



Implementing Data-Driven Strategy

Texas College Bridge

Student Impact Analysis

July 2024

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Executive Summary

PROJECT OVERVIEW

Cicero is partnering with the Commit Partnership to identify, quantify, and illustrate the impact of the Texas College Bridge program. The project has consisted of three main phases, including 1) data collection, cleaning, and standardization, 2) modeling and analysis, and 3) deliverable development and presentation. This is the third iteration of analysis, which has allowed for additional insight, longitudinal findings, and increased sample via educational institution partnerships over each year.

Objectives

Phase 1 – Data Collection:

- Identify all data elements that are required to conduct the evaluation analysis.
- Develop a data template and gather data from postsecondary education partners.
- Aggregate and process the disparate data sets from each partner, as well as the relevant high school data for TCB participants.

Phase 2 – Modeling & Analysis:

- Conduct statistical analysis on received data to answer research questions.
- Incorporate, where possible, control data elements to evaluate how outcomes differ between distinct student segments.

Phase 3 – Deliverable Development & Presentation:

- Condense and package all work into a deliverable that clearly and simply presents the work and key findings.
- Present deliverables to TCB stakeholders and other audiences as needed.
- Assist the TCB team in any adaptation of the project deliverables that may be required to further the mission and vision of the TCB program.

Engagement Outputs

Deliverable 1 – Statistical Models:

- Answer all desired research questions at a level of detail that provides clear, actionable insight for TCB, as well as brings to light any additional trends that may arise through data analysis.

Deliverable 2 – Visual Representations:

- Display the various models that graphically illustrate the answers to the research questions.

Deliverable 3 – Final Reports:

- Provide a summary report for each college participating in the study who has a sufficiently large sample, with their data represented.
- Deliver a final report in TCB's preferred format, representing all aspects of the engagement in a concise but comprehensive manner.
- Support in the creation of deliverable adaptations that will help TCB leverage the deliverable as much as possible, thereby obtaining maximum value from the engagement as a whole.

EXECUTIVE SUMMARY | Key Findings

Overall, the Texas College Bridge program is having a positive, statistically significant impact on measured student success outcomes. These are highly meaningful, robust findings, with high confidence levels.



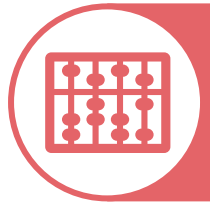
Year Two Persistence

- Texas College Bridge students are overall more likely to persist into their **second year** of higher education than non-TCB students.
- Status as a Texas College Bridge student is a statistically significant predictive factor for increased second-year persistence, all else equal.



Second Semester Persistence

- Texas College Bridge students are overall more likely to persist into their **second semester** of higher education than non-TCB students.
- Similar to annual persistence, status as a TCB student is a statistically significant predictive factor for increased second semester persistence, all else equal.



Math Success

- Following the same trend over the previous two years, TCB students are less likely to pass their first-semester math courses compared to non-TCB peers.
- However, statistical models show that after accounting for differences due to demographics, first-gen status, Pell Grant status, credit load, and institution type, TCB status is predictive of higher pass rates in a statistically significant way.



Liberal Arts Success

- Texas College Bridge students are slightly more likely to pass their first semester liberal arts classes than non-TCB students following the trends from last year.
- Statistical models show that after correcting for differences due to demographics, first-gen status, Pell Grant status, credit load, and institution type, TCB status is still predictively associated with higher pass rates in a statistically significant way.

EXECUTIVE SUMMARY | Key Recommendations and Next Steps

Optimize & Streamline Process

Continue to **train partner institutions on best practices** for tracking TCB and other HB5 exemptions. Some institutions have heard about this request for separate flagging mechanisms but have not yet implemented for a variety of reasons. This will **allow institutions to more easily perform their own analysis** on student success and allow these TCB analyses to segment between student groups more meaningfully.

Greater standardization of data tracking and delivery would also serve generally to **increase the ease and speed of performing analyses** in the future.



Partnership with ISDs

Continue working with partner districts to **articulate the impact, benefits, and statistics of offering the TCB program** to students who desire further education. As districts become aware of the impact that the program has, they will be **more willing to encourage participation** once the payment-requirement has been implemented.

Since initial year-over-year persistence measures have been promising, it will be valuable to continue to **track and analyze additional metrics** through expanded participation by additional districts.

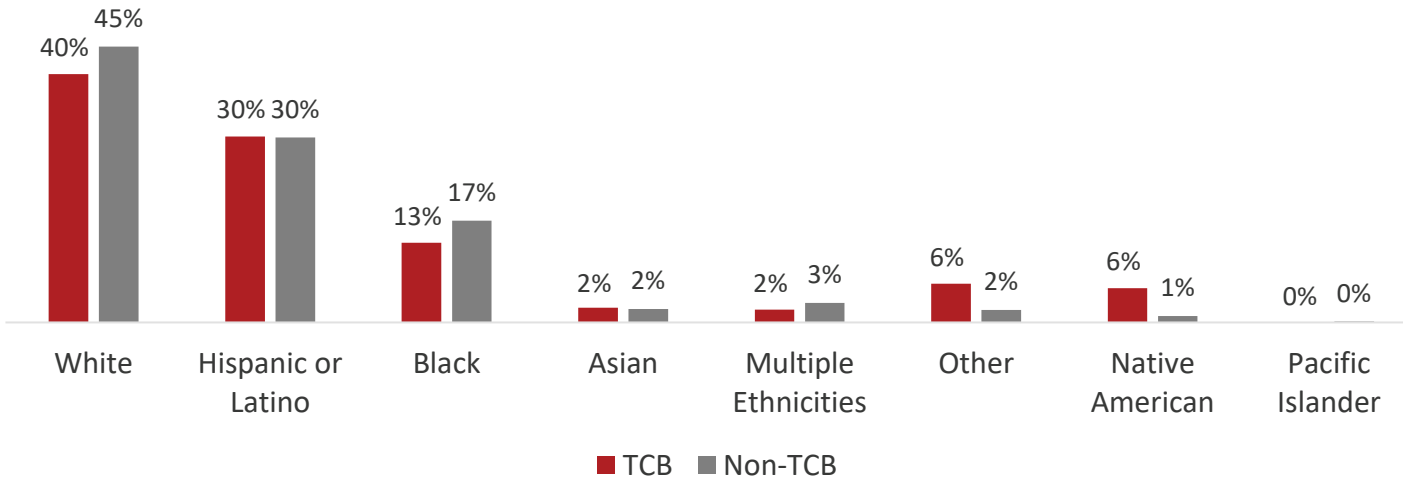
2024 Student Analysis

ANALYSIS | Data Summary

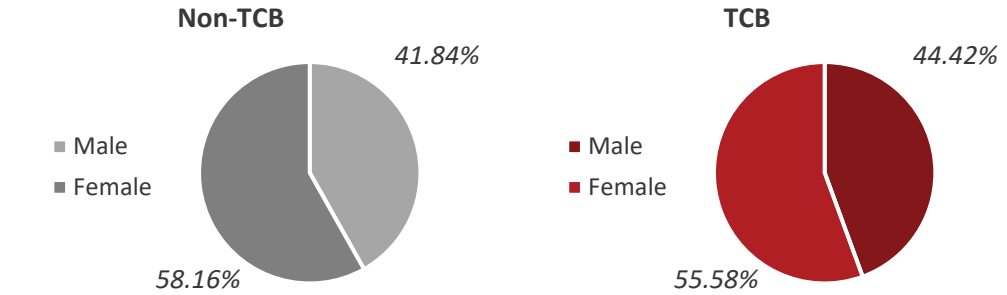
Institution Provided Student Count, by TCB Status

	Alamo	Angelina	Angelo State	Grayson	Kilgore	McLennan	NCTC	Panola	San Jacinto	Sam Houston	Tarleton State	TSTC	UNT	UT-Arlington	WTC	Dallas	TAMUC
Non-TCB	969	657	2231	2069	1008	1109	1200	326	300	6593	956	600	85	563	133	300	2431
TCB	65	63	100	45	118	60	117	95	542	351	307	285	46	274	4	781	127

