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**Everything You Ever Wanted to
Know about UNCP Students, but
Didn't Know Where to Find:**

**DATA AND INFORMATIONAL
RESOURCES FOR FACULTY**

Making use of data

- What are the demographics of our student body?
 - **Would knowing this information change your pedagogy? Should it?**
- What do students think about the use of technology in the classroom?
 - **Does the use of technology impact learning?**
- How many of our students fail to return to UNCP after their first year?
 - **Do teaching/advising strategies impact retention?**



<http://www.uncp.edu/ie>

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[College Portrait](#)
[Common Data Set](#)
[Data Resources](#)
[FactBook](#)
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[Peer Institutions](#)
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Institutional Effectiveness

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Dogwood Lane

[Campus Map](#)



The Office of Institutional Effectiveness serves as the central office for maintenance of data regarding UNCP students, faculty, and staff as well as institutional programs, services, facilities, and operations.

In addition, the Office of Institutional Effectiveness:

- generates reports from this data which are used internally to support institutional decision making and disseminated to the University of North Carolina's Office of the President and other external agencies.
 - responds to requests for specific types of data about the university from both internal and external constituencies.
 - conducts special projects that make use of this data for detailed statistical analysis and hypothesis testing.
 - compiles the university's Fact Book and Common Data Set.
- creates the College Portrait as part of UNCP's participation in the Voluntary System of Accountability (<http://www.collegeportraits.org/NC/UNCP>).
 - directs institution-wide student and staff assessment efforts, prepares analyses of results, and distributes these to the campus community.
 - serves as a resource for survey and questionnaire research conducted by and for UNCP faculty and staff.
 - prepares enrollment projections annually as part of the UNC system's state appropriations request.
 - coordinates strategic planning for the university (<http://www.uncp.edu/ie/upc/>).

For more information, contact Institutional Effectiveness by phone at 910.775.4375 or email at ie@uncp.edu.

Updated: Monday, May 4, 2009

Making use of data

- What are the demographics of our student body?



A Snapshot of Students at The University of North Carolina at Pembroke

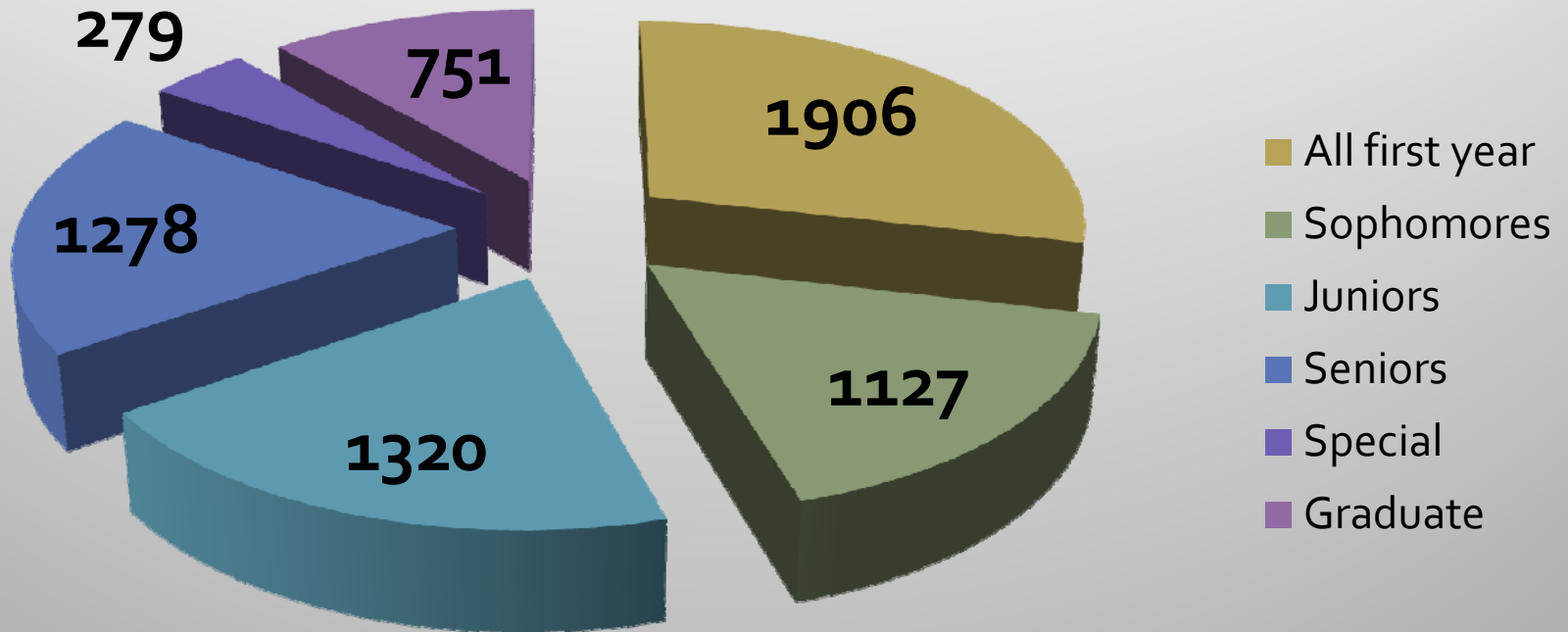
At the heart of the effectiveness of an institution is student success.



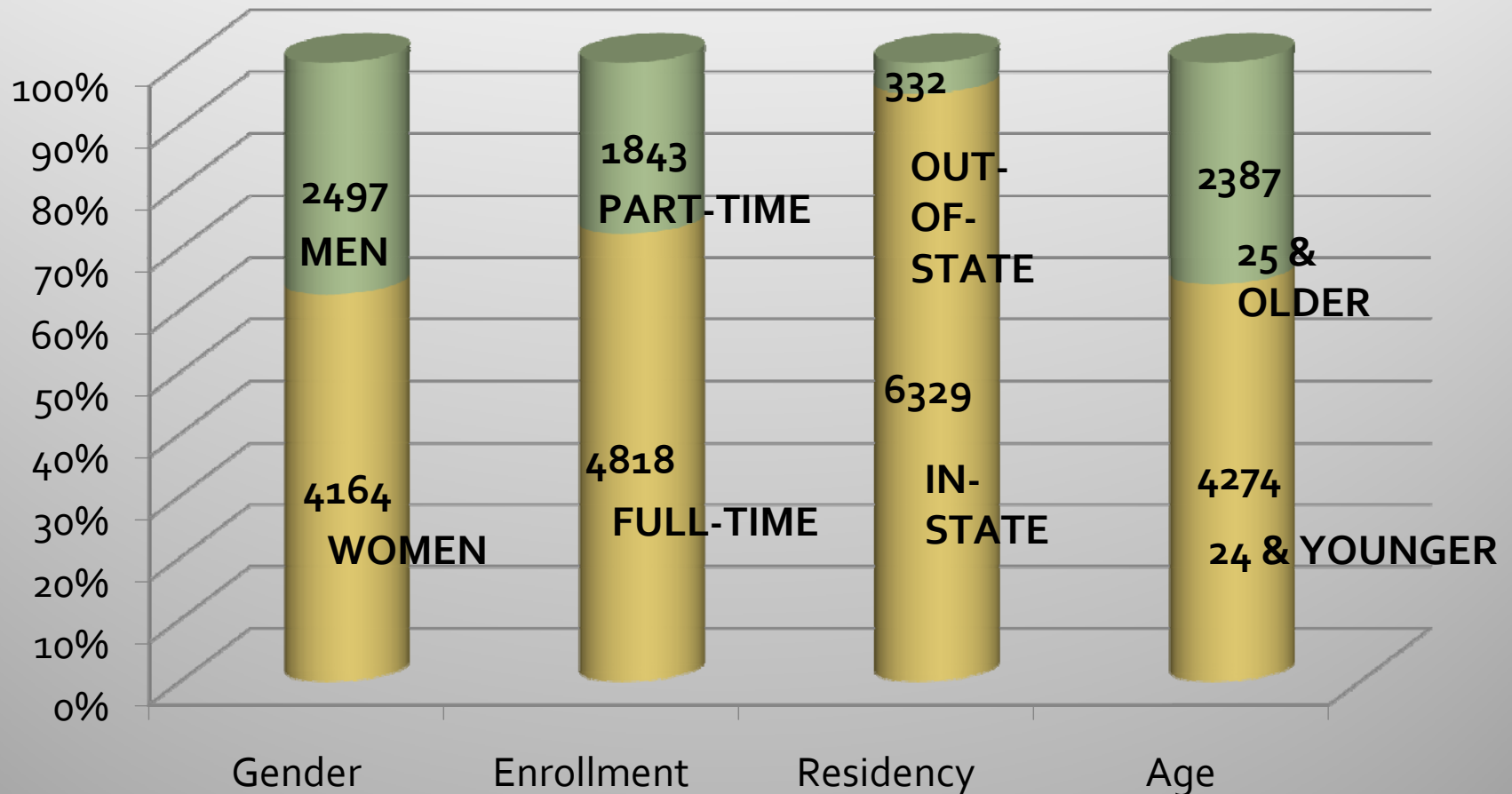
First-year admission requirements

- **Combined SAT (Reading & Math) of at least 820**
- **High school GPA of at least 2.2** (2.3 by 2011 & 2.5 by 2013)
- **High school courses:** 4 years of English; algebra I, II, geometry (or their equivalents), & (if graduating from high school in December 2005 or later) 1 year of advanced mathematics beyond algebra II; 3 years of science including a year each of physical, biological and laboratory science; 2 years of social studies including 1 of U.S. history, plus 2 years of a foreign language.

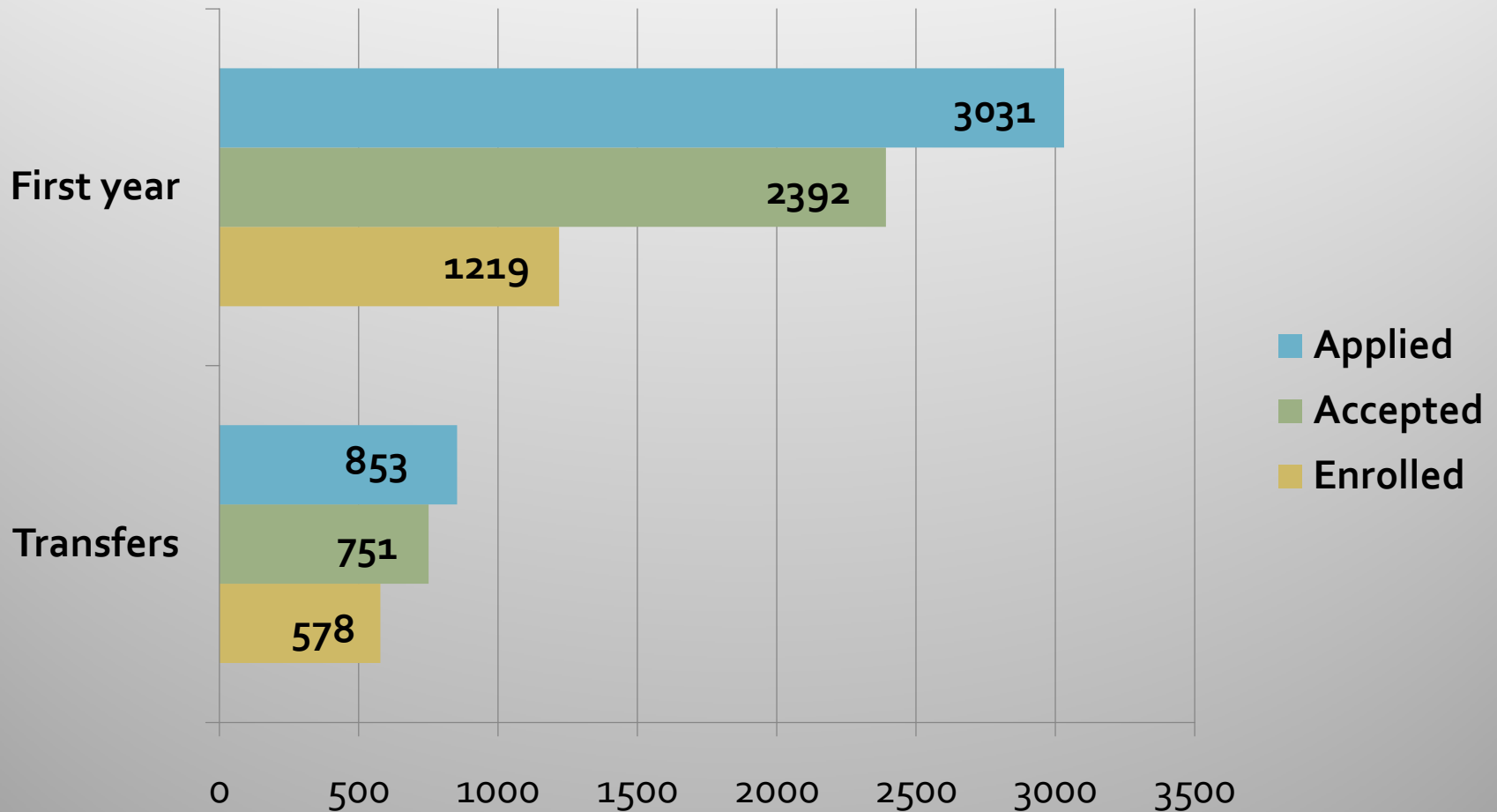
By Classification, Fall 2009



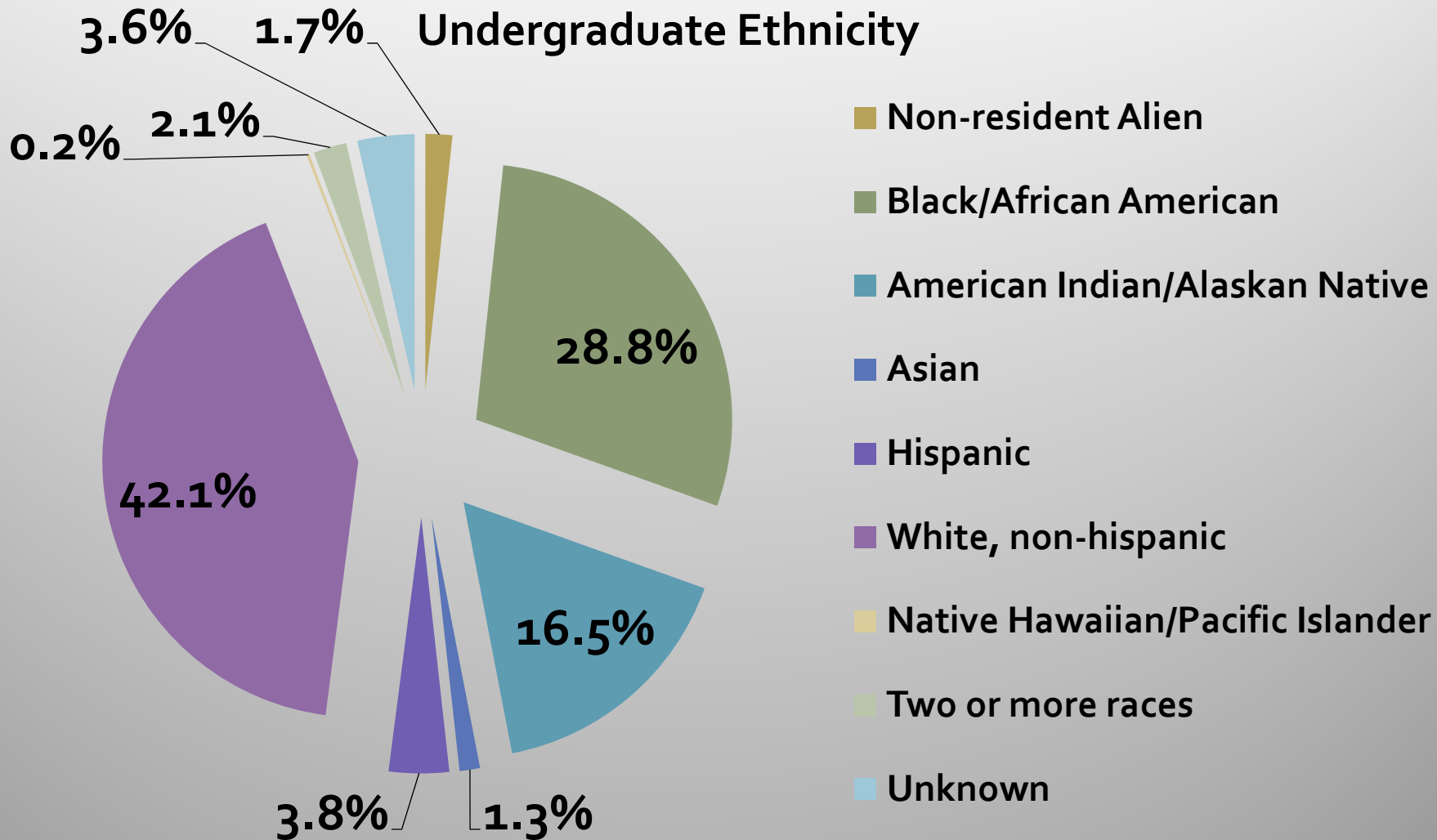
Fall 2009 Student Body



Fall 2009



Student demographics: Fall 2009



First generation college, Fall 2008

- **First generation college among 1st year students**
(as reported by respondents to freshmen survey)
 - ~**20%** have parents with no college
 - **58.5%** if add in parents with some college (but no degree higher than 2-year associate)

First year students, Fall 2009



Average SAT=926

**Average high
school rank=58.72**

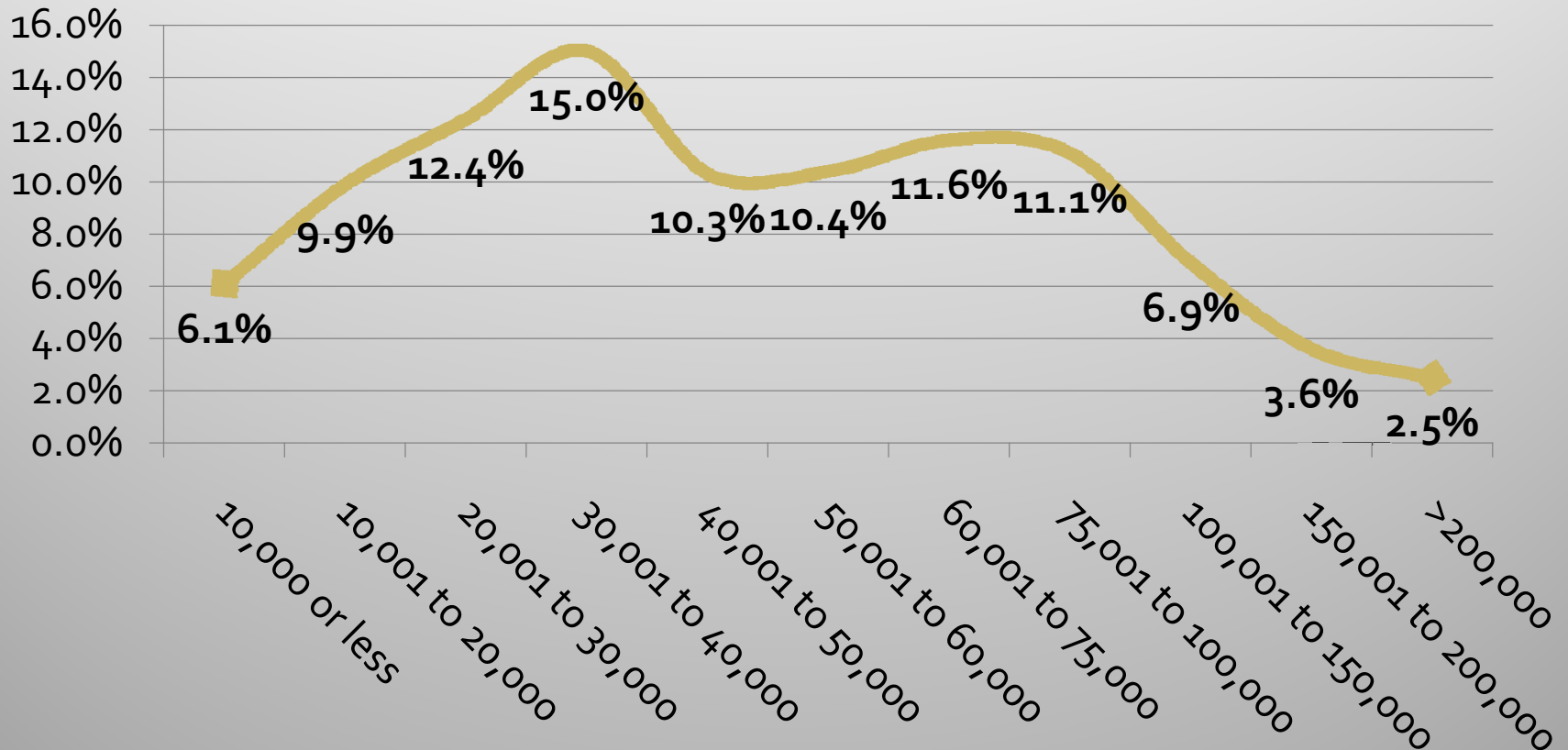
**Average high
school GPA=3.10**

Student demographics: Fall 2008

- **Students 25 or older: 34%**
- **Average age full-time students: 22**
- **Average age all students: 25**
- **Student to faculty ratio: 14 to 1**
- **Average class size: 23**

Parental pre-tax income

As reported by students on freshman survey, Fall 2008



Making use of data

- What are the demographics of our student body?
 - **Would knowing this information change your pedagogy? Should it?**
- What do students think about the use of technology in the classroom?



