

Minority Male Success: Fall 2009



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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.

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4001 Wakefield Chapel Road
Annandale, VA 22003-3796
(703) 323-3129
www.nvcc.edu/oir

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Introduction

As part of the My Brother's Keeper Initiative, President Obama has challenged communities "to implement a coherent cradle-to-college-and-career strategy" to ensure that all young people are able to reach their full potential.ⁱ One of the program's goals is to ensure that "all youth complete post-secondary education or training."ⁱⁱ My Brother's Keeper is focused on minority males, including Black or African American males as well as Hispanic or Latino males, due to the opportunity gaps they often face. Although the initiative is largely geared toward younger males and setting them on the path to success, studies of higher education consistently find that "African American and Latino men rank at or near the bottom on most indicators of student success, including enrollment, persistence, achievement, engagement, and attainment."ⁱⁱⁱ By reviewing placement test scores, enrollment patterns in developmental English, and retention and graduation rates, this report assesses persistence, achievement, and attainment for a cohort of males entering Northern Virginia Community College (NOVA) in Fall 2009.

Placement tests, taken prior to enrolling in classes, are used by many colleges to determine whether students are prepared to take college-level courses in core subjects such as math and English. The tests can help assign students to the appropriate level of a course based on their prior knowledge and skills. When students earn lower scores on placement tests, they are often directed to enroll in developmental or remedial courses. Developmental courses do not count for credit toward a degree; rather, they are designed to teach students the material they need in order to ultimately succeed in credit-bearing, college-level courses. Studies show that over half of community college students enroll in at least one developmental education course during their time in college because they are entering college underprepared to successfully complete college-level courses.^{iv}

Retention and graduation rates are metrics used to assess student success. Fall-to-Spring and Fall-to-Fall retention rates show the percentage of students who return to school for the second and third semesters, respectively. Graduation rates show the percentage of students who have graduated within a certain time frame.

Scores on placement tests, enrollment in developmental education courses, and retention and graduation rates are all important measures of student success and achievement. Given the recent initiatives and focus on minority males in higher education, it is imperative to understand how these students fare in these areas and to institute policies targeted at those students who most need assistance in order to succeed.

This report presents findings on a cohort of males who were first-time to NOVA students in Fall 2009. A total of 4,310 students were included in the analysis, which focused on outcomes for Black, Hispanic, and White students in an attempt to better understand minority male success at NOVA. The analysis excluded students who were age 30 or older at the start of the semester.

Minority Male Success – Fall 2009: Key Findings

- First-time to NOVA Hispanic male students under age 30 were the most likely to take the English placement test prior to the start of the Fall 2009 semester (566 students, 69 percent).
- First-time to NOVA White male students under age 30 placed into English 111 more often (1,021 students, 63 percent) than their Black peers (192 students, 36 percent), and Hispanic (237 students, 42 percent) peers.
- The majority of male students in the cohort who placed into developmental English (898 students, 71 percent) enrolled in a developmental course in Fall 2009. Hispanic males were more likely to enroll during their first semester (261 students, 79 percent) than their Black peers (226 students, 66 percent), and White peers (411 students, 69 percent).
- By the end of the Spring 2011 semester, 4 percent of the Fall 2009 cohort of first-time to NOVA male students under age 30 who placed into developmental English (53 students) were still enrolled at NOVA but had not yet taken a developmental course.
- Hispanic males had the highest Fall-to-Spring (602 students, 73 percent) and Fall-to-Fall (451 students, 55 percent) retention rates of the three groups in the analysis. Both White and Black males had a Fall-to-Spring retention rate of 71 percent (1,875 and 607 students, respectively). White males had a Fall-to-Fall retention rate of 48 percent (1,264 students), compared to 42 percent (358 students) for Black males.
- Nineteen percent of Hispanic males in the Fall 2009 cohort of first-time to NOVA students under 30 (158 students) graduated by the 2013-14 academic year, compared to 17 percent of White males (459 students), and 13 percent of Black males (112 students).

