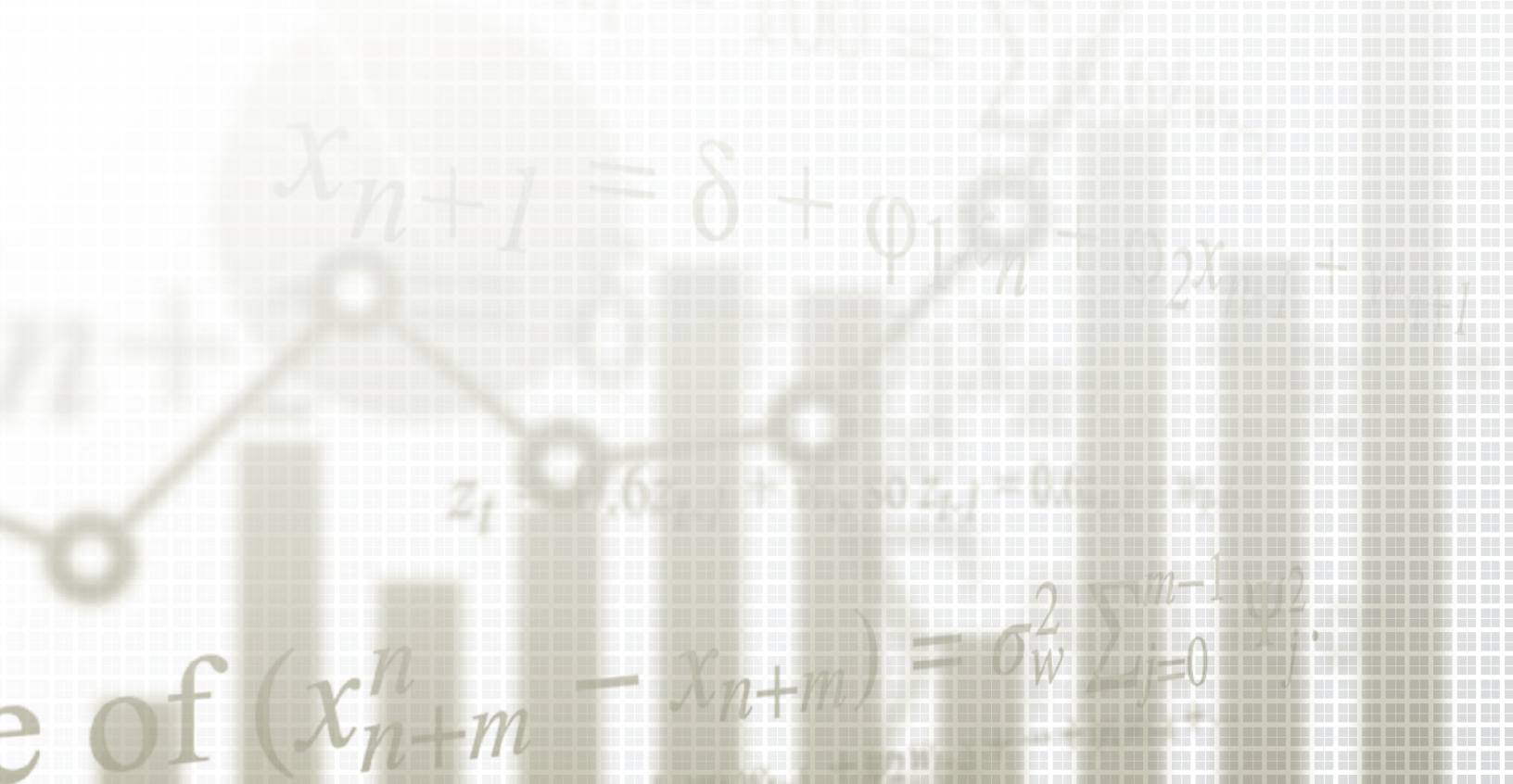


NOVA's Early Momentum and Equity Scorecards: Fall 2016 First-Time in College Cohort – Alexandria Campus



Research Report No. 84-19

Office of Institutional Effectiveness and Student Success

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NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

The purpose of the Office of Institutional Effectiveness and Student Success 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.

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Introduction

The term “achievement gap” refers to “any significant and persistent disparity in academic performance or educational attainment between different groups of students.”¹ As open access institutions, community colleges attract students from a multitude of backgrounds and with varying levels of academic readiness. Many students who enroll at community colleges are from at-risk or historically underrepresented populations. These students face many additional challenges that can directly affect access to and success in college. As a result, community colleges continue to observe alarming achievement gaps among various student subgroups.

A vital aspect of NOVA’s commitment to student success is a commitment to equity and closing achievement gaps. In the 2017-2023 Strategic Plan, *Pathway to the American Dream*, NOVA states a goal to “help every student succeed.” NOVA demonstrates this commitment as a member of the Achieving the Dream (ATD) Network since 2007. ATD is a national initiative created to help community colleges close achievement gaps and improve success rates. NOVA was honored as an Achieving the Dream Leader College in 2010 and as an Achieving the Dream Leader College of Distinction in 2020 for its work in improving equity on campus.

Early Momentum and Student Success

Early academic momentum is a critical predictor of many long-term student success outcomes. Research shows that students who are successful in their first terms of enrollment are more likely to persist and achieve longer-term academic goals, such as graduation or transfer.² Therefore, one way in which colleges can improve student achievement goals is by helping students to gain early academic momentum and succeed in the first terms of college. At community colleges, early momentum can include placement into the appropriate level of courses (developmental if needed), enrolling in enough credits to stay on track toward graduation, and earning a passing grade in gatekeeper courses.

Many student populations have historically lower success rates, such as part-time students, minority students, low-income students, and/or older students. For these groups, gaining early momentum can be even more important to their chances at long-term academic success. A stronger understanding of how various student populations are performing in their first terms of enrollment can help colleges to deliver interventions and support services that help all students stay on track and achieve academic goals.

NOVA’s Commitment to Success and Equity

This report is part of Northern Virginia Community College’s (NOVA) ongoing effort to show how it evaluates and continuously monitors student achievement. While NOVA regularly evaluates eight critical measures of student achievement (see *Report 11-19*), it also recognizes that early academic momentum can be key to achieving these long-term success outcomes, especially for at-risk and historically underrepresented student populations.³ Therefore, NOVA also monitors early momentum metrics—which are student success outcomes from a student’s earliest academic experiences—by select student subgroups. This provides the College with a better understanding of where students are succeeding, as well as where achievement gaps exist in students’ early college experiences.

¹ (2013). *Achievement Gap*. The Glossary of Education Reform.

² Jenkins, D. and Thomas, B. (2017). *Early Momentum Metrics: Why They Matter for College Improvement*. CCRC Research Brief Number 65. Community College Research Center.

³ 2019. Student Achievement Criteria at NOVA. Office of Institutional Research and Student Success.

In This Report: Early Momentum Scorecard – Alexandria Campus

This report is part of a series referred to as NOVA's Early Momentum and Equity Scorecards. These scorecards review early momentum metrics by select student subgroups in order to show whether there are achievement gaps in students' early college experiences.

