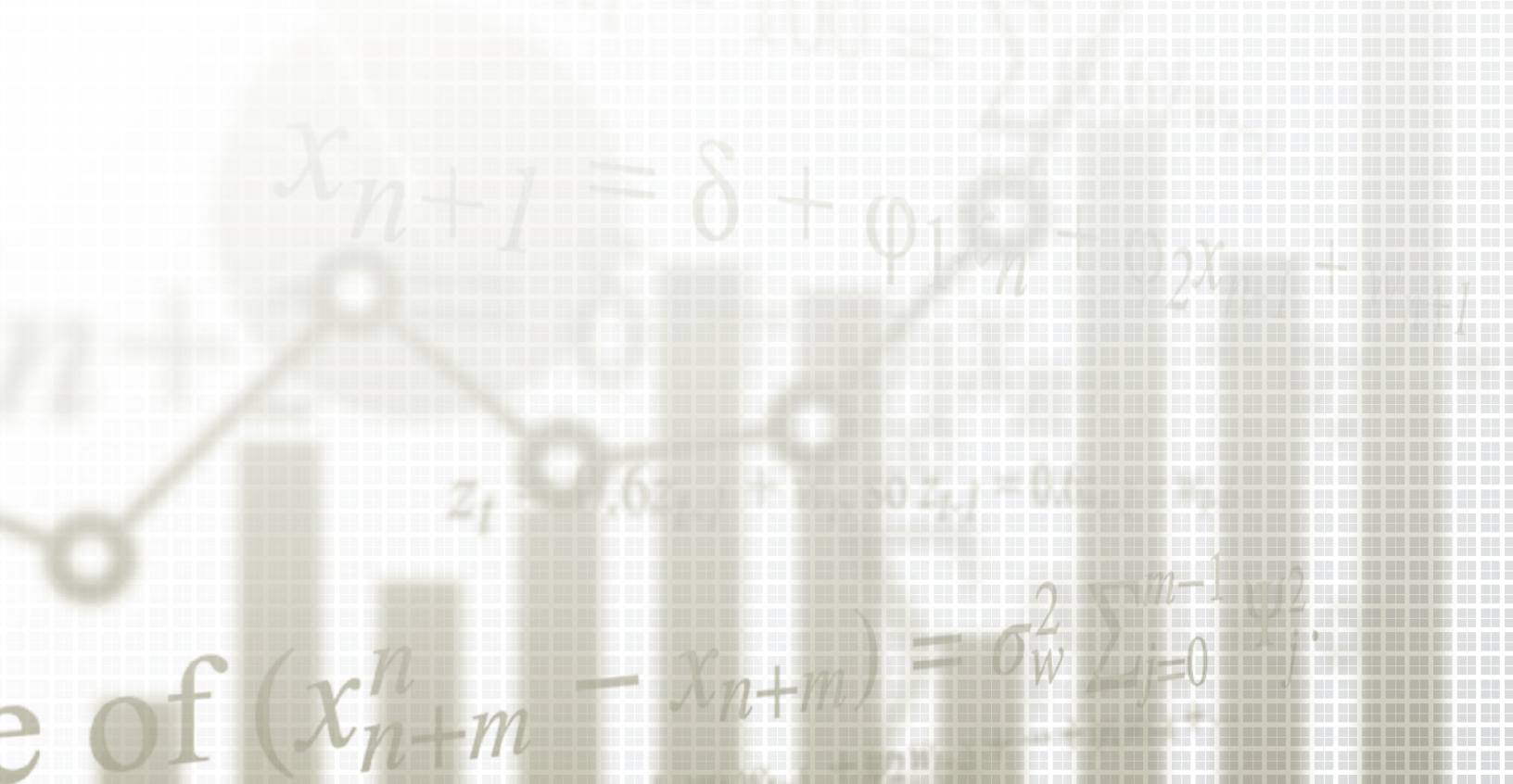


NOVA's Early Momentum and Equity Scorecards: Fall 2016 First-Time in College Cohort – Woodbridge Campus



Research Report No. 89-19

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.

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

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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 – Woodbridge 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 Woodbridge Campus.⁴ To show whether achievement gaps exist among certain groups of students, this report disaggregates early momentum metrics by student type, age group, and a combination of race/ethnicity and gender.

Definitions

- **Early Momentum Metrics:** Student success metrics from three critical time points in a student's academic career: the first term, first year, and second year.

Key Findings

- **Early Momentum by Student Type:** At the Woodbridge Campus, part-time students and developmental education students struggled the most with gaining momentum.
 - **Part-Time Students:** Compared to all Woodbridge Campus students, part-time students on average had lower GPAs, earned fewer credits, completed college-level coursework at lower rates, and were less likely to return to campus the following spring and fall semesters.
 - **Developmental Education Students:** Compared to all Woodbridge Campus students, developmental education students had lower GPAs, completed college-level coursework at lower rates, and earned fewer credits.
- **Early Momentum by Age Group:** At the Woodbridge Campus, older students (age 25 and older) had the lowest success rates on early momentum metrics compared to younger age groups. These students had lower GPAs, earned fewer credits, completed college-level coursework at lower rates, and were less likely to be retained to the following spring and fall semesters.
- **Early Momentum by Race/Ethnicity and Gender:** Black/African American males, Black/African American females, and Hispanic/Latino males had the lowest success rates on many early momentum metrics. These students had lower GPAs, completed fewer credits, and completed college-level coursework at lower rates, compared to other groups.