- The 2008 ECAR study of students and information technology: What it can tell us about students' use of technology both in and outside the classroom



- 5th annual study of undergraduates' use of, & skill with, technologies & perceptions of impact of IT on their academic experiences
 - Primary component: Web-based survey
 - First-year & senior students at 90 4-year institutions plus students at 8 two-year institutions
 - New in 2008: Special topic focus groups
 - 75 students at 4 institutions
 - Some longitudinal comparisons

27,317 survey respondents

PARTICIPANT CHARACTERISTICS

- Under 25
- Female
- Full-time students
- GPA \geq 3.0
- Living off-campus
- Attending public institutions

4 YEAR INSTITUTIONS (23,661)

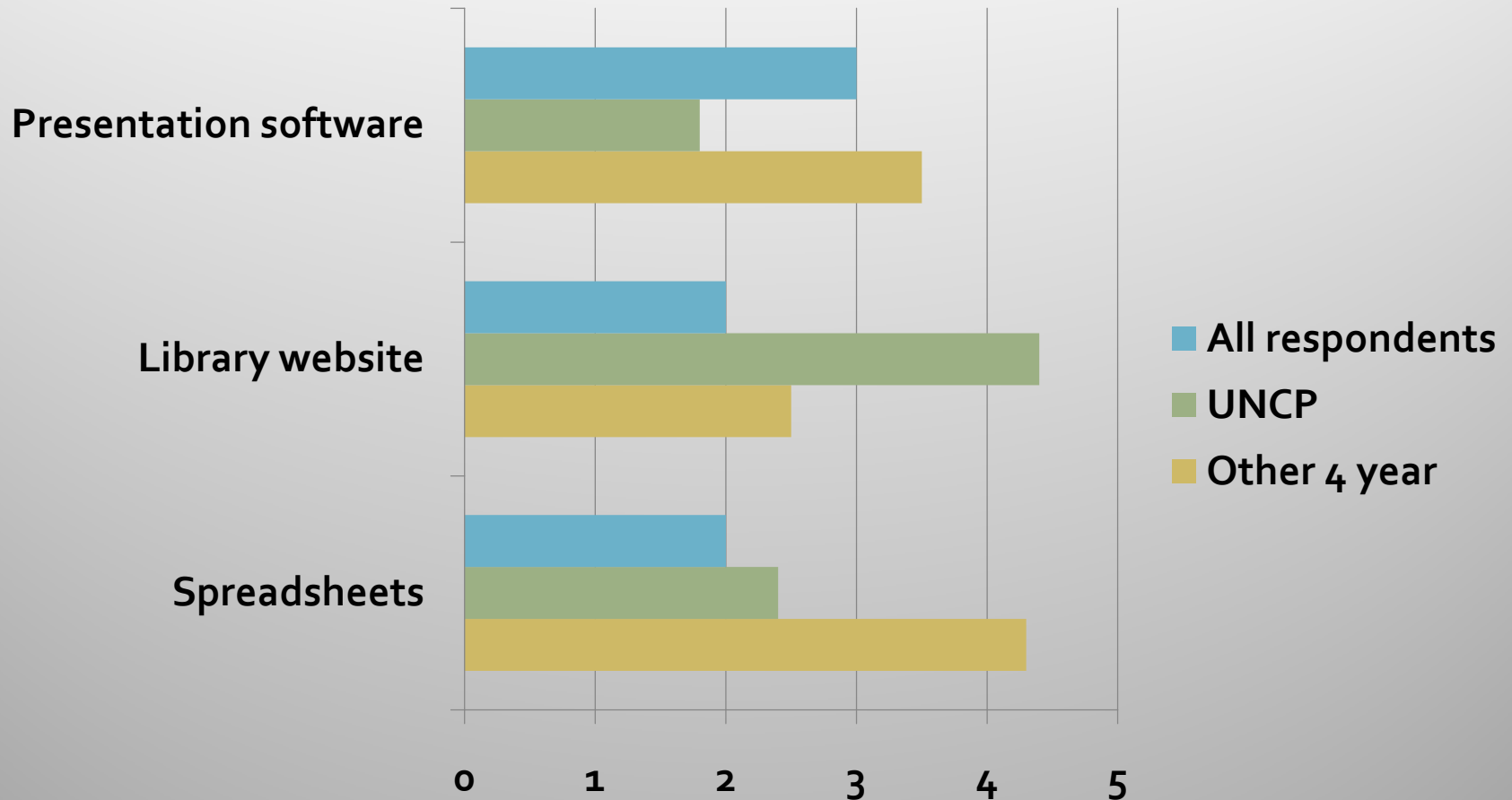
- 83%
- 62.1%
- 84.0%
- 76.7%
- 55.1%
- 74.8%

UNCP (170)

- 64.7%
- 71.6%
- 82.7%
- 70.5%
- 67.6%
- 100%

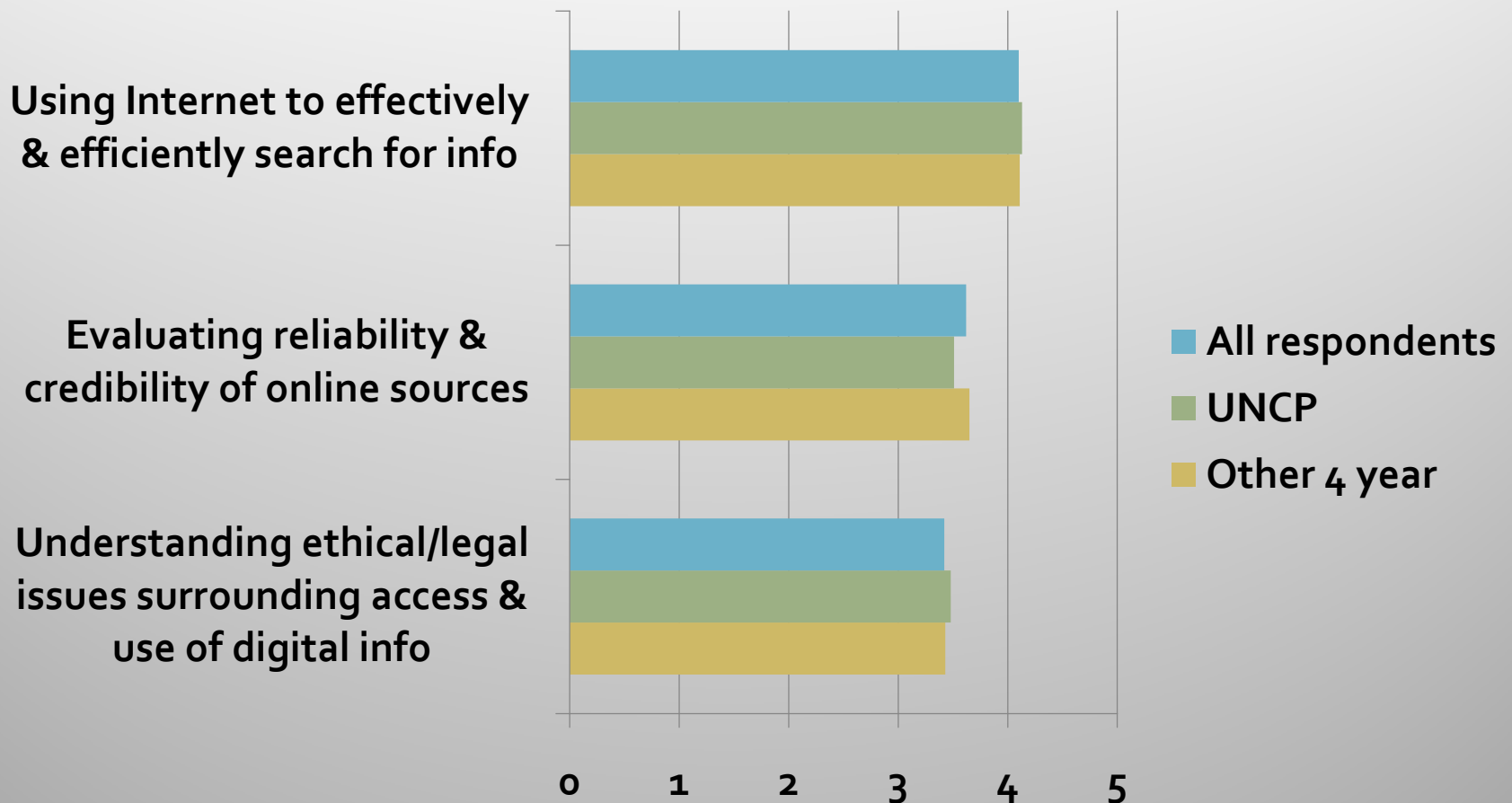
**Overall response rate = 11.9%;
UNCP response rate = 15.1%**

Self-rated Student Technology Skills



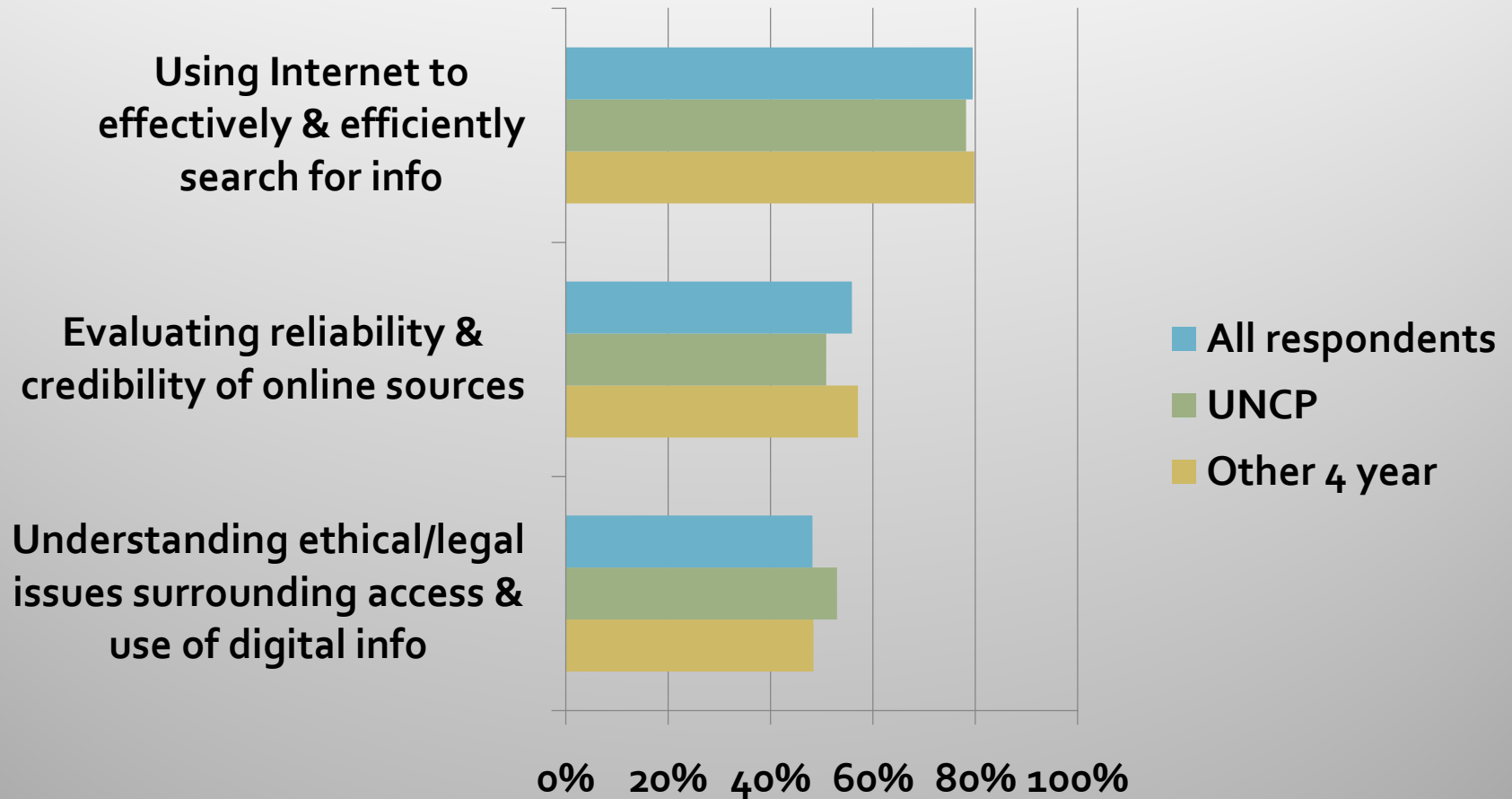
1=Not at all skilled; 2=Not very skilled; 3=Fairly skilled; 4=Very skilled; and 5=Expert

Self-rated Student Information Literacy Skills



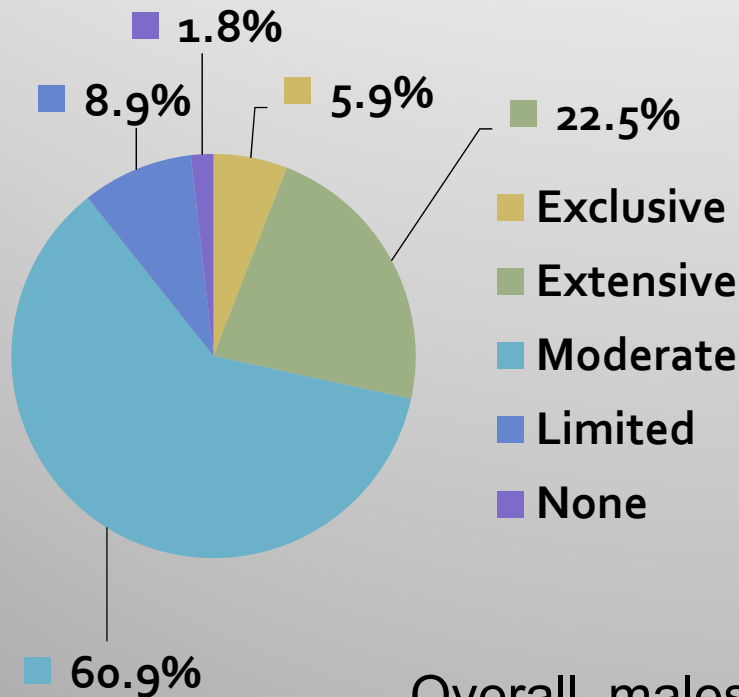
1=Not at all skilled; 2=Not very skilled; 3=Fairly skilled; 4=Very skilled; and 5=Expert

Percent who view themselves as "very skilled" or "expert"

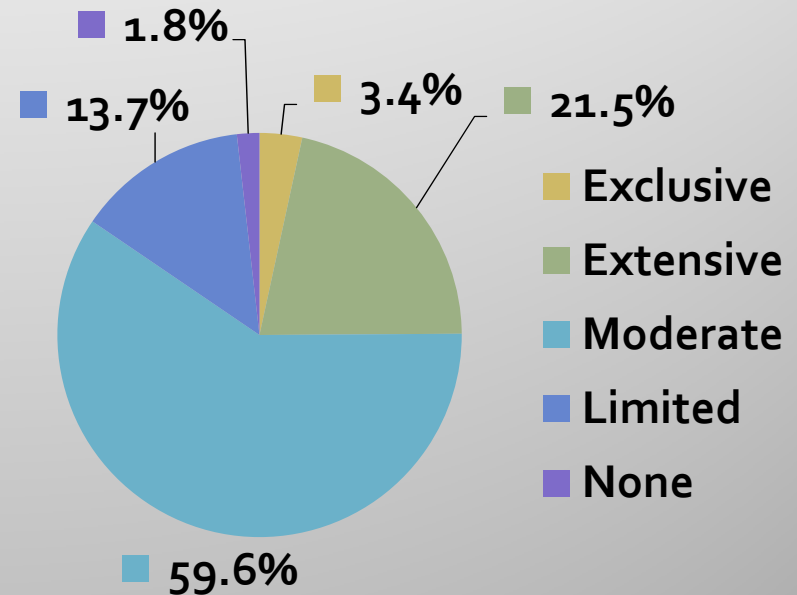


How much IT use do you prefer in courses?

UNCP

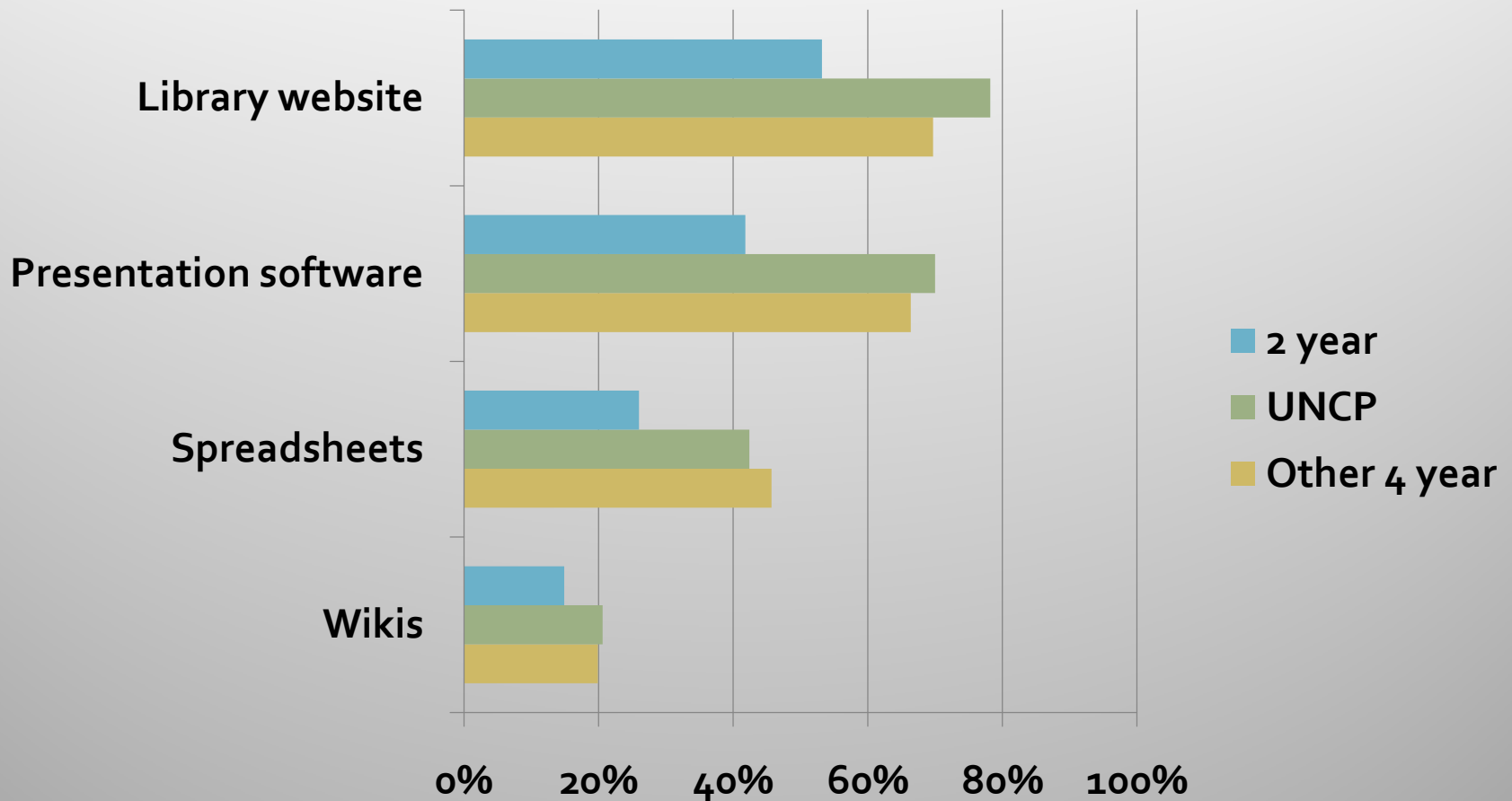


OTHER 4 YEAR INSTITUTIONS

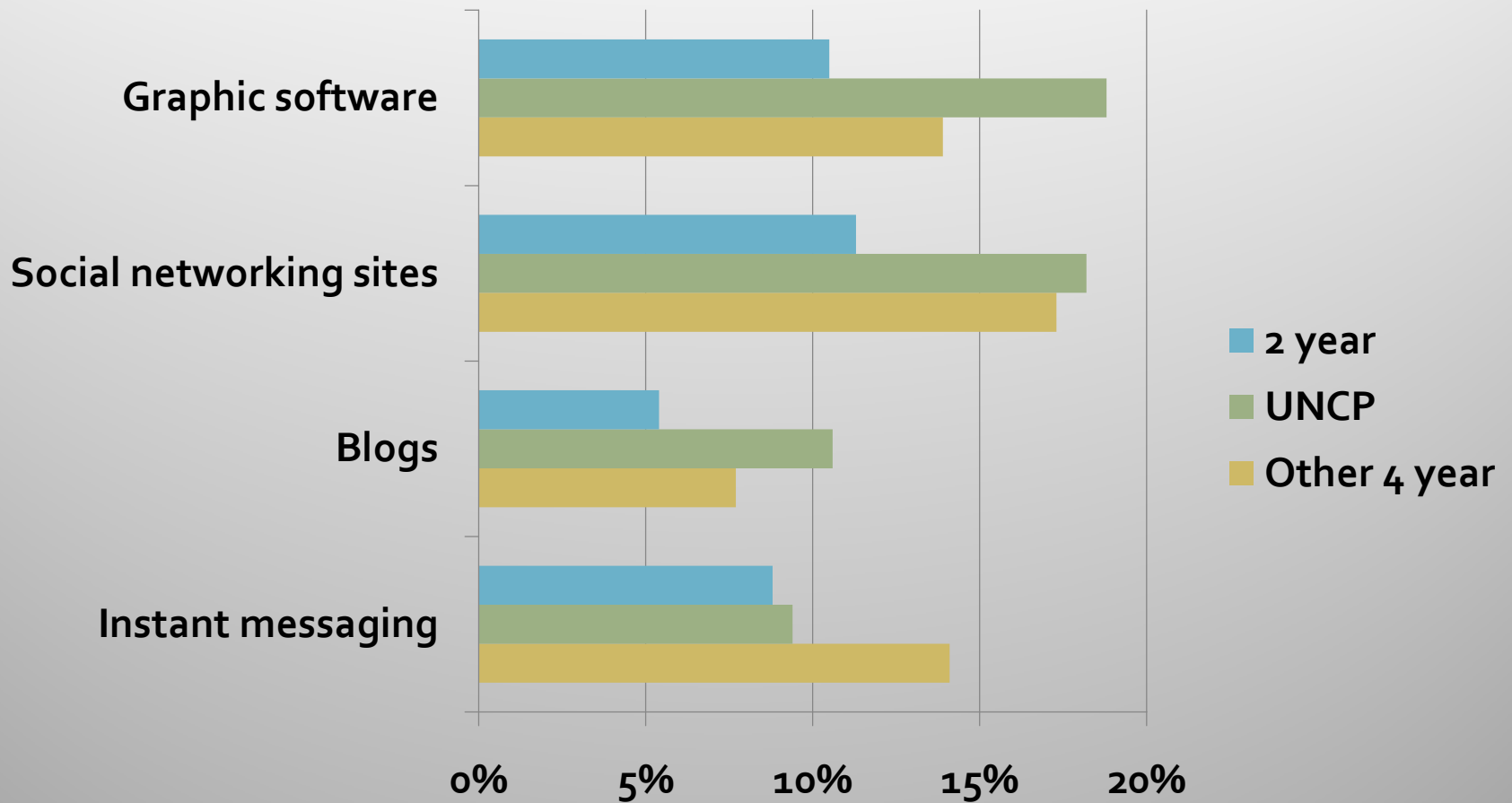


Overall, males prefer somewhat more IT in courses than females; similar preferences across age (first time in ECAR survey history)

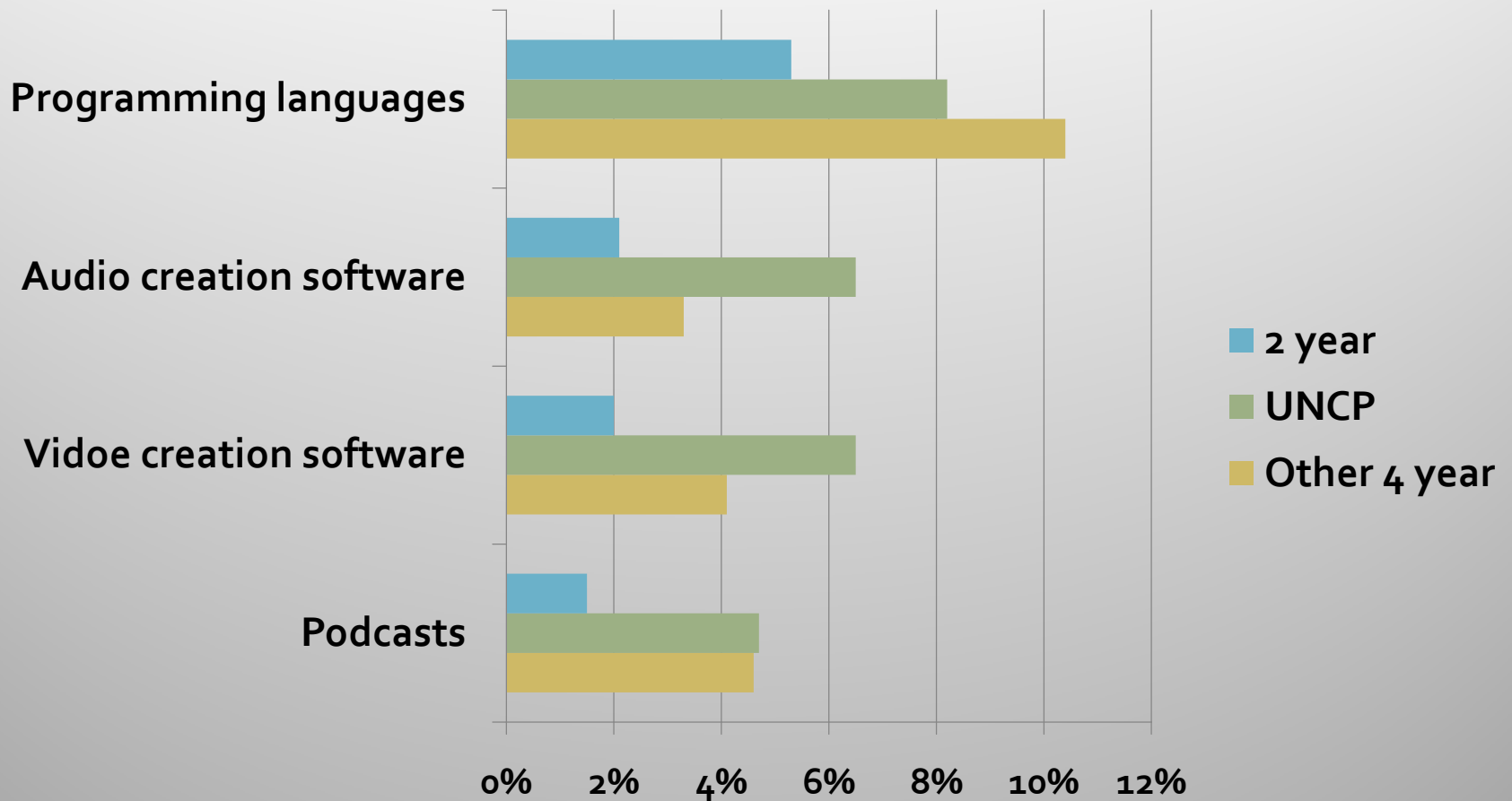
Using in courses (semester of survey)



