

### Introduction

This edition of Research Brief introduces a new display technique—quadrant maps—for exploring further some of the results of the Recent Alumni and Continuing Student surveys. Quadrant maps are used to summarize responses to items for which respondents provide two ratings. In both our Recent Alumni and Continuing Student surveys, we ask students to indicate how much they've learned (growth) and how much they use or expect to use (use) various skills and abilities that relate to IUPUI's Principles for Undergraduate Learning (PULs). We also ask these students to rate their "satisfaction" with and "importance" of several aspects of their experiences at IUPUI.

In previous presentations of these results, responses to the two scales were summarized using floating bar charts. Floating bar charts provide a useful comparison of mean differences among the growth and use items, and among the satisfaction and importance items, but they are a little cumbersome for relating growth to use or satisfaction to importance. To do so, we have typically presented the two dimensions side by side twice, once sorted by growth or satisfaction, and once sorted by use or importance. A single quadrant map provides a more efficient comparison of item responses on the two scales simultaneously. Like a geographic map, the item quadrant map lets the reader compare the position of any one item relative to all other items or to a particular item according to two dimensions. For the geographic map, the dimensions are "North/South" and "East/West." For the quadrant maps we present in this analysis, the dimensions are "Growth" and "Use" for the PUL items, and "Satisfaction" and "Importance" for the other items.

### Reading a Quadrant Map

#### Alumni Self-Reported Learning Outcomes

The campus-wide summary quadrant maps discussed in this *Research Brief* appear as Appendix B-1 through B-4. The first quadrant map shows the campus-wide growth and use results from the 1999 Recent Alumni Survey. The following discussion on reading a quadrant map will refer to this first quadrant map. An annotated version of this chart for a hypothetical school is

### Highlights

#### Learning Gains

- Campus-wide learning gains reported by recent undergraduate degree recipients suggest that students report highest gains and highest use related to demonstrating professional standards and competencies.
- Recent undergraduates and continuing students report lower gains but high use of skills related to dealing with conflict and frustration.
- Continuing students report higher expectations and higher gains for information technology-related skills than do recent degree completers.
- Learning gains reported by recent undergraduate degree recipients and continuing students vary significantly across schools. Some, but not all, of these differences correspond to differences in disciplinary focus.

#### Satisfaction and Importance

- The quadrant maps reinforce earlier findings regarding students' highest priorities and highest satisfaction regarding the overall quality of instruction, and the quality of teaching by faculty in their major area.
- Parking issues remain the low point, with high ratings of importance and low levels of satisfaction.
- Recent degree recipients, who are not asked to rate parking, rate academic advising as an area of high importance but relatively low satisfaction. However, academic advising is rated highly in some schools, such as Journalism and Physical Education.

presented as Appendix A. Additional campus level results and selective school results are then discussed briefly to provide further guidance in interpreting the full set of enclosed quadrant maps.

The large chart area (i.e., the main area) of the quadrant map shows item responses on a set of axes that have as their point of origin the overall group average response

on each scale. That is, this chart “recalibrates” the origin to the grand means so as to force items to spread into the various quadrants. Moreover, the main chart area point of origin and axes shift when looking at different response groups (e.g., for the school reports). The smaller chart area to the right, from which the larger chart is projected, plots the points in relation to the original five-point rating scale. The origin and axes of the small chart remain the same across different charts, providing an absolute frame of reference.

In the first quadrant map labeled as Appendix B-1, the vertical dimension represents the “use” scale (how often do you now use that skill or knowledge?), and the horizontal axis represents the “growth” scale (how much growth did you experience at IUPUI in that area?). In each quadrant of the map, the most extreme points are labeled with their survey item number. All survey items are listed below the chart with the items labeled as “extreme” appearing in bold type.

For the overall campus responses, survey item 14, “demonstrating professional standards and competencies,” represents the one extreme item in the high growth, high use (upper right) quadrant. Although there is no clear standout in the lower right quadrant (high growth, low use), item 2, “comprehending, interpreting and analyzing texts,” is the furthest item from the origin in this quadrant. Respondents report relatively low growth, but high use (upper left quadrant) for survey item 19, “keeping your composure and acting civilly when dealing with conflict and frustration.” Finally, three items are labeled as extreme in the low use, low growth quadrant (lower left): item 21, “recognizing the importance of aesthetics;” item 3, “speaking to a large group;” and item 5, “solving quantitative problems.”

The correlation coefficient ( $r = .46$ ) shown in the lower right quadrant indicates the overall degree of alignment between responses on the two scales. A high correlation (values close to 1.00) indicates that students tend to rate items similarly on both scales, that is, either high on both growth and use, or low on both growth and use. The higher the correlation, the more likely you will find all points in the lower left and upper right quadrants. As the correlation decreases, you are more likely to find points in the upper left and lower right quadrants. Student ratings across these types of scales tend to be at least moderately correlated, so there are usually relatively few extreme points in the upper left and lower right quadrants. Since the method forces at least one item in each quadrant to be labeled as “extreme,” the

reader should note that the items falling into the upper left and lower right quadrant are usually less extreme in distance from the origin than are the extreme points in the lower left and upper right quadrants.

## Continuing Students Self-Reported Learning Gains

The second map, Appendix B-2, displays continuing students’ responses to corresponding questions about learning outcomes. The same items presented to recent alumni were presented to continuing students. Like alumni, continuing students were asked to indicate their “growth experiences at IUPUI” in each area. However, rather than actual use, continuing students were asked about their expected use of that skill or knowledge area when they complete college and enter the work force or move on to graduate-level studies.

The campus-wide continuing student responses are similar to alumni responses in the two left-side quadrants. That is, continuing students report similar levels of low growth and high expected use for survey item 19 (keeping composure and acting civilly...) and low growth and low use for the items related to aesthetics (21), speaking to a large group (3), and solving quantitative problems (5). However, continuing students site as the single high growth, high expected use extreme item 7, “using technology and information resources for personal and professional needs.” Moreover, the correlation between growth and expected use ( $r = .73$ ) is much higher among continuing students than among alumni, resulting in no notable extreme point in the high growth, low expected use quadrant.

## Student Satisfaction and Perceived Importance

The third and fourth quadrant maps labeled as Appendix B-3 and B-4 summarize the responses to items related to satisfaction and importance among continuing students and alumni, respectively. Since satisfaction and importance are the primary focuses of the continuing student survey, this map is shown first and contains many more rated items.

This quadrant map illustrates well the recurring finding that continuing students report high levels of both satisfaction and importance for the core academic items, overall quality of instruction (1), quality of teaching by faculty in your major area (2), and courses in your major area (4). The items in the lower left quadrant (low satisfaction, low importance) include those aspects of the undergraduate experience that tend to be of importance to relatively few IUPUI students:

opportunities for overseas study (17), availability of courses that provide credit for community service activities (18), and the availability of child care (38).

The upper left quadrant clearly reveals that parking remains IUPUI's largest challenge with regard to satisfying students. It is also interesting to note that students report relatively high levels of satisfaction, but low perceived importance for opportunities to work with other students in groups or teams (16).

Recent alumni were asked to rate fewer items with regard to satisfaction and importance. Alumni responses show a very close relationship between these ratings, as reflected in a correlation of 0.86. As with the continuing students, items related to overall quality of education (1) and quality of teaching by faculty in your major area (2) emerge as the highest in satisfaction and importance. Alumni also report relatively high satisfaction and low importance for opportunities to work with other students in groups or teams (9). The low importance, low satisfaction items differ for alumni compared to continuing students. They relate mostly to activities that involve work beyond the classroom. Finally, without parking as the low satisfaction, high importance benchmark, academic advising (4) emerges as the primary challenge area appearing in the upper left (low satisfaction, high importance) quadrant.

