

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



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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 – Manassas 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 Manassas 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:** Compared to all Manassas Campus students, developmental students and part-time students struggled the most with gaining early momentum. Additionally, Pell grant recipients had lower first term success rates, but had first year and second year success rates comparable to all Manassas students.
 - **Part-Time Students:** Compared to all Manassas Campus students, part-time students on average earned fewer credits, completed college-level coursework at lower rates, and were less likely to reenroll for subsequent semesters.
 - **Developmental Education Students:** Compared to all Manassas Campus students, developmental education students completed fewer credits and had the lowest rates of completion for college-level math.
- **Early Momentum by Age Group:** At the Manassas Campus, younger students (aged 20 or younger) had the highest success rates on each early momentum metric, compared to both other age groups. These students had higher GPAs, earned 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 and Hispanic/Latino males had the lowest success rates on most early momentum metrics, compared to other race/ethnic and gender groups. Additionally, Black/African American females also had relatively lower success rates on some early momentum metrics.

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

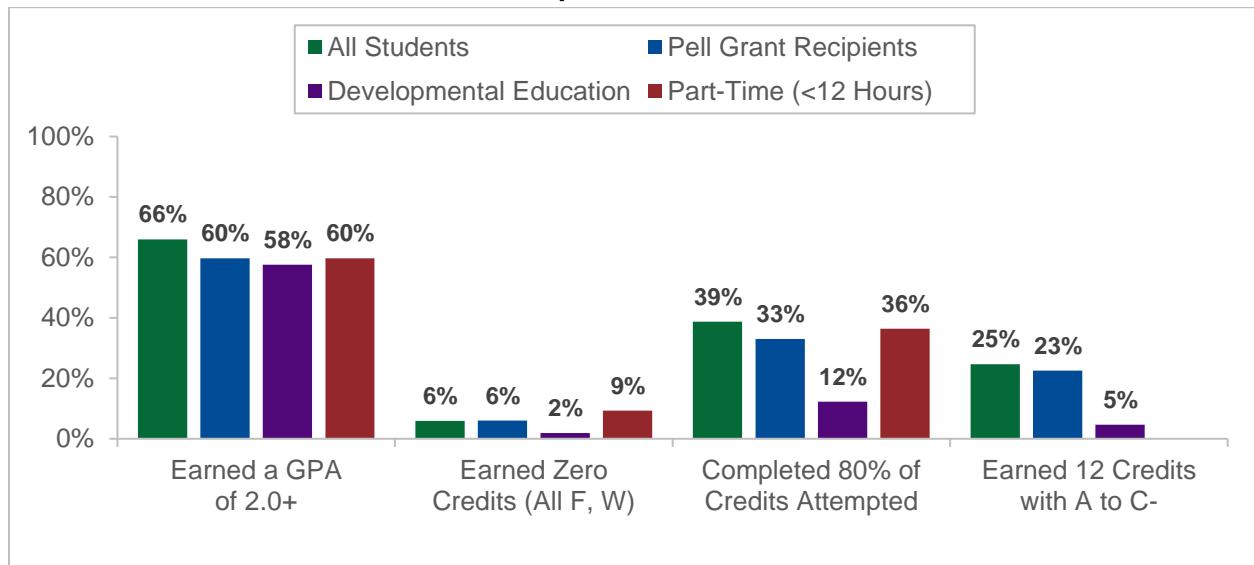
Section I. Early Momentum Metrics by Student Type

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 Manassas Campus, the percentage of students earning a GPA of 2.0+ in their first semester was similar among all student groups.
- Nine percent of part-time students earned zero credits in the first semester, compared to six percent of all FTIC students at the Manassas Campus.
- Developmental students struggled at gaining early momentum in some areas: only twelve 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.

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

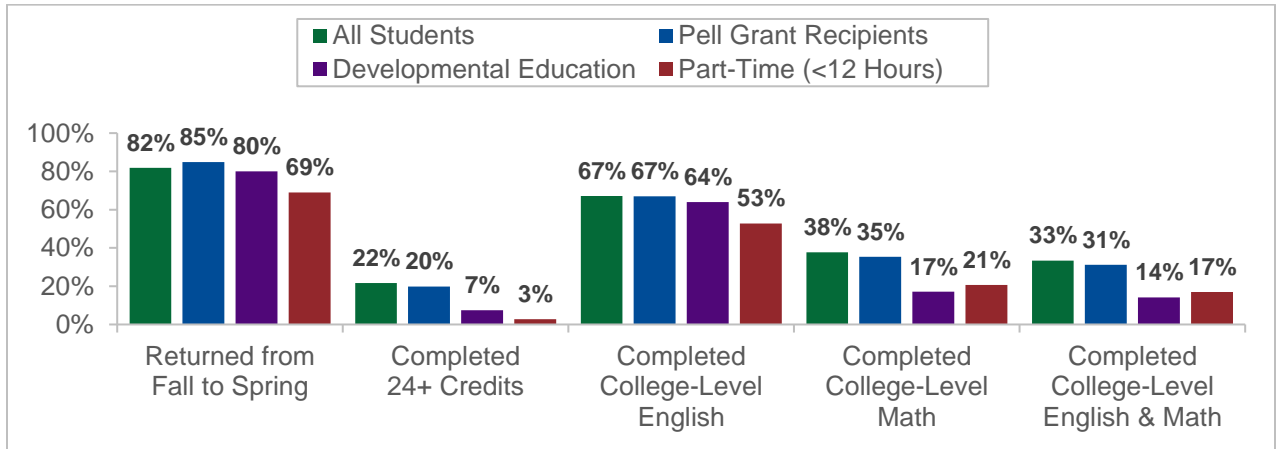


⁵ The three student type groups are not mutually exclusive. A student can be classified into just one category—for example, a part-time student—or in any combination, such as a student who is part-time, developmental, and received a Pell grant. Therefore, for this data, all FTIC students at the Manassas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

