UNIVERSITY OF SOUTH ALABAMA

# 2020 Freshman Cohort Retention Report

## Executive Summary

This report summarizes the one-year retention of 1,544 students in the University of South Alabama (USA) 2020 first-time full-time baccalaureate degree-seeking freshman cohort. The one-year retention rate for the 2020 freshman cohort was 71%.

Based on what we know about a student before the student begins their first semester at USA, African-American or first generation students or students with a lower high school GPA or lower ACT Composite score were less likely to return and may require additional resources and monitoring to enable and/or encourage them to persist towards successfully completing a degree at USA. USA Day results illustrated the importance of a prospective student coming to campus prior to enrolling. Additional efforts to invite and draw prospective students to campus are important not just for recruitment but also for longer-term retention and persistence at the institution. In addition, similar to previous studies, students attending the earlier freshman summer orientation sessions were more likely to return than students attending the later orientation sessions suggesting the orientation session attended could provide another key factor for identifying at-risk freshmen students early on in their college experience.

The importance of financial support in the form of freshman scholarships and the importance of the student renewing the scholarship for a second year was evident. Additional USA freshman scholarships should be considered to continue to attract top students to attend USA along with support structures for freshman scholarship recipients struggling academically during their first year of study at USA.

Financial aid related comparisons showed a relationship between the financial resources of the student and/or the student's family and retention. Students who received a Pell Grant, Subsidized Stafford Loan, or a NACAC fee waiver for ACT or SAT test-taking purposes returned at a lower rate than the overall cohort. To address this disparity, need-based grants could be utilized to assist students in greater need of financial support to encourage them to return to and persist towards completing a degree at USA.

Students who lived on-campus, participated in a learning community, or participated in Greek life at USA were more likely to return to USA. This emphasizes the importance that during their first year students interact with other students as part of their living and/or curricular settings and become involved in student organizations at USA that allow them to connect with students with similar interests outside of the classroom as well.

Results also showed students who received an at-risk midterm grade (D, F, or U) in the Fall 2020 semester in four or more courses for lack of attendance and/or poor academic performance and students who were placed on probation after the Fall 2020 semester ended were unlikely to return to USA one year later. These findings highlight the importance of intervening prior to the end of the fall semester with students who receive an at-risk midterm grade to help prevent these students from subsequently receiving a low USA GPA and being placed on probation after the fall semester concludes.

**Overview**

The following report provides a detailed analysis about the one-year retention of the 1,544 first-time full-time baccalaureate degree-seeking freshmen students in the University of South Alabama (USA) 2020 freshman cohort. Retention in the context of this report is defined as whether freshmen students returned and enrolled one year later in the Fall 2021 semester. Similar to reports written by Institutional Research, the input-environment-outcome (IEO) model developed by Alexander W. Astin[1] was used as a conceptual framework to guide this analysis.

Cross tabular results for each variable and whether the student returned are reported. Comparisons for each subgroup are made to the overall retention rate of the cohort (71%). Significant mean differences for the input, environmental, and outcome variables are also indicated.

**Cross Tabular Results**

Cross tabular results for each variable and whether the student returned are summarized in the following section. Comparisons are made for each subgroup of the variable to the one-year retention rate (71%) of the 1,544 freshmen in the cohort. These comparisons illustrate which subgroups of students returned at higher, similar, or lower rates than the overall cohort retention rate of 71%. In addition, significant mean differences for the input, environmental, and the outcome variables known midway through or after the end of the Fall 2020 semester and after the end of the Summer 2021 semester are reported.

*Input Variable Cross Tabular Results*

For the input variables included in this analysis (see Table 1), female students (73%) returned at a higher rate than male students (68%). In terms of race/ethnicity, Hispanic (70%), multiracial (68%), African-American (64%), and Non-Resident Alien (62%) students returned at a lower rate than the cohort retention rate (71%). The mean difference between retention of Asian compared to African-American students was statistically significant (see Appendix: ANOVA Tables).

[1] Astin, A. W. (2002). Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education. American Council on Education, Oryx Press.

**Table 1: Comparison of Input Variables to 2020 Cohort Retention Rate**

| Variable | Retention Rate >= 71% | Count | Retention Rate < 71% | Count |
|---|---|---|---|---|
| *Gender* | | | | |
| | Female (73%) | 964 | Male (68%) | 580 |
| **Race/Ethnicity* | | | | |
| | *Asian (82%) | 65 | Hispanic (70%) | 74 |
| | Other (74%) | 101 | Multiracial (68%) | 74 |
| | White (72%) | 922 | African-American (64%) | 295 |
| | | | Non-Resident Alien (62%) | 13 |
| *Age* | | | | |
| | 17 years old or younger (73%) | 64 | 19 years old (67%) | 121 |
| | 18 years old (72%) | 1,329 | 20 years old or older (53%) | 30 |
| *Region* | | | | |
| | Rest of United States (73%) | 190 | Mobile or Baldwin County (70%) | 644 |
| | Mississippi service area (73%) | 132 | Florida service area (67%) | 95 |
| | Rest of Alabama (72%) | 470 | International (62%) | 13 |
| **First Generation* | | | | |
| | Unknown (79%) | 192 | *Yes (64%) | 331 |
| | No (72%) | 1,021 | | |
| **High School GPA* | | | | |
| | *3.51 or higher (78%) | 1,029 | 3.01-3.5 (60%) | 358 |
| | | | 3.0 Or lower (49%) | 148 |
| **ACT Composite Score* | | | | |
| | 30 or higher (87%) | 165 | 20-21 (69%) | 234 |
| | 28-29 (81%) | 108 | *19 or lower (59%) | 284 |
| | 26-27 (78%) | 137 | | |
| | 22-23 (76%) | 230 | | |
| | 24-25 (74%) | 222 | | |

Note: *Significant mean difference at .05 p level based on Independent T-Test for two group comparisons or at least one group with significant mean difference at .05 p level based on the Games-Howell or Tukey HSD procedure for multiple group comparisons. Significantly different group indicated by orange fill color. Comparison group indicated by "*" and gray fill color.

Retention comparisons based on age showed students 18 years old or younger returned at a higher rate (at least 72%) than the cohort retention rate (71%). Comparisons based on the region the student came from showed students from the local area of Mobile or Baldwin County (70%), Florida service area (67%), and international (62%) students returned at a lower rate than the overall cohort (71%).

The retention rate of students who indicated they were a first generation student (64%) on the Free Application for Federal Student Aid (FAFSA) application was lower than the overall cohort (71%). The mean difference between students who indicated they were first generation students compared to the other two comparison groups (did not indicate they were a first generation student or students with an unknown first generation status) was statistically significant (see Appendix: ANOVA Tables).

As high school GPA decreased, retention also decreased. Students who had a high school GPA ranging between 3.01-3.5 or lower (at most 60%) returned at a lower rate than the overall cohort (71%). The mean difference between retention of students with a high school GPA of 3.51 or higher in comparison to both of the lower high school GPA groups was statistically significant (see Appendix: ANOVA Tables).

Students with an ACT Composite score of 20-21 or lower returned at a lower rate (at most 69%) than the cohort retention rate (71%). The mean difference between retention of students with an ACT Composite score of 19 or lower compared to the five higher ACT Composite score comparison groups (22-23 or higher) was statistically significant (see Appendix: ANOVA Tables).

*Environmental Variable Cross Tabular Results*

For the environmental variables included in this analysis, USA Day attendance results (see Table 2) showed students who attended one USA Day (79%) returned at a higher rate than the overall cohort (71%). The mean difference between retention of students who attended one USA Day compared to students who did not attend a USA Day was statistically significant (see Appendix: ANOVA Tables). In addition, retention comparisons based on the college housing the major the student initially selected showed Education (70%), Arts and Sciences (68%), and Business (63%) students returned at a lower rate than the overall cohort (71%).

**Table 2: Comparison of Environmental Variables to 2020 Cohort Retention Rate**

| Variable | Retention Rate >= 71% | Count | Retention Rate < 71% | Count |
|---|---|---|---|---|
| **USA Day Attendance* | | | | |
| | *Attended 1 USA Day (79%) | 302 | Did Not Attend (69%) | 1,237 |
| | | | Attended Multiple USA Days (60%) | 5 |
| **Orientation Session* | | | | |
| | *Freshman Session 1 (87%) | 167 | Freshman Session 6 (66%) | 151 |
| | Freshman Session 2 (82%) | 182 | Freshman Session 7 (62%) | 154 |
| | Freshman Session 5 (80%) | 157 | Freshman Session 9 (61%) | 79 |
| | Freshman Session 3 (78%) | 180 | Freshman Session 8 (56%) | 114 |
| | May Freshman Orientation (78%) | 23 | Freshman Session 10 (48%) | 99 |
| | Freshman Session 4 (76%) | 174 | August/Other Orientation (45%) | 64 |
| *College* | | | | |
| | Computing (82%) | 56 | Education (70%) | 170 |
| | Allied Health (76%) | 221 | Arts and Sciences (68%) | 476 |
| | Nursing (73%) | 300 | Business (63%) | 134 |
| | Engineering (71%) | 187 | | |
| **USA Freshman Scholarship* | | | | |
| | *Yes (77%) | 1,016 | No (59%) | 528 |
| **USA Freshman Scholarship and Residency* | | | | |
| | In-State Talent/Ability Scholarship (80%) | 128 | *No Scholarship (59%) | 528 |
| | In-State Service Area Scholarship (79%) | 149 | | |
| | Other Residency for Scholarship (76%) | 739 | | |
| **USA Freshman Scholarship Second Year Renewal* | | | | |
| | *Renewed Scholarship (100%) | 642 | No (59%) | 528 |
| | | | Scholarship Not Renewed (38%) | 374 |
| **Pell Grant* | | | | |
| | No (74%) | 970 | *Yes (65%) | 574 |
| **Subsidized Stafford Loan* | | | | |
| | No (74%) | 976 | *Yes (65%) | 568 |
| **Test Fee Waiver* | | | | |
| | No (73%) | 1,371 | *Yes (55%) | 173 |
| **Housing* | | | | |
| | *On-campus (75%) | 882 | Off-campus (66%) | 662 |
| **Learning Community* | | | | |
| | *Yes (73%) | 1,201 | No (65%) | 343 |
| *First Year Experience Course* | | | | |
| | No (74%) | 455 | Yes (70%) | 1,089 |
| **Greek Life Participation* | | | | |
| | *Yes (91%) | 174 | No (68%) | 1,370 |

Note: *Significant mean difference at .05 p level based on Independent T-Test for two group comparisons or at least one group with significant mean difference at .05 p level based on Games-Howell procedure for multiple group comparisons. Significantly different group indicated by orange fill color. Comparison group indicated by "*" and gray fill color.

In terms of the orientation session attended, the retention rate of students who attended the May freshman orientation session or one of the first five freshman summer orientation sessions was at least 76%. Retention rates based on the orientation session the student attended ranged from a high of 87% for students who attended the Freshman Session 1 orientation session to a low of 45% for students who attended the August orientation, some other or unknown orientation, or did not attend an orientation session. When using the Freshman Session 1 orientation session as a comparison group, there was a significant mean difference between students who attended Freshman Session 1 in comparison to students who attended one of the last five freshman orientation sessions (Freshman Session 6-Freshman Session 10), the August orientation session, some other orientation session, or did not attend an orientation session (see Appendix: ANOVA Tables).

Retention comparisons illustrated retention was higher for students who initially received a USA freshman scholarship and one year later renewed this scholarship. Students receiving a USA freshman scholarship (77%) returned at a higher rate than the cohort retention rate (71%). A more detailed look at the residency of freshman scholarship recipients showed out-of-state students who qualified for an in-state freshman scholarship based on a talent or ability (80%) and students from the service area in Mississippi or Florida (79%) returned at a higher rate than all other[2] freshman scholarship recipients (76%). The mean difference between students who did not receive a USA freshman scholarship compared to the entire USA freshman scholarship group (see Appendix: Independent T-Test Tables) and compared to the three scholarship recipient residency groups was statistically significant (see Appendix: ANOVA Tables).

In addition, all students who renewed their freshman scholarship for a second year returned, but only 38% of students who did not renew their freshman scholarship returned. The mean difference between retention of students who renewed their freshman scholarship for a second year and students who did not renew their freshman scholarship or students who did not receive a freshman scholarship was statistically significant (see Appendix: ANOVA Tables).

Financial aid related comparisons showed a relationship between the financial resources of the student and/or the student's family and retention. Students who received a Pell Grant (65%), received a Subsidized Stafford Loan (65%), or received a NACAC fee waiver for ACT or SAT test-taking purposes (55%), due to meeting one of the indicators of economic need, returned at a lower rate than the overall cohort (71%). The mean difference for these three financial aid related comparisons between 1) students who received a Pell Grant compared to students who did not receive a Pell Grant, 2) students who received a Subsidized Stafford Loan compared to students who did not receive a Subsidized Stafford Loan, and 3) students who received a NACAC fee waiver compared to students who did not receive a NACAC fee waiver was statistically significant (see Appendix: Independent T-Test Tables).

Students who lived on-campus (75%) returned at a higher rate than the overall cohort (71%). The mean difference between retention of students who lived on-campus and students who lived off-campus was statistically significant (see Appendix: Independent T-Test Tables).

