



# UNIVERSITY OF SOUTH ALABAMA

## 2021 Freshman Cohort Retention Report

### Executive Summary

This report summarizes the one-year retention of 1,749 students in the University of South Alabama (USA) 2021 first-time full-time baccalaureate degree-seeking freshman cohort. The one-year retention rate for the 2021 freshman cohort was 68.8%.

Based on what we know about a student before the student begins their first semester at USA, underrepresented minorities, first generation students, students admitted under test optional policies, and 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. Students within the Fall 2021 cohort admitted under test optional policies should be carefully observed for indications of academic struggle.

Outcomes of recruitment efforts such as College Preview Day, Take Over South, and Decision Day illustrated the importance of a prospective student coming to campus prior to enrolling, but also the challenges of recruitment in the midst of a pandemic. 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, although not as evident in logistic regression analysis. 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 and/or Subsidized Stafford Loan 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. Additionally, other forms of support, academic or otherwise, may be appropriate.

Aid for veterans and their dependents demonstrated a positive influence on the student returning for the second year. However, results were slightly lower for students who selected to live off campus indicating they were a veteran or dependent children in residence. Students with dependent children appear to need additional support to continue enrollment into the second year.

Students who lived on-campus, utilized the Student Recreation Center, 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. In a particularly surprising example, the data from the Student Recreation Center suggested that even one visit to the facility was associated with statistically significant increases in retention.

Results also showed students who received an at-risk midterm grade (D, F, or U) in the Fall 2021 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 2021 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.

Advising data included for the first time with the Fall 2021 Cohort suggested positive outcomes for students struggling academically who proactively engaged the services of Academic Advising and Transfer Services (AATS). Students who utilized the resources of the Writing Lab showed increased retention rates. Although the data suggests students who need five or more appointments with AATS during the semester continued to struggle academically and were more likely to not return, especially as appointment cancelations were included in the story. Students who cancelled these appointments consistently and frequently (3 or more times within the semester) were increasingly unlikely to return. Also, students who recognized a need for advising and made an initial visit in September or October of their fall term returned at higher rates than the full cohort and far higher than those who did not seek the services of AATS.

### **Overview**

The following report provides a detailed analysis about the one-year retention of the 1,749 first-time full-time baccalaureate degree-seeking freshmen students in the University of South Alabama (USA) 2021 freshman cohort. Retention in the context of this report is defined as whether freshmen students returned and enrolled one year later in the Fall 2022 semester. Similar to reports written by Institutional Research, the input-environment-outcome (IEO) model developed by Alexander W. Astin<sup>1</sup> 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 (68.8%). 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 (68.8%) of the 1,749 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 68.8%. In addition, significant mean differences for the input, environmental, and the outcome variables known midway through or after the end of the Fall 2021 semester and after the end of the Summer 2022 semester are reported.

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

### Input Variable Cross Tabular Results

For the input variables included in this analysis (see Table 1), female students (68.9%) returned at a similar rate to male students (68.6%) with only 0.3% difference. In terms of race/ethnicity, Hispanic (64.8%), African-American (62.5%), and multiracial (54.7%) students returned at a lower rate than the cohort retention rate (68.8%). The mean difference between retention of Asian compared to African-American and multiracial students was statistically significant (see Appendix: ANOVA Tables).

**Table 1: Comparison of Input Variables to 2021 Cohort Retention Rate**

Variable	Retention Rate >= 68.8%	Total Counts	Retention Rate < 68.8%	Total Counts
<i>Gender</i>				
	Female (68.9%)	1,093	Male (68.6%)	656
<i>*Race/Ethnicity</i>				
	*Asian (84.4%)	64	Hispanic (64.8%)	88
	Other (81.3%)	16	African-American (62.5%)	435
	Non-Resident Alien (73.3%)	15	Multiracial (54.7%)	86
	White (71.7%)	1,045		
<i>*Age</i>				
	17 years old or younger (78.0%)	50	19 years old (62.3%)	154
	18 years old (69.7%)	1,497	*20 years old or older (50.0%)	48
<i>Region</i>				
	Rest of United States (74.9%)	187	Florida Service Area (68.1%)	91
	Mississippi Service Area (73.3%)	146	Mobile or Baldwin County (65.6%)	822
	International (73.3%)	15		
	Rest of Alabama (70.5%)	488		
<i>*First Generation</i>				
	No (72.5%)	1,198	*Yes (56.5%)	370
	Unknown (69.9%)	181		
<i>*High School GPA</i>				
	*3.51 or higher (77.9%)	1,124	3.01-3.5 (54.6%)	467
			3.0 Or lower (45.1%)	153
<i>*ACT Composite Score</i>				
	30 or higher (84.6%)	182	20-21 (63.4%)	246
	28-29 (83.0%)	100	*19 or lower (56.1%)	399
	26-27 (81.4%)	145		
	24-25 (76.7%)	206		
	22-23 (69.5%)	233		
<i>*Test Optional Admit</i>				
	Admitted with Test Scores (73.6%)	1,347	*Admitted w/out Test Scores (52.5%)	402
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 gray fill color.				

Retention comparisons based on age showed students 18 years old or younger returned at a higher rate (at least 69.7%) than the cohort retention rate of 68.8%. The mean difference between retention of students 20 years or older and students who were 17 years or younger or 18 years old was statistically significant (see Appendix: ANOVA Tables). Comparisons based on the region the student came from showed students from the Florida service area (68.1%) and local area of Mobile or Baldwin County (65.6%) students returned at a lower rate than the overall cohort (68.8%).

The retention rate of students who indicated they were a first generation student (56.5%) on the Free Application for Federal Student Aid (FAFSA) application was lower than the overall cohort (68.8%). 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 54.6%) returned at a lower rate than the overall cohort (68.8%). The mean difference between retention of students with a high school GPA of 3.51 or higher in comparison to both of the two 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 63.4%) than the cohort retention rate (68.8%). 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).

Because of COVID-19 related closures and limitations of students to register for college admissions test such as ACT or SAT, 402 students were admitted under a test optional policy. Students admitted under the test optional policy (52.5%) were significantly less likely to be retained (see Appendix: Independent T-Test Tables) than peers admitted with a qualifying college admissions test score (73.6%).

*Environmental Variable Cross Tabular Results*

In addition to the introduction of test optional policies in admissions in response to pandemic-related challenges, other activities were curbed or amended such as recruitment and orientation activities. Additional student data was made available from academic support units and student affairs related activity giving a more comprehensive understanding of our students (see Table 2).

**Table 2: Comparison of Environmental Variables to 2021 Cohort Retention Rate**

Variable	Retention Rate >= 68.8%	Count	Retention Rate < 68.8%	Count
<i>*On Campus Recruitment Visits</i>				
	Attended Multiple Campus Visit Events (77.3%)	66	*Did Not Attend/Unknown (64.2%)	921
	Attended 1 Campus Visit Event (73.6%)	762		
<i>*Individual/Family Tours Attendance</i>				
	Attended 1 Individual/Family Tour (74.0%)	745	Attended Multiple Individual/Family Tours (68.0%)	25
			*Did Not Attend/Unknown (64.9%)	979
<i>*College Preview Day Attendance</i>				
	*Attended College Preview Event (77.9%)	86	Did Not Attend/Unknown (68.3%)	1,663
<i>*Take Over South Attendance</i>				
	*Attended Take Over South (90.9%)	11	Did Not Attend/Unknown (68.6%)	1,738
<i>*Application Date</i>				
	On or Before October 1 (78.7%)	442	After December 1 – February 15 (59.6%)	223
	After October 1 – December 1 (70.6%)	832	After February 15 – May 1 (56.8%)	162
			*After May 1 (47.8%)	90
<i>*Acceptance Date</i>				
	On or Before February 15 (72.2%)	1,421	After February 15 – May 1 (59.3%)	194
			*After May 1 (46.3%)	134

**Table 2 (Continued): Comparison of Environmental Variables to 2021 Cohort Retention Rate**

<i>*Virtual Orientation Session</i>				
	Freshman Session 2 (77.8%)	284	Freshman Session 5 (64.7%)	221
	Freshman Session 1 (76.3%)	308	Freshman Session 6 (61.8%)	186
	Freshman Session 3 (75.0%)	260	Freshman Session 7 (49.5%)	99
	Freshman Session 4 (69.7%)	254	*August/Transfer/Unknown (49.6%)	137
<i>*Southbound Orientation/Open House</i>				
	Southbound Orientation (76.1%)	619	*Did Not Attend/Unknown (64.8%)	1,118
			Southbound Open House/Both (66.7%)	12
<i>Decision Day Attendance</i>				
	Did Not Attend/Unknown (68.9%)	1,734	Attended Decision Day (60.0%)	15
<i>College</i>				
	Allied Health (74.2%)	225	Education (66.7%)	186
	Engineering (72.1%)	201	Arts and Sciences (66.5%)	538
	Computing (71.7%)	92	Business (65.5%)	197
	Nursing (69.0%)	310		
<i>*USA Freshman Scholarship</i>				
	*Yes (76.3%)	902	No (60.8%)	847
<i>*USA Freshman Scholarship and Residency</i>				
	In-State Talent/Ability Scholarship (80.6%)	98	*No Scholarship (60.8%)	847
	In-State Service Area Scholarship (77.0%)	135		
	Other Residency for Scholarship (75.5%)	669		
<i>*USA Freshman Scholarship Second Year Renewal</i>				
	*Renewed Scholarship (100%)	570	No (60.8%)	847
			Scholarship Not Renewed (35.5%)	332
<i>*Pell Grant</i>				
	No (74.5%)	985	*Yes (61.4%)	764
<i>*Subsidized Stafford Loan</i>				
	No (75.0%)	1,001	*Yes (60.4%)	748
<i>Veteran and Dependent Aid</i>				
	Yes (75.0%)	112	No (68.4%)	1,637
<i>*Housing</i>				
	*On-campus (71.3%)	1,125	Off-campus (64.3%)	624
<i>*Freshman Housing Residency Policy</i>				
	Residing with Parent/Grandparent/Guardian (76.8%)	284	Military Veteran/Dependent Children in Residence (63.6%)	11
	Other Documented Justification (75.0%)	16	*Did Not Document Justification (52.4%)	313
	Lived On-Campus (71.3%)	1,125		
<i>*Honors Student</i>				
	*Yes (90.5%)	95	No (67.5%)	1,654
<i>*Learning Community</i>				
	*Yes (71.5%)	1,342	No (60.0%)	407
<i>*First Year Experience Course</i>				
	*EG 101 (82.6%)	115	CAS 100 (67.8%)	639
	CIS 101 (74.4%)	86	KIN 100 (67.2%)	119
	AHP 101 (73.8%)	126	BUS 150 (65.2%)	155
	NU 101 (70.6%)	279	No FYE (59.2%)	196
	EDU 100 (70.6%)	34		

**Table 2 (Continued): Comparison of Environmental Variables to 2021 Cohort Retention Rate**

<i>*Greek Life Participation</i>				
	*Yes (85.5%)	152	No (67.2%)	1,597
<i>*Recreation Center Usage</i>				
	16 – 30 Visits (82.1%)	162	*No visits (48.8%)	451
	46 or More Visits (78.4%)	88		
	2 – 3 Visits (76.4%)	250		
	4 – 15 Visits (75.4%)	500		
	31 – 45 Visits (73.1%)	78		
	1 Visit (70.9%)	220		
<i>Subject Tutoring Appointments</i>				
	1 Appointment (75.6%)	78	No Appointments (68.5%)	1,614
	5 or More Appointments (70.6%)	17	3 or 4 Appointments (68.2%)	22
			2 Appointments (66.7%)	18
<i>Writing Lab Appointments</i>				
	2 Appointments (82.9%)	35	No Appointments (67.5%)	1,553
	3 or 4 Appointments (82.1%)	39		
	1 Appointment (77.4%)	106		
	5 or More Appointments (68.8%)	16		
<i>*Academic Advising and Transfer Services (AATS) Advising Appointments Attended Before Fall 2021</i>				
	*No AATS Appointments (76.2%)	143	Attended 4 AATS Appointments (63.6%)	44
	Attended 2 AATS Appointments (70.0%)	450	Attended 3 AATS Appointments (62.9%)	170
	Attended 1 AATS Appointments (69.1%)	915	Attended 5 or more AATS Appointments (44.4%)	27
<i>*AATS Advising Appointments Attended Fall 2021</i>				
	Attended 1 AATS Appointments (75.0%)	808	Attended 4 AATS Appointments (54.1%)	98
	Attended 2 AATS Appointments (72.2%)	467	Attended 5 or more AATS Appointments (44.2%)	43
	Attended 3 AATS Appointments (69.3%)	205	*No AATS Appointments (35.9%)	128
<i>*Initial AATS Advising Before Fall 2021</i>				
	First Advised in April (77.9%)	190	First Advised in July (62.1%)	348
	Not Advised by AATS before Fall (76.2%)	143	*First Advised in August (43.4%)	145
	First Advised in May (75.1%)	477		
	First Advised in June (69.3%)	446		
<i>*Initial AATS Advising Fall 2021</i>				
	First Advised in September (77.5%)	648	First Advised in August (59.1%)	110
	First Advised in October (70.9%)	684	First Advised in November (58.9%)	158
			First Advised in December (57.1%)	21
			*Not Advised by AATS in Fall (35.9%)	128
<i>*Canceled AATS Appointments Before Fall 2021</i>				
	No AATS Appointments before Fall (76.0%)	121	3 or More Canceled Appointments (54.2%)	24
	1 Canceled Appointment (70.5%)	329	*2 Canceled Appointments (50.0%)	72
	No Canceled Appointments (69.0%)	1,203		

**Table 2 (Continued): Comparison of Environmental Variables to 2021 Cohort Retention Rate**

<i>*Canceled AATS Appointments Fall 2021</i>				
	<i>*No Canceled Appointments (74.4%)</i>	1,093	1 Canceled Appointment (66.1%)	404
			2 Canceled Appointments (58.1%)	105
			3 or More Canceled Appointments (46.3%)	41
			No AATS Appointments in Fall (40.6%)	106
AATS Change of Major Advising				
	Received Advising (73.5%)	49	Did Not Receive Advising (68.6%)	1,700
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.				

Students who made one on campus recruitment visit (73.6%) or multiple visits (77.3%) returned at a higher rate than the overall cohort (68.8%) and at a higher rate than those who never made an on campus recruitment visit (64.2%). The mean difference between retention of students who did not attend an on campus recruitment visit and those who attended at least one or more was statistically significant (see Appendix: ANOVA Tables).

Students who attended one individual or family tour (74.0%) returned at a higher rate than the overall cohort (68.8%). The mean difference between students did not attend an individual or family tour and those who attended one individual or family tour was statistically significant (see Appendix: ANOVA Tables). Students who attended College Preview Day (77.9%) also returned at a significantly higher rate (see Appendix: Independent T-Test Tables) than the overall cohort (68.8%).

Take Over South was also introduced this year with eleven participating students. Those students who did participate returned at a significantly higher rate (see Appendix: Independent T-Test Tables) of 90.9%. However, because of the small number of students who participated, generalizations on participating students or determinations of the event’s influence on retention cannot be determined with certainty.

Application date could be appropriately included in the input variables. However, because of the association with acceptance date and the relationship of application date to recruitment activities, it has been included with environmental factors. Students who completed their application on or prior to December 1 (of the academic year prior to admission and enrollment) were retained at a higher rate (at least 70.6%) than the overall cohort (68.8%). The mean difference between students who applied after May 1 and students in both groups who applied on or prior to December 1 was significantly significant (see Appendix: ANOVA Tables). Less than half of the students who applied after May 1, immediately prior to enrollment, were retained (49.6%).

Highly related to the application date, acceptance date showed similar retention effects. Students who were accepted on or before February 15 (72.2%) were retained at higher levels than the overall cohort (68.8%). The mean difference between students who were accepted after May 1 and students who were accepted on or before February 15 was significantly significant (see Appendix: ANOVA Tables). Similarly, less than half of the students who were accepted after May 1 were retained into the next academic year (46.3%). This population is primarily made of the students who had an application date after May 1, as a later application naturally results in a later date of acceptance.

In response to pandemic related limitations, orientation was offered in a virtual only format for the Fall 2021 cohort. However, consistent with prior years, students who participated in earlier orientation sessions were retained at high levels. Students who attended Freshman Sessions 1 through 4 (at least 69.7%) were retained at higher levels than the overall cohort (68.8%). Freshman Session 7 had the lowest

retention rate at 49.5%, but attending either the August Orientation session, a transfer orientation session, or an unknown orientation session was only a tenth of a percentage point higher. Additionally Freshman Sessions 1 through 4 compared to Freshman Session 7 and August/Transfer/Other/Unknown had mean differences that were statistically significant (see Appendix: ANOVA Tables).

On campus orientation was provided as an option during Southbound Orientation and Open House. The 619 students who participated in the Southbound Orientation (76.1%) were retained at higher rates than the overall cohort (68.8%). Only twelve students participated in both the Southbound Orientation and Open House limiting generalizations based on their experience and retention. The mean difference between students who did not attend or attendance was unknown and students who attended the Southbound Orientation was statistically significant (see Appendix: ANOVA Tables).

The eleven students who attended Take Over South (90.9%) were retained at a higher rate than those who did not attend/unknown (68.6%) and the overall cohort (68.8%). On the other hand, the fifteen students who attended Decision Day (60.0%) were retained at a lower rate than those who did not attend Decision Day or their attendance was unknown (68.9%) and the overall cohort (68.8%). However, with participation limited, generalizations of the student participants and the influence on retention of attending the Take Over South or Decision Day events cannot be determined with statistical confidence.

Students who initially enrolled in Allied Health (74.2%), Engineering (72.1%), Computing (71.7%), and Nursing (69.0%) were retained at higher levels than the overall cohort (68.8%). However, the mean differences between the colleges was not statistically significant.

