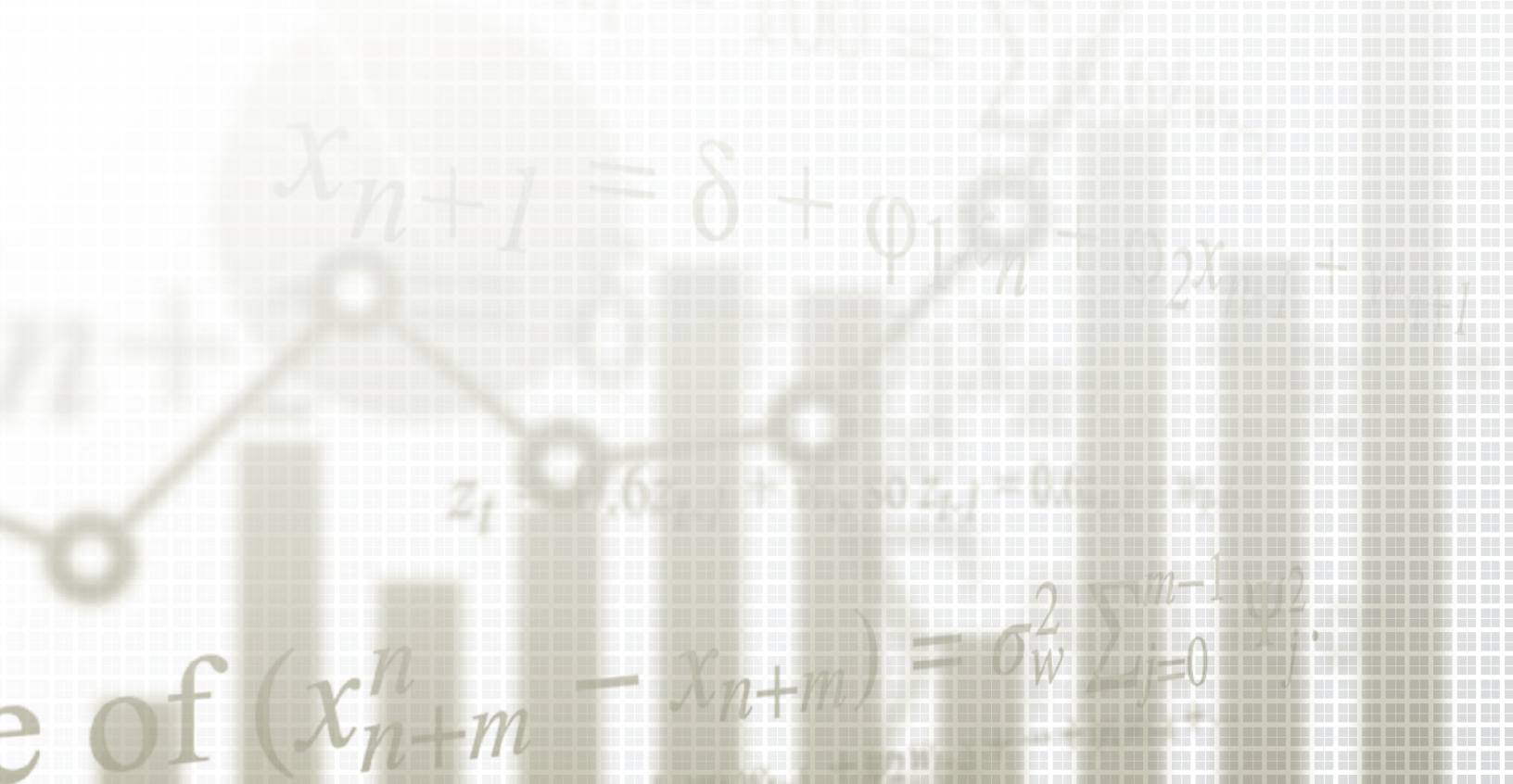


NOVA's Early Momentum and Equity Scorecards: Fall 2016 First-Time in College Cohort – Medical Education Campus



Research Report No. 88-19

Office of Institutional Effectiveness and Student Success

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NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

The purpose of the Office of Institutional Effectiveness and Student Success is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

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Introduction

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

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

Early Momentum and Student Success

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

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

NOVA’s Commitment to Success and Equity

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

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

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

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

In This Report: Early Momentum Scorecard – Medical Education 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 Medical Education 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: Overall Results

- **First Term Early Momentum:** Approximately 53 percent of all Medical Education students earned a GPA of 2.0 or higher, and 33 percent completed 80 percent or more of credits attempted.
- **First Year Early Momentum:** In terms of completion of college-level courses, half of Medical Education students completed college-level English, but only 14 completed college-level math, and 10 percent completed both college-level English and math.
- **Second Year Early Momentum:** At the Medical Education Campus, nearly half (49 percent) of FTIC students returned to campus for the following Fall semester, but only 11 percent completed 48 credits with a passing grade by the end of the second year of enrollment.

Key Findings: Disaggregation by Select Groups

- Due to the small number of enrollments at the Medical Education Campus, disaggregation by student type, age group, and race/ethnicity and gender may only represent a small number of students in each group. This information is presented in the report for informational purposes, but should be interpreted with caution.

