

# Talent Strong Texas Pathways

## Key Performance Indicators:

### Early Momentum Metrics Overview

#### August 2024

The Texas Success Center collaborated with the Community College Research Center to define Key Performance Indicators (KPIs) for student success that align with the Talent Strong 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](#).<sup>1</sup> 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.<sup>2</sup> This overview examines trends in the EMMs from Fall 2015 through Fall 2022 for all community colleges in Texas.<sup>3</sup>

Table 1 shows the proportion of first-time-in-college (FTIC) students attaining each EMM. Between 2015 and 2022, the percentage change in EMMs was positive for seven of eight EMMs. The percentage point difference was a statistically significant for each of the seven 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 have translated to improved student outcomes. The decrease in persistence is noted as is the timeframe which includes the COVID-19 pandemic.

*Table 1.* Early momentum metric outcomes for Texas community colleges from 2015 to 2022.

Early Momentum Metric	2015%	2020%	2021%	2022%	Percentage Point Difference 2020–2022	Percentage Point Difference 2015–2022
Earned 6+ Credits in Term 1	58%	65%	62%	63%	-2%	+5%
Completed Math in Year 1	29%	38%	35%	35%	-3%	+6%
Completed Reading in Year 1	54%	58%	54%	56%	-2%	+2%
Completed Writing in Year 1	46%	53%	50%	51%	-2%	+5%
Completed All Subjects in Year 1	20%	28%	25%	25%	-3%	+5%
Persisted from Term 1 to 2	76%	72%	74%	75%	+3%	-1%
Earned 15+ Credits in Year 1	44%	50%	47%	48%	-2%	+5%
Earned 30+ Credits in Year 1	8%	11%	9%	10%	-1%	+2%

<sup>1</sup> <https://public.tableau.com/app/profile/tx.success/vizzes>

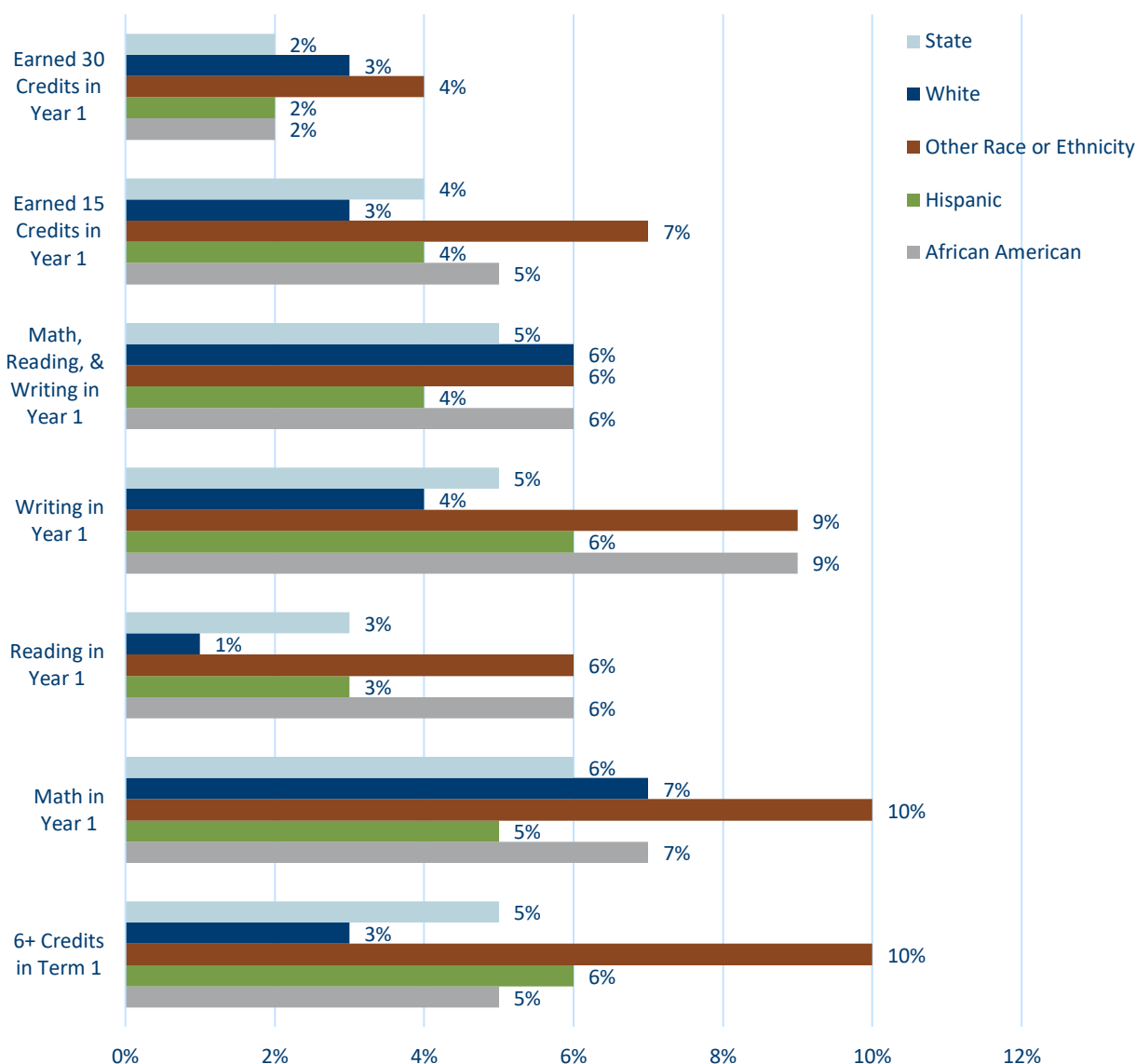
<sup>2</sup> <https://ccrc.tc.columbia.edu/publications/early-momentum-metrics-leading-indicators.html>

