First-year Seminar (FYS), U-110 Course Assessment

Results, Open-ended Responses
(Fall 2007 & 2008 / Spring 2008 & 2009)

University College

Indiana University Purdue University, Indianapolis (IUPUI)

Michele J. Hansen, Ph.D., Director of UC Assessment
Daniel J. Trujillo, UC Assessment Research Assistant

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Introduction

The purpose of this investigation was to understand students’ perceptions of U110, First-year Seminar (FYS) courses. Students enrolled in FYS courses were asked to voluntarily respond to an anonymous questionnaire administered at the end of the semester. Within this survey students were encouraged to provide open-ended response feedback in the areas of what they found most and least valuable about the course, suggestions for class improvement, and their intentions to return to IUPUI for the next academic semester. It is our hope that highlighting these responses will assist in recognizing areas of achievement of FYS courses while also providing a pathway to improving teaching and learning.

Sample

The qualitative section consisted of five open-ended questions that provided students with an opportunity to provide feedback about the FYS course in their own words (Appendix A). This report reflects questionnaire responses of students who participated in a FYS course during one of four semesters: fall 2007, fall 2008, spring 2008, and spring 2009. During the fall 2007 semester a total of (#) students were enrolled in (#) separate FYS course sections. Similarly, a total of (#) students were enrolled in (#) separate FYS course sections during the fall of 2008. While the FYS course is open to student enrollment during the spring semester, many students choose to participate in the course during their fall semester because of its close connection with the Summer Academy Bridge program. Still, a total of (#) students participated in an FYS course during the spring of 2008 (# sections), with (#) students participating in a spring 2009 course (# sections). The number of student survey responses varied depending on the question asked:

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Fall 2007</th>
<th>2008</th>
<th>Spring 2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.) Please describe what you found most valuable about this class:</td>
<td>525</td>
<td>624</td>
<td>43</td>
<td>53</td>
</tr>
<tr>
<td>71.) Please describe what you found least valuable about this class:</td>
<td>504</td>
<td>560</td>
<td>38</td>
<td>49</td>
</tr>
<tr>
<td>72.) What specific suggestions do you have for improving this class? Please describe:</td>
<td>476</td>
<td>586</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>74.) If you intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:</td>
<td>456</td>
<td>544</td>
<td>36</td>
<td>49</td>
</tr>
<tr>
<td>75.) If you do not intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:</td>
<td>176</td>
<td>205</td>
<td>13</td>
<td>11</td>
</tr>
</tbody>
</table>

Method

Most students responded to the five open-ended items included in the questionnaire. Student participants’ open-ended survey responses were first cleaned for errors and then uploaded into Atlas.ti, a software program that assists in qualitative data analysis. A coding process was then employed as a means of examination. Through this process student responses were arranged into topical theme categories. These categories allowed for individual student perceptions of the FYS course sections to be considered collectively. Topical theme categories were considered to be “emerged or notable” if 5% or more of students responded in a similar manner. In a number of instances a singular student comment addressed more than
one topic or category. In these instances, student comments were considered in multiple areas of discussion and were included in multiple analyses. An understanding of student comments in the aggregate facilitates a greater understanding of FYS courses. While this method of analysis essentially quantifies student comments, it does allow for the students’ key perceptions and feelings about the course to be identified. Many of the comments are concise statements and may not fully reflect the entirety of students’ opinions. Listed below is the number of individual student comments and the average number of codes assigned to those comments - according to each specific FYS cohort.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>2008</th>
<th>Spring 2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Individual Student Comments by (FYS) Cohort:</td>
<td>2137</td>
<td>2519</td>
<td>165</td>
<td>204</td>
</tr>
<tr>
<td>Total Codes Assigned:</td>
<td>2964</td>
<td>3680</td>
<td>231</td>
<td>280</td>
</tr>
<tr>
<td>Average Number of Codes Assigned to Individual Student Comment:</td>
<td>1.38</td>
<td>1.46</td>
<td>1.40</td>
<td>1.37</td>
</tr>
</tbody>
</table>

Total Individual Student Comments: 5025
Average Number of Codes Assigned: 1.42

**Co-Occurrence**

As previously noted, in a number of instances a singular student comment addressed more than one topic or category. In these occurrences, student comments were considered in multiple areas of discussion and were included in multiple table categories. For example, a singular student response could address the thematic categories of *Outside Class Activities, Meeting New People and Forming Friendships*, and *College Transition Assistance*, simultaneously. This singular student response would be considered in multiple analyses (and accompanied tables). In examining student data holistically it was found that several thematic categories experienced this phenomenon, also known as a high rate of **Co-Occurrence**. Tables 21 and 22 (pg. 40 - 41) display student responses that presented the highest rates of **Co-Occurrence** per question being asked. Co-Occurrence data from the spring 2008 and 2009 semesters was not included due to a low sample number.

**Results**

Through the examination of open-ended response feedback a wide variety of students’ perceptions of U-110 FYS courses was obtained. These perceptions included students’ opinions regarding the least and most valuable course aspects, suggestions for class improvement, and intentions to return to IUPUI for the next academic year. First, a **Highlights** section outlines notable opinions and perceptions of each of the four individual FYS cohorts of students. Next, **Aggregate Highlights** - describing common, reoccurring trends of student responses across all four FYS cohorts is included. Finally, tables are provided that detail student responses to each of the five open-ended questions. These tables are sorted by FYS cohort and question, and include numerous examples of actual student comments. It is our hope that this method of result presentation will aide University College (UC) faculty and staff in gaining a further understanding of students’ perceptions of FYS courses.
Highlights - (Specific Codes in Italics)

Fall 2007, FYS Cohort

- 30% of students responded that “Meeting New People and Forming Friendships” was the most valuable aspect of their FYS course.

- 18% of students indicated that receiving “Campus Information, Resources, and Way-finding” was the most valuable characteristic of the FYS course.

- 15% of survey participants indicated that the FYS course was, “Not Meaningful, Helpful, or Productive” when prompted to describe the least valuable aspect of the class.

- 12% of students responded that they found the “Reading and Writing Assignments” to be the least valuable aspect of the class.

- Students responded with a highly stratified list of suggestions for improving future FYS courses: 17% of students provided the suggestion of “More Group Activities and Discussions”, 8% of students desired “Less Time Commitments and Restraints”, and 7% of students suggested that there be “More Outside Class Activities” associated with the class. It was also suggested that the course be “More Meaningful, Helpful, and Productive (6%) and that is should be “Less Boring, Repetitive, and Uninteresting” (5%).

- 23% of students indicated that the “Majors and Programs Offered” was the single most important reason for returning to IUPUI for the next academic year.

- 18% of students responded that an “Enjoyable Campus and People (Good Fit)” was the most important reason for returning to IUPUI for the next academic year. 13% of students denoted that IUPUI being “Close to Home (Location)” as their primary reason for returning.

- 18% of students denoted that they were “Returning” when asked - what was the single most important reason for not returning to IUPUI for the next academic year? 10% of students responded that the reason for not returning is that they had “Feelings of Disconnection with the University / Lack of Friendships and Involvement”. 7% of students indicated “Wants to be Closer to Home and Family” as reasons for not returning.

Fall 2008, FYS Cohort

- 24% of students responded that “Meeting New People and Forming Friendships” was the most valuable aspect of their FYS class.

- 22% of students indicated that receiving “Campus Information, Resources, and Way-finding” was the most valuable characteristic of their FYS course.

- 31% of survey participants indicated that the “Course Curriculum and Assignments” was the least valuable aspect of the FYS course.

- 17% of survey participants indicated that the FYS course was, “Not Meaningful, Helpful, or
Productive (Busy Work)” when prompted to describe the least valuable aspect of the class.

- 13% of students provided “General Positive Comments” when instructed to provide a response to what they considered to be the least valuable course aspect.

- Student responded with a highly stratified list of suggestions for improving future FYS courses: 11% of students provided the suggestion of “More Group Activities and Discussions”, 9% of students suggested that the course be “More Meaningful, Helpful, and Productive and 8% of students recommended that the class be “Less Boring, Repetitive, Uninteresting”. In addition, 8% of students suggested that there be “More Outside Class Activities” associated with the FYS class. It was also recommended that the course provide “Less Time Commitments and Restraints” (8%) and that it should consist of “More Student Interaction and Involvement” (6%).

- 24% of students indicated that IUPUI’s “Enjoyable Campus and People (Good Fit)” was the single most important reason for returning to IUPUI for the next academic year.

- 21% of students responded that the “Major and Minor Programs of Study Offered” was the most important reason for returning to IUPUI.

- 12% of students answered that a “Dislike for Campus and People (Not a Good Fit)” as the single most important reason for not returning to IUPUI for the next academic year.

- 11% of students denoted that the “University Does Not Offer Program of Study” as being the single most important reason for not returning to IUPUI.

**Spring 2008, FYS Cohort**

- 21% of students replied that “Meeting New People and Forming Friendships” was the most valuable aspect of the FYS course.

- 21% of students also responded that “Major and Career Discovery” was the most valuable aspect of the FYS class. 19% of students indicated that “Advising and Class Registration Assistance” was the most valuable component.

- 29% of students indicated that the “Course Curriculum and Assignments” was the least valuable component of the FYS course. 13% of students specified that “Reading and Writing Assignments” was the least valuable aspect.

- 8% of students denoted that “Group Activities and Discussions” and that the course was “Not Meaningful, Helpful, or Productive (Busy Work) as being the least valuable aspects of the FYS class.

- In regards to specific suggestions for improving the FYS course 20% of students recommended that there should be “More Group Activities and Discussions”. 14% of students suggested that the class be “More Meaningful, Helpful, and Productive” and 11% of students recommended that they receive “More Credit for Course Completion”.

- 27% of students reported the “Goal of Degree Completion” as the single most important reason for returning to IUPUI for the next academic year.
• 22% of students listed that IUPUI’s “Enjoyable Campus and People (Good Fit) “as the most important reason for returning to school. 22% of students also indicated that their ambition to “Further Education / Academic Goals” was their primary reason for returning.

• 14% of students replied that their “Participation in Athletics” was the single most important reason for not returning to IUPUI for the next academic year.

**Spring 2009, FYS Cohort**

• 42% of students indicated that the provided “Campus Information, Resources, and Way-finding” was the most valuable characteristic of the FYS course.

• 19% of students responded that the “Faculty, Staff, Mentor, Support” they received was the most valuable component of the FYS class. 17% of students denoted that participating in “Major and Career Discovery” was the most valuable aspect.

• 24% listed “N/A” or “Nothing” when prompted to report what they considered to be the least valuable aspect of the FYS course.

• 12% of students commented that the “Disorganization and Lack of Structure” as being the least valuable component of the FYS course. 12% of students also responded that “Outside Class Activities (Field Trips)” was the least valuable aspect of the class.

• Students provided numerous suggestions for improvement of future FYS courses. 17% of students recommended that there be “More Course Organization and Structure”. 14% of students suggested that there be “Less Homework and Assignments” and 12% of students responded by recommending that there be more “Group Activities and Discussions”.

• 29% of students responded that their desire to “Further Education and Academic Goals” as the single most important reason for returning to IUPUI for the next academic year.