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 (76.3%) returned at a higher rate than the cohort retention rate (68.8%). 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 (80.6%) and students from the service area in Mississippi or Florida (77.0%) returned at a higher rate than all other<sup>2</sup> freshman scholarship recipients (75.5%). 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 35.5% 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 (61.4%) or received a Subsidized Stafford Loan (60.4%) returned at a lower rate than the overall cohort (68.8%). The mean difference for these two financial aid related comparisons between 1) students who received a Pell Grant compared to students who did not receive a Pell Grant and 2) students who received a Subsidized Stafford Loan compared to students who did not receive a Subsidized Stafford Loan was statistically significant (see Appendix: Independent T-Test Tables).

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<sup>2</sup> In-state residency status of resident, military, permanent resident, visa, or undeclared or out-of-state residency status of resident, permanent resident, or international.



Recipients of financial aid for veterans and their dependents (75.0%) returned at a higher rate than the overall cohort (68.8%). However, the mean differences between recipients of financial aid for veterans and their dependents and students who did not receive veteran's aid was not statistically significant.

Students who lived on-campus (71.3%) returned at a higher rate than the overall cohort (68.8%). 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).

Results showed students who participated in a learning community (71.5%) returned at a higher rate than students who did not participate in a learning community (60.0%). 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).

Students who took a FYE course in Fall 2021 (70.0%) returned at a higher rate compared to students who did not take a FYE course (59.2%). However, an examination at the FYE course level shows more disparity across the courses. EG 101 had the highest return rate with 82.6%. AHP 101, CIS 101, EDU 100, and NU101 courses demonstrated higher return rates than the overall cohort (68.8%). However, students who were enrolled in CAS 100, KIN 100, and BUS 150 had return rates below the overall cohort (at most 67.8%). The mean difference between retention of students who enrolled in EG 101 and students who enrolled in either CAS 100 or BUS 150 or students who did not take an FYE course in Fall 2021 was statistically significant (see Appendix: ANOVA Tables).

Students recognized as Honors Students (90.5%) returned at a higher rate than the overall cohort (68.8%). The mean difference between Honors Students and those not in the program was statistically significant (see Appendix: Independent T-Test Tables).

Students who participated in Greek life (85.5%) returned at a higher rate than the overall cohort (68.8%). 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).

Recreation Center usage was first analyzed with the Fall 2020 Cohort, but analysis was limited due to limitations imposed by the pandemic and reduced Recreation Center activity. For the Fall 2021 Cohort, students who visited the Recreation Center even once had higher rates of retention (at least 70.9%) than the overall cohort (68.8%) and significantly higher (see Appendix: ANOVA Tables) than those who did not utilize the Recreation Center (48.8%).

Subject Tutoring appointments and Writing Lab appointments were included for the first time in analyzing the Fall 2021 Cohort. The influence of Subject Tutoring appointments on retention was mixed. Students who had one appointment (75.6%) as well as those who had five or more appointments (70.6%) were retained at higher rates than those who did not utilize Subject Tutoring (68.5%). But students who had two (66.7%) or three or four (68.2%) appointments were retained at rates below the overall cohort (68.8%). The retention rates for students who utilized the Writing Lab returned at higher rates (at least 68.8% to a high of 82.9%) compared to those who did not utilize the Writing Lab (67.5%).

Also new for the Fall 2021 Cohort is the inclusion of data from Academic Advising and Transfer Services (AATS) on student advising services. While no AATS Appointments before Fall 2021 showed the highest retention rate (76.2%), once the Fall semester started, students who did not have AATS appointments had the lowest return rate (35.9%). Either before or after the Fall semester, students who attended four or more appointments struggled to return the next year (from a high of 63.6% for those with four AATS appointments prior to Fall 2021 to a low of 44.2% for students who attended five or more appointments during Fall 2021). The mean difference between students who did not have an AATS appointment before

Fall 2021 and students who attended five or more AATS appointments before Fall 2021 was statistically significant (see Appendix: ANOVA Tables). Regarding AATS appointments held during Fall 2021, the mean difference between students who did not have an AATS appointment and students who had one, two, or three AATS appointments was statistically significant (see Appendix: ANOVA Tables).

The timing of the initial advising by AATS demonstrated benefits of earlier advising over later on in the semester. For those who received advising before the Fall 2021 semester, students who received advising in April (77.9%), May (75.1%), or June (69.3%) returned at higher rates than those who attended in July or August (below the Fall 2021 Cohort rate of 68.8% and as low as 43.4%). Those who partook of advising during the Fall 2021 semester saw higher rates of return if they sought advising in September (77.5%) or October (70.9%). The worst performers were those who did not seek advising during Fall 2021 who returned at a low of 35.9%. The mean difference for students who were first advised (prior to Fall 2021) in August 2021 was statistically significant (see Appendix: ANOVA Tables) when compared to all other groups, even those who did not receive advising. In regards to the initial advising during the Fall 2021 semester, the mean difference for students who did not receive advising was statistically significant (see Appendix: ANOVA Tables) from those who sought advising in August, September, October, or November during the Fall 2021 semester.

Cancellations of AATS appointments also revealed interactions with retention rates. Prior to Fall 2021 beginning, students who did not have appointments (76.0%), did not cancel scheduled AATS appointments (69.0%), or only canceled one scheduled appointment (70.5%) returned at much higher rates than those who canceled two or more appointments (as low as 50.0% returned). During Fall 2021, students who canceled any number of times or did not hold appointments with AATS returned at rates lower than the 2021 Cohort (68.8%). Of the cancellations prior to Fall 2021, the mean difference of students who canceled two appointments was statistically significant (see Appendix: ANOVA Tables) compared to students who did not schedule any AATS appointments, who kept all scheduled AATS appointments, or who only canceled once. After Fall 2021 began, students who did not cancel any of their scheduled AATS appointments had a mean difference that was statistically significant (see Appendix: ANOVA Tables) compared to all other AATS appointment groups.

Students who engaged AATS for advising for changing their major returned at higher rates (73.5%) than those who did not receive such advising (68.6%). Since the group who did not receive such advising may include students who did not change their major, we can only conclude that those students who received advising at AATS benefited.

#### *Outcome Variable Midway Through or After Fall 2021 Cross Tabular Results*

Outcome variables incorporated into this analysis that were known midway through or after Fall 2021 included the number of at-risk midterm grades (D, F, or U) a student had in Fall 2021 and whether the student was placed on probation after Fall 2021 (see Table 3). Students who had two or more at-risk midterm grades returned at a lower rate (at most 61.4%) than the overall cohort (68.8%). The mean difference for students who did not have an at-risk midterm grade in Fall 2021 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 2021 to 2021 Cohort Retention Rate**

Variable	Retention Rate $\geq$ 68.8%	Count	Retention Rate $<$ 68.8%	Count
<i>*Number of At-Risk Midterm Grades in Fall 2021</i>				
	*No At-Risk MT Grades (84.9%)	868	2 At-Risk MT Grades (61.4%)	207
	1 At-Risk MT Grade (71.1%)	343	3 At-Risk MT Grades (45.4%)	130
			4 or More At-Risk MT Grades (17.9%)	201
<i>*Probation Status after Fall 2021</i>				
	No (74.1%)	1,498	*Yes (37.1%)	251
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 2021 returned at a much higher rate (74.1%) compared to students who were placed on probation after the Fall 2021 semester ended (37.1%). 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 2022 Cross Tabular Results*

Outcome variables incorporated into this analysis that were known after Summer 2022 included the number of hours earned after Summer 2022 at USA and the USA GPA after Summer 2022 (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 2022 to 2021 Cohort Retention Rate**

Variable	Retention Rate $\geq$ 68.8%	Count	Retention Rate $<$ 68.8%	Count
<i>*USA Hours Earned after Summer 2022</i>				
	*30.5 or more (95.8%)	710	18.5-24 (63.3%)	147
	24.5-30 (85.9%)	434	12.5-18 (26.2%)	141
			6.5-12 (15.8%)	114
			0-6 (0.6%)	163
<i>*USA GPA after Summer 2022</i>				
	3.51-4.0 (92.4%)	537	*2.0 or lower (21.7%)	406
	3.01-3.5 (85.8%)	331		
	2.51-3.0 (79.0%)	257		
	2.01-2.5 (73.6%)	178		
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 2022 returned at a higher rate (at least 85.9%) compared to students who earned 18.5 to 24 or fewer hours (at most 63.3%). 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 2022 returned at a much higher rate (at least 73.6%) compared to students with a USA GPA of 2.0 or lower (21.7%). 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 2021 semester: 1) the number of at-risk midterm grades a student had in Fall 2021 and 2) whether the student was placed on probation after Fall 2021 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 2022 semester. The fourth model tested the number of USA hours earned after Summer 2022 and the fifth model tested the USA GPA after Summer 2022 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 1,744 students for the first and second models to a high of 1,749 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 238 students. High school GPA was unavailable for five 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 15 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 high school 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 been 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  $R = .666$ ) and high school GPA (Pearson's  $R = .460$ ), 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  $R = .425$ ).

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* 90.1% of the time, but classified students who did not return 34.0% of the time. The overall correct classification rate for the first model was 72.6%. 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=female, race/ethnicity=White, first generation status=yes, age=20 years or older, region= Mobile or Baldwin County, high school GPA=2.5 or lower, application date=after May 1, and test optional admit = yes). For logistic regression, the application date was returned to the input model as these variables are primarily attributes inherent to the student or within their control prior to admission to college.

In the first model, region, first generation status, high school GPA, and application date were significant. Although Test Optional Admission status was not significant, the significance was very close to the cutoff of .05 with a value of .054 suggesting a potential impact but just beyond statistical significance.

Students who did not use the test optional admissions policy showed higher odds (Exp *B*) of *returning* (1.315) than students who were admitted under the test optional policy. Confidence intervals (95%) indicated the odds of a student returning were likely higher when the student submitted qualifying test scores as part of the admissions application.

Based on the high school GPA of a student, the odds (Exp *B*) of a student *returning* were greater for a student with in the seven higher high school GPA comparison groups (2.51-2.75=1.563, 2.76-3.0=1.912, 3.01-3.25=2.007, 3.26-3.5=2.962, 3.51-3.75=3.731, 3.76-4.0=5.672 and 4.01 or higher=12.107) than for a student with a high school GPA of 2.5 or lower. Additionally, the confidence intervals (95%) indicated the odds of a student *returning* were greater for a student with a high school GPA in the two highest score comparison groups (3.76 or higher) than for a student with high school GPA of 2.5 or lower.

The odds (Exp *B*) of a male student *returning* (1.240) were greater than the female comparison group. The odds (Exp *B*) of a student returning from the rest of Alabama (1.497), the Mississippi (1.486) and Florida (1.418) service areas, or even the rest of the United States (1.900) were greater than for a student from Mobile or Baldwin counties. Also, the confidence intervals (95%) indicated the odds of retaining a student were higher for students who were from Alabama outside Mobile or Baldwin counties as well as students from the rest of the United States (outside Alabama and the service area counties of Florida and Mississippi) than for those students who came from Mobile or Baldwin counties.

Students who submitted their application prior to May 1 were more likely to return. The odds (Exp *B*) of students who completed their application prior to October 1 (2.431), between October 1 and December 1 (1.774), between December 1 and February 15 (1.300), and between February 15 and May 1 (1.260) were significantly higher than those who applied after May 1. The confidence intervals (95%) indicated the odds of a student returning were greater for students who applied on or prior to December 1 than for students who applied after May 1.

First generation status was another significant variable. The odds (Exp *B*) of a student *returning* were greater for a student whose first generation status was not first generation (1.850) or where the first generation status was unknown (1.912). Also, the confidence intervals (95%) indicated the odds of retaining a student were 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. Comparison groups from the first model were used for the input variables. For each environmental variable included in the second model a comparison group was selected:

- number of campus recruitment attended=attended multiple campus visits;
- College Preview Day attendance=did not attend/unknown;
- Take Over South attendance=did not attend/unknown;
- virtual orientation session attended=either the August Orientation session, a transfer orientation session, or an unknown orientation session;
- Southbound Orientation/Open House=did not attend/unknown;
- Decision Day attendance=attended;
- the college housing the major the student selected at initial enrollment in Fall 2021=Nursing;
- whether the student received a Freshman Academic Scholarship=no;
- whether the student received a Pell Grant=yes;
- whether the student received a subsidized Stafford loan=yes;
- whether the student received aid for veterans and their dependents=no;
- the First Year Experience(FYE) course taken=did not enroll in FYE;
- if the student lived on campus or the exception to the housing policy used=off campus-did not document justification;
- whether the student participated in a learning community=yes;
- whether the student was an honors student=no;
- whether the student participated in Greek life=no;
- Recreation Center usage and frequency=no visits;
- Number of Subject Tutoring appointments=no appointments;
- Number of Writing Lab appointments=no appointments;
- Number of AATS Advising Appointments before Fall 2021=5 or more;
- Number of AATS Advising Appointments during Fall 2021=none;
- Initial AATS Advising Appointment before Fall 2021=not advised;
- Initial AATS Advising Appointment during Fall 2021=first advised in December 2021;
- If the student received Change of Major advising=no.

The correct classification rate for the second model (see Appendix: Logistic Regression Tables) was 89.5% for *returning* students while the classification rate was 49.6% for those who did not return. The overall correct classification rate for the second model was 77.1%, suggesting that the model correctly identifies those retained, but provides a limited means of identifying students at risk of not returning.

Of the input variables, gender, high school GPA, test optional admission, and first generation status were significant in the second model. Take Over South attendance, Southbound Orientation and Open House attendance, Decision Day attendance, receipt of Freshman Academic Scholarship, Subsidized Stafford Loan, receipt of aid for veterans and their dependents, Greek life participation, Recreation Center usage, Writing Lab appointments, and AATS advising appointments during Fall 2021 were identified as significant environmental variables.

The second model showed the odds of a student *returning* increases as the high school GPA increases. The odds (Exp *B*) ranged from 1.568 to 12.674 compared to the lowest comparison group of 2.5 or below. Additionally, the confidence intervals (95%) indicated the odds of a student *returning* were greater for a student with a high school GPA of 3.76 or higher than for a student with a high school GPA of 2.5 or lower.

The odds (Exp *B*) of a male student *returning* (1.419) were greater than the female comparison group. The confidence intervals (95%) also indicated the odds of retaining male students were greater than female students.

First generation status was another significant variable. The odds (Exp *B*) of a student *returning* were greater for a student whose first generation status was not first generation (1.604) or where the status was unknown (1.741). Also, the confidence intervals (95%) indicated the odds of retaining a student were higher for students who were not first generation or whose status was unknown.

The odds (Exp *B*) of students who did not utilize the test optional admissions policy (1.456) were higher than for students admitted without college admissions test scores. The confidence intervals (95%) indicated the odds of retaining students admitted with ACT or SAT scores were higher than those admitted under the test optional admissions policy.

The odds (Exp *B*) of students who attended Take Over South (23.649) were significantly higher than those students who did not, which was also backed up by the confidence intervals (95%) suggesting the odds of retaining students who attended were higher than those who did not. However, as mentioned earlier, the small number of students who did participate limits generalizations to the larger student body.

Students who only attended Southbound Orientation had higher odds (Exp *B*) of a student returning (1.506) than students who did not attend SouthBound Orientation. The confidence intervals (95%) also suggested students who only attended Southbound Orientation were higher than those who did not attend.

Decision Day participation was limited however statistically significant. The odds (Exp *B*) of a student returning (8.305) were higher for students who did not attend Decision Day. The confidence intervals (95%) imply students who did not attend have higher odds of returning than those who did attend.

Students who did not receive a Subsidized Stafford Loan had higher odds (Exp *B*) of a student returning (1.401) than those who received a loan. Confidence intervals (95%) indicated the odds of retaining were higher for students who did not receive a Subsidized Stafford Loan than those who received a loan.

Veterans and their dependents who received designated aid had higher odds (Exp *B*) of a student returning (1.791) than students who did not receive this aid. This was likewise supported by the confidence intervals (95%) showing the odds of retaining were higher for students who received aid for veterans and their dependents than students who did not receive this aid.

The statistical significance of Greek Life Participation (.054) was just beyond the standard cutoff (.050), and historically demonstrated benefits to participation. The odds (Exp *B*) of a student returning were greater for students who participated in Greek Life (1.707).

Newly available data for the 2021 Fall cohort included information on student use of the Student Recreation Center that demonstrated the value of some level of student engagement outside of a classroom. Students who made at least one visit to the Student Recreation Center showed higher odds (Exp *B*) of returning (from 2.604 to a high of 4.242) than those who never visited the facility. Additionally, the confidence intervals (95%) suggested students who utilize the Student Recreation

Center even once during the Fall 2021 semester showed higher odds of returning than those who never used the facility.

Like Greek Life participation, the statistical significance of Writing Lab appointments (.054) was just beyond the standard cutoff (.050). Students who utilized the Writing Lab had higher odds (Exp *B*) of returning (1.533 to 2.852) than those who never made an appointment with the Writing Lab.

Students who made appointments with the Academic Advising and Transfer Services (AATS) during the Fall 2021 semester showed higher odds (Exp *B*) of returning for students who attended one to four appointments with AATS. However, students who had five or more appointments with AATS showed reduced odds of returning. This may be due to the increased academic challenges these students were more likely to encounter than students who did not need as much advising.

#### *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 2021 semester had already begun. The third model included outcome variables known midway through or after the Fall 2021 semester ended (number of at-risk midterm grades in Fall 2021 and probation status after Fall 2021). The fourth model (number of hours earned after Summer 2022) and fifth model (USA GPA the student attained after Summer 2022) include a different outcome variable known after the Summer 2022 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 2021 semester (third model) or Summer 2022 semester (fourth and fifth models) ended.

#### *Model 3: Logistic Regression with Variables Midway Through or After Fall 2021*

The correct classification rate for the third model (see Appendix: Logistic Regression Tables) for *returning* students was 95.1% and for students who did not return the correct classification rate was 36.3%. The overall correct classification rate for the third model was 76.7%.

The third model included variables known midway through or after Fall 2021. For each variable included in the third model a comparison group was selected (number of at-risk midterm grades in Fall 2021=four or more at-risk midterm grades and whether the student was placed on probation after Fall 2021=yes).