<sup>3</sup> Each spring, the Texas Success Center receives updates from THECB. Fall 2022 is the most up-to-date data available.

Each KPI is disaggregated to examine outcomes for different student types. The Talent Strong Texas Pathways strategy is designed to help colleges reduce opportunity gaps through redesigned practices and policies that serve all students with a disproportionate positive impact for systemically underserved populations. Starting in Fall 2021, age group was added as a disaggregate. We will monitor changes by age group as we receive data from additional cohorts.

Between 2015 and 2022, 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: 6+ college-credit attainment in the first term, completion of reading in the first year, completion of writing 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 math, reading, and writing completion in the first year, compared to the state.

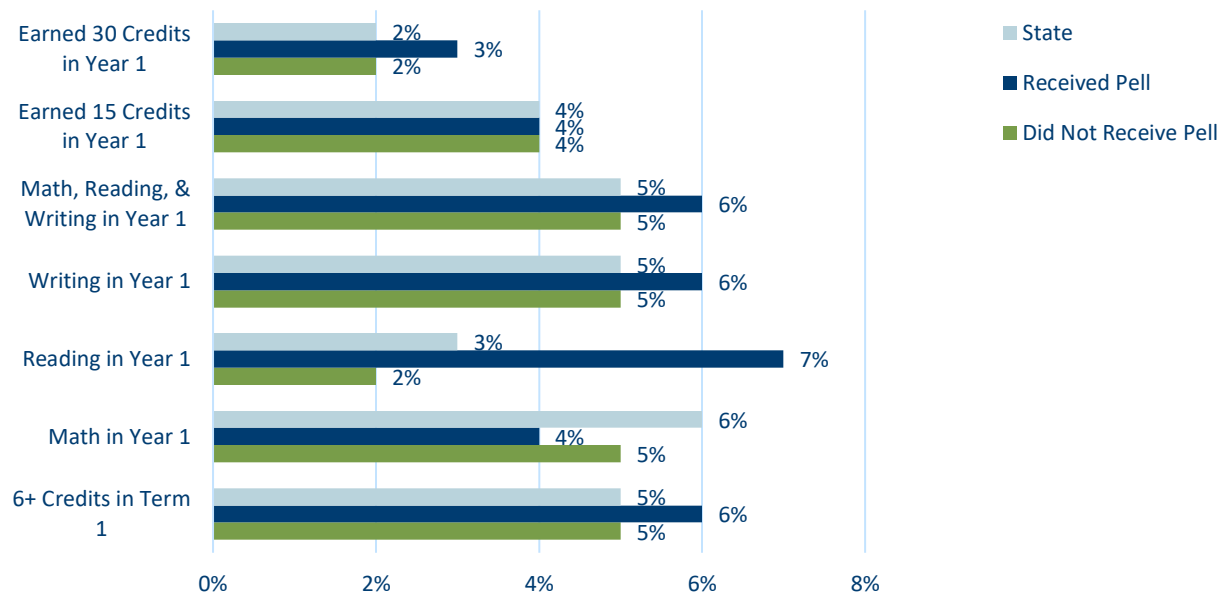
**Figure 1.** Percentage Point Difference in EMMs from 2015 to 2022: Race and Ethnicity



Between 2015 and 2022, 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 5 EMMs, indicating that gaps between these two groups are closing for most EMMs.

