Executive Summary

• About 82% of respondents were satisfied or very satisfied with their academic experiences at IUPUI, while just over half of respondents were satisfied with their social experiences. Approximately 61% of respondents were satisfied with the personal support and guidance they received at IUPUI.

• A consistent theme that emerged from the survey was the importance of career resources to students in all of the populations covered. Across all respondents of the survey, "Clarifying career goals" and "Gaining career-related experiences" were identified as the two greatest areas of need. Boosting program support in these areas is a possible area of improvement.

• There are substantial opportunity gaps between Latino/a students and Asian, Black, and White students in their satisfaction with efforts to help with areas of need. Specifically, Latino/a students were less satisfied with IUPUI services to help them gain career related experience or develop strategies for financing college.

• Students receiving a Pell grant indicated a greater level of need for gaining career-related experiences and preparing for a career or job search than respondents who did not receive a Pell grant, though the difference was not statistically significant.

• Respondents who reported participating in at least one program were more satisfied with IUPUI's efforts to find and utilize tutoring, being part of a community on campus, interacting with students like themselves, and developing strategies for financing college.

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Introduction

The purpose of the IUPUI Special Populations Survey was to assess the extent to which domestic non-white students, first-generation students, and low income students are satisfied with existing IUPUI programs and with their overall IUPUI experience, and to identify areas of needs for these populations, so that existing programs can better meet their needs. As such, the survey includes items that address program awareness and satisfaction, needs for services from IUPUI, satisfaction with current levels of assistance, and participation in high-impact practices. The survey was developed in collaboration with administrative and academic leaders in University College and administered by the Office of Institutional Research and Decision Support (IRDS).

The sample for the survey was selected from undergraduate students who met one of three criteria: domestic students of color (i.e., non-White or non-international), students who received a Pell grant that academic year, and first generation students. A sample of 3,000 students at the Indianapolis campus of IUPUI who met at least one of these criteria received e-mails with an invitation to participate in the Special Populations Survey. Reminder e-mails were sent to non-respondents two weeks following the initial e-mail, followed by further reminder e-mails ten days after and a final e-mail one week thereafter. Seven e-mails were invalid for a final sample of 2,993 students. A total of 625 students responded to the survey for an adjusted response rate of 21%

The following report summarizes and analyzes the student responses to the 2016 Special Populations Survey. Section 1 provides summary statistics of all the survey responses. Because the focus of the survey is on students with special population characteristics (i.e., race/ethnicity, low-income, and first generation), Sections 2 and 3 provide breakdowns of survey questions where significant differences emerged between different race and ethnicity students, Pell versus non-Pell students, and first generation versus non-first generation students. Finally, Section 4 specifically compares program participant needs and satisfaction with non-program participants.

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Section 1: Summary Statistics

Program Awareness and Participation Assessment

Students were asked their level of awareness of or participation in IUPUI University College programs designed to serve students of color, low income, or first generation students. Between 1% and 25% of students who were either an active participant in a program or have had some contact with the program or staff.

Table 1
Program Awareness

Please indicate your awareness of and/or participation in the following IUPUI programs…	N	Active participant in program	Have had contact with the program or staff but am not an active participant	Aware of the program but have never participated	Never heard of the program
			Percentages		
Diversity Enrichment and Achievement Program (DEAP)	599	1.5	5.7	28.4	64.4
Student Support Services (SSS)	599	3.2	8.3	43.7	44.7
21st Century Scholars	597	13.7	10.7	62.1	13.4
Nina Mason Pulliam Legacy Scholars	596	2.0	2.5	22.1	73.3
Norm Brown Diversity and Leadership Scholars	596	0.8	2.0	16.4	80.7
Diversity Scholars Research Program	599	1.3	2.2	24.2	72.3
Bowen Scholars	599	0.3	1.8	16.2	81.6
Olaniyan Scholars	597	0.5	1.0	11.9	86.6

Scale: 1=Active participant in program, 2=Have had contact with the program or staff but am not an active participant, 3=Aware of the program but have never participated, 4=Never heard of the program

Table 2
Participation in Pre-IUPUI Programs

In what pre-college programs, if any, did you participate…	N	Total	Percentage
IUPUI Upward Bound	7	625	1.1
Upward Bound at another institution	4	625	0.6
21st Century Scholars	97	625	15.5
College Readiness Program offered in my community (e.g., Center for Leadership Development)	5	625	0.8
College Readiness Program offered by my high school (e.g., JAG)	20	625	3.2

Student Needs Assessment and Satisfaction with IUPUI

Students were asked to rate their satisfaction with their academic and social experiences as well as the level of support received at IUPUI. Students were also provided a list of potential `needs (e.g., clarifying academic goals, clarifying career goals) and asked to rate the degree to which they need assistance from IUPUI and their satisfaction with IUPUI meeting that need.