## School Results

Looking at campus-wide results for a university that has as diverse a set of degree programs as IUPUI tends to mask the large differences in student responses between schools. In many ways, the campus-wide results represent a benchmark against which school-specific results obtain meaning. We have included four quadrant maps of your school level results as an attachment to this *Research Brief*.

For some of the satisfaction and importance items, we do not expect large differences in student experiences across schools. For example "applying for financial aid" or "registering for classes by phone" is experienced in much the same manner by students, irrespective of school. On the other hand, we do expect greater differences across schools in ratings of growth and use for the PUL-based items. These differences may be due to differences in the extent of implementation of the PULs across schools or differences in emphasis based on the nature of the discipline. The purpose of this section is to illustrate differences in school findings as

revealed by the relative placement of extreme items on these quadrant maps.

## Impact of IUPUI on Learning

The campus-wide results for alumni show "demonstrating professional standards and competencies" to be the one extreme item in the upper left, high growth-high use quadrant. However, alumni in Nursing, Allied Health, Physical Education, Journalism, Dentistry and Herron generate a different extreme item in this quadrant, "in-depth understanding of the major." On the other hand, Liberal Arts graduates report high growth and high use of the skill of "expressing ideas, opinions, beliefs and facts in writing" compared to the campus as a whole, while Social Work graduates report the item "analyzing complex issues and making informed decisions" as most extreme in this same quadrant.

Looking next at the upper left quadrant (low growth, high use) the campus-wide chart shows as most extreme the item, "keeping your composure and acting civilly when dealing with conflict and frustration." Alumni in Liberal Arts and in Social Work place "computer skills" as most extreme in this low growth, high use quadrant. However, "computer skills" does not distinguish itself in this quadrant for continuing students from either of these schools, suggesting that students in these schools are either now experiencing higher growth in this area, or are underestimating their need.

For learning gains among continuing students, the campus-wide chart labeled Appendix B-2 shows "using technology and information resources for personal and professional needs" as the highest growth and highest expected use item. School quadrant maps for Business, Engineering and Technology, and Continuing Studies show the more generic technology item "computer skills" as the extreme in this quadrant. Social Work students, on the other hand, report "understanding the traditions, values, and histories of people different from yourself" as most extreme in this high growth, high expected use quadrant. Dentistry, Allied Health, Nursing, Education, Physical Education, Social Work and Columbus students express relatively more growth and more expected use of their "in-depth understanding of their major" than students in other schools.

While "keeping your composure and acting in a civil manner when dealing with conflict and frustration" appears in the upper left quadrant (low growth, high expected use) in the campus map for continuing

students, School of Physical Education students rank “comparing and contrasting different approaches to solving a problem” as the extreme in this same quadrant. Given their lack of exposure to a specific major, it is not surprising that University College students rank “in-depth understanding in their major area” in this same low growth, high expected use quadrant.

### Satisfaction and Importance

School differences are also notable with regard to the satisfaction and importance items. For example, whereas academic advising is the extreme low satisfaction, high importance item campus-wide, Journalism and Physical Education’s recent alumni place academic advising in the upper right high satisfaction, high importance quadrant. In a similar vein, recent alumni from the Schools of Continuing Studies and Public and Environmental Affairs rate “personal attention from those in my major department,” as high satisfaction and high importance.

Among continuing students, similar types of deviations from the campus-wide benchmark are found in Social Work students rating “the availability of financial aid” as a high satisfaction, high importance item. Nursing, Dentistry, and Education students share a similar value (high satisfaction, high importance) for “reference materials in the library.” On the negative side, students in Herron, Dentistry and Nursing rate “the classroom environment (lighting, heating, cleanliness, comfort, etc.)” as extreme in the problematic upper left quadrant (high importance, low satisfaction). “Getting through to staff on the telephone” falls into this quadrant for Dentistry, Journalism and Liberal Arts students.

### Summary and Conclusions

This edition of Research Brief introduces the quadrant map as a means for shedding new light on results from questionnaires that ask current and former students to rate various aspects of their student experiences. In addition to discussing the features of these quadrant maps and how to read them, overall campus results to these surveys were re-examined in this new format as a benchmark for exploring school-specific results. As with all analyses of these general surveys, the findings may raise more questions than they answer. The quadrant maps provide one more tool for members of the campus community to use in converging various forms of evidence on important questions regarding student learning and program effectiveness. IMIR staff welcome questions regarding how to interpret and use

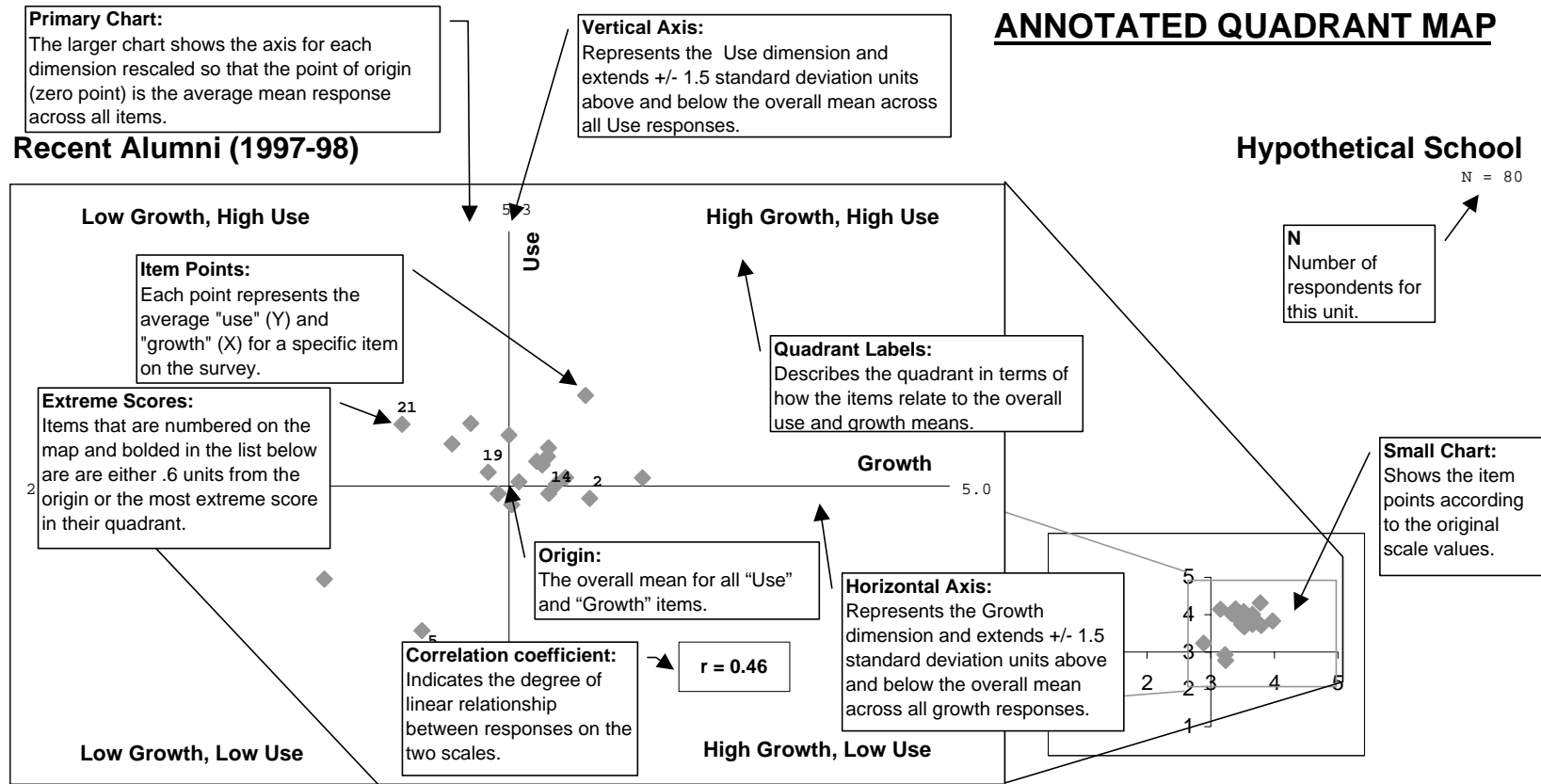
this representational technique to advance school- and program-level assessment efforts.

