

# ANNUAL TEXAS PUBLIC UNIVERSITY **REPORT CARD**



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## 2024

MEASURING UNIVERSITY  
ENGAGEMENT & OUTCOMES OF  
FIRST-GENERATION LOW-INCOME  
STUDENTS

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# SCHOLARSHOT & TEXAS FGLI UNIVERSITY STUDENTS

ScholarShot is a nonprofit organization that aims to help at-risk students exit poverty by completing career-ready vocational, associate, or bachelor degrees. Scholars are provided academic, financial, and social support while participating in the program. This process begins during their senior year of high school when ScholarShot meets with hundreds of North Texas first-generation, low-income (FGLI) students each year, and the support continues through college graduation. The ScholarShot program has above a 90% graduation rate, and our Scholars graduate with less than 1/3rd of the average debt of peer graduates.

The purpose of the Texas University Report Card is to enhance postsecondary outcomes for Texas students by sharing best practices that universities use to better engage and support their FGLI students, while also challenging those universities that make insufficient efforts toward improving their students' outcomes. We acknowledge that college readiness is primarily the responsibility of our K-12 systems; however, if our universities choose to enroll FGLI students, accept their grants, and offer them loans, they must also commit to maximizing their students' success.



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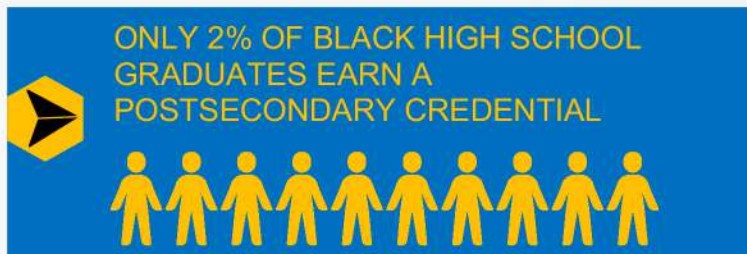
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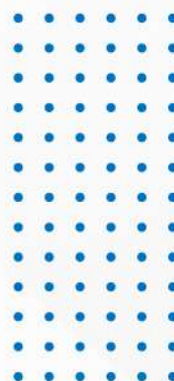


# TEXAS BY THE NUMBERS

Data from the US Bureau of Labor Statistics shows that some postsecondary credentials are required – for example, a vocational, associate, or undergraduate degree – to be employable at a livable wage. The most recent pool of data from the Texas Higher Education Coordinating Board (THECB) shows that we must do better for Texas students.<sup>[1]</sup>



- Only **52%** of **ALL** Texas high school graduates **enrolled** in higher education (4 or 2-year or other vocational) in 2016.<sup>[2]</sup>
- Only **22%** of **ALL** Texas high school students **earned** a postsecondary credential by 2022.<sup>[2]</sup>
- **72%** of today's jobs require a postsecondary credential of any kind.<sup>[3]</sup>
- Texas "transplants" hold degrees at **2x** the rate of native Texans.<sup>[4]</sup>
- Texas ranks **11<sup>th</sup>** out of 12 Peer States in postsecondary completion rates.<sup>[5]</sup>



[1] THECB, 8th Grade Cohort Statewide Summary Report, 2022

[2] THECB, 8th Grade Cohort Statewide Summary Report, 2022

[3] "After Everything: Projection of Jobs, Education & Training Requirements Through 2031." Center on Education & Workforce, Georgetown University, March 27, 2024

[4] State of Readiness Report, Texas 2026, March 2024

[5] Texas 2036 Education and Workforce, [https://texas2036.shinyapps.io/strategic-framework/?\\_inputs\\_&select\\_goal=%22Postsecondary%22#dashboard](https://texas2036.shinyapps.io/strategic-framework/?_inputs_&select_goal=%22Postsecondary%22#dashboard)



# OBSERVATIONS

- Most FGLI students have a high degree of grit and a strong desire to prove themselves which makes them vulnerable to poor advisement.
- Many FGLI do not understand the total cost of attendance, the hidden costs of 4-year universities, or how to read a financial aid award and the impact of loans.
- High school college advisement focuses on GPA and class rank which are non-standard across the state rather than national college readiness standards, like ACT or SAT scores. This leads to an academic gap and over-matching students to universities where they might have low success rates.
- Earning a career-ready postsecondary credential is a crucial step for students from the FGLI population to exit poverty and reach a sustainable wage. With just over 50% attempting postsecondary education, we should push these students to earn a vocational certificate.<sup>[6]</sup>

# OBJECTIVES

- To encourage Texas universities to share and improve their practices and programs supporting FGLI students. FGLI students comprise approximately half of the students who enroll in Texas universities, and are the majority of the students who receive public funding.<sup>[7]</sup> The Texas workforce and our FGLI students need these degrees now more than ever.
- To inform and inspire students, parents, and high school advisors to consider *each* category of the report card carefully and to find the best match, academically, financially, and socially in order to have the best chance for success.
- To persuade our state legislators, who provide \$433.2 million per year for the Texas Grant, to reconsider their distribution model from school-demand to student outcome and consider legislation such as required financial literacy in high school and a revision of the Top 10% rule to include standardized testing minimums.<sup>[8]</sup>

# METHODOLOGY

The Report Card includes five categories: Community Supports, Academic Engagement, Financial Management, Student Services & Interventions, and Student Outcomes. Each category is weighted equally at 20% of the final score for each university.

These measures are based on ScholarShot's best practices, a collaborative effort derived from our 90%+ degree completion rate working with FGLI students, extensive research in the field, and input from our higher education partners. The measures capture many of the supports universities should use to assist their FGLI students in achieving success. The Student Outcomes category is quantitative, with data sourced from the Department of Education. The remaining categories are qualitative, based on a survey completed by each university.

We have chosen to highlight in this report only universities who have achieved a final score of A or B. This decision is driven by our desire to spotlight the positive ways universities engage FGLI students while inspiring all to strive for continuous improvement in the practices and outcomes.

