

Who are the IU Students?

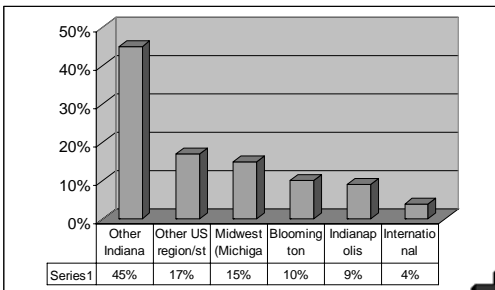


Question 1: **Geographic Origin**

Where are  undergraduates from?


- Bloomington (Monroe County)
- Indianapolis (Marion County)
- Other Indiana
- Midwest (Michigan, Illinois, Kentucky, Ohio, Wisconsin)
- Other US region/state
- International

Answer: Geographic Origin



Take Away:
Indiana Origins


- A majority of our undergraduates come from Indiana
 - Some from big cities.
 - Some from tiny towns.
- Students' expectations about life in a college town and at a large research university can impact their transition to college.

 You can help students feel valued in the classroom.





Take Away:
International Origins

- Undergraduates – 4% international students.
- Graduate students – 20% international students.

 Students may differ from you in their expectations about what happens in a classroom and how instructors and students interact.



Question 2:
Co-curricular and Extracurricular Participation

 Poll: What did you think are the most popular activities outside of class for  seniors?
Least popular?


Answer:
Participation Outside of Class

Highest:

- Attendance at an exhibit or performance (81%)
- Community service or volunteer work (63%)

Lowest

- Fraternity or sorority (20%)
- Student athlete (4%)




Question 3:
Race and Ethnicity

How many **Ψ** freshmen self-identified with each race/ethnicity?

- African American/Black
- Asian American
- Euro-American/White
- Latino American
- Multi-racial/Other
- Native American

Answer:
Race and Ethnicity at **Ψ**

Each student brings unique experiences and understandings to the classroom, regardless of ethnicity.



Question 4:
Multicultural Experiences of Ψ Students

True or False?

IU seniors are more likely to have had serious conversations with students who hold different religious, political or personal beliefs than with students of a different race or ethnicity.



Poll: How many of you thought this was true?

Answer:
Multicultural Experiences

True. Students were more likely to talk with people with different religious, political, or personal beliefs.

- About 10% of seniors had never talked with students with very different viewpoints or ethnicities.
- 90% of IU students reported participating in conversations with both groups of students.



College is an important place to learn how to talk with others and listen to other viewpoints.



Question 5:
Obstacles to Academic Progress


According to Ψ freshmen, what poses the biggest obstacle to their academic progress?

- a. Difficulties getting the courses they need
- b. Family obligations
- c. Money, work obligations, finances
- d. Lack of good academic advising
- e. Lack of personal motivation

Answer:

Obstacles to Academic Progress

- a. Difficulties getting the courses they need
5%
- b. Family obligations
3%
- c. Money, work obligations, finances
43%
- d. Lack of good academic advising
4%
- e. Lack of personal motivation
18%





Take Away:

Obstacles to Academic Progress

- Freshmen – In a class of 50, 2 - 4 students may have a significant work obligation (16+ hrs per week).
- Seniors -- In a class of 50, 5 - 9 students will work that much.

How will you respond to one of these students if he or she is unable to complete course work in a timely manner?

Question 6:

Impact of Activities on GPA

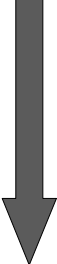
Do the following factors have a positive (+) or negative (-) effect on freshman GPA?

- Studying <20 hours/week
- Studying >20 hours/week
- Educationally purposeful activities (e.g. asking questions in class, working with other students on projects in and out of class, and discussing readings and ideas with others)
- Co-curricular activities 6-20 hours/week
- Working <20 hours/week
- Working >20 hours/week off campus
- Relaxing/Socializing 6-20 hours/week
- Commuting to campus

Answer:
Impact of Activities on GPA

Negative effects on GPA


- **Relaxing/Socializing**
– *Lowers GPA by ~0.05 points*
- **Engaging in co-curricular activities**
– *Lowers GPA by ~0.06 points*
- **Working more than 6 hours/week**
– *Lowers GPA between -0.02 (<20 hrs) and -0.14 (>20 hrs) points*




Answer:
Impact of Activities on GPA

Positive effects on GPA

- **Studying more than 6 hours/week**
– *Raises GPA between 0.04 (<20 hrs) and 0.12 (>20 hrs) points*
- **Educationally purposeful activities**
– *Raises GPA by 0.04 points*



Take Away:
Impact of Activities on GPA

- About 80% of  students spend <20 hours/week studying.
- Using educationally purposeful activities in your course has about the same impact on grades as up to 20 hours/week of studying.

Question 7:
Ethnicity in GPA and Retention

True or False?

Educationally purposeful activities differentially impact the GPA and retention of first-year underrepresented students.

Answer:
Impact of Ethnicity on GPA and Retention

True. Active learning environments impact all students positively.

Interactive activities tended to help first-year African American and Latino students learn more and attain higher GPAs.