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**Growth and Use**

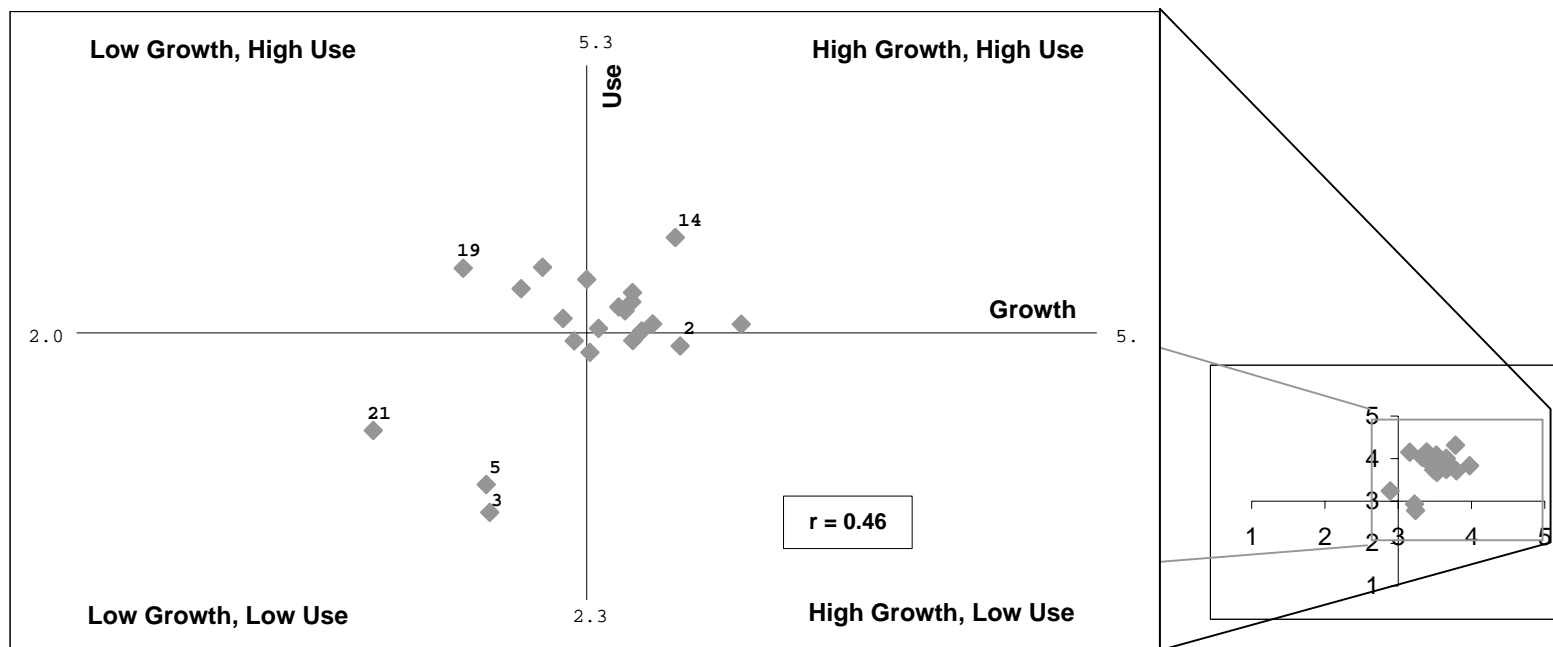
1. Expressing ideas, opinions, beliefs and facts to others in writing
- 2. Comprehending, interpreting, & analyzing texts** (books, articles, etc.)
3. Speaking to a large group
4. Speaking in a small group setting
- 5. Solving quantitative problems (using mathematics, statistics, etc.)**
6. Computer skills
- 7. Using technology and info resources for personal and prof needs**
8. Analyzing complex issues and making informed decisions
9. Synthesizing information in order to arrive at reasoned conclusions
10. Evaluating the logic, validity, and relevance of data
11. Solving challenging problems
12. Using knowledge and understanding in order to generate and explore new questions
13. Making sense of personal, social, and political experiences
- 14. Demonstrating professional standards and competencies**
15. In-depth understanding of your major field of study
16. Comparing and contrasting different approaches to solving a problem
17. Changing your approach to a problem based on the particular situational constraints
18. Understanding traditions, values, and history of people different from yourself
- 19. Keeping your composure and acting civilly when dealing with conflict and frustration**
20. Developing a sense of values and ethical standards
- 21. Recognizing the importance of aesthetics**

**Emboldened items are either 0.6 or more scale units away from the origin, or the furthest point from the origin in a quadrant**

**Recent Alumni (1997-98)**

**Campus Total**

(N = 1109)



**Growth and Use**

1. Expressing ideas, opinions, beliefs and facts to others in writing
- 2. Comprehending, interpreting, & analyzing txts** (books, articles, etc.)
- 3. Speaking to a large group**
4. Speaking in a small group setting
- 5. Solving quantitative probs (using mathematics, statistics, etc.)**
6. Computer skills
7. Using technology and info resources for personal and prof needs
8. Analyzing complex issues and making informed decisions
9. Synthesizing information in order to arrive at reasoned conclusions
10. Evaluating the logic, validity, and relevance of data

