



Texas Pathways Key Performance Indicators: Early Momentum Metrics Overview April 2022

The Texas Success Center collaborated with the Community College Research Center to define Key Performance Indicators (KPIs) for student success that align with the Texas Pathways strategy. Each year, in partnership with the Texas Higher Education Coordinating Board, the Center collects disaggregated KPI data and updates [interactive Tableau dashboards](#).¹ The dashboards allow for college-level exploration of KPIs by state, college, size, location, and Texas Pathways cadre. Additionally, the dashboards allow for exploration by student characteristics.

Included in the set of KPIs are eight Early Momentum Metrics (EMMs) shown to be correlated to long-term student success outcomes.² This overview examines trends in the EMMs from Fall 2015 through Fall 2020 for all community colleges in Texas.³

Table 1 shows the proportion of first-time-in-college (FTIC) students attaining each EMM. Between 2015 and 2020, the percentage change in EMMs was positive for 7 of 8 EMMs. The percentage point difference was a statistically significant for each EMM as well, with the greatest increases in the proportion of students earning six or more credits in the first term, completing math in the first year, completing writing in the first year, and completing all three subjects in the first year. These increases suggest that the efforts of Texas Pathways colleges to map programs to student end goals and help students to choose and enter a pathway have translated to improved student outcomes in the *Enter* and *Progress* stages of the Texas Pathways strategy.

Table 1. Proportion of FTIC students attaining EMMs, percentage change, and PPT difference

Early Momentum Metric		2015 %	2018 %	2020 %	Percentage Change 2015-2020	Percentage Point Difference 2015 - 2020
ENTER	Earned 6+ credits in Term 1	58%	64%	65%	12%	+7%***
	Completed Math in Year 1	29%	34%	38%	30%	+9%***
	Completed Reading in Year 1	54%	59%	58%	8%	+4%***
	Completed Writing in Year 1	46%	53%	53%	15%	+7%***
	Completed All Subjects in Year 1	20%	25%	28%	39%	+8%***
PROGRESS	Persisted from Term 1 to 2	76%	76%	72%	-5%	-4%***
	Earned 15+ credits in Year 1	44%	48%	50%	13%	+6%***
	Earned 30+ credits in Year 1	8%	9%	11%	40%	+3%***

