

**Research Brief - Vol. 4, No. 3**

**IUPUI Student Satisfaction and Priorities Survey--1996**

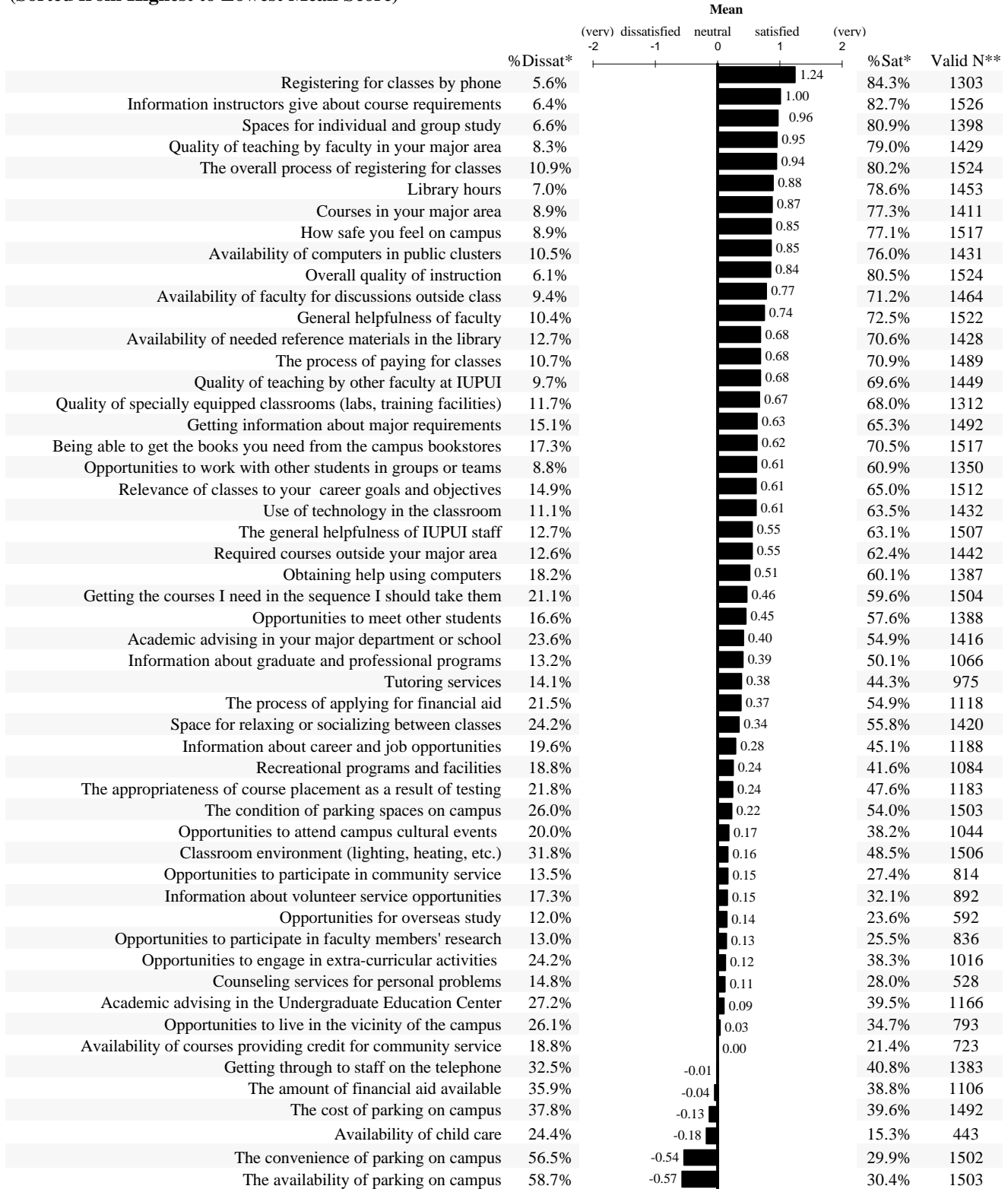
**Addendum**

**Figure 2. - All Items**

**Item by Item Analysis**

### Addendum - Figure 2 - All Items

#### Percent Satisfied, Dissatisfied with IUPUI Experiences (Sorted from Highest to Lowest Mean Score)



\*Includes dissatisfied and very dissatisfied; Satisfied includes satisfied and very satisfied

\*\*Valid N excludes missing data and those responding "not applicable"

## Addendum --Item by Item Analysis

### Satisfaction with Programs and Services

	Number of Respondents						Percentage					
	Very		Neutral	Very		Not Appl/ No Answ.	Very		Neutral	Very		
	Dissatisfied	Satisfied		Dissatisfied	Satisfied		Dissatisfied	Satisfied		Dissatisfied	Satisfied	
<i>Indicate your level of satisfaction with IUPUI in the areas of...</i>												
1. Overall how satisfied are you with the academic experiences at IUPUI	17	85	161	960	300	13	1%	1%	6%	10%	63%	20%
2. How satisfied are you with your social experiences at IUPUI	84	117	539	513	92	191	12%	5%	8%	35%	33%	6%
3. How satisfied are you with the physical environment at IUPUI	29	110	246	932	192	27	2%	2%	7%	16%	61%	13%
4. How satisfied are you with the quality of the faculty at IUPUI	44	122	228	866	257	19	1%	3%	8%	15%	56%	17%
5. How satisfied are you with the quality of the academic prog at IUPUI	17	94	179	923	296	27	2%	1%	6%	12%	60%	19%

### Student Satisfaction Ratings

	Number of Respondents						Percentage					
	Very		Neutral	Very		Not Appl/ No Answ.	Very		Neutral	Very		
	Dissatisfied	Satisfied		Dissatisfied	Satisfied		Dissatisfied	Satisfied		Dissatisfied	Satisfied	
<i>Indicate your level of satisfaction with IUPUI in the areas of...</i>												
6. Overall quality of instruction	20	73	204	1055	172	12	1%	1%	5%	13%	69%	11%
7. Quality of teaching by faculty in your major area	23	95	182	762	367	107	7%	1%	6%	12%	50%	24%
8. Quality of teaching by other faculty at IUPUI	24	116	301	871	137	87	6%	2%	8%	20%	57%	9%
9. Courses in your major area	20	106	195	812	278	125	8%	1%	7%	13%	53%	18%
10. Required courses outside your major area	41	140	361	789	111	94	6%	3%	9%	24%	51%	7%
11. Information instructors give about course requirements	15	83	166	888	374	10	1%	1%	5%	11%	58%	24%
12. Relevance of classes to your career goals and objectives	49	176	304	771	212	24	2%	3%	11%	20%	50%	14%
13. Getting the courses you need in the sequence you should take them	72	245	290	715	182	32	2%	5%	16%	19%	47%	12%
14. Academic advising in your major department or school	122	212	305	525	252	120	8%	8%	14%	20%	34%	16%
15. Academic advising in the Undergraduate Education Center	143	174	389	350	110	370	24%	9%	11%	25%	23%	7%
16. Getting information about major requirements	51	174	292	739	236	44	3%	3%	11%	19%	48%	15%
17. General helpfulness of faculty	43	115	261	875	228	14	1%	3%	7%	17%	57%	15%
18. Availability of faculty for discussions outside class	40	98	284	776	266	72	5%	3%	6%	18%	51%	17%
19. Opportunities to participate in faculty members' research	28	81	514	177	36	700	46%	2%	5%	33%	12%	2%
20. Tutoring services	27	110	406	331	101	561	37%	2%	7%	26%	22%	7%
21. Opportunities to work with other students in groups or teams	30	89	409	666	156	186	12%	2%	6%	27%	43%	10%
22. Opportunities for overseas study	23	48	381	104	36	944	61%	1%	3%	25%	7%	2%
23. Availability of courses providing credit for community service	42	94	432	130	25	813	53%	3%	6%	28%	8%	2%
24. Classroom environment (lighting, heating, etc.)	116	363	296	629	102	30	2%	8%	24%	19%	41%	7%
25. Quality of specially equipped classrooms (labs, training facilities)	54	100	266	703	189	224	15%	4%	7%	17%	46%	12%
26. Use of technology in the classroom	36	123	364	751	158	104	7%	2%	8%	24%	49%	10%

**Student Satisfaction Ratings (cont'd)**

<i>Indicate your level of satisfaction with IUPUI in the areas of...</i>	Number of Respondents						Percentage						
	Very		Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Appl/ No Answ.	Not Appl/ No Answ.	Very		Neutral	Satisfied	Very Satisfied
	Dissatisfied	Dissatisfied							Dissatisfied	Dissatisfied			
27. Availability of computers in public clusters	32	118	193	780	308	105	7%	2%	8%	13%	51%	20%	
28. Obtaining help using computers	58	194	301	656	178	149	10%	4%	13%	20%	43%	12%	
29. Availability of needed reference materials in the library	43	138	239	820	188	108	7%	3%	9%	16%	53%	12%	
30. Library hours	24	78	209	877	265	83	5%	2%	5%	14%	57%	17%	
31. Spaces for individual and group study	15	77	175	815	316	138	9%	1%	5%	11%	53%	21%	
32. The overall process of registering for classes	46	120	136	798	424	12	1%	3%	8%	9%	52%	28%	
33. Registering for classes by phone	24	49	131	491	608	233	15%	2%	3%	9%	32%	40%	
34. The process of applying for financial aid	80	160	264	494	120	418	27%	5%	10%	17%	32%	8%	
35. The amount of financial aid available	160	237	280	350	79	430	28%	10%	15%	18%	23%	5%	
36. The process of paying for classes	44	116	273	897	159	47	3%	3%	8%	18%	58%	10%	
37. The appropriateness of course placement as a result of testing	87	171	362	500	63	353	23%	6%	11%	24%	33%	4%	
38. Getting through to staff on the telephone	184	266	369	503	61	153	10%	12%	17%	24%	33%	4%	
39. The general helpfulness of IUPUI staff	76	115	365	809	142	29	2%	5%	7%	24%	53%	9%	
40. Information about graduate and professional programs	32	109	391	474	60	470	31%	2%	7%	25%	31%	4%	
41. Information about career and job opportunities	52	181	419	456	80	348	23%	3%	12%	27%	30%	5%	
42. Information about volunteer service opportunities	25	129	452	261	25	644	42%	2%	8%	29%	17%	2%	
43. Availability of child care	50	58	267	57	11	1093	71%	3%	4%	17%	4%	1%	
44. Counseling services for personal problems	35	43	302	126	22	1008	66%	2%	3%	20%	8%	1%	
45. Opportunities to engage in extra-curricular activities (clubs, etc.)	79	167	381	334	55	520	34%	5%	11%	25%	22%	4%	
46. Opportunities to attend campus cultural events	65	144	436	343	56	492	32%	4%	9%	28%	22%	4%	
47. Opportunities to participate in community service	19	91	481	192	31	722	47%	1%	6%	31%	13%	2%	
48. Opportunities to live in the vicinity of the campus	98	109	311	221	54	743	48%	6%	7%	20%	14%	4%	
49. Opportunities to meet other students	71	159	359	674	125	148	10%	5%	10%	23%	44%	8%	
50. Space for relaxing or socializing between classes	103	240	285	660	132	116	8%	7%	16%	19%	43%	9%	
51. Recreational programs and facilities	59	145	429	376	75	452	29%	4%	9%	28%	24%	5%	
52. Being able to get the books you need from the campus bookstores	68	195	185	861	208	19	1%	4%	13%	12%	56%	14%	
53. How safe you feel on campus	25	110	213	891	278	19	1%	2%	7%	14%	58%	18%	
54. The availability of parking on campus	481	401	164	407	50	33	2%	31%	26%	11%	26%	3%	
55. The convenience of parking on campus	474	375	204	388	61	34	2%	31%	24%	13%	25%	4%	
56. The cost of parking on campus	279	285	337	533	58	44	3%	18%	19%	22%	35%	4%	
57. The condition of parking spaces on campus	198	193	301	702	109	33	2%	13%	13%	20%	46%	7%	

