

# Retain Alabama Survey

Only for the ACHE Retain Alabama Survey Committee

DRAFT Presentation

EMBARGOED until June 30<sup>th</sup>, 2021

# Purpose

To collect information from bachelor's students attending an Alabama 4-year public university about:

- Impressions of the State of Alabama
- Interest in working and living in Alabama after graduation

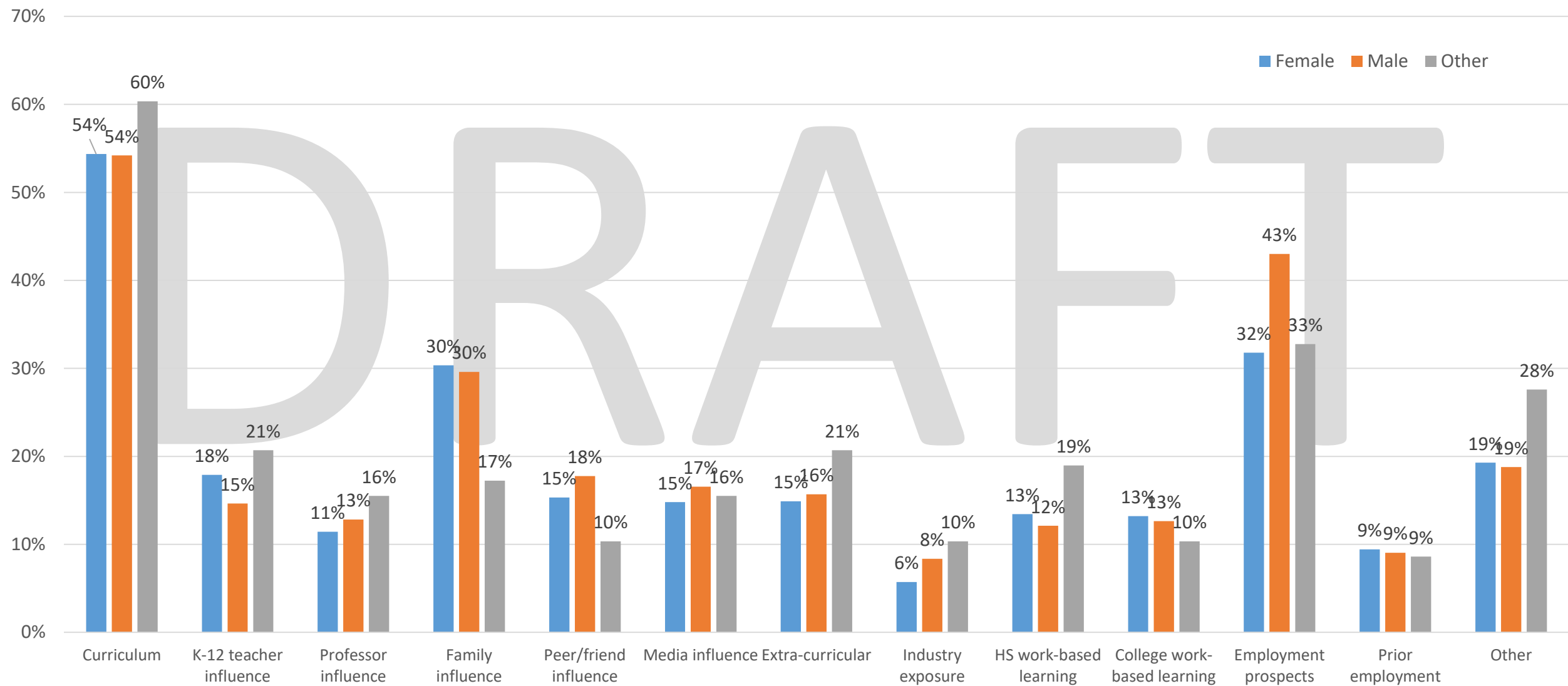
# Background

- February 8 – March 26, 2021
- 14 Public Universities (received funds to assist)
- Sophomores, Juniors, and Seniors
- Total responses = 8,208
- Response Rate =

