

The third model (see Table 9) consisted of two steps. In comparison to the first and second model, the correct classification rate for the third model decreased to 95.5% for *returning* students. In comparison to the second model, the classification rate for the third model slightly decreased to 11.1% for students who did not return even though this snapshot included data known after the end of the Fall 2014 semester instead of pre-Fall 2014 semester data. The overall correct classification rate for the third model was 72.7%.

Table 9: End of Fall 2014 Outcome Model Classification Table^a

Observed			Predicted		
			Returned		Percentage Correct
			No	Yes	
Step 1	Returned	No	0	549	.0
		Yes	0	1481	100.0
	Overall Percentage				73.0
Step 2	Returned	No	61	488	11.1
		Yes	67	1414	95.5
	Overall Percentage				72.7

a. The cut value is .500

In the final step (step 2) of the third model, the JagAlert and probation status variables were significant (see Table 10). The final step of the third model showed the odds (Exp *B*) of a student *returning* was greater for a student who did not receive a JagAlert (2.427) and for a student who received a JagAlert in only one course (1.853) than for a student who received a JagAlert in multiple courses during Fall 2014. The confidence intervals (95%) also supported this finding because the odds for a student *returning* who did not receive a JagAlert or who received a JagAlert in only one course did not encompass an odds value less than one.

Table 10: End of Fall 2014 Outcome Model Final Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Step 1 ^a								
Multiple Course JagAlert During Fall 2014			77.171	2	.000			
No JagAlert During Fall 2014	1.066	.122	75.946	1	.000	2.903	2.284	3.689
1 Course JagAlert During Fall 2014	.728	.132	30.506	1	.000	2.071	1.599	2.681
Constant	.317	.092	11.835	1	.001	1.373		
Step 2 ^b								
Multiple Course JagAlert During Fall 2014			49.359	2	.000			
No JagAlert During Fall 2014	.887	.127	48.434	1	.000	2.427	1.891	3.115
1 Course JagAlert During Fall 2014	.617	.135	21.004	1	.000	1.853	1.424	2.413
Not On Probation After Fall 2014	.830	.147	32.033	1	.000	2.292	1.720	3.055
Constant	-.287	.142	4.109	1	.043	.750		

a. Variable(s) entered on step 1: Received JagAlert During Fall 2014.

b. Variable(s) entered on step 2: Probation Status After Fall 2014.

The final step (step 2) of the third model also showed the odds (Exp *B*) of a student *returning* was greater for a student who was not on probation (2.292) than for a student who was placed on probation after Fall 2014. The confidence interval (95%) also supported this finding because the odds for a student *returning* who was not on probation did not encompass an odds value less than one.

Model 4: Logistic Regression with USA Hours Earned After Summer 2015 Outcome Variable

The fourth model included the USA hours earned after the end of the Summer 2015 semester. The comparison group selected for the fourth model was zero to six hours earned after the end of the Summer 2015 semester. Since the fourth model only included one variable, the model consisted of one step (see

Table 11). The correct classification rate for the fourth model for *returning* students (91.9%) was lower than the initial three models. However, in comparison to the other three models, the correct classification rate was much higher for students who did not return (65.4%) since this snapshot included data known after the end of the Summer 2015 semester instead of pre-Fall 2014 semester data. The overall correct classification rate for the fourth model was 84.9%.

Table 11: USA Hours Earned Outcome Model Classification Table^a

Observed			Predicted		
			Returned		Percentage Correct
			No	Yes	
Step 1	Returned	No	349	185	65.4
		Yes	120	1360	91.9
Overall Percentage					84.9

a. The cut value is .500

The fourth model showed the odds (Exp *B*) of a student *returning* was greater for a student with more hours earned (6.5-12=4.765, 12.5-18=9.139, 18.5-24=32.595, 24.5-30=102.586, 30.5 or more=194.310) than for a student with six or fewer hours earned at the end of Summer 2015 (see Table 12). Additionally, the confidence intervals (95%) indicated the odds of a student *returning* was greater for a student in the five higher USA hours earned comparison groups than for a student with zero to six USA hours earned since the confidence intervals for the five higher USA hours earned comparison groups did not encompass an odds value less than one.

