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RESEARCH BRIEF

Student Achievement Criteria at NOVA:
<u>College Readiness</u> by Select Student Characteristics

Northern Virginia Community College (NOVA) is deeply committed to the values of student access and student success. NOVA demonstrates this commitment by using evidence-based decision making to improve opportunities for students to succeed. After a long-standing history of evaluating outcomes related to retention, graduation, and other evolving priorities, NOVA refocused efforts in 2019 on a more comprehensive evaluation of eight critical measures of student achievement, which are as follows: 1) College Readiness; 2) Enrollment; 3) Course Success; 4) Retention; 5) Graduation; 6) Transfer; 7) Job Placement; and 8) Licensing Exams.[1]

In This Brief

This Brief highlights NOVA's performance on the College Readiness criteria. College Readiness refers to the level of preparation a student needs to enroll in and succeed in a credit-bearing, general education course without remediation. It is measured as the percentage of first-time to NOVA students who were enrolled in a developmental English or math course in their first term and subsequently enrolled in a corresponding college-level course within two years of initial enrollment. For each measure of college readiness, this Brief disaggregates data by select student characteristics. Disaggregation by these characteristics allows the College to identify where achievement gaps exist within its eight student achievement criteria.

Key Findings

- **Progression to College-Level English (ENG 111):** Among the Fall 2017 first-time to NOVA cohort who enrolled in developmental English, Black/African American students, Hispanic/Latino students, male students, younger students, Pell Grant recipients, and first generation students progressed to ENG 111 at lower rates than their respective counterparts and the College-wide average.

- **Progression to College-Level Math (MTH 151):** Among the Fall 2017 first-time to NOVA cohort who enrolled in developmental math, Black/African American students, Hispanic/Latino students, Asian students, male students, older students, Pell Grant recipients, and first generation students progressed to MTH 151 at lower rates than their respective counterparts and the College-wide average.

- **Progression to College-Level Math (MTH 163):** Among Fall 2017 first-time to NOVA cohort who enrolled in developmental math, Black/African American students, Hispanic/Latino students, female students, and older students progressed to MTH 163 at lower rates than their respective counterparts and the College-wide average.

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[1] For more information, see *Report 29-20: Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2020.*

College Readiness in English

College readiness in English is defined as the percentage of first-time to NOVA students who were enrolled in a developmental English course in their first term and subsequently progressed to college-level English (ENG 111: *College Composition I*) within two years of initial enrollment. Among the Fall 2017 first-time to NOVA cohort, approximately 86 percent of developmental English students at NOVA had progressed to college-level English within two years of enrollment.

Figure 1. Progression from Developmental English to College-Level English (ENG 111) – Fall 2014 to Fall 2018 First-Time to NOVA Cohorts
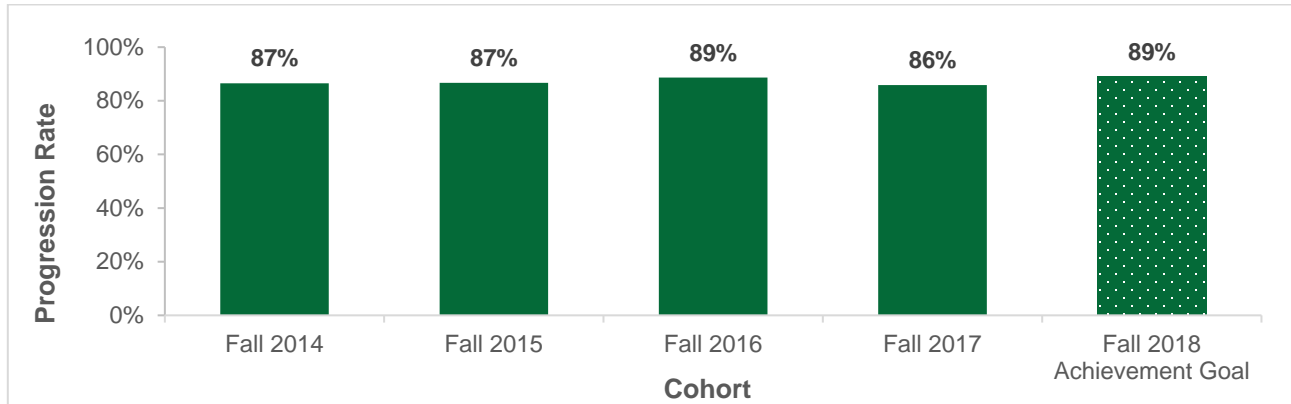
College Readiness in Math

College readiness in math is defined as the percentage of first-time to NOVA students who were enrolled in a developmental math course in their first term and subsequently progressed to college-level math (MTH 151: *Mathematics for the Liberal Arts I* or MTH 163: *Pre-Calculus I*) within two years of initial enrollment. Among the Fall 2017 first-time to NOVA cohort, approximately 17 percent of developmental math students at NOVA had progressed to MTH 151, and 10 percent had progressed to MTH 163 within two years of enrollment.

Figure 2. Progression from Developmental Math to College-Level Math by College-Level Math Course (MTH 151 and MTH 163) – Fall 2014 to Fall 2018 First-Time to NOVA Cohorts
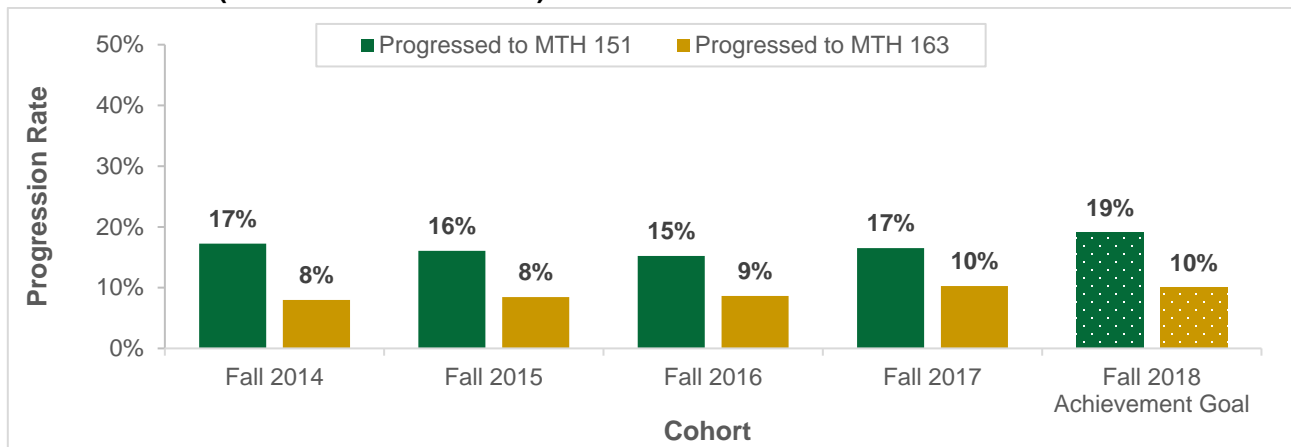
Notes: In Fall 2018, the math curriculum was redesigned. MTH 151: *Mathematics for the Liberal Arts I* was replaced with MTH 154: *Quantitative Reasoning.* MTH 163: *Pre-Calculus I* was reclassified as MTH 161: *Pre-Calculus I.*

This section presents data regarding the progression of developmental English students to college-level English (ENG 111: *College Composition I*) within two years of initial enrollment at the College. Progression rates to ENG 111 are disaggregated by the following student characteristics: race/ethnicity, gender, age group, Pell Grant status, and first generation status.

Progression Rate to ENG 111 by Race/Ethnicity

Among the Fall 2017 cohort of first-time to NOVA students, developmental English students who identified as Black/African American had the lowest rates of progression to ENG 111 (84 percent). Developmental English students who identified as Hispanic/Latino also had relatively lower rates of progression to ENG 111 (85 percent). Both groups fell below the College-wide average (86 percent) for progression to ENG 111.

Conversely, among the Fall 2017 cohort of first-time to NOVA students, developmental English students who identified as white, Asian, or another race or ethnicity progressed to ENG 111 at a higher rate than the College-wide progression rate (88 percent each).

