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

- 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%)

- Female (51%)
- Veterans (11%)
- Poverty/ALICE Households (40%)
- Disabled (12%)

Source: EMSI Reports, 2021; UnitedforALICE, 2018

Virginia Community College System Characteristics
Race/Ethnicity

- 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%)

- Female (57%)
- Veterans (8%)
- Pell Recipients (42%)
- Disabled (4%)

Source: VCCS Annual Reports, 2020-2021
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.

### 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%.

### 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.
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.

**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**

- **Black/African American**
  - Passed gateway MTH: 21.55%
  - Passed gateway ENG: 47.22%
- **Hispanic**
  - Passed gateway MTH: 34.00%
  - Passed gateway ENG: 60.50%
- **Other Students of Color**
  - Passed gateway MTH: 34.67%
  - Passed gateway ENG: 60.94%
- **White**
  - Passed gateway MTH: 62.21%
  - Passed gateway ENG: 62.21%

Source: VCCS Annual Reports, 2019-2020

**Credit Hours Earned First Year**

- **Part-Time Earning 12 credit hours**
  - Black/African American: 16.81%
  - Hispanic: 23.74%
  - Other Students of Color: 25.34%
  - White: 25.34%
- **Full-Time Earning 24 credit hours**
  - Black/African American: 24.76%
  - Hispanic: 28.20%
  - Other Students of Color: 29.39%
  - White: 29.39%

Source: VCCS Annual Reports, 2019-2020

**Career Pathways**

- **Asian**
  - Over-represented in Business Technologies
  - Under-represented in Health Technologies

- **Black/African American**
  - Over-represented in Business Technologies

- **Hispanic**
  - Under-represented in Health Technologies

Source: VCCS Fall Reports, 2020

- 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.
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**

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

- **Black/African American**: 22% Female, 18% Male
- **Hispanic of any race**: 31% Female, 22% Male
- **Other Students of Color**: 42% Female, 26% Male
- **White**: 36% Female, 33% Male

### 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%)

- 43% of graduates in AY 2020 identified as minority compared to 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: IPEDS Graduation Rate Survey, Fall 2019

Source: IPEDS Outcomes Measures, Adjusted 2011-12 Cohort