

A Snapshot of Undergraduate Data at the U of M

Academic Advising Network
December 8, 2011

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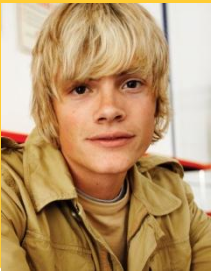
UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Outline



- Data sources
- Current issues and finding answers

Data sources used by OIR



- Institutional records
- Surveys
 - National and local
- Institutional Data Exchanges
- Government

Issue 1: Student debt

- How much debt are our students graduating with?
- What percent graduate with no debt?
 - Search OIR “student debt”
 - Source OIR: Student Aid Profile
- What does this look like across time?
 - Source OIR: Student Aid Profile: Trends

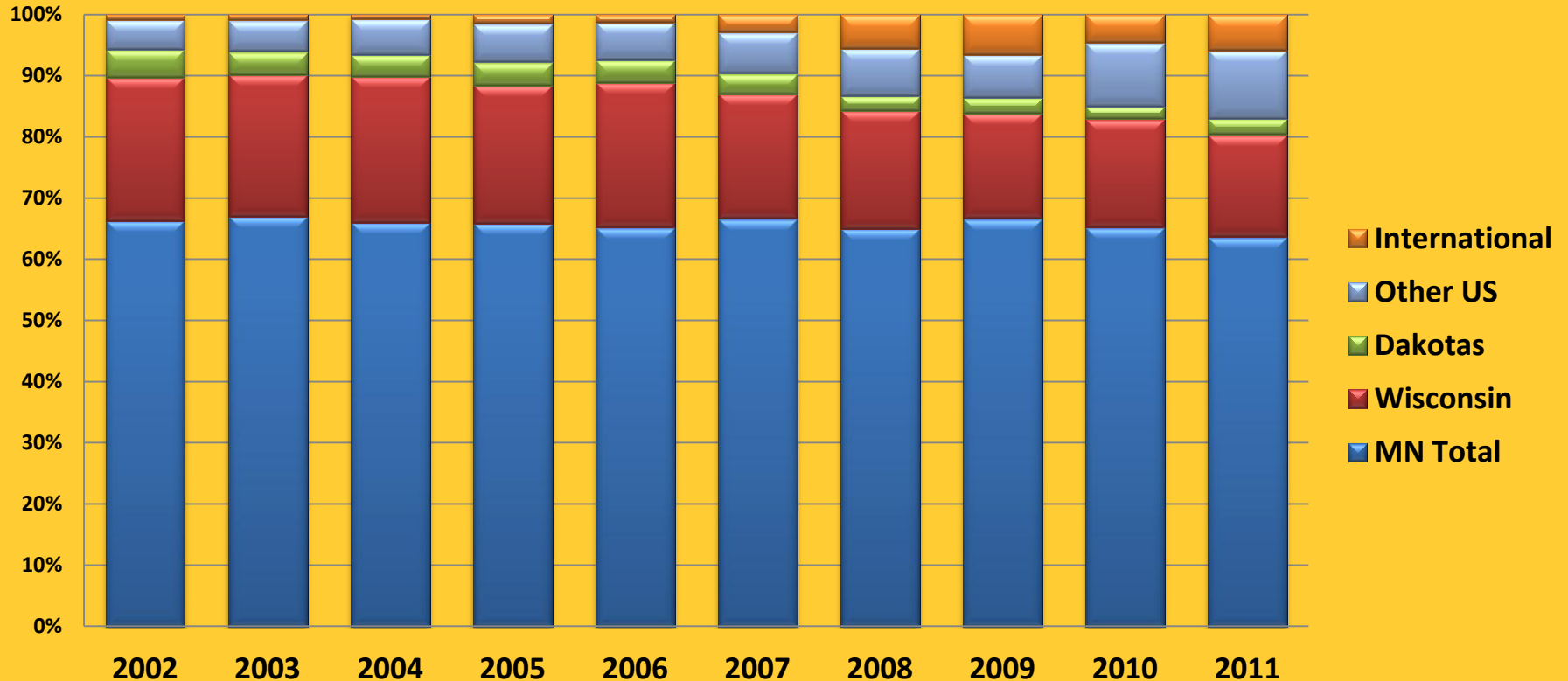
Issue 2: Serving Minnesota

- Concern that increased undergraduate recruitment of out of state students and increasing admission standards are squeezing out MN students.

Issue 2: True or not true?

- Search OIR “student home location”
- Source OIR: Student Data section
 - Enrollment Mapped by Home Location
 - Official enrollment statistics-more detail
- New Freshman Characteristics
 - Trend data Fall 2007 - 2011
 - Home location report

Example: Home location of Entering Freshmen: Fall 2002 through Fall 2011



SERU Survey

- Systematic environmental scan of the undergraduate experience
- In-depth analysis of the varied types and levels of undergraduate engagement in research universities
- The survey is organized around five thematic research areas:
 - Academic engagement
 - Civic and community engagement
 - Global knowledge, skills, and awareness
 - Student life and development
 - Wildcard module for the University of Minnesota

SERU Survey Response

- Administered in 2009: 5,931 (28%)
- Administered in 2010: 9,651 (34%)
 - Relatively representative, although proportionately more White students, female students, and students with higher average GPAs responded
- Next administration planned for 2012
 - My Goal: 12,000 or about 40%

What Can We Learn from SERU?

- The amount of time students spend on activities (e.g. studying, preparing for class, working, etc.)
- Students' academic & career aspirations
- Students' overall satisfaction, advising satisfaction, perception of campus climate, and sense of belonging
- Student demographics—many factors not captured in institutional-level data

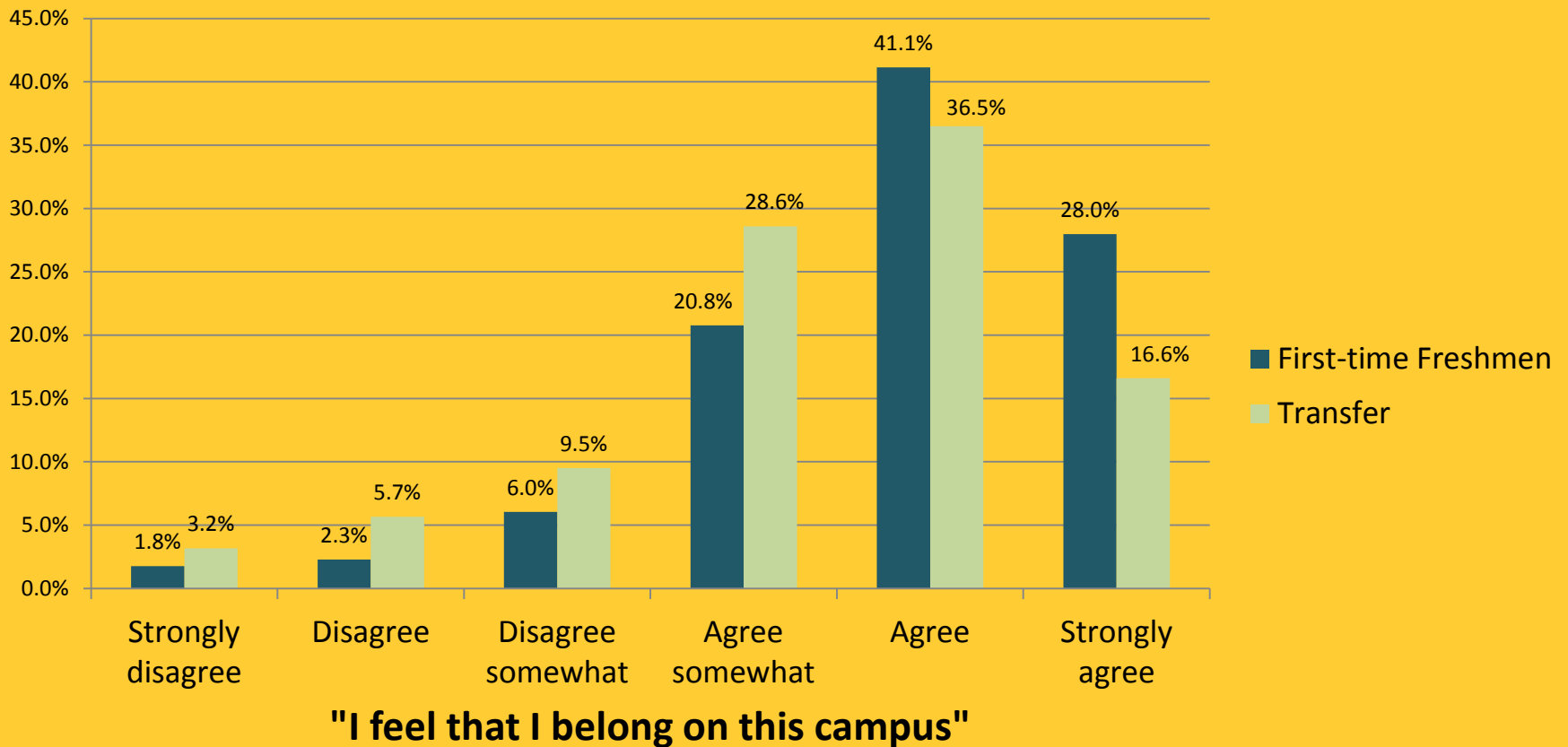
Issue 3: Do transfer student's have lower levels of satisfaction? Other experiences?