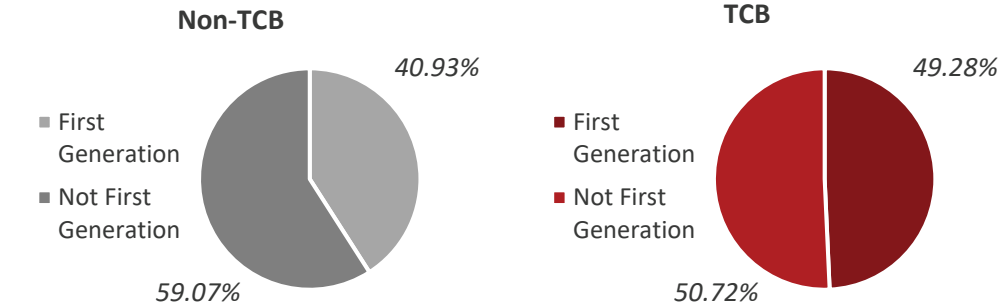
Race, by TCB Status



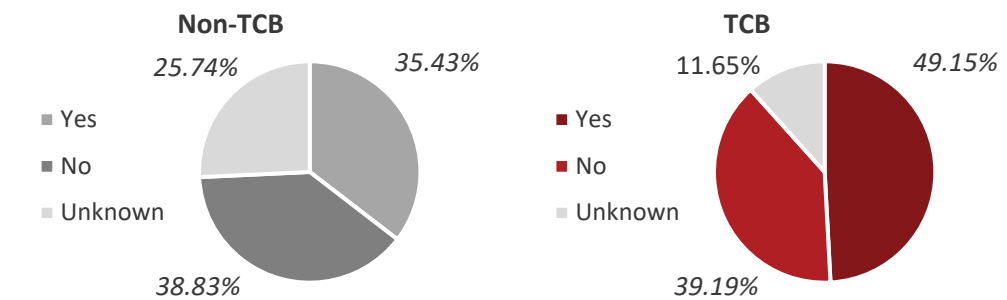
Gender, by TCB Status



First-Generation Student Status, by TCB Status



Pell Grant Status, by TCB Status



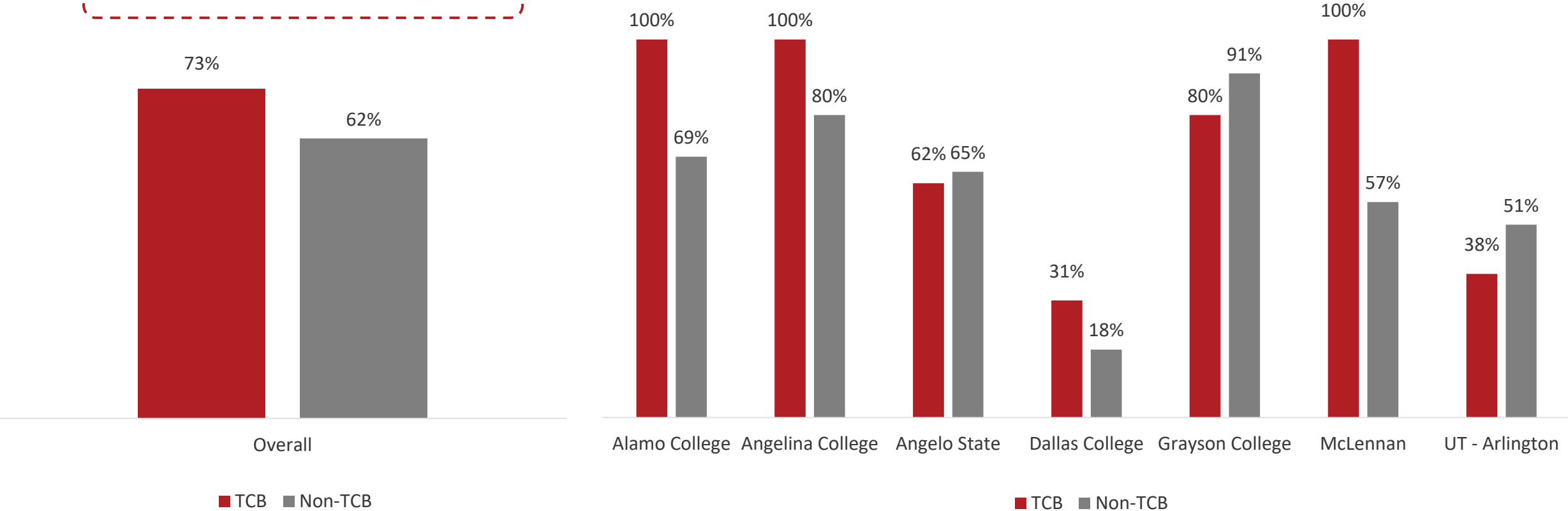
ANALYSIS | Year Two Persistence Rates

Year Two Persistence Rates, by Institution

TCB n count: Total = 1,649*

Non-TCB n count: Total = 19,547*

CALLOUT: TCB Students have a higher rate of second year enrollment, and TCB status is a statistically significant predictor associated with increased second year persistence.



ANALYSIS | Year Two Persistence - General Linear Regression Model

Linear regression results indicate that being a TCB student is associated relatively strongly with persisting into a second year of school. Other significant factors that affect second year persistence are listed below.

Model Explanation

Significant Variable:

The name of the variable included in the model

- All variables included to the right were statistically significant.
- All variables considered can be found in the footnotes.

P-Value:

Statistical measure determining the probability that the observed relationship could be due to chance

- Very small P values indicate a statistically significant effect or relationship.

Coefficient Estimate (GLM):

Represents the change in log odds of the outcome variable by the value of the coefficient, assuming all other variables are held constant

- Larger absolute values imply greater impact.
- Positive and negative numbers indicate the direction of the relationship.

Logistic Regression Model Results

Significant Variable	P-Value	Coefficient Estimate	Coefficient Explanation
Gender (Male)	<0.02	-0.22	Male students are slightly less likely to enroll in a second year with an institution.
Institution Type (4-Year)	<0.001	0.63	Attending a 4-year school significantly increases the likelihood for continued enrollment in 2 nd year.
Passed Math Classes	<0.001	0.37	Passing first-year math classes significantly increases likelihood for second year persistence.
Passed Liberal Arts Classes	<0.001	0.68	Passing first-year Liberal Arts classes significantly increases likelihood for second year persistence.
First-generation Student	<0.001	-0.06	First generation students are slightly less likely to enroll in a second year with an institution.
TCB Student	<0.001	0.42	TCB Students are more likely to enroll in a second year of courses at their institution.

Model Interpretation

There are several meaningful factors that help predict whether a student will persist into their second year of school (as listed in the table above). The model controls for the influence of all other listed factors, so that we can look at the individual effect of being a TCB student. In this case, after controlling for variance due to other factors, TCB students persist into their second year at higher rates than non-TCB students.

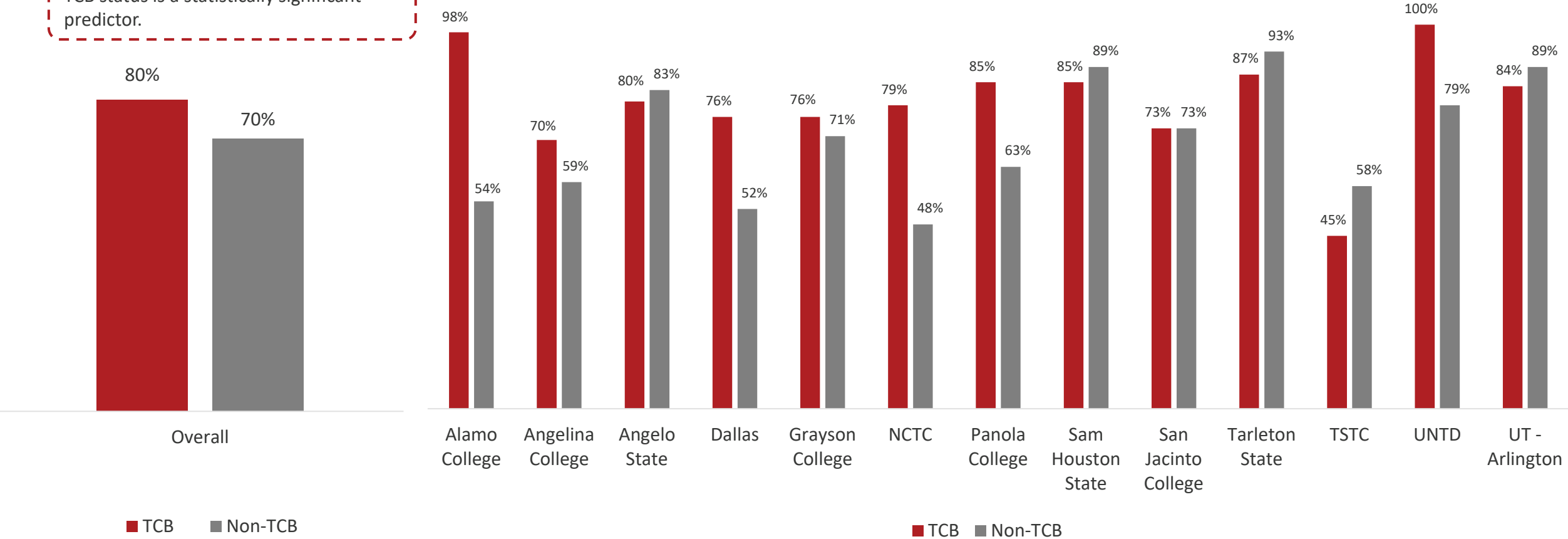
ANALYSIS | Second Semester Persistence Rates

Second Semester Persistence Rates, by Institution

TCB n count: Total = 3,120*

Non-TCB n count: Total = 21,695*

CALLOUT: TCB Students have a higher rate of second semester enrollment, and TCB status is a statistically significant predictor.



