

# Report of the Entering Student Survey

## Fall 2001 Administration

### Highlights

- Over 2,000 Fall 2001 first-time freshmen completed surveys during placement testing and freshman orientation, providing information about their backgrounds, needs, and expectations for college.
- Students cited potential employment related gains and fulfillment of personal aspirations as their most important motivations for attending college.
- The top reason students gave for choosing IUPUI was “location.” Other top reasons included Opportunity for Purdue and IU degrees, career/job opportunities in the area, the ability to work while attending college, and the availability of specific majors. IUPUI’s reputation and cost are increasingly important reasons for choosing IUPUI.
- A higher proportion of students reported that they were not planning to transfer in 2001 (47%) compared to 2000 (40%). Further, the vast majority of the students (70%) indicated that they plan to earn a degree at IUPUI.
- A greater proportion of 2001 incoming students reported that IUPUI was their first choice (45%) compared to the 2000 sample (34%) and the 1999 sample (36%)
- Almost half (49%) of the respondents reported being “very certain” about their career goals. However, only 22 percent indicated that they were “very certain” about their choice of educational program or major.
- Students came to IUPUI with substantial experience in completing class assignments and doing so on time. 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, 83% of the students reported that their study time will be significantly higher than during their last year in school.
- Most entering freshmen did not expect that their work and family obligations would conflict with their studies.
- Most new freshmen (74%) reported that they would like help with financial aid. Almost one-half of the entering class requested help in math and a notable proportion (41%) indicated that they would like help in improving their study skills.
- Almost all entering freshmen (94%) have access to a personal computer that they can use for schoolwork, and the vast majority of these students (95%) have Internet access. The proportion of students who report to have access to personal computers and the Internet has significantly increased during the last 3 survey administrations (1999, 2000, and 2001).
- One-quarter of new freshmen indicated a definite interest in campus-area housing and another one-third expressed some interest in that possibility.
- Hours planned to work, first-generation status, and diligence in completing course assignments during the last year of high school predicted academic performance during the first semester of college while controlling for background characteristics. The more hours students planned to work for pay during their first semester the lower their Fall GPAs were. First-generation students had significantly lower Fall GPAs compared to non-first-generation students. Students’ academic performance in the Fall semester was positively related to the extent to which they reported that they were diligent in completing high school course assignments.

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## **Introduction**

For the past four years, IUPUI has employed a variety of methods and instruments to collect information from entering students about their backgrounds, expectations for, and attitudes toward college. The information collected from incoming students can be particularly useful for understanding and responding to the needs expressed by beginning freshmen. During the 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 and 2001, 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 in 2000.

Beginning freshmen who entered IUPUI for the Fall 2001 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 during their summer orientation program (hereinafter referred to as the O-ESS), as part of the technology training component.

A total sample of 2,385 beginning freshmen completed one or both of the Entering Student Survey instruments: 1,550 students responded to both instruments, 702 completed only the ACT-ESS, and 133 completed only the O-ESS. The total sample of 2,385 respondents represents 92 percent of the total of 2,597 beginning freshmen for Fall 2001.

## **Respondent Characteristics**

Table 1 (a – l) portrays the demographics of the respondents to the Fall 2001 survey, including the statistically significant differences between the respondents and non-respondents. In order to make meaningful comparisons, students were grouped into one of three categories: “African American,” “Other Minority” (Latino students, Asian Americans, and Native Americans), and “All Others” (Caucasian and International students). Ten percent of the 2001 survey respondents were African-Americans, 4 percent were “Other Minority” and 85 percent were “All Others.” A greater proportion of survey respondents were female (58%) compared to male. In terms of admit type, 59 percent of the respondents were admitted conditionally, 23 percent were regular admits, and 18 percent were dual admits. The majority of the respondents were full-time students (80%). Sixty-four percent of the respondents were 18 years of age or under, 18 percent were between the ages of 19 and 20, and 18 percent were 21 years old or more. It is notable that over half of entering student respondents indicated that they were first-generation college students (62%). Students were identified as first-generation college students if they reported that neither parent was a 4-year college graduate.

Demographic comparisons between the 2,385 respondents and the 212 other beginning freshmen revealed several statistically significant differences, but only two substantively large differences: the respondent group included a higher proportion of conditional admits (59%), compared to the non-respondents (26%) and the respondent group included a higher proportion of full-time students (80%), compared to the non-respondents (59%). One reason for the difference with regard to conditional admits is that honors students are not required to take placement tests, and thus do not take the ACT-ESS survey.

In an effort to develop a more comprehensive understanding of incoming student characteristics, results were examined to determine if there were significant differences between student ethnicity groups on key respondent characteristics. African American students were significantly older than the “All Others” group ( $M = 20.88$  and  $M = 19.74$  respectively,  $p < .01$ ). There was a disproportionate number of conditional admits among African American students (76%) compared to the “Other Minority” (52%) group and the “All Others” group (57%). Further, there was a higher proportion of first-generation students among African American students (76%) compared to students in the “Other Minority” group (55%) and students in the “All Others” group (57%).

Demographic characteristics for the total Fall 2001 sample of 2,385 beginning freshmen were compared with those of the total sample of 2,190 who responded in 2000, and the 1,334 who responded to the RUSS survey in 1999. Two statistically significant differences between the samples were found. One difference pertained to age; the 2001 sample ( $M = 19.86$ ) included a higher mean age than the 1999 sample ( $M = 19.05$ ,  $p < .01$ ). The other difference between the samples pertained to admit type. There were fewer conditional admits among the 2001 respondents (59%) than among the 2000 respondents (69%) and the 1999 respondents (72%). The declining proportion of conditional admits among survey respondents over the past 3 years parallels closely to changes in admission policies. Given the relative similarity between the 1999, 2000, and 2001 samples, comparisons on common items were reviewed in this report.

## Results

Students were asked to indicate the most important reason for attending classes this term on the ACT-ESS instrument and were asked to rate the relative importance of various reasons relative to their decisions to go to (or return to) college on the O-ESS instrument. On the ACT-ESS item (Table 2), “Learn skills to get a new job” was selected most frequently (40% of respondents). Among the 12 reasons for attending college listed on the O-ESS item (Table 3), three of the top four most important reasons were related to employment outcomes. It is notable that the second most important reason relative to the decision to go to or return to college was “fulfill a lifelong goal,” and the fifth most important reason was to “gain a general education.” Thus, it appears that IUPUI incoming students are attending college for reasons related to the advancement of scholarship and attainment of personal aspirations.

