

Introduction

For the past three years, IUPUI has been experimenting with a variety of methods and instruments for collecting information from entering students about their backgrounds, expectations for, and attitudes toward college. For the past two years (1998 and 1999), IUPUI used an instrument that was developed in collaboration with colleagues from two other urban universities (Portland State and Temple) as part of the project, "Restructuring for Urban Student Success" (RUSS). For Fall 2000, we used items from the RUSS survey and from other sources in combination with another national instrument: the "Background and Plans Summary" that is included within the ACT/COMPASS system that we began using for math and reading placement testing this semester.

As a consequence of these developments, beginning freshmen who entered IUPUI for the Fall 2000 semester completed two separate instruments. The ACT/COMPASS instrument (hereinafter referred to as the ACT-ESS) was completed upon taking the placement tests. Although some of the items from the 1999 RUSS survey and some of local interest were added to this survey, a second survey was needed in order to collect data for the remaining items. Therefore, students were administered a web-based survey (hereinafter referred to as the O-ESS) during their summer orientation program, as part of the technology training component.

A total sample of 2190 beginning freshmen completed one or both of the Entering Student Survey instruments: 1192 students responded to both instruments, 304 completed only the ACT-ESS, and 694 completed only the O-ESS. The total sample of 2190 respondents represents 68 percent of the total of 3201 beginning freshmen for Fall 2000.

This report summarizes the results of these two surveys. The tables and charts referred to throughout the text are presented in an accompanying item-by-item appendix.

Respondent Characteristics

Demographic characteristics of the total Fall 2000 sample of 2190 beginning freshmen were compared with those of the total sample of 1334 who responded to the RUSS survey in 1999. The only statistically significant difference between the 1999 and 2000 samples pertained to age; the 2000 sample included a higher percentage of students age 21 and older, and a lower percentage of students age 18 and younger. This difference can be attributed to the inclusion in the sample of all students who took placement tests (a broader sample of entering students) and not just those going through orientation, which attracts a larger proportion of younger students. Given

Highlights

- Over 2,000 Fall 2000 first-time freshmen completed surveys during placement testing and freshman orientation, providing information about their backgrounds and expectations for college.
- Students cited career and employment related gains as their most important motivations for attending college.
- The top reason students gave for choosing IUPUI was the opportunity for Purdue and IU degrees. Other top reasons included career/job opportunities in the area, location, the ability to work while attending college, and the availability of specific majors.
- Over one-half of the entering freshmen applied to only IUPUI. Among those who applied elsewhere, only one-third indicated that IUPUI was their first-choice.
- Over two of five entering freshmen reported plans to transfer to another college or university.
- Students came to IUPUI with significant experience working in groups and making class presentations. However, they had relatively little experience writing research papers or designing scientific experiments.
- On average, students expected to spend more time working (22 hrs/week) than attending class, (18 hrs/week) and even less time studying outside class (15 hrs/week). However, three-quarters of the students reported that their study time will be significantly higher than during their last year in school.
- Most new freshmen (72%) reported that they would like help with financial aid. One-half of the entering class requested help in math and a slightly smaller, but still significant proportion (44%) indicated that they would like help in improving their study skills.
- Most entering freshmen did not expect that their work and family obligations would conflict with their studies.
- Nine out of ten entering freshmen (91%) have access to a personal computer that they can use for schoolwork, and the vast majority of these students (93%) have Internet access.
- Just fewer than three-quarters of entering freshmen live with family members while attending IUPUI.
- One-quarter of new freshman indicated a definite interest in campus-area housing and another one-third expressed some interest in that possibility.

the relative similarity between the 1999 and 2000 samples, comparisons on common items will be reviewed in this report.

Demographic comparisons between the 2190 respondents and the 1011 other beginning freshmen revealed several statistically significant differences, but only one substantively large difference: the respondent group included a higher proportion of conditional admits (69%), compared to the non-respondents (53%). One reason for this particular difference is that honors students are not required to take placement tests, and due to start-up difficulties with the O-ESS, the instrument was not available during the honor student orientation program. Table 1 portrays the demographics of the respondents to the Fall 2000 survey, including the statistically significant differences between the respondents and non-respondents.

Results

Students were asked about their reasons for attending college twice (once on each instrument). On both items, reasons pertaining to advancement of respondents' career statuses were rated as most important. On the ACT-ESS item (Table 2), "Learn skills to get a new job" was selected most frequently (42% of respondents). Among the 12 reasons for attending college listed on the O-ESS item (Table 3), the top three most important reasons all related to employment outcomes.

Twenty possible reasons for choosing IUPUI in particular (each of which were rated by respondents for importance) are listed on Table 4. "Opportunity for an IU or PU degree" was the most important reason overall, followed by "career/job opportunities in the area," "location," "ability to work while attending," and "availability of programs/majors." Students rated the importance of the same 20 items in 1999; importance ratings for only two of the 20 items were significantly different across the two years of administration. Mean importance ratings for both of those items ("location" and "cost") were significantly higher in 2000 than in 1999 (i.e., students rated both of those reasons for choosing IUPUI as more important in 2000 than had their peers in 1999).

Nearly half of the respondents applied to a school other than IUPUI (Table 5). Of those students, IUPUI was the second choice for nearly half, and the first choice for another third. Thus, IUPUI was the first or only choice for about two of every three respondents. Nearly two thirds of the respondents applied for financial aid, as shown on Table 6. Almost one third had already received financial aid, and another 15 percent were awaiting the decision relative to their application.

Respondents were asked about their educational goals at IUPUI on both instruments. On the O-ESS item, more than four-fifths indicated that they plan to obtain "at least a bachelor's degree" from among six response options (Table 7). The relative proportions of responses to this item changed to a statistically significant extent from 1999 to 2000. However, the proportion of respondents who chose "at least a bachelor's

degree" in 1999 was just slightly lower in practical terms. The ACT-ESS item on Table 8 indicates that only two-thirds of respondents planned to earn a degree at IUPUI. The difference in reported educational objectives at IUPUI across those two items may be attributable to the slight difference in characteristics between respondents to the two instruments, or to two different possible connotations in the wording of the questions.

When students were asked on an ACT-ESS item how much education they plan to obtain (anywhere), nearly 70% indicated that they aspired to a four-year college degree, and another fifth reported plans for graduate or professional study beyond a four-year degree, as shown on Table 9.

Over two of five respondents reported plans to transfer to another postsecondary institution, and another fifth indicated that they were unsure whether or not they would transfer. Only two of five beginning freshmen had no plans to transfer (Table 10).

Nearly identical numbers of students reported that they were "very certain" (45%) and "somewhat certain" (46%) about their career goals, as shown on Table 11. Only about one-tenth reported being "not at all certain." However, less certainty was reported relative to students' choices of educational program or major, with only slightly more than one-quarter indicating "very certain," over two-fifths indicating "somewhat certain," and fully three in ten indicating "not at all certain" (Table 12).

Students expected to receive higher grades in college than they did in high school (Tables 13, 14, and 15). For example, nearly 20% of respondents indicated that they expected to achieve a grade average in the A to A- range for their first semester in college, while only 7% achieved such a grade average in high school. Further, the lower were respondents' grade averages in high school, the more improvement they expected to make in their first semester at IUPUI (Table 15).