- More difficult to find, currently need to do some “digging” and also some familiarity with current surveys
- OIR: Surveys & Assessment
 - SERU
 - <http://www.oir.umn.edu/surveys/seru>
- Private interactive results
 - Overall satisfaction on a number of dimensions
 - Overall agreement

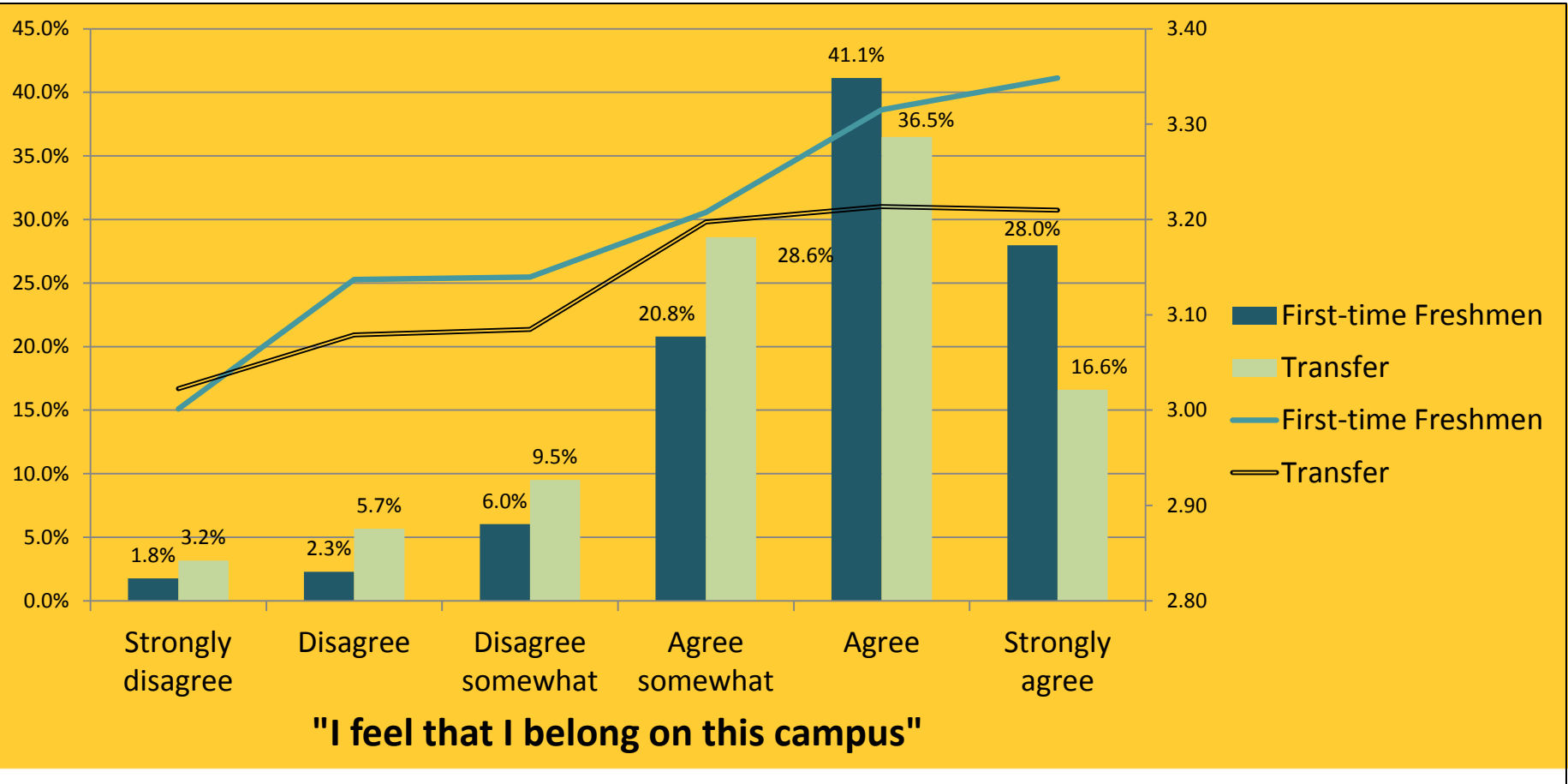
Subgroup analyses

- 2010 SERU respondents by entry status:
 - n=6,999 who started as new first-time freshmen
 - N=2,652 who entered as new transfer students

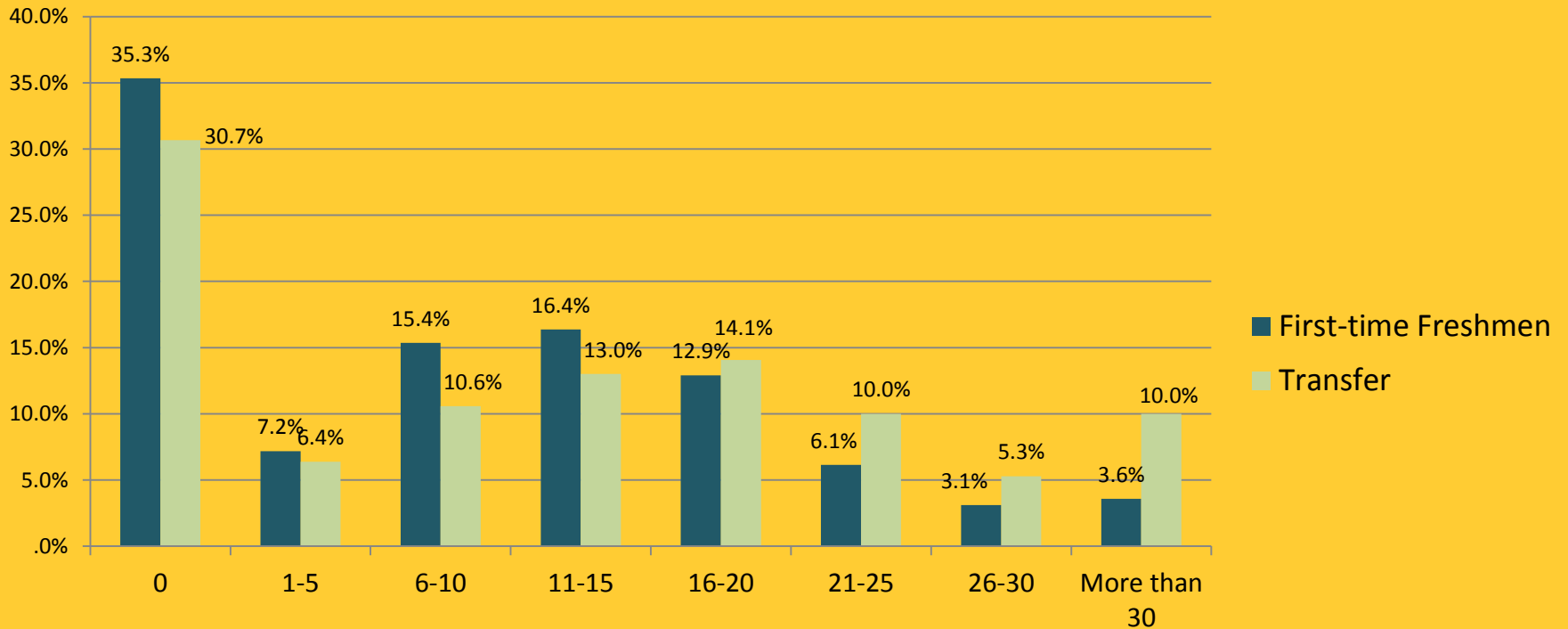
SERU: Sense of Belonging by Entry Status