In particular, this report reviews early momentum metrics for the Fall 2016 first-time in college (FTIC) cohort of NOVA students who first enrolled at the Alexandria Campus.⁴ To show whether achievement gaps exist among certain groups of students, this report disaggregates early momentum metrics by student type, age group, and a combination of race/ethnicity and gender.

Definitions

- **Early Momentum Metrics:** Student success metrics from three critical time points in a student's academic career: the first term, first year, and second year.

Key Findings

- **Early Momentum by Student Type:** At the Alexandria Campus, part-time students and developmental education students struggled the most with gaining momentum.
 - **Part-Time Students:** Compared to all Alexandria Campus students, part-time students on average had lower GPAs, earned fewer credits, completed college-level coursework at lower rates, and were less likely to return to campus the following spring and fall semesters.
 - **Developmental Education Students:** Compared to all Alexandria Campus students, developmental education students had lower GPAs, completed college-level math at lower rates, and earned fewer credits.
- **Early Momentum by Age Group:** At the Alexandria Campus, older students (age 25 and older) had the lowest success rates on early momentum metrics compared to younger age groups. These students had lower GPAs, earned fewer credits, completed college-level coursework at lower rates, and were less likely to be retained to the following spring and fall semesters.
- **Early Momentum by Race/Ethnicity and Gender:** Black/African American males, Black/African American females, Hispanic/Latino males, and Hispanic/Latina females had the lowest success rates on many early momentum metrics. Overall, these students had lower GPAs, completed fewer credits, and completed college-level coursework at lower rates, compared to other groups.

⁴ Data presented in this report includes students who listed Alexandria as their home campus, although they may have enrolled in and completed courses on other campuses.

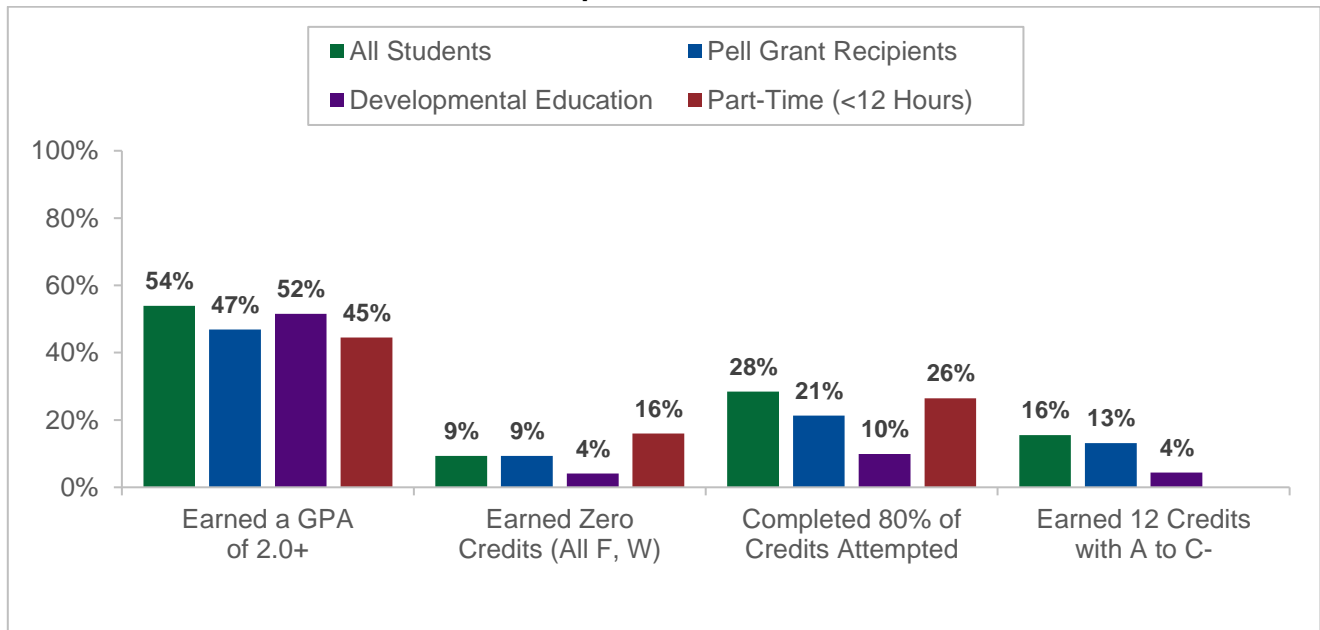
Section I. Early Momentum Metrics by Student Type

This section presents first term, first year, and second year early momentum metrics by select student type. The following student types were included in analyses: developmental education (i.e., students who enrolled in at least one developmental course in the first term); Pell grant recipients (i.e., students who received a Pell grant award); and part-time students (i.e., students who enrolled in fewer than 12 credits during their first term).⁵

First Term (Figure 1)

- At the Alexandria Campus, the percentage of students earning a GPA of 2.0+ in their first semester was lowest among part-time students and Pell grant recipients.
- A substantially higher percentage of part-time students earned zero credits during their first term, compared to other student groups.
- Developmental students also struggled at gaining early momentum: only ten percent completed 80 percent or more of all credits attempted in the first semester and even fewer—4 percent—earned at least 12 credits with a passing grade (A to C-).

**Figure 1. First Term Early Momentum Metrics by Student Type:
Alexandria Campus Fall 2016 FTIC Cohort**

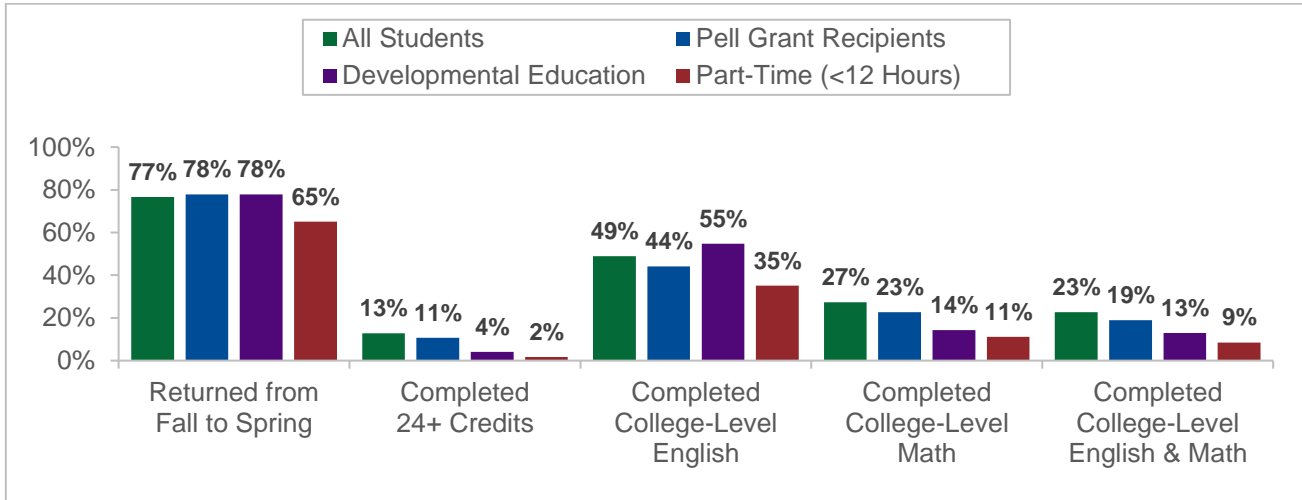


⁵ The three student type groups are not mutually exclusive. A student can be classified into just one category—for example, a part-time student—or in any combination, such as a student who is part-time, developmental, and received a Pell grant. Therefore, for this data, all FTIC students at the Alexandria Campus in Fall 2016 is provided as a reference group.