Minority Male Success: Fall 2009

A total of 4,310 males who were first-time to NOVA students and under 30 years of age in Fall 2009 were included in the analysis; 61 percent of the students were White (2,634 students), 20 percent were Black (854 students), and 19 percent were Hispanic (822 students) (See Table 1).

Table 1. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age

Race/Ethnicity	Total Cohort	
	#	%
Black	854	19.8%
Hispanic	822	19.1%
White	2,634	61.1%
Total	4,310	100.0%

English Placement Test

At NOVA, placement tests are administered “to assess an individual’s college readiness and placement in certain courses.”^v Overall, 63 percent of Fall 2009 first-time to NOVA male students under 30 years of age (2,714 students) took both components of the English placement test (Reading and Writing). Hispanic students in this cohort were the most likely to take the English placement test (566 students, 69 percent), followed by Black students (535 students, 63 percent), and White students (1,613 students, 61 percent) (see Table 2).

Table 2. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age: Frequency of Taking English Placement Test

Race/Ethnicity	Total Cohort #	Took English Placement Test	
		#	%
Black	854	535	62.6%
Hispanic	822	566	68.9%
White	2,634	1,613	61.2%
Total	4,310	2,714	63.0%

In order to enroll in English 111, the introductory college-level English course at NOVA, students needed to place into the course based on their scores on both the Reading and Writing portions of the English placement test. Of the Fall 2009 first-time to NOVA male students under age 30, 47 percent (1,264 students) placed into a developmental English course based on one or both of their scores. As shown in Table 3 (next page), Black male students were the most likely to place into developmental English (343 students, 64 percent), followed by Hispanic males (329 students, 58 percent), and White males (592 students, 37 percent).

Table 3. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age: English Placement

Race/Ethnicity	Total Tested	Placed into Developmental English		Placed into English 111	
	#	#	%	#	%
Black	535	343	64.1%	192	35.9%
Hispanic	566	329	58.1%	237	41.9%
White	1,613	592	36.7%	1,021	63.3%
Total	2,714	1,264	46.6%	1,450	53.4%

White males were more likely than their Black and Hispanic peers to place into English 111 (63 percent compared to 36 and 42 percent, respectively), suggesting that on average, White males were arriving at NOVA better prepared to succeed in college-level courses. Further, the White males who placed into developmental English were more likely to place into higher level courses than their minority peers, suggesting that even those White students who were not yet ready for college-level coursework were better prepared than their peers (see Table 4 below and Table 5 next page).

Reading Component

English 4, Preparing for College Reading I, and English 5, Preparing for College Reading II, were the two reading-based developmental English courses offered at NOVA in Fall 2009. As shown in Table 4, based on the Reading portion of the English placement test the majority of this cohort who did not place into English 111 placed into the highest level developmental reading course, English 5. Three percent of White male students under the age of 30 (43 students) placed into English 4, compared to 7 percent of Hispanic males (40 students), and 10 percent of Black males (54 students). Very few students were referred to an academic counselor due to having scored particularly low on the Reading portion of the English placement test.

Table 4. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age English Placement Test Results: Reading Component

Race/Ethnicity	Total Tested	Reading Referral		ENG 4		ENG 5		ENG 111	
	#	#	%	#	%	#	%	#	%
Black	535	2	0.4%	54	10.1%	131	24.5%	348	65.0%
Hispanic	566	0	0.0%	40	7.1%	131	23.1%	395	69.8%
White	1,613	1	0.1%	43	2.7%	171	10.6%	1,398	86.7%
Total	2,714	3	0.1%	137	5.0%	433	16.0%	2,141	78.9%

Writing Component

The developmental English writing courses offered at NOVA in Fall 2009 were English 1, English 3, and English 9. English 1 and English 3, Preparing for College Writing I and II, respectively, were pre-requisites for English 111. English 9, Individualized Instruction in Writing, was intended to be taken as a co-requisite in the same semester as English 111 and was designed to provide additional support for students enrolled in the college-level course.