About 82% of respondents were satisfied or very satisfied with their academic experiences at IUPUI, while just over half of respondents were satisfied with their social experiences. Sixty-one percent of respondents were satisfied with the personal support and guidance they received at IUPUI.

Gaining career-related experience and preparing for career or job search emerged as the two greatest needs for the survey respondents, with 66% and 64% expressing that they had occasional need or a lot of need in these areas. Approximately four out of ten respondents were either satisfied or very satisfied with IUPUI's assistance in meeting both of these two needs. However, respondents' satisfaction with IUPUI meeting these two needs was relatively lower than their satisfaction with IUPUI meeting other needs such as clarifying academic goals.

Table 3
Overall Satisfaction with IUPUI

How satisfied are you with…	N	Mean	SD	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
					Percentages			
Your academic experiences at IUPUI?	623	4.05	0.88	1.8	4.5	12.0	50.4	31.3
Your social experiences at IUPUI?	622	3.49	1.02	4.2	10.6	33.6	34.9	16.7
The personal support and guidance you have received at IUPUI?	623	3.65	1.07	4.7	9.0	25.4	38.7	22.3

Scale: 1=Very dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very satisfied

Table 4
Student Needs Assessment

To what degree do you need IUPUI to assist you with the following…	N	Mean	SD	No need	A little need	Occasional need	A lot of need
						Percentages	
Gaining career-related experience	567	2.85	1.09	16.2	18.9	28.2	36.7
Preparing for career/job search	572	2.80	1.04	15.4	20.5	33.4	30.8
Developing academic plan	572	2.63	0.99	15.7	26.6	36.4	21.3
Getting information about degree requirements	573	2.59	1.00	18.5	23.0	39.1	19.4
Developing strategies for financing college	572	2.57	1.15	25.0	21.5	25.2	28.3
Assessing and utilizing my academic strengths	569	2.50	1.03	20.9	28.3	30.9	19.9
Developing strategies for overcoming my academic challenges	571	2.49	1.05	22.1	27.7	29.4	20.8
Understanding financial aid	568	2.43	1.09	27.1	23.6	28.9	20.4
Clarifying career goals	570	2.41	1.07	25.4	26.8	28.6	19.1
Balancing multiple priorities (school, work, family, social life)	570	2.39	1.14	29.8	25.3	21.2	23.7
Developing my financial literacy	571	2.35	1.10	29.9	24.0	26.8	19.3
Finding and utilizing tutoring and other academic support	572	2.30	1.05	27.8	30.2	25.7	16.3
Clarifying academic goals	573	2.25	1.02	30.9	24.4	33.2	11.5
Developing study skills and strategies	569	2.22	1.09	33.7	27.1	22.7	16.5
Being part of a community on campus	568	2.19	1.10	36.3	23.9	23.9	15.8
Getting assistance with my overall well-being (health, counseling, recreation)	572	2.17	1.09	36.5	25.2	22.7	15.6
Developing time management skills	572	2.16	1.10	37.4	25.5	21.2	15.9
Interacting with fellow students from backgrounds like mine	568	2.11	1.08	39.6	23.4	23.1	13.9

Scale: 1=No need, 2=A little need, 3=Occasional need, 4=A lot of need

Table 5
Satisfaction with IUPUI Services to Meet Needs

How satisfied have you been with IUPUI's efforts to help you with the following…	N	Mean	SD	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
				Percentages				
Getting information about degree requirements	539	3.76	1.03	3.5	9.1	19.5	44.0	23.9
Clarifying academic goals	537	3.64	0.98	3.2	8.8	27.2	42.6	18.2
Developing academic plan	537	3.64	1.06	4.8	9.1	24.4	40.6	21.0
Clarifying career goals	533	3.46	1.00	5.1	7.9	37.3	35.5	14.3
Finding and utilizing tutoring and other academic support	534	3.44	0.99	4.9	8.4	37.5	36.1	13.1
Assessing and utilizing my academic strengths	537	3.38	0.98	4.8	10.1	38.2	35.8	11.2
Developing time management skills	536	3.37	0.93	3.9	8.2	46.1	30.2	11.6
Developing study skills and strategies	536	3.37	0.98	4.7	10.3	40.7	32.6	11.8
Getting assistance with my overall well	537	3.34	1.02	5.2	11.0	42.1	27.7	14.0
Developing strategies for overcoming my academic challenges	537	3.33	1.00	4.7	12.7	39.9	30.7	12.1
Balancing multiple priorities (school, work, family, social life)	537	3.31	1.03	6.0	11.7	41.0	28.5	12.8
Understand financial aid	534	3.30	1.03	6.0	12.4	39.1	30.9	11.6
Gaining career-related experience	536	3.27	1.06	6.5	14.0	38.6	27.8	13.1
Preparing for career/job search	537	3.27	1.01	4.7	14.7	41.5	27.0	12.1
Being part of a community on campus	535	3.27	1.09	7.3	13.5	38.1	27.5	13.6
Developing my financial literacy	534	3.24	0.98	5.4	12.5	44.8	27.2	10.1
Interacting with fellow students from backgrounds like mine	537	3.24	1.07	7.1	14.5	37.8	28.3	12.3
Developing strategies for financing college	537	3.20	1.04	7.3	13.4	42.5	25.9	11.0

