

A Snapshot of First-year Students @ the U of M

Ronald Huesman, Jr.
Associate Director, Office of Institutional Research



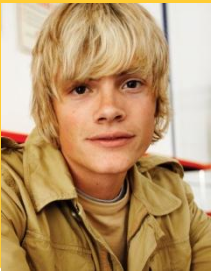
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Driven to DiscoverSM

Outline



- Data sources
- Snapshot of first-time new freshmen (FY)
- Survey results
- Snapshot of freshman seminar enrollees

Data sources



- Institutional records
- Student Experience in the Research University survey (2010 SERU)
- National Survey of Student Engagement (2011 NSSE)

Snapshot of FY 2010



| | |
|-----------------------------------|---------------|
| Female | 52.9% (2,817) |
| Male | 47.1% (2,506) |
| White | 76.8% (4,088) |
| Black | 4.2% (222) |
| Hispanic | 2.5% (134) |
| Asian | 10.0% (530) |
| American Indian or Alaskan Native | 1.1% (58) |
| Not specified | 0.6% (30) |
| Hawaiian | 0.3% 16) |
| International | 4.6% (245) |
| ACT | 27.2 |

More first-year females than males

The largest first-year students of color group is Asian, followed by Black and Hispanic

Average ACT was 6.2 points higher than national average in 2010

Snapshot of 2010 FY



| | |
|------------------------------|---------------|
| HS Rank Top 5% | 25.2% |
| HS Rank Top 10% | 43.3% |
| HS Rank Top 25% | 83.1% |
| HS Rank Top 50% | 99.2% |
| Lived in Dorms | 86.5% (4,592) |
| Enrolled in Freshman Seminar | 34.3% (1,824) |
| Access to Success | 8.6% (457) |

Nearly all students graduated in the top 50% of their high school class

The majority of first-year students lived in the dorms, about 1/3 enrolled in a freshman seminar, and less than 1/10 were ATS students

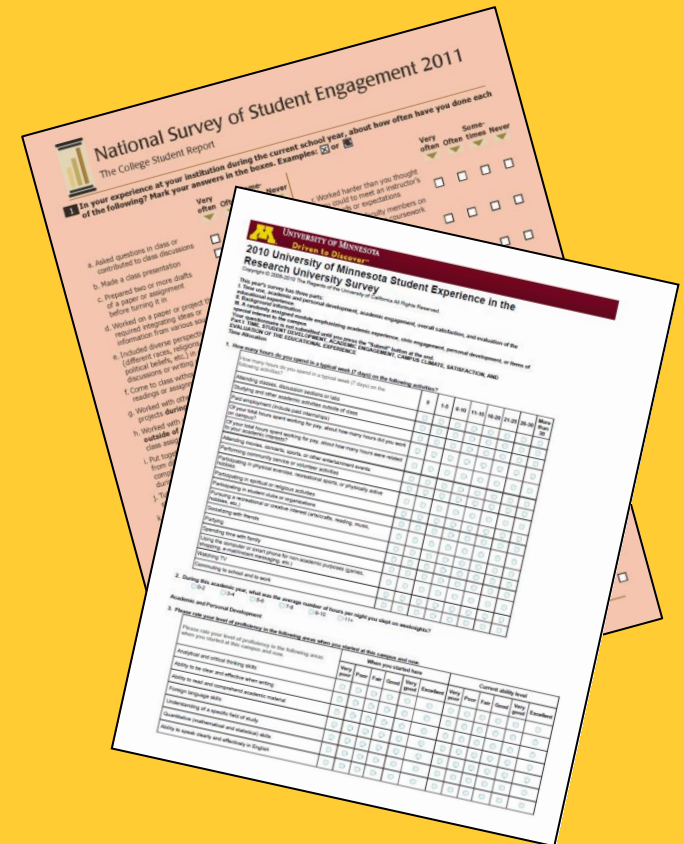
NSSE & SERU

NSSE:

- Academic engagement
- Interactions with students and faculty
- Campus climate

SERU:

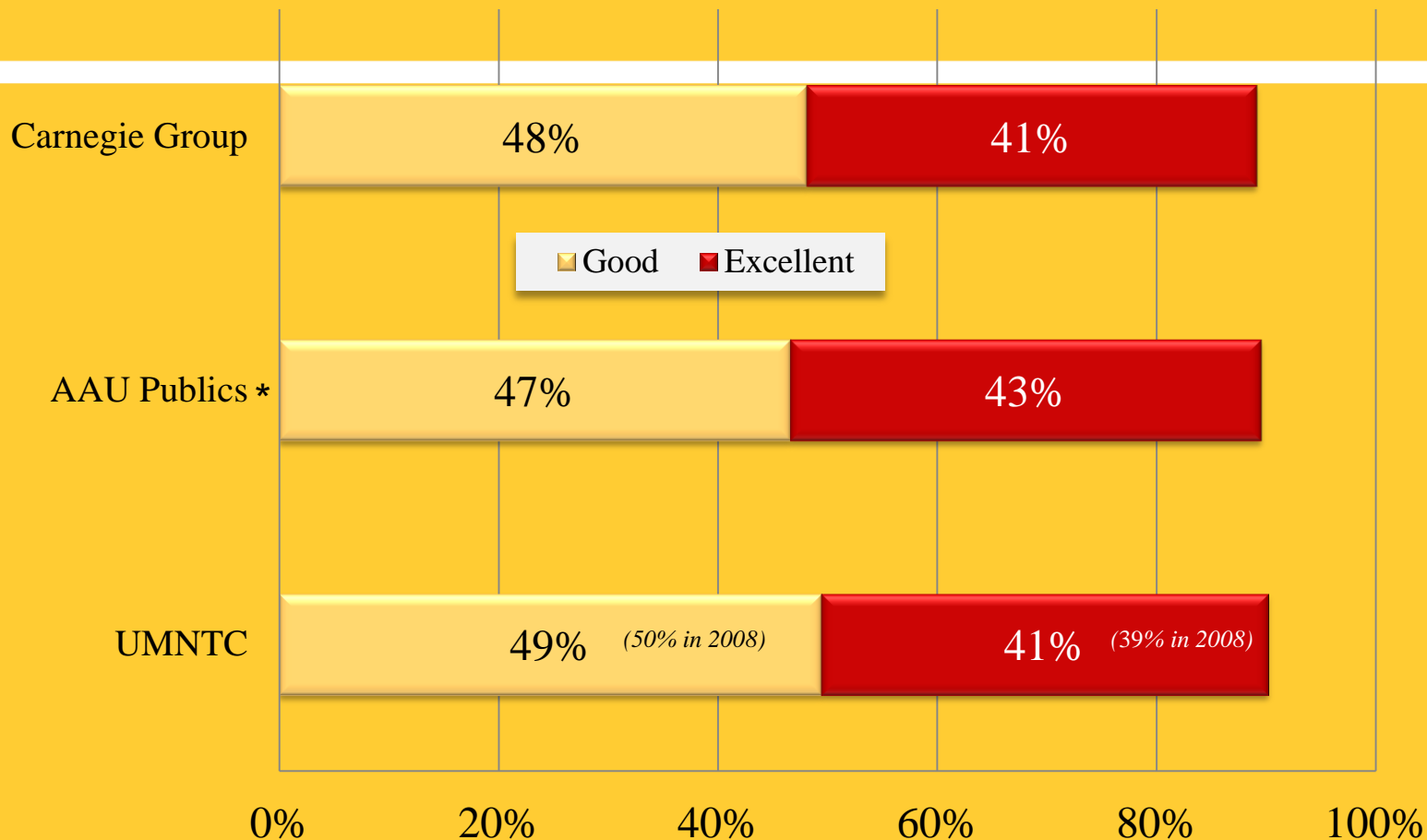
- Academic engagement
- Self-awareness and understanding
- Interactions with students and faculty
- Obstacles to academic success
- Campus climate
- Mental health questions



NSSE Survey

- 2011 spring census survey to all first-year and senior undergraduate students
- Among the 5,116 first-time, first-year students who were sent the survey link, 1,413 first-year students responded to at least one question on the survey (27.6%)

NSSE: Percent of FY Students Rating Their Overall Undergraduate Educational Experience as Good or Excellent



* 2011 Preliminary results

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NSSE: Percent of FY Students Indicating They Probably or Definitely would you go to the same institution, if they could start over

Carneige Group

37%

51%

Probably Yes

Definitely Yes

AAU Public *

36%

52%

UMNTC

41% *(Up from 40% in 2008)*

50% *(Up from 49% in 2008)*

0%

20%

40%

60%

80%

100%

* 2011 Preliminary results

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Driven to DiscoverSM

Freshman Engagement

- Using the SERU, 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?

SERU Survey

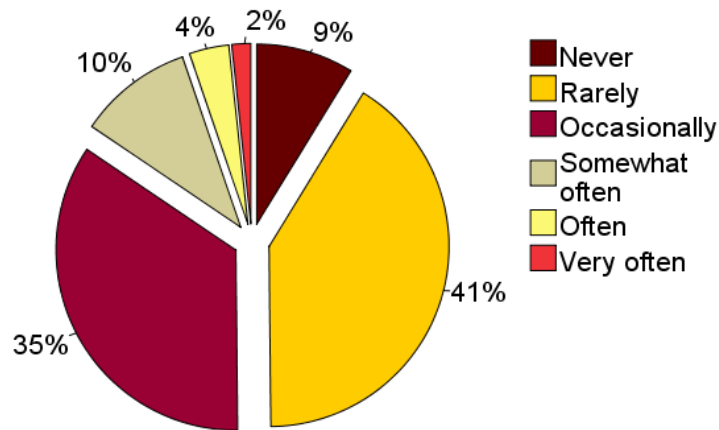
- Systematic environmental scan of the undergraduate experience
- In-depth analysis of the varied types and levels of undergraduate engagement in research universities
- The survey is organized around five thematic research areas:
 - Academic engagement
 - Civic and community engagement
 - Global knowledge,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

