

Second Year Native Students

Not the sophomores you think they
are...

CAWG Forum
CAWG Retention Subgroup
April 14, 2004

Plan of Study

- Fall 2001 Native Students (3,870)

 - Web based questionnaire
 - Available April 2003 for 3 weeks

 - Response rate of 16%
(617 completed questionnaires)
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Respondents in comparison to non-respondents

Demographic variables	Population	Respondents	Non-respondents
	N=3870	N=617 (16%)	N=3253
RACE/CITIZENSHIP			
American Indian:US	< 1	<1	<1
Asian:US	14	12	14
Black/African American:US	12	8	12
International	1	2	1
Hispanic:US	4	4	4
Unknown:US	5	6	5
White:US	64	67	63

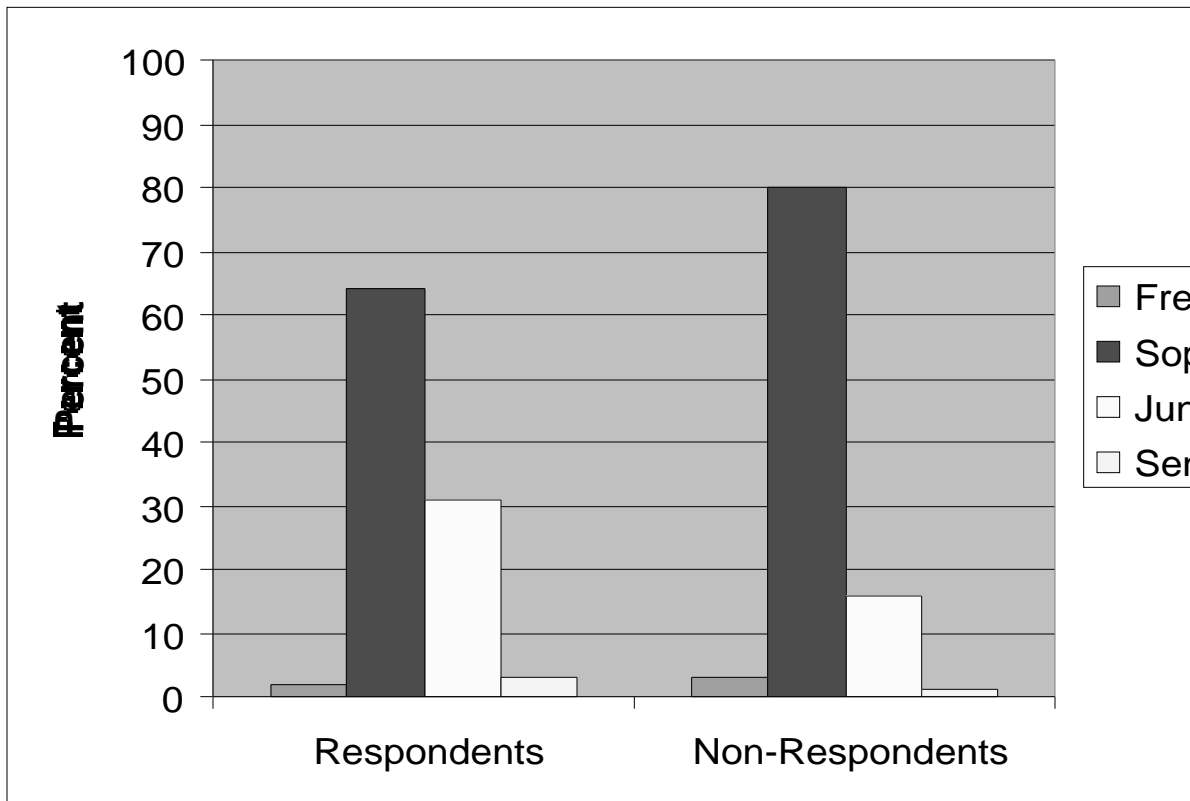
Note: Items in table are expressed in percentages

Gender

Demographic variables	Population	Respondents	Non-respondents
	N=3870	N=617 (16%)	N=3253
GENDER			
Female	48	58	46
Male	52	42	54

Note: Items in table are expressed in percentages

Class Level



Degree and GPA

Perform data as of beginning of Spring 2003	Population	Respondents	Non- respondents
ast Cum Cr Deg Ug	50.7	55.6	49.7
ast Cum Accp Trans Ug	11.45	14.05	10.85
ercent with transfer redits	57%	67%	55%
ast Cum GPA Ug	3.07	3.26	3.03

Survey Comparison

**SYNS Respondents Compared with
UMSS respondents (native students only)**

Living Learning Programs & Housing

	SYNS'03	UMSS'03
Percent involved presently or in past in a LIVING/LEARNING program	42	46