Figure 3. Progression from Developmental English to College-Level English (ENG 111) by Race/Ethnicity – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts
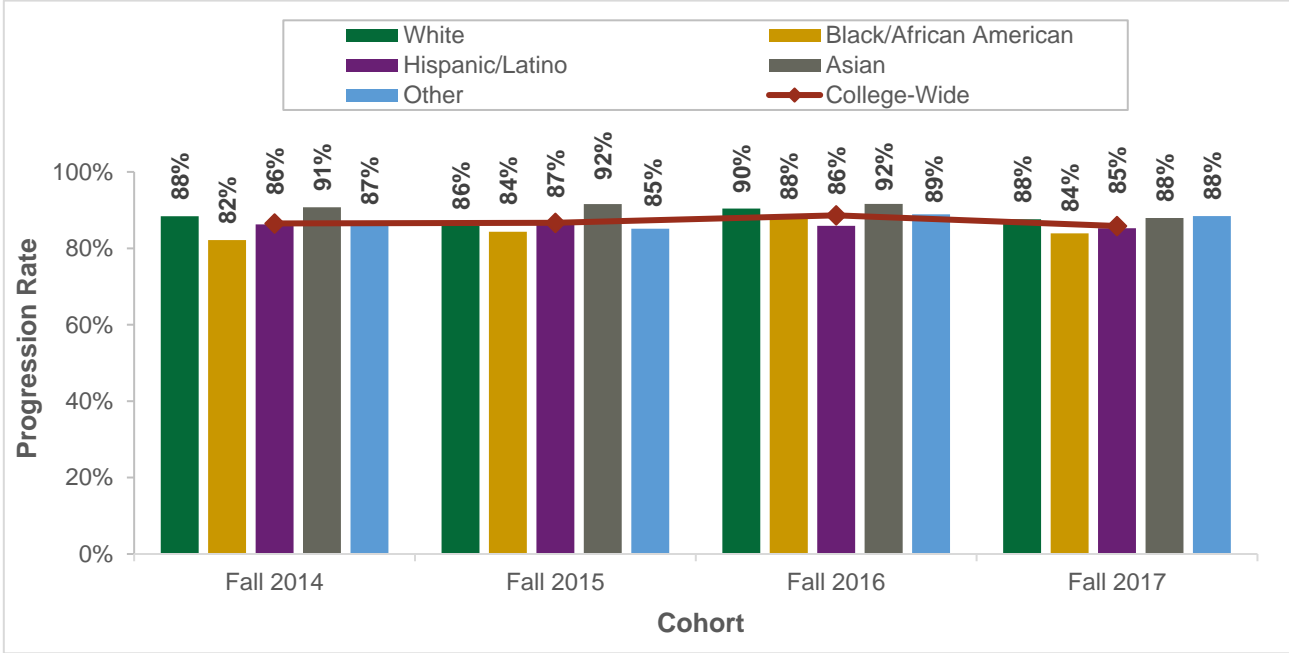

Note: Other includes American Indian/Alaska Native, Hawaiian/Pacific Islander, Two or More Races, Unknown, and Not Specified.

Progression Rate to ENG 111 by Gender

Among the Fall 2017 cohort of first-time to NOVA students, female developmental English students progressed to ENG 111 at a higher rate than male developmental English students (87 versus 85 percent). The rate of progression for male students fell below the College-wide progression rate (86 percent).

Figure 4. Progression from Developmental English to College-Level English (ENG 111) by Gender – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts
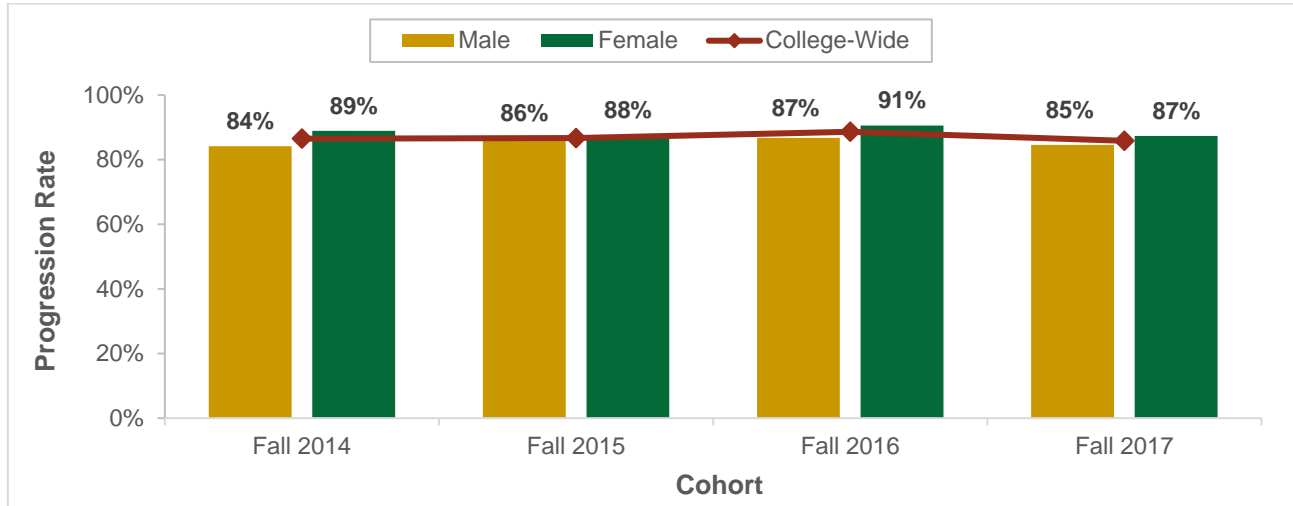
Progression Rate to ENG 111 by Age Group

