

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



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OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

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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 – Loudoun 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 Loudoun 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 Loudoun Campus, part-time students and developmental education students struggled the most with gaining momentum.
 - **Part-Time Students:** Compared to all Loudoun 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 reenroll for subsequent spring and fall semesters.
 - **Developmental Education Students:** Compared to all Loudoun Campus students, developmental education students completed fewer credits with a passing grade and were less likely to complete college-level math in the first year of enrollment.
- **Early Momentum by Age Group:** At the Loudoun Campus, younger students (aged 20 or younger) had the highest success rates on each early momentum metric. Compared to other age groups, younger students had higher GPAs; completed more credits; completed college-level coursework at higher rates; and were more likely to reenroll for subsequent semesters.
- **Early Momentum by Race/Ethnicity and Gender:** Black/African American males, Black/African American females, and Hispanic/Latino males 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.

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

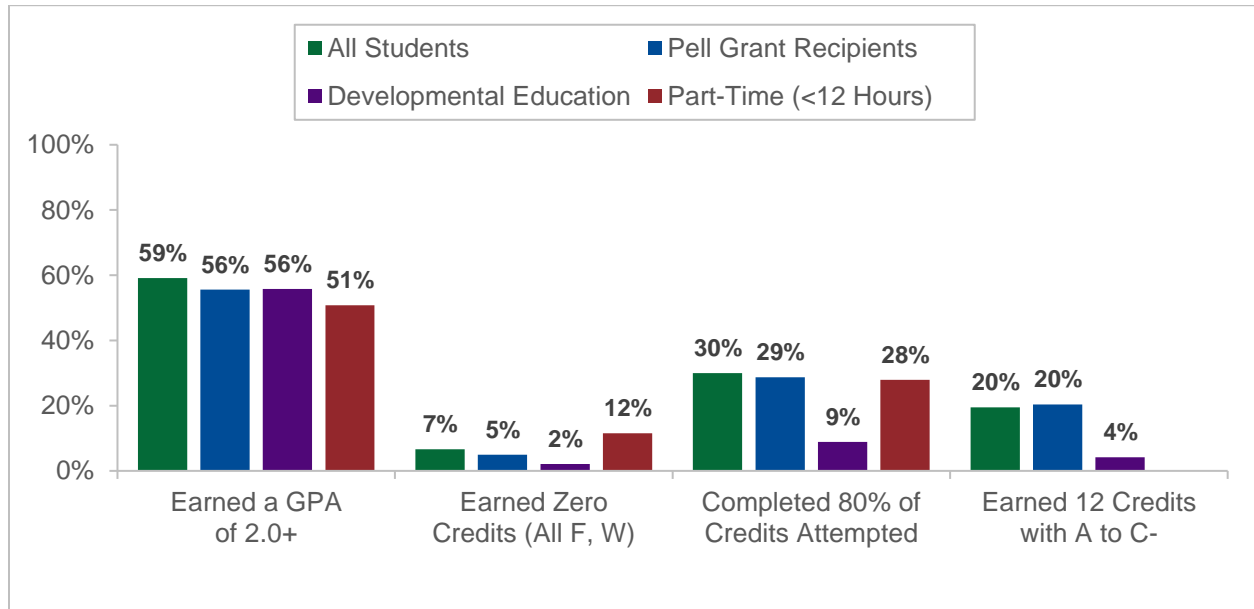
Section I. Early Momentum Metrics by Student Type

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 Loudoun Campus, most first term early momentum metrics were lowest among part-time students, compared to other student groups.
- Most notably, while 12 percent of part-time students earned zero credits during the first term, only 7 percent of all students at Loudoun earned zero credits.
- Developmental students also struggled with gaining early momentum: only nine percent completed 80 percent or more of all credits attempted in the first semester and even fewer—four percent—earned at least 12 credits with a passing grade (A to C-).

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

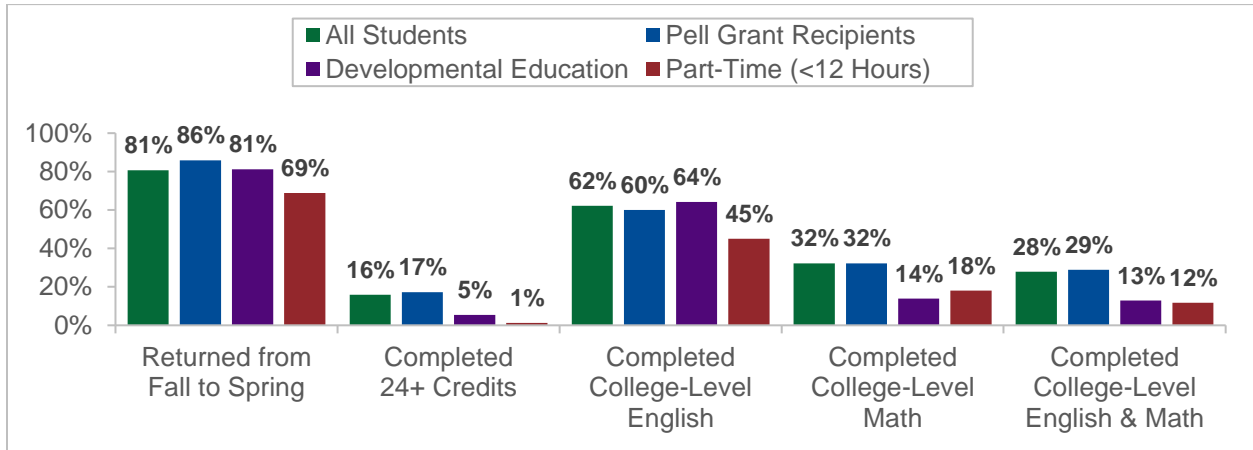


⁵ The three student type groups are not mutually exclusive. A student can be classified into just one category—for example, a part-time student—or in any combination, such as a student who is part-time, developmental, and received a Pell grant. Therefore, for this data, all FTIC students at the Loudoun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

