

Achievement Gap Analysis Report 7

**Success in College-Level Courses
after Developmental Education
by Demographics
(Fall 2011 through Fall 2013 Cohorts)**

Research Report No. 14-16

Office of Institutional Effectiveness and Student Success Initiatives

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OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES

The purpose of the Office of Institutional Effectiveness and Student Success Initiatives 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.

When citing data from this report, the Northern Virginia Community College (NOVA) Office of Institutional Effectiveness and Student Success Initiatives must be cited as the source.

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Success in College-Level Courses after Developmental Education for First-Time to NOVA Students by Demographics: Fall 2011 through Fall 2013 Cohorts

Introduction

NOVA's commitment to student success is supported by the College's participation in the Achieving the Dream (ATD) National Reform Network. ATD is a comprehensive nationwide, non-governmental reform movement for student success in which NOVA has been a member since 2007 and a Leader College since 2010.¹ NOVA's participation in ATD encourages continuous monitoring of student outcomes in order to identify areas for improvement and pursue research-based methods of increasing student success and closing achievement gaps. To support this endeavor, this Report is part of a series examining recent trends among first-time to NOVA students across the following indicators of student success:

- Four-Year Graduation Rates
- Fall-to-Fall and Fall-to-Spring Retention
- Success in Developmental Education Courses
- Developmental Student Success in College-Level Courses
- Success in Gatekeeper Courses
- Successful Course Completion (All Courses)

This Report examines data on first-time to NOVA students who enrolled in a developmental course in their first term and were successful in a gatekeeper college-level English (ENG 111) or math (MTH151/163) course within two years of their initial enrollment at NOVA.² Success in the college-level English or math course is defined as the student having earned an A, B, or C grade.³

In consideration of the College's commitment to closing achievement gaps, the data are disaggregated and analyzed by student demographics: enrollment status (full-time or part-time), gender, age, race/ethnicity, and program placement.⁴

¹ Leader Colleges have demonstrated commitment to and progress on the five principles of Achieving the Dream and have shown at least three years of improvement on at least one of the Achieving the Dream measures of student success. For more information see <http://achievingthedream.org>

² Gatekeeper courses are the college-level (non-developmental) courses that are most commonly required for associates degrees and which are often critical to students' future success in college.

³ Students in this population were not necessarily successful in their developmental education course.

⁴ All demographics are as of the student's first term.

Executive Summary

This Report examines data on first-time to NOVA students who enrolled in a developmental course in their first term and were successful in a gatekeeper college-level English (ENG 111) or math (MTH151/163) course within two years of their initial enrollment at NOVA. The following points represent the main findings in this report.

Developmental English Student Success in English 111

- Overall, developmental English students' success rates in English 111 decreased from 82 percent in the Fall 2011 cohort to 74 percent in the Fall 2013 cohort.

Gender

- Part-time male developmental English students' success rates in English 111 decreased by 11 percentage points from the Fall 2011 cohort (67 percent) to the Fall 2013 cohort (56 percent).
- Part-time female students' success rates (75 to 81 percent) were similar to those of full-time male students (74 to 81 percent).

Age

- In the largest age group, students ages 18-21, developmental English students' success rates in English 111 decreased from 82 percent in the Fall 2011 cohort to 73 percent in the Fall 2013 cohort.

Race/Ethnicity

- Success rates declined for the four largest racial/ethnic groups in each cohort from Fall 2011 to Fall 2013. The greatest decrease was among Black students, from 79 percent in the Fall 2011 cohort to 68 percent in the Fall 2013 cohort.

Program Placement

- Among developmental English students enrolled in A.S. degree programs, who comprised the majority of students in each, success rates decreased from 83 percent in the Fall 2011 cohort to 75 percent in the Fall 2013 cohort, an 8 percentage point decrease, one percentage point above the overall rate for Fall 2013.

Developmental Math Student Success in Math 151 and Math 163

- Overall, success rates in Math 151 decreased by 6 percentage points, from 78 percent of the Fall 2011 cohort to 72 percent of the Fall 2013 cohort. Similarly, success rates of students in Math 163 decreased from 77 percent of the Fall 2011 cohort to 71 percent of the Fall 2013 cohort.

Enrollment Status

- In Math 151, the success rate of part-time students decreased by 16 percentage points (from 79 percent of the Fall 2011 cohort to 63 percent of the Fall 2013 cohort). In contrast,

the success rates of full-time students decreased by about 3 percentage points over this same time period.

- Over 80 percent of developmental math students who enrolled in Math 163 were full-time students. The success rates of these students decreased by about 10 percentage points from the Fall 2011 to Fall 2013 cohorts.

Gender

- In Math 151, the gap between male and female success rates increased from a 10 percentage point difference in the Fall 2011 cohort to 15 percentage points in the Fall 2013 cohort.
- In Math 163, success rates of male students were higher than those of female students in two of the three cohorts. However, female developmental students' success rates in Math 163 decreased by 2 percentage points (from 69 percent of the Fall 2011 cohort to 67 percent of the Fall 2013 cohort), while those of male students decreased by 6 percentage points over the same time period (from 82 percent to 76 percent).

Age

- Roughly 85 to 90 percent of each cohort of developmental math students enrolled in Math 151 and Math 163 were between the ages of 18 and 21. In both courses, the success rates of students in this age group decreased from 77 percent of the Fall 2011 cohort to 72 percent of the Fall 2013 cohort.