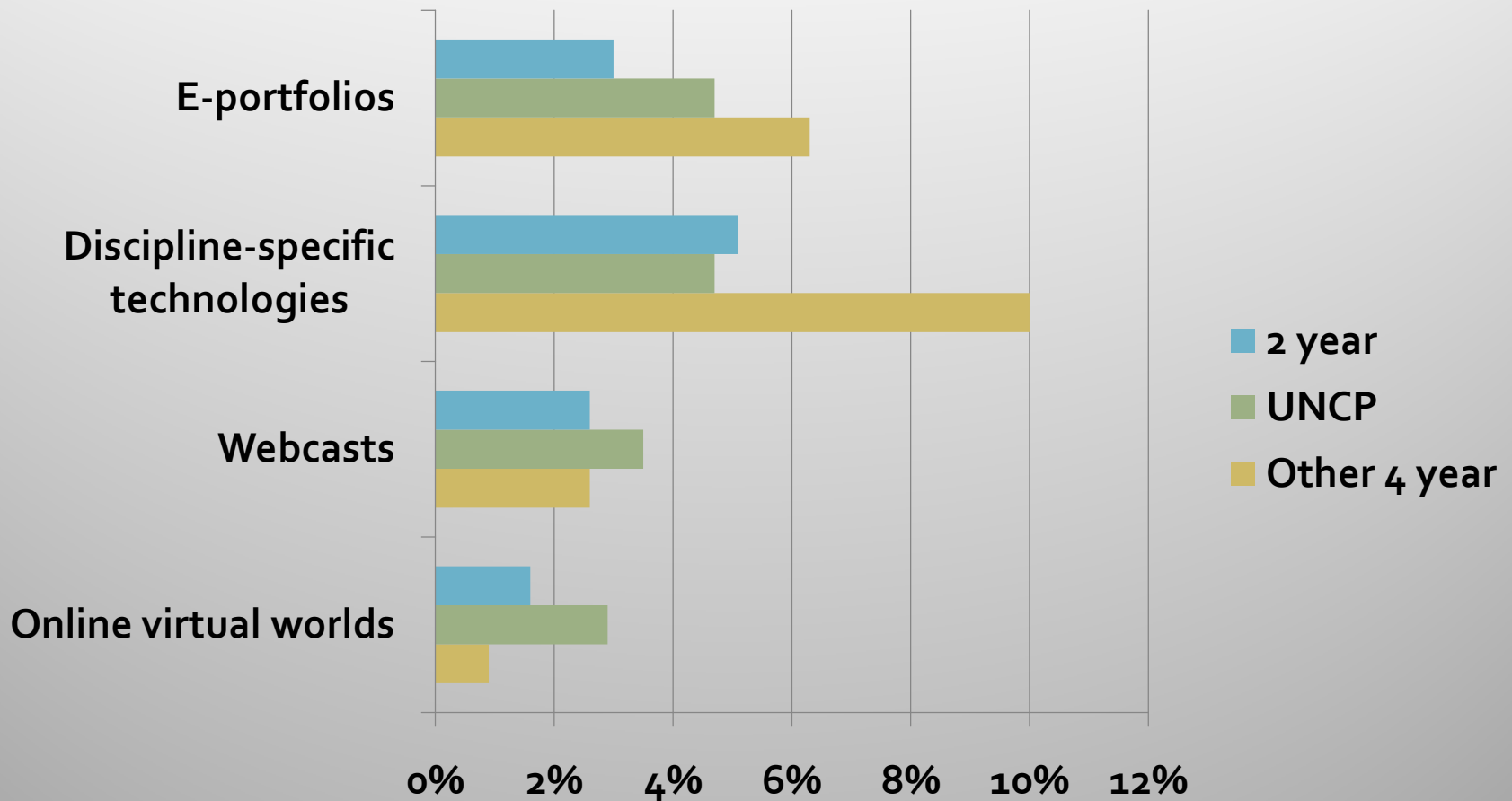
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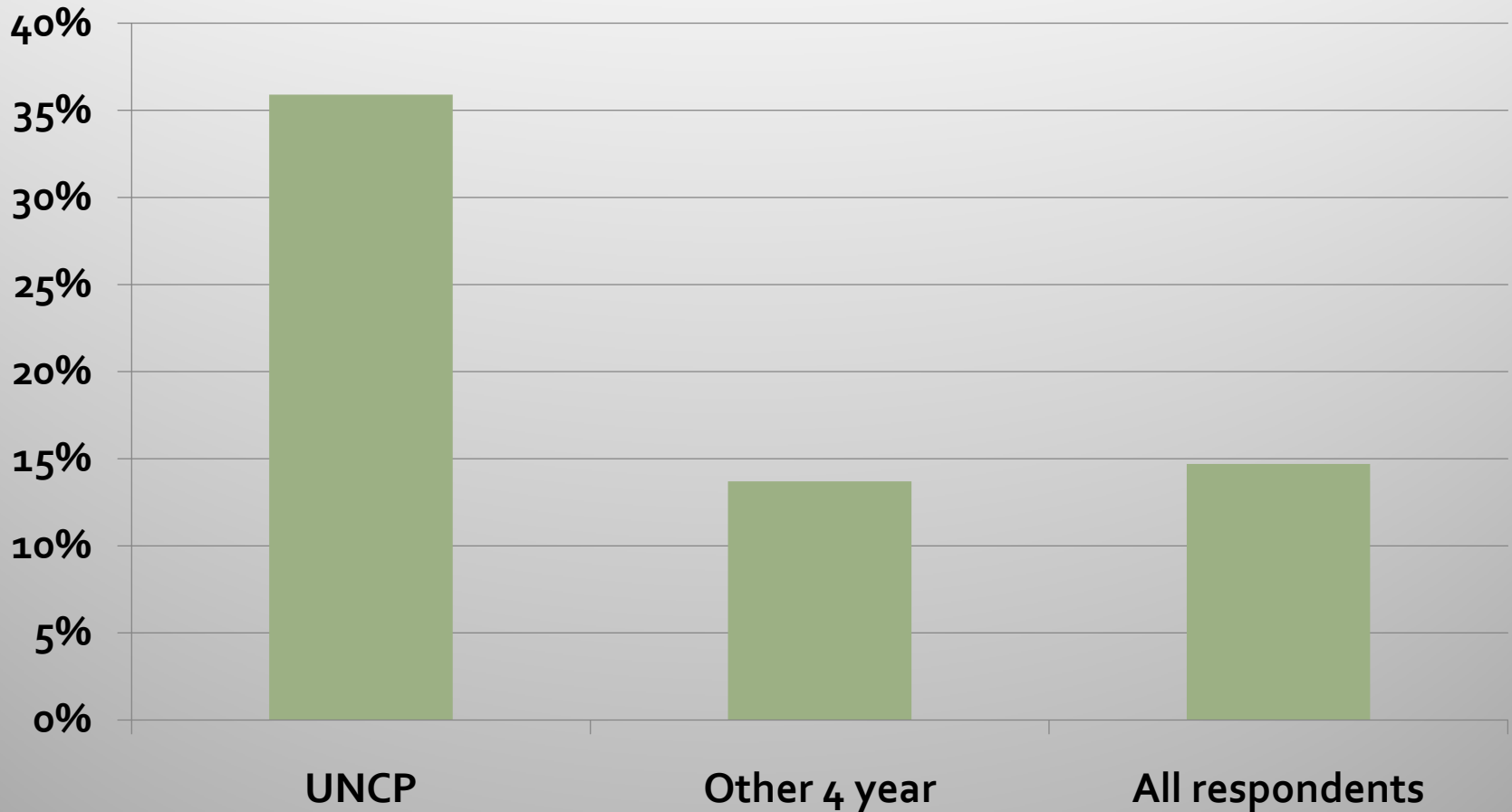
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Using in courses (semester of survey)

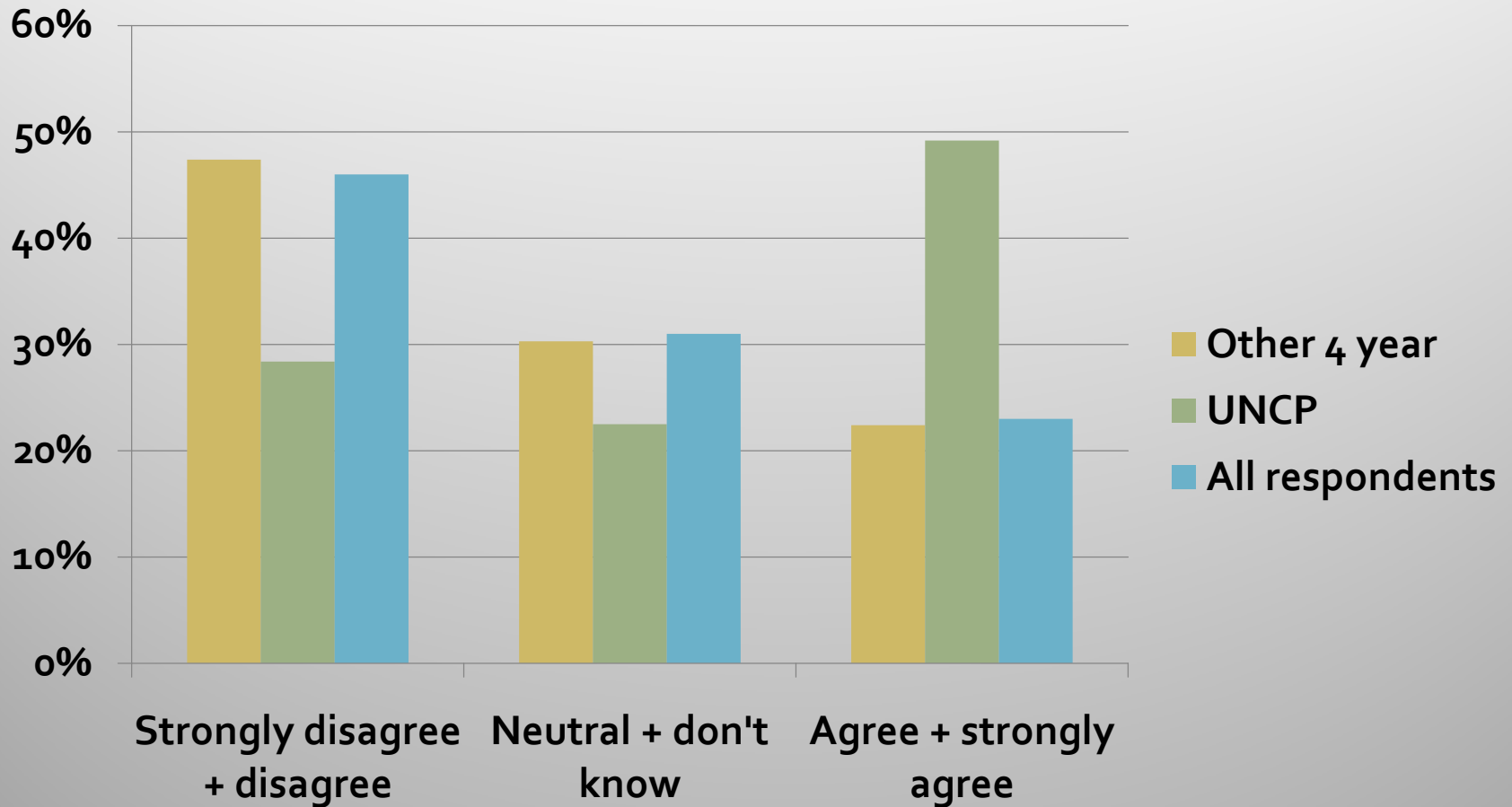


Percent students taking one or more online courses



Older and part-time students more likely to take online courses.

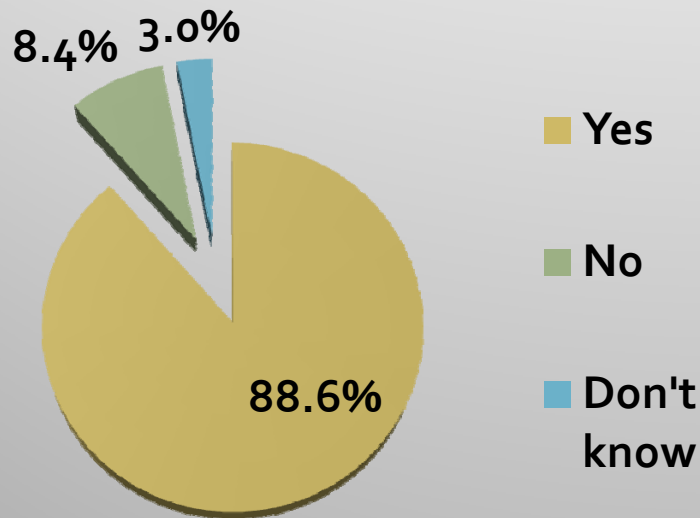
Responses to: "It would benefit students if my institution required students to take at least one entirely online course."



How students like to learn with technology

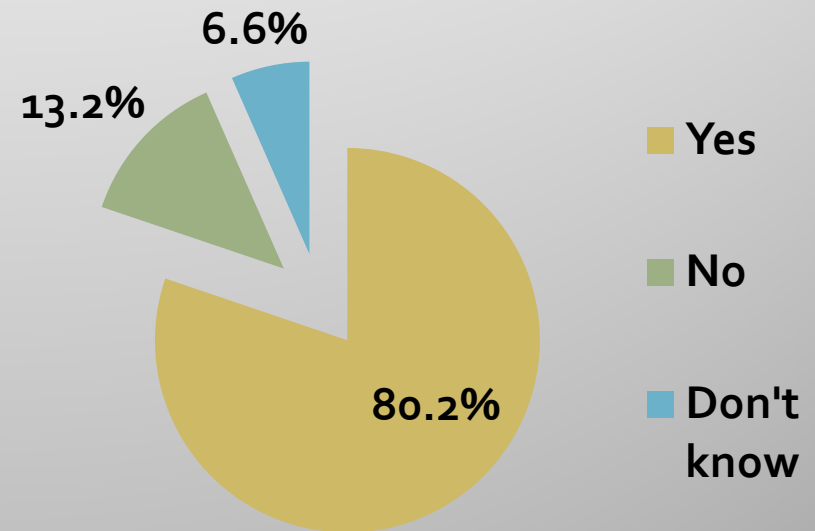
UNCP

Internet searches



ALL RESPONDENTS

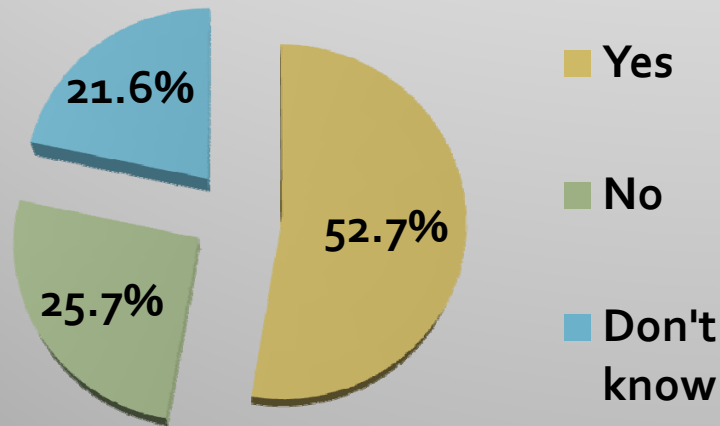
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How students like to learn with technology

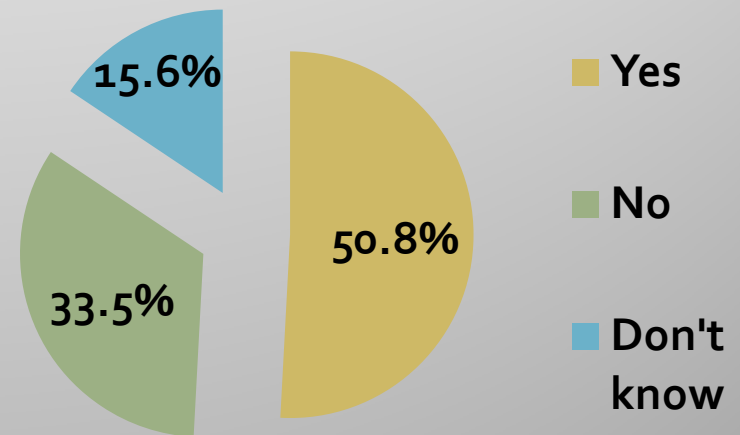
UNCP

Programs I can control,
such as video games,
simulations, etc.



ALL RESPONDENTS

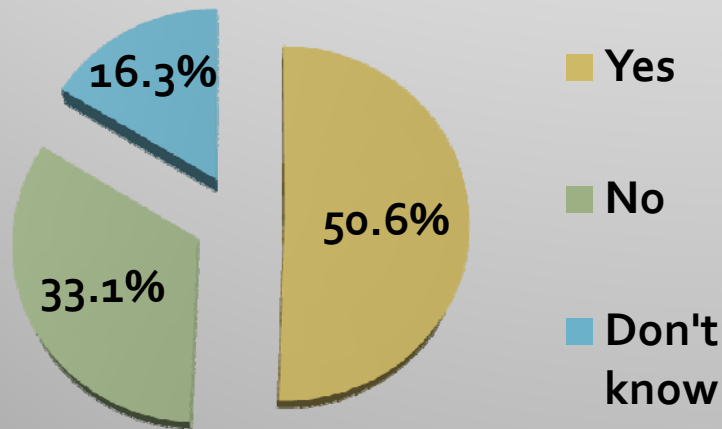
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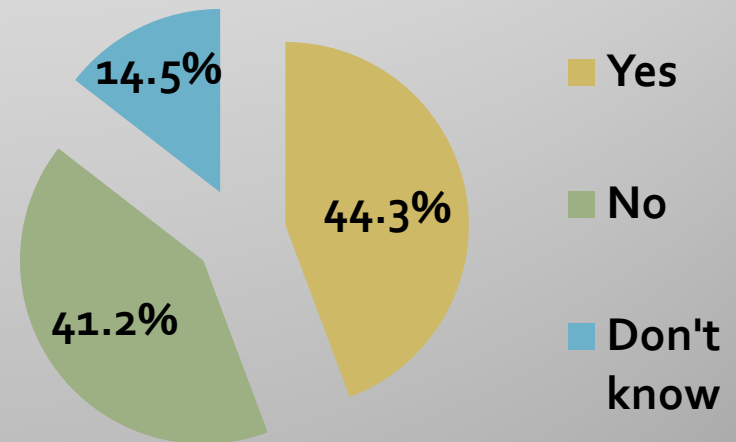
UNCP

Text-based conversations
over e-mail, IM, and text
messaging



ALL RESPONDENTS

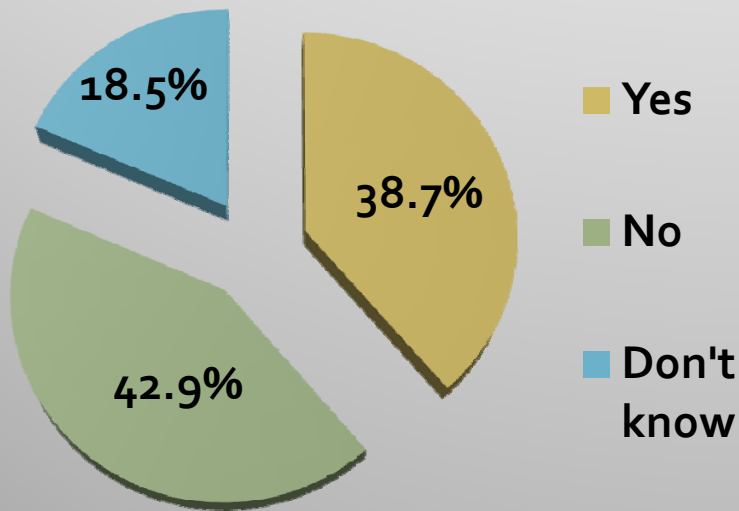
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How students like to learn with technology

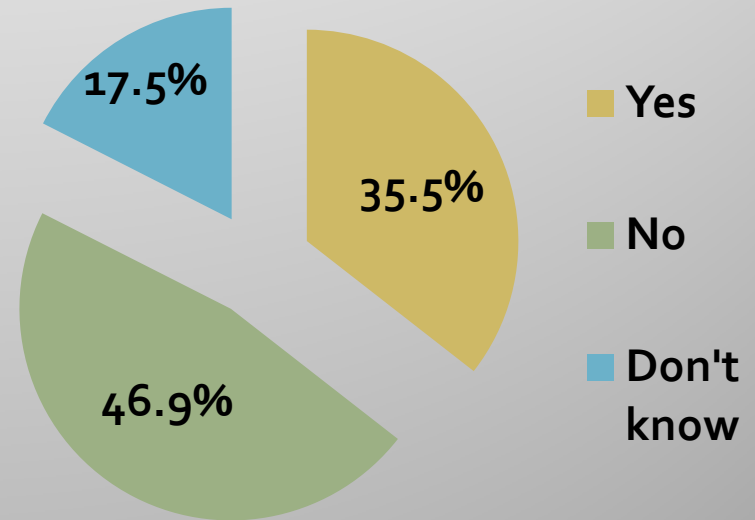
UNCP

Contributing to websites,
blogs, wikis, etc.



