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?
he 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?
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

- All first year: 279
- Sophomores: 751
- Seniors: 1320
- Juniors: 1906
- Special: 1127

UNCP Office of Institutional Effectiveness
Fall 2009

First year
- Applied: 3031
- Accepted: 2392
- Enrolled: 1219

Transfers
- Applied: 853
- Accepted: 751
- Enrolled: 578

UNCP Office of Institutional Effectiveness
Student demographics: Fall 2009

Undergraduate Ethnicity

- Non-resident Alien: 3.6%
- Black/African American: 1.7%
- American Indian/Alaskan Native: 2.1%
- Asian: 0.2%
- Hispanic: 3.6%
- White, non-hispanic: 16.5%
- Native Hawaiian/Pacific Islander: 3.8%
- Two or more races: 42.1%
- Unknown: 28.8%

UNCP Office of Institutional Effectiveness
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
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
As reported by students on freshman survey, Fall 2008

UNCP Office of Institutional Effectiveness
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

<table>
<thead>
<tr>
<th>PARTICIPANT CHARACTERISTICS</th>
<th>4 YEAR INSTITUTIONS (23,661)</th>
<th>UNCP (170)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>83%</td>
<td>64.7%</td>
</tr>
<tr>
<td>Female</td>
<td>62.1%</td>
<td>71.6%</td>
</tr>
<tr>
<td>Full-time students</td>
<td>84.0%</td>
<td>82.7%</td>
</tr>
<tr>
<td>GPA =/&gt;3.0</td>
<td>76.7%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Living off-campus</td>
<td>55.1%</td>
<td>67.6%</td>
</tr>
<tr>
<td>Attending public institutions</td>
<td>74.8%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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
Understanding ethical/legal issues surrounding access & use of digital info

Evaluating reliability & credibility of online sources

Using Internet to effectively & efficiently search for info

1=Not at all skilled; 2=Not very skilled; 3=Fairly skilled; 4=Very skilled; and 5=Expert
Understanding ethical/legal issues surrounding access & use of digital info

Evaluating reliability & credibility of online sources

Using Internet to effectively & efficiently search for info

Percent who view themselves as “very skilled” or “expert”

All respondents
UNCP
Other 4 year

0% 20% 40% 60% 80% 100%
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)

- Graphic software
- Social networking sites
- Blogs
- Instant messaging

- 2 year
- UNCP
- Other 4 year
Using in courses (semester of survey)

- Programming languages
- Audio creation software
- Video creation software
- Podcasts

Chart showing the percentage of 2-year, UNCP, and Other 4-year institutions using these technologies in 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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.6%</td>
<td>3.0%</td>
<td>8.4%</td>
</tr>
</tbody>
</table>

ALL RESPONDENTS

Internet searches

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.2%</td>
<td>6.6%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>
**How students like to learn with technology**

**UNCP**

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

- Yes: 21.6%
- No: 52.7%
- Don't know: 25.7%

**ALL RESPONDENTS**

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

- Yes: 15.6%
- No: 50.8%
- Don't know: 33.5%
How students like to learn with technology

**UNCP**

- Text-based conversations over e-mail, IM, and text messaging
  - Yes: 16.3%
  - No: 33.1%
  - Don't know: 50.6%

**ALL RESPONDENTS**

- Text-based conversations over e-mail, IM, and text messaging
  - Yes: 14.5%
  - No: 41.2%
  - Don't know: 44.3%
How students like to learn with technology

UNCP

Contributing to websites, blogs, wikis, etc.

- 18.5% Yes
- 38.7% No
- 42.9% Don't know

ALL RESPONDENTS

Contributing to websites, blogs, wikis, etc.

- 17.5% Yes
- 35.5% No
- 46.9% Don't know
How students like to learn with technology

UNCP
Creating or listening to podcasts or webcasts
- Yes: 30.5%
- No: 31.7%
- Don't know: 37.7%

ALL RESPONDENTS
Creating or listening to podcasts or webcasts
- Yes: 25.8%
- No: 29.0%
- Don't know: 45.2%
Students who have used a CMS

- UNCP
- Other 4 year
- Community college

- Have used
- Have not used
- Don't know
Experiences using a CMS

- Very negative: 0%
- Negative: 10%
- Neutral: 20%
- Positive: 30%
- Very positive: 40%

- All
- UNCP
- Other 4 year
Responses to: “I skip classes when materials from course lectures are available online.”

- Strongly disagree + disagree: All, UNCP, Other 4 year
- Neutral: All, UNCP, Other 4 year
- Agree + strongly agree: All, UNCP, Other 4 year
“You have to watch! If you see technology being substituted for teaching, run.”

