UNIVERSITY OF SOUTH ALABAMA

2022 Freshman Cohort Retention Report

Executive Summary

This report summarizes the one-year retention of 1,596 students in the University of South Alabama (USA) 2022 first-time full-time baccalaureate degree-seeking freshman cohort. The one-year retention rate for the 2022 freshman cohort was 76.25%.

Based on what we know about a student before the student begins their first semester at USA, underrepresented minorities, first generation students, 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.

Outcomes of recruitment efforts such as attendance at an individual or family tour, USA Day, or Decision Day illustrated the importance of a prospective student coming to campus prior to enrolling. Additional efforts to invite and draw prospective students to campus are important not just for recruitment, but also for longer-term retention and persistence at the institution. In addition, similar to previous studies, students attending the earlier freshman summer orientation sessions were more likely to return than students attending the later orientation sessions suggesting the orientation session attended could provide another key factor for identifying at-risk freshmen students early on in their college experience.

The importance of financial support in the form of freshman scholarships and the importance of the student renewing the scholarship for a second year was evident, 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 or Subsidized Stafford loan returned at a lower rate than the overall cohort, but students who participated in work study were retained at higher rates. 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.

Students who utilized the Student Recreation Center, or participated in Greek life or registered student organizations (RSOs) 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 co-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.

Advising data suggested positive outcomes for students struggling academically who proactively engaged with the services of Academic Advising and Transfer Services (AATS) by making an initial advising appointment in September or October of their first fall semester. However, the data suggests as the

number of AATS appointments increased beyond one ATTS appointment during their first fall semester, the retention rate of the student decreased for each additional AATS appointment to a point where students who needed five or more appointments with AATS had a somewhat similar retention rate with students who were not advised at all by AATS during their first fall semester. In addition, students who utilized the resources of the Writing Lab during their first fall semester had higher retention rates compared to students who did not attend a Writing Lab appointment, particularly students who attended two to four Writing Lab appointments.

Results also showed students who received an at-risk midterm grade (D, F, or U) in the Fall 2022 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 2022 semester ended were unlikely to return to USA one year later. These findings highlight the importance of intervening prior to the end of the fall semester with students who receive an at-risk midterm grade to help prevent these students from subsequently receiving a low USA GPA and being placed on probation after the fall semester concludes.

Overview
The following report provides a detailed analysis about the one-year retention of the 1,596 first-time full-time baccalaureate degree-seeking freshmen students in the University of South Alabama (USA) 2022 freshman cohort. Retention in the context of this report is defined as whether freshmen students returned and enrolled one year later in the Fall 2023 semester. Similar to reports written by Institutional Research, the input-environment-outcome (IEO) model developed by Alexander W. Astin[1] was used as a conceptual framework to guide this analysis.

Cross tabular results for each variable and whether the student returned are reported. Comparisons for each subgroup are made to the overall retention rate of the cohort (76.25%[2]). 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 (76.25%) of the 1,596 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 76.25%. In addition, significant mean differences for the input, environmental, and the outcome variables known midway through or after the end of the Fall 2022 semester and after the end of the Summer 2023 semester are reported.

Input Variable Cross Tabular Results
For the input variables included in this analysis (see Table 1), female students (79.6%) returned at a higher rate than male students (70.7%). Male students (70.7%) were significantly less likely to be retained (see Appendix: Independent T-Test Tables) than female students (79.6%). In terms of race/ethnicity, only Asian (90.1%) and White (78.2%) students were above the cohort rate. Non-Resident Alien (international students) and students of some "other" race/ethnicity had a retention rate of 60.0% or lower. The mean difference between retention of Asian students compared to White, African-American, multiracial, and Non-Resident Alien students was statistically significant (see Appendix: ANOVA Tables).

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

[2] The retention rate of 76.25% is unrounded. However, for constancy going forward, this number will be rounded to 76.3% after this page.

Table 1: Comparison of Input Variables to 2022 Cohort Retention Rate

Variable	Retention Rate >= 76.3%	Total Count	Retention Rate < 76.3%	Total Count
Gender				
	*Female (79.6%)	996	Male (70.7%)	600
Race/Ethnicity				
	*Asian (90.1%)	71	Hispanic (75.0%)	80
	White (78.2%)	972	African-American (72.0%)	332
			Multiracial (71.3%)	87
			Other (60.0%)	25
			Non-Resident Alien (58.6%)	29
Age				
	17 years old or younger (81.6%)	49	19 years old (68.7%)	150
	18 years old (77.4%)	1,359	20 years old or older (57.9%)	38
Region				
	Mississippi Service Area (78.7%)	136	Rest of Alabama (74.1%)	425
	Mobile or Baldwin County (78.1%)	736	Florida Service Area (69.0%)	84
	Rest of United States (78.0%)	186	International (58.6%)	29
First Generation				
	*No (78.7%)	1,138	Yes (71.5%)	326
			Unknown (66.7%)	132
High School GPA				
	*3.51 or higher (83.8%)	1,117	3.01-3.5 (62.2%)	339
			3.0 or lower (50.4%)	139
ACT Composite Score				
	30 or higher (92.3%)	155	*19 or lower (64.5%)	327
	28-29 (84.1%)	113		
	26-27 (84.6%)	123		
	24-25 (80.9%)	183		
	20-21 (79.0%)	243		
	22-23 (76.8%)	237		
Test Optional Admit				
	Admitted with Test Scores (79.6%)	1,240	*Admitted w/out Test Scores (64.6%)	356

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 77.4%) than the cohort retention rate of 76.3%. Comparisons based on the region the student came from showed students from the rest of Alabama besides Mobile or Baldwin County (74.1%), the Florida service area (69.0%), and international students (58.6%) returned at a lower rate than the overall cohort (76.3%).

The retention rate of students who indicated they were a first generation student (71.5%) on the Free Application for Federal Student Aid (FAFSA) application or whose first generation status was unknown (66.7%) was lower than the overall cohort (76.3%). The mean difference between retention of students who indicated they were not a first generation student compared to the other two comparison groups (indicated 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 62.2%) returned at a lower rate than the overall cohort (76.3%). 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 19 or lower returned at a lower rate (64.5%) than the cohort retention rate (76.3%). The mean difference between retention of students with an ACT Composite score of 19 or lower compared to the six 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 admission tests such as the ACT or SAT, a test optional admissions policy was developed. This test optional policy was maintained with some revision allowing 356 students in the 2022 cohort to be admitted under a test optional policy. Students admitted under the test optional policy (64.6%) were significantly less likely to be retained (see Appendix: Independent T-Test Tables) than peers admitted with a qualifying college admission test score (79.6%).

Environmental Variable Cross Tabular Results
Most pandemic-related constraints which curbed or amended student experiences such as recruitment and orientation activities have been lifted. As with the 2021 cohort, 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 2022 Cohort Retention Rate

Variable	Retention Rate >= 76.3%	Total Count	Retention Rate < 76.3%	Total Count
On Campus Recruitment Visits				
	Attended 3 or More Campus Visit Events (82.8%)	29	*Did Not Attend/Unknown (71.0%)	618
	Attended Two Campus Visit Events (80.7%)	207		
	Attended 1 Campus Visit Event (79.1%)	742		
Individual/Family Tours Attendance				
	Attended Multiple Individual/Family Tours (84.6%)	26	*Did Not Attend/Unknown (73.1%)	929
	Attended 1 Individual/Family Tour (80.5%)	641		
College Preview Day Attendance				
	Did Not Attend/Unknown (76.5%)	1,559	Attended College Preview Day (67.6%)	37
Take Over South Attendance				
	Did Not Attend/Unknown (76.4%)	1,570	Attended Take Over South (69.2%)	26
USA Day Attendance				
	*Attended 1 or More USA Days (81.5%)	313	Did Not Attend/Unknown (75.0%)	1,283
Application Date				
	*On or Before October 1 (84.3%)	458	After December 1 – February 15 (65.8%)	199
	After October 1 – December 1 (77.9%)	732	After February 15 – May 1 (63.3%)	120
			After May 1 (62.1%)	87
Acceptance Date				
	On or Before February 15 (80.0%)	1,276	After February 15 – May 1 (67.6%)	179
			*After May 1 (53.2%)	141

Table 2 (Continued): Comparison of Environmental Variables to 2022 Cohort Retention Rate

Orientation Session				
	Freshman Session 9 (80.7%)	150	Freshman Session 8 (74.4%)	125
	Freshman Session 1 (80.4%)	179	Freshman Session 6 (73.4%)	169
	Freshman Session 2 (80.4%)	189	Pre-Convocation Virtual (72.5%)	109
	May/Summer Term (80.0%)	35	Freshman Session 10/August (66.2%)	77
	Freshman Session 5 (80.0%)	180	Post-Convocation Virtual (57.1%)	14
	Freshman Session 4 (78.7%)	188	*Transfer/Adult/Unknown (47.9%)	48
	Freshman Session 7 (76.7%)	133		
Southbound Tailgate/Tour Attendance				
	Did Not Attend/Unknown (76.4%)	1,578	Attended Southbound Event (66.7%)	18
Decision Day Attendance				
	Attended Decision Day (78.8%)	113	Did Not Attend/Unknown (76.1%)	1,483
Group/High School Tour Attendance				
	Did Not Attend/Unknown (76.3%)	1,548	Attended Group/High School Tour (75.0%)	48
College				
	Computing (87.5%)	104	Education (75.6%)	156
	Allied Health (84.7%)	236	Arts and Sciences (72.0%)	453
	Nursing (82.4%)	289	Engineering (70.9%)	189
			*Business (65.1%)	169
USA Freshman Scholarship				
	*Yes (83.2%)	804	No (69.2%)	792
USA Freshman Scholarship and Residency				
	Other Residency for Scholarship (84.6%)	566	*No Scholarship (69.2%)	792
	In-State Service Area Scholarship (81.3%)	134		
	In-State Talent/Ability Scholarship (77.9%)	104		
USA Freshman Scholarship Second Year Renewal				
	*Renewed Scholarship (100.0%)	574	No Initial Scholarship (69.2%)	792
			Scholarship Not Renewed (41.3%)	230
Pell Grant				
	No (79.6%)	920	*Yes (71.7%)	676
Subsidized Stafford Loan				
	No (80.4%)	1,003	*Yes (69.3%)	593
Work Study				
	Yes (81.0%)	21	No (76.2%)	1,575
Veteran and Dependent Aid				
	No (76.6%)	1,502	*Yes (70.2%)	94
Housing				
	On-campus (76.5%)	1,085	Off-campus (75.7%)	511
Freshman Housing Residency Policy				
	Other Documented Justification (85.7%)	7	Did Not Document Justification (72.2%)	313
	Residing with Parent/Grandparent/ Guardian (81.2%)	191		
	Lived On-Campus (76.5%)	1,085		
Honors Student				
	*Yes (95.1%)	81	No (75.2%)	1,515
Learning Community				
	*Yes (77.6%)	1,283	No (70.6%)	313

Table 2 (Continued): Comparison of Environmental Variables to 2022 Cohort Retention Rate

First Year Experience Course				
	AHP 101 (87.6%)	153	KIN 100 (76.0%)	104
	CIS 101 (86.3%)	95	No FYE (72.8%)	162
	EDU 100 (85.7%)	28	*CAS 100 (70.3%)	526
	NU 101 (84.0%)	263	BUS 150 (65.4%)	159
	EG 101 (80.2%)	106		
Greek Life Participation				
	*Yes (88.6%)	184	No (74.6%)	1,412
Registered Student Organization (RSO) Participation				
	*Yes (90.3%)	392	No (71.7%)	1,204
RSO Leadership				
	*Yes (100.0%)	12	No (76.1%)	1,584
Number of RSO/GOs				
	Participated in 3 or more RSO/GOs (91.3%)	103	*Did Not Participate (70.5%)	1,106
	Participated in 2 RSO/GOs (89.4%)	113		
	Participated in 1 RSO/GO (88.3%)	274		
Recreation Center Usage				
	About 3-4 Times Per Week (49-64 Visits) (86.0%)	43	About 2-3 Times Per Week (33-48 Visits) (75.6%)	82
	About 4-5 Times Per Week (65-80 Visits) (82.8%)	29	More Than 5 Times Per Week (81 or More Visits) (70.0%)	20
	Occasionally (1-16 Visits) (78.7%)	869	*No visits (68.3%)	372
	About 1-2 Times Per Week (17-32 Visits) (78.5%)	181		
Multicultural Leadership Center (MLC) Organization Participation				
	2 or More MLC Organizations (89.5%)	19	No MLC Participation (75.8%)	1,526
	1 MLC Organization (84.3%)	51		
Participated in South Serves				
	*Yes (91.1%)	269	No (73.2%)	1,327
Participated in South Serves Training				
	*Yes (84.8%)	330	No (74.0%)	1,266
Number of South Serves Experiences Participated				
	Attended 6 or More Service Experiences (100.0%)	36	*Did Not Participate in South Serves (73.2%)	1,327
	Attended 4 or 5 Service Experiences (93.8%)	32		
	Attended 2 or 3 Service Experiences (89.6%)	67		
	Attended 1 Service Experience (88.8%)	134		
Subject Tutoring Appointments				
	2 Appointments (85.2%)	27	No Appointments (76.0%)	1,439
	3 or 4 Appointments (84.0%)	25	1 Appointment (75.4%)	69
			5 or More Appointments (75.0%)	36
Writing Lab Appointments				
	2 Appointments (96.0%)	50	*No Appointments (74.9%)	1,376
	3 or 4 Appointments (92.9%)	42		
	1 Appointment (78.2%)	110		
	5 or More Appointments (77.8%)	18		

Table 2 (Continued): Comparison of Environmental Variables to 2022 Cohort Retention Rate

Academic Advising and Transfer Services (AATS) Advising Appointments Attended Fall 2022				
	Attended 1 AATS Appointments (80.5%)	829	Attended 2 AATS Appointments (75.5%)	466
			Attended 3 AATS Appointments (73.7%)	167
			Attended 4 AATS Appointments (62.2%)	45
			Attended 5 or more AATS Appointments (54.3%)	35
			*No AATS Appointments (51.9%)	54
Initial AATS Advising Fall 2022				
	First Advised in September (83.2%)	477	First Advised in August (68.3%)	202
	First Advised in October (78.5%)	745	First Advised in November (61.3%)	106
			*Not Advised by AATS in Fall (51.9%)	54
			First Advised in December (33.3%)	12
Canceled AATS Appointments Fall 2022				
	3 or More Canceled Appointments (77.8%)	9	1 Canceled Appointment (75.0%)	256
	No Canceled Appointments (77.5%)	1,230	2 Canceled Appointments (74.1%)	54
			*No AATS Appointments in Fall (53.2%)	47
Attended Learning Commons Session				
	*Yes (78.7%)	812	No (73.7%)	784
Number of Learning Commons Sessions Attended				
	*13 to 16 Learning Commons Sessions (93.0%)	43	9 to 12 Learning Commons Sessions (75.6%)	90
	17 or More Learning Commons Sessions (86.9%)	61	1 Learning Commons Session (75.4%)	224
	3 or 4 Learning Commons Sessions (81.1%)	132	2 Learning Commons Sessions (75.2%)	109
	5 to 8 Learning Commons Sessions (78.4%)	153	Did Not Visit Learning Commons (73.7%)	784

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 (79.1%) or multiple visits (at least 80.7%) returned at a higher rate than the overall cohort (76.3%) and at a higher rate than those who never made an on campus recruitment visit (71.0%). The mean difference between retention of students who did not attend an on campus recruitment visit and those who attended one on campus recruitment visit and two on campus recruitment visits was statistically significant (see Appendix: ANOVA Tables).

Students who attended one or multiple individual or family tours (at least 80.5%) returned at a higher rate than the overall cohort (76.3%). The mean difference between retention of 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).

Data for the College Preview Day seems to contradict what was found in other recruitment activities, where participation in recruitment activities suggested increased retention rates. Students who attended College Preview Day (67.6%) returned at a lower rate than the overall cohort (76.3%), however, only 37 students (about 2% of the cohort) attended the event.

Take Over South, in its second year, had 26 participating students. Those students who participated returned at a lower rate of 67.6%. 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.

Students who participated in one or more USA Days (81.5%) were retained at higher rates than the overall cohort (76.3%), and with 313 students participating, more confidence is available in the data. The mean difference between retention of students who attended one or more USA Days and those who did not attend was statistically significant (see Appendix: Independent T-Test Tables).

Southbound tailgate or tour also had a low attendance of 18 students. As with Take Over South, conclusions related to retention have to be made cautiously because of the low participation, but those who participated (66.7%) in a Southbound tailgate or tour were retained at a lower rate than the cohort (76.3%). Similarly, students who participated in a group or high school tour (75.0%) returned at a lower rate than the cohort (76.3%), but only 48 students participated in a group or high school tour limiting generalizations on retention. On the other hand, the 113 students who attended Decision Day (78.8%) were retained at a higher rate than those who did not attend Decision Day or their attendance was unknown (76.1%) and the overall cohort (76.3%).

Application date could appropriately be 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 77.9%) than the overall cohort (76.3%). The mean difference between retention of students who applied on or before October 1 and students in all the other time periods was statistically significant (see Appendix: ANOVA Tables).

Highly related to the application date, acceptance date showed similar retention effects. Students who were accepted on or before February 15 (80.0%) were retained at higher levels than the overall cohort (76.3%). The mean difference between retention of students who were accepted after May 1 and students who were accepted on or before May 1 was statistically significant (see Appendix: ANOVA Tables). 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. Similar to application date results, the lowest retention rate into the next academic year of application date and acceptance date groups was students who applied after May 1 (62.1%) and students who were accepted after May 1 (53.2%).

Consistent with prior years, students who participated in earlier orientation sessions were retained at high levels, but in a unique twist, one of the latest sessions, Freshman Session 9, had the highest retention rate with 80.7%. However, there may be a connection to the cancellation of Freshman Session 3, which was canceled due to conflicts with the Juneteenth holiday. Students who were registered for Session 3 were primarily placed into Session 9. Since these students who were scheduled to attend an earlier session which normally demonstrate higher retention results, the results reflect the student characteristics of those who attend earlier orientation sessions.

Students who attended Freshman Sessions 1, 2, 4, 5, 7, and 9 as well as the May/Summer Term session (at least 76.7%) were retained at higher levels than the overall cohort (76.3%). The lowest performing session was students included in the group who attended a transfer orientation, adult orientation, had an unknown orientation session, or did not attend an orientation with 47.9%, less than half returning. Additionally, the mean difference between retention of students who attended a transfer orientation, adult orientation, unknown orientation or did not attend orientation and students who attended Freshman Sessions 1, 2, 4, 5, 7 and 9 was statistically significant (see Appendix: ANOVA Tables).

Students who initially enrolled in Computing (87.5%), Allied Health (84.7%), and Nursing (82.4%) were retained at higher levels than the overall cohort (76.3%). The mean difference between retention of students from one of these three colleges was statistically significant compared to Business (65.1%) which also had the lowest retention rate.

