



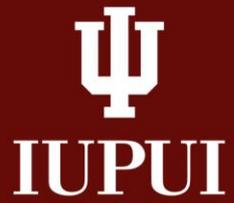
UNDERSTANDING IUPUI STUDENTS

IUPUI Early Career Teaching Academy (ECTA) Program

February 3, 2017

Michele J. Hansen, Ph.D.
Executive Director, Institutional Research and Decision Support



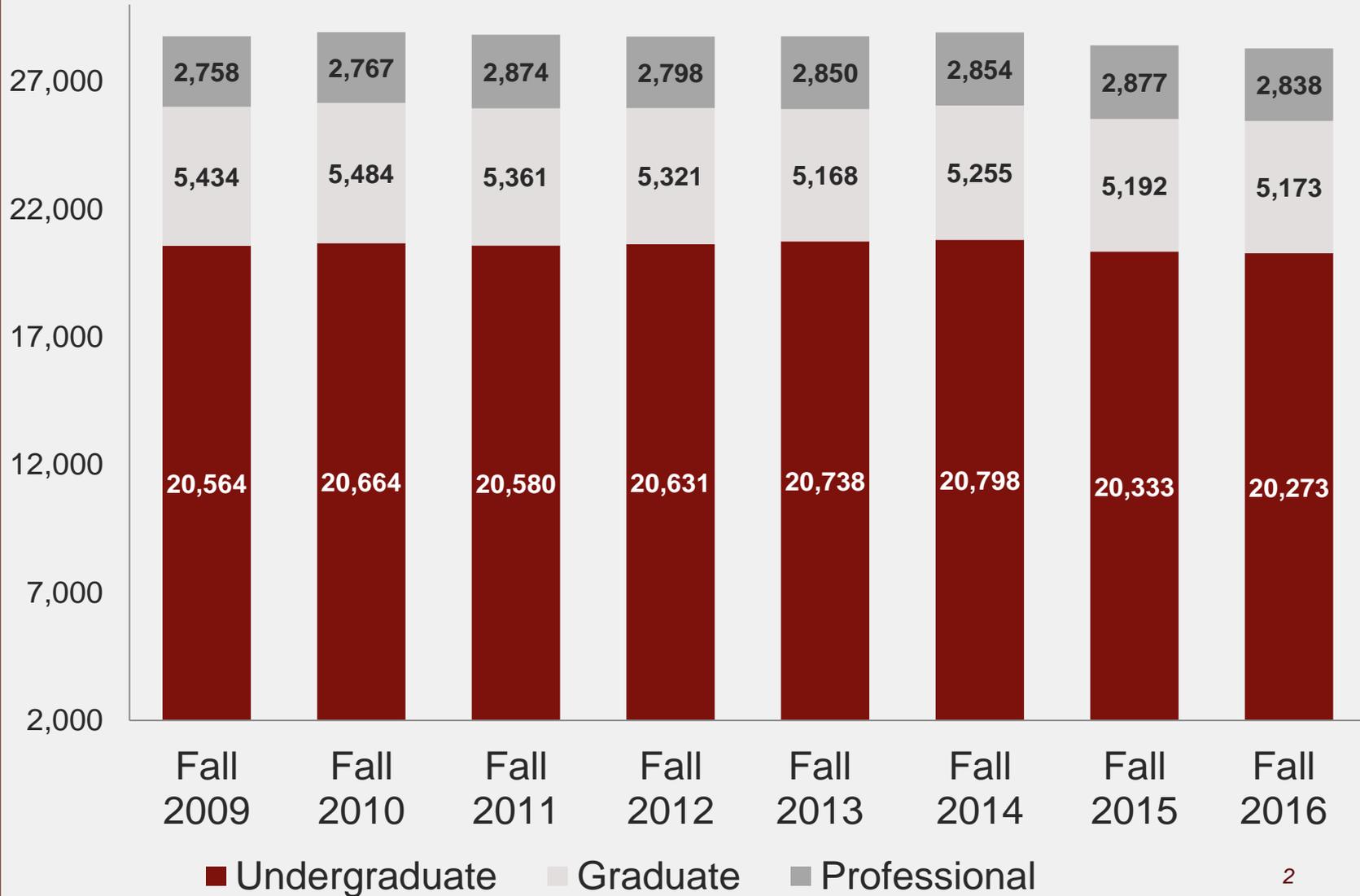


Student Characteristics and Enrollment

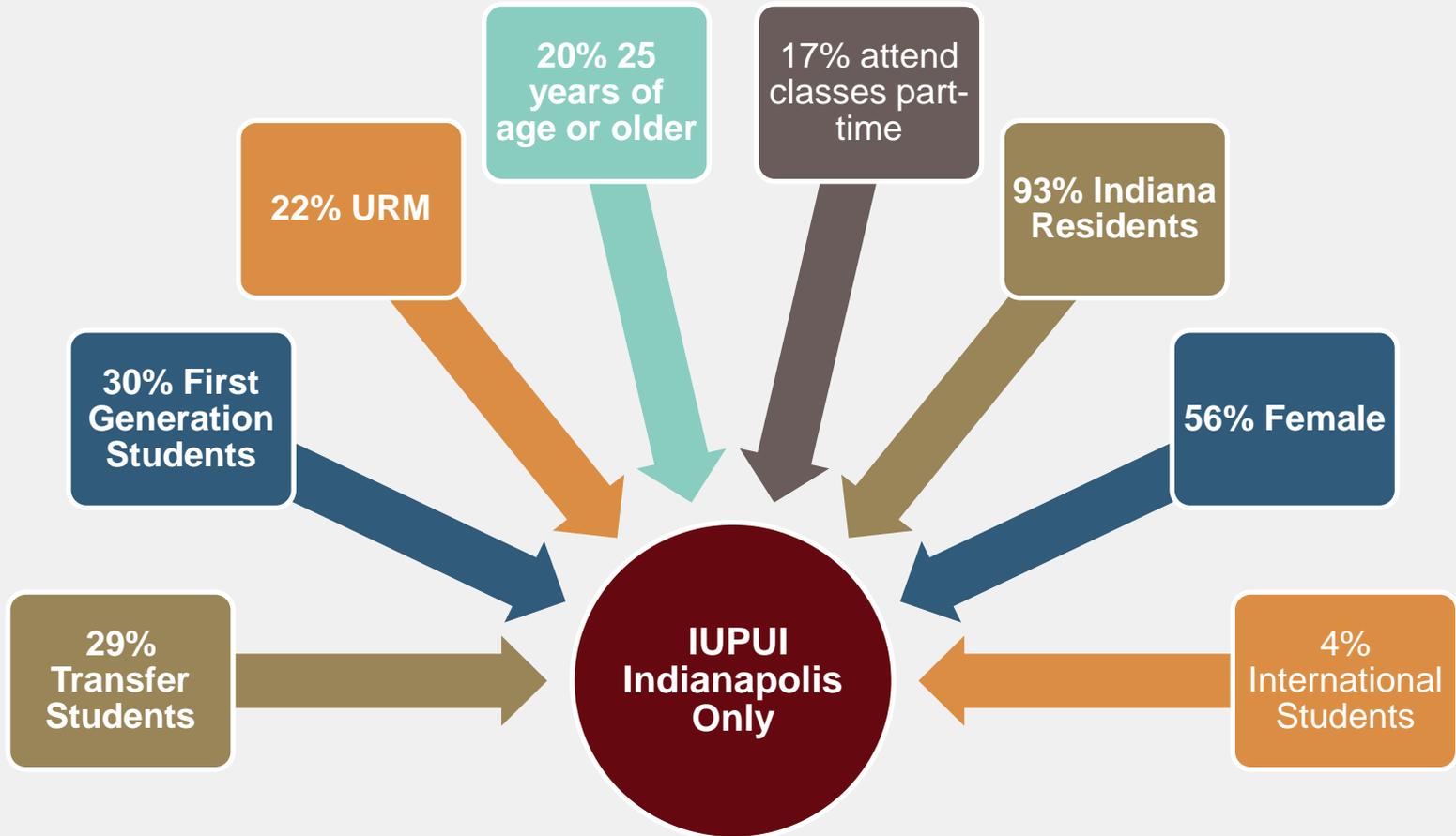


Student Enrollment

IUPUI Indianapolis Includes Part-Time and Full-Time, 2016 Total 28,284
Total Enrollment IUPUI IN and CO = 29,804



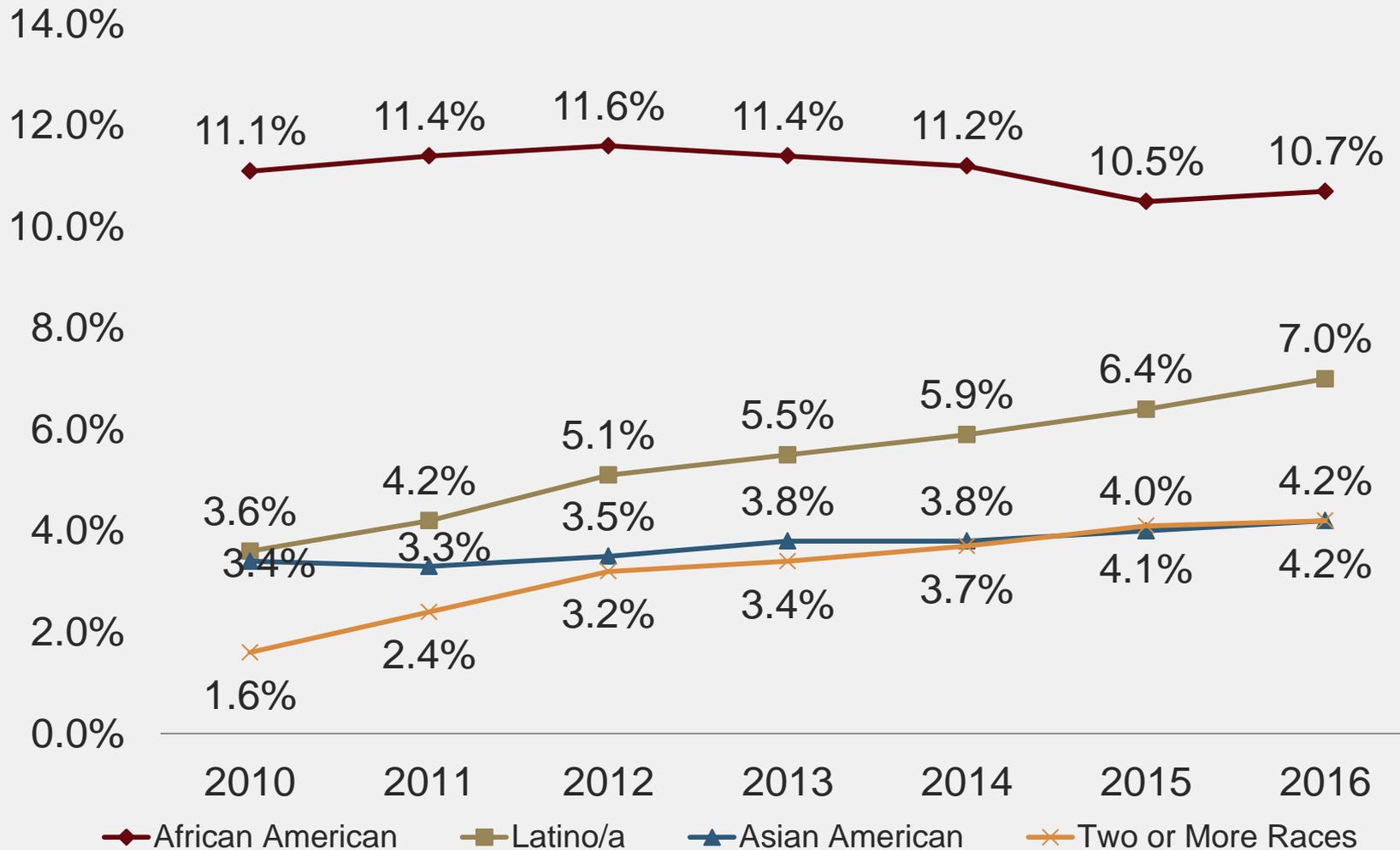
Undergraduates 2016



URM- Underrepresented minority includes African American, Native American, Latino/a, Pacific Islander, and Two or More Races.

Students of Color Undergraduates

IUPUI Indianapolis

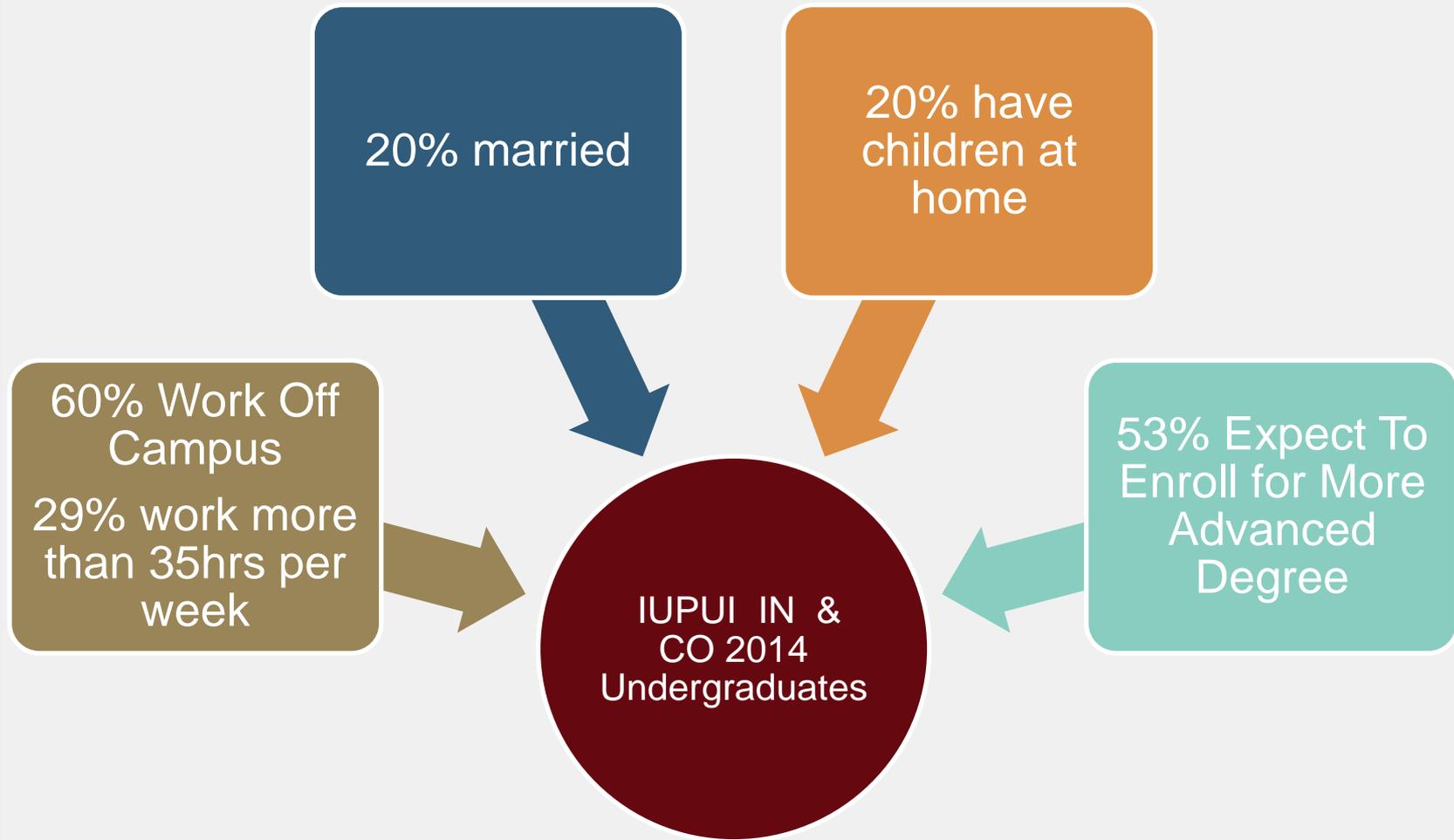


Where Do They Come From

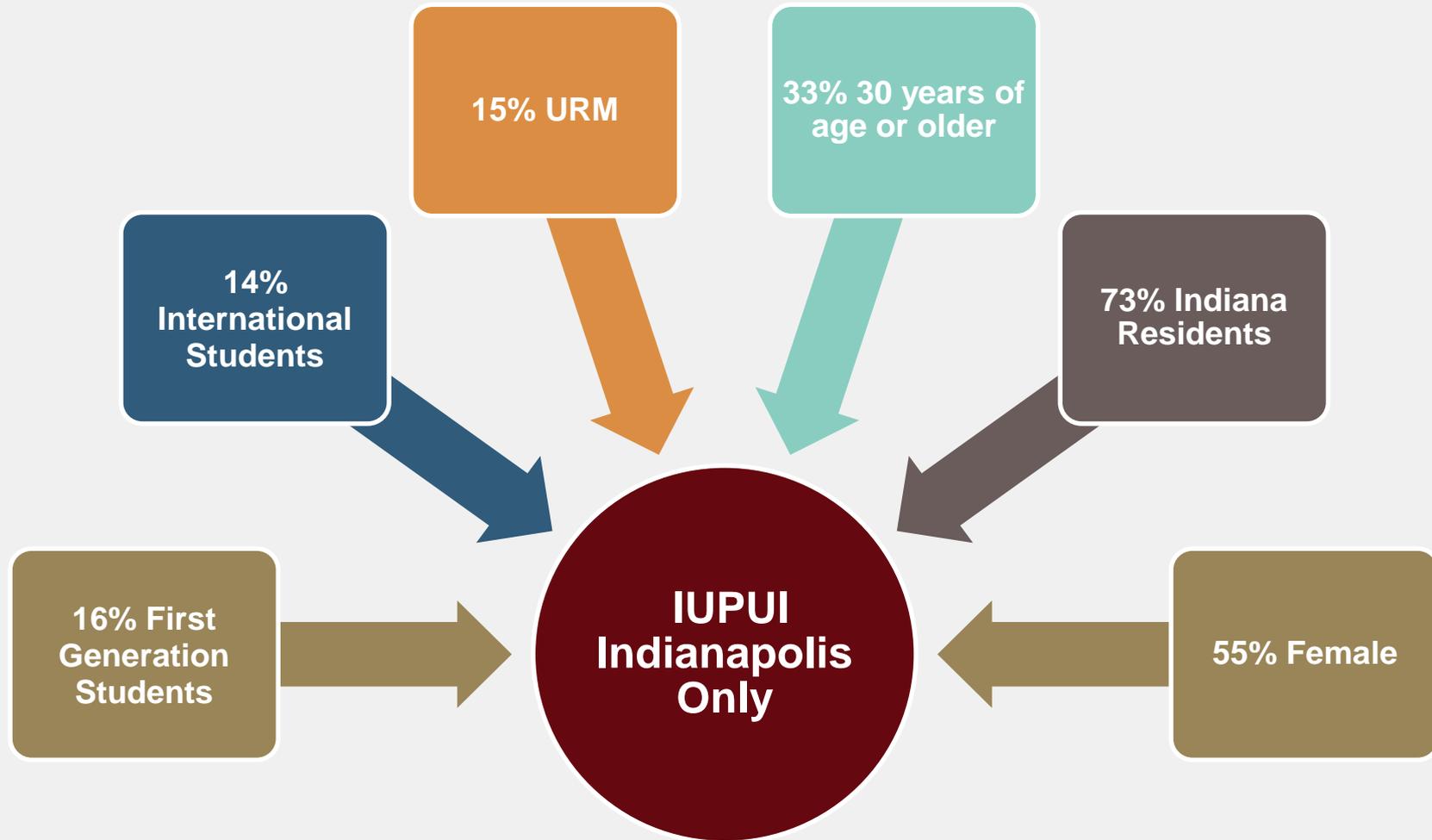
- IUPUI students represent all 92 counties in Indiana
- 74% of all Indiana IUPUI students come from Marion county or a surrounding county or Lake county
- In fall 2016, IUPUI served students from 146 other countries and all 50 states including Puerto Rico and District of Columbia
- Most out of states students came from Illinois (n= 993), Ohio (n=504), California (n= 402), Michigan (n= 342)
- The top three countries are India (n=2253), China (n=1326), Saudi Arabia (n= 1257)