Table 12: USA Hours Earned After Summer 2015 Outcome Model Final Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Step 1 ^a USA Hours Earned 0-6			501.401	5	.000			
USA Hours Earned 6.5-12	1.561	.354	19.451	1	.000	4.765	2.381	9.535
USA Hours Earned 12.5-18	2.213	.339	42.580	1	.000	9.139	4.702	17.764
USA Hours Earned 18.5-24	3.484	.327	113.820	1	.000	32.595	17.186	61.822
USA Hours Earned 24.5-30	4.631	.330	196.757	1	.000	102.586	53.714	195.927
USA Hours Earned 30.5 or more	5.269	.339	242.048	1	.000	194.310	100.045	377.396
Constant	-2.532	.300	71.290	1	.000	.079		

a. Variable(s) entered on step 1: USA Hours Earned After Summer 2015.

Model 5: Logistic Regression with USA GPA After Summer 2015 Outcome Variable

The fifth model included the USA GPA after the end of the Summer 2015 semester. The comparison group selected for the fifth model was an USA GPA of 2.0 or lower after the end of the Summer 2015 semester. Since the fifth model only included one variable, the model consisted of one step (see Table 13). The correct classification rate for the fifth model for *returning* students (88.6%) was lower than the other four models. The correct classification rate for the fifth model for students who did not return (58.8%) was higher than the first, second, and third models, but lower than the fourth model. The overall correct classification rate for the fifth model was 80.7%.

Table 13: USA GPA Outcome Model Classification Table^a

Observed			Predicted		
			Returned		Percentage Correct
			No	Yes	
Step 1	Returned	No	314	220	58.8
		Yes	168	1312	88.6
Overall Percentage					80.7

a. The cut value is .500

The fifth model showed the odds (Exp B) of a student *returning* was greater for a student with a higher USA GPA (2.01-2.5=5.933, 2.51-3.0=9.015, 3.01-3.5=12.449, 3.51-4.0=23.278) than for a student with an USA GPA of 2.0 or lower at the end of Summer 2015 (see Table 14). In addition, the confidence intervals (95%) indicated the odds of a student *returning* was greater for a student in the four higher USA GPA comparison groups than for a student with an USA GPA of 2.0 or lower since the confidence intervals for the four higher USA GPA comparison groups did not encompass an odds value less than one.

Table 14: USA GPA After Summer 2015 Outcome Model Final Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Step 1 ^a USA GPA 2.0 or lower			410.837	4	.000			
USA GPA 2.01-2.5	1.781	.173	105.650	1	.000	5.933	4.225	8.332
USA GPA 2.51-3.0	2.199	.164	179.807	1	.000	9.015	6.537	12.433
USA GPA 3.01-3.5	2.522	.172	214.278	1	.000	12.449	8.882	17.449
USA GPA 3.51-4.0	3.148	.205	236.592	1	.000	23.278	15.587	34.764
Constant	-.625	.096	42.810	1	.000	.535		

a. Variable(s) entered on step 1: USA GPA After Summer 2015.

Peer Comparisons

Finally, to gain a better idea about how USA one-year retention rates compared to one-year retention at peer institutions, the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) Data Center was used to compare USA retention rates to 13 peer institutions (see Table 15). A retention rate trend over a period of five years based on the latest available retention rate data in IPEDS showed the USA retention rate was low compared to the other peer institutions over this same time period. The USA retention rate over this time period ranged from a low of 65% for the 2010 freshman cohort to a high of 68% for the 2012 freshman cohort. The retention rate of peer institutions over this same time period ranged from a low of 64% for the University of New Orleans 2009 freshman cohort to a high of 84% for the Florida International University 2012 freshman cohort.

Table 15: Five-Year Retention Rate Peer Comparisons * Ranked by 2012 Cohort Retention Rate * High to Low

Institution Name	2012 Cohort Retention	2011 Cohort Retention	2010 Cohort Retention	2009 Cohort Retention	2008 Cohort Retention
Florida International University	84	82	82	83	81
University of North Florida	82	83	81	83	83
Old Dominion University	80	80	80	80	80
Florida Atlantic University	77	78	79	80	79
Texas State University	77	76	79	79	79
University of Massachusetts-Boston	77	79	75	75	77
University of Memphis	76	76	77	78	76
University of Nebraska at Omaha	75	72	73	73	72
University of North Texas	75	76	78	78	76
University of Montana	73	74	72	74	73
Indiana University-Purdue University-Indianapolis	72	72	72	74	72
University of Texas at Arlington	71	72	71	70	65
University of South Alabama	68	66	65	66	67
University of New Orleans	67	65	67	64	69

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 and students with 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, male students, older students, and students from the Florida service area or Mississippi service area may require additional resources and monitoring to enable and/or encourage them to persist towards successfully completing a degree at USA.