In the third model, the number of at-risk midterm grades in Fall 2021 and probation status after Fall 2021 were significant (see Appendix: Logistic Regression Tables). When looking at the number of at-risk (D, F, or U) midterm grades in Fall 2021, the odds (Exp *B*) of a student *returning* was greater for a student who had three or fewer at-risk midterm grades in Fall 2021 (no at-risk midterm grades=20.536, one at-risk midterm grade=9.517, two at-risk midterm grades=6.824, and three at-risk midterm grades=3.904) than for a student who had four or more at-risk midterm grades in Fall 2021. The confidence intervals (95%) also indicated the odds of a student *returning* were greater for a student with fewer at-risk midterm grades in Fall 2021 than a student who had four or more at-risk midterm grades in Fall 2021.

The odds (Exp *B*) of a student *returning* were greater for a student who was not placed on probation after Fall 2021 (1.884) than for a student who was placed on probation after Fall 2021. The confidence intervals (95%) also supported this finding because the odds for a student *returning* were greater for a student who was not on probation after Fall 2021 than a student who was placed on probation after Fall 2021.



#### *Model 4: Logistic Regression with USA Hours Earned after Summer 2022*

The fourth model included the USA hours earned after the end of the summer 2022 semester. The comparison group selected for the fourth model was zero to six hours earned after the end of the Summer 2022 semester (see Appendix: Logistic Regression Tables). The correct classification rate for the fourth model for *returning* students was 95.3% and the correct classification rate for students who did not return was 71.4%. The overall correct classification rate for the fourth model was 88.2%.

The fourth model showed the odds (Exp *B*) of a student *returning* were greater for a student with 6.5-12 or more hours earned (6.5-12=30.375, 12.5-18=57.635, 18.5-24=279.000, 24.5-30=990.590, and 30.5 or more=3672.000) than for a student with six or fewer hours earned at the end of Summer 2022.

Additionally, the confidence intervals (95%) indicated the odds of a student *returning* were greater for a student in the five 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 2022*

The fifth model included the USA GPA after the end of the Summer 2022 semester. The comparison group selected for the fifth model was an USA GPA of 2.0 or lower after the end of the Summer 2022 semester (see Appendix: Logistic Regression Tables). The correct classification rate for the fifth model for *returning* students was 92.7% and the correct classification rate for students who did not return was 62.7%. The overall correct classification rate for the fifth model was 83.8%.

The fifth model showed the odds (Exp *B*) of a *returning* student were greater for a student with an USA GPA of 2.01-2.5 or higher (2.01-2.5=10.072, 2.51-3.0=13.585, 3.01-3.5=21.836, and 3.51-4.0=43.716) than for a student with an USA GPA of 2.0 or lower at the end of Summer 2022. In addition, the confidence intervals (95%) indicated the odds of a student *returning* were 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 2015 through 2019 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 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, 2016, and 2019 freshman cohorts.

**Table 5: One-Year Retention Rate Peer Comparisons \* Ranked by 2019 Cohort Retention Rate \* High to Low**

<b>Institution Name</b>	<b>2019 Cohort Retention</b>	<b>2018 Cohort Retention</b>	<b>2017 Cohort Retention</b>	<b>2016 Cohort Retention</b>	<b>2015 Cohort Retention</b>
East Carolina University	83	82	81	83	83
Florida Atlantic University	82	81	82	79	77
Ohio University	81	82	81	80	82
University of North Dakota	81	78	80	81	80
University of Nevada-Las Vegas	80	79	76	74	77
University of Toledo	78	76	76	74	74
East Tennessee State University	78	72	73	76	71
University of South Alabama	76	74	74	78	73
University of Missouri-Kansas City	75	76	73	75	75
Wright State University	65	62	64	65	66

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. Although Test Optional Admissions policies, introduced for the Fall 2021 cohort to accommodate pandemic-related obstacles to testing, was necessary given the circumstances, continued use may not be beneficial to student retention and student success.

When we look at the institutional support and other support provided to a student (environmental variables), students who lived on-campus, engaged in the offerings of the Student Recreation Center, 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. One new element observed this year came from analyzing the interaction of retention and the justifications provided for off-campus residency. Nearly half of those students who provided no justification for living-off campus did not return the Fall 2022 semester. Requiring documented justification may be an opportunity to strengthen retention returns and encourage on-campus residency.

While recipients of aid directed at veterans and their dependents showed a strong retention rate of 75.0%, those who choose to live off campus selected “Military Veteran/Dependent Children in Residence” returned at a lower rate of 63.6%. A deeper look into the circumstances may be warranted and may suggest providing military family housing near campus might provide more comprehensive support.

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 or Subsidized Stafford Loan 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 in addition to directed academic support to encourage them to return to and persist towards completing a degree at USA.

In studies of prior cohorts, the participation in USA Days and attending orientation earlier in the summer improved retention with statistical significance. Accommodation of the challenges and demands of the pandemic required new approaches to recruitment and orientation. While orientation was offered using a virtual format, later sessions, particularly Freshman Session 7 and those identified as participating in either the August Orientation session, a transfer orientation session, or an unknown orientation session returned at significantly lower rates, consistent with observations with prior cohorts. Many new recruitment opportunities were introduced such as Take Over South and Decision Day. While the early data shows promise, the small participation limits the ability to make statistical conclusions regarding their benefits.

Finally, results showed students who received four or more at-risk midterm grades (D, F, or U) in the Fall 2021 semester for lack of attendance and/or poor academic performance and students who were placed on probation after the Fall 2021 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 2021 freshman cohort that will be completed by the Office of Institutional Research during the Fall 2022 semester. The second retention study will use National Student Clearinghouse data to explore the issue of “Where did non-returning freshmen in the 2021 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

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Gender \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Gender	Female	Count	340	753	1093
		% within Gender	31.1%	68.9%	100.0%
	Male	Count	206	450	656
		% within Gender	31.4%	68.6%	100.0%
Total	Count		546	1203	1749
	% within Gender		31.2%	68.8%	100.0%

### 2021 Cohort \* Race \* One-Year Retention Crosstabulation

			One-Year Retention		Total	
			No	Yes		
Race	White	Count	296	749	1045	
		% within Race	28.3%	71.7%	100.0%	
	African-American	Count	163	272	435	
		% within Race	37.5%	62.5%	100.0%	
	Asian	Count	10	54	64	
		% within Race	15.6%	84.4%	100.0%	
	Hispanic	Count	31	57	88	
		% within Race	35.2%	64.8%	100.0%	
	Multiracial	Count	39	47	86	
		% within Race	45.3%	54.7%	100.0%	
	Non-Resident Alien	Count	4	11	15	
		% within Race	26.7%	73.3%	100.0%	
	Other	Count	3	13	16	
		% within Race	18.8%	81.3%	100.0%	
	Total	Count		546	1203	1749
		% within Race		31.2%	68.8%	100.0%

### 2021 Cohort \* Under Represented Minority \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Under Represented Minority	Non URM/Unknown	Count	350	870	1220
		% within Under Represented Minority	28.7%	71.3%	100.0%
	Under Represented Minority	Count	196	333	529
		% within Under Represented Minority	37.1%	62.9%	100.0%
Total	Count		546	1203	1749
	% within Under Represented Minority		31.2%	68.8%	100.0%

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Age \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Age	17 years or younger	Count	11	39	50
		% within Age	22.0%	78.0%	100.0%
	18 years old	Count	453	1044	1497
		% within Age	30.3%	69.7%	100.0%
	19 years old	Count	58	96	154
		% within Age	37.7%	62.3%	100.0%
	20 years or older	Count	24	24	48
		% within Age	50.0%	50.0%	100.0%
Total	Count		546	1203	1749
	% within Age		31.2%	68.8%	100.0%

### 2021 Cohort \* Region \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Region	Mobile or Baldwin County	Count	283	539	822
		% within Region	34.4%	65.6%	100.0%
	Rest of Alabama	Count	144	344	488
		% within Region	29.5%	70.5%	100.0%
	Mississippi Service Area	Count	39	107	146
		% within Region	26.7%	73.3%	100.0%
	Florida Service Area	Count	29	62	91
		% within Region	31.9%	68.1%	100.0%
	Rest of United States	Count	47	140	187
		% within Region	25.1%	74.9%	100.0%
	International	Count	4	11	15
		% within Region	26.7%	73.3%	100.0%
Total	Count		546	1203	1749
	% within Region		31.2%	68.8%	100.0%

### 2021 Cohort \* HS GPA \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
HS GPA	3.0 or lower	Count	84	69	153
		% within HS GPA	54.9%	45.1%	100.0%
	3.01-3.5	Count	212	255	467
		% within HS GPA	45.4%	54.6%	100.0%
	3.51 or higher	Count	248	876	1124
		% within HS GPA	22.1%	77.9%	100.0%
Total	Count		544	1200	1744
	% within HS GPA		31.2%	68.8%	100.0%

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* ACT \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
ACT	19 or lower	Count	175	224	399
		% within ACT	43.9%	56.1%	100.0%
	20-21	Count	90	156	246
		% within ACT	36.6%	63.4%	100.0%
	22-23	Count	71	162	233
		% within ACT	30.5%	69.5%	100.0%
	24-25	Count	48	158	206
		% within ACT	23.3%	76.7%	100.0%
	26-27	Count	27	118	145
		% within ACT	18.6%	81.4%	100.0%
	28-29	Count	17	83	100
		% within ACT	17.0%	83.0%	100.0%
	30 or higher	Count	28	154	182
		% within ACT	15.4%	84.6%	100.0%
Total	Count		456	1055	1511
	% within ACT		30.2%	69.8%	100.0%

### 2021 Cohort \* Test Optional Admit \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Test Optional Admit	No	Count	355	992	1347
		% within Test Optional Admit	26.4%	73.6%	100.0%
	Yes	Count	191	211	402
		% within Test Optional Admit	47.5%	52.5%	100.0%
Total	Count		546	1203	1749
	% within Test Optional Admit		31.2%	68.8%	100.0%

### 2021 Cohort \* First Generation \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
First Generation	No	Count	330	868	1198
		% within First Generation	27.5%	72.5%	100.0%
	Yes	Count	161	209	370
		% within First Generation	43.5%	56.5%	100.0%
	Unknown	Count	55	126	181
		% within First Generation	30.4%	69.6%	100.0%
Total	Count		546	1203	1749
	% within First Generation		31.2%	68.8%	100.0%

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Application Date \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Application Date	On or Before October 1	Count	94	348	442
		% within Application Date	21.3%	78.7%	100.0%
	After October 1 through December 1	Count	245	587	832
		% within Application Date	29.4%	70.6%	100.0%
	After December 1 through February 15	Count	90	133	223
		% within Application Date	40.4%	59.6%	100.0%
After February 15 through May 1	Count	70	92	162	
	% within Application Date	43.2%	56.8%	100.0%	
After May 1	Count	47	43	90	
	% within Application Date	52.2%	47.8%	100.0%	
Total	Count	546	1203	1749	
	% within Application Date	31.2%	68.8%	100.0%	

### 2021 Cohort \* Acceptance Date \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Acceptance Date	On or Before February 15	Count	395	1026	1421
		% within Acceptance Date	27.8%	72.2%	100.0%
	After February 15 through May 1	Count	79	115	194
		% within Acceptance Date	40.7%	59.3%	100.0%
After May 1	Count	72	62	134	
	% within Acceptance Date	53.7%	46.3%	100.0%	
Total	Count	546	1203	1749	
	% within Acceptance Date	31.2%	68.8%	100.0%	

### 2021 Cohort \* On Campus Recruitment Visits \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Number On Campus Recruitment Visits Attended	Did Not Attend/Unknown	Count	330	591	921
		% within Number Visits Attended	35.8%	64.2%	100.0%
	Attended 1 Campus Visit Event	Count	201	561	762
		% within Number Visits Attended	26.4%	73.6%	100.0%
	Attended Multiple Campus Visit Events	Count	15	51	66
		% within Number Visits Attended	22.7%	77.3%	100.0%
Total	Count	546	1203	1749	
	% within Number Visits Attended	31.2%	68.8%	100.0%	



## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Individual/Family Tours Attended \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Number Individual/Family Tours Attended	Did Not Attend/Unknown	Count	344	635	979
		% within Individual/Family Tours	35.1%	64.9%	100.0%
	Attended 1 Individual/Family Tour	Count	194	551	745
		% within Individual/Family Tours	26.0%	74.0%	100.0%
	Attended Multiple Tours	Count	8	17	25
		% within Individual/Family Tours	32.0%	68.0%	100.0%
Total	Count	546	1203	1749	
	% within Individual/Family Tours	31.2%	68.8%	100.0%	

### 2021 Cohort \* College Preview Day Attendance \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
College Preview Day Attendance	Did Not Attend/Unknown	Count	527	1136	1663
		% within College Preview Day	31.7%	68.3%	100.0%
	Attended College Preview Event	Count	19	67	86
		% within College Preview Day	22.1%	77.9%	100.0%
Total	Count	546	1203	1749	
	% within College Preview Day	31.2%	68.8%	100.0%	

### 2021 Cohort \* Take Over South Attendance \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Take Over South Attendance	Did Not Attend/Unknown	Count	545	1193	1738
		% within Take Over South Attendance	31.4%	68.6%	100.0%
	Attended Take Over South Event	Count	1	10	11
		% within Take Over South Attendance	9.1%	90.9%	100.0%
Total	Count	546	1203	1749	
	% within Take Over South Attendance	31.2%	68.8%	100.0%	

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Virtual Orientation Attended \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Virtual Orientation Logistic	August/ Transfer/ Unknown Orientation	Count	69	68	137
		% within Virtual Orientation Logistic	50.4%	49.6%	100.0%
	Freshman Session 1	Count	73	235	308
		% within Virtual Orientation Logistic	23.7%	76.3%	100.0%
	Freshman Session 2	Count	63	221	284
		% within Virtual Orientation Logistic	22.2%	77.8%	100.0%
	Freshman Session 3	Count	65	195	260
		% within Virtual Orientation Logistic	25.0%	75.0%	100.0%
	Freshman Session 4	Count	77	177	254
		% within Virtual Orientation Logistic	30.3%	69.7%	100.0%
	Freshman Session 5	Count	78	143	221
		% within Virtual Orientation Logistic	35.3%	64.7%	100.0%
	Freshman Session 6	Count	71	115	186
		% within Virtual Orientation Logistic	38.2%	61.8%	100.0%
Freshman Session 7	Count	50	49	99	
	% within Virtual Orientation Logistic	50.5%	49.5%	100.0%	
Total	Count	546	1203	1749	
	% within Virtual Orientation Logistic	31.2%	68.8%	100.0%	

### 2021 Cohort \* Southbound Orientation/Open House \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Southbound Orientation/ Open House	Did Not Attend/Unknown	Count	394	724	1118
		% within Southbound Orientation	35.2%	64.8%	100.0%
	Southbound Openhouse/Both	Count	4	8	12
		% within Southbound Orientation	33.3%	66.7%	100.0%
Southbound Orientation	Count	148	471	619	
	% within Southbound Orientation	23.9%	76.1%	100.0%	
Total	Count	546	1203	1749	
	% within Southbound Orientation	31.2%	68.8%	100.0%	

### 2021 Cohort \* Decision Day Attendance \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Decision Day Attendance	Did Not Attend/Unknown	Count	540	1194	1734
		% within Decision Day Attendance	31.1%	68.9%	100.0%
	Attended Decision Day	Count	6	9	15
		% within Decision Day Attendance	40.0%	60.0%	100.0%
Total	Count	546	1203	1749	
	% within Decision Day Attendance	31.2%	68.8%	100.0%	

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* College \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
College	AH	Count	58	167	225
		% within College	25.8%	74.2%	100.0%
	AS	Count	180	358	538
		% within College	33.5%	66.5%	100.0%
	BU	Count	68	129	197
		% within College	34.5%	65.5%	100.0%
	CS	Count	26	66	92
		% within College	28.3%	71.7%	100.0%
	ED	Count	62	124	186
		% within College	33.3%	66.7%	100.0%
	EG	Count	56	145	201
		% within College	27.9%	72.1%	100.0%
	NU	Count	96	214	310
		% within College	31.0%	69.0%	100.0%
Total		Count	546	1203	1749
		% within College	31.2%	68.8%	100.0%

### 2021 Cohort \* Freshman Scholarship \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Freshman Scholarship	No Freshman Scholarship	Count	332	515	847
		% within Freshman Scholarship	39.2%	60.8%	100.0%
	Received Freshman Scholarship	Count	214	688	902
		% within Freshman Scholarship	23.7%	76.3%	100.0%
Total		Count	546	1203	1749
		% within Freshman Scholarship	31.2%	68.8%	100.0%

### 2021 Cohort \* Freshman Scholarship Residency \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Freshman Scholarship Residency	No Freshman Scholarship	Count	332	515	847
		% within Scholarship Residency	39.2%	60.8%	100.0%
	Other Residency for Scholarship	Count	164	505	669
		% within Scholarship Residency	24.5%	75.5%	100.0%
	In-State Service Area	Count	31	104	135
		% within Scholarship Residency	23.0%	77.0%	100.0%
	In-State Talent and Ability	Count	19	79	98
		% within Scholarship Residency	19.4%	80.6%	100.0%
Total		Count	546	1203	1749
		% within Scholarship Residency	31.2%	68.8%	100.0%

## 2021 Freshman Cohort Retention Report Cross Tabs

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

			One-Year Retention		Total
			No	Yes	
Fall 2021 Scholarship Renewal	No Freshman Scholarship	Count	332	515	847
		% within Fall 2021 Scholarship Renewal	39.2%	60.8%	100.0%
	Scholarship Not Renewed	Count	214	118	332
		% within Fall 2021 Scholarship Renewal	64.5%	35.5%	100.0%
	Renewed Scholarship	Count	0	570	570
		% within Fall 2021 Scholarship Renewal	0.0%	100.0%	100.0%
Total	Count	546	1203	1749	
	% within Fall 2021 Scholarship Renewal	31.2%	68.8%	100.0%	