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

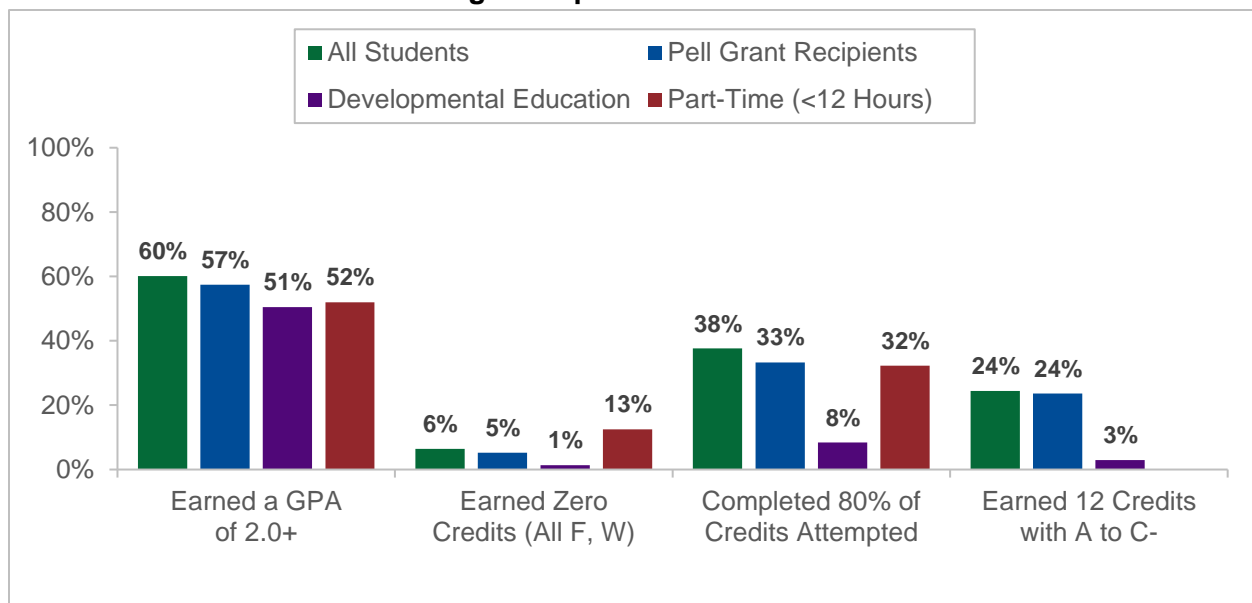
Section I. Early Momentum Metrics by Student Type

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)

- The percentage of students earning a GPA of 2.0+ in their first semester was lowest among part-time students (52 percent) and developmental education students (51 percent), compared to all FTIC students at the Woodbridge Campus (60 percent).
- Approximately 13 percent of part-time students earned zero credits in the first term, compared to only six percent of all FTIC students at Woodbridge.
- Developmental students also struggled at gaining early momentum: only eight percent completed 80 percent or more of all credits attempted in the first semester and even fewer—three percent—earned at least 12 credits with a passing grade (A to C-).

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

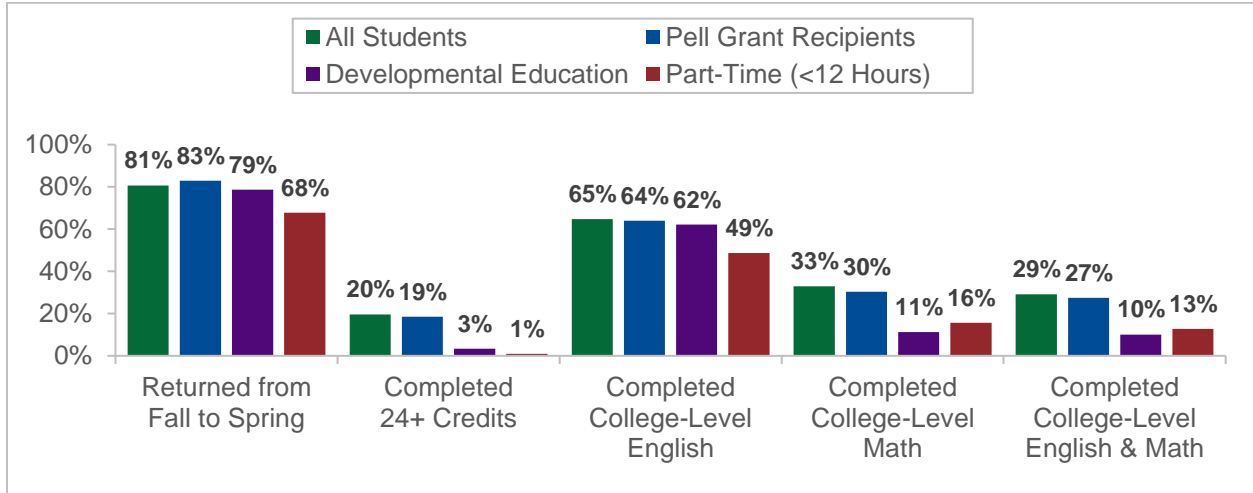


⁵ The three student type groups are not mutually exclusive. A student can be classified into just one category—for example, a part-time student—or in any combination, such as a student who is part-time, developmental, and received a Pell grant. Therefore, for this data, all FTIC students at the Woodbridge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

First Year (Figure 2)

- At the Woodbridge Campus, part-time students had the lowest success rates on most first year early momentum metrics, compared to other student groups.
- Most notably, while 81 percent of all FTIC students at Woodbridge re-enrolled for the following Spring semester, only 68 percent of part-time students re-enrolled.

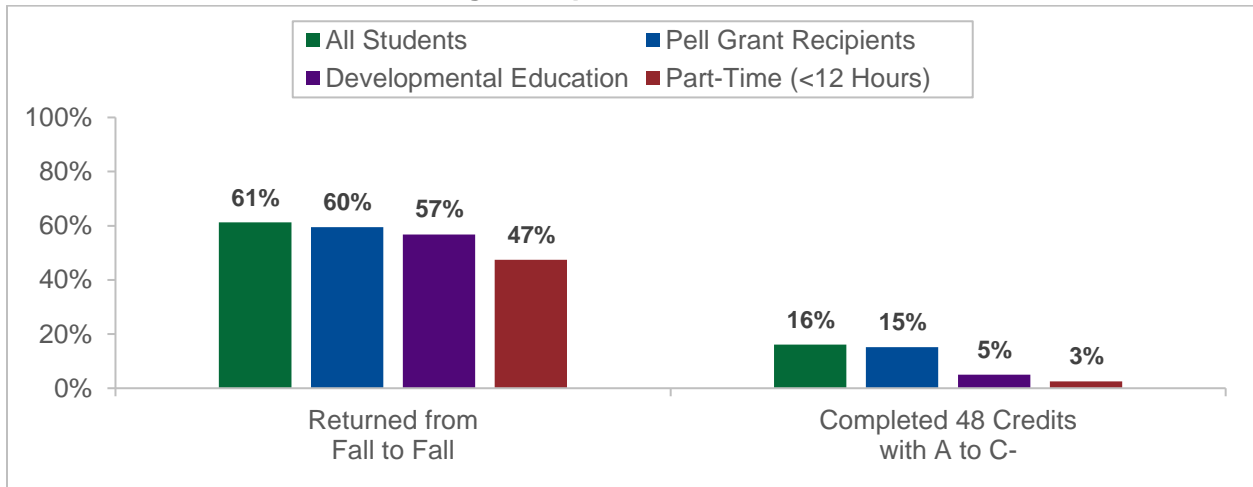
Figure 2. First Year Early Momentum Metrics by Student Type: Woodbridge Campus Fall 2016 FTIC Cohort