A First Year Experience (FYE) course is typically one of the courses included in a learning community. Results showed students who participated in a learning community (73%) returned at a higher rate than students who did not participate in a learning community (65%). The mean difference between retention of students who participated in a learning community and students who did not participate in a learning community was statistically significant (see Appendix: Independent T-Test Tables). On the other hand,

[2] In-state residency status of resident, military, permanent resident, visa, or undeclared or out-of-state residency status of resident, permanent resident, or international.

students who took a FYE course (70%) returned at a lower rate compared to students who did not take a FYE course (74%).

Lastly, students who participated in Greek life (91%) returned at a higher rate than the overall cohort (71%). The mean difference between retention of students who participated in Greek life and students who did not participate in Greek life was statistically significant (see Appendix: Independent T-Test Tables).

*Outcome Variable Midway Through or After Fall 2020 Cross Tabular Results*
Outcome variables incorporated into this analysis that were known midway through or after Fall 2020 included the number of at-risk midterm grades (D, F, or U) a student had in Fall 2020 and whether the student was placed on probation after Fall 2020 (see Table 3). Students who had two or more at-risk midterm grades returned at a lower rate (at most 60%) than the overall cohort (71%). The mean difference for students who did not have an at-risk midterm grade in Fall 2020 compared to students who had an at-risk midterm grade in one or more courses was statistically significant (see Appendix: ANOVA Tables).

**Table 3: Comparison of Outcome Variables Midway Through/After Fall 2020 to 2020 Cohort Retention Rate**

| Variable | Retention Rate >= 71% | Count | Retention Rate < 71% | Count |
|---|---|---|---|---|
| **Number of At-Risk Midterm Grades in Fall 2020* | | | | |
| | *No At-Risk MT Grades (85%) | 845 | 2 At-Risk MT Grades (60%) | 170 |
| | 1 At-Risk MT Grade (71%) | 284 | 3 At-Risk MT Grades (39%) | 118 |
| | | | 4 or More At-Risk MT Grades (22%) | 127 |
| **Probation Status after Fall 2020* | | | | |
| | No (76%) | 1,351 | *Yes (37%) | 193 |
| Note: *At least one group with significant mean difference at .05 p level based on Games-Howell procedure for multiple group comparisons. Significantly different group indicated by orange fill color. Comparison group indicated by "*" and gray fill color. | | | | |

Students who were not on probation after Fall 2020 returned at a much higher rate (76%) compared to students who were placed on probation after the Fall 2020 semester ended (37%). The mean difference between students who were placed on probation and students who were not on probation was statistically significant (see Appendix: Independent T-Test Tables).

*Outcome Variable After Summer 2021 Cross Tabular Results*
Outcome variables incorporated into this analysis that were known after Summer 2021 included the number of hours earned after Summer 2021 at USA and the USA GPA after Summer 2021 (see Table 4). As the number of USA hours earned increased or the USA GPA increased, the retention rate also increased.

**Table 4: Comparison of Outcome Variables After Summer 2021 to 2020 Cohort Retention Rate**

| Variable | Retention Rate >= 71% | Count | Retention Rate < 71% | Count |
|---|---|---|---|---|
| **USA Hours Earned after Summer 2021* | | | | |
| | *30.5 or more (95%) | 691 | 18.5-24 (61%) | 101 |
| | 24.5-30 (84%) | 401 | 12.5-18 (23%) | 111 |
| | | | 6.5-12 (9%) | 88 |
| | | | 0-6 (5%) | 126 |
| **USA GPA after Summer 2021* | | | | |
| | 3.51-4.0 (91%) | 533 | *2.0 or lower (20%) | 307 |
| | 3.01-3.5 (88%) | 299 | | |
| | 2.51-3.0 (79%) | 216 | | |
| | 2.01-2.5 (71%) | 163 | | |

Note: *At least one group with significant mean difference at .05 p level based on Games-Howell procedure for multiple group comparisons. Significantly different group indicated by orange fill color. Comparison group indicated by "*" and gray fill color.

Students who earned 24.5 to 30 or more hours at USA after Summer 2021 returned at a higher rate (at least 84%) compared to students who earned 18.5 to 24 or fewer hours (at most 61%). The mean difference between students who earned 30.5 or more hours at USA compared to students in all other USA hours earned groups was statistically significant (see Appendix: ANOVA Tables).

Students with a USA GPA of 2.01 to 2.5 or higher after Summer 2021 returned at a much higher rate (at least 71%) compared to students with a USA GPA of 2.0 or lower (20%). Furthermore, the mean difference between students who had a USA GPA of 2.0 or lower compared to students in all other USA GPA groups was statistically significant (see Appendix: ANOVA Tables).

**Logistic Regression Results**

The focus of this study was to determine which student characteristics (inputs) and environmental characteristics (institutional/other support characteristics) can be used to best predict the retention of USA freshman students. Since the focus of this study was prediction and classification of a dichotomous outcome variable, stepwise logistic regression was used. This technique allows for the identification of significant variables that contribute to the classification of individuals by using an algorithm to determine the importance of predictor variables. Stepwise logistic regression was used to identify significant variables in the model for predicting the outcome variable. Results of the final step for the model are reported including the classification rate for the model. Additionally, an analysis of the proportionate change in odds for significant variables is provided.

As a part of this study, five logistic models were tested. The first model included the input variables. The second model included the input variables and the environmental variables. The third model tested two outcome variables known midway through or after the Fall 2020 semester: 1) the number of at-risk midterm grades a student had in Fall 2020 and 2) whether the student was placed on probation after Fall 2020 to see what happened when these variables were used as predictors of retention. The fourth and fifth models tested a different outcome variable known after the Summer 2021 semester. The fourth model tested the number of USA hours earned after Summer 2021, and the fifth model tested the USA GPA after Summer 2021 to see what happened when these outcomes were used as individual predictors of retention.

The number of students (selected cases) included in each model varied based on what variables were included in the final model because some students in the cohort had missing data,, such as a high school GPA and/or an ACT Composite score. Because complete cases were required to compute the results, the final number of students used for each model ranged from a low of 1,375 students for the first and second models to a high of 1,544 students for the third model.

After the initial analysis using case-wise analysis to remove students with the missing data, the statistical results appeared to lose some consistency with results observed in prior cohorts. ACT Composite Scores were unavailable for 164 students. High school GPA was unavailable for nine students. Although in other retention rate studies identified that the ACT score and high school GPA was usually missing only for Non-Resident Aliens (or international students), only 10 students were identified as Non-Resident Alien in the data. Most likely, these students were admitted without an ACT score due to testing accessibility issues during the COVID pandemic. The median value of 3 for the ACT scores (representing composite scores of 22-23) and HS GPA (representing the range of 3.51 or higher) were used as replacement values. Using a mean would have included decimal places within variables that had be re-categorized into a set of ranges.

Additionally, in evaluating the variables used for high collinearity with the dependent variable or independent variables, it was observed that receiving a USA freshman scholarship was correlated with the ACT composite scores (Pearson's R = .534) and high school GPA (Pearson's R = .525), potentially violating key assumptions of regression analysis. As receiving a USA freshman scholarship is dependent on the ACT composite score and the high school GPA of the student, the logical connection between the initial award of the scholarship and the ACT score and the high school GPA obtained by the student suggests they should not be used together. Therefore, despite the inclusion of receiving the USA freshman scholarship in earlier studies, only ACT composite score and high school GPA were retained in this study. The correlation between high school GPA and ACT composite score was significant but lower than the relationship between these variables and the USA freshman scholarship (Pearson's R = .391).

One final change from prior logistic regression models used to study prior retention cohorts is the method used. Stepwise methods had been used on prior models, but forced entry or the "enter" method was used which retains all variables within the model. Stepwise methods add variables in a forward method including new variables at each iteration until none of the remaining variables increase the significant score statistic per a likelihood ratio statistic. Rather than a final model of predictability, this study is more interested in the variables significance on the retention rate.

Since the focus of the models tested was to predict *returning* students, the outcome was coded with students not returning as a "0" and students *returning* as a "1." This focus meant results would predict the odds of whether the student would *return* one year later.

*Model 1: Logistic Regression with Input Variables Only*

The first model (see Appendix: Logistic Regression Tables) correctly classified students in this cohort who *returned* 95.1% of the time, but classified students who did not return 14.7% of the time. The overall correct classification rate for the first model was 71.8%. The low accuracy in predictability for non-returning students suggests this model would not be good for identifying students at risk of not returning after their freshman year.

For each variable included in the first model, a comparison group was selected (gender=male, race/ethnicity=White, first generation status=yes, age=17 years or younger, region= Mobile or Baldwin County, high school GPA=3.0 or lower, and ACT Composite score=19 or lower).

In the first model, high school GPA, ACT Composite score, gender, and first generation status were significant. The odds (Exp *B*) of a student *returning* was greater for a student in the two higher high school GPA comparison groups (3.01-3.5=1.495 and 3.51or higher=2.896) than for a student with a high school GPA of 3.0 or lower. Additionally, the confidence intervals (95%) indicated the odds of a student *returning* was greater for a student with a high school GPA of 3.01 or higher than for a student with a high school GPA of 3.0 or lower.

Based on the ACT Composite score of a student, the odds (Exp *B*) of a student *returning* was greater for a student with in the six higher ACT Composite Score comparison groups (20-21=1.394, 22-23=1.204, 24-25=1.420, 26-27=1.715, 28-29=1.909, and 30 or higher=2.939) than for a student with an ACT composite score of 19 or lower. Additionally the confidence intervals (95%) indicated the odds of a student *graduating* was greater for a student with an ACT Composite score in the three highest score comparison groups (26-27 or higher) than for a student with an ACT Composite score of 19 or lower.

The odds (Exp *B*) of a female student *returning* (1.291) was greater than the male comparison group, and the confidence intervals (95%) also indicated the odds of retaining female students was greater than male students.

First generation status was another significant variable. The odds (Exp *B*) of a student *returning* was greater for a student whose first generation status was not first generation (1.333) or where the status was unknown (2.537). Also, the confidence intervals (95%) also indicated the odds of retaining a student was higher for students who were not first generation or whose status was unknown.

*Model 2: Logistic Regression with Input and Environmental Variables*
The second model included the input and also the environmental variables. For each environmental variable included in the second model a comparison group was selected (number of USA Days attended=did not attend, orientation session attended=either the August Orientation session, a transfer orientation session, or an unknown orientation session, the college housing the major the student selected at initial enrollment in Fall 2020=Arts and Sciences, whether the student received a Pell Grant=no, whether than the student lived on or off campus=off campus, whether the student participated in a learning community=no, whether the student took a First Year Experience course=no, and whether the student participated in Greek life=no).

The correct classification rate for the second model (see Appendix: Logistic Regression Tables) was 92.0% for *returning* students while the classification rate was 33.5% for those who did not return. The overall correct classification rate for the second model was 75.0%, suggesting that the model correctly identifies those retained, but provides a poor means of identifying students at risk of not returning.

Of the input variables, only high school GPA and first generation status were significant in the second model. In addition, orientation session, housing, participation in FYE course, and Greek life participation were identified as significant environmental variables.

The second model showed the odds (Exp *B*) of a student *returning* was greater for a student in the two higher high school GPA comparison groups (3.01-3.5=1.225 and 3.51 or higher=2.341) than for a student with a high school GPA of 3.0 or lower. Additionally, the confidence intervals (95%) indicated the odds of a student *returning* was greater for a student with a high school GPA of 3.51 or higher than for a student with a high school GPA of 3.0 or lower.

First generation status was another significant variable. The odds (Exp *B*) of a student *returning* was greater for a student whose first generation status was not first generation (1.245) or where the status was unknown (2.429). Also, the confidence intervals (95%) indicated the odds of retaining a student was higher for students whose status was unknown.

The orientation session attended demonstrated significance with the odds (Exp *B*) of a student *returning* was greater for a student who attended an earlier session than either the August session, transfer session, or an unknown orientation session. The odds (Exp *B*) ranged from 1.051 (Freshman Session 10) to 4.728 (Freshman Session 1). The confidence intervals (95%) also indicated the odds of a student *returning* was greater for a student who attended the earliest six orientation sessions (May or Freshman Sessions 1

through 5) than for a student who attended either the August session, transfer session, or an unknown orientation session.

The choice of housing as well as participation in an FYE course and participation in Greek life were significant in the model. Students who selected to live on-campus (Exp *B*=1.698) and participated in Greek life (Exp *B*=3.486) indicated higher odds of *returning* than the comparison groups of those who lived off-campus or chose not to participate in Greek life. The confidence intervals (95%) also indicated the odds of a student *returning* was greater for those who lived on-campus as well as those who elected to participate in Greek life.

Participation in an FYE course, however, suggested opposite of the expected with the odds (Exp *B*) of *returning* lower for a student who took an FYE course (.597) compared to those who did not (the comparison group). The unexpected outcome may be a result of pandemic-related affects as well as differing policies requiring enrollment in some colleges which may affect the type of students who choose to enroll in an FYE course.

*Model 3, Model 4, and Model 5: Logistic Regression Outcome Variable Models*
Since outcomes of student success are different from inputs (student characteristics or institutional/other support characteristics), the third, fourth, and fifth models only included outcomes of interest after the Fall 2020 semester had already begun. The third model included outcome variables known midway through or after the Fall 2020 semester ended (number of at-risk midterm grades in Fall 2020 and probation status after Fall 2020). The fourth model (number of hours earned after Summer 2021) and fifth model (USA GPA the student attained after Summer 2021) include a different outcome variable known after the Summer 2021 semester ended. The first and second models can be used based on data known before or at least early on after the student comes to campus. However the third, fourth, and fifth models can only be used after the Fall 2020 semester (third model) or Summer 2021 semester (fourth and fifth models) ended.