First Year (Figure 2)

- Compared to all students at the Loudoun Campus, part-time students had the lowest success rates on most first year early momentum metrics.
- Most notably, while 81 percent of all FTIC students at Loudoun 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: 45 percent completed college-level English, 18 percent completed college-level math, and 12 percent completed both English and math.

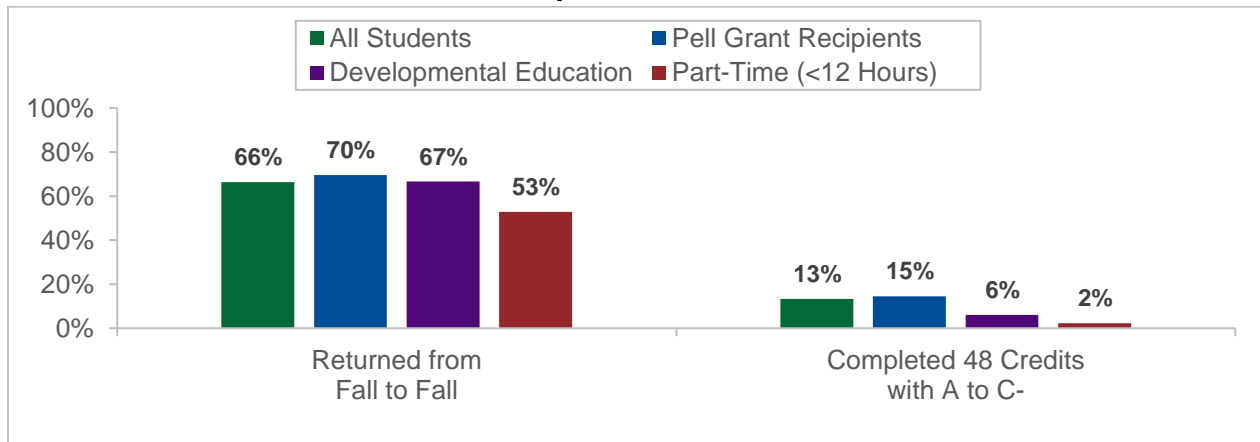
**Figure 2. First Year Early Momentum Metrics by Student Type:
Loudoun Campus Fall 2016 FTIC Cohort**



Second Year (Figure 3)

- At the Loudoun Campus, part-time students had the lowest success rates on second year early momentum metrics.
- Approximately 53 percent of part-time students re-enrolled for a second fall semester (compared to 66 percent of all students), and even fewer—two percent—completed 48 or more credits with a passing grade (compared to 13 percent of all students).

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



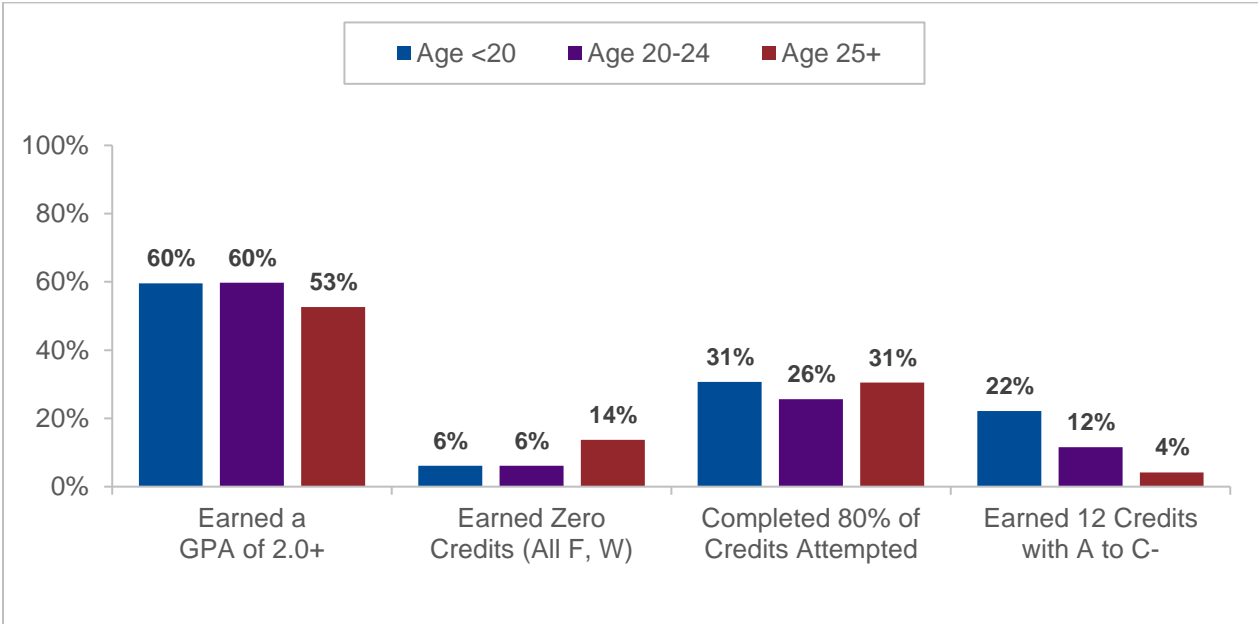
Section II. Early Momentum Metrics by Student Age Group

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 Loudoun Campus (80 percent) are in the first age group, which indicates a traditional college age.

