The 2013 VOICE Report

Vision of the Ideal College Environment

Presented by the Indiana University Student Association
on behalf of the student body of

Indiana University – Bloomington

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Table of Contents

Letter to the Administration ..... **v**

Executive Summary ..... **vi**
Mission and Purpose vi
Methodology vii

Committee Descriptions ..... **viii**

Guiding Recommendations **1**

List of Recommendations **3**

Student Collaboration **6**
Academic Advising and Student Involvement 6
MyInvolvement 13

Technology **16**
Overall Awareness 16
Inside of the Classroom 20
Outside of the Classroom 29

Intellectual Curiosity **34**
General Academic Opportunities 34
Study Abroad 37
Educational Programming and Outside-of-the-Classroom Learning 41

Campus Safety **44**
Transportation Infrastructure 44
Resources and Education 50

Facilities **54**
Academic 54
Residential 60
Recreational 64

Appendix I: VOICE Survey Results 68

Letter to the Administration

Dear Indiana University Administrators and Faculty:

On behalf of the students of Indiana University – Bloomington, it is our pleasure to introduce the 2013 Vision of the Ideal College Environment (VOICE) Report. The pages that follow are the product of the insights, diligence, and best intentions of many students on the Bloomington campus, and we are excited to share our findings.

The VOICE Report is the summation of student thought about Indiana University and the measures students and administrators can take to bring the University closer to its "ideal" state. This report strives to address the most critical issues facing students today, and aims to provide recommendations that are as concrete as possible. The 2013 VOICE Report arguably covers fewer factions of the IU community than the previous version; however, its findings are the result of deep analyses. Furthermore, to synthesize all of the report's recommendations, we have included a "Guiding Recommendations" page that outlines the high-level themes ubiquitous throughout the report.

The committees that collaborated to produce this report form a representative group of some of the foremost leaders on campus. At all stages of the project, we strove to keep in mind the diverse interests of Indiana University's student body. Multiple functions ensured a viable report. First, after vetting surveys with the Office of the Vice Provost for Undergraduate Education, which boasts experience with survey development, committees released a 237-question survey to the student body. Committees received a total of 5,258 responses, and buttressed this data with focus group discussion at one of the Dean of Students' random student luncheons during the spring semester of the 2012 academic year. In the end, committees had a wealth of resources from which to draw in order to produce recommendations.

As always, thank you for your continued support of Indiana University's increasingly dynamic student body. We hope you find the following pages to be valuable when considering student-facing decisions, and look forward to strengthening a continuous dialogue regarding the ways in which to best serve the University community.

Sincerely,

Jarad Winget
Executive Director

Augustin Ruta
Executive Director

Executive Summary

The VOICE Report was produced to harness the collective insights of the many different students at Indiana University. The key goal of the report is to convey the "ideal" Indiana University experience; thus, the recommendations that follow are meant to be viewed under the lens of this charge.

Mission and Purpose

In 2007, the first Vision of the Ideal College Environment (VOICE) Report was commissioned by President Michael McRobbie in order to "find out what students think about the present campus environment and how they would make it better." In short, it was a collection of student perspectives on the current and ideal states of Indiana University and the measures that students, faculty, administrators, and the city can take to bridge the gap between where the University is and where it could – and should – be. The report examined all aspects of life at Indiana University, and when completed, provided a framework of improvements to IU that were utilized by administration, faculty, and student leaders over the past four years. While some recommendations were not enacted, all were considered and a number were implemented – a prominent example being the recommendation to place WiFi connectivity in all of IU's dormitories.

Building off of the success of the previous report, the production of the 2013 VOICE Report has never been more fitting because the need for students to collaborate and share perspectives with faculty has never been more critical to college life. The student body serves as the natural link between the environment of the University and the administration that makes far-reaching decisions for IU. As innovation abounds throughout Indiana University and college campuses across the globe, IU needs to strike a balance between offering cutting-edge programs and retaining its core mission as a research-based institution. With this in mind, students – arguably the University's most important stakeholders – have both the duty and privilege of voicing their views of Indiana University to administration.

The report is an extensive – though not comprehensive – list of findings and recommendations that details the ways in which students and administrators can improve the college experience at Indiana University. This report focuses on quality rather than quantity of recommendations, and will attempt to flesh out the details of each recommendation as thoroughly as possible. Thus, while the 2013 VOICE Report does not cover as many facets of Indiana University as the previous version, this report focuses on the most critical issues facing the University today from the student perspective. In this manner, the compilation of the thoughts and ideas of the student body can more fully connect students with the administration in order to improve IU as a whole.

Methodology

The 2013 VOICE Report began by defining the 5 key components of the Indiana University experience: Student Collaboration, Technology, Intellectual Curiosity, Campus Safety, and Facilities. While a certain degree of overlap exists between these concepts, they cover the totality of the University environment at the expense of being mutually exclusive. The producers of this report recognize this trade-off and put forth their best effort to minimize any ambiguity between themes in the pages that follow.

Each theme was then aligned to a committee devoted to fully exploring its issues and opportunities. The chairperson of each committee was the president of a large student organization, and all committee seats were filled with prominent student leaders from across campus. The Executive Directors sought to make the committees themselves representative of the interests of IU; however, given the high level of achievement within each committee, forming a group that accurately mimicked the thought processes of the University at large was not entirely possible. Again, a focus on the many different stakeholders comprising the IU community attempted to minimize the impact of this apparent conflict.

Each committee then brainstormed the key issues found within each theme, and developed survey questions meant to highlight the core problems students experience during their college experience. In sum, the 5 committees launched one survey with 237 questions and garnered 5,258 responses. All students received the survey. Each student received a different "block" of questions pertaining to one committee, and only answered questions relevant to that component of the report.

The committees also collected data through focus group discussion. During the spring semester of the 2012 academic year, members of each committee spoke with students at one of the Dean of Students' Random Student Luncheons. In this way, the committees were able to collect firsthand feedback to measure against the results of the survey.

After reviewing all sources of data, the committees developed recommendations to include in the final report. Again, only the critical pieces of each theme are included in the final version. However, to amplify the power of the report, the producers synthesized all recommendations to develop a "Guiding Recommendations" page detailing the themes that apply to most – if not all – of the improvements students desire to see in their college experience.

Committee Descriptions

Committees played a crucial role in producing the recommendations found in this report. The following descriptions paint a picture of the topics explored by each group.

Student Collaboration

The Student Collaboration Committee explored aspects of Indiana University's collaborative environment including social, academic, and co-curricular interactions. Student Collaboration is the most broad of all of the committees, and measures the overall level of engagement each student has to the University community. In short, the committee examines the efficacy of the way in which students interact with faculty, administrators, and other students. In a sense, all other committees roll up into Student Collaboration.

Technology

The Technology Committee examined the current technology makeup of Indiana University in order to compare it against an "ideal" vision. The Committee examined technological infrastructure, educational outlets, and the opportunity for increased mobile interaction. In an ideal state, technology would be successfully utilized in all applicable situations as a means to improve learning opportunities. Indiana University has always been a cutting-edge institution in regards to technology adoption, and the Committee encourages continuing this trend to achieve the best possible college environment.

Intellectual Curiosity

The Intellectual Curiosity Committee examined the ways in which Indiana University cultivates and caters to a student's desire to learn, both in an academic setting and in the context of personal interests. A key focus of this committee is the manner in which educational programming (i.e. lectures, debates, and other outside-of-the-classroom learning) can buttress classroom material. In an ideal state, a campus with a high level of intellectual curiosity would house students who view every experience – be it academic, professional, social, or co-curricular – as a learning opportunity.

Campus Safety

The Campus Safety Committee researched IU's current safety systems and resources in order to identify structural changes that can enable students to operate in an environment that encourages people to make smart decisions and look out for the welfare of others. While a long-term cultural shift is necessary to achieve the ideal vision this report seeks to convey, several initiatives can be pursued in the short-term to improve this aspect of college life at Indiana University. In an ideal state, a

community with a high level of campus safety would be comprised of students who proactively plan for not only their own welfare, but also the welfare of their colleagues.

Facilities

The Facilities Committee focused on the buildings and spaces that collectively comprise and house the workings of Indiana University – Bloomington. In order for students to achieve the "ideal" undergraduate lifestyle, the University needs to offer the academic halls, meeting spaces, and general transportation infrastructure that will enable students to become highly engaged with peers and IU as a whole. As a result, this committee examined the academic, residential, and recreational efficacy of the buildings on the Bloomington campus

Guiding Recommendations

The 2013 VOICE Report examines the most critical pieces of the IU experience at the expense of offering many high-level recommendations that cover all facets of the University community. Both the producers of this report and the author of the previous VOICE Report, Alex Shortle, saw this strategy as effective. Despite this trade-off, the producers believe the topics addressed in the 2013 report reach the "critical mass" necessary to develop high-level recommendations that apply to virtually all student-facing decisions; thus, by synthesizing the key takeaways of the issues discussed in this report, the following "Guiding Recommendations" were formed. The themes in these recommendations are ubiquitous throughout the committee analyses, and thus deserve special attention:

- **Improved centralization of University resources and systems**

As students have ever-growing opportunities and responsibilities, they experience an increasing desire for the ability to complete tasks and learn material in a central location. This applies to both technology- and non-technology-driven programs. For instance, in the case of academic advising, increased centralization is reflected by students' desire to receive guidance related to both coursework and co-curricular interests. Students also encouraged the consolidation of IU's online services into a single portal. In many cases, centralization not only makes University resources easier to find, but also enables students to complete tasks more efficiently.

- **Increased promotion and awareness of University resources**

As the previous Guiding Recommendation shows, students like to complete tasks efficiently. Sometimes, this results in students pursuing unnecessary initiatives or desiring additional help from the University: after all, IU already has a lot of great services in place. Unfortunately, certain programs – such as CAPS, Student Legal Services, and IUanyWare – do not attract as many students as they could with proper advertising and understanding. In an ideal college environment, students would have a firm grasp on virtually all available services and programs. Thus, the Committees recommend improving the promotion of University resources, beginning with those viewed as most critical to college life.

- **Stronger adoption of technology, both inside- and outside-of-the-classroom**

Indiana University has always been on the cutting edge of technology implementation. New initiatives such as eTexts and IUanyWare are testaments to the University's commitment to utilizing technology to improve learning opportunities; however, fully realizing the benefits of these services require active participation from students, faculty, and administrators. The various Committees recognize this opportunity, and

thus strongly recommend that the University incentivize all members of the University community to take advantage of the myriad of technological services on campus.

List of Recommendations

For convenience of reading this report, a comprehensive list of all recommendations can be found below.

Student Collaboration

- **Widen the scope of academic paths on which each advisor is able to effectively offer guidance**

- **Equip advisors with the knowledge and resources necessary to advise regarding co-curricular and personal interests**

  - Sub-recommendation: Rebrand academic advising to become "outcome-driven" and focus on the setting and analyzing of goals for each individual student
  - Sub-recommendation: Empower academic advisors to be knowledgeable about all student organizations on campus, especially the major student organizations
  - Sub-recommendation: Increase collaboration between academic advisors and career services offices
  - Sub-recommendation: Provide all incoming freshmen with an advisor over the summer prior to their first year at Indiana University
  - Sub-recommendation: Encourage academic advisors to use technology to enhance their access to student information

- **Increase the visibility of the MyInvolvement portal**

- **Improve the usability of the MyInvolvement portal**

  - Sub-recommendation: Require student organizations to update their profiles on MyInvolvement in order to continue membership in the Student Life and Learning Office

Technology

- **Create an effective awareness strategy to inform students of the technological resources available on campus**

  - Sub-recommendation: Provide initial exposure to applications and technology resources through a technology orientation event
  - Sub-recommendation: Create additional ways to keep students abreast of new developments in technology resources, such as eBooks, IUanyWare, Box, etc.

- **Consolidate and improve the efficiency of the university's web services in a single, integrated system portal**

- **Increase the usage of mobile computing devices inside the classroom and optimize Oncourse access for mobile environments**

  - Sub-recommendation: Improve faculty-use of Oncourse
  - Sub-recommendation: Do away with in-class restrictions on the use of personal technology devices including laptops, tablets, and phones
  - Sub-recommendation: Improve the means through which students can interact with academic material via mobile phones and tablets.

- **Expand the use of eTexts in the classroom**

  - Sub-recommendation: Collaborate with suppliers to create a student discount program for tablet devices in order to increase eReadership and general academic productivity

- **Improve IU Secure's reliability during peek usage times and take measures to reduce the frequency of connectivity issues**

- **Streamline the printing process**

  - Sub-recommendation: Increase the number of printers for students to use
  - Sub-recommendation: If the University wishes to encourage less paper use, reward students for performing double-sided print jobs
  - Sub-recommendation: Implement printing protocols via mobile

Intellectual Curiosity

- **Encourage faculty to promote increased in-class discussion between students, especially in upper-level courses**

- **Add an "Advisor DropBox" on Oncourse to promote a stronger relationship between students and advisors**

- **Provide more opportunities to study abroad for the general population of students**

  - Sub-recommendation: Increase the number or availability of academic courses linked with short-term study abroad offerings
  - Sub-recommendation: Model the Hutton International Experiences Program

- **Establish more transparency regarding alignment of courses taken abroad and degree requirements**

- **Improve participation in educational programming**

- **Strengthen the relationship between coursework and art exhibits such as the Lily Library**

Campus Safety

- **Implement a 24-hour, no-questions-asked safe ride service** (*Note:* this does not, in any way, seek to replace the function of a 911 call)

- **Collaborate with the city of Bloomington to improve lighting around campus**

- **Work more closely with CAPS and similar campus services to better promote welfare-improving resources to the student body**

- **Increase the enforcement of Indiana University's tobacco restriction**

Facilities

- **Promote the availability of computer labs on campus and add additional computers to existing labs**

  - Sub-recommendation: Increase the amount of power outlets in classrooms, study areas, and common-space facilities in general

- **Reserve additional classrooms and residential space for group work and individual studies**

  - Sub-recommendation: Implement an e-reservation for group study spaces during peak hours

- **Increase frequency of buses at the busiest stops and expand late-evening bus schedules on critical routes**

- **Expand healthy eating options across campus in all types of dining facilities**

- **Expand the WIC and SRSC workout spaces and machines to minimize wait time and encourage students to participate in a more healthy lifestyle**

- **Improve the effectiveness of bike transportation on campus**

Student Collaboration

One of the core aspects of a student's time at Indiana University is his or her level of engagement with fellow students, faculty, administrators, and the University as a whole. The extent to which students can take advantage of the resources the University affords them on an academic, co-curricular, and personal level has large implications for both the current and future states of Indiana University. Engaged students increase the amount of innovation the school is able to produce, attract corporate recruiters to campus, and enhance the visibility of the student body. These individuals are then more likely to invest resources in the University as alumni. While the individual characteristics of students are responsible for a portion of the varying levels of connectedness the Committee observed, students generally agree that an improvement in the efficacy, usability, and visibility of University resources would improve the college environment as a whole.

Academic Advising and Student Involvement

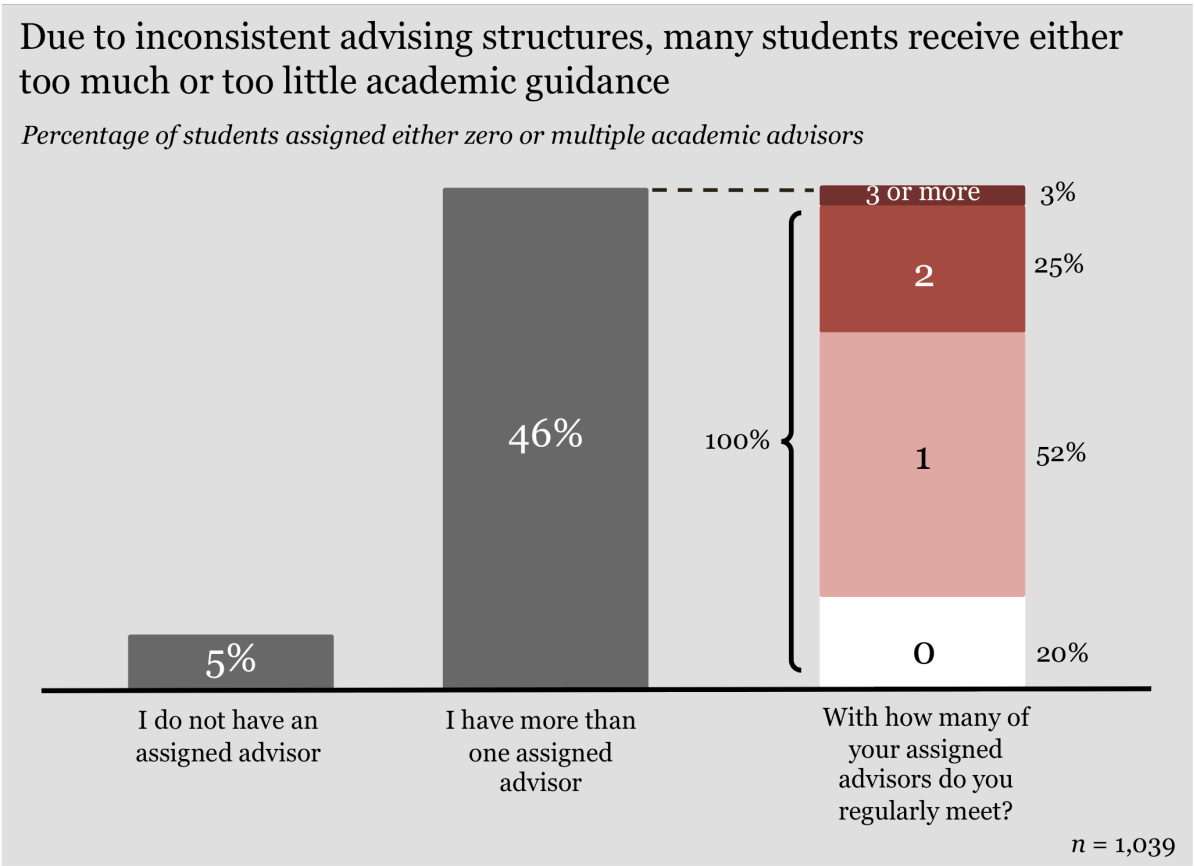
While it may at first appear surprising that academic advising is included in the Student Collaboration section, the placement is due to the student body's desire to expand the scope of each advisor's role. Chiefly, students desire advisors capable of offering guidance relating to academic, co-curricular, and personal endeavors. Seeking to accomplish this end goal results in two primary recommendations:

- **Widen the scope of academic paths on which each advisor is able to effectively offer guidance**
- **Equip advisors with the knowledge and resources necessary to advise regarding co-curricular and personal interests**

Widening the scope of advisors' understanding of academic paths

Students' confusion over where to go for guidance is a problem central to the current academic advising system. As the below graph shows, many students either do not have an assigned advisor or have been provided multiple academic advisors. A key belief held by the Committee is that in many cases, students with multiple advisors can find themselves nearly as confused as those without an assigned advisor. Indeed, many individuals with academic paths in different Schools have difficulty piecing together an efficient structure for their coursework. As one student describes:

> "Advisors are hit or miss; you get randomly assigned…I finally made friends with the econ department advisor and loved her. There should be more cross-departmental training so they know what electives to suggest."



If advisors become more knowledgeable about all of the course offerings at Indiana University, students should not need to seek the input of more than one advisor. While expanding the knowledge of academic advisors to include most, if not all of the IU's course offerings may not be realistic in the short term, a readily implementable solution might be to allow students with multiple advisors to select a "primary advisor" which will be the main point of contact for the student's advising needs. This way, students will be able to better cultivate relationships and avoid conflicting messages between advisors. This system will, of course, become increasingly valuable as the primary advisors become more well versed in the course offerings of the University; thus, the Committee's recommendation is a short-term step toward a long-term goal of improving the efficacy of the advising system as a whole.

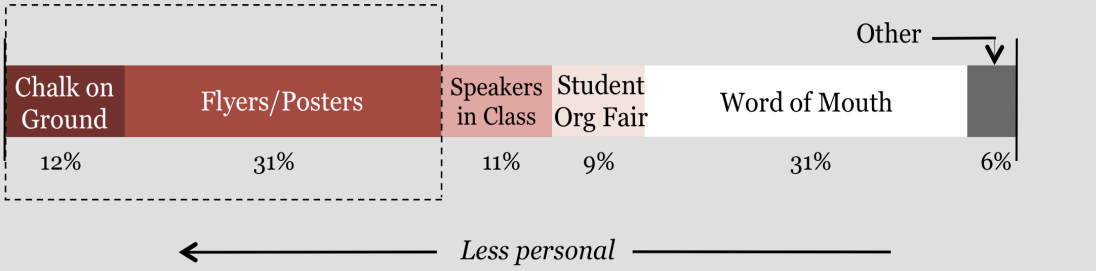
Enabling advisors to offer guidance on co-curricular interests

Many students desire a more centralized and holistic advising system. While students and administrators typically view academic, professional, and co-curricular interests as separate, students are now realizing that these topics are becoming increasingly intertwined. Without involvement in co-curricular activities, many students will face difficulty impressing recruiters and graduate programs. At the same time, students need to set a vision for their professional goals in order to define their academic paths and co-curricular endeavors.

As students become more diverse and the co-curricular and career options available to them continually increases, it becomes all the more important that students are abreast of all that Indiana University has to offer. From a student's perspective, this is crucial: it is in each student's best interest to identify and engage in activities which he or she finds interesting. Still, keeping students aware of the opportunities available is necessary from a faculty and administrative perspective as well. After all, much of the innovation, recognition, and donations the school is able to enjoy are the result of heavily engaged students.

Two of the primary ways through which students learn about opportunities to join student organizations are impersonal and offer merely surface-level information

Foremost ways through which students learn about student organization opportunities (percentage of students)



n = 1,001

Students can only take advantage of opportunities of which they are aware. As the above chart shows, students primarily hear about student organization opportunities through word-of-mouth communication and flyers and posters. The most effective mediums are those that provide a personal touch; however, two of the three most prominent communication methods – sidewalk chalking and flyers – are generic and impersonal in nature. Thus, when choosing whether to attend a student organization call-out meeting, many students have little information from which to draw. Furthermore, such students will have an even more difficult time discerning whether the organization in question aligns with their personal interests. Indeed, survey results show that roughly 31% of students have difficulty locating a student organization that matches their interests. On a campus with hundreds of student groups, this is a problem. Clearly, a more individualized approach would be beneficial. The Committee believes academic advisors can fill this void in a number of different ways, many of which are intertwined:

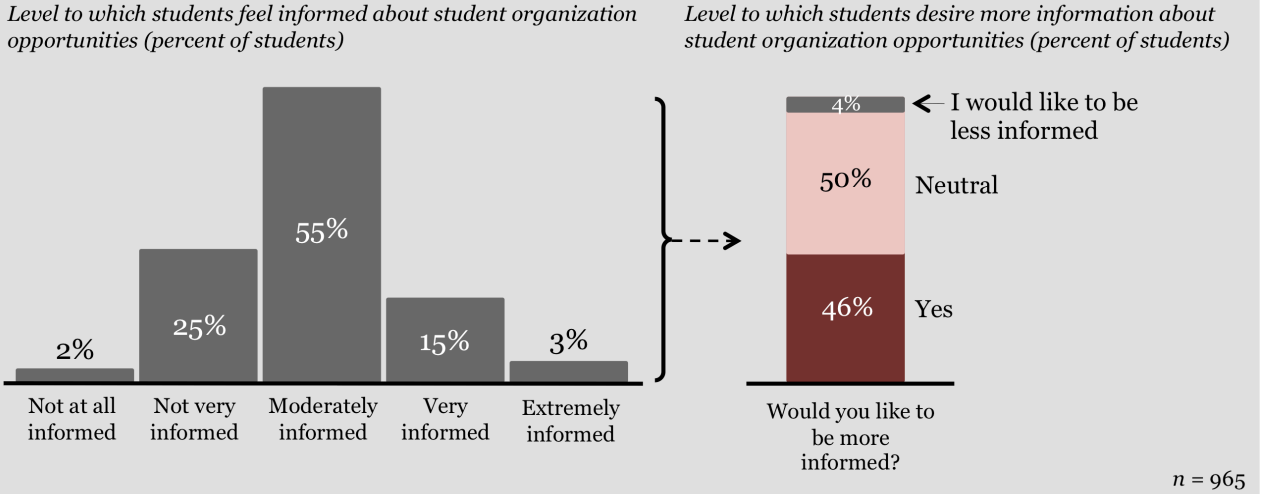
- Sub-recommendation: Rebrand academic advising to become "outcome-driven" and focus on the setting and analyzing of goals for each individual student

Advisors are in a unique role – one that enables them to act as "teachers" or mentors for students in regards to progress through the University arena. Discussing the goals

unique to each student will not only allow a student to explore his or her interests at an earlier stage of his or her IU career, but will also lead to a more engaged student body. Since many students do not undergo a formal process for exploring their interests as they relate to the opportunities at Indiana University, advisors will fill this problematic void in the development of each student by monitoring and evaluating each student's ability to achieve his or her unique goals. In many cases, this will require advisors to employ a working knowledge of the ways in which students can become involved on campus. For instance, when advising a student pursuing a degree in non-profit management, academic advisors should be able to provide a list of organizations through which a student can develop his or her acumen in the field. A strong working knowledge of these organizations will allow the advisor to make tailored recommendations.

- Sub-recommendation: Empower academic advisors to be knowledgeable about all student organizations on campus, especially the major student organizations

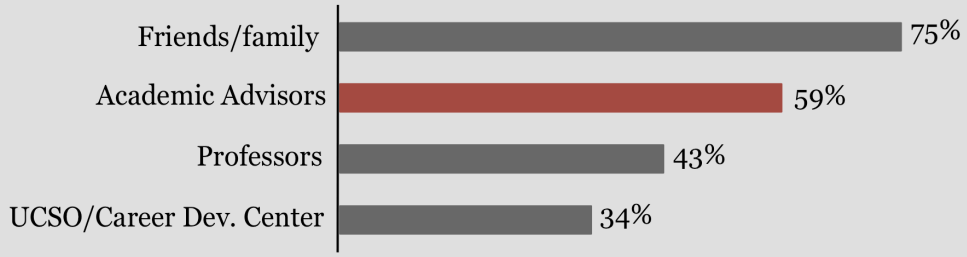
Students are only moderately aware of student organization opportunities; however, many students would like to be more informed



After analyzing focus group and survey results, the Student Collaboration committee determined three key views commonly held among students: by and large, students (1) know a moderate amount of information about student organizations; (2) wish to know more about student organizations; and (3) consult primarily friends, family, and academic advisors about post-graduation plans. Taken together, (1) and (2) clearly point to a need to increase the awareness of the average student in regards to student organization opportunities. Given that (3) shows that students readily seek advice from academic advisors regarding post-graduation opportunities, advisors should be viewed by the University as readily accessible and credible sources of advice for students.

Students view academic advisors, in addition to family and friends, as key sources of advice

Percentage of students seeking post-graduation advice from different resources



n = 938

Since the potential to attain the post-graduation opportunities discussed by students and advisors is almost invariably driven in part by a students' co-curricular endeavors, expanding the scope of academic advisors' expertise to include student organization information is both logical and, in the eyes of students, natural. In this way, academic advisors will support and supplement students' academic experience in meaningful and personalized ways while simultaneously improving overall student engagement.

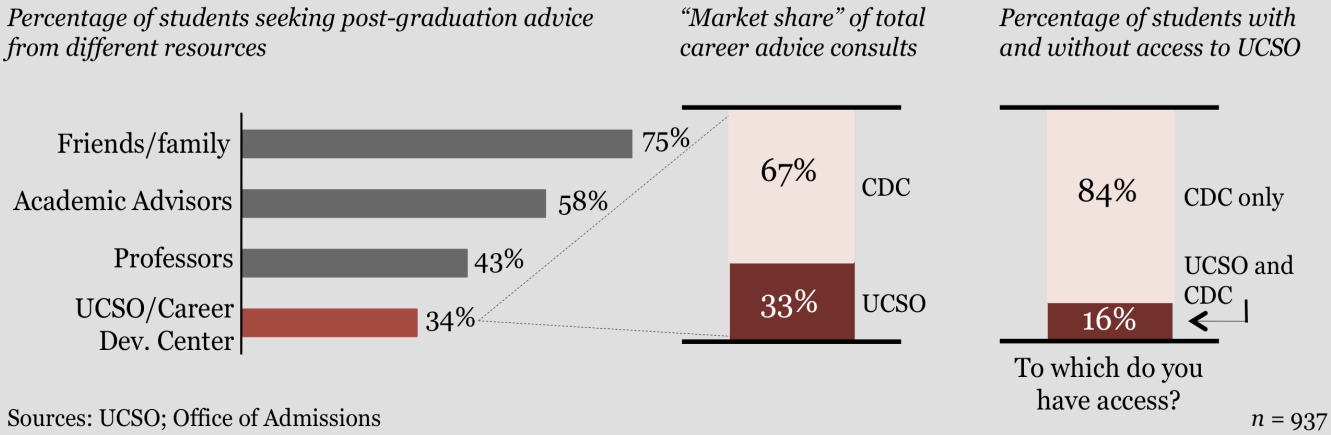
To be sure, training academic advisors on the multitude of co-curricular activities that Indiana University has to offer is a strenuous task. To make the goal more palatable, the Committee recommends encouraging advisors to become knowledgeable about the major student organizations in the short term. These include groups such as student government, Union Board, Student Foundation, the Timmy Foundation, Student Recreational Sports Association, the Interfraternity Council, and so on. Due to their large nature and diverse needs, these student groups can cater to the interests of many students across the University. Perhaps a way to streamline this process is the implementation of a web portal through which advisors can communicate with each other regarding co-curricular opportunities, course requirements, and academic subjects. Then, in the long run, the Committee recommends advisors become familiar with a majority and representative sample of student groups across the University. Again, this short-term recommendation will hopefully enable advisors to achieve the long-term goal of employing a working knowledge of and providing guidance towards membership in a wide array of co-curricular activities.

- Sub-recommendation: Increase collaboration between academic advisors and career services offices

Many students cite a need for the increased viability of the Career Development Center. Indeed, while Kelley students with access to the UCSO make up a smaller portion of the student body than students without access to the UCSO, roughly the same percentage of students use the UCSO as the Career Development Center. While this is, in part, due to the post-graduation track a student pursues as a result of his or

her academic program, the student body's lack of support for and participation in the Career Development Center is nevertheless problematic.

Given its relatively small student constituency, Kelley's UCSO disproportionately provides career advice to IU students



Sources: UCSO; Office of Admissions

n = 937

To be sure, one of the drivers of the high proportion of students who have not used IU's career services is the fact that the responses of freshmen are lumped together with the responses of juniors and seniors. Still, the Committee stresses the importance of providing students with early exposure to career paths and opportunities, and thus recommends that the University take the necessary measures to decrease the percentage of students who have not used IU's career services.

The committee does not recommend opening up the UCSO to a larger number of students: doing so would likely strain the resources of the department. Rather, the Committee recommends using the UCSO as a model for the other career services departments on campus to follow.

Low interaction with the career services department can result in students having a limited idea about the career paths they on which they can embark. To remedy this pressing issue, the Committee recommends the University take advantage of the resources it currently has in place. Few University programs have the potential and widespread reach of the academic advising system. Since many students already see at least one advisor and, as the above sections note, students desire a more holistic and goals-based approach to advising, the Committee views increased collaboration with career services departments as both natural and crucial. In fact, survey results show that 74% of students who have not discussed their post-graduation plans with their advisor desire to do so. Furthermore, since advisors are one of the primary resources from which students seek post-graduation advice, advisors have an even stronger incentive to establish working relationships with those in career services departments. Thus, the increased collaboration should improve students' understanding of career options while simultaneously providing students the guidance necessary to achieve their professional goals through increased engagement.

