

THIRD-YEAR RETENTION

This Research Brief provides information regarding third-year retention rates among students who started as freshmen at UNCG from Fall 2015 through 2017. Pre-academic, sociodemographic, and academic profiles are compared for students who do not return to UNCG after their sophomore year versus those who do return for their junior year.

RESEARCH QUESTIONS

This Research Brief examines third-year retention rates within UNCG's freshman cohorts. The main research question (RQ) addressed in this brief is as follows:

RQ1. *What are the profiles of students who depart after sophomore year and those who return for junior year?*

MAJOR FINDINGS

- About one-third of the transfer students that graduate from UNCG entered with an associate degree.

RQ1

- Average time to graduation is 3.25 years for transfer students overall.
- For students who transferred with an associate degree average time to graduation was 2.56 years.

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METHODOLOGY

For RQ1, transfer students were identified who graduated in the past three academic years. Within this population, transfer students with a prior associate degree were identified. The two comparison groups were thus transfer students who had completed an associate degree before coming to UNCG, and transfer students who had no prior associate degree.

(GLM). To address RQ3, the first instance of a completed science or mathematics course at UNCG was identified for each transfer student in the population. This analysis was focused on math or science courses taken within the first year of transfer to UNCG. If a student took, for example, two math courses in their first term, an average grade was calculated for the two courses. Average course grades for those with a prior associate degree were compared to those with no prior degree.

DATA

The population for this research was UNCG's transfer students who earned a degree from UNCG within the past three academic years. The past three academic years include 2016-17, 2017-18, and 2018-19. Academic years capture degrees awarded in Summer, Fall, and Spring; i.e. the 2016-17 academic year includes Summer 2016, Fall 2016, and Spring 2017.

At the time this Brief was written, Spring 2019 graduation data was not yet available. Therefore, the 2018-19 academic year data includes Summer 2018 and Fall 2018 degrees only.

The identified population of transfer students who obtained a degree in the past three academic years was then divided into two groups; transfer students bringing in a completed associate degree, and those without prior degrees.

FINDINGS

Over the past three years, about one-third of UNCG's graduating transfer students had transferred in with a

completed associate degree. **Figure 1** shows the proportion of graduating transfer students with and without a prior associate degree in each of the past three academic years and overall.

Figure 2 presents the average time to graduation for all transfer students, as well as average time to graduation for transfer students with a prior associate degree versus those with no prior associate degree. Across all transfer students, the average time to graduation was 3.25 years. For students who transferred in with a completed associate degree, the average time to graduation was just 2.56 years. The students who transferred in without a prior associate degree took on average 3.59 years to graduate. Overall, the difference in time to graduation for a transfer student with a prior associate degree versus a transfer student with no prior associate degree was just over one full year.

Figure 3 compares the percentage distribution of degrees awarded over time for transfer students entering with an associate degree versus no prior degree. Figure 3 includes histograms as well as density plots for each group. Plots for the two transfer groups are overlaid to allow for comparisons between the groups. Students who transferred in to UNCG with a completed associate degree are represented by the color red, while those with no prior degree are represented by blue. Figure

FIGURE 1. FIRST SPRING AND SECOND FALL RETENTION RATES FOR NEW FRESHMEN

| Cohort Starting Term | New Freshman Cohort | Retained to First Spring | | Retained to Second Fall | |
|----------------------|---------------------|--------------------------|------|-------------------------|------|
| | N | n | % | n | % |
| Fall 2015 | 2,773 | 2,549 | 91.9 | 2,113 | 76.2 |
| Fall 2016 | 2,850 | 2,648 | 92.9 | 2,205 | 77.4 |
| Fall 2017 | 2,791 | 2,574 | 92.2 | 2,127 | 76.2 |
| Three Year Trend | 8,414 | 7,771 | 92.4 | 6,445 | 76.6 |