### 2021 Cohort \* Pell Grant \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Pell Grant	No	Count	251	734	985
		% within Pell Grant	25.5%	74.5%	100.0%
	Yes	Count	295	469	764
		% within Pell Grant	38.6%	61.4%	100.0%
Total	Count	546	1203	1749	
	% within Pell Grant	31.2%	68.8%	100.0%	

### 2021 Cohort \* Subsidized Stafford Loan \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Subsidized Stafford Loan	No	Count	250	751	1001
		% within Subsidized Stafford Loan	25.0%	75.0%	100.0%
	Yes	Count	296	452	748
		% within Subsidized Stafford Loan	39.6%	60.4%	100.0%
Total	Count	546	1203	1749	
	% within Subsidized Stafford Loan	31.2%	68.8%	100.0%	

### 2021 Cohort \* Veteran Aid \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Veteran Aid	No	Count	518	1119	1637
		% within Veteran Aid	31.6%	68.4%	100.0%
	Yes	Count	28	84	112
		% within Veteran Aid	25.0%	75.0%	100.0%
Total	Count	546	1203	1749	
	% within Veteran Aid	31.2%	68.8%	100.0%	

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Housing \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Housing	Off-Campus	Count	223	401	624
		% within Housing	35.7%	64.3%	100.0%
	On-Campus	Count	323	802	1125
		% within Housing	28.7%	71.3%	100.0%
Total	Count		546	1203	1749
	% within Housing		31.2%	68.8%	100.0%

### 2021 Cohort \* Freshman Housing Residency Policy \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Freshman Housing Residency Policy	Lived On-Campus	Count	323	802	1125
		% within Freshman Housing Policy	28.7%	71.3%	100.0%
	Residing w/ Parent/ Grandparent/ Guardian	Count	66	218	284
		% within Freshman Housing Policy	23.2%	76.8%	100.0%
	Military Veteran/ Dependent Children in Residence	Count	4	7	11
		% within Freshman Housing Policy	36.4%	63.6%	100.0%
	Other Documented Justification	Count	4	12	16
		% within Freshman Housing Policy	25.0%	75.0%	100.0%
	Did Not Document Justification	Count	149	164	313
		% within Freshman Housing Policy	47.6%	52.4%	100.0%
Total	Count		546	1203	1749
	% within Freshman Housing Policy		31.2%	68.8%	100.0%

### 2021 Cohort \* Took FYE Course \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Took FYE Course		Count	80	116	196
		% within Took FYE Course	40.8%	59.2%	100.0%
	FYE Course	Count	466	1087	1553
		% within Took FYE Course	30.0%	70.0%	100.0%
Total	Count		546	1203	1749
	% within Took FYE Course		31.2%	68.8%	100.0%

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* FYE Course in Fall 2021 \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
FYE Course in Fall 2021	AHP 101	Count	33	93	126
		% within FYE Course in Fall 2021	26.2%	73.8%	100.0%
	BUS 150	Count	54	101	155
		% within FYE Course in Fall 2021	34.8%	65.2%	100.0%
	CAS 100	Count	206	433	639
		% within FYE Course in Fall 2021	32.2%	67.8%	100.0%
	CIS 101	Count	22	64	86
		% within FYE Course in Fall 2021	25.6%	74.4%	100.0%
	EDU 100	Count	10	24	34
		% within FYE Course in Fall 2021	29.4%	70.6%	100.0%
	EG 101	Count	20	95	115
		% within FYE Course in Fall 2021	17.4%	82.6%	100.0%
	KIN 100	Count	39	80	119
		% within FYE Course in Fall 2021	32.8%	67.2%	100.0%
	NU 101	Count	82	197	279
		% within FYE Course in Fall 2021	29.4%	70.6%	100.0%
	No FYE	Count	80	116	196
		% within FYE Course in Fall 2021	40.8%	59.2%	100.0%
Total		Count	546	1203	1749
		% within FYE Course in Fall 2021	31.2%	68.8%	100.0%

### 2021 Cohort \* Learning Community \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Learning Community	No	Count	163	244	407
		% within Learning Community	40.0%	60.0%	100.0%
	Yes	Count	383	959	1342
		% within Learning Community	28.5%	71.5%	100.0%
Total		Count	546	1203	1749
		% within Learning Community	31.2%	68.8%	100.0%

### 2021 Cohort \* Honors Student \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Honors Student	No	Count	537	1117	1654
		% within Honors Student	32.5%	67.5%	100.0%
	Yes	Count	9	86	95
		% within Honors Student	9.5%	90.5%	100.0%
Total		Count	546	1203	1749
		% within Honors Student	31.2%	68.8%	100.0%

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Greek Life Participation \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Greek Life Participation	No	Count	524	1073	1597
		% within Greek Life Participation	32.8%	67.2%	100.0%
	Yes	Count	22	130	152
		% within Greek Life Participation	14.5%	85.5%	100.0%
Total	Count		546	1203	1749
	% within Greek Life Participation		31.2%	68.8%	100.0%

### 2021 Cohort \* Recreation Center Usage \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Rec Center Usage	0	Count	231	220	451
		% within Rec Center Usage	51.2%	48.8%	100.0%
	1	Count	64	156	220
		% within Rec Center Usage	29.1%	70.9%	100.0%
	2 - 3	Count	59	191	250
		% within Rec Center Usage	23.6%	76.4%	100.0%
	4 - 15	Count	123	377	500
		% within Rec Center Usage	24.6%	75.4%	100.0%
	16 - 30	Count	29	133	162
		% within Rec Center Usage	17.9%	82.1%	100.0%
	31 - 45	Count	21	57	78
		% within Rec Center Usage	26.9%	73.1%	100.0%
	More than 45	Count	19	69	88
		% within Rec Center Usage	21.6%	78.4%	100.0%
Total	Count		546	1203	1749
	% within Rec Center Usage		31.2%	68.8%	100.0%

### 2021 Cohort \* Subject Tutoring Appointments \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Subject Tutoring Appointments	No Appointments	Count	509	1105	1614
		% within Subject Tutoring Appointments	31.5%	68.5%	100.0%
	1 Appointment	Count	19	59	78
		% within Subject Tutoring Appointments	24.4%	75.6%	100.0%
	2 Appointments	Count	6	12	18
		% within Subject Tutoring Appointments	33.3%	66.7%	100.0%
	3 or 4 Appointments	Count	7	15	22
		% within Subject Tutoring Appointments	31.8%	68.2%	100.0%
	5 or More Appointments	Count	5	12	17
		% within Subject Tutoring Appointments	29.4%	70.6%	100.0%
Total	Count		546	1203	1749
	% within Subject Tutoring Appointments		31.2%	68.8%	100.0%

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Writing Lab Appointments \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Writing Lab Appointments	No Appointments	Count	504	1049	1553
		% within Writing Lab Appointments	32.5%	67.5%	100.0%
	1 Appointment	Count	24	82	106
		% within Writing Lab Appointments	22.6%	77.4%	100.0%
	2 Appointments	Count	6	29	35
		% within Writing Lab Appointments	17.1%	82.9%	100.0%
	3 or 4 Appointments	Count	7	32	39
		% within Writing Lab Appointments	17.9%	82.1%	100.0%
	5 or More Appointments	Count	5	11	16
		% within Writing Lab Appointments	31.3%	68.8%	100.0%
Total	Count	546	1203	1749	
	% within Writing Lab Appointments	31.2%	68.8%	100.0%	

### 2021 Cohort \* Advising Attended Before Fall 2021 \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Advising Appointments Attended Before Fall 2021	No AATS Advising Appointments	Count	34	109	143
		% within Advising Before Fall 2021	23.8%	76.2%	100.0%
	Attended 1 Advising Appointment	Count	283	632	915
		% within Advising Before Fall 2021	30.9%	69.1%	100.0%
	Attended 2 Advising Appointments	Count	135	315	450
		% within Advising Before Fall 2021	30.0%	70.0%	100.0%
	Attended 3 Advising Appointments	Count	63	107	170
		% within Advising Before Fall 2021	37.1%	62.9%	100.0%
	Attended 4 Advising Appointments	Count	16	28	44
		% within Advising Before Fall 2021	36.4%	63.6%	100.0%
	Attended 5 or More Appointments	Count	15	12	27
		% within Advising Before Fall 2021	55.6%	44.4%	100.0%
	Total	Count	546	1203	1749
		% within Advising Before Fall 2021	31.2%	68.8%	100.0%



## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Advising Appointments Fall 2021 \* One-Year Retention Crosstabulation

			One-Year Retention		
			No	Yes	Total
Advising Appointments Attended Fall 2021	No AATS Advising Appointments	Count	82	46	128
		% within Advising Attended Fall 2021	64.1%	35.9%	100.0%
	Attended 1 Advising Appointment	Count	202	606	808
		% within Advising Attended Fall 2021	25.0%	75.0%	100.0%
	Attended 2 Advising Appointments	Count	130	337	467
		% within Advising Attended Fall 2021	27.8%	72.2%	100.0%
	Attended 3 Advising Appointments	Count	63	142	205
		% within Advising Attended Fall 2021	30.7%	69.3%	100.0%
Attended 4 Advising Appointments	Count	45	53	98	
	% within Advising Attended Fall 2021	45.9%	54.1%	100.0%	
Attended 5 or More Appointments	Count	24	19	43	
	% within Advising Attended Fall 2021	55.8%	44.2%	100.0%	
Total	Count	546	1203	1749	
	% within Advising Attended Fall 2021	31.2%	68.8%	100.0%	

### 2021 Cohort \* Initial AATS Advising Before Fall 2021 \* One-Year Retention Crosstabulation

			One-Year Retention		
			No	Yes	Total
Initial AATS Advising Before Fall 2021	Not Advised by AATS Before Fall 2021	Count	34	109	143
		% within Initial AATS Before Fall 2021	23.8%	76.2%	100.0%
	First Advised in April 2021	Count	42	148	190
		% within Initial AATS Before Fall 2021	22.1%	77.9%	100.0%
	First Advised in May 2021	Count	119	358	477
		% within Initial AATS Before Fall 2021	24.9%	75.1%	100.0%
	First Advised in June 2021	Count	137	309	446
		% within Initial AATS Before Fall 2021	30.7%	69.3%	100.0%
First Advised in July 2021	Count	132	216	348	
	% within Initial AATS Before Fall 2021	37.9%	62.1%	100.0%	
First Advised in August 2021	Count	82	63	145	
	% within Initial AATS Before Fall 2021	56.6%	43.4%	100.0%	
Total	Count	546	1203	1749	
	% within Initial AATS Before Fall 2021	31.2%	68.8%	100.0%	

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Initial AATS Advising Fall 2021 \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Initial AATS Advising Fall 2021	Not Advised by AATS in Fall 2021	Count	82	46	128
		% within Initial AATS Advising Fall 2021	64.1%	35.9%	100.0%
	First Advised in August 2021	Count	45	65	110
		% within Initial AATS Advising Fall 2021	40.9%	59.1%	100.0%
	First Advised in September 2021	Count	146	502	648
		% within Initial AATS Advising Fall 2021	22.5%	77.5%	100.0%
	First Advised in October 2021	Count	199	485	684
		% within Initial AATS Advising Fall 2021	29.1%	70.9%	100.0%
	First Advised in November 2021	Count	65	93	158
		% within Initial AATS Advising Fall 2021	41.1%	58.9%	100.0%
	First Advised in December 2021	Count	9	12	21
		% within Initial AATS Advising Fall 2021	42.9%	57.1%	100.0%
	Total	Count	546	1203	1749
		% within Initial AATS Advising Fall 2021	31.2%	68.8%	100.0%

### 2021 Cohort \* Canceled Advising Appointments Before Fall 2021 \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Canceled Advising Appointments Before Fall 2021	No AATS Advising Appointments	Count	29	92	121
		% within Canceled Before Fall 2021	24.0%	76.0%	100.0%
	No Canceled Appointments	Count	373	830	1203
		% within Canceled Before Fall 2021	31.0%	69.0%	100.0%
	1 Canceled Advising Appointment	Count	97	232	329
		% within Canceled Before Fall 2021	29.5%	70.5%	100.0%
	2 Canceled Advising Appointments	Count	36	36	72
		% within Canceled Before Fall 2021	50.0%	50.0%	100.0%
	3 or More Canceled Appointments	Count	11	13	24
		% within Canceled Before Fall 2021	45.8%	54.2%	100.0%
	Total	Count	546	1203	1749
		% within Canceled Before Fall 2021	31.2%	68.8%	100.0%

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Canceled Advising Appointments Fall 2021 \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Canceled Advising Appointments Fall 2021	No AATS Advising Appointments	Count	63	43	106
		% within Canceled Advising Fall 2021	59.4%	40.6%	100.0%
	No Canceled Appointments	Count	280	813	1093
		% within Canceled Advising Fall 2021	25.6%	74.4%	100.0%
	1 Canceled Advising Appointment	Count	137	267	404
		% within Canceled Advising Fall 2021	33.9%	66.1%	100.0%
	2 Canceled Advising Appointments	Count	44	61	105
		% within Canceled Advising Fall 2021	41.9%	58.1%	100.0%
	3 or More Canceled Appointments	Count	22	19	41
		% within Canceled Advising Fall 2021	53.7%	46.3%	100.0%
Total	Count	546	1203	1749	
	% within Canceled Advising Fall 2021	31.2%	68.8%	100.0%	

### 2021 Cohort \* Major Change Advising Fall 2021 \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Major Change Advising Fall 2021	No	Count	533	1167	1700
		% within Major Change Fall 2021	31.4%	68.6%	100.0%
	Yes	Count	13	36	49
		% within Major Change Fall 2021	26.5%	73.5%	100.0%
Total	Count	546	1203	1749	
	% within Major Change Fall 2021	31.2%	68.8%	100.0%	

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* Number At Risk Midterm Grades in Fall 2020 \* One-Year Retention

			One-Year Retention		Total
			No	Yes	
Number At Risk Midterm Grades in Fall 2021	4 or More At Risk MT Grades	Count	165	36	201
		% within Number At Risk Midterm Grades	82.1%	17.9%	100.0%
	3 At Risk MT Grades	Count	71	59	130
		% within Number At Risk Midterm Grades	54.6%	45.4%	100.0%
	2 At Risk MT Grades	Count	80	127	207
		% within Number At Risk Midterm Grades	38.6%	61.4%	100.0%
	1 At Risk MT Grade	Count	99	244	343
		% within Number At Risk Midterm Grades	28.9%	71.1%	100.0%
	No At Risk MT Grades	Count	131	737	868
		% within Number At Risk Midterm Grades	15.1%	84.9%	100.0%
	Total	Count	546	1203	1749
		% within Number At Risk Midterm Grades	31.2%	68.8%	100.0%

### 2021 Cohort \* Probation After Fall 2021 \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
Probation After Fall 2021	No	Count	388	1110	1498
		% within Probation After Fall 2021	25.9%	74.1%	100.0%
	Yes	Count	158	93	251
		% within Probation After Fall 2021	62.9%	37.1%	100.0%
Total	Count	546	1203	1749	
	% within Probation After Fall 2021	31.2%	68.8%	100.0%	

### 2021 Cohort \* USA Hours Earned After Summer 2022 \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
USA Hours Earned After Summer 2022	0-6 hours	Count	162	1	163
		% within USA Hours Earned	99.4%	0.6%	100.0%
	6.5-12 hours	Count	96	18	114
		% within USA Hours Earned	84.2%	15.8%	100.0%
	12.5-18 hours	Count	104	37	141
		% within USA Hours Earned	73.8%	26.2%	100.0%
	18.5-24 hours	Count	54	93	147
		% within USA Hours Earned	36.7%	63.3%	100.0%
	24.5-30 hours	Count	61	373	434
		% within USA Hours Earned	14.1%	85.9%	100.0%
	30.5 or more hours	Count	30	680	710
		% within USA Hours Earned	4.2%	95.8%	100.0%
	Total	Count	507	1202	1709
		% within USA Hours Earned	29.7%	70.3%	100.0%

## 2021 Freshman Cohort Retention Report Cross Tabs

### 2021 Cohort \* USA GPA After Summer 2022 \* One-Year Retention Crosstabulation

			One-Year Retention		Total
			No	Yes	
USA GPA After Summer 2022	2.0 or lower	Count	318	88	406
		% within USA GPA	78.3%	21.7%	100.0%
	2.01-2.5	Count	47	131	178
		% within USA GPA	26.4%	73.6%	100.0%
	2.51-3.0	Count	54	203	257
		% within USA GPA	21.0%	79.0%	100.0%
	3.01-3.5	Count	47	284	331
		% within USA GPA	14.2%	85.8%	100.0%
	3.51-4.0	Count	41	496	537
		% within USA GPA	7.6%	92.4%	100.0%
Total		Count	507	1202	1709
		% within USA GPA	29.7%	70.3%	100.0%

## 2021 Freshman Cohort Retention Report Independent T-Test Tables

### 2021 Cohort \* Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
One-Year Retention					
Gender	No	546	0.62	0.485	0.021
	Yes	1203	0.63	0.484	0.014
Under Represented	No	546	0.36	0.480	0.021
	Yes	1203	0.28	0.448	0.013
Test Optional Admit	No	546	0.35	0.477	0.020
	Yes	1203	0.18	0.380	0.011
College Preview Day Attendance	No	546	0.03	0.183	0.008
	Yes	1203	0.06	0.229	0.007
Take Over South Attendance	No	546	0.00	0.043	0.002
	Yes	1203	0.01	0.091	0.003
Decision Day Attendance	No	546	0.01	0.104	0.004
	Yes	1203	0.01	0.086	0.002
Freshman Scholarship	No	546	0.39	0.489	0.021
	Yes	1203	0.57	0.495	0.014
Pell Grant	No	546	0.54	0.499	0.021
	Yes	1203	0.39	0.488	0.014
Subsidized Stafford Loan	No	546	0.54	0.499	0.021
	Yes	1203	0.38	0.485	0.014
Veteran Aid	No	546	0.05	0.221	0.009
	Yes	1203	0.07	0.255	0.007
Housing	No	546	0.59	0.492	0.021
	Yes	1203	0.67	0.472	0.014
Learning Community	No	546	0.70	0.458	0.020
	Yes	1203	0.80	0.402	0.012
Honors Student	No	546	0.02	0.127	0.005
	Yes	1203	0.07	0.258	0.007
Greek Life Participation	No	546	0.04	0.197	0.008
	Yes	1203	0.11	0.311	0.009
Probation After Fall 2021	No	546	0.29	0.454	0.019
	Yes	1203	0.08	0.267	0.008
Major Change Advising Fall	No	546	0.02	0.153	0.007
	Yes	1203	0.03	0.170	0.005

