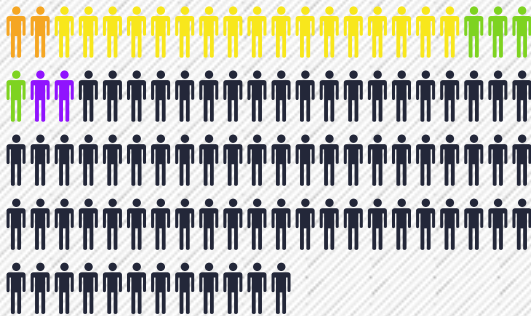


# OPPORTUNITY 2027 DASHBOARD REPORT

Virginia's Community Colleges will achieve equity in access, learning outcomes, and success for students from every race, ethnicity, gender, and socioeconomic group.

## Regional Population Characteristics

### Race/Ethnicity



- American Indian/Alaska Native (0.38%)
- Asian (1.53%)
- Black/African American (17.17%)
- Hispanic of any race (3.57%)
- Native Hawaiian/Oth Pac Island (0.05%)
- Two or More (1.99%) ■ White (75.31%)

**52%**  
Female

**9%**  
Veterans

**55%**  
Poverty/ALICE  
Households

**14%**  
Disabled

Source: EMSI Reports, 2021; UnitedforALICE, 2018

## Central Virginia Community College Characteristics

### Race/Ethnicity



- American Indian/Alaska Native (0.48%)
- Asian (1.89%)
- Black/African American (17.92%)
- Hispanic (3.75%)
- Native Hawaiian/Oth Pac Island (0.06%)
- Non-Resident Alien (0.4%)
- Race and Ethnicity Unknown (2.46%)
- Two or More (4.98%) ■ White (68.07%)

**55%**  
Female

**6%**  
Veterans

**57%**  
Pell Recipients

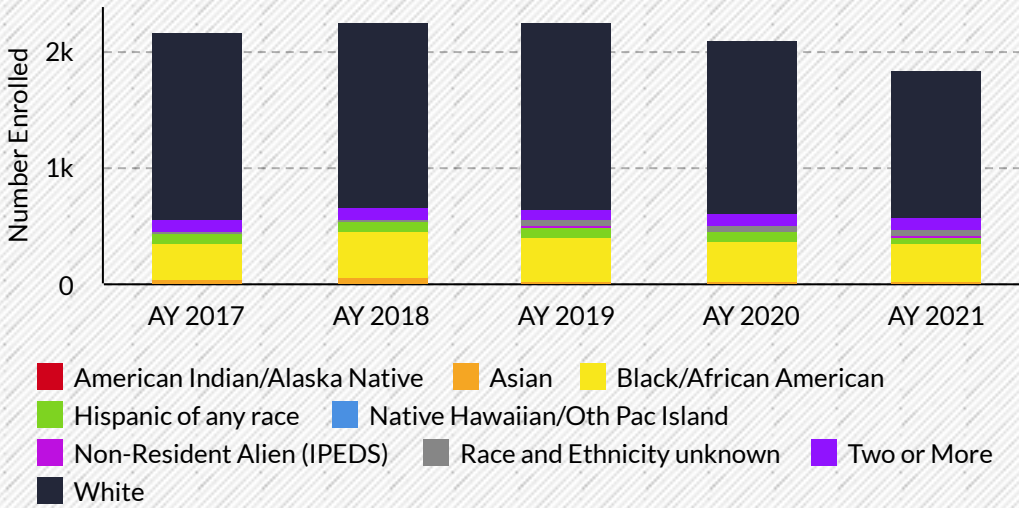
**5%**  
Disabled

Source: VCCS Annual Reports, 2020-2021

# Equity in Access

The college proportionally enrolls students from every racial/ethnic, socioeconomic, or gender group relative to its regional service area.