Race/Ethnicity

- Success rates for developmental math students in Math 151 declined for all races/ethnicities from the Fall 2011 cohort to the Fall 2013 cohort. The largest decrease (16 percentage points) occurred among Hispanic developmental math students, from 80 percent to 64 percent.
- In Math 163, Black students went from having the lowest success rate in the Fall 2011 cohort (72 percent) to the highest in the Fall 2013 cohort (78 percent).

Program Placement

- The majority of developmental math students who progressed to Math 151 were enrolled in A.S. degree programs. These students had success rates lower than the overall rate in two of the three cohorts, and success rates declined by 7 percentage points, from 75 percent of the Fall 2011 cohort to 68 percent of the Fall 2013 cohort.

Section 1. Developmental English Student Success in College-Level English

Success in English 111: College Composition I, a college-level gatekeeper course, is examined for only those students who were enrolled in developmental English courses before progressing to English 111 within two years of their initial enrollment at NOVA. Overall, developmental English students' success rates in English 111 decreased from 82 percent in the Fall 2011 cohort to 74 percent in the Fall 2013 cohort (Table 1).

Developmental English Student Success in English 111 by Enrollment Status (Table 1)

- Success rates for developmental English students in English 111 declined for both groups, by 6 percentage points for full-time students and 8 percentage points for part-time students.
- Full-time developmental English students who progressed to English 111 were more likely to be successful in that course than their part-time counterparts, whose success rates were between 7 and 11 percentage points lower than those of full-time students in each cohort.

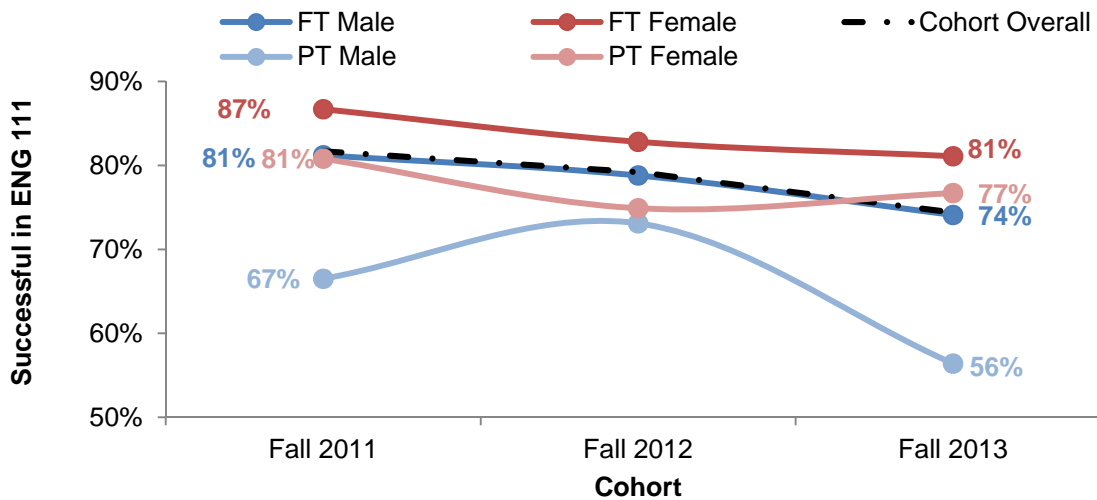
**Table 1. Developmental English Student Success in English 111 by Enrollment Status:
Fall 2011 through Fall 2013 Cohorts**

Status	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
Full-Time	1,625	1,362	83.8	1,678	1,355	80.8	1,043	807	77.4
Part-Time	454	337	74.2	517	383	74.1	404	269	66.6
Total	2,079	1,699	81.7	2,195	1,738	79.2	1,447	1,076	74.4

Developmental English Student Success in English 111 by Gender (Figure 1)

- Regardless of enrollment status, female developmental students were more successful in English 111 than male students. In fact, part-time female students' success rates (75 to 81 percent) were similar to those of full-time male students (74 to 81 percent).
- The largest decrease in success rates, an 11 percentage point decrease, occurred among part-time male students: from 67 percent of the Fall 2011 cohort to 56 percent of the Fall 2013 cohort.

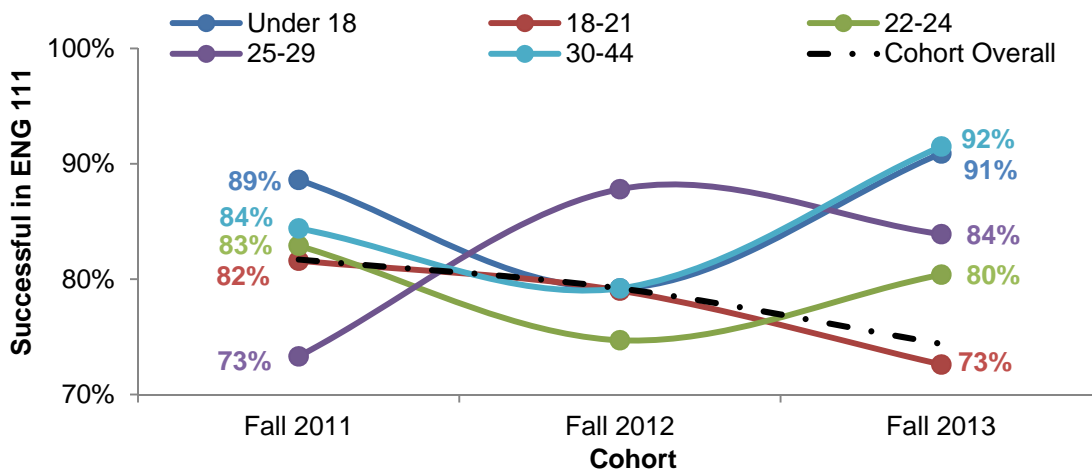
**Figure 1. Developmental English Student Success in English 111 by Gender:
Fall 2011 through Fall 2013 Cohorts**