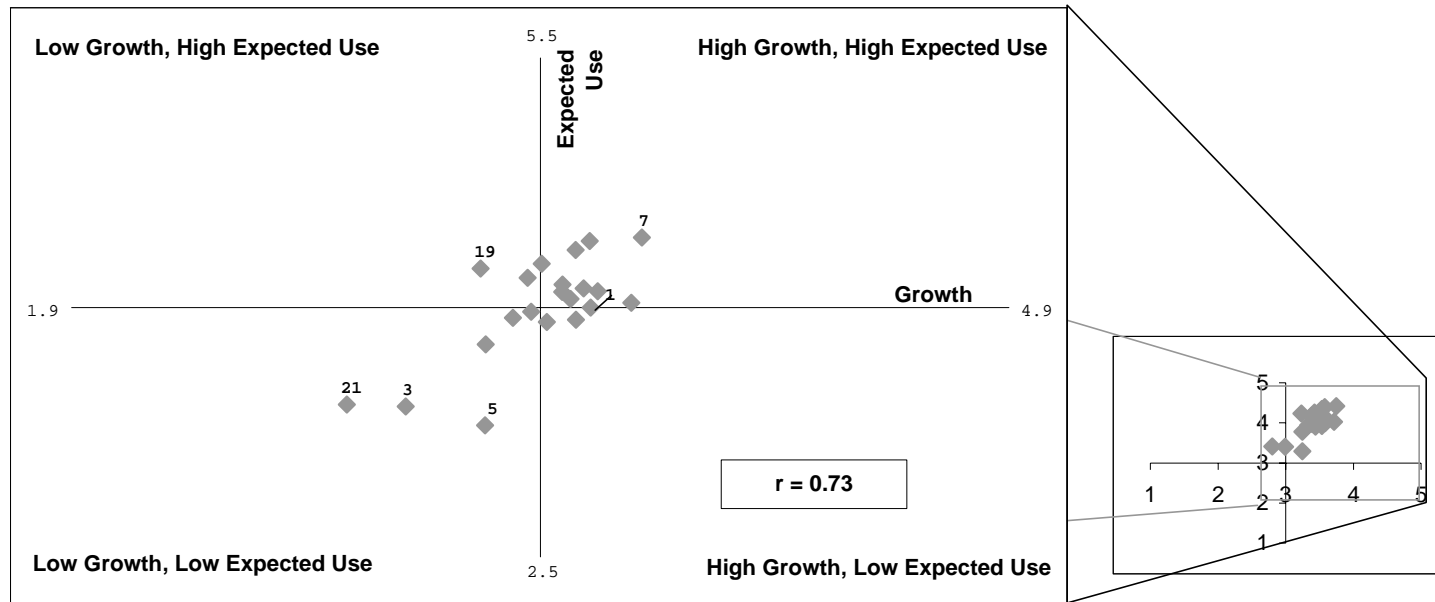
11. Solving challenging problems
12. Using knowledge and understanding in order to generate and explore new questions
13. Making sense of personal, social, and political experiences
- 14. Demonstrating professional standards and competencies**
15. In-depth understanding of your major field of study
16. Comparing and contrasting different approaches to solving a problem
17. Changing your approach to a problem based on the particular situational constraints
18. Understanding traditions, values, and history of people different from yourself
- 19. Keeping your composure & acting civilly when dealing w/ conflict & frustration**
20. Developing a sense of values and ethical standards
- 21. Recognizing the importance of aesthetics** (the creation & appreciation of beauty in design, art, mu

**Emboldened items are either 0.6 or more scale units away from the origin, or the furthest point from the origin in a quadrant**

**Continuing Students (1999)**

**Campus Total**

(N = 1270)



**Growth and Expected Use**

- 1. Expressing ideas, opinions, beliefs and facts to others in writing**
- 2. Comprehending, interpreting, and analyzing texts (books, etc.)
- 3. Speaking to a large group**
- 4. Speaking in a small group setting
- 5. Solving quantitative problems (using mathematics, statistics, etc.)**
- 6. Computer skills
- 7. Using technology and info resources for personal and prof. needs**
- 8. Analyzing complex issues and making informed decision:
- 9. Synthesizing information in order to arrive at reasoned conclusion:
- 10. Evaluating the logic, validity, and relevance of data

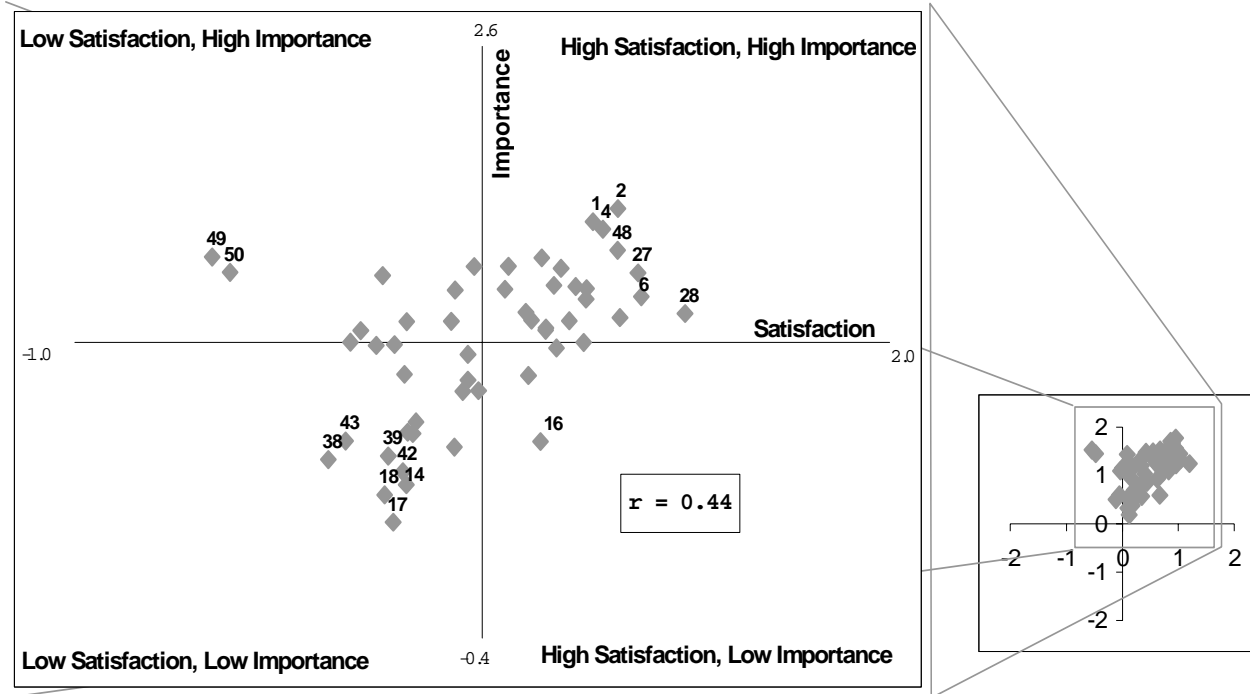
- 11. Solving challenging problems
- 12. Using knowledge and understanding in order to generate and explore new question
- 13. Making sense of personal, social, and political experiences
- 14. Demonstrating professional standards and competencies
- 15. In-depth understanding of your major field of study
- 16. Comparing and contrasting different approaches to solving a problem
- 17. Changing your approach to a prob. based on the particular situational constraint:
- 18. Understanding traditions, values, and history of people different from yourself
- 19. Keeping your composure & acting civilly dealing w/conflict & frustration**
- 20. Developing a sense of values and ethical standards
- 21. Recognizing the importance of aesthetics...**

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Continuing Students (1999)

Campus Total

(N = 1270)