**Involvement in Learning**

	Number of Respondents					Not Appl/		Percentage			
	Never	1-2 Times	3-4 Times	5+ Times	No Answ.	No Answ.	Never	1-2 Times	3-4 Times	5+ Times	
<i>Since last August, how often have you...</i>											
59. Asked an instructor for comments about your work	177	515	362	447	35	2%	12%	34%	24%	29%	
60. Discussed ideas for a term paper/project with faculty in his/her office	643	543	212	107	31	2%	42%	35%	14%	7%	
61. Worked w/faculty member on research/scholarly/creative project	973	345	102	87	29	2%	63%	22%	7%	6%	
62. Participated in voluntary community svc. activity unrelated to school	1007	271	70	161	27	2%	66%	18%	5%	10%	
63. Worked on class assignments/studied w/other students outside class	315	371	243	578	29	2%	21%	24%	16%	38%	
64. Wrote a paper for class of at least 5 pages	327	455	358	368	28	2%	21%	30%	23%	24%	
65. Discussed what your learning with others not in school	21	137	203	1149	26	2%	1%	9%	13%	75%	
66. Read academic article or book that was not assigned	250	448	314	496	28	2%	16%	29%	20%	32%	
67. Summarized major points in readings or class notes	148	328	258	763	39	3%	10%	21%	17%	50%	
68. Did research for a class paper in the library	310	453	341	401	31	2%	20%	29%	22%	26%	
69. Participated in a community svc. activity related to major or class	1091	258	66	92		0%	72%	17%	4%	6%	

For Items 70b-84b, Impact of IUPUI on Learning-Growth, see Figure 7 in Research Brief

**Emphasis**

	Number of Respondents			Percentage		
	Too Little	About Right	Too Much	Too Little	About Right	Too Much
<i>Does your IUPUI experience put too much, too little or about the right amount of emphasis on each of the following areas...</i>						
70c. Reading Comprehension	265	1188	37	18%	80%	2%
71c. Ability to express ideas, opinions, facts in writing	255	1188	52	17%	79%	3%
72c. Ability to integrate knowledge from several fields	401	1045	33	27%	71%	2%
73c. Speaking to a large group	404	971	101	27%	66%	7%
74c. Speaking in a small group setting	205	1197	67	14%	81%	5%
75c. In depth understanding of major field	434	1012	24	30%	69%	2%
76c. Ability to critically examine ideas/issues	345	1107	42	23%	74%	3%
77c. Understanding traditions, values, & history of people different from you	480	918	91	32%	62%	6%
78c. Developing a sense of values and ethical standards	470	983	35	32%	66%	2%
79c. Ability to make sense of personal, social & political experiences	404	1033	44	27%	70%	3%
80c. Quantitative skills such as mathematics, statistics, etc.	261	1076	133	18%	73%	9%
81c. Ability to relate knowledge with practice	373	1097	22	25%	74%	1%
82c. Ability to present ideas, opinions & beliefs effectively in a group	319	1118	51	21%	75%	3%
83c. Ability to view events and phenomena from different perspectives	406	1030	40	28%	70%	3%
84c. Computer skills	558	867	53	38%	59%	4%

**Attitudes**

	Number of Respondents						Percentage					
	Strongly Disagree		Neutral	Strongly Agree		Not Appl/ No Answ.	Strongly Disagree		Neutral	Strongly Agree		
	Disagree	Disagree	Neutral	Agree	Agree	No Answ.	Disagree	Disagree	Neutral	Agree	Agree	
<i>Indicate your degree of agreement with the following:</i>												
89. My classes are challenging	8	52	106	865	464	41	3%	0.5%	3%	7%	56%	30%
90. I devote enough time and effort to my studies	33	374	255	571	266	37	2%	2%	24%	17%	37%	17%
91. My class work is harder than I expected	32	392	493	426	153	40	3%	2%	26%	32%	28%	10%
92. I am often bored in class	190	575	391	271	69	40	3%	12%	37%	25%	18%	4%
93. My instructors provide enough feedback to me on my class work	56	313	277	715	134	41	3%	4%	20%	18%	47%	9%
94. As a result of my studies, I have higher hopes for my future	19	91	264	686	437	39	3%	1%	6%	17%	45%	28%
95. I have a responsibility to be involved in the community	33	113	499	608	239	44	3%	2%	7%	32%	40%	16%
96. I am an active member of my community	64	302	585	405	138	42	3%	4%	20%	38%	26%	9%
97. I'm getting richer academic experience at IUPUI than elsewhere	103	336	610	328	116	43	3%	7%	22%	40%	21%	8%
98. Faculty & students have strong identification with IUPUI	135	367	535	389	66	44	3%	9%	24%	35%	25%	4%
99. Faculty & students use the community as a learning lab	64	194	687	466	79	46	3%	4%	13%	45%	30%	5%

**Involvement in Learning (continued)**

85. On average, how many hours per week do you study outside of class?

Mean	STD	25% 'ile	Median	75% 'ile
14.5	11.3	7.0	11.0	20.0

	N	%	
0-5	278	19%	
6-10	443	30%	
11-15	247	17%	
16-20	232	16%	
21-30	188	13%	
>30	85	6%	

Average hours studied per week by credit hour:

Credit Hours	Hours Studied	
	Mean	STD
1 - 3	9.7	8.9
4 - 6	11.2	9.7
6.5 - 9	13.9	10.6
10 - 12	15.3	10.9
12.5 - 15	17.4	11.5
16 - 22	20.4	14.3

86. Do you intend to complete your college degree program at IUPUI?

	N	%	
Yes	1318	89%	
No	157	11%	

87. When you graduate, do you expect to enroll for a more advanced degree?

	N	%	
Yes	851	61%	
No	542	39%	

88. Plans for next Fall semester \*

	N	%	
Graduate/Re-enroll	44	3%	
Graduate/Not re-enroll	124	10%	
Not graduate/Re-enroll	1072	85%	
Not graduate/Not re-enroll	24	2%	

\* Table constructed from q.86a and q.88 in the questionnaire

Items 89-99, Attitudes, are shown previously in the section of this addendum labeled Attitudes

## Background

100. Are you currently working for pay?

	N	%	
Yes	1215	81%	
No	288	19%	

Questions 101 to 105 pertain to those who are currently working for pay.

101. How many hours per week on average do you work for pay?

Mean	STD	25% 'ile	Median	75% 'ile
31.2	13.6	20.0	32.0	40.0

	N	%	
1-15	163	14%	
16-25	332	28%	
26-34	128	11%	
35-40	368	31%	
> 40	215	18%	

102. How many jobs are you currently holding?

	N	%	
1	1017	84%	
2	175	14%	
3	15	1%	
4	1	0%	

103. Do you consider yourself to be primarily a student who is working or a worker who is going to school?

	N	%	
Stud. who is working	704	58%	
Worker going to sch.	505	42%	



104. Is your employer currently reimbursing all, some, or none of your college tuition?

	N	%	
All	82	7%	
Some	190	16%	
None	939	78%	

105 In what type of work are you primarily involved?

	N	%	
Business Owner/Mgr	47	4%	
Clerical/Sales Work	268	23%	
Hotel/Food Service	107	9%	
Factory Work/Labor	67	6%	
Farmer	1	0%	
Health Care Provider	128	11%	
Teacher	60	5%	
Government Empl	41	4%	
Profess/Tech Work	153	13%	
Skilled Worker	39	3%	
Retired	0	0%	
Other	236	21%	



106. Marital Status

	<i>N</i>	%	
Single	818	54%	
Married	530	35%	
Sep/W/D	153	10%	








107. Do you live with a spouse or partner?

	<i>N</i>	%	
Yes	678	45%	
No	813	55%	





108. Do you have children at home?

	<i>N</i>	%	
Yes	515	34%	
No	1001	66%	

How Many?