Developmental English Student Success in English 111 by Age (Figure 2)

- In each cohort, 86 to 87 percent of students were between the ages of 18 and 21.
- Among developmental English students in the 18-21 age group, success rates in English 111 decreased by 9 percentage points, from 82 percent in the Fall 2011 cohort to 73 percent in the Fall 2013 cohort.

**Figure 2. Developmental English Student Success in English 111 by Age:
Fall 2011 through Fall 2013 Cohorts**



Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

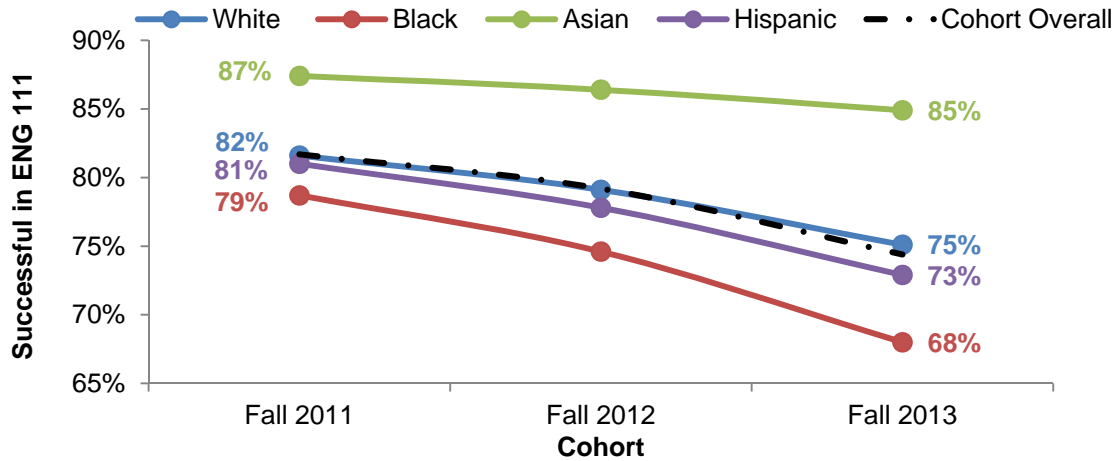
Developmental English Student Success in English 111 by Race/Ethnicity (Figure 3)

- Success rates declined for the four largest racial/ethnic groups in each cohort from Fall 2011 to Fall 2013.
- The greatest decrease was among Black students, from 79 percent in the Fall 2011 cohort to 68 percent in the Fall 2013 cohort (an 11 percentage point decrease). The success rate

of Black students was also consistently lower than that of other racial/ethnic groups and 3 to 6 points lower than the overall success rate.

- Asian students had the highest success rates in each cohort, ranging from 85 to 87 percent. These rates were between 5 and 11 percentage points higher than the overall rate.
- White and Hispanic students' success rates were similar to the overall success rate in each cohort.

Figure 3. Developmental English Student Success in English 111 by Race/Ethnicity: Fall 2011 through Fall 2013 Cohorts

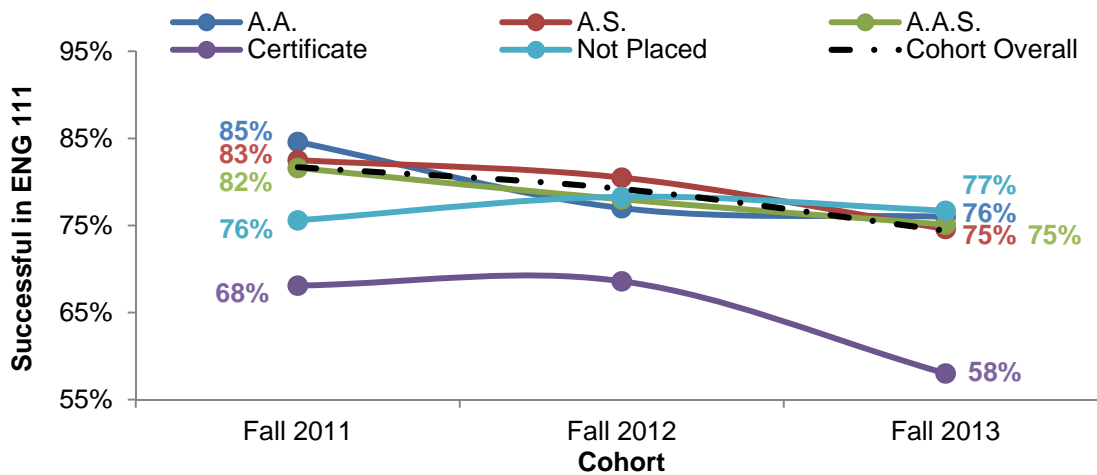


Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix

Developmental English Student Success in English 111 by Program Placement (Figure 4)

- Success rates declined in each cohort for all students who were enrolled in degree or certificate programs.
- Not Placed students – those who were not enrolled in a degree or certificate program – comprised between 2 and 6 percent of students in each cohort. Success rates of these students increased slightly, from 76 percent in the Fall 2011 cohort to 77 percent in the Fall 2013 cohort.
- The majority (between 64 and 72 percent) of students in each cohort were enrolled in A.S. degree programs. The success rates of these students decreased from 83 percent of the Fall 2011 cohort to 75 percent of the Fall 2013 cohort.
- Students enrolled in Certificate programs comprised about 3 percent of students in each cohort. These students consistently had the lowest success rates in each cohort, with rates 10 to 16 percentage points below the overall rate.