[6] THECB, 8th Grade Cohort Statewide Summary Report, 2022

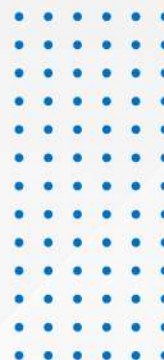
[7] Texas Grant Program Report, Office of Student Financial Aid Programs, 60X30TX, THECB, July 2021

[8] Texas Grant Program Report, Office of Student Financial Aid Programs, 60X30TX, THECB, July 2021



# CATEGORIES MEASURED

Numerous organizations also report on how colleges compare, most notably the US News and World Report and the Chetty Report on student economic mobility. These reports collect a range of historical data to develop their rankings. The Texas Public University Report Card is similar in that our Graduate Outcomes category (20% of the total grade) uses historical data on university performance. The other four categories, however (Community Supports, Academic Engagement, Financial Management, and Interventions), are unique from other reports because they come directly from our experiences working with FGLI students at ScholarShot. The data for these qualitative categories was acquired through a survey completed by the participating universities. These categories and the measures within them assess practices and policies at each university that directly affect FGLI students and their chances to succeed. Measuring success at the universities in these categories makes our report distinctive from all other reports.



LOAN REPAYMENT RATE	The percentage of first-generation students who are on track to pay off their loans 5 years after completing
MEDIAN DEBT	The median debt for students who have completed
TOTAL COST	The total cost of attendance for in-state students (average of on and off campus living)
GRADUATION	The percentage of first-generation students who completed within 6 years at their original institution
MEDIAN EARNINGS	The median earnings of students working and not enrolled 10 years after entry

SUMMER BRIDGE PROGRAM	Whether the school has a summer bridge program, the cost for students, and how many FGLI students can participate
LIVING-LEARNING COMMUNITY	Whether the school has FGLI and/or racial/ethnic based living-learning communities that support the students both academically and socially
STUDENT COMMUNICATION	Does the school utilize all communication modalities to alert parents and students about important information
MENTOR PROGRAM	Does the school have a mentor program for FGLI students, and the percent of freshman being mentored



STUDENTS PER ACADEMIC ADVISER	Ratio of students per academic adviser at each university
EARLY ALERT SYSTEM	Whether the school has a university-wide Early Alert System that automatically alerts student and advisor when there is a problem with the student's alert factors i.e., failed test, unpaid tuition, etc.
RESPONSE TO EARLY ALERT	Whether the advisor, student, or both are required to respond to early alerts and how they are required to respond
TIME LIMIT FOR PROFESSORS	Do the universities have a mandatory time limit in place for professors to return grades and if so, what is that time limit

## CATEGORIES MEASURED

DEBT/FINANCIAL EDUCATION	Whether universities have a debt/financial educational program and whether it is required for all students
MEET WITH FINANCIAL AID	Whether all students, students taking out loans, or no students are required to meet with a financial aid advisor
EMERGENCY FUNDING	Do the universities have non-loan emergency funding available for students due to a temporary or unexpected hardship and what percentage of requests are accepted
FINANCIAL GAP	Do the schools track and analyze each incoming student's financial gap and if so, what is the average annual financial gap



PROBATION INTERVENTIONS	Does the university have a universal response when a student is placed on probation and if so, what is that response
DROPOUTS IN GOOD ACADEMIC STANDING	Do the universities track students who drop out but are in good academic standing and if so, what percent of students dropping out are in good academic standing
MENTAL HEALTH WAIT TIME	The average amount of time a student waits to see a mental health professional
MENTAL HEALTH ACCESS & VISITS	How many visits, on average, a student makes to on-campus mental health services before being referred to an outside provider

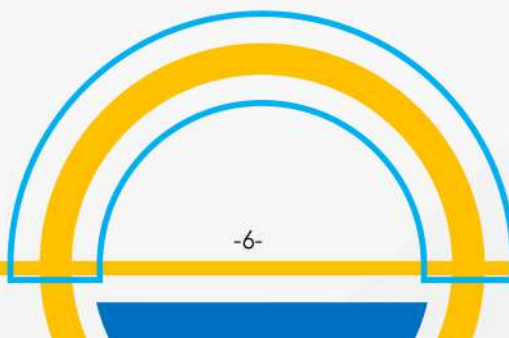
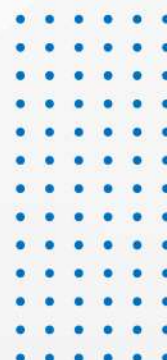


## UNIVERSITY PARTICIPATION

During our research, we requested that all thirty-six public university campuses in Texas participate in our survey. For various reasons, only eight chose to participate this year.

We are extremely grateful for each of these universities' willingness to participate and help create a better future for all students in Texas. We are disappointed, however, that more universities did not choose to participate. This is an opportunity for growth and the sharing of best practices for universities, and it would benefit all schools.

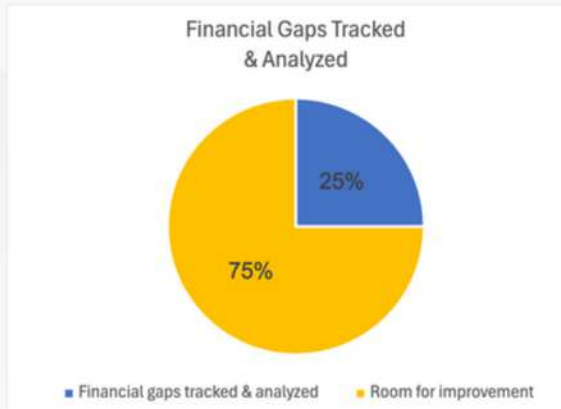
The schools that did not participate will have the opportunity to participate in future years so that Texas students, parents, and high school counselors can see what they have to offer FGLI students.