When we look at the institutional support and other support provided to a student (environmental variables), the orientation session students in the 2014 cohort attended provided a significant predictor of student retention, with students attending the earlier Freshman Summer orientation sessions more likely to return than students attending the later orientation sessions. The orientation session attended by students provides a key factor for identifying at-risk freshmen students early in their college experience.

Previous Institutional Research studies have looked at the contribution of USA freshman scholarships to meeting recruitment and retention goals. As with earlier studies, the importance of awarding USA freshman scholarships for students was clear. Additional USA freshman scholarships should be considered in order to attract top students to the institution since the data suggests students with USA freshman scholarships are more likely to return to continue their studies at USA the following year.

This annual retention study also compared retention of freshmen who participated in a learning community to freshmen who did not participate in a learning community. Freshmen who participated in a learning community were significantly more likely to return to USA the following year. Therefore, expanding the number of learning communities for freshmen to participate in should receive further consideration.

Finally, results showed students who received a JagAlert during the Fall 2014 semester in multiple courses for lack of attendance and/or poor academic performance were unlikely to return to USA one year later. A JagAlert is recorded in the middle of the semester which allows time to intervene before the semester concludes. As a result, interventions to assist students who receive a JagAlert are also important, because students who were placed on probation after the Fall 2014 semester ended (51%) or who had a USA GPA of 2.0 or lower due to poor academic performance after the Summer 2015 semester was completed (35%) were less likely to return to USA one year later than students who received a JagAlert in multiple courses during the Fall 2014 semester (58%).

Future Retention Research

This report is the first of two one-year retention studies about the 2014 freshman cohort that will be completed by the Office of Institutional Research during the Fall 2015 semester. The second retention study will use National Student Clearinghouse data to explore the issue of “Where did non-returning freshmen in the 2014 cohort go?” This study will determine how many non-returning freshmen students transferred to another college or university or “stopped out” of college altogether.

APPENDIX

Independent T-Test Tables

Gender * Group Statistics

Gender T-Test		N	Mean	Std. Deviation	Std. Error Mean
Returned	Male	894	.69	.464	.016
	Female	1136	.76	.426	.013

Gender * Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Returned	Equal variances assumed	54.372	.000	-3.758	2028	.000	-.074	.020	-.113	-.036
	Equal variances not assumed			-3.720	1835.812	.000	-.074	.020	-.114	-.035

USA Freshman Scholarship * Group Statistics

Freshman Scholarship		N	Mean	Std. Deviation	Std. Error Mean
Returned	No	958	.68	.467	.015
	Yes	1072	.78	.418	.013

USA Freshman Scholarship * Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Returned	Equal variances assumed	94.889	.000	-4.923	2028	.000	-.097	.020	-.135	-.058
	Equal variances not assumed			-4.892	1931.502	.000	-.097	.020	-.135	-.058

Other Scholarship * Group Statistics

Other Scholarship		N	Mean	Std. Deviation	Std. Error Mean
Returned	No	1732	.72	.447	.011
	Yes	298	.76	.429	.025

Other Scholarship * Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Returned	Equal variances assumed	6.516	.011	-1.213	2028	.225	-.034	.028	-.088	.021
	Equal variances not assumed			-1.249	415.874	.212	-.034	.027	-.087	.019

Pell Grant * Group Statistics

Pell Grant		N	Mean	Std. Deviation	Std. Error Mean
Returned	No	1156	.75	.435	.013
	Yes	874	.71	.456	.015

Pell Grant * Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Returned	Equal variances assumed	16.933	.000	2.083	2028	.037	.041	.020	.002	.080
	Equal variances not assumed			2.070	1831.575	.039	.041	.020	.002	.081