The number of years students studied various academic subjects in high school, and the average grades they received for each are shown on Table 16. On average, respondents reported having completed nearly four years of English and more than three years of science in high school. Math courses were divided into three categories. Respondents indicated that they completed an average of nearly two years of algebra. Fewer students reported having taken business math, but those who did reported having completed slightly less than one year on average. Of the eight high school academic subject areas, students reported having received the highest average grades in computer and vocational courses.

Respondents had completed few post high school courses, as shown on Table 17. The few who had taken such courses received generally high grades for them, which is not surprising because such students tend to be relatively advanced.

Respondents indicated on an ACT-ESS item the number of credit hours of coursework they expected to take in their first semester at IUPUI; Table 18 compares those responses with their actual course loads as of the beginning of the semester. The proctors who monitored students taking that survey reported that many asked questions about this item because they did not have a good understanding of courses and credit loads. The significant differences between expected and actual are not surprising and may well reflect such a lack of understanding. Table 18 also shows that, within any particular range of predicted credit hours, most students actually enrolled for 12-14 hours. As shown on Table 19, more than two-thirds reported that they expected to take most of their courses during the day.

Respondents' frequencies of engagement in various activities during their last year in school (high school for the vast majority) are shown on Table 20. Of the 16 items, ten were administered both in 1999 and 2000, and six were new in 2000. Five of the six "new in 2000" items were in the top half of the total group of 16 in terms of reported frequency during students' last year in school. Of the ten items that were administered both in 1999 and in 2000, no significant differences in importance ratings were found across the two years. These items were included in the survey as a baseline for subsequent follow-up questions that are included in our continuing student surveys. They will allow us to determine the importance of these various background experiences for student success, and to monitor the impact of first-year programs on students' behaviors.

Students were asked about their work plans for their first semester at IUPUI on both instruments. On the ACT-ESS item, slightly less than one-half (44%) of the respondents indicated that they would be working more than 20 hours per week while attending IUPUI, with the majority of those students expecting to work between 21 and 30 hours weekly (Table 21). A similar proportion of students (42%) reported that they intended to work between 11 and 20 hours per week (but generally closer to 20). When asked about their work plans on an O-ESS item, students reported that they planned to work an average of 22.4 hours per week, which is slightly but significantly lower than the 23.6 average reported by the 1999 respondents. Table 22 also shows that over one-third of the respondents indicated that their working hours during their first semester at IUPUI would represent an increase from last year. Further, the plurality of respondents (44%) indicated that their work hours would be unchanged from last year, and only one-fifth indicated that they would be cutting back on work while attending IUPUI.

Fall 2000 respondents expected to spend fewer hours per week in class than working, but more hours in class than their Fall 1999 counterparts expected to spend (Table 22). Four of five expected to spend as many or more hours in class relative to their last year in school (high school for the vast majority). This is a curious result since students reported an expectation of spending just under 18 hours per week on average in class

during their first semester of college, which should be significantly less than the typical 35 hours of class in a high school weekly schedule.

Respondents expected to spend less time studying outside of class than in class, which is well below the expectations of most faculty (Table 22). However, three-quarters of the respondents indicated that this would represent an increase in their weekly study hours compared to their last year in school (high school for the vast majority).

Most students intended to either maintain or decrease their weekly hours of leisure, family, and volunteer activities. For all three of those activities, Fall 2000 respondents reported significantly lower expected weekly hours of engagement than did the Fall 1999 respondents, as shown on Table 22.

In order to assess students' self-perceptions of their needs for various student services, respondents were asked to indicate whether they would like help in each of 17 different support areas. Nearly three-fourths indicated that they would like help with financial aid. The next most frequently indicated needs were for help with math skills, study skills, choosing a major, writing skills, and finding work (Table 23).

When asked about each of seven possible conflicts with their studies, most students reported that these conflicts were "not at all likely" to occur (Table 24). Very few students reported that any of the conflicts were "very likely" (1% or less in all seven cases). The two most likely conflicts were those with work and transportation, with around three in ten respondents giving "somewhat likely" ratings in both cases. Statistically significant differences were found between the likelihood ratings of the 1999 and 2000 samples for five of the seven items; in all five cases, the conflicts were reportedly less likely to occur for the 2000 respondents.

Likelihood ratings for each of the seven possible conflicts with studies are shown on Table 25, by whether or not students have a backup plan in place should that particular conflict arise. Again, few students rated any of the conflicts as "very likely" to occur. In most cases, respondents who indicated that a particular conflict was "not at all likely" to occur were roughly equally likely to have a backup plan, relative to those who indicated that it was "somewhat likely" to occur. However, there were two exceptions: child care conflicts and conflicts with care for a dependent adult. For those two possible conflicts, respondents who responded "somewhat likely" were considerably more likely to have a backup plan relative to those who responded "not at all likely."

The increasing prevalence of information technologies is reflected in the results reported on Table 26. Significantly higher percentages of 2000 beginning freshmen have access (for coursework) to a PC, the internet, and a CD-Rom drive, relative to their 1999 peers. More than nine in ten have access to each of the above.

More than nine in ten respondents reported that they would be commuting to campus, as shown on Table 27. Of those commuters, slightly more than a quarter reported that they would live in the vicinity of IUPUI if more housing were available, and another third reported that they might live near IUPUI in that case. Table 28 shows that nearly three-quarters of the respondents live with family members.

Conclusions and Implications

Analysis of the 2000 IUPUI Entering Student Survey data provides considerable insight into the personal situations and perspectives of our beginning freshmen. This understanding will further enable faculty and staff in their efforts to introduce these students to the academic culture and to help them achieve their goals.

Students value IUPUI in particular for three primary reasons: the connections to IU and Purdue, affordability, and convenience. The strongest motivator to attend college was clearly job and career advancement. However, less than half of the respondents reported being “very certain” about their career goals, and only slightly more than a quarter indicated that they were “very certain” about their choice of educational program or major. These and other findings indicate that many or most entering students need guidance with respect to their career goals, and not just their academic goals.

A slight majority of respondents applied only to IUPUI. For students who also applied elsewhere, IUPUI was more often a second choice than a first choice. As such, many students indicated an intention to transfer.

Many respondents appear to have had unrealistic and uninformed expectations about their likely experiences in college and the level of success they would achieve. Many did not have a clear understanding of course credits. Most students, especially those who performed poorly in high school, expected to achieve higher grades in college than they did in high school, yet they expected to spend less time studying outside of class than in class. At the same time, many did report that they would like to receive help, especially with math, study skills, and writing. Additionally, few students expected to have any conflicts with their studies.

On the positive side, respondents reported having taken appropriate numbers of high school courses in basic academic areas. Moreover, about nine in ten have access, either at home or at work, to a computer with internet access and a CD-Rom drive that they can use for school work. Further, Fall 2000 respondents gave slightly more credence than did their Fall 1999 counterparts to general education goals (“fulfilling a lifelong goal” and “gaining a general education”) as reasons to attend college.

