# Research Brief

## IUPUI Entering Student Survey – 1997 Cohort

## Introduction

This edition of *Research Brief* summarizes the results of the first administration of a new IUPUI Entering Student Survey. The survey was sponsored by the Vice Chancellor for Planning and Institutional Improvement, developed by staff in the Office of Information Management and Institutional Research (IMIR) and administered through the Testing Center. The primary purpose of the survey was to learn more about IUPUI entering students' backgrounds, expectations, plans and educational objectives. Results of the survey will also serve as a base line for monitoring changes in entering students' attitudes and opinions.

Newly admitted students completed this survey by computer after taking the required placement tests in the Testing Center, a departure from the paper and pencil instruments used for other IMIR administered student surveys. The survey was developed with input from IUPUI faculty and staff who work with entering students and it was pre-tested for content and clarity.

Another new feature of this survey was random block administration. That is, the survey consists of several modules each of which contain a number of items. The computer program administered a core module of items to every student. Each student was then randomly administered three of eleven additional modules. For modules that contained very large numbers of items, a subset of items was also chosen randomly. The goal was to keep survey completion time to approximately 10 minutes for students while covering a large number of items across all students taking the survey. Although this method limits the number of students responding to each item, the

## Highlights

The top three reasons for going to college reveal entering students are looking to fulfill both personal (to become a better informed person) and instrumental goals (to gain skills applicable to a specific job or career, to get a better job) in their decision to attend. They choose IUPUI, specifically, because it allows them to work and go to school, earn a Purdue or IU degree, and see it as a good value. The vast majority feel IUPUI offers a quality education for relatively low tuition.

Entering students found the admissions process relatively easy at IUPUI, rating it an average of 3.5 on a 10-point difficulty scale (1 being extremely easy).

An education from IUPUI is seen as close in quality to one from Butler, Purdue or IUB and greater than one from Ball State, Indiana State, Indianapolis, Vincennes, and Ivy Tech in that order. IUPUI was the first choice institution of just half of all entering students.

Entering students said that those things that were most important to them had to do with academics in general and their major in particular. Only two of the top ten items ranked most important did not involve instruction or academic support.

Career guidance and tutoring in math lead the list of perceived needs. Nine out of ten students reported that it is very likely they will seek information about career and job opportunities and will seek job or career counseling. Nine of ten also indicated that they would seek help in mathematics and seek tutoring help generally. Entering students expect to achieve an average grade of B+ in their first semester courses. They do not expect to be as challenged in their classes as continuing students indicate being in other IMIR surveys.

*How they differ*

Age: Non-traditional students (21yrs or older) were more likely to desire childcare and help using computers and less likely to join a social club or fraternity. Non-traditional students also indicate higher expectations for increasing their critical and quantitative skills. Four out of ten traditional age students report that they chose IUPUI in order to be able to transfer to another campus.

Gender: Women are more concerned than are men about how safe they feel on campus, the ease of applying for financial aid and the availability of courses providing credit for community service. Women are also more impressed with IUPUI's quality, the perceived availability of financial aid and the opportunity to interact with a diverse student body. Men were more likely to say they would participate in cultural and sports events.

Ethnicity: White students were more concerned about the availability and convenience of parking. Black students were more interested in information about graduate and professional school and in tutoring services. Black students also rate going to school to advance in their jobs and to get into graduate and professional school as more important reasons for attending college than do white students. Academic quality was a more important reason among Black students for choosing IUPUI than among Whites.

large number of overall respondents provides a sufficient sample size of approximately 300 for each random item.

The sample of students who completed the entering student survey included a modest number that didn't subsequently enroll as degree-seeking undergraduates. Such students were excluded from the present analysis. The final sample of respondents numbered 1,872.

Items selected for the survey came from a variety of sources, including those recommended by persons on campus who reviewed the items proposed by IMIR as well as other commonly used items from other entering student surveys. Appropriate items from the IUPUI Continuing Student Satisfaction and Priorities Survey were also included to allow for comparisons between new and current students. Common items related to the importance of various aspects of the undergraduate experience, expected growth in learning, involvement in learning and several attitude questions.

The overall results of the new Entering Student Survey are presented in the following sections of this report. In addition, and where appropriate, a discussion of statistically significant and substantive gender, age and ethnic differences are presented. The final section of the *Brief* compares the responses of entering students with comparable responses of continuing students.

The tables, graphs and charts summarizing the results and referenced throughout this report are presented in an addendum that is attached to the *Brief*. Additional charts and displays are included within the *Brief* itself to supplement the item-by-item summaries of the survey data shown in the addendum.

## Results

### Reasons for going to college

The entering student survey asked new students about the importance of several reasons for going for the first time or returning to college[1]. Results indicate that students were looking to fulfill both personal and instrumental goals in their decision. The top three reasons for going to college were to become a better-informed person, to gain skills applicable to a specific job or career and to get a better job, as shown in Table A1 of the addendum.

The results also indicate that IUPUI entering students do not view college as a vehicle for meeting new people or for advancing in a current job. More than one-half of the respondents indicated that these reasons were not very

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[1] Although the placement test is administered mostly to first-time college students, some transfers with minimum or out-dated college credit must also take these tests and so also completed the entering student survey.

important to them. It should be noted, however, that this sample does not include students likely to be in a career-advancing situation; that is, students already having significant college experience do not have to take the placement exams.

### Reasons for choosing IUPUI

Students receiving this module of questions were asked how important a random subset from among 20 reasons was in their decision to attend IUPUI. Table A2 reveals that the top reasons students chose IUPUI were to allow them to work and go to school, the low tuition, the opportunity to earn a Purdue or IU degree, and the availability of academic programs that interest them. More than two-thirds of the respondents indicated that each of these reasons was very important to them. More than three-fifths of the respondents also cited as very important IUPUI's academic quality, the quality of teaching by IUPUI faculty, IUPUI graduates get good jobs, and closeness to home. Less than one-half of the respondents indicated that opportunities to participate in campus social and cultural events drew them to IUPUI. Even fewer students, about one-third, indicated that their employer's advice was instrumental in their decision to attend IUPUI.

Just over one-half (54%) of new students indicate IUPUI was their first choice institution. Among those whose first choice was to attend a different college or university, seven out of ten were accepted at their first choice institution but chose to attend IUPUI instead (see Tables A3 and A4). The reasons that students offered for choosing another school ahead of IUPUI usually had to do with going away to school in order to establish their independence.

### Differences Among Students

Two different criteria were employed to assess differences among students by demographic characteristics. Table A17 in the addendum presents the results of the first of these comparisons for all sections of the survey. This table shows the means for an item across a specific demographic factor (e.g., gender) only if the differences are statistically significant (p < .05). Discussion of these results in the *Brief* itself will focus on what we consider substantively significant differences. Substantively significant differences are defined as those for which the difference between the highest and lowest group means is more than one-third of the item standard deviation.

There were substantively significant differences among students in terms of their reasons for choosing IUPUI by gender, age and ethnicity as shown in Display 1. Women rated as more important several items related to the academic program quality as well as items related to program availability and faculty accessibility.

### Display 1. Reasons for Choosing IUPUI

| By Gender | Female | Male |
|---|---|---|
| Availability of academic programs that interest you | 2.73 | 2.51 |
| IUPUI's academic quality | 2.69 | 2.50 |
| Quality of teaching of IUPUI faculty | 2.70 | 2.43 |
| IUPUI graduates get good jobs | 2.68 | 2.38 |
| Opportunities to work closely with outstanding faculty | 2.47 | 2.24 |

| By Age | < 21 | 21+ |
|---|---|---|
| IUPUI accomodates the needs of adult learners | 1.71 | 2.75 |
| Advice of your guidance counselor | 2.61 | 3.41 |
| Opportunity to prepare to transfer to another campus | 2.10 | 1.66 |
| Opportunities to participate in campus social and cultural events | 1.86 | 1.50 |

| By Ethnicity | Black/ Af Amer | White | Other Minority |
|---|---|---|---|
| IUPUI's academic quality | 2.84 | 2.55 | 2.82 |
| Opportunity for financial aid | 2.61 | 2.16 | 2.83 |

*Responses provided on a scale where 3=very important, 2=somewhat important and 1=not important*

*A difference in means is substantively significant if it exceeds +/- one-third of the standard deviation for the item*

Traditional-age students (those under 21 years old) were more likely than older students to choose to attend IUPUI to prepare to transfer to another campus and for the opportunity to participate in campus social and cultural events. Non-traditional students (those 21 or older) were more likely to choose IUPUI because it accommodates the needs of adult learners and because of the advice of a guidance counselor.

Responses also differed substantively by ethnicity. Minority students rated the academic quality of IUPUI and the opportunity for financial aid as more important reasons for choosing to attend than did White students.

### Prior Experiences with IUPUI

Entering students were asked several questions to determine their earlier experiences with IUPUI. By far, the most common form of prior experience with IUPUI was through friends or relatives who were or are currently students. Nearly four out of five entering students reported this connection through a friend, and nearly two out of five reported this connection through a relative (See Table A5). Far less common were actual trips to the campus and its facilities. Among these, the most popular attractions were the library or other campus resource for a school project, and sporting or cultural events. Fewer than one in ten entering students reported that they first learned about IUPUI through an advertisement in the newspaper or on television.

Three items in the survey asked new students directly about their perceptions of IUPUI's academic quality and sense of identity. Tables A6 through A8 summarize the responses to these items. When comparing the quality of education they think they will receive at IUPUI to other local area universities, most entering students (55%)

provided a neutral response, but far more responded positively (36%) than negatively (9%). More than half of the respondents agreed or strongly agreed that IUPUI has a strong sense of identity, and only seven percent disagreed with this statement. In direct comparison to area colleges and the other large public institutions, entering students rated the quality of an education here just slightly below IU-Bloomington, Purdue-West Lafayette and Butler University, but greater than at the remaining schools ranked.

In a single item, entering students were asked to rate the process for being admitted to IUPUI on a scale from 1 to 10 where 1 is extremely easy and 10 is extremely difficult. The average response to this item was 3.5 as shown in Table A9. Three-quarters of the students rated the process at the mid-point of this scale or better (i.e., lower). Clearly, new students found the admissions process to be on the easy side of the continuum. This is an encouraging finding and likely reflects the efforts underway to streamline and consolidate the admission and enrollment processes over the last several years.

### Importance

Entering students were asked to indicate which among a number of aspects of the campus environment were important to them in terms of what they are looking for in an education. This module was derived from the Continuing Student Satisfaction and Priorities Survey, where students were asked to rate aspects of the campus environment on the five-point scale of very unimportant, unimportant, neutral, important and very important. In the Entering Student Survey, importance item instruction were worded as follow:

Please indicate how important each of the following will be to you in terms of what you are looking for in your educational experience at IUPUI. Please rate each item that follows on a scale where 1 = not at all important, 2 = somewhat important, 3 = moderately important, 4 = very important, 5 = of utmost importance.

Although both surveys use 5-point importance scales, the entering student scale differs in two notable ways: it does not contain a neutral category; and the scale has more choices to indicate high levels of importance. These differences were implemented to counter the tendency for new students to overstate the importance of many factors, compared to continuing students, who tend to be more discerning in their priorities. In effect, the positive side of the scale was expanded while the negative side of the scale was compressed. Table A10 summarizes the responses to these items, ranked from high to low in the average overall importance rating.

The items most important to entering students had to do with academics and with their major in particular. Among the top ten items, only two (how safe you feel on campus and being able to get the books you need from the campus bookstore) did not involve instruction or academic

support. Despite changes to the scale made to distinguish among items rated as important, students assigned high levels of importance to most items. Half of the items averaged an importance rating of 4 or higher on the available 5-point scale.

It is interesting to note that those items deemed as less important are those relating to several notable campus initiatives, including childcare, opportunities for volunteer and community service and living arrangements near campus. The ratings on volunteer and service activities serve as a base line against which to evaluate student perceptions later in their careers as they are exposed to campus programs in these areas. As with other student surveys, issues regarding childcare received strong support, but from a relatively small group of students for whom this is a critical issue. Furthermore, the limited childcare and near-campus living opportunities that are currently available may have a greater effect on whether certain students enroll at all at IUPUI.

The importance ratings are further reviewed in comparison to continuing students' ratings of importance in a later section of this report. Present discussions will focus on demographic differences as summarized in Display 2.