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 (83.2%) returned at a higher rate than the cohort retention rate (76.3%). The mean difference between retention of 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 students in the in-state service area scholarship group and students with some other residency for their scholarship was statistically significant (see Appendix: ANOVA Tables).

In addition, all students who renewed their freshman scholarship for a second year returned, but only 41.3% 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 (71.7%) or received a Subsidized Stafford loan (69.3%) returned at a lower rate than the overall cohort (76.3%). The mean difference for these two financial aid related comparisons between retention of 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).

The 21 students who participated in work study programs (81.0%) were returned at a higher rate than the overall cohort (76.3%). On the other hand, recipients of financial aid for veterans and their dependents (70.2%) returned at a lower rate than the overall cohort (76.3%). The mean difference between retention of recipients of financial aid for veterans and their dependents and students who did not receive veteran's aid was statistically significant (see Appendix: Independent T-Test Tables).

Students who lived on-campus (76.5%) returned at a slightly higher rate than students who lived off-campus (75.7%). However, upon further examination, results showed students living off-campus who provided a documented justification for living off-campus (at least 81.2%) returned at a higher rate than students who lived-on campus (76.5%), while only 72.2% of students who did not provide a documented justification for living off-campus returned.

Students recognized as Honors students (95.1%) returned at a higher rate than the overall cohort (76.3%). The mean difference between retention of Honors students and those not in the program was statistically significant (see Appendix: Independent T-Test Tables).

Results showed students who participated in a learning community (77.6%) returned at a higher rate than students who did not participate in a learning community (70.6%). 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).

For the most part, students who took a FYE course in Fall 2022 returned at a higher rate compared to students who did not take a FYE course (72.8%). However, an examination at the FYE course level shows more disparity across the courses. AHP 101 had the highest return rate with 87.6%. CIS 101, EDU

100, NU 101, and EG 101 courses demonstrated higher retention rates (at least 80.2%) than the overall cohort (76.3%). However, students who enrolled in KIN 100, CAS 100, and BUS 150 had retention rates below the overall cohort (at most 76.0%). The mean difference between retention of students who enrolled in CAS 100 and students who enrolled in either AHP 101, CIS 101, and NU 101 was statistically significant (see Appendix: ANOVA Tables).

Students who participated in Greek life (88.6%) returned at a higher rate than the overall cohort (76.3%). 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).

Like Greek life, student participation in registered student organizations (RSOs) demonstrated benefits for student retention. Students who participated in RSOs (90.3%) or who served in leadership roles within the RSOs (100%), were retained at significantly higher levels than the cohort (76.3%). Regardless of the number of RSOs the student participated in, student engagement in RSOs continue to improve retention rates. The mean difference between retention of students who participated in or who engaged in leadership of RSOs and those who did not participate was statistically significant (see Appendix: Independent T-Test Tables). Also, statistically significant was the mean difference between retention of students who did not participate and students who participated in any level of RSO and/or Greek life (see Appendix: ANOVA Tables).

For the 2022 freshman cohort, students who visited the Recreation Center even once had a higher rate of retention (at least 70.0%) than students who did not utilize the Recreation Center (68.3%). The mean difference between retention of students who did not utilize the Recreation Center and students who visited occasionally (1-16 Visits) was statistically significant (see Appendix: ANOVA Tables).

Two additional student engagement activities were added to the analysis of the 2022 freshman cohort: Multicultural Leadership Center (MLC) organization participation as well as participation in South Serves. A consistent finding in retention studies reflects the lower retention rates of underrepresented minorities. However, participation in one or more MLC organization (at least 84.3% returned) provides an opportunity to improve retention of minorities above the cohort rate (76.3%).

The 269 students who participated in a South Serves (91.1%) community engagement service experience were retained at a higher rate than the cohort (76.3%). Even those students who attended South Serves training (84.8%) were retained at a higher rate than those who did not (74.0%). A final finding of South Serves participation suggests that the more students participated, the higher the retention rates: from a high of 100.0% for the 36 students who attended six or more South Serves experiences to 88.8% for the 134 students who participated in one South Serves experience. The mean difference between retention of students who participated in a South Serves experience or students who participated in South Serve training compared to those who did not participate was statistically significant (see Appendix: Independent T-Test Tables). Additionally, the mean difference between retention of students who did not participate in South Serves compared to all levels of community engagement service experience in South Serves was statistically significant (see Appendix: ANOVA Tables).

The influence of subject tutoring appointments on retention was mixed. Students who had two subject tutoring appointments (85.2%) as well as students who had three or four subject tutoring appointments (84.0%) were retained at a higher rate than those who did not utilize subject tutoring (76.0%). On the other hand, results based on the usage of the Writing Lab were much more straight forward since all comparison groups of students who utilized the Writing Lab returned at a higher rate (at least 77.8% to a high of 96.0%) than students who did not utilize the Writing Lab (74.9%). The mean difference between retention of students who did not have a Writing Lab appointment and students who had either two or three or four Writing Lab appointments was statistically significant (see Appendix: ANOVA Tables).

Students who attended a single Academic Advising and Transfer Services (AATS) appointment (80.5%) for student advising services returned at a rate above the cohort average (76.3%) and students who did not attend an AATS appointment (51.9%) were the least likely to return. However, although AATS services benefited students, students who attended four or more appointments (at most 62.2%) were much less likely to return than the overall cohort (76.3%). Regarding AATS appointments held during Fall 2022, the mean difference between retention of students who did not have an AATS appointment and students who attended one or two AATS appointments was statistically significant (see Appendix: ANOVA Tables).

The timing of the initial advising by AATS demonstrated benefits of earlier advising over advising later on in the semester. Those who partook of advising during the Fall 2022 semester saw a higher rate of return if they sought advising in September (83.2%) or October (78.5%). The worst performers were those who delayed seeking advising until December who returned at a low of 33.3%. The mean difference between retention of students who did not receive advising and students who sought advising in September or October was statistically significant (see Appendix: ANOVA Tables).

Cancellations of AATS appointments also revealed interactions with retention rates. Students who maintained their appointments with no cancelations (77.5%) were retained at a higher level than the cohort (76.3%). Although three or more canceled appointments suggested a higher retention rate (77.8%), only nine students were included in this group, limiting the generalization. The mean difference between retention of students who did not have an AATS Appointments in Fall 2022 and students who did not cancel an AATS appointment was statistically significant (see Appendix: ANOVA Tables).

New for the 2022 freshman cohort data was student participation in Learning Commons sessions, a collaborative study and work space for USA students and faculty. Over 50% (812) students in the cohort attended at least one Learning Commons session with those participants (78.7%) returning the following Fall 2023 at a higher rate than those who did not (73.7%). The number of sessions participated in had mixed results on retention. Students who made the most use of the space (13 to 16 sessions at 93.0% and 17 or more sessions at 86.9%) were retained at the highest rate. Attending three to eight Learning Commons sessions was also beneficial (at least 78.4%). Students who did not use the Learning Commons had the lowest retention rate of 73.7%. Interestingly, the mean difference between retention of students who attended 13 to 16 Learning Commons sessions compared to students who did not participate or students who only used the Learning Commons once or twice was statistically significant (see Appendix: ANOVA Tables).

Outcome Variable Midway Through or After Fall 2022 Cross Tabular Results
Outcome variables incorporated into this analysis that were known midway through or after Fall 2022 included the number of at-risk midterm grades (D, F, or U) a student had in Fall 2022 and whether the student was placed on probation after Fall 2022 (see Table 3). Students who had one or more at-risk midterm grades returned at a lower rate (at most 72.3%) than the overall cohort (76.3%). The mean difference between retention of students who did not have an at-risk midterm grade in Fall 2022 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 2022 to 2022 Cohort Retention Rate

Variable	Retention Rate >= 76.3%	Total Count	Retention Rate < 76.3%	Total Count
*Number of At-Risk Midterm Grades in Fall 2022				
	*No At-Risk MT Grades (89.7%)	916	1 At-Risk MT Grade (72.3%)	332
			2 At-Risk MT Grades (64.2%)	151
			3 At-Risk MT Grades (37.5%)	80
			4 or More At-Risk MT Grades (23.9%)	117
*Probation Status after Fall 2022				
	No (85.0%)	1,357	*Yes (26.8%)	239
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 2022 returned at a much higher rate (85.0%) compared to students who were placed on probation after the Fall 2022 semester ended (26.8%). The mean difference between retention of 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 2023 Cross Tabular Results
Outcome variables incorporated into this analysis that were known after Summer 2023 included the number of hours earned after Summer 2023 at USA and the USA GPA after Summer 2023 (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 2023 to 2022 Cohort Retention Rate

Variable	Retention Rate >= 76.3%	Total Count	Retention Rate < 76.3%	Total Count
*USA Hours Earned after Summer 2023				
	*30.5 or more (97.0%)	725	18.5-24 (68.8%)	112
	24.5-30 (87.7%)	440	12.5-18 (30.2%)	106
			6.5-12 (13.4%)	82
			0-6 (6.4%)	109
*USA GPA after Summer 2023				
	3.51-4.0 (94.2%)	530	2.01-2.5 (71.6%)	148
	3.01-3.5 (90.1%)	393	*2.0 or lower (23.0%)	261
	2.51-3.0 (81.4%)	242		
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 2023 returned at a higher rate (at least 87.7%) compared to students who earned 18.5 to 24 or fewer hours (at most 68.8%). The mean difference between retention of 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 2.51 to 3.0 or higher after Summer 2023 returned at a much higher rate (at least 81.4%) compared to students with a USA GPA of 2.01 to 2.5 or lower (71.6%). Furthermore, the mean difference between retention of 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. 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. 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.

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. 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 1,380 students for the first model to a high of 1,596 students for the third model.

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 2022 semester: 1) the number of at-risk midterm grades a student had in Fall 2022 and 2) whether the student was placed on probation after Fall 2022 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 2023 semester. The fourth model tested the number of USA hours earned after Summer 2023 and the fifth model tested the USA GPA after Summer 2023 to see what happened when these outcomes were used as individual predictors of retention.

Model 1: Logistic Regression with Input Variables Only
The first model (see Appendix: Logistic Regression Tables) correctly classified students in this cohort who *returned* 96.2% of the time, but classified students who did not return 18.0% of the time. The overall correct classification rate for the first model was 78.9%. 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=no, age=20 years or older, region= Mobile or Baldwin County, high school GPA=3.0 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. The high correlation of application date and acceptance date (Pearson's r = 0.75) requires excluding one of the two variables. Application date is used in this study because students have more control of their application date.

Gender, race, first generation status, high school GPA, and ACT score were significant in the first model. Commonly found in student retention and graduation rate studies, male students (.566) had lower odds (Exp *B*) of returning than their female counterparts. The confidence intervals (95%) indicated the odds of students *returning* were higher for female students.

The odds (Exp *B*) of an Asian student (3.387) *returning* were higher than for a White student. The confidence intervals (95%) indicated the odds of a student *returning* were greater for Asian students than White students. One challenge in the analysis of this group is the astronomical odds (Exp *B*) for

International students despite this group also having the lowest retention rates; however, the small size of the group prevents statistical confidence.

First generation status was another significant variable. The odds (Exp *B*) of a student *returning* were lower for first generation students (0.659) or students where the first generation status was unknown (0.573). The confidence intervals (95%) indicated the odds of a student *returning* were lower for first generation students or students where the first generation status was unknown.

Based on the high school GPA of a student, the odds (Exp *B*) of a student *returning* were greater for a student within the two higher high school GPA comparison groups (3.01-3.5=1.699 and 3.51 or higher=3.799) than for a student with a high school GPA of 3.0 or lower. Additionally, the confidence intervals (95%) indicated the odds of a student *returning* were greater for a student with a high school GPA in the two highest score comparison groups than for a student with high school GPA of 3.0 or lower.

The correlation of high school GPA and the ACT score was lower than in prior years. With multicollinearity less of an issue, both variables were included in the logistic regression analysis for the 2022 freshman cohort. Students with a higher ACT score had higher odds (Exp *B*) than the comparison group with an ACT score of 19 or lower. The confidence intervals (95%) indicated the odds of a student *returning* were greater for a student with an ACT score of 20-21 and for students who had an ACT score of 30 or higher than for a student with an ACT score of 19 or lower.

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 individual or family tours attended = did not attend/unknown;
- College Preview Day attendance = attended College Preview day;
- Take Over South attendance = attended Take Over South;
- USA Days attendance = did not attend/unknown;
- Group or High School Tour participation = Attended group or high school tour
- Decision Day attendance = attended Decision Day;
- Southbound Tailgate and Tour attendance = Attended tailgate or tour
- orientation session attended = either a transfer orientation session, an adult orientation, an unknown orientation, or did not attend an orientation session;
- 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 participated in Work Study = no
- whether the student received aid for veterans and their dependents = no;
- if the student lived on campus = off campus;
- whether the student was an honors student = yes;
- whether the student participated in a learning community = no;
- the First Year Experience (FYE) course taken = did not enroll in FYE;
- whether the student participated in Greek life = no;
- Participation in Registered Student Organizations (RSOs) = no;
- Recreation Center usage and frequency = no visits;
- Participation in Multicultural Leadership Center (MLC) = no;
- Participation in South Serves = no;
- Participation in South Serves Training = no;

- Number of Subject Tutoring appointments = no appointments;
- Number of Writing Lab appointments = no appointments;
- Number of AATS Advising Appointments during Fall 2022 = none;
- Initial AATS Advising Appointment during Fall 2022 = not advised during Fall 2022;
- Frequency of canceling AATS Advising Appointments during Fall 2022 = no advising appointments;
- Number of Learning Commons sessions = none.

The correct classification rate for the second model (see Appendix: Logistic Regression Tables) was 94.1% for *returning* students while the classification rate was 37.8% for those who did not return. The overall correct classification rate for the second model was 80.8%, 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, race, region, first generation status, and high school GPA were significant in the second model. ACT score was left out of the second model because of the high correlation of the ACT score with environmental factors such as receiving a freshman academic scholarship.

College Preview Day attendance, Subsidized Stafford loan, FYE participation, Greek life participation, Registered Student Organization (RSO) participation, participation in South Serves, Writing Lab appointments, and the initial month a student sought AATS advising were identified as significant environmental variables.

Traditionally, the student's initial college was included in the environment model; however, the student's initial college and the FYE course the student took were highly correlated (Pearson's $r = 0.705$). As USA has a college-specific FYE model, students usually enrolled in the FYE course specific to the initial college selected. Because a student's college is fluid, especially during the first few years of enrollment, the FYE course a student took has a more concrete connection to the student's individual experience and was used in this analysis. The freshman scholarship eligibility, the residency aspect of the scholarship, and renewal of the scholarship are all connected creating high correlations between the variables. Initial eligibility for the scholarship was retained for the model. Measures that were a composite of other variables, such as the number of on campus recruitment visits or the number of RSOs and Greek organizations the student participated, were excluded from the model as well to avoid multicollinearity.

In terms of race, the odds (Exp *B*) of an African-American (1.185), Asian (2.801), or international (1.274) student *returning* were greater than White students. The confidence intervals (95%) also indicated the odds of retaining Asian students were greater than White students.

The odds (Exp *B*) of a student from Mobile or Baldwin county *returning* were greater than the other regions. The confidence intervals (95%) indicated the odds of retaining students from the rest of Alabama outside of Mobile or Baldwin County and from the Florida Service area were lower than students from Mobile or Baldwin County.

A student who was not a first generation student had higher odds (Exp *B*) of *returning* than a student who was a first generation student (0.781) and a student whose first generation status was unknown (0.521). The confidence intervals (95%) also indicated the odds of a student whose first generation status was unknown *returning* were lower than a student who was not a first generation student.

The second model showed the odds (Exp *B*) of a student *returning* were higher for students with a high school GPA of 3.0 to 3.5 (1.243) and high school GPA of 3.51 or higher (2.851) than for students with a high school GPA of 3.0 or lower. Additionally, the confidence intervals (95%) indicated the odds of a

student *returning* were greater for a student with a high school GPA of 3.51 or higher than for a student with a high school GPA of 3.0 or lower.

The odds (Exp *B*) of student who did not attend College Preview Day (2.625) were higher than those who did attend, backed up by the confidence intervals (95%) suggesting the odds of retaining students were higher if they did not attend College Preview Day. However, the small number of participants (37) in the 2022 freshman cohort limits generalizations on College Preview Day.

Students who did not receive a Subsidized Stafford loan had higher odds (Exp *B*) of a student returning (1.739) than those who received a Subsidized Stafford 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 Subsidized Stafford loan.

Students who attended the FYE courses CIS 101 (1.678) and EDU 100 (1.199) had higher odds (Exp *B*) of *returning* than the comparison group of students who did not take a FYE course. However, the confidence intervals (95%) did not support this finding and only suggested that students who took BUS 150 had lower odds of returning than students who did not take a FYE course.

The odds (Exp *B*) of students who participated in Greek life as well as students who participated in RSOs *returning* were higher than students who did not participate. The confidence intervals (95%) for both participating groups were higher than students who did not participating, complimenting research that suggests the importance of student engagement on retention.

Students who participated in South Serves (2.525) had statistically higher odds (Exp *B*) of *returning* than those who did not participate in South Serves. The confidence intervals (95%) suggested South Serves participants were more likely to return than students who did not participate in South Serves.

Students who attended one (1.077), two (6.353), or three or four (4.871) appointments at the Writing Lab had higher odds (Exp *B*) of *returning* than students who did not use the Writing Lab. The confidence intervals (95%) also showed students who attended two or three or four appointments at the Writing Lab were more likely to return than students who did use the Writing Lab.

Additionally, students who made their initial appointment with the Academic Advising and Transfer Services (AATS) at some point during August up through November during the Fall 2022 semester (August=4.326; September=5.502; October=5.113; November=2.371) showed higher odds (Exp *B*) of *returning* than students who were not advised during the Fall 2022 semester. However, the confidence intervals (95%) demonstrated students seeking AATS assistance should not delay in seeking their services since students who had an initial appointment in August, September, or October were more likely to return than students who did not seek AATS services.

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 2022 semester had already begun. The third model included outcome variables known midway through or after the Fall 2022 semester ended (number of at-risk midterm grades in Fall 2022 and probation status after Fall 2022). The fourth model (number of hours earned after Summer 2023) and fifth model (USA GPA the student attained after Summer 2023) include a different outcome variable known after the Summer 2023 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 2022 semester (third model) or Summer 2023 semester (fourth and fifth models) ended.

Model 3: Logistic Regression with Variables Midway Through or After Fall 2022
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 43.5%. The overall correct classification rate for the third model was 82.8%.

The third model included variables known midway through or after Fall 2022. For each variable included in the third model a comparison group was selected (number of at-risk midterm grades in Fall 2022=four or more at-risk midterm grades and whether the student was placed on probation after Fall 2022=yes).