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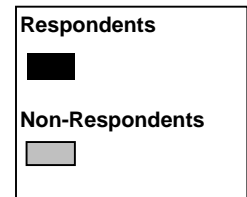
Mailing Address:
Union Building G003
620 Union Drive
Indianapolis, IN 46202-5167

Telephone: (317) 278-2282
Fax: (317) 274-3400

Office Staff:

Victor Borden, Associate Vice Chancellor
Kathy Burton, Associate Director
Michael Wince, Manager, Survey Research
Timothy Thomas, Technology Development Associate, UUPP
Kim Oren, Research Analyst
Tania Eisenberg, Research Analyst
Barbara Dobbs, Manager of Office Systems and Operations
Janice Childress, Technology Development Assistant
Teri Dearmin, Senior Administrative Secretary
Melinda Siler, Graduate Research Assistant
Jody Zak Owens, Graduate Research Assistant
Rebecca Jacob, Graduate Research Assistant
Rose Davidson, Administrative Assistant

Table 1. Sample demographics.



Gender^a

	Respondents		Non-Respondents ^b
	N	%	%
Female	1210	55%	
Male	980	45%	
Total	2190	100%	
No Answer (Missing data)	0	0%	



Ethnicity Category^a

	Respondents		Non-Respondents ^b
	N	%	%
African American	251	11%	8%
Other Minority	97	4%	4%
All Others	1841	84%	88%
Total	2189	100%	p<.01(a)
No Answer (Missing data)	1	0%	



Type of Admit^a

	Respondents		Non-Respondents ^b
	N	%	%
Conditional	1522	69%	53%
Regular	397	18%	24%
Dual	271	12%	23%
Total	2190	100%	p<.01(a)
No Answer (Missing data)	0	0%	



Full-time/Part-time^a

	Respondents		Non-Respondents ^b
	N	%	%
Full-time	1730	79%	74%
Part-time	460	21%	26%
Total	2190	100%	p<.01(a)
No Answer (Missing data)	0	0%	

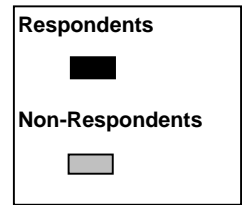


^a Source: IUPUI institutional data.

^b Non-respondents are beginning freshmen who did not respond to either ESS instrument. Values are shown only if significantly different than those from the 2000 respondents based on the chi square test for independence (p<.01).

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 1 cont. Sample demographics.



Age Group^a

	Respondents		Non-Respondents ^b
	N	%	%
18 and under	1423	65%	61%
19-20	429	20%	19%
21 plus	338	15%	20%
Total	2190	100%	p<.01(a)

No Answer (Missing data) 0 0%



Is either parent

a 4-year college graduate?^c (ACT-ESS and O-ESS)

	Sample	
	N	%
Yes	767	35%
No	1324	60%
Not sure	96	4%
Total	2187	100%

No Answer (Missing data) 3 0%



Is English your first language?^c (ACT-ESS)

	Sample	
	N	%
Yes	1459	98%
No	37	2%
Total	1496	100%

No Answer (Missing data) 0 0%



Are you a Veteran?^c (ACT-ESS)

	Sample	
	N	%
Active duty	8	1%
Yes	44	3%
No	1444	97%
Total	1496	100%

Missing 0 0%



^a Source: IUPUI institutional data.

^b Non-respondents are beginning freshmen who did not respond to either ESS instrument. Values are shown only if significantly different than those from the 2000 respondents based on the chi square test for independence (p<.01).

^c Data for non-respondents are unavailable for this variable.

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 2. Which of the following is the most important reason for attending classes this term? (ACT-ESS)

	N	%	
Learn skills to get a new job	630	42%	
Transfer to four-year college	231	15%	
Satisfy general education requirements	224	15%	
Other	171	11%	
Take courses for personal interest	97	6%	
Learn skills to advance in my current job	81	5%	
Improve basic skills in English, reading, or math	62	4%	
Total	1496	100%	
Missing	0		

Table 3. Importance of various reasons relative to decision to go (or return) to college. (O-ESS)

Reasons to go (or return) to college	Valid N ^b	Mean ^{ac}	STD	Percentages					Confidence Intervals					1999 Mean ^d	
				N	S	M	V	E	N	S	M	V	E		
Acquire knowledge/skills for work	1877	4.31	0.85	1%	3%	11%	34%	51%							
Make more money	1876	4.30	0.94	2%	3%	13%	26%	55%							
Get a better job	1872	4.29	1.09	5%	4%	8%	24%	59%							
Fulfill a lifelong goal	1868	4.27	0.95	2%	3%	15%	26%	54%							
Gain a general education	1871	4.08	0.90	1%	4%	18%	40%	37%							
Meet new people	1876	3.53	1.14	6%	12%	30%	29%	24%							
Prepare for graduate or professional school	1872	3.42	1.31	11%	13%	26%	23%	27%							
Change in financial situation	1874	2.95	1.51	29%	10%	21%	20%	21%							3.21
My parents wanted me to go	1873	2.72	1.34	25%	19%	27%	16%	13%							
Advance in current job	1877	2.25	1.50	51%	12%	14%	10%	14%							
Issues related to children/child care	1877	2.09	1.37	52%	14%	15%	8%	10%							2.35
Change in marital status	1876	1.53	1.03	75%	7%	11%	4%	3%							1.72

^a Responses provided on a 5-point scale where 5=Extremely Important (E), 4=Very Important (V), 3=Moderately Important (M), 2=Somewhat Important (S), and 1=Not Important (N).

^b Valid N excludes missing data.

^c Results presented in order from highest to lowest mean importance ratings.

^d Shown only if significantly different from the 2000 mean importance rating (independent samples t-test, p<.01).

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 4. Importance of various reasons for choosing IUPUI. (O-ESS)

<i>Reasons for choosing IUPUI</i>	Valid N ^b	Mean ^{a,c}	STD	Percentages					Confidence Intervals					1999 Mean ^d	
				N	S	M	V	E	N	S	M	V	E		
opportunity for IU or PU degree	1873	3.83	1.17	6%	7%	21%	31%	36%							
career/job opportunities in area	1872	3.67	1.32	11%	7%	20%	26%	35%							
location	1865	3.65	1.15	7%	9%	25%	34%	26%							3.53
ability to work while attending	1875	3.58	1.24	9%	8%	24%	31%	28%							
availability of programs/majors	1868	3.56	1.14	6%	10%	28%	32%	23%							
ability to live at home	1875	3.34	1.43	19%	8%	20%	26%	27%							
cost	1877	3.30	1.34	15%	11%	27%	24%	24%							3.17
admissions requirements	1873	3.14	1.23	13%	14%	34%	24%	16%							
IUPUI's reputation	1872	3.02	1.13	12%	16%	40%	22%	10%							
location of IUPUI in Indy	1873	2.93	1.28	20%	14%	32%	21%	12%							
prepare to transfer elsewhere	1872	2.78	1.47	30%	13%	22%	18%	17%							
students from diverse backgrounds	1872	2.71	1.22	22%	18%	34%	18%	8%							
variety of activities downtown	1874	2.55	1.29	30%	17%	30%	14%	9%							
accommodates needs of adult learners	1875	2.25	1.36	45%	14%	20%	13%	8%							
friends attending IUPUI	1875	2.20	1.22	40%	20%	24%	11%	5%							
recommendation of family member	1872	2.20	1.26	43%	16%	24%	11%	6%							
a scholarship offer	1870	1.97	1.36	60%	9%	14%	9%	8%							
social services available in area	1875	1.92	1.26	57%	14%	15%	8%	6%							
advice of my employer	1873	1.73	1.14	65%	12%	14%	6%	4%							
specific pre-college program	1871	1.53	0.98	72%	11%	11%	4%	2%							

^a Responses provided on a 5-point scale where 5=Extremely Important (E), 4=Very Important (V), 3=Moderately Important (M), 2=Somewhat Important (S), and 1=Not Important (N).