SERU: GPA & Sense of Belonging by Entry Status

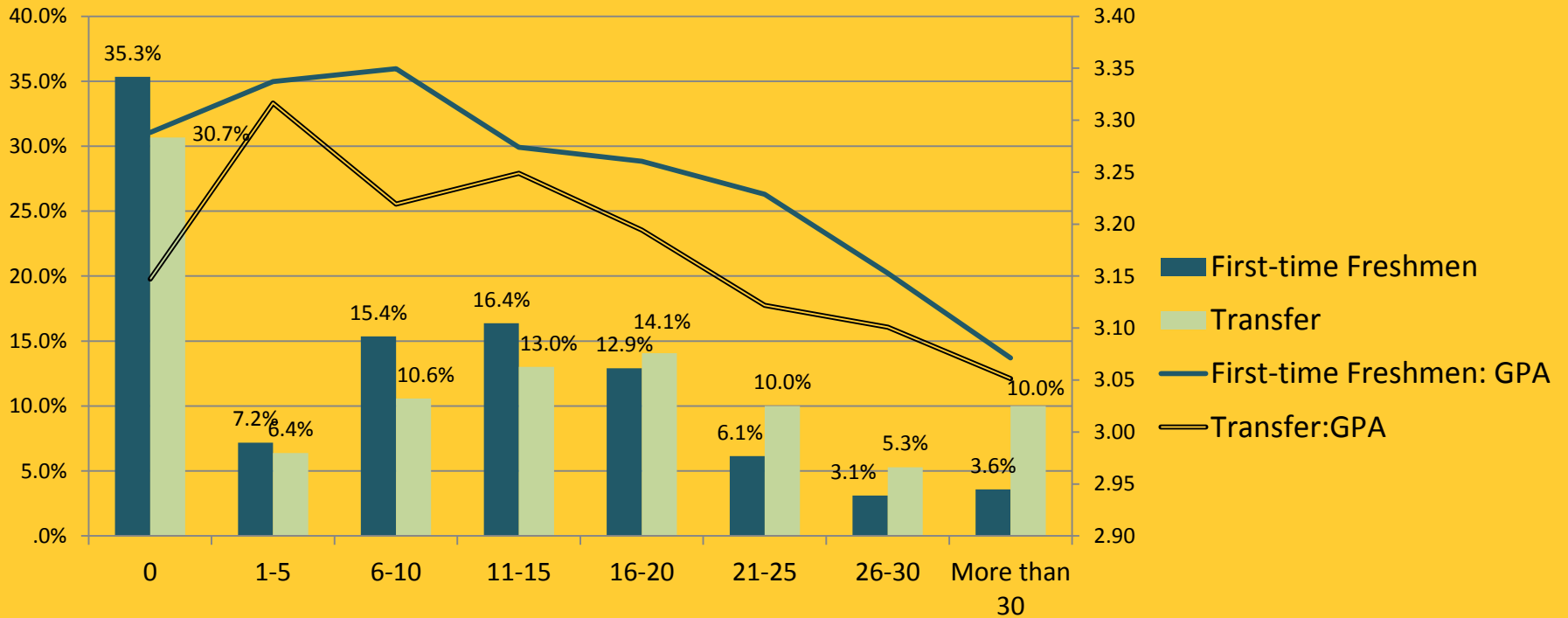


SERU: Paid Employment by Entry Status



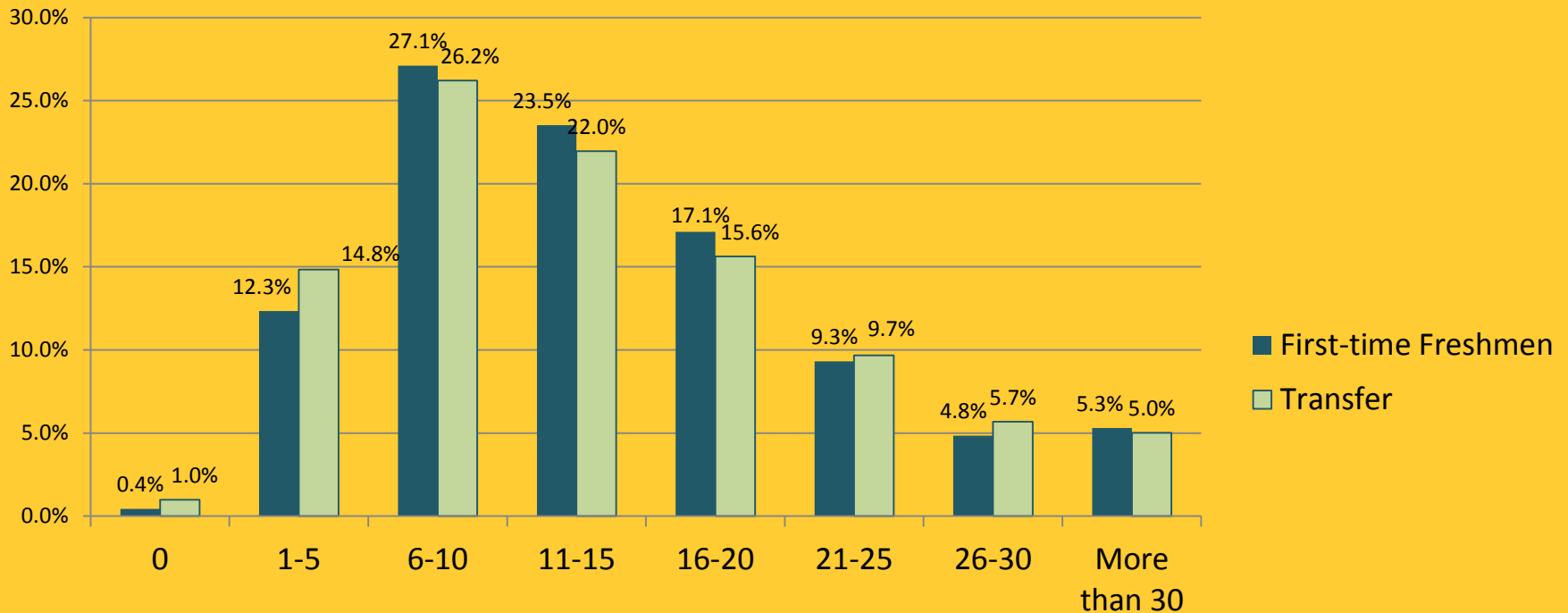
"How many hours do you spend in a typical week in paid employment?"

SERU: GPA & Paid Employment by Entry status



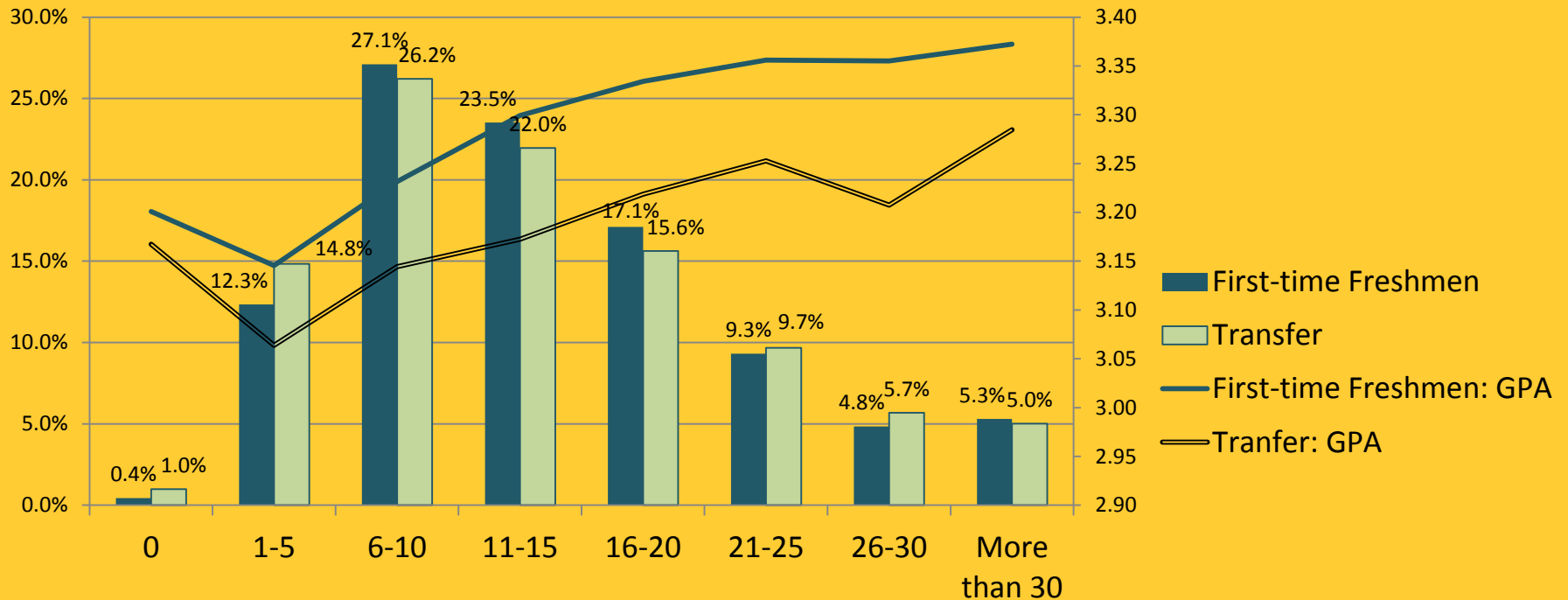
"How many hours do you spend in a typical week in paid employment?"

SERU: Hours Studying by Entry Status



"How many hours do you spend in a typical week on studying and other academic activities outside of class?"

SERU: GPA & Hours Studying by Entry Status



"How many hours do you spend in a typical week on studying and other academic activities outside of class?"