Second Year (Figure 3)

- At the Woodbridge Campus, part-time students had the lower success rates on second year early momentum metrics, compared to all FTIC students.
- Less than half of part-time students (47 percent) re-enrolled for a second fall semester, and even fewer—three percent—had completed 48 or more credits with a passing grade.

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



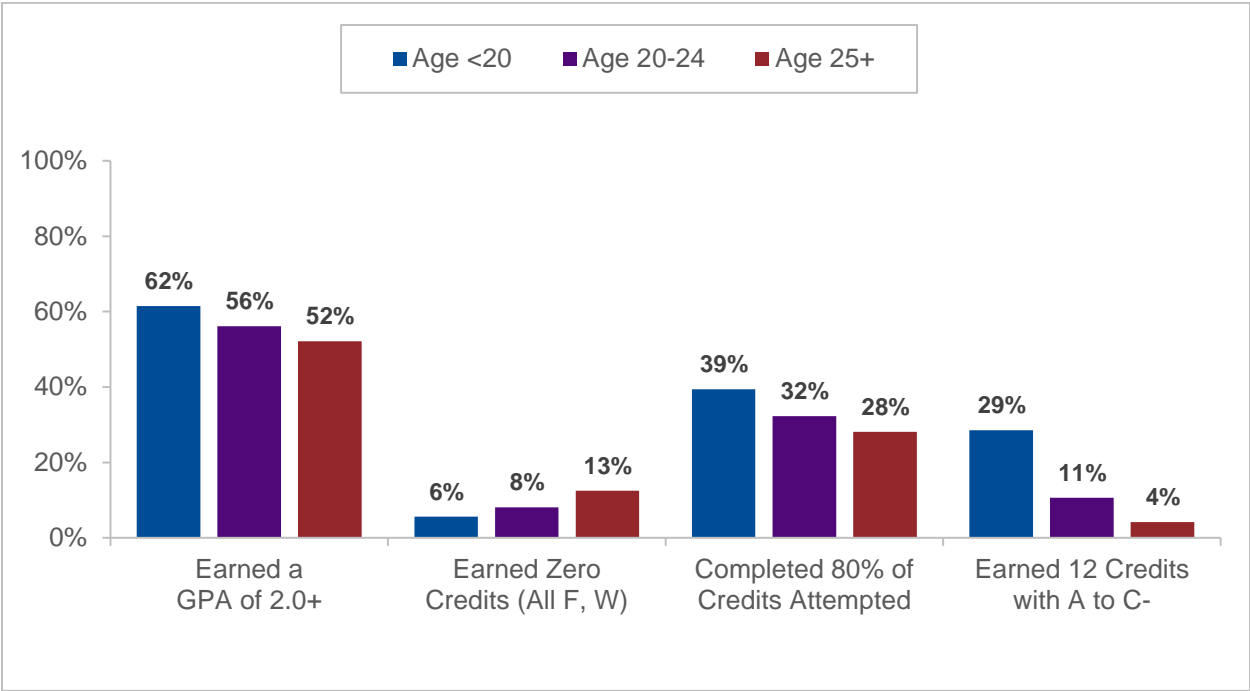
Section II. Early Momentum Metrics by Student Age Group

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 Woodbridge Campus (79 percent) are in the first age group, which indicates a traditional college age.

First Term (Figure 4)

- At the Woodbridge Campus, older students (aged 25 and older) had the lowest success rates on each of the first term early momentum metrics, compared to other age groups.
- While 29 percent of students younger than 20 years old earned 12 or more credits with a passing grade, only eleven percent of students aged 20 to 24 and four percent of students aged 25 and older did the same.

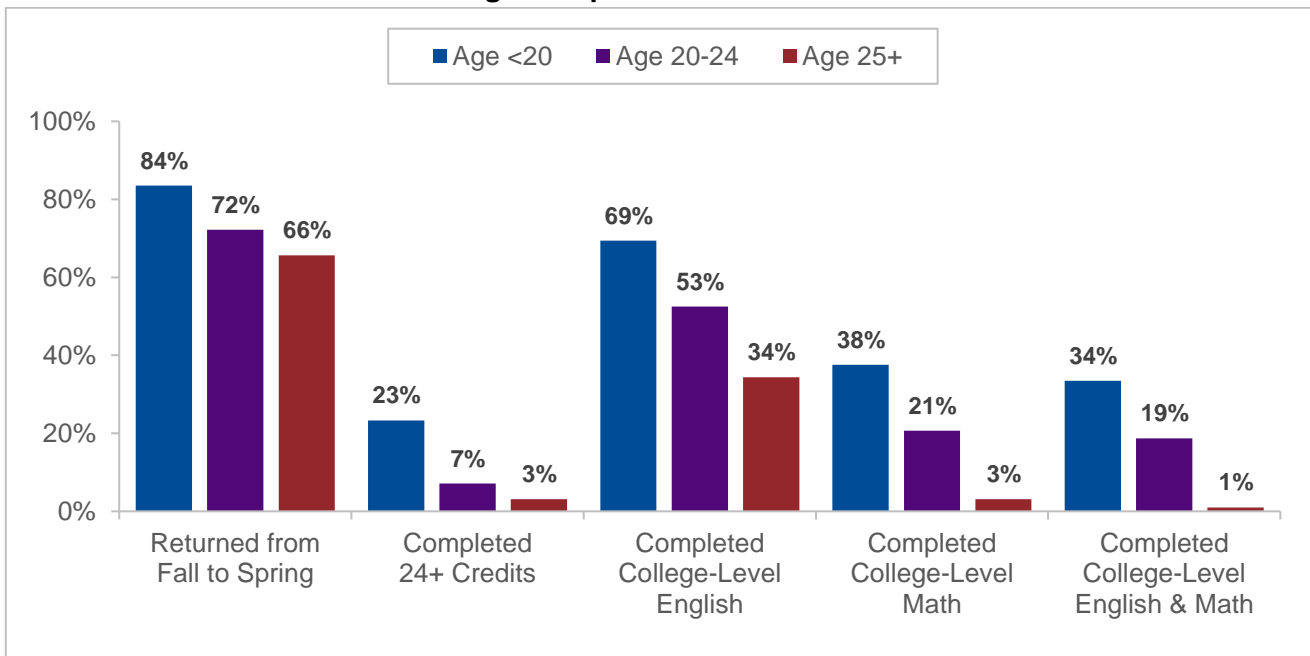
Figure 4. First Term Early Momentum Metrics by Age Group: Woodbridge Campus Fall 2016 FTIC Cohort