- Sub-recommendation: Provide all incoming freshmen with an advisor during the summer prior to their first year at Indiana University

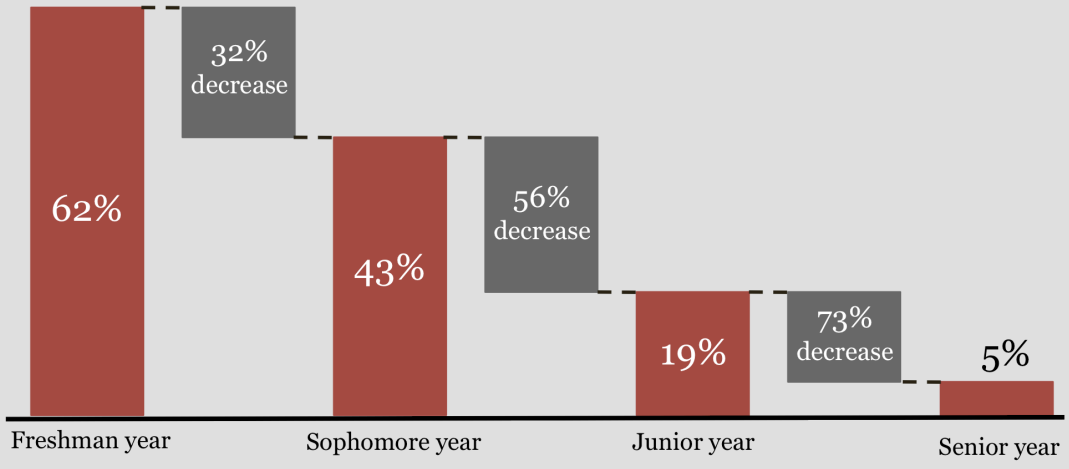
Students arrive on campus entertaining various mindsets. Some students primarily focus on socializing with friends, while others want to find a way to take a wide variety of classes. In regards to engagement, it is crucial that a student get involved in student organizations early in his or her career. As one student describes:

> "Leadership opportunities depend on the club. For the established organizations, it's almost more about who you know – you should almost just start your own club."

Looking a bit deeper, this quote shows that it is difficult for students with low levels of involvement to gain prominent leadership positions on campus. The key is to start early. In fact, not only does early involvement provide the connections the above student alludes to, it also mitigates the negative consequences arising from students' aversion to joining new student organizations late in their IU career.

Involved students primarily join organizations as freshmen, and are less likely to join new organizations as they progress through IU

Percentage of students who joined a new student organization, by year (note: students can indicate multiple years)



n = 937

Perhaps the most telling statistic not shown on the above graph is that 15% of students indicated never joining a student organization. This is a problem. Since the key to encouraging student engagement is to enable students to get involved early, some students will need an extra "push" to get started. Oftentimes, this will come from a person in an advisory role – primarily family, friends, or academic advisors.

While the importance of early co-curricular involvement is clear, early engagement is equally as crucial in regards to academics. Indeed, students who lack the necessary information about their academic path are more likely to switch majors later in their career, leading to students who need more than four years to graduate. Again, to remedy this issue, the Committee recommends the University take advantage of one of the key resources it currently has in place: academic advisors.

Over the summer, the Committee recommends assigning each incoming freshman to an academic advisor. This advisor should be proactive in reaching out to the freshman at least once over the summer via email or, if possible, phone. The advisor should then go over the student's academic path in further detail, discussing the post-graduate opportunities and on-campus activities in which the student may wish to engage. This approach has two key benefits. First, it encourages a student to think more deeply about his or her academic and co-curricular path, which can lead to a more informed and engaged student body. Second, the personalized communication will foster a relationship between the student and his or her advisor, which can increase the number of students who regularly visit their advisor. Clearly, relationship-building with an advisor during the summer prior to a student's freshman year can greatly improve the efficiency and effectiveness of his or her IU career.

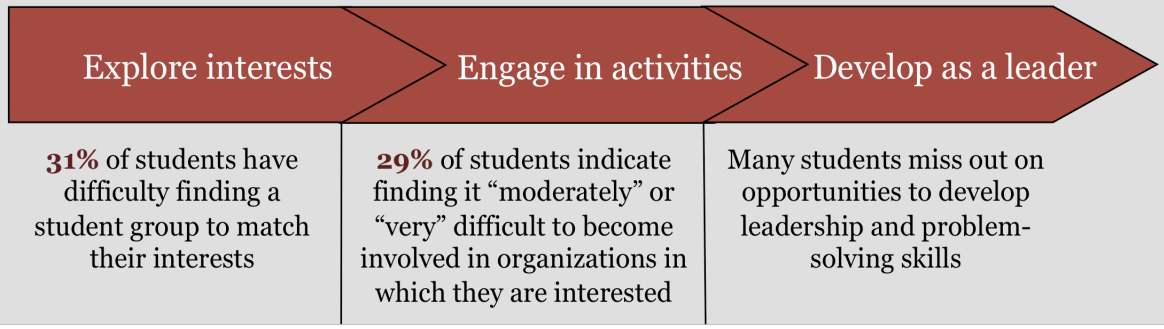
- Sub-recommendation: Encourage academic advisors to use technology to enhance their access to student information

As students require a more holistic approach to advising, advisors will need to be able to track the progress of each individual student in order to provide the best advice possible. IU's MyInvolvement page currently has the potential to convey a massive amount of information about student organizations, student projects, and the specific groups in which each student is involved. The Committee thus recommends encouraging advisors to use MyInvolvement as a way to (1) become more knowledgeable about student organizations; (2) learn the organizations in which their students' are involved; and (3) offer necessary guidance regarding co-curricular involvement.

MyInvolvement

The need for students to become aware of, understand, and find interest in co-curricular activities is well established. In addition to academic advisors, the MyInvolvement portal has great – yet presently unrealized – potential to assist students in getting involved on campus. It seems the website does little to remedy the fact that 31% of students indicate having trouble finding a student organization that matches their interests. Not only do students have difficulty learning of clubs, they also have a hard time becoming involved: 29% of students indicate having a difficult time getting involved with student organizations in which they are interested.

Students lacking a clear direction for engagement miss out on key developmental skills



Addressing the most high-level components of the MyInvolvement page results in two primary recommendations:

- **Increase the visibility of the MyInvolvement portal**
- **Improve the usability of the MyInvolvement portal**

Improving MyInvolvement's visibility

Advertisements for MyInvolvement can be seen in numerous places on campus; however, student adoption (and, more importantly, the extent to which students effectively use the site) is not sufficiently high. Given students' difficulties in finding organizations with which to get involved, the Committee recommends the University find additional ways to encourage students to browse the MyInvolvement site. Primarily, the Committee recommends equipping all major University websites with a link to the MyInvolvement homepage. The end goal for this action is for MyInvolvement to become ingrained in students' minds as one of the primary University websites. As students become increasingly familiar with the website, they will become increasingly in tune with the co-curricular opportunities on campus, leading to a more engaged student body.

Improving MyInvolvement's usability

Many students currently feel that the MyInvolvement page is not conducive to informing students of the different opportunities on campus. Organizations are required to post meaningful information about their group, yet search results may miss the key components of a club for which a student is looking.

MyInvolvement can solve this problem. Primarily, the Committee feels the portal can both show students more information about clubs and direct them to become more involved in the following way:

- Sub-recommendation: Require student organizations to update their profiles on MyInvolvement in order to continue membership in the Student Life and Learning Office

Since all student organization information is readily accessible through the portal, MyInvolvement's setup is a clear strength and University asset in terms of disseminating student information. One of the last remaining pieces is inputting information about the different organizations represented on the site. Forcing organizations to update their MyInvolvement pages is thus an effective way to increase the amount of information available to students, and a policy that the Committee recommends the University pursue.

The college environment in which students currently operate is very complex. Students enter the college arena with varying ideas of what their college experience will entail; however, the myriad of resources, services, and opportunities on campus requires each student to digest a large amount of new information in a short amount of time. This may contribute to students' lack of early campus involvement. In an effort to combat this issue, the Committee feels the above recommendations – especially when combined with the Guiding Recommendation of "centralization of resources" – can greatly enhance both the efficiency and value of a student's college experience.

Technology

Technology has always had a special presence at Indiana University. The methods through which students, faculty, and staff communicate, work, study, and play are almost always facilitated through the use of an array of impressive, enterprise-grade technologies. The University has a proud legacy of implementing the most cutting-edge technologies year after year. In what is a landmark year for IU's technology initiatives, the University Information Technology Services Division (UITS) successfully rolled out IUanyWare, a cloud-based software solution offering MS productivity software and other applications; and Box, cloud storage for every registered user on campus. As the use of OS-based platforms gives way to the use of SaaS-based platforms, virtually all technology applications are being enhanced by "anyone-anywhere" access via the web. Along with this notable transition comes the question of how to best educate users to successfully utilize the resources that the University provides. Most importantly, the Committee recommends that UITS and the University as a whole review these recommendations with an eye for the future. Over the next five years, the Committee hopes that the University will have made significant strides toward the transition from desktop to mobile. Though challenging, this initiative will keep IU's technology efforts competitive with other Universities and create the best possible environment in which the modern student can learn and grow.

Overall Awareness

UITS offers students an expansive array of technology resources. With such a breadth of services available to students, it has become difficult to ensure that students are aware of the facilities they can utilize. To solve this dilemma, the Committee recommends that the University should create ways to strategically promote technology resources to students. A means for doing this would also involve the consolidation of the University's web services in a single portal, thereby streamlining the process of finding and utilizing technology resources.

- **Create an effective awareness strategy to inform students of the technological resources available on campus**

- **Consolidate and improve the efficiency of the university's web services in a single, integrated system portal**

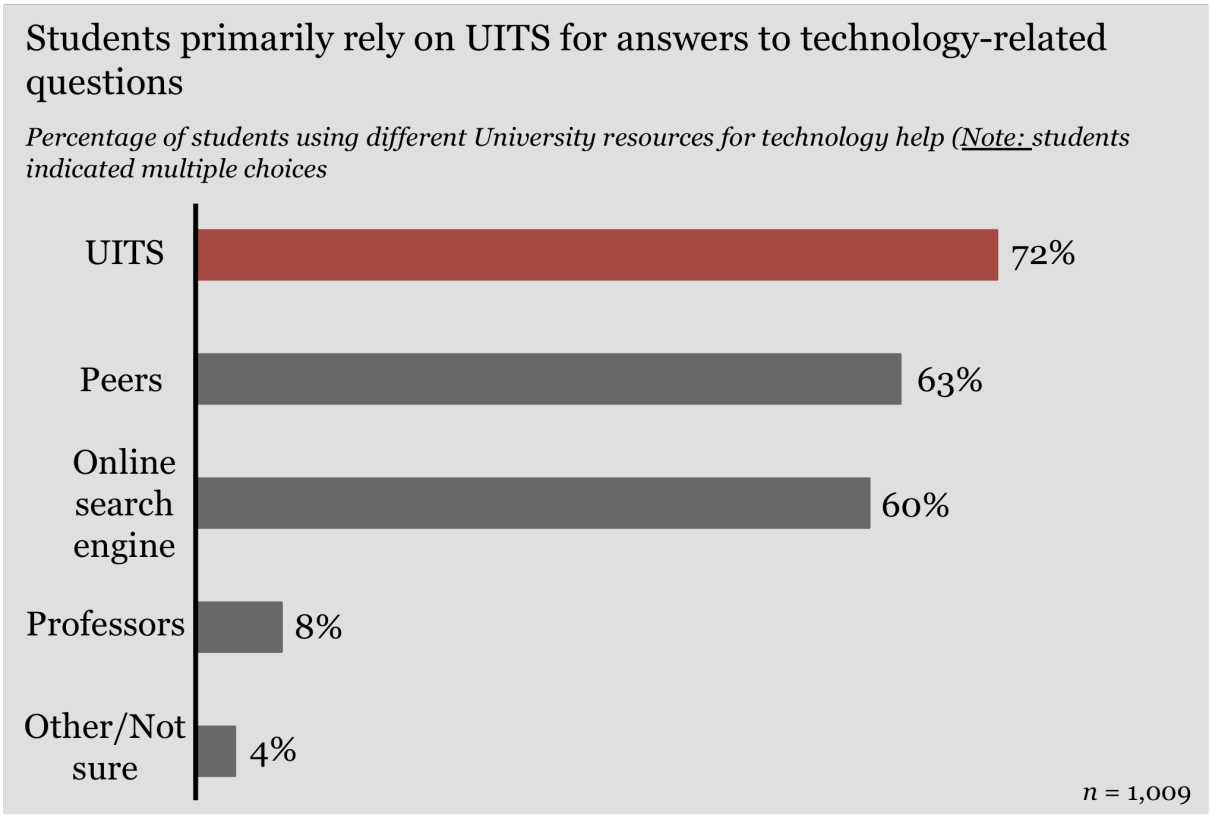
Creating an awareness strategy to inform students about technology resources

The Committee found that students are not aware of the technology resources that are afforded them. Not only is it important for students to be capable of leveraging technology inside of the classroom, it is crucial for them to leave the University with an understanding of how to employ technology in their careers or fields of study after completing their degrees. The first sub-recommendation, a tactic of the Committee's

larger recommendation strategy, is aimed at immersing students in the University's common-use technology applications and services.

- Sub-recommendation: Provide initial exposure to applications and technology resources through a technology orientation event

Between IUware, software on STC desktops, department-specific software, and the numerous SaaS applications students are afforded through the University's licensing program, UITS is only matched in the breadth of the tools it offers by the scores of training resources that support these tools. Unfortunately, tools and the education required for their proper application are irrelevant if the end user is not familiar with the tool's existence. The Committee thus examined the resources that students typically consult when faced with issues related to technology:



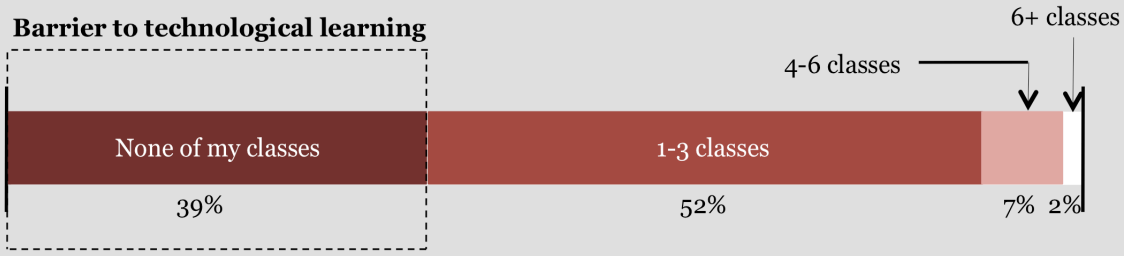
Given the fact that students are more willing to utilize UITS than professors or even peers to get answers to questions about technology, UITS may be the most effective medium through which students can be educated about the university's technology resources. The Committee recommends that UITS and the Office of First Year Experience Programs design a technology orientation suited for students of all academic disciplines. The emphasis of this program should not necessarily be to inform all students of every piece of technology the University offers. Rather, it should focus on educating students on how to effectively navigate the University's technology resource base. Critical components of this orientation should include at least the following:

1. Academic management: Oncourse, OneStart, Student Center, etc.
2. Productivity solutions: MS products, Adobe products, etc.
3. Online training suites like Lynda.com
4. Co-curricular: MyInvolvement
5. Printing management
6. IU Mobile
7. Wireless connectivity and troubleshooting
8. A review of other resources and the Knowledgebase

Within an educational institution, use of technology to achieve learning objectives is facilitated by the relationship between students and instructors. Students will have their own personal toolkit of resources to assess and complete educational tasks, while instructors will ideally suggest or mandate the implementation of technologies in a manner that is consistent with the best practices of the course's field of study. Because students construct their technology toolkits from their past experiences, it is difficult to expect all students to have uniform familiarity with the University's technology resources. Thus, by adequately incorporating different software packages into classroom material, students have more opportunities to develop their overall technology acumen. As the below chart shows, however, 39% of students have not needed to make use of a specific program to complete an academic course during the past year:

Through coursework alone, roughly 40% of students experience low development related to today's key software applications

Number of classes & percentage of students who have enrolled in courses requiring specific software programs (e.g., Microsoft Access) during the past year



n = 998

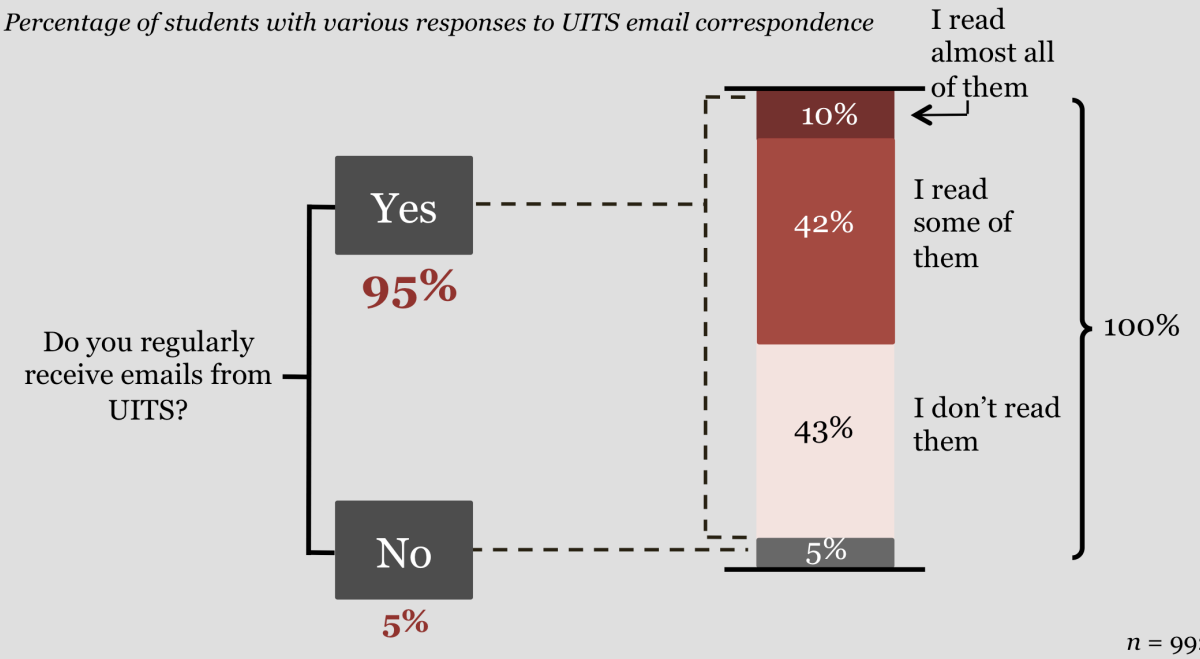
Clearly, different types of academic paths require different levels of technology usage. Still, in today's increasingly tech-driven world, the Committee concluded that virtually all students need effective exposure to software inside of the classroom. Though students may not ultimately use the exact program taught in a particular course, repeated interaction with robust software instills a sense of technological know-how within a student, thus highlighting the importance of diminishing the size of the "barrier to technological learning" depicted above.

- Sub-recommendation: Create additional ways to keep students abreast of new developments in technology resources, such as eBooks, IUanyWare, Box, etc.

Channels to update all students on important, sweeping technology changes are difficult to harness because there are so few that penetrate the entire student population. Take, for example, the use of University email. UITS sends out frequent updates through the use of its email publication, *UITS Monitor*. As a method that should prove effective for reaching the larger student population, email has not proven to be the best means according to students.

Though most students receive emails from UITS, the department's correspondence is currently ineffective at communicating new technological developments

Percentage of students with various responses to UITS email correspondence



The Committee recommends that UITS investigate innovative ways to update students, faculty, and staff of IT-related changes and new implementations. Because students prefer asking questions about technology use to UITS above all other resources, we recommend that UITS makes use of its preexisting support infrastructure to spread the word about its newest technologies. Here are a few examples of how this might be achieved:

- Have UITS help-desk and STC/RTC consultant personnel wear t-shirts that advertise the latest additions to technology resources
- When answering questions at help-desks, over email, through chat, and via other means, have personnel mention tools relevant to the person's inquiry
- Increase efforts to inform students of technology initiatives, like eText and IUanyWare

- Channel updates to students through professors to help combine bottom-up and top-down awareness strategies

Consolidating and improving the University's web services

The Committee's recommendation is summed up by a student's comment that gives their additional thoughts after taking the technology survey:

> "It would be great if OneStart, Oncourse, email, and other sites (ancla) could be consolidated. It would save time if I could log in once and access everything."

In order for students to be aware of technology resources and possess the proper means to discover such resources, the University's various portals need to be consolidated. While the Committee acknowledges that this will be a massive undertaking, the University's future organizational development is dependent on this change. Due to the fact that virtually all record-keeping for students is electronic, departments like the Registrar, Bursar, Admissions, and the numerous academic units on campus are at a severe information disadvantage due to the lack of an integrated system that allows communication across all functional groups. This disadvantage trickles down to students.

As touched on by the Student Collaboration Committee, the centralization of the University's advising practice is essential. But without the proper infrastructure to support cross-disciplinary advising, the Student Collaboration Committee's recommendations will be moot. As far as the individual systems themselves, the Committee found that students within the Technology Committee's focus groups and students who cared to comment about the Student Center on the survey found the system difficult to use. Updating the user interface design will likely have a positive impact on student receptiveness to the system.

Inside of the Classroom

According to the Committee's findings, technology inside the classroom is one of the most important issues to students. Having the ability to utilize mobile devices, tablets, and laptops in the classroom assists with student learning and allows students to interact with the class through enhanced mediums. The Committee also visited the University's eText initiative and discovered that the receptiveness from the student body is not yet at a desirable level. Since the program is in its infant stages, the Committee formed a series of recommendations as to how the University can further institutionalize the program, making it more viable for student and faculty use.

- **Increase the usage of mobile computing devices inside the classroom and optimize Oncourse access for mobile environments**

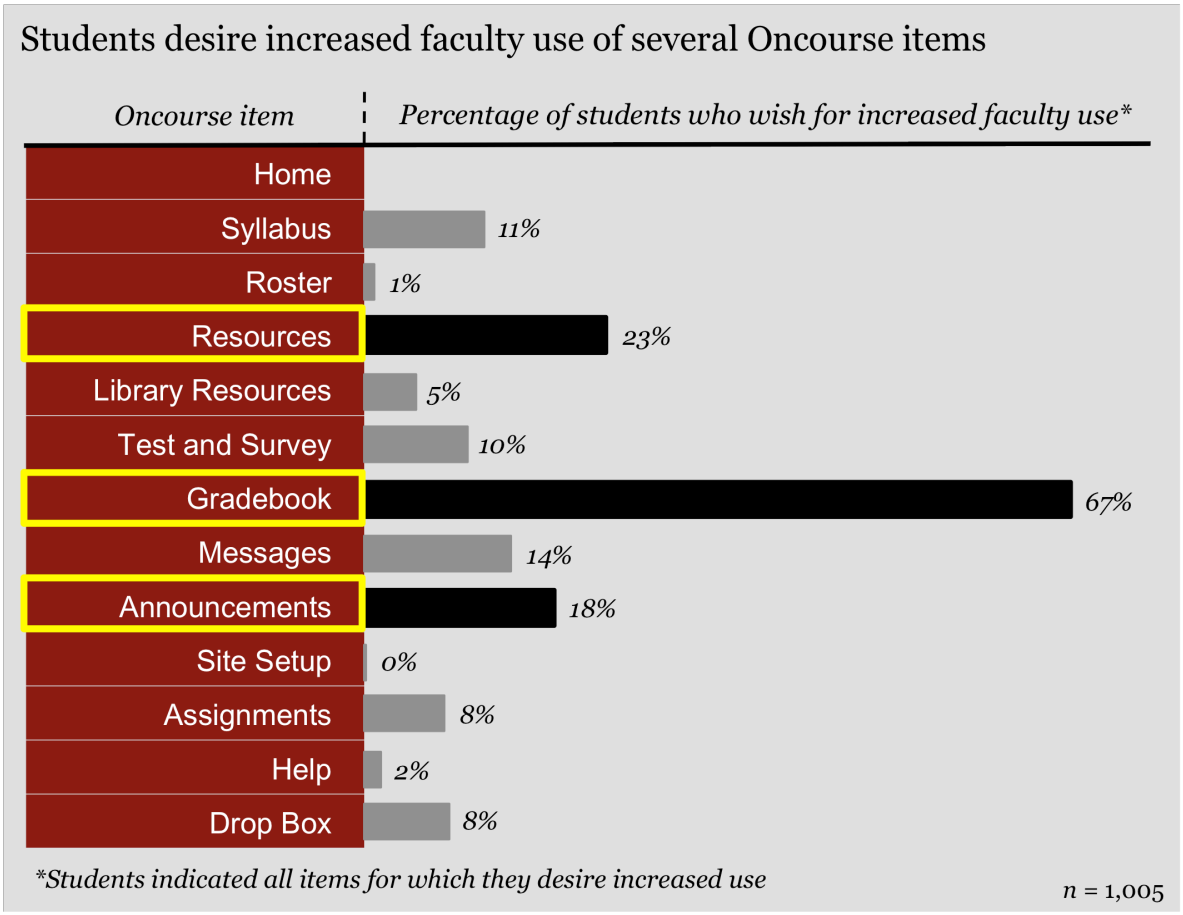
- **Expand the use of eTexts in the classroom**

Encouraging mobile technology use and optimizing materials for mobile

The post-PC revolution has transformed the nature of computing since the 2007 VOICE Report. While the University proves to continuously embrace the implementation of technologies in the cloud, the Committee finds that the University is severely lagging in its implementation of mobile technologies inside the classroom. Several factors have been found to contribute to this, each of which will be discussed in three sub-recommendations. Interestingly enough, only one of these sub-recommendations involves the development and optimization of new and current technology. The others suggest behavioral changes to the way students and faculty interact with technology.

- Sub-recommendation: Improve faculty-use of Oncourse

The Faculty's use of Oncourse functionality is not a new topic of conversation. While UITS has made significant strides toward helping professors improve their use of Oncourse, students still found that core areas of the Oncourse system were not being utilized.



Data indicates conclusively that students are most unsatisfied with the use of the Gradebook tab, with the Resources and Announcements tabs also being opportunities for improvement. The full utilization of Oncourse is critical in order make a successful transition to serving the student population's mobile computing needs. Almost half (47%) of the student population reports that their professors make use of other academic portals for the same purposes as Oncourse, with 11% reporting that their professors make use of another system completely in lieu of Oncourse. Overall, student satisfaction of Oncourse use is overwhelmingly strong.

The vast majority of students express a high level of satisfaction for Oncourse across three key performance metrics

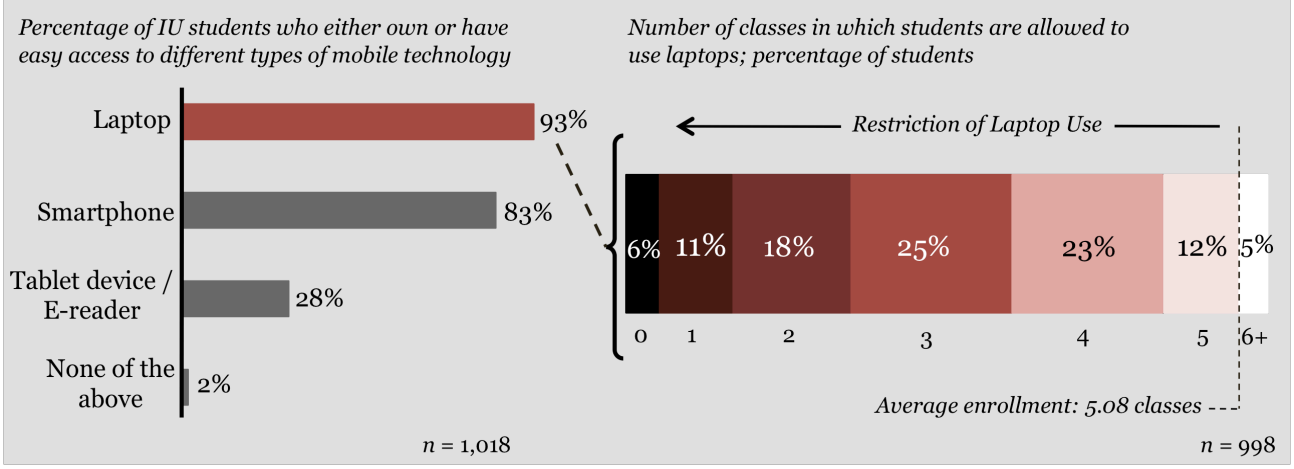
Percentage of students indicating different levels of quality for Oncourse

Maximum utilization of Oncourse as a web service is the necessary foundation required for ease-of-use on the mobile front. If faculty and students cannot make full use of a centralized academic platform, the student body's desire to make use of mobile technologies for educational purposes will not be realized. The Committee recommends that the University increase its efforts to persuade and, if necessary, mandate the Faculty's use of Oncourse, particularly the Gradebook tab. Given that 88% of students report logging into Oncourse one or more times per day, the Committee believes faculty will substantially benefit from more thoroughly utilizing Oncourse. The more information that is available and easily retrievable on Oncourse, the less faculty will have to deal with student communications on class policies, grading, and basic information. In short, both faculty and students benefit when Oncourse is used to its full potential.

- Sub-recommendation: Do away with in-class restrictions on the use of personal technology devices including laptops, tablets, and phones

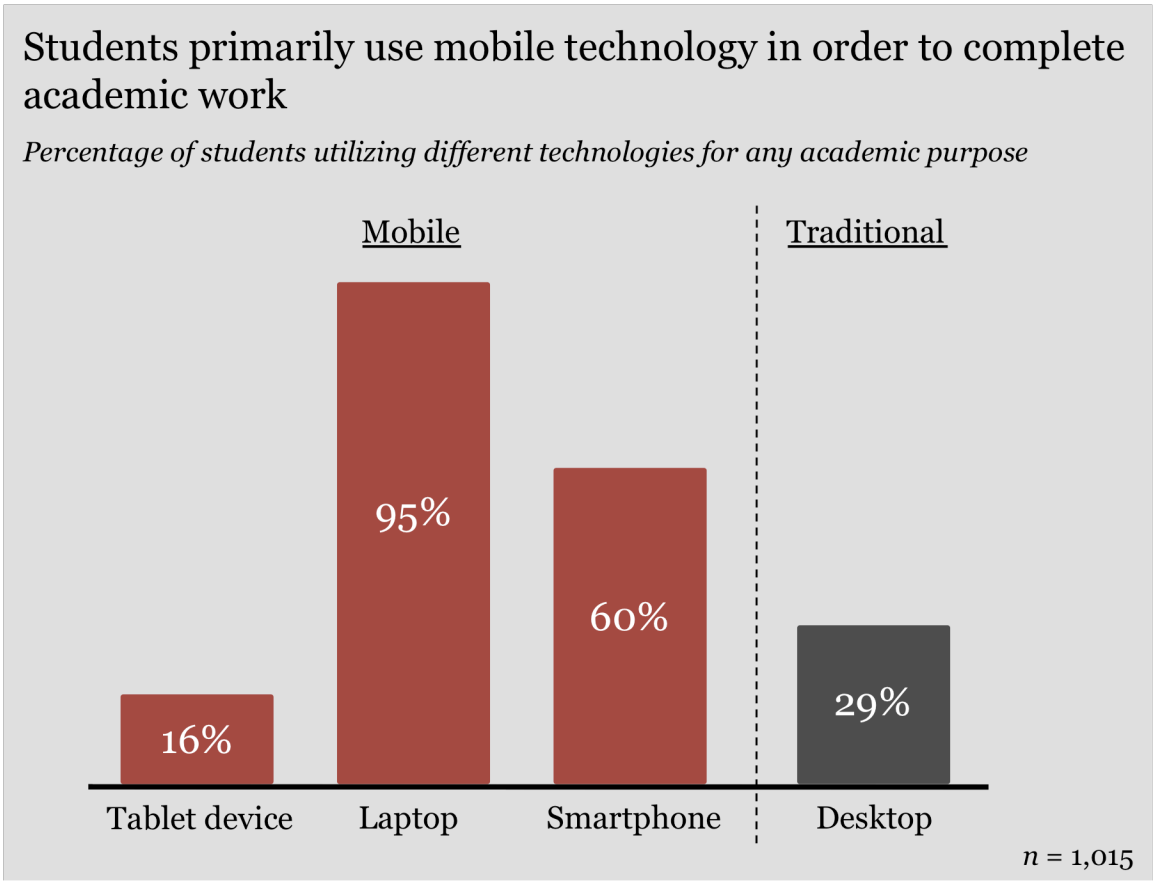
Beyond the use of Oncourse as a foundation for going mobile, another necessary behavioral recommendation is the lifting of discriminatory technology bans inside the classroom. With little doubt, no member of the faculty would suggest that there is any one learning style or preferred tool for absorbing information in an academic environment. Students today are dependent on laptops, tablets, and phones for the purposes of study, class participation, organization, notes, and reference.

In order to make the transition to a mobile technology-driven learning environment, Indiana University will need to lessen classroom restrictions – especially with respect to laptops



While some faculty members may claim that the use of technology by students creates distractions – and this recommendation does not entirely refute that position – the notion that Faculty can ignore the benefits of the technologies that are universally utilized by students is unsettling. Committee members concluded that technology-induced distractions are no more prevalent than paper- or pen-induced distractions: in other words, if a student does not wish to pay attention, he or she will ignore the teacher regardless of whether he or she has access to a mobile device.