Note. *** $p < .001$, $N = 50$ community college districts

¹ <https://tacc.org/tsc/texas-pathways-data-and-analysis>

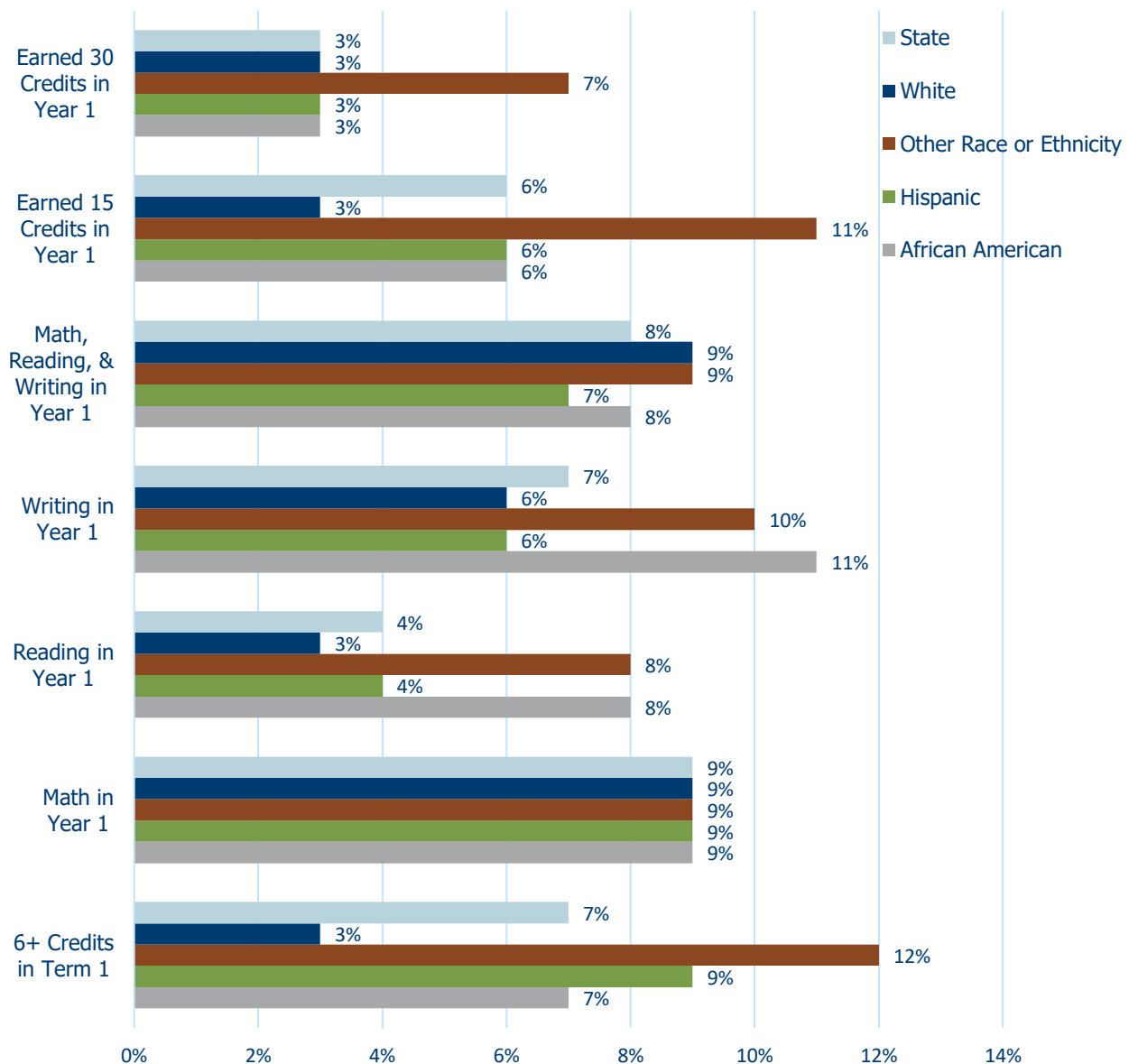
² <https://ccrc.tc.columbia.edu/publications/early-momentum-metrics-leading-indicators.html>

³ Each spring, the Texas Success Center receives updates from THECB. Fall 2020 is the most up-to-date data available.

Each KPI is disaggregated to examine outcomes for different student types. The Texas Pathways strategy is designed to help colleges improve equity through redesigned practices and policies that serve all students with a disproportionate positive impact for systemically underserved populations.

Between 2015 and 2020, there was growth in 7 of 8 EMMs for **African American, Hispanic, White,** and students from **other races and ethnicities** (Figure 1). African American and Hispanic student growth rates were at or above the state average growth rate in 5 EMMs: college-credit attainment in the first term, completion of math the first year, completion of reading in the first year, attainment of 15 credits in the first year, and attainment of 30 credits in the first year. African American students experienced large growth in reading and writing completion in the first year, compared to the state.

Figure 1. Percentage Point Difference in EMMs from 2015 to 2020: Race and Ethnicity



Between 2015 and 2020, there was growth in 7 of 8 EMMs for students who **did not receive Pell grants** and students who **did receive Pell grants** (Figure 2). Compared to students who did not receive Pell grants, Pell recipients had larger percentage point increases in 7 EMMs, indicating that gaps between these two groups are closing for all EMMs, except persistence.

There was also growth in 7 of 8 EMMs for **part-time** and **full-time** students (Figure 3). Compared to full-time students, part-time students had larger percent increases in 4 EMMs, indicating that gaps between these two groups are closing for credit attainment in the first term, completion of reading, completion of writing, and attainment of 15 credits in the first year.

