

Student Experience in the Research University (SERU)

TELL US.

SERU seeks to broaden our understanding of undergraduate experiences on campuses like ours, and to promote a culture of institutional self-improvement.

The SERU Consortium currently includes 15 research universities in addition to UI, plus the University of California system.

University of Alabama	University of North Carolina	University of Southern California
University of Florida	University of Oregon	Texas A&M University
University of Kansas	University of Pittsburgh	University of Texas at Austin
University of Michigan	Purdue University	University of Virginia
University of Minnesota	Rutgers University	University of Washington

<https://uiowa.edu/seru/>

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All students respond to the Core Survey and one of two randomly assigned modules

Core Survey

- Academic engagement
- Time use
- Plans and aspirations
- Evaluation of their major
- Climate for diversity
- Financial concerns
- Overall satisfaction

Student Life and Development:

- personal goals
- campus concerns,
- respect for diverse viewpoints & identities

Institution-Specific Questions:

- high impact practices
- perspective-taking
- student employment
- obstacles to success

The University of Iowa has over 21,000 undergraduates, in more than 100 different fields of study, and we want to know what each of you thinks.

Tell us by taking a survey that lets us hear from all of you -- about your classes, your major, life as a student, and your overall experience at UI.

When we hear from you, everybody benefits.

Observations based on SERU Responses

TELL US.

- Overall satisfaction and engagement
- Reported time use
- Perceived climate for diversity
- Perceived obstacles to success
 - Succeeding in spite of the obstacles

Questions for Reflection:

- What additional perspectives do these survey responses add to the understanding of student experiences that we share in our office?
- What additional questions are raised by the data?

SERU 2016 Respondent Profile

Administered to all degree-seeking undergraduates during March, April, and May 2016

Response Rate: 21%

- Responses are generally proportional by college.

Respondents by College

College	% Respondents	% Population
Medicine	~1%	~1%
University College	~1%	~1%
Nursing	~2%	~2%
Engineering	~5%	~5%
Business	~8%	~8%
CLAS	~65%	~15%

SERU 2016 Respondent Profile

Administered to all degree-seeking undergraduates during March, April, and May 2016

Response Rate: 21%

- Responses are generally proportional by college.
- Fourth-year students somewhat overrepresented, while first-year students are somewhat underrepresented.

Respondents by Year of Study

Year of Study	% Respondents	% Population
First Year	~10%	~15%
Second Year	~18%	~18%
Third Year	~22%	~22%
Fourth Year	~35%	~25%

SERU 2016 Respondent Profile

White students are somewhat overrepresented, while international students are somewhat underrepresented.

Other ethnic groups are represented proportionally among respondents.

Respondents by Ethnicity

Ethnicity	% Respondents	% Population
Native Hawaiian or Other Pacific...	~1%	~1%
Alaskan Native or American Indian	~1%	~1%
Multi-Racial	~1%	~1%
African American or Black	~2%	~2%
Race and Ethnicity unknown	~1%	~5%
Asian	~2%	~2%
Hispanic or Latino(a)	~3%	~3%
Nonresident Alien	~1%	~5%
White, not of Hispanic or...	~65%	~55%