	<i>N</i>	%	
1	228	45%	
2	176	35%	
3	73	15%	
4	15	3%	
5	5	1%	
6	5	1%	
7	1	0%	

109. Has either your mother or father completed a college degree?

	<i>N</i>	%	
Mother	155	10%	
Father	241	16%	
Both	257	17%	
Neither	856	57%	

110. How many miles do you presently live from campus?

Mean	STD	25% 'ile	Median	75% 'ile
19.9	16.6	10.0	15.0	22.0

	<i>N</i>	%	
0-5	177	12%	
6-10	339	24%	
11-15	334	23%	
16-20	218	15%	
21-30	209	15%	
31-50	94	7%	
> 50	68	5%	

### Introduction

This edition of *Research Brief* summarizes the latest IUPUI *Continuing Student Satisfaction and Priorities Survey*. This is the fourth consecutive year that the Vice Chancellor for Planning and Institutional Improvement has commissioned a survey of the IUPUI undergraduate student body. The purpose of this survey, like those that preceded it, is to provide student input into the institutional planning and assessment processes at IUPUI.

This year's survey was mailed to a stratified random sample of 3,285 continuing students enrolled at both the Indianapolis and Columbus campuses in the Spring of 1996. Completed surveys were received from 1,530 students yielding a response rate of 47%. The results reported throughout this brief were weighted to restore the proper population proportions.

This year's survey is essentially the same as last year's with just a few new items in the satisfaction with IUPUI experiences section and a re-design of the Impact of IUPUI section to reflect the Nine Principles of Undergraduate Learning. These additions and changes are noted in the following results sections.

The next section of the *Research Brief* summarizes the results of the survey beginning with students' overall satisfaction with programs and services and followed by a presentation of the results for the fifty-two items related to student satisfaction with specific aspects of their IUPUI experience.

### Survey Results

#### General Satisfaction with Programs and Services

The first section of the survey asked students about their general satisfaction with their academic experiences, their social experiences, the physical environment, the quality of faculty, and the quality of academic programs at IUPUI.

Figure 1 shows the results of students' general satisfaction with programs and services as the mean of responses on five satisfaction items which range on a 5 point scale from +2 to -2, where +2 = very satisfied, +1 = satisfied, 0 = neutral, -1 = dissatisfied, and -2 = very dissatisfied. Respondents were also given the opportunity to indicate not applicable to any of the items. Students are most

### HIGHLIGHTS

**General Satisfaction - Programs and Services:** Students this year, as in the past, are most satisfied with their academic experiences, the quality of academic programs, and the quality of faculty, and relatively least satisfied with their social experiences here.

**Satisfaction with Specific Aspects of IUPUI Experiences:** Students expressed the greatest level of satisfaction with registering for classes by phone, followed by information instructors give about course requirements, the quality of teaching by faculty in their major, spaces for individual and group study, and courses in their major area. This year's students were least satisfied with the availability and convenience of parking on campus, followed by the availability of child care, the availability of courses providing credit for community service, the amount of financial aid available and getting through to staff on the phone.

A new item this year asked students about how safe they feel on campus. The results in this regard are encouraging. Students rated their satisfaction with how safe they feel on campus seventh out of all the items evaluated. Students also indicated that safety was a high concern of theirs, ranking it among their ten highest concerns.

**Priorities:** Students' most important concerns again this year are the quality of teaching by faculty in their major (with which they are most satisfied), the overall quality of instruction, the relevance of their classes, the availability of parking on campus (with which they are the most dissatisfied), and the academic advising in their major, in that order.

**Satisfaction - 1995 to 1996:** All five of the overall satisfaction with programs and services items and 29 of the 52 specific satisfaction with IUPUI experiences items showed a statistically significant increase over last year. There were no statistically significant decreases in satisfaction between last year and this year. The largest increases in year to year satisfaction occurred in the campus infrastructure, i.e. the campus physical environment and the classroom environment (lighting, heating, etc.) and in the academic support areas, in particular, registration and financial aid and the library (availability of needed reference materials).

**Other Changes:** Other changes between this year and last were an increase in the number of students with children at home and in the number of employed students who characterized themselves as "students who are working" rather than "workers who are going to school".

satisfied with their academic experiences at IUPUI and least satisfied with their social experiences. The highest mean satisfaction score occurred for overall satisfaction with academic experiences at IUPUI (mean = .95) which is closely followed by the quality of academic programs (mean =.92). Students were least satisfied with their social experiences (mean = .31). Figure 1 also reports the results for these five items as the percent of students satisfied or very satisfied.

### Satisfaction with Specific Aspects of IUPUI

Students were asked to rate their level of satisfaction with 52 specific aspects of their IUPUI experience including instruction, academic support services, student services and campus life. New items were added this year to specify aspects of parking, along with an item which asked students how safe they feel on campus.

Figure 2 shows the 15 highest and lowest rated specific student satisfaction items ranked by mean satisfaction score. The addendum to this brief shows the percentage distribution for all 52 satisfaction with IUPUI experiences items including the not applicable and missing information categories<sup>1</sup>. The bars in the middle of Figure 2 depict the average (mean) level of satisfaction for each item. Figure 2 also shows the percent of students dissatisfied or very dissatisfied with these thirty items (left of bars) as well as the percent satisfied or very satisfied (right of bars). The furthest right hand column of the figure, labeled 'Valid N', reports the number of students who responded using one of the five evaluation categories, that is; they did not leave the item blank or answer "not applicable".

For the most part, mean satisfaction scores and the percent satisfied or very satisfied for each item produce comparable ranking of the items, but not entirely. Differences in mean rank compared to percentage rank result from the degree of extreme scores on either end of the scale for the mean. For example, 'overall quality of instruction' ranks tenth in terms of mean satisfaction score but fourth in terms of percentage satisfied or very satisfied. This occurs because the satisfied persons on the items above it are more very satisfied (score of +2) than satisfied (score of +1). It also should be noted that Figure 2 does not display the percent of respondents answering neutral to the items, so the percentages in the figure do not add to 100%. The addendum provides the percentage distribution of responses across all of the evaluation categories including neutral.

<sup>1</sup> The percent satisfied and dissatisfied columns in Figure 2 will not match the combined percentage satisfied or dissatisfied for these two categories in the addendum because the figures in the addendum include the category of not applicable/no answer in calculating percentages.

The results in Figure 2 reveal that students are most satisfied with the primary academic and academic support aspects of their IUPUI experiences. All but one of the highest fifteen satisfaction with IUPUI experiences items relate either to instruction or academic support services. The one exception is campus safety which is rated high on satisfaction. The process of registering for classes in general, and by phone in particular, receives high marks from continuing students again this year. Quality of teaching in the major and courses in the major, along with overall quality of instruction, continue to be among the highest rated items on satisfaction.

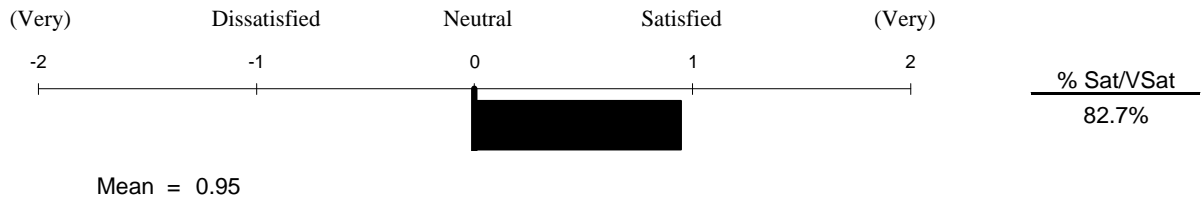
For the most part, students continue to be relatively least satisfied with those aspects of their IUPUI experiences which are ancillary to their academic experience and relate to the campus or the broader educational environment. These campus environment issues include parking on campus—availability, convenience and cost; the availability of child care; getting through to staff on the phone; the physical condition of classrooms (lighting, heating, etc.); and opportunities to live in the vicinity of campus. Student dissatisfaction with the amount of financial aid available continues to be a concern again this year and relates to conditions in the larger educational environment and most likely reflects the amount of national and state funding for financial aid in the face of continually increasing tuition.

Figure 3 reveals what students consider to be the most important aspects of their IUPUI experiences from among the 52 satisfaction items. Students were asked to choose from among the 52 items the five that were most important to them. They were then instructed to distribute 100 points among their top 5 choices. As Figure 3 shows, students' top concerns center around academic issues and parking, amount of financial aid available and feeling safe on campus. Issues lowest in importance involve student support services like opportunities to participate in community service, information about volunteer service opportunities, counseling services for personal problems, opportunities for overseas study, opportunities to attend campus cultural events, and opportunities to participate in faculty members' research.

Since students' level of satisfaction with an item and the importance they assign to it are somewhat independent of each other, Figure 4 shows the combined results for satisfaction and importance for each of the 52 satisfaction items. As Figure 4 reveals, students are very satisfied with some of the things they find most important as well as with some of the things they find of lesser importance. Figure 4 also shows that students are less than satisfied with some things they consider of high importance. These differences are explained in more detail in the panels of Figure 5.

**Figure 1. Satisfaction with Programs and Services**

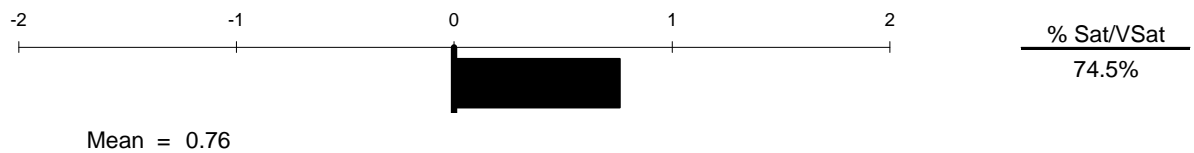
1. Overall, how satisfied are you with your academic experiences at IUPUI?