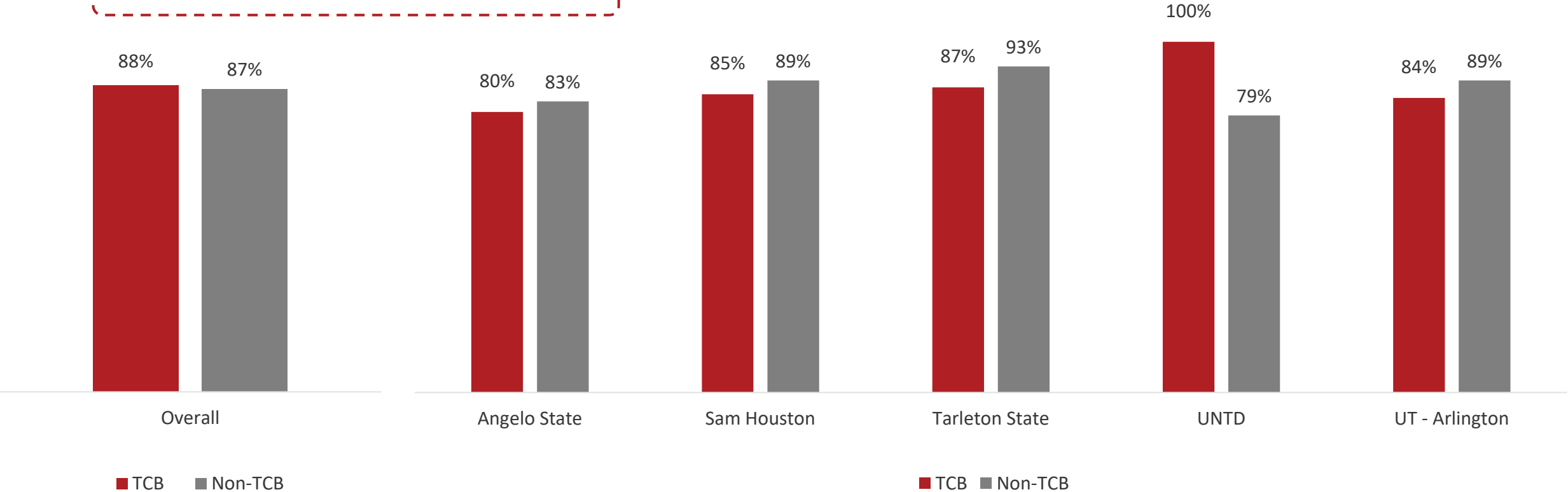
ANALYSIS | 4-Year Institution Second Semester Persistence Rates

Second Semester Persistence Rates, by Institution

TCB n count: Total = 1,078*

Non-TCB n count: Total = 13,250*

CALLOUT: At 4-year institutions, TCB students persist at the same level as their peers. Our statistical model shows TCB status as a positive predictor of persistence.

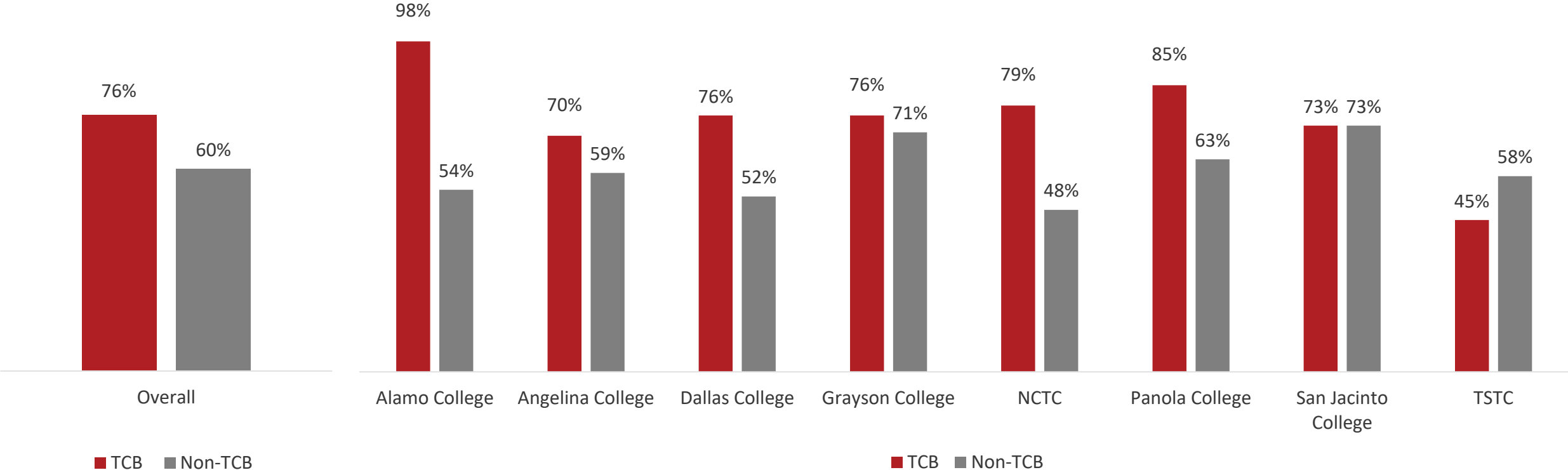


ANALYSIS | 2-Year Institution Second Semester Persistence Rates

Second Semester Persistence Rates, by Institution

TCB n count: Total = 2,042*
Non-TCB n count: Total = 8,445*

CALLOUT: At 2-year colleges, TCB students compare favorably, showing persistence rates well above the non-TCB group. This is a statistically significant difference, which is partially explained by TCB status.



ANALYSIS | Second Semester Persistence Rate - General Linear Regression Model

General linear regression results indicate that being a TCB student is associated with increased second semester enrollment with an institution over non-TCB students. Other significant factors that affect second semester persistence are listed below.

Model Explanation

Significant Variable:

The name of the variable included in the model

- All variables included to the right were statistically significant.
- All variables considered can be found in the footnotes.

P-Value:

Statistical measure determining the probability that the observed relationship could be due to chance

- Very small P values indicate a statistically significant effect or relationship.

Coefficient Estimate (GLM):

Represents the change in log odds of the outcome variable by the value of the coefficient, assuming all other variables are held constant

- Larger absolute values imply greater impact.
- Positive and negative numbers indicate the direction of the relationship.

Logistic Regression Model Results

Significant Variable	P-Value	Coefficient Estimate	Coefficient Explanation
Gender (Male)	<0.001	-0.18	Male students are less likely to enroll in a second semester.
Received Pell Grant	<0.001	-0.27	Students who have received a Pell Grant are less likely to enroll in a second semester.
First Semester GPA	<0.01	0.09	Higher GPA's (particularly those with GPA's higher than 3.0) are associated with second year persistence.
Passed Math Classes	<0.001	0.61	Passing first-year math classes increases likelihood for second semester persistence.
Passed Liberal Arts Classes	<0.001	0.93	Passing first-year Liberal Arts classes significantly increases likelihood for second semester persistence.
1 st Semester Credit Load	<0.001	0.14	Each additional credit a student takes increases the likelihood of enrollment in a second semester.
First-generation Student	<0.001	-0.39	First generation students are less likely to enroll in a second semester with an institution.
TCB Student	<0.001	0.39	TCB Students are more likely to enroll in a second semester with an institution.

Model Interpretation

There are several meaningful factors that help predict whether a student will persist into their second semester of school (as listed in the table above). After controlling for variance due to other factors, TCB students persist into their second semester at higher rates than non-TCB students.