ALL RESPONDENTS

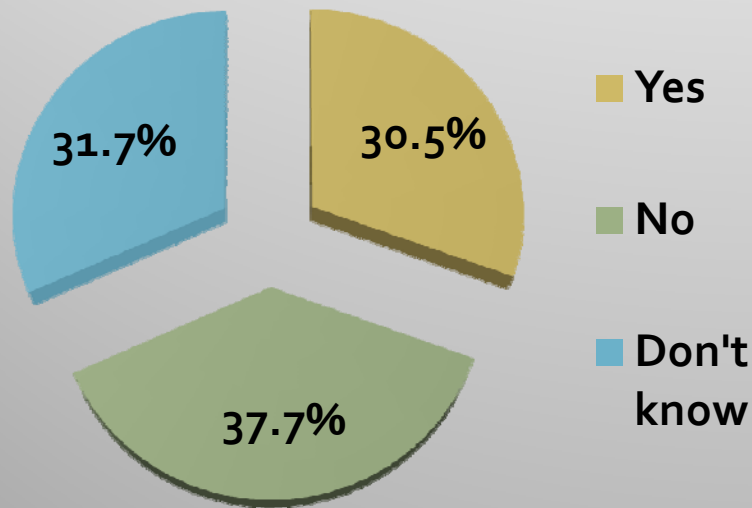
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How students like to learn with technology

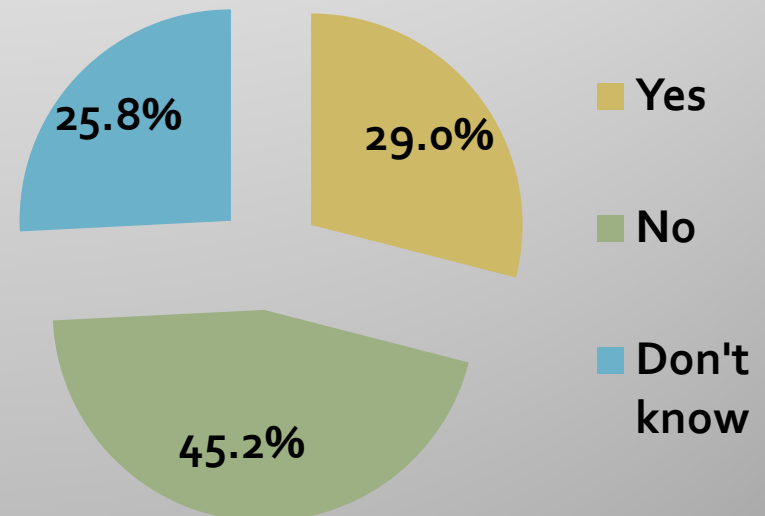
UNCP

Creating or listening to podcasts or webcasts

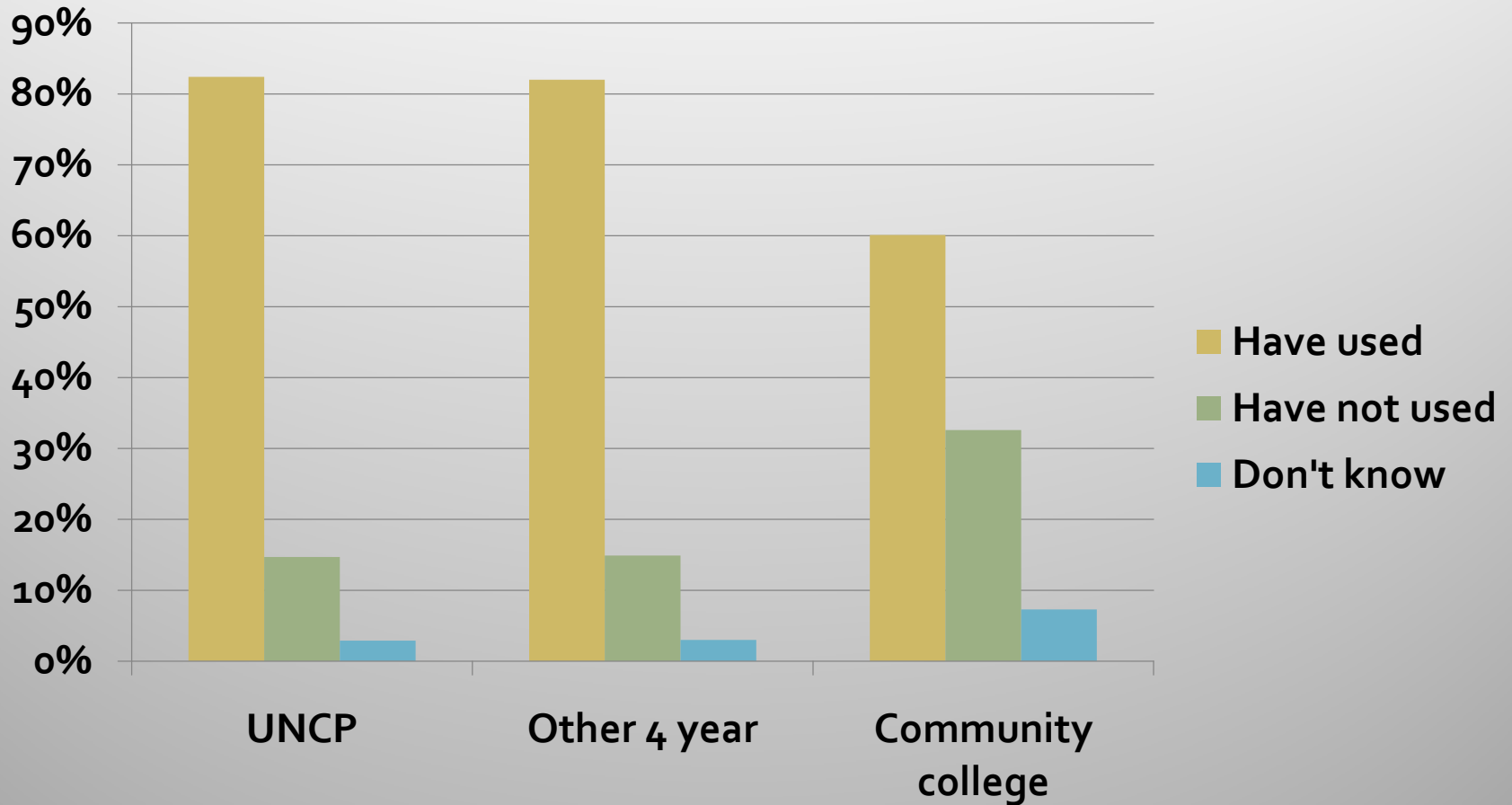


ALL RESPONDENTS

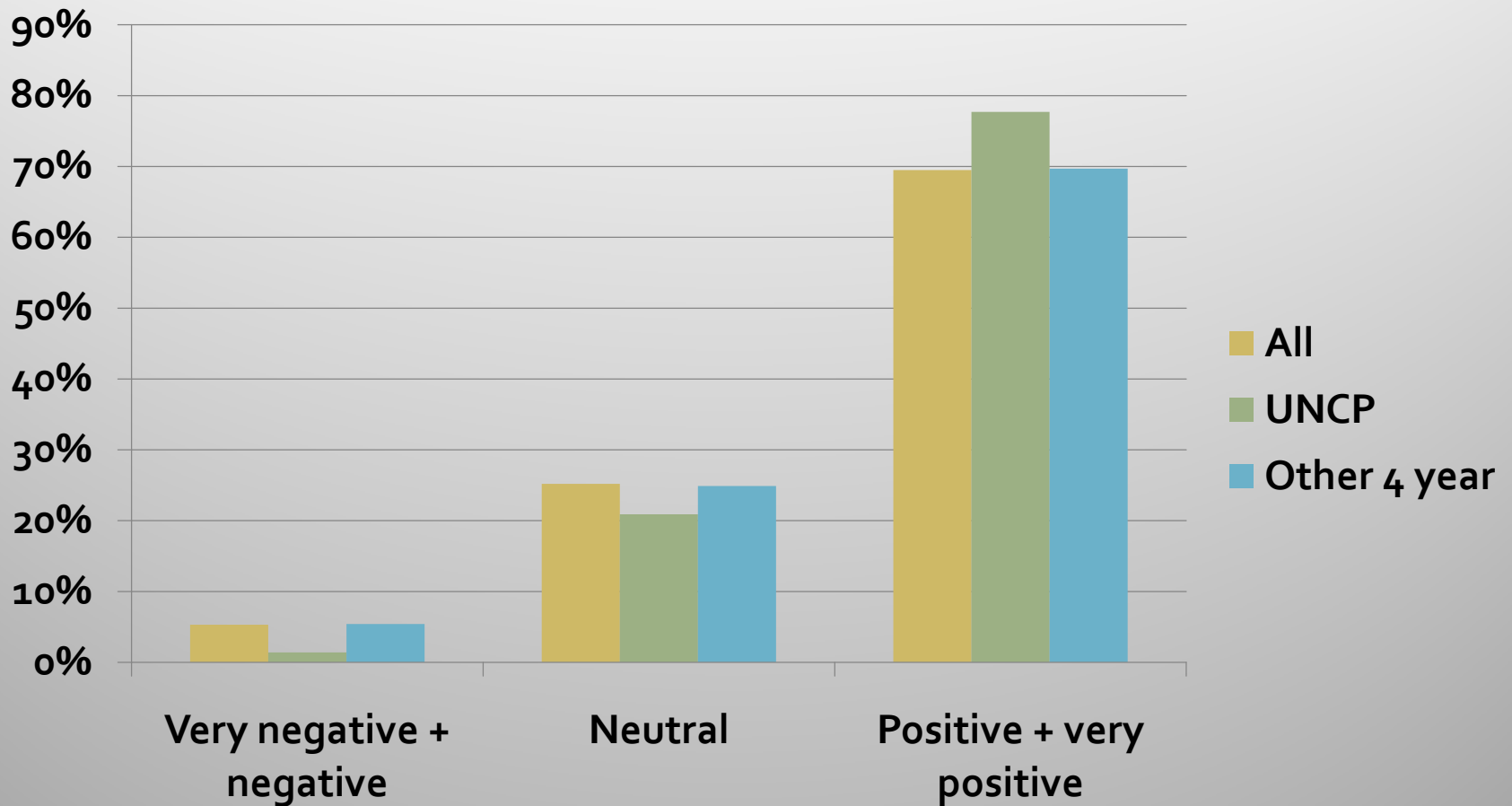
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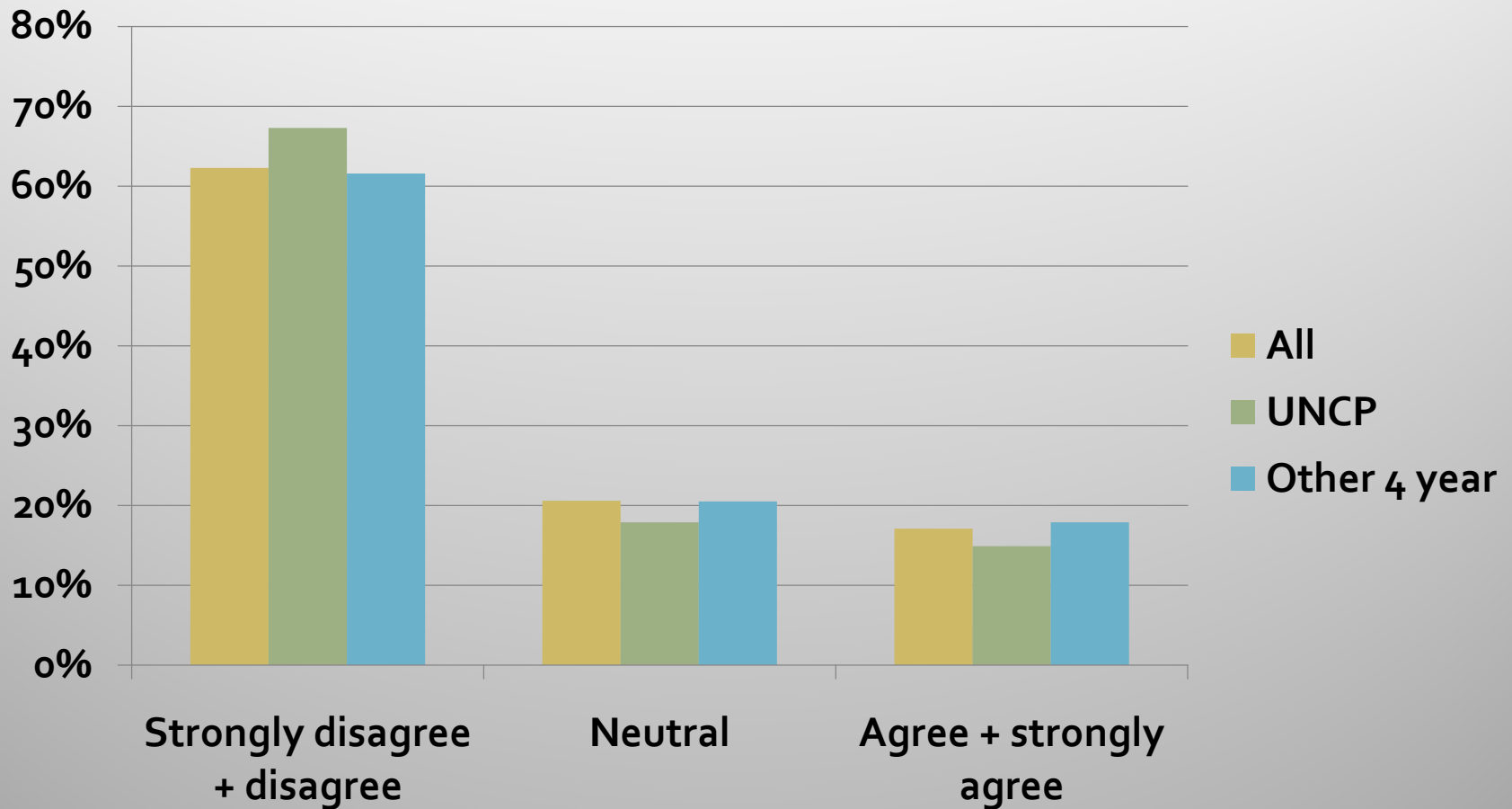
Students who have used a CMS



Experiences using a CMS



Responses to: "I skip classes when materials from course lectures are available online."



Instructor use of IT in courses

"You have to
watch! If you see
technology being
substituted for
teaching, run."

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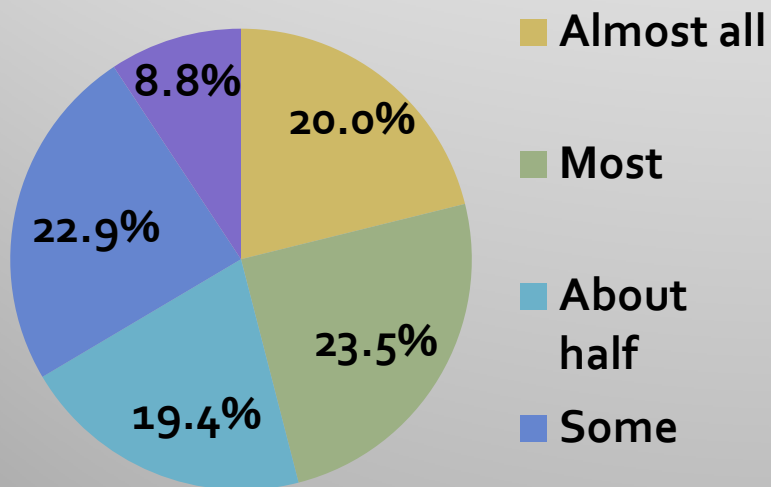
An undergraduate
physics student



Instructor use of IT in courses

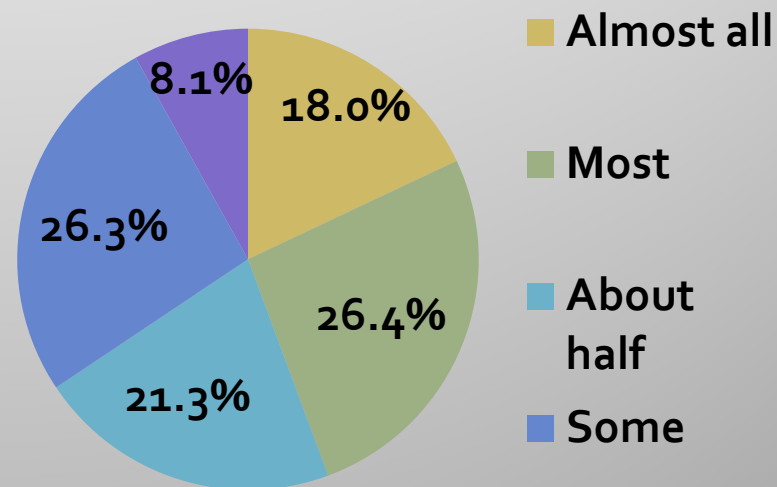
UNCP

Instructors use IT effectively



ALL RESPONDENTS

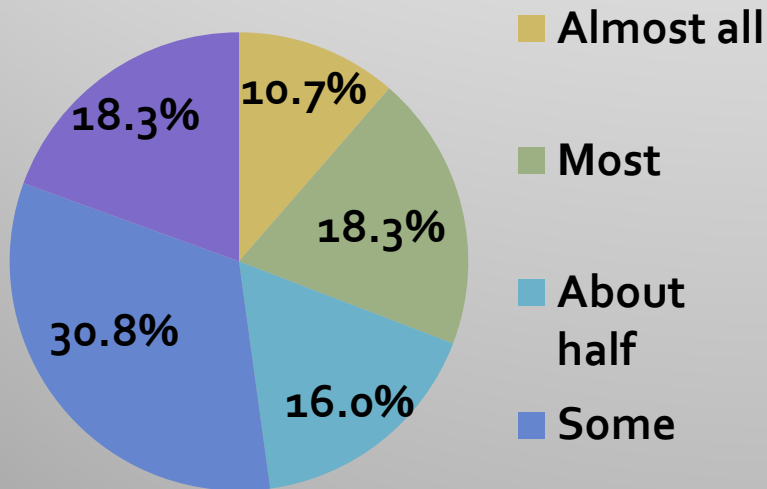
Instructors use IT effectively



Instructor use of IT in courses

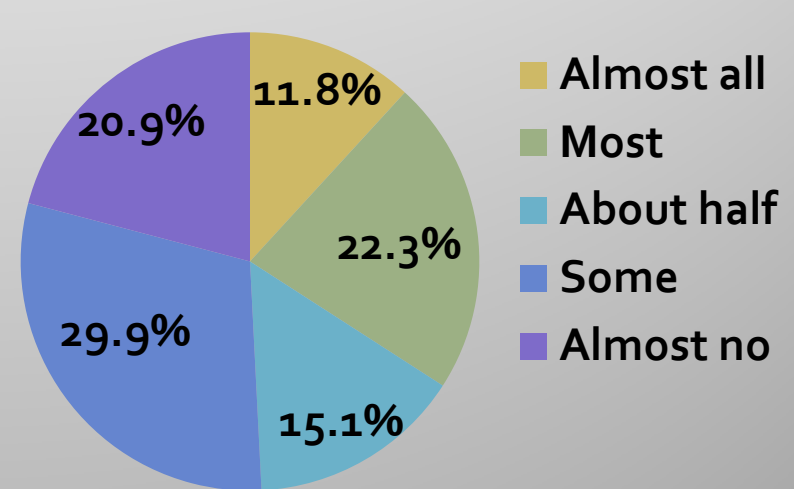
UNCP

Provide adequate training for IT used in courses



ALL RESPONDENTS

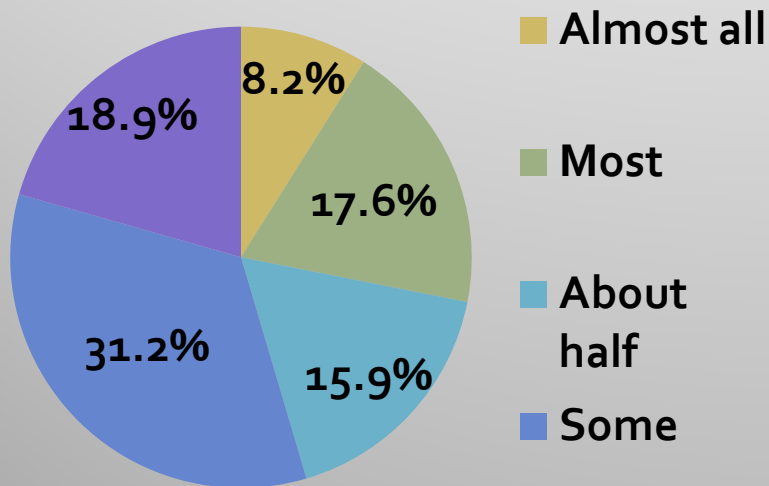
Provide adequate training for IT used in courses