### Display 2.  Importance of Various Aspects of the College Experience

| By Gender | Female | Male |
|---|---|---|
| The ease of applying for financial aid | 4.23 | 3.81 |
| Opportunities to live in the vicinity of the campus | 2.75 | 2.21 |
| Availability of crses that provide credit for comm. service | 3.04 | 2.63 |
| Courses in your major area | 4.51 | 4.30 |
| How safe you feel on campus | 4.44 | 4.06 |

| By Age | < 21 | 21+ |
|---|---|---|
| Getting books you need from the campus bookstores | 4.26 | 4.52 |
| Opportunities to engage in extra-curricular activities | 3.20 | 2.74 |
| Getting through to staff on the phone | 3.32 | 3.81 |
| Opportunities to meet other students | 3.65 | 2.97 |
| Opportunities for overseas study | 2.58 | 2.08 |
| Recreational programs and facilities | 3.25 | 2.55 |
| Space for relaxing or socializing between classes | 3.30 | 2.73 |
| Information about volunteer service opportunities | 2.71 | 2.31 |

| By Ethnicity | Black/ Af Amer | White | Other Minority |
|---|---|---|---|
| The convenience of parking on campus | 3.75 | 4.22 | 3.40 |
| Information about graduate and professional programs | 4.33 | 3.70 | 3.86 |
| The availability of parking on campus | 3.85 | 4.25 | 3.60 |
| Spaces for individual and group study | 3.45 | 3.47 | 4.60 |
| Tutoring services | 4.10 | 3.27 | 3.00 |

*Responses provided on a scale where 5=Of Utmost Importance (UI), 4=Very Important (VI),*

*3=Moderately Important (MI), and 2=Somewhat Important (SI) and 1=Not at all Important (NI).*

*A difference in means is substantively significant if it exceeds +/- one-third of the standard deviation for the item*

**Display 3.** Expected Growth in Learning

| By Gender | Female | Male | |
|---|---|---|---|
| Speaking in a small group setting | 3.60 | 3.07 | |
| **By Age** | < 21 | 21+ | |
| Ability to critically examine ideas and issues | 3.92 | 4.27 | |
| Quantitative skills (e.g., mathematics, statistics) | 4.05 | 4.37 | |
| **By Ethnicity** | Black/ Af Amer | White | Other Minority |
| Reading comprehension | 4.34 | 3.73 | 3.82 |
| Ability to express facts, ideas, etc. in writing | 4.36 | 3.89 | 4.09 |

*Responses provided on a 5-point scale where 1=None and 5=Great Deal.*

*A difference in means is substantively significant if it exceeds +/- one-third of the standard deviation for the item*

### Differences Among Students

Women were more concerned than were men with the ease of applying for financial aid, opportunities to live in the vicinity of campus, courses for community service, courses in the major and campus safety. Non-traditional students were more concerned with getting books from the campus bookstore and getting through to staff on the telephone than were younger students. Traditional-aged students, on the other hand, were more concerned about the social aspects of campus life and alternative learning arrangements, like overseas study and voluntary service opportunities.

Differences in what entering students view as important in their education were also observed across ethnic groups. White students were more concerned than were minority students about the availability and convenience of parking, whereas Black students were more concerned about information on graduate and professional schools and tutoring services. Other minority students were more concerned about spaces for individual and group study as compared to their peers.

### Educational Objectives and Expectations

Entering students have high expectations for their likelihood of attaining an undergraduate and even a graduate degree. Seven of ten entering students expect to complete a bachelor's degree. One-half say they will eventually complete a graduate degree at some institution of higher education (see Tables A11a-e).

Entering students were also asked what amount of time they plan to commit to the educational process during their first semester. Two-thirds of entering students say they plan to enroll full-time (12+ hours). In an average week, students report they will spend fifteen hours in classes and seven hours in the library. Entering students expect to earn an average grade of B+ for their first semester classes at IUPUI (See Table A12).

In response to a question about how many hours per week they expect to spend preparing for each class, it appears that some respondents answered with reference to all their courses combined, whereas others responded in reference to just one course. The average overall response of nine hours per week shown in Table A12 should be interpreted with caution. Figure 1 shows the distribution of responses to this question, revealing the probable misinterpretation of the question by some students. The figure also reveals that most of those who likely interpreted the question correctly responded that they would spend between 1 and 6 hours per week on average preparing for each class, with the model response in the 2-3 hour range.

**Figure 1.** Average Hours Per Week Preparing for (Each) Class
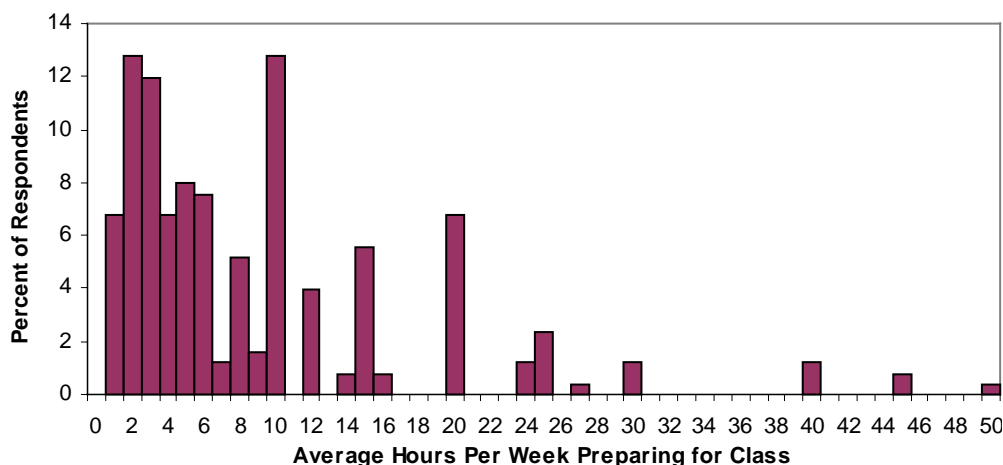
**Display 4.** Expectations for Services

| By Age | < 21 | 21+ | |
|---|---|---|---|
| Desire child care services provided by IUPUI | 1.07 | 1.35 | |
| Join a social club, fraternity or sorority | 1.72 | 1.41 | |

| By Ethnicity | Black/ Af Amer | White | Other Minority |
|---|---|---|---|
| Seek job or career counseling | 2.60 | 2.20 | 2.33 |
| Desire child care services provided by IUPUI | 1.46 | 1.11 | 1.40 |
| Seek help using computers | 2.34 | 1.96 | 2.00 |
| Seek counseling for personal problems | 1.60 | 1.23 | 1.67 |
| Seek help to improve writing | 2.26 | 1.88 | 2.50 |
| Seek help to improve ability to speak in public | 2.05 | 1.72 | 1.83 |

*Responses provided on a scale where  3=Very Likely, 2=Somewhat Likely, 1=Not Likely*

*A difference in means is substantively significant if it exceeds +/- one-third of the standard deviation for the item*

## Expected Learning

Two modules in the survey ask new students how much growth they expect to achieve in areas that reflect the campus's principles of undergraduate learning, and how involved they think they will be in their education.  These items were constructed in parallel with items that appear in the Continuing Student Satisfaction and Priorities Survey.  Tables A13 and A14 summarize the responses of entering students.

Among entering students the largest expected gain in learning is associated with an in-depth understanding of the major.  This is followed by expected gains in quantitative skills, integrating knowledge from several fields, the ability to relate knowledge with practice, computer skills and the ability to critically examine issues and ideas.

With regard to involvement in learning, most entering students expect to do research for a class paper in the library, summarize major points in reading or class notes and discuss what they are learning with others not in school.  Entering students are least likely to expect to do voluntary community service either in class or outside class.

Comparisons between entering and continuing students on these items are reported in a later section.

## Differences Among Students

There were a few statistically significant and substantive differences among students related to their involvement in learning. Non-traditional students differ from their traditional peers in expecting greater growth in the areas of critically examining issues and ideas and in quantitative skills.  Black students expect to achieve more growth in reading comprehension and in writing than White or other minority students.  These results are presented in Display 3.

## Expectation for Services

The survey also asks entering students about the kinds of services they might take advantage of on campus.  As Table A15 shows, the vast majority of students say they plan to seek information about career and job opportunities.  Many, but slightly fewer plan to seek job and career counseling.  Nine of ten say it is somewhat or very likely that they will seek tutoring in mathematics as well as tutoring in general.  One in ten indicates some likelihood of needing childcare.  Even though this is a small proportion of the entering class, it represents a demand that cannot be met by current facilities.

## Differences Among Students

As Display 4 shows, expectations for campus services also differ by students based on demographic characteristics. Non-traditional students are more likely to desire childcare services and help using computers while traditional students are more likely to expect to join either a social club, fraternity or sorority.

Most differences in expectations for services were influenced by ethnicity.  Black students say they are more likely to seek job or career counseling, seek help using computers and require childcare services provided by IUPUI.  Other minorities are more likely to seek counseling for personal problems and help to improve their writing.

## Use of Technology

Entering students were asked about their use and knowledge of the common information technologies found in an educational environment as well as the workplace. The survey revealed that eight of ten new students have access to a computer either at home or in the work place. Nearly nine of ten indicate they have at least a basic knowledge of computers and most feel comfortable using a copy machine.  Smaller numbers of entering students have significant experience using a fax machine and electronic mail.  Tables A16a and A16b summarize these results.

## Background

Ten percent of this year's entering students were married, with nearly 20% having children at home.  Two-fifths of these children were of junior high school age.  Pre-schoolers and toddlers made up one-quarter of all children

**Display 5.** New and Continuing Students Compared on Importance

| *How important is each of the following in terms of what you're looking for in an education.....* | Entering Students[a] | Continuing Students[b] |
|---|---|---|
| Getting information about requirements for your major | 1 | y |
| Being able to get the books you need from the campus bookstores | 2 | y |
| Courses in your major area | 3 | y |
| Quality of teaching by faculty in your major area | 4 | y |
| Availability of needed reference materials in the library | 5 | n |
| Relevance of classes to your career goals and objectives | 6 | n |
| Academic advising in the major | 7 | n |
| Information about career and job opportunities | 8 | n |
| Overall quality of instruction | 9 | y |
| General helpfulness of faculty | 10 | y |

[a]Concerns ranked by importance

[b]y = among top ten for continuing students

of entering students. Tables A18a-l show these figures and other findings on the background of entering students. For six of ten students, at least one parent has a college degree. Therefore, roughly 40 percent are considered "first generation" college students. Three-quarters of the respondents plan to work during their first semester of studies for an average of 24 hours per week. Three of ten say they will work full-time while taking classes in the Fall semester. Eight of ten describe themselves as students who work as opposed to workers going to school.

## Comparisons with Current Students

It is instructive to compare the responses of IUPUI's new students with those of continuing students made possible through the parallel items contained in both survey instruments. Common items between the two surveys include importance of various aspects of the campus environment, growth in learning, involvement in learning and several attitudinal questions.

Entering students differ only slightly from continuing students in terms of what they view as most important

concerning their education at IUPUI. Generally, both entering and continuing students indicate that what is most important to them has to do with their academic experiences. Comparing the top ten lists of important concerns for the two groups (Display 5) shows that entering students are more concerned than those currently enrolled with the relevance of courses to career goals, academic advising, availability of reference materials in the library and information about career and job opportunities. Items in the continuing students' top ten list that did not rank as high for entering students include spaces for individual and group study, information about course requirements, feeling safe on campus and the availability of parking.

In terms of growth in learning, new students expect larger gains in quantitative skills and less growth in writing than continuing students report experiencing. New student expectations for learning are otherwise congruent with what continuing students report they experience. Display 6 summarizes these differences, ranking the items from high to low, according to the mean difference in response between entering and continuing students.

