NOVA's Early Momentum and Equity Scorecards: Fall 2016 First-Time in College Cohort – Annandale Campus
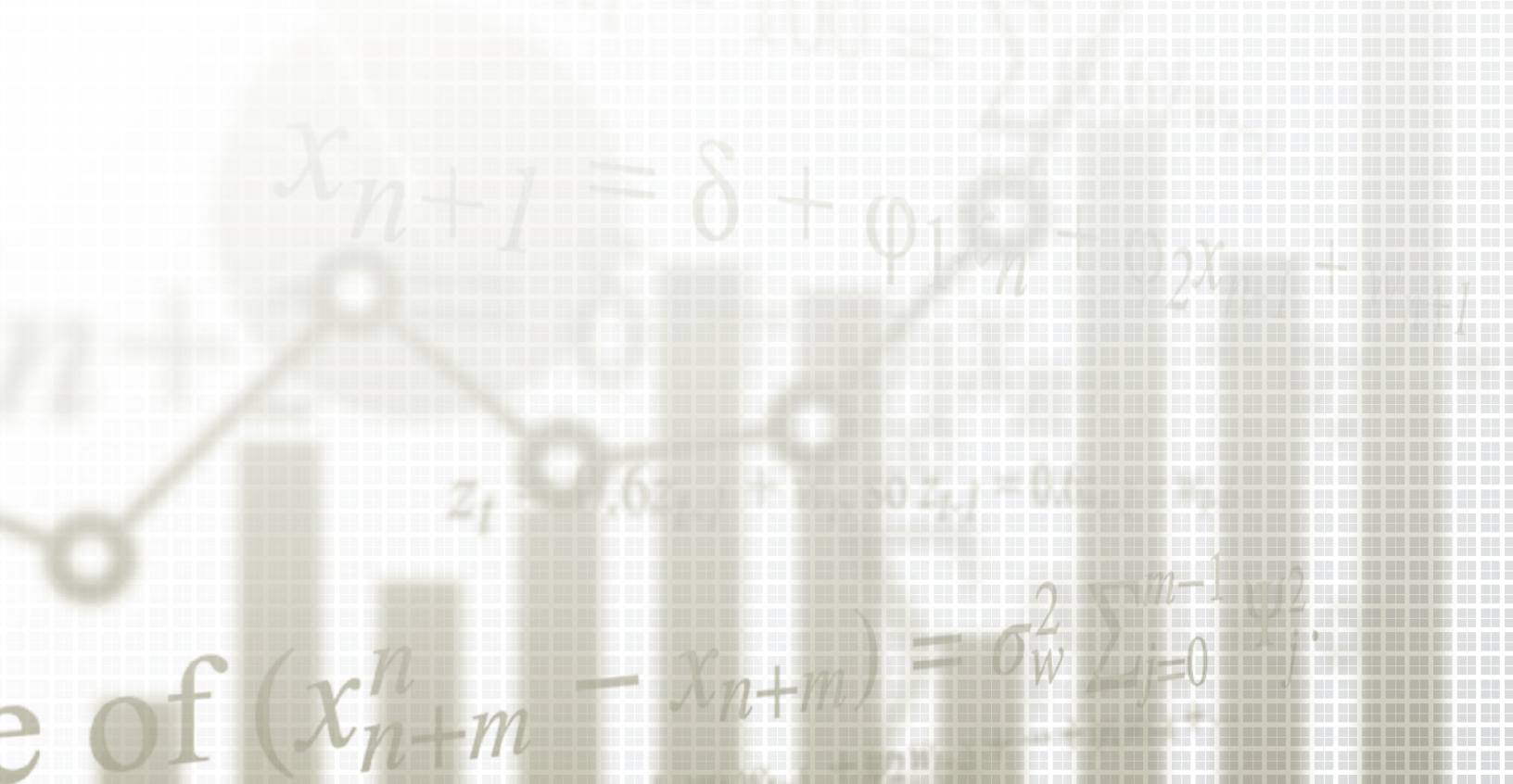
NORTHERN VIRGINIA COMMUNITY COLLEGE

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.

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[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 – <u>Annandale Campus</u>

This report is part of a series referred to as NOVA's Early Momentum and Equity Scorecards. NOVA's 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 <u>Annandale Campus</u>.[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 Annandale Campus, part-time students and developmental education students struggled the most with gaining momentum.

    - **Part-Time Students:** Compared to all Annandale 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 Annandale Campus students, developmental education students had lower GPAs, completed college-level coursework at lower rates, and earned fewer credits.

- **Early Momentum by Age Group:** At the Annandale 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. These students had lower GPAs, completed fewer credits, and completed college-level coursework at lower rates, compared to other groups.

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

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 Annandale Campus, the percentage of students earning a GPA of 2.0+ in their first semester was lowest among part-time students and developmental education students.

- 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 eleven percent completed 80 percent or more of all credits attempted in the first semester and even fewer—5 percent—earned at least 12 credits with a passing grade (A to C-).