Figure 4. Developmental English Student Success in English 111 by Program Placement: Fall 2011 through Fall 2013 Cohorts



Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

Section 2. Developmental Math Student Success in College-Level Math

Success in two college-level, gatekeeper math courses, Math 151: Mathematics for the Liberal Arts I and Math 163: Pre-calculus I, is examined only among those students who were enrolled in developmental math before progressing to Math 151 or Math 163 within two years of their initial enrollment at NOVA.

Overall, the percentage of developmental math students who successfully completed a gatekeeper math course decreased. Success rates in Math 151 decreased by 6 percentage points, from 78 percent of the Fall 2011 cohort to 72 percent of the Fall 2013 cohort. Similarly, success rates of students in Math 163 decreased from 77 percent of the Fall 2011 cohort to 71 percent of the Fall 2013 cohort (Table 2).

Developmental Math Student Success in College-Level Math by Enrollment Status (Table 2)

- In Math 151, the success rate of part-time developmental math students decreased by 16 percentage points (from 79 percent of the Fall 2011 cohort to 63 percent of the Fall 2013 cohort). In contrast, the success rates of full-time developmental math students decreased by over 3 percentage points during the same time period.
- Over 80 percent of developmental math students who enrolled in Math 163 were full-time students. The success rates of these students varied widely from cohort to cohort, but overall decreased by about 10 percentage points from the Fall 2011 to Fall 2013 cohorts.

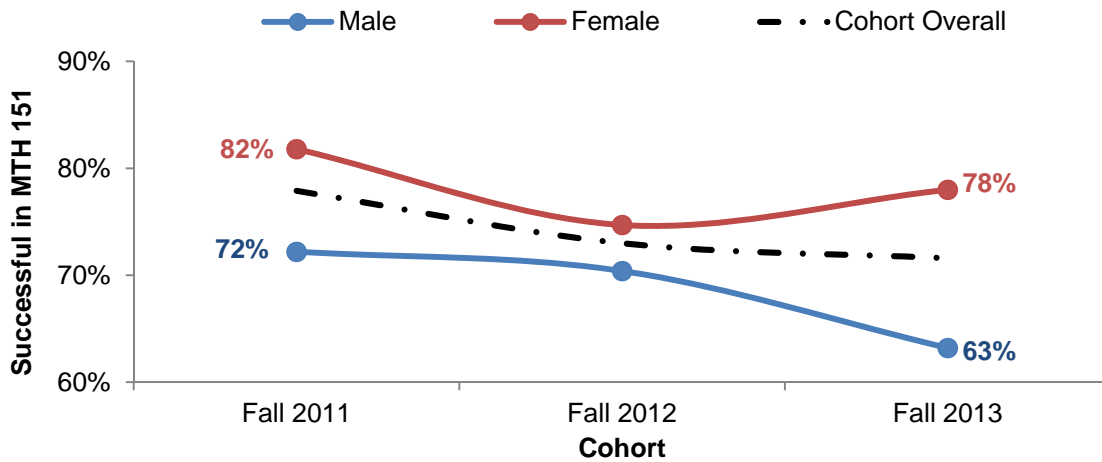
Table 2. Developmental Math Student Success in Math 151 and Math 163 by Enrollment Status: Fall 2011 through Fall 2013 Cohorts

Course	Status	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%
Math 151	Full-Time	325	252	77.5	227	162	71.4	230	171	74.3
	Part-Time	68	54	79.4	80	62	77.5	76	48	63.2
	Total	393	306	77.9	307	224	73.0	306	219	71.6
Math 163	Full-Time	203	161	79.3	117	74	63.2	117	82	69.5
	Part-Time	36	22	61.1	25	12	48.0	16	13	81.3
	Total	239	183	76.6	142	86	60.6	133	95	71.4

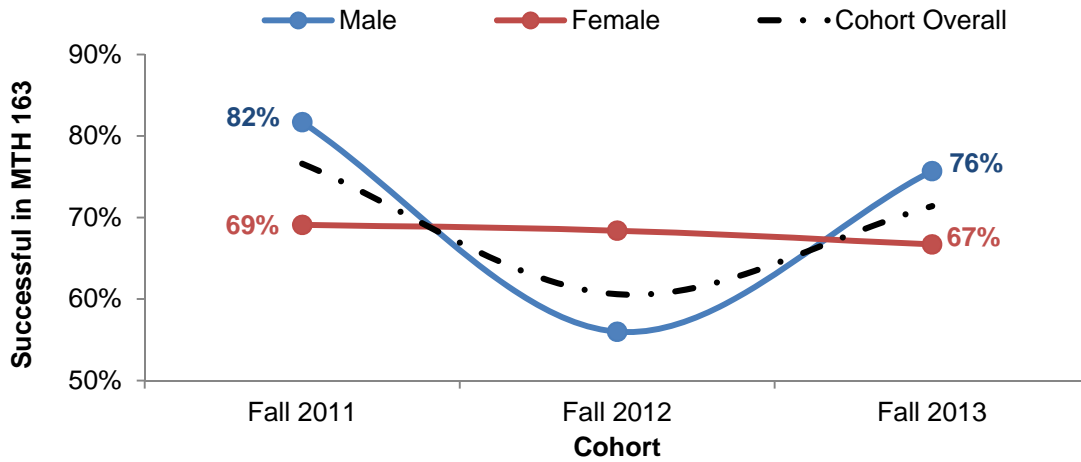
Developmental Math Student Success in College-Level Math by Gender (Figures 5 and 6)