*Model 3: Logistic Regression with Variables Midway Through or After Fall 2020*
The third model (see Appendix: Logistic Regression Tables) consisted of two steps. The correct classification rate for the third model for *returning* students was 91.1% and for students who did not return the correct classification rate was 42.4%. The overall correct classification rate for the third model was 76.9%.

The third model included variables known midway through or after Fall 2020. For each variable included in the third model a comparison group was selected (number of at-risk midterm grades in Fall 2020=four or more at-risk midterm grades and whether the student was placed on probation after Fall 2020=yes).

In the third model, probation status after Fall 2020 and the number of at-risk midterm grades in Fall 2020 were significant (see Appendix: Logistic Regression Tables). The odds (Exp *B*) of a student *returning* was greater for a student who was not placed on probation after Fall 2020 (1.944) than for a student who was placed on probation after Fall 2020. The confidence intervals (95%) also supported this finding because the odds for a student *returning* was greater for a student who was not on probation after Fall 2020 than a student who was placed on probation after Fall 2020.

When looking at the number of at-risk (D, F, or U) midterm grades in Fall 2020, the odds (Exp *B*) of a student *returning* was greater for a student who had three or fewer at-risk midterm grades in Fall 2020 (no at-risk midterm grades=14.812, one at-risk midterm grade=7.050, two at-risk midterm grades=4.658, and three at-risk midterm grades=2.097) than for a student who had four or more at-risk midterm grades in Fall 2020. The confidence intervals (95%) also indicated the odds of a student *returning* was greater for a

student with fewer at-risk midterm grades in Fall 2020 than a student who had four or more at-risk midterm grades in Fall 2020.

*Model 4: Logistic Regression with USA Hours Earned after Summer 2021*
The fourth model included the USA hours earned after the end of the summer 2021 semester. The comparison group selected for the fourth model was zero to six hours earned after the end of the Summer 2021 semester. Since the fourth model only included one variable, the model consisted of one step (see Appendix: Logistic Regression Tables). The correct classification rate for the fourth model for *returning* students was 96.3% and the correct classification rate for students who did not return was 67.4%. The overall correct classification rate for the fourth model was 88.3%.

The fourth model showed the odds (Exp *B*) of a student *returning* was greater for a student with 6.5-12 or more hours earned (6.5-12=2.000, 12.5-18=6.118, 18.5-24=31.795, 24.5-30=101.515, and 30.5 or more=398.788) than for a student with six or fewer hours earned at the end of Summer 2021. Additionally, the confidence intervals (95%) indicated the odds of a student *returning* was greater for a student in the four higher USA hours earned comparison groups than for a student with zero to six USA hours earned.

*Model 5: Logistic Regression with USA GPA after Summer 2021*
The fifth model included the USA GPA after the end of the Summer 2021 semester. The comparison group selected for the fifth model was an USA GPA of 2.0 or lower after the end of the Summer 2021 semester (see Appendix: Logistic Regression Tables). The correct classification rate for the fifth model for *returning* students was 94.5% and the correct classification rate for students who did not return was 58.4%. The overall correct classification rate for the fifth model was 84.5%.

The fifth model showed the odds (Exp *B*) of a *returning* student was greater for a student with an USA GPA of 2.01-2.5 or higher (2.01-2.5=9.863, 2.51-3.0=15.214, 3.01-3.5=30.075, and 3.51-4.0=43.583) than for a student with an USA GPA of 2.0 or lower at the end of Summer 2021. In addition, the confidence intervals (95%) indicated the odds of a student *returning* was greater for a student in the four higher USA GPA comparison groups than for a student with a USA GPA of 2.0 or lower.

**Peer Comparisons**
Finally, to better understand how USA one-year retention rates compared to peer institutions, the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) Data Center was used to compare USA one-year retention rates to the rates of nine peer institutions (see Table 5). One-year retention rate data for the 2014 through 2018 freshman cohorts showed the USA retention rate was lower than most of the peer comparison group over this period of time. The USA one-year retention rate ranged from a low of 73% for the 2014 and 2015 freshman cohorts to a high of 78% for the 2016 freshman cohort. The one-year retention rate of peer institutions over this same period ranged from a low of 62% for the Wright State University 2018 freshman cohort to a high of 83% for the East Carolina University 2015 and 2016 freshman cohorts.

**Table 5: One-Year Retention Rate Peer Comparisons * Ranked by 2018 Cohort Retention Rate * High to Low**

| Institution Name | 2018 Cohort Retention | 2017 Cohort Retention | 2016 Cohort Retention | 2015 Cohort Retention | 2014 Cohort Retention |
|---|---|---|---|---|---|
| East Carolina University | 82 | 81 | 83 | 83 | 80 |
| Ohio University | 82 | 81 | 80 | 82 | 79 |
| Florida Atlantic University | 81 | 82 | 79 | 77 | 78 |
| University of Nevada-Las Vegas | 79 | 76 | 74 | 77 | 74 |
| University of North Dakota | 78 | 80 | 81 | 80 | 81 |
| University of Missouri-Kansas City | 76 | 73 | 75 | 75 | 75 |
| University of Toledo | 76 | 76 | 74 | 74 | 72 |
| University of South Alabama | 74 | 74 | 78 | 73 | 73 |
| East Tennessee State University | 72 | 73 | 76 | 71 | 71 |
| Wright State University | 62 | 64 | 65 | 66 | 67 |

Source: National Center for Education Statistics IPEDS Data Center

## Implications

Based on what we know about a student before the student steps foot on campus (input variables), one-year retention of students with lower high school GPAs or lower ACT Composite scores is a concern. This prompts further reflection regarding admission standards and the allocation of resources to support at-risk students. In addition, African-American or first generation students may require additional resources and monitoring to enable and/or encourage them to persist towards successfully completing a degree at USA.

When we look at the institutional support and other support provided to a student (environmental variables), students who lived on-campus, participated in a learning community, or participated in Greek life at USA were more likely to return to USA. This emphasizes the importance that during their first year students interact with other students as part of their living and curricular settings and/or become involved in student organizations at USA that allow them to connect with students with similar interests outside of the classroom as well.

The importance of financial support in the form of freshman scholarships and the importance of the student renewing the scholarship for a second year was evident. Additional USA freshman scholarships should be considered to continue to attract top students to attend USA along with support structures for freshman scholarship recipients struggling academically during their first year of study at USA.

Financial aid related comparisons showed a relationship between the financial resources of the student and/or the student's family and retention. Students who received a Pell Grant, Subsidized Stafford Loan, or a NACAC fee waiver for ACT or SAT test-taking purposes returned at a lower rate than the overall cohort. To address this disparity, need-based grants could be utilized to assist students in greater need of financial support to encourage them to return to and persist towards completing a degree at USA.

Recruitment activities in advance of the student enrolling at USA such as attending one USA Day may demonstrate a longer-term commitment of a student to persist towards completing a degree at USA. The USA Day results illustrated the importance of a prospective student coming to campus prior to enrolling. Additional efforts to invite and draw prospective students to campus are important for not just recruitment but also for longer-term retention and persistence at the institution. In addition, similar to previous studies, students attending the earlier freshman summer orientation sessions were more likely to return than students attending the later orientation sessions suggesting the orientation session attended could provide another key factor for identifying at-risk freshmen students early on in their college experience.

Finally, results showed students who received four or more at-risk midterm grades (D, F, or U) in the Fall 2020 semester for lack of attendance and/or poor academic performance and students who were placed on probation after the Fall 2020 semester ended were unlikely to return to USA one year later. These findings highlight the importance of intervening prior to the end of the fall semester with students who receive an at-risk midterm grade to help prevent these students from subsequently receiving a low USA GPA and being placed on probation after the fall semester concludes.

**Future Retention Research**

This report is the first of two one-year retention studies about the 2020 freshman cohort that will be completed by the Office of Institutional Research during the Fall 2021 semester. The second retention study will use National Student Clearinghouse data to explore the issue of "Where did non-returning freshmen in the 2020 cohort go?" This study will determine how many non-returning freshmen students transferred to another college or university or "stopped out" of college altogether.

# APPENDIX

# 2020 Freshman Cohort Retention Report Cross Tabs

## 2020 Cohort * Gender * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Gender | Female | Count | 263 | 701 | 964 |
| | | % within Gender | 27.3% | 72.7% | 100.0% |
| | Male | Count | 185 | 395 | 580 |
| | | % within Gender | 31.9% | 68.1% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Gender | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Race * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Race | White | Count | 254 | 668 | 922 |
| | | % within Race | 27.55% | 72.45% | 100.0% |
| | African-American | Count | 105 | 190 | 295 |
| | | % within Race | 35.6% | 64.4% | 100.0% |
| | Asian | Count | 12 | 53 | 65 |
| | | % within Race | 18.46% | 81.54% | 100.0% |
| | Hispanic | Count | 22 | 52 | 74 |
| | | % within Race | 29.7% | 70.3% | 100.0% |
| | Multiracial | Count | 24 | 50 | 74 |
| | | % within Race | 32.4% | 67.6% | 100.0% |
| | Non-Resident Alien | Count | 5 | 8 | 13 |
| | | % within Race | 38.46% | 61.54% | 100.0% |
| | Other | Count | 26 | 75 | 101 |
| | | % within Race | 25.7% | 74.3% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Race | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Under Represented Minority * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Under Represented Minority | Non URM/Unknown | Count | 319 | 844 | 1163 |
| | | % within Under Represented Minority | 27.4% | 72.6% | 100.0% |
| | Under Represented Minority | Count | 129 | 252 | 381 |
| | | % within Under Represented Minority | 33.9% | 66.1% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Under Represented Minority | 29.0% | 71.0% | 100.0% |

# 2020 Freshman Cohort Retention Report Cross Tabs

## 2020 Cohort * Age * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Age | 17 years or younger | Count | 17 | 47 | 64 |
| | | % within Age | 26.6% | 73.4% | 100.0% |
| | 18 years old | Count | 377 | 952 | 1329 |
| | | % within Age | 28.4% | 71.6% | 100.0% |
| | 19 years old | Count | 40 | 81 | 121 |
| | | % within Age | 33.1% | 66.9% | 100.0% |
| | 20 years or older | Count | 14 | 16 | 30 |
| | | % within Age | 46.7% | 53.3% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Age | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Region * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Region | Mobile or Baldwin County | Count | 193 | 451 | 644 |
| | | % within Region | 30.0% | 70.0% | 100.0% |
| | Rest of Alabama | Count | 131 | 339 | 470 |
| | | % within Region | 27.9% | 72.1% | 100.0% |
| | Mississippi Service Area | Count | 36 | 96 | 132 |
| | | % within Region | 27.3% | 72.7% | 100.0% |
| | Florida Service Area | Count | 31 | 64 | 95 |
| | | % within Region | 32.6% | 67.4% | 100.0% |
| | Rest of United States | Count | 52 | 138 | 190 |
| | | % within Region | 27.4% | 72.6% | 100.0% |
| | International | Count | 5 | 8 | 13 |
| | | % within Region | 38.46% | 61.54% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Region | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * First Generation * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| First Generation | No | Count | 288 | 733 | 1021 |
| | | % within First Generation | 28.2% | 71.8% | 100.0% |
| | Yes | Count | 120 | 211 | 331 |
| | | % within First Generation | 36.3% | 63.7% | 100.0% |
| | Unknown | Count | 40 | 152 | 192 |
| | | % within First Generation | 20.8% | 79.2% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within First Generation | 29.0% | 71.0% | 100.0% |

# 2020 Freshman Cohort Retention Report Cross Tabs

## 2020 Cohort * High School GPA * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| High School GPA | 3.0 or lower | Count | 75 | 73 | 148 |
| | | % within High School GPA | 50.7% | 49.3% | 100.0% |
| | 3.01-3.5 | Count | 144 | 214 | 358 |
| | | % within High School GPA | 40.2% | 59.8% | 100.0% |
| | 3.51 or higher | Count | 224 | 805 | 1029 |
| | | % within High School GPA | 21.8% | 78.2% | 100.0% |
| Total | | Count | 443 | 1092 | 1535 |
| | | % within High School GPA | 28.9% | 71.1% | 100.0% |

## 2020 Cohort * ACT * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| ACT | 19 or lower | Count | 116 | 168 | 284 |
| | | % within ACT | 40.8% | 59.2% | 100.0% |
| | 20-21 | Count | 73 | 161 | 234 |
| | | % within ACT | 31.2% | 68.8% | 100.0% |
| | 22-23 | Count | 55 | 175 | 230 |
| | | % within ACT | 23.9% | 76.1% | 100.0% |
| | 24-25 | Count | 58 | 164 | 222 |
| | | % within ACT | 26.1% | 73.9% | 100.0% |
| | 26-27 | Count | 30 | 107 | 137 |
| | | % within ACT | 21.9% | 78.1% | 100.0% |
| | 28-29 | Count | 21 | 87 | 108 |
| | | % within ACT | 19.4% | 80.6% | 100.0% |
| | 30 or higher | Count | 22 | 143 | 165 |
| | | % within ACT | 13.3% | 86.7% | 100.0% |
| Total | | Count | 375 | 1005 | 1380 |
| | | % within ACT | 27.2% | 72.8% | 100.0% |