Undergraduate Students

Source Continuing Student Survey



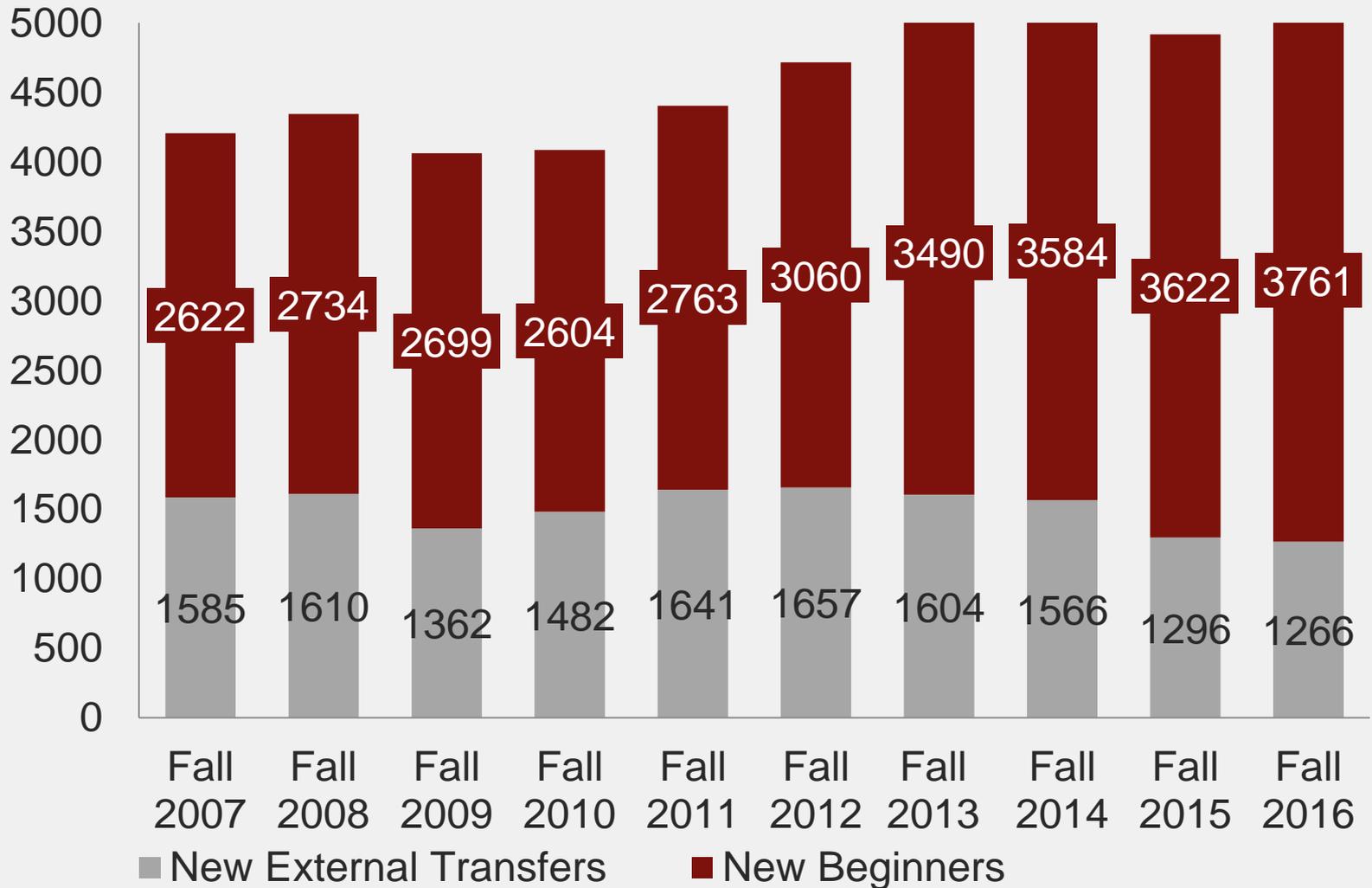
Graduate and Professional Students Fall 2016



URM- Underrepresented minority includes African American, Native American, Latino/a, Pacific Islander, and Two or More Races.

New Beginners and External Transfers

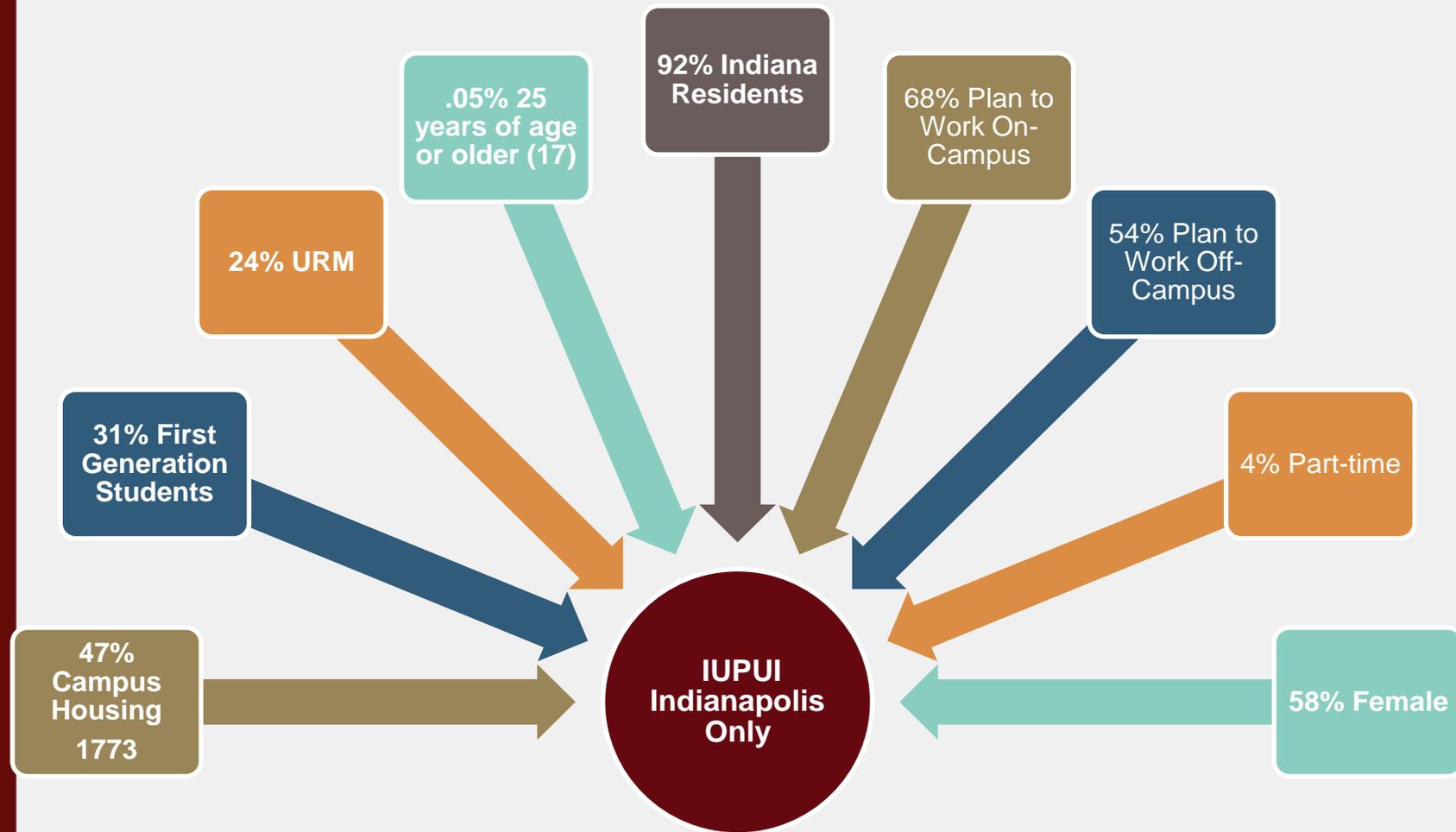
IUPUI Indianapolis Includes Part-Time and Full-Time



Class of 2019 (New Beginners)

- Largest incoming class in history.
- Most diverse class (largest number of African American and Latino/a students).
- Better prepared academically.
- More students living on campus.
- Expect to be engaged in and outside of the classroom.
- Many are first-generation college students.
- Committed to their majors and academic goals.
- Attempting more credit hours.
- Concerned about ability to finance college education.
- Committed to earning degree at IUPUI.
- Majority plan to engage in High-Impact Practices (service learning/community service, undergraduate research, and internships)

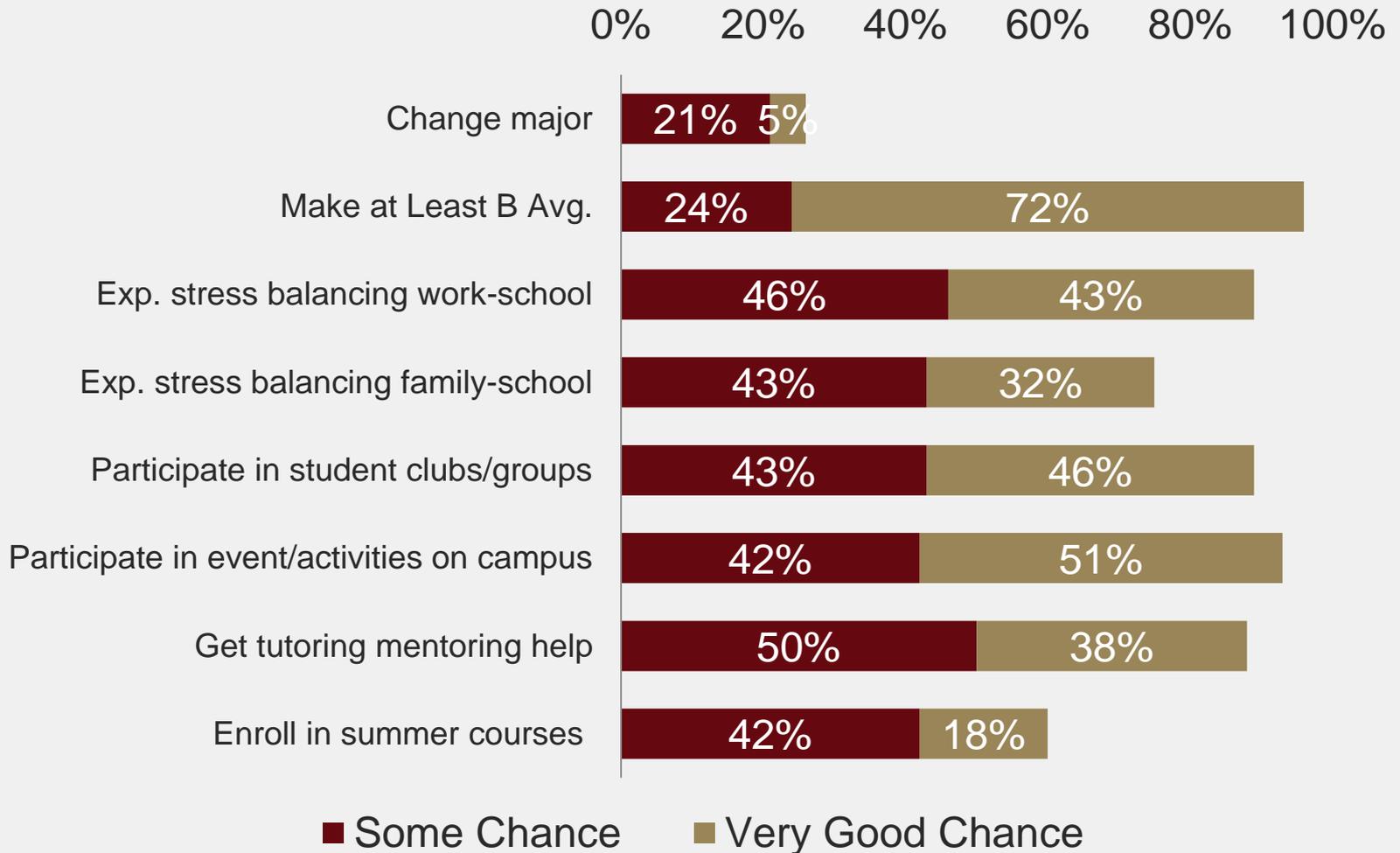
New Beginners 2016



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Student Expectations and Planned Behaviors

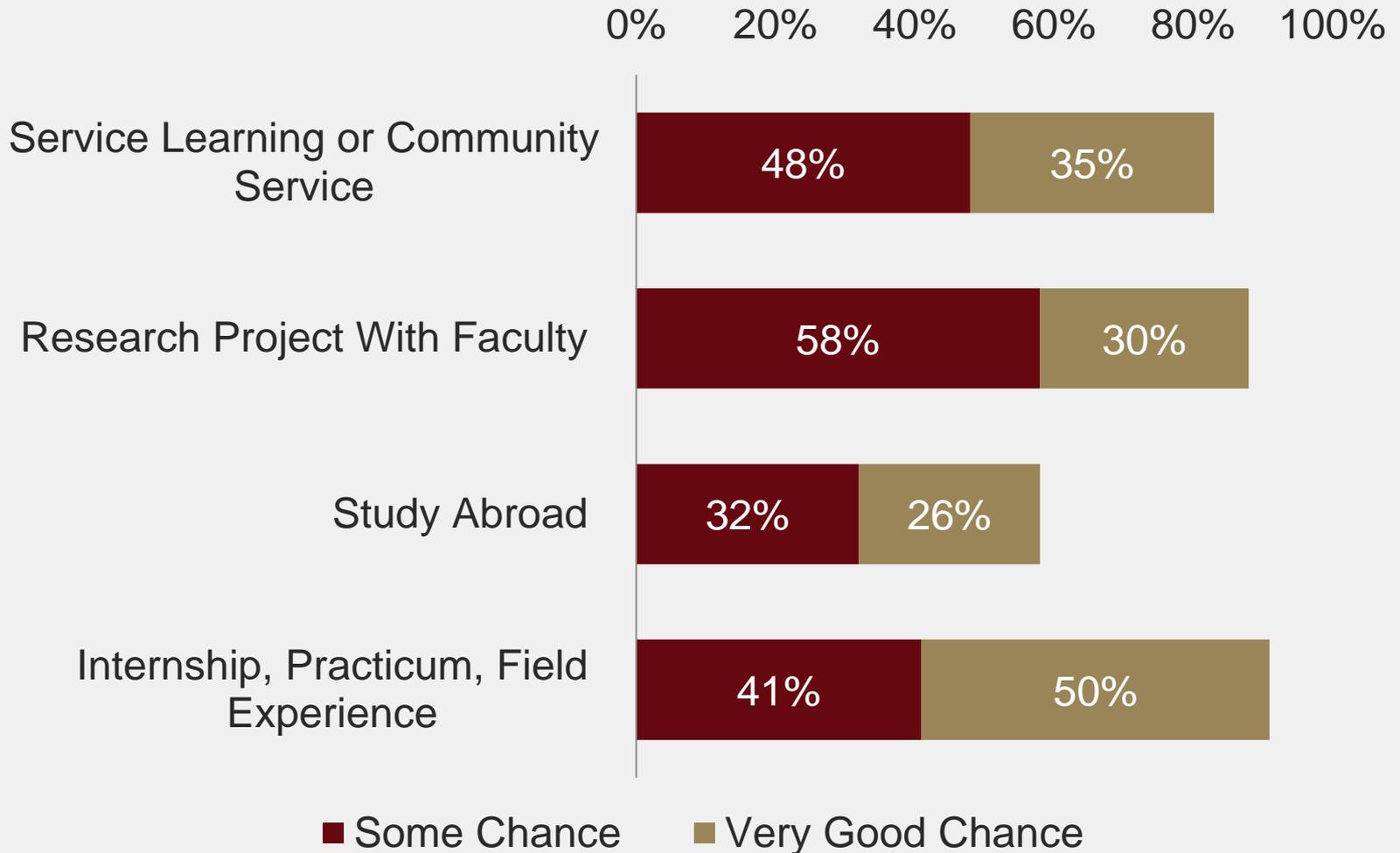
Fall 2016 Beginners



Entering Student Survey 1,647 Respondents

Planned Participation in High-Impact Practices

Fall 2016 Beginners



High Impact Practices

Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.

- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses and Projects



Association
of American
Colleges and
Universities

High Impact Practices Benefits and Outcomes

High Impact practices are positively associated with:

- Persistence and GPAs
- Deep approaches to learning
- Higher rates of student-faculty interaction
- Increases in critical thinking and writing skills
- Greater appreciation for diversity
- Higher student engagement overall

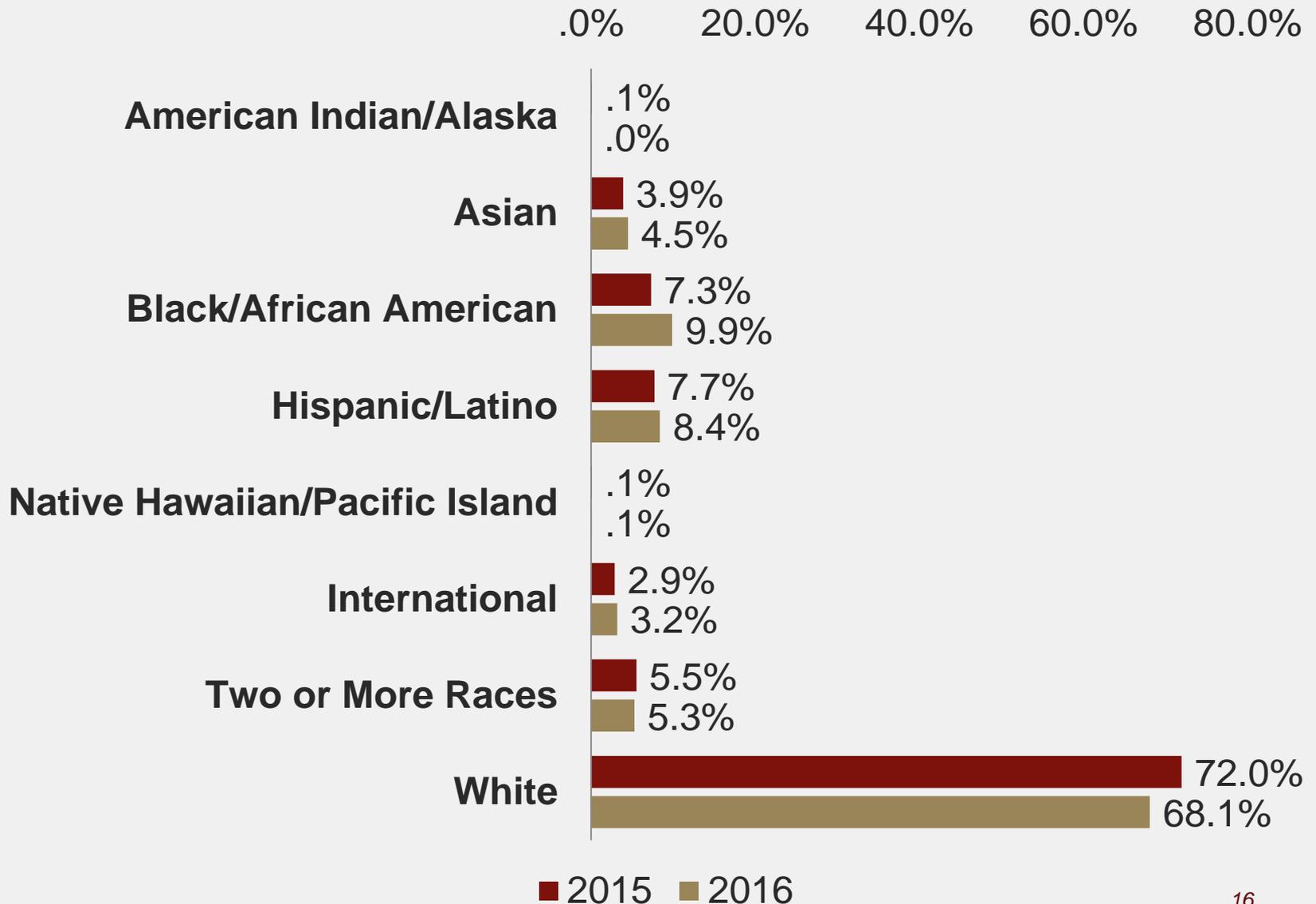
Bronwell, J & Swaner, L (2010); NSSE, (2007); Kuh (2008); Hansen & Chism, (2017, in press)