First Year (Figure 5)

- At the Woodbridge Campus, older students (aged 25 and older) had the lowest success rates on first year early momentum metrics, compared to students in other age groups.
- Most notably, while 84 percent of students younger than 20 years old re-enrolled for the following Spring semester, only 72 percent of students aged 20 to 24 and 66 percent of students aged 25 and older re-enrolled the following Spring.
- Older students (aged 25 and older) also completed college-level courses at lower rates: 34 percent completed college-level English, three percent completed college-level math, and only one percent completed both English and math.

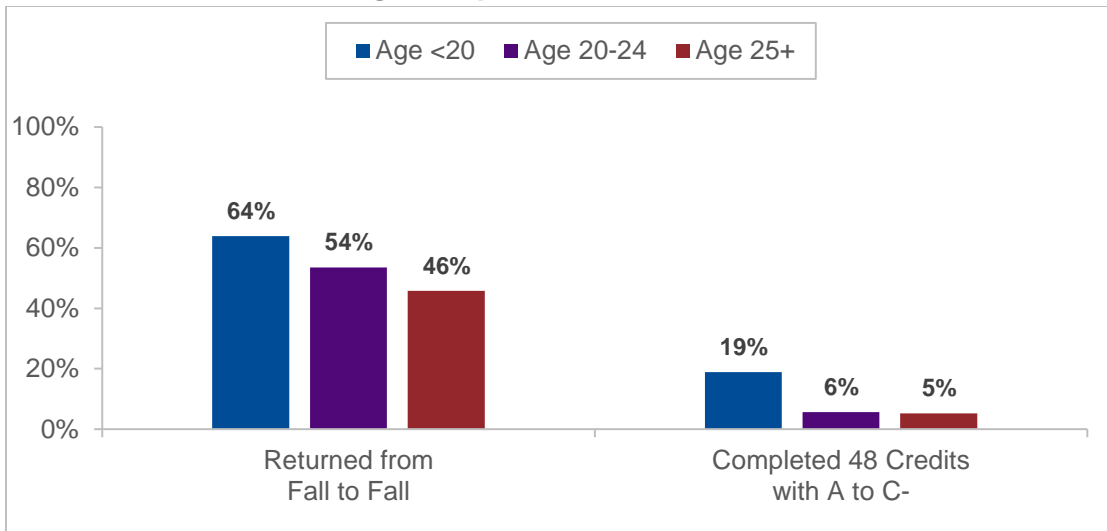
**Figure 5. First Year Early Momentum Metrics by Age Group:
Woodbridge Campus Fall 2016 FTIC Cohort**



Second Year (Figure 6)

- At the Woodbridge Campus, students aged 25 and older also had the lowest success rates on second year early momentum metrics compared to students in other age groups.
- Less than half of older students (aged 25 and older) re-enrolled at NOVA for a second fall semester (46 percent), compared to 64 percent of students younger than 20 years old and 54 percent of those aged 20 to 24.
- Only five percent of older students (aged 25 and older) completed 48 credits with a passing grade by the end of their second year, compared to nearly one-fifth of students younger than 20 years old and six percent of students aged 20 to 24.