SERU Survey

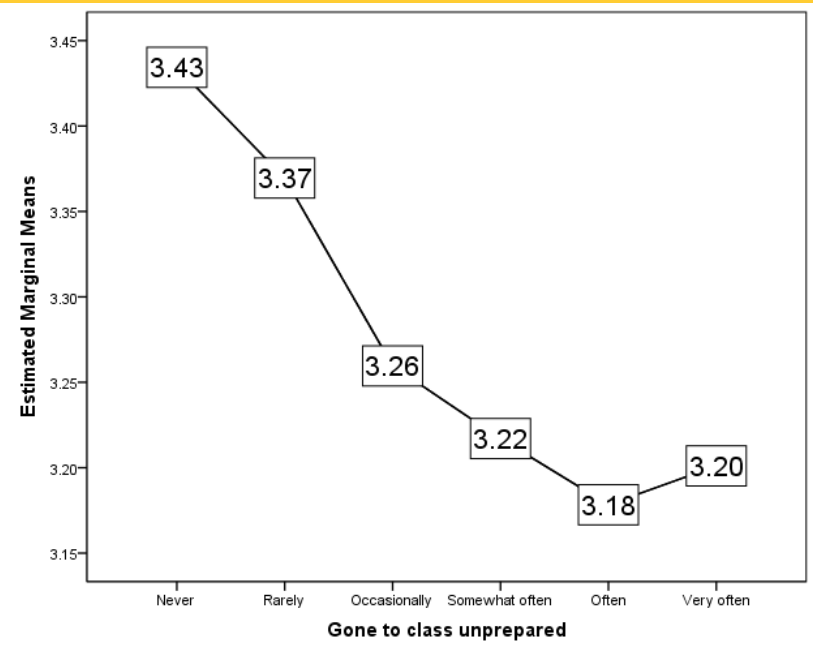


- 2010 spring census survey to all undergraduate students
- Among the 5,364 fall 2009 first-time, first-year students who were sent the survey link, 1,869 responded to at least one question on the survey (35%)

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

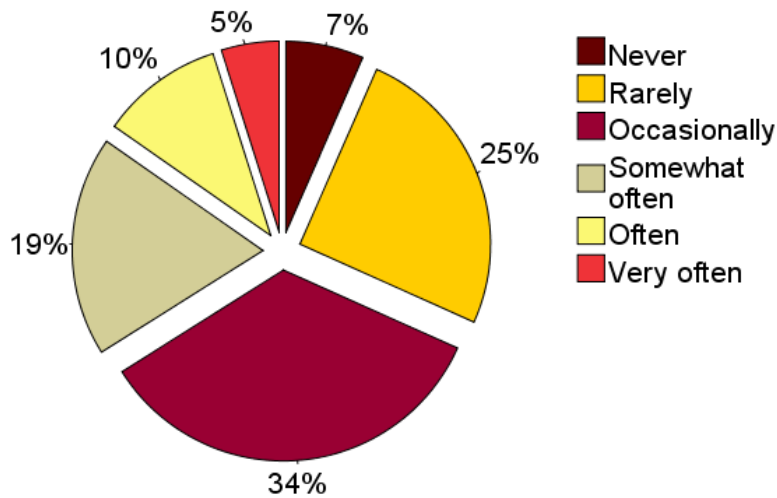


85% never to occasionally
15% somewhat to very often

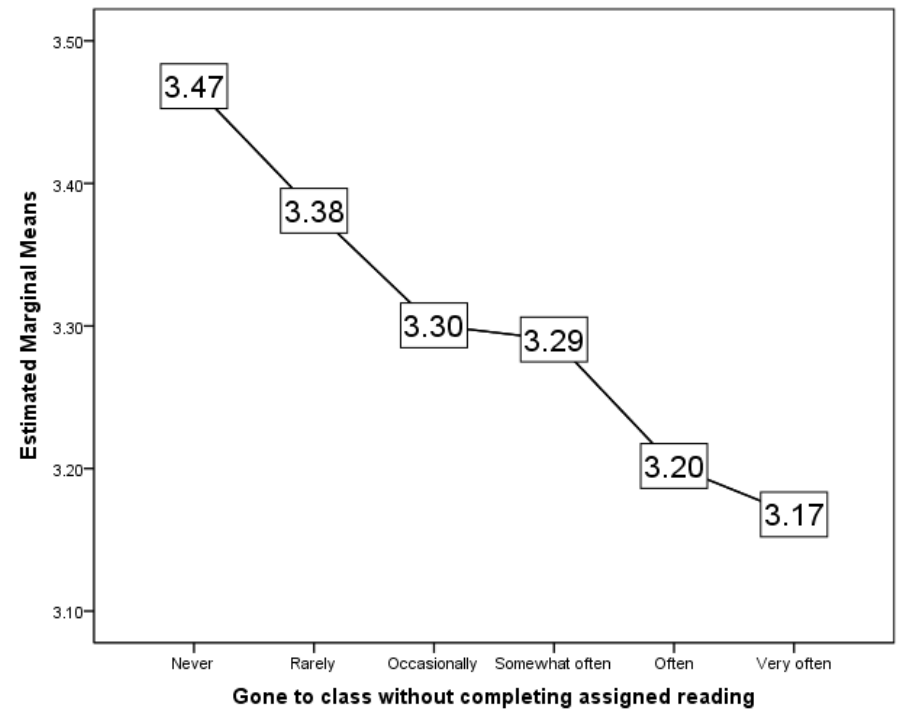


$n = 1653, p < .001$

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

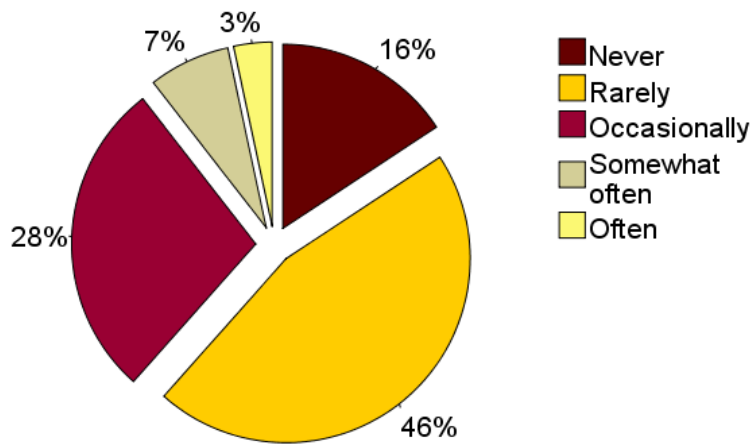


66% never to occasionally
34% somewhat to very often

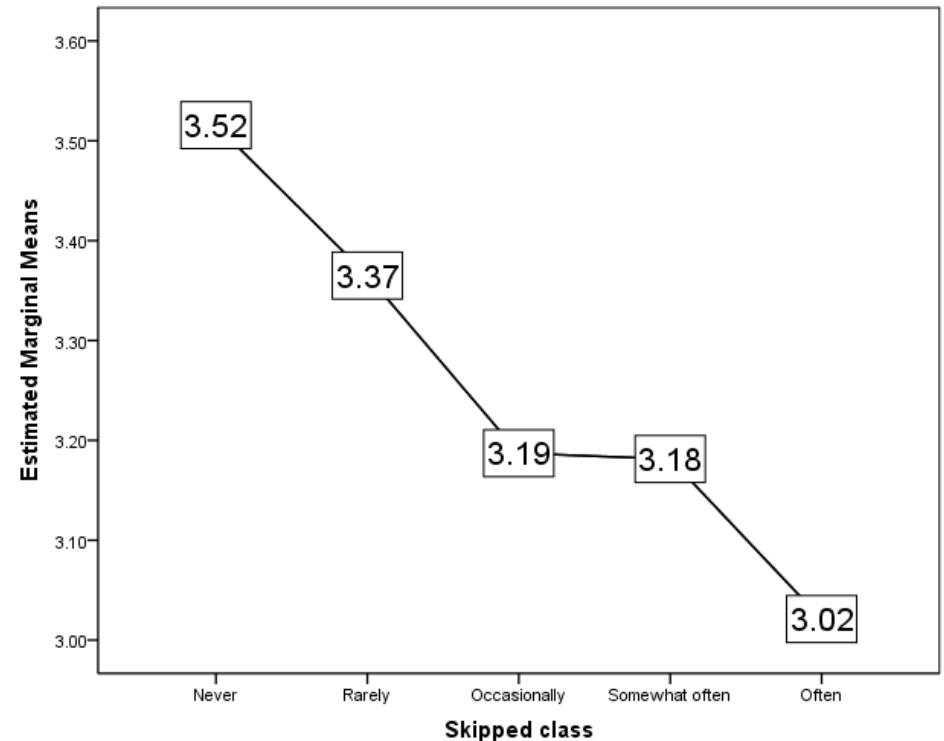


$n = 1653, p < .001$

SERU: How frequently this year have you skipped class?

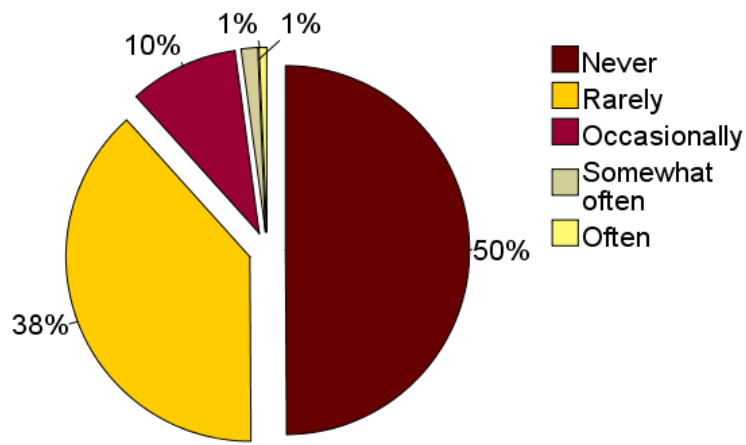


90% never to occasionally
10% somewhat to often

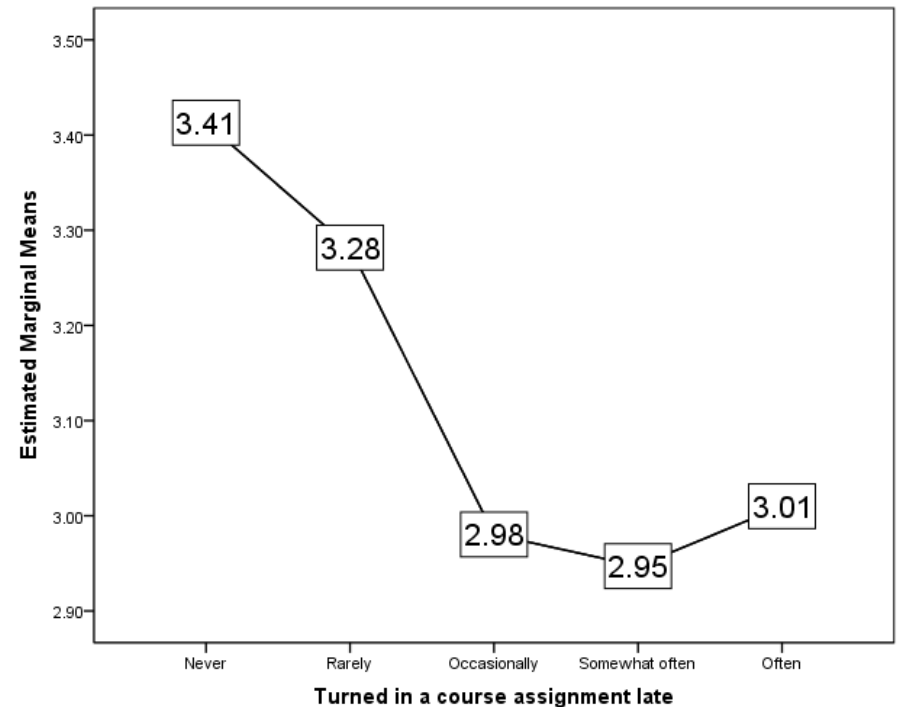


$n = 1632, p < .001$

SERU: How frequently this past year have you turned in a course assignment late?