Scale: 1=Very dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very satisfied

The Academic Environment

Students were asked about their intentions to complete their degree program at IUPUI as well as their engagement with academic services, instruction, and the learning environment. Just over 97% of respondents reported that they intend to complete their degree program at IUPUI.

Some areas of strength are the following: 72% of respondents reported being academically challenged frequently or all the time, while 79% of respondents reported interacting with persons who are significantly different than them. An area of improvement is talking about career plans with a faculty member – only 42% of respondents reported engaging in this behavior frequently or all the time.

Table 6
Undergraduate Degree Intentions

Do you intend to complete your degree program at IUPUI…	N	Percent
Yes	499	97.3
No	14	2.7

Table 7
Engagement with Academic Services, Instruction, and the Learning Environment

While at IUPUI, to what degree have you:	N	Mean	SD	Not at all	Somewhat	Frequently	All the time
					Percentages		
Been academically challenged	513	2.95	0.83	4.3	24.2	44.1	27.5
Been exposed to diverse perspectives on a topic in-class	513	2.93	0.87	5.7	25.0	40.2	29.2
Been exposed to diverse perspectives on a topic outside of class	513	2.72	0.97	12.1	27.9	35.7	24.4
Interacted with persons who are significantly different than you	513	3.20	0.85	3.3	17.9	34.1	44.6
Participated in a study group with peers	512	2.49	0.98	16.0	37.9	27.1	18.9
Talked about career plans with an academic advisor/campus program staff member	512	2.55	0.91	12.5	36.5	34.6	16.4
Talked about career plans with a faculty member	511	2.37	0.95	19.2	38.9	27.4	14.5
Discussed your academic performance with a faculty member	511	2.44	0.93	16.2	38.7	30.1	14.9
Discussed your academic performance with an academic advisor/campus program staff member	511	2.48	0.95	16.0	35.6	32.3	16.0

Scale: 1=Not at all, 2=Somewhat, 3=Frequently, 4=All the time

Engagement in High-Impact Practices And Co-Curricular Experiences

Respondents were asked about their engagement in high impact practices such as practicum, internships, community service, and study abroad, as well as their opinions on the importance of such practices. About 55% of respondents indicated they had done community service or volunteer work. Similarly, at least 22% indicated they had done a practicum, internship or field experience or participated in a learning community. Respondents overwhelmingly identified practicum, internships, field experience, co-op experience, or clinical assignments as the most important high impact practice, with 74% of respondents reporting these experiences as very important.

Table 8
High-Impact Practices and RISE

Which of the following have you done or plan to do while at IUPUI…	N	Done	Plan to do	Do not plan to do	Have not decided
			Percentage		
Practicum, internship, field experience, co-op experience or clinical assignment	535	22.1	56.6	10.8	10.5
Community service or volunteer work	536	54.5	22.9	11.4	11.2
Participate in a learning community or some other formal program where groups of students take two or more classes together	533	28.3	18.2	32.3	21.2
Work on a research project with a faculty member outside of course or program requirements	536	13.4	28.5	32.8	25.2
Study abroad/oversees study	534	6.6	25.1	44.9	23.4
Independent study or self-designed major	534	9.4	16.7	52.4	21.5
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam)	535	15.7	54.4	11.0	18.9

Scale: 1=Done, 2=Plan to do, 3=Do not plan to do, 4=Have not decided

Table 9
Importance and Satisfaction with Co-Curricular Experiences and Other Services

How important to you is the availability of the following experiences and services…	N	Mean	SD	Not important	Little importance	Some importance	Very important
					Percentage		
Opportunities to participate in a practicum, internship, field experience, co-op experience or clinical assignment	518	3.61	0.77	4.4	4.6	16.6	74.3
Opportunities to participate in community service	518	3.18	0.93	7.5	13.1	33.2	46.1
Opportunities for study abroad/oversees study	518	2.85	1.10	17.2	18.0	28.0	36.9
Opportunities to participate in faculty members' research	514	2.93	1.03	12.5	19.5	30.4	37.7
Opportunities to become involved in campus life activities (student organizations, clubs, programs)	518	2.98	1.06	13.9	15.6	29.3	41.1
Opportunities to develop an appreciation for diversity (outside speakers, programs, films, book discussions)	516	2.96	1.04	13.2	16.7	31.2	39.0
Opportunities to develop leadership skills outside the classroom	519	3.27	0.91	6.9	11.0	30.3	51.8
Availability of counseling services for personal concerns	515	3.00	1.03	12.2	16.5	30.1	41.2
Availability of child care	518	2.20	1.25	45.6	13.7	16.2	24.5
On-campus housing	517	2.14	1.20	45.1	17.2	16.8	20.9