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**Inspiration for Major**

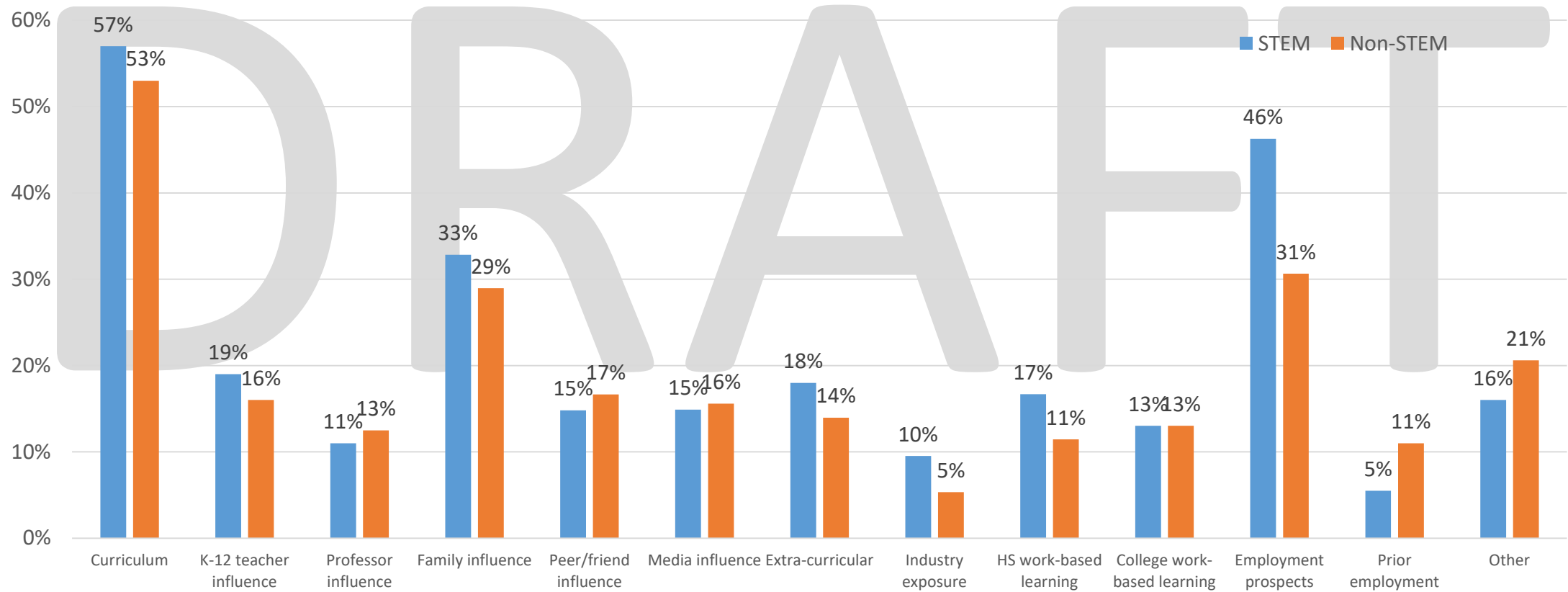
# Inspiration for Major by Gender



# Inspiration for Major by Race/Ethnicity

	Top 3 Inspirations	Next 3 Inspirations
Asian American/ Pacific Islander	Curriculum Employment Prospects Family Influence	Peer/friend Media Other
African-American	Curriculum Employment Prospects Family Influence	Other Media College Work-Based Learning
Hispanic	Curriculum Employment Prospects Other	Media HS Work-Based Learning Peer/friend
Other Minority	Curriculum Employment Prospects Family Influence	Other K-12 teacher Media
White	Curriculum Employment Prospects Family Influence	K-12 teacher Other Peer/friend

# Inspiration for Major by STEM



# Alabama Regions Visited/ Positive View



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Staying in Alabama after graduation

# Staying in Alabama: all respondents

Yes = 33.4%

Maybe = 43.2%

No = 23.4%

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# Stay in Alabama by Residency Status\*

	AL Resident	Non-Resident
Yes	42.5%	17.2%
Maybe	<b>40.9%</b>	<b>47.4%</b>
No	16.7%	<b>35.4%</b>