## 2020 Cohort * Number USA Days Attended * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Number USA Days Attended | Did Not Attend | Count | 382 | 855 | 1237 |
| | | % within Number USA Days Attended | 30.9% | 69.1% | 100.0% |
| | Attended 1 USA Day | Count | 64 | 238 | 302 |
| | | % within Number USA Days Attended | 21.2% | 78.8% | 100.0% |
| | Attended Multiple USA Days | Count | 2 | 3 | 5 |
| | | % within Number USA Days Attended | 40.0% | 60.0% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Number USA Days Attended | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Orientation * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Orientation | August/Transfer/ Other/Unknown | Count | 35 | 29 | 64 |
| | | % within Orientation | 54.7% | 45.3% | 100.0% |
| | May Freshman Orientation | Count | 5 | 18 | 23 |
| | | % within Orientation | 21.7% | 78.3% | 100.0% |
| | Freshman Session 1 | Count | 22 | 145 | 167 |
| | | % within Orientation | 13.2% | 86.8% | 100.0% |
| | Freshman Session 2 | Count | 33 | 149 | 182 |
| | | % within Orientation | 18.1% | 81.9% | 100.0% |
| | Freshman Session 3 | Count | 39 | 141 | 180 |
| | | % within Orientation | 21.7% | 78.3% | 100.0% |
| | Freshman Session 4 | Count | 41 | 133 | 174 |
| | | % within Orientation | 23.6% | 76.4% | 100.0% |
| | Freshman Session 5 | Count | 31 | 126 | 157 |
| | | % within Orientation | 19.7% | 80.3% | 100.0% |
| | Freshman Session 6 | Count | 52 | 99 | 151 |
| | | % within Orientation | 34.4% | 65.6% | 100.0% |
| | Freshman Session 7 | Count | 58 | 96 | 154 |
| | | % within Orientation | 37.7% | 62.3% | 100.0% |
| | Freshman Session 8 | Count | 50 | 64 | 114 |
| | | % within Orientation | 43.9% | 56.1% | 100.0% |
| | Freshman Session 9 | Count | 31 | 48 | 79 |
| | | % within Orientation | 39.2% | 60.8% | 100.0% |
| | Freshman Session 10 | Count | 51 | 48 | 99 |
| | | % within Orientation | 51.52% | 48.48% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Orientation | 29.0% | 71.0% | 100.0% |

# 2020 Freshman Cohort Retention Report Cross Tabs

## 2020 Cohort * College * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| College | AH | Count | 52 | 169 | 221 |
| | | % within College | 23.53% | 76.47% | 100.0% |
| | AS | Count | 151 | 325 | 476 |
| | | % within College | 31.7% | 68.3% | 100.0% |
| | BU | Count | 50 | 84 | 134 |
| | | % within College | 37.3% | 62.7% | 100.0% |
| | CS | Count | 10 | 46 | 56 |
| | | % within College | 17.9% | 82.1% | 100.0% |
| | ED | Count | 51 | 119 | 170 |
| | | % within College | 30.0% | 70.0% | 100.0% |
| | EG | Count | 54 | 133 | 187 |
| | | % within College | 28.9% | 71.1% | 100.0% |
| | NU | Count | 80 | 220 | 300 |
| | | % within College | 26.7% | 73.3% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within College | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Freshman Scholarship * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Freshman Scholarship | No Freshman Scholarship | Count | 216 | 312 | 528 |
| | | % within Freshman Scholarship | 40.9% | 59.1% | 100.0% |
| | Received Freshman Scholarship | Count | 232 | 784 | 1016 |
| | | % within Freshman Scholarship | 22.8% | 77.2% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Freshman Scholarship | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Freshman Scholarship Residency * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Freshman Scholarship Residency | No Freshman Scholarship | Count | 216 | 312 | 528 |
| | | % within Scholarship Residency | 40.9% | 59.1% | 100.0% |
| | Other Residency for Scholarship | Count | 175 | 564 | 739 |
| | | % within Scholarship Residency | 23.7% | 76.3% | 100.0% |
| | In-State Service Area | Count | 31 | 118 | 149 |
| | | % within Scholarship Residency | 20.8% | 79.2% | 100.0% |
| | In-State Talent and Ability | Count | 26 | 102 | 128 |
| | | % within Scholarship Residency | 20.3% | 79.7% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Scholarship Residency | 29.0% | 71.0% | 100.0% |

# 2020 Freshman Cohort Retention Report Cross Tabs

## 2020 Cohort * Fall 2021 Scholarship Renewal * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Fall 2021 Scholarship Renewal | No Freshman Scholarship | Count | 216 | 312 | 528 |
| | | % within Fall 2021 Scholarship Renewal | 40.9% | 59.1% | 100.0% |
| | Scholarship Not Renewed | Count | 232 | 142 | 374 |
| | | % within Fall 2021 Scholarship Renewal | 62.0% | 38.0% | 100.0% |
| | Renewed Scholarship | Count | 0 | 642 | 642 |
| | | % within Fall 2021 Scholarship Renewal | 0.0% | 100.0% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Fall 2021 Scholarship Renewal | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Pell Grant * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Pell Grant | No | Count | 248 | 722 | 970 |
| | | % within Pell Grant | 25.6% | 74.4% | 100.0% |
| | Yes | Count | 200 | 374 | 574 |
| | | % within Pell Grant | 34.8% | 65.2% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Pell Grant | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Subsidized Stafford Loan * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Subsidized Stafford Loan | No | Count | 251 | 725 | 976 |
| | | % within Subsidized Stafford Loan | 25.7% | 74.3% | 100.0% |
| | Yes | Count | 197 | 371 | 568 |
| | | % within Subsidized Stafford Loan | 34.7% | 65.3% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Subsidized Stafford Loan | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Received Test Fee Waiver * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Received Test Fee Waiver | No | Count | 370 | 1001 | 1371 |
| | | % within Received Test Fee Waiver | 27.0% | 73.0% | 100.0% |
| | Yes | Count | 78 | 95 | 173 |
| | | % within Received Test Fee Waiver | 45.1% | 54.9% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Received Test Fee Waiver | 29.0% | 71.0% | 100.0% |

# 2020 Freshman Cohort Retention Report Cross Tabs

## 2020 Cohort * Housing * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Housing | Off-Campus | Count | 224 | 438 | 662 |
| | | % within Housing | 33.8% | 66.2% | 100.0% |
| | On-Campus | Count | 224 | 658 | 882 |
| | | % within Housing | 25.4% | 74.6% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Housing | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Learning Community * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Learning Community | No | Count | 119 | 224 | 343 |
| | | % within Learning Community | 34.7% | 65.3% | 100.0% |
| | Yes | Count | 329 | 872 | 1201 |
| | | % within Learning Community | 27.4% | 72.6% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Learning Community | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Took First Year Experience Course * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Took FYE Course | No | Count | 118 | 337 | 455 |
| | | % within Took FYE Course | 25.9% | 74.1% | 100.0% |
| | Yes | Count | 330 | 759 | 1089 |
| | | % within Took FYE Course | 30.3% | 69.7% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Took FYE Course | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Greek Life Participation * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Greek Life Participation | No | Count | 432 | 938 | 1370 |
| | | % within Greek Life Participation | 31.53% | 68.47% | 100.0% |
| | Yes | Count | 16 | 158 | 174 |
| | | % within Greek Life Participation | 9.2% | 90.8% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Greek Life Participation | 29.0% | 71.0% | 100.0% |

# 2020 Freshman Cohort Retention Report Cross Tabs

## 2020 Cohort * Number At Risk Midterm Grades in Fall 2020 * One-Year Retention

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Number At Risk Midterm Grades in Fall 2020 | 4 or More At Risk MT Grades | Count | 99 | 28 | 127 |
| | | % within Number At Risk Midterm Grades | 78.0% | 22.0% | 100.0% |
| | 3 At Risk MT Grades | Count | 72 | 46 | 118 |
| | | % within Number At Risk Midterm Grades | 61.0% | 39.0% | 100.0% |
| | 2 At Risk MT Grades | Count | 68 | 102 | 170 |
| | | % within Number At Risk Midterm Grades | 40.0% | 60.0% | 100.0% |
| | 1 At Risk MT Grade | Count | 81 | 203 | 284 |
| | | % within Number At Risk Midterm Grades | 28.52% | 71.48% | 100.0% |
| | No At Risk MT Grades | Count | 128 | 717 | 845 |
| | | % within Number At Risk Midterm Grades | 15.1% | 84.9% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Number At Risk Midterm Grades | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * Probation After Fall 2020 * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| Probation After Fall 2020 | No | Count | 326 | 1025 | 1351 |
| | | % within Probation After Fall 2020 | 24.1% | 75.9% | 100.0% |
| | Yes | Count | 122 | 71 | 193 |
| | | % within Probation After Fall 2020 | 63.2% | 36.8% | 100.0% |
| Total | | Count | 448 | 1096 | 1544 |
| | | % within Probation After Fall 2020 | 29.0% | 71.0% | 100.0% |

## 2020 Cohort * USA Hours Earned After Summer 2021 * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| USA Hours Earned After Summer 2021 | 0-6 hours | Count | 120 | 6 | 126 |
| | | % within USA Hours Earned | 95.2% | 4.8% | 100.0% |
| | 6.5-12 hours | Count | 80 | 8 | 88 |
| | | % within USA Hours Earned | 90.9% | 9.1% | 100.0% |
| | 12.5-18 hours | Count | 85 | 26 | 111 |
| | | % within USA Hours Earned | 76.6% | 23.4% | 100.0% |
| | 18.5-24 hours | Count | 39 | 62 | 101 |
| | | % within USA Hours Earned | 38.6% | 61.4% | 100.0% |
| | 24.5-30 hours | Count | 66 | 335 | 401 |
| | | % within USA Hours Earned | 16.46% | 83.54% | 100.0% |
| | 30.5 or more hours | Count | 33 | 658 | 691 |
| | | % within USA Hours Earned | 4.8% | 95.2% | 100.0% |
| Total | | Count | 423 | 1095 | 1518 |
| | | % within USA Hours Earned | 27.9% | 72.1% | 100.0% |

## 2020 Cohort * USA GPA After Summer 2021 * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
|---|---|---|---|---|---|
| | | | No | Yes | Total |
| USA GPA After Summer 2021 | 2.0 or lower | Count | 247 | 60 | 307 |
| | | % within USA GPA | 80.46% | 19.54% | 100.0% |
| | 2.01-2.5 | Count | 48 | 115 | 163 |
| | | % within USA GPA | 29.4% | 70.6% | 100.0% |
| | 2.51-3.0 | Count | 46 | 170 | 216 |
| | | % within USA GPA | 21.3% | 78.7% | 100.0% |
| | 3.01-3.5 | Count | 36 | 263 | 299 |
| | | % within USA GPA | 12.0% | 88.0% | 100.0% |
| | 3.51-4.0 | Count | 46 | 487 | 533 |
| | | % within USA GPA | 8.6% | 91.4% | 100.0% |
| Total | | Count | 423 | 1095 | 1518 |
| | | % within USA GPA | 27.9% | 72.1% | 100.0% |

# 2020 Freshman Cohort Retention Report Independent T-Test Tables

## 2020 Cohort * Group Statistics

| One-Year Retention | | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Gender | No | 448 | 0.59 | 0.493 | 0.023 |
| | Yes | 1096 | 0.64 | 0.480 | 0.015 |
| Freshman Scholarship | No | 448 | 0.52 | 0.500 | 0.024 |
| | Yes | 1096 | 0.72 | 0.451 | 0.014 |
| Pell Grant | No | 448 | 0.45 | 0.498 | 0.024 |
| | Yes | 1096 | 0.34 | 0.474 | 0.014 |
| Subsidized Stafford Loan | No | 448 | 0.44 | 0.497 | 0.023 |
| | Yes | 1096 | 0.34 | 0.473 | 0.014 |
| Received Test Fee Waiver | No | 448 | 0.17 | 0.380 | 0.018 |
| | Yes | 1096 | 0.09 | 0.281 | 0.009 |
| Housing | No | 448 | 0.50 | 0.501 | 0.024 |
| | Yes | 1096 | 0.60 | 0.490 | 0.015 |
| Learning Community | No | 448 | 0.73 | 0.442 | 0.021 |
| | Yes | 1096 | 0.80 | 0.403 | 0.012 |
| Took FYE Course | No | 448 | 0.74 | 0.441 | 0.021 |
| | Yes | 1096 | 0.69 | 0.462 | 0.014 |
| Greek Life Participation | No | 448 | 0.04 | 0.186 | 0.009 |
| | Yes | 1096 | 0.14 | 0.351 | 0.011 |
| Probation After Fall 2020 | No | 448 | 0.27 | 0.446 | 0.021 |
| | Yes | 1096 | 0.06 | 0.246 | 0.007 |