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

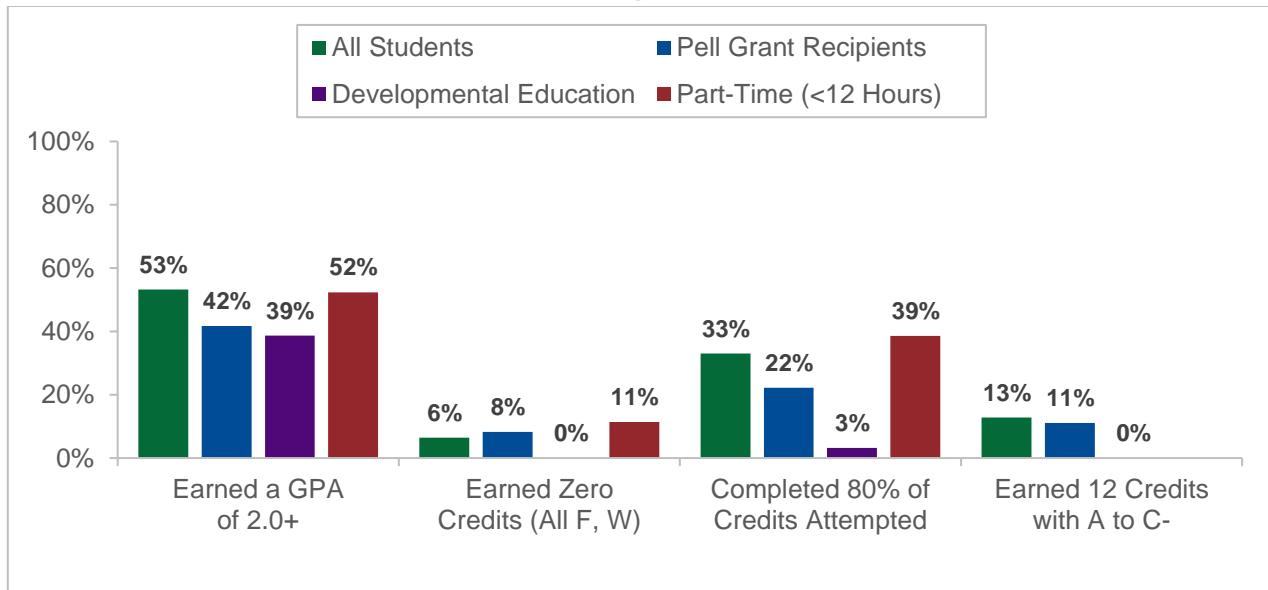
Section I. Early Momentum Metrics by Student Type

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)

- Among the Fall 2016 FTIC cohort at the Medical Education Campus, only 36 students received a Pell grant, 31 were developmental students, and 44 were enrolled part-time. As a result, percentages presented in the graph below may be influenced by only a small number of students.
- Approximately 53 percent of all Medical Education students earned a GPA of 2.0 or higher, and 33 percent completed 80 percent or more of credits attempted.

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

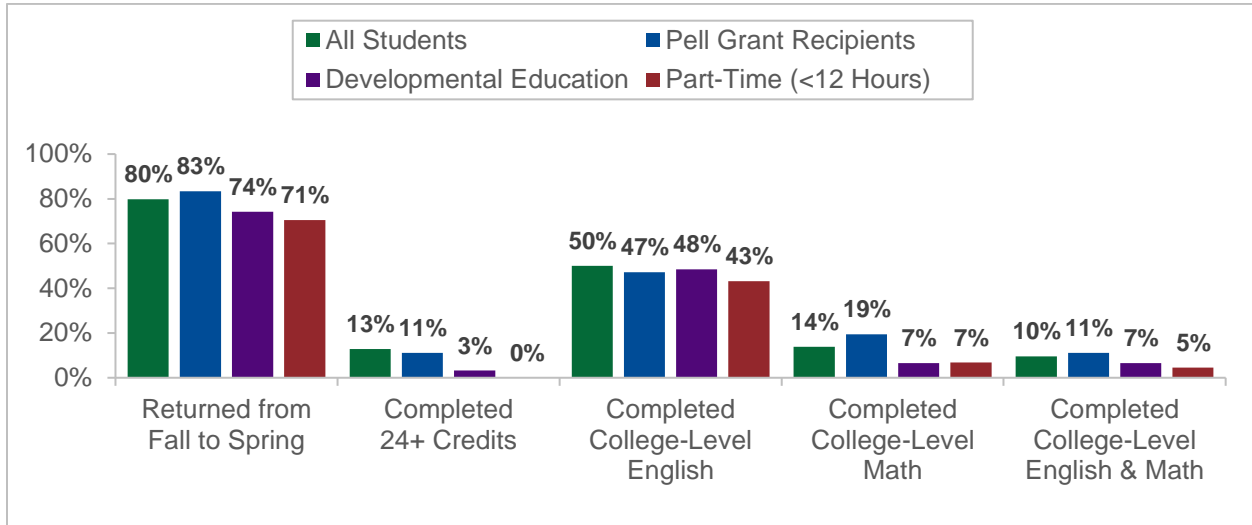


⁵ The three student type groups are not mutually exclusive. A student can be classified into just one category—for example, a part-time student—or in any combination, such as a student who is part-time, developmental, and received a Pell grant. Therefore, for this data, all FTIC students at the MEC in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

First Year (Figure 2)

- At the Medical Education Campus, 80 percent of FTIC students returned to campus for the following Spring semester. However, only 13 percent completed 24 or more credits by the end of the first year.
- In terms of completion of college-level courses, half of Medical Education students completed college-level English, but only 14 completed college-level math, and 10 percent completed both college-level English and math.