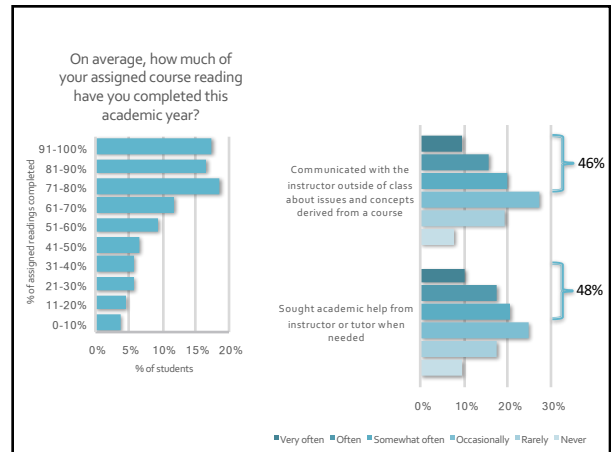
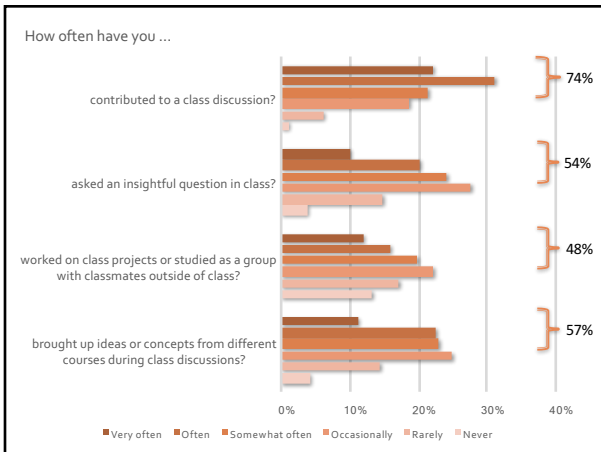
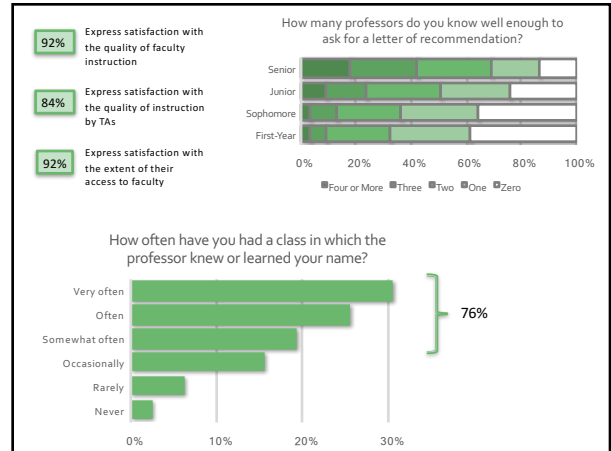
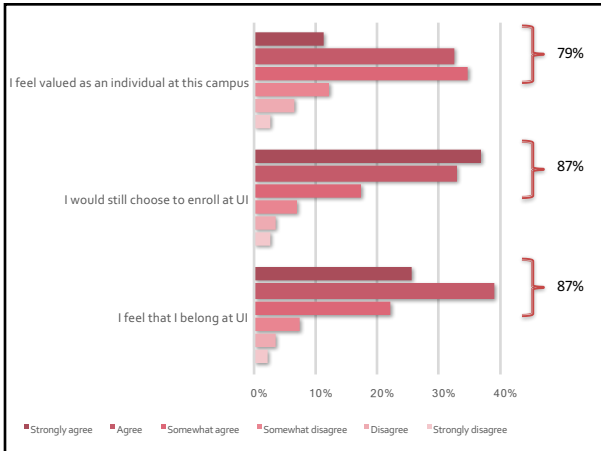
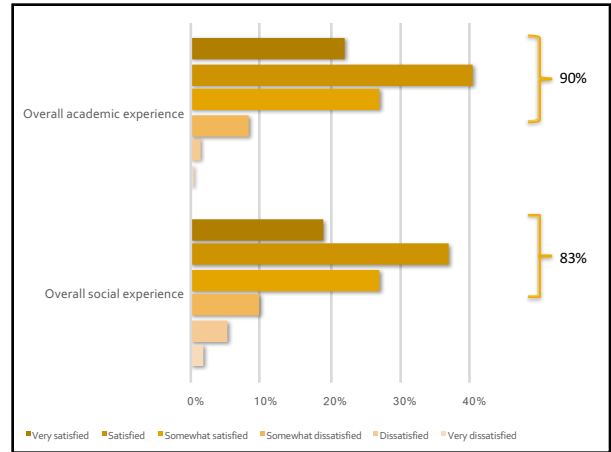
SERU 2016 Respondent Profile

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Other ethnic groups are represented proportionally among respondents.

Respondent admission test scores and GPAs are comparable to non-respondent profiles