Faculty Can Ensure HIPs are Done Well by:

- Setting expectations at appropriately high levels
- Ensuring that students have a significant investment of time and effort
- Structure classroom to ensure interactions with faculty and peers
- Ensure students have experiences with diversity
- Provide frequent and constructive feedback to improve learning
- Provide periodic and structured opportunities for reflection
- Provide relevance through real-world applications
- Provide opportunities for public demonstrations of competence

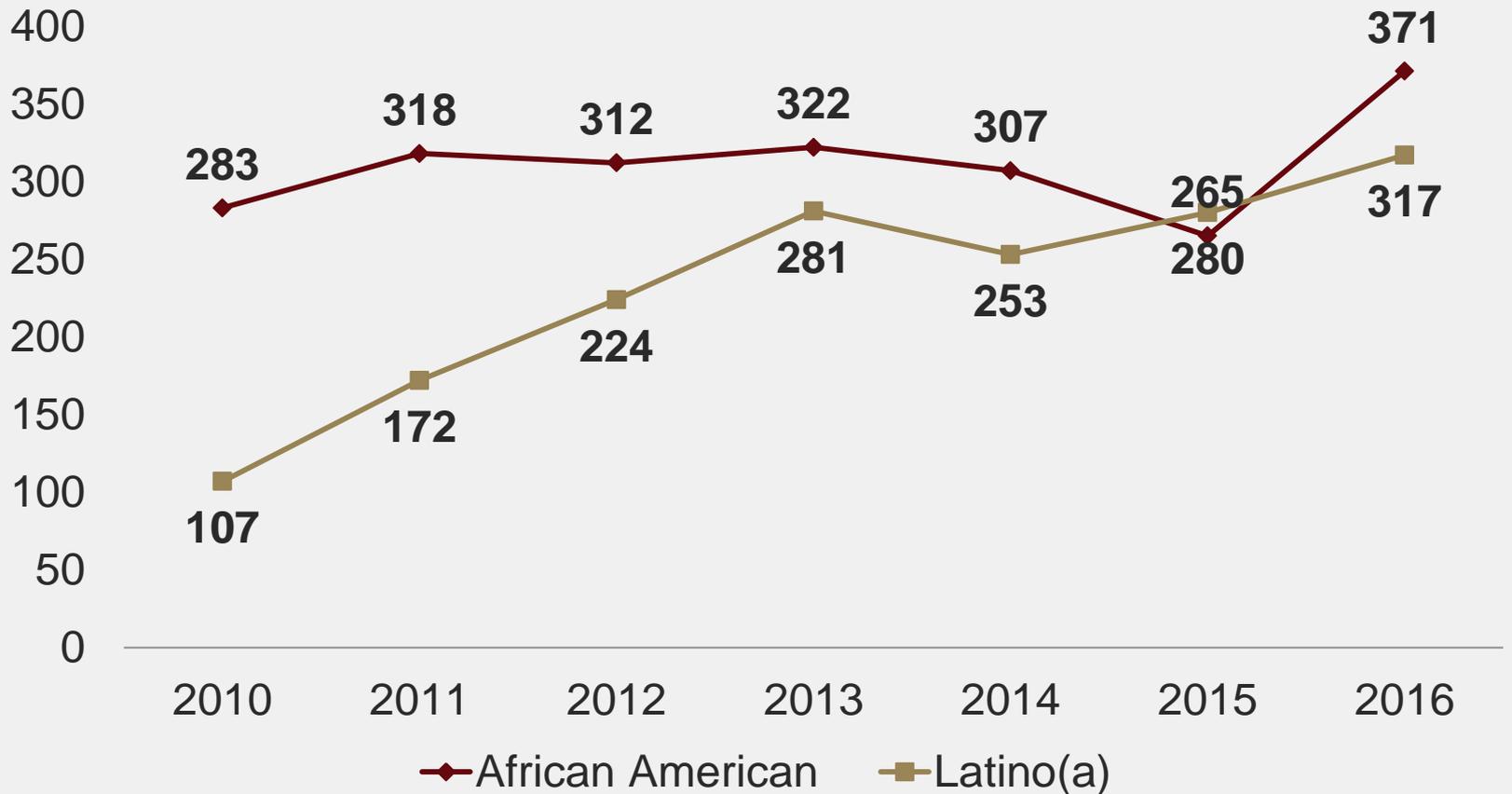
(Kuh, 2008; Kuh & O'Donnell, 2013)

Beginners Ethnicity

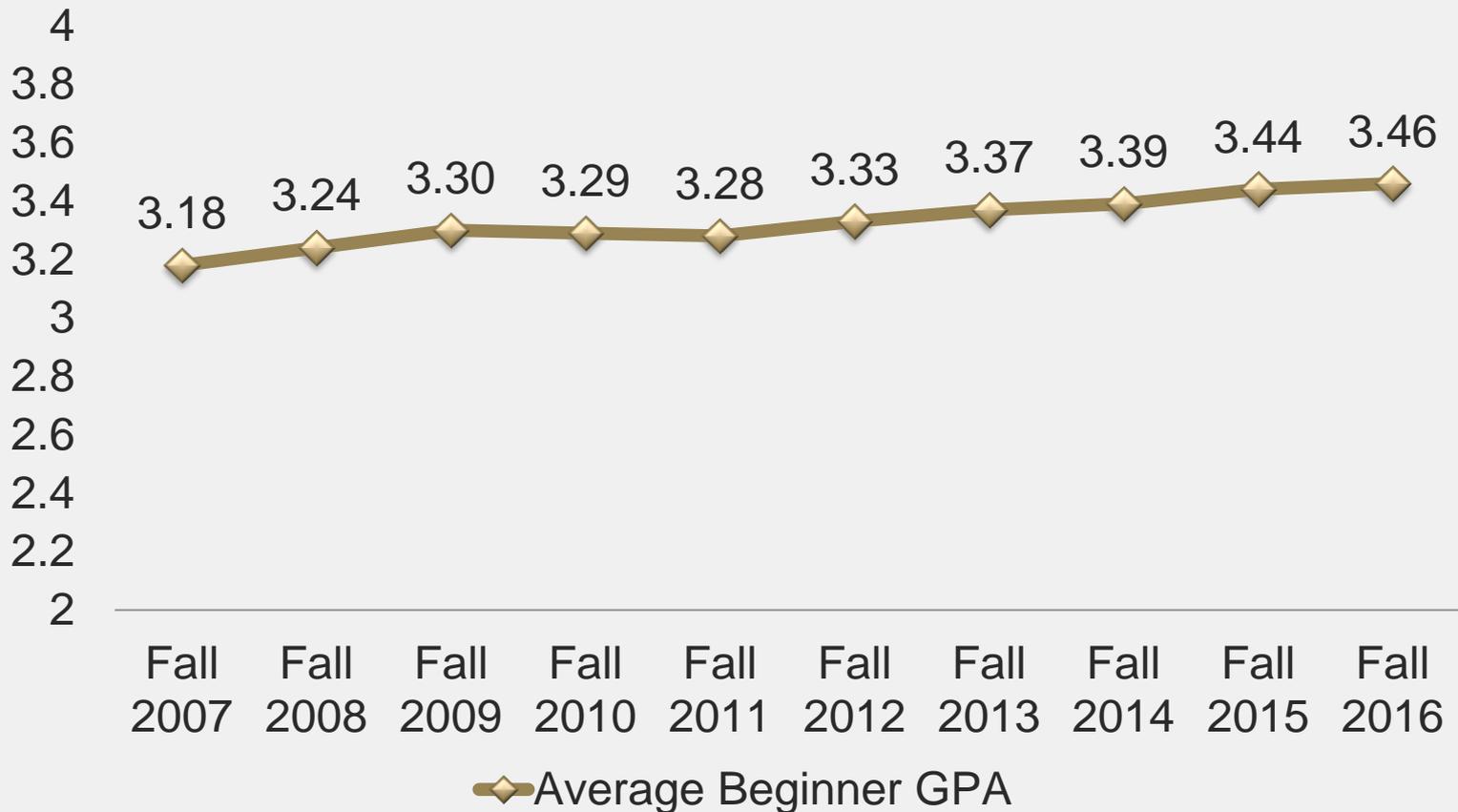


Underrepresented Students

IUPUI IN Number First-Time Beginners African American and Latino(a)