Figure 2. Percent Difference in EMMs from 2015 to 2020: Pell and non-Pell recipients

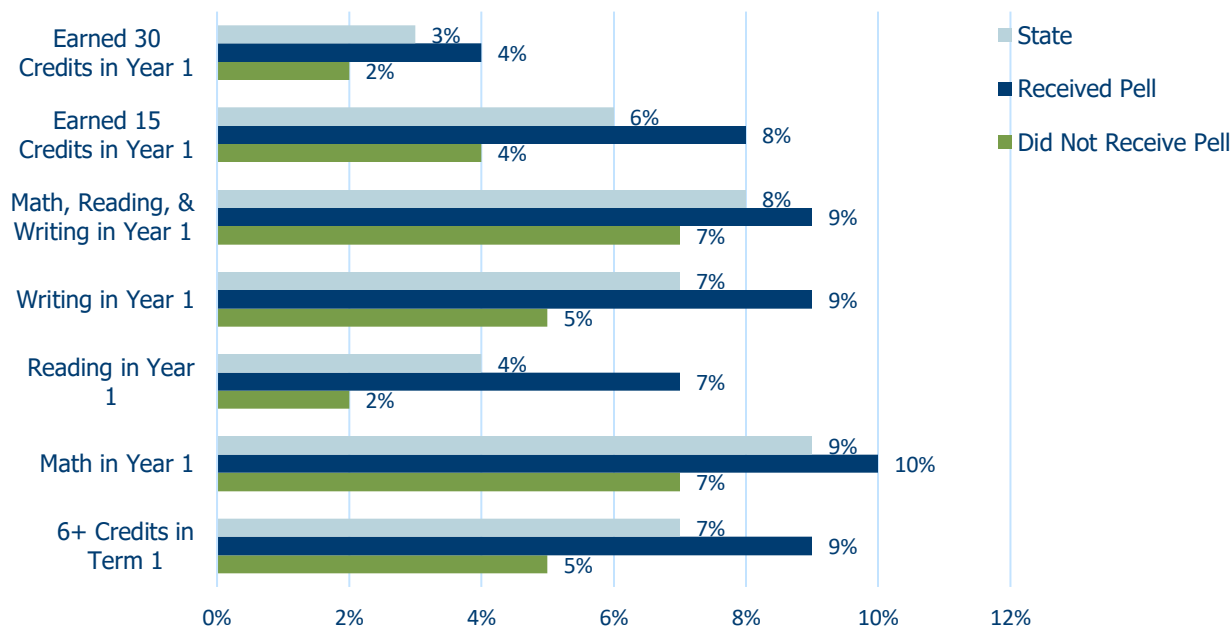


Figure 3. Percent Difference in EMMs from 2015 to 2020: Part-time and Full-time students