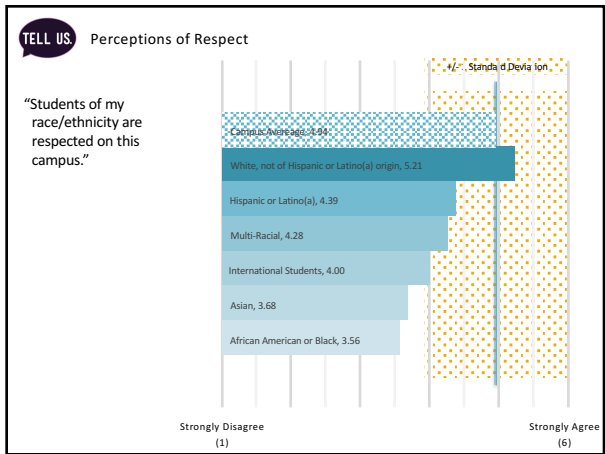
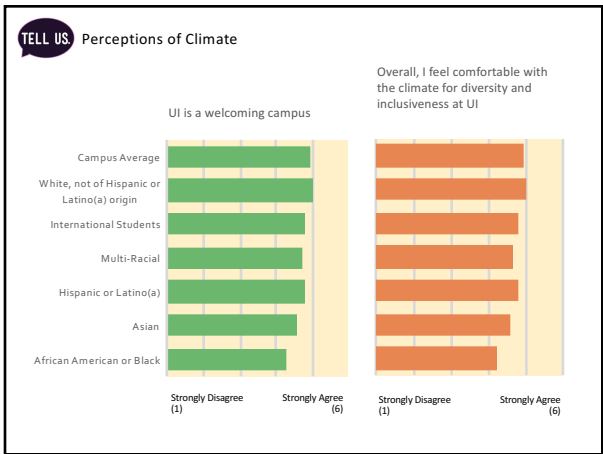
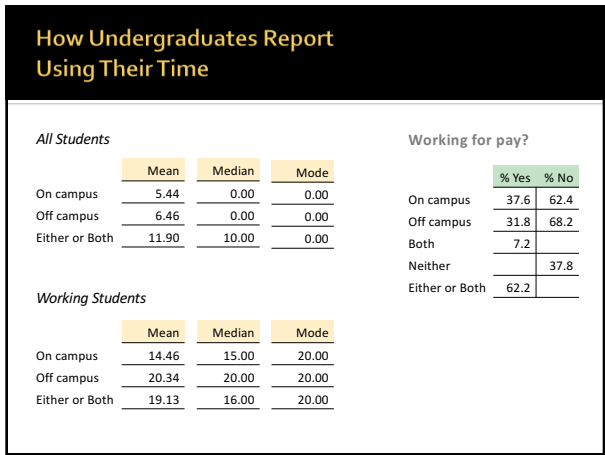
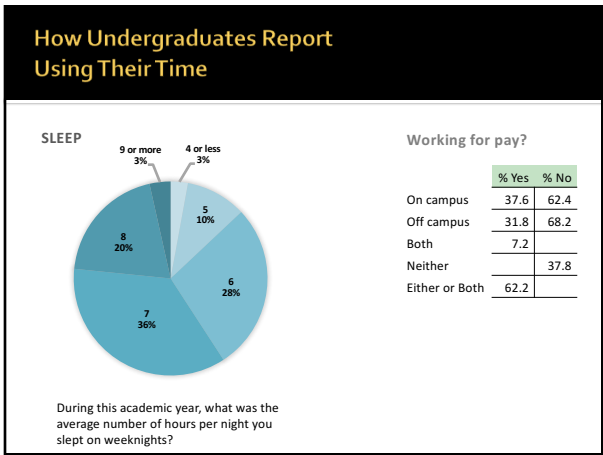
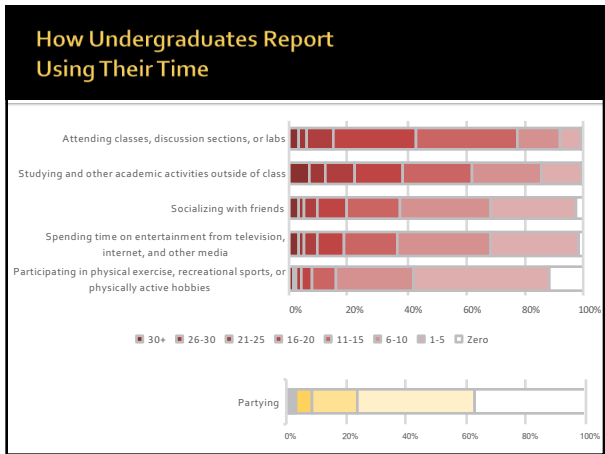
	Took SERU	Did not Take SERU
ACT	25.36	25.30
HS GPA	3.61	3.61
UI GPA	2.97	2.96