Students rated the importance of 20 possible reasons for choosing IUPUI. The results are summarized in Table 4. The top reasons for selecting IUPUI were “location,” “opportunity for an IU or PU degree,” “career/job opportunities in the area,” “ability to work while attending,” and “availability of programs/majors.” Students rated the importance of the same 20 items in 1999 and 2000. Importance ratings for only one of the 20 items was significantly different across all three years of administration. Mean importance ratings for “Opportunity for an IU or PU degree” was significantly lower in 2001 than in 1999 and 2000 (i.e., students rated this reason for choosing IUPUI as less important in 2001 than had their peers in 1999 or 2000).

Although “Opportunity for an IU or PU Degree” was the only factor that was significantly different across the three years, there were a number of significantly different factors impacting decisions between the years 1999 and 2001. Mean importance ratings for “cost” was significantly higher in 2001 than in 1999 (i.e., students rated this reason for choosing IUPUI as more important in 2001 than had their peers in 1999). The “availability of programs,” “IUPUI’s reputation,” and the availability of “a scholarship offer” were significantly more important relative to students’ decisions to choose IUPUI in 2001 than in 1999. However, the ability to prepare to transfer elsewhere was significantly less important in 2001 compared to 1999. Given these findings, it is

possible that students' decisions have become increasingly impacted by IUPUI campus attributes beyond the ability to confer IU and PU degrees.

Over half of the respondents applied to a school other than IUPUI (Table 5). Of those students, IUPUI was the second choice for 42 percent, and the first choice for nearly half. It is particularly worth mentioning that a greater proportion of students in the 2001 sample reported that IUPUI was their first choice (45%) compared to the 2000 sample (34%) and the 1999 sample (36%) (based on a chi square test of independence,  $p < .01$ ). 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 18 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, 85 percent 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 2001 to 2000 and 1999. However, the proportion of respondents who chose "at least a bachelor's degree" in 1999 and 2000 was just slightly lower than the proportion in 2001 in practical terms (79%, 83%, and 85%, respectively). The ACT-ESS item on Table 8 indicates 70 percent of respondents planned to earn a degree at IUPUI. The relative proportions of responses to this item also changed to a statistically significant extent from 2001 (70%) to 2000 (65%).

When students were asked on an ACT-ESS item how much education they plan to obtain (anywhere), 67 percent indicated that they aspired to a four-year college degree, and 23 percent reported plans for graduate or professional study beyond a four-year degree, as shown on Table 9.

Almost half of the 2001 respondents reported that they are not planning to transfer to another college or institution. The relative proportions of responses to this item changed a statistically significant extent from 2001 and 2000 (this item did not appear on the 1999 instrument). Particularly notable is that a higher proportion of students reported that they were not planning to transfer in 2001 (47%) compared to 2000 (40%). Seventeen percent in 2000 and 2001 indicated that they were unsure of their transfer intentions (Table 10).

Almost all students reported that they were either "very certain" (44%) or "somewhat certain" (49%) 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 22 percent indicating "very certain," and 40 percent indicating "somewhat certain." Thirty-eight percent indicated that they were "not at all certain" (Table 12). These results imply that incoming students may benefit from assistance in translating their career goals into appropriate educational programs or majors. The relative proportions of responses to these items changed a statistically significant extent from 2001 and 2000 (these items did not appear on the 1999 instrument). Interestingly, incoming students in 2001 were more certain about their career goals, but were less certain about their choice of educational program compared to the 2000 sample.

Students expected to receive higher grades in college than they did in high school (Tables 13, 14, and 15). For example, 21 percent 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 11% 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). Table 16 displays students' average grades expected in the first term of college and the actual average grades earned during the first semester at IUPUI. Of the 21 percent that expected to earn

a grade point average in the A to A- range, only 25 percent actually did earn GPAs in this range. In fact, 11 percent actually earned Fs.

The numbers of years students studied various academic subjects in high school and the average grades they received for each are shown in Table 17. 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 18. 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. Students reported having received the lowest average grades in Foreign Language among the post-high school courses taken.

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 19 compares those responses with their actual course loads. The disparity between expected and actual credit loads suggests that incoming students may have had a lack of understanding of courses and credit loads. Table 19 also shows that, within any particular range of predicted credit hours, most students actually enrolled for 12-14 hours. As shown on Table 20, most students (70%) reported that they expected to take most of their courses during the day.

Respondents' frequency of engagement in various activities during their last year in school (high school for the vast majority) are shown on Table 21. 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 2000, no significant differences in importance ratings were found across the two years. However, there were significant differences found between items across the 2000 and 2001 administration years. Students in the 2001 sample reported more engagement during their last year of high school with regard to completing class assignments on time and being careful in completing assignments compared to the 2000 sample. However, the 2001 respondents reported that they spent less time reading the newspaper and reading for pleasure during their last year of high school compared to the 2000 respondents. These items 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, less than one-half (42%) 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 22). One-quarter of the students reported that they intended to work between 16 and 20 hours per week. The proportion of African American students planning to spend more than 20 hours per week working was greater than the proportion students from the "All Others" and "Other Minority" groups (Table 23). African American students planned to spend significantly more hours working for pay than "Other Minority" students and "All Other" students ( $\underline{M} = 23.9$ ,  $\underline{M} = 18.6$ , and  $\underline{M} = 21.8$  respectively,  $p < .01$ ).

When asked about their work plans on an O-ESS item, students reported that they planned to work an average of 21.85 hours per week, which is slightly but significantly lower than the 23.4 average reported by the 1999 respondents. Table 24 also shows that over 42 percent of the respondents indicated that their working hours during their first semester at IUPUI would represent an increase from their last year in school. Further, many students (39%) indicated that their work hours would be unchanged from last year, and only about one-fifth of the respondents indicated that they would be cutting back on work while attending IUPUI. Worth mentioning is the fact that the 2001 respondents reported planning to spend significantly more time going to class, and significantly less time engaging in social activities and volunteer activities than the 1999 respondents. Although this result is encouraging, one result has remained consistent over all 3 administration years: respondents expected to spend less time studying outside of class than in class. The average amount of time planned to study outside class relative to the time planned to spend going to class is well below the expectations of most faculty. However, among students in the 2001 sample, 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).

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 75 percent 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 25).

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 26). 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 transportation and work, with around three in ten respondents giving "somewhat likely" ratings for both. Likelihood ratings for each of the seven possible conflicts with studies are shown on Table 27; by whether or not students have a backup plan in place should that particular conflict arise.