• 22% of students indicated that IUPUI’s “Enjoyable Campus and People (Good Fit)” was the most important reason for returning.

• 46% of students commented that “Commuter School / Wants to Attend Residential College” as the single most important reason for not returning to IUPUI for the next academic year

• 23% of students indicated that their “Dislike for Campus and People (Not a Good Fit) as their primary reason for not returning to IUPUI.
Aggregate Highlights (Specific Codes in Italics)

Question 70: Most Valuable Aspect of the FYS Course

- “Meeting New People and Forming Friendships” was the most frequently coded response provided when students were asked for their opinion of the most valuable aspect of the FYS course (Question 70). It ranked as the #1 response for the fall 2007 cohort (30%), fall 2008 cohort (24%), and spring 2008 cohort (21%).

- Students also often commented on the value of receiving “Campus Information, Resources, and Way-finding.” This perception ranked as the #1 most frequent coded response for the spring 2009 cohort (42%) and as the #2 response for the fall 2007 (18%) and fall 2008 cohorts (22%). It was the 6th most frequent response given in answering Question 70 by the spring 2008 cohort (5%).

- “Major and Career Discovery” and “Faculty, Staff, Mentor Support” also ranked relatively high as a coded response for what students considered to be the most valuable component of the FYS course. “Faculty, Staff, Mentor Support” ranked as the #3 most frequent response for the fall 2007 cohort (13%) and as the #2 most frequent response for the spring 2009 cohort (19%).

- The spring 2008 cohort responded that “Major and Career Discovery” was the most valuable course aspect with the second most frequency (21%). Both the fall 2008 (12%) and spring 2009 (17%) cohorts also considered “Major and Career Discovery” to be a valuable aspect to the FYS course; receiving the third most responses.

Question 71: Least Valuable Aspect of the FYS Course

- Students often responded that the “Course Curriculum and Assignments” was the least valuable aspect of the FYS course. This response was the most frequent response to Question 71 by the fall 2008 (31%) and spring 2008 (29%) cohorts.

- “Reading and Writing Assignments” were also considered to be the least valuable FYS course component by several students. It ranked as the second most frequent response for the spring 2008 cohort (13%) and the fall 2007 cohort (12%).

- Students often indicated that the least valuable aspect of the FYS course was that it was “Not Meaningful, Helpful, Productive (Busy Work)”. This was the most frequent response for the fall 2007 cohort (15%) and the second most frequent response for the fall 2008 cohort (17%). It is interesting that “Not Meaningful, Helpful, Productive (Busy Work)” did not rank in the top 5 of most frequent responses for least valuable course aspect for either the spring 2008 or 2009 cohort.

Question 72: Suggestions for Improvement

- “More Group Activities and Discussions” was the most frequently coded response provided when students were asked for specific suggestions for improving the FYS course (Question 72). It ranked as the #1 response for the fall 2007 cohort (17%), fall 2008 cohort (11%), and spring 2008 cohort (20%). It was the third most frequent response given to Question 72 by the spring 2009 cohort (12%).
• Both the fall 2008 (9%) and spring 2008 (14%) FYS cohorts gave the suggestion that the course be “More Helpful, Meaningful, and Productive” with the second most frequency.

• Many students responded to the prompt for suggestions for improving the FYS course with “General Positive Comments”: fall 2007 (7%), spring 2009 (7%), spring 2008 (6%), and fall 2008 (5%)

**Question 74: Single Most Important Reason for Returning to IUPUI for the Next Academic Year**

• Students often responded that the “Enjoyable Campus and People (Good Fit)” was the single most important reason for returning to IUPUI for the next academic year. This response was the most frequent response to Question 74 by the fall 2008 cohort (24%) and the second most frequent response given by the fall 2007 (18%), spring 2008 (22%) and spring 2009 cohorts (22%).

• Many students responded that the “Major and Minor Programs of Study Offered” was the single most important reason for returning to IUPUI. It was the most frequent response by the fall 2007 cohort (23%), and the second most frequent response by the fall 2008 cohort (21%). It was the 5th most frequent response for the spring 2008 cohort (6%).

**Question 75: Single Most Important Reason for Not Returning to IUPUI for the Next Academic Year**

• Students gave a wide variety of answering in describing their single most important reason for not returning to IUPUI. There was not one significant, single given with repeated frequency across FYS cohorts. It should be noted that many of the students replied to Question 75 with the response “Returning”. For example, 18% of students in the fall 2007 indicated that they were in fact returning when responding to Question 75. Other notable responses include: “Monetary Concern”, “Does Not Offer Major / Program of Study”, and “Wants a New / Different Experience”.
Table 1: Student Reported Most Valued Aspect of U100 Courses, Fall 2007

(N = 525)

70.) Please describe what you found most valuable about this class:

<table>
<thead>
<tr>
<th>Most Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Meeting New People and Forming Friendships        | 158 | 30% | • “Meeting new people.”  
• “Making friends.”  
• “The new people you meet and transition with.”  
• “The friends made.”  
• “Meeting new people and making friendships with them.”  
• “What I found most valuable was being able to meet with many people and establish relationships.”  
• “Most valuable about this class was being able to have a group of people you knew in your classes.” |
| Campus Information, Resources, and Way-finding    | 92  | 18% | • “Learning about the campus resources.”  
• “Getting to know campus.”  
• “Finding my way around campus.”  
• “The explanation of campus resources.”  
• “Seeing where everything on campus is, and learning about the resources available.”  
• “I found out about all the resources IUPUI has to offer and the way I can get involved in them: volunteering, research, fun clubs, career planning, and more” |
| Faculty, Staff, Mentor Support                    | 67  | 13% | • “Instructors were very willing to help.”  
• “The mentors are very nice.”  
• “Having an academic advisor available all the time was great too.”  
• “I felt like getting to know the honors department staff was valuable.”  
• “Access to IUPUI staff who were willing to answer questions.”  
• “The instructors and mentors were helpful, feel connected. Would recommend to other students.”  
• “Our student mentor was very helpful along with our teacher. When one couldn’t answer a question, the other one could.” |
| Major and Career Discovery                        | 47  | 9%  | • “Career exploration.”  
• “Planning and thinking about major.”  
• “Information provided about career options and majors to choose.”  
• “You’re given the tools to select your major!”  
• “This class helped me to decide on my major and interact with other students.”  
• “Career exploration; helped get more realistic ideas of jobs and their requirements.” |
| Group Activities and Discussions                  | 44  | 8%  | • “Being able to discuss certain topics with other students.”  
• “I think that all of the activities were the most valuable.”  
• “Class discussion.”  
• “The together time, to talk and ask?”  
• “Most valuable about the class was the class discussions that allowed us to freely express our views and opinions.”  
• “What I found most valuable about this class was the activities we did in class together.” |

(Continued)
Continued – Table 1:

70.) Please describe what you found most valuable about this class:

<table>
<thead>
<tr>
<th>Most Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Transition Assistance</td>
<td>39</td>
<td>7%</td>
<td>• “It helped me transition into IUPUI a lot better.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “It was very helpful in my adjustment.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “This class was a very good segway from high school into college. It helped me acclimate to the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>situation and surroundings.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “This class helped me get to know about the rules at the campus and how to transition to the college</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lifestyle.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “It helped me make a smooth transition into college. It was very helpful in learning how to use</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oncourse, Onestart, the library website, etc.”</td>
</tr>
<tr>
<td>Advising and Class Registration Assistance</td>
<td>36</td>
<td>7%</td>
<td>• “Assistance with academic advising and class scheduling was helpful.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The help with registration for second semester.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Provided a close relationship with an advisor.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Helped me learn more about Oncourse, Onestart, and registering for classes.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I found meeting with my advisor and planning out my next year or so schedule out and having her</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>available to me at least once a week to be most valuable.”</td>
</tr>
<tr>
<td>Diversity Related – Activities and</td>
<td>32</td>
<td>6%</td>
<td>• “We learned a lot about diversity.”</td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
<td>• “Diversity activity.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Diversity speaker who shared a game with us.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The November 28th diversity activity.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The thing that was most valuable were discussions dealing with diversity.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I found that the knowledge of diversity and options to become involved in the community were</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>very valuable.”</td>
</tr>
<tr>
<td>Linked with Course / Program</td>
<td>25</td>
<td>5%</td>
<td>• “How classes were linked and all the guest speakers.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I really liked it being linked with another class. We get to know each other better.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Having same kids in two other classes and being able to help each other out in all classes.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Help meet people especially since this class was linked to another class and also was another</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>resource for math help.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I found being with all nursing major girls was valuable we got to know each other and have a lot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in common.”</td>
</tr>
</tbody>
</table>

Notes: Percentages are rounded to the nearest whole. The remaining responses were so varied that no major themes emerged. (N) indicates the number of student responses included in analysis; (3) responses were excluded due to ‘undistinguishable’ answers.
### Table 2: Student Reported Least Valuable Aspect of U110 Courses, Fall 2007

(N = 504)

71.) Please describe what you found least valuable about this class:

<table>
<thead>
<tr>
<th>Least Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Meaningful, Helpful, Productive</td>
<td>78</td>
<td>15%</td>
<td>• “Some of the tasks didn’t really help me.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Sometimes useless information/lecture ≈ waste of time.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “There wasn’t much information that I could put to real use from this class. It was more of an</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>inconvenience than anything.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I didn’t feel as if it were an actual class.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I do not feel we accomplished much. I felt that there was no structure, and we did not really</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>learn anything.”</td>
</tr>
<tr>
<td>Reading and Writing Assignments</td>
<td>62</td>
<td>12%</td>
<td>• “Reading.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The weekly articles and summaries.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The midterm reflection paper.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Writing journals that didn’t matter in the end.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Writing all the summaries that we did, we never even talked about them so I didn’t see what the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>point to doing them was.”</td>
</tr>
<tr>
<td>General Positive Comments</td>
<td>53</td>
<td>11%</td>
<td>• “I found everything valuable.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I thought it was helpful overall; all information was valuable.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “There really wasn’t any least valuable experiences, other than being taught something that would</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>help each student in this class.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I thought all presentations, guest speakers and assignments were very valuable. I learned new</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>things from everything we did.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I felt like the class was not a waste of time and all that I learned I will use.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I saw this class mostly as an advantage that could only benefit my well being. ”</td>
</tr>
<tr>
<td>Boring, Repetitive, Uninteresting</td>
<td>37</td>
<td>7%</td>
<td>• “Sometimes we had boring classes which made it hard to concentrate.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Some workshops were not interesting.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Repetative!”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “It was boring and was useless in some aspects.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Talking about the same things we did in bridge.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “At the beginning of the semester this was the class I looked forward to, but by the end, it was</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>boring, and I didn’t want to come.”</td>
</tr>
<tr>
<td>Group Activities and Discussions</td>
<td>36</td>
<td>7%</td>
<td>• “Some of the activities were pointless and boring.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Discussions students didn’t participate.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Ice breakers.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Some of the activities were rather monotonous.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I found the discussions and articles somewhat pointless.”</td>
</tr>
</tbody>
</table>

(Continued)
Continued – Table 2

71.) Please describe what you found least valuable about this class:

<table>
<thead>
<tr>
<th>Least Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Outside of Class Activities          | 34  | 7% | • “Some of the trips we took seemed kind of pointless.”  
|                                      |     |    | • “Having to attend 2 events outside of class.”  
|                                      |     |    | • “I thought that all the “field trips” were least valuable because they weren’t time of class and they interfered with my schedule.”  
|                                      |     |    | • “I didn’t agree with the activities that we had to do 5 is a lot to do for someone only having class 2 times a week, not living on campus and maintaining a job. It was unrealistic and a waste of gas and time.” |
| Course Modules                       | 30  | 6% | • “Modules.”  
|                                      |     |    | • “Many of the modules.”  
|                                      |     |    | • Failed modules that wouldn’t work.”  
|                                      |     |    | • “Certain modules, don’t know which numbers though.” |
| Time Commitments and Restraints      | 30  | 6% | • “The class is at 9 a.m.!”  
|                                      |     |    | • “The length of the class.”  
|                                      |     |    | • “I did not like it being so early in the morning.”  
|                                      |     |    | • “It was long. Some days could have been here for maybe 30 not 75 minutes.”  
|                                      |     |    | • “Should have been just a summer program length.” |

Notes: Percentages are rounded to the nearest whole.  
The remaining responses were so varied that no major themes emerged.
Table 3: Students Specific Suggestions for Improving U110 Courses, Fall 2007

(N = 476)

72.) What Specific Suggestions do you have for improving this class? Please describe:

<table>
<thead>
<tr>
<th>Suggestions for Improvement</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| More Group Activities and Discussions (Student Interaction)     | 81  | 17%| • “Maybe more fun group activities.”
|                                                                 |     |    | • “More fun topics for class discussion. It was boring at times during the class.”
|                                                                 |     |    | • “More group activities that involve creativity and team work.”
|                                                                 |     |    | • “More class discussions about newspapers. One field trip. More presentations.”
|                                                                 |     |    | • “We should do more activities that involve getting up and moving around with our classmates.”
|                                                                 |     |    | • “More interaction. We did too much sitting and staring off into space and not enough getting involved.”
|                                                                 |     |    | • “Talk about what we want to talk about.”                                                          |
| More Outside Class Activities (Field Trips)                     | 32  | 7% | • “Make it shorter.”
|                                                                 |     |    | • “Don’t make attendance mandatory.”
|                                                                 |     |    | • “Don’t make it so long.”
|                                                                 |     |    | • “Shorten the class; I don’t think this class needs an hour and 15 min.”
|                                                                 |     |    | • “Make it at a different time for a better attendance.”
|                                                                 |     |    | • “If we get done early, let the class out don’t try to fill time with talking. Other than that, I liked how the course was set up.”
| General Positive                                               | 34  | 7% | • “The class is perfect.”
|                                                                 |     |    | • “I liked everything.”
|                                                                 |     |    | • “I believe you all do a great job at U110.”
|                                                                 |     |    | • “No suggestions, this class was great!”
|                                                                 |     |    | • “I do not have suggestions. I believe this class was very well put together and very helpful for all incoming freshman.”
|                                                                 |     |    | • “I thought this class was very manageable with my other classes. It wasn’t work overload, but I still learned something each day I had the class.”
| More Meaningful, Helpful, Productive                           | 28  | 6% | • “More field trips.”
|                                                                 |     |    | • “Try to have more outside activities.”
|                                                                 |     |    | • “Actually go and explore campus instead of just talking about it.”
|                                                                 |     |    | • “To do more activities around campus together.”
|                                                                 |     |    | • “I would suggest the class engages in more activities OUTSIDE of the classroom.”
|                                                                 |     |    | • “These could be more of an effort to get students more involved with the campus resources. We could’ve toured the MAC and Writing Center.”
| (Continued)                                                    |     |    |                                                                                                    |
|                                                                 |     |    |                                                                                                    |
### Continued – Table 3

72.) What Specific Suggestions do you have for improving this class? Please describe:

<table>
<thead>
<tr>
<th>Suggestions for Improvement</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| **Less Boring, Repetitive, Uninteresting**                | 26 | 5% | • “Make it more fun!”  
• “More interesting.”  
• “A little more entertaining or exciting.”  
• “Make it more exciting, where people want to come to class.”  
• “Make it a little more creative and upbeat because it tended to get a little boring at times.”  
• “Make it more entertaining. This was usually a boring class. We should have had more group interactions.” |
| **Improve Assignments / Projects**                        | 22 | 5% | • “Better projects.”  
• “Less confusing work.”  
• “Do more challenging projects and assignments.”  
• “I think the curriculum needs to be worked on.”  
• “Do not have modules they repeat themselves and are very tedious.”  
• “Give more time for the final project.” |
| **More Major and Career Discovery**                       | 22 | 5% | • “Talking about careers more and opportunities.”  
• “Talk about each person’s major more.”  
• “Focus more on helping find careers and exploring possibilities.”  
• “Give us more stuff that has to do with our major.”  
• “I would suggest that we do mandatory shadowing to see how that career really is and see if it would be a good career to go into.” |
| **More Structure / Organization**                         | 21 | 4% | • “Have more structure.”  
• “Being more organized and managing my time more wisely.”  
• “An improvement would be to follow the syllabus a little more.”  
• “Make sure the class has a clear understanding of what is due when.”  
• “Make sure you announce the out-of-class things a couple days before hand.”  
• “Have better organization and planning. At times we got back to the building after class ended.” |
| **More Faculty, Staff, Mentor Support**                   | 19 | 4% | • “More student to teacher interaction/mentoring.”  
• “Get a better advisor.”  
• “Get rid of (Professor Name). (S)he treated us like children.”  
• More interaction with peer mentor and advisor.  
• “I felt like we were lectured like children on how to succeed when some of us are already doing well. Teach more, lecture less. More friendly.” |

**Notes**  
Percentages are rounded to the nearest whole.  
The remaining responses were so varied that no major themes emerged.  
(N) indicates the number of student responses included in analysis; (4) responses were excluded due to ‘undistinguishable’ answers.
Table 4: Student Reported – Single Most Important Reason for Return to IUPUI for the Next Academic Year, Fall 2007 – U110 Courses

(N = 456)

The next 2 questions relate to your plans for the next academic year. Please answer one or the other according to your plans.

74.) If you intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Return</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Majors and Programs Offered      | 105| 23% | “IUPUI has both majors I’m considering.”
|                                  |    |     | “Yes, b/c they have my major.”
|                                  |    |     | “IU’UPI has my major.”
|                                  |    |     | “Kelly School of Business and it is easy to stay on task.”
|                                  |    |     | I plan to come back to IUPUI because of the Herron School of Art.
|                                  |    |     | To get into radiology program at IUPUI.
|                                  |    |     | IUPUI is one of the few universities in the area with a new media program.
|                                  |    |     | For my major TCEM - lots of opportunities in Indy and soccer. |
| Enjoyable Campus and People (Good Fit) | 82 | 18% | “I enjoy the campus, the faculty, and the people.”
|                                  |    |     | “I really like the campus, everyone’s nice.”
|                                  |    |     | “Feel most comfortable at IUPUI”
|                                  |    |     | “Because I like it and I am used to it and I like the atmosphere.”
|                                  |    |     | “I like the environment. The teachers are nice and the other students are very open w/you.”
|                                  |    |     | “I feel really comfortable here. It’s close to my family and it just fits perfectly right now.” |
| Close to Home (Location)         | 61 | 13% | “Close to home.”
|                                  |    |     | “I can commute here.”
|                                  |    |     | “I plan to return because I like this school and it is close to home.”
|                                  |    |     | “Campus is at a convenient location.”
|                                  |    |     | “I like the school and location.”
|                                  |    |     | “Because I commute and it’s closest to home.” |
| Goal of Degree Completion        | 60 | 13% | “To get my degree.”
|                                  |    |     | “To finish college.”
|                                  |    |     | “I want to graduate.”
|                                  |    |     | “I plan to graduate at IUPUI.”
|                                  |    |     | “I am driven to continue working toward my degree.” |
| Further Academic / Educational Goals | 49 | 11% | “To get an education.”
|                                  |    |     | “To further my education and complete my goals.”
|                                  |    |     | “To continue with my education.”
|                                  |    |     | “My desire to learn.”
|                                  |    |     | “I believe IUPUI can give me the academic education that I am looking for.” |

(Continued)
74.) If you intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Return</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Prestige of Institution (and Programs) | 35  | 8%  | • “Because of their nursing school rating.”  
• “My major has a very good reputation from IUPUI.”  
• “B/Cause I want to get a good degree.”  
• “To finish, bec. IUPUI has a better academic programs.”  
• “IUPUI is the best place in a reasonable area to get the degree I want. It also has one of the best degrees of its kind around.”  
• “For the well-known Nursing program.” |
| Affordable | 31  | 7%  | • “Cost.”  
• “IUPUI is affordable.”  
• “This school is cheap.”  
• “It is easier for me financially.”  
• “Cheaper. Raise the price, I leave.”  
• “Cost is the single most important reason as the incentives in aid that I get here as well as reasonable living costs do encourage me to stay.” |
| Further Career Goals | 24  | 5%  | • “To get an education for a future career.”  
• “I want to achieve my goals for being a nurse.”  
• “To get a good job.”  
• “I want to continue working towards my goal of becoming an astrophysicist.”  
• “To achieve my goal of becoming a nurse and getting a good job.”  
• “To keep learning and accomplish my goals of having a solid career.” |
| Faculty and Staff Support | 23  | 5%  | • “Because I enjoy the instructors.”  
• “Instructors are very helpful.”  
• “I found that the professors were not intimidating, but very personable.”  
• “As there are a good advisor and very helpful.”  
• “… I have had great caring teachers for all my classes.”  
• “The teachers are excellent at being there for you and making sure that they help you in succeeding.” |
| Employment Opportunities | 22  | 5%  | • “I like it here and I have a great part time job on campus.”  
• “I like being able to go to school and work, caring a normal lie while attending college.”  
• “I work on campus and realize I should take advantage of this opportunity.”  
• “The single most important reason I decided to attend IUPUI next semester is because Indianapolis has a variety of jobs in the field in which I am studying. I also enjoy IUPUI, it a good school!” |

Notes: Percentages are rounded to the nearest whole. The remaining responses were so varied that no major themes emerged. (N) indicates the number of student responses included in analysis; (29) responses were excluded due to ‘undistinguishable’ answers. (11) Students indicated “N/A” in response to Question 20.
The next 2 questions relate to your plans for the next academic year. Please answer one or the other according to your plans.