Restrictions on laptop use may indicate that faculty are not be giving enough credit to the mediums through which students are best reached. Student use of mobile technologies for academic purposes is incredibly high.

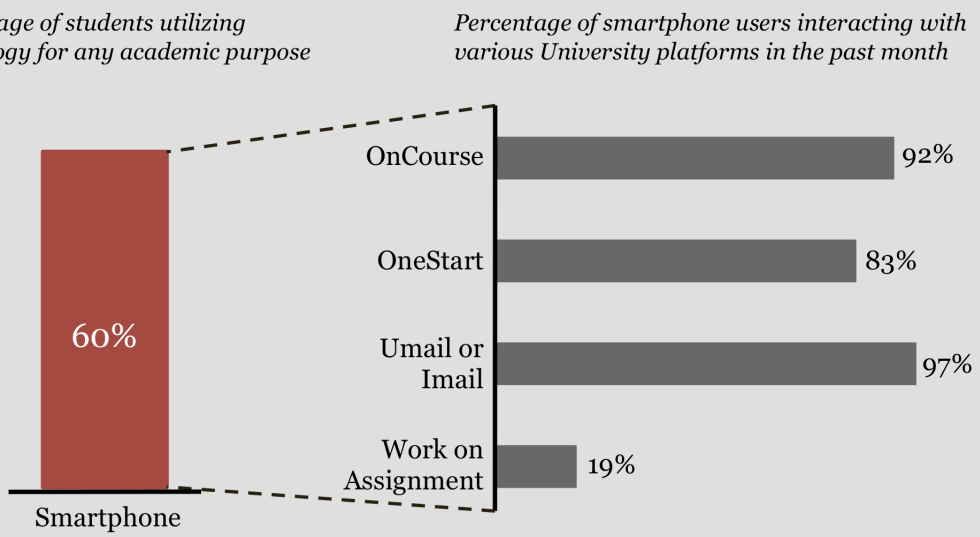


The Committee understands that it is difficult to mandate the use of technology by faculty, but ending the digital divide between students and faculty is essential in order to centralize the University's academic operations in an integrated, widely adopted, and easy to use educational platform. Adopting classroom technology policies that allow the use of modern technology is critical if IU hopes to lead other universities as a pioneer in the post-PC revolution.

- Sub-recommendation: Improve the means through which students can interact with academic material via mobile phones and tablets.

Though the above sub-recommendations are necessary to properly facilitate mobile technology in the classroom, the Committee recommends that the University prioritize the optimization of Oncourse to offer its full range of functionality on mobile phones and tablets. With 83% of the student population using smartphones, it is difficult to ignore the need to provide students access to the full range of services available on Oncourse and OneStart in a mobile environment.

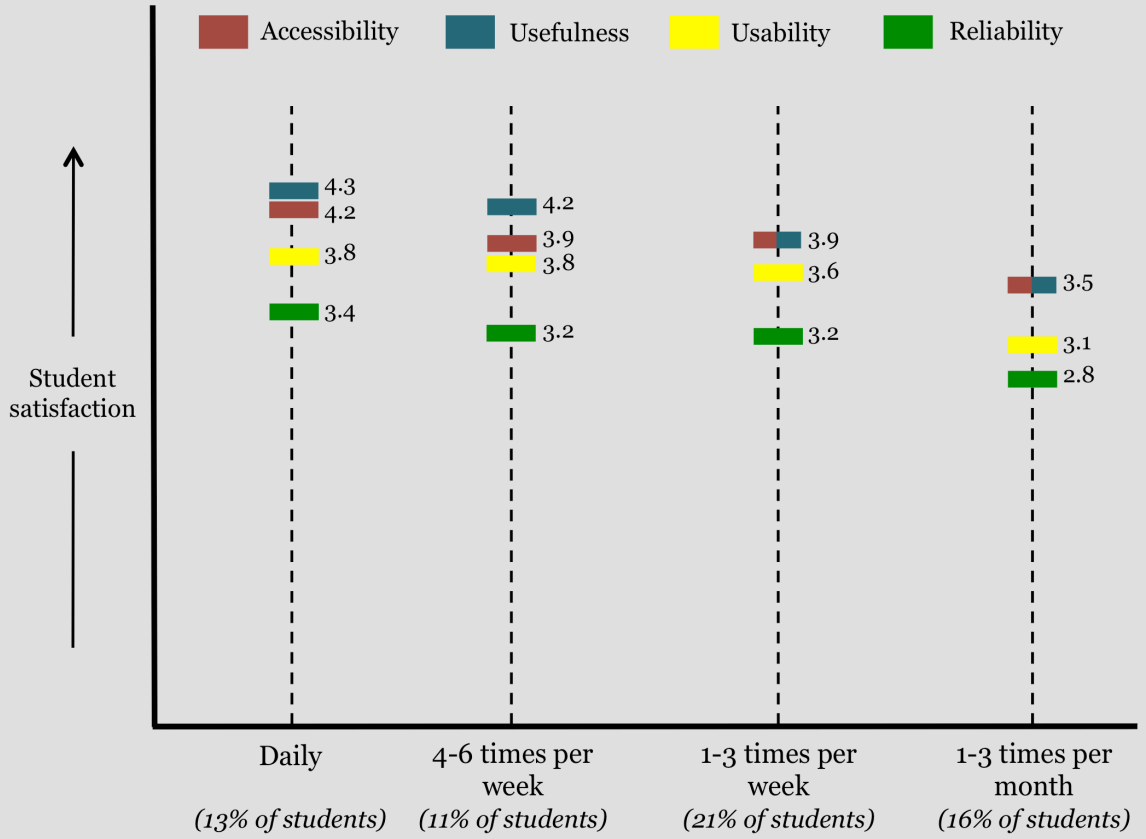
The vast majority of students who use smartphones utilize their devices to interact with major University platforms



Aside from the use of phones and tablets, another justification for the need to optimize Oncourse for mobile is the penetration of the IU Mobile application. Almost half of students use IU Mobile at least once per week, though student satisfaction is subpar in regards to some performance metrics:

Multiple IU Mobile performance metrics – namely, usability and reliability – need improvement, with student satisfaction varying slightly across usage rates

Rates of use of IU Mobile; student satisfaction scores (1-5 scale) for different IU Mobile performance metrics (1=lowest; 5=highest)



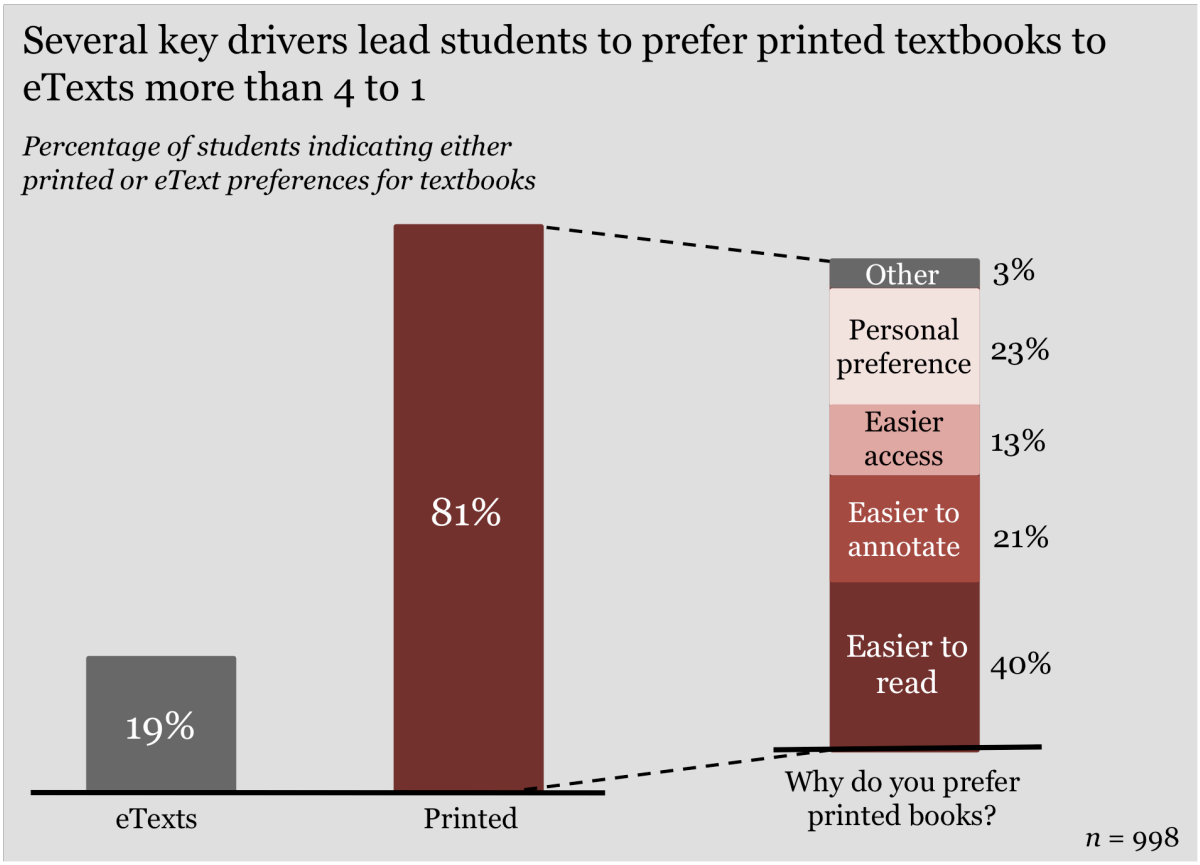
n = 839

The manner in which the University is able to best integrate mobile functionality on Oncourse is a difficult question to answer. Since IU Mobile has a well-established brand with students and because IU Mobile already boasts limited academic features, it would make sense to integrate the full range of Oncourse services on IU mobile. However, the Committee cautions UITS that the trend of platform-based mobile applications is somewhat uncertain. Having to design apps for multiple platforms like iOS and the various Android OS versions is not only expensive, but inefficient as well. With the rapid expansion of 4G networks and high-speed web functionality, mobile-optimized sites are likely to surge in popularity, especially for the deployment of complex, enterprise-grade applications like Oncourse. The issue of whether to implement Oncourse mobile functionality into a mobile-optimized site or a suite of platform-based mobile applications will have to be carefully considered, but it should not stall the progress of moving toward mobile. The Committee recommends that UITS act quickly on this front.

Most importantly, Oncourse must function smoothly in a mobile environment. Viewing and downloading documents and files should not pose problems to the user. While browsing content on Oncourse is important, without the ability to quickly load content from the Oncourse Resources or Assignments section, UITS would not be fulfilling one of the primary benefits of presenting Oncourse in a mobile environment. The integration of IUanyWare and Box will prove critical to allow a full-range of mobile experiences for the user. As far as the overall goal for UITS is concerned, a mobile Oncourse experience should marry productivity, storage, and Oncourse activities into a seamless, easy-to-use system.

Expanding eText usage

IU's eText initiative represents an important leap forward in the effort to digitalize aspects of the academic process. Since the program's launch in the fall of 2011, 54% of students have utilized eTexts in one or more of their classes. Among those who prefer eTexts to traditional texts, cheaper prices (84%) and increased portability (67%) were the key reasons. Currently, however, students are still found to heavily prefer printed texts to eTexts. The Committee feels this is due to a lack of proper hardware, but a reassessment of the eText initiative is still needed.



The data in the percentage bar on the right side of the graph further solidifies the importance of the transition from desktop to mobile computing. Currently, 34% of

students that prefer printed textbooks do so because printed books are easier to annotate and easier to access. If students had the proper hardware – e.g., tablet devices – eTexts should easily be able to trump printed textbooks in regards to annotation and accessibility concerns. After all, tablet devices are much more portable than textbooks, and offer a multitude of ways in which a student can intuitively interact with text. Thus, if students have the necessary mediums with which to interact with eTexts, preferences will likely shift in favor of eTexts.

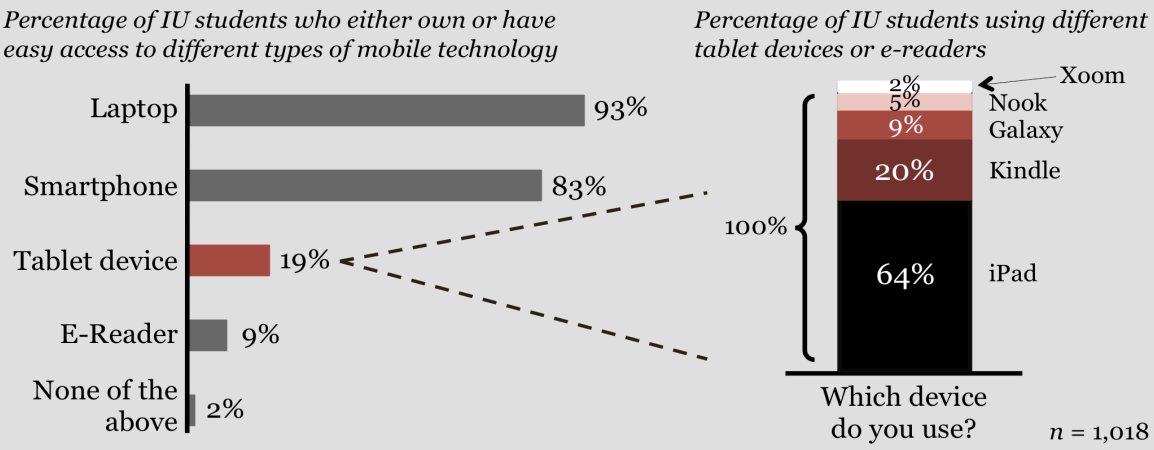
In order to improve the penetration of eTexts, the Committee recommends: (1) that the tools to best utilize eTexts (tablets) are made more available to students through a purchasing program with major tablet providers (best case scenario would be Apple); and (2) that the University reexamine the logistics of the eText initiative's current model. The Committee believes that the University should reconsider the opt-in nature of the program and the contractual agreements with publishers. Ultimately, an eText culture starts with the students, not the faculty. By giving faculty the means to control whether or not eText is the sole form of text for a class, the University diminshes the student's right to choose the studying method that works best for them. For instance, if a professor opts-in to the IU eText program, it is likely that only 19% of students in the class will possess tablets designed for e-reading. Otherwise, students would be forced to print out the pages (defeating the sustainability purpose of eText) or be stuck reading lengthy texts on their laptop or at an STC.

Ohio State University's Digital First Initiative ultimately aims to put an iPad in the hand of every single student through a special purchasing program with Apple, according to current Student Body President Taylor Stepp. The textbook cost savings of this program would be tremendous. As a result, the Committee believes Indiana University could benefit from exploring similar programs.

- Sub-recommendation: Collaborate with suppliers to create a student discount program for tablet devices in order to increase eReadership and general academic productivity

Many schools have laptop purchasing deals for their students and faculty. The University needs to consider this type of program for tablets if it is serious about advancing its eText initiative. 54% of students have enrolled in a class that makes use of eTexts; but with only 19% of students having access to a tablet, the true beauty of e-text becomes moot. Based off of one of the premises of the eText initiative – increased and shareable interaction with written content – tablets are arguably the best medium through which to read an eText. Previous areas of the Committee's analysis have displayed the high level of academic productivity accomplished by students on mobile devices. With this in mind, the Committee took a deeper look at the current makeup of tablet devices on the IUB campus:

Due to student popularity – and a strong technological ecosystem – iPads offer the most attractive avenue for the University to pursue a student discount program



The Committee concluded that this is one of its most important recommendations, primarily because the tablet can serve as the facility for virtually all recommended University advancements over the next five years. If students are able to access the full range of academic, productivity, and study tools (eTexts) all on a device that also serves as a hub for social, professional, and communications activities, the University will clearly distinguish itself as a pioneer in the post-PC revolution. In 2012, laptop and PC sales across the country showed declines in sales for the first time since 2001, according to the NY Times. Though the bulk of productivity applications are still slowly making their way onto tablets, it is likely (with the use of Bluetooth keyboards and mouses), that the tablet, or even the mobile phone, will replace desktops entirely.

The eText initiative is also important to improving general academic productivity. eTexts offer collaborative opportunities that can't be realized through printed texts, such as the sharing of notes and enhanced classroom interaction. The Committee also recommends that the eText purchasing process be seamlessly integrated through Oncourse instead of through OneStart, but this goes along with recommendations about portal consolidation as discussed previously. Though student opinion still favors printed text to eTexts, the Committee feels that abandoning the eText initiative before it has the opportunity to properly penetrate the student population would be premature. eText is a new form of media, and given the trends toward mobile computing, it is difficult to imagine a world in which text is still distributed largely through paper media.

Outside of the Classroom

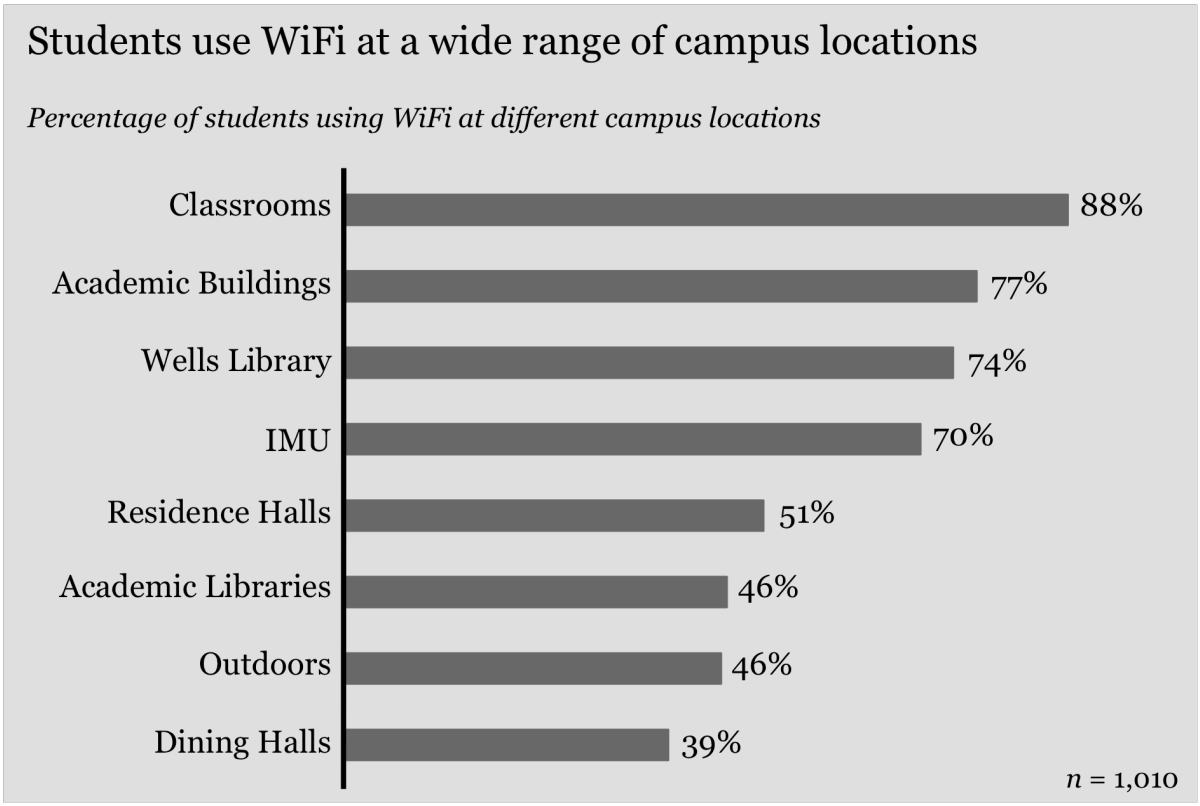
Beyond the classroom, students voiced concerns primarily with IU's network infrastructure and the printing process. Improvement of IU Secure is needed from time to time to keep up with demands on the network. Since load requirements are constantly increasing due to the increased level of connectivity and bandwidth

demands, IU must ensure its systems can support the connected student. When combined with data on the current printing system, two primary recommendations followed from the Committee's analysis:

- **Improve IU Secure's reliability during peak usage times and take measures to reduce the frequency of connectivity issues**
- **Streamline the printing process**

Improving IU Secure

The 2007 VOICE Report aptly recommended the inclusion of Wi-Fi in campus residence halls. This has greatly increased the number of network access zones on campus. Now that the network is almost ubiquitous on IU's campus, the Committee recommends that the University take steps to drastically improve network infrastructure to help the prevent low performance that is characteristic of peak studying times. When the 2007 VOICE Report was written, mobile and especially tablet computing were virtually nonexistent. Because the sheer volume of devices students interact with has increased, the ability for the network to handle increased traffic must also improve. As the IU community makes the shift to mobile, in addition to growing more dependent on constant network connectivity, the network must be improved to meet increased demand. Key areas in which to improve connectivity include Wells Library, large-group classrooms, the Union, and – especially – outdoors.



Students were also asked to rate three qualities of the IU Secure: connectivity, signal strength, and availability. Of the three, students rated connectivity the worst. Combining this information with the areas known to be the most popular for students to connect, the Committee recommends the University start with improving connectivity in high-traffic zones first. With the increased usage of mobile devices, performance issues will only get worse if the University does not continue expanding its infrastructure.

When compared to other IU Secure performance metrics, students experience the most difficulty with connectivity to the WiFi network

Percentage of students indicating different levels of satisfaction for IU Secure WiFi network in regards to three performance metrics

n = 1,010

Enhancing the printing process

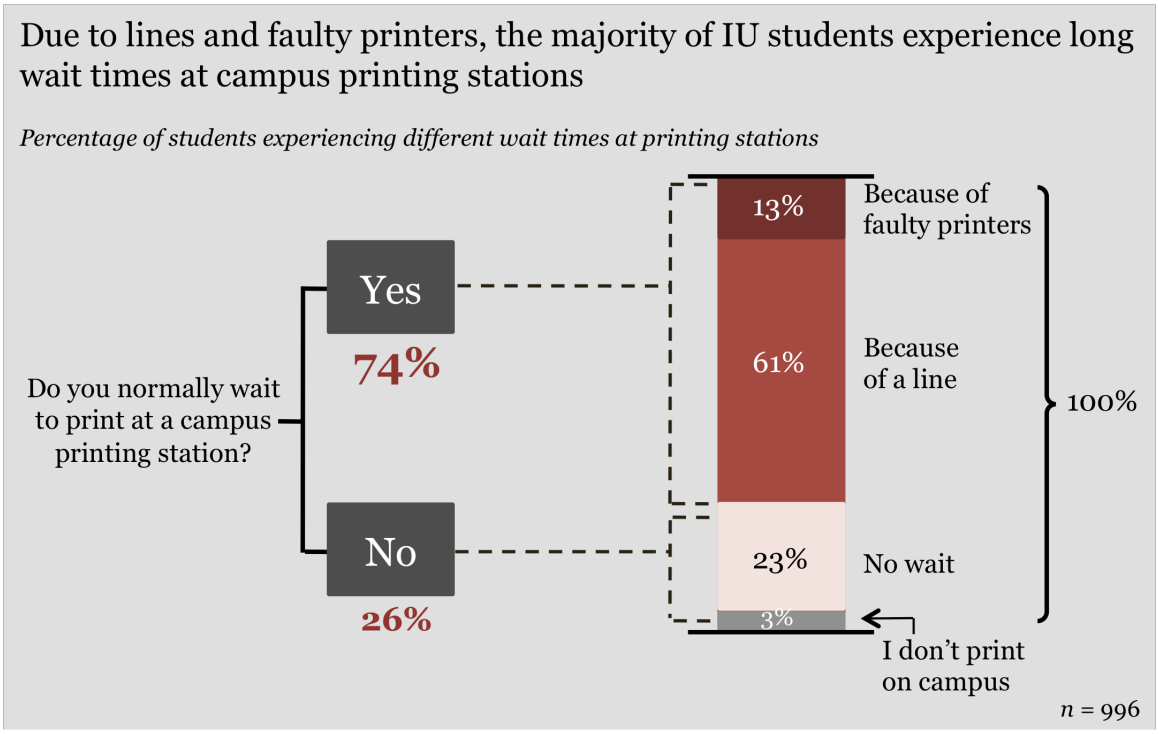
As far as printing is concerned, students are generally pleased with the quality of the printing jobs. To gain further insight into student sentiment, the Committee examined both the availability and reliability of the printing process. While 59% of students feel the reliability of printers on campus is above average, only 47% feel the same about the availability of printers.

- Sub-recommendation: Increase the number of printers for students to use

Many students find themselves having to wait in order to utilize printing resources on campus. Between waiting in line and having mechanical failures, more printers on campus would take steps to solve this problem. On both fronts, the increased redundancy and distributed use across more printers will reduce printer failures. When asked about their experiences with printing, students provided candid thoughts:

> "Fix the printer finder and printing, because every time I go to print I have to reinstall the printers. Print finder doesn't always work."
>
> "What is printer finder and how do I use it?"
>
> "I do not approve of the fact that even if I print on both sides of a paper, it still counts as two pages of my limited printed quota"

The below graph displays some of the main drivers of students' frustrations with the printing process:



- Sub-recommendation: If the University wishes to encourage less paper use, reward students for performing double-sided print jobs

The Committee strongly recommends that the University revisit its policy on double-sided printing. It is unfair to campaign against using excessive amounts of paper when a substantial portion of print jobs that take up a student's quota are due to professor requests for printing slide decks. Because ink is also a factor in the cost of printing, the Committee recommends a compromise to counting a double-sided page against a student's print quota. By charging a student 1.5 pages, students will be encouraged to minimize their use of paper while the University can still account for ink consumption.

- Sub-recommendation: Implement printing protocols via mobile technology

In keeping with the progression toward mobile computing, the ability to print materials from smartphones is essential. Though there has been substantial progress in

improving Printer Finder and the functionality of the printer network on campus, the next step is to make the job even easier. Because of the heavy reliance on mobile computing platforms and trends to the same end, the University will find itself in a difficult position without mobile-enabled printing. Though it may prove challenging, it will seem peculiar if printing is not mobile-enabled when all of other academic tools and utilities are.

The Committee's recommendations on technology are ambitious. They firmly represent IU student opinion and the latest technological trends. One of the greatest problems facing Indiana University's central administration is facilitating connectivity between all constituents of the university ecosystem – academically, culturally, socially, and professionally. By continuing to push the cutting edge of enterprise technology implementation, IU will meet the demands of its student population and remain a leader in computing infrastructure.

Intellectual Curiosity

After completing their course of study at Indiana University, students are remarkably different from when they initially arrived in Bloomington. To be sure, a student's academic path determines a great deal of the knowledge and skills he or she will ultimately acquire; however, opportunities for learning that are available outside of a student's predetermined class list can often be equally important. While the Student Collaboration section addressed many of the co-curricular channels through which students may achieve additional learning and growth, this section aims to strike a balance between learning that occurs both inside the classroom and through mediums such as educational programming, studying abroad, and similar opportunities.

A key motivation for exploring this area of college life is the belief that a desire to learn often aids a student's ability to learn. In this sense, it is crucial for the University to continually improve its methods of enabling students to identify and explore their interests. After all, as the number of opportunities for students to explore their interests increases, so does the potential for the University to innovate and develop a more skilled workforce and student body as a whole.

General Academic Opportunities

Academics are one of the foremost reasons for which students choose to attend Indiana University, or any school for that matter. Clearly, amidst all of the components of college life at Indiana University, academics play one of the largest roles in both attracting and developing talented students. While an in-depth examination of the rigor and content of classroom material is outside of the scope of this report, the Committee recognizes opportunities to improve the University's current academic structures. Two primary recommendations follow with this goal in mind:

- **Encourage faculty to promote increased in-class discussion between students, especially in upper-level courses**

- **Add an "Advisor DropBox" on Oncourse to promote a stronger relationship between students and advisors**

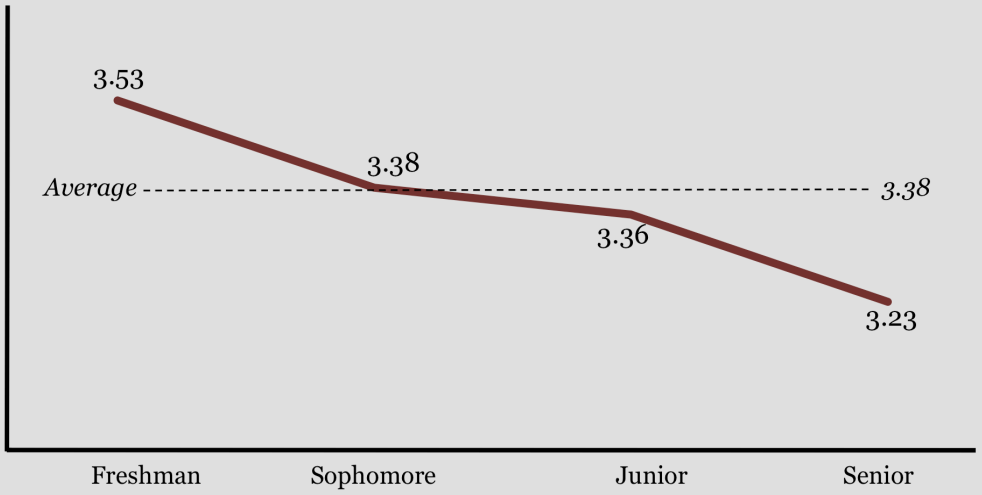
Improving in-class learning environments through collaborative discussions

One of the problems facing campuses as large as Indiana University – Bloomington is the wide range of different learning styles displayed by students. To be sure, teaching and learning styles in the Jacobs School of Music will be different from those of, say, the Mathematics department. Still, one of the most proven methods of creating an effective learning environment is collaborative discussion between students.

Classrooms that encourage the vocalization of well-constructed thoughts have the power to broaden the perspectives of students, and simultaneously develop students' ability to articulate complex ideas. While large public institutions often require the use of large lecture halls to accommodate the high volume of students in core classes, the Committee examined the level to which students feel challenged in class by peers as displayed through difficult questions, interesting points, and the like.

Students typically experience less peer-driven in-class engagement as they progress through Indiana University

Level to which students are challenged by peers in class as a result of interesting discussions, thoughtful questions, etc. (5 = highest; 1 = lowest)



n = 1,025

In the above graph, students were asked how often they are challenged in class. Responses, which ranged from "Always" to "Never", were then converted to a 5-point scale, from which the Committee generated a weighted average.

Segmenting responses by class standing reveals an interesting insight: the level of engaging discussion actually decreases with class standing. This is problematic for a couple of reasons. First, juniors and seniors typically enroll in class sizes that are much smaller than those of freshmen and sophomores. As a result, the quality of class discussion should actually increase. Second, and perhaps more importantly, older students typically – and ideally – take more "focused" courses that are more closely aligned with their post-graduation interests than their freshmen- and sophomore-level classes. As a result, it is imperative that classroom environments foster continual growth for students, especially as they near graduation. Since in-class discussion is an effective source of such growth, increasing the level to which students feel challenged by peers in class is thus imperative.

While orchestrating meaningful conversations is certainly challenging in large lecture halls, the Committee recommends the University develop new ways to engage students, beginning with smaller, upper-level courses. Though the above data may vary

materially across academic paths, if Indiana University is to reach its potential in terms of skill development in students, a classroom setting that encourages critical discussion of issues is essential. Successful execution of this recommendation can encourage students to view every experience on campus as a learning opportunity, which will ultimately bring the "ideal" vision of Intellectual Curiosity closer to fruition.

Adding an "Advisor DropBox"

The Student Collaboration section addressed the multitude of ways in which students feel the roles of academic advisors can be expanded and improved. When considering the aforementioned recommendations, overlap certainly exists in regards to an advisor's ability to develop students as it relates to the themes addressed by each committee. This section explores a more academic-focused recommendation for academic advising: the "Advisor DropBox."

Previous sections of this report established the student body's desire for a more holistic and robust academic advising system. A key way in which the University can accomplish this is by making academic advisors more accessible to students.

The "Advisor DropBox" is a portal in Oncourse through which students can interact directly with their academic advisor(s) – taken in conjunction with the recommendations found in the Student Collaboration section, students would likely only need to communicate with their primary advisor. Oncourse seems to be an ideal location for this system since students visit the website often and primarily for academic purposes. Through this system, advisors can place academic bulletins, resources, and announcements that will be easily accessible to students. Additionally, this new section of Oncourse will enable advisors to post a Frequently Asked Questions page with information that would greatly expedite a student's ability to solve common problems, such as a listing of acceptable substitutes for a popular course. Since this mechanism is a two-way street, the "DropBox" would also allow students to post messages and questions directly to their assigned advisor.