- In Math 151, male students had lower success rates than female students in each cohort. In addition, male students' success rates decreased by 9 percentage points (from 72 percent of the Fall 2011 cohort to 63 percent of the Fall 2013 cohort), while female students' success rates decreased by 4 points over the same time period (from 82 percent to 78 percent).
- The gap between male and female success rates in Math 151 for developmental math students increased from 10 percentage points in the Fall 2011 cohort to 15 percentage points in the Fall 2013 cohort.
- In Math 163, success rates of male students were higher than those of female students in two of the three cohorts. However, female developmental students' success rates in Math 163 decreased by 2 percentage points (from 69 percent of the Fall 2011 cohort to 67 percent of the Fall 2013 cohort), while those of male students decreased by 6 percentage points over the same time period (from 82 percent to 76 percent).

Figure 5. Developmental Math Student Success in Math 151 by Gender: Fall 2011 through Fall 2013 Cohorts



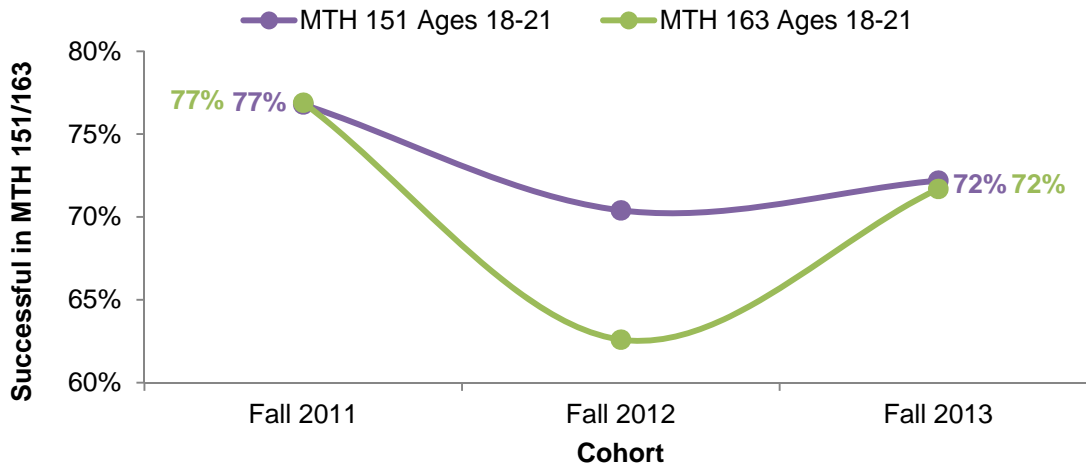
**Figure 6. Developmental Math Student Success in Math 163 by Gender:
Fall 2011 through Fall 2013 Cohorts**



Developmental Math Student Success in College-Level Math by Age (Figure 7)

- Roughly 85 to 90 percent of each cohort of developmental math students enrolled in Math 151 and Math 163 were between the ages of 18 and 21.
- In both courses, the success rates of students ages 18 to 21 decreased from 77 percent of the Fall 2011 cohort to 72 percent of the Fall 2013 cohort.

**Figure 7. Developmental Math Student Success in College-Level Math by Age:
Fall 2011 through Fall 2013 Cohorts**



Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

Developmental Math Student Success in College-Level Math by Race/Ethnicity (Figures 8 and 9)

- Success rates for developmental math students in Math 151 declined for all four of the largest racial/ethnic groups from the Fall 2011 cohort to the Fall 2013 cohort.
- The largest decrease in Math 151 success rates (16 percentage points) occurred among Hispanic students, with success rates falling from 80 percent of the Fall 2011 cohort to 64 percent of the Fall 2013 cohort.
- Asian and White developmental math students in Math 151 had higher success rates than the overall rate in all cohorts.
- In Math 163, success rates increased among Black and Hispanic students but decreased among Asian and White students.
- Black students in Math 163 went from having the lowest success rate in the Fall 2011 cohort (72 percent) to the highest in the Fall 2013 cohort (78 percent).
- The success rates of both White and Asian students in Math 163 decreased by 9 percentage points from Fall 2011 to Fall 2013 cohorts. However, Asian students were the only racial/ethnic groups whose success rates remained higher than the overall rate in all cohorts.