(N= 176)

75.) If you do not intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Not Returning</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning</td>
<td>32</td>
<td>18%</td>
<td>• “I’m returning.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I plan to return.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I am attending.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I’ll be here.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I will be returning to IUPUI.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I do not have any intention on not coming back to IUPUI. IUPUI is a great university.”</td>
</tr>
<tr>
<td>Transferring to Another Institution</td>
<td>20</td>
<td>11%</td>
<td>• “Transferring to experience the “real” college life.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I am planning on transferring to an out-of-state college to better my chances of getting into a program of study.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I’m moving going to college in Virginia.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I am going to IU Bloomington, because I have more friends there and they offer the same major.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Because Ball State has more to offer and I need to get away.”</td>
</tr>
<tr>
<td>Feelings of Disconnection with University / Lack of Friendships and Involvement</td>
<td>17</td>
<td>10%</td>
<td>• “Don’t feel connected to the campus.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “There are not many school activities.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The environment isn’t any fun.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Campus life and not meeting enough people.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I do not plan to return because I don’t feel connected here. I don’t think this is the right place for me to continue my education.”</td>
</tr>
<tr>
<td>Wants to be Closer to Home and Family</td>
<td>13</td>
<td>7%</td>
<td>• “Family.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “To be w/ family.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Just because I want to be closer to home.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I am homesick and it would be cheaper for me to go to school in my hometown.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I’ve discovered that I’m unhappy and uncomfortable away from home and familiarity.”</td>
</tr>
<tr>
<td>Dislike for Campus and People (Not a Good Fit)</td>
<td>11</td>
<td>7%</td>
<td>• “Don’t like the school”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “It’s not friendly.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I hate everything about this school/place”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I am not really connected to the environment or have much in common w/ the people.”</td>
</tr>
</tbody>
</table>

(Continued)
Continued – Table 5

75.) If you do not intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Not Returning</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monetary Concern</td>
<td>9</td>
<td>5%</td>
<td>• “Due to money.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “If I do not return it’s because of money issues.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “It’s too expensive to international student. Tuition too high to international student unfair!”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “This school has been a nightmare for me. No one every answers my questions. The Bursar billing is insane.”</td>
</tr>
<tr>
<td>Change in Major / Career Choice</td>
<td>8</td>
<td>5%</td>
<td>• A different choice in occupation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Change of major, real college life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Because my job is not here.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ivy Tech has a good fire program.</td>
</tr>
<tr>
<td>Dislike for Indianapolis</td>
<td>8</td>
<td>5%</td>
<td>• “I don’t like living in Indy.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I do not like the city environment.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I seriously considered not returning here. I just don’t enjoy living in Indy.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I really don’t like living in the area. I loved Indy before I moved here but since living here has been a mood kill for everything.”</td>
</tr>
<tr>
<td>Does Not Offer Major / Program of Study</td>
<td>8</td>
<td>5%</td>
<td>• “IUPUI does not have my major.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “My major is at a different school.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I don’t think IUPUI can give me my degree because they don’t offer my major.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “They don’t have a fashion merchandising program, if they did, I would definitely stay. It is a great school w/great resources if you choose to use them.”</td>
</tr>
</tbody>
</table>

Notes: Percentages are rounded to the nearest whole. The remaining responses were so varied that no major themes emerged. (N) indicates the number of student responses included in analysis; (2) responses were excluded due to ‘undistinguishable’ answers. (21) Students indicated “N/A” or “None” in response to Question 21. *Indicates students who explicitly indicated plans to transfer to another institution in their response.
Table 6: Student Reported Most Valued Aspect of U110 Courses, Fall 2008

(N = 624)

70.) Please describe what you found most valuable about this class:

<table>
<thead>
<tr>
<th>Most Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting New People and Forming Friendships</strong></td>
<td>151</td>
<td>24%</td>
<td>• “Friendships!!”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The connections that I made with other people.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Making friends.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Meeting people in linked class. (Math).”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The group works makes me know one of my best friends now.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “What I found most valuable about this class is being around peers my age. It was encouraging to see them weekly.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The community between the students.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The relationships I have made with the other students.”</td>
</tr>
<tr>
<td><strong>Campus Information, Resources, and Way-finding</strong></td>
<td>137</td>
<td>22%</td>
<td>• “I found most valuable the information I got about the university and learning about the first-hand experiences of others.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Found out where everything is at on campus.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Learning how to use email and learning about things such as the MAC.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Learning my way around campus.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Helping me find all the useful resources on campus.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Learning the procedures and rules of the IUPUI campus. Many things like the rules about plagiarism are very important to know.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I was able to learn a lot about the campus and what resources were available in each building.”</td>
</tr>
<tr>
<td><strong>Major and Career Discovery</strong></td>
<td>74</td>
<td>12%</td>
<td>• “Major/Career exploration.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Deciding a major.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Career exploration.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Knowing how I learn. Knowing what my careers are suited for me.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Narrowing down my major.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Viewing the variety of Health Career opportunities.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I found career exploration very helpful. It made me very confident in my choice of major and career.”</td>
</tr>
<tr>
<td><strong>Faculty, Staff, and Mentor Support</strong></td>
<td>61</td>
<td>10%</td>
<td>• “I found the relationships between advisors and students were most valuable.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The teachers.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The people I met in this class were the most valuable thing to me, not only the other students, but also the instructional team.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I liked having 3 teacher figures in the class to be able to go to.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The fact that the academic advisor &amp; mentor sat in on the classes.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Communication with professors.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Support from peers and faculty.”</td>
</tr>
<tr>
<td><strong>Advising and Class Registration Assistance</strong></td>
<td>49</td>
<td>8%</td>
<td>• “Meeting with advisor.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I enjoyed the advising appointment it helped me choose classes.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I found it most valuable that this class helped students find their classes and figure out what they wanted to major in.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The advising aspect.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Meeting w/advisor who are knowledgeable about curriculums, required classes, and many other options.”</td>
</tr>
</tbody>
</table>

(Continued)
Continued – Table 6

70.) Please describe what you found most valuable about this class:

<table>
<thead>
<tr>
<th>Most Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| **Outside Class Activities (Field Trips)**| 51  | 8%  | • “The field trips were practical and meaningful.”  
• “I thought the trip to the library was the most valuable because it helped me with future research.”  
• “Doing activities outside of class like where we went on the hike and the trip to the art museum.”  
• “I really enjoyed the chances that we got to tour the different healthcare careers.”  
• “The scavenger hunt was really helpful because I could find my way around campus.”               |
| **Group Activities and Discussions**       | 44  | 7%  | • “The class discussions.”  
• “All the activities.”  
• “I really found that the icebreakers were the most valuable!”  
• “I found that the class discussions over a variation of different topics helped the most.”  
• “Fun activities.”  
• “I found all of the in class exercises about campus/study habits/stress valubles.”                |
| **College Transition Assistance**         | 38  | 6%  | • “The transition from high school to college.”  
• “I found that the transition from high school to college is not easy. This class has helped me with that transition.”  
• “It helped ease the transition into college.”  
• “It was a more relax approach to transition me into college.”  
• “I think that this class helps get new students on their feet. This class helps you get familiar with the campus area.” |
| **Self Exploration**                      | 38  | 6%  | • “I learned a lot about myself.”  
• “It helped me realize my skills.”  
• “It helped me learn about myself, my personality and my strengths/weaknesses.”  
• “The PDP. It helped me learn more about myself.”  
• “The personality exams were beneficial.”                                                        |
| **Nothing / *Negative Nothing**           | 29  | 5%  | • “I did not find anything valuable.”  
• “Nothing!”  
• “I didn’t like this class at all.”  
• “Nothing. Class was a joke. It was just a way for University College to milk $237.50 from each student that takes the class.”  
• “Nothing. I hated the whole thing.”                                                               |
| **Information on Time and Stress Management** | 29  | 5%  | • “The stress management session.”  
• “Ways to deal with time management and stress.”  
• “I found that the stress relieving class and procrastination was most helpful.”  
• “Helping me learn how to manage my time.”  
• “Study and time management techniques.”                                                            |

Notes: Percentages are rounded to the nearest whole. The remaining responses were so varied that no major themes emerged. (N) indicates the number of student responses included in analysis; (3) responses were excluded due to ‘undistinguishable’ answers. *Indicates students who responded “nothing” while elaborating on their response.
### Table 7: Student Reported Least Valuable Aspect of U110 Courses, Fall 2008

(N = 560)

71.) Please describe what you found least valuable about this class:

<table>
<thead>
<tr>
<th>Least Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Course Curriculum and Assignments (Specific Response Rate are Included in Parenthesis) | 173 | 31%| • “The course curriculum.”  
• “The class assignments didn’t help me with anything else.”  
• “The PDP.” (20/173)  
• “The quizzes we had to take.” (5/173)  
• “I found reflection papers least valuable.” (47/173)  
• I didn’t like the aspire modules.” (12/173)  
• “The modules for me.”  
• “What I found least valuable about this class was that we had to do a lot of worksheets that had nothing to do with the class.”  
• “Too much busy work/worksheets and assignments.” |
| Not Meaningful, Helpful (Busy Work)                       | 94  | 17%| • “Meeting class and feeling like we didn’t do anything important or meaningful.”  
• “Too much busy work.”  
• I felt like the class was irrelevant and it was a waste of time.  
• “What I found that least valuable was the busy work.”  
• “This class is kind of a waste of time. I feel like I just sat in a room to get a grade. It didn’t do anything for me but take up time in the middle of my day. However, the people were nice; I just didn’t find the class useful.”  
• “Busy work.”  
• “Many days we came in and didn’t really have anything to do or didn’t accomplish anything.” |
| General Positive Comments                                 | 71  | 13%| • “I honestly found nothing least valuable about this class.”  
• “I liked everything about class.”  
• “I can’t think of one. All things were valuable to me.”  
• “Every aspect of the class helped me in some way “Nothing was invaluable.”  
• “N/A, everything was valuable.” |
| Group Activities and Discussions                          | 62  | 11%| • “The worst part is the silly little games guest speakers made us do.”  
• “The class discussions were not valuable and were somewhat boring.”  
• “The thing I found least valuable was certain activities.”  
• “Some unnecessary talk about how to be a good student. We know what not to do and what to do.”  
• “Each week we did nothing and played useless games! I don’t remember a week that we actually stayed the full amount of time.  
• Mandatory activities.”  
• “Small class discussions.” |
| Reading and Writing Assignments                           | 47  | 8% | • “The book and readings.”  
• “I found the journals we had to write to be the least valuable about this class.”  
• “I found reflection papers least valuable.”  
• “Newspaper articles.”  
• “The Gen Me book.” |

(Continued)
### 71. Please describe what you found least valuable about this class:

<table>
<thead>
<tr>
<th>Least Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Time Commitment and Restraints                | 44 | 7% | • “Too much work, too little time. It is very difficult as an adult student to meet all requirements and work.”  
• “The length of the class.”  
• “It took a lot of time I could have spent on other classes.”  
• “How early and how long the class is.”  
• “The least valuable about this class was we have a lot to do in a short amount of time.” |
| Boring, Repetitive, Uninteresting Course      | 33 | 6% | • “It was boring at times.”  
• “Some days seemed to really drag out time and were really boring and almost pointless.”  
• “It seemed to lack a lot of structure and any sort of intellectual stimulation or challenge.”  
• “The entire course was a headache. It was vague, boring, time consuming, and the fact that it was a measly 1 credit irked me. I did not care enough after a while.” |
| *Negative - Everything                        | 36 | 6% | • “Nothing was valuable.”  
• “Just about everything.”  
• “The whole class was worthless.”  
• “Every Single Class Period!!!! This class was a COMPLETE waste of time and money.” |
| Outside Class Activities (Field Trips)        | 30 | 5% | • “Too many outside activities.”  
• “Going to campus events.”  
• “The play we had to attend at the beginning of the semester.”  
• “I thought the trip to the museum was not valuable for the class.”  
• “I found the trip to the cemetery to be the least valuable part of this class.” |
| Lack of Faculty, Staff, Mentor Support       | 23 | 4% | • “The teacher treated us like 5 yr. olds.”  
• “Advisor enthusiasm, lacked a lot.”  
• “Our instructor seemed unhappy and didn’t really make me feel welcome.”  
• “Our mentor was rude and treated us like kids.” |
| Juvenile Atmosphere                           | 15 | 3% | • “Some of the silly projects made me feel like I was a little kid.”  
• “A lot of things were useless teens do what they want those days. We don’t need to feel like we are 10 yrs. old.”  
• “Being treated like a 6th grader. The useless activities we completed, I was bored to death waste of my time.” |