Scale: 1=Not important, 2=Little importance, 3=Some importance, 4=Very important

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Work and Finances

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The following table and figures describe respondents' relationships between work, finances, and college. Three hundred and forty-three of the 625 total respondents indicated that paying for tuition is a significant financial area of concern, for an adjusted percentage of about 55%. Seventy-nine percent of respondents work for pay, either on-campus, off-campus, or both, while in school. Sixty-four percent of respondents reported working off-campus, while only 9% reported working on-campus. There was a wide range in the number of hours that respondents worked.

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Table 10
Financial Areas of Concern

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What financial areas of concern do you have...	N	Percentage
Paying for tuition	343	11.4
Paying for books	301	10.0
Rent/Housing/Furnishings	190	6.3
Finding/Paying for food	174	5.8
Bursar Account	173	5.8
Utilities	157	5.2
Paying for cell phone / Communication (internet...)	136	4.5
Reliable transportation	118	3.9
Childcare	61	2.0
Other	37	1.2

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Figure 1
Do you work for pay while in school?

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- Yes, on-campus 9%
- Yes, off-campus 64%
- Yes, both on and off campus 6%
- Do not work for pay 21%

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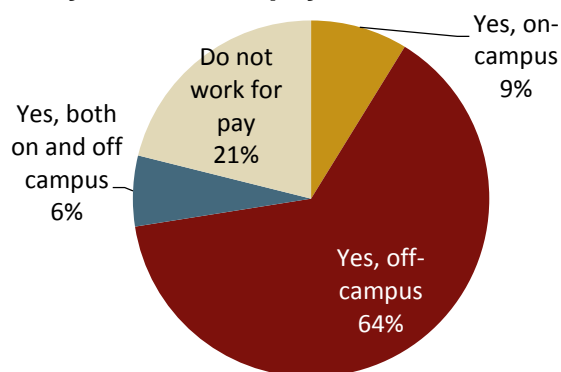
Figure 2
If you work, what is the average number of hours you work per week?

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- 0-10 14%
- 11-20 23%
- 21-30 30%
- 31-40 20%
- Over 40 13%
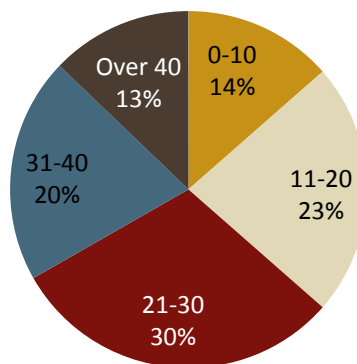
Background Characteristics

Respondents were asked to provide additional information. The vast majority of respondents (around 91%) reported living off-campus or in some form of non-on-campus accommodations. Approximately 25% of students reported having children living in their home. About 23% of respondents reported that their mother had completed a college or university degree, and around 18% of respondents reported that their father had completed a college or university degree.

Table 11
Living Accommodations

Please identify your current living situation…	N	Percentage
On-Campus	47	9.2
Off-Campus with a parent/guardian	160	31.3
Off-Campus with a spouse/partner	125	24.4
Off-Campus with a roommate who is also a college student	53	10.4
Off-Campus with a roommate who is not a college student	29	5.7
Off-Campus by yourself	71	13.9
Other	27	5.3
Total	512	100

Table 12
Dependents

How many children/dependents do you have…	N	Percentage
None	383	75.0
One	62	12.1
Two	37	7.2
Three	18	3.5
More than three	11	2.2
Total	511	100

Table 13
Level of Parents Education

Please indicate the highest level of education your parent achieved…	Mother		Father	
	N	Percentage	N	Percentage
Less than High School	76	14.9	90	18.1
High School Graduate	183	35.9	212	42.7
Some college	133	26.1	105	21.2
College Graduate	82	16.1	56	11.3
Attended graduate or professional school	12	2.4	8	1.6
Earned graduate or professional degree	24	4.7	25	5.0
Total	510	100	496	100

Section 2: Program Need and Satisfaction by Race and Ethnicity

One of the main populations of interest for this survey is racial and ethnic minorities. In order to better understand the perspective of minority students, the following section describes areas where significant differences emerged between racial and ethnic groups in their satisfaction, needs, and engagement in high impact practices.

General Satisfaction

The data revealed a significant difference in overall satisfaction with academic experiences at IUPUI by race and ethnicity. More detailed post hoc analyses revealed that this difference was driven by the fact that Hispanic/Latino students were significantly less satisfied with their academic experiences than White students.