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

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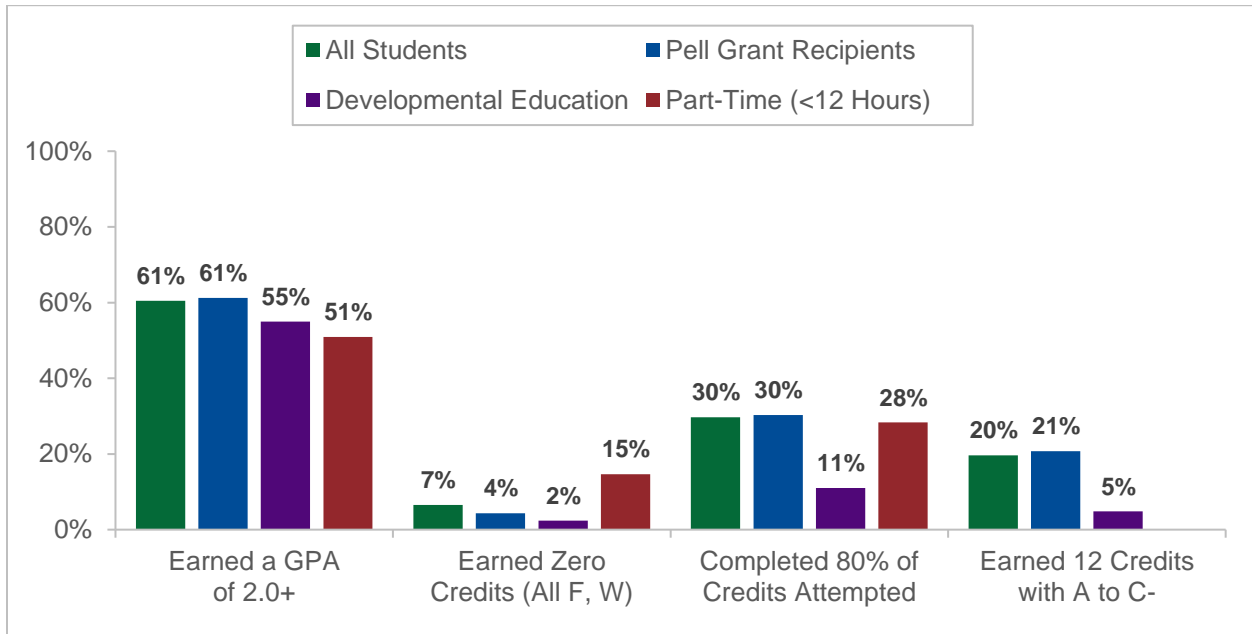
[5] The three student type groups are not mutually exclusive. A student can be classified into just one category—for example, a part-time student—or in any combination, such as a student who is part-time, developmental, and received a Pell grant. Therefore, for this data, all FTIC students at the Annandale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

First Year (Figure 2)

- At the Annandale Campus, part-time students had the lowest success rates on first year early momentum metrics, compared to all FTIC students.

- Most notably, while 84 percent of all Annandale Campus students re-enrolled for the following Spring semester, only 69 percent of part-time students re-enrolled.

- Part-time students also completed college-level courses at lower rates than other students: 50 percent completed college-level English, 15 percent completed college-level math, and 12 percent completed both English and math.

Figure 2. First Year Early Momentum Metrics by Student Type: Annandale Campus Fall 2016 FTIC Cohort
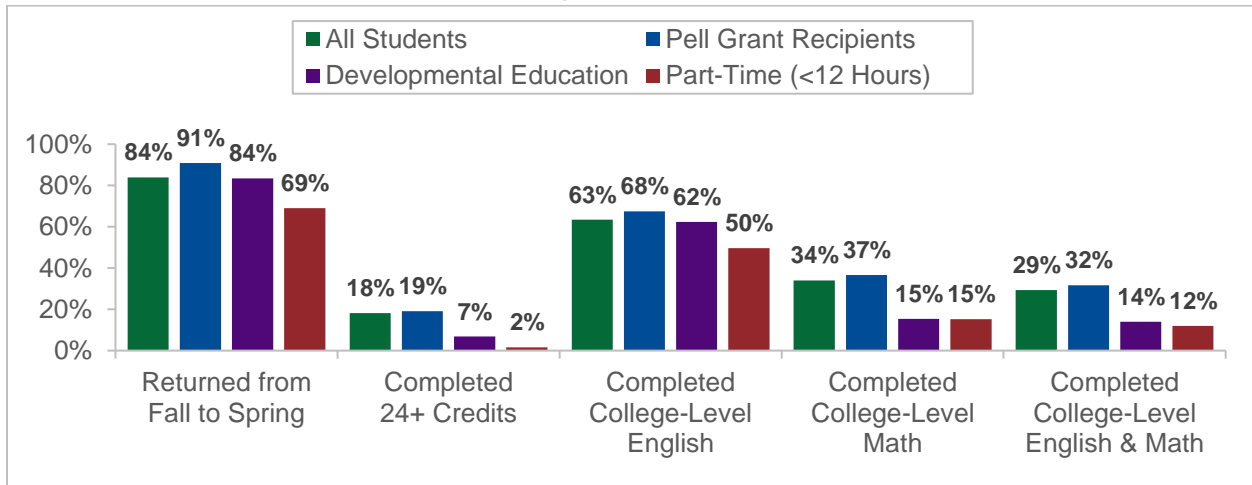
Second Year (Figure 3)

- Part-time students also had the lowest success rates in second year early momentum metrics, compared to all FTIC students at the Annandale Campus.

- Only 54 percent of part-time students re-enrolled for a second fall semester (compared to 70 percent of all students), and even fewer—three percent—had completed 48 or more credits with a passing grade (compared to 16 percent of all students).

Figure 3. Second Year Early Momentum Metrics by Student Type: Annandale Campus Fall 2016 FTIC Cohort
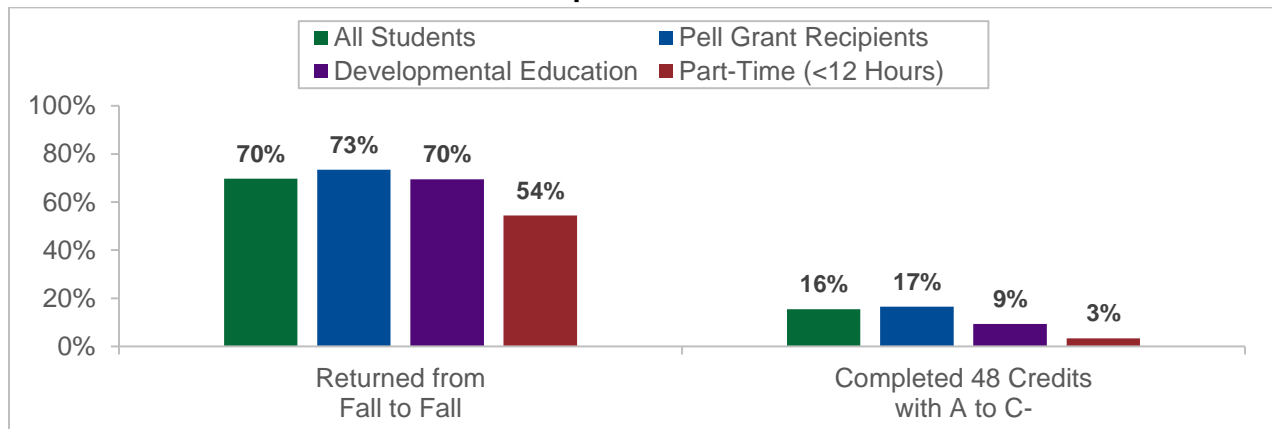
This section presents <u>first term</u>, <u>first year</u>, and <u>second year</u> early momentum metrics by the following age groups: under 20 years old, 20 to 24 years old, and 25 years or older. The majority of FTIC students in the Fall 2016 cohort at the Annandale Campus (82 percent) are in the first age group, which indicates a traditional college age.