\* Statistically significant difference

# Stay in Alabama by Gender\*

	Female	Male	Other
Yes	35%	30%	5%
Maybe	<b>41%</b>	<b>47.5%</b>	<b>50%</b>
No	27%	22%	<b>45%</b>

\* Statistically significant differences

# Stay in Alabama by Race/Ethnicity\*

	AAPI	AA	Hisp	Other Min	White
Yes	<b>18%</b>	27%	26%	28%	<b>37%</b>
Maybe	<b>58%</b>	<b>50%</b>	<b>52%</b>	<b>45%</b>	<b>40%</b>
No	23%	23%	22%	27%	23%

\* Statistically significant differences

# Stay in Alabama by Student Age\*

	Traditional	Non-Traditional
Yes	29%	<b>45%</b>
Maybe	<b>46%</b>	36%
No	25%	19%

\* Statistically significant difference

# Stay in Alabama by Graduation Time\*

	2021	2022	2023+
Yes	39%	34%	27%
Maybe	<b>35%</b>	<b>47%</b>	<b>50%</b>
No	26%	21%	23%

\* Statistically significant differences

# Stay in Alabama by 1<sup>st</sup> Generation Status\*

	1 <sup>st</sup> Gen	Non-1 <sup>st</sup> Gen
Yes	<b>40%</b>	29%
Maybe	40.5%	<b>45%</b>
No	19.5%	26%

\* Statistically significant difference



# Stay in Alabama by STEM-Related Status\*

	STEM-Related	Non-STEM Related
Yes	26%	<b>37%</b>
Maybe	<b>48%</b>	41%
No	26%	22%

\* Statistically significant difference

# Stay in Alabama by Major Category\*

	Arts & Comm	Business	Education	Health Science	Human Services	Public Admin, Safety, Law	STEM majors **
Yes	23%	35%	<b>53%</b>	<b>40%</b>	30%	24%	25%
Maybe	<b>45.5%</b>	<b>43%</b>	32%	<b>42%</b>	<b>45%</b>	<b>45%</b>	<b>48%</b>
No	31.5%	22%	15%	18%	25%	31%	27%

\* Statistically significant differences

\*\* STEM-Related students (from previous slide) are found in STEM, education, and health science majors)