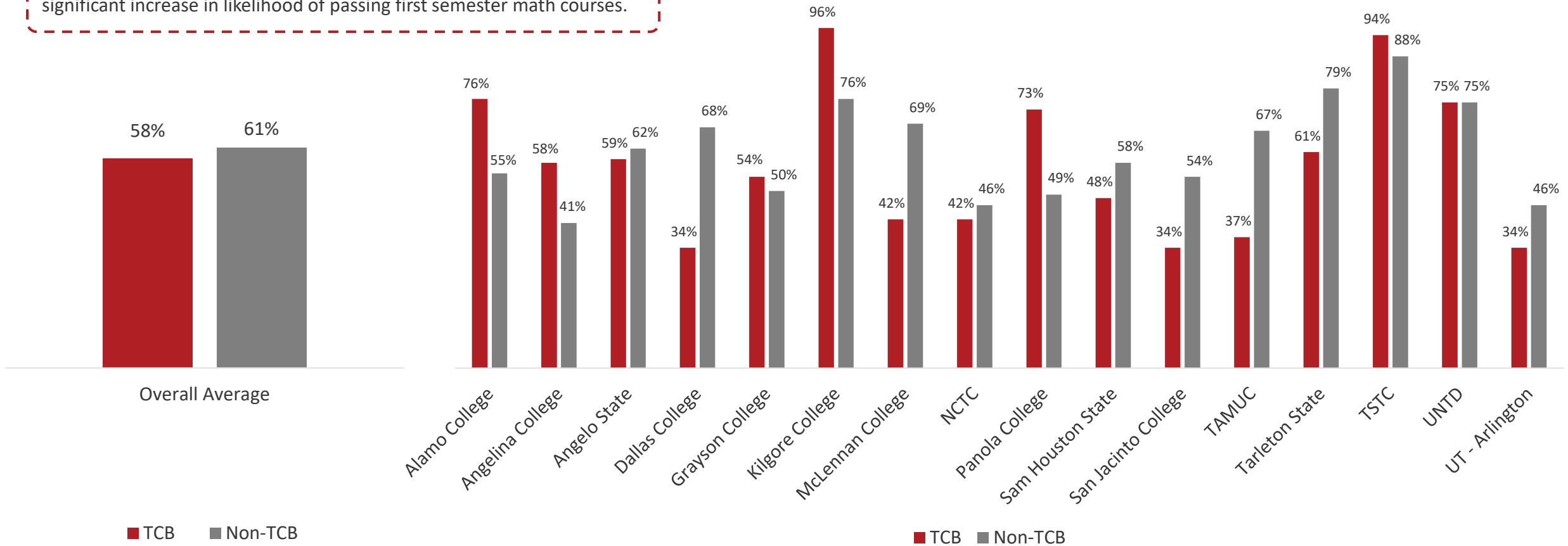
ANALYSIS | First Semester Math Course Pass Rate

First Semester Math Course Pass Rate, by Institution

TCB n count: Total = 1,640*

Non-TCB n count: Total = 9,557*

CALLOUT: Despite lower overall pass rates, after controlling for all relevant variables, TCB status is predictive of a minor, but statistically significant increase in likelihood of passing first semester math courses.



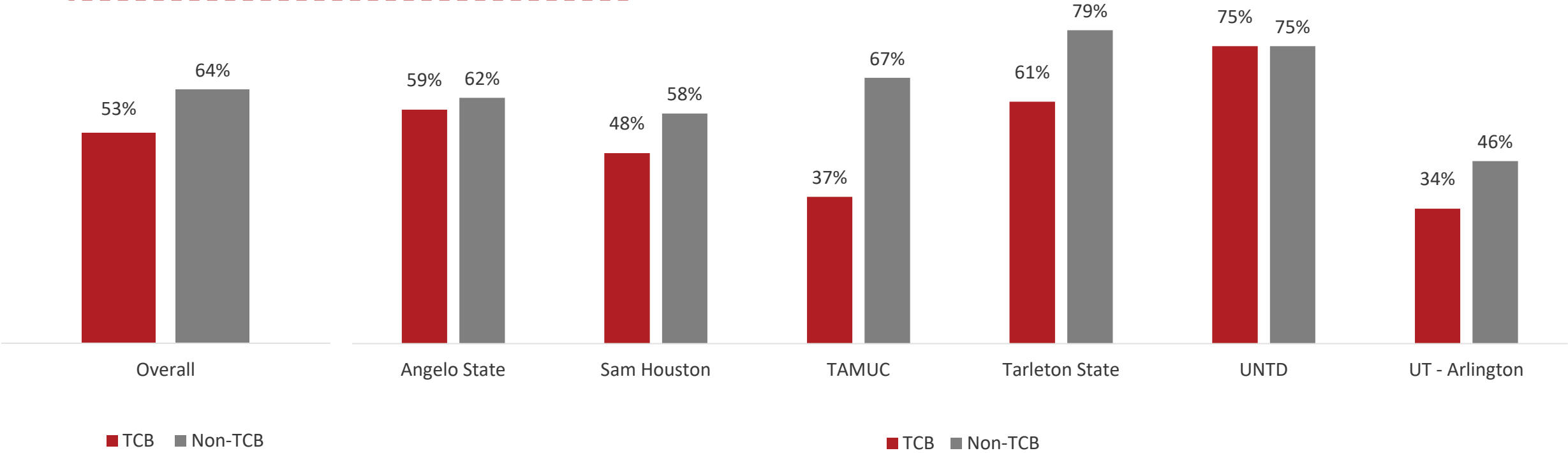
ANALYSIS | 4-Year Institution First Semester Math Course Pass Rate

First Semester Math Course Pass Rate, by Institution

TCB n count: Total = 667*

Non-TCB n count: Total = 7,164*

CALLOUT: At 4-year colleges, TCB students are passing first semester math at a lower rate than non-TCB affiliated students. However, when adjusting for all other factors, the positive correlation between TCB certification and first-semester math pass rates continues.

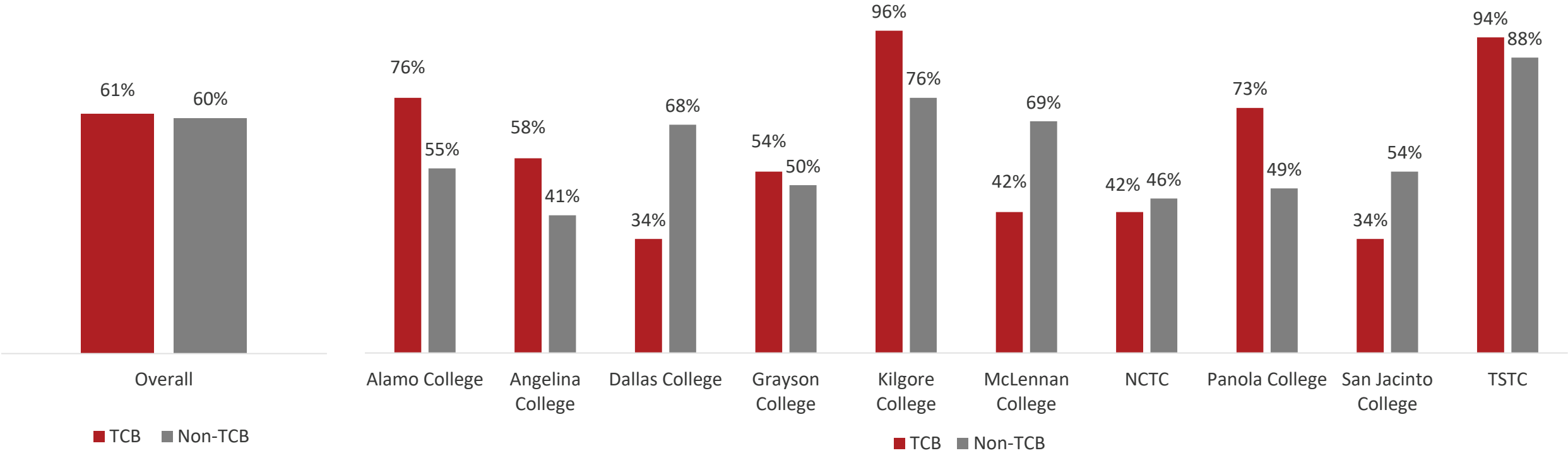


ANALYSIS | 2-Year Institution First Semester Math Course Pass Rate

First Semester Math Course Pass Rate, by Institution

TCB n count: Total = 973*
 Non-TCB n count: Total = 2,393*

CALLOUT: At 2-year institutions, TCB students are passing at a slightly higher rate as non-TCB students on average. Additionally, after controlling for numerous variables in the statistical model as described on the following slide, the slight increase in passing rates due to TCB status is significant.