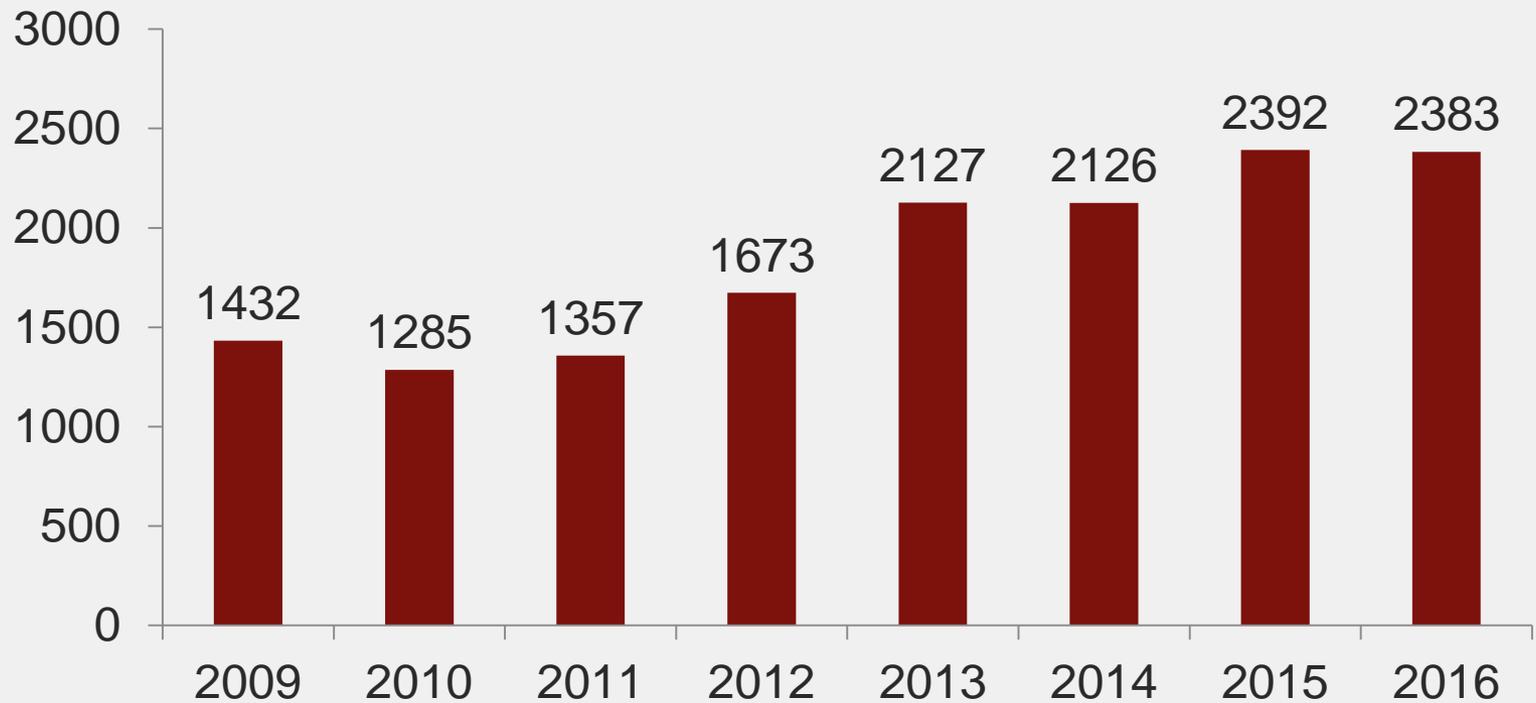


Average High School GPA



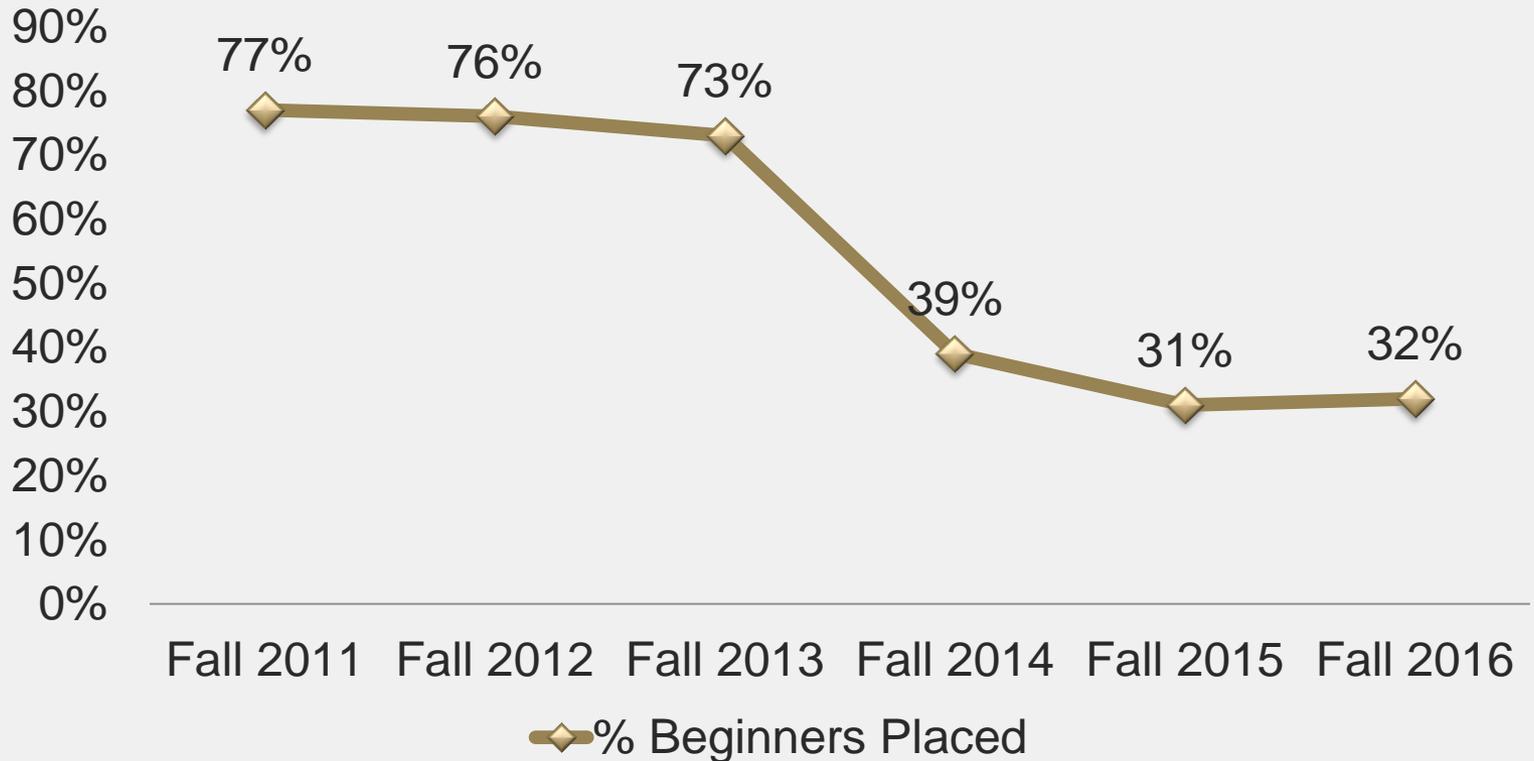
Number of Academic Honors

Graduated with Indiana Academic Honors Diploma Beginners First-Time Beginners

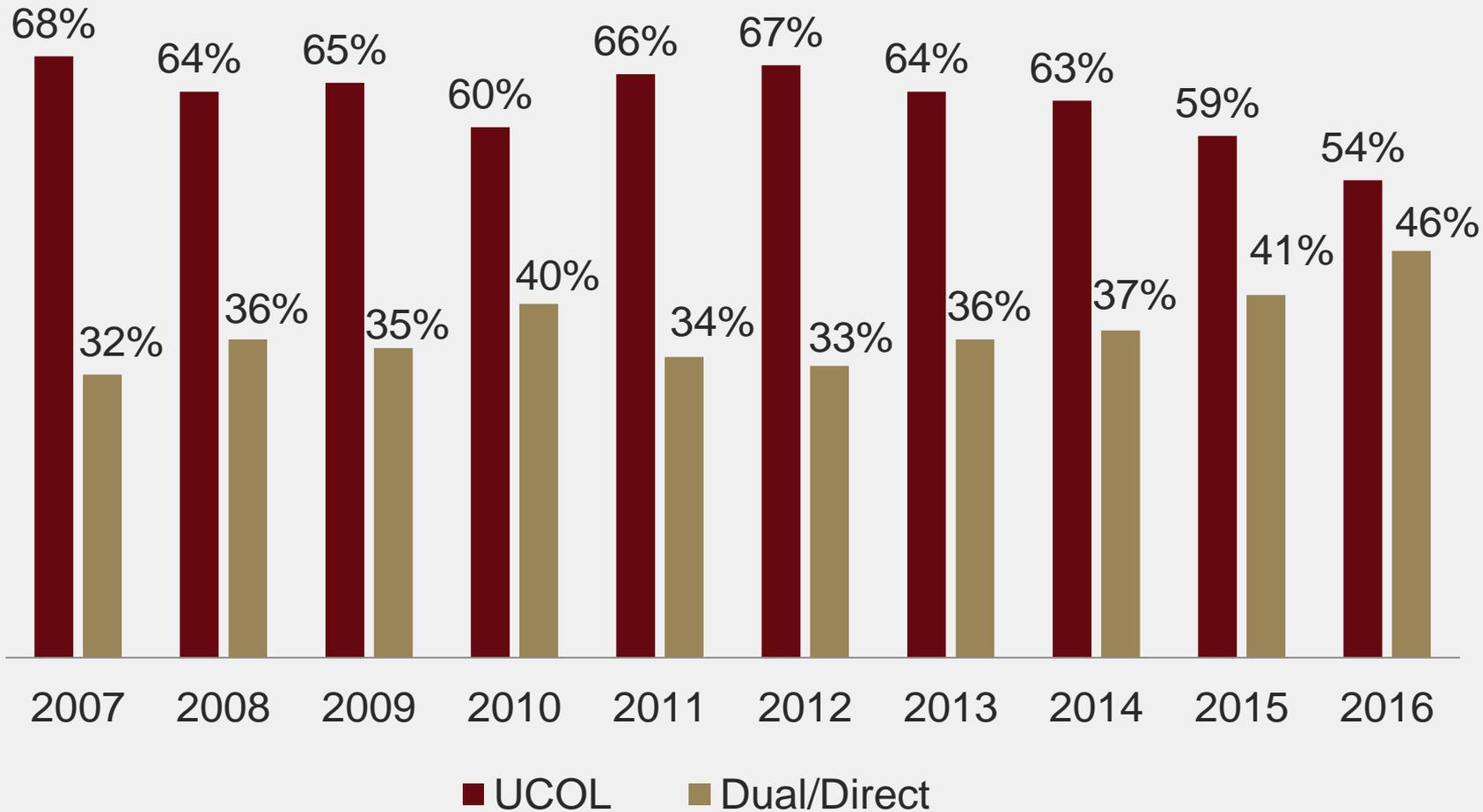


Developmental Math Placement

% Placed into Developmental Math

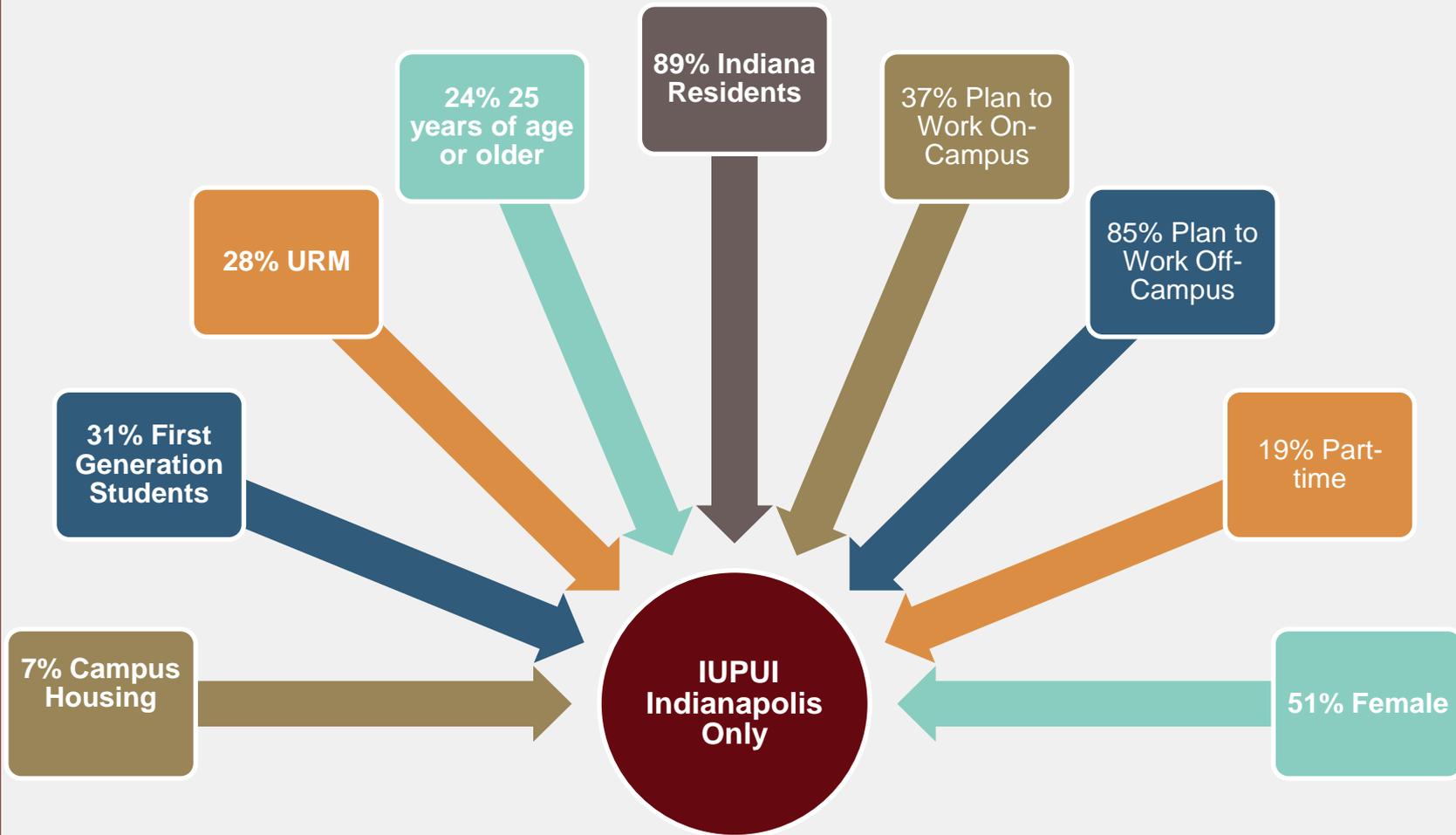


New Beginners Direct/Dual and University College Admits



2015 University College One-Year Retention 65%, Direct/Dual Admit 78%,
 Overall IUPUI Indianapolis Retention Rate FT, FT Retained IUPUI IN Campus 70%

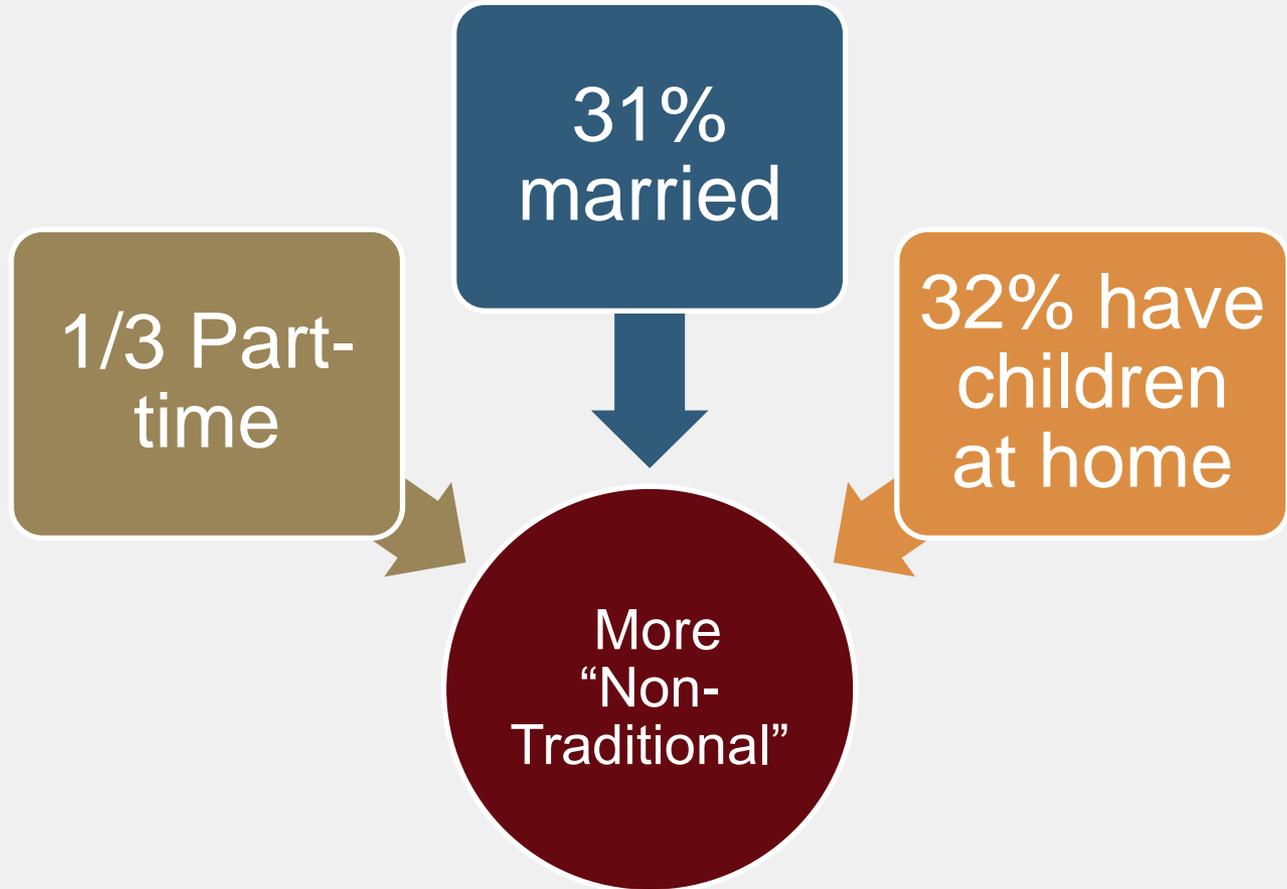
New External Transfers 2016



URM- Underrepresented minority includes African American, Native American, Latino/a, Pacific Islander, and Two or More Races.

All Transfer Students

Source Continuing Student Survey



Point to Consider

Many students attending IUPUI possess characteristics that place them at a greater risk for academic failure and attrition:

- First generation college students
- From low-income backgrounds
- Attend classes part-time
- Did not begin here (transferred from another institution)
- Live off campus
- Have significant external commitments (off-campus work, caring for dependents, household responsibilities, commuting to campus)

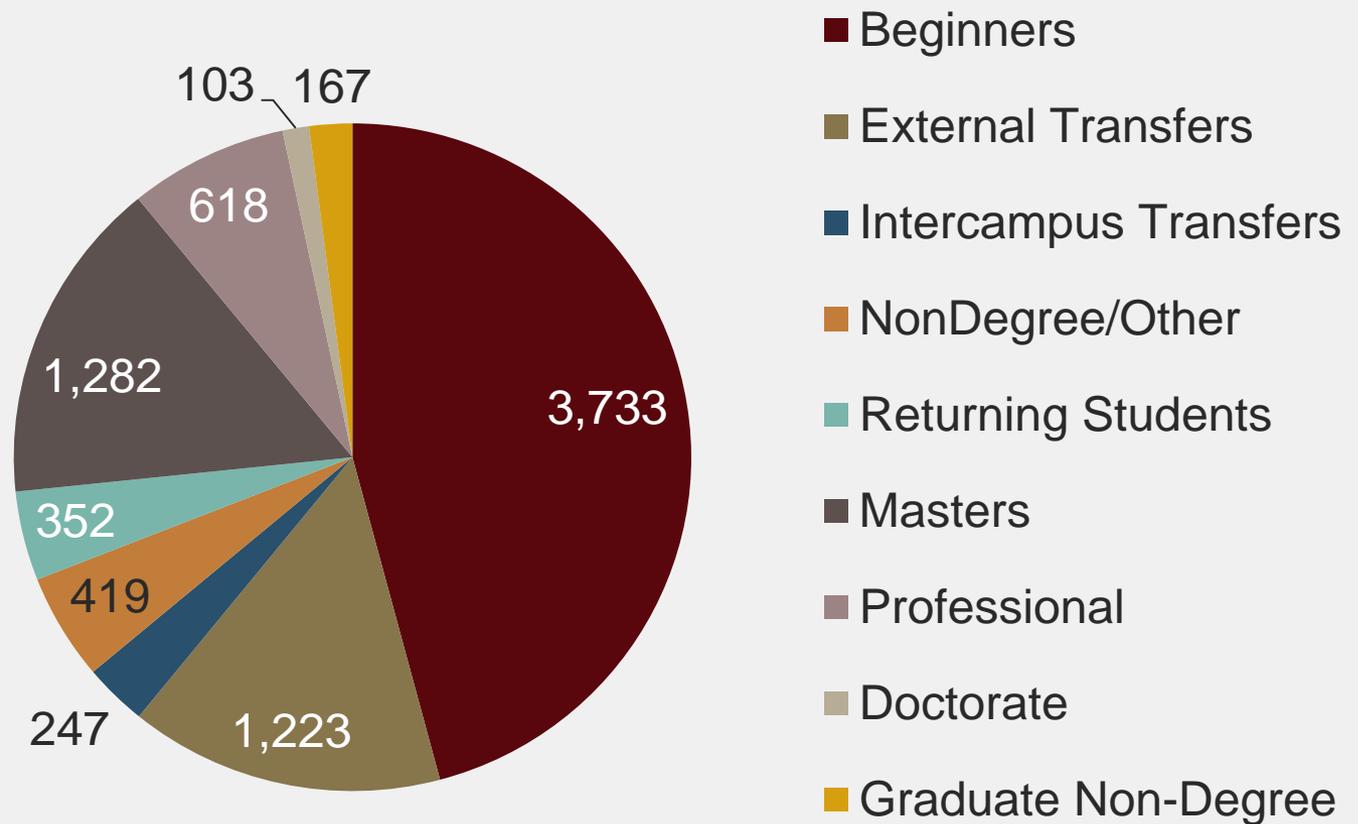
Role in Student Success

- IUPUI students are often juggling work and family responsibilities along with school, and may need support in terms of achieving their academic goals.
- Faculty members often provide students with the informational, personal, and academic support necessary for them to attain academic success.



IUPUI New Students

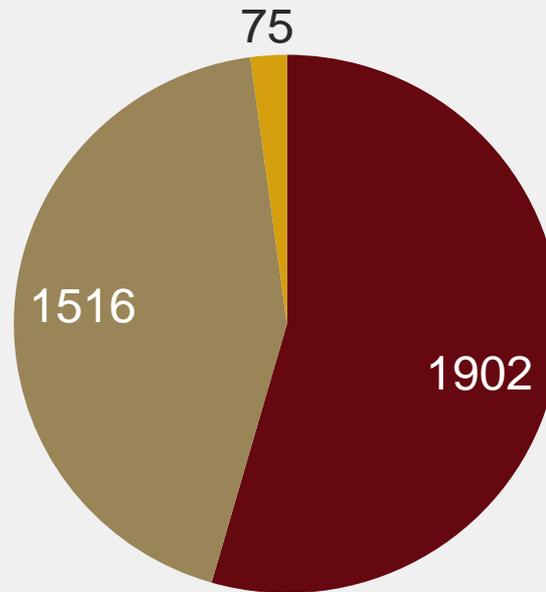
2016 Indianapolis Only New Students Based on Admissions Data N=8,144



Transfer Students Make up Over 40% Total 2014-2015 FY Bachelor Degrees

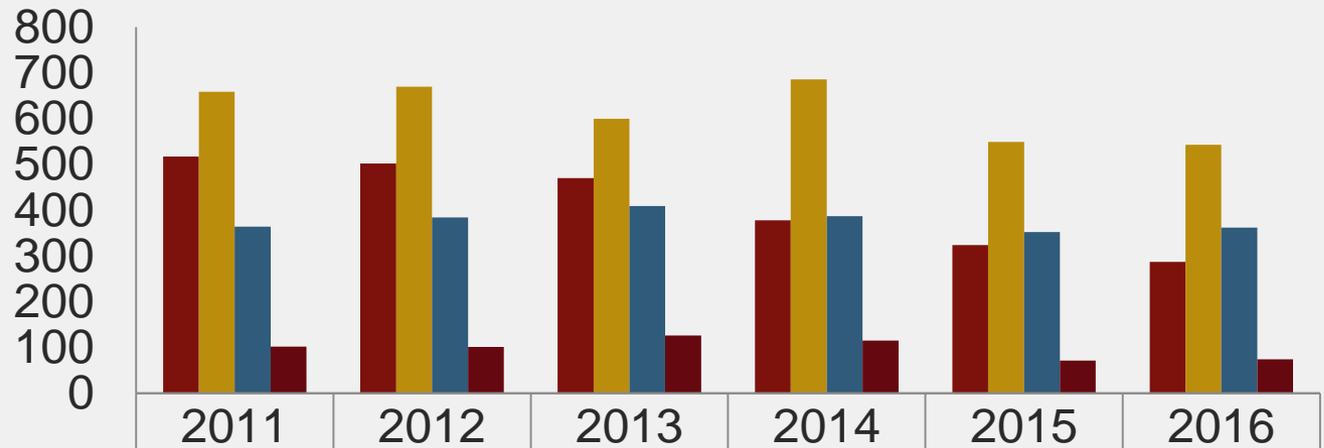
**Total Bachelor Degrees Conferred 2014-15
FY Indianapolis Only N=3,493**

■ Beginners (FYU) ■ External and Internal Transfers ■ All Others



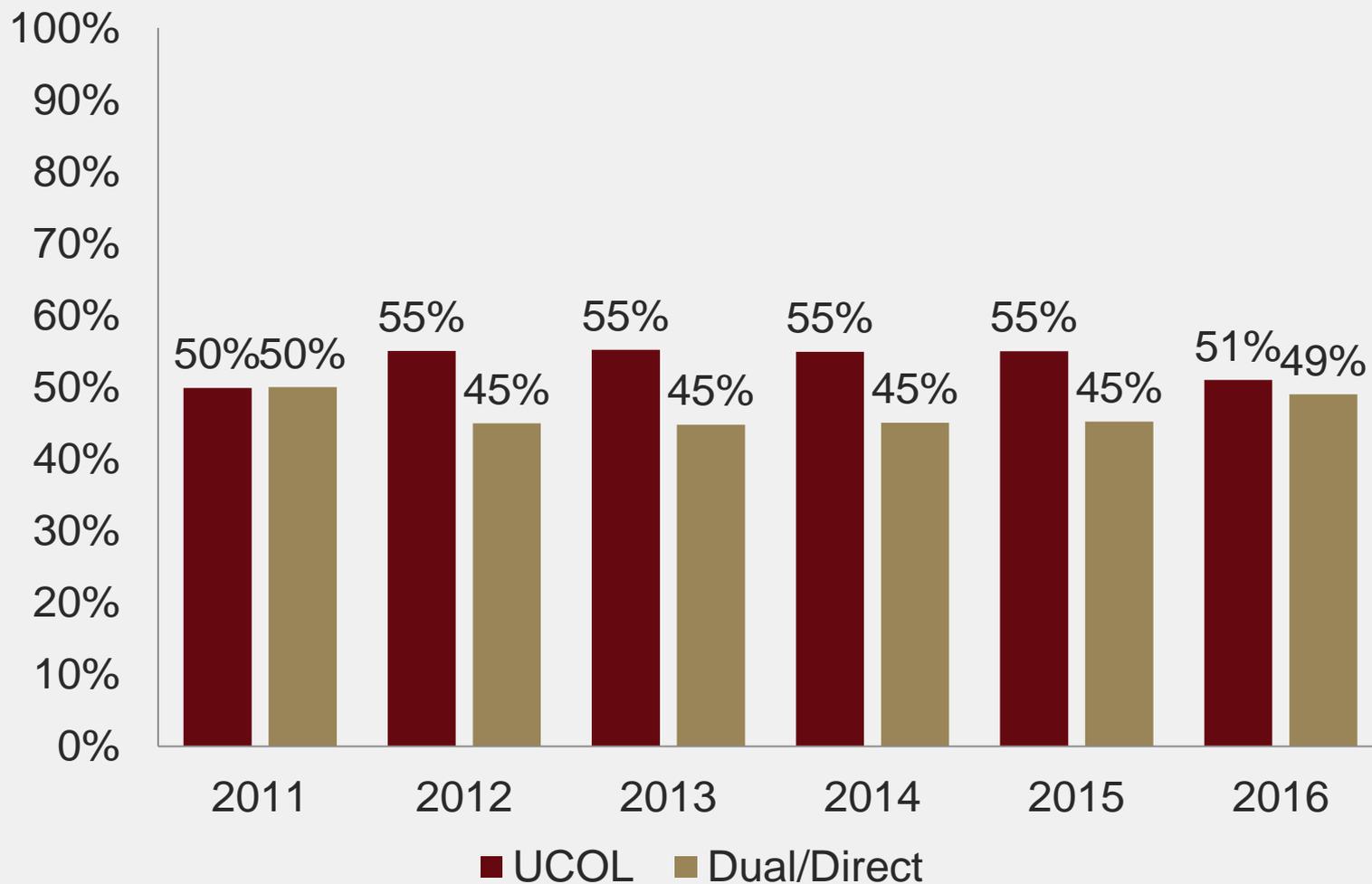
New External Transfers by Class Standing

Number of External Transfers by Class Standing



■ Freshmen	517	502	470	378	324	287
■ Sophomore	659	670	600	686	549	543
■ Junior	364	384	409	387	352	362
■ Senior	102	101	126	115	71	74

New External Transfers Direct/Dual and University College Admits (Part-Time and Full-Time)





Why Do Students Come to IUPUI?