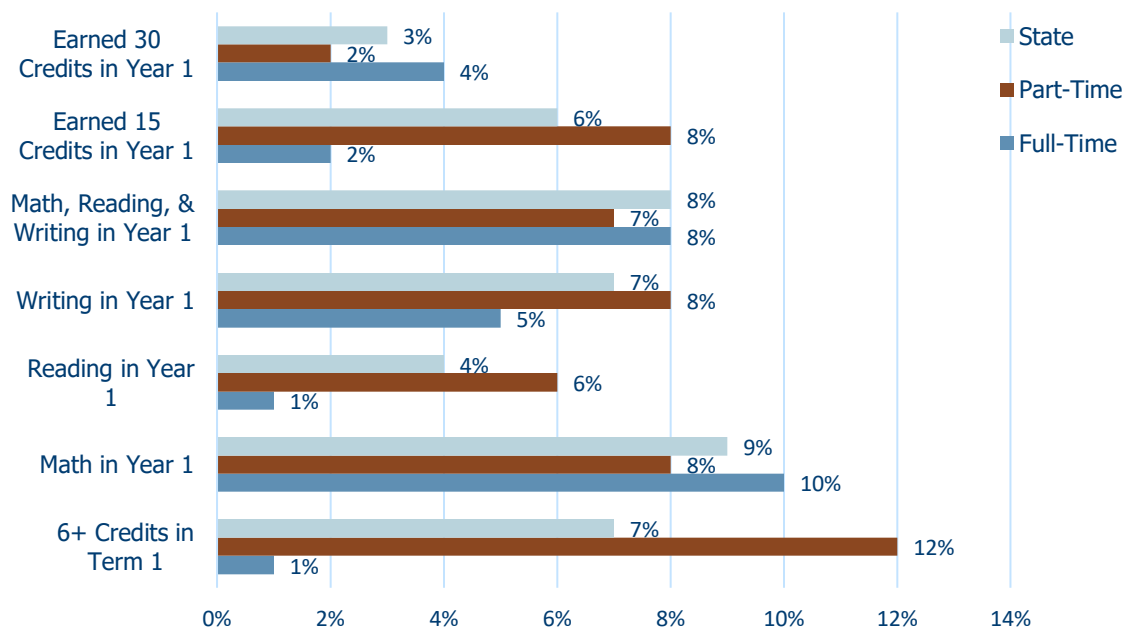


Table 2 shows the percentage point difference for each EMM and each student characteristic. The Texas Success Center will continue to monitor EMM attainment rates as well as long-term, three-year lagging outcomes for transfer and completion. The improvement in EMMs during the first phase of Texas Pathways suggests colleges can expect improvements in long-term outcomes in the Succeed stage of the Texas Pathways strategy.

Table 2. Percentage point differences in EMMs from Fall 2015 to Fall 2020 by student type.

STUDENT TYPES	ENTER					PROGRESS		
	Earned 6+ Credits in Term 1	Completed Math in Year 1	Completed Reading in Year 1	Completed Writing in Year 1	Completed All Subjects in Year 1	Persisted from Term 1 to Term 2	Earned 15 Credits in Year 1	Earned 30 Credits in Year 1
State Overall	7.0%***	8.8%***	4.3%***	6.8%***	7.8%***	-3.8%***	5.6%***	3.0%***
Under-prepared	13.0%***	14.7%***	10.2%***	11.8%***	12.3%***	-3.7%***	10.4%***	3.5%***
Prepared	-2.3%***	0.1%	-5.1%***	-1.7%***	1.0%*	-2.8%***	-1.4%***	3.2%***
African American	6.8%***	9.1%***	8.0%***	10.9%***	8.1%***	-2.2%***	6.2%***	2.8%***
Hispanic	9.1%***	9.3%***	4.0%***	6.0%***	7.3%***	-5.3%***	6.2%***	2.7%***
White	2.8%***	8.7%***	3.2%***	6.1%***	8.6%***	-2.6%***	3.4%***	2.9%***
Other Race or Ethnicity	11.7%***	8.9%***	7.6%***	10.0%***	9.3%***	-1.6%*	10.6%***	6.6%***
Female	8.6%***	9.3%***	4.8%***	6.2%***	8.0%***	-3.9%***	6.1%***	3.3%***
Male	5.0%***	8.1%***	3.1%***	6.6%***	7.4%***	-4.2%***	4.8%***	2.6%***
Part-Time	11.7%***	7.6%***	6.1%***	7.8%***	7.1%***	-5.4%***	7.7%***	2.1%***
Full-Time	0.7%*	9.6%***	1.3%***	4.9%***	8.2%***	-3.1%***	1.8%***	3.7%***
Received Pell	9.2%***	10.4%***	6.7%***	8.5%***	8.8%***	-3.7%***	7.7%***	4.3%***
Did Not Receive Pell	5.2%***	7.2%***	2.1%***	5.2%***	6.8%***	-3.4%***	3.8%***	1.9%***
With Dual Credit	0.6%	2.3%***	-4.4%***	-0.4%	3.6%***	-3.9%***	-0.6%	2.1%***
Without Dual Credit	8.0%***	8.9%***	5.9%***	8.1%***	8.6%***	-3.0%***	7.0%***	2.1%***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$, $N = 50$ community college districts

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