ANALYSIS | First Semester Math Course Pass Rate - General Linear Regression Model

Linear regression results indicate being a TCB student is associated with higher 1st year math course pass rates over non-TCB students. Other significant factors that affect math pass rates are listed below.

Model Explanation

Significant Variable:

The name of the variable included in the model

- All variables included to the right were statistically significant.
- All variables considered can be found in the footnotes.

P-Value:

Statistical measure determining the probability that the observed relationship could be due to chance

- Very small P values indicate a statistically significant effect or relationship.

Coefficient Estimate (GLM):

Represents the change in log odds of the outcome variable by the value of the coefficient, assuming all other variables are held constant

- Larger absolute values imply greater impact.
- Positive and negative numbers indicate the direction of the relationship.

Logistic Regression Model Results

Significant Variable	P-Value	Coefficient Estimate	Coefficient Explanation
Gender (Male)	<0.01	-0.16	Male students are less likely to pass 1 st year math courses compared to female students.
Institution Type (4-year)	<0.01	-0.21	Students attending 4-year institutions are less likely to pass 1 st year math courses compared to those attending 2-year institutions.
Received Pell Grant	<0.001	-0.23	Students who receive a Pell grant are less likely to pass 1 st year math courses.
1 st Semester Credit Load	<0.001	0.07	Each additional semester credit a student takes marginally increases the likelihood that the student passes 1 st year math courses.
First-generation Status	<0.001	-0.25	First generation students are less likely to pass 1 st year math courses.
TCB Student	<0.001	0.31	TCB Students are more likely to pass 1st year math courses compared to non-TCB students.

Model Interpretation

There are several meaningful factors that help predict whether a student will pass their first semester math courses (as listed in the table above). The model controls for the influence of other listed factors, so that we can look at the individual effect of being a TCB student. In this case, after controlling for variance due to other factors, TCB completion indicates success in first semester math pass rates.

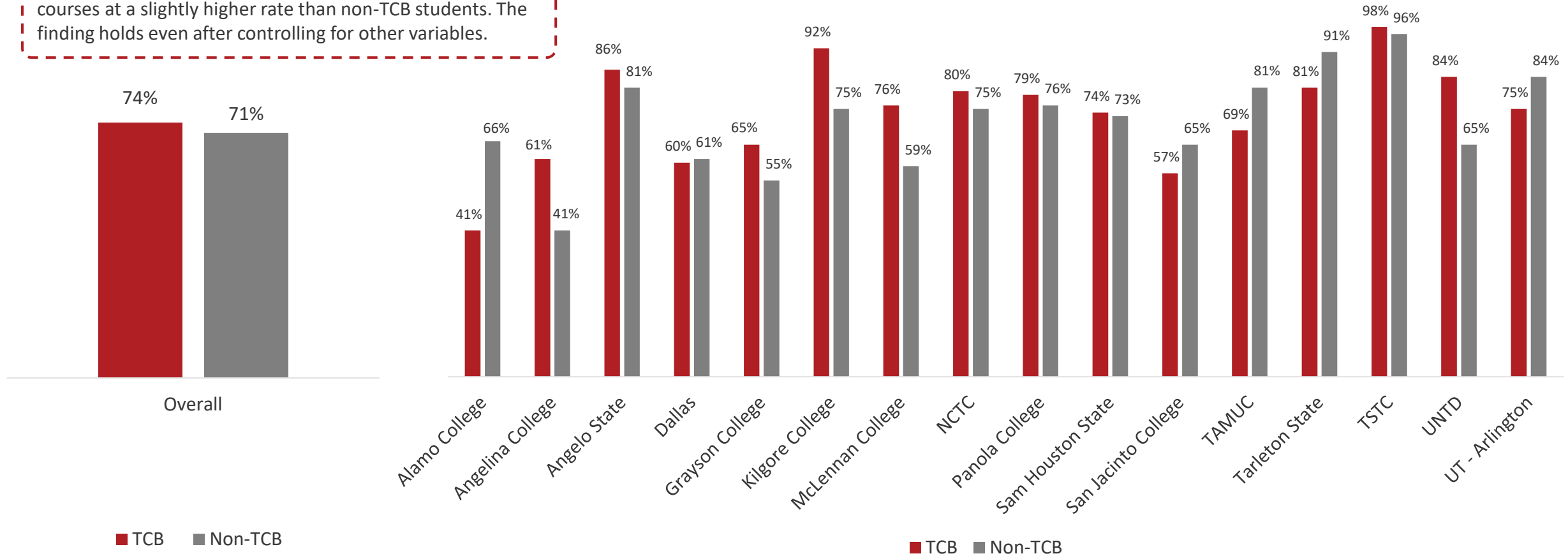
ANALYSIS | First Semester Liberal Arts Course Pass Rate

First Semester Liberal Arts Course Pass Rate, by Institution

TCB n count: Total = 2,395*

Non-TCB n count: Total = 9,860*

CALLOUT: TCB students overall are passing their liberal arts courses at a slightly higher rate than non-TCB students. The finding holds even after controlling for other variables.



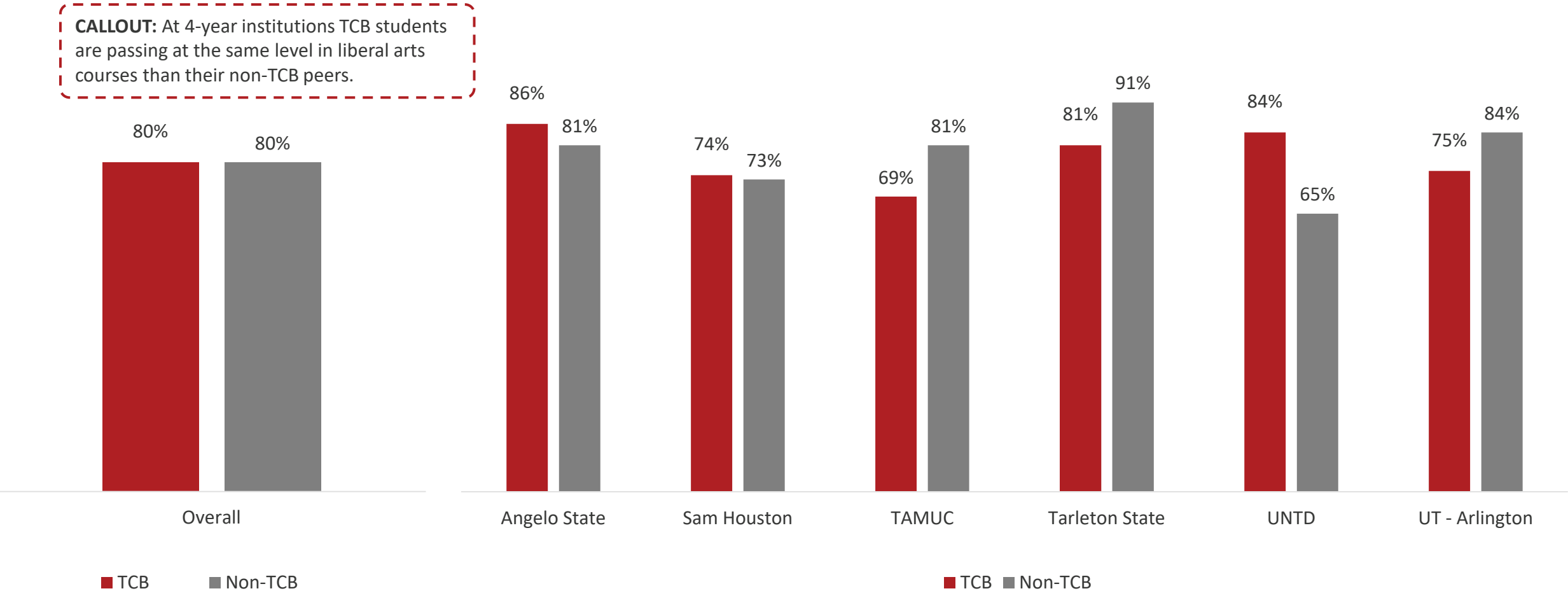
ANALYSIS | 4-Year Institution First Semester Liberal Arts Course Pass Rate

First Semester Liberal Arts Course Pass Rate, by Institution

TCB n count: Total = 871*

Non-TCB n count: Total = 5,906*

CALLOUT: At 4-year institutions TCB students are passing at the same level in liberal arts courses than their non-TCB peers.



