



UNIVERSITY OF SOUTH ALABAMA

MEMORANDUM

Office of Institutional Effectiveness

DATE: April 15, 2021

TO: Jarmora Valrie
Trey Johnson

FROM: Drew Whittington

SUBJECT: Project for Office of Multicultural Student Affairs

The attached file contains the executive report for the project requested by the Office of Multicultural Student Affairs. Findings from the project, as well as more detailed information related to the overall organization of the project are further discussed in the report.



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Purpose

The following report contains information relevant to the Office of Multicultural Student Affairs (OMSA). The purpose of the current report is to present information and data analyses which showcase academic and enrollment differences between students who are involved with OMSA, and other students with similar demographics to OMSA students, who were randomly sampled from the university census.

Comparison Group Sampling Methodology

A comparison group was formed utilizing stratified random sampling procedures, such that the final comparison sample would be comprised of students who were not involved with OMSA but who are demographically similar. Information provided on students involved with OMSA contained only students who entered the university in or before the Fall 2019 Semester. Therefore, the comparison sample also contains only students who entered the university in or before this same semester.

Sample Demographics

Students involved with the Office of Multicultural Student Affairs (N = 303) were 87% African-American and 70% female. Comparison students (N = 310) were 87% African-American and 66% female. See Tables 1 and 2 on the following page for more detailed demographic information for the OMSA students and the comparison sample. GPAs at the end of students' first full year at the university were gathered for students who entered in Fall 2016 or later. The mean GPA for the OMSA students was 3.40 (SD = .56). The mean GPA for the comparison group

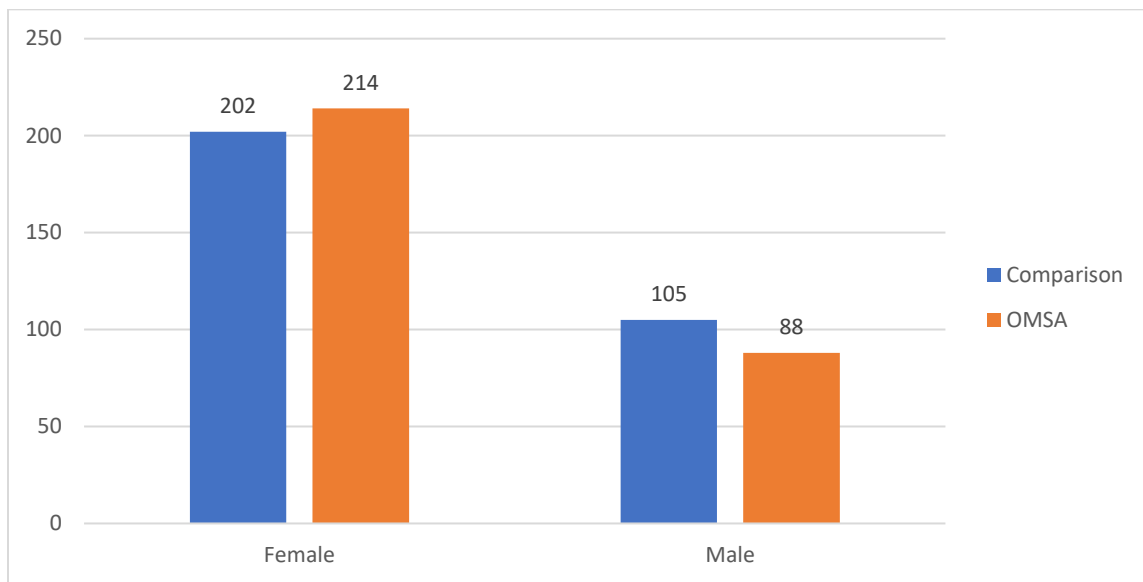
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was 3.07 (SD = .63). We also gathered data on the age of participants when they started at the university. For clarity and representation, we will include only students who began in Fall 2016 or later. The mean starting age for OMSA students was 18.05 years (Median = 18; SD = 2.69); the mean age for the comparison students was 23.03 years (Median = 18; SD = 8.43)