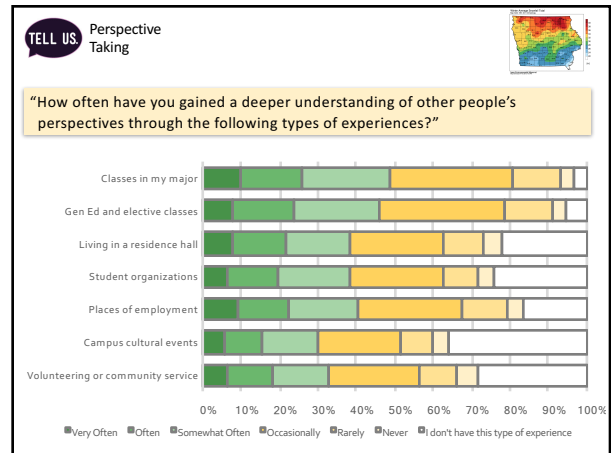
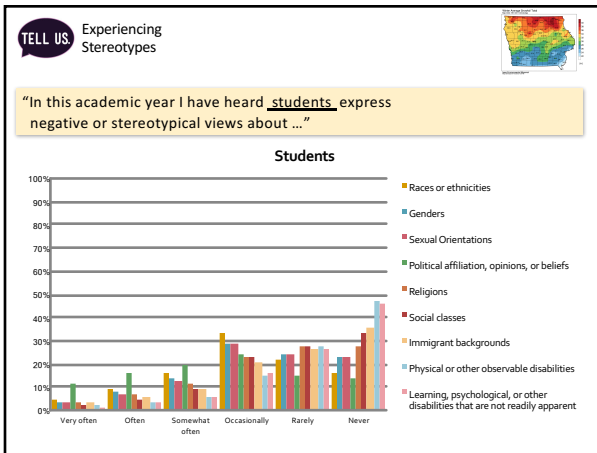
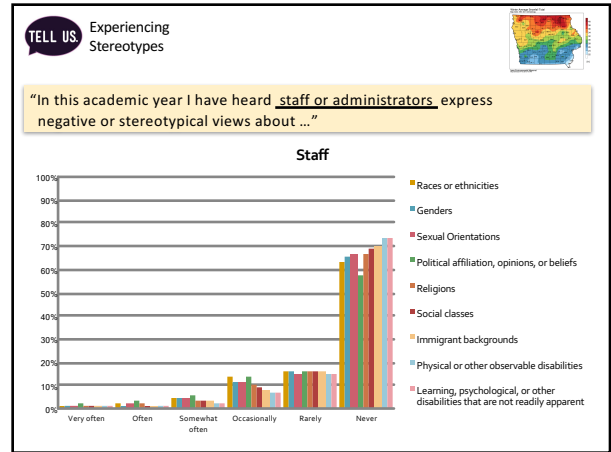
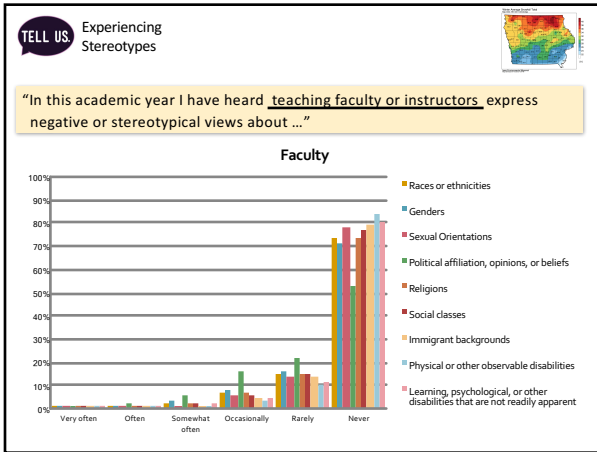


How Undergraduates Report Using Their Time

How many hours do you spend in a typical week (7 days) on the following activities:

- Attending cultural events, movies, concerts, sports or other entertainment with others
- Attending classes, discussion sections, or labs
- Participating in physical exercise, recreational sports, or physically active hobbies
- Participating in spiritual or religious activities
- Participating in student clubs or organizations
- Partying
- Performing community service or volunteer activities
- Socializing with friends
- Spending time on entertainment from television, internet, and other media
- Spending time with family
- Studying and other academic activities outside of class





- TELL US** Obstacles
- During this academic year, how often have each of the following been obstacles to your success at UI:
1. Anxiety about grades and tests
 2. Challenges managing mental or emotional health concerns
 3. Challenges managing physical health concerns
 4. Concern that I will be judged negatively by my instructor
 5. Concern that I will be judged negatively by other students
 6. Concern that others will think I don't belong here
 7. Difficulty speaking up in class
 8. Difficulty with math assignments
 9. Difficulty with reading assignments
 10. Difficulty with writing assignments
 11. Family responsibilities
 12. Job responsibilities
 13. Other off-campus commitments (such as military obligations or community involvement)
 14. Other on-campus commitments (such as athletics or student organizations)
 15. Other; please elaborate:
- { Never | Rarely | Occasionally | Somewhat Often | Often | Very Often }

- TELL US** Obstacles
- Blue = third or more of responses on the upper half of the scale*
- During this academic year, how often have each of the following been obstacles to your success at UI:
- All students (top 3)**
- Anxiety about grades and tests
 - Difficulty speaking up in class
 - Concern that I will be judged negatively by other students
- Male students (top 3)**
- Anxiety about grades and tests
 - Difficulty speaking up in class
 - Difficulty with math assignments
- First generation students (top 3 plus)**
- Anxiety about grades and tests
 - Difficulty speaking up in class
 - Job responsibilities
 - Family responsibilities
 - Concern that I will be judged negatively by other students
- International students (top 3 plus)**
- Anxiety about grades and tests
 - Difficulty speaking up in class
 - Difficulty with writing assignments
 - Difficulty with reading assignments
 - Concern that I will be judged negatively by other students