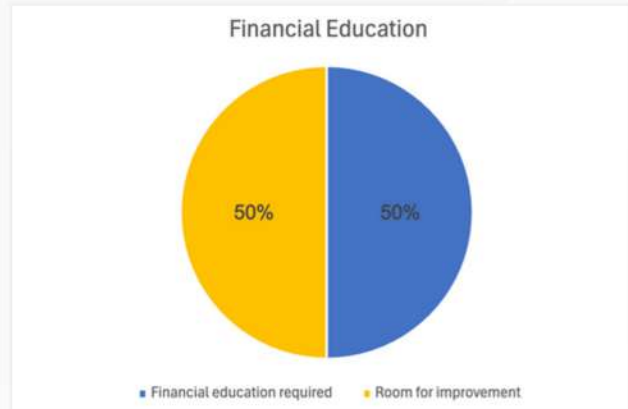


# SURVEY HIGHLIGHTS

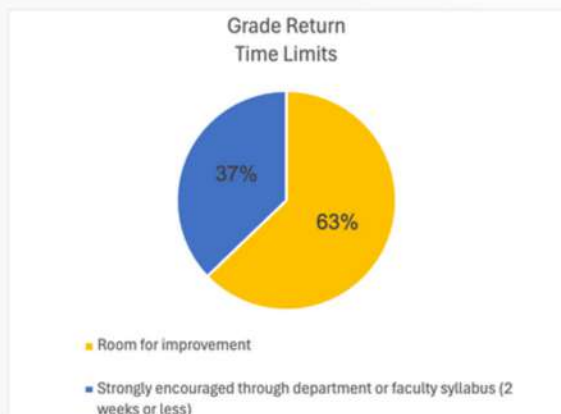
Each year, ScholarShot recognizes the progress of Texas public universities who recognize the unique challenges of first-generation, low-income students and are making progress in support and engaging with them. However, four key areas highlight the need for improvement in yellow.



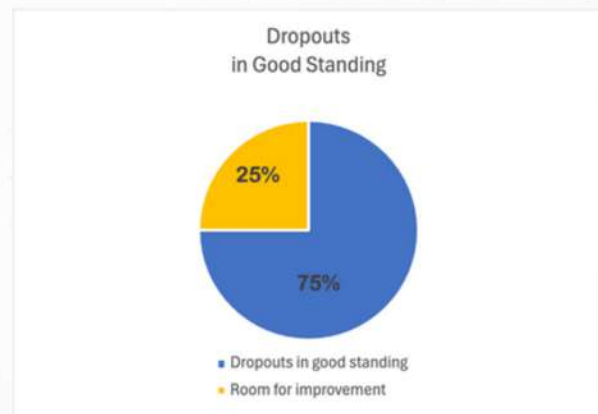
FGLI students have a critical need to know their out-of-pocket expenses prior to attending school. However, only 25% track and analyze the financial gap of their incoming students while 75% either track only or do neither.



FGLI, like many FTIC students, often do not have a solid grasp of financial literacy which then traps them in high debt. Only 50% of universities require all students to have financial literacy classes.



University students often don't receive major paper, quiz, or test grades for a month or longer. With only a few grades per semester, this timeline leaves little room for improvement before final grades. Only 37% have a university-wide or department-wide policy for grade returns in place or that is strongly encouraged.



There are many reasons students, especially FGLI students, drop out or pause their education. 75% of universities surveyed analyze the dropouts in good academic standing which leads to better engagement for re-enrollment or other strategies for continuing education.

# SURVEY RESULTS - COMMUNITY SUPPORTS



The following universities scored best overall in Community Supports Category:

- Midwestern State University
- San Houston State University
- University of North Texas - Dallas
- University of Texas - Dallas

## Summer Bridge Programs & Orientation

A Summer Bridge Program helps at-risk students transition smoothly from high school to college, especially FGLI students, when they have not met minimum benchmarks on standardized entrance exams. Summer Bridge programs also provide an opportunity for students to understand expectations and learn about support resources. Summer Bridge Programs reduce stress for students lacking college-experienced adults close to them. Programs vary by university, with some charging fees. Alternatively, universities may offer orientation modules for FGLI students, but fully funded programs are preferred for at-risk students.

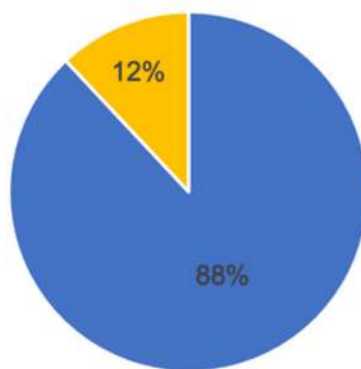
These universities offered a fully funded Summer Bridge Program in 2024 for FGLI:

- Midwestern State University
- Sam Houston State University
- Tarleton State University
- Texas A&M University - Corpus Christi
- University of Texas - Dallas
- University of North Texas
- University of North Texas - Dallas

Universities with orientation modules specific first-generation students:

- Angelo State University
- Midwestern State University
- Texas A&M University - Corpus Christi
- University of North Texas
- University of North Texas - Dallas

Fully funded Summer Bridge Programs



■ Fully funded Summer Bridge program ■ Room for improvement



# SURVEY RESULTS - COMMUNITY SUPPORTS



## Living Learning Communities

Living Learning Communities (LLCs) are residential communities that blend academic and social learning through faculty and staff involvement, promoting holistic education. While beneficial for all students, LLCs particularly help FGLI students and students of color build peer communities and receive support for their unique challenges. Many universities offer First-Generation or Race/Ethnic affiliated LLCs, while others provide First-Generation Centers or liaisons to fulfill this role.

These universities offer Living Learning Communities with supportive programming for these underserved populations:

- Angelo State University
- Midwestern State University
- Sam Houston State University
- University of North Texas
- University of Texas - Dallas

## Student Communication

Although young people primarily use text messaging, universities employ various communication methods, including text, snail mail, email, and phone calls. Utilizing all communication modalities ensures that students stay well-informed about important events on campus such as registration, career fairs, and safety. Additionally, all surveyed universities require third-party approval to communicate with family members, empowering students to take "adult" responsibility in keeping their families informed. Many universities also offered parent newsletters or emails so they can stay informed.



## Mentor Programs

Peer mentor programs, where first-generation upper-level or graduate students mentor first-year, first-generation students, are increasingly common at universities. These programs benefit first-generation students by providing role models who successfully navigate college, offering valuable insights, positive social outlets, and leadership opportunities as a paid mentor. Mentor programs are crucial for the persistence of first-generation students. Additionally, some universities have faculty mentors trained to address the unique challenges of FGLI students. All surveyed universities have FGLI mentoring programs although they varied in structure.