First Term (Figure 4)

- At the Loudoun Campus, older students (aged 25 and older) had the lowest success rates on most first term early momentum metrics, compared to other age groups.
- While 14 percent of older students (aged 25 and older) earned zero credits during the first term, only six percent of students in other age groups earned zero credits.
- Additionally, only four percent of older students (aged 25 and older) earned 12 credits with a passing grade in the first term, compared to 12 percent of students aged 20-24 and 22 percent of students under age 20.

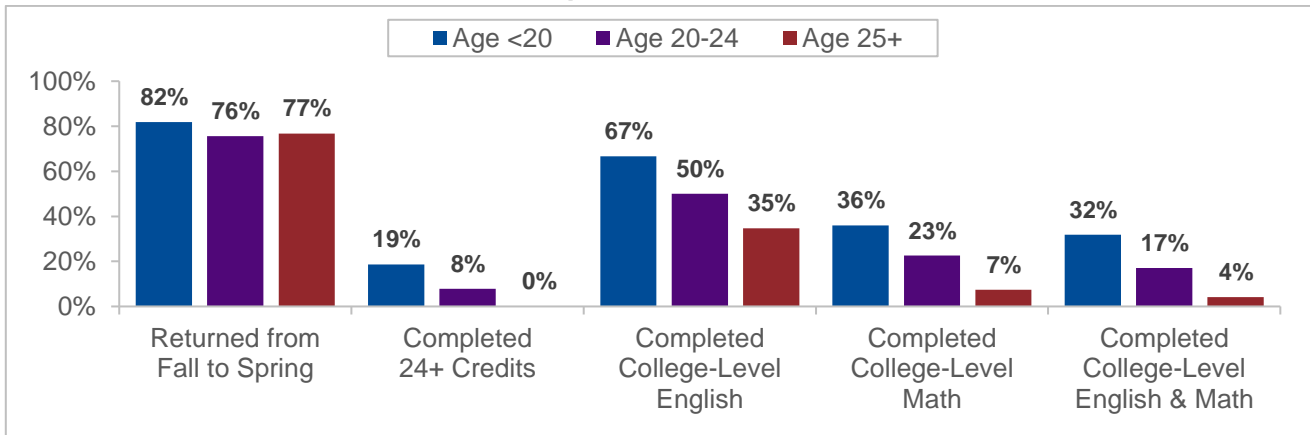
Figure 4. First Term Early Momentum Metrics by Age Group:
Loudoun Campus Fall 2016 FTIC Cohort



First Year (Figure 5)

- At the Loudoun Campus, older students (aged 25 and older) had the lowest success rates on most first year early momentum metrics, compared to students in other age groups.
- Most notably, while 19 percent of students younger than 20 completed 24 or more credits during the first year, no older students (aged 25 and older) at the Loudoun Campus did the same.
- Older students (aged 25 and older) also completed college-level courses at lower rates: 35 percent completed college-level English, 7 percent completed college-level math, and 4 percent completed both college-level English and math.

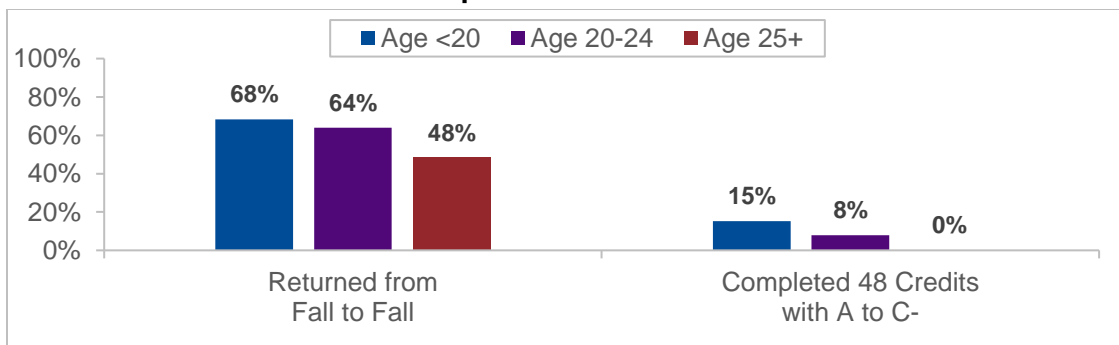
**Figure 5. First Year Early Momentum Metrics by Age Group:
Loudoun Campus Fall 2016 FTIC Cohort**



Second Year (Figure 6)

- At the Loudoun 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 at NOVA for a second fall semester (48 percent), compared to 68 percent of those under age 20 and 64 percent of aged 20-24.
- No older students (aged 25 and older) at the Loudoun Campus completed 48 credits with a passing grade by the end of their second year, compared eight percent of students aged 20 to 24.