# Impressions of Alabama vs. Importance

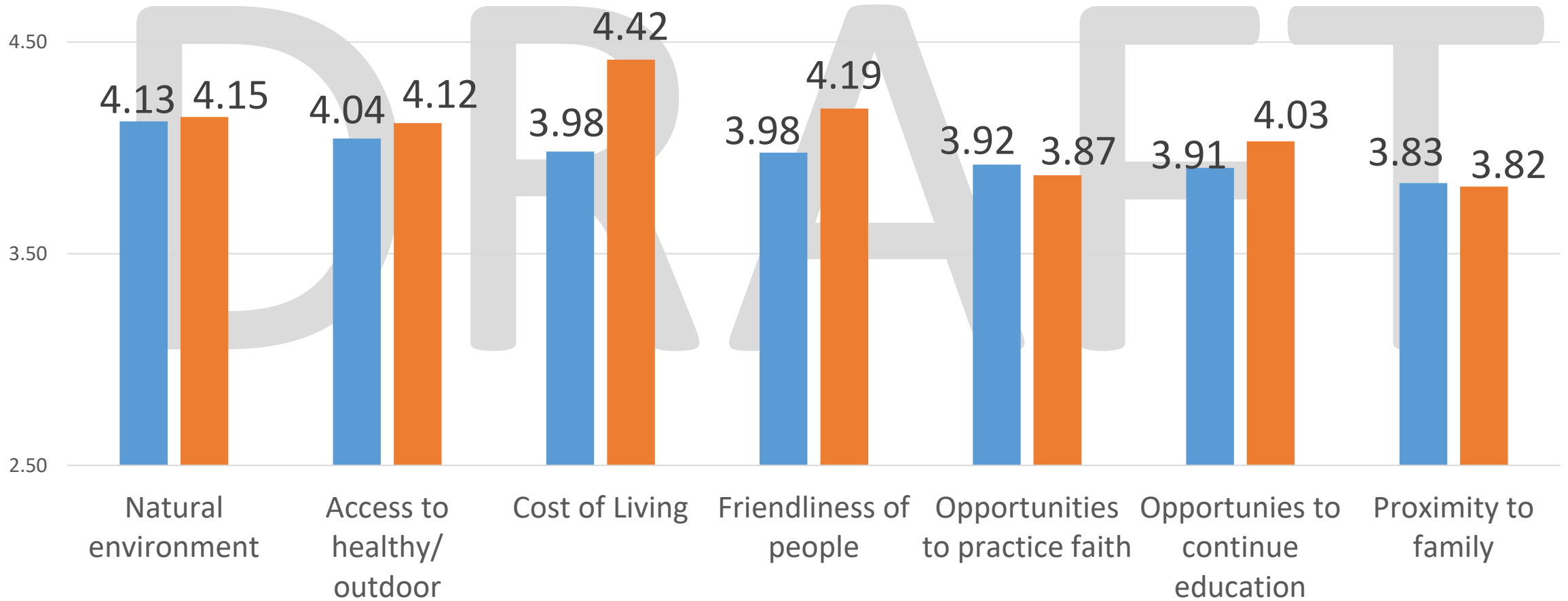
# Impression & Importance Items

Alabama as a place to live	Job opportunities
Alabama as a place to work	Salary
Overall image or reputation	Employer-provided benefits
Friendliness of the people	Potential for career advancement
Acceptance towards people of diverse backgrounds	Opportunities to continue education
Opportunities to practice my faith	Variety of dining options
Proximity to family	Access to cultural events/concerts
Public safety	Access to sporting events (local/college/pro)
Social awareness environment	Access to healthy/outdoor
Political environment	The state's natural environment
Cost of living	Weather/temperate climate