^b Valid N excludes missing data.

^c Results presented in order from highest to lowest mean importance ratings.

^d Values are shown only if significantly different from the 2000 mean importance rating (independent samples t-test (p<.01)).

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 5. Did you apply to a school other than IUPUI? (O-ESS)

	N	%	1999 ^a
Yes	892	47%	
No	986	53%	
Total	1878	100%	

No Answer (Missing data) 8 0%

If you applied to a school other than IUPUI, was IUPUI your first choice?

	N	%	1999 ^a
First choice	300	34%	
Second choice	421	48%	
Third choice or lower	164	19%	
Total	885	100%	

No Answer (Missing data) 7 0%

Table 6. Did you apply for financial aid? (O-ESS)

	N	%	1999 ^a
Yes, received aid	555	30%	
Yes, did not receive aid	338	18%	
Yes, awaiting decision	276	15%	
No, but will apply	387	21%	
No, will not apply	325	17%	
Total	1881	100%	

No Answer (Missing Values) 5 5%

Table 7. Educational goal at IUPUI (O-ESS)

	N	%	1999 ^a
Bachelor's degree, at least	1570	83%	79%
Associates degree, at least	160	9%	9%
Professional development	10	1%	0%
Explore career options	60	3%	6%
Personal interest	17	1%	1%
Not sure	64	3%	4%
Total	1881	100%	p<.01(a)

No Answer (Missing Values) 5 0%

Table 8. Do you plan to earn a certificate or degree at this institution?^b (ACT-ESS)

	N	%
Yes, certificate	98	7%
Yes, degree	971	65%
Undecided	69	5%
No	358	24%
Total	1496	100%

No Answer (Missing Values) 0

^a Values are shown only if the proportions of responses are significantly different from those in 2000 (chi square test of independence, p<.01).

^b New item in 2000 (1999 data unavailable).

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 9. How much education do you plan to obtain?^b (ACT-ESS)

	N	%	
Classes only; no certificate or degree	28	2%	█
One to two-year certificate or degree program	31	2%	█
Two-year college degree	97	6%	█
Four-year college degree	1027	69%	████████████████████
Graduate/professional study beyond four-year deg.	313	21%	████████
Total	1496	100%	
No Answer (Missing Values)	0		

Table 10. If you are planning to transfer, to what kind of institution or college might this be?^b (ACT-ESS)

	N	%	
Two-year college	29	2%	█
Four-year college or university	605	40%	████████████████
Other type of institution	15	1%	█
Not planning to transfer	591	40%	████████████████
Undecided about transfer	256	17%	██████
Total	1496	100%	
No Answer (Missing Values)	0		

Table 11. How certain are you of your career goals?^b (ACT-ESS)

	N	%	
Not at all certain	145	10%	██
Somewhat certain	682	46%	██████████████
Very certain	669	45%	██████████████
Total	1496	100%	
No Answer (Missing Values)	0		

Table 12. How certain are you about your choice of educational program or major?^b (ACT-ESS)

	N	%	
Not at all certain	446	30%	██████████
Somewhat certain	629	43%	██████████████
Very certain	393	27%	██████████
Total	1496	100%	
No Answer (Missing Values)	0		

^b New item in 2000 (1999 data unavailable).

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 13. High school GPA. (ACT-ESS)

	N	%	
A to A-	108	7%	█
A- to B	295	20%	██████
B to B-	486	32%	██████████
B- to C	420	28%	██████████
C to C-	156	10%	████
C- to D	27	2%	█
D to D-	4	0%	
Total	1496	100%	
Missing	0		

Table 14. What is the average grade you expect to receive during your next term? (ACT-ESS)

	N	%	
A to A-	288	19%	██████
A- to B	704	47%	██████████
B to B-	393	26%	██████████
B- to C	101	7%	███
C to C-	10	1%	
C- to D	0	0%	
D to D-	0	0%	
Total	1496	100%	
Missing	0		

Table 15. High school GPA by average grade expected in first semester. (ACT-ESS)

		Average grade expected in first college term							
		Total		A to A-	A- to B	B to B-	B- to C	C to C-	C- to D
High school GPA	A to A-	108	N	57	46	5	0	0	0
		7%	%	53%	43%	5%	0%	0%	0%
	A- to B	295	N	73	181	36	5	0	0
		20%	%	25%	61%	12%	2%	0%	0%
	B to B-	486	N	75	230	159	22	0	0
		32%	%	15%	47%	33%	5%	0%	0%
	B- to C	420	N	51	185	136	44	4	0
		28%	%	12%	44%	32%	10%	1%	0%
	C to C-	156	N	23	51	51	25	6	0
		10%	%	15%	33%	33%	16%	4%	0%
C- to D	27	N	8	9	5	5	0	0	
	2%	%	30%	33%	19%	19%	0%	0%	
D to D-	4	N	1	2	1	0	0	0	
	0%	%	25%	50%	25%	0%	0%	0%	
Total	1496	N	288	704	393	101	10	0	
	100%	%	19%	47%	26%	7%	1%	0%	

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 16. High school courses completed and grades earned. (ACT-ESS)

Subject	Valid N ^c	No resp.	Mean ^{abd}	STD	Years Studied					95% Confidence Intervals					Grades				
					0 yrs.	1 yr.	2 yrs.	3 yrs.	4+ yrs.	0 yrs.	1 yr.	2 yrs.	3 yrs.	4 yrs.	Valid N ^c	Avg. ^{abd}	STD	% A or B	% D or F
English	1446	50	3.88	0.44	0%	1%	2%	6%	91%						1408	2.83	0.82	67%	4%
Science	1420	76	3.15	0.78	0%	2%	17%	44%	37%						1376	2.74	0.84	63%	6%
Foreign language	1347	149	2.18	1.09	8%	15%	37%	28%	11%						1205	2.68	0.99	57%	10%
Algebra	1428	68	1.97	0.72	1%	19%	65%	11%	4%						1373	2.51	0.96	50%	14%
Computer skills	1278	218	1.56	1.07	12%	44%	26%	10%	8%						1083	3.41	0.73	89%	1%
Business math	1021	475	0.85	1.14	51%	29%	9%	5%	6%						499	2.83	0.91	65%	6%
Vocational skills	908	588	0.84	1.21	57%	20%	11%	5%	6%						375	3.38	0.77	87%	2%
Calculus	1002	494	0.29	0.51	73%	25%	1%	0%	0%						272	2.38	1.01	43%	15%