Top 10 Reasons For Choosing IUPUI New Beginners Fall 2016

1. Availability of specific academic programs (majors)
2. Career and job opportunities available in Indianapolis after I complete my degree.
3. Job, career, and internship opportunities available in Indianapolis while attending school
4. Graduates get good jobs
5. Availability of financial aid/scholarship
6. Opportunity for an IU or Purdue Degree
7. Cost
8. IUPUI's reputation
9. Social climate/activities at the college
10. Social opportunities associated with IUPUI located in the city of Indianapolis

Rank ordered by mean ratings out of 21 items

Top 10 Reasons For Choosing IUPUI New External Transfers Fall 2016

1. Graduates get good jobs
2. Availability of specific academic programs (majors)
3. Opportunity for an IU or Purdue Degree
4. Career and job opportunities available in Indianapolis after I complete my degree.
5. IUPUI's reputation
6. Availability of financial aid/scholarship
7. Job, career, and internship opportunities available in Indianapolis while attending school
8. Cost
9. Social climate/activities at the college
10. Wanted to live near home

Rank ordered by mean ratings out of 21 items



PROGRESS ON RETENTION AND GRADUATION RATES

One-Year Retention Rates

First-time, Full-time Beginners

One-Year Retention Rate by Type	2011– 2012	2012– 2013	2013– 2014	2014– 2015	2015– 2016
IUPUI* (includes all degree seeking—bachelor’s, associate, certificates)	72.3%	71.7%	70.8%	73.4%	73.8%
IUPUI* (includes only bachelor’s degree seeking)	72.2%	71.9%	70.9%	73.8%	73.9%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)	73.8%	72.7%	71.7%	74.4%	75.1%
IUPUI Indianapolis (includes only bachelor’s degree seeking)	73.6%	73.0%	71.8%	74.9%	75.1%
IUPUI Columbus - (includes all degree seeking—bachelor’s, associate, certificates)	58.1%	60.1%	59.0%	62.2%	57.7%
IUPUI Columbus - (includes only bachelor’s degree seeking)	58.4%	60.3%	59.4%	62.1%	59.0%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) retained at IUPUI Indianapolis	69.2%	68.0%	67.0%	68.7%	69.9%

* IUPUI official always includes Columbus

Proposed Aspirational Rates For Strategic Plan Indicators

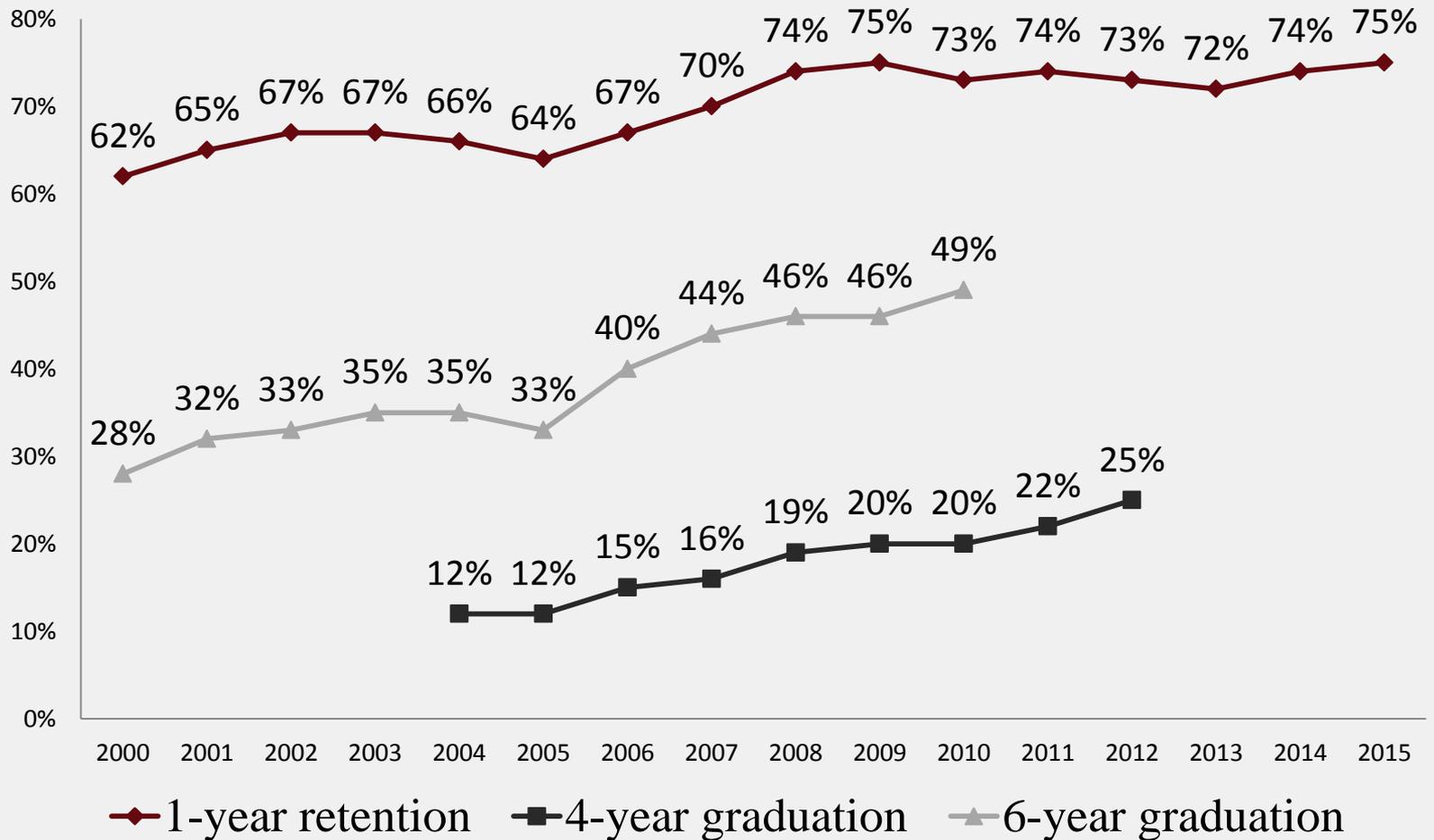
	Current	2020	2025
One-Year Retention	74%	80%	85%
Four-Year Graduation	24%	25%	30%
Six-Year Graduation	45%	50%	55%

*Current is IUPUI Indianapolis and Columbus (all degrees, retained or graduated any IU Campus)

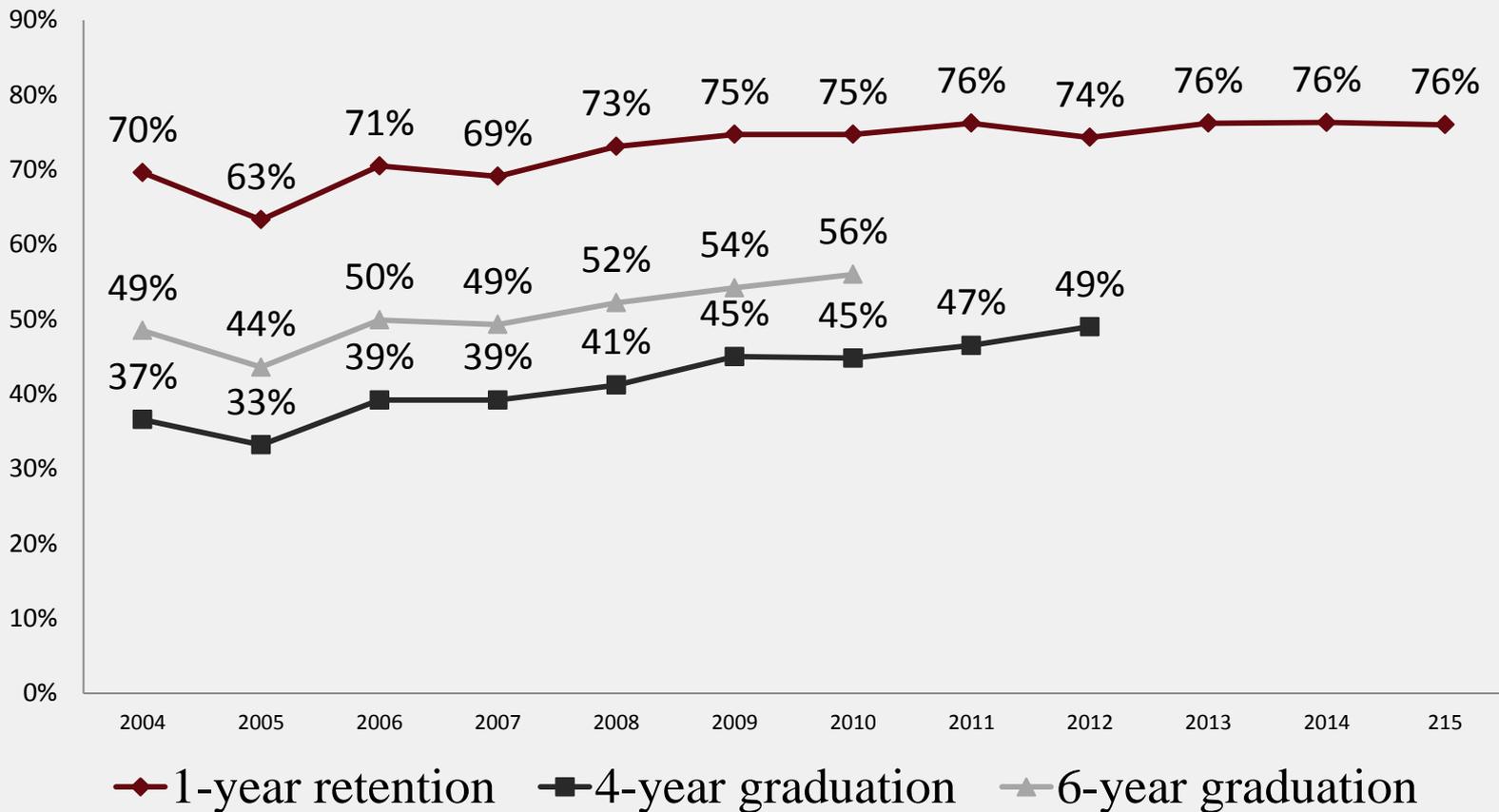
ICHE Performance Funding

- Degree completion
 - At-risk degree completion (Pell Eligible)
- High impact degree completion (STEM Fields)
- Persistence
- Remediation success (only 2-year)
- On-time graduation (What is the change in a school's the two-year and four-year graduation rates for first-time, full-time students?)
- Institution selected measure

Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor's, Associate, and Certificate)



IUPUI Indianapolis External Transfers Retention and Graduation Rate (Bachelor Degree Seeking Full-Time) ALL



2016 New External Transfers

Top Transfer Institutions

Last Post-Secondary School	N	%
Ivy Tech Comm Coll	366	36.8%
Ivy Tech Comm Coll Indianapls	317	31.9%
Ivy Tech Comm Coll Bloomington	24	2.4%
Ivy Tech Comm Coll Lafayette	25	2.5%
Vincennes University	51	5.1%
Ball State University	36	3.6%
Indiana St Univ Terre Haute	49	4.9%
Purdue Univ West Lafayette	41	4.1%
Univ Indianapolis	31	3.1%
Univ Southern Indiana	26	2.6%

* (Approximately 63% of transfers come from these institutions)

2015 Indianapolis Full-Time New External Transfers Academic Performance and Retention

Last Post-Secondary School	N	Transfer GPA	Fall GPA	% Fall-Fall Retention IUPUI IN
Ivy Tech Community College Indianapolis	280	3.02	2.34	72%
Vincennes University	40	2.96	1.52	65%
Purdue University West Lafayette	32	2.46	2.83	78%
Indiana State University Terre Haute	44	2.90	2.54	77%
Ball State University	46	2.71	2.57	80%
University of Indianapolis	24	2.89	2.73	83%
University of Southern Indiana	19	3.00	2.51	68%
Ivy Tech Community College Bloomington	17	2.94	3.00	76%
Ivy Tech Community College Lafayette	15	3.02	1.91	80%
All 2015 Indianapolis External Transfers	979	2.93	2.52	74%⁴⁰

Official Peer Institutions

Retention cohort 2014, Four-Year Graduation and Six-Year Graduation 2009 (First-Time, Full-Time Bachelor Degree Seeking)

Peer Institutions	One-Year Retention	Four-Year Graduation	Six-Year Graduation
University at Buffalo - SUNY	88%	55%	74%
Temple University	90%	43%	71%
Univ. of South Florida	88%	43%	68%
Virginia Commonwealth	86%	37%	62%
Univ. of Illinois-Chicago	81%	34%	60%
Univ. of Alabama-Birmingham	79%	32%	55%
Univ. of Cincinnati	88%	28%	65%
Univ. of Utah	89%	28%	64%
Univ. of Louisville	79%	25%	53%
IUPUI	74%	19%	45%
Univ. of Colorado-Denver	68%	17%	46%
Univ. of New Mexico	80%	15%	47%
Wayne State University	77%	11%	35%

Selected and Peer Institutions

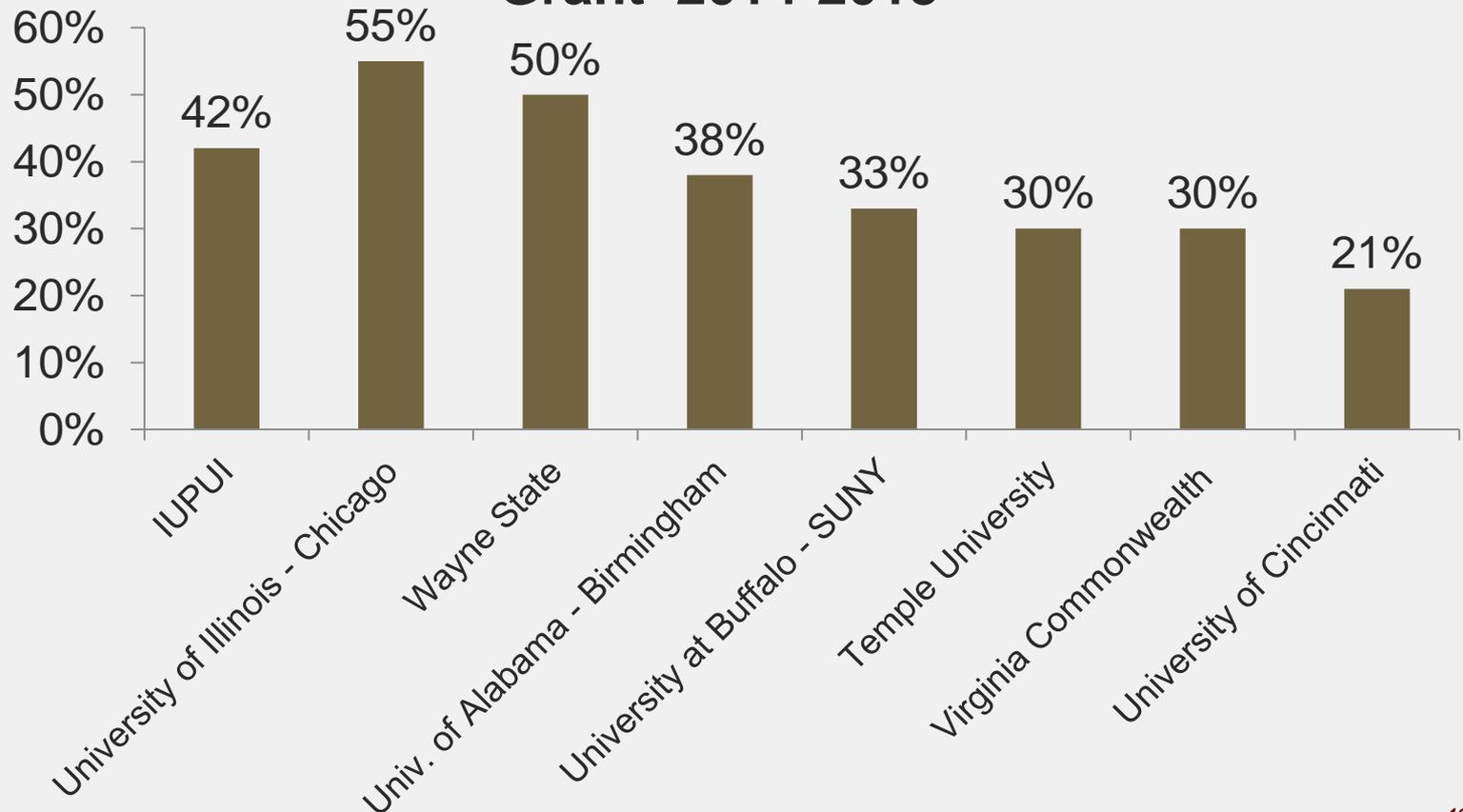
Retention 2014, Four-Year Graduation and Six-Year Graduation 2009
(First-Time, Full-Time Bachelor Degree Seeking)

Peer Institutions	One-Year Retention	Four-Year Graduation	Six-Year Graduation
Univ. of Pittsburgh	92%	64%	82%
Temple University	90%	43%	71%
Virginia Commonwealth	86%	37%	62%
Univ. of Illinois-Chicago	81%	34%	60%
Univ. of Alabama-Birmingham	79%	32%	55%
Univ. of Cincinnati	88%	28%	65%
Georgia State University	80%	24%	54%
Univ. of Missouri-Kansas City	75%	23%	49%
Univ. of Missouri-St. Louis	75%	22%	41%
Univ. of Toledo	72%	20%	42%
IUPUI	74%	19%	45%
Portland State University	71%	19%	42%
Univ. of Massachusetts-Boston	78%	17%	42%
Univ. of Memphis	77%	17%	45%
Cleveland State University	71%	16%	39%
Univ. of New Orleans	62%	15%	35%
Univ. of Wisconsin-Milwaukee	72%	14%	41%
CUNY City College	87%	11%	44%
Wayne State University	77%	11%	35%
Univ. of Houston-Downtown	66%	1%	13%