Housing * Group Statistics

Housing		N	Mean	Std. Deviation	Std. Error Mean
Returned	Off Campus	801	.72	.451	.016
	On Campus	1229	.74	.440	.013

Housing * Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Returned	Equal variances assumed	4.410	.036	-1.060	2028	.289	-.021	.020	-.061	.018
	Equal variances not assumed			-1.055	1679.310	.292	-.021	.020	-.061	.018

Learning Community * Group Statistics

Learning Community		N	Mean	Std. Deviation	Std. Error Mean
Returned	No	868	.69	.463	.016
	Yes	1162	.76	.428	.013

Learning Community * Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Returned	Equal variances assumed	46.075	.000	-3.468	2028	.001	-.069	.020	-.108	-.030
	Equal variances not assumed			-3.429	1784.505	.001	-.069	.020	-.108	-.030

Freshman Seminar * Group Statistics

Took Freshman Seminar		N	Mean	Std. Deviation	Std. Error Mean
Returned	No	724	.73	.444	.016
	Yes	1306	.73	.445	.012

Freshman Seminar * Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Returned	Equal variances assumed	.028	.867	.084	2028	.933	.002	.021	-.039	.042
	Equal variances not assumed			.084	1494.799	.933	.002	.021	-.039	.042

Probation After Fall 2014 * Group Statistics

Probation After Fall 2014		N	Mean	Std. Deviation	Std. Error Mean
Returned	No	1788	.76	.428	.010
	Yes	242	.51	.501	.032

Probation After Fall 2014 * Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Returned	Equal variances assumed	88.169	.000	8.234	2028	.000	.247	.030	.188	.305
	Equal variances not assumed			7.305	290.566	.000	.247	.034	.180	.313

ANOVA Tables

Race * Multiple Comparisons
Dependent Variable: Returned
Games-Howell

(I) Race	(J) Race	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
White	African-American	.002	.023	1.000	-.07	.07
	Asian	-.143*	.045	.035	-.28	-.01
	Hispanic	.012	.062	1.000	-.18	.20
	Multiracial	-.066	.053	.876	-.23	.10
	Non-Resident Alien	-.094	.046	.396	-.23	.04
	Other	-.047	.064	.989	-.24	.15
African-American	White	-.002	.023	1.000	-.07	.07
	Asian	-.144*	.047	.045	-.29	.00
	Hispanic	.010	.063	1.000	-.18	.20
	Multiracial	-.067	.055	.881	-.23	.10
	Non-Resident Alien	-.095	.048	.430	-.24	.05
	Other	-.049	.065	.989	-.25	.15
Asian	White	.143*	.045	.035	.01	.28
	African-American	.144*	.047	.045	.00	.29
	Hispanic	.155	.074	.369	-.07	.38
	Multiracial	.077	.067	.912	-.12	.28
	Non-Resident Alien	.049	.062	.985	-.14	.23
	Other	.096	.076	.868	-.13	.32
Hispanic	White	-.012	.062	1.000	-.20	.18
	African-American	-.010	.063	1.000	-.20	.18
	Asian	-.155	.074	.369	-.38	.07
	Multiracial	-.078	.079	.957	-.32	.16
	Non-Resident Alien	-.106	.075	.792	-.33	.12
	Other	-.059	.087	.993	-.32	.20
Multiracial	White	.066	.053	.876	-.10	.23
	African-American	.067	.055	.881	-.10	.23
	Asian	-.077	.067	.912	-.28	.12
	Hispanic	.078	.079	.957	-.16	.32
	Non-Resident Alien	-.028	.068	1.000	-.23	.17
	Other	.019	.081	1.000	-.22	.26
Non-Resident Alien	White	.094	.046	.396	-.04	.23
	African-American	.095	.048	.430	-.05	.24
	Asian	-.049	.062	.985	-.23	.14
	Hispanic	.106	.075	.792	-.12	.33
	Multiracial	.028	.068	1.000	-.17	.23
	Other	.047	.076	.996	-.18	.28
Other	White	.047	.064	.989	-.15	.24
	African-American	.049	.065	.989	-.15	.25
	Asian	-.096	.076	.868	-.32	.13
	Hispanic	.059	.087	.993	-.20	.32
	Multiracial	-.019	.081	1.000	-.26	.22
	Non-Resident Alien	-.047	.076	.996	-.28	.18