First Term (Figure 4)

- At the Annandale Campus, older students (aged 25 and older) had the lowest 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 Annandale Campus earned a GPA of 2.0 or higher in the first term (47 percent) compared to a majority of students under the age of 24. Likewise, while nearly one-fourth of students younger than 20 earned 12 or more credits with a passing grade, only 6 percent of students older than 24 earned the same number of credits during this time period.

Figure 4. <u>First Term</u> Early Momentum Metrics by Age Group: Annandale Campus Fall 2016 FTIC Cohort
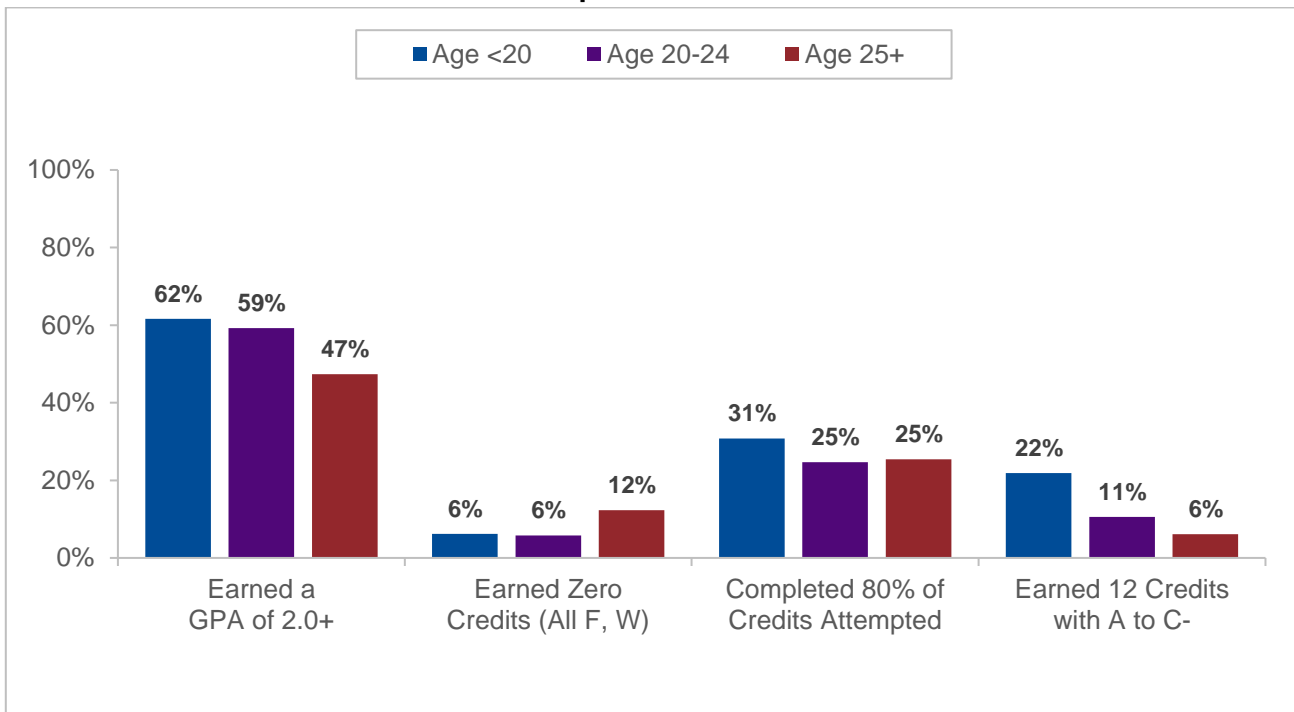
First Year (Figure 5)

- At the Annandale Campus, older students (aged 25 and older) had the lowest success rates on first year early momentum metrics, compared to students in other age groups.

- While 20 percent of students under age 20 completed 24 or more credits during the first year, only five 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: 34 percent completed college-level English, 11 percent completed college-level math, and 8 percent completed both English and math.