**Notes**  
Percentages are rounded to the nearest whole.  
The remaining responses were so varied that no major themes emerged.  
(N) indicates the number of student responses included in analysis; (32) responses were excluded due to ‘undistinguishable’ answers.  
(15) Students indicated “N/A” or “Nothing” in response to question 18.  
*Indicates responses where student indicated “Everything in response to question 18.”
Table 8: Students Specific Suggestions for Improving U110 Courses, Fall 2008

(N = 586)

72.) What Specific Suggestions do you have for improving this class? Please describe:

<table>
<thead>
<tr>
<th>Suggestions for Improvement</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| More Group Activities and Discussions                       | 63  | 11% | • “More activities for more interaction.”  
• “Discuss more during class.”  
• “Make it more hands on. Less lecturing.”  
• “Probably would be more class discussions. More activities as a group.”  
• “I would suggest adding more fun activities, instead of just setting through a boring lecture.”  
• “To have more hands on activities; get the class more involved.”  
• “More discussions/videos.” |
| More Helpful, Meaningful, Productive                        | 54  | 9%  | • “Ask students what they would like to/need to know at the beginning of the semester. Take these suggestions into account when teaching the course.”  
• “Do something productive.”  
• “Make the meetings more meaningful, make assignments more meaningful and shorter.”  
• “I would suggest giving more practical information about how to be successful at IUPUI.”  
• “Make the times that we do meet as a class more meaningful.” |
| Less Boring, Repetitive, Uninteresting                      | 47  | 8%  | • “Make it more fun.”  
• “Make it more interesting.”  
• “More exciting.”  
• “Keep it lively - seemed kind of boring. Reminded me of high school classes that burnt me out.”  
• “I did not like how repetitive this class was.”  
• “Give the class a purpose, make it more exciting.” |
| More Outside of Class Activities (Field Trips)               | 46  | 8%  | • “I believe that taking more field trips would improve the class. However, the field trips must be educational. I learned a lot from the ones we took this semester.”  
• “Go on more class trips.”  
• “More activities around campus and downtown.”  
• “Make it more interesting. Take us places on campus, show us…don’t tell us.” “Better excursions, (visit Lucas Oil, baseball games, Pacers games etc.)”  
• “IMA, Indpls, Children’s Museum would have been more fun.” |
| Less Time Commitments / Restraints                          | 44  | 8%  | • “If the class were shorter, we might be more excited to come.”  
• “Having it during normal school hours. Besides that nothing else.”  
• “It does not need to be two hours.”  
• “Make it shorter!!! It’s way too long.”  
• “Just make it the 2 weeks during the summer not the whole semester.”  
• “Assignment deadlines should be moved from 8:00 PM to 12 midnight.”  
• “Meet every other week.” |

(Continued)
### 72.) What Specific Suggestions do you have for improving this class? Please describe

<table>
<thead>
<tr>
<th>Suggestions for Improvement</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Improve Course Curriculum and Assignments                       | 41  | 7% | • “Add more assignments relative to college work, different from journals.”  
  • “Have more specific assignment which might relate to our major.”  
  • “More modules related to researching majors, careers, and classes.”  
  • “Make more of the topics more interesting. More than just slides.”  
  • “This class is not at all fun. The material is old, the assignments are pointless, it’s supposed to be a course to help with math which we did very little of.” |
| More Student Interaction & Involvement                         | 34  | 6% | • “It probably be better if we got to interact with each other more.”  
  • “More involvement with events on campus.”  
  • “More moving around, getting to know each other.”  
  • “More campus interaction.”  
  • “More interaction w/peers - didn’t really connect with anyone.”  
  • “Should be more social.”  
  • “Mix with other classes since there are so few people in this class.” |
| Cancel Course / Everything (Negative)                         | 30  | 5% | • “Discontinuing this class.”  
  • “Dropping it because it doesn’t help at all.”  
  • “Don’t recommend it to anyone.”  
  • “CANCEL IT!”  
  • “I do not want this class suggested to anyone. There are better and more valuable ways to spend your first semester. I felt decepted.” |
| General Positive Comments                                      | 30  | 5% | • “None. This class was very successful.”  
  • “Everything was beneficial.”  
  • “N/A. Everything helps!”  
  • “The class is successful the way it is.”  
  • “None, great instructor and mentor.” |
| More Faculty, Staff, Mentor Support                            | 29  | 5% | • “The advisor and faculty member were really unorganized.”  
  • “…It would also be nice if the instructor answered my emails.”  
  • “Choose better mentors.”  
  • “Treat us like adults.”  
  • “…Also, not to be so rude to everyone.”  
  • “More 1 on 1 time between advisor and student.” |

**Notes**  
Percentages are rounded to the nearest whole.  
The remaining responses were so varied that no major themes emerged.  
(N) indicates the number of student responses included in analysis; (17) responses were excluded due to ‘undistinguishable’ answers.  
(69) Students indicated “N/A” or “Nothing” in response to question 19.
Table 9: Student Reported – Single Most Important Reason for Return to IUPUI for the Next Academic Year, Fall 2008 – U110 Courses

(N = 544)

The next 2 questions relate to your plans for the next academic year. Please answer one or the other according to your plans.

74.) If you intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Return</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyable Campus and People (Good Fit)</td>
<td>129</td>
<td>24%</td>
<td>• “I have enjoyed my experience at IUPUI so far and feel that this is a good fit for me as far as colleges go.”&lt;br&gt;• “I like the school and campus.”&lt;br&gt;• “IUPUI is the right place for me!”&lt;br&gt;• “I plan to return because I now feel at home here and I want to continue my education.”&lt;br&gt;• “I love that the campus is so diverse and there is always something going on.”&lt;br&gt;• “I plan to return simply because IUPUI has everything I want in a school.”&lt;br&gt;• “I like IUPUI and the people.”&lt;br&gt;• “It’s a very educational and fun place to be.”</td>
</tr>
<tr>
<td>Major and Minor Programs of Study Offered</td>
<td>113</td>
<td>21%</td>
<td>• “Best program in the state for my major.”&lt;br&gt;• “IUPUI offers my major.”&lt;br&gt;• “It has what I need. Dental School.”&lt;br&gt;• “Great business school.”&lt;br&gt;• “This is one of the top Nursing schools.”&lt;br&gt;• “Forensic Science.”&lt;br&gt;• “Because they have the IUPUI cadet program.”&lt;br&gt;• “I want to be a psychiatrist and IUPUI has a very good psychology department.”</td>
</tr>
<tr>
<td>Goal of Degree Completion</td>
<td>79</td>
<td>15%</td>
<td>• “I want to finish my degree.”&lt;br&gt;• “Degree.”&lt;br&gt;• “Yes to finish my degree.”&lt;br&gt;• “To get my degree.”&lt;br&gt;• “Because I want to graduate from IUPUI.”&lt;br&gt;• “To work further on getting my degree.”</td>
</tr>
<tr>
<td>Further Education / Academic Goals</td>
<td>63</td>
<td>12%</td>
<td>• “To further my academic goals.”&lt;br&gt;• “To continue my studies.”&lt;br&gt;• “To learn more!”&lt;br&gt;• “I want to learn as much as I can about art.”&lt;br&gt;• “I plan to educate myself to better myself.”&lt;br&gt;• “Further education in declared majors.”</td>
</tr>
<tr>
<td>Close to Home</td>
<td>57</td>
<td>10%</td>
<td>• “Because IUPUI is close to home.”&lt;br&gt;• “Close to home.”&lt;br&gt;• “Close to my house and great for my intended major.”&lt;br&gt;• “It is close and it has every class I need.”&lt;br&gt;• “I like the school and its near home.”</td>
</tr>
</tbody>
</table>

(Continued)
Continued - Table 9

74.) If you intend to return to IUPUI for the next academic year, please describe the single most important reason for return.

<table>
<thead>
<tr>
<th>Most Important Reason for Return</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Affordable                       | 42 | 8% | • “It’s affordable.”
|                                  |    |    | • “It’s inexpensive.”
|                                  |    |    | • “It’s cheap.”
|                                  |    |    | • “Cost compared to other schools.”
|                                  |    |    | • “IUPUI is fun and inexpensive and I like Indy!”
|                                  |    |    | • “I plan to return because I still am uncertain of a major and IUPUI’s tuition cost is desirable for my situation.”
| Prestige of University           | 39 | 7% | • “IUPUI is a good college. It has everything I need for my career.”
|                                  |    |    | • “This is one of the top Nursing schools.”
|                                  |    |    | • “I am already in my suitable college, maybe because of the IUPUI reputation and Indiana.”
|                                  |    |    | • “It’s a great school with an education that makes it similar to a private school.”
|                                  |    |    | • “IUPUI offers the best Nursing Program around. Even though it is more difficult to get into nursing school here than other schools, the experience and training is more than worth it.”
| Faculty and Staff Support        | 28 | 5% | • “Good teachers.”
|                                  |    |    | • “Because of the support from people who want you to succeed.”
|                                  |    |    | • “I have liked my teachers, and I keep comfortable here.”
|                                  |    |    | • “How helpful the advisor was. Wanted to help me!”
|                                  |    |    | • “Because it’s a good school and the teaching staff really cares.”
|                                  |    |    | • “My first college experience and there are sooo many resources and helpful professors that are interested in students’ success.”
| Not Planning on Returning        | 20 | 4% | • “No, I am transferring to go home.”
|                                  |    |    | • “I don’t I really, truthfully, hate IUPUI.”
|                                  |    |    | • “Not returning!”
|                                  |    |    | • “I’m not planning on returning.”
|                                  |    |    | • “I plan on not returning.”

Notes: Percentages are rounded to the nearest whole.
The remaining responses were so varied that no major themes emerged.
(N) indicates the number of student responses included in analysis; (32) responses were excluded due to ‘undistinguishable’ answers.
(9) Students indicated “N/A” in response to Question 20.
The next 2 questions relate to your plans for the next academic year. Please answer one or the other according to your plans.