First Year (Figure 2)

- Part-time students and developmental education students had lower success rates on first year early momentum metrics, compared to all FTIC students at the Manassas Campus.
- Most notably, while 22 percent of all FTIC students at the Manassas Campus completed 24 or more credits during the first year, only seven percent of developmental students and three percent of part-time students did the same.

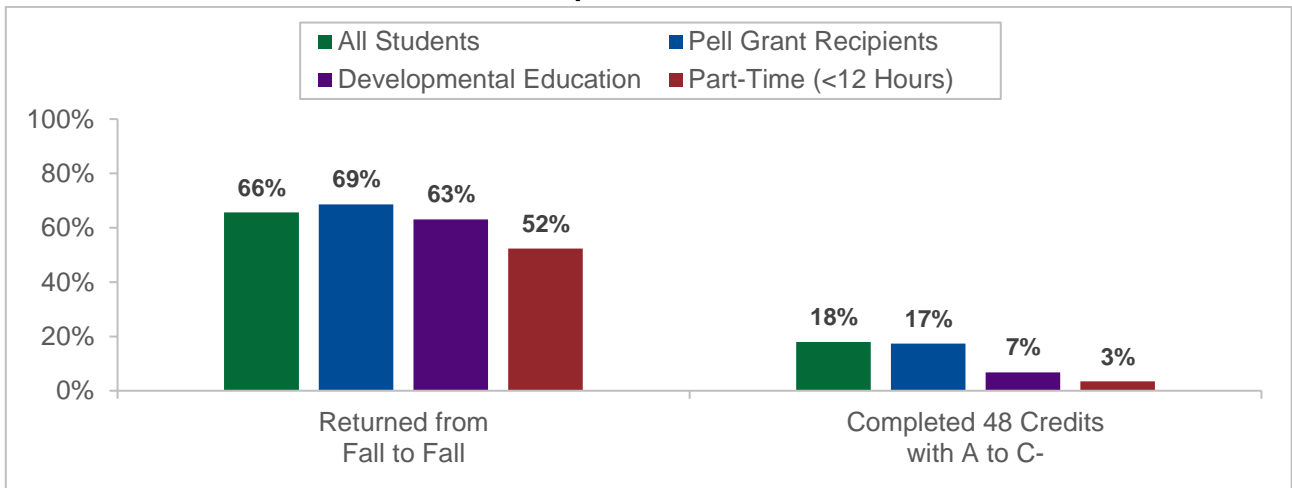
**Figure 2. First Year Early Momentum Metrics by Student Type:
Manassas Campus Fall 2016 FTIC Cohort**



Second Year (Figure 3)

- At the Manassas Campus, part-time students had the lowest success rates on second year early momentum metrics, compared to other student groups.
- Only 52 percent of part-time students re-enrolled for a second fall semester (compared to 66 percent of all students at Manassas), and even fewer—three percent—had completed 48 or more credits with a passing grade (compared to 18 percent of all students).

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



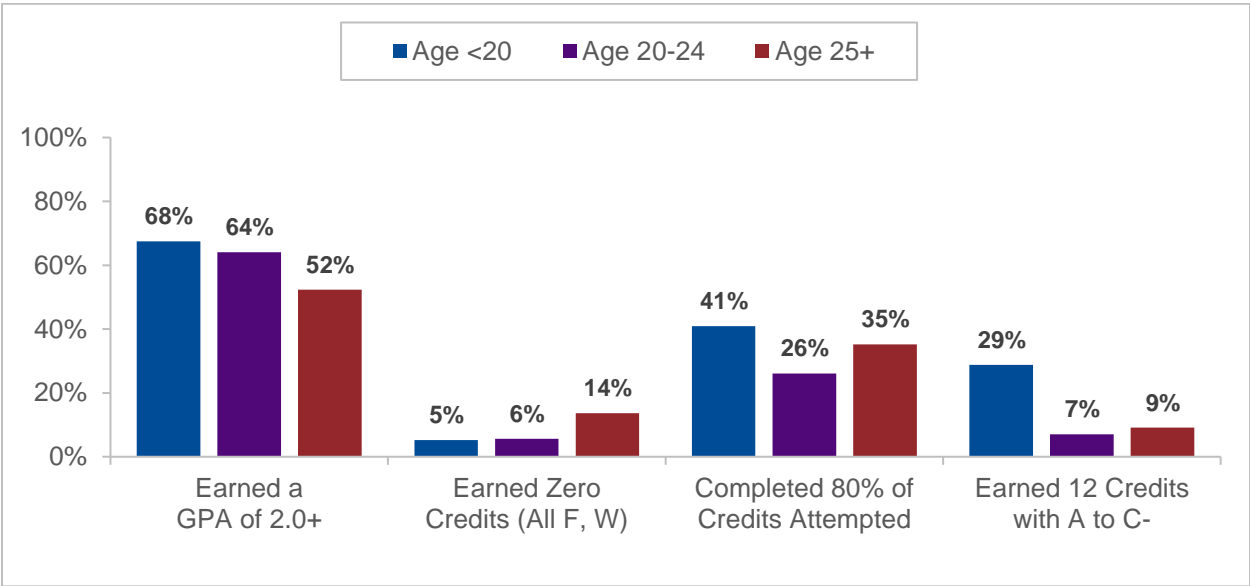
Section II. Early Momentum Metrics by Student Age Group

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 Manassas Campus (81 percent) are in the first age group, which indicates a traditional college age.