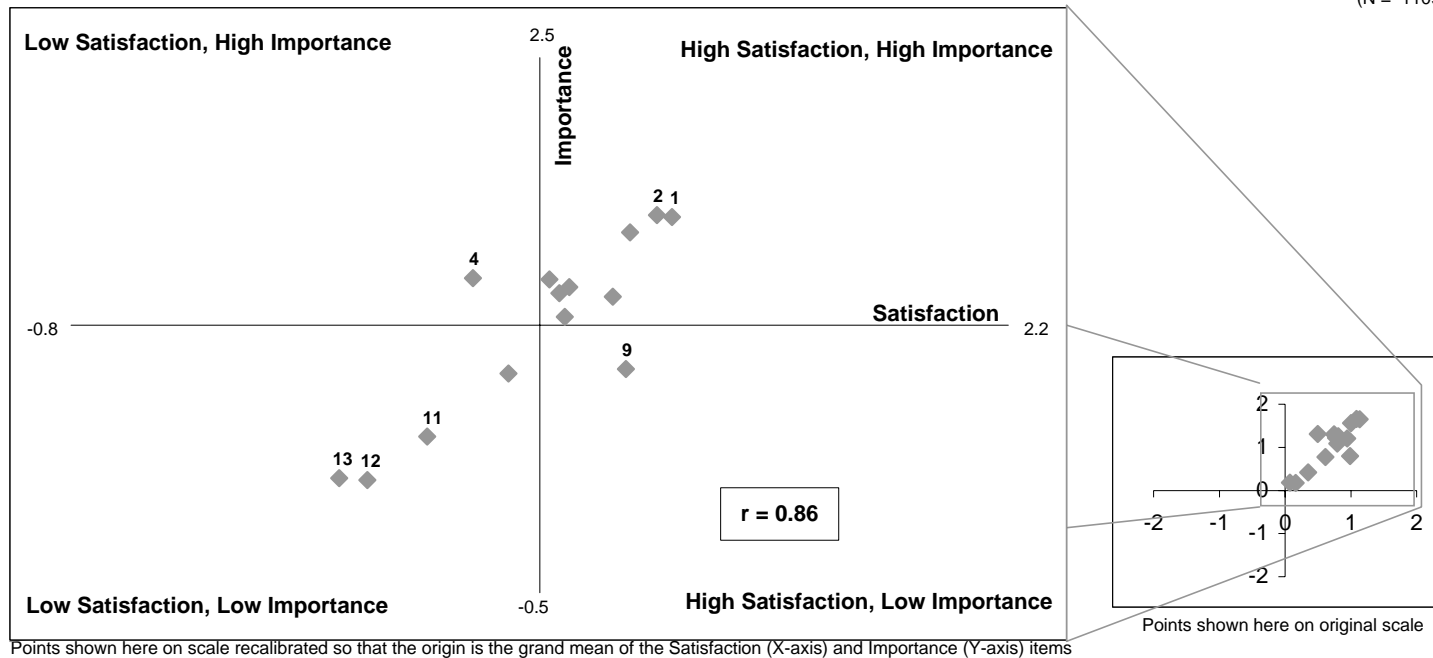
**Satisfaction and Importance**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>1. Overall quality of instruction</li> <li>2. Quality of teaching by faculty in your major area</li> <li>3. Quality of teaching by other faculty at IUPUI</li> <li>4. Courses in your major area</li> <li>5. Required courses outside your major area (gen ed requirements)</li> <li>6. Information your instructors give about course requirements</li> <li>7. Relevance of classes to your career goals and objectives</li> <li>8. Getting the courses I need in the sequence I should take them</li> <li>9. Academic advising in your major department or school</li> <li>10. Academic advising in University College</li> <li>11. Getting information about major requirements</li> <li>12. General helpfulness of faculty</li> <li>13. Availability of faculty for discussions outside class</li> <li>14. Opportunities to participate in faculty members' research</li> <li>15. Tutoring services</li> <li>16. Opportunities to work with other students in groups or teams</li> <li>17. Opportunities for overseas study</li> <li>18. Avail. of crses that provide credit for comun service activities</li> <li>19. The classroom environs (lighting, heating/cooling, cleanliness, etc.)</li> <li>20. Quality of specially equipped classrms (labs, trng facil, etc.)</li> <li>21. Use of technology in the classroom</li> <li>22. Availability of computers in public learning centers</li> <li>23. Obtaining help using computers</li> <li>24. Availability of needed reference materials in the library</li> <li>25. Library hours</li> <li>26. Spaces for individual and group study</li> </ul> | <ul style="list-style-type: none"> <li>27. The overall process of registering for classes</li> <li>28. Registering for classes by phone</li> <li>29. The process of applying for financial aid</li> <li>30. The amount of financial aid available</li> <li>31. The process of paying for classes</li> <li>32. Recommended courses based on placement test results</li> <li>33. Getting through to staff on the telephone</li> <li>34. The general helpfulness of IUPUI staff</li> <li>35. Information about graduate and professional programs</li> <li>36. Information about career and job opportunities</li> <li>37. Information about volunteer service opportunities</li> <li>38. Availability of child care</li> <li>39. Counseling services for personal problems</li> <li>40. Opportunities to engage in extra-curricular activities</li> <li>41. Opportunities to attend campus cultural events</li> <li>42. Opportunities to participate in community service</li> <li>43. Opportunities to live in the vicinity of the campus</li> <li>44. Opportunities to meet other students</li> <li>45. Space for relaxing or socializing between classes</li> <li>46. Recreational programs and facilities</li> <li>47. Being able to get the books you need from the campus bookstores</li> <li>48. How safe you feel on campus</li> <li>49. The availability of parking on campus</li> <li>50. The convenience of parking on campus</li> <li>51. The cost of parking on campus</li> <li>52. The condition of parking spaces on campus</li> </ul> |
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Emboldened items are either 0.6 or more scale units away from the origin, or the furthest point from the origin in a quadrant

**Recent Alumni (1997-98)**

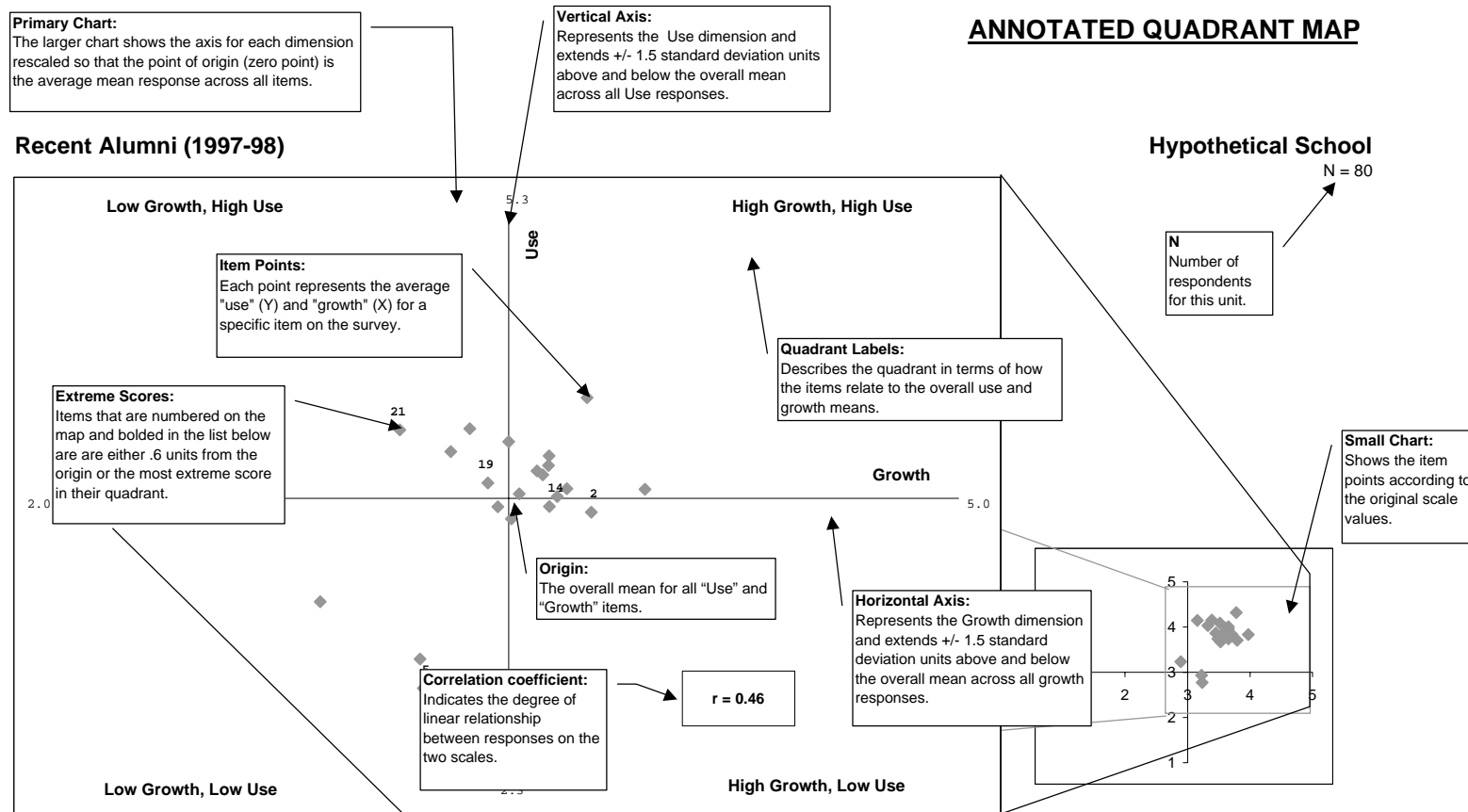
**Campus Total**  
(N = 1109)