Among the Fall 2017 cohort of first-time to NOVA students, developmental English students aged 21 and younger had the lowest rates of progression to ENG 111 (85 percent) and fell below the College-wide progression rate (86 percent). In comparison, developmental students aged 22 to 29 and aged 30 and older had progression rates (90 and 89 percent, respectively) that were several percentage points above the College-wide progression rate.
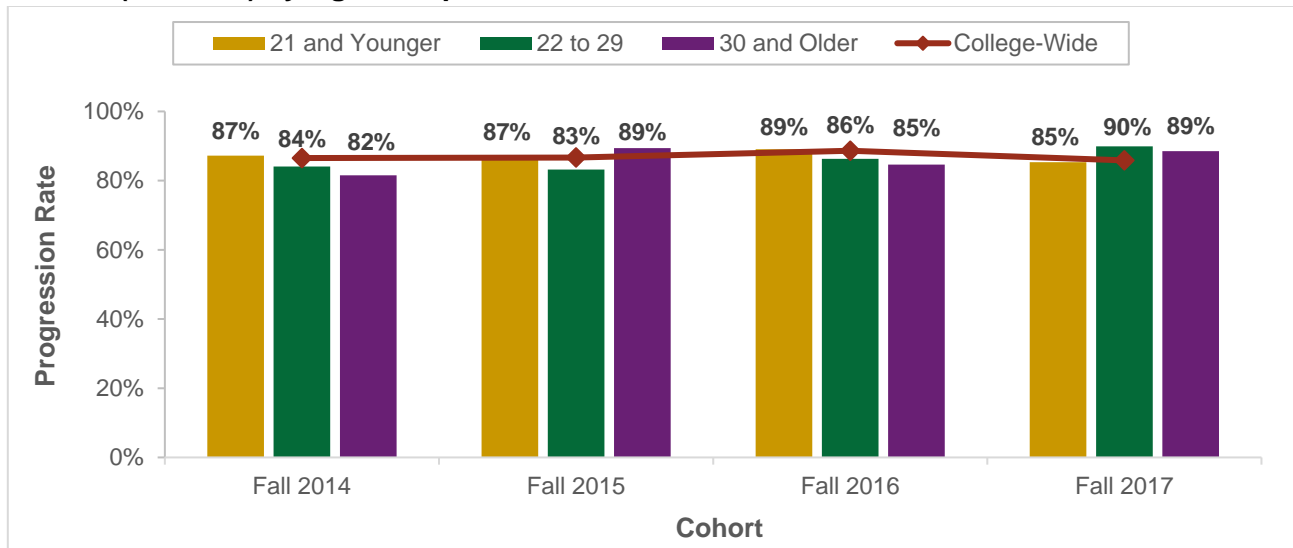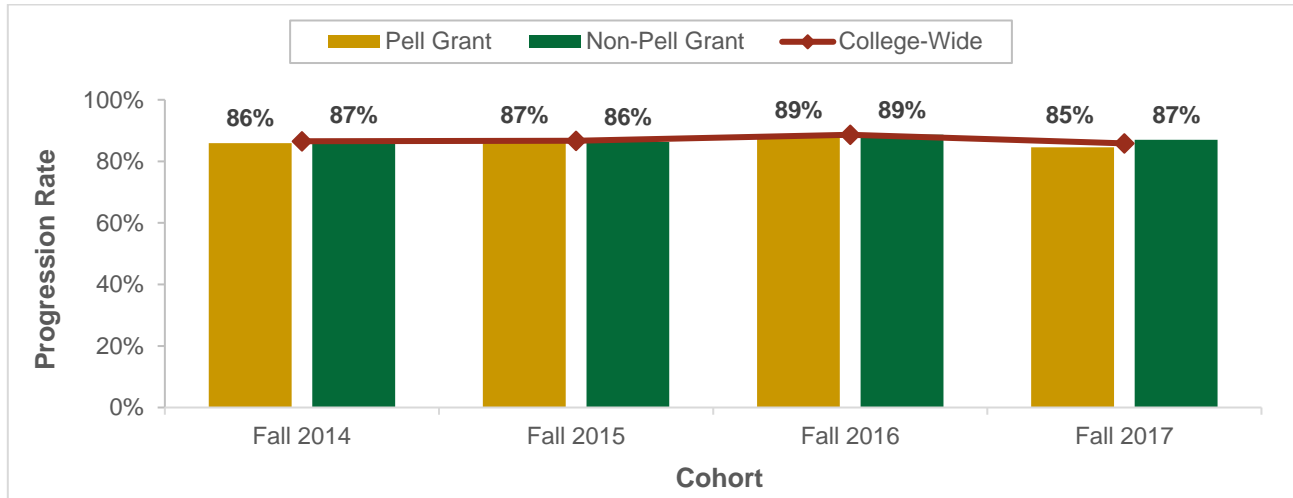
Figure 5. Progression from Developmental English to College-Level English (ENG 111) by Age Group – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

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Progression Rate to ENG 111 by Pell Grant Status

Among the Fall 2017 cohort of first-time to NOVA students, developmental English students who received a Pell Grant progressed to ENG 111 at a slightly lower rate than developmental English students who did not receive a Pell Grant (85 versus 87 percent). However, the rates were similar in the four cohorts presented here.

Figure 6. Progression from Developmental English to College-Level English (ENG 111) by Pell Grant Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Progression Rate to ENG 111 by First Generation Status

Among the Fall 2017 cohort of first-time to NOVA students, first generation developmental English students progressed to ENG 111 at a lower rate than continuing generation developmental English students (84 versus 87 percent). The rate of progression for first generation students fell below the College-wide progression rate (86 percent).
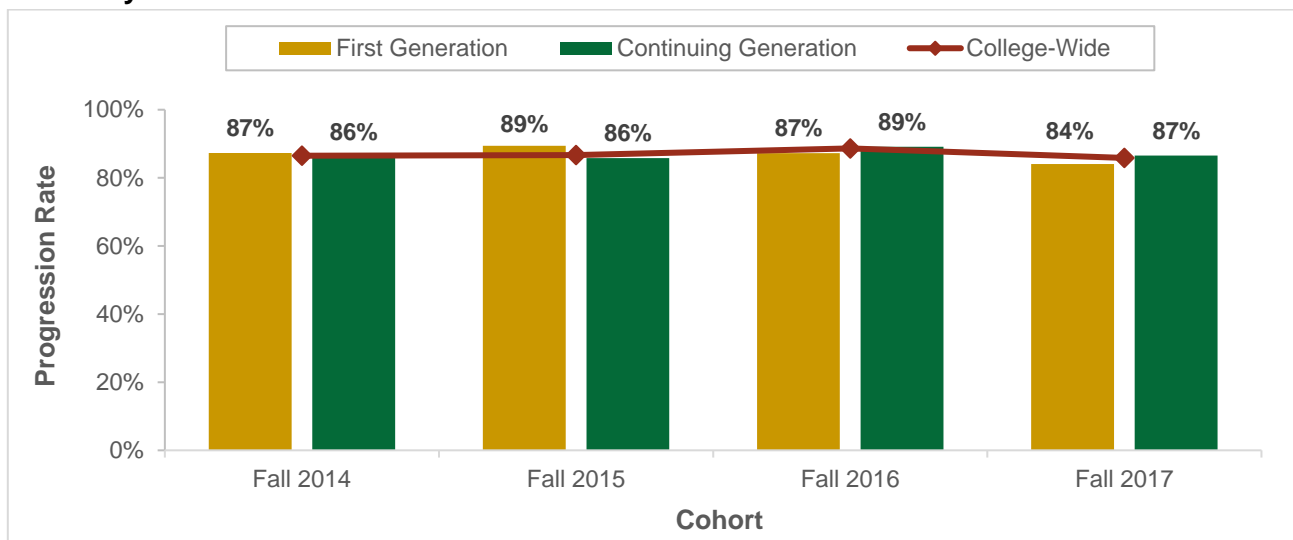
Figure 7. Progression from Developmental English to College-Level English (ENG 111) by First Generation Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

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This section presents data regarding the progression of developmental math students to college-level English (MTH 151: *Mathematics for the Liberal Arts I*) within two years of initial enrollment at the College. Progression rates to MTH 151 are disaggregated by the following student characteristics: race/ethnicity, gender, age group, Pell Grant status, and first generation status.

Progression Rate to MTH 151 by Race/Ethnicity

Among the Fall 2017 cohort of first-time to NOVA students, developmental math students who identified as Black/African American had the lowest rates of progression to MTH 151 (12 percent). Developmental math students who identified as Asian also had relatively lower rates of progression to MTH 151 (13 percent), as well as developmental math students who identified as Hispanic/Latino (15 percent). All three groups fell several percentage points below the College-wide average (17 percent) for progression to MTH 151.

Conversely, among the Fall 2017 cohort of first-time to NOVA students, developmental math students who identified as white or another race or ethnicity progressed to MTH 151 at a substantially higher rate than the College-wide progression rate (22 and 23 percent, respectively).

Figure 8. Progression from Developmental Math to College-Level Math (MTH 151) by Race/Ethnicity – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Note: Other includes American Indian/Alaska Native, Hawaiian/Pacific Islander, Two or More Races, Unknown, and Not Specified.