In the third model, the number of at-risk midterm grades in Fall 2022 and probation status after Fall 2022 were significant (see Appendix: Logistic Regression Tables). When looking at the number of at-risk (D, F, or U) midterm grades in Fall 2022, the odds (Exp *B*) of a student *returning* was greater for a student who had three or fewer at-risk midterm grades in Fall 2022 (no at-risk midterm grades=7.488, one at-risk midterm grade=2.634, two at-risk midterm grades=2.578, and three at-risk midterm grades=1.497) than for a student who had four or more at-risk midterm grades in Fall 2022. The confidence intervals (95%) also indicated the odds of a student *returning* were greater for a student with two or fewer at-risk midterm grades in Fall 2022 than a student who had four or more at-risk midterm grades in Fall 2022.

The odds (Exp *B*) of a student *returning* were greater for a student who was not placed on probation after Fall 2022 (5.947) than for a student who was placed on probation after Fall 2022. 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 2022 than a student who was placed on probation after Fall 2022.

Model 4: Logistic Regression with USA Hours Earned after Summer 2023
The fourth model included the USA hours earned after the end of the summer 2023 semester. The comparison group selected for the fourth model was zero to six hours earned after the end of the Summer 2023 semester (see Appendix: Logistic Regression Tables). The correct classification rate for the fourth model for *returning* students was 95.9% and the correct classification rate for students who did not return was 69.0%. The overall correct classification rate for the fourth model was 89.8%.

The fourth model showed the odds (Exp *B*) of a student *returning* were greater for a student with 6.5 to12 or more hours earned (6.5-12=2.258, 12.5-18=6.301, 18.5-24=32.057, 24.5-30=104.159, and 30.5 or more=465.623) than for a student with six or fewer hours earned at the end of Summer 2023. Additionally, the confidence intervals (95%) indicated the odds of a student *returning* were greater for a student with 12.5 to 18 or more hours earned than for a student with zero to six USA hours earned at the end of Summer 2023.

Model 5: Logistic Regression with USA GPA after Summer 2023
The fifth model included the USA GPA after the end of the Summer 2023 semester. The comparison group selected for the fifth model was an USA GPA of 2.0 or lower after the end of the Summer 2023 semester (see Appendix: Logistic Regression Tables). The correct classification rate for the fifth model for *returning* students was 95.1% and the correct classification rate for students who did not return was 56.1%. The overall correct classification rate for the fifth model was 86.2%.

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=8.455, 2.51-3.0=14.666, 3.01-3.5=30.408, and 3.51-4.0=53.924) than for a student with an USA GPA of 2.0 or lower at the end of Summer 2023. 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 at the end of Summer 2023.

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 2016 through 2020 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 71% for the 2020 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 2016 and 2019 freshman cohorts.

Table 5: One-Year Retention Rate Peer Comparisons * Ranked by 2020 Cohort Retention Rate * High to Low

Institution Name	2020 Cohort Retention	2019 Cohort Retention	2018 Cohort Retention	2017 Cohort Retention	2016 Cohort Retention
East Carolina University	81	83	82	81	83
Ohio University	81	81	82	81	80
Florida Atlantic University	80	82	81	82	79
University of Nevada-Las Vegas	77	80	79	76	74
University of North Dakota	77	81	78	80	81
University of Toledo	74	78	76	76	74
University of Missouri-Kansas City	72	75	76	73	75
University of South Alabama	71	76	74	74	78
East Tennessee State University	67	78	72	73	76
Wright State University	65	65	62	64	65

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, underrepresented minorities 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. Test optional admission policies, introduced for the Fall 2021 cohort to accommodate pandemic-related obstacles to testing, were revised for the 2022 freshman cohort. Results of this study suggest the improvement of the retention rate for those using test optional admission policies was improved from 52.5% for the 2021 cohort to 64.6% for the 2022 cohort demonstrates the policy revisions have helped student success, but there is still room for improvement.

When we look at the institutional support and other support provided to a student (environmental variables), students who engaged in the offerings of the Student Recreation Center, participated in Greek life or other registered student organizations (RSOs) at USA were more likely to return to USA. This emphasizes the importance of first year students interacting with other students as part of their living and co-curricular settings and/or becoming involved in student organizations at USA that allow them to connect with students with similar interests outside of the classroom as well.

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 direct academic support to encourage them to return to and persist towards completing a degree at USA. Financial support may need to come in forms other than traditional need-based aid or student loans. For example, students who

participated in work study were retained at higher levels (81.0%) compared to students who received a Pell Grant (71.7%) or Subsidized Stafford loan (69.3%).

Recruitment activities continue to be attempted or revised. The results of some of the newest recruitment events showed a negative relationship between retention and attending certain types of recruitment events, but with less than 50 enrolled students having participated in some of these recruitment events, conclusions should be made with significant caution. Attendance at an individual or family tour, USA Day, or Decision Day demonstrated positive benefits toward retention. On the other hand, attendance at a College Preview Day, Take Over South event, a Southbound tailgate or tour, or a group or high school tour seemed to discourage retention, but the data lacked statistical significance to reach valid conclusions. 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.

Advising data suggested positive outcomes for students struggling academically who proactively engaged with the services of Academic Advising and Transfer Services (AATS) by making an initial advising appointment in September or October of their first fall semester. However, the data suggests as the number of AATS appointments increased beyond one ATTS appointment during their first fall semester, the retention rate of the student decreased for each additional AATS appointment to a point where students who needed five or more appointments with AATS had a somewhat similar retention rate with students who were not advised at all by AATS during their first fall semester. In addition, students who utilized the resources of the Writing Lab during their first fall semester had higher retention rates compared to students who did not attend a Writing Lab appointment, particularly students who attended two to four Writing Lab appointments.

Finally, results showed students who received four or more at-risk midterm grades (D, F, or U) in the Fall 2022 semester for lack of attendance and/or poor academic performance and students who were placed on probation after the Fall 2022 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.

Appendix

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Gender * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Gender	Female	Count	203	793	996
		% within Gender	20.4%	79.6%	100.0%
	Male	Count	176	424	600
		% within Gender	29.3%	70.7%	100.0%
Total		Count	379	1217	1596
		% within Gender	23.7%	76.3%	100.0%

2022 Cohort * Race * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Race	White	Count	212	760	972
		% within Race	21.8%	78.2%	100.0%
	African-American	Count	93	239	332
		% within Race	28.0%	72.0%	100.0%
	Asian	Count	7	64	71
		% within Race	9.9%	90.1%	100.0%
	Hispanic	Count	20	60	80
		% within Race	25.0%	75.0%	100.0%
	Multiracial	Count	25	62	87
		% within Race	28.7%	71.3%	100.0%
	Non-Resident Alien	Count	12	17	29
		% within Race	41.4%	58.6%	100.0%
	Other	Count	10	15	25
		% within Race	40.0%	60.0%	100.0%
Total		Count	379	1217	1596
		% within Race	23.7%	76.3%	100.0%

2022 Cohort * Age * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Age	17 years or younger	Count	9	40	49
		% within Age	18.4%	81.6%	100.0%
	18 years old	Count	307	1052	1359
		% within Age	22.6%	77.4%	100.0%
	19 years old	Count	47	103	150
		% within Age	31.3%	68.7%	100.0%
	20 years or older	Count	16	22	38
		% within Age	42.1%	57.9%	100.0%
Total		Count	379	1217	1596
		% within Age	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Region * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Region	Mobile or Baldwin County	Count	161	575	736
		% within Region	21.9%	78.1%	100.0%
	Rest of Alabama	Count	110	315	425
		% within Region	25.9%	74.1%	100.0%
	Mississippi Service Area	Count	29	107	136
		% within Region	21.3%	78.7%	100.0%
	Florida Service Area	Count	26	58	84
		% within Region	31.0%	69.0%	100.0%
	Rest of United States	Count	41	145	186
		% within Region	22.0%	78.0%	100.0%
	International	Count	12	17	29
		% within Region	41.4%	58.6%	100.0%
Total		Count	379	1217	1596
		% within Region	23.7%	76.3%	100.0%

2022 Cohort * First Generation * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
First Generation	No	Count	242	896	1138
		% within First Generation	21.3%	78.7%	100.0%
	Yes	Count	93	233	326
		% within First Generation	28.5%	71.5%	100.0%
	Unknown	Count	44	88	132
		% within First Generation	33.3%	66.7%	100.0%
Total		Count	379	1217	1596
		% within First Generation	23.7%	76.3%	100.0%

2022 Cohort * HS GPA * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
HS GPA	3.0 or lower	Count	69	70	139
		% within HS GPA	49.6%	50.4%	100.0%
	3.01-3.5	Count	128	211	339
		% within HS GPA	37.8%	62.2%	100.0%
	3.51 or higher	Count	181	936	1117
		% within HS GPA	16.2%	83.8%	100.0%
Total		Count	378	1217	1595
		% within HS GPA	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * ACT * One-Year Retention Crosstabulation

			One-Year Retention No	One-Year Retention Yes	Total
ACT	19 or lower	Count	116	211	327
		% within ACT	35.5%	64.5%	100.0%
	20-21	Count	51	192	243
		% within ACT	21.0%	79.0%	100.0%
	22-23	Count	55	182	237
		% within ACT	23.2%	76.8%	100.0%
	24-25	Count	35	148	183
		% within ACT	19.1%	80.9%	100.0%
	26-27	Count	19	104	123
		% within ACT	15.4%	84.6%	100.0%
	28-29	Count	18	95	113
		% within ACT	15.9%	84.1%	100.0%
	30 or higher	Count	12	143	155
		% within ACT	7.7%	92.3%	100.0%
Total		Count	306	1075	1381
		% within ACT	22.2%	77.8%	100.0%

2022 Cohort * Test Optional Admit * One-Year Retention Crosstabulation

			One-Year Retention No	One-Year Retention Yes	Total
Test Optional Admit	No	Count	253	987	1240
		% within Test Optional Admit	20.4%	79.6%	100.0%
	Yes	Count	126	230	356
		% within Test Optional Admit	35.4%	64.6%	100.0%
Total		Count	379	1217	1596
		% within Test Optional Admit	23.7%	76.3%	100.0%

2022 Cohort * On Campus Recruitment Visits Attended * One-Year Retention Crosstabulation

			One-Year Retention No	One-Year Retention Yes	Total
Number On Campus Recruitment Visits Attended	Did Not Attend/Unknown	Count	179	439	618
		% within On Campus Recruitment Visits	29.0%	71.0%	100.0%
	Attended 1 Campus Visit Event	Count	155	587	742
		% within On Campus Recruitment Visits	20.9%	79.1%	100.0%
	Attended 2 Campus Visit Events	Count	40	167	207
		% within On Campus Recruitment Visits	19.3%	80.7%	100.0%
	Attended 3 or More Campus Visit Events	Count	5	24	29
		% within On Campus Recruitment Visits	17.2%	82.8%	100.0%
Total		Count	379	1217	1596
		% within On Campus Recruitment Visits	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Number Individual/Family Tours Attended * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Number Individual / Family Tours Attended	Did Not Attend/Unknown	Count	250	679	929
		% within Number Individual/Family Tours	26.9%	73.1%	100.0%
	Attended 1 Individual/Family Tour	Count	125	516	641
		% within Number Individual/Family Tours	19.5%	80.5%	100.0%
	Attended Multiple Individual/Family Tours	Count	4	22	26
		% within Number Individual/Family Tours	15.4%	84.6%	100.0%
Total		Count	379	1217	1596
		% within Number Individual/Family Tours	23.7%	76.3%	100.0%

2022 Cohort * College Preview Day Attendance * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
College Preview Day Attendance	Did Not Attend/Unknown	Count	367	1192	1559
		% within College Preview Day Attendance	23.5%	76.5%	100.0%
	Attended College Preview Event	Count	12	25	37
		% within College Preview Day Attendance	32.4%	67.6%	100.0%
Total		Count	379	1217	1596
		% within College Preview Day Attendance	23.7%	76.3%	100.0%

2022 Cohort * Take Over South Attendance * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Take Over South Attendance	Did Not Attend/Unknown	Count	371	1199	1570
		% within Take Over South Attendance	23.6%	76.4%	100.0%
	Attended Take Over South Event	Count	8	18	26
		% within Take Over South Attendance	30.8%	69.2%	100.0%
Total		Count	379	1217	1596
		% within Take Over South Attendance	23.7%	76.3%	100.0%

2022 Cohort * Number USA Days Attended * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Number USA Days Attended	Did Not Attend	Count	321	962	1283
		% within Number USA Days Attended	25.0%	75.0%	100.0%
	Attended 1 or More USA Days	Count	58	255	313
		% within Number USA Days Attended	18.5%	81.5%	100.0%
Total		Count	379	1217	1596
		% within Number USA Days Attended	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Southbound Tailgate/Tour Attendance * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Southbound Tailgate / Tour Attendance	Did Not Attend/Unknown	Count	373	1205	1578
		% within Southbound Tailgate/Tour	23.6%	76.4%	100.0%
	Attended Southbound Tailgate/Tour	Count	6	12	18
		% within Southbound Tailgate/Tour	33.3%	66.7%	100.0%
Total		Count	379	1217	1596
		% within Southbound Tailgate/Tour	23.7%	76.3%	100.0%

2022 Cohort * Decision Day Attendance * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Decision Day Attendance	Did Not Attend/Unknown	Count	355	1128	1483
		% within Decision Day Attendance	23.9%	76.1%	100.0%
	Attended Decision Day	Count	24	89	113
		% within Decision Day Attendance	21.2%	78.8%	100.0%
Total		Count	379	1217	1596
		% within Decision Day Attendance	23.7%	76.3%	100.0%

2022 Cohort * Group/HS Tour Attendance * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Group / HS Tour Attendance	Did Not Attend/Unknown	Count	367	1181	1548
		% within Group/HS Tour Attendance	23.7%	76.3%	100.0%
	Attended Group/HS Tour	Count	12	36	48
		% within Group/HS Tour Attendance	25.0%	75.0%	100.0%
Total		Count	379	1217	1596
		% within Group/HS Tour Attendance	23.7%	76.3%	100.0%

2022 Cohort * Application Date * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Application Date	On or Before October 1	Count	72	386	458
		% within Application Date	15.7%	84.3%	100.0%
	After October 1 through December 1	Count	162	570	732
		% within Application Date	22.1%	77.9%	100.0%
	After December 1 through February 15	Count	68	131	199
		% within Application Date	34.2%	65.8%	100.0%
	After February 15 through May 1	Count	44	76	120
		% within Application Date	36.7%	63.3%	100.0%
	After May 1	Count	33	54	87
		% within Application Date	37.9%	62.1%	100.0%
Total		Count	379	1217	1596
		% within Application Date	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Acceptance Date * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Acceptance Date	On or Before February 15	Count	255	1021	1276
		% within Acceptance Date	20.0%	80.0%	100.0%
	After February 15 through May 1	Count	58	121	179
		% within Acceptance Date	32.4%	67.6%	100.0%
	After May 1	Count	66	75	141
		% within Acceptance Date	46.8%	53.2%	100.0%
Total		Count	379	1217	1596
		% within Acceptance Date	23.7%	76.3%	100.0%

2022 Cohort * Orientation * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Orientation	Transfer/Adult/Unknown Orientation	Count	25	23	48
		% within Orientation	52.1%	47.9%	100.0%
	May/Summer Term Orientation	Count	7	28	35
		% within Orientation	20.0%	80.0%	100.0%
	Freshman Session 1	Count	35	144	179
		% within Orientation	19.6%	80.4%	100.0%
	Freshman Session 2	Count	37	152	189
		% within Orientation	19.6%	80.4%	100.0%
	Freshman Session 4	Count	40	148	188
		% within Orientation	21.3%	78.7%	100.0%
	Freshman Session 5	Count	36	144	180
		% within Orientation	20.0%	80.0%	100.0%
	Freshman Session 6	Count	45	124	169
		% within Orientation	26.6%	73.4%	100.0%
	Freshman Session 7	Count	31	102	133
		% within Orientation	23.3%	76.7%	100.0%
	Freshman Session 8	Count	32	93	125
		% within Orientation	25.6%	74.4%	100.0%
	Freshman Session 9	Count	29	121	150
		% within Orientation	19.3%	80.7%	100.0%
	Freshman Session 10/August	Count	26	51	77
		% within Orientation	33.8%	66.2%	100.0%
	Pre Convocation Virtual Orientation	Count	30	79	109
		% within Orientation	27.5%	72.5%	100.0%
	Post Convocation Virtual Orientation	Count	6	8	14
		% within Orientation	42.9%	57.1%	100.0%
Total		Count	379	1217	1596
		% within Orientation	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * College * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
College	AS	Count	127	326	453
		% within College	28.0%	72.0%	100.0%
	AH	Count	36	200	236
		% within College	15.3%	84.7%	100.0%
	BU	Count	59	110	169
		% within College	34.9%	65.1%	100.0%
	CS	Count	13	91	104
		% within College	12.5%	87.5%	100.0%
	ED	Count	38	118	156
		% within College	24.4%	75.6%	100.0%
	EG	Count	55	134	189
		% within College	29.1%	70.9%	100.0%
	NU	Count	51	238	289
		% within College	17.6%	82.4%	100.0%
Total		Count	379	1217	1596
		% within College	23.7%	76.3%	100.0%

2022 Cohort * FR Academic Scholarship 1st Fall * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
FR Academic Scholarship 1st Fall	No Freshman Scholarship	Count	244	548	792
		% within FR Academic Scholarship 1st Fall	30.8%	69.2%	100.0%
	Received Freshman Scholarship	Count	135	669	804
		% within FR Academic Scholarship 1st Fall	16.8%	83.2%	100.0%
Total		Count	379	1217	1596
		% within FR Academic Scholarship 1st Fall	23.7%	76.3%	100.0%

2022 Cohort * FR Residency Scholarship 1st Fall * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
FR Residency Scholarship 1st Fall	No Freshman Scholarship	Count	244	548	792
		% within FR Residency Scholarship 1st Fall	30.8%	69.2%	100.0%
	Other Residency for Scholarship	Count	87	479	566
		% within FR Residency Scholarship 1st Fall	15.4%	84.6%	100.0%
	In-State Service Area	Count	25	109	134
		% within FR Residency Scholarship 1st Fall	18.7%	81.3%	100.0%
	In-State Talent and Ability	Count	23	81	104
		% within FR Residency Scholarship 1st Fall	22.1%	77.9%	100.0%
Total		Count	379	1217	1596
		% within FR Residency Scholarship 1st Fall	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * FR Academic Scholarship 2nd Fall * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
FR Academic Scholarship 2nd Fall	No Freshman Scholarship	Count	244	548	792
		% within FR Academic Scholarship 2nd Fall	30.8%	69.2%	100.0%
	Scholarship Not Renewed	Count	135	95	230
		% within FR Academic Scholarship 2nd Fall	58.7%	41.3%	100.0%
	Renewed Scholarship	Count	0	574	574
		% within FR Academic Scholarship 2nd Fall	0.0%	100.0%	100.0%
Total		Count	379	1217	1596
		% within FR Academic Scholarship 2nd Fall	23.7%	76.3%	100.0%

2022 Cohort * Pell Grant * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Pell Grant	No	Count	188	732	920
		% within Pell Grant	20.4%	79.6%	100.0%
	Yes	Count	191	485	676
		% within Pell Grant	28.3%	71.7%	100.0%
Total		Count	379	1217	1596
		% within Pell Grant	23.7%	76.3%	100.0%