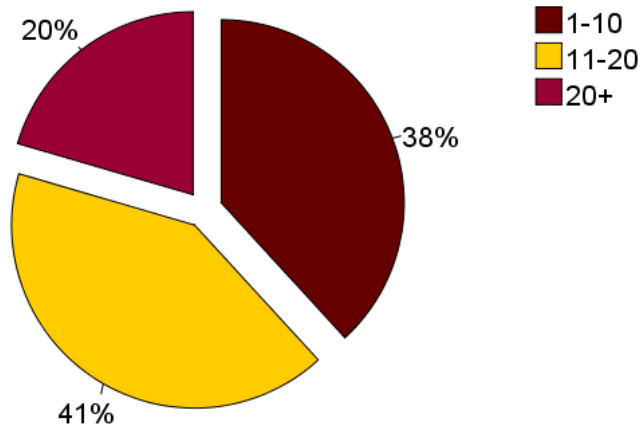


98% never to occasionally
2% somewhat often to often

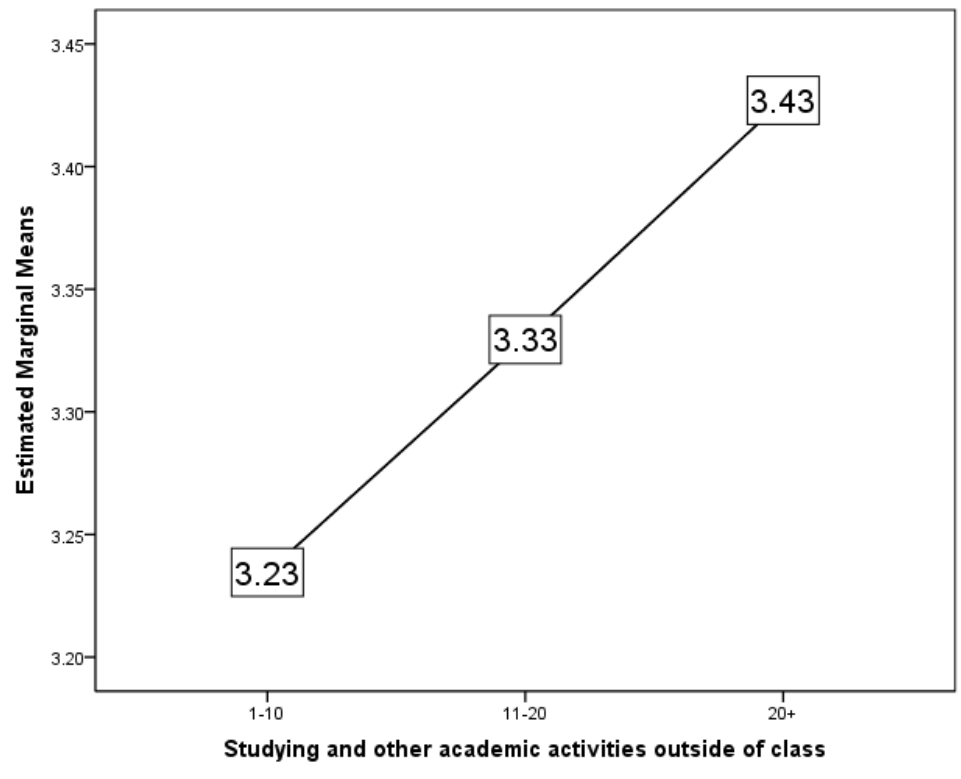


$n = 1649, p < .001$

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

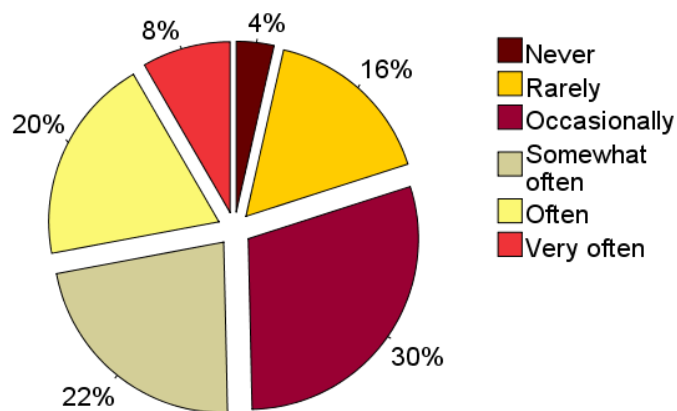


38% 1-10 hours
41% 11-20 hours
20% 20+ hours

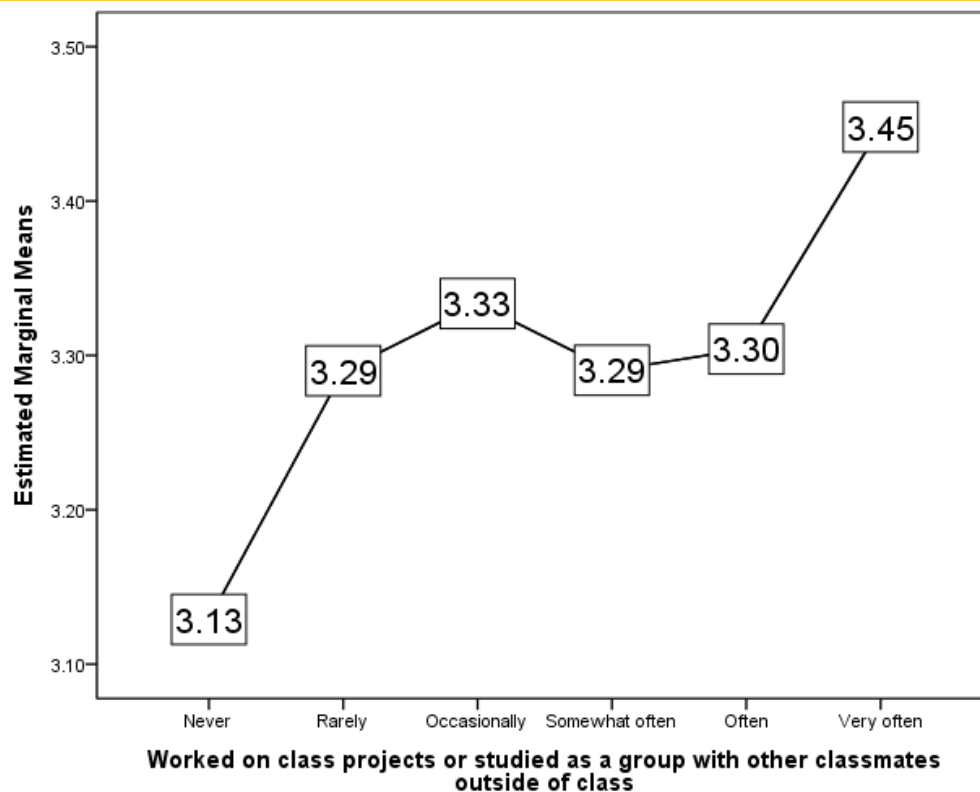


$n = 1867, p = .001$

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

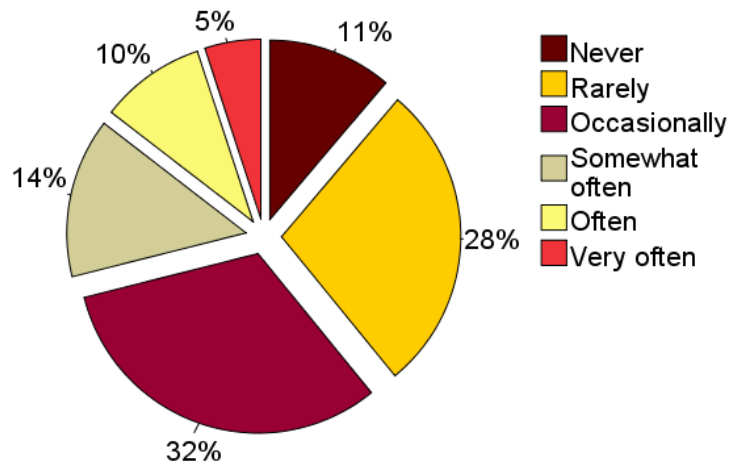


50% never to occasionally
50% somewhat to very often

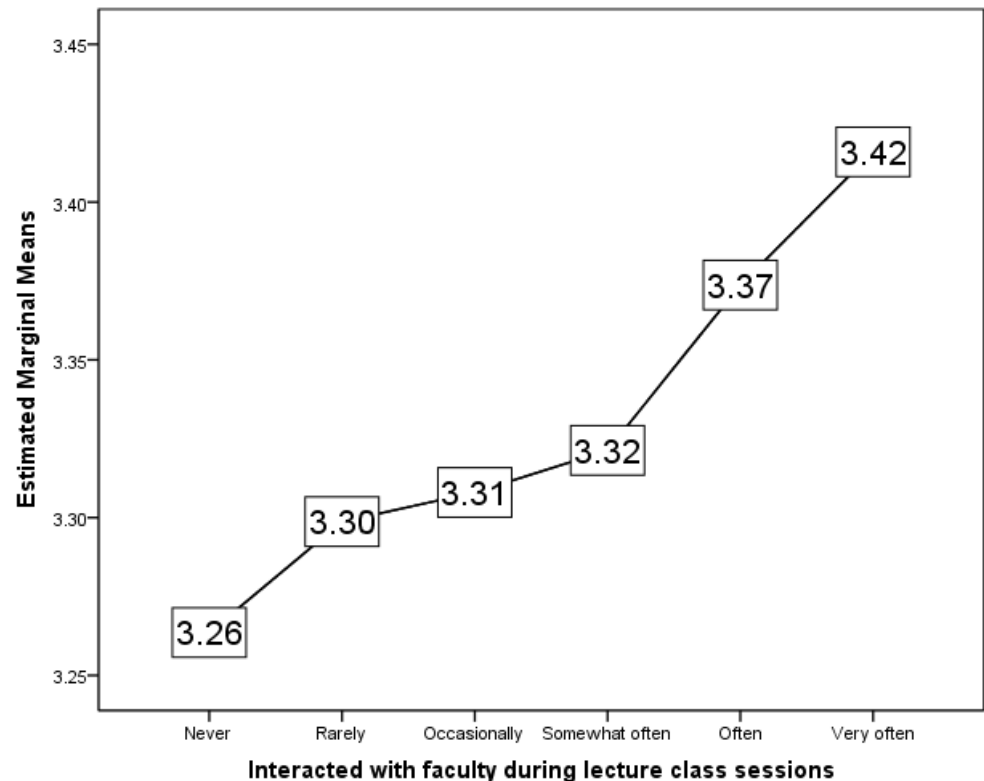


$n = 1656, p < .01$