First Year (Figure 2)

- Overall, part-time students had the lowest success rates in first year early momentum metrics, compared to all FTIC students at the Alexandria Campus.
- Notably, while 77 percent of all Alexandria Campus students re-enrolled for the following Spring semester, only 65 percent of part-time students re-enrolled.

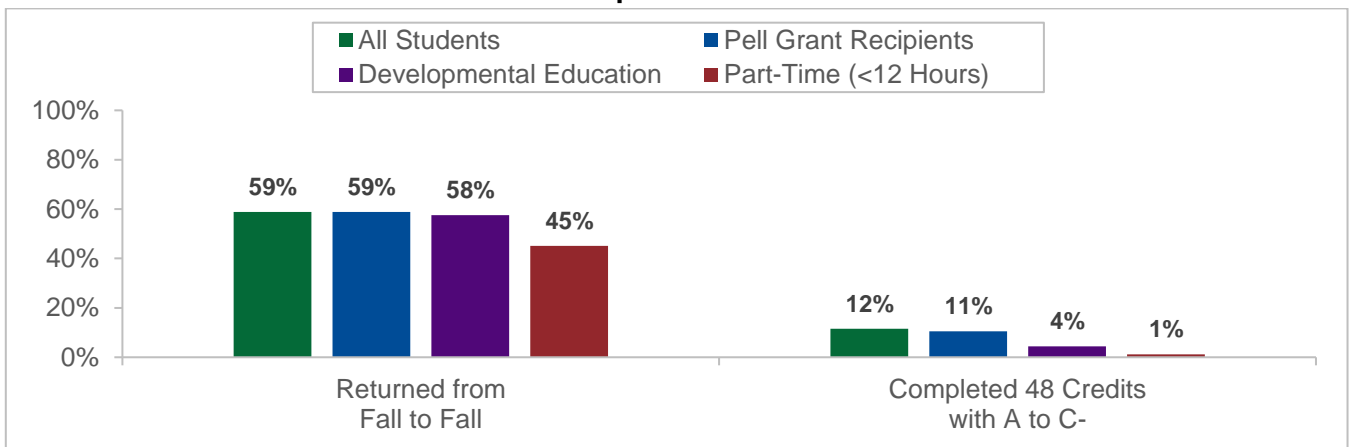
**Figure 2. First Year Early Momentum Metrics by Student Type:
Alexandria Campus Fall 2016 FTIC Cohort**



Second Year (Figure 3)

- Overall, part-time students had the lowest success rates in second year early momentum metrics, compared to all Alexandria Campus students.
- Less than half of part-time students at the Alexandria Campus (45 percent) re-enrolled for a second Fall semester (compared to 59 percent of all students), only one percent had completed 48 or more credits with a passing grade (compared to 12 percent of all students) by the end of their second year.

**Figure 3. Second Year Early Momentum Metrics by Student Type:
Alexandria Campus Fall 2016 Cohort**



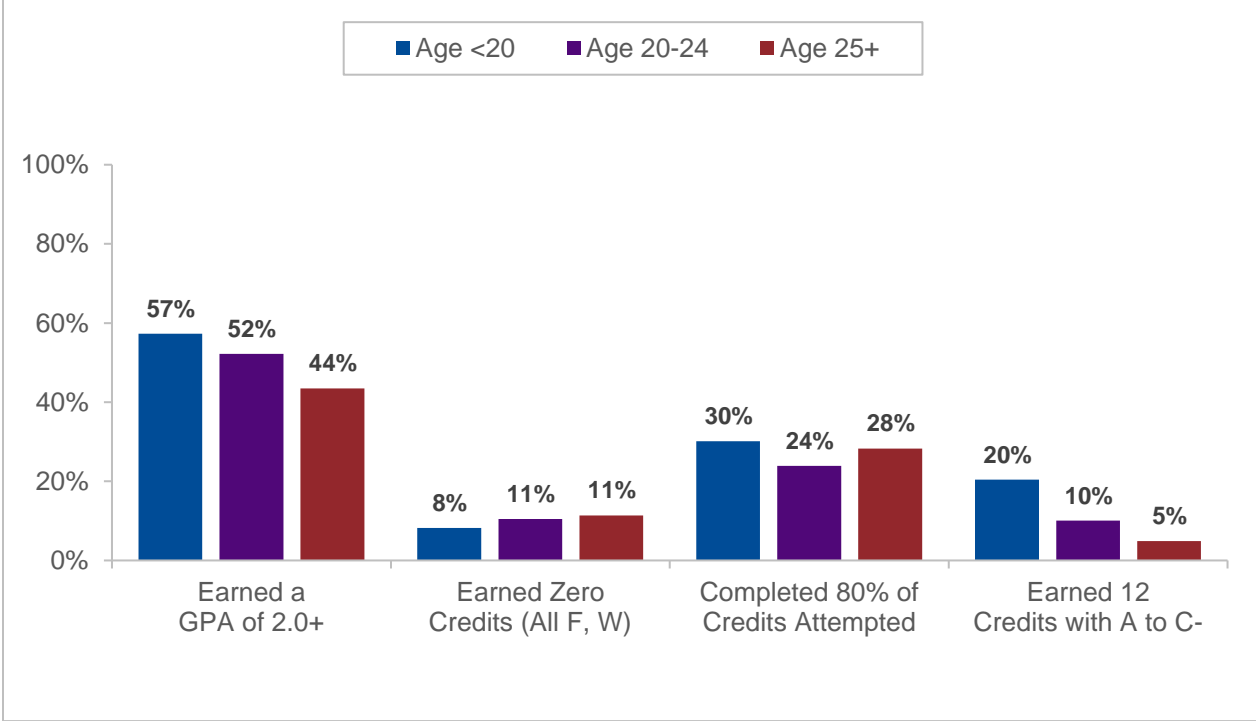
Section II. Early Momentum Metrics by Student Age Group

This section presents first term, first year, and second year early momentum metrics by the following age groups: under 20 years old, 20 to 24 years old, and 25 years or older. The majority of FTIC students in the Fall 2016 cohort at the Alexandria Campus (61 percent) are in the first age group, which indicates a traditional college age.