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



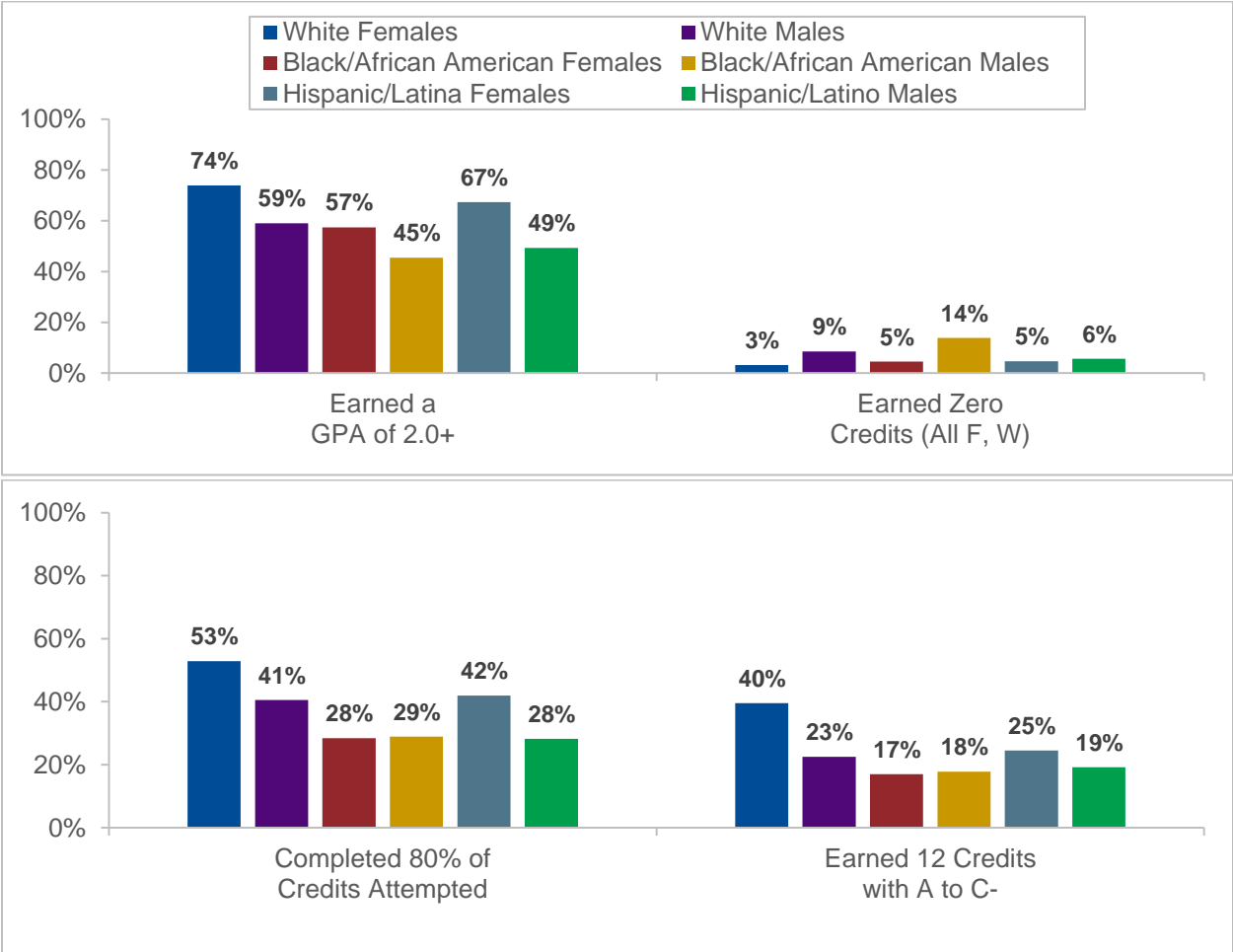
Section III. Early Momentum Metrics by Race/Ethnicity and Gender

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 Woodbridge Campus in Fall 2016.

First Term (Figure 7)

- At the Woodbridge Campus, White females outperformed other groups on all four first term early momentum metrics. Hispanic/Latina females and White males also outperformed most other groups.
- Black/African American males, Black/African American females, and Hispanic/Latino males had the lowest performance on most of the early momentum metrics. Of particular note, only between 28 and 29 percent of these groups completed 80 percent of credits attempted.

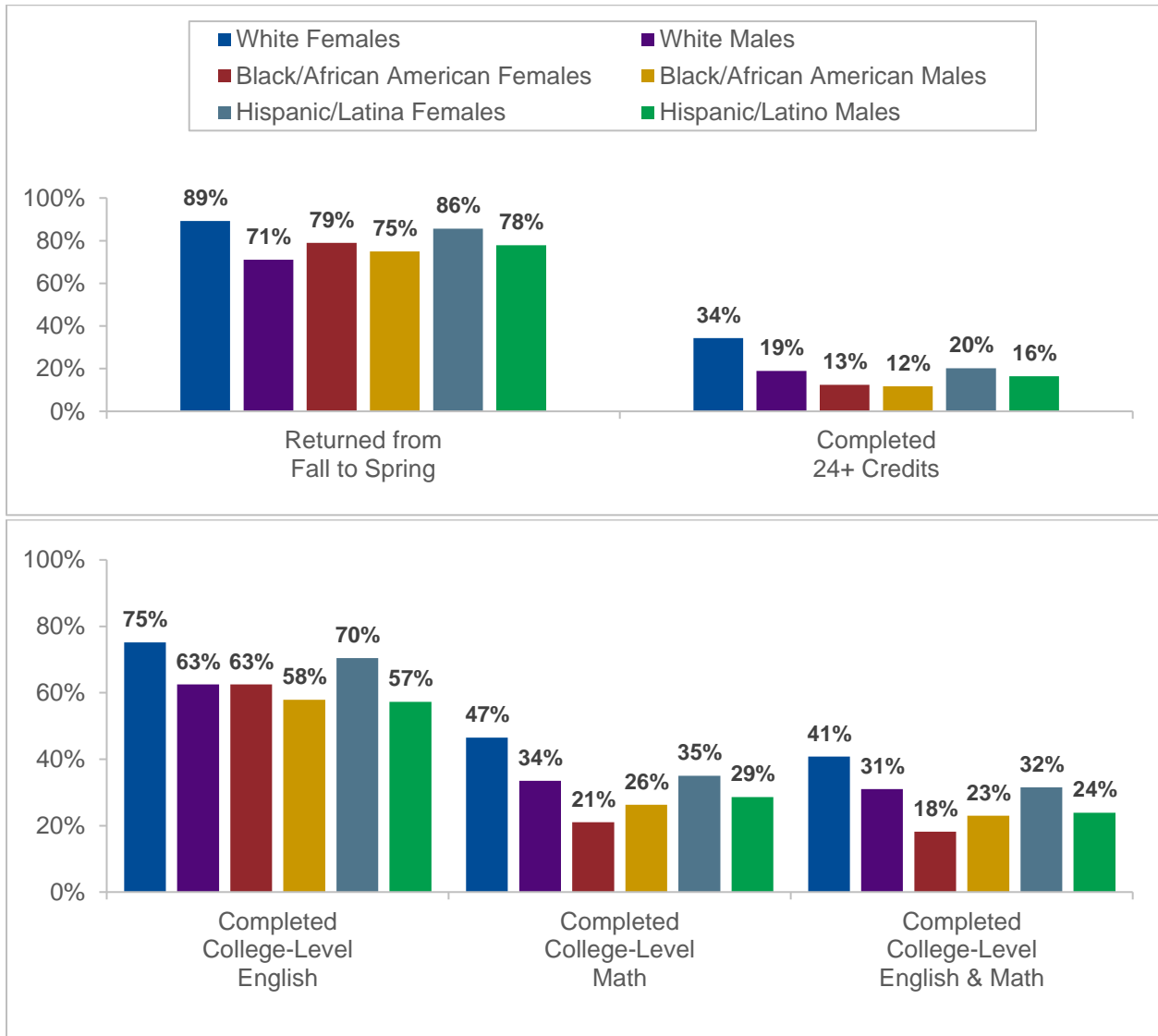
Figure 7. First Term Early Momentum Metrics by Race/Ethnicity and Gender: Woodbridge Campus Fall 2016 FTIC Cohort



First Year (Figure 8)

- At the Woodbridge Campus, all race/ethnicity and gender groups re-enrolled at NOVA for the following spring semester at high rates (between 71 and 89 percent). White females and Hispanic/Latina females re-enrolled at the highest rates.
- White females, White males, and Hispanic/Latina females had the highest rates of completion of college-level English and math.