Issue 4: Freshman Engagement

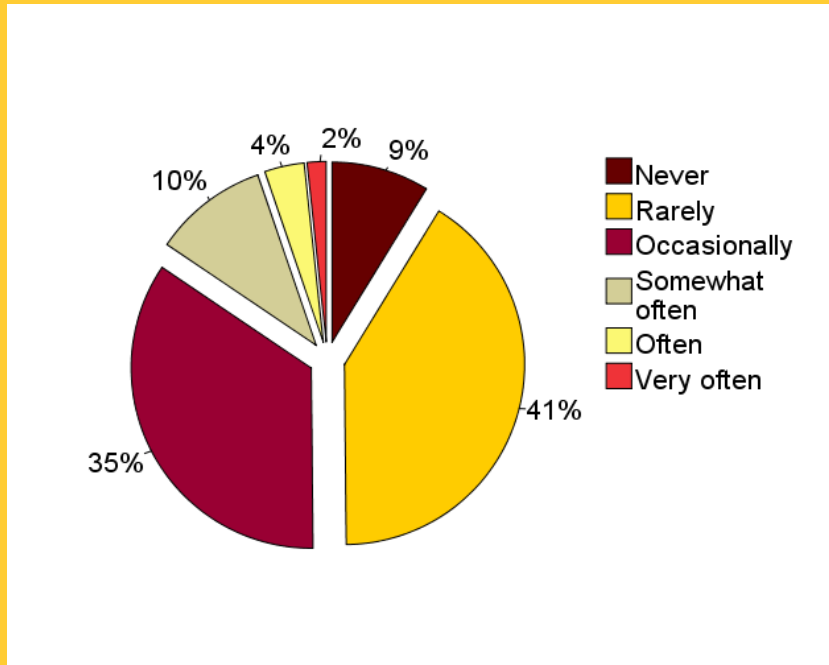
- Using the SERU survey, what can we learn about first-year students' engagement on campus?
- How does engagement relate to other factors, such as grade point average and sense of belonging?

2010 SERU Survey: First-time Freshmen

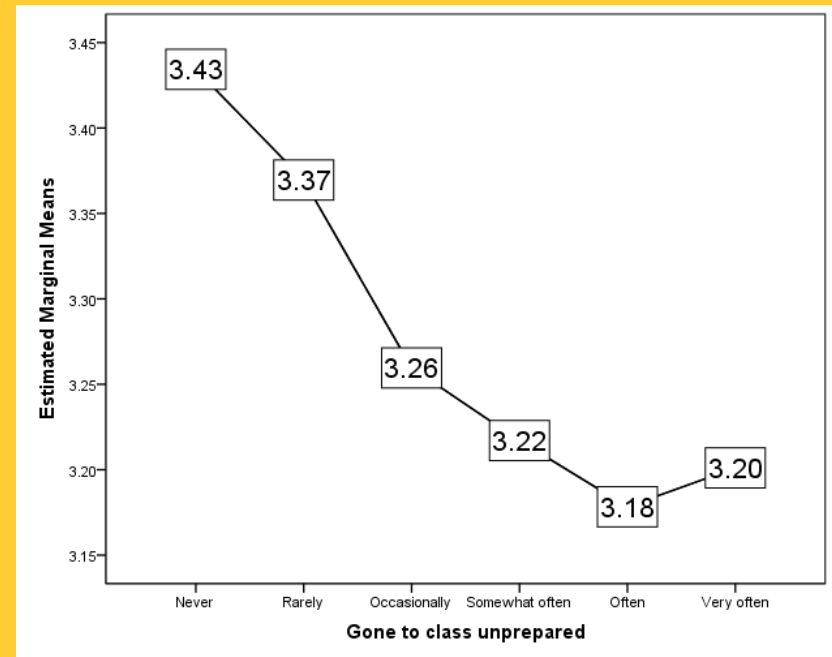


- Among the 5,364 fall 2009 first-time, first-year students who were sent the survey link, 1,869 responded to at least one question on the survey (35%)

SERU: How frequently during this year have you gone to class unprepared?

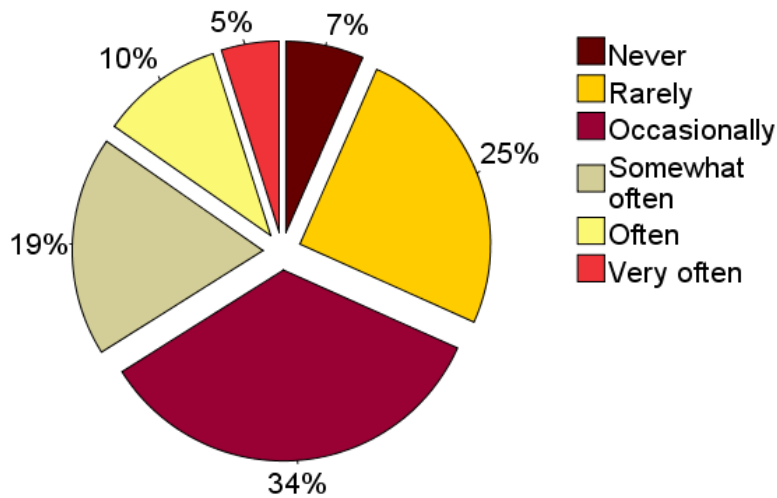


85% never to occasionally
15% somewhat to very often

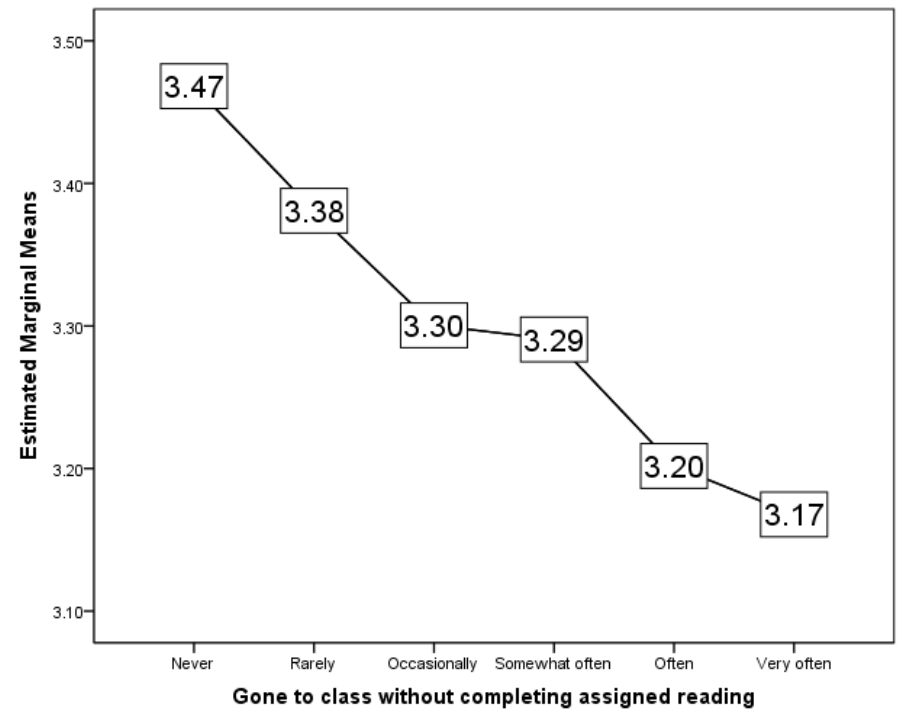


$n = 1653, p < .001$

SERU: How frequently during this academic year have you gone to class without completing assigned reading?

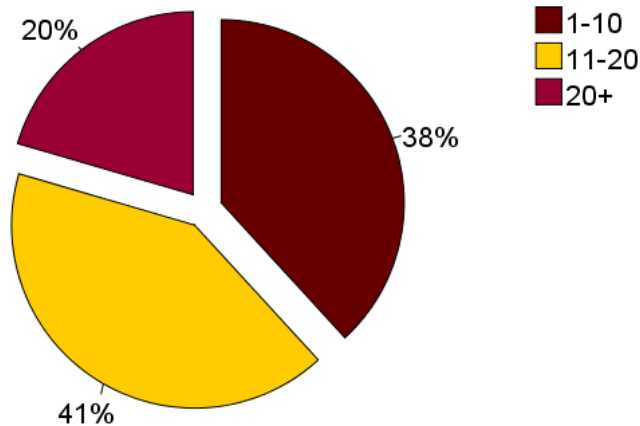


66% never to occasionally
34% somewhat to very often

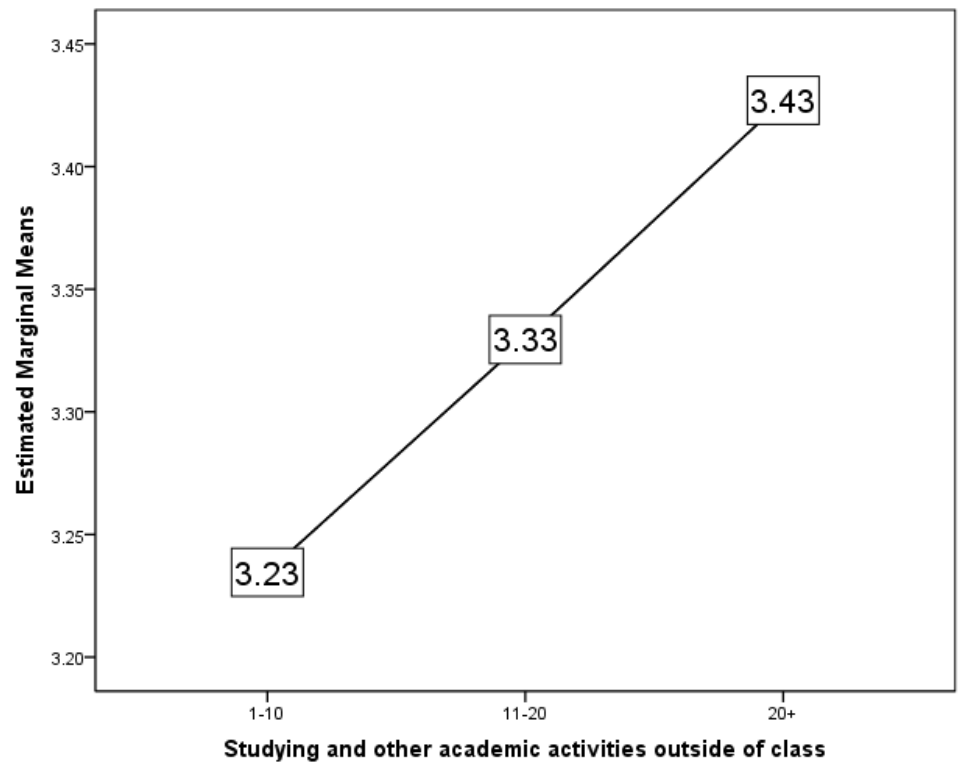


$n = 1653, p < .001$

SERU: How many hours a week do you spend on studying and other academic activities outside of class?