The following universities offer a peer mentoring program where the mentor is provided a stipend:

- Midwestern State University
- Sam Houston State University
- Texas A&M University - Corpus Christi
- University of North Texas



# SURVEY RESULTS - ACADEMIC ENGAGEMENT



The following universities scored best overall in the Academic Engagement Category:

- Angelo State University
- Sam Houston State University
- University of North Texas - Dallas
- University of Texas - Dallas

## Student to Advisor Ratio

The National Academic Advising Association recommends a student-to-advisor ratio of no more than 250:1. For the 2023-2024 school year, ratios ranged from 74:1 to 379:1. However, the overall average dropped from 319:1 to 233:1, indicating significant progress by universities in recognizing the importance of consistent, individualized advising for student retention. Universities employ various academic advising models, with the most common being a shared model. In this model, students are advised by professional academic advisors during their first and second years, and then by faculty advisors within their major department.

These universities maintain or achieved a ratio of 250 to 1 or less:

- Angelo State University
- Midwestern State University
- Sam Houston State University
- University of Texas - Dallas

## Early Alert System

Early Alert Systems in universities automatically notify both students and academic advisors when issues arise, such as failed tests, unpaid tuition, or failed courses. These systems predict underperformance and have been proven to increase graduation rates. They are especially crucial for FGLI students, who may lack proactive self-advocacy skills. We asked universities if they have a university-wide early alert system with trained advisors, and thankfully, all participating institutions have adopted some form of Early Alert System.

Below is an example of how universities are using Early Alert Systems:

"TAMU-CC utilizes EAB Starfish platform to provide early alert and case management capabilities to support student success & retention. [At] this aim, TAMU-CC deploys a 5<sup>th</sup> week course Progress Report to undergraduate faculty during the long fall and spring semester seeking undergraduate student course updates. While faculty and staff can choose to close alerts created in the Starfish system at any time, members of a student's support network, like Academic Advisors, Success Coaches, and Scholastic Coordinators, reach out to flagged students through calls and emails to offer extra support." - Texas A&M University - Corpus Christi

"Advisors attempt to contact the students through their campus email, text, and phone calls. If contact cannot be made, then the Early Alert Team attempts to visit the student in person at their on-campus dorm, or by going to the student's classes. These case are tracked and...documented. Graduate students are hired and work exclusively on contacting students that advisors are having difficulty contacting. All modalities are important in contacting students who have an early alert." - Angelo State University





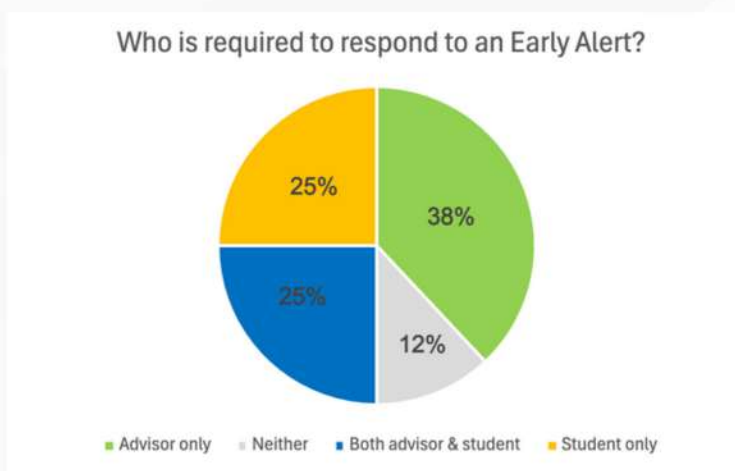
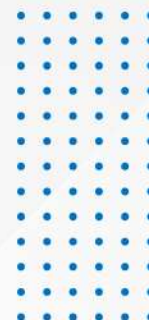
# SURVEY RESULTS - ACADEMIC ENGAGEMENT

## Response to Early Alerts

When an alert is sent out, the advisor or relevant department must respond to the student promptly. This ensures that students receive personalized reminders from a familiar source and are held accountable for the issue at hand. Ideally, both the student and the advisor should respond and all modalities employed to ensure full accountability.

These are universities that require students AND advisors to respond to an early alert:

- Texas A&M University - Corpus Christi
- University of North Texas - Dallas



## Mandatory Grade Return Time Limits for Professors

Imagine being an FGLI student who takes a quiz or test in early September but doesn't receive the grade until late October or November. Many ScholarShot students have reported this issue to their Academic Managers, highlighting it as a common problem. Timely access to grades is crucial for students to take corrective action and avoid poor performance on subsequent assignments, tests, and quizzes.

Recognizing the difficulty of mandating certain requirements for tenured faculty, ScholarShot provided the additional answer choice of "Strongly encouraged or recommended" to the question. This adjustment significantly changed universities' responses. Several universities indicated that faculty are strongly encouraged to return grades within a specific timeframe and to include these expectations in their syllabus. These policies enable students to take the necessary corrective actions to succeed in their classes.

These universities have a syllabus template or strongly encouraged policy for grade returns:

- Angelo State University
- Sam Houston State University
- University of North Texas - Dallas

# SURVEY RESULTS - FINANCIAL MANAGEMENT



The following university scored best overall in the Financial Management Category:

- University of North Texas

## Financial Education

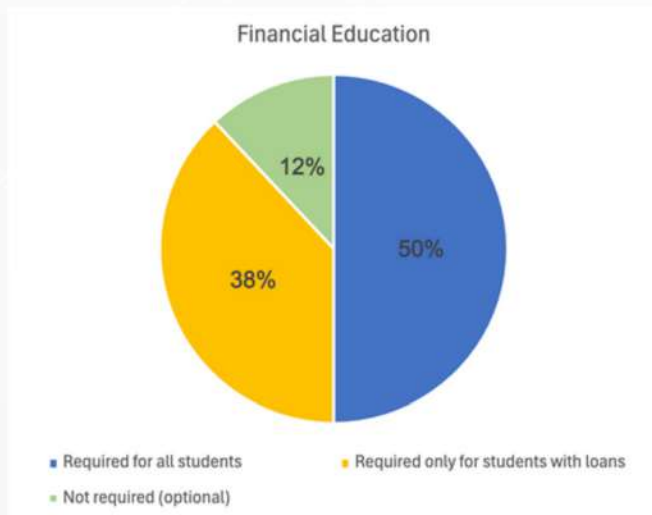
Most universities offer elective debt and financial support programs, but many students never utilize these resources and are left to independently figure out how to finance their education and living expenses. Students can accept their university financial offers online in seconds, allowing 18- or 19-year-olds to sign off on thousands of dollars in debt without fully understanding the impact of the debt, whether the amount is sufficient for the next semester, or the repayment terms. This issue particularly affects FGLI students, who often need to take out more loans and have fewer resources to repay them.