Table 17. Post high school courses completed and grades earned. (ACT-ESS)

Subject	Valid N ^c	No resp.	Mean ^{abd}	STD	Years Studied					95% Confidence Intervals					Grades				
					0 yrs.	1 yr.	2 yrs.	3 yrs.	4+ yrs.	0 yrs.	1 yr.	2 yrs.	3 yrs.	4+ yrs.	Valid N ^c	Avg. ^{abd}	STD	% A or B	% D or F
Computer skills	215	1281	0.37	1.18	85%	7%	3%	1%	4%						26	3.69	0.55	96%	0%
Vocational skills	216	1280	0.30	0.95	84%	11%	3%	0%	2%						33	3.52	0.67	91%	0%
English	225	1271	0.22	0.63	85%	10%	3%	0%	1%						33	3.27	0.84	82%	3%
Algebra	204	1292	0.15	0.59	91%	5%	2%	0%	1%						19	2.74	0.87	58%	5%
Science	203	1293	0.11	0.55	94%	3%	1%	0%	1%						13	2.92	0.76	69%	0%
Business math	201	1295	0.11	0.49	93%	5%	1%	0%	1%						16	3.50	0.73	88%	0%
Calculus	201	1295	0.06	0.43	97%	2%	0%	0%	1%						9	2.89	0.33	89%	0%
Foreign language	200	1296	0.05	0.34	97%	2%	1%	0%	1%						6	3.50	0.84	83%	0%

^a Responses reported on a 4-point GPA scale where 4=A, 3=B, 2=C, 1=D, and 0=F.

^b Results presented in order from highest to lowest mean years of study.

^c Valid N excludes missing data.

^d Mean excludes missing responses.

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 18. Predicted credit load by credit load at enrollment.

		Actual credit hours enrolled ^a					
		Total	1-6	7-11	12-14	15-18	
Credit load predicted (ACT-ESS)	1-6	281 19%	N %	81 29%	81 29%	112 40%	7 2%
	7-11	206 14%	N %	19 9%	46 22%	129 63%	12 6%
	12-14	663 44%	N %	21 3%	72 11%	524 79%	46 7%
	15-18	241 16%	N %	3 1%	12 5%	167 69%	59 24%
	19-21	46 3%	N %	0 0%	8 17%	31 67%	7 15%
	22+	55 4%	N %	4 7%	9 16%	39 71%	3 5%
	Total	1492 100%	N %	128 9%	228 15%	1002 67%	134 9%

Table 19. When do you plan to take most of your courses? (ACT-ESS)

	N	%
Day	1024	68%
Evening	154	10%
Both	318	21%
Total	1496	100%
Missing	0	

^a Source: IUPUI institutional data.

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 20. Frequency of various activities during last year in school. (ACT-ESS and O-ESS^f)

Activity:	Valid N ^b	Mean ^{ac}	STD	Percentages				Confidence Intervals				1999 Mean ^d	
				N	OC	OF	VO	N	OC	OF	VO		
Completed class assignments on time	1496	3.52	0.62	0%	6%	36%	58%						new ^e
Understood assigned class readings	1496	3.46	0.63	0%	7%	40%	53%						new ^e
Read all assigned readings for class	1496	3.14	0.74	1%	18%	46%	34%						new ^e
Worked in groups or group projects in class	1870	3.12	0.80	3%	18%	43%	36%						
Was careful in completing assignments	1496	3.00	1.03	14%	10%	37%	39%						new ^e
Made a class presentation	1866	2.92	0.83	4%	28%	41%	27%						
Read at least one newspaper per week	1496	2.73	0.97	9%	36%	27%	28%						new ^e
Worked harder than I thought I could	1868	2.64	0.84	7%	37%	39%	16%						
Discussed ideas with others outside class	1872	2.59	0.86	9%	40%	35%	16%						
Did activity with others who are different from me	1858	2.59	0.96	12%	38%	28%	22%						
Read for pleasure	1496	2.43	0.88	10%	53%	20%	16%						new ^e
Rewrote paper/assignment after feedback	1872	2.35	0.93	19%	41%	27%	13%						
Discussed ideas with teachers outside class	1872	2.33	0.89	17%	44%	27%	11%						
Participated in volunteer activity	1872	2.29	0.91	18%	47%	22%	13%						
Designed a scientific experiment	1864	1.80	0.79	39%	45%	12%	4%						
Wrote a research paper, 10 or more pages	1870	1.75	0.69	38%	51%	10%	2%						

^a Responses provided on a 4-point scale where 4=Very Often (VO), 3=Often (OF), 2=Occasionally (OC), and 1=Never (N).

^b Valid N excludes missing data.

^c Results presented in order from highest to lowest mean frequency ratings.

^d Values shown only if significantly different from the 2000 mean importance rating (independent samples t-test, p<.01).

^e New item in 2000 (no comparison with 1999 possible).

^f "New in 2000" items: (ACT-ESS); items administered in both 1999 and 2000: O-ESS.

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 21. How many hours per week do you plan to work while attending school? (ACT-ESS)

	N	%	
None	98	7%	█
1 - 10	115	8%	█
11 - 15	226	15%	█
16 - 20	403	27%	█
21 - 30	369	25%	█
31 or more	285	19%	█
Total	1496	100%	
Missing	0		

Table 22. Expected hours per week of engagement in activities during first semester at IUPUI. (O-ESS)

	Mean expected hours of engagement and percentage of valid N by comparison category for last year in school ^b .									
	Valid N ^d	Mean ^c	STD	1999 Mean ^a	More		About the same		Less	
					Mean	%	Mean	%	Mean	%
Working for pay	1492	22.43	11.41	23.60	28.54	35%	21.93	44%	13.25	21%
Going to class	1492	17.88	9.17	16.61	19.05	38%	18.70	41%	14.20	21%
Studying outside class	1482	15.35	9.19		16.02	74%	13.26	22%	14.25	4%
Social/leisure/recreational	1491	9.91	7.44	14.76	13.18	12%	10.87	55%	6.61	33%
Family/household obligations	1475	8.98	8.90	10.99	15.79	8%	9.34	61%	6.55	31%
Volunteer activities	1493	3.05	4.03	5.60	5.16	10%	3.66	54%	1.50	35%

^a Shown only if significantly different from the 2000 mean (independent samples t-test, p<.01).

^b These three comparison categories were based on responses to the item, "Is this amount of time more than, about the same, or less than you spent on these activities during the last year you were in school?" For example, one might ask the question, "What is the average number of hours students expected to spend working for pay, among those who reported that they expected to spend less time working than last year?" The answer to that question is 13.25 hours.

^c Items are sorted in decreasing order of mean expected hours of engagement per week.

^d Valid N excludes missing data.


