

## 2016 SERU Preliminary First Generation Differences

### Academic Engagement Differences

When examining first generation students and continuing generation students they actually compare favorably when we examine their survey response regarding academic engagement and satisfaction. For the most part first-gen students respond slight lower or with no appreciable difference to the SERU questions. When we ask first generation students about obstacles that they do experience, this is where we start to see the differences that are commonly referred to in the literature.

Survey Topic	SERU Question	Cont-Gen	First-Gen	Effect Size	Effect Size - Standardized Mean Difference	Response Range	
Academic Engagement	<b>How frequently during this academic year have you done each of the following?</b>						
	Gone to class unprepared	2.37	2.22	-0.151	Slightly Lower	1 - Never 2 - Rarely 3 - Occasionally 4 - Somewhat often 5 - Often 6 - Very often	
	Helped a classmate better understand the course material w	3.67	3.45	-0.156	Slightly Lower		
	Skipped class	2.33	2.25	-0.075	No effective Difference		
	Turned in a course assignment late	1.65	1.65	0.003	No effective Difference		
	Worked on class projects with classmates outside of class	3.59	3.41	-0.119	Slightly Lower		
	<b>How frequently have you engaged in these activities so far this academic year?</b>						
Chosen challenging courses	3.27	3.16	-0.134	Slightly Lower			
Worked with a faculty member on an activity other than cour	1.86	1.72	-0.127	Slightly Lower			
Satisfaction	<b>How satisfied are you with the following aspects of your campus experiences/education?</b>						
	My UI grade point average	4.10	3.83	-0.202	Moderately Lower	1 - Very dissatisfied 2 - Dissatisfied 3 - Somewhat dissatisfied 4 - Somewhat satisfied 5 - Satisfied 6 - Very satisfied	
	Overall academic experience	4.59	4.52	-0.075	No effective Difference		
	Overall social experience	4.53	4.38	-0.133	Slightly lower		
	Value of your education for the price you are paying	4.09	4.04	-0.041	No effective Difference		
	<b>Please select your level of agreement with the following statements.</b>						
	I feel that I belong at UI	4.74	4.56	-0.153	Slightly lower		
I feel valued as an individual at this campus	4.27	4.12	-0.126	Slightly lower			
Knowing what I know now I would still choose to enroll at UI	4.88	4.76	-0.101	Slightly lower			
Obstacles	<b>During this academic year how often have each of the following been obstacles to your success at UI?</b>						
	Anxiety about grades and tests	3.98	4.13	0.098	No effective Difference	1 - Never 2 - Rarely 3 - Occasionally 4 - Somewhat often 5 - Often 6 - Very often	
	Challenges managing mental or emotional health concerns	2.51	2.60	0.058	No effective Difference		
	Challenges managing physical health concerns	2.11	2.13	0.014	No effective Difference		
	Concern that I will be judged negatively by my instructor	2.63	2.73	0.073	No effective Difference		
	Concern that I will be judged negatively by other students	2.80	2.89	0.064	No effective Difference		
	Concern that others will think I don't belong here	2.28	2.51	0.162	Slightly Higher		
	Difficulty speaking up in class	2.96	3.15	0.126	Slightly Higher		
	Difficulty with math assignments	2.72	2.83	0.064	No effective Difference		
	Difficulty with reading assignments	2.44	2.43	-0.009	No effective Difference		
	Difficulty with writing assignments	2.73	2.74	0.010	No effective Difference		
	Family responsibilities	2.43	2.86	0.311	Moderately Higher*		
	Job responsibilities	2.48	2.94	0.310	Moderately Higher*		
	Other on-campus commitments (such as athletics or student	2.39	2.24	-0.108	Slightly lower		
	<b>During this academic year how often would you say that ...</b>						
	I am comfortable asking for help with my class work	4.31	4.12	-0.145	Moderately Lower		
	I know how to study effectively for the classes I am taking	4.31	4.19	-0.104	Moderately Lower		
I know other students who I can study with	4.16	3.80	-0.248	Moderately Lower			
I know where to go when I need help with my class work	4.59	4.44	-0.130	Moderately Lower			
I make good use of my time when I am studying	4.23	4.12	-0.096	Slightly Lower			

Survey topics included in the 2016 administration of SERU at UI include:

- Academic and Personal Development
- Academic Engagement
- Background and Personal Characteristics
- Campus Climate for Diversity and Inclusiveness
- Co-Curricular Experience
- Community Service Participation
- Educational Experiences
- Evaluation of the Primary Major
- Evaluation of the Second Major
- Financial Concerns
- High Impact Activities
- Plans and Aspirations
- Satisfaction
- Sources of Funding
- Student Obstacles
- Student Perspective Taking
- Time Allocation
- Working While a Student

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Obstacles to academic success:

- 1st generation students state that job responsibilities and family responsibilities are obstacles – 0.3 difference from the mean that reflects all students; other obstacle is concern that others don't think I belong here – 0.2 difference from the mean

Levels of proficiency in academic skill areas:

- 1st generation students reports lower perceived ability in the areas of writing, oral communication, analytical and critical thinking skills, and quantitative skills

Academic behaviors:

- 1st generation students report higher levels of concern regarding making use of time when studying, studying effectively, knowing where to get help, confidence about asking for help (0.1 difference) and knowing other students who they can study with (0.3 difference)

Collegiate aspirations:

- 1st generation students tend to have lower degree aspirations, a 0.7 difference compared to all UI students, but a 8.6 difference in degree aspirations for Black/African American Students.

## GRIT Score