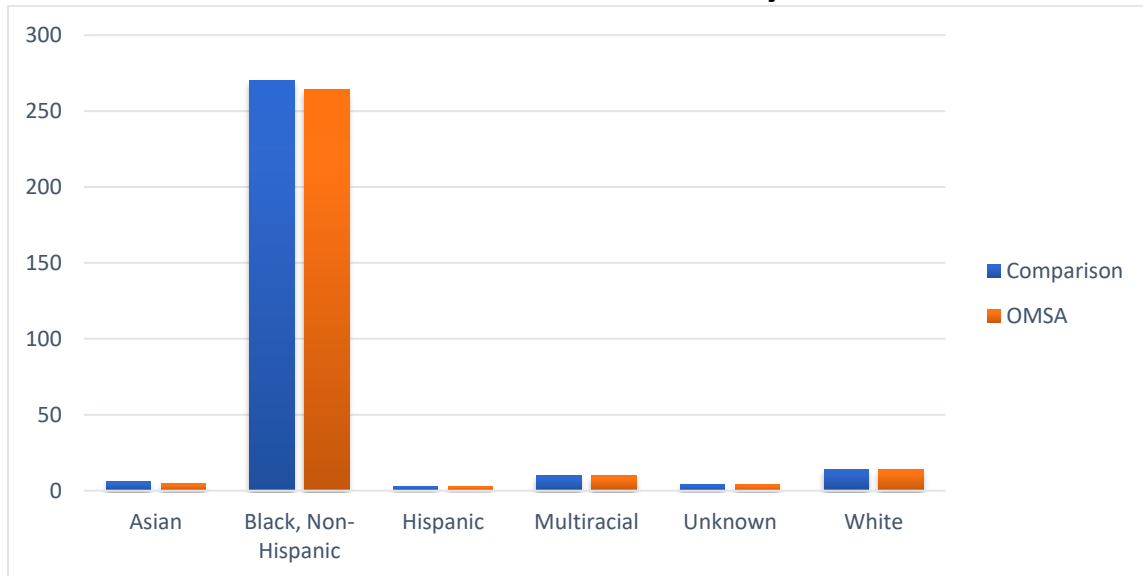
Table 1: Sex





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Table 2: Race/Ethnicity



Data Coding Procedure

Data for both OMSA students and the comparison group were taken from university census files. Eight (8) semesters of data, beginning in Fall 2017 and ending in Spring 2020 (excluding summer semesters), were gathered for both groups. In doing so, we were able to calculate the enrollment pattern for each student. After gathering each student’s enrollment pattern, students were either coded as 0 = Not enrolled or 1 = Enrolled for each semester. Then, we calculated a composite variable indicating whether each student had been enrolled consistently or not consistently since s/he first entered the university.

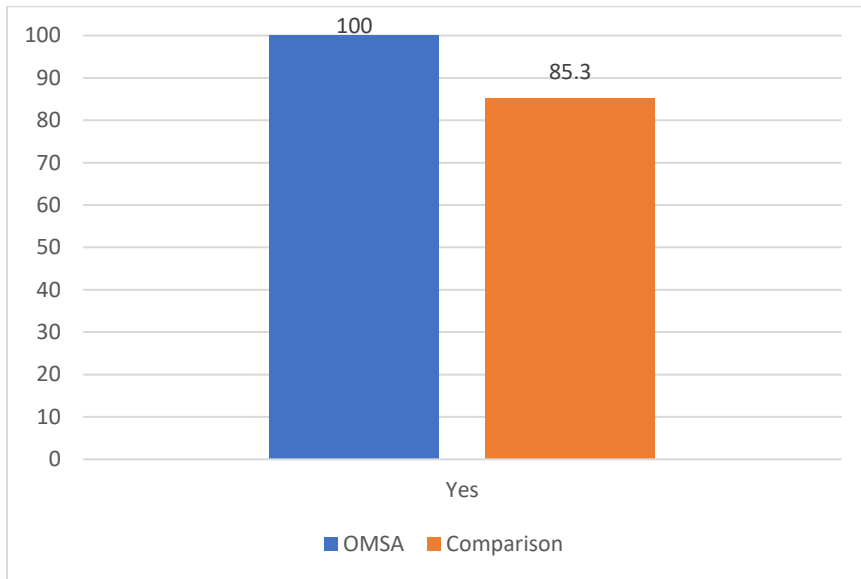
Information on students’ graduation dates was also provided. To determine the graduation rate within 4 and 6 years of entering the university, two variables were created to indicate whether students, if applicable, graduated within 4 years. For the first variable,



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students who had previously graduated were coded as 0 = Did not graduate within 4 years or 1 = Graduated within 4 years. The same method was used to assess graduation rate within 6 years. Visual representations of graduation rates are included in Tables 1 and 2.