2022 Cohort * Subsidized Stafford Loan * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Subsidized Stafford Loan	No	Count	197	806	1003
		% within Subsidized Stafford Loan	19.6%	80.4%	100.0%
	Yes	Count	182	411	593
		% within Subsidized Stafford Loan	30.7%	69.3%	100.0%
Total		Count	379	1217	1596
		% within Subsidized Stafford Loan	23.7%	76.3%	100.0%

2022 Cohort * Work Study * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Work Study	No	Count	375	1200	1575
		% within Work Study	23.8%	76.2%	100.0%
	Yes	Count	4	17	21
		% within Work Study	19.0%	81.0%	100.0%
Total		Count	379	1217	1596
		% within Work Study	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Veteran Aid * One-Year Retention Crosstabulation

			One-Year Retention No	Yes	Total
Veteran Aid	No	Count	351	1151	1502
		% within Veteran Aid	23.4%	76.6%	100.0%
	Yes	Count	28	66	94
		% within Veteran Aid	29.8%	70.2%	100.0%
Total		Count	379	1217	1596
		% within Veteran Aid	23.7%	76.3%	100.0%

2022 Cohort * Housing * One-Year Retention Crosstabulation

			One-Year Retention No	Yes	Total
Housing	Off-Campus	Count	124	387	511
		% within Housing	24.3%	75.7%	100.0%
	On-Campus	Count	255	830	1085
		% within Housing	23.5%	76.5%	100.0%
Total		Count	379	1217	1596
		% within Housing	23.7%	76.3%	100.0%

2022 Cohort * Freshman Housing Residency Policy * One-Year Retention Crosstabulation

			One-Year Retention No	Yes	Total
Freshman Housing Residency Policy	Lived On-Campus	Count	255	830	1085
		% within Freshman Housing Residency Policy	23.5%	76.5%	100.0%
	Residing w/ Parent / Grandparent / Guardian	Count	36	155	191
		% within Freshman Housing Residency Policy	18.8%	81.2%	100.0%
	Other Documented Justification	Count	1	6	7
		% within Freshman Housing Residency Policy	14.3%	85.7%	100.0%
	Did Not Document Justification	Count	87	226	313
		% within Freshman Housing Residency Policy	27.8%	72.2%	100.0%
Total		Count	379	1217	1596
		% within Freshman Housing Residency Policy	23.7%	76.3%	100.0%

2022 Cohort * Honors Student * One-Year Retention Crosstabulation

			One-Year Retention No	Yes	Total
Honors Student	No	Count	375	1140	1515
		% within Honors Student	24.8%	75.2%	100.0%
	Yes	Count	4	77	81
		% within Honors Student	4.9%	95.1%	100.0%
Total		Count	379	1217	1596
		% within Honors Student	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Learning Community * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Learning Community	No	Count	92	221	313
		% within Learning Community	29.4%	70.6%	100.0%
	Yes	Count	287	996	1283
		% within Learning Community	22.4%	77.6%	100.0%
Total		Count	379	1217	1596
		% within Learning Community	23.7%	76.3%	100.0%

2022 Cohort * FYE Course in Fall 2022 * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
FYE Course in Fall 2022	AHP 101	Count	19	134	153
		% within FYE Course in Fall 2022	12.4%	87.6%	100.0%
	BUS 150	Count	55	104	159
		% within FYE Course in Fall 2022	34.6%	65.4%	100.0%
	CAS 100	Count	156	370	526
		% within FYE Course in Fall 2022	29.7%	70.3%	100.0%
	CIS 101	Count	13	82	95
		% within FYE Course in Fall 2022	13.7%	86.3%	100.0%
	EDU 100	Count	4	24	28
		% within FYE Course in Fall 2022	14.3%	85.7%	100.0%
	EG 101	Count	21	85	106
		% within FYE Course in Fall 2022	19.8%	80.2%	100.0%
	KIN 100	Count	25	79	104
		% within FYE Course in Fall 2022	24.0%	76.0%	100.0%
	No FYE	Count	44	118	162
		% within FYE Course in Fall 2022	27.2%	72.8%	100.0%
	NU 101	Count	42	221	263
		% within FYE Course in Fall 2022	16.0%	84.0%	100.0%
Total		Count	379	1217	1596
		% within FYE Course in Fall 2022	23.7%	76.3%	100.0%

2022 Cohort * Greek Life Participation * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Greek Life Participation	No	Count	358	1054	1412
		% within Greek Life Participation	25.4%	74.6%	100.0%
	Yes	Count	21	163	184
		% within Greek Life Participation	11.4%	88.6%	100.0%
Total		Count	379	1217	1596
		% within Greek Life Participation	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * RSO Participation * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
RSO Participation	No	Count	341	863	1204
		% within RSO Participation	28.3%	71.7%	100.0%
	Yes	Count	38	354	392
		% within RSO Participation	9.7%	90.3%	100.0%
Total		Count	379	1217	1596
		% within RSO Participation	23.7%	76.3%	100.0%

2022 Cohort * RSO Leadership * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
RSO Leadership	No	Count	379	1205	1584
		% within RSO Leadership	23.9%	76.1%	100.0%
	Yes	Count	0	12	12
		% within RSO Leadership	0.0%	100.0%	100.0%
Total		Count	379	1217	1596
		% within RSO Leadership	23.7%	76.3%	100.0%

2022 Cohort * Number of RSO/GOs * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Number of RSO/GOs	Did Not Participate	Count	326	780	1106
		% within Number of RSO/GOs	29.5%	70.5%	100.0%
	Participated in 1 RSO/GO	Count	32	242	274
		% within Number of RSO/GOs	11.7%	88.3%	100.0%
	Participated in 2 RSO/GOs	Count	12	101	113
		% within Number of RSO/GOs	10.6%	89.4%	100.0%
	Participated in 3 or More RSO/GOs	Count	9	94	103
		% within Number of RSO/GOs	8.7%	91.3%	100.0%
Total		Count	379	1217	1596
		% within Number of RSO/GOs	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Rec Center Usage in First Fall * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Rec Center Usage in First Fall	Did Not Visit Recreation Center	Count	118	254	372
		% within Rec Center Usage in First Fall	31.7%	68.3%	100.0%
	Occasionally (1-16 Visits)	Count	185	684	869
		% within Rec Center Usage in First Fall	21.3%	78.7%	100.0%
	About 1-2 Times Per Week (17-32 Visits)	Count	39	142	181
		% within Rec Center Usage in First Fall	21.5%	78.5%	100.0%
	About 2-3 Times Per Week (33-48 Visits)	Count	20	62	82
		% within Rec Center Usage in First Fall	24.4%	75.6%	100.0%
	About 3-4 Times Per Week (49-64 Visits)	Count	6	37	43
		% within Rec Center Usage in First Fall	14.0%	86.0%	100.0%
	About 4-5 Times Per Week (65-80 Visits)	Count	5	24	29
		% within Rec Center Usage in First Fall	17.2%	82.8%	100.0%
	More Than 5 Times Per Week (81 or More Visits)	Count	6	14	20
		% within Rec Center Usage in First Fall	30.0%	70.0%	100.0%
Total		Count	379	1217	1596
		% within Rec Center Usage in First Fall	23.7%	76.3%	100.0%

2022 Cohort * MLC Participation * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
MLC Participation	No MLCs	Count	369	1157	1526
		% within MLC Participation	24.2%	75.8%	100.0%
	1 MLC Organization	Count	8	43	51
		% within MLC Participation	15.7%	84.3%	100.0%
	2 or More MLC Organizations	Count	2	17	19
		% within MLC Participation	10.5%	89.5%	100.0%
Total		Count	379	1217	1596
		% within MLC Participation	23.7%	76.3%	100.0%

2022 Cohort * Participated in South Serves * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Participated in South Serves	No	Count	355	972	1327
		% within Participated in South Serves	26.8%	73.2%	100.0%
	Yes	Count	24	245	269
		% within Participated in South Serves	8.9%	91.1%	100.0%
Total		Count	379	1217	1596
		% within Participated in South Serves	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Participated in South Serves Training * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Participated in South Serves Training	No	Count	329	937	1266
		% within Participated in South Serves Training	26.0%	74.0%	100.0%
	Yes	Count	50	280	330
		% within Participated in South Serves Training	15.2%	84.8%	100.0%
Total		Count	379	1217	1596
		% within Participated in South Serves Training	23.7%	76.3%	100.0%

2022 Cohort * Number Service Experiences * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Number Service Experiences	Did Not Participate in South Serves	Count	355	972	1327
		% within Number Service Experiences	26.8%	73.2%	100.0%
	Attended 1 Service Experience	Count	15	119	134
		% within Number Service Experiences	11.2%	88.8%	100.0%
	Attended 2 or 3 Service Experiences	Count	7	60	67
		% within Number Service Experiences	10.4%	89.6%	100.0%
	Attended 4 or 5 Service Experiences	Count	2	30	32
		% within Number Service Experiences	6.3%	93.8%	100.0%
	Attended 6 or More Service Experiences	Count	0	36	36
		% within Number Service Experiences	0.0%	100.0%	100.0%
Total		Count	379	1217	1596
		% within Number Service Experiences	23.7%	76.3%	100.0%

2022 Cohort * Subject Tutoring Appointments * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Subject Tutoring Appointments	No Appointments	Count	345	1094	1439
		% within Subject Tutoring Appointments	24.0%	76.0%	100.0%
	1 Appointment	Count	17	52	69
		% within Subject Tutoring Appointments	24.6%	75.4%	100.0%
	2 Appointments	Count	4	23	27
		% within Subject Tutoring Appointments	14.8%	85.2%	100.0%
	3 or 4 Appointments	Count	4	21	25
		% within Subject Tutoring Appointments	16.0%	84.0%	100.0%
	5 or More Appointments	Count	9	27	36
		% within Subject Tutoring Appointments	25.0%	75.0%	100.0%
Total		Count	379	1217	1596
		% within Subject Tutoring Appointments	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Writing Lab Appointments * One-Year Retention Crosstabulation

			One-Year Retention		
			No	Yes	Total
Writing Lab Appointments	No Appointments	Count	346	1030	1376
		% within Writing Lab Appointments	25.1%	74.9%	100.0%
	1 Appointment	Count	24	86	110
		% within Writing Lab Appointments	21.8%	78.2%	100.0%
	2 Appointments	Count	2	48	50
		% within Writing Lab Appointments	4.0%	96.0%	100.0%
	3 or 4 Appointments	Count	3	39	42
		% within Writing Lab Appointments	7.1%	92.9%	100.0%
	5 or More Appointments	Count	4	14	18
		% within Writing Lab Appointments	22.2%	77.8%	100.0%
Total		Count	379	1217	1596
		% within Writing Lab Appointments	23.7%	76.3%	100.0%

2022 Cohort * Advising Appointments Attended First Fall * One-Year Retention Crosstabulation

			One-Year Retention		
			No	Yes	Total
Advising Appointments Attended First Fall	No Advising Appointments	Count	26	28	54
		% within Advising Appointments Attended	48.1%	51.9%	100.0%
	Attended 1 Advising Appointment	Count	162	667	829
		% within Advising Appointments Attended	19.5%	80.5%	100.0%
	Attended 2 Advising Appointments	Count	114	352	466
		% within Advising Appointments Attended	24.5%	75.5%	100.0%
	Attended 3 Advising Appointments	Count	44	123	167
		% within Advising Appointments Attended	26.3%	73.7%	100.0%
	Attended 4 Advising Appointments	Count	17	28	45
		% within Advising Appointments Attended	37.8%	62.2%	100.0%
	Attended 5 or More Advising Appointments	Count	16	19	35
		% within Advising Appointments Attended	45.7%	54.3%	100.0%
Total		Count	379	1217	1596
		% within Advising Appointments Attended	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Initial Advising First Fall * One-Year Retention Crosstabulation

			One-Year Retention		
			No	Yes	Total
Initial Advising First Fall	Not Advised First Fall	Count	26	28	54
		% within Initial Advising First Fall	48.1%	51.9%	100.0%
	First Advised in First August	Count	64	138	202
		% within Initial Advising First Fall	31.7%	68.3%	100.0%
	First Advised First in September	Count	80	397	477
		% within Initial Advising First Fall	16.8%	83.2%	100.0%
	First Advised in First October	Count	160	585	745
		% within Initial Advising First Fall	21.5%	78.5%	100.0%
	First Advised in First November	Count	41	65	106
		% within Initial Advising First Fall	38.7%	61.3%	100.0%
	First Advised in First December	Count	8	4	12
		% within Initial Advising First Fall	66.7%	33.3%	100.0%
Total		Count	379	1217	1596
		% within Initial Advising First Fall	23.7%	76.3%	100.0%

2022 Cohort * Canceled Advising Appointments First Fall * One-Year Retention Crosstabulation

			One-Year Retention		
			No	Yes	Total
Canceled Advising Appointments First Fall	No Advising Appointments	Count	22	25	47
		% within Canceled Advising Appointments	46.8%	53.2%	100.0%
	No Canceled Advising Appointments	Count	277	953	1230
		% within Canceled Advising Appointments	22.5%	77.5%	100.0%
	1 Canceled Advising Appointment	Count	64	192	256
		% within Canceled Advising Appointments	25.0%	75.0%	100.0%
	2 Canceled Advising Appointments	Count	14	40	54
		% within Canceled Advising Appointments	25.9%	74.1%	100.0%
	3 or More Canceled Advising Appointments	Count	2	7	9
		% within Canceled Advising Appointments	22.2%	77.8%	100.0%
Total		Count	379	1217	1596
		% within Canceled Advising Appointments	23.7%	76.3%	100.0%

2022 Cohort * Attended Learning Commons Session * One-Year Retention Crosstabulation

			One-Year Retention		
			No	Yes	Total
Attended Learning Commons Session	No	Count	206	578	784
		% within Learning Commons Session	26.3%	73.7%	100.0%
	Yes	Count	173	639	812
		% within Learning Commons Session	21.3%	78.7%	100.0%
Total		Count	379	1217	1596
		% within Learning Commons Session	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * Number Learning Commons Sessions * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Number Learning Commons Sessions	Did Not Visit Learning Commons	Count	206	578	784
		% within Learning Commons Sessions	26.3%	73.7%	100.0%
	1 Learning Commons Session	Count	55	169	224
		% within Learning Commons Sessions	24.6%	75.4%	100.0%
	2 Learning Commons Sessions	Count	27	82	109
		% within Learning Commons Sessions	24.8%	75.2%	100.0%
	3 or 4 Learning Commons Sessions	Count	25	107	132
		% within Learning Commons Sessions	18.9%	81.1%	100.0%
	5 to 8 Learning Commons Sessions	Count	33	120	153
		% within Learning Commons Sessions	21.6%	78.4%	100.0%
	9 to 12 Learning Commons Sessions	Count	22	68	90
		% within Learning Commons Sessions	24.4%	75.6%	100.0%
	13 to 16 Learning Commons Sessions	Count	3	40	43
		% within Learning Commons Sessions	7.0%	93.0%	100.0%
	17 or More Learning Commons Sessions	Count	8	53	61
		% within Learning Commons Sessions	13.1%	86.9%	100.0%
Total		Count	379	1217	1596
		% within Learning Commons Sessions	23.7%	76.3%	100.0%

2022 Cohort * Number At-Risk Midterm Grades in First Fall * One-Year Retention

| | | | One-Year Retention | | |
			No	Yes	Total
Number At-Risk Midterm Grades in First Fall	4 or More At Risk MT Grades	Count	89	28	117
		% within At-Risk Midterm Grades in First Fall	76.1%	23.9%	100.0%
	3 At Risk MT Grades	Count	50	30	80
		% within At-Risk Midterm Grades in First Fall	62.5%	37.5%	100.0%
	2 At Risk MT Grades	Count	54	97	151
		% within At-Risk Midterm Grades in First Fall	35.8%	64.2%	100.0%
	1 At Risk MT Grade	Count	92	240	332
		% within At-Risk Midterm Grades in First Fall	27.7%	72.3%	100.0%
	No At Risk MT Grades	Count	94	822	916
		% within At-Risk Midterm Grades in First Fall	10.3%	89.7%	100.0%
Total		Count	379	1217	1596
		% within At-Risk Midterm Grades in First Fall	23.7%	76.3%	100.0%

2022 Cohort * Probation After First Fall * One-Year Retention Crosstabulation

| | | | One-Year Retention | | |
			No	Yes	Total
Probation After First Fall	No	Count	204	1153	1357
		% within Probation After First Fall	15.0%	85.0%	100.0%
	Yes	Count	175	64	239
		% within Probation After First Fall	73.2%	26.8%	100.0%
Total		Count	379	1217	1596
		% within Probation After First Fall	23.7%	76.3%	100.0%

2022 Freshman Cohort Retention Report Cross Tabs

2022 Cohort * USA Hours Earned (1 Year/End of Summer) * One-Year Retention Crosstabulation

			One-Year Retention		
			No	Yes	Total
USA Hours Earned (1 Year/End of Summer)	0-6 hours	Count	102	7	109
		% within USA Hours Earned	93.6%	6.4%	100.0%
	6.5-12 hours	Count	71	11	82
		% within USA Hours Earned	86.6%	13.4%	100.0%
	12.5-18 hours	Count	74	32	106
		% within USA Hours Earned	69.8%	30.2%	100.0%
	18.5-24 hours	Count	35	77	112
		% within USA Hours Earned	31.3%	68.8%	100.0%
	24.5-30 hours	Count	54	386	440
		% within USA Hours Earned	12.3%	87.7%	100.0%
	30.5 or more hours	Count	22	703	725
		% within USA Hours Earned	3.0%	97.0%	100.0%
Total		Count	358	1216	1574
		% within USA Hours Earned	22.7%	77.3%	100.0%

2022 Cohort * USA GPA (1 Year/End of Summer) * One-Year Retention Crosstabulation

			One-Year Retention		
			No	Yes	Total
USA GPA (1 Year/End of Summer)	2.0 or lower	Count	201	60	261
		% within USA GPA	77.0%	23.0%	100.0%
	2.01-2.5	Count	42	106	148
		% within USA GPA	28.4%	71.6%	100.0%
	2.51-3.0	Count	45	197	242
		% within USA GPA	18.6%	81.4%	100.0%
	3.01-3.5	Count	39	354	393
		% within USA GPA	9.9%	90.1%	100.0%
	3.51-4.0	Count	31	499	530
		% within USA GPA	5.8%	94.2%	100.0%
Total		Count	358	1216	1574
		% within USA GPA	22.7%	77.3%	100.0%