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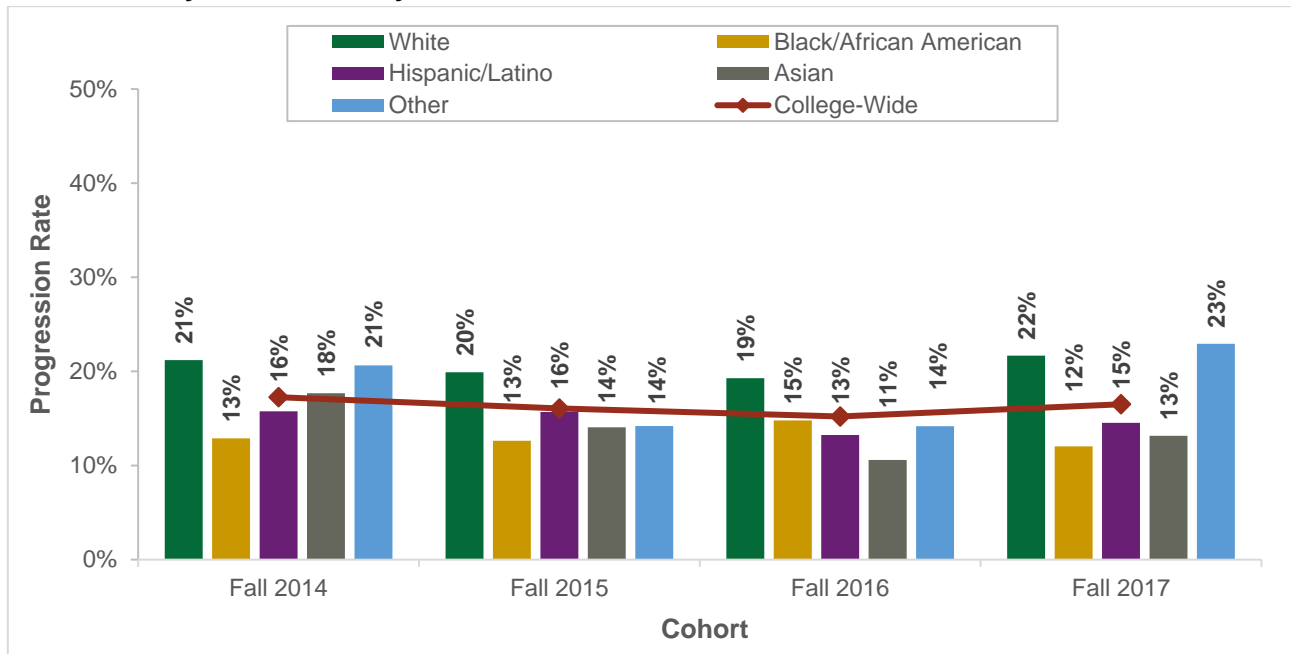
Progression Rate to MTH 151 by Gender

Among the Fall 2017 cohort of first-time to NOVA students, female developmental math students progressed to MTH 151 at a substantially higher rate than male developmental math students. The rate of progression for female students was three percentage points higher than the College-wide progression rate (17 percent). Conversely, the progression rate for male students was four percentage points lower than the College-wide progression rate.

Figure 9. Progression from Developmental Math to College-Level Math (MTH 151) by Gender – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Progression Rate to MTH 151 by Age Group

Among the Fall 2017 cohort of first-time to NOVA students, developmental math students aged 21 and younger had the highest rate of progression to MTH 151 (17 percent), which was the same as the College-wide progression rate. In comparison, developmental math students aged 30 and older had the lowest rates of progression to MTH 151, although there were few students in this group.

Figure 10. Progression from Developmental Math to College-Level Math (MTH 151) by Age Group – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Progression Rate to MTH 151 by Pell Grant Status

Among the Fall 2017 cohort of first-time to NOVA students, developmental math students who received a Pell Grant progressed to MTH 151 at a lower rate than developmental math students who did not receive a Pell Grant (14 versus 19 percent). The rate of progression for Pell Grant recipients was three percentage points lower than the College-wide progression rate (17 percent). Conversely, the progression rate for non-Pell Grant recipients was two percentage points higher than the College-wide progression rate.

Figure 11. Progression from Developmental Math to College-Level Math (MTH 151) by Pell Grant Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts
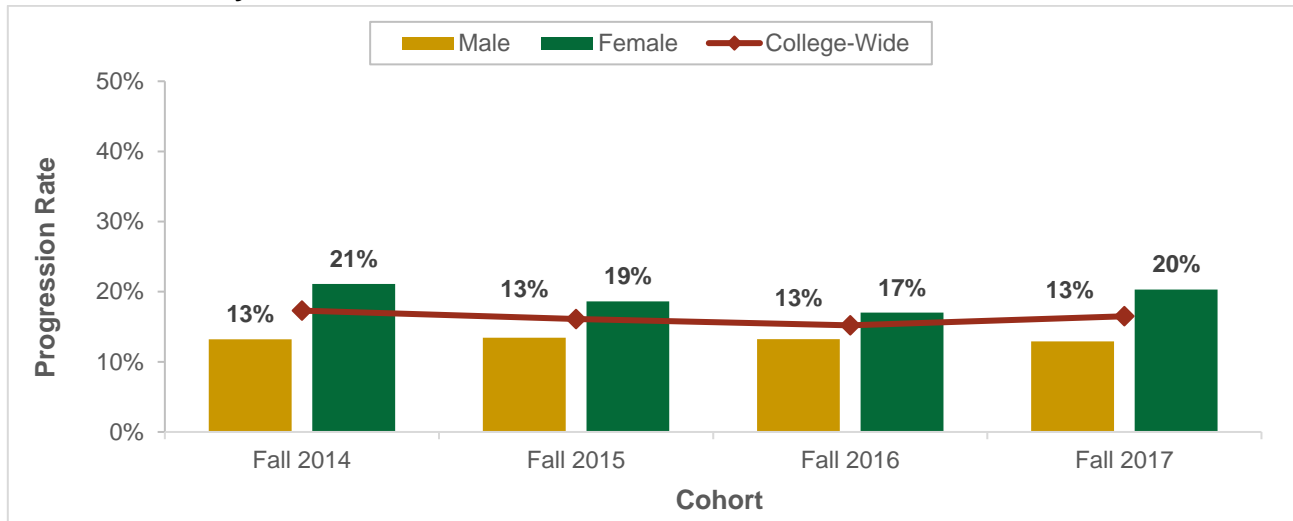

Progression Rate to MTH 151 by First Generation Status

Among the Fall 2017 cohort of first-time to NOVA students, first generation developmental math students progressed to MTH 151 at a lower rate than continuing generation developmental math students (15 versus 17 percent). The rate of progression for first generation students fell two percentage points below the College-wide progression rate (17 percent).
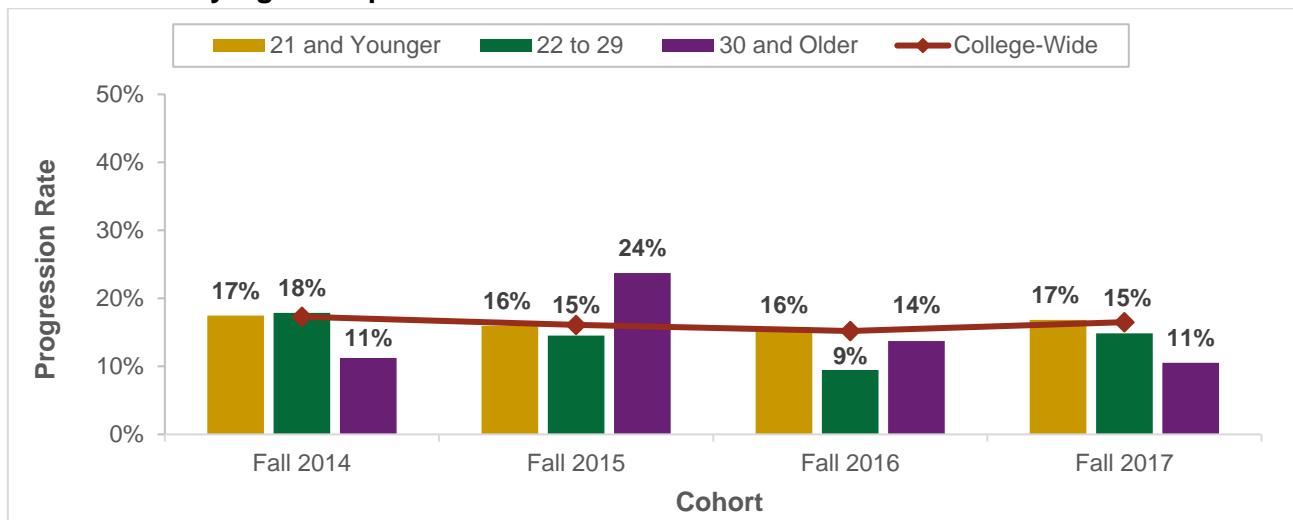
Figure 12. Progression from Developmental Math to College-Level Math (MTH 151) by First Generation Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

This section presents data regarding the progression of developmental math students to college-level English (MTH 163: *Pre-Calculus I*) within two years of initial enrollment at the College. Progression rates to MTH 163 are disaggregated by the following student characteristics: race/ethnicity, gender, age group, Pell Grant status, and first generation status.