2. How satisfied are you with your social experiences at IUPUI?



3. How satisfied are you with the physical environment at IUPUI?



4. How satisfied are you with the quality of faculty at IUPUI?

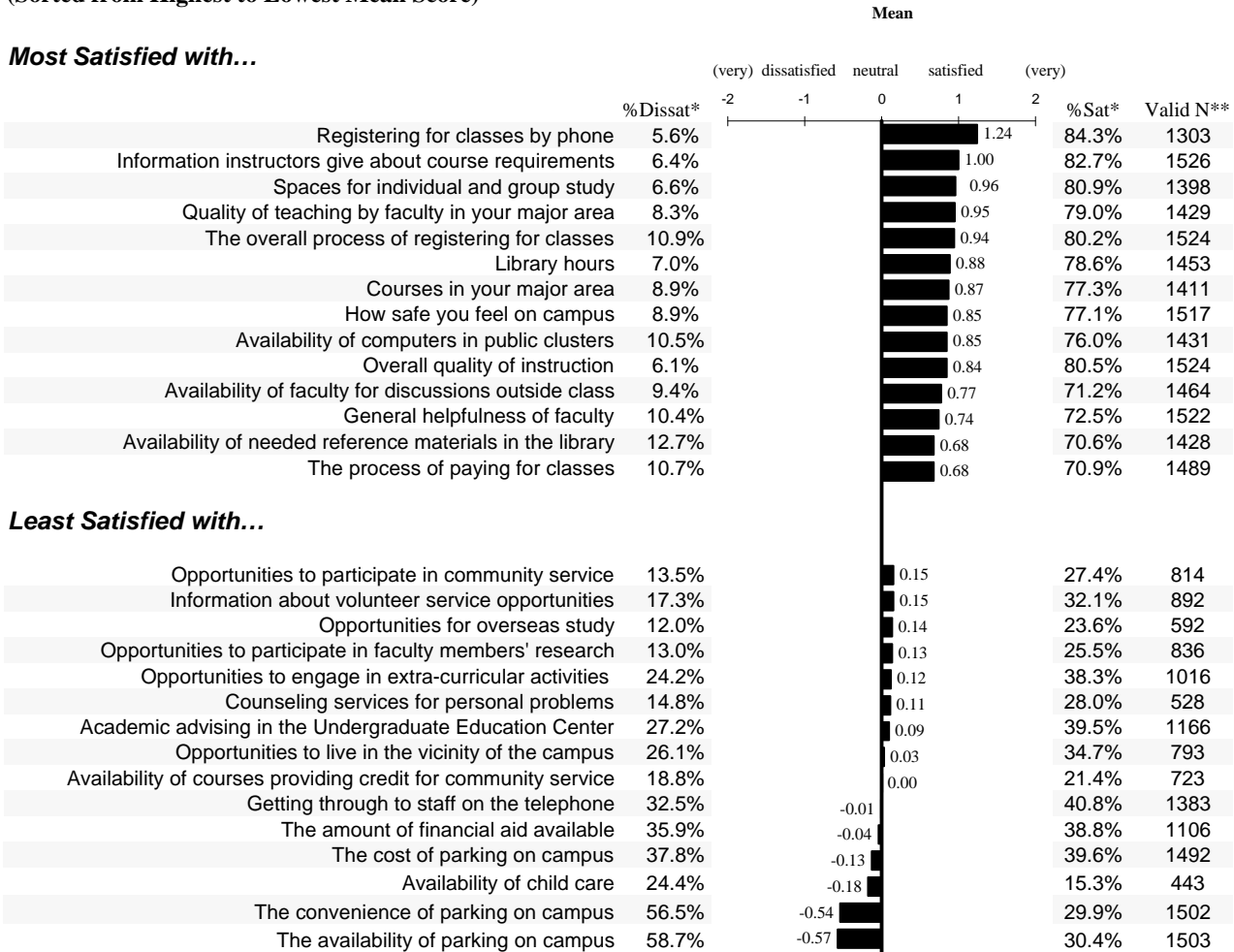


5. How satisfied are you with the quality of the academic programs at IUPUI?



\*Responses provided on a 5 point scale where -2 = Very Dissatisfied, -1 = Dissatisfied, 0 = Neutral, 1 = Satisfied, and 2 = Very Satisfied

**Figure 2. Percent Satisfied, Dissatisfied with IUPUI Experiences**  
(Sorted from Highest to Lowest Mean Score)

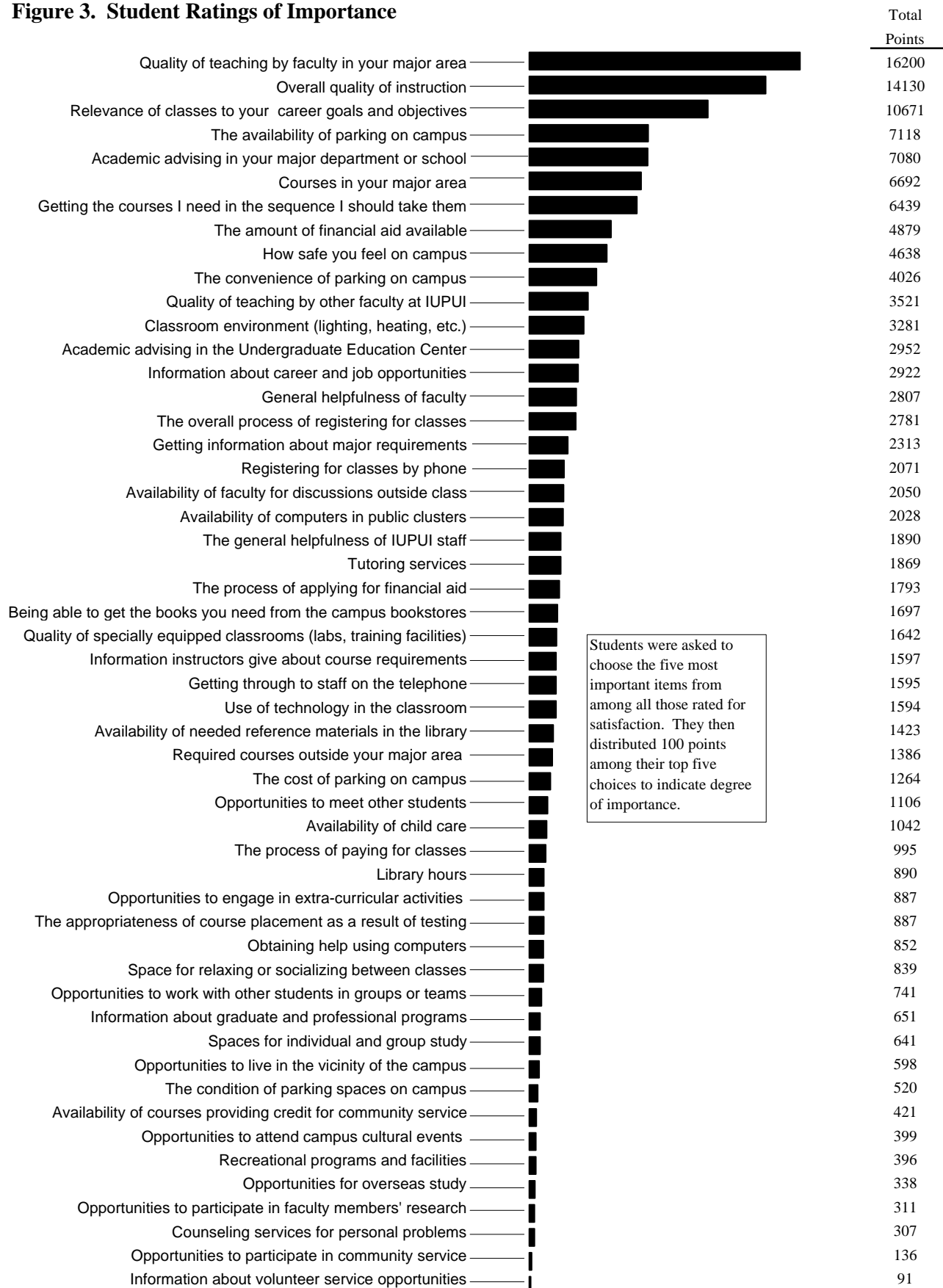


\*Includes dissatisfied and very dissatisfied; Satisfied includes satisfied and very satisfied  
 \*\*Valid N excludes missing data and those responding "not applicable"  
 Note: (a) Percentages do not add to 100% because of excluded neutral category  
 (b) Mean includes neutral responses but excludes "not applicable" responses

Figure 5 looks at the relationship between satisfaction and importance in more detail. Figure 5A shows students' top five items based on the importance score they assigned, along with a side by side graphic that depicts their level of satisfaction with each item. This figure reveals that the quality of teaching by faculty in the major area is the aspect of their experience here they considered most important. It is also among the highest rated satisfaction items as shown in Figure 5B. The availability of parking on campus, another high importance item, ranks low in terms of satisfaction. In fact, of all the issues surveyed, students continue to be most dissatisfied with their parking experiences, particularly the availability of parking as Figure 5C shows.

