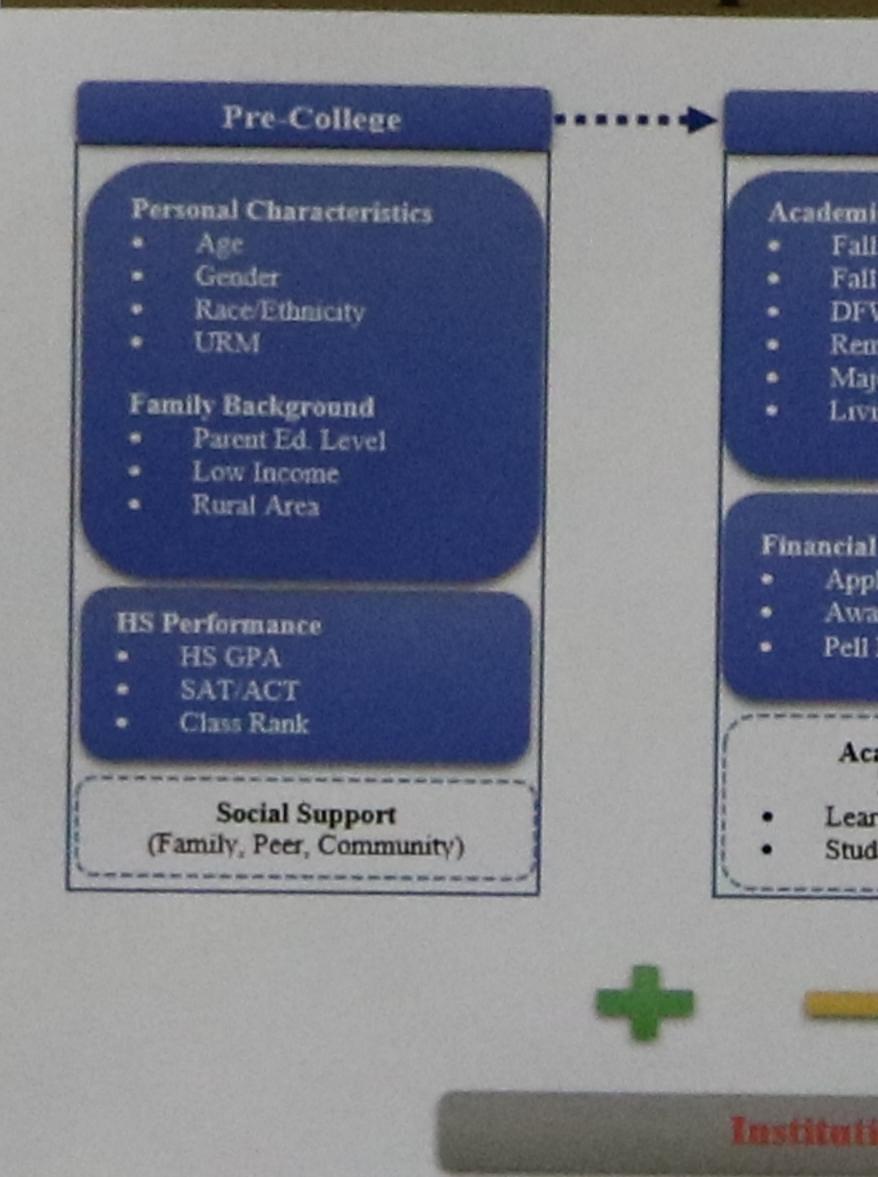
Retention and Student Success: A Study of FTFT First-Generation Students at **UNC Pembroke** Dr. Mei Yao, Office of Institutional Research Dr. Richard Kang, School of Business Introduction Conceptual Framework Table 2: Tests for Individual Variables Associated v **Purpose of the Study** Pre-College **First Fall** 2nd YR / 6th YR Model Reference Age Group ersonal Characteristics cademic Performance in Fall Fall Term GPA Gender Fall SCH Difference Race/Ethnicity Race Ethnicity DFW Courses Whete Remedial Course Taking URM American Indian or Alaska Native Major Decision Black or African American Family Background Living on Campus Persistence Inderrepresented Minority (URM) Parent Ed. Level Population Low Income Rural Area Out-of-sta esidency Financial Aid In-state Graduation Applied FAFSA County Ties Out-of-stat Awarded Scholarship/Grant HS Performance Tier 1 Pell Recipients HS GPA Tier 2 SAT/ACT Tier 3 Class Rank Fall_Term_GPA_Group Academic & Social < 2.0 Fall_Term_GPA_Coded: A (>=3.5) Social Support (Family, Peer, Community) Learning Community Fall_Term_GPA_Coded: B (>=3.0 & <3.5) Student-Faculty Interaction **Research Questions** Fall_Term_GPA_Coded: C (>=2.3 & <3.0) -----Fall_Term_GPA_Coded: D (>=2.0 & <2.5) Fall_Term_DFW (Y/N)) Fall_Remedial_Flag (Y/N) Low Income Family Institution's Intervention First Generation*Low Income Family Scholarship & Grant Logistic Regress Models For Retention & Graduation Fall Term GPA Diff Credit Hours (#) Fall_Term_DFW (# Note, 1. Significant levels: *** P < 0.001, ** P < 0.01, * P Findings • As expected, students' academic performance in high school and in first fall term in college were key predicting factors for student success, both for first-year retention and six-year graduation. • The difference between students' attempted and earned credit hours in first fall term had a negative impact on first-year retention, but it did not have significant impact on students' long-term goal of sixyear graduation. • First-generation students who were from rural areas in NC were positively associated with first-year

The purpose of this study is to explore what are the significant predicting factors of first-year retention and six-year graduation in the first-generation FTFT student group at UNC Pembroke.