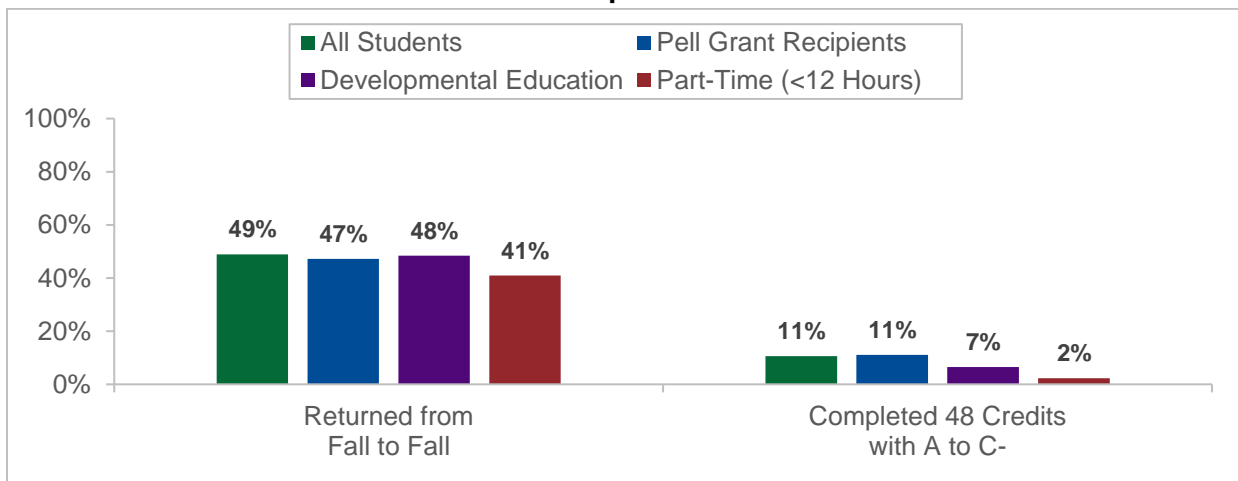
Figure 2. First Year Early Momentum Metrics by Student Type: Medical Education Campus Fall 2016 FTIC Cohort



Second Year (Figure 3)

- At the Medical Education Campus, nearly half (49 percent) of FTIC students returned to campus for the following fall semester, but only 11 percent completed 48 credits with a passing grade by the end of the second year of enrollment.

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



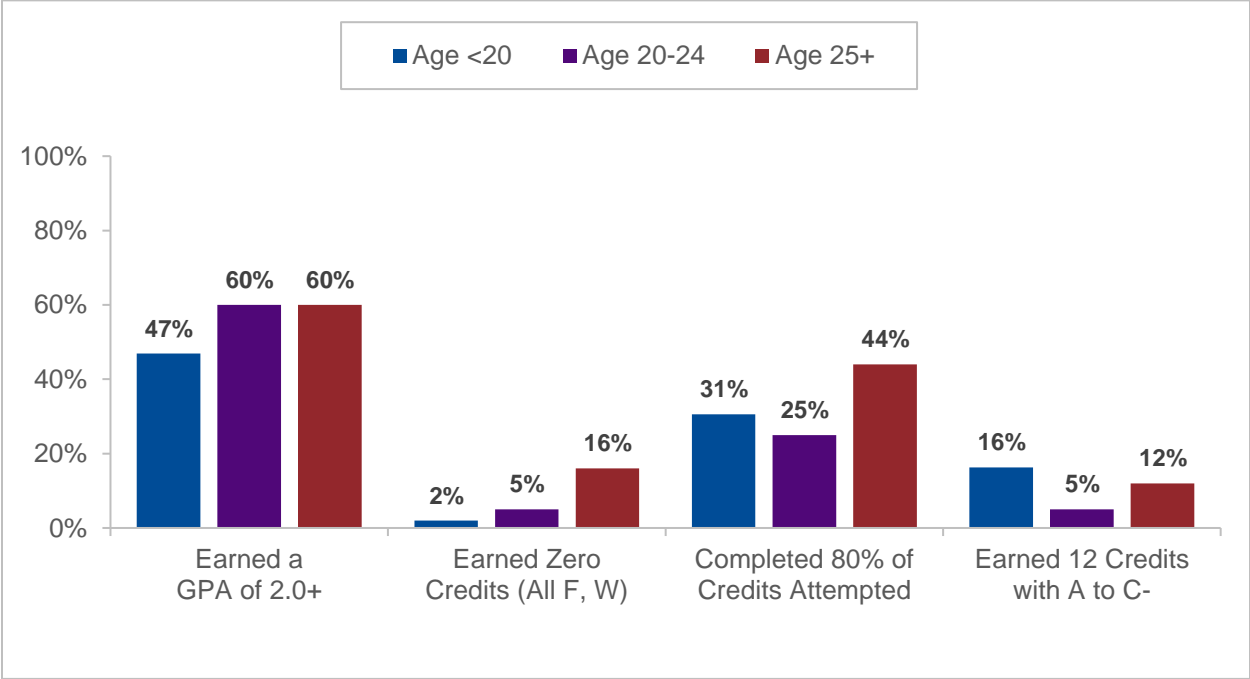
Section II. Early Momentum Metrics by Student Age Group

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 Medical Education Campus (52 percent) are in the first age group, which indicates a traditional college age.

First Term (Figure 4)

- At the Medical Education Campus, less than half (47 percent) of students younger than 20 earned a GPA of 2.0 or higher during the first term.
- Nearly half (44 percent) of older students (aged 25 and older) completed 80 percent or more of credits attempted during the first term, compared to only 25 percent of students aged 20 to 24 and 31 percent of students under age 20.