The largest differences between entering and continuing students on the involvement in learning items is with regard to doing research for a class paper in the library and participating in community services directly related to class. Display 7 shows that continuing students much less

**Display 6.** Expected (Entering Students) and Actual (Continuing Students) Growth in Learning

| | Entering Students | | Continuing Students | | Difference | |
|---|---|---|---|---|---|---|
| | Mean | N | Mean | N | Mean | Sig. |
| In depth understanding of major field | 4.61 | 345 | 3.37 | 1501 | 1.24 | ** |
| Quantitative skills | 4.15 | 342 | 3.11 | 1505 | 1.04 | ** |
| Computer skills | 4.04 | 341 | 3.23 | 1509 | 0.81 | ** |
| Reading comprehension | 3.84 | 350 | 3.05 | 1504 | 0.79 | ** |
| Ability to integrate knowledge from several fields | 4.09 | 337 | 3.35 | 1504 | 0.74 | ** |
| Ability to critically examine ideas/issues | 4.03 | 333 | 3.32 | 1512 | 0.71 | ** |
| Ability to relate knowledge with practice | 4.07 | 334 | 3.37 | 1508 | 0.70 | ** |
| Ability to make sense of personal, soc. & pol. exp. | 3.70 | 340 | 3.02 | 1502 | 0.68 | ** |
| Ability to present ideas, opinions effectively in a group | 3.88 | 339 | 3.27 | 1508 | 0.61 | ** |
| Understanding traditions, values different from yours | 3.52 | 341 | 2.99 | 1511 | 0.53 | ** |
| Ability to express ideas, opinions, facts in writing | 3.98 | 342 | 3.48 | 1510 | 0.50 | ** |
| Ability to view events from different perspectives | 3.63 | 332 | 3.15 | 1502 | 0.48 | ** |
| Developing a sense of values and ethical standards | 3.21 | 340 | 2.92 | 1510 | 0.29 | ** |
| Speaking in a small group setting | 3.35 | 334 | 3.34 | 1507 | 0.01 | n.s. |

*\* Responses provided on a 5-point scale, where 1=None and 5=Great Deal.*

*\*\* p<.01 for independent measures t-test*

**Display 7.** Expected (Entering Students) and Actual (Continuing Students) Involvement in Learning

| | Entering Students | | Continuing Students | | Difference | |
|---|---|---|---|---|---|---|
| | Mean | N | Mean | N | Mean | Sig. |
| Do research for a class paper in the library | 2.71 | 291 | 1.55 | 1544 | 1.17 | ** |
| Participate in community service related to major or class | 1.64 | 222 | 0.47 | 1541 | 1.16 | ** |
| Discuss ideas for a term paper in a faculty member's office | 1.78 | 245 | 0.85 | 1545 | 0.93 | ** |
| Write a paper for a class of at least 5 pages | 2.32 | 225 | 1.53 | 1539 | 0.79 | ** |
| Participate in voluntary community service activities | 1.40 | 242 | 0.62 | 1538 | 0.78 | ** |
| Work on class assignments with classmates outside of class | 2.31 | 266 | 1.66 | 1543 | 0.66 | ** |
| Read academic articles or books that were not assigned | 2.33 | 272 | 1.68 | 1545 | 0.65 | ** |
| Ask an instructor for comments and criticisms about your work | 2.30 | 268 | 1.69 | 1536 | 0.61 | ** |
| Summarize major points of information in your readings or class notes | 2.67 | 267 | 2.11 | 1538 | 0.56 | ** |
| Discuss what you were learning in class with others not in school | 2.61 | 276 | 2.60 | 1542 | 0.01 | n.s. |
| Meet with faculty member to collaborate on a research or creative project | NA | NA | 0.55 | 1541 | N/A | N/A |

*Responses provided on a scale where 0=none, 1=one to two times, 2=three-four times, 3=five+ times*
*Item wording is for entering students*

frequently engage in both of these behaviors compared to what entering students expect. Most entering students think they will do library research for a class paper five or more times whereas the majority of continuing students report engaging in the behavior one to two times during the academic year. In the case of community service, most continuing students never engage in the behavior whereas most entering students expect to engage in the behavior one or two times. Entering students also expect to discuss research or a class project in a faculty member's office at twice the rate that continuing students report actually doing.

Several attitudinal questions that appear in the Continuing Student Satisfaction and Priorities Survey were included in the Entering Student Survey. In particular, students

### Display 8. Attitudes

**8a.** Classes will be challenging

| | Entering Students | | Continuing Students | |
|---|---|---|---|---|
| | N | % | N | % |
| Strongly Agree | 85 | 25.8% | 478 | 30.9% |
| Agree | 189 | 57.4% | 916 | 59.2% |
| Neutral | 49 | 14.9% | 103 | 6.7% |
| Disagree | 6 | 1.8% | 38 | 2.5% |
| Strongly Disagree | 0 | 0.0% | 11 | 0.7% |

■Entering □Continuing

*statistically significant at p < .01*

**8b.** I will be getting a richer academic experience at IUPUI than is possible at other area institutions

| | Entering Students | | Continuing Students | |
|---|---|---|---|---|
| | N | % | N | % |
| Strongly Agree | 28 | 8.5% | 129 | 8.3% |
| Agree | 94 | 28.6% | 351 | 22.7% |
| Neutral | 180 | 54.7% | 648 | 41.9% |
| Disagree | 25 | 7.6% | 325 | 21.0% |
| Strongly Disagree | 3 | 0.9% | 96 | 6.2% |

*statistically significant at p < .01*

**8C.** Faculty and students have a strong feeling of identification with IUPUI as a university

| | Entering Students | | Continuing Students | |
|---|---|---|---|---|
| | N | % | N | % |
| Strongly Agree | 29 | 8.8% | 98 | 6.4% |
| Agree | 154 | 46.8% | 476 | 31.0% |
| Neutral | 123 | 37.4% | 558 | 36.4% |
| Disagree | 22 | 6.7% | 314 | 20.5% |
| Strongly Disagree | 1 | 0.3% | 102 | 6.6% |

*statistically significant at p < .01*

were asked how challenging they expect their classes to be, whether they think they will get a richer education at IUPUI than at surrounding colleges and whether they believe that IUPUI has a strong sense of identity. Display 8 summarizes the differences in responses to these items between entering and continuing students. Entering students do not expect their classes to be as challenging as continuing students report they experience. Entering students are also more positive about the quality of an IUPUI education compared to what is available at other area institutions and about the sense of identity at IUPUI.

## Summary and Implications

The results of the entering student survey, taken together with the results of the continuing student survey, suggest that there is a complicated gap between students' initial expectations and subsequent experiences. New students report high expectations for the amount of work that will be required of them and how well they will perform. Continuing students report that classes are indeed challenging, perhaps more so than new students expect them to be. However, continuing students report studying and doing library research at lower levels than new students expect will be necessary. It is possible that new students fail to live up to their own expectations for the amount of time that they will devote to their studies. On the other hand, it is also possible that the classes that new students take do not engage them in the kinds of study efforts for which they are ready and willing. These are the kinds of questions that University College faculty and staff are dealing with as they seek to build a more engaging and successful first-year experience for IUPUI students. Clearly, all faculty should consider how they can take better advantage of new students' willingness to devote time to their studies.

This first report on the new Entering Student Survey provides us with important and useful information about the characteristics, expectations and plans of new students. As with any first implementation, the reader lacks comparative references against which to judge the responses of the 1997 entering cohort. And, even those comparisons made to similar items from the Continuing Students Satisfaction and Priorities Survey can not yet be evaluated as to what is related to changes in student views over time, versus changes in student body composition through time and attrition. Greater benefit will derive from the use of this survey as we collect data in years to come and track the experiences of the students who complete it.

As IUPUI changes internally and continues to convey these changes to its external constituencies, this should be reflected in the attitudes and experiences of new students who choose to attend IUPUI, and on the way those attitudes, opinions and perceptions change over the course of an undergraduate career.

With the addition of this survey, IUPUI now has a series of related surveys administered to students from the time they begin their IUPUI education, through their time in school and after they have graduated and are in jobs. Taken together, these surveys will allow us to better assess the impact of IUPUI on the learning and success of students throughout their college careers.

# IUPUI Entering Student Survey - 1997 Cohort

# Research Brief Addendum

# *Item-by-Item Analysis*

February 1998

## A1. Reasons for going to college

| How important in your decision to go or return to college was (it)… | Mean | STD | Number of Respondents | | | | Percentage | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Very Import | Somewhat | Not Import | NA | Very Import | Somewhat | Not Import |
| to make yourself a better informed person? | 2.85 | 0.37 | 306 | 50 | 2 | 9 | 85% | 14% | 1% |
| to acquire knowledge or skills applicable to a specific job or type of work? | 2.84 | 0.39 | 308 | 49 | 4 | 6 | 85% | 14% | 1% |
| to get a better job? | 2.83 | 0.46 | 306 | 38 | 12 | 11 | 86% | 11% | 3% |
| the opportunity to gain a general education? | 2.72 | 0.49 | 262 | 87 | 6 | 12 | 74% | 25% | 2% |
| to make more money? | 2.61 | 0.57 | 236 | 109 | 15 | 7 | 66% | 30% | 4% |
| to improve reading and study skills? | 2.51 | 0.62 | 206 | 125 | 24 | 12 | 58% | 35% | 7% |
| to meet new people? | 2.09 | 0.66 | 96 | 198 | 63 | 10 | 27% | 55% | 18% |
| to advance in your current job? | 1.99 | 0.92 | 151 | 55 | 156 | 5 | 42% | 15% | 43% |

*Response scale: 3 = very important, 2 = somewhat important, 1 = not important*

*NA = Not applicable or no answer*

## A2. Reasons for choosing IUPUI

| How important were the following in your decision to attend IUPUI | Mean | STD | Number of Respondents | | | | Percentage | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Very Import | Somewhat | Not Import | NA | Very Import | Somewhat | Not Import |
| Opportunity to work and go to college | 2.66 | 0.58 | 232 | 75 | 18 | 9 | 71% | 23% | 6% |
| Low tuition | 2.64 | 0.58 | 223 | 86 | 16 | 9 | 69% | 26% | 5% |
| Opportunity to receive an IU or Purdue degree | 2.63 | 0.57 | 224 | 88 | 16 | 6 | 68% | 27% | 5% |
| Availability of academic programs that interest you | 2.63 | 0.60 | 222 | 79 | 20 | 13 | 69% | 25% | 6% |
| IUPUI's academic quality | 2.60 | 0.54 | 206 | 116 | 8 | 4 | 62% | 35% | 2% |
| Quality of teaching of IUPUI faculty | 2.57 | 0.59 | 203 | 104 | 17 | 10 | 63% | 32% | 5% |
| IUPUI graduates get good jobs | 2.54 | 0.70 | 215 | 69 | 40 | 10 | 66% | 21% | 12% |
| Closeness to home | 2.53 | 0.67 | 206 | 89 | 32 | 7 | 63% | 27% | 10% |
| Increase self-understanding | 2.46 | 0.66 | 180 | 115 | 30 | 9 | 55% | 35% | 9% |
| IUPUI graduates gain admission to top graduate/professional schools | 2.43 | 0.72 | 188 | 98 | 46 | 2 | 57% | 30% | 14% |
| Opportunities to work closely with outstanding faculty | 2.36 | 0.65 | 147 | 144 | 30 | 13 | 46% | 45% | 9% |
| Opportunity for financial aid | 2.24 | 0.82 | 155 | 90 | 78 | 11 | 48% | 28% | 24% |
| IUPUI accomodates the needs of adult learners | 2.09 | 0.85 | 137 | 87 | 106 | 4 | 42% | 26% | 32% |
| Opportunity to interact with classmates from a wide variety of backgrounds | 2.07 | 0.71 | 93 | 158 | 71 | 12 | 29% | 49% | 22% |
| Advice of your guidance counselor | 2.04 | 0.81 | 63 | 63 | 56 | 152 | 35% | 35% | 31% |
| Opportunities associated with a major university in a major city | 2.03 | 0.73 | 93 | 151 | 83 | 7 | 28% | 46% | 25% |
| Opportunity to prepare to transfer to another campus | 1.94 | 0.83 | 103 | 98 | 123 | 10 | 32% | 30% | 38% |
| Family members or friend recommended it | 1.88 | 0.74 | 48 | 93 | 73 | 120 | 22% | 43% | 34% |
| Opportunities to participate in campus social and cultural events | 1.73 | 0.72 | 51 | 133 | 138 | 12 | 16% | 41% | 43% |
| Advice of your employer | 1.46 | 0.71 | 20 | 35 | 107 | 172 | 12% | 22% | 66% |

*Response scale: 3 = very important, 2 = somewhat important, 1 = not important*

*NA = Not applicable or no answer*

**A3.** Choice of IUPUI

In choosing a university was IUPUI your:

| | N | % |
|---|---|---|
| First choice | 178 | 54% |
| Second Choice | 96 | 29% |
| Third choice | 41 | 13% |
| Less than third | 12 | 4% |
| TOTAL | 327 | 100% |