First Term (Figure 4)

- At the Alexandria Campus, younger students (under age 20) had the highest success rates on each of the first term early momentum metrics, compared to other age groups.
- Less than half of older students (aged 25 and older) at the Alexandria Campus earned a GPA of 2.0 or higher in the first term (44 percent) compared to a majority of students under the age of 24. Likewise, while one-in-five students younger than 20 earned 12 or more credits with a passing grade, only ten percent of students aged 20-24 and five percent of students aged 25 and older earned 12 or more credits with a passing grade.

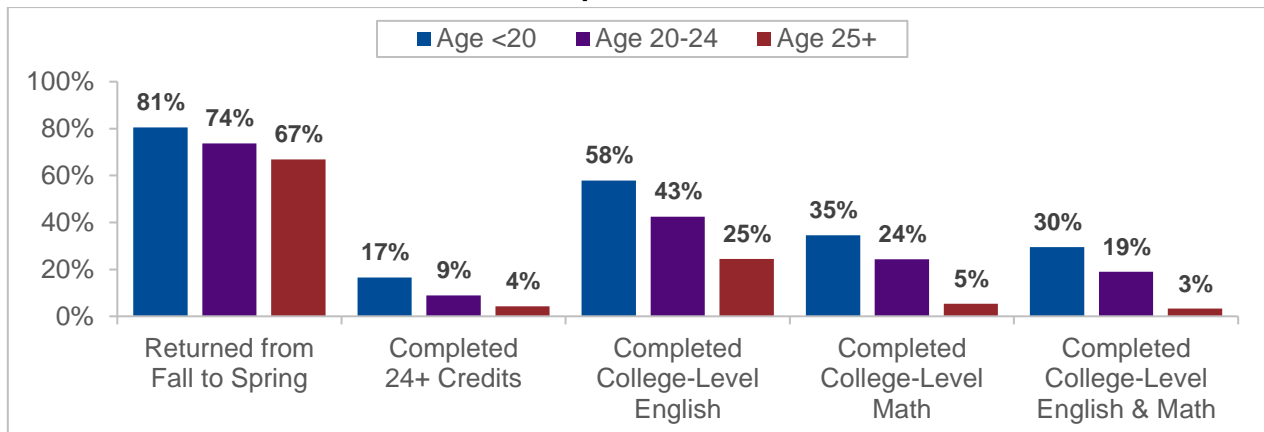
**Figure 4. First Term Early Momentum Metrics by Age Group:
Alexandria Campus Fall 2016 FTIC Cohort**



First Year (Figure 5)

- At the Alexandria Campus, older students (aged 25 and older) had the lowest success rates on all first year early momentum metrics, compared to students in other age groups.
- While 17 percent of students younger than 20 completed 24 or more credits by the end of the first year, only four percent of students 25 or older completed 24 or more credits.
- Older students (aged 25 and older) also completed college-level courses at lower rates: 25 percent completed college-level English, five percent completed college-level math, and three percent completed both English and math.

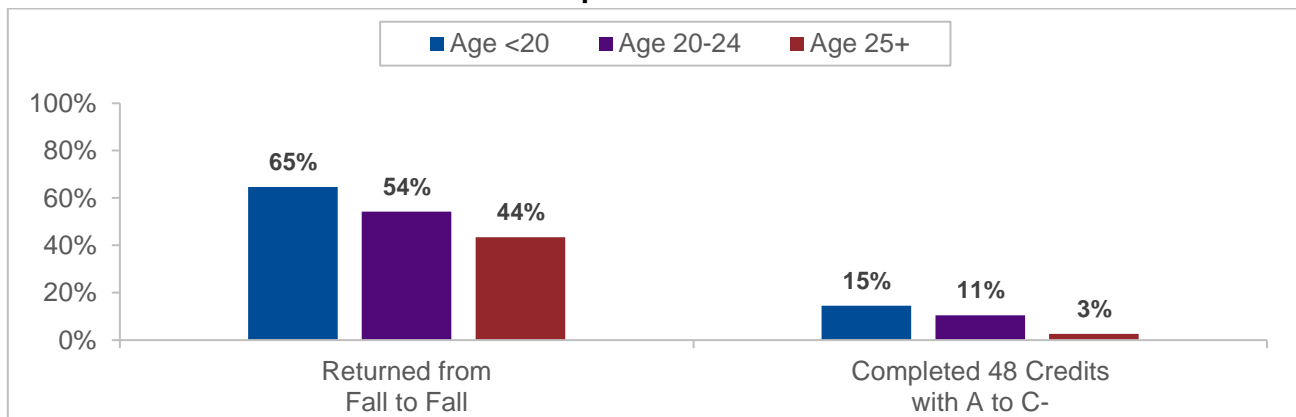
Figure 5. First Year Early Momentum Metrics by Age Group: Alexandria Campus Fall 2016 FTIC Cohort



Second Year (Figure 6)

- At the Alexandria Campus, older students (aged 25 and older) had the lowest success rates on both second year early momentum metrics compared to students in other age groups.
- Less than half of students aged 25 or older re-enrolled for a second fall semester (44 percent), compared to 65 percent of students younger than 20.
- Three percent of older students (aged 25 and older) completed 48 credits with a passing grade by the end of their second year, compared to 15 percent of students younger than 20.

Figure 6. Second Year Early Momentum Metrics by Age Group: Alexandria Campus Fall 2016 FTIC Cohort