First Term (Figure 4)

- At the Manassas Campus, younger students (under age 20) had higher success rates on each of the first term early momentum metrics, compared to other age groups.
- Notably, 29 percent of students aged 20 or younger earned 12 or more credits with a passing grade, compared to seven percent of students aged 20 to 24, and nine percent of students aged 25 and older.

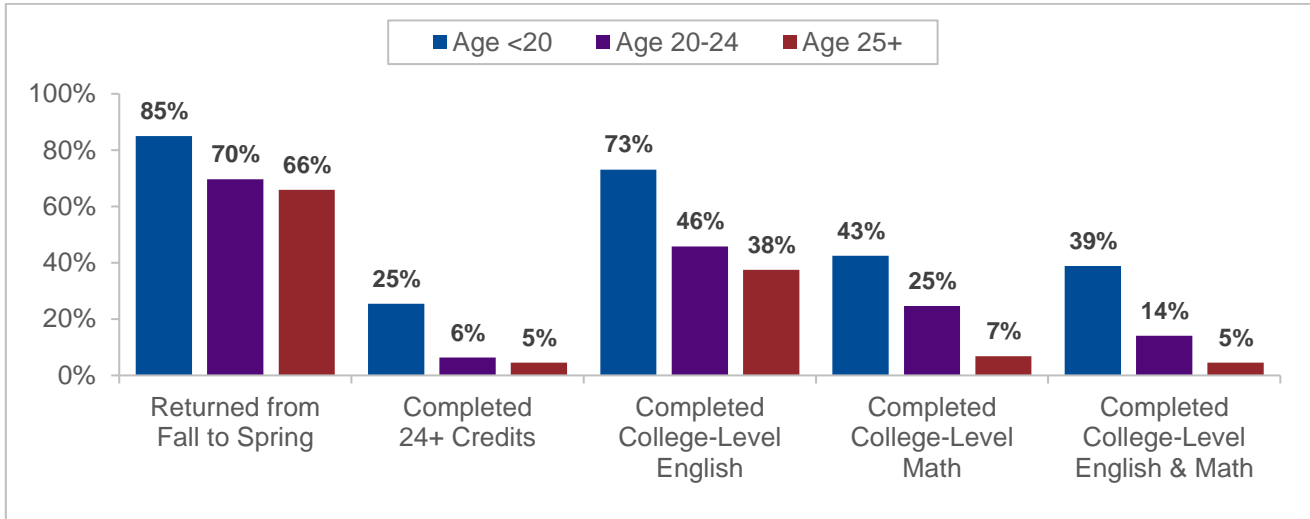
Figure 4. First Term Early Momentum Metrics by Age Group: Manassas Campus Fall 2016 FTIC Cohort



First Year (Figure 5)

- At the Manassas Campus, younger students (under age 20) had higher success rates on each of the first year early momentum metrics, compared to other age groups.
- Most notably, 85 percent of students younger than 20 years old re-enrolled for the following spring semester, compared to between 66 and 70 percent for older age groups.

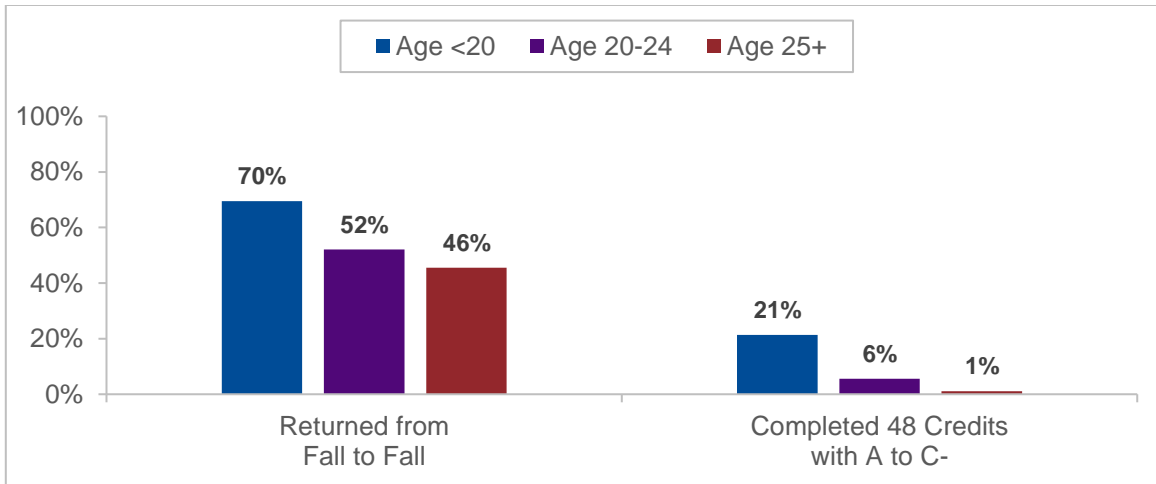
Figure 5. First Year Early Momentum Metrics by Age Group: Manassas Campus Fall 2016 FTIC Cohort



Second Year (Figure 6)

- At the Manassas Campus, students aged 25 or older had the lowest success rates on both second year early momentum metrics compared to students in other age groups.
- Approximately 46 percent of students in the oldest group (aged 25 or older) re-enrolled at NOVA for a second fall semester, compared to 70 percent of students younger than 20 years old and 52 percent of those aged 20 to 24.