While many of these services and resources (such as a course bulletin or Frequently Asked Questions) may be available elsewhere, the presence of the "Advisor DropBox" will centralize the vast amount of guidance academic advisors are able to share. Additionally, by placing the system on Oncourse, the University will be able to reach students that otherwise may not act proactively enough to reach out to advisors to learn crucial information. Indeed, many students think that increased interaction with advisors – especially online – is an important element of the "ideal" college experience. When asked to suggest areas for improvement to IU's academic resources, students provided thoughtful insight:

> "Advisor advice should be more easily accessible or provide online tips on how to choose classes before meeting with advisors."
>
> "[Extend the] hours of advising past 5, as many students have obligations throughout the day and at times it's difficult to obtain meeting times."

> "I think more of the basic information needs to be in one place. It's really hard running around on-line looking for information."

The "Advisor DropBox" clearly aligns with the opinions of the first and third students. When reflected against the second student's statement, the "Advisor DropBox" solves an additional problem: the availability of advisors. Since many of the basic resources will be available 24/7 through the online system, students will be able to address their advising needs during evening hours.

Of course, the University will have to make sure the system is not abused – for instance, advisors receiving a multitude of complex questions through the "DropBox" would clearly defeat the purpose of the portal. Still, the Committee believes the relevant benefits justify the effort put forth to navigate these obstacles.

Study Abroad

Study abroad is an outstanding opportunity for students to gain exposure to different cultures and new ways of thinking. Because of its ability to broaden the perspectives of students, studying abroad is one of the foremost purveyors of intellectual curiosity at Indiana University. The degree to which studying abroad is encouraged currently depends heavily upon the program in which a student is enrolled. While there are many benefits to studying abroad, primarily, students often utilize study abroad opportunities to immerse themselves fully in a culture outside of the United States of America. Students frequently refer to the semester in which they studied abroad as one of their favorite semesters of their college career.

With the intent of improving the study abroad experience at Indiana University, The Committee offers two primary recommendations:

- **Provide more opportunities to study abroad for the general population of students**
- **Establish more transparency regarding alignment of courses taken abroad and degree requirements**

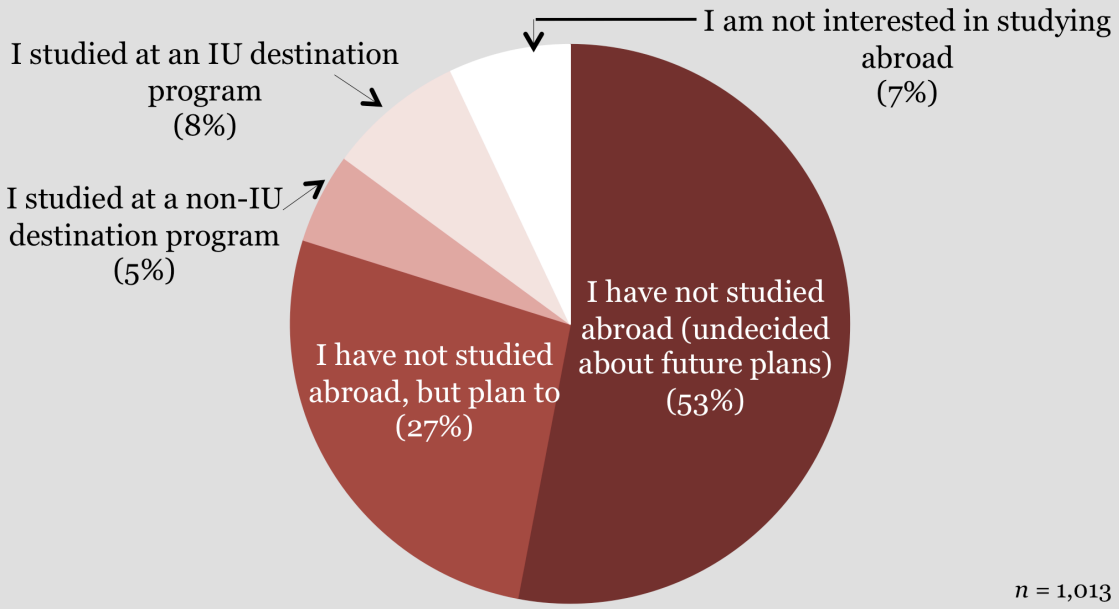
Increasing opportunities to study abroad

The potential benefits of studying abroad are as numerous as they underutilized. As the below chart shows, roughly 87% of the students enrolled at Indiana University-Bloomington at any given time have not studied abroad, and an additional 7% are not interested in studying abroad. (Note: due to the nature of this question, the data is not meant to suggest that only 13% of IU-Bloomington students study abroad. The Office of Overseas Studies confirms that in the 2009-2010 academic year, 2,190 students on the Bloomington campus studied abroad. When allowing for those students who study

abroad multiple times during their college careers, the Committee believes this figure, in addition to the profile shown below, confirms a lower-than-ideal rate of study abroad participation). Regardless of the way in which Indiana University's figures measure up to the numbers of other comparable universities, the Committee recommends seeking ways to increase the study abroad participation of IU students.

The current profile of IU students contains a relatively small amount of study abroad experience

Percentage of students with varying types of study abroad experience



n = 1,013

Though study abroad participation is somewhat low, students provided positive feedback about study abroad experiences during focus group discussion:

> "My study abroad experience helped me learn a language, which is good for the University and for future job experience."
>
> "I've never heard of a negative experience."

Casual conversation around campus often reveals attitudes similar to those found in the above statements: on the whole, students enjoy studying abroad. To increase the number of IU students who learn in an international program, the Committee recommends implementing one or more of a the below sub-recommendations:

- Sub-recommendation: Increase the number or availability of academic courses linked with short-term study abroad offerings

Indiana University currently affords students some opportunities to participate in classes that incorporate a short study abroad component into the course material. For

instance, the Kelley School of Business currently offers an "Emerging Economies" course that enables students to learn in settings such as Ghana, Chile, and China – the incremental student fee to participate is roughly $3,000. The Committee recommends the University find ways to incorporate similar learning opportunities into curriculum elsewhere in Indiana University.

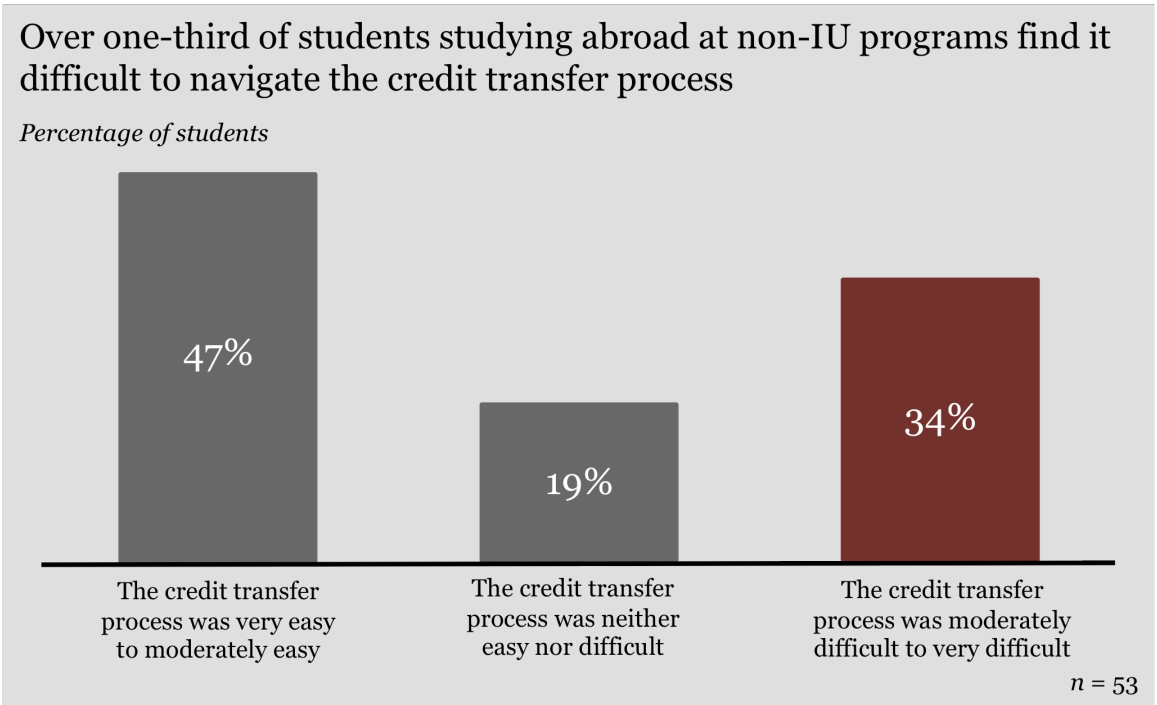
- Sub-recommendation: Model the Hutton International Experiences Program

Committee members who participated in the HIEP program noted the easy and straightforward process by which they were able to enroll in their study abroad experience. Perhaps the simplicity of the Hutton program stems from the centralized nature of its information about required documentation, funding availability, and timelines, which can all be found on the HIEP website. The HIEP program provides clear guidelines as to the requirements of participation, and after returning from abroad study, students are required to submit an essay detailing their experiences. In this way, the HIEP program encourages students to reflect upon and internalize the learning opportunities in which they participated while overseas. In addition, the streamlined process through which HIEP students register for overseas study offers a model for the University to follow.

Funding is a key component of the HIEP program, and while a detailed discussion of the University's capacity to increase study abroad funding is outside the scope of this report, the Committee does recommend the University examine ways in which additional study abroad funding can be presented to students.

Establishing transparency of study abroad courses and degree requirements

Oftentimes, an Indiana University student can only experience study abroad opportunities if traveling overseas aligns with his or her academic plan. Unfortunately, gaining credit for international learning proves to be a large challenge.



One implication of the data in the above graph is that students may choose not to investigate study abroad options because of the intense bureaucracy associated with gaining credit for overseas study. Additionally, the difficulty of gaining credit may encourage students to enroll in programs that do not provide much of an academic benefit. In fact, several students noted that academics can take a backseat during overseas study:

> "I can't tell if I learned anything, but I had a great time."
>
> " 'Enriching' is an exaggeration for most peoples' experience."
>
> "We should incentivize study abroad for people who want to go for the 'right' reasons."

Clearly, a more streamlined credit transfer process would be a large benefit to students. In line with this report's recurring theme of the centralization of University information and resources, the Committee recommends examining the implementation of an online portal through which students can view study abroad information. This portal would include the entire array of study abroad programs, and would enable filtering by information specific to major, term, cost, language requirements, location, and more. Ideally, it would be incorporated with other IU online portals (i.e., OneStart and Oncourse) that already experience heavy traffic. Additionally, this online tool should provide students straightforward access to credit transfer information, and also detail the requirements and process of registering for a specific program. Currently, much of the information required to register to study abroad may be found online; however, making sense of it all requires students to use multiple and seemingly unrelated

resources. This online portal is the solution to this problem, and it can encourage more students to study abroad by making it easier to register for a program.

Educational Programming and Outside-of-the-Classroom Learning

Educational programming – for instance, lectures, exhibits, and interactive sessions with professionals from different fields of expertise – is an outstanding opportunity for students to buttress the learning they experience inside of the classroom. While classroom lectures and assignments can often teach students theories and concepts, educational programming gives students a chance to hear stories from individuals who have applied their education to the real world. In a sense, educational programming is the link that connects students' development at Indiana University to life outside of the University community. Thus, these lectures and special events can play a vital role in defining students' college experience.

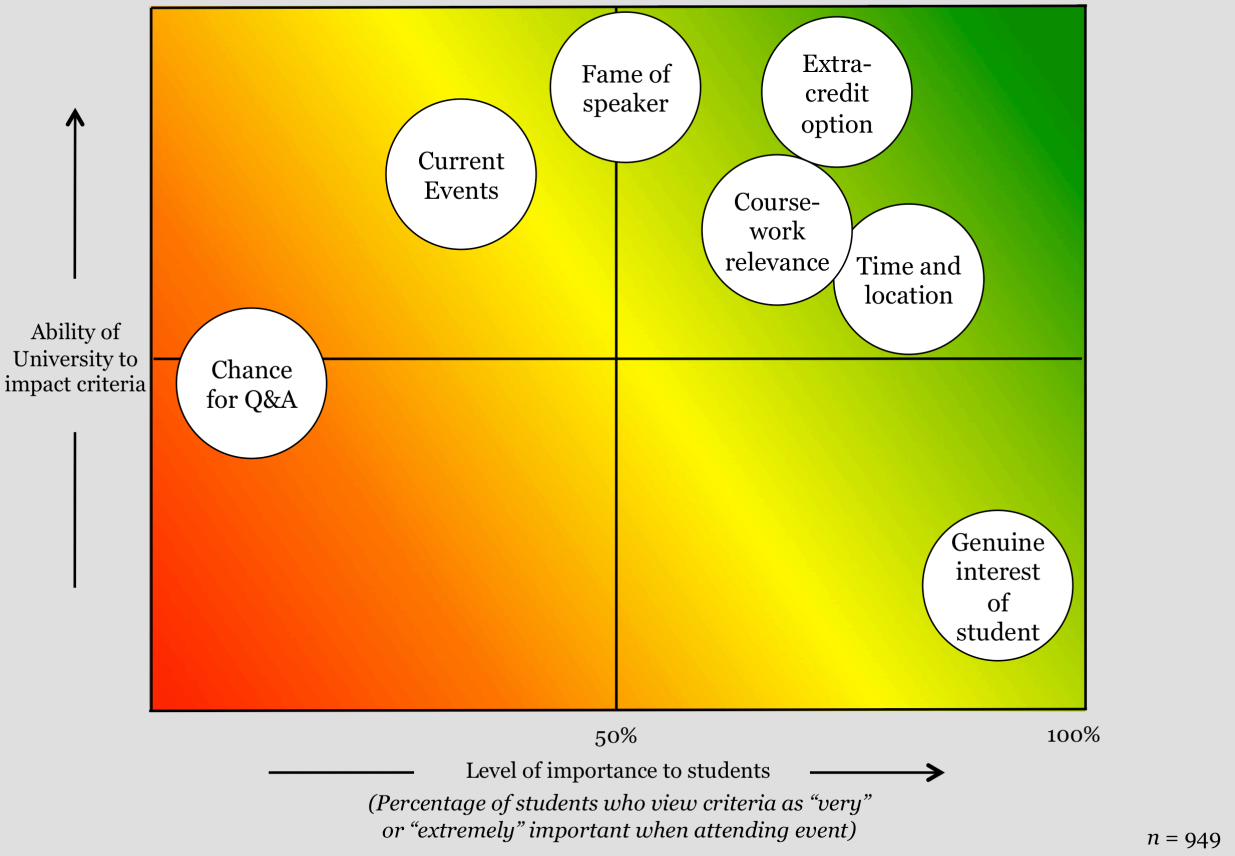
Indiana University also has a large amount of history and culture contained in exhibits such as the Lily Library and the IU Art Museum. Student interaction with these resources is somewhat low, and in an "ideal" state, these exhibits would play a larger role in the development of students. The Committee thus provides two primary recommendations:

- **Improve participation in educational programming**
- **Strengthen the relationship between coursework and art exhibits such as the Lily Library**

Improving educational programming participation

When determining the best way to improve participation in programming, the Committee developed a list of criteria which students often consider when choosing whether or not to attend an event. The below graph shows the relative importance of several criteria, and also conceptually illustrates the extent to which the University can appeal to students' interests by selecting different types of programs.

To improve the efficacy of educational programming, the University should focus on criteria which are controllable and have a high level of importance to students



In this graph, the *y*-axis highlights the level to which criteria are controllable. For instance, while the University can do little to change the inherent interests of students, the groups that program campus events can have a high level of influence on the fame of the speaker. Similarly, the University can encourage professors to incorporate a given event into a class by offering extra-credit for attendance.

The upper-right quadrant clearly displays the types of educational programs that can be used to garner more student engagement. Programs that earn students extra-credit are arguably the most efficient events on which to focus, and in this sense, the University can take advantage of this student preference by encouraging professors to be more in touch with the lectures and exhibits taking place on campus. Additionally, event times and locations should be placed later in the evenings during weekdays in order to accommodate the schedules of students.

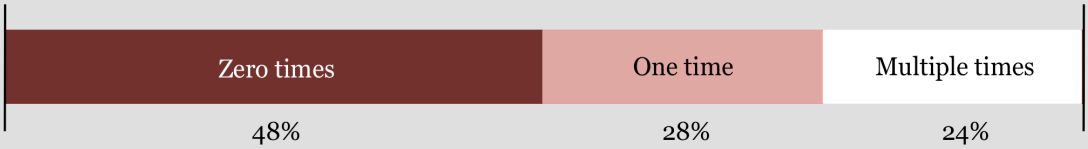
While a student's genuine interest in a subject is the most powerful motivator, the University will have a difficult time affecting this criterion. Large student groups can improve communication of major events taking place on campus to generate buzz. Also, in order to gain the initial buy-in from students who do not currently attend any lectures, the University can increase advertising of lighthearted events (such as

comedians or celebrities) and prominent business professionals (such as Mark Cuban) during the beginning of the school year or spring semester.

Improving the relevance of exhibits such as the Lily Library to academic life

Many students visit the Lily Library and IU Art Museum on an infrequent basis

Percentage of students visiting a Lily Library or IU Art Museum exhibit during the past three semesters



n = 1,003

Oftentimes, coursework presents an opportunity for "supplemental" learning in other parts of the University. For instance, a student in a literature course may be able to gain a firmer understanding of a poem or novel by examining relevant artwork designed to enliven the text. Given that almost half of students have not visited either the Lily Library or the IU Art Museum during their previous three semesters, it seems natural that courses with an arts focus should seek ways to incorporate these exhibits into their learning goals. Department heads should pay special attention to the offerings around campus and communicate opportunities to faculty.

A student's time at Indiana University is meant to foster intense intellectual development. In order for students to benefit from all that the University has to offer, it is imperative the University leverage the resources it currently has in place – both inside- and outside-of-the-classroom. In this way, students can be encouraged to find additional learning opportunities, which will enable the University fulfill its mission in a more efficacious manner.

Campus Safety

The need for a safe campus touches all stakeholders of the University – including prospective, current, and former students (and their parents). When many negative events related to safety occur in succession, concern for the University's well-being abounds, which can result in the tarnished image of IU as a whole.

Promoting and improving campus safety is a community effort. Current projects such as the Street Smart and Culture of Care campaigns seek to find long-term solutions to issues such as bystander intervention and sexual assault, and since these initiatives seem to be successful in their early stages, they highlight a key component of effectively improving campus safety: proactive measures. By seeking to instill a cultural shift, these initiatives prevent issues before they arise. With this insight, the Committee seeks to provide recommendations that address students' concerns that do not necessarily arise from past incidents on campus. After all, students often feel as though a crisis needs to occur in order for a given recommendation to be implemented. While learning from past mistakes is crucial and valuable, mitigating problems before they arise is priceless.

Transportation Infrastructure

During night hours, getting from one point of the Bloomington area to another location often sparks concern for students. Students in the Greek system frequently have rides provided by fraternities or sororities; however, this is only available to the minority of individuals that identify with Greek organizations. As a result, students often walk home from bars or house parties, which creates inherent risk. With these issues in mind, the Committee offers two primary recommendations:

- **Implement a 24-hour, no-questions-asked safe ride service** (*Note:* the Committee does not, in any way, seek to replace the function of a 911 call)
- **Collaborate with the city of Bloomington to improve lighting around campus**

Implementing a no-questions-asked safe ride service

Note: Throughout this section, "near-emergency transportation" is meant to apply strictly to incidents that do not require a 911 call. In a true emergency, a person should always call 911.

Indiana University's diverse student body engages in a wide variety of social events, especially on weekend nights. Given the risk associated with activities such as house parties, bar crawls, and other off-campus events, the Committee recognizes the need

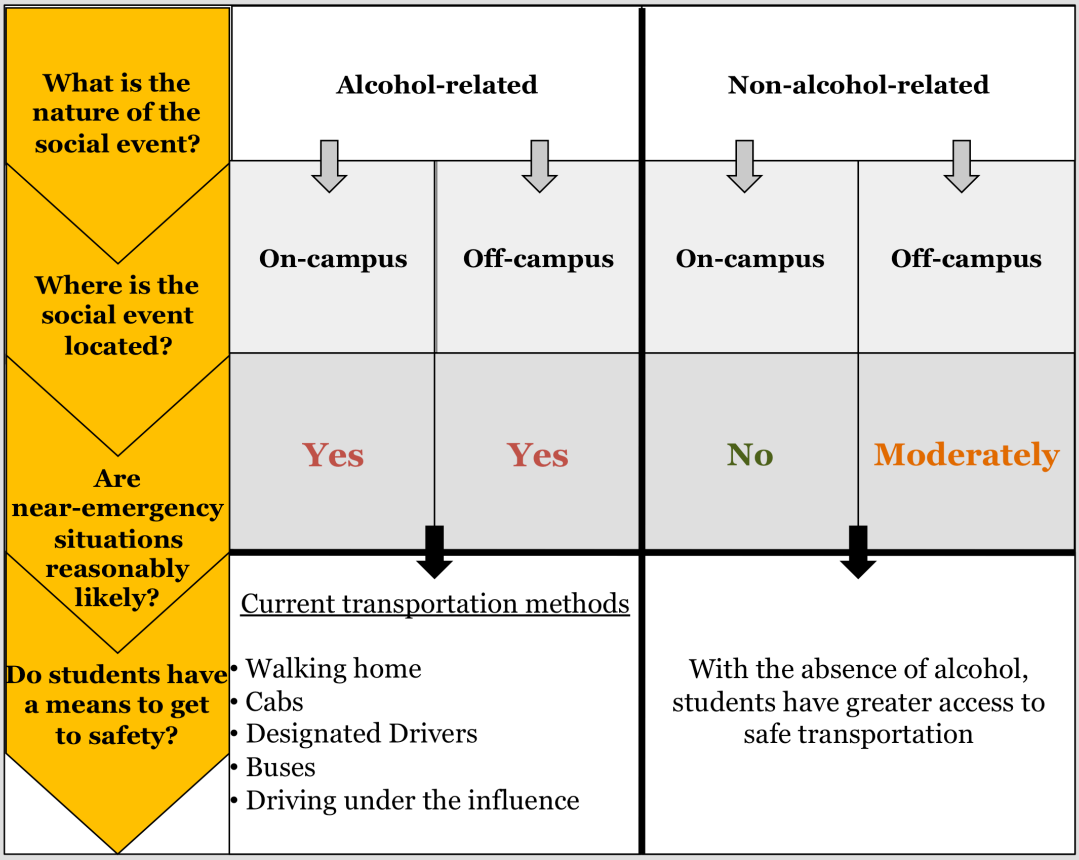
for all students to have access to safe transportation. As a result, the Committee recommends a safety transportation system (operated, for instance, by either Motor Pool or a local cab company), that can service students in both on- and off-campus locations, regardless of whether they have consumed alcohol. Through this service, the Committee hopes to lessen the rate of incidents in which students walk long distances to their residence or choose to drive while under the influence of alcohol.

A no-questions-asked service can prevent more than just drunk driving. Paying attention to the University emails that describe incidents related to attempted sexual assault, muggings, and other crimes paints an all-too-clear picture of the unfortunate circumstances in which students can find themselves should they act unruly or simply be at the wrong place during the wrong time. The Committee concluded a consistent ride service can help to lessen the rate of these incidents.

Understanding the need for a new, no-questions-asked near-emergency ride service requires an examination of the current system as well as an analysis of student needs. Currently, IU offers a Safety Escort Service (855-SAFE) to assist individuals in returning to their residence during night hours. Mapping out key elements of emergency situations offers a framework through which to evaluate the effectiveness of the existing system:

Due to the wide variety of social functions at Indiana University, students can find themselves in different types of dangerous situations

Analysis of risk of different types of social functions



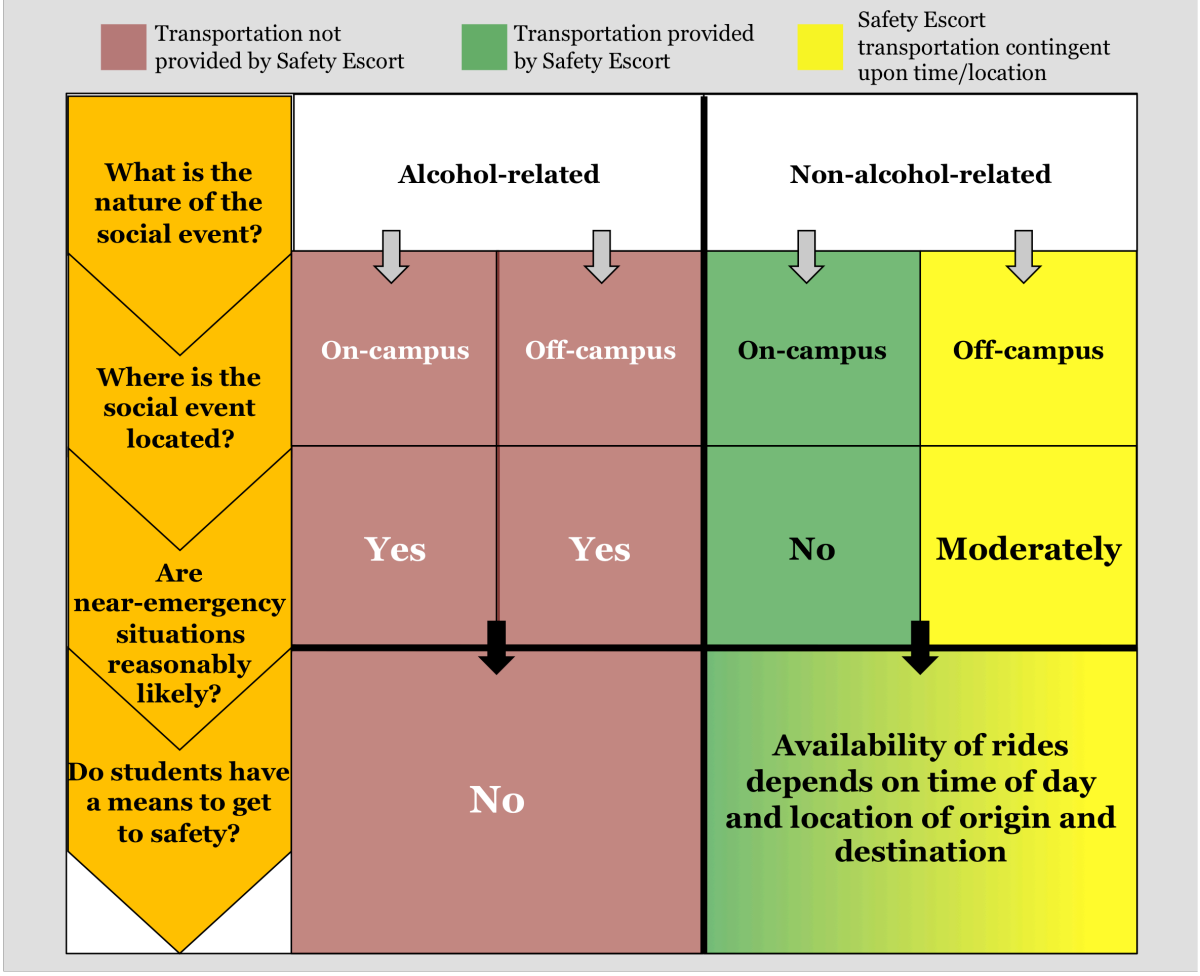
The existing Safety Escort system poses several limitations on ridership:

- Safety Escort does not transport students from commercial locations, unless it is the place of a student's employment
- Safety Escort does not transport students from one off-campus location to another
- Safety Escort does not transport intoxicated people
- Safety Escort ends its service at 11:45p.m. on Fridays and Saturdays

When considering these restrictions, the above grid can be used to highlight the types of situations in which students who require safe transportation will be unable to find help, assuming reliance on Safety Escort:

The current Safety Escort Service has the potential to deprive transportation to students in near-emergency situations

Analysis of risk of different types of social functions, assuming reliance on current Safety Escort (855-SAFE) Service



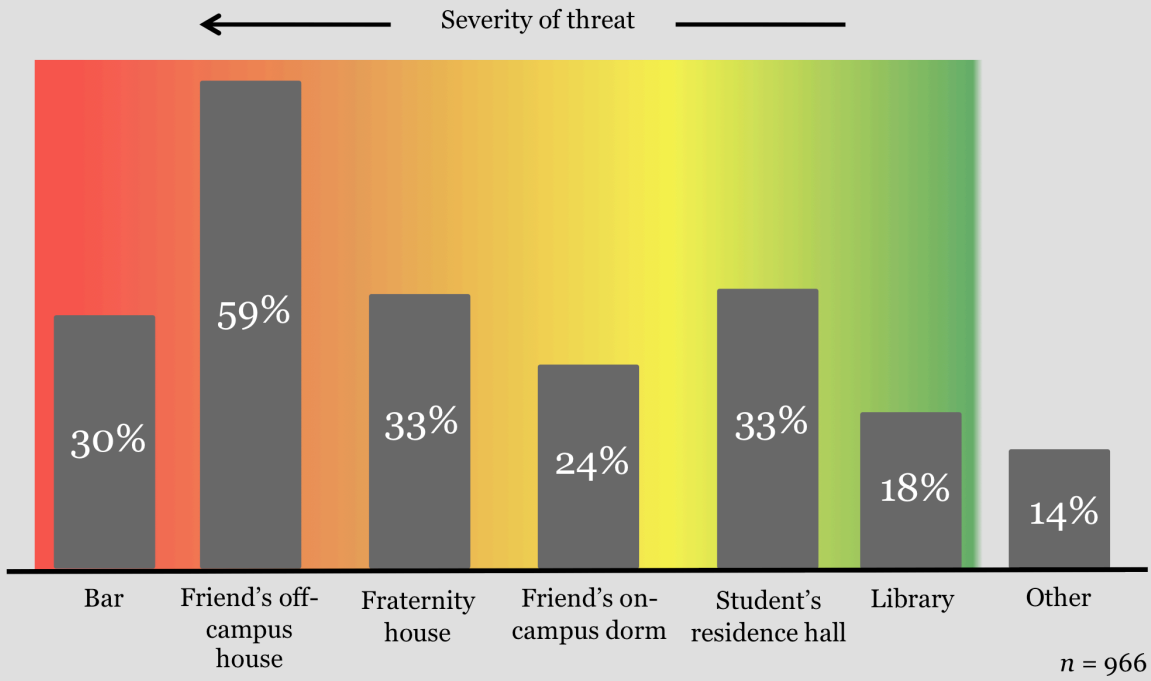
Clearly, on any given night (especially during the weekend), there are many different students who cannot utilize the current Safety Escort System. Most notably, anyone who has consumed alcohol is rendered unable to use the 855-SAFE service. Given the relatively high number of students who fall into the "alcohol-related" social event category, Safety Escort's restriction against individuals who have consumed alcohol is a problem. While students in "red" situations may be able to find alternative transportation methods, the aforementioned desire for "proactive" campus safety protocol requires the University to assume that Safety Escort may become a student's last resort. An effective program is thus vital.

Further complicating the use of 855-SAFE is the system's limited exposure: when asked to indicate their use of Safety Escort, only 8% of students confirmed having used the program; 66% of students noted never using 855-SAFE during their time at IU; and 26% of students had not heard of the service. Clearly, a program that is not visible to students has a very limited capacity to transport individuals to their primary residence in times of need.

Still, solidifying the necessity of a revamped program requires a closer look at student behavior. Specifically, the Committee examined the profile of the student body that is most likely to engage in behavior that 1) can lead to near-emergency situations; and 2) requires near-emergency transportation the student's primary residence.

The large percentage of students who spend time at potentially dangerous locations highlights the importance of a revamped near-emergency transportation program

Percentage of students indicating where they primarily spend weekend evenings (note: students indicated all locations visited)



In the above graph, students indicated the locations at which they are most likely to spend a weekend night. Reflecting this data against the level of threat at each location shows that many students find themselves in areas that carry a moderate to high propensity to create emergency or near-emergency situations. Examples include students becoming separated from their friend group, not having a sober ride home, alcohol overconsumption, and altercations with other students or Bloomington residents. Currently, should a student split from his or her friend group while at an off-campus house, there is a high probability he or she will have to wait to find safe passage to his or her residence. While this graph is not meant to condemn any specific social function, the Committee incorporates this data into their recommendation under the premise that even one negative incident is undesirable and detrimental student life.