Table 15
Overall Satisfaction with IUPUI

How satisfied are you with…	Asian	Black/African American	Latino	Native Hawaiian/ Pacific Islander	Non-Resident Alien	Two or more races	White
N	57	130	91	3*	6*	8*	296
Your academic experiences at IUPUI?	4.00	3.98	3.81	4.00	3.67	3.94	4.19

Scale: 1=Very dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very satisfied
* Excluded in analysis due to low sample size

Needs Assessment

The data showed several significant differences in respondents' reported needs by race and ethnicity. In particular, Black students reported significantly more need in developing strategies for overcoming academic challenges, finding and utilizing tutoring and other academic support, and developing time management skills than White students.

Table 16
Student Needs Assessment

To what degree do you need IUPUI to assist you with the following…	Asian	Black/ African American	Latino	Native Hawaiian/ Pacific Islander	Non-Resident Alien	Two or more races	White
N	52	119	83	3*	7*	27	279
Developing strategies for overcoming my academic challenges	2.55	2.75	2.57	2.67	3.00	2.63	2.32
Finding and utilizing tutoring and other academic support	2.45	2.50	2.33	1.67	2.86	2.48	2.17
Developing my financial literacy	2.61	2.50	2.44	2.00	2.86	2.44	2.20
Developing time management skills	2.33	2.37	2.29	2.33	2.57	2.04	2.00

Scale: 1=Very dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very satisfied
* Excluded in analysis due to low sample size

Satisfaction with IUPUI Meeting Needs

The data also revealed significant differences in respondents' satisfaction with IUPUI meeting specific needs by race and ethnicity. Specifically, Latino students were significantly less satisfied with IUPUI's efforts to help develop academic plans and develop financial literacy than White students. Furthermore, multiracial students were significantly less satisfied with IUPUI's efforts across a variety of need areas: clarifying career goals, preparing for career and job search, assessing and utilizing their academic strengths, developing strategies for financing college, understanding financial aid, and developing financial literacy.

Table 17
Satisfaction with IUPUI Services to Meet Needs

How satisfied have you been with IUPUI's efforts to help you with the following…	Asian	Black/ African American	Latino	Native Hawaiian/ Pacific Islander	Non- Resident Alien	Two or more races	White
N	47	107	77	3*	6*	27	264
Clarifying academic goals	3.85	3.74	3.42	3.33	2.67	3.30	3.69
Developing academic plan	3.72	3.75	3.33	3.33	3.33	3.15	3.73
Clarifying career goals	3.47	3.55	3.31	3.33	3.00	2.89	3.53
Gaining career-related experience	3.30	3.28	3.04	3.33	3.00	2.77	3.39
Developing strategies for financing college	3.33	3.20	3.04	3.67	2.83	2.63	3.28
Understanding financial aid	3.42	3.36	3.04	3.33	2.83	2.67	3.40
Developing my financial literacy	3.38	3.24	2.96	3.33	2.67	2.70	3.36

Scale: 1=Very dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very satisfied
* Excluded in analysis due to low sample size

Engagement and High-Impact Practices

African-American students talked about career plans with an academic advisor/campus program staff member significantly more than White students. Asian students were more likely to have engaged in opportunities to participate in faculty members' research than Black or White students, while Black students were more engaged in opportunities to develop an appreciation for diversity than White students.

Table 18
Engagement with Academic Services, Instruction, and the Learning Environment

While at IUPUI, to what degree have you:	Asian	Black/ African American	Latino	Native Hawaiian/ Pacific Islander	Non- Resident Alien	Two or more races	White
N	43	105	73	2*	6*	25	257
Talked about career plans with an academic advisor/campus program staff member	2.84	2.81	2.45	3.00	1.67	2.44	2.45
Discussed your academic performance with an academic advisor/campus program staff member	2.63	2.72	2.42	2.50	1.67	2.16	2.44

Scale: 1=Not at all, 2=Somewhat, 3=Frequently, 4=All the time
* Excluded in analysis due to low sample size

Table 19
High-Impact Practices and RISE

While at IUPUI, to what degree have you:	Asian	Black/ African American	Latino	Native Hawaiian/ Pacific Islander	Non- Resident Alien	Two or more races	White
N	44	103	72	2*	6*	26	254
Opportunities to participate in a practicum, internship, field experience, co-op experience or clinical assignment	3.80	3.59	3.69	3.00	3.17	3.92	3.54
Opportunities to participate in faculty members' research	3.41	2.88	3.12	3.00	3.33	3.00	2.81
Opportunities to develop an appreciation for diversity (outside speakers, programs, films, book discussions)	3.16	3.24	2.97	3.00	3.17	3.15	2.79

Scale: 1=Done, 2=Plan to do, 3=Do not plan to do, 4=Have not decided
* Excluded in analysis due to low sample size

Section 3: Pell Grant and First Generation Students

The two other special populations of interest for this survey were low-income students (using Pell eligibility as a proxy) and first generation college students. The following section describes the areas in which meaningful differences emerged in the data for these two groups.

