

Early Momentum Metrics for the Rural Guided Pathways Project

Hana Lahr
February 27, 2024

Early Momentum Metrics: KPIs for Improvement

- Leading indicators: Actionable and timely, predictive of longer-term (lagging) outcomes.
- Important for multi-year college reforms; if leading indicators do not improve, it is unlikely that longer-term outcomes improve.
- If equity gaps do not close in the short-term, it is unlikely that they will close in the long-term.



Leading Indicators	Lagging Indicators
Formative assessment	Summative assessment
Measurable in short-time period	Takes a long time to collect these data
Primary goal is improvement	Primary goal is accountability
Predictive of longer-term outcomes	Captures ultimate goals and outcomes
Example: one-year early momentum metrics	Example: transfer and credential completion

The Cohort: First-Time-Ever-In-College (FTEIC)

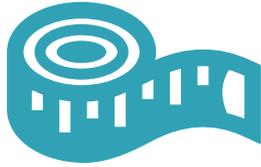
Includes:

- All students who attempted any credit coursework
- Full- and part-time students
- Students who started in the fall term

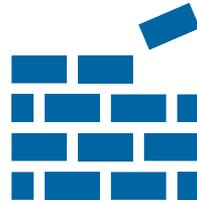
Does NOT Include:

- Current or former dual enrollment students
- Students in non-credit programs
- Students who started in summer

The Early Momentum Metrics



Credit Momentum



**Gateway Course
Momentum**



**Persistence and
Course Completion**

Early Momentum Mindset Shifts

- **Credit Momentum**
 - From full-time vs. part-time to “on-plan” vs. “off-plan”
- **Gateway Momentum**
 - From academic to holistic assessment
 - From prerequisite remediation to corequisite support
- **Persistence**
 - From next term schedule to full program plan
 - From scheduling available courses to scheduling plan courses

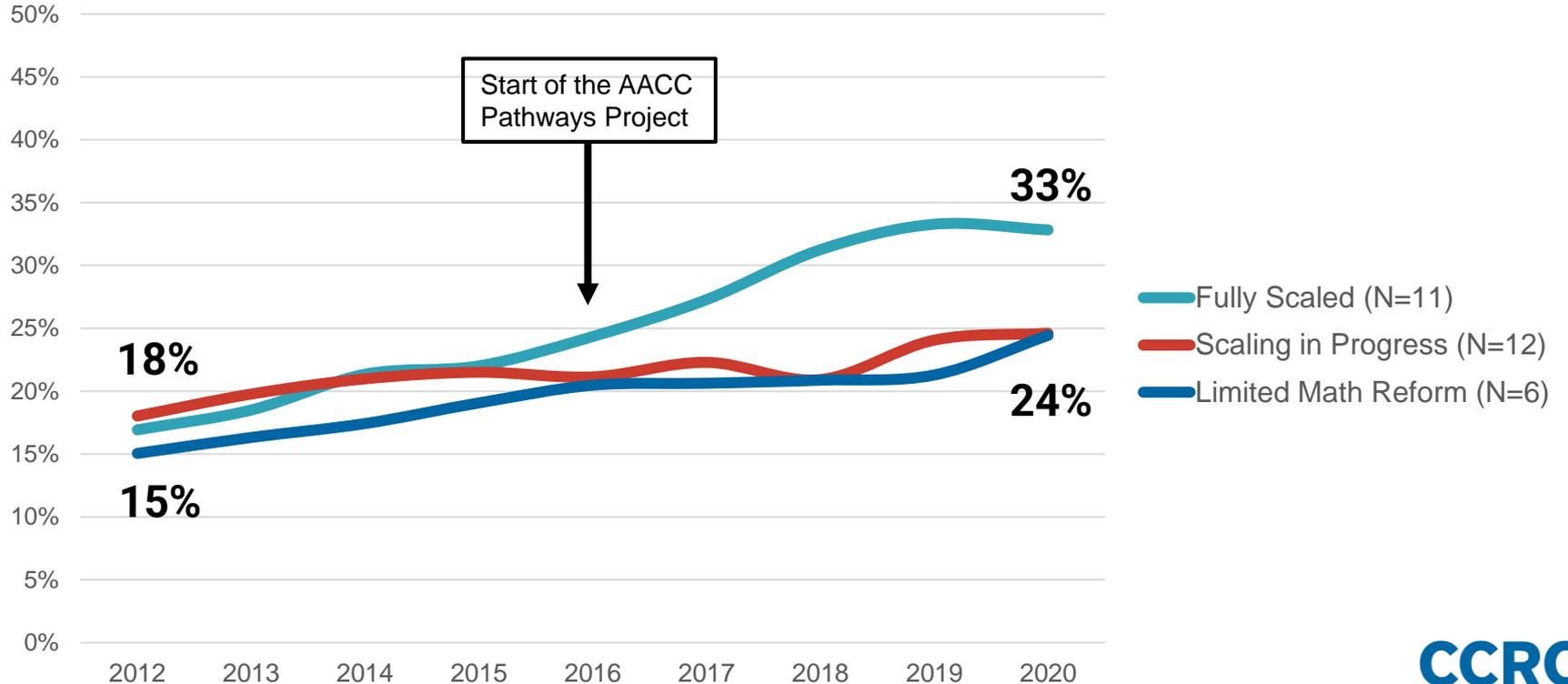
Findings from the AACCC Pathways Project EMMs