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



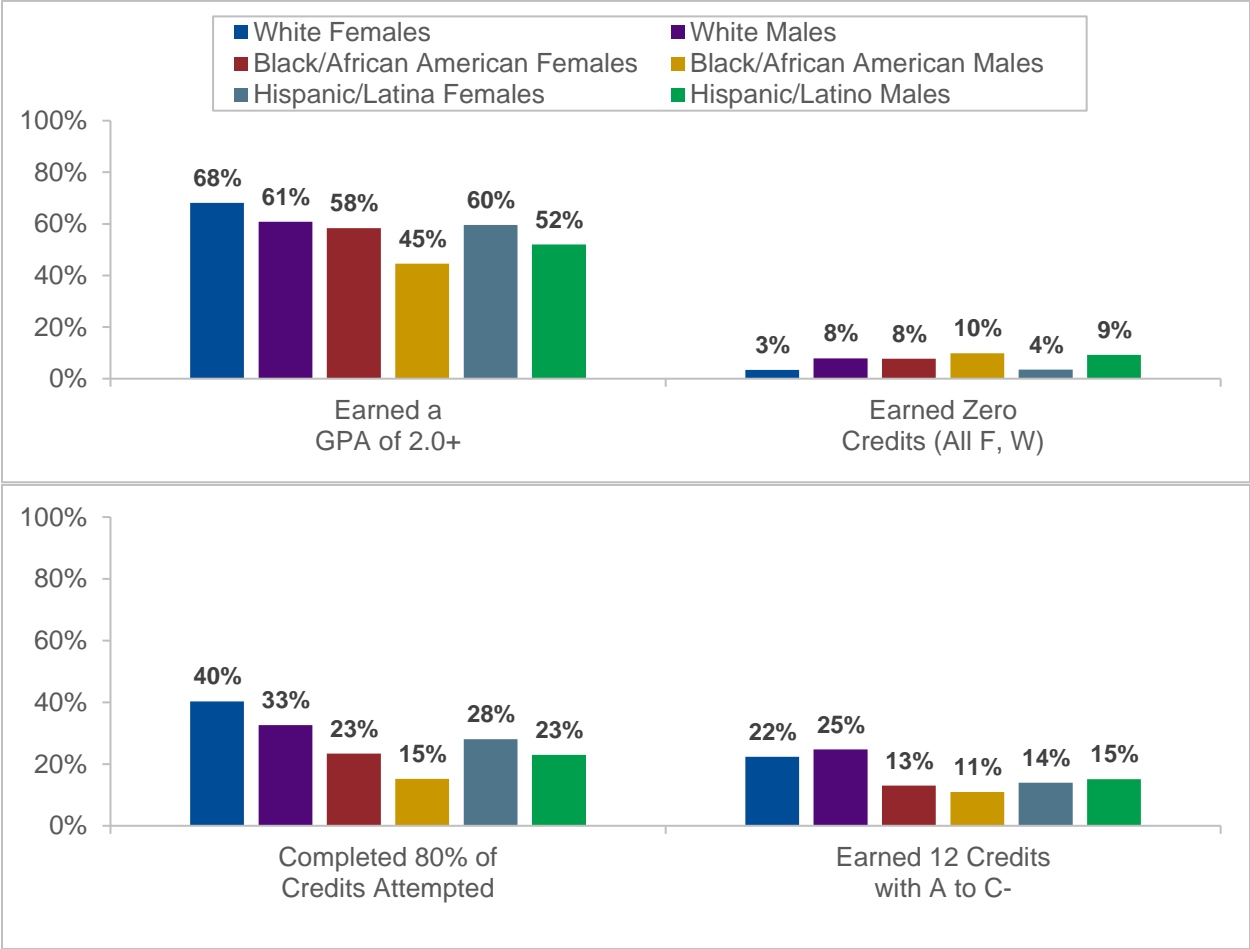
Section III. Early Momentum Metrics by Race/Ethnicity and Gender

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 Loudoun Campus in Fall 2016.

First Term (Figure 7)

- At the Loudoun Campus, Black/African American males and Hispanic/Latino males had the lowest success rates on most of the first term early momentum metrics. Black/African American females also had lower success rates on many early momentum metrics.
- In particular, only 45 percent of Black/African American males and 52 percent of Hispanic/Latino males earned a GPA of 2.0 or higher in the first term, compared to between 58 and 68 percent of students in other groups.
- Additionally, only 15 percent of Black/African American males, 23 percent of Black/African American females, and 23 percent of Hispanic/Latino males completed 80 percent or more of credits attempted, compared to 40 percent of White females.