2022 Freshman Chort Retention Report Independent T-Test Tables

2022 Cohort * Group Statistics

One-Year Retention		N	Mean	Deviation	Error Mean
Gender T-Test	No	379	0.54	0.499	0.026
	Yes	1217	0.65	0.477	0.014
Under Represented Minority	No	379	0.31	0.463	0.024
	Yes	1217	0.25	0.433	0.012
Test Optional Admit	No	379	0.33	0.472	0.024
	Yes	1217	0.19	0.392	0.011
FR Academic Scholarship 1st Fall	No	379	0.36	0.480	0.025
	Yes	1217	0.55	0.498	0.014
Pell Grant	No	379	0.50	0.501	0.026
	Yes	1217	0.40	0.490	0.014
Subsidized Stafford Loan	No	379	0.48	0.500	0.026
	Yes	1217	0.34	0.473	0.014
Work Study	No	379	0.01	0.102	0.005
	Yes	1217	0.01	0.117	0.003
Veteran Aid	No	379	0.07	0.262	0.013
	Yes	1217	0.05	0.227	0.006
Housing	No	379	0.67	0.470	0.024
	Yes	1217	0.68	0.466	0.013
Learning Community	No	379	0.76	0.429	0.022
	Yes	1217	0.82	0.386	0.011
Honors Student	No	379	0.01	0.102	0.005
	Yes	1217	0.06	0.244	0.007
Greek Life Participation	No	379	0.06	0.229	0.012
	Yes	1217	0.13	0.341	0.010
Probation After First Fall	No	379	0.46	0.499	0.026
	Yes	1217	0.05	0.223	0.006
College Preview Day Attendance	No	379	0.03	0.175	0.009
	Yes	1217	0.02	0.142	0.004
Take Over South Attendance	No	379	0.02	0.144	0.007
	Yes	1217	0.01	0.121	0.003

Number USA Days Attended	No	379	0.15	0.360	0.019
	Yes	1217	0.21	0.407	0.012
Decision Day Attendance	No	379	0.06	0.244	0.013
	Yes	1217	0.07	0.260	0.007
Group/HS Tour Attendance	No	379	0.03	0.175	0.009
	Yes	1217	0.03	0.169	0.005
Southbound Tailgate/Tour Attendance	No	379	0.02	0.125	0.006
	Yes	1217	0.01	0.099	0.003
RSO Participation	No	379	0.10	0.301	0.015
	Yes	1217	0.29	0.454	0.013
RSO Leadership	No	379	0.00	0.000	0.000
	Yes	1217	0.01	0.099	0.003
Participated in South Serves	No	379	0.06	0.244	0.013
	Yes	1217	0.20	0.401	0.011
Participated in South Serves Training	No	379	0.13	0.339	0.017
	Yes	1217	0.23	0.421	0.012
Attended Learning Commons Session	No	379	0.46	0.499	0.026
	Yes	1217	0.53	0.500	0.014

2022 Freshman Chort Retention Report Independent T-Test Tables

2022 Cohort * Independent Samples Test

		of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the Lower	Upper
Gender T-Test	Equal variances assumed	33.575	0.000	-4.089	1594	0.000	-0.116	0.028	-0.172	-0.060
	Equal variances not assumed			-3.991	607.711	0.000	-0.116	0.029	-0.173	-0.059
Under Represented Minority	Equal variances assumed	18.080	0.000	2.275	1594	0.023	0.059	0.026	0.008	0.110
	Equal variances not assumed			2.198	598.663	0.028	0.059	0.027	0.006	0.112
Test Optional Admit	Equal variances assumed	106.421	0.000	5.919	1594	0.000	0.143	0.024	0.096	0.191
	Equal variances not assumed			5.372	549.849	0.000	0.143	0.027	0.091	0.196
FR Academic Scholarship 1st Fall	Equal variances assumed	60.081	0.000	-6.666	1594	0.000	-0.194	0.029	-0.250	-0.137
	Equal variances not assumed			-6.798	651.424	0.000	-0.194	0.028	-0.249	-0.138
Pell Grant	Equal variances assumed	16.205	0.000	3.640	1594	0.000	0.105	0.029	0.049	0.162
	Equal variances not assumed			3.599	619.806	0.000	0.105	0.029	0.048	0.163
Subsidized Stafford Loan	Equal variances assumed	43.033	0.000	5.050	1594	0.000	0.142	0.028	0.087	0.198
	Equal variances not assumed			4.904	603.356	0.000	0.142	0.029	0.085	0.200
Work Study	Equal variances assumed	1.041	0.308	-0.509	1594	0.611	-0.003	0.007	-0.017	0.010
	Equal variances not assumed			-0.547	714.191	0.584	-0.003	0.006	-0.016	0.009
Veteran Aid	Equal variances assumed	7.899	0.005	1.419	1594	0.156	0.020	0.014	-0.008	0.047
	Equal variances not assumed			1.315	565.156	0.189	0.020	0.015	-0.010	0.049
Housing	Equal variances assumed	0.435	0.510	-0.334	1594	0.738	-0.009	0.027	-0.063	0.045
	Equal variances not assumed			-0.333	626.710	0.739	-0.009	0.028	-0.063	0.045
Learning Community	Equal variances assumed	24.876	0.000	-2.622	1594	0.009	-0.061	0.023	-0.107	-0.015
	Equal variances not assumed			-2.479	580.481	0.013	-0.061	0.025	-0.110	-0.013
Honors Student	Equal variances assumed	74.677	0.000	-4.102	1594	0.000	-0.053	0.013	-0.078	-0.028
	Equal variances not assumed			-6.032	######	0.000	-0.053	0.009	-0.070	-0.036
Greek Life Participation	Equal variances assumed	81.741	0.000	-4.200	1594	0.000	-0.079	0.019	-0.115	-0.042
	Equal variances not assumed			-5.135	939.617	0.000	-0.079	0.015	-0.109	-0.049
Probation After First Fall	Equal variances assumed	1481.839	0.000	22.318	1594	0.000	0.409	0.018	0.373	0.445
	Equal variances not assumed			15.481	426.064	0.000	0.409	0.026	0.357	0.461
College Preview Day Attendance	Equal variances assumed	6.257	0.012	1.256	1594	0.209	0.011	0.009	-0.006	0.028
	Equal variances not assumed			1.125	540.954	0.261	0.011	0.010	-0.008	0.031
Take Over South Attendance	Equal variances assumed	2.862	0.091	0.848	1594	0.397	0.006	0.007	-0.008	0.021
	Equal variances not assumed			0.774	553.627	0.439	0.006	0.008	-0.010	0.022

Number USA Days Attended	Equal variances assumed	26.067	0.000	-2.422	1594	0.016	-0.056	0.023	-0.102	-0.011
	Equal variances not assumed			-2.581	703.443	0.010	-0.056	0.022	-0.099	-0.014
Decision Day Attendance	Equal variances assumed	1.710	0.191	-0.650	1594	0.516	-0.010	0.015	-0.039	0.020
	Equal variances not assumed			-0.672	668.052	0.502	-0.010	0.015	-0.038	0.019
Group/HS Tour Attendance	Equal variances assumed	0.171	0.679	0.207	1594	0.836	0.002	0.010	-0.018	0.022
	Equal variances not assumed			0.203	613.885	0.839	0.002	0.010	-0.018	0.022
Southbound Tailgate/Tour Attendance	Equal variances assumed	3.678	0.055	0.961	1594	0.337	0.006	0.006	-0.006	0.018
	Equal variances not assumed			0.851	533.312	0.395	0.006	0.007	-0.008	0.020
RSO Participation	Equal variances assumed	377.400	0.000	-7.661	1594	0.000	-0.191	0.025	-0.239	-0.142
	Equal variances not assumed			-9.434	956.153	0.000	-0.191	0.020	-0.230	-0.151
RSO Leadership	Equal variances assumed	15.383	0.000	-1.942	1594	0.052	-0.010	0.005	-0.020	0.000
	Equal variances not assumed			-3.480	######	0.001	-0.010	0.003	-0.015	-0.004
Participated in South Serves	Equal variances assumed	218.147	0.000	-6.341	1594	0.000	-0.138	0.022	-0.181	-0.095
	Equal variances not assumed			-8.115	######	0.000	-0.138	0.017	-0.171	-0.105
Participated in South Serves Training	Equal variances assumed	83.673	0.000	-4.139	1594	0.000	-0.098	0.024	-0.145	-0.052
	Equal variances not assumed			-4.634	773.318	0.000	-0.098	0.021	-0.140	-0.057
Attended Learning Commons Session	Equal variances assumed	2.006	0.157	-2.335	1594	0.020	-0.069	0.029	-0.126	-0.011
	Equal variances not assumed			-2.337	631.931	0.020	-0.069	0.029	-0.126	-0.011

2022 Freshman Cohort Retention Report ANOVA Tables

2022 Cohort * Race * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Race		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
White	African-American	0.062	0.028	0.290	-0.02	0.14
	Asian	-.120*	0.038	0.035	-0.23	0.00
	Hispanic	0.032	0.050	0.996	-0.12	0.18
	Multiracial	0.069	0.051	0.817	-0.08	0.22
	Non-Resident Alien	0.196	0.094	0.389	-0.10	0.49
	Other	0.182	0.101	0.558	-0.14	0.50
African-American	White	-0.062	0.028	0.290	-0.14	0.02
	Asian	-.182*	0.043	0.001	-0.31	-0.05
	Hispanic	-0.030	0.055	0.998	-0.19	0.13
	Multiracial	0.007	0.055	1.000	-0.16	0.17
	Non-Resident Alien	0.134	0.096	0.804	-0.17	0.44
	Other	0.120	0.103	0.901	-0.21	0.45
Asian	White	.120*	0.038	0.035	0.00	0.23
	African-American	.182*	0.043	0.001	0.05	0.31
	Hispanic	0.151	0.060	0.164	-0.03	0.33
	Multiracial	.189*	0.060	0.034	0.01	0.37
	Non-Resident Alien	.315*	0.100	0.045	0.00	0.63
	Other	0.301	0.106	0.100	-0.03	0.64
Hispanic	White	-0.032	0.050	0.996	-0.18	0.12
	African-American	0.030	0.055	0.998	-0.13	0.19
	Asian	-0.151	0.060	0.164	-0.33	0.03
	Multiracial	0.037	0.069	0.998	-0.17	0.24
	Non-Resident Alien	0.164	0.105	0.708	-0.16	0.49
	Other	0.150	0.111	0.824	-0.20	0.50
Multiracial	White	-0.069	0.051	0.817	-0.22	0.08
	African-American	-0.007	0.055	1.000	-0.17	0.16
	Asian	-.189*	0.060	0.034	-0.37	-0.01
	Hispanic	-0.037	0.069	0.998	-0.24	0.17
	Non-Resident Alien	0.126	0.105	0.889	-0.20	0.45
	Other	0.113	0.111	0.948	-0.23	0.46
Non-Resident Alien	White	-0.196	0.094	0.389	-0.49	0.10
	African-American	-0.134	0.096	0.804	-0.44	0.17
	Asian	-.315*	0.100	0.045	-0.63	0.00
	Hispanic	-0.164	0.105	0.708	-0.49	0.16
	Multiracial	-0.126	0.105	0.889	-0.45	0.20
	Other	-0.014	0.137	1.000	-0.43	0.41

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

2022 Freshman Cohort Retention Report ANOVA Tables

2022 Cohort * Age * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Age		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
17 years or younger	18 years old	0.042	0.057	0.880	-0.11	0.19
	19 years old	0.130	0.068	0.227	-0.05	0.31
	20 years or older	0.237	0.099	0.085	-0.02	0.50
18 years old	17 years or younger	-0.042	0.057	0.880	-0.19	0.11
	19 years old	0.087	0.040	0.126	-0.02	0.19
	20 years or older	0.195	0.082	0.098	-0.02	0.42
19 years old	17 years or younger	-0.130	0.068	0.227	-0.31	0.05
	18 years old	-0.087	0.040	0.126	-0.19	0.02
	20 years or older	0.108	0.090	0.628	-0.13	0.35
20 years or older	17 years or younger	-0.237	0.099	0.085	-0.50	0.02
	18 years old	-0.195	0.082	0.098	-0.42	0.02
	19 years old	-0.108	0.090	0.628	-0.35	0.13

2022 Cohort * Region * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Region		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
Mobile or Baldwin County	Rest of Alabama	0.040	0.026	0.644	-0.03	0.11
	Mississippi Service Area	-0.006	0.038	1.000	-0.12	0.11
	Florida Service Area	0.091	0.053	0.527	-0.06	0.24
	Rest of United States	0.002	0.034	1.000	-0.10	0.10
	International	0.195	0.094	0.331	-0.09	0.48
Rest of Alabama	Mobile or Baldwin County	-0.040	0.026	0.644	-0.11	0.03
	Mississippi Service Area	-0.046	0.041	0.878	-0.16	0.07
	Florida Service Area	0.051	0.055	0.940	-0.11	0.21
	Rest of United States	-0.038	0.037	0.907	-0.14	0.07
	International	0.155	0.095	0.590	-0.13	0.44
Mississippi Service Area	Mobile or Baldwin County	0.006	0.038	1.000	-0.11	0.12
	Rest of Alabama	0.046	0.041	0.878	-0.07	0.16
	Florida Service Area	0.096	0.062	0.627	-0.08	0.27
	Rest of United States	0.007	0.047	1.000	-0.13	0.14
	International	0.201	0.100	0.354	-0.10	0.50
Florida Service Area	Mobile or Baldwin County	-0.091	0.053	0.527	-0.24	0.06
	Rest of Alabama	-0.051	0.055	0.940	-0.21	0.11
	Mississippi Service Area	-0.096	0.062	0.627	-0.27	0.08
	Rest of United States	-0.089	0.059	0.662	-0.26	0.08
	International	0.104	0.106	0.921	-0.21	0.42
Rest of United States	Mobile or Baldwin County	-0.002	0.034	1.000	-0.10	0.10
	Rest of Alabama	0.038	0.037	0.907	-0.07	0.14
	Mississippi Service Area	-0.007	0.047	1.000	-0.14	0.13
	Florida Service Area	0.089	0.059	0.662	-0.08	0.26
	International	0.193	0.098	0.377	-0.10	0.49
International	Mobile or Baldwin County	-0.195	0.094	0.331	-0.48	0.09
	Rest of Alabama	-0.155	0.095	0.590	-0.44	0.13
	Mississippi Service Area	-0.201	0.100	0.354	-0.50	0.10
	Florida Service Area	-0.104	0.106	0.921	-0.42	0.21
	Rest of United States	-0.193	0.098	0.377	-0.49	0.10

2022 Cohort * First Generation * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) First Generation		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
No	Yes	.073*	0.028	0.025	0.01	0.14
	Unknown	.121*	0.043	0.015	0.02	0.22
Yes	No	-.073*	0.028	0.025	-0.14	-0.01
	Unknown	0.048	0.048	0.580	-0.07	0.16
Unknown	No	-.121*	0.043	0.015	-0.22	-0.02
	Yes	-0.048	0.048	0.580	-0.16	0.07

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

2022 Cohort * HS GPA * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) HS GPA		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
3.0 or lower	3.01-3.5	-.119*	0.050	0.048	-0.24	0.00
	3.51 or higher	-.334*	0.044	0.000	-0.44	-0.23
3.01-3.5	3.0 or lower	.119*	0.050	0.048	0.00	0.24
	3.51 or higher	-.216*	0.029	0.000	-0.28	-0.15
3.51 or higher	3.0 or lower	.334*	0.044	0.000	0.23	0.44
	3.01-3.5	.216*	0.029	0.000	0.15	0.28

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

2022 Cohort * ACT * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) ACT		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
19 or lower	20-21	-.145[*]	0.037	0.002	-0.26	-0.03
	22-23	-.123[*]	0.038	0.023	-0.24	-0.01
	24-25	-.163[*]	0.039	0.001	-0.28	-0.05
	26-27	-.200[*]	0.042	0.000	-0.33	-0.08
	28-29	-.195[*]	0.044	0.000	-0.32	-0.07
	30 or higher	-.277[*]	0.034	0.000	-0.38	-0.18
20-21	19 or lower	.145[*]	0.037	0.002	0.03	0.26
	22-23	0.022	0.038	0.997	-0.09	0.13
	24-25	-0.019	0.039	0.999	-0.13	0.10
	26-27	-0.055	0.042	0.841	-0.18	0.07
	28-29	-0.051	0.043	0.906	-0.18	0.08
	30 or higher	-.132[*]	0.034	0.002	-0.23	-0.03
24-25	19 or lower	.163[*]	0.039	0.001	0.05	0.28
	20-21	0.019	0.039	0.999	-0.10	0.13
	22-23	0.041	0.040	0.950	-0.08	0.16
	26-27	-0.037	0.044	0.981	-0.17	0.09
	28-29	-0.032	0.045	0.992	-0.17	0.10
	30 or higher	-.114[*]	0.036	0.030	-0.22	-0.01
26-27	19 or lower	.200[*]	0.042	0.000	0.08	0.33
	20-21	0.055	0.042	0.841	-0.07	0.18
	22-23	0.078	0.043	0.538	-0.05	0.20
	24-25	0.037	0.044	0.981	-0.09	0.17
	28-29	0.005	0.048	1.000	-0.14	0.15
	30 or higher	-0.077	0.039	0.439	-0.19	0.04
28-29	19 or lower	.195[*]	0.044	0.000	0.07	0.32
	20-21	0.051	0.043	0.906	-0.08	0.18
	22-23	0.073	0.044	0.651	-0.06	0.20
	24-25	0.032	0.045	0.992	-0.10	0.17
	26-27	-0.005	0.048	1.000	-0.15	0.14
	30 or higher	-0.082	0.041	0.412	-0.20	0.04
30 or higher	19 or lower	.277[*]	0.034	0.000	0.18	0.38
	20-21	.132[*]	0.034	0.002	0.03	0.23
	22-23	.155[*]	0.035	0.000	0.05	0.26
	24-25	.114[*]	0.036	0.030	0.01	0.22
	26-27	0.077	0.039	0.439	-0.04	0.19
	28-29	0.082	0.041	0.412	-0.04	0.20

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

2022 Freshman Cohort Retention Report ANOVA Tables

2022 Cohort * Number of Campus Recruitment Visits * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Number On Campus Recruitment Visits Attended		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
Did Not Attend/Unknown	Attended 1 Campus Visit Event	-.081*	0.024	0.004	-0.14	-0.02
	Attended 2 Campus Visit Events	-.096*	0.033	0.019	-0.18	-0.01
	Attended 3 or More Campus Visit Events	-0.117	0.074	0.398	-0.32	0.08
Attended 1 Campus Visit Event	Did Not Attend/Unknown	.081*	0.024	0.004	0.02	0.14
	Attended 2 Campus Visit Events	-0.016	0.031	0.959	-0.10	0.07
	Attended 3 or More Campus Visits	-0.036	0.073	0.958	-0.23	0.16
Attended 2 Campus Visit Events	Did Not Attend/Unknown	.096*	0.033	0.019	0.01	0.18
	Attended 1 Campus Visit Event	0.016	0.031	0.959	-0.07	0.10
	Attended 3 or More Campus Visits	-0.021	0.077	0.993	-0.23	0.18
Attended 3 or More Campus Visit Events	Did Not Attend/Unknown	0.117	0.074	0.398	-0.08	0.32
	Attended 1 Campus Visit Event	0.036	0.073	0.958	-0.16	0.23
	Attended 2 Campus Visit Events	0.021	0.077	0.993	-0.18	0.23