As universities acknowledge the consequences of long-term debt for their students and to ensure students' financial well-being, more universities are requiring financial education courses of either all students or students with loans through first-year seminars or orientations. University programs that educate students on the impact of debt can help them make informed decisions about their financing options and keep students from high debt. ScholarShot also recognizes that universities alone cannot remedy this financial education failure - personal financial literacy is NOT a required course in high school in the state of Texas. This is a failure of the K12 system and should be corrected to provide all students with a solid financial education.

Of the universities surveyed, only Midwestern State University indicated their financial literacy programs include education and planning assistance for students post-graduation. This is tremendously helpful for students as they transition into the "real world" of adulthood. Since this program is relatively new, there is no available data on its efficacy, however, ScholarShot believes it will increase loan repayment rates, help decrease overall debt, and provide a solid foundation for MSU graduates.

These schools require financial education for all students:

- Midwestern State University
- Tarleton State University
- Texas A&M University - Corpus Christi
- University of Texas - Dallas





# SURVEY RESULTS - STUDENT SERVICES & INTERVENTIONS

The following universities scored highest overall in the Student Services & Interventions category:

- University of North Texas - Dallas
- University of Texas - Dallas



## Probation Interventions

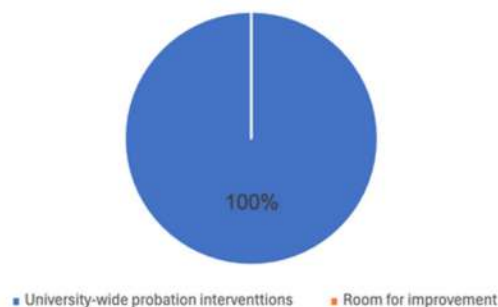
Once a student is on probation without intervention, the chances of dropping out increases dramatically. To avoid this demise, universities must intervene and help remedy the situation. A university-wide response with a dedicated response team or required advisor meeting is ideal.

Plans differ based on the students, but usually include:

- Taking fewer hours
- Enrolling in tutoring or other additional academic help
- Regular check-ins with the response team or advisor

Universities were asked if they have a university-wide response for a student placed on probation and how they respond. All universities who participated in the survey had university-wide interventions. This is a 21% increase from last year which indicates schools recognize the importance of providing early support services to ensure students remain in school.

Do you have university-wide probation interventions?



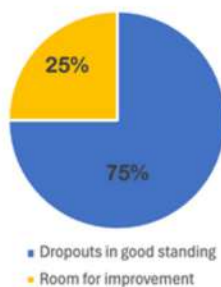
## Dropouts in Good Standing

Students dropout of college for a variety of reasons: financial reasons, personal or family issues, or finding the rigor too difficult. In recent years, some universities have begun tracking the percentage of students who dropout but are otherwise in good academic standing. In Texas, 89% of a universities dropouts were in good standing and with a targeted re-enrollment campaign, as much as 20% might re-enroll. By tracking whether a student is in good standing at the time of dropping out, schools can counsel the student back into school to complete their degree as well as provide additional support. 75% of universities surveyed track their dropouts in good academic standing.

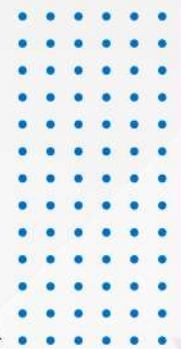
Schools with less than 20% of their dropouts in good academic standing are:

- University of North Texas
- University of North Texas-Dallas

Dropouts in Good Standing



# SURVEY RESULTS - STUDENT SERVICES & INTERVENTIONS



## Health Access

Many students, especially first-generation students, arrive on campus with inadequate access to basic health care, usually because the family is underinsured or uninsured.<sup>[9]</sup> Good health and healthcare is vital to the success of students and their success. If a student is chronically sick, they cannot attend class which can lead to grades suffering or more. All universities indicated that students can be seen at the campus health center without insurance, and the majority indicated that low-cost health insurance is offered through the university which demonstrates they understand the importance of good health.

Universities that offer low-cost insurance for their students:

- Angelo State University
- Midwestern State University
- Sam Houston State University
- Texas A&M University - Corpus Christi
- University of Texas - Dallas
- University of North Texas
- University of North Texas - Dallas

## Mental Health Access

An American College Health Association study found that nearly 77% of college students experience psychological distress of some kind, either moderate or severe. Additionally, many first-generation students struggle to fit in which can lead to depression.<sup>[10]</sup> All universities surveyed offer free mental health services, but the convenience and availability of those services vary. Because many first-generation students lack the financial resources to afford off-campus mental health services, it is important for them to have access to as many mental health sessions as possible. Almost all universities also allowed students 10+ visits with an on-campus or contracted mental health professional.

The following universities allowed 10+ visits to a mental health professional:

- Angelo State University
- Midwestern State University
- Sam Houston State University
- Tarleton State University
- University of Texas - Dallas
- University of North Texas
- University of North Texas - Dallas

One aspect of mental health counseling that is extremely beneficial to first-generation students is a mental health professional who speaks a language other than English. In Texas, the overwhelming majority of first-generation students speak Spanish as a first language, so the ability to communicate highly personal issues in their native language is a bonus.