## 2021 Freshman Cohort Retention Report Independent T-Test Tables

### 2021 Cohort \* Independent Samples Test

		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence	
									Lower	Upper
Gender	Equal variances assumed	0.066	0.797	-0.129	1747	0.897	-0.003	0.025	-0.052	0.046
	Equal variances not assumed			-0.129	1051.467	0.897	-0.003	0.025	-0.052	0.046
Under Represented	Equal variances assumed	40.536	0.000	3.477	1747	0.001	0.082	0.024	0.036	0.129
	Equal variances not assumed			3.386	989.906	0.001	0.082	0.024	0.035	0.130
Test Optional Admit	Equal variances assumed	212.901	0.000	8.182	1747	0.000	0.174	0.021	0.133	0.216
	Equal variances not assumed			7.522	871.720	0.000	0.174	0.023	0.129	0.220
College Preview Day Attendance	Equal variances assumed	14.398	0.000	-1.874	1747	0.061	-0.021	0.011	-0.043	0.001
	Equal variances not assumed			-2.035	1297.120	0.042	-0.021	0.010	-0.041	-0.001
Take Over South Attendance	Equal variances assumed	10.208	0.001	-1.589	1747	0.112	-0.006	0.004	-0.014	0.002
	Equal variances not assumed			-2.028	1744.788	0.043	-0.006	0.003	-0.013	0.000
Decision Day Attendance	Equal variances assumed	2.169	0.141	0.737	1747	0.461	0.004	0.005	-0.006	0.013
	Equal variances not assumed			0.686	895.971	0.493	0.004	0.005	-0.007	0.014
Freshman Scholarship	Equal variances assumed	9.130	0.003	-7.074	1747	0.000	-0.180	0.025	-0.230	-0.130
	Equal variances not assumed			-7.108	1066.081	0.000	-0.180	0.025	-0.230	-0.130
Pell Grant	Equal variances assumed	19.623	0.000	5.933	1747	0.000	0.150	0.025	0.101	0.200
	Equal variances not assumed			5.884	1032.777	0.000	0.150	0.026	0.100	0.201
Subsidized Stafford Loan	Equal variances assumed	26.660	0.000	6.595	1747	0.000	0.166	0.025	0.117	0.216
	Equal variances not assumed			6.524	1026.601	0.000	0.166	0.026	0.116	0.216
Veteran Aid	Equal variances assumed	8.798	0.003	-1.468	1747	0.142	-0.019	0.013	-0.043	0.006
	Equal variances not assumed			-1.549	1204.377	0.122	-0.019	0.012	-0.042	0.005
Housing	Equal variances assumed	28.916	0.000	-3.044	1747	0.002	-0.075	0.025	-0.123	-0.027
	Equal variances not assumed			-2.996	1014.349	0.003	-0.075	0.025	-0.124	-0.026
Learning Community	Equal variances assumed	68.487	0.000	-4.411	1747	0.000	-0.096	0.022	-0.138	-0.053
	Equal variances not assumed			-4.202	941.086	0.000	-0.096	0.023	-0.140	-0.051
Honors Student	Equal variances assumed	98.679	0.000	-4.731	1747	0.000	-0.055	0.012	-0.078	-0.032
	Equal variances not assumed			-5.967	1735.251	0.000	-0.055	0.009	-0.073	-0.037
Greek Life Participation	Equal variances assumed	98.120	0.000	-4.689	1747	0.000	-0.068	0.014	-0.096	-0.039
	Equal variances not assumed			-5.512	1566.041	0.000	-0.068	0.012	-0.092	-0.044
Probation After Fall 2021	Equal variances assumed	582.636	0.000	12.205	1747	0.000	0.212	0.017	0.178	0.246
	Equal variances not assumed			10.149	721.817	0.000	0.212	0.021	0.171	0.253
Major Change Advising Fall	Equal variances assumed	2.074	0.150	-0.718	1747	0.473	-0.006	0.009	-0.023	0.011
	Equal variances not assumed			-0.748	1167.314	0.454	-0.006	0.008	-0.022	0.010

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Race \* Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Race		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
White	African-American	.091*	0.027	0.014	0.01	0.17
	Asian	-0.127	0.048	0.124	-0.27	0.02
	Hispanic	0.069	0.053	0.850	-0.09	0.23
	Multiracial	.170*	0.056	0.045	0.00	0.34
	Non-Resident Alien	-0.017	0.119	1.000	-0.42	0.39
	Other	-0.096	0.102	0.959	-0.44	0.25
African-American	White	-.091*	0.027	0.014	-0.17	-0.01
	Asian	-.218*	0.051	0.001	-0.37	-0.06
	Hispanic	-0.022	0.056	1.000	-0.19	0.15
	Multiracial	0.079	0.059	0.832	-0.10	0.26
	Non-Resident Alien	-0.108	0.120	0.968	-0.51	0.30
	Other	-0.187	0.103	0.559	-0.53	0.16
Asian	White	0.127	0.048	0.124	-0.02	0.27
	African-American	.218*	0.051	0.001	0.06	0.37
	Hispanic	0.196	0.069	0.072	-0.01	0.40
	Multiracial	.297*	0.071	0.001	0.09	0.51
	Non-Resident Alien	0.110	0.127	0.973	-0.31	0.53
	Other	0.031	0.111	1.000	-0.33	0.39
Hispanic	White	-0.069	0.053	0.850	-0.23	0.09
	African-American	0.022	0.056	1.000	-0.15	0.19
	Asian	-0.196	0.069	0.072	-0.40	0.01
	Multiracial	0.101	0.074	0.822	-0.12	0.32
	Non-Resident Alien	-0.086	0.129	0.993	-0.51	0.34
	Other	-0.165	0.113	0.766	-0.53	0.20
Multiracial	White	-.170*	0.056	0.045	-0.34	0.00
	African-American	-0.079	0.059	0.832	-0.26	0.10
	Asian	-.297*	0.071	0.001	-0.51	-0.09
	Hispanic	-0.101	0.074	0.822	-0.32	0.12
	Non-Resident Alien	-0.187	0.130	0.776	-0.61	0.24
	Other	-0.266	0.114	0.272	-0.63	0.10
Non-Resident Alien	White	0.017	0.119	1.000	-0.39	0.42
	African-American	0.108	0.120	0.968	-0.30	0.51
	Asian	-0.110	0.127	0.973	-0.53	0.31
	Hispanic	0.086	0.129	0.993	-0.34	0.51
	Multiracial	0.187	0.130	0.776	-0.24	0.61
	Other	-0.079	0.155	0.998	-0.57	0.41
Other	White	0.096	0.102	0.959	-0.25	0.44
	African-American	0.187	0.103	0.559	-0.16	0.53
	Asian	-0.031	0.111	1.000	-0.39	0.33
	Hispanic	0.165	0.113	0.766	-0.20	0.53
	Multiracial	0.266	0.114	0.272	-0.10	0.63
	Non-Resident Alien	0.079	0.155	0.998	-0.41	0.57

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



## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Age \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Age		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
17 years or younger	18 years old	0.083	0.060	0.524	-0.08	0.24
	19 years old	0.157	0.071	0.129	-0.03	0.34
	20 years or older	.280*	0.094	0.019	0.03	0.53
18 years old	17 years or younger	-0.083	0.060	0.524	-0.24	0.08
	19 years old	0.074	0.041	0.273	-0.03	0.18
	20 years or older	.197*	0.074	0.048	0.00	0.39
19 years old	17 years or younger	-0.157	0.071	0.129	-0.34	0.03
	18 years old	-0.074	0.041	0.273	-0.18	0.03
	20 years or older	0.123	0.083	0.448	-0.09	0.34
20 years or older	17 years or younger	-.280*	0.094	0.019	-0.53	-0.03
	18 years old	-.197*	0.074	0.048	-0.39	0.00
	19 years old	-0.123	0.083	0.448	-0.34	0.09

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

### 2021 Cohort \* Region \* Multiple Comparisons

Dependent Variable: One-Year Retention

Tukey HSD

(I) Region		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
Mobile or Baldwin County	Rest of Alabama	-0.049	0.026	0.430	-0.12	0.03
	Mississippi Service Area	-0.077	0.040	0.397	-0.19	0.04
	Florida Service Area	-0.026	0.052	0.996	-0.18	0.12
	Rest of United States	-0.093	0.036	0.103	-0.20	0.01
	International	-0.078	0.119	0.985	-0.47	0.31
Rest of Alabama	Mobile or Baldwin County	0.049	0.026	0.430	-0.03	0.12
	Mississippi Service Area	-0.028	0.042	0.986	-0.15	0.09
	Florida Service Area	0.024	0.053	0.998	-0.13	0.18
	Rest of United States	-0.044	0.038	0.858	-0.15	0.06
	International	-0.028	0.120	1.000	-0.42	0.36
Mississippi Service Area	Mobile or Baldwin County	0.077	0.040	0.397	-0.04	0.19
	Rest of Alabama	0.028	0.042	0.986	-0.09	0.15
	Florida Service Area	0.052	0.061	0.959	-0.13	0.23
	Rest of United States	-0.016	0.049	1.000	-0.16	0.12
	International	0.000	0.124	1.000	-0.40	0.40
Florida Service Area	Mobile or Baldwin County	0.026	0.052	0.996	-0.12	0.18
	Rest of Alabama	-0.024	0.053	0.998	-0.18	0.13
	Mississippi Service Area	-0.052	0.061	0.959	-0.23	0.13
	Rest of United States	-0.067	0.059	0.859	-0.24	0.10
	International	-0.052	0.128	0.998	-0.46	0.35

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* High School GPA \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) HS GPA Logistic		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
3.0 or lower	3.01-3.5	-0.095	0.046	0.104	-0.20	0.01
	3.51 or higher	<b>-.328*</b>	0.042	0.000	-0.43	-0.23
3.01-3.5	3.0 or lower	0.095	0.046	0.104	-0.01	0.20
	3.51 or higher	<b>-.233*</b>	0.026	0.000	-0.29	-0.17
3.51 or higher	3.0 or lower	<b>.328*</b>	0.042	0.000	0.23	0.43
	3.01-3.5	<b>.233*</b>	0.026	0.000	0.17	0.29

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

### 2021 Cohort \* ACT Composite \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) ACT		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
19 or lower	20-21	-0.073	0.040	0.523	-0.19	0.04
	22-23	<b>-.134*</b>	0.039	0.012	-0.25	-0.02
	24-25	<b>-.206*</b>	0.039	0.000	-0.32	-0.09
	26-27	<b>-.252*</b>	0.041	0.000	-0.37	-0.13
	28-29	<b>-.269*</b>	0.045	0.000	-0.40	-0.13
	30 or higher	<b>-.285*</b>	0.037	0.000	-0.39	-0.18
20-21	19 or lower	0.073	0.040	0.523	-0.04	0.19
	22-23	-0.061	0.043	0.792	-0.19	0.07
	24-25	<b>-.133*</b>	0.043	0.032	-0.26	-0.01
	26-27	<b>-.180*</b>	0.045	0.001	-0.31	-0.05
	28-29	<b>-.196*</b>	0.049	0.002	-0.34	-0.05
	30 or higher	<b>-.212*</b>	0.041	0.000	-0.33	-0.09
22-23	19 or lower	<b>.134*</b>	0.039	0.012	0.02	0.25
	20-21	0.061	0.043	0.792	-0.07	0.19
	24-25	-0.072	0.042	0.618	-0.20	0.05
	26-27	-0.119	0.044	0.108	-0.25	0.01
	28-29	-0.135	0.048	0.083	-0.28	0.01
	30 or higher	<b>-.151*</b>	0.040	0.004	-0.27	-0.03
28-29	19 or lower	<b>.269*</b>	0.045	0.000	0.13	0.40
	20-21	<b>.196*</b>	0.049	0.002	0.05	0.34
	22-23	0.135	0.048	0.083	-0.01	0.28
	24-25	0.063	0.048	0.845	-0.08	0.21
	26-27	0.016	0.050	1.000	-0.13	0.16
	30 or higher	-0.016	0.046	1.000	-0.15	0.12
30 or higher	19 or lower	<b>.285*</b>	0.037	0.000	0.18	0.39
	20-21	<b>.212*</b>	0.041	0.000	0.09	0.33
	22-23	<b>.151*</b>	0.040	0.004	0.03	0.27
	24-25	0.079	0.040	0.426	-0.04	0.20
	26-27	0.032	0.042	0.988	-0.09	0.16
	28-29	0.016	0.046	1.000	-0.12	0.15

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* First Generation \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) First Generation		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
No	Yes	.160*	0.029	0.000	0.09	0.23
	Unknown	0.028	0.037	0.718	-0.06	0.11
Yes	No	-.160*	0.029	0.000	-0.23	-0.09
	Unknown	-.131*	0.043	0.007	-0.23	-0.03
Unknown	No	-0.028	0.037	0.718	-0.11	0.06
	Yes	.131*	0.043	0.007	0.03	0.23

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

### 2021 Cohort \* Application Date \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Application Date		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
On or Before October 1	After October 1 through December 1	.082*	0.025	0.010	0.01	0.15
	After December 1 through February 15	.191*	0.038	0.000	0.09	0.30
	After February 15 through May 1	.219*	0.044	0.000	0.10	0.34
	After May 1	.310*	0.056	0.000	0.15	0.47
After October 1 through December 1	On or Before October 1	-.082*	0.025	0.010	-0.15	-0.01
	After December 1 through February 15	.109*	0.037	0.025	0.01	0.21
	After February 15 through May 1	.138*	0.042	0.011	0.02	0.25
	After May 1	.228*	0.055	0.001	0.07	0.38
After December 1 through February 15	On or Before October 1	-.191*	0.038	0.000	-0.30	-0.09
	After October 1 through December 1	-.109*	0.037	0.025	-0.21	-0.01
	After February 15 through May 1	0.029	0.051	0.981	-0.11	0.17
	After May 1	0.119	0.062	0.320	-0.05	0.29
After February 15 through May 1	On or Before October 1	-.219*	0.044	0.000	-0.34	-0.10
	After October 1 through December 1	-.138*	0.042	0.011	-0.25	-0.02
	After December 1 through February 15	-0.029	0.051	0.981	-0.17	0.11
	After May 1	0.090	0.066	0.648	-0.09	0.27
After May 1	On or Before October 1	-.310*	0.056	0.000	-0.47	-0.15
	After October 1 through December 1	-.228*	0.055	0.001	-0.38	-0.07
	After December 1 through February 15	-0.119	0.062	0.320	-0.29	0.05
	After February 15 through May 1	-0.090	0.066	0.648	-0.27	0.09

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Acceptance Date \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Acceptance Date		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
On or Before February 15	After February 15 through May 1	.129*	0.037	0.002	0.04	0.22
	After May 1	.259*	0.045	0.000	0.15	0.37
After February 15 through May 1	On or Before February 15	-.129*	0.037	0.002	-0.22	-0.04
	After May 1	0.130	0.056	0.053	0.00	0.26
After May 1	On or Before February 15	-.259*	0.045	0.000	-0.37	-0.15
	After February 15 through May 1	-0.130	0.056	0.053	-0.26	0.00

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

### 2021 Cohort \* On Campus Recruitment Visits \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Number On Campus Recruitment Visits Attended		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
Did Not Attend/Unknown	Attended 1 Campus Visit Event	-.095*	0.022	0.000	-0.15	-0.04
	Attended Multiple Campus Visit Events	-.131*	0.054	0.047	-0.26	0.00
Attended 1 Campus Visit Event	Did Not Attend/Unknown	.095*	0.022	0.000	0.04	0.15
	Attended Multiple Campus Visit Events	-0.037	0.054	0.781	-0.17	0.09
Attended Multiple Campus Visit Events	Did Not Attend/Unknown	.131*	0.054	0.047	0.00	0.26
	Attended 1 Campus Visit Event	0.037	0.054	0.781	-0.09	0.17

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

### 2021 Cohort \* Individual/Family Tours \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Number Individual/Family Tours Attended		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
Did Not Attend/Unknown	Attended 1 Individual/Family Tour	-.091*	0.022	0.000	-0.14	-0.04
	Attended Multiple Individual/Family	-0.031	0.096	0.943	-0.27	0.21
Attended 1 Individual/Family Tour	Did Not Attend/Unknown	.091*	0.022	0.000	0.04	0.14
	Attended Multiple Individual/Family	0.060	0.097	0.812	-0.18	0.30
Attended Multiple Individual/Family	Did Not Attend/Unknown	0.031	0.096	0.943	-0.21	0.27
	Attended 1 Individual/Family Tour	-0.060	0.097	0.812	-0.30	0.18