**Figure 5. First Year Early Momentum Metrics by Age Group:
Annandale Campus Fall 2016 FTIC Cohort**
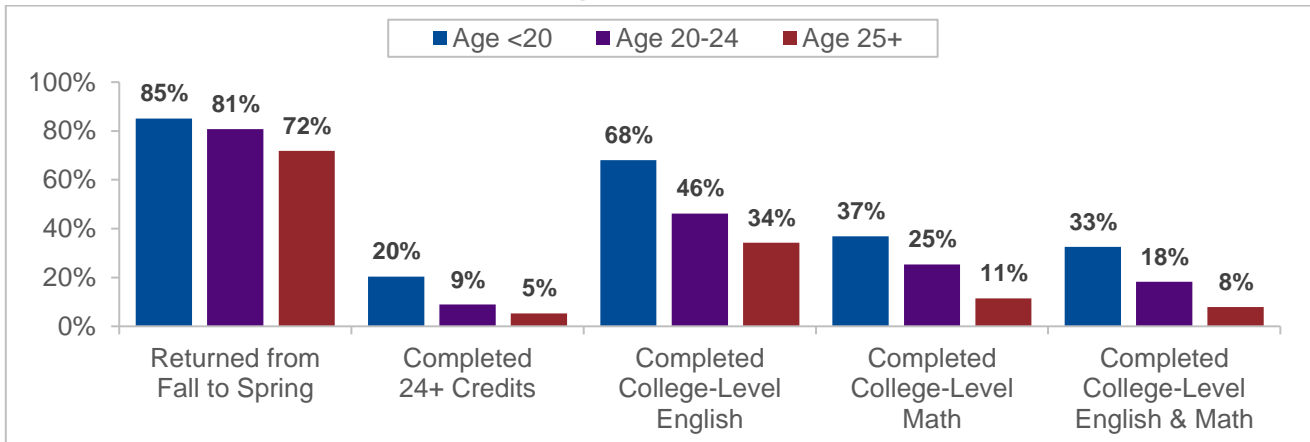
Second Year (Figure 6)

- At the Annandale Campus, older students (aged 25 and older) also had the lowest success rates on 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 (45 percent), compared to 72 percent of students under age 20 and 65 percent aged 20-24.

- Only five percent of older students (aged 25 and older) completed 48 credits with a passing grade by the end of their second year, compared to ten percent of students aged 20 to 24.

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

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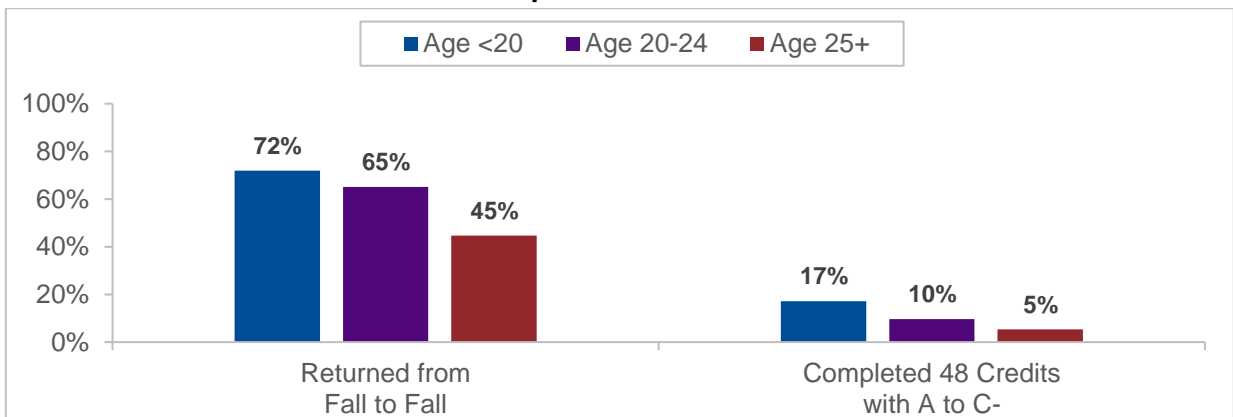
Section III. Early Momentum Metrics by Race/Ethnicity and Gender

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

First Term (Figure 7)

- At the Annandale Campus, White females outperformed other race/gender groups on all four first term early momentum metrics. Hispanic/Latina females and White males also outperformed most other race/gender groups.

- Black/African American males and Hispanic/Latino males had the lowest performance on most of the early momentum metrics. Of particular note, only between 13 and 14 percent of these groups had earned 12 credits with a passing grade during the first term.

Figure 7. <u>First Term</u> Early Momentum Metrics by Race/Ethnicity and Gender: Annandale Campus Fall 2016 FTIC Cohort
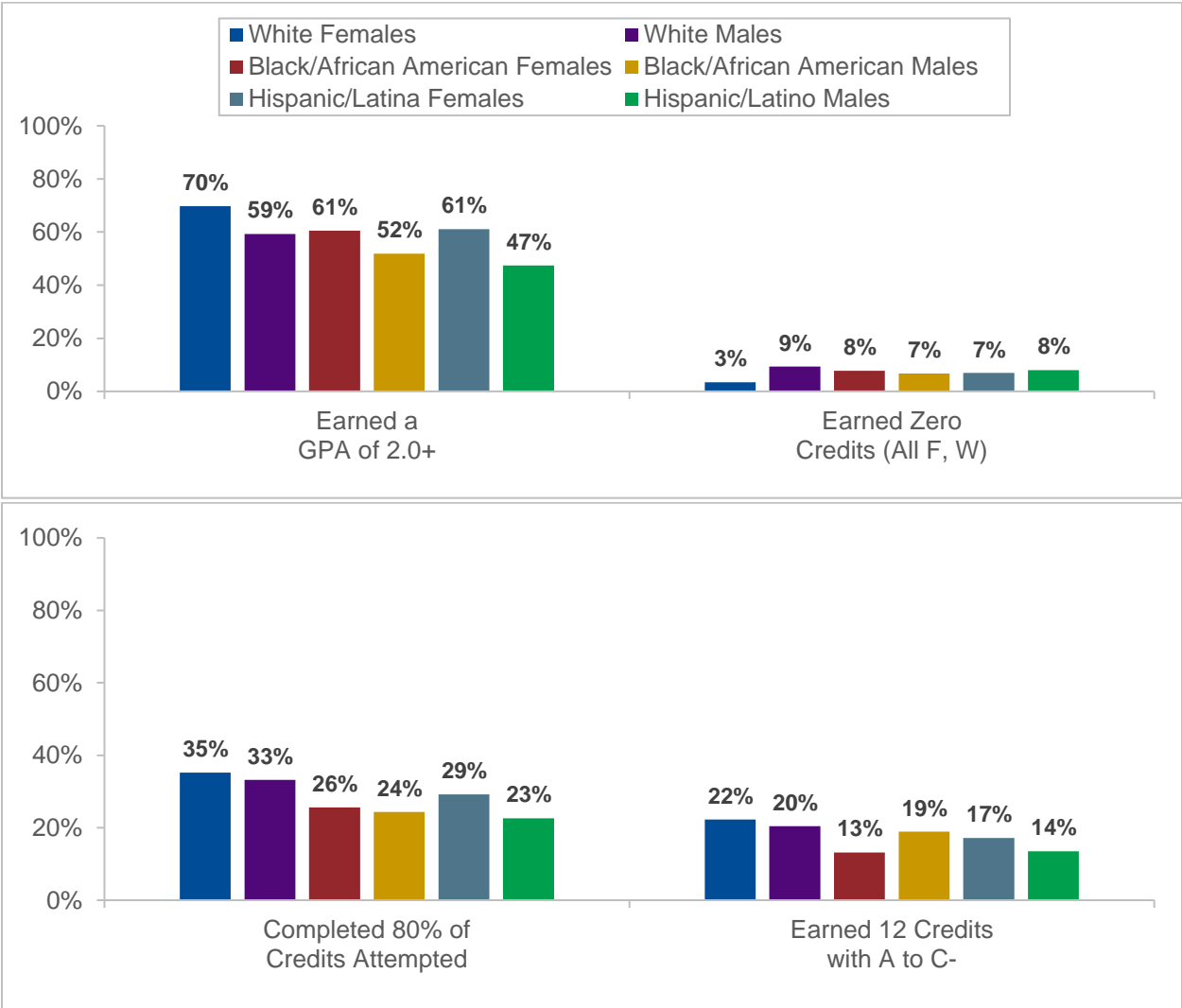
First Year (Figure 8)