**A4.** Acceptance at First Choice School

If IUPUI was not your first choice, were you accepted
at your first choice school other than IUPUI?

| | N | % |
|---|---|---|
| Yes | 115 | 72% |
| No | 44 | 28% |
| TOTAL | 159 | 100% |

**A5.** Previous Contact with IUPUI

| | N | | % |
|---|---|---|---|
| | Yes | No | Yes |
| Friends who were/are students | 277 | 78 | 78.0% |
| Parent or other relative who went or is going to IUPUI | 134 | 216 | 38.3% |
| IUPUI library or other resources for a school project | 69 | 274 | 20.1% |
| Sporting and cultural events | 68 | 280 | 19.5% |
| Campus tours | 50 | 299 | 14.3% |
| Fairs and special programs | 39 | 319 | 10.9% |
| Saw ad in newspaper or on television | 29 | 318 | 8.4% |
| Upward Bound or other college planning programs | 28 | 318 | 8.1% |
| TOTAL | 694 | 2102 | 197.6% |

*Sorted by most frequent contact*

*Because respondents can check more than one response, total % is greater than 100%*

**A6.** Quality of Academics

I expect to get a richer academic experience at IUPUI than would be
possible at other area colleges and universities

| | N | % |
|---|---|---|
| Strongly agree | 28 | 8% |
| Agree | 94 | 28% |
| Neutral | 180 | 55% |
| Disagree | 25 | 8% |
| Strongly disagree | 3 | 1% |
| TOTAL | 330 | 100% |

**A7.** Campus Identity

IUPUI has a strong sense of identity

| | N | % |
|---|---|---|
| Strongly agree | 29 | 9% |
| Agree | 154 | 47% |
| Neutral | 123 | 37% |
| Disagree | 22 | 7% |
| Strongly disagree | 1 | 0% |
| TOTAL | 329 | 100% |

**A8.** Perceptions of IUPUI

*(Sorted from most comparable to least comparable on quality)*

| *Please rate the quality of an IUPUI degree compared to…* | Mean[a] | STD. | Number of Respondents | | | | Not App./No Answ. | Percentage | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Greater | Same | Less | Don't Know | | Greater | Same | Less | Don't Know |
| Butler University | 1.86 | 0.62 | 31 | 138 | 64 | 77 | 8 | 10% | 45% | 21% | 25% |
| Purdue University - West Lafayette | 1.89 | 0.45 | 15 | 224 | 47 | 25 | 7 | 5% | 72% | 15% | 8% |
| Indiana University - Bloomington | 1.89 | 0.42 | 12 | 235 | 43 | 28 | 0 | 4% | 74% | 14% | 9% |
| Ball State University | 2.10 | 0.42 | 54 | 168 | 28 | 55 | 13 | 18% | 55% | 9% | 18% |
| Indiana State University | 2.27 | 0.56 | 80 | 158 | 12 | 50 | 18 | 27% | 53% | 4% | 17% |
| University of Indianapolis | 2.32 | 0.60 | 99 | 137 | 18 | 51 | 13 | 32% | 45% | 6% | 17% |
| Vincennes University | 2.64 | 0.56 | 167 | 70 | 10 | 61 | 10 | 54% | 23% | 3% | 20% |

[a] *Mean value does not include the Don't Know response*

*Scale:  3  = Greater, 2 = Same, 1 = Less*

**A9.** Admission Process

Rate the application process for being admitted to IUPUI

| Mean | STD | 25%'ile | Median | 75%'ile |
|---|---|---|---|---|
| 3.5 | 2.1 | 2.0 | 3.0 | 5.0 |

*Scale:  1=extremely easy to 10=extremely hard*

**A10.** Perceived Importance of Various Aspects of the College Experience

| How important is each of the following in terms of what you're looking for in an education….. | Mean | STD | NI | SI | MI | VI | UI | NA | NI | SI | MI | VI | UI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Quality of teaching by faculty in your major area | 4.49 | 0.69 | 0 | 3 | 6 | 47 | 78 | 4 | 0% | 2% | 4% | 35% | 58% |
| Getting information about requirements for your major | 4.47 | 0.62 | 0 | 2 | 3 | 61 | 73 | 4 | 0% | 1% | 2% | 44% | 53% |
| Courses in your major area | 4.40 | 0.59 | 0 | 0 | 7 | 63 | 59 | 12 | 0% | 0% | 5% | 49% | 46% |
| Being able to get the books you need from the campus bookstores | 4.34 | 0.65 | 1 | 1 | 5 | 75 | 58 | 4 | 1% | 1% | 4% | 54% | 41% |
| Relevance of classes to your career goals and objectives | 4.32 | 0.71 | 1 | 0 | 14 | 62 | 62 | 5 | 1% | 0% | 10% | 45% | 45% |
| Information about career and job opportunities | 4.28 | 0.77 | 0 | 5 | 9 | 58 | 55 | 4 | 0% | 4% | 7% | 46% | 43% |
| Availability of needed reference materials in the library | 4.28 | 0.70 | 1 | 1 | 7 | 62 | 44 | 4 | 1% | 1% | 6% | 54% | 38% |
| How safe you feel on campus | 4.26 | 0.86 | 1 | 5 | 11 | 46 | 55 | 6 | 1% | 4% | 9% | 39% | 47% |
| Getting the courses you need in the sequence you should take them | 4.24 | 0.90 | 0 | 8 | 16 | 43 | 64 | 4 | 0% | 6% | 12% | 33% | 49% |
| Information your instructor gives about course requirements | 4.23 | 0.74 | 0 | 2 | 16 | 54 | 48 | 14 | 0% | 2% | 13% | 45% | 40% |
| General helpfulness of faculty | 4.17 | 0.66 | 0 | 2 | 12 | 73 | 37 | 6 | 0% | 2% | 10% | 59% | 30% |
| Academic advising in the major | 4.17 | 0.76 | 1 | 5 | 9 | 78 | 45 | 5 | 1% | 4% | 7% | 57% | 33% |
| The availability of parking on campus | 4.16 | 0.76 | 1 | 2 | 16 | 66 | 44 | 8 | 1% | 2% | 12% | 51% | 34% |
| Quality of teaching by other faculty at IUPUI | 4.15 | 0.78 | 0 | 5 | 12 | 58 | 39 | 13 | 0% | 4% | 11% | 51% | 34% |
| The ease and convenience of paying for classes | 4.13 | 0.86 | 0 | 7 | 18 | 53 | 49 | 10 | 0% | 6% | 14% | 42% | 39% |
| The convenience of parking on campus | 4.11 | 0.98 | 6 | 2 | 12 | 59 | 48 | 4 | 5% | 2% | 9% | 46% | 38% |
| A wide range of library hours | 4.07 | 0.78 | 0 | 5 | 20 | 67 | 39 | 4 | 0% | 4% | 15% | 51% | 30% |
| Overall ease of registering for classes | 4.05 | 0.74 | 1 | 2 | 21 | 73 | 34 | 6 | 1% | 2% | 16% | 56% | 26% |
| Academic advising in the Undergraduate Education Center | 4.04 | 0.79 | 0 | 5 | 23 | 64 | 38 | 14 | 0% | 4% | 18% | 49% | 29% |
| The ease of applying for financial aid | 4.03 | 1.15 | 8 | 7 | 9 | 46 | 51 | 16 | 7% | 6% | 7% | 38% | 42% |
| Availability of computers in public learning centers | 4.01 | 0.92 | 2 | 6 | 26 | 55 | 46 | 6 | 1% | 4% | 19% | 41% | 34% |
| The amount of financial aid available | 4.01 | 1.18 | 7 | 9 | 8 | 40 | 48 | 10 | 6% | 8% | 7% | 36% | 43% |
| Use of technology in the classrooom | 4.01 | 0.95 | 3 | 6 | 17 | 55 | 39 | 12 | 3% | 5% | 14% | 46% | 33% |
| The cost of parking on campus | 3.80 | 0.92 | 2 | 11 | 23 | 63 | 26 | 8 | 2% | 9% | 18% | 50% | 21% |
| Information about graduate and professional programs | 3.77 | 0.85 | 0 | 9 | 36 | 57 | 25 | 7 | 0% | 7% | 28% | 45% | 20% |
| Classroom environment (lighting, heating/cooling cleanliness, etc.) | 3.76 | 0.90 | 2 | 5 | 37 | 47 | 25 | 8 | 2% | 4% | 32% | 41% | 22% |
| Availability of faculty for discussions outside class | 3.72 | 0.92 | 3 | 7 | 35 | 55 | 23 | 6 | 2% | 6% | 28% | 45% | 19% |
| Obtaining help using computers | 3.62 | 1.11 | 9 | 12 | 32 | 57 | 30 | 6 | 6% | 9% | 23% | 41% | 21% |
| The condition of parking spaces on campus | 3.59 | 1.04 | 6 | 11 | 26 | 54 | 19 | 4 | 5% | 9% | 22% | 47% | 16% |
| Recommended courses based on placement test results | 3.53 | 0.91 | 2 | 14 | 44 | 53 | 17 | 5 | 2% | 11% | 34% | 41% | 13% |
| Spaces for individual and group study | 3.52 | 0.95 | 1 | 20 | 39 | 51 | 19 | 10 | 1% | 15% | 30% | 39% | 15% |
| Getting through to staff on the phone | 3.48 | 0.98 | 2 | 21 | 36 | 50 | 18 | 5 | 2% | 17% | 28% | 39% | 14% |
| Opportunities to meet other students | 3.46 | 0.96 | 3 | 22 | 37 | 61 | 15 | 8 | 2% | 16% | 27% | 44% | 11% |
| Tutoring services | 3.40 | 0.98 | 7 | 11 | 48 | 49 | 14 | 7 | 5% | 9% | 37% | 38% | 11% |
| The convenience of registering for classes by phone | 3.39 | 1.10 | 8 | 12 | 41 | 34 | 19 | 6 | 7% | 11% | 36% | 30% | 17% |
| Rq'd. courses outside your major area | 3.24 | 0.89 | 5 | 17 | 55 | 43 | 7 | 7 | 4% | 13% | 43% | 34% | 6% |
| Space for relaxing or socializing between classes | 3.11 | 1.04 | 8 | 29 | 48 | 35 | 12 | 4 | 6% | 22% | 36% | 27% | 9% |
| Opportunities to work with other students in groups or teams | 3.10 | 1.00 | 11 | 20 | 50 | 43 | 6 | 8 | 8% | 15% | 38% | 33% | 5% |
| Opportunities to engage in extra-curricular activities | 3.06 | 1.16 | 14 | 24 | 43 | 30 | 15 | 8 | 11% | 19% | 34% | 24% | 12% |
| Recreational programs and facilities | 3.05 | 1.06 | 11 | 27 | 47 | 35 | 10 | 2 | 8% | 21% | 36% | 27% | 8% |
| Opportunities to attend campus cultural events (outside speakers, conce | 2.89 | 1.09 | 15 | 27 | 44 | 30 | 7 | 7 | 12% | 22% | 36% | 24% | 6% |
| Availability of courses that provide credit for comm. service | 2.88 | 0.97 | 8 | 37 | 46 | 28 | 5 | 13 | 6% | 30% | 37% | 23% | 4% |
| The availability of counseling services for personal problems | 2.76 | 1.24 | 23 | 34 | 33 | 24 | 13 | 12 | 18% | 27% | 26% | 19% | 10% |
| Opportunities to participate in faculty members' research | 2.76 | 1.02 | 18 | 34 | 57 | 26 | 5 | 15 | 13% | 24% | 41% | 19% | 4% |
| Information about volunteer service opportunities | 2.58 | 0.95 | 20 | 32 | 57 | 15 | 2 | 15 | 16% | 25% | 45% | 12% | 2% |
| Opportunities to participate in community service | 2.47 | 0.95 | 16 | 45 | 35 | 14 | 2 | 7 | 14% | 40% | 31% | 13% | 2% |
| Opportunities to live in the vicinity of the campus | 2.47 | 1.32 | 36 | 23 | 26 | 16 | 10 | 25 | 32% | 21% | 23% | 14% | 9% |
| Availability of child care | 2.44 | 1.44 | 30 | 14 | 16 | 8 | 11 | 46 | 38% | 18% | 20% | 10% | 14% |
| Opportunities for overseas study | 2.42 | 1.24 | 35 | 26 | 31 | 14 | 8 | 13 | 31% | 23% | 27% | 12% | 7% |