## Annual Enrollment from Applications

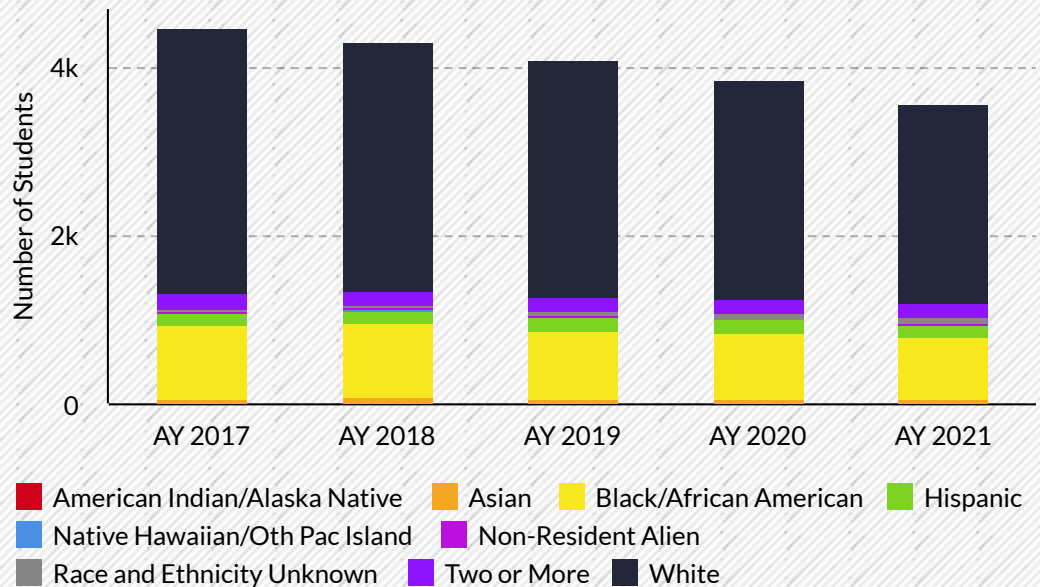


- In 2021, Black students made up just over 18% of total students who applied and subsequently enrolled.
- Hispanic students made up just under 3% of new students and other students of color made up nearly 11%.
- 57% of Fall 2020 FTIC students received Pell Grants.

Source: VCCS Analytics, 2021

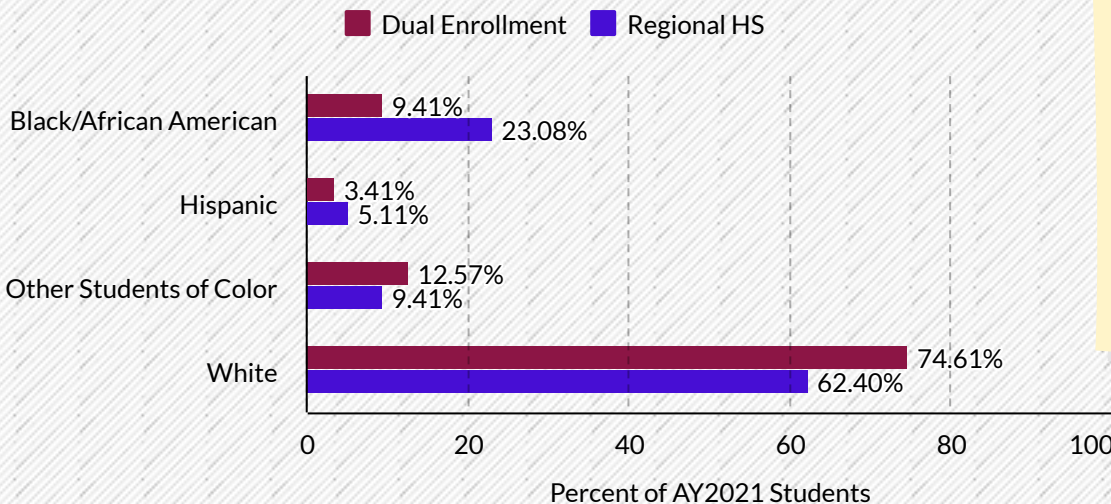
## Annual Regular Headcount

- Since AY 2017, American Indian enrollment has increased by 14%.
- Hispanic student enrollment has remained steady.
- Black student enrollment has decreased by just over 15%.
- Asian students decreased by nearly 18%.
- White students decreased by over 25%.