**Satisfaction and Importance**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><b>1. Overall quality of the education you received at IUPUI</b></li> <li><b>2. Quality of teaching by faculty in your major area</b></li> <li>3. Quality of teaching by other faculty at IUPUI</li> <li><b>4. Academic advising in your major department.</b></li> <li>5. Courses in your major area</li> <li>6. Required crses outside your mjr area (general ed. rqrsm'nts)</li> <li>7. Personal attention from those in your major department</li> </ul> | <ul style="list-style-type: none"> <li>8. Opportunities to increase your self-understanding</li> <li><b>9. Opportunities to work with other students in grps or teams</b></li> <li>10. Opportunities to integrate what you have learned with your own perso</li> <li><b>11. Opportunities to engage in community services</b></li> <li><b>12. Opportunities to engage in extra-curricular activities</b></li> <li><b>13. Opportunities to participate in faculty members' research</b></li> <li>14. The helpfulness of IUPUI staff in general</li> </ul> |
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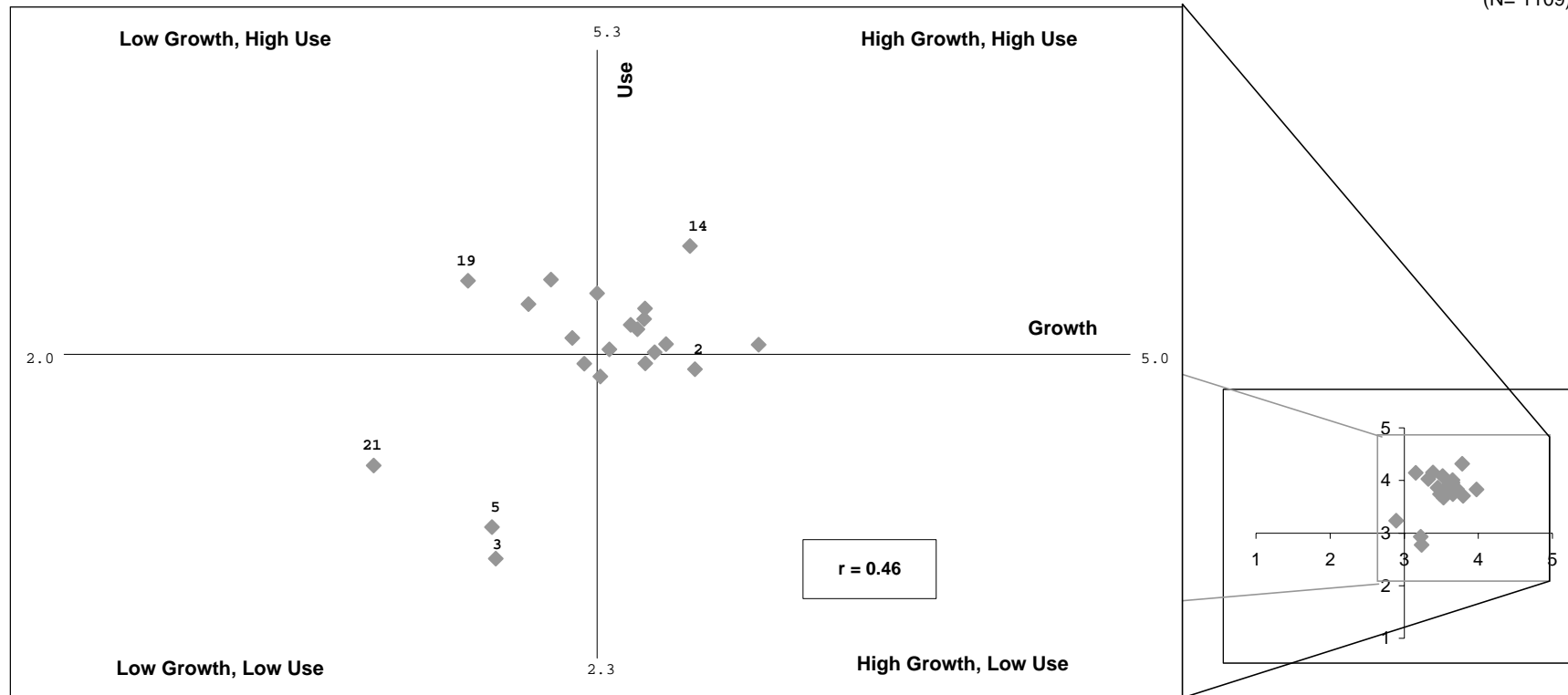
**Growth and Use**

1. Expressing ideas, opinions, beliefs and facts to others in writing
- 2. Comprehending, interpreting, & analyzing texts (books, articles, etc.)**
3. Speaking to a large group
4. Speaking in a small group setting
- 5. Solving quantitative problems (using mathematics, statistics, etc.)**
6. Computer skills
- 7. Using technology and info resources for personal and prof needs**
8. Analyzing complex issues and making informed decisions
9. Synthesizing information in order to arrive at reasoned conclusions
10. Evaluating the logic, validity, and relevance of data
11. Solving challenging problems
12. Using knowledge and understanding in order to generate and explore new questions
13. Making sense of personal, social, and political experiences
- 14. Demonstrating professional standards and competencies**
15. In-depth understanding of your major field of study
16. Comparing and contrasting different approaches to solving a problem
17. Changing your approach to a problem based on the particular situational constraints
18. Understanding traditions, values, and history of people different from yourself
- 19. Keeping your composure and acting civilly when dealing with conflict and frustration**
20. Developing a sense of values and ethical standards
- 21. Recognizing the importance of aesthetics**

Embodied items are either 0.6 or more scale units away from the origin, or the furthest point from the origin in a quadrant

Recent Alumni (1997-98)

Campus Total  
(N= 1109)



