

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.

Virginia Population Characteristics Race/Ethnicity



51%
Female

11%
Veterans

40%
Poverty/ALICE
Households

12%
Disabled

- American Indian/Alaska Native (0.28%)
- Asian (7.05%)
- Black/African American (19.18%)
- Hispanic of any race (10.26%)
- Native Hawaiian/Oth Pac Island (0.09%)
- Two or More (2.78%)
- White (60.37%)

Source: EMSI Reports, 2021; UnitedforALICE, 2018

Virginia Community College System Characteristics Race/Ethnicity



57%
Female

8%
Veterans

42%
Pell Recipients

4%
Disabled

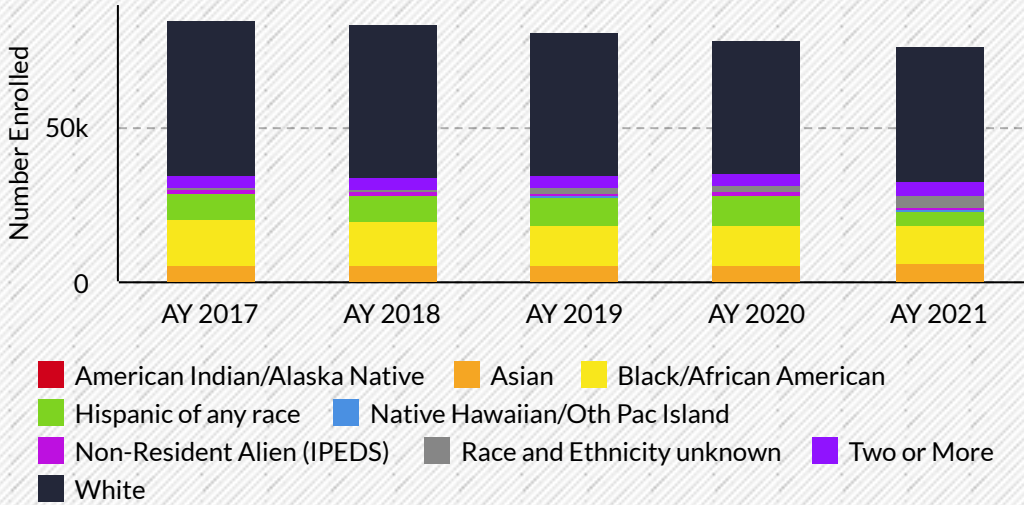
- American Indian/Alaska Native (0.34%)
- Asian (7.98%)
- Black/African American (17.43%)
- Hispanic (11.08%)
- Native Hawaiian/Oth Pac Island (0.25%)
- Non-Resident Alien (1.13%)
- Race and Ethnicity Unknown (3.46%)
- Two or More (5.02%)
- White (53.32%)

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

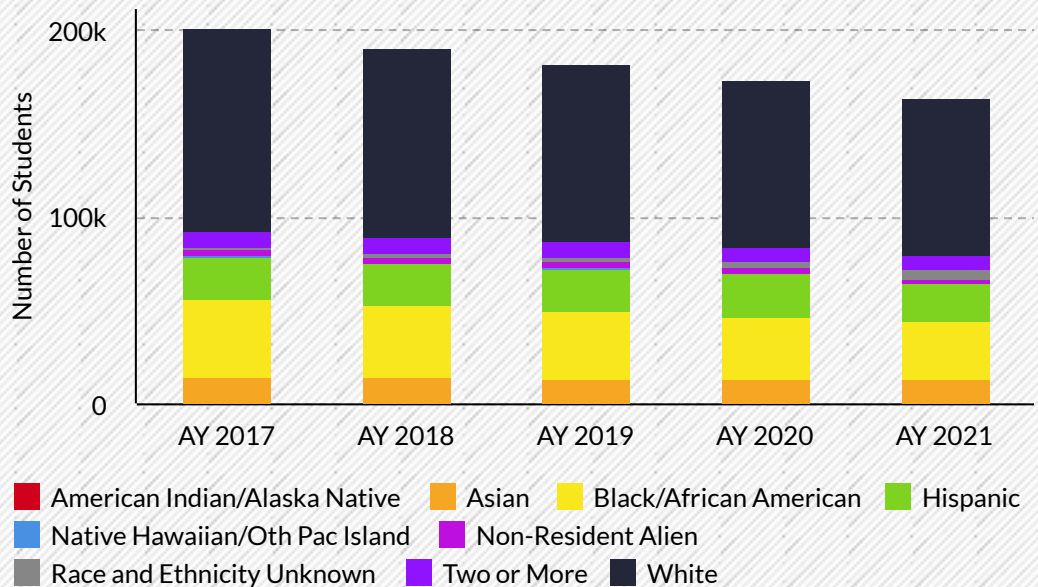


- In 2021, Black students made up 16% of total students who applied and subsequently enrolled.
- Hispanic students made up just over 6% of new students and Asian students made nearly 8%.
- 42% of Fall 2020 FTIC students received Pell Grants.