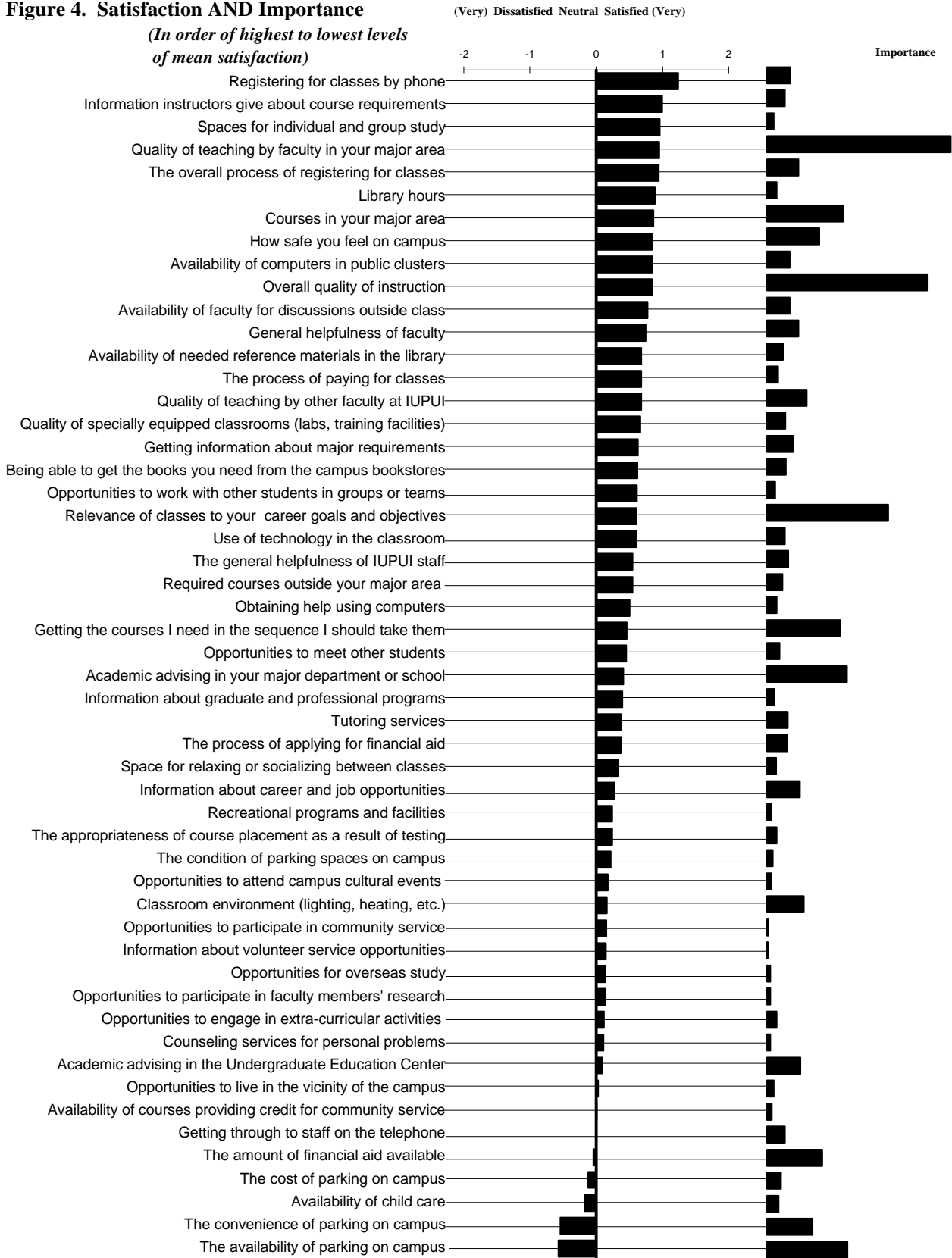
In addition to being dissatisfied with the availability and convenience of parking - both of high importance, Figure 5C shows that students also report being dissatisfied with the amount of financial aid available, which they also view as relatively high in importance. And, although students are relatively dissatisfied with the availability of child care and the cost of parking, these are relatively less important to them in general than the availability of parking and financial aid.

**Figure 3. Student Ratings of Importance**



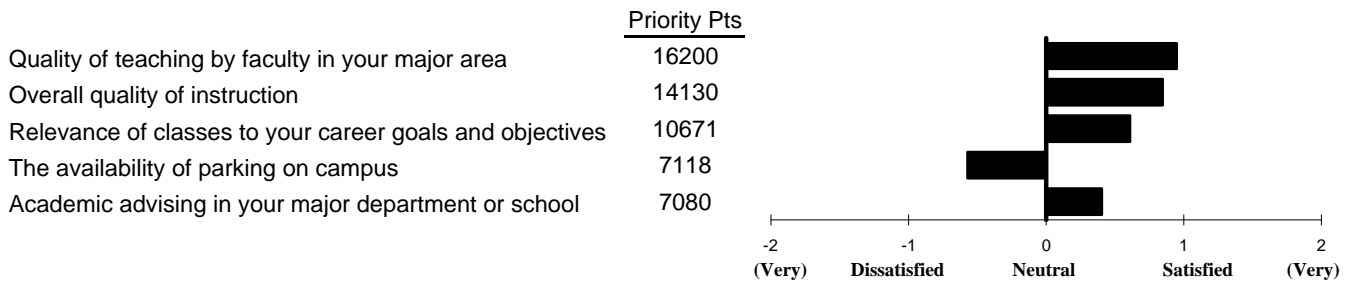
**Figure 4. Satisfaction AND Importance**

*(In order of highest to lowest levels of mean satisfaction)*

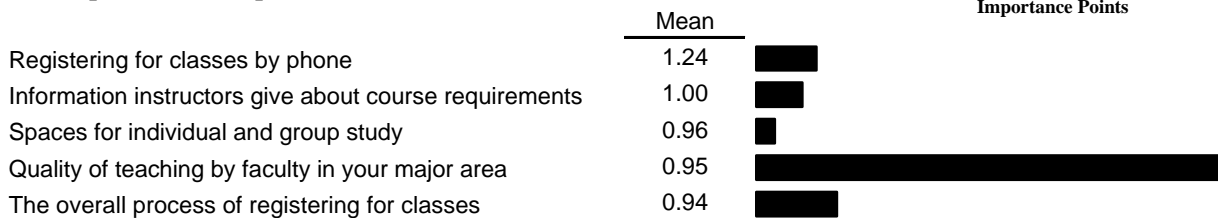


### Figure 5. Top Five Importance, Satisfaction, and Dissatisfaction Items

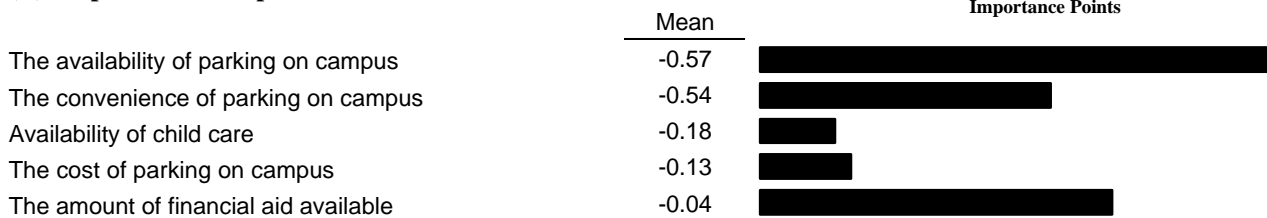
#### (A) Student Satisfaction with Top 5 Importance Items



#### (B) Importance of Top 5 Student Satisfaction Items



#### (C) Importance of Top 5 Student Dissatisfaction Items



The use of the mean has certain advantages and disadvantages when comparing student sentiment on these items. Because the mean is calculated on the basis of valid responses, those not answering or marking not-applicable to an item are excluded in the calculation of the satisfaction score. Still, it is important to recognize the significance of a deeply felt issue even if it is not pervasive, as is the case with the availability of child care. The presentation of the results in Figures 5A through 5C is one way to resolve this issue by showing both the mean satisfaction score (sensitive to small size) and the importance score (based on what the entire population views as important).

#### Changes in Student Satisfaction - 1995 to 1996

This was the second year that a five point scale was used to measure student satisfaction thus offering the opportunity to examine changes in these important items from last year.

Figure 6 reports all of the statistically significant increases in student satisfaction between 1995 and 1996. All five of the overall satisfaction with programs and services items and 29 of the 52 specific satisfaction items showed a statistically significant increase over last year. There were no statistically significant decreases in satisfaction between last year and this year.

The most substantial change occurred in students' satisfaction with the campus physical environment. Additional substantive changes (greater than .20 on a 5 point scale) occurred in students' satisfaction with the classroom environment, the availability of needed reference materials in the library, as well as in two student services areas—the overall process of registering for classes and the process of applying for financial aid.

Other areas designated as high in importance by students showing notable but smaller increases were getting needed courses in the sequence they should be taken,

**Figure 6. Increases in Student Satisfaction: 1995-1996**

Satisfaction Items	1995 Mean	1996 Mean	Diff <sup>1</sup>
<i>How satisfied are you with the following aspects of your IUPUI experience</i>			
The physical environment at IUPUI? *	0.49	0.76	0.27
The overall process of registering for classes	0.70	0.94	0.24
The process of applying for financial aid	0.14	0.37	0.23
Availability of needed reference materials in the library	0.46	0.68	0.22
Classroom environment (lighting, heating, etc.)	-0.06	0.16	0.22
Getting the courses I need in the sequence I should take them	0.27	0.46	0.19
Availability of courses providing credit for community service	-0.19	0.00	0.19
Information about volunteer service opportunities	-0.04	0.15	0.19
Getting information about major requirements	0.45	0.63	0.18
Opportunities to participate in faculty members' research	-0.04	0.13	0.17
The process of paying for classes	0.52	0.68	0.16
Information about career and job opportunities	0.12	0.28	0.16
The general helpfulness of IUPUI staff	0.40	0.55	0.15
The quality of the academic programs at IUPUI? *	0.78	0.92	0.14
Academic advising in your major department or school	0.26	0.40	0.14
Spaces for individual and group study	0.82	0.96	0.14
The amount of financial aid available	-0.18	-0.04	0.14
Space for relaxing or socializing between classes	0.21	0.34	0.13
Your overall academic experiences at IUPUI? *	0.82	0.95	0.13
Availability of computers in public clusters	0.72	0.85	0.13
Library hours	0.69	0.82	0.13
Use of technology in the classroom	0.49	0.61	0.12
Obtaining help using computers	0.39	0.51	0.12
Getting through to staff on the telephone	-0.12	0.00	0.12
Information about graduate and professional programs	0.28	0.40	0.12
Social experiences at IUPUI? *	0.14	0.25	0.11
General helpfulness of faculty	0.63	0.74	0.11
Availability of faculty for discussions outside class	0.66	0.77	0.11
Being able to get the books you need from the campus bookstores	0.52	0.62	0.10
The quality of faculty at IUPUI? *	0.68	0.77	0.09
Information instructors give about course requirements	0.91	1.00	0.09
Quality of teaching by other faculty at IUPUI	0.60	0.68	0.08
Overall quality of instruction	0.76	0.84	0.08
Required courses outside your major area	0.44	0.51	0.07

Satisfaction Scale: -2=Strongly Disagree, -1=Disagree, 0=Neutral, +1=Satisfied, +2=Very Satisfied

<sup>1</sup> All of the above differences are significant at  $p < .01$

\* Denotes the overall satisfaction items: all other items concern the satisfaction with more specific aspects of the campus

academic advising in the major, and the amount of financial aid available. In examining the increase in satisfaction results in Figure 6 it is instructive to consider the 1995 base value for an item. Due to ceiling effects, larger increases from a low base value are less dramatic than are increases from a higher base value. For example, the substantial increase in satisfaction with the process of applying for financial aid, and the classroom environment, developed out of lower base scores in 1995 compared to the increase in the overall process of registering for classes which had a relatively high base in 1995. This does not diminish the importance of the increases in students' satisfaction with the process of applying for financial aid or the classroom environment, rather it further highlights the significance of the gain observed with respect to the increase in students'