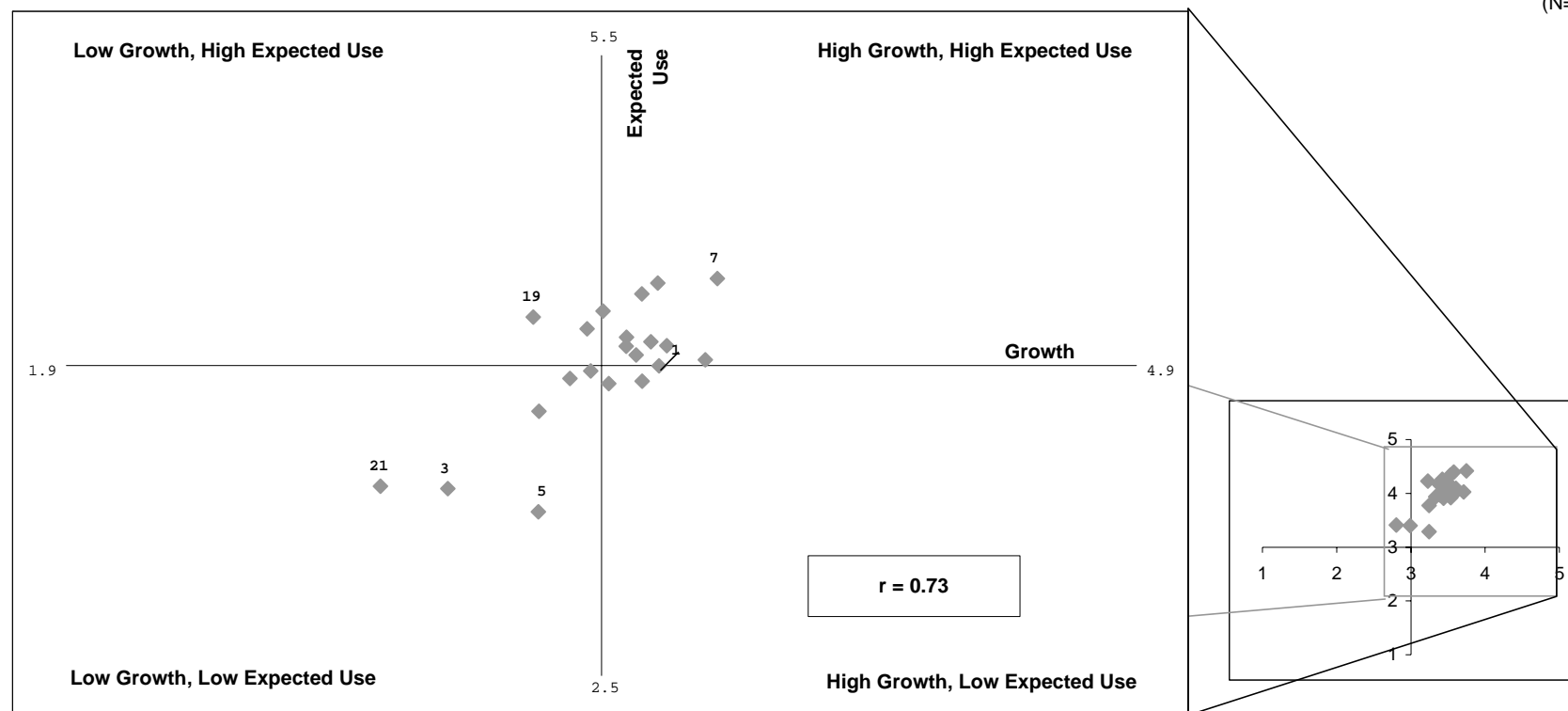
**Growth and Use**

- 1. Expressing ideas, opinions, beliefs and facts to others in writing
- 2. Comprehending, interpreting, & analyzing txts (books, articles, etc.)**
- 3. Speaking to a large group**
- 4. Speaking in a small group setting
- 5. Solving quantitative probs (using mathematics, statistics, etc.)**
- 6. Computer skills
- 7. Using technology and info resources for personal and prof needs
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- 20. Developing a sense of values and ethical standards
- 21. Recognizing the importance of aesthetics (the creation & appreciation of beauty in design, art, m**

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Continuing Students (1999)

Campus Total  
(N= 1270)



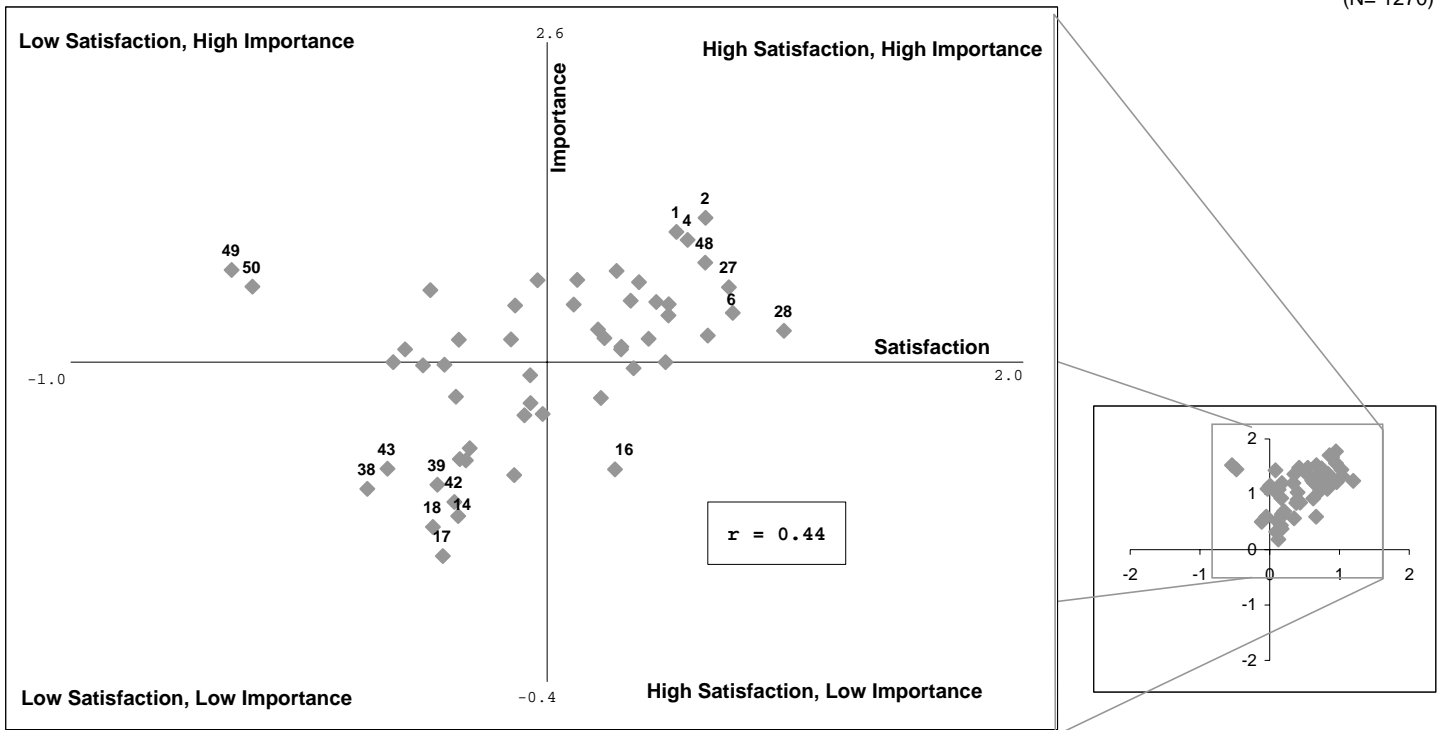
**Growth and Expected Use**

- 1. **Expressing ideas, opinions, beliefs and facts to others in writing**
- 2. Comprehending, interpreting, and analyzing texts (books, etc.)
- 3. **Speaking to a large group**
- 4. Speaking in a small group setting
- 5. **Solving quantitative problems (using mathematics, statistics, etc.)**
- 6. Computer skills
- 7. **Using technology and info resources for personal and prof. needs**
- 8. Analyzing complex issues and making informed decisions
- 9. Synthesizing information in order to arrive at reasoned conclusions
- 10. Evaluating the logic, validity, and relevance of data
- 11. Solving challenging problems
- 12. Using knowledge and understanding in order to generate and explore new questions
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- 15. In-depth understanding of your major field of study
- 16. Comparing and contrasting different approaches to solving a problem
- 17. Changing your approach to a prob. based on the particular situational constraints
- 18. Understanding traditions, values, and history of people different from yourself
- 19. **Keeping your composure & acting civilly dealing w/conflict & frustration**
- 20. Developing a sense of values and ethical standards
- 21. **Recognizing the importance of aesthetics...**

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Continuing Students (1999)