# 2020 Freshman Cohort Retention Report Independent T-Test Tables

## 2020 Cohort * Independent Samples Test

| | | Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Significance | | | | 95% Confidence | |
| | | F | Sig. | t | df | One-Sided p | Two-Sided p | Mean Difference | Std. Error Difference | Lower | Upper |
| Gender | Equal variances assumed | 12.103 | 0.001 | -1.936 | 1542 | 0.027 | 0.053 | -0.053 | 0.027 | -0.106 | 0.001 |
| | Equal variances not assumed | | | -1.915 | 811.459 | 0.028 | 0.056 | -0.053 | 0.027 | -0.106 | 0.001 |
| Freshman Scholarship | Equal variances assumed | 100.134 | 0.000 | -7.555 | 1542 | 0.000 | 0.000 | -0.197 | 0.026 | -0.249 | -0.146 |
| | Equal variances not assumed | | | -7.237 | 759.809 | 0.000 | 0.000 | -0.197 | 0.027 | -0.251 | -0.144 |
| Pell Grant | Equal variances assumed | 37.474 | 0.000 | 3.898 | 1542 | 0.000 | 0.000 | 0.105 | 0.027 | 0.052 | 0.158 |
| | Equal variances not assumed | | | 3.820 | 795.806 | 0.000 | 0.000 | 0.105 | 0.028 | 0.051 | 0.159 |
| Subsidized Stafford Loan | Equal variances assumed | 36.333 | 0.000 | 3.758 | 1542 | 0.000 | 0.000 | 0.101 | 0.027 | 0.048 | 0.154 |
| | Equal variances not assumed | | | 3.682 | 795.523 | 0.000 | 0.000 | 0.101 | 0.027 | 0.047 | 0.155 |
| Received Test Fee Waiver | Equal variances assumed | 94.542 | 0.000 | 4.979 | 1542 | 0.000 | 0.000 | 0.087 | 0.018 | 0.053 | 0.122 |
| | Equal variances not assumed | | | 4.405 | 656.954 | 0.000 | 0.000 | 0.087 | 0.020 | 0.048 | 0.126 |
| Housing | Equal variances assumed | 18.785 | 0.000 | -3.630 | 1542 | 0.000 | 0.000 | -0.100 | 0.028 | -0.155 | -0.046 |
| | Equal variances not assumed | | | -3.597 | 814.799 | 0.000 | 0.000 | -0.100 | 0.028 | -0.155 | -0.046 |
| Learning Community | Equal variances assumed | 25.358 | 0.000 | -2.632 | 1542 | 0.004 | 0.009 | -0.061 | 0.023 | -0.107 | -0.016 |
| | Equal variances not assumed | | | -2.532 | 766.737 | 0.006 | 0.012 | -0.061 | 0.024 | -0.109 | -0.014 |
| Took FYE Course | Equal variances assumed | 12.987 | 0.000 | 1.725 | 1542 | 0.042 | 0.085 | 0.044 | 0.026 | -0.006 | 0.094 |
| | Equal variances not assumed | | | 1.759 | 866.278 | 0.039 | 0.079 | 0.044 | 0.025 | -0.005 | 0.093 |
| Greek Life Participation | Equal variances assumed | 189.700 | 0.000 | -6.187 | 1542 | 0.000 | 0.000 | -0.108 | 0.018 | -0.143 | -0.074 |
| | Equal variances not assumed | | | -7.873 | 1447.059 | 0.000 | 0.000 | -0.108 | 0.014 | -0.135 | -0.081 |
| Probation After Fall 2020 | Equal variances assumed | 540.280 | 0.000 | 11.667 | 1542 | 0.000 | 0.000 | 0.208 | 0.018 | 0.173 | 0.242 |
| | Equal variances not assumed | | | 9.294 | 561.965 | 0.000 | 0.000 | 0.208 | 0.022 | 0.164 | 0.251 |

## 2020 Cohort * Race * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) Race | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Bound | 95% Confidence Interval Bound |
|---|---|---|---|---|---|---|
| White | African-American | 0.080 | 0.032 | 0.145 | -0.01 | 0.17 |
| | Asian | -0.091 | 0.051 | 0.557 | -0.24 | 0.06 |
| | Hispanic | 0.022 | 0.055 | 1.000 | -0.15 | 0.19 |
| | Multiracial | 0.049 | 0.057 | 0.977 | -0.12 | 0.22 |
| | Non-Resident Alien | 0.109 | 0.141 | 0.984 | -0.38 | 0.60 |
| | Other | -0.018 | 0.046 | 1.000 | -0.16 | 0.12 |
| African-American | White | -0.080 | 0.032 | 0.145 | -0.17 | 0.01 |
| | Asian | -.171* | 0.056 | 0.043 | -0.34 | 0.00 |
| | Hispanic | -0.059 | 0.060 | 0.959 | -0.24 | 0.12 |
| | Multiracial | -0.032 | 0.061 | 0.999 | -0.22 | 0.15 |
| | Non-Resident Alien | 0.029 | 0.143 | 1.000 | -0.47 | 0.52 |
| | Other | -0.099 | 0.052 | 0.484 | -0.25 | 0.06 |
| Asian | White | 0.091 | 0.051 | 0.557 | -0.06 | 0.24 |
| | African-American | .171* | 0.056 | 0.043 | 0.00 | 0.34 |
| | Hispanic | 0.113 | 0.072 | 0.707 | -0.10 | 0.33 |
| | Multiracial | 0.140 | 0.073 | 0.478 | -0.08 | 0.36 |
| | Non-Resident Alien | 0.200 | 0.149 | 0.820 | -0.30 | 0.70 |
| | Other | 0.073 | 0.065 | 0.923 | -0.12 | 0.27 |
| Hispanic | White | -0.022 | 0.055 | 1.000 | -0.19 | 0.15 |
| | African-American | 0.059 | 0.060 | 0.959 | -0.12 | 0.24 |
| | Asian | -0.113 | 0.072 | 0.707 | -0.33 | 0.10 |
| | Multiracial | 0.027 | 0.077 | 1.000 | -0.20 | 0.26 |
| | Non-Resident Alien | 0.087 | 0.150 | 0.997 | -0.42 | 0.59 |
| | Other | -0.040 | 0.069 | 0.997 | -0.25 | 0.17 |
| Multiracial | White | -0.049 | 0.057 | 0.977 | -0.22 | 0.12 |
| | African-American | 0.032 | 0.061 | 0.999 | -0.15 | 0.22 |
| | Asian | -0.140 | 0.073 | 0.478 | -0.36 | 0.08 |
| | Hispanic | -0.027 | 0.077 | 1.000 | -0.26 | 0.20 |
| | Non-Resident Alien | 0.060 | 0.151 | 1.000 | -0.45 | 0.57 |
| | Other | -0.067 | 0.070 | 0.963 | -0.28 | 0.14 |
| Non-Resident Alien | White | -0.109 | 0.141 | 0.984 | -0.60 | 0.38 |
| | African-American | -0.029 | 0.143 | 1.000 | -0.52 | 0.47 |
| | Asian | -0.200 | 0.149 | 0.820 | -0.70 | 0.30 |
| | Hispanic | -0.087 | 0.150 | 0.997 | -0.59 | 0.42 |
| | Multiracial | -0.060 | 0.151 | 1.000 | -0.57 | 0.45 |
| | Other | -0.127 | 0.147 | 0.973 | -0.63 | 0.37 |
| Other | White | 0.018 | 0.046 | 1.000 | -0.12 | 0.16 |
| | African-American | 0.099 | 0.052 | 0.484 | -0.06 | 0.25 |
| | Asian | -0.073 | 0.065 | 0.923 | -0.27 | 0.12 |
| | Hispanic | 0.040 | 0.069 | 0.997 | -0.17 | 0.25 |
| | Multiracial | 0.067 | 0.070 | 0.963 | -0.14 | 0.28 |
| | Non-Resident Alien | 0.127 | 0.147 | 0.973 | -0.37 | 0.63 |

*. The mean difference is significant at the 0.05 level.

## 2020 Cohort * Age * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) Age | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Bound | 95% Confidence Interval Bound |
|---|---|---|---|---|---|---|
| 17 years or younger | 18 years old | 0.018 | 0.057 | 0.989 | -0.13 | 0.17 |
| | 19 years old | 0.065 | 0.070 | 0.792 | -0.12 | 0.25 |
| | 20 years or older | 0.201 | 0.108 | 0.258 | -0.09 | 0.49 |
| 18 years old | 17 years or younger | -0.018 | 0.057 | 0.989 | -0.17 | 0.13 |
| | 19 years old | 0.047 | 0.045 | 0.721 | -0.07 | 0.16 |
| | 20 years or older | 0.183 | 0.093 | 0.226 | -0.07 | 0.44 |
| 19 years old | 17 years or younger | -0.065 | 0.070 | 0.792 | -0.25 | 0.12 |
| | 18 years old | -0.047 | 0.045 | 0.721 | -0.16 | 0.07 |
| | 20 years or older | 0.136 | 0.102 | 0.548 | -0.14 | 0.41 |
| 20 years or older | 17 years or younger | -0.201 | 0.108 | 0.258 | -0.49 | 0.09 |
| | 18 years old | -0.183 | 0.093 | 0.226 | -0.44 | 0.07 |
| | 19 years old | -0.136 | 0.102 | 0.548 | -0.41 | 0.14 |

## 2020 Cohort * Region * Multiple Comparisons

Dependent Variable: One-Year Retention

Tukey HSD

| (I) Region | | Mean Difference (I-J) | Std. Error | Sig. | Interval Bound | Interval Bound |
|---|---|---|---|---|---|---|
| Mobile or Baldwin County | Rest of Alabama | -0.021 | 0.028 | 0.974 | -0.10 | 0.06 |
| | Mississippi Service Area | -0.027 | 0.043 | 0.990 | -0.15 | 0.10 |
| | Florida Service Area | 0.027 | 0.050 | 0.995 | -0.12 | 0.17 |
| | Rest of United States | -0.026 | 0.038 | 0.983 | -0.13 | 0.08 |
| | International | 0.085 | 0.127 | 0.985 | -0.28 | 0.45 |
| Rest of Alabama | Mobile or Baldwin County | 0.021 | 0.028 | 0.974 | -0.06 | 0.10 |
| | Mississippi Service Area | -0.006 | 0.045 | 1.000 | -0.13 | 0.12 |
| | Florida Service Area | 0.048 | 0.051 | 0.939 | -0.10 | 0.19 |
| | Rest of United States | -0.005 | 0.039 | 1.000 | -0.12 | 0.11 |
| | International | 0.106 | 0.128 | 0.962 | -0.26 | 0.47 |
| Mississippi Service Area | Mobile or Baldwin County | 0.027 | 0.043 | 0.990 | -0.10 | 0.15 |
| | Rest of Alabama | 0.006 | 0.045 | 1.000 | -0.12 | 0.13 |
| | Florida Service Area | 0.054 | 0.061 | 0.952 | -0.12 | 0.23 |
| | Rest of United States | 0.001 | 0.051 | 1.000 | -0.15 | 0.15 |
| | International | 0.112 | 0.132 | 0.959 | -0.26 | 0.49 |
| Florida Service Area | Mobile or Baldwin County | -0.027 | 0.050 | 0.995 | -0.17 | 0.12 |
| | Rest of Alabama | -0.048 | 0.051 | 0.939 | -0.19 | 0.10 |
| | Mississippi Service Area | -0.054 | 0.061 | 0.952 | -0.23 | 0.12 |
| | Rest of United States | -0.053 | 0.057 | 0.941 | -0.22 | 0.11 |
| | International | 0.058 | 0.134 | 0.998 | -0.33 | 0.44 |
| Rest of United States | Mobile or Baldwin County | 0.026 | 0.038 | 0.983 | -0.08 | 0.13 |
| | Rest of Alabama | 0.005 | 0.039 | 1.000 | -0.11 | 0.12 |
| | Mississippi Service Area | -0.001 | 0.051 | 1.000 | -0.15 | 0.15 |
| | Florida Service Area | 0.053 | 0.057 | 0.941 | -0.11 | 0.22 |
| | International | 0.111 | 0.130 | 0.958 | -0.26 | 0.48 |
| International | Mobile or Baldwin County | -0.085 | 0.127 | 0.985 | -0.45 | 0.28 |
| | Rest of Alabama | -0.106 | 0.128 | 0.962 | -0.47 | 0.26 |
| | Mississippi Service Area | -0.112 | 0.132 | 0.959 | -0.49 | 0.26 |
| | Florida Service Area | -0.058 | 0.134 | 0.998 | -0.44 | 0.33 |
| | Rest of United States | -0.111 | 0.130 | 0.958 | -0.48 | 0.26 |

## 2020 Cohort * High School GPA * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) High School GPA | | Mean Difference (I-J) | Std. Error | Sig. | Interval Bound | Interval Bound |
|---|---|---|---|---|---|---|
| 3.0 or lower | 3.01-3.5 | -0.105 | 0.049 | 0.083 | -0.22 | 0.01 |
| | 3.51 or higher | -.289* | 0.043 | 0.000 | -0.39 | -0.19 |
| 3.01-3.5 | 3.0 or lower | 0.105 | 0.049 | 0.083 | -0.01 | 0.22 |
| | 3.51 or higher | -.185* | 0.029 | 0.000 | -0.25 | -0.12 |
| 3.51 or higher | 3.0 or lower | .289* | 0.043 | 0.000 | 0.19 | 0.39 |
| | 3.01-3.5 | .185* | 0.029 | 0.000 | 0.12 | 0.25 |

*. The mean difference is significant at the 0.05 level.