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



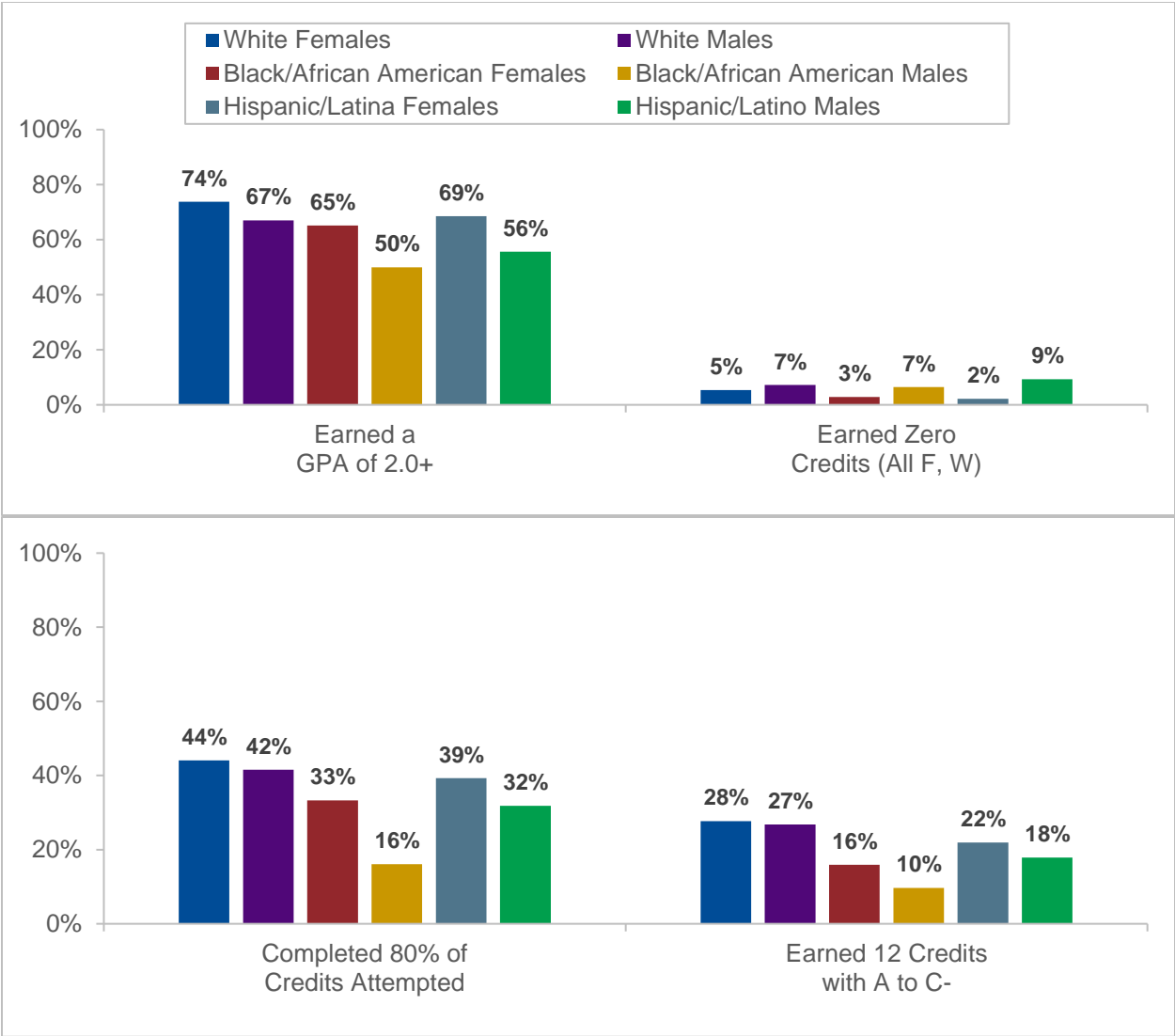
Section III. Early Momentum Metrics by Race/Ethnicity and Gender

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 Manassas Campus in Fall 2016.

First Term (Figure 7)

- At the Manassas Campus, White females had the highest success rates on the first term early momentum metrics, compared to other groups.
- Conversely, Black/African American males had the lowest success rates on the first term early momentum metrics, compared to other groups.