These universities have multilingual mental health professionals:

Tarleton State University  
University of Texas - Dallas

University of North Texas  
University of North Texas - Dallas

[9] National Data Fact Sheets, First Gen Forward, 2021

[10] American College Health Association Executive Summary 2022

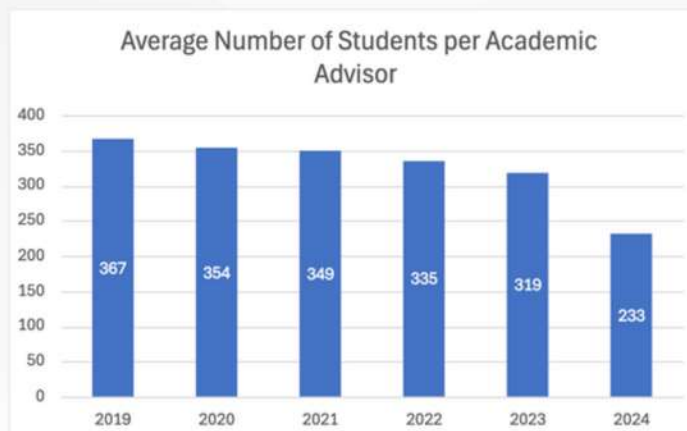




# YEAR OVER YEAR COMPARISONS

Over the years, our questions have evolved, however, several measures remain constant. We've tracked the aggregate changes of these measures since the first Report Card was published in 2019. Below are how these measures have progressed or digressed over the years.

## ACADEMIC ENGAGEMENT

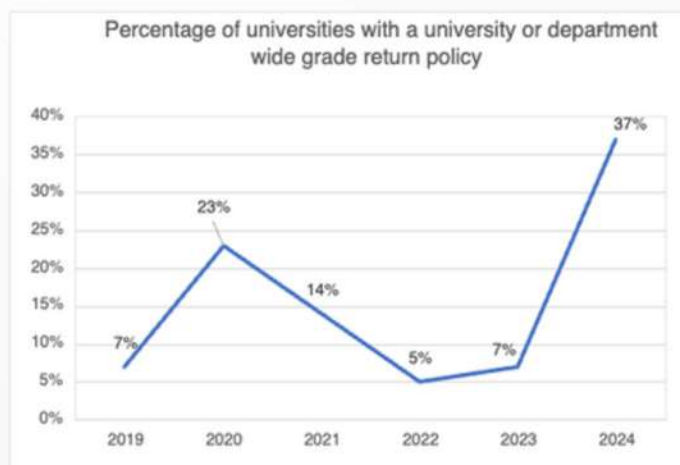


### STUDENT TO ACADEMIC ADVISOR RATIO

The graph on the left indicates that participating universities see the value in comprehensive access to an advisor and have taken actions to provide more advisors which is highly encouraging. A lower ratio means that each advisor is responsible for fewer students which equates to more individualized advising and better outcomes for students.

### GRADE RETURN TIME LIMITS

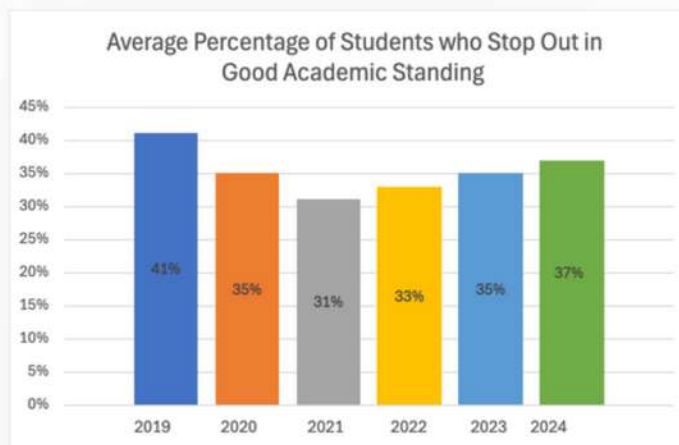
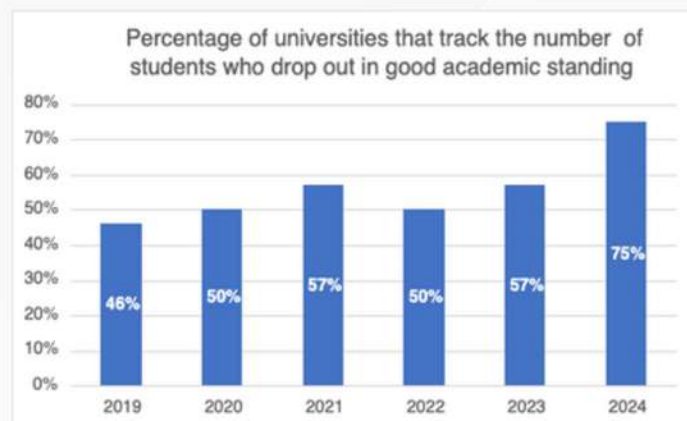
The graph on the right conveys the percentage of universities mandating a grade return time limit policy for faculty, either university-wide or department-wide. The decrease from 2020 to 2021 and 2022 occurred for these reasons: different schools participated in the survey each year, and schools attempted to institute time limits, but ultimately decided not to maintain the policy. For 2024, the option of "Strongly encouraged" was provided and several schools indicated positively to that response which accounts for the increase. Two schools indicated there are plans that will be implemented for the coming school year.



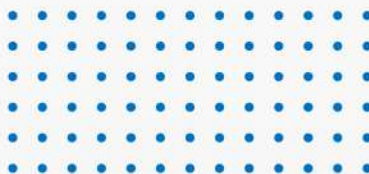
# STUDENT SERVICES & INTERVENTIONS

## ● TRACKING STUDENTS WHO STOP OUT IN ACADEMIC GOOD STANDING

The graph on right indicates that universities are making great progress in tracking students who drop out in good academic standing. Tracking why students drop out allows schools to provide improved advising and develop better strategies for retention or continuing their education. Re-enrollment and higher retention means more students obtaining their degrees.