AACC evaluation findings

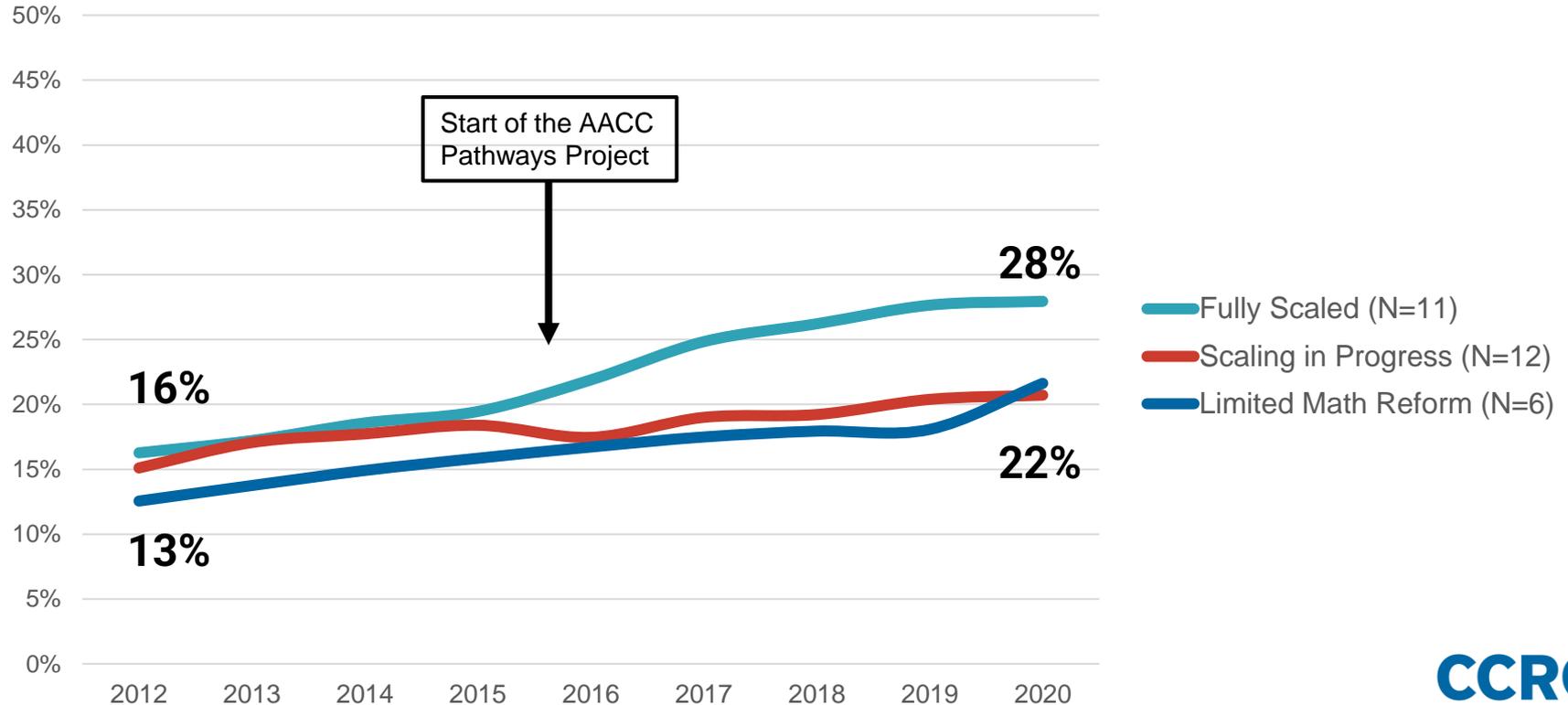


- Generally, all colleges made improvements on EMMs
- Colleges that made more progress in scaling guided pathways reforms made greater improvements on the EMMs