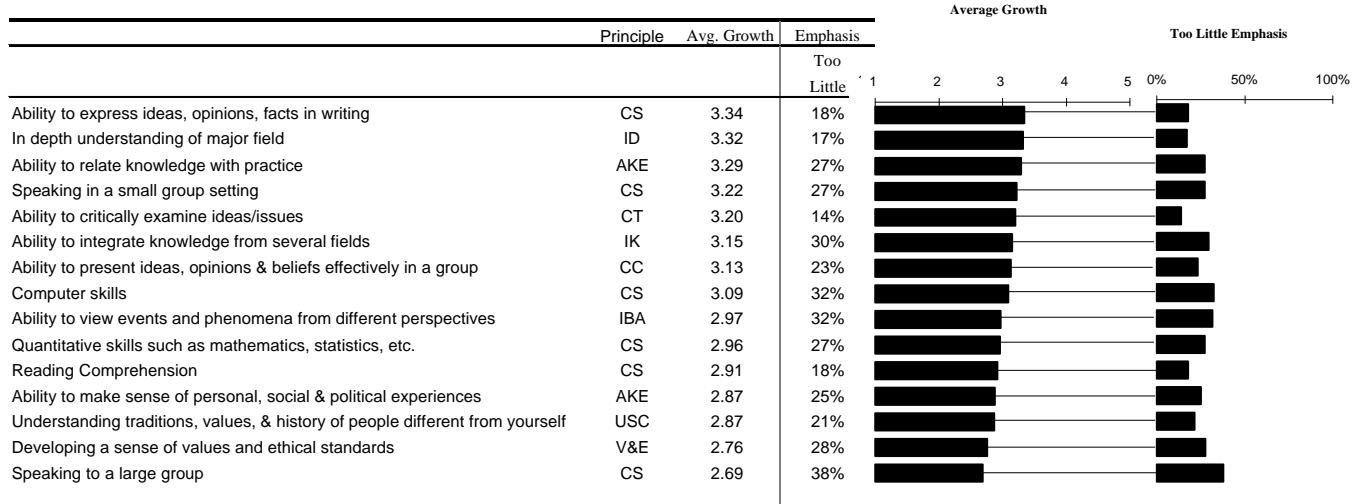
satisfaction with the overall process of registering for classes. This same logic applies to the smaller increases in items related to instruction, where base scores in 1995 were high relative to other items, making substantial gains less likely. Generally, students in 1996 were more satisfied with their IUPUI experience than they were last year.

### **Impact of IUPUI on Your Learning - Growth and Emphasis**

This year's survey debuts a new series of items which also appeared on the '*Recent Alumni*' Survey that ask students about the impact of IUPUI on their learning. This year's items were constructed to reflect the Nine Principles of Undergraduate Learning. Students were

**Figure 7. Impact of IUPUI on Student Learning - Growth and Emphasis**

Indicate the amount of growth that you experienced, as well as the amount of emphasis placed on the following areas while at IUPUI



*Principles:* CS = Core Skills, CT = Critical Thinking, IK = Integration of Knowledge, USC = Understanding Societies and Cultures, IBA = Intellectual Breadth and Adaptiveness, ID = Intellectual Depth, AKE = Application of Knowledge and Experiences, V&E = Values and Ethics, CC = Communications in Context

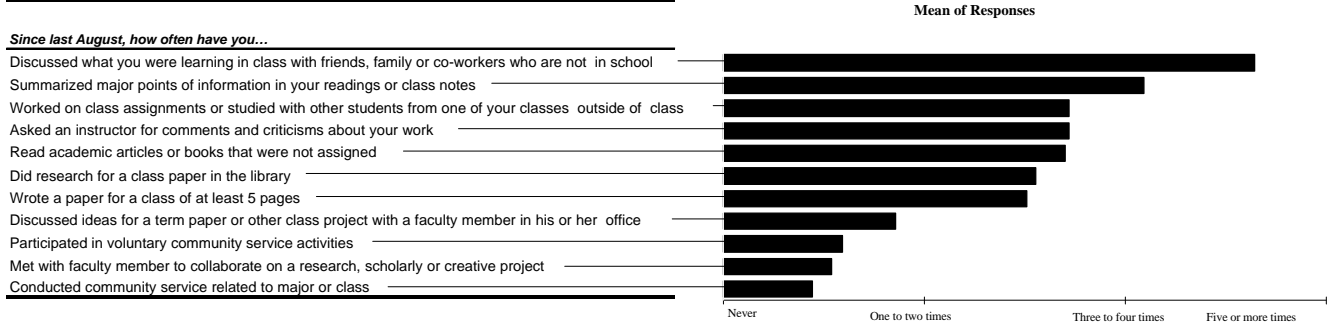
presented with a series of fifteen skills and knowledge areas and asked 1) to indicate the amount of growth they had experienced thus far at IUPUI and 2) whether they felt that IUPUI had placed the right amount of emphasis on each of these areas. The growth items were evaluated on a scale which ranges from one to five where 1 = none and 5 = a great deal of growth. The emphasis responses were evaluated on a three point scale with responses too little, about right, and too much emphasis.

Figure 7 shows, from left to right, the fifteen items, the general education principle measured by each item, the average student growth, and the percent of students who felt that too little emphasis was placed on the knowledge or skill area. The results in Figure 7 are sorted from highest to lowest average growth. The findings in the growth column of the figure show that one of the core skills – ability to express ideas, opinions, and facts in writing ranks highest in growth with relatively few students expressing a concern about too little institutional emphasis in this area. The lowest area in terms of student growth is also a core skill—speaking to a large group, an area where the greatest percent of students thought too little emphasis was placed. This was followed by developing a sense of values and ethical standards (values and ethics). While indicating that they had experienced moderate growth in terms of computer skills (a core skill) and the ability to view events and phenomenon from several different perspectives (intellectual breadth and adaptiveness), one-third of the students felt that too little emphasis was placed on these areas. The results of the alumni survey of 1994-95 undergraduate degree recipients also revealed a concern

that too little emphasis was placed on developing computer skills. Fifty percent of alumni said that too little emphasis was placed on computer skills. On the other hand, alumni were not as concerned about the emphasis placed on intellectual breadth and adaptiveness as are continuing students.

While useful as a summary snapshot of the entire campus, overall results on the growth and emphasis items obscure differences within the population. Further analysis suggests that students’ growth in the nine learning principle areas varies by school, as well as in some cases, by gender, age and class level. In addition, some interaction effects were detected among these four variables meaning that there were significant differences in growth among categories of the four variables. For example, in regard to the core skill of expressing ideas in writing, Columbus, Education, Herron, Journalism, Social Work, and UECp students indicated the greatest growth in this skill. Even greater growth was experienced by students over 40 years of age in these schools. Students in the schools of Dentistry, Engineering and Technology, Science, Continuing Studies, and the University Education Center experienced significantly less growth in this area, with males in the UEC reporting the least growth. As a further example, Engineering and Technology students reported the greatest growth in the two core skills, i.e. quantitative skills and computer skills, but the least growth in all other areas, except viewing events from several different perspectives (intellectual breadth and adaptiveness), where they reported experiencing average growth. School of Social Work undergraduates, on the other

**Figure 8. Involvement in Learning**



hand, experienced the greatest amount of growth on ten of the fifteen measures of the learning principles.

Because school effects were observed for 14 of the 15 indicators of the learning principles, separate school profiles will be distributed again this year as they have been in the past. These profiles will be sent to schools along with the release of this *Research Brief*.

**Involvement in Learning**

This section of the survey explores the degree to which students have engaged in a set of learning-related behaviors since the beginning of the school year. Respondents were asked how many times they engaged in the same set of behaviors and were instructed to respond either never, one or two times, three or four times, or five or more times.

Figure 8 shows the 12 learning-related behaviors sorted from most to least frequently occurring. This year’s findings are the same as last year’s, with roughly three clusters of behaviors ranging from high to low frequency. The two behaviors, out of the set of twelve, that students engage in most are related to classroom learning. Students report more moderate frequency with regard to efforts which involve taking personal initiative to learn (beyond class requirements) and around writing research papers. The least frequently engaged in learning-related

behaviors involve the application of learning outside the classroom, such as doing community service or working on a research, scholarly or creative project with a faculty member.

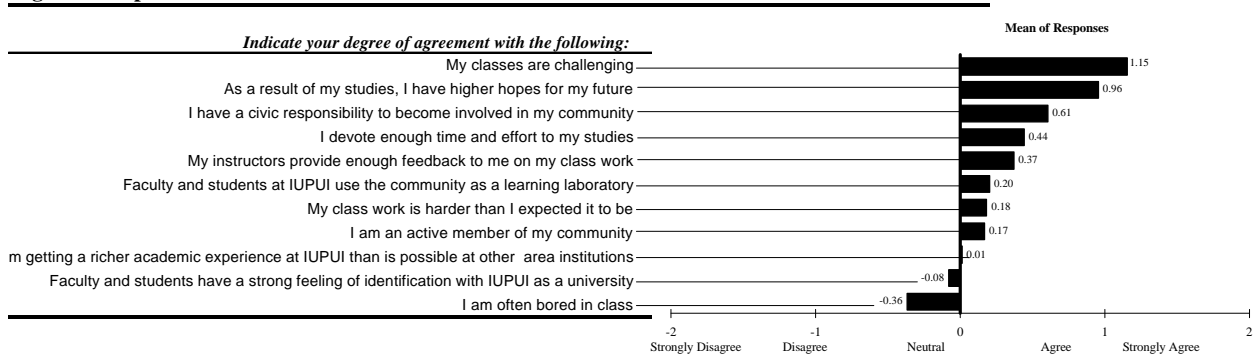
**Attitudes and Expectations**

Students were also asked a series of questions regarding the degree to which they feel challenged and engaged by their studies. Students responded to these items on a five point scale where -2 = strongly disagree, -1 = disagree, 0 = neutral, +1 = agree and +2 = strongly agree. The results in Figure 9 show that continuing students are challenged by their classes, which is as they expected, and see the utility of their college studies to their future. On the other hand, students do not believe their academic experiences here are any richer than those at other area institutions and question somewhat the strength of student and faculty identification to IUPUI. There were no statistically significant differences in how students responded to these items this year compared to last year.