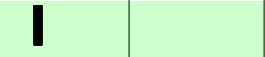

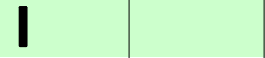

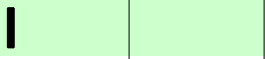

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 23. Campus resources. (ACT-ESS)

<i>Would you like help with*:</i>		Valid N	Yes	Maybe	No	Missing
Frequencies	Financial aid	1415	1015	170	230	81
	Math skills	1376	706	304	366	120
	Study skills	1366	601	405	360	130
	Choosing major	1378	520	295	563	118
	Writing skills	1340	505	383	452	156
	Finding work	1365	478	325	562	131
	Student organizations	1322	355	380	587	174
	Work experience	1311	310	252	749	185
	Commuter problems	1314	306	260	748	182
	Reading skills	1325	257	232	836	171
	Personal concerns	1311	190	265	856	185
	Learning English	1316	154	103	1059	180
	Day care	1307	83	57	1167	189
	Veterans	1310	50	11	1249	186
	Learning disabilities	1303	40	34	1229	193
	Health problems	1294	36	39	1219	202
	Physical disabilities	1298	30	8	1260	198
<i>Would you like help with*:</i>		Valid N	Yes	Maybe	No	Missing
Percentages	Financial aid	1415	72%	12%	16%	6%
	Math skills	1376	51%	22%	27%	9%
	Study skills	1366	44%	30%	26%	10%
	Choosing major	1378	38%	21%	41%	9%
	Writing skills	1340	38%	29%	34%	12%
	Finding work	1365	35%	24%	41%	10%
	Student organizations	1322	27%	29%	44%	13%
	Work experience	1311	24%	19%	57%	14%
	Commuter problems	1314	23%	20%	57%	14%
	Reading skills	1325	19%	18%	63%	13%
	Personal concerns	1311	14%	20%	65%	14%
	Learning English	1316	12%	8%	80%	14%
	Day care	1307	6%	4%	89%	14%
	Veterans	1310	4%	1%	95%	14%
	Learning disabilities	1303	3%	3%	94%	15%
	Health problems	1294	3%	3%	94%	16%
	Physical disabilities	1298	2%	1%	97%	15%

Notes: 1. Campus resource items are displayed in order of decreasing percentages of "yes" responses.
 2. Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 24. Likelihood of various conflicts with studies. (O-ESS)

<i>How likely is it that a conflict will arise with:</i>	Valid N ^c	Mean ^{ab}	STD	Percentages ^e			Confidence Intervals			1999 ^d
				Not at all likely	Somewhat likely	Very likely	Not at all likely	Somewhat likely	Very likely	
Work	1496	1.34	0.50	67%	31%	1%				1.55
Transportation	1496	1.33	0.50	68%	30%	1%				1.56
Household obligations	1496	1.24	0.44	77%	23%	0%				1.34
Social	1496	1.23	0.45	78%	21%	1%				1.42
Health	1496	1.17	0.40	84%	16%	1%				1.21
Child care	1496	1.15	0.38	86%	13%	1%				
Care for dependent adult	1496	1.12	0.34	88%	11%	0%				

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

^b Results are presented in order of highest to lowest mean likelihood rating.

^c Valid N excludes missing data.

^d Values are shown only if significantly different from 2000 sample (independent samples t-test, p<.01).

^e Percentages for a particular item might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 25. Likelihood of various conflicts by availability of a backup plan. (O-ESS)

Conflicts with work.

		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	1008 (67%)	N 825	183
			Row % 82%	18%
	Somewhat likely	464 (31%)	N 358	106
			Row % 77%	23%
	Very likely	22 (1%)	N 10	12
			Row % 45%	55%
	Total	1494 (100%)	N 1193	301
			Row % 80%	20%

Missing cases: 2

Conflicts with transportation.

		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	1018 (68%)	N 872	146
			Row % 86%	14%
	Somewhat likely	455 (30%)	N 383	72
			Row % 84%	16%
	Very likely	22 (1%)	N 13	9
			Row % 59%	41%
	Total	1495 (100%)	N 1268	227
			Row % 85%	15%

Missing cases: 1

Conflicts with household obligations.

		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	1143 (77%)	N 805	338
			Row % 70%	30%
	Somewhat likely	344 (23%)	N 256	88
			Row % 74%	26%
	Very likely	6 (0%)	N 2	4
			Row % 33%	67%
	Total	1493 (100%)	N 1063	430
			Row % 71%	29%

Missing cases: 3

Conflicts with social obligations.

		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	1162 (78%)	N 890	272
			Row % 77%	23%
	Somewhat likely	315 (21%)	N 245	70
			Row % 78%	22%
	Very likely	16 (1%)	N 9	7
			Row % 56%	44%
	Total	1493 (100%)	N 1144	349
			Row % 77%	23%

Missing cases: 3

Note: Percentages for a particular item might not total exactly 100%, as they were rounded to the nearest whole percentage point.

Table 25 cont. Likelihood of various conflicts by availability of a backup plan. (O-ESS)

Child care conflicts.

		Total	Do you have a backup plan?	
			Yes	No
Do you expect this conflict?	Not at all likely	1289 (86%)	N 719	570
			Row % 56%	44%
	Somewhat likely	194 (13%)	N 169	25
			Row % 87%	13%
	Very likely	13 (1%)	N 6	7
			Row % 46%	54%
Total		1496 (100%)	N 894	602
			Row % 60%	40%

Missing cases: 0

Conflicts with poor health or disability.

		Total	Do you have a backup plan?	
			Yes	No
Do you expect this conflict?	Not at all likely	1219 (84%)	N 748	471
			Row % 61%	39%
	Somewhat likely	218 (15%)	N 138	80
			Row % 63%	37%
	Very likely	12 (1%)	N 6	6
			Row % 50%	50%
Total		1449 (100%)	N 892	557
			Row % 62%	38%

Missing cases: 47

Conflicts with care for a dependent adult.

		Total	Do you have a backup plan?	
			Yes	No
Do you expect this conflict?	Not at all likely	1319 (88%)	N 712	607
			Row % 54%	46%
	Somewhat likely	169 (11%)	N 118	51
			Row % 70%	30%
	Very likely	7 (0%)	N 4	3
			Row % 57%	43%
Total		1495 (100%)	N 834	661
			Row % 56%	44%

Missing cases: 1

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

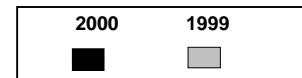


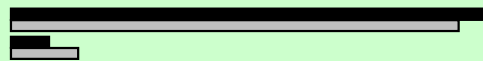
Table 26. Do you have access to a PC, either at home or at work, that you can use for school work? (O-ESS)

	N	%	1999 ^a
Yes*	1700	91%	88%
No	169	9%	12%
Total	1869	100%	p<.01(a)
No Answer (Missing data)	17	1%	



If you answered "yes*" above, do you have internet access on that computer?

	N	%	1999 ^a
Yes	1543	93%	87%
No	123	7%	13%
Total	1666	100%	p<.01(a)
No Answer (Missing data)	34	2%	



If you answered "yes*" above, do you have access to a CD-Rom drive on that computer?