In light of the potential to improve nighttime transportation, the Committee strongly encourages the implementation of a new, no-questions asked safe ride service. While

operating a 24-hour service constitutes the "ideal" vision that this report seeks to make a reality, a new system focusing on the most critical times still satisfies a large portion of students' needs during the short-term.

Collaborating with Bloomington to improve lighting

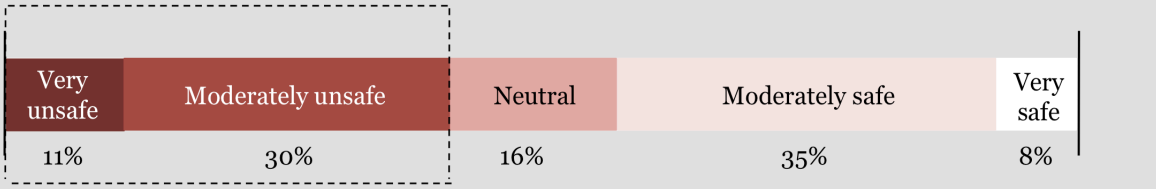
Many factors contribute to a student's feeling of safety while on- or off-campus. However, in light of recent incidents around the IU community, some students indicated feeling uncomfortable at night. One student's remarks were particularly worrisome:

> "I wanted to register for one class, but since it was only offered at night, I decided not to take it. I didn't want to walk home from class when it was dark."

If safety concerns prevent students from exploring academic interests, then the University runs the risk of undermining the fulfillment of its mission. The Committee thus surveyed the student body for a more holistic understanding of the unease that some students feel when walking off-campus at night:

Over 40% of students feel unsafe while walking off-campus at night

Percentage of students indicating various levels of perceived safety while walking off-campus after dark

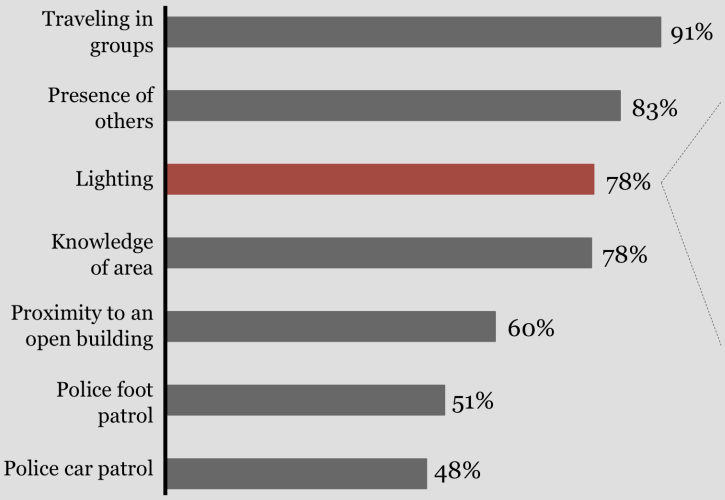


n = 971

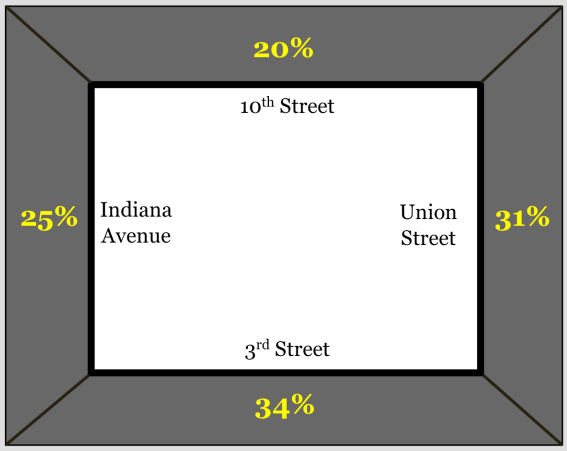
Whether the high number of students that feel unsafe arises from real or perceived threats (e.g., improved University communication regarding safety-related incidents), the Committee believes it necessary to reduce the number of students who are uncomfortable at night. In order to develop recommendations to counter this issue, the Committee examined the efficacy of the different factors that affect a student's perceived level of safety:

Lighting is one of the most important factors contributing to a student's perception of safety, and several key campus locations can benefit from improved lighting

Percentage of students indicating that different factors enhance feeling of safety "considerably" or "to a great extent"



Percentage of students who feel different areas of campus are "not very well-lit." Zones extend North, East, South, or West of respective streets



n = 971

This chart has several key implications. First, traveling with or near other people can greatly contribute to a student's feeling of safety on campus. While it is important for the University to push this message to students through initiatives such as Culture of Care and the Street Smart campaign, the infrastructure change that can most readily enhance perceived safety is lighting. Many students live off-campus, and since they often walk to campus for classes and meetings, there is a clear need for the surrounding area to be well lit. The region extending south of 3rd Street is the most critical; however, at all locations (with the exception of the north region), at least one-quarter of students experience poorly lit walking paths. With campus safety a pressing issue, increased lighting in the above areas seems to offer a quick solution to some of the discomfort students feel while walking home.

Adding light fixtures in these locations can often prove troublesome due to city jurisdictions. However, because of the relatively high proportion of students who would like additional lighting, the Committee strongly recommends the University begin talks with the City of Bloomington regarding lighting infrastructure.

Resources and Education

While the aforementioned recommendations can greatly enhance safety at Indiana University, IU actually has many systems in place to combat some of the critical safety concerns. Unfortunately, students often fail to take advantage of these resources. As a result, the Committee explored the opportunity to enhance the awareness of some support services, especially CAPS (Counseling and Psychological Services).

In addition to offering aid to students, the University also takes on the role of educating students about combating some of the difficult situations they may face while living in the college environment. For instance, offering early guidance to students regarding sexual assault, alcohol consumption, and tobacco use can improve a student's perspective on these issues and thereby create a safer and healthier environment for IU as a whole.

In an effort to promote and improve these University resources, the Committee developed two primary recommendations:

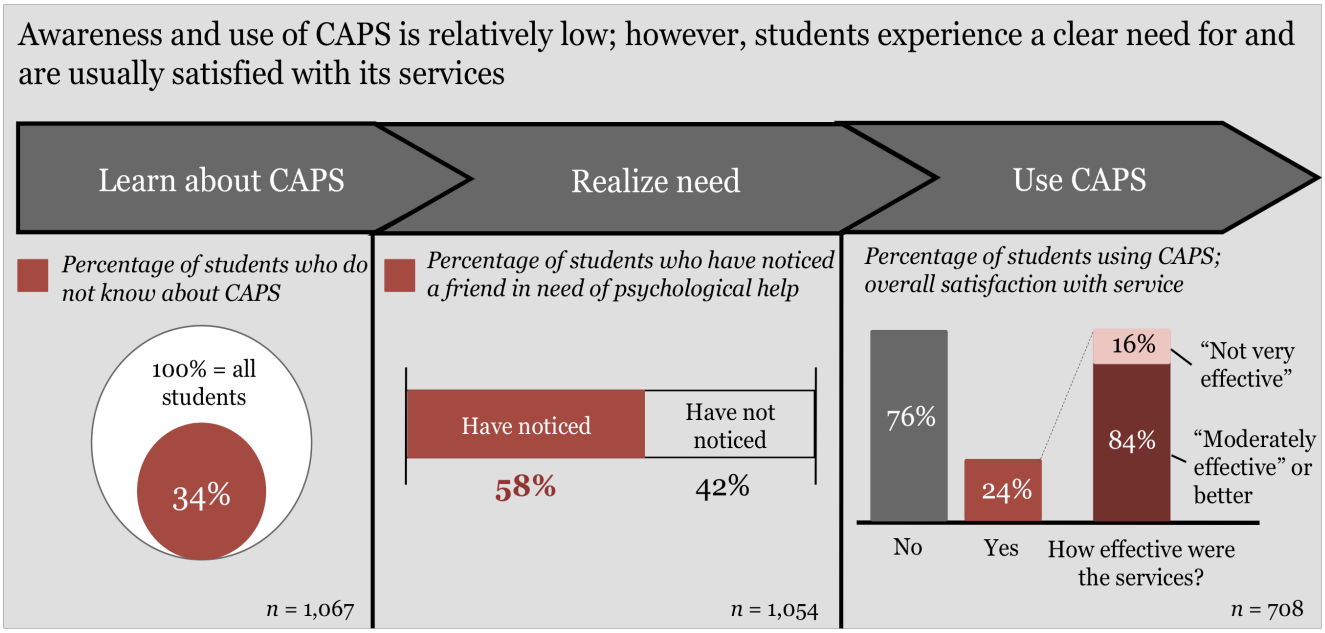
- **Work more closely with CAPS and similar campus services to better promote welfare-improving resources to the student body**

- **Increase the enforcement of Indiana University's tobacco restriction**

Promoting the services of CAPS and similar services

Though many campus services could become more impactful through increased student awareness, the Committee uses CAPS as a leading example due to its high potential to offer help to a significant number of students. While in college, students face a multitude of stressors. This is not specific to Indiana University. With exams, extra-curricular commitments, separation from family and friends, job searches, and a general increase in responsibility, many students have a hard time juggling all that is asked of them. These situations make CAPS invaluable: as a resource that provides 2 free counseling sessions to students each semester, the service can greatly improve mental well-being on campus. While a more effective CAPS program can lessen the rate of worst-case scenarios – for instance, suicide by overwhelmed students – it can also promote a happier living environment for all students, thus leading to a more engaged student body as a whole.

Analyzing the need for increased utilization of CAPS requires an understanding of the process that leads a student to visit the program. The below diagram shows the high-level steps that occur in the process of using the resource, and compares these stages to data related to student knowledge and behavior.



While this chart houses a lot of information, it offers two primary takeaways: first, very few students are aware of CAPS; and second, a majority of students have noticed situations where friends could benefit from the aid of the service. Given that the bar chart on the right confirms the effectiveness of the program, it seems logical for the University to explore ways to expand awareness of CAPS on campus.

It should also be noted that many students (14%) would not feel comfortable seeking help from CAPS. Furthermore, this statistic may house a disproportionately large rate of students who need the service. Though 14% is a very clear minority, it still accounts for thousands of students on the Bloomington campus. With this in mind, it becomes crucial that the University promote the service in a manner that does not create a social stigma. By making the service more visible, the University can improve the well-being of the campus as a whole.

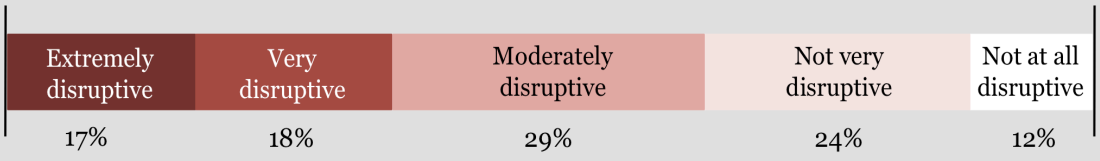
Further enforcing the restriction of tobacco use on campus

In 2007, the Trustees of Indiana University mandated that smoking be restricted on University property. Today, however, it seems as though the policy has become forgotten. Students can frequently be seen walking around campus with cigarettes, and while this report does not seek to explain the health concerns associated with secondhand smoke, even a cursory online search will reveal the dangers of being around individuals who smoke cigarettes.

Health concerns aside, the Committee explored the level to which students feel disrupted by tobacco use on campus. The results show that by and large, students are intolerant of tobacco use:

Despite a tobacco-free policy, nearly two-thirds of students feel disrupted by tobacco use while on campus

Percentage of students indicating the level to which they find tobacco use disruptive while on campus



n = 932

Increased enforcement of IU's tobacco-free policy can potentially decrease the level to which tobacco disrupts the average student. However, since tobacco use is primarily a health concern, the Committee recommends that the University further promote its smoking cessation program. Rather than offering the negative reinforcement of a punishment, a smoking cessation program can encourage students to focus on the positive aspects of quitting smoking, such as an overall increase in health. Furthermore, the Committee recommends that the University develop promotional materials that ask non-smokers to encourage students who smoke to "put it out." When combined with the current tobacco-free policy, the above recommendations offer a multi-faceted approach to combating on-campus smoking.

As the preceding pages have shown, campus safety is most decidedly a community effort. Indiana University has many structures in place to encourage students to make responsible decisions and look out for their fellow Hoosiers, and with a proactive mindset, the University can curtail negative incidents before they occur. While the above recommendations are meant to be actionable in the short term, the Committee also recommends collaborating with other Universities to share best practices and continually develop innovative practices and policies that promote a safe environment. With this approach, IU can make a marked difference in the lives of students – both inside the Bloomington community, and beyond.

Facilities

Throughout a student's tenure at Indiana University, great strides are made to provide resources for learning and living. The academic, residential, and recreational facilities of IU Bloomington require significant financial and human capital to maintain. Bloomington students in particular were hit hardest with the University's tuition rate increases in 2011. With a need to repair and renovate over $600M in backlogged maintenance needs, present and future students will benefit from the University maintaining its buildings, equipment, and aesthetics. IU Bloomington is consistently rated one of the most beautiful campuses in the nation – in order to maintain this esteemed reputation, the Facilities Committee has prepared the following recommendations with the hope that the University goes beyond simple repairs when improving campus facilities. With certainty, building repairs and grounds maintenance are critical to student safety; however, in order to maintain competitiveness, the University must ensure that student resources for learning and living are constantly being maintained and expanded to support a growing student body.

After analyzing responses from the student body, the Facilities Committee found several key areas in which students wish to see improvement. Academic facilities like computer labs and group study spaces are in need of expansion. Students voiced residential facility concerns in the areas of busing and healthy eating. Lastly, for recreational facilities, students voiced the need for an expansion in equipment and space for the SRSC and WIC, in addition to an improvement of the campus biking infrastructure.

Academic

Academic facilities on campus are important to fostering an appropriate learning environment. Students felt that improvements to student and residential computing centers were necessary to handle the increasingly higher demand on these resources. Additionally, students see a need for an expansion of available studying space for groups and individuals. The allocation of computing and studying space is important to maximize the educational benefits of all students on campus. Two primary recommendations followed:

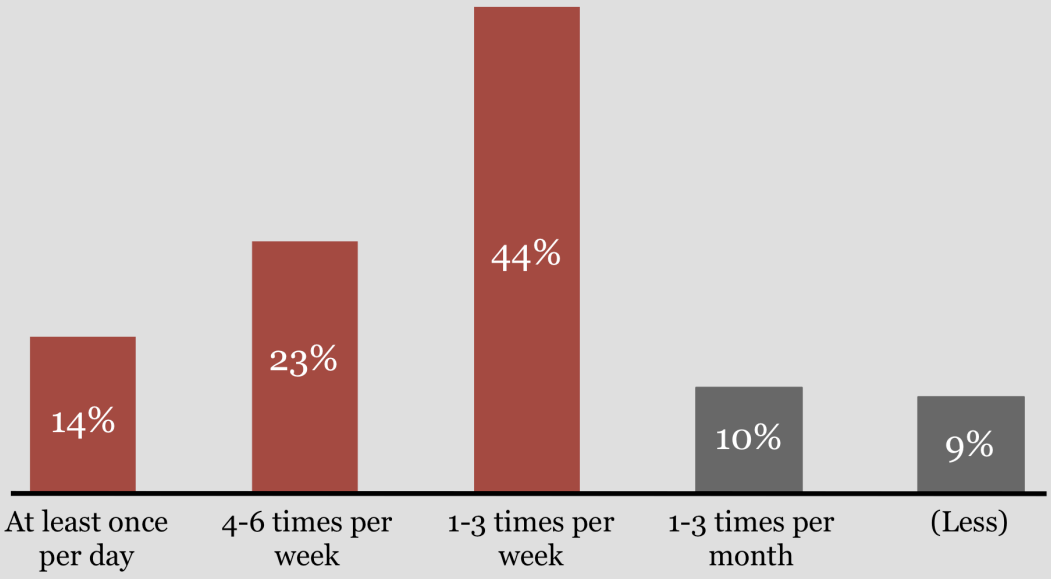
- **Promote the availability of computer labs on campus and add additional computers to existing labs**
- **Reserve additional classrooms and residential space for group work and individual studies**

Promoting awareness and expanding resources for student computing needs

Computer labs and study spaces are mission-critical resources for students to perform academically. Though the high majority of students possess their own personal computing devices, computer labs provide an appropriate and central setting where individuals and groups can collaborate. Students consider it important to have the proper studying environment, and computer labs fulfill this need well.

Student use of on-campus computer labs is high

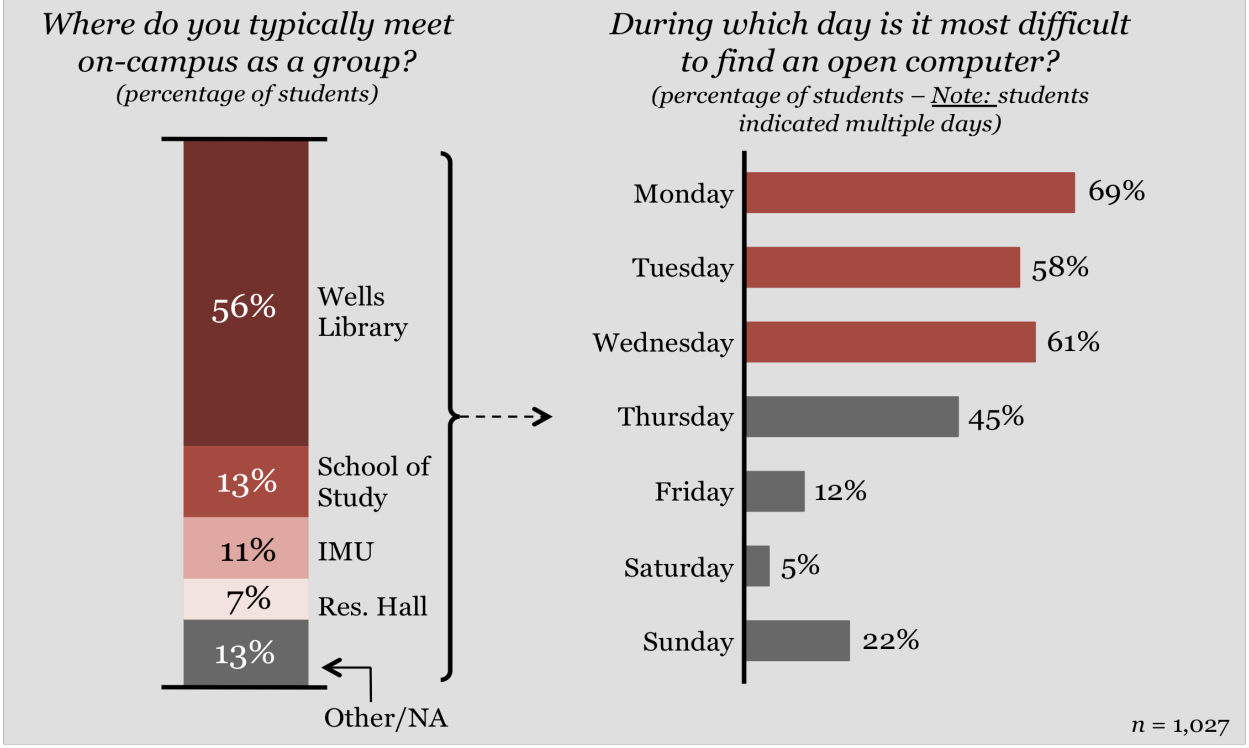
Percentage of students who use on-campus computer labs at different rates



n = 1,053

With 81% of students reporting to utilize computer labs at least once per week, maintaining and expanding STCs and RTCs is paramount. The Committee recommends that the University find a more effective means of promoting awareness of available computing resources. Currently, students can utilize a feature accessible through UITS's website to locate available workstations, but it would be more helpful if the University made this information available on site. For example, displaying a map of available workstations in the Wells Lobby on the library's information screens would be a simple and cost-effective means of promoting awareness of available computing resources.

Students place a lot of stress on the Wells Library for group study space during busy periods, which may lessen the perceived availability of computers



As the above graph shows, over half of students turn to the Wells Library to accommodate their group studying needs. Since Wells seems to be a natural "default" for students, it is not surprising that computer stations seem overcrowded. Clearly, if students spend a disproportionate amount of time in a certain building, that location's facilities will be unable to satisfy student need. Perhaps if students were more aware of alternative computer labs on campus – such as those found in Ballantine Hall – computer space would seem less scarce and students would more efficiently locate a place to meet.

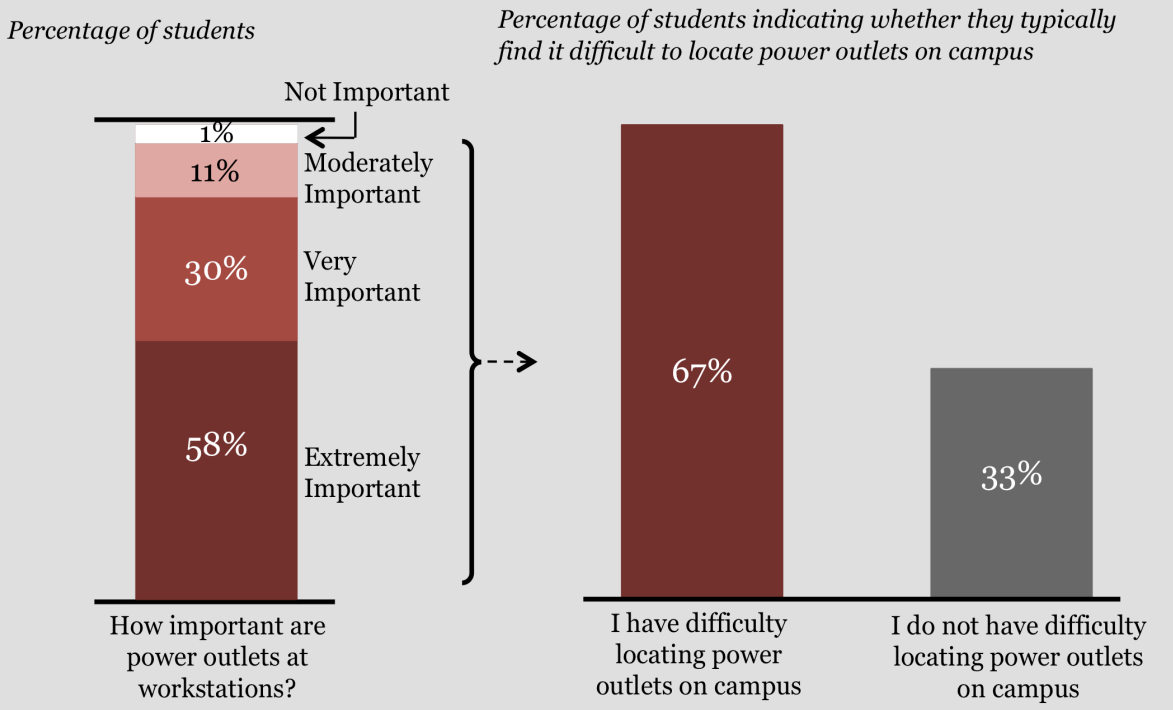
Still, given that over 60% of students note difficulty in finding computer labs during the busy days of the week, additional computer availability is necessary. The University must weigh this expansion against the previously recommended and forecasted mobile expansion; however, the "special" nature of computer labs – which primarily arises from their centrality and ability to produce strong collaboration amongst students for the completion of team-based projects – warrants additional campus computer lab space.

- Sub-recommendation: Increase the amount of power outlets in classrooms, study areas, and common-space facilities in general

In addition to computer workstations, an increase in the number of power outlets present in group study environments, classrooms, and common areas will help

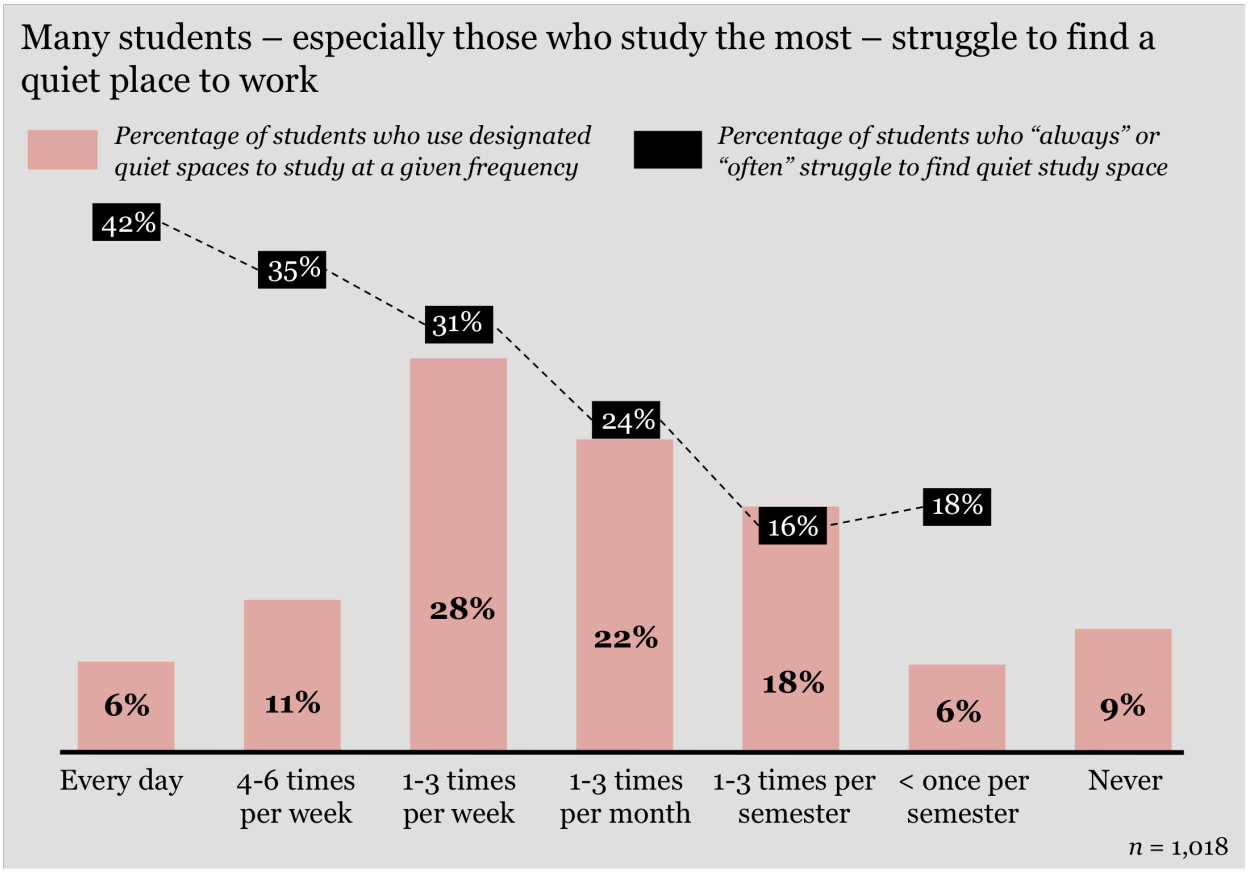
students stay connected and collaborative. Focus groups yielded several indications that students are in need of power outlets in lecture halls. Since students are increasingly using laptops to enhance their classroom learning experience (for note taking, reviewing PowerPoints, reference tools, etc.), supplying power to these devices should be a concern for IU's facilities.

Availability of power outlets is crucial to effective study space; however, the majority of students have difficulty locating them



Providing more group and individual study space by utilizing academic facilities after normal class hours

The University, through its various academic units (schools and departments), should mark classrooms for individual and group study after class hours in the evenings and on weekends. On the whole, students are finding it difficult to locate quiet and group study areas when they need them most. Quiet study areas, however, prove to be the most difficult to locate. Libraries and academic building common areas are utilized for studies, but since most of the classrooms on campus are vacant during the evenings and weekends, academic units should make an attempt to use this space more effectively for the benefit of students.



The Committee believes that the reason that students who study frequently also experience the most difficulty in finding a quiet location arises from a propensity to become attached to a specific study locale. That is, as a student studies at a higher rate, he or she naturally becomes attached to a certain location. As a student turns away the multitude of other study spaces campus has to offer, he or she begins to feel as though there are fewer available study locations on campus. This leaves the University with a couple of options: 1) expand the current study facilities with the highest usage; or 2) encourage students to study at under-utilized locations, for instance, academic buildings.

Though a discussion of the financial implications of study facility expansion is beyond the scope of this report, the Committee assumed that mass construction of study space is neither necessary nor fiscally responsible. Thus, in order to provide students with needed study space, it makes sense for the University to capitalize on its current physical infrastructure. Not only is this approach efficient, but it can also improve collaboration within a school or department. For instance, the previous Dean of the Kelley School of Business, Dan Smith, noted that he hopes the soon-to-be-complete Hodge Hall complex will encourage business students to spend more time at the business school itself. In this way, students will be able to achieve a greater sense of community by surrounding themselves with like-minded peers, while also sharing ideas and collaborating about business topics. As the habit of studying at the business school becomes ingrained in their daily routines, students will likely be able to build

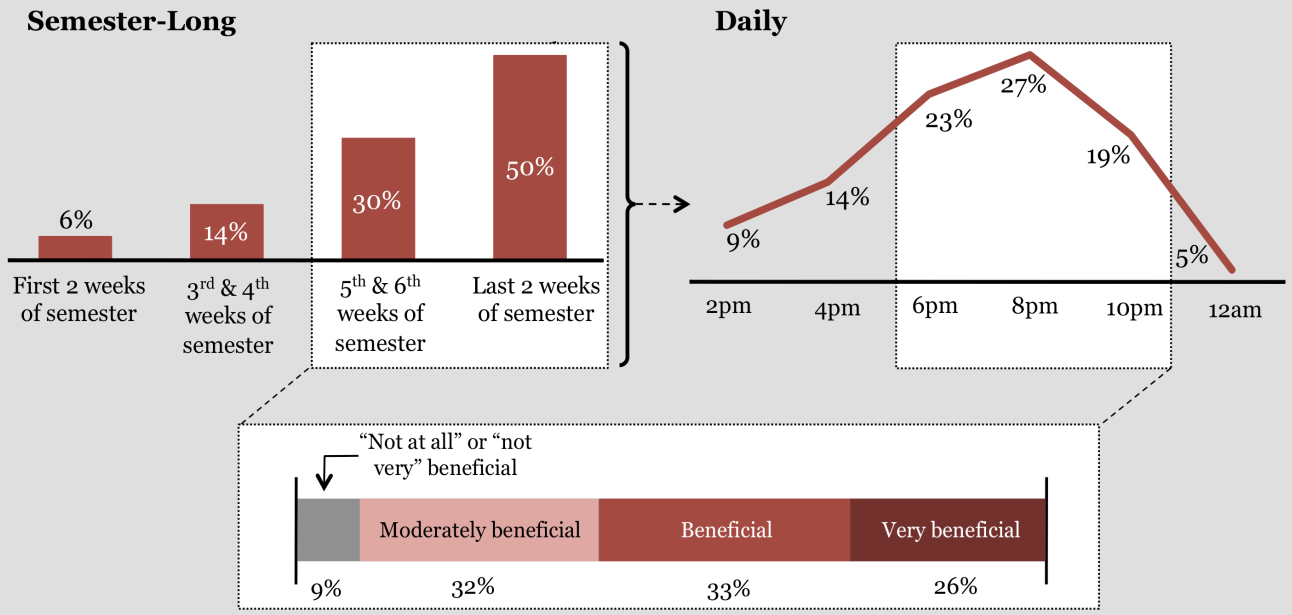
stronger relationships with faculty as well. In light of this example, the Committee's recommendation of encouraging students to use academic facilities when study space is scarce can improve student engagement on campus in a holistic fashion.

- Sub-recommendation: Implement an e-reservation for group study spaces during peak hours

In order to facilitate the use of group study space during peak hours, the University may want to make use of an e-reservation system that allows student groups to book study spaces for specific time slots. This will allow students to schedule study time more efficiently around their peers, maximizing the use of resources currently available. Since the main goal is to enable students to more efficiently locate group study space, the Committee notes that an e-reservation system is likely not the only solution; however, reserving space may encourage students to make better use of existing space. This, in turn, will lessen the need to build additional – and potentially unnecessary – study space.

Additional group study space during the mid- to late-evening would be valuable to students – especially during the busiest periods of the semester

Percentage of students indicating time period(s) during which it is most difficult to find open group study space



How beneficial would additional group workspace be during busy periods?

n = 918

As reported by students, peak study hours and high-demand weeks throughout the year are depicted in the chart above. From 6-10PM, it would prove most useful to have a reservation system for group study areas like Wells, school libraries, the Union, etc. As the bottom percentage bar shows, the vast majority of students would find the

additional group workspace valuable, indicating high potential for additional group collaboration spaces to improve student life.