Instructor use of IT in courses

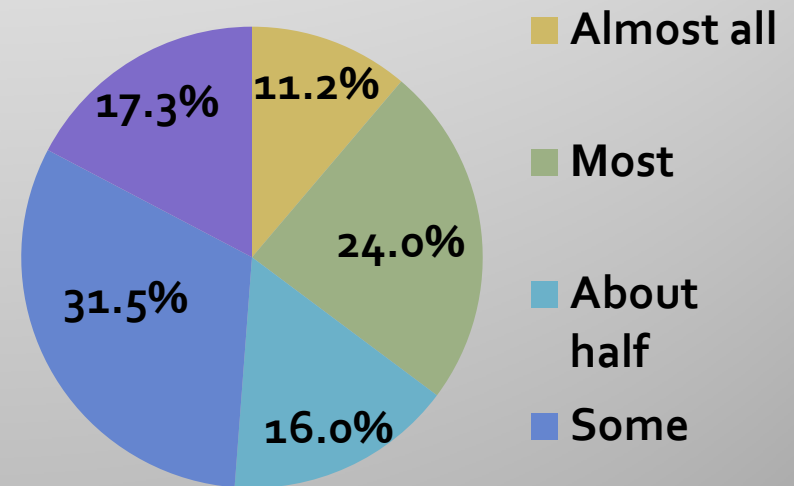
UNCP

Understand IT skill levels of students

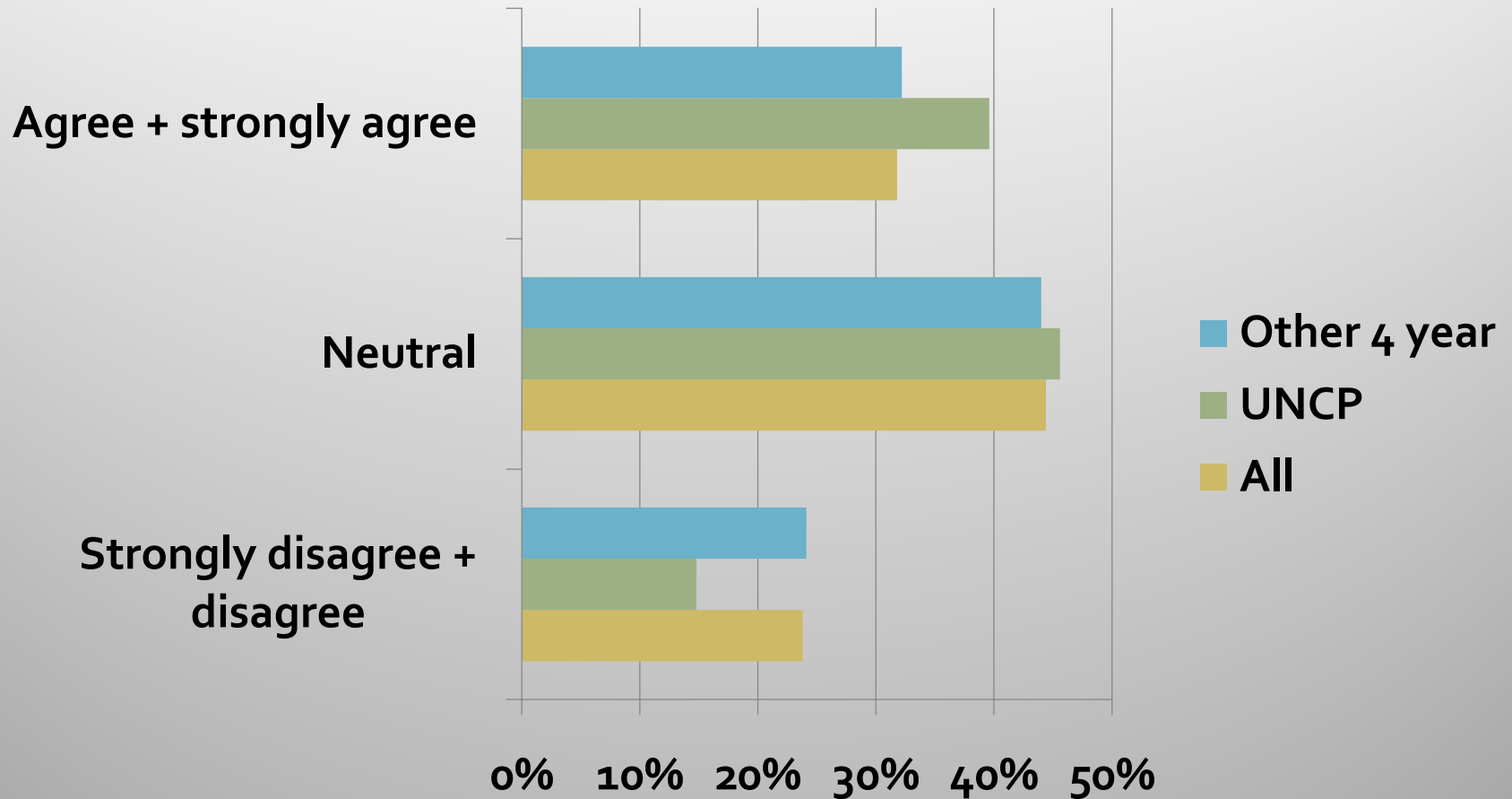


ALL RESPONDENTS

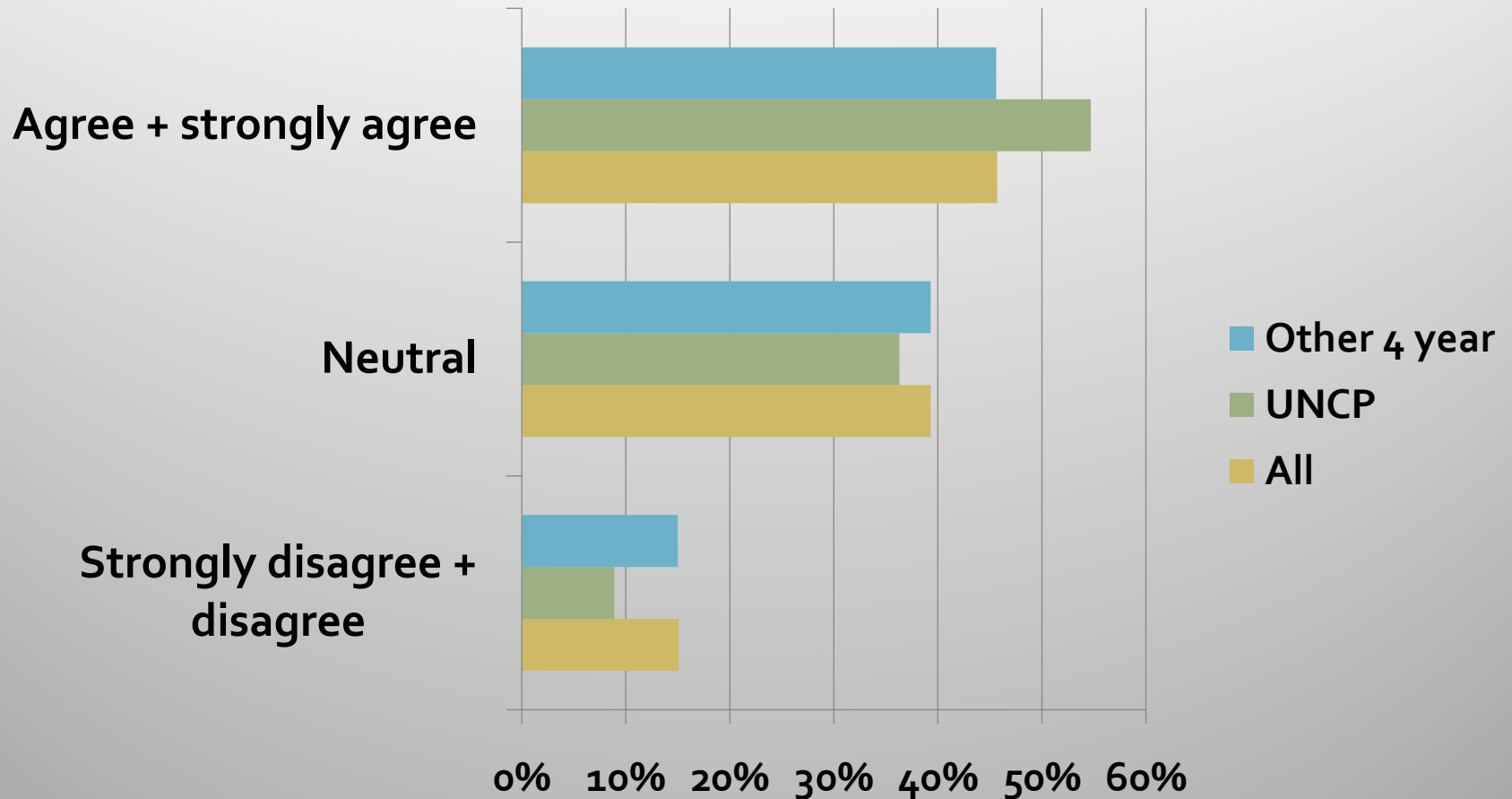
Understand IT skill level of students



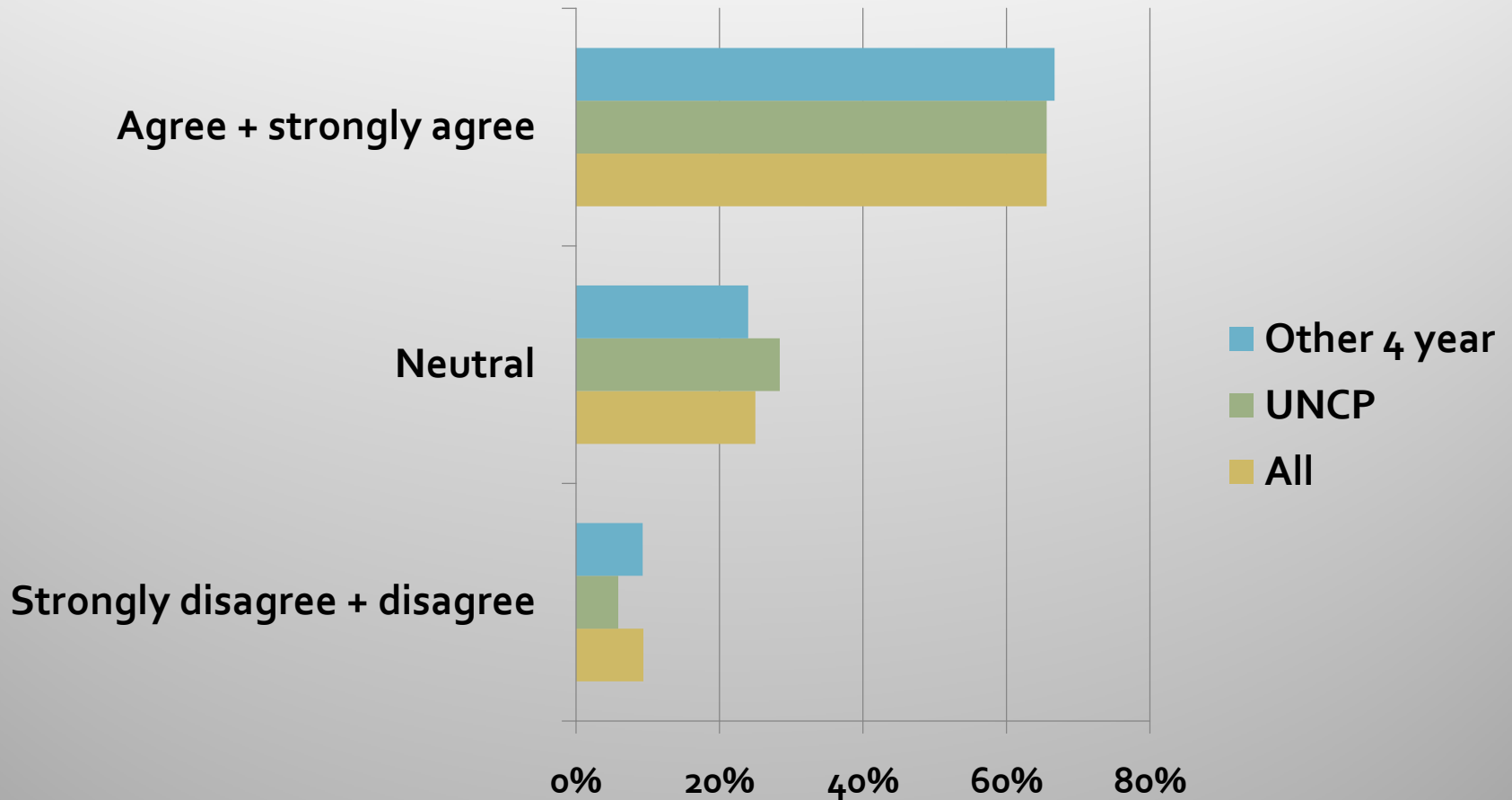
Student success: "I get more actively involved in courses that use IT."



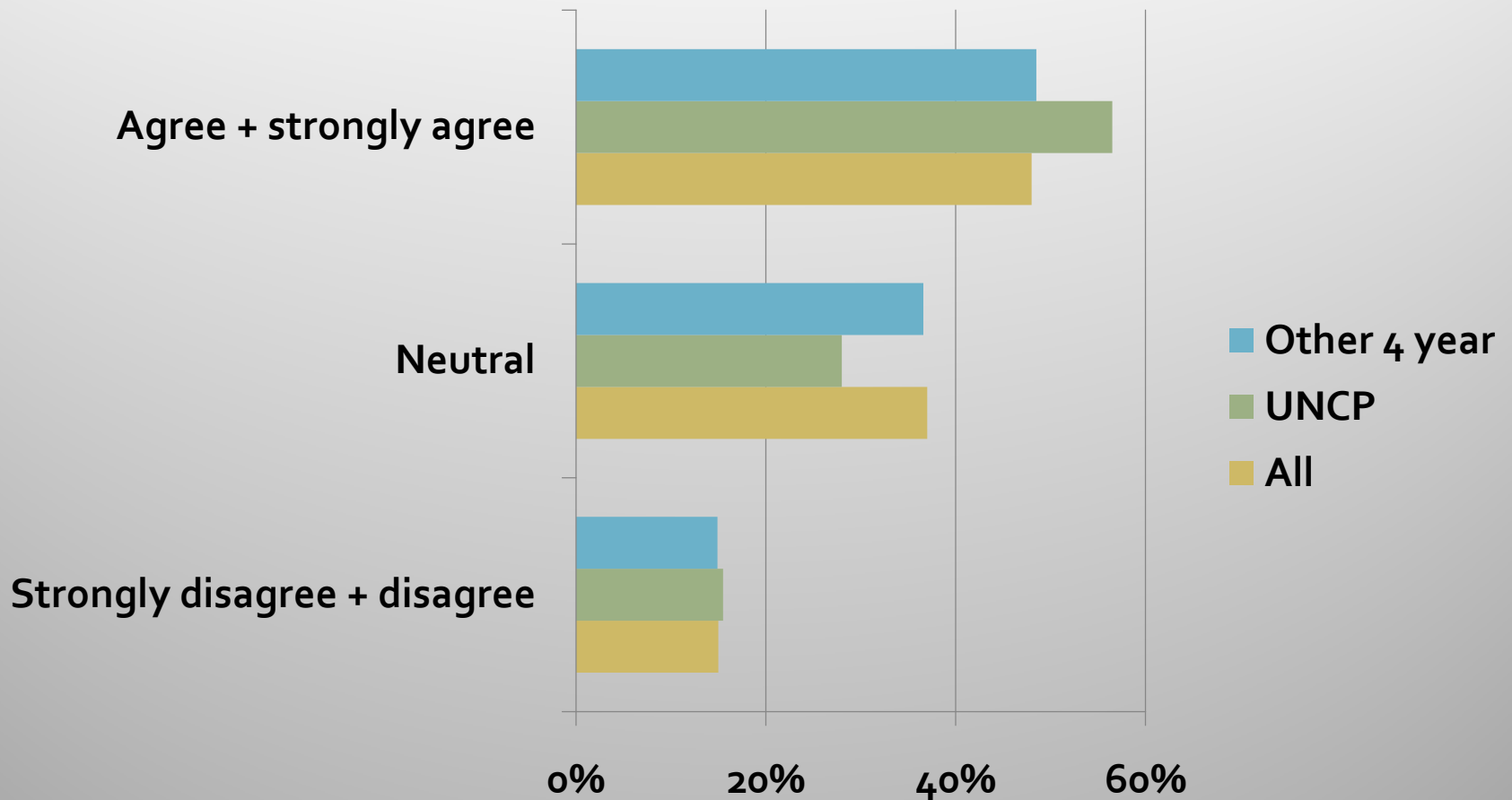
Student success: "The use of IT in my courses improves my learning."



Student success: "IT makes doing my course activities more convenient."



Student success: "By the time I graduate, the IT I have used in my courses will have adequately prepared me for the workplace."

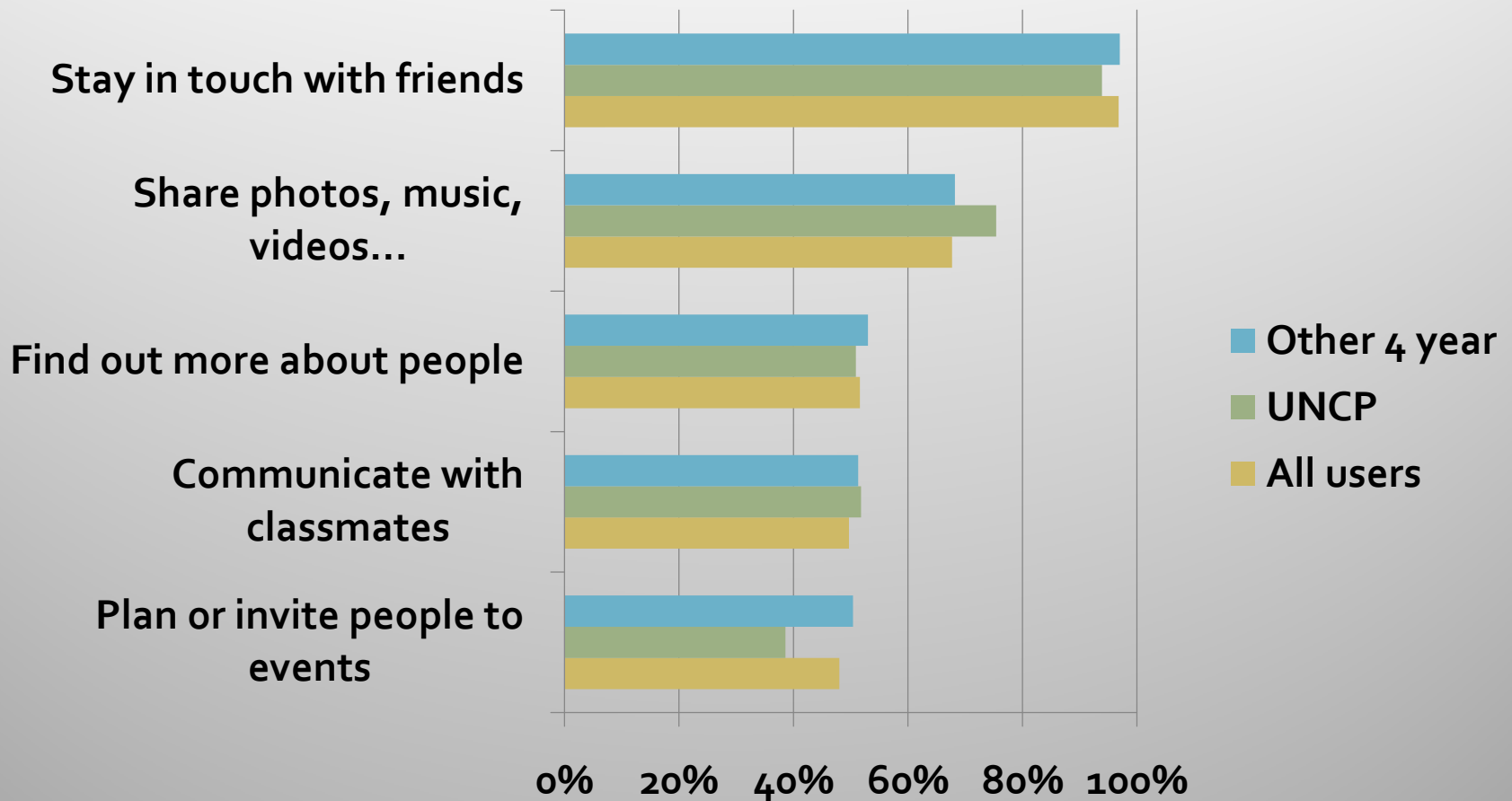


Social Networking

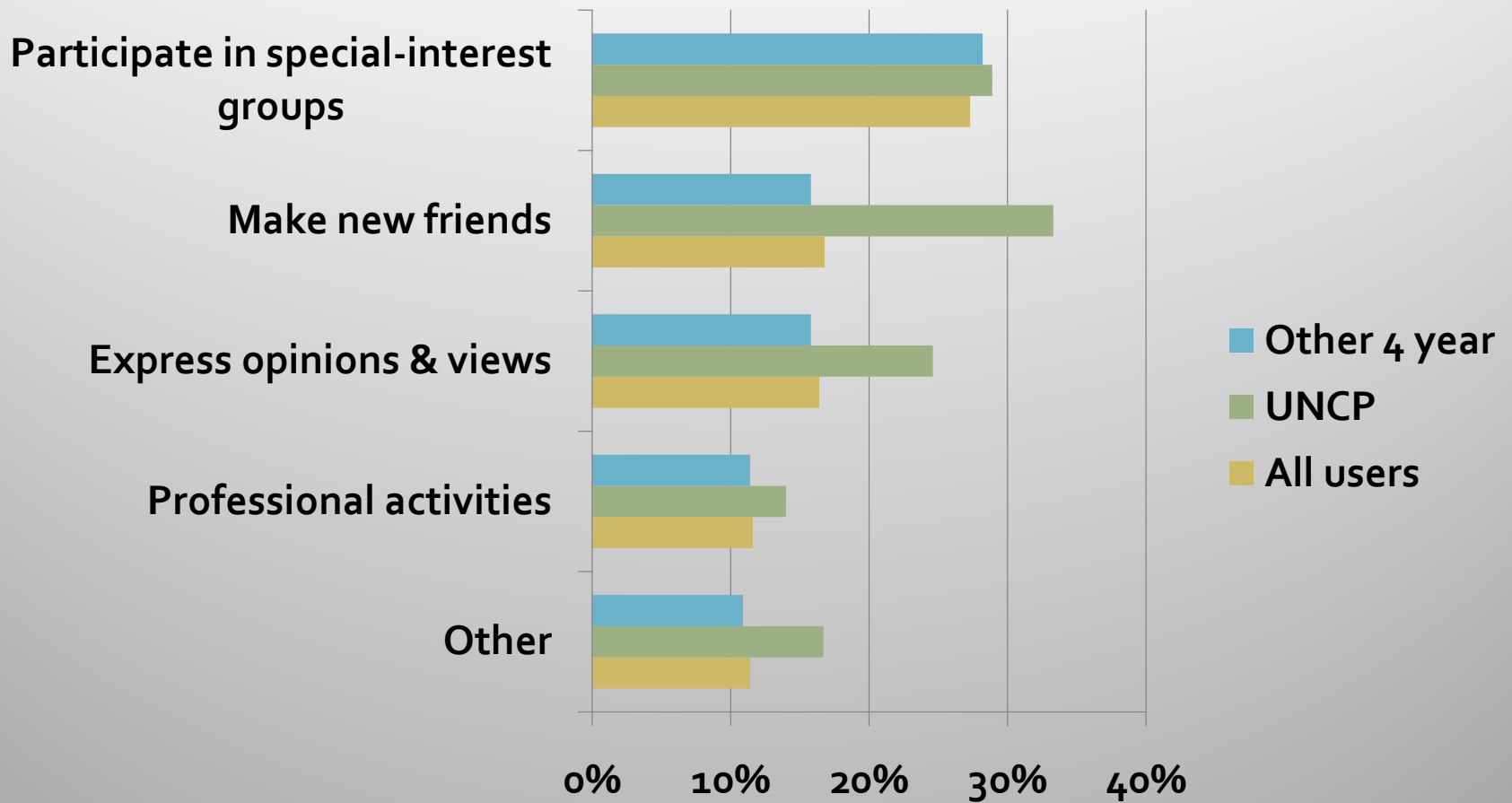
“I can hardly remember when Facebook didn’t exist. It would be very hard to adjust if it were to disappear. It is useful to keep in touch with my family back home, communicate about course work, and share photos.”