The increasing prevalence of information technologies is reflected in the results reported in Table 28. Significantly higher percentages of 2001 beginning freshmen have access (for coursework) to a PC, to the internet, and to a CD-ROM drive, relative to their 1999 and 2000 peers. About 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 29. Of those commuters, 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 30 shows that nearly 70 percent of the respondents lived with family members. The relative proportions of responses to this item changed to a statistically significant extent from 1999, 2000 and 2001 (based on the chi square test of independence,  $p < .01$ ). Results suggest that a lower proportion of 2001 respondents planned on residing with family members and a higher proportion planned on residing with IUPUI roommates compared to the 2000 and 1999 respondents. Results have potential positive implications in terms of the availability of student peer support and the development of a sense of IUPUI community.

### **Predictors of Successful First Semester Academic Performance (Fall GPAs)**

The items assessing the extent to which students spent time engaged in various activities during their last year of high school (or college) were examined to determine the impact these pre-

college activities had on students' first semester GPAs. To develop a more valid prediction model, exploratory factor analytic procedures were employed to determine if the 16 items were measuring distinct concepts. Four distinct concepts that emerged and were labeled: "Reading Frequency and Understanding," "High School Classroom Engagement," "Civic Engagement," and "High School Course Assignment Diligence." Results of the principal components analysis are shown in Appendix (a).

High School Course Assignment Diligence was the only significant predictor of Fall semester cumulative GPA among the pre-college activities. This construct was formed by summing the items "frequency read all assigned readings," "frequency complete assignments on time," and "frequency careful in completing assignments" ( $\alpha = .67$ ). Although this variable only accounted for an additional 2% of the variability in Fall semester GPA after controlling for student background characteristics (average high school percentile, average SAT score, total credit hours, age, gender, and ethnicity), it still added a significant amount of predictive power to the model. The high school assignment diligence variable, along with the above key background characteristics accounted for 12 percent of the variability in Fall GPA ( $R = .35$  ( $F(7, 1658) = 33.48$ ,  $p < .0001$ ). It is plausible that students who show care and diligence in completing high school course assignments may be more motivated than students who do not show such attentiveness. Thus, results imply that this construct may be a proxy for student motivation and students who are more motivated are more likely to put forth the effort necessary to achieve academic success than less motivated students. Further investigation may be required to draw substantive conclusions.

The more hours students planned to work during their first semester of college, the lower were their first semester grades (Table 31). The average hours students planned to work along with key background characteristics (average high school percentile, average SAT score, total credits hours, age, gender, and ethnicity) accounted for 14 percent of the variability in Fall GPA ( $R = .37$  ( $F(7, 1658) = 38.38$ ,  $p < .0001$ ). Although hours planned to work for pay accounted for a minimal amount of variability in Fall GPA (3%) once background differences were controlled for, hours planned to work for pay nonetheless accounted for a significant amount of variance in first semester academic performance.

Whether or not students reported that they were first-generation college students also predicted Fall semester average grade point average while controlling for student background characteristics (Table 32). First-generation students had significantly lower Fall GPAs than non-first-generation students ( $M = 2.40$  and  $M = 2.62$  respectively,  $p < .01$ ). First-generation students may be disadvantaged by the lack of parental knowledge-transfer regarding effective strategies for achieving academic success. Further, first-generation students may have deficits in terms of realistic expectations about the university experience. These results imply that first-generation students may benefit from academic support programs to help ease their transition to college and enhance their chances for academic success.

### **Key Findings and Implications**

Analysis of the 2001 IUPUI Entering Student Survey data provides considerable insight into the personal situations, needs, and expectations of our beginning freshmen. This understanding further enables faculty and staff in their efforts to introduce students to the academic culture and help them achieve their goals. Results also suggest that our population of incoming students has changed in some important ways.

Students value IUPUI in particular for three primary reasons: location, the connections to IU and Purdue, affordability, and convenience. Moreover, IUPUI's reputation has become an increasingly important reason for selecting IUPUI. The strongest motivators to attend college were career advancement as well as potential fulfillment of lifelong aspirations. A notable finding is that a higher proportion of 2001 students reported that they are not intending to transfer to another institution compared to the 2000 sample. Further, a higher proportion of 2001 students reported that they plan on earning a degree at IUPUI compared to the 2000 sample. Taken together, these results imply that students may be increasingly valuing the assets of IUPUI.

Although almost half of the respondents reported being "very certain" about their career goals, less than a quarter indicated that they were "very certain" about their choice of educational program or major. These and other findings indicate that many entering students may need guidance with respect to translating their career goals into appropriate academic majors.

Many respondents appear to have 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 attending class. Moreover, the comparison between actual and expected first semester grade point averages clearly showed the disparity between students' expectations and reality.

Many students did report that they would like to receive help, especially with financial aid, math, study skills, and writing. Few students expected to have any transportation, work, or family conflicts with their studies.

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 2001 respondents gave credence to general education goals ("fulfilling a lifelong goal" and "gaining a general education") as reasons to attend college.

The following student characteristics were negatively associated with academic success during the first term of college for the 2001 sample while controlling for other key background characteristics: number of hours planned to work for pay, first-generation status, and lack of initiative in completing high school class assignments on time. Results have implications in terms of the need for programs to provide support for first-generation students, creation of strategies to increase student understanding regarding the potential negative impact of hours worked for pay on academic course work, increased advertisement of on-campus work opportunities, and the development of efforts to help align students' expectations with university course demands.

**Note: Floating Bar Charts**

Several charts on the following pages display "floating bars" that represent a 95% confidence interval for the population mean based on the sample of survey respondents. Specifically, the starting point of the bar represents the sample mean minus approximately 2 standard error units and the length of the bar represents approximately 4 standard error units.

The floating bars give you a sense of how reliably the sample mean can be generalized to the population that these data are supposed to represent; that is, beginning freshmen during the 2001 survey administration. The width of the bar generally increases if the sample size decreases or the variation in answers to the item increases. More narrow bars would then occur for items with a larger number of respondents or smaller variation among responses.

The floating bars are particularly useful in comparing differences across items. If the bars overlap, then the apparent differences in means are not statistically significant. If the bars do not overlap, then the difference is statistically significant at the  $p < .05$  level. The reader should note that this is a somewhat conservative test of statistical significance.