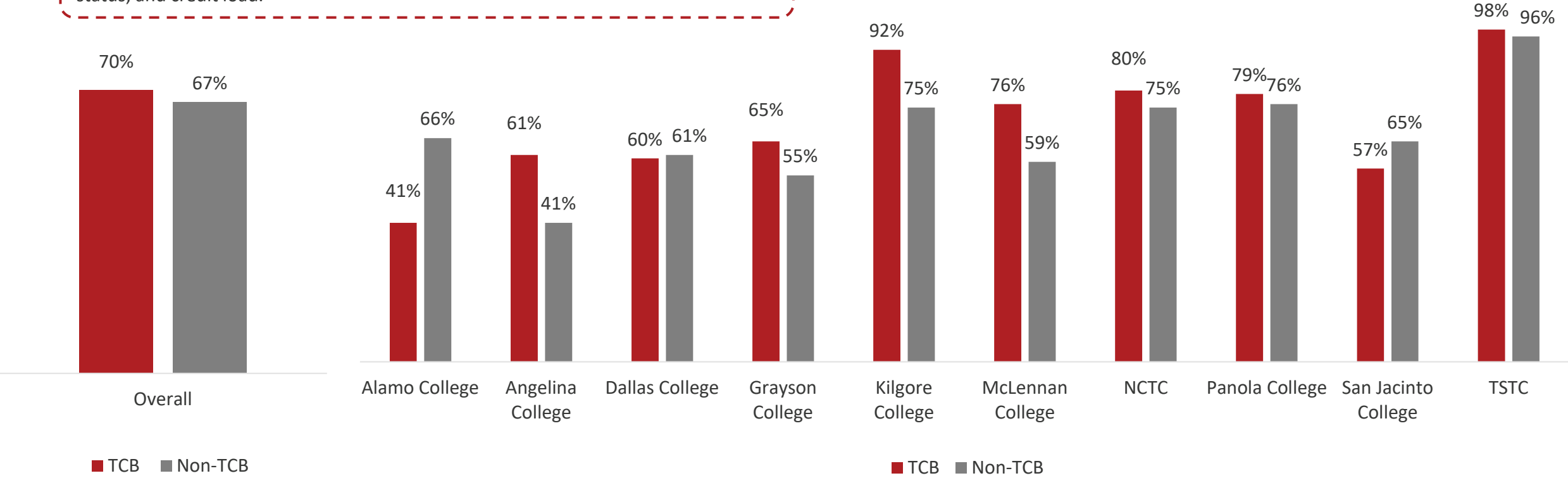
ANALYSIS | 2-Year Institution First Semester Liberal Arts Course Pass Rate

First Semester Liberal Arts Course Pass Rate, by Institution

TCB n count: Total = 1,524*

Non-TCB n count: Total = 3,954*

CALLOUT: First semester liberal arts class pass rates for TCB students at 2-year institutions are slightly above their non-TCB peers. Additionally, in statistical analyses, TCB status is a predictor for increased liberal arts class pass rates when controlling for other variables such as demographics, Pell Grant status, first-gen status, and credit load.



Note: WTC not included individually due to small sample size or missing data.

*Included courses: ENGL 1301 – Composition I; HIST 1301 – US History I; PHIL 1301 – Intro to Philosophy; SPCH 1311 – Speech Communication; GOVT 2305 – Federal Government; GOVT 2306 – Texas Government. *(Individual institution n-counts contained in appendix, on slide 36)*

ANALYSIS | First Semester Liberal Arts Course Pass Rate General Linear Regression

General linear regression results indicate that being a TCB student is associated with higher 1st year liberal arts course pass rates over non-TCB students. Other significant factors that affect liberal arts pass rates are listed below.

Model Explanation

Significant Variable:

The name of the variable included in the model

- All variables included to the right were statistically significant.
- All variables considered can be found in the footnotes.

P-Value:

Statistical measure determining the probability that the observed relationship could be due to chance

- Very small P values indicate a statistically significant effect or relationship.

Coefficient Estimate (GLM):

Represents the change in log odds of the outcome variable by the value of the coefficient, assuming all other variables are held constant

- Larger absolute values imply greater impact.
- Positive and negative numbers indicate the direction of the relationship.

Logistic Regression Model Results

Significant Variable	P-Value	Coefficient Estimate	Coefficient Explanation
Gender (Male)	<0.001	-0.14	Male students are less likely to pass 1 st year liberal arts courses compared to female students.
Institution Type (4-year)	<0.001	0.39	Attending a 4-year institution is correlated with a higher likelihood of passing 1 st year liberal arts courses.
Received Pell Grant	<0.001	-0.19	Students who received a Pell grant are less likely to pass 1 st year liberal arts courses.
1 st Semester Credit Load	<0.01	0.06	Each additional semester credit a student takes slightly increases the likelihood that a student passes 1 st year liberal arts courses.
First-generation Status	<0.001	-0.12	First generation students are slightly less likely pass 1 st year liberal arts courses.
TCB Student	<0.001	0.73	TCB Students are more likely to pass 1st year liberal arts courses when compared to non-TCB students.

Model Interpretation

There are several meaningful factors that help predict whether a student will pass their first semester liberal arts courses (as listed in the table above). The model controls for the influence of all other listed factors, so that we can look at the individual effect of being a TCB student. After controlling for variance due to other factors, TCB students pass their first semester liberal arts classes at higher rates than non-TCB students.

Other HB 5 Analysis

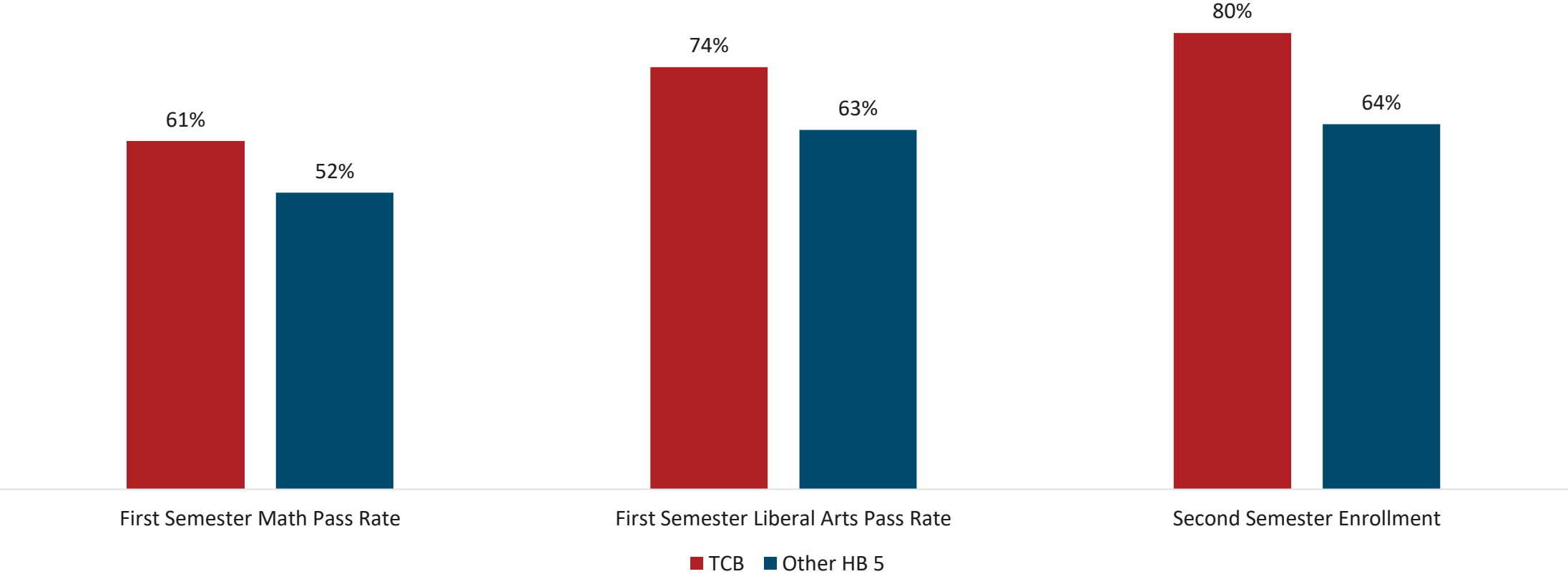
ANALYSIS | TCB vs. Other HB 5 Success

Success Factors by TCB vs. Other HB 5 Status

TCB n count: Total = 1,728 (Math), 2,720 (Liberal Arts), 3,656 (Persistence)

Other HB 5 n count: Total = 487 (Math), 609 (Liberal Arts), 1,215 (Persistence)

CALLOUT: TCB students are outperforming students of other HB 5 programs by a considerable degree in first semester math pass rates, first semester liberal arts pass rates, and second semester enrollment. Although sample sizes are smaller overall, TCB status is statistically significant in contributing to these positive outcomes, as demonstrated on the following slides.