Overall, students in this cohort performed more poorly on the Writing component of the English placement test than the Reading component. As shown in Table 5, 56 percent of first-time to NOVA male students under 30 years of age (1,507 students) placed into English 111 based on the Writing portion of the English placement test, compared to 79 percent (2,141 students) who placed into English 111 based on the Reading portion (see Table 4, previous page). An additional 22 percent of this cohort (608 students) placed into English 9, the co-requisite designed to be taken the same semester as English 111. Again, students were required to place into English 111 on both components of the placement test prior to enrolling in the course.

Six percent of White males in this cohort (96 students) placed into English 1, compared to 14 percent of Black males (74 students), and 15 percent of Hispanic males (83 students). Nine percent of White males in this cohort (140 students) compared to 17 percent of Black males (90 students) and 15 percent of Hispanic males (82 students) placed into English 3. Based on the Writing component, less than one percent of White males in this cohort (3 students) were referred to an academic counselor due to a low score, compared to 2 percent of Hispanic students (11 students), and 4 percent of Black students (20 students) (see Table 5).

Table 5. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age English Placement Test Results: Writing Component

Race/ Ethnicity	Total Tested	Writing Referral		ENG 1		ENG 3		ENG 9		ENG 111	
	#	#	%	#	%	#	%	#	%	#	%
Black	535	20	3.7%	74	13.8%	90	16.8%	143	26.7%	208	38.9%
Hispanic	566	11	1.9%	83	14.7%	82	14.5%	134	23.7%	256	45.2%
White	1,613	3	0.2%	96	6.0%	140	8.7%	331	20.5%	1,043	64.7%
Total	2,714	34	1.3%	253	9.3%	312	11.5%	608	22.4%	1,507	55.5%

White males in this cohort tended to outperform their peers on both the Reading and Writing portions of the English placement test, and were thus directed to enroll in college-level English sooner. This may lead to White males progressing to graduation faster, and may result in lower retention rates for Black and Hispanic males. Students enrolled in developmental English courses must spend time and money on college courses for which they are not earning credit toward graduation; if students feel the courses are not beneficial, they might be more inclined to drop out of college and seek other alternatives.

Enrollment in Developmental English

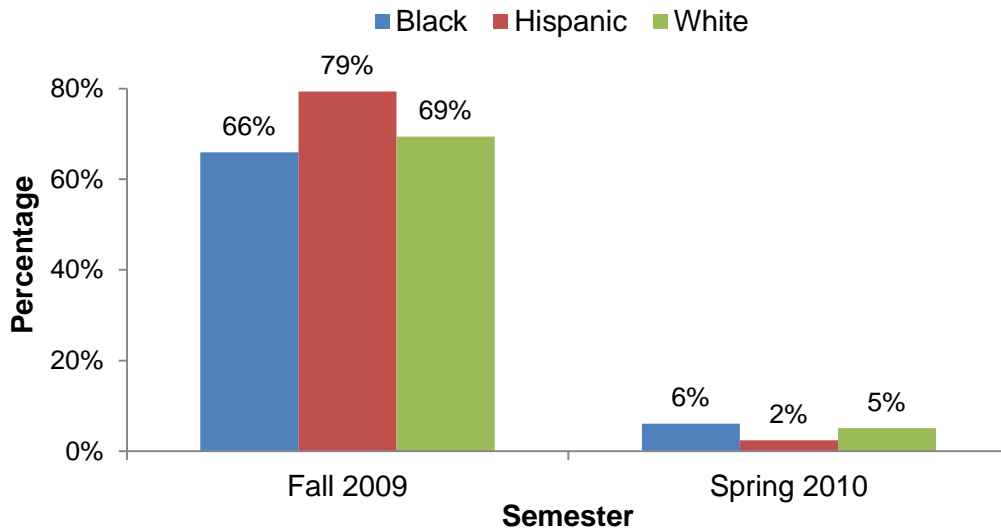
Although students may place into developmental English, they might not enroll in the appropriate course(s) based on their performance on the placement test. Studies show that some students enroll in a college-level course despite placing into a developmental course, while other students enroll in a higher level of the developmental sequence than where they placed based on their test score(s). One analysis of data from Achieving the Dream schools found that 45 percent of students “referred to reading remediation enrolled directly in a gatekeeper course.”^{vi} Based on the data reviewed below, the practice seems to be much less common at NOVA. In addition to enrolling in the wrong course, some students delay enrollment in developmental courses for several semesters. At NOVA, this practice was addressed with a set of policy changes enacted in the Fall 2014 semester, including a mandate that students who place into developmental English take the appropriate course(s) during their first semester. The data below show that when placed, the majority of the Fall 2009 cohort began their developmental education sequence in their first semester.