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

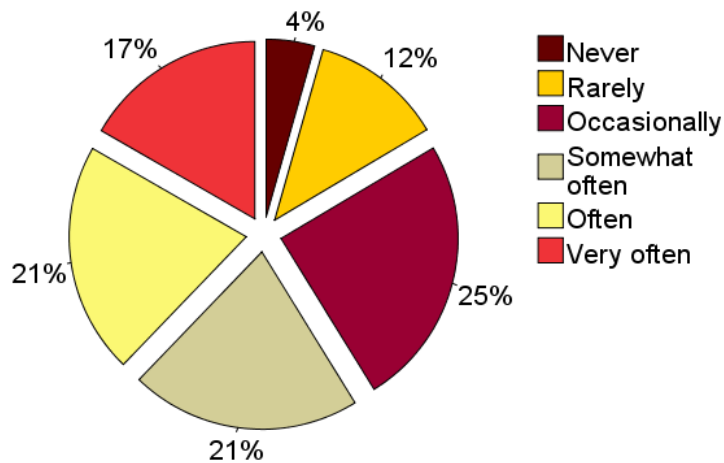


71% never to occasionally
29% somewhat to very often

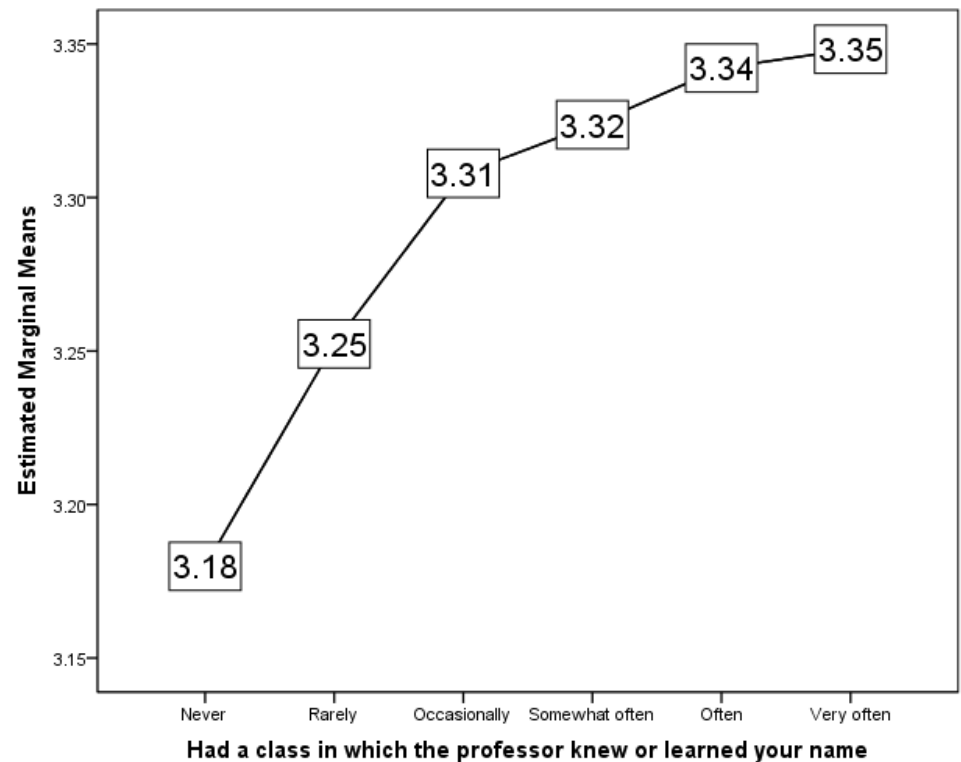


$n = 1642, p = .25$

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

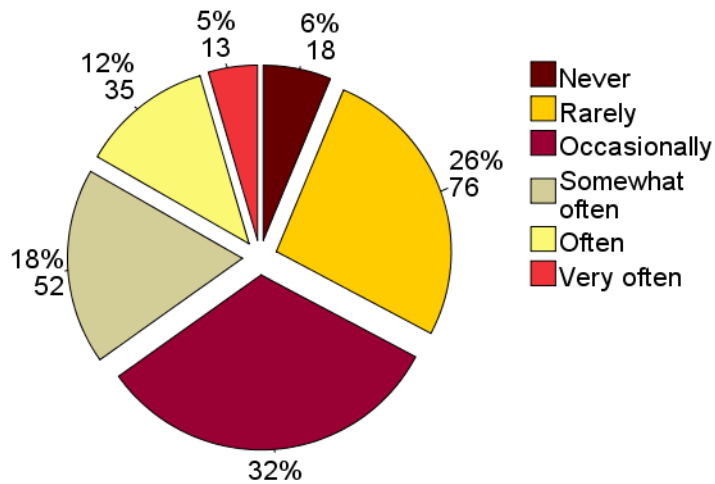


41% never to occasionally
59% somewhat to very often

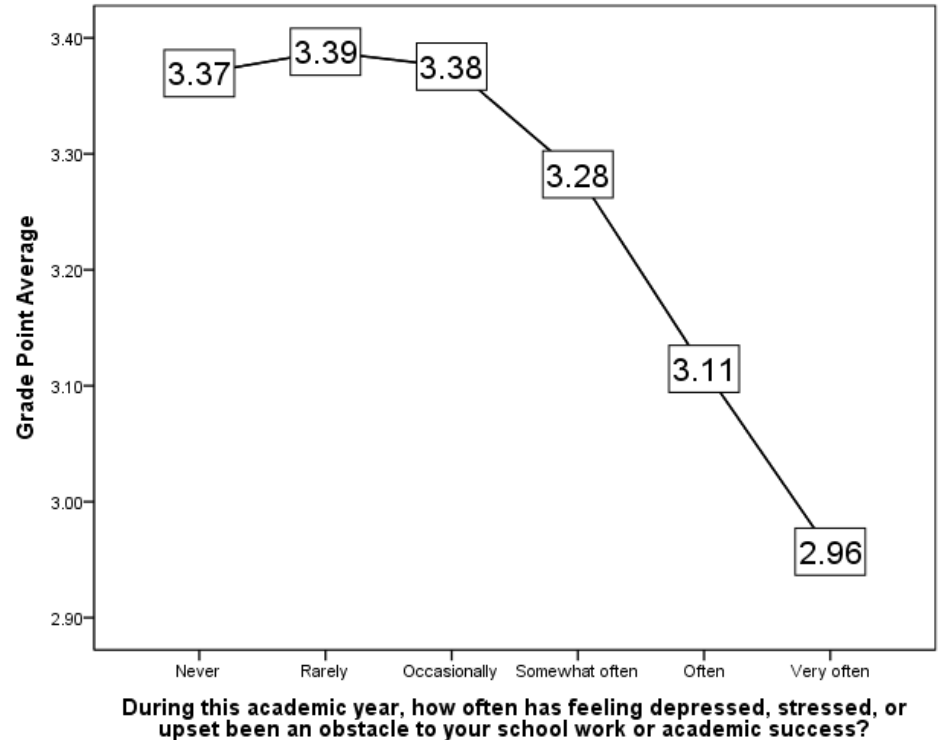


$n = 1649, p < .01$

SERU: Relationship between Wellbeing & Success

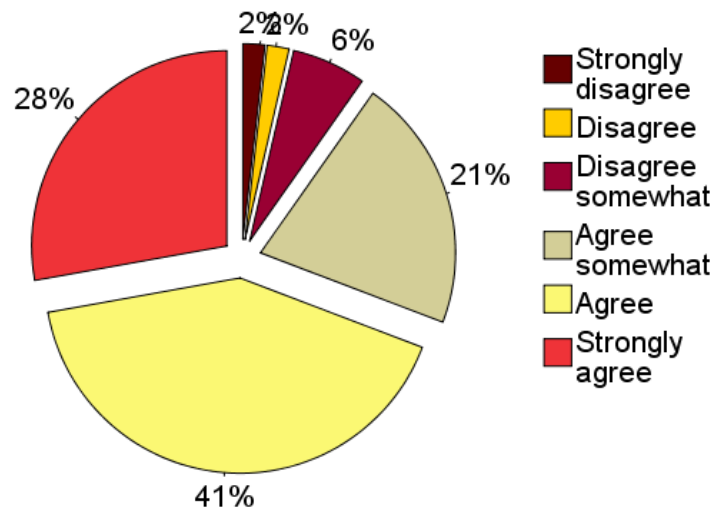


“How often has feeling depressed, stressed, or upset been an obstacle to your school work or academic success?”