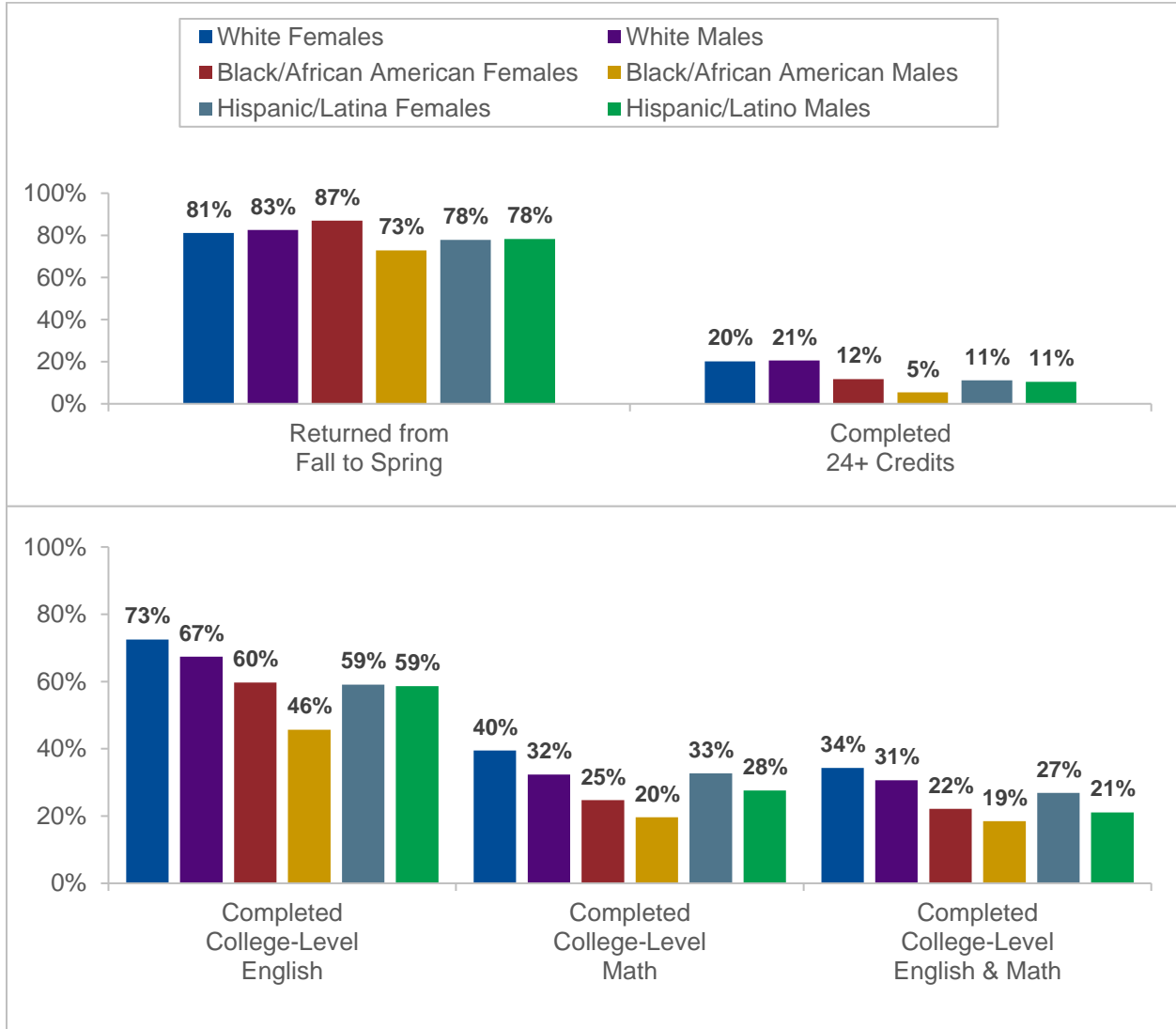
Figure 7. First Term Early Momentum Metrics by Race/Ethnicity and Gender: Loudoun Campus Fall 2016 FTIC Cohort



First Year (Figure 8)

- At the Loudoun Campus, all groups re-enrolled at NOVA for the following Spring semester at high rates (between 73 and 87 percent).
- Black/African American males had the lowest success rates on all five first year early momentum metrics, compared to other groups.

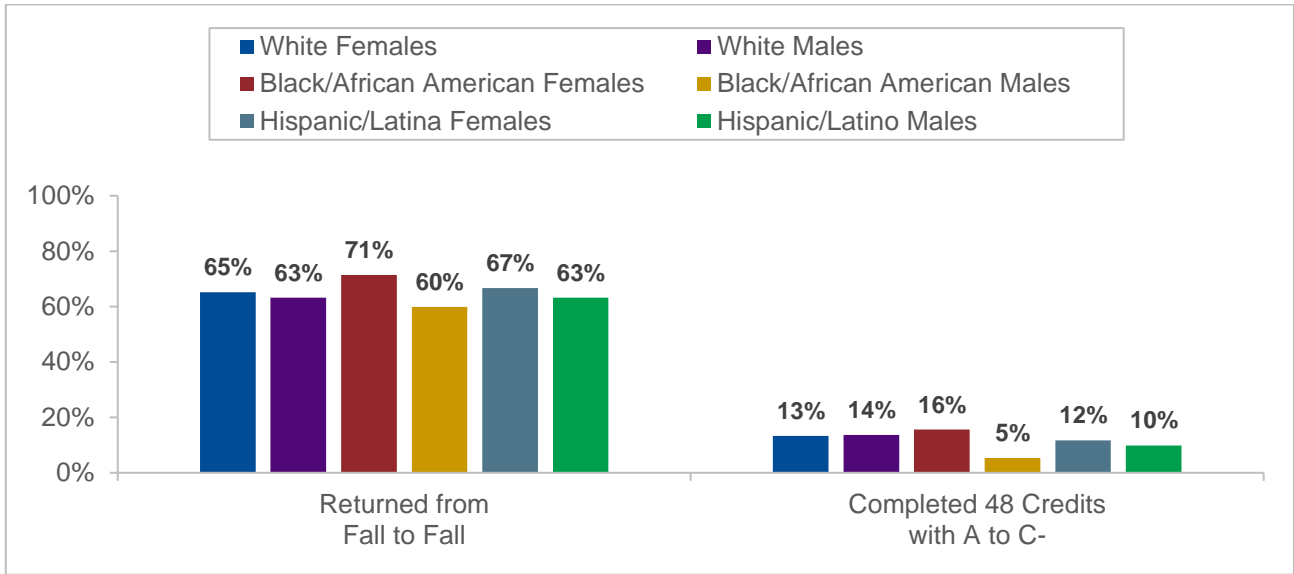
Figure 8. First Year Early Momentum Metrics by Race/Ethnicity and Gender: Loudoun Campus Fall 2016 FTIC Cohort