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		First-	year Retent	tion	Six-Year Graduation		
	Reference	В	Sig.	Exp(B)	B	Sig.	Exp(B)
Age Group (Age<19)	Age ≥ 19	0.415*	0.014	1.515	0.268	0.12	1.307
Gender	Female						
Male		0.083	0.544	1.087	-0.235	0.068	0.79
Race/Ethnicity	White						0.73
American Indian or Alaska Native		0.343	0.125	1.409	0.355	0.093	1.426
Black or African American ★		0.905***	0.0000	2.471	0.975***	0.0000	
Hispanic		0.18	0.573	1.198	0.267	0.41	2.651
Two or more races		1.07	0.115	2.917	0.412	0.457	1.306
County Tier	Out-of-state				0.412	0.437	1.509
Tier 1		1.301***	0.0000	3.673	0.886**	0.007	
Tier 2		1.148**	0.001	3.152	0.817*	0.007	2.425
Tier 3 ★		0.931**	0.002	2.536		0.019	2.264
Fall Term GPA (Group)	< 2.0			2.250	0.449	0.178	1.567
Fall_Term_GPA_Coded(23.5)		1.565***	0.0000	4.783	7 457444		
Fall_Term_GPA_Coded(23.0 & <3.5		1.566***	0.0000	4.786	2.457***	0.0000	11.669
Fall_Term_GPA_Coded(22.5 & <3.0	9	1.612***	0.0000	5.014	2.220***	0.0000	9.209
Fall_Term_GPA_Coded(22.0 & <2.5)	1.034***	0.0000		1.699***	0.0000	5.47
all Term DFW (Group)	No		0.0000	2.811	1.269***	0.0000	3.557
Yes		0.384	0.079				
all Remedial Flag	No		0.079	1.468	0.032	0.859	1.033
Yes		0.236	0.176				
all Major	Undecided	0.230	0.176	1.266	-0.026	0.886	0.974
Decided		.0.122	~				
ow Income Family	No	-0.132	0.464	0.876	0.05	0.765	1.051
Yes		0.40724					
cholarship & Grant	No	-0.497**	0.004	0.609	-0.330*	0.035	0.719
Yes							
igh School GPA		0.462*	0.016	1.587	0.2	0.272	1.222
iff_Credit Hours (#)		0.534**	0.001	1.706	0.517**	0.001	1.678
ote. Significant levels: *** P < 0.001. **		-0.069**	0.003	0.934	-0.05	0.067	0.951



• First-generation students awarded with scholarships and grants showed positive impact on first-year retention, but not on six-year graduation.

First-generation students from low-income family were negatively associated with both first-year retention and six-year graduation.

• Focus on transfer-out in first year and senior year, particularly students who were from Tier 3 counties.

Recommendations for Further Study

- Add other potential influential factors:
- Information from Card Readers EAB;
- Students in Early Alert system;
- Build high school performance index to include other influential factors (HS GPA+SAT/ACT).

First-	vear Retent	ion	- 3151). 6-VR Graduation				
В	Sig.	Exp(B)	B	Sig.	Exp(B)		
0.272**	0.005	1.312	0.252**	0.009	1.287		
-0.163*	0.037	0.85	-0.385***	0.000	0.68		
0.239	0.054	1.27					
0.300**	0.001	1.349					
0.271**	0.001	1.311					
0.832***	0.000	2.298	0.581**	0.003	1.788		
-0.705+++	0.000	0.494	-0.433+	0.031	0.649		
0.199*	0.026	1.22	0.230**	0.007	1.259		
0.254*	0.041	1.289	0.230*	0.045	1.258		
1.711***	0.000	5.533	2.744***	0.000	13.343		
1.827***	0.000	6.214	2.446***	0.000	11.542		
1.682***	0.000	5.378	2.053***	0.000	7.792		
1.347***	0.000	3.847	1.555***	0.000	4.733		
-0.902***	0.000	0.406	-1.192***	0.000	0.317		
-0.2.12*	0.021	0.809	-0.370***	0.000	0.691		
			-0.177*	0.016	0.838		
			-0.189*	0.028	0.828		
0.223*	0.012	1.23					
0.934***	0.000	2.303	1.105***	0.000	3.021		
0.961***	0.000	2.614	1.21***	0.000	3.355		
0.137***	0.000	0.872	-0.178***	0.000	0.837		
.0.489***	0.000	0.613	-0.66+++	0.000	0.517		

retention and six-year graduation, particularly the students from Tier 1 counties.

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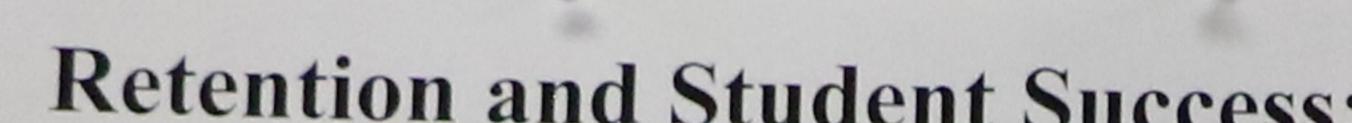
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Introduction

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Research Questions

 Using the Fall 2008 – Fall 2010 student cohort data at UNC Pembroke, we study the first-time, full-time (FTFT), and first-generation students first-year retention and six-year graduation.

