



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



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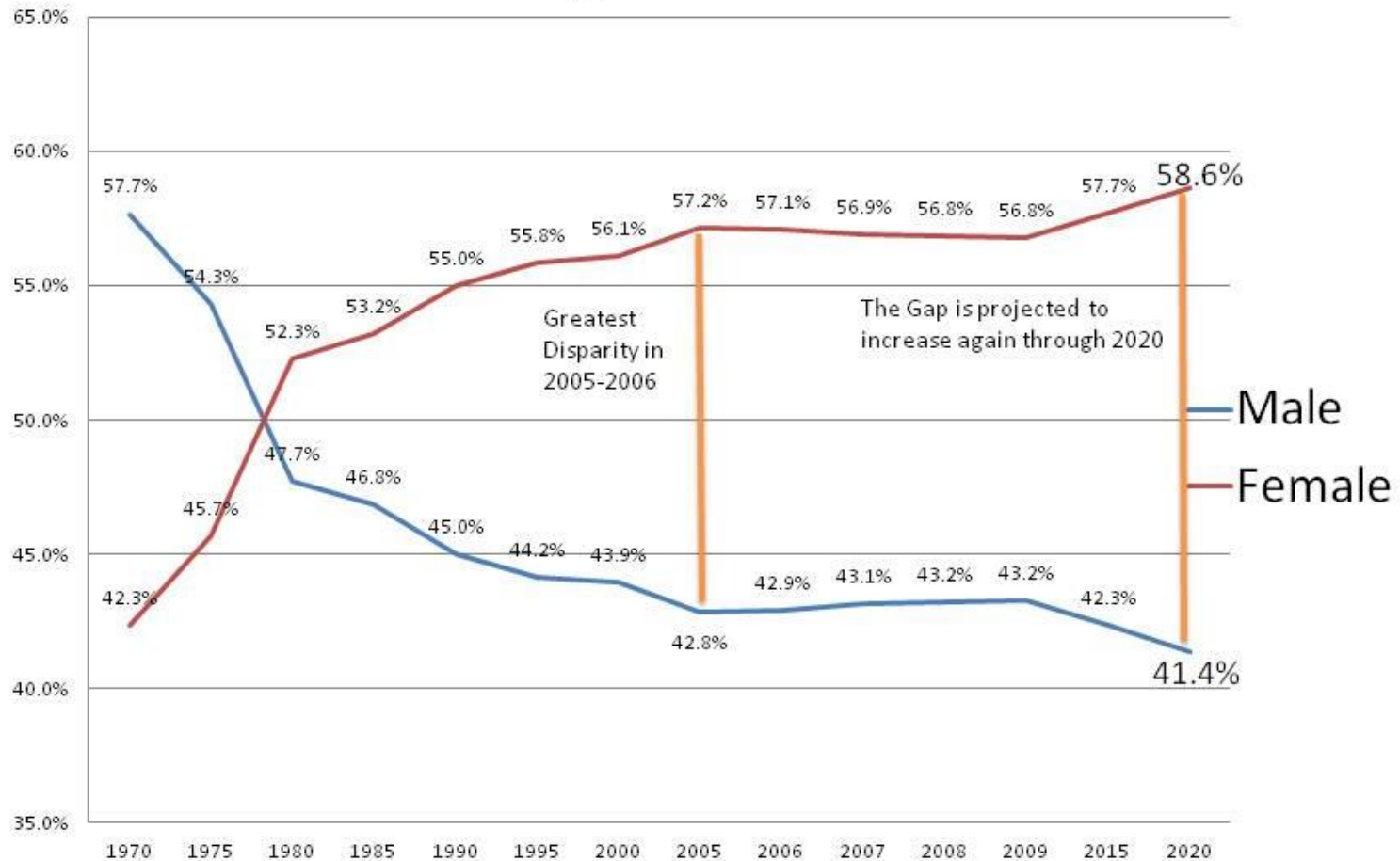