Overall, 71 percent of the Fall 2009 cohort of first-time to NOVA male students under 30 years of age required to take at least one developmental English course (898 students) enrolled in a course in their first semester (Fall 2009). As shown in Table 6 (below) and Figure 1 (next page), Hispanic males in this cohort enrolled in a developmental English course in Fall 2009 the most often, at a rate of 79 percent (261 students). By comparison, White males enrolled at a rate of 69 percent (411 students), and Black males enrolled at a rate of 66 percent (226 students). Twenty-one additional Black males (6 percent), 30 additional White males (5 percent), and 8 additional Hispanic males (2 percent) enrolled in their first developmental English course during their second semester, Spring 2010. The number of students who enrolled in their first developmental English course during their third or subsequent semesters was negligible (two percent or less of students required to enroll).

Table 6. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Enrollment in First Developmental English Course: Fall 2009 and Spring 2010

Race/ Ethnicity	Total Placed	Enrolled Fall 2009		Enrolled Spring 2010	
	#	#	%	#	%
Black	343	226	65.9%	21	6.1%
Hispanic	329	261	79.3%	8	2.4%
White	592	411	69.4%	30	5.1%
Total	1,264	898	71.0%	59	4.7%

Figure 1. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Enrollment in First Developmental English Course: Fall 2009 and Spring 2010



Reading Courses

As shown in Table 7, 59 percent of the Fall 2009 cohort of first-time to NOVA male students under 30 years of age who placed into English 4 (81 students) enrolled in the course in Fall 2009. White males enrolled in English 4 at the lowest rate after placement (18 students, 42 percent), compared to Black males (34 students, 63 percent), and Hispanic males (29 students, 73 percent).

Table 7. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Enrollment in English 4: Fall 2009

Race/ Ethnicity	Total Placed	Total Enrolled in English 4	
	#	#	%
Black	54	34	63.0%
Hispanic	40	29	72.5%
White	43	18	41.9%
Total	137	81	59.1%

Of the 433 male students in this cohort who placed into English 5, 55 percent (240 students) enrolled in the course in the Fall 2009 semester (see Table 8, next page). Sixty-seven percent of Hispanic males (88 students), 55 percent of White males (94 students), and 44 percent of Black males (58 students) enrolled in English 5 in their first semester after placement.

Table 8. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Enrollment in English 5: Fall 2009

Race/ Ethnicity	Total Placed	Total Enrolled in English 5	
	#	#	%
Black	131	58	44.3%
Hispanic	131	88	67.2%
White	171	94	55.0%
Total	433	240	55.4%

Writing Courses

Of the 253 first-time to NOVA male students under age 30 who placed into English 1, the lowest level writing course offered, 64 percent (163 students) enrolled in the course during the Fall 2009 semester (see Table 9). Eighty percent of Hispanic males (66 students), 59 percent of White males (57 students), and 54 percent of Black males (40 students) enrolled in English 1 in their first semester.

Table 9. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Enrollment in English 1: Fall 2009

Race/ Ethnicity	Total Placed	Total Enrolled in English 1	
	#	#	%
Black	74	40	54.1%
Hispanic	83	66	79.5%
White	96	57	59.4%
Total	253	163	64.4%

Enrollment in English 3 followed similar patterns, with a total of 69 percent of males in this cohort (216 students) enrolling in the course in their first semester after placement (see Table 10). Again, Hispanic males were the most likely to enroll (63 students, 77 percent), followed by White males (95 students, 68 percent), and Black males (58 students, 64 percent).