Appendix(a)

Table 1: Principal Components Analysis of Pre-College Activities

**High School Course Engagement**

<u>Items</u>	<u>Component 1</u>
Discussed ideas with others outside class	.70
Worked harder than I thought I could	.74
Discussed ideas with teachers outside class	.73
Worked in groups or group projects in class	.65
Rewrote paper/assignment after feedback	.57
Made a class presentation	.38
Designed a scientific experiment	.27
Wrote a research paper, 10 or more pages	.27

**High School Course Assignment Diligence**

<u>Items</u>	<u>Component 2</u>
Completed class assignments on time	.84
Was careful in completing assignments	.83
Read all assigned readings for class	.60

**High School Civic Engagement**

<u>Items</u>	<u>Component 3</u>
Did activity with others who are different from me	.73
Participated in volunteer activity	.71

**High School Reading Comprehension and Frequency**

<u>Items</u>	<u>Component 4</u>
Read for pleasure	.77
Understood assigned class readings	.65
Read at least one newspaper per week	.33

Note. N =1510. Varimax Rotation was performed.

# 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*?

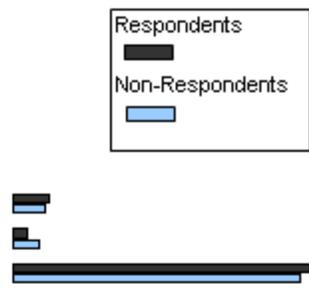
5. During your first semester in college, how many hours per week do you expect to spend *engaging in volunteer activities*?

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

Table 1 Respondents

**(a) Ethnicity Category<sup>a</sup>**

	Respondents		Non-Respondents <sup>b</sup>	
	N	%	N	%
African American	249	10%	20	9%
Other Minority	99	4%	16	8%
All Others	2037	85%	176	83%
Total	2385	100%	212	<i>not significant</i>



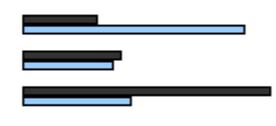
**(b) Gender<sup>a</sup>**

	Respondents		Non-Respondents <sup>b</sup>	
	N	%	N	%
Female	1384	58%	107	50%
Male	1001	42%	105	50%
Total	2385	100%	212	<i>p &lt; .01</i>



**(c) Type of Admit<sup>a</sup>**

	Respondents		Non-Respondents <sup>b</sup>	
	N	%	N	%
Dual	421	18%	45	53%
Regular	557	23%	55	21%
Conditional	1407	59%	112	26%
Total	2385	100%	212	<i>p &lt; .01</i>



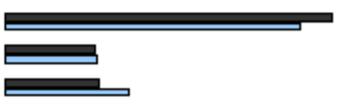
**(d) Full-Time/Part-Time<sup>a</sup>**

	Respondents		Non-Respondents <sup>b</sup>	
	N	%	N	%
Full-Time	1901	80%	126	59%
Part-Time	484	20%	86	41%
Total	2385	100%	212	<i>p &lt; .01</i>



**(e) Age Group<sup>a</sup>**

	Respondents		Non-Respondents <sup>b</sup>	
	N	%	N	%
18 and under	1531	64%	123	58%
19 - 20	419	18%	38	18%
21 plus	435	18%	51	24%
Total	2385	100%	212	<i>not significant</i>



<sup>a</sup> Source: IUPUI institutional data.

<sup>b</sup> Non-respondents are beginning freshmen who did not respond to either ESS instrument. Values are shown (*p < .01*).

**(f) Is either parent a 4-year college graduate?<sup>a,b</sup> (ACT-ESS and O-ESS)**

	2001 Sample	
	N	%
Yes	835	35%
No	1475	62%
Not sure	75	3%
Total	2385	100%



**(g) Is English your first language?<sup>a,b</sup> (ACT-ESS)**

	2001 Sample	
	N	%
Yes	2168	96%
No	84	4%
Total	2252	100%



**(h) Are you a Veteran?<sup>a,b</sup> (ACT-ESS)**

	2001 Sample	
	N	%
Active duty	22	1%
Yes	66	3%
No	2164	96%
Total	2252	100%



**(i) Ethnicity Category by Percent First Generation<sup>a</sup>**

	Percent First Generation	
	Valid N	%
African American	232	76%
Other Minority	98	55%
All Others	1980	63%
Total	2310	
Not Sure	75	



<sup>a</sup>First Generation status is significantly different by ethnicity based on the chi square test for independence (p<.01).

**(j) Ethnicity Category by Percent Conditional<sup>a</sup>**

	Percent Conditional	
	Valid N	%
African American	249	76%
Other Minority	99	52%
All Others	2037	57%
Total	2385	



<sup>a</sup>Admit type is significantly different by ethnicity based on the chi square test for independence (p<.01).

<sup>a</sup>Data for non-respondents are unavailable for this variable.

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

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

**(k) Mean Age by Year**

Year	N	Mean	STD
1999	1334	<b>19.05</b>	3.18
2000	2190	19.57	4.15
2001	2385	<b>19.86</b>	4.46



\* Bolded items are significantly different based on K-Group ANOVA results ( $p < .01$ ).

**(l) Admit Type by Year**

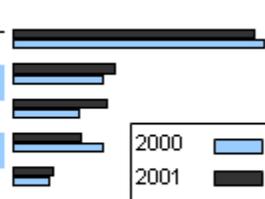
	1999		2000		2001	
	N	%	N	%	N	%
Dual	135	10%	271	12%	421	18%
Regular	233	17%	397	18%	557	23%
Conditional	966	72%	1522	69%	1407	59%
Total	1334	100%	2190	100%	2385	100%



\*Admit Type is significantly different by year based on the chi square test for independence ( $p < .01$ ).

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

	N	%	2000
Learn skills to get new job	907	40%	42%
Satisfy general education requirements	382	17%	15%
Other	354	16%	11%
Transfer to four year college	258	11%	15%
Take courses for personal interest	147	7%	6%
Learn skills to advance in job	128	6%	5%
Improve basic skills	76	3%	4%
Total	2252	100%	$p < .01$



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

<i>Reasons to go (or return) to college</i>	Valid N <sup>a</sup>	Mean <sup>ab</sup>	STD	Percentages					Confidence Intervals					2000 Mean <sup>d</sup>	1999 Mean <sup>d</sup>	
				N	S	M	V	E	N	S	M	V	E			
Acquire knowledge/skills for work	1679	4.29	0.90	2%	3%	12%	32%	52%								
Fulfill a lifelong goal	1674	4.29	0.96	2%	4%	13%	27%	55%								
Get a better job	1675	4.25	1.13	6%	3%	9%	23%	59%								
Make more money	1682	4.23	1.00	3%	3%	14%	27%	53%								
Gain a general education	1677	4.04	0.96	2%	4%	21%	35%	38%								
Meet new people	1676	3.51	1.13	6%	11%	32%	29%	22%								
Prepare for graduate or professional school	1678	3.42	1.33	12%	12%	26%	22%	28%								
Change in financial situation	1677	2.91	1.50	29%	10%	21%	20%	20%								3.21
My parents wanted me to go	1676	2.67	1.34	27%	18%	27%	15%	12%								
Advance in current job	1681	2.28	1.52	51%	10%	14%	10%	15%								
Issues related to children/child care	1679	2.15	1.37	50%	14%	17%	10%	9%								2.35
Change in marital status	1679	1.59	1.11	73%	8%	11%	4%	4%								1.72

<sup>a</sup> 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).

