FYS and Male College Students’ First- and Third-Year Persistence

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The Gender Gap

- Males have lower rates of college enrollment
  - 66.5% of males go directly to college, 70.4% of females (National Center for Education Statistics, 2009)

- Males have lower rates of college graduation
  - 6 year graduation rates: Males= 56%, Females 61% (National Center for Education Statistics, 2014)
  - In 2007, Amongst 25-29 year olds, 25.3% of males and 31.6% of females held bachelors degrees (Mortenson, 2007)

- Males have higher rates of academic and social difficulties
  - Lower grades, fewer credits, higher rates of academic probation and social suspensions. (Courtenay, 2004; Conger & Long, 2008)
2015: Males = 42.3%, Females = 57.7%

Bachelor’s Degrees by Sex, 1970 to 2018, in U.S. (Projected)

Source: National Center for Education Statistics

Source: Digest of Education Statistics 2011
University 101

- 3 credit, Full semester course
- Coordinated Curriculum
- Challenging and Rigorous
- Instructors
  - Highly competitive
  - Proactive
  - High Expectations
  - Approachable
- Small class size
- Interactive Environment

*This program was selected by the Colorado Department of Higher Education for recognition in the Colorado Completes program*
Looking at Male Persistence and UNIV 101
Method of Analysis

- **ANCOVA**
  - DVs = Persistence, Fall term GPA, Fall 2014 Cumulative GPA
  - IV = University 101
  - Covariate = INDEX
## 2013 Males

<table>
<thead>
<tr>
<th></th>
<th>University 101</th>
<th>Non-University 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Participants</td>
<td>378</td>
<td>1529</td>
</tr>
<tr>
<td>Total Male Students</td>
<td>126</td>
<td>557</td>
</tr>
<tr>
<td>Non-White Males</td>
<td>62</td>
<td>200</td>
</tr>
<tr>
<td>First-Generation Males</td>
<td>68</td>
<td>263</td>
</tr>
</tbody>
</table>
All 2013 Male Students

- Persistence to Fall 2014
  - Non-UNIV 101 = 63%
  - UNIV 101 = 80%

- Fall 2013 GPA
  - Non-UNIV 101 = 2.33
  - UNIV 101 = 2.61

P-value = 0.019

P-value = 0.009
2013 First Generation Males

- Persistence to Fall 2014
  - Non-UNIV 101 = 62%
  - UNIV 101 = 84%

- Fall 2013 GPA
  - Non-UNIV 101 = 2.12
  - UNIV 101 = 2.52

P-value = 0.001
P-value = 0.011
2013 Non-White Males

- Persistence to Fall 2014*
  - Non-UNIV 101 = 59%
  - UNIV 101 = 84%

- Fall 2013 GPA
  - Non-UNIV 101 = 1.99
  - UNIV 101 = 2.48

* INDEX was not significant. When it was removed from the analysis the outcome did not change.
## 2011 Males

<table>
<thead>
<tr>
<th></th>
<th>University 101</th>
<th>Non-University 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Participants</td>
<td>387</td>
<td>1824</td>
</tr>
<tr>
<td>Total Male Students</td>
<td>120</td>
<td>708</td>
</tr>
<tr>
<td>Non-White Males</td>
<td>39</td>
<td>216</td>
</tr>
<tr>
<td>First-Generation Males</td>
<td>44</td>
<td>299</td>
</tr>
</tbody>
</table>
All 2011 Male Students

- Persistence to Fall 2014
  - Non-UNIV 101 = 40%  \( \text{P-value} < 0.0001 \)
  - UNIV 101 = 64%

- Fall 2011 GPA
  - Non-UNIV 101 = 2.14  \( \text{P-value} < 0.0001 \)
  - UNIV 101 = 2.62

- Fall 2014 Cumulative GPA
  - Non-UNIV 101 = 2.90  \( \text{P-value} = 0.729 \)
  - UNIV 101 = 2.84
2011 First Generation Males

- Persistence to Fall 2014
  - Non-UNIV 101 = 37%
  - UNIV 101 = 64%

- Fall 2011 GPA
  - Non-UNIV 101 = 2.01
  - UNIV 101 = 2.67

- Fall 2014 Cumulative GPA
  - Non-UNIV 101 = 2.88
  - UNIV 101 = 2.89

P-value = 0.001
P-value < 0.001
P-value = 0.808
Non-White Males

- Persistence to Fall 2014*
  - Non-UNIV 101 = 38 %
  - UNIV 101 = 72 %
  - P-value < 0.001

- Fall 2011 GPA
  - Non-UNIV 101 = 1.95
  - UNIV 101 = 2.62
  - P-value < 0.001

- Fall 2014 Cumulative GPA
  - Non-UNIV 101 = 2.82
  - UNIV 101 = 2.82
  - P-value = 0.890

* INDEX was not significant. When it was removed from the analysis the outcome did not change.
**Factors Contributing to Student Persistence**

- **Focus on early intervention**
  - Most attrition happens before the second year (*Adelman, 2006*)

- **Preparation and tools for success**
  - Early habit development and exposure to college success skills important for persistence (*Adelman, 2006*)

- **Building peer support**
  - Meaningful interactions with other students is a significant indicator of persistence (*Normyle, 2011*)

- **Engaged, committed, and organized instructors**
  - Instructor behavior and practices are important factors in student persistence, especially in the first year (*Pascarella, Salisbury, & Blaich, 2011*)
  - Institutional commitment (*Davidson, Beck, & Milligan, 2009; Normyle, 2011*)
Discussion


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