Table 10. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Enrollment in English 3: Fall 2009

Race/ Ethnicity	Total Placed	Total Enrolled in English 3	
	#	#	%
Black	90	58	64.4%
Hispanic	82	63	76.8%
White	140	95	67.9%
Total	312	216	69.2%

Fifty-four percent of students in the Fall 2009 cohort of first-time to NOVA males under age 30 (325 students) enrolled in English 9 the first semester after placement (see Table 11). White males in this cohort enrolled the most frequently (182 students, 55 percent), followed by Hispanic males (70 students, 52 percent), and Black males (73 students, 51 percent). All of these students concurrently enrolled in English 111 during the Fall 2009 semester.

Table 11. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Enrollment in English 9: Fall 2009

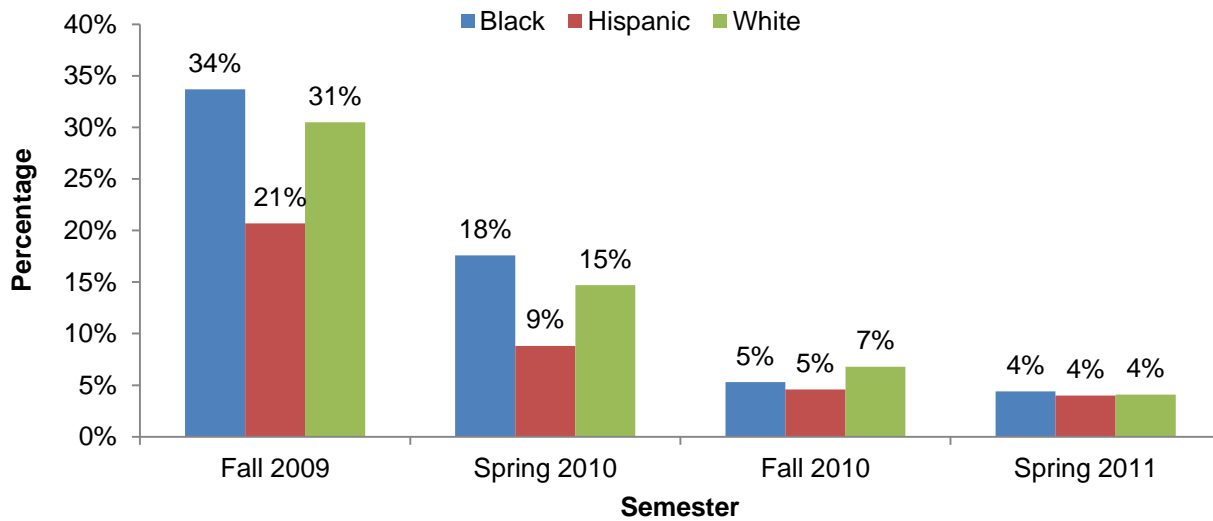
Race/ Ethnicity	Total Placed	Total Enrolled in English 9	
	#	#	%
Black	143	73	51.0%
Hispanic	134	70	52.2%
White	331	182	55.0%
Total	608	325	53.5%

Although the majority of students in this cohort who placed into developmental English enrolled in a course during the Fall 2009 semester (898 students, 71 percent), a significant number of students (366 students, 29 percent) failed to do so. Eight percent of these students (29 students) enrolled directly in English 111 without enrolling in the co-requisite course English 9. As shown in Table 12 and Figure 2 (next page), by the end of the Spring 2010 semester, 14 percent of students (177 students) who placed into developmental English had not yet taken a developmental English course. By the end of the following Fall semester (Fall 2010), only 6 percent of students (74 students) who were still enrolled at NOVA had not yet taken a developmental English course. That number dropped to 4 percent of students (53 students) at the end of the Spring 2011 semester. In each of these subsequent semesters, a fraction of students enrolled directly in English 111 without first enrolling in a developmental-level course.