(N = 202)

75.) If you do not intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Not Returning</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| University Does Not Offer Program of Study | 22 | 11%| • “IUPUI does not offer my major.”  
• “They don’t have my major here.”  
• “They don’t have my major - telecommunications - broadcasting.”  
• “I have to transfer because IUPUI doesn’t have my actual major, Music Education.”  
• “I’m transferring to Ball State b/c they have my major.”  
• “Doesn’t offer Forestry. Hate traffic and parking is frustrating.” |
| Dislike for Campus and People (Not a Good Fit) | 24 | 12%| • “I don’t like the campus, not a people friendly campus, everything.”  
• “This campus is just not for me.”  
• “It’s not a fun open learning environment!”  
• “I don’t feel like it’s my “place.””  
• “I do not like the environment.”  
• “Not my kind of college. I’m looking for a more traditional school, not commuter.” |
| Monetary Concerns | 17 | 9% | • “The cost of classes.”  
• “Cannot find affordable housing.”  
• “Cost too much; all the additional charges and BS add-ons.”  
• “With my financial and family health situation I will be attending IVY Tech next year.”  
• “Money. The cost to go here, pay for books, housing, gas, groceries. I can finish pre reqs in my home town and avoid loans and all the extra fees.” |
| Plan on Returning to IUPUI | 24 | 12%| • “I am returning.”  
• “I will return.”  
• “I do plan on returning to IUPUI because I love IUPUI.”  
• “I plan to attend.”  
• “Don’t worry I’m coming again.” |
| *Transferring to Another Institution | 21 | 11%| • The university is not a good fit for me and I intend to transfer to ISU.”  
• “I’m transferring to Ball State b/c they have my major.”  
• “Purdue University is a better and more academically challenging university.”  
• “I’m transferring to IU Bloomington.”  
• “Go to diff school - Ivy League (Univ. of PA)” |
Continued - Table 10

75.) If you do not intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Not Returning</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided About Return</td>
<td>15</td>
<td>7%</td>
<td>• “I don’t know yet.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I have no idea what I’m going to do.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I’m just not sure yet.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I am torn on whether or not to stay here but if I don’t return it’s because I feel I would complete my schooling better at a different school.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “If I don’t return; money might be the issue.”</td>
</tr>
<tr>
<td>Wants a More Social “Real” College Experience</td>
<td>13</td>
<td>6%</td>
<td>• “The lack of a “real” college atmosphere.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• I would want a real campus life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I want to go to a bigger more “college-like” school.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Not my kind of college. I’m looking for a more traditional school, not commuter.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I just need more of the college experience.”</td>
</tr>
<tr>
<td>Wants a New / Different Experience</td>
<td>11</td>
<td>5%</td>
<td>• “I need to move, encounter life.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I am not intending to return to IUPUI. I plan on going to Anderson University. I love the Christian atmosphere and the small campus and the academic curriculum they provide. I am going for elementary education and they have an excellent program that would be a fit for me.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I may transfer to Ivy Tech Community College in Anderson. I think it may be easier to get into the program.”</td>
</tr>
<tr>
<td>Wants to be Closer to Home and Family</td>
<td>12</td>
<td>6%</td>
<td>• “I am not returning because I miss my family back home.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “To be closer to home.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Do not like being far from home.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Because I would want to be closer to home and my church.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Too far away from family.”</td>
</tr>
</tbody>
</table>

Notes: Percentages are rounded to the nearest whole.
The remaining responses were so varied that no major themes emerged.
(N) indicates the number of student responses included in analysis; (1) responses were excluded due to ‘undistinguishable’ answers.
(50) Students indicated “N/A” or “Nothing” in response to Question 21.
*Indicates students who explicitly indicated plans to transfer to another institution in their response.
Table 11: Student Reported Most Valued Aspect of U110 Courses, Spring 2008

(N = 43)

70.) Please describe what you found most valuable about this class:

<table>
<thead>
<tr>
<th>Most Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Meeting New People and Forming Friendships        | 9  | 21%  | • “Meeting people.”  
• “The chance to mingle with my classmates, while learning about them, the university, and myself.”  
• “Meeting and getting to know classmates being able to ask questions.”  
• “Connecting with other older students who share the same concerns as I do.” |
| Major and Career Discovery                         | 9  | 21%  | • “Pinpointing my major.”  
• “Career decisions.”  
• “Narrowing major choices.”  
• “Learning about careers and people.” |
| Advising and Class Registration Assistance         | 8  | 19%  | • “Advising.”  
• “How to register for classes.”  
• “Planning future courses.” |
| Faculty, Staff, and Mentor Support                | 8  | 19%  | • “The availability of advisors, professors, & librarian.”  
• “She asked for our feedback and sculpted our class around that.”  
• “My advisors they are very helpful.” |
| Personal Discovery                                | 6  | 14%  | • “I think the most valuable thing about this class was knowing myself and learning styles.”  
• “Opened my mind.” |
| Campus Information, Resources, and Way-finding    | 5  | 12%  | • “I found that all of the resources available were most helpful.”  
• “Campus Resources - finding things and places University Policies.”  
• “Being introduced to all the resources and tools on campus to help me succeed.” |
| Group Activities and Discussions                  | 4  | 10%  | • “Having the opportunity to work with classmates.”  
• “Class discussions.”  
• “…scavenger hunt.” |
| Information on Time and Stress Management          | 4  | 10%  | • “I thought time management exercises were beneficial and stress relievers were just what I needed to wrap up the semester.”  
• “The class was helpful in not letting me get stressed out, meeting new people, and having fun this semester.” |
| Course Curriculum                                 | 4  | 10%  | • “I enjoyed our semester project because it gave me the chance to work with people who had differing opinions from my own.”  
• “MTBI type, career theme letters, meetings w/advisor and career counselor that knew me personally, midterm project, and final presentation.” |
| Positive Classroom Environment                     | 3  | 7%   | • “The sense of unity and relaxed atmosphere was really helpful. Also help with our college life.” |
| Goal Setting                                      | 2  | 5%   | • “Goal setting and looking forward.”  
• “…goal examining” |

Notes: Percentages are rounded to the nearest whole. The remaining responses were so varied that no major themes emerged. (N) indicates the number of student responses included in analysis; (0) responses were excluded due to ‘undistinguishable’ answers.
Table 12: Student Reported Least Valuable Aspect of U110 Courses, Spring 2008
(N = 38)

71.) Please describe what you found least valuable about this class:

<table>
<thead>
<tr>
<th>Least Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Curriculum and Assignments</strong></td>
<td>11</td>
<td>29%</td>
<td>• “Modules.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Sometimes I feel like the lessons dragged on or weren’t effective for now long they took.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Some of the ASPIRE modules I thought were not as useful or helpful as some others.”</td>
</tr>
<tr>
<td><strong>Reading and Writing Assignments</strong></td>
<td>5</td>
<td>13%</td>
<td>• “Newspaper assignment.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Maybe writing three reflection papers. I’m not sure all three are really necessary.”</td>
</tr>
<tr>
<td><strong>Group Activities and Discussions</strong></td>
<td>3</td>
<td>8%</td>
<td>• “The least valuable thing in this class was some of group activities.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Some classroom discussions, newspaper articles.”</td>
</tr>
<tr>
<td><strong>Not Meaningful, Helpful, Productive (Busy Work)</strong></td>
<td>3</td>
<td>8%</td>
<td>• “Sometimes it seemed as if we just did busy work.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I felt like we did a lot of stuff that didn’t matter.”</td>
</tr>
<tr>
<td><strong>Time Commitments and Restraints</strong></td>
<td>3</td>
<td>8%</td>
<td>• “Too long.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I feel as if it doesn’t have to meet every week.”</td>
</tr>
<tr>
<td><strong>Course Workload</strong></td>
<td>2</td>
<td>5%</td>
<td>• “Lots of work for one credit hour when I feel my other classes are more important.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The amount of work required.”</td>
</tr>
<tr>
<td><strong>Lack of Connection with Other Students</strong></td>
<td>2</td>
<td>5%</td>
<td>• “A lot of the aspects of the modules were aimed at young, traditional students in other aspects of the class, too.”</td>
</tr>
<tr>
<td><strong>Personal Development Plan (PDP)</strong></td>
<td>2</td>
<td>5%</td>
<td>• “I found the PDP least valuable, only because I didn’t see the purpose for it, at first.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “The busy work, PDP, &amp; newspapers.”</td>
</tr>
<tr>
<td><strong>Goal Setting</strong></td>
<td>2</td>
<td>5%</td>
<td>• “Having to plan out our entire life.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “I am an adult returning student, so some goal setting exercises did not necessarily apply to where I am with in my life.”</td>
</tr>
</tbody>
</table>

Notes: Percentages are rounded to the nearest whole.
The remaining responses were so varied that no major themes emerged.
(N) indicates the number of student responses included in analysis; (0) responses were excluded due to ‘undistinguishable’ answers.
(3) Students indicated “N/A” or “Nothing” in response to Question 17.
Table 13: Students Specific Suggestions for Improving U110 Courses, Spring 2008

(N = 35)

72.) What Specific Suggestions do you have for improving this class? Please describe:

<table>
<thead>
<tr>
<th>Suggestions for Improvement</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| More Group Activities and Discussions             | 7 | 20% | • “More group activities.”  
• “Keep up with discussions.”  
• “Less modules, more group activities.”  
• “Maybe more conversation about different genre’s of literature and authors in class.” |
| More Helpful, Meaningful, Productive             | 5 | 14% | • “Less busy work more useful information.”  
• “More class time on things that matter to the students.” |
| More Credit for Course Completion                | 4 | 11% | • “More than 1 credit. We did a lot of work for just 1 credit.”  
• “Maybe add one more credit.”  
• “Adding another credit or two.” |
| Less Work / Shorten Curriculum                    | 4 | 11% | • “Shortening the modules.”  
• “Less homework.”  
• “Less work so student can focus on other classes.” |
| Less Time Commitments and Restraints             | 4 | 11% | • “Maybe not meet so long. Sometimes it was like we had nothing to do in class.”  
• I would suggest not having attendance points. Things come up that cannot be helped. Maybe there should be exceptions. |
| Less Reading and Writing Assignments             | 2 | 6%  | • “Get rid of the newspaper assignments, I didn’t feel that they were very beneficial.”  
• “More worthwhile projects than PDP and newspapers.” |
| General Positive Comments                         | 2 | 6%  | • “I really think the class is set up nicely.”  
• “I thought the class was very well thought out and executed. It taught us valuable lessons for returning to school as adults.” |

Notes: Percentages are rounded to the nearest whole.
The remaining responses were so varied that no major themes emerged.
(N) indicates the number of student responses included in analysis; (2) responses were excluded due to ‘undistinguishable’ answers.
(7) Students indicated “N/A” or “Nothing” in response to Question 19.
Table 14: Student Reported – Single Most Important Reason for Return to IUPUI for the Next Academic Year, Spring 2008 – U110 Courses

(N = 36)

The next 2 questions relate to your plans for the next academic year. Please answer one or the other according to your plans.