Progression Rate to MTH 163 by Race/Ethnicity

Among the Fall 2017 cohort of first-time to NOVA students, developmental math students who identified as another race or ethnicity had the lowest rates of progression to MTH 163 (5 percent). Developmental math students who identified as Black/African American or Hispanic/Latino also had relatively lower rates of progression to MTH 163 (9 percent each). All three groups fell several percentage points below the College-wide average (10 percent) for progression to MTH 163.

Conversely, among the Fall 2017 cohort of first-time to NOVA students, developmental math students who identified as Asian had the highest rate of progression to MTH 163 (20 percent), which was 10 percentage points above the College-wide progression rate. Developmental math students who identified as white also had rates of progression to MTH 163 that were above the College-wide progression rate (12 percent).
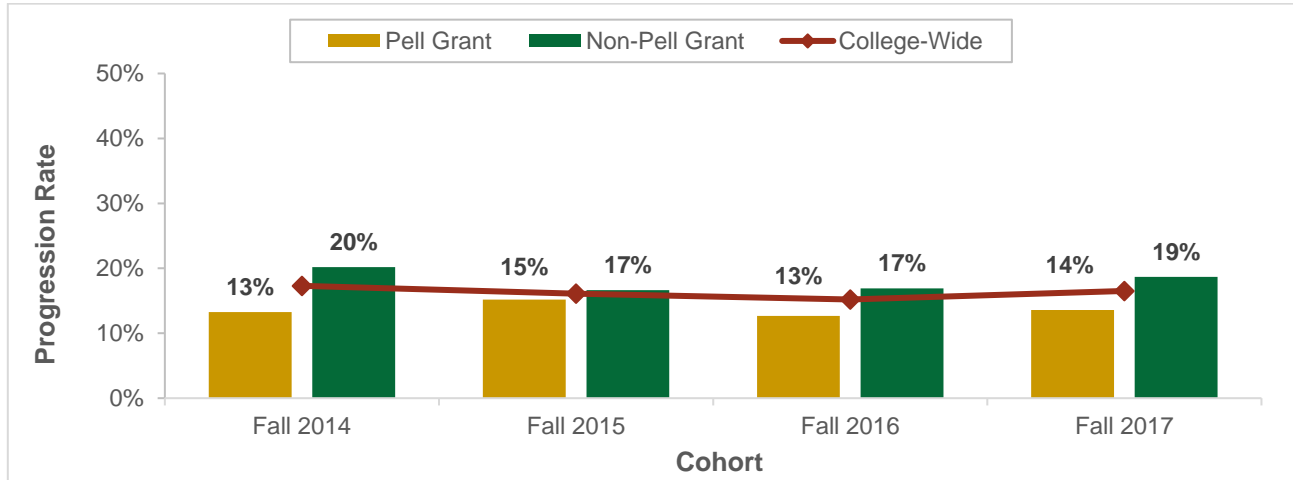
Figure 13. Progression from Developmental Math to College-Level Math (MTH 163) by Race/Ethnicity – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Note: Other includes American Indian/Alaska Native, Hawaiian/Pacific Islander, Two or More Races, Unknown, and Not Specified.

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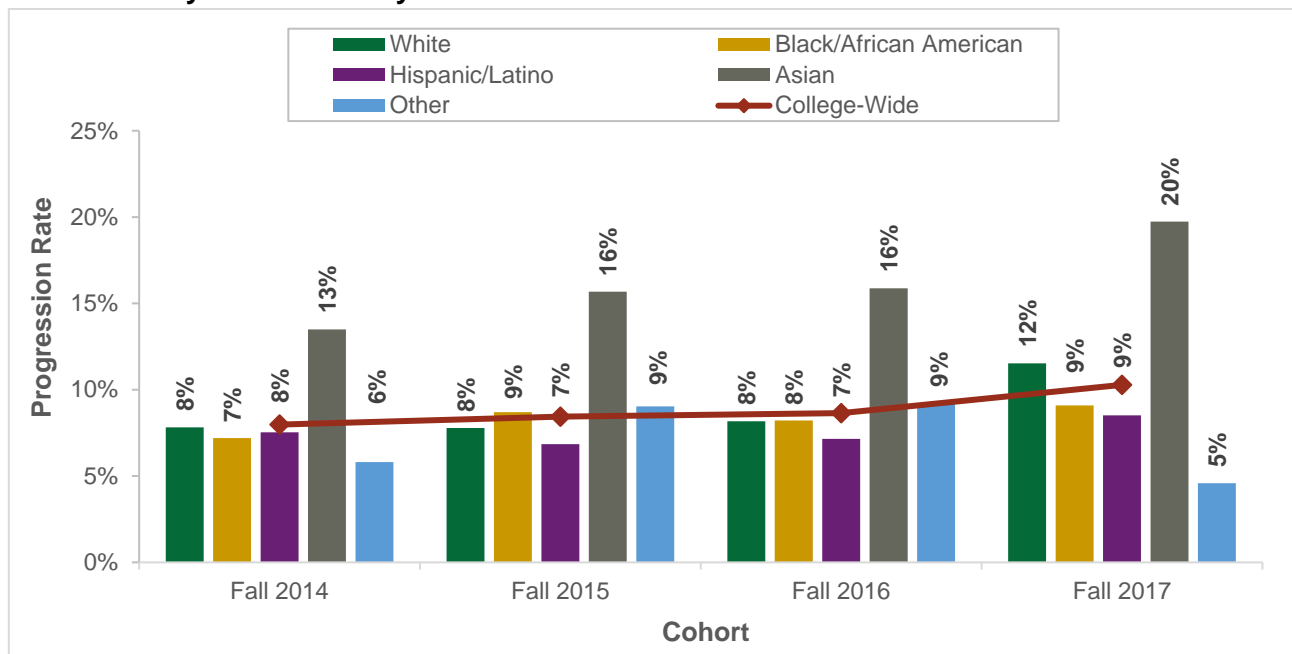
Progression Rate to MTH 163 by Gender

Among the Fall 2017 cohort of first-time to NOVA students, male developmental math students progressed to MTH 163 at a substantially higher rate than female developmental math students. The rate of progression for male students (13 percent) was three percentage points higher than the College-wide progression rate (10 percent). Conversely, the progression rate for female students was three percentage points lower than the College-wide progression rate.