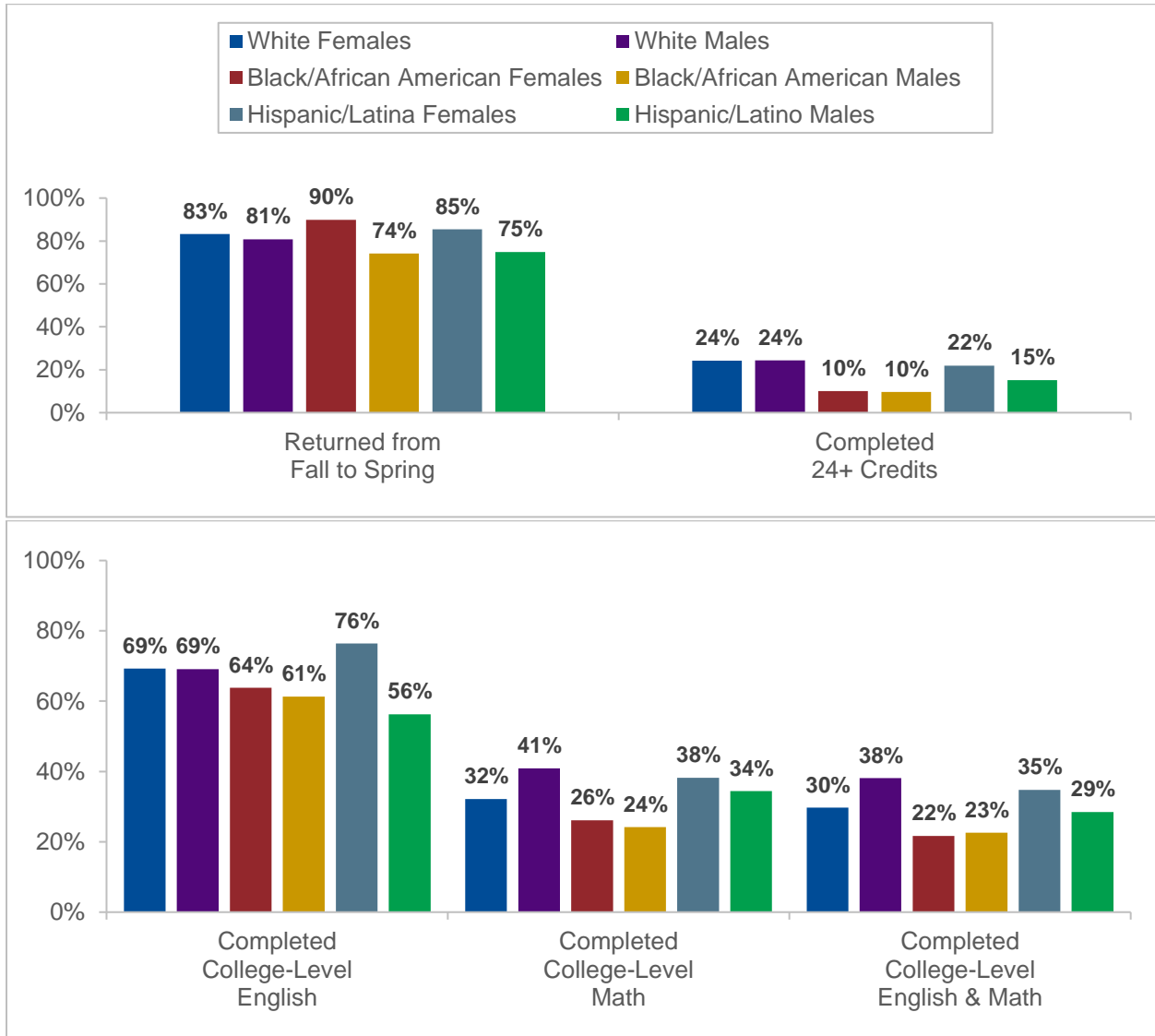
Figure 7. First Term Early Momentum Metrics by Race/Ethnicity and Gender: Manassas Campus Fall 2016 FTIC Cohort



First Year (Figure 8)

- At the Manassas Campus, all groups re-enrolled at NOVA for the following Spring semester at high rates (between 74 and 90 percent). Black/African American females re-enrolled at the highest rate (90 percent).
- Hispanic/Latina females, White males, and White females had the highest rates of completion of college-level courses, including both English and math.

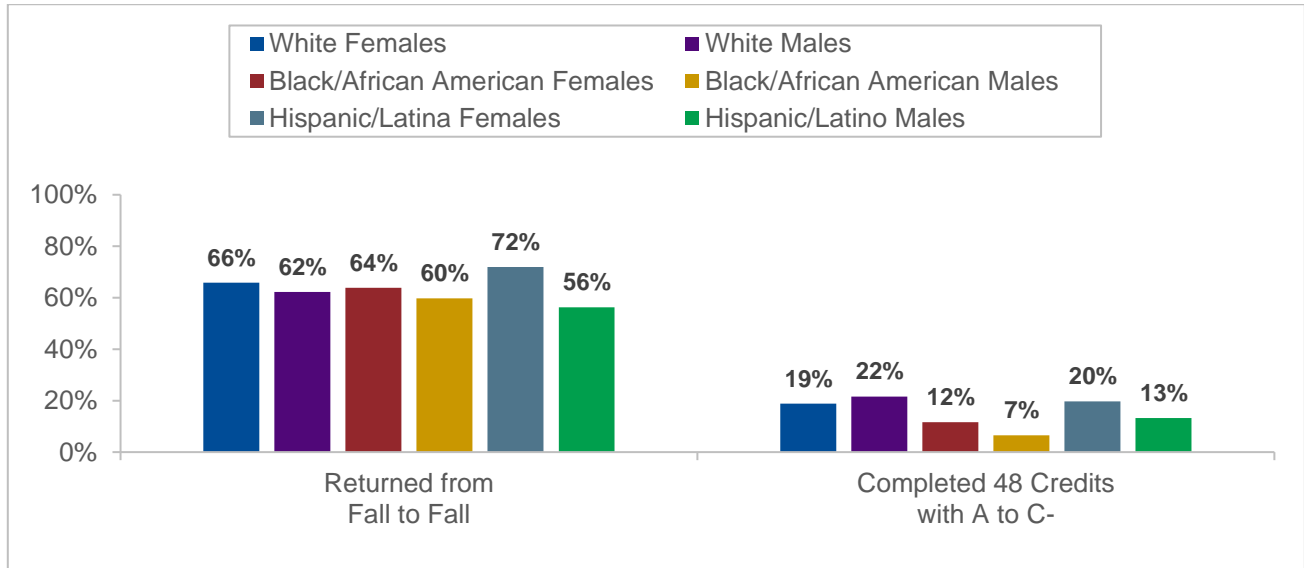
Figure 8. First Year Early Momentum Metrics by Race/Ethnicity and Gender: Manassas Campus Fall 2016 FTIC Cohort