*NI = Not important, SI = Somewhat important, MI = Moderately important,  VI = Very important, UI = Utmost important*

*NA = Not applicable or no answer*

**Display A11.**  Educational Objectives

**A11a.** First degree you expect to complete at IUPUI

|                    | N   | %   |
|--------------------|-----|-----|
| Not seeking degree | 13  | 4%  |
| Certificate        | 13  | 4%  |
| Associate degree   | 74  | 23% |
| Bachelor degree    | 218 | 69% |

**A11b.** Length of time to complete first degree (Associates)

|                    | N  | %   |
|--------------------|----|-----|
| No plans to complete | 0  | 0%  |
| 2 years or less    | 17 | 24% |
| Within 2 - 4 years | 39 | 55% |
| Within 5 - 6 years | 7  | 10% |
| Within 7 - 8 years | 0  | 0%  |
| More than 8 years  | 0  | 0%  |
| Don't know         | 8  | 11% |

**A11c.** Length of time to complete first degree (Bacculareates)

|                    | N   | %   |
|--------------------|-----|-----|
| No plans to complete | 1   | 0%  |
| 2 years or less    | 14  | 6%  |
| Within 2 - 4 years | 140 | 64% |
| Within 5 - 6 years | 41  | 19% |
| Within 7 - 8 years | 4   | 2%  |
| More than 8 years  | 2   | 1%  |
| Don't know         | 16  | 7%  |

**A11d.** Highest degree expected to complete **at IUPUI**

|                              | N   | %   |
|------------------------------|-----|-----|
| Not seeking degree           | 8   | 3%  |
| Certificate                  | 5   | 2%  |
| Associate's degree           | 22  | 7%  |
| Bachelor's degree            | 157 | 49% |
| Master's degree              | 80  | 25% |
| Professional (i.e. Med, Law, Dent) | 27  | 8%  |
| Doctorate (Ph.D./Ed.D.)      | 19  | 6%  |

**A11e.** Highest degree expected to complete **anywhere**?

|                              | N   | %   |
|------------------------------|-----|-----|
| Not seeking degree           | 0   | 0%  |
| Certificate                  | 1   | 0%  |
| Associate's degree           | 8   | 3%  |
| Bachelor's degree            | 91  | 30% |
| Master's degree              | 115 | 38% |
| Professional (i.e. Med, Law, Dent) | 37  | 12% |
| Doctorate (Ph.D./Ed.D.)      | 48  | 16% |

## A12. Academic Expectations

**A12a.** During my first semester at IUPUI, I plan to take

| | N | % | |
|---|---|---|---|
| 15 or more credit hours | 53 | 21% | |
| 12-14 credit hours | 110 | 44% | |
| 9-11 credit hours | 35 | 14% | |
| 6-9 credit hours | 39 | 15% | |
| Less than 6 credit hours | 15 | 6% | |
| TOTAL | 252 | 100% | |

**A12b.** On average how many hours do you expect to spend in the following ways:

| | Avg. | STD. |
|---|---|---|
| in classes | 15 | 9.7 |
| in library | 7 | 5.7 |
| preparing for each class | 9* | 8.6 |

*See comments in Research Brief, page 5 regarding this item*

**A12c.** Classes will be challenging

| | N | % | |
|---|---|---|---|
| Strongly agree | 85 | 26% | |
| Agree | 189 | 57% | |
| Neutral | 49 | 15% | |
| Disagree | 6 | 2% | |
| Strongly disagree | 0 | 0% | |
| TOTAL | 329 | 100% | |

**A12d.** What grade avg. do you expect after your first semester at IUPUI?

| | N | % | |
|---|---|---|---|
| A or A+ | 31 | 13% | |
| A- | 27 | 11% | |
| B+ | 68 | 28% | |
| B | 68 | 28% | |
| B- | 31 | 13% | |
| C+ | 15 | 6% | |
| C | 6 | 2% | |
| D | 0 | 0% | |
| TOTAL | 246 | 100% | |

## A13. Expected Learning
***How much of an increase in your abilities do you expect to achieve***

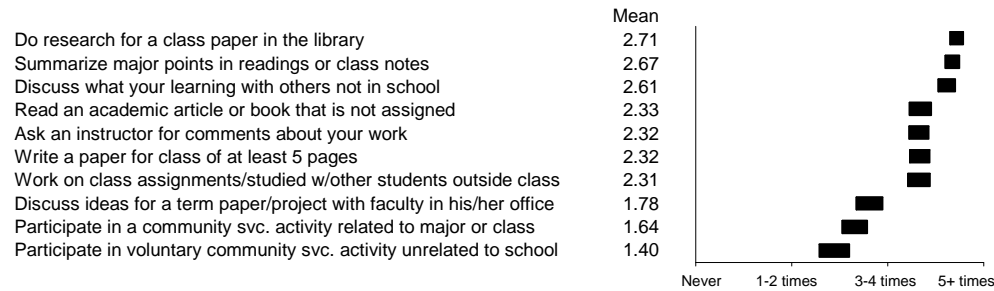| | Growth* | |
|---|---|---|
| In-depth understanding of your major field | 4.61 | |
| Quantitative skills (e.g., mathematics, statistics) | 4.15 | |
| Ability to integrate knowledge from several fields | 4.09 | |
| Ability to relate knowledge with practice | 4.07 | |
| Computer skills | 4.04 | |
| Ability to critically examine ideas and issues | 4.03 | |
| Ability to express facts, ideas, etc. in writing | 3.98 | |
| Ability to present ideas, etc. effectively in a group | 3.88 | |
| Reading comprehension | 3.84 | |
| Ability to make sense of personal & social experien | 3.70 | |
| Ability to view events from diff. perspectives | 3.63 | |
| Understanding different people and traditions | 3.52 | |
| Speaking in a small group setting | 3.35 | |
| Developing a sense of values and ethical standards | 3.21 | |

* Responses provided on a 5-point scale, where 1=None and 5=Great Deal.
Reported values are averages.

**A14.** Involvement in Learning

| How often do you expect to… | Mean | STD | Number of Respondents | | | | | | Percentage | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Never | 1-2 Times | 3-4 Times | 5+ Times | Don't Know | NA | NA | Never | 1-2 Times | 3-4 Times | 5+ Times | Don't Know |
| Do research for a class paper in the library | 2.71 | 0.58 | 0 | 19 | 45 | 227 | 30 | 16 | 5% | 0% | 7% | 15% | 78% | 10% |
| Summarize major points in readings or class notes | 2.67 | 0.62 | 2 | 16 | 49 | 200 | 54 | 16 | 5% | 1% | 6% | 18% | 75% | 20% |
| Discuss what your learning with others not in school | 2.61 | 0.73 | 5 | 25 | 42 | 204 | 46 | 15 | 4% | 2% | 9% | 15% | 74% | 17% |
| Read an academic article or book that is not assigned | 2.33 | 0.84 | 8 | 42 | 75 | 147 | 46 | 19 | 6% | 3% | 15% | 28% | 54% | 17% |
| Ask an instructor for comments about your work | 2.32 | 0.78 | 0 | 43 | 66 | 116 | 105 | 5 | 1% | 0% | 19% | 29% | 52% | 47% |
| Write a paper for class of at least 5 pages | 2.32 | 0.76 | 0 | 47 | 87 | 132 | 58 | 13 | 4% | 0% | 18% | 33% | 50% | 22% |
| Work on class assignments/studied w/other students outside class | 2.31 | 0.88 | 8 | 50 | 60 | 150 | 59 | 10 | 3% | 3% | 19% | 22% | 56% | 22% |
| Discuss ideas for a term paper/project with faculty in his/her office | 1.78 | 0.85 | 11 | 88 | 90 | 56 | 80 | 12 | 4% | 4% | 36% | 37% | 23% | 33% |
| Participate in a community svc. activity related to major or class | 1.64 | 0.84 | 12 | 97 | 73 | 40 | 97 | 18 | 5% | 5% | 44% | 33% | 18% | 44% |
| Participate in voluntary community svc. activity unrelated to school | 1.40 | 0.95 | 35 | 119 | 43 | 45 | 81 | 14 | 4% | 14% | 49% | 18% | 19% | 33% |

[a] *Responses provided on a 4-point scale where 4=5+ Times, 3=3-4 Times, 2=1-2 Times, 1=Never.*

*\*Valid responses exclude the don't know category*

| | Mean |
|---|---|
| Do research for a class paper in the library | 2.71 |
| Summarize major points in readings or class notes | 2.67 |
| Discuss what your learning with others not in school | 2.61 |
| Read an academic article or book that is not assigned | 2.33 |
| Ask an instructor for comments about your work | 2.32 |
| Write a paper for class of at least 5 pages | 2.32 |
| Work on class assignments/studied w/other students outside class | 2.31 |
| Discuss ideas for a term paper/project with faculty in his/her office | 1.78 |
| Participate in a community svc. activity related to major or class | 1.64 |
| Participate in voluntary community svc. activity unrelated to school | 1.40 |

Never    1-2 times    3-4 times    5+ times

**A15.** Expectations for Service

| How likely is it you will… | Mean | STD | Number of Respondents | | | | Percentage | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Very Likely | Somewhat | Not Likely | NA | Very Likely | Somewhat | Not Likely |
| Seek information about career and job opportunities | 2.62 | 0.61 | 222 | 81 | 21 | 15 | 69% | 25% | 6% |
| Seek special help in mathematics | 2.31 | 0.68 | 143 | 147 | 41 | 8 | 43% | 44% | 12% |
| Seek job or career counseling | 2.25 | 0.69 | 131 | 153 | 47 | 8 | 40% | 46% | 14% |
| Seek tutoring help | 2.17 | 0.65 | 103 | 181 | 48 | 7 | 31% | 55% | 14% |
| Seek help using computers | 2.01 | 0.72 | 86 | 158 | 83 | 12 | 26% | 48% | 25% |
| Participate in cultural or sports events | 2.00 | 0.72 | 86 | 162 | 85 | 6 | 26% | 49% | 26% |
| Attend a meeting of a club, organization or government group | 1.87 | 0.69 | 59 | 166 | 101 | 13 | 18% | 51% | 31% |
| Seek information about volunteer service opportunities | 1.77 | 0.66 | 41 | 169 | 117 | 12 | 13% | 52% | 36% |
| Seek help to improve ability to speak in public | 1.76 | 0.65 | 40 | 174 | 120 | 5 | 12% | 52% | 36% |
| Join a social club, fraternity or sorority | 1.62 | 0.70 | 43 | 120 | 167 | 9 | 13% | 36% | 51% |
| Seek help to improve reading | 1.49 | 0.64 | 27 | 107 | 194 | 11 | 8% | 33% | 59% |
| Seek counseling for personal problems | 1.28 | 0.51 | 9 | 75 | 246 | 9 | 3% | 23% | 75% |
| Desire child care services provided by IUPUI | 1.15 | 0.46 | 13 | 25 | 292 | 9 | 4% | 8% | 88% |

Scale:  3=Very Likely, 2=Somewhat Likely, 1=Not Likely

| | Mean |
|---|---|
| Seek information about career and job opportunities | 2.62 |
| Seek special help in mathematics | 2.31 |
| Seek job or career counseling | 2.25 |
| Seek tutoring help | 2.17 |
| Seek help using computers | 2.01 |
| Participate in cultural or sports events | 2.00 |
| Attend a meeting of a club, organization or government group | 1.87 |
| Seek information about volunteer service opportunities | 1.77 |
| Seek help to improve ability to speak in public | 1.76 |
| Join a social club, fraternity or sorority | 1.62 |
| Seek help to improve reading | 1.49 |
| Seek counseling for personal problems | 1.28 |
| Desire child care services provided by IUPUI | 1.15 |



|  1  |  2  |  3  |
|---|---|---|
| Not at All Likely | Somewhat Likely | Very Likely |
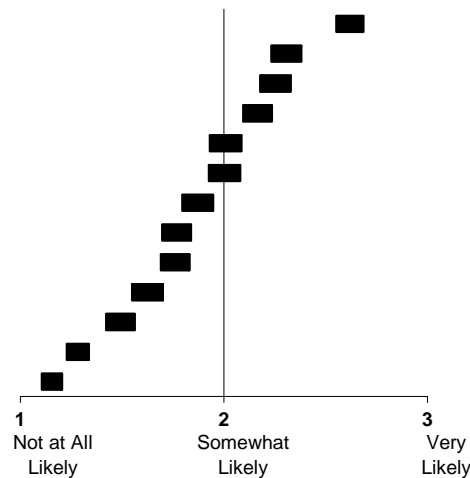
## A16. Use of Technology