- All racial/ethnic groups benefited, but equity gaps did not close
- Term-to-term persistence declined, likely due to Covid

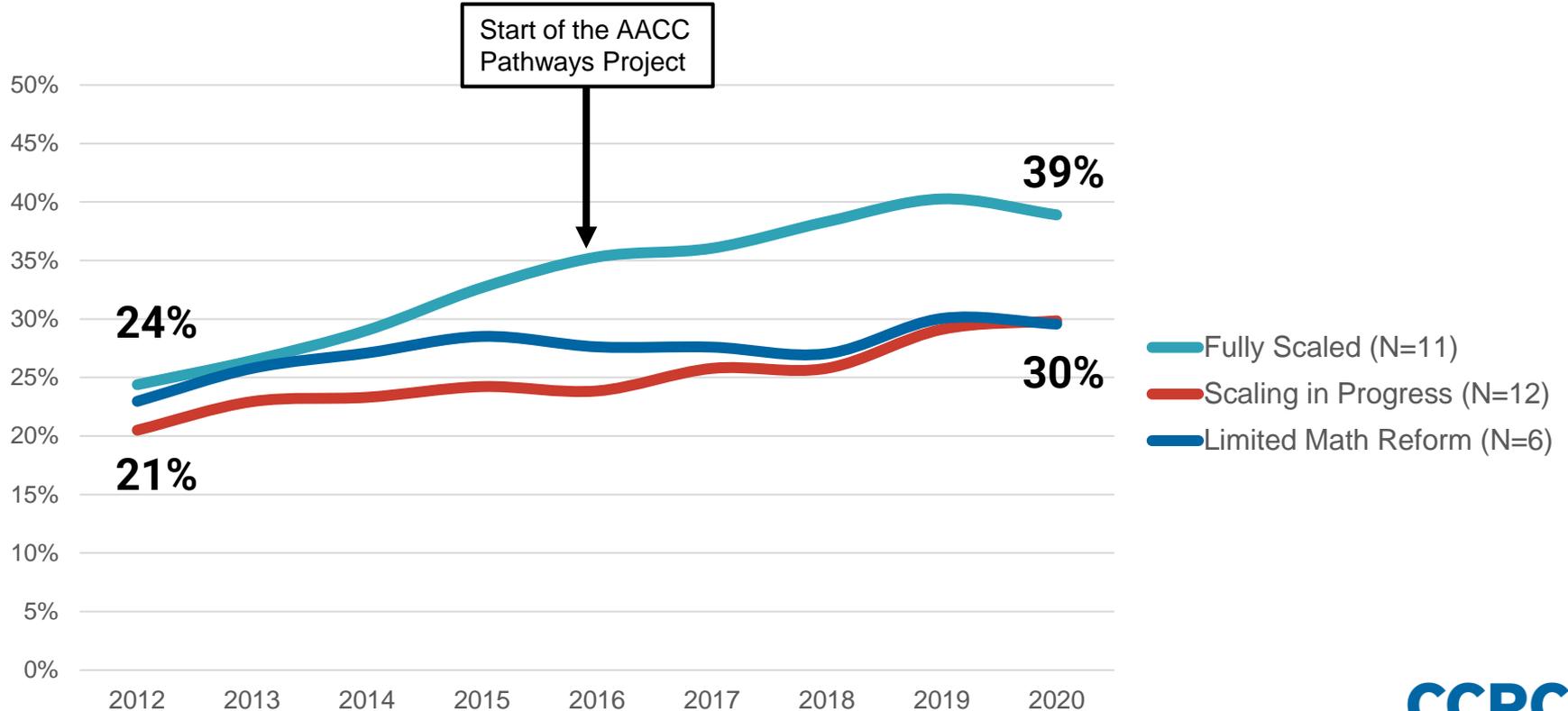
Completion of 12+ college-level credits in term 1



