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

Purpose of the Study
- 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.

Population
- 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.

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 Regression Models For Retention & Graduation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Reference</th>
<th>1st-Year Retention</th>
<th>6th-Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Group (Age&lt;19)</td>
<td></td>
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</tr>
<tr>
<td>Gender Female</td>
<td>0.411***</td>
<td>0.034</td>
<td>1.315</td>
</tr>
<tr>
<td>Gender Male</td>
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<td></td>
</tr>
<tr>
<td>Race Native</td>
<td>0.082</td>
<td>0.344</td>
<td>1.087</td>
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<tr>
<td>Asian Indian or Alaska Native</td>
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<tr>
<td>Black or African American</td>
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<td>0.600</td>
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<tr>
<td>Hispanic</td>
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<tr>
<td>Type of more races</td>
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<tr>
<td>Tier 1</td>
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<td>3.872</td>
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<tr>
<td>Tier 2</td>
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<td>3.152</td>
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<tr>
<td>Tier 3</td>
<td>0.092</td>
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<td>Fall Term GPA (Group)</td>
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<td>0.105</td>
</tr>
<tr>
<td>Fall Term GPA (Code&lt;5.0)</td>
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<td>0.105</td>
</tr>
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<td>Fall Term GPA (Code&lt;3.0)</td>
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<tr>
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<tr>
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<td>Fall Term GPA (Group)</td>
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<td>Fall Retention Flag</td>
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<tr>
<td>Type</td>
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<td>1.576</td>
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<td>High School GPA</td>
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<td>0.003</td>
<td>0.954</td>
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<td>Family Income</td>
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<td></td>
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<tr>
<td>Education</td>
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<tr>
<td>Type</td>
<td>0.482***</td>
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<td>Income</td>
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<tr>
<td>Type</td>
<td>-0.049**</td>
<td>0.003</td>
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</tbody>
</table>

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 a significant impact on students’ long-term goal of six-year 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

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

Population
- Using the Fall 2006 - 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.

Research Questions
- Using the Fall 2006 - 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.

Conceptual Framework

Research Variables

Logistic Regress Models For Retention & Graduation

Findings
- As expected, students' academic performance in high school and in fact full-time in college may key factors for student success, both for first-year retention and six-year graduation.
- The difference between students' attempted and earned credit hours in first full-year had a positive impact on first-year retention, but it did not have significant impact on students' long-term goal of six-year 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 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 transferred in first year and entering, particularly students who were from Tier 3 counties.
- Add other potential influential factors:
  - Information from Early Alert - EAR
  - Students in Early Alert system
  - Bold high school performance index in other influential factors (HS GPA/SAT/ACT)
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Introduction

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Research Questions
- Using the Fall 2000 - 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.

Conceptual Framework

Research Variables

Logistic Regress Models For Retention & Graduation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Estimate</th>
<th>Std. Error</th>
<th>z</th>
<th>p-value</th>
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</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
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<tr>
<td>Hispanic</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
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<tr>
<td>Race</td>
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<tr>
<td>Family</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>GPA</td>
<td></td>
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</tr>
</tbody>
</table>

Findings

- As expected, students’ academic performance in high school and in first fall term in college 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 significant impact on first-year retention, but it did not have significant impact on students’ likelihood of graduating.
- First-generation students who were from rural areas in NC were positively associated with first-year retention and six-year graduation, particularly for the students from Tier 1 counties.
- First-generation students awarded with scholarships and grants showed positive impact on 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

- Follow students over time and find out whether students who dropped out of college continued their studies.
- Add other potential influential factors:
  - Information from FAFSAs
  - Information from Cdate-Readers
  - Students in Early Warning System
  - Bold high school performance index to include other influential factors (HS GPA/ACT/2009-2010 GPA/2009-2010 ACT score)
Retention and Student Success: Students at Dr. Méta Description

Introduction

Purpose of the Study
The purpose of this study is to analyze the factors that influence student retention and success at Dr. Méta College. This study examines the relationship between various variables and student outcomes.

Population
The population for this study includes all students enrolled at Dr. Méta College from the Fall 2010 to Fall 2014 academic years. The study includes all students who completed at least one semester and remained enrolled at the college.

Research Questions
1. What are the factors that influence student retention at Dr. Méta College?
2. How do these factors differ between students who successfully complete their degree and those who drop out or transfer?

Methodology
The study employs a mixed methods approach, combining qualitative and quantitative data collection techniques. Data is collected through surveys, interviews, and institutional records. The analysis is conducted using statistical software and qualitative data analysis tools.

Logistics
- Data Collection: Fall 2010 - Fall 2014
- Data Analysis: Spring 2016
- Results: Summer 2016

Conclusions
The study findings reveal several key factors that influence student retention at Dr. Méta College. These factors include academic performance, financial aid, and campus support services. The study highlights the importance of targeted interventions to improve student success.

References

Contact Information

Authors: Dr. Méta

Institution: Dr. Méta College