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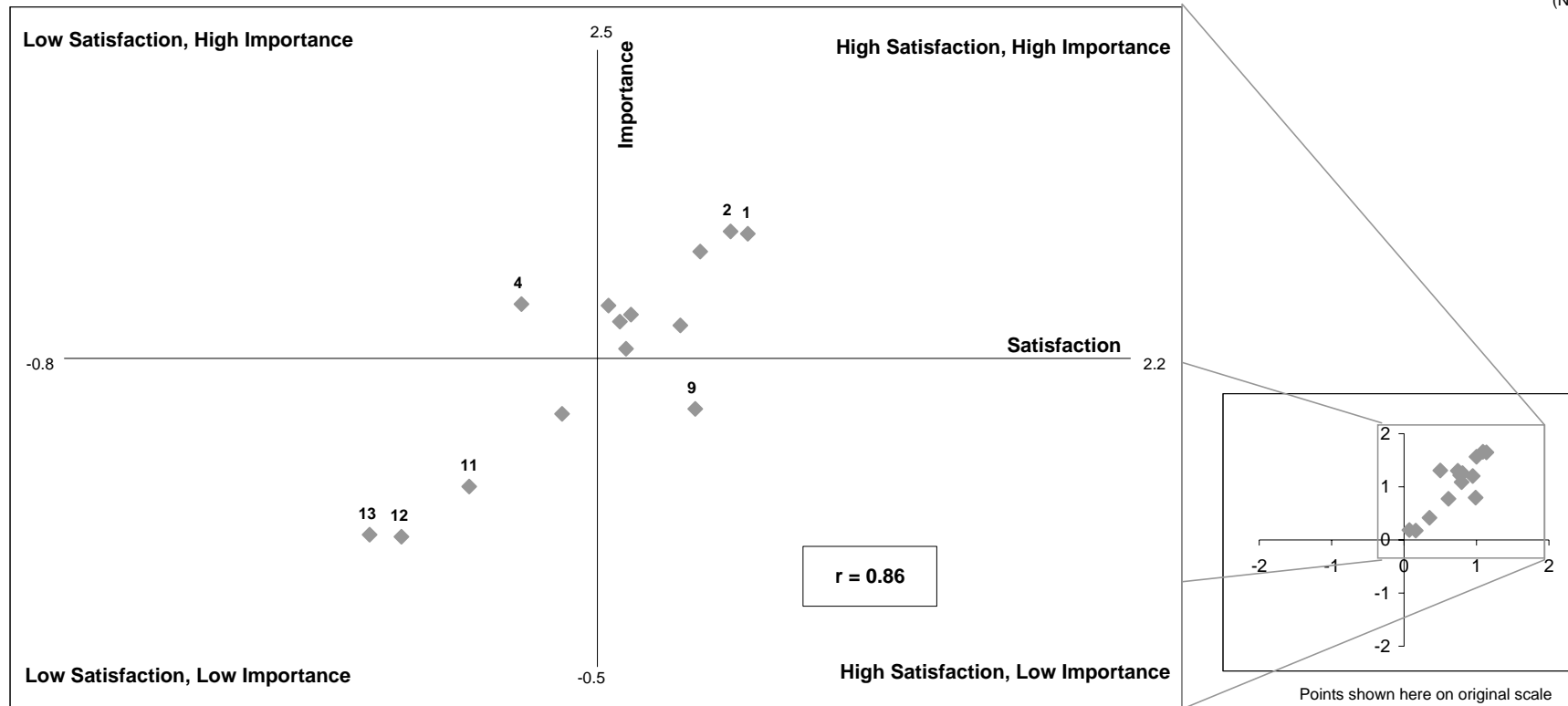
**Satisfaction and Importance**

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|---|---|
| <p><b>1. Overall quality of instruction</b></p> <p><b>2. Quality of teaching by faculty in your major area</b></p> <p>3. Quality of teaching by other faculty at IUPUI</p> <p><b>4. Courses in your major area</b></p> <p>5. Required courses outside your major area (gen ed requirements)</p> <p><b>6. Information your instructors give about course requirements</b></p> <p>7. Relevance of classes to your career goals and objectives</p> <p>8. Getting the courses I need in the sequence I should take them</p> <p>9. Academic advising in your major department or school</p> <p>10. Academic advising in University College</p> <p>11. Getting information about major requirements</p> <p>12. General helpfulness of faculty</p> <p>13. Availability of faculty for discussions outside class</p> <p><b>14. Opportunities to participate in faculty members' research</b></p> <p>15. Tutoring services</p> <p><b>16. Opportunities to work with other students in groups or teams</b></p> <p><b>17. Opportunities for overseas study</b></p> <p><b>18. Avail. of crses that provide credit for comun service activities</b></p> <p>19. The classroom environs (lighting, heating/cooling, cleanliness, etc.)</p> <p>20. Quality of specially equipped classrms (labs, trng facil, etc.)</p> <p>21. Use of technology in the classroom</p> <p>22. Availability of computers in public learning centers</p> <p>23. Obtaining help using computers</p> <p>24. Availability of needed reference materials in the library</p> <p>25. Library hours</p> <p>26. Spaces for individual and group study</p> | <p><b>27. The overall process of registering for classes</b></p> <p><b>28. Registering for classes by phone</b></p> <p>29. The process of applying for financial aid</p> <p>30. The amount of financial aid available</p> <p>31. The process of paying for classes</p> <p>32. Recommended courses based on placement test results</p> <p>33. Getting through to staff on the telephone</p> <p>34. The general helpfulness of IUPUI staff</p> <p>35. Information about graduate and professional programs</p> <p>36. Information about career and job opportunities</p> <p>37. Information about volunteer service opportunities</p> <p><b>38. Availability of child care</b></p> <p><b>39. Counseling services for personal problems</b></p> <p>40. Opportunities to engage in extra-curricular activities</p> <p>41. Opportunities to attend campus cultural events</p> <p><b>42. Opportunities to participate in community service</b></p> <p><b>43. Opportunities to live in the vicinity of the campus</b></p> <p>44. Opportunities to meet other students</p> <p>45. Space for relaxing or socializing between classes</p> <p>46. Recreational programs and facilities</p> <p>47. Being able to get the books you need from the campus bookstores</p> <p><b>48. How safe you feel on campus</b></p> <p><b>49. The availability of parking on campus</b></p> <p><b>50. The convenience of parking on campus</b></p> <p>51. The cost of parking on campus</p> <p>52. The condition of parking spaces on campus</p> |
|---|---|

**Emboldened items are either 0.6 or more scale units away from the origin, or the furthest point from the origin in a quadrant**

Recent Alumni (1997-98)

Campus Total  
(N= 1109)



Points shown here on scale recalibrated so that the origin is the grand mean of the Satisfaction (X-axis) and Importance (Y-axis) items

Points shown here on original scale

**Satisfaction and Importance**

- 1. Overall quality of the education you received at IUPUI**
- 2. Quality of teaching by faculty in your major area**
- 3. Quality of teaching by other faculty at IUPUI
- 4. Academic advising in your major department.**
- 5. Courses in your major area
- 6. Required crses outside your mjr area (general ed. rqurm'nts)
- 7. Personal attention from those in your major department

- 8. Opportunities to increase your self-understanding
- 9. Opportunities to work with other students in grps or teams**
- 10. Opportunities to integrate what you have learned with your own personal experiences
- 11. Opportunities to engage in community services**
- 12. Opportunities to engage in extra-curricular activities**
- 13. Opportunities to participate in faculty members' research**
- 14. The helpfulness of IUPUI staff in general

**Emboldened items are either 0.6 or more scale units away from the origin, or the furthest point from the origin in a quadrant**