Second Year (Figure 9)

- At the Manassas Campus, all groups re-enrolled at NOVA for the following fall semester at similarly high rates (between 56 and 72 percent). Hispanic/Latina females re-enrolled at the highest rate (72 percent) and Hispanic/Latino males re-enrolled at the lowest rate (56 percent).
- Only seven 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: Manassas Campus Fall 2016 FTIC Cohort



Appendix: Data Tables – Manassas Campus

First Term Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Earned a GPA of 2.0+	760	61.8	758	64.2	863	65.1	787	66.0
Earned Zero Credits (All F,W)	98	8.0	78	6.6	84	6.3	70	5.9
Completed 80% of Credits Attempted	425	34.6	434	36.7	467	35.2	462	38.7
Earned 12+ Credits with A to C-	268	21.8	270	22.9	289	21.8	295	24.7

**Table 2. First Term Early Momentum Metrics by Student Type:
Manassas 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+	237	57.5	268	64.4	242	58.9	228	59.7
	Earned Zero Credits (All F,W)	23	5.6	20	4.8	30	7.3	23	6.0
	Completed 80% of Credits Attempted	120	29.1	140	33.7	121	29.4	126	33.0
	Earned 12+ Credits with A to C-	84	20.4	93	22.4	83	20.2	86	22.5
Dev. Education	Earned a GPA of 2.0+	254	54.9	251	58.6	294	59.4	272	57.6
	Earned Zero Credits (All F,W)	20	4.3	11	2.6	8	1.6	9	1.9
	Completed 80% of Credits Attempted	50	10.8	47	11.0	46	9.3	58	12.3
	Earned 12+ Credits with A to C-	19	4.1	21	4.9	19	3.8	22	4.7
Part-Time (<12 hrs.)	Earned a GPA of 2.0+	233	52.8	270	57.4	309	60.1	243	59.7
	Earned Zero Credits (All F,W)	71	16.1	58	12.3	58	11.3	38	9.3
	Completed 80% of Credits Attempted	135	30.6	153	32.6	164	31.9	148	36.4
	Earned 12+ Credits with A to C-	--	--	--	--	--	--	--	--

**Table 3. First Term Early Metrics by Age Group:
Manassas 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+	625	63.5	620	66.0	728	67.3	650	67.5
	Earned Zero Credits (All F,W)	70	7.1	58	6.2	63	5.8	50	5.2
	Completed 80% of Credits Attempted	354	35.9	357	38.0	394	36.4	394	40.9
	Earned 12+ Credits with A to C-	242	24.6	250	26.6	271	25.1	277	28.8
Age 20-24	Earned a GPA of 2.0+	83	56.1	85	55.2	92	58.6	91	64.1
	Earned Zero Credits (All F,W)	15	10.1	13	8.4	12	7.6	8	5.6
	Completed 80% of Credits Attempted	38	25.7	41	26.6	41	26.1	37	26.1
	Earned 12+ Credits with A to C-	15	10.1	9	5.8	12	7.6	10	7.0
Age 25+	Earned a GPA of 2.0+	52	54.2	53	60.9	43	49.4	46	52.3
	Earned Zero Credits (All F,W)	13	13.5	7	8.0	9	10.3	12	13.6
	Completed 80% of Credits Attempted	33	34.4	36	41.4	32	36.8	31	35.2
	Earned 12+ Credits with A to C-	11	11.5	11	12.6	6	6.9	8	9.1