There are a couple of findings of note in which there were no statistically significant differences in Pell versus non-Pell students and first generation versus non-first generation students. For example, there were no meaningful differences between Pell and non-Pell students and between first generation and non-first generation students in general satisfaction with the academic, social, and personal support experiences at IUPUI. Similarly, there were few differences between the groups in their level of participation in high impact practices such as talking about career plans with a faculty member or discussing their academic performance with a faculty member.

Pell versus non-Pell Students

Analysis showed that Pell students reported greater need in gaining career-related experience, preparing for career/job search, getting assistance with one's overall well-being, etc. than non-Pell students. Pell students were less satisfied with IUPUI efforts to help them understand financial aid options than non-Pell students. Finally, Pell students placed greater importance on the importance of having available counseling services for personal concerns than non-Pell students.

Table 20
Significant Differences between Pell and non-Pell Students

	Pell	Non-Pell
To what degree do you need IUPUI to assist you with the following…		
Clarifying academic goals	2.31	2.11
Gaining career-related experience	2.92	2.68
Preparing for career/job search	2.85	2.65
Developing strategies for overcoming my academic challenges	2.55	2.34
Developing time management skills	2.24	1.94
Developing study skills and strategies	2.32	1.96
Getting assistance with my overall well-being (health, counseling, recreation)	2.24	2.01
How satisfied have you been with IUPUI's efforts to help you with the following…		
Understanding financial aid	3.12	3.37
Interacting with fellow students from backgrounds like mine	3.09	3.30
While at IUPUI, to what degree have you…		
Been exposed to diverse perspectives on a topic in class	2.98	2.80
How important to you is the availability of the following experiences and services…		
Availability of counseling services for personal concerns	3.07	2.84
Availability of child care	2.32	1.89

<div align="center"><u>First Generation versus non-First Generation Students</u></div>

The data did not show many significant differences between first generation and non-first generation students. However, first generation respondents did report higher satisfaction with IUPUI's efforts to help them clarify career goals and assess and utilize their academic strengths than non-first generation students. First generation students also judged the availability of opportunities to participate in a practicum, internships, field experience, co-op experience, or clinical assignment as less important than non-first generation students.

<div align="center">

Table 21
Significant Differences between 1st Generation and non-1st Generation Students

</div>

	1st Gen	Non-1st Gen
How satisfied have you been with IUPUI's efforts to help you with the following…		
Clarifying career goals	3.57	3.37
Assessing and utilizing my academic strengths	3.50	3.32
How important to you is the availability of the following experiences and services…		
Opportunities to participate in a practicum, internships, field experience, co-op experience or clinical assignment	3.50	3.66

Section 4: Program Participant Needs and Satisfaction

Another purpose of this survey was to identify areas of improvement for programs that specifically address the needs of domestic non-white students, first-generation students, and low income students. As such, the following section compares the needs and satisfaction of program participants with the needs and satisfaction of non-program participants.

Program Participant and Non-Participant Needs

The data show that program participants are consistent with all survey respondents in their need for career-related services such as gaining career-related experience and preparing for career/job search. Program participants also reported significantly more need for assistance in developing study skills and strategies and time management skills than non-program participants.

Table 22
Areas of Need and Differences between Program Participants and Non-Participants

To what degree do you need IUPUI to assist you with the following…	Non-Program Participant			Program Participant		
	N	Mean	SD	N	Mean	SD
Gaining career-related experience	450	2.83	1.12	112	2.95	0.96
Preparing for career/job search	453	2.77	1.06	113	2.87	0.98
Assessing and utilizing my academic strengths	451	2.47	1.04	113	2.58	1.02
Getting information about degree requirements	454	2.60	1.00	113	2.57	1.01
Developing strategies for overcoming my academic challenges	452	2.47	1.06	113	2.55	1.02
Developing academic plan	453	2.65	0.97	113	2.54	1.04
Developing my financial literacy	453	2.31	1.11	113	2.52	1.07
Developing strategies for financing college	453	2.58	1.15	113	2.51	1.14
Understanding financial aid	449	2.41	1.10	113	2.51	1.07
Clarifying career goals	453	2.40	1.08	111	2.43	1.02
Balancing multiple priorities (school, work, family, social life)	451	2.37	1.15	113	2.42	1.12
Developing study skills and strategies*	451	2.17	1.08	112	2.41	1.10
Developing time management skills*	453	2.10	1.09	113	2.36	1.09
Finding and utilizing tutoring and other academic support	453	2.29	1.05	113	2.35	1.02
Getting assistance with my overall well-being (health, counseling, recreation)	453	2.15	1.10	113	2.25	1.03
Being part of a community on campus	450	2.20	1.11	113	2.19	1.05
Clarifying academic goals	454	2.27	1.02	113	2.18	1.02
Interacting with fellow students from backgrounds like mine	450	2.13	1.09	112	2.03	1.06