Computing and study space on campus are critical to ensuring effective student learning. Given that students have reported a need to have more group study space and computer workstations, the Committee believes the University should make strides toward providing students with an accurate picture of available resources on campus via a real-time system. Additionally, making use of vacant space like classrooms after class hours will allow students more work space without significant cost to the University.

Residential

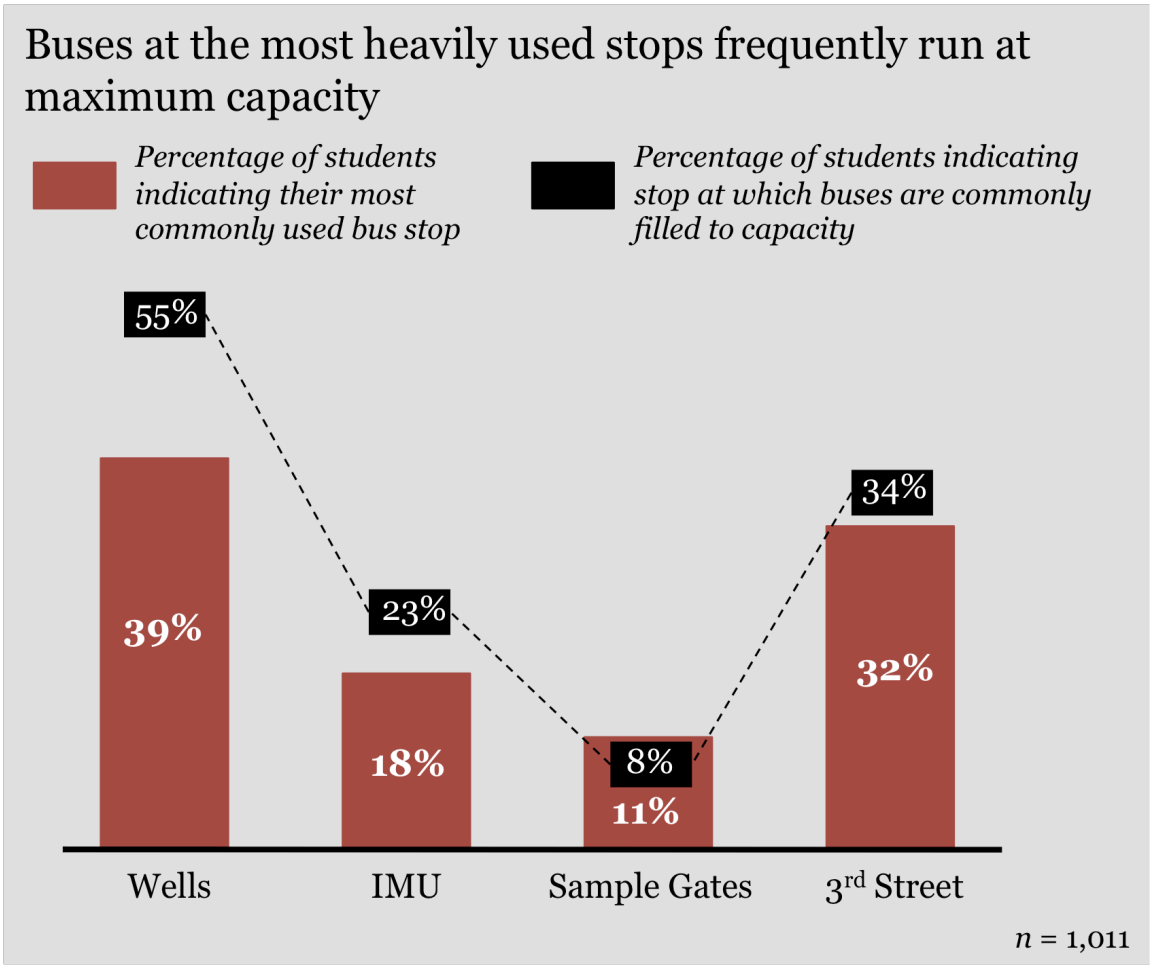
Residential facilities on campus are important to freshmen as well as students who choose to maintain on-campus residency after their first year. The Committee found that students voiced concerns about the frequency of buses transiting high-demand stops. Also, students felt that there were issues with the frequency of available buses during late night hours. In addition to transportation, students also feel there is a need to expand healthy eating options on campus. While a few dining facilities are designed to offer healthy eating options, students feel that most – if not all – facilities should strive to do so.

- **Increase frequency of buses at the busiest stops and expand late-evening bus schedules on critical routes**

- **Expand healthy eating options across campus in all types of dining facilities**

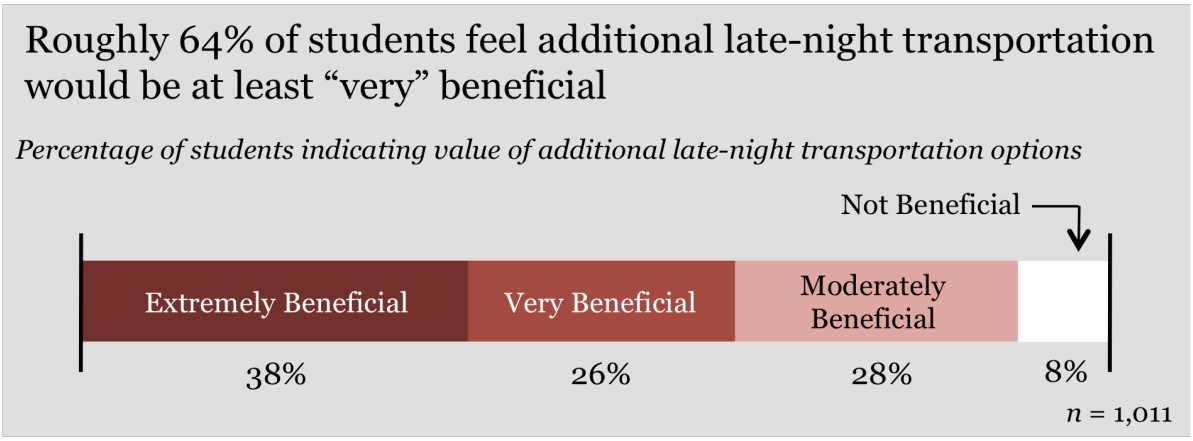
Increasing available busing at high-traffic locations and during late-night hours

The campus busing and transportation infrastructure is important to the safe and speedy relocation of students from one section of campus to another. Between classes and residences, buses provide an easy, reliable, and cheap option for students to get where they're going. While the campus bus system is doing well for students, having recently revised some of its routes, students have voiced that improvements are still needed. There is a tight correlation between what students perceive to be the most frequently utilized bus stops and the stops at which buses are found to be most frequently at capacity, as seen by the chart below:



The Committee recommends expanding the frequency of buses at high traffic bus stops during peak hours. The Committee acknowledges the difficulty in the task of optimizing transportation routes, but asks that the University's Transportation Department examine ways to fix the capacity issues presented above. Securing funding for additional buses can be accomplished if Bloomington Transit and IU's campus bus system were to merge, due to the rules that govern federal funding for public transit authorities. The Committee strongly recommends that the University continue to encourage this merger, despite any political opposition that may have prevented mergers in the past.

Beyond increasing the frequency of transportation during high traffic periods, for the purposes of safety, the Committee also recommends expanding the late-night bus options for students on campus. Many students feel that more late-night busing options would be beneficial, especially in light of recent criminal events and an escalation of campus safety awareness.



This recommendation must be evaluated in tandem with the aforementioned safe ride service. While the safe ride service is meant for "near-emergency" situations – that is, situations that could develop into an emergency should a student not get help in a timely fashion – the increased late-night transportation would cater to a larger portion of students. Because of capacity restrictions, the safe ride service will need careful marketing to prevent abuse from students. Unlike the safe ride service, however, additional late-night busing will not have a problem transporting virtually all interested students. As a result, students in the most serious "near-emergency" situations will be able to take advantage of the safe ride service, while students desiring an expedient trip home from one campus location to another will be able to utilize the late-night buses. In addition, additional busing at night can accommodate a larger (say, 3 or more) group of friends who may be intoxicated while near campus. By using the bus at night, these students will be taken away from automobiles and other potential dangers, which will in turn improve the safety of the surrounding area as a whole.

Expanding the options for healthy eating on campus

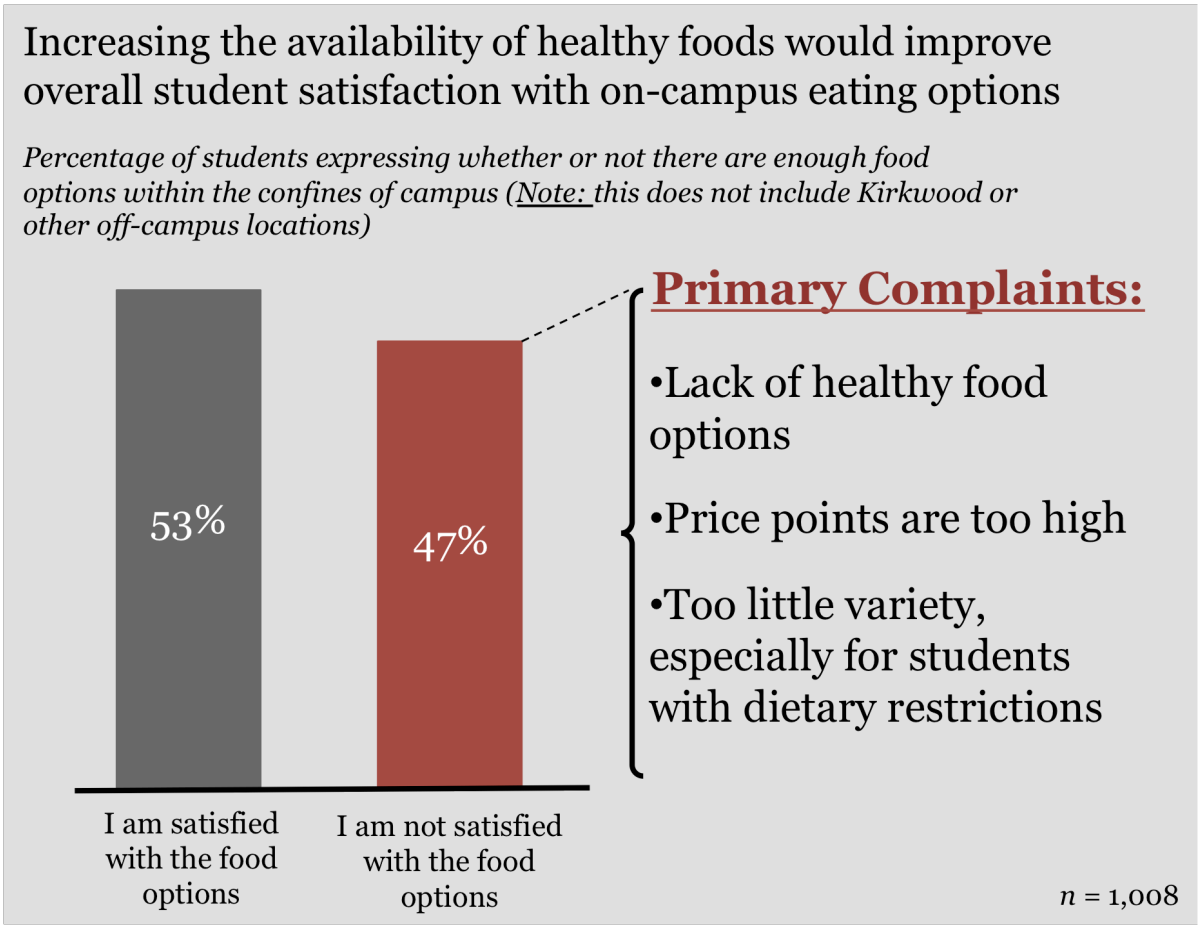
IU's RPS dining facilities provide a fairly diverse array of food options to students, provided students are willing to utilize facilities located outside of their residential neighborhoods. 53% of students report that they are satisfied with their food options on-campus, but the single most consistent reason why students were not satisfied is a lack of healthy eating options. Increasingly, healthy eating options are becoming a concern for students who are seeking foods that do not fall under the American fast-food umbrella (hamburgers and fries, fried chicken, pizza, comfort foods, etc.). Organic options, salads, fresh meats, made-to-order pasta options with fresh greens, and fresh groceries are lacking. While the University has made an effort to serve this type of food at the Union Street Market, the availability of fresh groceries and healthier options at other facilities is sparse. As students noted:

> "Most meal options are very unhealthy and there are very few vegetarian options"

> "I used my IBUCKS up this semester. For someone who lives closest to a C-store and relies on it, there are not enough healthy options and the healthy options are too expensive. One dollar for an apple is ridiculous."

> "I want to be able to access more healthy food options with my meal plan."

These sentiments were confirmed by the data collected by the Committee in regards to overall satisfaction with campus eating options:



Rather than interpreting the above graph to imply that the current food makeup of RPS dining facilities is appropriate for 53% of students, the Committee encourages the University to objectively evaluate the nutritional value of the food it places in front of its students. After all, when it comes to dining options, students may be "satisfied" simply because they have never known better – in other words, since the University currently has a lower-than-ideal amount of healthy eating options, some of the students comprising the 53% figure may accept this status quo without question, even though doing so may be to their detriment.

To be sure, a portion of the 47% of unsatisfied students is caused by frustration with price points that may be inflexible. Still, the Committee feels it is silly to increase the number of healthy eating options solely to improve satisfaction with campus eating

options: clearly, healthy food has implications much larger than a simple shift in the sizes of the bars in the above graph. Healthy food leads to healthy students, which leads to longer and happier lives in the University community. Healthy students also are more likely to be able to put forth their best effort in the classroom. A cursory internet search will reveal the far-reaching benefits of eating foods high in nutritional value, while elucidating approximately zero legitimate drawbacks to healthy eating habits.

It should be noted that students might also view the delivery services of local restaurants (such as Jimmy John's) as viable substitutes for on-campus food options. In an effort to keep students satisfied with eating establishments located inside of the Sample Gates, the Committee encourages the University to maintain and expand on-campus dining options that are affordable, conveniently located, and healthy.

Recreational

Campus recreational facilities provide students with a means to stay active, play sports, and unwind from day-to-day academic tasks. Since recreational establishments promote healthy minds, bodies, and spirits, it is important for the University to maintain these facilities for the student population. The WIC and SRSC were the focus points of student opinion, with expansion of spaces and equipment being necessary to keep up with student demand. Biking infrastructure was also examined, which revealed a need to improve the overall effectiveness of bike paths and trails.

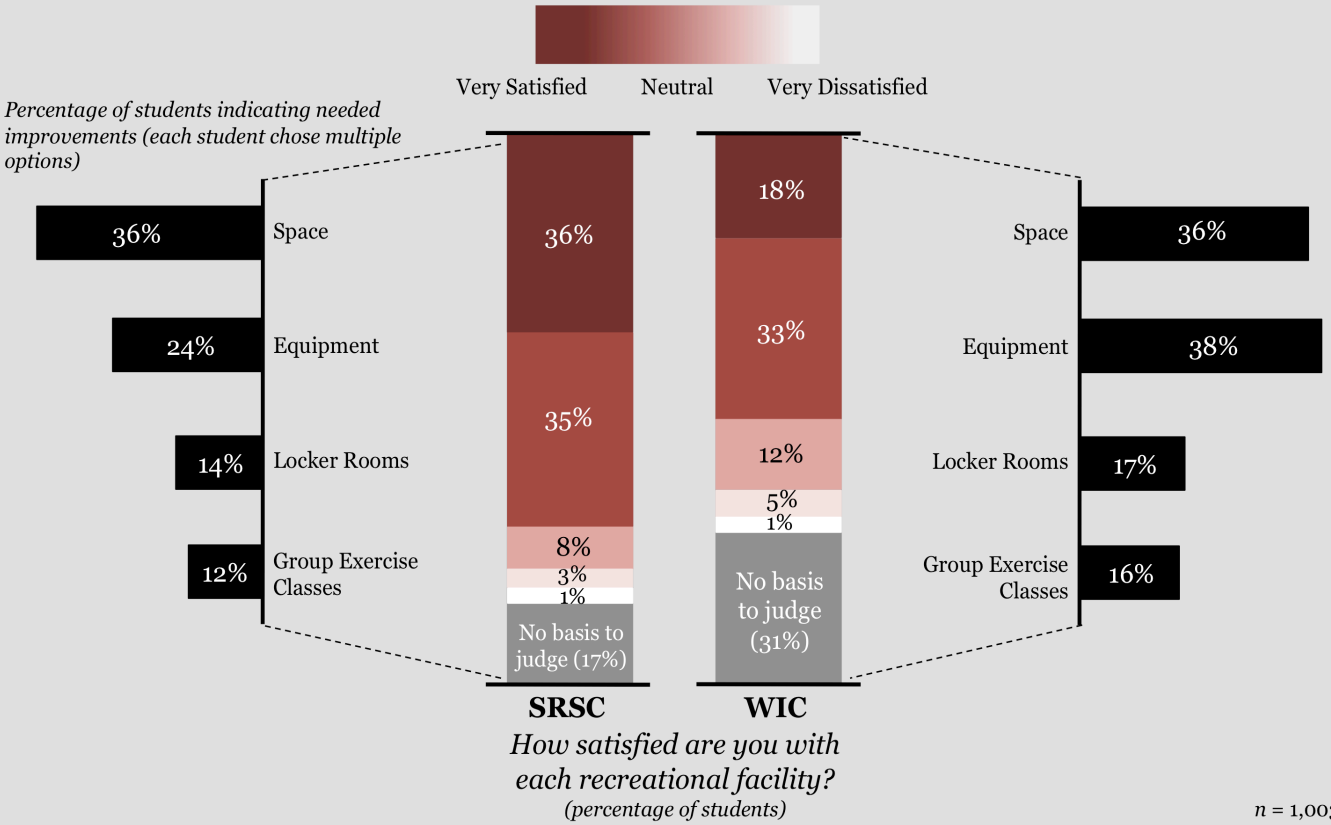
- **Expand the WIC and SRSC workout spaces and machines to minimize wait time and encourage students to participate in a more healthy lifestyle**

- **Improve the effectiveness of bike transportation on campus**

Expanding and promoting awareness of workout space and equipment to support increased use

When it comes to recreational facilities, Indiana University has always maintained a suite of equipment, grounds, spaces, and buildings for use. IU Bloomington provides a diverse array of recreational activities to the student body. Two of the main hubs of recreational activity, the Student Recreational Sports Center (SRSC) and the Wildermuth Intramural Center (WIC), are the focal points of student recreational activities on campus. Two of the greatest concerns students have for both facilities are space and equipment improvements, with space being the most cited concern at the SRSC and equipment being the most cited concern at the WIC. Furthermore, 31% of students stated that they had no opinion to judge the WIC, which suggests that too large a percentage of students do not use the facility for exercise.

Students prefer – and generally use – the SRSC more than the WIC complex, though both facilities would benefit from improved equipment and space

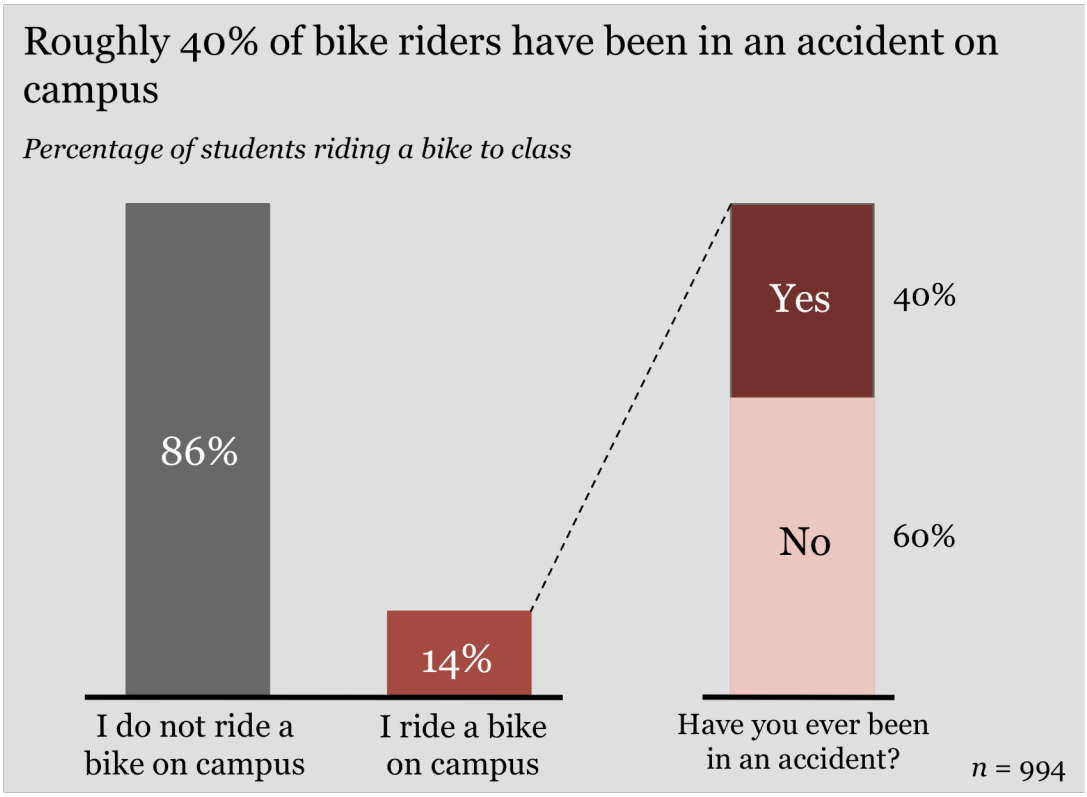


Students seem to feel there is a lack of adequate equipment and space at recreational facilities. When combining this issue with the fact that a significant portion of students do not have a basis to judge either the SRSC or the WIC, the Committee feels that the University needs to more effectively promote the WIC to regular users of recreational facilities and promote exercise and recreational activities to the wider student body in order to decrease the percentage of people who are not involved recreationally. While the Committee realizes that not all members of the student body will elect to use the recreational facilities on campus, ensuring facility availability and ease of use will help to form a more physically fit and healthy student body.

Additionally, to support the increased use of the facilities that will come with promoting awareness, the concerns of current recreational facility users must be addressed. Additional strength training, cardio-vascular training, and activity-based training (yoga, pilates, etc.) areas should be implemented in existing facilities. If the University wishes to promote a healthy culture, it must effectively advertise the value of exercise. When combined with the recommended healthy eating options, students at Indiana University can live more healthy lifestyles.

Providing additional biking infrastructure on campus to promote the activity and keep people safe

Another recreational facility that promotes a healthy, sustainable culture at IU is the campus biking infrastructure. As many as 14% of all students regularly ride a bike to class, not including the many bike-riders on campus who ride simply for recreational purposes. Fortunately for these bike riders, Bloomington recently received a commendation from the League of American Bicyclists as a "Bicycle Friendly Community." In addition to the high praise, the award promoted the University's understanding of areas for improvement in biking infrastructure. The Committee is concerned with bike safety and bike-ability on campus roads and sidewalks, two tightly related issues.



With 40% of bikers having been in accidents on campus, a safety issue is present not just for bikers, but also for motorists and pedestrians. By providing a more effective biking infrastructure, the University can promote the safe and recreational use of biking on campus and benefit from the sustainable qualities that a biking culture brings.

When compiling the Facilities section of the VOICE Report, the Committee felt the issues students were voicing would be best broken down into academic, residential, and recreational facilities issues. The recommendations here are by no means exhaustive, but they represent the greatest concerns presented to the Committee through survey and focus group data. The Committee highly recommends that the University continue

the excellent job it has done thus far in maintaining its facilities. It also asks that the central administration continue to keep students in mind when diverting capital to facilities projects. Aesthetics and building maintenance are extraordinarily important, but the Committee also asks that the University give equal attention to satisfying the academic, co-curricular, and social needs of both current and future students.

Appendix I: VOICE Survey Results

The VOICE Survey Spring 2013

Description:
Date Created: 1/18/2013 12:59:55 PM
Date Range: 1/19/2013 12:00:00 AM - 2/17/2013 11:59:00 PM
Total Respondents: 5258

Q1. Are you an International student?

Count	Percent	
418	7.95%	Yes
4840	92.05%	No
5258	Respondents	

Q2. Are you a transfer student?

Count	Percent	
668	12.70%	Yes
4590	87.30%	No
5258	Respondents	

Q3. Where do you currently reside?

Count	Percent	
2305	43.84%	On-campus residence or apartment
428	8.14%	Greek house
2453	46.65%	Off-campus housing
72	1.37%	I commute to Bloomington
5258	Respondents	

Q4. How many academic advisors do you have assigned to you (can be across schools, departments, scholarships, the Honors College, etc.)?

Count	Percent	
48	4.61%	None
518	49.76%	1
330	31.70%	2
98	9.41%	3
29	2.79%	4
18	1.73%	5 or more
1041	Respondents	

Q5. How many advisors do you visit regularly?

Count	Percent	
94	19.79%	None
248	52.21%	1
117	24.63%	2
16	3.37%	3
0	0.00%	4
0	0.00%	5 or more
475	Respondents	

Q6. Do you have one advisor that you visit with more regularly?		
Count	Percent	
74	56.92%	Yes, I have one advisor who is my go-to for nearly all academic questions.
54	41.54%	No, I see more than one advisor regularly.
2	1.54%	Not applicable - I have more than one advisor, but I do not utilize them.
130	Respondents	

Q7. How often do you visit with academic advisor(s)?		
Count	Percent	
31	3.14%	Never
93	9.41%	Less than once a semester
440	44.53%	Once a semester
311	31.48%	Twice a semester
113	11.44%	More than twice a semester
988	Respondents	

Q8. How satisfied are you with IU's academic advising?		
Count	Percent	
245	25.74%	Very satisfied
482	50.63%	Moderately satisfied
111	11.66%	Neither satisfied nor dissatisfied
93	9.77%	Moderately dissatisfied
21	2.21%	Very dissatisfied
952	Respondents	

Q9. Have you ever discussed post-graduation plans with your advisor?		
Count	Percent	
105	11.03%	Yes, my advisor is in tune with my post-graduation plans, as we discuss them regularly.
348	36.55%	Yes, my advisor has some idea of my post-graduation plans, as we discuss them occasionally.
128	13.45%	No, my advisor and I have never discussed my post-graduation plans, and I have no interest in engaging in that discussion.
371	38.97%	No, my advisor and I have never discussed my post-graduation plans, but I would like to discuss them with my advisor in the future.
952	Respondents	

Q10. How would you describe your level of involvement extra-curricular activities on campus?		
Count	Percent	
383	38.19%	I would like to be involved in more campus activities.
595	59.32%	I am content with my level of involvement in campus activities.
25	2.49%	I would like to be involved in fewer campus activities.
1003	Respondents	

Q11. When you first entered college, which of the following were your top two priorities? (Check your top two)			
Count	Respondent %	Response %	
531	52.94%	26.97%	Being involved
386	38.48%	19.60%	Take a wide variety of classes
470	46.86%	23.87%	Socializing with friends
490	48.85%	24.89%	Finishing on time
79	7.88%	4.01%	Finishing early
13	1.30%	0.66%	None
1003	Respondents		
1969	Responses		

Q12. At this point, which of the following are your top two priorities? (Check your top two)			
Count	Respondent %	Response %	
534	53.24%	27.40%	Being involved
283	28.22%	14.52%	Take a wide variety of classes
412	41.08%	21.14%	Socializing with friends
610	60.82%	31.30%	Finishing on time
91	9.07%	4.67%	Finishing early
19	1.89%	0.97%	None
1003	Respondents		
1949	Responses		

Q13. How do you prefer to be contacted in general?		
Count	Percent	
857	85.44%	IU e-mail (umail, Indiana.edu, imail, etc.)
29	2.89%	Other personal e-mail
9	0.90%	Oncourse announcements
0	0.00%	Outlook or Google calendar
89	8.87%	Text or phone call
19	1.89%	I would not like to be contacted.
1003	Respondents	

Q14. What is the biggest obstacle you face in contributing to a club or organization at IU?		
Count	Percent	
603	60.12%	Time commitment
104	10.37%	Finding opportunities
53	5.28%	Being kept informed
124	12.36%	Managing all the different meetings
79	7.88%	Matching personal interests to organizations
40	3.99%	Other (please specify)
1003	Respondents	

Q15. How do you primarily find out about opportunities to join student organizations?

Count	Percent	
110	10.97%	Presentations in class
310	30.91%	Flyers/posters
90	8.97%	Student Involvement Fair
318	31.70%	Word of mouth
116	11.57%	Chalk writing on ground
59	5.88%	Other (please specify)
1003	Respondents	

Q16. Do you feel it is difficult to become involved in student organizations that match your interests?

Count	Percent	
50	4.99%	Very difficult
248	24.73%	Moderately difficult
362	36.09%	Neither difficult nor easy
215	21.44%	Moderately easy
128	12.76%	Very easy
1003	Respondents	

Q17. Where do you most commonly spend your weekend evenings? (Check top two)

Count	Respondent %	Response %	
144	14.36%	8.04%	IU libraries
186	18.54%	10.39%	Bars
191	19.04%	10.67%	Greek parties
331	33.00%	18.49%	Residence halls
274	27.32%	15.31%	Parties (non-Greek)
272	27.12%	15.20%	Other Bloomington establishments
187	18.64%	10.45%	Travel home
205	20.44%	11.45%	Other (please specify)
1003	Respondents		
1790	Responses		

Q18. How informed are you about events at IU (i.e., anything sponsored by IU excluding athletics)?

Count	Percent	
48	4.97%	Extremely informed
198	20.50%	Very informed
513	53.11%	Moderately informed
186	19.25%	Not very informed
21	2.17%	Not at all informed
966	Respondents	

Q19. How informed do you feel you are about campus organizations?		
Count	Percent	
32	3.31%	Extremely informed
147	15.22%	Very informed
532	55.07%	Moderately informed
235	24.33%	Not very informed
20	2.07%	Not at all informed
966	Respondents	

Q20. Would you like to be more informed about student organization opportunities?		
Count	Percent	
446	46.17%	Yes, I would like to be more informed.
482	49.90%	I am content with the level of information I have.
38	3.93%	No, I would like to be less informed.
966	Respondents	

Q21. Did you know that you could vote for Union Board and IU Auditorium events?		
Count	Percent	
387	40.06%	Yes
579	59.94%	No
966	Respondents	

Q22. When you receive a university e-mail from any IU listserv, what do you do most commonly?		
Count	Percent	
521	53.93%	Read right away or in the near future
269	27.85%	Save and read at a later time
176	18.22%	Chose not to read or delete
966	Respondents	

Q23. With which community do you identify most?		
Count	Percent	
183	18.94%	Residence hall
186	19.25%	School
179	18.53%	Department
135	13.98%	University
117	12.11%	Greek house
117	12.11%	Student organization
49	5.07%	Other (please specify)
966	Respondents	

Q24. How many times have you changed your major?		
Count	Percent	
426	45.42%	0
347	36.99%	1
115	12.26%	2
38	4.05%	3
12	1.28%	4 or more
938	Respondents	

Q25. When did you decide on your most recent major?		
Count	Percent	
587	62.58%	Freshman year
247	26.33%	Sophomore year
84	8.96%	Junior year
16	1.71%	Senior year
4	0.43%	Fifth year or later
938	Respondents	

Q26. Where do you seek post-graduation advice (careers, grad school, etc.)? (Check all that apply)			
Count	Respondent %	Response %	
104	11.09%	5.06%	UCSO
211	22.49%	10.27%	Career Development Center
552	58.85%	26.86%	Advisors
405	43.18%	19.71%	Professors
16	1.71%	0.78%	Residence Center
702	74.84%	34.16%	Friends/family
65	6.93%	3.16%	Other (please specify)
938	Respondents		
2055	Responses		

Q27. To what extent is IU is preparing you for your future plans?		
Count	Percent	
138	14.71%	Completely
491	52.35%	Considerably
221	23.56%	Moderately
81	8.64%	Slightly
7	0.75%	Not at all
938	Respondents	

Q28. IU has many career services offices on campus (College of Arts & Sciences Career Development Center, the Kelley School UCSO, etc.) With which of the following has an IU career services office helped you? (Check all that apply)

Count	Respondent %	Response %	
38	4.05%	2.77%	A full-time job
75	8.00%	5.47%	Part-time job
128	13.65%	9.33%	Internship
154	16.42%	11.22%	Interview
46	4.90%	3.35%	Graduate school
31	3.30%	2.26%	Test prep
281	29.96%	20.48%	Resume
96	10.23%	7.00%	Application
523	55.76%	38.12%	None - I have not utilized IU's career services.
938	Respondents		
1372	Responses		

Q29. Do you or did you ever have trouble locating a campus organization that matched your interests?