## Highest Rated Impressions

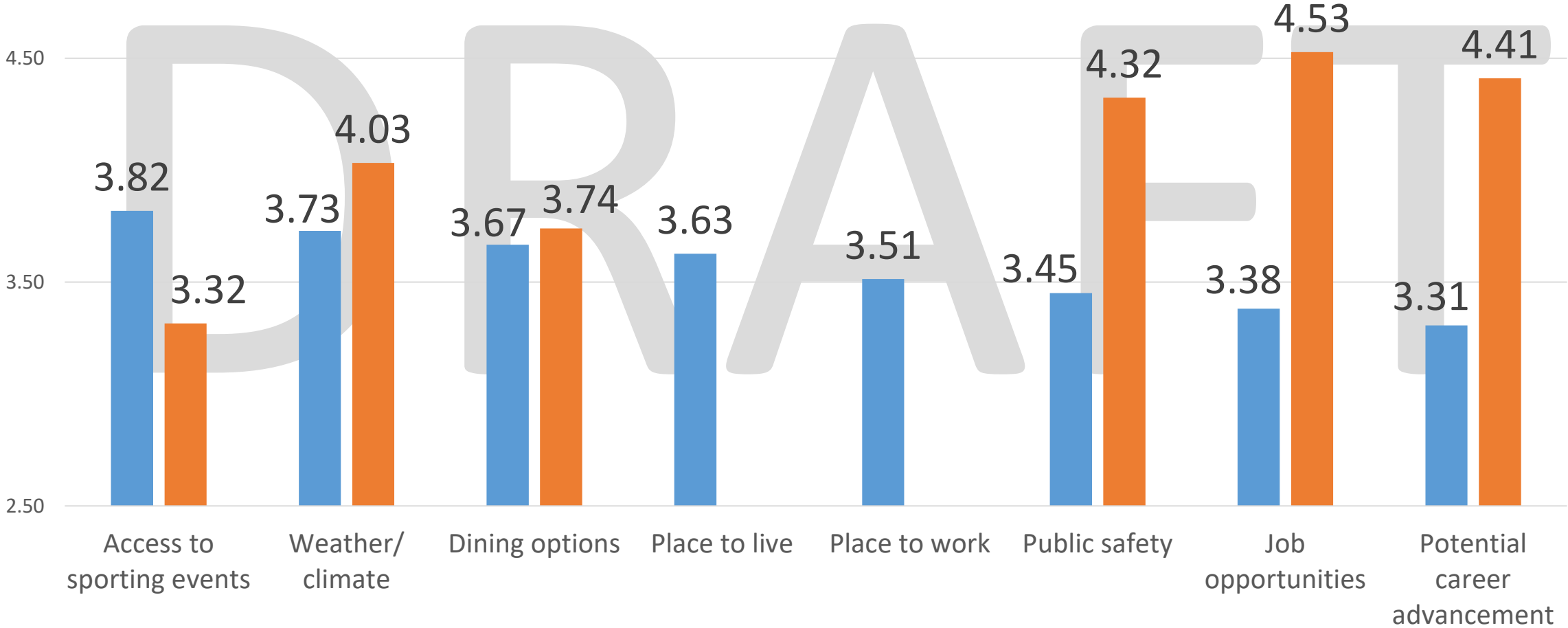
Impression

Importance



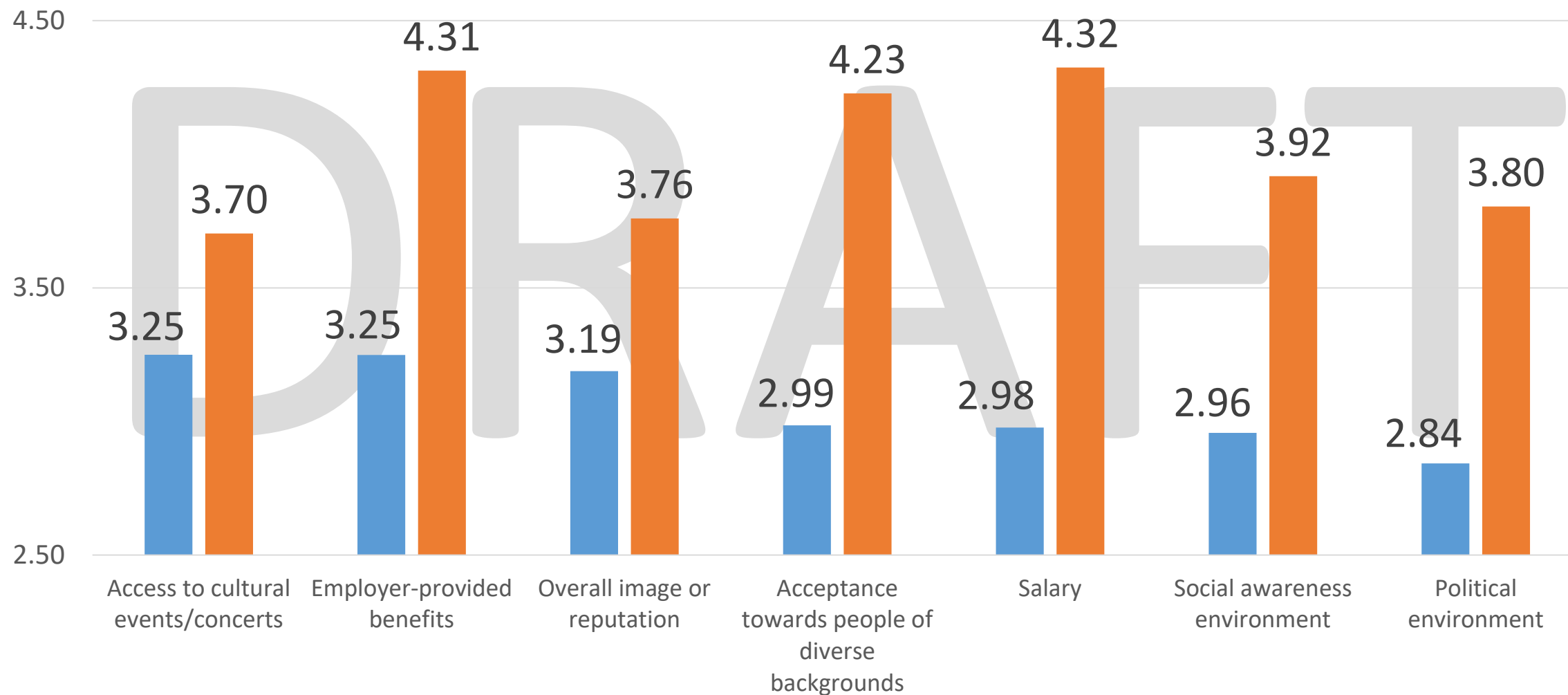
# Medium Rated Impressions

Impression  
Importance



Impression  
Importance

## Lowest Rated Impressions



# Largest Negative Gaps Between Impressions & Importance

Item	Gap
1. Salary	-1.43
2. Acceptance of people of diversity backgrounds	-1.24
3. Job opportunities	-1.15
4. Potential for career advancement	-1.10
5. Employer provided benefits	-1.06
6. Political environment	-0.96
7. Social awareness environment	-0.96
8. Public safety	-0.87



Career Related  
Social Environment



# Largest Positive Gaps Between Impressions & Importance

- Proximity to family
- Opportunities to practice my faith
- Access to sporting events (local/college/pro)

# Differences by AL Residency Status

## Impressions

- AL residents v. non-residents have differing impressions (statistically significance), except:
  - Same impressions of Acceptance of diversity, political environment, salary, and cost of living
- Alabama residents rate impressions higher, except for weather

## Importance

- AL residents place greater importance on all items except weather (stat. sig)
- Same importance on sporting events and outdoors

# Differences by Gender

## Impressions

- Male & females have **same impressions** of:
  - place to live, overall reputation, job opportunities & benefits, educational opportunities, proximity to family, social awareness, and leisure activities
- When differences, **males** rate Alabama impressions higher (stat. sig.)
  - diversity, political environment, friendliness, safety, salary, cost of living, career advancement, etc.

## Importance

- Males & female have different importance levels for all items except natural environment (Stat. Sig.)
- For all items except sports events, **females** indicate higher **importance**

## Note: Other gender

- Population small, but statistically significantly different impressions for all items (lower impressions)

# Differences by Race/Ethnicity

## Impressions

- For all items, **white students** rate Alabama higher than non-white students (Stat. Sig.)

## Importance

- For items relating to natural environment and friendliness, white students indicate higher importance