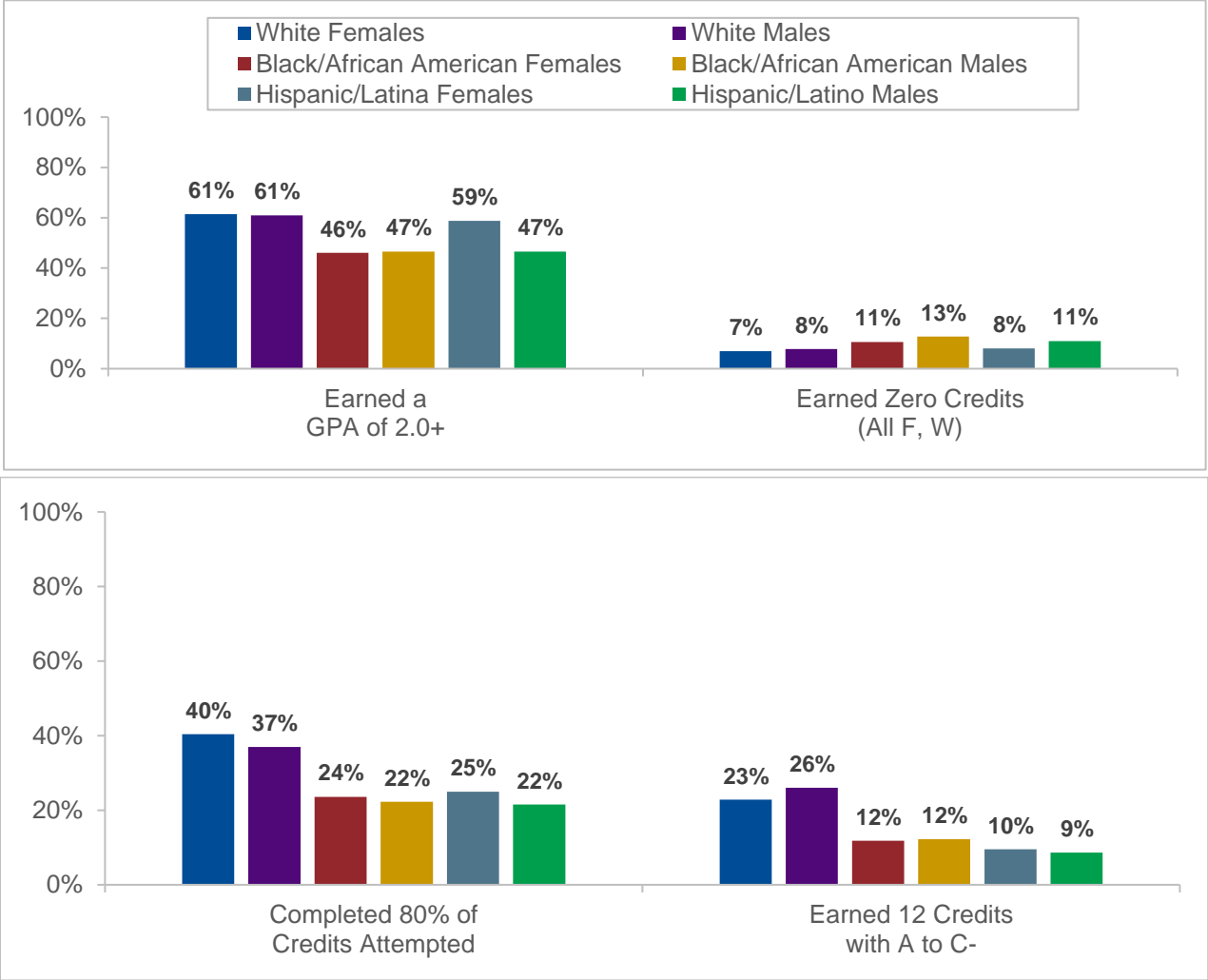
Section III. Early Momentum Metrics by Race/Ethnicity and Gender

This section presents first term, first year, and second year early momentum metrics by a combination of race/ethnicity and gender for first-time to college students enrolled at the Alexandria Campus in Fall 2016.

First Term (Figure 7)

- At the Alexandria Campus, White females, Hispanic/Latina females, and White males outperformed other race/gender groups on most first term early momentum metrics.
- Black/African American males, Black/African American females, and Hispanic/Latino males had the lowest performance on most of the early momentum metrics. Of particular note, only between 22 and 25 percent of these groups completed 80 percent of credits attempted, and 12 percent or less earned 12 credits with a passing grade.

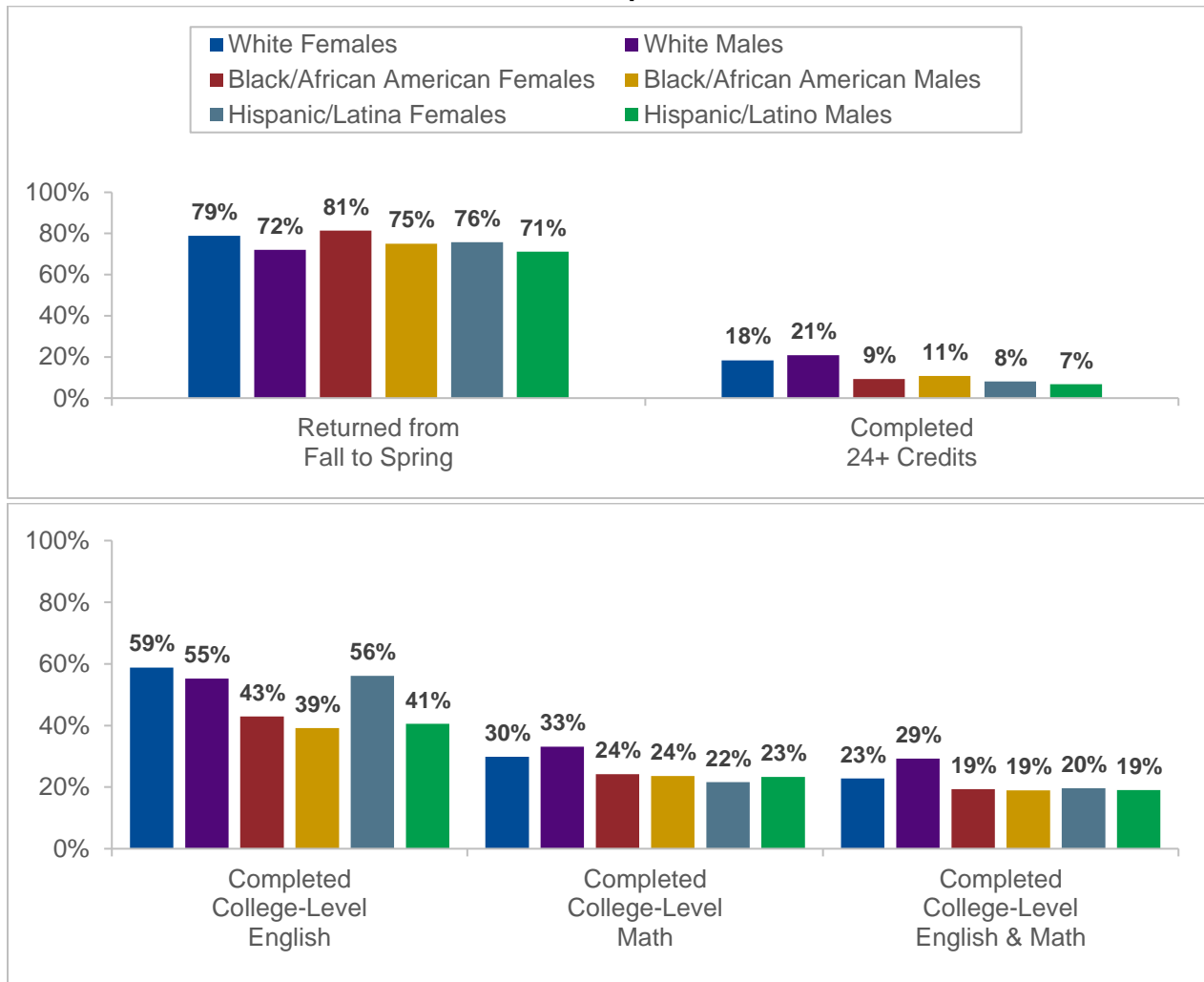
Figure 7. First Term Early Momentum Metrics by Race/Ethnicity and Gender: Alexandria Campus Fall 2016 Cohort



First Year (Figure 8)

- All race/gender groups re-enrolled at the Alexandria Campus for the following Spring semester at similar rates (between 71 and 81 percent).
- White females and White males had the highest rates of completion of college-level courses, including both English and math.

