



Baylor University

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Retention of Fall 2018 First-Time Freshmen

This study tracks the enrollment of 3,366 first-time freshmen that entered Baylor University during Summer and Fall 2018. Student data were examined for the period between Fall 2018 and Fall 2022. Summary information about retention and graduation rates is displayed by selected characteristics. Of the 3,366 first-time freshmen, 38 percent were males and 37 percent were students in racial and ethnic minority groups.

As depicted in Table 1, these first-time freshmen had the following enrollment pattern:

After entering the University in Fall 2018, 88.4% continued their enrollment in Fall 2019.
In Fall 2020, 84.0% of the original students continued their enrollment.

Within three years after entering Baylor:

| | | |
|-------|---------|--------------------------------------|
| 122 | (3.6%) | had graduated, |
| 631 | (18.7%) | left the University (attrition), and |
| 2,613 | (77.6%) | remained enrolled. |

Within four years after entering Baylor:

| | | |
|-------|---------|--------------------------------------|
| 2,292 | (68.1%) | had graduated, |
| 662 | (19.7%) | left the University (attrition), and |
| 412 | (12.2%) | remained enrolled. |

Table 1 displays the general flow of enrollment for the first-time freshmen that entered Baylor in Summer and Fall 2018. These students are displayed by gender, racial/ethnic group, minority status, Baptist affiliation, Texas status, citizenship status, first generation college student status, legacy status, highest entrance test score*, high school class ranking, academic index, and Pell status. Retention, attrition, and graduation rates are listed for this four-year period. The reader is reminded that the attrition statistics include those students who completely withdrew from school as well as those who elected to enroll at other postsecondary institutions. The table also appropriately accounts for those students who "stopped out" and later returned to reenroll in the University. A graphic summary of this enrollment flow across the entire four years is displayed in Figure 1.

Tables 2 and 3 display enrollment status by each of the following characteristics: highest entrance test score interval, high school class ranking, racial/ethnic group, and gender. Demographic data are also presented in the report "Profile of First-Time Freshmen, Fall 2017 and Fall 2018" *IRT Series*, Vol. 18-19, No. 008.

* Some students submitted scores for both SAT and ACT entrance tests. For this report, each student's highest SAT score was compared to the student's highest ACT score, and only the better score was retained. In March 2016, the College Board began administering a redesigned SAT exam. All SAT scores in this report are presented on the redesigned scale.

Entrance Test Scores and High School Class Quartile

High school performance and entrance test scores are the most important early predictors of student retention (Astin et al., 1987). Table 4 is a tabulation of the Fall 2018 first-time freshmen by entrance test score and high school class quartile. The top half of Table 4 displays the 852 students who had both an SAT score and a high school class ranking. The bottom half of the table shows the 883 students who had both an ACT score and a high school class ranking. Table 5 displays the four-year graduation rates for these two groups of students. For example, of the 164 students who had an SAT score of 1300 or more and were in the top ten percent of their high school class, 84.1% graduated from the University within four years.

Ending Cumulative GPA

Table 6 displays the ending cumulative grade point average (GPA) for first-time freshmen. The GPAs are shown for the three groupings of student status – continuing students, non-returning students, and graduated students. The GPAs for the graduated students are higher than the continuing and non-returning students.

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