Table 12. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Enrolled at NOVA but Not Yet Enrolled in Developmental English: Fall 2009 through Spring 2011

Race/ Ethnicity	Total Placed	Fall 2009		Spring 2010		Fall 2010		Spring 2011	
	#	#	%	#	%	#	%	#	%
Black	343	117	34.1%	60	17.5%	18	5.2%	15	4.4%
Hispanic	329	68	20.7%	29	8.8%	15	4.6%	13	4.0%
White	592	181	30.6%	88	14.9%	41	6.9%	25	4.2%
Total	1,264	366	29.0%	177	14.0%	74	5.9%	53	4.2%

Figure 2. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Enrolled at NOVA but Not Yet Enrolled in Developmental English: Fall 2009 through Spring 2011



Overall, Hispanic males in this cohort tended to be the most compliant with enrollment in developmental English courses following placement. For all courses except English 9, Hispanic males were more likely to enroll in the developmental course in their first semester than both White and Black males. Students who enrolled in English 9 were expected to also enroll in English 111, thus students who placed into the course could not take it in their first semester unless they also placed into English 111 on the Reading portion of the placement test. Given that more White students than Hispanic students placed into English 111 based on the Reading component, it is not surprising that White students were also more likely to enroll in English 9 in their first semester.

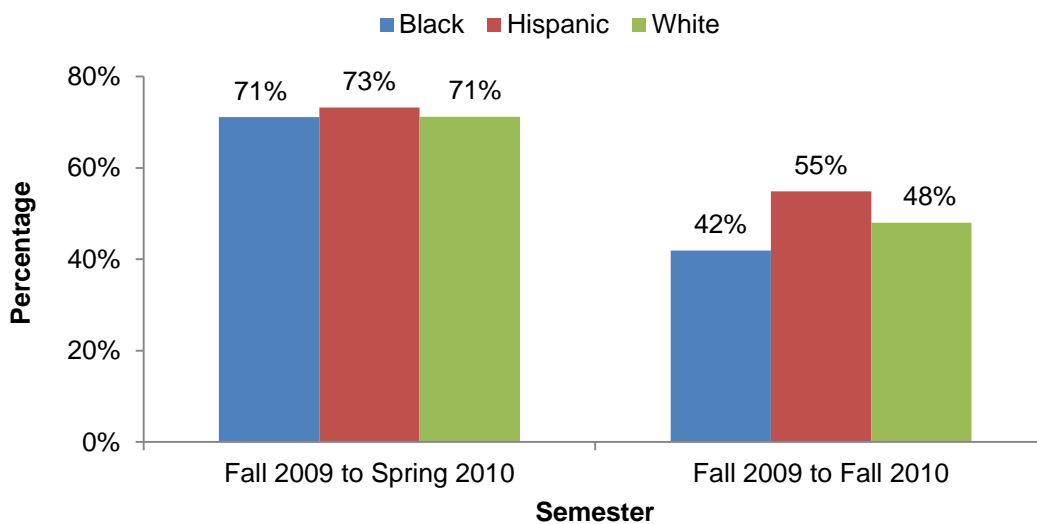
Retention Rates

One of the key indicators of student success in community colleges is retention. Seventy-two percent of the Fall 2009 cohort of first-time to NOVA male students under age 30 (3,084 students) returned to NOVA for the Spring 2010 semester. As shown in Table 13 and Figure 3 (next page), Hispanic males had the highest Fall-to-Spring retention rate, 73 percent (602 students), compared to 71 percent for both White males (1,875 students) and Black males (607 students). Hispanic males also had the highest Fall-to-Fall retention rate, with 55 percent of Hispanic males in this cohort (451 students) returning for the Fall 2010 semester. Forty-eight percent of White males (1,264 students) were retained in Fall 2010, as were 42 percent of Black males (358 students). The overall Fall-to-Fall retention rate for the cohort was 48 percent (2,073 students).