* Significant difference between program participants and non-program participants

Program Participant and Non-Participant Satisfaction

Program participants were significantly more satisfied than non-participants with a number of services they may have received from participation in a program. Specifically, program participants were significantly more satisfied with IUPUI efforts to help them find and utilize tutoring and other academic support, get assistance with their overall well-being, be a part of a community on campus, and develop strategies for financing college. Furthermore, program participants reported slightly higher levels of satisfaction across all the areas of need than non-program participants.

Table 23
Satisfaction and Differences between Program Participants and Non-Participants

How satisfied have you been with IUPUI's efforts to help you with the following…	Non-Program Participant			Program Participant		
	N	Mean	SD	N	Mean	SD
Getting information about degree requirements	430	3.73	1.04	103	3.86	1.01
Clarifying academic goals	428	3.62	0.97	103	3.77	1.00
Finding and utilizing tutoring and other academic support*	428	3.39	0.98	100	3.69	0.95
Developing academic plan	429	3.64	1.05	102	3.66	1.10
Clarifying career goals	425	3.44	0.98	102	3.56	1.06
Getting assistance with my overall well-being (health, counseling, recreation)*	428	3.29	1.02	103	3.56	0.99
Assessing and utilizing my academic strengths	428	3.36	0.96	103	3.52	1.03
Being part of a community on campus*	426	3.21	1.04	103	3.50	1.21
Developing strategies for overcoming my academic challenges	428	3.30	0.98	103	3.48	1.05
Developing time management skills	427	3.36	0.92	103	3.46	0.99
Interacting with fellow students from backgrounds like mine*	428	3.20	1.05	103	3.45	1.12
Developing strategies for financing college*	428	3.14	1.03	103	3.42	1.06
Understand financial aid	425	3.27	1.00	103	3.42	1.13
Developing study skills and strategies	427	3.36	0.97	103	3.41	1.00
Balancing multiple priorities (school, work, family, social life)	428	3.29	1.03	103	3.40	1.02
Gaining career-related experience	427	3.24	1.05	103	3.39	1.11
Preparing for career/job search	428	3.25	1.01	103	3.38	1.00
Developing my financial literacy	425	3.23	0.95	103	3.29	1.10

* Significant difference between program participants and non-program participants

Appendix: 2016 IUPUI Special Populations Student Survey

Special Population Program Review Survey

Q1 How satisfied are you with...

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Your academic experiences at IUPUI?	○	○	○	○	○
Your social experiences at IUPUI?	○	○	○	○	○
The personal support and guidance you have received at IUPUI?	○	○	○	○	○

Q2 Please indicate your awareness of and/or participation in the following IUPUI programs:

	Active participant in program	Have had contact with the program or staff but am not an active participant	Aware of the program but have never participated	Never heard of the program
Diversity Enrichment and Achievement Program (DEAP)	○	○	○	○
Student Support Services (SSS)	○	○	○	○
21st Century Scholars	○	○	○	○
Nina Mason Pulliam Legacy Scholars	○	○	○	○
Norm Brown Diversity and Leadership Scholars	○	○	○	○
Diversity Scholars Research Program	○	○	○	○
Bowen Scholars	○	○	○	○
Olaniyan Scholars	○	○	○	○

Q3 To what degree do you need IUPUI to assist you with the following

	No need	A little need	Occasional need	A lot of need
Clarifying academic goals	○	○	○	○
Getting information about degree requirements	○	○	○	○
Developing academic plan	○	○	○	○
Clarifying career goals	○	○	○	○
Gaining career-related experience	○	○	○	○
Preparing for career/job search	○	○	○	○
Assessing and utilizing my academic strengths	○	○	○	○
Developing strategies for overcoming my academic challenges	○	○	○	○
Finding and utilizing tutoring and other academic support	○	○	○	○
Developing strategies for financing college	○	○	○	○
Understanding financial aid	○	○	○	○
Developing my financial literacy	○	○	○	○
Interacting with fellow students from backgrounds like mine	○	○	○	○
Being part of a community on campus	○	○	○	○
Developing time management skills	○	○	○	○
Developing study skills and strategies	○	○	○	○
Balancing multiple priorities (school, work, family, social life)	○	○	○	○

Getting assistance with my overall well-being (health, counseling, recreation)	○	○	○	○

Q4 How satisfied have you been with IUPUI's efforts to help you with the following?