Source: VCCS Annual Reports, 2017- 2021

## Dual Enrollment Compared to High School



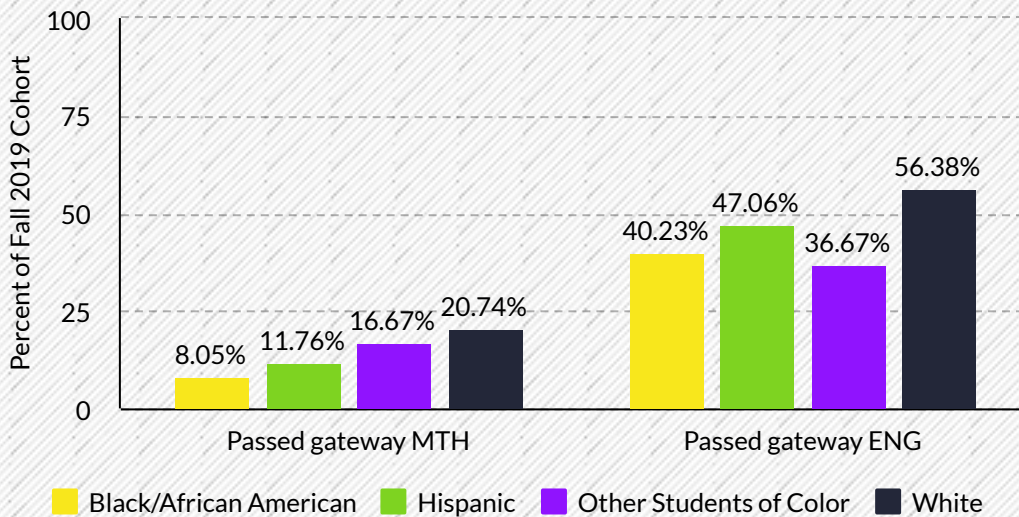
- Black students comprised just over 23% of regional high school students, but only 9.4% of dual enrolled students in AY 2021.
- Just over 3% of dual enrolled students were Hispanic compared to over 5% in regional high schools.

Source: VCCS Annual Reports, 2021; VDOE Fall Membership, 2020.

# Equity in Learning Outcomes

The college ensures that differences in students' academic preparation levels, abilities, and cultural backgrounds do not limit access to high-quality instruction and learning opportunities.

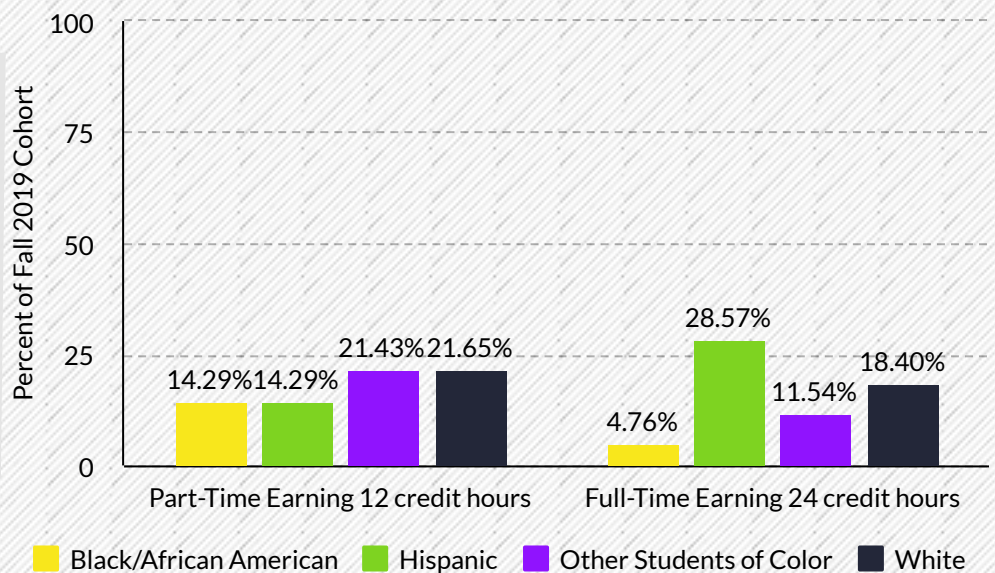
## Passing Gateway Math and English



- 8% of Fall 2019 Cohort Black students passed any gateway math course compared to nearly 12% Hispanic students and 21% of White.
- 40% of Black students passed any gateway English course, compared to 47% of Hispanic, and 56% of White students.
- 11% of Pell and 25% non-Pell students passed gateway math courses..
- 38% of Pell and 48% non-Pell students passed English..