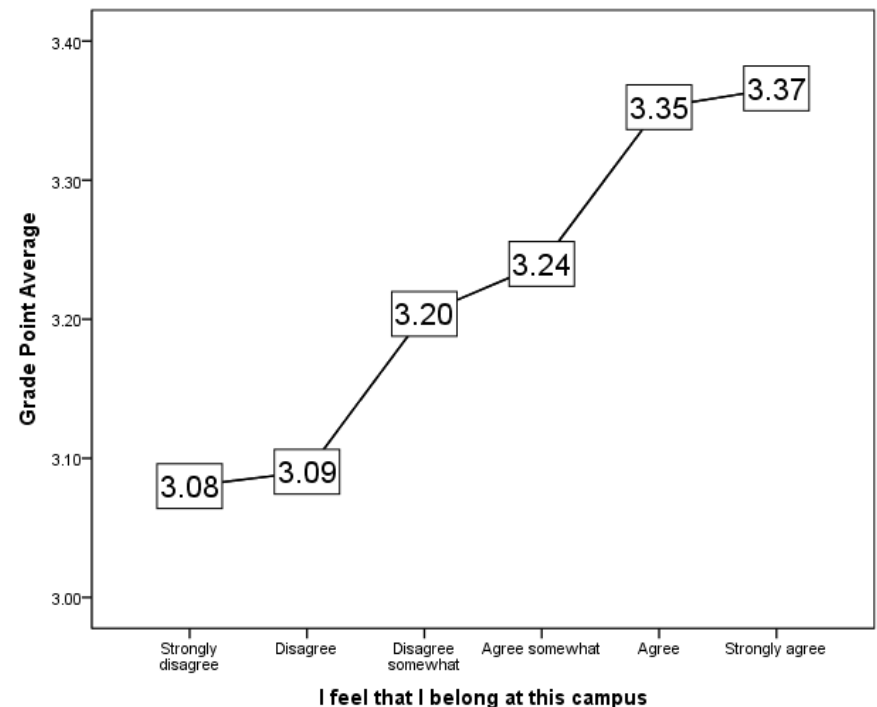


What is the relationship between feelings of depression, stress or being upset and grade point average for FY students? 287 FY Students

SERU: Relationship between Community Wellbeing & Success



“I feel that I belong at this campus”

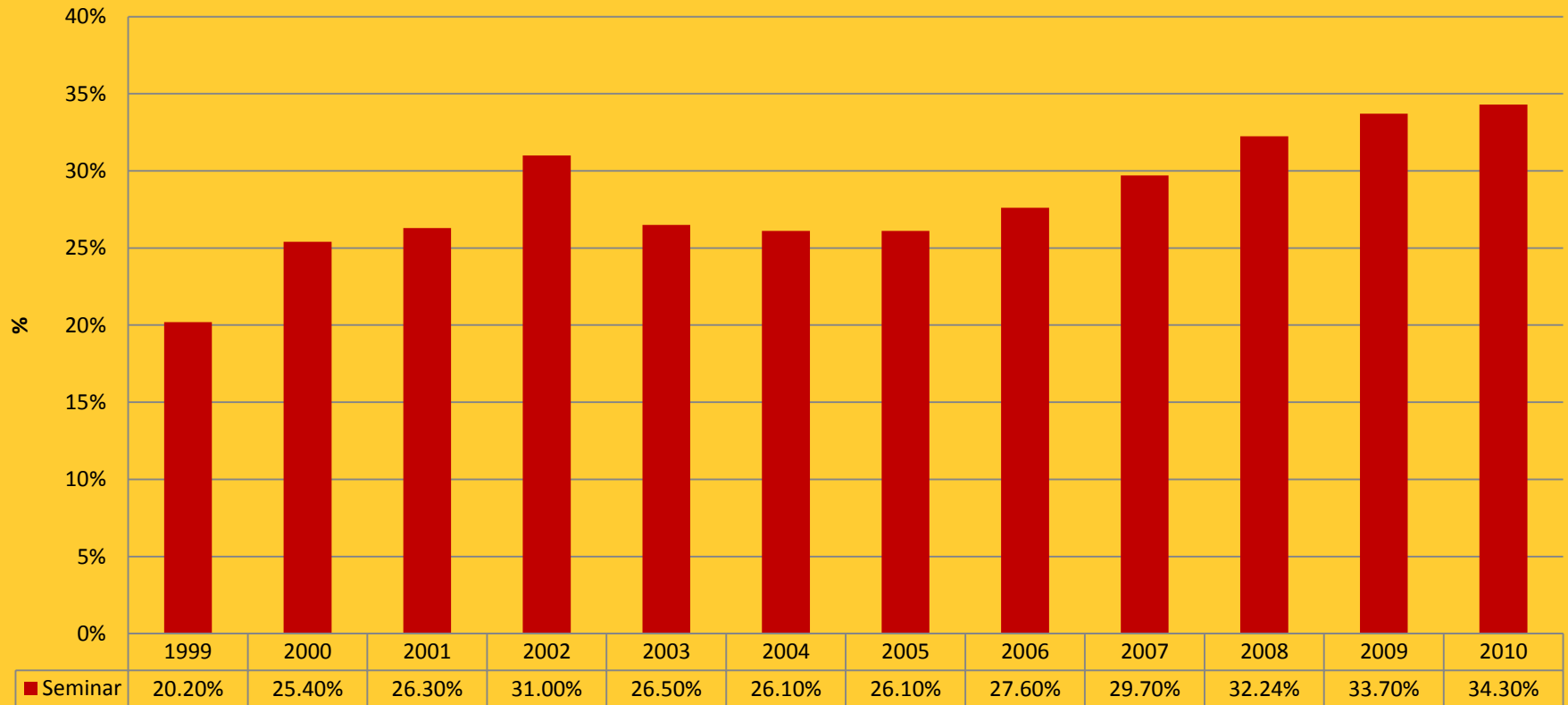


What is the relationship between sense of belonging on campus and grade point average for FY students? 1655 FY Students

Freshmen seminar

- Participation rates
- Snapshot
- Differences between those who enroll vs. those who do not

Freshmen Seminar Participation Rates: FY 1999-2010



Who Enrolls in Freshman Seminars?



| | Did not Enroll | Enrolled |
|-----------------------------------|----------------|---------------|
| Female | 51.9% (1,15) | 54.9% (1,002) |
| Male | 48.1% (1,684) | 45.1% (822) |
| | | |
| White | 63.8% (2608) | 36.2% (1480) |
| Black | 72.5% (161) | 27.5% (61) |
| Hispanic | 60.4% (81) | 39.6% (53) |
| Asian | 69.8% (370) | 30.2% (160) |
| American Indian or Alaskan Native | 63.8% (37) | 36.2% (21) |
| Not specified | 73.3% (22) | 26.7% (8) |
| Hawaiian | 62.5% (10) | 37.5% (6) |
| International | 85.7% (210) | 14.3% (35) |
| | | |
| ACT | 26.9 | 27.7 |

More females than males

Proportionally more White students than students of color enroll in freshman seminars

Higher ACT composite average

Who Enrolls in Freshman Seminars?



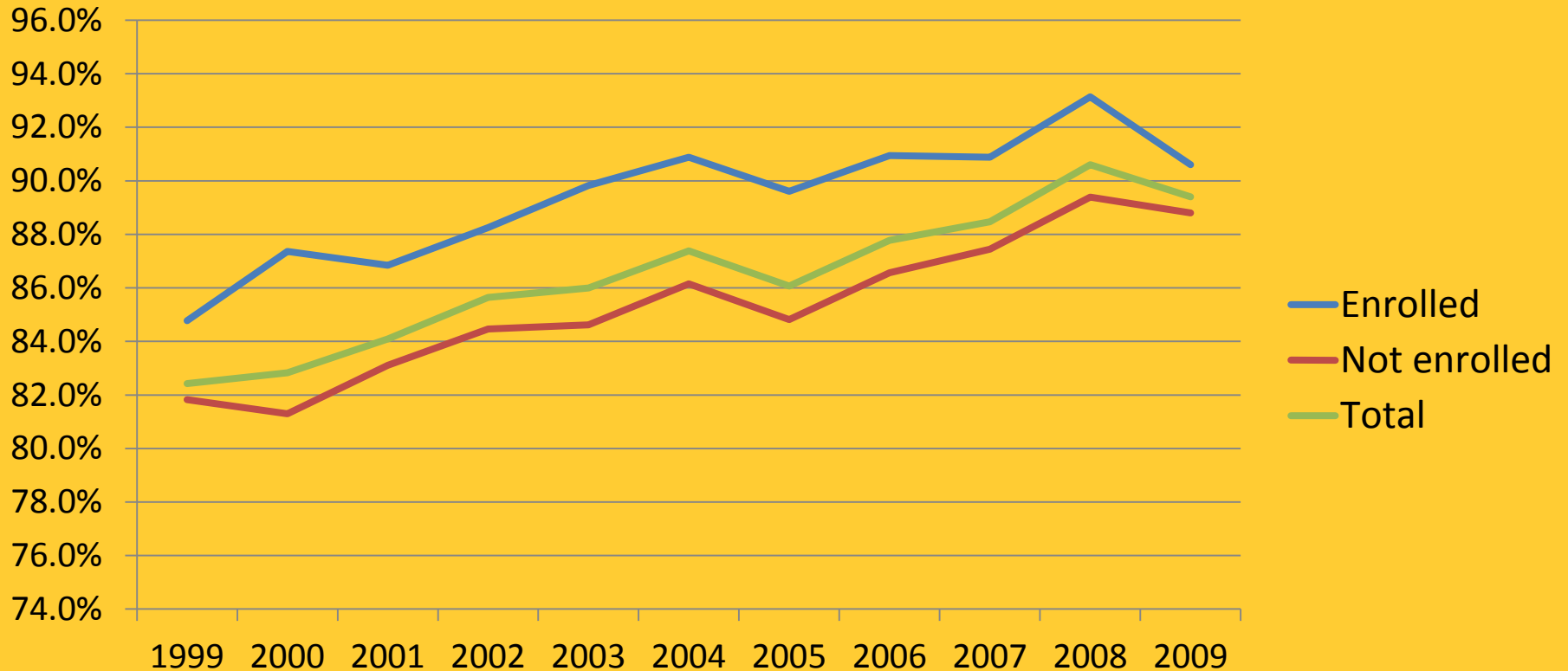
| | Did not Enroll | Enrolled |
|-------------------|----------------|---------------|
| Lives in Dorm | 85% (2,974) | 88.8% (1,619) |
| Lives off Campus | 15% (525) | 11.2% (205) |
| Cumulative GPA | 3.15 | 3.25 |
| Access to Success | 10.4% (365) | 5.0% (92) |