- All race/gender groups re-enrolled at NOVA for the following Spring semester at high rates (between 79 and 88 percent).

- White females and Black/African American males had the highest rates of completion of college-level courses compared to other race/gender groups.

Figure 8. <u>First Year</u> Early Momentum Metrics by Race/Ethnicity and Gender: Annandale Campus Fall 2016 FTIC Cohort
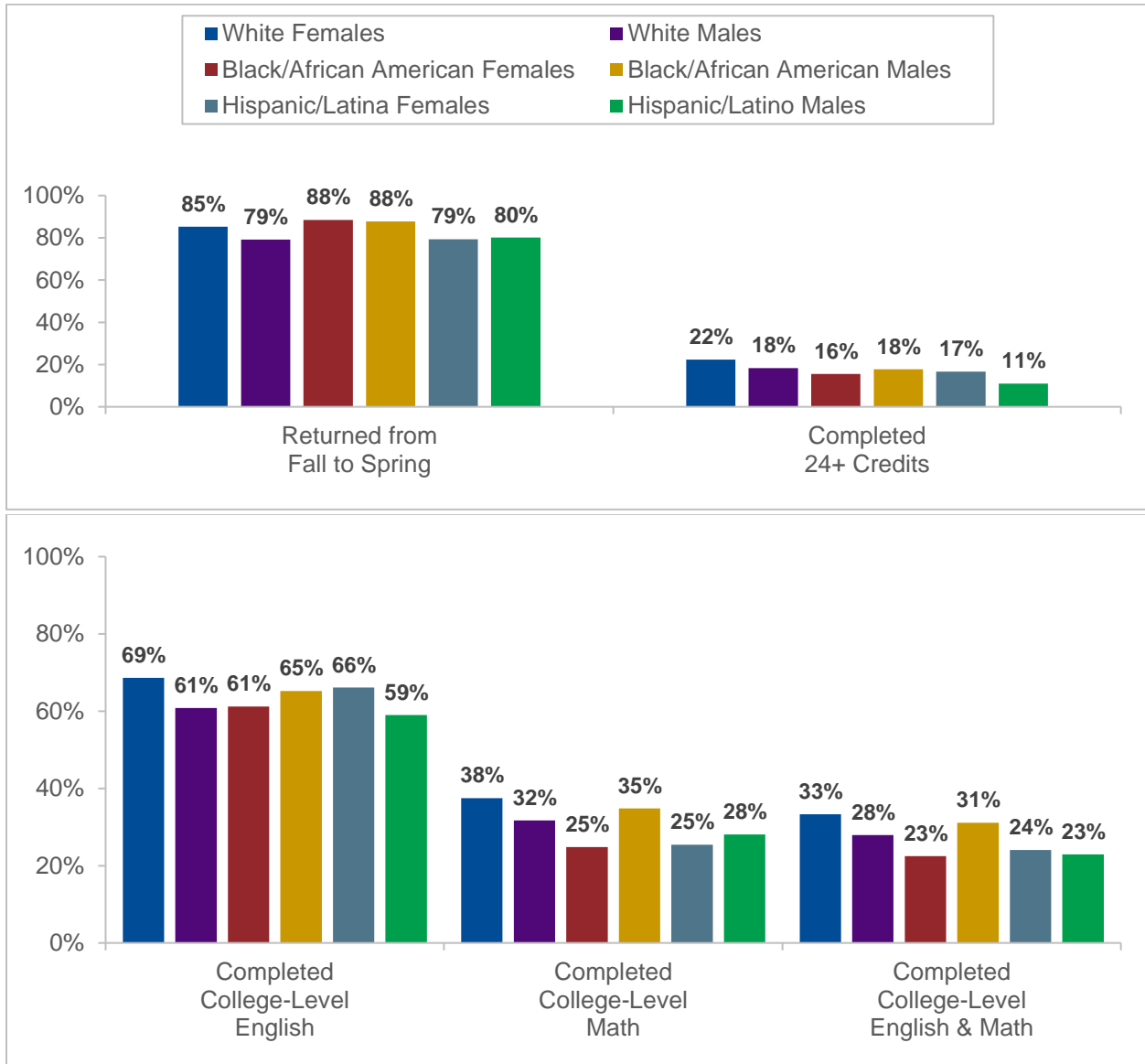
Second Year (Figure 9)

- At the Annandale Campus, all race/gender groups re-enrolled at NOVA for the following fall semester at similar rates (between 61 and 71 percent).