--An ECAR participant

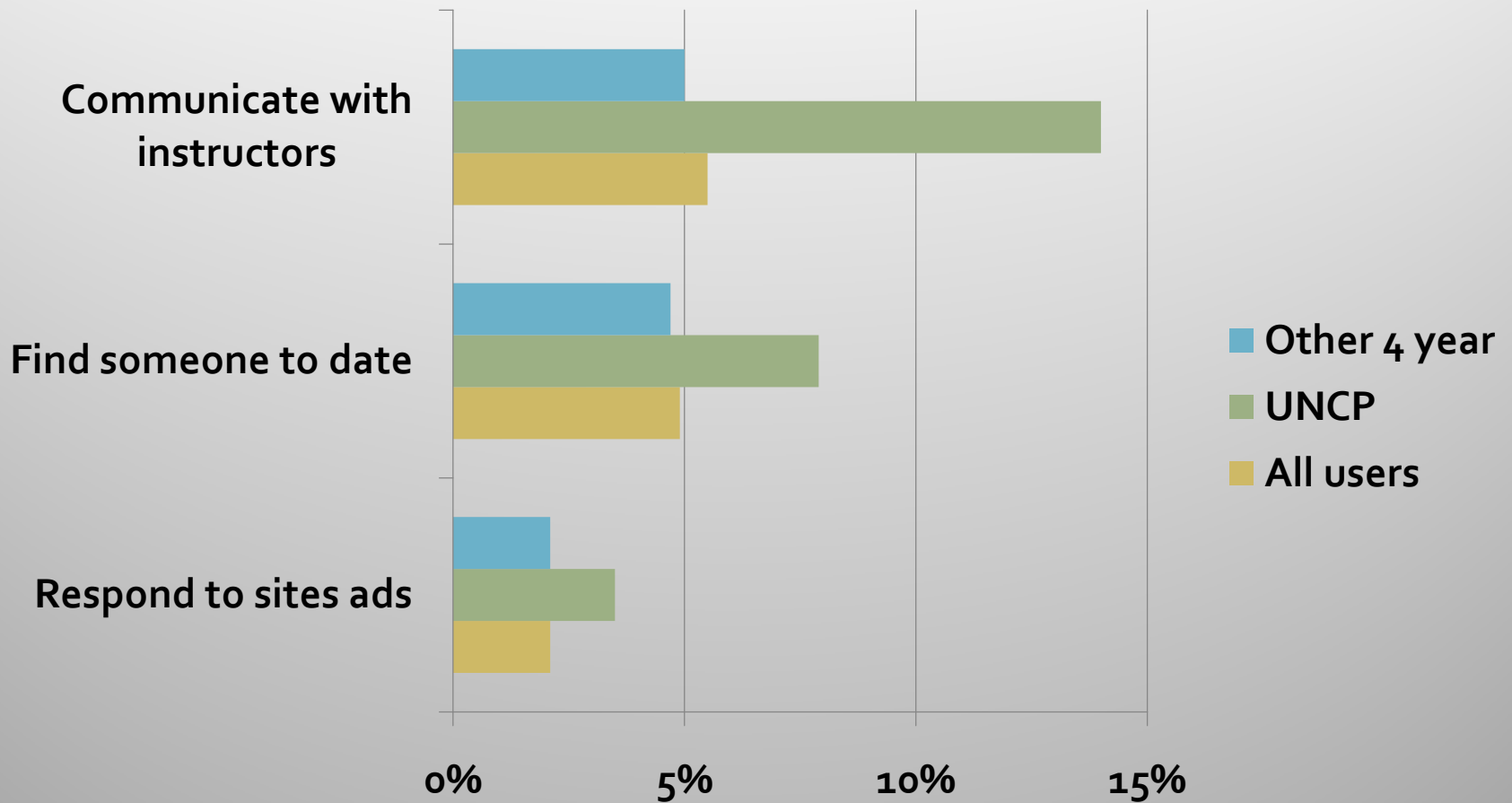
How SNSs Are Used



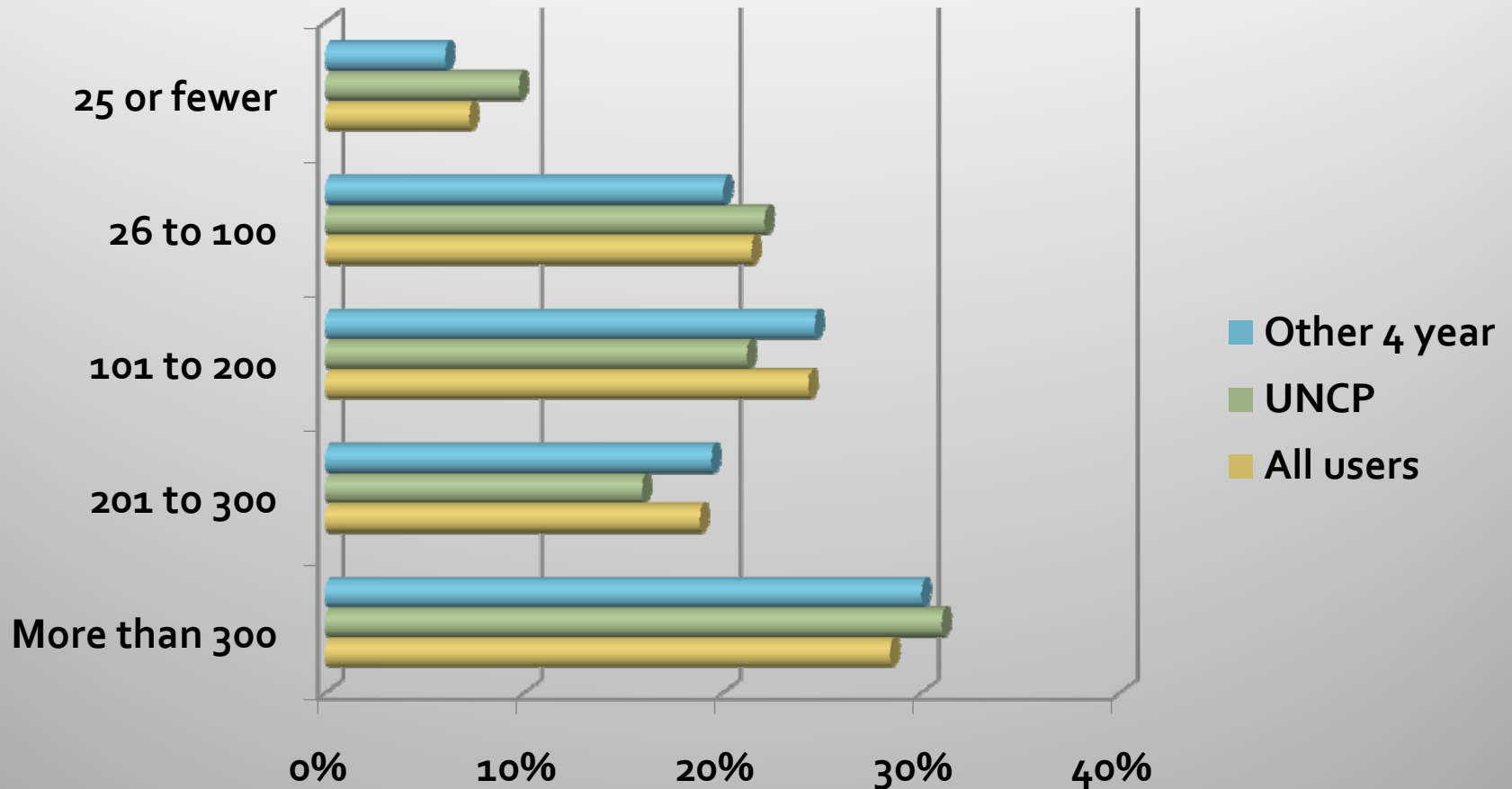
How SNSs Are Used



How SNSs Are Used



Number of friends on SNSs



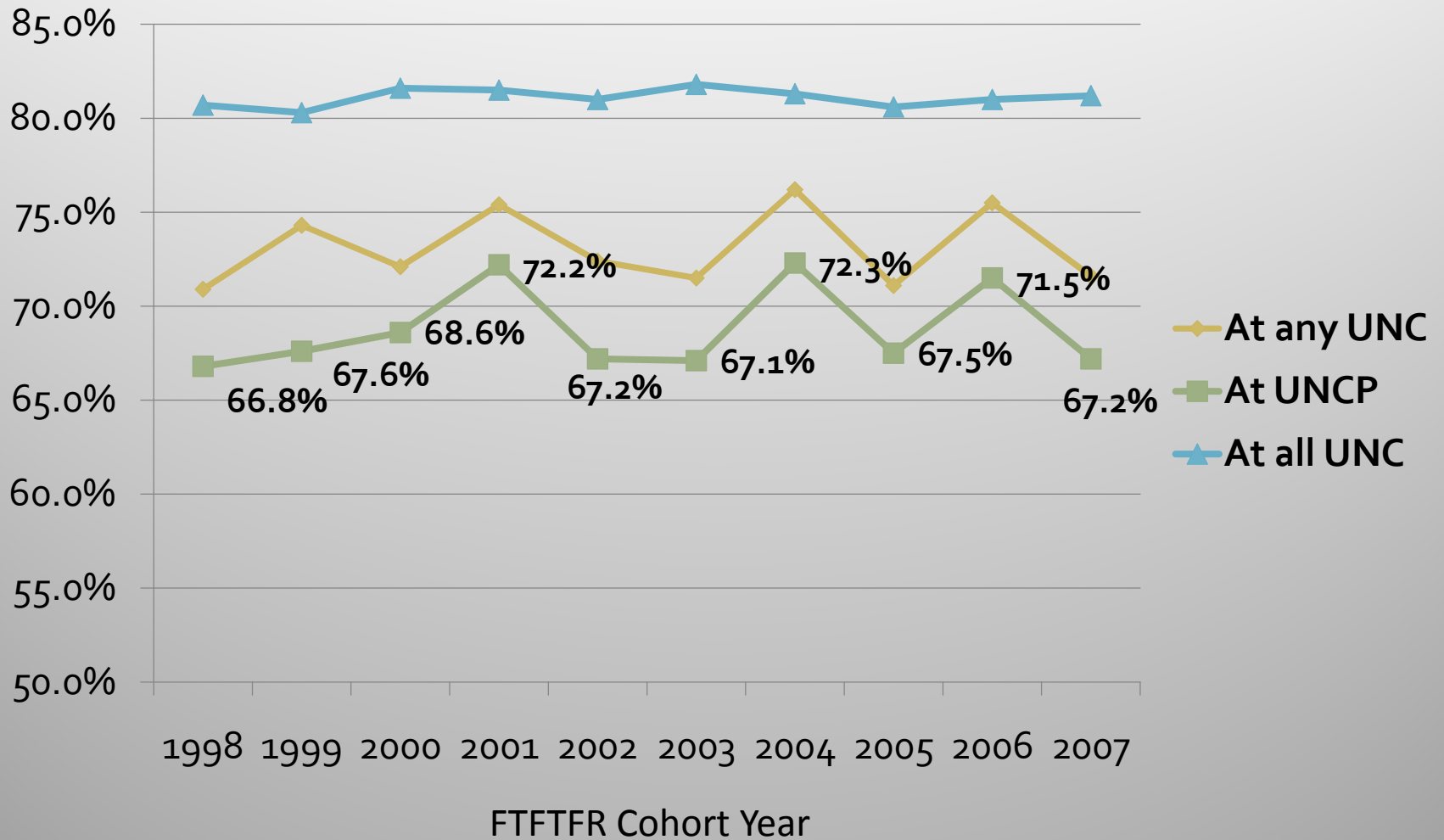
Making use of data

- What are the demographics of our student body?
 - **Would knowing this information change your pedagogy? Should it?**
- What do students think about the use of technology in the classroom?
 - **Does the use of technology impact learning?**
- How many of our students fail to return to UNCP after their first year?