Logistic Regress Models For Retention & Graduation

Table 3-2. Estimation of Results for FTFT Freshmen Cohorts from Fall 2008 to Fall 2010 (N = 1393).

		First-	year Retent	tion	Six-Yea
Ann Commercia and	Reference	В	Sig.	Exp(B)	В
Age Group (Age<19)	Age ≥ 19	0.415*	0.014	1.515	0.268
Gender Male	Female				
		0.083	0.544	1.087	-0.235
Race/Ethnicity	White				
American Indian or Alaska Native		0.343	0.125	1.409	0.355
Black or African American ★		0.905***	0.0000	2.471	0.975***
Hispanic		0.18	0.573	1.198	0.267
Two or more races		1.07	0.115	2.917	0.412
County Tier	Out-of-state				0.412
Tier 1		1.301***	0.0000	3.673	0.886**
Tier 2		1.148**	0.001	3.152	
Tier 3 ★		0.931**	0.002	2.536	0.817*
Fall Term GPA (Group)	< 2.0			2.330	0.449
Fall_Term_GPA_Coded(23.5)		1.565***	0.0000	4.783	3 457444
Fall_Term_GPA_Coded(23.0 & <3.5)	,	1.566***	0.0000	4.786	2.457***
Fall_Term_GPA_Coded(22.5 & <3.0)		1.612***	0.0000	5.014	2.220***
Fall_Term_GPA_Coded(22.0 & <2.5)		1.034***	0.0000		1.699***
all Term DFW (Group)	No		0.0000	2.811	1.269***
Yes		0.384	0.070		
all Remedial Flag	No	0.004	0.079	1.468	0.032
Yes		0.216	0.174		
all Major	Undecided	0.236	0.176	1.266	-0.026
Decided		0.125			
ow income Family	No	-0.132	0.464	0.876	0.05
Yes		0.45555			
holarship & Grant	No	-0.497	0.004	0.609	-0.330*
Yes	140				
gh School GPA		0.462*	0.016	1.587	0.2
ff_Credit Hours (#)		0.534**	0.001	1.706	0.517**
ne. Significant levels: *** P < 0.001, **)		-0.069**	0.003	0.934	-0.05



Retention and Student Success: A Study of FTFT First-Generation Students at **UNC Pembroke**

Dr. Mei Yao, Office of Institutional Research Dr. Richard Kang, School of Business