Figure 8. Developmental Math Student Success in Math 151 by Race/Ethnicity: Fall 2011 through Fall 2013 Cohorts

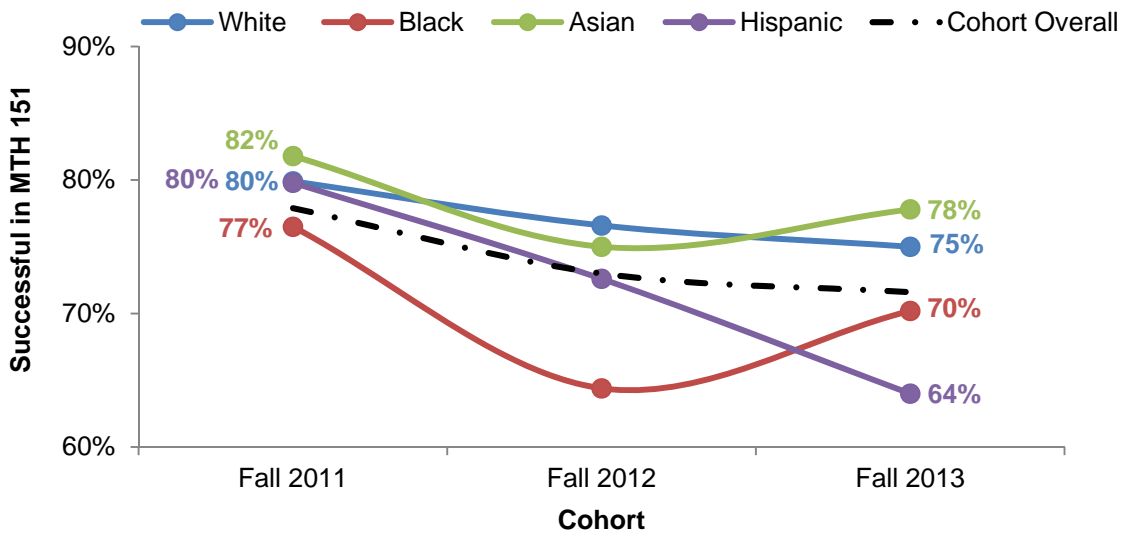
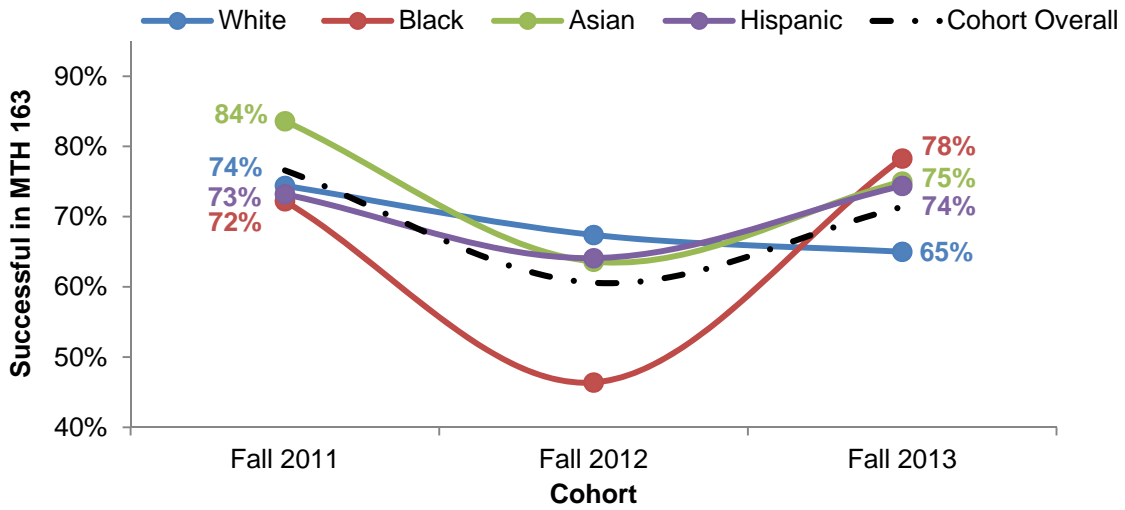


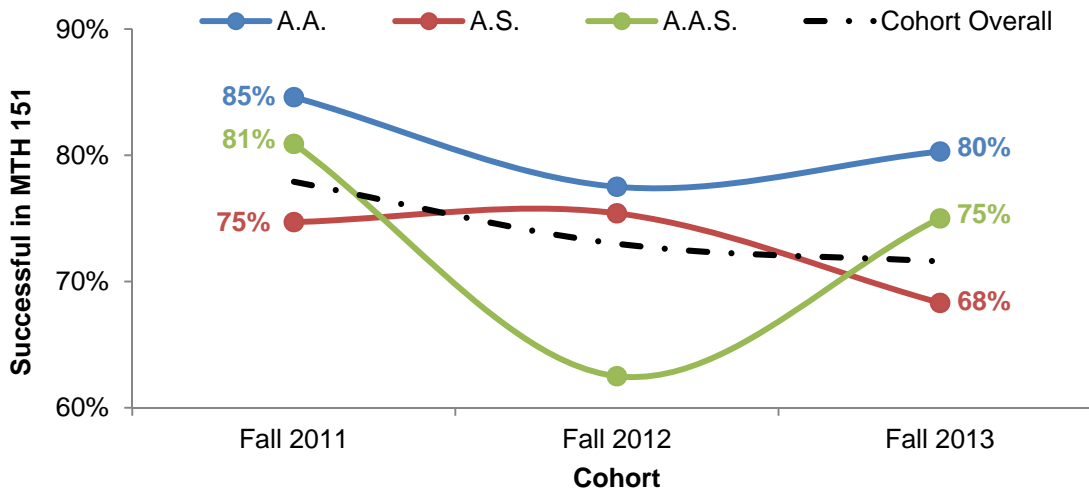
Figure 9. Developmental Math Student Success in Math 163 by Race/Ethnicity: Fall 2011 through Fall 2013 Cohorts



Developmental Math Student Success in College-Level Math by Program Placement (Figure 10)

- The majority (57 to 65 percent) of developmental math students who progressed to Math 151 were enrolled in A.S. degree programs. These students had success rates lower than the overall rate in two of the three cohorts, and their success rates declined by 7 percentage points (from 75 percent of the Fall 2011 cohort to 68 percent of the Fall 2013 cohort).
- Roughly 79 to 86 percent of Math 163 students were enrolled in A.S. degree programs. Success rates for these students decreased from 79 percent in the Fall 2011 cohort to 73 percent in the Fall 2013 cohort (see Table A.12. in the appendix).