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Virtual Orientation Attended \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Virtual Orientation Logistic		Mean Difference	Std. Error	Sig.	Interval	
		(I-J)			Bound	Bound
August/Transfer/ Other/Unknown Orientation	Freshman Session 1	-.267*	0.049	0.000	-0.42	-0.12
	Freshman Session 2	-.282*	0.049	0.000	-0.43	-0.13
	Freshman Session 3	-.254*	0.051	0.000	-0.41	-0.10
	Freshman Session 4	-.201*	0.052	0.003	-0.36	-0.04
	Freshman Session 5	-0.151	0.054	0.097	-0.31	0.01
	Freshman Session 6	-0.122	0.056	0.364	-0.29	0.05
	Freshman Session 7	0.001	0.066	1.000	-0.20	0.20
Freshman Session 1	August/Transfer/Other/Unknown	.267*	0.049	0.000	0.12	0.42
	Freshman Session 2	-0.015	0.035	1.000	-0.12	0.09
	Freshman Session 3	0.013	0.036	1.000	-0.10	0.12
	Freshman Session 4	0.066	0.038	0.652	-0.05	0.18
	Freshman Session 5	0.116	0.040	0.080	-0.01	0.24
	Freshman Session 6	.145*	0.043	0.020	0.01	0.28
	Freshman Session 7	.268*	0.056	0.000	0.10	0.44
Freshman Session 2	August/Transfer/Other/Unknown	.282*	0.049	0.000	0.13	0.43
	Freshman Session 1	0.015	0.035	1.000	-0.09	0.12
	Freshman Session 3	0.028	0.037	0.994	-0.08	0.14
	Freshman Session 4	0.081	0.038	0.391	-0.03	0.20
	Freshman Session 5	.131*	0.041	0.029	0.01	0.25
	Freshman Session 6	.160*	0.043	0.006	0.03	0.29
	Freshman Session 7	.283*	0.056	0.000	0.11	0.46
Freshman Session 3	August/Transfer/Other/Unknown	.254*	0.051	0.000	0.10	0.41
	Freshman Session 1	-0.013	0.036	1.000	-0.12	0.10
	Freshman Session 2	-0.028	0.037	0.994	-0.14	0.08
	Freshman Session 4	0.053	0.039	0.881	-0.07	0.17
	Freshman Session 5	0.103	0.042	0.219	-0.02	0.23
	Freshman Session 6	0.132	0.045	0.067	0.00	0.27
	Freshman Session 7	.255*	0.057	0.000	0.08	0.43
Freshman Session 6	August/Transfer/Other/Unknown	0.122	0.056	0.364	-0.05	0.29
	Freshman Session 1	-.145*	0.043	0.020	-0.28	-0.01
	Freshman Session 2	-.160*	0.043	0.006	-0.29	-0.03
	Freshman Session 3	-0.132	0.045	0.067	-0.27	0.00
	Freshman Session 4	-0.079	0.046	0.681	-0.22	0.06
	Freshman Session 5	-0.029	0.048	0.999	-0.18	0.12
	Freshman Session 7	0.123	0.062	0.489	-0.07	0.31
Freshman Session 7	August/Transfer/Other/Unknown	-0.001	0.066	1.000	-0.20	0.20
	Freshman Session 1	-.268*	0.056	0.000	-0.44	-0.10
	Freshman Session 2	-.283*	0.056	0.000	-0.46	-0.11
	Freshman Session 3	-.255*	0.057	0.000	-0.43	-0.08
	Freshman Session 4	-.202*	0.058	0.015	-0.38	-0.02
	Freshman Session 5	-0.152	0.060	0.186	-0.34	0.03
	Freshman Session 6	-0.123	0.062	0.489	-0.31	0.07

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Southbound Orientation/Open House \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Southbound Orientation/Open House		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
Did Not Attend/Unknown	Southbound Openhouse/Both	-0.019	0.143	0.990	-0.40	0.37
	Southbound Orientation	-.113*	0.022	0.000	-0.17	-0.06
Southbound Openhouse/Both	Did Not Attend/Unknown	0.019	0.143	0.990	-0.37	0.40
	Southbound Orientation	-0.094	0.143	0.792	-0.48	0.29
Southbound Orientation	Did Not Attend/Unknown	.113*	0.022	0.000	0.06	0.17
	Southbound Openhouse/Both	0.094	0.143	0.792	-0.29	0.48

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

### 2021 Cohort \* College \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) College Logistic		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
AH	AS	0.077	0.036	0.322	-0.03	0.18
	BU	0.087	0.045	0.448	-0.05	0.22
	CS	0.025	0.056	0.999	-0.14	0.19
	ED	0.076	0.045	0.639	-0.06	0.21
	EG	0.021	0.043	0.999	-0.11	0.15
	NU	0.052	0.039	0.842	-0.06	0.17
CS	AS	0.052	0.051	0.951	-0.10	0.21
	AH	-0.025	0.056	0.999	-0.19	0.14
	BU	0.063	0.058	0.934	-0.11	0.24
	ED	0.051	0.059	0.977	-0.12	0.23
	EG	-0.004	0.057	1.000	-0.17	0.17
	NU	0.027	0.054	0.999	-0.13	0.19
EG	AS	0.056	0.038	0.753	-0.06	0.17
	AH	-0.021	0.043	0.999	-0.15	0.11
	BU	0.067	0.046	0.784	-0.07	0.20
	CS	0.004	0.057	1.000	-0.17	0.17
	ED	0.055	0.047	0.907	-0.08	0.19
	NU	0.031	0.041	0.989	-0.09	0.15
NU	AS	0.025	0.033	0.989	-0.07	0.12
	AH	-0.052	0.039	0.842	-0.17	0.06
	BU	0.036	0.043	0.982	-0.09	0.16
	CS	-0.027	0.054	0.999	-0.19	0.13
	ED	0.024	0.044	0.998	-0.11	0.15
	EG	-0.031	0.041	0.989	-0.15	0.09

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Freshman Scholarship Residency \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

		Mean Difference (I-J)	Std. Error	Sig.	Interval	
(I) FR Residency Scholarship FY2122					Bound	Bound
No Freshman Scholarship	Other Residency for Scholarship	-.147*	0.024	0.000	-0.21	-0.09
	In-State Service Area	-.162*	0.040	0.000	-0.27	-0.06
	In-State Talent and Ability	-.198*	0.044	0.000	-0.31	-0.08
Other Residency for Scholarship	No Freshman Scholarship	.147*	0.024	0.000	0.09	0.21
	In-State Service Area	-0.016	0.040	0.980	-0.12	0.09
	In-State Talent and Ability	-0.051	0.043	0.641	-0.16	0.06
In-State Service Area	No Freshman Scholarship	.162*	0.040	0.000	0.06	0.27
	Other Residency for Scholarship	0.016	0.040	0.980	-0.09	0.12
	In-State Talent and Ability	-0.036	0.054	0.912	-0.18	0.10
In-State Talent and Ability	No Freshman Scholarship	.198*	0.044	0.000	0.08	0.31
	Other Residency for Scholarship	0.051	0.043	0.641	-0.06	0.16
	In-State Service Area	0.036	0.054	0.912	-0.10	0.18

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

### 2021 Cohort \* Renewed Freshman Scholarship \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

		Mean Difference (I-J)	Std. Error	Sig.	Interval	
(I) Renewed FR Academic Scholarship					Bound	Bound
No Freshman Scholarship	Scholarship Not Renewed	.253*	0.031	0.000	0.18	0.33
	Renewed Scholarship	-.392*	0.017	0.000	-0.43	-0.35
Scholarship Not Renewed	No Freshman Scholarship	-.253*	0.031	0.000	-0.33	-0.18
	Renewed Scholarship	-.645*	0.026	0.000	-0.71	-0.58
Renewed Scholarship	No Freshman Scholarship	.392*	0.017	0.000	0.35	0.43
	Scholarship Not Renewed	.645*	0.026	0.000	0.58	0.71

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

### 2021 Cohort \* Freshman Housing Residency Policy \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

		Mean Difference (I-J)	Std. Error	Sig.	Interval	
(I) Freshman Housing Residency Policy					Lower Bound	Upper Bound
Did Not Document Justification	Lived On-Campus	-.189*	0.031	0.000	-0.27	-0.10
	Residing with Parent/Grandparent/Guardian	-.244*	0.038	0.000	-0.35	-0.14
	Military Veteran/Dependent Children in Residence	-0.112	0.155	0.946	-0.62	0.39
	Other Documented Justification	-0.226	0.115	0.326	-0.58	0.12

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* FYE Course Fall 2021 \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) FYE Logistic		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
No FYE	AHP 101	-0.146	0.053	0.129	-0.31	0.02
	BUS 150	-0.060	0.052	0.966	-0.22	0.10
	CAS 100	-0.086	0.040	0.436	-0.21	0.04
	CIS 101	-0.152	0.059	0.201	-0.34	0.03
	EDU 100	-0.114	0.087	0.922	-0.40	0.17
	EG 101	<b>-.234*</b>	0.050	0.000	-0.39	-0.08
	KIN 100	-0.080	0.056	0.880	-0.25	0.09
	NU 101	-0.114	0.045	0.205	-0.25	0.02
BUS 150	No FYE	0.060	0.052	0.966	-0.10	0.22
	AHP 101	-0.086	0.055	0.818	-0.26	0.09
	CAS 100	-0.026	0.043	1.000	-0.16	0.11
	CIS 101	-0.093	0.061	0.845	-0.28	0.10
	EDU 100	-0.054	0.088	0.999	-0.34	0.23
	EG 101	<b>-.174*</b>	0.052	0.027	-0.34	-0.01
	KIN 100	-0.021	0.058	1.000	-0.20	0.16
	NU 101	-0.054	0.047	0.965	-0.20	0.09
CAS 100	No FYE	0.086	0.040	0.436	-0.04	0.21
	AHP 101	-0.060	0.043	0.900	-0.20	0.08
	BUS 150	0.026	0.043	1.000	-0.11	0.16
	CIS 101	-0.067	0.051	0.926	-0.23	0.09
	EDU 100	-0.028	0.081	1.000	-0.30	0.24
	EG 101	<b>-.148*</b>	0.040	0.008	-0.27	-0.02
	KIN 100	0.005	0.047	1.000	-0.14	0.15
	NU 101	-0.028	0.033	0.995	-0.13	0.07
EG 101	No FYE	<b>.234*</b>	0.050	0.000	0.08	0.39
	AHP 101	0.088	0.053	0.770	-0.08	0.25
	BUS 150	<b>.174*</b>	0.052	0.027	0.01	0.34
	CAS 100	<b>.148*</b>	0.040	0.008	0.02	0.27
	CIS 101	0.082	0.059	0.902	-0.10	0.27
	EDU 100	0.120	0.087	0.898	-0.16	0.40
	KIN 100	0.154	0.056	0.137	-0.02	0.33
	NU 101	0.120	0.045	0.161	-0.02	0.26

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



## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Rec Center Usage \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Rec Center Usage, Number of Visits Fall 2021		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
0 Visits	1	-.221*	0.039	0.000	-0.34	-0.11
	2 - 3	-.276*	0.036	0.000	-0.38	-0.17
	4 - 15	-.266*	0.030	0.000	-0.36	-0.18
	16 - 30	-.333*	0.038	0.000	-0.45	-0.22
	31 - 45	-.243*	0.056	0.001	-0.41	-0.08
	More than 45	-.296*	0.050	0.000	-0.45	-0.15
2 - 3 Visits	0	.276*	0.036	0.000	0.17	0.38
	1	0.055	0.041	0.830	-0.07	0.18
	4 - 15	0.010	0.033	1.000	-0.09	0.11
	16 - 30	-0.057	0.040	0.797	-0.18	0.06
	31 - 45	0.033	0.057	0.997	-0.14	0.20
	More than 45	-0.020	0.052	1.000	-0.17	0.13
4 - 15 Visits	0	.266*	0.030	0.000	0.18	0.36
	1	0.045	0.036	0.878	-0.06	0.15
	2 - 3	-0.010	0.033	1.000	-0.11	0.09
	16 - 30	-0.067	0.036	0.503	-0.17	0.04
	31 - 45	0.023	0.054	0.999	-0.14	0.19
	More than 45	-0.030	0.048	0.996	-0.17	0.11
16 - 30 Visits	0	.333*	0.038	0.000	0.22	0.45
	1	0.112	0.043	0.129	-0.02	0.24
	2 - 3	0.057	0.040	0.797	-0.06	0.18
	4 - 15	0.067	0.036	0.503	-0.04	0.17
	31 - 45	0.090	0.059	0.725	-0.09	0.27
	More than 45	0.037	0.053	0.993	-0.12	0.20
31 - 45 Visits	0	.243*	0.056	0.001	0.08	0.41
	1	0.022	0.059	1.000	-0.16	0.20
	2 - 3	-0.033	0.057	0.997	-0.20	0.14
	4 - 15	-0.023	0.054	0.999	-0.19	0.14
	16 - 30	-0.090	0.059	0.725	-0.27	0.09
	More than 45	-0.053	0.067	0.985	-0.25	0.15
More than 45 Visits	0	.296*	0.050	0.000	0.15	0.45
	1	0.075	0.054	0.804	-0.09	0.24
	2 - 3	0.020	0.052	1.000	-0.13	0.17
	4 - 15	0.030	0.048	0.996	-0.11	0.17
	16 - 30	-0.037	0.053	0.993	-0.20	0.12
	31 - 45	0.053	0.067	0.985	-0.15	0.25

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Subject Tutoring Appointments \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Subject Tutoring Appointments		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
No Appointments	1 Appointment	-0.072	0.050	0.612	-0.21	0.07
	2 Appointments	0.018	0.115	1.000	-0.33	0.37
	3 or 4 Appointments	0.003	0.102	1.000	-0.30	0.31
	5 or More Appointments	-0.021	0.114	1.000	-0.37	0.33
2 Appointments	No Appointments	-0.018	0.115	1.000	-0.37	0.33
	1 Appointment	-0.090	0.124	0.949	-0.46	0.28
	3 or 4 Appointments	-0.015	0.153	1.000	-0.45	0.42
	5 or More Appointments	-0.039	0.161	0.999	-0.50	0.43
3 or 4 Appointments	No Appointments	-0.003	0.102	1.000	-0.31	0.30
	1 Appointment	-0.075	0.113	0.963	-0.40	0.25
	2 Appointments	0.015	0.153	1.000	-0.42	0.45
	5 or More Appointments	-0.024	0.153	1.000	-0.46	0.41
5 or More Appointments	No Appointments	0.021	0.114	1.000	-0.33	0.37
	1 Appointment	-0.051	0.124	0.994	-0.42	0.32
	2 Appointments	0.039	0.161	0.999	-0.43	0.50
	3 or 4 Appointments	0.024	0.153	1.000	-0.41	0.46

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

### 2021 Cohort \* Writing Lab Appointments \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Writing Lab Appointments		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
No Appointments	1 Appointment	-0.098	0.043	0.150	-0.22	0.02
	2 Appointments	-0.153	0.066	0.159	-0.34	0.04
	3 or 4 Appointments	-0.145	0.063	0.169	-0.33	0.04
	5 or More Appointments	-0.012	0.120	1.000	-0.38	0.36
2 Appointments	No Appointments	0.153	0.066	0.159	-0.04	0.34
	1 Appointment	0.055	0.076	0.951	-0.16	0.27
	3 or 4 Appointments	0.008	0.090	1.000	-0.24	0.26
	5 or More Appointments	0.141	0.136	0.836	-0.26	0.54
3 or 4 Appointments	No Appointments	0.145	0.063	0.169	-0.04	0.33
	1 Appointment	0.047	0.074	0.970	-0.16	0.26
	2 Appointments	-0.008	0.090	1.000	-0.26	0.24
	5 or More Appointments	0.133	0.135	0.859	-0.27	0.53
5 or More Appointments	No Appointments	0.012	0.120	1.000	-0.36	0.38
	1 Appointment	-0.086	0.126	0.958	-0.47	0.29
	2 Appointments	-0.141	0.136	0.836	-0.54	0.26
	3 or 4 Appointments	-0.133	0.135	0.859	-0.53	0.27

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Advising Appointments Attended Before Fall 2021 \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Advising Appointments Attended Before Fall 2021		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
No AATS Advising Appointments	Attended 1 Advising Appointment	0.072	0.039	0.442	-0.04	0.18
	Attended 2 Advising Appointments	0.062	0.042	0.671	-0.06	0.18
	Attended 3 Advising Appointments	0.133	0.052	0.106	-0.01	0.28
	Attended 4 Advising Appointments	0.126	0.082	0.638	-0.11	0.37
	Attended 5 or More Advising Appointments	.318*	0.104	0.046	0.00	0.63
Attended 1 Advising Appointment	No AATS Advising Appointments	-0.072	0.039	0.442	-0.18	0.04
	Attended 2 Advising Appointments	-0.009	0.026	0.999	-0.08	0.07
	Attended 3 Advising Appointments	0.061	0.040	0.648	-0.05	0.18
	Attended 4 Advising Appointments	0.054	0.075	0.978	-0.17	0.28
	Attended 5 or More Advising Appointments	0.246	0.099	0.160	-0.06	0.55
Attended 2 Advising Appointments	No AATS Advising Appointments	-0.062	0.042	0.671	-0.18	0.06
	Attended 1 Advising Appointment	0.009	0.026	0.999	-0.07	0.08
	Attended 3 Advising Appointments	0.071	0.043	0.571	-0.05	0.19
	Attended 4 Advising Appointments	0.064	0.076	0.960	-0.16	0.29
	Attended 5 or More Advising Appointments	0.256	0.100	0.140	-0.05	0.56
Attended 3 Advising Appointments	No AATS Advising Appointments	-0.133	0.052	0.106	-0.28	0.01
	Attended 1 Advising Appointment	-0.061	0.040	0.648	-0.18	0.05
	Attended 2 Advising Appointments	-0.071	0.043	0.571	-0.19	0.05
	Attended 4 Advising Appointments	-0.007	0.082	1.000	-0.25	0.23
	Attended 5 or More Advising Appointments	0.185	0.104	0.495	-0.13	0.50
Attended 4 Advising Appointments	No AATS Advising Appointments	-0.126	0.082	0.638	-0.37	0.11
	Attended 1 Advising Appointment	-0.054	0.075	0.978	-0.28	0.17
	Attended 2 Advising Appointments	-0.064	0.076	0.960	-0.29	0.16
	Attended 3 Advising Appointments	0.007	0.082	1.000	-0.23	0.25
	Attended 5 or More Advising Appointments	0.192	0.122	0.619	-0.17	0.55
Attended 5 or More Advising Appointments	No AATS Advising Appointments	-.318*	0.104	0.046	-0.63	0.00
	Attended 1 Advising Appointment	-0.246	0.099	0.160	-0.55	0.06
	Attended 2 Advising Appointments	-0.256	0.100	0.140	-0.56	0.05
	Attended 3 Advising Appointments	-0.185	0.104	0.495	-0.50	0.13
	Attended 4 Advising Appointments	-0.192	0.122	0.619	-0.55	0.17