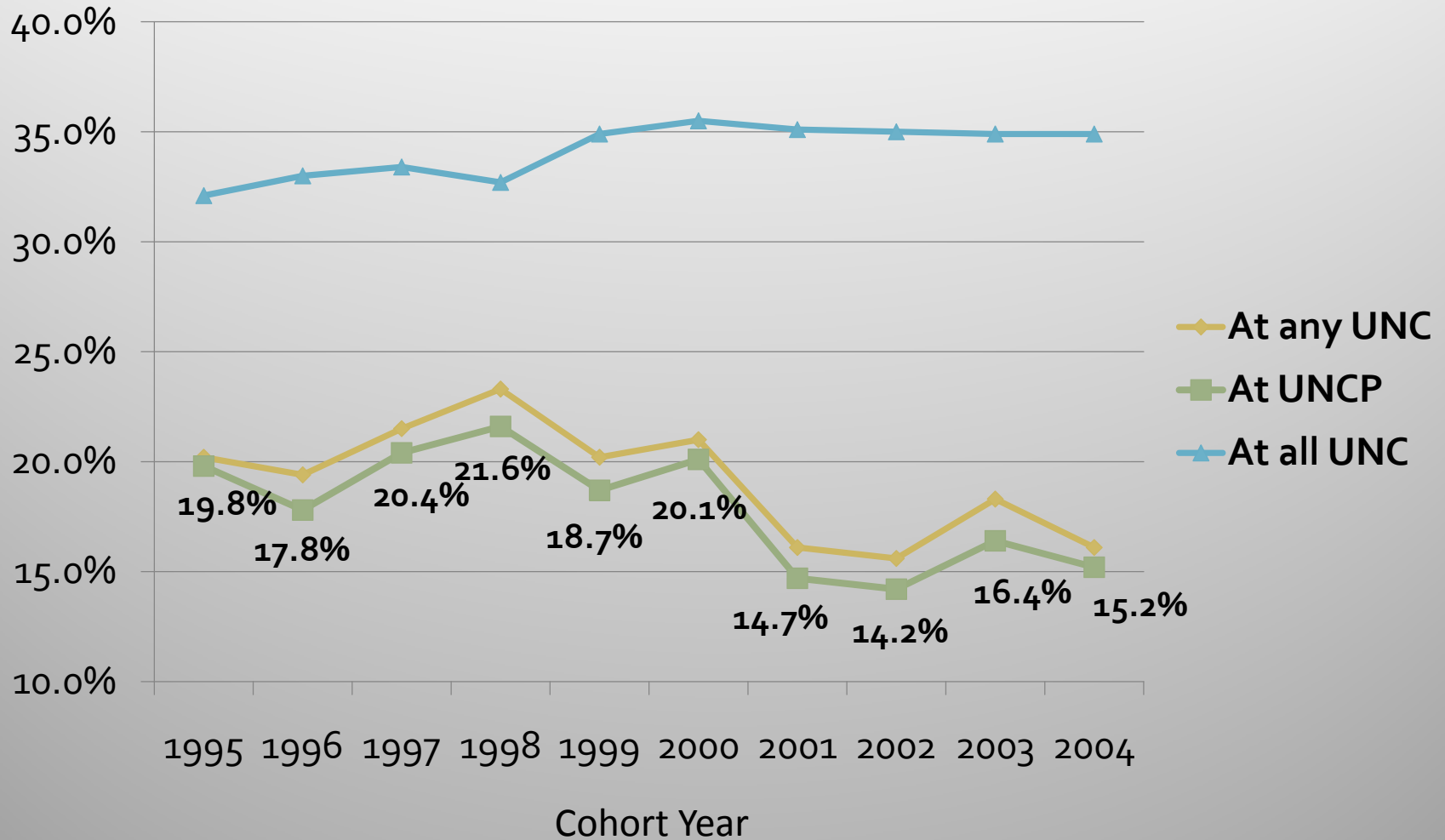
STUDENT SUCCESS



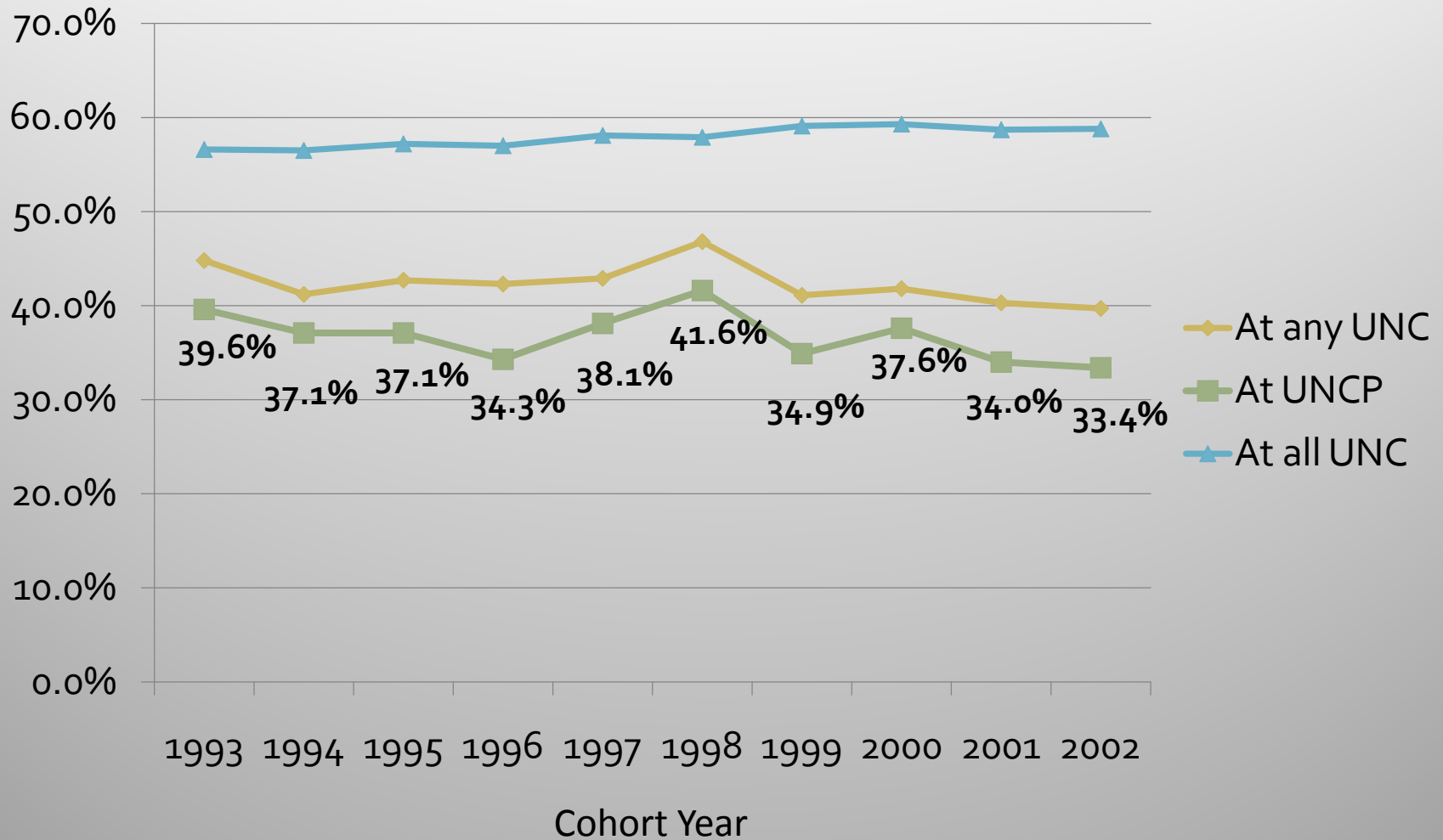
Retention rates



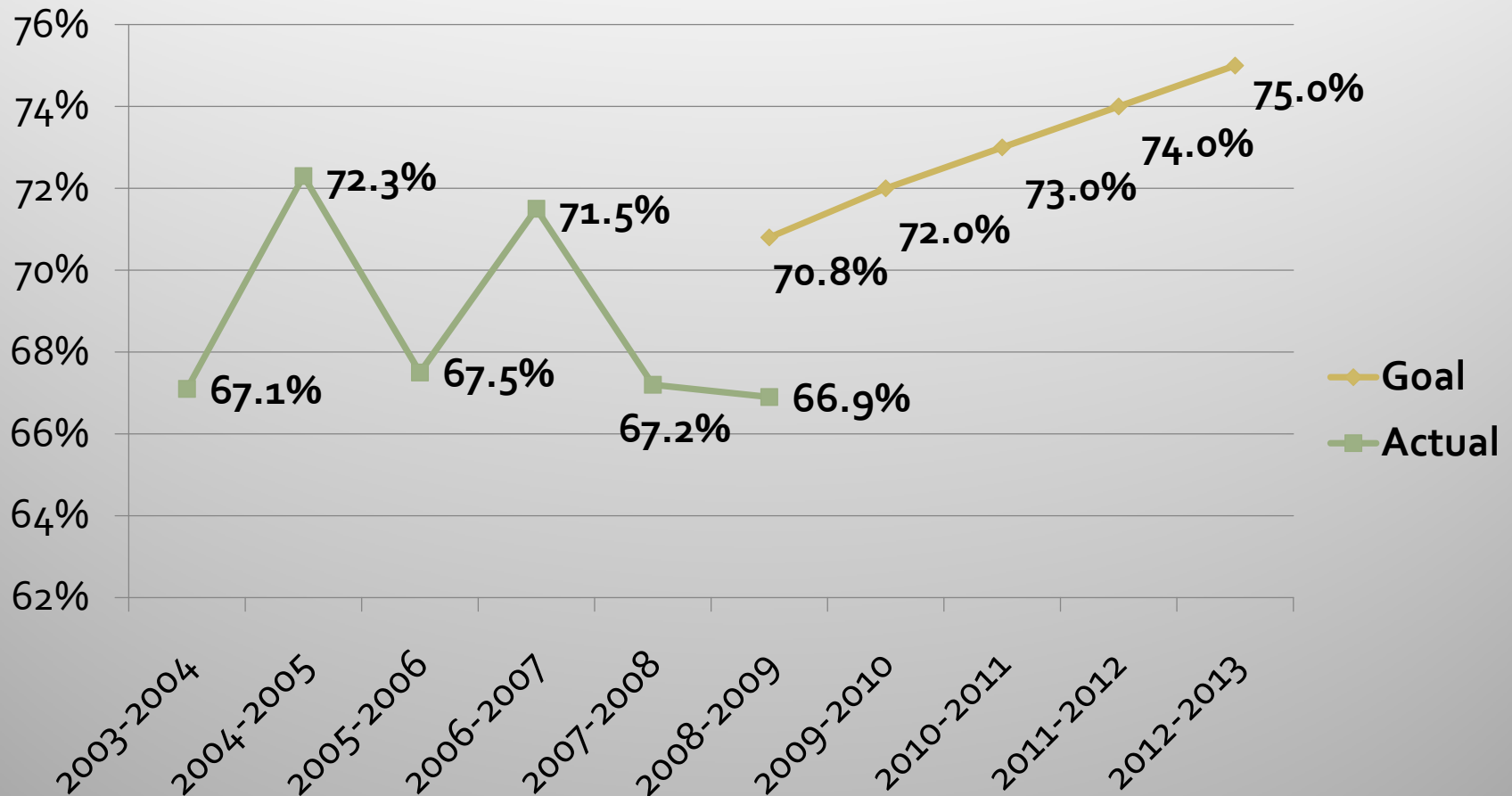
4-year graduation rates



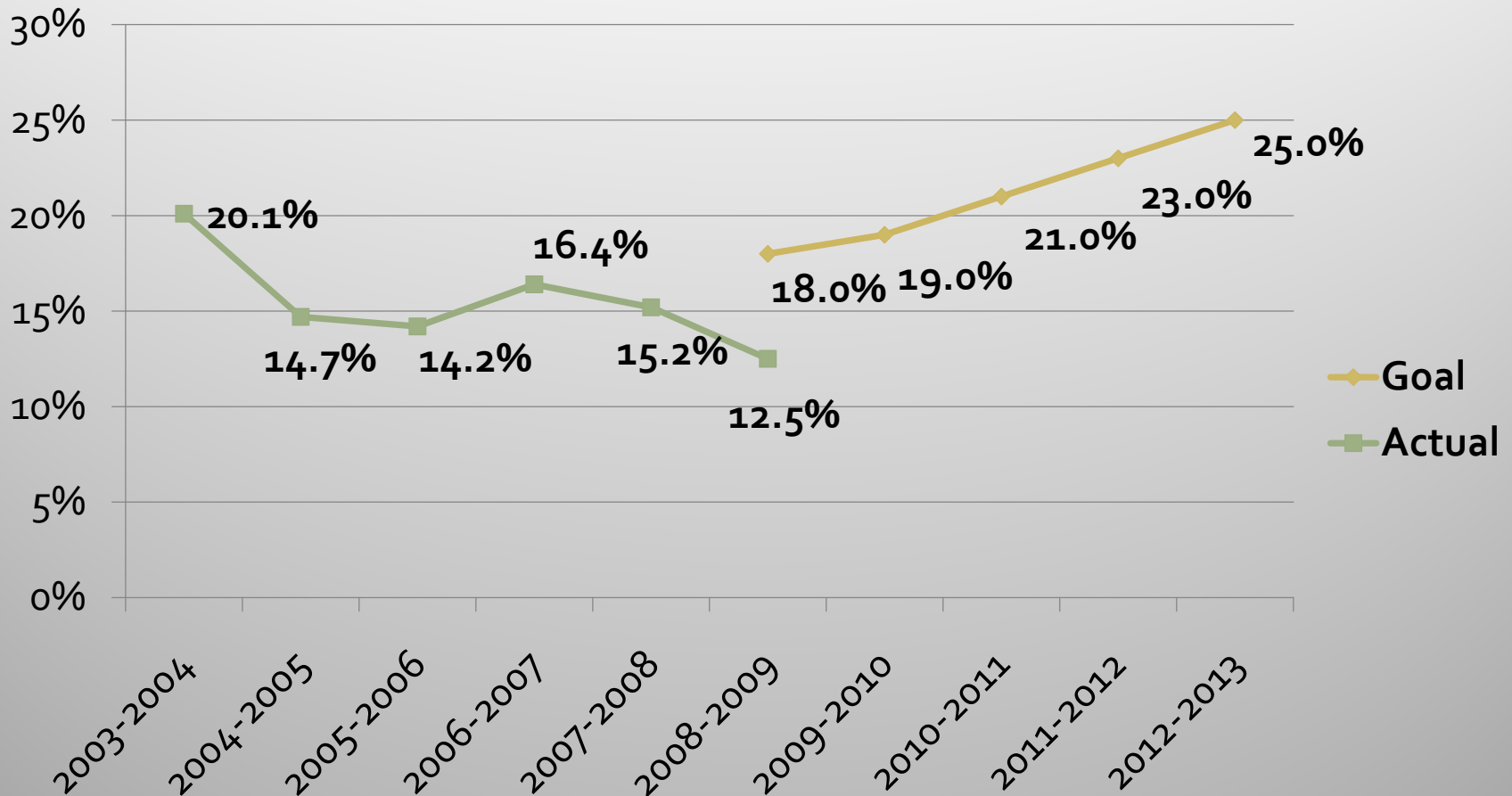
6-year graduation rates



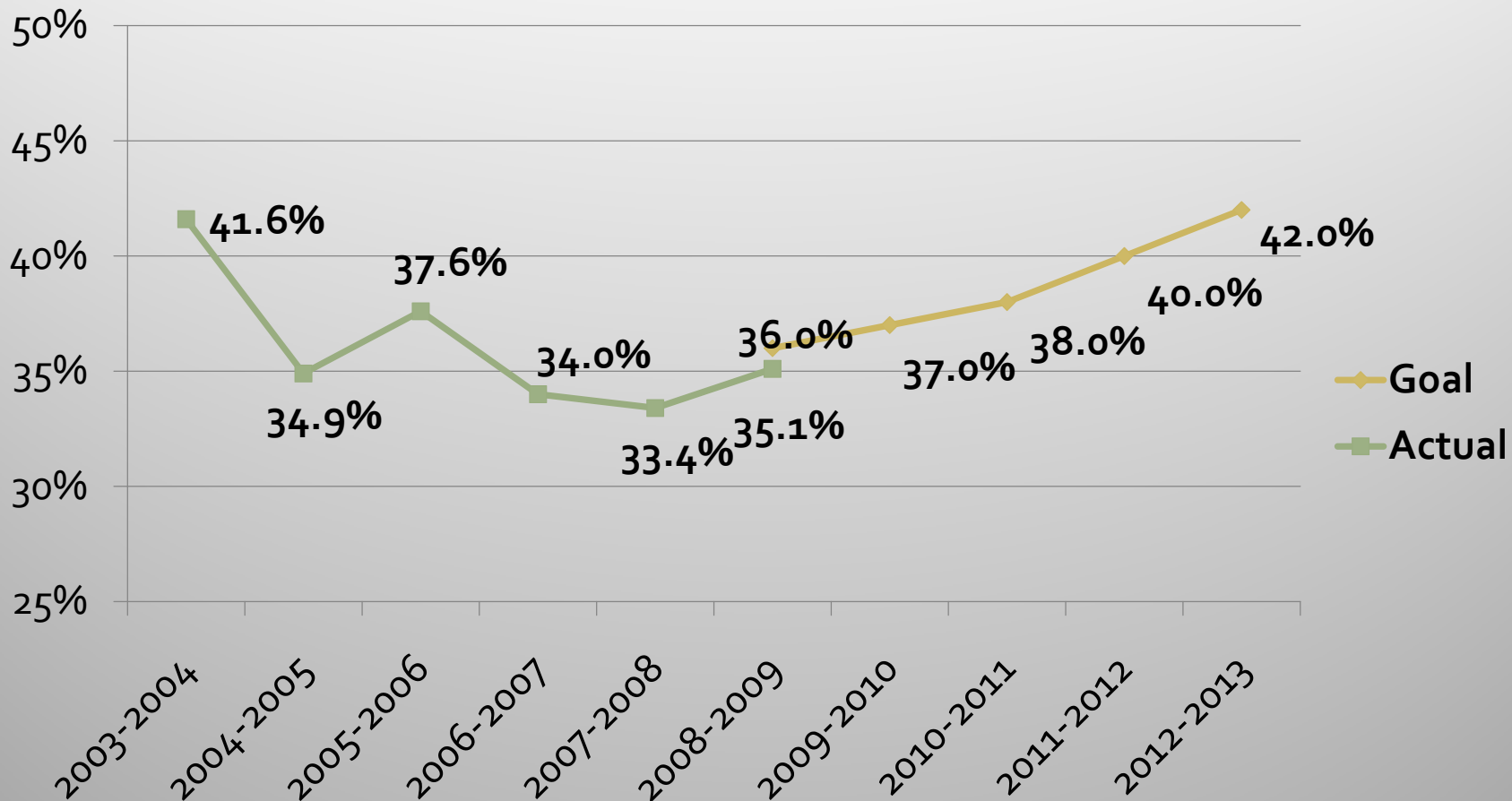
Retention goals for UNCP



4-year graduation goals for UNCP



6-year graduation goals for UNCP



Peer Comparisons: Retention

	UNCP	Average GA-approved peers*	Average self-selected peers
2004	67	73	67
2005	72	74	70
2006	68	72	69
2007	71	73	71
2008	67	73	73

Rates rounded to nearest whole number

Averages include UNCP, Aspirational peers not included

Data source: IPEDS, NCES

Peer Comparisons: 4 yr. graduation rates

	UNCP	Average GA-approved peers	Average self-selected peers
2004	21	26	21
2005	19	25	19
2006	20	27	21
2007	15	26	23
2008	14	27	22

Rates rounded to nearest whole number

Averages include UNCP, Aspirational peers not included

Data source: IPEDS, NCES

Peer Comparisons: 6 yr. graduation rates

	UNCP	Average GA-approved peers*	Average self-selected peers
2004	41	45	40
2005	35	46	40
2006	38	47	41
2007	34	46	43
2008	33	48	41

Rates rounded to nearest whole number

Averages include UNCP, Aspirational peers not included

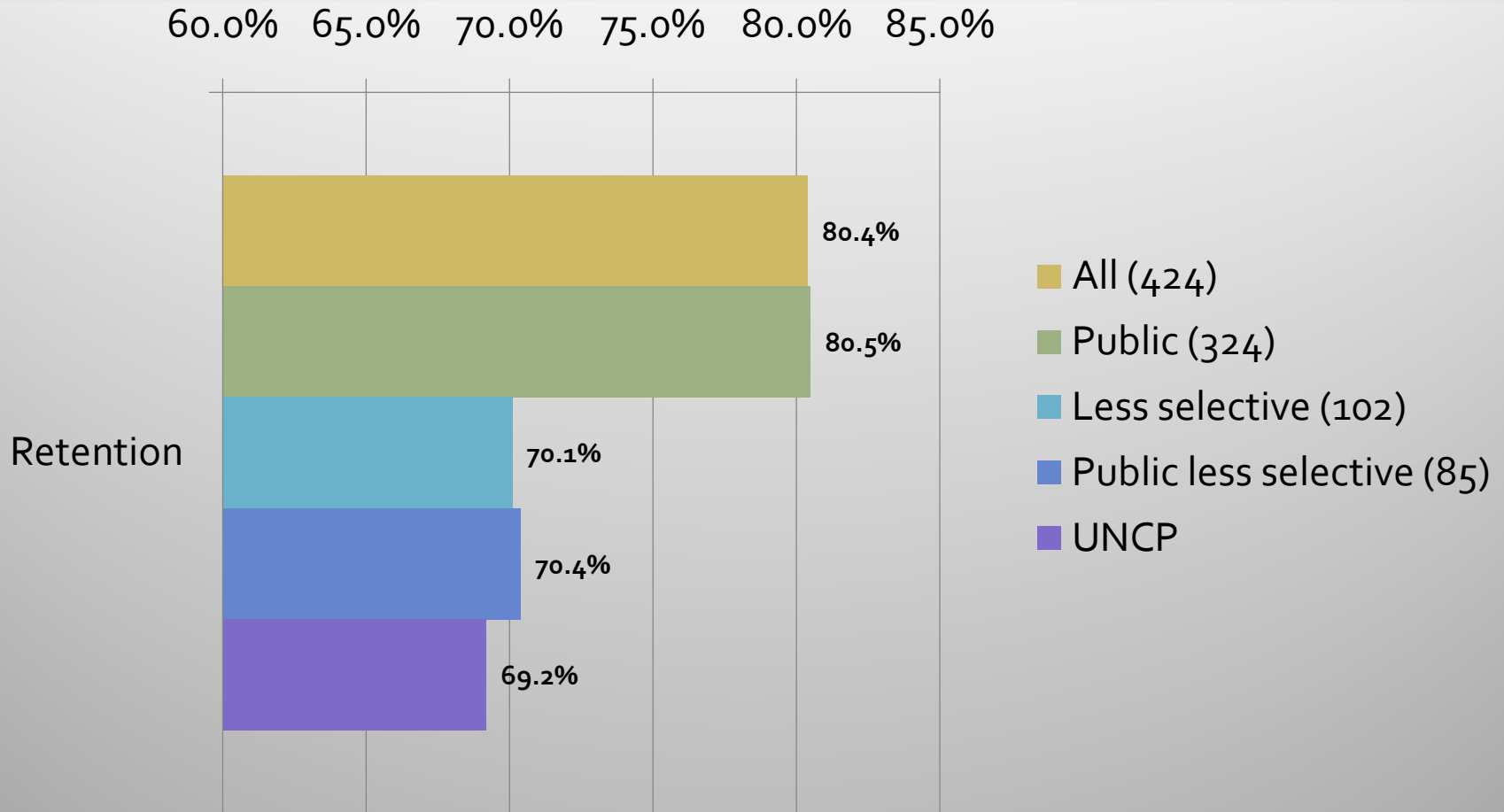
Data source: IPEDS, NCES

National Comparison: Noel-Levitz survey

	4-year public institutions	UNCP
Persistence rates from Term 1 to Term 2 of 2007-2008 academic year		
FYFT Degree-seeking undergraduates	88.1%	89.7%
Second year undergraduates	92.7%	84.8%
Retention rates from Term 1 of 07-08 academic year to Term 1 of 08-09		
FYFT Degree-seeking undergraduates	78.1%	67.2%
Second year undergraduates	82.9%	71.1%

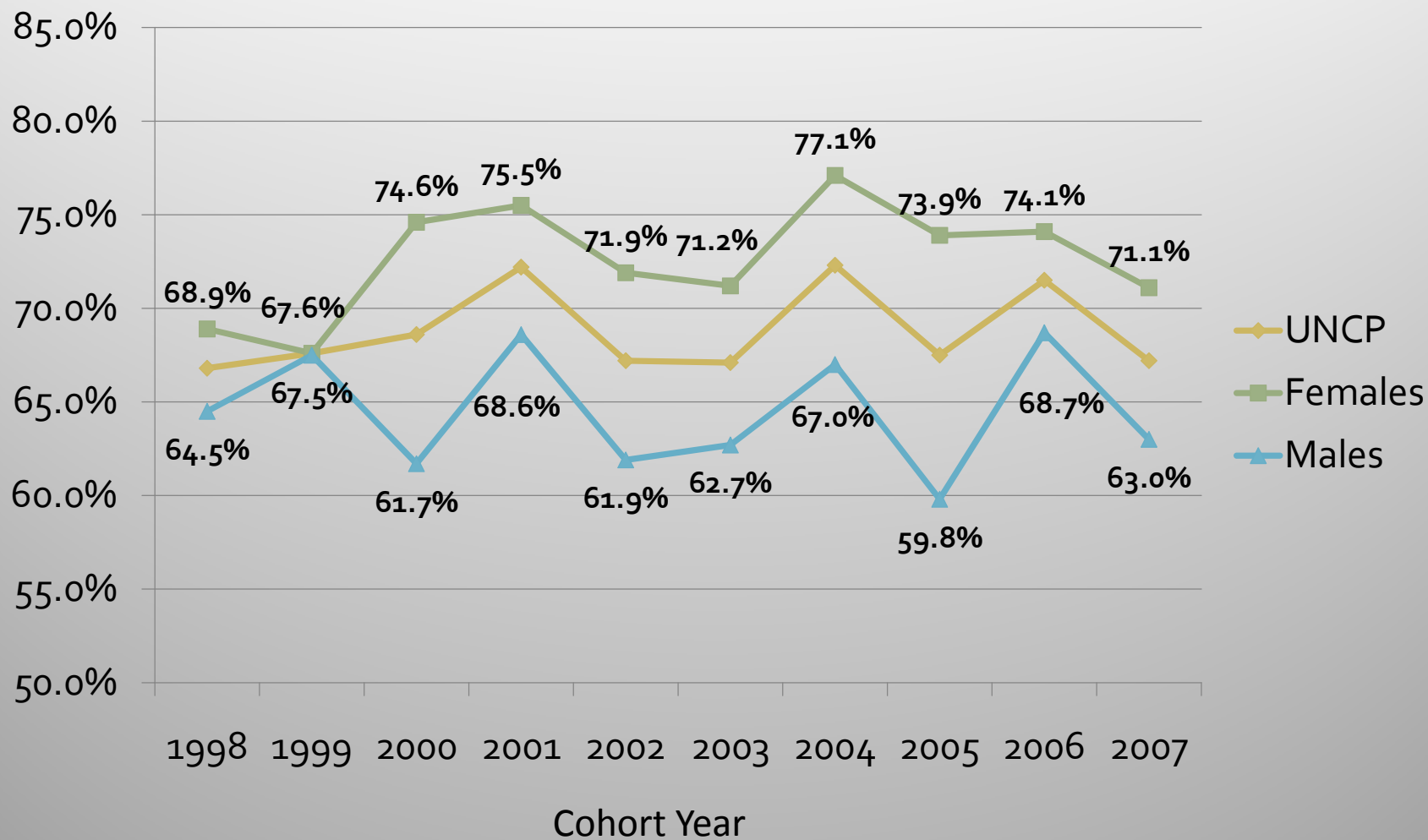
National Comparisons

2008-2009 CSRDE* Retention Report

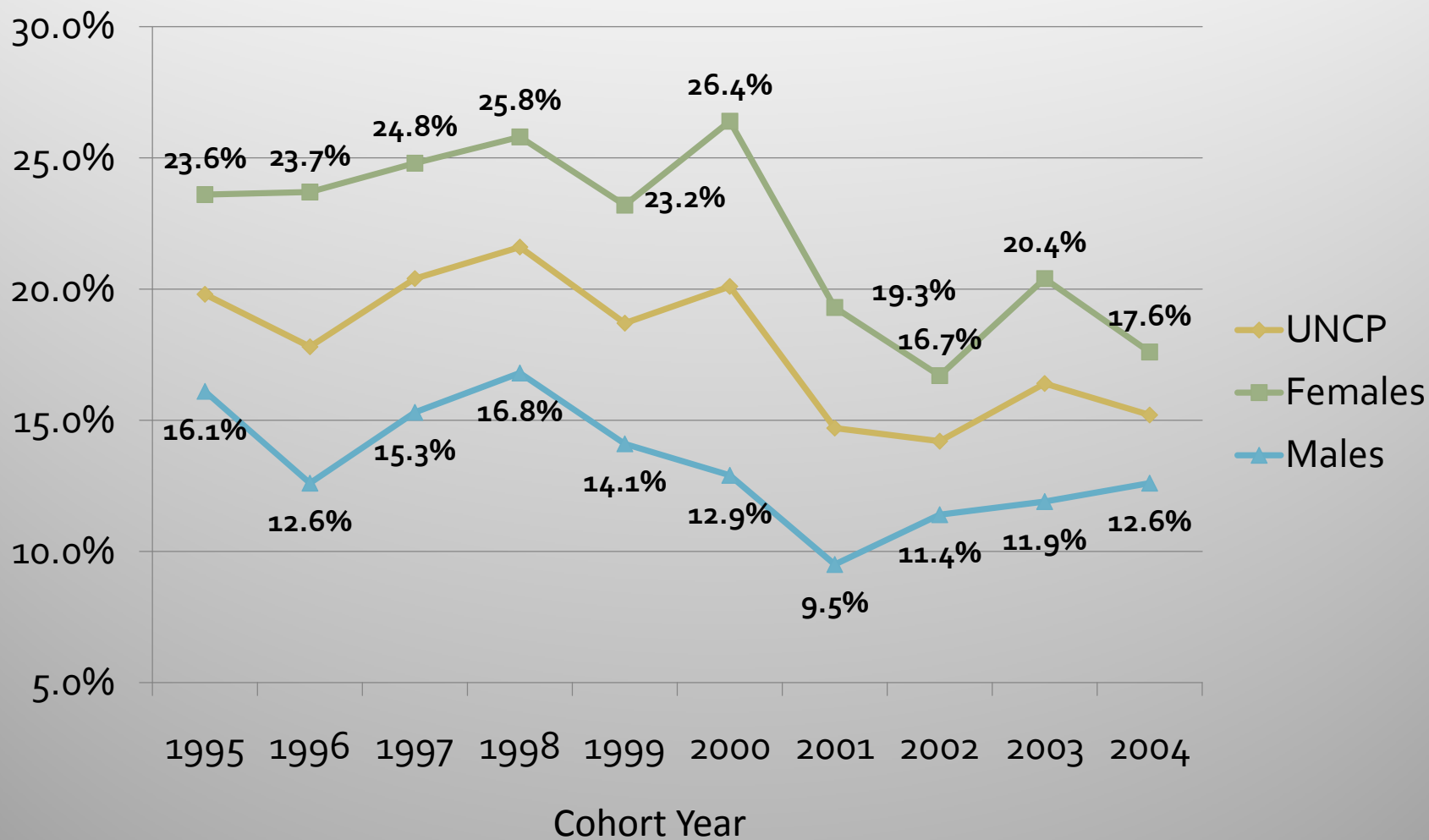


*Consortium for Student Retention Data Exchange; Numbers reflect average over cohorts 2000 to 2007