**Student Background Characteristics**

The final section of the survey asked students a series of questions about enrollment and family status, as well as current employment. Consistent with the past year’s survey results, over four of five students (81%) are currently working for pay. On average, IUPUI students

**Figure 9. Expectations and Attitudes**



\*Responses are provided on a 5-point scale where 1=No Growth and 5=Great Deal of Growth.  
 \*\*Responses are provided on a 3-point scale where 1=Too Little Emphasis, 2=About Right, and 3=Too Much Emphasis.  
 Note: See addendums for item-by-item frequencies for the Emphasis and Attitudes items.

work 32 hours a week and one-half report working full-time (35+ hours).

This year 58% of continuing students say they primarily view themselves as students who are working, while 42% describe themselves as workers who are going to school. One-quarter of students who work report that their employers are reimbursing some or all of their tuition. Just over half (54%) report having never married, while one-third (35%) were married at the time of the survey. Nearly one-half (45%) are living with a partner or spouse. Over one-third of students (34%) have children at home. Almost three-fifths of students (57%) are first generation college students. Nine of ten students plan to complete their college degree at IUPUI and six of ten plan to enroll for a more advanced degree after they graduate.

Two significant changes were observed in the background of students this year compared to last. This year slightly more students than last year (58% vs. 55%) defined themselves as students who are working rather than workers who are going to school. This change likely reflects the increasing number of younger, full-time students enrolling at IUPUI.

On the other hand, this year's students were also more likely to have children at home than were students last year (34% vs. 28%). Further analysis shows that students ranked child care higher in importance this year as compared to last year, which reflects this demographic change.

Another item on this year's survey provided a closer look at students' more immediate enrollment plans for the Fall of 1996. Again this year, students surveyed in the Spring of 1996 were asked if they planned to return in the Fall of 1996. At the time the survey was administered, ninety-five percent of students believed they would re-enroll in the Fall or graduate by the end of Summer. Two percent indicated they would not graduate or re-enroll for the Fall. In order to evaluate the accuracy of students' plans for the Fall, their actual Fall enrollment experiences were examined. Thirteen percent of those who said they would return to campus failed to re-enroll. Among those who said they would not return, half did re-enroll this Fall, while half carried through with their plans to leave. This year's results are somewhat different than last year in that more students who said they were going to leave actually did (48% vs. 28%). Nonetheless, these results still corroborate previous conclusions concerning our non-returning students which suggest that for many students, unexpected changes in work or family matters make enrollment plans unpredictable. Results of the most recent survey of non-returning students (Fall 1996) will be released early next year. Response frequencies to all of the background items appear in the addendum.

## Conclusions and Implications

As in the past, this year's students continue to view academics as most important among their broader college experiences. Furthermore, students again confirm that, relative to their other experiences here, they are most satisfied with their academics—with the one notable exception being the academic advising they receive in their major department. Though mostly satisfied with academics here, students indicate again this year that they do not believe they are receiving any richer education here than they would receive from other local area colleges.

Students continue to be satisfied with academic support services, specifically, the registration process overall, and the phone registration system in particular, along with the library and the availability of public computers.

A new item this year asked students about how safe they feel on campus. The results in this regard are encouraging. Students rated their satisfaction with how safe they feel on campus seventh out of all the items evaluated. Students also indicated that safety was a high concern of theirs, ranking it among their ten highest concerns. This is an encouraging finding given the urban location of the campus.

Because previous surveys have indicated that IUPUI students are most dissatisfied with their parking experiences at IUPUI, this year's survey included new items that further specify the general parking experience with regard to its availability, convenience, condition and cost. The results show that availability is the major source of dissatisfaction; less so convenience and cost and even less so condition.

This year students are generally more satisfied with their experiences here than they were last year. Satisfaction was significantly higher on 34 out of the 57 measured items, meeting the more rigorous substantive criteria of a meaningful increase in five areas. Students indicated being more satisfied with the physical aspects of their environment this year—in particular the campus environment and the classroom environment. Additionally, students continue to be increasingly satisfied with the registration process and are becoming more satisfied with their financial aid experiences here—satisfaction with both the process of applying for financial aid and the amount of financial available increased over the last year. Generally, satisfaction with academic support services showed the largest increases this year, constituting six of the ten highest gains in student satisfaction. These increases may signal the effect of improvement efforts undertaken by teams operating under the aegis of Student Enrollment Support

Services (SESS) as well as improved services provided by the library.

While these are encouraging developments, they are only based on two years of “new” data and cannot yet be viewed as a trend. Additional years of satisfaction data utilizing the new scale will be necessary to determine if students are more satisfied at IUPUI or if these results were an aberration. Certainly student satisfaction will not continue to increase at the campus level unless a concerted effort is undertaken to make improvements in areas students tell us are important to them. These kinds of efforts are underway in some schools, departments and student services units. The school reports will show how such efforts have so far impacted student satisfaction. Continued diligence to student concerns at all levels of the campus should be the watchword of the day in order to turn these promising beginnings into a continuing trend.

**Research Brief** is a periodic publication of the Office of Information Management and Institutional Research at Indiana University-Purdue University Indianapolis.

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

Telephone: (317) 278-2282  
Fax: (317) 274-3400  
Website: <http://www.iupui.edu/it/imir/>

Office Staff:  
Victor Borden, Director  
Michael Wince, Manager, Survey Research  
Kathy Burton, Management Information Coordinator  
Timothy Thomas, Research Analyst  
Barbara Dobbs, Systems Manager  
Timothy Callahan, Programmer  
Cheyenne Walker, Secretary  
Lynn Miller, Graduate Assistant

# Want Your Opinions To Be Heard?

## IUPUI Student Satisfaction and Priorities

Believing that STUDENTS should have a voice in the evaluation of their university, the Office of Planning and Institutional Improvement has developed the following questionnaire. It is designed to give YOU, the student, a chance to have your opinions heard. This questionnaire will take approximately fifteen minutes to complete. To be a part of this evaluation process, **you must return the questionnaire as soon as possible.**

### **DO NOT PLACE YOUR NAME ON THIS SURVEY**

ALL ANSWERS ARE GUARANTEED TO BE CONFIDENTIAL--ALL IDENTIFYING MARKS ARE REMOVED IMMEDIATELY AFTER YOUR COMPLETED SURVEY HAS BEEN RETURNED. NAMES ARE NEVER CONNECTED TO ANSWERS.

If you have any questions, do not hesitate to call us at 274-3617.

When you have completed the questionnaire, place it in the enclosed postage-paid return address envelope and drop it the mail.

Thank you, in advance, for your participation.

## IUPUI Student Satisfaction and Priorities Survey

IUPUI offers the most complete array of academic programs to the most diverse community of learners of any institution in the state. You are one of a relatively few students who have been selected to represent the opinions of that community of learners to the IUPUI administration. The opinions you express here will help the administration better understand the community it serves. The results of this survey will provide student input to a broad range of decision-making activities. As you answer these questions, think about your experiences since last August.

### *Satisfaction with Programs and Services*

Please indicate how satisfied you have been with your experiences in each of these areas by circling the appropriate letters on the following scale:

**VS=Very Satisfied; S=Satisfied; N=Neutral; D=Dissatisfied;  
VD=Very Dissatisfied; NA=Not Applicable/No basis for judgment**

1. Overall, how satisfied are you with your academic experiences at IUPUI?

(circle one) 

VS	S	N	D	VD	NA
----	---	---	---	----	----

2. How satisfied are you with your social experiences at IUPUI?

(circle one) 

VS	S	N	D	VD	NA
----	---	---	---	----	----

3. How satisfied are you with the physical environment at IUPUI?

(circle one) 

VS	S	N	D	VD	NA
----	---	---	---	----	----

4. How satisfied are you with the quality of the faculty at IUPUI?

(circle one) 

VS	S	N	D	VD	NA
----	---	---	---	----	----

5. How satisfied are you with the quality of the academic programs at IUPUI?

(circle one) 

VS	S	N	D	VD	NA
----	---	---	---	----	----

***Satisfaction (continued)***

In the following two sections, please continue to rate your level of satisfaction with each specific aspect of your IUPUI experience. After you rate your satisfaction, you will be asked to pick the five items that are most important to you. In order to help you do that there is an extra box to the right of the scale in which you can mark an asterisk (\*) for any item that you think you might want to include in your top five priorities list.

**Instruction and Academic Support Services**

\*

6. Overall quality of instruction	VS	S	N	D	VD	NA	
7. Quality of teaching by faculty in your major area	VS	S	N	D	VD	NA	
8. Quality of teaching by other faculty at IUPUI	VS	S	N	D	VD	NA	
9. Courses in your major area	VS	S	N	D	VD	NA	
10. Required courses outside your major area (general education requirements)	VS	S	N	D	VD	NA	
11. Information your instructors give about course requirements (grading attendance requirements, style of instruction)	VS	S	N	D	VD	NA	
12. Relevance of classes to your career goals and objectives	VS	S	N	D	VD	NA	
13. Getting the courses I need in the sequence I should take them	VS	S	N	D	VD	NA	
14. Academic advising in your major department or school	VS	S	N	D	VD	NA	
15. Academic advising in the Undergraduate Education Center	VS	S	N	D	VD	NA	
16. Getting information about major requirements	VS	S	N	D	VD	NA	
17. General helpfulness of faculty	VS	S	N	D	VD	NA	
18. Availability of faculty for discussions outside class	VS	S	N	D	VD	NA	
19. Opportunities to participate in faculty members' research	VS	S	N	D	VD	NA	
20. Tutoring services	VS	S	N	D	VD	NA	
21. Opportunities to work with other students in groups or teams	VS	S	N	D	VD	NA	
22. Opportunities for overseas study	VS	S	N	D	VD	NA	
23. Availability of courses that provide credit for community service activities	VS	S	N	D	VD	NA	
24. The classroom environment (lighting, heating/cooling, cleanliness, comfort of seats, etc.)	VS	S	N	D	VD	NA	
25. Quality of specially equipped classrooms (labs, training facilities, etc.)	VS	S	N	D	VD	NA	
26. Use of technology in the classroom	VS	S	N	D	VD	NA	
27. Availability of computers in public learning centers	VS	S	N	D	VD	NA	
28. Obtaining help using computers	VS	S	N	D	VD	NA	
29. Availability of needed reference materials in the library	VS	S	N	D	VD	NA	
30. Library hours	VS	S	N	D	VD	NA	
31. Spaces for individual and group study	VS	S	N	D	VD	NA	

***Satisfaction (continued)***

Please continue rating your satisfaction with the following aspects of **Student Services and Campus Life**. Use the extra box to the right of the scale to mark an asterisk (\*) for any item that you think you might want to include in your top five priorities list.