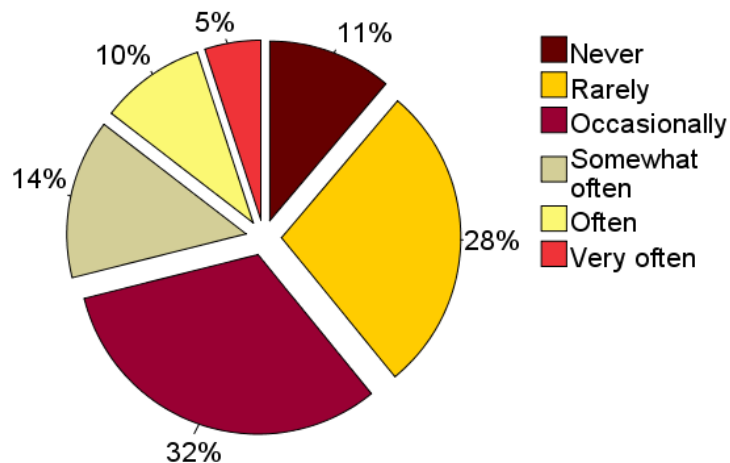


38% 1-10 hours
41% 11-20 hours
20% 20+ hours

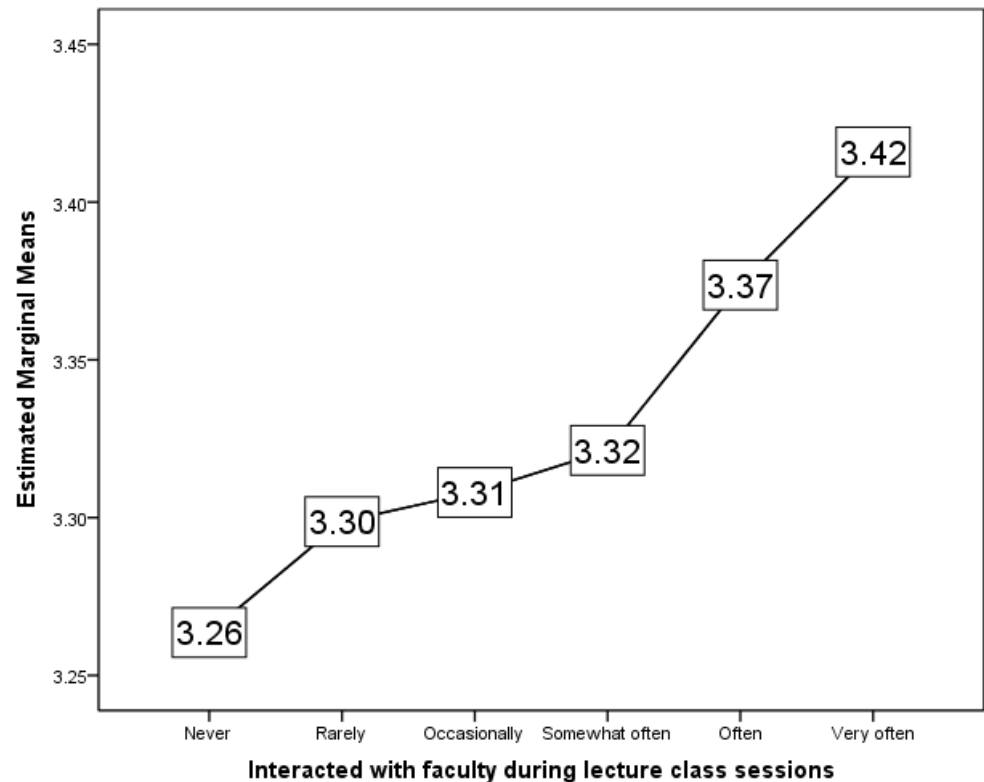


$n = 1867, p = .001$

SERU: How frequently this past year have you interacted with faculty during lecture class sessions?

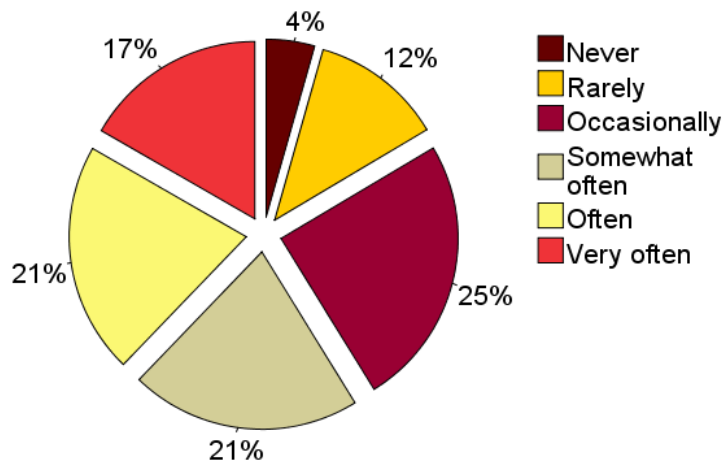


71% never to occasionally
29% somewhat to very often

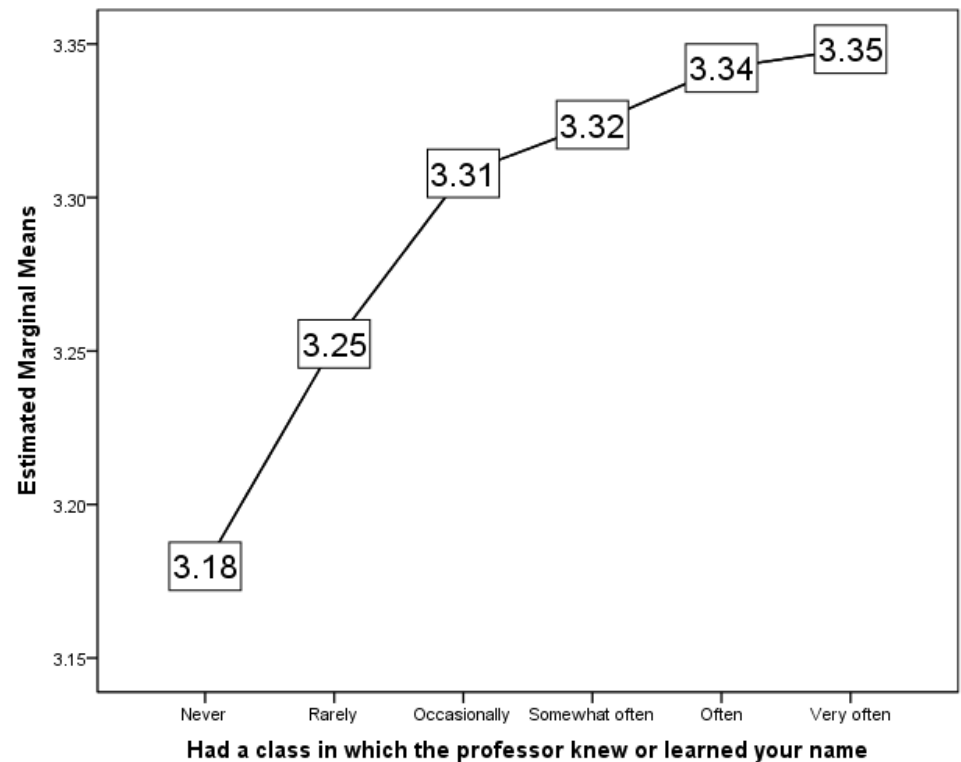


$n = 1642, p = .25$

SERU: How often have you had a class in which the professor knew or learned your name?