Count	Percent	
286	30.49%	Yes
652	69.51%	No
938	Respondents	

Q30. During which years in school did you join a new student organization? (Check all that apply)

Count	Respondent %	Response %	
586	62.47%	41.18%	Year 1
400	42.64%	28.11%	Year 2
178	18.98%	12.51%	Year 3
49	5.22%	3.44%	Year 4
0	0.00%	0.00%	Year 5 or after
210	22.39%	14.76%	I have not joined a student organization.
938	Respondents		
1423	Responses		

Q31. Which of the following roles do you hold in your organizations? (Check all that apply)

Count	Respondent %	Response %	
645	88.84%	64.05%	Member
138	19.01%	13.70%	Chair or president
182	25.07%	18.07%	Executive position
42	5.79%	4.17%	Other (please specify)
726	Respondents		
1007	Responses		

Q32. Do you use a bicycle in Bloomington?

Count	Percent	
177	16.50%	Yes
896	83.50%	No
1073	Respondents	

Q33. How adequate do you feel the amount of bicycle lanes on campus is?		
Count	Percent	
7	4.00%	Very adequate
64	36.57%	Adequate
36	20.57%	Neither adequate nor inadequate
58	33.14%	Inadequate
10	5.71%	Very inadequate
175	Respondents	

Q34. Have you ever used the 855-SAFE service?		
Count	Percent	
80	7.49%	Yes
709	66.39%	No
279	26.12%	Haven't heard of it
1068	Respondents	

Q35. How often do you experience a wait-time for transportation at night?		
Count	Percent	
199	18.63%	Very often
260	24.34%	Often
401	37.55%	Sometimes
208	19.48%	Never
1068	Respondents	

Q36. How often do you use the night owl bus?		
Count	Percent	
22	2.06%	Very often
77	7.21%	Often
463	43.35%	Sometimes
506	47.38%	Never
1068	Respondents	

Q37. At which of the following locations is a crosswalk needed? (Check all that apply)			
Count	Respondent %	Response %	
511	47.85%	32.93%	3rd and Jordan
373	34.93%	24.03%	Between the MAC and Read Residence Hall on Jordan
304	28.46%	19.59%	Between Neal Marshall and DG on Jordan
102	9.55%	6.57%	Other places (please specify)
262	24.53%	16.88%	None
1068	Respondents		
1552	Responses		

Q38. Which of the following resources have you used? (Check all that apply)			
Count	Respondent %	Response %	
177	16.59%	15.23%	Counseling and Psychological Services
20	1.87%	1.72%	Office of Women's Affairs
48	4.50%	4.13%	Office of Student Ethics
49	4.59%	4.22%	Student Advocate's Office
79	7.40%	6.80%	Student Legal Services
789	73.95%	67.90%	None of the above
1067	Respondents		
1162	Responses		

Q39. Is there a 24-hour hotline available for counseling and psychological services?		
Count	Percent	
443	41.52%	Yes
15	1.41%	No
609	57.08%	I don't know
1067	Respondents	

Q40. Do you know what Counseling and Psychological Services (CAPS) is?		
Count	Percent	
709	66.45%	Yes
188	17.62%	No
170	15.93%	Never heard of it
1067	Respondents	

Q41. Would you feel comfortable using CAPS?		
Count	Percent	
560	79.10%	Yes
97	13.70%	No
51	7.20%	Prefer not to respond
708	Respondents	

Q42. Have you ever used CAPS services?		
Count	Percent	
166	23.45%	Yes
534	75.42%	No
8	1.13%	Prefer not to respond
708	Respondents	

Q43. How effective were the CAPS services?		
Count	Percent	
17	10.30%	Extremely effective
60	36.36%	Very effective
61	36.97%	Moderately effective
18	10.91%	Not very effective
9	5.45%	Not at all effective
165	Respondents	

Q44. Have you ever recommended a friend to CAPS?		
Count	Percent	
247	35.29%	Yes
453	64.71%	No
700	Respondents	

Q45. Please indicate your level of agreement with the following statement: Students are comfortable seeking help for mental health issues.		
Count	Percent	
32	3.04%	Strongly agree
227	21.54%	Moderately agree
291	27.61%	Neither agree nor disagree
432	40.99%	Moderately disagree
72	6.83%	Strongly disagree
1054	Respondents	

Q46. Which of the following are warning signs for those struggling with mental health issues? (Check all that apply)			
Count	Respondent %	Response %	
924	87.67%	17.30%	Withdrawn behavior
620	58.82%	11.61%	Apathy
763	72.39%	14.29%	Excessive sleeping
720	68.31%	13.48%	Lack of sleep
900	85.39%	16.85%	Not finding pleasure in things that used to be pleasurable
544	51.61%	10.19%	Sexual dysfunction
819	77.70%	15.33%	Irritability
51	4.84%	0.95%	Not sure
1054	Respondents		
5341	Responses		

Q47. Have you ever noticed a friend that was in need of psychological help?		
Count	Percent	
560	53.13%	Yes
411	38.99%	No
83	7.87%	Prefer not to respond
1054	Respondents	

Q48. Have you ever intervened in a situation where you thought a friend was in danger of sexual assault?		
Count	Percent	
218	21.27%	Yes
765	74.63%	No
42	4.10%	Prefer not to respond
1025	Respondents	

Q49. Where do you go on a typical weekend night? (Check all that apply)			
Count	Respondent %	Response %	
223	21.76%	10.21%	To an on-campus fraternity house
114	11.12%	5.22%	To an off-campus fraternity house
249	24.29%	11.40%	To a friend's/significant other's on-campus dorm
603	58.83%	27.61%	To a friend's/significant other's off-campus house
347	33.85%	15.89%	To your residence hall
312	30.44%	14.29%	To a bar
195	19.02%	8.93%	To the library
141	13.76%	6.46%	Other (please specify)
1025	Respondents		
2184	Responses		

Q50. How safe do you feel at the above location with regard to sexual safety?		
Count	Percent	
624	60.88%	Very safe
313	30.54%	Moderately safe
72	7.02%	Neither safe nor unsafe
14	1.37%	Moderately unsafe
2	0.20%	Very unsafe
1025	Respondents	

Q51. Which of the following do you think qualifies as sexual assault? (Check all that apply)			
Count	Respondent %	Response %	
951	92.78%	14.23%	Penetrative sex without consent
944	92.10%	14.12%	Oral sex without consent
801	78.15%	11.98%	Unwelcome sexual advances
267	26.05%	3.99%	Unwelcome flirting
961	93.76%	14.38%	Rape
946	92.29%	14.15%	Attempted rape
873	85.17%	13.06%	Sex where consent cannot be given because of intoxication
936	91.32%	14.00%	Any unwanted sexual contact
6	0.59%	0.09%	None of the above
1025	Respondents		
6685	Responses		

Q52. How many people, including yourself, do you personally know who have been sexually assaulted while at IU?		
Count	Percent	
598	58.34%	0
322	31.41%	1 - 2
54	5.27%	3 - 4
20	1.95%	5 or more
31	3.02%	Prefer not to respond
1025	Respondents	

Q53. How comfortable do you feel reporting sexual assault?		
Count	Percent	
310	30.24%	Very comfortable
352	34.34%	Moderately comfortable
206	20.10%	Neither comfortable nor uncomfortable
121	11.80%	Moderately uncomfortable
36	3.51%	Very uncomfortable
1025	Respondents	

Q54. Which of these social functions do you feel the least safe at? (Please rank where 1 = least safe and 6 = most safe) - Fraternity party		
Count	Percent	
566	56.77%	1
173	17.35%	2
106	10.63%	3
85	8.53%	4
24	2.41%	5
43	4.31%	6
997	Respondents	

Q55. Which of these social functions do you feel the least safe at? (Please rank where 1 = least safe and 6 = most safe) - Basketball game		
Count	Percent	
23	2.32%	1
19	1.91%	2
17	1.71%	3
58	5.84%	4
219	22.05%	5
657	66.16%	6
993	Respondents	

Q56. Which of these social functions do you feel the least safe at? (Please rank where 1 = least safe and 6 = most safe) - Football game		
Count	Percent	
8	0.81%	1
35	3.53%	2
35	3.53%	3
96	9.69%	4
639	64.48%	5
178	17.96%	6
991	Respondents	

Q57. Which of these social functions do you feel the least safe at? (Please rank where 1 = least safe and 6 = most safe) - Tailgate		
Count	Percent	
22	2.22%	1
150	15.14%	2
275	27.75%	3
495	49.95%	4
30	3.03%	5
19	1.92%	6
991	Respondents	

Q58. Which of these social functions do you feel the least safe at? (Please rank where 1 = least safe and 6 = most safe) - Bar		
Count	Percent	
106	10.70%	1
291	29.36%	2
362	36.53%	3
165	16.65%	4
38	3.83%	5
29	2.93%	6
991	Respondents	

Q59. Which of these social functions do you feel the least safe at? (Please rank where 1 = least safe and 6 = most safe) - House party		
Count	Percent	
273	27.33%	1
325	32.53%	2
197	19.72%	3
93	9.31%	4
42	4.20%	5
69	6.91%	6
999	Respondents	

Q60. Please indicate your level of agreement with the following statement: Condoms should be available to those that live in the Residence Halls.		
Count	Percent	
573	56.73%	Strongly agree
216	21.39%	Moderately agree
142	14.06%	Neither agree nor disagree
40	3.96%	Moderately disagree
39	3.86%	Strongly disagree
1010	Respondents	

Q61. Currently free condoms are available at the Health Center with a maximum of two per person, per visit.Do you think this is sufficient availability?		
Count	Percent	
185	18.32%	Definitely yes
350	34.65%	Probably yes
174	17.23%	Not sure
200	19.80%	Probably no
101	10.00%	Definitely no
1010	Respondents	

Q62. How often do you get tested for STDs?		
Count	Percent	
442	43.76%	Never
253	25.05%	1 time/year
35	3.47%	2 times/year
13	1.29%	More than 2 times/year
267	26.44%	Not applicable - I am not sexually active.
1010	Respondents	

Q63. Do you use the campus service for STD testing?		
Count	Percent	
56	18.92%	Yes, it is the primary STD testing site I use.
43	14.53%	Yes, but I have also been tested elsewhere.
197	66.55%	No
296	Respondents	

Q64. Would you use the campus service for STD testing?		
Count	Percent	
214	21.36%	Definitely yes
281	28.04%	Probably yes
187	18.66%	Not sure
99	9.88%	Probably no
37	3.69%	Definitely no
184	18.36%	Not applicable - I will not need it while I'm at IU.
1002	Respondents	

Q65. How well lit do you think IU's campus is at night?		
Count	Percent	
25	2.57%	Extremely well lit
174	17.92%	Very well lit
530	54.58%	Moderately well lit
176	18.13%	Not very well lit
59	6.08%	Not well lit at all
7	0.72%	No basis to judge
971	Respondents	

Q66. How well do you think the following areas around campus are lit? - South side (3rd St. and South)		
Count	Percent	
53	5.46%	Extremely well lit
159	16.37%	Very well lit
311	32.03%	Moderately well lit
194	19.98%	Not very well lit
79	8.14%	Not at all well lit
175	18.02%	No basis to judge
971	Respondents	

Q67. How well do you think the following areas around campus are lit? - North side (10th St. and North)		
Count	Percent	
86	8.86%	Extremely well lit
237	24.41%	Very well lit
347	35.74%	Moderately well lit
122	12.56%	Not very well lit
49	5.05%	Not at all well lit
130	13.39%	No basis to judge
971	Respondents	

Q68. How well do you think the following areas around campus are lit? - West side (Indiana Ave. and West)		
Count	Percent	
73	7.52%	Extremely well lit
205	21.11%	Very well lit
309	31.82%	Moderately well lit
147	15.14%	Not very well lit
50	5.15%	Not at all well lit
187	19.26%	No basis to judge
971	Respondents	

Q69. How well do you think the following areas around campus are lit? - East side (Union St. and East)		
Count	Percent	
55	5.66%	Extremely well lit
171	17.61%	Very well lit
311	32.03%	Moderately well lit
183	18.85%	Not very well lit
62	6.39%	Not at all well lit
189	19.46%	No basis to judge
971	Respondents	

Q70. How safe do you feel walking off campus after dark?		
Count	Percent	
75	7.72%	Very safe
339	34.91%	Moderately safe
148	15.24%	Neither safe nor unsafe
292	30.07%	Moderately unsafe
105	10.81%	Very unsafe
12	1.24%	No basis to judge
971	Respondents	

Q71. To what extent do the following factors contribute to your feeling of safety? - Police foot patrol		
Count	Percent	
244	25.13%	A great deal
252	25.95%	Considerably
193	19.88%	Moderately
134	13.80%	Slightly
103	10.61%	Not at all
45	4.63%	No basis to judge
971	Respondents	

Q72. To what extent do the following factors contribute to your feeling of safety? - Police car patrol		
Count	Percent	
192	19.77%	A great deal
272	28.01%	Considerably
248	25.54%	Moderately
137	14.11%	Slightly
85	8.75%	Not at all
37	3.81%	No basis to judge
971	Respondents	

Q73. To what extent do the following factors contribute to your feeling of safety? - Police bike patrol		
Count	Percent	
166	17.10%	A great deal
254	26.16%	Considerably
224	23.07%	Moderately
140	14.42%	Slightly
126	12.98%	Not at all
61	6.28%	No basis to judge
971	Respondents	

Q74. To what extent do the following factors contribute to your feeling of safety? - Lighting		
Count	Percent	
454	46.76%	A great deal
307	31.62%	Considerably
143	14.73%	Moderately
41	4.22%	Slightly
9	0.93%	Not at all
17	1.75%	No basis to judge
971	Respondents	

Q75. To what extent do the following factors contribute to your feeling of safety? - Presence of other people around you		
Count	Percent	
555	57.16%	A great deal
253	26.06%	Considerably
100	10.30%	Moderately
34	3.50%	Slightly
15	1.54%	Not at all
14	1.44%	No basis to judge
971	Respondents	

Q76. To what extent do the following factors contribute to your feeling of safety? - Traveling in groups		
Count	Percent	
721	74.25%	A great deal
159	16.37%	Considerably
61	6.28%	Moderately
9	0.93%	Slightly
7	0.72%	Not at all
14	1.44%	No basis to judge
971	Respondents	

Q77. To what extent do the following factors contribute to your feeling of safety? - How well I know the area		
Count	Percent	
442	45.52%	A great deal
315	32.44%	Considerably
147	15.14%	Moderately
37	3.81%	Slightly
18	1.85%	Not at all
12	1.24%	No basis to judge
971	Respondents	

Q78. To what extent do the following factors contribute to your feeling of safety? - Proximity to an open building		
Count	Percent	
294	30.28%	A great deal
292	30.07%	Considerably
220	22.66%	Moderately
103	10.61%	Slightly
40	4.12%	Not at all
22	2.27%	No basis to judge
971	Respondents	

Q79. To what extent do the following factors contribute to your feeling of safety? - Bluelights		
Count	Percent	
155	15.96%	A great deal
206	21.22%	Considerably
245	25.23%	Moderately
163	16.79%	Slightly
116	11.95%	Not at all
86	8.86%	No basis to judge
971	Respondents	

Q80. Would you ever consider using a Bluelight as an effective means of addressing an emergency situation?		
Count	Percent	
326	33.57%	Definitely yes
328	33.78%	Probably yes
211	21.73%	Not sure
78	8.03%	Probably no
28	2.88%	Definitely no
971	Respondents	

Q81. How many times do you see IUPD on campus in a given week?		
Count	Percent	
90	9.27%	0 times
405	41.71%	1 - 3 times
290	29.87%	4 - 6 times
81	8.34%	7 - 9 times
105	10.81%	10 times or more
971	Respondents	

Q82. How effective was AlchoholEdu in moderating your drinking?		
Count	Percent	
21	2.25%	Extremely effective
56	6.01%	Very effective
177	18.99%	Moderately effective
198	21.24%	Not very effective
319	34.23%	Not at all effective
161	17.27%	No basis to judge
932	Respondents	

Q83. Of these symptoms, what qualifies an alcoholic? (Check all that apply)			
Count	Respondent %	Response %	
856	91.85%	11.74%	Not being able to quit drinking or control how much you drink
651	69.85%	8.93%	Needing to drink more to feel the same effect
766	82.19%	10.50%	Feeling sick to your stomach, sweaty, shaky, or anxious when you stop drinking
662	71.03%	9.08%	Spending a lot of time drinking and recovering from drinking
761	81.65%	10.44%	Giving up other activities so you can drink
777	83.37%	10.66%	Trying to quit drinking or cut back, but not being able to
789	84.66%	10.82%	Continuing to drink even though drinking causes you problems
799	85.73%	10.96%	Trying to hide your drinking from others
555	59.55%	7.61%	Having blackouts, where you don't remember what happened while drinking
676	72.53%	9.27%	Having friends and family be concerned about your drinking
932	Respondents		
7292	Responses		

Q84. Do you think that the amount of drinking that goes on at IU is more, less, or on par with the amount of drinking at other schools?		
Count	Percent	
110	11.80%	Much more
396	42.49%	Moderately more
400	42.92%	On par
19	2.04%	Moderately less
7	0.75%	Much less
932	Respondents	

Q85. Can you call 9-1-1 without fear of being charged by the university or IUPD if you are with someone who needs immediate medical attention while you are inebriated?		
Count	Percent	
567	60.84%	Yes
149	15.99%	No
216	23.18%	I don't know
932	Respondents	

Q86. How many times have you observed an individual who had been left at a party because they had become too inebriated?		
Count	Percent	
526	56.44%	0 times
308	33.05%	1 - 3 times
53	5.69%	4 - 6 times
45	4.83%	More than 6 times
932	Respondents	

Q87. Please indicate your level of agreement with the following statement:As a freshman, I feel/felt obligated to drink in order to socialize.		
Count	Percent	
61	6.55%	Strongly agree
248	26.61%	Moderately agree
183	19.64%	Neither agree nor disagree
164	17.60%	Moderately disagree
276	29.61%	Strongly disagree
932	Respondents	

Q88. Please indicate your level of agreement with the following statement:University police are effective in combating drug-related problems on campus.		
Count	Percent	
57	6.12%	Strongly agree
196	21.03%	Moderately agree
423	45.39%	Neither agree nor disagree
171	18.35%	Moderately disagree
85	9.12%	Strongly disagree
932	Respondents	

Q89. How disruptive is tobacco use on campus?		
Count	Percent	
161	17.27%	Extremely disruptive
168	18.03%	Very disruptive
267	28.65%	Moderately disruptive
227	24.36%	Not very disruptive
109	11.70%	Not at all disruptive
932	Respondents	

Q90. In a typical week, are your professors generally available to meet or talk after class?		
Count	Percent	
785	75.05%	Yes, most of my professors are available.
185	17.69%	Yes, but I sometimes have difficulty arranging meeting times.
14	1.34%	No, I don't feel that my professors are regularly available.
62	5.93%	I have not tried.
1046	Respondents	

Q91. Did you find it easy to get involved in clubs or activities?		
Count	Percent	
368	35.18%	Yes - I found it easy.
437	41.78%	Yes, I was able to, but I had to put effort into figuring out how to get involved.
132	12.62%	No, I had trouble getting connected with other students.
85	8.13%	I was not interested in getting involved.
24	2.29%	I do not know.
1046	Respondents	

Q92. Please indicate your level of agreement with the following statement: IU offers resources such as advisors, academic bulletins, and other tools to fully explore my academic options.		
Count	Percent	
446	42.64%	Strongly agree
501	47.90%	Moderately agree
57	5.45%	Neither agree nor disagree
40	3.82%	Moderately disagree
2	0.19%	Strongly disagree
1046	Respondents	

Q93. How easy or difficult is it to locate academic resources related to your interests?		
Count	Percent	
233	22.28%	Very easy
610	58.32%	Moderately easy
143	13.67%	Neither easy nor difficult
51	4.88%	Moderately difficult
9	0.86%	Very difficult
1046	Respondents	

Q94. Would you suggest any areas for improvement to IU's academic resources (advising, academic bulletins, major/minor requirements and expectations, etc.)?		
Count	Percent	
339	32.41%	Yes (please explain)
707	67.59%	No
1046	Respondents	

Q95. If you had class on Friday, would you go out on Thursday?		
Count	Percent	
76	7.27%	Definitely yes
328	31.36%	Probably yes
163	15.58%	Not sure
317	30.31%	Probably no
162	15.49%	Definitely no
1046	Respondents	

Q96. How does the intellectual atmosphere (i.e., motivated students, intellectual capabilities, amount of studying) at IU compare to your expectations when you applied?

Count	Percent	
250	23.90%	Exceeded my expectations
644	61.57%	Met my expectations
121	11.57%	Did not meet my expectations
31	2.96%	I did not think about the intellectual environment while applying.
1046	Respondents	

Q97. Have you witnessed or been part of a debate or discussion in at least one of your class experiences at IU in the last two semesters?

Count	Percent	
670	65.37%	Yes, I actively participated.
227	22.15%	Yes, I witnessed.
128	12.49%	Neither
1025	Respondents	

Q98. How invested do your professors seem to be with the student learning process?

Count	Percent	
200	19.51%	Extremely invested
577	56.29%	Very invested
239	23.32%	Moderately invested
9	0.88%	Not very invested
0	0.00%	Not at all invested
1025	Respondents	

Q99. How often do professors challenge you academically?

Count	Percent	
213	20.78%	Always
646	63.02%	Often
155	15.12%	Occasionally
8	0.78%	Rarely
3	0.29%	Never
1025	Respondents	

Q100. How often are you challenged during class (interesting discussions, thoughtful questions, etc.) by other students?

Count	Percent	
64	6.24%	Always
416	40.59%	Often
400	39.02%	Occasionally
134	13.07%	Rarely
11	1.07%	Never
1025	Respondents	

Q101. How engaged are other students in your classes in the student learning process?		
Count	Percent	
24	2.34%	Extremely engaged
264	25.76%	Very engaged
626	61.07%	Moderately engaged
109	10.63%	Not very engaged
2	0.20%	Not at all engaged
1025	Respondents	

Q102. Please indicate your level of agreement with the following statement:My academic experience has proven to be as challenging as I had hoped.		
Count	Percent	
344	33.56%	Strongly agree
484	47.22%	Moderately agree
124	12.10%	Neither agree nor disagree
51	4.98%	Moderately disagree
15	1.46%	Strongly disagree
7	0.68%	I did not have any expectations.
1025	Respondents	

Q103. If you could start again, would you choose to return to IU for the same educational experience?		
Count	Percent	
551	53.76%	Definitely yes
303	29.56%	Probably yes
100	9.76%	Not sure
53	5.17%	Probably no
18	1.76%	Definitely no
1025	Respondents	

Q104. Do you feel as though IU offers a proper diversity of study abroad program locations?		
Count	Percent	
712	70.29%	Yes - IU offers a sufficient number of programs.
78	7.70%	No - there are some key languages and ethnicities that are not as represented.
223	22.01%	I do not know.
1013	Respondents	

Q105. Which best describes your study abroad experience?		
Count	Percent	
537	53.01%	I have not study abroad.
272	26.85%	I have not studied abroad, but I'm planning on it.
53	5.23%	I studied at a non-IU destination program.
80	7.90%	I studied at an IU destination program.
71	7.01%	I am not interested in study abroad.
1013	Respondents	

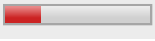
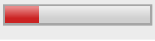
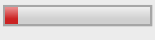
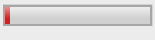
Q106. Which of the following describes the credit transfer process for the non-IU study abroad program?		
Count	Percent	
7	13.21%	Very easy
18	33.96%	Moderately easy
10	18.87%	Neither easy nor difficult
13	24.53%	Moderately difficult
5	9.43%	Very difficult
53	Respondents	

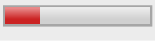
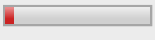
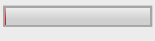
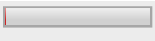
Q107. Did your study abroad program fulfill your major requirements?		
Count	Percent	
239	50.21%	Yes - courses I took abroad were necessary to my degree.
237	49.79%	No - courses I took abroad were not necessary to my degree.
476	Respondents	

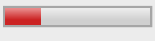
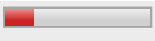
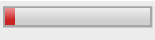
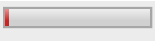
Q108. How many educational activities or lectures outside of class have you attended in the past two semesters?		
Count	Percent	
187	18.64%	None
493	49.15%	1 to 2
221	22.03%	3 to 4
102	10.17%	5 or more
1003	Respondents	

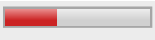
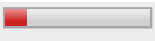
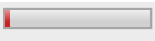
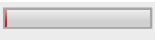
Q109. How often do you try to participate in educational programs or activities that are offered outside of your classroom lectures?		
Count	Percent	
31	3.09%	Always
181	18.05%	Frequently
439	43.77%	Sometimes
304	30.31%	Rarely
48	4.79%	Never
1003	Respondents	

Q110. Please indicate the level to which the following factors are in influencing your decision to attend an academic lecture or program: - Fame of speaker		
Count	Percent	
201	20.04%	Extremely important
327	32.60%	Very important
326	32.50%	Moderately important
102	10.17%	Not very important
47	4.69%	Not at all important
1003	Respondents	

Q111. Please indicate the level to which the following factors are in influencing your decision to attend an academic lecture or program: - Relevant to coursework			
Count	Percent		
252	25.12%		Extremely important
390	38.88%		Very important
235	23.43%		Moderately important
90	8.97%		Not very important
36	3.59%		Not at all important
1003	Respondents		

Q112. Please indicate the level to which the following factors are in influencing your decision to attend an academic lecture or program: - Genuine interest in topic			
Count	Percent		
688	68.59%		Extremely important
242	24.13%		Very important
61	6.08%		Moderately important
7	0.70%		Not very important
5	0.50%		Not at all important
1003	Respondents		

Q113. Please indicate the level to which the following factors are in influencing your decision to attend an academic lecture or program: - Extra credit offered for a class			
Count	Percent		
457	45.56%		Extremely important
253	25.22%		Very important
198	19.74%		Moderately important
67	6.68%		Not very important
28	2.79%		Not at all important
1003	Respondents		

Q114. Please indicate the level to which the following factors are in influencing your decision to attend an academic lecture or program: - Time or location of event			
Count	Percent		
447	44.57%		Extremely important
362	36.09%		Very important
151	15.05%		Moderately important
31	3.09%		Not very important
12	1.20%		Not at all important
1003	Respondents		

Q115. Please indicate the level to which the following factors are in influencing your decision to attend an academic lecture or program: - Relevant to current events

Count	Percent	
127	12.66%	Extremely important
249	24.83%	Very important
363	36.19%	Moderately important
212	21.14%	Not very important
52	5.18%	Not at all important
1003	Respondents	

Q116. Please indicate the level to which the following factors are in influencing your decision to attend an academic lecture or program: - Q&A with speaker is part of program

Count	Percent	
42	4.19%	Extremely important
94	9.37%	Very important
234	23.33%	Moderately important
396	39.48%	Not very important
237	23.63%	Not at all important
1003	Respondents	

Q117. How many times in the past 3 semesters have you taken advantage of exhibits at the Lily Library or the IU art museum?

Count	Percent	
482	48.06%	0
282	28.12%	1
153	15.25%	2
86	8.57%	3 or more
1003	Respondents	

Q118. Why did you visit an exhibit at the Lily Library or the IU art museum? (Check all that apply)

Count	Respondent %	Response %	
316	60.89%	48.47%	Class
309	59.54%	47.39%	Personal Interest
27	5.20%	4.14%	Other (please specify)
519	Respondents		
652	Responses		

Q119. How often do you use on-campus computer labs?

Count	Percent	
150	14.25%	1 time a day or more
242	22.98%	4 - 6 times a week
468	44.44%	1 - 3 times a week
101	9.59%	1 - 3 times a month
57	5.41%	1 - 3 times a semester
16	1.52%	Less than 1 time a semester
19	1.80%	Never
1053	Respondents	

Q120. During which of the following days is it most difficult to find an open computer? (Check all that apply)

Count	Respondent %	Response %	
711	69.23%	25.53%	Monday
592	57.64%	21.26%	Tuesday
626	60.95%	22.48%	Wednesday
459	44.69%	16.48%	Thursday
125	12.17%	4.49%	Friday
49	4.77%	1.76%	Saturday
223	21.71%	8.01%	Sunday
1027	Respondents		
2785	Responses		

Q121. At which of the following times of day is it most difficult to find an open computer? (Check the top three most difficult times)

Count	Respondent %	Response %	
83	8.08%	3.18%	8 a.m. - 10 a.m.
381	37.10%	14.60%	10 a.m. - 12 p.m.
581	56.57%	22.27%	12 p.m. - 2 p.m.
547	53.26%	20.97%	2 p.m. - 4 p.m.
338	32.91%	12.96%	4 p.m. - 6 p.m.
334	32.52%	12.80%	6 p.m. - 8 p.m.
258	25.12%	9.89%	8 p.m. - 10 p.m.
87	8.47%	3.33%	10 p.m. - 12 a.m.
1027	Respondents		
2609	Responses		

Q122. At which of the following times within the semester is it most difficult to find an open computer? (Check all that apply)

Count	Respondent %	Response %	
340	33.11%	19.85%	First two weeks of the semester
218	21.23%	12.73%	3rd and 4th weeks
297	28.92%	17.34%	5th and 6th weeks
858	83.54%	50.09%	Last two weeks of the semester
1027	Respondents		
1713	Responses		

Q123. Where do you typically meet on-campus as a group?

Count	Percent	
585	55.93%	Wells Library
135	12.91%	School of Study i.e., Business School
117	11.19%	IMU (The Union)
20	1.91%	Off-campus
46	4.40%	Lounge in my residence hall
28	2.68%	Invite students to my residence hall room
48	4.59%	Other (please specify)
67	6.41%	Not applicable - I have not met to work as a group.
1046	Respondents	

Q124. How often do you use group meeting spaces on campus?		
Count	Percent	
19	1.95%	1 time a day or more
31	3.19%	4 - 6 times a week
164	16.86%	1 - 3 times a week
301	30.94%	1 - 3 times a month
356	36.59%	1 - 3 times a semester
63	6.47%	Less than 1 time a semester
39	4.01%	Never
973	Respondents	

Q125. How difficult of a time do you have finding open group space on campus?		
Count	Percent	
42	4.32%	Very difficult
298	30.63%	Somewhat difficult
353	36.28%	Neutral
198	20.35%	Somewhat easy
82	8.43%	Very easy
973	Respondents	

Q126. During which of the following days is it most difficult to find open group space? (Check all that apply)			
Count	Respondent %	Response %	
423	46.08%	18.30%	Monday
416	45.32%	18.00%	Tuesday
520	56.64%	22.50%	Wednesday
406	44.23%	17.57%	Thursday
149	16.23%	6.45%	Friday
115	12.53%	4.98%	Saturday
282	30.72%	12.20%	Sunday
918	Respondents		
2311	Responses		

Q127. At which of the following times of day is it most difficult to find an open group space? (Check the top three most difficult times)			
Count	Respondent %	Response %	
9	0.98%	0.39%	8 a.m. - 10 a.m.
78	8.50%	3.37%	10 a.m. - 12 p.m.
213	23.20%	9.20%	12 p.m. - 2 p.m.
318	34.64%	13.74%	2 p.m. - 4 p.m.
532	57.95%	22.98%	4 p.m. - 6 p.m.
628	68.41%	27.13%	6 p.m. - 8 p.m.
433	47.17%	18.70%	8 p.m. - 10 p.m.
104	11.33%	4.49%	10 p.m. - 12 a.m.
918	Respondents		
2315	Responses		

Q128. At which of the following times within the semester is it most difficult to find open group space? (Check all that apply)			
Count	Respondent %	Response %	
87	9.48%	5.81%	First two weeks of the semester
205	22.33%	13.68%	3rd and 4th weeks
450	49.02%	30.04%	5th and 6th weeks
756	82.35%	50.47%	Last two weeks of the semester
918	Respondents		
1498	Responses		

Q129. How beneficial would additional group workspace be during busy times of the semester?		
Count	Percent	
232	24.24%	Very beneficial
297	31.03%	Beneficial
283	29.57%	Moderately beneficial
68	7.11%	Not very beneficial
10	1.04%	Not at all beneficial
67	7.00%	No basis to judge
957	Respondents	

Q130. Typically, how large are your groups?		
Count	Percent	
27	2.94%	2
144	15.69%	3
549	59.80%	4
198	21.57%	5+
918	Respondents	

Q131. How often do your groups require an on-site computer?		
Count	Percent	
113	12.31%	Always
332	36.17%	Often
303	33.01%	Occasionally
148	16.12%	Rarely
22	2.40%	Never
918	Respondents	

Q132. How important is it to have power outlets available at workstations?		
Count	Percent	
583	56.99%	Extremely important
305	29.81%	Very important
110	10.75%	Moderately important
15	1.47%	Not very important
0	0.00%	Not at all important
10	0.98%	No basis to judge
1023	Respondents	

Q133. Do you find it difficult to find available power outlets on campus?		
Count	Percent	
334	32.65%	No
689	67.35%	Yes
1023	Respondents	

Q134. How difficult is it to find power outlets campus?		
Count	Percent	
195	28.51%	Very difficult
443	64.77%	Somewhat difficult
37	5.41%	Neither difficult nor easy
6	0.88%	Somewhat easy
3	0.44%	Very easy
684	Respondents	

Q135. How often do you use designated quiet study areas?		
Count	Percent	
65	6.39%	At least once per day
110	10.81%	4 - 6 times a week
286	28.09%	1 - 3 times a week
227	22.30%	1 - 3 times a month
178	17.49%	1 - 3 times a semester
63	6.19%	Less than 1 time a semester
89	8.74%	Never
1018	Respondents	

Q136. How often do you struggle to find quiet individual workspace?		
Count	Percent	
69	6.78%	Always
186	18.27%	Often
393	38.61%	Occasionally
269	26.42%	Rarely
101	9.92%	Never
1018	Respondents	

Q137. Out of all of the times you ride a Campus bus, what percentage of the time is the bus full? (Whole number only)	
Count	Percent
975	100.00%
975	Respondents

Q138. When do you find the buses are most unreliable?