**Table 4. First Term Early Momentum Metrics by Race/Ethnicity and Gender:
Manassas 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+	182	72.5	167	74.6	173	74.9	149	73.8
	Earned Zero Credits (All F,W)	20	8.0	10	4.5	9	3.9	11	5.4
	Completed 80% of Credits Attempted	110	43.8	112	50.0	100	43.3	89	44.1
	Earned 12+ Credits with A to C-	73	29.1	65	29.0	65	28.1	56	27.7
White Male	Earned a GPA of 2.0+	183	63.8	159	61.6	218	66.1	195	67.0
	Earned Zero Credits (All F,W)	28	9.8	22	8.5	26	7.9	21	7.2
	Completed 80% of Credits Attempted	107	37.3	95	36.8	135	40.9	121	41.6
	Earned 12+ Credits with A to C-	59	20.6	59	22.9	82	24.8	78	26.8
Black/ African American Female	Earned a GPA of 2.0+	39	56.5	40	53.3	43	60.6	45	65.2
	Earned Zero Credits (All F,W)	7	10.1	5	6.7	6	8.5	2	2.9
	Completed 80% of Credits Attempted	21	30.4	19	25.3	13	18.3	23	33.3
	Earned 12+ Credits with A to C-	16	23.2	14	18.7	5	7.0	11	15.9
Black/ African American Male	Earned a GPA of 2.0+	27	36.5	48	61.5	52	57.8	31	50.0
	Earned Zero Credits (All F,W)	7	9.5	6	7.7	6	6.7	4	6.5
	Completed 80% of Credits Attempted	12	16.2	21	26.9	28	31.1	10	16.1
	Earned 12+ Credits with A to C-	8	10.8	13	16.7	15	16.7	6	9.7
Hispanic/ Latina Female	Earned a GPA of 2.0+	116	62.0	108	69.7	113	62.8	122	68.5
	Earned Zero Credits (All F,W)	13	7.0	6	3.9	12	6.7	4	2.2
	Completed 80% of Credits Attempted	64	34.2	54	34.8	55	30.6	70	39.3
	Earned 12+ Credits with A to C-	36	19.3	26	16.8	35	19.4	39	21.9
Hispanic/ Latino Male	Earned a GPA of 2.0+	85	55.6	89	52.4	108	60.0	84	55.6
	Earned Zero Credits (All F,W)	12	7.8	15	8.8	12	6.7	14	9.3
	Completed 80% of Credits Attempted	42	27.5	44	25.9	58	32.2	48	31.8
	Earned 12+ Credits with A to C-	30	19.6	27	15.9	37	20.6	27	17.9

First Year Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Spring	1,006	81.9	952	80.6	1,065	80.4	976	81.8
Completed College-level Math	420	34.2	445	37.7	499	37.7	450	37.7
Completed College-level English	707	57.5	754	63.8	824	62.2	802	67.2
Completed College-level English + Math	360	29.3	392	33.2	428	32.3	398	33.4
Completed 24+ Credits	220	17.9	230	19.5	252	19.0	258	21.6

**Table 6. First Year Early Momentum Metrics by Student Type:
Manassas 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	359	87.1	347	83.4	349	84.9	324	84.8
	Completed College-level Math	120	29.1	155	37.3	136	33.1	135	35.3
	Completed College-level English	223	54.1	261	62.7	249	60.6	256	67.0
	Completed College-level English + Math	101	24.5	137	32.9	121	29.4	119	31.2
	Completed 24+ Credits	65	15.8	75	18.0	74	18.0	76	19.9
Dev. Education	Returned from Fall to Spring	377	81.4	345	80.6	378	76.4	378	80.1
	Completed College-level Math	85	18.4	70	16.4	76	15.4	81	17.2
	Completed College-level English	259	55.9	275	64.3	306	61.8	302	64.0
	Completed College-level English + Math	70	15.1	63	14.7	64	12.9	67	14.2
	Completed 24+ Credits	28	6.0	26	6.1	27	5.5	35	7.4
Part-Time (<12 hrs.)	Returned from Fall to Spring	295	66.9	325	69.1	351	68.3	281	69.0
	Completed College-level Math	73	16.6	95	20.2	107	20.8	84	20.6
	Completed College-level English	170	38.5	231	49.1	248	48.2	215	52.8
	Completed College-level English + Math	52	11.8	76	16.2	81	15.8	69	17.0
	Completed 24+ Credits	8	1.8	12	2.6	11	2.1	11	2.7

**Table 7. First Year Early Momentum Metrics by Age Group:
Manassas 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	837	85.0	795	84.6	889	82.2	819	85.0
	Completed College-level Math	387	39.3	415	44.1	453	41.9	409	42.5
	Completed College-level English	631	64.1	667	71.0	735	68.0	704	73.1
	Completed College-level English + Math	336	34.1	376	40.0	397	36.7	374	38.8
	Completed 24+ Credits	194	19.7	223	23.7	240	22.2	245	25.4
Age 20-24	Returned from Fall to Spring	104	70.3	102	66.2	109	69.4	99	69.7
	Completed College-level Math	26	17.6	24	15.6	37	23.6	35	24.6
	Completed College-level English	53	35.8	54	35.1	70	44.6	65	45.8
	Completed College-level English + Math	18	12.2	12	7.8	26	16.6	20	14.1
	Completed 24+ Credits	14	9.5	5	3.2	10	6.4	9	6.3
Age 25+	Returned from Fall to Spring	65	67.7	55	63.2	67	77.0	58	65.9
	Completed College-level Math	7	7.3	6	6.9	9	10.3	6	6.8
	Completed College-level English	23	24.0	33	37.9	19	21.8	33	37.5
	Completed College-level English + Math	6	6.3	4	4.6	5	5.7	4	4.5
	Completed 24+ Credits	12	12.5	2	2.3	2	2.3	4	4.5