**A16a.** Do you have access to a personal computer either at home or at your workplace?

| | N | % | |
|---|---|---|---|
| Home | 168 | 47% | |
| Workplace | 32 | 9% | |
| Both | 84 | 24% | |
| Neither | 72 | 20% | |
| TOTAL | 356 | 100% | |

**A16b**. How would you rate your ability to:

| | Mean | KN | KS | KB | RS | E | |
|---|---|---|---|---|---|---|---|
| Use a personal computer | 2.40 | 10 | 35 | 147 | 155 | 9 | |
| Use a copy machine | 2.08 | 0 | 13 | 90 | 163 | 80 | |
| Use electronic mail | 1.41 | 100 | 92 | 79 | 69 | 14 | |
| Send information by fax | 1.23 | 80 | 71 | 91 | 64 | 45 | |

*Responses provided on a scale where 0=Know nothing about it (KN), 1=Know something, not confident (KS),*

 *2=Know the basics (KB), 3=Relatively skilled, not expert (RS), 4=Expert (E)*

### A17. Group Differences on Select Survey Items

*Group means shown if the results of a one-way analysis of variance test is significant at p<.05*

| | Sig. Mean Diff. | Gender | | Age | | Ethnic | | |
|---|---|---|---|---|---|---|---|---|
| | | Female | Male | Less than 21 | 21 or older | Black/ Af Amer | White | Other Minority |
| ***Reasons for choosing IUPUI*** | | | | | | | | |
| Opportunity to work and go to college | | | | | | | | |
| Low tuition | | | | | | | | |
| Opportunity to receive an IU or Purdue degree | | | | | | | | |
| Availability of academic programs that interest you | 0.23 | 2.73 | 2.51 | | | | | |
| IUPUI's academic quality | .19/.29 | 2.69 | 2.50 | | | 2.84 | 2.55 | 2.82 |
| Quality of teaching of IUPUI faculty | 0.27 | 2.70 | 2.43 | | | | | |
| IUPUI graduates get good jobs | 0.30 | 2.68 | 2.38 | | | | | |
| Closeness to home | | | | | | | | |
| IUPUI graduates gain admission to top graduate/professional schools | 0.23 | 2.53 | 2.30 | | | | | |
| Opportunities to work closely with outstanding faculty | 0.23 | 2.47 | 2.24 | | | | | |
| Opportunity for financial aid | .24/.68 | 2.35 | 2.11 | | | 2.61 | 2.16 | 2.83 |
| IUPUI accomodates the needs of adult learners | | | | 1.71 | 2.75 | | | |
| Opportunity to interact with classmates from a wide variety of backgrounds | 0.21 | 2.17 | 1.95 | | | | | |
| Advice of your guidance counselor | | | | 2.61 | 3.41 | | | |
| Opportunities associated with a major university in a major city | | | | | | | | |
| Opportunity to prepare to transfer to another campus | | | | 2.10 | 1.66 | | | |
| Family members or friend recommended it | | | | | | | | |
| Opportunities to participate in campus social and cultural events | | | | 1.86 | 1.50 | | | |
| Advice of your employer | | | | | | | | |
| *Responses provided on a 3 point scale where 3=Very important, 2=Somewhat important, 3=Not at all important* | | | | | | | | |

| | Sig. Mean Diff. | Female | Male | Less than 21 | 21 or older | Black/ Af Amer | White | Other Minority |
|---|---|---|---|---|---|---|---|---|
| ***Expected growth in learning*** | | | | | | | | |
| In-depth understanding of your major field | | | | | | | | |
| Quantitative skills (e.g., mathematics, statistics) | | | | 4.05 | 4.37 | | | |
| Ability to integrate knowledge from several fields | | | | | | | | |
| Ability to relate knowledge with practice | | | | | | | | |
| Computer skills | | | | | | | | |
| Ability to critically examine ideas and issues | | | | 3.92 | 4.27 | | | |
| Ability to express facts, ideas, etc. in writing | | | | | | 4.36 | 3.89 | 4.09 |
| Ability to present ideas, etc. effectively in a group | | | | | | | | |
| Reading comprehension | | | | | | 4.34 | 3.73 | 3.82 |
| Speaking to a large group | | | | | | | | |
| Ability to make sense of personal & social experiences | | | | | | | | |
| Ability to view events from diff. perspectives | | | | | | | | |
| Understanding different people and traditions | | | | | | | | |
| Speaking in a small group setting | 0.54 | 3.60 | 3.07 | | | | | |
| Developing a sense of values and ethical standards | | | | | | | | |
| *Responses provided on a 5-point scale where 1=None and 5=Great Deal.* | | | | | | | | |

| | Sig. Mean Diff. | Female | Male | Less than 21 | 21 or older | Black/ Af Amer | White | Other Minority |
|---|---|---|---|---|---|---|---|---|
| ***Expectations for services*** | | | | | | | | |
| Seek information about career and job opportunities | | | | | | | | |
| Seek special help in mathematics | | | | | | | | |
| Seek job or career counseling | | | | | | 2.60 | 2.20 | 2.33 |
| Seek tutoring help | | | | | | | | |
| Seek help using computers | .23/.38 | | | 1.94 | 2.17 | 2.34 | 1.96 | 2.00 |
| Participate in cultural or sports events | 0.22 | 1.90 | 2.12 | | | | | |
| Seek help to improve writing | | | | | | 2.26 | 1.88 | 2.50 |
| Attend a meeting of a club, organization or government group | | | | | | | | |
| Seek information about volunteer service opportunities | | | | | | | | |
| Seek help to improve ability to speak in public | | | | | | 2.05 | 1.72 | 1.83 |
| Join a social club, fraternity or sorority | | | | 1.72 | 1.41 | | | |
| Take non-credit courses from the School of Continuing Studies | | | | | | | | |
| Seek help to improve reading | | | | | | 1.75 | 1.45 | 1.83 |
| Seek counseling for personal problems | | | | | | 1.60 | 1.23 | 1.67 |
| Desire child care services provided by IUPUI | .28/.36 | | | 1.07 | 1.35 | 1.46 | 1.11 | 1.40 |

*Responses provided on a 3 point scale where 3=Very likely, 2=Somewhat likely, 1=Not at all likely.*

**A17.** (Continued)

*Group means shown if the results of a one-way analysis of variance test is significant at p<.05*

| | Sig. Mean Diff. | Gender | | Age | | Ethnic | | |
|---|---|---|---|---|---|---|---|---|
| | | Female | Male | Less than 21 | 21 or older | Black/ Af Amer | White | Other Minority |
| *Importance* | | | | | | | | |
| Opportunities for overseas study | 0.50 | | | 2.58 | 2.08 | | | |
| Availability of child care | | | | | | | | |
| Opportunities to live in the vicinity of the campus | 0.55 | 2.75 | 2.21 | | | | | |
| Opportunities to participate in community service | | | | | | | | |
| Information about volunteer service opportunities | 0.40 | | | 2.71 | 2.31 | | | |
| Opportunities to participate in faculty members' research | | | | | | | | |
| The availability of counseling services for personal problems | | | | | | | | |
| Availability of courses that provide credit for comm. service | 0.41 | 3.04 | 2.63 | | | | | |
| Opportunities to attend campus cultural events | | | | | | | | |
| Recreational programs and facilities | 0.70 | | | 3.25 | 2.55 | | | |
| Opportunities to engage in extra-curricular activities | 0.47 | | | 3.20 | 2.74 | | | |
| Opportunities to work with other students in groups or teams | | | | | | | | |
| Space for relaxing or socializing between classes | 0.57 | | | 3.30 | 2.73 | | | |
| Rq'd. courses outside your major area | | | | | | | | |
| The convenience of registering for classes by phone | | | | | | | | |
| Tutoring services | 1.10 | | | | | 4.10 | 3.27 | 3.00 |
| Opportunities to meet other students | 0.68 | | | 3.65 | 2.97 | | | |
| Getting through to staff on the phone | 0.49 | | | 3.32 | 3.81 | | | |
| Spaces for individual and group study | 1.15 | | | | | 3.45 | 3.47 | 4.60 |
| Recommended courses based on placement test results | | | | | | | | |
| The condition of parking spaces on campus | | | | | | | | |
| Obtaining help using computers | | | | | | | | |
| Availability of faculty for discussions outside class | | | | | | | | |
| Classroom environment (lighting, heating/cooling cleanliness, etc.) | | | | | | | | |
| Information about graduate and professional programs | 0.63 | | | | | 4.33 | 3.70 | 3.86 |
| The cost of parking on campus | | | | | | | | |
| Use of technology in the classrooom | | | | | | | | |
| The amount of financial aid available | | | | | | | | |
| Availability of computers in public learning centers | | | | | | | | |
| Quality of specially equipped classrooms (labs, etc.) | | | | | | | | |
| The ease of applying for financial aid | 0.55 | 4.23 | 3.81 | | | | | |
| Academic advising in the Undergraduate Education Center | | | | | | | | |
| Overall ease of registering for classes | | | | | | | | |
| A wide range of library hours | | | | | | | | |
| The convenience of parking on campus | 0.82 | | | | | 3.75 | 4.22 | 3.40 |
| Information your instructor gives about course requirements | | | | | | | | |
| The ease and convenience of paying for classes | | | | | | | | |
| Quality of teaching by other faculty at IUPUI | | | | | | | | |
| The general helpfulness of IUPUI staff | | | | | | | | |
| The availability of parking on campus | 0.65 | | | | | 3.85 | 4.25 | 3.60 |
| Academic advising in the major | | | | | | | | |
| General helpfulness of faculty | | | | | | | | |
| Getting the courses you need in the sequence you should take them | | | | | | | | |
| Overall quality of instruction | | | | | | | | |
| How safe you feel on campus | 0.38 | 4.44 | 4.06 | | | | | |
| Availability of needed reference materials in the library | | | | | | | | |
| Information about career and job opportunities | | | | | | | | |
| Relevance of classes to your career goals and objectives | | | | | | | | |
| Being able to get the books you need from the campus bookstores | 0.26 | | | 4.26 | 4.52 | | | |
| Courses in your major area | 0.21 | 4.51 | 4.30 | | | | | |
| Getting information about requirements for your major | | | | | | | | |
| Quality of teaching by faculty in your major area | | | | | | | | |

*Responses provided on a 5-point scale where 5=Of utmost importance, 4=Very important, 3=Moderately important, 2=Somewhat important and 1=Not at all important.*

## A18. Background

**A18a.** Marital Status

| | *N* | *%* | |
|---|---|---|---|
| Single | 1437 | 84% | |
| Married | 177 | 10% | |
| Sep/W/D | 87 | 5% | |
| TOTAL | 1701 | 100% | |

**A18b.** Do you have children at home?

| | *N* | *%* | |
|---|---|---|---|
| Yes | 291 | 17% | |
| No | 1403 | 83% | |
| TOTAL | 1694 | 100% | |

**A18c.** How many?

| | *N* | *%* | |
|---|---|---|---|
| Infants | 123 | 22% | |
| Toddlers | 106 | 19% | |
| Pre-schoolers | 130 | 23% | |
| Grade schoolers | 199 | 36% | |
| Junior high schoolers | 371 | 66% | |
| TOTAL | 929 | | |

N = numbers of children by category

**A18d.** Highest educational level completed by father

| | *N* | *%* | |
|---|---|---|---|
| K-8 | 64 | 4% | |
| 9-12 | 774 | 48% | |
| College or beyond | 767 | 48% | |
| TOTAL | 1605 | 100% | |
| Unknown | 100 | 6% | |

**A18e.** Highest educational level completed by mother

| | *N* | *%* | |
|---|---|---|---|
| K-8 | 44 | 3% | |
| 9-12 | 909 | 55% | |
| College or beyond | 705 | 43% | |
| TOTAL | 1658 | 100% | |
| Unknown | 43 | 3% | |

**A18f.** First generation college student?

| | *N* | *%* | |
|---|---|---|---|
| Yes | 556 | 36% | |
| No | 877 | 57% | |
| Don't Know | 116 | 7% | |
| TOTAL | 1549 | 100% | |