Second Year (Figure 9)

- At the Loudoun Campus, females of all racial/ethnic groups returned for the following fall semester at slightly higher rates (between 65 and 71 percent) than male students (between 60 and 63 percent).
- Only five percent of Black/African American males completed 48 credits with a passing grade by the end of their second year, the lowest of all groups.

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



Appendix: Data Tables: Loudoun Campus

First Term Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Earned a GPA of 2.0+	729	58.0	893	64.9	759	57.1	758	59.1
Earned Zero Credits (All F,W)	98	7.8	92	6.7	95	7.1	85	6.6
Completed 80% of Credits Attempted	412	32.8	509	37.0	406	30.5	385	30.0
Earned 12+ Credits with A to C-	271	21.6	341	24.8	251	18.9	250	19.5

**Table 2. First Term Early Momentum Metrics by Student Type:
Loudoun 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+	201	52.5	288	60.9	233	53.6	223	55.6
	Earned Zero Credits (All F,W)	28	7.3	29	6.1	19	4.4	20	5.0
	Completed 80% of Credits Attempted	106	27.7	161	34.0	113	26.0	115	28.7
	Earned 12+ Credits with A to C-	74	19.3	117	24.7	77	17.7	82	20.4
Dev. Education	Earned a GPA of 2.0+	210	53.2	271	58.8	248	53.8	237	55.8
	Earned Zero Credits (All F,W)	14	3.5	15	3.3	13	2.8	9	2.1
	Completed 80% of Credits Attempted	51	12.9	50	10.8	34	7.4	38	8.9
	Earned 12+ Credits with A to C-	24	6.1	22	4.8	16	3.5	18	4.2
Part-Time (<12 hrs.)	Earned a GPA of 2.0+	203	49.6	275	57.5	242	52.8	220	50.8
	Earned Zero Credits (All F,W)	64	15.6	57	11.9	63	13.8	50	11.5
	Completed 80% of Credits Attempted	127	31.1	156	32.6	146	31.9	121	27.9
	Earned 12+ Credits with A to C-	--	--	--	--	--	--	--	--

**Table 3. First Term Early Momentum Metrics by Age Group:
Loudoun 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+	616	59.2	745	66.5	613	57.3	610	59.6
	Earned Zero Credits (All F,W)	72	6.9	71	6.3	78	7.3	62	6.1
	Completed 80% of Credits Attempted	352	33.8	422	37.6	335	31.3	314	30.7
	Earned 12+ Credits with A to C-	255	24.5	313	27.9	236	22.1	227	22.2
Age 20-24	Earned a GPA of 2.0+	66	54.1	91	61.1	86	52.8	98	59.8
	Earned Zero Credits (All F,W)	17	13.9	12	8.1	10	6.1	10	6.1
	Completed 80% of Credits Attempted	32	26.2	50	33.6	37	22.7	42	25.6
	Earned 12+ Credits with A to C-	13	10.7	19	12.8	13	8.0	19	11.6
Age 25+	Earned a GPA of 2.0+	47	50.0	57	53.8	60	61.9	50	52.6
	Earned Zero Credits (All F,W)	9	9.6	9	8.5	7	7.2	13	13.7
	Completed 80% of Credits Attempted	28	29.8	37	34.9	34	35.1	29	30.5
	Earned 12+ Credits with A to C-	3	3.2	9	8.5	2	2.1	4	4.2