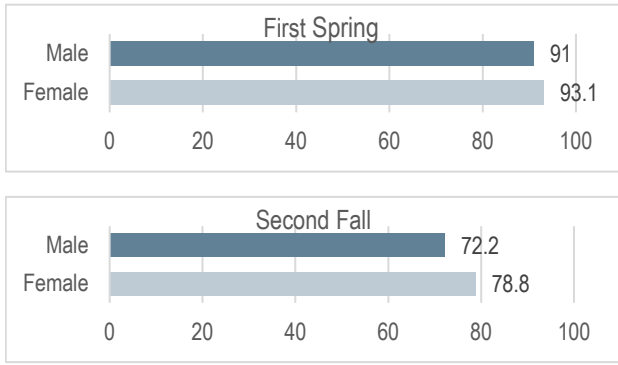
3 shows that for students with a prior associate degree, time to graduation was clustered around 2.5 years (representing 20% of the group) and ranged between 1 and 3.5 years for the majority of this group. For students with no prior associate degree, time to graduation was clustered around 3.5 years and ranged between 1.5 and 5.5 years for the majority of this group. The density plots for the two groups intersected at 2.5 years, and the percent of transfer students taking 2.5 years or more to graduate was always greater for students with no prior associate degree.

FIGURE 2. ACADEMIC ABILITY PROFILE OF NEW FRESHMEN

First Spring and Second Fall Retention Rates

| Average | Cohort Starting Term | Overall Freshman Cohort | Retained to First Spring | | Retained to Second Fall | |
|----------------------|----------------------|-------------------------|--------------------------|-------|-------------------------|-------|
| | | | No | Yes | No | Yes |
| High School GPA | Fall 2015 | 3.62 | 3.54 | 3.63 | 3.50 | 3.66 |
| | Fall 2016 | 3.82 | 3.67 | 3.83 | 3.60 | 3.89 |
| | Fall 2017 | 3.84 | 3.62 | 3.86 | 3.65 | 3.90 |
| | Three Year Trend | 3.76 | 3.61 | 3.77 | 3.58 | 3.82 |
| SAT Total | Fall 2015 | 1,020 | 1,010 | 1,021 | 1,006 | 1,025 |
| | Fall 2016 | 1,026 | 1,027 | 1,026 | 1,015 | 1,029 |
| | Fall 2017 | 1,088 | 1,075 | 1,089 | 1,083 | 1,090 |
| | Three Year Trend | 1,043 | 1,035 | 1,044 | 1,033 | 1,046 |
| SAT Math | Fall 2015 | 509 | 505 | 509 | 502 | 511 |
| | Fall 2016 | 510 | 506 | 510 | 504 | 512 |
| | Fall 2017 | 537 | 533 | 537 | 535 | 538 |
| | Three Year Trend | 518 | 514 | 518 | 513 | 520 |
| SAT Critical Reading | Fall 2015 | 511 | 504 | 512 | 504 | 514 |
| | Fall 2016 | 516 | 521 | 516 | 511 | 517 |
| | Fall 2017 | 554 | 547 | 555 | 551 | 555 |
| | Three Year Trend | 526 | 522 | 527 | 521 | 528 |
| ACT Composite | Fall 2015 | 22 | 22 | 22 | 21 | 22 |
| | Fall 2016 | 22 | 22 | 22 | 22 | 22 |
| | Fall 2017 | 22 | 22 | 22 | 22 | 22 |
| | Three Year Trend | 22 | 22 | 22 | 22 | 22 |

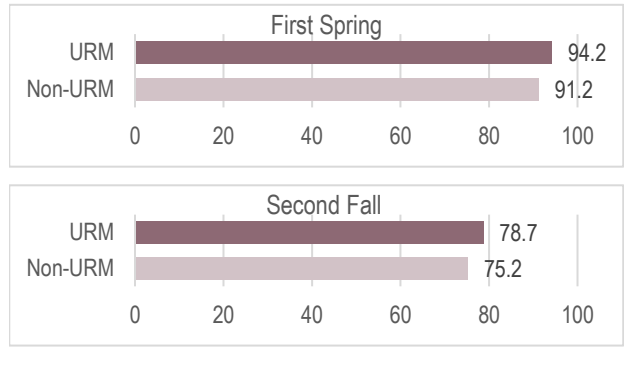
FIGURE 3A. RETENTION RATES BY GENDER



There are some outliers in the data; a small percentage of each transfer group took 8 years or more to complete their degree. The rightmost tail of the histogram show that taking 8 or more years to complete a degree was much more common among transfer students with no prior associate degree.