<sup>b</sup> Valid N excludes missing data.

<sup>c</sup> Results presented in order from highest to lowest mean importance ratings.

<sup>d</sup> Shown only if significantly different from the 2001 mean importance rating (K-Group ANOVA, 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)

Reasons for choosing IUPUI	Valid N <sup>b</sup>	Mean <sup>c,d</sup>	STD	Percentages					Confidence Intervals					2000 Mean <sup>d</sup>	1999 Mean <sup>d</sup>	
				H	S	M	V	E	H	S	M	V	E			
location	1669	3.73	1.14	6%	6%	25%	33%	29%								
opportunity for IU or PU degree	1680	3.72	1.23	9%	6%	23%	30%	33%							3.83	3.85
career/job opportunities in area	1673	3.63	1.34	13%	6%	22%	26%	34%								
ability to work while attending	1677	3.60	1.24	9%	8%	25%	29%	29%								
availability of programs/majors	1677	3.60	1.16	7%	9%	27%	32%	26%								3.47
ability to live at home	1677	3.36	1.45	19%	7%	21%	24%	29%								
cost	1680	3.32	1.33	15%	10%	29%	24%	24%								3.17
admissions requirements	1674	3.12	1.25	15%	12%	34%	23%	16%								
IUPUI's reputation	1683	3.11	1.15	12%	13%	38%	26%	11%								2.98
location of IUPUI in Indy	1679	2.99	1.30	20%	12%	33%	22%	14%								
students from diverse backgrounds	1683	2.70	1.23	23%	17%	35%	16%	9%								
variety of activities downtown	1680	2.62	1.32	29%	15%	31%	15%	11%								
prepare to transfer elsewhere	1680	2.57	1.42	35%	14%	24%	14%	13%								2.90
acc. needs of adult learners	1681	2.31	1.38	44%	12%	23%	12%	10%								
recommendation of family member	1677	2.29	1.26	40%	16%	26%	12%	5%								
friends attending IUPUI	1680	2.26	1.27	40%	19%	24%	12%	7%								
a scholarship offer	1677	2.04	1.37	56%	11%	15%	9%	9%								1.92
social services available in area	1680	1.95	1.31	58%	11%	16%	9%	7%								
advice of my employer	1680	1.79	1.21	64%	10%	14%	7%	5%								
specific pre-college program	1681	1.59	1.04	71%	9%	13%	4%	3%								

<sup>a</sup> 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).

<sup>b</sup> Valid N excludes missing data.

<sup>c</sup> Results presented in order from highest to lowest mean importance ratings.

<sup>d</sup> Shown only if significantly different from the 2001 mean importance rating (K-Group ANOVA, 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)**

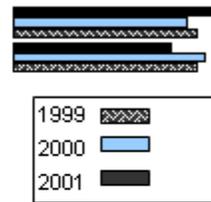
	N	%	2000 <sup>a</sup>	1999 <sup>a</sup>
Yes	727	57%	47%	50%
No	953	43%	53%	50%
Total	1680	100%		p<.01(a)

No Answer (Missing data) 3 0%

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

	N	%	2000 <sup>a</sup>	1999 <sup>a</sup>
First choice	332	45%	34%	36%
Second choice	312	42%	48%	46%
Third choice or lower	96	13%	19%	18%
Total	740	100%	100%	p<.01(a)

(No Answer) Missing data 0 0%



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

	N	%
Yes, received aid	473	28%
Yes, did not receive aid	293	17%
Yes, awaiting decision	308	18%
No, but will apply	356	21%
No, will not apply	252	15%
Total	1682	100%

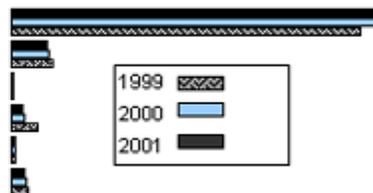
No Answer (Missing Values) 1 0%



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

	N	%	2000 <sup>a</sup>	1999 <sup>a</sup>
Bachelor's degree, at least	1428	85%	83%	79%
Associates degree, at least	139	8%	9%	9%
Professional development	10	1%	1%	0%
Explore career options	43	3%	3%	6%
Personal interest	11	1%	1%	1%
Not sure	52	3%	3%	4%
Total	1683	100%	100%	p<.01(a)

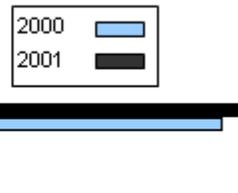
No Answer (Missing Values) 0



**Table 8. Do you plan to earn a certificate or degree at this institution?<sup>b</sup> (ACT-ESS)**

	N	%	2000 <sup>a</sup>
Yes, certificate	133	6%	7%
Yes, degree	1577	70%	65%
Undecided	462	21%	24%
No	80	4%	5%
Total	2252	100%	p<.01(a)

No Answer (Missing Values) 0

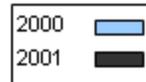


**Table 9. How much education do you plan to obtain?<sup>a</sup> (ACT-ESS)**

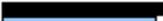
	N	%	
Classes only; no certificate or degree	33	2%	
One to two-year certificate or degree program	43	2%	
Two-year college degree	160	7%	
Four-year college degree	1502	67%	
Graduate/professional study beyond four-year deg.	514	23%	
Total	2252	100%	
Missing Values	0		

**Table 10. If you are planning to transfer, to what kind of institution or college might this be?<sup>a</sup> (ACT-ESS)**

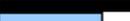
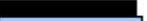
	N	%	2000 <sup>a</sup>	
Two-year college	25	1%	2%	
Four-year college or university	761	34%	40%	
Other type of institution	21	1%	1%	
Not planning to transfer	1061	47%	40%	
Undecided about transfer	384	17%	17%	
Total	2252	100%	p<.01(a)	
Missing Values	0			



**Table 11. How certain are you of your career goals?<sup>a</sup> (ACT-ESS)**

	N	%	2000 <sup>c</sup>	
Not at all certain	152	7%	10%	
Somewhat certain	997	44%	46%	
Very certain	1103	49%	45%	
Total	2252	100%	p<.01(c)	
Missing Values	0			

**Table 12. How certain are you about your choice of educational program or major?<sup>a</sup> (ACT-ESS)**

	N	%	2000 <sup>c</sup>	
Not at all certain	864	38%	30%	
Somewhat certain	889	40%	42%	
Very certain	499	22%	26%	
Total	2252	100%	p<.01(c)	
Missing Values	0			



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

<sup>b</sup> New item in 2000 (1999 data unavailable).