Table 1. Four Year Graduation Rates

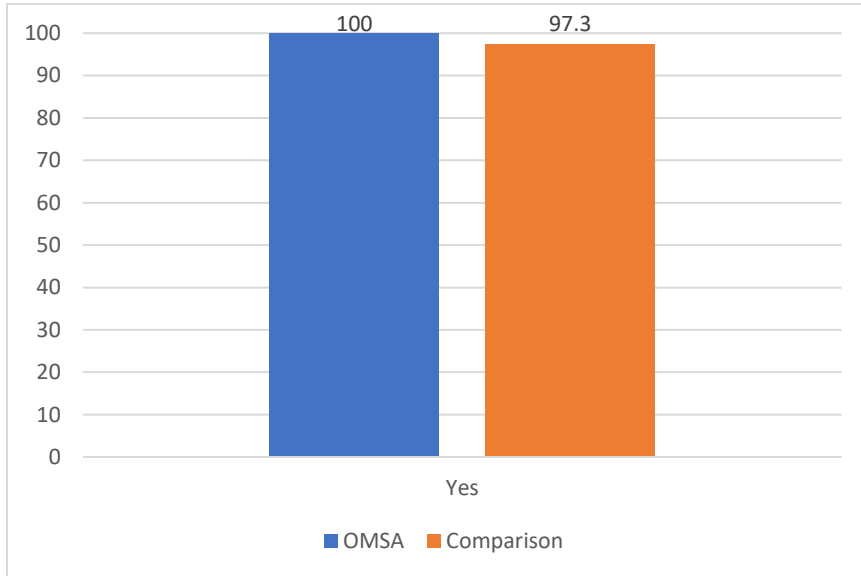


Notes. Rates are represented as percentages of students within each group who have graduated *and* graduated within four years.



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Table 2. Six Year Graduation Rate



Results

Notes. Rates are represented as percentages of students within each group who have graduated *and* graduated within four years.

Statistical tests determined that the proportion of OMSA students who were consistently enrolled (64%) was significantly larger than the proportion of general body students who were consistently enrolled across semesters (51%). This indicated that 13% more of OMSA students were consistently enrolled compared to demographically similar students taken from the general university population. Further analyses also revealed that the proportion of OMSA students (who had graduated at the time of analysis) who graduated within four years of their entering admission date was significantly larger than the proportion of comparison students who graduated within four years of their entering admission date. The