74.) If you intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Return</th>
<th>N</th>
<th>%</th>
<th>Example(s) of Actual Student Comments</th>
</tr>
</thead>
</table>
| Goal of Degree Completion                                     | 10 | 27%| • “My degree.”  
• “To get my degree.”  
• “To move closer to obtaining a degree.”  
• “I plan to return to get my teaching degree.” |
| Enjoyable Campus & People (Good Fit)                          | 8  | 22%| • “I plan to return because IUPUI suits all of my needs.”  
• “I plan to return to IUPUI because I live the atmosphere here. I like to come & to go & this campus allows me to do that.”  
• “The people.”  
• “I feel a connection between faculty and student body and feel that there are many resources that will help me obtain my degree.” |
| Further Education / Academic Goals                            | 8  | 22%| • “Education.”  
• “I value my education and I am excited to return.”  
• “I plan on returning to continue my educational goals.” |
| Close to Home (Location)                                      | 2  | 19%| • “Location and accessibility.”  
• “Because it is close to home and I like it here.” |
| Affordable                                                    | 2  | 6% | • “IUPUI is cheap, close to home, and I love the atmosphere here.”  
• “Yes, this is where I started my Academic Career. Plus, it keeps living costs down and sits on a bus line.” |
| Career Opportunities                                          | 2  | 6% | • “I also think it is a good place to meet my expectations as a social worker.” |
| Major and Minor Programs of Study Offered                     | 2  | 6% | • “I plan to return because it offers the major I wish, has good professors, and is within driving distance of home.”  
• “It has my major and it’s the closest school to home that does.” |
| Not Returning                                                 | 2  | 6% | • “I don’t plan to return.”  
• “Not returning.” |

Notes: Percentages are rounded to the nearest whole.  
The remaining responses were so varied that no major themes emerged.  
(N) indicates the number of student responses included in analysis; (0) responses were excluded due to ‘undistinguishable’ answers.  
(1) Student indicated “N/A” in response to Question 20.
### Table 15: Student Reported – Single Most Important Reason Not to Return to IUPUI for the Next Academic Year, Spring 2008 – U110 Courses

(N = 13)

The next 2 questions relate to your plans for the next academic year. Please answer one or the other according to your plans.

75.) If you do not intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Not Returning</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Participation in Athletics              | 2 | 14%| • “Football.”
|                                        |   |    | • “Sports.”                                                             |
| Dislike for Academic Program           | 1 | 8% | • “I don’t like my academic program at this school.”                    |
| Moving                                 | 1 | 8% | • “Moving.”                                                             |
| Wants a New / Different Experience     | 1 | 8% | • “To see/experience other things. Travel.”                            |
| Transferring to Another Institution    | 1 | 8% | • “I plan on attending Ball State University.”                         |
| Wants a More Social “Real” College Experience | 1 | 8% | • “I wasn’t intending to go here all 4 years. I would like a more ‘college campus’ esque experience I guess. I like IUPUI though!” |

Notes
- Percentages are rounded to the nearest whole.
- The remaining responses were so varied that no major themes emerged.
- (N) indicates the number of student responses included in analysis; (0) responses were excluded due to ‘undistinguishable’ answers.
- (5) Students indicated “N/A” in response to Question 21.
Table 16: Student Reported Most Valued Aspect of U110 Courses, Spring 2009

(N = 53)

70.) Please describe what you found most valuable about this class:

<table>
<thead>
<tr>
<th>Most Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Campus Information, Resources, and Way-finding | 22 | 42%| • “The introduction to campus resources.”  
     • “The tour and information on campus resources.”  
     • “The information we need to just navigate on campus is vital.”  
     • The resources they made us aware of such as study abroad and CAPS.”  
     • “All kinds of valuable resources were presented to us that I never would have known about otherwise.”  |
| Faculty, Staff, Mentor Support              | 10 | 19%| • “Advisor, mentor, guidance”  
     • “Teachers.”  
     • “They supplied resources for anything that we had questions on and were always available to help.”  
     • “The instructors were real open and intent on helping us through this semester.”  
     • “I found most valuable how helpful the advisor/faculty member and student mentor was and how much I learned about myself.”  |
| Major and Career Discovery                  | 9  | 17%| • “Career insight.”  
     • “It helped me research and decide on a possible major for my future.”  
     • “Guidance on what career I want to follow and how to get there.”  
     • “The major and career check sheets and the other resources available. I was able to narrow my choices down to three majors.”  
     • “The search for a major. It helped me learn a lot about what I want to do.”  |
| College Transition Assistance               | 8  | 15%| • “It made the college transition more bearable.”  
     • “I learned the skills I need for college.”  
     • “The introduction to the college way of life.”  
     • “It helped me to learn the inner workings of college life.”  |
| Self Discovery                              | 6  | 11%| • “Some of the personality and interests tests helped me decide what major would be best for me.”  
     • “The exercises to help us find our learning styles.”  |
| Information on Time and Stress Management    | 6  | 11%| • “Talking about stress and time management.”  
     • “Helped develop time management and get my college road organized.”  |
| Advising and Class Registration Assistance  | 4  | 8% | • “Meeting the advisors.”  
     • “Interacting with advisor.”  |
| Group Activities and Discussions            | 3  | 6% | • “The Scavenger Hunt experience was good.”  
     • “I found the discussions most valuable.”  |

Notes: Percentages are rounded to the nearest whole. The remaining responses were so varied that no major themes emerged. (N) indicates the number of student responses included in analysis; (0) responses were excluded due to ‘undistinguishable’ answers.
Table 17: Student Reported Least Valuable Aspect of U110 Courses, Spring 2009

(N = 49)

71.) Please describe what you found least valuable about this class:

<table>
<thead>
<tr>
<th>Least Valued Aspect</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| N/A, Nothing, Positive Nothing                           | 12 | 24% | • “N/A.”  
• “None.”  
• “Nothing.”  
• “All the information given was very valuable.”          |
| Disorganization and Lack of Instruction                  | 6  | 12% | • “The organization.”  
• “Too much busy work. Very disorganized.”  
• “Disorganization, scattered methods of instruction.”  
• “Disorganization between turning in assignments and them being lost. Too much busy work.” |
| Outside of Class Activities (Field Trips)                | 6  | 12% | • “The scavenger hunt project it was nice learning where places are but not getting sick and cold.”  
• “The visit to the museum and the journal entry associated with it. We should have discussed it in class because I did not understand the value.” |
| Not Helpful, Meaningful, Productive (Busy Work)          | 5  | 10% | • “Too much busy work.”  
• “At some points I found the material as just one more thing to do and not very informational.”  
• “We seemed to do a lot of worthless busy work and it seemed very disorganized when it came to homework.” |
| Library Project / Orientation                            | 4  | 8%  | • “Library modules.”  
• “The library activities could have been better.”  
• “I believe that the library modules were something that we learned in high school.” |
| Course Curriculum and Assignments                        | 4  | 8%  | • “Aspire.”  
• “Assignments.”  
• “On several assignments, I felt I was repeating things I had done for earlier assignments without gaining any new knowledge.” |
| Cultural Events                                           | 4  | 8%  | • “Cultural events.”  
• “Cultural events should have been any event.” |
| Time Commitments and Restraints                          | 3  | 6%  | • “The time it takes from other classes.”  
• “The mandatory class meetings.” |
| Amount of Assignments and Homework                       | 2  | 6%  | • “I felt for a freshmen incoming class some of the assignments were excessive.”  
• “Too much homework. It is the only class I struggled with because of the amount of homework.” |

Notes: Percentages are rounded to the nearest whole. The remaining responses were so varied that no major themes emerged. (N) indicates the number of student responses included in analysis; (0) responses were excluded due to ‘undistinguishable’ answers. (10) Students indicated “N/A” or “Nothing” in response to Question 18.
Table 18: Students Specific Suggestions for Improving U110 Courses, Spring 2009

(N = 42)

72.) What Specific Suggestions do you have for improving this class? Please describe:

<table>
<thead>
<tr>
<th>Suggestions for Improvement</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| More Course Organization    | 7  | 17%  | • “A little more organized.”  
• “More organization.”  
• “More prepared at times.”  
• “ORGANIZE.” | and Structure    
| Less Assignments and        | 6  | 14%  | • “Maybe less papers.”  
• “Nothing really, perhaps to lighten up on some of the projects.”  
• “Less homework maybe do some of these activities inside the class. Also not set the expectation level so high. It should be okay if I don’t know what I want to do every semester, this is just the beginning.”  
• “Eliminate needless repetition and busy work. Decrease the number of assignments but make remaining ones more meaningful.” | Homework    
| More Group Activities and    | 5  | 12%  | • “Possibly more discussion modules.”  
• “More activities not so much meaningless work.”  
• “Carryout field trips.”  
• “More interaction within the class.” | Discussions    
| More Major and Career       | 3  | 7%   | • “Require us to meet with someone in the department of our major to make sure it’s what we want.”  
• “More assignments and class activities involving majors and careers and perhaps more games.” | Discovery    
| General Positive Comments   | 3  | 7%   | • “Very informative - no suggestions.”  
• Nothing it was a great course.  
• All the faculty members were helpful in answering my questions about specific courses or about this class. |    
| Less Outside Class Activities| 2  | 5%   | • “Students do not need to walk the campus for a Scavenger Hunt, there is a map of campus.”  
• “Try not to do the scavenger hunt on a freezing day that it is sleeting - students get sick and miss other classes - hunting their grades.” |    
| Allow Course to be ‘Optional’| 2  | 5%   | • “Don’t make it required.”  
• “No real grades,, shouldn’t be full semester, if students come in sure they’re transferring they shouldn’t have to take this class.” |    
| More Cultural Events        | 2  | 5%   | • “Group cultural events.”  
• “Keep the cultural events going no matter how many students complain.” |    
| No or Less Cultural Events  | 2  | 5%   | • “No cultural events.” |    

Notes: Percentages are rounded to the nearest whole.  
The remaining responses were so varied that no major themes emerged.  
(N) indicates the number of student responses included in analysis; (0) responses were excluded due to ‘undistinguishable’ answers.  
(9) Students indicated “N/A” or “Nothing” in Response to Question 19
The next 2 questions relate to your plans for the next academic year. Please answer one or the other according to your plans.

74.) If you intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Return</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| Further Education and Academic Goals                                   | 14 | 29% | • “To continue my education.”  
• “To further my education.”  
• “To further more studies and make me smarter!”  
• “To get a good education and further my learning to accomplish my goals.”  
• “I plan to return because I am satisfied with my performance and what I have learned. I want to learn more about philosophy and other liberal arts.” |
| Enjoy Campus and People (Good Fit)                                    | 11 | 22% | • “I enjoy coming here and it is easily accessible.”  
• “I plan to return because education is important. I like the campus.”  
• “I enjoy school here and I believe I am getting the most out of my tuition.”  
• “Because I like the feel of the campus and because I’ve actually learned material.”  
• “I love everything about IUPUI. The fact that it is close to home, small campus, great teachers and a lot of help. I would love graduating here with my bachelor’s degree.” |
| Goal of Degree Completion                                              | 10 | 20% | • “A degree.”  
• “To get my undergraduate degree.”  
• “Finish my BS to apply for graduate school.”  
• “I want to graduate with an IU degree and like my options at this school.” |
| Close to Home (Location)                                               | 6  | 12% | • “Close to home.”  
• “Yes, it’s close to home.”  
• “Commuter campus that is easily accessible for me.”  
• “I plan to return because it is a reputable school close to home.” |
| Majors and Programs Offered                                            | 4  | 8%  | • “Good teaching program.”  
• “IU Dental School accepts IUPUI students first.” |
| Faculty and Staff Support                                              | 3  | 6%  | • “Very helpful faculty and staff…”  
• “I enjoyed my professors and classes…” |
| Prestige of School                                                     | 2  | 6%  | • “It is the best choice for my major in the local area.”  
• “I plan to return because it is a reputable school…” |

Notes: Percentages are rounded to the nearest whole.  
The remaining responses were so varied that no major themes emerged.  
(N) indicates the number of student responses included in analysis; (0) responses were excluded due to ‘undistinguishable’ answers.  
(2) Students Indicated “N/A” in response to Question 20.
The next 2 questions relate to your plans for the next academic year. Please answer one or the other according to your plans.