After calculating the average time to graduation for transfer students with a prior associate degree versus those with no prior degree, a two-sample independent t-test was conducted to determine if the difference was statistically significant. Results of the t-test are shown in **Figure 4**. The t-test determined that there was a statistically significant difference ($p < .0001$) in years to completion between students who transferred to UNCG with a completed associate degree compared to those who transferred with no prior degree.

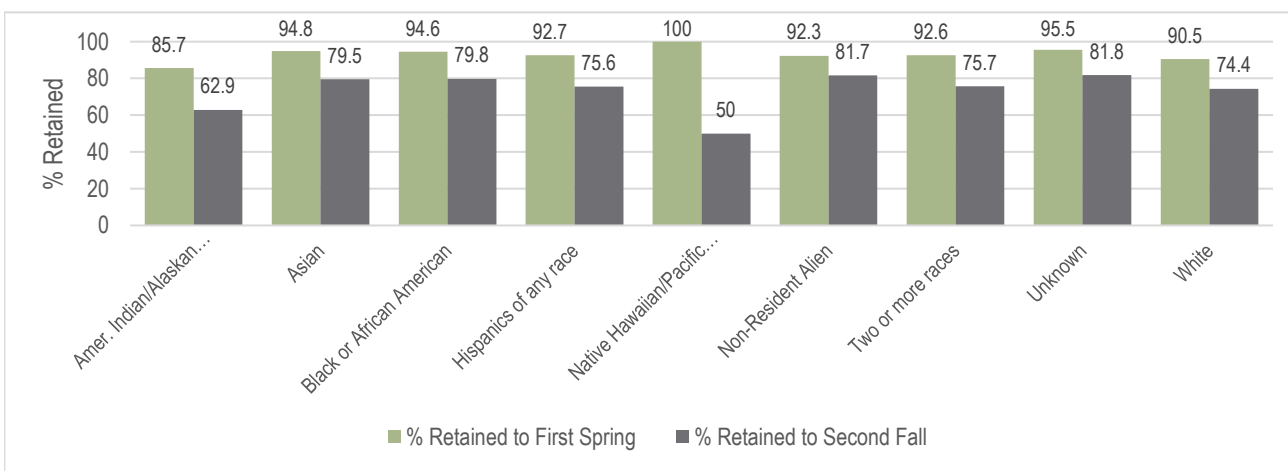
FIGURE 3B. RETENTION RATES BY URM STATUS



To evaluate differences in time to graduation among different majors, a factorial analysis of variance (ANOVA) was conducted using a general linear regression model (GLM). The dependent variable was calendar years to degree for transfer students, and the independent variables were student's major, whether a student had a prior associate degree, and the interaction of those two variables. Results of the GLM are presented in **Figure 5**.

Results show that the overall model was statistically significant ($F=3.16$, $p < .0001$), and all independent variables were also statistically significant. Because the interaction term was statistically significant, the main effects of the two independent variables should not be individually interpreted. Focusing on the interaction term, the results show that the null hypothesis (that student's major and the occurrence of a prior associate degree do not interact) was rejected. In other words, the

FIGURE 3C. RETENTION RATES BY RACE/ETHNICITY



effect of having a prior associate degree on time to completion does vary on major.

To explore these results further, the model was expanded to examine the effect of having a prior associate degree on time to completion for each specific major. **Figure 6** shows the 13 majors that were statistically significant in this model.

Lastly, there was an interest to see if transfer students with a prior associate degree performed differently in their first math and science classes at UNCG compared to those who entered as transfers without a prior degree. To explore this question, math and science courses taken

during the first year after transferring to UNCG were identified for the transfer population. Final course grades were averaged across transfer student group. If a student took more than one math or science course in their first term, an average grade was calculated for the two courses. Overall average course grades for those with a prior associate degree were compared to those with no prior degree.

