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

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomington</td>
<td>45%</td>
</tr>
<tr>
<td>Other Indiana</td>
<td>17%</td>
</tr>
<tr>
<td>Midwest</td>
<td>15%</td>
</tr>
<tr>
<td>Other US region/state</td>
<td>10%</td>
</tr>
<tr>
<td>International</td>
<td>9%</td>
</tr>
<tr>
<td>International</td>
<td>4%</td>
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</tbody>
</table>
• 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:
Indiana 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.

Take Away:
International Origins

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 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

Each student brings unique experiences and understandings to the classroom, regardless of ethnicity.
Question 4: Multicultural Experiences of 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 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.

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**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.