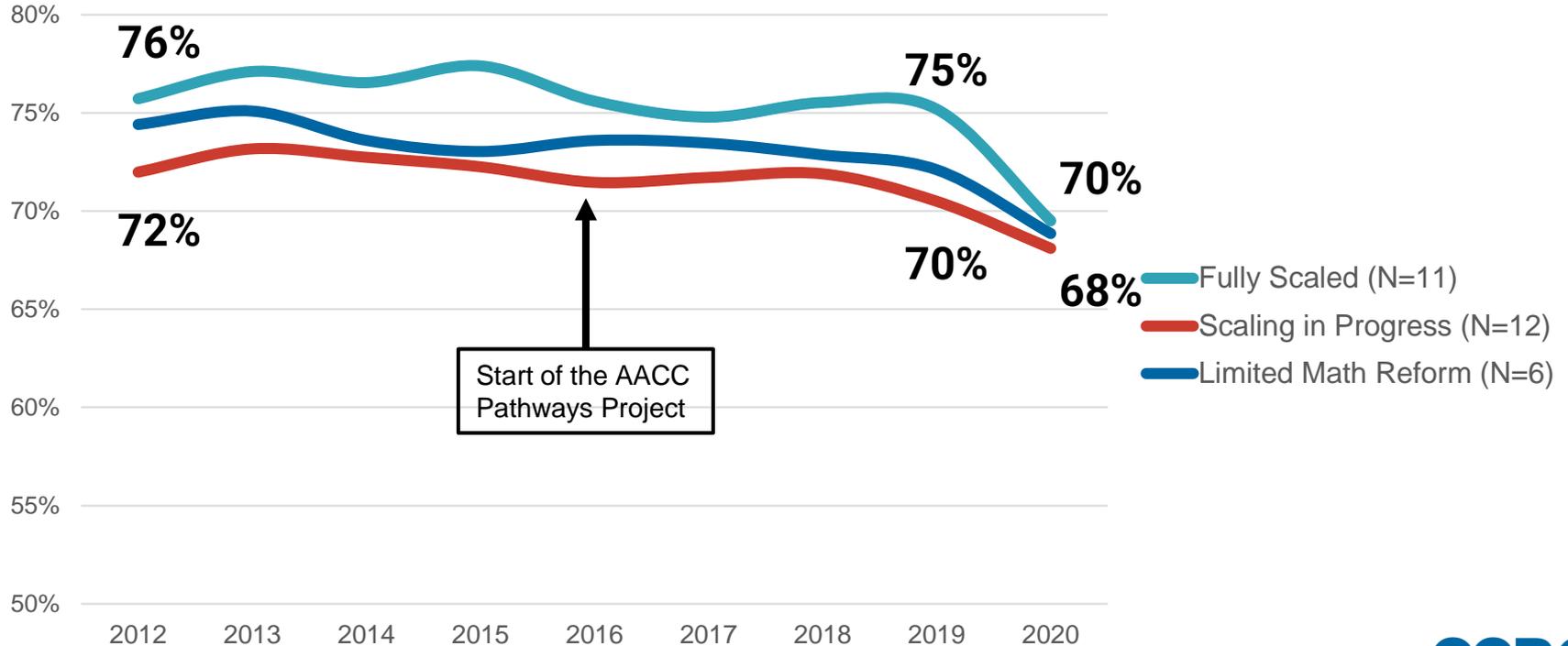
Completion of 24+ college-level credits in year 1