More students who live in dorms enroll in freshman seminars

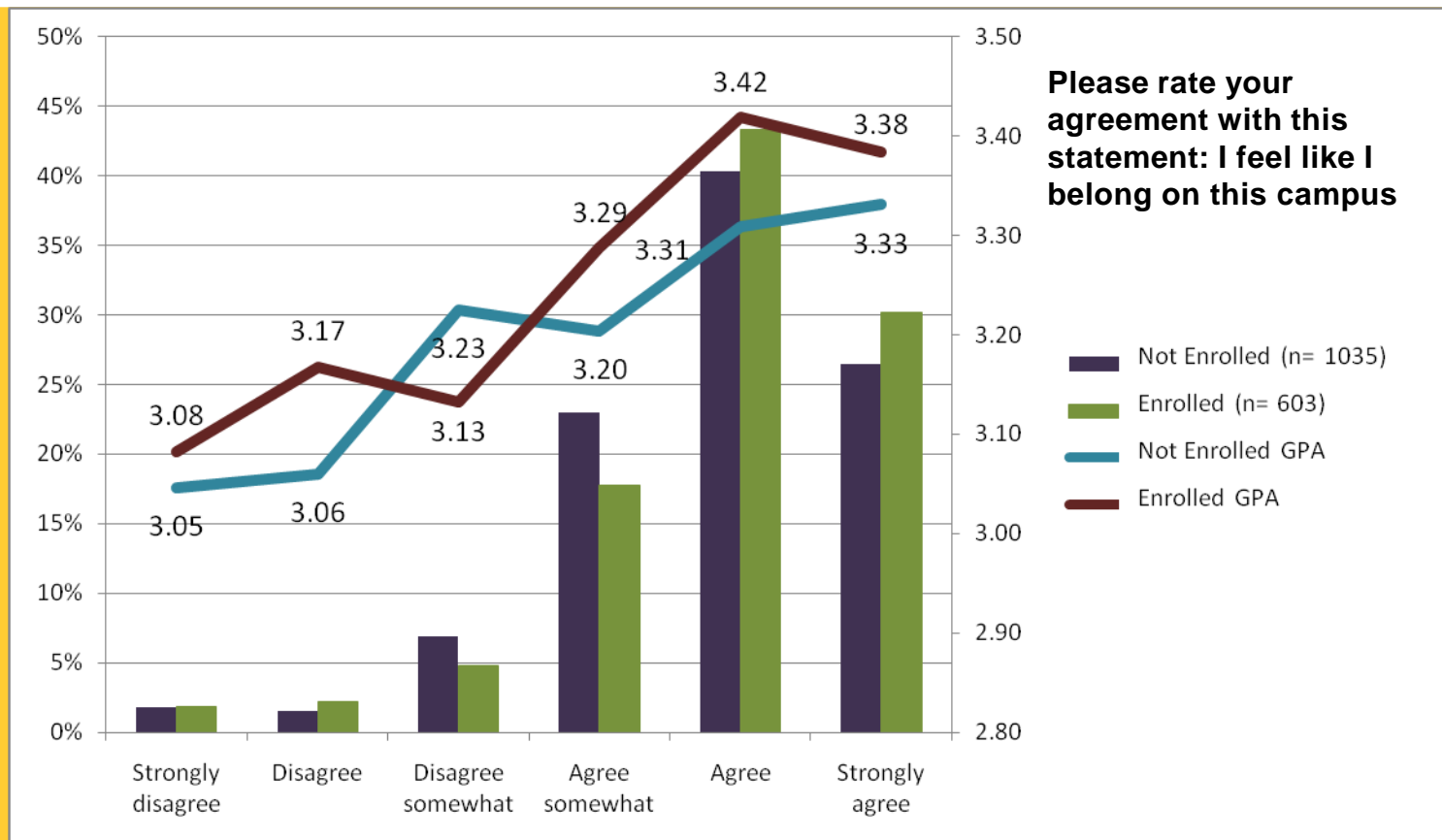
Higher cumulative gpa

Fewer ATS students

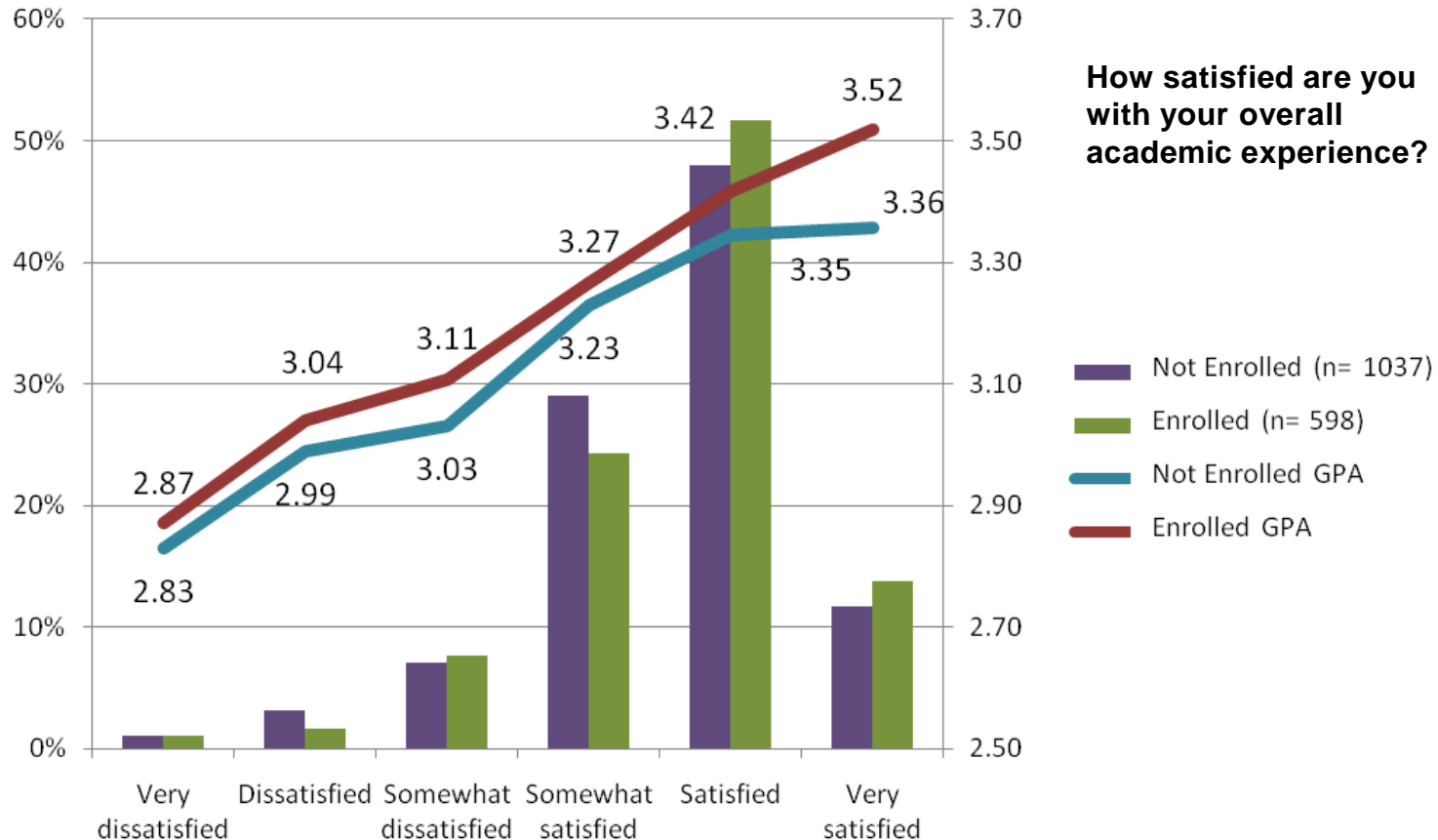
2nd Year Persistence by Seminar Participation: FY Cohorts 1999-2009



SERU: Sense of Belonging and GPA by Seminar Participation



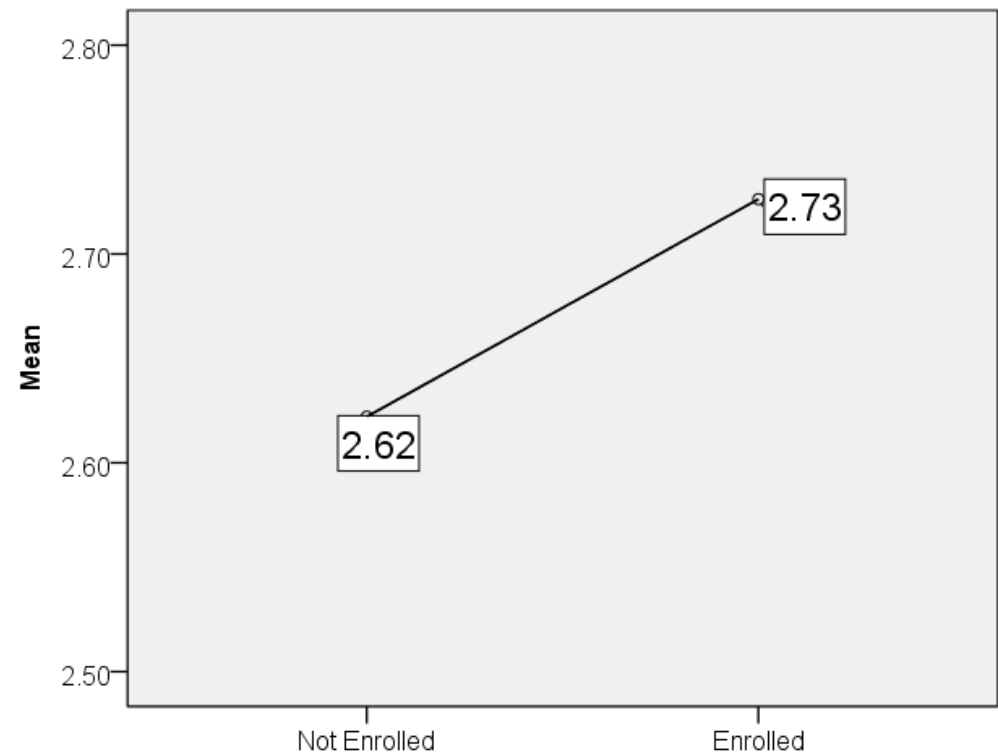
SERU: Satisfaction with Academic Experience and GPA