Count	Percent	
145	14.34%	7 a.m. - 10 a.m.
111	10.98%	10 a.m. - 12 p.m.
100	9.89%	12 p.m. - 2 p.m.
142	14.05%	2 p.m. - 4 p.m.
117	11.57%	4 p.m. - 6 p.m.
134	13.25%	6 p.m. - 9 p.m.
262	25.91%	No basis to judge
1011	Respondents	

Q139. At which of the following stops are the buses commonly filled to capacity? (Check all that apply)

Count	Respondent %	Response %	
553	54.70%	38.59%	Wells
230	22.75%	16.05%	IMU
78	7.72%	5.44%	Sample Gates
340	33.63%	23.73%	Third Street
51	5.04%	3.56%	None of the above
181	17.90%	12.63%	No basis to judge
1011	Respondents		
1433	Responses		

Q140. How beneficial would more late night transportation be?

Count	Percent	
381	37.69%	Extremely beneficial
264	26.11%	Very beneficial
279	27.60%	Moderately beneficial
74	7.32%	Not very beneficial
13	1.29%	Not at all beneficial
1011	Respondents	

Q141. How often do you use Bloomington Transit buses?

Count	Percent	
194	19.19%	At least once per day
106	10.48%	4 - 6 times a week
156	15.43%	1 - 3 times a week
170	16.82%	1 - 3 times a month
134	13.25%	1 - 3 times a semester
76	7.52%	Less than 1 time a semester
175	17.31%	Never
1011	Respondents	

Q142. Which route do you take most often?

Count	Percent	
61	7.31%	1
58	6.95%	3
196	23.50%	6
49	5.88%	6 Limited
423	50.72%	9
47	5.64%	9 Limited
834	Respondents	

Q143. Which bus stop(s) do you use most often? (Check all that apply)

Count	Respondent %	Response %	
471	56.47%	39.09%	Wells
211	25.30%	17.51%	IMU
134	16.07%	11.12%	Sample Gates
389	46.64%	32.28%	Third Street
834	Respondents		
1205	Responses		

Q144. Do you have an RPS Meal Plan?

Count	Percent	
441	43.71%	Yes
568	56.29%	No
1009	Respondents	

Q145. How satisfied are you with your meal plan?

Count	Percent	
154	34.92%	Very satisfied
183	41.50%	Somewhat satisfied
43	9.75%	Neither satisfied nor dissatisfied
45	10.20%	Somewhat dissatisfied
16	3.63%	Very dissatisfied
441	Respondents	

Q146. Are there enough food options within the confines of campus (this does NOT include Kirkwood and off-campus options)?

Count	Percent	
532	52.78%	Yes
476	47.22%	No
1008	Respondents	

Q147. What one factor is most likely to make you satisfied with food options on campus?

Count	Percent	
22	36.67%	More healthy eating options
17	28.33%	Lower priced eating options
16	26.67%	More variety
5	8.33%	Other (please explain)
60	Respondents	

Q148. How satisfied are you with the availability of healthy eating options on campus?		
Count	Percent	
74	7.38%	Very satisfied
321	32.00%	Moderately satisfied
255	25.42%	Neither satisfied nor dissatisfied
254	25.32%	Moderately dissatisfied
99	9.87%	Very dissatisfied
1003	Respondents	

Q149. How satisfied are you with your meal plan?		
Count	Percent	
117	26.59%	Very satisfied
178	40.45%	Moderately satisfied
71	16.14%	Neither satisfied nor dissatisfied
57	12.95%	Moderately dissatisfied
17	3.86%	Very dissatisfied
440	Respondents	

Q150. How affordable is the RPS Meal Plan?		
Count	Percent	
36	8.18%	Very affordable
155	35.23%	Moderately affordable
96	21.82%	Neither affordable nor unaffordable
123	27.95%	Moderately unaffordable
30	6.82%	Very unaffordable
440	Respondents	

Q151. What two aspects of Residence Halls need the most improvement? (Check top two)			
Count	Respondent %	Response %	
360	35.89%	21.40%	Living services
92	9.17%	5.47%	Safety
384	38.29%	22.83%	Space
296	29.51%	17.60%	Study areas
233	23.23%	13.85%	Technology
82	8.18%	4.88%	Other (please specify)
45	4.49%	2.68%	None
190	18.94%	11.30%	No basis to judge
1003	Respondents		
1682	Responses		

Q152. How beneficial would 24-hour services be in residence halls?		
Count	Percent	
209	20.84%	Extremely beneficial
279	27.82%	Very beneficial
404	40.28%	Moderately beneficial
84	8.37%	Not very beneficial
27	2.69%	Not at all beneficial
1003	Respondents	

Q153. How accessible is off-campus housing in terms of distance from public transportation to locations you frequently visit?		
Count	Percent	
147	14.66%	Very accessible
463	46.16%	Moderately accessible
228	22.73%	Neither accessible nor inaccessible
130	12.96%	Moderately inaccessible
35	3.49%	Very inaccessible
1003	Respondents	

Q154. Where have you lived during your time at IU? - Freshman		
Count	Percent	
866	86.34%	On campus
37	3.69%	Off Campus
100	9.97%	Not applicable
1003	Respondents	

Q155. Where have you lived during your time at IU? - Sophomore		
Count	Percent	
340	33.90%	On campus
385	38.38%	Off Campus
278	27.72%	Not applicable
1003	Respondents	

Q156. Where have you lived during your time at IU? - Junior		
Count	Percent	
155	15.45%	On campus
356	35.49%	Off Campus
492	49.05%	Not applicable
1003	Respondents	

Q157. Where have you lived during your time at IU? - 5th year		
Count	Percent	
29	2.89%	On campus
119	11.86%	Off Campus
855	85.24%	Not applicable
1003	Respondents	

Q158. How satisfied are you with the IU Health Center?		
Count	Percent	
137	13.66%	Very satisfied
285	28.41%	Moderately satisfied
129	12.86%	Neither satisfied nor dissatisfied
108	10.77%	Moderately dissatisfied
76	7.58%	Very dissatisfied
268	26.72%	No basis to judge
1003	Respondents	

Q159. How satisfied are you with the WIC (formerly the HPER)?		
Count	Percent	
185	18.44%	Very satisfied
326	32.50%	Moderately satisfied
125	12.46%	Neither satisfied nor dissatisfied
47	4.69%	Moderately dissatisfied
10	1.00%	Very dissatisfied
310	30.91%	No basis to judge
1003	Respondents	

Q160. Which area(s) need the most improvement in the WIC (formerly the HPER)? (Check all that apply)			
Count	Respondent %	Response %	
248	35.94%	26.19%	Space
264	38.26%	27.88%	Equipment
114	16.52%	12.04%	Locker rooms
109	15.80%	11.51%	Group exercise classes
45	6.52%	4.75%	Other (please specify)
167	24.20%	17.63%	None
690	Respondents		
947	Responses		

Q161. How satisfied are you with the SRSC?		
Count	Percent	
358	35.84%	Very satisfied
348	34.83%	Moderately satisfied
75	7.51%	Neither satisfied nor dissatisfied
33	3.30%	Moderately dissatisfied
12	1.20%	Very dissatisfied
173	17.32%	No basis to judge
999	Respondents	

Q162. Which area(s) need the most improvement in the SRSC? (Check all that apply)			
Count	Respondent %	Response %	
294	35.64%	28.49%	Space
195	23.64%	18.90%	Equipment
113	13.70%	10.95%	Locker rooms
96	11.64%	9.30%	Group exercise classes
57	6.91%	5.52%	Other (please specify)
277	33.58%	26.84%	None
825	Respondents		
1032	Responses		

Q163. What criteria did you use when selecting your residence hall? (Check all that apply)			
Count	Respondent %	Response %	
754	83.59%	57.29%	Location
292	32.37%	22.19%	Roommates
188	20.84%	14.29%	Living Learning Community (LLC)
82	9.09%	6.23%	Other (please specify)
902	Respondents		
1316	Responses		

Q164. Were you placed in the neighborhood you requested?		
Count	Percent	
720	79.82%	Yes, I was placed in my 1st choice.
71	7.87%	No, but I was placed in my 2nd choice.
111	12.31%	No
902	Respondents	

Q165. How satisfied were you with your residence hall freshman year in terms of the variety of students?		
Count	Percent	
325	36.03%	Very satisfied
264	29.27%	Moderately satisfied
142	15.74%	Neither satisfied nor dissatisfied
100	11.09%	Moderately dissatisfied
71	7.87%	Very dissatisfied
902	Respondents	

Q166. In your opinion, how much do you feel your residence hall choice affected others' opinions about you?		
Count	Percent	
141	15.63%	A great deal
246	27.27%	A considerable amount
198	21.95%	A moderate amount
134	14.86%	A slight amount
183	20.29%	Nothing at all
902	Respondents	

Q167. Do you ride a bike to class?		
Count	Percent	
143	14.39%	Yes
851	85.61%	No
994	Respondents	

Q168. How often do you ride a bike to class?		
Count	Percent	
37	25.87%	1 time a day or more
30	20.98%	4 - 6 times a week
40	27.97%	1 - 3 times a week
25	17.48%	1 - 3 times a month
10	6.99%	1 - 3 times a semester
1	0.70%	Less than 1 time a semester
143	Respondents	

Q169. How would you rate the bike paths on campus?		
Count	Percent	
10	6.99%	Excellent
45	31.47%	Good
45	31.47%	Average
26	18.18%	Below average
17	11.89%	Poor
143	Respondents	

Q170. How effective do you think the biking infrastructure is on campus?		
Count	Percent	
8	5.59%	Extremely effective
25	17.48%	Very effective
58	40.56%	Moderately effective
39	27.27%	Not very effective
13	9.09%	Not at all effective
143	Respondents	

Q171. Are the bike paths respected on campus?		
Count	Percent	
57	39.86%	Yes
86	60.14%	No
143	Respondents	

Q172. Have you ever had an accident on your bike?		
Count	Percent	
57	39.86%	Yes
86	60.14%	No
143	Respondents	

Q173. How many times have you had an accident on campus while attending IU?		
Count	Percent	
47	82.46%	1 - 3 times
7	12.28%	4 - 6 times
2	3.51%	7 - 9 times
1	1.75%	10 times or more
57	Respondents	

Q174. Are there enough storage locations for bikes (bike racks, or other public storage options)?		
Count	Percent	
73	51.05%	Yes
70	48.95%	No
143	Respondents	

Q175. How beneficial would a bike share program be for the Bloomington campus?		
Count	Percent	
106	10.66%	Extremely beneficial
178	17.91%	Very beneficial
272	27.36%	Moderately beneficial
92	9.26%	Not very beneficial
33	3.32%	Not at all beneficial
313	31.49%	No basis to judge
994	Respondents	

Q176. Which areas do you feel the safest when on campus at night? (Check the top two)			
Count	Respondent %	Response %	
662	66.67%	36.78%	Buses
137	13.80%	7.61%	Paths
760	76.54%	42.22%	Personal vehicle
213	21.45%	11.83%	Streets
28	2.82%	1.56%	Other (please specify)
993	Respondents		
1800	Responses		

Q177. How well lit is the IU campus?		
Count	Percent	
39	3.93%	Extremely well lit
257	25.88%	Very well lit
554	55.79%	Moderately well lit
118	11.88%	Not very well lit
25	2.52%	Not well lit at all
993	Respondents	

Q178. How safe do you feel on campus during the day?		
Count	Percent	
791	79.66%	Very safe
174	17.52%	Moderately safe
18	1.81%	Neither safe nor unsafe
9	0.91%	Moderately unsafe
1	0.10%	Very unsafe
993	Respondents	

Q179. Which of the following portable devices do you own or have regularly available to you? (Check all that apply)			
Count	Respondent %	Response %	
194	19.06%	9.29%	Tablet device
92	9.04%	4.41%	E-reader
842	82.71%	40.33%	Smart phone
944	92.73%	45.21%	Laptop computer
16	1.57%	0.77%	None of the above
1018	Respondents		
2088	Responses		

Q180. Which do you use? (Check up to two)			
Count	Respondent %	Response %	
137	70.62%	63.72%	iPad
5	2.58%	2.33%	Xoom
20	10.31%	9.30%	Galaxy
42	21.65%	19.53%	Kindle
11	5.67%	5.12%	Nook
194	Respondents		
215	Responses		

Q181. Which do you use? (Check up to two)			
Count	Respondent %	Response %	
619	73.69%	71.81%	iPhone
214	25.48%	24.83%	Android
12	1.43%	1.39%	BlackBerry
17	2.02%	1.97%	Other
840	Respondents		
862	Responses		

Q182. Which do you use? (Check up to two)			
Count	Respondent %	Response %	
467	49.63%	47.22%	Mac
498	52.92%	50.35%	PC
24	2.55%	2.43%	Other
941	Respondents		
989	Responses		

Q183. Which of the following devices do you use for any academic purpose? (Check all that apply)			
Count	Respondent %	Response %	
163	16.06%	7.72%	Tablet device
604	59.51%	28.60%	Smart phone
965	95.07%	45.69%	Laptop computer
29	2.86%	1.37%	Mini-laptop, Netbook, or handheld computer
47	4.63%	2.23%	E-Book specific reader
298	29.36%	14.11%	Desktop
6	0.59%	0.28%	None of the above
1015	Respondents		
2112	Responses		

Q184. What kind of academic activities have you used your smartphone for in the past month? (Check all that apply)			
Count	Respondent %	Response %	
556	92.21%	31.56%	Log onto OnCourse
503	83.42%	28.55%	Log onto OneStart
587	97.35%	33.31%	Check e-mail
112	18.57%	6.36%	Work on an assignment
4	0.66%	0.23%	I don't use my smart phone for this.
603	Respondents		
1762	Responses		

Q185. On average, how often do you use the IU Mobile Phone Application?		
Count	Percent	
107	12.75%	Daily
93	11.08%	4 - 6 times a week
178	21.22%	1 - 3 times a week
137	16.33%	1 - 3 times a month
90	10.73%	1 - 3 times a semester
34	4.05%	Less than 1 time a semester
149	17.76%	I am aware of it, but do not use it.
51	6.08%	I didn't know there was an app.
839	Respondents	

Q186. Please rate the IU Mobile Phone App in the following categories: - Accessibility		
Count	Percent	
155	24.37%	Excellent
277	43.55%	Good
131	20.60%	Average
52	8.18%	Below average
21	3.30%	Poor
636	Respondents	

Q187. Please rate the IU Mobile Phone App in the following categories: - Usefulness		
Count	Percent	
161	25.31%	Excellent
280	44.03%	Good
129	20.28%	Average
45	7.08%	Below average
21	3.30%	Poor
636	Respondents	

Q188. Please rate the IU Mobile Phone App in the following categories: - Usability		
Count	Percent	
103	16.19%	Excellent
214	33.65%	Good
191	30.03%	Average
101	15.88%	Below average
27	4.25%	Poor
636	Respondents	

Q189. Please rate the IU Mobile Phone App in the following categories: - Content		
Count	Percent	
151	23.74%	Excellent
270	42.45%	Good
162	25.47%	Average
41	6.45%	Below average
12	1.89%	Poor
636	Respondents	

Q190. Please rate the IU Mobile Phone App in the following categories: - Reliability		
Count	Percent	
82	12.89%	Excellent
156	24.53%	Good
202	31.76%	Average
116	18.24%	Below average
80	12.58%	Poor
636	Respondents	

Q191. In what areas of campus do you use WiFi? (Check all that apply)			
Count	Respondent %	Response %	
746	73.86%	14.92%	Wells Library
468	46.34%	9.36%	Academic libraries
887	87.82%	17.74%	Classrooms
396	39.21%	7.92%	Dining halls
706	69.90%	14.12%	Indiana Memorial Union
775	76.73%	15.50%	Academic buildings
513	50.79%	10.26%	Residence halls
461	45.64%	9.22%	Outdoor locations
29	2.87%	0.58%	Other (please specify)
20	1.98%	0.40%	Not sure
1010	Respondents		
5001	Responses		

Q192. In what areas on campus do you feel the Wi-fi connectivity should be improved? (Check all that apply)			
Count	Respondent %	Response %	
651	64.46%	31.00%	Outdoors
489	48.42%	23.29%	Inside large lecture halls
367	36.34%	17.48%	Inside smaller classrooms
173	17.13%	8.24%	At the Wells Lobby
238	23.56%	11.33%	At the IMU
182	18.02%	8.67%	Other (please specify)
1010	Respondents		
2100	Responses		

Q193. Please rate the IU Secure WiFi network on the following categories: - Connect-ability		
Count	Percent	
86	8.51%	Excellent
333	32.97%	Good
345	34.16%	Average
160	15.84%	Below average
72	7.13%	Poor
14	1.39%	No basis to judge
1010	Respondents	

Q194. Please rate the IU Secure WiFi network on the following categories: - Signal strength		
Count	Percent	
89	8.81%	Excellent
361	35.74%	Good
349	34.55%	Average
139	13.76%	Below average
57	5.64%	Poor
15	1.49%	No basis to judge
1010	Respondents	

Q195. Please rate the IU Secure WiFi network on the following categories: - Availability		
Count	Percent	
96	9.50%	Excellent
432	42.77%	Good
315	31.19%	Average
114	11.29%	Below average
38	3.76%	Poor
15	1.49%	No basis to judge
1010	Respondents	

Q196. How often do you download software from IUware?		
Count	Percent	
9	0.89%	Daily or more
6	0.59%	4 - 6 times a week
15	1.49%	1 - 3 times a week
42	4.16%	1 - 3 times a month
498	49.36%	1 - 3 times a semester
352	34.89%	Less than 1 time a semester
57	5.65%	Never
30	2.97%	I have not heard of IUware.
1009	Respondents	

Q197. If you had questions about technology, where would you direct them? (Check all that apply)			
Count	Respondent %	Response %	
635	62.93%	30.56%	Peers
78	7.73%	3.75%	Professors
722	71.56%	34.74%	UITS
607	60.16%	29.21%	Online search engine
24	2.38%	1.15%	Other (please specify)
12	1.19%	0.58%	Not sure
1009	Respondents		
2078	Responses		

Q198. If you have problems with technology, specifically your computer, where would you take it to get fixed? (Check all that apply)			
Count	Respondent %	Response %	
300	29.73%	18.90%	Peers
231	22.89%	14.56%	Family
681	67.49%	42.91%	UITS
317	31.42%	19.97%	Local retailer (Best Buy, Computer shop, etc.)
58	5.75%	3.65%	Not sure
1009	Respondents		
1587	Responses		

Q199. How often do you use OnCourse?		
Count	Percent	
890	88.21%	Daily or more
101	10.01%	4 - 6 times a week
17	1.68%	1 - 3 times a week
1	0.10%	1 - 3 times a month
0	0.00%	1 - 3 times a semester
0	0.00%	Less than 1 time a semester
0	0.00%	Never
1009	Respondents	

Q200. What sections of OnCourse do you use on a regular basis (every time you log on)? (Check all that apply)			
Count	Respondent %	Response %	
577	57.41%	13.02%	Syllabus
91	9.05%	2.05%	Roster
925	92.04%	20.88%	Resources
48	4.78%	1.08%	Library resources
277	27.56%	6.25%	Tests and Surveys
756	75.22%	17.06%	Gradebook
572	56.92%	12.91%	Messages
638	63.48%	14.40%	Announcements
10	1.00%	0.23%	Site Setup
395	39.30%	8.91%	Assignments 2
3	0.30%	0.07%	Help
136	13.53%	3.07%	Drop Box
3	0.30%	0.07%	None of the above
1005	Respondents		
4431	Responses		

Q201. Which aspects of OnCourse would you like your instructors to use more? (Check all that apply)			
Count	Respondent %	Response %	
114	11.34%	6.42%	Syllabus
5	0.50%	0.28%	Roster
228	22.69%	12.84%	Resources
49	4.88%	2.76%	Library Resources
97	9.65%	5.46%	Tests and Surveys
669	66.57%	37.67%	Gradebook
139	13.83%	7.83%	Messages
180	17.91%	10.14%	Announcements
3	0.30%	0.17%	Site Setup
76	7.56%	4.28%	Assignments 2
16	1.59%	0.90%	Help
80	7.96%	4.50%	Drop Box
120	11.94%	6.76%	None
1005	Respondents		
1776	Responses		

Q202. Do any of your teachers currently use an educational portal other than OnCourse?		
Count	Percent	
360	35.82%	Yes, but in addition to OnCourse
110	10.95%	Yes, in place of OnCourse
535	53.23%	No, they only use OnCourse
1005	Respondents	

Q203. Please rate the quality of OnCourse in the following categories: - Ease of use		
Count	Percent	
488	48.56%	Excellent
408	40.60%	Good
85	8.46%	Average
21	2.09%	Below average
3	0.30%	Poor
1005	Respondents	

Q204. Please rate the quality of OnCourse in the following categories: - Content		
Count	Percent	
439	43.68%	Excellent
445	44.28%	Good
104	10.35%	Average
11	1.09%	Below average
6	0.60%	Poor
1005	Respondents	

Q205. Please rate the quality of OnCourse in the following categories: - Reliability		
Count	Percent	
455	45.27%	Excellent
419	41.69%	Good
106	10.55%	Average
19	1.89%	Below average
6	0.60%	Poor
1005	Respondents	

Q206. How often do you use Library Resources (Resource Gateway) on Oncourse?		
Count	Percent	
13	1.29%	Daily or more
22	2.19%	4 - 6 times a week
74	7.36%	1 - 3 times a week
171	17.01%	1 - 3 times a month
302	30.05%	1 - 3 times a semester
184	18.31%	Less than 1 time a semester
239	23.78%	Never
1005	Respondents	

Q207. How often do problems with OnCourse affect any of your class sessions or assignments?		
Count	Percent	
20	1.99%	Very often
32	3.18%	Often
270	26.87%	Occasionally
570	56.72%	Rarely
113	11.24%	Never
1005	Respondents	

Q208. How often do you use OneStart?		
Count	Percent	
308	30.74%	Daily or more
174	17.37%	4 - 6 times a week
301	30.04%	1 - 3 times a week
192	19.16%	1 - 3 times a month
24	2.40%	1 - 3 times a semester
2	0.20%	Less than 1 time a semester
1	0.10%	Never
1002	Respondents	

Q209. Please rate OneStart in the following categories: - Ease of use		
Count	Percent	
265	26.50%	Excellent
396	39.60%	Good
240	24.00%	Average
78	7.80%	Below average
21	2.10%	Poor
1000	Respondents	

Q210. Please rate OneStart in the following categories: - Content		
Count	Percent	
374	37.40%	Excellent
445	44.50%	Good
158	15.80%	Average
19	1.90%	Below average
4	0.40%	Poor
1000	Respondents	

Q211. Please rate OneStart in the following categories: - Reliability		
Count	Percent	
378	37.80%	Excellent
445	44.50%	Good
150	15.00%	Average
19	1.90%	Below average
8	0.80%	Poor
1000	Respondents	

Q212. Why do you use OneStart? (Check all that apply)			
Count	Respondent %	Response %	
873	87.30%	34.10%	Checking academic schedule
704	70.40%	27.50%	Paying the Bursar
785	78.50%	30.66%	Registration
198	19.80%	7.73%	Other (please specify)
1000	Respondents		
2560	Responses		

Q213. On average, how often do your professors use technology (other than PowerPoint) in class?		
Count	Percent	
188	18.84%	Very often (almost every class)
347	34.77%	Often (at least one class per week)
286	28.66%	Occasionally (few classes per month)
160	16.03%	Rarely (fewer than twice a month)
17	1.70%	Never
998	Respondents	

Q214. Does the equipment provided in the classrooms meet the needs of your course requirements?		
Count	Percent	
638	63.93%	Yes, in all of my classes
333	33.37%	Yes, but only in some of my classes
23	2.30%	No, the equipment does not fit the needs of my classes
4	0.40%	No, there is no equipment in my classrooms
998	Respondents	

Q215. In how many classes are you enrolled for this semester (including 1st and 2nd 8 weeks courses)?		
Count	Percent	
1	0.10%	None
7	0.70%	1
13	1.30%	2
28	2.81%	3
168	16.83%	4
465	46.59%	5
256	25.65%	6
60	6.01%	7 or more
998	Respondents	

Q216. How many of your classes allow laptop usage?		
Count	Percent	
58	5.81%	None
112	11.22%	1
182	18.24%	2
250	25.05%	3
233	23.35%	4
118	11.82%	5
42	4.21%	6
3	0.30%	7 or more
998	Respondents	

Q217. In the past year, how many of your classes required specific software or programs (i.e., BUS-K201 requires Microsoft Access 2010)?		
Count	Percent	
389	38.98%	None of my classes
517	51.80%	1 - 3 classes
75	7.52%	4 - 6 classes
8	0.80%	7 - 9 classes
9	0.90%	10 - 12 classes
998	Respondents	

Q218. In the past year, how many of your classes used E-texts (online textbooks) in place of printed texts?		
Count	Percent	
455	45.59%	None of my classes
488	48.90%	1 - 3 classes
50	5.01%	4 - 6 classes
4	0.40%	7 - 9 classes
1	0.10%	10 - 12 classes
998	Respondents	

Q219. Which kind of text books do you prefer?		
Count	Percent	
189	18.94%	E-texts
809	81.06%	Printed
998	Respondents	

Q220. Why do you prefer E-texts? (Check top two reasons)			
Count	Respondent %	Response %	
159	84.13%	45.43%	Cheaper price
126	66.67%	36.00%	Portability
39	20.63%	11.14%	More environmentally friendly
17	8.99%	4.86%	Personal preference
9	4.76%	2.57%	Other (please specify)
189	Respondents		
350	Responses		

Q221. Why do you prefer printed text books? (Check top two reasons)			
Count	Respondent %	Response %	
625	77.26%	40.04%	Easier to read
323	39.93%	20.69%	Easier to annotate
209	25.83%	13.39%	Easier to access
358	44.25%	22.93%	Personal preference
46	5.69%	2.95%	Other (please specify)
809	Respondents		
1561	Responses		

Q222. Please rate the E-Reserves in the following categories: - Ease of use		
Count	Percent	
134	13.43%	Excellent
287	28.76%	Good
255	25.55%	Average
62	6.21%	Below average
26	2.61%	Poor
234	23.45%	Not applicable
998	Respondents	

Q223. Please rate the E-Reserves in the following categories: - Content		
Count	Percent	
170	17.03%	Excellent
332	33.27%	Good
221	22.14%	Average
30	3.01%	Below average
10	1.00%	Poor
235	23.55%	Not applicable
998	Respondents	

Q224. Please rate the E-Reserves in the following categories: - Reliability		
Count	Percent	
150	15.03%	Excellent
309	30.96%	Good
236	23.65%	Average
44	4.41%	Below average
24	2.40%	Poor
235	23.55%	Not applicable
998	Respondents	

Q225. Are teaching labs equipped with the technology necessary to teach students the latest and most important techniques in your respective fields of study?		
Count	Percent	
409	41.06%	Yes, all necessary equipment is there.
357	35.84%	Yes, some labs are properly equipped.
39	3.92%	No, there is a lack of equipment in most labs.
4	0.40%	No, there is a lack of equipment in all labs.
187	18.78%	I am not in courses that use teaching labs.
996	Respondents	

Q226. How often do you have difficulty finding an available computer on campus?		
Count	Percent	
32	3.21%	Daily or more
58	5.82%	4 - 6 times a week
214	21.49%	1 - 3 times a week
210	21.08%	1 - 3 times a month
154	15.46%	1 - 3 times a semester
71	7.13%	Less than 1 time a semester
129	12.95%	Never, I am always able to find an available computer on campus
128	12.85%	Never, because I always bring a laptop
996	Respondents	

Q227. Do you normally have to wait to print documents at a campus printing station?		
Count	Percent	
607	60.94%	Yes, because there is a line
127	12.75%	Yes, because of faulty printers
230	23.09%	No, I do not have to wait
32	3.21%	No, I do not print documents on campus
996	Respondents	

Q228. Please rate your printing experience based on the following categories: - Reliability		
Count	Percent	
165	17.19%	Excellent
404	42.08%	Good
273	28.44%	Average
99	10.31%	Below average
19	1.98%	Poor
960	Respondents	

Q229. Please rate your printing experience based on the following categories: - Availability		
Count	Percent	
134	13.96%	Excellent
315	32.81%	Good
358	37.29%	Average
126	13.12%	Below average
27	2.81%	Poor
960	Respondents	

Q230. Please rate your printing experience based on the following categories: - Accessibility		
Count	Percent	
214	22.29%	Excellent
360	37.50%	Good
308	32.08%	Average
61	6.35%	Below average
17	1.77%	Poor
960	Respondents	

Q231. Please rate your printing experience based on the following categories: - Printer finder		
Count	Percent	
185	19.27%	Excellent
332	34.58%	Good
303	31.56%	Average
79	8.23%	Below average
61	6.35%	Poor
960	Respondents	

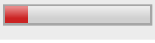
Q232. Please rate your printing experience based on the following categories: - Ink quality		
Count	Percent	
267	27.81%	Excellent
394	41.04%	Good
240	25.00%	Average
49	5.10%	Below average
10	1.04%	Poor
960	Respondents	

Q233. Please rate your printing experience based on the following categories: - Paper quality		
Count	Percent	
332	34.58%	Excellent
408	42.50%	Good
202	21.04%	Average
17	1.77%	Below average
1	0.10%	Poor
960	Respondents	

Q234. What percentage of your time is spent using technology for educational purposes on campus (excluding residence hall rooms), as opposed to your local place of residence?		
Count	Percent	
26	2.62%	0% of your time
371	37.40%	1 - 20% of your time
233	23.49%	21 - 40% of your time
193	19.46%	41 - 60% of your time
106	10.69%	61 - 80% of your time
63	6.35%	81 - 100% of your time
992	Respondents	

Q235. If you own a Mac computer, have you installed Windows (Bootcamp, Paralells, etc.) on it?		
Count	Percent	
509	51.31%	I do not own a Mac.
91	9.17%	Yes, due to course requirements
77	7.76%	Yes, due to personal preferences
315	31.75%	No, I have not installed it
992	Respondents	

Q236. Do you regularly receive e-mails from University Information Technology Services (UITS)?		
Count	Percent	
100	10.08%	Yes, and I read almost all of the e-mails
420	42.34%	Yes, and I read some of the e-mails
419	42.24%	Yes, but I do not read the e-mails
49	4.94%	No, I do not receive e-mails
4	0.40%	No, and I am not aware of UITS
992	Respondents	

Q237. Do you have any additional comments or suggestions regarding technology usage and resources at IU?			
Count	Percent		
156	15.73%		Yes (please explain)
836	84.27%		No
992	Respondents		