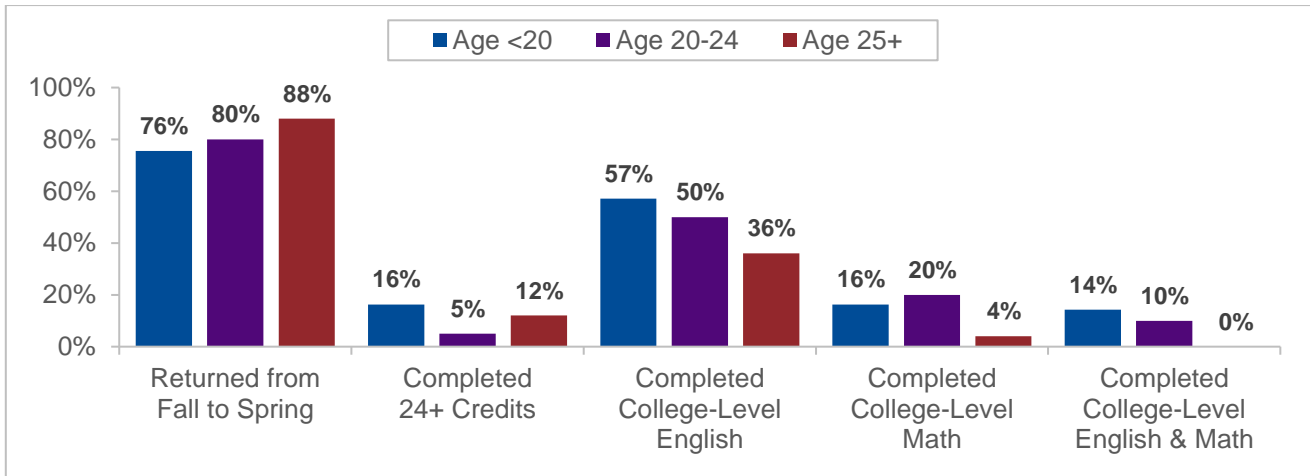
Figure 4. First Term Early Momentum Metrics by Age Group:
Medical Education Campus Fall 2016 FTIC Cohort



First Year (Figure 5)

- At the Medical Education Campus, students from all age groups returned to campus for the following Spring semester at similarly high rates (between 76 and 88 percent).
- Older students (aged 25 and older) completed college-level courses at lower rates than students in other age groups: 36 percent completed college-level English, four percent completed college-level math, and none completed both English and math.

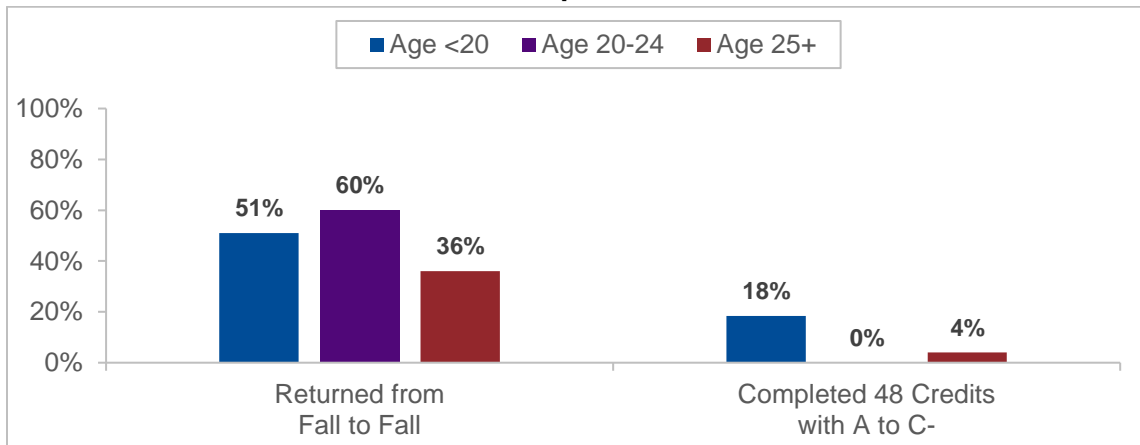
Figure 5. First Year Early Momentum Metrics by Age Group: Medical Education Fall 2016 FTIC Cohort



Second Year (Figure 6)

- At the Medical Education Campus, only 36 percent of older students (aged 25 and older) returned to campus for the following Fall semester, compared to 60 percent of students aged 20 to 24 and 51 percent of students under age 20.
- Only four percent of older students (aged 25 and older) completed 48 credits with a passing grade by the end of their second year, compared to 18 percent of those younger than 20.