**Table 8. First Year Early Momentum Metrics by Race/Ethnicity and Gender:
Manassas 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	211	84.1	188	83.9	190	82.3	168	83.2
	Completed College-level Math	104	41.4	96	42.9	103	44.6	65	32.2
	Completed College-level English	171	68.1	170	75.9	163	70.6	140	69.3
	Completed College-level English + Math	93	37.1	86	38.4	93	40.3	60	29.7
	Completed 24+ Credits	70	27.9	55	24.6	63	27.3	49	24.3
White Male	Returned from Fall to Spring	233	81.2	197	76.4	252	76.4	235	80.8
	Completed College-level Math	97	33.8	94	36.4	132	40.0	119	40.9
	Completed College-level English	158	55.1	152	58.9	203	61.5	201	69.1
	Completed College-level English + Math	80	27.9	80	31.0	110	33.3	111	38.1
	Completed 24+ Credits	46	16.0	49	19.0	70	21.2	71	24.4
Black/ African American Female	Returned from Fall to Spring	53	76.8	60	80.0	59	83.1	62	89.9
	Completed College-level Math	17	24.6	18	24.0	21	29.6	18	26.1
	Completed College-level English	37	53.6	43	57.3	43	60.6	44	63.8
	Completed College-level English + Math	16	23.2	16	21.3	20	28.2	15	21.7
	Completed 24+ Credits	10	14.5	7	9.3	4	5.6	7	10.1
Black/ African American Male	Returned from Fall to Spring	58	78.4	63	80.8	70	77.8	46	74.2
	Completed College-level Math	17	23.0	22	28.2	29	32.2	15	24.2
	Completed College-level English	33	44.6	44	56.4	49	54.4	38	61.3
	Completed College-level English + Math	16	21.6	20	25.6	26	28.9	14	22.6
	Completed 24+ Credits	4	5.4	10	12.8	15	16.7	6	9.7
Hispanic/ Latina Female	Returned from Fall to Spring	150	80.2	121	78.1	139	77.2	152	85.4
	Completed College-level Math	59	31.6	62	40.0	57	31.7	68	38.2
	Completed College-level English	109	58.3	107	69.0	112	62.2	136	76.4
	Completed College-level English + Math	52	27.8	54	34.8	48	26.7	62	34.8
	Completed 24+ Credits	27	14.4	28	18.1	24	13.3	39	21.9
Hispanic/ Latino Male	Returned from Fall to Spring	122	79.7	136	80.0	144	80.0	113	74.8
	Completed College-level Math	45	29.4	52	30.6	61	33.9	52	34.4
	Completed College-level English	87	56.9	96	56.5	109	60.6	85	56.3
	Completed College-level English + Math	38	24.8	47	27.6	55	30.6	43	28.5
	Completed 24+ Credits	24	15.7	24	14.1	28	15.6	23	15.2

Second Year Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Fall	782	63.6	757	64.1	825	62.3	783	65.6
Completed 48+ Credits with A to C-	193	15.7	198	16.8	226	17.1	214	17.9

**Table 10. Second Year Early Momentum Metrics by Student Type:
Manassas 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	261	63.3	268	64.4	245	59.6	262	68.6
	Completed 48+ Credits with A to C-	68	16.5	65	15.6	65	15.8	66	17.3
Dev. Education	Returned from Fall to Fall	286	61.8	258	60.3	299	60.4	298	63.1
	Completed 48+ Credits with A to C-	30	6.5	28	6.5	33	6.7	32	6.8
Part-Time (<12 hrs.)	Returned from Fall to Fall	230	52.2	237	50.4	251	48.8	213	52.3
	Completed 48+ Credits with A to C-	15	3.4	18	3.8	23	4.5	14	3.4

**Table 11. Second Year Early Momentum Metrics by Age Group:
Manassas 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	666	67.6	643	68.4	715	66.1	669	69.5
	Completed 48+ Credits with A to C-	173	17.6	192	20.4	215	19.9	205	21.3
Age 20-24	Returned from Fall to Fall	79	53.4	74	48.1	71	45.2	74	52.1
	Completed 48+ Credits with A to C-	12	8.1	4	2.6	11	7.0	8	5.6
Age 25+	Returned from Fall to Fall	37	38.5	40	46.0	39	44.8	40	45.5
	Completed 48+ Credits with A to C-	8	8.3	2	2.3	0	0.0	1	1.1

**Table 12. Second Year Early Momentum Metrics by Race/Ethnicity and Gender:
Manassas 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	170	67.7	144	64.3	148	64.1	133	65.8
	Completed 48+ Credits with A to C-	58	23.1	44	19.6	48	20.8	38	18.8
White Male	Returned from Fall to Fall	163	56.8	157	60.9	198	60.0	181	62.2
	Completed 48+ Credits with A to C-	33	11.5	45	17.4	60	18.2	63	21.6
Black/African American Female	Returned from Fall to Fall	42	60.9	45	60.0	44	62.0	44	63.8
	Completed 48+ Credits with A to C-	7	10.1	10	13.3	4	5.6	8	11.6
Black/African American Male	Returned from Fall to Fall	40	54.1	47	60.3	50	55.6	37	59.7
	Completed 48+ Credits with A to C-	4	5.4	8	10.3	11	12.2	4	6.5
Hispanic/Latina Female	Returned from Fall to Fall	119	63.6	102	65.8	110	61.1	128	71.9
	Completed 48+ Credits with A to C-	24	12.8	24	15.5	30	16.7	35	19.7
Hispanic/Latino Male	Returned from Fall to Fall	101	66.0	100	58.8	108	60.0	85	56.3
	Completed 48+ Credits with A to C-	25	16.3	19	11.2	26	14.4	20	13.2

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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