Source: VCCS Annual Reports, 2019-2020




## Credit Hours Earned First Year



- 55% of Fall 2019 FTIC students enrolled full-time during their first semester.
- 18% of full-time White students earned 24 credit hours, compared to 29% of full-time Hispanic students and 5% of Black students..
- 24% of full-time non-Pell students earned 24 credit hours in their first year compared to 10% of Pell students.

Source: VCCS Annual Reports, 2019-2020

## Career Pathways

 <p><b>Other Students of Color</b> Over-represented in Unclassified</p> <p>Under-represented in Health Technologies Business Technologies</p>	 <p><b>Black/African American</b> Over-represented in Business Technologies</p> <p>Under-represented in Health Technologies</p>	 <p><b>Hispanic</b> Over-represented in Engineering &amp; Industrial Technology Health Technology</p>
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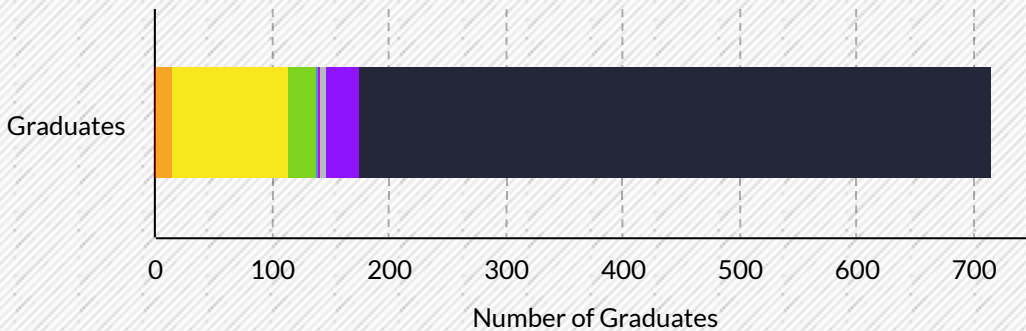
- Nationally, many minority students major in career areas with lower earning potential.
- In Fall 2020, regular minority students were under-represented in Health and Business Technologies and over-represented in unclassified.

Source: VCCS Fall Reports, 2020

# Equity in Success

The college ensures that no race- or gender- based disparities exist in numbers completing, on-time completion rates and transfer rates.

## AY 2020 Graduates



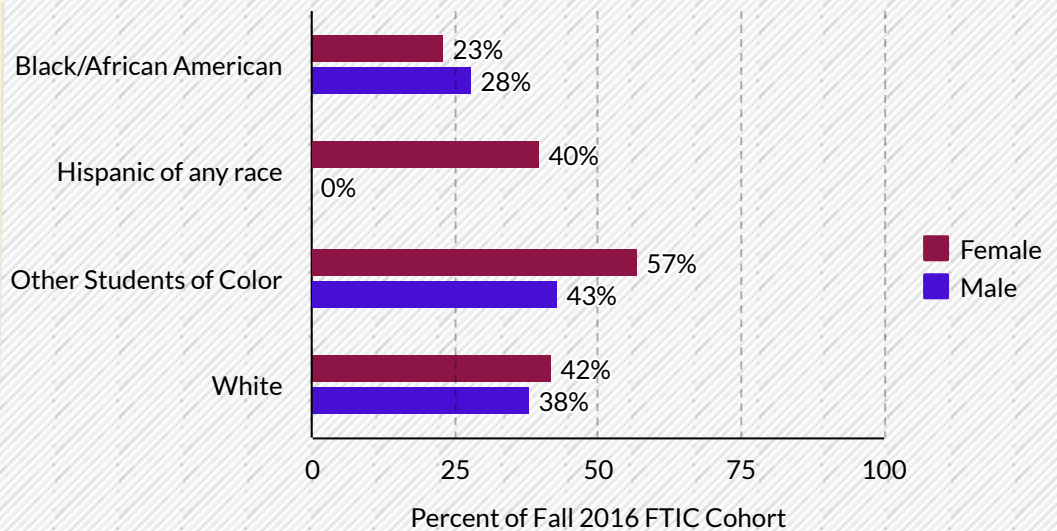
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic of any race
- Native Hawaiian/Oth Pac Island
- Non-Resident Alien (IPEDS)
- Race and Ethnicity unknown
- Two or More
- White

- 25% of graduates in AY 2020 identified as minority compared 30% of all students enrolled that year.
- Black graduates decreased by 23% since AY2016.
- Hispanic graduates decreased by 20%.
- Other graduates of color decreased by 20% over the past 5 years.