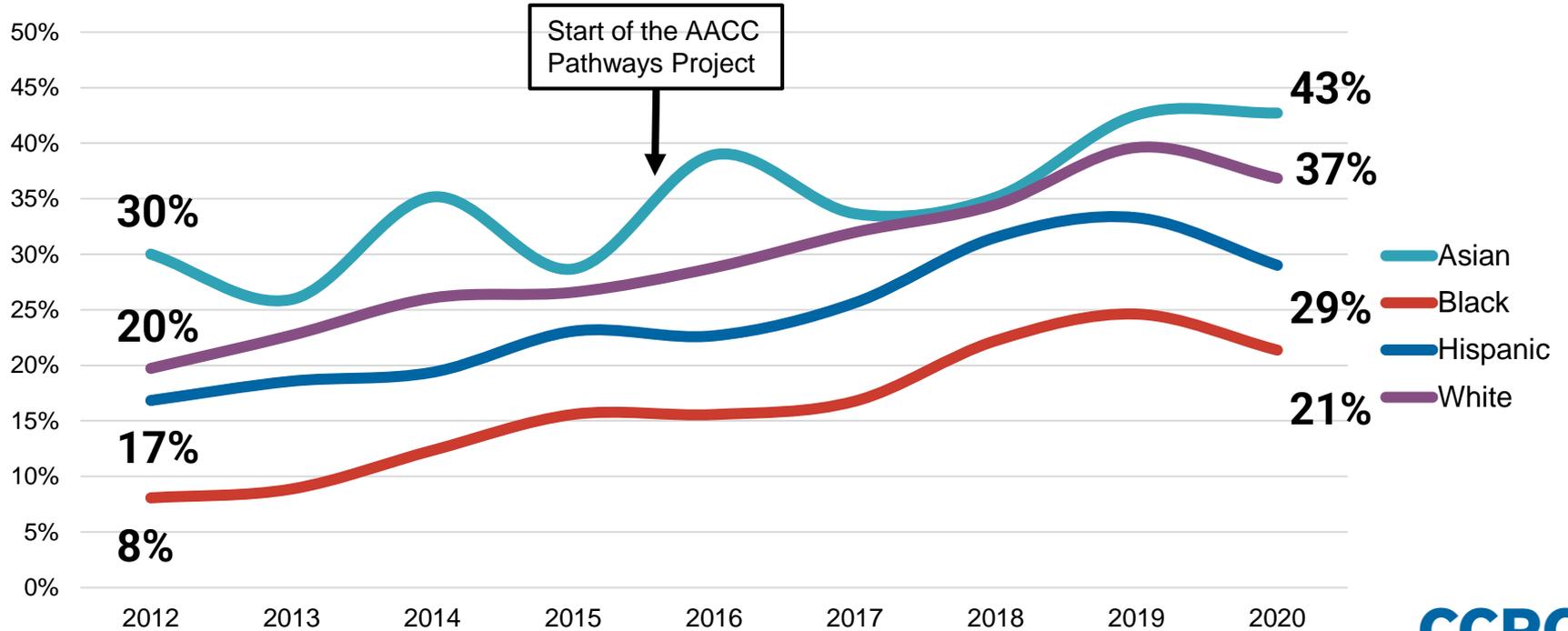
Completion of college-level math in year 1



Persisted From term 1 to term 2



Completion of 12+ college credits in term 1: Fully scaled colleges only



Thanks!

Hana Lahr, lahr@tc.columbia.edu