Freshman Seminars vs. not



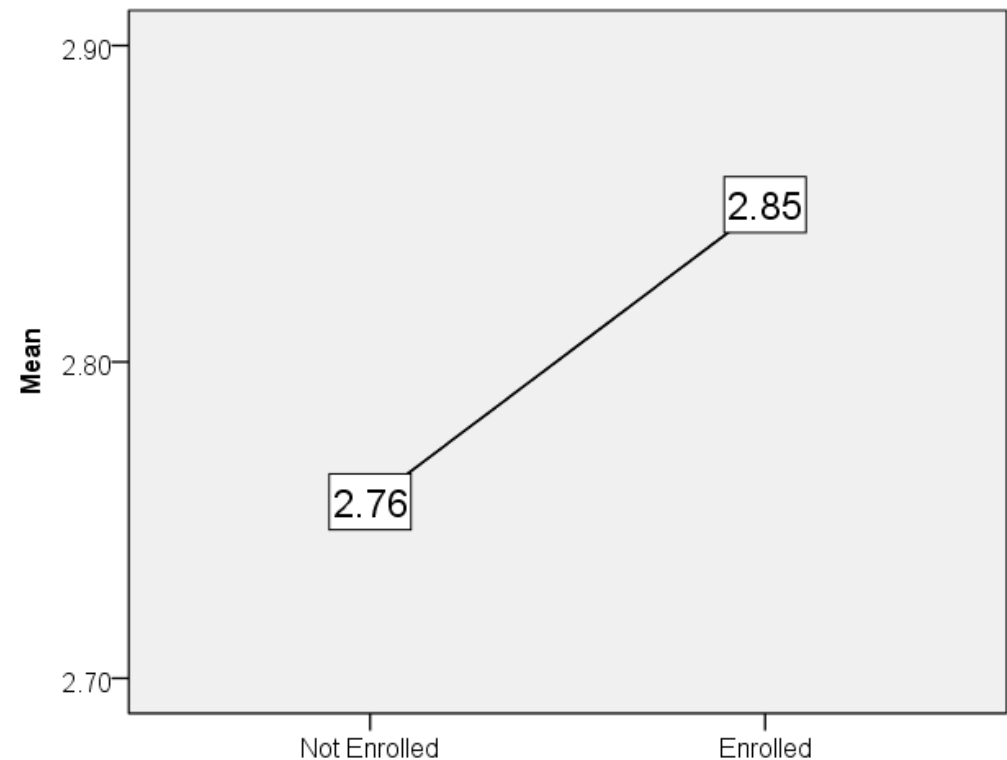
- NSSE: Higher frequency in asking questions or contributing to class discussions
- $F(1, 1404) = 5.86, p = .02, d = .14$
- Scale: 1 to 4 (“Never” to “Very Often”)



Freshman Seminars vs. not



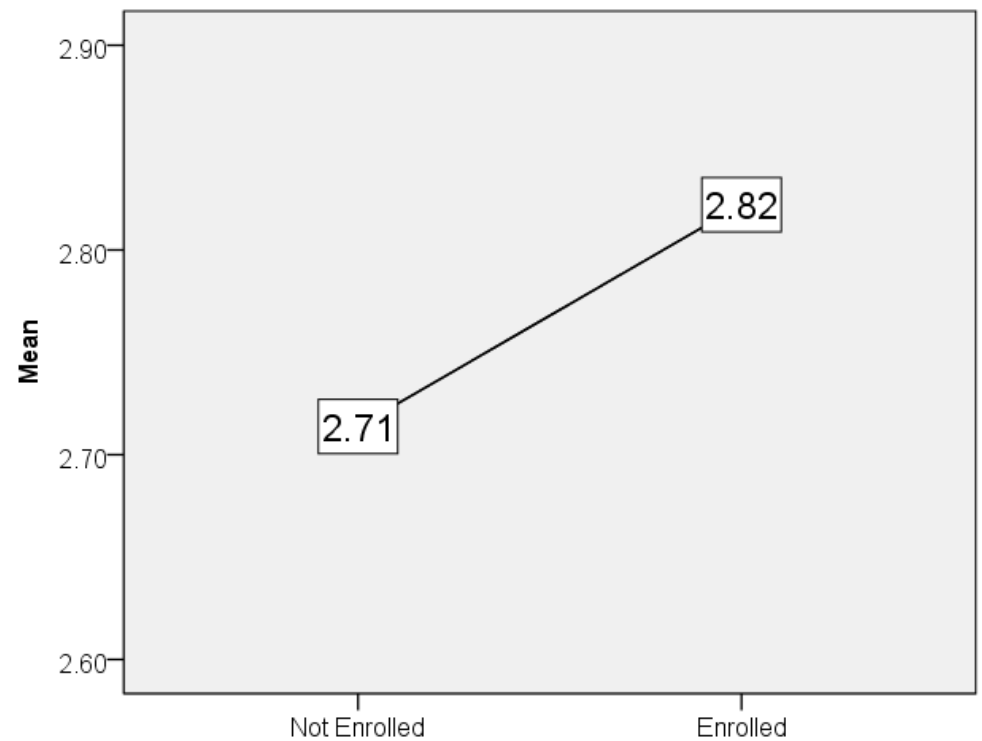
- NSSE: Higher frequency in discussing ideas from readings or classes with others outside of class (students, family, coworkers, etc.)
- $F(1, 1342) = 4.04, p < .05, d = .11$
- Scale: 1 to 4 (“Never” to “Very Often”)



Freshman Seminars vs. not



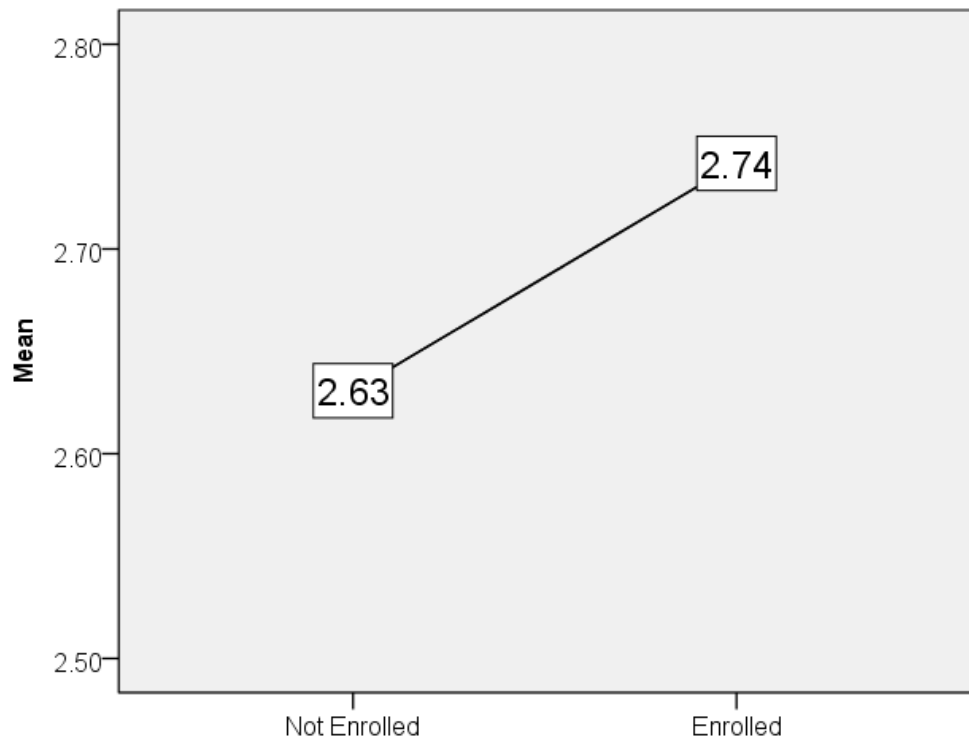
- NSSE: Higher frequency in including diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing
- $F(1, 1404) = 5.20, p = .02, d = .13$
- Scale: 1 to 4 (“Never” to “Very Often”)



Freshman Seminars vs. not



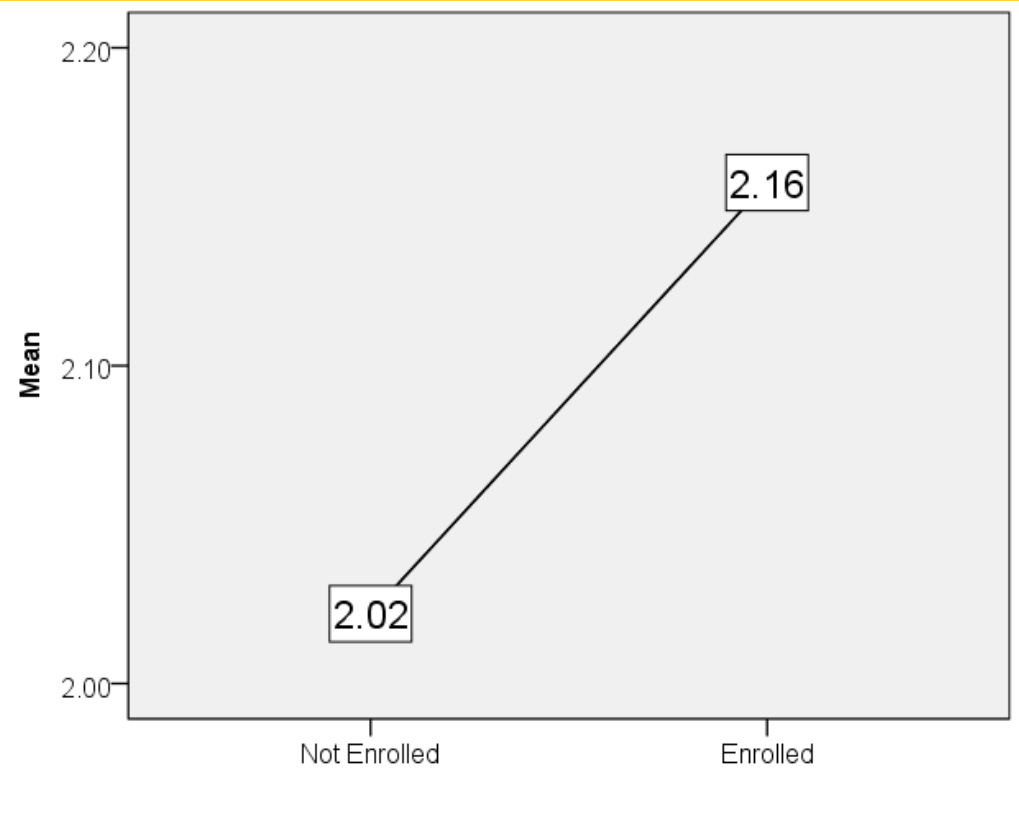
- NSSE: Higher frequency in having serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values
- $F(1, 1345) = 4.54, p = .03, d = .12$
- Scale: 1 to 4 (“Never” to “Very Often”)