Source: VCCS Graduate Reports, 2019-2020

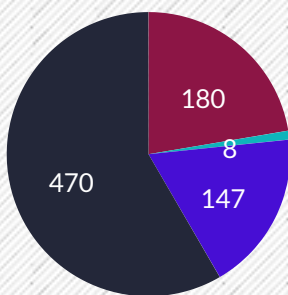
## On-time Graduation Rates (150% of Time)

- 23% of Black first-time, full-time (FTFT) men completed within 3 years of entry compared to 28% Black FTFT women.
- 40% of Hispanic FTFT women completed on-time compared to no Hispanic men.
- 42% of White FTFT women completed on-time compared to 38% of White men.



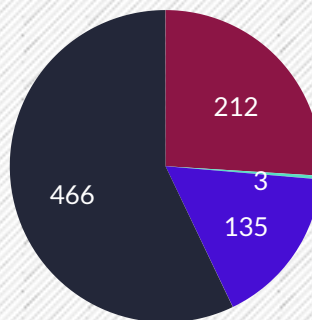
Source: IPEDS Graduation Rate Survey, Fall 2019

## Pell Student Outcomes



- Award at 8 years (22.36%)
- Still enrolled (0.99%)
- Enrolled at another institution (18.26%)
- Status Unknown at 8 years (58.39%)

## Non-Pell Student Outcomes



- Award at 8 years (25.98%)
- Still enrolled (0.37%)
- Enrolled at another institution (16.54%)
- Status Unknown at 8 years (57.11%)

- 50% of students entering in AY 2012 had Pell grants.
- A greater percentage of non-Pell students completed awards at this college within 8 years of entry than Pell students.
- A greater percentage of Pell students subsequently enrolled in other colleges within 8 years of entry than non-Pell students.
- 76% of students entering in AY 2012 did not earn an award at CVCC.

Source: IPEDS Outcomes Measures, Adjusted 2011-12 Cohort

Performance Funding Metric	Performance on Metrics (Rates for Entry/Retention/Progression and Numbers for Completion)					2021 College Funding Model Points	
	Central Virginia			VCCS		College Points	% Total VCCS Points
	2015 (Baseline)	2021 (Year 6)	6 Year Change	2021	College Comparison		
<b>ENTRY</b>							
Mathematics (Developmental)	18.4%	10.8%	-7.5%	16.7%	-5.9%	11.00	2.10%
Mathematics (College Ready)	46.1%	41.3%	-4.9%	45.0%	-3.7%	84.00	2.06%
English (Developmental)	41.4%	35.9%	-5.4%	30.6%	5.3%	11.50	2.70%
English (College Ready)	65.6%	59.9%	-5.7%	66.6%	-6.7%	163.50	2.27%
<b>RETENTION AND PROGRESSION</b>							
Full-time Fall-to-Spring	80.0%	82.4%	2.5%	87.0%	-4.6%	152.50	2.29%
Full-time Fall-to-Fall	59.0%	51.4%	-7.6%	64.0%	-12.6%	95.00	1.94%
Part-time Fall-to-Spring	59.7%	64.6%	4.9%	66.6%	-2.0%	77.50	2.56%
Part-time Fall-to-Fall	38.1%	42.5%	4.4%	45.2%	-2.7%	51.00	2.48%
Progress (12 Credit Hours)	52.8%	52.3%	-0.5%	53.7%	-1.4%	160.50	2.36%
Progress (24 Credit Hours)	45.7%	42.5%	-3.2%	49.7%	-7.2%	130.50	2.08%
<b>COMPLETION</b>							
Awards (Overall)	655	684	29	--	--	893.00	2.84%
Awards (Under-served)	315	358	43	--	--	179.00	2.36%
Transfer (16 Credit Hours)	205	230	25	--	--	230.00	2.31%
Transfer (with Associate Degree)	149	205	56	--	--	102.50	3.50%
Transfer (Graduate from 4-Year)	442	530	88	--	--	265.00	2.73%

**Notes:**

(1) <sub>6</sub>-Year percentage point and count changes for college are based on observed changes relative to the VCCS Performance Funding Metrics between the Baseline (2015) and 2021 VCCS analyses.