RESIDENCE		
Residence hall	77	36
Commons, Courtyard	3	28
Greek	5	9
Other off-campus	5	19
Family's home	9	9

Note: Items in table are expressed in percentages

Future Degree Plans

TIME TO UM BACHELORS DEGREE	SYNS'03	UMSS'03
fewer than 4 years	7	8
4 years	65	61
4 1/2 years	18	21
5 years	9	9
more than 5 years	1	1

HIGHEST DEGREE YOU INTEND TO OBTAIN		
bachelors	14	11
masters	34	40
doc/prof	32	29
undecided	19	19

Note: Items in table are expressed in percentages

Degree Barriers

ceived as likely or somewhat likely to get in way of degree complet

	SYNS '03	UMSS '03
feeling burned out	45	36
cost	44	38
grades	29	25
insufficient reading, study or time management skills	29	24
disinterest in study; motivation	28	23
family issues	26	23
accepting a good job	26	22

Note: Items in table are expressed in percentages

Employment Issues

	BSS'02	SYNS'03	UMS
Percent EMPLOYED	20	50	62
VERY MUCH A REASON FOR EMPLOYMENT (of those employed)			
cover personal expenses (gas, rent etc.)	*	72	76
earn extra spending money	63	62	60
gain general work experience	32	38	42
help pay for college education	47	33	26
gain experience related to [] career	32	26	33
family obligations/contribute to family income	*	8	3

Note: Bss combined: "take care of personal or family obligations" (26%)

Financial Issues

MAJOR SOURCES OF FUNDING	SYNS'03	UMSS'03
parents/relatives	78	77
scholarships	33	33
student loan	22	30
summer employment	20	22
education grants	15	18
current job	10	12
bank loan	6	6
personal credit card(s)	4	4

Note: Items in table are expressed in percentages

Mentorship Issues

DO YOU HAVE A MENTOR

do and I don't want one at this point

SYNS'03

UMSS'03

46

46

do and I would like to have one

37

35

do not

17

19

RELATIONSHIP WITH MENTOR

faculty

SYNS'03

UMSS'03

43

40

staff

16

*

TA

4

4

low UM undergraduate

5

3

family member

16

22

someone off campus

27

30

Note: "staff" not a response on UMSS'03

Mentorship Issues

SYNS '03

UMSS '0

SOMEWHAT/VERY SATISFIED WITH:

knowing a faculty well enough to ask
for letter of recommendation

48

65

SYNS03 only

Column percents

Knowing a faculty well enough to ask for a letter of recommendation (degree satisfaction)	Don't want a mentor	Want a mentor	Have a mentor
Not satisfied	53	57	34
Somewhat satisfied	25	27	28
Very satisfied	22	16	38

Career Issues

CURRENT CAREER STATUS	SYNS'03	UMSS'03
I have known since high school what my career area will be	22	17
after considering several possibilities I have decided on a career area	20	32
I am still considering possibilities	46	43
I am very uncertain what my career area will be	12	8

Note: Items in table are expressed in percentages

Selecting a Major

(As of Spring '03)

Have you declared a major?

	Percent
Yes	91
No	9

If Haven't Yet Declared A Major

What is getting in the way?

N=53	n	Percent
I'm working on satisfying the requirements	33	62
I haven't yet decided on a major	12	23
Other	8	15

If you don't meet the requirements, what are your plans?

N=33	n	Percent
I'm highly confident I will satisfy the reqs	21	64
I'll select another major	4	12
Go to another university/college	4	12
I'm not sure	4	12

Commitment and Interest

How well do you feel this major fits your interests?

	Percent
Not at all	2
Somewhat	31
Very much so	67

How committed to this major are you?

	Percent
Not committed	3
Neutral	13
Committed	84

To Double Major or Not to Double Major – That is the Question

Do you have more than one major, or plan to?

	Percent
No	59
Yes	41

Status of major in Spring '03

	n	Percent
as a single major	335	54
ans to have a double major (source: umdmvs)	113	18
as a double major (umdmvs)	114	18
asn't yet declared a major	55	9

Double Major – Multiple Reasons

Reasons For Wanting More Than One Major	Double Major	
	Plans to have	Does have
Interest in the subject matter	75	85
Be better prepared for employment	66	75
Make myself more marketable to potential employers	58	68
Personal growth	52	60
Be better prepared for grad school	46	53
The majors are closely aligned/significant course overlap	44	52
Indecision	17	10
JM doesn't have the major/program I want	11	4
Other	8	14

Note: Items in table are expressed in percentages

Class Level

Class Level beginning of Spring '03 (column percents)

	FR n=10	SO n=398	JR n=189	SR n=20
Major type S'03				
Hasn't yet declared a major	30	13	1	0
Single major	40	58	50	30
Plans to have a double major	30	19	18	10
Double major	0	11	31	60