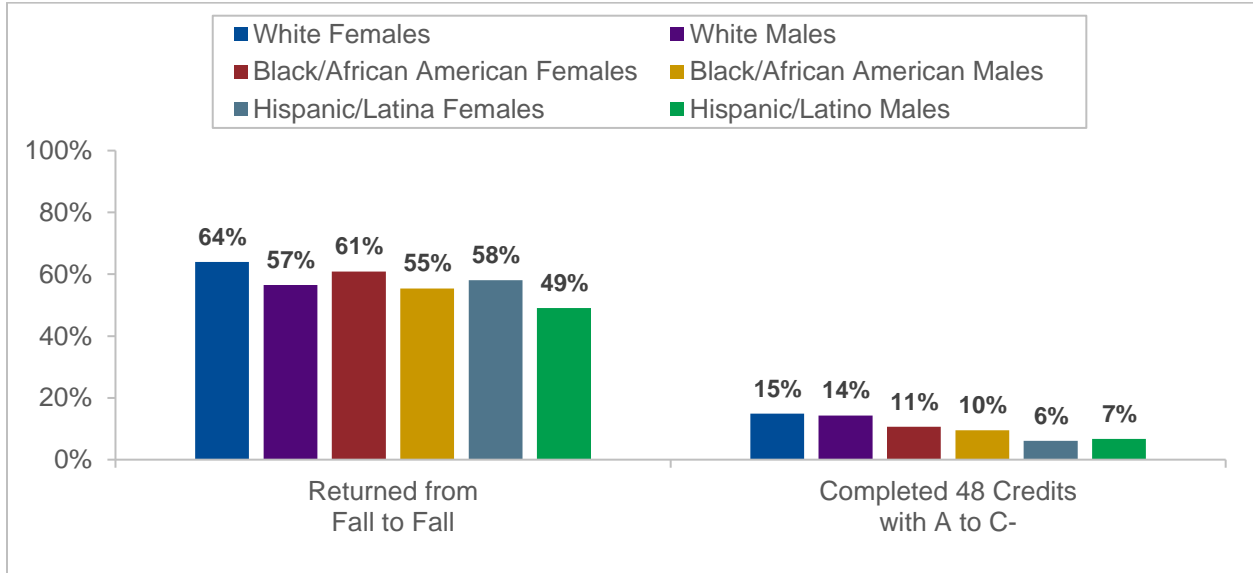
Figure 8. First Year Early Momentum Metrics by Race/Ethnicity and Gender: Alexandria Campus Fall FTIC 2016 Cohort



Second Year (Figure 9)

- At the Alexandria Campus, female students of all race/ethnicities returned for the following fall semester at higher rates (between 58 and 64 percent) than male students (between 49 and 57 percent).
- Hispanic/Latino students had the lowest rate of completion of 48 credits with a passing grade by the end of their second year (six percent for females and seven percent for males).

Figure 9. Second Year Early Momentum Metrics by Race/Ethnicity and Gender: Alexandria Campus Fall 2016 FTIC Cohort



Appendix: Data Tables – Alexandria Campus

First Term Early Momentum Metrics

**Table 1. First Term Early Momentum Metrics:
All Alexandria Campus Students (Fall 2013 through 2016 FTIC Cohorts)**

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Earned a GPA of 2.0+	850	59.8	701	55.5	722	56.1	592	53.9
Earned Zero Credits (All F,W)	125	8.8	100	7.9	94	7.3	102	9.3
Completed 80% of Credits Attempted	422	29.7	393	31.1	356	27.6	312	28.4
Earned 12 Credits with A to C-	199	14.0	231	18.3	187	14.5	170	15.5

**Table 2. First Term Early Momentum Metrics by Student Type:
Alexandria Campus Fall 2013 through 2016 FTIC Cohorts**

Student Type	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Pell Grant Recipient	Earned a GPA of 2.0+	379	55.9	322	51.7	288	49.8	233	46.9
	Earned Zero Credits (All F,W)	60	8.8	43	6.9	36	6.2	46	9.3
	Completed 80% of Credits Attempted	167	24.6	169	27.1	138	23.9	106	21.3
	Earned 12 Credits with A to C-	73	10.8	102	16.4	87	15.1	65	13.1
Dev. Education	Earned a GPA of 2.0+	226	55.9	196	49.6	238	55.3	176	51.5
	Earned Zero Credits (All F,W)	15	3.7	10	2.5	9	2.1	14	4.1
	Completed 80% of Credits Attempted	37	9.2	28	7.1	39	9.1	34	9.9
	Earned 12 Credits with A to C-	13	3.2	11	2.8	20	4.7	15	4.4
Part-Time (<12 hrs.)	Earned a GPA of 2.0+	308	50.4	245	48.9	299	49.4	214	44.5
	Earned Zero Credits (All F,W)	102	16.7	72	14.4	70	11.6	77	16.0
	Completed 80% of Credits Attempted	207	33.9	153	30.5	158	26.1	127	26.4
	Earned 12 Credits with A to C-	--	--	--	--	--	--	--	--

**Table 3. First Term Early Momentum Metrics by Age Group:
Alexandria Campus Fall 2013 through 2016 FTIC Cohorts**

Age Group	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Age <20	Earned a GPA of 2.0+	493	61.3	403	55.7	477	60.2	383	57.3
	Earned Zero Credits (All F,W)	64	8.0	44	6.1	53	6.7	55	8.2
	Completed 80% of Credits Attempted	227	28.2	218	30.1	233	29.4	201	30.1
	Earned 12 Credits with A to C-	151	18.8	155	21.4	151	19.1	136	20.4
Age 20-24	Earned a GPA of 2.0+	176	60.3	166	56.3	143	53.2	129	52.2
	Earned Zero Credits (All F,W)	24	8.2	27	9.2	20	7.4	26	10.5
	Completed 80% of Credits Attempted	77	26.4	85	28.8	65	24.2	59	23.9
	Earned 12 Credits with A to C-	26	8.9	52	17.6	22	8.2	25	10.1
Age 25+	Earned a GPA of 2.0+	181	55.5	132	54.3	102	44.9	80	43.5
	Earned Zero Credits (All F,W)	37	11.3	29	11.9	21	9.3	21	11.4
	Completed 80% of Credits Attempted	118	36.2	90	37.0	58	25.6	52	28.3
	Earned 12 Credits with A to C-	22	6.7	24	9.9	14	6.2	9	4.9

**Table 4. First Term Early Momentum Metrics by Race/Ethnicity and Gender:
Alexandria Campus Fall 2013 through 2016 FTIC Cohorts**