(2) College Comparison percentage point differences are based on differences between 2021 college performance on the given VCCS Performance Funding Metric and average performance across all VCCS colleges in 2021.

(3) Performance on the metrics under the categories of Entry and Retention and Progression are reported as rate (percentages), while performance on metrics under the category of Completion are reported as counts (numbers). This difference is due to the nature of the metrics.

(4) For information related to funding, the % of VCCS Points refers to the number of college points on that metrics relative to overall VCCS points. For reference, college presents a proportion of total FTES, and would thus receive that percentage of VCCS points if performing as expected for its size.

(5) See Definitions Tab for details on metric definitions, points, and cohorts.

**Sources:** PFM Baseline Report (January 8, 2016) and PFM Spring 2021 Update (April 2021).

Performance Funding Metric	Metric Definition	Points Earned Per Student	Cohort
<b>ENTRY</b>			
Mathematics (Developmental)	Number of <u>developmental</u> math cohort students who successfully completed a college-level math course within 4 semesters of their first enrollment	0.5	Fall FTIC students enrolled in any associate degree or diploma program in the fall or spring of the same academic year (who took the VPT and did not place out of diagnostic modules 1-5)
Mathematics (College Ready)	Number of <u>college-ready</u> math cohort students who successfully completed a college-level math course within 3 semesters of their first enrollment	0.5	Fall FTIC students enrolled in any associate degree or diploma program in the fall or spring of the same academic year (who placed out of diagnostic modules 1-5 or did not take the VPT)
English (Developmental)	Number of <u>developmental</u> English cohort students who successfully completed a college-level English course within 4 semesters of their first enrollment	0.5	Fall FTIC students enrolled in any associate degree or diploma program in the fall or spring of the same academic year (who took the VPT and placed into ENF 1 or ENF 2)
English (College Ready)	Number of <u>college-ready</u> English cohort students who successfully completed a college-level English course within 3 semesters of their first enrollment	0.5	Fall FTIC students enrolled in any associate degree or diploma program in the fall or spring of the same academic year (who did not take the VPT or took the VPT and placed into ENF 3 or higher)
Performance Funding Metric	Metric Definition	Points Earned Per Student	Cohort
<b>RETENTION AND PROGRESSION</b>			
Full-time Fall-to-Spring	Number of full-time fall cohort students who enrolled in the spring of the same academic year	0.5	Fall full-time (12 or more credits) FTIC students enrolled in any associate degree or diploma program
Full-time Fall-to-Fall	Number of full-time fall cohort students who enrolled in the fall of the next academic year	0.5	Fall full-time (12 or more credits) FTIC students enrolled in any associate degree or diploma program
Part-time Fall-to-Spring	Number of part-time fall cohort students who enrolled in the spring of the same academic year	0.5	Fall part-time (less than 12 credits) FTIC students enrolled in any associate degree or diploma program
Part-time Fall-to-Fall	Number of part-time fall cohort students who enrolled in the fall of the next academic year	0.5	Fall part-time (less than 12 credits) FTIC students enrolled in any associate degree or diploma program
Progress (12 Credit Hours)	Number of the fall cohort students who completed 12 college credits with a cumulative GPA of 2.0 or higher by the end of the spring of the same academic year	0.5	Fall FTIC students enrolled in any associate degree or diploma program
Progress (24 Credit Hours)	Number of fall cohort students who completed 24 college credits with a cumulative GPA of 2.0 or higher by the end of the spring of the next academic year	0.5	Fall FTIC students enrolled in any associate degree or diploma program
<b>COMPLETION</b>			
Awards (Overall)	Number of students who earn one or more awards within a given academic year	1.5 (Associate or Diploma) or 1.0 (Certificate or CSC)	Not Applicable
Awards (Under-served)	Number of students from underserved populations (USP) who earn one or more awards within a given academic year. These students are also included in the Awards number	0.5	Not Applicable
Transfer (16 Credit Hours)	The number of students that transfer with 16 or more credit hours, but no award. This category includes students who complete certificate or career studies certificate	1	Not Applicable
Transfer (with Associate Degree)	The number of students that transfer with 16 or more credit hours and an associate degree or diploma	0.5	Not Applicable
Transfer (Graduate from 4-Year)	The number of students that transfer with 16 or more credits and earn a bachelor's degree within 6 years from initial enrollment with the community college	0.5	Not Applicable