(independent samples t-test (p<.01).

<sup>c</sup> Values are shown only if significantly different from the 2000 mean certainty rating (independent samples t-test (p<.01).

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

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

	N	%	2000 <sup>a</sup>
A to A-	236	11%	7%
A- to B	598	27%	20%
B to B-	760	34%	32%
B- to C	467	21%	28%
C to C-	150	7%	10%
C- to D	35	2%	2%
D to D-	6	0%	0%
Total	2252	100%	p<.01(a)
Missing	0		

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

	N	%	2000 <sup>a</sup>
A to A-	474	21%	19%
A- to B	1119	50%	47%
B to B-	563	25%	26%
B- to C	86	4%	7%
C to C-	9	1%	1%
C- to D	0	0%	0%
D to D-	1	0%	0%
Total	2252	100%	p<.01(a)
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-	236 11%	N %	135 57%	93 39%	7 3%	0 0%	1 0%	0 0%
	A- to B	598 27%	N %	137 23%	373 62%	82 14%	6 1%	0 0%	0 0%
	B to B-	760 34%	N %	93 12%	392 52%	251 33%	24 3%	0 0%	0 0%
	B- to C	467 21%	N %	65 14%	201 43%	161 35%	36 8%	4 1%	0 0%
	C to C-	150 7%	N %	34 23%	48 32%	49 33%	15 10%	4 3%	0 0%
	C- to D	35 2%	N %	8 30%	9 33%	12 19%	5 19%	1 0%	0 0%
	D to D-	6 0%	N %	2 25%	3 50%	1 25%	0 0%	0 0%	0 0%
	Total	2252 100%	N %	474 21%	1119 50%	563 25%	86 4%	9 0%	1 0%

**Table 16. Expected first semester GPA by actual average grade earned in first semester. (ACT-ESS)**

			Actual average grade earned during first semester								
			A to A-	A- to B	B to B-	B- to C	C to C-	C- to D	D to D-	F	
Average grade expected in first college term	A to A-	457 21%	N %	112 25%	106 23%	86 19%	50 11%	23 5%	22 5%	10 2%	48 11%
	A- to B	1048 50%	N %	156 14%	230 21%	236 22%	171 16%	92 9%	57 5%	37 3%	105 10%
	B to B-	540 25%	N %	54 10%	104 19%	107 20%	85 16%	62 12%	39 7%	23 4%	66 12%
	B- to C	81 4%	N %	2 3%	11 14%	14 17%	14 17%	11 14%	9 11%	5 6%	15 19%
	C to C-	9 1%	N %	0 0%	1 11%	4 44%	0 0%	1 11%	1 11%	0 0%	2 22%
	C- to D	0 0%	N %	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
	D to D-	1 0%	N %	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
	Total	2172 100%	N %	325 15%	452 21%	447 21%	320 15%	189 9%	128 6%	75 4%	236 11%
	Missing	80									

**Table 17. High school courses completed and grades earned. (ACT-ESS)**

Subject	Years Studied				95% Confidence Intervals					Grades									
	Valid N <sup>a</sup>	No resp.	Mean <sup>b</sup>	STD	0 yrs.	1 yr.	2 yrs.	3 yrs.	4+	0 yrs.	1 yr.	2 yrs.	3 yrs.	4	Valid N <sup>a</sup>	Avg. <sup>c,d</sup>	STD	% A or B	% D or F
English	2165	87	3.88	0.44	0%	1%	2%	6%	91%						2115	3.01	0.80	75%	3%
Science	2138	114	3.21	0.77	0%	2%	13%	45%	40%						2082	2.91	0.80	71%	3%
Foreign language	2038	214	2.33	1.12	8%	15%	31%	32%	15%						1846	2.81	0.94	66%	8%
Algebra	2136	116	1.99	0.70	1%	17%	68%	10%	4%						2059	2.67	0.92	50%	14%
Computer skills	1914	338	1.57	1.03	11%	46%	27%	9%	7%						1670	3.55	0.65	93%	1%
Business math	1440	812	0.83	1.13	54%	25%	11%	5%	5%						660	2.95	0.85	70%	4%
Vocational skills	1257	995	0.81	1.15	57%	20%	14%	4%	6%						535	3.40	0.73	88%	2%
Calculus	1473	779	0.37	0.60	68%	29%	3%	0%	1%						473	2.59	0.97	55%	11%

**Table 18. Post high school courses completed and grades earned. (ACT-ESS)**

Subject	Years Studied				95% Confidence Intervals					Grades									
	Valid N <sup>a</sup>	No resp.	Mean <sup>b</sup>	STD	0 yrs.	1 yr.	2 yrs.	3 yrs.	4+	0 yrs.	1 yr.	2 yrs.	3 yrs.	4+	Valid N <sup>a</sup>	Avg. <sup>c,d</sup>	STD	% A or B	% D or F
Computer skills	272	1980	0.30	0.79	82%	10%	6%	0%	2%						41	3.27	0.81	83%	2%
English	280	1972	0.21	0.58	85%	10%	3%	0%	1%						36	3.31	0.62	92%	0%
Vocational skills	264	1988	0.20	0.62	88%	7%	4%	1%	1%						32	3.59	0.56	97%	0%
Business math	262	1990	0.13	0.38	88%	10%	2%	0%	0%						30	3.30	0.75	90%	3%
Science after HS	258	1994	0.11	0.45	93%	4%	3%	0%	0%						18	3.06	0.64	83%	0%
Algebra	256	1996	0.10	0.38	93%	6%	2%	0%	0%						19	3.00	1.00	63%	5%
Foreign Language	249	2003	0.06	0.41	97%	1%	2%	0%	0%						5	2.60	1.14	60%	20%
Calculus	251	2001	0.05	0.32	96%	3%	0%	0%	0%						9	3.11	0.78	78%	0%

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

<sup>b</sup> Results presented in order from highest to lowest mean years of study.