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Advising Appointments Attended Fall 2021 \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Advising Appointments Attended Fall 2021		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
No AATS Advising Appointments	Attended 1 Advising Appointment	-.391*	0.045	0.000	-0.52	-0.26
	Attended 2 Advising Appointments	-.362*	0.047	0.000	-0.50	-0.23
	Attended 3 Advising Appointments	-.333*	0.053	0.000	-0.49	-0.18
	Attended 4 Advising Appointments	-0.181	0.066	0.071	-0.37	0.01
	Attended 5 or More Advising Appointments	-0.082	0.088	0.934	-0.34	0.17
Attended 1 Advising Appointment	No AATS Advising Appointments	.391*	0.045	0.000	0.26	0.52
	Attended 2 Advising Appointments	0.028	0.026	0.881	-0.05	0.10
	Attended 3 Advising Appointments	0.057	0.036	0.596	-0.05	0.16
	Attended 4 Advising Appointments	.209*	0.053	0.002	0.06	0.36
	Attended 5 or More Advising Appointments	.308*	0.078	0.004	0.08	0.54
Attended 2 Advising Appointments	No AATS Advising Appointments	.362*	0.047	0.000	0.23	0.50
	Attended 1 Advising Appointment	-0.028	0.026	0.881	-0.10	0.05
	Attended 3 Advising Appointments	0.029	0.038	0.975	-0.08	0.14
	Attended 4 Advising Appointments	.181*	0.055	0.015	0.02	0.34
	Attended 5 or More Advising Appointments	.280*	0.079	0.011	0.04	0.52
Attended 3 Advising Appointments	No AATS Advising Appointments	.333*	0.053	0.000	0.18	0.49
	Attended 1 Advising Appointment	-0.057	0.036	0.596	-0.16	0.05
	Attended 2 Advising Appointments	-0.029	0.038	0.975	-0.14	0.08
	Attended 4 Advising Appointments	0.152	0.060	0.121	-0.02	0.32
	Attended 5 or More Advising Appointments	.251*	0.083	0.042	0.01	0.50
Attended 4 Advising Appointments	No AATS Advising Appointments	0.181	0.066	0.071	-0.01	0.37
	Attended 1 Advising Appointment	-.209*	0.053	0.002	-0.36	-0.06
	Attended 2 Advising Appointments	-.181*	0.055	0.015	-0.34	-0.02
	Attended 3 Advising Appointments	-0.152	0.060	0.121	-0.32	0.02
	Attended 5 or More Advising Appointments	0.099	0.092	0.889	-0.17	0.37
Attended 5 or More Advising Appointments	No AATS Advising Appointments	0.082	0.088	0.934	-0.17	0.34
	Attended 1 Advising Appointment	-.308*	0.078	0.004	-0.54	-0.08
	Attended 2 Advising Appointments	-.280*	0.079	0.011	-0.52	-0.04
	Attended 3 Advising Appointments	-.251*	0.083	0.042	-0.50	-0.01
	Attended 4 Advising Appointments	-0.099	0.092	0.889	-0.37	0.17

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Initial AATS Advising Before Fall 2021 \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Initial AATS Advising Before Fall 2021		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
Not Advised by AATS Before Fall 2021	First Advised in April 2021	-0.017	0.047	0.999	-0.15	0.12
	First Advised in May 2021	0.012	0.041	1.000	-0.11	0.13
	First Advised in June 2021	0.069	0.042	0.561	-0.05	0.19
	First Advised in July 2021	.142*	0.044	0.019	0.01	0.27
	First Advised in August 2021	.328*	0.055	0.000	0.17	0.48
First Advised in April 2021	Not Advised by AATS Before Fall 2021	0.017	0.047	0.999	-0.12	0.15
	First Advised in May 2021	0.028	0.036	0.970	-0.08	0.13
	First Advised in June 2021	0.086	0.037	0.192	-0.02	0.19
	First Advised in July 2021	.158*	0.040	0.001	0.04	0.27
	First Advised in August 2021	.344*	0.051	0.000	0.20	0.49
First Advised in May 2021	Not Advised by AATS Before Fall 2021	-0.012	0.041	1.000	-0.13	0.11
	First Advised in April 2021	-0.028	0.036	0.970	-0.13	0.08
	First Advised in June 2021	0.058	0.030	0.370	-0.03	0.14
	First Advised in July 2021	.130*	0.033	0.001	0.04	0.22
	First Advised in August 2021	.316*	0.046	0.000	0.18	0.45
First Advised in June 2021	Not Advised by AATS Before Fall 2021	-0.069	0.042	0.561	-0.19	0.05
	First Advised in April 2021	-0.086	0.037	0.192	-0.19	0.02
	First Advised in May 2021	-0.058	0.030	0.370	-0.14	0.03
	First Advised in July 2021	0.072	0.034	0.278	-0.03	0.17
	First Advised in August 2021	.258*	0.047	0.000	0.12	0.39
First Advised in July 2021	Not Advised by AATS Before Fall 2021	-.142*	0.044	0.019	-0.27	-0.01
	First Advised in April 2021	-.158*	0.040	0.001	-0.27	-0.04
	First Advised in May 2021	-.130*	0.033	0.001	-0.22	-0.04
	First Advised in June 2021	-0.072	0.034	0.278	-0.17	0.03
	First Advised in August 2021	.186*	0.049	0.002	0.05	0.33
First Advised in August 2021	Not Advised by AATS Before Fall 2021	-.328*	0.055	0.000	-0.48	-0.17
	First Advised in April 2021	-.344*	0.051	0.000	-0.49	-0.20
	First Advised in May 2021	-.316*	0.046	0.000	-0.45	-0.18
	First Advised in June 2021	-.258*	0.047	0.000	-0.39	-0.12
	First Advised in July 2021	-.186*	0.049	0.002	-0.33	-0.05

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Initial AATS Advising Fall 2021 \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
<b>(I) Initial AATS Advising Fall 2021</b>						
Not Advised by AATS in Fall 2021	First Advised in August 2021	-.232*	0.063	0.004	-0.41	-0.05
	First Advised in September 2021	-.415*	0.046	0.000	-0.55	-0.28
	First Advised in October 2021	-.350*	0.046	0.000	-0.48	-0.22
	First Advised in November 2021	-.229*	0.058	0.001	-0.40	-0.06
	First Advised in December 2021	-0.212	0.119	0.490	-0.58	0.15
First Advised in August 2021	Not Advised by AATS in Fall 2021	.232*	0.063	0.004	0.05	0.41
	First Advised in September 2021	-.184*	0.050	0.004	-0.33	-0.04
	First Advised in October 2021	-0.118	0.050	0.180	-0.26	0.03
	First Advised in November 2021	0.002	0.061	1.000	-0.17	0.18
	First Advised in December 2021	0.019	0.120	1.000	-0.35	0.39
First Advised in September 2021	Not Advised by AATS in Fall 2021	.415*	0.046	0.000	0.28	0.55
	First Advised in August 2021	.184*	0.050	0.004	0.04	0.33
	First Advised in October 2021	0.066	0.024	0.067	0.00	0.13
	First Advised in November 2021	.186*	0.043	0.000	0.06	0.31
	First Advised in December 2021	0.203	0.112	0.477	-0.15	0.55
First Advised in October 2021	Not Advised by AATS in Fall 2021	.350*	0.046	0.000	0.22	0.48
	First Advised in August 2021	0.118	0.050	0.180	-0.03	0.26
	First Advised in September 2021	-0.066	0.024	0.067	-0.13	0.00
	First Advised in November 2021	0.120	0.043	0.060	0.00	0.24
	First Advised in December 2021	0.138	0.112	0.818	-0.21	0.49
First Advised in November 2021	Not Advised by AATS in Fall 2021	.229*	0.058	0.001	0.06	0.40
	First Advised in August 2021	-0.002	0.061	1.000	-0.18	0.17
	First Advised in September 2021	-.186*	0.043	0.000	-0.31	-0.06
	First Advised in October 2021	-0.120	0.043	0.060	-0.24	0.00
	First Advised in December 2021	0.017	0.117	1.000	-0.34	0.38
First Advised in December 2021	Not Advised by AATS in Fall 2021	0.212	0.119	0.490	-0.15	0.58
	First Advised in August 2021	-0.019	0.120	1.000	-0.39	0.35
	First Advised in September 2021	-0.203	0.112	0.477	-0.55	0.15
	First Advised in October 2021	-0.138	0.112	0.818	-0.49	0.21
	First Advised in November 2021	-0.017	0.117	1.000	-0.38	0.34

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Canceled Advising Appointments Before Fall 2021 \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Canceled Advising Appointments Before Fall 2021		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
No AATS Advising Appointments	No Canceled Advising Appointments	0.070	0.041	0.432	-0.04	0.18
	1 Canceled Advising Appointment	0.055	0.046	0.758	-0.07	0.18
	2 Canceled Advising Appointments	.260*	0.071	0.003	0.06	0.46
	3 or More Canceled Advising Appointments	0.219	0.111	0.304	-0.10	0.54
No Canceled Advising Appointments	No AATS Advising Appointments	-0.070	0.041	0.432	-0.18	0.04
	1 Canceled Advising Appointment	-0.015	0.028	0.984	-0.09	0.06
	2 Canceled Advising Appointments	.190*	0.061	0.021	0.02	0.36
	3 or More Canceled Advising Appointments	0.148	0.105	0.624	-0.16	0.46
2 Canceled Advising Appointments	No AATS Advising Appointments	-.260*	0.071	0.003	-0.46	-0.06
	No Canceled Advising Appointments	-.190*	0.061	0.021	-0.36	-0.02
	1 Canceled Advising Appointment	-.205*	0.064	0.016	-0.38	-0.03
	3 or More Canceled Advising Appointments	-0.042	0.120	0.997	-0.38	0.30

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

### 2021 Cohort \* Canceled Advising Appointments Fall 2021 \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Canceled Advising Appointments Fall 2021		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
No AATS Advising Appointments	No Canceled Advising Appointments	-.338*	0.050	0.000	-0.48	-0.20
	1 Canceled Advising Appointment	-.255*	0.053	0.000	-0.40	-0.11
	2 Canceled Advising Appointments	-0.175	0.068	0.079	-0.36	0.01
	3 or More Canceled Advising Appointments	-0.058	0.092	0.970	-0.32	0.20
No Canceled Advising Appointments	No AATS Advising Appointments	.338*	0.050	0.000	0.20	0.48
	1 Canceled Advising Appointment	.083*	0.027	0.019	0.01	0.16
	2 Canceled Advising Appointments	.163*	0.050	0.013	0.02	0.30
	3 or More Canceled Advising Appointments	.280*	0.080	0.009	0.05	0.51
1 Canceled Advising Appointment	No AATS Advising Appointments	.255*	0.053	0.000	0.11	0.40
	No Canceled Advising Appointments	-.083*	0.027	0.019	-0.16	-0.01
	2 Canceled Advising Appointments	0.080	0.054	0.574	-0.07	0.23
	3 or More Canceled Advising Appointments	0.197	0.082	0.133	-0.04	0.43

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

## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* Number of At Risk Midterm Grades \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) Number At Risk Midterm Grades in Fall 2021		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
No At Risk MT Grades	1 At Risk MT Grade	.138*	0.027	0.000	0.06	0.21
	2 At Risk MT Grades	.236*	0.036	0.000	0.14	0.33
	3 At Risk MT Grades	.395*	0.045	0.000	0.27	0.52
	4 or More At Risk MT Grades	.670*	0.030	0.000	0.59	0.75
1 At Risk MT Grade	No At Risk MT Grades	-.138*	0.027	0.000	-0.21	-0.06
	2 At Risk MT Grades	0.098	0.042	0.135	-0.02	0.21
	3 At Risk MT Grades	.258*	0.050	0.000	0.12	0.40
	4 or More At Risk MT Grades	.532*	0.037	0.000	0.43	0.63
2 At Risk MT Grades	No At Risk MT Grades	-.236*	0.036	0.000	-0.33	-0.14
	1 At Risk MT Grade	-0.098	0.042	0.135	-0.21	0.02
	3 At Risk MT Grades	.160*	0.055	0.035	0.01	0.31
	4 or More At Risk MT Grades	.434*	0.043	0.000	0.32	0.55
3 At Risk MT Grades	No At Risk MT Grades	-.395*	0.045	0.000	-0.52	-0.27
	1 At Risk MT Grade	-.258*	0.050	0.000	-0.40	-0.12
	2 At Risk MT Grades	-.160*	0.055	0.035	-0.31	-0.01
	4 or More At Risk MT Grades	.275*	0.052	0.000	0.13	0.42
4 or More At Risk MT Grades	No At Risk MT Grades	-.670*	0.030	0.000	-0.75	-0.59
	1 At Risk MT Grade	-.532*	0.037	0.000	-0.63	-0.43
	2 At Risk MT Grades	-.434*	0.043	0.000	-0.55	-0.32
	3 At Risk MT Grades	-.275*	0.052	0.000	-0.42	-0.13

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

### 2021 Cohort \* USA Hours Earned After Summer 2022 \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) USA Hours Earned After Summer 2022		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
0-6 hours	6.5-12 hours	-.152*	0.035	0.000	-0.25	-0.05
	12.5-18 hours	-.256*	0.038	0.000	-0.37	-0.15
	18.5-24 hours	-.627*	0.040	0.000	-0.74	-0.51
	24.5-30 hours	-.853*	0.018	0.000	-0.90	-0.80
	30.5 or more hours	-.952*	0.010	0.000	-0.98	-0.92
30.5 or more hours	0-6 hours	.952*	0.010	0.000	0.92	0.98
	6.5-12 hours	.800*	0.035	0.000	0.70	0.90
	12.5-18 hours	.695*	0.038	0.000	0.59	0.80
	18.5-24 hours	.325*	0.041	0.000	0.21	0.44
	24.5-30 hours	.098*	0.018	0.000	0.05	0.15

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



## 2021 Freshman Cohort Retention Report ANOVA Tables

### 2021 Cohort \* USA GPA After Summer 2022 \* Multiple Comparisons

Dependent Variable: One-Year Retention

Games-Howell

(I) USA GPA After Summer 2022		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Bound	Bound
2.0 or lower	2.01-2.5	-.519*	0.039	0.000	-0.63	-0.41
	2.51-3.0	-.573*	0.033	0.000	-0.66	-0.48
	3.01-3.5	-.641*	0.028	0.000	-0.72	-0.56
	3.51-4.0	-.707*	0.023	0.000	-0.77	-0.64
2.01-2.5	2.0 or lower	.519*	0.039	0.000	0.41	0.63
	2.51-3.0	-0.054	0.042	0.697	-0.17	0.06
	3.01-3.5	-.122*	0.038	0.014	-0.23	-0.02
	3.51-4.0	-.188*	0.035	0.000	-0.28	-0.09
2.51-3.0	2.0 or lower	.573*	0.033	0.000	0.48	0.66
	2.01-2.5	0.054	0.042	0.697	-0.06	0.17
	3.01-3.5	-0.068	0.032	0.207	-0.16	0.02
	3.51-4.0	-.134*	0.028	0.000	-0.21	-0.06
3.01-3.5	2.0 or lower	.641*	0.028	0.000	0.56	0.72
	2.01-2.5	.122*	0.038	0.014	0.02	0.23
	2.51-3.0	0.068	0.032	0.207	-0.02	0.16
	3.51-4.0	-.066*	0.022	0.029	-0.13	0.00
3.51-4.0	2.0 or lower	.707*	0.023	0.000	0.64	0.77
	2.01-2.5	.188*	0.035	0.000	0.09	0.28
	2.51-3.0	.134*	0.028	0.000	0.06	0.21
	3.01-3.5	.066*	0.022	0.029	0.00	0.13

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

## 2021 Freshman Cohort Retention Report Logistic Regression Tables

**2021 Cohort \* Input Model Classification Table<sup>a</sup>**

Observed			Predicted		
			Retention		Percentage Correct
			No	Yes	
Step 1	One-Year Retention	No	185	359	34.0
		Yes	119	1081	90.1
Overall Percentage					72.6

a. The cut value is .500

**2021 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 <sup>a</sup>	Male	0.215	0.122	3.131	1	0.077	1.240	0.977	1.574
	White			9.439	5	0.093			
	African-American	0.149	0.144	1.061	1	0.303	1.160	0.874	1.540
	Asian	0.641	0.383	2.802	1	0.094	1.899	0.896	4.022
	Hispanic	-0.185	0.254	0.531	1	0.466	0.831	0.505	1.368
	International	0.947	0.636	2.215	1	0.137	2.578	0.741	8.977
	Other	-0.328	0.232	1.998	1	0.157	0.720	0.457	1.135
	20 years or older			3.350	3	0.341			
	17 years or younger	0.447	0.507	0.777	1	0.378	1.564	0.579	4.229
	18 years old	-0.210	0.356	0.348	1	0.555	0.810	0.403	1.628
	19 years old	-0.156	0.382	0.166	1	0.683	0.856	0.405	1.809
	Mobile or Baldwin County			15.888	4	0.003			
	Rest of Alabama	0.404	0.139	8.485	1	0.004	1.497	1.141	1.964
	Mississippi Service Area	0.396	0.223	3.148	1	0.076	1.486	0.959	2.301
	Florida Service Area	0.349	0.263	1.760	1	0.185	1.418	0.846	2.377
	Rest of United States	0.642	0.202	10.089	1	0.001	1.900	1.279	2.823
	HS GPA 2.5 or below			97.868	7	0.000			
	HS GPA 2.51-2.75	0.447	0.769	0.337	1	0.562	1.563	0.346	7.061
	HS GPA 2.76-3.0	0.648	0.759	0.729	1	0.393	1.912	0.432	8.464
	HS GPA 3.01-3.25	0.697	0.738	0.890	1	0.345	2.007	0.472	8.531
	HS GPA 3.26-3.5	1.086	0.739	2.162	1	0.142	2.962	0.696	12.599
	HS GPA 3.51-3.75	1.317	0.739	3.175	1	0.075	3.731	0.877	15.879
	HS GPA 3.76-4.0	1.735	0.739	5.514	1	0.019	5.672	1.332	24.145
	HS GPA 4.01 or above	2.494	0.747	11.154	1	0.001	12.107	2.802	52.312
	Not Test Optional Admit	0.274	0.143	3.699	1	0.054	1.315	0.995	1.739
	Applied After May 1			17.489	4	0.002			
	Applied Before Oct 1	0.888	0.273	10.603	1	0.001	2.431	1.424	4.149
	Applied Oct 1 - Dec 1	0.574	0.253	5.137	1	0.023	1.774	1.081	2.914
	Applied Dec 1 - Feb 15	0.262	0.275	0.911	1	0.340	1.300	0.758	2.229
	Applied Feb 15 - May 1	0.231	0.285	0.660	1	0.417	1.260	0.721	2.201
	First Generation			21.985	2	0.000			
	Not First Generation	0.615	0.134	21.089	1	0.000	1.850	1.423	2.406
Unknown Status	0.648	0.221	8.573	1	0.003	1.912	1.239	2.951	
Constant	-2.030	0.768	6.982	1	0.008	0.131			

a. Variable(s) entered on step 1: Gender T-Test, Race, Age, Region, HS GPA Df+, Test Optional Admit, Application Date, First Gen Recoded.