- For remaining items, non-white students indicate higher importance

# Differences by Race/Ethnicity

	Top 3 (Positive) AL Impressions	Bottom 3 (Negative) AL Impressions
Asian American/ Pacific Islander	Natural environment Friendliness Access to outdoors	Political environment Access to cultural events/ concerts Salary
African-American	Educational opportunities Opportunities to practice faith Proximity to family	Political environment Salary Acceptance of diverse people
Hispanic	Natural environment Cost of Living Access to outdoors	Political environment Acceptance of diverse people Social awareness environment
Other Minority	Access to outdoors Cost of Living Friendliness	Political environment Social awareness environment Acceptance of diverse people
White	Natural environment Access to outdoors Friendliness	Political environment Social awareness environment Salary

# Differences by Traditional/ Non-traditional students

## Impressions

- Non-traditional rated higher expect Traditional aged students rated higher for job-related/events (Stat. Sig).

## Importance

- Natural environment, acceptance of diverse people, friendliness, & job opportunities = same importance across age
- Remaining items = non-traditional students indicate higher importance

# Differences by First Generation Status

## Impressions

- When different, non-1<sup>st</sup> Gen rated impressions higher than 1<sup>st</sup> Gen (Stat. Sig.)

## Importance

- 1<sup>st</sup> Gen rated all items of higher importance except access to outdoor (Stat. Sig.)
- Natural environment & weather had the same importance

# Differences by STEM

## Impressions

- **Non-STEM higher impressions:** place to live, overall, practice faith, public safety, educational opportunity, social awareness,
- **STEM higher impressions:** natural environment, access to outdoors, salary, cost-of-living
- **Same impressions:** political environment, diversity, job opportunities & benefits, career advancement, place to work

## Importance

- Higher for Non-STEM for all except natural environment (stat. sig.)
- Same importance: weather, job opportunities, career advance, access to outdoors



# Differences by Major Category

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