Race/ Ethnicity and Gender	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
White Female	Earned a GPA of 2.0+	106	70.7	93	75.6	88	68.8	70	61.4
	Earned Zero Credits (All F,W)	13	8.7	6	4.9	8	6.3	8	7.0
	Completed 80% of Credits Attempted	55	36.7	52	42.3	59	46.1	46	40.4
	Earned 12+ Credits with A to C-	31	20.7	32	26.0	32	25.0	26	22.8
White Male	Earned a GPA of 2.0+	89	56.0	89	57.8	92	57.1	94	61.0
	Earned Zero Credits (All F,W)	23	14.5	10	6.5	17	10.6	12	7.8
	Completed 80% of Credits Attempted	47	29.6	50	32.5	47	29.2	57	37.0
	Earned 12+ Credits with A to C-	25	15.7	28	18.2	26	16.1	40	26.0
Black/ African American Female	Earned a GPA of 2.0+	155	59.4	113	48.7	97	47.1	74	46.0
	Earned Zero Credits (All F,W)	26	10.0	26	11.2	15	7.3	17	10.6
	Completed 80% of Credits Attempted	73	28.0	60	25.9	33	16.0	38	23.6
	Earned 12+ Credits with A to C-	19	7.3	29	12.5	16	7.8	19	11.8
Black/ African American Male	Earned a GPA of 2.0+	130	53.3	107	50.0	94	48.5	69	46.6
	Earned Zero Credits (All F,W)	21	8.6	27	12.6	18	9.3	19	12.8
	Completed 80% of Credits Attempted	49	20.1	69	32.2	40	20.6	33	22.3
	Earned 12+ Credits with A to C-	18	7.4	41	19.2	18	9.3	18	12.2
Hispanic/ Latina Female	Earned a GPA of 2.0+	123	63.4	97	54.2	94	54.0	87	58.8
	Earned Zero Credits (All F,W)	11	5.7	8	4.5	12	6.9	12	8.1
	Completed 80% of Credits Attempted	60	30.9	51	28.5	45	25.9	37	25.0
	Earned 12+ Credits with A to C-	34	17.5	31	17.3	21	12.1	14	9.5
Hispanic/ Latino Male	Earned a GPA of 2.0+	93	57.1	80	49.4	95	54.0	76	46.6
	Earned Zero Credits (All F,W)	14	8.6	15	9.3	9	5.1	18	11.0
	Completed 80% of Credits Attempted	44	27.0	45	27.8	52	29.5	35	21.5
	Earned 12+ Credits with A to C-	26	16.0	27	16.7	27	15.3	14	8.6

First Year Early Momentum Metrics

**Table 5. First Year Early Momentum Metrics:
All Alexandria Campus Students (Fall 2013 through 2016 FTIC Cohorts)**

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Spring	1,058	74.4	964	76.4	1,039	80.7	843	76.7
Completed College-level Math	301	21.2	286	22.7	321	24.9	301	27.4
Completed College-level English	640	45.0	639	50.6	588	45.7	537	48.9
Completed College-level English + Math	248	17.4	234	18.5	263	20.4	250	22.7
Completed 24+ Credits	166	11.7	152	12.0	156	12.1	141	12.8

**Table 6. First Year Early Momentum Metrics by Student Type:
Alexandria Campus Fall 2013 through 2016 FTIC Cohorts**

Student Type	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Pell Grant Recipient	Returned from Fall to Spring	521	76.8	504	80.9	494	85.5	387	77.9
	Completed College-level Math	129	19.0	128	20.5	144	24.9	113	22.7
	Completed College-level English	300	44.2	305	49.0	263	45.5	219	44.1
	Completed College-level English + Math	112	16.5	103	16.5	120	20.8	94	18.9
	Completed 24+ Credits	63	9.3	65	10.4	76	13.1	50	10.1
Dev. Education	Returned from Fall to Spring	327	80.9	311	78.7	353	82.1	266	77.8
	Completed College-level Math	57	14.1	53	13.4	68	15.8	49	14.3
	Completed College-level English	210	52.0	215	54.4	242	56.3	187	54.7
	Completed College-level English + Math	52	12.9	44	11.1	59	13.7	44	12.9
	Completed 24+ Credits	23	5.7	18	4.6	34	7.9	14	4.1
Part-Time (<12 hrs.)	Returned from Fall to Spring	347	56.8	301	60.1	431	71.2	313	65.1
	Completed College-level Math	43	7.0	46	9.2	69	11.4	54	11.2
	Completed College-level English	137	22.4	169	33.7	174	28.8	169	35.1
	Completed College-level English + Math	29	4.7	35	7.0	51	8.4	41	8.5
	Completed 24+ Credits	4	0.7	3	0.6	7	1.2	8	1.7

**Table 7. First Year Early Momentum Metrics by Age Group:
Alexandria Campus Fall 2013 through 2016 FTIC Cohorts**

Age Group	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Age <20	Returned from Fall to Spring	657	81.7	594	82.0	663	83.7	538	80.5
	Completed College-level Math	250	31.1	222	30.7	256	32.3	231	34.6
	Completed College-level English	458	57.0	432	59.7	451	56.9	387	57.9
	Completed College-level English + Math	213	26.5	186	25.7	216	27.3	197	29.5
	Completed 24+ Credits	131	16.3	119	16.4	129	16.3	111	16.6
Age 20-24	Returned from Fall to Spring	207	70.9	210	71.2	207	77.0	182	73.7
	Completed College-level Math	30	10.3	53	18.0	49	18.2	60	24.3
	Completed College-level English	118	40.4	146	49.5	88	32.7	105	42.5
	Completed College-level English + Math	19	6.5	41	13.9	39	14.5	47	19.0
	Completed 24+ Credits	21	7.2	20	6.8	17	6.3	22	8.9
Age 25+	Returned from Fall to Spring	194	59.5	160	65.8	169	74.4	123	66.8
	Completed College-level Math	21	6.4	11	4.5	16	7.0	10	5.4
	Completed College-level English	64	19.6	61	25.1	49	21.6	45	24.5
	Completed College-level English + Math	16	4.9	7	2.9	8	3.5	6	3.3
	Completed 24+ Credits	14	4.3	13	5.3	10	4.4	8	4.3

**Table 8. First Year Early Momentum Metrics by Race/Ethnicity and Gender:
Alexandria Campus Fall 2013 through 2016 FTIC Cohorts**

Race/ Ethnicity and Gender	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
White Female	Returned from Fall to Spring	111	74.0	107	87.0	101	78.9	90	78.9
	Completed College-level Math	31	20.7	43	35.0	42	32.8	34	29.8
	Completed College-level English	76	50.7	77	62.6	75	58.6	67	58.8
	Completed College-level English + Math	28	18.7	38	30.9	38	29.7	26	22.8
	Completed 24+ Credits	30	20.0	30	24.4	29	22.7	21	18.4
White Male	Returned from Fall to Spring	112	70.4	119	77.3	125	77.6	111	72.1
	Completed College-level Math	41	25.8	40	26.0	43	26.7	51	33.1
	Completed College-level English	65	40.9	70	45.5	65	40.4	85	55.2
	Completed College-level English + Math	32	20.1	30	19.5	31	19.3	45	29.2
	Completed 24+ Credits	21	13.2	24	15.6	21	13.0	32	20.8
Black/ African American Female	Returned from Fall to Spring	173	66.3	175	75.4	166	80.6	131	81.4
	Completed College-level Math	33	12.6	30	12.9	30	14.6	39	24.2
	Completed College-level English	102	39.1	104	44.8	75	36.4	69	42.9
	Completed College-level English + Math	30	11.5	27	11.6	26	12.6	31	19.3
	Completed 24+ Credits	15	5.7	16	6.9	14	6.8	15	9.3
Black/ African American Male	Returned from Fall to Spring	172	70.5	144	67.3	146	75.3	111	75.0
	Completed College-level Math	31	12.7	32	15.0	29	14.9	35	23.6
	Completed College-level English	97	39.8	100	46.7	59	30.4	58	39.2
	Completed College-level English + Math	21	8.6	25	11.7	21	10.8	28	18.9
	Completed 24+ Credits	13	5.3	18	8.4	11	5.7	16	10.8
Hispanic/ Latina Female	Returned from Fall to Spring	157	80.9	152	84.9	141	81.0	112	75.7
	Completed College-level Math	55	28.4	48	26.8	43	24.7	32	21.6
	Completed College-level English	113	58.2	102	57.0	99	56.9	83	56.1
	Completed College-level English + Math	52	26.8	39	21.8	40	23.0	29	19.6
	Completed 24+ Credits	28	14.4	20	11.2	19	10.9	12	8.1
Hispanic/ Latino Male	Returned from Fall to Spring	122	74.8	117	72.2	146	83.0	116	71.2
	Completed College-level Math	36	22.1	34	21.0	52	29.5	38	23.3
	Completed College-level English	80	49.1	80	49.4	89	50.6	66	40.5
	Completed College-level English + Math	30	18.4	30	18.5	42	23.9	31	19.0
	Completed 24+ Credits	16	9.8	18	11.1	21	11.9	11	6.7