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

Age * Multiple Comparisons

Dependent Variable: Returned Games-Howell

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20 years or older	17 years or younger	-.100	.060	.339	-.26	.05
	18 years old	-.063	.050	.592	-.19	.07
	19 years old	.069	.062	.687	-.09	.23
17 years or younger	20 years or older	.100	.060	.339	-.05	.26
	18 years old	.038	.036	.731	-.06	.13
	19 years old	.169*	.052	.007	.03	.30
18 years old	20 years or older	.063	.050	.592	-.07	.19
	17 years or younger	-.038	.036	.731	-.13	.06
	19 years old	.132*	.040	.007	.03	.24
19 years old	20 years or older	-.069	.062	.687	-.23	.09
	17 years or younger	-.169*	.052	.007	-.30	-.03
	18 years old	-.132*	.040	.007	-.24	-.03

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

Region * Multiple Comparisons

Dependent Variable: Returned Games-Howell

(I) Region	(J) Region	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Mobile or Baldwin County	Rest of Alabama	-.007	.023	1.000	-.07	.06
	Mississippi Service Area	.053	.043	.819	-.07	.18
	Florida Service Area	.083	.045	.432	-.05	.21
	Rest of United States	.047	.040	.850	-.07	.16
	International	-.076	.047	.581	-.21	.06
Rest of Alabama	Mobile or Baldwin County	.007	.023	1.000	-.06	.07
	Mississippi Service Area	.060	.043	.739	-.06	.18
	Florida Service Area	.090	.045	.351	-.04	.22
	Rest of United States	.054	.040	.770	-.06	.17
	International	-.069	.047	.684	-.21	.07
Mississippi Service Area	Mobile or Baldwin County	-.053	.043	.819	-.18	.07
	Rest of Alabama	-.060	.043	.739	-.18	.06
	Florida Service Area	.030	.058	.995	-.14	.20
	Rest of United States	-.006	.054	1.000	-.16	.15
	International	-.129	.059	.259	-.30	.04
Florida Service Area	Mobile or Baldwin County	-.083	.045	.432	-.21	.05
	Rest of Alabama	-.090	.045	.351	-.22	.04
	Mississippi Service Area	-.030	.058	.995	-.20	.14
	Rest of United States	-.036	.056	.987	-.20	.12
	International	-.159	.061	.099	-.33	.02
Rest of United States	Mobile or Baldwin County	-.047	.040	.850	-.16	.07
	Rest of Alabama	-.054	.040	.770	-.17	.06
	Mississippi Service Area	.006	.054	1.000	-.15	.16
	Florida Service Area	.036	.056	.987	-.12	.20
	International	-.123	.057	.273	-.29	.04
International	Mobile or Baldwin County	.076	.047	.581	-.06	.21
	Rest of Alabama	.069	.047	.684	-.07	.21
	Mississippi Service Area	.129	.059	.259	-.04	.30
	Florida Service Area	.159	.061	.099	-.02	.33
	Rest of United States	.123	.057	.273	-.04	.29

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

High School GPA * Multiple Comparisons

Dependent Variable: Returned
Games-Howell

(I) HS GPA	(J) HS GPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2.5 or lower	2.51-3.0	-.104	.064	.370	-.27	.06
	3.01-3.5	-.198*	.062	.010	-.36	-.04
	3.51-4.0	-.352*	.060	.000	-.51	-.19
2.51-3.0	2.5 or lower	.104	.064	.370	-.06	.27
	3.01-3.5	-.094*	.032	.020	-.18	-.01
	3.51-4.0	-.248*	.028	.000	-.32	-.18
3.01-3.5	2.5 or lower	.198*	.062	.010	.04	.36
	2.51-3.0	.094*	.032	.020	.01	.18
	3.51-4.0	-.153*	.024	.000	-.21	-.09
3.51-4.0	2.5 or lower	.352*	.060	.000	.19	.51
	2.51-3.0	.248*	.028	.000	.18	.32
	3.01-3.5	.153*	.024	.000	.09	.21

