

INTRODUCTION

The Division of Student Affairs (DSA) Office of Student Services Assessment analyzed data containing all students who lived on campus in Fall 2022 to see if they returned to UNT in Fall 2023. This database did not contain students moved on-campus in Spring 2023. This report is a traditional retention report, which only analyzes student data from Fall-Fall.

METHODS

The DSA Assessment team first merged a dataset that not only contained a list of students living on campus in Fall 2022 but also listed a count of their engagements with housing programming. We merged that dataset with the Fall 2023 enrollment data and with 2022-23 DSA Card Swipe data to capture all other engagements outside of Housing. In the end, we knew who was living on campus, who was retained, and whether they were engaged on campus.

The Assessment team tabulated basic descriptive statics and crosstabs to look for significance in the data. Once the team had Chi Square and P values for most all variables, the team used Stata to run regressions on the data. The following findings are results from that analysis. TAMS students were excluded from this analysis because most of them are not staying at UNT. Because they accounted for 2% (N=140) of the overall data, we made the decision to exclude them from analysis, because the ethnicity, GPA, and engagement data were all skewing results.

In addition, the Assessment team sent a survey out to all students who lived on campus and who did not return in Fall 2023 to understand why they did not come back. The results are available in a separate report available upon request.

FINDINGS

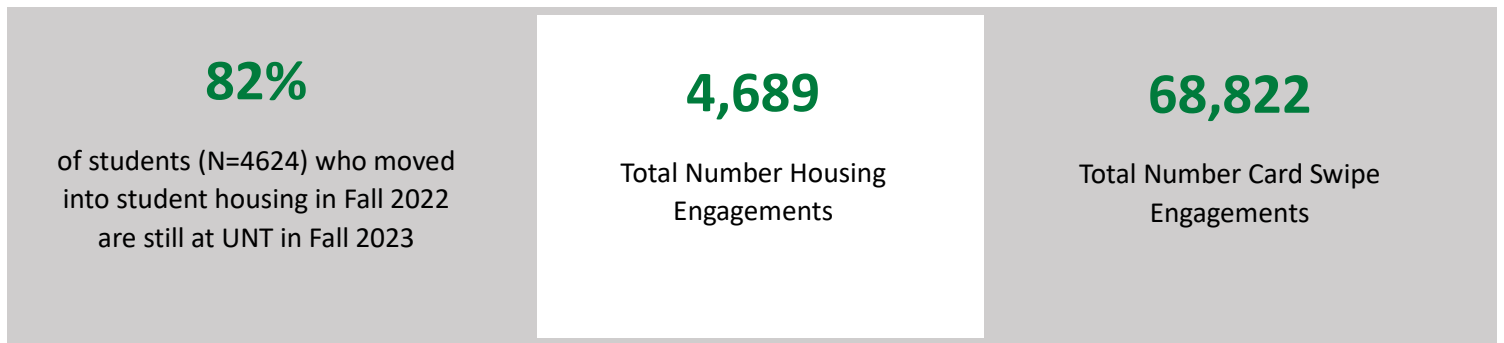


Figure 1. Total Hall Engagements for FY23

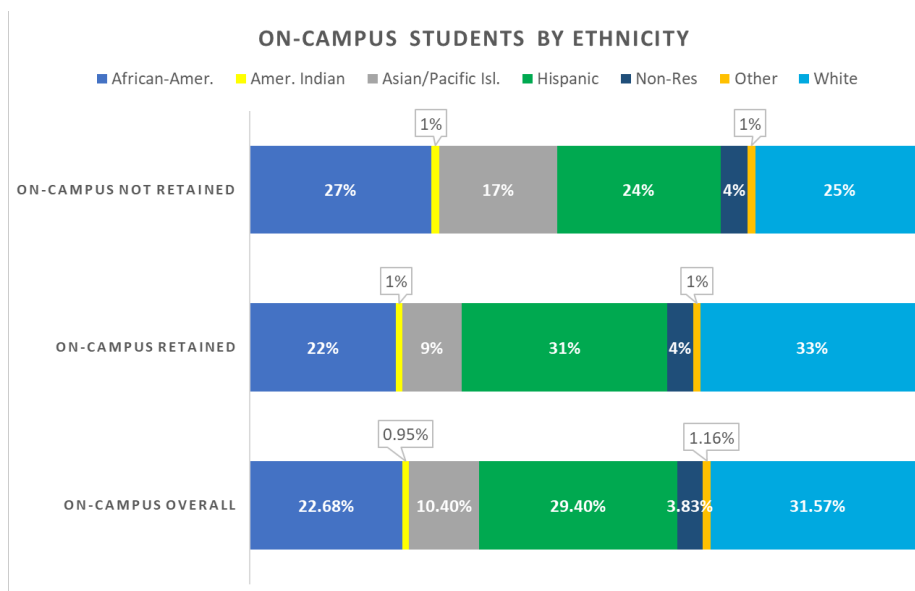
	All Hall Program	Active Program	Social Program	Wing Meeting	Intentional Conversation	Total Number Engaged	Total Percent Engaged
Fall	814	673	756	3237	3228	4420	78%
Spring	277	803	597	2795	363	3246	57%