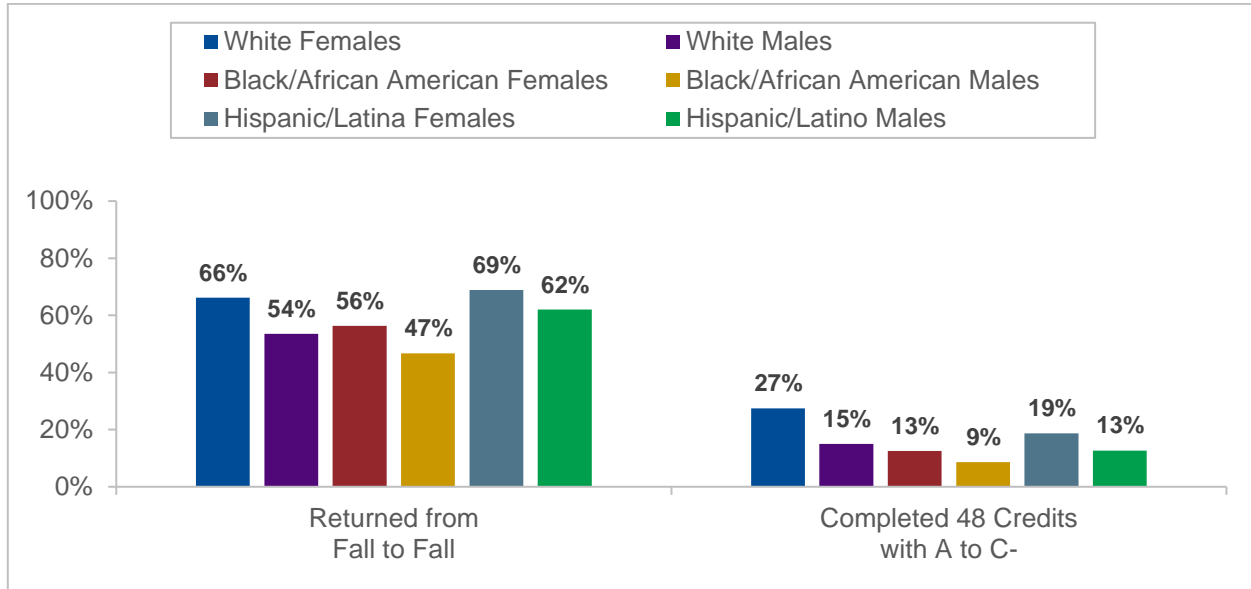
Figure 8. First Year Early Momentum Metrics by Race/Ethnicity and Gender: Woodbridge Campus Fall 2016 FTIC Cohort



Second Year (Figure 9)

- At the Woodbridge campus, White females and Latina females re-enrolled for the following fall semester at higher rates than other race/gender groups.
- Only nine percent of Black/African American males completed 48 credits with a passing grade by the end of their second year, the lowest of all race/gender groups presented here.

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



Appendix: Data Tables – Woodbridge Campus

First Term Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Earned a GPA of 2.0+	742	57.3	813	58.4	818	58.2	849	60.1
Earned Zero Credits (All F,W)	103	8.0	90	6.5	84	6.0	91	6.4
Completed 80% of Credits Attempted	427	33.0	428	30.8	456	32.4	531	37.6
Earned 12+ Credits with A to C-	244	18.9	247	17.8	249	17.7	344	24.4

**Table 2. First Term Early Momentum Metrics by Student Type:
Woodbridge 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+	284	53.7	327	54.2	341	56.9	329	57.4
	Earned Zero Credits (All F,W)	38	7.2	26	4.3	29	4.8	30	5.2
	Completed 80% of Credits Attempted	147	27.8	156	25.9	176	29.4	191	33.3
	Earned 12+ Credits with A to C-	87	16.4	98	16.3	103	17.2	135	23.6
Dev. Education	Earned a GPA of 2.0+	216	45.4	311	52.3	280	50.3	241	50.5
	Earned Zero Credits (All F,W)	11	2.3	9	1.5	11	2.0	6	1.3
	Completed 80% of Credits Attempted	37	7.8	52	8.7	53	9.5	40	8.4
	Earned 12+ Credits with A to C-	13	2.7	25	4.2	16	2.9	14	2.9
Part-Time (<12 hrs.)	Earned a GPA of 2.0+	262	53.8	278	54.4	289	53.7	274	52.0
	Earned Zero Credits (All F,W)	72	14.8	62	12.1	59	11.0	66	12.5
	Completed 80% of Credits Attempted	155	31.8	161	31.5	175	32.5	170	32.3
	Earned 12+ Credits with A to C-	--	--	--	--	--	--	--	--