ANALYSIS | First Semester Math Course Pass Rate General Linear Regression

General linear regression results indicate that being a TCB student is associated with higher 1st year math course pass rates over other HB 5 students. Other significant factors that affect math pass rates are listed below.

Model Explanation

Significant Variable:

The name of the variable included in the model

- All variables included to the right were statistically significant.
- All variables considered can be found in the footnotes.

P-Value:

Statistical measure determining the probability that the observed relationship could be due to chance

- Very small P values indicate a statistically significant effect or relationship.

Coefficient Estimate (GLM):

Represents the change in log odds of the outcome variable by the value of the coefficient, assuming all other variables are held constant

- Larger absolute values imply greater impact.
- Positive and negative numbers indicate the direction of the relationship.

Logistic Regression Model Results

Variable	P-Value	Coefficient Estimate	Coefficient Explanation
Gender (Male)	<0.001	-0.16	Male students are less likely to pass 1 st year math courses compared to female students.
1 st Semester Credit Load	<0.001	0.07	Each additional semester credit a student takes increases the likelihood that a student passes 1 st year math courses.
Other HB 5 Student	<i>not significant</i>	-0.28	Status as an HB 5 student was not statistically significant as a predictor of pass rates in math classes for first semester students.
TCB Student	<0.001	0.31	TCB status has a significant relationship with 1st year math pass rates, and TCB students have a higher likelihood of passing math than other HB 5 students.

Model Interpretation

There are several meaningful factors that help predict whether a student will pass their first semester math courses (as listed in the table above). The model controls for the influence of all other listed factors, so that we can look at the individual effect of being a TCB student. After controlling for variance due to other factors, TCB students pass their first semester math classes at higher rates than other HB 5 students.

ANALYSIS | First Semester Liberal Arts Course Pass Rate General Linear Regression

General linear regression results indicate that being a TCB student is associated with higher 1st year liberal arts course pass rates over other HB 5 students. Other significant factors that affect liberal arts pass rates are listed below.

Model Explanation

Significant Variable:

The name of the variable included in the model

- All variables included to the right were statistically significant.
- All variables considered can be found in the footnotes.

P-Value:

Statistical measure determining the probability that the observed relationship could be due to chance

- Very small P values indicate a statistically significant effect or relationship.

Coefficient Estimate (GLM):

Represents the change in log odds of the outcome variable by the value of the coefficient, assuming all other variables are held constant

- Larger absolute values imply greater impact.
- Positive and negative numbers indicate the direction of the relationship.

Logistic Regression Model Results

Significant Variable	P-Value	Coefficient Estimate	Coefficient Explanation
Gender (Male)	<0.01	-0.14	Male students are slightly less likely to pass 1 st year liberal arts courses than female students.
Race/Ethnicity (Black)	<0.001	-0.40	Students who identified their race as Black were less likely to pass their liberal arts courses.
Race/Ethnicity (Hispanic)	<0.01	-0.16	Students who identified their ethnicity as Hispanic were slightly less likely to pass their liberal arts courses.
1 st Semester Credit Load	<0.001	0.06	Each additional semester credit a student takes increases the likelihood that a student passes 1 st year liberal arts courses.
Other HB 5 Student	<0.01	0.27	HB 5 students have a statistically significant correlation with improved pass rates in first semester language arts courses
TCB Student	<0.001	0.73	TCB status has a stronger relationship with 1st year liberal arts pass rates than other HB 5 students.

Model Interpretation

There are several meaningful factors that help predict whether a student will pass their first semester liberal arts courses (as listed in the table above). The model controls for the influence of all other listed factors, so that we can look at the individual effect of being a TCB student. After controlling for variance due to other factors, TCB students pass their first semester liberal arts classes at higher rates than other HB 5 students.

ANALYSIS | Second Semester Completion Rate General Linear Regression

General linear regression results indicate that being a TCB student is associated with higher likelihood of enrolling a second semester of college courses than their non-TCB HB-5 counterparts.

Model Explanation

Significant Variable:

The name of the variable included in the model

- All variables included to the right were statistically significant.
- All variables considered can be found in the footnotes.

P-Value:

Statistical measure determining the probability that the observed relationship could be due to chance

- Very small P values indicate a statistically significant effect or relationship.

Coefficient Estimate (GLM):

Represents the change in log odds of the outcome variable by the value of the coefficient, assuming all other variables are held constant

- Larger absolute values imply greater impact.
- Positive and negative numbers indicate the direction of the relationship.

Logistic Regression Model Results

Variable	P-Value	Coefficient Estimate	Coefficient Explanation
First Generation Student	<0.001	-0.41	First Generation students are less likely to enroll in a second semester of courses.
Passed Math	<0.001	0.61	Students who passed their first semester liberal arts classes are more likely to enroll in a second semester of courses
Passed Liberal Arts	<0.001	0.93	Students who passed their first semester liberal arts classes are much more likely to enroll in a second semester of courses.
Other HB 5 Student	Not significant	-0.08	Status as an HB 5 student was not statistically significant as a predictor of continued enrollment in a second semester.
TCB Students	<0.001	0.47	TCB Students are more likely to enroll in a second semester of college classes.

Model Interpretation

This is the most limited model due to sample sizes and data structure limitations, leading to fewer significant variables. However, after controlling for variance for the factors which could be included, the model determined that status a TCB student is linked to much higher second semester completion rates, relative to the performance of other HB 5 students.

Appendix B: Research Methodology

APPENDIX | Model Considerations

The following items are areas we considered in the development of the statistical models used to answer the primary research questions.

Topic	Description
First-generation student status	Previous research has shown that in open-admission schools, two-thirds of students are first-generation, contrasted with “very selective” schools, where less than one-third of students are first-generation. Since first-generation students complete college at lower rates than their peers, ¹ we controlled for first-gen status in the models.
Socioeconomic factors	Household income tends to have a positive impact on student performance. To account for the varying student socioeconomic statuses, we incorporated whether a student received Pell Grant money.
Institution type	There is often variability in the characteristics of students who enroll in a 2-year institution vs. a 4-year institution. This variable of institution type was often significant and was a good control for other factors related to school experience.
Ethnicity / Race / Gender	Disparities in the educational participation and attainment of different racial/ethnic/gender groups in the United States are well documented. To this end, student race/ethnicity/gender was controlled for in the models.
TSI exemption through standardized test	The ACT has been found to be a strong predictor of college completion. ³ Individuals who were TSI exempt through the SAT/ACT were found to be strong students and did much better in the classroom. Controlling for this allowed us to gauge the true difference between TCB and Non-TCB students.
First semester credit load	We accounted for the first-semester credit load for both the course grade and second-semester enrollment analyses. Credit load may positively affect some factors like GPA due to students having more chances to earn higher grades (A low grade when taking 3-5 credits has a larger impact on GPA than a lower grade when taking 10-12 credits).
Withdrawal course grades	Withdrawals were considered a Fail when converting course grades to a binary pass/fail metric. Since not every student takes Math or English in their first semester, this method kept sample sizes high, allowing for more statistically significant results.

APPENDIX | Regression Model Methodology

Model Inputs

Significant Variables*

2nd Year Persistence: (N=21,196) – Linear Regression

Second Year Persistence ~ Gender + Race/Ethnicity + Institution Type (2- or 4-year) + Pell Grant Status (Received or Did Not Receive) + GPA + Pass/Fail Status for 1st Semester Math Courses + Pass/Fail Status for 1st Semester Liberal Arts Courses + 1st Semester Credit Load + First Generation Student Status + TCB Status

Gender, GPA, Pass/Fail Status for 1st Semester Math Courses, Pass/Fail Status for 1st Semester Liberal Arts Courses, 1st Semester Credit Load, First Generation Student Status, and TCB Status.

2nd Semester Persistence: (N=24,815) – General Linear Regression

Second Semester Persistence ~ Gender + Race/Ethnicity + Institution Type (2- or 4-year) + Pell Grant Status (Received or Did Not Receive) + GPA + Pass/Fail Status for 1st Semester Math Courses + Pass/Fail Status for 1st Semester Liberal Arts Courses + 1st Semester Credit Load + First Generation Student Status + TCB Status

Gender, Institution Type (2- or 4-year), Pell Grant Status (Received or Did Not Receive), GPA, Pass/Fail Status for 1st Semester Math Courses, Pass/Fail Status for 1st Semester Liberal Arts Courses, 1st Semester Credit Load, First Generation Student Status, and TCB Status.