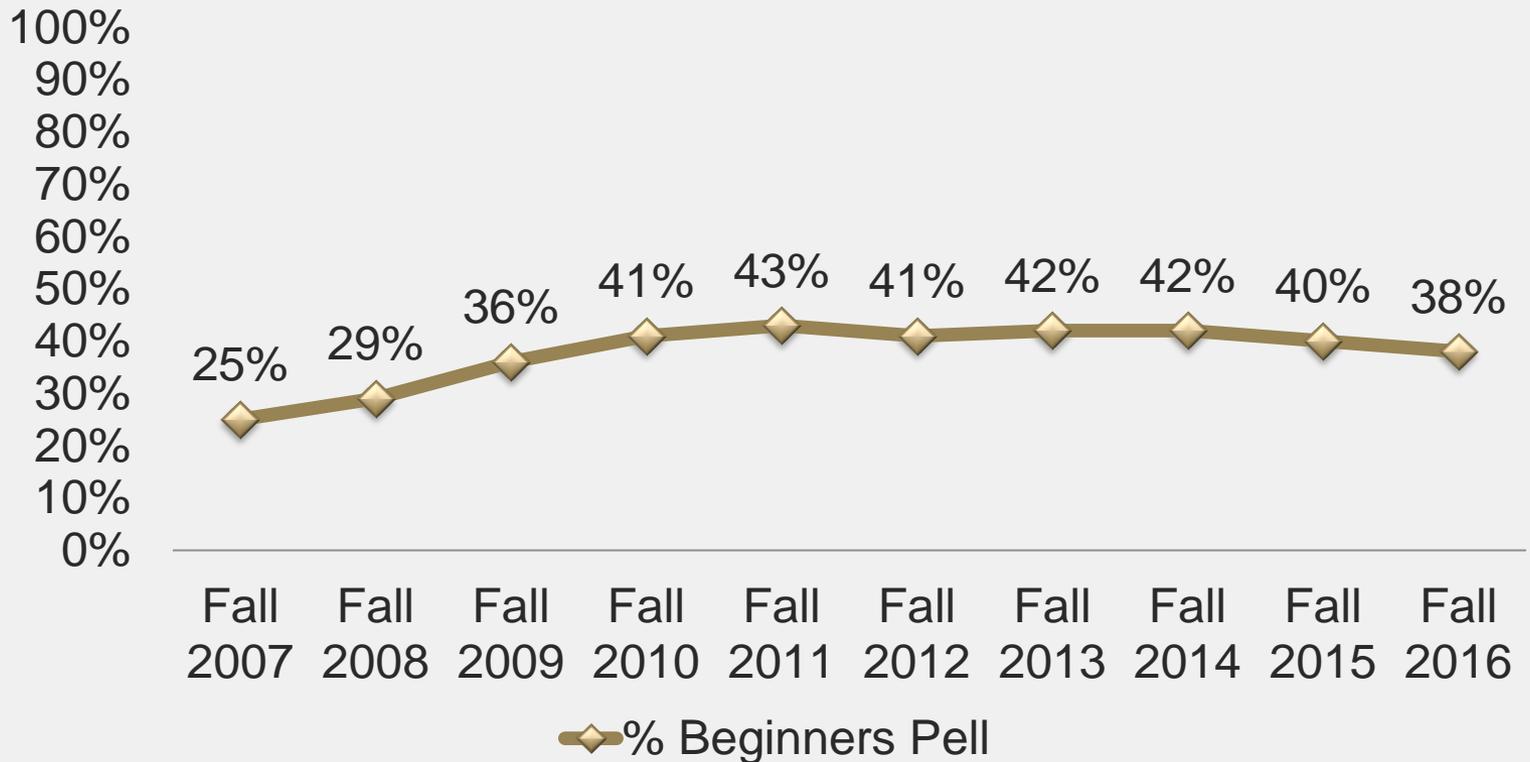
Difference Between IUPUI Peers Pell Grant Recipients

% First Year Students Receiving Federal Pell Grant 2014-2015



Pell Grant Recipients (SES indicator)

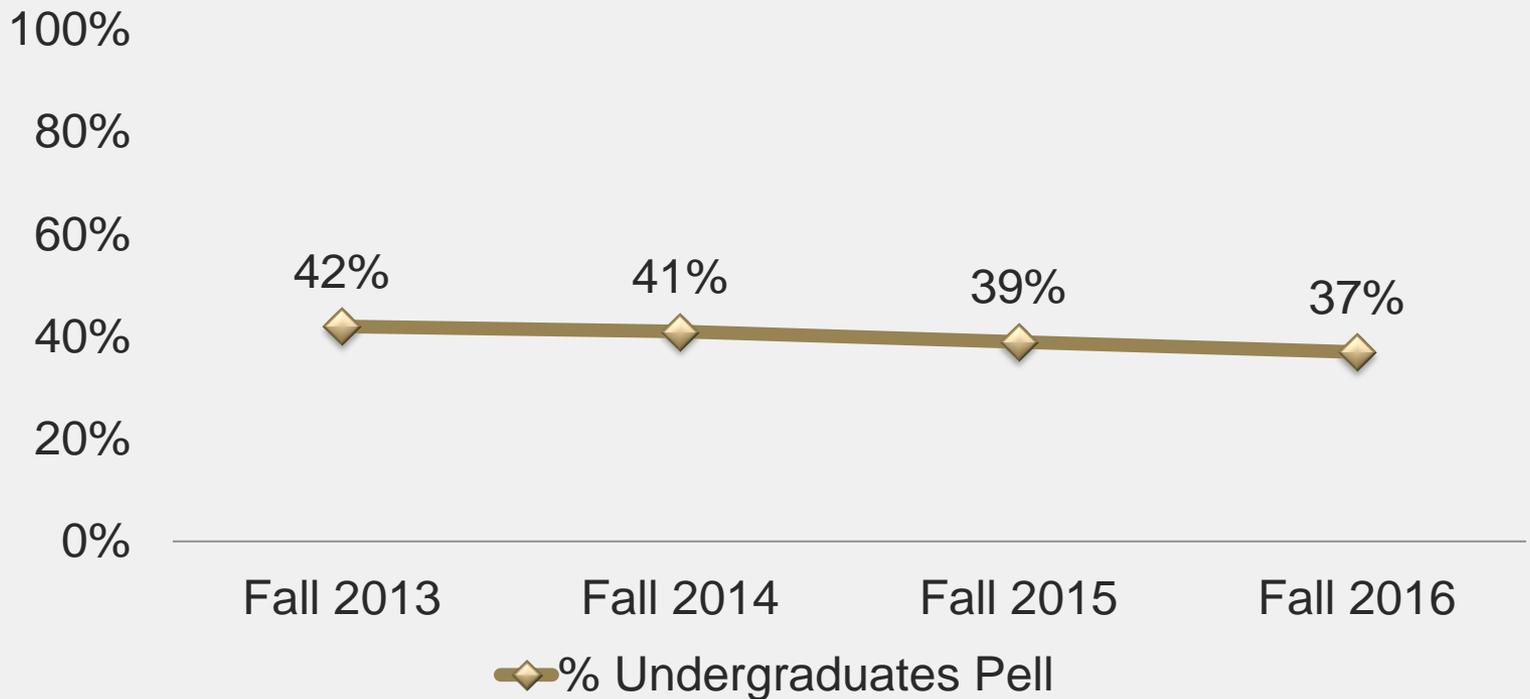
% Received Pell Grant First Semester



Note: 2016 data is Preliminary – Early Fall Data

Pell Grant Recipients (SES indicator)

% Received Pell Grant All Undergraduates IUPUI IN



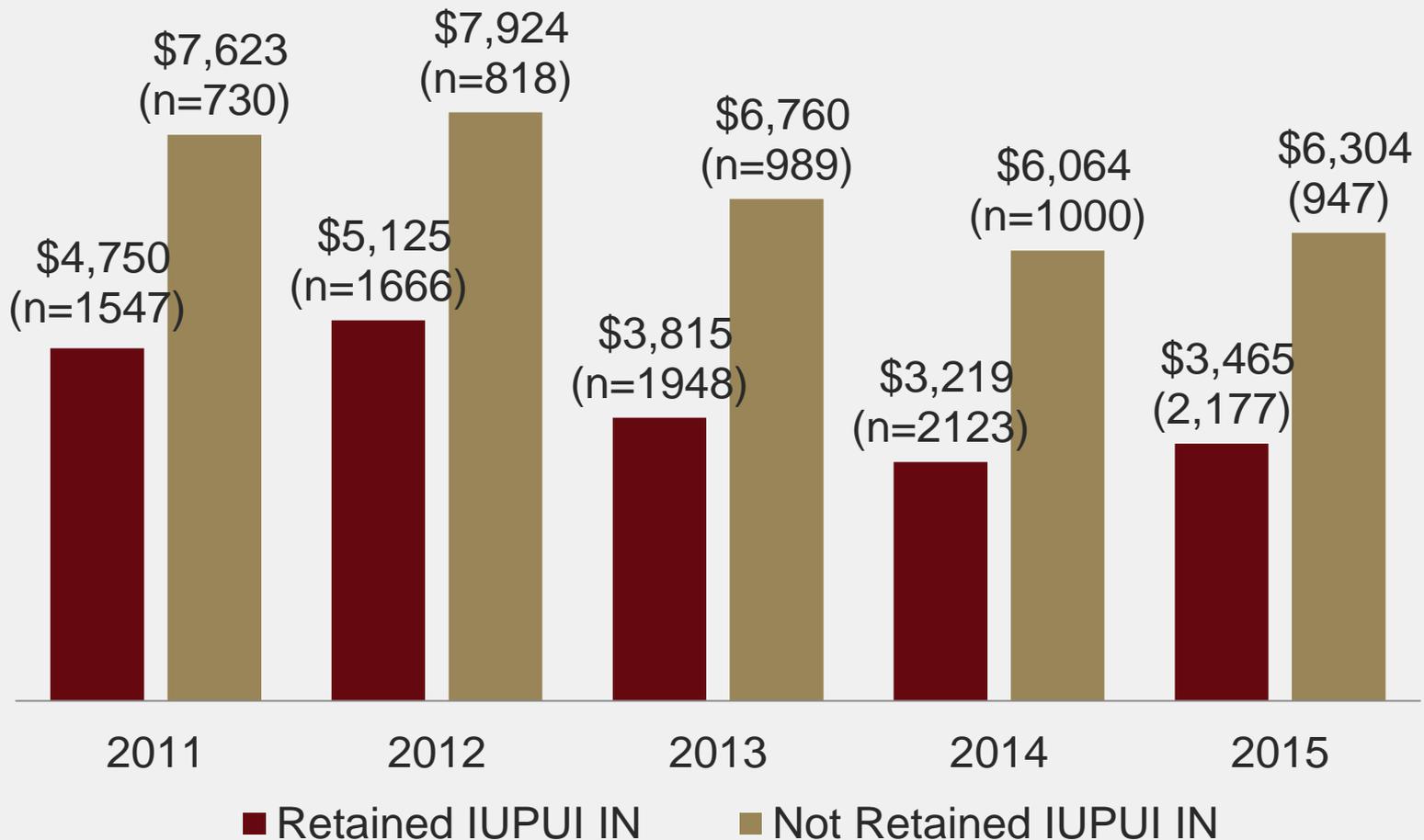
Fall 2013 % Received Pell in during 2013-2014 AY
Fall 2014 % Received Pell in during 2014-2015 AY
Fall 2015 % Received Pell in during 2015-2016 AY
Fall 2016 % Received Pell in Fall Semester

Unmet Financial Need

The National Common Data Set provides a framework for determining the percentage of each student's academic year financial need that is "met" by gift aid (scholarships, fellowships, grants and fee remissions), subsidized federal student loans (loans that do not capitalize interest while students are in school), and federal work study earnings. Unmet need is the portion of a student's academic year financial need that exceeds these forms of financial aid. Students may choose to borrow unsubsidized federal or private loans to cover this "unmet" portion of their financial need. This takes financial need and subtracts need based aid until it reaches zero. This includes Stafford/Perkins subsidized loans, but not unsubsidized. This does not include parent loans or private loans. It does include military benefits.

Annual Unmet Financial Need and One-Year Retention FT, FT Beginners

Total Unmet Financial Need Academic Year

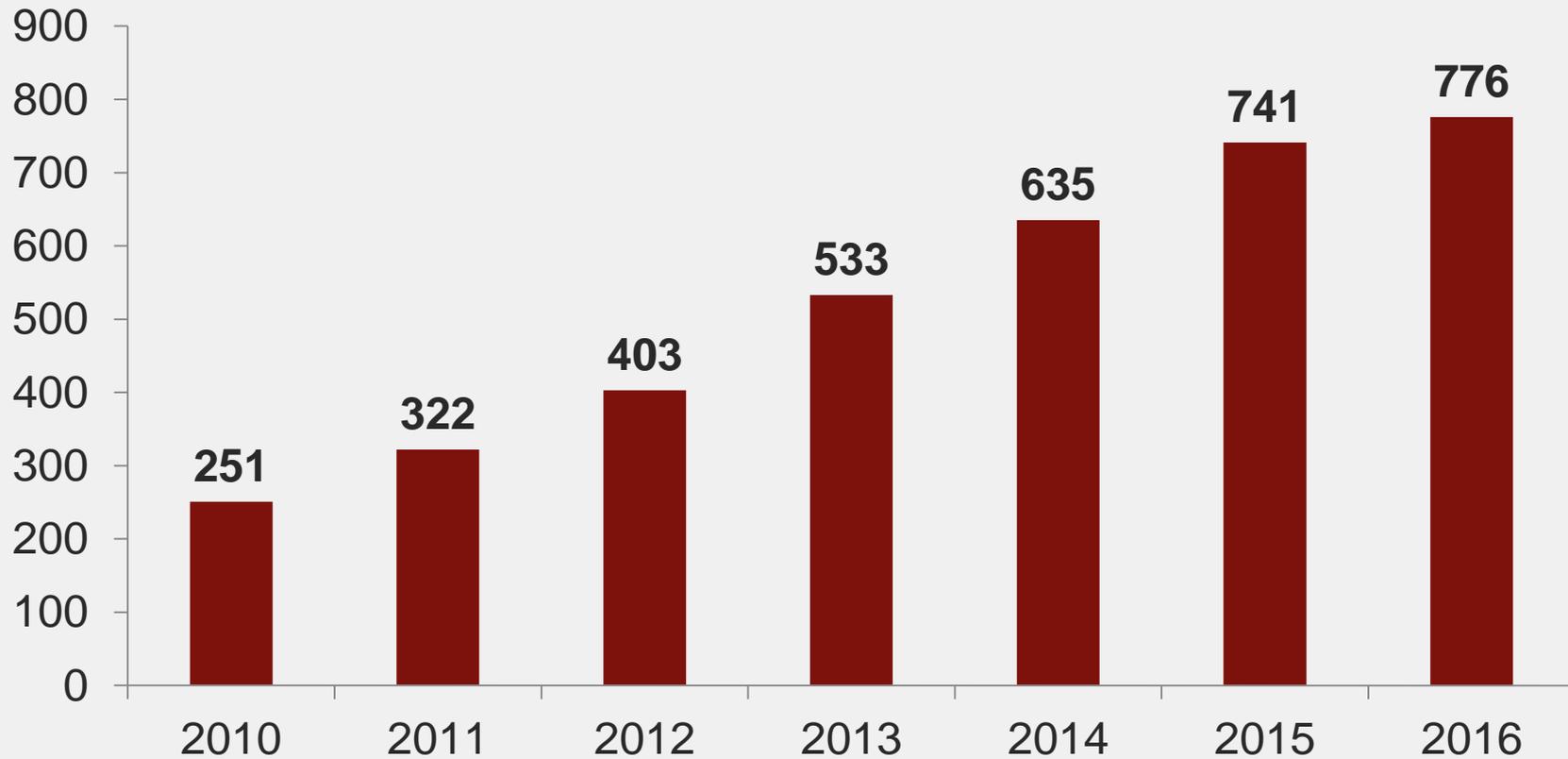


Unmet Financial Need All Undergraduates

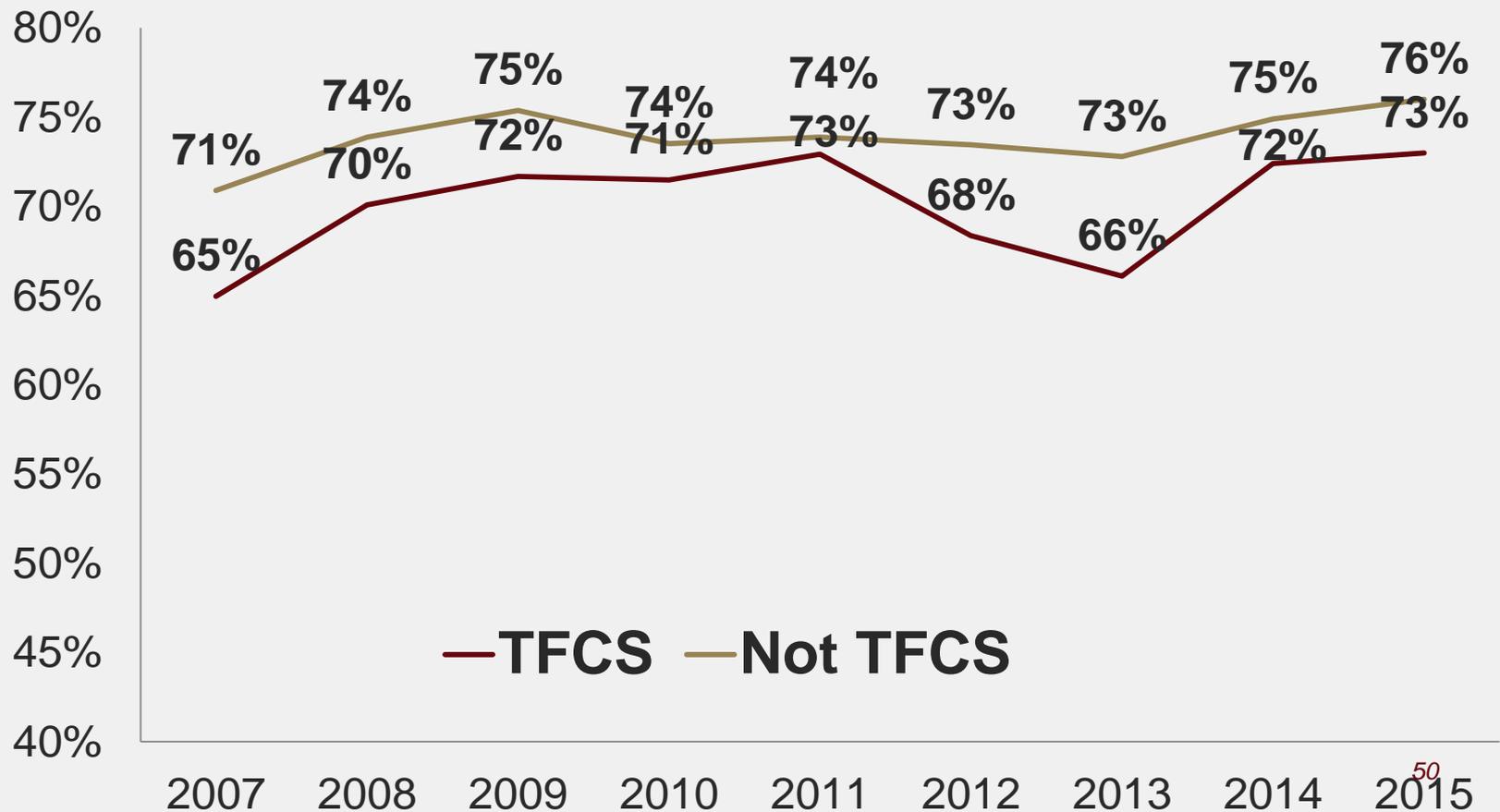
Unmet Financial Need Academic Year Fall 2015 IUPUI Indianapolis	N	% of All
No FAFSA on file	5077	26%
No Unmet Financial Need (FAFSA on file)	4283	22%
\$1 to \$1000 Unmet Need	725	4%
\$1001 to \$2000 Unmet Need	675	3%
\$2001 to \$3000 Unmet Need	672	3%
\$3001 to \$4000 Unmet Need	664	3%
\$4001 to \$5000 Unmet Need	708	4%
\$5001 to \$6000 Unmet Need	862	4%
\$6001 to \$7000 Unmet Need	802	4%
\$7001 to \$8000 Unmet Need	758	4%
\$8001 to \$9000 Unmet Need	635	3%
\$9001 to \$10,000 Unmet Need	512	3%
More Than \$10,000 Unmet Need	3305	17%
Grand Total	19,678	