**Table 3. First Term Early Momentum Metrics by Age Group:
Woodbridge 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+	556	58.2	637	60.9	652	60.0	688	61.5
	Earned Zero Credits (All F,W)	60	6.3	50	4.8	55	5.1	63	5.6
	Completed 80% of Credits Attempted	322	33.7	331	31.6	356	32.8	440	39.4
	Earned 12+ Credits with A to C-	219	22.9	219	20.9	232	21.3	319	28.5
Age 20-24	Earned a GPA of 2.0+	86	49.7	105	52.5	114	53.3	111	56.1
	Earned Zero Credits (All F,W)	24	13.9	19	9.5	15	7.0	16	8.1
	Completed 80% of Credits Attempted	42	24.3	58	29.0	64	29.9	64	32.3
	Earned 12+ Credits with A to C-	9	5.2	22	11.0	9	4.2	21	10.6
Age 25+	Earned a GPA of 2.0+	100	60.6	71	49.0	52	49.5	50	52.1
	Earned Zero Credits (All F,W)	19	11.5	21	14.5	14	13.3	12	12.5
	Completed 80% of Credits Attempted	63	38.2	39	26.9	36	34.3	27	28.1
	Earned 12+ Credits with A to C-	16	9.7	6	4.1	8	7.6	4	4.2

**Table 4. First Term Early Momentum Metrics by Race/Ethnicity and Gender:
Woodbridge 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+	126	69.6	117	70.9	100	71.4	116	73.9
	Earned Zero Credits (All F,W)	9	5.0	9	5.5	6	4.3	5	3.2
	Completed 80% of Credits Attempted	86	47.5	72	43.6	64	45.7	83	52.9
	Earned 12+ Credits with A to C-	50	27.6	40	24.2	34	24.3	62	39.5
White Male	Earned a GPA of 2.0+	118	62.4	110	61.5	123	63.7	118	59.0
	Earned Zero Credits (All F,W)	16	8.5	13	7.3	12	6.2	17	8.5
	Completed 80% of Credits Attempted	79	41.8	74	41.3	78	40.4	81	40.5
	Earned 12+ Credits with A to C-	45	23.8	44	24.6	32	16.6	45	22.5
Black/ African American Female	Earned a GPA of 2.0+	90	51.7	98	51.3	99	61.1	101	57.4
	Earned Zero Credits (All F,W)	14	8.0	12	6.3	10	6.2	8	4.5
	Completed 80% of Credits Attempted	44	25.3	37	19.4	53	32.7	50	28.4
	Earned 12+ Credits with A to C-	22	12.6	16	8.4	24	14.8	30	17.0
Black/ African American Male	Earned a GPA of 2.0+	74	41.3	71	39.4	72	36.4	69	45.4
	Earned Zero Credits (All F,W)	24	13.4	10	5.6	17	8.6	21	13.8
	Completed 80% of Credits Attempted	41	22.9	28	15.6	29	14.6	44	28.9
	Earned 12+ Credits with A to C-	18	10.1	13	7.2	19	9.6	27	17.8
Hispanic/ Latina Female	Earned a GPA of 2.0+	112	60.2	139	65.0	139	62.1	173	67.3
	Earned Zero Credits (All F,W)	10	5.4	9	4.2	11	4.9	12	4.7
	Completed 80% of Credits Attempted	59	31.7	62	29.0	66	29.5	108	42.0
	Earned 12+ Credits with A to C-	31	16.7	39	18.2	36	16.1	63	24.5
Hispanic/ Latino Male	Earned a GPA of 2.0+	81	52.9	110	54.2	102	47.2	105	49.3
	Earned Zero Credits (All F,W)	16	10.5	20	9.9	17	7.9	12	5.6
	Completed 80% of Credits Attempted	39	25.5	56	27.6	56	25.9	60	28.2
	Earned 12+ Credits with A to C-	24	15.7	31	15.3	28	13.0	41	19.2

First Year Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Spring	1,038	80.2	1,093	78.6	1,135	80.7	1,140	80.7
Completed College-level Math	368	28.4	396	28.5	413	29.4	464	32.9
Completed College-level English	741	57.3	851	61.2	863	61.4	913	64.7
Completed College-level English + Math	313	24.2	351	25.2	367	26.1	412	29.2
Completed 24+ Credits	194	15.0	200	14.4	224	15.9	277	19.6

**Table 6. First Year Early Momentum Metrics by Student Type:
Woodbridge 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	458	86.6	494	81.9	506	84.5	475	82.9
	Completed College-level Math	138	26.1	158	26.2	177	29.5	174	30.4
	Completed College-level English	310	58.6	366	60.7	373	62.3	366	63.9
	Completed College-level English + Math	119	22.5	138	22.9	159	26.5	157	27.4
	Completed 24+ Credits	64	12.1	88	14.6	99	16.5	106	18.5
Dev. Education	Returned from Fall to Spring	386	81.1	479	80.5	453	81.3	375	78.6
	Completed College-level Math	66	13.9	76	12.8	65	11.7	54	11.3
	Completed College-level English	285	59.9	366	61.5	335	60.1	296	62.1
	Completed College-level English + Math	60	12.6	68	11.4	60	10.8	48	10.1
	Completed 24+ Credits	26	5.5	33	5.5	31	5.6	16	3.4
Part-Time (<12 hrs.)	Returned from Fall to Spring	320	65.7	330	64.6	379	70.4	357	67.7
	Completed College-level Math	56	11.5	78	15.3	85	15.8	82	15.6
	Completed College-level English	198	40.7	239	46.8	265	49.3	256	48.6
	Completed College-level English + Math	41	8.4	59	11.5	69	12.8	67	12.7
	Completed 24+ Credits	8	1.6	7	1.4	5	0.9	5	0.9

**Table 7. First Year Early Momentum Metrics by Age Group:
Woodbridge 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	803	84.0	862	82.4	921	84.7	934	83.5
	Completed College-level Math	333	34.8	352	33.7	371	34.1	420	37.6
	Completed College-level English	619	64.7	716	68.5	722	66.4	776	69.4
	Completed College-level English + Math	283	29.6	318	30.4	336	30.9	374	33.5
	Completed 24+ Credits	173	18.1	180	17.2	210	19.3	260	23.3
Age 20-24	Returned from Fall to Spring	116	67.1	141	70.5	155	72.4	143	72.2
	Completed College-level Math	23	13.3	39	19.5	37	17.3	41	20.7
	Completed College-level English	69	39.9	94	47.0	109	50.9	104	52.5
	Completed College-level English + Math	20	11.6	28	14.0	27	12.6	37	18.7
	Completed 24+ Credits	8	4.6	16	8.0	7	3.3	14	7.1
Age 25+	Returned from Fall to Spring	119	72.1	90	62.1	59	56.2	63	65.6
	Completed College-level Math	12	7.3	5	3.4	5	4.8	3	3.1
	Completed College-level English	53	32.1	41	28.3	32	30.5	33	34.4
	Completed College-level English + Math	10	6.1	5	3.4	4	3.8	1	1.0
	Completed 24+ Credits	13	7.9	4	2.8	7	6.7	3	3.1