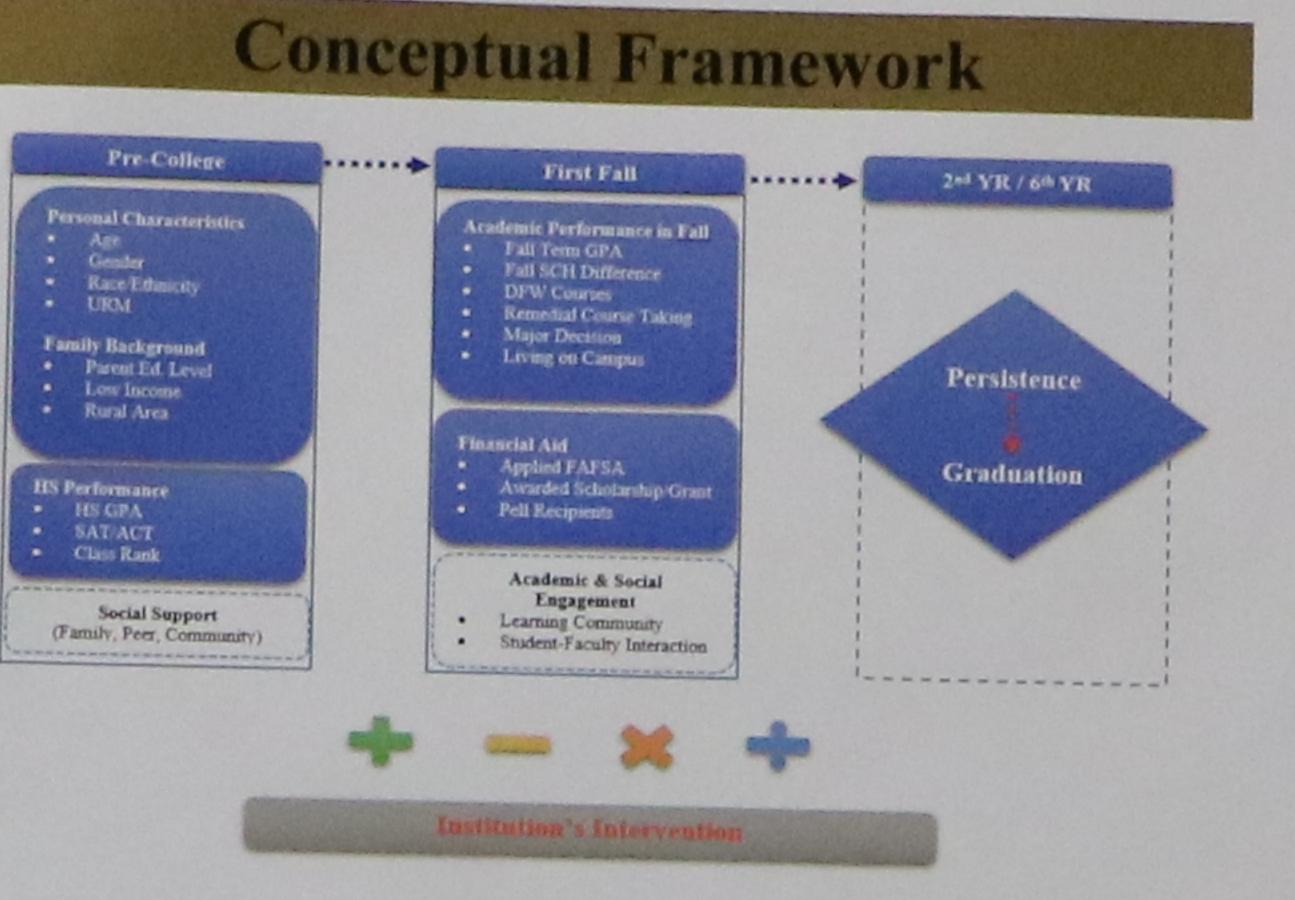


Table 2: Tests for Individual Variables Ass.	A LALED WITH FUT						
Model	Reference	First-year Retention			6-VR Graduation		
Age Oroup	-12	<u> </u>	Sig.	Exp(B)	D	Silg.	Exp(B)
Oender	Feenale	0.171**	0.005	1.312	9.252**	0.009	1.287
Male							
Race/Ethnicity	Whate	-0.163*	0.037	0.85	0.345	0.000	0.54
American Indian or Alaska Nativa			in the second				
Black or African American		0.139	0.034	1.27			
Underrepresented Minority (URM)	No	0.300**	0.001	1.349			
Yes							
Residency	Out of state	0.171**	0.001	1.311			
In-state	orde of scale						
Cetamy Ties	Out-of-state	0.032***	0.000	2.398	0.581**	0.003	1.788
Tier I	COM-OF-STREE						
Tier 2		-0.705×++	0.000	0.494	-0.435*	0.031	0.649
Tier 3		0.199*	0.026	1.23	0.230**	0.007	1.159
Fall_Tem_OPA_Ormop	~ 2.0	0.254*	0.041	1.389	0.230*	0.045	1.758
Fall_Term_GPA_Coded: A (>=1.5)	- 2.9						
Fail_Tem_OPA_Coded B (melo & <1.5)		1.711+++	0.000	2.223	2.744***	0.000	13.543
Fall_Tom_OPA_Coded: C (2002.5 & <3.0)		1.837***	0.000	8.2.14	2.448***	0.000	11.545
Fall_Tems_GPA_Coded: D (2020 & +2.5)		1.682***	0.000	5.378	2.085+++	0.900	7.793
all_Tem_DFW (Y/N))	No	1.347***	0.000	3.847	1.SASter	0.000	4,733
Yes	240						
all_Remedial_Fing (Y/N)		-0.902***	0.000	9.406	-1.192ARK	0.000	0.317
Yes	No						
ow Income Passily		-0.212*	0.021	0,809	-0.370***	0.000	0.691
Yes	No						
"irst Generation "Low Income Family					-2 177*	0.016	0.838
Yes	No						
Ichiolarship & Grant					-5 189+	0.028	0.826
Yes	No						
LE CIPA		0.223*	0.012	1.25			
all Trem GPA	Numeric	0.834***	0.000	2.303	1.105***	0.000	1.021
Aff Credit Hours (#)	Numeric	0.961***	0.000	2.614	1.21+++	0.000	2.353
all_Term_DFW (#)	Numerico	-0.137***	0.000	0.672	-0.178***	0.000	0.837
Note 1. Significant levels: *** P < 0.001, ** P	Numeric	0.489***	0.000	0.613	0.66+++	0.000	0.517

Graduation					
Sig.	Exp(B)				
0.12	1.307				
0.068	0.79				
0.093	1.426				
0.0000	2.651				
0.41	1.306				
0.457	1.509				
0.007	2.425				
0.019	2.264				
0.178	1.567				
0.0000	11.669				
0.0000	9.209				
0.0000	5.47				
0.0000	3.557				
0.859	1.033				
0.886	0.974				
0.765	1.051				
0.035	0.719				
0.272	1.222				
0.001	1.678				
0.067	0.951				

