**Pre-analysis plan: Increasing College Persistence at a State University**

## Design:

*Treatment (N=558) 14 letters to parents of first-year students during 2014-15 academic year*

*Control (N=565) No letters to parents*

## Inclusion/Exclusion criteria

Exclude students who:

* Consented to the study, but did not provide a mailing address

## Hypotheses:

Treatment (Letters) > Control

DVs:

* Enrolled at State University for any credits in Fall 2015
* GPA for all enrolled courses in Fall 2014 and Spring 2015
* # of credits earned in Fall 2014 and Spring 2015

Covariates:

* Proximity (binary)
	+ Near (1): 5 neighboring counties
	+ Far (0): Outside of 5 neighboring counties
* Need for remediation in Math and English at beginning of school 2014 fall
* Pell Grant status during 2014 fall academic year
* SAT/ACT score (self-reported)
* First generation
* Self-reported HS GPA
* Under-represented minorities (as State University defines it) or not

Subgroup prediction:

* First generation students will have larger treatment effect s than non-first generation students (assuming at least 30% of sample is first generation; if less than 30% then we will not have power to detect this.)