## 2020 Cohort * ACT Composite * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) ACT | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Bound | 95% Confidence Interval Bound |
|---|---|---|---|---|---|---|
| 19 or lower | 20-21 | -0.096 | 0.042 | 0.251 | -0.22 | 0.03 |
| | 22-23 | -.169* | 0.041 | 0.001 | -0.29 | -0.05 |
| | 24-25 | -.147* | 0.042 | 0.008 | -0.27 | -0.02 |
| | 26-27 | -.189* | 0.046 | 0.001 | -0.33 | -0.05 |
| | 28-29 | -.214* | 0.048 | 0.000 | -0.36 | -0.07 |
| | 30 or higher | -.275* | 0.039 | 0.000 | -0.39 | -0.16 |
| 20-21 | 19 or lower | 0.096 | 0.042 | 0.251 | -0.03 | 0.22 |
| | 22-23 | -0.073 | 0.041 | 0.577 | -0.20 | 0.05 |
| | 24-25 | -0.051 | 0.042 | 0.895 | -0.18 | 0.07 |
| | 26-27 | -0.093 | 0.047 | 0.422 | -0.23 | 0.05 |
| | 28-29 | -0.118 | 0.049 | 0.200 | -0.26 | 0.03 |
| | 30 or higher | -.179* | 0.040 | 0.000 | -0.30 | -0.06 |
| 22-23 | 19 or lower | .169* | 0.041 | 0.001 | 0.05 | 0.29 |
| | 20-21 | 0.073 | 0.041 | 0.577 | -0.05 | 0.20 |
| | 24-25 | 0.022 | 0.041 | 0.998 | -0.10 | 0.14 |
| | 26-27 | -0.020 | 0.045 | 0.999 | -0.15 | 0.11 |
| | 28-29 | -0.045 | 0.048 | 0.966 | -0.19 | 0.10 |
| | 30 or higher | -0.106 | 0.039 | 0.093 | -0.22 | 0.01 |
| 24-25 | 19 or lower | .147* | 0.042 | 0.008 | 0.02 | 0.27 |
| | 20-21 | 0.051 | 0.042 | 0.895 | -0.07 | 0.18 |
| | 22-23 | -0.022 | 0.041 | 0.998 | -0.14 | 0.10 |
| | 26-27 | -0.042 | 0.046 | 0.970 | -0.18 | 0.09 |
| | 28-29 | -0.067 | 0.048 | 0.811 | -0.21 | 0.08 |
| | 30 or higher | -.128* | 0.040 | 0.023 | -0.25 | -0.01 |
| 26-27 | 19 or lower | .189* | 0.046 | 0.001 | 0.05 | 0.33 |
| | 20-21 | 0.093 | 0.047 | 0.422 | -0.05 | 0.23 |
| | 22-23 | 0.020 | 0.045 | 0.999 | -0.11 | 0.15 |
| | 24-25 | 0.042 | 0.046 | 0.970 | -0.09 | 0.18 |
| | 28-29 | -0.025 | 0.052 | 0.999 | -0.18 | 0.13 |
| | 30 or higher | -0.086 | 0.044 | 0.460 | -0.22 | 0.05 |
| 28-29 | 19 or lower | .214* | 0.048 | 0.000 | 0.07 | 0.36 |
| | 20-21 | 0.118 | 0.049 | 0.200 | -0.03 | 0.26 |
| | 22-23 | 0.045 | 0.048 | 0.966 | -0.10 | 0.19 |
| | 24-25 | 0.067 | 0.048 | 0.811 | -0.08 | 0.21 |
| | 26-27 | 0.025 | 0.052 | 0.999 | -0.13 | 0.18 |
| | 30 or higher | -0.061 | 0.047 | 0.846 | -0.20 | 0.08 |
| 30 or higher | 19 or lower | .275* | 0.039 | 0.000 | 0.16 | 0.39 |
| | 20-21 | .179* | 0.040 | 0.000 | 0.06 | 0.30 |
| | 22-23 | 0.106 | 0.039 | 0.093 | -0.01 | 0.22 |
| | 24-25 | .128* | 0.040 | 0.023 | 0.01 | 0.25 |
| | 26-27 | 0.086 | 0.044 | 0.460 | -0.05 | 0.22 |
| | 28-29 | 0.061 | 0.047 | 0.846 | -0.08 | 0.20 |

*. The mean difference is significant at the 0.05 level.

# 2020 Freshman Cohort Retention Report ANOVA Tables

## 2020 Cohort * First Generation * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) First Generation | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Bound | 95% Confidence Interval Bound |
|---|---|---|---|---|---|---|
| No | Yes | .080* | 0.030 | 0.020 | 0.01 | 0.15 |
| | Unknown | -0.074 | 0.033 | 0.063 | -0.15 | 0.00 |
| Yes | No | -.080* | 0.030 | 0.020 | -0.15 | -0.01 |
| | Unknown | -.154* | 0.040 | 0.000 | -0.25 | -0.06 |
| Unknown | No | 0.074 | 0.033 | 0.063 | 0.00 | 0.15 |
| | Yes | .154* | 0.040 | 0.000 | 0.06 | 0.25 |

*. The mean difference is significant at the 0.05 level.

## 2020 Cohort * USA Day * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) Number USA Days Attended | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Bound | 95% Confidence Interval Bound |
|---|---|---|---|---|---|---|
| Did Not Attend | Attended 1 USA Day | -.097* | 0.027 | 0.001 | -0.16 | -0.03 |
| | Attended Multiple USA Days | 0.091 | 0.245 | 0.928 | -0.78 | 0.96 |
| Attended 1 USA Day | Did Not Attend | .097* | 0.027 | 0.001 | 0.03 | 0.16 |
| | Attended Multiple USA Days | 0.188 | 0.246 | 0.742 | -0.68 | 1.06 |
| Attended Multiple USA Days | Did Not Attend | -0.091 | 0.245 | 0.928 | -0.96 | 0.78 |
| | Attended 1 USA Day | -0.188 | 0.246 | 0.742 | -1.06 | 0.68 |

*. The mean difference is significant at the 0.05 level.

## 2020 Cohort * Orientation * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) Orientation | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Bound | 95% Confidence Interval Bound |
|---|---|---|---|---|---|---|
| Freshman Session 1 | August/Transfer/Other/Unknown | .415* | 0.068 | 0.000 | 0.19 | 0.64 |
| | May Freshman Orientation | 0.086 | 0.092 | 0.998 | -0.24 | 0.41 |
| | Freshman Session 2 | 0.050 | 0.039 | 0.982 | -0.08 | 0.18 |
| | Freshman Session 3 | 0.085 | 0.040 | 0.624 | -0.05 | 0.22 |
| | Freshman Session 4 | 0.104 | 0.042 | 0.345 | -0.03 | 0.24 |
| | Freshman Session 5 | 0.066 | 0.041 | 0.911 | -0.07 | 0.20 |
| | Freshman Session 6 | .213* | 0.047 | 0.001 | 0.06 | 0.37 |
| | Freshman Session 7 | .245* | 0.047 | 0.000 | 0.09 | 0.40 |
| | Freshman Session 8 | .307* | 0.054 | 0.000 | 0.13 | 0.48 |
| | Freshman Session 9 | .261* | 0.061 | 0.002 | 0.06 | 0.46 |
| | Freshman Session 10 | .383* | 0.057 | 0.000 | 0.19 | 0.57 |
| Freshman Session 2 | August/Transfer/Other/Unknown | .366* | 0.069 | 0.000 | 0.13 | 0.60 |
| | May Freshman Orientation | 0.036 | 0.092 | 1.000 | -0.29 | 0.37 |
| | Freshman Session 1 | -0.050 | 0.039 | 0.982 | -0.18 | 0.08 |
| | Freshman Session 3 | 0.035 | 0.042 | 1.000 | -0.10 | 0.17 |
| | Freshman Session 4 | 0.054 | 0.043 | 0.983 | -0.09 | 0.20 |
| | Freshman Session 5 | 0.016 | 0.043 | 1.000 | -0.12 | 0.16 |
| | Freshman Session 6 | .163* | 0.048 | 0.038 | 0.00 | 0.32 |
| | Freshman Session 7 | .195* | 0.049 | 0.004 | 0.04 | 0.36 |
| | Freshman Session 8 | .257* | 0.055 | 0.000 | 0.08 | 0.44 |
| | Freshman Session 9 | .211* | 0.062 | 0.042 | 0.00 | 0.42 |
| | Freshman Session 10 | .334* | 0.058 | 0.000 | 0.14 | 0.53 |

*. The mean difference is significant at the 0.05 level.

## 2020 Cohort * College * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) College Logistic | | Mean Difference (I-J) | Std. Error | Sig. | Interval Bound | Interval Bound |
|---|---|---|---|---|---|---|
| AS | AH | -0.082 | 0.036 | 0.248 | -0.19 | 0.02 |
| | BU | 0.056 | 0.047 | 0.898 | -0.08 | 0.20 |
| | CS | -0.139 | 0.056 | 0.181 | -0.31 | 0.03 |
| | ED | -0.017 | 0.041 | 1.000 | -0.14 | 0.11 |
| | EG | -0.028 | 0.039 | 0.991 | -0.15 | 0.09 |
| | NU | -0.051 | 0.033 | 0.734 | -0.15 | 0.05 |
| AH | AS | 0.082 | 0.036 | 0.248 | -0.02 | 0.19 |
| | BU | 0.138 | 0.051 | 0.099 | -0.01 | 0.29 |
| | CS | -0.057 | 0.059 | 0.961 | -0.23 | 0.12 |
| | ED | 0.065 | 0.045 | 0.788 | -0.07 | 0.20 |
| | EG | 0.053 | 0.044 | 0.886 | -0.08 | 0.18 |
| | NU | 0.031 | 0.038 | 0.983 | -0.08 | 0.14 |
| BU | AS | -0.056 | 0.047 | 0.898 | -0.20 | 0.08 |
| | AH | -0.138 | 0.051 | 0.099 | -0.29 | 0.01 |
| | CS | -0.195 | 0.067 | 0.060 | -0.39 | 0.00 |
| | ED | -0.073 | 0.055 | 0.835 | -0.24 | 0.09 |
| | EG | -0.084 | 0.054 | 0.697 | -0.24 | 0.07 |
| | NU | -0.106 | 0.049 | 0.317 | -0.25 | 0.04 |
| CS | AS | 0.139 | 0.056 | 0.181 | -0.03 | 0.31 |
| | AH | 0.057 | 0.059 | 0.961 | -0.12 | 0.23 |
| | BU | 0.195 | 0.067 | 0.060 | 0.00 | 0.39 |
| | ED | 0.121 | 0.063 | 0.457 | -0.07 | 0.31 |
| | EG | 0.110 | 0.061 | 0.555 | -0.07 | 0.29 |
| | NU | 0.088 | 0.058 | 0.727 | -0.09 | 0.26 |
| ED | AS | 0.017 | 0.041 | 1.000 | -0.11 | 0.14 |
| | AH | -0.065 | 0.045 | 0.788 | -0.20 | 0.07 |
| | BU | 0.073 | 0.055 | 0.835 | -0.09 | 0.24 |
| | CS | -0.121 | 0.063 | 0.457 | -0.31 | 0.07 |
| | EG | -0.011 | 0.048 | 1.000 | -0.15 | 0.13 |
| | NU | -0.033 | 0.044 | 0.988 | -0.16 | 0.10 |
| EG | AS | 0.028 | 0.039 | 0.991 | -0.09 | 0.15 |
| | AH | -0.053 | 0.044 | 0.886 | -0.18 | 0.08 |
| | BU | 0.084 | 0.054 | 0.697 | -0.07 | 0.24 |
| | CS | -0.110 | 0.061 | 0.555 | -0.29 | 0.07 |
| | ED | 0.011 | 0.048 | 1.000 | -0.13 | 0.15 |
| | NU | -0.022 | 0.042 | 0.998 | -0.15 | 0.10 |
| NU | AS | 0.051 | 0.033 | 0.734 | -0.05 | 0.15 |
| | AH | -0.031 | 0.038 | 0.983 | -0.14 | 0.08 |
| | BU | 0.106 | 0.049 | 0.317 | -0.04 | 0.25 |
| | CS | -0.088 | 0.058 | 0.727 | -0.26 | 0.09 |
| | ED | 0.033 | 0.044 | 0.988 | -0.10 | 0.16 |
| | EG | 0.022 | 0.042 | 0.998 | -0.10 | 0.15 |

## 2020 Cohort * Freshman Scholarship Residency * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) Freshman Scholarship Residency | | Mean Difference (I-J) | Std. Error | Sig. | Interval Bound | Interval Bound |
|---|---|---|---|---|---|---|
| No Freshman Scholarship | Other Residency for Scholarship | -.172* | 0.027 | 0.000 | -0.24 | -0.10 |
| | In-State Service Area | -.201* | 0.040 | 0.000 | -0.30 | -0.10 |
| | In-State Talent and Ability | -.206* | 0.042 | 0.000 | -0.31 | -0.10 |
| Other Residency for Scholarship | No Freshman Scholarship | .172* | 0.027 | 0.000 | 0.10 | 0.24 |
| | In-State Service Area | -0.029 | 0.037 | 0.863 | -0.12 | 0.07 |
| | In-State Talent and Ability | -0.034 | 0.039 | 0.823 | -0.13 | 0.07 |
| In-State Service Area | No Freshman Scholarship | .201* | 0.040 | 0.000 | 0.10 | 0.30 |
| | Other Residency for Scholarship | 0.029 | 0.037 | 0.863 | -0.07 | 0.12 |
| | In-State Talent and Ability | -0.005 | 0.049 | 1.000 | -0.13 | 0.12 |
| In-State Talent and Ability | No Freshman Scholarship | .206* | 0.042 | 0.000 | 0.10 | 0.31 |
| | Other Residency for Scholarship | 0.034 | 0.039 | 0.823 | -0.07 | 0.13 |
| | In-State Service Area | 0.005 | 0.049 | 1.000 | -0.12 | 0.13 |

*. The mean difference is significant at the 0.05 level.