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



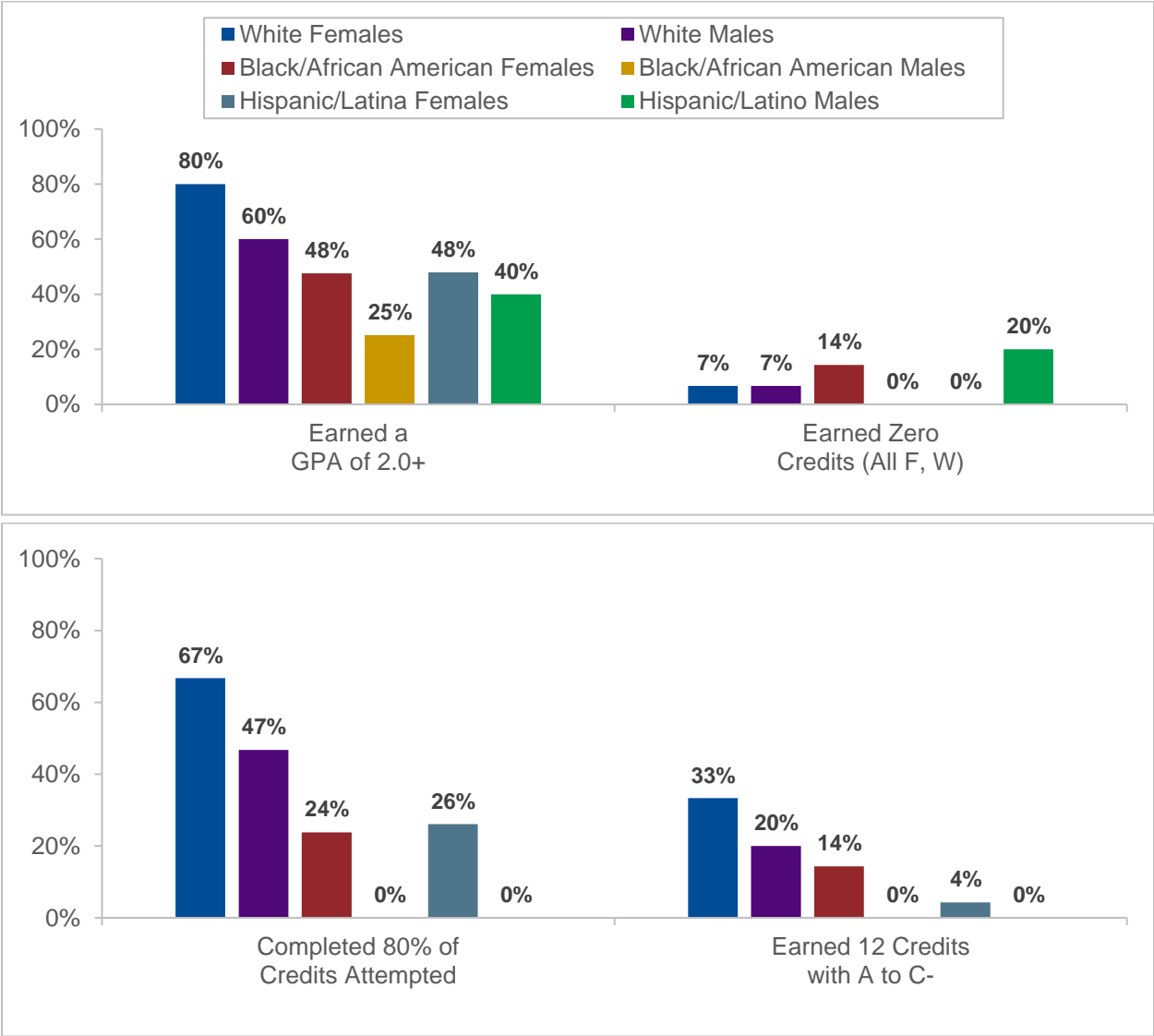
Section III. Early Momentum Metrics by Race/Ethnicity and Gender

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

Because the Medical Education Campus has small overall enrollment sizes, disaggregating by race/ethnicity and gender means only a small number of students are represented in each group. Therefore, percentages may be artificially inflated due to the trends of only a few students in each group. **Graphs presented below are for informational purposes only.**

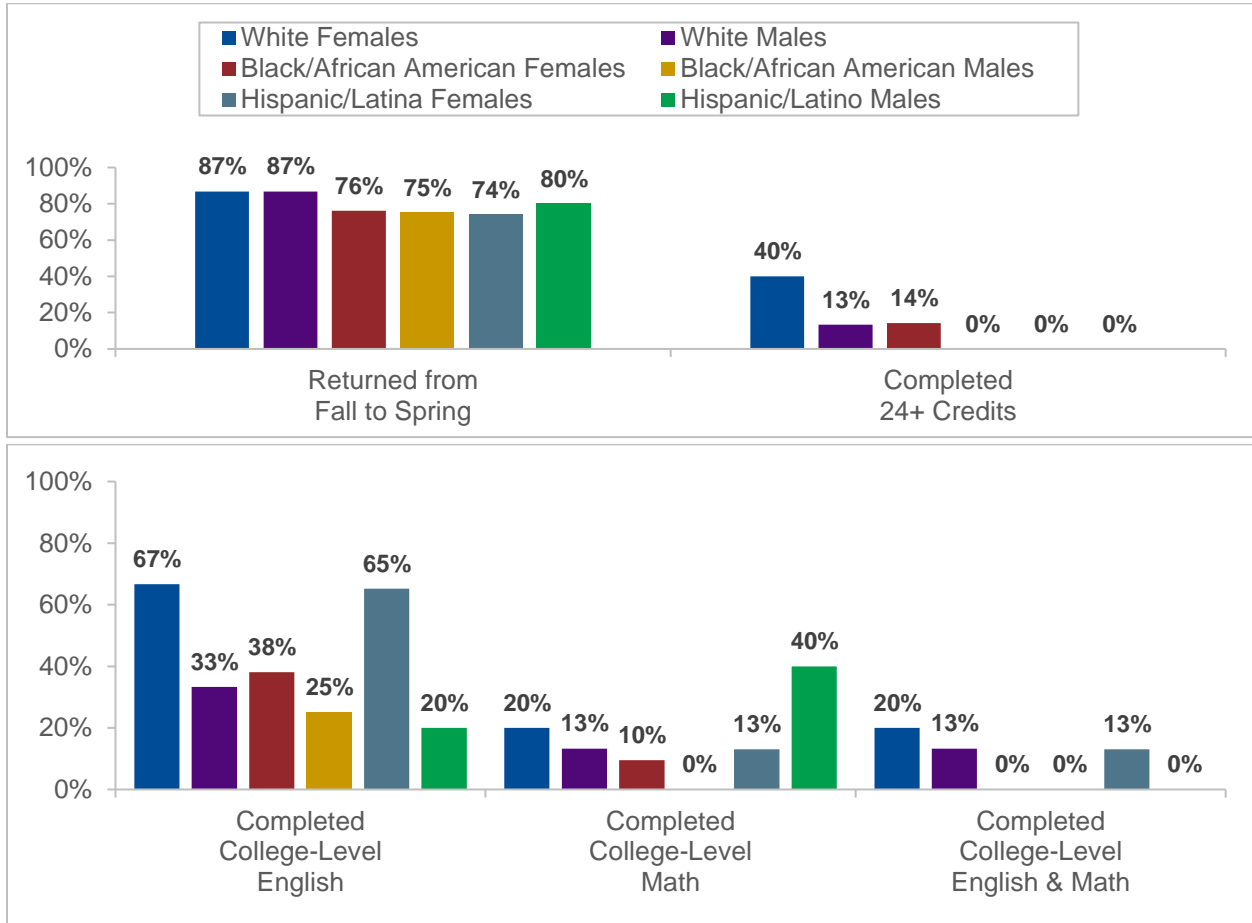
First Term (Figure 7)