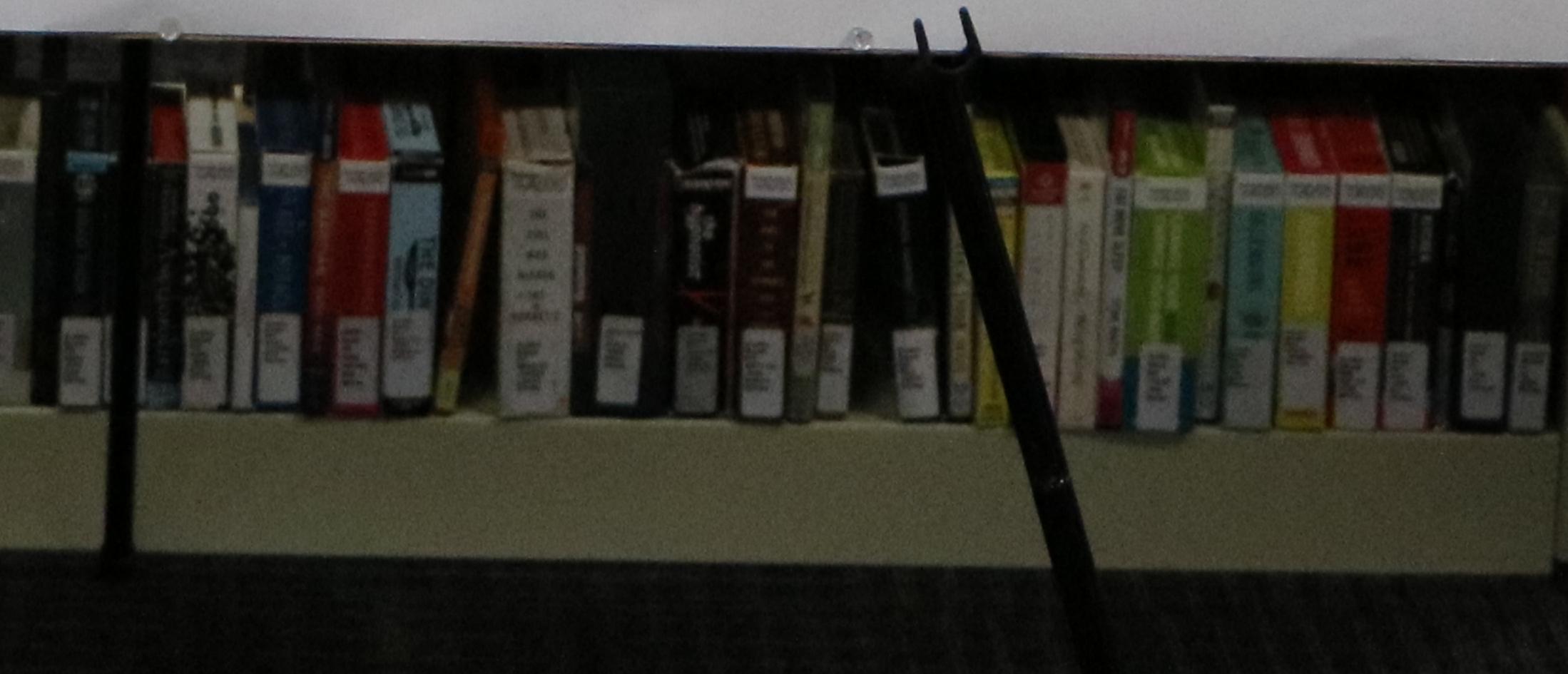
• As expected, students' academic performance in high school and in first fall term in college were key predicting factors for student success, both for first-year retention and six-year graduation.

Findings

- The difference between students' attempted and earned credit hours in first fall term had a negative impact on first-year retention, but it did not have significant impact on students' long-term goal of sixyear graduation.
- First-generation students who were from rural areas in NC were positively associated with first-year retention and six-year graduation, particularly the students from Tier 1 counties.
- First-generation students awarded with scholarships and grants showed positive impact on first-year retention, but not on six-year graduation.
- First-generation students from low-income family were negatively associated with both first-year retention and six-year graduation.

Recommendations for Further Study

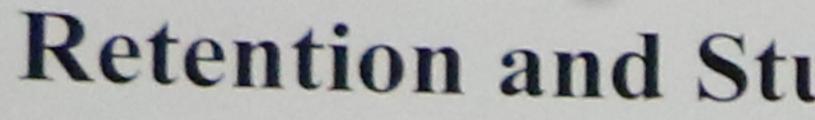
- Focus on transfer-out in first year and senior year, particularly students who were from Tier 3 counties. • Add other potential influential factors: - Information from Card Readers - EAB;
- Students in Early Alert system;
- Build high school performance index to include other influential factors (HS GPA+SAT/ACT).