Figure 7 shows that a little over half (51.1%) of transfer students take at least one math or science course during their first year at UNCG. Most of the students (75.6%) taking these courses did not transfer a prior associate degree (1,407 of 1862). Also of note is that 57.7% of

FIGURE 4. SOCIOECONOMIC PROFILE OF NEW FRESHMEN
First Spring and Second Fall Retention Rates

| Demographic | Cohort Starting Term | Overall Freshman Cohort | | Retained to First Spring | | | | Retained to Second Fall | | | |
|-------------------------|----------------------|-------------------------|------|--------------------------|------|-------|------|-------------------------|------|-------|------|
| | | | | No | | Yes | | No | | Yes | |
| | | N | % | n | % | n | % | n | % | n | % |
| LOW INCOME | | | | | | | | | | | |
| Yes | Fall 2015 | 1,412 | 50.9 | 120 | 8.5 | 1,292 | 91.5 | 352 | 24.9 | 1,060 | 75.1 |
| | Fall 2016 | 1,399 | 49.1 | 100 | 7.1 | 1,299 | 92.9 | 316 | 22.6 | 1,083 | 77.4 |
| | Fall 2017 | 1,510 | 54.1 | 111 | 7.4 | 1,399 | 92.6 | 366 | 24.2 | 1,144 | 75.8 |
| | Three Year Trend | 4,321 | 51.4 | 331 | 7.7 | 3,990 | 92.3 | 1,034 | 23.9 | 3,287 | 76.1 |
| No | Fall 2015 | 1,361 | 49.1 | 104 | 7.6 | 1,257 | 92.4 | 308 | 22.6 | 1,053 | 77.4 |
| | Fall 2016 | 1,451 | 50.9 | 102 | 7.0 | 1,349 | 93.0 | 329 | 22.7 | 1,122 | 77.3 |
| | Fall 2017 | 1,281 | 45.9 | 106 | 8.3 | 1,175 | 91.7 | 298 | 23.3 | 983 | 76.7 |
| | Three Year Trend | 4,093 | 48.6 | 312 | 7.6 | 3,781 | 92.4 | 935 | 22.8 | 3,158 | 77.2 |
| RURAL | | | | | | | | | | | |
| Yes | Fall 2015 | 931 | 33.6 | 94 | 10.1 | 837 | 89.9 | 236 | 25.3 | 695 | 74.7 |
| | Fall 2016 | 905 | 31.8 | 73 | 8.1 | 832 | 91.9 | 194 | 21.4 | 711 | 78.6 |
| | Fall 2017 | 911 | 32.6 | 79 | 8.7 | 832 | 91.3 | 222 | 24.4 | 689 | 75.6 |
| | Three Year Trend | 2,747 | 32.6 | 246 | 9.0 | 2,501 | 91.0 | 652 | 23.7 | 2,095 | 76.3 |
| No | Fall 2015 | 1,842 | 66.4 | 130 | 7.1 | 1,712 | 92.9 | 424 | 23.0 | 1,418 | 77.0 |
| | Fall 2016 | 1,945 | 68.2 | 129 | 6.6 | 1,816 | 93.4 | 451 | 23.2 | 1,494 | 76.8 |
| | Fall 2017 | 1,880 | 67.4 | 138 | 7.3 | 1,742 | 92.7 | 442 | 23.5 | 1,438 | 76.5 |
| | Three Year Trend | 5,667 | 67.4 | 397 | 7.0 | 5,270 | 93.0 | 1,317 | 23.2 | 4,350 | 76.8 |
| FIRST GENERATION | | | | | | | | | | | |
| Yes | Fall 2015 | 1,158 | 41.8 | 106 | 9.2 | 1,052 | 90.8 | 304 | 26.3 | 854 | 73.7 |
| | Fall 2016 | 936 | 32.8 | 77 | 8.2 | 859 | 91.8 | 224 | 23.9 | 712 | 76.1 |
| | Fall 2017 | 1,004 | 36.0 | 97 | 9.7 | 907 | 90.3 | 269 | 26.8 | 735 | 73.2 |
| | Three Year Trend | 3,098 | 36.8 | 280 | 9.0 | 2,818 | 91.0 | 797 | 25.7 | 2,301 | 74.3 |
| No | Fall 2015 | 1,228 | 44.3 | 89 | 7.2 | 1,139 | 92.8 | 265 | 21.6 | 963 | 78.4 |
| | Fall 2016 | 1,213 | 42.6 | 68 | 5.6 | 1,145 | 94.4 | 248 | 20.4 | 965 | 79.6 |
| | Fall 2017 | 1,143 | 41.0 | 74 | 6.5 | 1,069 | 93.5 | 241 | 21.1 | 902 | 78.9 |
| | Three Year Trend | 3,584 | 42.6 | 231 | 6.4 | 3,353 | 93.6 | 754 | 21.0 | 2,830 | 79.0 |
| Unknown | Fall 2015 | 387 | 14.0 | 29 | 7.5 | 358 | 92.5 | 91 | 23.5 | 296 | 76.5 |
| | Fall 2016 | 701 | 24.6 | 57 | 8.1 | 644 | 91.9 | 173 | 24.7 | 528 | 75.3 |
| | Fall 2017 | 644 | 23.1 | 46 | 7.1 | 598 | 92.9 | 154 | 23.9 | 490 | 76.1 |
| | Three Year Trend | 1,732 | 20.6 | 132 | 7.6 | 1,600 | 92.4 | 418 | 24.1 | 1,314 | 75.9 |