	N	%	1999 ^a
Yes	1543	94%	90%
No	90	6%	10%
Total	1633	100%	p<.01(a)
No Answer (Missing data)	67	4%	

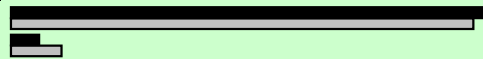


Table 27. Type of housing for first IUPUI semester. (O-ESS)

	N	%	1999 ^a
Private, driving distance	1713	92%	
Private, walking distance	68	4%	
Campus residence	71	4%	
Total	1852	100%	
No Answer (Missing data)	34	2%	



If you commute to IUPUI, would you live in the vicinity if more housing were available?

	N	%	1999 ^a
Yes	417	26%	
No	668	41%	
Maybe	542	33%	
Total	1627	100%	
No Answer (M	86	5%	



Table 28. Living arrangements: first IUPUI semester. (O-ESS)

	N	%	1999 ^a
Roommates not attending IUPUI	128	7%	
With family members	1348	72%	
Roommates who attend IUPUI	270	14%	
Live alone	131	7%	
Total	1877	100%	
No Answer (Missing data)	9	0%	



^a Values are shown only if significantly different from the 2000 sample (chi square test for independence, p<.01).

Note: Percentages for particular items might not total exactly 100%, as they were rounded to the nearest whole percentage point.

IUPUI Entering Student Survey
Student Demographic Survey Selected from Standard
ACT Items

1. Social Security Number: _____
2. Last Name: _____
3. First Name: _____
4. Middle Initial: _____
5. Date of Birth (MM/DD/YYYY) _____
6. Gender: M F
7. Ethnic Background (please check one):
 - _____ African-American/Black
 - _____ American Indian/Alaskan Native
 - _____ Caucasian-American/White
 - _____ Mexican-American/Chicano/Latino
 - _____ Asian-American/Pacific Islander
 - _____ Puerto Rican/Cuban/Other Hispanic
 - _____ Filipino
 - _____ Other
 - _____ Prefer not to respond
8. Is English your first (primary) language? Yes No
9. Are you a veteran?
 - _____ Yes
 - _____ I am currently on active duty
 - _____ No, I have never served in the military
10. In what range was your overall high school grade point average?
 - _____ A- to A (3.5 – 4.0)
 - _____ B to A- (3.0 – 3.4)
 - _____ B- to B (2.5 – 2.9)
 - _____ C to B- (2.4 – 2.0)
 - _____ C- to C (1.5 – 1.9)
 - _____ D to C- (1.0 – 1.4)
 - _____ D- to D (0.5 – 0.9)

11. Campus Resources.

Yes No Maybe

<p>Would you like help with any of the following?</p> <p>Please check one box (either Yes, No, or Maybe) for each item.</p>	Financial Aid			
	Finding work			
	Learning English			
	Reading Skills			
	Writing Skills			
	Math Skills			
	Choosing Major			
	Personal Concerns			
	Learning Disabilities			
	Physical Disabilities			
	Health Problems			
	Commuter Problems			
	Work Experience			
	Day Care			
	Veterans			
Student Organizations				

12. When do you plan to take most of your courses?

- Day
 Evening
 Both Day and Evening

13. How many credits do you plan to take? _____

14. Courses Completed and Grades Earned

Subjects	High School		After High School	
	Years Studied	Last Grade Received	Years Studied	Last Grade Received
English		A B C D F		A B C D F
Business Math		A B C D F		A B C D F
Algebra		A B C D F		A B C D F
Calculus		A B C D F		A B C D F
Science		A B C D F		A B C D F
Foreign Language		A B C D F		A B C D F
Computer Skills		A B C D F		A B C D F
Vocational Skills		A B C D F		A B C D F

15. How many hours per week do you plan to work while attending school?
- None
 - 1 – 10
 - 11 - 15
 - 16 - 20
 - 21 - 30
 - 31 or more
16. How much education do you plan to obtain?
- Classes only; no certificate or degree
 - One to two-year certificate or degree program
 - Two-year college degree
 - Four-year college degree
 - Graduate or professional study beyond four-year degree
17. If you are planning to transfer, to what kind of institution or college might this be?
- Two-year college
 - Four-year college or university
 - Other type of institution
 - Not planning to transfer
 - Undecided about transfer
18. If you are planning to transfer, to which institution might you transfer?
- IU Bloomington
 - other IU campus
 - Purdue W Lafayette
 - other Purdue
 - Ball State U
 - Indiana State U
 - Ivy Tech
 - Butler U
 - U of Indianapolis
 - Vincennes U
 - Indiana Wesleyan U
 - ITT Technical Inst
 - IN Business Coll
 - Christian Theo Sem
 - Marian College
 - Martin U
 - Other

19. Which of the following is the most important reason for attending classes this term?

- Learn skills to get a new job
- Learn skills to advance in my current job
- Transfer to four-year college
- Satisfy general education requirements
- Improve basic skills in English, reading, or math
- Take courses for personal interest
- Other

20. Do you plan to earn a certificate or degree at this institution?

- Yes, degree
- Yes, certificate or diploma
- Undecided
- No

21. What is the average grade you expect to receive during your next term?

- A- to A (3.5 – 4.0)
- B to A- (3.0 – 3.4)
- B- to B (2.5 – 2.9)
- C to B- (2.4 – 2.0)
- C- to C (1.5 – 1.9)
- D to C- (1.0 – 1.4)
- D- to D (0.5 – 0.9)

IUPUI Entering Student Survey

Local Items Administered During ACT/COMPASS Placement Exam

Multiple choice items:

1. Has either your mother or your father completed a four-year college (bachelor's) degree?

- Yes
- No
- Not sure

2. How certain are you about your career goals?

- Not at all certain
- Somewhat certain
- Very certain

3. How certain are you about your choice of educational program or major?

- Not at all certain
- Somewhat certain
- Very certain

4. During your last school year (either in high school or at a previous college or university), how often did you *read for pleasure*?

- never
- occasionally
- often
- very often

5. During your last school year (either in high school or at a previous college or university), how often did you *read at least one newspaper per week*?

- never
- occasionally
- often
- very often

6. During your last school year (either in high school or at a previous college or university), how often did you *read all assigned readings for class (textbooks, articles, library materials)*?

- never
- occasionally
- often
- very often

7. During your last school year (either in high school or at a previous college or university), how often were you able to *comprehend/understand assigned class readings*?

- never
- occasionally
- often
- very often

8. During your last school year (either in high school or at a previous college or university), how often did you *complete class assignments on time*?

- never
- occasionally
- often
- very often

9. During your last school year (either in high school or at a previous college or university), how often were you *careful in completing assignments (neat work, followed instructions, did any background work)*?

- never
- occasionally
- often
- very often

10. How likely is it that a conflict with *child care* will arise during your first semester of college studies?

- Not at all likely
- Somewhat likely
- Very likely

11. If a problem with *child care* arises, do you have backup plans?

- Yes
- No

12. How likely is it that a conflict with *care for a dependent adult* will arise during your first semester of college studies?

- Not at all likely
- Somewhat likely
- Very likely

13. If a problem with *care for a dependent adult* arises, do you have backup plans?

- Yes
- No

14. How likely is it that a conflict with *household obligations* (for example, waiting for a repair person) will arise during your first semester of college studies?