**Table 8. First Year Early Momentum Metrics by Race/Ethnicity and Gender:
Woodbridge 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	147	81.2	131	79.4	110	78.6	140	89.2
	Completed College-level Math	68	37.6	45	27.3	44	31.4	73	46.5
	Completed College-level English	112	61.9	113	68.5	98	70.0	118	75.2
	Completed College-level English + Math	59	32.6	42	25.5	40	28.6	64	40.8
	Completed 24+ Credits	44	24.3	31	18.8	28	20.0	54	34.4
White Male	Returned from Fall to Spring	140	74.1	132	73.7	151	78.2	142	71.0
	Completed College-level Math	57	30.2	58	32.4	50	25.9	67	33.5
	Completed College-level English	107	56.6	110	61.5	121	62.7	125	62.5
	Completed College-level English + Math	50	26.5	52	29.1	42	21.8	62	31.0
	Completed 24+ Credits	33	17.5	32	17.9	31	16.1	38	19.0
Black/ African American Female	Returned from Fall to Spring	134	77.0	144	75.4	126	77.8	139	79.0
	Completed College-level Math	34	19.5	44	23.0	39	24.1	37	21.0
	Completed College-level English	92	52.9	104	54.5	88	54.3	110	62.5
	Completed College-level English + Math	29	16.7	38	19.9	35	21.6	32	18.2
	Completed 24+ Credits	24	13.8	17	8.9	25	15.4	22	12.5
Black/ African American Male	Returned from Fall to Spring	138	77.1	134	74.4	147	74.2	114	75.0
	Completed College-level Math	28	15.6	28	15.6	36	18.2	40	26.3
	Completed College-level English	77	43.0	76	42.2	92	46.5	88	57.9
	Completed College-level English + Math	27	15.1	24	13.3	30	15.2	35	23.0
	Completed 24+ Credits	14	7.8	10	5.6	14	7.1	18	11.8
Hispanic/ Latina Female	Returned from Fall to Spring	155	83.3	181	84.6	189	84.4	220	85.6
	Completed College-level Math	55	29.6	70	32.7	77	34.4	90	35.0
	Completed College-level English	114	61.3	143	66.8	153	68.3	181	70.4
	Completed College-level English + Math	44	23.7	58	27.1	73	32.6	81	31.5
	Completed 24+ Credits	26	14.0	30	14.0	29	12.9	52	20.2
Hispanic/ Latino Male	Returned from Fall to Spring	126	82.4	148	72.9	171	79.2	166	77.9
	Completed College-level Math	45	29.4	50	24.6	61	28.2	61	28.6
	Completed College-level English	95	62.1	126	62.1	119	55.1	122	57.3
	Completed College-level English + Math	37	24.2	45	22.2	56	25.9	51	23.9
	Completed 24+ Credits	16	10.5	19	9.4	31	14.4	35	16.4

Second Year Early Momentum Metrics

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

Metrics	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Returned from Fall to Fall	751	58.0	820	59.0	835	59.4	864	61.2
Completed 48+ Credits with A to C-	177	13.7	203	14.6	215	15.3	227	16.1

**Table 10. Second Year Early Momentum Metrics by Student Type:
Woodbridge 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	309	58.4	344	57.0	341	56.9	341	59.5
	Completed 48+ Credits with A to C-	58	11.0	88	14.6	89	14.9	87	15.2
Dev. Education	Returned from Fall to Fall	267	56.1	344	57.8	325	58.3	271	56.8
	Completed 48+ Credits with A to C-	33	6.9	46	7.7	43	7.7	24	5.0
Part-Time (<12 hrs.)	Returned from Fall to Fall	221	45.4	216	42.3	246	45.7	250	47.4
	Completed 48+ Credits with A to C-	14	2.9	20	3.9	16	3.0	13	2.5

**Table 11. Second Year Early Momentum Metrics by Age Group:
Woodbridge 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	604	63.2	685	65.5	711	65.4	714	63.9
	Completed 48+ Credits with A to C-	157	16.4	181	17.3	205	18.9	211	18.9
Age 20-24	Returned from Fall to Fall	80	46.2	85	42.5	89	41.6	106	53.5
	Completed 48+ Credits with A to C-	10	5.8	16	8.0	5	2.3	11	5.6
Age 25+	Returned from Fall to Fall	67	40.6	50	34.5	35	33.3	44	45.8
	Completed 48+ Credits with A to C-	10	6.1	6	4.1	5	4.8	5	5.2

**Table 12. Second Year Early Momentum Metrics by Race/Ethnicity and Gender:
Woodbridge 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	106	58.6	96	58.2	75	53.6	104	66.2
	Completed 48+ Credits with A to C-	35	19.3	38	23.0	23	16.4	43	27.4
White Male	Returned from Fall to Fall	102	54.0	101	56.4	110	57.0	107	53.5
	Completed 48+ Credits with A to C-	39	20.6	28	15.6	34	17.6	30	15.0
Black/African American Female	Returned from Fall to Fall	94	54.0	94	49.2	87	53.7	99	56.3
	Completed 48+ Credits with A to C-	20	11.5	17	8.9	22	13.6	22	12.5
Black/African American Male	Returned from Fall to Fall	79	44.1	93	51.7	102	51.5	71	46.7
	Completed 48+ Credits with A to C-	10	5.6	13	7.2	12	6.1	13	8.6
Hispanic/Latina Female	Returned from Fall to Fall	118	63.4	147	68.7	149	66.5	177	68.9
	Completed 48+ Credits with A to C-	27	14.5	38	17.8	28	12.5	48	18.7
Hispanic/Latino Male	Returned from Fall to Fall	88	57.5	116	57.1	126	58.3	132	62.0
	Completed 48+ Credits with A to C-	10	6.5	21	10.3	30	13.9	27	12.7

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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