UNT Students Who Lived On-Campus in FY23 by High School Rank

Rank	Number		Percent	
	Non-Retained	Number Retained	Non-Retained	Percent Retained
No Rank	664	2655	64%	57%
2nd Quarter	132	535	13%	12%
3rd Quarter	86	264	8%	6%
Next 15% (11-25%)	85	561	8%	12%
Top 10%	36	405	3%	9%
4th Quarter	28	75	3%	2%
TAMS	11	129	1%	3%

Majors for Students Not-Retained

Major	Number		Percent	
	Non-Retained	Number Retained	Non-Retained	Percent Retained
College of Lib Arts and Soc Sc	199	1133	19%	25%
Honors College	176	157	17%	3%
Brint Ryan College of Business	167	763	16%	17%
College of Engineering	132	563	13%	12%
College of Science	123	561	12%	12%
College of Visual Arts & Desig	88	430	8%	9%
College of Education	51	322	5%	7%
College Health and Public Srv	50	324	5%	7%
College of Music	32	245	3%	5%
Merchndsnng, Hosptlty & Tourism	8	62	1%	1%
Academic Administration	7	1	1%	0%
College of Information	6	56	1%	1%
New College	3	5	0%	0%
		100%		0%



SIGNIFICANT CORRELATIONS & RELATIONSHIPS

The following findings were all statistically significant using regression analysis:

Engagement: When looking at descriptive statistics, 5% of the sample were never engaged (including housing and university card swipe engagements) and 10% only had one engagement. Students with above a median engagement (median=10) are more likely to be retained by 3% [CI=0.013, 0.050; $p<0.001$].

- *Takeaway* – Engagement on campus and in housing programming significantly contributes to student retention.

Ethnicity and GPA: Black students have the lowest GPA compared to their White peers (Black males having an even lower GPA than their Black female peers) [diff, -0.53; CI= -0.602, -0.453; $p<0.000$] which seems to have the most significant impact on their retention.

- *Takeaway* – More research/assessment is needed to unpack this phenomenon. We need to understand what is influencing or impacting Black student academic success and engagement.

Ethnicity, Engagement, and GPA: Hispanics have a lower GPA than their white peers [diff. -0.22; CI= -0.285, -.0148; $p<0.000$] but are retained at higher rates than all their peers and are more engaged.

- *Takeaway* – Because Hispanic students are retained and are engaging in UNT communities at higher rates than their peers, further investigation into any cultural expectations or differences is warranted.

GPA: A 1 unit increase in GPA (moving from a 2.0 to 3.0) has a 9% probability increase of being retained [CI=0.086, 0.099; $p<0.000$].

- *Takeaway* – Consistent with a lot of education peer-reviewed literature, the better students do academically, the more likely they are to be retained.

CONCLUSION

Targeted outreach and support are necessary to fill performance gaps in the data. We need to do a better job with academic supports for Black and Hispanic students on campus to increase GPA. We also should more widely promote events and engage students across the board in co-curricular learning and development opportunities to increase their chances of being retained. Lastly, GPA is the single most important variable in predicting student retention and success. Students who are doing well academically and engaged are not leaving UNT.

The Assessment team will share results of these findings with Housing and Residential Life, other DSA departments, and our co-curricular partners to discuss how to move forward with initiatives and programming and potentially conduct more assessment to dive deeper into the phenomena presented in this report.

Contact Sheila Bustillos, DSA Student Services Assessment Director with any questions or concerns (sheila.bustillos@unt.edu; 940.565.2968).