

BAYLOR

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Retention of Fall 2014 First-Time Freshmen

This study tracks the enrollment of 3,625 first-time freshmen that entered Baylor University during Summer and Fall 2014. Student data were examined for the period between Fall 2014 and Fall 2018. Summary information about retention and graduation rates is displayed by selected characteristics. Of the 3,625 first-time freshmen, 41 percent were males and 35 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 2014, 88.9 percent continued their enrollment in Fall 2015. In Fall 2016, 82.8 percent of the original students continued their enrollment.

Within three years after entering Baylor:

79	(2.2%)	had graduated,
711	(19.6%)	left the University (attrition), and
2,835	(78.2%)	remained enrolled.

Within four years after entering Baylor:

2,303	(63.5%)	had graduated,
738	(20.4%)	left the University (attrition), and
584	(16.1%)	remained enrolled.

Table 1 displays the general flow of enrollment for the first-time freshmen that entered Baylor in Summer and Fall 2014. 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, and academic index. 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 2013 and Fall 2014" *IRT Series*, Vol. 14-15, No. 9.

* *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 previous scale.*

Summer Studies First-Time Freshmen

Of the 3,625 first-time freshmen, there were 144 (4.0%) who were admitted to the University in the Summer Studies program. As depicted in Table 4, these summer studies students had the following enrollment pattern:

After entering the University in Fall 2014, 84.0 percent continued their enrollment in Fall 2015. In Fall 2016, 73.6 percent of these students continued their enrollment.

Within three years after entering Baylor:

0	(0.0%)	had graduated,
42	(29.2%)	left the University (attrition), and
102	(70.8%)	remained enrolled.

Within four years after entering Baylor:

68	(47.2%)	had graduated,
40	(27.8%)	left the University (attrition), and
36	(25.0%)	remained enrolled.

A graphic summary of this enrollment flow across the entire four years is displayed in Figure 2. Additional information about these 144 summer studies students is displayed in Tables 5 and 6. Some of the subgroups are small and, therefore, retention and graduation percentages, as well as means and even medians must be interpreted accordingly. The information in these tables was included for general perusal by the reader, but no statistical analyses were performed. The formats of these tables are similar to those of Tables 2 and 3.

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 7 is a tabulation of the Fall 2014 first-time freshmen by entrance test score and high school class quartile. The top half of Table 7 displays the 1,108 students who had both an SAT score and a high school class ranking. The bottom half of the table shows the 1,151 students who had both an ACT score and a high school class ranking. Table 8 displays the four-year graduation rates for these two groups of students. For example, of the 189 students who had an SAT score of 1300 or more and were in the top ten percent of their high school class, 74.6 percent graduated from the University within four years.

Ending Cumulative GPA

Tables 9 and 10 display the ending cumulative grade point average (GPA) for first-time freshmen and summer studies students. 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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