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

2022 Cohort * Individual/Family Tours * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Number Individual/Family Tours Attended		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
Did Not Attend/Unknown	Attended 1 Individual/Family Tour	-.074*	0.021	0.002	-0.12	-0.02
	Attended Multiple Individual/Family Tours	-0.115	0.074	0.277	-0.30	0.07
Attended 1 Individual/Family Tour	Did Not Attend/Unknown	.074*	0.021	0.002	0.02	0.12
	Attended Multiple Individual/Family Tours	-0.041	0.074	0.844	-0.22	0.14
Attended Multiple Individual/Family Tours	Did Not Attend/Unknown	0.115	0.074	0.277	-0.07	0.30
	Attended 1 Individual/Family Tour	0.041	0.074	0.844	-0.14	0.22

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

2022 Cohort * Application Date * Multiple Comparisons

Dependent Variable:

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	.064*	0.023	0.042	0.00	0.13
	After December 1 through February 15	.185*	0.038	0.000	0.08	0.29
	After February 15 through May 1	.209*	0.047	0.000	0.08	0.34
	After May 1	.222*	0.055	0.001	0.07	0.37
After October 1 through December 1	On or Before October 1	-.064*	0.023	0.042	-0.13	0.00
	After December 1 through February 15	.120*	0.037	0.011	0.02	0.22
	After February 15 through May 1	.145*	0.047	0.019	0.02	0.27
	After May 1	.158*	0.055	0.036	0.01	0.31
After December 1 through February 15	On or Before October 1	-.185*	0.038	0.000	-0.29	-0.08
	After October 1 through December 1	-.120*	0.037	0.011	-0.22	-0.02
	After February 15 through May 1	0.025	0.056	0.992	-0.13	0.18
	After May 1	0.038	0.062	0.974	-0.13	0.21
After February 15 through May 1	On or Before October 1	-.209*	0.047	0.000	-0.34	-0.08
	After October 1 through December 1	-.145*	0.047	0.019	-0.27	-0.02
	After December 1 through February 15	-0.025	0.056	0.992	-0.18	0.13
	After May 1	0.013	0.068	1.000	-0.18	0.20
After May 1	On or Before October 1	-.222*	0.055	0.001	-0.37	-0.07
	After October 1 through December 1	-.158*	0.055	0.036	-0.31	-0.01
	After December 1 through February 15	-0.038	0.062	0.974	-0.21	0.13
	After February 15 through May 1	-0.013	0.068	1.000	-0.20	0.18

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

2022 Cohort * Acceptance Date * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Acceptance Date		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
On or Before February 15	After February 15 through May 1	.124*	0.037	0.003	0.04	0.21
	After May 1	.268*	0.044	0.000	0.17	0.37
After February 15 through May 1	On or Before February 15	-.124*	0.037	0.003	-0.21	-0.04
	After May 1	.144*	0.055	0.025	0.01	0.27
After May 1	On or Before February 15	-.268*	0.044	0.000	-0.37	-0.17
	After February 15 through May 1	-.144*	0.055	0.025	-0.27	-0.01

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

2022 Freshman Cohort Retention Report ANOVA Tables

2022 Cohort * Orientation * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Orientation		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
Transfer/Adult/Unknown Orientation	May/Summer Term Orientation	-0.321	0.100	0.087	-0.66	0.02
	Freshman Session 1	-.325*	0.079	0.006	-0.60	-0.05
	Freshman Session 2	-.325*	0.078	0.006	-0.60	-0.06
	Freshman Session 4	-.308*	0.079	0.013	-0.58	-0.04
	Freshman Session 5	-.321*	0.079	0.008	-0.59	-0.05
	Freshman Session 6	-0.255	0.080	0.100	-0.53	0.02
	Freshman Session 7	-.288*	0.082	0.038	-0.57	-0.01
	Freshman Session 8	-0.265	0.083	0.089	-0.55	0.02
	Freshman Session 9	-.327*	0.080	0.007	-0.60	-0.05
	Freshman Session 10/August	-0.183	0.091	0.720	-0.49	0.13
	Pre Convocation Virtual Orientation	-0.246	0.085	0.179	-0.53	0.04
	Post Convocation Virtual Orientation	-0.092	0.155	1.000	-0.67	0.49
Freshman Session 1	Transfer/Adult/Unknown Orientation	.325*	0.079	0.006	0.05	0.60
	May/Summer Term Orientation	0.004	0.075	1.000	-0.26	0.27
	Freshman Session 2	0.000	0.041	1.000	-0.14	0.14
	Freshman Session 4	0.017	0.042	1.000	-0.12	0.16
	Freshman Session 5	0.004	0.042	1.000	-0.14	0.15
	Freshman Session 6	0.071	0.045	0.940	-0.08	0.22
	Freshman Session 7	0.038	0.047	1.000	-0.12	0.20
	Freshman Session 8	0.060	0.049	0.991	-0.10	0.23
	Freshman Session 9	-0.002	0.044	1.000	-0.15	0.14
	Freshman Session 10/August	0.142	0.062	0.523	-0.07	0.35
	Pre Convocation Virtual Orientation	0.080	0.052	0.949	-0.10	0.25
	Post Convocation Virtual Orientation	0.233	0.140	0.882	-0.32	0.78
Freshman Session 10/August	Transfer/Adult/Unknown Orientation	0.183	0.091	0.720	-0.13	0.49
	May/Summer Term Orientation	-0.138	0.087	0.932	-0.44	0.16
	Freshman Session 1	-0.142	0.062	0.523	-0.35	0.07
	Freshman Session 2	-0.142	0.061	0.516	-0.35	0.07
	Freshman Session 4	-0.125	0.062	0.720	-0.33	0.08
	Freshman Session 5	-0.138	0.062	0.577	-0.35	0.07
	Freshman Session 6	-0.071	0.064	0.996	-0.29	0.14
	Freshman Session 7	-0.105	0.066	0.929	-0.33	0.12
	Freshman Session 8	-0.082	0.067	0.991	-0.31	0.14
	Freshman Session 9	-0.144	0.063	0.532	-0.36	0.07
	Pre Convocation Virtual Orientation	-0.062	0.069	1.000	-0.30	0.17
	Post Convocation Virtual Orientation	0.091	0.148	1.000	-0.47	0.65

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

2022 Cohort * College * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) College		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
AS	AH	-.128*	0.032	0.001	-0.22	-0.03
	BU	0.069	0.042	0.669	-0.06	0.19
	CS	-.155*	0.039	0.002	-0.27	-0.04
	ED	-0.037	0.040	0.971	-0.16	0.08
	EG	0.011	0.039	1.000	-0.11	0.13
	NU	-.104*	0.031	0.014	-0.20	-0.01
AH	AS	.128*	0.032	0.001	0.03	0.22
	BU	.197*	0.044	0.000	0.07	0.33
	CS	-0.028	0.040	0.993	-0.15	0.09
	ED	0.091	0.042	0.308	-0.03	0.21
	EG	.138*	0.041	0.013	0.02	0.26
	NU	0.024	0.032	0.990	-0.07	0.12
BU	AS	-0.069	0.042	0.669	-0.19	0.06
	AH	-.197*	0.044	0.000	-0.33	-0.07
	CS	-.224*	0.049	0.000	-0.37	-0.08
	ED	-0.106	0.050	0.359	-0.26	0.04
	EG	-0.058	0.049	0.904	-0.20	0.09
	NU	-.173*	0.043	0.002	-0.30	-0.04
CS	AS	.155*	0.039	0.002	0.04	0.27
	AH	0.028	0.040	0.993	-0.09	0.15
	BU	.224*	0.049	0.000	0.08	0.37
	ED	0.119	0.047	0.164	-0.02	0.26
	EG	.166*	0.046	0.008	0.03	0.30
	NU	0.051	0.040	0.851	-0.07	0.17
EG	AS	-0.011	0.039	1.000	-0.13	0.11
	AH	-.138*	0.041	0.013	-0.26	-0.02
	BU	0.058	0.049	0.904	-0.09	0.20
	CS	-.166*	0.046	0.008	-0.30	-0.03
	ED	-0.047	0.048	0.956	-0.19	0.09
	NU	-0.115	0.040	0.067	-0.23	0.00
NU	AS	.104*	0.031	0.014	0.01	0.20
	AH	-0.024	0.032	0.990	-0.12	0.07
	BU	.173*	0.043	0.002	0.04	0.30
	CS	-0.051	0.040	0.851	-0.17	0.07
	ED	0.067	0.041	0.662	-0.06	0.19
	EG	0.115	0.040	0.067	0.00	0.23

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

2022 Freshman Cohort Retention Report ANOVA Tables

2022 Cohort * FR Residency Scholarship * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) FR Residency Scholarship 1st Fall		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
No Freshman Scholarship	Other Residency for Scholarship	-.154*	0.022	0.000	-0.21	-0.10
	In-State Service Area	-.122*	0.038	0.008	-0.22	-0.02
	In-State Talent and Ability	-0.087	0.044	0.203	-0.20	0.03
Other Residency for Scholarship	No Freshman Scholarship	.154*	0.022	0.000	0.10	0.21
	In-State Service Area	0.033	0.037	0.811	-0.06	0.13
	In-State Talent and Ability	0.067	0.044	0.413	-0.05	0.18
In-State Service Area	No Freshman Scholarship	.122*	0.038	0.008	0.02	0.22
	Other Residency for Scholarship	-0.033	0.037	0.811	-0.13	0.06
	In-State Talent and Ability	0.035	0.053	0.915	-0.10	0.17
In-State Talent and Ability	No Freshman Scholarship	0.087	0.044	0.203	-0.03	0.20
	Other Residency for Scholarship	-0.067	0.044	0.413	-0.18	0.05
	In-State Service Area	-0.035	0.053	0.915	-0.17	0.10

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

2022 Cohort * FR Academic Scholarship Renewal 2nd Fall * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) FR Academic Scholarship 2nd Fall		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
No Freshman Scholarship	Scholarship Not Renewed	.279*	0.036	0.000	0.19	0.36
	Renewed Scholarship	-.308*	0.016	0.000	-0.35	-0.27
Scholarship Not Renewed	No Freshman Scholarship	-.279*	0.036	0.000	-0.36	-0.19
	Renewed Scholarship	-.587*	0.033	0.000	-0.66	-0.51
Renewed Scholarship	No Freshman Scholarship	.308*	0.016	0.000	0.27	0.35
	Scholarship Not Renewed	.587*	0.033	0.000	0.51	0.66

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

2022 Cohort * Freshman Housing Policy * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Freshman Housing Residency Policy		Mean Difference (I-J)	Std. Error	Sig.	Interval	
					Lower Bound	Upper Bound
Lived On-Campus	Residing with Parent/Grandparent/Guardian	-0.047	0.031	0.443	-0.13	0.03
	Other Documented Justification	-0.092	0.143	0.914	-0.59	0.40
	Did Not Document Justification	0.043	0.028	0.433	-0.03	0.12
Residing with Parent/Grandparent/Guardian	Lived On-Campus	0.047	0.031	0.443	-0.03	0.13
	Other Documented Justification	-0.046	0.146	0.988	-0.54	0.45
	Did Not Document Justification	0.089	0.038	0.088	-0.01	0.19
Other Documented Justification	Lived On-Campus	0.092	0.143	0.914	-0.40	0.59
	Residing with Parent/Grandparent/Guardian	0.046	0.146	0.988	-0.45	0.54
	Did Not Document Justification	0.135	0.145	0.790	-0.36	0.63
Did Not Document Justification	Lived On-Campus	-0.043	0.028	0.433	-0.12	0.03
	Residing with Parent/Grandparent/Guardian	-0.089	0.038	0.088	-0.19	0.01
	Other Documented Justification	-0.135	0.145	0.790	-0.63	0.36

2022 Freshman Cohort Retention Report ANOVA Tables

2022 Cohort * FYE Course * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) FYE Logistic		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
AHP 101	No FYE	.147*	0.044	0.026	0.01	0.29
	BUS 150	.222*	0.046	0.000	0.08	0.37
	CAS 100	.172*	0.033	0.000	0.07	0.28
	CIS 101	0.013	0.044	1.000	-0.13	0.15
	EDU 100	0.019	0.072	1.000	-0.22	0.26
	EG 101	0.074	0.047	0.822	-0.07	0.22
	KIN 100	0.116	0.050	0.330	-0.04	0.27
	NU 101	0.036	0.035	0.984	-0.07	0.14
BUS 150	No FYE	-0.074	0.052	0.881	-0.24	0.09
	AHP 101	-.222*	0.046	0.000	-0.37	-0.08
	CAS 100	-0.049	0.043	0.965	-0.18	0.08
	CIS 101	-.209*	0.052	0.002	-0.37	-0.05
	EDU 100	-0.203	0.077	0.203	-0.45	0.05
	EG 101	-0.148	0.054	0.145	-0.32	0.02
	KIN 100	-0.106	0.057	0.639	-0.28	0.07
	NU 101	-.186*	0.044	0.001	-0.32	-0.05
CAS 100	No FYE	-0.025	0.040	0.999	-0.15	0.10
	AHP 101	-.172*	0.033	0.000	-0.28	-0.07
	BUS 150	0.049	0.043	0.965	-0.08	0.18
	CIS 101	-.160*	0.041	0.004	-0.29	-0.03
	EDU 100	-0.154	0.070	0.436	-0.39	0.08
	EG 101	-0.098	0.044	0.377	-0.24	0.04
	KIN 100	-0.056	0.047	0.954	-0.20	0.09
	NU 101	-.137*	0.030	0.000	-0.23	-0.04
CIS 101	No FYE	0.135	0.050	0.152	-0.02	0.29
	AHP 101	-0.013	0.044	1.000	-0.15	0.13
	BUS 150	.209*	0.052	0.002	0.05	0.37
	CAS 100	.160*	0.041	0.004	0.03	0.29
	EDU 100	0.006	0.076	1.000	-0.24	0.25
	EG 101	0.061	0.053	0.963	-0.10	0.23
	KIN 100	0.104	0.055	0.627	-0.07	0.28
	NU 101	0.023	0.042	1.000	-0.11	0.15
NU 101	No FYE	0.112	0.042	0.159	-0.02	0.24
	AHP 101	-0.036	0.035	0.984	-0.14	0.07
	BUS 150	.186*	0.044	0.001	0.05	0.32
	CAS 100	.137*	0.030	0.000	0.04	0.23
	CIS 101	-0.023	0.042	1.000	-0.15	0.11
	EDU 100	-0.017	0.071	1.000	-0.25	0.22
	EG 101	0.038	0.045	0.995	-0.10	0.18
	KIN 100	0.081	0.048	0.753	-0.07	0.23

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

2022 Cohort * Number of RSO/GOs * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Number of RSO/GOs		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
Did Not Participate	Participated in 1 RSO/GO	-.178*	0.024	0.000	-0.24	-0.12
	Participated in 2 RSO/GOs	-.189*	0.032	0.000	-0.27	-0.11
	Participated in 3 or More RSO/GOs	-.207*	0.031	0.000	-0.29	-0.13
Participated in 1 RSO/GO	Did Not Participate	.178*	0.024	0.000	0.12	0.24
	Participated in 2 RSO/GOs	-0.011	0.035	0.990	-0.10	0.08
	Participated in 3 or More RSO/GOs	-0.029	0.034	0.824	-0.12	0.06
Participated in 2 RSO/GOs	Did Not Participate	.189*	0.032	0.000	0.11	0.27
	Participated in 1 RSO/GO	0.011	0.035	0.990	-0.08	0.10
	Participated in 3 or More RSO/GOs	-0.019	0.040	0.966	-0.12	0.09
Participated in 3 or More RSO/GOs	Did Not Participate	.207*	0.031	0.000	0.13	0.29
	Participated in 1 RSO/GO	0.029	0.034	0.824	-0.06	0.12
	Participated in 2 RSO/GOs	0.019	0.040	0.966	-0.09	0.12

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

2022 Cohort * Rec Center Visits * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Rec Center Usage in First Fall		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
Did Not Visit Recreation Center	Occasionally (1-16 Visits)	-.104*	0.028	0.004	-0.19	-0.02
	About 1-2 Times Per Week (17-32 Visits)	-0.102	0.039	0.127	-0.22	0.01
	About 2-3 Times Per Week (33-48 Visits)	-0.073	0.053	0.816	-0.23	0.09
	About 3-4 Times Per Week (49-64 Visits)	-0.178	0.059	0.053	-0.36	0.00
	About 4-5 Times Per Week (65-80 Visits)	-0.145	0.075	0.481	-0.38	0.09
	More Than 5 Times Per Week (81 or More Visits)	-0.017	0.108	1.000	-0.37	0.33
Occasionally (1-16 Visits)	Did Not Visit Recreation Center	.104*	0.028	0.004	0.02	0.19
	About 1-2 Times Per Week (17-32 Visits)	0.003	0.034	1.000	-0.10	0.10
	About 2-3 Times Per Week (33-48 Visits)	0.031	0.050	0.996	-0.12	0.18
	About 3-4 Times Per Week (49-64 Visits)	-0.073	0.055	0.835	-0.24	0.10
	About 4-5 Times Per Week (65-80 Visits)	-0.040	0.073	0.998	-0.27	0.19
	More Than 5 Times Per Week (81 or More Visits)	0.087	0.106	0.980	-0.26	0.43

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

2022 Cohort * MLC Organizations * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) MLC Participation		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
No MLCs	1 MLC Organization	-0.085	0.053	0.248	-0.21	0.04
	2 or More MLC Organizations	-0.137	0.073	0.176	-0.32	0.05
1 MLC Organization	No MLCs	0.085	0.053	0.248	-0.04	0.21
	2 or More MLC Organizations	-0.052	0.089	0.831	-0.27	0.17
2 or More MLC Organizations	No MLCs	0.137	0.073	0.176	-0.05	0.32
	1 MLC Organization	0.052	0.089	0.831	-0.17	0.27