- Only eight percent of Hispanic/Latino males had completed 48 credits with a passing grade by the end of their second year, the lowest of all race/gender groups

Figure 9. Second Year Early Momentum Metrics by Race/Ethnicity and Gender: Annandale Campus Fall 2016 FTIC Cohort
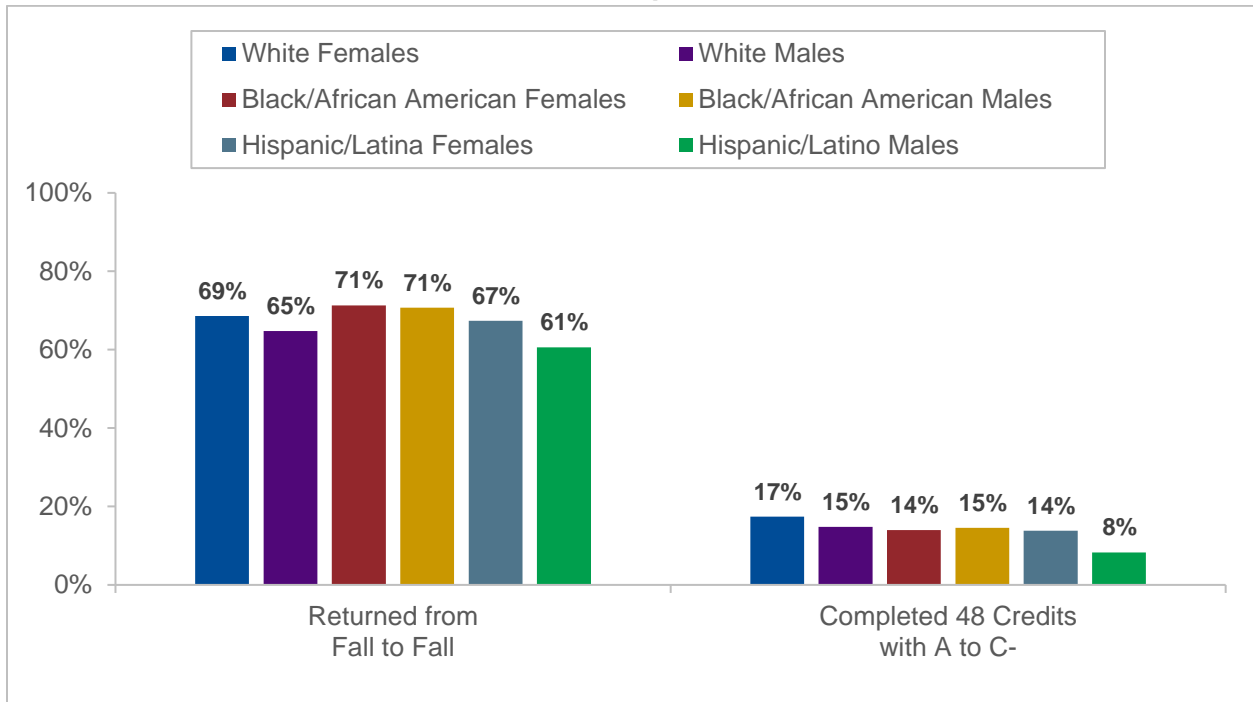
Appendix: Data Tables – Annandale Campus

First Term Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Earned a GPA of 2.0+	1,408	57.3	1,403	58.1	1,390	60.4	1,361	60.5
Earned Zero Credits (All F,W)	181	7.4	164	6.8	171	7.4	146	6.5
Completed 80% of Credits Attempted	754	30.7	693	28.7	717	31.1	668	29.7
Earned 12+ Credits with A to C-	468	19.0	464	19.2	467	20.3	441	19.6

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

Student Type	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Pell Grant Recipient	Earned a GPA of 2.0+	541	56.2	528	57.4	521	58.5	497	61.2
	Earned Zero Credits (All F,W)	47	4.9	48	5.2	53	6.0	35	4.3
	Completed 80% of Credits Attempted	278	28.9	250	27.2	259	29.1	246	30.3
	Earned 12+ Credits with A to C-	196	20.4	183	19.9	182	20.4	168	20.7
Dev. Education	Earned a GPA of 2.0+	394	50.8	462	53.9	382	53.3	431	55.0
	Earned Zero Credits (All F,W)	27	3.5	23	2.7	30	4.2	19	2.4
	Completed 80% of Credits Attempted	101	13.0	91	10.6	72	10.0	86	11.0
	Earned 12+ Credits with A to C-	55	7.1	38	4.4	27	3.8	38	4.8
Part-Time (<12 hrs.)	Earned a GPA of 2.0+	403	51.5	372	49.9	370	52.8	345	50.9
	Earned Zero Credits (All F,W)	113	14.4	104	14.0	105	15.0	99	14.6
	Completed 80% of Credits Attempted	260	33.2	199	26.7	217	31.0	192	28.3
	Earned 12+ Credits with A to C-	--	--	--	--	--	--	--	--

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

Age Group	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Age <20	Earned a GPA of 2.0+	1,102	57.6	1,150	60.1	1,121	61.1	1,134	61.6
	Earned Zero Credits (All F,W)	144	7.5	119	6.2	135	7.4	115	6.2
	Completed 80% of Credits Attempted	596	31.2	592	31.0	586	31.9	567	30.8
	Earned 12+ Credits with A to C-	413	21.6	432	22.6	424	23.1	403	21.9
Age 20-24	Earned a GPA of 2.0+	206	56.4	173	52.1	201	60.9	173	59.2
	Earned Zero Credits (All F,W)	25	6.8	27	8.1	24	7.3	17	5.8
	Completed 80% of Credits Attempted	100	27.4	61	18.4	93	28.2	72	24.7
	Earned 12+ Credits with A to C-	38	10.4	18	5.4	34	10.3	31	10.6
Age 25+	Earned a GPA of 2.0+	100	55.6	80	47.1	68	49.3	54	47.4
	Earned Zero Credits (All F,W)	12	6.7	18	10.6	12	8.7	14	12.3
	Completed 80% of Credits Attempted	58	32.2	40	23.5	38	27.5	29	25.4
	Earned 12+ Credits with A to C-	17	9.4	14	8.2	9	6.5	7	6.1