Source: VCCS Analytics, 2021

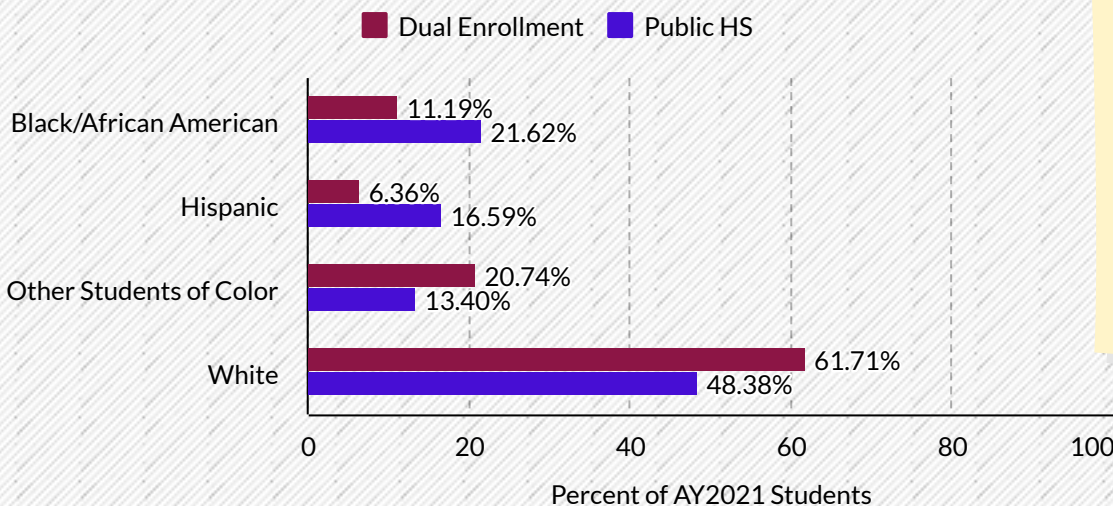
Annual Regular Headcount

- Since AY 2017, Hispanic student enrollment has decreased by nearly 8%.
- Black student enrollment has decreased by just over 25%.
- Asian student enrollment decreased by over 9%.
- White students decreased by nearly 23%.



Source: VCCS Annual Reports, 2017- 2021

Dual Enrollment Compared to High School



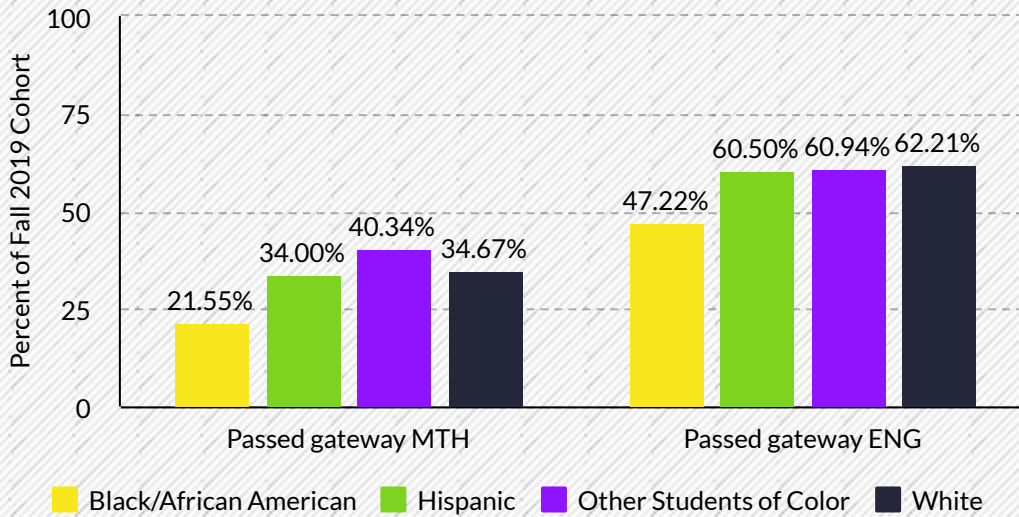
- Black students comprised just under 22% of regional high school students, but only 11% of dual enrolled students.
- in AY 2021, just over 6% of dual enrolled students were Hispanic compared to nearly 17% in regional high schools.
- Asian students comprised 8.5% of dual enrollment and 7.5% of the high school population.