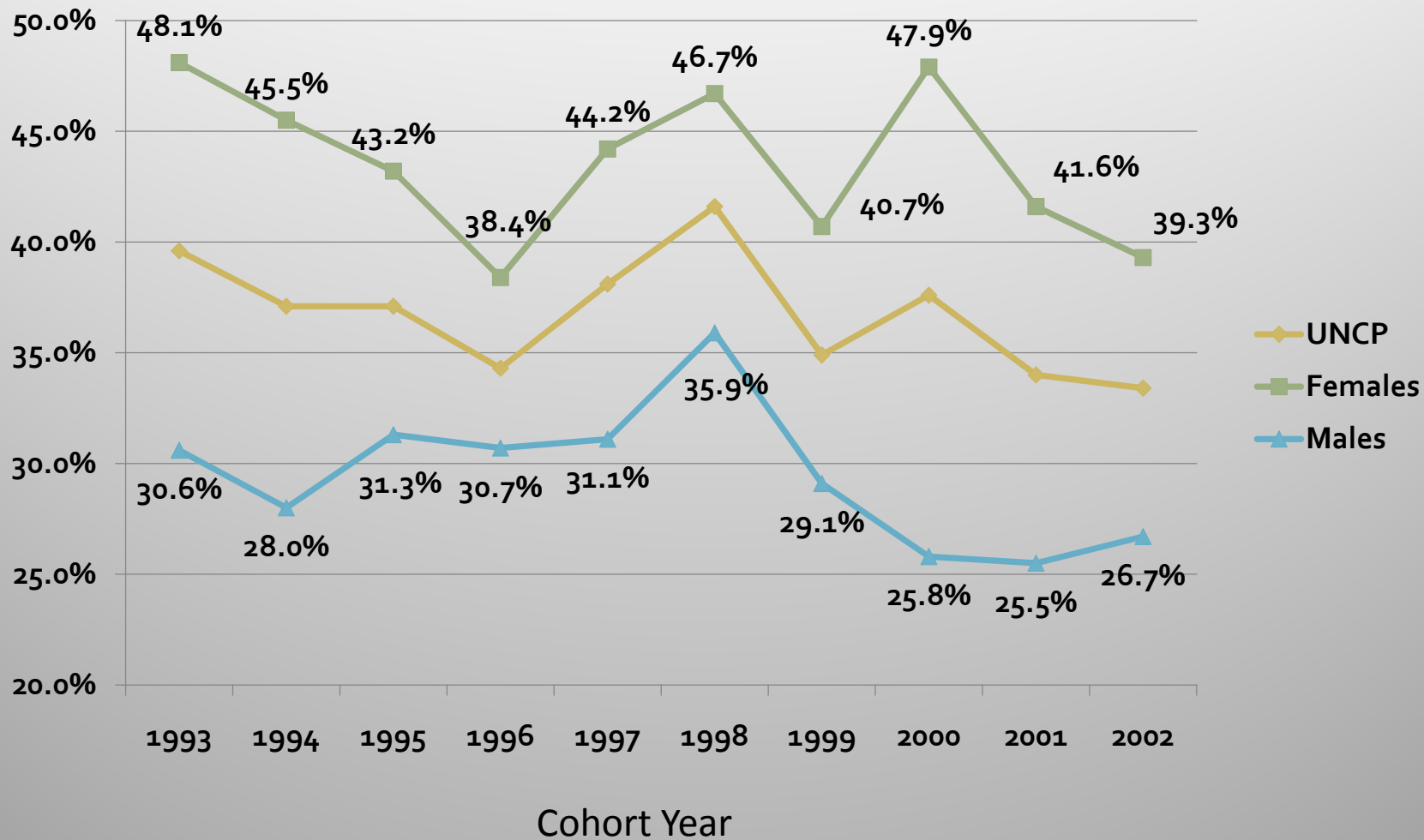
UNCP Retention Rates by Gender



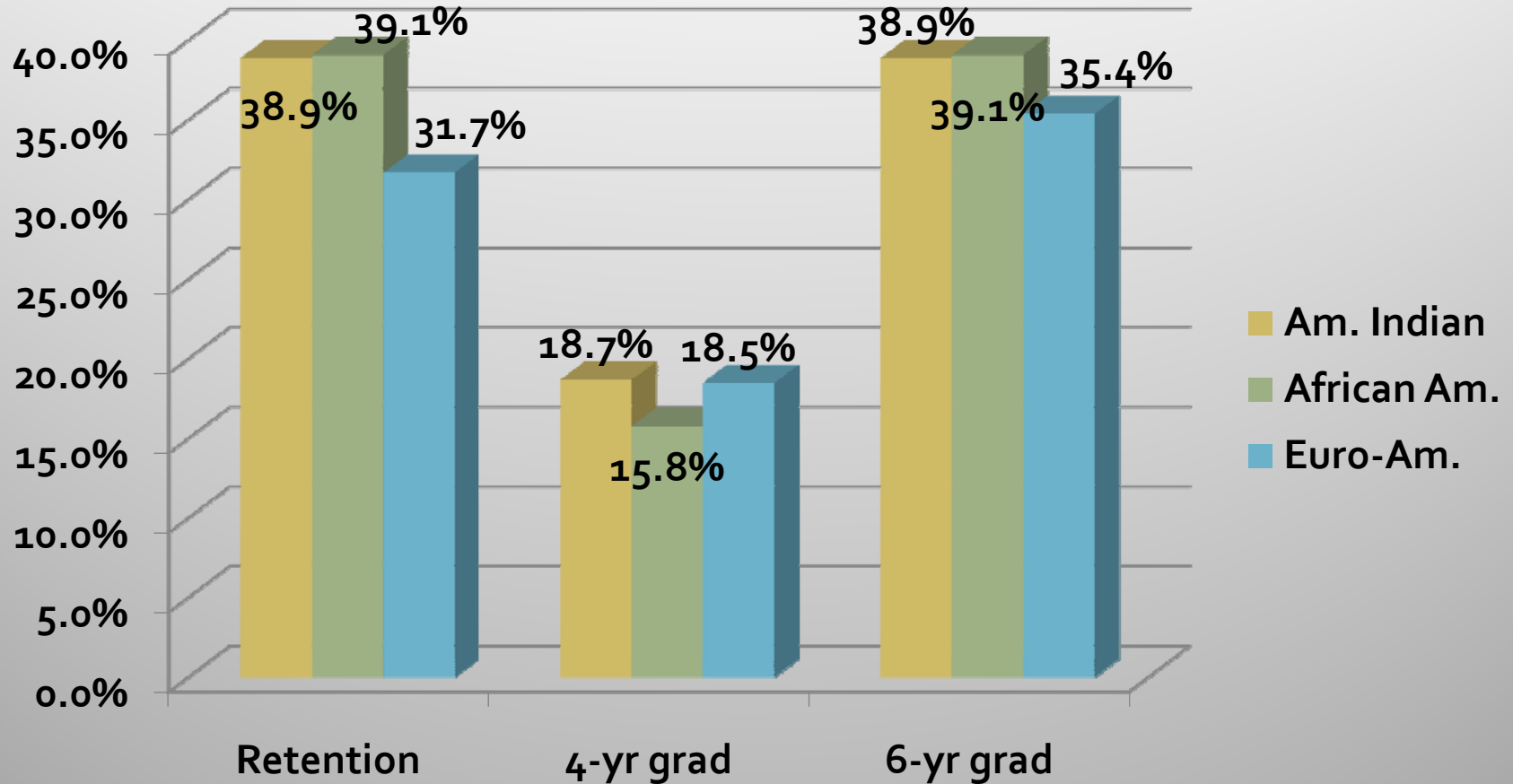
UNCP 4-yr. Grad. Rates by Gender



UNCP 6-yr. Grad. Rates by Gender

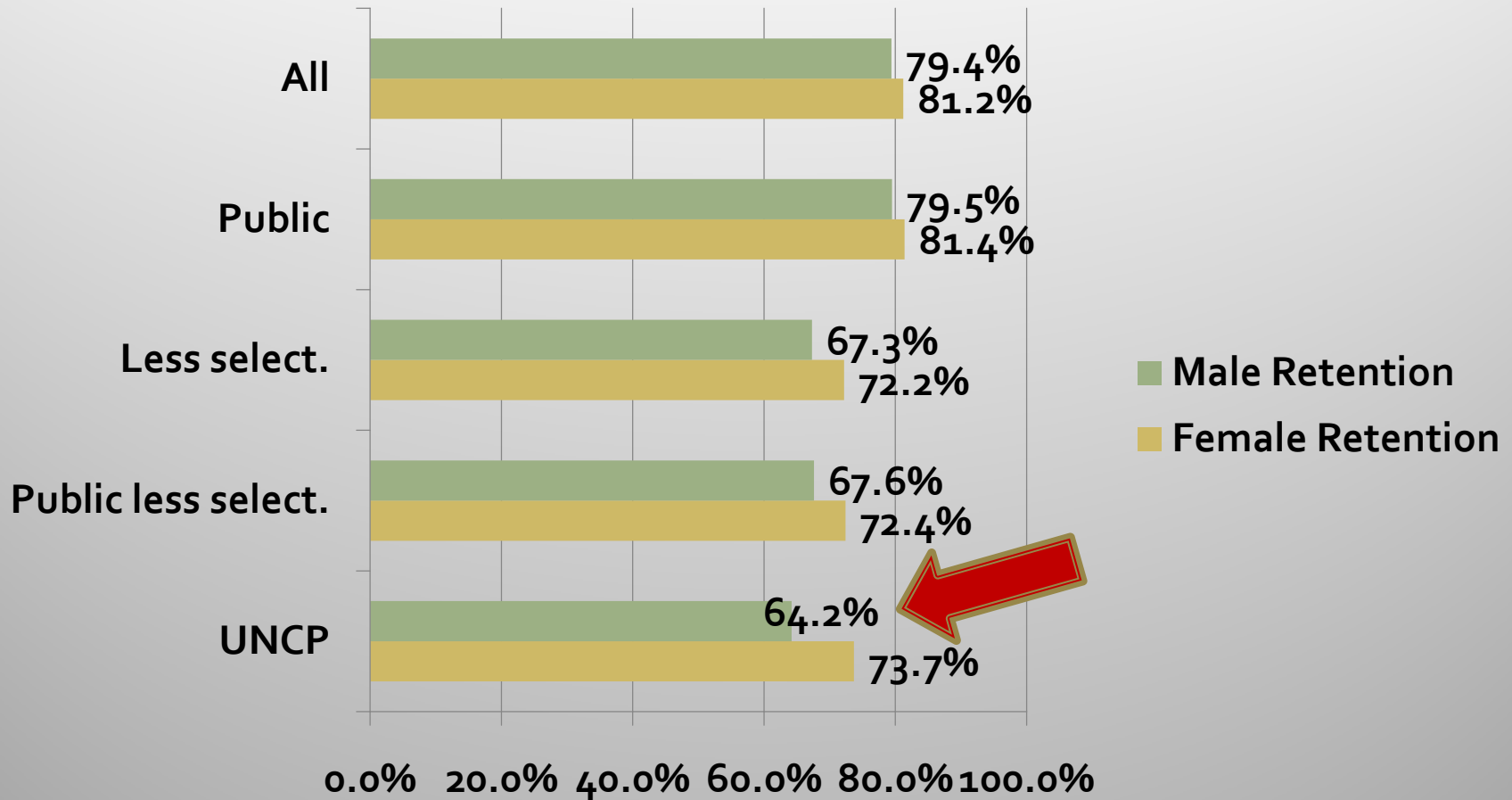


UNCP Retention & Graduation Rates by Ethnicity (3 largest ethnic groups; 10 year cohort averages)



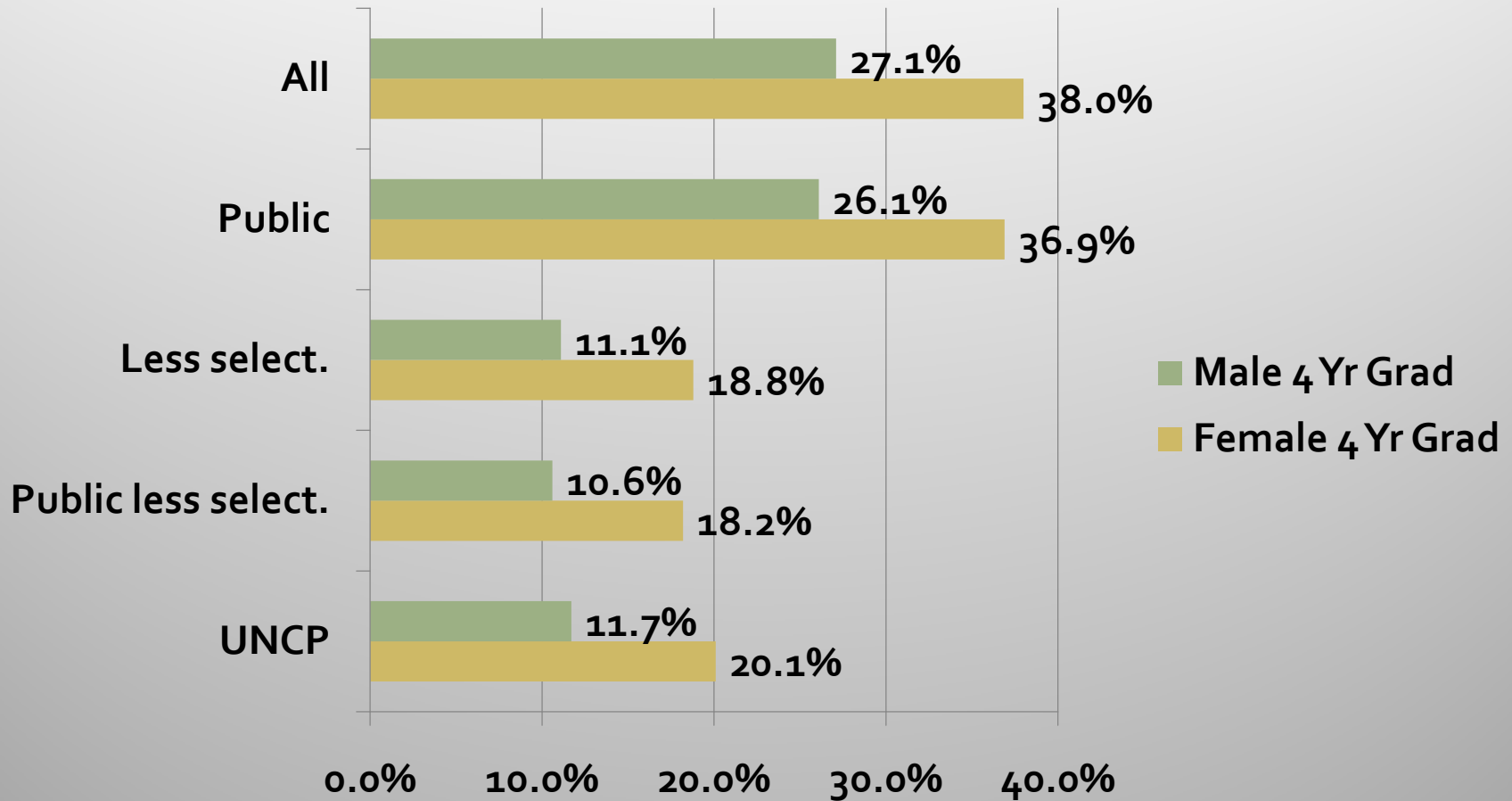
National Comparisons

2008-2009 CSRDE Retention Report



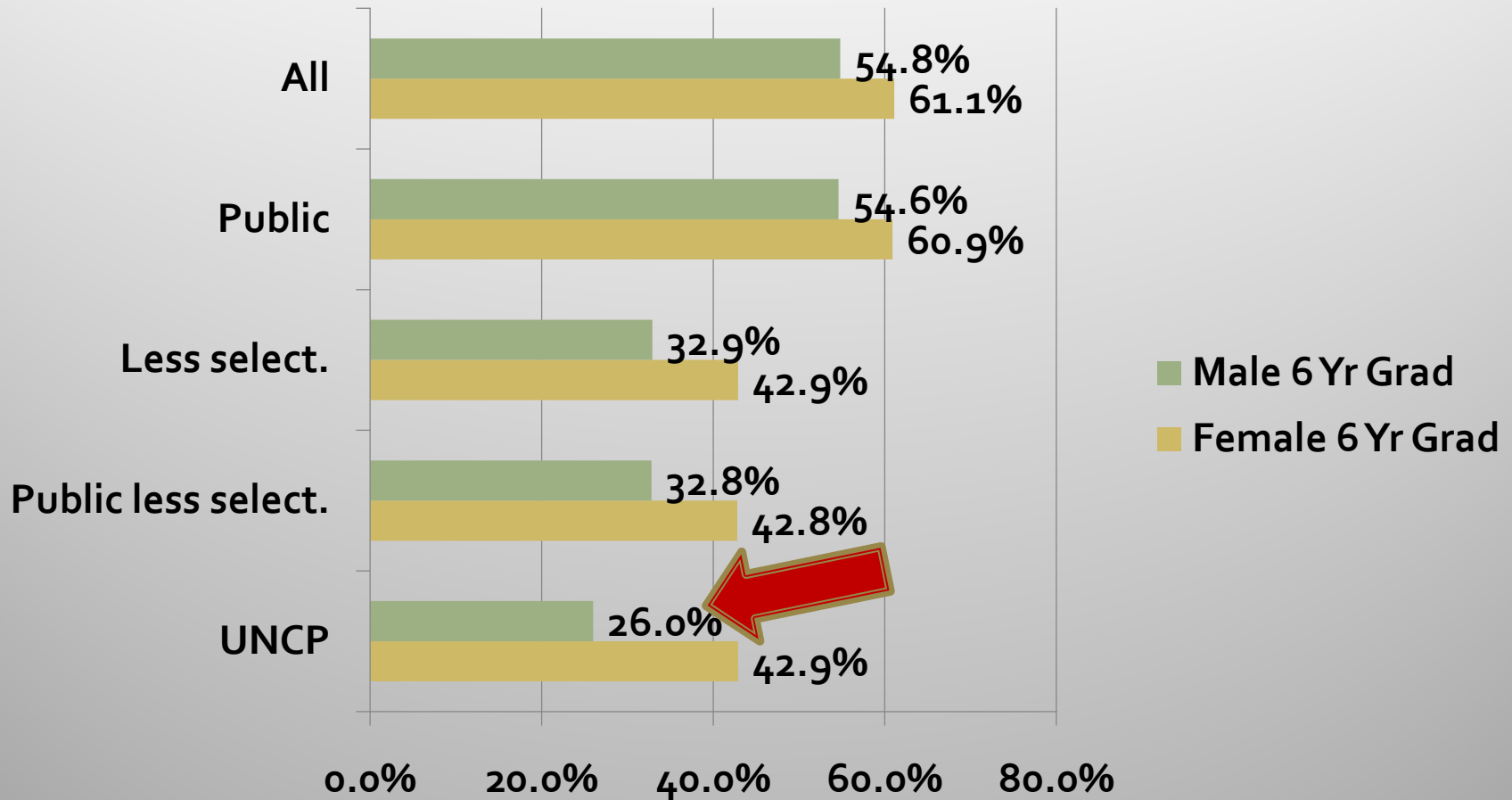
National Comparisons

2008-2009 CSRDE Retention Report



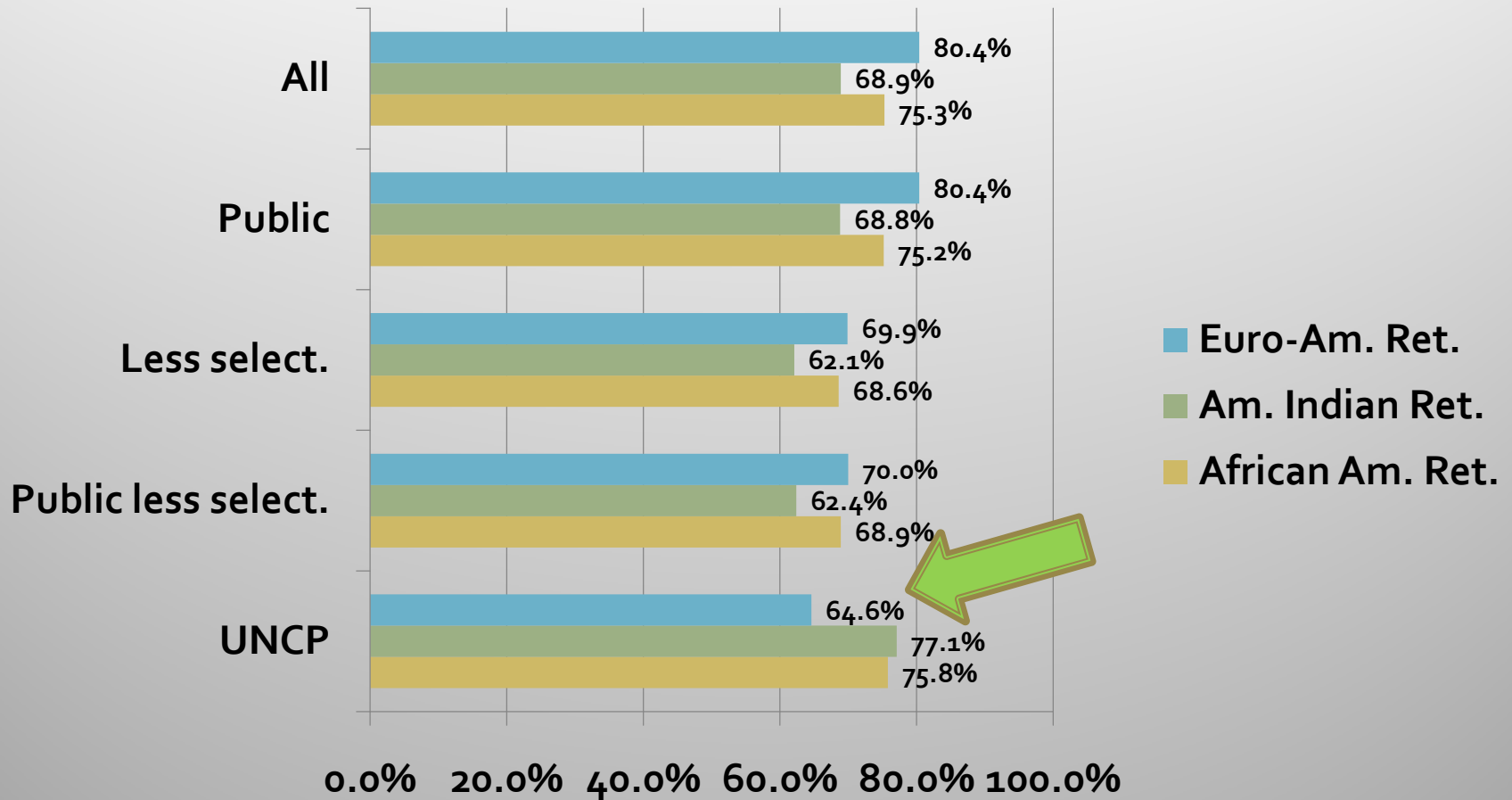
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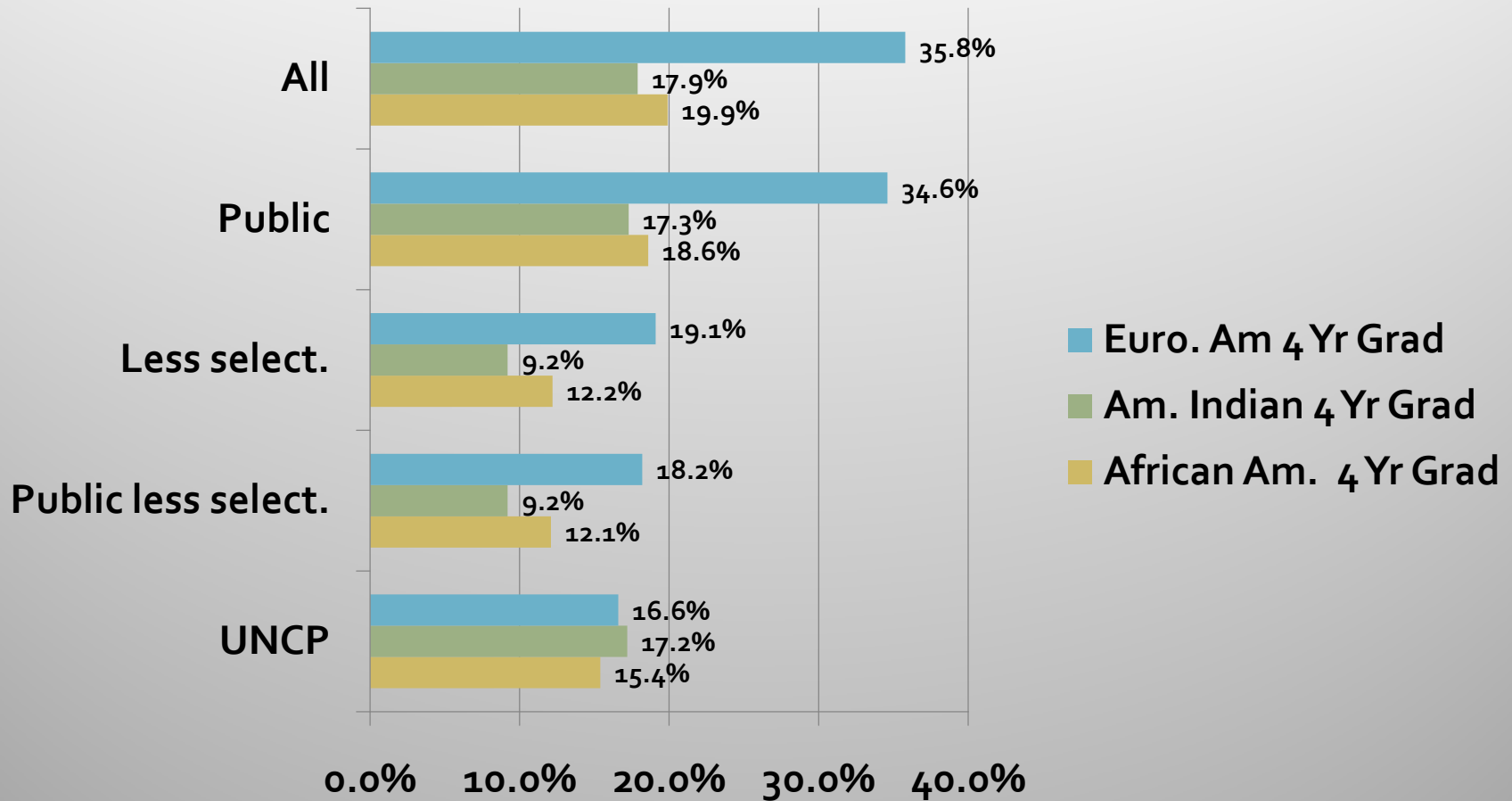
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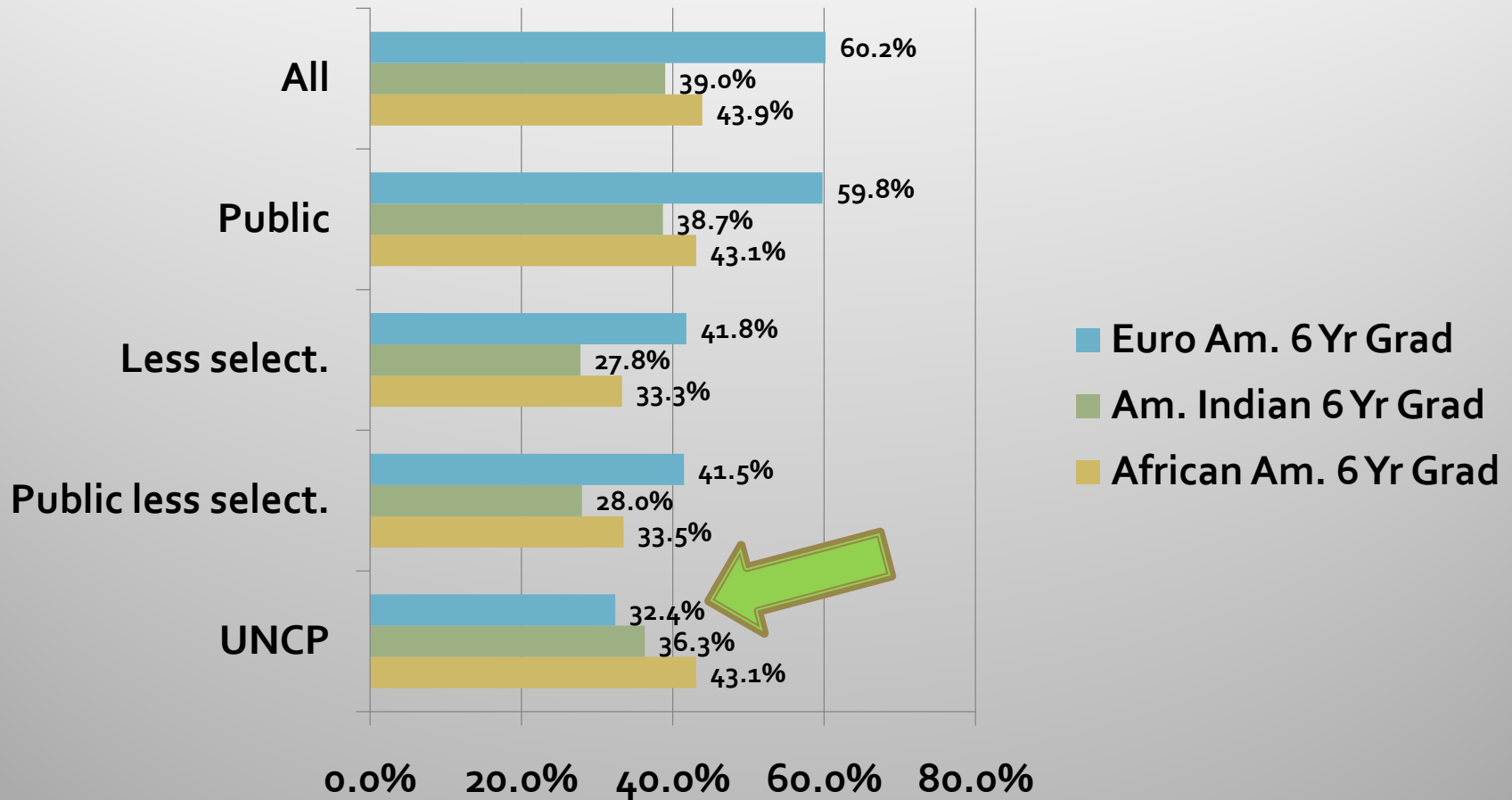
National Comparisons

2008-2009 CSRDE Retention Report



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Making use of data

- What are the demographics of our student body?
 - **Would knowing this information change your pedagogy? Should it?**
- What do students think about the use of technology in the classroom?
 - **Does the use of technology impact learning?**
- How many of our students fail to return to UNCP after their first year?
 - **Do teaching/advising strategies impact retention?**



The University of North Carolina at Pembroke

Questions?