<sup>c</sup> Valid N excludes missing data.

<sup>d</sup> 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 21. Frequency of various activities during last year in school. (ACT-ESS and O-ESS)<sup>1</sup>**

Activity:	Valid			Percentages				Confidence Intervals				2000 Mean <sup>d</sup>	1999 Mean <sup>d</sup>
	N <sup>b</sup>	Mean <sup>20</sup>	STD	N	OC	OF	VO	N	OC	OF	VO		
Completed class assignments on time	2252	3.66	0.57	1%	4%	25%	71%					3.52	new <sup>e</sup>
Was careful in completing assignments	2252	3.42	0.65	0%	7%	41%	51%					3.00	new <sup>e</sup>
Understood assigned class readings	2252	3.40	0.65	1%	8%	43%	48%						new <sup>e</sup>
Read all assigned readings for class	2252	3.13	0.77	1%	20%	43%	36%						new <sup>e</sup>
Worked in groups or group projects in class	1677	3.12	0.79	2%	19%	43%	36%						
Made a class presentation	1673	2.92	0.84	5%	26%	42%	27%						
Worked harder than I thought I could	1679	2.68	0.87	8%	35%	38%	19%						
Did activity w/ others who are different from me	1665	2.64	0.95	11%	36%	30%	23%						
Read at least one newspaper per week	2252	2.63	0.98	12%	39%	25%	25%					2.73	new <sup>e</sup>
Discussed ideas with others outside class	1678	2.60	0.87	9%	38%	36%	17%						
Rewrote paper/assignment after feedback	1680	2.38	0.95	18%	41%	26%	15%						
Participated in volunteer activity	1678	2.36	0.94	17%	45%	23%	15%						
Read for pleasure	2252	2.35	0.84	11%	55%	21%	13%					2.43	new <sup>e</sup>
Discussed ideas with teachers outside class	1678	2.33	0.89	17%	44%	28%	11%						
Designed a scientific experiment	1676	1.87	0.81	37%	45%	15%	4%						
Wrote a research paper, 10 or more pages	1681	1.74	0.73	41%	47%	10%	2%						

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

<sup>b</sup> Valid N excludes missing data.

<sup>c</sup> Results presented in order from highest to lowest mean frequency ratings.

<sup>d</sup> Values shown only if significantly different from the 2001 mean importance rating (K-Group ANOVA, or independent samples t-test if new item in 1999, p<.01).

<sup>e</sup> New item in 2000 (no comparison with 1999 possible).

<sup>f</sup> "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 22. How many hours per week do you plan to work while attending school? (ACT-ESS)**

	N	%	
None	168	7%	■
1 - 10	218	10%	■
11 - 15	350	16%	■
16 - 20	561	25%	■
21 - 30	527	23%	■
31 or more	428	19%	■
Total	2252	100%	
Missing	0		

**Table 23. Percent planning to spend more than 20 hours per week working (ACT-ESS)**

	N	%	
African American	117	49%	■
Other Minority	20	22%	■
Others	818	43%	■

**Table 24. Expected hours per week of engagement in activities during first semester at IUPUI. (O-ESS)**

						Expected hours of engagement compared to last year in school					
	Valid N <sup>d</sup>	Mean <sup>c</sup>	STD	2000 Mean <sup>a</sup>	1999 Mean <sup>a</sup>	More		About the same		Less	
						N	%	N	%	N	%
Working for pay	2250	21.85	11.69		23.40	939	42%	884	39%	429	19%
Going to class	2241	17.81	8.96		16.41	649	29%	1124	50%	479	21%
Studying outside class	2245	15.35	9.15			1869	83%	358	16%	25	1%
Social/leisure/recreational	2250	9.80	7.33		14.11	291	13%	1271	56%	690	31%
Family/household obligations	2230	9.01	9.36			199	9%	1395	62%	658	29%
Volunteer activities	2250	3.08	3.96		5.48	244	11%	1242	55%	766	34%

<sup>a</sup> Shown only if significantly different from the 2001 mean (K-Group ANOVA,  $p < .01$ ).

<sup>b</sup> These three 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?"

<sup>c</sup> Items are sorted in decreasing order of mean expected hours of engagement per week.

<sup>d</sup> 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 25. Campus resources. (ACT-ESS)**

<i>Would you like help with*:</i>		Valid N	Yes	Maybe	No	Missing
Frequencies	Financial aid	2172	1617	256	299	80
	Math skills	2115	960	553	602	137
	Study skills	2099	869	634	596	153
	Finding work	2108	827	548	733	144
	Writing skills	2084	764	607	713	168
	Choosing major	2105	735	444	926	147
	Student organizations	2055	540	659	856	197
	Work experience	2038	470	443	1125	214
	Commuter problems	2036	430	439	1167	216
	Reading skills	2058	370	346	1342	194
	Personal concerns	2040	308	453	1279	212
	Learning English	2035	220	154	1661	217
	Day care	2025	110	70	1845	227
	Veterans	2020	50	11	1249	186
	Learning disabilities	2025	70	73	1882	227
	Health problems	2011	57	55	1899	241
	Physical disabilities	2019	28	30	1961	233
<i>Would you like help with*:</i>		Valid N	Yes	Maybe	No	Missing
Percentages	Financial aid	2172	74%	12%	14%	4%
	Math skills	2115	45%	26%	29%	6%
	Study skills	2099	41%	30%	28%	7%
	Finding work	2108	39%	26%	35%	6%
	Writing skills	2084	37%	29%	34%	8%
	Choosing major	2105	35%	21%	44%	7%
	Student organizations	2055	26%	32%	42%	9%
	Work experience	2038	23%	22%	55%	10%
	Commuter problems	2036	21%	22%	57%	10%
	Reading skills	2058	18%	17%	65%	9%
	Personal concerns	2040	15%	22%	63%	9%
	Learning English	2035	11%	8%	82%	10%
	Day care	2025	5%	4%	91%	10%
	Veterans	2020	4%	1%	95%	14%
	Learning disabilities	2025	4%	4%	93%	10%
	Health problems	2011	3%	3%	94%	11%
	Physical disabilities	2019	1%	2%	97%	10%

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

**Table 26. Likelihood of various conflicts with studies. (ACT-ESS)**

How likely is it that a conflict will arise with:	Valid N <sup>c</sup>	Mean <sup>ab</sup>	STD	Percentages <sup>a</sup>			Confidence Intervals			2000 <sup>d</sup>	1999 <sup>d</sup>
				Not at all likely	Somewhat likely	Very likely	Not at all likely	Somewhat likely	Very likely		
Transportation	2252	1.37	0.51	65%	34%	1%					1.56
Work	2252	1.35	0.51	66%	32%	2%					1.55
Social	2252	1.23	0.43	78%	22%	1%					1.42
Household obligations	2252	1.21	0.41	80%	20%	0%					1.34
Health	2252	1.14	0.37	86%	13%	1%					1.21
Child care	2252	1.08	0.29	93%	6%	1%				1.15	1.16
Care for dependent adult	2252	1.06	0.26	95%	5%	1%				1.12	1.13

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

<sup>b</sup> Results are presented in order of highest to lowest mean likelihood rating.