Second Year Early Momentum Metrics

**Table 9. Second Year Early Momentum Metrics –
All Alexandria Campus Students (Fall 2013 through 2016 FTIC Cohorts)**

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Fall	727	51.1	683	54.1	723	56.1	646	58.8
Completed 48 Credits with A to C-	141	9.9	133	10.5	131	10.2	128	11.6

**Table 10. Second Year Early Momentum Metrics by Student Type:
Alexandria Campus Fall 2013 through 2016 FTIC Cohorts**

Student Type	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Pell Grant Recipient	Returned from Fall to Fall	360	53.1	331	53.1	335	58.0	292	58.8
	Completed 48 Credits with A to C-	65	9.6	61	9.8	68	11.8	52	10.5
Dev. Education	Returned from Fall to Fall	226	55.9	213	53.9	275	64.0	197	57.6
	Completed 48 Credits with A to C-	24	5.9	24	6.1	37	8.6	15	4.4
Part-Time (<12 hrs.)	Returned from Fall to Fall	216	35.4	208	41.5	251	41.5	217	45.1
	Completed 48 Credits with A to C-	8	1.3	4	0.8	14	2.3	6	1.2

**Table 11. Second Year Early Momentum Metrics by Age Group:
Alexandria Campus Fall 2013 through 2016 FTIC Cohorts**

Age Group	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Age <20	Returned from Fall to Fall	510	63.4	467	64.5	498	62.9	432	64.7
	Completed 48 Credits with A to C-	116	14.4	108	14.9	109	13.8	97	14.5
Age 20-24	Returned from Fall to Fall	108	37.0	125	42.4	126	46.8	134	54.3
	Completed 48 Credits with A to C-	17	5.8	16	5.4	14	5.2	26	10.5
Age 25+	Returned from Fall to Fall	109	33.4	91	37.4	99	43.6	80	43.5
	Completed 48 Credits with A to C-	8	2.5	9	3.7	8	3.5	5	2.7

**Table 12. Second Year Early Momentum Metrics by Race/Ethnicity and Gender:
Alexandria Campus Fall 2013 through 2016 FTIC Cohorts**

Race/Ethnicity and Gender	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
White Female	Returned from Fall to Fall	74	49.3	68	55.3	73	57.0	73	64.0
	Completed 48 Credits with A to C-	22	14.7	19	15.4	20	15.6	17	14.9
White Male	Returned from Fall to Fall	82	51.6	84	54.5	82	50.9	87	56.5
	Completed 48 Credits with A to C-	15	9.4	20	13.0	16	9.9	22	14.3
Black/African American Female	Returned from Fall to Fall	106	40.6	111	47.8	107	51.9	98	60.9
	Completed 48 Credits with A to C-	15	5.7	19	8.2	16	7.8	17	10.6
Black/African American Male	Returned from Fall to Fall	98	40.2	98	45.8	86	44.3	82	55.4
	Completed 48 Credits with A to C-	14	5.7	13	6.1	9	4.6	14	9.5
Hispanic/Latina Female	Returned from Fall to Fall	129	66.5	109	60.9	98	56.3	86	58.1
	Completed 48 Credits with A to C-	25	12.9	12	6.7	16	9.2	9	6.1
Hispanic/Latino Male	Returned from Fall to Fall	89	54.6	82	50.6	113	64.2	80	49.1
	Completed 48 Credits with A to C-	11	6.7	16	9.9	16	9.1	11	6.7

PATHWAY TO THE AMERICAN DREAM—NOVA'S STRATEGIC PLAN 2017-2023

THE NOVA COMMITMENT

As its primary contributions to meeting the needs of the Commonwealth of Virginia, the Northern Virginia Community College pledges to advance the social and economic mobility of its students while producing an educated citizenry for the 21st Century.

THE STRATEGIC PLAN GOALS AND OBJECTIVES

To deliver on this commitment NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals—success, achievement, and prosperity. It will strive to enable **Every Student to Succeed, Every Program to Achieve, and Every Community to Prosper.**

To advance the completion agenda described above, thereby promoting students' success and enhancing their social mobility, ensuring that programs achieve, and producing an educated citizenry for the 21st Century, the following goals and objectives are adopted:

GOAL 1: Every Student Succeeds

- **Objective 1:** Develop a College-wide approach to advising that ensures all students are advised and have access to support throughout their time at NOVA
- **Objective 2:** Implement VIP-PASS System as the foundational technology based on NOVA Informed Pathways for student self-advising, assignment and coordination of advisors, and course registration

GOAL 2: Every Program Achieves

- **Objective 3:** Develop comprehensive, fully integrated Informed Pathways for every program to ensure seamless transitions from high school and other entry points to NOVA, and from NOVA to four-year transfer institutions or the workforce
- **Objective 4:** Develop effective processes and protocols for programmatic College-wide collective decisions that include consistent, accountable leadership and oversight of each academic program with designated "owners," active advisory committees, clear student learning outcomes and assessments, and program reviews in all modalities of instruction
- **Objective 5:** Align NOVA's organizational structures, position descriptions, and expectations for accountability with its overarching mission to support student engagement, learning, success and institutional effectiveness

GOAL 3: Every Community Prospers

- **Objective 6:** Enhance the prosperity of every community in Northern Virginia by refocusing and prioritizing NOVA's workforce development efforts
- **Objective 7:** Further develop NOVA's IT and Cybersecurity programs to support regional job demand and position NOVA as the leading IT community college in the nation
- **Objective 8:** Re-envision workforce strategies and integrate workforce development into a NOVA core focus
- **Objective 9:** Plan to expand the breadth and reach of NOVA's healthcare and biotechnology programs, and prioritize future programs to support regional economic development goals

NOVA

**Northern Virginia
Community College**

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