

FALL 2017 COHORT

EQUITY SCORECARD SPECIAL POPULATIONS

Introduction

For community college students, gaining momentum early can be critical for long-term success. That is, students who are successful early on in their academic career are more likely to achieve long-term academic goals, such as graduating with a two-year degree and/or transferring to a four-year institution. Further, a review of near-term student outcomes enables colleges to gauge the effectiveness of student success initiatives designed to increase long-term academic goals without having to wait for several years after the reforms are implemented.¹ Therefore, evaluating success metrics associated with early momentum toward long-term goals (“early momentum metrics”) can help colleges to understand where student progress is stagnating and identify academic and student supports that can help students stay on track to achieve their goals.

A review of early momentum metrics that includes outcome data disaggregated by student subgroup enables colleges to provide interventions and develop support services aimed at reducing and eliminating equity gaps.

In This Scorecard

This scorecard presents outcome data on early momentum metrics (i.e., student success metrics from three critical time points in a student’s academic career: the **first term, first year, and second year**) for the Fall 2017 first-time in college (FTIC), program placed cohort of NOVA students.² In accordance with NOVA’s commitment to equity, excellence, and evidence, the data are presented for NOVA students overall and disaggregated for several special populations. Outcomes are presented for Pell grant recipients, part-time students, and developmental education students (i.e., students who enrolled in at least one developmental course). This document is intended to help NOVA administrators, faculty, and staff identify equity gaps and generate discussions around equity in student outcomes. Using this information, the College can support students who are performing at levels below the overall College success rate.

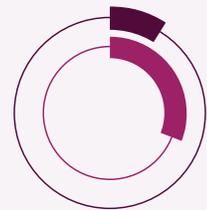
¹ Jenkins, D. and Thomas, B. (2017). [Early Momentum Metrics: Why They Matter for College Improvement](#). CCRC Research Brief Number 65. Community College Research Center.

² Prior cohorts including Fall 2014, Fall 2015, and Fall 2016 as well as additional metrics can be found in [Research Brief No. 135-20](#).



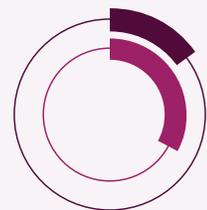
53%

of **part-time students** earned a GPA of 2.0 or higher in their first term compared to **59%** College-wide.



9%

of **developmental education students** successfully completed 80% of attempted credits compared to **31%** College-wide.



15%

of **developmental education students** completed college-level Math within one year compared to **33%** College-wide.



85%

of **Pell grant recipients** returned for the spring semester compared to **80%** College-wide.

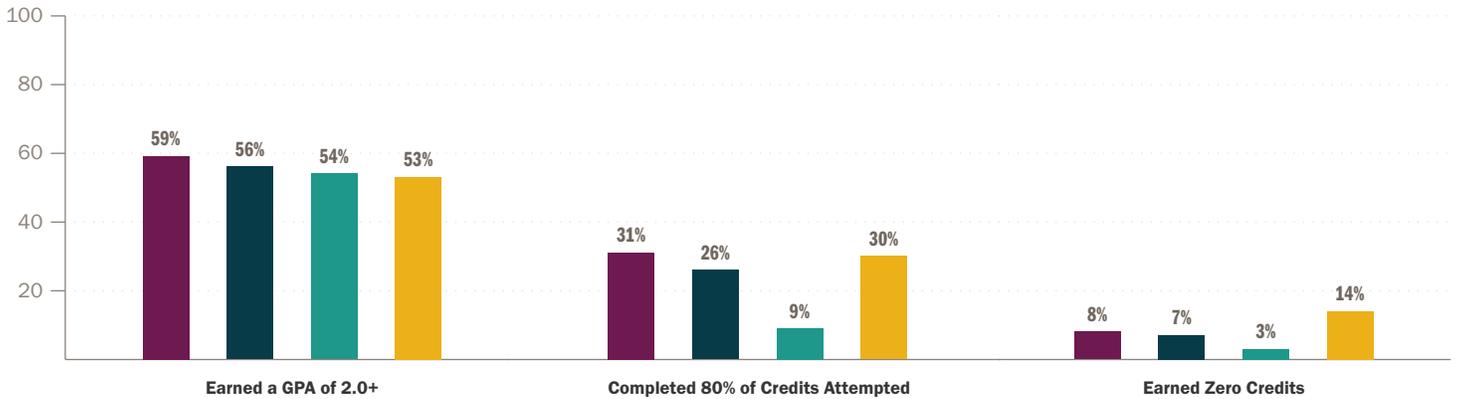
Special Populations

The figures below present **first term**, **first year**, and **second year** early momentum metrics by a combination of race/ethnicity and gender.

■ All Students
 ■ Pell Grant Recipients
 ■ Developmental Education
 ■ Part-Time (<12 hours)

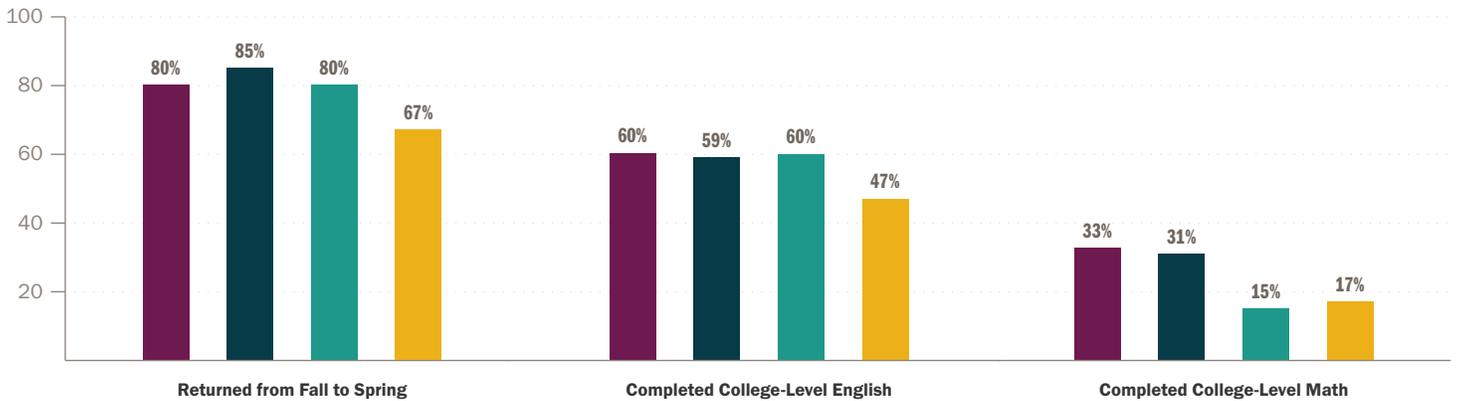
First Term

Momentum Metrics by Student Type: Fall 2017 FTIC Cohort



First Year

Momentum Metrics by Student Type: Fall 2017 FTIC Cohort



Second Year

Momentum Metrics by Student Type: Fall 2017 FTIC Cohort