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

Race/ Ethnicity and Gender	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
White Female	Earned a GPA of 2.0+	199	65.5	219	66.4	211	70.3	184	69.7
	Earned Zero Credits (All F,W)	21	6.9	14	4.2	19	6.3	9	3.4
	Completed 80% of Credits Attempted	116	38.2	110	33.3	118	39.3	93	35.2
	Earned 12+ Credits with A to C-	61	20.1	69	20.9	59	19.7	59	22.3
White Male	Earned a GPA of 2.0+	238	54.0	220	51.8	232	55.1	236	59.3
	Earned Zero Credits (All F,W)	50	11.3	44	10.4	38	9.0	37	9.3
	Completed 80% of Credits Attempted	132	29.9	125	29.4	131	31.1	132	33.2
	Earned 12+ Credits with A to C-	97	22.0	83	19.5	87	20.7	81	20.4
Black/ African American Female	Earned a GPA of 2.0+	81	53.6	59	56.2	58	61.1	78	60.5
	Earned Zero Credits (All F,W)	8	5.3	11	10.5	4	4.2	10	7.8
	Completed 80% of Credits Attempted	45	29.8	30	28.6	28	29.5	33	25.6
	Earned 12+ Credits with A to C-	29	19.2	19	18.1	18	18.9	17	13.2
Black/ African American Male	Earned a GPA of 2.0+	70	44.6	68	46.9	72	44.4	85	51.8
	Earned Zero Credits (All F,W)	17	10.8	13	9.0	15	9.3	11	6.7
	Completed 80% of Credits Attempted	29	18.5	31	21.4	33	20.4	40	24.4
	Earned 12+ Credits with A to C-	18	11.5	18	12.4	14	8.6	31	18.9
Hispanic/ Latina Female	Earned a GPA of 2.0+	188	58.0	219	64.8	181	63.7	195	61.1
	Earned Zero Credits (All F,W)	24	7.4	14	4.1	16	5.6	22	6.9
	Completed 80% of Credits Attempted	105	32.4	93	27.5	82	28.9	93	29.2
	Earned 12+ Credits with A to C-	54	16.7	60	17.8	54	19.0	55	17.2
Hispanic/ Latino Male	Earned a GPA of 2.0+	172	51.5	157	45.6	170	52.3	155	47.4
	Earned Zero Credits (All F,W)	23	6.9	26	7.6	32	9.8	26	8.0
	Completed 80% of Credits Attempted	88	26.3	79	23.0	83	25.5	74	22.6
	Earned 12+ Credits with A to C-	49	14.7	55	16.0	58	17.8	44	13.5

First Year Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Spring	2,071	84.3	2,012	83.3	1,970	85.5	1,885	83.9
Completed College-level Math	770	31.3	872	36.1	781	33.9	764	34.0
Completed College-level English	1,406	57.2	1,494	61.9	1,464	63.6	1,426	63.4
Completed College-level English + Math	642	26.1	762	31.6	682	29.6	661	29.4
Completed 24+ Credits	393	16.0	428	17.7	423	18.4	408	18.1

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

Student Type	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Pell Grant Recipient	Returned from Fall to Spring	871	90.4	810	88.0	801	90.0	737	90.8
	Completed College-level Math	317	32.9	329	35.8	306	34.4	297	36.6
	Completed College-level English	577	59.9	583	63.4	585	65.7	548	67.5
	Completed College-level English + Math	274	28.5	284	30.9	273	30.7	257	31.7
	Completed 24+ Credits	167	17.3	173	18.8	168	18.9	155	19.1
Dev. Education	Returned from Fall to Spring	674	87.0	706	82.4	612	85.4	655	83.5
	Completed College-level Math	161	20.8	144	16.8	94	13.1	121	15.4
	Completed College-level English	466	60.1	533	62.2	452	63.0	489	62.4
	Completed College-level English + Math	141	18.2	131	15.3	88	12.3	110	14.0
	Completed 24+ Credits	61	7.9	50	5.8	45	6.3	53	6.8
Part-Time (<12 hrs.)	Returned from Fall to Spring	565	72.2	517	69.4	498	71.0	468	69.0
	Completed College-level Math	102	13.0	156	20.9	123	17.5	103	15.2
	Completed College-level English	322	41.1	336	45.1	326	46.5	336	49.6
	Completed College-level English + Math	78	10.0	120	16.1	93	13.3	81	11.9
	Completed 24+ Credits	9	1.1	15	2.0	13	1.9	11	1.6

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

Age Group	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Age <20	Returned from Fall to Spring	1,653	86.5	1,652	86.4	1,607	87.6	1,567	85.1
	Completed College-level Math	661	34.6	779	40.7	689	37.5	677	36.8
	Completed College-level English	1,197	62.6	1,302	68.1	1,270	69.2	1,252	68.0
	Completed College-level English + Math	572	29.9	700	36.6	614	33.5	599	32.5
	Completed 24+ Credits	347	18.1	399	20.9	386	21.0	376	20.4
Age 20-24	Returned from Fall to Spring	290	79.5	250	75.3	263	79.7	236	80.8
	Completed College-level Math	87	23.8	74	22.3	82	24.8	74	25.3
	Completed College-level English	156	42.7	140	42.2	154	46.7	135	46.2
	Completed College-level English + Math	60	16.4	50	15.1	60	18.2	53	18.2
	Completed 24+ Credits	34	9.3	16	4.8	29	8.8	26	8.9
Age 25+	Returned from Fall to Spring	128	71.1	110	64.7	100	72.5	82	71.9
	Completed College-level Math	22	12.2	19	11.2	10	7.2	13	11.4
	Completed College-level English	53	29.4	52	30.6	40	29.0	39	34.2
	Completed College-level English + Math	10	5.6	12	7.1	8	5.8	9	7.9
	Completed 24+ Credits	12	6.7	13	7.6	8	5.8	6	5.3

