EXAMPLE OF RESEARCH QUESTIONS AND DATA CROSSWALK

Collection and Analysis of Statewide Data Related to Postsecondary Transition, Mathematics Performance, Student Transfer Outcomes, Rural Student Academic Performance, and Workforce Placement

Topic Area 1: Dual Credit Access and Completion

1. Between 2004/05 and 2015/16, what percentage (and number) of Texas high school students enrolled in at least one dual credit course?
    a. Were there systematic differences in dual credit enrollment rates across Texas regions?
    b. Were there systematic difference in dual credit enrollment rates across different student subpopulations (e.g., student ethnicity, economic disadvantage status, Grade 8 state test scores)?
2. Between the 2007/08 and 2015/16 Texas high school graduating cohorts, what percentage (and number) of high school students graduate with at least one college credit?
    a. What was the average number of dual credit hours earned by students who were members of the 2007/08 through the 2015/16 graduating cohorts?
    b. Did dual credit completion rates, and average dual credit hour accumulation, vary across Texas regions?
    c. Did dual credit completion rates, and average dual credit hour accumulation, vary across different student subpopulations (e.g., student ethnicity, economic disadvantage status, Grade 8 state test scores)?

Topic Area 2: Two to Four-Year College Transfer Success Rates

3. Between 2007/08 and 2013/14 for Texas high school graduates, what percentage (and number) of students who enrolled directly into a 2-year college transferred to a Texas 4-year college?
    a. Were there systematic differences in transfer rates based on the urbanicity of students' high school?
    b. Were there systematic differences in transfer rates based on the urbanicity of students' 2-year college?
    c. Were there systematic differences in transfer rates based on other student characteristics, including ethnicity and economic disadvantaged status, high school academic performance, financial aid eligibility and reception, or preparation for college-level mathematics and reading courses?
4. Between 2007/08 and 2013/14 for Texas high school graduates who enrolled directly into a 2-year college who transferred to a Texas 4-year college, what was the average number of credits earned prior to transfer? And, what was the average number of semesters enrolled at a 2-year college prior to transferring to a 4-year college?
    a. Were there systematic differences in credits earned and semesters enrolled based on the urbanicity of students' high school?

b. Were there systematic differences in credits earned and semesters enrolled based on the urbanicity of students' 2-year college?

c. Were there systematic differences in transfer rates based on other student characteristics, including ethnicity and economic disadvantaged status, high school academic performance, financial aid eligibility and reception, or preparation for college-level mathematics and reading courses?

5. Between 2007/08 and 2011/12 for Texas high school graduates who enrolled directly into a 2-year college who transferred to a Texas 4-year college:

a. What percentage (and number) earned a 4-year credential?

b. What was the average time-to-degree for students who earned a 4-year credential?

   i. Were there systematic differences in completion rates based on the urbanicity of students' high school?

   ii. Were there systematic differences in completion rates based on the urbanicity of students' 2-year college?

   iii. Were there systematic differences in transfer rates based on other student characteristics, including ethnicity and economic disadvantaged status, high school academic performance, financial aid eligibility and reception, or preparation for college-level mathematics and reading courses?

Topic Area 3: Preparation for College-level Mathematics

6. Between the 2007/08 and 2014/15 Texas high school graduating cohorts, what percentage (and number) of students who enrolled in a Texas institution of higher education (IHE) were exempted from the mathematics Texas Success Initiative (TSI) obligation?

a. Were there systematic differences in exemption rates based on the urbanicity of students' high school?

b. Were there systematic differences in exemption rates based on other student characteristics, including ethnicity and economic disadvantaged status, high school academic performance, or preparation for college-level mathematics and reading courses?

7. Between the 2007/08 and 2014/15 Texas high school graduating cohorts, what percentage (and number) of students who enrolled in a Texas institution of higher education (IHE) successfully completed (with a C or better) their first college-level mathematics course?

c. Were there systematic differences in successful completion rates based on the urbanicity of students' high school?

d. Were there systematic differences in successful completion rates based on other student characteristics, including ethnicity and economic disadvantaged status, high school academic performance, or preparation for college-level mathematics and reading courses?

Topic Area 4: Workforce Preparation

8. Between 2009/10 and 2015/16, what percentage (and number) of students who completed a 2-year or 4-year credential entered the workforce within one year of college completion?

a. Were there systematic differences in workforce entry rates based on the urbanicity of students' high school?
b. Were there systematic differences in workforce entry rates based on the urbanicity of students' college?
c. Were there systematic differences in based on other student characteristics, including ethnicity and economic disadvantaged status, high school academic performance, or preparation for college-level mathematics and reading courses?

Table 1. Data sources and variables from the Education Research Center

Source	Data Set	Variables	Years Requested	Research Question(s)
TEA	PEIMS[a]: Course Completion Data Files	Dual credit course enrollment and completion	2004/05-2015/16	1, 2
TEA	PEIMS: Enrollment Data Files	Grade level; campus and district of enrollment; race and ethnicity; number of students enrolled; campus-level race and ethnicity	2004/05-2015/16	All
TEA	Testing Data: Texas Assessment of Knowledge and Skills (TAKS)	State assessment scores in mathematics and science (grade 8)	2003/04-2011/12	All
THECB	Student Enrollment (CBM001)	Student college enrollment and credit hour completion	2007/08-2015/16	3, 4
THECB	Texas Academic Skills Program/Texas Success Initiative (CBM002)	Student TSI eligibility and exemption data	2007/08-2015/16	6, 7
THECB	Graduation (CBM009)	Information on student credential acquisition	2008/09-2015/16	3, 4, 5, 8
THECB	FADS	Financial Aid	2007/08-2015/16	3, 4, 5
TWC	Employment wage reports	Workforce entry	2009/10-2015/16	8

[a] Public Education Information Management System (PEIMS)