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 5 EMMs, indicating that gaps between these two groups are closing for credit attainment in the first term, completion of reading, completion of writing, completion of all 3 courses, 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

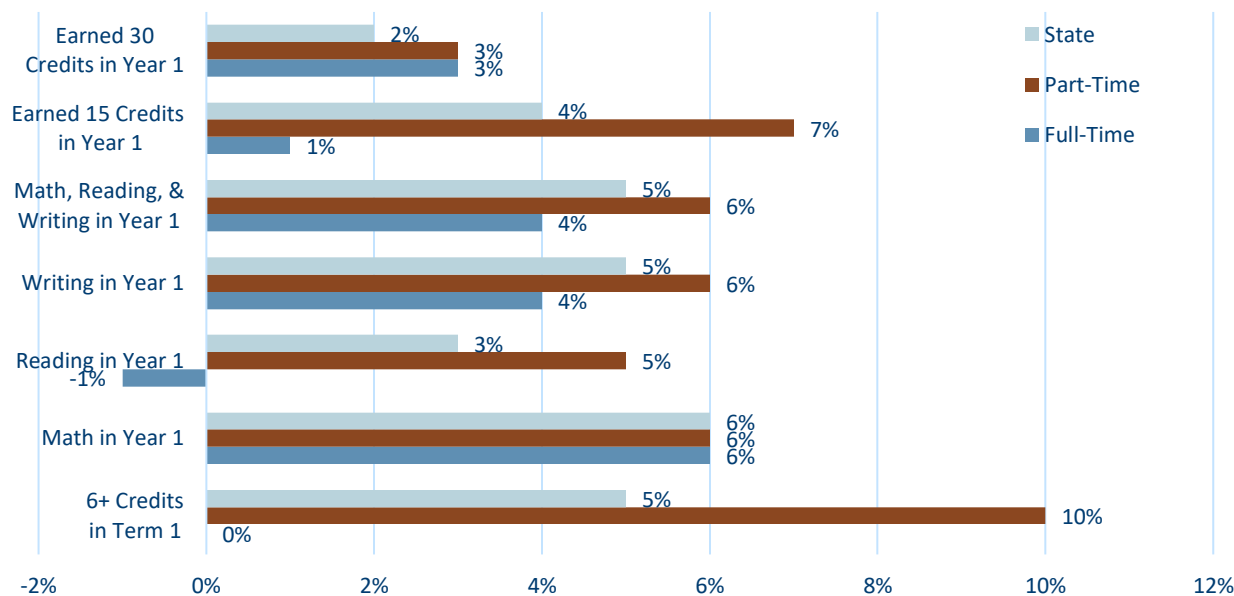


Table 2 shows the percentage point difference for each EMM and each student characteristic. The Texas Success Center will continue to monitor EMM attainment rates as well as long-term, three-year lagging outcomes for transfer and completion. The improvement in EMMs during the first phase of Texas Pathways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

**Table 2.** Percentage point differences in EMMs from Fall 2015 to Fall 2022 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	5%	6%	3%	5%	5%	-1%	4%	2%
Underprepared	11%	12%	8%	11%	10%	-1%	9%	3%
Prepared	-3%	-2%	-6%	-2%	-1%	-2%	-2%	2%
African American	5%	7%	6%	9%	6%	-2%	5%	2%
Hispanic	6%	5%	3%	6%	4%	-1%	4%	2%
Other Race or Ethnicity	10%	10%	6%	9%	6%	-1%	7%	4%
White	3%	7%	1%	4%	6%	0%	3%	3%
Male	5%	6%	2%	7%	6%	-1%	5%	3%
Female	5%	6%	2%	5%	5%	-2%	4%	2%
Part-Time	0%	6%	-1%	4%	4%	-1%	1%	3%
Full-Time	10%	6%	5%	6%	6%	0%	7%	3%
Did Not Receive Pell	5%	5%	2%	5%	5%	0%	4%	2%
Received Pell	6%	4%	7%	6%	6%	-3%	4%	3%
Without Dual Credit	6%	5%	4%	7%	5%	0%	5%	3%
With Dual Credit	-1%	2%	-5%	1%	3%	-2%	-1%	2%

Note: N = 50 community college districts

For more information about KPIs and the Talent Strong Texas Pathways Knowledge Development Strategy, visit: <https://tacc.org/tsc/knowledge-development>