Figure 10. Developmental Math Student Success in Math 151 by Program Placement: Fall 2011 through Fall 2013 Cohorts



Note: The figure excludes sub-groups of small size. Data for all sub-groups can be found in the appendix.

Appendix: Data Tables

Table A.1. Developmental English Student Success in English 111 by Enrollment Status and Gender: Fall 2011 through Fall 2013 Cohorts

Status	Gender	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
		N	Successful		N	Successful		N	Successful	
			#	%		#	%		#	%
Full-Time	Male	863	701	81.2	869	685	78.8	556	412	74.1
	Female	762	661	86.7	809	670	82.8	487	395	81.1
	Subtotal	1,625	1,362	83.8	1,678	1,355	80.8	1,043	807	77.4
Part-Time	Male	209	139	66.5	242	177	73.1	202	114	56.4
	Female	245	198	80.8	275	206	74.9	202	155	76.7
	Subtotal	454	337	74.2	517	383	74.1	404	269	66.6
Total		2,079	1,699	81.7	2,195	1,738	79.2	1,447	1,076	74.4

Table A.2. Developmental English Student Success in English 111 by Age: Fall 2011 through Fall 2013 Cohorts

Age	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
Under 18	44	39	88.6	48	38	79.2	22	20	90.9
18-21	1,809	1,476	81.6	1,894	1,496	79.0	1,239	900	72.6
22-24	76	63	82.9	91	68	74.7	56	45	80.4
25-29	60	44	73.3	74	65	87.8	56	47	83.9
30-44	77	65	84.4	72	57	79.2	59	54	91.5
45-59	13	12	92.3	13	11	84.6	14	10	71.4
60 & Over	-	-	-	3	3	100.0	1	-	-
Total	2,079	1,699	81.7	2,195	1,738	79.2	1,447	1,076	74.4

Table A.3. Developmental English Student Success in English 111 by Race/Ethnicity: Fall 2011 through Fall 2013 Cohorts

Race/Ethnicity	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
White	701	572	81.6	703	556	79.1	410	308	75.1
Black	352	277	78.7	374	279	74.6	306	208	68.0
Asian	326	285	87.4	352	304	86.4	212	180	84.9
Hispanic	553	448	81.0	626	487	77.8	399	291	72.9
American Indian	6	6	100.0	1	-	-	6	5	83.3
Native Hawaiian	18	18	100.0	14	14	100.0	7	5	71.4
Two or More Races	91	72	79.1	87	65	74.7	76	52	68.4
Not Specified	8	6	75.0	1	1	100.0	1	-	-
Unknown	24	15	62.5	37	32	86.5	30	27	90.0
Total	2,079	1,699	81.7	2,195	1,738	79.2	1,447	1,076	74.4

**Table A.4. Developmental English Student Success in English 111 by Program Placement:
Fall 2011 through Fall 2013 Cohorts**

Program Placement	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
A.A.	267	226	84.6	287	221	77.0	150	114	76.0
A.A.A.	15	12	80.0	12	8	66.7	3	3	100.0
A.A.S.	272	222	81.6	295	230	78.0	177	133	75.1
A.S.	1,321	1,090	82.5	1,439	1,159	80.5	1,037	774	74.6
Certificate	69	47	68.1	70	48	68.6	50	29	58.0
Not Placed	135	102	75.6	92	72	78.3	30	23	76.7
Total	2,079	1,699	81.7	2,195	1,738	79.2	1,447	1,076	74.4

**Table A.5. Developmental Math Student Success in Math 151 by Gender:
Fall 2011 through Fall 2013 Cohorts**

Gender	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
Male	162	117	72.2	125	88	70.4	133	84	63.2
Female	231	189	81.8	182	136	74.7	173	135	78.0
Total	393	306	77.9	307	224	73.0	306	219	71.6

**Table A.6. Developmental Math Student Success in Math 163 by Gender:
Fall 2011 through Fall 2013 Cohorts**

Gender	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
Male	142	116	81.7	84	47	56.0	70	53	75.7
Female	97	67	69.1	57	39	68.4	63	42	66.7
Total	239	183	76.6	142	86	60.6	133	95	71.4

**Table A.7. Developmental Math Student Success in Math 151 by Age:
Fall 2011 through Fall 2013 Cohorts**

Age	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
Under 18	3	3	100.0	4	3	75.0	5	4	80.0
18-21	354	272	76.8	267	188	70.4	270	195	72.2
22-24	8	6	75.0	7	6	85.7	10	6	60.0
25-29	13	13	100.0	11	10	90.9	10	4	40.0
30-44	13	10	76.9	15	14	93.3	10	9	90.0
45-59	2	2	100.0	3	3	100.0	1	1	100.0
Total	393	306	77.9	307	224	73.0	306	219	71.6