Academic Performance

Academic performance

Major type S'03	Cum. GPA	F'02
Do have a double major	3.55	
Single major	3.26	
Plan to have double major	3.15	
Haven't yet declared a major	2.86	

Expected Time To Degree

Expected time to UM degree (column percents)

	No major declared	Single major	Plan to	Double major	Total
Fewer than 4 years	2	8	6	6	7
4 years	47	67	57	76	65
4 _ years	33	16	24	10	18
5 years or more	16	10	12	8	10
May not finish	1	0	1	0	.3

Highest Degree Planned

Highest degree planned (column percents)

	No major declared	Single major	Plan to	Double major	Total
Undecided	24	20	14	20	19
Bachelors	22	16	9	10	14
Masters	44	35	36	28	35
Doctorate...	11	28	41	42	32

Changes in Type of Major

Changes in type of major

----- major type S'03 -----

Type of Major S'04	No major declared	Single major	Plan to	Double Major	Total
Primary major	87	96	91	4	77
Double major	13	4	9	96	23

Percent of students earning fewer than 15 credits in Fall 2003, by type of major

	Primary major	Double Major	Total
Fewer than 15 credits	42	22	37

Class Level Beginning of Spring '04

Class Level beginning of Spring '04 (column percents)

Type of Major S'04	SO n=111	JR n=428	SR n=76
Primary major	94	77	53
Double major	6	23	47

Career and Major Selections

Current (S'03) status regarding a career area

	No major declared	Single major	Plan to have double major	Double major	Total
Have known since high school what my career area will be	14	23	20	26	20
After considering several possibilities I have decided on my career area	16	22	19	14	20
Am still considering possibilities	49	42	54	50	40
Am very uncertain what my career area will be	20	12	7	10	10

Note: Items in table are expressed in percentages

Barriers to Degree Completion

Perceived (in S'03) somewhat/likely barriers to degree completion at UM	Primary Major	Double Major	Total
Feeling burned out	47	35	45
The cost is more than my family or I could afford	46	37	44
Grades	34	17	30
Disinterest in study; motivation issues	31	20	29
Insufficient reading, study, or time management skills	32	16	29
Family issues	25	27	26
Accepting a good job	28	21	26

Note: Items in table are expressed in percentages

Importance of Advising in the Second Year

	No major declared	Single major	Plan to have double major	Double major	Total
Equally as imp't as in 1 st	44	38	34	46	33
More imp't than in 1 st year	24	27	32	18	22
Less imp't than in 1 st year	33	35	34	36	33

Note: Items in table are expressed in percentages

Satisfaction with Advising in the Second Year

	No major declared	Single major	Plan to have double major	Double major	Total
Equally as sat. as in 1 st	49	50	42	48	47
More sat. than in 1 st year	11	24	23	29	27
Less sat. as in 1 st year	40	26	35	24	26

Note: Items in table are expressed in percentages

Where are They Now?

Most cumulative data available	Cum Cr Deg Ug	Cum Gpa Ug
mean	86	3.29
50th percentile	75	2.96
50th percentile (median)	84	3.35
90th percentile	96	3.70

Where are they now?

Major type Spring '04

Registration status S'04	Primary	Double	Percent
Registered	91	91	91
Graduated	.4	.7	.5
Study abroad	2	1	2
Not registered	7	7	7

Note: Items in table are expressed in percentages

Last Class

“Last” class (as of 04/04)	Population	Respondents	Non-respondents
Freshman	.4	0	.5
Sophomore	9	4	10
Junior	68	58	69
Senior	23	37	20

Note: Items in table are expressed in percentages

Summary

- ❑ Not all fourth semester native students are sophomores – 19% are juniors and seniors
 - ❑ 57% have transfer credit with an average of slightly over 11 credits
 - ❑ 65% plan to graduate in four years
 - ❑ 66% plan to go to graduate school
 - ❑ Burn out is the most likely barrier to degree completion followed by cost
 - ❑ 50% of the students work, but most work to satisfy personal expenses; 33% work to help pay for college
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Summary

- ❑ 17% of students report having a mentor, but a large number of mentors are not faculty or staff members at UM
 - ❑ By the fourth semester, only 48% of students are satisfied with knowing a faculty member well enough to ask for a recommendation
 - ❑ 58% of students are still uncertain about their career choice
 - ❑ 31% of students are in a major that only somewhat fits their interest
 - ❑ Advising is still important in the second year for these students (students are still uncertain as to their major selection, need career information)
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Summary

- Of students who are planning on double majoring in their fourth semester, one year later only 9% have declared a second major
 - These students who plan to double major who never do have much more in common with the undecided students – have fewer credits, have lower grade point averages, earn fewer credits, are less certain of their career choice as compared to actual double majors
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