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

ACT Composite * Multiple Comparisons

Dependent Variable: Returned
Games-Howell

(I) ACT	(J) ACT	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
19 or lower	20-21	-.005	.034	1.000	-.10	.10
	22-23	-.018	.035	.998	-.12	.08
	24-25	-.065	.034	.479	-.17	.04
	26-27	-.114*	.037	.037	-.22	.00
	28-29	-.172*	.039	.000	-.29	-.06
	30 or higher	-.157*	.038	.001	-.27	-.04
20-21	19 or lower	.005	.034	1.000	-.10	.10
	22-23	-.014	.036	1.000	-.12	.09
	24-25	-.060	.035	.616	-.16	.04
	26-27	-.109	.038	.068	-.22	.00
	28-29	-.167*	.040	.001	-.29	-.05
	30 or higher	-.153*	.040	.003	-.27	-.04
22-23	19 or lower	.018	.035	.998	-.08	.12
	20-21	.014	.036	1.000	-.09	.12
	24-25	-.046	.036	.863	-.15	.06
	26-27	-.095	.039	.188	-.21	.02
	28-29	-.154*	.041	.004	-.27	-.03
	30 or higher	-.139*	.040	.012	-.26	-.02
24-25	19 or lower	.065	.034	.479	-.04	.17
	20-21	.060	.035	.616	-.04	.16
	22-23	.046	.036	.863	-.06	.15
	26-27	-.049	.039	.864	-.16	.07
	28-29	-.107	.040	.107	-.23	.01
	30 or higher	-.092	.040	.235	-.21	.03
26-27	19 or lower	.114*	.037	.037	.00	.22
	20-21	.109	.038	.068	.00	.22
	22-23	.095	.039	.188	-.02	.21
	24-25	.049	.039	.864	-.07	.16
	28-29	-.058	.043	.823	-.18	.07
	30 or higher	-.043	.042	.949	-.17	.08
28-29	19 or lower	.172*	.039	.000	.06	.29
	20-21	.167*	.040	.001	.05	.29
	22-23	.154*	.041	.004	.03	.27
	24-25	.107	.040	.107	-.01	.23
	26-27	.058	.043	.823	-.07	.18
	30 or higher	.015	.044	1.000	-.12	.14
30 or higher	19 or lower	.157*	.038	.001	.04	.27
	20-21	.153*	.040	.003	.04	.27
	22-23	.139*	.040	.012	.02	.26
	24-25	.092	.040	.235	-.03	.21
	26-27	.043	.042	.949	-.08	.17
	28-29	-.015	.044	1.000	-.14	.12

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

College * Multiple Comparisons

Dependent Variable: Returned Games-Howell

(I) College	(J) College	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
AS	AH	-.037	.027	.870	-.12	.05
	BU	-.037	.039	.982	-.16	.08
	CS	.055	.056	.975	-.12	.23
	ED	-.017	.045	1.000	-.16	.12
	EG	-.005	.032	1.000	-.10	.09
	NU	-.038	.031	.925	-.13	.06
	CE	-.287*	.018	.000	-.34	-.23
AH	AS	.037	.027	.870	-.05	.12
	BU	.001	.040	1.000	-.12	.12
	CS	.092	.056	.732	-.08	.27
	ED	.020	.046	1.000	-.12	.16
	EG	.032	.033	.977	-.07	.13
	NU	-.001	.033	1.000	-.10	.10
	CE	-.249*	.020	.000	-.31	-.19
BU	AS	.037	.039	.982	-.08	.16
	AH	-.001	.040	1.000	-.12	.12
	CS	.091	.063	.833	-.10	.29
	ED	.020	.054	1.000	-.15	.19
	EG	.032	.043	.996	-.10	.16
	NU	-.002	.043	1.000	-.13	.13
	CE	-.250*	.035	.000	-.36	-.14
CS	AS	-.055	.056	.975	-.23	.12
	AH	-.092	.056	.732	-.27	.08
	BU	-.091	.063	.833	-.29	.10
	ED	-.072	.067	.962	-.28	.13
	EG	-.060	.059	.972	-.24	.12
	NU	-.093	.059	.756	-.27	.09
	CE	-.341*	.053	.000	-.51	-.18
ED	AS	.017	.045	1.000	-.12	.16
	AH	-.020	.046	1.000	-.16	.12
	BU	-.020	.054	1.000	-.19	.15
	CS	.072	.067	.962	-.13	.28
	EG	.012	.049	1.000	-.14	.16
	NU	-.021	.049	1.000	-.17	.13
	CE	-.270*	.042	.000	-.40	-.14
EG	AS	.005	.032	1.000	-.09	.10
	AH	-.032	.033	.977	-.13	.07
	BU	-.032	.043	.996	-.16	.10
	CS	.060	.059	.972	-.12	.24
	ED	-.012	.049	1.000	-.16	.14
	NU	-.034	.037	.984	-.15	.08
	CE	-.282*	.026	.000	-.36	-.20
NU	AS	.038	.031	.925	-.06	.13
	AH	.001	.033	1.000	-.10	.10
	BU	.002	.043	1.000	-.13	.13
	CS	.093	.059	.756	-.09	.27
	ED	.021	.049	1.000	-.13	.17
	EG	.034	.037	.984	-.08	.15
	CE	-.248*	.026	.000	-.33	-.17