**Table 4. First Term Early Momentum Metrics by Race/Ethnicity and Gender:
Loudoun 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+	169	66.5	194	75.5	159	67.9	159	68.2
	Earned Zero Credits (All F,W)	19	7.5	12	4.7	14	6.0	8	3.4
	Completed 80% of Credits Attempted	104	40.9	124	48.2	101	43.2	94	40.3
	Earned 12+ Credits with A to C-	64	25.2	82	31.9	56	23.9	52	22.3
White Male	Earned a GPA of 2.0+	159	52.6	209	63.9	165	54.5	177	60.8
	Earned Zero Credits (All F,W)	30	9.9	32	9.8	30	9.9	23	7.9
	Completed 80% of Credits Attempted	103	34.1	119	36.4	91	30.0	95	32.6
	Earned 12+ Credits with A to C-	69	22.8	81	24.8	59	19.5	72	24.7
Black/ African American Female	Earned a GPA of 2.0+	26	37.1	43	61.4	42	56.0	45	58.4
	Earned Zero Credits (All F,W)	8	11.4	6	8.6	6	8.0	6	7.8
	Completed 80% of Credits Attempted	12	17.1	21	30.0	20	26.7	18	23.4
	Earned 12+ Credits with A to C-	7	10.0	12	17.1	9	12.0	10	13.0
Black/ African American Male	Earned a GPA of 2.0+	31	50.0	35	47.9	38	41.8	41	44.6
	Earned Zero Credits (All F,W)	4	6.5	6	8.2	11	12.1	9	9.8
	Completed 80% of Credits Attempted	16	25.8	16	21.9	11	12.1	14	15.2
	Earned 12+ Credits with A to C-	7	11.3	9	12.3	5	5.5	10	10.9
Hispanic/ Latina Female	Earned a GPA of 2.0+	89	64.0	116	63.7	105	58.0	102	59.6
	Earned Zero Credits (All F,W)	5	3.6	12	6.6	8	4.4	6	3.5
	Completed 80% of Credits Attempted	44	31.7	62	34.1	52	28.7	48	28.1
	Earned 12+ Credits with A to C-	28	20.1	38	20.9	29	16.0	24	14.0
Hispanic/ Latino Male	Earned a GPA of 2.0+	75	52.8	96	54.2	86	49.7	79	52.0
	Earned Zero Credits (All F,W)	15	10.6	14	7.9	12	6.9	14	9.2
	Completed 80% of Credits Attempted	40	28.2	47	26.6	37	21.4	35	23.0
	Earned 12+ Credits with A to C-	25	17.6	29	16.4	28	16.2	23	15.1

First Year Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Spring	994	79.1	1,132	82.3	1,063	79.9	1,035	80.7
Completed College-level Math	470	37.4	518	37.6	432	32.5	413	32.2
Completed College-level English	721	57.4	855	62.1	817	61.4	798	62.2
Completed College-level English + Math	399	31.8	454	33.0	380	28.6	358	27.9
Completed 24+ Credits	228	18.2	277	20.1	233	17.5	204	15.9

**Table 6. First Year Early Momentum Metrics by Student Type:
Loudoun 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	327	85.4	405	85.6	376	86.4	344	85.8
	Completed College-level Math	130	33.9	176	37.2	138	31.7	129	32.2
	Completed College-level English	212	55.4	283	59.8	271	62.3	241	60.1
	Completed College-level English + Math	111	29.0	151	31.9	121	27.8	116	28.9
	Completed 24+ Credits	61	15.9	96	20.3	69	15.9	69	17.2
Dev. Education	Returned from Fall to Spring	313	79.2	377	81.8	376	81.6	345	81.2
	Completed College-level Math	78	19.7	72	15.6	56	12.1	59	13.9
	Completed College-level English	245	62.0	286	62.0	284	61.6	273	64.2
	Completed College-level English + Math	70	17.7	68	14.8	51	11.1	55	12.9
	Completed 24+ Credits	34	8.6	36	7.8	23	5.0	23	5.4
Part-Time (<12 hrs.)	Returned from Fall to Spring	253	61.9	339	70.9	301	65.7	298	68.8
	Completed College-level Math	76	18.6	103	21.5	72	15.7	78	18.0
	Completed College-level English	140	34.2	220	46.0	205	44.8	195	45.0
	Completed College-level English + Math	48	11.7	82	17.2	54	11.8	51	11.8
	Completed 24+ Credits	8	2.0	7	1.5	7	1.5	5	1.2

**Table 7. First Year Early Momentum Metrics by Age Group:
Loudoun 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	841	80.9	948	84.6	875	81.8	838	81.8
	Completed College-level Math	431	41.4	477	42.6	390	36.4	369	36.0
	Completed College-level English	656	63.1	759	67.7	704	65.8	683	66.7
	Completed College-level English + Math	374	36.0	423	37.7	346	32.3	326	31.8
	Completed 24+ Credits	212	20.4	256	22.8	216	20.2	191	18.7
Age 20-24	Returned from Fall to Spring	86	70.5	108	72.5	118	72.4	124	75.6
	Completed College-level Math	29	23.8	28	18.8	34	20.9	37	22.6
	Completed College-level English	47	38.5	65	43.6	77	47.2	82	50.0
	Completed College-level English + Math	21	17.2	22	14.8	27	16.6	28	17.1
	Completed 24+ Credits	14	11.5	14	9.4	13	8.0	13	7.9
Age 25+	Returned from Fall to Spring	67	71.3	76	71.7	70	72.2	73	76.8
	Completed College-level Math	10	10.6	13	12.3	8	8.2	7	7.4
	Completed College-level English	18	19.1	31	29.2	36	37.1	33	34.7
	Completed College-level English + Math	4	4.3	9	8.5	7	7.2	4	4.2
	Completed 24+ Credits	2	2.1	7	6.6	4	4.1	0	0.0