Twenty First Century Scholars

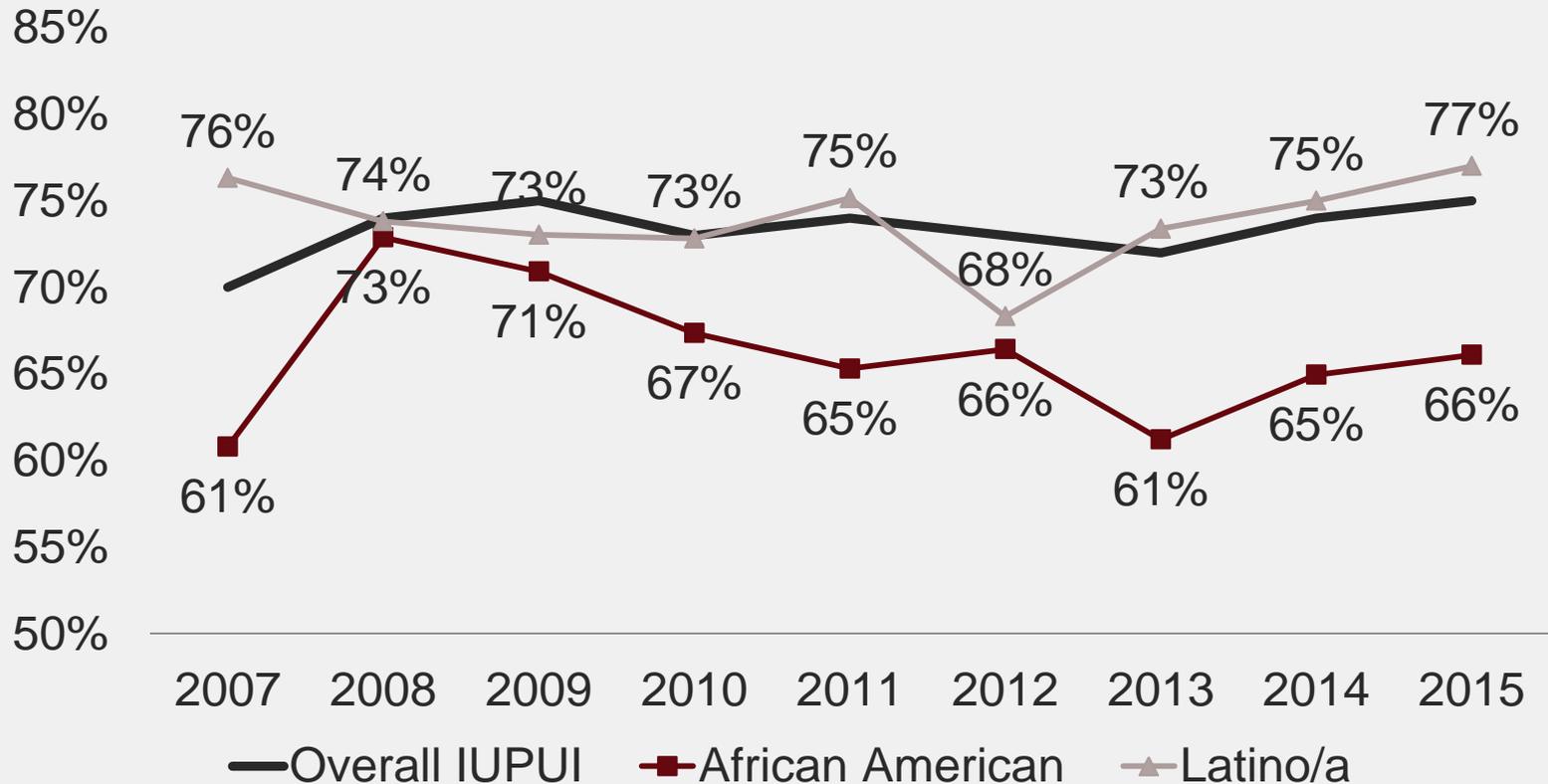
Number of First-Time Beginners Twenty First Century Scholars (Received State Funds)



Twenty First Century Scholars One-Year Retention



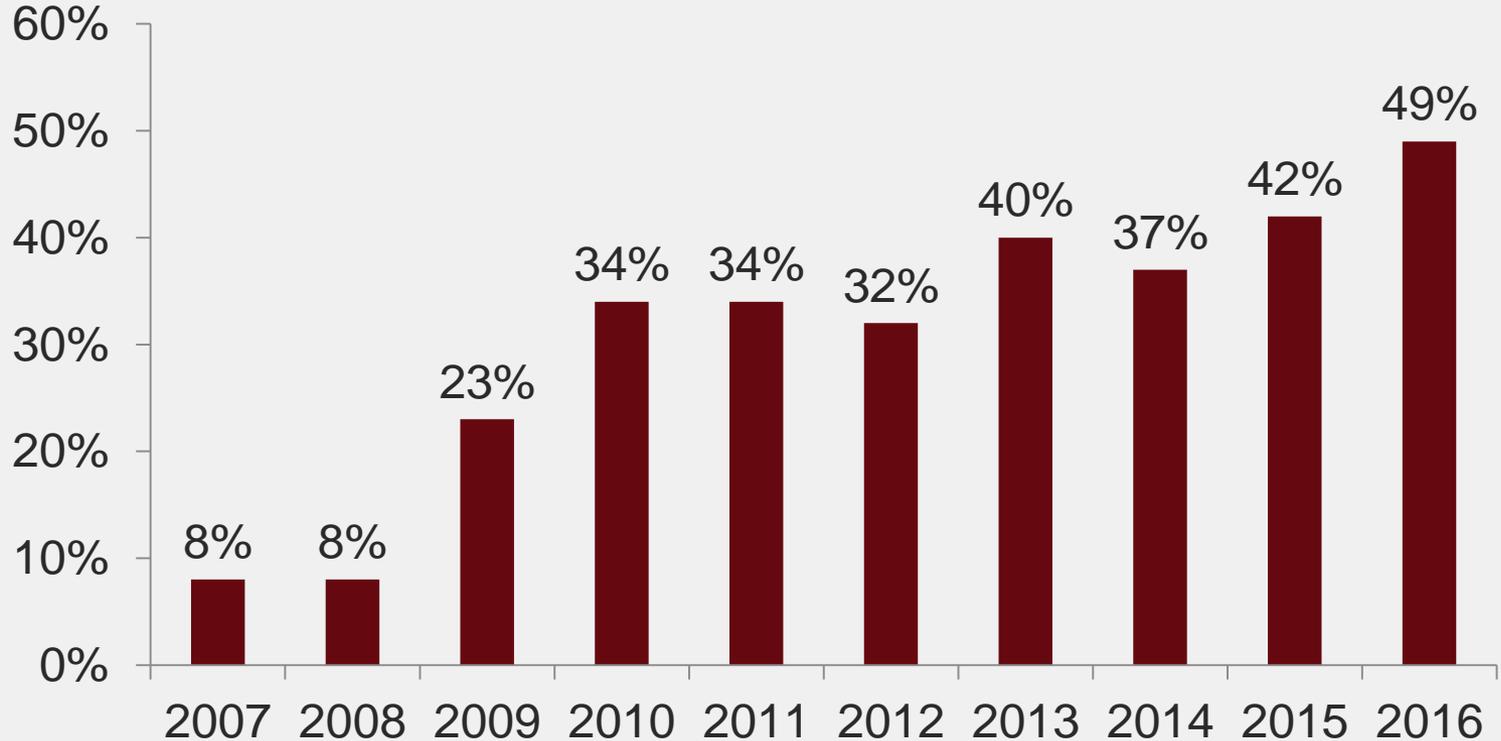
Indianapolis Only FTFT Cohort One-Year Retention (Bachelor's, Associate, and Certificate any IU) – Underrepresented Students



Campus Housing

% First-Time, Full-Time Beginners

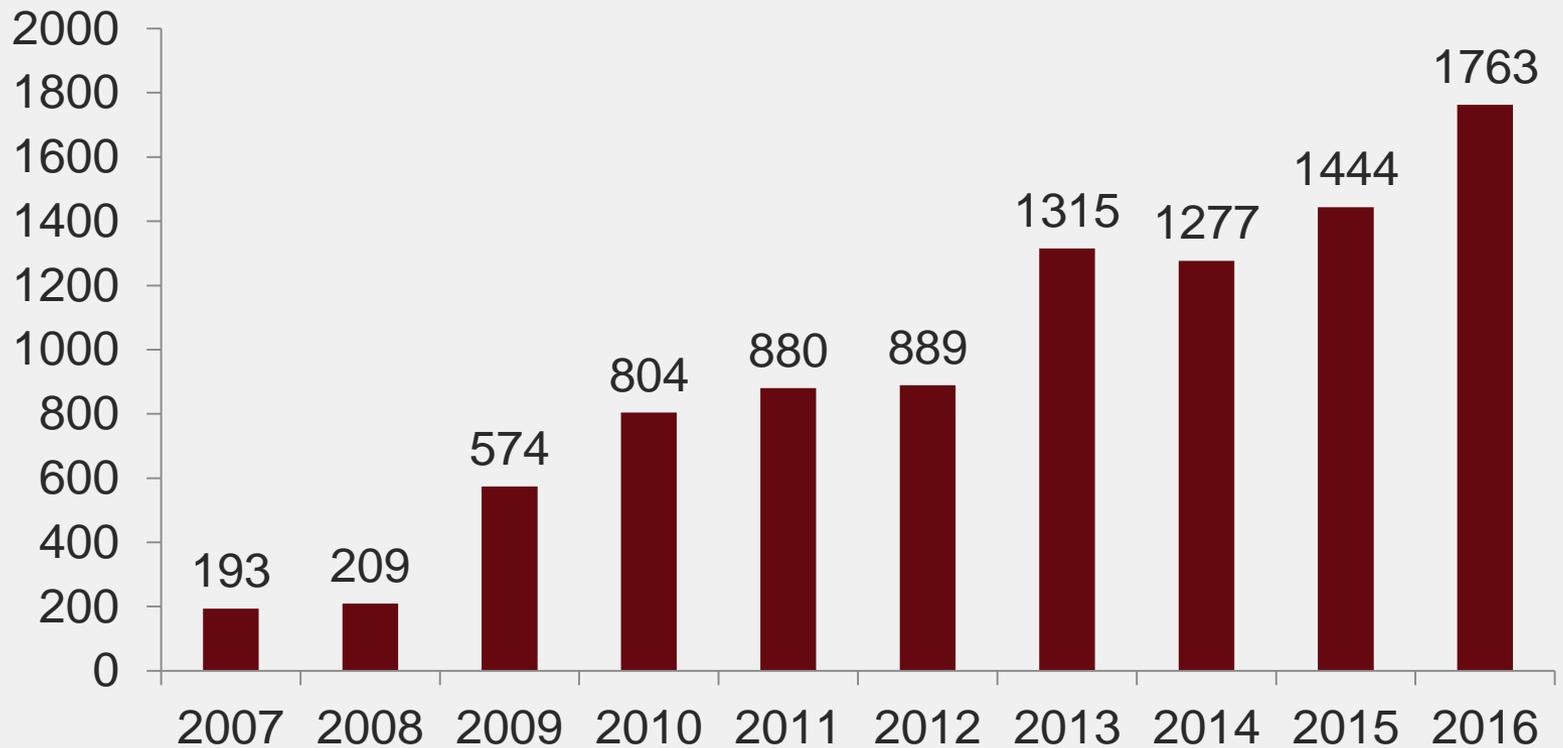
Based on students that paid the residence life fee.
Includes Ball Residence, Tower, North Hall, Park Place and more.



Campus Housing

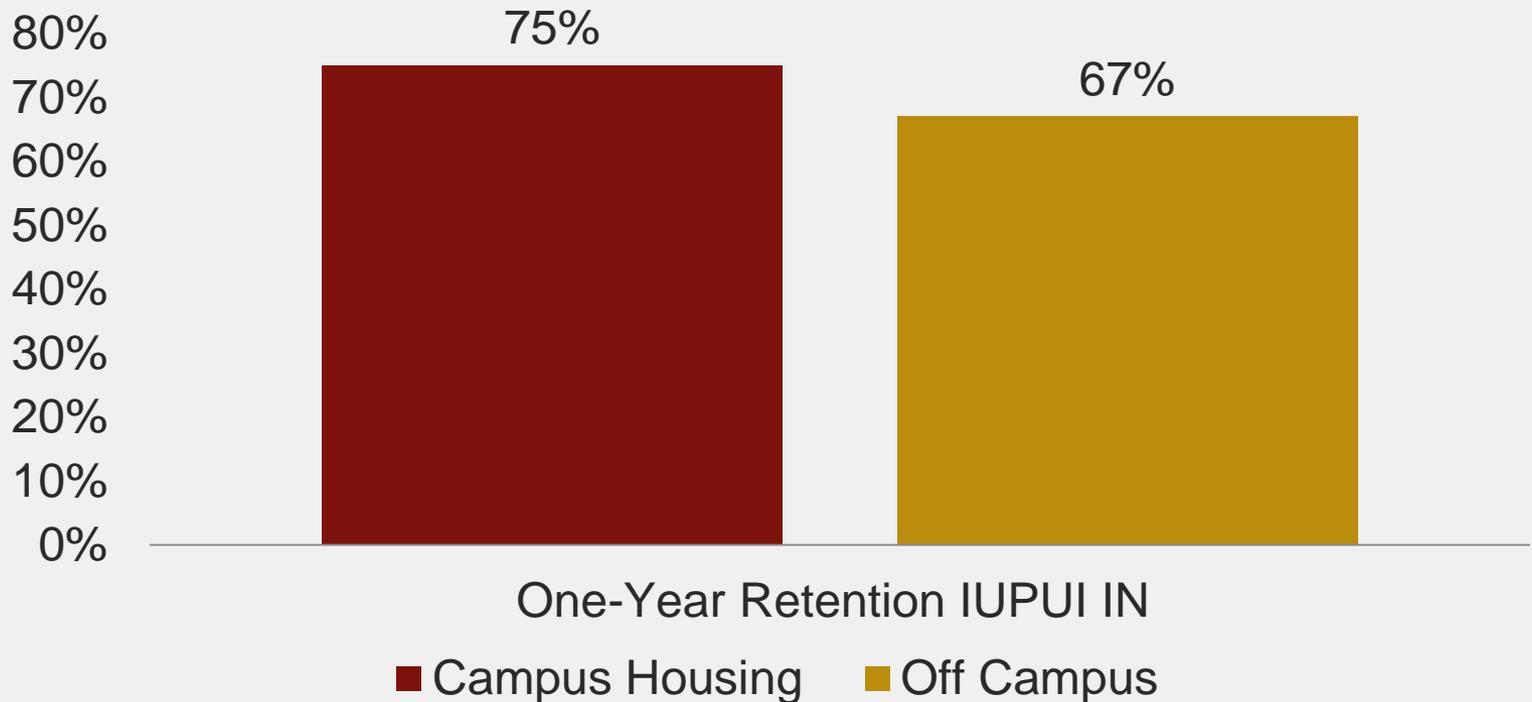
First-Time, Full-Time Beginners

Based on students that paid the residence life fee. Includes Ball Residence, Tower, North Hall, Park Place and more.



Campus Housing and One-Year Retention IUPUI IN

2015 First-Time, Full-Time Beginners One-Year Retention



Differences in one-year retention rates are statistically significant even when entering HS GPA, SAT Score, and Pell Grant in the logistic regression model.

This analysis does not account for self-selection bias.

2015 Top 10 Pre-Majors and One-Year Retention Rates

New First-Time, Full-Time Beginners

	Total N	One-Year Retention Rate IUPUI IN
Pre Nursing BSN	398	63%
Exploratory Baccalaureate	334	66%
Pre Business BSB	152	70%
Pre Biology BS PU	80	61%
Pre Dental Hygiene AS	59	64%
Pre Psychology BA PU	52	67%
Pre Accounting BSB	51	71%
Pre Criminal Justice BS	44	68%
Pre Forensic & Invgt Sci BS PU	44	59%
Pre Psychology BS PU	43	72%

2015 Direct/Dual Schools and One-Year Retention Rates (Schools with Fewer than 20 students not shown) New First-Time, Full-Time Beginners

	Total N	One-Year Retention Rate IUPUI IN
Science	350	81%
Physical Education	177	80%
Engineering	169	83%
Technology	146	69%
Business	112	88%
Liberal Arts	98	66%
Herron Art	92	83%
Education	77	77%
Informatics and Computing	60	69%
Health and Rehabilitation Sciences	45	71%
Public and Environmental Affairs	28	68%

Internal and External Changes Expected to Positively Affect Retention and Graduation Rates

IUPUI

- Changes in Admissions Criteria
- More academically prepared students
- More Need-Based Institutional Aid provided
- More Students Enrolled Full-Time and Taking 15 Hour Credit Load Per Semester
- Increases in Campus Housing
- Degree Maps
- High Impact Practices
- Strategic Enrollment Management
- Division of Undergraduate Education and University College (more coordinated approaches to academic support and academic/career advising that go beyond first year)

External

- Changes in High School Math Curriculum
- Increased Access to Dual Credit and AP courses



Beginning Students Predictors of Success (Persistence and Academic Performance)

- High levels of academic preparation (high school GPA is strong predictor)
- High Socioeconomic Status (SES) (not Pell Eligible and having low levels of unmet financial need)
- Registration date (the earlier a student registers for classes, the higher their retention rate)
- Placing into credit-bearing math at entry
- High rigor and intensity of high school curriculum
- Achieving satisfactory academic performance in first semester
- Participating in early interventions (peer mentoring, Summer Bridge, Diversity Equity and Achievement Program -DEAP)
- Participating in High Impact Practices (Service Learning, Themed Learning Communities, Internships)
- Enrolling in 15 or more credit hours first semester
- Living on campus
- Gender (female)
- Not being First Generation

Transfer Students Predictors of Success (Persistence and Academic Performance)

- Transferring in as a Junior or Senior (based on credits)
- Being directly admitted into a school at entry
- Being an International student
- Being older
- High Socioeconomic Status (SES) (not Pell Eligible)
- Not being First Generation
- High Transfer In GPA
- Enrolling in 15 or more credit hours first semester
- Placing into credit-bearing math at entry
- Achieving satisfactory academic performance in first semester

Predictors of Success (One-Year Retention IUPUI IN) 2013, 2014, 2015 Entering Student Survey Results (n=8,889) Covariates: HS GPA, SAT Score, Pell Grant

Belonging and Commitment to IUPUI

- + Sense of Belonging (e.g., I feel like I fit right in on campus)
- + Organizational Commitment (e.g., It is important for me to graduate from IUPUI (e.g., rather than from another college)
- **External Commitments** (working off-campus, care for dependents, commuting, taking care of household responsibilities)

Motivation and Commitment

- + Commitment to educational goals
- + Drive to succeed (confidence)
- + Motivation for College Work (confidence)
- Come to class late (past behavior)
- Wait until last minute to get assignments done (past behavior)

Confidence Levels- Self-Efficacy

- + Ability to seek out appropriate academic help
- + Ability to manage finances
- + Study skills
- + Emotional health
- + Physical health (not for 2015 cohort)
- + Intellectual or Academic Activities

Expectations

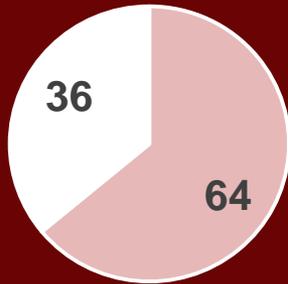
- + Plan to enroll in summer courses
- + Plan to participate in service learning
- + Plan to participate in student clubs/groups
- + Plan to participate in events or activities on campus
- + Plan to change major (marginally significant .063)

Concerns

- Ability to finance college education

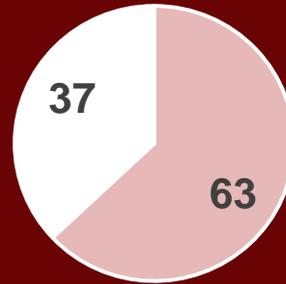
Game Changer! All Full-Time Undergraduates

2011



■ <15 ■ 15 or more

2012

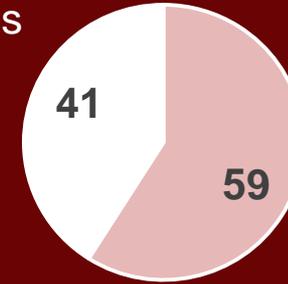


■ <15 ■ 15 or more



Interventions
begin

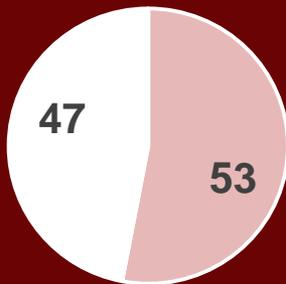
2013



■ <15 ■ 15 or more

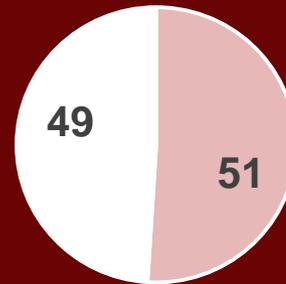
“Institutional Policies & Practice That Support 15 to Finish” Dr. Kathy E. Johnson, Chief Academic Officer, IUPUI