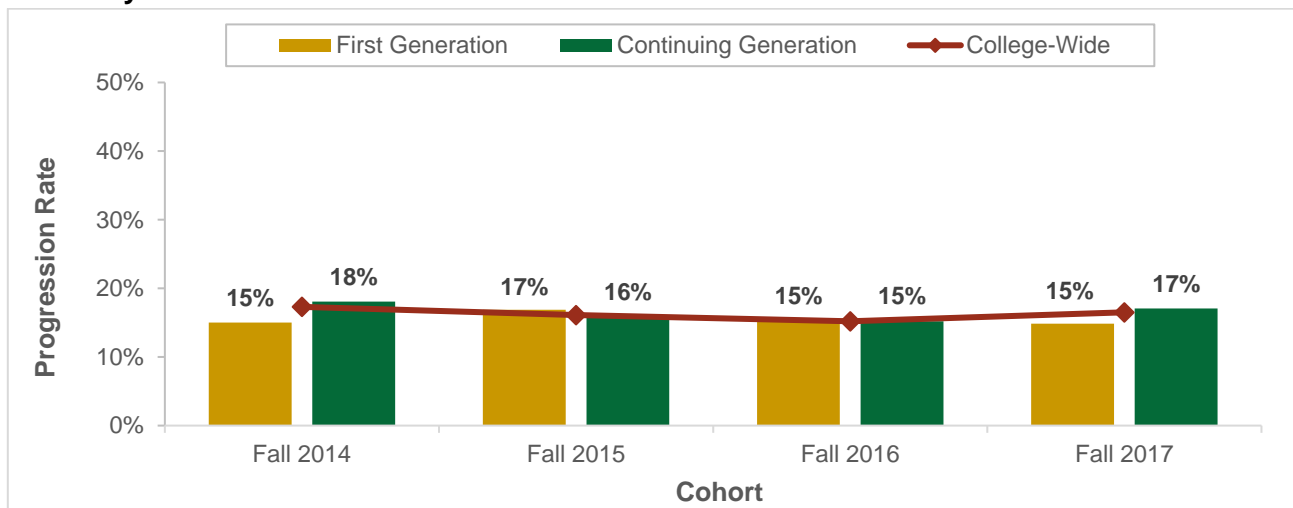**Figure 14. Progression from Developmental Math to College-Level Math (MTH 163) by Gender – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts**
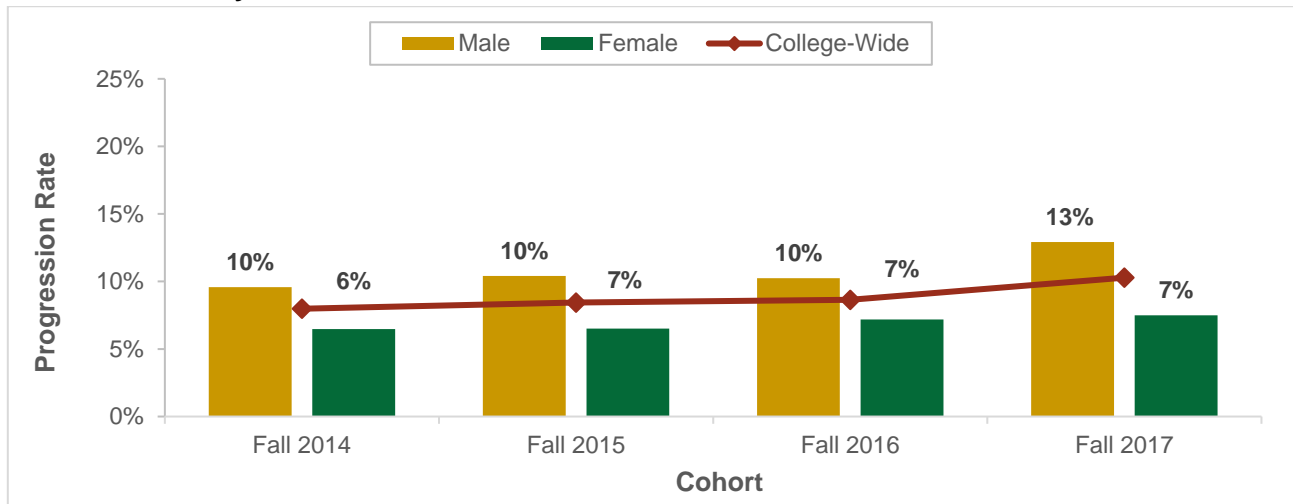
Progression Rate to MTH 163 by Age Group

Among the Fall 2017 cohort of first-time to NOVA students, developmental math students aged 21 and younger had the highest rate of progression to MTH 163 (11 percent), which was slightly higher than the College-wide progression rate (10 percent). Developmental math students aged 30 and older had the lowest rates of progression to MTH 163, although there were few students in this group.

Figure 15. Progression from Developmental Math to College-Level Math (MTH 163) by Age Group – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

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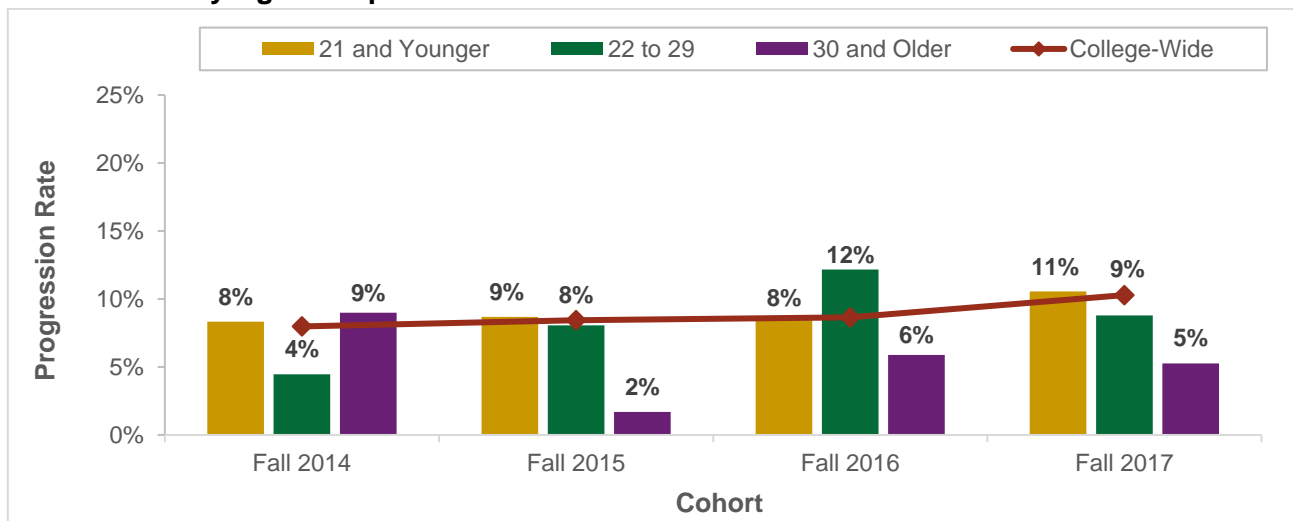
Progression Rate to MTH 163 by Pell Grant Status

Among the Fall 2017 cohort of first-time to NOVA students, developmental math students who received a Pell Grant progressed to MTH 163 at a slightly lower rate than developmental math students who did not receive a Pell Grant (10 versus 11 percent). For both groups of students, the rate of progression to MTH 163 was the same or higher than the College-wide progression rate.

Figure 16. Progression from Developmental Math to College-Level Math (MTH 163) by Pell Grant Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts
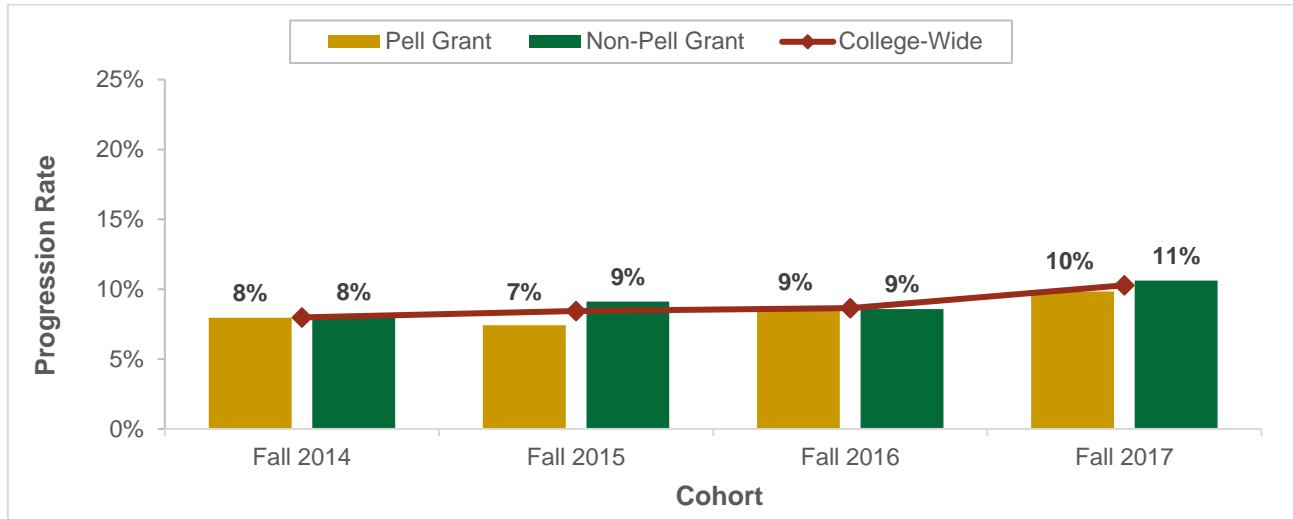
Progression Rate to MTH 163 by First Generation Status

Among the Fall 2017 cohort of first-time to NOVA students, both first generation and continuing generation developmental math students progressed to MTH 163 at the same rate (10 percent each). For both groups of students, the rate of progression to MTH 163 was the same as the College-wide progression rate.