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Introduction

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Population

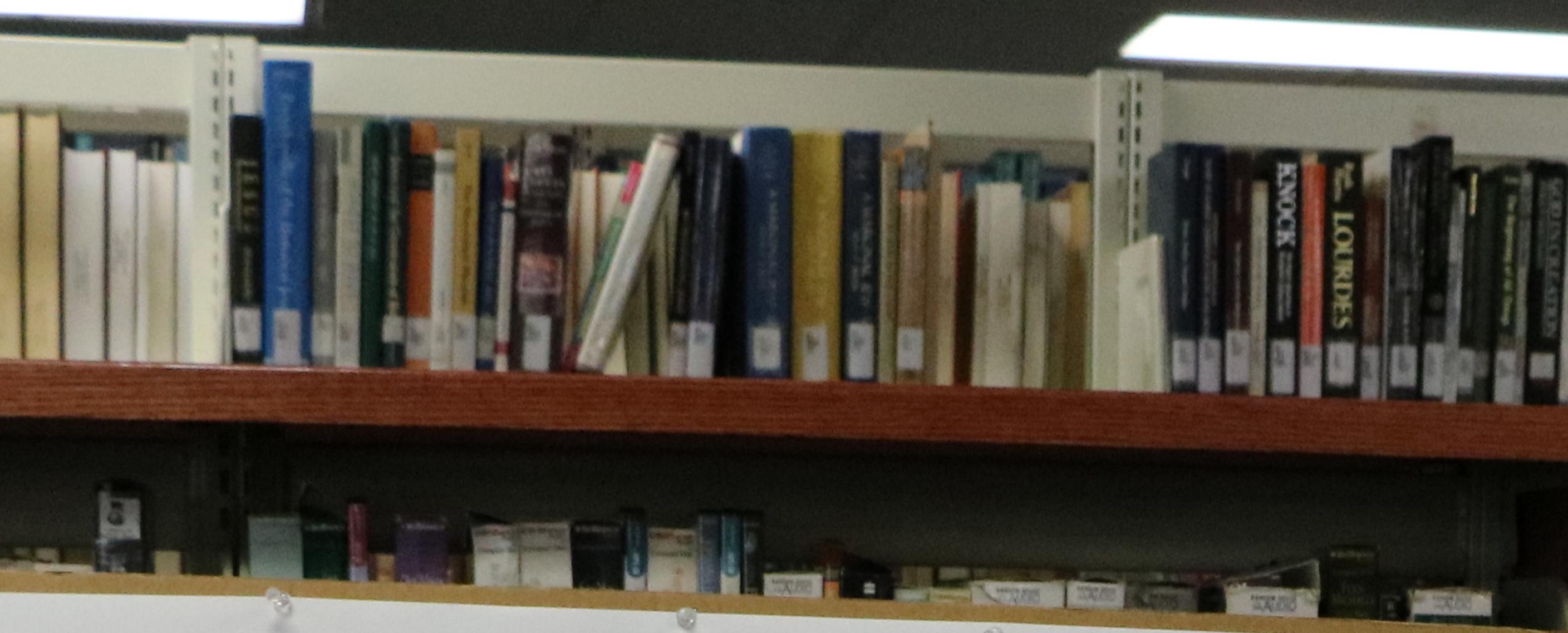
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		First-year Retention			= 1393). Six-Year Graduation		
	Reference	В	Sig.	Exp(B)	В	Sig.	Exp(B)
Age Group (Age<19)	Age ≥ 19	0.415*	0.014	1.515	0.268	0.12	1.30
Gender	Female						
Male		0.083	0.544	1.087	-0.235	0.068	0.7
Race/Ethnicity	White						
American Indian or Alaska Native		0.343	0.125	1.409	0.355	0.093	1.42
Black or African American		0.905***	0.0000	2.471	0.975***	0.0000	2.65
Hispanic		0.18	0.573	1.198	0.267	0.41	1.30
Two or more races		1.07	0.115	2.917	0.412	0.457	1.50
County Tier	Out-of-state						2.47
Tier 1		1.301***	0.0000	3.673	0.886**	0.007	2.42
Tier 2		1.148**	0.001	3.152	0.817*	0.019	2.26
Tier 3 ★		0.931**	0.002	2.536	0.449	0.178	1.50
Fall Term GPA (Group)	< 2.0				~	0.0000	11.60
Fall_Term_GPA_Coded(23.5)		1.565***	0.0000	4.783	2.457***	0.0000	9.20
Fall_Term_GPA_Coded(23.0 & <3.5)		1.566***	0.0000	4.786	2.220***	0.0000	5.4
Fall_Term_GPA_Coded(22.5 & <3.0)		1.612***	0.0000	5.014	1.699***	0.0000	3.5
Fall_Term_GPA_Coded(22.0 & <2.5)		1.034***	0.0000	2.811	1.269***	0.0000	
Fall Term DFW (Group)	No				0.022	0.859	1.0
Yes		0.384	0.079	1.468	0.032	0.039	
all Remedial Flag	No				0.026	0.886	0.9
Yes		0.236	0.176	1.266	-0.026	0.000	
Fall Major	Undecided				0.05	0.765	1.0
Decided		-0.132	0.464	0.876	0.05		
low Income Family	No				-0.330*	0.035	0.7
Yes		-0.497**	0.004	0.609	-0.330	0,000	
Scholarship & Grant	No				0.2	0.272	1.2
		0.462*	0.016	1.587		0.001	1.6
Yes		0.534**	0.001	1.706	0.517**	0.067	
High School GPA		-0.069**	0.003	0.934	-0.05	0.001	



inancial Aid Applied FAFSA Associed Scholarship Ge Pell Recipients

Academic & Social

Engagement

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Learning Community
 Student-Faculty Interaction

Retention and Student Success: A Study of FTFT First-Generation Students at **UNC Pembroke** Dr. Mei Yao, Office of Institutional Research Dr. Richard Kang, School of Business **Conceptual Framework** Table 2: Tests for Individu Pre-College First Fall 2nd YR / 6th YR ****** Apr Apr Gender Race Ethnicity URM Academic Performance to Fall Fall Term GPA Fall SCH Difference DFW Courses Remedial Course Taking Major Decision Laving on Campus

Persistence

Graduation

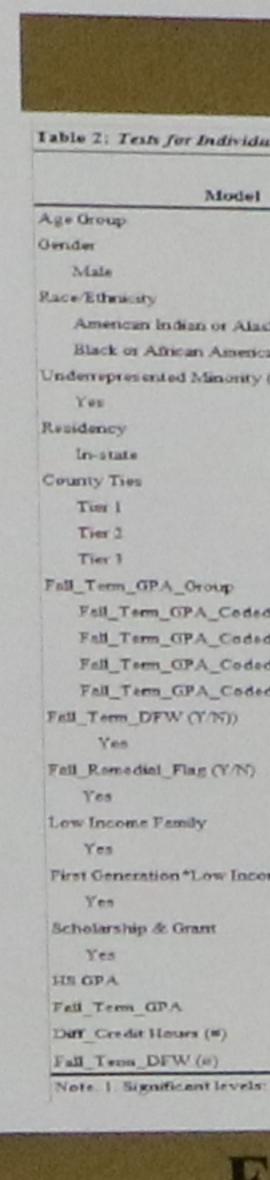
Logistic Regress Models For Retention & Graduation