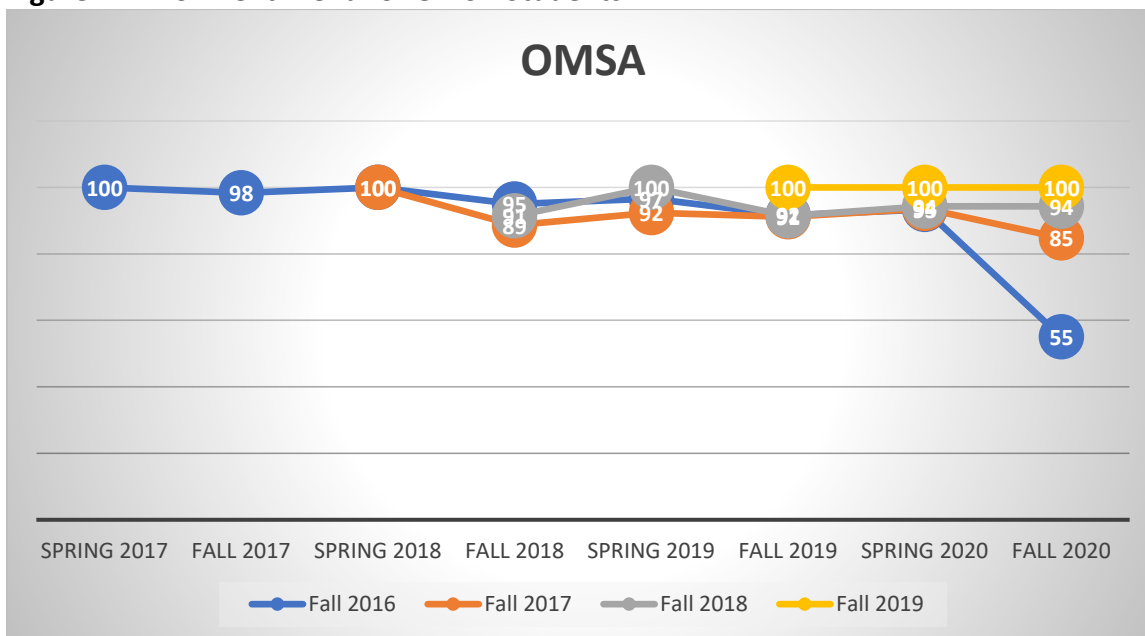


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two groups did not differ significantly on their proportions of students who graduated within six years of their admission date. Further analyses revealed no significant differences in the proportion of female students who were consistently enrolled compared to male students. Results also showed a significant difference in GPA after the first full year. OMSA students (Mean = 3.40) had a significantly higher GPA compared to the comparison students (Mean = 3.07) after their first full-term at the university.

In Figures 1 and 2, respectively, the enrollment trend for each group of students will be presented graphically. For the purposes of these graphs, only students who entered the university in or after Fall 2017 were included. Students who have already graduated were also excluded in these depictions.

Figure 1: Enrollment Trend for OMSA Students

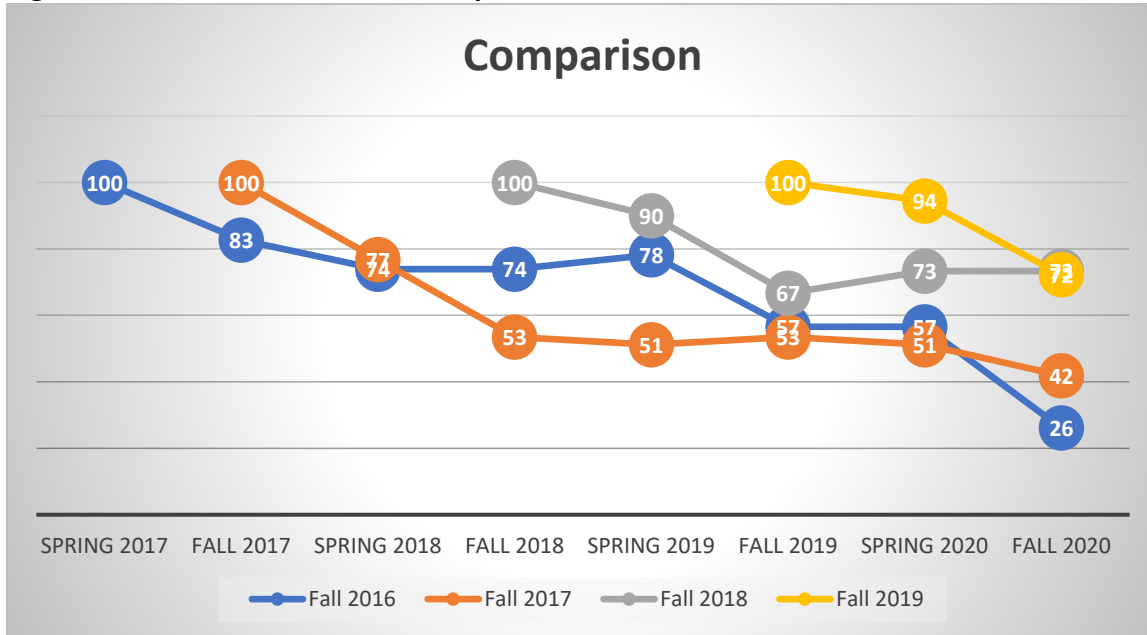




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Note. For each trend line, this represents a cohort of students who entered in a specific semester (i.e., students who entered in Fall 2017). Numbers presented represent percentages of students enrolled in each semester.

Figure 2: Enrollment Trend for Comparison Students



Note. For each trend line, this represents a cohort of students who entered in a specific semester (i.e., students who entered in Fall 2017). Numbers presented represent percentages of students enrolled in each semester.