**Student Services and Campus Life**

\*

32. The overall process of registering for classes	VS	S	N	D	VD	NA	
33. Registering for classes by phone	VS	S	N	D	VD	NA	
34. The process of applying for financial aid	VS	S	N	D	VD	NA	
35. The amount of financial aid available	VS	S	N	D	VD	NA	
36. The process of paying for classes	VS	S	N	D	VD	NA	
37. Recommended courses based on placement test results	VS	S	N	D	VD	NA	
38. Getting through to staff on the telephone	VS	S	N	D	VD	NA	
39. The general helpfulness of IUPUI staff	VS	S	N	D	VD	NA	
40. Information about graduate and professional programs	VS	S	N	D	VD	NA	
41. Information about career and job opportunities	VS	S	N	D	VD	NA	
42. Information about volunteer service opportunities	VS	S	N	D	VD	NA	
43. Availability of child care	VS	S	N	D	VD	NA	
44. Counseling services for personal problems	VS	S	N	D	VD	NA	
45. Opportunities to engage in extra-curricular activities (student activities, organizations, clubs, etc.)	VS	S	N	D	VD	NA	
46. Opportunities to attend campus cultural events (outside speakers, concerts, films, etc.)	VS	S	N	D	VD	NA	
47. Opportunities to participate in community service	VS	S	N	D	VD	NA	
48. Opportunities to live in the vicinity of the campus	VS	S	N	D	VD	NA	
49. Opportunities to meet other students	VS	S	N	D	VD	NA	
50. Space for relaxing or socializing between classes	VS	S	N	D	VD	NA	
51. Recreational programs and facilities	VS	S	N	D	VD	NA	
52. Being able to get the books you need from the campus bookstores	VS	S	N	D	VD	NA	
53. How safe you feel on campus	VS	S	N	D	VD	NA	
54. The availability of parking on campus	VS	S	N	D	VD	NA	
55. The convenience of parking on campus	VS	S	N	D	VD	NA	
56. The cost of parking on campus	VS	S	N	D	VD	NA	
57. The condition of parking spaces on campus	VS	S	N	D	VD	NA	

***Response Key for Items in the Satisfaction Section***

VS=Very Satisfied; S=Satisfied; N=Neutral; D=Dissatisfied;  
VD=Very Dissatisfied; NA=Not Applicable/No basis for judgment

***Your Priorities***

58. Now choose the five things that are most important to you from among all the items on the previous two pages (*questions 6 through 57*). Mark the number of the item (for example, 7, 12, 46, etc.) in the first column to indicate your first, second, third, fourth, and fifth highest priorities. After choosing your five top choices distribute 100 points among them. Place these numbers in the second column. Your highest priority should receive the most points, and each subsequent item should receive no more points than the one above it, though it may be given the same number.

Priority Choices:	Priority Points:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
Total = 100	

***Involvement in Learning***

Please indicate how often you have engaged in each of the following activities since last August by circling your responses according to the following scale:

**0=Never; 1-2= One or two times; 3-4=Three to four times; 5+=Five or more times**

59. Asked an instructor for comments and criticisms about your work	0	1-2	3-4	5+
60. Discussed ideas for a term paper or other class project with a faculty member in his or her office	0	1-2	3-4	5+
61. Met with a faculty member to collaborate on a research, scholarly or creative project	0	1-2	3-4	5+
62. Participated in a voluntary community service activity not related to school work	0	1-2	3-4	5+
63. Worked on class assignments or studied with other students from one of your classes outside of class	0	1-2	3-4	5+
64. Wrote a paper for class of at least 5 pages	0	1-2	3-4	5+
65. Discussed what you were learning in class with friends, family or co-workers who are not in school	0	1-2	3-4	5+
66. Read an academic article or book that was not assigned	0	1-2	3-4	5+
67. Summarized major points of information in your readings or class notes	0	1-2	3-4	5+
68. Did research for a class paper in the library	0	1-2	3-4	5+
69. Participated in a community service activity relating to a class or your major	0	1-2	3-4	5+

### ***Impact of IUPUI on your Learning***

Column A is a list of skills and knowledge. In Column B, please indicate the amount of growth you feel you have experienced thus far at IUPUI in each of these areas, where **1**= no growth and **5**= a great deal of growth. Then in Column C, indicate whether you feel that your IUPUI experience puts too little, too much, or just the right amount of emphasis on each of these areas, where **1**= too little, **2**= about right, and **3**= too much. Please circle the appropriate number in both columns B and C to indicate your response.

#### **A. Skills and Knowledge**

#### **B. Growth Experienced**

#### **C. Emphasis**

	None					Great Deal				
	1	2	3	4	5	1	2	3	4	5
70. Reading comprehension	1	2	3	4	5	1	2	3	4	5
71. Ability to express ideas, opinions, beliefs and facts to others in writing	1	2	3	4	5	1	2	3	4	5
72. Ability to integrate knowledge from several different fields of study	1	2	3	4	5	1	2	3	4	5
73. Speaking to a large group	1	2	3	4	5	1	2	3	4	5
74. Speaking in a small group setting	1	2	3	4	5	1	2	3	4	5
75. In-depth understanding of your major field of study	1	2	3	4	5	1	2	3	4	5
76. Ability to critically examine ideas and issues	1	2	3	4	5	1	2	3	4	5
77. Understanding traditions, values, and history of people different from yourself	1	2	3	4	5	1	2	3	4	5
78. Developing a sense of values and ethical standards	1	2	3	4	5	1	2	3	4	5
79. Ability to make sense of personal, social, and political experiences	1	2	3	4	5	1	2	3	4	5
80. Quantitative skills such as mathematics, statistics, etc.	1	2	3	4	5	1	2	3	4	5
81. Ability to relate knowledge with practice	1	2	3	4	5	1	2	3	4	5
82. Ability to present ideas, opinions, and beliefs effectively in a group	1	2	3	4	5	1	2	3	4	5
83. Ability to view events and phenomena from several different perspectives	1	2	3	4	5	1	2	3	4	5
84. Computer skills	1	2	3	4	5	1	2	3	4	5

85. On average, how many hours per week do you study outside of class? \_\_\_\_\_

86. Do you intend to complete your degree program at IUPUI? Yes\_\_\_ No\_\_\_

If Yes, will you receive your degree in the Spring or Summer of this year? Yes\_\_\_ No\_\_\_

87. When you graduate, do you expect to enroll for a more advanced degree?

Yes\_\_\_ No\_\_\_

88. Do you plan to re-enroll at IUPUI next Fall? Yes\_\_\_ No\_\_\_

### ***Attitudes***

For each of the following items, indicate your agreement or disagreement according to the following scale:

**SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree**

89. My classes are challenging	SA A N D SD
90. I devote enough time and effort to my studies	SA A N D SD
91. My class work is harder than I expected it to be	SA A N D SD
92. I am often bored in class	SA A N D SD
93. My instructors provide enough feedback to me on my class work	SA A N D SD
94. As a result of my studies, I have higher hopes for my future.	SA A N D SD
95. I have a civic responsibility to become involved in my community	SA A N D SD
96. I am an active member of my community	SA A N D SD
97. I feel I am getting a richer academic experience at IUPUI than would be possible at other area colleges and universities	SA A N D SD
98. Faculty and students have a strong feeling of identification with IUPUI as a university	SA A N D SD
99. Faculty and students at IUPUI use the community as a learning laboratory	SA A N D SD

**Background**

100. Are you currently working for pay? \_\_\_ Yes \_\_\_ No

**If NO, skip to Question 106**

101. How many hours per week on average do you work for pay? \_\_\_\_\_

102. How many jobs are you currently holding? \_\_\_\_\_

103. Do you consider yourself to be primarily a student who is working, or a worker who is going to school.

A student who is working \_\_\_\_\_

A worker who is going to school \_\_\_\_\_

104. Is your employer currently reimbursing all, some or none of your college tuition?

\_\_\_All \_\_\_Some \_\_\_None

105. In what type of work are you **primarily** involved? (consider your primary job if you have more than one employer

(check the **most** appropriate category)

- |                          |                               |
|--------------------------|-------------------------------|
| <input type="checkbox"/> | Business Owner, Manager       |
| <input type="checkbox"/> | Clerical, Sales Worker        |
| <input type="checkbox"/> | Hotel/Food Service Worker     |
| <input type="checkbox"/> | Factory Worker, Laborer       |
| <input type="checkbox"/> | Farmer                        |
| <input type="checkbox"/> | Health Care Provider          |
| <input type="checkbox"/> | Teacher                       |
| <input type="checkbox"/> | Government Employee           |
| <input type="checkbox"/> | Professional/Technical Worker |
| <input type="checkbox"/> | Skilled Worker                |
| <input type="checkbox"/> | Retired                       |
| <input type="checkbox"/> | Other _____                   |

106. What is your marital status?

\_\_\_\_\_ Single, never married \_\_\_ Married \_\_\_ Separated/widowed or divorced

107. Do you live with a spouse or partner? \_\_\_ Yes \_\_\_ No

108. Do you have children at home? \_\_\_Yes \_\_\_No

If yes, how many? \_\_\_\_\_

109. Has either your mother or your father completed a college degree?

\_\_\_Mother \_\_\_Father \_\_\_Both \_\_\_Neither

110. How many miles from campus do you presently live? \_\_\_\_\_

**Note!** If you have additional comments concerning IUPUI, or how the faculty or staff may further benefit you in the future please respond on the inserted comment sheet.

*Thank you for taking the time to complete this survey  
...your opinion counts!*