— An undergraduate physics student
Instructor use of IT in courses

UNCP

Instructors use IT effectively

- Almost all: 8.8%
- Most: 22.9%
- About half: 19.4%
- Some: 23.5%

ALL RESPONDENTS

Instructors use IT effectively

- Almost all: 8.1%
- Most: 26.3%
- About half: 21.3%
- Some: 26.4%
Instructor use of IT in courses

UNCP

Provide adequate training for IT used in courses

- Almost all: 18.3%
- Most: 30.8%
- About half: 16.0%
- Some: 10.7%

ALL RESPONDENTS

Provide adequate training for IT used in courses

- Almost all: 11.8%
- Most: 22.3%
- About half: 29.9%
- Some: 15.1%
- Almost no: 20.9%
Understand IT skill levels of students

**UNCP**
- Almost all: 18.9%
- Most: 31.2%
- About half: 15.9%
- Some: 8.2%

**ALL RESPONDENTS**
- Almost all: 17.3%
- Most: 31.5%
- About half: 16.0%
- Some: 11.2%
Student success: “I get more actively involved in courses that use IT.”

- **Agree + strongly agree**
- **Neutral**
- **Strongly disagree + disagree**

![Bar chart showing responses to the statement](chart.png)

- Other 4 year
- UNCP
- All
Student success: “The use of IT in my courses improves my learning.”
Student success: “IT makes doing my course activities more convenient.”

- **Agree + strongly agree**
  - Other 4 year: [Bars]
  - UNCP: [Bars]
  - All: [Bars]

- **Neutral**
  - Other 4 year: [Bars]
  - UNCP: [Bars]
  - All: [Bars]

- **Strongly disagree + disagree**
  - Other 4 year: [Bars]
  - UNCP: [Bars]
  - All: [Bars]
Student success: “By the time I graduate, the IT I have used in my courses will have adequately prepared me for the workplace.”
“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 coursework, and share photos.”

--An ECAR participant
How SNSs Are Used

- Stay in touch with friends
- Share photos, music, videos...
- Find out more about people
- Communicate with classmates
- Plan or invite people to events

0% 20% 40% 60% 80% 100%
How SNSs Are Used

- Participate in special-interest groups
- Make new friends
- Express opinions & views
- Professional activities
- Other

- Other 4 year
- UNCP
- All users
How SNSs Are Used

- Communicate with instructors
- Find someone to date
- Respond to sites ads

0% 5% 10% 15%

Other 4 year
UNCP
All users
Number of friends on SNSs

- 25 or fewer
- 26 to 100
- 101 to 200
- 201 to 300
- More than 300

- Other 4 year
- UNCP
- All users
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

At any UNC
At UNCP
At all UNC

FTFTFR Cohort Year

4-year graduation rates

At any UNC
At UNCP
At all UNC

Cohort Year


19.8% 17.8% 20.4% 21.6% 18.7% 20.1% 14.7% 14.2% 16.4% 15.2%
6-year graduation rates

At any UNC
At UNCP
At all UNC

Cohort Year


39.6% 37.1% 37.1% 34.3% 38.1% 41.6% 34.9% 37.6% 34.0% 33.4%
4-year graduation goals for UNCP

Goal

Actual

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>20.1%</td>
<td></td>
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<tr>
<td>2004-2005</td>
<td></td>
<td>14.7%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>14.2%</td>
<td></td>
</tr>
<tr>
<td>2006-2007</td>
<td>16.4%</td>
<td></td>
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<tr>
<td>2007-2008</td>
<td></td>
<td>15.2%</td>
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<tr>
<td>2008-2009</td>
<td>12.5%</td>
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<tr>
<td>2009-2010</td>
<td>18.0%</td>
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<tr>
<td>2010-2011</td>
<td>19.0%</td>
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<tr>
<td>2011-2012</td>
<td>21.0%</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>23.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.0%</td>
</tr>
</tbody>
</table>
6-year graduation goals for UNCP
### Peer Comparisons: Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>UNCP</th>
<th>Average GA-approved peers*</th>
<th>Average self-selected peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>67</td>
<td>73</td>
<td>67</td>
</tr>
<tr>
<td>2005</td>
<td>72</td>
<td>74</td>
<td>70</td>
</tr>
<tr>
<td>2006</td>
<td>68</td>
<td>72</td>
<td>69</td>
</tr>
<tr>
<td>2007</td>
<td>71</td>
<td>73</td>
<td>71</td>
</tr>
<tr>
<td>2008</td>
<td>67</td>
<td>73</td>
<td>73</td>
</tr>
</tbody>
</table>

Rates rounded to nearest whole number
Averages include UNCP, Aspirational peers not included
Data source: IPEDS, NCES
# Peer Comparisons: 4 yr. graduation rates

<table>
<thead>
<tr>
<th>Year</th>
<th>UNCP</th>
<th>Average GA-approved peers</th>
<th>Average self-selected peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>21</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>2005</td>
<td>19</td>
<td>25</td>
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<td>2006</td>
<td>20</td>
<td>27</td>
<td>21</td>
</tr>
<tr>
<td>2007</td>
<td>15</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td>27</td>
<td>22</td>
</tr>
</tbody>
</table>

