

# Early Momentum for First Time EVER in College Students

A key test of how well any college supports student success is the quality of experience provided to students *who never experienced college before*. Four **early momentum metrics** (EMMs) are graphed here for ten cohorts of First-Time-Ever-In-College (FTEIC) students, *new fall students with no prior college and no early college courses such as College Now*. These and other EMMs have been shown to be strong predictors of completion and success (see <https://ccrc.tc.columbia.edu/publications/early-momentum-metrics-leading-indicators.html>).

Persistence Fall to Winter has declined among FTEIC students in recent years. The percent completing (C– or better) 9 or more credits in Fall has fluctuated with only 2013 and 2015 cohorts reaching 50%. The rate of first-year completion of both college level writing and math surged from 6% in 2014 to 18% in 2017 but has since been fairly stable. The percent of FTEIC students attempting 45 or more credits in the first year has increased but remains quite low.

First-year writing and math progress became a focus of advising around 2015. This focus, which likely contributed to a rise in completions, will be incorporated in **default academic plans** (previously called *program maps*) with early writing and math. Assisted by advisors and coaches, students will build **individual academic plans** from default academic plans, which will be implemented in Fall 2021 for at least half of the fields of study within the AAOT.

Also in Fall 2021, building on the non-credit course offered to Oregon Promise students, a new, 1-credit **First Year Experience** course will provide more first-year students with college success skills and support and guidance for career and academic planning.

By addressing the needs of FTEIC and other vulnerable student groups, efforts like these within Lane’s Guided Pathways framework are well positioned to benefit and promote the success of all Lane students.

