TX)
- Central Piedmont Community College (Charlotte, NC)
- City College of San Francisco (San Francisco, CA)
- Community College of Allegheny County (Pittsburgh, PA)
- Community College of Denver (Denver, CO)
- Cuyahoga Community College District (Cleveland, OH)
- Houston Community College (Houston, TX)
- Lone Star College System (The Woodlands, TX)
- Miami Dade College (Miami, FL)
- Montgomery College (Rockville, MD)
- Pima Community College (Tucson, AZ)
- Portland Community College (Portland, OR)
- Tidewater Community College (Norfolk, VA)
- Valencia College (Orlando, FL)

The figures in this report have been organized and ordered into the following topic areas:

1) Admissions (only for non-open-admissions schools),
2) Student Enrollment,
3) Awards,
4) Charges and Net Price,
5) Student Financial Aid,
6) Military Benefits*,
7) Retention and Graduation Rates,
8) Finance,
9) Staff, and
10) Libraries*.

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2014

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.


Figure 2. Unduplicated 12-month headcount (2013-14), total FTE enrollment (2013-14), and full- and part-time fall enrollment (Fall 2014)

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.


Figure 3. Number of subbaccalaureate degrees and certificates awarded, by level: 2013-14

NOTE: N is the number of institutions in the comparison group.

Comparison Group Median (N=14)

Other loans

2011-12

2012-13

grants (N=11)

2012-13

grants (N=12)

2013-14

grants (N=14)

2014-15

loans (N=14)

State/local

Other loans

Any loans

Federal

loans

Any grants

aid

Federal

grants

Pell

grants

State/local

grants

Institutional

grants

Any

loans

Federal

loans

Other loans

Type of aid

Percent of students

0 10 20 30 40 50 60 70 80 90 100

Your institution

Comparison Group Median (N=14)

NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.


Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2011-12 to 2014-15

Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2013-14

Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2011-12 to 2013-14

Northern Virginia Community College

Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received for full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2013-14

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

Figure 8. Percent of all undergraduates receiving aid, by type of aid: 2013-14

Type of aid

<table>
<thead>
<tr>
<th></th>
<th>Your institution</th>
<th>Comparison Group Median (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any grant aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal loans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.


Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2013-14

Type of aid

<table>
<thead>
<tr>
<th></th>
<th>Your institution</th>
<th>Comparison Group Median (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any grant aid</td>
<td>$2,923</td>
<td>$3,817</td>
</tr>
<tr>
<td>Pell grants</td>
<td>$3,430</td>
<td>$3,599</td>
</tr>
<tr>
<td>Federal loans</td>
<td>$3,817</td>
<td>$5,231</td>
</tr>
</tbody>
</table>

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.


Figure 10. Graduation rate and transfer-out rate (2011 cohort); graduation rate cohort as a percent of total entering students, and retention rates of first-time students (Fall 2014)

Measure

<table>
<thead>
<tr>
<th></th>
<th>Your institution</th>
<th>Comparison Group Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate, Overall (N=14)</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Transfer-out rate (N=14)</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Graduation rate cohort as a percent of total entering students (N=14)</td>
<td>48</td>
<td>28</td>
</tr>
<tr>
<td>Full-time retention rate (N=12)</td>
<td>57</td>
<td>48</td>
</tr>
<tr>
<td>Part-time retention rate (N=12)</td>
<td>42</td>
<td>48</td>
</tr>
</tbody>
</table>

NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. Retention rates are measured from the fall of first enrollment to the following fall. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

Figure 11. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2011 cohort

Graduation rates by race/ethnicity

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.


Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2010 cohort

NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 13. Percent distribution of core revenues, by source: Fiscal year 2014

Revenue source

NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

### Figure 14. Core expenses per FTE enrollment, by function: Fiscal year 2014

<table>
<thead>
<tr>
<th>Expense function</th>
<th>Your institution</th>
<th>Comparison Group Median (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$4,483</td>
<td>$4,462</td>
</tr>
<tr>
<td>Research</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Public service</td>
<td>$43</td>
<td>$49</td>
</tr>
<tr>
<td>Academic support</td>
<td>$1,241</td>
<td>$1,267</td>
</tr>
<tr>
<td>Institutional support</td>
<td>$1,497</td>
<td>$1,941</td>
</tr>
<tr>
<td>Student services</td>
<td>$915</td>
<td>$1,311</td>
</tr>
<tr>
<td>Other core expenses</td>
<td>$682</td>
<td>$1,326</td>
</tr>
</tbody>
</table>

NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.


### Figure 15. Full-time equivalent staff, by occupational category: Fall 2014

<table>
<thead>
<tr>
<th>Staff category</th>
<th>Your institution</th>
<th>Comparison Group Median (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Teachers and staff</td>
<td>265 268</td>
<td>460</td>
</tr>
<tr>
<td>Instructional support occupations</td>
<td>141 141</td>
<td>43</td>
</tr>
<tr>
<td>Management</td>
<td>86 86</td>
<td>84</td>
</tr>
<tr>
<td>Business and financial operations</td>
<td>35 35</td>
<td>80</td>
</tr>
<tr>
<td>Computer, engineering, and science</td>
<td>83 83</td>
<td>43</td>
</tr>
<tr>
<td>Community service, legal, arts, and media</td>
<td>43 43</td>
<td>80</td>
</tr>
<tr>
<td>Healthcare</td>
<td>515 515</td>
<td>850</td>
</tr>
<tr>
<td>Other</td>
<td>0 0</td>
<td>0</td>
</tr>
</tbody>
</table>

NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.


### Figure 16. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2014-15

<table>
<thead>
<tr>
<th>Academic rank</th>
<th>Your institution</th>
<th>Comparison Group Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ranks (N=14)</td>
<td>$60,369</td>
<td>$61,155</td>
</tr>
<tr>
<td>Professor (N=8)</td>
<td>$70,578</td>
<td>$71,793</td>
</tr>
<tr>
<td>Associate professor (N=8)</td>
<td>$59,679</td>
<td>$64,200</td>
</tr>
<tr>
<td>Assistant professor (N=8)</td>
<td>$55,400</td>
<td>$64,620</td>
</tr>
<tr>
<td>Instructor (N=10)</td>
<td>$58,311</td>
<td>$54,788</td>
</tr>
<tr>
<td>Lecturer (N=2)</td>
<td>$47,151</td>
<td>$50,319</td>
</tr>
<tr>
<td>No academic rank (N=4)</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts. Medians are not reported for comparison groups with less than three values.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2014-15 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to ‘Use the Data’ portal on the IPEDS website (http://nces.ed.gov/ipeds).

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at http://nces.ed.gov/ipeds/reic/resource.asp.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if they are required for admission.

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.
Retention Rates

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary/.
**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.