FIGURE 5. FIRST YEAR GPA FOR NEW FRESHMEN
 First Spring and Second Fall Retention Rates

| Average | Cohort Starting Term | Overall Freshman Cohort | Retained to First Spring | | Retained to Second Fall | |
|---------------------------|-------------------------|-------------------------|--------------------------|------|-------------------------|------|
| | | | No | Yes | No | Yes |
| First Fall Term GPA | Fall 2015 | 2.79 | 1.68 | 2.87 | 2.00 | 3.03 |
| | Fall 2016 | 2.81 | 1.68 | 2.89 | 1.92 | 3.06 |
| | Fall 2017 | 2.77 | 1.64 | 2.85 | 1.87 | 3.03 |
| | Three Year Trend | 2.79 | 1.67 | 2.87 | 1.93 | 3.04 |
| First Spring Term GPA | Fall 2015 | 2.82 | 2.06 | 2.83 | 1.97 | 3.01 |
| | Fall 2016 | 2.82 | 1.83 | 2.82 | 1.79 | 3.03 |
| | Fall 2017 | 2.79 | 3.12 | 2.79 | 1.77 | 3.00 |
| | Three Year Trend | 2.81 | 2.13 | 2.81 | 1.84 | 3.01 |
| First Year Cumulative GPA | Fall 2015 | 2.76 | 1.69 | 2.85 | 1.94 | 3.01 |
| | Fall 2016 | 2.77 | 1.68 | 2.85 | 1.84 | 3.04 |
| | Fall 2017 | 2.73 | 1.64 | 2.81 | 1.78 | 3.01 |
| | Three Year Trend | 2.75 | 1.67 | 2.83 | 1.85 | 3.02 |

those with no prior degree take a math or science course in first year, while only 37.6% of those with a prior associate degree took a math or science course in their first year.

After calculating the average course grades for transfer students with a prior associate degree versus those with

no prior degree, a two-sample independent t-test was conducted to determine if the difference was statistically significant. Results of the t-test are shown in **Figure 8**. The t-test determined that there was no statistically significant difference in course grade for those who transferred to UNCG with a completed associate degree compared to those who transferred with no prior degree.

FIGURE 3. DEMOGRAPHIC PROFILE OF NEW FRESHMEN
First Spring and Second Fall Retention Rates