## 2021 Freshman Cohort Retention Report Logistic Regression Tables

**2021 Cohort \* Input and Environmental Model Classification Table<sup>a</sup>**

Observed			Predicted		
			Retention		Percentage Correct
			No	Yes	
Step 1	One-Year Retention	No	270	274	49.6
		Yes	126	1074	89.5
Overall Percentage					77.1

a. The cut value is .500

**2021 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 <sup>a</sup>	Male	0.350	0.160	4.752	1	0.029	1.419	1.036	1.943
	White			6.739	5	0.241			
	African-American	0.308	0.176	3.073	1	0.080	1.360	0.964	1.919
	Asian	0.634	0.429	2.190	1	0.139	1.885	0.814	4.366
	Hispanic	-0.124	0.294	0.177	1	0.674	0.884	0.497	1.572
	International	0.111	0.711	0.024	1	0.876	1.117	0.277	4.505
	Other	-0.170	0.260	0.428	1	0.513	0.844	0.507	1.404
	20 years or older			1.633	3	0.652			
	17 years or younger	0.169	0.589	0.082	1	0.774	1.184	0.373	3.755
	18 years old	-0.306	0.435	0.494	1	0.482	0.737	0.314	1.728
	19 years old	-0.271	0.457	0.352	1	0.553	0.763	0.312	1.866
	Mobile or Baldwin County			3.731	4	0.444			
	Rest of Alabama	0.107	0.183	0.342	1	0.559	1.113	0.777	1.594
	Mississippi Service Area	0.499	0.268	3.477	1	0.062	1.647	0.975	2.783
	Florida Service Area	0.118	0.313	0.141	1	0.708	1.125	0.609	2.079
	Rest of United States	0.229	0.247	0.858	1	0.354	1.257	0.775	2.039
	HS GPA 2.5 or below			69.875	7	0.000			
	HS GPA 2.51-2.75	0.450	0.835	0.290	1	0.590	1.568	0.305	8.060
	HS GPA 2.76-3.0	0.617	0.819	0.567	1	0.451	1.853	0.372	9.236
	HS GPA 3.01-3.25	0.710	0.800	0.788	1	0.375	2.033	0.424	9.746
	HS GPA 3.26-3.5	1.072	0.798	1.804	1	0.179	2.922	0.611	13.967
	HS GPA 3.51-3.75	1.313	0.802	2.685	1	0.101	3.718	0.773	17.890
	HS GPA 3.76-4.0	1.768	0.801	4.869	1	0.027	5.859	1.218	28.173
	HS GPA 4.01 or above	2.540	0.813	9.756	1	0.002	12.674	2.575	62.367
	Not Test Optional Admit	0.376	0.179	4.414	1	0.036	1.456	1.026	2.067
	Applied After May 1			2.588	4	0.629			
	Applied Before Oct 1	0.334	0.324	1.066	1	0.302	1.397	0.741	2.634
	Applied Oct 1 - Dec 1	0.104	0.296	0.122	1	0.727	1.109	0.621	1.982
	Applied Dec 1 - Feb 15	0.029	0.318	0.009	1	0.926	1.030	0.553	1.920
	Applied Feb 15 - May 1	0.045	0.325	0.019	1	0.891	1.046	0.553	1.979
	First Generation			9.889	2	0.007			
	Not First Generation	0.473	0.154	9.430	1	0.002	1.604	1.187	2.169
	Unknown Status	0.554	0.269	4.252	1	0.039	1.741	1.028	2.948
	Multiple On Campus Recruitment Visits			2.337	2	0.311			
	No On Campus Recruitment Visits	0.636	0.432	2.167	1	0.141	1.889	0.810	4.404
	One One Campus Recruitment Visit	0.639	0.419	2.329	1	0.127	1.895	0.834	4.309
	Attended College Preview Day	0.644	0.405	2.524	1	0.112	1.904	0.860	4.212

## 2021 Freshman Cohort Retention Report Logistic Regression Tables

Attended Take Over South	3.163	1.379	5.263	1	0.022	23.649	1.585	352.813
Virtual August/Transfer/Other			2.760	7	0.906			
Virtual Freshman Session 1	0.019	0.290	0.004	1	0.947	1.020	0.578	1.799
Virtual Freshman Session 2	0.266	0.293	0.822	1	0.364	1.305	0.734	2.318
Virtual Freshman Session 3	0.302	0.289	1.093	1	0.296	1.353	0.768	2.383
Virtual Freshman Session 4	0.088	0.284	0.096	1	0.757	1.092	0.626	1.904
Virtual Freshman Session 5	0.136	0.284	0.230	1	0.632	1.146	0.656	2.001
Virtual Freshman Session 6	0.069	0.285	0.058	1	0.810	1.071	0.612	1.873
Virtual Freshman Session 7	-0.001	0.332	0.000	1	0.999	0.999	0.521	1.917
Did Not Attend Southbound Orientation/Open House			9.049	2	0.011			
Attended Southbound Orientation and Open House	-0.412	0.708	0.339	1	0.561	0.662	0.165	2.654
Attended Southbound Orientation Only	0.409	0.141	8.449	1	0.004	1.506	1.143	1.984
Did Not Attend Decision Day	2.117	0.819	6.684	1	0.010	8.305	1.669	41.338
Nursing			3.976	6	0.680			
Arts & Sciences	0.545	0.531	1.054	1	0.305	1.724	0.609	4.880
Allied Health	0.567	0.566	1.005	1	0.316	1.763	0.582	5.348
Business	0.861	0.635	1.836	1	0.175	2.364	0.681	8.210
Computer Science	-0.131	1.168	0.013	1	0.910	0.877	0.089	8.647
Education	0.307	0.608	0.255	1	0.613	1.360	0.413	4.478
Engineering	0.193	0.588	0.108	1	0.742	1.213	0.383	3.844
Did Not Receive Freshman Acad	0.363	0.172	4.437	1	0.035	1.438	1.026	2.015
Did Not Receive Pell Grant	0.071	0.154	0.212	1	0.645	1.074	0.793	1.453
Did Not Receive Sub. Stafford Loan	0.337	0.152	4.914	1	0.027	1.401	1.040	1.887
Received Veterans Aid	0.583	0.273	4.545	1	0.033	1.791	1.048	3.061
Did Not Document Justification			7.866	4	0.097			
Lived on Campus	0.472	0.221	4.585	1	0.032	1.604	1.041	2.471
Residing with Parent/Grandparent/Guardian	0.225	0.829	0.074	1	0.786	1.253	0.247	6.355
Military Veteran/Dependent Children in Residence	0.465	0.748	0.388	1	0.534	1.593	0.368	6.894
Other Documented Justification	-0.118	0.206	0.326	1	0.568	0.889	0.593	1.332
No FYE Participation			7.161	8	0.519			
FYE - AHP 101	-0.323	0.435	0.551	1	0.458	0.724	0.308	1.699
FYE - BUS 150	-0.728	0.465	2.455	1	0.117	0.483	0.194	1.200
FYE - CAS 100	-0.158	0.315	0.251	1	0.616	0.854	0.461	1.583
FYE - CIS 101	0.495	1.117	0.197	1	0.657	1.641	0.184	14.664
FYE - EDU 100	-0.145	0.604	0.058	1	0.810	0.865	0.265	2.828
FYE - EG 101	0.449	0.483	0.863	1	0.353	1.567	0.607	4.041
FYE - KIN 100	-0.374	0.424	0.778	1	0.378	0.688	0.300	1.579
FYE - NU 101	0.470	0.554	0.721	1	0.396	1.600	0.541	4.738
No Participation in LL Community	0.043	0.206	0.044	1	0.833	1.044	0.697	1.564
Enrolled as Honors Student	0.560	0.400	1.963	1	0.161	1.751	0.800	3.836
Greek Life Participation	0.535	0.277	3.728	1	0.054	1.707	0.992	2.937
Did not use Student Rec Center			65.913	6	0.000			
One visit to Student Rec Center	0.957	0.213	20.209	1	0.000	2.604	1.716	3.953
2-3 Visits to Student Rec Center	1.238	0.212	34.210	1	0.000	3.450	2.278	5.225
4-15 Visits to Student Rec Center	1.176	0.178	43.398	1	0.000	3.240	2.284	4.597
16-30 Visits to Student Rec Center	1.445	0.270	28.638	1	0.000	4.242	2.499	7.201
31-45 Visits to Student Rec Center	1.179	0.332	12.609	1	0.000	3.252	1.696	6.236

## 2021 Freshman Cohort Retention Report Logistic Regression Tables

More than 45 Visits to Student Rec	1.266	0.331	14.669	1	0.000	3.547	1.856	6.782
No Subject Tutoring Appts			2.972	4	0.562			
1 Subject Tutoring Appointment	0.225	0.332	0.460	1	0.498	1.252	0.654	2.398
2 Subject Tutoring Appointments	-0.861	0.653	1.740	1	0.187	0.423	0.118	1.519
3-4 Subject Tutoring Appts	-0.404	0.571	0.500	1	0.480	0.668	0.218	2.045
5 or more Subject Tutoring Appts	-0.297	0.647	0.211	1	0.646	0.743	0.209	2.640
No Writing Lab Appointments			9.286	4	0.054			
1 Writing Lab Appointment	0.554	0.283	3.831	1	0.050	1.741	0.999	3.032
2 Writing Lab Appointments	1.048	0.571	3.364	1	0.067	2.852	0.931	8.741
3-4 Writing Lab Appointments	0.800	0.479	2.788	1	0.095	2.226	0.870	5.692
5 or more Writing Lab Appts	0.427	0.681	0.393	1	0.531	1.533	0.403	5.827
5 or more AATS Appts Before Fall			7.890	5	0.162			
No AATS Appts Before Fall 2021	1.438	0.582	6.105	1	0.013	4.210	1.346	13.169
1 AATS Appointment Before Fall	0.724	0.493	2.159	1	0.142	2.064	0.785	5.424
2 AATS Appointments Before Fall	0.762	0.500	2.320	1	0.128	2.142	0.804	5.710
3 AATS Appointments Before Fall	0.581	0.521	1.243	1	0.265	1.787	0.644	4.957
4 AATS Appointments Before Fall	0.495	0.617	0.643	1	0.423	1.640	0.490	5.496
No AATS Appts Fall 2021			17.212	5	0.004			
1 AATS Appointment Fall 2021	1.096	0.582	3.544	1	0.060	2.991	0.956	9.360
2 AATS Appointments Fall 2021	1.022	0.577	3.136	1	0.077	2.777	0.897	8.602
3 AATS Appointments Fall 2021	1.112	0.589	3.565	1	0.059	3.042	0.959	9.651
4 AATS Appointments Fall 2021	0.552	0.606	0.830	1	0.362	1.736	0.530	5.691
5 or more AATS Appts Fall 2021	-0.174	0.686	0.065	1	0.799	0.840	0.219	3.221
Initial AATS Advising Before Fall 2021 - None			2.092	4	0.719			
Initial AATS Advising Before Fall 2021 - April	0.450	0.333	1.830	1	0.176	1.568	0.817	3.011
Initial AATS Advising Before Fall 2021 - May	0.368	0.283	1.695	1	0.193	1.445	0.830	2.514
Initial AATS Advising Before Fall 2021 - June	0.305	0.266	1.310	1	0.252	1.356	0.805	2.285
Initial AATS Advising Before Fall 2021 - July	0.259	0.258	1.008	1	0.315	1.296	0.781	2.149
Initial AATS Advising Fall 2021 - December			6.719	4	0.152			
Initial AATS Advising Fall 2021 - August	0.302	0.576	0.274	1	0.601	1.352	0.437	4.183
Initial AATS Advising Fall 2021 - September	0.502	0.542	0.859	1	0.354	1.652	0.571	4.779
Initial AATS Advising Fall 2021 - October	0.290	0.534	0.296	1	0.586	1.337	0.470	3.807
Initial AATS Advising Fall 2021 - November	-0.090	0.552	0.027	1	0.870	0.914	0.310	2.696
Sought Major Change Advising Fall 2021	-0.039	0.399	0.010	1	0.922	0.962	0.440	2.102
Constant	-8.535	1.523	31.409	1	0.000	0.000		

a. Variable(s) entered on step 1: Number On Campus Recruitment Visits Attended, College Preview Day Attendance, Take Over South Attendance, Virtual Orientation Logistic, Southbound Orientation/Open House, Decision Day Attendance, College Logistic, FR Academic Scholarship FY2122, Pell Grant, Subsidized Stafford Loan, Veteran Aid, Freshman Housing Residency Policy, FYE Logistic, Learning Community, Honors Student, Greek Life Participation, Rec Center Usage, Subject Tutoring Appointments, Writing Lab Appointments, Advising Appointments Attended Before Fall 2021, Advising Appointments Attended Fall 2021, Initial AATS Advising Before Fall 2021, Initial AATS Advising Fall 2021, Major Change Advising Fall 2021.

## 2021 Freshman Cohort Retention Report Logistic Regression Tables

**2021 Cohort \* Midway Through or After Fall 2021 Classification Table<sup>a</sup>**

Observed			Predicted		
			Retention		Percentage Correct
			No	Yes	
Step 1	One-Year Retention	No	198	348	36.3
		Yes	59	1144	95.1
Overall Percentage					76.7

a. The cut value is .500

**2021 Cohort \* Midway Through or After Fall 2020 Variables in the Equation**

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Step 1 <sup>b</sup>			217.073	4	.000			
4 or More At Risk MT Grades								
3 At Risk MT Grades	1.362	.257	27.999	1	.000	3.904	2.357	6.466
2 At Risk MT Grades	1.920	.235	66.903	1	.000	6.824	4.307	10.812
1 At Risk MT Grade	2.253	.223	101.681	1	.000	9.517	6.142	14.747
No At Risk MT Grades	3.022	.214	198.559	1	.000	20.536	13.488	31.267
Not on Probation After Fall 2020	.633	.170	13.881	1	.000	1.884	1.350	2.629
Constant	-1.913	.217	77.705	1	.000	.148		

a. Variable(s) entered on step 1: Number At-Risk Midterm Grades in Fall 2021, Probation After Fall 2021.

**2021 Cohort \* USA Hours Earned After Summer 2022 Classification Table<sup>a</sup>**

Observed			Predicted		
			Retention		Percentage Correct
			No	Yes	
Step 1	One-Year Retention	No	362	145	71.4
		Yes	56	1146	95.3
Overall Percentage					88.2

a. The cut value is .500

**2021 Cohort \* USA Hours Earned After Summer 2022 Variables in the Equation**

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Step 1 <sup>a</sup>			427.602	5	.000			
USA Hours Earned 0-6								
USA Hours Earned 6.5-12	3.414	1.035	10.869	1	.001	30.375	3.992	231.147
USA Hours Earned 12.5-18	4.054	1.021	15.761	1	.000	57.635	7.788	426.497
USA Hours Earned 18.5-24	5.631	1.018	30.625	1	.000	279.000	37.971	2050.026
USA Hours Earned 24.5-30	6.898	1.013	46.415	1	.000	990.590	136.149	7207.320
USA Hours Earned 30.5 or more	8.208	1.020	64.727	1	.000	3672.000	497.092	27124.945
Constant	-5.088	1.003	25.725	1	.000	.006		

a. Variable(s) entered on step 1: USA Hours Earned After Summer 2022.

## 2021 Freshman Cohort Retention Report Logistic Regression Tables

**2021 Cohort \* USA GPA After Summer 2022 Classification Table<sup>a</sup>**

Observed			Predicted		
			Retention		Percentage Correct
			No	Yes	
Step 1	One-Year Retention	No	318	189	62.7
		Yes	88	1114	92.7
<u>Overall Percentage</u>					83.8

a. The cut value is .500

**2021 Cohort \* USA GPA After Summer 2022 Variables in the Equation**

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 <sup>a</sup>	USA GPA 2.0 or lower			461.431	4	.000			
	USA GPA 2.01-2.5	2.310	.208	122.874	1	.000	10.072	6.695	15.152
	USA GPA 2.51-3.0	2.609	.195	179.342	1	.000	13.585	9.273	19.901
	USA GPA 3.01-3.5	3.084	.198	241.903	1	.000	21.836	14.805	32.205
	USA GPA 3.51-4.0	3.778	.202	348.803	1	.000	43.716	29.408	64.986
	<u>Constant</u>	-1.285	.120	113.762	1	.000	.277		

a. Variable(s) entered on step 1: USA GPA After Summer 2022.