**Table 8. First Year Early Momentum Metrics by Race/Ethnicity and Gender:
Loudoun 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	201	79.1	221	86.0	187	79.9	189	81.1
	Completed College-level Math	97	38.2	115	44.7	86	36.8	92	39.5
	Completed College-level English	158	62.2	184	71.6	160	68.4	169	72.5
	Completed College-level English + Math	86	33.9	108	42.0	78	33.3	80	34.3
	Completed 24+ Credits	54	21.3	60	23.3	47	20.1	47	20.2
White Male	Returned from Fall to Spring	232	76.8	259	79.2	237	78.2	240	82.5
	Completed College-level Math	125	41.4	114	34.9	113	37.3	94	32.3
	Completed College-level English	162	53.6	190	58.1	178	58.7	196	67.4
	Completed College-level English + Math	102	33.8	94	28.7	96	31.7	89	30.6
	Completed 24+ Credits	56	18.5	66	20.2	57	18.8	60	20.6
Black/ African American Female	Returned from Fall to Spring	52	74.3	59	84.3	61	81.3	67	87.0
	Completed College-level Math	10	14.3	20	28.6	13	17.3	19	24.7
	Completed College-level English	30	42.9	42	60.0	41	54.7	46	59.7
	Completed College-level English + Math	9	12.9	18	25.7	12	16.0	17	22.1
	Completed 24+ Credits	6	8.6	13	18.6	6	8.0	9	11.7
Black/ African American Male	Returned from Fall to Spring	50	80.6	58	79.5	64	70.3	67	72.8
	Completed College-level Math	16	25.8	19	26.0	13	14.3	18	19.6
	Completed College-level English	33	53.2	35	47.9	44	48.4	42	45.7
	Completed College-level English + Math	12	19.4	14	19.2	12	13.2	17	18.5
	Completed 24+ Credits	7	11.3	5	6.8	4	4.4	5	5.4
Hispanic/ Latina Female	Returned from Fall to Spring	112	80.6	149	81.9	153	84.5	133	77.8
	Completed College-level Math	57	41.0	59	32.4	54	29.8	56	32.7
	Completed College-level English	94	67.6	117	64.3	116	64.1	101	59.1
	Completed College-level English + Math	49	35.3	56	30.8	49	27.1	46	26.9
	Completed 24+ Credits	21	15.1	33	18.1	29	16.0	19	11.1
Hispanic/ Latino Male	Returned from Fall to Spring	102	71.8	136	76.8	131	75.7	119	78.3
	Completed College-level Math	49	34.5	61	34.5	55	31.8	42	27.6
	Completed College-level English	65	45.8	99	55.9	103	59.5	89	58.6
	Completed College-level English + Math	39	27.5	52	29.4	51	29.5	32	21.1
	Completed 24+ Credits	20	14.1	25	14.1	25	14.5	16	10.5

Second Year Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Fall	798	63.5	897	65.2	834	62.7	850	66.3
Completed 48+ Credits with A to C-	208	16.6	234	17.0	201	15.1	170	13.3

**Table 10. Second Year Early Momentum Metrics by Student Type:
Loudoun 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	234	61.1	291	61.5	278	63.9	279	69.6
	Completed 48+ Credits with A to C-	56	14.6	81	17.1	69	15.9	58	14.5
Dev. Education	Returned from Fall to Fall	248	62.8	282	61.2	282	61.2	283	66.6
	Completed 48+ Credits with A to C-	35	8.9	36	7.8	28	6.1	26	6.1
Part-Time (<12 hrs.)	Returned from Fall to Fall	203	49.6	252	52.7	216	47.2	229	52.9
	Completed 48+ Credits with A to C-	20	4.9	14	2.9	13	2.8	10	2.3

**Table 11. Second Year Early Momentum Metrics by Age Group:
Loudoun 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	686	66.0	773	69.0	704	65.8	699	68.3
	Completed 48+ Credits with A to C-	193	18.6	217	19.4	182	17.0	157	15.3
Age 20-24	Returned from Fall to Fall	65	53.3	72	48.3	83	50.9	105	64.0
	Completed 48+ Credits with A to C-	12	9.8	14	9.4	13	8.0	13	7.9
Age 25+	Returned from Fall to Fall	47	50.0	52	49.1	47	48.5	46	48.4
	Completed 48+ Credits with A to C-	3	3.2	3	2.8	6	6.2	0	0.0

**Table 12. Second Year Early Momentum Metrics by Race/Ethnicity and Gender:
Loudoun 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	159	62.6	175	68.1	143	61.1	152	65.2
	Completed 48+ Credits with A to C-	47	18.5	55	21.4	36	15.4	31	13.3
White Male	Returned from Fall to Fall	178	58.9	209	63.9	190	62.7	184	63.2
	Completed 48+ Credits with A to C-	50	16.6	53	16.2	51	16.8	40	13.7
Black/African American Female	Returned from Fall to Fall	39	55.7	41	58.6	41	54.7	55	71.4
	Completed 48+ Credits with A to C-	4	5.7	14	20.0	5	6.7	12	15.6
Black/African American Male	Returned from Fall to Fall	33	53.2	40	54.8	52	57.1	55	59.8
	Completed 48+ Credits with A to C-	5	8.1	4	5.5	3	3.3	5	5.4
Hispanic/Latina Female	Returned from Fall to Fall	99	71.2	115	63.2	113	62.4	114	66.7
	Completed 48+ Credits with A to C-	22	15.8	26	14.3	28	15.5	20	11.7
Hispanic/Latino Male	Returned from Fall to Fall	81	57.0	108	61.0	105	60.7	96	63.2
	Completed 48+ Credits with A to C-	21	14.8	18	10.2	16	9.2	15	9.9

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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