| Demographic | Cohort Starting Term | Overall Freshman Cohort | | Retained to First Spring | | | | Retained to Second Fall | | | |
|---|----------------------|-------------------------|------|--------------------------|------|-------|-------|-------------------------|-------|-------|------|
| | | | | No | | Yes | | No | | Yes | |
| | | N | % | n | % | n | % | n | % | n | % |
| GENDER | | | | | | | | | | | |
| Female | Fall 2015 | 1,862 | 67.1 | 141 | 7.6 | 1,721 | 92.4 | 403 | 21.6 | 1,459 | 78.4 |
| | Fall 2016 | 1,899 | 66.6 | 119 | 6.3 | 1,780 | 93.7 | 378 | 19.9 | 1,521 | 80.1 |
| | Fall 2017 | 1,846 | 66.1 | 129 | 7.0 | 1,717 | 93.0 | 408 | 22.1 | 1,438 | 77.9 |
| | Three Year Trend | 5,607 | 66.6 | 389 | 6.9 | 5,218 | 93.1 | 1,189 | 21.2 | 4,418 | 78.8 |
| Male | Fall 2015 | 911 | 32.9 | 83 | 9.1 | 828 | 90.9 | 257 | 28.2 | 654 | 71.8 |
| | Fall 2016 | 951 | 33.4 | 83 | 8.7 | 868 | 91.3 | 267 | 28.1 | 684 | 71.9 |
| | Fall 2017 | 945 | 33.9 | 88 | 9.3 | 857 | 90.7 | 256 | 27.1 | 689 | 72.9 |
| | Three Year Trend | 2,807 | 33.4 | 254 | 9.0 | 2,553 | 91.0 | 780 | 27.8 | 2,027 | 72.2 |
| ETHNICITY | | | | | | | | | | | |
| American Indian or Alaskan Native | Fall 2015 | 9 | 0.3 | 2 | 22.2 | 7 | 77.8 | 3 | 33.3 | 6 | 66.7 |
| | Fall 2016 | 13 | 0.5 | - | - | 13 | 100.0 | 3 | 23.1 | 10 | 76.9 |
| | Fall 2017 | 13 | 0.5 | 3 | 23.1 | 10 | 76.9 | 7 | 53.8 | 6 | 46.2 |
| | Three Year Trend | 35 | 0.4 | 5 | 14.3 | 30 | 85.7 | 13 | 37.1 | 22 | 62.9 |
| Asian | Fall 2015 | 148 | 5.3 | 8 | 5.4 | 140 | 94.6 | 27 | 18.2 | 121 | 81.8 |
| | Fall 2016 | 165 | 5.8 | 10 | 6.1 | 155 | 93.9 | 34 | 20.6 | 131 | 79.4 |
| | Fall 2017 | 146 | 5.2 | 6 | 4.1 | 140 | 95.9 | 33 | 22.6 | 113 | 77.4 |
| | Three Year Trend | 459 | 5.5 | 24 | 5.2 | 435 | 94.8 | 94 | 20.5 | 365 | 79.5 |
| Black or African American | Fall 2015 | 866 | 31.2 | 44 | 5.1 | 822 | 94.9 | 181 | 20.9 | 685 | 79.1 |
| | Fall 2016 | 786 | 27.6 | 32 | 4.1 | 754 | 95.9 | 146 | 18.6 | 640 | 81.4 |
| | Fall 2017 | 898 | 32.2 | 62 | 6.9 | 836 | 93.1 | 187 | 20.8 | 711 | 79.2 |
| | Three Year Trend | 2,550 | 30.3 | 138 | 5.4 | 2,412 | 94.6 | 514 | 20.2 | 2,036 | 79.8 |
| Hispanics of any race | Fall 2015 | 274 | 9.9 | 22 | 8.0 | 252 | 92.0 | 70 | 25.5 | 204 | 74.5 |
| | Fall 2016 | 287 | 10.1 | 18 | 6.3 | 269 | 93.7 | 64 | 22.3 | 223 | 77.7 |
| | Fall 2017 | 346 | 12.4 | 26 | 7.5 | 320 | 92.5 | 87 | 25.1 | 259 | 74.9 |
| | Three Year Trend | 907 | 10.8 | 66 | 7.3 | 841 | 92.7 | 221 | 24.4 | 686 | 75.6 |
| Native Hawaiian or Other Pacific Islander | Fall 2015 | 2 | 0.1 | - | - | 2 | 100.0 | 1 | 50.0 | 1 | 50.0 |