**A18g.** Are you currently working for pay (time of survey)?

|       | N    | %    |
|-------|------|------|
| Yes   | 1412 | 82%  |
| No    | 319  | 18%  |
| TOTAL | 1731 | 100% |

**A18h.** Do you plan to work for pay during your first semester?

|            | N    | %    |
|------------|------|------|
| Yes        | 1277 | 75%  |
| No         | 147  | 9%   |
| Don't know | 278  | 16%  |
| TOTAL      | 1702 | 100% |

**A18i.** How many hours per week on average do you plan to work first semester?

| Mean | STD  | 25%'ile | Median | 75%'ile |
|------|------|---------|--------|---------|
| 24.3 | 12.4 | 17.0    | 23.0   | 32.0    |

|        | N    | %    |
|--------|------|------|
| 1-15   | 280  | 18%  |
| 16-25  | 628  | 41%  |
| 26-34  | 204  | 13%  |
| 35-40  | 337  | 22%  |
| > 40   | 68   | 4%   |
| TOTAL  | 1517 | 100% |

**A18j.** Will job first semester be same as current job?

|            | N    | %    |
|------------|------|------|
| Yes        | 895  | 53%  |
| No         | 459  | 27%  |
| Don't know | 323  | 19%  |
| TOTAL      | 1677 | 100% |

**A18k.** How likely is it you will remain with current job after receiving your first degree?

|                 | N    | %    |
|-----------------|------|------|
| Very likely     | 135  | 8%   |
| Likely          | 212  | 12%  |
| Not at all likely | 992 | 58%  |
| Don't know      | 359  | 21%  |
| TOTAL           | 1698 | 100% |

**A18l.** Do you consider yourself a student who is working or a worker who is going to school?

|                       | N    | %    |
|-----------------------|------|------|
| Student who is working | 1391 | 83%  |
| Worker going to school | 275  | 17%  |
| TOTAL                 | 1666 | 100% |

**ENTERING STUDENT SURVEY - 1997 COHORT**

**Overview**
This survey is being supported by the Office of the Vice Chancellor for Planning and Institutional Improvement. The purpose of this survey is to provide information to university decision-makers about the background, aspirations and goals of IUPUI's new students. It is through the use of information such as this that the university strives to continually improve its programs for its students.

The information you provide us on this survey will be kept strictly confidential. The only information reported from this survey will be group information, not that of individuals.

This survey consists of several short sections. Proceed to the first section by clicking on the right arrow button in the bottom right hand corner of the screen. If you need to return to a previous question click on the back arrow button.

There are places in the survey where it will appear to be advancing slowly. Please be patient with the process. Thank you.

**Educational Objectives**
This section asks about your educational objectives - specifically your long term degree objective and your estimate now of how long it will take you to complete the degree you will be working on here. Please select the appropriate letter code for your responses.

3. What is first degree you expect to complete at IUPUI? (Check best that applies)
(A) Not seeking a degree
(B) Certificate
(C) Associate's degree
(D) Bachelor's degree

4. How long do you expect it to take to complete the first degree you will be working on at IUPUI? (Check best that applies)
(A) Don't plan to complete degree
(B) 2 years or less.
(C) within 2 - 4 years.
(D) within 5 - 6 years.
(E) within 7 - 8 years
(F) More than 8 years
(G) Don't Know

5. What is the highest certificate or degree you eventually expect to complete at IUPUI? (Check best that applies)
(A) Not seeking a degree
(B) Certificate
(C) Associate's degree
(D) Bachelor's degree
(E) Master's degree
(F) Doctorate (Ph.D. or Ed.D.)
(G) Professional School degree (i.e. Medicine, Law, Dentistry)

6. What is the highest certificate or degree you eventually expect to complete anywhere? (Check best that applies)
(A) Not seeking a degree
(B) Certificate
(C) Associate's degree
(D) Bachelor's degree
(E) Master's degree
(F) Doctorate (Ph.D. or Ed.D.)
(G) Professional School degree (i.e. Medicine, Law, Dentistry)


**Expectations for Services**
Please indicate how likely it is that you will engage in the following activities at IUPUI by selecting Very Likely, Somewhat Likely, or Not at all Likely.

8. Seek tutoring help (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

9. Seek job or career counseling provided by IUPUI (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

10. Seek individual counseling for personal problems. (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

11. Desire child care services provided by IUPUI. (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

12. Participate in a cultural or sports event at the university. (Check best that applies)

(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

13. Attend a meeting of a club, organization or student government group. (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

14. Seek information about volunteer service opportunities. (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

15. Seek information about career and job opportunities. (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

16. Join a social club, fraternity or sorority. (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

17. Seek special help in mathematics (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

18. Seek special help from the university to improve my reading (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

19. Seek special help from the university to improve my ability to speak in public (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

20. Seek special help from the university with my writing (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

21. Seek special help from the university on using computers (Check best that applies)

(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

22. Take non-credit courses from the School of Continuing Studies (Check best that applies)
(A) Very Likely
(B) Somewhat Likely
(C) Not at all Likely

23. I expect to find that my classes are challenging (Check best that applies)
(A) Strongly Agree
(B) Agree
(C) Neutral
(D) Disagree
(E) Strongly Disagree

**Growth in Skills and Knowledge**
Examine the following skills and knowledge and consider how much growth you expect to achieve as result of your college studies in each of these areas.
For each area indicate how much of an increase in your abilities you expect to achieve on a scale where

$$0 = \text{"None" to } 4 = \text{"A Great Deal"}.$$

You may choose 0, 1, 2, 3, 4 to indicate the amount of increase in your abilities you expect to achieve in these areas.

25. How much of an increase in your abilities do you expect to achieve in the area of:
Reading comprehension (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

26. How much of an increase in your abilities do you expect to achieve in the area of:
Express ideas, opinions, beliefs and facts to others in writing (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

27. How much of an increase in your abilities do you expect to achieve in the area of:
Integrating knowledge from several different fields of study (Check best that applies)
(A) 0 (None)
(B) 1

(C) 2
(D) 3
(E) 4 (A great deal)

28. How much of an increase in your abilities do you expect  to achieve in the area of:
Speaking to a large group (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

29. How much of an increase in your abilities do you expect  to achieve in the area of:
Speaking in a small group setting (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

30. How much of an increase in your abilities do you expect  to achieve in the area of:
In-depth understanding of your major field of study (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

31. How much of an increase in your abilities do you expect  to achieve in the area of:
Critically examining ideas and issues (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

32. How much of an increase in your abilities do you expect  to achieve in the area of:
Understanding traditions, values, and history of people different from yourself (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

33. How much of an increase in your abilities do you expect to achieve in the area of:
Developing a sense of values and ethical standards (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

34. How much of an increase in your abilities do you expect to achieve in the area of:
Making sense of personal, social, and political experiences (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

35. How much of an increase in your abilities do you expect to achieve in the area of:
Quantitative skills such as mathematics, statistics, etc. (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

36. How much of an increase in your abilities do you expect to achieve in the area of:
Relating knowledge with practice (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

37. How much of an increase in your abilities do you expect to achieve in the area of:
Presenting ideas, opinions, and beliefs effectively in a group (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

38. How much of an increase in your abilities do you expect to achieve in the area of:
Viewing events and phenomena from several different perspectives (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3

(E) 4 (A great deal)

39. How much of an increase in your abilities do you expect to achieve in the area of:
Computer skills (Check best that applies)
(A) 0 (None)
(B) 1
(C) 2
(D) 3
(E) 4 (A great deal)

**Importance**
Please indicate how important each of the following will be to you in terms of what you are looking for in your educational experience at IUPUI. Please rate each item that follows on a scale where

<div style="text-align:center">

A = Not at all Important,
B = Somewhat Important,
C = Moderately Important,
D = Very Important,
E = Of Utmost Importance

</div>

41. Overall quality of instruction (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

42. Quality of teaching by faculty in your major area (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

43. Quality of teaching by other faculty at IUPUI (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

44. Courses in your major area (Check best that applies)
(A) Not at all Important
(B) Somewhat Important

(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

45. Required courses outside your major area (general education requirements) (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

46. Information your instructors give about course requirements (grading attendance requirements, style of instruction) (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

47. Relevance of classes to your career goals and objectives (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

48. Getting the courses you need in the sequence you should take them (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

49. Academic advising in your major department or school (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not applicable

50. Academic advising in the Undergraduate Education Center (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

51. Getting information about requirements for your major  (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

52. General helpfulness of faculty (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

53. Availability of faculty for discussions outside class (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

54. Opportunities to participate in faculty members' research (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

55. Tutoring services (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important

(E) Of Utmost Importance
(F) Not Applicable

56. Opportunities to work with other students in groups or teams (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

57. Opportunities for overseas study (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

58. Availability of courses that provide credit for community service activities (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

59. The classroom environment (lighting, heating/cooling, cleanliness, comfort of seats, etc.) (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

60. Quality of specially equipped classrooms (labs, training facilities, etc.) (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

61. Use of technology in the classroom (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

62. Availability of computers in public learning centers (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

63. Obtaining help using computers (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

64. Availability of needed reference materials in the library (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

65. A wide range of library hours (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

66. Spaces for individual and group study (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance

(F) Not Applicable

67. The ease of registering for classes overall (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

68. The convenience of registering for classes by phone (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

69. The ease of applying for financial aid (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

70. The amount of financial aid available (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

71. The ease and convenience of paying for classes (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

72. Recommended courses based on placement test results (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important

(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

73. Getting through to staff on the telephone (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

74. The general helpfulness of IUPUI staff (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

75. Information about graduate and professional programs  (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

76. Information about career and job opportunities (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

77. Information about volunteer service opportunities (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

78. Availability of child care (Check best that applies)
(A) Not at all Important

(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

79. The availability of counseling services for personal problems (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

80. Opportunities to engage in extra-curricular activities (student activities, organizations, clubs, etc.) (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

81. Opportunities to attend campus cultural events (outside speakers, concerts, films, etc.) (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

82. Opportunities to participate in community service (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

83. Opportunities to live in the vicinity of the campus (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance

(F) Not Applicable

84. Opportunities to meet other students (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

85. Space for relaxing or socializing between classes (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

86. Recreational programs and facilities (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

87. Being able to get the books you need from the campus bookstores (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

88. How safe you feel on campus (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

89. The availability of parking on campus (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important

(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

90. The convenience of parking on campus (Check best that applies)
(A) Not all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

91. The cost of parking on campus (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

92. The condition of parking spaces on campus (Check best that applies)
(A) Not at all Important
(B) Somewhat Important
(C) Moderately Important
(D) Very Important
(E) Of Utmost Importance
(F) Not Applicable

**Involvement**
As you answer the following questions, please think about your first year at IUPUI.

94. How often do you expect to ask an instructor for comments or criticisms about your work?
(Check best that applies)
(A) Never
(B) One or two times
(C) Three to four times
(D) Five or more times
(E) Don't know

95. How often do you expect to discuss a term paper or other class project with a teacher in his or her office? (Check best that applies)
(A) Never
(B) One or two times
(C) Three to four times
(D) Five or more times
(E) Don't know

96. How often do you expect to participate in a community service activity not related to your school work? (Check best that applies)
(A) Never
(B) One or two times
(C) Three to four times
(D) Five or more times
(E) Don't know

97. How often do you expect to work on a class assignment or study with other students from one of your classes outside of class? (Check best that applies)
(A) Never
(B) One or two times
(C) Three to four times
(D) Five or more times
(E) Don't know

98. How often do you expect to write a paper for class of at least 5 pages? (Check best that applies)
(A) Never
(B) One or two times
(C) Three to four times
(D) Five or more times
(E) Don't know

99. How often do you expect to discuss what you were learning in class with family, friends or co-workers? (Check best that applies)
(A) Never
(B) One or two times
(C) Three to four times
(D) Five or more times
(E) Don't know

100. How often do you expect to read an article or book that was not assigned? (Check best that applies)
(A) Never
(B) One or two times
(C) Three to four times
(D) Five or more times
(E) Don't know

101. How often do you expect to summarize major points of information in your readings or class notes? (Check best that applies)
(A) Never
(B) One or two times
(C) Three to four times
(D) Five or more times

(E) Don't know

102. How often do you expect to do research for a class paper in the library? (Check best that applies)
(A) Never
(B) One or two times
(C) Three to four times
(D) Five or more times
(E) Don't know

103. How often do you expect to participate in a community service activity relating to a class? (Check best that applies)
(A) Never
(B) One or more times
(C) Three to four times
(D) Five or more times
(E) Don't know


**Perceptions of IUPUI**
In this section we are interested in your perceptions of IUPUI. In the questions that follow you will be asked to compare IUPUI to other local universities. First you will be asked how you think IUPUI differs from the others. Finally, you will be asked a couple of additional questions about your perceptions of IUPUI.