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

USA Day * Multiple Comparisons

Dependent Variable: Returned
Games-Howell

(I) Number USA Days Attended	(J) Number USA Days Attended	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Did Not Attend	Attended 1 USA Day	-.074*	.021	.001	-.12	-.03
	Attended 2 USA Days	.083	.126	.791	-.24	.41
Attended 1 USA Day	Did Not Attend	.074*	.021	.001	.03	.12
	Attended 2 USA Days	.157	.126	.446	-.17	.48
Attended 2 USA Days	Did Not Attend	-.083	.126	.791	-.41	.24
	Attended 1 USA Day	-.157	.126	.446	-.48	.17

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

Orientation * Multiple Comparisons

Dependent Variable: Returned
Games-Howell

(I) Orientation Logistic	(J) Orientation Logistic	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
August/Transfer/Unknown Orientation	May Orientation	-.192	.078	.471	-.46	.08
	Freshman Session 1	-.180	.054	.069	-.37	.01
	Freshman Session 2	-.221*	.054	.005	-.41	-.04
	Freshman Session 3	-.199*	.054	.020	-.38	-.02
	Freshman Session 4	-.184	.055	.060	-.37	.00
	Freshman Session 5	-.102	.059	.917	-.30	.10
	Freshman Session 6	-.115	.057	.793	-.31	.08
	Freshman Session 7	-.148	.056	.329	-.34	.04
	Freshman Session 8	-.150	.056	.326	-.34	.04
	Freshman Session 9	-.033	.060	1.000	-.24	.17
	Freshman Session 10	-.120	.062	.834	-.33	.09
	Freshman Session 11	.016	.059	1.000	-.19	.22
	Freshman Session 12	-.057	.058	1.000	-.25	.14
	International Orientation	-.194	.062	.123	-.41	.02
Freshman Session 11	August/Transfer/Unknown Orientation	-.016	.059	1.000	-.22	.19
	May Orientation	-.208	.075	.291	-.47	.06
	Freshman Session 1	-.196*	.051	.012	-.37	-.02
	Freshman Session 2	-.236*	.050	.000	-.41	-.06
	Freshman Session 3	-.215*	.050	.002	-.39	-.04
	Freshman Session 4	-.200*	.051	.010	-.38	-.02
	Freshman Session 5	-.118	.055	.712	-.31	.07
	Freshman Session 6	-.131	.054	.501	-.32	.05
	Freshman Session 7	-.164	.052	.108	-.34	.01
	Freshman Session 8	-.166	.053	.110	-.35	.01
	Freshman Session 9	-.048	.056	1.000	-.24	.14
	Freshman Session 10	-.136	.059	.592	-.34	.07
	Freshman Session 12	-.072	.054	.992	-.26	.11
	International Orientation	-.210*	.059	.037	-.41	-.01

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

JagAlert Fall 2014 * Multiple Comparisons

Dependent Variable: Returned
Games-Howell

(I) Received JagAlert	(J) Received JagAlert	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
No JagAlert	1 Course w/ JagAlert	.060*	.022	.021	.01	.11
	Multiple Courses w/ JagAlert	.221*	.026	.000	.16	.28
1 Course w/ JagAlert	No JagAlert	-.060*	.022	.021	-.11	-.01
	Multiple Courses w/ JagAlert	.161*	.029	.000	.09	.23
Multiple Courses w/ JagAlert	No JagAlert	-.221*	.026	.000	-.28	-.16
	1 Course w/ JagAlert	-.161*	.029	.000	-.23	-.09