Rates rounded to nearest whole number  
Averages include UNCP, Aspirational peers not included  
Data source: IPEDS, NCES
<table>
<thead>
<tr>
<th>Year</th>
<th>UNCP</th>
<th>Average GA-approved peers*</th>
<th>Average self-selected peers</th>
</tr>
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<tbody>
<tr>
<td>2004</td>
<td>41</td>
<td>45</td>
<td>40</td>
</tr>
<tr>
<td>2005</td>
<td>35</td>
<td>46</td>
<td>40</td>
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<tr>
<td>2006</td>
<td>38</td>
<td>47</td>
<td>41</td>
</tr>
<tr>
<td>2007</td>
<td>34</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>2008</td>
<td>33</td>
<td>48</td>
<td>41</td>
</tr>
</tbody>
</table>

Rates rounded to nearest whole number
Averages include UNCP, Aspirational peers not included
Data source: IPEDS, NCES
<table>
<thead>
<tr>
<th>Persistence rates from Term 1 to Term 2 of 2007-2008 academic year</th>
<th>4-year public institutions</th>
<th>UNCP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYFT Degree-seeking undergraduates</td>
<td>88.1%</td>
<td>89.7%</td>
</tr>
<tr>
<td>Second year undergraduates</td>
<td>92.7%</td>
<td>84.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retention rates from Term 1 of 07-08 academic year to Term 1 of 08-09</th>
<th>4-year public institutions</th>
<th>UNCP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYFT Degree-seeking undergraduates</td>
<td>78.1%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Second year undergraduates</td>
<td>82.9%</td>
<td>71.1%</td>
</tr>
</tbody>
</table>
National Comparisons 2008-2009 CSRDE* Retention Report

Retention

- All (424): 80.4%
- Public (324): 80.5%
- Less selective (102): 70.1%
- Public less selective (85): 70.4%
- UNCP: 69.2%

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

Cohort Year


UNCP Females Males

50.0% 55.0% 60.0% 65.0% 70.0% 75.0% 80.0% 85.0%
UNCP 4-yr. Grad. Rates by Gender

Cohort Year

UNCP
Females
Males
UNCP 6-yr. Grad. Rates by Gender

Cohort Year

- UNCP
- Females
- Males
UNCP Retention & Graduation Rates by Ethnicity
(3 largest ethnic groups; 10 year cohort averages)
National Comparisons
2008-2009 CSRDE Retention Report

- All: Male Retention 79.4%, Female Retention 81.2%
- Public: Male Retention 79.5%, Female Retention 81.4%
- Less select.: Male Retention 67.3%, Female Retention 72.2%
- Public less select.: Male Retention 67.6%, Female Retention 72.4%
- UNCP: Male Retention 64.2%, Female Retention 73.7%
National Comparisons
2008-2009 CSRDE Retention Report

- All:
  - Male 4 Yr Grad: 27.1%
  - Female 4 Yr Grad: 38.0%

- Public:
  - Male 4 Yr Grad: 26.1%
  - Female 4 Yr Grad: 36.9%

- Less select.:
  - Male 4 Yr Grad: 11.1%
  - Female 4 Yr Grad: 18.8%

- Public less select.:
  - Male 4 Yr Grad: 10.6%
  - Female 4 Yr Grad: 18.2%

- UNCP:
  - Male 4 Yr Grad: 11.7%
  - Female 4 Yr Grad: 20.1%
National Comparisons
2008-2009 CSRDE Retention Report

- **All**: Euro-Am. Ret. 80.4%, Am. Indian Ret. 68.9%, African Am. Ret. 75.3%
- **Public**: Euro-Am. Ret. 80.4%, Am. Indian Ret. 68.8%, African Am. Ret. 75.2%
- **Less select.**: Euro-Am. Ret. 69.9%, Am. Indian Ret. 62.1%, African Am. Ret. 68.6%
- **Public less select.**: Euro-Am. Ret. 70.0%, Am. Indian Ret. 62.4%, African Am. Ret. 68.9%
- **UNCP**: Euro-Am. Ret. 64.6%, Am. Indian Ret. 77.1%, African Am. Ret. 75.8%
National Comparisons
2008-2009 CSRDE Retention Report

<table>
<thead>
<tr>
<th>Category</th>
<th>Euro Am. 6 Yr Grad</th>
<th>Am. Indian 6 Yr Grad</th>
<th>African Am. 6 Yr Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>43.9%</td>
<td>39.0%</td>
<td>60.2%</td>
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<tr>
<td>Public</td>
<td>43.1%</td>
<td>38.7%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Less select.</td>
<td>33.3%</td>
<td>27.8%</td>
<td>41.8%</td>
</tr>
<tr>
<td>Public less select.</td>
<td>35.6%</td>
<td>28.0%</td>
<td>41.5%</td>
</tr>
<tr>
<td>UNCP</td>
<td>41.8%</td>
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<td>43.1%</td>
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  - Do teaching/advising strategies impact retention?
The University of North Carolina at Pembroke

Questions?

UNCP Office of Institutional Effectiveness