105. I believe the quality of a degree from IUPUI is greater than, the same as, or less than a degree from: Indiana University - Bloomington
 (Check best that applies)
(A) Greater than
(B) Same as
(C) Less than
(D) Don't know

106. I believe the quality of a degree from IUPUI is greater than, the same as, or less than a degree from: Purdue University - West Lafayette (Check best that applies)
(A) Greater than
(B) Same as
(C) Less than
(D) Don't know

107. I believe the quality of a degree from IUPUI is greater than, the same as, or less than a degree from: Butler University (Check best that applies)
(A) Greater than
(B) Same as
(C) Less than
(D) Don't know

108. I believe the quality of a degree from IUPUI is greater than, the same as, or less than a degree from: University of Indianapolis (Check best that applies)
(A) Greater than
(B) Same as
(C) Less than
(D) Don't know

109. I believe the quality of a degree from IUPUI is greater than, the same as, or less than a degree from: Ivy Tech State College (Check best that applies)
(A) Greater than
(B) Same as
(C) Less than
(D) Don't know

110. I believe the quality of a degree from IUPUI is greater than, the same as, or less than a degree from: Indiana State University (Check best that applies)
(A) Greater than
(B) Same as
(C) Less than
(D) Don't know

111. I believe the quality of a degree from IUPUI is greater than, the same as, or less than a degree from: Ball State University (Check best that applies)
(A) Greater than
(B) Same as
(C) Less than
(D) Don't know

112. I believe the quality of a degree from IUPUI is greater than, the same as, or less than a degree from: Vincennes University (Check best that applies)
(A) Greater than
(B) Same as
(C) Less than
(D) Don't know

113. I expect to get a richer academic experience at IUPUI than would be possible at any other area colleges and universities (Check best that applies)
(A) Strongly Agree
(B) Agree
(C) Neutral
(D) Disagree
(E) Strongly Disagree

114. IUPUI has a strong sense of identity (Check best that applies)
(A) Strongly Agree

(B) Agree
(C) Neutral
(D) Disagree
(E) Strongly Disagree


**Previous experience IUPUI**
In this series of questions we would like to know what previous experience you have had with IUPUI. Please answer the following questions by choosing Yes or No.

116. I have had contact with IUPUI through science or career fairs, special programs (i.e.: SPAN, MEAP, Young Scholars) (Check best that applies)
(A) Yes
(B) No

117. I have had contact with IUPUI through sporting events or cultural events (Check best that applies)
(A) Yes
(B) No

118. I have had contact with IUPUI through friends who are or were students here (Check best that applies)
(A) Yes
(B) No

119. I have had contact with IUPUI through campus tours (Check best that applies)
(A) Yes
(B) No

120. I have had contact with IUPUI through Upward Bound or other college planning programs (Check best that applies)
(A) Yes
(B) No

121. I have had contact with IUPUI through utilizing the IUPUI library or other resources for a school project (Check best that applies)
(A) Yes
(B) No

122. I have had contact with IUPUI through a parent or other family member who also went to IUPUI (Check best that applies)
(A) Yes
(B) No

123. I first learned about IUPUI when I saw an ad in the newspaper or on television (Check best that applies)

(A) Yes
(B) No

124. On a scale of 1 to 10 where 1 is extremely easy and 10 is extremely difficult, rate the application process for being admitted to IUPUI as you experienced it (Check best that applies)
(A) 1 (Extremely Easy)
(B) 2
(C) 3
(D) 4
(E) 5
(F) 6
(G) 7
(H) 8
(I) 9
(J) 10 (Extremely Difficult)

125. If you would like to briefly comment on any difficulties you might have had with the admission's process, please do so here. If not, advance to the next item. (Enter comments below)


**Reason for going to college**
In this section we would like know your reasons for deciding to go (or return) to college. In the nine questions that follow, please indicate how important each reason was to you by choosing Very Important, Somewhat Important or Not at all Important.

127. In making the decision to go (or return) to college, how important was (it):

To advance in your current job? (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

128. In making the decision to go (or return) to college, how important was (it):

To get a better job? (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

129. In making the decision to go (or return) to college, how important was (it):
To make yourself a better informed person? (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

130. In making the decision to go (or return) to college, how important was (it):
The opportunity to gain a general education? (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

131. In making the decision to go (or return) to college, how important was (it):
To prepare for graduate or professional school? (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

132. In making the decision to go (or return) to college, how important was (it):
To acquire knowledge and skills applicable to a specific job or type of work? (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

133. In making the decision to go (or return) to college, how important was (it):
To make more money? (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

134. In making the decision to go (or return) to college, how important was (it):
To meet new people? (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

135. In making the decision to go (or return) to college, how important was (it):
To improve my reading and study skills?
 (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important


**Reasons for choosing IUPUI**
In this section we would like to know why you decided to attend IUPUI.  In the following questions please indicate how important each of the following considerations were in your decision by choosing
A for Very important,
B for Somewhat important, or
C for Not at all important.

137. In making your decision to attend IUPUI how important was:
IUPUI's academic quality (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

138. In making your decision to attend IUPUI how important was:
the opportunity for financial aid (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

139. In making your decision to attend IUPUI how important was:
the low tuition (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

140. In making your decision to attend IUPUI how important was:
its closeness to your home (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

141. In making your decision to attend IUPUI how important was:
the opportunity to work and go to college (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

142. In making your decision to attend IUPUI how important was:
the opportunities associated with a university in a major city (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

143. In making your decision to attend IUPUI how important was:
the opportunity to prepare yourself to transfer to another campus (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

144. In making your decision to attend IUPUI how important was:
the fact that a family member or friend recommended it (Check best that applies)
(A) Very important

(B) Somewhat important
(C) Not at all important
(D) Not applicable

145. In making your decision to attend IUPUI how important was:
the availability of academic program(s) that interest you (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

146. In making your decision to attend IUPUI how important was:
the opportunity to work closely with outstanding faculty (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

147. In making your decision to attend IUPUI how important was:
the fact that IUPUI accommodates the needs of adult learners (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

148. In making your decision to attend IUPUI how important was:
the advice of your guidance counselor (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important
(D) Not applicable

149. In making your decision to attend IUPUI how important was:
the fact that IUPUI graduates get good jobs (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

150. In making your decision to attend IUPUI how important was:
the fact that IUPUI graduates gain admission to top graduate/professional schools (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

151. In making your decision to attend IUPUI how important was:
the opportunity to receive an Indiana University or Purdue University degree (Check best that applies)
(A) Very important

(B) Somewhat important
(C) Not at all important

152. In making your decision to attend IUPUI how important was:
the opportunity to interact with classmates from a wide variety of backgrounds (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

153. In making your decision to attend IUPUI how important was:
the advice of your employer (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important
(D) Not applicable

154. In making your decision to attend IUPUI how important was:
the opportunity to participate in campus social and cultural events outside of class (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

155. In making your decision to attend IUPUI how important was:
the opportunity to increase your self-understanding (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

156. In making your decision to attend IUPUI how important was:
the quality of teaching of IUPUI faculty (Check best that applies)
(A) Very important
(B) Somewhat important
(C) Not at all important

157. In choosing a university was IUPUI your: (Check best that applies)
(A) First choice
(B) Second choice
(C) Third choice
(D) Less than third choice

*** If A is chosen, go to next module or end of survey if no module exists.

158. Were you accepted at your first choice college or university? (Check best that applies)
(A) Yes

(B) No

159. If IUPUI was not your first choice university, which one was?
   Enter text here: _____

160. Why did you prefer it over IUPUI?  (Indicate in a few words) (Enter comments below)


**Use of Technology**

161. In this section we would like to find out about your skills in using various equipment that you may encounter during your studies here.

162. Do you have access to a personal computer either at home or at your work place? (Check best that applies)
(A) Home
(B) Work place
(C) Both
(D) Neither

163. How would you rate your ability to use a personal computer? (Check best that applies)
(A) Know nothing about it
(B) Know something, but not confident using it
(C) Know the basics of how to use it
(D) Relatively skilled, but not an expert
(E) Expert

164. How would you rate your ability to use electronic mail? (Check best that applies)
(A) Know nothing about it
(B) Know something, but not confident using it
(C) Know the basics of how to use it
(D) Relatively skilled, but not an expert
(E) Expert

165. How would you rate your ability to use copy machines? (Check best that applies)
(A) Know nothing about it
(B) Know something, but not confident using it
(C) Know the basics of how to use it
(D) Relatively skilled, but not an expert
(E) Expert

166. How would you rate your ability to send information by fax machine? (Check best that applies)
(A) Know nothing about it
(B) Know something, but not confident using it
(C) Know the basics of how to use it

(D) Relatively skilled, but not an expert
(E) Expert

**Time Commitments**
In this section we would like to ask you several questions about your plan of study during your first semester.  Please be realistic in your estimates.

168. During my first semester at IUPUI, I plan to take: (Check best that applies)
(A) 15 or more credit hours
(B) 12 to 14 credit hours
(C) 9 to 11 credit hours
(D) 6 to 9 credit hours
(E) Fewer than 6 credit hour

169. How many hours a week do you expect to spend in class?
    Enter number here: _____

170. How many hours a week do you expect to spend in the library
    Enter number here: _____

171. On average, how many hours do you expect to spend each week preparing for EACH of your classes?
    Enter number here: _____

172. What grade average do you expect to have after your first semester at IUPUI? (Check best that applies)
(A) A or A+
(B) A-
(C) B+
(D) B
(E) B-
(F) C+
(G) C
(H) D

**Background**
This section asks you about your family and educational background

174. What is the highest educational or grade level COMPLETED by your Father? (Check best that applies)
(A) Elementary (K-8)
(B) High School (9-12)
(C) College or beyond
(D) Unknown

175. What is the highest educational or grade level COMPLETED by your Mother? (Check best that applies)
(A) Elementary (K-8)
(B) High School (9-12)
(C) College or beyond
(D) Unknown

176. What is your marital status?   (Check best that applies)
(A) Single, never married
(B) Married
(C) Separated, widowed, or divorced

177. Do you have young children at home? (Check best that applies)
(A) Yes
(B) No

*** If B is chosen, go to item 183,

178. How many of your children at home are:
INFANTS (0 to 12 months) (Check best that applies)
(A) None
(B) One
(C) Two
(D) Three
(E) Four or more

179. How many of your children at home are:
TODDLERS (13 to 35 months) (Check best that applies)
(A) None
(B) One
(C) Two
(D) Three
(E) Four or more

180. How many of your children at home are:
PRE-SCHOOL AGE (3 to 6 years) (Check best that applies)(A) None
(B) One
(C) Two
(D) Three
(E) Four or more

181. How many of your children at home are:
GRADE SCHOOL AGE (7 to 12 years) (Check best that applies)
(A) None
(B) One
(C) Two

(D) Three
(E) Four or more

182. (How many of your children at home are:
JUNIOR HIGH SCHOOL AGE OR OLDER (13 years or older) (Check best that applies)
(A) None
(B) One
(C) Two
(D) Three
(E) Four or more

183. Are you currently working for pay? (Check best that applies)
(A) Yes
(B) No

184. Do you plan to work for pay during your first semester at IUPUI? (Check best that applies)
(A) Yes
(B) No
(C) Don't Know

*** If B is chosen, go to next module or end of survey if no module exists.

185. How many hours per week do you plan to work your first semester at IUPUI?  (type in your estimate)
   Enter number here: _____

186. Will the job you have your first semester here be the same as the job you hold right now?
(Check best that applies)
(A) Yes
(B) No
(C) Don't Know

*** If B is chosen, go to item 188,

187. How likely is it that you will remain with your current employer after you receive your first degree here?  (Check best that applies)
(A) Very Likely
(B) Likely
(C) Not at all Likely
(D) Don't Know

188. Do you consider yourself a student who is working, or a worker who is going to school?
(Check best that applies)
(A) Student who is working
(B) Worker going to school