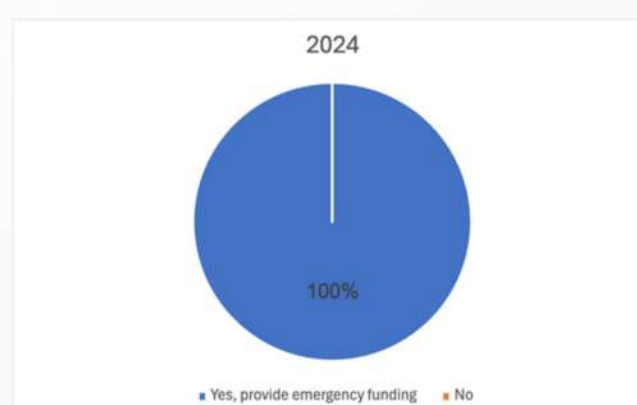
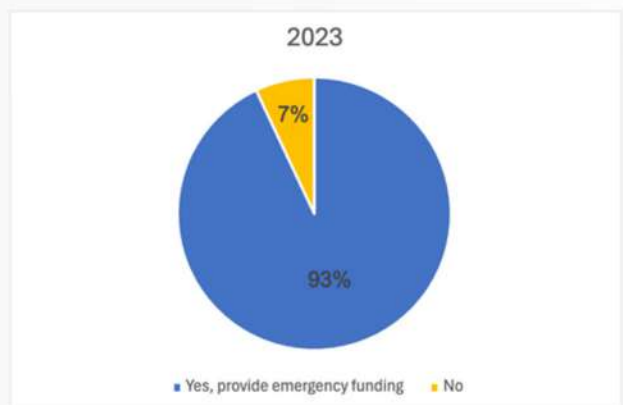
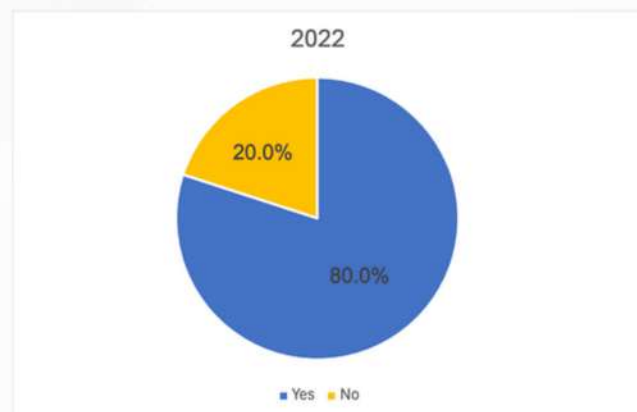
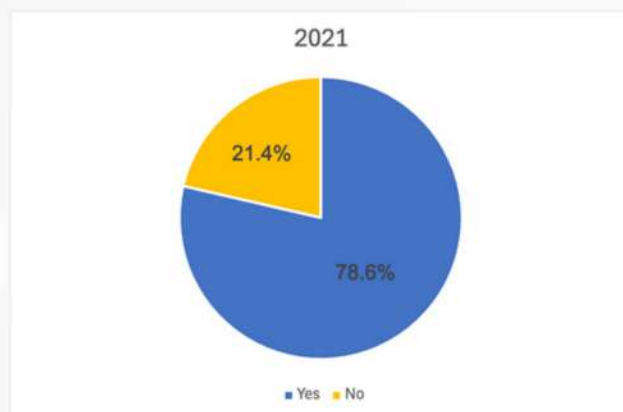
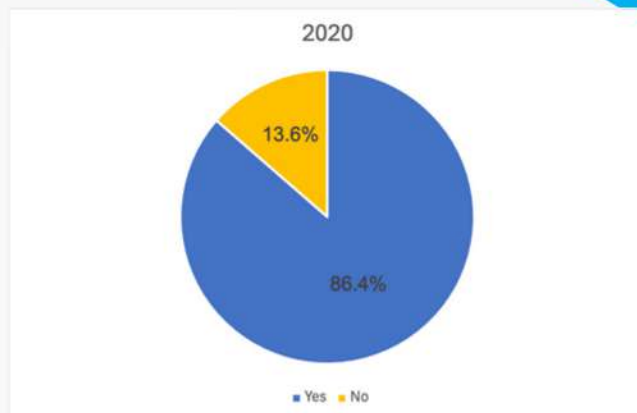
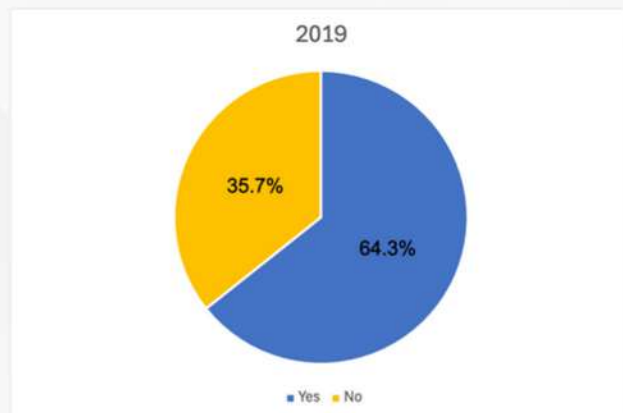
The graph on the left conveys the average percentage of students who dropout in good academic standing. Despite increased efforts to re-enroll or retain students, the upward trend is concerning because it means more students are pausing their education than in previous years. This could be due to external economic factors such as inflation or schools not yet fully realizing the results of their re-enrollment campaigns.





# FINANCIAL MANAGEMENT

## ● EMERGENCY FUNDS



These graphs demonstrate how universities are responding to the needs of students, especially first-generation students. 2020 saw a significant increase in emergency funding to students, due in part to COVID, and after a slight decrease in 2021, schools have continued to increase the emergency funding provided to all students. 2024 saw an incredible 100% of schools participating in the survey provide emergency funding. This type of funding allows students to focus on their studies without stress or hardship which promotes retention and ultimately, degree achievement.

# SUMMARY & CALL TO ACTION

The online Texas Public University Report Card allows viewers to sort by columns or select results by university, region, or grade. You can find it at [www.scholarshot.org/report-card/](http://www.scholarshot.org/report-card/)



## 2024 Report Card Overview

Welcome to the A-B list of the Texas Public University Report Card. Select any column heading to sort in ascending or descending order. Select any name, slicer or color to see only the data for that selection. Hold the Ctrl key down to select multiple items. Click again to see all data. Go to the Category Detail tab below to see more detail by university

To view Category Details for the 2024 Report Card and both the Overview and Category Details for the 2019 - present Report Cards, please use the arrows (<>) at the bottom of the screen.