2014



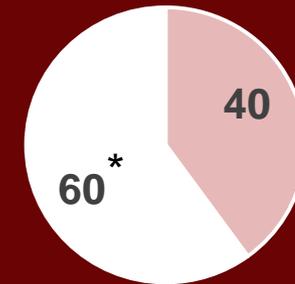
■ <15 ■ 15 or more

2015



■ <15 ■ 15 or more

2016



■ <15 ■ 15 or more

*IU Bloomington: 68%



IUPUI

FULFILLING *the* PROMISE

Banded Tuition & Credit Load

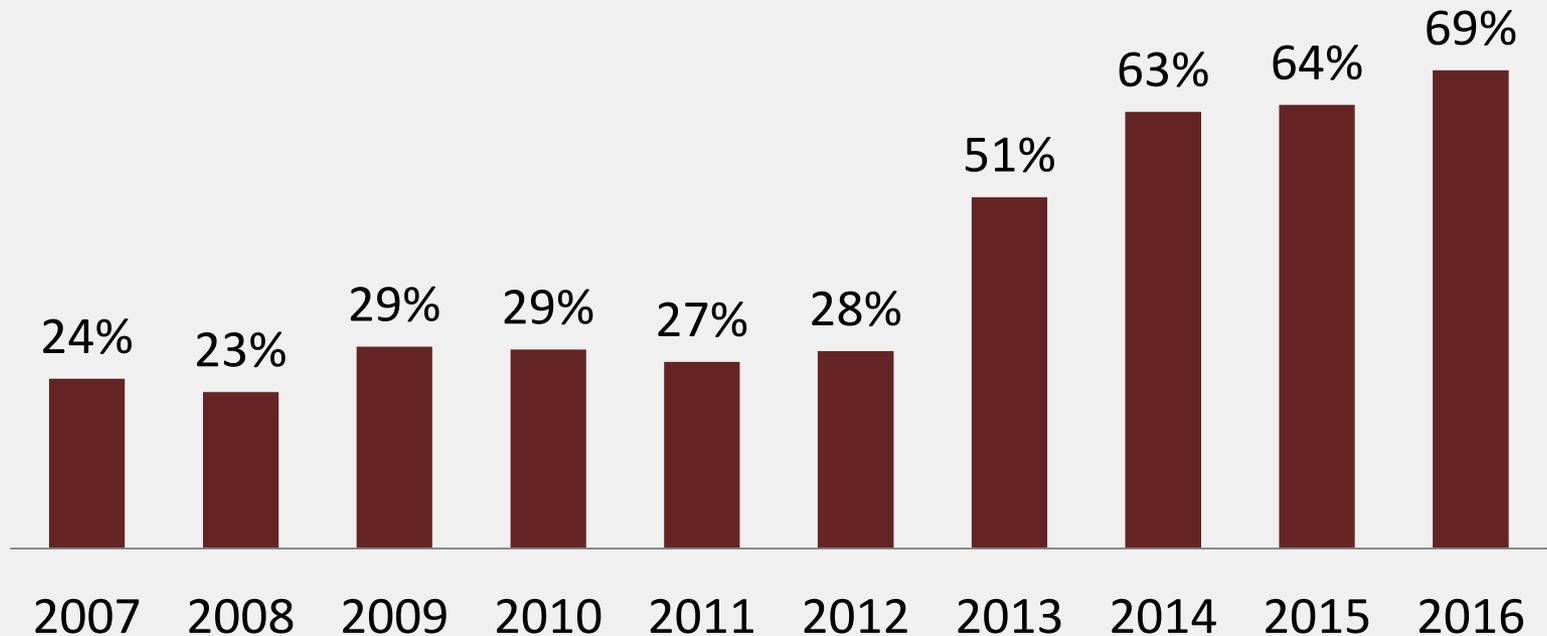
10% more students enrolled in 15 or more credit hours compared to Fall 2015

Full-Time Undergraduate Enrollment by Student Credit Hour Load

Credits	2015 N	% Share	%	2016 N	% Share	%	YTD Dif
	Census			Census			
12	3455	21.8%	50.6%	2520	15.5%	40.3%	-9.3%
13	2346	14.8%		1904	11.7%		
14	2236	14.1%		2128	13.1%		
15	3954	24.9%	49.4%	4399	27.0%	59.7%	10.3%
16	2239	14.1%		2847	17.5%		
17	1000	6.3%		1324	8.1%		
18	592	3.7%		1065	6.5%		
18+	53	0.4%		88	0.6%		
Total UG	15,875			16,275			

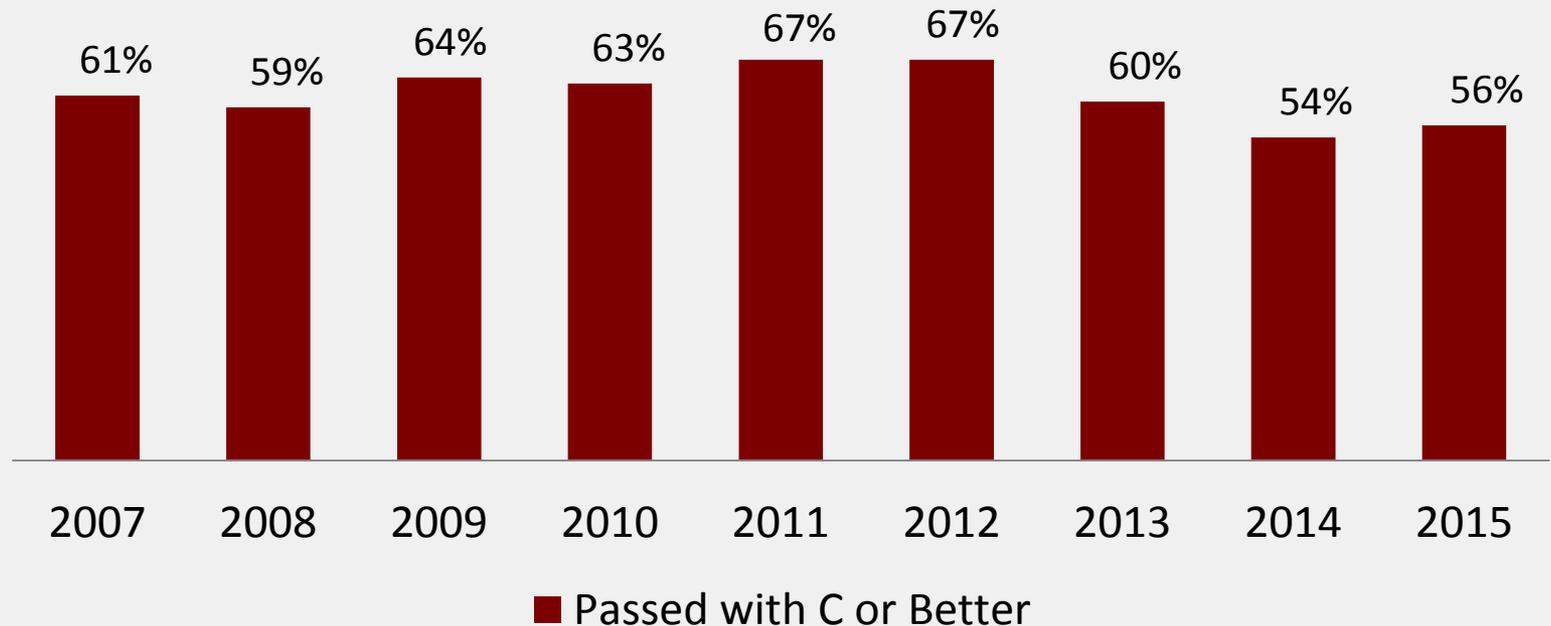
15 or More Credit Hours Attempted

**% 15 IU Credit Hours or More Attempted
Fall First-time, Full-Time Beginners**



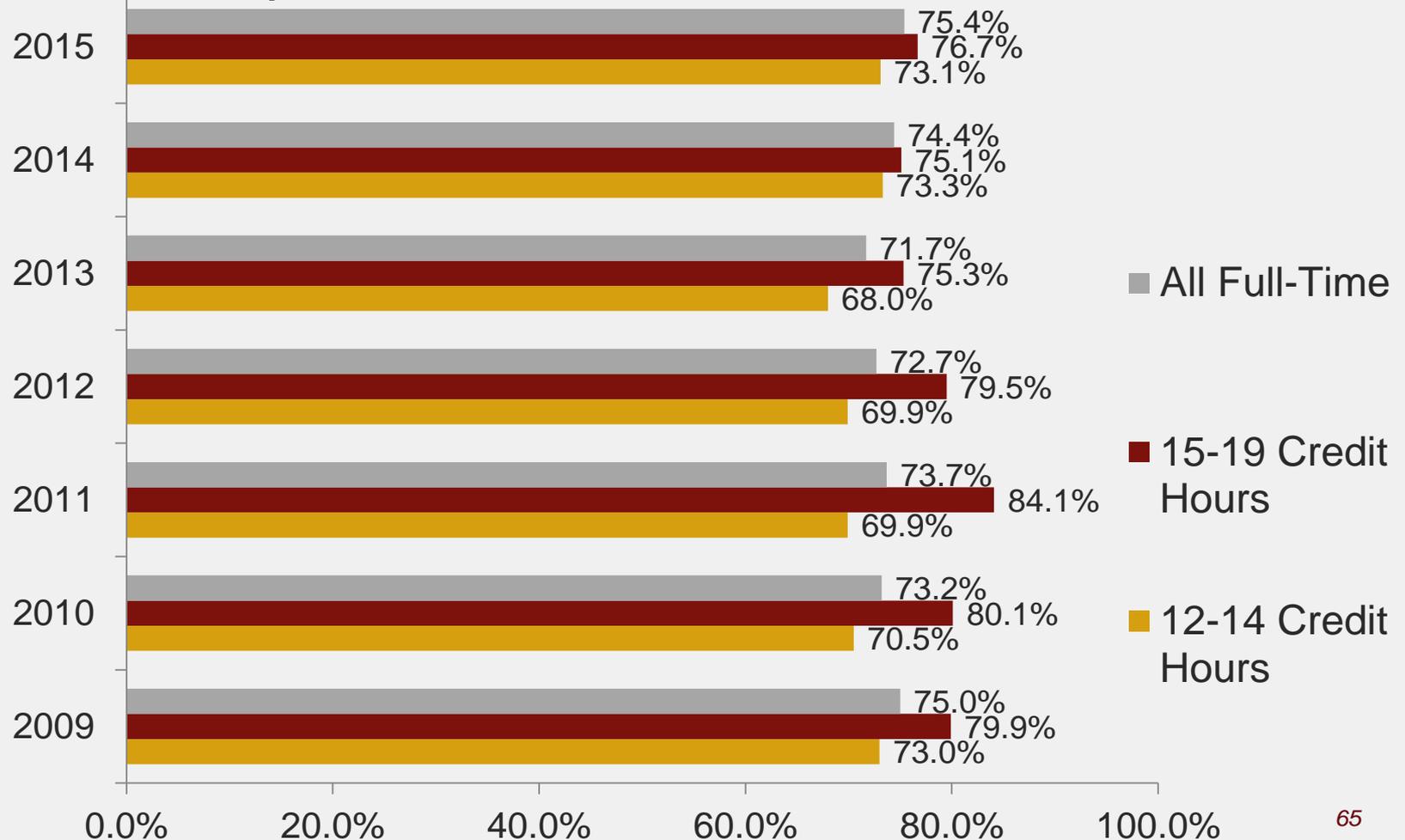
Percent Who Attempted Completed

**% Passed 15 or More Credit Hours With C or Better
First-Time, Full-Time Beginners who Attempted 15 or More**



Retention Rates by Credit Hours Attempted

One-Year Retention Rates for First-Time, Full-Time Beginners by Credit Hours Attempted



US NEWS AND WORLD REPORT RANKINGS

-Nationally Ranked University

- #106 Public National University

-Recognized for Service Learning, Civic Engagement, First-Year Experience, and Learning Communities

- TLC: One of 28 listed
- Service Learning: One of 27 listed

-High School Counselor Ranking #98

-Top 25 Masters Nursing Program (#23 tie)

-Top 100 Best Law School (#100 tie)

-Other Top 100 Graduate Programs:

- Occupational Therapy (tie #25), Social Work (tie #27), Public Affairs (tie #41), Physical Therapy (tie #53), Fine Arts (tie #59), Clinical Psychology (tie #62), Psychology (tie #92).



Impact of Faculty and Staff on High Risk Students

Schreiner, Noel, Anderson, & Cantwell, 2011

Journal of College Student Development

Qualitative Study of 62 successful high-risk students from nine different colleges and universities.

Students asked to identify and describe someone on campus who had been most influential in their ability to persist.

54 campus personnel who were identified by these students were interviewed twice to learn what they do to help students succeed and persist.

What Made the Impact?

- A desire to connect with students.
- Really making a difference on students at critical junctures: “Angels Unaware.”
- Wanting to make a difference in students’ lives.
- Possessing a wide variety of personality styles and strengths but being perceived by students as genuine and authentic.
- Being intentional about connecting personally with students.

Faculty Who Made a Difference

“Caring”

“Compassionate”

“Rapport”

“Takes an
interest in me”

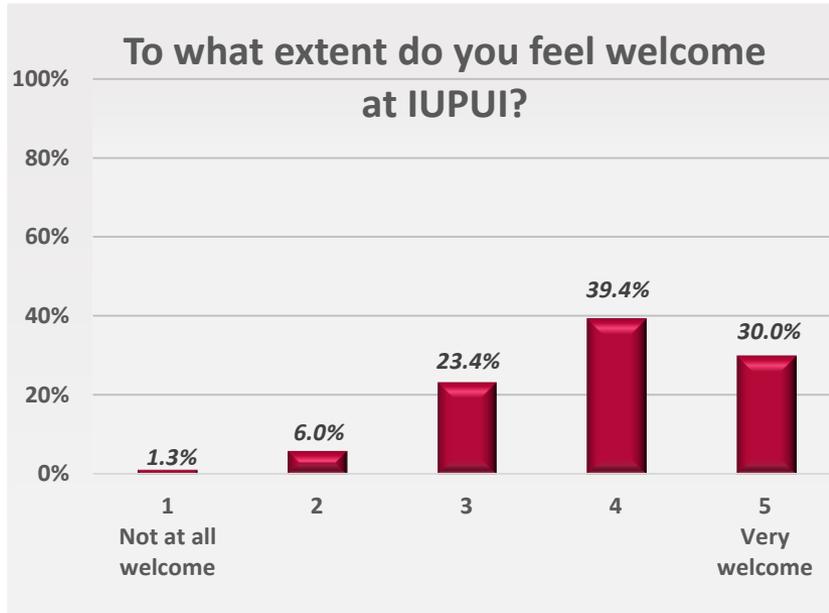
“Helps me”

“Respects me”

“Listens to me”

Welcoming Campus Initiative Survey

What does a welcoming campus mean to IUPUI students?



- Undergraduate students (3.98) rate their feeling of welcome significantly higher compared to graduate students (3.79).
- Undergraduate transfer students (3.84) feel significantly less welcome compared to undergraduates who begin at IUPUI (4.05).
- No significant differences were found on gender, race, LGBTQ status, disability status, veteran status, or if the respondent identifies as an international student for undergraduate or graduate respondents.

Faculty/staff/students who are friendly and helpful - 35% of comments

"Where people smile, say hi...will listen to what your needs/opinions are."

"Staff and faculty that are approachable and convey interest in facilitating student success."

A sense of belonging/community - 25% of comments

"To feel accepted and a valuable part of the academic and social environment."

"Where each individual feels as though they are part of a team."

A campus that is welcome to all persons/ideas/beliefs - 17% of comments

"Where a person feels free to respectfully express their thoughts and ideas in a way to create discussion and dialogue."

What can IUPUI do to make campus more welcoming?

Events (More options & advertisement) - 18% of comments

"Have more group activities during all times of the day."

"We need something to add more liveliness to campus, especially on the weekends."

Diversity education and appreciation – 7% of comments

"Cultural competency is really important. I don't want faculty and staff to say offensive things because they aren't taught."

"Hire more faculty and staff of color and make sure they are in visible positions where students can find them."

Physical improvements - 7% of comments

"Have more comfortable study places in the various buildings."

"I think we could use better building signage and signs that indicate the direction you go to get to key places."

Reach out more to non-traditional students - 6% of comments

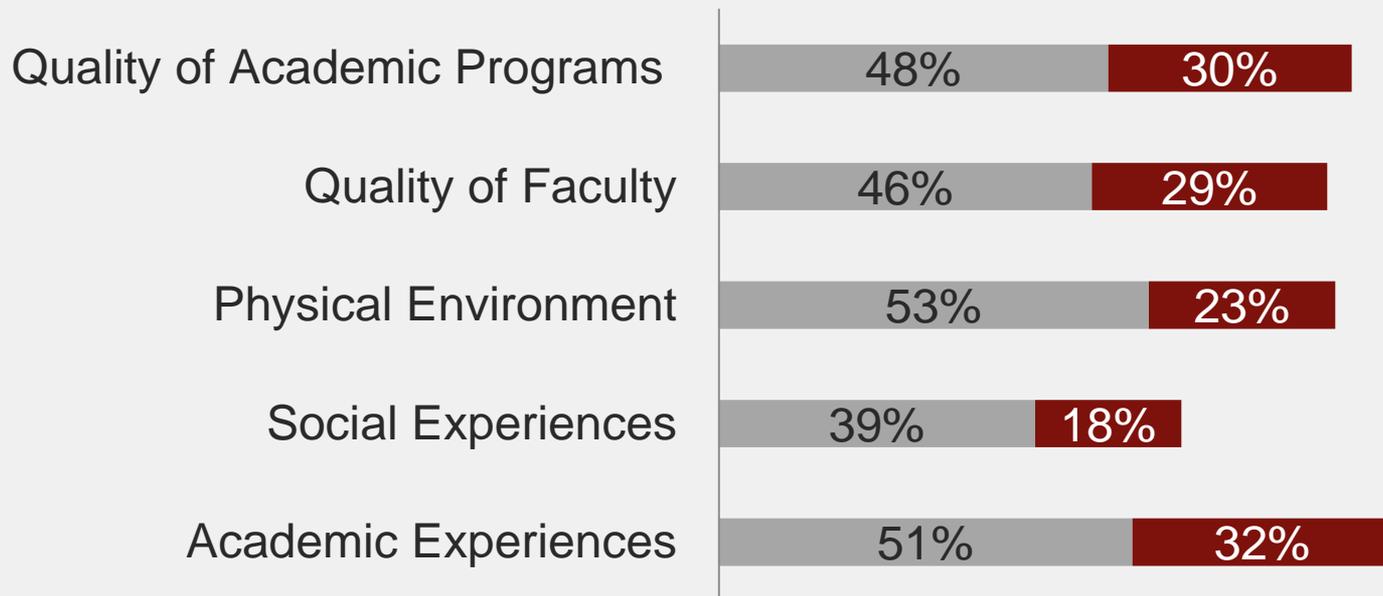
"Events are not family-friendly or convenient for non-traditional students."

"As a commuter student I have not had many chances to get involved in activities."

Undergraduate General Satisfaction

Ratings of Satisfaction With IUPUI Experiences

■ Satisfied ■ Very Satisfied



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