Table 13. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Retention Rates by Race/Ethnicity: Spring 2010 and Fall 2010

Race/ Ethnicity	Fall 2009 Cohort	Fall-to-Spring Retention		Fall-to-Fall Retention	
	#	#	%	#	%
Black	854	607	71.1%	358	41.9%
Hispanic	822	602	73.2%	451	54.9%
White	2,634	1,875	71.2%	1,264	48.0%
Total	4,310	3,084	71.6%	2,073	48.1%

Figure 3. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age Retention Rates by Race/Ethnicity: Spring 2010 and Fall 2010



Graduation Rates

Graduation rates are another important measure of student achievement and success. By the 2013-14 academic year, 17 percent of the Fall 2009 cohort of first-time to NOVA male students under age 30 (729 students) had graduated from NOVA. Hispanic males in this cohort graduated at the greatest rate, 19 percent (158 students), compared to 17 percent of White males (459 students), and 13 percent of Black males (112 students) (see Table 14, next page).

Table 14. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age: Five-Year Graduation Rate

Race/ Ethnicity	Total	Graduates by 2013-2014	
	#	#	%
Black	854	112	13.1%
Hispanic	822	158	19.2%
White	2,634	459	17.4%
Total	4,310	729	16.9%

The 729 males in this cohort who graduated with their first degree from NOVA within 5 years graduated with a total of 827 degrees (see Table 15).¹ Sixty-two percent of the degree awards (514 awards) were Associate of Arts (A.A.) Degrees or Associate of Science (A.S.) Degrees. Thirty percent of awards (248 awards) were Certificates, and eight percent of awards (65 awards) were Associate of Applied Arts (A.A.A.) or Associate of Applied Science (A.A.S.) Degrees.

Table 15. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age: Total Degree Awards 2009-10 through 2013-14

Degree Type	Total Awarded	
	#	%
A.A./A.S.	514	62.1%
A.A.A./A.A.S.	65	7.9%
Certificate	248	30.0%
Total	827	100.0%

Hispanic males in this cohort earned 21 percent of all degree awards (173 awards) and 25 percent (16 awards) of Associate of Applied Arts (A.A.A.) and Associate of Applied Science (A.A.S.) Degrees (see Table 16, next page). Black males accounted for 16 percent of all degrees (133 awards) and earned 18 percent of Certificate awards (45 awards) and 11 percent (7 awards) of Associate of Applied Arts (A.A.A.) and Associate of Applied Science (A.A.S.) Degrees. These data suggest that Black males may be enrolled in different types of programs compared to their White and Hispanic peers, or that they tend to need additional semesters to complete some two-year programs, perhaps indicating they might benefit from additional academic support. These findings may also be related to certain groups of students being more likely to enroll part-time.

¹ Some students complete multiple degrees in the same year, and receive multiple awards at graduation. These data do not include students who received a degree and then returned to NOVA and earned a second degree at a later date within the five-year time period.

Table 16. Fall 2009 First-Time to NOVA Male Students Under 30 Years of Age: Total Degree Awards by Race/Ethnicity 2009-10 through 2013-14

Race/ Ethnicity	A.A./A.S.		A.A.A./A.A.S.		Certificate		Total Degrees	
	#	%	#	%	#	%	#	%
Black	81	15.8%	7	10.8%	45	18.1%	133	16.1%
Hispanic	106	20.6%	16	24.6%	51	20.6%	173	20.9%
White	327	63.6%	42	64.6%	152	61.3%	521	63.0%
Total	514	100.0%	65	100.0%	248	100.0%	827	100.0%

Conclusion

The data reviewed here present mixed results regarding minority male success at NOVA as compared to White males in the same cohort of first-time to NOVA students under 30. It has been shown that in Fall 2009, Hispanic males in this cohort were the most likely to take the English placement test prior to the start of their first semester at NOVA, with Black males also taking the test at slightly higher rates than their White peers.