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

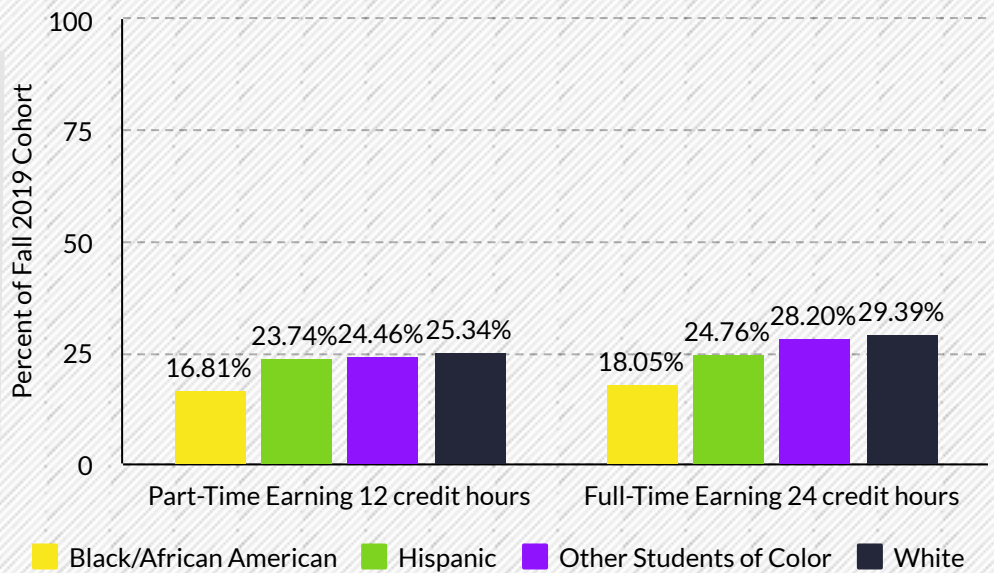


- 22% of Fall 2019 Cohort Black students passed any gateway math course compared to 34% Hispanic students and 35% of White.
- 47% of Black students passed any gateway English course, compared to 61% of Hispanic, and 62% of White students.
- 29% of Pell and 37% non-Pell students passed gateway math courses..
- 56% of Pell and 61% of non-Pell students passed English gateway courses..

Source: VCCS Annual Reports, 2019-2020




Credit Hours Earned First Year

- 58% of Fall 2019 FTIC students enrolled full-time during their first semester.
- 29% of full-time White students earned 24 credit hours, compared to 25% of full-time Hispanic students and 18% of Black students..
- 29% of full-time non-Pell students earned 24 credit hours in their first year compared to 24% of Pell students.



Source: VCCS Annual Reports, 2019-2020

Career Pathways

 Asian Over-represented in Business Technologies Under-represented in Health Technologies, Public Service Technologies	 Black/African American Over-represented in Business Technologies Under-represented in Public Service Technologies	 Hispanic Under-represented in Health Technologies
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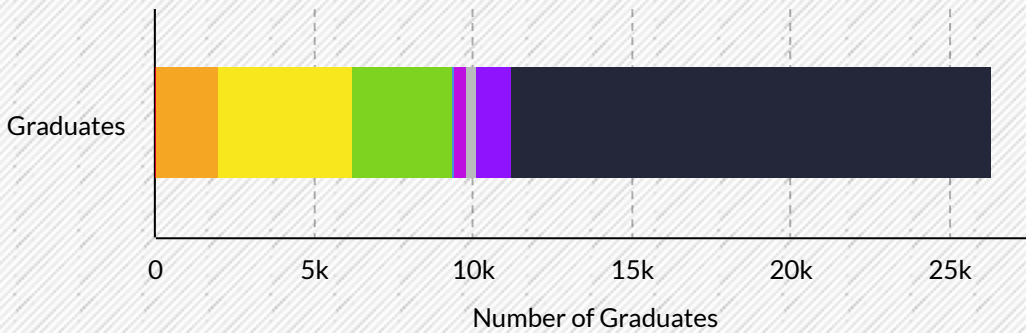
- Nationally, many minority students major in career areas with lower earning potential.
- In Fall 2020, higher percentages of Hispanic and Asian students enrolled in college transfer, but smaller percentages enrolled in health.
- Black and Asian students were under-represented in public service majors but over-represented in Business Technologies.