Freshman Seminars vs. not

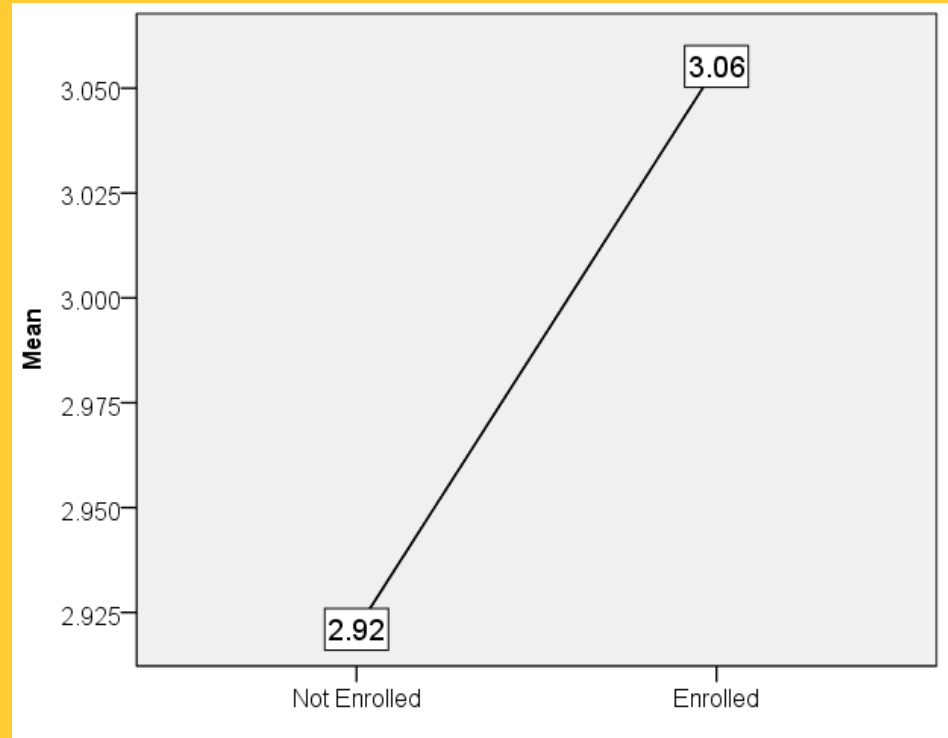


- NSSE: Higher frequency in making a class presentation
- $F(1, 1398) = 11.30, p = .001, d = .19$
- Scale: 1 to 4 (“Never” to “Very Often”)



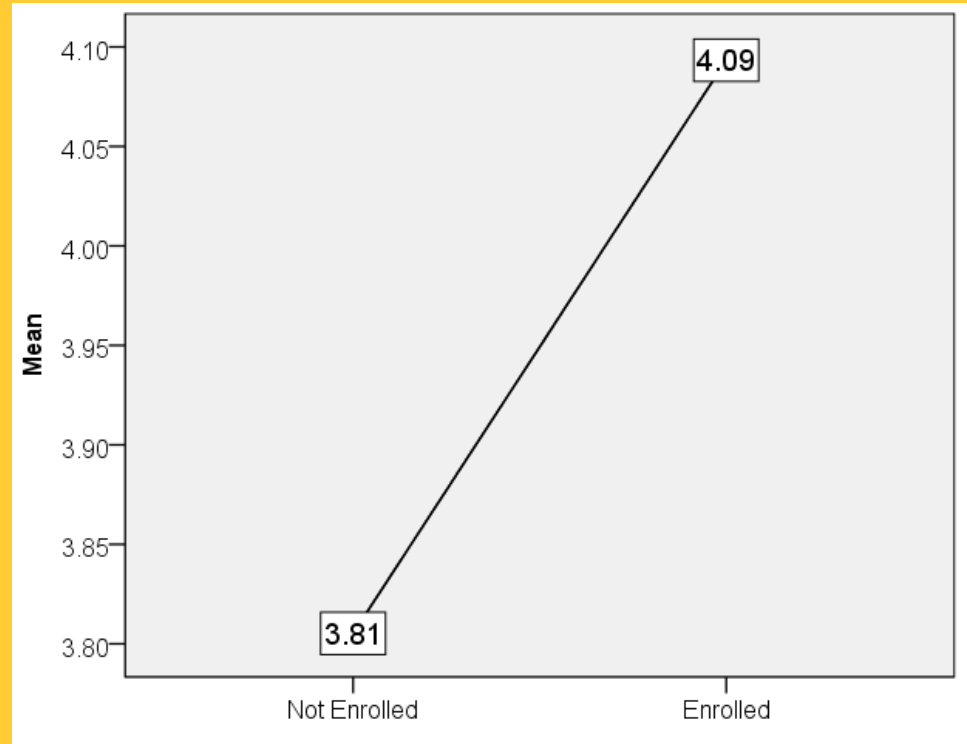
Freshman Seminars vs. not

- SERU: Higher frequency in interacting with faculty during lecture class sessions
- $F(1, 1622) = 4.04, p = .045, d = .11$
- Scale: 1 to 6 (“Never” to “Very Often”)



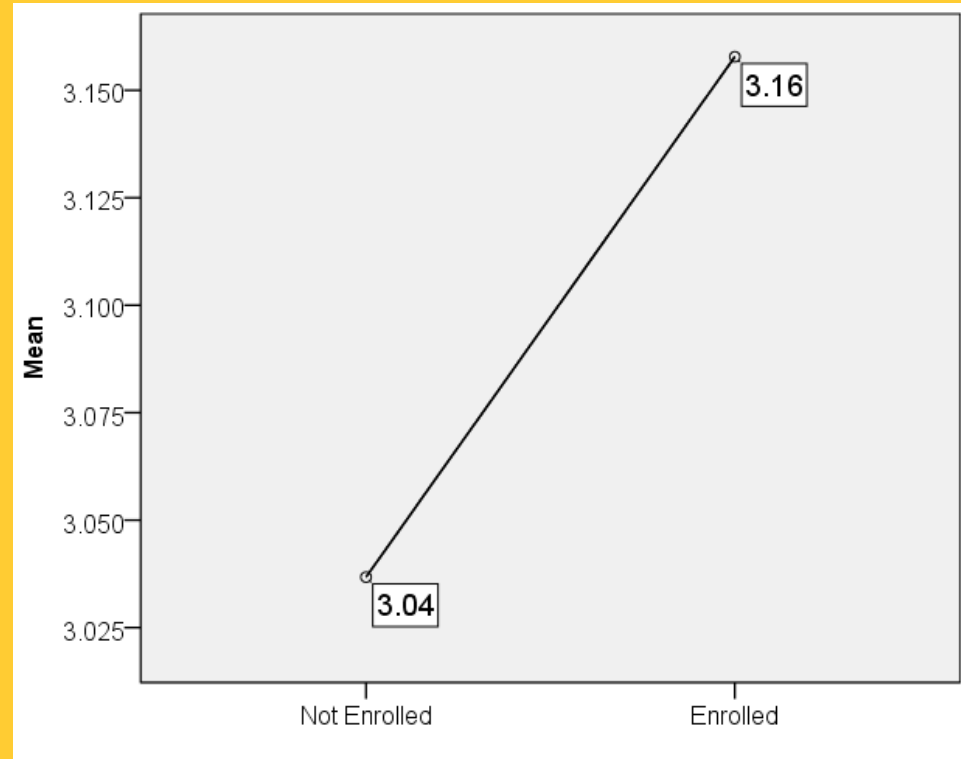
Freshman Seminars vs. not

- 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”)



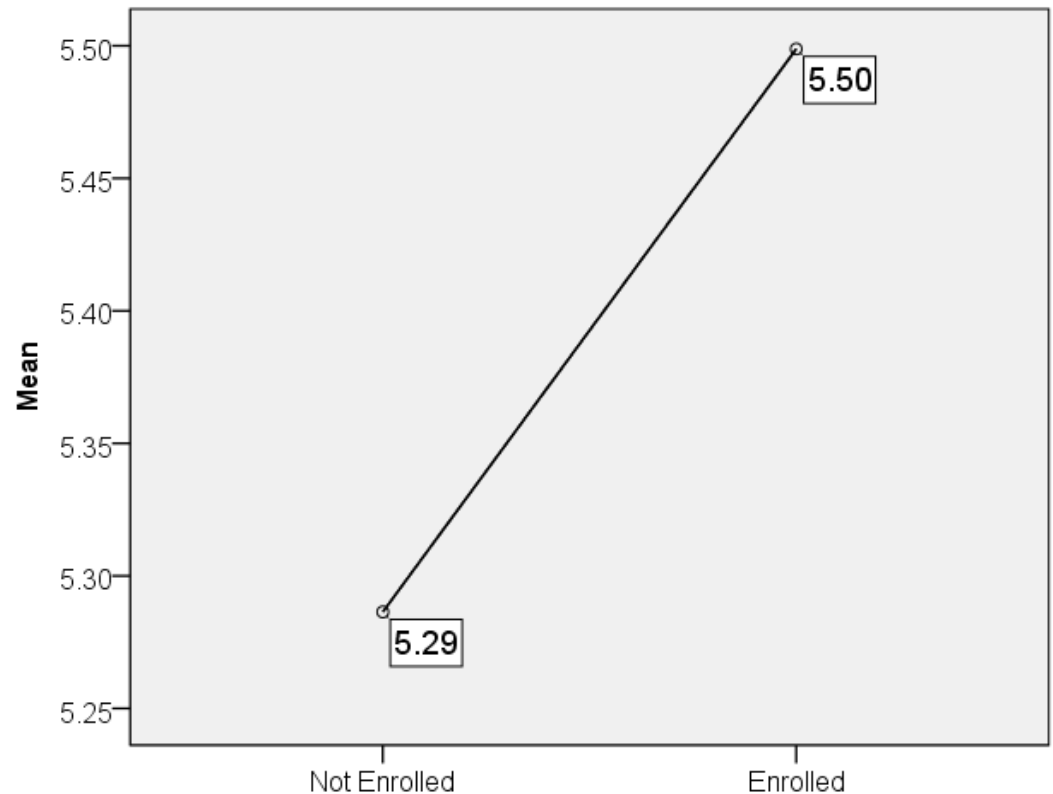
Freshman Seminars vs. not

- SERU: Higher frequency in making a class presentation
- $F(1, 1636) = 3.99, p = .05, d = .10$
- 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



Surveys & Assessment On-line

Surveys & Assessment Plan

- <http://www.oir.umn.edu/surveys>

SERU on-line results

- <http://www.oir.umn.edu/surveys/seru>

Goal: Illustrate role of survey data in broader assessment plan