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

Race/ Ethnicity and Gender	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
White Female	Returned from Fall to Spring	251	82.6	274	83.0	261	87.0	225	85.2
	Completed College-level Math	90	29.6	134	40.6	99	33.0	99	37.5
	Completed College-level English	194	63.8	210	63.6	216	72.0	181	68.6
	Completed College-level English + Math	77	25.3	118	35.8	93	31.0	88	33.3
	Completed 24+ Credits	57	18.8	65	19.7	64	21.3	59	22.3
White Male	Returned from Fall to Spring	351	79.6	340	80.0	340	80.8	315	79.1
	Completed College-level Math	147	33.3	145	34.1	139	33.0	126	31.7
	Completed College-level English	227	51.5	241	56.7	258	61.3	242	60.8
	Completed College-level English + Math	116	26.3	126	29.6	122	29.0	111	27.9
	Completed 24+ Credits	77	17.5	87	20.5	78	18.5	73	18.3
Black/ African American Female	Returned from Fall to Spring	131	86.8	86	81.9	80	84.2	114	88.4
	Completed College-level Math	32	21.2	26	24.8	29	30.5	32	24.8
	Completed College-level English	92	60.9	60	57.1	67	70.5	79	61.2
	Completed College-level English + Math	30	19.9	25	23.8	26	27.4	29	22.5
	Completed 24+ Credits	21	13.9	19	18.1	13	13.7	20	15.5
Black/ African American Male	Returned from Fall to Spring	130	82.8	124	85.5	134	82.7	144	87.8
	Completed College-level Math	33	21.0	41	28.3	32	19.8	57	34.8
	Completed College-level English	75	47.8	81	55.9	85	52.5	107	65.2
	Completed College-level English + Math	28	17.8	38	26.2	25	15.4	51	31.1
	Completed 24+ Credits	15	9.6	17	11.7	11	6.8	29	17.7
Hispanic/ Latina Female	Returned from Fall to Spring	275	84.9	288	85.2	240	84.5	253	79.3
	Completed College-level Math	83	25.6	110	32.5	94	33.1	81	25.4
	Completed College-level English	200	61.7	230	68.0	193	68.0	211	66.1
	Completed College-level English + Math	70	21.6	91	26.9	87	30.6	77	24.1
	Completed 24+ Credits	41	12.7	48	14.2	48	16.9	53	16.6
Hispanic/ Latino Male	Returned from Fall to Spring	279	83.5	271	78.8	266	81.8	262	80.1
	Completed College-level Math	100	29.9	104	30.2	91	28.0	92	28.1
	Completed College-level English	190	56.9	194	56.4	194	59.7	193	59.0
	Completed College-level English + Math	84	25.1	93	27.0	79	24.3	75	22.9
	Completed 24+ Credits	29	8.7	43	12.5	43	13.2	36	11.0

Second Year Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Fall	1,653	66.5	1,666	69.0	1,601	69.5	1,566	69.7
Completed 48+ Credits with A to C-	370	15.1	402	16.7	420	18.2	349	15.5

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

Student Type	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Pell Grant Recipient	Returned from Fall to Fall	660	68.5	637	69.2	635	71.3	596	73.4
	Completed 48+ Credits with A to C-	177	18.4	170	18.5	183	20.6	134	16.5
Dev. Education	Returned from Fall to Fall	515	66.5	568	66.3	489	68.2	545	69.5
	Completed 48+ Credits with A to C-	72	9.3	78	9.1	63	8.8	73	9.3
Part-Time (<12 hrs.)	Returned from Fall to Fall	413	52.7	411	55.2	358	51.1	369	54.4
	Completed 48+ Credits with A to C-	20	2.6	28	3.8	30	4.3	23	3.4

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

Age Group	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
Age <20	Returned from Fall to Fall	1,333	69.7	1,389	72.6	1,335	72.8	1,325	71.9
	Completed 48+ Credits with A to C-	336	17.6	368	19.2	384	20.9	315	17.1
Age 20-24	Returned from Fall to Fall	217	59.5	195	58.7	203	61.5	190	65.1
	Completed 48+ Credits with A to C-	29	7.9	20	6.0	33	10.0	28	9.6
Age 25+	Returned from Fall to Fall	85	47.2	82	48.2	63	45.7	51	44.7
	Completed 48+ Credits with A to C-	5	2.8	14	8.2	3	2.2	6	5.3

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

Race/ Ethnicity and Gender	Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		#	%	#	%	#	%	#	%
White Female	Returned from Fall to Fall	192	63.2	228	69.1	213	71.0	181	68.6
	Completed 48+ Credits with A to C-	49	16.1	64	19.4	69	23.0	46	17.4
White Male	Returned from Fall to Fall	269	61.0	282	66.4	271	64.4	258	64.8
	Completed 48+ Credits with A to C-	64	14.5	72	16.9	69	16.4	59	14.8
Black/ African American Female	Returned from Fall to Fall	90	59.6	59	56.2	65	68.4	92	71.3
	Completed 48+ Credits with A to C-	18	11.9	16	15.2	18	18.9	18	14.0
Black/ African American Male	Returned from Fall to Fall	90	57.3	89	61.4	101	62.3	116	70.7
	Completed 48+ Credits with A to C-	14	8.9	15	10.3	12	7.4	24	14.6
Hispanic/ Latina Female	Returned from Fall to Fall	225	69.4	237	70.1	192	67.6	215	67.4
	Completed 48+ Credits with A to C-	39	12.0	39	11.5	37	13.0	44	13.8
Hispanic/ Latino Male	Returned from Fall to Fall	215	64.4	223	64.8	213	65.5	198	60.6
	Completed 48+ Credits with A to C-	20	6.0	35	10.2	46	14.2	27	8.3

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

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