Figure 17. Progression from Developmental Math to College-Level Math (MTH 163) by First Generation Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Overall College Readiness in English and Math

Table 1. Progression from Developmental English to College-Level English (ENG 111) – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Cohort	N	Progressed from Developmental English to ENG 111	
		#	%
Fall 2014	1,468	1,270	86.5
Fall 2015	1,434	1,243	86.7
Fall 2016	1,390	1,232	88.6
Fall 2017	1,201	1,031	85.8

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: College-level English is ENG 111: *College Composition I.* Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental English during their first term of enrollment.

Table 2. Progression from Developmental Math to College-Level Math by College-Level Math Course (MTH 151 and MTH 163) – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Cohort	N	Progressed from Developmental Math to MTH 151		Progressed from Developmental Math to MTH 163	
		#	%	#	%
Fall 2014	2,318	400	17.3	185	8.0
Fall 2015	2,192	352	16.1	185	8.4
Fall 2016	2,025	308	15.2	175	8.6
Fall 2017	1,702	281	16.5	175	10.3

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: College-Level math is MTH 151: *Mathematics for the Liberal Arts I* and MTH 163: *Pre-Calculus I.* Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Progression from Developmental English to ENG 111

Table 3. Progression from Developmental English to College-Level English (ENG 111) by Race/Ethnicity – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Race/Ethnicity	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to ENG 111		N	Progressed to ENG 111		N	Progressed to ENG 111		N	Progressed to ENG 111	
		#	%		#	%		#	%		#	%
White	353	312	88.4	341	293	85.9	344	311	90.4	242	212	87.6
Black/African American	364	299	82.1	370	312	84.3	343	303	88.3	348	292	83.9
Hispanic/Latino	429	370	86.2	408	356	87.3	425	365	85.9	393	335	85.2
Asian	238	216	90.8	214	196	91.6	215	197	91.6	166	146	88.0
Other	84	73	86.9	101	86	85.1	63	56	88.9	52	46	88.5
College-wide	*1,468*	*1,270*	*86.5*	*1,434*	*1,243*	*86.7*	*1,390*	*1,232*	*88.6*	*1,201*	*1,031*	*85.8*

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in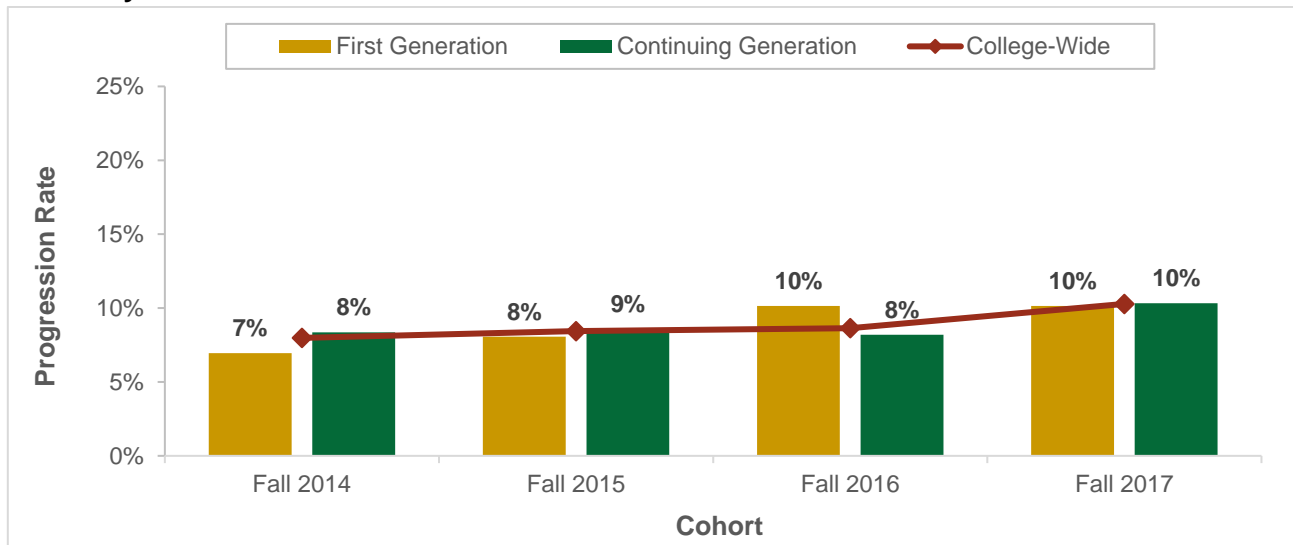 developmental English during their first term of enrollment. Other includes American Indian/Alaska Native, Hawaiian/Pacific Islander, Two or More Races, Unknown, and Not Specified.

Table 4. Progression from Developmental English to College-Level English (ENG 111) by Gender – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Gender	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to ENG 111		N	Progressed to ENG 111		N	Progressed to ENG 111		N	Progressed to ENG 111	
		#	%		#	%		#	%		#	%
Male	745	627	84.2	749	643	85.8	710	616	86.8	641	542	84.6
Female	723	643	88.9	685	600	87.6	680	616	90.6	560	489	87.3
College-wide	**1,468**	**1,270**	**86.5**	**1,434**	**1,243**	**86.7**	**1,390**	**1,232**	**88.6**	**1,201**	**1,031**	**85.8**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental English during their first term of enrollment.

Table 5. Progression from Developmental English to College-Level English (ENG 111) by Age Group – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Age Group	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to ENG 111		N	Progressed to ENG 111		N	Progressed to ENG 111		N	Progressed to ENG 111	
		#	%		#	%		#	%		#	%
21 and Younger	1,219	1,063	87.2	1,231	1,070	86.9	1,201	1,070	89.1	1,041	888	85.3
22 to 29	157	132	84.1	137	114	83.2	124	107	86.3	99	89	89.9
30 and Older	92	75	81.5	66	59	89.4	65	55	84.6	61	54	88.5
College-wide	**1,468**	**1,270**	**86.5**	**1,434**	**1,243**	**86.7**	**1,390**	**1,232**	**88.6**	**1,201**	**1,031**	**85.8**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental English during their first term of enrollment.

Table 6. Progression from Developmental English to College-Level English (ENG 111) by Pell Grant Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Pell Grant Status	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to ENG 111		N	Progressed to ENG 111		N	Progressed to ENG 111		N	Progressed to ENG 111	
		#	%		#	%		#	%		#	%
Pell Grant	695	597	85.9	666	580	87.1	605	536	88.6	569	481	84.5
Non-Pell Grant	773	673	87.1	768	663	86.3	785	696	88.7	632	550	87.0
College-wide	**1,468**	**1,270**	**86.5**	**1,434**	**1,243**	**86.7**	**1,390**	**1,232**	**88.6**	**1,201**	**1,031**	**85.8**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental English during their first term of enrollment.

Table 7. Progression from Developmental English to College-Level English (ENG 111) by First Generation Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

First Generation Status	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to ENG 111		N	Progressed to ENG 111		N	Progressed to ENG 111		N	Progressed to ENG 111	
		#	%		#	%		#	%		#	%
First Generation	402	351	87.3	359	321	89.4	360	314	87.2	332	279	84.0
Continuing Generation	1,066	919	86.2	1,075	922	85.8	1,030	918	89.1	869	752	86.5
College-wide	**1,468**	**1,270**	**86.5**	**1,434**	**1,243**	**86.7**	**1,390**	**1,232**	**88.6**	**1,201**	**1,031**	**85.8**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental English during their first term of enrollment.