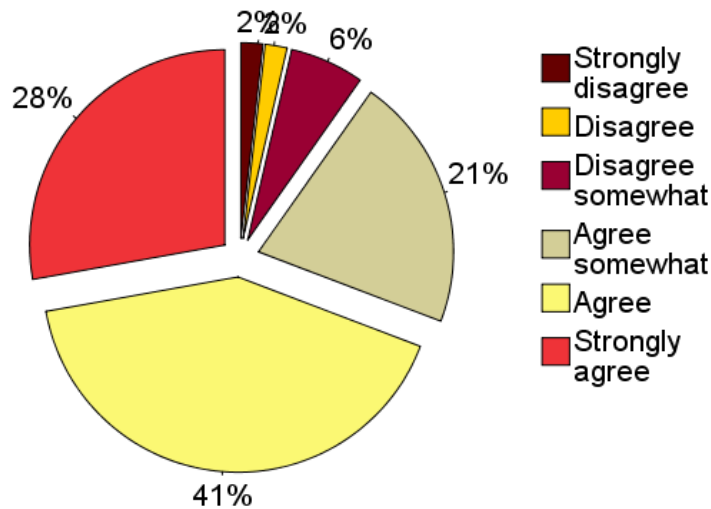


41% never to occasionally
59% somewhat to very often

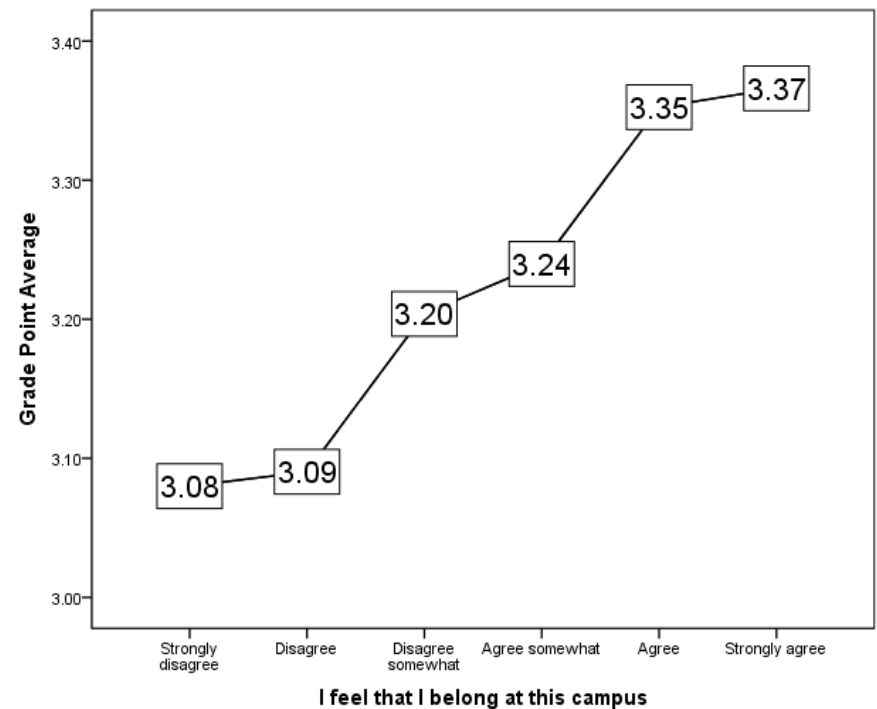


$n = 1649, p < .01$

SERU: Relationship between Community Wellbeing & Success



“I feel that I belong at this campus”

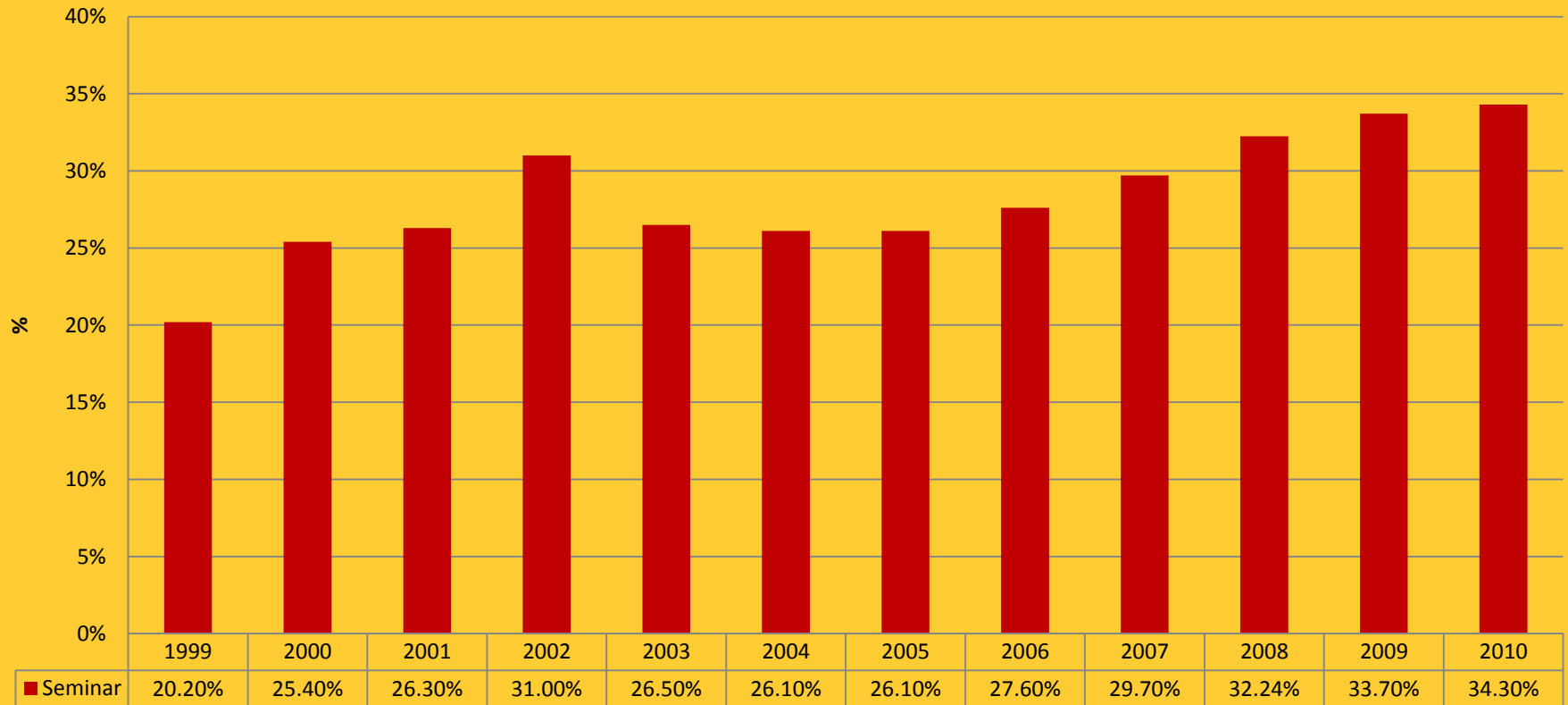


What is the relationship between sense of belonging on campus and grade point average for FY students? 1655 FY Students

Digging deeper

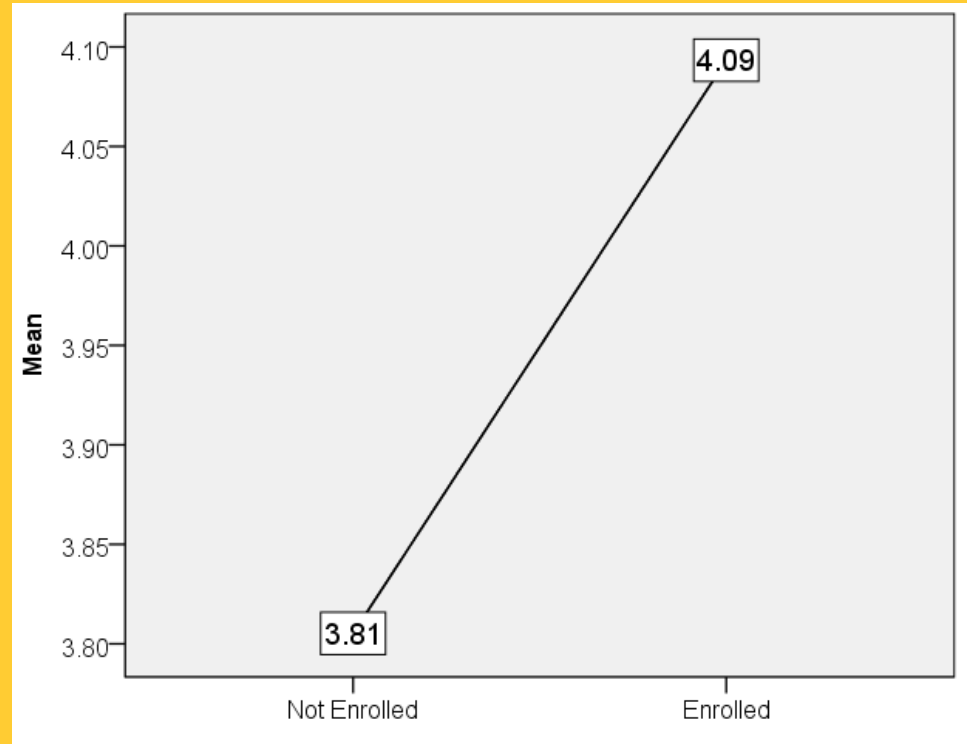
- Analyze specific sub-populations and differences by program participation
 - E.g. Freshmen Seminars