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Clarifying academic goals	○	○	○	○	○
Getting information about degree requirements	○	○	○	○	○
Developing academic plan	○	○	○	○	○
Clarifying career goals	○	○	○	○	○
Gaining career-related experience	○	○	○	○	○
Preparing for career/job search	○	○	○	○	○
Assessing and utilizing my academic strengths	○	○	○	○	○
Developing strategies for overcoming my academic challenges	○	○	○	○	○
Finding and utilizing tutoring and other academic support	○	○	○	○	○
Developing strategies for financing college	○	○	○	○	○
Understand financial aid	○	○	○	○	○
Developing my financial literacy	○	○	○	○	○

Interacting with fellow students from backgrounds like mine	○	○	○	○	○
Being part of a community on campus	○	○	○	○	○
Developing time management skills	○	○	○	○	○
Developing study skills and strategies	○	○	○	○	○
Balancing multiple priorities (school, work, family, social life)	○	○	○	○	○
Getting assistance with my overall well-being (health, counseling, recreation)	○	○	○	○	○

Q5 Which of the following have you done or plan to do while at IUPUI?

	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience or clinical assignment	○	○	○	○
Community service or volunteer work	○	○	○	○
Participate in a learning community or some other formal program where groups of students take two or more classes together	○	○	○	○

Work on a research project with a faculty member outside of course or program requirements	○	○	○	○
Study abroad/oversees study	○	○	○	○
Independent study or self-designed major	○	○	○	○
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam)	○	○	○	○

Q6 How important to you is the availability of the following experiences and services?

	Not important	Little importance	Some importance	Very important
Opportunities to participate in a practicum, internship, field experience, co-op experience or clinical assignment	○	○	○	○
Opportunities to participate in community service	○	○	○	○
Opportunities for study abroad/oversees study	○	○	○	○
Opportunities to participate in faculty members' research	○	○	○	○
Opportunities to become involved in campus life activities (student organizations, clubs, programs)	○	○	○	○

Opportunities to develop an appreciation for diversity (outside speakers, programs, films, book discussions)	○	○	○	○
Opportunities to develop leadership skills outside the classroom	○	○	○	○
Availability of counseling services for personal concerns	○	○	○	○
Availability of child care	○	○	○	○
On-campus housing	○	○	○	○

Q7 While at IUPUI, to what degree have you:

	Not at all	Somewhat	Frequently	All the time
Been academically challenged	○	○	○	○
Been exposed to diverse perspectives on a topic in-class	○	○	○	○
Been exposed to diverse perspectives on a topic outside of class	○	○	○	○
Interacted with persons who are significantly different than you	○	○	○	○
Participated in a study group with peers	○	○	○	○
Talked about career plans with an academic advisor/campus program staff member	○	○	○	○
Talked about career plans with a faculty member	○	○	○	○
Discussed your academic performance with a faculty member	○	○	○	○

Discussed your academic performance with an academic advisor/campus program staff member	○	○	○	○

Q8 In what pre-college programs, if any, did you participate (select all that apply)?
- ❑ IUPUI Upward Bound
- ❑ Upward Bound at another institution
- ❑ 21st Century Scholars
- ❑ College Readiness Program offered in my community (e.g., Center for Leadership Development)
- ❑ College Readiness Program offered by my high school (e.g., JAG)

Q9 Please identify your current living situation:
- ○ On-Campus
- ○ Off-Campus with a parent/guardian
- ○ Off-Campus with a spouse/partner
- ○ Off-Campus with a roommate who is also a college student
- ○ Off-Campus with a roommate who is not a college student
- ○ Off-Campus by yourself
- ○ Other _____

Q10 What financial areas of concern do you have?
- ❑ Paying for tuition
- ❑ Paying for books
- ❑ Reliable transportation
- ❑ Rent/Housing/Furnishings
- ❑ Paying for cell phone / Communication (internet...)
- ❑ Finding/Paying for food
- ❑ Utilities
- ❑ Childcare
- ❑ Bursar Account
- ❑ Other _____

Q11 How many children/dependents do you have?
- ○ None
- ○ One
- ○ Two
- ○ Three
- ○ More than three

Q12 Please indicate the highest level of education your Mother achieved:
- Less than High School
- High School Graduate
- Some college
- College Graduate
- Attended graduate or professional school
- Earned graduate or professional degree

Q13 Please indicate the highest level of education your Father achieved:
- Less than High School
- High school graduate
- Some college
- College Graduate
- Attended graduate or professional school
- Earned graduate or professional degree

Q14 Do you intend to complete your degree program at IUPUI?
- Yes
- No

Q15 Do you work for pay while in school?
- Yes, on-campus
- Yes, off-campus
- Yes, both on and off campus
- Do not work for pay

Q16 If you work, what is the average number of hours you work per week?
- 0-10
- 11-20
- 21-30
- 31-40
- Over 40