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



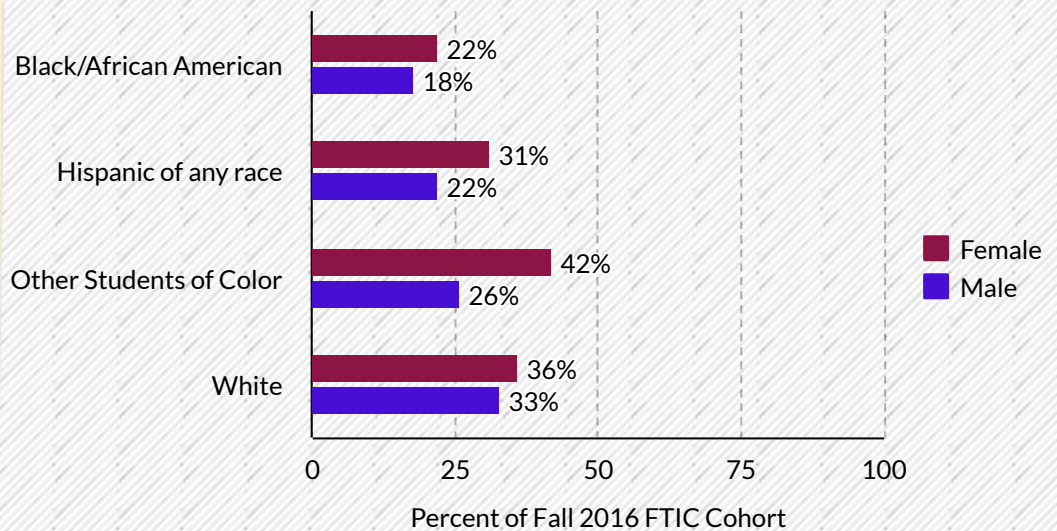
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic of any race
- Native Hawaiian/Oth Pac Island
- Non-Resident Alien (IPEDS)
- Race and Ethnicity unknown
- Two or More
- White

- 43% of graduates in AY 2020 identified as minority compared 46% of all students enrolled that year.
- Black graduates decreased by 13% since AY2016.
- Asian graduates increased by 15% since AY2016..
- Hispanic graduates increased by 20%.
- White graduates decreased by 13% over the past 5 years.

Source: VCCS Graduate Reports, 2019-2020

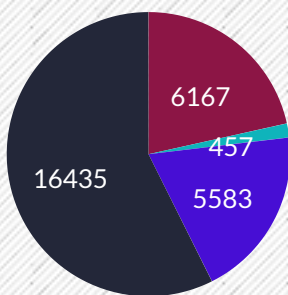
On-time Graduation Rates (150% of Time)

- 22% of Black Fall 2016 first-time, full-time (FTFT) women completed within 3 years of entry compared to 18% Black FTFT men.
- 31% of Hispanic FTFT women completed on-time compared to 22% Hispanic men.
- 36% of White FTFT women completed on-time compared to 33% of White men.



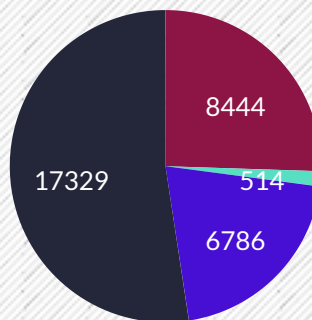
Source: IPEDS Graduation Rate Survey, Fall 2019

Pell Student Outcomes



- Award at 8 years (21.53%)
- Still enrolled (1.6%)
- Enrolled at another institution (19.49%)
- Status Unknown at 8 years (57.38%)

Non-Pell Student Outcomes



- Award at 8 years (25.53%)
- Still enrolled (1.55%)
- Enrolled at another institution (20.52%)
- Status Unknown at 8 years (52.4%)

- 46% 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 non-Pell students subsequently enrolled in other colleges within 8 years of entry than Pell students.
- 76% of students entering in AY 2012 did not earn an award at the VCCS college where they started.

Source: IPEDS Outcomes Measures, Adjusted 2011-12 Cohort