- Not at all likely
- Somewhat likely
- Very likely

15. If a problem with *household obligations* (for example, waiting for a repair person) arises, do you have backup plans?

- Yes
- No

16. How likely is it that a conflict with *transportation* (for example, car problems) will arise during your first semester of college studies?

- Not at all likely
- Somewhat likely
- Very likely

17. If a problem with *transportation* (for example, car problems) arises, do you have backup plans?

- Yes
- No

18. How likely is it that a conflict with *work* will arise during your first semester of college studies?

- Not at all likely
- Somewhat likely
- Very likely

19. If a conflict with *work* arises, do you have backup plans?

- Yes
- No

20. How likely is it that a conflict with *social obligations* will arise during your first semester of college studies?

- Not at all likely
- Somewhat likely
- Very likely

21. If a problem with *social obligations* arises, do you have backup plans?

- Yes
- No

22. How likely is it that a conflict with *poor health or disability* will arise during your first semester of college studies?

- Not at all likely
- Somewhat likely
- Very likely

23. If a problem with *poor health or disability* arises, do you have backup plans?

- Yes
- No

24. Compared to the last year you were in school, how much time do you expect to spend *going to class* during your first semester in college?

- Less time than the last year I was in school.
- About the same as the last year I was in school.
- More time than the last year I was in school.

25. Compared to the last year you were in school, how much time do you expect to spend *studying or doing assignments outside class* during your first semester in college?

- Less time than the last year I was in school.
- About the same as the last year I was in school.
- More time than the last year I was in school.

26. Compared to the last year you were in school, how much time do you expect to spend *working for pay* during your first semester in college?

- Less time than the last year I was in school.
- About the same as the last year I was in school.
- More time than the last year I was in school.

27. Compared to the last year you were in school, how much time do you expect to spend *attending to family and household commitments* during your first semester in college?

- Less time than the last year I was in school.
- About the same as the last year I was in school.
- More time than the last year I was in school.

28. Compared to the last year you were in school, how much time do you expect to spend *engaging in volunteer activities* during your first semester in college?

- Less time than the last year I was in school.
- About the same as the last year I was in school.
- More time than the last year I was in school.

29. Compared to the last year you were in school, how much time do you expect to spend *engaging in social, leisure, or recreational activities* during your first semester in college?

- Less time than the last year I was in school.
- About the same as the last year I was in school.
- More time than the last year I was in school.

Numeric items

1. During your first semester in college, how many hours per week do you expect to spend *going to class*?

2. During your first semester in college, how many hours per week do you expect to spend *studying or doing assignments outside class*?

3. During your first semester in college, how many hours per week do you expect to spend *working for pay*?

4. During your first semester in college, how many hours per week do you expect to spend *attending to family and household obligations*?

5. During your first semester in college, how many hours per week do you expect to spend *engaging in volunteer activities*?

6. During your first semester in college, how many hours per week do you expect to spend *engaging in social, leisure, or recreational activities*?

IUPUI Entering Student Survey

The following questions ask you about your goals, expectations, and reasons for attending IUPUI. The questionnaire is short and can be completed in as little as 5 to 10 minutes. The answers you provide on this survey will be treated as strictly confidential and will be used by IUPUI faculty and administrators to improve our academic programs and student services. Responses will only be reported in summary form.

For the first set of questions, please select a response by clicking your mouse once in the circle to the left of the answer that best reflects your situation. You can choose only one response per question.

1. Which of the following best describes your current educational goal at IUPUI?
 - Earn at least a two-year (associates) degree
 - Earn at least a four-year (bachelor's) degree
 - Take courses only for personal interest
 - Take courses for professional development within my current job
 - Take courses to explore career options
 - Not sure

2. Has either your mother or your father completed a four-year college (bachelor's) degree?
 - yes
 - no
 - not sure

3. Have you applied for financial aid?
 - Yes, and I received an aid package
 - Yes, but I did not receive aid
 - Yes, but I have yet to hear about an aid package
 - No, but I intend to apply
 - No, I will not seek financial aid to attend IUPUI

4. Did you apply to any college or university other than IUPUI?

- yes
 - no
- 8a. If yes, was IUPUI your:
- First choice
 - Second choice
 - Third choice or lower

For the following sections, please choose a response for each item (that is each row) from among the following choices:

**NI = not at all important; SI = somewhat important; MI = moderately important;
VI = very important; and EI = extremely important.**

These choices are presented in the columns to the right of each question. We are asking you to choose one of those circles for each question (that is, one circle in each row). For example, if advancing in your current job was a moderately important reason for you in deciding to attend college, you would click on the third (middle) circle in the first row.

5. In making your decision to go (or return) to college, how important was each of the following reasons?

	NI	SI	MI	VI	EI
Advance in my current job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfill a lifelong goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain a general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents wanted me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquire knowledge and skills applicable to a specific job or type of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make more money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues related to children or childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in financial situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in marital status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In choosing to attend IUPUI, how important was each of the following reasons

	NI	SI	MI	VI	EI
Cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of specific academic programs (majors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Admissions requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to live at home while attending college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work while attending college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IUPUI's reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendation of a family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends attending IUPUI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A scholarship offer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A specific pre-college program, such as Upward Bound or SPAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities associated with the location of IUPUI in Indianapolis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to interact with students from a wide variety of backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to prepare to transfer to another college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IUPUI accommodates the needs of adult learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to receive an Indiana University or Purdue University degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The advice of my employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career and job opportunities available in the area after completing my degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social services (such as health care and child care) available in the area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of entertainment and social activities in the downtown area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to items in this next section just as you did the previous two. However, the response choices are now as follows:

**Never(N); Occasionally(OC);
Often(OF); and Very Often(VO)**

7. Please indicate about how often you have done the following activities during your last school year (either in high school or at a previous college or university)

	N	OC	OF	VO
Wrote a research paper that was 10 pages or longer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a school or community activity involving persons who are different from yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designed a scientific experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rewrote a paper or assignment several times in response to feedback from a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked in groups or on group projects during class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder than you thought you could to meet a teacher's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from your reading or classes with teachers outside class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from your reading or classes with others outside class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in volunteer activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Do you have access to a personal computer, either at home or at work, that you can use for school work?
- yes
 - no
- 13a. If yes, do you have access to the Internet from that computer? (for world-wide web and Email)?
- yes
 - no
- 13b. If yes, does that computer have a CD-ROM drive that you could use to view electronic publications?
- yes
 - no
9. What kind of housing will you be living in during your first semester at IUPUI?
- Campus residence (Ball, Warthin, International House, Townhomes)
 - House or apartment within walking distance of campus
 - House or apartment within driving distance
- 14a. If you don't live on campus or within walking distance, would you consider living in the vicinity of campus if more housing were available?
- yes
 - no
 - maybe
10. With whom will you live during the first semester at IUPUI?
- No one, I live alone
 - With one or more roommates who are students attending IUPUI
 - With family members (parents, spouse, children or other relatives)
 - With others not attending this college

Thank you for taking the time to complete this survey.
When you have completed all items, please click on the **submit** button below.

Submit