Progression from Developmental Math to MTH 151

Table 8. Progression from Developmental Math to College-Level Math (MTH 151) by Race/Ethnicity – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Race/Ethnicity	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to MTH 151		N	Progressed to MTH 151		N	Progressed to MTH 151		N	Progressed to MTH 151	
		#	%		#	%		#	%		#	%
White	703	149	21.2	668	133	19.9	612	118	19.3	503	109	21.7
Black/African American	528	68	12.9	483	61	12.6	426	63	14.8	374	45	12.0
Hispanic/Latino	717	113	15.8	701	110	15.7	657	87	13.2	564	82	14.5
Asian	215	38	17.7	185	26	14.1	189	20	10.6	152	20	13.2
Other	155	32	20.6	155	22	14.2	141	20	14.2	109	25	22.9
College-wide	**2,318**	**400**	**17.3**	**2,192**	**352**	**16.1**	**2,025**	**308**	**15.2**	**1,702**	**281**	**16.5**

Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment. Other includes American Indian/Alaska Native, Hawaiian/Pacific Islander, Two or More Races, Unknown, and Not Specified.

Table 9. Progression from Developmental Math to College-Level Math (MTH 151) by Gender – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Gender	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to MTH 151		N	Progressed to MTH 151		N	Progressed to MTH 151		N	Progressed to MTH 151	
		#	%		#	%		#	%		#	%
Male	1,128	149	13.2	1,086	146	13.4	967	128	13.2	875	113	12.9
Female	1,190	251	21.1	1,106	206	18.6	1,058	180	17.0	827	168	20.3
College-wide	**2,318**	**400**	**17.3**	**2,192**	**352**	**16.1**	**2,025**	**308**	**15.2**	**1,702**	**281**	**16.5**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Table 10. Progression from Developmental Math to College-Level Math (MTH 151) by Age Group – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Age Group	Fall 2014 N	Progressed to MTH 151 #	Progressed to MTH 151 %	Fall 2015 N	Progressed to MTH 151 #	Progressed to MTH 151 %	Fall 2016 N	Progressed to MTH 151 #	Progressed to MTH 151 %	Fall 2017 N	Progressed to MTH 151 #	Progressed to MTH 151 %
21 and Younger	2,005	350	17.5	1,947	311	16.0	1,826	287	15.7	1,516	255	16.8
22 to 29	224	40	17.9	186	27	14.5	148	14	9.5	148	22	14.9
30 and Older	89	10	11.2	59	14	23.7	51	7	13.7	38	4	10.5
College-wide	**2,318**	**400**	**17.3**	**2,192**	**352**	**16.1**	**2,025**	**308**	**15.2**	**1,702**	**281**	**16.5**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Table 11. Progression from Developmental Math to College-Level Math (MTH 151) by Pell Grant Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Pell Grant Status	Fall 2014 N	Progressed to MTH 151 #	Progressed to MTH 151 %	Fall 2015 N	Progressed to MTH 151 #	Progressed to MTH 151 %	Fall 2016 N	Progressed to MTH 151 #	Progressed to MTH 151 %	Fall 2017 N	Progressed to MTH 151 #	Progressed to MTH 151 %
Pell Grant	980	130	13.3	876	133	15.2	813	103	12.7	722	98	13.6
Non-Pell Grant	1,338	270	20.2	1,316	219	16.6	1,212	205	16.9	980	183	18.7
College-wide	**2,318**	**400**	**17.3**	**2,192**	**352**	**16.1**	**2,025**	**308**	**15.2**	**1,702**	**281**	**16.5**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Table 12. Progression from Developmental Math to College-Level Math (MTH 151) by First Generation Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

First Generation Status	Fall 2014 N	Progressed to MTH 151 #	Progressed to MTH 151 %	Fall 2015 N	Progressed to MTH 151 #	Progressed to MTH 151 %	Fall 2016 N	Progressed to MTH 151 #	Progressed to MTH 151 %	Fall 2017 N	Progressed to MTH 151 #	Progressed to MTH 151 %
First Generation	619	93	15.0	533	90	16.9	493	75	15.2	424	63	14.9
Continuing Generation	1,699	307	18.1	1,659	262	15.8	1,532	233	15.2	1,278	218	17.1
College-wide	**2,318**	**400**	**17.3**	**2,192**	**352**	**16.1**	**2,025**	**308**	**15.2**	**1,702**	**281**	**16.5**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Progression from Developmental Math to MTH 163

**Table 13. Progression from Developmental Math to College-Level Math (MTH 163)
by Race/Ethnicity – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts**

Race/Ethnicity	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to MTH 163		N	Progressed to MTH 163		N	Progressed to MTH 163		N	Progressed to MTH 163	
		#	%		#	%		#	%		#	%
White	703	55	7.8	668	52	7.8	612	50	8.2	503	58	11.5
Black/African American	528	38	7.2	483	42	8.7	426	35	8.2	374	34	9.1
Hispanic/Latino	717	54	7.5	701	48	6.8	657	47	7.2	564	48	8.5
Asian	215	29	13.5	185	29	15.7	189	30	15.9	152	30	19.7
Other*	155	9	5.8	155	14	9.0	141	13	9.2	109	5	4.6
College-wide	**2,318**	**185**	**8.0**	**2,192**	**185**	**8.4**	**2,025**	**175**	**8.6**	**1,702**	**175**	**10.3**

Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment. Other includes American Indian/Alaska Native, Hawaiian/Pacific Islander, Two or More Races, Unknown, and Not Specified.

**Table 14. Progression from Developmental Math to College-Level Math (MTH 163)
by Gender – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts**

Gender	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to MTH 163		N	Progressed to MTH 163		N	Progressed to MTH 163		N	Progressed to MTH 163	
		#	%		#	%		#	%		#	%
Male	1,128	108	9.6	1,086	113	10.4	967	99	10.2	875	113	12.9
Female	1,190	77	6.5	1,106	72	6.5	1,058	76	7.2	827	62	7.5
College-wide	**2,318**	**185**	**8.0**	**2,192**	**185**	**8.4**	**2,025**	**175**	**8.6**	**1,702**	**175**	**10.3**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

**Table 15. Progression from Developmental Math to College-Level Math (MTH 163)
by Age Group – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts**

Age Group	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to MTH 163		N	Progressed to MTH 163		N	Progressed to MTH 163		N	Progressed to MTH 163	
		#	%		#	%		#	%		#	%
21 and Younger	2,005	167	8.3	1,947	169	8.7	1,826	154	8.4	1,516	160	10.6
22 to 29	224	10	4.5	186	15	8.1	148	18	12.2	148	13	8.8
30 and Older	89	8	9.0	59	1	1.7	51	3	5.9	38	2	5.3
College-wide	**2,318**	**185**	**8.0**	**2,192**	**185**	**8.4**	**2,025**	**175**	**8.6**	**1,702**	**175**	**10.3**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Table 16. Progression from Developmental Math to College-Level Math (MTH 163)
by Pell Grant Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

Pell Grant Status	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to MTH 163		N	Progressed to MTH 163		N	Progressed to MTH 163		N	Progressed to MTH 163	
		#	%		#	%		#	%		#	%
Pell Grant	980	78	8.0	876	65	7.4	813	71	8.7	722	71	9.8
Non-Pell Grant	1,338	107	8.0	1,316	120	9.1	1,212	104	8.6	980	104	10.6
College-wide	**2,318**	**185**	**8.0**	**2,192**	**185**	**8.4**	**2,025**	**175**	**8.6**	**1,702**	**175**	**10.3**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.

Table 17. Progression from Developmental Math to College-Level Math (MTH 163)
by First Generation Status – Fall 2014 to Fall 2017 First-Time to NOVA Cohorts

First Generation Status	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	Progressed to MTH 163		N	Progressed to MTH 163		N	Progressed to MTH 163		N	Progressed to MTH 163	
		#	%		#	%		#	%		#	%
First Generation	619	43	6.9	533	43	8.1	493	50	10.1	424	43	10.1
Continuing Generation	1,699	142	8.4	1,659	142	8.6	1,532	125	8.2	1,278	132	10.3
College-wide	**2,318**	**185**	**8.0**	**2,192**	**185**	**8.4**	**2,025**	**175**	**8.6**	**1,702**	**175**	**10.3**

Source: Office of Institutional Research, Northern Virginia Community College.
Notes: Progression within two years of initial enrollment (e.g., Fall 2017 = progressed between Fall 2017 and Summer 2019). Data include first-time to NOVA students who enrolled in developmental math during their first term of enrollment.