Family Background
 Parent Ed. Level

Low income Rural Area

IIIS Performance - HS GPA - SAT/ACT - Class Rank

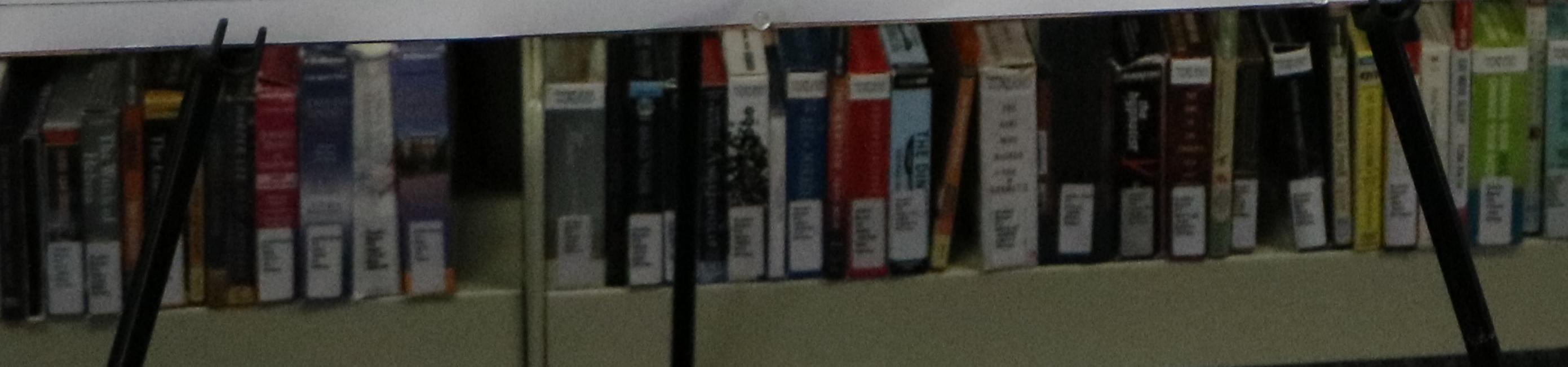
Social Support (Family, Peer, Community)



- predicting factors for student success, both for first-year retention and six-year graduation.
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		YR Retention and 6 YR Graduation (N - 3 First-year Retention			6 VE Graduation			
	Reference	B Sig.		(B)	D	Sig.	Exp(B)	
	>=19	0.272**	0.005	1.312	0.252**	0.009	1.287	
	Female							
		-0.163*	0.037	0.85	0.385***	0,000	0.51	
	White							
ka Native		0.239	0.054	1.27				
ari		0.300++	0.001	1,349				
(URM)	Na							
		0.271**	0.001	1.311				
	Out of state							
		0.832***	0.000	2.298	0.581**	0.003	1.78	
	Out-of-state							
		-0.705***	0.000	0.494	-0.453+	0.031	0.6	
		0.199*	0.026	1.22	0.230**	0.007	12	
		0.254*	0.041	1.289	0.230*	0.045	12	
	< 2.0							
A (~3.5)		1.711***	0.000	5.533	2.744***	0.000	15.5	
B(=1.0 & <3.5)		1.827***	0,000	6.214	2,445***	0.000	11.5	
C (>=2.3 & <3.0)		L682***	0.000	5_378	2.083***	0.000		
D (>=20&<23)		1.347***	0.000	3.847	1.855***	0.000	4	
	No							
		-0.902***	0.000	0.406	L192***	0.000		
	No							
		-0.212*	0.021	0.809	-0.370***	0.000	11	
	No						11	
					-0.177*	0.01/		
ne Family	No						1.1.1	
					-0.169*	0.02	111	
	No						111	
		0.223*	0.012	1.2.5			1118	
	Numeric	0.834***	0.000	2.303	1.108***	0.00		
	Numerio	0.961***	0.000	2.614	1.21***	0.00		
	Numeric	-0.137***	000.0	0.613	-0.178***		3 1 1 1 1 1 1 1	

Findings

• As expected, students' academic performance in high school and in first fall term in college

• The difference between students' attempted and earned credit hours in first fall term had a impact on first-year retention, but it did not have significant impact on students' long-term goa

First-generation students who were from rural areas in NC were positively associated with f

Build high school performance index to include other influential factors (HS GPA+SAT/ACT)

1 hey, like inhumane creatures, laughed: Calvinist Humor in A Narrabie of the Captivity and Restoration of Mrs. Mary Rowlandson by Dr. Automa Lauzon, English

A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson may not appear, a first share, to be as appropriate we for

ling Professionalism: Motivating Student Participation by Flip/ University of North Carolina at Per Michael J. Berntsen.