## 2020 Cohort * Renewed Freshman Scholarship * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) Renewed Freshman Scholarship | | Mean Difference (I-J) | Std. Error | Sig. | Interval Bound | Interval Bound |
|---|---|---|---|---|---|---|
| No Freshman Scholarship | Scholarship Not Renewed | .211* | 0.033 | 0.000 | 0.13 | 0.29 |
| | Renewed Scholarship | -.409* | 0.021 | 0.000 | -0.46 | -0.36 |
| Scholarship Not Renewed | No Freshman Scholarship | -.211* | 0.033 | 0.000 | -0.29 | -0.13 |
| | Renewed Scholarship | -.620* | 0.025 | 0.000 | -0.68 | -0.56 |
| Renewed Scholarship | No Freshman Scholarship | .409* | 0.021 | 0.000 | 0.36 | 0.46 |
| | Scholarship Not Renewed | .620* | 0.025 | 0.000 | 0.56 | 0.68 |

*. The mean difference is significant at the 0.05 level.

## 2020 Cohort * Number of At Risk Midterm Grades * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) Number At Risk Midterm Grades in Fall 2020 | | Mean Difference (I-J) | Std. Error | Sig. | Interval Bound | Interval Bound |
|---|---|---|---|---|---|---|
| No At Risk MT Grades | 1 At Risk MT Grade | .134* | 0.030 | 0.000 | 0.05 | 0.21 |
| | 2 At Risk MT Grades | .249* | 0.040 | 0.000 | 0.14 | 0.36 |
| | 3 At Risk MT Grades | .459* | 0.047 | 0.000 | 0.33 | 0.59 |
| | 4 or More At Risk MT Grades | .628* | 0.039 | 0.000 | 0.52 | 0.74 |
| 1 At Risk MT Grade | No At Risk MT Grades | -.134* | 0.030 | 0.000 | -0.21 | -0.05 |
| | 2 At Risk MT Grades | 0.115 | 0.046 | 0.097 | -0.01 | 0.24 |
| | 3 At Risk MT Grades | .325* | 0.052 | 0.000 | 0.18 | 0.47 |
| | 4 or More At Risk MT Grades | .494* | 0.046 | 0.000 | 0.37 | 0.62 |
| 2 At Risk MT Grades | No At Risk MT Grades | -.249* | 0.040 | 0.000 | -0.36 | -0.14 |
| | 1 At Risk MT Grade | -0.115 | 0.046 | 0.097 | -0.24 | 0.01 |
| | 3 At Risk MT Grades | .210* | 0.059 | 0.004 | 0.05 | 0.37 |
| | 4 or More At Risk MT Grades | .380* | 0.053 | 0.000 | 0.23 | 0.52 |
| 3 At Risk MT Grades | No At Risk MT Grades | -.459* | 0.047 | 0.000 | -0.59 | -0.33 |
| | 1 At Risk MT Grade | -.325* | 0.052 | 0.000 | -0.47 | -0.18 |
| | 2 At Risk MT Grades | -.210* | 0.059 | 0.004 | -0.37 | -0.05 |
| | 4 or More At Risk MT Grades | .169* | 0.058 | 0.032 | 0.01 | 0.33 |
| 4 or More At Risk MT Grades | No At Risk MT Grades | -.628* | 0.039 | 0.000 | -0.74 | -0.52 |
| | 1 At Risk MT Grade | -.494* | 0.046 | 0.000 | -0.62 | -0.37 |
| | 2 At Risk MT Grades | -.380* | 0.053 | 0.000 | -0.52 | -0.23 |
| | 3 At Risk MT Grades | -.169* | 0.058 | 0.032 | -0.33 | -0.01 |

*. The mean difference is significant at the 0.05 level.

## 2020 Cohort * USA Hours Earned After Summer 2021 * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) USA Hours Earned After Summer 2021 | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Bound | 95% Confidence Interval Bound |
|---|---|---|---|---|---|---|
| 0-6 hours | 6.5-12 hours | -0.043 | 0.036 | 0.839 | -0.15 | 0.06 |
| | 12.5-18 hours | -.187* | 0.045 | 0.001 | -0.32 | -0.06 |
| | 18.5-24 hours | -.566* | 0.052 | 0.000 | -0.72 | -0.42 |
| | 24.5-30 hours | -.788* | 0.027 | 0.000 | -0.86 | -0.71 |
| | 30.5 or more hours | -.905* | 0.021 | 0.000 | -0.96 | -0.84 |
| 6.5-12 hours | 0-6 hours | 0.043 | 0.036 | 0.839 | -0.06 | 0.15 |
| | 12.5-18 hours | -0.143 | 0.051 | 0.058 | -0.29 | 0.00 |
| | 18.5-24 hours | -.523* | 0.058 | 0.000 | -0.69 | -0.36 |
| | 24.5-30 hours | -.745* | 0.036 | 0.000 | -0.85 | -0.64 |
| | 30.5 or more hours | -.861* | 0.032 | 0.000 | -0.95 | -0.77 |
| 12.5-18 hours | 0-6 hours | .187* | 0.045 | 0.001 | 0.06 | 0.32 |
| | 6.5-12 hours | 0.143 | 0.051 | 0.058 | 0.00 | 0.29 |
| | 18.5-24 hours | -.380* | 0.063 | 0.000 | -0.56 | -0.20 |
| | 24.5-30 hours | -.601* | 0.044 | 0.000 | -0.73 | -0.47 |
| | 30.5 or more hours | -.718* | 0.041 | 0.000 | -0.84 | -0.60 |
| 18.5-24 hours | 0-6 hours | .566* | 0.052 | 0.000 | 0.42 | 0.72 |
| | 6.5-12 hours | .523* | 0.058 | 0.000 | 0.36 | 0.69 |
| | 12.5-18 hours | .380* | 0.063 | 0.000 | 0.20 | 0.56 |
| | 24.5-30 hours | -.222* | 0.052 | 0.001 | -0.37 | -0.07 |
| | 30.5 or more hours | -.338* | 0.049 | 0.000 | -0.48 | -0.20 |
| 24.5-30 hours | 0-6 hours | .788* | 0.027 | 0.000 | 0.71 | 0.86 |
| | 6.5-12 hours | .745* | 0.036 | 0.000 | 0.64 | 0.85 |
| | 12.5-18 hours | .601* | 0.044 | 0.000 | 0.47 | 0.73 |
| | 18.5-24 hours | .222* | 0.052 | 0.001 | 0.07 | 0.37 |
| | 30.5 or more hours | -.117* | 0.020 | 0.000 | -0.17 | -0.06 |
| 30.5 or more hours | 0-6 hours | .905* | 0.021 | 0.000 | 0.84 | 0.96 |
| | 6.5-12 hours | .861* | 0.032 | 0.000 | 0.77 | 0.95 |
| | 12.5-18 hours | .718* | 0.041 | 0.000 | 0.60 | 0.84 |
| | 18.5-24 hours | .338* | 0.049 | 0.000 | 0.20 | 0.48 |
| | 24.5-30 hours | .117* | 0.020 | 0.000 | 0.06 | 0.17 |

*. The mean difference is significant at the 0.05 level.

## 2020 Cohort * USA GPA After Summer 2021 * Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

| (I) USA GPA After Summer 2021 | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Bound | 95% Confidence Interval Bound |
|---|---|---|---|---|---|---|
| 2.0 or lower | 2.01-2.5 | -.510* | 0.042 | 0.000 | -0.63 | -0.39 |
| | 2.51-3.0 | -.592* | 0.036 | 0.000 | -0.69 | -0.49 |
| | 3.01-3.5 | -.684* | 0.029 | 0.000 | -0.76 | -0.60 |
| | 3.51-4.0 | -.718* | 0.026 | 0.000 | -0.79 | -0.65 |
| 2.01-2.5 | 2.0 or lower | .510* | 0.042 | 0.000 | 0.39 | 0.63 |
| | 2.51-3.0 | -0.082 | 0.045 | 0.378 | -0.21 | 0.04 |
| | 3.01-3.5 | -.174* | 0.040 | 0.000 | -0.29 | -0.06 |
| | 3.51-4.0 | -.208* | 0.038 | 0.000 | -0.31 | -0.10 |
| 2.51-3.0 | 2.0 or lower | .592* | 0.036 | 0.000 | 0.49 | 0.69 |
| | 2.01-2.5 | 0.082 | 0.045 | 0.378 | -0.04 | 0.21 |
| | 3.01-3.5 | -.093* | 0.034 | 0.049 | -0.18 | 0.00 |
| | 3.51-4.0 | -.127* | 0.030 | 0.000 | -0.21 | -0.04 |
| 3.01-3.5 | 2.0 or lower | .684* | 0.029 | 0.000 | 0.60 | 0.76 |
| | 2.01-2.5 | .174* | 0.040 | 0.000 | 0.06 | 0.29 |
| | 2.51-3.0 | .093* | 0.034 | 0.049 | 0.00 | 0.18 |
| | 3.51-4.0 | -0.034 | 0.022 | 0.550 | -0.10 | 0.03 |
| 3.51-4.0 | 2.0 or lower | .718* | 0.026 | 0.000 | 0.65 | 0.79 |
| | 2.01-2.5 | .208* | 0.038 | 0.000 | 0.10 | 0.31 |
| | 2.51-3.0 | .127* | 0.030 | 0.000 | 0.04 | 0.21 |
| | 3.01-3.5 | 0.034 | 0.022 | 0.550 | -0.03 | 0.10 |

*. The mean difference is significant at the 0.05 level.

# 2020 Freshman Cohort Retention Report Logistic Regression Tables

**2020 Cohort * Input Model Classification Table[a]**

| Observed | | | Predicted | | |
|---|---|---|---|---|---|
| | | | Retention | | Percentage Correct |
| | | | No | Yes | |
| Step 1 | One-Year Retention | No | 66 | 382 | 14.7 |
| | | Yes | 54 | 1042 | 95.1 |
| | Overall Percentage | | | | 71.8 |

a. The cut value is .500

**2020 Cohort * Input Model Final Variables in the Equation**

| | | B | S.E. | Wald | df | Sig. | Exp(B) | 95% C.I.for EXP(B) | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Lower | Upper |
| Step 1[a] | Female | .255 | .124 | 4.255 | 1 | .039 | 1.291 | 1.013 | 1.646 |
| | White | | | 4.559 | 6 | .601 | | | |
| | African-American | .048 | .159 | 0.091 | 1 | .763 | 1.049 | .768 | 1.434 |
| | Asian | .615 | .345 | 3.181 | 1 | .074 | 1.849 | .941 | 3.634 |
| | Hispanic | .052 | .276 | .036 | 1 | .850 | 1.053 | .613 | 1.810 |
| | Multiracial | .045 | .273 | 0.028 | 1 | .868 | 1.046 | .613 | 1.786 |
| | Non-Resident Alien | -.680 | .638 | 1.137 | 1 | .286 | 0.507 | .145 | 1.768 |
| | Other | .022 | .253 | 0.008 | 1 | .929 | 1.023 | .623 | 1.680 |
| | 17 years or younger | | | 0.295 | 3 | .961 | | | |
| | 18 years old | -.092 | .305 | 0.092 | 1 | .762 | 0.912 | .501 | 1.658 |
| | 19 years old | -.134 | .365 | 0.135 | 1 | .713 | 0.875 | .428 | 1.787 |
| | 20 years or older | -.254 | .495 | 0.263 | 1 | .608 | 0.776 | 0.294 | 2.047 |
| | Mobile or Baldwin County | | | 1.862 | 4 | .761 | | | |
| | Rest of Alabama | .183 | .143 | 1.638 | 1 | .201 | 1.201 | .907 | 1.591 |
| | Mississippi Service Area | .005 | .227 | 0.001 | 1 | .981 | 1.005 | .644 | 1.569 |
| | Florida Service Area | .038 | .250 | 0.023 | 1 | .879 | 1.039 | .636 | 1.695 |
| | Rest of United States | .126 | .197 | 0.408 | 1 | .523 | 1.134 | .771 | 1.668 |
| | HS GPA 3.0 or lower | | | 38.881 | 2 | .000 | | | |
| | HS GPA 3.01-3.5 | .402 | .204 | 3.879 | 1 | .049 | 1.495 | 1.002 | 2.230 |
| | HS GPA 3.51-4.0 | 1.063 | .196 | 29.348 | 1 | .000 | 2.896 | 1.971 | 4.255 |
| | 19 or lower | | | 17.199 | 6 | .009 | | | |
| | 20-21 | .332 | .196 | 2.858 | 1 | .091 | 1.394 | .948 | 2.049 |
| | 22-23 | .186 | .174 | 1.136 | 1 | .286 | 1.204 | .856 | 1.695 |
| | 24-25 | .351 | .214 | 2.675 | 1 | .102 | 1.420 | .933 | 2.162 |
| | 26-27 | .539 | .261 | 4.284 | 1 | .038 | 1.715 | 1.029 | 2.858 |
| | 28-29 | .647 | .293 | 4.858 | 1 | .028 | 1.909 | 1.074 | 3.393 |
| | 30 or higher | 1.078 | .284 | 14.448 | 1 | .000 | 2.939 | 1.686 | 5.124 |
| | First Generation | | | 15.895 | 2 | .000 | | | |
| | Not First Generation | .287 | .141 | 4.143 | 1 | .042 | 1.333 | 1.011 | 1.758 |
| | Unknown Status | .931 | .234 | 15.808 | 1 | .000 | 2.537 | 1.603 | 4.015 |
| | Constant | -.667 | .394 | 2.860 | 1 | .091 | 0.513 | | |

a. Variable(s) entered on step 1: Gender T-Test, Race, Age, Region, MEDIAN(HS_GPA_Logistic,ALL), MEDIAN(ACTRecoded,ALL), FirstGen_recoded.