75.) If you **do not** intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:

<table>
<thead>
<tr>
<th>Most Important Reason for Not Returning</th>
<th>N</th>
<th>%</th>
<th>Examples of Actual Student Comments</th>
</tr>
</thead>
</table>
| “Commuter School” / Wants to Attend Residential College | 6  | 46% | • “Commuter campus.”
|                                         |    |     | • “It is a commuter school.”
|                                         |    |     | • “I don’t like a commuter campus.”                                       |
| Dislike for Campus and People (Not Good Fit) | 3  | 23% | • “Don’t like the campus life, hard to interact.”
|                                         |    |     | • “Uncaring faculty and students…”                                       |
| Bad Parking                             | 1  | 8%  | • “Bad parking.”                                                          |
| Lack of Faculty and Staff Support       | 1  | 8%  | • “Uncaring faculty and students…”                                       |
| Monetary Concern                        | 1  | 8%  | • “The only reason I plan not to return is because I will have more financial help at another university.” |
| Pursuing Work Opportunity               | 1  | 8%  | • “To work.”                                                              |
| Personal Reasons                        | 1  | 8%  | • “I don’t belong in college.”                                            |
| Returning                               | 1  | 8%  | • “I am coming back.”                                                     |

**Notes:** Percentages are rounded to the nearest whole.
The remaining responses were so varied that no major themes emerged.
(N) indicates the number of student responses included in analysis; (0) responses were excluded due to ‘undistinguishable’ answers.
(2) Students indicated “N/A” in response to Question 21.
### Table 21: Additional Open-Ended Response Data: Co-Occurrence Student Comments, Coded Response (A) and (B)

<table>
<thead>
<tr>
<th>Survey Question Number (Q: #)</th>
<th>Coded Response (A), And (&amp;) Coded Response (B)</th>
<th>Percentage and Number of Coded Response (A) also Coded Response (B). [% = n of (B) / n of (A)]</th>
<th>Total Responses Coded as Both (A) and (B). [% = CoOccurrence (N) / Response Rate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Q: 70) Please describe what you found most valuable about this class:</td>
<td>Meeting New People and Forming Friendships (N = 158 / 525) / (30%) &amp; Linked with Course / Program (N = 25 / 525) / (5%)</td>
<td>12.0% N = 19 / 158</td>
<td>3.6% N = 19 / 525</td>
</tr>
<tr>
<td>(Q: 71) Please describe what you found least valuable about this class:</td>
<td>Outside Class Activities (N = 34 / 504) / (7%) &amp; Time Commitments and Restraints (N = 30 / 504) / (6%)</td>
<td>17.6% N = 6 / 34</td>
<td>1.2% N = 6 / 504</td>
</tr>
<tr>
<td>(Q: 72) What Specific Suggestion do you have for improving this class? Please describe:</td>
<td>More Group Activities and Discussions (N = 81 / 476) / (17%) &amp; Less Lectures (N = 11 / 476) / (2%)</td>
<td>13.6% N = 11 / 81</td>
<td>1.3% N = 6 / 476</td>
</tr>
<tr>
<td>(Q: 74) If you intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:</td>
<td>Majors and Programs Offered (N = 105 / 456) / (23%) &amp; Prestige of Institution (and Programs) (N = 35 / 456) / (8%)</td>
<td>33% N = 35 / 105</td>
<td>5.7% N = 26 / 456</td>
</tr>
<tr>
<td>(Q: 75) If you do not intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:</td>
<td>Transferring to Another Institution (N = 20 / 176) / (11%) &amp; Change in Major / Career Choice (N = 8 / 176) / (5%)</td>
<td>40% N = 8 / 20</td>
<td>4.5% N = 8 / 176</td>
</tr>
</tbody>
</table>
**Fall 2008 (FYS) Cohort**

### Table 22: Additional Open-Ended Response Data: Co-Occurrence
Student Comments, Coded Response (A) and (B)

<table>
<thead>
<tr>
<th>Survey Question Number (Q: #)</th>
<th>Coded Response (A), <strong>And (&amp;)</strong> Coded Response (B)</th>
<th>Percentage and Number of Coded Response (A) also Coded Response (B). [% = n of (B) / n of (A)]</th>
<th>Total Responses Coded as Both (A) and (B). [% = CoOccurrence (N) / Response Rate)</th>
</tr>
</thead>
</table>
| **(Q: 70)** Please describe what you found most valuable about this class:  
(N = 624) | Faculty, Staff, Mentor Support  
(N = 61 / 624) / (10%)  
&  
Advising and Class Registration Assistance  
(N = 49 / 624) / (8%) | 36.0%  
N = 22 / 61 | 3.5%  
N = 22 / 624 |
| **(Q: 71)** Please describe what you found least valuable about this class:  
(N = 560) | Course Curriculum and Assignments  
(N = 173 / 560) / (31%)  
&  
Reading and Writing Assignments  
(N = 47 / 560) / (8%) | 26.0%  
N = 45 / 173 | 8.0%  
N = 45 / 560 |
| **(Q: 72)** What Specific Suggestion do you have for improving this class? Please describe:  
(N = 586) | More Outside Class Activities (Field Trips)  
(N = 46 / 586) / (8%)  
&  
More Information on Indianapolis  
(N = 15 / 586) / (3%) | 23.9%  
N = 11 / 46 | 1.9%  
N = 11 / 586 |
| **(Q: 74)** If you intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:  
(N = 544) | Major and Minor Programs of Study Offered  
(N = 113 / 544) / (21%)  
&  
Prestige of University  
(N = 39 / 544) / (7%) | 20.4%  
N = 23 / 113 | 4.2%  
N = 23 / 544 |
| **(Q: 75)** If you do not intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return:  
(N = 202) | Transferring to Another Institution  
(N = 21 / 202) / (11%)  
&  
Wants a New / Different Experience  
(N = 11 / 202) / (5%) | 23.8%  
N = 5 / 21 | 2.5%  
N = 5 / 202 |
Appendix A: U-110, First-year Seminar (FYS): Post Course Survey Evaluation Tool

<table>
<thead>
<tr>
<th>This class improved my ability to...</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not at All</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Find my way around campus...</td>
<td></td>
<td></td>
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<tr>
<td>2. Send and receive e-mail from my JUPUI email account...</td>
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<tr>
<td>3. Use JUPUI OnCourse technology...</td>
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<td>4. Set priorities so I can accomplish what is most important to me...</td>
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<tr>
<td>5. Manage my time to meet my responsibilities...</td>
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<td>6. Establish an effective study schedule...</td>
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<td>7. Prepare for tests and exams...</td>
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<tr>
<td>8. See multiple sides of issues...</td>
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<td>9. Evaluate the quality of information...</td>
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<tr>
<td>10. Critically examine ideas and issues...</td>
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<tr>
<td>11. Complete well written papers...</td>
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<td>12. Actively participate in class discussions...</td>
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<td>13. Give oral presentations...</td>
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<td>14. Work with other students on class assignments...</td>
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<tr>
<td>15. Find what I need at the library...</td>
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<tr>
<td>16. Use library resources for academic work or research...</td>
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<tr>
<td>17. Manage and cope with stress...</td>
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<tr>
<td>18. Decide on a major or future career...</td>
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<td>19. Succeed academically...</td>
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<tr>
<td>20. Adjust to college life...</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>This class improved my understanding of...</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not at All</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. University rules regarding academic honesty...</td>
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<tr>
<td>22. University rules regarding plagiarism</td>
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<tr>
<td>23. Registration procedures...</td>
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<tr>
<td>24. Resources available at the Library...</td>
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<tr>
<td>25. Faculty expectations of students...</td>
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<tr>
<td>26. JUPUI’s Principles of Undergraduate Learning (PULs)...</td>
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<tr>
<td>27. Campus resources available to help me (e.g., Writing Center, Math Assistance Center, Learning Center, Career Center)...</td>
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<tr>
<td>28. Student Organizations on campus...</td>
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</tbody>
</table>
This class improved my understanding of...
29. The importance of making connections with faculty members...
30. My personal goals...
31. My motivations for attending college...

This class increased the degree to which I...
32. Participated in campus sponsored activities and events...
33. Discussed ideas with faculty members outside of class...
34. Developed an appreciation of social and cultural diversity...
35. Discussed ideas with students with views different from my own...
36. Established close friendships...
37. Met new people...
38. Established a meaningful relationship with an academic advisor...
39. Feel connected to IUPUI...
40. Feel able to meet the demands and expectations of college...
41. Made a successful transition to IUPUI...

This class included...
42. A well organized format that helped me learn...
43. A variety of teaching methods...
44. Meaningful class discussions...
45. Assignments that contributed to my learning...
46. Clear and useful feedback to improve my learning...
47. A high level of intellectual challenge...
48. Activities or classroom discussions that incorporated diversity awareness and appreciation...
49. Instructional team members that were committed to promoting an environment that respects and celebrates diversity...

This class included...
50. Positive interactions with a student peer mentor...
51. Positive interactions with an academic advisor...
52. Positive interactions with a faculty member...
53. Positive interactions with a librarian...
54. Positive interactions with other students...

ADVISING -- The next questions relate to your perceptions of the advisors role on the instructional team. Indicate N/A only if the item does not apply to you or the course.
Please indicate how satisfied you were with your advisor in the following areas:

<table>
<thead>
<tr>
<th>Question</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Highly Satisfied</th>
<th>Disappointed</th>
<th>Very Disappointed</th>
<th>N.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>56.</td>
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<td>57.</td>
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<td>58.</td>
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<td>59.</td>
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<td>61.</td>
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<td>62.</td>
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<td>63.</td>
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<td>64.</td>
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<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Please respond to the following statements in terms of your agreement or disagreement:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>66.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Please respond to the following statements in terms of your satisfaction:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

68. Would you recommend this class to other first-year students?
69. Did you read the campus common theme book entitled "A Long Way Gone" by Ishmael Beah?

**WRITTEN COMMENTS**

- 70. Please describe what you found most valuable about this class: 

- 71. Please describe what you found least valuable about this class: 

- 72. What specific suggestions do you have for improving this class? Please describe: 

- 73. Do you think the on-line environment added to or took away from your interaction with the instructional team? Why? 

The next two questions relate to your plans for the next academic year. Please answer one of the other according to your plans.

- 74. If you intend to return to IUPUI for the next academic year, please describe the single most important reason why you plan to return: 

- 75. If you do not intend to return to IUPUI for the next
academic year, please describe the single most important reason why you do not plan to return:

Thank you for your participation!

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