The Gender Gap

- 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)
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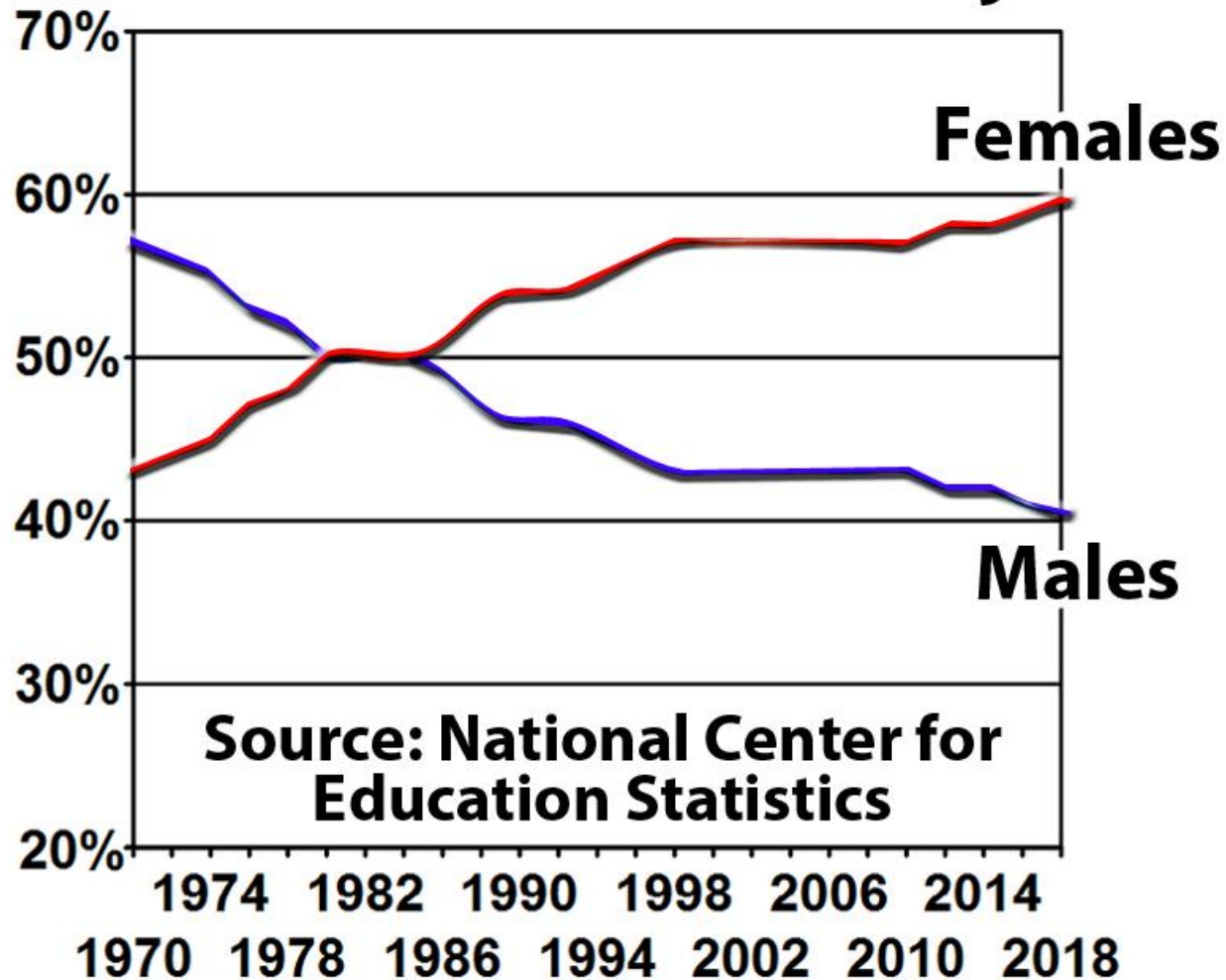
2015: Males= 42.3%, Females= 57.7%

Total Undergraduate Enrollment



Source: National Center for Education Statistics' "The Condition of Education 2011"

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



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
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2013 Males

	University 101	Non-University 101
Total Participants	378	1529
Total Male Students	126	557
Non-White Males	62	200
First-Generation Males	68	263

All 2013 Male Students

- Persistence to Fall 2014

P-value = 0.019

- Non-UNIV 101 = 63%
- UNIV 101 = 80%

- Fall 2013 GPA

P-value = 0.009

- Non-UNIV 101 = 2.33
 - UNIV 101 = 2.61
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2013 First Generation Males

- Persistence to Fall 2014

- Non-UNIV 101 = 62 %
- UNIV 101 = 84%

P-value = 0.001

- Fall 2013 GPA

- Non-UNIV 101 = 2.12
- UNIV 101 = 2.52

P-value = 0.011

2013 Non-White Males

- Persistence to Fall 2014*

- Non-UNIV 101 = 59%

P-value < 0.0001

- UNIV 101 = 84%

- Fall 2013 GPA

- Non-UNIV 101 = 1.99

P-value = 0.006

- UNIV 101 = 2.48

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

2011 Males

	University 101	Non-University 101
Total Participants	387	1824
Total Male Students	120	708
Non-White Males	39	216
First-Generation Males	44	299

All 2011 Male Students

- Persistence to Fall 2014
 - Non-UNIV 101 = 40% P-value < 0.0001
 - UNIV 101 = 64%
 - Fall 2011 GPA
 - Non-UNIV 101 = 2.14 P-value < 0.0001
 - UNIV 101 = 2.62
 - Fall 2014 Cumulative GPA
 - Non-UNIV 101 = 2.90 P-value = 0.729
 - UNIV 101 = 2.84
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2011 First Generation Males

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

P-value = 0.001
 - Fall 2011 GPA
 - Non-UNIV 101 = 2.01
 - UNIV 101 = 2.67

P-value < 0.001
 - Fall 2014 Cumulative GPA
 - Non-UNIV 101 = 2.88
 - UNIV 101 = 2.89

P-value = 0.808
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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
 - 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)
 - of persistence (Normyle, 2011)
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Discussion

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