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Grading Professiona//s/

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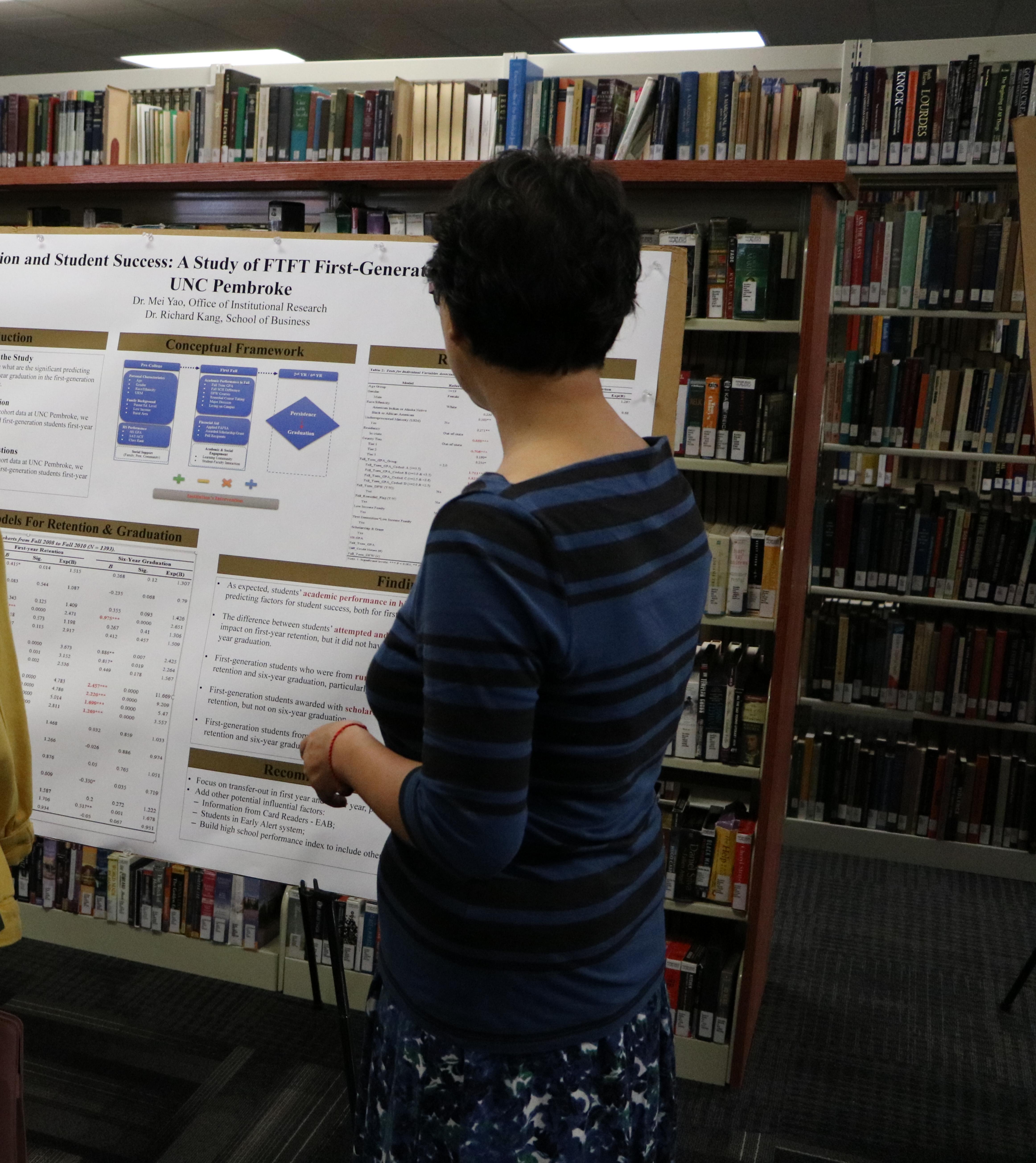
Each Student Starts Out with 100 Most students felt more confident.

 Fewer to zero students felt anxious about forgetting their books.

•They felt their grade was mo organic: the days they felt excited and participated high would help them on days the



Ment group at UNC Pembroke



	Ster				
15*	Sig.	Exp(B)			'ear G
	0.014	1.515		5	Sig
183	0.544	1.087		0.268	
43 8 7	0.125 0.0000 0.573 0.115	1.409 2.471 1.198 2.917	(0.97: 0	267	0 0.0 0.00 0.4
	00000	3.673 3.152 2.536	0,449	•	0.45 0.007 0.019 0.178
000	0 4 0 5.	4.783 1.786 014 811	2.457*** 2.220*** 1.699*** 1.269***	0.00 0.000 0.000	00 10
	0.876		-0.026 0.05	0.855	
	0.609		0.330*	0.765	
	1.587 1.706 0.934	0.3	0.2	0.272 0.001	1

Introduction

Purpose of the Study

 The purpose of this study is to explore what are the significant predict. factors of first-year retention and six-year graduation in the first-w FTFT student group at UNC Pembroke.

Population

 Using the Fall 2008 – Fall 2010 student cohort data study the first-time, full-time (FTFT), and first-p retention and six-year graduation.

Research Qu

Using the Fall 2008 - Fall 2010 studer study the first-time, full-time (FIFI) etention and six-year gradua

Table 3-2. Estimation

Age Geoup (Age+19)

Male .

Race Ethnicity

Hasparac

County Tier

Tier 1

Tier 7

Tim 3 🛪

Fall Terms GPA (George).

Fall Term_GP

Fall Term Q

Fall Term

7 all Recorded Flag

Decided

Low Income Family

Scholarship & Grant

Diff_Credit Hours (#)

High School GPA

Fall Term DFW

185

Fall Magor

Fal Term GPA

American Indian or A

Black or Africas Am

Two or more races