**Table A.8. Developmental Math Student Success in Math 163 by Age:
Fall 2011 through Fall 2013 Cohorts**

Age	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
Under 18	9	7	77.8	2	1	50.0	4	2	50.0
18-21	212	163	76.9	123	77	62.6	113	81	71.7
22-24	7	5	71.4	4	3	75.0	7	5	71.4
25-29	6	5	83.3	8	4	50.0	4	4	100.0
30-44	5	3	60.0	4	1	25.0	3	1	33.3
45-59	-	-	-	-	-	-	2	2	100.0
Total	239	183	76.6	142	86	60.6	133	95	71.4

**Table A.9. Developmental Math Student Success in Math 151 by Race/Ethnicity:
Fall 2011 through Fall 2013 Cohorts**

Race/Ethnicity	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
White	179	143	79.9	137	105	76.6	128	96	75.0
Black	51	39	76.5	59	38	64.4	57	40	70.2
Asian	33	27	81.8	20	15	75.0	18	14	77.8
Hispanic	94	75	79.8	73	53	72.6	86	55	64.0
American Indian	-	-	-	2	2	100.0	2	2	100.0
Native Hawaiian	3	2	66.7	-	-	-	1	1	100.0
Two or More Races	20	13	65.0	13	8	61.5	11	9	81.8
Not Specified	3	2	66.7	-	-	-	-	-	-
Unknown	10	5	50.0	3	3	100.0	3	2	66.7
Total	393	306	77.9	307	224	73.0	306	219	71.6

**Table A.10. Developmental Math Student Success in Math 163 by Race/Ethnicity:
Fall 2011 through Fall 2013 Cohorts**

Race/Ethnicity	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
White	78	58	74.4	43	29	67.4	40	26	65
Black	36	26	72.2	28	13	46.4	23	18	78.3
Asian	55	46	83.6	22	14	63.6	20	15	75
Hispanic	56	41	73.2	39	25	64.1	43	32	74.4
American Indian	1	1	100	-	-	-	-	-	-
Native Hawaiian	1	1	100	2	2	100	1	1	100
Two or More Races	11	9	81.8	4	1	25	4	2	50
Not Specified	1	1	100	-	-	-	-	-	-
Unknown	-	-	-	3	2	66.7	2	1	50
Total	239	183	76.6	142	86	60.6	133	95	71.4

**Table A.11. Developmental Math Student Success in Math 151 by Program Placement:
Fall 2011 through Fall 2013 Cohorts**

Program Placement	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
A.A.	78	66	84.6	71	55	77.5	61	49	80.3
A.A.A.	4	3	75.0	1	1	100.0	3	2	66.7
A.A.S.	47	38	80.9	40	25	62.5	36	27	75.0
A.S.	225	168	74.7	171	129	75.4	199	136	68.3
Certificate	10	8	80.0	17	9	52.9	3	2	66.7
Not Placed	29	23	79.3	7	5	71.4	4	3	75.0
Total	393	306	77.9	307	224	73.0	306	219	71.6

**Table A.12. Developmental Math Student Success in Math 163 by Program Placement:
Fall 2011 through Fall 2013 Cohorts**

Program Placement	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	N	Successful		N	Successful		N	Successful	
		#	%		#	%		#	%
A.A.	6	3	50.0	5	3	60.0	6	3	50.0
A.A.A.	-	-	-	1	0	0.0	-	-	-
A.A.S.	30	18	60.0	17	10	58.8	7	6	85.7
A.S.	188	149	79.3	113	71	62.8	115	84	73.0
Certificate	5	5	100.0	-	-	-	3	1	33.3
Not Placed	10	8	80.0	5	2	40.0	2	1	50.0
Total	239	183	76.6	142	86	60.6	133	95	71.4

NOVA Mission and Strategic Goals

Mission

With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Strategic Goals

- I. **STUDENT SUCCESS** – Northern Virginia Community College will move into the top tier of community colleges with respect to the college readiness, developmental course completion, retention, graduation, transfer, and career placement of its students.
- II. **ACCESS** – Northern Virginia Community College will increase the number and diversity of students being served to mirror the population growth of the region.
- III. **TEACHING AND LEARNING** – Northern Virginia Community College will focus on student success by creating an environment of world-class teaching and learning.
- IV. **EXCELLENCE** – Northern Virginia Community College will develop ten focal points of excellence in its educational programs and services that will be benchmarked to the best in the nation and strategic to building the College's overall reputation for quality.
- V. **LEADERSHIP** – Northern Virginia Community College will serve as a catalyst and a leader in developing educational and economic opportunities for all Northern Virginians and in maintaining the quality of life and economic competitiveness of the region.
- VI. **PARTNERSHIPS** – Northern Virginia Community College will develop strategic partnerships to create gateways of opportunity and an integrated educational system for Northern Virginians who are pursuing the American Dream.
- VII. **RESOURCES** – Northern Virginia Community College will increase its annual funding by \$100 million and expand its physical facilities by more than one million square feet in new and renovated space. This includes the establishment of two additional campuses at epicenters of the region's population growth, as well as additional education and training facilities in or near established population centers.
- VIII. **EMERGENCY PREPAREDNESS AND CONTINUITY OF OPERATIONS** – Northern Virginia Community College will be recognized as a leader among institutions of higher education in Virginia for its development and testing of emergency response and continuity of operation plans.

NOVA

**Northern Virginia
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