Freshmen Seminar Participation Rates: FY 1999-2010



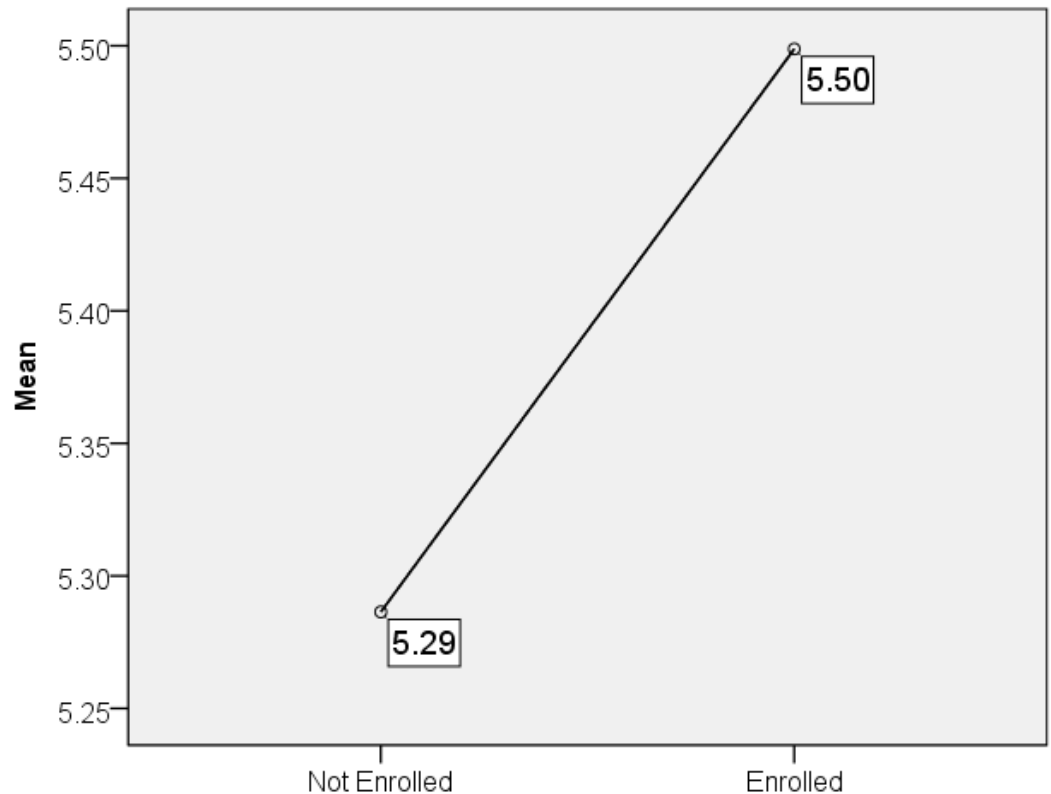
Freshman Seminars vs. not

- SERU: Higher frequency in having a class in which a professor knew or learned their name
- $F(1, 1632) = 16.04, p < .001, d = .20$
- Scale: 1 to 6 (“Never” to “Very Often”)



Freshman Seminars vs. not

- SERU: Greater sense of belonging and satisfaction
- (e.g. “I feel that I belong at this campus, satisfaction with overall social/academic experience, etc.)
- $F(1, 614) = 6.82, p = .009, d = .14$
- Scale: 0 to 9



What is missing? How can we make it better?

- Data
 - Benchmarking, metrics not readily available on web
- How should survey & student data be organized, presented to maximize usage?
- Useful for advisors? how?

Contact Info

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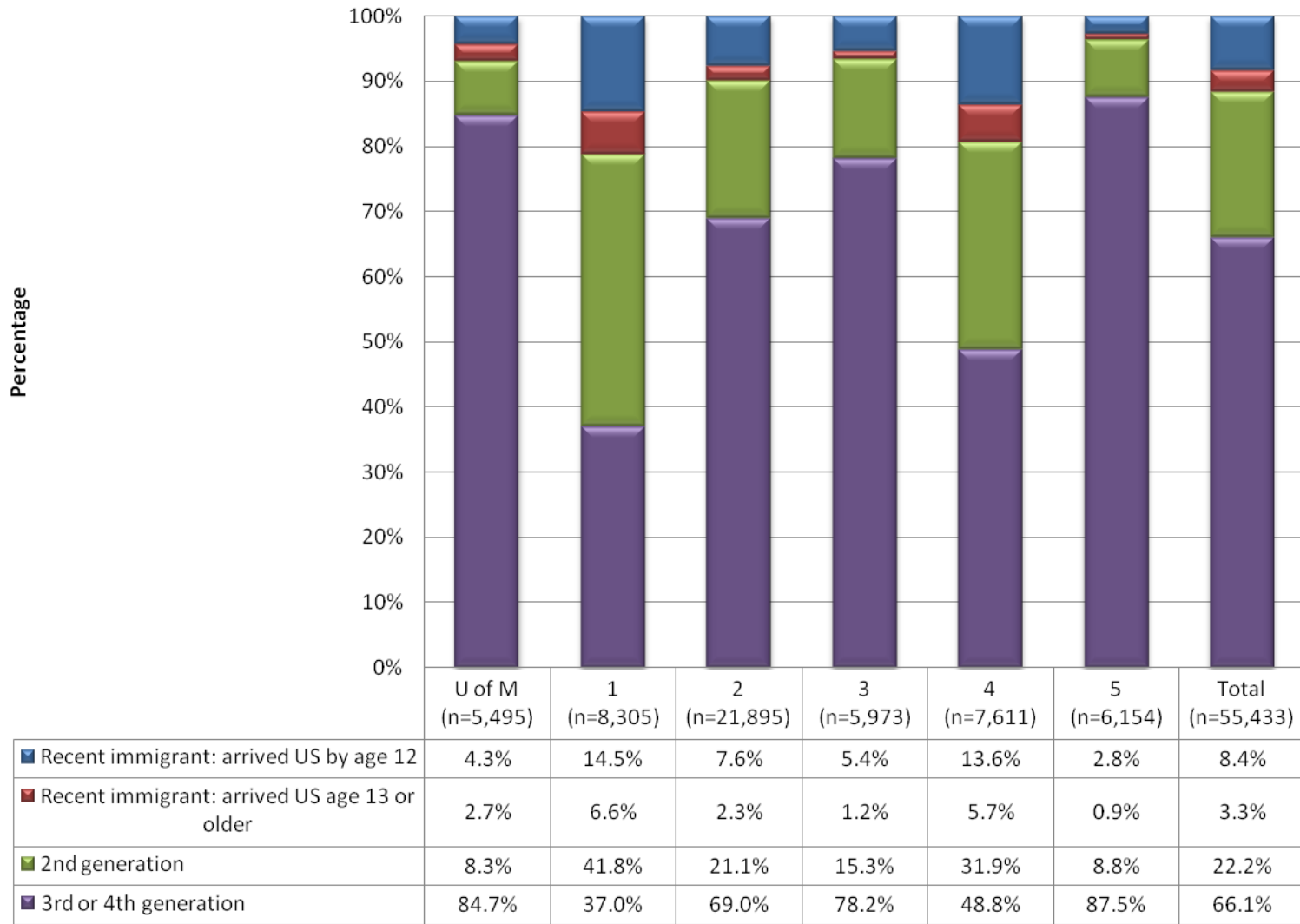
Additional demographics