| | Fall 2016 | 3 | 0.1 | - | - | 3 | 100.0 | 1 | 33.3 | 2 | 66.7 |
| | Fall 2017 | 1 | 0 | - | - | 1 | 100.0 | 1 | 100.0 | - | - |
| | Three Year Trend | 6 | 0.1 | - | - | 6 | 100.0 | 3 | 50.0 | 3 | 50.0 |
| Non-Resident Alien | Fall 2015 | 45 | 1.6 | 3 | 6.7 | 42 | 93.3 | 7 | 15.6 | 38 | 84.4 |
| | Fall 2016 | 27 | 0.9 | 3 | 11.1 | 24 | 88.9 | 8 | 29.6 | 19 | 70.4 |
| | Fall 2017 | 32 | 1.1 | 2 | 6.3 | 30 | 93.8 | 4 | 12.5 | 28 | 87.5 |
| | Three Year Trend | 104 | 1.2 | 8 | 7.7 | 96 | 92.3 | 19 | 18.3 | 85 | 81.7 |
| Two or more races | Fall 2015 | 147 | 5.3 | 16 | 10.9 | 131 | 89.1 | 38 | 25.9 | 109 | 74.1 |
| | Fall 2016 | 159 | 5.6 | 11 | 6.9 | 148 | 93.1 | 43 | 27.0 | 116 | 73.0 |
| | Fall 2017 | 197 | 7.1 | 10 | 5.1 | 187 | 94.9 | 41 | 20.8 | 156 | 79.2 |
| | Three Year Trend | 503 | 6 | 37 | 7.4 | 466 | 92.6 | 122 | 24.3 | 381 | 75.7 |
| Unknown | Fall 2015 | 8 | 0.3 | 1 | 12.5 | 7 | 87.5 | 2 | 25.0 | 6 | 75.0 |
| | Fall 2016 | 7 | 0.2 | - | - | 7 | 100.0 | 1 | 14.3 | 6 | 85.7 |
| | Fall 2017 | 7 | 0.3 | - | - | 7 | 100.0 | 1 | 14.3 | 6 | 85.7 |
| | Three Year Trend | 22 | 0.3 | 1 | 4.5 | 21 | 95.5 | 4 | 18.2 | 18 | 81.8 |
| White | Fall 2015 | 1,274 | 45.9 | 128 | 10.0 | 1,146 | 90.0 | 331 | 26.0 | 943 | 74.0 |
| | Fall 2016 | 1,403 | 49.2 | 128 | 9.1 | 1,275 | 90.9 | 345 | 24.6 | 1,058 | 75.4 |
| | Fall 2017 | 1,151 | 41.2 | 108 | 9.4 | 1,043 | 90.6 | 303 | 26.3 | 848 | 73.7 |
| | Three Year Trend | 3,828 | 45.5 | 364 | 9.5 | 3,464 | 90.5 | 979 | 25.6 | 2,849 | 74.4 |
| UNDER-REPRESENTED MINORITIES | | | | | | | | | | | |
| Yes | Fall 2015 | 1,052 | 37.9 | 60 | 5.7 | 992 | 94.3 | 234 | 22.2 | 818 | 77.8 |
| | Fall 2016 | 974 | 34.2 | 42 | 4.3 | 932 | 95.7 | 190 | 19.5 | 784 | 80.5 |
| | Fall 2017 | 1,120 | 40.1 | 80 | 7.1 | 1,040 | 92.9 | 245 | 21.9 | 875 | 78.1 |
| | Three Year Trend | 3,146 | 37.4 | 182 | 5.8 | 2,964 | 94.2 | 669 | 21.3 | 2,477 | 78.7 |
| No | Fall 2015 | 1,668 | 60.2 | 160 | 9.6 | 1,508 | 90.4 | 417 | 25.0 | 1,251 | 75.0 |
| | Fall 2016 | 1,842 | 64.6 | 157 | 8.5 | 1,685 | 91.5 | 446 | 24.2 | 1,396 | 75.8 |
| | Fall 2017 | 1,632 | 58.5 | 135 | 8.3 | 1,497 | 91.7 | 414 | 25.4 | 1,218 | 74.6 |
| | Three Year Trend | 5,142 | 61.1 | 452 | 8.8 | 4,690 | 91.2 | 1,277 | 24.8 | 3,865 | 75.2 |
| Unknown | Fall 2015 | 53 | 1.9 | 4 | 7.5 | 49 | 92.5 | 9 | 17.0 | 44 | 83.0 |
| | Fall 2016 | 34 | 1.2 | 3 | 8.8 | 31 | 91.2 | 9 | 26.5 | 25 | 73.5 |
| | Fall 2017 | 39 | 1.4 | 2 | 5.1 | 37 | 94.9 | 5 | 12.8 | 34 | 87.2 |
| | Three Year Trend | 126 | 1.5 | 9 | 7.1 | 117 | 92.9 | 23 | 18.3 | 103 | 81.7 |

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