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



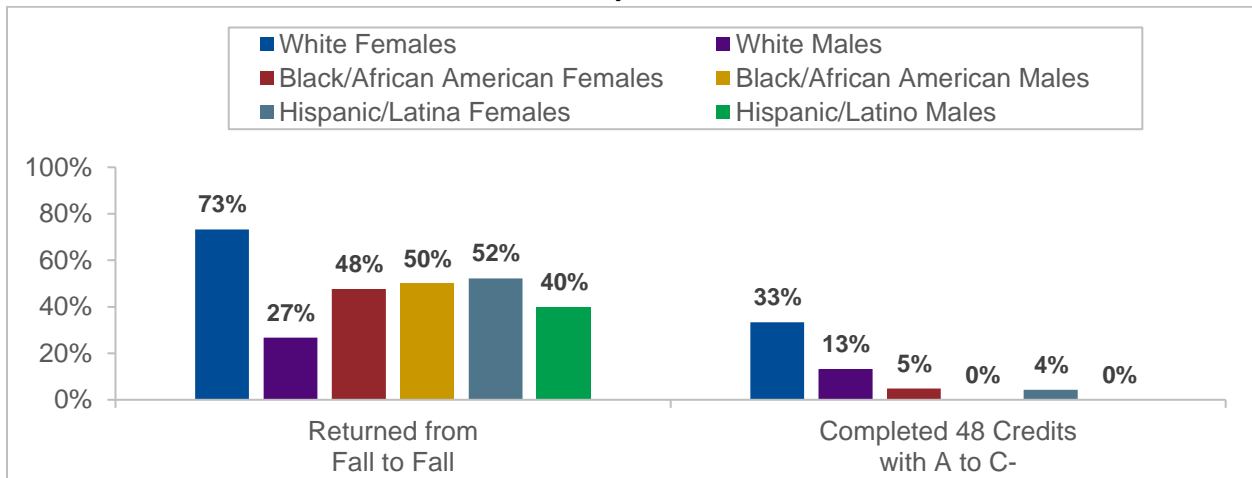
First Year (Figure 8)

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



Second Year (Figure 9)

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



Appendix: Data Tables – Medical Education Campus

First Term Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Earned a GPA of 2.0+	72	65.5	67	63.8	56	58.9	50	53.2
Earned Zero Credits (All F,W)	10	9.1	10	9.5	11	11.6	6	6.4
Completed 80% of Credits Attempted	40	36.4	39	37.1	31	32.6	31	33.0
Earned 12+ Credits with A to C-	23	20.9	17	16.2	13	13.7	12	12.8

**Table 2. First Term Early Momentum Metrics by Student Type
Medical Education 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+	39	67.2	19	47.5	13	44.8	15	41.7
	Earned Zero Credits (All F,W)	6	10.3	5	12.5	4	13.8	3	8.3
	Completed 80% of Credits Attempted	22	37.9	15	37.5	3	10.3	8	22.2
	Earned 12+ Credits with A to C-	12	20.7	7	17.5	1	3.4	4	11.1
Dev. Education	Earned a GPA of 2.0+	22	61.1	18	48.6	18	56.3	12	38.7
	Earned Zero Credits (All F,W)	1	2.8	2	5.4	0	0.0	0	0.0
	Completed 80% of Credits Attempted	3	8.3	6	16.2	2	6.3	1	3.2
	Earned 12+ Credits with A to C-	2	5.6	0	0.0	1	3.1	0	0.0
Part-Time (<12 hrs.)	Earned a GPA of 2.0+	30	63.8	27	56.3	25	50.0	23	52.3
	Earned Zero Credits (All F,W)	6	12.8	8	16.7	9	18.0	5	11.4
	Completed 80% of Credits Attempted	14	29.8	18	37.5	15	30.0	17	38.6
	Earned 12+ Credits with A to C-	--	--	--	--	--	--	--	--

**Table 3. First Term Early Momentum Metrics by Age Group:
Medical Education 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+	38	59.4	34	66.7	32	59.3	23	46.9
	Earned Zero Credits (All F,W)	5	7.8	5	9.8	5	9.3	1	2.0
	Completed 80% of Credits Attempted	20	31.3	19	37.3	16	29.6	15	30.6
	Earned 12+ Credits with A to C-	16	25.0	11	21.6	6	11.1	8	16.3
Age 20-24	Earned a GPA of 2.0+	11	68.8	13	52.0	7	43.8	12	60.0
	Earned Zero Credits (All F,W)	3	18.8	2	8.0	3	18.8	1	5.0
	Completed 80% of Credits Attempted	8	50.0	10	40.0	3	18.8	5	25.0
	Earned 12+ Credits with A to C-	3	18.8	4	16.0	2	12.5	1	5.0
Age 25+	Earned a GPA of 2.0+	23	76.7	20	69.9	17	68.0	15	60.0
	Earned Zero Credits (All F,W)	2	6.7	3	10.3	3	12.0	4	16.0
	Completed 80% of Credits Attempted	12	40.0	10	34.5	12	48.0	11	44.0
	Earned 12+ Credits with A to C-	4	13.3	2	6.9	5	20.0	3	12.0