Pass/Fail Status for 1st Semester Math Courses: (N=11,197) – Linear Regression

Passing 1st-Semester Math Course ~ Gender + Race/Ethnicity + Institution Type (2- or 4-year) + Pell Grant Status (Received or Did Not Receive) + 1st Semester Credit Load + First Generation Student Status + TCB Status

Gender, Institution Type (2- or 4-year), Pell Grant Status (Received or Did Not Receive), 1st Semester Credit Load, First Generation Student Status, and TCB Status.

Pass/Fail Status for 1st Semester Liberal Courses: (N=12,255) – General Linear Regression

Passing 1st-Semester Liberal Arts Course ~ Gender + Race/Ethnicity + Institution Type (2- or 4-year) + Pell Grant Status (Received or Did Not Receive) + 1st Semester Credit Load + First Generation Student Status + TCB Status

Gender, Institution Type (2- or 4-year), Pell Grant Status (Received or Did Not Receive), 1st Semester Credit Load, First Generation Student Status, TCB Status

*All listed variables significant at a p-value < 0.01 or p-value < 0.001 level.

APPENDIX | Individual Institution N Counts (1/2)

Year Two Persistence Rates, by Institution (Aggregate)

TCB n count: Total = 1,649 | Alamo College = 65 | Angelina College = 63 | Angelo State = 100 | Grayson College = 45 | McLennan College = 36 | UT-Arlington = 274 | Dallas College = 781

Non-TCB n count: Total = 19,547 | Alamo College = 969 | Angelina College = 657 | Angelo State = 2,231 | Grayson College = 2,069 | McLennan College = 1,109 | Panola College = 326 | San Jacinto = 300 | Sam Houston State = 6,593 | TSTC = 374 | UNTD = 85 | UT-Arlington = 827 | WTC = 133 | Dallas College = 300 | TAMUC = 2,558

Second Semester Persistence Rates, by Institution (Aggregate)

TCB n count: Total = 3,120 | Alamo College = 65 | Angelina College = 63 | Angelo State = 100 | Grayson College = 45 | McLennan College = 45 | NCTC = 117 | Panola College = 95 | San Jacinto = 542 | Sam Houston State = 351 | Tarleton State = 307 | UNTD = 46 | UT-Arlington = 274 | Dallas College = 781

Non-TCB n count: Total = 21,695 | Alamo College = 969 | Angelina College = 657 | Angelo State = 2,231 | Grayson College = 2,069 | McLennan College = 1,109 | NCTC = 1,200 | Panola College = 326 | San Jacinto = 300 | Sam Houston State = 6,593 | Tarleton State = 956 | TSTC = 374 | UNTD = 85 | UT-Arlington = 827 | WTC = 133 | Dallas College = 300 | TAMUC = 2,558

Second Semester Persistence Rates, by Institution (4-year)

TCB n count: Total = 1,078 | Angelo State = 100 | Sam Houston State = 351 | Tarleton State = 307 | UNTD = 46 | UT Arlington = 274

Non-TCB n count: Total = 13,250 | Angelo State = 2,231 | SHSU = 6,593 | Tarleton = 956 | UT Arlington = 827 | UNTD = 85 | TAMUC = 2,558

Second Semester Persistence Rates, by Institution (2-year)

TCB n count: Total = 2,042 | Alamo College = 65 | Angelina College = 63 | Grayson College = 45 | McLennan College = 45 | NCTC = 117 | Panola College = 95 | San Jacinto = 542 | Dallas College = 781

Non-TCB n count: Total = 8,445 | Alamo College = 969 | Angelina College = 657 | Grayson College = 2,069 | McLennan College = 1,109 | NCTC = 1,200 | Panola College = 326 | San Jacinto = 300 | TSTC = 374 | WTC = 133 | Dallas College = 300 |

First Semester Math Course Pass Rate, by Institution (Aggregate)

TCB n count: Total = 1,640 | Alamo College = 17 | Angelina College = 24 | Angelo State = 41 | Grayson College = 13 | Kilgore College = 26 | McLennan College = 33 | NCTC = 36 | Panola College = 40 | San Jacinto = 303 | Sam Houston State = 287 | TAMUC = 115 | Tarleton State = 128 | TSTC = 18 | UNTD = 4 | UT-Arlington = 92 | Dallas College = 460 | WTC = 3

Non-TCB n count: Total = 9,557 | Alamo College = 218 | Angelina College = 254 | Angelo State = 763 | Grayson College = 909 | Kilgore College = 255 | McLennan College = 285 | NCTC = 174 | Panola College = 43 | San Jacinto = 92 | Sam Houston State = 4,769 | TAMUC = 1,034 | Tarleton State = 310 | TSTC = 8 | UNTD = 12 | UT-Arlington = 276 | WTC = 75 | Dallas College = 80 | TAMUC = 1,149

First Semester Math Course Pass Rate, by Institution (4-year)

TCB n count: Total = 667 | Angelo State = 41 | Sam Houston State = 287 | TAMUC = 115 | Tarleton State = 128 | UNTD = 4 | UT-Arlington = 92

Non-TCB n count: Total = 7,164 | Angelo State = 763 | Sam Houston State = 4,769 | TAMUC = 1,034 | Tarleton State = 310 | UNTD = 12 | UT-Arlington = 276 | TAMUC = 1,149

First Semester Math Course Pass Rate, by Institution (2-year)

TCB n count: Total = 973 | Alamo College = 17 | Angelina College = 24 | Grayson College = 13 | Kilgore College = 26 | McLennan College = 33 | NCTC = 36 | Panola College = 40 | San Jacinto = 303 | TSTC = 18 | Dallas College = 460 | WTC = 3

Non-TCB n count: Total = 2,393 | Alamo College = 218 | Angelina College = 254 | Grayson College = 909 | Kilgore College = 255 | McLennan College = 285 | NCTC = 174 | Panola College = 43 | San Jacinto = 92 | TSTC = 8 | WTC = 75 | Dallas College = 80

APPENDIX | Individual Institution N Counts (2/2)

First Semester Liberal Arts Course Pass Rate, by Institution (Aggregate)

TCB n count: Total = 2,395 | Alamo College = 41 | Angelina College = 36 | Angelo State = 21 | Grayson College = 26 | Kilgore College = 62 | McLennan College = 42 | NCTC = 85 | Panola College = 84 | San Jacinto = 446 | Sam Houston State = 267 | TAMUC = 111 | Tarleton State = 200 | TSTC = 53 | UNTD = 38 | UT-Arlington = 234 | WTC = 4 | Dallas College = 645

Non-TCB n count: Total = 9,860 | Alamo College = 563 | Angelina College = 361 | Angelo State = 359 | Grayson College = 898 | Kilgore College = 738 | McLennan College = 433 | NCTC = 316 | Panola College = 106 | San Jacinto = 200 | Sam Houston State = 3499 | TAMUC = 926 | Tarleton State = 390 | TSTC = 26 | UNTD = 43 | UT-Arlington = 689 | WTC = 115 | Dallas College = 198 | TAMUC = 1037

First Semester Liberal Arts Course Pass Rate, by Institution (4-year)

TCB n count: Total = 871 | Angelo State = 21 | Sam Houston State = 267 | TAMUC = 111 | Tarleton State = 200 | UNTD = 38 | UT-Arlington = 234

Non-TCB n count: Total = 5,906 | Angelo State = 359 | Sam Houston State = 3499 | TAMUC = 926 | Tarleton State = 390 | UNTD = 43 | UT-Arlington = 689 | TAMUC = 1037

First Semester Liberal Arts Course Pass Rate, by Institution (2-year)

TCB n count: Total = 1,524 | Alamo College = 41 | Angelina College = 36 | Grayson College = 26 | Kilgore College = 62 | McLennan College = 42 | NCTC = 85 | Panola College = 84 | San Jacinto = 446 | TSTC = 53 | WTC = 4 | Dallas College = 645

Non-TCB n count: Total = 3,954 | Alamo College = 563 | Angelina College = 361 | Grayson College = 898 | Kilgore College = 738 | McLennan College = 433 | NCTC = 316 | Panola College = 106 | San Jacinto = 200 | TSTC = 26 | WTC = 115 | Dallas College = 198