- Immigrant students

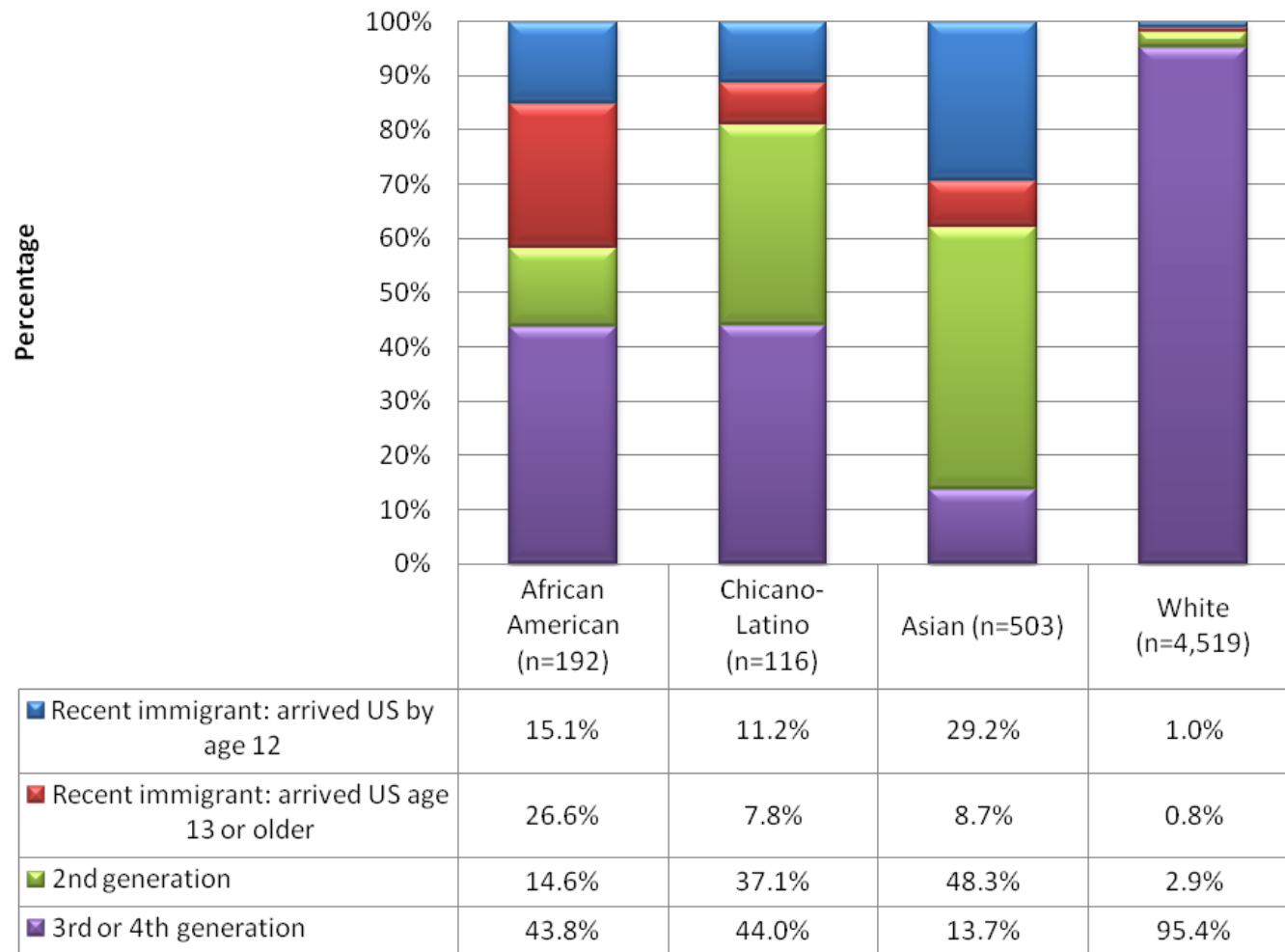
Operationalizing Immigrant Generation

- SERU items
 - 1. Birth location of grandparents (maternal and fraternal)
 - 2. Birth location of parents
 - 3. Birth location of student
 - 4. Immigration year if born outside U.S

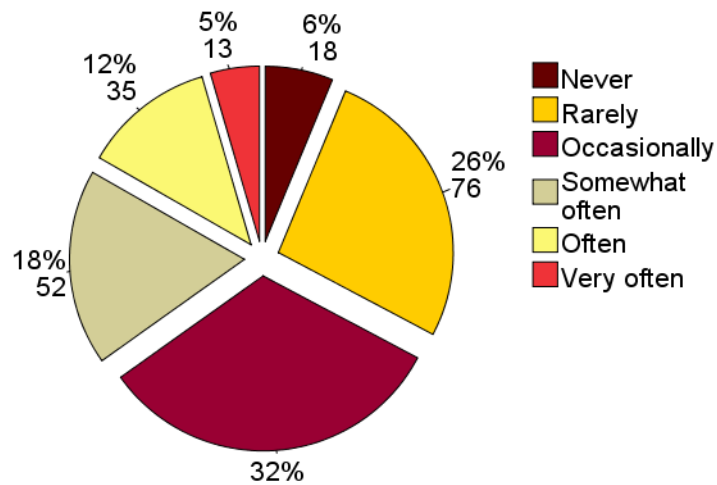
Immigrant Generation: UM vs. AAU Peers, Overall



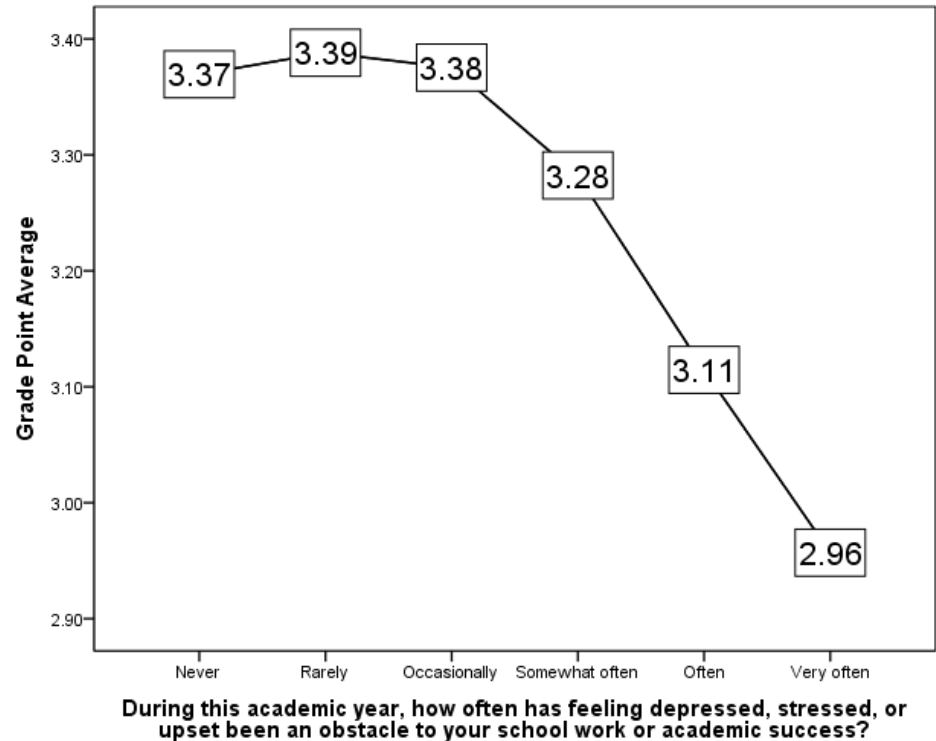
2009 SERU: U of M Immigrant Generation by Race/Ethnicity



SERU: Relationship between Wellbeing & Success

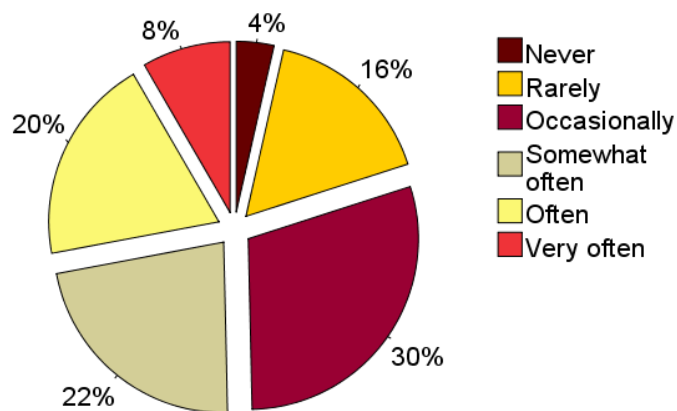


“How often has feeling depressed, stressed, or upset been an obstacle to your school work or academic success?”

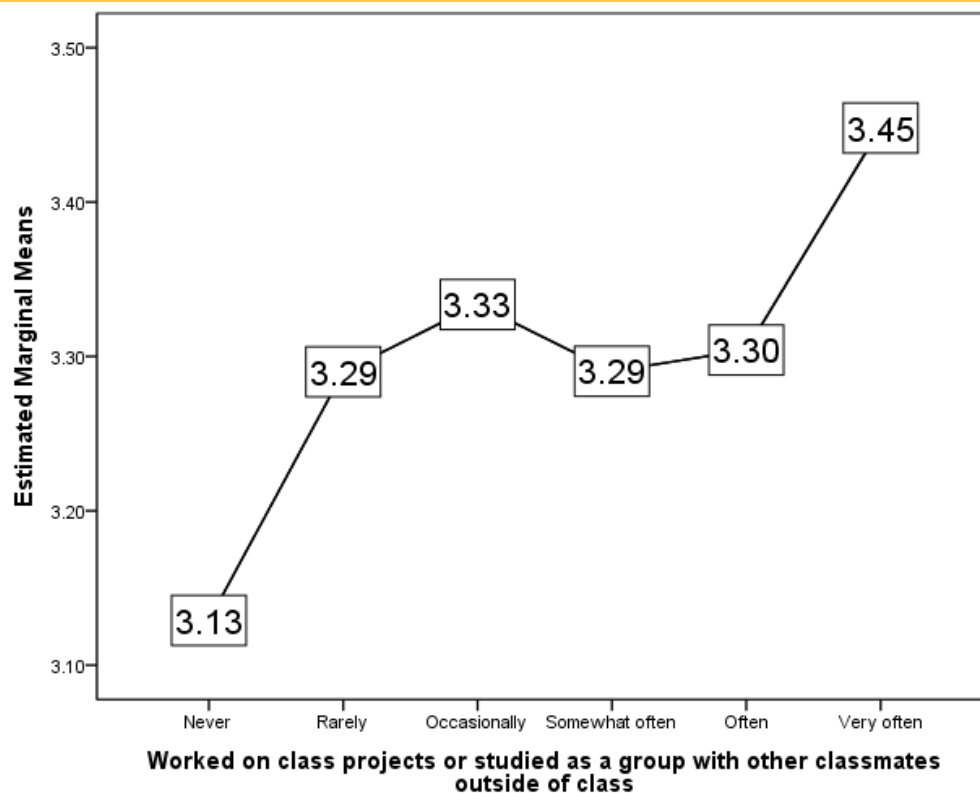


What is the relationship between feelings of depression, stress or being upset and grade point average for FY students? 287 FY Students

SERU: How often have you worked on class projects or studied as a group with other classmates outside of class?



50% never to occasionally
50% somewhat to very often



$n = 1656, p < .01$