**Team Strategy Time #2: Cadre 1**

**Exploring Disaggregated Completion and Transfer Data**

During the last round of Texas Pathways, college teams examined early momentum metrics associated with the first-year student experience. In the next phase, Talent Strong Texas Pathways, it is time to expand the focus and explore baseline data for long-term key performance indicators (KPIs) of completion and transfer.

Long-term Talent Strong Texas Pathways KPIs evaluate the progress of first-time-in-college (FTIC) students over the course of three years. The year associated with the KPI refers to the entering semester of the cohort being tracked. For example, the KPI values for 2018 refer to the number and proportion of the cohort of FTIC students who entered the college in Fall 2018 and met the outcome within the following three years, through the end of the Summer 2 session.

**KPI: Earned a Certificate or Associate Degree Within Three Years**

Please use one of the options below to go to the dashboard: Earned a Certificate or Associate Degree within Three Years



Scan this QR code or visit the dashboard at this link <https://bit.ly/KPI_Credential>

Directions for dashboard use:

* Simplify the view to look at your college with the “Institution” filter at the top.
  + Unclick “All” and then select your college.
  + Select “State” for comparison purposes.
* Set the filters on the left to:
  + Metric: Percentage of FTIC Students
  + Type of Graph: Stacked

Use the dashboard to answer the questions. Use the last column to record your answers.

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| **Dashboard** Filters | **Questions** | **Answers** | |
| Institution:  **Select your college**  **Select “State”**  Student Characteristic:  **Total** | What is the overall proportion of students who earned a credential within three years at your college?  For the state?  How does this proportion compare to the state proportion? | College | State |
| Student Characteristic:  **Race/Ethnicity**  Measure Type:  **Percent of Students** | What is the overall proportion of students who earned a credential within three years by each racial/ethnic category at your college? | African American:  Hispanic:  White:  Other race or ethnicity: | |
| Student Characteristic:  **Gender**  Measure Type:  **Percent of Students** | What is the overall proportion of students who earned a credential within three years by each gender category at your college? | Male:  Female: | |
| Student Characteristic:  **Dual Credit Status**  Measure Type:  **Percent of Students** | What is the overall proportion of students who earned a credential within three years with or without dual credit at your college? | With dual credit:  Without dual credit: | |
| Student Characteristic:  **Pell Status**  Measure Type:  **Percent of Students** | What is the overall proportion of students who earned a credential within three years by Pell status at your college? | Received Pell:  Did not receive Pell: | |

KPI: Transferred to University With at Least 15 College-Level Credits Within 3 Years

Please use one of the options below to go to the dashboard: Transferred to University With at Least 15 College-Level Credits Within Three Years

Qr code

Description automatically generated

Scan this QR code or visit the dashboard at this link <https://bit.ly/KPI_Transfer>

Directions for dashboard use:

* Simplify the view to look at your college with the “Institution” filter at the top.
  + Unclick “All” and then select your college.
  + Select “State” for comparison purposes.
* Set the filters on the left to:
  + Metric: Percentage of FTIC Students
  + Type of Graph: Stacked

Use the dashboard to answer the questions. Use the last column to record your answers.

|  |  |  |  |
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| Dashboard Filters | Questions | Answers | |
| Institution:  **Select your college**  **Select “State”**  Student Characteristic:  **Total** | What is the overall proportion of students who transferred within three years at your college?  For the state? | College | State |
| Student Characteristic:  **Race/Ethnicity**  Measure Type:  **Percent of Students** | What is the overall proportion of students who transferred within three years by each racial/ethnic category at your college? | African American:  Hispanic:  White:  Other race or ethnicity: | |
| Student Characteristic:  **Gender**  Measure Type:  **Percent of Students** | What is the overall proportion of students who transferred within three years by each gender category at your college? | Male:  Female: | |
| Student Characteristic:  **Dual Credit Status**  Measure Type:  **Percent of Students** | What is the overall proportion of students who transferred within three years with or without dual credit at your college? | With dual credit:  Without dual credit: | |
| Student Characteristic:  **Pell Status**  Measure Type:  **Percent of Students** | What is the overall proportion of students who transferred within three years by Pell status at your college? | Received Pell:  Did not receive Pell: | |

Analysis

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| --- | --- |
| Question | Answer |
| Based on these data, what concerns exist about equity in completion of awards and transfer? |  |
| How often does your college leadership evaluate credential completion trends disaggregated by race/ethnicity, gender, dual credit status, and Pell status to understand areas of growth and equity implications?  Who y at your college is evaluating and discussing disaggregated completion data? Who is left out of the conversation that should be included? |  |
| How often does your college leadership evaluate transfer trends disaggregated by race/ethnicity, gender, dual credit status, and Pell status to understand areas of growth and equity implications?  Who at your college is evaluating and discussing disaggregated transfer data? Who is left out of the conversation that should be included? |  |
| How is the importance of equitable completion, transfer, and post-graduation success reflected in college strategic documents (i.e., strategic plans, accreditation self-studies, student success planning documents, fundraising plans, data and assessment collection plans, etc.)?  By college CEO and senior leadership actions and priorities? |  |
| What communication strategies are currently used to communicate equitable completion and transfer as college priorities to students and the community:   * Through convocations, professional and staff development, commencements, and departmental reviews of data and goal setting? * Through marketing and recruitment, K-12 connections, and community and adult outreach? |  |

Qr code

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Please upload your completed team time document to the [Document Center on the Event Page](https://tacc.org/tsc/events/texas-pathways-institute-1-leading-talent-strong-texas-pathways) using the file name:

[Your college name]\_TSTPI#1 Team Time 2.docx

**Scan here!**