2022 Cohort * Number of South Serves Experiences * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Number Service Experiences		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
Did Not Participate in South Serves	Attended 1 Service Experience	-.156*	0.030	0.000	-0.24	-0.07
	Attended 2 or 3 Service Experiences	-.163*	0.040	0.001	-0.27	-0.05
	Attended 4 or 5 Service Experiences	-.205*	0.045	0.001	-0.33	-0.08
	Attended 6 or More Service Experiences	-.268*	0.012	0.000	-0.30	-0.23
Attended 1 Service Experience	Did Not Participate in South Serves	.156*	0.030	0.000	0.07	0.24
	Attended 2 or 3 Service Experiences	-0.007	0.047	1.000	-0.14	0.12
	Attended 4 or 5 Service Experiences	-0.049	0.051	0.871	-0.19	0.10
	Attended 6 or More Service Experiences	-.112*	0.027	0.001	-0.19	-0.04
Attended 2 or 3 Service Experiences	Did Not Participate in South Serves	.163*	0.040	0.001	0.05	0.27
	Attended 1 Service Experience	0.007	0.047	1.000	-0.12	0.14
	Attended 4 or 5 Service Experiences	-0.042	0.058	0.949	-0.20	0.12
	Attended 6 or More Service Experiences	-0.104	0.038	0.054	-0.21	0.00
Attended 4 or 5 Service Experiences	Did Not Participate in South Serves	.205*	0.045	0.001	0.08	0.33
	Attended 1 Service Experience	0.049	0.051	0.871	-0.10	0.19
	Attended 2 or 3 Service Experiences	0.042	0.058	0.949	-0.12	0.20
	Attended 6 or More Service Experiences	-0.063	0.043	0.609	-0.19	0.06
Attended 6 or More Service Experiences	Did Not Participate in South Serves	.268*	0.012	0.000	0.23	0.30
	Attended 1 Service Experience	.112*	0.027	0.001	0.04	0.19
	Attended 2 or 3 Service Experiences	0.104	0.038	0.054	0.00	0.21
	Attended 4 or 5 Service Experiences	0.063	0.043	0.609	-0.06	0.19

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

2022 Cohort * Subject Tutoring * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Subject Tutoring Appointments		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
No Appointments	1 Appointment	0.007	0.053	1.000	-0.14	0.16
	2 Appointments	-0.092	0.071	0.695	-0.30	0.11
	3 or 4 Appointments	-0.080	0.076	0.828	-0.30	0.14
	5 or More Appointments	0.010	0.074	1.000	-0.20	0.22
1 Appointment	No Appointments	-0.007	0.053	1.000	-0.16	0.14
	2 Appointments	-0.098	0.087	0.791	-0.34	0.15
	3 or 4 Appointments	-0.086	0.091	0.877	-0.34	0.17
	5 or More Appointments	0.004	0.090	1.000	-0.25	0.26
5 or More Appointments	No Appointments	-0.010	0.074	1.000	-0.22	0.20
	1 Appointment	-0.004	0.090	1.000	-0.26	0.25
	2 Appointments	-0.102	0.101	0.851	-0.39	0.18
	3 or 4 Appointments	-0.090	0.105	0.910	-0.38	0.20

2022 Cohort * Writing Lab * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Writing Lab Appointments		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
No Appointments	1 Appointment	-0.033	0.041	0.928	-0.15	0.08
	2 Appointments	-.211[*]	0.030	0.000	-0.30	-0.13
	3 or 4 Appointments	-.180[*]	0.042	0.001	-0.30	-0.06
	5 or More Appointments	-0.029	0.102	0.998	-0.34	0.28
1 Appointment	No Appointments	0.033	0.041	0.928	-0.08	0.15
	2 Appointments	-.178[*]	0.048	0.003	-0.31	-0.04
	3 or 4 Appointments	-0.147	0.056	0.077	-0.30	0.01
	5 or More Appointments	0.004	0.108	1.000	-0.32	0.32
2 Appointments	No Appointments	.211[*]	0.030	0.000	0.13	0.30
	1 Appointment	.178[*]	0.048	0.003	0.04	0.31
	3 or 4 Appointments	0.031	0.049	0.968	-0.11	0.17
	5 or More Appointments	0.182	0.105	0.433	-0.13	0.50
3 or 4 Appointments	No Appointments	.180[*]	0.042	0.001	0.06	0.30
	1 Appointment	0.147	0.056	0.077	-0.01	0.30
	2 Appointments	-0.031	0.049	0.968	-0.17	0.11
	5 or More Appointments	0.151	0.109	0.641	-0.17	0.47
5 or More Appointments	No Appointments	0.029	0.102	0.998	-0.28	0.34
	1 Appointment	-0.004	0.108	1.000	-0.32	0.32
	2 Appointments	-0.182	0.105	0.433	-0.50	0.13
	3 or 4 Appointments	-0.151	0.109	0.641	-0.47	0.17

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

2022 Freshman Cohort Retention Report ANOVA Tables

2022 Cohort * AATS Advising Appointments * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Advising Appointments Attended First Fall		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
No Advising Appointments	Attended 1 Advising Appointment	-.286*	0.070	0.002	-0.49	-0.08
	Attended 2 Advising Appointments	-.237*	0.071	0.018	-0.45	-0.03
	Attended 3 Advising Appointments	-0.218	0.077	0.061	-0.44	0.01
	Attended 4 Advising Appointments	-0.104	0.100	0.905	-0.40	0.19
	Attended 5 or More Advising Appointments	-0.024	0.110	1.000	-0.35	0.30
Attended 1 Advising Appointment	No Advising Appointments	.286*	0.070	0.002	0.08	0.49
	Attended 2 Advising Appointments	0.049	0.024	0.325	-0.02	0.12
	Attended 3 Advising Appointments	0.068	0.037	0.438	-0.04	0.17
	Attended 4 Advising Appointments	0.182	0.074	0.160	-0.04	0.40
	Attended 5 or More Advising Appointments	.262*	0.087	0.048	0.00	0.52
Attended 2 Advising Appointments	No Advising Appointments	.237*	0.071	0.018	0.03	0.45
	Attended 1 Advising Appointment	-0.049	0.024	0.325	-0.12	0.02
	Attended 3 Advising Appointments	0.019	0.040	0.997	-0.09	0.13
	Attended 4 Advising Appointments	0.133	0.076	0.502	-0.09	0.36
	Attended 5 or More Advising Appointments	0.213	0.088	0.174	-0.05	0.48
Attended 3 Advising Appointments	No Advising Appointments	0.218	0.077	0.061	-0.01	0.44
	Attended 1 Advising Appointment	-0.068	0.037	0.438	-0.17	0.04
	Attended 2 Advising Appointments	-0.019	0.040	0.997	-0.13	0.09
	Attended 4 Advising Appointments	0.114	0.081	0.717	-0.12	0.35
	Attended 5 or More Advising Appointments	0.194	0.092	0.303	-0.08	0.47
Attended 4 Advising Appointments	No Advising Appointments	0.104	0.100	0.905	-0.19	0.40
	Attended 1 Advising Appointment	-0.182	0.074	0.160	-0.40	0.04
	Attended 2 Advising Appointments	-0.133	0.076	0.502	-0.36	0.09
	Attended 3 Advising Appointments	-0.114	0.081	0.717	-0.35	0.12
	Attended 5 or More Advising Appointments	0.079	0.112	0.981	-0.25	0.41
Attended 5 or More Advising Appointments	No Advising Appointments	0.024	0.110	1.000	-0.30	0.35
	Attended 1 Advising Appointment	-.262*	0.087	0.048	-0.52	0.00
	Attended 2 Advising Appointments	-0.213	0.088	0.174	-0.48	0.05
	Attended 3 Advising Appointments	-0.194	0.092	0.303	-0.47	0.08
	Attended 4 Advising Appointments	-0.079	0.112	0.981	-0.41	0.25

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

2022 Cohort * Timing of Initial AATS Appointment * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Initial Advising First Fall		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
Not Advised in First Fall	First Advised in First August	-0.165	0.076	0.266	-0.39	0.06
	First Advised in First September	-.314[*]	0.071	0.001	-0.52	-0.11
	First Advised in First October	-.267[*]	0.070	0.005	-0.47	-0.06
	First Advised in First November	-0.095	0.083	0.866	-0.34	0.15
	First Advised in First December	0.185	0.158	0.843	-0.32	0.69
First Advised in First August	Not Advised First Fall	0.165	0.076	0.266	-0.06	0.39
	First Advised in First September	-.149[*]	0.037	0.001	-0.26	-0.04
	First Advised in First October	-0.102	0.036	0.056	-0.21	0.00
	First Advised in First November	0.070	0.058	0.831	-0.10	0.24
	First Advised in First December	0.350	0.146	0.230	-0.14	0.84
First Advised in First September	Not Advised First Fall	.314[*]	0.071	0.001	0.11	0.52
	First Advised in First August	.149[*]	0.037	0.001	0.04	0.26
	First Advised in First October	0.047	0.023	0.307	-0.02	0.11
	First Advised in First November	.219[*]	0.051	0.000	0.07	0.37
	First Advised in First December	.499[*]	0.143	0.043	0.01	0.98
First Advised in First October	Not Advised First Fall	.267[*]	0.070	0.005	0.06	0.47
	First Advised in First August	0.102	0.036	0.056	0.00	0.21
	First Advised in First September	-0.047	0.023	0.307	-0.11	0.02
	First Advised in First November	.172[*]	0.050	0.010	0.03	0.32
	First Advised in First December	0.452	0.143	0.073	-0.03	0.94
First Advised in First November	Not Advised First Fall	0.095	0.083	0.866	-0.15	0.34
	First Advised in First August	-0.070	0.058	0.831	-0.24	0.10
	First Advised in First September	-.219[*]	0.051	0.000	-0.37	-0.07
	First Advised in First October	-.172[*]	0.050	0.010	-0.32	-0.03
	First Advised in First December	0.280	0.150	0.459	-0.21	0.77
First Advised in First December	Not Advised First Fall	-0.185	0.158	0.843	-0.69	0.32
	First Advised in First August	-0.350	0.146	0.230	-0.84	0.14
	First Advised in First September	-.499[*]	0.143	0.043	-0.98	-0.01
	First Advised in First October	-0.452	0.143	0.073	-0.94	0.03
	First Advised in First November	-0.280	0.150	0.459	-0.77	0.21

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

2022 Cohort * AATS Appointment Cancelations * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Canceled Advising Appointments First Fall		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
No Advising Appointments	No Canceled Advising Appointments	-.243[*]	0.075	0.017	-0.45	-0.03
	1 Canceled Advising Appointment	-0.218	0.078	0.054	-0.44	0.00
	2 Canceled Advising Appointments	-0.209	0.095	0.190	-0.47	0.06
	3 or More Canceled Advising Appointments	-0.246	0.164	0.583	-0.77	0.28
No Canceled Advising Appointments	No Advising Appointments	.243[*]	0.075	0.017	0.03	0.45
	1 Canceled Advising Appointment	0.025	0.030	0.919	-0.06	0.11
	2 Canceled Advising Appointments	0.034	0.061	0.981	-0.14	0.21
	3 or More Canceled Advising Appointments	-0.003	0.147	1.000	-0.51	0.50
1 Canceled Advising Appointment	No Advising Appointments	0.218	0.078	0.054	0.00	0.44
	No Canceled Advising Appointments	-0.025	0.030	0.919	-0.11	0.06
	2 Canceled Advising Appointments	0.009	0.066	1.000	-0.18	0.19
	3 or More Canceled Advising Appointments	-0.028	0.149	1.000	-0.54	0.48
2 Canceled Advising Appointments	No Advising Appointments	0.209	0.095	0.190	-0.06	0.47
	No Canceled Advising Appointments	-0.034	0.061	0.981	-0.21	0.14
	1 Canceled Advising Appointment	-0.009	0.066	1.000	-0.19	0.18
	3 or More Canceled Advising Appointments	-0.037	0.159	0.999	-0.55	0.48
3 or More Canceled Advising Appointments	No Advising Appointments	0.246	0.164	0.583	-0.28	0.77
	No Canceled Advising Appointments	0.003	0.147	1.000	-0.50	0.51
	1 Canceled Advising Appointment	0.028	0.149	1.000	-0.48	0.54
	2 Canceled Advising Appointments	0.037	0.159	0.999	-0.48	0.55

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

2022 Freshman Cohort Retention Report ANOVA Tables

2022 Cohort * Number Learning Commons Sessions * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) Number Learning Commons Sessions		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Upper Bound
Did Not Visit Learning Commons	1 Learning Commons Session	-0.017	0.033	1.000	-0.12	0.08
	2 Learning Commons Sessions	-0.015	0.044	1.000	-0.15	0.12
	3 or 4 Learning Commons Sessions	-0.073	0.038	0.520	-0.19	0.04
	5 to 8 Learning Commons Sessions	-0.047	0.037	0.907	-0.16	0.07
	9 to 12 Learning Commons Sessions	-0.018	0.048	1.000	-0.17	0.13
	13 to 16 Learning Commons Sessions	-.193*	0.042	0.001	-0.33	-0.06
	17 or More Learning Commons Sessions	-0.132	0.046	0.100	-0.28	0.01
1 Learning Commons Session	Did Not Visit Learning Commons	0.017	0.033	1.000	-0.08	0.12
	2 Learning Commons Sessions	0.002	0.051	1.000	-0.15	0.16
	3 or 4 Learning Commons Sessions	-0.056	0.045	0.914	-0.19	0.08
	5 to 8 Learning Commons Sessions	-0.030	0.044	0.998	-0.16	0.10
	9 to 12 Learning Commons Sessions	-0.001	0.054	1.000	-0.17	0.16
	13 to 16 Learning Commons Sessions	-.176*	0.049	0.011	-0.33	-0.02
	17 or More Learning Commons Sessions	-0.114	0.052	0.366	-0.28	0.05
2 Learning Commons Sessions	Did Not Visit Learning Commons	0.015	0.044	1.000	-0.12	0.15
	1 Learning Commons Session	-0.002	0.051	1.000	-0.16	0.15
	3 or 4 Learning Commons Sessions	-0.058	0.054	0.960	-0.22	0.11
	5 to 8 Learning Commons Sessions	-0.032	0.053	0.999	-0.20	0.13
	9 to 12 Learning Commons Sessions	-0.003	0.062	1.000	-0.19	0.19
	13 to 16 Learning Commons Sessions	-.178*	0.057	0.046	-0.35	0.00
	17 or More Learning Commons Sessions	-0.117	0.060	0.529	-0.30	0.07
13 to 16 Learning Commons Sessions	Did Not Visit Learning Commons	.193*	0.042	0.001	0.06	0.33
	1 Learning Commons Session	.176*	0.049	0.011	0.02	0.33
	2 Learning Commons Sessions	.178*	0.057	0.046	0.00	0.35
	3 or 4 Learning Commons Sessions	0.120	0.052	0.306	-0.04	0.28
	5 to 8 Learning Commons Sessions	0.146	0.052	0.098	-0.01	0.31
	9 to 12 Learning Commons Sessions	0.175	0.060	0.081	-0.01	0.36
	17 or More Learning Commons Sessions	0.061	0.059	0.966	-0.12	0.24
17 or More Learning Commons Sessions	Did Not Visit Learning Commons	0.132	0.046	0.100	-0.01	0.28
	1 Learning Commons Session	0.114	0.052	0.366	-0.05	0.28
	2 Learning Commons Sessions	0.117	0.060	0.529	-0.07	0.30
	3 or 4 Learning Commons Sessions	0.058	0.055	0.965	-0.11	0.23
	5 to 8 Learning Commons Sessions	0.085	0.055	0.784	-0.08	0.25
	9 to 12 Learning Commons Sessions	0.113	0.063	0.623	-0.08	0.31
	13 to 16 Learning Commons Sessions	-0.061	0.059	0.966	-0.24	0.12

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

2022 Cohort * USA Hours Earned * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) USA Hours Earned (1 Year/End of Summer)		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
0-6 hours	6.5-12 hours	-0.070	0.045	0.621	-0.20	0.06
	12.5-18 hours	-.238*	0.051	0.000	-0.38	-0.09
	18.5-24 hours	-.623*	0.050	0.000	-0.77	-0.48
	24.5-30 hours	-.813*	0.028	0.000	-0.89	-0.73
	30.5 or more hours	-.905*	0.024	0.000	-0.98	-0.83
6.5-12 hours	0-6 hours	0.070	0.045	0.621	-0.06	0.20
	12.5-18 hours	-0.168	0.059	0.053	-0.34	0.00
	18.5-24 hours	-.553*	0.058	0.000	-0.72	-0.39
	24.5-30 hours	-.743*	0.041	0.000	-0.86	-0.62
	30.5 or more hours	-.836*	0.038	0.000	-0.95	-0.72
12.5-18 hours	0-6 hours	.238*	0.051	0.000	0.09	0.38
	6.5-12 hours	0.168	0.059	0.053	0.00	0.34
	18.5-24 hours	-.386*	0.063	0.000	-0.57	-0.21
	24.5-30 hours	-.575*	0.047	0.000	-0.71	-0.44
	30.5 or more hours	-.668*	0.045	0.000	-0.80	-0.54
18.5-24 hours	0-6 hours	.623*	0.050	0.000	0.48	0.77
	6.5-12 hours	.553*	0.058	0.000	0.39	0.72
	12.5-18 hours	.386*	0.063	0.000	0.21	0.57
	24.5-30 hours	-.190*	0.047	0.001	-0.32	-0.05
	30.5 or more hours	-.282*	0.044	0.000	-0.41	-0.15
24.5-30 hours	0-6 hours	.813*	0.028	0.000	0.73	0.89
	6.5-12 hours	.743*	0.041	0.000	0.62	0.86
	12.5-18 hours	.575*	0.047	0.000	0.44	0.71
	18.5-24 hours	.190*	0.047	0.001	0.05	0.32
	30.5 or more hours	-.092*	0.017	0.000	-0.14	-0.04
30.5 or more hours	0-6 hours	.905*	0.024	0.000	0.83	0.98
	6.5-12 hours	.836*	0.038	0.000	0.72	0.95
	12.5-18 hours	.668*	0.045	0.000	0.54	0.80
	18.5-24 hours	.282*	0.044	0.000	0.15	0.41
	24.5-30 hours	.092*	0.017	0.000	0.04	0.14

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

2022 Freshman Cohort Retention Report ANOVA Tables

2022 Cohort * USA GPA * Multiple Comparisons

Dependent Variable:

Games-Howell

(I) USA GPA (1 Year/End of Summer)		Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
2.0 or lower	2.01-2.5	-.486*	0.045	0.000	-0.61	-0.36
	2.51-3.0	-.584*	0.036	0.000	-0.68	-0.49
	3.01-3.5	-.671*	0.030	0.000	-0.75	-0.59
	3.51-4.0	-.712*	0.028	0.000	-0.79	-0.63
2.01-2.5	2.0 or lower	.486*	0.045	0.000	0.36	0.61
	2.51-3.0	-0.098	0.045	0.190	-0.22	0.03
	3.01-3.5	-.185*	0.040	0.000	-0.30	-0.07
	3.51-4.0	-.225*	0.039	0.000	-0.33	-0.12
2.51-3.0	2.0 or lower	.584*	0.036	0.000	0.49	0.68
	2.01-2.5	0.098	0.045	0.190	-0.03	0.22
	3.01-3.5	-.087*	0.029	0.027	-0.17	-0.01
	3.51-4.0	-.127*	0.027	0.000	-0.20	-0.05
3.01-3.5	2.0 or lower	.671*	0.030	0.000	0.59	0.75
	2.01-2.5	.185*	0.040	0.000	0.07	0.30
	2.51-3.0	.087*	0.029	0.027	0.01	0.17
	3.51-4.0	-0.041	0.018	0.168	-0.09	0.01
3.51-4.0	2.0 or lower	.712*	0.028	0.000	0.63	0.79
	2.01-2.5	.225*	0.039	0.000	0.12	0.33
	2.51-3.0	.127*	0.027	0.000	0.05	0.20
	3.01-3.5	0.041	0.018	0.168	-0.01	0.09