Both Hispanic and Black males placed into developmental English at much higher rates than White males, who were the most likely of the three to be directed to enroll in English 111, the introductory college-level course. Further, both groups of minority males tended to place into lower levels of the developmental course sequence than the White males who placed. Following placement, Hispanic males were the most likely to enroll in developmental English courses during their first semester, followed by White students and Black students.

The data presented here show that Hispanic males in this cohort had the largest Fall-to-Spring and Fall-to-Fall retention rates. They were also the most likely to graduate by the 2013-14 academic year. In order to conduct a comprehensive analysis, future research will need to incorporate information on students who transfer out of NOVA.

Based on these findings, grouping Hispanic and Black males together for initiatives targeting minority males may not be the most effective means of reaching students who most need additional services and support to succeed in higher education. With the exception of placement test scores, the Hispanic males included in this analysis performed better than both their White and Black peers on every measure. It is also important to note, however, that these three groups of students are not homogenous, and future studies should attempt to disaggregate each of the three to look at different aspects of the students. There may be characteristics or patterns of behavior more common to certain student groups that help contribute to greater levels of success in college.

Further analysis could compare students' level of preparedness, as measured by placement test scores, as it relates to the local school district from which they graduated high school. Looking at markers of success in high school, such as GPA or enrollment in more advanced courses, may also contribute to a greater understanding of placement testing and developmental education enrollment patterns. Other factors from students' time at NOVA should also be taken

into consideration, including whether students attend on a full- or part-time basis and the types of programs in which they are enrolled.

It should also be noted that NOVA is located in a region with above average levels of economic and educational attainment, and the students here may not be representative of students at other community colleges nationwide.

Starting in the Spring 2013 semester, students entering NOVA were required to take a different English placement test, the Virginia Placement Test in English.² Further, the developmental education sequence in English was altered in an attempt to streamline the process and help students advance to college-level coursework more quickly. English courses now integrate reading and writing, and there are distinct pathways that lead to English 111, the introductory college-level course.

After more time has elapsed since implementation of the placement test and developmental education changes, the data presented here will provide a useful point of reference to help assess whether the changes have been successful. Additional studies of NOVA data should evaluate the implementation of the Virginia Placement Test as well as the re-design of the developmental education curriculum. It will be interesting to note how different groups of students perform on the VPT compared to the Compass and ASSET tests used in the past, and whether the new test seems to be better at placing students into the appropriate courses.

By incorporating additional factors, future analyses may show that minority males, both Hispanic and Black students, perform more poorly on these measures compared to their White peers, thus affirming the value of initiatives focused on the entire community of minority males. It is important to delve further into these issues to gain a better understanding of student success in higher education, and to best allocate resources dedicated to helping students succeed at all levels.

ⁱ The White House (n.d.). My Brother's Keeper. Retrieved on February 2, 2015 from <http://www.whitehouse.gov/my-brothers-keeper>

ⁱⁱ *ibid.*

ⁱⁱⁱ Harris III, F. & Wood, J.L. (2013). *Student Success for Men of Color in Community Colleges: A Review of Published Literature and Research, 1998-2010*. Journal of Diversity in Higher Education. Retrieved on February 5, 2015 from <http://interwork.sdsu.edu/sp/m2c3/wp-content/blogs.dir/2/files/2012/10/Harris-and-Wood-2013.pdf>

^{iv} Bailey, T., Jeong, D.W., & Cho, S. (2010) *Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges*. Economics of Education Review. Retrieved on February 4, 2015 from <http://www.sciencedirect.com/science/article/pii/S0272775709001071>

^v Northern Virginia Community College (n.d.). *Catalog 2014-2015*. Retrieved on February 4, 2015 from <http://www.nvcc.edu/catalog/cat2014/testing/placement.html>

^{vi} Bailey, T., Jeong, D.W., & Cho, S. (2010) *Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges*. Economics of Education Review. Retrieved on February 4, 2015 from <http://www.sciencedirect.com/science/article/pii/S0272775709001071>

² Students for whom English is not their first language continue to take the ACCUPLACER Placement Test.

NOVA Mission and Strategic Goals: 2005 – 2015

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
Community College**

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