# 2020 Freshman Cohort Retention Report Logistic Regression Tables

**2020 Cohort * Input and Environmental Model Classification Table[a]**

| Observed | | | Predicted | | |
|---|---|---|---|---|---|
| | | | Retention | | Percentage Correct |
| | | | No | Yes | |
| Step 1 | One-Year Retention | No | 150 | 298 | 33.5 |
| | | Yes | 88 | 1008 | 92.0 |
| | Overall Percentage | | | | 75.0 |

a. The cut value is .500

**2020 Cohort * Input and Environmental Model Final Variables in the Equation**

| | | B | S.E. | Wald | df | Sig. | Exp(B) | 95% C.I.for EXP(B) | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Lower | Upper |
| Step 1[a] | Female | .083 | .147 | 0.318 | 1 | .573 | 1.087 | .814 | 1.450 |
| | White | | | 5.600 | 6 | .469 | | | |
| | African-American | .205 | .175 | 1.370 | 1 | .242 | 1.228 | .871 | 1.730 |
| | Asian | .661 | .364 | 3.287 | 1 | .070 | 1.936 | .948 | 3.955 |
| | Hispanic | .254 | .295 | .744 | 1 | .388 | 1.290 | .723 | 2.299 |
| | Multiracial | .214 | .293 | 0.533 | 1 | .465 | 1.239 | .697 | 2.200 |
| | Non-Resident Alien | -.544 | .671 | 0.657 | 1 | .418 | 0.581 | .156 | 2.162 |
| | Other | .107 | .266 | 0.161 | 1 | .688 | 1.113 | .660 | 1.876 |
| | 17 years or younger | | | 1.425 | 3 | .700 | | | |
| | 18 years old | -.211 | .316 | 0.444 | 1 | .505 | 0.810 | .436 | 1.505 |
| | 19 years old | -.167 | .381 | 0.193 | 1 | .661 | 0.846 | .401 | 1.786 |
| | 20 years or older | .232 | .519 | 0.200 | 1 | .654 | 1.261 | .456 | 3.486 |
| | Mobile or Baldwin County | | | 4.231 | 4 | .376 | | | |
| | Rest of Alabama | -.307 | .180 | 2.918 | 1 | .088 | 0.736 | .517 | 1.046 |
| | Mississippi Service Area | -.319 | .253 | 1.589 | 1 | .208 | 0.727 | .442 | 1.194 |
| | Florida Service Area | -.343 | .279 | 1.507 | 1 | .220 | 0.710 | .411 | 1.227 |
| | Rest of United States | -.370 | .235 | 2.484 | 1 | .115 | 0.691 | .436 | 1.094 |
| | HS GPA 3.0 or lower | | | 26.627 | 2 | .000 | | | |
| | HS GPA 3.01-3.5 | .203 | .217 | 0.879 | 1 | .348 | 1.225 | .801 | 1.874 |
| | HS GPA 3.51-4.0 | .850 | .208 | 16.707 | 1 | .000 | 2.341 | 1.557 | 3.519 |
| | 19 or lower | | | 6.058 | 6 | .417 | | | |
| | 20-21 | .154 | .208 | 0.547 | 1 | .459 | 1.167 | .775 | 1.755 |
| | 22-23 | .057 | .187 | 0.094 | 1 | .759 | 1.059 | .735 | 1.527 |
| | 24-25 | .086 | .231 | .139 | 1 | .710 | 1.090 | .693 | 1.714 |
| | 26-27 | .227 | .277 | 0.671 | 1 | .413 | 1.255 | .729 | 2.161 |
| | 28-29 | .215 | .313 | 0.474 | 1 | .491 | 1.240 | .672 | 2.288 |
| | 30 or higher | .694 | .302 | 5.263 | 1 | .022 | 2.002 | 1.106 | 3.621 |
| | First Generation | | | 11.435 | 2 | .003 | | | |
| | Not First Generation | .219 | .153 | 2.058 | 1 | .151 | 1.245 | .923 | 1.679 |
| | Unknown Status | .887 | .263 | 11.404 | 1 | .001 | 2.429 | 1.451 | 4.064 |
| | Did Not Attend USA Day | | | 3.077 | 2 | .215 | | | |
| | Attended 1 USA Day | .232 | .172 | 1.826 | 1 | .177 | 1.261 | .901 | 1.766 |
| | Attended Multiple USA Days | -1.079 | 1.008 | 1.147 | 1 | .284 | 0.340 | .047 | 2.449 |
| | August/Other Orientation | | | 51.072 | 11 | .000 | | | |
| | May Orientation | 1.220 | .602 | 4.110 | 1 | .043 | 3.388 | 1.041 | 11.0221 |
| | Freshman Session 1 | 1.553 | .384 | 16.407 | 1 | .000 | 4.728 | 2.229 | 10.0256 |
| | Freshman Session 2 | 1.140 | .366 | 9.682 | 1 | .002 | 3.127 | 1.525 | 6.41084 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Freshman Session 3 | .928 | .362 | 6.586 | 1 | .010 | 2.530 | 1.245 | 5.14147 |
| | Freshman Session 4 | .978 | .354 | 7.642 | 1 | .006 | 2.660 | 1.329 | 5.32272 |
| | Freshman Session 5 | 1.336 | .361 | 13.661 | 1 | .000 | 3.802 | 1.873 | 7.721 |
| | Freshman Session 6 | .571 | .352 | 2.621 | 1 | .105 | 1.769 | .887 | 3.530 |
| | Freshman Session 7 | .412 | .347 | 1.410 | 1 | .235 | 1.509 | .765 | 2.977 |
| | Freshman Session 8 | .146 | .352 | 0.173 | 1 | .678 | 1.157 | .581 | 2.305 |
| | Freshman Session 9 | .389 | .380 | 1.049 | 1 | .306 | 1.475 | .701 | 3.104 |
| | Freshman Session 10 | .050 | .352 | .020 | 1 | .888 | 1.051 | .527 | 2.094 |
| | Arts & Sciences | | | 8.849 | 6 | .182 | | | |
| | Allied Health | -.042 | .237 | 0.031 | 1 | .860 | .959 | .602 | 1.527 |
| | Business | -.266 | .233 | 1.300 | 1 | .254 | .767 | .486 | 1.211 |
| | Computer Science | .223 | .444 | .252 | 1 | .616 | 1.249 | .524 | 2.981 |
| | Education | -.162 | .284 | 0.325 | 1 | .569 | .851 | .488 | 1.483 |
| | Engineering | .114 | .221 | 0.268 | 1 | .605 | 1.121 | .727 | 1.729 |
| | Nursing | .374 | .185 | 4.088 | 1 | .043 | 1.453 | 1.012 | 2.089 |
| | Received Pell Grant | -.053 | .150 | 0.125 | 1 | .723 | 0.948 | .707 | 1.272 |
| | Received Sub. Stafford Loan | -.172 | .146 | 1.379 | 1 | .240 | 0.842 | .633 | 1.122 |
| | Received Test Fee Waiver | -.262 | .189 | 1.916 | 1 | .166 | 0.769 | .531 | 1.115 |
| | On-Campus Housing | .529 | .162 | 10.638 | 1 | .001 | 1.698 | 1.235 | 2.333 |
| | Learning Community Participant | .275 | .177 | 2.431 | 1 | .119 | 1.317 | .932 | 1.862 |
| | Took FYE Course | -.517 | .227 | 5.164 | 1 | .023 | 0.597 | .382 | 0.931 |
| | Participated in Greek Life | 1.249 | .285 | 19.167 | 1 | .000 | 3.486 | 1.993 | 6.098 |
| | Constant | -1.046 | .542 | 3.729 | 1 | .053 | 0.351 | | |

a. Variable(s) entered on step 1: Number USA Days Attended, Orientation Logistic, College Logistic, Pell Grant, Subsidized Stafford Loan, Received Test Fee Waiver, Housing, Learning Community, Took FYE Course, Greek Life Participation.

**2020 Cohort * Midway Through or After Fall 2020 Classification Table[a]**

| | | | Predicted | | |
|---|---|---|---|---|---|
| | | | Retention | | Percentage Correct |
| Observed | | | No | Yes | |
| Step 1 | One-Year Retention | No | 190 | 258 | 42.4 |
| | | Yes | 98 | 998 | 91.1 |
| | Overall Percentage | | | | 76.9 |

a. The cut value is .500

**2020 Cohort * Midway Through or After Fall 2020 Variables in the Equation**

| | | | | | | | | 95% C.I.for EXP(B) | |
|---|---|---|---|---|---|---|---|---|---|
| | | B | S.E. | Wald | df | Sig. | Exp(B) | Lower | Upper |
| Step 2[b] | 4 or More At Risk MT Grades | | | 162.649 | 4 | .000 | | | |
| | 3 At Risk MT Grades | .740 | .289 | 6.573 | 1 | .010 | 2.097 | 1.191 | 3.693 |
| | 2 At Risk MT Grades | 1.539 | .269 | 32.686 | 1 | .000 | 4.658 | 2.749 | 7.894 |
| | 1 At Risk MT Grade | 1.953 | .259 | 56.849 | 1 | .000 | 7.050 | 4.243 | 11.713 |
| | No At Risk MT Grades | 2.695 | .248 | 118.599 | 1 | .000 | 14.812 | 9.119 | 24.059 |
| | Not on Probation After Fall 2020 | .665 | .190 | 12.305 | 1 | .000 | 1.944 | 1.341 | 2.819 |
| | Constant | -1.624 | .243 | 44.577 | 1 | .000 | .197 | | |

a. Variable(s) entered on step 1: Number At Risk Midterm Grades in Fall 2020 Logistic, Probation After Fall 2020.

# 2020 Freshman Cohort Retention Report Logistic Regression Tables

**2020 Cohort * USA Hours Earned After Summer 2021 Classification Table[a]**

| Observed | | | Predicted | | |
|---|---|---|---|---|---|
| | | | Retention | | Percentage Correct |
| | | | No | Yes | |
| Step 1 | One-Year Retention | No | 285 | 138 | 67.4 |
| | | Yes | 40 | 1055 | 96.3 |
| | Overall Percentage | | | | 88.3 |

a. The cut value is .500

**2020 Cohort * USA Hours Earned After Summer 2021 Variables in the Equation**

| | | B | S.E. | Wald | df | Sig. | Exp(B) | 95% C.I.for EXP(B) | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Lower | Upper |
| Step 1[a] | USA Hours Earned 0-6 | | | 418.481 | 5 | .000 | | | |
| | USA Hours Earned 6.5-12 | .693 | .559 | 1.537 | 1 | .215 | 2.000 | .669 | 5.982 |
| | USA Hours Earned 12.5-18 | 1.811 | .475 | 14.565 | 1 | .000 | 6.118 | 2.413 | 15.508 |
| | USA Hours Earned 18.5-24 | 3.459 | .466 | 55.205 | 1 | .000 | 31.795 | 12.766 | 79.189 |
| | USA Hours Earned 24.5-30 | 4.620 | .439 | 110.524 | 1 | .000 | 101.515 | 42.899 | 240.221 |
| | USA Hours Earned 30.5 or more | 5.988 | .455 | 173.391 | 1 | .000 | 398.788 | 163.544 | 972.410 |
| | Constant | -2.996 | .418 | 51.282 | 1 | .000 | .050 | | |

a. Variable(s) entered on step 1: USA Hours Earned After Summer 2021.

**2020 Cohort * USA GPA After Summer 2021 Classification Table[a]**

| Observed | | | Predicted | | |
|---|---|---|---|---|---|
| | | | Retention | | Percentage Correct |
| | | | No | Yes | |
| Step 1 | One-Year Retention | No | 247 | 176 | 58.4 |
| | | Yes | 60 | 1035 | 94.5 |
| | Overall Percentage | | | | 84.5 |

a. The cut value is .500

**2020 Cohort * USA GPA After Summer 2021 Variables in the Equation**

| | | B | S.E. | Wald | df | Sig. | Exp(B) | 95% C.I.for EXP(B) | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Lower | Upper |
| Step 1[a] | USA GPA 2.0 or lower | | | 391.794 | 4 | .000 | | | |
| | USA GPA 2.01-2.5 | 2.289 | .224 | 104.261 | 1 | .000 | 9.863 | 6.356 | 15.304 |
| | USA GPA 2.51-3.0 | 2.722 | .220 | 153.307 | 1 | .000 | 15.214 | 9.888 | 23.409 |
| | USA GPA 3.01-3.5 | 3.404 | .229 | 221.531 | 1 | .000 | 30.075 | 19.211 | 47.082 |
| | USA GPA 3.51-4.0 | 3.775 | .211 | 320.126 | 1 | .000 | 43.583 | 28.823 | 65.901 |
| | Constant | -1.415 | .144 | 96.661 | 1 | .000 | .243 | | |

a. Variable(s) entered on step 1: USA GPA After Summer 2021.