**Table 4. First Term Early Momentum Metrics by Race/Ethnicity and Gender:
Medical Education 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+	14	87.5	20	71.4	11	73.3	12	80.0
	Earned Zero Credits (All F,W)	1	6.3	4	14.3	1	6.7	1	6.7
	Completed 80% of Credits Attempted	11	68.8	10	35.7	9	60.0	10	66.7
	Earned 12+ Credits with A to C-	8	50.0	7	25.0	7	46.7	5	33.3
White Male	Earned a GPA of 2.0+	9	56.3	10	83.3	11	78.6	9	60.0
	Earned Zero Credits (All F,W)	2	12.5	2	16.7	1	7.1	1	6.7
	Completed 80% of Credits Attempted	6	37.5	6	50.0	8	57.1	7	46.7
	Earned 12+ Credits with A to C-	2	12.5	3	25.0	3	21.4	3	20.0
Black/ African American Female	Earned a GPA of 2.0+	12	57.1	5	45.5	8	53.3	10	47.6
	Earned Zero Credits (All F,W)	4	19.0	1	9.1	2	13.3	3	14.3
	Completed 80% of Credits Attempted	5	23.8	4	36.4	3	20.0	5	23.8
	Earned 12+ Credits with A to C-	4	19.0	1	9.1	0	0.0	3	14.3
Black/ African American Male	Earned a GPA of 2.0+	5	83.3	3	37.5	2	40.0	1	25.0
	Earned Zero Credits (All F,W)	0	0.0	2	25.0	0	0.0	0	0.0
	Completed 80% of Credits Attempted	2	33.3	0	0.0	1	20.0	0	0.0
	Earned 12+ Credits with A to C-	2	33.3	0	0.0	0	0.0	0	0.0
Hispanic/ Latina Female	Earned a GPA of 2.0+	18	66.7	12	54.5	15	60.0	11	47.8
	Earned Zero Credits (All F,W)	0	0.0	1	4.5	4	16.0	0	0.0
	Completed 80% of Credits Attempted	7	25.9	9	40.9	5	20.0	6	26.1
	Earned 12+ Credits with A to C-	6	22.2	3	13.6	2	8.0	1	4.3
Hispanic/ Latino Male	Earned a GPA of 2.0+	3	42.9	3	60.0	3	23.1	2	40.0
	Earned Zero Credits (All F,W)	2	28.6	0	0.0	2	15.4	1	20.0
	Completed 80% of Credits Attempted	3	42.9	1	20.0	2	15.4	0	0.0
	Earned 12+ Credits with A to C-	1	14.3	0	0.0	0	0.0	0	0.0

First Year Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Spring	91	82.7	79	75.2	66	69.5	75	79.8
Completed College-level Math	18	16.4	22	21.0	16	16.8	13	13.8
Completed College-level English	71	64.5	59	56.2	46	48.4	47	50.0
Completed College-level English + Math	15	13.6	21	20.0	15	15.8	9	9.6
Completed 24+ Credits	17	15.5	16	15.2	11	11.6	12	12.8

**Table 6. First Year Early Momentum Metrics by Student Type:
Medical Education 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	54	93.1	30	75.0	23	79.3	30	83.3
	Completed College-level Math	9	15.5	12	30.0	3	10.3	7	19.4
	Completed College-level English	39	67.2	22	55.0	16	55.2	17	47.2
	Completed College-level English + Math	8	13.8	12	30.0	3	10.3	4	11.1
	Completed 24+ Credits	11	19.0	6	15.0	2	6.9	4	11.1
Dev. Education	Returned from Fall to Spring	32	88.9	27	73.0	27	84.4	23	74.2
	Completed College-level Math	5	13.9	4	10.8	4	12.5	2	6.5
	Completed College-level English	25	69.4	21	56.8	19	59.4	15	48.4
	Completed College-level English + Math	5	13.9	4	10.8	4	12.5	2	6.5
	Completed 24+ Credits	3	8.3	1	2.7	2	6.3	1	3.2
Part-Time (<12 hrs.)	Returned from Fall to Spring	33	70.2	30	62.5	28	56.0	31	70.5
	Completed College-level Math	3	6.4	2	4.2	4	8.0	3	6.8
	Completed College-level English	24	51.1	23	47.9	18	36.0	19	43.2
	Completed College-level English + Math	1	2.1	2	4.2	4	8.0	2	4.5
	Completed 24+ Credits	1	2.1	0	0.0	1	2.0	0	0.0

**Table 7. First Year Early Momentum Metrics by Age Group:
Medical Education 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	54	84.4	36	70.6	36	66.7	37	75.5
	Completed College-level Math	15	23.4	16	31.4	14	25.9	8	16.3
	Completed College-level English	47	73.4	33	64.7	27	50.0	28	57.1
	Completed College-level English + Math	14	21.9	15	29.4	13	24.1	7	14.3
	Completed 24+ Credits	15	23.4	12	23.5	7	13.0	8	16.3
Age 20-24	Returned from Fall to Spring	12	75.0	17	68.0	11	68.8	16	80.0
	Completed College-level Math	2	12.5	3	12.0	1	6.3	4	20.0
	Completed College-level English	8	50.0	9	36.0	10	62.5	10	50.0
	Completed College-level English + Math	1	6.3	3	12.0	1	6.3	2	10.0
	Completed 24+ Credits	1	6.3	2	8.0	1	6.3	1	5.0
Age 25+	Returned from Fall to Spring	25	83.3	26	89.7	19	76.0	22	88.0
	Completed College-level Math	1	3.3	3	10.3	1	4.0	1	4.0
	Completed College-level English	16	53.3	17	58.6	9	36.0	9	36.0
	Completed College-level English + Math	0	0.0	3	10.3	1	4.0	0	0.0
	Completed 24+ Credits	1	3.3	2	6.9	3	12.0	3	12.0