Name of University	Grade	Overall Grade
University of North Texas	A-	92%
University of North Texas - Dallas	A-	92%
University of Texas - Dallas	A-	92%
Midwestern State University	A-	90%
Sam Houston State University	B+	89%
Angelo State University	B+	88%
Tarleton State University	B	86%
Texas A&M University - Corpus Christi	B	86%

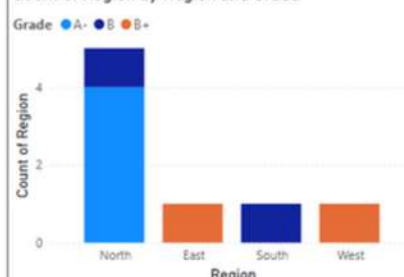
**Region**

- Select all
- East
- North
- South
- West

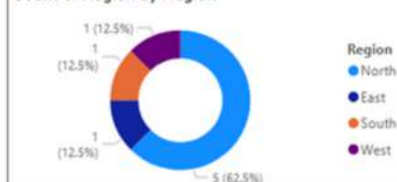
**Grade**

- Select all
- A-
- B
- B+

Count of Region by Region and Grade



Count of Region by Region



## 2024 Report Card Category Detail

Name of University	Student Outcomes	Community Support	Academic Engagement	Financial Management	Student Services & Interventions	Overall Grade	Grade
Angelo State University	85%	85%	90%	90%	90%	88%	B+
Midwestern State University	85%	100%	85%	90%	90%	90%	A-
Sam Houston State University	85%	100%	90%	80%	90%	89%	B+
Tarleton State University	90%	85%	75%	90%	90%	86%	B
Texas A&M University - Corpus Christi	80%	90%	85%	90%	85%	86%	B
University of North Texas	90%	100%	85%	95%	90%	92%	A-
University of North Texas - Dallas	80%	100%	90%	90%	100%	92%	A-
University of Texas - Dallas	85%	100%	90%	90%	95%	92%	A-

**Name of University**

- Select all
- Angelo State University
- Midwestern State Univ...
- Sam Houston State U...
- Tarleton State University
- Texas A&M University ...
- University of North Te...
- University of North Te...
- University of Texas - D...

**Grade**

- Select all
- A-
- B
- B+

**Region**

- Select all
- East
- North
- South
- West





# SUMMARY & CALL TO ACTION



“

We imagine a Texas where  
all students are successful in  
their college and career  
journey.

”

As stated in the introduction, the Report Card has three primary goals to improve outcomes for FGLI students:

- To encourage Texas universities to share and improve their practices and programs supporting FGLI students. FGLI students comprise approximately half of the students who enroll in Texas universities, and are the majority of the students who receive public funding. The Texas workforce and our FGLI students need these degrees now more than ever.
- To inform and inspire students, parents, and high school advisors to carefully consider each category of the report card and to find the best match, academically, financially, and socially in order to have the best chance for success.
- To persuade our state legislators, who provide \$433.2 million per year for the Texas Grant, to reconsider their distribution model from school-demand to student outcome and consider legislation such as required financial literacy in high school and a revision of the Top 10% rule to include standardized testing minimums.

Since the inception of the Report Card, we have observed significant progress in several best practice measures, offering hope for the future. ScholarShot has recommended that universities provide emergency funding for students in need as a best practice, and we have seen the adoption of this recommendation grow from 64% to 100%. Additionally, we have advocated for tracking and analyzing the financial gap as a best practice. Although this has taken longer to gain traction, several universities have now established processes to track and analyze the financial gap through third-party vendors or retroactively, and they are taking measures to cover the gap. This initiative has contributed to increased student retention and, over time, has helped reduce the average debt incurred by students.

ScholarShot also continues to observe a decrease in the ratio of students to advisors. Universities are recognizing the benefits of maintaining low advisor ratios, as individualized advising leads to more precise information and better decision-making by students. When students have comprehensive information about their degree plans and a clear path to completion, it results in higher graduation rates within six years or less. The proliferation of summer bridge programs for first-generation students or those needing additional academic foundation before starting their first year is highly encouraging. More students are receiving the academic support they need to succeed than ever before.

Despite efforts to bridge the gap, a discouraging disconnect persists between high schools and universities. High schools need to enhance their advising for students who fall below the top 10% of a university's ACT or SAT averages, as these scores are strong indicators of academic success in the first year.<sup>[11]</sup> Improved advisement in high school could eventually eliminate the need for summer bridge programs. Achieving better outcomes requires a coordinated effort among high schools, universities, and the surrounding communities.

[11] “Solving for X in Texas-Math Trends, Challenges and Opportunities in the Lone Star State.” Texas 2036, April 2024



# SUMMARY & CALL TO ACTION

*“We are committed to improving the Texas workforce and creating transformational change for students and their families.”*

While there are areas that still need improvement, we believe that with your support, Texans can embrace these best practices and hold our public universities and policymakers accountable for the betterment of FGLI students.

ScholarShot will continue to publish the Report Card with the hope that all Texas public universities participate to maximize the impact of the Report Card and improve outcomes for FGLI students. In the meantime, ScholarShot recommends the following:

- Share the Texas Public University Report Card with your high school counselors and districts so they can more effectively advise FGLI students in their postsecondary journey and success. Schools and districts have a substantial incentive to ensure student postsecondary enrollment and persistence.<sup>[12]</sup>
- As an alum of a Texas public university, your voice is not just powerful; it's a responsibility. Advocate for changes in the findings of this report. Your influence can significantly shape the programming of your alma mater.
- Don't underestimate the power of your voice. Advocate for postsecondary policy change by reaching out to your representatives in the Texas State Legislature. Direct action can shape the future of FGLI students in Texas public universities, resulting in a stronger Texas economy.

ScholarShot can significantly enhance its efforts with the support of the Texas public. Through these actions, our joint effort can create a better future for our FGLI students and our public welfare throughout Texas. This is the intent of the Texas Public University Report Card, and we ask for your help to effect change in the lives of so many students. Please take action today by sharing the Report Card, advocating for policy changes, and supporting our cause.

[12] In 2019, the Texas Legislature passed HB3, which established CCMR Outcomes Bonuses based on certain graduate criteria for high schools, <https://tea.texas.gov/hb3billsummary.pdf>





# SCHOLARSHOT TEXAS PUBLIC UNIVERSITY REPORT CARD

 2904 Swiss Ave. Dallas, TX 75204

 214-984-3710

 [info@scholarshot.org](mailto:info@scholarshot.org)

 [www.scholarshot.org](http://www.scholarshot.org)