<sup>c</sup> Valid N excludes missing data.

<sup>d</sup> Values are shown only if significantly different from 2001 sample (K-Group ANOVA, p<.01).

<sup>e</sup> Percentages for a particular item might not total exactly 100% as they were rounded to the nearest whole percentage point.

**Table 27. Likelihood of various conflicts by availability of a backup plan. (O-ESS)**

**Conflicts with transportation.**

		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	1455 (65%)	N 1295	160
			Row % 89%	11%
	Somewhat likely	767 (34%)	N 639	128
			Row % 83%	17%
	Very likely	30 (1%)	N 16	14
			Row % 53%	47%
	Total	2252 (100%)	N 1950	302
			Row % 87%	13%

Missing cases: 0

**Conflicts with work.**

		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	1493 (66%)	N 1189	304
			Row % 80%	20%
	Somewhat likely	726 (32%)	N 547	179
			Row % 75%	25%
	Very likely	33 (2%)	N 17	16
			Row % 52%	49%
	Total	2252 (100%)	N 1753	499
			Row % 78%	22%

Missing cases: 0

**Conflicts with social obligations.**

		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	1747 (78%)	N 1293	454
			Row % 74%	26%
	Somewhat likely	492 (22%)	N 365	127
			Row % 74%	26%
	Very likely	13 (1%)	N 7	6
			Row % 54%	46%
	Total	2252 (100%)	N 1665	587
			Row % 74%	26%

Missing cases: 0

**Conflicts with household obligations.**

		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	1795 (80%)	N 1229	566
			Row % 69%	32%
	Somewhat likely	451 (20%)	N 310	141
			Row % 69%	31%
	Very likely	6 (0%)	N 5	1
			Row % 83%	17%
	Total	2252 (100%)	N 1544	708
			Row % 69%	31%

Missing cases: 0

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

Table 27. Likelihood of various conflicts by availability of a backup plan (cont). (O-ESS)

**Conflicts with poor health or disability.**

		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	1946 (86%)	N 1208	738
			Row % 62%	38%
	Somewhat likely	292 (13%)	N 210	82
			Row % 72%	28%
	Very likely	14 (1%)	N 9	5
			Row % 64%	36%
Total		2252 (100%)	N 1427	825
			Row % 63%	37%

Missing cases: 0

**Conflicts with child care.**

		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	2101 (93%)	N 1017	1084
			Row % 48%	52%
	Somewhat likely	133 (6%)	N 109	24
			Row % 82%	18%
	Very likely	18 (1%)	N 10	8
			Row % 56%	44%
Total		2252 (100%)	N 1136	1116
			Row % 51%	49%

Missing cases: 0

**Conflicts with care for dependent adult**

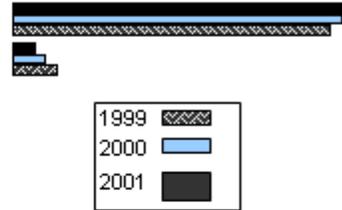
		Do you have a backup plan?		
		Total	Yes	No
Do you expect this conflict?	Not at all likely	2128 (95%)	N 1035	1093
			Row % 49%	51%
	Somewhat likely	112 (5%)	N 73	39
			Row % 65%	35%
	Very likely	6 (0%)	N 9	3
			Row % 75%	25%
Total		2252 (100%)	N 1117	1135
			Row % 49%	51%

Missing cases: 0

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

**Table 28. Do you have access to a PC, either at home or at work, that you can use for school work? (O-ESS)**

	N	%	2000 <sup>a</sup>	1999 <sup>a</sup>
Yes*	1578	94%	91%	88%
No	100	6%	9%	12%
Total	1678	100%		p<.01(a)
No Answer	5	0%		



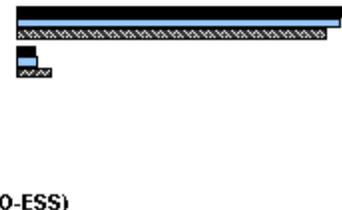
**If you answered "yes" above, do you have internet access on that computer?**

	N	%	2000 <sup>a</sup>	1999 <sup>a</sup>
Yes	1466	95%	93%	87%
No	78	5%	7%	13%
Total	1544	100%		p<.01(a)
No Answer	139	8%		



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

	N	%	2000 <sup>a</sup>	1999 <sup>a</sup>
Yes	1444	95%	94%	90%
No	81	5%	6%	10%
Total	1525	100%		p<.01(a)
No Answer	158	9%		



**Table 29. Type of housing for first IUPUI semester. (O-ESS)**

	N	%	2000 <sup>a</sup>	1999 <sup>a</sup>
Private, driving distance	1500	91%		
Private, walking distance	80	5%		
Campus residence	74	4%		
Total	1654	100%		
No Answer	29	2%		



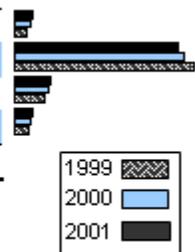
**If you commute to IUPUI, would you live in the vicinity if more housing were available?**

	N	%	2000 <sup>a</sup>	1999 <sup>a</sup>
Yes	365	25%		
No	602	41%		
Maybe	489	34%		
Total	1456	100%		
Missing	227	13%		



**Table 30. Living arrangements: first IUPUI semester. (O-ESS)**

	N	%	2000 <sup>a</sup>	1999 <sup>a</sup>
Roommates not attending	125	7%	7%	5%
With family members	1164	69%	72%	76%
Roommates who attend IU	263	16%	14%	13%
Live alone	130	8%	7%	6%
Total	1682	100%		p<.01(a)
No Answer (Missing data)	1	0%		



<sup>a</sup> Values are shown only if significantly different from the 2001 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.