**Table 8. First Year Early Momentum Metrics by Race/Ethnicity and Gender:
Medical Education 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	14	87.5	23	82.1	12	80.0	13	86.7
	Completed College-level Math	6	37.5	8	28.6	2	13.3	3	20.0
	Completed College-level English	13	81.3	17	60.7	7	46.7	10	66.7
	Completed College-level English + Math	4	25.0	8	28.6	2	13.3	3	20.0
	Completed 24+ Credits	5	31.3	7	25.0	5	33.3	6	40.0
White Male	Returned from Fall to Spring	13	81.3	9	75.0	7	50.0	13	86.7
	Completed College-level Math	0	0.0	2	16.7	1	7.1	2	13.3
	Completed College-level English	9	56.3	7	58.3	7	50.0	5	33.3
	Completed College-level English + Math	0	0.0	2	16.7	1	7.1	2	13.3
	Completed 24+ Credits	1	6.3	1	8.3	1	7.1	2	13.3
Black/ African American Female	Returned from Fall to Spring	16	76.2	8	72.7	13	86.7	16	76.2
	Completed College-level Math	2	9.5	3	27.3	5	33.3	2	9.5
	Completed College-level English	12	57.1	5	45.5	6	40.0	8	38.1
	Completed College-level English + Math	2	9.5	2	18.2	4	26.7	0	0.0
	Completed 24+ Credits	3	14.3	1	9.1	1	6.7	3	14.3
Black/ African American Male	Returned from Fall to Spring	6	100.0	4	50.0	4	80.0	3	75.0
	Completed College-level Math	1	16.7	0	0.0	1	20.0	0	0.0
	Completed College-level English	5	83.3	2	25.0	4	80.0	1	25.0
	Completed College-level English + Math	1	16.7	0	0.0	1	20.0	0	0.0
	Completed 24+ Credits	1	16.7	0	0.0	0	0.0	0	0.0
Hispanic/ Latina Female	Returned from Fall to Spring	24	88.9	15	68.2	20	80.0	17	73.9
	Completed College-level Math	8	29.6	3	13.6	5	20.0	3	13.0
	Completed College-level English	19	70.4	14	63.6	14	56.0	15	65.2
	Completed College-level English + Math	7	25.9	3	13.6	5	20.0	3	13.0
	Completed 24+ Credits	4	14.8	3	13.6	4	16.0	0	0.0
Hispanic/ Latino Male	Returned from Fall to Spring	4	57.1	4	80.0	5	38.5	4	80.0
	Completed College-level Math	1	14.3	2	40.0	1	7.7	2	40.0
	Completed College-level English	3	42.9	2	40.0	4	30.8	1	20.0
	Completed College-level English + Math	1	14.3	2	40.0	1	7.7	0	0.0
	Completed 24+ Credits	2	28.6	1	20.0	0	0.0	0	0.0

Second Year Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Fall	64	58.2	58	55.2	49	51.6	46	48.9
Completed 48+ Credits with A to C-	11	10.0	12	11.4	9	9.5	10	10.6

**Table 10. Second Year Early Momentum Metrics by Student Type:
Medical Education 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	37	63.8	19	47.5	12	41.4	17	47.2
	Completed 48+ Credits with A to C-	6	10.3	3	7.5	2	6.9	4	11.1
Dev. Education	Returned from Fall to Fall	21	58.3	18	48.6	20	62.5	15	48.4
	Completed 48+ Credits with A to C-	2	5.6	2	5.4	2	6.3	2	6.5
Part-Time (<12 hrs.)	Returned from Fall to Fall	20	42.6	18	37.5	20	40.0	18	40.9
	Completed 48+ Credits with A to C-	4	8.5	0	0.0	1	2.0	1	2.3

**Table 11. Second Year Early Momentum Metrics by Age Group:
Medical Education 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	42	65.6	30	58.8	32	59.3	25	51.0
	Completed 48+ Credits with A to C-	7	10.9	9	17.6	6	11.1	9	18.4
Age 20-24	Returned from Fall to Fall	7	43.8	11	44.0	5	31.3	12	60.0
	Completed 48+ Credits with A to C-	2	12.5	1	4.0	0	0.0	0	0.0
Age 25+	Returned from Fall to Fall	15	50.0	17	58.6	12	48.0	9	36.0
	Completed 48+ Credits with A to C-	2	6.7	2	6.9	3	12.0	1	4.0

**Table 12. Second Year Early Momentum Metrics by Race/Ethnicity and Gender:
Medical Education 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	12	75.0	15	53.6	10	66.7	11	73.3
	Completed 48+ Credits with A to C-	4	25.0	6	21.4	5	33.3	5	33.3
White Male	Returned from Fall to Fall	7	43.8	9	75.0	6	42.9	4	26.7
	Completed 48+ Credits with A to C-	3	18.8	2	16.7	1	7.1	2	13.3
Black/African American Female	Returned from Fall to Fall	10	47.6	4	36.4	9	60.0	10	47.6
	Completed 48+ Credits with A to C-	1	4.8	0	0.0	1	6.7	1	4.8
Black/African American Male	Returned from Fall to Fall	3	50.0	3	37.5	2	40.0	2	50.0
	Completed 48+ Credits with A to C-	1	16.7	0	0.0	0	0.0	0	0.0
Hispanic/Latina Female	Returned from Fall to Fall	19	70.4	9	40.9	15	60.0	12	52.2
	Completed 48+ Credits with A to C-	1	3.7	1	4.5	2	8.0	1	4.3
Hispanic/Latino Male	Returned from Fall to Fall	4	57.1	3	60.0	4	30.8	2	40.0
	Completed 48+ Credits with A to C-	1	14.3	0	0.0	0	0.0	0	0.0

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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