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

USA Hours Earned * Multiple Comparisons

Dependent Variable: Returned
Games-Howell

(I) USA Hours Earned	(J) USA Hours Earned	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
0-6 hours	6.5-12 hours	-.201*	.043	.000	-.32	-.08
	12.5-18 hours	-.347*	.044	.000	-.47	-.22
	18.5-24 hours	-.648*	.033	.000	-.74	-.55
	24.5-30 hours	-.817*	.025	.000	-.89	-.75
	30.5 or more hours	-.866*	.022	.000	-.93	-.80
6.5-12 hours	0-6 hours	.201*	.043	.000	.08	.32
	12.5-18 hours	-.146	.054	.076	-.30	.01
	18.5-24 hours	-.447*	.046	.000	-.58	-.32
	24.5-30 hours	-.616*	.040	.000	-.73	-.50
	30.5 or more hours	-.665*	.039	.000	-.78	-.55
12.5-18 hours	0-6 hours	.347*	.044	.000	.22	.47
	6.5-12 hours	.146	.054	.076	-.01	.30
	18.5-24 hours	-.301*	.047	.000	-.43	-.17
	24.5-30 hours	-.470*	.041	.000	-.59	-.35
	30.5 or more hours	-.518*	.040	.000	-.63	-.40
18.5-24 hours	0-6 hours	.648*	.033	.000	.55	.74
	6.5-12 hours	.447*	.046	.000	.32	.58
	12.5-18 hours	.301*	.047	.000	.17	.43
	24.5-30 hours	-.169*	.029	.000	-.25	-.09
	30.5 or more hours	-.218*	.028	.000	-.30	-.14
24.5-30 hours	0-6 hours	.817*	.025	.000	.75	.89
	6.5-12 hours	.616*	.040	.000	.50	.73
	12.5-18 hours	.470*	.041	.000	.35	.59
	18.5-24 hours	.169*	.029	.000	.09	.25
	30.5 or more hours	-.048*	.016	.033	-.09	.00
30.5 or more hours	0-6 hours	.866*	.022	.000	.80	.93
	6.5-12 hours	.665*	.039	.000	.55	.78
	12.5-18 hours	.518*	.040	.000	.40	.63
	18.5-24 hours	.218*	.028	.000	.14	.30
	24.5-30 hours	.048*	.016	.033	.00	.09

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

USA GPA * Multiple Comparisons

Dependent Variable: Returned
Games-Howell

(I) USA GPA	(J) USA GPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2.0 or lower	2.01-2.5	-.412*	.034	.000	-.51	-.32
	2.51-3.0	-.480*	.029	.000	-.56	-.40
	3.01-3.5	-.521*	.027	.000	-.60	-.45
	3.51-4.0	-.577*	.025	.000	-.65	-.51
2.01-2.5	2.0 or lower	.412*	.034	.000	.32	.51
	2.51-3.0	-.068	.032	.227	-.16	.02
	3.01-3.5	-.109*	.031	.004	-.19	-.02
	3.51-4.0	-.165*	.029	.000	-.25	-.09
2.51-3.0	2.0 or lower	.480*	.029	.000	.40	.56
	2.01-2.5	.068	.032	.227	-.02	.16
	3.01-3.5	-.041	.025	.468	-.11	.03
	3.51-4.0	-.097*	.023	.000	-.16	-.04
3.01-3.5	2.0 or lower	.521*	.027	.000	.45	.60
	2.01-2.5	.109*	.031	.004	.02	.19
	2.51-3.0	.041	.025	.468	-.03	.11
	3.51-4.0	-.056*	.021	.049	-.11	.00
3.51-4.0	2.0 or lower	.577*	.025	.000	.51	.65
	2.01-2.5	.165*	.029	.000	.09	.25
	2.51-3.0	.097*	.023	.000	.04	.16
	3.01-3.5	.056*	.021	.049	.00	.11

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