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

2022 Cohort * Input Model Classification Table[a]

Observed			Predicted		
			One-Year Retention		Percentage Correct
			No	Yes	
Step 1	One-Year Retention	No	55	250	18.0
		Yes	41	1034	96.2
	Overall Percentage				78.9

a. The cut value is .500

2022 Cohort * Input Model Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Step 1[a]	Female	-0.570	0.152	13.964	1	0.000	0.566	0.420	0.763
	White			14.869	6	0.021			
	African-American	0.198	0.191	1.071	1	0.301	1.219	0.838	1.774
	Asian	1.220	0.471	6.713	1	0.010	3.387	1.346	8.522
	Hispanic	-0.108	0.315	0.117	1	0.732	0.898	0.484	1.665
	Multiracial	-0.309	0.298	1.072	1	0.301	0.734	0.409	1.317
	Non-Resident Alien	19.772	22125.813	0.000	1	0.999	386321643	0.000	
	Other	-1.143	0.504	5.151	1	0.023	0.319	0.119	0.856
	20 years old or older			0.122	3	0.989			
	17 years or younger	-0.081	0.665	0.015	1	0.903	0.922	0.250	3.398
	18 years old	-0.116	0.534	0.048	1	0.827	0.890	0.312	2.535
	19 years old	-0.046	0.563	0.007	1	0.936	0.955	0.317	2.882
	Mobile or Baldwin County			6.891	4	0.142			
	Rest of Alabama	-0.296	0.170	3.048	1	0.081	0.744	0.533	1.037
	Mississippi Service Area	-0.546	0.264	4.282	1	0.039	0.580	0.346	0.972
	Florida Service Area	-0.482	0.308	2.439	1	0.118	0.618	0.337	1.131
	Rest of United States	-0.162	0.260	0.389	1	0.533	0.850	0.511	1.415
	Not First Generation			8.676	2	0.013			
	First Generation	-0.416	0.172	5.853	1	0.016	0.659	0.471	0.924
	Unknown First Generation	-0.557	0.274	4.129	1	0.042	0.573	0.335	0.980
	After May 1			5.882	4	0.208			
	On or Before October 1	0.461	0.357	1.667	1	0.197	1.586	0.788	3.194
	After Dec. 1-Feb. 15	0.363	0.334	1.176	1	0.278	1.437	0.746	2.768
	After Feb. 15-May 1	0.021	0.363	0.003	1	0.954	1.021	0.502	2.079
	After May 1	-0.046	0.395	0.013	1	0.908	0.956	0.441	2.072
	HS GPA 3.0 or lower			41.181	2	0.000			
	HS GPA 3.01-3.5	0.530	0.242	4.783	1	0.029	1.699	1.057	2.731
	HS GPA 3.51 or higher	1.335	0.233	32.815	1	0.000	3.799	2.406	5.999
	ACT 19 or lower			16.719	6	0.010			
	ACT 20-21	0.487	0.240	4.111	1	0.043	1.627	1.016	2.605
	ACT 22-23	0.196	0.240	0.667	1	0.414	1.217	0.760	1.949
	ACT 24-25	0.401	0.274	2.147	1	0.143	1.493	0.873	2.553
	ACT 26-27	0.614	0.322	3.630	1	0.057	1.848	0.983	3.474
	ACT 28-29	0.579	0.339	2.911	1	0.088	1.784	0.918	3.467
	ACT 30 or higher	1.402	0.374	14.060	1	0.000	4.063	1.953	8.454
	Test Optional Admit	0.296	0.260	1.298	1	0.255	1.345	0.808	2.239
	Constant	-0.056	0.633	0.008	1	0.929	0.945		

a. Variable(s) entered on step 1: Gender T-Test, Race, Age, Region, First Generation, Application Date, HS GPA Logistic, ACT, Test Optional Admit.

2022 Cohort * Input and Environment Model Classification

Observed			Predicted		
			One-Year Retention		Percentage Correct
			No	Yes	
Step 1	One-Year Retention	No	143	235	37.8
		Yes	72	1145	94.1
	Overall Percentage				80.8

a. The cut value is .500

2022 Cohort * Input and Environment Model Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Female	-0.298	0.170	3.051	1	0.081	0.743	0.532	1.037
	White			15.464	6	0.017			
	African-American	0.170	0.205	0.686	1	0.408	1.185	0.793	1.772
	Asian	1.030	0.481	4.582	1	0.032	2.801	1.091	7.191
	Hispanic	-0.242	0.323	0.561	1	0.454	0.785	0.417	1.479
	Multiracial	-0.152	0.317	0.230	1	0.632	0.859	0.461	1.600
	Non-Resident Alien	0.243	0.576	0.177	1	0.674	1.274	0.412	3.940
	Other	-1.496	0.512	8.550	1	0.003	0.224	0.082	0.611
	20 years or older			2.166	3	0.539			
	17 years or younger	0.542	0.602	0.811	1	0.368	1.720	0.528	5.598
	18 years old	0.182	0.459	0.158	1	0.691	1.200	0.488	2.952
	19 years old	-0.073	0.483	0.023	1	0.880	0.930	0.361	2.394
	Mobile or Baldwin County			11.546	4	0.021			
	Rest of Alabama	-0.649	0.210	9.557	1	0.002	0.522	0.346	0.788
	Mississippi Service Area	-0.299	0.303	0.978	1	0.323	0.741	0.410	1.341
	Florida Service Area	-0.775	0.331	5.480	1	0.019	0.460	0.241	0.881
	Rest of United States	-0.454	0.269	2.859	1	0.091	0.635	0.375	1.075
	Not First Generation			6.523	2	0.038			
	First Generation	-0.247	0.180	1.888	1	0.169	0.781	0.549	1.111
	Unknown First Generation	-0.653	0.288	5.135	1	0.023	0.521	0.296	0.916
	After May 1			3.657	4	0.454			
	On or Before October 1	0.157	0.350	0.201	1	0.654	1.170	0.589	2.321
	After Oct. 1- Dec. 1	0.101	0.316	0.102	1	0.749	1.106	0.596	2.054
	After Dec.1-Feb. 15	-0.016	0.335	0.002	1	0.962	0.984	0.510	1.898
	After Feb. 15-May 1	-0.373	0.357	1.094	1	0.296	0.688	0.342	1.386
	HS GPA 3.0 or lower			31.876	2	0.000			
	HS GPA 3.01-3.5	0.217	0.249	0.763	1	0.382	1.243	0.763	2.025
	HS GPA 3.51 or higher	1.048	0.244	18.481	1	0.000	2.851	1.768	4.597
	Test Optional Admit	0.135	0.195	0.480	1	0.488	1.145	0.781	1.680
	Did Not Attend/Unknown			0.495	2	0.781			
	Attended 1 Individual/Family Tour	-0.008	0.162	0.003	1	0.960	0.992	0.722	1.363
	Attended Multiple Individual/Family Tours	-0.455	0.650	0.491	1	0.484	0.634	0.177	2.268
	College Preview Day Attendance(1)	0.965	0.453	4.548	1	0.033	2.625	1.081	6.375

2022 Freshman Cohort Retention Report Logistic Tables

Take Over South Attendance(1)	0.774	0.547	2.000	1	0.157	2.167	0.742	6.332
Number USA Days Attended(1)	0.011	0.194	0.003	1	0.954	1.011	0.691	1.480
Group/HS Tour Attendance	0.695	0.398	3.046	1	0.081	2.004	0.918	4.375
Decision Day Attendance	0.367	0.285	1.651	1	0.199	1.443	0.825	2.524
Southbound Tailgate/Tour Attendance	1.166	0.644	3.280	1	0.070	3.209	0.909	11.336
Transfer/Adult/Unknown Orientation			13.495	12	0.334			
May/Summer Term Orientation	1.594	0.611	6.812	1	0.009	4.921	1.487	16.286
Freshman Session 1	0.472	0.441	1.144	1	0.285	1.602	0.675	3.802
Freshman Session 2	0.331	0.439	0.568	1	0.451	1.392	0.589	3.288
Freshman Session 4	0.331	0.432	0.586	1	0.444	1.392	0.597	3.248
Freshman Session 5	0.732	0.434	2.847	1	0.092	2.079	0.888	4.865
Freshman Session 6	0.187	0.430	0.189	1	0.664	1.206	0.519	2.801
Freshman Session 7	0.410	0.447	0.840	1	0.359	1.506	0.627	3.617
Freshman Session 8	0.248	0.441	0.315	1	0.575	1.281	0.540	3.040
Freshman Session 9	0.665	0.447	2.214	1	0.137	1.944	0.810	4.667
Freshman Session 10/August	0.325	0.448	0.525	1	0.469	1.383	0.575	3.329
Pre Convocation Virtual Orientation	0.656	0.437	2.254	1	0.133	1.928	0.818	4.542
Post Convocation Virtual Orientation	-0.083	0.728	0.013	1	0.909	0.920	0.221	3.834
FR Academic Scholarship 1st Fall	0.279	0.181	2.383	1	0.123	1.322	0.927	1.885
Pell Grant	0.181	0.171	1.123	1	0.289	1.199	0.857	1.676
Subsidized Stafford Loan	0.553	0.166	11.152	1	0.001	1.739	1.257	2.406
Work Study	0.600	0.658	0.833	1	0.361	1.823	0.502	6.615
Veteran Aid	0.246	0.284	0.754	1	0.385	1.279	0.734	2.230
Housing	-0.012	0.202	0.003	1	0.955	0.989	0.665	1.470
Honors Student	-1.062	0.568	3.490	1	0.062	0.346	0.114	1.054
Learning Community	0.437	0.235	3.474	1	0.062	1.549	0.978	2.454
No FYE			18.065	8	0.021			
AHP 101	-0.105	0.420	0.062	1	0.803	0.901	0.395	2.052
BUS 150	-0.843	0.351	5.762	1	0.016	0.430	0.216	0.857
CAS 100	-0.518	0.310	2.792	1	0.095	0.596	0.324	1.094
CIS 101	0.518	0.458	1.280	1	0.258	1.678	0.684	4.115
EDU 100	0.181	0.667	0.074	1	0.786	1.199	0.324	4.433
EG 101	-0.399	0.415	0.926	1	0.336	0.671	0.298	1.513
KIN 100	-0.410	0.384	1.142	1	0.285	0.664	0.313	1.408
NU 101	-0.684	0.421	2.639	1	0.104	0.505	0.221	1.152
Greek Life Participation	0.710	0.297	5.708	1	0.017	2.033	1.136	3.639
RSO Participation	0.648	0.217	8.922	1	0.003	1.912	1.250	2.925
Did Not Visit Recreation Center			11.872	6	0.065			
Occasionally (1-16 Visits)	0.512	0.180	8.101	1	0.004	1.669	1.173	2.376
About 1-2 Times Per Week (17-32 Visits)	0.679	0.280	5.869	1	0.015	1.971	1.138	3.413

2022 Freshman Cohort Retention Report Logistic Tables

	B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
About 2-3 Times Per Week (33-48 Visits)	0.700	0.360	3.774	1	0.052	2.014	0.994	4.081
About 3-4 Times Per Week (49-64 Visits)	1.014	0.576	3.096	1	0.078	2.757	0.891	8.534
About 4-5 Times Per Week (65-80 Visits)	0.681	0.587	1.347	1	0.246	1.976	0.626	6.243
More Than 5 Times Per Week (81 or More Visits)	-0.045	0.652	0.005	1	0.945	0.956	0.266	3.429
No MLCs			2.472	2	0.291			
1 MLC Organization	0.687	0.466	2.176	1	0.140	1.988	0.798	4.954
2 or More MLC Organizations	0.521	0.843	0.382	1	0.536	1.684	0.323	8.792
Participated in South Serves	0.926	0.289	10.250	1	0.001	2.525	1.432	4.453
Participated in South Serves Training	0.373	0.252	2.185	1	0.139	1.452	0.886	2.381
No Subject Tutoring Appointments			7.693	4	0.103			
1 Appointment	-0.305	0.351	0.755	1	0.385	0.737	0.371	1.466
2 Appointments	0.057	0.622	0.008	1	0.927	1.059	0.313	3.584
3 or 4 Appointments	0.259	0.642	0.163	1	0.686	1.296	0.369	4.557
5 or More Appointments	-1.341	0.511	6.891	1	0.009	0.262	0.096	0.712
No Writing Lab Appointments			10.431	4	0.034			
1 Appointment	0.074	0.284	0.068	1	0.794	1.077	0.617	1.879
2 Appointments	1.849	0.771	5.750	1	0.016	6.353	1.402	28.796
3 or 4 Appointments	1.583	0.705	5.040	1	0.025	4.871	1.223	19.407
5 or More Appointments	-0.084	0.657	0.016	1	0.899	0.920	0.254	3.336
No Advising Appointments			4.448	5	0.487			
Attended 1 Advising Appointment	-0.257	1.087	0.056	1	0.813	0.774	0.092	6.512
Attended 2 Advising Appointments	-0.382	1.096	0.122	1	0.727	0.682	0.080	5.848
Attended 3 Advising Appointments	-0.420	1.112	0.143	1	0.705	0.657	0.074	5.802
Attended 4 Advising Appointments	-1.023	1.165	0.771	1	0.380	0.359	0.037	3.527
Attended 5 or More Advising Appointments	-0.898	1.170	0.589	1	0.443	0.407	0.041	4.034
Not Advised Fall 2022			15.367	4	0.004			
First Advised in August 2022	1.465	0.714	4.209	1	0.040	4.326	1.068	17.525
First Advised in September 2022	1.705	0.694	6.040	1	0.014	5.502	1.412	21.432
First Advised in October 2022	1.632	0.681	5.734	1	0.017	5.113	1.345	19.438
First Advised in November 2022	0.863	0.711	1.477	1	0.224	2.371	0.589	9.545
No Advising Appointments			0.915	4	0.922			
No Canceled Advising Appointments	-0.450	0.921	0.238	1	0.625	0.638	0.105	3.880
1 Canceled Advising Appointment	-0.553	0.905	0.373	1	0.541	0.575	0.098	3.391
2 Canceled Advising Appointments	-0.498	1.002	0.247	1	0.619	0.608	0.085	4.336
3 or More Canceled Advising Appointments	0.087	1.182	0.005	1	0.941	1.091	0.108	11.066
Did Not Visit Learning Commons			6.241	7	0.512			

	B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
1 Learning Commons Session	-0.097	0.207	0.219	1	0.640	0.908	0.604	1.363
2 Learning Commons Sessions	-0.065	0.282	0.054	1	0.816	0.937	0.539	1.628
3 or 4 Learning Commons Sessions	0.253	0.287	0.776	1	0.378	1.288	0.734	2.261
5 to 8 Learning Commons Sessions	0.211	0.265	0.637	1	0.425	1.235	0.735	2.074
9 to 12 Learning Commons Sessions	-0.055	0.326	0.029	1	0.865	0.946	0.499	1.794
13 to 16 Learning Commons Sessions	1.439	0.690	4.354	1	0.037	4.218	1.091	16.304
17 or More Learning Commons Sessions	0.015	0.461	0.001	1	0.974	1.015	0.411	2.508
Constant	-4.641	1.443	10.340	1	0.001	0.010		

a. Variable(s) entered on step 1: Number Individual/Family Tours Attended, College Preview Day Attendance, Take Over South Attendance, Number USA Days Attended, Group/HS Tour Attendance, Decision Day Attendance, Southbound Tailgate/Tour Attendance, Orientation Logistic, FR Academic Scholarship 1st Fall, Pell Grant, Subsidized Stafford Loan, Work Study, Veteran Aid, Housing, Honors Student, Learning Community, FYE Logistic, Greek Life Participation, RSO Participation, Rec Center Usage in First Fall, MLC Participation, Participated in South Serves, Participated in South Serves Training, Subject Tutoring Appointments, Writing Lab Appointments, Advising Appointments Attended First Fall, Initial Advising First Fall, Canceled Advising Appointments First Fall, Number Learning Commons Sessions.

2022 Cohort * Midway Through or After Fall 2022 Classification

		Predicted		
		One-Year Retention		Percentage Correct
Observed		No	Yes	
Step 1 One-Year Retention	No	165	214	43.5
	Yes	60	1157	95.1
Overall Percentage				82.8

a. The cut value is .500

2022 Cohort * Midway Through or After Fall 2022 Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Step 1[a]	4 or More At Risk MT Grades			74.458	4	0.000			
	3 At Risk MT Grades	0.404	0.343	1.388	1	0.239	1.497	0.765	2.930
	2 At Risk MT Grades	0.947	0.306	9.580	1	0.002	2.578	1.415	4.695
	1 At Risk MT Grade	0.969	0.291	11.089	1	0.001	2.634	1.490	4.658
	No At Risk MT Grades	2.013	0.291	47.803	1	0.000	7.488	4.231	13.250
	Probation After First Fall	1.783	0.205	75.777	1	0.000	5.947	3.981	8.884
	Constant	-1.578	0.237	44.168	1	0.000	0.206		

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

2022 Cohort * USA Hours Earned After Summer 2023

Observed			Predicted		
			One-Year Retention		Percentage Correct
			No	Yes	
Step 1 One-Year Retention		No	247	111	69.0
		Yes	50	1166	95.9
	Overall Percentage				89.8

a. The cut value is .500

2022 Cohort * USA Hours Earned After Summer 2023 Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	0-6 hours			417.230	5	0.000			
	6.5-12 hours	0.814	0.508	2.573	1	0.109	2.258	0.835	6.105
	12.5-18 hours	1.841	0.444	17.163	1	0.000	6.301	2.638	15.053
	18.5-24 hours	3.468	0.441	61.908	1	0.000	32.057	13.514	76.042
	24.5-30 hours	4.646	0.417	124.213	1	0.000	104.159	46.011	235.790
	30.5 or more hours	6.143	0.447	189.142	1	0.000	465.623	194.002	1117.542
	Constant	-2.679	0.391	47.015	1	0.000	0.069		

a. Variable(s) entered on step 1: USA Hours Earned (1 Year/End of Summer).

2022 Cohort * USA GPA After Summer 2023 Classification

Observed			Predicted		
			One-Year Retention		Percentage Correct
			No	Yes	
Step 1 One-Year Retention		No	201	157	56.1
		Yes	60	1156	95.1
	Overall Percentage				86.2

a. The cut value is .500

2022 Cohort * USA GPA After Summer 2023 Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	2.0 or lower			377.044	4	0.000			
	2.01-2.5	2.135	0.234	83.029	1	0.000	8.455	5.342	13.382
	2.51-3.0	2.686	0.221	147.362	1	0.000	14.666	9.506	22.626
	3.01-3.5	3.415	0.224	232.702	1	0.000	30.408	19.608	47.154
	3.51-4.0	3.988	0.236	284.431	1	0.000	53.924	33.925	85.712
	Constant	-1.209	0.147	67.535	1	0.000	0.299		

a. Variable(s) entered on step 1: USA GPA (1 Year/End of Summer).